

**Race to the Top - Early Learning Challenge
Application for Initial Funding
CFDA Number: 84.412**

State of New Mexico



U.S. Department of Education
Washington, DC 20202
OMB Number: 1894-0013
Expiration Date: 02/29/2012

ELIGIBILITY REQUIREMENTS

The State must meet the following requirements to be eligible to compete for funding under this program:

(a) The Lead Agency must have executed with each Participating State Agency a Memorandum of Understanding (MOU) or other binding agreement that the State must attach to its application, describing the Participating State Agency's level of participation in the grant. At a minimum, the MOU or other binding agreement must include an assurance that the Participating State Agency agrees to use, to the extent applicable--

- (1) A set of statewide Early Learning and Development Standards;
- (2) A set of statewide Program Standards;
- (3) A statewide Tiered Quality Rating and Improvement System; and
- (4) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

List of Participating State Agencies:

Participating State Agency Name (* for Lead Agency)	MOU Location in Application	Funds/Program(s) administered by the Participating State Agency
*Public Education Department	Appendix 1	Title I of ESEA, 619 of part B of IDEA, State-funded preschool, State Education Agency
Children, Youth and Families Department	Appendix 1	Head Start Collaborative Grant, Home Visiting, CCDF, State Early Learning Advisory Council, State Funded preschool, State Child Care Licensing Agency
Department of Health	Appendix 1	Part C of IDEA, Title V Maternal and Child Care Block Grant

(b) The State must have an operational State Advisory Council on Early Care and Education that meets the requirements described in section 642B(b) of the Head Start Act (42 U.S.C. 9837b).

The State certifies that it has an operational State Advisory Council that meets the above requirement. The Departments will determine eligibility.

X - Yes

No

(c) The State must have submitted in FY 2010 an updated MIECHV State plan and FY 2011 Application for formula funding under the Maternal, Infant, and Early Childhood Home

Visiting program (see section 511 of Title V of the Social Security Act, as added by section 2951 of the Affordable Care Act of 2010 (P.L. 111-148)).

The State certifies that it submitted in FY 2010 an updated MIECHV State plan and FY 2011 Application for formula funding, consistent with the above requirement. The Departments will determine eligibility.

X - Yes

No

ABSTRACT

Race to the Top – Early Learning Challenge New Mexico’s Early Childhood Reform Agenda – October, 2011

There is no question that New Mexico’s children are at risk. Most of our children enter elementary school without the basic skills necessary for success. For example, over the past four years, more than 75% of the children entering kindergarten don’t have the literacy skills required for them to be considered “ready” for school. For the past twenty years, data repeatedly confirms that children in New Mexico are at risk for school failure, for involvement with the juvenile justice system, for substance abuse, for teen pregnancy and among a laundry-list of other things, for living a lifetime of dependency and hopelessness. Most of New Mexico’s high need children live in rural and frontier areas. As a frontier state, New Mexico must address system issues and challenges such as lack of transportation and other core infrastructure, decentralization and poor communication systems, lack of high paying jobs, and a lack of family support systems. New Mexico also suffers from devastating poverty – and all of its children are exposed to risk. New Mexico’s children are in a state of crisis - a crisis that demands bold systemic reform.

The federal Race to the Top/Early Learning Challenge Fund competition provides us with an opportunity to realize this reform. Race to the Top challenges states to build a coordinated system of early learning and development to ensure that many more children from birth to age five have access to dramatically improved early learning programs and enter school with the skills, knowledge and dispositions they need to be successful.

New Mexico’s Race to the Top/Early Learning Challenge Fund proposal has four primary goals. All four goals are based on our commitment to the creation of an early care, health and education “system of systems” that transforms disconnected, siloed programs that historically have labeled and segregated children because of categorical funding streams into a coordinated system that focuses on the building of high-quality, comprehensive, community-specific programs with a continuum of integrated services. We believe that community programs are able to work together when provided with a common focus - ensuring that every child has equitable access to appropriate services and supports that acknowledge their uniqueness and enable them to reach their full potential.

The four goals of our proposal are to:

1) Implement *FOCUS*, New Mexico's newly revised Tiered Quality Rating and Improvement System to:

- focus on children's learning through the implementation of New Mexico's authentic observation –documentation – and curriculum planning process based upon the *New Mexico Early Learning Guidelines: Birth through Kindergarten*.
- establish common Program Standards across all publicly funded Early Learning and Development Programs that include child and program assessment, curriculum planning, Early Childhood Educator qualifications, health promotion practices and family engagement.
- utilize a common Comprehensive Assessment System as the basis for continuous quality improvement in all Early Learning and Development Programs including Child Care, Home Visiting, Head Start, Early Head Start, New Mexico PreK, Early Intervention (FIT) and Early Childhood Special Education.

2) Use the kindergarten rubrics in the *New Mexico Early Learning Guidelines: Birth through Kindergarten* as the criteria for a Kindergarten Readiness Assessment to be used in all New Mexico public schools. This authentic assessment process will not only provide policy-makers with important data regarding the effectiveness of early learning programs, but most importantly will provide kindergarten teachers with critical information regarding children's learning that can be used to inform curriculum planning and differentiated instruction.

3) Establish Early Childhood Investment Zones by identifying and prioritizing communities where:

- children are at greatest risk (based on aggregated socio-ecological risk indicators) and
- the community demonstrates the greatest will and capacity for creating a continuum of high-quality early learning programs.

Our goal is for these “ready communities” to model the establishment of community-specific capacity building, infrastructure development and comprehensive integrated early childhood care, health and education services for other communities as the state strives to make

high quality early learning opportunities universally available to all those who wish to participate. (NM Early Childhood Care and Education Act, 2011).

4) Build a unified early learning data system that will provide educators, families and policy-makers with the information to:

- Provide the most current information educators need to nurture and teach the children in their programs.
- Provide families with the information they need in order to make informed choices about which programs are best for their young children.
- Track young children's development and progress as they are increasingly ready for school
- Measure the quality of and improvement in all of New Mexico's early learning and development programs
- Assess the status of young children as they enter kindergarten
- Follow students from their earliest enrollment in early childhood programs through entrance into kindergarten, elementary, middle and high school, higher education and the workforce.

By building a statewide system of early learning that is comprehensive and integrated, New Mexico will have the capacity and infrastructure to spend future investments in the most efficient and effective manner. New Mexico has chosen to respond to the following priorities set forth in the federal application and guidelines:

- Priority 1: Absolute Priority – Promoting School Readiness for Children with High Needs
- Priority 2: Competitive Preference Priority – Including all Early Learning and Development Programs in the Tiered Quality Rating and Improvement System
- Priority 3: Competitive Preference Priority – Understanding the Status of Children's Learning and Development at Kindergarten Entry
- Priority 4: Invitational Priority – Sustaining Program Effects in the Early Elementary Grades
- Priority 5: Invitational Priority – Encouraging Private-Sector Support

In Section C, New Mexico will address selection criteria (C)(1) and (C)(2). In sections D and E, New Mexico has chosen to address all of the selection criteria.

SELECTION CRITERIA

Core Areas -- Sections (A) and (B).

A. Successful State Systems

(A)(1) Demonstrating past commitment to early learning and development. (20 points)

The extent to which the State has demonstrated past commitment to and investment in high-quality, accessible Early Learning and Development Programs and services for Children with High Needs, as evidenced by the State's—

(a) Financial investment, from January 2007 to the present, in Early Learning and Development Programs, including the amount of these investments in relation to the size of the State's population of Children with High Needs during this time period;

(b) Increasing, from January 2007 to the present, the number of Children with High Needs participating in Early Learning and Development Programs;

(c) Existing early learning and development legislation, policies, or practices; and

(d) Current status in key areas that form the building blocks for a high quality early learning and development system, including Early Learning and Development Standards, Comprehensive Assessment Systems, health promotion practices, family engagement strategies, the development of Early Childhood Educators, Kindergarten Entry Assessments, and effective data practices.

Evidence for (A)(1):

- The completed background data tables providing the State's baseline data for--
 - The number and percentage of children from Low-Income families in the State, by age (see Table (A)(1)-1);
 - The number and percentage of Children with High Needs from special populations in the State (see Table (A)(1)-2); and
 - The number of Children with High Needs in the State who are enrolled in Early Learning and Development Programs, by age (see Table (A)(1)-3).
- Data currently available, if any, on the status of children at kindergarten entry (across Essential Domains of School Readiness, if available), including data on the readiness gap between Children with High Needs and their peers.
- Data currently available, if any, on program quality across different types of Early Learning and Development Programs.
- The completed table that shows the number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years (2007-2011) (see Table (A)(1)-4).
- The completed table that shows the number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years (2007-2011) (see Table (A)(1)-5).

- The completed table that describes the current status of the State’s Early Learning and Development Standards for each of the Essential Domains of School Readiness, by age group of infants, toddlers, and preschoolers (see Table (A)(1)-6).
- The completed table that describes the elements of a Comprehensive Assessment System currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-7).
- The completed table that describes the elements of high-quality health promotion practices currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-8).
- The completed table that describes the elements of a high-quality family engagement strategy currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-9).
- The completed table that describes all early learning and development workforce credentials currently available in the State, including whether credentials are aligned with a State Workforce Knowledge and Competency Framework and the number and percentage of Early Childhood Educators who have each type of credential (see Table (A)(1)-10).
- The completed table that describes the current status of postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators (see Table (A)(1)-11).
- The completed table that describes the current status of the State’s Kindergarten Entry Assessment (see Table (A)(1)-12).
- The completed table that describes all early learning and development data systems currently used in the State (see Table (A)(1)-13).

Hidden just beyond the postcard images and Tourist Board campaigns, New Mexico’s children grow up confronted with adverse childhood experiences that are rooted in a history of profound and pervasive poverty.

In spite of being one of the poorest states in the nation, New Mexico has a heritage of commitment to children, their families and community. Even today, public policy reforms are built upon the belief that families and community must be the platform from which all efforts are launched. This is a commitment that all work must be informed by and driven by a deep respect for the diverse values and cultures of New Mexico’s families. Although New Mexico has been at the forefront of the movement to create standards within the early childhood system, it has taken great care to ensure that these standards do not impose the standardization of practice upon individual children, their families or the communities where they live. Rather, it is the State’s experience that these standards provide a framework within which programs are able to flourish, implementing unique and appropriate programs that are based on the strengths of each community. It is also the State’s experience that by firmly establishing families and

communities as the platform upon which early learning systems are built, community-specific programs are able to reflect the history, culture, language and traditions that must be preserved and strengthened to enable our communities to support local systems that allow children to be successful in school.

It is this commitment of caring that has spurred efforts to make the most effective use of limited resources. The reform agenda described in this application is the culmination of more than twenty years of a thoughtfully targeted, continually developing strategy to ensure the equitable success of all children entering kindergarten.

The accomplishments that demonstrate New Mexico's commitment to improving children's school readiness are woven together here as an integrated story, and organized into four parallel threads:

- Building a unified and effective system of governance and systems alignment;
- Creating three generations of a Tiered Quality Rating and Improvement System;
- The development of a universal, fully-articulated professional development system; and
- The emergence of business leaders who have built public support and political will for increased funding for early childhood.

The first thread in this story is the **building of a unified and effective system of governance and systems alignment** to ensure that high quality services are provided equitably statewide. In 1989, the Office of Child Development (OCD) and a governor-appointed Child Development Board were created in statute. The OCD and Board were given responsibility to: Establish a professional development system for all those working with children birth through third grade; Develop program standards for state-funded early childhood programs; Establish a system of state-funded child development programs for children birth to age five; and Coordinate systems of early childhood care and education. The OCD was funded in July, 1990 and originally placed within what was then the State Department of Education (SDE). Governor Gary Caruthers appointed a seven member Child Development Board, with legal oversight of the OCD, which began functioning in November 1990.

In 1991, Governor Bruce King appointed a Task Force on Children and Families to study the feasibility of creating a single, cabinet-level agency to focus on the issues of children and

youth. This led to the adoption of legislation, in 1992, creating the Children, Youth and Families Department (CYFD) with the vision that it would bring together diverse programs for children and families under one roof. It is striking that as long as nineteen years ago New Mexico was working to create the systems alignment that many states are only now beginning to propose. The CYFD merged seven state Service Divisions - Administrative; Preventive; Risk Reduction; Moderate Intervention; Community Residential; Juvenile Justice; and the Institutional Care Division – into one agency. The OCD was transferred from the SDE. The Child Care Licensing Bureau and the Family Nutrition Bureau were transferred from the Department of Health. The Child Care Bureau was transferred from the Human Service Department. New Mexico was the first state in the nation to bring so many divisions and departments together in one cabinet-level agency to streamline services, reduce duplication, and create family-friendly access. The authorizing legislation directed the CYFD to, among other things, develop priorities for state services and resources; increase collaboration and coordination; develop and maintain a database that would include client tracking for children and families; and develop standards for accountability. The focus was on administering services that would “strengthen client self-sufficiency and emphasize prevention.”

In 2003, the New Mexico legislature requested that the Child Development Board lead a study regarding the potential alignment of early care, education, and family support systems by establishing an Early Childhood Alignment Task Force. The work of the Task Force was to provide a comprehensive picture of the early learning system and gather information regarding the number of children and families being served, where systems are located within state government, and their relationship to one another. Of particular interest was the potential duplication of effort, the amount of money being spent, the source of the funds, and the categorical nature of each funding source. The Board submitted ‘A Plan for the Alignment of Early Education Programs’ to the New Mexico Legislative Education Study Committee (LESC) in November, 2003.

It is important to note that 2003 was an important year for government changes in New Mexico. The State Department of Education (SDE), which reported to the State Board of Education, was changed by a constitutional amendment to the Public Education Department (PED) headed by a Cabinet Secretary reporting to the Governor. This is why New Mexico’s

story refers to the SDE before 2003 and PED after 2003.

Following the report by the Early Childhood Alignment Task Force, the LESC requested that the Child Development Board lead a collaborative effort of the Public Education Department (PED), the Children, Youth and Families Department (CYFD), and the Department of Health (DOH) to establish an Early Learning Plan. They asked that the plan contain at least three components: A policy brief describing the attributes of a coordinated and culturally- and linguistically-appropriate early learning system for children birth through third grade; Early Learning Outcomes for children birth through third grade, detailing what children should know, be able to do and the dispositions toward learning that they should have to be successful in school; and Early Learning Program Standards birth through third grade. With the Departments of Health, Education, and Children, Youth and Families each contributing \$10,000 toward the effort, hundreds of early childhood stakeholders from throughout the state jumped at the opportunity to become involved in a year-long process to develop the New Mexico Early Learning Plan.

In response to the Plan, Governor Bill Richardson issued an executive order establishing the New Mexico Children's Cabinet. The purpose of the Cabinet was to create a venue for collaboration across departments in order to maximize resource allocation and to track the well-being of children and youth in New Mexico in five specific outcome areas. The Children's Cabinet was chaired by the Lt. Governor and was comprised of 15 Cabinet secretaries, as well as representatives from three agencies and the judiciary. With the passage of the Children's Cabinet Act, in 2005, the Cabinet was made permanent. The Children's Cabinet is responsible for compiling an annual Report Card for how New Mexico is doing in each outcome area, and completing a review of the state budget that tracks how state money is spent in each area. In 2007, New Mexico received an Early Childhood Comprehensive Systems (ECCS) grant from the Maternal and Child Health Bureau of the Health Resources and Services Administration (MCHB/HRSA) to convene a cross-agency, cross-sector group to develop a comprehensive early childhood strategic plan to align systems for young children birth to 5 and their families. Under the ECCS grant, hundreds of early childhood stakeholders and multi-agency state government personnel participated in a statewide process to create an Early Childhood Strategic Plan for 2009-2012, which was endorsed by the Secretaries of the Departments of Health; Children,

Youth and Families; Public Education; and Human Services.

Based on the vision, goals, and objectives of this Plan, the New Mexico Department of Health applied for, and was awarded, one of the first six Project LAUNCH grants from the Substance Abuse and Mental Health Services Administration (SAMHSA) in 2008. The purpose of the five-year grant is to align and improve systems and programs serving children birth to 5 and their families at the state and local level. The local demonstration site is the Santa Fe Children's Project administered by United Way of Santa Fe County. In a short time, the Children's Project has provided legislators, politicians, state bureaucrats and business leaders with a concrete example of the impact that a comprehensive community-based system can make on children's lives.

The second thread in our story concerns the creation of three generations of a **Tiered Quality Rating and Improvement System**. In March of 1997, CYFD implemented a new three-tiered quality rating system for all licensed child care centers and licensed family child care homes. Inspired by the 1997 Olympics, they adopted a system that recognized programs with a voluntary Gold, Silver or Bronze designation. Based on Governor Gary Johnson's commitment to de-regulation and school vouchers, the administration wanted to experiment with differentiating the value of child care subsidy (vouchers) based on quality standards. Their hope was that they could eliminate many of the child care regulations that were in place at the time by encouraging parents who qualified for subsidy to shop for high quality child care. It was explained to qualifying parents that their subsidy (voucher) would change value depending on the quality designation of the child care program they chose. This would, theoretically, allow parents to access high quality programs that they otherwise would not be able to afford. The effort was to establish an innovative way to utilize free market principles to drive the improvement of child care quality without the need for "excessive" state government regulation.

It didn't work.

It quickly became obvious that most low-income parents who qualified for subsidized care do not have the where-with-all to shop around for quality child care and were indifferent to the fact that their subsidy (voucher) could change value. Rather, they concentrated on convenience, familiarity and other factors when selecting care for their children. Even though they were intrigued by the concept, legislators and advocates quickly became disenchanted and

called for changes to the system because very few children on subsidy were attending Silver and Gold programs.

In 1999, CYFD created a task force to determine the lessons learned from the *Gold Silver Bronze* TQRIS. After considerable review of the data and input from parents and early childhood practitioners, CYFD very strategically and intentionally created *AIM HIGH: Essential Elements of Quality* (See Appendix 11), which served as the foundation for the Tiered Quality Rating and Improvement System (TQRIS). AIM HIGH had three long-term goals:

- Increase the quality of child care licensing regulations by systematically moving AIM HIGH quality criteria into the child care regulations;
- Increase the number of high quality child care programs; and
- Increase the number of low income children on subsidy in high quality child care programs.

AIM HIGH: Essential Elements of Quality was developed with five levels or tiers of criteria above minimal child care regulations. The highest level of quality (Level 5) was accreditation by a national accrediting entity approved by CYFD. Lower levels were based on criteria that would enable a program to be successful when they applied for accreditation. The state reviewed subsidy rosters and prioritized the recruitment of programs serving the highest percentage of children receiving state subsidy as a strategy to incentivize program participation. In order to assist with the costs of quality, substantial increases were made to the subsidy rates for children attending programs demonstrating higher levels of quality. Word quickly spread that Level 5 programs serving a high percentage of children on subsidy could generate thousands of additional dollars each month.

To support the programs that were volunteering to participate in AIM HIGH, the focus of the Child Care Resource and Referral system was changed to training and technical assistance. Considerable federal and state funding was provided to the statewide network of Early Childhood Training and Technical Assistance Program (TTAP) contractors to provide on-site support, training and technical assistance to interested programs. The on-site support included a task as simple as writing a Parent Handbook or as complex as conducting a self-study in preparation for national accreditation.

By 2005, at least 70% of all licensed programs had attained AIM HIGH Level 1 or

higher, so in keeping with one of the primary goals of the AIM HIGH QRIS, a decision was made to embed the AIM HIGH Level 1 criteria into child care licensing regulations. That left only levels 2, 3, 4 and 5 in the AIM HIGH: *Essential Elements of Quality*.

There were also two landmark decisions made at this point that solidified the Quality Rating System:

- 1) Five large stars were now to be placed on all child care licenses and all licenses would indicate the program's level of quality. One star indicated that the program met basic licensing regulations with 2, 3, 4 or 5 stars indicating the program's level of quality based on the remaining four levels of the AIM HIGH: *Essential Elements of Quality*. The "Look for the STARS" campaign was initiated and consumers were educated regarding the quality criteria at each star level.
- 2) The revised 2005 Child Care Assistance Regulations included the requirement that programs must have 2 stars or higher by July 1, 2007 in order to serve children receiving child care subsidy.

By 2010, 70% of the licensed programs in the state had achieved a 2 STAR license or higher, so the child care licensing regulations were revised to include the AIM HIGH 2 STAR criteria as basic licensure.

By 2010, the AIM HIGH/"Look for the STARS" TQRIS was more than ten years old. So, federal stimulus funds were used to begin a comprehensive review of the AIM HIGH/"Look for the STARS" system. Just as they did in 1999, the CYFD once again convened a Task Force with representatives from all parts of the early childhood community to review the system and make recommendations. The group took this task very seriously and presented a list of recommendations to the Department. Based on these recommendations and using newly released quality benchmarks proposed by the federal government, CYFD revised the state's TQRIS standards in early 2011. The revised Tiered Quality Rating and Improvement System is called FOCUS (See Appendix 6).

FOCUS, New Mexico's third generation Tiered Quality Rating and Improvement System, builds upon the considerable successes of AIM HIGH as well as the many years of utilizing a standards- or criteria-based authentic observation – documentation – and curriculum planning process in state-funded child development and PreK programs. The new "focus" of the

TQRIS is on children's learning with teachers becoming increasingly competent observers and planners of appropriate curriculum. Program assessment tools (e.g. the Environmental Rating Scales) that were previously used as high-stakes "ends", would now be used as a "means" for self-assessment within a continuous quality improvement process that is "focused" on children being ready for successful entry into kindergarten, utilizing the *New Mexico Early Learning Guidelines: Birth through Kindergarten* (See Appendix 5) as the standard for children's growth, development and learning.

The third thread in our story is about the creation of a **universal, fully-articulated professional development system** to produce and support a high-quality early childhood workforce.

Having been given a statutory mandate to establish a professional development system for all those working with children birth through third grade, the OCD Child Development Board and the State Board of Education appointed a Joint Task Force in 1991. The Task Force recommended that a competency-based Bachelor's level teacher's license for individuals working in programs with children birth through grade three be created. This license would be for individuals working in any early care and education program, including those outside of the public schools. The recommended competencies were organized in seven areas: Child Growth, Development and Learning; Health, Safety and Nutrition; Family and Community Collaboration; Developmentally Appropriate Content; Learning Environment and Curriculum Implementation; Assessment of Children and Programs; and Professionalism.

The first statewide stakeholder meeting, held in November 1992 set the tone for a series of two- and three-day working retreats that continued through the mid and late 90's. These retreats were held several times during the year and were highly participatory. They were critical in establishing the guiding principles upon which New Mexico's current training, certification, and licensure system for early care, education, and family support are based. These meetings led to the establishment of the Early Childhood Higher Education Task Force in 1995. The Task Force included faculty members from every college and university in the state as well as program managers from state departments that included early childhood programs plus stakeholders and students. This Task Force has continued to meet monthly right up to the present. Task Force members – some of whom must travel five or six hours each way – have

continued to meet monthly, often with no reimbursement for travel expenses. This commitment by faculty and the higher education institutions where they work demonstrates a long-standing commitment to establish an appropriate and responsive professional development system.

In July 1993, New Mexico became the first state in the nation to adopt an inclusive competency-based teacher's license for children birth through third grade. Committed to the diversity of the state, the competencies were written with the expectation that early childhood educators understand and meet the needs of all children and their families, including those who are low-income, English-Language Learners and children with disabilities or developmental delays.

In 1994, New Mexico was one of four states (among 38 applicants) chosen to partner with the Center for Career Development in Early Care and Education at Wheelock College in Boston in an initiative called 'Partners in Change' that established a three-way partnership across higher education, state government, and local practitioners. The project focused on the creation of a career lattice and identifying barriers that individuals faced when attempting to further their training and formal education in early childhood. This work led to funding from the W. K. Kellogg Foundation for the Continuous Journey project, which was funded for three years starting in 1997. The two goals of the project were to increase access to higher education early childhood personnel preparation programs by individuals who had traditionally been disenfranchised, particularly minorities; and to create strategies that would make personnel preparation programs more responsive to community needs, particularly in the areas of language and culture.

New Mexico is now implementing the third generation of a competency-based professional development system that is fully articulated and has a universal course of study with three pathways: Early Childhood Educator, Early Childhood Program Administration and Family Infant Toddler Studies (especially for those aspiring to be early interventionists or home visitors). Early educator competencies are leveled with corresponding state-issued certification and licensure. These competencies are described in the *Early Childhood Common Core Content and Competencies* book (See Appendix 12) for all three pathways at all three levels: Entry Level, Associate Degree and Bachelor's Degree. Common course syllabi that are based on these competencies are described in the *New Mexico Universal Catalogue of Courses for Early Care,*

Education, and Family Support (See Appendix 13). Competency-based master's degrees are available in early childhood education and early childhood special education. A doctoral degree is available on-line for working professionals.

In 2004, the CYFD began funding the T.E.A.C.H.® Scholarship Program so that child care teachers could access the professional development system. The program began with 59 T.E.A.C.H.® scholars in 2005 and climbed to 746 in 2010. There are now T.E.A.C.H.® scholars from Head Start, child care, PreK, public school special education and kindergarten programs.

The fourth thread in our story is about the recent **emergence of business leaders who have built public support and political will for sustainable funding of early childhood**. As has been true in many other states, it is often business leaders who have the greatest influence on legislation and policy.

In 2008, the Lieutenant Governor convened a group of business leaders and economists – the Early Childhood Investment Committee (ECIC) - to recommend short and long-term strategies to: 1) increase public investment in early childhood, and 2) engage business leaders in advocacy efforts for legislative action in support of early childhood development. The recommendation of the ECIC was to create the New Mexico Early Childhood Development Partnership (Partnership) to advocate for the creation, adoption and implementation of effective and proven early childhood programs for children five and under. The Partnership is governed by an Advisory Board made up of public, private, and philanthropic leaders and is supported by funding from the W. K. Kellogg Foundation.

The Partnership has become actively involved in early childhood systems-development efforts. They sponsored the New Mexico Economic Summit on Early Childhood in November 2009, a retreat for 60 state business leaders in May 2010, and a day-long business leaders' summit with over 200 participants in April, 2011. They also divided the state into six regions and held community conversations and town hall meetings in the six regions during 2010.

The Partnership was instrumental in developing and passing The New Mexico Early Childhood Care and Education Act (See Appendix 3) in the 2011 NM Legislative session. The Act has three primary components: 1) a description of the essential components of a high quality early childhood system, 2) the establishment of the State Early Learning Advisory Council (ELAC) and 3) the establishment of a non-reverting Fund to support the establishment of a

comprehensive aligned early childhood system of systems.

The Partnership is now working with CYFD and the Early Learning Advisory Council to ensure implementation of the Early Childhood Care and Education Act. Using Kellogg funds, the Partnership has contracted with New Mexico First, a public policy organization established in 1986, to engage citizens in important issues facing their state or community. New Mexico First has now held a weekend retreat for New Mexico stakeholders to establish an action plan and has held four one-day planning forums. Based on provisions in the Act, four Implementation Teams have been established: Data Systems, Quality, School Readiness and Finance. These Teams have met regularly and were instrumental in providing input and feedback to this application. The Readiness Team has written a School Readiness Policy Brief (See Appendix 8) that is being considered by the Early Learning Advisory Council.

The Early Learning Advisory Council was appointed in 2010 by the previous Governor; a new council has been appointed by New Mexico's current Governor. They established a robust plan for the transformation of seven major early education and care systems into a "system of systems" (See Appendix 4). It was this plan that the Early Childhood Care and Education Act was based upon. The Advisory Council adopted as its goal that: 'Every child in New Mexico will have an equal opportunity for success in school, based upon equitable access to an aligned and high quality early learning system.' To achieve this goal, they set the following five objectives:

- Establish an integrated data system with two primary components that will allow us to correlate services being provided with results based accountability measures -- a unique identifier system and a data warehouse.
- Establish an aligned early learning system with programs that are more efficiently and intentionally funded so that all families have consistent access to a seamless continuum of appropriate services, with assurance that children who are most at risk for school failure have equitable access to the highest quality programs.
- Increase the participation of children (especially those who are at risk for school failure) in the highest quality programs.
- Establish family support as a recognized early learning system and ensure that a continuum of family support services is equitably available to all families in New

Mexico.

- Align the early learning system(s) with the public education (K-3) system as the foundation for New Mexico's P-20 education system through the promotion of Ready Schools.

The effectiveness of the public education and advocacy work of the Partnership, and others, was most recently illustrated by the following press release (excerpted):

“At a press conference held Tuesday, September 27th, 2011, Brian Sanderoff, President of Research and Polling, Inc., reported the results of a random sample that can be reliably generalized to the voting age population.

- Approximately four-in-five (78%) residents statewide feel early childhood education for children under the age of 5 is important;
- The majority think we need greater state involvement in early childhood education programs;
- Seven-in-ten support the State of New Mexico dedicating more funds to early childhood education programs....”

As one of its foundational activities, the Early Learning Advisory Council felt it was important to re-visit the work that was accomplished in 2004 and write a new Early Learning Plan taking into account the many accomplishments that have taken place. After a statewide process, the final draft of the New Mexico Early Learning Framework (See Appendix 7) is now ready for Advisory Council approval.

With the Partnership and the New Mexico Head Start Collaboration Office, the Early Learning Advisory Council determined that it should hold two seminal Summits. In 2010, a Summit was held to establish Guiding Principles for the Full Participation of Young Children (as a transformation of the common definition of inclusion) (See Appendix 10). In 2011, a Summit was held to establish guiding principles regarding cultural competence. Both Summits attracted a widely representative group of individuals from throughout the state who work in early childhood, health, higher education, training and technical assistance, advocacy and other programs for young children and their families.

The W. K. Kellogg Foundation has invested substantial amounts of funds in New Mexico to explore potential permanent and major funding streams for effective early childhood services.

Current work by Kellogg will continue to inform early childhood decision and policy making for the foreseeable future, as it has numerous projects underway in this arena.

This evidence of strong and increasing public support is an important indicator of our long-term commitment to building a sustainable, high quality system of early learning. Although New Mexico faces all of the challenges of a poor state, it has been blessed with an abundance of talent and personal initiative. We have been fortunate to have a dedicated cadre of early childhood experts and political and policy champions who have worked tirelessly over many years to evolve and refine a coordinated system of early care and education. The work of these individuals over so many years has ensured that we have the knowledge – embedded in systems, statute, and policy – to design, implement, and support high-quality programs. Early educators in New Mexico now see an emerging and increasing public and political will to substantially expand early childhood funding so that we will be able to provide services to even more of our young children in the future. Funds provided by the Race to The Top Early Learning Challenge Grant will be used to ensure that when, and as, those expanded state funds become available, New Mexico will have the infrastructure and capacity to ensure that the programs and services we provide are of the very highest quality.

A-1 Appendix items 3, 4, 5, 6, 7, 8, 10, 11, 12, and 13 provide supporting documentation that New Mexico has a very long history of system-building and system integration work, and is fully backed with legislative support and funding to continue such work. Appendix items further document that New Mexico has comprehensive early learning guidelines for children birth through Kindergarten with rubrics for observation-documentation and planning, has a fully developed statewide quality rating improvement system, has a comprehensive assessment system, and has an integrated and fully articulated professional development education and training system with common core competencies and common course syllabi.

Table (A)(1)-1: Children from Low-Income families, by age		
	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State
Infants under age 1	16,717	3.3% of all children 0-17 9.3% of all children 0-5
Toddlers ages 1 through 2	31,821	6.2% of all children 0-17

	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State
		17.6% of all children 0-5
Preschoolers ages 3 to kindergarten entry	48,448	9.4% of all children 0-17 26.9% of all children 0-5
Total number of children, birth to kindergarten entry, from low-income families	96,986	18.9% of all children 0-17 53.8% of all children 0-5

Source: U.S. Census Bureau, DataFerrett, American Community Survey, 2009. Low-income is defined as 200% of the federal poverty level and below. Preschoolers include children ages 3, 4, and 5 (Kindergarten begins at age 5, but some children are age 5 while still in preschool programs). Total number of children in the State in 2009 includes children from all income brackets (i.e., 513,468 children ages 0-17 and 180,258 children ages 0-5).

Special populations: Children who . . .	Number of children (from birth to kindergarten entry) in the State who...	Percentage of children (from birth to kindergarten entry) in the State who...
Have disabilities or developmental delays	19,355	11.1%
Are English learners	54,894	30.5%
Reside on "Indian Lands"	14,675	8.4%
Are migrant	45	0.03%
Are homeless	6,830	3.9%
Are in foster care	746	0.43%
Other as identified by the State		
Describe:		
Native American	24,808	13.8%
Children Born to Adolescent Mothers	9,807	5.6%
Children Born to Mothers Who Began Prenatal Care in Third Trimester	9,474	5.4%
Infants Who Were Low and Very Low Weight at Birth	15,162	8.7%

*Sources: **Disabilities or developmental delays** – The number of children with IFSPs is based on the number of children served in FY2011 by the NM Department of Health's Family, Infant, & Toddlers Program, and the number of children with IEPs is based on the December 15, 2010 count of children with disabilities served by the NM Public Education Department.*

***English learners** – Data on English learners under 5 are not collected by the U.S. Census or any other data source we've been able to locate. Consequently, we used the 2009 American Community Survey to calculate an estimate. On average, 30.5% of children, ages 5-17, speak a language other than English at home, which we assume to be a*

reasonable estimate of the number children below 5, as well.

Reside on Indian Lands – The number of children “residing on Indian Lands” is based on the number of individuals living in “American Indian and Alaska Native” (ALAN) Areas, as reported by the 2010 Census and analyzed by the Center for Law and Social Policy. The total number of children under 18 living in ALAN Areas in New Mexico, according to the 2010 Census, was 41,493. Using data from the 2009 American Community Survey, we estimate that approximately 35.4% of Native American children under age 18 fall within the 0 through 5 age group. Based on this, we estimate there are approximately 14,675 children, ages 0-5, living in ALAN areas.

Migrant – NM Public Education Department, 2010-2011 school year, analysis of Certificates of Eligibility in school districts with Migrant Education Programs. This figure is probably a severe undercount due to the difficulty of obtaining reliable data on migratory children before they enter school.

Homeless – Estimates of homeless children, ages 0-5, are based on school year 2009-2010 data provided by the NM Public Education Department and Cuidando Los Niños, a nonprofit organization that works with homeless children, youth, and families. It is likely that the estimate, which is based on the methodology of the National Center for Family Homelessness, significantly undercounts the number of homeless children in this age group (especially as more children than ever have been affected by home foreclosure in this recession), but we lack better data at this time to provide a more accurate count.

Foster care – NM Children, Youth, & Families Department Annual Protective Services Fact Book, 2010.

Native American – U.S. Census, American Community Survey, 2009. The estimate of Native American children differs from the number of children residing on Indian Lands because there is a sizable population of Native American children living in urban and rural areas off tribal lands.

Children born to adolescent mothers - New Mexico's Indicator-Based Information System for Public Health, adolescent mothers aged 10-17 years of age, from 2005-2010.

Children born to mothers who began prenatal care in third trimester - New Mexico's Indicator-Based Information System for Public Health, from 2005-2010.

Infants Who Were Low and Very Low Weight at Birth - New Mexico's Indicator-Based Information System for Public Health, from 2005-2010.

Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
State-funded preschool <i>Specify: NM Pre-Kindergarten</i> <i>Data Source and Year: New Mexico Children, Youth and Families Department, State Fiscal Year 2011 4th Quarter Measures Inventory</i>	0	0	4,435	4,435

<p>Early Head Start and Head Start¹ <i>Data Source and Year: Head Start Program Information Reports, Extracted by the Center for Law and Social Policy, 2010</i></p>	355	1,064	8,966	10,385
<p>Programs and services funded by IDEA Part C and Part B, section 619 <i>Data Source and Year: NM Public Education Department (Part B), December 15, 2010 Count; Department of Health Family, Infant, and Toddler Program (Part C), December 15, 2010 Count</i></p>	768	3,978	5,556	10,302
<p>Programs funded under Title I of ESEA <i>Data Source and Year: NM Public Education Department, CSPR 2.1.2.3 Student Participation in Title I Part A by Grade 2009-10. Please note that the CSPR groups ages 0-2. Therefore the number entered in ages 1-2 represents 0-2.</i></p>	N/A (see note to left)	52	6,582	6,634
<p>Programs receiving funds from the State's CCDF program <i>Data Source and Year: New Mexico Children, Youth and Families Department, CCA Children Ages 0-5, June 2007 through June 2011 Worksheet</i></p>	1,041	4,977	8,386	14,404
<p>Other <i>Specify: Home Visiting</i> <i>Data Source and Year: New Mexico Children, Youth and Families Department, Home Visiting Database, State Fiscal Year 2011</i></p>	846	259	0	1,105
<p><i>Add additional rows as needed.</i></p> <p><i>Sources: State funded preschool- New Mexico Pre-Kindergarten budgeted number of children from New Mexico Children, Youth and Families Department, State Fiscal Year 2011 4th Quarter Measures Inventory (Total enrollment meets the definition of High Needs because the Program requires that children be served who were not already participating in a high quality early childhood care and</i></p>				

¹ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

education program as three-year-olds; would not otherwise have the opportunity to participate in a high quality early childhood care and education program; and who will attend kindergarten in an elementary school designated as a Title I school by the New Mexico Public Education Department and with a relatively high percentage of third grade students not meeting proficiency in math and reading.); Early Head Start & Head Start – Head Start Program Information Reports, Extracted by the Center for Law and Social Policy, 2010; State’s CCDF Program-Information is from New Mexico Children, Youth and Families Department, CCA Children Ages 0-5, June 2007 through June 2011 Worksheet, State Fiscal Year 2011(New Mexico’s Child Care Assistance Program Eligibility Requirements are currently at or below 200% of the Federal Poverty Level); and Other-Home Visiting – Information is from New Mexico Children, Youth and Families Department Home Visiting Database, State Fiscal Year 2011(Total enrollment meets the definition of High Needs because the Home Visiting Program prioritizes first-time parents and caregivers, including adoptive and teen parents; and families involved with the New Mexico Children, Youth and Families Department’s Child Welfare or Juvenile Justice Services who have children under the age of three).

Table (A)(1)-4: Historical data on funding for Early Learning and Development					
Type of investment	Funding for each of the Past 5 Fiscal Years				
	2007	2008	2009	2010	2011
Supplemental State spending on Early Head Start and Head Start²	\$1,266,600	\$1,947,800	\$1,915,100	\$408,400	\$0
State-funded preschool <i>Specify: New Mexico Pre-Kindergarten</i>	\$6,700,025	\$11,825,481	\$13,930,225	\$15,563,871	\$14,165,836
State contributions to IDEA Part C	\$11,900,000	\$12,500,000	\$14,100,000	\$14,092,184	\$13,498,047
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	\$33,540,755	\$33,540,755	\$33,540,755	\$33,540,755	\$33,540,755
Total State contributions to CCDF³	\$5,463,874	\$5,732,452	\$5,724,305	\$5,917,799	\$6,262,543
State match to CCDF <i>Exceeded/Met/Not Met (if exceeded, indicate amount by which match was exceeded)</i>	\$5,888,845	\$7,022,266	\$7,124,396	\$6,829,772	\$7,100,304

² Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

³ Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.

TANF spending on Early Learning and Development Programs⁴	\$21,737,759	\$21,737,759	\$29,221,647	\$29,922,204	\$18,166,164
Other State contributions <i>Specify: Home Visiting</i>	\$1,323,600	\$1,312,900	\$1,916,500	\$2,022,900	\$2,136,000
Other State contributions <i>Specify: Quality Child Care (Training and Technical Assistance, Inclusionary Specialists & T.E.A.C.H.)</i>	\$100,000	\$1,156,900	\$1,659,800	\$1,779,800	\$1,650,300
Other State contributions <i>Specify: Early Childhood Development (Focused Portfolio)</i>	\$1,558,500	\$1,292,900	\$1,414,100	\$1,249,600	\$0
Total State contributions:	\$44,039,203	\$52,028,458	\$62,906,073	\$63,694,346	\$49,481,147

Sources: State Fiscal Year ends on June 30 of each year; State Fiscal Year 2007 includes data from July 2006 – June 2007, in accordance with the Race to the Top – Early Learning Challenge Guidance and Frequently Asked Questions – Addendum October 3, 2011; Supplemental State spending on Early Head Start and Head Start-Head Start Like and Extended Day information is from New Mexico Children, Youth and Families Department, Detail of Contractual Services, Form E-5; State funded preschool- New Mexico Pre-Kindergarten information is from New Mexico Children, Youth and Families Department, Detail of Contractual Services, Form E-5 and New Mexico Public Education Department; State Contributions for special education and related services – NM Public Education Department, funding amounts reflect the amount of money that was allocated through the New Mexico public school funding formula to 3y and 4y special education students in school districts and charter schools throughout the state; State Contributions to IDEA Part C – New Mexico Department of Health, Family Infant and Toddlers Program, includes only contributions from state general funds; State Contributions to CCDF-Information is from New Mexico Children, Youth and Families Department, CCA Children Ages 0-5, June 2007 through June 2011 Worksheet; State Match to CCDF-Information is from New Mexico Children, Youth and Families Department, CCA Children Ages 0-5, June 2007 through June 2011 Worksheet; TANF Spending on Early Learning and Development Programs-Information includes Child Care Assistance, Pre-Kindergarten and Home Visiting from New Mexico Children, Youth and Families Department, CCA Children Ages 0-5, June 2007 through June 2011 Worksheet and Detail of Contractual Services, Form E-5; Other State Contributions-Home Visiting Information is from New Mexico Children, Youth and Families Department, Detail of Contractual Services, Form E-5; Other State Contributions-Quality Child Care Information is from New Mexico Children, Youth and Families Department, Detail of Contractual Services, Form E-5; and Other State Contributions-Early Childhood Development (Focused Portfolio) Information is from New Mexico Children, Youth and Families Department, Detail of Contractual Services, Form E-5.

⁴Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.

Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State					
<i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>					
Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years⁵				
	2007	2008	2009⁶	2010¹⁷	2011¹⁷
State-funded preschool <i>(annual census count; e.g., October 1 count)</i> <i>Specify: New Mexico Pre-Kindergarten</i>	2,194	3,570	4,744	4,963	4,435
Early Head Start and Head Start⁷ <i>(funded enrollment)</i>	8,972	8,912	8,907	9,393	Not available
Programs and services funded by IDEA Part C and Part B, section 619 <i>(annual December 1 count)</i>	8,207	9,242	9,874	10,302	Not available
Programs funded under Title I of ESEA <i>(total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report)</i>	3,834	4,870	4,852	6,634	7,588 (prelim. CSPR)
Programs receiving CCDF funds <i>(average monthly served)</i>	13,272	13,706	15,188	16,239	14,404
Other <i>Describe: Home Visiting</i>	210	334	1,072	1,000	1,105
Other <i>Describe: Early Childhood Development (Focused Portfolio)</i>	2,104	1,395	1,356	1,369	0
<i>Sources: State funded preschool- New Mexico Pre-Kindergarten budgeted number of children from New Mexico Children, Youth and Families Department, State Fiscal Year 2011 4th Quarter Measures Inventory (Total enrollment meets the definition of High Needs because the Program requires that children be served who were not already participating in a high quality early childhood care and education program as three-year-olds; would not otherwise have the opportunity to participate in a</i>					

⁵ Include all Children with High Needs served with both Federal dollars and State supplemental dollars.

⁶ Note to Reviewers: The number of children served reflects a mix of Federal, State, and local spending. Head Start, IDEA, and CCDF all received additional Federal funding under the 2009 American Recovery and Reinvestment Act, which may be reflected in increased numbers of children served in 2009-2011.

⁷ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

high quality early childhood care and education program; and who will attend kindergarten in an elementary school designated as a Title I school by the New Mexico Public Education Department and with a relatively high percentage of third grade students not meeting proficiency in math and reading.); Early Head Start and Head Start – Head Start Program Information Reports, Extracted by the Center for Law and Social Policy; IDEA Part B & C – NM Department of Health, Family, Infant, & Toddler Program, December 1st counts and NM Public Education Department, Special Education Bureau, December 1st counts; Title I Programs – NM Public Education Department, CSPR 2.1.2.3 Student Participation in Title I Part A by Grade; CCDF Programs – Information is from New Mexico Children, Youth and Families Department, CCA Children Ages 0-5, June 2007 through June 2011 Worksheet; Other – Home Visiting – Information is from New Mexico Children, Youth and Families Department, State Fiscal Year 2011 4th Quarter Measures Inventory (State Fiscal Year 2007 and 2008 data is unreliable because it was based on a sample group and reporting by Providers was voluntary and not a contractual requirement; Home Visiting Data does not include pre-natal visits); Other – Early Childhood Development – Information is from New Mexico Children, Youth and Families Department, Office of Child Development.

Table (A)(1)-6 : Current status of the State’s Early Learning and Development Standards

Please place an “X” in the boxes to indicate where the State’s Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness

Essential Domains of School Readiness	Age Groups		
	Infants	Toddlers	Preschoolers
Language and literacy development	X	X	X
Cognition and general knowledge (including early math and early scientific development)	X	X	X
Approaches toward learning	X	X	X
Physical well-being and motor development	X	X	X
Social and emotional development	X	X	X

[Enter text to explain or clarify information as needed]

The New Mexico Early Learning Guidelines for Infants and Toddlers are divided into five domains or areas of development identified as:

- Domain I: Beginning to Know About Ourselves and Others
- Domain II: Beginning to Communicate
- Domain III: Beginning to Build Concepts
- Domain IV: Beginning to Move and Do
- Domain V: Approaches Toward Learning

The Preschool and Kindergarten Early Learning Guidelines include twenty-eight (28) broad outcomes for development ranging across seven (7) domains identified as:

- Physical Development, Health, and Well-Being
- Literacy
- Aesthetic Creativity
- Scientific Conceptual Understandings
- Self, Family, and Community
- Approaches to Learning

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State					
<i>Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
State-funded preschool	X	X	X		
<p>Screening Measures: NM PreK Program Standards require teachers to conduct developmental screening for each child prior to the 3rd month of attendance. Teachers are able to detect children who are at risk for developmental delays. Appropriate referrals are made and services are made available to address all identified areas of concerns.</p> <p>Formative Assessment: The NM PreK Observational and Portfolio Assessment is used by the teachers to monitor children's progress in meeting the NM Early Learning Guidelines. It is a valid and reliable assessment for the children in the PreK program. PreK teachers develop their lesson plans using the NM Early Learning Guidelines to guide their instruction. Results of the assessment are used by the teachers for program improvement and instruction. The NM PreK Program Standards require all programs to use the NM PreK Observational and Portfolio Assessment.</p> <p>Measures of Environmental Quality The Early Childhood Environmental Rating Scale-Revised (ECERS-R) is used by the NM PreK Program to measure the quality of the classroom environment. This tool also measures the quality of adult-child interactions. This information is used for program improvement and changes in the environment are made based on the results of the ECERS-R. The NM PreK Program Standards require PreK classrooms score at least a <u>5</u> on the ECERS-R.</p>					
Early Head Start	X	X	X	X	
Head Start	X	X	X	X	
Migrant Head Start	X	X	X	X	
Tribal Head Start	X	X	X		
<p>Screening Measures: HS/EHS requires all children to have a developmental screening within 45 days of entry into the classroom.</p> <p>Formative Assessments: The revised Head Start Child Development/Early Learning Framework for 3-5 year olds requires HS grantees to align an ongoing assessment tool with the Early Learning framework in order to capture each child's growth over time.</p> <p>Measures of the Quality of Adult-Child Interactions: Teachers are being trained in CLASS and it is being</p>					

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State					
<i>Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
<i>implemented into all HS/EHS classrooms.</i>					
Home Visiting	X	X			
<p>Screening Measures: Children are screened using the ASQ3 (Ages and Stages Questionnaire 3rd Edition) and ASQ:SE (Ages and Stages: Social-Emotional) at 4, 6, 12, 18, 24, 30 and 36 months and at other intervals as needed.</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Knowledge of Infant Development Inventory (KIDI) – to assess the primary caregiver’s knowledge of parental practices, developmental processes, and infant norms. • Social Support Index (SSI) – to assess the degree to which families find support in their communities. • Women Abuse Screening Tool – screening version (WAST-S) – to identify pregnant mothers or mothers experiencing abuse in their current relationships. Information may lead to safety planning for the individual and her children. • Edinburgh Postnatal Depression Scale – to identify women at risk for “perinatal” depression and referral made as warranted by screening results. 					
Bureau of Indian Education: Family and Child Education Program (FACE)	X	X	X	X	
<p>Screening Measures: ASQ and ASQ SE</p> <p>Formative Assessment: Work Sampling System</p>					
Programs funded under IDEA Part C	X	X			
<p>Screening: The Family Infant Toddler (FIT) Program (IDEA Part C) uses a vision screening tool developed by the NM School for the Blind & Visually Impaired and conducts hearing screening using OAE (Otoacoustic emissions) / Tympanometer equipment. The FIT Program utilizes the Ages and Stages Questionnaire for developmental screenings at health fairs in the community and has a statewide Ages and Stages for Kids (ASK) program where parents complete an ASQ online or mail in copy to have scored and tracked.</p> <p>Formative Assessment: The Family Infant Toddler (FIT) Program (IDEA Part C) uses the Infant-Toddler Developmental Assessment (IDA) tool statewide for eligibility determination. A variety of other tools, including</p>					

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State					
<i>Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
<i>the HELP, AEPS, DAYC, Carolina Curriculum, etc. are utilized for ongoing assessment including on reporting on Early Childhood Outcomes. Evaluations and assessments are multidisciplinary and address all developmental domains.</i>					
Programs funded under IDEA Part B, section 619	X	X			
<p>Screening: Screening is the first step of the Child Find Process. Local Education Agencies (LEAs) use various tools including the Denver II, ASQ, DIAL-3, Brigance Screens, etc. to determine if a child needs to move on to the eligibility determination process in Part B. LEAs work in partnership with Head Start and often utilize their screening results to determine if a child needs to move to evaluation.</p> <p>Formative assessments are utilized to guide individualized instruction for preschool aged children on IEPs. On-going assessment tools utilized by the LEAs as one measure of information for Early Childhood Outcomes include The NM PreK Observational and Portfolio Assessment, Creative Curriculum, Brigance, Work Sampling, and tools specific for children that have visual impairments or are blind, or who have hearing impairments or are deaf. Individual therapists utilize tools targeted to the areas they work in (SLP, OT, PT, etc.).</p>					
Programs funded under Title I of ESEA	X	X	X		X
<p><i>In New Mexico, districts utilize their Title I Part A funds to supplement the NM Pre K Program. Therefore they are required to follow the NM Pre K Early Learning Guidelines and to administer all elements of the NM Pre K Comprehensive Assessment System.</i></p> <p>Screening Measures: NM PreK Program Standards require teachers to conduct developmental screening for each child prior to the 3rd month of attendance. Teachers are able to detect children who are at risk for developmental delays. Appropriate referrals are made and services are made available to address all identified areas of concerns.</p> <p>Formative Assessment: The NM PreK Observational and Portfolio Assessment are used by the teachers to monitor children's progress in meeting the NM Early Learning Guidelines. It is a valid and reliable assessment for the children in the PreK program. PreK teachers develop their lesson plans using the NM Early Learning Guidelines to guide their instruction. Results of the assessment are used by the teachers for program improvement and instruction. The NM PreK Program Standards require all programs to use the NM PreK Observational and Portfolio Assessment.</p> <p>Measures of Environmental Quality: The Early Childhood Environmental Rating Scale-Revised (ECERS-R) is used by the NM PreK Program to measure the quality of the classroom environment. This tool also measures the quality of adult-child interactions. This information is used for program improvement and changes in the</p>					

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State					
<i>Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
<p>environment are made based on the results of the ECERS-R. The NM PreK Program Standards require PreK classrooms to score at least a <u>5</u> on the ECERS-R.</p> <p>The Even Start program uses the measures required by the federal William F. Goodling Even Start Family Literacy Programs (Title I, Part B)</p> <ul style="list-style-type: none"> • Peabody Picture Vocabulary Test-IV (PPVT-IV) and the Phonological Awareness Literacy Screening (PALS) are used for measuring growth for children participating in the four year-old Even Start classes. • The Parent Education Profile (PEP) consists of four scales that are based on research about the parental behaviors associated with learning outcomes for children: 1)Parent's Support for Children's Learning in the Home Environment, 2)Parent's Role in Interactive Literacy Activities, 3)Parent's Role in Supporting Child's Learning in Formal Educational Settings, 4)Taking on the Parent Role 					
Programs receiving CCDF funds					
<p>In New Mexico all licensed programs are eligible to receive CCDF for families whose children qualify for child care subsidy. Programs that are 1 STAR and 2 STAR receive base rate CCDF funding. Refer to the table under State Licensing Requirement for element information. Programs who are 3 STAR, 4 STAR, and 5 STAR receive higher differential CCDF funding. Refer to tables under QRIS for element information. It should be noted that at one point 2 STAR programs also received higher differential CCDF funding as part of the QRIS before criteria was embedded into licensing requirements.</p>					
Current Quality Rating and Improvement System requirements		X	X	X	
<p>3 STAR</p> <p>Formative Assessments: Teachers begin to develop a basic understanding of using observation, documentation, and evaluation in planning curriculum. Children's progress is documented informally on a continuous basis using a series of brief anecdotal records. Children's progress also can be documented formally at least twice/year using a developmental checklist (checklist of behaviors that indicate physical, motor, language, cognitive, social, and emotional development/progress).</p>					

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State					
<i>Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
<p>Measures of Environmental Quality: When programs enter the QRIS, Environmental Rating Scales-Revised (ERS) are conducted to measure the global quality of the classroom environment and interactions and to develop goals for program improvement. The ERS are conducted again when a program is ready to be verified at 3 STAR. Programs must score an average of a "4" in every classroom.</p>					
<p>4 STAR</p> <p><i>Continue meeting 3 STAR requirements plus</i></p> <p>Formative Assessments: Teachers demonstrate evidence that the program ties assessment of children to curriculum planning. This is done by continuing to use the curriculum development process describe for 3 STAR of gathering information through observations for individual curriculum and program planning. Short-term and long-term goals are developed for the program and for individual children.</p>					
<p>Revised Focus Tiered Quality Rating and Improvement System requirements Specify by tier (add rows if needed):</p>	X	X	X	X	
<p>3 STAR</p> <p>Formative Assessments: The program director and one teacher per classroom (preferably the Lead Teacher) will attend 12 hours of training on New Mexico's Observation/Assessment Curriculum Planning Process (includes Early Learning Guidelines). Teachers will effectively implement the <u>New Mexico Authentic Assessment and Curriculum process</u> and use the <u>New Mexico Early Learning Guidelines</u>. This process is continuous and includes observing children, documenting, implementing activities and routines, and assessing outcomes. Teachers will use the <u>New Mexico Early Learning Guidelines (ELG's)</u> to guide and help scaffold children's learning within the curriculum. Teachers will continually make modifications to help children reach goals. They will focus on 14 Essential Indicators.</p> <p>Measures of Environmental Quality: As part of the annual training requirements, the program director and one teacher per classroom (preferably the Lead Teacher) attend a series of training in the Environment Rating Scales. One activity in the training includes programs self-administering a scale; bring the results back to the</p>					

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State

Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.

Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
<p>training for further discussion to support the understanding of the scales. In the revised TQRIS the "score" of the ERS is not used to validate a STAR rating rather to support an understanding of the meaning behind the score. Programs will be more receptive to the value of the instrument, use it for its intended purpose, thus improving the quality of the learning environment.</p>					
<p>STAR 4 Continue to meet STAR 3 requirements plus</p> <p>Formative Assessments: The program director and one teacher per classroom (preferably the Lead Teacher) will attend 12 hours of Intermediate training on New Mexico's Observation/Assessment Curriculum Planning Process (includes Early Learning Guidelines). Teachers will effectively implement the <u>New Mexico Authentic Assessment and Curriculum process</u> and use the <u>New Mexico Early Learning Guidelines</u>. This process is continuous and includes observing children, documenting, implementing activities and routines, and assessing outcomes. Teachers will use the <u>New Mexico Early Learning Guidelines (ELG's)</u> to guide and help scaffold children's learning within the curriculum. Teachers will continually make modifications to help children reach goals. They will expand their focus to 16 essential Indicators.</p> <p>Measures of Environmental Quality: Programs self-administer the ERS every other year in each classroom/learning area and develop a Program Improvement Plan that includes short term and long term goals for items that score below a rating of "4".</p> <p>Quality of Adult-Child Interactions: In the revised TQRIS the Classroom Assessment Scoring System (CLASS) has been added to strengthen and understand the importance of positive child/adult interactions and their impact on children's learning. As part of the annual training requirements, the director and one teacher per classroom (preferably the Lead Teacher) will attend a series of training in (CLASS). On opposite years of the ERS self-assessment, the program will self-assess child/staff interactions in each classroom/learning area using the CLASS. Based on the findings of the of the CLASS self-assessment, the program will develop a Program Improvement Plan for all items scoring below a "4". Here again the "score" will not determine the STAR rating, but will be used for program improvement.</p>					
<p>STAR 5 Continue to meet 3-STAR and 4-STAR requirements plus:</p> <p>Screening Measures: Teachers will verify that all enrolled children have had a developmental screening, or administer the ASQ and ASQ-SE for those who have not had a developmental screening.</p> <p>Formative Assessments: The program director and one teacher per classroom (preferably the Lead Teacher) will attend 12 hours of advanced training on New Mexico's Observation/Assessment Curriculum Planning Process (includes Early Learning Guidelines). Teachers will effectively implement the <u>New Mexico Authentic</u></p>					

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State					
<i>Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
<p><i>Assessment and Curriculum process and use the <u>New Mexico Early Learning Guidelines</u>. This process is continuous and includes observing children, documenting, implementing activities and routines, and assessing outcomes. Teachers will use the <u>New Mexico Early Learning Guidelines (ELG's)</u> to guide and help scaffold children's learning within the curriculum. Teachers will continually make modifications to help children reach goals. They will expand their focus to 23 essential.</i></p> <p>Measures of Environmental Quality: <i>Every other year ERS scores in 1/3 of all classrooms/learning areas are verified by an inter-rater reliable verifier to ensure evidence that there has been on-going progress in implementing the ERS Program Improvement Plan.</i></p> <p>Quality of Adult-Child Interactions: <i>On the opposite year of the ERS, CLASS scores in 1/3 of all classrooms/learning areas are verified by an inter-reliable verifier to show evidence that there has been on-going progress in implementing the CLASS Program Improvement Plan.</i></p>					
State licensing requirements					
Focused Portfolio	X	X	X		
<p><i>Description: CYFD contracted with early childhood programs from 2000 to 2008. They were required to use the Focused Portfolios™ system. Response and feedback from teachers, educational assistants, program directors and parents was uniformly positive. The experienced gained by aggregating data based on authentic observational assessment completed as the children went about their typical day formed the basis for subsequent work in the state-funded New Mexico PreK program.</i></p> <p><i>All programs funded under the Focused Portfolio were required to be either a 4 STAR or Accredited program. Of the 13 funded, 12 were accredited and one was a 4 Star. Today across the state early childhood programs are still using the Focused Portfolios™ system.</i></p>					

Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State					
<i>Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i>					
Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
State-funded preschool	X	X	X	X	
<i>Health promotion practices for the NM PreK Programs include: health and safety requirements; developmental, behavioral, and sensory screening, referral, and follow up; and the promotion of physical activity, healthy eating habits, oral health and behavioral health, and health literacy among parents.</i>					
Early Head Start	X	X	X	X	Lead screening & hematocrit
Head Start	X	X	X	X	Lead screening & hematocrit
Migrant Head Start	X	X	X	X	Lead screening & hematocrit
Tribal Head Start	X	X	X	X	Lead screening & hematocrit
<i>Health & Safety requirements: HS/EHS requires medical/dental exams within 90 days of entry into classroom and vision/hearing screenings completed within 45 days. HT/WT at a minimum 2x/yr. and a nutrition screening completed by a registered nutritionist. Follow-up treatment is tracked for medical and dental concerns, as appropriate for each child. Physical activity and healthy eating habits: HS/EHS staff are trained in a PE curriculum called I am Moving, I am Learning that encourages physical activity and health eating habits for children and adults.</i>					
Home Visiting	X	X	X		
<i>Health and safety: New Mexico Medical Assistance Division Recommended Anticipatory Guidance is the tool used by home visitors to identify health and safety needs of family and provide parent education on health and safety of the child's environment. Screening: Screening of children ASQ3 and ASQ:SE at regular intervals and referral to early intervention when screening results identify children at risk for developmental delay. Health promotions: Home visit records document home visitor's health promotion actions on home visits (whenever appropriate): discuss need for vitamins, support nutrition needs, support access to PCP/pediatrician, support access to recreation, and discuss prenatal health habits.</i>					
Bureau of Indian Education: Program		X			

Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State					
<i>Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i>					
Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
(FACE)					
Programs funded under IDEA Part C		X			
<i>Screening: The Family Infant Toddler (FIT) Program (IDEA Part C) provides ongoing assessment of the child's development across domains and provides an array of early intervention services to support the parent to promote their child's learning and to support staff in early childhood settings. It is required that Vision and Hearing screening is provided for all children referred.</i>					
Programs funded under IDEA Part B, section 619		X			
<i>Screening: Screening is the first step of the Child Find Process. It includes screening of both hearing and vision. If a child fails screening they are supported in follow up to medical providers. Developmental and behavioral screening is conducted by LEAs who use various tools including the Denver II, ASQ, ASQ-SE, DLAL-3, DECA, Brigance Screens, etc. to determine if a child needs to move on to the eligibility determination process in Part B. LEAs work in partnership with Head Start and often utilize their screening results to determine if a child needs to move to evaluation.</i>					
Programs funded under Title I of ESEA	X	X	X	X	
<i>In several districts the use of Title I Part A is supplemental to the NM PreK Program. Therefore, they adhere to the NM PreK Program's high quality health promotion practices which include: health and safety requirements; developmental, behavioral, and sensory screening, referral, and follow up; and the promotion of physical activity, healthy eating habits, oral health and behavioral health, and health literacy among parents.</i>					
Programs receiving CCDF funds					
<i>In New Mexico all licensed programs are eligible to receive CCDF for families whose children qualify for child care subsidy. Programs that are 1 STAR and 2 STAR receive base rate CCDF funding. Refer to the table under State Licensing Requirement for element information. Programs who are 3 STAR, 4 STAR, and 5 STAR receive</i>					

Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State					
<i>Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i>					
Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
<i>higher differential CCDF funding. Refer to tables under QRIS for element information. It should be noted that at one point 2 STAR programs also received higher differential CCDF funding as part of the QRIS before criteria was embedded into licensing requirements.</i>					
Current Quality Rating and Improvement System requirements <i>Specify by tier (add rows if needed):</i>	X		X		
Health and Safety requirements: <i>Programs must meet State of New Mexico Licensing Regulations (health and safety) at all tier levels. Licensing regulations include physical activity and healthy eating habits.</i>					
Revised Focus Tiered Quality Rating and Improvement System requirements	X	X	X		
<p>3 Star:</p> <p>Health and Safety: <i>Programs must have a current license issued by the State of New Mexico. All noncompliance/s cited by Child Care Licensing must be corrected within the specified timeframe.</i></p> <p>Health Promotion Practices: <i>Providers will verify that all enrolled children have an established medical and dental home. If one has not been established, appropriate resources or referrals will be provided.</i></p>					
<p>4 STAR:</p> <p>Health and Safety: <i>Continue meeting STAR 3 requirements.</i></p>					

Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State					
<i>Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i>					
Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
<p>Screening: Providers will verify that all enrolled children have obtained a vision and hearing screening. If screenings have not taken place, appropriate resources or referrals will be provided.</p> <p>5 STAR: Health and Safety: Continue meeting STAR 3 and 4 requirements.</p> <p>Developmental and behavioral screening: Teacher will verify that all enrolled children have had a developmental screening, or administer the ASQ and ASQ-SE for those who have not had a developmental screening.</p>					
State licensing requirements	X	X	X		
<p>Health and Safety: Licensing requirements are based on Health and Safety</p> <p>Referral: Licensing programs are responsible for staff awareness of community resources for families of children with disabilities, including children under the age of five years as well as those of school age. If a child is suspected of having a disability, at the center's discretion, staff must inform parents of possible resources for referral and assistance. No referral for special needs services to an outside agency will be made without a parent's consent. Family Education Right and Privacy Act (FERPA) will be respected at all times.</p> <p>Health promotion: Children will not watch television, videotapes, or play video games for more than one hour a day. Programs, movies, music and music programs shall be age appropriate and shall not contain adult content.</p> <p>Physical Activity: Full-time children shall have a minimum of 60 minutes of physical activity daily, preferably outside. Part-time children shall have a minimum of 30 minutes of physical activity daily, preferably outside.</p> <p>Health eating habits: MEAL PATTERN REQUIREMENTS: All foods prepared by the center will conform to the guidelines from United States department of agriculture's (USDA's) child and adult care food program (CACFP) for foods, meal patterns and serving sizes. MEALS AND SNACKS:</p> <p>(1) A center will provide a child a meal or snack at least every three hours except when the child is sleeping at night.</p> <p>(2) A center will serve, if necessary, a child a therapeutic or special diet with written prescription/diet orders from a physician or a recognized medical authority. Diet orders must be complete and descriptive, and not subject to interpretation by the center staff.</p> <p>(3) A center shall make water freely available to children.</p> <p>(4) A center that provides daily meals and snacks shall plan these to meet the minimum standards in the CACFP and to be consistent with the USDA's current dietary guidelines for Americans, to include the following. Parents of children who have special dietary needs may provide written permission to the child care program to exempt their child from the following requirements if necessary due to such special dietary needs.</p>					

Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State					
<i>Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i>					
Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
<p>(a) Only 100-percent fruit or vegetable juice shall be served. The use of fruit drinks containing less than 100-percent juice or artificially flavored drinks for meals or snacks is prohibited. 100-percent fruit or vegetable juice may be diluted with water.</p> <p>(b) Only whole, pasteurized fluid milk shall be served to children between 12 and 24 months of age; reduced fat, low fat, or skim milk may be served to children who are two years and older.</p> <p>(c) A wide variety of fruits and vegetables shall be served, with a preference for fresh or frozen fruits and vegetables over canned.</p> <p>(5) A center shall vary snacks each day and shall include a selection of two different food group components from the four food group components.</p> <p>C. MENUS:</p> <p>(1) Menus shall include a variety of foods. The same menu will not be served twice in one week.</p>					
Focus Portfolio	X	X	X		

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State	
<i>Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decisionmaking, and parent leadership development.</i>	
Types of Programs or Systems	Describe Family Engagement Strategies Required Today
State-funded preschool <i>Specify:</i>	<p>One home visit early in the year and three parent/teacher conferences are required. Two parent gatherings are required per program year. A parent/family engagement plan is required with examples of activities. For instance: All programs have an open door policy and welcome parents to participate in their child's education.</p> <p>The fall and spring conferences are tied to the assessment process and portfolio submission due dates. The portfolio samples provide concrete examples of children's progress across</p>

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State	
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Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	<p><i>the rubrics of the Early Learning Guidelines and help parent visualize how their child is learning and developing. The mid-winter conference updates parents on their child's progress and begins the conversation about transition to kindergarten. Parent handouts focused on early literacy, numeracy, building school success and typical parent questions have been developed in English and Spanish.</i></p> <p><i>The parental involvement and family engagement requirements of Title I, Part A are extensive but clearly delineated in the Elementary and Secondary Education Act (ESEA or NCLB). The New Mexico Public Education Department requires that districts assure adherence to the requirements as a part of their annual Title I, Part A funding application and are monitored more intensely through a Parent Involvement Compliance Monitoring Cycle. Districts and schools are to complete checklists and supporting evidence that demonstrates their compliance to these requirements. Please see the attached Appendices: Title I District Parent Involvement Policy Checklist and Title I School Parent Involvement Policy Checklist. In order to support and align parent involvement across ESEA, NM has created an informational crosswalk in conjunction with WestEd that outlines the common parental engagement requirements across ESEA.</i></p> <p><i>In addition to the specific Title I requirements, districts that use Title I, Part A funds to supplement NM PreK are also required to incorporate the NM PreK family engagement strategies such as those described below:</i></p> <ul style="list-style-type: none"> <i>• Workshops on topics of parental interest</i> <i>• Workshops on child growth and development and age-appropriate strategies</i> <i>• Family literacy (or numeracy or science, etc) nights</i> <i>• Monthly newsletters or calendars of events</i> <i>• On-line blog for parents</i> <i>• Male/father involvement component</i> <i>• Classroom volunteers</i> <i>• Parent advisory councils</i> <i>• Calendars of suggested home activities</i> <i>• Parent involvement corner with resource books/binder of referral information</i> <p><i>Title I, Part B Even Start projects must use the Parent Education Profile (PEP) to develop strategies for family engagement. The PEP consists of four research based scales described below:</i></p> <ul style="list-style-type: none"> <i>• Parent's Support for Children's Learning in the Home Environment: Use of Literacy Materials, Use of Electronic Media, Learning Opportunities, Family Priority on Learning</i> <i>• Parent's Role in Interactive Literacy Activities: Expressive and Receptive Language, Reading with Children, Supporting Book/Print Concepts</i> <i>• Parent's Role in Supporting Child's Learning in Formal Educational Setting: Parent-School Communication, Expectations of Child and Family, Monitoring</i>

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State	
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Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	<p><i>Progress, Reinforcing Learning In partnership with Educational Settings, Belief in Child’s Success in Learning</i></p> <p><i>Taking on the Parent Role: Choices, Rules, and Limits, Managing Stresses in Children, Safety and Health of Children</i></p>
Early Head Start and Head Start	<ul style="list-style-type: none"> • <i>HS/EHS is required to have a variety of family engagement activities embedded in their programs. HS/EHS grantees have Family Service workers who interact with assigned families. Their work with families begins at enrollment and continues until the child exits HS/EHS. Family Service Workers help each family develop goals and assess needs through the Family Needs Assessment tool. These plans are reviewed with the families at a minimum annually to track success and areas to concentrate action.</i> • <i>Parent education is another requirement for HS/EHS programs. The Performance Standards indicate content areas where grantees MUST provide education or trainings for families. (i.e. financial planning, nutrition, literacy, transition into kindergarten & early childhood curriculum)</i> • <i>HS/EHS has an open-door policy. Families are strongly encouraged to volunteer in the classroom.</i> • <i>Community Resource guides are given to every family.</i> • <i>Shared governance is a strong component within each HS/EHS grantee. Each HS/EHS Center MUST establish a Parent Center Committee that allows families to have a voice in their child’s HS/EHS experience.</i> • <i>Family members are voted on the Policy Council and actively participate in shared governance for their grantee.</i>
Migrant Head Start	<ul style="list-style-type: none"> • <i>HS/EHS is required to have a variety of family engagement activities embedded in their programs. HS/EHS grantees have Family Service workers who interact with assigned families. Their work with families begins at enrollment and continues until the child exits HS/EHS. Family Service Workers help each family develop goals and assess needs through the Family Needs Assessment tool. These plans are reviewed with the families at a minimum annually to track success and areas to concentrate action.</i> • <i>Parent education is another requirement for HS/EHS programs. The Performance Standards indicate content areas where grantees MUST provide education or trainings for families. (i.e. financial planning, nutrition, literacy, transition into kindergarten & early childhood curriculum)</i> • <i>HS/EHS has an open-door policy. Families are strongly encouraged to volunteer in the classroom.</i> • <i>Community Resource guides are given to every family.</i> • <i>Shared governance is a strong component within each HS/EHS grantee. Each HS/EHS Center MUST establish a Parent Center Committee that allows families to have a voice in their child’s HS/EHS experience.</i>

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State	
<p><i>Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decisionmaking, and parent leadership development.</i></p>	
Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	<ul style="list-style-type: none"> • <i>Family members are voted on the Policy Council and actively participate in shared governance for their grantee.</i> • <i>HS/EHS have Fatherhood activities that support male involvement in the programs.</i> • <i>HS/EHS develop transition Plans with families to help with a seamless transition into or out of the HS/EHS program.</i>
Home Visiting	<p><i>Within the CYFD Home Visiting program, documentation reflects New Mexico’s approach to home visiting. Mutual Competence, Interactive Strategies, Partnering Communication, TREATS and CHEERS are some of the concepts and tools that are used in the work that provides a framework for interactions with families. The use of these models should in turn be reflected in documentation of home visits.</i></p> <p><i>In this way the documentation describes the way these models have been utilized during each visit for every family served.</i></p> <p><i>This should be captured in a detail oriented fashion along the lines of providing a "verbal video", as Victor Bernstein describes it.</i></p> <p><i>Reviewing the documentation of the previous visits will help guide future visits as "next-steps are decided.</i></p> <p><i>It will also help establish continuity across visits in the ongoing work with families.</i></p> <p><i>State determined outcomes are measured when action codes with in the data base are identified as “completed” by the home visitor and the family. These include :</i></p> <ul style="list-style-type: none"> • <i>Babies are born healthy</i> • <i>Children are physically and mentally healthy</i> • <i>Children who receive home visiting are safe</i> • <i>Children are nurtured by their parents and care givers</i> <p><i>Families are connected to informal and formal supports</i></p> <p><i>The core research behind the development of CYFD Home Visiting services is the belief that the quality of the caregiver-child relationship is primary in supporting all aspects of child development and health. It is well documented that nurturing caregiver-infant/toddler interactions are critical to the development of secure attachment relationships, optimal development in all domains of functioning, and later school readiness for children. To optimize the positive influence home visiting programs can have on the parent-child relationship; adult family members must also experience a strong, collaborative relationship with their home visitors. This represents the concept of “parallel process”. This means the quality of relationship between parents/caregivers and their home visitors can be seen as directly linked to the quality of the emerging interactions and developing relationship between the unborn child and/or infant/toddler and his or her caregiver(s).</i></p>

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State	
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Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	<i>Related to this, caregivers and families are full partners and collaborators in the development of their home visiting plan and services. Home visiting programs should provide services from both a relationship-focused and family centered perspective. The latter refers to the need to view the family as a “whole” and with openness to supporting all caregivers/family members in the service of optimizing the emerging caregiver-child relationship and infant/toddler development. Giving up on families or labeling them as “unmotivated” or “resistant” is not acceptable within this framework. In instances where services are not accepted and/or families are not satisfied, providers reflect and try to understand the family’s perspective.</i>
Bureau of Indian Education: (FACE)	<ul style="list-style-type: none"> • <i>Family Literacy model by the National Center for Family Literacy</i> • <i>Parents As Teachers National Model</i>
Programs funded under IDEA Part C	<p><i>One of the core values of the Family Infant Toddler (FIT) Program is “Family Centered Practice” where:</i></p> <ul style="list-style-type: none"> • <i>The whole family is included in planning and early intervention activities.</i> • <i>Families have the power to make all important decisions regarding their child and family. Families need data and information from experts in the field to help them make informed choices and decisions.</i> • <i>Early intervention services are provided in ways that strengthen the family’s ability to meet their needs and the needs of their child.</i> • <i>Intervention practices respond to family-identified priorities.</i> • <i>Intervention practices respect and support family values, lifestyles, culture, beliefs and decisions.</i> • <i>Services are provided within the family’s typical routines, activities and locations.</i> <p><i>The FIT Program funds family training, parent support and leadership through PRO (Parents Reaching Out) and EPICS (Educating Parents of Indian Children with Special Needs).</i></p> <p><i>The New Mexico -Family Leadership Action Network (FLAN) annual conference is partially funded through Early Childhood Comprehensive Systems (ECCS) grant awarded by the Federal Health Resources and Services Administration (HRSA) and administered by the NM Department of Health, Family Health Bureau. FLAN is a network of families that works to promote the voices of families in order to influence policies and the programs that affect families with young children and provides parents with information and advocacy skills that they can use for their own family and to promote support for other families.</i></p>

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State	
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Types of Programs or Systems	Describe Family Engagement Strategies Required Today
Programs funded under IDEA Part B, section 619	<p><i>The NMPED/SEB provides information and documents in both English and Spanish to parents on IDEA rights and procedural safeguards through their website. Each LEA provides information and explanations of rights and procedural safeguards to parents through every step of special education process.</i></p> <p><i>Parents serve on the IDEA Advisory Panel.</i></p> <p><i>The SEB works closely with and provides funding to parent organizations including Parents Reaching Out (PRO) and Education of Parents of Indian Children with Special Needs (EPICS). Both of these organizations are currently surveying parents on their satisfaction with Part B services and supports. Both agencies provide information, training, and resources for parents.</i></p>
Programs funded under Title I of ESEA	<p><i>The parental involvement and family engagement requirements of Title I Part A are extensive but clearly delineated in the Elementary and Secondary Education Act (ESEA or NCLB). The New Mexico Public Education Department requires that districts assure adherence to the requirements as a part of their annual Title I Part A funding application and are monitored more intensely through a Parent Involvement Compliance Monitoring Cycle. Districts and schools are to complete checklists and supporting evidence that demonstrates their compliance to these requirements. Please see the attached Appendices: Title I District Parent Involvement Policy Checklist and Title I School Parent Involvement Policy Checklist. In order to support and align parent involvement across ESEA we have created an informational crosswalk in conjunction with WestEd that outlines the common parental engagement requirements across ESEA</i></p> <p><i>In addition to the specific Title I requirements, districts that use Title I, Part A funds to supplement NM PreK are also required to incorporate the NM PreK family engagement strategies such as those described below:</i></p> <ul style="list-style-type: none"> • <i>Workshops on topics of parental interest</i> • <i>Workshops on child growth and development and age-appropriate strategies</i> • <i>Family literacy (or numeracy or science, etc) nights</i> • <i>Monthly newsletters or calendars of events</i> • <i>On-line blog for parents</i> • <i>Male/father involvement component</i> • <i>Classroom volunteers</i> • <i>Parent advisory councils</i> • <i>Calendars of suggested home activities</i> • <i>Parent involvement corner with resource books/binder of referral information</i> <p><i>Title I, Part B Even Start projects must use the Parent Education Profile (PEP) to develop</i></p>

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State	
<p><i>Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decisionmaking, and parent leadership development.</i></p>	
Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	<p><i>strategies for family engagement. The PEP consists of four research based scales described below:</i></p> <ul style="list-style-type: none"> <i>• Parent’s Support for Children’s Learning in the Home Environment: Use of Literacy Materials, Use of Electronic Media, Learning Opportunities, Family Priority on Learning</i> <i>• Parent’s Role in Interactive Literacy Activities: Expressive and Receptive Language, Reading with Children, Supporting Book/Print Concepts</i> <i>• Parent’s Role in Supporting Child’s Learning in Formal Educational Setting: Parent-School Communication, Expectations of Child and Family, Monitoring Progress, Reinforcing Learning In partnership with Educational Settings, Belief in Child’s Success in Learning</i> <i>• Taking on the parent Role: Choices, Rules, and Limits, Managing Stresses in Children, Safety and Health of Children</i>
Programs receiving CCDF funds	<p><i>In New Mexico all licensed programs are eligible to receive CCDF for families whose children qualify for child care subsidy. Programs that are 1 STAR and 2 STAR receive base rate CCDF funding. Refer to the table under State Licensing Requirement for element information. Programs who are 3 STAR, 4 STAR, and 5 STAR receive higher differential CCDF funding. Refer to tables under QRIS for element information. It should be noted that at one point 2 STAR programs also received higher differential CCDF funding as part of the QRIS before criteria was embedded into licensing requirements.</i></p>
Current Quality Rating and Improvement System requirements <i>Specify by tier (add rows if needed):</i>	<p><i>3 Star</i></p> <p><i>Provide at least two family involvement activities including but not limited to:</i></p> <ul style="list-style-type: none"> <i>a) Suggestion Box, Family Bulletin Board, Newsletter;</i> <i>b) Family meetings, Socials, Informational Workshops, minimum of one activity that encourages male participation</i> <i>c) Child developmental milestone information, Family/Staff Conferences</i> <i>d) Classroom and/or Field Trip volunteer, Support of program operation</i> <p><i>3 STAR</i></p> <p><i>Continue meeting requirements for Level Three plus:</i></p> <ul style="list-style-type: none"> <i>1. Provide at least three family involvement activities (review list in Element 3E).</i>

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State	
<p><i>Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decisionmaking, and parent leadership development.</i></p>	
Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	<p>5 STAR</p> <p><i>Continue meeting requirements for Level Three and Level Four. No additional requirements for this level.</i></p>
<p>Revised Focus Tiered Quality Rating and Improvement System requirements</p>	<p>3 STAR <i>In the home language of the child/family, hold scheduled parent/teacher conferences to share child outcomes using portfolio observations and the New Mexico Early Learning Guidelines.</i></p> <p>4 STAR <i>Continue meeting 3 STAR requirements:</i></p> <ol style="list-style-type: none"> <i>1. Survey the majority of enrolled families to ascertain the how the program is meeting items in subscales 16 and 17 of the Program Administration Scale (PAS). Use the findings as part of the Program Improvement Plan.</i> <i>2. In conjunction with parents, develop a transition plan for children transitioning to another classroom or program or school.</i> <i>3. Use Family Information Material developed by the Department to share information.</i> <p>STAR 5 <i>Continue meeting STAR 3 and 4 requirements:</i></p> <ol style="list-style-type: none"> <i>1. At least once a year, conduct a home visit for all children enrolled in the program.</i> <i>2. Show evidence of implementation of the program improvement plan for subscales 16 and 17 of the Program Administration Scale (PAS)</i>
<p>State licensing requirements</p>	<p><i>The State of New Mexico encourages providers to support family involvement. Some of the types of high-quality family engagement strategies required include: Parent Handbooks; open-door policy; children and family members must be acknowledged upon arrival and departure; and parent involvement in decision making regarding children who are suspected of having a disability.</i></p>
<p>Focused Portfolio</p>	<p><i>The programs were required to have at least two, face-to-face parent conferences per year where the child's portfolio assessment was the centerpiece of that conference.</i></p>

Table (A)(1)-10: Status of all early learning and development workforce credentials⁸ currently available in the State				
List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it? <i>(Yes/No/Not Available)</i>	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
45-Hour Entry Level Course Certificate	Yes	17,081 cumulative number	25%*	Issued by CYFD/Office of Child Development
New Mexico Child Development Certificate - Infants/Toddlers - Preschool	Yes	84 cumulative number	.005%	This state-issued certificate is equivalent to the CDA credential. Issued by CYFD/Office of Child Development
Vocational Certificate	Yes	125 cumulative number	.008%	This certificate is issued to individuals who have completed all early childhood courses at the AA degree level (29 credits). Issued by CYFD/Office of Child Development
Associate Degree in Early Childhood Education	Yes	177 this is not a cumulative number. This number represents the number of AA degrees awarded during the last academic	.011%	The degree is awarded by the postsecondary institution. The certificate is issued by CYFD/Office of Child Development to individuals who have completed all coursework required at the Associate degree level.

⁸ Includes both credentials awarded and degrees attained.

Table (A)(1)-10: Status of all early learning and development workforce credentials⁸ currently available in the State				
List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it? <i>(Yes/No/Not Available)</i>	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
		year.		
Bachelor of Arts Degree in Early Childhood Education	Yes	81 this is not a cumulative number. This number represents the number of AA degrees awarded during the last academic year.	.005%	The degree is awarded by the postsecondary institution.
Masters Degree in Early Childhood Education	No	11	.05%	The degree is awarded by the postsecondary institution.
Doctoral Degree in Early Childhood Education	No	0	0%	The degree is awarded by the postsecondary institution.
Early Childhood Education Teacher Licensure	Yes	5307 cumulative number	.32%	The license is issued by the Public Education Department.
Developmental Specialist Certificate	Yes	525	100%	This certificate is issued to Early Interventionists by the Department of Health, Part C program.
Infant Mental Health	Yes	54	.10%	There are four (4) levels of

Table (A)(1)-10: Status of all early learning and development workforce credentials⁸ currently available in the State				
List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it? <i>(Yes/No/Not Available)</i>	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
Endorsement		cumulative number		endorsement that are issued by the New Mexico Association for Infant Mental Health.
<p><i>[Add additional rows as needed and enter text here to clarify or explain any of the data, if necessary.]</i></p> <p>Number are actual data.</p> <p>*Based on data from the Child Care Workforce in New Mexico Study</p> <p>The percentages were based on an estimated 15,000 Early Childhood Educators currently working in Early Childhood Education programs.</p>				

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators		
List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials? <i>(Yes/No/Not Available)</i>
Central New Mexico Community College	86	Yes
Dona Ana Community College	19	Yes
Eastern New Mexico University	12	Yes
Highlands University (Main and Branch Campus)	19	Yes
Luna Community College	Not available	No
Mesalands Community College	6	Yes
New Mexico Junior College	5	Yes
New Mexico State University (main campus)	17	Yes
New Mexico State University (branch campus – Grants)	2	In Process
Northern New Mexico College	3	In Process
Navajo Community College	7	Yes
San Juan Community College	19	Yes
Santa Fe Community College	8	Yes
Southwest Indian Polytechnic Institute	14	Yes
University of New Mexico (main campus)	19	Yes
University of New Mexico (branch campuses)	8	Yes
University of the Southwest	0	Yes

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators		
List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials? <i>(Yes/No/Not Available)</i>
Western New Mexico University	14	Yes
Data is based on approved articulation agreements.		

Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State							
List each data system currently in use in the State that includes early learning and development data	Essential Data Elements						
	<i>Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems</i>						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
Children, Youth, and Families Department			X	X		X	X
Department of Health			X	X	X	X	X
Public Education Department	X	X	X	X	X	X	X
UNM Continuing Education			X	X		X	X
Head Start and Early Head Start			X	X		X	X

Notes: It is important to note that many of the current early learning and development data systems currently in use in New Mexico do gather some data on children, educators, programs locations, families, program structure and quality, and participation and attendance. These data are needed for funding and accountability decisions. However, it is clear that the different systems do not have an aligned and interoperable way of assigning and sharing UNIQUE information across data systems or even programs within the same data system. The plans for accomplishing this are provided in Section E(2) of this proposal.

Unique Child Identifier – The PED data system is the source for the Unique Child Identifier. The other data systems do provide identifiers to the children in their program, but these are not aligned across systems.

Unique Early Childhood Educator Identifier – The PED data system is also the source for the Unique Early Childhood Educator Identifier. The other data systems do have some information on the early childhood educators but these are not aligned across systems.

Unique Program Site Identifier – All of the current data systems have location information on the program sites. The state does not have a single system with a unique identification number that is aligned across programs.

Child and Family Demographic Information – All of the programs have information on child demographics. The separate data systems also have some information on family demographics related to eligibility for enrolling their children in certain programs. The state does not have an comprehensive method of tracking this information across data systems or programs.

Early Childhood Educator Demographic Information – The Public Education Department does gather information on educational attainment and on state credentials and licenses held.

Data on Program Structure and Quality. The different data systems do gather information on the quality of some of the programs but one of New Mexico's plans outlined in this proposal is to extend the quality rating and improvement system to all early childhood programs.

Child-level Program Participation and Attendance – All of the data systems gather information about children's participation and attendance because these data are required for funding decisions. But the state's data systems do not track individual children's participation and attendance across systems or across programs within the same system.

(A)(2) Articulating the State's rationale for its early learning and development reform agenda and goals. (20 points)

The extent to which the State clearly articulates a comprehensive early learning and development reform agenda that is ambitious yet achievable, builds on the State's progress to date (as demonstrated in selection criterion (A)(1)), is most likely to result in improved school readiness for Children with High Needs, and includes--

(a) Ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the readiness gap between Children with High Needs and their peers;

(b) An overall summary of the State Plan that clearly articulates how the High-Quality Plans proposed under each selection criterion, when taken together, constitute an effective reform agenda that establishes a clear and credible path toward achieving these goals; and

(c) A specific rationale that justifies the State's choice to address the selected criteria in each Focused Investment Area (C), (D), and (E), including why these selected criteria will best achieve these goals.

Evidence for (A)(2)

- The State's goals for improving program quality statewide over the period of this grant.
 - The State's goals for improving child outcomes statewide over the period of this grant.
 - The State's goals for closing the readiness gap between Children with High Needs and their peers at kindergarten entry.
- Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C).
- Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D).
- Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E).
- For each Focused Investment Area (C), (D), and (E), a description of the State's rationale for choosing to address the selected criteria in that Focused Investment Area, including how the State's choices build on its progress to date in each Focused Investment Area (as outlined in Tables (A)(1)6-13 and in the narrative under (A)(1)) and why these selected criteria will best achieve the State's ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the readiness gap between Children with High Needs and their peers.

New Mexico has chosen the goal established by the Early Learning Advisory Council as its overarching goal to guide this work for the next five years: *Every child in New Mexico will have an equal opportunity for success in school based upon equitable access to an aligned and high quality early learning system.*

New Mexico recognizes the extreme level of need of its children. As our definition of High Need Children, contained in *New Mexico Definition of Children with High Needs* (see Appendix 2) indicates, the State creates its priorities on the philosophical position that all of its children are high need. When 75% of children entering kindergarten do not have the basic skills needed to be successful, there are obviously great gaps in our system. Other data sources suggest that the combination of poverty, the reality of life in rural and frontier communities – which includes most of New Mexico’s population – create very high levels of risk and need. The cultural and language complexities of developing effective programming and policy in a minority-majority state create levels of need and exposure to risk factors that are as high as any state in the nation. The project focus on high need children is central to our policy and program development. This project will also put particular emphasis on high need children in rural and frontier communities.

We have created four main objectives to structure our work.

- Objective 1: Utilize the *New Mexico Early Learning Guidelines: Birth through Kindergarten*, as the foundation for the alignment of systems and improvement of program quality to close the readiness gap between children who are at risk for school failure and their peers.
- Objective 2: Fully implement FOCUS, the newly revised Tiered Quality Rating and Improvement System (TQRIS) to focus on children's learning outcomes through the full implementation of New Mexico's Authentic Observation – Documentation - Curriculum Planning Process using the *New Mexico Early Learning Guidelines: Birth through Kindergarten* as criteria.
- Objective 3: Establish Early Childhood Investment Zones in areas where children are at greatest risk of school failure by aggregating and ranking community adverse childhood experiences - in combination with an assessment of community readiness indicators - to establish place-based models of community capacity building,

infrastructure development, and the establishment of comprehensive and aligned early childhood care, health, and education services.

- Objective 4: Expand and align our data systems so that they can inform early childhood policy and outcomes and support an aligned early childhood workforce development plan.

(b) New Mexico’s plan is based on the commitment to create an early care, health and education “system of systems” that transforms disconnected, siloed programs that historically have labeled and segregated children because of categorical funding streams into a coordinated system. The system focuses on the building of high-quality, comprehensive, community-specific programs with a continuum of integrated services. This plan is based on the belief that community programs are able to work together when provided with a common focus – ensuring that every child has equitable access to appropriate services and supports that acknowledge their uniqueness and enable them to reach their full potential.

Due to the committed support of business leaders, early childhood practitioners, legislators, government officials and community members, New Mexico has created an efficient and cohesive infrastructure, supported by the appropriate policies and legislation, to effectively support the delivery of high quality early childhood care and education to children and their families. Through this infrastructure of support, CYFD has a sophisticated TQRIS system in place that is now in its third generation. Our reform agenda will fully implement this new generation of the TQRIS – which we have called FOCUS – as the most effective strategy for achieving bold systems reform. New Mexico is ready for this reform. The solid and sustained experiences of the past twenty years have provided the knowledge and understanding of systems change required to establish bold yet achievable objectives.

The basic thrust of the reform agenda is to more **powerfully use the rating of early care and education providers to increase their ability to focus on children’s learning – to improve their practice – and as a result of that improvement in practice, to improve children’s kindergarten readiness.** New Mexico has established Program Standards (FOCUS TQRIS), Early Learning Standards (New Mexico *Early Learning Guidelines: Birth through Kindergarten*, and Early Childhood Professional Standards (Licensure and Certification Competencies). New Mexico will now consolidate these under FOCUS so as to improve

practice in all child serving systems so as to maximize kindergarten readiness.

It is New Mexico's clear understanding that all the components of this proposal - the FOCUS TQRIS, T.E.A.C.H. scholarships, Early Childhood Investment Zones and a robust data system are designed for one purpose: making it possible for all children in New Mexico to enjoy the successes afforded them by being ready for kindergarten.

Based on our years of experience refining a consultation model that works in New Mexico, the bulk of resources provided under this grant opportunity will be used to implement an on-site consultation model that focuses on helping early childhood practitioners improve their practice, performance, and children's outcomes through intensive professional development. Every early childhood program in New Mexico will have its own standardized continuous quality improvement plan and the consultants will support their work on the specific goals within those plans.

The **FOCUS TQRIS provides the central organizing framework for our early childhood systems reform effort** – and the use of this framework as a common point of reference gives us the confidence that the reform agenda we propose is credible and doable. Since the FOCUS TQRIS is based on the use of the *New Mexico Early Learning Guidelines: Birth through Kindergarten*, the accomplishment of the criteria in sections B and C can be seen as natural outcomes of the full implementation of the FOCUS system – and the additional work in criteria sections D and E emerge as the most logical supports for this implementation to be effective.

The *Early Learning Guidelines* establish a common vocabulary across systems and a common foundation of early development knowledge and approaches. It allows providers to base what they do on a single set of standards and learn how to support children's growth and learning in the continuum provided within each domain. When all programs in all systems are using the same *Guidelines*, it makes transitions from one program to another smooth and painless. It shifts child care away from a focus on care toward a focus on stimulating early development. It is the foundation for the alignment of New Mexico's early childhood systems. It is standardized and builds on the accomplishments we have already achieved.

A second arm of this initiative will be to designate the first cohort of Early Childhood Investment Zones for a targeted intervention that will help to establish the infrastructure for

delivering high-quality services and programs in communities where there are large concentrations of children at high-risk but a significant lack of the infrastructure and capacity to establish and provide those services. This will create a path for delivering high quality in places where programs are currently lacking. In those communities where there are already early childhood programs, the project intervention will only require the provision of targeted on-going consultation and support for continuous quality improvement using the FOCUS TQRIS as the framework. For communities where there are no early childhood programs – yet the population of at-risk children and families is among the highest in the State, and there is the will for program development – the intervention will require two steps. First, the development of the community’s capacity for mobilizing community members and implementing programs; and, second, the provision of consultant support to ensure high quality and best practices. The Early Childhood Care and Education Act provides the mandate for establishing Early Childhood Investment Zones by stating that, “The legislature further finds that, to be successful, an early childhood care and education system should be: ... data-driven, including the identification and prioritization of communities most at risk while striving to make the system universally available to all those who wish to participate.”

T.E.A.C.H. scholarships and a robust and integrated data system constitute the other major components of the State’s project. The scholarships will FOCUS efforts on teacher practice improvement, and the data system development will allow the State to track students’ progress, program progress, practitioners’ professional development, children’s outcomes, and demonstrate success of the project.

(c) Because New Mexico has already developed the organizational infrastructure, and a powerful TQRIS system to support quality, we are confident that we will implement initiatives in all of the four selection criteria in the Focused Investment Areas (C) – however, we will respond to components (C)(1) and (C)(2), as they are the core components of the roll-out of the new FOCUS TQRIS system. We will address all of (D) and (E) within the framework of our project and this proposal.

New Mexico’s *Early Learning Guidelines* act as the cornerstone of the TQRIS (providing the FOCUS for all other components). The Guidelines are New Mexico’s high quality Early Learning and Development Standards (C)(1). New Mexico’s authentic

observation - documentation – curriculum planning process (based upon the indicators and rubrics within the *Early Learning Guidelines*) serves as the formative child assessment component of the Comprehensive Assessment Systems (C)(2). Required administration of the Ages and Stages Questionnaire and ASQ-Social Emotional ensures developmental screening. And, the administration of the Environment Rating Scales, Classroom Assessment Scoring System, and Program Administration Scale as program assessments informs the program's continuous quality improvement plan. All these assessments – children's assessments and program assessments – are focused on children's learning and readiness for school.

For the most part New Mexico has already accomplished the requirements in section (D)(1), Developing a Workforce Knowledge and Competency Framework and a progression of credentials, as described in that section. However, work still needs to be done to fully implement the third generation of New Mexico's professional development system/career lattice.

The criteria in section (D)(2), Supporting Early Childhood Educators in improving their knowledge, skills, and abilities, will be addressed through two steps. To build the competence of early childhood practitioners, the T.E.A.C.H.® Scholarship program will receive additional funding and initially prioritize the support of program directors to meet the educational requirements of the FOCUS TQRIS. Scholarships will then be extended to other staff as resources allow.

Our workforce development system depends on having high quality faculty and adjunct faculty with the best practice information and early childhood teaching methods in two- and four-year higher education institutions who teach the T.E.A.C.H.® scholars. Another critical component of this proposal is to fund a cohort of 25 faculty and adjunct faculty to attend an 18-credit graduate course of study regarding the developmental interaction (Bank Street) approach that will be taught in New Mexico by Bank Street College faculty. An agreement has been made between Bank Street College and New Mexico State University (NMSU) that these 18 credits will articulate into an NMSU Master's Degree or Doctoral Degree in Curriculum and Instruction with an emphasis in Early Childhood Education.

The criteria in section (E)(1), Understanding the status of children's learning and development at kindergarten entry, will be met by using the kindergarten rubrics contained in

the *New Mexico Early Learning Guidelines: Birth through Kindergarten* as the framework for an authentic assessment that will provide kindergarten teachers with critical information regarding children's learning. This info will be used for curriculum planning and differentiated instruction and will provide policy makers with data regarding the effectiveness of early learning programs. In addition, the *Early Learning Guidelines* will be extended into the K-3 system to provide continuity and alignment.

The criteria in (E)(2), Building or enhancing an early learning data system to improve instruction, practices, services, and policies, will be addressed in three parts. CYFD will contract with the University of New Mexico Continuing Education Department to expand their existing QRIS/AIM HIGH and PreK database to accommodate all required data elements; CYFD will develop a new web-based integrated data system; and CYFD will continue to partner with the Department of Health/Public Health Division/Epidemiology Unit to expand the Early Childhood data warehouse. The data warehouse makes early care, health, and social service data available to policy makers and the public to support data mapping and policy planning.

In summary, our reform agenda is ambitious and carefully integrates each area of every selection criteria described in the application. We are confident that this ambitious agenda is achievable. It is important to note that this plan does not include funding for direct services for children or their families. Rather, the plan concentrates on systems reform that will enable the State to fund services within a robust, effective and efficient early childhood care, health and education system in the future. The plan outlined in the application is a natural extension of the work New Mexico has already done to create a system that is capable of ensuring high quality early intervention, care, and education. The resources provided by this grant will not be used to create an integrated aligned high quality system from scratch; rather they will be strategically spent to implement a system that has been recently revised and improved. The system's implementation will be immeasurably strengthened by having the resources to hire the coaches, mentors, and consultants needed to fully extend the system to cover the at-risk families and children who depend on our help.

Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C):

Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D) the State is choosing to address

- X - (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.
- X - (C)(2) Supporting effective uses of Comprehensive Assessment Systems.
- (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.
- (C)(4) Engaging and supporting families.

Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D):

Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D) the State is choosing to address

- X - (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.
- X - (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E):

Please check the box to indicate which selection criterion or criteria in Focused Investment Area (E) the State is choosing to address

- X - (E)(1) Understanding the status of children's learning and development at kindergarten entry.
- X - (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

(A)(3) Aligning and coordinating early learning and development across the State. (10 points)

The extent to which the State has established, or has a High-Quality Plan to establish, strong participation and commitment in the State Plan by Participating State Agencies and other early learning and development stakeholders by--

(a) Demonstrating how the Participating State Agencies and other partners, if any, will identify a governance structure for working together that will facilitate interagency coordination, streamline decision making, effectively allocate resources, and create long-term sustainability and describing--

- (1) The organizational structure for managing the grant and how it builds upon existing interagency governance structures such as children's cabinets, councils, and commissions, if any already exist and are effective;

(2) The governance-related roles and responsibilities of the Lead Agency, the State Advisory Council, each Participating State Agency, the State's Interagency Coordinating Council for part C of IDEA, and other partners, if any;

(3) The method and process for making different types of decisions (*e.g.*, policy, operational) and resolving disputes; and

(4) The plan for when and how the State will involve representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the planning and implementation of the activities carried out under the grant;

(b) Demonstrating that the Participating State Agencies are strongly committed to the State Plan, to the governance structure of the grant, and to effective implementation of the State Plan, by including in the MOU or other binding agreement between the State and each Participating State Agency--

(1) Terms and conditions that reflect a strong commitment to the State Plan by each Participating State Agency, including terms and conditions designed to align and leverage the Participating State Agencies' existing funding to support the State Plan;

(2) "Scope-of-work" descriptions that require each Participating State Agency to implement all applicable portions of the State Plan and a description of efforts to maximize the number of Early Learning and Development Programs that become Participating Programs; and

(3) A signature from an authorized representative of each Participating State Agency; and

(c) Demonstrating commitment to the State Plan from a broad group of stakeholders that will assist the State in reaching the ambitious yet achievable goals outlined in response to selection criterion (A)(2)(a), including by obtaining--

(1) Detailed and persuasive letters of intent or support from Early Learning Intermediary Organizations, and, if applicable, local early learning councils; and

(2) Letters of intent or support from such other stakeholders as Early Childhood Educators or their representatives; the State's legislators; local community leaders; State or local school boards; representatives of private and faith-based early learning programs; other State and local leaders (*e.g.*, business, community, tribal, civil rights, education association leaders); adult education and family literacy State and local leaders; family and community organizations (*e.g.*, parent councils, nonprofit organizations, local foundations, tribal organizations, and community-based organizations); libraries and children's museums; health providers; and postsecondary institutions.

