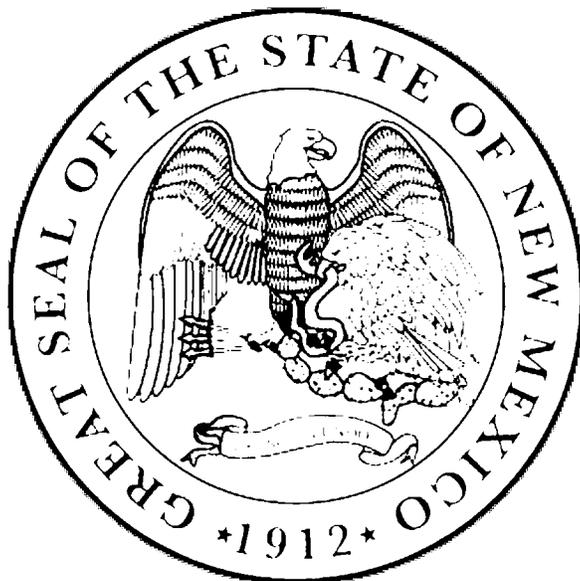


Race to the Top – Early Learning Challenge  
Application for Phase 2 Funding  
CFDA Number: 84.412A

## State of New Mexico



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. (See Part 6 of this application.) 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:

<b>Participating State Agency Name (* for Lead Agency)</b>	<b>MOU Location in Application</b>	<b>Funds/Program(s) administered by the Participating State Agency</b>
*Public Education Department	Appendix 1	Title I of ESEA, 619 of part B of IDEA, State-funded preschool, State Education Agency
Children’s 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.

Yes

No

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

Yes

No

## SECTION IV: APPLICATION

### Part 1: State Plan Overview

- A. Provide an executive summary of the State's Phase 2 RTT-ELC plan. Please include an explanation of why the State believes the activities in its Phase 2 plan will have the greatest impact on advancing its overall statewide reform plan.

#### **EXECUTIVE SUMMARY**

#### **Race to the Top – Early Learning Challenge New Mexico's Early Childhood Reform Agenda – October 2012**

More than 75 percent of New Mexico's children entering kindergarten do not have the literacy skills required for them to be considered "ready" for school. Consistently, New Mexico ranks near the bottom of all socio-ecological risk indicators. Although all children in New Mexico are easily considered to be at risk, the children with greatest need live in a few urban areas and in many more rural and frontier areas. As a frontier state, New Mexico must address system issues and challenges such as lack of transportation and core infrastructure, decentralization and poor communication systems, low paying jobs, and a lack of family support systems. New Mexico suffers from devastating poverty, especially in the State's rural and frontier areas. To intervene in this cycle of hopelessness, New Mexico's response must be powerful and radical. Simply providing more of the same in a disorganized manner won't work. New Mexico's children are in a state of crisis that demands bold systemic reform.

The Phase II Race to the Top/Early Learning Challenge Fund (RTT) application allows New Mexico to plan for expansive and bold action to create meaningful reform. It will allow expansion of the State's current activities to develop and support a coordinated system of early learning and development. These are designed to ensure that many more children from birth to age five have access to dramatically improved early learning programs, and that they enter school with the skills, knowledge and dispositions they need to be successful.

New Mexico's application for RTT funding in 2011 included a strong action plan that begins to addresses many of the early learning challenges within our numerous systems, and that begins

to bring those systems together in significant ways. When New Mexico learned that it did not receive Phase I funding, it prioritized the RTT plan components, looked carefully at its current funding and began most of the initiatives in its plan on a smaller scale with extended timelines. The current Phase II plan maintains those priorities while now extending its efforts to the entire plan. While timelines are lengthier and some targets are lower in this new submission, the core aspects of its “Phase I” plan are being implemented under this new Phase II plan. The individual adjustments are described in each section of the application.

New Mexico’s Race to the Top/Early Learning Challenge Fund proposal has four primary goals. All four goals are based on the 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.

New Mexico has chosen, as its overarching vision, the goal established by its Early Learning Advisory Council: 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. This vision will guide the State’s activities over the next four years.

The four goals that constitute New Mexico’s **Reform Agenda** are:

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; and
- 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.

Objective: 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.

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.

Objective: 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.

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.

New Mexico's 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).

Objective: 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.

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; and
- Follow students from their earliest enrollment in early childhood programs through entrance into kindergarten, elementary, middle and high school, higher education and the workforce.

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

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.

The strong support of business leaders, early childhood practitioners, legislators, government officials and community members, has allowed New Mexico to create an efficient and cohesive infrastructure, supported by the appropriate policies and legislation, that can 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. The State’s reform agenda will fully implement this new generation of the TQRIS – called FOCUS – as the most effective strategy for achieving bold systems reform. New Mexico is ready for this reform. Its solid and sustained experiences of the past twenty years that have created such strong infrastructure 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). Since last year, these have been consolidated under FOCUS. They will now be implemented so as to improve practice in all child-serving systems by the fourth year of this project.

All the components of this plan - the FOCUS TQRIS, Professional Development, Early Childhood Investment Zones, Kindergarten Entry Assessment, 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 the 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 consultants will support their work on the specific goals within those plans.

New Mexico's reform agenda is ambitious. The State is 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 funding 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 project 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 the State's help.

**PART 2: Summary Table for Phase 2 Plan**

Please indicate which selection criteria are addressed in the State’s Phase 2 application.

	Addressed in 2011 application	Addressed in Phase 2 application
<b>Race to the Top-Early Learning Challenge</b>		
<b>A. Successful State Systems</b>		
(A)(1) Demonstrating past commitment to early learning and development.	X	
(A)(2) Articulating the State’s rationale for its early learning and development reform agenda and goals.	X	
(A)(3) Aligning and coordinating work across the State	X	X
(A)(4) Developing a budget to implement and sustain the work	X	X
<b>B. High-Quality, Accountable Programs</b>		
(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System	X	X
(B)(2) Promoting participation in the State’s Tiered Quality Rating and Improvement System	X	X
(B)(3) Rating and monitoring Early Learning and Development Programs	X	X
(B)(4) Promoting access to high-quality Early Learning and Development Programs	X	X
(B)(5) Validating the State’s Tiered Quality Rating and Improvement System	X	X
<b>C. Promoting Early Learning and Development Outcomes for Children</b>		
(C)(1) Developing and using statewide, high-quality Early Learning and Development Standards	X	X
(C)(2) Supporting effective uses of Comprehensive Assessment Systems	X	X
(C)(3) Identifying and addressing health, behavioral, and developmental needs		
(C)(4) Engaging and supporting families		
<b>D. A Great Early Childhood Education Workforce</b>		
(D)(1) Developing Workforce Knowledge and Competency Framework and a progression of credentials	X	X
(D)(2) Supporting Early Childhood Educators	X	X
<b>E. Measuring Outcomes and Progress</b>		
(E)(1) Understanding the status of children at kindergarten entry	X	X
(E)(2) Building or enhancing an early learning data system	X	X

