

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Preschool Development Grants - Expansion

CFDA # 84.419B

PR/Award # S419B150024

Grants.gov Tracking#: GRANT11762272

OMB No. 1810-0718, Expiration Date: 02/28/2015

Closing Date: Oct 15, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

There were problems converting one or more of the attachments. These are: 1238-Preschool Expansion Grant 2014-419bspreadsheet.xls

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="10/15/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="856000565"/>	* c. Organizational DUNS: <input type="text" value="1022730700000"/>
---	---

d. Address:

* Street1:	<input type="text" value="PO Drawer 5160"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Santa Fe"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="NY: New Mexico"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip/Postal Code:	<input type="text" value="87107-5160"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text"/>	* First Name: <input type="text" value="Dan"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Haggard"/>	
Suffix: <input type="text"/>	
Title: <input type="text"/>	

Organizational Affiliation:

* Telephone Number: <input type="text" value="505-827-6614"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

S4.419

CFDA Title:

Preschool Development Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-081814-002

* Title:

Office of Elementary and Secondary Education (OESE): Preschool Development Grants: Expansion Grants CFDA Number S4.419B

13. Competition Identification Number:

S4 419B2015 1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

[Add Attachment](#)

[Delete Attachment](#)

[View Attachment](#)

*** 15. Descriptive Title of Applicant's Project:**

New Mexico PreSchool Development Expansion Grants

Attach supporting documents as specified in agency instructions.

[Add Attachments](#)

[Delete Attachments](#)

[View Attachments](#)

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="50,000,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="(b)(4)"/>
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on .
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt?.. (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims, may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color, or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Yolanda Berumen Deines	TITLE Cabinet Secretary
APPLICANT ORGANIZATION State of New Mexico Children Youth and Families Department	DATE SUBMITTED 10/15/2014

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. * Name and Address of Reporting Entity:
 Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

6. * Federal Department/Agency: <input type="text" value="United States Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Elementary Development Grants"/> CFDA Number, if applicable: <input type="text" value="84.409"/>
--	--

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

b. Individual Performing Services (including address if different from No. 10a).

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

11. Information requested through this form is authorized by title 31 U.S.C. section. 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name
* Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # S419B150024

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

ED_GEPA_427.pdf

Delete Attachment

View Attachment

ED GEPA 427 Required Certification

New Mexico's existing system dedicates substantial resources and effort to ensuring the inclusion of children with delay or disability, of children from a range of ethnicities (races), and first generation immigrant children who are dual language learners. These efforts will be expanded greatly for this project, around issues New Mexico has prioritized in its efforts – disability, race, and dual language learners (national origin). The following items, from our project narrative, describe some of the initiatives, existing policies, and system components that will ensure inclusion of children from these two types of barriers that are addressed in Section 427.

To ensure that all families are informed of the opportunity and encouraged to enroll their children in available programs, Early Learning Providers will be encouraged to post flyers and place registration materials in WIC offices, businesses, community buildings including chapter houses and tribal government offices, and BIE schools. All PreK program marketing and registration materials will be provided in English, Spanish, and Diné (Navajo), as needed.

PreK program staff must assess each child with a developmental screening instrument that includes a social-emotional component prior to the third month of attendance. Programs must screen for early detection of children at risk for developmental delay and/or disability. When possible, the dominant language of the child will be used during screening. Appropriate referrals must be made to address all identified concerns. All developmental screening instruments must be valid, reliable, non-biased, linguistically and culturally appropriate, and individually administered by trained personnel.

This funding will allow the project Hub to develop and deliver additional training statewide in essential areas such as early literacy, early childhood mental health, dual language learners, children with special needs, family engagement, and transition. Online training modules will also be developed to accommodate the ever-increasing demands of the early childhood workforce in a rural state. All state-level training funded through this grant will be developed and integrated into the Hub's statewide training and technical assistance system. Two new ambitious strands that will improve program quality are:

1. Development of training for elementary principals using the newly revised competencies from the National Association for Elementary School Principals, and
2. Development and implementation of a strategic plan for the recruitment and inclusion of children with disabilities.