Evidence for (A)(3)(a) and (b):

- For (A)(3)(a)(1): An organizational chart that shows how the grant will be governed and managed.
- The completed table that lists governance-related roles and responsibilities (see Table (A)(3)-1).
- A copy of all fully executed MOUs or other binding agreements that cover each Participating State Agency. (MOUs or other binding agreements should be referenced in the narrative but must be included in the Appendix to the application).

Evidence for (A)(3)(c)(1):

- The completed table that includes a list of every Early Learning Intermediary Organization and local early learning council (if applicable) in the State and indicates which organizations and councils have submitted letters of intent or support (see Table (A)(3)-2).
- A copy of every letter of intent or support from Early Learning Intermediary Organizations and local early learning councils. (Letters should be referenced in the narrative but must be included in the Appendix with a table.)

Evidence for (A)(3)(c)(2):

- A copy of every letter of intent or support from other stakeholders. (Letters should be referenced in the narrative but must be included in the Appendix with a table.)

Over the past twenty-plus years, New Mexico has established itself as a national leader in developing and implementing coordinated Early Learning and Development Programs. What is set forth in this application builds upon the existing infrastructure, increases collaboration across state agencies and ensures that all High Need Children will have access to top tier programs. The High Quality Plan articulated in this proposal is wholly supported by each of the Participating State Agencies, and all agree to the same set of statewide Early Learning and Development Standards, statewide Program Standards, statewide Tiered Quality Rating and Improvement System and statewide Workforce Knowledge and Competency Framework and progression of credentials.

The three state agencies that will have responsibility for implementing what is outlined in this proposal are the Public Education Department (PED), the Children, Youth and Families Department (CYFD) and the Department of Health (DOH), with PED acting as the lead agency. The full Memorandum of Understanding (MOU), included in Appendix 1a, delineates the roles and responsibilities of each agency. As the lead agency, PED will:

- Implement its scope of work as fully outlined in the MOU;
- Work collaboratively with, and support CYFD and DOH in carrying out their

responsibilities;

- Transfer grant funds designated for CYFD and DOH over the course of the project period;
- Provide feedback to CYFD and DOH on their status updates, interim reports and project plans and products;
- Keep CYFD and DOH informed of the status of the State's grant and seek input, where applicable;
- Facilitate coordination across all participating agencies; and
- Identify sources of technical assistance to support this project.

As participating agencies, CYFD and DOH agree to:

1. Implement their scopes of work as fully outlined in the MOU;
2. Abide by the governance structure outlines;
3. Abide by the budgets set forth in the application;
4. Actively participate in all relevant meetings or other events sponsored by the U.S. Department of Education or by the U.S. Department of Health and Human Services;
5. Post to the web in a timely manner all non-proprietary products and lessons learned that were developed using Federal funds awarded under this grant;
6. Participate, as requested, in any evaluations conducted under this grant by the state, U.S. Department of Education or U.S. Department of Health and Human Services; and
7. Be responsive to state and Federal requests for information including the status of the project, implementation, outcomes and any problems anticipated or encountered consistent with State and Federal privacy laws.

In addition to PED, CYFD and DOH, the State's Early Childhood Advisory Council (Council) will play a critical role in ensuring that this proposal is executed. Members of the Council represent key stakeholder groups across the state, and many of the Council members have long been engaged in New Mexico's early childhood reform efforts. The Council's initial support for this proposal is clearly delineated in a support letter (included in Appendix 1b). As New Mexico moves forward with full implementation, PED, CYFD and DOH will engage the

Council to keep them abreast of the efforts to fully implement the plan, as well as to seek their advice as key decisions are made and executed.

CYFD will issue an RFP and contract with a research and evaluation consultant to provide an ongoing process evaluation of the entire project. The decision to have CYFD execute the RFP for a contractor to evaluate the project is based on the fact that large portions of the project implementation, such as the FOCUS TQRIS, will be led from within CYFD. This evaluation will be used to track the implementation of the project and offer guidance for potential changes in strategy, course corrections or redesign based on regular assessments of whether the project is meeting its intended targets and outcomes. The evaluation will be organized under three main headings that include all implementation components of the TQRIS: evaluation of the implementation of the consultation model for training, technical assistance, monitoring and verification of the FOCUS TQRIS system; evaluation of the implementation of the Investment Zones; and evaluation of the implementation of the improved data system, and reporting. This evaluation task will not include the research component that will validate the TQRIS tool, which will be completed by a separate entity.

The RFP for process evaluation services will require the evaluation contractor to utilize modified participatory, or collaborative, methods of evaluation, which will establish avenues of feedback within and outside of the project. Process and outcome evaluation data will be reported regularly to inform strategic planning and quality improvement activity by the project.

Process evaluation requires systematic documentation of key aspects of program performance that is indicative of whether the program is functioning as intended in terms of quality and quantity. An evaluation team, with representatives from each participating State agency, will be established and will meet regularly to oversee and monitor all evaluation activity. Materials and analyses will be prepared in advance for leadership decision-making. Project team meetings will be held for evaluation on a quarterly basis. These meetings with program leaders and staff will ensure that all evaluation issues are addressed as needed, and that compliance with evaluation protocols is routine. They will also provide necessary qualitative data that cannot be collected by other means.

The evaluation effort will be implemented as a participatory evaluation strategy. This form of evaluation is organized as a team project with the evaluator having principal authority

and project staff and stakeholders participating as team members. Indicators for quality will be selected using the Results Based Accountability method for community change initiatives, and will be revisited regularly to assess whether real change is occurring.

The evaluation contractor will routinely work with program leadership to develop on-going process evaluation activities that can regularly inform program improvement strategies. This will occur through data analysis, interviews, observations, document review, checklists and stakeholder surveys implemented on a regular basis. Process evaluation activities will also document how closely the implementation actually matches the plan for implementation as contained in this proposal and as developed in much more detail immediately upon a successful notice of award. One of the first tasks of the evaluator is to work with the management team to review the detailed project implementation plan, revise it if necessary, develop more detailed and very specific implementation plan activities with benchmarks and accountability systems to shape a process and outcome evaluation plan that will be used as an operational roadmap for the participatory evaluation. The process evaluation will track all significant activities and document whether the project actually achieved results as planned.

The outcome evaluation will assess whether the project goals and objectives were attained. Similarly, system outcomes are in large part described in this proposal, but the initiation phase of the project will obtain information from stakeholders that will clarify and define these objectives and the benchmarks that represent successful accomplishment of the objectives. The logic model included with this narrative describes the major categories of outcomes that will be studied in this assessment.

Project leadership from each participating State agency will review all major decision points for the initiative. Options for policy decisions in this important effort will be reviewed, and recommendations made to the Early Learning Advisory Council. Project leadership will make significant operational decisions after consultation with stakeholders and its various advisory groups that are participating in the project. The evaluator will work with leadership to track these decisions and ensure that effective and efficient communications strategies are utilized to relay decisions to all stakeholders impacted by the decision. As a very complex system development initiative, the evaluator will create “system maps” of relationships and decision-making and share these with project leadership regularly to ensure consistency and

transparency.

Disputes are inevitable in any initiative that involves such a large group of participating individuals and organizations. As outlined in the MOU, agency-designated representatives will work to resolve disputes after a complete airing of the issues. If this is unsuccessful, the disputed issue will then be decided jointly by agency Secretaries involved with the disputed matter. In some cases, such as licensure and rating Level assignments, authorized and legal appeal processes already exist that will be followed. These strategies will be studied by the evaluator, and recommendations about the project's conflict resolution processes will be documented and reported in regular leadership meetings.

One additional expectation of the contracted evaluator is the primary role in reporting. The evaluation contractor will be expected to collect, compile and write appropriate responses to requests for Reports and information to the U.S. Department of Education or U.S. Department of Health and Human Services. This reporting requirement of the evaluation contractor will ensure a close monitoring and working relationship with all program components, and provide an avenue for rapid problem detection and problem solving when necessary.

New Mexico is committed to engaging a broad stakeholder base to garner support for our efforts. Since April 2011, New Mexico stakeholders have been meeting to not only support the State as they implement key components of our early learning reform agenda, but to also provide advice, policy guidance and support for the development of this proposal. Included in Appendix 2 are letters from various New Mexico Early Learning Intermediary Organizations and the State's Early Childhood Advisory Council supporting New Mexico's Race to the Top – Early Learning Challenge Application. As you will see, the support in New Mexico for this bold reform agenda is broad and comprehensive.

To support the above narrative, New Mexico has included:

- A fully executed MOU in Appendix 1a;
- An organizational chart showing the relationships for the 3 participating agencies in Appendix 1b;
- Letters in support of the state's proposal in Appendix 1c;

- Table (A)(3)-1 delineating the governance-related role of each participating agency; and
- Table (A)(3)-3 detailing the Early Learning Intermediary Organizations supporting this proposal

Table (A)(3)-1: Governance-related roles and responsibilities	
Participating State Agency	Governance-related roles and responsibilities
Public Education Department	Lead State Agency; Fiscal Agent
Children, Youth and Families Department	Participating State Agency
Department of Health	Participating State Agency
Other Entities	
Early Learning Advisory Committee: RTT-ELC Subcommittee	Policy Support and Guidance as New Mexico implements the proposal

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)	
List every Intermediary Organization and local early learning council (if applicable) in the State	Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?
University of New Mexico, College of Education, Early Childhood Multicultural Program	Y
New Mexico Early Childhood Higher Education Task Force	Y
Legislative Education Study Committee	Y
New Mexico Department of Health Office of Community Assessment, Planning and Evaluation	Y

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)	
List every Intermediary Organization and local early learning council (if applicable) in the State	Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?
Legislative Finance Committee	Y
University of New Mexico, Center for Education Policy Research	Y
New Mexico Early Childhood Development Partnership	Y
New Mexico Association for the Education of Young Children	Y
New Mexico Business Roundtable	Y
New Mexico State University, Department of Curriculum and Instruction	Y
University of New Mexico, Department of Continuing Education	Y
New Mexico Child Care and Education Association	Y
St. Joseph Community Health	Y
San Felipe de Neri School	Y
New Mexico Early Care and Learning and Association	Y
Military Readiness	Y

(A)(4) Developing a budget to implement and sustain the work of this grant. (15 points)

The extent to which the State Plan--

(a) Demonstrates how the State will use existing funds that support early learning and development from Federal, State, private, and local sources (*e.g.*, CCDF; Title I and II of ESEA; IDEA; Striving Readers Comprehensive Literacy Program; State preschool; Head Start Collaboration and State Advisory Council funding; Maternal, Infant, and Early Childhood Home

Visiting Program; Title V MCH Block Grant; TANF; Medicaid; child welfare services under Title IV (B) and (E) of the Social Security Act; Statewide Longitudinal Data System; foundation; other private funding sources) for activities and services that help achieve the outcomes in the State Plan, including how the quality set-asides in CCDF will be used;

(b) Describes, in both the budget tables and budget narratives, how the State will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan, in a manner that--

(1) Is adequate to support the activities described in the State Plan;

(2) Includes costs that are reasonable and necessary in relation to the objectives, design, and significance of the activities described in the State Plan and the number of children to be served; and

(3) Details the amount of funds budgeted for Participating State Agencies, localities, Early Learning Intermediary Organizations, Participating Programs, or other partners, and the specific activities to be implemented with these funds consistent with the State Plan, and demonstrates that a significant amount of funding will be devoted to the local implementation of the State Plan; and

(c) Demonstrates that it can be sustained after the grant period ends to ensure that the number and percentage of Children with High Needs served by Early Learning and Development Programs in the State will be maintained or expanded.

Evidence for (A)(4)(a):

- The completed table listing the existing funds to be used to achieve the outcomes in the State Plan (see Table (A)(4)-1).
- Description of how these existing funds will be used for activities and services that help achieve the outcomes in the State Plan.

Evidence for (A)(4)(b):

- The State's budget (completed in section VIII).
- The narratives that accompany and explain the budget, and describes how it connects to the State Plan (also completed in section VIII).

The State's Budget is comprised of three (3) Participating Agencies. The Lead Agency is the New Mexico Public Education Department (PED). The other two Participating Agencies are the New Mexico Children, Youth and Families Department (CYFD) and New Mexico Department of Health (DOH). The overall statewide budget is \$73,735,910 (\$50,000,000 in grant funds and \$23,735,910 in funds from other sources in support of the State Plan), as follows:

- PED is responsible for managing \$11,317,177 (\$9,917,177 in grant funds and \$1,400,000 in funds from other sources in support of the State Plan) of the overall statewide budget for the Kindergarten Entry Assessment Project.
- CYFD is responsible for managing \$60,168,733 (\$37,832,823 in grant funds and \$22,335,910 in funds from other sources in support of the State Plan) of the overall statewide budget for the Tiered Quality Rating and Improvement System Project, Investment Zones Project, Evaluation Project, Professional Development Project, a portion of the Data Systems Project, and Grantee Technical Assistance Project.
- DOH is responsible for managing \$2,250,000 (\$2,250,000 in grant funds) of the overall statewide budget for a portion of the Data Systems Project.

New Mexico understands the importance of a tiered quality rating system and is evidenced by our initial efforts in 1997, followed by revisions and improvements since 1999. In 2010 NM began developing its third generation Tiered Quality Rating and Improvement System (TQRIS). Prior to this application, NM had begun its efforts to restructure the NM TQRIS.

With ARRA funding, New Mexico created its first Early Learning Advisory Council in 2010. With this creation and with the passage of New Mexico Early Childhood Care and Education Act during the 2011 Legislative Session, the work to align early childhood programs has begun in New Mexico. This includes the development of a web based data system that will house all early childhood data.

New Mexico's commitment to professional development can be traced as far back as 1989, with the creation of the Office of Child Development Board. This board, along with the staff of the Office of Child Development, has been tasked with carrying out the statutory responsibility of establishing a professional development system for all those working with children birth thru five and making recommendation to PED for those working with children through third grade. NM is currently implementing its third generation competency-based professional development system.

New Mexico DOH has been working collaboratively with CYFD and the University of New

Mexico (UNM) Center for Education Policy Research (CEPR) to align and integrate data to enable a comprehensive community assessment.

Because of the commitment and years of experience, New Mexico is already organized in a way that the goals set out in this application will be met. Based on past experience and work currently underway with TQRIS, professional development, identification of underserved areas, serving children with high needs, development of data systems, etc., New Mexico had already begun developing cost estimates and projections for rolling out initiatives described in this application.

- PED will be responsible for carrying out its efforts to develop the Kindergarten Entry Assessment.
- CYFD will be responsible for carrying out all efforts related to the development and implementation of the TQRIS, to include promoting participation in the TQRIS and monitoring programs for adherence to the TQRIS.
- CYFD will be responsible for promoting and providing access to high quality Early Learning and Development programs for NM children with high needs and for identifying underserved areas and working with communities to build capacity, develop infrastructure and align early childhood care and education services.
- CYFD will be responsible for contracting with an external entity to validate the effectiveness of the state's TQRIS.
- CYFD will be responsible for developing and implementing a Workforce Knowledge and Competency Framework, for supporting early childhood educators to improve their knowledge, skills and abilities.
- CYFD will be responsible for developing and implementing an early learning data system that is aligned and interoperable with the statewide longitudinal data system and has all essential data elements.
- DOH will be responsible for building the infrastructure for the NM Community Data

Collaborative to align and integrate data to enable a comprehensive community assessment that is interactive and accessible. DOH will also be responsible for adapting the current Family, Infant, Toddler data system to incorporate the unique ID and ensure that the system is aligned and interoperable with the statewide early learning data system.

Contractual Services and purchases will be in accordance with the New Mexico Procurement Code and Regulations. Full-time employees will be hired for the term of the grant in order to help with development and implementation of all Projects.

The Tiered Quality Rating Improvement Project, Investment Zone Project, Evaluation Project, Professional Development Project, Data Systems Project, Grantee Technical Assistance Project, and Kindergarten Entry Assessment Project will result in high quality accountable early childhood programs. The rating of early care and education providers to increase their ability to focus on children's learning – to improve their practice – and as a result of that improvement in practice, will improve children's kindergarten readiness. New Mexico has established Program Standards (FOCUS TQRIS), Early Learning Standards (New Mexico *Early Learning Guidelines: Birth through Kindergarten*), and Early Childhood Professional Standards (Licensure and Certification Competencies). New Mexico will now consolidate these under FOCUS so as to improve practice in all child serving systems so as to maximize kindergarten readiness.

It is New Mexico's clear understanding that all the components of this proposal - the FOCUS TQRIS, T.E.A.C.H. scholarships, Early Childhood Investment Zones and a robust data system are designed for one purpose: making it possible for all children in New Mexico to enjoy the successes afforded them by being ready for kindergarten.

Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.					
Source of Funds	Fiscal Year 2012	Fiscal Year 2013	Fiscal Year 2014	Fiscal Year 2015	Total
<i>State General Funds</i>	\$2,715,600	\$2,715,600	\$2,715,600	\$2,715,600	\$10,862,400
<i>Federal Child Care Development Funds</i>	\$2,800,000	\$2,800,000	\$2,800,000	\$2,800,000	\$11,200,000
<i>Federal Home Visiting-Competitive</i>	\$1,102,339				\$1,102,339
<i>Federal Dept. of Agriculture SAE</i>	\$ 571,171				\$ 571,171

B. High-Quality, Accountable Programs

(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System. (10 points)

The extent to which the State and its Participating State Agencies have developed and adopted, or have a High-Quality Plan to develop and adopt, a Tiered Quality Rating and Improvement System that--

(a) Is based on a statewide set of tiered Program Standards that include--

- (1) Early Learning and Development Standards;
- (2) A Comprehensive Assessment System;
- (3) Early Childhood Educator qualifications;
- (4) Family engagement strategies;
- (5) Health promotion practices; and
- (6) Effective data practices;

(b) Is clear and has standards that are measurable, meaningfully differentiate program quality levels, and reflect high expectations of program excellence commensurate with nationally recognized standards that lead to improved learning outcomes for children; and

(c) Is linked to the State licensing system for Early Learning and Development Programs.

Evidence for (B)(1):

- The completed table that lists each set of existing Program Standards currently used in the State and the elements that are included in those Program Standards (Early Learning and Development Standards, Comprehensive Assessment Systems, Qualified Workforce, Family Engagement, Health Promotion, Effective Data Practices, and Other), (see Table (B)(1)-1).
- To the extent the State has developed and adopted a Tiered Quality Rating and Improvement System based on a common set of tiered Program Standards that meet the elements in criterion (B)(1)(a), submit--
 - A copy of the tiered Program Standards;
 - Documentation that the Program Standards address all areas outlined in the definition of Program Standards, demonstrate high expectations of program excellence commensurate with nationally recognized standards, and are linked to the States licensing system;
 - Documentation of how the tiers meaningfully differentiate levels of quality.

History - New Mexico has successfully implemented two generations of a Tiered Quality Rating Improvement System (TQRIS). *Gold Silver Bronze* was implemented in 1997 with corresponding child care subsidy rates at differentiated levels. It was replaced in 1999 by AIM HIGH (See Appendix 11), which was originally based on five levels of quality outlined in the *Essential Elements of Quality*. Once again, differentiated subsidy rates were an important part of the system.

AIM HIGH is now fully implemented with a license issued to early childhood programs indicating the program's level of quality. Both of these tiered rating systems have focused on outcomes that are indicators of quality, but neither included a robust focus on children's learning and early learning outcomes (readiness for kindergarten). New Mexico has learned many lessons from operating these programs over the past fifteen years. These lessons, current research and significant parallel developments in New Mexico's early childhood care and education system have shaped the revised TQRIS that the state is now initiating. For example, extensive experience using the *New Mexico Early Learning Guidelines: Birth through Kindergarten* (See Appendix 5) as the foundation for an authentic observation – documentation – curriculum planning process in the New Mexico PreK program has informed radical revisions to New Mexico's TQRIS system. This third generation TQRIS is developmental. Each generation has been dependent upon the strengths and knowledge gained from previous experience. Everyone involved – families, teachers, program directors, legislators and state government policy makers – has needed the time and experience to fully acknowledge the importance of quality, to see the differences in children's growth and development and to become participants and supporters of the quality-building process.

In the state's first quality rating program, *Gold Silver Bronze*, one of the first lessons learned was that the differentiated subsidy rate needed to be adequate to cover the cost of the quality criteria (e.g. lower ratios) and incentivize movement. Without adequate financial incentives, there was no reason for programs to pursue higher quality levels. National accreditation, required for a Gold license, was also a costly pursuit for programs. For most programs, especially those serving low income children on child care subsidy, it was not financially feasible to pursue accreditation. This was an important lesson, because the goal of the quality rating system was to ensure that greater numbers of low income children on subsidy were

enrolled in high quality programs.

Based on what was learned from provider feedback and from working directly with child care program business managers, New Mexico has substantially increased its subsidy rates for programs that achieved higher levels. Whenever funds have been available, increases have been made to subsidy rates at higher quality levels. Today, a program at the highest quality level receives more than twice as much as a program at the minimum level. The state increased its *AIM HIGH* Level 3 differentiated subsidy rate (added to the base rate that is received by programs meeting only basic child care regulations) from \$16.50 per month in 2003 to \$70 by 2007. Level 4 differential payments increased from \$33 to \$104.50, and Level 5 differential payments increased from \$66 to \$132 in that time period. Subsidy rates remained at the same level until this year when a slight decrease had to be instituted due a decrease in state revenues.

Our experience with the early *Gold Silver Bronze* rating system also led the State to understand that low-income parents with children on subsidy did not shop for quality in the way that middle- or high-income parents might. Instead they often based their choice of provider on convenience. As a result, the number of low-income children receiving subsidy in higher quality programs did not increase. The strategy used when implementing *AIM HIGH* was to make it voluntary and systematically target and recruit programs with the highest percentage of children receiving subsidy. In order to ensure the success of these programs, the State concluded that it needed to incorporate an on-site training and technical assistance process that would provide high quality training, consultation and coaching opportunities to programs in their pursuit of quality – and higher subsidy rates. A new on-site consultation model was developed that has become a critical part of *AIM HIGH*. A pool of “Quality Set-Aside” funds was also established since most of the child care programs serving low income children did not have the financial capability to pay “up front” for elements of quality that were being required.

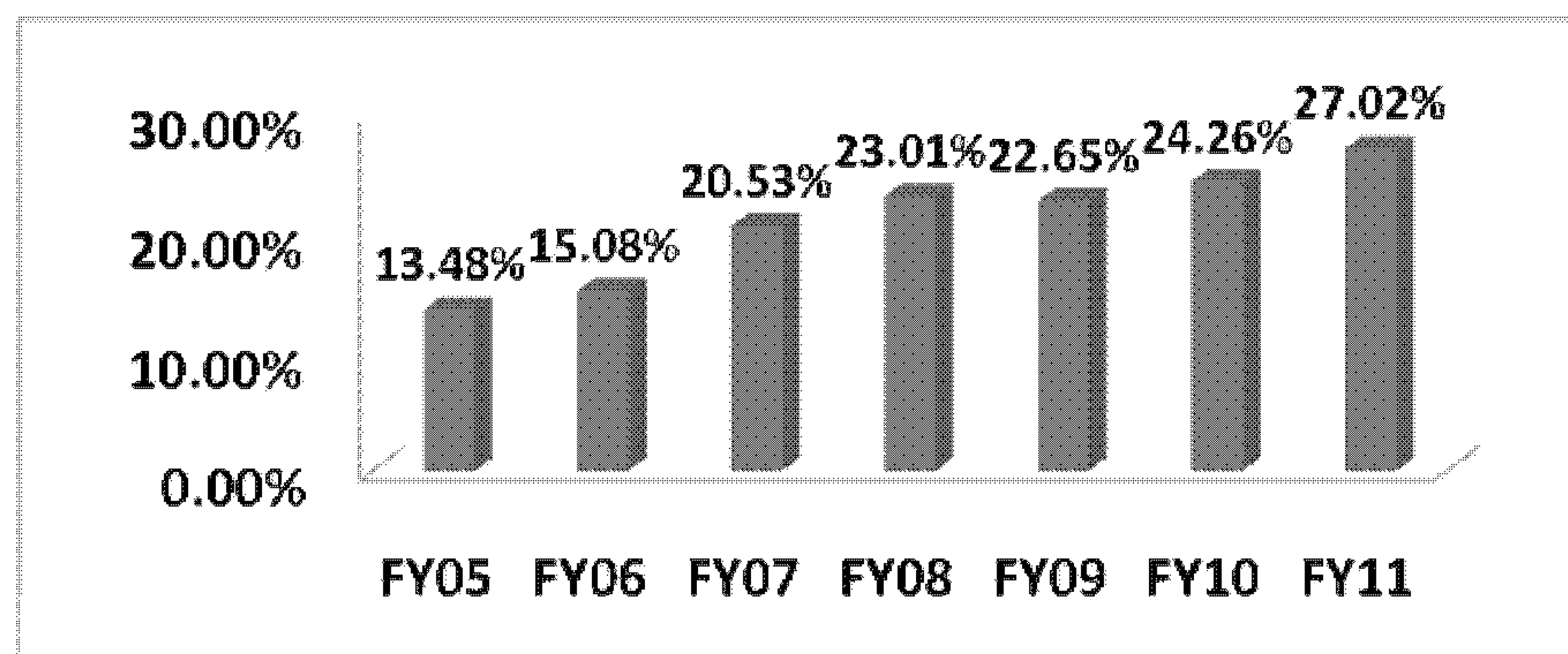
New Mexico has accomplished the three primary goals for its quality rating and improvement system that were established almost fifteen years ago:

1) Increase the quality of our licensing regulations - The criteria for *AIM HIGH* Level 1 was incorporated into our basic licensing regulations in 2005 when 70% of all programs achieved Level 1 and higher status. In 2010 we incorporated our level 2 criteria into the basic licensing

regulations when, again, 70% of all programs achieved STAR 2 or higher. Basic licensing regulations now include all criteria that had been a part of STAR Levels 1 and 2. As a result, STAR Level 2 now represents basic licensure and there are three remaining levels of quality – 3 STAR, 4 STAR and 5 STAR.

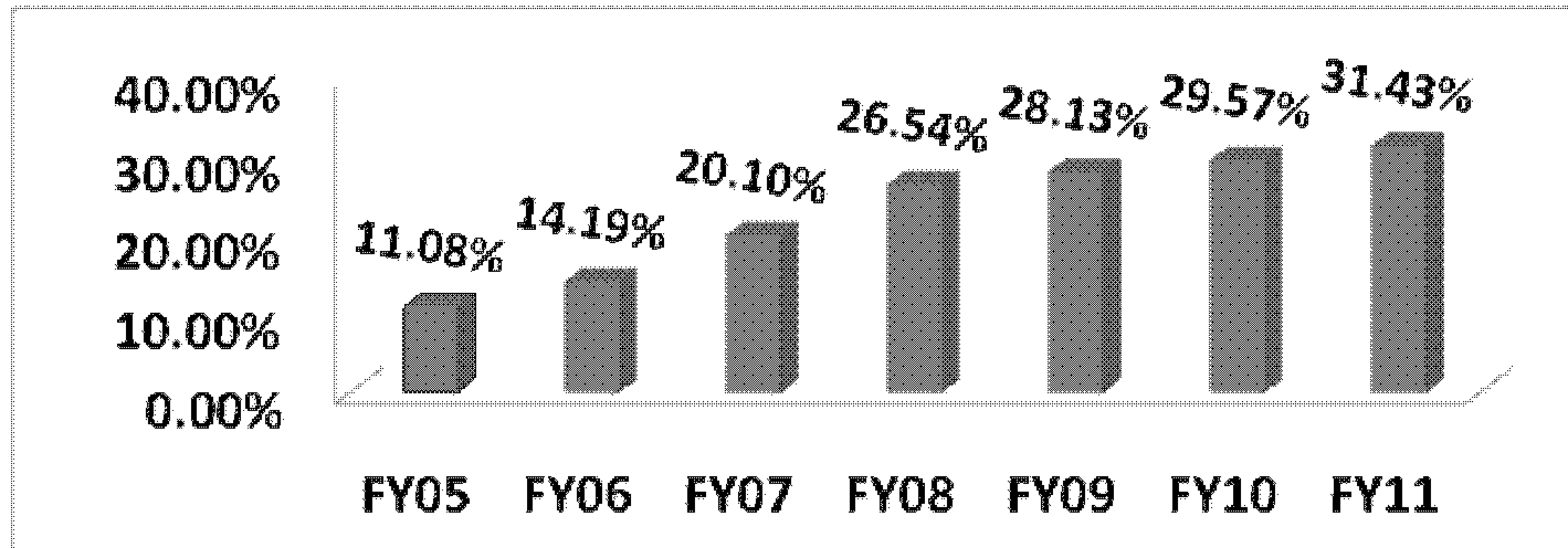
2) Increase the number of high quality early childhood programs – In 2003 there were only 122 high quality programs (Level 4 or 5). Our efforts led to early twice that many (239) licensed programs having achieving achieved levels 4 or 5 by August 2011. The graph below shows the steady increase in the percentage of programs moving up from the lowest levels of quality.

Percent of Licensed Child Care Programs Participating in STARS Levels 3-5



3) Increase the number of low income children on subsidy in high quality programs– In 2003, there were only 8.67% of children on subsidy in programs with a quality rating of 4 or 5. In August of 2011, that percentage had tripled with 25.8% of children on subsidy in a program with a quality level of 4 or 5. Again, the graph below shows the steady and impressive increase in the percentage of children on subsidy in programs with higher levels of quality.

Percent of Children Receiving State Subsidy in STARS Levels 3-5



In 2005 when *AIM HIGH* Level 1 criteria were incorporated into basic licensure, two other important developments took place. The first was a tremendous “boost” for the quality rating system - the new regulations required that in order to continue serving children on child care subsidy, programs would have to achieve Level 2 status by July 1, 2007 in order to continue receiving subsidy payments from the State. The second development was the implementation of “*Look for the STARS*”. By 2005 all child care licenses indicated the quality status of the program. Even programs, like Head Start, that didn’t enroll children on subsidy posted licenses that indicated their quality level based on the *AIM HIGH Essential Elements of Quality*. Both of these developments were extraordinarily motivating for early childhood programs throughout the State.



New Mexico is now ready to embark on its third generation of TQRIS called FOCUS

(See Appendix 6). Building on lessons that have been learned from 12 years of *AIM HIGH*, from research, from the state-funded PreK program and from others in our field, New Mexico is ready for the FOCUS TQRIS to be the foundation of a radical reform agenda. Some of the major issues addressed by FOCUS include the recognition that, 1) indicators of quality like a high score on the Environment Rating Scale or national accreditation don't ensure children's learning outcomes, 2) there is tremendous variation between the rigor and quality of accreditation entities, and that 3) many programs are being forced to forego accreditation due to its prohibitive cost. Because New Mexico PreK is implemented through a robust mixed delivery system, PreK classrooms that are located in child care settings are flourishing through the focused use of the *New Mexico Early Learning Guidelines* and the authentic observation-documentation curriculum planning process. Based on research by the National Institute for Early Education Research at Rutgers University, child care programs have been able to radically improve learning outcomes for children. Children were able to achieve significant gains in numeracy, literacy and other school readiness skills.

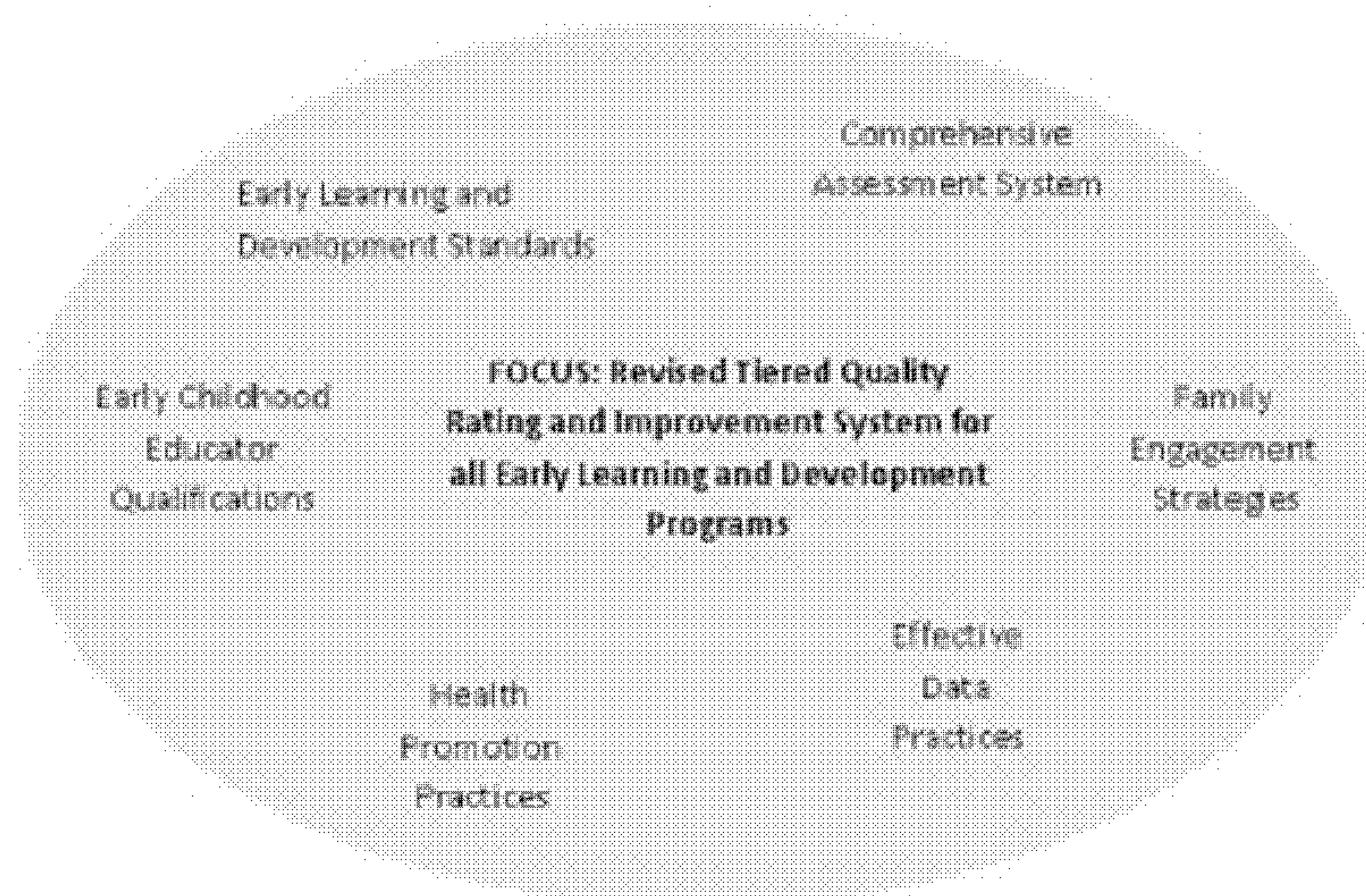
Over the past several years, the State began to realize that *AIM HIGH* programs were focusing more on achieving accreditation and a high score on the Environment Rating Scale than on children's learning. These "high stakes" criteria were pursued and achieved as an end rather than as a means to children's learning. It became evident, based on our results with PreK children within child care settings that we needed to shift our focus -- when teachers are taught to intentionally use the *Early Learning Guidelines* as the foundation for curriculum planning and instruction, learning outcomes are much more profound.

New Mexico now has had six years experience using the *Early Learning Guidelines* in center-based and home-based child care, Head Start, Part B 619 special education programs, private and municipal preschools and public school settings as the criteria for authentic observation and curriculum planning. Teachers and administrators are convinced that the *Guidelines* can and must be infused into every level of our early childhood "system of systems" - and that children's learning must become the focus of our entire quality system, rather than just a presumed result. Due to requests from the early childhood community, statewide training regarding the *Early Learning Guidelines* and the authentic observation - documentation - and curriculum planning process has already begun. One-day and two-day workshops, and a year-

long implementation cohort, are now occurring throughout the state for kindergarten, child care, Head Start, Early Head Start, home visiting, early intervention and special education personnel.

Based on all that has been learned, New Mexico is ready to establish a quality rating system focused on children’s learning as an alternative to one that focused primarily on accreditation and achieving a high score on an Environment Rating Scale. We believe this new FOCUS will create meaningful changes in classroom practice that result in better child learning outcomes. We have not created that kind of change in our system with the existing QRIS.

The State created a Task Force this past January to establish standards for a new TQRIS with the focus on use of the *New Mexico Early Learning Guidelines: Birth through Kindergarten* as the foundation of an authentic observation – documentation - curriculum planning process, similar to that being used in the state-funded PreK program. This focus, coupled with Family Engagement Strategies, Health Promotion Practices, increased Early Childhood Educator Qualifications, and self-assessments being used for continuous quality improvement provides a framework that will align all early learning and development programs in New Mexico. FOCUS TQRIS will be supported by an integrated Data System, an expanded on-site consultation process, and a more accessible professional development system – resulting in improved classroom practice and better child learning outcomes that prepare children for kindergarten. With a focus on children’s learning and kindergarten readiness, the New Mexico FOCUS TQRIS provides achievable levels of Program Standards across all early learning and development programs in the State.



The Race to the Top-Early Learning Challenge application defines Program Standards as “the standards that serve as the basis for a Tiered Quality Rating and Improvement System and define differentiated levels of quality for Early Learning and Development Programs.”

- Early Learning and Development Standards: New Mexico’s *Early Learning Guidelines: Birth through Kindergarten* describe what children at each developmental age should know, be able to do and their dispositions toward learning, with clear criteria across domains of kindergarten readiness.
- Comprehensive Assessment Systems:
 - ✓ children’s learning and developmental assessment through the formative, on-going child observation – documentation - curriculum planning process,
 - ✓ environmental assessment with the Environment Rating Scales,
 - ✓ teacher-child interaction assessment with the CLASS,
 - ✓ administrative program assessment with the Program Administration Scale
 - ✓ standardized child screening with the Ages and Stages Questionnaire and Ages and Stages Questionnaire-Social/Emotional
- Early Childhood Educator qualifications: Systematic workforce development through specific training and academic coursework with higher levels of training and credentials required for higher levels of quality.
- Family Engagement strategies: Culturally and linguistically appropriate methods for programs to support families to be their child’s first teacher and to access needed social services.
- Health Promotion practices: Wellness standards that, for example, connect children with a medical home, ensure developmental and health screenings and immunizations, and work with programs and families to increase physical activity and healthy eating.
- Effective Data Practices: Development of an integrated and comprehensive data system using unique child, provider and program identifiers that allow data to be aggregated among sectors, making it clear what program assessments have been completed and what child assessments have been completed, thereby reducing duplication and delivering comprehensive outcome data.

FOCUS TQRIS “AT – A – GLANCE”

3-STAR	4-STAR-continue to meet 3- STAR requirements	5-STAR-continue to meet 3-STAR and 4-STAR requirements
<p><u>Health, Safety, and Health Promotion Practices</u></p> <ul style="list-style-type: none"> • Licensing Compliance <ul style="list-style-type: none"> ○ Meet basic licensing requirements • Health Promotion Practices <ul style="list-style-type: none"> ○ All enrolled children will have an established medical and dental home. 	<p><u>Health, Safety, and Health Promotion Practices</u></p> <ul style="list-style-type: none"> • Licensing Compliance • Health Promotion Practices <ul style="list-style-type: none"> ○ All enrolled children will have a vision and hearing screening. 	<p><u>Health, Safety, and Health Promotion Practices</u></p> <ul style="list-style-type: none"> • Licensing Compliance • Health Promotion Practices <ul style="list-style-type: none"> ○ All enrolled children will have a developmental screening.
<p><u>Early Childhood Educator Qualifications</u></p> <ul style="list-style-type: none"> • Staff Qualifications and Professional Development <p><i>Staff Qualifications:</i> Staff: high school diploma Site Director: licensing qualifications without waivers</p> <p><i>Professional Development:</i> Site Director/Owner (FCC):</p> <ul style="list-style-type: none"> ○ 3-Credit course: Child, Growth, Development & Learning <p><i>Training:</i> Site Director and one</p>	<p><u>Early Childhood Educator Qualifications</u></p> <ul style="list-style-type: none"> • Staff Qualifications and Professional Development <p><i>Staff Qualifications:</i> No additional requirements</p> <p><i>Professional Development:</i> Site Director/Owner(FCC):</p> <ul style="list-style-type: none"> ○ 3-Credit course: Assessment of Children and Evaluation of Programs ○ Training: Program Administrator Scale (PAS) <p><i>Training:</i> Site Director and one teacher per classroom:</p> <ul style="list-style-type: none"> ○ Classroom Assessment 	<p><u>Early Childhood Educator Qualifications</u></p> <ul style="list-style-type: none"> • Staff Qualifications and Professional Development <p><i>Staff Qualifications:</i> No additional requirements</p> <p><i>Professional Development:</i> Site Director/Owner(FCC):</p> <ul style="list-style-type: none"> ○ 3-Credit course: Family and Community Partnerships. 2-Credit course: Health, Safety & Nutrition. Attain the New Mexico Child Development Certificate. <p><i>Training:</i> Site Director and one teacher per classroom:</p>

<p>teacher per classroom:</p> <ul style="list-style-type: none"> ○ Environmental Rating Scales (ERS) ○ New Mexico's Observation Assessment Curriculum Planning Process (includes Early Learning Guidelines) <p>ALL :</p> <ul style="list-style-type: none"> ○ 6-hr Quality Child Care Programs for ALL ● All staff professional development plans 	<p>Scoring System (CLASS)</p> <ul style="list-style-type: none"> ○ Intermediate New Mexico's Observation/Assessment Curriculum Planning Process <p>ALL:</p> <ul style="list-style-type: none"> ○ 6-hr Quality Child Care Programs for ALL-Part 2 	<ul style="list-style-type: none"> ○ Advanced New Mexico's Observation/Assessment Curriculum Planning Process
<p>3-STAR</p>	<p>4-STAR-continue to meet 3- STAR requirements</p>	<p>5-STAR-continue to meet 3-STAR and 4-STAR requirements</p>
<p><u>Comprehensive Program Assessment and Continuous Quality Improvement</u></p> <ul style="list-style-type: none"> ● Physical/Social Emotional Environment-no additional requirements at this level ● Program Administration <ul style="list-style-type: none"> ○ Director/Owner knowledgeable of federal Fair Labor Standards Act 	<p><u>Comprehensive Program Assessment and Continuous Quality Improvement</u></p> <ul style="list-style-type: none"> ● Physical/Social Emotional Environment <ul style="list-style-type: none"> ○ Self-administer the ERS every other year ○ On opposite year of ERS, self administer the CLASS ● Program Administration <ul style="list-style-type: none"> ○ Self-administer the PAS/BAS ● Continuous Improvement 	<p><u>Comprehensive Program Assessment and Continuous Quality Improvement</u></p> <ul style="list-style-type: none"> ● Physical/Social Emotional Environment <ul style="list-style-type: none"> ○ Inter-rater verification of ERS every other year ○ Inter-rater verification of CLASS on opposite year ● Program Administration <ul style="list-style-type: none"> ○ Show evidence of implementation of PAS/BAS Program Improvement Plan ● Continuous Improvement

<ul style="list-style-type: none"> • Continuous Improvement ○ Begin self study process and practice using ERS and related resource materials 	<ul style="list-style-type: none"> ○ Develop a Program Improvement Plan based on the results of the self –administered ERS, CLASS and PAS/BAS 	<ul style="list-style-type: none"> ○ Focus on at least one self-selected/identified area to further strengthen services and one area that will strengthen program administration and staff support.
<p><u>The Authentic Child Assessment Process - Early Learning Guidelines & Curriculum Planning</u></p> <ul style="list-style-type: none"> • Cultural Competence ○ All staff familiar with New Mexico’s Guiding Principles for the Inclusion of Every Child • Staff: Child Ratios - no additional requirements at this level • Assessment and Curriculum <p><u>CENTER BASED AND FAMILY CHILD CARE HOMES:</u></p> <p><i>3 AND 4 YEAR OLDS:</i> Using the <u>New Mexico Early Learning Guidelines</u>, teachers will focus and report data on 14 Essential Indicators (EI)</p> <p><i>INFANTS AND TODDLERS:</i></p>	<p><u>The Authentic Child Assessment Process - Early Learning Guidelines & Curriculum Planning</u></p> <ul style="list-style-type: none"> • Cultural Competence ○ Evidence of racial and cultural diversity in environment • Staff: Child Ratios - see full document • Assessment and Curriculum <p><u>CENTER BASED AND FAMILY CHILD CARE HOMES:</u></p> <p><i>3 AND 4 YEAR OLDS:</i> Using the <u>New Mexico Early Learning Guidelines</u>, teachers will focus and report data on 16 Essential Indicators (EI)</p> <p><i>INFANTS AND TODDLERS:</i> Using the <u>New Mexico Early Learning Guidelines</u>, teachers will focus on the Five Domains and their components:</p> <ul style="list-style-type: none"> ○ Complete 4 NM 	<p><u>The Authentic Child Assessment Process - Early Learning Guidelines & Curriculum Planning</u></p> <ul style="list-style-type: none"> • Cultural Competence ○ Complete cultural competency checklist ○ Ensure that curriculum components address linguistically appropriate child assessments and planning • Staff: Child Ratios - Maintain NAEYC, NAFFC, or COA ratios as applicable • Assessment and Curriculum <p><u>CENTER BASED AND FAMILY CHILD CARE HOMES:</u></p> <p><i>3 AND 4 YEAR OLDS:</i> Using the <u>New Mexico Early Learning Guidelines</u>, teachers will focus and report data on all 23 Essential Indicators (EI)</p> <p><i>INFANTS AND TODDLERS:</i> Using the <u>New Mexico Early Learning Guidelines</u>, teachers will focus on the</p>

<p>Using the <u>New Mexico Early Learning Guidelines</u>, teachers will focus on the Five Domains and their components:</p> <ul style="list-style-type: none"> ○ Complete 2 NM Portfolio Collections Forms <p><u>SCHOOL AGE</u>: Portfolio observations not required</p> <ul style="list-style-type: none"> ○ Continue to work closely with school to support children’s progress 	<p>Portfolio Collections Forms</p> <p><u>SCHOOL AGE</u>: no additional requirements</p>	<p>Five Domains and their components:</p> <ul style="list-style-type: none"> ○ Complete 6 NM Portfolio Collections Forms <p><u>SCHOOL AGE</u>: no additional requirements</p>
<p><u>Family Engagement Strategies</u></p> <ul style="list-style-type: none"> ● Family Involvement/Family Engagement <ul style="list-style-type: none"> ○ Hold scheduled parent/teacher conferences in home language 	<p><u>Family Engagement Strategies</u></p> <ul style="list-style-type: none"> ● Family Involvement/Family Engagement <ul style="list-style-type: none"> ○ Administer family survey, develop Program Improvement Plan ○ With family develop transition plan for children moving to another classroom, program, or school ○ Utilize ELG Family Information Material 	<p><u>Family Engagement Strategies</u></p> <ul style="list-style-type: none"> ● Family Involvement/Family Engagement <ul style="list-style-type: none"> ○ At least once a year conduct a home visit ○ Show evidence of implementation of the Program Improvement Plan specific to results from family survey

Although not address specifically in this application, the FOCUS TQRIS places tremendous importance on parent engagement and the promotion of children’s health and well being. Parent engagement materials that have already been developed for the PreK program can be viewed at www.NewMexicoPreK.org. These are now being expanded for parents of children birth through kindergarten. The mental, behavioral and physical health of children is also a FOCUS and a partnership with the NM Department of Health and other collaborators is enabling the inclusion

of a more robust strand of program standards regarding children's wellness.

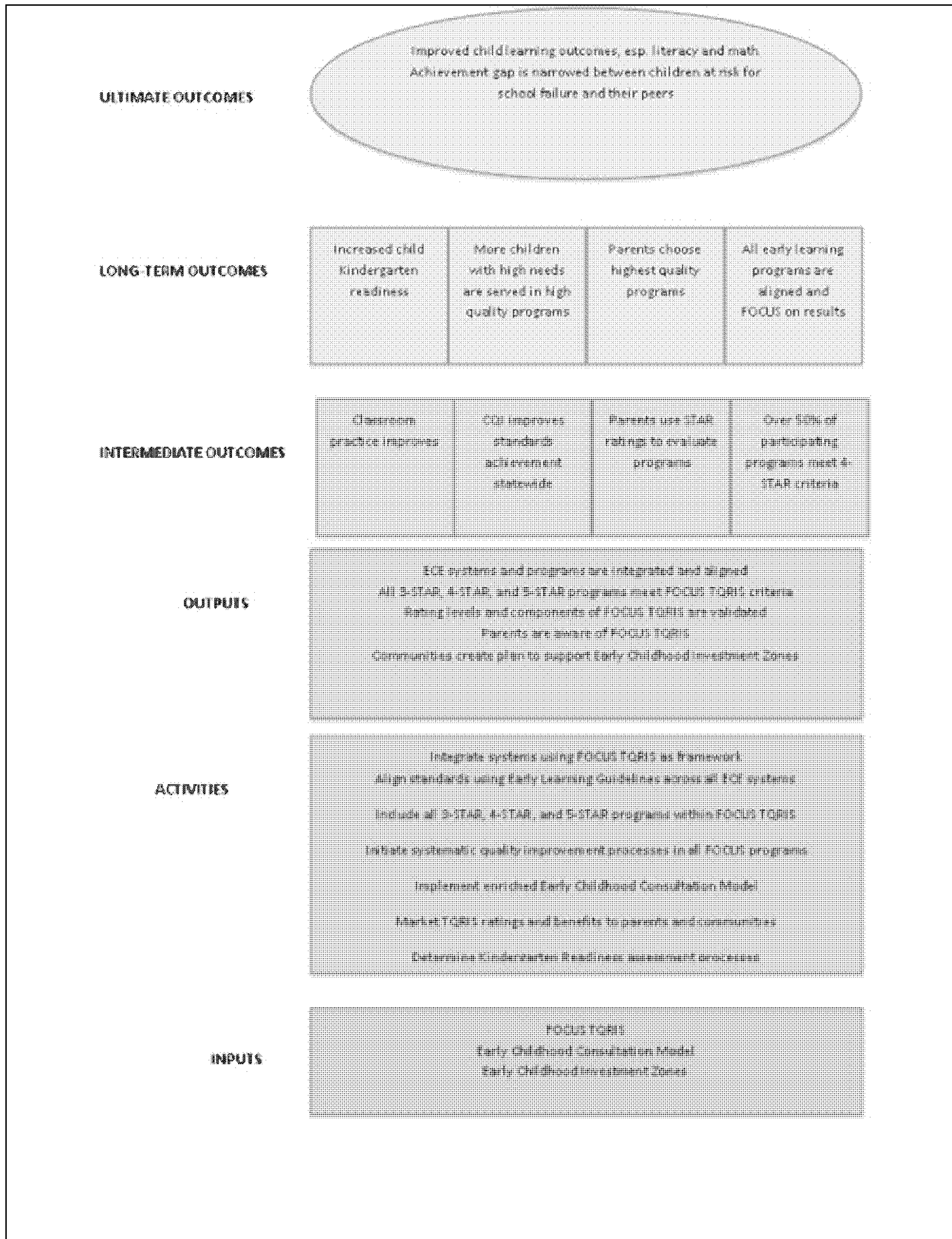
New Mexico's High Quality Plan

GOAL: Implement FOCUS, New Mexico's revised Tiered Quality Rating and Improvement System (TQRIS) that integrates children's learning across all Early Learning Programs through:

- FOCUSing on children's learning outcomes through the implementation of New Mexico's Authentic Observation-Documentation-Curriculum Planning Process, using the *New Mexico Early Learning Guidelines: Birth through Kindergarten* as criteria;
- Establishing common Program Standards across all publicly funded Early Learning and Development Programs that include Early Childhood Educator qualifications, health promotion practices and family engagement strategies – these three elements will be adapted as appropriate and FOCUS will be expanded into the home visiting/early intervention program arena in years two and three of this project, allowing a common but developmentally appropriate approach to establishing quality in home visiting programs;
- Utilizing a Comprehensive Assessment System as the basis for continuous quality improvement.