	<b>Addressed in 2011 application</b>	<b>Addressed in Phase 2 application</b>
<b>Race to the Top-Early Learning Challenge</b>		
<b>Competitive and Invitational Priorities</b>		
Competitive Priority 2: Including all Early Learning and Development Programs in the TQRIS	X	X
Competitive Priority 3: Understanding status of learning and development at Kindergarten Entry	X	X
Invitational Priority 4: Sustaining Program Effects in the Early Elementary Grades	X	
Invitational Priority 5: Encouraging Private-Sector Support	X	

**Part 3: Narrative**

In the text box below, the State must list the selection criteria from its FY 2011 application the State is proposing to address in Phase 2, the page reference from the FY 2011 application where the original plan for addressing the criterion can be found, and a narrative description of the Phase 2 plan to address that criterion.

The Phase 2 plan should include, at a minimum, the goals, activities, timelines, and responsible parties for each proposed activity. A Phase 2 applicant need not resubmit evidence from its FY 2011 application. If it chooses, a Phase 2 applicant may provide updated evidence if it supports the Phase 2 activities. Any new supporting evidence the State believes will be helpful must be described and, where relevant, included in an Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

For a full description of the selection criteria, please see Section VIII.

Selection criterion	A(3)	Page references from State’s FY11 application	63-69
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**Please explain how your State will address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.**

New Mexico’s Phase 2 plan is virtually unchanged from its FY11 application. PED has a slight change in the oversight of implementation. The Early Childhood and Literacy Bureau is now under the purview of the policy office. That change is reflected in an updated organizational chart included in the appendices. An additional change is the evaluation role. In light of the 50% funding level, the “evaluation” function will now be an “evaluation monitoring and reporting” function. Evaluation methods will be utilized to assess progress on all aspects of the State’s RTT implementation. An RFP will still be utilized to select a research and evaluation firm that also possesses a background in planning and management or project facilitation.

The selected firm will assess progress across the project using participatory evaluation methods and reporting processes as was described in the previous application. The firm will meet regularly with program leadership at all levels to ensure that planned activities are implemented as intended, that they are producing the expected outcomes, and that progress is being made toward objectives. Tracking all implementation and presenting regular progress monitoring reports to appropriate leadership and staff, when issues in quality, performance, or other shortfalls in targets arise, the firm will analyze causes and contributing factors and develop improvement recommendations and plan adjustments with staff. These recommendations will be presented to leadership for review and any needed refocus of plans, reallocation

of resources or of effort. Project staff from the multiple participating agencies and their representatives will be asked to change action plans and their strategies when performance targets and goals are not being reached.

Budgeted at one-half of the previously projected amount, the contracted firm will not specifically focus on outcome evaluation strategies, and instead focus on the process evaluation efforts that support on-going project leadership functions and improvement efforts. The focus will be on creating informed recommendations based on observable activities and their results, so that the project can immediately refocus efforts to ensure achievement of targets, objectives and goals. The firm will still fulfill the essential task of compiling data and program information, and summarizing progress in written form for required Federal reporting tasks.

Selection criterion	B(1)	Page references from State's FY11 application	76-92
<p><b>Please explain how your State will address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.</b></p>			
<p><b>I-Goal:</b> Implement FOCUS, New Mexico's revised Tiered Quality Rating and Improvement System (TQRIS) that integrates children's learning across all Early Learning Programs through:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Establishing common Program Standards across all publicly funded Early Learning a Development Programs that includes early childhood educator qualifications, health promotion practices, family engagement strategies and a comprehensive program self-assessment model as the basis for continuous quality improvement.</li> <li>• Assessment of child's learning plan (see page 129 of original proposal).</li> <li>• Adapting appropriate elements of the FOCUS TQRIS into the home visiting/early intervention arenas in years 3 and 4 of the project to establish a common but developmentally appropriate</li> </ul>			

approach to establishing quality programs serving young children and families.

**II-What has been accomplished toward this goal in the past year:** Over the past year, New Mexico has reconfigured its Early Childhood Training and Technical Assistance Program (TTAP) system. As a result of this reconfiguration, New Mexico has used one million dollars of State funds, as well as a \$250,000 grant from the W.K. Kellogg Foundation, to begin Phase One of FOCUS beginning on January 1<sup>st</sup> 2013 with 45 programs. Programs are now in the process of applying for participation in this Phase One pilot. New Mexico is also currently in the process of hiring FOCUS management and consultant positions, as well as beginning the development of training modules and materials.

Over the past year, New Mexico has conducted introductory trainings on the Early Learning Guidelines: Birth through Kindergarten, as well as conducted yearlong cohort trainings on the Early Learning Guidelines: Birth through Kindergarten. Fifteen state-wide informational meetings have been conducted to inform early childhood program directors and staff about the FOCUS TQRIS.

New Mexico has also committed additional State dollars for the FOCUS validation process. The writing of an RFP has been completed, with Child Trends chosen as the successful contractor whom has begun the initial validation process. Additionally, staff from the Office of Child Development have attended several national meetings related to tired quality rating and improvement systems.

**III-Taking into account:** Activities described in this section will remain the same, however there will be a decrease in the number of programs served—serving 245 programs instead of the 870 program initially discussed.