UNM Health Sciences Center for Development and Disability has been contracted from the first year to support a network of Inclusion Specialists to provide specialized coaching/consultation to programs when confronted with children who have special needs.

Embedded in our system is an emphasis on inclusion of children with disabilities and Dual Language Learners. The *FOCUS* Criteria is based upon the principles of the Full Participation of Each Child, which expands the definition of inclusion and refers to the range of approaches that promote full engagement in play, learning, development, and a sense of belonging for each child. The rationale for this, particularly in New Mexico, is that "Every child in New Mexico has diverse strengths rooted in his or her family's unique culture, heritage, language, beliefs, and circumstances. Early learning programs that support the full participation of every child build on these strengths by promoting a sense of belonging, supporting positive social relationships, and enabling families and professionals to gain advocacy skills that positively impact the life of every child". (State of New Mexico Children, Youth and Families Department, 2010) In *FOCUS*, full participation is addressed in four areas: 1) how families are engaged in the development and learning of their children (family engagement), 2) how inclusive practices are implemented for young children with developmental delays and disabilities, 3) how the cultures and languages of each child, including young dual language learners (DLLs) are reflected and supported, and 4) how focused attention is paid to promoting social relationships" (New Mexico PreK *FOCUS* Criteria, Appendix G).

In addition to consultants being available to programs, the UNM Health Sciences Center for Development and Disability is funded to provide Inclusion Specialists as a resource for all early childhood care and education programs in the state. These Specialists are funded through the Child Care Development Block Grant, but are available to any early learning program. They provide consultation for both program staff and families when there are questions or concerns

regarding children with special needs. In New Mexico, these concerns are most often based on children socio-emotional needs. Therefore, this year Early Childhood Mental Health clinicians will be added to the consultant pool. To ensure that New Mexico PreK programs are integrating children with special needs, this project will fund the UNM Center for Development and Disabilities to develop and implement a plan for the recruitment and inclusion of all children with disabilities into the NM PreK sites.

(b)(6)

Dan Haggard

Deputy Director for Program, Early Childhood Services Division, and Project Director
Children, Youth and Families Department

October 14, 2014

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

State of New Mexico Children Youth and Families Department

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Yolanda Middle Name:

* Last Name: Berumen Gaines Suffix:

* Title: Cabinet Secretary

* SIGNATURE: Yolanda Berumen-Gaines * DATE: 10/15/2014

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design, including a brief description of the sample, including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Project Abstract

2014 Preschool Development Grants – Expansion Grants

State of New Mexico Children Youth and Families Department

- **Overview**

The federal Preschool Development Expansion Grant competition provides New Mexico with an opportunity to create an ambitious and achievable plan to ensure that many more four-year-old children have access to improved early learning programs and enter kindergarten with the skills, knowledge and dispositions they need to be successful.

- **Project Objectives and Activities**

New Mexico's Preschool Development-Expansion Grant proposal has five primary goals to increase quality and access to high-quality preschool programs:

(1) Build on the state's commitment to high-quality preschool programs to expand access to High-Quality Preschool Programs. New Mexico's State Preschool Program, *New Mexico PreK*, is a voluntary program created by the *Pre-Kindergarten Act of 2005* and jointly administered by the Children Youth and Families Department (CYFD) and the Public Education Department (PED). The purpose of *New Mexico PreK* is to ensure that every child in New Mexico has the opportunity to attend a high quality childhood program before entering kindergarten. It is expected that New Mexico's eligibility of receiving up to \$12.5 million per year for four years will result in up to 1,000 additional children served in New Mexico PreK in at least 50 classrooms within the identified High-Need Communities.

(2) Expand high-quality preschool programs in high-need communities to increase preschool program slots in New Mexico's identified Early Childhood Investment Zone communities. Thirty-five school districts (of 89 statewide) have been identified as New Mexico Early Childhood Investment Zones based on both socio-ecological factors and public school factors that indicate higher levels of risk for school failure. Communities within the Early Childhood Investment Zones will be funded to either expand existing New Mexico PreK slots or create new New Mexico PreK programs through a competitive proposal process.