New Mexico's FOCUS TQRIS incorporates within it all key elements of a strong early learning system. These include, as specific criteria within the *Essential Elements of Quality*: Health, Safety and Health Promotion Practices; Early Childhood Educator Qualifications; Program Administration; Authentic Child Assessment Process and Early Learning Guidelines; Ratios; Family Engagement Strategies; and, a Comprehensive Program Assessment and Continuous Improvement System.

New Mexico's FOCUS TQRIS Logic Model provides a comprehensive overview of the Inputs, Activities, Outputs, Intermediate Outcomes, Long-Term Outcomes and Ultimate Outcomes:



Activities - The revised TQRIS system will be implemented first in licensed early childhood settings, including Head Start and state-funded PreK programs operated outside of the public school system. Immediately, the training and on-site consultation system will need to be implemented. Currently, the *AIM HIGH* TQRIS system has a training and on-site consultation system – as does the New Mexico PreK program. Both systems operate as stand-alone systems. As a result, there are programs that often have site visits from two different consultants (sometimes in the same day!), one for *AIM HIGH* and another for PreK. Because the new FOCUS TQRIS is based on the Early Learning Guidelines and the authentic observation – documentation – curriculum planning process being used in the PreK program, the FOCUS training and on-site consultation system will be an expansion of the PreK system using a revised version of the PreK Consultation Manual. The FOCUS training and consultation system will be totally integrated with the PreK training and consultation system. As a result, only one consultant will visit a program if they are participating in both PreK and the FOCUS TQRIS.

This shift will dramatically change the FOCUS of New Mexico’s early childhood education programming – instead of a focus on numerical ratings on an Environmental Rating Scale and accreditation, the focus will be on self-study and professional development supported by highly skilled mentors and consultants. This will lead to better practice in the classroom – we believe much better – which will lead to greatly improved, significant child outcomes, and much higher levels of kindergarten readiness for many more children.

In the second and third years of the project, the TQRIS will be implemented in Part B 619 Special Education, Title I, and Head Start/Early Head Start and PreK programs operated in the public schools since these programs are exempt from licensing. In year 3, adaptations will be made to the TQRIS program assessment process to accommodate home visiting programs, Part C early intervention programs, and state- and federally-funded home visiting programs. This is necessary because the program assessment tools in the continuous quality improvement component (ERS, CLASS and PAS) aren’t appropriate. Rather, an instrument that measures the quality of a home visit will be identified (and validated if necessary). As we expand the implementation of the TQRIS across these additional systems, we will explore the alignment with their “siloed” training and technical assistance systems as well.

Activities	Parties Responsible	0-6 months	7-12 months	Y2	Y3	Y4
Align systems and create formal relationships and targets at state level through Memorandums of Understanding	CYFD, PED, DOH	X				
Establish performance targets for all major activities	CYFD, PED, DOH	X				
Create performance targets for recruitment of providers	CYFD	X				
Establish baseline measures of participation by setting and program type	CYFD	X				
Shift Program Development Specialists from <i>AIM HIGH</i> QRIS to be consultants for FOCUS TQRIS as appropriate and according to phase-in process. Hire additional TQRIS consultants as needed	CYFD and Contractor	X	X	X	X	X
Baseline trainings for newly enrolled programs (see Section C for specific trainings)	Consultants	X	X	X	X	X
Expand the database to include infants, toddlers, 3 year-olds and 5 year-olds	Contractor	X	X			
Expand database for specific reports related to program and teaching staff	Contractor	X	X			
Train Consultants and Programs in database use	Contractor		X	X	X	X
Develop a tracking system for verification	Contractor and CYFD	X	X	X	X	X
Write an RFP for the Program Evaluator	CYFP and PED	X				
Write an RFP for Program Validation	CYFP and PED	X				
Work with program evaluators for TQRIS evaluation and inter-rater reliability	PED and CYFD	X	X			
Refine the Logic Model based on Program Validation results	PED and CYFD		X			
Reinstate Prior Learning Assessment (PLA)	NM State University and CYFD			X	X	X
Prioritize TEACH funding for TQRIS	CYFD and	X	X	X	X	X

participants	NM Association for the Education of Young Children					
Modify TQRIS for Home Visiting program	CYFD and Home Visiting Programs				X	X
Implement modified TQRIS for Home Visiting, Early Head Start and Early Intervention	CYFD and Home Visiting Programs				X	X
Expand the consultation reach with new staff to work with Home Visiting and Early Intervention programs	CYFD and state partners				X	X
Maintain inter-rater reliability with ERS and become inter-rater reliable with other tools	Contractors and Consultants	X	X	X	X	X
Furnish professional development resources in community based lending libraries for programs	Consultants and CYFD	X	X	X	X	X
Build social/multi-media approaches currently in place with other early childhood systems to expand across systems	Contractor			X	X	X
Develop Cultural Competence check list for program use at STAR 5	CYFD				X	X
Convene practitioners and experts to design model for TQRIS for all other early childhood systems like Part B, Part C, Home Visiting, and Title 1	CYFD, PED and DOH			X	X	X
Market public awareness campaign	CYFD		X	X	X	X
Formalize a system to ensure that registered family child care homes are in substantial compliance with child care licensing regulations	CYFD	X	X	X	X	X
Create a certificate for non-licensed child care centers and home visiting programs	CYFD	X	X	X	X	X

B-1 Appendix items 5, 6, and 11 support the long history of implementing and revising/improving the statewide quality rating and improvement system from the first *Gold Silver Bronze* TQRIS through *AIM HIGH: “Look for the STARS”*, to the current draft of FOCUS TQRIS. The items also substantiate that New Mexico is prepared to expand the use of the Early Learning Guidelines into the statewide QRIS because of the long history of implementation of the Guidelines in PreK, and refinement of the observation-documentation- curriculum planning process.

Table (B)(1)-1: Status of all Program Standards currently used in the State							
List each set of existing Program Standards currently used in the State; specify which programs in the State use the standards	Program Standards Elements⁹						
	<i>If the Program Standards address the element, place an “X” in that box</i>						
	Early Learning & Development Standards	Comprehensive Assessment Systems	Qualified workforce	Family engagement	Health promotion	Effective data practices	Other
State-funded preschool	X	X	X	X	X		
<p>Early Learning & Development Standards: <i>This set of standards is specifically for NM PreK. Many of the most important indicators in the standards have been incorporated into the scope of work of the contracts with participating programs.</i></p> <p>Effective data practices: <i>A data system specifically for NM PreK is in place which gathers demographic data about children and assessment data using the Early Learning Guidelines Prek section. The children have unique identifiers. The box was not marked because the information is not yet being transferred to the state’s longitudinal data system.</i></p>							
Early Head Start	X	X	X	X	X		X

⁹Please refer to the definition of Program Standards for more information on the elements.

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	<i>If the Program Standards address the element, place an "X" in that box</i>						
	Early Learning & Development Standards	Comprehensive Assessment Systems	Qualified workforce	Family engagement	Health promotion	Effective data practices	Other
Head Start	X	X	X	X	X		X
Migrant Head Start	X	X	X	X	X		X
Tribal Head Start	X	X	X	X	X		X
<i>Effective data practices: HS/EHS grantees enter program data into the Head Start Enterprise System (HSES) in the annual Program Information Report (PIR). HS grantees that also have state-funded PreK enter data into the state PreK data-base.</i>							
Home Visiting	X	X	X	X	X	X	
<i>Early learning and development standards: Growing Birth to Three curriculum as well as other curriculum of the program's choice are implemented with each family</i>							
<i>Comprehensive Assessment Systems: A required set of caregiver and child screening and assessment tools (see above section) administered at regular intervals as defined in the screening/assessment periodicity in the Home Visiting Service Manual.</i>							
<i>Family Engagement: Each home visiting program enters the following information into the State Home Visiting database: On families - basic family demographics, all screening information, home visiting activities, family goal plans and outcomes identified by family; on staff - community collaboration, training, reflective supervision events; on program - family satisfaction. Home visitors share developmental screening results with families and develop, implement and review family goal plans with families. Home visitors and program managers utilize reports from the database for case review, reflective supervision, planning, referral, identification of service needs and family strengths, family progress, and program improvement. The State Home Visiting Program Manager uses the database during desk audits and provides guidance to programs for quality improvement as well.</i>							
Bureau of Indian Education: (FACE	X	X		X	X		

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List each set of existing Program Standards currently used in the State; specify which programs in the State use the standards	Program Standards Elements⁹ <i>If the Program Standards address the element, place an "X" in that box</i>						
	Early Learning & Development Standards	Comprehensive Assessment Systems	Qualified workforce	Family engagement	Health promotion	Effective data practices	Other
<p>Early Learning & Development Standards: <i>FACE Early Childhood Standards (cross walk with several states, Head start in seven domains)</i></p> <p>Comprehensive Assessment Systems: <i>Meisels Work Sampling System, Dialogic Reading/Expressive One Word Picture</i></p> <p>Family engagement: <i>Refers to Table (A)(1)-9</i></p> <p>Health Promotion: <i>Refer to Table (A)(1)-8</i></p>							
Programs funded under IDEA Part C	X	X	X	X		X	
Programs funded under IDEA Part B, section 619	X	X	X			X	
<p>Comprehensive Assessment Systems:</p> <p>Qualified workforce: <i>Special Education Teachers and Therapists are required to be certified and/or licensed in the state through the Public Education Department.</i></p> <p>Family engagement: <i>Refers to Table (A)(1)-9</i></p>							

Table (B)(1)-1: Status of all Program Standards currently used in the State							
	Program Standards Elements⁹						
	<i>If the Program Standards address the element, place an "X" in that box</i>						
List each set of existing Program Standards currently used in the State; specify which programs in the State use the standards	Early Learning & Development Standards	Comprehensive Assessment Systems	Qualified workforce	Family engagement	Health promotion	Effective data practices	Other
<p><i>Effective data practices: The PED utilizes the STARS data base to collect information from LEAs on state performance plan indicators that are reported to OSEP. Early Childhood Indicators include: reporting on Early Childhood Outcomes which collects and reports data on the percent of preschool children with IEPs who demonstrate improved positive social-emotional skills (including social relationships), acquisition and use of knowledge and skills (including early language communication and early literacy), and the use of appropriate behaviors to meet their needs.</i></p>							
Programs funded under Title I of ESEA	X	X	X	X		X	X
<p>Early Learning & Development Standards: Under Statute Title I, Part A, programs must apply early learning and development achievement standards. States have been encouraged to develop appropriate preschool standards that will align with the state K-3 content standards and ensure success upon entry into Kindergarten. Towards this purpose, NM utilizes the <u>NM PreK Program Standards</u> and <u>NM Early Learning Guidelines</u>.</p> <p>Participation in Title I Preschool is governed by the program model. For School wide schools, all students are eligible to participate. For early learners in Targeted Schools, eligibility is informed by age appropriate measures such as teacher judgment, parent interviews and other developmentally appropriate measures of child development.</p> <p>Qualified workforce: Teachers in a Title I Preschool must meet the Highly Qualified Teacher requirements and the Educational Assistants must have a level three Paraprofessional License.</p> <p>Family engagement: The Family Engagement Component must follow those required by statute.</p> <p>The data for Title I Preschool students is in a longitudinal data warehouse (STARS) and can be analyzed for several data elements including the following:</p> <ol style="list-style-type: none"> 1. Race/Ethnicity 2. Gender 3. Age 							

Table (B)(1)-1: Status of all Program Standards currently used in the State							
List each set of existing Program Standards currently used in the State; specify which programs in the State use the standards	Program Standards Elements⁹						
	<i>If the Program Standards address the element, place an "X" in that box</i>						
	Early Learning & Development Standards	Comprehensive Assessment Systems	Qualified workforce	Family engagement	Health promotion	Effective data practices	Other
<p>4. <i>AYP Status of the school</i></p> <p>5. <i>FRPL rate of the school</i></p> <p><i>An additional requirement of Title I, Part A that extends to all Title I schools is the Transition Plan. A school that receives funding must have a plan that assists preschool children from early childhood programs such as NM PreK, Title I Preschool, Head Start, and Even Start with the transition to their elementary school program. [Section 1114(b)(1)(G), ESEA] and [Section 1115(c)(1)(D), ESEA]</i></p> <p><i>Title I, Part B Even Start programs must use the New Mexico Even Start Indicators:</i></p> <ul style="list-style-type: none"> • <i>Early Learning and Development: Early Childhood Education (Child Literacy)</i> • <i>Qualified Workforce: Even Start Adult Learners Who Earn a High School Diploma or GED, Adult Learners - ABE/ASE, Adult Learners – LEP/ELL, Adult Learners – Entry into a Postsecondary school, job-retraining, or employment or career advancement</i> • <i>Family Engagement: Parent/Child Interactive Literacy</i> <p><i>Effective data practices: Data is collected annually on student and parent participants and submitted to the Consolidated State Performance Report, Part II.</i></p>							
Programs receiving CCDF funds							
<p><i>In New Mexico all licensed programs are eligible to receive CCDF for families whom children qualify for child care subsidy. Programs that are 1 STAR and 2 STAR receive base rate CCDF funding. Refer to the table under State Licensing Requirement for element information. Programs who are 3 STAR, 4 STAR, and 5 STAR receive higher differential CCDF funding. Refer to tables under QRIS for element information. It should be noted that at one point 2 STAR programs also received higher differential CCDF funding as part of the QRIS before criteria was embedded into licensing requirements.</i></p>							

Table (B)(1)-1: Status of all Program Standards currently used in the State							
	Program Standards Elements⁹ <i>If the Program Standards address the element, place an "X" in that box</i>						
	Early Learning & Development Standards	Comprehensive Assessment Systems	Qualified workforce	Family engagement	Health promotion	Effective data practices	Other
List each set of existing Program Standards currently used in the State; specify which programs in the State use the standards							
Current: Quality Rating and Improvement System requirements	X	X		X	X		
<p><i>STAR 3</i> Early Learning and Development Standards: The current QRIS partially meets this element. For example, it is expected that teachers use a system for observing & documenting children’s development, in all developmental domains, and used this information as a means to individualize curriculum planning in support of the whole child at 3 and 4 STAR.</p> <p>Comprehensive Assessment Systems: ERS (STAR 3)</p> <p>Family engagement: Refers to Table (A)(1)-9</p> <p>Health Promotions: Minimally meet</p> <p>New Mexico has been aware of the need to strengthen the above elements. This has led to the revision the QRIS which we now refer to as FOCUS TQRIS.</p>							
<p><i>STAR 4</i> Early Learning and Development Standards: Continue to meet 3 STAR</p> <p>Family engagement: Refers to Table (A)(1)-9</p> <p>Health Promotions: Minimally meet</p> <p>New Mexico has been aware of the need to strengthen the above elements. This has lead to the revision of the current QRIS which we now refer to as FOCUS TORIS</p>							

Table (B)(1)-1: Status of all Program Standards currently used in the State							
	Program Standards Elements⁹						
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List each set of existing Program Standards currently used in the State; specify which programs in the State use the standards	Early Learning & Development Standards	Comprehensive Assessment Systems	Qualified workforce	Family engagement	Health promotion	Effective data practices	Other
Revised Focus Tiered Quality Rating and Improvement System requirements	X	X	X	X	X	X	
<p>STAR 3</p> <p>Early Learning & Development Standards: The program director and one teacher per classroom (preferably the Lead Teacher) will attend 12 hours of training on New Mexico's Observation/Assessment Curriculum Planning Process (includes Early Learning Guidelines). Teachers will effectively implement the <u>New Mexico Authentic Assessment and Curriculum process</u> and use the <u>New Mexico Early Learning Guidelines</u>. This process is continuous and includes observing children, documenting, implementing activities and routines, and assessing outcomes. Teachers will use the <u>New Mexico Early Learning Guidelines (ELG's)</u> to guide and help scaffold children's learning within the curriculum. Teachers will continually make modifications to help children reach goals. They will focus on 14 essential Indicators.</p> <p>Qualified workforce: Director will complete a 3-credit course: Child, Growth, Development & Learning</p> <p>Family engagement: Refers to Table (A)(1)-9</p> <p>Health promotion: Refers to Table (A)(1)-8 FOCUS Revised TQRIS</p>							
<p>STAR 4</p> <p>Early Learning & Development Standards: The program director and one teacher per classroom (preferably the Lead Teacher) will attend 12 hours of Intermediate training on New Mexico's Observation/Assessment Curriculum Planning Process (includes Early Learning Guidelines). Teachers will effectively implement the <u>New Mexico Authentic Assessment and Curriculum process</u> and use the <u>New Mexico Early Learning Guidelines</u>. This process is continuous and includes observing children, documenting, implementing activities and routines, and assessing outcomes. Teachers will use the <u>New Mexico Early Learning Guidelines (ELG's)</u> to guide and help scaffold children's learning</p>							

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	Program Standards Elements⁹						
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List each set of existing Program Standards currently used in the State; specify which programs in the State use the standards	Early Learning & Development Standards	Comprehensive Assessment Systems	Qualified workforce	Family engagement	Health promotion	Effective data practices	Other
<p><i>within the curriculum. Teachers will continually make modifications to help children reach goals. They will expand their focus to 16 essential Indicators.</i></p> <p>Comprehensive Assessment Systems: ERS, CLASS, PAS/BAS, AQS/ASQ-SE</p> <p>Qualified workforce: Site director/Site will complete a 3-credit course: <i>Assessment of Children and Evaluation of Programs</i></p> <p>Family engagement: Health Promotions: Minimally meet</p> <p>Health promotion: Refers to Table (A)(1)-8 FOCUS Revised TQRIS</p>							
<p>STAR 5</p> <p>Early Learning & Development Standards: Screening Measures: <i>The program director and one teacher per classroom (preferably the Lead Teacher) will attend 12 hours of advanced training on New Mexico's Observation/Assessment Curriculum Planning Process (includes Early Learning Guidelines). Teachers will effectively implement the <u>New Mexico Authentic Assessment and Curriculum process</u> and use the <u>New Mexico Early Learning Guidelines</u>. This process is continuous and includes observing children, documenting, implementing activities and routines, and assessing outcomes. Teachers will use the <u>New Mexico Early Learning Guidelines (ELG's)</u> to guide and help scaffold children's learning within the curriculum. Teachers will continually make modifications to help children reach goals. They will expand their focus to 23 essential.</i></p> <p>Comprehensive Assessment Systems: ERS, CLASS, PAS/BAS, AQS/ASQ-SE</p> <p>Qualified workforce: Site director/Owner (FCC) will complete a 3-credit course: <i>Family and Community Partnerships</i> and a 2-credit course: <i>Health, Safety & Nutrition</i>. Once completed they will meet other requirements to apply for the <i>New Mexico Child Development Certificate</i>.</p>							

Table (B)(1)-1: Status of all Program Standards currently used in the State							
List each set of existing Program Standards currently used in the State; specify which programs in the State use the standards	Program Standards Elements⁹ <i>If the Program Standards address the element, place an "X" in that box</i>						
	Early Learning & Development Standards	Comprehensive Assessment Systems	Qualified workforce	Family engagement	Health promotion	Effective data practices	Other
<i>Family engagement: Refers to Table (A)(1)-9</i>							
<i>Health promotion: Refers to Table (A)(1)-8 FOCUS Revised TQRIS</i>							
State Licensing Requirements				X	X		
<i>All licensed programs must adhere to the New Mexico State Child Care Requirements and therefore must address the standards regarding family engagement and health promotion.</i>							
Focus Portfolio	X	X		X	X		

(B)(2) Promoting participation in the State’s Tiered Quality Rating and Improvement System. (15 points)

The extent to which the State has maximized, or has a High-Quality Plan to maximize, program participation in the State’s Tiered Quality Rating and Improvement System by--

(a) Implementing effective policies and practices to reach the goal of having all publicly funded Early Learning and Development Programs participate in such a system, including programs in each of the following categories--

- (1) State-funded preschool programs;
- (2) Early Head Start and Head Start programs;

(3) Early Learning and Development Programs funded under section 619 of part B of IDEA and part C of IDEA;

(4) Early Learning and Development Programs funded under Title I of the ESEA; and

(5) Early Learning and Development Programs receiving funds from the State's CCDF program;

(b) Implementing effective policies and practices designed to help more families afford high-quality child care and maintain the supply of high-quality child care in areas with high concentrations of Children with High Needs (*e.g.*, maintaining or increasing subsidy reimbursement rates, taking actions to ensure affordable co-payments, providing incentives to high-quality providers to participate in the subsidy program); and

(c) Setting ambitious yet achievable targets for the numbers and percentages of Early Learning and Development Programs that will participate in the Tiered Quality Rating and Improvement System by type of Early Learning and Development Program (as listed in (B)(2)(a)(1) through (5) above).

History - New Mexico made its first TQRIS system, *Gold Silver Bronze* available to all licensed child care programs in 1997. It was a voluntary program that focused on gaining national accreditation. *Gold Silver Bronze* was entirely a “paper-review” process conducted by child care licensing, with one person responsible for reviewing applications along with supporting program documentation and then issuing the rating. Site visits were never made. The media was used to market the program and the benefits of participation. Programs displayed banners and took out newspaper and Yellow Page advertisements to declare their status, followed by public celebration every time a program attained Gold. Informally, the initiative was called, “Going for the Gold!” The State paid differential reimbursements and offered higher rates for higher rating levels, which was a novel idea championed by those who advocated for subsidizing programs serving low-income families.

Following its initial recruitment and start up period, its first full year (1998) culminated in the rating of 581 programs. Of these, 524 programs were licensed at the entry level or Bronze rating; 17 achieved a Silver rating, and 40 programs reached the highest quality rating of Gold. A year later, 106 had achieved Silver or Gold, with Silver signifying that a program had formally entered the self-study process for national accreditation and Gold indicating that the program had achieved accreditation. New Mexico quickly became the state with the largest percentage of

licensed early childhood programs to gain national accreditation.

This indicated that many early childhood programs in New Mexico were ready for the challenge. However, some programs remained unprepared for such a challenge, especially those serving low-income children on child care subsidy. It was discovered that most of the programs serving low-income children either lacked the awareness of accreditation, or the sufficient capacity and resources to initiate the accreditation process. If New Mexico sought to serve more low-income children with high quality programs, a more inclusive and comprehensive strategy was necessary. It became clear that the focus needed to shift away from the programs that were already likely to become accredited and focus more on those serving high percentages of low-income children. In order to participate and be successful, these programs needed intensive on-site consultation, financial resources to cover the costs of training and materials, and more manageable steps to increased revenue.

NEW MEXICO’S TQRIS TIMELINE

YEAR	TQRIS DEVELOPMENT	PRIMARY CHARACTERISTIC
1997	<i>Gold Silver Bronze</i>	3 Levels of Quality Voluntary Gold = National Accreditation
1999	AIM HIGH: <i>Essential Elements of Quality</i>	5 Levels of Quality Voluntary Level 5 = National Accreditation
2005	AIM HIGH Level 1 Criteria moved into basic Licensing Regulations	4 Levels of Quality (AIM HIGH LEVELS 2, 3, 4 and 5)
	“ <i>Look for the STARS</i> ” placed in Child Care Regulations – STAR levels based on meeting criteria in the AIM HIGH <i>Essential Elements of Quality</i>	All child care programs are rated and licenses indicate program’s STAR level
	Child Care Regulations required that programs be STAR Level 2 by July 1, 2007 to continue serving children on subsidy.	
2010	AIM HIGH Level 2 Criteria moved into basic Licensing Regulations	3 Levels of Quality (3, 4 and 5 STARS)
	Task Force makes recommendations for the revision of AIM HIGH	
2011	FOCUS Quality Rating System	3 Levels of Quality (3, 4 and 5 STARS)

	developed	Highest Level of Quality = Full implementation of New Mexico’s authentic observation – documentation – curriculum planning process based on the <i>Early Learning Guidelines: Birth through Kindergarten</i>
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In 1999, New Mexico transitioned away from *Gold Silver Bronze* and instituted its AIM HIGH rating system as its second and improved voluntary quality-rating program. AIM HIGH’s *Essential Elements of Quality* kept national accreditation as its highest level of quality, but expanded the number of levels of quality to five. In its new quality rating system, child care programs received on-site support from Program Development Specialists. Programs continued to receive higher levels of reimbursement but also became eligible to receive grants to support the pursuit of higher quality, assisting in the attainment of classroom equipment, training funds, initial accreditation fees, etc. New Mexico apportioned funds for these program supports, believing that incentives and other rewards would increase both participation and quality. Program Development Specialists actively recruited programs serving high percentages of children receiving child care subsidy and the response was positive – especially in light of significant increases in monthly revenue that could be realized. However, programs complained that the differentiated subsidy rates did not adequately cover the costs of quality (e.g. lower teacher-child ratios) being required at high levels. As a result, CYFD worked closely with child care program directors and business managers to determine the real costs of implementing the *Essential Elements of Quality*. For several years, whenever additional funds became available, CYFD increased the differential subsidy rates for higher AIM HIGH levels. By 2007, differential rates had at least doubled. As a result it became evident to program directors that serving low income children with high quality programs was indeed financially feasible.

In 2005, CYFD made a bold move. It not only eliminated the AIM HIGH Level 1 criteria by incorporating it into basic licensure, but also mandated, through regulation, that programs intending to continue to receive child care subsidy would be required to obtain Level 2 standards by July 1, 2007. At that point the expectation became clear, New Mexico was only going to pay subsidy for high quality programs. And, AIM HIGH ended being a voluntary initiative.

“*Look for the STARS*” was created and for the first time all licensed early childhood

programs (even those not serving children on subsidy, like Head Start) had their quality level prominently displayed on their license. All programs became part of the “*Look for the STARS*” Tiered Quality Rating and Improvement System.

Program Development Specialists continued to prioritize working with programs serving a high percentage of children on subsidy and additional funds were provided to support their efforts toward quality. T.E.A.C.H Scholarships became available, and quality had realized a “tipping point” in New Mexico. Child care programs and parents were seeing the benefits of providing quality care.

Many New Mexican women realized that high quality child care for low income children had the potential to become a profitable business niche. New and renovated child care programs began being established in poor neighborhoods, immediately working toward accreditation. Needing capital for their buildings, these entrepreneurial women advocated for the establishment of a low interest revolving loan fund. Today, New Mexico includes all licensed early childhood programs in the *AIM HIGH* TQRIS and all registered family child care homes are eligible to participate. To date, a number of unlicensed family child care homes have participated in *AIM HIGH*. But, rather than be rated and remain unlicensed, they have all become licensed. New Mexico’s strategy has worked. By increasing the quality of programs where children on subsidy are already enrolled, not only has the number of child care programs increased in quality but the number and percentage of children on subsidy in high quality early childhood programs has increased significantly.

New Mexico’s High Quality Plan

Goal: Expand use of New Mexico’s TQRIS into all publicly funded Early Learning and Development Programs.

New Mexico will initiate FOCUS and expand its TQRIS program standard to all licensed center-based programs that are already required to participate in “*Look for the STARS*” (there are about 870 at present). The State will prioritize programs that are accredited and serving the highest percentage of children on subsidy, starting with Level 5, or other accredited programs based on their date of re-accreditation after July 1, 2012. For programs that are currently licensed and participating in the *AIM HIGH* rating and improvement system, this will require a transition period with substantial amounts of training and technical assistance, with on-going consulting

provided by an expanded and more broadly trained early childhood consultation team. The contents of the FOCUS rating system and the expectations of the new TQRIS are much higher, and focused on quite different types of performance criteria. One new standard in the new quality rating system is that every program will engage in permanent, on-going quality improvement processes that will be validated through monitoring processes. Successfully establishing this framework across all programs will be difficult and complex. It will take most of the first couple years to transition the 870 currently licensed programs into the new system, with successive cohorts of programs being integrated that will receive intense training and technical assistance for as long as needed to be successful.

Registered/unlicensed family child care providers will be encouraged to participate voluntarily. Campaigns to reach out to these providers, including those who are not registered. In New Mexico, family child care programs must be registered if they serve four or more non-relative children. FOCUS TQRIS consultation and rating will be expanded to family child care providers who care for two or more non-relative children.

For year two of this project, and after the transition of currently licensed programs into the new TQRIS, New Mexico will begin to phase in center based programs that are under the auspices of the public schools and therefore not required to be licensed (Title I pre-schools, “619” programs/Part B of IDEA and PreK programs operated by a public school under the auspices of the Public Education Department). In year three the state will modify FOCUS standards and begin to integrate IDEA Part C programs (New Mexico’s Family Infant and Toddler program), Early Head Start and publicly funded home visiting programs. State funded home visiting programs will be required to participate. The state will develop an expert panel to identify and/or adapt a comprehensive assessment system for Home Visiting so that those programs can be integrated into the new TQRIS. Some tools that are part of the existing system can be used for Home Visiting, including the early learning guidelines and child screening and assessment measures, but the self-study assessments (ERS, CLASS, PAS) developed for center based programs will not work for home settings. We will target marketing to each successive group so that recruitment results in robust participation.

A rating certificate (similar to the “*Look for the STARS*” certificate will be developed and issued to unlicensed programs participating in the FOCUS TQRIS.

To encourage participation, the State will continue to provide consultation by hiring

consultants whose culture, ethnicity and linguistic backgrounds match the program they are working with. As was done when the *AIM HIGH* TQRIS initiative was rolled out, New Mexico will be community-based in order to build providers’ trust – and offer incentives, developed during our planning process, to encourage participation. This is especially important for family child care providers. There is often a reluctance to participate for many unlicensed programs because of the risk that someone may be undocumented. Because of this and other concerns, the State will work hard to develop a sensitive and non-threatening plan that will succeed in recruiting participation from these providers. Many of these providers are informal in their practice, undertrained, probably have a short time in the career (because many entered the field when they had a child needing care and a neighbor’s or relative’s child was added), they may be a grandmother of one or more of the children in their care, or they may have no understanding of child development and what they could do to stimulate learning. Many of these children show up at kindergarten with few social, literacy, or early math skills, and they are often the most at risk of school failure.

B2 Activities	Parties Responsible	0-6 months	7-12 months	Y2	Y3	Y4
Transition 870 Licensed Programs from AIM High to FOCUS TQRIS	CYFD	X	X	X		
Conduct training for programs	CYFD	X	X			
Offer technical assistance to programs	CYFD	X	X			
Create a certificate program for non-licensed providers		X				
Conduct out-reach to un-regulated, non-licensed child care providers		X				
Offer Quarterly Consultation to non-licensed programs			X	X	X	X
Transition non-licensed center based programs that are under the auspices of the public schools (Title I pre-schools, 619 programs (part B of IDEA), and pre-K programs operated by a public school under the auspices of the Public Education Department).				X		
Integrate IDEA Part C programs (early intervention programs, such as New Mexico’s Family Infant and Toddler program), Early Head Start and publicly funded home visiting programs.					X	

Develop an expert panel to identify and/or adapt a comprehensive assessment system for Home Visiting					X	
Recruit Home Visiting programs					X	

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	Number of programs in the State	<i>Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target-end of calendar year 2012		Target - end of calendar year 2013		Target-end of calendar year 2014		Target- end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool <i>Specify: CYFD</i>	35*	35	100%	37	100%	39	100%	41	100%	43	100%
State-funded preschool <i>Specify: PED</i>	23*	0	0%	0	0%	23	100%	23	100%	23	100%
Early Head Start and Head Start ¹⁰	35 *	13	37%	14	40%	15	42%	16	45%	17	48%
Programs funded by IDEA, Part C	35	0	0%	8	25%	18	50%	26	75%	35	100%
Programs funded by IDEA, Part B, section 619	667	0	0%	167	100%	167	100%	167	100%	167	100%
Programs funded under Title I of ESEA	67*	0	0%	0	0%	67	100%	67	100%	67	100%
Programs receiving from CCDF funds*	2265	650	29%	738	33%	790	35%	842	37%	894	39%
Home Visiting	19	0	0%	0	0%	0	0%	5	32%	10	48%
Bureau of Indian	25	0	0%	0	0%	0	0%	5	20%	10	40%

¹⁰ Including Migrant and Tribal Head Start located in the State.

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	Number of programs in the State	<i>Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target-end of calendar year 2012		Target - end of calendar year 2013		Target-end of calendar year 2014		Target- end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
Education											
Other <i>Describe:</i>											
<p><i>[Please indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.]</i></p> <p>Baseline data for all programs listed above is actual. The data was collected by the Program Manager/Director of each specific program.</p> <p>*Programs receiving CCDF funds: The “Number of Programs in the State” represents all licensed and registered home providers receiving CCDF funding. Registered family child care homes start meeting QRIS standards as they go through the child care licensing approval process. All registered family child care homes and licensed homes are eligible to receive CCDF funding and are eligible to participate in the QRIS. Baseline (Today) data represents all providers who have achieved a 2-STAR rating or above in the current QRIS and are receiving CCDF funding. Target Year 2012 represents all current 1-STAR programs receiving CCDF funding plus 15 registered family child care home providers who have become licensed during the course of the year. Per state Child Care Assistance policy all 1-STAR programs receiving CCDF funding must achieve a 2-STAR rating in the current QRIS by July 1, 2012. Target years 2013 through 2015, represents a four year (2007 through 2011) historical growth rate of child care programs entering the current QRIS system.</p>											

(B)(3) Rating and monitoring Early Learning and Development Programs. (15 points)

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for rating and monitoring the quality of Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

- (a) Using a valid and reliable tool for monitoring such programs, having trained monitors whose ratings have an acceptable level of inter-rater reliability, and monitoring and rating the Early Learning and Development Programs with appropriate frequency; and

(b) Providing quality rating and licensing information to parents with children enrolled in Early Learning and Development Programs (*e.g.*, displaying quality rating information at the program site) and making program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are easy to understand and use for decision making by families selecting Early Learning and Development Programs and families whose children are enrolled in such programs.

History - New Mexico's statewide Early Childhood Training and Technical Assistance system began as a fairly typical Child Care Resource and Referral (CCR&R) system in 1979. However in 1997 their function radically changed and the Child Care Resource and Referral function was centralized. The CCR&R system was transformed into eight regional programs that became known as Early Childhood Training and Technical Assistance Programs (TTAPs). The administration at that time committed additional money to the TTAP system so that they could focus on training parents – especially those receiving child care subsidy – to become more discriminating when “shopping” for child care.

In 1999, the TTAPs were poised to play a key role in the new AIM HIGH quality rating system. Funding was provided for the TTAPs to hire Program Development Specialists (PDSs) and they immediately began reaching out to programs in their regions with high percentages of low income children on subsidy. Over time, Program Development Specialists became experts regarding criteria required for various accrediting entities and were able to support programs as they worked their way through the AIM HIGH criteria. They held cluster trainings on topics that several programs might be working on at the same time and got to know new program staff by providing the required 45-Hour Entry Level Course. A system of inter-rater reliability was established with the authors of the Environmental Rating Scales and all Program Development Specialists worked toward gaining 85% reliability with the anchors of the system.

All TTAPs are active members of the New Mexico Kids Network and the Network, housed at the University of New Mexico, is contractually responsible for coordinating the activities of the TTAPs. Therefore, PDSs receive common training and spend considerable time together to ensure that they are providing consistent training. Most importantly, everyone involved recognizes the “high stakes” aspects of the rating and monitoring function, since the difference in even one quality level can translate to thousands of dollars per month for many programs. Since 2005, when the “*Look for the STARS*” initiative mandated that stars be placed

on all licenses, the Program Development Specialists have taken on a more complicated role. Now, when a licensed program submits their annual “Request for Renewal of Licensure,” they indicate the STAR level that they aspire to. Usually, the program simply indicates that they would like to remain at the same STAR level. If it is a level above minimal licensure (that is now STAR level 3, 4 or 5), the Program Development Specialist must accompany the licensing surveyor on their renewal visit to ensure that they have maintained their quality level. The licensing surveyor assures that minimal licensing regulations are met and the Program Development Specialist assures that quality criteria above and beyond licensing are being met. This provides a separation between the licensing function and the function of designating or rating a program based on the TQRIS quality criteria.

New Mexico’s High Quality Plan

Goal: New Mexico will create strong participation in its FOCUS TQRIS system through the use of a strong Early Childhood Consultation and Verification model that assertively supports programs to improve quality through the systematic utilization of the criteria in the tiered quality rating system.

New Mexico currently has child Program Development Specialists in all Training and Technical Assistance Programs (TTAPs) who provide training and technical assistance to programs that voluntarily choose to engage with them system for these services. TTAPs also have staff that provide monitoring and verification of the AIM HIGH quality rating level for child care providers. The monitoring process results in the assigned quality rating for the program. These critical functions – training and technical assistance, consultation, monitoring and verification – will continue to be provided by different teams with distinct job duties, though they work from the same rating criteria. The important change is that they will now all be coordinated and supervised through a centralized infrastructure.

Current PreK consultation activities are provided through a contractual relationship between CYFD and the University of New Mexico Continuing Education Division. The University’s PreK consultants create individualized training and technical assistance plans for state-funded PreK programs based on their need. In particular, they provide intensive and on-going training and support for the authentic observation – documentation - curriculum planning

process (based on the utilization of the *New Mexico Early Learning Guidelines: Birth through Kindergarten*). Consultation, monitoring and validation of the *AIM HIGH* TQRIS is now a function of the eight TTAPs administered separately throughout the State.

Under the revised FOCUS TQRIS, New Mexico will combine the Program Development Specialists from the “*Look for the STARS*” program with the PreK Program Consultants, since consultants in both programs will be focusing on the *Early Learning Guidelines* and their use in the observation – documentation – curriculum planning process. The early childhood consultants will work with all programs that are now a part of the new FOCUS TQRIS, inclusive of PreK. This means that programs that have PreK funding and are also working toward higher levels of quality will have only one consultant working with them rather than two. Substantial amounts of cross training across program types for consultants will occur over the first several years. The resulting system, managed by UNM Continuing Education, will contain two distinct functions, training and technical assistance, consultation, monitoring and the verification of TQRIS rating criteria and levels.

New Mexico’s consultation model will be used to focus on continuous improvement activities rather than just the achievement of a specified rating on the program assessment instruments. Programs will develop their own continuous improvement plans which will be verified as appropriate and containing reasonable activities and timelines. The validity of the TQRIS tool, addressed in B5, will be established and be a function of the effectiveness of the study design established by the research firm engaged to perform the validation.

Inter-rater reliability will be addressed building on the existing procedures used for the instrumentation already included in the State’s current system for the Environmental Rating Scale and other tools. Benchmark performance will be established for all core functions of the State’s standards, and consultants and program staff will be trained on what sorts of behaviors, quality improvement processes, etc., will lead to each rating, as well as what quality elements the State is seeking within the TQRIS. This will be a combination of measured performance and observation resulting in the score from the scoring rubric. We will continue to aim for 85 to 90% inter-rater reliability in the new methodology – but a much greater focus will be placed on the staff consultant training necessary to achieve that measure of reliability – and on the explanation and teaching to programs about why these are important and how to use them, and how they lead

to improved practice and better school readiness for children. There is an increased focus on staff professional development; the practitioner registry database will support effective verification of staff qualifications in TQRIS.

Programs that are already STAR Levels 3, 4 and 5 will be supported to transition into the new FOCUS system at the same level as they currently hold. For example, an AIM HIGH STAR Level 4 program will be supported to transition as a FOCUS Quality Level 4 program. Programs will receive training and support regarding what is required by the new standards, expectations of performance, and receive on-site technical assistance and consultation regarding the new FOCUS criteria.

New Mexico will develop new marketing materials about the FOCUS TQRIS to be placed in local media. These will also be distributed to parents through various means, especially to those receiving subsidy from the state for their child care expenses. Licenses with the program’s STAR quality level must be posted inside the front door of all licensed programs. A STAR rating certificate (that looks similar to the STAR license) will be developed for all those programs that are not licensed by the State (e.g. programs in the public schools and home visiting, Early Head Start and Early Intervention programs). Materials will be developed to post inside each type of center that describe the program’s quality rating and the criteria used to determine the rating. A directory of licensed programs with a description of their rating level along with a history of licensure compliance will be developed and posted on the state’s website where current licensing surveys are currently posted. The website information will be updated on a routine basis, and allow parents to submit comments to the state about their child’s program. Information and education about the new program and its benefits will be targeted to parents, in order to increase the demand for high quality programs.

The state’s current *AIM HIGH* TQRIS system will be phased-out – but only as existing programs transition successfully into the new FOCUS TQRIS. Both systems will be run concurrently over a substantial period of the project – as more programs transition out of the old system and into the new, the staff within the TTAPs will transition to employment with UNM.

B3 Activities	Parties Responsible	0-6 months	7-12 months	Y2	Y3	Y4
Establish internal project leadership	CYFD	X				

team						
Establish and convene expert panel on Training & Technical Assistance	CYFD	X	X	X	X	X
Review and revise timelines and benchmarks	CYFD	X				
Establish training conceptual frameworks, infusing <i>NM Early Learning Guidelines</i> and TQRIS	CYFD	X				
Develop contractual arrangements with UNM Continuing Education	CYFD	X				
Hire new Early Learning Consultants	UNM	X	X	X		
Develop new training model and materials: two-part six hour training workshop; <i>New Mexico Early Learning Guidelines</i> , Essential Indicators, Observation/Assessment Curriculum Planning Process, Environment Rating Scale, CLASS, Program Administration Scale	CYFD and UNM	X	X			
Intensive training of Early Learning Consultants	UNM		X	X	X	X
Adapt PreK consultation model for child care, intervention, special ed, home visiting program models	CYFD, UNM	X	X	X	X	
Implement TTA coaching using TQRIS and <i>Early Learning Guidelines</i> observation-curriculum development consultation model w/existing cohort	UNM		X	X	X	X
Establish revised and integrated monitoring and verification protocols	CYFD, Expert Panel	X	X			
Establish benchmarks and timelines for organizational transition TTAP to UNM	CYFD, Expert Panel	X	X	X	X	

(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs. (20 points)

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for improving the quality of the Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

(a) Developing and implementing policies and practices that provide support and incentives for Early Learning and Development Programs to continuously improve (*e.g.*, through

training, technical assistance, financial rewards or incentives, higher subsidy reimbursement rates, compensation);

(b) Providing supports to help working families who have Children with High Needs access high-quality Early Learning and Development Programs that meet those needs (*e.g.*, providing full-day, full-year programs; transportation; meals; family support services); and

(c) Setting ambitious yet achievable targets for increasing--

(1) The number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System; and

(2) The number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.

History - New Mexico has numerous counties that have not demonstrated the capacity to organize and create early learning systems. In these counties and communities, almost no Children with High Needs have access to high quality Early Learning and Development Programs. For many years, competitive proposals for funding of home visiting, child care and PreK have resulted in no proposal submissions from these counties. Anecdotal evidence from numerous state agencies has suggested that no capacity exists in these communities for broad action on these early childhood and education issues, though there are concerned citizens and a high proportion of high risk children and families in these areas, which are in poverty, have low graduation rates, and few services of any kind. During the preparation of New Mexico's successful competitive proposal for home visiting funds earlier this year, an epidemiological assessment of children's needs identified many of these same communities as among those possessing the highest level of need in the state, with the highest rates of at risk children. Indicators included poverty, teen pregnancy, infant mortality and other birth outcomes (such as low birth weight), graduation rates, and other data relevant to a risk assessment of early childhood and school readiness. (See New Mexico's response for definition of children with high needs (See Appendix 2), and its discussion of high needs communities identified through use of epidemiological data.) In these communities virtually every child is at high risk on an individual level. These communities are often rural and minority. *Sadly, without new capacity and infrastructure development initiatives, these communities have almost no chance of changing the fact that their children are among the highest need in the state, and that their children have no*

access and little opportunity for engagement with a high quality program.

The state now has a quantitative method to create a creative, policy-driven focus on these communities based on their documented needs, low levels of infrastructure, and their will to engage with the issue and change their community's conditions. The home visiting proposal identified a small number of these counties, and plans to utilize an evidence-based planning and capacity building model – Getting To Outcomes (GTO)[®] – in which it will partner with community members to mobilize parents, create community will to act, and create a realistic and phased community plan to develop comprehensive and high quality early learning home visiting programs. The state will use this model incrementally to eventually address the lack of capacity in counties of the state that demonstrate this type of need. While GTO[®] and the funded evidence-based home visiting programs will now be implemented in a small number of these communities, there are virtually no high quality (Level 4 or 5) center-based programs in these communities. This project will expand the new funded infrastructure and capacity building component to include a FOCUS on creating capacity to build a range of high quality, culturally appropriate TQRIS programs from birth to kindergarten in these same communities. It will shape unique Early Childhood Investment Zones in each community with a shared vision to prepare children for school achievement and success.

New Mexico has successfully created policy and practice systems that encourage continuous improvement. Higher reimbursement rates incentivized programs to move up in level of quality. Without adequate financial incentives, there was no reason for programs to participate and pursue higher licensure levels. Accreditation, included as part of the highest level, was also a costly pursuit for programs, and for most it was not financially feasible or realistic to pursue accreditation. Based on what it learned from these experiences, New Mexico substantially increased its reimbursement rates for programs that achieved higher levels, so that a program at the highest quality level receives more than twice as much as a program at the minimum level. The state increased its Level 3 differential reimbursement incrementally from \$16.50 in 2003 to \$70 by 2007; Level 4 payments increased from \$33 to \$104.50 and Level 5 payments increased from \$66 to \$132 in that time period. While these rates have been slightly lowered (less than 5%) because of across-the-board budget cuts during the recent economic downturn, the principle of incentivizing high quality has been maintained. Training and technical assistance has been a

feature of the state's TQRIS system for more than a decade. Incentives have been offered at various times, including materials, safety products, curricula, and training about standards and codes.

New Mexico has not created a statewide initiative to provide supports to help working families with high need children to access early learning programs in the past because it has not had sufficient resources to accomplish this. However, within the Early Childhood Investment Zones, the State will work with the local community planning teams to implement strategies that they develop that can be sustained into the future. We have studied local pilots, especially the Santa Fe Children's Project/Project Launch initiative, that have tried to work with families to provide these supports in order to increase their participation and child outcomes. This is a very challenging objective that requires a new approach. We recognize that many of the families with high-risk children are reluctant to participate – they believe that the neighbor or relative is entirely capable of safely looking after their children, and see no reason to engage with the State's publicly funded system of care and early learning. Many families are fearful of engagement because they do not speak English, and fear the authorities. New Mexico will work very hard on this issue to identify strategies that may work to help alleviate this range of problems.

New Mexico demonstrated success in helping programs advance to higher quality levels within its TQRIS. New Mexico increased the quality of its licensing regulations: We successfully increased the quality of enough programs that we were able to incorporate the criteria for Level 1 into our basic licensing regulations in 2004 when 70% of all programs met the Level 2 standards. In 2010 we incorporated our Level 2 criteria into the basic licensing regulations when, again, 70% of all programs met the next level (Level 3) criteria. Basic licensing regulations now include all criteria that had been a part of Levels 1 and 2 of our tiered quality rating improvement system.

New Mexico has established targets and increased the number of children in programs that are in the top tiers (Level 4 or 5) of its TQRIS. New Mexico increased the number of high quality early childhood programs: In 2003, we had 122 high quality programs (Level 4 or 5). In August 2011, 239 licensed programs were Levels 4 or 5.

New Mexico increased the number of low income children on subsidy in high quality

programs: In 2003, we had 8.67% of children on subsidy in programs with a quality rating of Levels 4 or 5; in August 2011 we had 25.8% of children on subsidy in a program with a quality Level of 4 or 5.

New Mexico's High Quality Plan

Goal - B4a: Establish Early Childhood Investment Zones by identifying and prioritizing communities where:

- children are at greatest risk (based on aggregated socio-ecological risk indicators), and
- the community demonstrates the greatest will and capacity for creating a continuum of high-quality early learning programs.

These “ready communities” will model community-specific capacity building, infrastructure development and comprehensive integrated early childhood care and early learning services. The State will partner with additional communities to replicate this successful process as it strives to make high quality early learning opportunities universally available to all those who wish to participate, as promoted in the New Mexico Early Childhood Care and Education Act, 2011.

This goal will address the three sub-goals below within the targeted communities – it will lead to a higher number of programs in the State’s highest need communities that are in the highest tiers (Level 4 or 5) of its TQRIS; it will lead to higher numbers and percentages of high need children from these highest need communities who are in high quality programs; will support long term quality improvement processes through a range of incentives (including tiered reimbursement and intensive TTA, TEACH scholarships, etc.) and its TQRIS requirements; and it will develop new, community-specific support systems for working families with high need children in programs in the TQRIS.