<b>B1 ACTIVITIES</b>	Responsible Parties	2012	Y1	Y2	Y3	Y4
<b>State Level</b>						
Align systems and create formal relationships and targets at state level through Memorandums of Understanding	PED, CYFD, DOH		X			
Establish performance targets for all major activities	PED, CYFD, DOH		X			
Refine Logic Model	PED, CYFD, DOH		X			

Write RFP for FOCUS TQRIS validation	CYFD and Contractor (University of New Mexico)	Completed				
Review revised FOCUS Program Standards and revise as necessary to insure appropriate expectations at each level	Contractor (Child Trends)		X			
Validation of FOCUS TQRIS system	CYFD and Contractors (University of New Mexico and Child Trends)		X	X	X	X
Expand database for reporting of child learning assessments	CYFD and Contractors (WELS and Child Trends)		X			
Expand database for reporting by programs and FOCUS Consultants	CYFD and Contractors (WELS and Child Trends)		X			
Establish and maintain communication with Tribal entities regarding implementation of FOCUS TQRIS with Early Childhood Programs, Home Visiting, and Early Intervention	CYFD and DOH		X	X	X	X
<b>Licensed Early Childhood Programs</b>						
Establish baselines measures for participation by setting and program type	CYFD and Contractor (Child Trends)		X			
Create performance targets for recruitment of programs to participate in the Pilot Phases of FOCUS	CYFD and Contractor (Child Trends)		X	X	X	
Begin Phase 1 of Pilot Phase of FOCUS with 45 licensed programs (Cohort 1)	CYFD		X			
Revise FOCUS Program Standards as needed	CYFD and Contractor (Child Trends)		X			

Begin Phase 2 of Pilot Phase of FOCUS with 100 additional Programs (Cohort 2)	CYFD		X	X		
Revise FOCUS Program Standards as needed	CYFD and Contractor (Child Trends)			X		
Begin Phase 3 of Pilot Phase of FOCUS with 90 additional programs (Cohort 3) and 50 additional programs (Cohort 4)	CYFD			X	X	X
Revise FOCUS Program Standards as needed	CYFD and Contractor (Child Trends)				X	
Plan for statewide implementation FOCUS	CYFD					X
<b>Education, Training, Technical Assistance and Consultation</b>						
Develop training modules and materials for TTAP Staff and FOCUS staff	CYFD and contractors	In progress	X			
Provide “training of trainers” to TTAP staff who will provide general training related to the: <ul style="list-style-type: none"> <li>• Early Learning Guidelines</li> <li>• Curriculum Planning Process</li> <li>• Other major elements in the FOCUS TQRIS Program Standards</li> </ul>	CYFD		X	X	X	X
Hire FOCUS Management positions and Consultant positions as appropriate and according to pilot phases and as needed for statewide implementation	CYFD and Contractor (University of New Mexico)	In progress	X	X	X	X
Provide training to FOCUS staff	CYFD and Contractor (University of New Mexico)		X	X	X	X
Develop all forms, checklists, operating protocols needed for FOCUS	CYFD and Contractor (University of New Mexico)		X			
Develop FOCUS training modules	CYFD and Contractor		X			

	(University of New Mexico)					
Provide training to FOCUS Programs on FOCUS Program Standards and reporting requirements	Contractor (University of New Mexico)		X	X	X	X
Provide on-site Consultation to FOCUS Programs	Contractor (University of New Mexico)		X	X	X	X
Develop system for verification visits to FOCUS programs	CYFD and Contractor (University of New Mexico and Child Trends)		X			
Prioritize TEACH Scholarships for FOCUS Program administrators and educators	CYFD and Contractor (New Mexico Association for the Education of Young Children)		X	X	X	X
<b>Home Visiting and Early Intervention Programs</b>						
Modify TQRIS Program Standards as appropriate	CYFD and DOH				X	
Implement modified TQRIS	CYFD and DOH					X
Expand the Consultation model	CYFD and DOH				X	X

<b>Selection criterion</b>	<b>B(2)</b>	<b>Page references from State's FY11 application</b>	<b>101-107</b>
<p><b>Please explain how your State will address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.</b></p>			
<p><b>I-Goal:</b> Expand use of New Mexico's TQRIS into all publicly funded Early Learning and Development Programs.</p>			

**II-What has been accomplished toward this goal in the past year:** Over the past year New Mexico has continued to support programs that are participating in the AIM High quality rating and improvement system. This includes verification of AIM High Standards on an annual basis and providing training and technical assistance to assist programs in maintaining their current STAR level. As stated in B1, funds have been secured through state funds and a grant from the W.K. Kellogg Foundation to begin Phase One of FOCUS.

**III-Taking into account:** New Mexico will now transition a total of 245 licensed early childhood programs to the FOCUS TQRIS in the next four years. Beginning with 45 programs in Cohort 1, New Mexico will then continue the Pilot Phase of FOCUS with an additional 100 programs in Cohort 2, another 50 additional programs in Cohort 3, and then 50 more programs in Cohort 4 through end of grant period. The statewide implementation of the FOCUS TQRIS will begin on July 1, 2016.

New Mexico will continue with the rest of its planned activities stated in the original application. Year 2 of the Race to the Top project will involve working with center-based programs that are under the auspices of the public schools and therefore are not required to be licensed (Title I preschools, “619” programs/Part B if IDEA and state-funded PreK programs operated by the public schools) to determine commitment to participating in FOCUS TQRIS. Activities in Year 3 of the Race to the Top project will modify and adapt appropriate elements of the FOCUS TQRIS for Home Visiting and Early Intervention programs. The chart below displays the new timeline for the activities in this section.

<b>B2 ACTIVITIES</b>	Parties Responsible	Y1	Y2	Y3	Y4
<b>Licensed Early Childhood Programs</b>					
Transition 425 licensed early childhood program to FOCUS TQRIS	CYFD	X	X	X	X
Non-Licensed center-based programs that are under the auspices of the public schools					
Determine commitment to participate in FOCUS TQRIS	PED		X		
Transition non-licensed center-based programs	PED		X	X	X
Create a certificate program	PED			X	

Expand the Consultation model	PED			X	X
Home Visiting and Early Intervention Programs					
Integrate IDEA Part C programs (Early Intervention programs) and early head start, and-publicly funded home visiting programs.	CYFD & DOH			X	X
Recruit home visiting and early intervention programs	CYFD & DOH			X	
Develop an expert panel to identify and/or adapt a comprehensive assessment system for home visiting and early intervention programs	CYFD & DOH			X	

Selection criterion	B(3)	Page references from State's FY11 application	109-113
<p><b>Please explain how your State will address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.</b></p>			
<p><b>I-Goal 1:</b> 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.</p>			
<p><b>I-Goal 2:</b> Provide quality rating and licensing information to parents with children enrolled in Early Learning and Development Programs</p>			
<p><b>II-What has been accomplished toward this goal in the past year:</b> The State of New Mexico has consolidated the Early Childhood Training and Technical Assistance Programs (TTAPs) from eight programs to four programs that will provide statewide services to Early Learning and Development Programs. Each of the TTAPs are now housed and administered at institutions of higher education. Moving forward, one of their primary functions will be to continue to administer the AIM HIGH QRIS during the transition to the FOCUS TQRIS. This includes consultation, monitoring and verification of the AIM HIGH QRIS. In addition, they will be providing general training to Early Learning and Development Programs on</p>			

topics specifically related to program standards in the FOCUS TQRIS.