(3) Ensure quality in New Mexico preschool programs by implementing:

- *FOCUS*, New Mexico's Tiered Quality Rating and Improvement System;
- Common Program Standards across all publicly funded New Mexico PreK Programs;

- Comprehensive Assessment System as the basis for continuous quality improvement;
- The New Mexico Kindergarten Entry Assessment (KEA); and
- The New Mexico early learning data system providing information for educators, families and policymakers.

(4) Collaborate with our Subgrantee, Regional Education Cooperative (REC) IX to ensure strong partnerships. REC IX is an educational consortium serving several rural districts within New Mexico. REC IX will work with preschool programs to increase the number and percentage of eligible children served in High-Quality Preschool Programs during each year of the grant period, beginning no later than the end of year one of the grant period, through the creation of new and expanded programs in the Early Childhood Investment Zones.

(5) Align the state’s High-Quality Preschool Programs within a birth through third grade continuum. New Mexico PreK Programs will meet age appropriate standards and expectations that fit within the growth, development and learning benchmarks of New Mexico’s Early Learning Guidelines for children birth to eight years old.

- **Proposed Project Outcomes**

- a) Serve more children in High-Quality Preschool Programs in Early Childhood Investment Zones including small, rural, and tribal communities
- b) Increase the percentage of students ready for kindergarten
- c) Identify more children in need of early intervention through increased screenings and provide services
- d) Increase parental engagement
- e) Improve classroom environments and children and adult interactions
- f) Increase inclusion of students with disabilities and dual language learners
- g) Increase workforce competencies through high-quality professional development and university scholarships

- **Names of other organizations for Collaboration:** New Mexico Public Education Department; Regional Education Cooperative IX; UNM Continuing Education, New Mexico Association for the Education of Young Children.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

To add more Project Narrative File attachments, please use the attachment buttons below.

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Preschool Development Grants Program – Expansion Grants Application
October 2014

A. Executive Summary

Introduction

It is now commonly accepted that high-quality early care and education play an important role in preparing children for success and lead to higher levels of educational attainment, career advancement and earnings. Many of our children in New Mexico enter elementary school without the basic skills necessary for success. For example, over the past four years, more than 59% of the children entering kindergarten do not have the literacy skills required for them to be considered “ready” for school (Public Education Department, 2014). 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 other indicators of school failure.

Currently, 62% of New Mexico’s eligible children are not served in any type of preschool program (Kids Count, 2014). The federal Preschool Development–Expansion Grant competition provides New Mexico with an opportunity to create an ambitious yet achievable plan to ensure that many more four-year-old children have access to improved early learning programs and enter school with the skills, knowledge and dispositions they need to be successful.

New Mexico’s Preschool Development-Expansion Grant proposal includes five primary goals. All five goals are based on our commitment to ensure that every child has equitable access to appropriate services and supports that acknowledge their uniqueness and enable them to reach their full potential. To increase quality and access to high-quality preschool programs, the five goals of New Mexico’s proposal are to (1) Build on the state’s commitment to high-quality preschool programs by expanding access to New Mexico PreK and other preschool programs meeting the high-quality standards; (2) Expand high-quality preschool programs in high-need communities to increase preschool program slots in New Mexico’s identified Early Childhood Investment Zone communities; (3) Ensure quality in New Mexico preschool programs through the continued implementation of approved quality initiatives such as *FOCUS*, the New Mexico Kindergarten Entry Assessment (KEA) and enhanced utilization of the New Mexico early learning data system; (4) Collaborate with New Mexico’s Subgrantee, the Regional Education

Cooperative IX. to ensure strong partnerships and aligned services; and (5) Align New Mexico's high-quality preschool programs within a birth through third grade continuum. Taking each goal in turn, it is clear that New Mexico's current early childhood infrastructure is ripe for expansion with the continued quality requirements of the Preschool Development Expansion Grant.

(1) With the increased funding and matching state dollars, New Mexico will build on the state's commitment to high-quality preschool programs by expanding access to NM PreK.