Activities: New Mexico will target the highest need counties and communities of New Mexico (using epidemiological data to identify those communities, using an index that includes teen pregnancy, poverty, low birth weight, and other indicators) with the highest proportion of high risk children. Need and readiness will be used together to select implementation communities. Readiness will be assessed using a modified, best practice instrument that is used to assess community readiness for prevention activities. There are several readiness instruments that have been used in New Mexico. These will be reviewed, adapted and components from them merged

to create an effective readiness tool for developing an early childhood development and learning system in the community. The major instruments to be utilized include the Community Prevention Readiness Index, from the Community Partner Institute; the Community Readiness Model, from the Tri-Ethnic Center; and the Community Key Leader Survey, from Goodman and Wandersman. This readiness assessment will obviously examine readiness for action in the community about creating system change for early childhood, but also shape the picture of capacity building that will be needed.

In these communities, where there is little infrastructure, few programs, and no family and community mobilization on these issues, but some readiness to change their community and create these factors, we will implement a community-based planning process using the evidence-based Getting To Outcomes (GTO)[®] planning model to create community political will and family engagement and ultimately a community plan that results in high quality services for high risk children in these communities. This model will result in the establishment by the State of Early Childhood Investment Zones with a high quality sequenced and comprehensive early learning system from birth to five to prepare children for kindergarten. These Zones will ultimately include resources and infrastructure to address needs in health, mental health, literacy and developmental services that fit the community. The model will be based on the State's successful Project Launch (SAMHSA-funded) initiative that has developed this system as a pilot in Santa Fe County. Known locally as the Santa Fe Children's Project, it is a comprehensive early learning system model that begins with prenatal care services and provides an unbroken, continuum of services focused on health and learning goals that lead to increased literacy skills, school readiness, and school success through age 8 – providing family and child educational and public health interventions, developmental screening, linkages, family supports, and parent advocacy (school-focused) development.

While GTO[®] and the funded evidence-based home visiting programs described in the History section will now be implemented in five high need communities, there are virtually no high quality (Level 4 or 5) center-based programs in these communities. This project will expand the funded infrastructure and capacity building component to include a FOCUS on creating capacity to build and provide a range of high quality, culturally appropriate TQRIS programs from birth to kindergarten in these same communities. It will shape unique Early Childhood

Investment Zones in each community, as designated by the State, with a shared vision to prepare children for school achievement and success.

GTO[®] is a planning and community capacity-building model that will be used to intentionally and systematically support decision-making within the five New Mexico communities where children are most at risk. New Mexico will pilot a structure that builds local readiness and capacity to create and operate programs that can participate in TQRIS and pursue higher levels of quality over time. New Mexico identified its highest need counties through its recent Home Visiting Assessment process. New Mexico has chosen to employ an Interactive Systems Framework for Dissemination and Implementation to build capacity called Getting To Outcomes (GTO)[®] (Chinman et al., in press). This framework, deemed an evidence-based *process* by the Substance Abuse and Mental Health Services Administration and developed by the RAND Corporation and the University of South Carolina, is designed to build community awareness, assess needs and resource capacity, create a local strategic plan, and provides support for the planning, implementation, and evaluation of evidence-based programs. GTO has been utilized in other fields as a planning model to successfully create results, and provides tools to support its adoption.

These communities will never experience significant access to high quality TQRIS services without a FOCUS on creating new infrastructure that supports families. To that end, the parents and stakeholders in each high need county or neighborhood will create a locally driven plan that addresses multiple needs of families. First that plan will FOCUS on planning by local community members for an early childhood system that includes the core services of home visiting, child care, and PreK, in local organizations that participate in the TQRIS and pursue high quality ratings. Second, the plan will address other support needs, and create strategies to provide supports such as medical homes, behavioral health screenings, transportation, family/parent training, and social service screening and referral for food or other supports the family may need. Finally, the plan will address the needs of families with young, high need children to participate in larger community groups, to have a place to talk with other parents experiencing similar challenges, to socialize in safe, public settings, to congregate and play with other parents and young children, and to provide a more integrated experience for the family and their children as they prepare for entry to school.

The project will emphasize local participation, local answers and local resources, from a perspective of creating community responses within these vulnerable neighborhoods rather than inviting outsiders into the community. These activities are long term in nature, and will be designed to support child development and community-building strategies that are complementary. The plan will also make every effort to promote early childhood workforce development from within the community or neighborhood itself – creating a vision for high quality *and* culturally representative, appropriate, and language-appropriate services. Workforce development processes are difficult to implement within these communities because training is a great distance away. In order to address this, the State will use the Extension for Community Healthcare Outcomes (Project ECHO) telecommunication system to provide training, technical assistance, and reflective supervision through the Center for Development and Disability (CDD) at the University of New Mexico to the participating communities, when the communities are ready to implement new or enhanced services. UNM’s Project ECHO was recently described in the *New England Journal of Medicine* in the context of providing complex chronic disease care in rural settings, and the technology has simultaneously been developed at the CDD to utilize the intervention strategy within home visiting (Arora, et.al. 2011)

These communities are primarily minority (Hispanic or Native American) and poor, and either rural or a large neighborhood, based on identified census tracts, within a large city, that is made up of a poor and minority population, poor health and learning indicators, and few if any services. This effort will build a coordinated system of early learning and development to ensure that many more children from birth to age five have access to dramatically improved early learning programs and enter school with the skills, knowledge and dispositions they need to be successful. The State’s tiered reimbursement system, already in place for all childcare programs in the State, will be expanded to other program types in phases. Beginning in the designated Early Childhood Investment Zones, the State will recruit providers to participate in the TQRIS quality improvement initiatives, which will provide higher reimbursement rates as these programs successfully move up the tiered levels toward the highest levels. These steps are equivalent to those taken by the State previously. As funds become available, the tiered reimbursement system will be opened up to other geographic areas, and over the long run, to the entire State. This roll-out will be based on the on-going use of data to identify and rank

additional communities or counties with the highest rate of early childhood needs using the State's already documented formula (included as part of the appendices) based on Adverse Childhood Experiences. Within these communities, New Mexico will dramatically increase the ability of families with children with high needs to access high quality services, and the availability of those services.

GOAL: B4b: Support participation in systemic and on-going quality improvement processes.

Activities: New Mexico has numerous practices and policies that support on-going participation in continuous quality improvement. New Mexico has long offered tiered reimbursement rates in its child care programming. The tiered structure will be expanded into the new system and implemented across other program areas in years 2 through 4. Within the new TQRIS system in New Mexico, achievement of higher rating of quality is dependent upon participation in studying and then implementing a continuous quality improvement model as described in FOCUS TQRIS. Intensive training and technical assistance will be provided in lengthy durations to programs to help them understand and implement these new requirements. This focus on quality improvement at the program level, supported by substantial training and consulting implemented through an expanded and enhanced, highly qualified consultation team, will lead to improved practice in the classroom – and to much improved child learning outcomes and kindergarten readiness.

GOAL: Meet targets for increasing the number of Early Learning and Development Programs in top tiers of TQRIS, and increasing the number and percent of high need children who are enrolled in high quality (Level 4 or 5) programs.

Activities: New Mexico has established ambitious and achievable targets to increase the number of early learning and development programs in the top tiers (Level 4 or 5) of its TQRIS; and the number and percentage of children with high needs who are enrolled in early learning and development programs that are in the top tiers of the TQRIS. In order to meet the target of increasing the number of early learning and development programs participating in the FOCUS TQRIS, New Mexico will phase-in the current programs in AIM HIGH QRIS to the new FOCUS TQRIS. It will expand the FOCUS model to other program types as indicated on Table B2c. This

expansion will result in an increase of 1,045 programs to 1,511 programs by the end of the grant period that are in the top tiers of our FOCUS TQRIS program.

The number of high need children in high quality programs will increase dramatically. Currently 10,062 high need children are enrolled in the top tiers of the existing AIM HIGH QRIS system. By the end of the project period, 32,364 high need children will be enrolled in the top tiers of the FOCUS TQRIS.

GOAL: Provide supports to help working families with high need children to access high quality learning and development programs.

Activities: New Mexico will substantially raise the bar of its TQRIS through licensing and early learning program standards, and increase the number of high quality licensed programs through the use of its quality rating levels based on the innovative *New Mexico Early Learning Guidelines: Birth through Kindergarten*, and a tiered reimbursement systems, leading to an increase in the number of high need children in high quality programs. By building a statewide system of early learning that is comprehensive and integrated, New Mexico will build the capacity and infrastructure to spend its future investments in the most efficient and effective manner, rather than in siloed programs where school readiness outcomes are compromised.

New Mexico has dramatically increased its reimbursement rates for families receiving a subsidy to utilize child care, making access much more available to high need families, as is reported in detail in other sections of this narrative. In terms of direct support to families to allow greater participation and increase access further, the creation of the Early Childhood Investment Zones will lead to many more types of support. These will allow working families to more easily access programs in the TQRIS. In these zones, community advisory teams will develop strategies to support their families that are meaningful, cost-effective, and sustainable. The Project Launch pilot program in the Santa Fe Children’s Project is also addressing this issue. Their experiences and lessons learned will inform the development of these supports for children birth to 5 and their families.

B4 Activities	Parties Responsible	0-6 months	7-12 months	Y2	Y3	Y4
Develop contractual arrangements	CYFD	X				

Review and update plan, benchmarks and timelines	CYFD	X	X	X	X	X
Create Early Childhood Investment Zone (ECIZ) advisory team	CYFD, Contractor-Facilitator	X	X	X	X	X
Create investment strategy for “ready communities”	CYFD and ECIZ	X	X			
Create “ready community” criteria	CYFD and ECIZ	X	X			
Interview key stakeholders/informants in each community	Facilitator and CYFD	X				
Hold town hall meetings in each community, infusing <i>NM Early Learning Guidelines</i> and TQRIS concepts	Facilitator and CYFD	X	X			
Recruit local community planning teams	Facilitator	X	X			
Assess community understanding of <i>NM Early Learning Guidelines</i> and TQRIS, and capacity for participation	Facilitator		X	X	X	
Lead monthly community meetings	Facilitator		X	X	X	X
Develop community action plans	Planning teams			X	X	
Document successes and lessons, present to state and community representatives	CYFD			X	X	
Initiate new funding strategy in “ready communities”	CYFD				X	X
Replicate model in newly identified community	CYFD					X

Performance Measure for (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System.					
	Baseline (Today)	Target- end of calendar year 2012	Target- end of calendar year 2013	Target- end of calendar year 2014	Target- end of calendar year 2015
Total number of programs covered by the Tiered Quality Rating and Improvement System	AH QRIS 1045	933	839	744	649
	FOCUS TQRIS	112	200	273	324

	0				
Number of programs in Tier 1	AH QRIS 179	106	106	106	106
	FOCUS TQRIS	0	0	0	0
Number of programs in Tier 2	AH QRIS 568	639	607	575	543
	FOCUS TQRIS 0	2	32	48	48
Number of programs in Tier 3	AH QRIS 59	57	38	19	0
	FOCUS TQRIS 0	2	20	56	83
Number of programs in Tier 4	AH QRIS 76	73	49	24	0
	FOCUS TQRIS 0	3	24	39	75
Number of programs in Tier 5	AH QRIS 163	58	39	19	0
	FOCUS TQRIS 0	105	124	144	163

Include a row for each tier in the State's Tiered Quality Rating and Improvement System, customize the labeling of the tiers, and indicate the highest and lowest tier.

[Please indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information. Also, if applicable, describe in your narrative how

programs participating in the current Tiered Quality Rating and Improvement System will be transitioned to the updated Tiered Quality Rating and Improvement System.]

Baseline data is actual reflecting August 2011 counts. The “Number of programs in 2-STAR under the FOCUS TQRIS component illustrates the 2-STAR Programs working towards the 3-STAR level, but have not achieved 3-STAR level yet.

Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.												
Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	<i>Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System</i>										
		Baseline (Today)		Target-end of calendar year 2012		Target - end of calendar year 2013		Target-end of calendar year 2014		Target-end of calendar year 2015		
		#	%	#	%	#	%	#	%	#	%	
State-funded preschool <i>Specify: CYFD</i>	2189	1153	52%	1175	53%	1200	54%	1225	55%	1250	57%	
State-funded preschool <i>Specify: PED</i>	2380	0	0%	0	0%	2380	100%	2380	100%	2380	100%	
Early Head Start and Head Start ¹¹	10,385	3842	37%	4154	40%	4362	42%	4673	45%	4985	48%	
Early Learning and Development Programs funded by IDEA, Part C	4746 one-day count	0	0%	1100	23%	2200	46%	3300	70%	4500	95%	
Early Learning and Development Programs funded by IDEA, Part B, section 619	5556	0	0%	1389	25%	2778	50%	4167	75%	5556	100%	
Early Learning and Development Programs funded under Title I of ESEA	6634	0	0%	0	0%	6634	100%	6634	100%	6634	100%	
Early Learning and Development	19,640	5067	25.8	5309	27.09	5584	28.44	5866	29.87	6154	31.36	

¹¹ Including Migrant and Tribal Head Start located in the State.

Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.											
Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	<i>Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target-end of calendar year 2012		Target - end of calendar year 2013		Target-end of calendar year 2014		Target-end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
Programs receiving funds from the State's CCDF program			0%	20	%	6	%		%	9	%
Home Visiting	1105	0	0	0	0	0	0	450	40%	900	48%
Bureau of Indian Education	955	0	0	0	0	0	0	190	20%	380	40%
Other <i>Describe:</i>											
The top tiers are programs operating with a 4-STAR and 5-STAR license designation. Baseline data is actual for all programs listed above. Annual target data is estimated.											

(B)(5) Validating the effectiveness of the State Tiered Quality Rating and Improvement System.
(15 points)

The extent to which the State has a High-Quality Plan to design and implement evaluations--working with an independent evaluator and, when warranted, as part of a cross-State evaluation consortium--of the relationship between the ratings generated by the State's Tiered Quality Rating and Improvement System and the learning outcomes of children served by the State's Early Learning and Development Programs by--

- (a) Validating, using research-based measures, as described in the State Plan (which also describes the criteria that the State used or will use to determine those measures), whether the tiers in the State's Tiered Quality Rating and Improvement System accurately reflect differential levels of program quality; and

(b) Assessing, using appropriate research designs and measures of progress (as identified in the State Plan), the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness.

1. Importance of Validation and Evaluation of the FOCUS TQRIS

Both evaluation and validation are important for the effective functioning and credibility of QRISs. They play different but related roles. Validation focuses on the extent to which the ratings that are the key output of a QRIS can be relied on with confidence as measures of program quality (e.g., Kane, 2006, 2001; Frisbie, 2005; Messick, 1989). It also may address whether critical assumptions about a QRIS's functioning, e.g., that programs of different quality produce different outcomes, are supported with empirical data. Ultimately, a valid rating system does not assure that an evaluation of the system will indicate its effectiveness. But an invalid rating system ensures that any evaluation results will not be meaningful.

Validation is particularly important for QRISs because these systems are built on a set of measures that together produce a program-level rating which publicly represents a program's overall quality. Parents rely on this rating to define quality and to select the highest-quality care that they can afford. The overall quality rating also carries increasingly high stakes for programs; programs that score well in the FOCUS TQRIS receive higher subsidies for subsidy-eligible children and may qualify for grants and other incentives. Validation is particularly important for the FOCUS TQRIS because the system has taken a new, outcomes-oriented approach and includes a number of new measures.

Evaluation studies focus on the outputs and outcomes of interventions of many sorts to determine if those interventions achieved their goals. They are critical to policymakers, since substantial funds often flow to interventions: evaluations determine if the money is being well-spent. The concept of evaluation is generally clear when one looks at program evaluation. A program is designed and people, classrooms or other entities are assigned to receive it or not, allowing for comparisons between the treatment and the no-treatment group. Alternatively, a program may be evaluated by comparing it to itself over time (see Shadish et al., 2002, and Rossi et al., 2004 for discussions of evaluation types and methods, and Zellman et al., 2011 for a discussion of evaluations of QRISs). The evaluation examines the degree to which the treated group improves or shows changes in activities in the hypothesized direction compared to the untreated one.

2. Key Elements of the Validation and Evaluation Plan

The validation and evaluation work must recognize that QRISs take time to be fully implemented (see discussion of this issue in Rossi et al., 2004). Although based on two previous iterations of QRIS (Gold Silver Bronze and AIM HIGH), the FOCUS TQRIS is different: it is more focused on child outcomes and relies more on quality improvement (QI) plans than on observed inputs to quality. Consequently, FOCUS TQRIS validation work will need to include a full spectrum of the types of validation that have been identified for QRISs, as described below.

3. High-Quality Plan to Design and Implement Validation and Evaluation Studies

This section describes the underlying background and scope of work for the TQRIS validation and evaluation activities that the State proposes. A separate process and implementation evaluation, which is described elsewhere in this proposal, will examine the implementation of the entire project. Upon receipt of an award notice, the State will finalize this plan for validation and evaluation of the TQRIS. This plan will form the basis for a Request for Proposals (RFP) to identify a contractor who will undertake a rigorous and independent multi-year validation of the FOCUS TQRIS and evaluate the degree to which the TQRIS is effective in improving children's school readiness and other important outcomes. The RFP will ask prospective contractors to indicate sampling plans and sample sizes for each study, and justify them with power calculations. The State will also ask contractors to identify and justify the inclusion of specific measures in their studies, particularly child outcomes. The RFP will be let to a single contractor due to the interrelated nature of the TQRIS validation and evaluation; the contractor will be asked to coordinate with the overarching project's implementation evaluation.

Validation studies: The overall purpose of validation activities is to examine the questions that will help ensure that the QRIS achieves its goals. Recent research on QRIS validation (Lugo-Gil et al, 2011; Zellman and Fiene, forthcoming) has identified a typology of QRIS validation efforts; the State will request that the validation studies address each of these categories, as described below and shown in Table B.5.1.

1. Examine the validity of key underlying concepts.

This activity examines the empirical support for the elements or concepts that are to be included in the rating process, which together define quality. This first type of validation effort involves examining the extent to which basic concepts and elements included in a QRIS have

been found in the literature to be related to desired QRIS outcomes. This work will focus on quality improvement plans, a new concept in QRISs. The State plans to develop criteria for these plans; the validation work will focus on these criteria.

2. Examine the psychometric properties of the measures used to assess quality.

These studies ask questions such as, “Do different raters produce consistent ratings?” “If a measure claims to have a specific number of dimensions, do we find those dimensions in our data?” “Is there sufficient variance in scores across providers on this indicator to justify its inclusion in the QRIS?” “Do scores on the indicator co-vary in expected ways with other measures of quality?”

3. Assess the outputs of the rating process.

A third type of validation effort assesses the scores that the rating system assigns to providers. These efforts may focus on individual component scores, such as how providers score on an environmental rating, but more often, they examine the summary score that is the final output of the rating process. Such approaches ask questions like, “Are providers that receive four stars actually providing higher quality care than those that earned three stars?” These approaches typically rely on another measure of quality to make this assessment, and examine whether assessments on both measures vary in predictable ways.

4. Relate ratings to expected child outcomes.

The TQRIS logic model asserts that higher quality care will be associated with improved child outcomes. Therefore, one important piece of validation evidence concerns whether higher program ratings are positively correlated with better child performance, the ultimate QRIS outcome. Zellman and Karoly (forthcoming), in their review of approaches to incorporating child outcomes into QRISs, note that child assessment data may be used to assess the validity of a QRIS by examining the extent to which exposure to providers participating in a QRIS, at specified levels of quality, is associated with better child functioning. This fourth type of validation study asks questions like, “Does QRIS participation over time improve children’s outcomes?” or, “Do higher-rated providers improve child outcomes more than lower-rated ones?”

Evaluation studies: The evaluation will examine two questions related to the effectiveness of the FOCUS TQRIS: whether centers participating in the FOCUS TQRIS are better able to

promote child outcomes than centers who continue to use the previous state QRIS, and whether centers with a higher FOCUS rating are better able to promote child outcomes than centers with a lower FOCUS rating. The RFP will ask potential contractors to design an evaluation study which employs child outcomes and which can make causal statements about the effects of the FOCUS TQRIS. They will be asked to justify their choice of specific child outcome measures in terms of respondent burden, cultural sensitivity, and reliability. Which design is most appropriate will depend heavily on the decisions that the State makes about the implementation of the FOCUS TQRIS; if possible, the RFP will not be issued until some of the key decisions are in place. For example, the need to collect child outcome data will be affected by the way in which these data are collected in programs. If these data are collected by well-trained independent assessors, it may not be necessary to collect those data.

Another important decision with implications for the evaluation design is how the State will engage programs in the TQRIS. The State plans to phase in FOCUS TQRIS participation over two years, as each new program requires months of technical assistance support. The State proposes to randomize centers within their current star-rating categories to three different phase-in cohorts—that is, a third of centers within each of the current star-rating categories would be randomly assigned to the first, second, or third cohort. If this approach is determined to be feasible, such random assignment of programs to implementation cohorts would significantly enhance the research by minimizing bias in estimates created by self-selection of providers into the new FOCUS TQRIS (for example, if higher quality centers were more likely to opt into early implementation cohorts). This approach is feasible in terms of numbers and statistical power; there are enough participating programs in large part because participation is required of all licensed programs, and they serve enough children that this approach would provide the statistical power to identify effects reported in the child care evaluation literature with low to moderate intra-class correlations within classrooms (Cohen, 1987, Barnett et al, 2008, Lee et al, 1998). If randomization of programs into TQRIS implementation phase does not occur or other factors make randomized validation and evaluation designs impossible, New Mexico would be open to other rigorous design proposals from potential contractors, such as regression discontinuity designs or interrupted time series designs. To date, eight states have used such designs to measure the effect of participating one year in their state preschool program on

cognitive measures of school readiness, including New Mexico (see Hustedt et al., 2010, and Zellman and Karoly, forthcoming).

Proposed FOCUS TQRIS Validation and Evaluation Studies

Study Type	Study Methods and Goals	Issues and Limitations
Validation studies		
<i>Examine the validity of key underlying concepts</i>	Validation work will examine the criteria for quality improvement plans to determine if there is empirical support for each.	Criteria for the plans must first be developed by the State.
<i>Examine the psychometric properties of the measures used to assess quality.</i>	Using data collected from participating programs, examine properties of key TQRIS measures, e.g., inter-rater reliability, inter-item correlations	Bidders will be asked to identify key measures and justify the specified focus on each.
<i>Assess the outputs of the rating process.</i>	Using data collected from participating programs, determine whether ratings differentiate programs of known different quality; examine relationship between QI support and rating improvement	These studies depend on a reasonable level of confidence with the rating elements and process.
<i>Relate ratings to expected child learning outcomes.</i>	Using data collected from participating programs and from independent assessments of child functioning, determine causal effects of higher ratings on outcomes	Since these studies depend on outcomes, may need to wait for programs to begin reporting these data.
Evaluation studies		
<i>Assess the TQRIS through child learning outcomes.</i>	Independent assessors measure child functioning to evaluate causal effects of TQRIS on child outcomes	Design contingent on State decisions and on sufficient time for implementation and refinements.

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Focused Investment Areas -- Sections (C), (D), and (E)

C. Promoting Early Learning and Development Outcomes for Children

(C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.

The extent to which the State has a High-Quality Plan to put in place high-quality Early Learning and Development Standards that are used statewide by Early Learning and Development Programs and that--

(a) Includes evidence that the Early Learning and Development Standards are developmentally, culturally, and linguistically appropriate across each age group of infants, toddlers, and preschoolers, and that they cover all Essential Domains of School Readiness;

(b) Includes evidence that the Early Learning and Development Standards are aligned with the State's K-3 academic standards in, at a minimum, early literacy and mathematics;

(c) Includes evidence that the Early Learning and Development Standards are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities; and

(d) The State has supports in place to promote understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs.

Evidence for (C)(1)(a) and (b):

- To the extent the State has implemented Early Learning and Development Standards that meet any of the elements in criteria (C)(1)(a) and (b), submit--
 - Proof of use by the types of Early Learning and Development Programs in the State;
 - The State's Early Learning and Development Standards for:
 - Infants and toddlers
 - Preschoolers
 - Documentation that the standards are developmentally, linguistically and culturally appropriate for all children, including children with disabilities and developmental delays and English Learners;
 - Documentation that the standards address all Essential Domains of School Readiness and that they are of high-quality;
 - Documentation of the alignment between the State's Early Learning and Development Standards and the State's K-3 standards; and

History: From the beginning, the *New Mexico Early Learning Guidelines: Birth through Kindergarten* (See Appendix 5) were developed to be used. They were developed to provide a comprehensive framework to support school readiness for young children. As New Mexico's Early Learning and Development Standards, their purpose is to radically alter New Mexico's "readiness gap" by providing a roadmap for early childhood programs to support and to FOCUS on individual child achievement. New Mexico's Children Youth and Families Department, the Department of Health, and the Public Education Department collaborated to develop the *Guidelines* to support and document the continuum of early childhood development and learning (from birth through kindergarten). The *Guidelines* have been implemented throughout all sectors of New Mexico's Early Childhood System. They are the foundation of the New Mexico PreK observation – documentation –curriculum planning process. They are also being used voluntarily in Head Start, home visiting, child care and other systems. Since the inception of the *Guidelines* in 2005, they have gone through several revisions. Each revision has refined and expanded their scope, including the range of developmental ages and stages, the developmental domains and rubrics, the interconnectedness of the domains as well as the expected outcomes of children as they transition to kindergarten. The guidelines are inclusive of all children, including those with special needs and those who speak a language other than English at home.

Crosswalks have been established so that the *Early Learning Guidelines* are able to be used across all systems. A Crosswalk document has been created, *The New Mexico Early Childhood Crosswalks and Alignment* (See Appendix 14). It provides comparison crosswalks of the *Early Learning Guidelines* with the New Mexico Common Core Content, New Mexico Kindergarten Content Standards, Head Start Learning Standards, Mind in the Making, and Creative Curriculum. These comparisons illustrate the sequencing of child abilities across ages as demonstrated by benchmarks within each set of standards, performance requirements, knowledge or skills.

All of these crosswalks are essential for the use of the *Early Learning Guidelines* as the foundation of the FOCUS TQRIS. Their development has been generated (and, actually several of the crosswalks were completed) by practitioners in the field who wanted to use the *Guidelines* but needed to also be accountable to their program's curriculum or learning standards. The Mind in the Making crosswalk, for example, evolved from dialogue with Native American

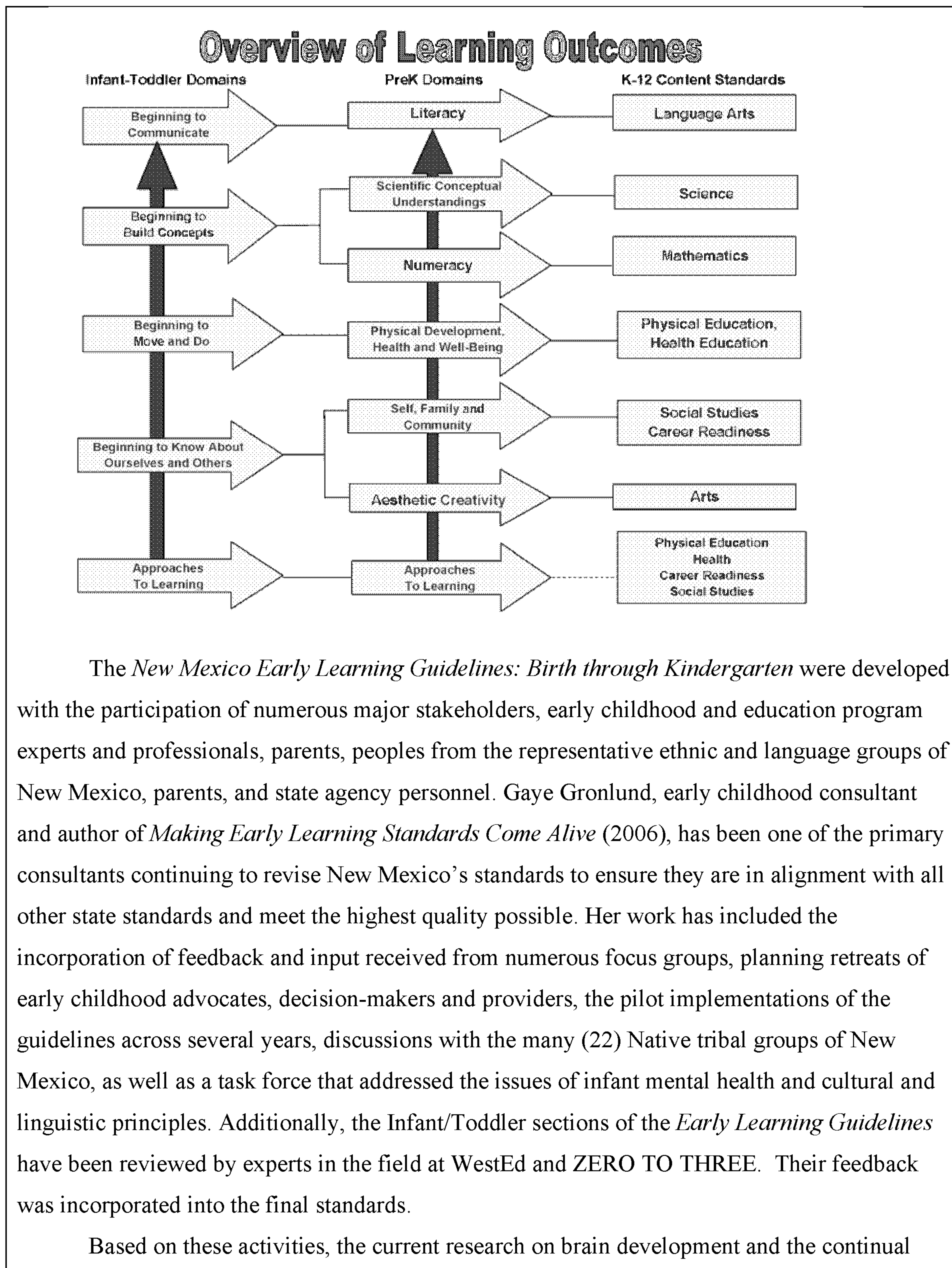
practitioners who wanted to find a different perspective from which to view the *Guidelines*.

The *Guidelines* have also been aligned with the Kindergarten Benchmarks and Standards as well as the Common Core Content so that kindergarten teachers are able to use them without concern that critical areas are being neglected. The important early childhood domains of literacy and numeracy, for 3 to 4 year olds, are aligned with language arts and mathematics at kindergarten through 3rd grade. Each grade level through grade 3 adds increasingly complex knowledge, skills, and behaviors that build on those “pre-academic” skills developed in good early learning settings under the New Mexico standards. The *New Mexico Early Learning Guidelines* (standards), when compared to Common Core National Standards, meet or exceed most of the benchmarks for literacy and math, but align with them almost universally.

Additional impetus for several of the crosswalks (e.g. Head Start and Early Childhood Special Education) came from the reality of teachers having children from several different “funding streams” in their classrooms. A Head Start teacher might have Head Start-funded children as well as Special Education-funded and PreK-funded children in the same classroom. Teachers had to meet multiple sets of required standards within the same classroom for different students. This did not help the classroom environment at all, as teachers had to address multiple types of documentation requirements and verification protocols. This unnecessarily took lots of time away from students. The teachers were desperate for one set of standards that could be used for observation, curriculum planning and reporting. With the crosswalks, professionals are confident that the *Early Learning Guidelines* are appropriate across all systems.

The *Early Learning Guidelines* have not only been aligned with other standards and benchmarks (e.g. to ensure alignment of the *Early Learning Guidelines* with public school curriculum), they have been aligned as a continuum from birth through kindergarten. The Infant and Toddler Early Learning Guidelines are aligned with the domains for 3- to 5-year-olds. They are divided into five interconnected developmental domains, reflecting the universal aspects of infant and toddler development.

The chart below demonstrates how the Infant/Toddler and PreK outcomes and indicators are aligned from birth through kindergarten.



input from practitioners in the field, the most recent version of the *Guidelines* (revised in August 2011) provide a common vocabulary to describe what young children know, can do, and their disposition toward learning. The final document was organized across seven developmental domains with child outcomes, indicators, essential indicators and a 5 point rubric scale indicating a child's progress for children three through kindergarten.

The Preschool and Kindergarten Early Learning Guidelines – for 3- and 4-year-olds, and for Kindergarten children, include twenty-eight broad outcomes for development ranging across seven domains. Those domains are:

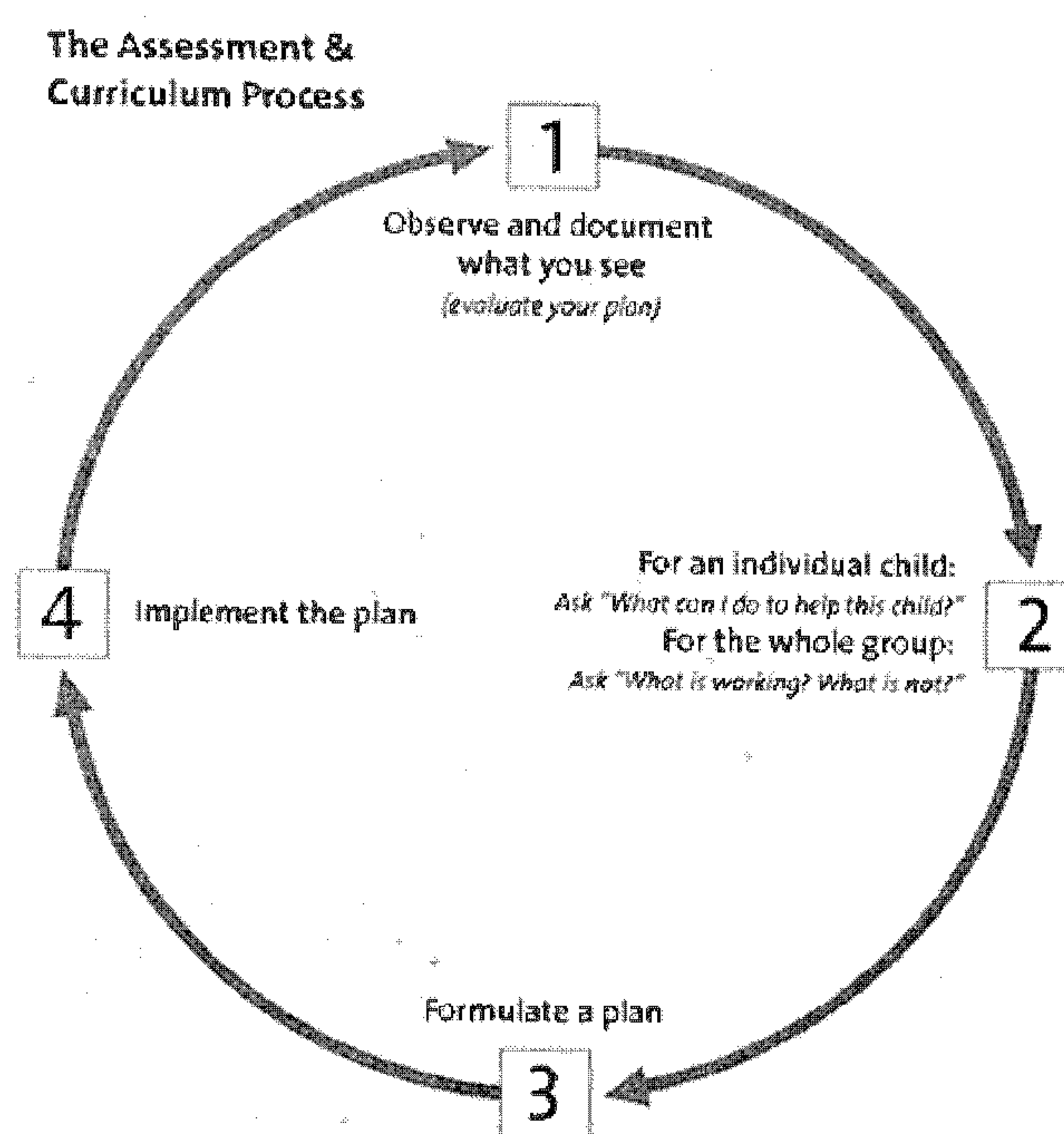
- Literacy
- Numeracy
- Aesthetic Creativity
- Scientific Conceptual Understandings
- Self, Family and Community
- Approaches to Learning
- Physical Development, Health, and Well-Being (Gross Motor)

Imbedded in these broad domains are performance indicators that demonstrate some aspect of that outcome. Altogether, there are sixty-five indicators, with twenty-five of them selected as essential indicators. The essential indicators emerged through extensive piloting of portfolio documentation, recognizing that the documentation process must be manageable for busy teachers.

(c) The uncompromising commitment to enhance the development and school readiness of children in New Mexico is apparent in the dedicated efforts to pilot and refine New Mexico's *Early Learning Guidelines*. This commitment is evident in the fact that the *New Mexico Early Learning Guidelines: Birth through Kindergarten* are now the cornerstone of the FOCUS TQRIS system. This is the result of many years of development. What excites early childhood practitioners the most about the *Guidelines* is their use as the foundation of the authentic assessment – documentation- and curriculum planning process that New Mexico has adopted. The information gained through authentic, observational assessment related to the *Guidelines* is used to inform parents as well as to plan individualized curriculum activities and strategies that

help each child grow and develop. A cycle of observation, reflection, planning and implementation is the basis for all curricular planning for infants, toddlers, preschoolers and kindergartners. 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. This is the core of the *New Mexico Early Childhood Curriculum Policy Brief* (See Appendix 9), which is being expanded for use by all state-funded early learning programs.

In the FOCUS TQRIS, training is provided in the use of the *Early Learning Guidelines* at level three, practice in the use of the *Guidelines* occurs at level four and they are fully implemented at Level 5. By providing a common framework of expectations for children in all sectors of New Mexico's Early Childhood System, the *Guidelines* are to be the basis of New Mexico's curricular framework and the criteria by which staff select appropriate learning activities, in PreK, child care, and Head Start programs. The *Guidelines* form the foundation of our authentic observational system in which the benchmarks and standards contained in the *Guidelines* are observed in natural settings as children go about their typical activities, in order to assess their progress towards developmental expectations and accomplishments. Additionally, the *Early Learning Guidelines* are included in the early childhood education Common Core Content and Competencies (See Appendix 12) and Universal Catalog of Courses for Early Care, Education and Family Support (See Appendix 13) used by post secondary institutions and other professional development providers in order to give support to early childhood educators for improving their knowledge, skills and abilities.



(d) A support system, designed for assisting the use and application of the *Guidelines*, is provided in PreK programs through trainings that focus on the use of observation,

documentation, assessment, and planning for both new and returning staff. Participating programs receive approximately two consultant visits each month to provide guidance and training pertaining to any implementation questions or concerns that may arise. Consultants also examine lesson plans for evidence of the appropriate use of the *Guidelines* and make any necessary changes in curricular activities based on data obtained from observation of the children demonstrating the essential indicators of the guidelines.

During the past two years, training sessions on the use of the *New Mexico Early Learning Guidelines* have been provided in several areas of the state for persons working in any child-serving system who wish to become informed or become an active pilot site for the use of the *Guidelines*. Participants in this training have included staff from childcare, Pre K, Head Start, Early Intervention, developmental preschools, infant mental health providers, kindergarten teachers and program administrators, among others. To date, more than 700 people have attended these sessions. In light of this, it is now clear that there is a growing awareness of the usefulness of the standards and benchmarks, and the overall approach included in the *Guidelines* to provide a common language to educators and practitioners, smooth transitions between program types (i.e., Head Start, childcare, Pre K), improve instruction and intervention, align systems, increase access to high quality programs for high need children, and improve the outcomes of children as they transition to kindergarten. Future plans to maintain this commitment include a year-long cohort of early childhood educators' use and full implementation of the *Guidelines* in the several program types to assure their appropriate use and explore the implementation of changes in curricular activities based on data obtained from observation of the children and documentation of their developmental progress.

Goal: Effectively utilize the *New Mexico Early Learning Guidelines: Birth through Kindergarten* as an essential component of the FOCUS TQRIS to ensure statewide use by all Early Learning and Development Programs.

Activities: Now in its third revision, the *New Mexico Early Learning Guidelines: Birth through Kindergarten* have become thoroughly established and fully implemented in the FOCUS TQRIS system. Our next phase will be the full implementation of the tiered quality rating and improvement system, which uses the New Mexico's authentic observation documentation

curriculum planning process based on the *Guidelines* as its foundation. The first six months of this implementation will focus on the expansion and translation of the *Guidelines*' program materials, the development of training modules for consultants and program staff, and the training of consultants. Once consultants are trained, they will begin onsite program visits. Ongoing professional development will be provided to consultants as well as ongoing quarterly trainings for programs in the *Guidelines*.

Activity	Party/Parties Responsible	0-6 months	6-12 months	Y2	Y3	Y4
Translate ELG* into Spanish	Contractor	X				
Develop forms for program use	OCD Staff and Consultants	X				
Hire and train consultants	Contractor and OCD Staff	X				
Provide ongoing professional development to consultants on the consultation model	Contractor OCD Staff		X	X	X	X
Revise/expand and create training CD ROM, paper, and web based training materials for consultants and program staff	Contractor and OCD staff	X				
Faculty retreat specific to ELG	OCD staff and Early Childhood Higher Education Task Force	X				
Offer quarterly training in ELG across sectors**	Contractor		X	X	X	X
Develop "Train the Consultant" model	Contractor and OCD Staff and some Consultants	X				
Train the Consultants to work	Contractors, OCD Staff, Verifiers and Consultants		X	X	X	X
Consultants begin onsite technical assistance	Consultants		X	X	X	X

**New Mexico Early Learning Guidelines: Birth through Kindergarten*

**Child Care, PreK, Head Start, Early Intervention, Home Visiting.

C-1 Appendix items 5, 9, 11, 13, and 14 document the existence, strength, and long-time use of the *Early Learning Guidelines*, their alignment across the age span and into K-12, their

alignment with Head Start and the higher education Common Core Content and Competencies.

(C)(2) Supporting effective uses of Comprehensive Assessment Systems.

The extent to which the State has a High-Quality Plan to support the effective implementation of developmentally appropriate Comprehensive Assessment Systems by--

(a) Working with Early Learning and Development Programs to select assessment instruments and approaches that are appropriate for the target populations and purposes;

(b) Working with Early Learning and Development Programs to strengthen Early Childhood Educators' understanding of the purposes and uses of each type of assessment included in the Comprehensive Assessment Systems;

(c) Articulating an approach for aligning and integrating assessments and sharing assessment results, as appropriate, in order to avoid duplication of assessments and to coordinate services for Children with High Needs who are served by multiple Early Learning and Development Programs; and

(d) Training Early Childhood Educators to appropriately administer assessments and interpret and use assessment data in order to inform and improve instruction, programs, and services.

History: New Mexico has implemented a child assessment process for NM PreK, which has been used for six years. It is an authentic observation – documentation – curriculum planning process based on the State's *Early Learning Guidelines* and their 25 essential indicators and 5-point rubrics. Teachers use an observation, documentation and planning cycle to select curricular activities that are appropriate for groups of children and individual children. Information regarding each child's level on the rubrics is submitted to the state each fall and spring and aggregated by classroom, site and contractor as well as for the total NM PreK population. The aggregate data is provided back to PreK programs to guide classroom practice, selection of needed instructional materials, and professional development suggested by the data. In addition,

charts are provided at the end of the year that show progress fall—spring across all domains on the 23 essential indicators.

The first graph below is an example of the graphs that programs receive immediately after for an entire program of 70 children, but each classroom teacher also receives graphs that she is able to use for planning curriculum for her particular group of children. The second graph is an example of those that are generated in the spring following the spring observations that are documented – and reported – by teachers. At the end of the school year, aggregate graphs are made showing the progress made by children in a particular classroom, in a whole program or in the PreK program as a whole. These graphs are most often used at the classroom, program or state level to determine what professional development efforts or on-site consultation efforts need to be made in the future to improve the curriculum or classroom instructional practice. For example, if children in a region of the state are not showing adequate progress in numeracy, training and consultation efforts can focus on that domain. In the fall and the spring, programs receive graphs like the second one below. These indicate – by classroom and by program – where children are in the developmental continuum. Teachers are able to use their observational documentation regarding each child as well as the aggregate reports to plan appropriately in each area of the curriculum.

Teachers also use observational data all year long to plan each week’s activities and modifications needed for individual children as applicable. Training is provided each year in the use of the observational assessment tools and teachers are supported in their implementation of the system by a consultant who visits approximately bi-weekly and offers guidance.