Over the past year New Mexico has also contracted with the University of New Mexico – Continuing Education. FOCUS Consultants are currently in the process of being hired. The FOCUS Consultants will provide more in-depth training on the major areas and requirements of the FOCUS TQRIS as well as on-site consultation services using the PreK Consultant model as described in the original proposal. This will result in a coordinated, supervised, centralized infrastructure of support to programs participating in the FOCUS TQRIS as described in the original proposal.

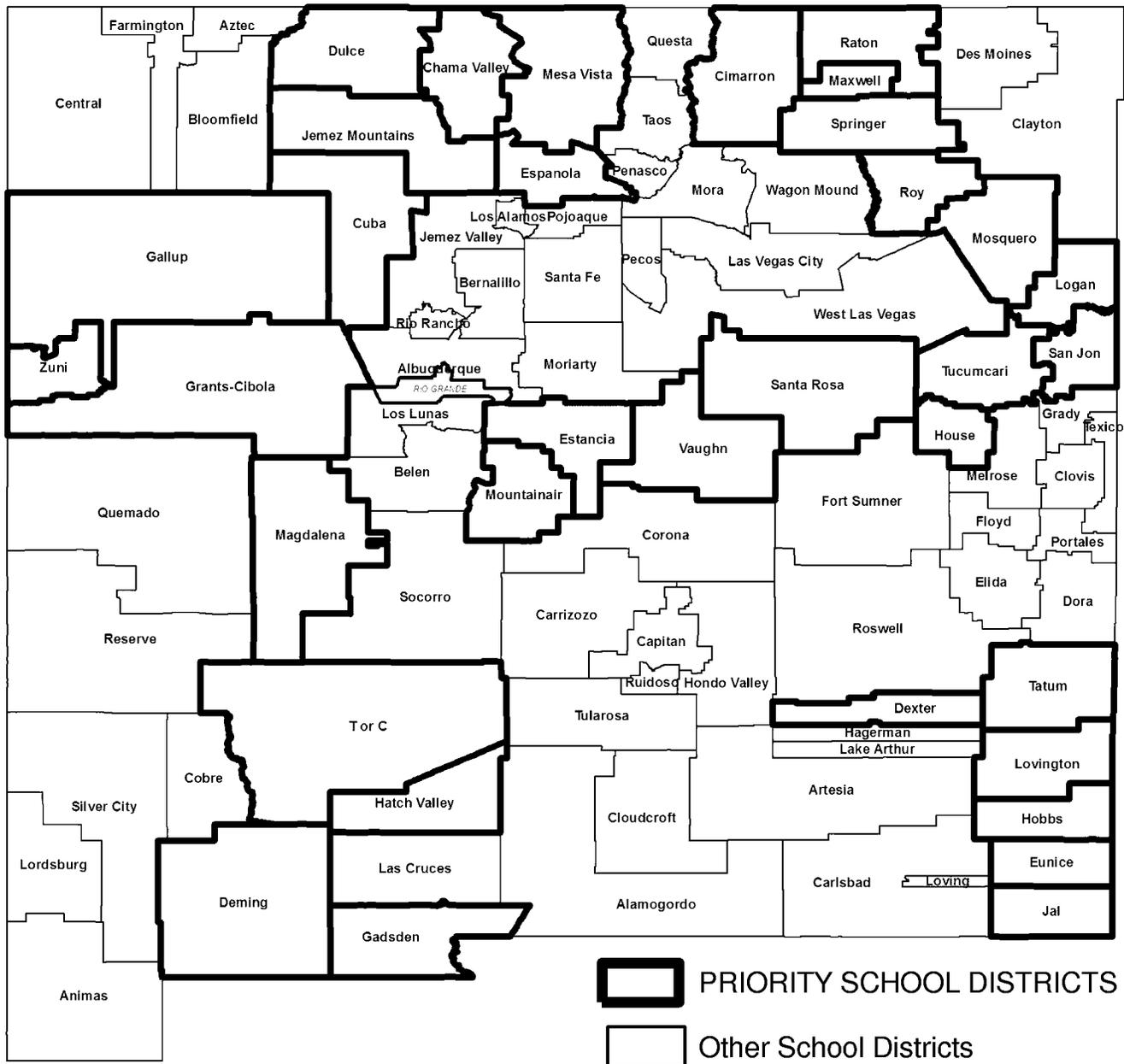
**III-Taking into account:** New Mexico will now create a partnership between Head Start and Early Head Start Education Coordinators and FOCUS Consultants. Head Start and Early Head Start Education Coordinators will be invited to attend all trainings provided to the FOCUS Consultants, allowing Head Start/Early Head Start Programs to work independently on the FOCUS program standards. This will be possible by inviting the Head Start/Early Head Start Education Coordinators to work as FOCUS Consultants in their programs. The rest of the activities for these two goals will remain as described in the original application. The below chart displays the new timeline for the activities in this section.

<b>B3 ACTIVITIES</b>	Parties Responsible	2012	Y1	Y2	Y3	Y4
Complete contractual agreements with all contractors	CYFD	In progress	X			
Establish monitoring and verification protocols	CYFD Child Trends		X			
Develop monitoring and verification tools	CYFD and UNM CE and Child Trends		X			
Hire FOCUS Consultants, Management Staff, and Verifiers	UNM CE	In progress	X	X	X	X
Provide intensive training for FOCUS Consultants and Verifiers	CYFD, UNM CE and other contractors		X	X	X	X

Establish Consultation model based on PreK model	CYFD, UNM CE and other contractors					
Develop inter-rater reliability process for FOCUS Verifiers	CYFD, UNM CE			X	X	X
Meet with panel of experts who will provide technical assistance	CYFD Child Trends		X	X	X	X
Adapt PreK Consultation model for non-licensed child care, early intervention, home visiting	CYFD, DOH , PED				X	X

Selection criterion	B(4)	Page references from State's FY11 application	114-123
<p><b>Please explain how your State will address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.</b></p>			

**(B)(4)a-NM Early Childhood Investment Zones**



**I-Goal: B4a:** Establish Early Learning 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.

## **II-What has been accomplished towards this goal in the past year:**

Using funds from its HRSA competitive Home Visiting grant (funded through the Affordable Care Act), New Mexico has initiated the activities described here. Through this implementation it has learned a great deal about the importance of community mobilization and the importance of a community's active participation in decision-making about planning and resource allocation to create an early learning system. We have also learned about the difficulties involved in working in very high-risk, high-poverty communities of the State.

In 2010, the Children Youth and Families Department partnered with the New Mexico Department of Health to gather and use epidemiological data to prioritize the needs of children in three counties and in the South Valley of Albuquerque, a large underserved area of poverty and low resources in the southwest quadrant of the State's largest urban area. This effort for the Federal Home Visiting program began an initiative that has led to the establishment of Early Childhood Investment Zones (see the map at the beginning of this section).