New Mexico has a history of investing in early childhood programs to ensure that each and every child has the opportunity to reach their full potential. In the past 4 years (over the course of Governor's Martinez's first term), both the number of children receiving PreK and the investment made has more than doubled. Most recently, the General Appropriations Act of 2014 increases funding for early childhood initiatives by \$(b)(4), a 14 percent increase over FY14 appropriations. For FY15, New Mexico made available \$(b)(4) for key early childhood programs. The increased funding includes \$(b)(4) more for prekindergarten at \$(b)(4) (b)(4) \$(b)(4) more for childcare assistance, and \$(b)(4) more for home visits to families with infants. The early childhood total also includes \$9.4 million the state will receive annually for four years from the Federal Race to the Top-Early Learning Challenge federal grant for a childcare quality rating system and professional development.¹

With the Governor's support and the incredible opportunity that the Race to the Top-Early Learning Challenge grant provided, New Mexico enhanced the existing New Mexico PreK program through the implementation of high-quality initiatives.² New Mexico's High-Quality Preschool Program, New Mexico PreK, is a voluntary program jointly administered by the Children, Youth and Families Department (CYFD) and the Public Education Department (PED). The Preschool Development Grant-Expansion Grant will provide funding to expand New Mexico PreK services and serves the executive priority of granting every child in New Mexico the opportunity to attend a high quality early childhood program before entering kindergarten through: (1) increasing access to voluntary, high-quality early education; (2) prioritizing the enrollment of children without access to high quality programs; (3) providing developmentally

¹ *LFC Results First: Evidence-Based Options to Improve Outcomes* (New Mexico Legislative Finance Committee, 2014), 1.

² Created by the *Pre-Kindergarten Act of 2005* as evidenced in Appendix C

appropriate activities for NM children; (4) focusing on school readiness; (5) expanding early childhood community capacity; (6) providing PreK programs based on the comprehensive framework as described in the NM PreK Programs Standards; and (7) supporting linguistically and culturally appropriate curriculum.

If awarded the Preschool Development Grant-Expansion Grant, New Mexico is committed to matching at least $\frac{1}{3}$ ^(b) % of the grant funds with state funds. At first glance, it is anticipated that New Mexico's eligibility of receiving up to \$12.5 million per year for four years will result in as many as 1,000 additional children served in New Mexico PreK in at least fifty classrooms within the already identified High-Need Communities. This expansion is wholly consistent with the current course of early childhood education in New Mexico.

(2) If awarded the Preschool Development Grant, New Mexico will expand high-quality preschool programs in high-need communities to increase preschool program slots in New Mexico's identified Early Childhood Investment Zone communities.

In 2012 the Children, Youth and Families Department, the Department of Health, and the Public Education Department identified both socio-ecological factors and public school factors that indicate higher levels of risk for school success. Thirty-five school districts were identified as New Mexico Early Childhood Investment Zones where children are at greatest risk for not achieving school success.

The Preschool Development Grant-Expansion Grant provides New Mexico the opportunity to increase access to quality early education programs in a mixed delivery system that can support the likelihood of school and life success for children living within the Early Childhood Investment Zones. Communities within the Early Childhood Investment Zones will be prioritized to receive additional funding to expand New Mexico PreK slots. Additionally, New Mexico is committed to invest more than 50% of these funds to create new preschool slots in these high risk areas.

(3) The Preschool Development Grant funding will further ensure quality in New Mexico preschool programs by assisting the sustainability of approved quality initiatives such as FOCUS and the New Mexico Kindergarten Entry Assessment (KEA) and by enhancing utilization of the New Mexico early learning data system.

One of the key initiatives implemented as a result of the Race to the Top funding is FOCUS (*on young children's learning*). Validated by Child-Trends, an internationally-

recognized early childhood research organization, FOCUS is New Mexico's Tiered Quality Rating and Improvement System (TQRIS) (Appendix F). FOCUS is designed to meet a number of early childhood education priorities by (1) focusing on children's learning through the implementation of New Mexico's authentic observation documentation and curriculum planning process based upon the recently revised *New Mexico Early Learning Guidelines: Birth through Kindergarten*, New Mexico's Early Learning and Development Standards (Appendix D); (2) implementing 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 engagement³; and (3) utilizing 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 through the Family Infant Toddler (FIT) program and Early Childhood Special Education.