Contractor: La Petite Academy
 Spring 2011 - Early Learning Outcomes by Item
 Total Number of Students: 70

Physical

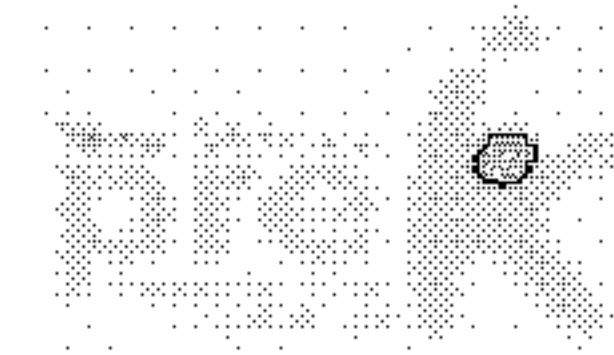
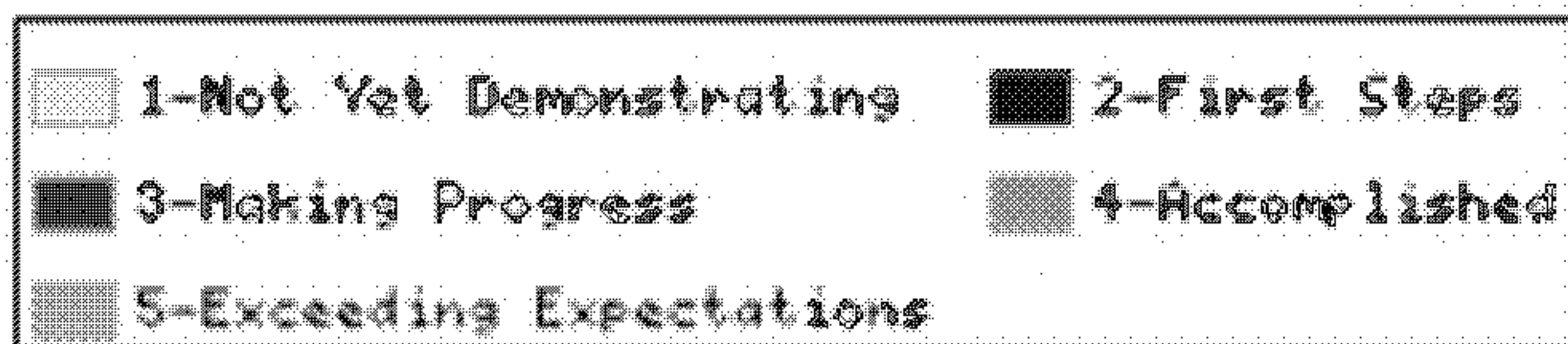
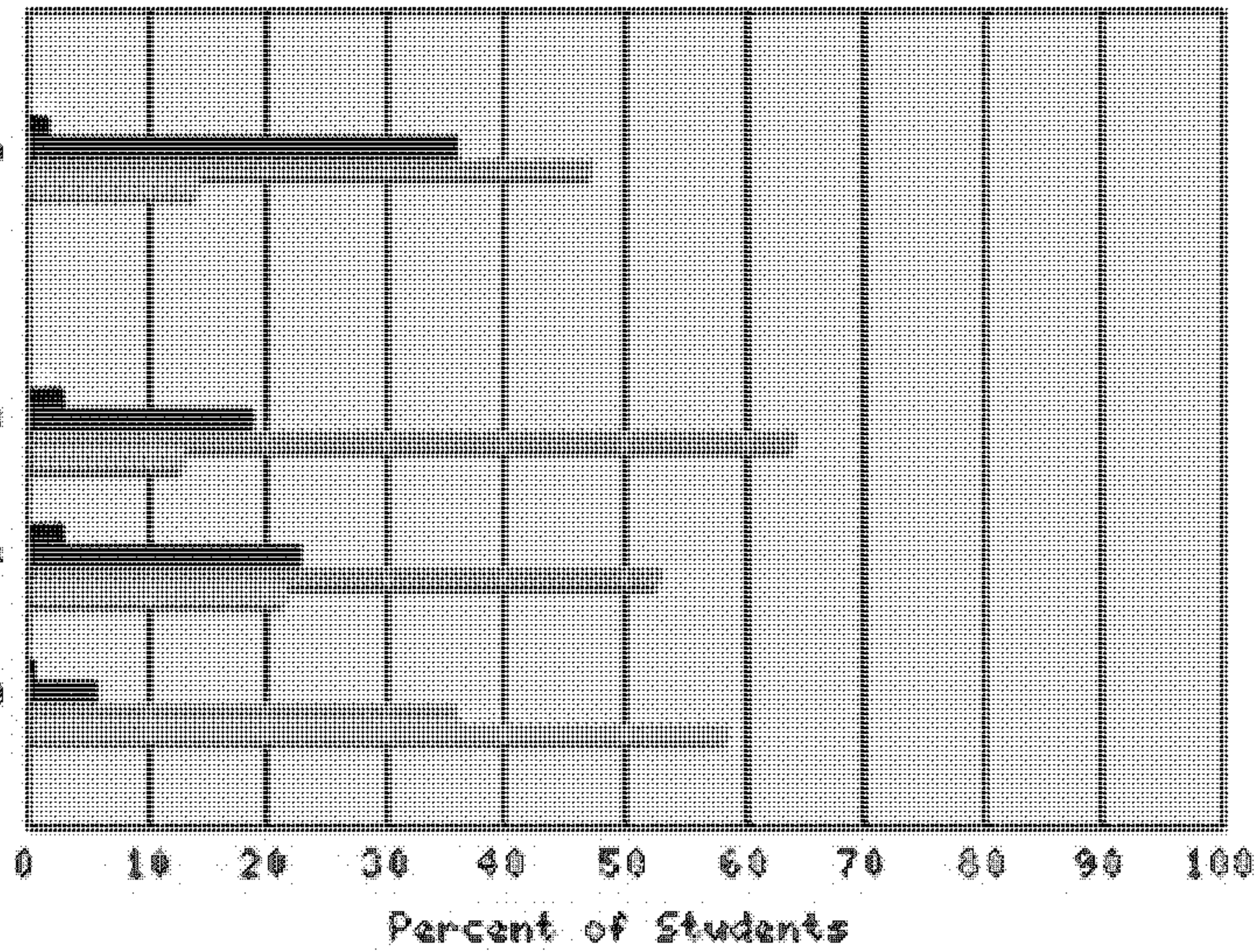
1. Eye-hand coordination

Literacy

2. Follows oral directions

3. Phonological awareness

4. Converses effectively



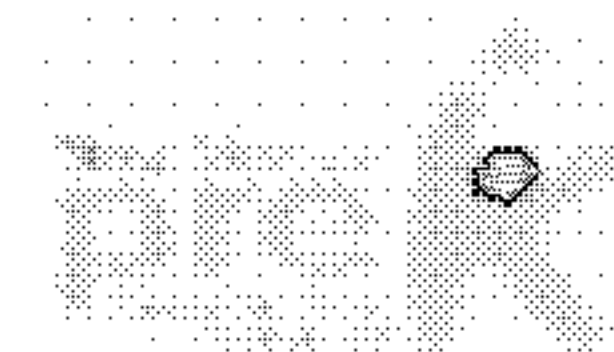
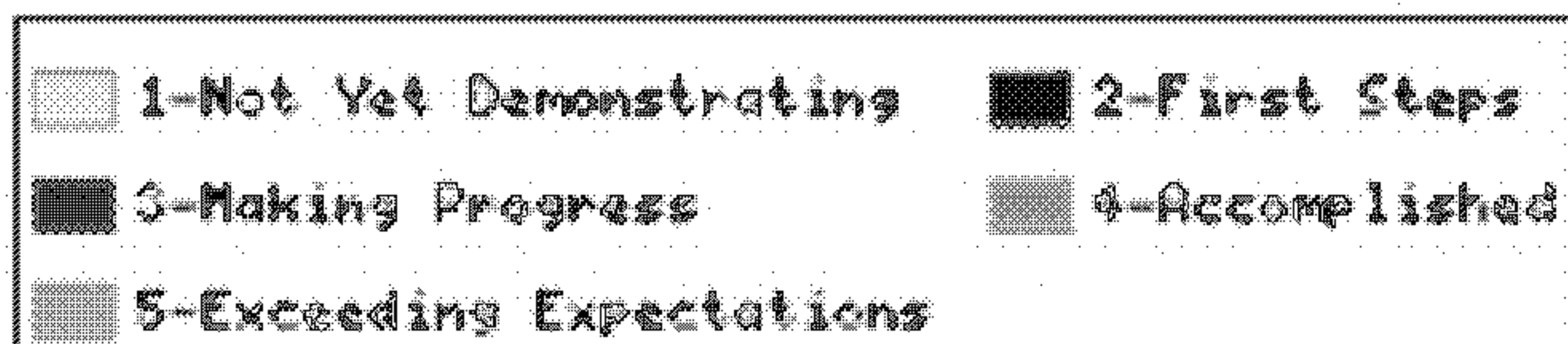
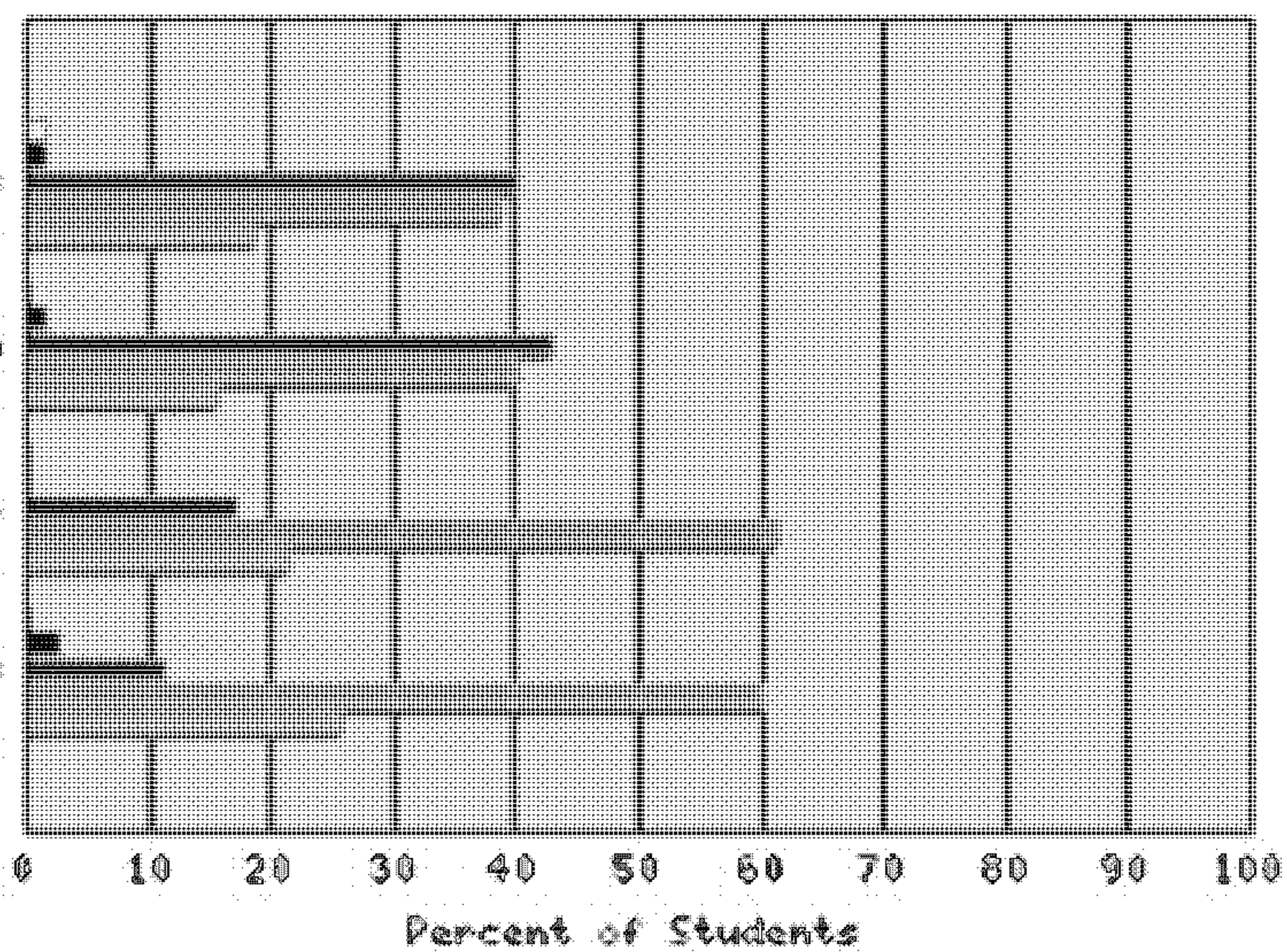
Literacy

5. Interest in books

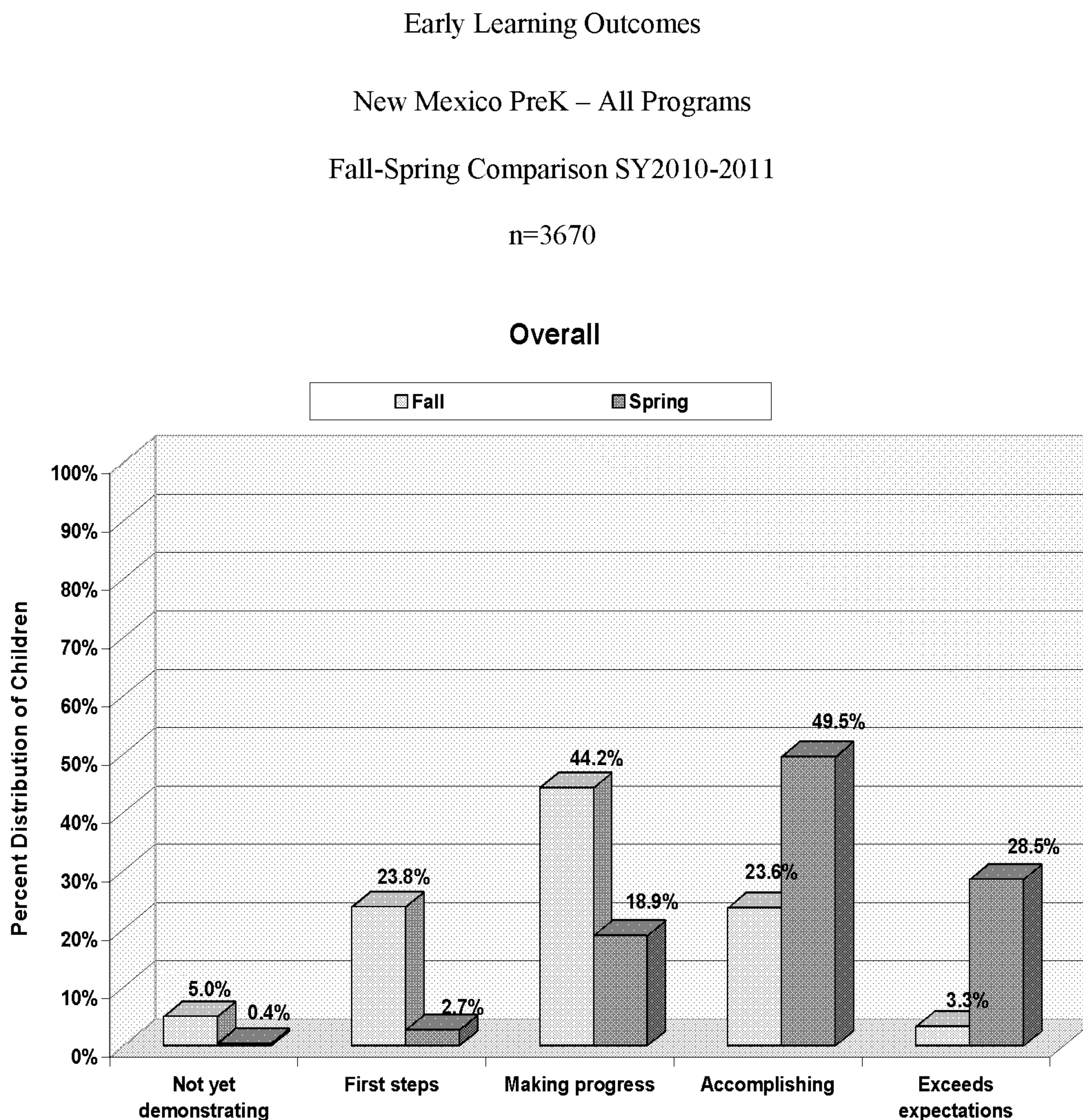
6. Reading comprehension

7. Concepts of print

8. Early writing stages



The



New Mexico Early Learning Guidelines are evidence of alignment efforts already under way to integrate the use of the assessment data to avoid duplication and to coordinate services for children. A successful outcome can already be readily seen by the use of the New Mexico PreK observations - documentation - assessment process using the *Early Learning Guidelines* being approved as one of the assessment tools used by public school programs participating in Part B Section 619 of IDEA when completing the Early Childhood Outcome (ECO) federal reporting requirement.

With the release of the newly revised Head Start Child Development/Early Learning Framework, grantees are encouraged to align their Framework to the state's Early Learning

Guidelines. In June of 2011, the New Mexico Head Start Collaboration Office convened a group of individuals from various early childhood programs, including grantee representatives for a two-day intensive resulting in the development of an alignment document.

Programs that have been involved with the AIM HIGH TQRIS are also quite familiar with the use of the Environmental Rating Scales. These have been part of the AIM HIGH criteria since 1999. Extensive training has been conducted statewide regarding the criteria included in the Environmental Rating Scales and programs have worked diligently to meet these standards.

Goal: Implement a comprehensive assessment system as an essential component of the FOCUS TQRIS to ensure statewide use by all Early Learning and Development Programs.

Assessments evaluate children's developmental and learning status, as well as program quality status. The QRIS/AIM HIGH involves the participation of all licensed childcare programs; many of these programs are also state PreK providers, so the ECE community has a foundation of experience with the assessment approaches:

Screening Measures

The FOCUS TQRIS standards require **all** programs to determine whether or not each enrolled child has an ongoing source of continuous, accessible health care and is up-to-date on a schedule of age appropriate preventive and primary health care. For children who are not up-to-date on an age appropriate schedule of well child care, the program will assist families by providing information in order to access, complete, and continue to follow the recommended schedule for health, dental (3-STAR), vision, hearing (4-STAR), and developmental screenings using the Ages and Stages Questionnaire (ASQ) (5-STAR), and ensuring appropriate referrals and services. The PreK also program requires that children be screened using the ASQ.

Formative Assessments (child assessments used to inform curriculum implementation)

The *New Mexico Early Childhood Curriculum Policy Brief* (See Appendix 9), in addition to continued use in PreK, will be used as the guide for conducting formative assessments of young children enrolled in TQRIS FOCUS Programs to ensure the implementation of high quality practices. The New Mexico curriculum and assessment practices are based on a strong foundation of research in child development and recommendations for best early educational practices. Curriculum and assessment are interwoven in an on-going process that requires

teachers to be thoughtful, know their children and families well, and understand the best ways to facilitate young children's learning experiences. The educational emphasis is on the children's developmental progress toward competence, interdependence, socialization and integration of the *Early Learning Guidelines*. Using a criterion-based approach, teachers watch and listen as children participate in activities and experiences throughout the day. They document observations for the purpose of reflection and planning as well as to assess each child's capabilities and progress. They collect portfolio documentation on the key Essential Indicators using the reporting forms contained in the *Early Learning Guidelines* in the five domain areas for infants and toddlers and the seven domain areas for preschool and kindergarten to capture tangible evidence of children's progress and growth to share with families and to help with curricular planning. The curriculum focuses on the integration of the following actions which take place on an on-going, cyclical process:

- **Planning** of activities and play experiences that are age-appropriate
- **Observation** of children in action and documentation of what they say and/or do
- **Reflections based on these observations so that teachers can assess each child's performance and individualize** curricular strategies to better meet the needs of each and every child
- **Planning** of activities and play experiences that are both age-appropriate and individually appropriate for the children in the classroom
- **Observation again** to determine children's success and needs.

Measures of Environmental Quality

The Environment Rating Scales (ERS) - 7 subscales and items using a 7-point scale with descriptors to assist in determining levels of classroom environmental quality that are based on current definitions of best practice and on research relating practice to child outcomes. This instrument will be used primarily for classroom self-assessment as well as for continuous program improvement and TQRIS evaluation purposes. Because many TQRIS centers are also PreK sites, both sectors will share ERS experiences.

Measures of Quality of Adult-Child Interactions

The Classroom Assessment Scoring System (CLASS) is an observational instrument developed to assess the quality of interactions between adults and children. CLASS

measurements are organized into three broad domains that are linked to children's cognitive development and social gains. Data from CLASS observations completed as self-assessments will be used for professional development and continuous program improvement. The Head Start program has experience with the CLASS, which can be leveraged for system integration. Results of CLASS assessments, like the others described here, become the basis for continuous quality improvement activity.

Measures of Quality -- Program Leadership, Management and Administration

The Program Administration Scale (PAS) is designed to reliably measure the leadership and management practices of center-based and school-aged care programs. It focuses exclusively on organization-wide administrative issues. The Business Administration Scale (BAS) is designed for Family Child Care Homes. It is an easy-to-use tool for measuring the overall quality of business and professional practices. Both PAS/BAS measure quality on a 7-point scale and generate a profile to guide program improvement efforts. The PAS/BAS is applicable for multiple uses – program self-improvement, technical assistance, training, and public awareness. In TQRIS the tools will be completed as self-assessments.

Professional preparation is essential to providing high quality services to children and families. Training and on-site technical assistance will be provided to support successful participation in the TQRIS FOCUS program. This will be accomplished by expanding the current Early Childhood Consultant pool – individuals with strong Early Childhood education, expertise and adult learning knowledge and skills. Early Childhood Consultants will conduct the planned sequence of training sessions required at each ascending level of the TQRIS FOCUS standards listed in the Early Childhood Educator Qualifications section. In addition, each Early Childhood Consultant will be assigned a specific number of active FOCUS programs to work with in the provision of follow-up/on-site technical assistance. Technical assistance will provide targeted and customized support to develop and strengthen knowledge application of training content and implementation of the assessment observation curriculum planning process. The Early Learning Consultants will work with the program's administrative leadership to build program capacity, support goal-related solutions and implementation strategies as outlined in the *New Mexico Early Childhood Curriculum Policy Brief* to assure appropriate administration of assessments, interpretation and use assessment data to inform and improve instruction and program services. A single cadre of trained consultants will work with child care, PreK, and

Head Start programs (rather than each program type having its own set of consultants), enhancing system integration and a coherent training/consultation approach. This cadre of trainers/consultants will work with all program types, conveying the same information to all programs.

The adoption of TQRIS FOCUS as the unifying standard in child care, PreK, Early Intervention, Head Start, and home visiting, is a significant step toward aligned systems. The common approach to program assessment (incorporating Staff Qualifications and ERS, CLASS, and PAS self-assessments), and the coordinated use of the *Early Learning Guidelines* and the observation-portfolio documentation of children's status by all program types will avoid duplication and/or conflicting assessments. The new unique identifier described in Section E and the Early Childhood database will permit verifying whether assessments have previously been completed so that a child assessment will not be duplicated. Protocols for the maximum amount of time allowed between the date of assessment and the date of data entry into the system will be developed to decrease the likelihood of duplicate assessments being completed for the same child who may be in two programs; it is important that the data system include the most timely data possible.

Systematic actions will further expand the building of a more unified approach to serving young children and their families by better sharing of resources, integrating and aligning standards and policies, and coordinating functions across all systems to produce a more seamless system of services to young children and their families. This will be accomplished by expanding the FOCUS Program to Home Visiting and Early Intervention Programs through the development of appropriate standards for each of the major TQRIS areas using the *Early Learning Guidelines* as the framework. For example, programs that entail home visits will adopt standards that include education qualifications, health promotion practices, family engagement strategies, integration of the *Early Learning Guidelines*, and assurance of fidelity to the home visiting program model being used.

Activities: Beginning with trainings at each program level in the FOCUS TQRIS, the implementation of the revised Comprehensive Assessment System will provide important program assessment tools. Child Care Inclusion Specialists and Consultants will offer trainings designed to teach the assessment of children as well as the assessment of programs (further education will be provided through Institutions of Higher Education). After the necessary

trainings have been completed, programs will begin using the Authentic Observation Documentation Curriculum Planning Process in order to report child data.

Activity	Party/Parties Responsible	0-6 months	6-12 months	Y2	Y3	Y4
Level 3 Training in Program Assessment						
ERS	Consultants		X	X	X	X
Six Hour Course	Inclusion specialists	X	X	X	X	X
Level 4 Training/Education in Program Assessment						
CLASS	Consultants		X	X	X	X
PAS	Consultants		X	X	X	X
BAS	Consultants	X	X	X	X	X
Assessment of Children and the Evaluation of programs	Institutions of Higher Ed	X	X	X	X	X
Level 3 Training/Education in Child Assessment						
Plan for effective parent teacher conferences	Consultants		X	X	X	X
Level One AODCPP* training	Consultants		X	X	X	X
Child Growth Development and Learning college course (3 credits)	Institutions of Higher ED	X	X	X	X	X
Level 4 Training in Child Assessment						
Level Two AODCPP* training	Consultants			X	X	X
Six Hour Course-Part 2	Consultants			X	X	X
Level 5 Training/Education in Child Assessment						
Level Three AODCPP* training	Consultants				X	X
ASQ and ASQ-SE	Consultants				X	X
Family and Community Partnerships college course (3 credits)	Institutions of Higher Ed	X	X	X	X	X
Healthy Safety and Nutrition college course (2 credits)	Institutions of Higher Ed	X	X	X	X	X
Program use of Comprehensive Assessment System	Administrators and teachers		X	X	X	X
Programs begin reporting child data	Administrators and teachers			X	X	X

*Authentic observation – documentation - curriculum planning process

D. A Great Early Childhood Education Workforce

Note: The total available points for (D)(1) and (D)(2) = 40. The 40 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address both selection criteria in Focused Investment Area (D), each criterion will be worth up to 20 points.

The applicant must address one or more selection criteria within Focused Investment Area (D).

(D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.

The extent to which the State has a High-Quality Plan to--

(a) Develop a common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes;

(b) Develop a common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework; and

(c) Engage postsecondary institutions and other professional development providers in aligning professional development opportunities with the State's Workforce Knowledge and Competency Framework.

Evidence for (D)(1):

- To the extent the State has developed a common, statewide Workforce Knowledge and Competency Framework that meets the elements in criterion (D)(1), submit:
 - The Workforce Knowledge and Competencies;
 - Documentation that the State's Workforce Knowledge and Competency Framework addresses the elements outlined in the definition of Workforce Knowledge and Competency Framework in Definitions (section III) and is designed to promote children's learning and development and improve outcomes.

History: New Mexico has developed its Workforce Knowledge and Competency Framework over the past 19 years. In 1992, the first statewide early care and education stakeholder meeting was held to establish a professional development system in New Mexico. This initial meeting established the foundation for the subsequent implementation of this professional development system, a system that would later become the standard for all systems that serve children and their families, including Head Start, public school through grade 3, PreK, and child care. Developments have been guided by the Early Childhood Higher Education Task Force since its inception in 1995 as a standing committee of the governor-appointed Child Development Board.

Important hallmarks of this system include the fact that it is competency-based, universal, fully articulated and equitably available statewide.

Accomplishment 1: Common Core Competencies. In 1994 the New Mexico Department of Education adopted a competency-based inclusive license in early childhood care, education, and family support, birth through grade three. Committed to the diversity of the state, the competencies were built with the expectation that early childhood educators understand and meet the needs of all children and their families, including those who are low-income, English-language learners, and children with disabilities and/or developmental delays. The license was based on seven core competency areas:

- 1) **Child Growth, Development and Learning:** Use knowledge of child development to plan meaningful experiences and activities that promote physical, motor, social, emotional, language, and cognitive development.
- 2) **Health, Safety & Nutrition:** Establish and maintain an environment that ensures children's safety and healthy development, good nutrition, safe surroundings and practices, and the building of self-confidence and competence.
- 3) **Family and Community Collaboration:** Develop positive and productive relationships with families and community members.
- 4) **Developmentally Appropriate Content:** Implement a program that is age appropriate, individually appropriate, linguistically appropriate, and culturally appropriate.
- 5) **Learning Environment and Curriculum Implementation:** Provide meaningful, child involving, stimulating, active learning activities for children that advance all areas of development.
- 6) **Assessment of Children and Evaluation of Programs:** Engage in on-going program assessment to maintain high quality and observe children's behavior to plan and individualize teaching and learning practices.
- 7) **Professionalism:** Demonstrate understanding of the early childhood profession and implement best practices through continued learning and study.

These competencies are now codified in *New Mexico Common Core Content and Competencies: Early Childhood Educator* (see Appendix 12).

The process of developing agreed-upon competencies created an unprecedented

relationship between faculty of two-year and four-year institutions of higher education. The faculty researched all the competencies that had been developed at that time and reviewed program standards. They also gathered position descriptions from a wide variety of programs to ensure that students would possess the necessary skills upon graduation. The common core competencies also become content standards since the competencies became the basis for the content of early childhood courses offered at all New Mexico institutions of higher education. The common core content/competencies described in detail the minimum expected level of competence for individuals at three levels: entry level, associate, and bachelor's degree. At each level, coursework content was based on the same set of competencies. The indicators of competence represented an increasing depth and sophistication of knowledge and understanding. Each academic level (entry level, AA, BA) represented New Mexico's profession development system for early care, education and family support.

The core competencies and representative coursework at the AA level "fit" into the coursework required for the BA – and most importantly, everything counted! Each level of competence (entry level, AA, BA) also represented a corresponding state-issued certification or licensure. Thus, the 45-Hour Entry Level course content is based on the entry level content/competencies and completion of the course resulted in achieving the state-issued 45-Hour Entry Level Course certificate. As an educator continued on the academic pathway, the successful completion of AA coursework automatically matriculated into a BA degree program, where the coursework was based on the same spiraling competencies.

After the core competencies were first established, each institution developed corresponding coursework on their own. Therefore, even though they were all based on the same agreed-upon competencies, the coursework at each institution was different. At that time, challenges emerged due a lack of statewide common course numbers, titles, and content. Even though students were able to articulate from an AA to a BA program, it was nearly impossible to transfer credit horizontally – from institution to institution prior to the completion of a degree.

Accomplishment 2: Articulation. After a frustrating attempt to articulate coursework through a professional portfolio process, the Task Force determined that legislation was needed to ensure that articulation would be universal and sustainable. A partnership was established with the New Mexico Association of Community Colleges and articulation legislation was

passed in the late '90s. The legislation mandated that all four-year institutions accept students from two-year institutions as juniors if they held a transcript with an approved vocational transfer module. Nursing, engineering and business administration quickly followed early childhood's lead in creating an approved vocational transfer module.

Transfer modules included common general education courses as well as vocational/early childhood courses required for an AA degree that would be transferable among institutions and applicable to requirements for completion of a BA degree in Early Childhood Education. Eighteen of the twenty-one postsecondary institutions now have approved programs based on the current competencies/indicators and recommended syllabi.

Accomplishment 3: A Universal Curriculum of Teacher Preparation. New Mexico's goal was to have a professional development system inclusive of all systems and programs serving children from birth through the third grade. Considering that the education process often follows a nonlinear trajectory, the term "career lattice" was introduced to describe the movement of professionals in our field. The career lattice is a process by which individuals can enter at any point in their academic progress as professionals and are able to work in a number of different systems (child care, Head Start and public schools) as they progress from level to level.

The special features of New Mexico's career lattice are the following:

- Individuals can enter the career lattice at any point in their growth and development as professionals. Depending on their professional aspirations, individuals may remain where they are or pursue multiple opportunities for their future professional development.
- Professional preparation and corresponding certification and licensure within the career lattice are recognized by a number of different systems, enabling individuals to move between systems.
- Each level of certification and/or licensure is based upon study that builds upon and increases skills and knowledge in the same competency areas. As a result, all professional preparation "counts" toward work at the next level.
- All personnel build upon the same core content with the opportunity to pursue areas of concentration.

Guided by findings in the Cost, Quality and Child Outcomes Study Report, (1995) which identified weaknesses in the professional preparation of the ECE workforce, New Mexico

expanded the career lattice to increase the knowledge and stability of the professional workforce. Data was gathered via focus groups and meetings with key stakeholders statewide including Head Start, proprietary childcare, home visiting programs, and government agencies. Based on the data gathered, two areas of specialization emerged: administration/leadership; and families, infants, and toddlers. New competencies were developed based on national standards modified to represent the local needs of New Mexicans.

AA degree-granting institutions were required to revise all existing coursework to ensure competencies were addressed and assessed adequately. Although the common core content was agreed upon, most AA programs had to increase content knowledge and preparation of teachers serving kindergarten through the early primary grades and skills working with children with diverse abilities. The Task Force became the review panel, approving each AA degree program's syllabi and program of study.

One excellent outcome of this process was the development of a universal curriculum for early childhood teacher preparation to ensure a highly qualified workforce to serve all children and families. The Task Force worked collaboratively for several years to complete this process. The result is that all early childhood Associate and Bachelor degree programs follow agreed upon syllabi templates that include common core competencies with common identified indicators as required by the New Mexico Early Childhood Teacher's License. This is now referred to as the universal catalogue of courses. Syllabi include suggested textbooks, activities, and practicum guidelines to ensure all degree programs meet the requirements of preparation. This is presented in the *New Mexico Universal Catalog of Courses for Early Care, Education, and Family Support* (See Appendix 13).

Accomplishment 4: An Aligned, Inclusive Professional Development System. With the creation of a universal catalogue of courses, the next step was to determine if the professional development system was meeting the needs of the entire early care, education and family support workforce. The assessment began in 2005 with a review of the existing licensure competencies to determine their congruence with the trends and issues found in the current research literature, as well as to compare the national trends and issues with those occurring in New Mexico to best improve professional preparation of early childhood personnel. For example, the infant mental health field had grown considerably and the Task Force felt that the competencies and

coursework didn't adequately reflect new research in the area of infants and toddlers.

According to NAEYC Initial Licensure Standards (2008), as well as other standards (Head Start, NM PreK Standards), licensed early childhood professionals should have a broad knowledge of development and learning across the birth–age 8 range, i.e. should be familiar with appropriate curriculum and assessment approaches across that age span, and should have in-depth knowledge and skills in at least two of the three age ranges 0-3, 3-5 and ages 5- 8. These skills and knowledge are needed to develop appropriate and high quality curriculum, as well as meet the needs of all children, including those with developmental delays and disabilities.

Aware of the specific challenges faced by licensure programs, i.e. not all students are adequately prepared in the critical content or subject areas needed to build their academic success, as well as the inadequate attention given to children's critical early years, especially the birth–age 3 period, a survey of stakeholders was conducted in 2007 to assess the teacher preparation needs of early care and education. In addition, a statewide retreat was held with representatives from public schools, Head Start, Early Head Start, private for-profit and non-profit child care programs, New Mexico Association for the Education of Young Children, Department of Health – early intervention programs, Department of Children Youth and Families, the Public Education Department, and Higher Education faculty to compare the needs of New Mexico with the known challenges faced by licensure programs. The discussion addressed: 1) the need for hiring qualified teaching staff in K-3rd grades that meet NCLB requirements—specifically, more preparation in the content fields; 2) the growing hope in New Mexico for offering families more infant and toddler home-based and center-based programs with trained early care and education professionals; 3) the need for more trained early interventionists; 4) New Mexico PreK programs that want teachers with specialized knowledge to best prepare children for kindergarten and preschool; and 5) the need for administrators to expand their understanding of the diverse needs of the children and families they serve.

Based on the review of the literature, the survey, and the outcomes of the stakeholders' retreat, it was recommended to divide the current Early Childhood License, Birth through Grade 3, into two separate licenses with new competencies in order to adequately train teacher candidates in the critical content or subject areas needed to build children's social and academic success. The development of two licenses would best prepare teacher candidates in a specific age

range: (a) birth through age 4 and; (b) age 3 through grade 3. To move this recommendation forward, representatives from the New Mexico Higher Education Task Force held a series of meetings with various committees including the Professional Practices and Standards Council and the Public Education Department's Teacher Licensure Bureau.

Another result of this process was that the early care and education workforce would now be built upon the same core content whether serving in a childcare center, a public school, Head Start, special education, or early intervention.

New Mexico's updated early childhood career lattice will be truly inclusive of our workforce needs and better include administrators, home visitors and early interventionists. The competency framework is complete with three career pathways: 1) early childhood educator with licensure (birth-4 yrs or age 3-third grade); 2) early childhood program administration, and; 3) family, infant, toddler (FIT) . Early childhood program administration and family infant toddler studies certification will be issued by the Office of Child Development within the CYFD. All career pathways will be available at the AA level and will fully articulate into Bachelor Degrees

The Early Childhood Higher Education Task Force began in 1995 with the determination to develop a high quality early care, education and family support workforce in New Mexico. With the guidance of many agencies and stakeholders, there is now a fully articulated universal curriculum for workforce preparation with a universal catalogue of courses, common course titles and common content for all institutions of higher education.

Today, the levels of the career lattice are as follows:

- 45-Hour Entry Level Course – a basic course that introduces the seven areas of competency at the awareness level. The certification of completion is awarded by the Office of Child Development, CYFD.
- New Mexico Child Development Certificate - available in two areas of specialization: Infant/Toddler or Preschool. This Certificate is equivalent to a CDA and is approved by the federal Office of Head Start. The certificate of completion is awarded by the Office of Child Development, CYFD.
- 1-Year Vocational Certificate –earned after completion of 29 credits in early childhood education, completion of the early childhood “vocational” courses within an approved associate degree program. The certificate of completion is awarded by the Office of Child

Development, CYFD.

- Associate Degree – consisting of approximately 65 credits, including both early childhood content (29 credits) and general education content (approximately 35 credits). The degree is awarded by the institution, and the certificate of completion is awarded by the Office of Child Development, CYFD.
- Bachelor’s Degree Licensure Option – a four-year program consisting of approximately 128 credits, available at four-year institutions. Approved Bachelor’s degree programs lead to the New Mexico Early Childhood License: Birth through Age Four, or Age Three through Grade 3. The degree is issued by the institution and the License is awarded by the New Mexico Public Education Department.
- Bachelor’s Degree Non-Licensure Option - a four-year program consisting of approximately 128 credits, available at four-year institutions. Approved Bachelor’s degree programs lead to a certificate issued by the Office of Child Development, CYFD in Birth through Age Four, or Age Three through Grade 3, or Early Childhood Program Administration, or Family, Infant and Toddler Studies (FIT).
- Master’s Degree – consisting of 36 to 42 hours of graduate work in early childhood and related areas, available at graduate universities.
- Doctoral Degree – consisting of 66 to 72 hours of graduate work in early childhood education or related areas and additional degree completion requirements (comprehensive exam, doctoral dissertation, etc.).

**Levels of Certification and Licensure for New Mexico’s
Early Care, Education and Family Support Professionals**

**EVELS OF
CERTIFICATION
AND LICENSURE:**

certificates issued by
the Office of Child
development/CYFD,
each licenses
issued by the Public
education
department

45 – Hour Entry Level Course

Seek advisement and talk with early childhood faculty
Choose a Pathway & Plan General Education Coursework

Associate Degree/Lower Division Professional Pathways

<p>45-Hour Entry Level Certificate</p> <p>NM Child Development Certificate (state-issued equivalent to the CDA)</p> <ul style="list-style-type: none"> • Infant Toddler • Preschool <p>Vocational Certificate Associate Degree Certificate</p> <p><i>Issued in these 3 areas}</i></p> <p>Bachelor's Degree Certificates:</p> <p>Early Childhood Education: Birth-Age 4</p> <p>Early Childhood Program Administrator</p> <p>Family Infant Toddler Specialist</p> <p>Early Childhood Teacher License: Birth through Age Eight</p> <ul style="list-style-type: none"> • Birth - Age 4 • Age 3 - Grade 3 <p>Professional Certificate in Family, Infant Toddler Studies</p>	Common Core Early Childhood Coursework			
	Early Childhood Educator	Early Childhood Program Administrator	Family, Infant Toddler Specialist	
	Continue Pathway & Plan Electives/Licensure Endorsement			
	Bachelor's Degree Professional Pathways			
	Common Core Early Childhood Coursework			
	Early Childhood Educator Birth - Age 4	Early Childhood Educator Age 3 - Age 8	Early Childhood Program Administrator	Family, Infant Toddler Specialist
	Continue Pathway & Plan Electives/Licensure Endorsement			
	Bachelor's Degree Professional Pathways			
	Common Core Early Childhood Coursework			
	Early Childhood Educator Birth - Age 4	Early Childhood Educator Age 3 - Age 8	Early Childhood Program Administrator	Family, Infant Toddler Specialist

(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

The extent to which the State has a High-Quality Plan to improve the effectiveness and retention of Early Childhood Educators who work with Children with High Needs, with the goal of improving child outcomes by--

(a) Providing and expanding access to effective professional development opportunities that are aligned with the State's Workforce Knowledge and Competency Framework;

(b) Implementing policies and incentives (*e.g.*, scholarships, compensation and wage supplements, tiered reimbursement rates, other financial incentives, management opportunities) that promote professional improvement and career advancement along an articulated career pathway that is aligned with the Workforce Knowledge and Competency Framework, and that are designed to increase retention;

(c) Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention; and

(d) Setting ambitious yet achievable targets for--

(1) Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework; and

(2) Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Currently New Mexico has one Early Childhood Education degree pathway. In order to better meet the needs of the entire early care, education, and family support workforce, the professional development system will be expanded in the near future. The current Early Childhood Education Teacher License, Birth to Grade 3, will become two separate licenses in 2014 with new competencies to adequately prepare teacher candidates in the critical content or subject matter areas. The two licenses will better prepare teachers in a specific age range: (a) birth through age 4 and; (b) age 3 through Grade 3. In addition, New Mexico has identified a need for more preparation in content fields. A competency framework has been completed for three degree pathways: 1) early childhood educator with licensure (Birth through age 4 or age 3 through Grade 3); 2) early childhood program administration, and; 3) family, infant and toddler studies.

Upon approval from post-secondary institutions, all pathways will be available at the AA level and fully articulated into Bachelor Degrees to a statewide certificate or teaching license. This expansion is truly inclusive of our workforce needs and better includes program administrators, home visitors, and early interventionists.

Two other professional development opportunities have emerged in New Mexico that are important to mention here:

Infant Mental Health Endorsement: New Mexico established an Infant Mental Health Plan in 2002 and created a New Mexico Infant Mental Health Association shortly after. The Infant Mental Health Association provides training statewide and issues a competency-based Endorsement for individuals working with young children and their families. The competencies from this Endorsement process have been integrated into the Family Infant Toddler Studies career pathway coursework. This will enable students in that career pathway to gain their degree, state-issued certification and endorsement.

Mind in the Making: New Mexico has been fortunate to be considered a “Mind in the Making State”. New Mexico has participated in the piloting and development of extraordinary professional development materials regarding children’s learning. The Family Development Program at the University of New Mexico has provided training to early childhood program staff statewide and are supporting higher education faculty to integrate Mind in the Making modules into coursework.

**New Mexico’s Professional Pathways for
Early Care, Education and Family Support Certification and Licensure
Universal Catalogue of Courses**

Foundational Level Associate Degree/Lower Division Courses – Prerequisites for Upper Division Courses Common Core Courses					
Professionalism (2 credits)	Child Growth, Development, & Learning (3 credits)	Health, Safety & Nutrition (2 credits)	Family & Community Collaboration (3 credits)	Guiding Young Children (3 credits)	Assessment of Children & Evaluation of Programs (3 credits- EC SPED/ECED)
Early Childhood Teacher --Birth-Grade 3		Early Childhood Program Administration		Family Infant Toddler Studies	
Introduction to Language, Literacy & Reading (3 credits)		Program Management I (3 credits)		Infant-Toddler Growth, Development & Learning (3 credits)	
Curriculum Development through Play- Birth through Age 4 (3 credits)		Effective Program Development for Diverse Learners and Their Families (3 credits)		Practicum (2 credits)	
		Practicum (2 credits)		Caregiving for Infants and Toddlers	

Practicum (Birth through Age 4) (2 credits)	Professional Relationships (3 credits)	(3 credits)
Curriculum Development & Implementation (3 credits)	Practicum (2 credits)	Family, Infant Toddler Professionals, Families & Communities (3 credits)
Practicum (Age 3 through Grade 3) (2 credits)		Practicum (2 credits)
Early Childhood Transfer Module: 29 Early Childhood Credits plus 35 General Education Credits		

Upper Division Courses Bachelor's Degree Common Core Courses			
Research in Child Growth, Development & Learning (3 credits)		Family, Language and Culture (3 credits)	Young Children with Diverse Abilities (3 credits - EC SPED/ECED)
Early Childhood Teacher Licensure		Early Childhood Program Administration	Family, Infant Toddler Studies (Early Intervention & Home Visiting)
Concentration: Birth through Age 4 Advanced Caregiving for Infants & Toddlers (3 credits) Emergent Literacy (3 credits) Integrated Curriculum- Birth through Age 4 (4 credits) Practicum (2 credits) <hr/> Licensure Option: Student Teaching (9 credits) Seminar (3 credits) Non-Licensure Option: Related Electives (12 credits)	Concentration: Age 3 through Grade 3 The Integrated Early Childhood Teaching & Learning Series: Teaching & Learning Math and Science (4 credits) Teaching & Learning Reading and Writing (3 credits) Teaching & Learning Social Studies, Fine Arts and Movement (3 credits) Teaching & Learning Practicum (2 credits) Student Teaching & Seminar (12 credits)	Assessment, Curriculum Development & Program Evaluation: Advanced Program Management (4 credits) Practicum (2 credits) Professional Leadership (3 credits) Internship (6 credits) Related Electives (9 credits)	Advanced Knowledge & Practical Application (Strategies and Techniques to Support Early Learning) (3 credits-EC SPED/ECED) Practicum (2 credits) Infant and Toddler Assessment & Evaluation (3 credits – EC SPED/ECED) Practicum (1 credit) Internship (8 credits) Reflective Practice Seminar (1 credit) Related Electives (6 credits)

The revised TQRIS FOCUS increases the requirements for credit-bearing education at STAR LEVELS 3, 4, and 5 (compared to the previous AIM HIGH rating system). New Mexico recognizes the need to professionalize the workforce with requirements and supports for obtaining formal education. With the revised three pathways, early childhood teachers, as well as program administrators and home visitors, will have access to fully relevant coursework. The revised FOCUS TQRIS will require all site directors, and at least one teacher per classroom, to complete four early childhood courses (totaling 11 credit hours) to achieve the highest level of quality. Completion of the courses will allow for application to the Office of Child Development for the New Mexico Child Development Certificate – a state-awarded certificate that is equivalent to the CDA credential.

New Mexico is one of 21 states that offer T.E.A.C.H. scholarships through a national program operated by Child Care Services Association in Chapel Hill, North Carolina. The T.E.A.C.H. scholarships are a project of the New Mexico Association for the Education of Young Children (NMAEYC). A strong collaborative partnership has been established with NMAEYC in implementing incentives such as scholarships and compensation that promote professional improvement and career advancement. This partnership has resulted in NMAEYC being able to leverage 44% in other funds for teacher education from foundations, municipalities, and private contributions. T.E.A.C.H. is designed for early childhood educators already working in early care and education centers, family child care homes, Head Start/Early Head Start programs and New Mexico PreK sites. T.E.A.C.H. scholars are pursuing Associate, Bachelors, and Master degrees in Early Childhood Education while working. The number of scholarships has been increasing each year since T.E.A.C.H. was established in New Mexico in 2004. In 2010 there were 746 scholars who received financial support to pay for college level courses, books and travel, and paid release time from work. Funds will be allocated to offer approximately 588 additional T.E.A.C.H. scholarships during the grant period. Early Childhood Educators who are completing the four required courses in the revised FOCUS TQRIS will be given priority for the T.E.A.C.H. scholarships.

Publicly reporting aggregated data on Early Childhood Educator development and retention - accurately reflecting the status of the workforce and the capacity of the state training and education system to deliver certified and/or degreed personnel - is important for both accountability and planning. Currently, there is no single site where Early Educator information can be accessed across extended periods of time or from the various institutions of higher education. One of the few sources of information currently is the database at the University of New Mexico's continuing education office. In addition, the Office of Child Development compiles data for its child development certificate courses. New Mexican institutions of higher education limited data to the current and previous academic years only, with cumulative statistics unavailable.

The State of New Mexico currently contracts with the University of New Mexico's Division of Continuing Education to operate the NewMexicoKids.org website. This website includes a professional development page offering information and links that indicate which Early Childhood courses are required and offered among the different institutions of Higher

Education. This site also provides information about the entrance and registration requirements for the various programs and classes.

As part of our reform agenda, we will utilize the NewMexicoKids.org website for publicly reporting aggregated data on early childhood educators. This website will be expanded to provide institutions with a centralized source of information as well as a location where the data related to early childhood educators can be entered. The expansion of the website will allow institutions to enter data on both a yearly and a cumulative basis by providing them with a place to enter the number of students enrolled in an early childhood degree course, keep track of the students who have declared the degree as their major, and record the number of degree holders in the early childhood programs. The intention is that all education received from 2 and 4 year institutions by early childhood faculty would be officially documented, catalogued, and provided as data for public reporting and planning. The NewMexicoKids.org website will serve as the platform through which this aim is achieved.

The data system expansion described in Section E includes development of a Registry database of demographic information and educational attainment of early childhood practitioners. This will facilitate verification of TQRIS Staff Qualifications requirements, and provide an up-to-date workforce report critical for analysis and planning for additional professional development activities. The FOCUS consultants may assist center directors to collect staff educational documents for entry into that database.

Goal: Increase the number of postsecondary institutions and professional development providers that are aligned to the state's Workforce Knowledge and Competency Framework.

Currently, all of the four year universities in New Mexico which offer early childhood education degree programs are aligned with the state's current Work Force Knowledge and Competency Framework, with 13 of 16 (81%) of the institutions that offer an Associate's Degree aligned with the framework. Therefore, New Mexico already has a very high level of programs that are aligned with the framework. Our goal under our reform agenda is for 100% of programs to be aligned. Our plan is to have the remaining three programs aligned with the framework by the end of year two of the grant period. In year one we will request that the three remaining programs begin the alignment process. They will then be required to present their plan of study to the Early Childhood Higher Education Taskforce for approval in order to ensure that they are following all of the competencies and the recommended syllabi.

Goal: Increase the number of Early Childhood educators who are progressing to higher levels of credentialing which align with the Work Force Knowledge and Competency Framework.

- 1) Based on current enrollment trends, New Mexico Institutions of Higher Education have recently projected a 3-10% annual increase in enrollment each year system wide. Our goal is to have a 5% increase in the enrollment of Early Childhood Educators each year in order to continue raising the quality of New Mexico's Early Childhood workforce. Our strategy for achieving this goal is the increase in the number of T.E.A.C.H. scholarships described in the previous section.
- 2) Increase the number of faculty who receive a Master's degree in Early Childhood Education.

Adjunct faculty at New Mexico institutions of higher education need the best training, skills, and information in order to prepare highly qualified early childhood educators for the workforce. Even doctoral level faculty members need re-training and information about the best practice, research based approaches that serve early childhood teachers well, especially those in the public system who work with large numbers of high need children and need excellent preparation and specialized early childhood and culturally sensitive classroom skills. We plan to offer a specialized course of study for a Cohort of 25 selected professionals over a two-year period, consisting of 18 Masters-level credits in early childhood education. The coursework will be focused entirely on the developmental interaction (Bank Street) approach. This developmental interaction approach has been adopted as the New Mexico early learning curricular approach, so it is important that college-level instructors be well-trained in it. Coursework will be delivered in a mixed format including both face-to-face instruction and online instruction. The institution offering these courses will work closely with New Mexico State University to ensure that all 18 credits will articulate into a Master's degree in Curriculum and Instruction with specialization in Early Childhood Education, and/or an early childhood doctoral degree program. Students will be selected and recommended to the program based on criteria to be determined collaboratively by the Children, Youth and Families Department, the University of New Mexico and the institution offering the coursework. The institution offering these courses will be selected through an national RFP process. Students in the Cohort will be required to commit to the full 2-years and 18 credits of the program, and will be obligated to give back by continuing to work as college instructors or in other comparable roles for 2 years following completion of the coursework.

Activity	0 - 6 months	6 months – 1 year	Year 2	Year 3	Year 4
Print & distribute Common Core Content, Recommended Syllabi for Early Childhood Educator Degree pathway	X				
Print and distribute Career Lattice/Transfer Module brochure	X				
Obtain approval for Early Childhood Educator degree pathway from the Professional Practices and Standards Council	X				
Print and distribute Recommended syllabi for Early Childhood Program Administration degree pathway		X			
Complete pilot courses for AA level and BA level Family, Infant Toddler Studies		X			
Print and distribute Recommended Syllabi for Family, Infant Toddler Studies degree pathway		X			
Obtain postsecondary institutional approval for Early Childhood Educator, Early Childhood Program Administration, and Family, Infant and Toddler Studies degree programs		X			
Complete process for re-approval of each AA degree programs syllabi and program of study to insure articulation plans		X	X	X	
Contract with NMSU to reinstate P.L.A.C.E. for PLA option			X		
Contract with NMAEYC for T.E.A.C.H. scholarships		X	X	X	X
Plan for a Faculty Institute that focuses on the Early Learning Guidelines and the observation – documentation – curriculum planning process		X	X	X	X
Implement an 18-credit Master’s level cohort regarding the developmental interaction approach to increase capacity of adjunct instructors		X	X	X	X
Contract with the UNM Center for Development and Disability to provide training regarding Infant Mental Health and support the Endorsement of early childhood professionals and faculty		X	X	X	X
Contract with the UNM Family Development Program to Certify Trainers in Mind in the Making and provide training to higher education faculty		X	X	X	X

Establish and operate a practitioner database (Registry)		X	X	X	X
Expand NM Kids website to publicly report aggregated data on early childhood educator advancement	X				

Performance Measures for (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework					
	Baseline (Today)	Target - end of calendar year 2012	Target - end of calendar year 2013	Target - end of calendar year 2014	Target – end of calendar year 2015
Total number of “aligned” institutions and providers	18/21 post secondary institutions	18	20	21	21
Total number of Early Childhood Educators credentialed by an “aligned” institution or provider	258 Early Childhood Educators receiving a degree in the past academic year. Cumulative data is not available.	350	445	542	684
<p><i>[Please indicate whether baseline data are actual or estimated and describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice. If baseline data are not currently available please describe in your High-Quality Plan in your narrative how and when you will have baseline data available.]</i></p> <p>Baseline data is actual. The number of postsecondary institutions includes main campuses and branch campuses.</p>					

Performance Measures for (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>									
	Baseline (Today)		Target- end of calendar year 2012		Target- end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
	#	%	#	%	#	%	#	%	#	%
Credential Type 1 <i>Specify: 45-Hour Entry Level Course *</i>	17,081	25%	18,000	25%	19000	25%	20000	25%	21000	25%
Credential Type 2 <i>Specify: New Mexico Child Development Certificate</i>	84	.005%	120	.008%	200	.013%	280	.018%	350	.023%
Credential Type 3 <i>Specify: Vocational Certificate</i>	125	.008%	145	.009%	155	.010%	165	.011%	175	.012%
Credential Type 4 <i>Specify: Associate Degree/Certificate (Early Childhood Educator)</i>	177	.011%	200	.013%	215	.014%	230	.015%	250	.016%
Credential Type 5 <i>Specify: Associate Degree/Certificate (Early Childhood Program Administration)**</i>	0	0%	0	0%	0	0%	5	.005%	10	.011%
Credential Type 6 <i>Specify: Associate Degree/Certificate (Family, Infant Toddler Studies)*8</i>	0	0%	0	0%	0	0%	7	.020%	12	.034%
Credential Type 7 <i>Specify: Bachelor's Degree (Early Childhood Educator)</i>	81	.005%	150	.010%	230	.015%	300	.020%	400	.026%
Credential Type 8 <i>Specify: Bachelor's Degree (Early Childhood Program Administrator)**</i>	0	0%	0	0%	0	0%	0	0%	5	.005%
Credential Type 9 <i>Specify: Bachelor's</i>	0	0%	0	0%	0	0%	0	0%	7	.020%

Performance Measures for (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>									
	Baseline (Today)		Target- end of calendar year 2012		Target- end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
	#	%	#	%	#	%	#	%	#	%
Degree (Family Infant Toddler Studies)										%
Development Specialist Certificate	525	100 %	525	100 %	525	100 %	525	100 %	525	100 %
Infant Mental Health Endorsement	54	.010 %	65	.011 %	75	.012 %	85	.013 %	95	.014 %
<p><i>Include a row for each credential in the State's proposed progression of credentials, customize the labeling of the credentials, and indicate the highest and lowest credential.</i></p> <p><i>[Please indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information.]</i></p> <p>The Baseline data is actual. The Target data is estimated based on trends.</p> <p>* Percentage based on The Child Care Workforce in New Mexico study. 2010. Other percentages are based on an estimate of 15,000 Early Childhood Educators currently working in Early Childhood Education Programs.</p> <p>** The degree programs will not be available until the 2013/2014 academic year.</p>										

E. Measuring Outcomes and Progress

Note: The total available points for (E)(1) and (E)(2) = 40. The 40 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address both selection criteria in Focused Investment Area (E), each criterion will be worth up to 20 points.