For example, Quay County is a historically ranching, frontier community, without a hospital Ob-Gyn unit. Most live births occur an hour and a half away, and little prenatal care is accessible nearby. Few early learning services are available other than a two classroom Head Start program and two private, mid-level childcare centers. Luna County is located on the border with Mexico, has the highest poverty rate of any county in the United States on the Mexico border, and the highest teen birth rate in the State. While it possesses a large Head Start program, school readiness is extremely poor for most children in the county. McKinley County is over 80% Native American, including the sovereign Navajo Nation and Zuni Pueblo, and has the third highest infant mortality rate in the State, the highest domestic violence rate, and the highest poverty rate. Its drop out rate is one of the highest in the State. The South Valley of Albuquerque is an impoverished area where there are few services and extremely high rates of poor birth outcomes, few high quality early learning programs, and extremely high rates of elementary truancy, teen delinquency, and school drop out.

The State has facilitated planning projects in these four communities that allow a substantial number of stakeholders to work together in order to prioritize among these issues. Once prioritized, the group studies the causal effects of each, assesses their capacity to address them, and then creates action plans to focus on a subset of these issues. Simultaneously, an evidence-based home visiting program is being instituted in

each community. Getting to Outcomes, an evidence-based planning model developed in other content areas by RAND, is being used in a pilot to develop a version of this planning model that is community-friendly and consistently effective across a range of communities. The eventual adaptation of this model, which is being evaluated and validated by RAND as part of the HRSA grant, will be developed into a statewide approach and implementation model that will be utilized in other communities throughout the state.

Each community is creating a plan for establishing an evidence-based home visiting program. Each community early learning team is also involved in a planning process to develop goals and strategies to support the development of high quality childcare and Pre-K programming. What we have learned is that in these small rural areas, it is almost impossible to establish and fund a center-based childcare program that can be sustained over time. For this reason we are working with these communities both to explore new funding models for centers that have few if any self-pay families enrolled, and also to explore options for home-based programming support that will increase and improve early learning and school readiness efforts in unconventional settings.

Our overall goal in this effort continues to be the development of a model that can be employed in other communities and other school districts of the State to strengthen community investment in early childhood and early learning programs. For, what we have learned is that many communities lack the capacity to apply for, implement, or sustain high quality programming that will prepare children for Kindergarten entry. The State is developing this technical assistance and planning model so that it can successfully support communities (outside of the small number of more “urban” counties and large school districts) that are considered to be high risk communities that do not have systemic approaches to improving school readiness. Thirty-five school districts have been identified as Investment Zones. Five new Investment Zones, beyond the four current communities, will be selected and invited to participate in this new initiative during the first year of this project, with the goal of creating an early learning system plan for these districts and their communities.

New Mexico is committed to developing these Investment Zones throughout the State. It believes that this model will allow underserved, high-risk communities to successfully compete for and implement services to build a high-quality continuum of early learning services. This project will work with newly selected communities and their school districts to establish “community readiness”. As substantial progress is made in these five newly selected communities, new communities from the thirty-five identified Investment Zones will be recruited to replace those completing their work.

**III-Taking into account:** As for the budgetary impact of the 50% funding level, in this case, this line item is reduced to 40% of the original projection. This allows \$100,000 annually for sustaining this effort. In Year One New Mexico will begin with five new communities based on the learnings from this pilot. As communities “age out”, new communities will be indentified and recruited to replace the first cohort. The below chart displays the new timeline for the activities in this section.

**(B)(4)(b)**

**I-GOAL 1:** Support participation in systemic and on-going quality improvement processes.

**GOAL 2:** 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.

**GOAL 3:** Provide supports to help working families with high need children to access high quality learning and development programs.

**II-What has been accomplished towards this goal in the past year:** Over the past year, New Mexico has been able to restore the 10% reduction to child care subsidy rates that have been imposed. In addition, due to AIM High Level 2 being incorporated into child care licensing regulations, Level 2 childcare subsidy rate has now become the base rate. As a result, providers at the Three, Four and Five STAR Levels received at \$45 per child per month rate increase effective July 1<sup>st</sup> 2011. This has significantly increased programs willingness to participate in the quality rating system and their interest in serving low-income children on subsidy. New Mexico has also been working with the Build Initiative and others to insure that leadership training and continuous quality improvement practices are integrated into the FOCUS TQRIS.

Regarding Goal 2, New Mexico has continued to increase the number of high quality (Level 4 or Level 5) programs and the number and percentage of children with high needs through the existing AIM HIGH QRIS. A priority will be the transition of programs rated using AIM HIGH criteria to the new FOCUS TQRIS.

In working toward Goal 3, New Mexico’s experience in the past year with implementing the Investment Zones shows promise that primarily rural isolated communities are receptive to early child capacity

building efforts that meet the needs of working families with high need children.

**III-Taking into account:** Activities for these goals will remain the same as described in the original application. Funds that are available will prioritize the integration of leadership training and continuous quality improvement practices are integrated into the FOCUS TQRIS, with more realistic projected numbers indicated in Table (B)(4)(c)(1), and Table (B)(4)(c)(1).

<b>B4 Activities</b>	<b>Parties Responsible</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>
Select 5 new Investment Zones	CYFD	X			
Develop contractual arrangements	CYFD	X			
Review and update plan, benchmarks and timelines	CYFD	X	X	X	X
Create Early Childhood Investment Zone (ECIZ) advisory team	CYFD and Facilitator	X	X	X	X
Create investment strategy for “ready communities”.	CYFD and ECIZ	X			
Create “ready community” criteria.	CYFD and ECIZ	X			
Interview key stakeholders/informants in each community.	CYFD and ECIZ	X			
Hold town meetings in each community, infusing NM Early Learning Guidelines and TQRIS concepts.	Facilitator and CYFD	X			
Recruit local community planning teams	Facilitator	X			
Assess community understanding of NM Early Learning Guidelines 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	X	X
Document successes and lessons learned, and present to State and community representatives.	CYFD		X	X	X
Initiate new funding strategy in “ready communities”.	CYFD			X	X

Select the next 5 Investment Zones.	CYFD and ECIZ	X			
Replicate model in newly identified communities.	CYFD			X	X

<b>Selection criterion</b>	<b>B(5)</b>	<b>Page references from State's FY11 application</b>	<b>127-133</b>
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**Please explain how your State will address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.**

**I-Goal 1:** 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.

**Goal 2:** 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.

**II-What has been accomplished toward this goal in the past year:** The State and a representative from UNM attended a conference focused on validation and evaluation of tiered quality rating and improvement systems.