Another key quality initiative is the Kindergarten Entry Assessment (KEA), which uses 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 will provide kindergarten teachers with critical information regarding children's learning that can be used to inform curriculum planning and differentiated instruction. The KEA will assess what entering students know and can do in relation to the kindergarten standards for learning described in the *New Mexico Early Learning Guidelines: Birth through Kindergarten*. The *Guidelines* are aligned with the state's kindergarten Common Core State Standards in English language arts and mathematics. The outcomes and indicators for kindergarteners that are described in that document are linked to learning in seven developmental domains: (1) physical development, health, and well-being; (2) literacy; (3) numeracy (4) aesthetic creativity; (5) scientific conceptual understanding; (6) self, family and community; and (7) approaches to learning. Following training on administering and scoring the KEA, kindergarten teachers will observe students as they engage in a variety of classroom activities and use a scoring rubric to assign a

³ These program standards include all of the structural elements of a High-Quality Preschool Program as evidenced in Appendix H.

rating that describes their level of performance on a set of target behaviors. They then enter the information about each child into a secure database. Once all student-level assessment data are entered, teachers will be able to run queries that can help them differentiate instruction and communicate with families.

The KEA is an authentic assessment that will provide kindergarten teachers with critical information regarding children's learning that can be used to inform curriculum planning and differentiated instruction. Doing so will help to ensure that each student's unique learning need(s) are met. KEA data also can be shared with families interested in fostering their children's learning.

Another executive priority and key component of the Race to the Top funding is the development and utilization of the New Mexico early learning data system. This innovative data system is designed to provide educators, families, and policymakers with essential tools to (1) provide the most current information educators need to nurture and teach the children in their programs; (2) empower families with the information they need in the order to make informed choices about which programs are best for their young children; (3) track young children's development and progress as they are increasingly ready for school; (4) measure the quality of and improvement in all of New Mexico's early learning and development programs; (5) assess the status of young children as they enter kindergarten; and (6) follow students from their earliest enrollment in early childhood programs through entrance into kindergarten, elementary, middle and high school, higher education and the workforce.

As FOCUS, the KEA, and development of the early learning data system demonstrates, New Mexico is vested in high-quality early childhood initiatives. The requirements of the Preschool Development Expansion Grant closely align with the current executive priorities and the award will provide more children and families access to these various voluntary educational services.

(4) New Mexico will continue to collaborate and partner with the Regional Education Cooperative IX as the Subgrantee to ensure strong partnerships.

The Regional Education Cooperative (REC) IX is an educational consortium serving several rural districts within New Mexico. REC IX has committed to working with preschool programs to increase the number and percentage of eligible children served in high-quality preschool programs during each year of the grant period, beginning no later than the end of year one of the

grant period, through the creation of new and expanded programs in the Early Childhood Investment Zones. REC IX was selected as the Subgrantee for several reasons. Region IX has a long history of providing early childhood services. They are a Head Start grantee and have served as a contractor for early childhood services for a number of years. Both the Children, Youth and Families Department and the Public Education Department have an established working relationship with REC IX. The Subgrantee is similar to quasi-governmental agencies or early childhood foundations elsewhere. The state departments are able to flow funds to Region IX through interagency government agreements (IGAs) and are subject to the same procurement rules as state agencies.

At least 95% of the federal grant funds will be subgranted to REC IX over the grant period. Communities within the New Mexico Early Learning Investment Zones will apply through a request for application (RFA) process, no later than the end of year one of the grant, for funding to expand or put in place new PreK programs meeting all of the identified standards for High-Quality Preschool Programs in their respective high-need communities. All PreK program marketing and registration materials will be provided in English, Spanish, and Diné, as needed. To ensure that all families are informed of the opportunity and encouraged to enroll their children in available programs, Early Learning Providers will be encouraged to post flyers and place registration materials in WIC offices, businesses, community buildings (including chapter houses and tribal government offices), and BIE schools.