The applicant must address one or more selection criteria within Focused Investment Area (E).

(E)(1) Understanding the status of children's learning and development at kindergarten entry.

The extent to which the State has a High-Quality Plan to implement, independently or as part of a cross-State consortium, a common, statewide Kindergarten Entry Assessment that informs instruction and services in the early elementary grades and that--

(a) Is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness;

(b) Is valid, reliable, and appropriate for the target population and for the purpose for which it will be used, including for English learners and children with disabilities;

(c) Is administered beginning no later than the start of school year 2014-2015 to children entering a public school kindergarten; States may propose a phased implementation plan that forms the basis for broader statewide implementation;

(d) Is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data System, as permitted under and consistent with the requirements of Federal, State, and local privacy laws; and

(e) Is funded, in significant part, with Federal or State resources other than those available under this grant, (*e.g.*, with funds available under section 6111 or 6112 of the ESEA).

Kindergarten is often the first time a child enters a formal educational setting. New Mexico is committed to ensuring that all Kindergarten students are provided with every opportunity for success in school. New Mexico has approximately 330,000 K – 12 students, of which 57% are Hispanic and 11% are Native American. It is of utmost importance that the State support students before they enter kindergarten but for those with no preparation for school, that they receive support as soon as they enter kindergarten.

New Mexico took the first step in meeting this commitment when the State began to phase in full day kindergarten programs. Legislation passed and signed into law in 2000 required that the State adopt rules for the development and implementation of full-day kindergarten programs, the use of age-appropriate assessments to determine the placement of children at the

proper instructional level, and that the State monitor full-day kindergarten programs to ensure that all children were being served. Over the course of 5 academic years – from 2000-2001 to 2004-2005 – New Mexico phased in full-day kindergarten. This approach allowed us to ensure that programs were phased fully and with fidelity. As New Mexico prepares to implement a universal Kindergarten Entry Assessment, we will utilize a phased implementation plan.

Additionally, in 2007 New Mexico passed the K3+ Program and began implementation. The purpose of K3+ is to extend the school year for kindergarten through third grade by up to two months for participating students to measure the effect of additional time on literacy, numeric and social skills development. This program, combined with our full-day kindergarten program clearly shows that New Mexico has a strong history of supporting young learners.

In past years, New Mexico kindergarten programs administered the DIBELS assessment to all Kindergarten students. While DIBELS was a beneficial tool in that it was easy to administer and yielded actionable data, the assessment was limited in terms of its scope. As New Mexico prepares to implement a Kindergarten Entry Assessment, the state will ensure that the tool used assesses all the essential domains of a child's school readiness. Those domains are:

- Language and literacy development;
- Cognition and general knowledge;
- Approaches towards learning;
- Physical well-being and development; and
- Social and Emotional development.

While all domains will be evaluated, there will be emphasis placed on the domains of language and literacy development and cognition and general knowledge. The emphasis placed on early literacy and mathematics is consistent and aligned with the Public Education Department's (PED) *Ready for Success* initiative outlined in the agency's Strategic Plan (see Appendix 15 for the full Strategic Plan). The *Ready for Success* initiative was developed under the premise that early intervention for the youngest learners in elementary school is critical to life-long success.

It is important to note that at no time will the Kindergarten Entry Assessment be used to make accountability determinations for students, teachers or schools. Assessments that are formative in nature are designed to provide teachers with actionable data that can be used to

support student learning. Once a formative assessment has stakes attached, it loses its validity as a tool to truly drive instruction.

In determining which assessment tool would be most appropriate for all kindergarten students, New Mexico determined that at the highest level, any assessment tool must:

- Fully align with to the state’s Early Learning Guidelines:
New Mexico’s Early Learning Guidelines have laid a foundation upon which the state intends to build. The Guidelines are aligned to the five domains of school readiness set forth in this application, and additionally, are aligned to the current New Mexico content standards. An initial crosswalk of the Common Core State Standards (which New Mexico adopted in October 2010) showed strong alignment to the Early Learning Guidelines. Currently, an external alignment of the New Mexico content standards and Early Learning Guidelines is being completed. This alignment will be used to support the vertical integration of Early Learning and Development Programs to the expectations we have for our kindergarten students.
- Be culturally and linguistically sensitive to the needs of our student population:
New Mexico’s diversity is also our greatest strength. Any Kindergarten Entry Assessment must be appropriate for use with our diverse student population, have culturally sensitive content and be able to accurately gauge a student’s current progress in each of the domains.
- Be holistic in terms of the domains of school readiness it assesses:
While New Mexico intends to place a command focus on early literacy and math skills, the state recognizes and is committed to implementing an assessment instrument that provides a complete picture of kindergarteners as young learners. Too often, young students are inaccurately thought to have learning difficulties, when in actuality, they are immature in their social development. Providing precise data on each domain will help to ensure that each student’s unique learning need(s) are met.
- Provide teachers with actionable data they can align instruction to:
Assessments are only as powerful as they data they yield. By implementing a tool that directly aligns to and correlates with not only academic standards, but also developmental expectations, will allow teachers to differentiate instruction for their students.

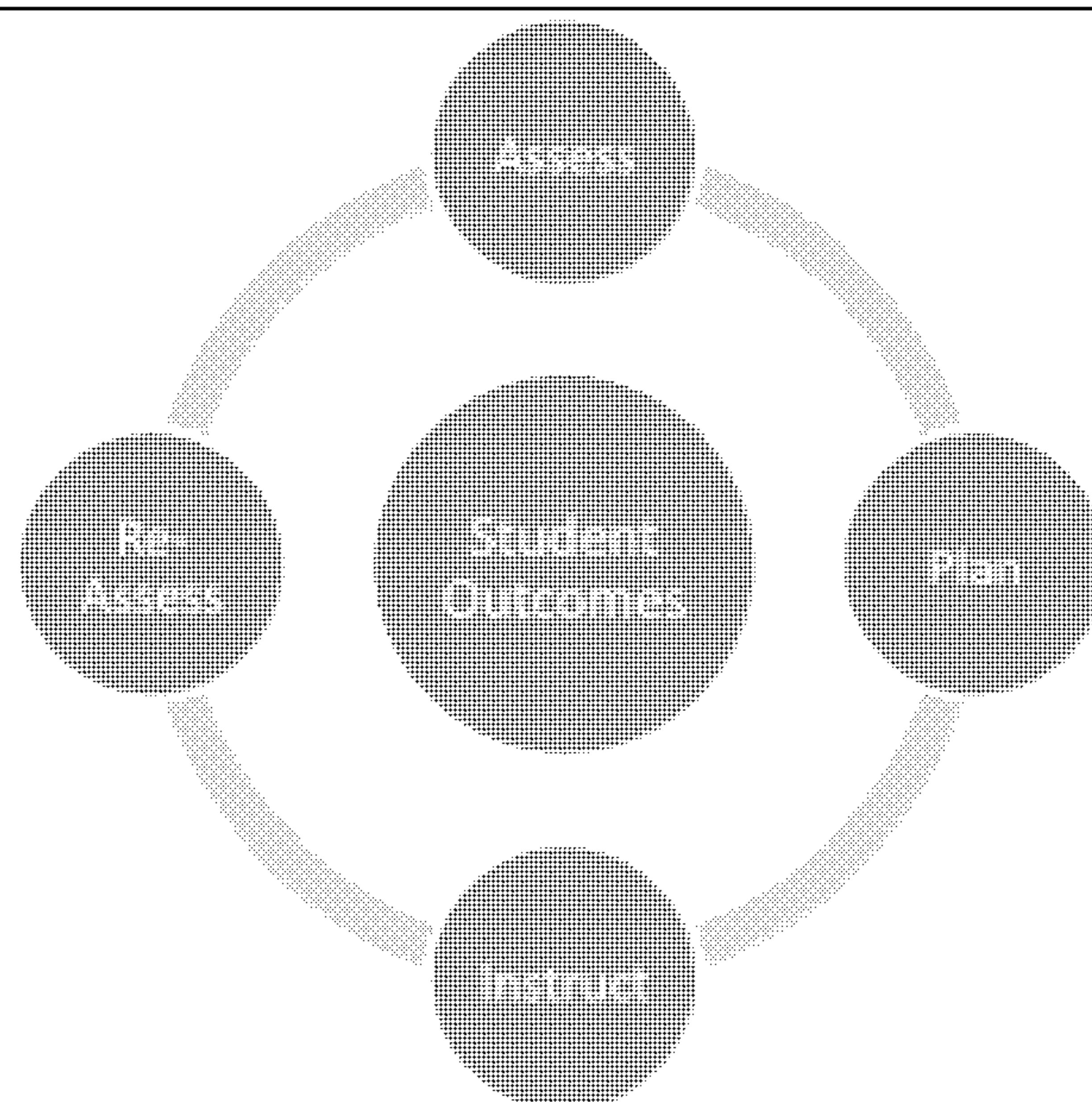
Additionally, data can be a powerful way to engage parents in their children's learning and progression.

- Provide policymakers detailed information about the status of children's learning and development as they enter kindergarten, therefore addressing the Absolute Priority set forth in this application:

In an effort to ensure sustainability, New Mexico is committed to a robust early learning reform agenda that extends beyond age 5. Providing a robust reporting platform for the Kindergarten Entry Assessment data will allow the state to determine the efficacy of Early Learning and Development programs as students enter kindergarten, but will also allow New Mexico to determine if those impacts are sustained through third grade.

Because of the legislation passed in 2000, New Mexico will not need to pass additional legislation authorizing a Kindergarten Entry Assessment. Rather, the state will move forward under the auspices of current law and regulations and implement a more robust, valid and comprehensive screening tool. Additionally, the administration of the Kindergarten Entry Assessment will be funded for all students using existing state funds. The PED has funds targeted toward early elementary education that are recurring and will support the administration of a universal Kindergarten Entry Assessment for all students in all schools.

Much of the research on assessment tools for young learners has consistently shown that an authentic assessment process is the most effective. Additionally, using assessments as the basis for a continuous cycle of improvement will align the practices used to assess students kindergarten readiness with those used in New Mexico PreK programs. The current observe/document/assess/planning cycle used in New Mexico PreK programs will be modified to better align to kindergarten programs:



To meet the requirements set forth in E1, New Mexico will contract, through an RFP process, with an external entity to validate the current PreK Observational Assessment tool for use in kindergarten. Specifically, the validation will determine which portions of the essential indicators and rubrics are properly aligned to the content standards for kindergarten students, which rubrics measure the five domains of school readiness and determine the validity and reliability of the tool itself. PED will also work with the external validator to determine if the Kindergarten Entry Assessment can be used to support progress monitoring activities. This is critical to complete the full cycle of assessment and instruction so that teachers can determine if their instructional strategies have been effective. Too often, educators wait to adjust instruction and students have fallen further behind. By equipping teachers to adjust actions and curriculum plans swiftly will better support our youngest learners.

The external validation will be the first phase of implementing a universal Kindergarten Entry Assessment. As part of the validation, New Mexico's PED will partner with schools that are representative of the student population to pilot the assessment tool. Once the validation is complete, New Mexico will administer the assessment tool to all entering kindergarten students to meet the requirements of this section.

As stated earlier, assessments are only as powerful as the data they yield. Once the validation is completed, New Mexico will use funds from this grant to build a robust reporting platform that kindergarten teachers can use to plan instruction. PEDs existing data system,

STARS, will support the reporting platform. This will also allow New Mexico to include this rich data set as part of the state’s longitudinal data system. Additionally, because the Kindergarten Entry Assessment data will be housed in STARS data system, the state will be able to look at data on the subgroup level to look holistically at the state and determine which populations of children at kindergarten entry are those with the highest need. Over time, New Mexico may consider adding this data to the annual school report card. Increasing transparency into student learning and the actions taken by schools is a commitment that PED has made. To support the reporting platform, PED will contract for a Training and Technical Assistance provider to support teachers and school leaders as they prepare to deliver data drive instruction.

Once student assessment data is reported into the platform, teachers will then be able to run queries that allow them to group students and plan instruction. Teachers and school leaders will be provided with training to ensure that they understand the data included on the reports and how to use those data to drive instruction. Because aligning instruction to the data is a critical aspect of the implementation of the Kindergarten Entry Assessment, PED expects the tool to be used for additional progress monitoring for the most at-risk students. The development of the reporting platform will be completed during Phase II.

Additionally, the reporting platform will be developed so that data can easily be shared with parents. Either through letters home, part of parent-teacher conferences, etc, parents will be equipped to understand their student’s learning and how they can support that learning while at home.

E1 Activities	Parties Responsible	0-6 months	7-12 months	Y2	Y3	Y4
Write an RFP for validation	PED	X				
Validation of PreK Observational Assessment tool for use as Kindergarten Entry Assessment	PED and Contractor		X			
Pilot Kindergarten Entry Assessment as final part of Validation	PED and Contractor		X			
Develop reporting platform to support Kindergarten Entry Assessment tool	PED		X	X		
Develop training for teachers on administration of Kindergarten Entry			X	X		

Assessment and use of data to drive instruction						
Begin phased implementation of Kindergarten Entry Assessment across New Mexico				X		
Implement Kindergarten Entry Assessment across New Mexico					X	X

As noted in the *Ready for Success* initiative, PED is committed to increasing the number of third grade students reading on grade level. A 2011 report by the Annie E. Casey Foundation found that third grade students who are not reading on grade level are four times more likely to drop out of school. And the life-long earning potential of a high school dropout is \$10,000 less annually than their peers who graduate. Simply stated, what happens in the earliest grades and in Early Learning and Development Programs directly impacts a student’s future success in college and career. To create further alignment across agencies and initiatives, PED will use a portion of the funds from this grant to sustain program effects through the early elementary grades (K – 3).

The first step to ensure that program impacts are sustained is to extend the Early Learning Guidelines through grade 3. The Guidelines are already aligned to the current New Mexico content standards, and the alignment to the Common Core State Standards is underway. The initial crosswalk to the Common Core State Standards showed strong alignment, so extending the Guidelines through grade 3 is a natural first step.

The second step New Mexico will take to sustain program effects will be to support districts as they budget existing state and federal funds. Already, Title I dollars can be used to support early reading and math strategies, and up to 15% of IDEA, Part B funds can be used for early intervening services for children not identified with a disability, but at risk for academic failure. Leveraging existing funds to support this initiative will help create long-term sustainability for the assessment and instruction cycle outline above.

Third, PED will use a portion of Race to the Top Early Learning Challenge Funds to train teachers and school leaders in grades K – 3 on data driven instructional practice. Already, many New Mexico district and schools use formative assessment tools. Providing the leaders in those schools with the skills to use the data yielded by assessments to drive intervention strategies will equip our teachers to support learners as they work towards reading and doing math on grade level at the end of grade 3.

(E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

The extent to which the State has a High-Quality Plan to enhance the State's existing Statewide Longitudinal Data System or to build or enhance a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System, and that either data system--

- (a) Has all of the Essential Data Elements;
- (b) Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs;
- (c) Facilitates the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions such as Common Education Data Standards to ensure interoperability among the various levels and types of data;
- (d) Generates information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making; and
- (e) Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.

New Mexico has a clear, specific, and high quality plan to enhance a separate, coordinated, early learning data system that aligns with and is interoperable with the New Mexico P-20 education data system. It is important to state clearly that New Mexico's plan for an early learning data system will have all of the Essential Data Elements; enable uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs; facilitate the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions such as Common Education Data Standards to ensure interoperability among the various levels and types of data; generate information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making; and will meet the Data System Oversight Requirements and comply with the requirements of Federal, State, and local privacy laws.

Here is a brief description of what New Mexico currently has in place and how the plan in this proposal will enhance the state's ability to improve instruction, practice, services, and policies. New Mexico's long history of efforts aimed at supporting young children, establishing

governance policies, and developing systems for rating and improving programs and enhancing professional development have had a major impact on the data systems of New Mexico. The good news is that there are a number of early childhood data systems and other educational data systems currently in existence serving a variety of needs. The challenge, of course, is aligning and integrating those separate systems in ways that will support New Mexico's efforts to promote school readiness for children with high needs.

New Mexico's Children, Youth and Families Department (CYFD) currently has multiple early learning data systems, including FACTS, PreK, and Home Visiting. The largest of these databases is a client-server data system called FACTS (Family Automated Client Tracking System). This system contains data from the child care assistance, child care licensing, protective services, and juvenile justice programs. While it is a well-developed and robust system, allowing for easy-entering, tracking and compilation of data on child care providers and clients, it does not meet the Department's current needs because it a) decreases the ability to track children across programs and b) does not include several of the smaller (but important) data systems also used by CYFD. These smaller data systems – including PreK and Home Visiting – are currently maintained by UNM's Division of Continuing Education and Community Services. These data systems are examined next.

The Early Childhood Services Center (ECSC) housed in the Division of Continuing Education and Community Services at the University of New Mexico. The ECSC is funded by CYFD and PED and provides a number of data-related services including a centralized Child Care Resource and Referral program (CCR&R). The CCR&R Program maintains a statewide database of child care providers that are licensed or registered by recognized regulatory agencies in the state of New Mexico. This database is used to provide courtesy referrals to anyone who requests them at no cost to either child care providers or referral clients. Child care providers share specific information that helps tailor the match to the provider and meet the needs of the children. Child care providers and their information appear on this list on a voluntary basis. In addition, the Division of Continuing Education and Community Services at UNM maintains and supports the NewMexicoKids.org and the NewMexicoPreK.org databases and websites; the NewMexicoKids Home Visiting Project database; and the NewMexicoKids Network which coordinates a statewide professional network among New Mexico's eight Early Childhood

Training and Technical Assistance Programs. In addition, the NewMexicoKids Network provides program support, training and technical assistance to the state-funded Pre-K programs in New Mexico by conducting consultant visits, statewide training sessions based on an annual training plan, and coordinating the child assessment process. Child assessment data are entered into the NewMexicoPreK.org database.

In addition to the early childhood data system located at CYFD and UNM Continuing Education, New Mexico has one other established data systems and data repository related to early childhood care and education. One of the most important and well-established is the large repository of data related to the health and education needs of young children and their families located at the New Mexico Department of Health. The early childhood data repository at the Department of Health has given rise to a network known as the New Mexico Community Data Collaborative (NMCDC) which nearly three dozen professional analysts at over 20 state and local agencies and community based organizations (both rural and urban) who have been sharing the workload of creating the geographic information tools and datasets which form the technical infrastructure of an integrated, statewide data warehouse. The NMCDC is promoting modification of state policies regarding inter-agency data sharing and system compatibility, uniform methods and quality standards, and public access to program accountability information. Leadership of the NMCDC is shared by the Department of Health Community Health Assessment Initiative and the University of New Mexico's Center for Educational Policy Research, which will provide the oversight for the community assessment activities planned in this proposal. Members of the NMCDC include the NM IBIS (Indicator Based Information System for Public Health Data Resources), New Mexico Voices for Children, Youth Development Incorporated, the Early Childhood Action Network, UNM RWJF Center for Health Policy, the Information Commons project of United Way of NM, the UNM Geographic and Populations Studies Center, CYFD's Protective Services, Early Development and Youth Justice Divisions, New Mexico Public Education Department and many other state agencies and organizations.

New Mexico has also established a Statewide Longitudinal Data System that focuses on Pre-Kindergarten, elementary, middle, high school, higher education, and workforce data. In 2010, the New Mexico Legislature passed and the Governor signed HB70: Education Data

Warehouse. HB70 codified the requirements for a pre-kindergarten through postsecondary (P-20) education accountability data system that would enable the state to collect, integrate, and report longitudinal student-level and educator data required to implement federal or state education performance accountability measures; conduct research and evaluation of federal, state, and local education programs; and audit program compliance with federal and state requirements. HB 70 also required the Public Education Department to include the use of a common student identifier and an educator identifier as data components.

HB70 also established a P-20 Data System Council that included representatives from Public Education Department (PED), the Higher Education Department (HED), the Children, Youth and Families Department (CYFD), the Department of Workforce Solutions (DWS), the Department of Economic Development, the Department of Information Technology, the Human Services Department, the Department of Health, the Office of Education Accountability (OEA), the Office of the Governor, the Public School Facilities Authority (PSFA), public postsecondary educational institutions, public school districts, charter schools, the Legislative Education Study Committee (LESC), and Legislative Finance Committee (LFC). The duties of this Data System Council include creating a management plan that assigns authority and responsibility for the operation of the data system; assisting in the development of interagency agreements to enable data to be shared, defining uses of data, provide access to researchers, ensuring data security and the privacy of personal information. Finally, HB 70 outlined the kinds of reports that educators, families, and policy makers would need from the Education Data System and directed the Council to ensure that those reports were produced in a timely fashion and in useable formats. New Mexico does have a wealth of data systems and efforts that support early learning. Our goals follow:

Goals

Goal 1. New Mexico will enhance the capacity of the current early learning data system located at the Children, Youth, and Families Department and ensure that it is aligned and interoperable with the P-20 data system warehouse system, including the data system located at the Public Education Department.

New Mexico's Children, Youth and Families Department (CYFD) will work with the

Public Education Department, the Department of Health, the University of New Mexico and other state agencies and organizations to organize, align and enhance current systems into a coordinated system to improve instruction, practices, services and policies.

The heart of this effort will be CYFD's Enterprise Web-Based Provider Information Constituent Services (EPICS). CYFD has begun implementing EPICS and the Department will continue to consolidate and align all CYFD services and will link to the State's Early Learning Programs not housed in CYFD. Most importantly, the EPICS system will connect to and share interoperability with the Education Data Warehouse established in HB 70 and with the rich stores of data and other information related to young children, their families, and their communities located in the Department of Health, the Public Education Department, and the University of New Mexico.

CYFD also intends to work with Head Start programs. Head Start programs not located in public schools are required to be licensed and therefore will participate in the TQRIS. Head start program data relating to the TQRIS will therefore be captured in CYFD's data system. Other data involvement will be voluntary. CYFD's common user interface will enable CYFD's system to be interoperable with Head Start data systems and CYFD plans to work with Head Start programs so that data can be shared.

Enhancing and strengthening the EPICS system at CYFD will accomplish a number of essential objectives including meeting early learning and development program needs by eliminating information silos, facilitating data sharing, reducing data duplication and supporting data integrity. The EPICS system will enable CYFD to exchange information in a straightforward way with other agencies, early learning and development programs, and early childhood educators; to consolidate services, streamline CYFD business and improve delivery of services to Children with High Needs.

In addition, EPICS will enable CYFD to reduce the risk for penalties and disallowances and thus minimize the risk of reductions in direct program funding. CYFD is heavily dependent upon both state and federal funding to ensure that services are available to strengthen families and enhance Early Learning Educators' ability to care for Children with High Needs. The full implementation of EPICS will also help to ensure the health and safety of children in child care by making the web-based background check system the entry point into the CYFD provider and

client services network.

Finally, EPICS will increase the availability of data, which will enhance CYFD's and other stakeholders' ability to make informed program decisions, evaluate and demonstrate the effectiveness of program changes and administer programs in the most efficient and effective way, thereby increasing positive outcomes for Children with High Needs and their families.

Goal 2. New Mexico will strengthen the capacity of the early learning data system located at the Children, Youth, and Families Department (CYFD) by integrating the current early childhood data system located at the University of New Mexico. This means that CYFD's early learning data system (EPICS) will include the following:

- Data on **FOCUS** child care programs, child care educators and information related to professional development, teacher licensure and education status, and children enrolled in **FOCUS programs** (including demographic and assessment-related data);
- Data on PreK programs, PreK educators, and children enrolled in PreK programs (including demographic and assessment-related data); and
- Data related to the Home Visiting program.

UNM's Division of Continuing Education and Community Services will provide training and technical assistance to support **FOCUS programs** in order to help programs access and use the database information system, process the New Mexico child care observational assessment tool information and ensure accuracy of data entry.

Goal 3. New Mexico will enhance the capacity of the current early learning data system located at Children, Youth, and Families Department by strengthening the alignment, interoperability, usefulness of the statewide, community assessment data warehouse located at the Department of Health. In addition, CYFD will work with the DOH and the University of New Mexico Center For Education Policy Research to expand the role and impact of the New Mexico Community Data Collaborative (NMCDC) to ensure that New Mexico has an effective network of professionals who can ensure that the data that are collected are used in ways that make a difference for young children with high needs.

NMCDC intends to accomplish this via three prime strategies. The principal innovation is the focus on neighborhoods and census tracts where parents live and policy makers work. Secondly, NMCDC intends to conduct assessments that are comprehensive, measuring multiple factors covering health, demographics, opportunity, risk and service capacity. Finally, NMCDC will ensure that early childhood community-level data is made accessible to all via an interactive web-based mapping system managed and promoted by a diverse, highly trained workforce. These three strategies will provide the key data for organizing and coordinating community level services to young children and their families. In addition, these efforts provide the data needed to develop innovation zones and measure their impact over time.

The benefits to the advocates of young children and public health are multiple: enhanced community engagement, accelerated reporting and accountability for public agencies and their private partners, information for consumers and legislators, quality assurance for neighborhoods, greater efficiency in program planning and intervention, and improved outcomes for our children.

Achieving these three goals will ensure that the state has a coordinated, early learning data system that will provide educators, families and policy-makers with the information to:

- Provide the most current information educators need to nurture and teach the children in their programs including information based on the *New Mexico Early Learning Guidelines: Birth through Kindergarten*
- Provide families with the information they need in order to make informed choices about which programs are best for their young children including information about program standards gathered through FOCUS.
- Track young children's development and progress as they are increasingly ready for school including information gathered as part of the Kindergarten Readiness Assessments.
- Measure the quality of and improvement in all of New Mexico's early learning and development programs based on information from the Comprehensive Assessment System included in FOCUS.
- Establish Early Childhood Investment Zones by using the socio-epidemiological methodology for identifying and prioritizing communities where children are at risk.

- Follow students from their earliest enrollment in early childhood programs through entrance into kindergarten, elementary, middle and high school, higher education and the workforce using data gathered from the early learning data system and the state's P-20 educational data warehouse, including the unique child, educator, and program identifier, to determine which early childhood programs are most effective in ensuring that children with high needs are successful in school.
- Answer key policy questions including:
 - Are children, birth to age 5, on track to succeed when they enter school and beyond?
 - Where are children most at risk in New Mexico?
 - Which children have access to high-quality early childhood health, development, care and education programs? Which children do not?
 - Do early childhood educators have timely, relevant, accessible, and easy to use information that they can use for continuous improvement and decision making?
 - Do parents have accessible, timely and useful information that they can use to rate the quality of early learning programs?
 - Is the quality of these early childhood health, development, care and education programs improving?
 - How prepared is the early childhood health, development, care and education workforce to provide effective education and care for all children?
 - What policies and investments lead to a skilled and stable early care and education workforce?
 - Are the state agencies that operate data systems related to early child health, development, care and education cooperating effectively with each other and their respective clients and partners?
 - How can New Mexico use its early childhood education resources most efficiently and effectively?
 - Are New Mexico's financial investments in early childhood health, development, care and education systems producing the desired outcomes?

New Mexico’s Early Learning Data System Aligns With The Requirements Of The Race To The Top Early Learning Challenge Grant.

The table below provides an overview of how the CYFD EPICS data system aligns with the RTT-ELC

RTT-ELC Requirements	CYFD – EPICS
Has all of the Essential Data Elements	EPICS will include a unique statewide child ID; a unique statewide Early Childhood Educator ID; a unique program site identifier; child and family demographic information; and Early Childhood Educator demographic information, including data on educational attainment, professional development information, and the attainment of the New Mexico Child Development Certificate. This functionality will be included in EPICS primarily during Phase 2 (SFY 2013-14). A common interface developed during phase 2 will allow for interoperability between EPICS and other agency databases, including PED and DOH. Please refer to the Functionality section for more detailed information.
Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs;	The EPICS system will provide a mechanism for all participating state agencies – including CYFD, PED and DOH - and programs to collect data in a uniform way, due to the use of unique identifiers described above, as well as standard data structures, data formats and Common Education Data Standards. These will be consistent among CYFD, PED, DOH and other agencies and programs. Developers of EPICS will provide a uniform user interface and will use accepted usability standards to develop and test the system, the purpose of which is to ensure that the system is user friendly. Technical details are included in the section on Functionality, under the sub-headings “Enterprise Service-Oriented Architecture Framework” and “All logical object-based services will be implemented <i>physically</i> .”
Facilitates the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions such as Common Education Data Standards to ensure interoperability among the various levels and types of data;	The exchange of data between CYFD, PED, DOH and other agencies and programs will also be facilitated by the use of unique identifiers, standard data structures, data formats and Common Education Data Standards. A description of how these will be integrated into the system is provided in the Functionality section, under the subheadings,

	<p>“All logical object-based services will be implemented physically”, “All logical object-based models will be stored in a physical relational database tables ...”, and “All the data will be consolidated and categorized in advanced object-based <i>logical</i> models ...”</p>
<p>Generates information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making; and</p>	<p>The information generated through EPICS will be timely and relevant because it is updated and maintained on an ongoing basis. We will ensure that the system is accessible and easy to use by developing a data abstraction process that enables uniform data collection from a single query. The ability to easily draw down data and compare across systems will allow CYFD, PED, DOH and additional early learning programs to make informed decisions regarding investments, the ultimate goal of which is continuous improvement. A description of the data abstraction process is described under the section on Functionality and the subheading entitled “Enterprise Service-Oriented Architecture Framework”.</p>
<p>Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.</p>	<p>The EPICS system will meet the Data System Oversight Requirements and comply with all HIPPA rules and particular Federal, State and local privacy laws. Details regarding the methodology behind this compliance are provided under Functionality and the subheading regarding HIPPA, Federal, State, and local privacy laws as well as the subheading entitled “Enterprise Service-Oriented Architecture Framework”</p>

Key Data System Development Activities

CYFD is currently in year one of a five-year plan to replace its separate legacy systems with an enterprise web-based system that will include all CYFD early care and education services. The development of this Early Learning Data System will provide a mechanism through which we can answer the important questions presented above, under Goal 3. It is through the tracking and ongoing analysis of data that we will be able to target resources to improve outcomes for children with high needs. The phases involved in the development of the EPICS system are described below.

Phase 1(SFY12-SFY13)

Phase 1, already underway and to be completed by the end of State Fiscal Year 2013,

necessitates the inclusion of Provider Criminal Background Checks and the Child and Adult Care Food Program (CACFP) in the web-based system. The former of these two elements provides the backbone of the system because registered home child care providers, licensed child care providers, employees of child care providers, and household members of family home (registered and licensed) child care providers enter the system through the background check process. Furthermore, the inclusion of Provider Criminal Background Checks in EPICS helps to ensure the safety of children in CYFD's early learning programs. This is because CYFD will be able to access real time information on a person's background clearance. In brief, it provides CYFD with a higher level of oversight regarding background clearances. CACFP was included in Phase 1 because the current CACFP data system contains multiple smaller data systems and it is a priority of CYFD to unify these systems in order to avoid duplication and increase ease of data entry and retrieval.

Phase 2 (SFY13-SFY14)

The lion's share of the development will occur during Phase 2, including the following capabilities. *Child and Family Information:* Once child care providers have entered the system through the background check process, child care assistance clients and children can be assigned to child care providers. Demographic information on the child and family – including the family's income level, address, birth dates, race, ethnicity, language, marital status, reason for need for care, and other services the client is receiving – is stored in the system. At this point, each child will receive a unique child ID. Currently, this information resides in CYFD's client-server data system, called FACTS. The EPICS system will also capture child assessment data, as part of the new FOCUS QRIS requirements. By including child level data and unique child IDs, the State will be able to monitor children's progress and correlate that progress with data on their Early Learning Program as well as community demographics and resources. This information will be extremely valuable as we make important decisions about how and where to target resources. The State will also be able to track these children as they enter and progress through the public school system and beyond, which will provide for – among other things - the ability to correlate services, community resources, and demographics with long-term outcomes.

Early Childhood Educator information: Also during this phase, Early Childhood Educators will receive a unique identifier and their demographic information will be tracked, including professional development, educational attainment, licenses and attainment of the New

Mexico Child Development Certificate. This information will be transferred from UNM's Division of Continuing Education and Community Services database and included in the EPICS system. CYFD's system will be interoperable with other agencies' systems including PED. The unique identifier of Early Childhood Educators' will carry over from one Early Learning and Development Program to the next, regardless of the agency within which it's housed. Collection of data relating to Early Childhood Educators will help us answer some of the critical questions detailed under the "goals" section above, including "How prepared is the early childhood health, development, care and education workforce to provide effective education and care for all children?" The ability to answer questions like this will provide us with a clearer understanding of educators' needs, from which we will be better able to target services to improve the care and education provided to children with high needs.

Early Learning and Development Program information: Early Learning and Development Programs housed within CYFD will be assigned a unique identifier and program level data will be gathered. Since child care provider payments are reliant on the type of care, location of the child care provider, and the provider's STAR level, this information will be stored and attributable to each child care provider. Currently, this information is contained in FACTS, CYFD's robust client-server data system. The system will support the inclusion of data on programs' structure, quality, child suspension and expulsion rates, staff retention, staff compensation and work environment. This information will be requested of child care programs on an ongoing basis. The system will also capture program-level data related to the FOCUS TQRIS, including rating level, observational assessment data, quality improvement processes, monitoring and rating information. This information will be transferred from UNM's Division of Continuing Education and Community Services database and included in the EPICS system. Collection of data relating to Early Learning and Development Programs will help us measure the quality of and improvement in New Mexico's Early Learning and Development Programs. It will provide a comprehensive set of data from which we will be able to draw correlations and direct resources.

Attendance: An automated attendance system will be included in Phase 2. Point-of-service machines will allow for the tracking of child attendance. The automated tracking of attendance will not only enable a way to follow up with providers and families after the number of allowable absences (for the child care assistance program) has been exceeded; It will also

provide information on geographic locations that have high rates of non-attendance. With this information we can better pinpoint areas of high need, which will help to understand where and how to target resources to children with high needs.

Common Interface: The common interface will permit information to be shared across all of New Mexico's Early Learning and Development Programs. Development of the interface capability will permit for bridging of data among CYFD's programs, the Department of Health's programs, and the Public Education Department's STARS database. Additional links can be made, as deemed appropriate. Unique identifiers will be consistent among all Early Learning and Development Programs and children so that data can be shared, tracked and compiled with relative ease. CYFD and PED have successfully used a unique ID dissemination program for the past five years in the State PreK program. This program allows for the entering of relevant demographics that the program uses to match potential existing students within the unique ID database. If the student is unmatched, then a new ID is assigned. This model will provide a foundation for developing a common data interface with PED, which will not only include consistent unique child identifiers, but unique educator identifiers and unique program identifiers that remain consistent between agencies.

Since the linkage between CYFD's Early Learning Programs and DOH's Education Data Warehouse is crucial, a process will be put in place to enable CYFD to link to the Education Data Warehouse by automatically transferring reports that contain specific data elements to the Data Warehouse.

Phase 3 (SFY15)

The development of Phase 3 (and the phases that follow it) will not be as complex as prior phases because the bulk of the system has been put in place in phases 1 and 2. Phase 3 of the web-based system calls for the inclusion of the State-funded New Mexico PreK Program. Information currently collected in a separate database housed at UNM's Division of Continuing Education and Community Services will be integrated in the EPICS system. This includes information on PreK Educators' highest level of education, licensure, and whether the educator is a lead teacher or assistant teacher. The database also captures information on pre and post child-assessments, and on child demographics. Assessments are done throughout the program year and will be captured accordingly. Unique child identifiers will be attributed to all children who are not already in EPICS.

Phase 4 (SFY15)

The Home Visiting Program will be included in Phase 4. Information currently collected in a separate and robust database, maintained by UNM's Division of Continuing Education and Community Services, will be integrated in the EPICS system, including demographic information of families, assessment information (Edinburgh post partum assessment and the ASQ), services referred, and receipt of TANF. Each Home Visiting Program - as well as the children participating in those programs - will be assigned a unique ID.

Phase 5 (SFY16)

Phase 5 requires inclusion of the Licensed Provider Regulatory Oversight System. Currently, this data is captured via SansWrite. Inclusion of this data in the web-based system will paint a more complete picture of child care providers, allowing the user to track and sort child care provider deficiencies by type, location, provider type, and STAR level and therefore better target training, as well as linking program data and Early Childhood Educator data (including workforce data) to child care provider deficiencies. Depending upon the availability of funding, CYFD plans to eventually integrate other CYFD services in EPICS, including Juvenile Justice Services and Protective Services. This would allow system users to correlate, for example, Children with High Needs who were served in high-quality Early Learning and Development Programs with participation in the Juvenile Justice system.

Throughout each of the above-described phases, we will ensure that data elements meet the Common Education Data Standards to allow for increased ease in exchange of data as well as consistency between programs and agencies. Additionally, it's important to note that system functionality can always be expanded based on the future needs.

All of the activities described above will be managed by CYFD's Early Childhood Services' Data Unit manager, with program expertise provided by applicable program managers. Activities will be implemented by CYFD's Information Technology Services, in conjunction with partnering agencies' IT and program staff.

Functionality

Presented below is a more technical description of the functionality of the EPICS data system, including compliance with privacy laws and Data System Oversight Requirements; alignment of data; inclusion of Essential Data Elements; enabling of uniform data collection; ease of data entry; facilitation of data exchange; and generation of information that is timely,

relevant, accessible, and easy to use.

Enterprise Service-Oriented Architecture Framework

New Mexico has already built an enterprise service-oriented architecture (ESOA) framework to address statewide creation and maintenance of high quality data, and state-wide system integration via web services that will address quick state-wide and federal sharing of longitudinal student educational data. This ESOA framework addresses high-quality data creation and maintenance by using an advanced agile, object-oriented, decision/rule and service-based methodology to:

- Address all business and technical concerns in a systematic, visually transparent integration;
- Define and delineate requirements, models, meta-data, data and applications to ensure an optimal organization that can be easily and quickly modified; and
- Mandate the system-wide use of Role-based Access Control (RBAC) that restricts system access to authorized users. Three primary rules are defined for RBAC:
 - Role assignment: A subject can exercise a permission only if the subject has selected or been assigned a role.
 - Role authorization: A subject's active role must be authorized for the subject. With rule 1 above, this rule ensures that users can take on only roles for which they are authorized.
 - Permission authorization: A subject can exercise a permission only if the permission is authorized for the subject's active role. With rules 1 and 2, this rule ensures that users can exercise only permissions for which they are authorized.
- Note that agile methodology is recommended by the federal government as a way to cost-effectively build systems and system capabilities, and RBAC is recommended by the National Institute of Standards and Technology (NIST).

The ESOA addresses system and data integration by building a web infrastructure to:

- Implement web services to interoperate with all the early learning and development state systems;
- Identify a universal master unique statewide child ID, Early Childhood Educator ID and program ID that can be cross-referenced to all the other New Mexico educational

systems;

- Build a federated database system with a common data interface; and
 - The common data interface will be based on object-to-relation mapping to ensure high data integrity and 1:1 mapping of unique data.
 - Through data abstraction, federated database systems can provide a uniform user interface, enabling users and clients to store and retrieve data in multiple noncontiguous databases with a single query, even if the constituent databases are heterogeneous. To this end, a federated database system must be able to decompose the query into sub-queries for submission to the relevant constituent DBMS's, after which the system must composite the result sets of the sub-queries. Because various database management systems employ different query languages, federated database systems can apply wrappers to the sub-queries to translate them into the appropriate query languages.
- Ensure appropriate web security standards to:
 - Utilize service-oriented solutions for the processing of sensitive and private data;
 - Restrict service access as required; and
 - Security measures can be layered over any message transmissions to either protect the message content or the message recipient by using standard web services security measures including: XML-Security, XML-Signature and XML-Encryption.
- Note that New Mexico's web service programming and security features are built using the latest World Wide Web Consortium (W3C) standards.

New Mexico has determined the management structures and process to collaborate on business and technical system and data sharing as follows:

To build the federal and state-wide integration of longitudinal student educational data via web services, New Mexico will use a cross-reference relational table that will enable longitudinal data elements with different naming conventions to be cross-referenced from one state agency to another. The longitudinal data analysis would require particular time phases of a child's education. Within these longitudinal time stages, there will be a variety of components such as early learning program, early learning educators, and assessment. The terms will be

consistent with those used in the Common Education Data Standards (CEDS). A component may contain several data elements and corresponding definitions and code sets (including abbreviations that may be useful for categorizing and searching data elements). Once this information is tabled, CYFD will identify the corresponding data element in the column titled New Mexico's Corresponding Data Element. The Requester would be the individual or system that is asking for this information – referred to as the “consumer”. The Responder would be the CYFD web service or Java service that would fulfill the longitudinal data request referred to as the “provider”. The table's columns will be expanded to incorporate all the detail that is required such as the web services template that would include all the security, privacy and data quality controls of the particular longitudinal data component and/or element(s).

All the data will be consolidated and categorized in advanced object-based logical models that will contain:

- The category type of educational data of every data element;
- The current State-wide Child ID which EPICS will cross-reference to internal Child IDs in legacy systems as necessary;
- A dependency diagram that features relationships, associations, links and dependencies of every educational data element to other educational data;
- A change control component configuration – based on the dependency diagram – of each educational data element so that every change and corresponding change cascade is explicitly identified; and
- In addition to all data objects, all services also will have dependency models and rigorous service repository taxonomy so that change control, including versioning, and all relationships to other educational services will be clearly delineated.

All logical object-based services will be implemented physically:

- As Java or other programming language components that will be engineered based on the logical object data design
- As Web Services using whatever W3C web services standard template is required by the particular Requestor that needs educational data and that conforms to the logical object data design
 - Using different standard web service templates that contain XML tagged standard

metadata, data structures, data formats and data definitions for different education data security, privacy and data type handling procedures guarantees safe, comprehensive, reliable and accurate interoperability

- All the screen data fields will have robust data validation routines to ensure that uniform data collection is controlled and audited while providing easy and quick data entry
 - All educational system screens also will have system monitoring of time-sensitive data so that expiration dates and other triggers such as highlighting the data fields, escalations via email or other actions will be processed by the system and subsystems in a timely manner
 - The business rules for executing these triggers also will be incorporated orthogonally in the logical object data framework of the applications as a hierarchy such that the rule dependencies themselves will be explicitly defined

All logical object-based models will be stored in physical relational database tables that will:

- Provide referential integrity that ensures that relationships between tables remain consistent. When one table has a foreign key to another table, referential integrity prevents adding a record to a table that contains a foreign key unless there is a corresponding record in the linked table. It also includes the techniques known as cascading update and cascading delete, which ensure that changes made to the linked table are reflected in the primary table.
 - Referential integrity ensures the quality of data references across the multiple application programs that may access a database

All HIPPA rules and particular Federal, State and local privacy laws, and all Data System

Oversight Requirements will be incorporated in the logical object/data, service taxonomy and rule hierarchy so that:

- Security and privacy codes and other system controls will be established to designate all educational data with the required procedures and risks of each inventoried data element;
 - Including procedures for disclosing information and auditing requirements
 - Including reports that can be executed per any time period that will inform the public of any personally identifiable information as appropriate
 - Allow parental consent to disclose personally identifiable information as

appropriate including allowable and potential uses of the data

- Services will use the correct and appropriate web services standard template to communicate data that has different security and privacy requirements;
- Services will be customized per web services standard templates to ensure that the message data content is complete, correct and timely by using specific XML tags that will constrain the number of data, the type of data and the acceptable date ranges of the data;
- RBAC controls and procedures will ensure that only authorized users can read data and only authorized users can update data both in individual screens and individual data fields of the application screens;
- RBAC controls in web services will ensure that the data has not been changed during transmission and that the Requestor of the web services – whether a system or individual - is authenticated and authorized; and
- EPICS ESOA training courses will be planned throughout all the departments that will consist of detailed security, privacy and data maintenance procedures.

New Mexico has the necessary business and technical plan, essential enterprise-wide service-oriented architecture framework and methodology, the necessary high quality and extendible data features, the security access controls, and the adherence to process, decision/rule management, security and web service programming standards to ensure that the longitudinal student educational measuring system will be implemented safely, cost-effectively and reliably with explicit high quality controls. The multi-year, phased approach will allow CYFD to focus on agency-wide requirements for a specific business component each year, which reduces risk. Building provider and client services in the first years provides the business foundation required for all other business components that follow.

Timeline

The timeline below outlines the key milestones for EPICS, anticipated timeframes (based on funding) and costs (estimated for FY13-FY16).

EPICS - Project Milestones	Funding	SFY12	SFY13	SFY14	SFY15	SFY16
Phase 1 – Provider Criminal Background Check and CACFP provide base on which to build the remainder of the system.	Federal (CCDF) and General Fund	\$1.1 million				
Phase 2 – Child and family information, Early Learning Educator information, Early Learning and Development Program information, attendance information, and a common interface (to allow interoperability between Early Learning and Development Program data systems)	Federal Funds (RTT-ELC) and any new General Fund if appropriated		\$6.1 million (this includes expansion of the unique ID to PED)			
Phase 3 – Pre-K data will be included.	Federal Funds (RTT-ELC) and any new General Fund if appropriated				\$1.0 million	
Phase 4 – Home Visiting data will be included.	Federal Funds (RTT-ELC) and any new General Fund if appropriated				\$1.0 million	
Phase 5 - Licensed Provider Regulatory Oversight data will be included.	Federal Funds (RTT-ELC) and any new General Fund if appropriated					\$0.5 million

Oversight

State policy requires that all state departments and agencies within the State of New Mexico must first gain approval from the New Mexico Department of Information and Technology (DoIT) prior to beginning work on any and all major IT projects. CYFD’s EPICS project received this approval in SFY 2011.

With continued oversight by DoIT, Department of Finance and Administration (DFA), and the Legislative Finance Committee (LFC) on behalf of the New Mexico Legislature, the

EPICS project will follow a strict system development methodology, which includes highly effective project and time management. The development process will follow an agile development methodology. This involves active program area participation from the initial requirements definition phase throughout the process ending with the final user acceptance phase. Quality is ensured in every phase by securing approval from both technical and program area staff. Multiple levels of testing result in certified software that meets the program area's original requirements.

Project plans and timelines are followed throughout the software development lifecycle to ensure modifications are implemented on time and within budget. This proven project management/system development methodology has resulted in over 12 years of FACTS software releases implemented on time and within budget.

Enhancements will also follow the existing project management methodology and conform to DoIT project management standards. A separate process for change control management is incorporated in the system design methodology. Effective change control management is critical in the overall release process. The IT Change Control Committee, comprised of all program area business liaisons as well as IT, has been used since 1998. IT management is involved in the review and approval of all change control matters.

Independent Verification and Validation (IV&V) will be used to further mitigate risk in this project. The IV&V plan will be built to:

- Evaluate and verify that processes, contracts and system designs comply with the specified requirements of the Enterprise Architecture and Standards.
- Evaluate and validate that the deliverables of the project fulfill the requirements.
- Evaluate and validate that the deliverables of the project meet the deadlines and budget.

Project plans will be monitored and maintained by an assigned project manager. Oversight of project plans and project timelines will be conducted by the independent IV&V contractor. The IV&V vendor will develop a complete the IV&V plan in conjunction with the CYFD project manager and provide all prescribed reports to DoIT as outlined in the project certification form.

Benefits

The EPICS system will provide several significant benefits, realized by New Mexico Citizens,

CYFD, the State of New Mexico and CYFD's state and federal partners, including:

- Alignment of services to include implementation of Common Education Data Standards
- Ability to better measure the improvements in outcomes for Children with High Needs and their families
- Increased data sharing among Early Learning and Development Programs
- Increased collaboration among Early Learning and Development Programs
- Increased likelihood of more targeted interventions
- Improved data validity and reliability, used to make informed and critical decisions
- Web-based mobile access
- Increased CYFD-staff time with clients
- Improved consistency of CYFD-worker processes
- Reduced data redundancy
- Reduced liability
- Control costs due to the fact that one large system is being managed, as opposed to several smaller systems
- Reduced need for manual tracking and reporting
- Improved ability to accurately respond to federal, state and local government data requirements
- Reduced IT operational support and maintenance
- Reduced duplication of services

Summary

New Mexico's Children, Youth and Families Department is steadfast in its commitment to enhance its early learning data system – in part by including important data currently maintained by the University of New Mexico - and ensure that its system is interoperable with other early learning data systems, including those housed in the Public Education Department and the Department of Health. Furthermore, UNM, PED and DOH are in full support of the enhancement of and linkage between said data systems.

Strengthening CYFD's EPICS system will enable us to accomplish numerous goals. In short, however, we will be able to improve the delivery of services to Children with High Needs

by making informed, coordinated and deliberate decisions about the data we want to collect; sharing this data in a meaningful and straightforward way with other agencies, early learning and development programs and early childhood educators; and coordinating services within and among agencies and early learning programs.

Integrating the PreK, Home Visiting and early childhood educator and program data currently housed at UNM will provide for a rich source of data, increase the system's ease of use, and enable New Mexico to make important connections between children, programs and services.

It is the data warehouse at DOH that allows us to make those important connections. By automating the transmission of data to the data warehouse; expanding and strengthening the quality of the data that is shared; and asking coordinated, deliberate and crucial questions about that data, we will be able to make decisions about how we can strategically invest resources to improve programs, policies and services for Children with High Needs. The use of this data will not be limited to New Mexico's State agencies serving young children; it will be shared with early learning and development programs and early childhood educators serving young children and with families of young children, enabling them to make informed decisions regarding how to improve outcomes for these children.

We understand that the tasks detailed in this Section will require considerable investment. CYFD's unique service structure creates excellent opportunities for efficiency and coordination of services. One of the key contributors to CYFD's in-house development successes is the continuity and years of experience that both program and IT staff bring to these projects. Key players in all program areas and IT have been with CYFD for over a decade. Many of the program participants have worked alongside IT on user requirements and system testing since the introduction of the current service delivery system (FACTS) in 1997. This program area participation, combined with the phased approach of this proposed solution, makes CYFD uniquely positioned to realize its vision. We are extremely excited to continue the work we have begun to build and link our systems in a way that will ultimately allow us to make informed and critical decisions that will improve the services that New Mexico provides to young children with high needs.