Over the next three years, New Mexico will implement FOCUS TQRIS to replace the current AIM HIGH quality rating system in a phase in process. Over the past year, the University of New Mexico Center for Education Policy Research, on the behalf of the state of New Mexico Children, Youth and Families Department, released a Request for Proposals (RFP) to assist in the development, implementation, and validation of the state of New Mexico's FOCUS Tiered Quality Rating and Improvement System (TQRIS). The RFP solicited offers from firms specializing in early childhood education systems program development, research, and validation to furnish, provide and perform professional services to assist in the development, implementation, and validation of the state of New Mexico's FOCUS Tiered Quality Rating and Improvement System (TQRIS). Bidders were required to demonstrate knowledge of resources, research, and expert consensus regarding quality rating systems and the correlation between quality indicators and child outcomes. The RFP was released, a bidder's conference was held, proposals were received and reviewed

and a selection was made. Child Trends has been identified as the successful bidder. Child Trends has already begun the review of the FOCUS standards and initial communications and meetings have begun in order to finalize the validation plan.

**III-Taking into account:** Activities for these goals will remain the same. Activities that were in the narrative section of B5 of the original application have now been added to the below B5(1) activities chart. The B5(2) Activities chart displays the new timeline for the activities in this section.

<b>B5(1) ACTIVITIES</b>	Parties Responsible	2012	Y1	Y2	Y3	Y4
Contract with UNM Center for Education Policy Research to coordinate the validation process	CYFD	Completed				
Develop and release RFP. Complete the RFP process.	CYFD and UNM Center for Education Policy Research	Completed				
Complete a contract to perform the professional services as described and indentified with the RFP	UNM Center for Education Policy Research	Completed				
Organize a team of researchers and experts who will work on the validation study	Child Trends	In Process				
Validate the rating of the observation, documentation, curriculum planning process criteria of FOCUS TQRIS	Child Trends		X	X	X	X
Develop a validate a self-assessment tool that early childhood program will use as an integral part of the continuous quality improvement criteria of FOCUS TQRIS	Child Trends		X	X	X	X
Make necessary revisions prior to statewide implementation of the FOCUS TQRIS	Child Trends			X	X	X

<b>B5(2) ACTIVITIES</b>	Parties Responsible	Y1	Y2	Y3	Y4

Process a contract amendment with Child Trends to include validation of the child assessment process	UNM Center for Education Policy Research	X				
Complete the validation process	Child Trends		X	X	X	
Make necessary revisions prior to statewide implementation	Child Trends			X	X	

<b>Selection criterion</b>	<b>C(1)</b>	<b>Page references from State's FY11 application</b>	<b>135-142</b>			
<p><b>Please explain why your State has selected to address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.</b></p>						
<p><b><u>I-Goal:</u></b> 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.</p>						
<p><b><u>II-What has been accomplished toward this goal in the past year:</u></b> New Mexico has completed a final revision of the New Mexico Early Learning Guidelines: Birth through Kindergarten. This final revision incorporates, an increased understanding of cultural competence and research regarding children who are dual language learners.</p>						
<p><b><u>III-Taking into account:</u></b> Activities for this goal will remain as stated in the original application, with the one exception that the translation of the New Mexico Early Learning Guidelines: Birth through Kindergarten into Spanish will now be completed using funds from the W.K Kellogg Foundation grant. The below chart displays the new timeline for the activities in this section.</p>						
<b>C1 Activities</b>	<b>Party/Parties Responsible</b>	<b>2012</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>
Develop forms for program use	OCD Staff and Consultants		X			
Hire and train consultants	Contractor and OCD Staff	In progress				
Provide ongoing professional development to	Contractor OCD		X	X	X	X

consultants on the consultation model	Staff					
Revise/expand and create training CD ROM, paper, and web based training materials for consultants and for use by staff in FOCUS programs	Contractor and OCD staff		X			
Hold a faculty retreat specific to incorporating the Early Learning Guidelines into all ECE courses at the AA and BA level.	OCD staff and NM 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, Validators 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.

<b>Selection criterion</b>	<b>C(2)</b>	<b>Page references from State's FY11 application</b>	<b>142-150</b>
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**Please explain why your State has selected to address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.**

**I-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.

**II-What as been accomplished toward this goal in the past year:** Activities for this goal have not yet begun.

**III-Taking into account:** Activities described in this section will remain the same. The below chart displays the new timeline for the activities in this section.

<b>C2 Activities</b>	<b>Party/Parties Responsible</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>
<b>Level 3 Education in Program Assessment</b>					
ERS	Consultants	X	X	X	X
Six Hour Course	Inclusion specialists	X	X	X	X

<b>Level 4 Training/Education in Program Assessment</b>					
CLASS	Consultants	X	X	X	X
PAS	Consultants	X	X	X	X
BAS	Consultants	X	X	X	X
Assessment of Children and the Evaluation of programs	Institutions of Higher Ed	X	X	X	X
<b>Level 3 Training/Education in Child Assessment</b>					
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
<b>Level 4 Education in Child Assessment</b>					
Level Two AODCPP* training	Consultants		X	X	X
Six Hour Course-Part 2	Consultants		X	X	X
<b>Level 5 Training/Education in Child Assessment</b>					
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
Healthy Safety and Nutrition college course (2 credits)	Institutions of Higher Ed	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

<b>Selection criterion</b>	<b>D(1)</b>	<b>Page references from State’s FY11 application</b>	<b>151-159</b>
<b>Please explain why your State has selected to address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.</b>			
This section remains the same as stated in the original application.			

<b>Selection criterion</b>	<b>D(2)</b>	<b>Page references from State’s FY11 application</b>	<b>160-167</b>
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**Please explain why your State has selected to address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.**

**I-Goal 1:** Increase the number of postsecondary institutions and professional development providers that are aligned to the state’s Workforce Knowledge and Competency Framework.

**Goal 2:** 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.

**II-What as been accomplished toward this goal in the past year:** In past year, New Mexico has been able to complete the first seven activities in the below chart, as stated in the original application. New Mexico is also currently in the process of obtaining postsecondary institutional approval for Early Childhood Educator, Early Childhood Program Administration, and Family, Infant and Toddler Studies degree programs, as well as receiving re-approval of each AA degree program syllabi and program of study.

**III-Taking into account:** Due to decreased funding, New Mexico will not implement an 18-credit Master’s level cohort or the expansion of the NM Kids website to publicly report aggregated data on early childhood educator advancement. All other activities stated in the original application will remain the same. The below chart displays the new timeline for the activities in this section.