(5) The Preschool Development Expansion Grant will align the state's high-quality preschool programs within a birth through third grade continuum.

New Mexico's Early Learning Guidelines laid the 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. An external alignment of the New Mexico content standards and Early Learning Guidelines has been completed by WestEd. 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.

Building on early literacy skills, New Mexico's early reading initiative, New Mexico Reads to Lead, provides a consistent approach for districts and schools to ensure that children

can read by the end of third grade—giving them essential skills for future career and college success. The New Mexico Reads to Lead Initiative funds a reading K–3 Formative Assessment System provided to districts at no cost. It also provides regional and district reading coaches, supports for intervention, and professional development for parents, teachers, reading coaches, and administrators. The state’s commitment to supporting increased student achievement in grades K–3 is evidenced by the state funding provided to the Reads to Lead program including \$ (b)(4) in 2012–2013, \$ (b)(4) in 2013–2014, and \$ (b)(4) in 2014–2015.

Conclusion

As articulated above, Governor Martinez’s early childhood education priorities are consistent with the priorities set forth in the Preschool Development Expansion grant guidelines and application. Reiterating, New Mexico meets the grant’s “Absolute Priority 1” because New Mexico is committed to increasing access to high-quality preschool programs in the already identified high-need communities; and New Mexico meets “Absolute Priority 2” because we are a Race to the Top – Early Learning Challenge State and have made monumental strides in the development and implementation of high-quality initiatives and data systems. In addition to meeting the “Absolute Priorities,” New Mexico also meets the “Competitive Preference Priorities 1, 2 and 3”: (1) New Mexico will match grant dollars with state funds; (2) over the last four years, New Mexico’s executive and legislative branches have invested in early childhood education demonstrating statewide support of a continuum of early learning and development; and (3) with the expanded funding, New Mexico is committed to invest more than (b)(4) % of the estimated \$12.5 million over four years to create new high-quality preschool slots in the high-risk areas.

As evidenced in the letters of support submitted by the Legislature, New Mexico has had significant support from the legislature throughout the history of New Mexico PreK.⁴ Even in years when other states were cutting funding or eliminating their prekindergarten programs, New Mexico experienced expansions. Governor Martinez is proud of our prekindergarten program and its outcomes and along with the legislature, the Children, Youth, and Families Department, and the Public Education Department is committed to continuing the investment in high-quality initiatives and evidenced based early childhood programs that enhance education and overall

⁴ Included are letters of support from the Legislative Finance Committee and the Legislative Education Study Committee

well-being for New Mexico’s children. The recent expansion of New Mexico PreK, increased investments in childcare and home visiting, and the creation of the New Mexico Reads to Lead initiative provide clear evidence that the Martinez administration is fully committed to supporting all of our states young learners. New Mexico stands ready to further expand PreK through the Preschool Development Grant Program – Expansion Grant to our students most in need to ensure that all students are ready for success once they enter Kindergarten..

Map of New Mexico Investment Zones

B. Commitment to State Preschool Programs

The extent to which the State has demonstrated its commitment to develop or enhance the State Preschool Program infrastructure and its capacity to both deliver and increase access to High Quality Preschool Programs for Eligible Children, is evidenced by--

(1) State Early Learning and Development Standards:

- The *New Mexico Early Learning Guidelines: Birth through Kindergarten*, were developed by New Mexican early educators and nationally known experts. The hundreds of practitioners, advocates, and faculty who contributed to their development are working with young children from a variety of programs across the early childhood system in the state, including but not limited to: Family Child Care, Center-based Child Care, Home Visiting, Early Intervention, Early Head Start, Head Start, New Mexico PreK, Early Childhood Special Education, Preschool, Kindergarten, Training, Technical Assistance, and Consultation Programs and Higher Education. The *New Mexico Early Learning Guidelines* provide a common vocabulary to describe children's growth, development and learning. They are formatted in a continuum to help educators and families see an individualized picture of each child's capabilities. The *New Mexico Early Learning Guidelines* reflect current brain research and early childhood best practices. Educators in early education programs spanning birth through PreK utilize the *New Mexico Early Learning Guidelines*, as the foundation for the alignment of systems and improvement of program quality.
- The kindergarten rubrics in the *New Mexico Early Learning Guidelines* will be used as the criteria for the Kindergarten Readiness Assessment to be piloted in School Years 2014-16 and to be used in all New Mexico public schools beginning in School Year 2016-2017. Revisions to the *New Mexico Early Learning Guidelines* (essential indicators and rubrics) have recently been made as part of the alignment and validation process by WestEd, an organization contracted by the State to develop the Kindergarten Readiness Assessment.
- New Mexico's *FOCUS: Essential Elements of Quality* criteria and TQRIS program are focused on children's learning outcomes through the full implementation of New Mexico's Authentic Observation Documentation and Curriculum Planning Process, using

the *New Mexico Early Learning Guidelines: Birth through Kindergarten*, as early learning criteria. (Appendix D)

(2) The State's financial investment, if any, and the estimated number and percentage of children, including if known, the estimated number and percentage of Eligible Children, served in State Preschool Programs over the last four years;

- The State Legislature has made a financial investment to the New Mexico's PreK Program commitment year after year since the enactment of the PreK Act of 2005. In last year's Legislative Finance Committee Report, released on September 23, 2013, they reported that "Children who participated in NM PreK do significantly better in third grade reading and math than their peers who did not participate or peers that participated in child care. Similarly, PreK participants, when compared with peers who did not participate in PreK and peers who participated in child care, tend to have higher proficiency rates on the Standards Based Assessment and are less likely to participate in special education by third grade."
- In the final PreK program evaluation report released by NIEER in 2010, titled, "*The New Mexico PreK Evaluation: Results from the Initial Four Years of a New State Preschool Initiative*," their overall finding is that New Mexico PreK improves children's readiness for kindergarten in key academic areas—language, literacy, and mathematics, across different types of PreK settings (public and non-public early care and education entities).
- By statute and rule, the New Mexico PreK Program is jointly administered by two state agencies—the New Mexico Public Education Department and the Children Youth and Families Department. Both agencies has demonstrated the success of the program by carefully budgeting funds to serve more children each year and to provide support services, such as; teacher and administrator trainings, consultation services and opportunities for teachers to receive AA and BA degrees and licenses in early childhood education. Table B below shows the New Mexico PreK Program annual funding amounts for the last four years and the number of eligible children served.

	FY10	FY11	FY12	FY13	FY14
CYFD	(b)(4)				
PED					
Total					

(3) Enacted and pending legislation, policies, or practices that demonstrate the State’s current and future commitment to increasing access to High-Quality Preschool Programs for Eligible Children;

- During the 2005 legislative session, the New Mexico legislature passed the New Mexico Pre-Kindergarten Act (Children’s Code, Article 23, Sections 32A.23.1.8 NMSA 1978) and provided funding to develop and implement voluntary pre-kindergarten programs to advance childhood development and readiness throughout New Mexico. The New Mexico PreK program provides voluntary, state-funded PreK programs for children who turn four years old before September 1st and are not age-eligible for kindergarten. By law, the PreK program must address the total developmental needs of preschool children, including physical, cognitive, social, and emotional needs, and shall include health care, nutrition, safety, and multicultural sensitivity. The Public Education Department and the Children Youth and Families Department have joint responsibility for the administration and implementation of the PreK program. Allocated funds are divided evenly between the two departments and the Public Education Department funds school districts and charter schools while the Children Youth and Families Department funds other eligible providers for pre-kindergarten services.
- Rather than New Mexico PreK being a categorical program based upon income eligibility, New Mexico remains committed to it being a voluntary program serving all children in communities where children are determined to be most at risk. This commitment is exemplified in the New Mexico PreK Act: “Prekindergarten services may be provided by public schools and private providers on a per-child reimbursement rate in communities with public elementary schools that are designated as Title I schools and have at least sixty-six percent of the children served living within the attendance zone of a Title I elementary school.”