COMPETITION PRIORITIES

Priority 1: Absolute Priority – Promoting School Readiness for Children with High Needs.

To meet this priority, the State’s application must comprehensively and coherently address how the State will build a system that increases the quality of Early Learning and Development Programs for Children with High Needs so that they enter kindergarten ready to succeed.

The State’s application must demonstrate how it will improve the quality of Early Learning and Development Programs by integrating and aligning resources and policies across Participating State Agencies and by designing and implementing a common, statewide Tiered Quality Rating and Improvement System. In addition, to achieve the necessary reforms, the State must make strategic improvements in those specific reform areas that will most significantly improve program quality and outcomes for Children with High Needs. Therefore, the State must address those criteria from within each of the Focused Investment Areas (sections (C) Promoting Early Learning and Development Outcomes for Children, (D) A Great Early Childhood Education Workforce, and (E) Measuring Outcomes and Progress) that it believes will best prepare its Children with High Needs for kindergarten success.

Priority 2: Competitive Preference Priority – Including all Early Learning and Development Programs in the Tiered Quality Rating and Improvement System. (10 points)

Competitive Preference Priority 2 is designed to increase the number of children from birth to kindergarten entry who are participating in programs that are governed by the State’s licensing system and quality standards, with the goal that all licensed or State-regulated programs will participate. The State will receive points for this priority based on the extent to which the State has in place, or has a High-Quality Plan to implement no later than June 30, 2015--

(a) A licensing and inspection system that covers all programs that are not otherwise regulated by the State and that regularly care for two or more unrelated children for a fee in a provider setting; provided that if the State exempts programs for reasons other than the number of children cared for, the State may exclude those entities and reviewers will score this priority only on the basis of non-excluded entities; and

(b) A Tiered Quality Rating and Improvement System in which all licensed or State-regulated Early Learning and Development Programs participate.

As described fully in Section (A)(2)(b), Section (B), and in other places throughout the narrative, New Mexico has already put in place a Tiered Quality Rating and Improvement System (TQRIS) in which licensed programs participate. Section (B)(2) lays out how New Mexico will implement the newly revised version of this system - FOCUS - and how all licensed providers will be included in this implementation. In this section - Priority 2 - we will concentrate specifically on how New Mexico will include all *unlicensed* providers in the FOCUS TQRIS - and especially how we plan to enroll and engage *unregulated* family child care

providers, including those who care for two or more unrelated children in their homes.

For year two of this project, and after the transition of currently licensed programs into the new TQRIS, New Mexico will phase in center based programs that are under the auspices of the public schools and therefore not required to be licensed (Title I pre-schools, “619” programs/Part B of IDEA and PreK programs operated by a public school under the auspices of the Public Education Department). In year three the state will integrate IDEA Part C programs (New Mexico’s Family Infant and Toddler program), Early Head Start and publicly funded home visiting programs. The state will develop an expert panel to identify and/or adapt a comprehensive assessment system for Home Visiting so that those programs can be integrated into the new TQRIS. Some tools that are part of the existing system can be used for Home Visiting, including the early learning guidelines and child screening and assessment measures, but several instruments from the center based program toolkit will not work for home settings. State funded home visiting programs will be required to participate and marketing efforts will target each successive group as necessary so that recruitment results in robust participation.

In the second year of implementation we will also reach out to un-regulated, non-licensed child care providers including providers who care for two or more unrelated children. The State will create a plan to offer a “STARed” certificate to these non-licensed providers that will ensure they are in substantial compliance with registration regulation. To encourage participation, we will create a plan to provide guidance through the staff of our early childhood consultation program who are culturally and linguistically competent. They will provide quarterly visits to these programs to provide guidance and educate about standards for early childhood development, behavioral management, safety standards, and other areas of concern. As was done when the state’s earlier TQRIS initiative was rolled out, we will offer incentives, developed during our planning process, to encourage participation.

We recognize that there is a reluctance to participate for many unlicensed programs because of the risk that someone in the home may be undocumented. Because of this and other concerns, we will work hard to develop a sensitive and non-threatening plan that will succeed in recruiting participation from these providers. Many of these providers are informal in their practice, undertrained, probably have a short time in the career (because many entered the field when they had a child needing care and a neighbor’s or relative’s child was added), they may be

a grandmother of one or more of the children in their care, or they may have no understanding of child development and what they could do to stimulate learning. Many of these children show up at kindergarten with few social, literacy, or early math skills, and they are often the most at risk of school failure.

Although our intention is to develop a detailed plan for enrolling unregulated 'informal' providers in a certificate program during the initial years of the grant period (to be implemented beginning in year two) we include here some of the parameters that will guide the development of our implementation plan. These parameters reflect learnings we have garnered over years of experience with *AIM HIGH*, "*Look for the STARS*" and the extensive experiences of community partners in the field.

One meta-lesson that has been repeatedly reinforced over the last several years is that any successful outreach and recruitment effort must be based on the development of long-term, personal, trusting relationships with the informal providers. This will require, before anything else, the recruitment of staff who can genuinely and authentically relate to the informal providers, and with whom the informal providers can identify. A perfect example of this approach can be drawn from the Project LAUNCH local model, whereby the Santa Fe Children's Project (SFCP) hired, as their Community Outreach Specialist, Alicia de Burrola - a professional with extensive contacts in the immigrant community. Alicia had herself emigrated from Mexico and had worked tirelessly to establish and uplift her own family, eventually sending her daughters to prestigious private colleges primarily on the strength of her unflagging will to improve her children's lot in life. Alicia speaks Spanish as her first language and has demonstrated an incredible ability to quickly establish trust and rapport with the unregistered home care providers in the SFCP neighborhoods. She proved to be invaluable in recruiting participants and in soliciting frank and detailed input from the providers to help in designing and implementing the SFCP's first outreach programs.

A second important element of our implementation plan will be to have the highly skilled and culturally competent recruitment staff go to the providers - where they live - and go with materials, supports, and incentives that the providers want and find useful at the very beginning of the relationship. An example of Alicia's work in the early days of the SFCP illustrates this element of the plan. Alicia knew of a high-density subsidized-rent apartment complex in the

middle of one of the SFCP neighborhoods. She was aware that many young mothers cared for two or more children in this complex and that they had little or no contact with any support system or any formal early childhood knowledge base aside from their own experience. Alicia simply went to the parking lot of the complex in the early mornings over several days with a table and folding chairs and with coffee and refreshments and invited the moms to sit and talk in the shade of a large tree after their older children had been put on the school bus. Alicia had no agenda and spent all of her time listening and eliciting the concerns and hopes of what became a very rapidly growing group of like-minded immigrant mothers. Within a couple days the common concern that emerged most clearly was that many of the moms were afraid to take their children to the hospital when they became seriously ill because they had incurred unpaid bills at the ER and were afraid to return. Alicia immediately created a program whereby she helped the moms make appointments with the hospital's Community Advocate and drove the moms - many of whom had no means of transportation - to their appointments where they were able to have their unpaid bills reduced, dismissed, or set up on affordable repayment plans. This experience empowered the moms - who gradually evolved into an ongoing support and play group - and led to the eventual development of a training program that involved Alicia going regularly into the homes where the moms provided care with a pediatrician who answered their questions and concerns about child health and development and who also installed child safety kits and provided free educational toys and materials and some basic training in early education and care. The SFCP had no plan or intent or notion of creating a plan for helping moms settle their unpaid hospital bills - but because this concern emerged authentically through active and empathic listening it served as the perfect vehicle to accomplish the long-term goal of improving the quality of informal care provided to at-risk children in a SFCP neighborhood.

We have spent some time on this example because it nicely illustrates some basic principles we will follow in developing a plan to recruit 'informal' unregulated care providers.

- Go to the providers rather than expecting them to come to you.
- Start by finding out what they are concerned about and what they need - then deliver something of immediate value.
- Listen to, rather than talk at.
- Use bilingual staff.

- Tailor strategies - and programs - to the specific audience.
- Include the children and encourage and support the development of support groups and playgroups.
- Always bring food.
- Build trust before asking to visit a provider's home - and then bring things of real and obvious value.
- Depend on people that providers will naturally respect and trust to deliver 'education' - e.g. almost every mom will trust a friendly pediatrician.

As stated above, it is our intent to develop a detailed work plan for recruiting and engaging informal day care providers in a certificate program aligned with the licensing standards in the FOCUS TQRIS during year one of the grant, and begin implementing the plan during the second year. Our years of experience with programs like the Project LAUNCH Santa Fe Children's Program, give us confidence that, in spite of the real challenges such an effort entails, we will succeed in including the now-unregulated care providers in the FOCUS system.

Priority 3: Competitive Preference Priority – Understanding the Status of Children’s Learning and Development at Kindergarten Entry. (10 points)

To meet this priority, the State must, in its application--

- (a) Demonstrate that it has already implemented a Kindergarten Entry Assessment that meets selection criterion (E)(1) by indicating that all elements in Table (A)(1)-12 are met; or
- (b) Address selection criterion (E)(1) and earn a score of at least 70 percent of the maximum points available for that criterion.

Specify which option the State is taking:

- (a) Applicant has indicated in Table (A)(1)-12 that all of selection criterion (E)(1) elements are met.
- X - (b) Applicant has written to selection criterion (E)(1).

Priority 4: Invitational Priority – Sustaining Program Effects in the Early Elementary Grades.

The Departments are particularly interested in applications that describe the State’s High-Quality Plan to sustain and build upon improved early learning outcomes throughout the early elementary school years, including by--

(a) Enhancing the State’s current standards for kindergarten through grade 3 to align them with the Early Learning and Development Standards across all Essential Domains of School Readiness;

(b) Ensuring that transition planning occurs for children moving from Early Learning and Development Programs to elementary schools;

(c) Promoting health and family engagement, including in the early grades;

(d) Increasing the percentage of children who are able to read and do mathematics at grade level by the end of the third grade; and

(e) Leveraging existing Federal, State, and local resources, including but not limited to funds received under Title I and Title II of ESEA, as amended, and IDEA.

As stated earlier in section (E)(1), PED is committed to increasing the number of third grade students reading on grade level. A 2011 report by the Annie E. Casey Foundation found that third grade students who are not reading on grade level are four times more likely to drop out of school. And the life-long earning potential of a high school dropout is \$10,000 less annually than their peers who graduate. Simply stated, what happens in the earliest grades and in Early Learning and Development Programs directly impacts a student’s future success in college and career. To create further alignment across agencies and initiatives, PED will use a portion of the funds from this grant to sustain program effects through the early elementary grades (K – 3).

The first step to ensure that program impacts are sustained is to extend the Early Learning Guidelines through grade 3. The Guidelines are already aligned to the current New Mexico content standards, and the alignment to the Common Core State Standards is underway. The initial crosswalk to the Common Core State Standards showed strong alignment, so extending the Guidelines through grade 3 is a natural first step.

The second step New Mexico will take to sustain program effects will be to support districts as they budget existing state and federal funds. Already, Title I dollars can be used to support early reading and math strategies, and up to 15% of IDEA, Part B funds can be used for early intervening services for children not identified with a disability, but at risk for academic failure. Leveraging existing funds to support this initiative will help create long-term sustainability for the assessment and instruction cycle outline above.

Third, PED will use a portion of Race to the Top Early Learning Challenge Funds to train teachers and school leaders in grades K – 3 on data driven instructional practice. Already,

many New Mexico district and schools use formative assessment tools. Providing the leaders in those schools with the skills to use the data yielded by assessments to drive intervention strategies will equip our teachers to support learners as they work towards reading and doing math on grade level at the end of grade 3.

Because all New Mexico kindergarten students will be assessed on a universal assessment tool that is also used in state-funded PreK programs, PED will be able to create better alignment between PreK programs with kindergarten. This is critical to ensure that planning and transition properly occur for New Mexico's youngest learners.

Priority 5: Invitational Priority – Encouraging Private-Sector Support

The Departments are particularly interested in applications that describe how the private sector will provide financial and other resources to support the State and its Participating State Agencies or Participating Programs in the implementation of the State Plan.

For the past three years, New Mexico has been working to structure an effective public/private partnership to create increased sustainable funding for early childhood programs for children birth through five. In 2008, the Lieutenant Governor, Diane Denish, convened a group of business leaders and economists - the Early Childhood Investment Committee (ECIC) - to recommend short and long-term strategies to: 1) increase public investment in early childhood; and 2) engage business leaders in advocacy efforts for legislative action in support of early childhood development. The recommendation of the ECIC was to create the New Mexico Early Childhood Development Partnership (Partnership) to advocate for the creation, adoption and implementation of effective and proven early childhood programs for children five and under. The Partnership is governed by an Advisory Board made up of public, private, and philanthropic leaders and is supported by funding from the W. K. Kellogg Foundation.

The Partnership has become actively involved in early childhood systems-development efforts. They sponsored the New Mexico Economic Summit on Early Childhood in November 2009; a retreat for 60 state business leaders in May, 2010; and a day-long business leaders' summit with over 200 participants in April, 2011. They also divided the state into six regions and held community conversations and town hall meetings in the six regions during 2010.

The Partnership was instrumental in developing and passing The New Mexico Early

Childhood Care and Education Act (See Appendix 3) in the 2011 NM Legislative session. The Act has three primary components: 1) a description of the essential components of a high quality early childhood system; 2) the establishment of the State Early Learning Advisory Council (ELAC); and 3) the establishment of a non-reverting Fund to support the creation of a comprehensive aligned early childhood system of systems.

Using Kellogg funds, the Partnership has contracted with New Mexico First, a public policy organization that was established in 1986 to engage citizens in important issues facing their state or community. To support the early childhood agenda, New Mexico First held a weekend retreat for New Mexico stakeholders to establish an action plan and has held four one-day planning forums. Based on provisions in the Act, four Implementation Teams have been established: Data Systems, Quality, School Readiness, and Finance.

The effectiveness of the public education and advocacy work of the Partnership, and others, was most recently illustrated by the following findings from a survey conducted by Research and Polling, Inc.:

- Approximately four-in-five (78%) residents statewide feel early childhood education for children under the age of 5 is important;
- The majority think we need greater state involvement in early childhood education programs;
- Seven-in-ten support the State of New Mexico dedicating more funds to early childhood education programs....”

The work of the Partnership is a strong demonstration of private sector support in three ways. First, the Partnership's work has been supported, over the last three years, with substantial funding from the W. K. Kellogg Foundation, providing a powerful example of private sector financial support. Second, the Partnership represents a substantial multi-year commitment of time and effort by numerous business leaders from around the state who have served on committees, attended retreats and summits, participated in community conversations, and engaged in ongoing advocacy for early childhood legislation and policy. Third, the strong participation and advocacy of the business community resulted in three of the fifteen designated seats on the Early Learning Advisory Council, authorized by Senate Bill 120, to be reserved for members of the New Mexico Business Roundtable - the most powerful business advocacy group

in the state.

This innovative, successful, multi-year effort to enlist the private sector in supporting increased programming for young children will continue in the future. The Partnership has been very active in helping develop New Mexico's High Quality Plan for this grant application, providing support - through members of their implementation teams - particularly in the areas of Data and School/Kindergarten Readiness. We will rely on the Partnership - and on the Early Learning Advisory Council - to spearhead continuing efforts to expand private sector support, financial and otherwise, as the Plan is implemented. Some examples of the work the Partnership will be engaging in the next year are:

- The Partnership will be working through its Funding Strategy Committee, over the next eighteen months, to recommend funding strategies to the Legislative Finance Committee;
- They will create a five year planned phase-in to direct funding towards the Investment Zones identified as part of the High Quality Plan;
- They will be presenting an early childhood plan to business leaders in six regions during the next year to enlist support and buy-in for early childhood investment and to get the business community to vet the specifics of the plan going forward including the use of data analysis to identify Investment Zones.

BUDGET

The following information must be included in the State's budget:

- I. Budget Summaries: In this section, the State provides overall budget summary information by budget category, Participating State Agency, and project.
 - a. Budget Summary by Budget Category. This is the cover sheet for the budget. (See Budget Table I-1.) States should complete this table as the final step in their budgeting process, and include this table as the first page of the State's budget. (Note: Each row in this table is calculated by adding together the corresponding rows in each of the Participating State Agency Budget by Category tables. If the State uses the budget spreadsheets provided, these "roll-up" calculations are done automatically.)
 - b. Budget Summary by Participating State Agency. This summary lists the total annual budget for each Participating State Agency. (See Budget Table I-2.) States should complete this table after completing Budget Table II-1 for each Participating State Agency (see Part II: Participating State Agency Budgets). If the State uses the budget spreadsheets provided, these "roll-up" calculations are done automatically for the State.
 - c. Budget Summary by Project. This summary lists the total annual budget for each of the projects. (See Budget Table I-3.) States should complete this table after completing Budget Table II-2 for each Participating State Agency (see Part II: Participating State Agency Budgets). If the State uses the budget spreadsheets provided, these "roll-up" calculations are done automatically for the State.
 - d. Budget Summary Narrative. This budget narrative accompanies the three Budget Summary Tables and provides the rationale for the budget. The narrative should include, for example, an overview of each Participating State Agency's budgetary responsibilities and descriptions of each project that the State has included in its budget.

- II. Budgets for Each Participating State Agency. In this section, the State describes each Participating State Agency's budgetary responsibilities.¹² The State should replicate this section for each Participating State Agency and for each Participating State Agency complete the following:
 - a. Participating State Agency By Budget Category. This is the budget for each Participating State Agency by budget category for each year for which funding is requested. (See Budget Table II-1.)
 - b. Participating State Agency By Project. This table lists the Participating State Agency's proposed budget for each project in which it is involved. (See Budget Table II-2.)
 - c. Participating State Agency Budget Narrative. This budget narrative describes the Participating State Agency's budget category line items and addresses how the

¹² Participating State Agency's budgetary roles should be consistent with the scope of work outlined in the Participating State Agency's MOU or other binding agreement.

Participating State Agency's budget will support the implementation of each project in which it is involved.

The State should replicate Budget Part II for each Participating State Agency as follows:

- For Participating State Agency 1: Budget by Category, Budget by Project, Narrative
- For Participating State Agency 2: Budget by Category, Budget by Project, Narrative

BUDGET PART I: SUMMARY

BUDGET PART I - TABLES

Budget Table I-1: Budget Summary by Budget Category

Budget Table I-1: Budget Summary by Budget Category (Evidence for selection criterion (A)(4)(b))					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	350,000	1,005,000	1,005,000	1,005,000	3,365,000
2. Fringe Benefits	72,000	122,000	122,000	122,000	438,000
3. Travel	46,610	54,080	54,080	47,680	202,450
4. Equipment	48,840	13,560	7,600	5,600	75,600
5. Supplies	6,500	6,500	6,500	6,500	26,000
6. Contractual	8,680,864	12,590,393	11,562,972	10,664,644	43,498,873
7. Training Stipends	0	0	0	0	0
8. Other	109,200	39,800	61,800	27,300	238,100
9. Total Direct Costs (add lines 1-8)	9,314,014	13,831,333	12,819,952	11,878,724	47,844,023
10. Indirect Costs*	438,995	438,994	438,994	438,994	1,755,977
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	400,000
13. Total Grant Funds Requested (add lines 9-12)	9,853,009	14,370,327	13,358,946	12,417,718	50,000,000
14. Funds from other sources used to support the State Plan	7,189,110	5,515,600	5,515,600	5,515,600	23,735,910
15. Total Statewide Budget (add lines 13-14)	17,042,119	19,885,927	18,874,546	17,933,318	73,735,910

Budget Table I-1: Budget Summary by Budget Category (Evidence for selection criterion (A)(4)(b))					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
<p><u>Columns (a) through (d):</u> For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p><u>Column (e):</u> Show the total amount requested for all grant years.</p> <p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>					

Budget Table I-2: Budget Summary by Participating State Agency--The State must include the budget totals for each Participating State Agency for each year of the grant. These line items should be consistent with the totals of each of the Participating State Agency Budgets provided in Budget Tables II-1.

Budget Table I-2: Budget Summary by Participating State Agency					
(Evidence for selection criterion (A)(4)(b))					
Participating State Agency	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
NM PED	2,642,655	3,558,174	2,558,174	2,558,174	11,317,177
NM CYFD	13,678,924	15,730,993	15,828,572	14,930,244	60,168,733
NM DOH	720,540	596,760	487,800	444,900	2,250,000
Total Statewide Budget	17,042,119	19,885,927	18,874,546	17,933,318	73,735,910

Budget Table I-3: Budget Summary by Project

Budget Table I-3: Budget Summary by Project					
(Evidence for selection criterion (A)(4)(b))					
Projects	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
TQRIS	8,763,862	9,043,617	9,141,197	9,042,812	35,991,488
Investment Zones	1,852,339	750,000	750,000	750,000	4,102,339
Evaluation	300,000	300,000	300,000	300,000	1,200,000
Prof. Development	1,251,252	1,647,076	1,647,075	1,397,132	5,942,535
Data Systems	2,132,011	4,487,060	4,378,100	3,785,200	14,782,371
Grantee Technical Assistance	100,000	100,000	100,000	100,000	400,000
Kindergarten Entry Assessment	2,642,655	3,558,174	2,558,174	2,558,174	11,317,177
Total Statewide Budget	17,042,119	19,885,927	18,874,546	17,933,318	73,735,910

BUDGET PART I -NARRATIVE

The State's Budget is comprised of three (3) Participating Agencies. The Lead Agency is the New Mexico Public Education Department (PED). The other two Participating Agencies are the New Mexico Children, Youth and Families Department (CYFD) and New Mexico Department of Health (DOH). The overall statewide budget is \$73,735,910 (\$50,000,000 in grant funds and \$23,735,910 in funds from other sources in support of the State Plan), as follows:

- PED is responsible for managing \$11,317,177 (\$9,917,177 in grant funds and \$1,400,000 in funds from other sources in support of the State Plan) of the overall statewide budget for the Kindergarten Entry Assessment Project.
- CYFD is responsible for managing \$60,168,733 (\$37,832,823 in grant funds and \$22,335,910 in funds from other sources in support of the State Plan) of the overall statewide budget for the Tiered Quality Rating and Improvement System Project, Investment Zones Project, Evaluation Project, Professional Development Project, a portion of the Data Systems Project, and Grantee Technical Assistance Project.
- DOH is responsible for managing \$2,250,000 (\$2,250,000 in grant funds) of the overall statewide budget for a portion of the Data Systems Project.

New Mexico understands the importance of a tiered quality rating system and is evidenced by our initial efforts in 1997, followed by revisions and improvements since 1999. In 2010 NM began developing its third generation Tiered Quality Rating and Improvement System (TQRIS). Prior to this application, NM had begun its efforts to restructure the NM TQRIS.

With ARRA funding, New Mexico created its first Early Learning Advisory Council in 2010. With this creation and with the passage of New Mexico Early Childhood Care and Education Act during the 2011 Legislative Session, the work to align early childhood programs has begun in New Mexico. This includes the development of a web based data system that will house all early childhood data.

New Mexico's commitment to professional development can be traced as far back as 1989,

with the creation of the Office of Child Development Board. This board, along with the staff of the Office of Child Development, has been tasked with carrying out the statutory responsibility of establishing a professional development system for all those working with children birth through five and making recommendation to PED for those working with children through third grade. NM is currently implementing its third generation competency-based professional development system.

New Mexico DOH has been working collaboratively with CYFD and the University of New Mexico (UNM) Center for Education Policy Research (CEPR) to align and integrate data to enable a comprehensive community assessment.

Because of the commitment and years of experience, New Mexico is already organized in a way that the goals set out in this application will be met. Based on past experience and work currently underway with TQRIS, professional development, identification of underserved areas, serving children with high needs, development of data systems, etc., New Mexico had already begun developing cost estimates and projections for rolling out initiatives described in this application.

- PED will be responsible for carrying out its efforts to develop the Kindergarten Entry Assessment.
- CYFD will be responsible for carrying out all efforts related to the development and implementation of the TQRIS, to include promoting participation in the TQRIS and monitoring programs for adherence to the TQRIS.
- CYFD will be responsible for promoting and providing access to high quality Early Learning and Development programs for NM children with high needs and for identifying underserved areas and working with communities to build capacity, develop infrastructure and align early childhood care and education services.
- CYFD will be responsible for contracting with an external entity to validate the effectiveness of the state's TQRIS.
- CYFD will be responsible for developing and implementing a Workforce Knowledge and

Competency Framework, for supporting early childhood educators to improve their knowledge, skills and abilities.

- CYFD will be responsible for developing and implementing an early learning data system that is aligned and interoperable with the statewide longitudinal data system and has all essential data elements.
- DOH will be responsible for building the infrastructure for the NM Community Data Collaborative to align and integrate data to enable a comprehensive community assessment that is interactive and accessible. DOH will also be responsible for adapting the current Family, Infant, Toddler data system to incorporate the unique ID and ensure that the system is aligned and interoperable with the statewide early learning data system.

Contractual Services and purchases will be in accordance with the New Mexico Procurement Code and Regulations. Full-time employees will be hired for the term of the grant in order to help with development and implementation of all Projects.

The Tiered Quality Rating Improvement Project, Investment Zone Project, Evaluation Project, Professional Development Project, Data Systems Project, Grantee Technical Assistance Project, and Kindergarten Entry Assessment Project will result in high quality accountable early childhood programs. The rating of early care and education providers to increase their ability to focus on children's learning – to improve their practice – and as a result of that improvement in practice, will improve children's kindergarten readiness. New Mexico has established Program Standards (FOCUS TQRIS), Early Learning Standards (New Mexico *Early Learning Guidelines: Birth through Kindergarten*), and Early Childhood Professional Standards (Licensure and Certification Competencies). New Mexico will now consolidate these under FOCUS so as to improve practice in all child serving systems so as to maximize kindergarten readiness.

It is New Mexico's clear understanding that all the components of this proposal - the FOCUS TQRIS, T.E.A.C.H. scholarships, Early Childhood Investment Zones and a robust data system are designed for one purpose: making it possible for all children in New Mexico to enjoy

the successes afforded them by being ready for kindergarten.

BUDGET PART II: PARTICIPATING STATE AGENCY

BUDGET PART II -TABLES

Budget Table II-1: Participating State Agency Budget By Budget Category

Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <i>NM Public Education Department</i>					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	280,000	935,000	935,000	935,000	3,085,000
2. Fringe Benefits	42,000	92,000	92,000	92,000	318,000
3. Travel	3,210	10,680	10,680	10,680	35,250
4. Equipment	21,950	0	0	0	21,950
5. Supplies	6,500	6,500	6,500	6,500	26,000
6. Contractual	1,500,000	1,725,000	725,000	725,000	4,675,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	1,853,660	2,769,180	1,769,180	1,769,180	8,161,200
10. Indirect Costs*	438,995	438,994	438,994	438,994	1,755,977
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	2,292,655	3,208,174	2,208,174	2,208,174	9,917,177
14. Funds from other sources used to support the State Plan	350,000	350,000	350,000	350,000	1,400,000
15. Total Budget (add lines 13-14)	2,642,655	3,558,174	2,558,174	2,558,174	11,317,177

Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <i>NM Public Education Department</i>					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
<p><u>Columns (a) through (d):</u> For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p><u>Column (e):</u> Show the total amount requested for all grant years.</p> <p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>					

Budget Table II-2: Participating State Agency Budget By Project--

Budget Table II-2: Participating State Agency (Evidence for selection criterion (A)(4)(b)) NM Public Education Department					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Kindergarten Entry Assessment	2,642,655	3,558,174	2,558,174	2,558,174	11,317,177
Total Budget	2,642,655	3,558,174	2,558,174	2,558,174	11,317,177

Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) NM Children, Youth and Families Department					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	0	0	0	0	0
2. Fringe Benefits	0	0	0	0	0
3. Travel	25,000	25,000	25,000	25,000	100,000
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	6,714,814	10,440,393	10,537,972	9,639,644	37,332,823
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	6,739,814	10,465,393	10,562,972	9,664,644	37,432,823
10. Indirect Costs*	0	0	0	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other	0	0	0	0	0

Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) NM Children, Youth and Families Department					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
partners.					
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	400,000
13. Total Grant Funds Requested (add lines 9-12)	6,839,814	10,565,393	10,662,972	9,764,644	37,832,823
14. Funds from other sources used to support the State Plan	6,839,110	5,165,600	5,165,600	5,165,600	22,335,910
15. Total Budget (add lines 13-14)	13,678,924	15,730,993	15,828,572	14,930,244	60,168,733
<p><u>Columns (a) through (d):</u> For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p><u>Column (e):</u> Show the total amount requested for all grant years.</p> <p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>					

Budget Table II-2: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <i>NM Children Youth and Families Department</i>					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
TQRIS	8,763,862	9,043,617	9,141,197	9,042,812	35,991,488
Investment Zones	1,852,339	750,000	750,000	750,000	4,102,339
Evaluation	300,000	300,000	300,000	300,000	1,200,000
Prof. Development	1,251,252	1,647,076	1,647,075	1,397,132	5,942,535
Data Systems	1,411,471	3,890,300	3,890,300	3,340,300	12,532,371
Grantee Technical Assistance	100,000	100,000	100,000	100,000	400,000
Total Budget	13,678,924	15,730,993	15,828,572	14,930,244	60,168,733

Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <i>NM Department of Health</i>					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	70,000	70,000	70,000	70,000	280,000
2. Fringe Benefits	30,000	30,000	30,000	30,000	120,000
3. Travel	18,400	18,400	18,400	12,000	67,200
4. Equipment	26,890	13,560	7,600	5,600	53,650
5. Supplies	0	0	0	0	0
6. Contractual	466,050	425,000	300,000	300,000	1,491,050
7. Training Stipends	0	0	0	0	0
8. Other	109,200	39,800	61,800	27,300	238,100

Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <i>NM Department of Health</i>					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
9. Total Direct Costs (add lines 1-8)	720,540	596,760	487,800	444,900	2,250,000
10. Indirect Costs*	0	0	0	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	720,540	596,760	487,800	444,900	2,250,000
14. Funds from other sources used to support the State Plan	0	0	0	0	0
15. Total Budget (add lines 13-14)	720,540	596,760	487,800	444,900	2,250,000

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all grant years.
Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.
Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.
Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.
Line 12: The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.
Line 13: This is the total funding requested under this grant.
Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Budget Table II-2: Participating State Agency Budget By Project--

Budget Table II-2: Participating State Agency (Evidence for selection criterion (A)(4)(b)) NM Department of Health					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Data Systems	720,540	596,760	487,800	444,900	2,250,000
Total Budget	720,540	596,760	487,800	444,900	2,250,000

BUDGET PART II - NARRATIVE

1) Personnel

Provide:

- The title and role of each position to be compensated under this grant.
- The salary for each position.
- The amount of time, such as hours or percentage of time, to be expended by each position.
- Any additional basis for cost estimates or computations.

Explain:

- The importance of each position to the success of specific. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.

2) Fringe Benefits

Provide:

- The fringe benefit percentages for all personnel.
- The basis for cost estimates or computations.

3) Travel

Provide:

- An estimate of the number of trips.
- An estimate of transportation and/or subsistence costs for each trip.
- Any additional basis for cost estimates or computations.

Explain:

- The purpose of the travel, how it relates to project goals, and how it will contribute to project success.

4) Equipment

Provide:

- The type of equipment to be purchased.
- The estimated unit cost for each item to be purchased.
- The definition of equipment used by the State.
- Any additional basis for cost estimates or computations.

Explain:

- The justification of the need for the items of equipment to be purchased.

5) Supplies

Provide:

- An estimate of materials and supplies needed, by nature of expense or general category (*e.g.*, instructional materials, office supplies).
- The basis for cost estimates or computations.

6) Contractual

Provide:

- The products to be acquired and/or the professional services to be provided.
- The estimated cost per expected procurement.
- For professional services contracts, the amounts of time to be devoted to the project, including the costs to be charged to this proposed grant award.
- A brief statement that the State has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.
- Any additional basis for cost estimates or computations.

Explain:

- The purpose and relation to the State Plan or specific project.

Note: Because grantees must use appropriate procurement procedures to select contractors, applicants should not include information in their grant applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.

7) Training Stipends

Note:

- The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework that results in a credential or degree, not workshops or short-term training supported by this program.
- Salary stipends paid to teachers and other early learning personnel for participating in short-term professional development should be reported in Personnel (line 1).

Provide:

- Descriptions of training stipends to be provided, consistent with the “note” above.
- The cost estimates and basis for these estimates.

Explain:

- The purpose of the training.

8) Other

Provide:

- Other items by major type or category.
- The cost per item (printing = \$500, postage = \$750).
- Any additional basis for cost estimates or computations.

Explain:

- The purpose of the expenditures.

9) Total Direct Costs

Provide:

- The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

10) Indirect Costs

Provide:

- Identify and apply the indirect cost rate. (See the section that follows, Budget: Indirect Cost Information.)

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

Provide:

- The specific activities to be done by localities, Early Learning Intermediary Organizations, Participating Programs, or other partners.
- The estimated cost of each activity.
- The approximate number of localities, Early Learning Intermediary Organizations, Participating Programs, or other partners involved in each activity.
- The total cost of each activity (across all localities, Early Learning Intermediary Organizations, Participating Programs and other partners).
- Any additional basis for cost estimates or computations.

Explain:

- The purpose of each activity and its relation to the State Plan or specific project.

Note: States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Department expects that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

12) Funds set aside for participation in grantee technical assistance

Provide:

- The amount per year set aside for this Participating State Agency.

Note: The State must set aside \$400,000 from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

13) Total Funds Requested

Provide:

- The sum of expenditures in lines 9-12, for each year of the budget.

13) Other Funds Allocated to the State Plan

Provide:

- A description of the sources of other funds the State is using to support the projects in the State Plan.
- A description of how the quality set-asides in CCDF will be used for activities and services described in the State Plan, if applicable.
- Any financial contributions being made by private entities such as foundations.

Explain:

- Each funding source, the activities being funded and their relation to the State Plan or specific project, and any requirements placed on the use of funds or timing of the activity.

14) Total Budget

Provide:

- The sum of expenditures in lines 13 and 14, for each year of the budget

New Mexico Public Education Department Budget Narrative

The PED has a strong history of positive fiscal management. The current process used to pass state and federal dollars through to districts and schools annually will be modeled for this project. PED is already organized in a manner to support not only the implementation of a Kindergarten Entry Assessment, but to also act as the fiscal agent on behalf of New Mexico.

Personnel

- 2 Education Administrators-A in each of the grant years support the implementation of the Kindergarten Entry Assessment. The salary for each Education Administrator-A will be \$65,000 annually and each position will be full-time.
- 5 regional Instructional Experts over years 2, 3 and 4 of the grant. The Instructional Experts will work side-by-side with the Training and Technical Assistance experts, and the schools utilizing the Kindergarten Entry Assessment to support the implementation of the Kindergarten Entry Assessment. Building capacity of local schools and districts will be the primary role of each of the Instructional Experts. The salary for each will be \$85,000 annually and each position will be full time.

- 2 Information Technology Specialists in each of the grant years to support the development and administration of the Kindergarten Entry Assessment and reporting platform. Additionally, the Information Technology Specialists will also support the expansion of the Unique Identifier System. The salary for each will be \$75,000 annually and each position will be full time.
- In years 2, 3 and 4 of the grant, \$400,000 per year will be budgeted annually to provide stipends for teachers and school leaders to participate in professional development aligned to the Kindergarten Entry Assessment. Because the professional development provided will not result in a credential or degree, the costs associated with this professional development are reflected in the Personnel portion of the budget.

Fringe Benefits

- Each staff member will be eligible for full benefits and benefits are calculated at base salary + 30%/

Travel

- Recognizing that fidelity to implementation is critical to the success of this initiative; PED anticipates that the two Education Administrators-A will need to spend time on-site in schools and districts supporting the implementation of the Kindergarten Entry Assessment. The 2 Education Administrators-A will make an estimated 5 overnight trips annually in the first year of the grant and up to 8 overnight trips annually in years 2, 3 and 4 of the grant. We estimated 10 day trips annually per grant year, at approximately 150 miles per day trip.
- The 5 Instructional Experts will make an estimated 10 trips annually in each of grants years 2, 3 and 4, at approximately 150 miles per trip.
- The hotel reimbursement rate, as set forth by the New Mexico Department of Finance and Administration, will be \$85.00 per night; the meal per diem rate, as set forth by the Department of Finance and Administration, will be \$20.00 per day; and mileage

reimbursement rate will be \$0.32.

- Day trip estimate: \$20 meal per diem + \$0.32 mileage x 150 miles (approximately) = \$68.00 per day trip and Overnight trip estimate: \$20 meal per diem + \$0.32 mileage x 250 miles (approximately) + \$85.00 per hotel = \$185.00 per overnight trip.

Equipment

- In year one of the grant, computers for each of the 9 personnel hired to support the Kindergarten Entry Assessment will be purchased. Each computer is estimate to cost \$1750. In year one of the grant, seven printers will be purchased. Each printer is estimated to cost \$500. In year one of the grant, nine phones will be purchased. Each phone is estimated to cost \$300.

Supplies

- \$6,500 will be provided in each of the grant years for program staff to purchase supplies. Supplies may include, but are not limited to, office supplies and instructional materials to support program staff.

Contractual

- The Public Education Department (PED) will utilize 2 contracts under the grant. The 1st contract will be for \$2,500,000 for the validation of the PreK Observational Assessment tool for use as the Kindergarten Entry Assessment. The contract will extend for the first 2 grant years under the program.
- The 2nd contract will be for Training and Technical Assistance. The PED will work with an external entity to develop and deliver training on data-drive instructional practice and effective early intervention programs for kindergarten teachers as part of the Kindergarten Entry Assessment program. Teachers in grades 1, 2 and 3 will also be eligible to access the Training and Technical Assistance provided. The contract will extend over years 2, 3 and 4 of the grant and will be funded at \$725,000 per year, for a total of \$2,157,000 over the duration of the grant.

Total Direct Costs: \$8,161,200

Indirect Costs: \$1,755,977

Funds from Other State and Federal Sources to Support the Kindergarten Entry Assessment

- PED plans to spend \$350,000 per year in each of grant years 2, 3 and 4 to support the administration of the Kindergarten Entry Assessment to kindergarten students in New Mexico.

New Mexico Children, Youth and Families Department

New Mexico understands the importance of a tiered quality rating system and is evidenced by our initial efforts in 1997, followed by revisions and improvements since 1999. In 2010 NM began developing its third generation Tiered Quality Rating and Improvement System (TQRIS). Prior to this application, NM had begun its efforts to restructure the NM TQRIS.

With ARRA funding, NM created its first Early Learning Advisory Council in 2010. With this creation and with the passage of NM Early Childhood Care and Education Act during the 2011 Legislative Session, the work to align early childhood programs has begun in NM. This includes the development of a web based data system that will house all early childhood data.

NM's commitment to professional development can be traced as far back as 1989, with the creation of the Office of Child Development Board. This board, along with the staff of the Office of Child Development, has been tasked with carrying out the statutory responsibility of establishing a professional development system for all those working with children birth thru five and making recommendation to PED for those working with children through third grade. NM is currently implementing its third generation competency-based professional development system

Because of the commitment and years of experience, NM is already organized in a way that the goals set out in this application will be met.

CYFD will be responsible for carrying out all efforts related to the development and implementation of the TQRIS, to include promoting participation in the TQRIS and monitoring

programs for adherence to the TQRIS.

CYFD will be responsible for promoting and providing access to high quality Early Learning and Development programs for NM children with high needs and for identifying underserved areas and working with communities to build capacity, develop infrastructure and align early childhood care and education services.

CYFD will be responsible for contracting with an external entity to validate the effectiveness of the state's TQRIS.

CYFD will be responsible for developing and implementing a Workforce Knowledge and Competency Framework, for supporting early childhood educators to improve their knowledge, skills and abilities.

CYFD will be responsible for developing and implementing an early learning data system that is aligned and interoperable with the statewide longitudinal data system and has all essential data elements.

Because of the past experience and work currently underway with TQRIS, professional development, identification of underserved areas, serving children with high needs, development of data systems, etc., NM had already begun developing cost estimates and projections for rolling out initiatives described in this application. Please see detailed line item explanation below.

Travel

- CYFD anticipates that at least four staff members will travel in-state conducting contract review and compliance in support and implementation of TQRIS. The four staff members will make an estimated 10 overnight trips annually per grant year. CYFD also anticipates that four staff members will make an estimated 52 day trips annually per grant year, at approximately 150 miles per day trip. In addition, CYFD anticipates two staff members will travel at least once out-of-state in direct support of the TQRIS.
- The overnight per diem rate, as set forth by the New Mexico Department of Finance and

Administration, will be \$85.00 per night; the meal per diem rate, as set forth by the Department of Finance and Administration, will be \$20.00 per day; and the mileage reimbursement rate will be \$0.32 per mile. CYFD has experienced that the out-of-state per diem rate is inadequate for certain locations. Experience indicates that reimbursement to staff for actual costs is fair and reasonable. The average out-of-state travel cost, per person, is estimated at \$1,700.

- Day trip estimate: \$20 meal per diem + \$0.32 mileage x 150 miles (approximately) = \$68.00 per day trip and Overnight trip estimate: \$20 meal per diem + \$0.32 mileage x 250 miles (approximately) + \$85.00 per hotel = \$185.00 per overnight trip.

Contractual

CYFD will utilize numerous contractors under the grant. Contracts will be awarded in accordance with the New Mexico Procurement Code and Regulations.

- The TQRIS Project will cost \$22,717,888. These funds will be used to focus on children's early learning and teachers becoming increasingly competent observers and planners of appropriate curriculum, so that children will be ready for successful entry into kindergarten. The TQRIS Project includes Infrastructure Development, TQRIS Validation and Evaluation, Reflective Supervision, Licensed and Registered Child Care Education, Child Assessments, and Family Engagement, as stated in the State Plan.
- The Investment Zones Project will cost \$1,000,000. These funds will be used to direct and manage the implementation of a Getting to Outcomes (GTO) community mobilization and planning process in five communities of New Mexico. GTO is a research-based planning model. This project will require an additional readiness assessment conducted during the initial year with some follow-up over the life of the project. It is anticipated that the contractor will provide two full-time staff (\$150,000 annually); a half-time Associate (\$35,000 annually); local project coordinators for each of the five communities (\$25,000 annually); and other expenses to operate and manage this Project (\$40,000 annually).

- The Evaluation Project will cost \$1,200,000. These funds will provide for a comprehensive process evaluation for the duration of the Grant, supporting the work primarily of CYFD and PED. It is anticipated that the contractor will provide three full-time staff (\$225,000 annually); a statistician and project manager (\$25,000 annually); a project director (\$40,000 annually); and other expenses to operate and manage this Project (\$10,000 annually).
- The Professional Development Project will cost \$3,014,935. These funds will provide approximately 889 T.E.A.C.H. Scholarships (\$378,164 annually); Reinstatement and Administration of the Prior Learning Assessment (\$62,500 annually); Bank Street Approach to early childhood education (\$266,382 annually); and Mind in the Making Training (\$46,688 annually).
- The Data Systems Project will cost \$9,500,000. These funds will be used to consolidate all CYFD's early learning systems. Specifically, the funding will be used to fund technical personnel for the planning, design, development, and implementation of the web enabled Enterprise Provider Information Constituent Services (EPICS) system. EPICS will be aligned and interoperable with the P-20 Education data warehouse system, including other early learning data systems located in other state departments and external entities, such as PED, Department of Health and University of New Mexico Continuing Education and Community Services; ensure interoperability among the various levels and types of data; enable uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Programs; facilitate the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions such as Common Education Data Standards; generate information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making; meeting the data Systems Oversight Requirements and comply with the requirements of Federal, State, confidentiality and local privacy laws; and align and enhance current systems into a coordinated system to improve instruction, practices, services and policies.

Funds set aside for participation in grantee technical assistance

- The Grantee Technical Assistance Project will cost \$400,000. These funds are required by the Grant to be set aside for participation in grantee technical assistance.

Total Direct Costs: \$37,832,823

Funds from Other State and Federal Sources to Support CYFD Projects

- CYFD plans to spend \$22,335,910 to support its Projects.

New Mexico Department of Health

DOH has been working collaboratively with the New Mexico Children, Youth and Families Department (CYFD) and the University of New Mexico (UNM) Center for Education Policy Research (CEPR) to align and integrate data to enable a comprehensive community assessment. Additionally, the Family, Infant, Toddler (FIT) program (IDEA Part C) is an integral piece of the overall early childhood system. Although the FIT program resides with DOH, there is constant communication between DOH and CYFD. Because of the commitment and years of experience, NM is already organized in a way that the goals set out in this application will be met.

DOH will be responsible for building the infrastructure for the NM Community Data Collaborative to align and integrate data to enable a comprehensive community assessment that is interactive and accessible. DOH will also be responsible for adapting the current FIT data system to incorporate the unique ID and ensure that the system is aligned and interoperable with the statewide early learning data system.

Because of the work currently underway with the alignment and integration of data to enable a comprehensive community assessment, NM had already begun developing cost estimates and projections for building the infrastructure for the NM Community Data Collaborative. Please see detailed line item explanation below.

Personnel

- An Information Technology Generalist 1 or similar position for each of the grant years to oversee and carry out the major initiatives of this Grant. The salary for the Information Technology Generalist 1 or similar position will be \$70,000 annually and will be full-time.

Fringe Benefits

- The staff member will be eligible for full benefits, which are calculated at base salary + 30%/

Travel

- Outreach to communities and providers (14 trips per year, 3 persons; 42 trips/yr @ \$190; transportation @ \$125 per trip; subsistence @ \$65 per trip). Estimated cost is \$8,000 for each of the grant years.
- Participatory Program and Policy Sessions (5 trips per year, 3 persons; 15 trips/yr @ \$190; transportation @ \$125 per trip; subsistence @ \$65 per trip). Estimated cost is \$3,000 for each of the first three grant years and \$2,000 for the last grant year.
- Training (7 trips per year, 3 persons; 42 trips/yr @ \$190; transportation @ \$125 per trip; subsistence @ \$65 per trip). Estimated cost is \$4,000 for each of the first three grant years.
- National Conferences (1 trip per year, 3 persons; 5 trips/yr @ \$700; transportation @ \$400 per trip; subsistence @ \$300 per trip). Estimated cost is \$2,000 for each of the grant years.
- Visiting Sister Projects (1 trip per year, 2 persons; 2 trips/yr @ \$700; transportation @ \$400 per trip; subsistence @ \$300 per trip). Estimated cost is \$1,400 for each of the first three grant years.
- Host two state wide meetings at a cost of \$2,000 for each of the grant years to bring together program, policy and community experts with collaborating analysts for planning

and reporting

- Quarterly Meetings of Collaborative Network at a cost of \$1,200 for each of the first three grant years and \$600 for the last grant year to bring together collaborating analysts for planning and reporting

Equipment

- In year one of the grant, ten laptop computers (\$700 each); ten desktop computers (\$800 each); ten external drives (\$65 each); twelve monitors (\$200 each); two projectors (\$850 each); and two color printers (\$1,450 each) will be purchased. Server and Network Services will cost \$4,600 for each grant year and miscellaneous information technology equipment will cost \$5,000 in year 1, \$3,600 in year 2, \$3,000 in year 3, and \$1,000 in year 4.

Contractual

- DOH will contract for the community assessment data warehouse at a cost of \$1,241,050 (\$341,050 in the first year of the grant and \$300,000 in years 2, 3, and 4 of the grant). The community assessment data warehouse includes incentives for intense capacity building and collaboration across the network of people and organizations sharing work and resources, stimulating a profound and lasting change in the way multiple agencies share and process data, building on IBIS and other key infrastructures and systems, and institutionalizing a modern form of public health surveillance and a new way for government and community agencies to work together. By aligning and integrating, increased efficiency and cooperation is created, that then becomes its own incentive.
- DOH will contract for changes to the DOH Family Infant Toddler (FIT) Program (part C Early Intervention) online database and billing system “FIT-KIDS” (Key Information Data System) in order to incorporate a unique ID for all infants and toddlers served. The FIT-KIDS application will also undergo modifications to ensure that the system aligns and is interoperable with the EPICS system at CYFD to allow reporting across programs. These modifications will include changes to meet standard data structures, data formats

and Common Education Data Standards. It is anticipated that these changes and enhancements will cost \$250,000 (\$125,000 in each of the first two years of the grant).

Other

- DOH anticipates purchasing software at a cost of \$161,300. DOH will purchase MS Office and Anti Virus (\$2,200 in first year of the grant and \$800 in the third year of the grant); SAS-JMP and other analytic, 16 licenses @ \$1,600 (\$13,600 in the first year of the grant and \$6,000 in each of the second and third years of the grant); ESRI ARCVIEW desktops, 15 licenses @ \$1,350 (\$10,000 in the first year of the grant and \$5,000 in the second and third years of the grant); ARCMAP home versions, 16 licenses @ \$100 (\$1,000 in the first year of the grant and \$300 in each of the second and third years of the grant); Adobe, 3 licenses @ \$400 (\$1,200 in the first year of the grant); ESRI Evaluation versions and tutorials, 48 packets (\$1,200 in each of the first and third years of the grant); ESRI ARCGIS Server (\$20,000 in the first year of the grant and \$4,000 in each of the second, third and fourth years of the grant); Web design and management (\$2,000 in each grant year); GoeLytics or Caritas commercial data (\$20,000 in each of the first and third years of the grant); ZP+4, 4 updates / yr @ \$100 (\$400 in each grant year); Parcel Datasets, NM (\$15,500 in the first year of the grant); Policy Map or other subscription services (\$1,700 in each grant year); and miscellaneous software (\$1,200 in each of the first, second and third years of the grant).
- DOH anticipates renting office space for this Project. The estimated cost is \$76,800 (\$19,200 in each grant year).

Total Direct Costs: \$2,250,000

BUDGET: INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

<p>Does the State have an Indirect Cost Rate Agreement approved by the Federal government?</p> <p>YES <input checked="" type="checkbox"/> X NO <input type="checkbox"/> O</p> <p>If yes to question 1, please provide the following information:</p> <p>Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy): From: 6/30/2010 To: 6/30/2011</p> <p>Approving Federal agency: <input checked="" type="checkbox"/> ED <input type="checkbox"/> HHS <input type="checkbox"/> Other (Please specify agency): _____</p>
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Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
2. If "No" is checked, the Departments generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
 - (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after the grant award notification is issued; and
 - (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If "Yes" is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, HHS, or another Federal agency (Other) issued the approved agreement. If "Other" was checked, specify the name of the agency that issued the approved agreement.