<b>D2 Activities</b>	2012	Y1	Y2	Y3	Y4
Print & distribute Common Core Content, Recommended Syllabi for Early Childhood Educator Degree pathway	Completed				
Print and distribute Career Lattice/Transfer Module brochure	Completed				
Obtain approval for Early Childhood Educator degree pathway from the Professional Practices and Standards Council	Completed				
Print and distribute Recommended syllabi for Early Childhood Program Administration degree pathway	Completed				
Complete pilot courses for AA level and BA level Family, Infant Toddler Studies	Completed				
Print and distribute Recommended Syllabi for Family, Infant Toddler Studies degree pathway	Completed				
Contract with NMAEYC for T.E.A.C.H. scholarships	Completed				
Obtain postsecondary institutional approval for Early Childhood Educator, Early Childhood Program Administration, and Family, Infant and Toddler Studies degree programs	In progress				

Complete process for re-approval of each AA degree programs syllabi and program of study to continue articulation agreements	In progress	X	X	X	
Conduct a Faculty Institute that focuses on the Early Learning Guidelines and the observation – documentation – curriculum planning process		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

<b>Selection criterion</b>	<b>(E)(1)</b>	<b>Page references from State’s FY11 application</b>	<b>170-176</b>
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**Please explain why your State has selected to address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.**

New Mexico still proposes to complete the activities outlined in selection criteria E(1) as proposed in the Phase I application. The key difference is the staffing support that will be used to support this work. In Phase I, PED proposed to hire additional staff and regional instructional experts to support the rollout of a Kindergarten Entry Assessment. Since New Mexico’s Phase I application, the PED has significantly increased the Policy and Early Childhood and Literacy Teams, including nine regional instructional coaches.

Rather than hire staff that may not be able to be sustained past the term of the grant, PED will utilize existing team members to complete to work. Over the course of summer 2012, PED trained over 800 educators who teach in grades K-3 and has trained an additional 500 since the start of the school year on effective instructional practices in the early grades. This training has included how to use formative assessment data to drive differentiated instruction for students. PED has already begun to plan for trainings in 2013 to include a specific focus on the unique needs to students upon Kindergarten entry, and over time, will add training on the administration of the Kindergarten Entry Assessment.

PED has made tremendous strides in the past year creating coordination and alignment across programs and bureaus. The infrastructure developed creates a natural fit for the Kindergarten Entry Assessment work. The implantation timeline is as follows:

<b>E1 Activities</b>	<b>Parties Responsible</b>	<b>0-6 months</b>	<b>7-12 months</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>
Write an RFP for validation	PED	X				
Validation of PreK Observational Assessment tool for use as Kindergarten Entry Assessment	PED and Contractor		X	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	X	
Develop training for teachers on administration of Kindergarten Entry Assessment and use of data to drive instruction			X	X		
Begin phased implementation of Kindergarten Entry Assessment across New Mexico				X		
Implement Kindergarten Entry Assessment across New Mexico					X	X

<b>Selection criterion</b>	<b>E(2)</b>	<b>Page references from State's FY11 application</b>	<b>177-199</b>
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**Please explain why your State has selected to address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.**

**I-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, especially the data system located at the Public Education Department.

**Goal 2:** New Mexico will strengthen the capacity of the early learning data system located at the Children, Youth, and Families Department (CYFD) by contracting with the Web-Based Early Learning System (WELS). The CYFD (EPICS) data system to will be designed integrate with WELS. For the duration of this project, the WELS data system will collect all Essential Data Elements regarding FOCUS programs (including demographic and assessment-related data). Concurrently, CYFD's early learning data system (EPICS) will be designed to be

interoperable with this system. Ultimately, the state will transition from utilizing WELS for this purpose to utilizing EPICS. (Please note that home visiting data will not be integrated into EPICS, due to the decrease in anticipated RTT-ELC funding.)

**Goal 3:** New Mexico will extend the functionality of the current early learning data system located at Children, Youth, and Families Department by strengthening the alignment, interoperability, and usefulness of the statewide, community assessment data repository located at the Department of Health. In addition, CYFD will work with the DOH to expand the role and impact of New Mexico's Indicator-based Information System for Public Health (NM-IBIS) to ensure that New Mexico has an effective network of professionals collaborating to provide data necessary to make a difference for young children with high needs.

NMCDC intends to accomplish this via three strategies. The principle innovation is the focus on New Mexico small areas and census tracts where parents live and policy makers work. Secondly, the DOH Community Health Assessment Program (CHAP) intends to provide assessments that are comprehensive, measuring multiple factors concerning health and educational outcomes, demographic, opportunity, risk and service capacity. Finally, CHAP will ensure that early childhood community-level data are 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 key data for organizing and coordinating community level services to young children and their families.

**II-What has been accomplished toward this goal in the past year:** Over the past year, New Mexico has continued to move forward with Phase 1 of the Enterprise Web-Based Provider Information Constituent Services (EPICS) system. The first iteration of the web-based Provider Criminal Background Checks and Child and Adult Care Food Program system has been released for user testing and work has already begun on the second iteration.

Also, a decision was made to contract with the WELS data system rather than attempting to design and implement a new short-term data system at UNM Continuing Education just for FOCUS.

**III-Taking into account:** Due to the 50 percent reduction in RTT-ELC funding, several changes will occur in this section. In New Mexico's initial application for RTT-ELC funding included a labor-intensive two-year

development period of Phase 2, however it is now we anticipated that Phase 2 would be developed over three years instead of two. This is because fewer staff will be devoted to its development. The anticipated reduction in funding also necessitates the elimination of the automated attendance system, originally included in Phase 2 development. While an automated attendance system would contribute positively to the development of EPICS, the other components included in Phase 2 simply take priority over the attendance system. Additionally,, because Phase 2 will be extended to SFY15, PreK Data Integration will be postponed to SFY16 (Phase 3) instead of originally-anticipated in SFY15.

Another change will be the exclusion of the Home Visiting and Licensed Provider Regulatory Oversight System. Due to the fifty percent decrease in anticipated funding, phases 4 and 5 of EPICS development are not included in this application. New Mexico is optimistic that another source of funding will be secured, which will enable the integration of the Home Visiting and the Licensed Provider Regulatory Oversight System in EPICS. However, it is fiscally unrealistic at this time to include these last two phases in the EPICS development plan.

Finally, CYFD will not implement a federated database due to resource constraints. Instead, CYFD will use web services for interoperability between different agency systems. These web services will leverage the statewide unique identifiers, making data exchanges between agencies easier and more reliable.

Selection criterion	(E)(1)	Page references from State's FY11 application	
<p><b>Please explain why your State has selected to address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.</b></p>			
<p>New Mexico still proposes to complete the activities outlined in selection criteria E(1) as proposed in the Phase I application. The key difference is the staffing support that will be used to support this work. In Phase I, PED proposed to hire additional staff and regional instructional experts to support the rollout of a Kindergarten Entry Assessment. Since New Mexico's Phase I application, the PED has significantly increased the Policy and Early Childhood and Literacy Teams, including nine regional instructional coaches.</p>			

Rather than hire staff that may not be able to be sustained past the term of the grant, PED will utilize existing team members to complete to work. Over the course of summer 2012, PED trained over 800 educators who teach in grades K-3 and has trained an additional 500 since the start of the school year on effective instructional practices in the early grades. This training has included how to use formative assessment data to drive differentiated instruction for students. PED has already begun to plan for trainings in 2013 to include a specific focus on the unique needs to students upon Kindergarten entry, and over time, will add training on the administration of the Kindergarten Entry Assessment.

PED has made tremendous strides in the past year creating coordination and alignment across programs and bureaus. The infrastructure developed creates a natural fit for the Kindergarten Entry Assessment work. The implantation timeline is as follows:

<b>E1 Activities</b>	<b>Parties Responsible</b>	<b>0-6 months</b>	<b>7-12 months</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>
Write an RFP for validation	PED	X				
Validation of PreK Observational Assessment tool for use as Kindergarten Entry Assessment	PED and Contractor		X	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	X	
Develop training for teachers on administration of Kindergarten Entry Assessment and use of data to drive instruction			X	X		
Begin phased implementation of Kindergarten Entry Assessment across New Mexico				X		
Implement Kindergarten Entry Assessment across New Mexico					X	X

<b>Priority</b>	<b>#2</b>	<b>Page references from State's FY11 application</b>	<b>Page 228</b>
<b>Please explain how your State will address this priority in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.</b>			
<p>Due to the reduction of funding, it is doubtful that we will be able to implement the following from our original application:</p> <p>“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.”</p> <p>Otherwise, no changes.</p>			

<b>Priority</b>	<b>4</b>	<b>Page references from State's FY11 application</b>	<b>204-206</b>
<b>Please explain why your State has selected to address this priority in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.</b>			
New Mexico will still implement Invitational Priority 4. No changes have been made.			

**PART 4: Tables and Performance Measures**

Tables A(1) -1 through 3 should be updated with current data. Tables 4 and 5 should be updated with FY 2012 figures. Tables 6 through 13 may be updated only where significant changes have occurred.

<b>Table (A)(1)-1: Children from Low-Income<sup>1</sup> families, by age</b>		
	<b>Number of children from Low-Income families in the State</b>	<b>Children from Low-Income families as a percentage of all children in the State</b>
<b>Infants under age 1</b>	15,253	2.9% of all children 0-17 8.8% of all children 0-5
<b>Toddlers ages 1 through 2</b>	31,565	6.1% of all children 0-17 18.1% of all children 0-5
<b>Preschoolers ages 3 to kindergarten entry</b>	47,324	9.1% of all children 0-17 27.2% of all children 0-5
<b>Total number of children, birth to kindergarten entry, from low-income families</b>	94,142	18.2% of all children 0-17 54.1% of all children 0-5
Sources: U.S. Census Bureau, Census Summary, 2010 and U.S. Census Bureau, 2006-2010 American Community Survey 5-Year Estimates, Age By Ratio of Income to Poverty Level in the Past 12 Months. 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 includes children from all income brackets (i.e., 518,672 children ages 0-17 and 173, 918 children ages 0-5).		

<b>Table (A)(1)-2: Special populations of Children with High Needs</b>		
The State should use these data to guide its thinking about where specific activities may be required to <i>address special populations' unique needs. The State will describe such activities throughout its application.</i>		
<b>Special populations: Children who...</b>	<b>Number of children (from birth to kindergarten entry) in the State who...</b>	<b>Percentage of children (from birth to kindergarten entry) in the State who...</b>
<b>Have disabilities or developmental delays<sup>2</sup></b>	19,355	11.1%

<sup>1</sup> Low-Income is defined as having an income of up to 200% of the Federal poverty rate.

<sup>2</sup> For purposes of this application, children with disabilities or developmental delays are defined as children birth through kindergarten entry that have an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).

**Table (A)(1)-2: Special populations of Children with High Needs**

The State should use these data to guide its thinking about where specific activities may be required to *address special populations’ unique needs. The State will describe such activities throughout its application.*

<b>Special populations: Children who...</b>	<b>Number of children (from birth to kindergarten entry) in the State who...</b>	<b>Percentage of children (from birth to kindergarten entry) in the State who...</b>
<b>Are English learners<sup>3</sup></b>	54,644	31.4%
<b>Reside on “Indian Lands”</b>	14,675	8.4%
<b>Are migrant<sup>4</sup></b>	45	0.03%
<b>Are homeless<sup>5</sup></b>	6,830	3.9%
<b>Are in foster care</b>	746	0.43%
<b>Other as identified by the State</b>		
<b>Describe:</b>		
<b>Native American</b>	14,675	8.4%
<b>Children Born to Adolescent Mothers</b>	9,256	5.3%
<b>Children Born to Mothers Who Began Prenatal Care in Third Trimester</b>	9,623	5.5%
<b>Infants Who Were Low and Very Low Weight at Birth</b>	15,087	8.7%
<p>Sources: <b>Disabilities or developmental delays</b> – 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, &amp; Toddlers Program, and the number of children with IEPs is provided by the NM Public Education Department.</p> <p><b>English learners</b> – 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 2011 American Community Survey 5-year estimate to calculate an estimate. On average, 31.4% 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.</p> <p><b>Reside on Indian Lands</b> – The number of children “residing on Indian Lands” is based on the number of individuals living in “American Indian and Alaska Native” (AIAN) Areas, as reported by the 2010 Census and</p>		

<sup>3</sup> For purposes of this application, children who are English learners are children birth through kindergarten entry who have home languages other than English.

<sup>4</sup> For purposes of this application, children who are migrant are children birth through kindergarten entry who meet the definition of “migratory child” in ESEA section 1309(2).

<sup>5</sup> The term “homeless children” has the meaning given the term “homeless children and youths” in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 11434a(2)).

**Table (A)(1)-2: Special populations of Children with High Needs**

The State should use these data to guide its thinking about where specific activities may be required to *address special populations' unique needs. The State will describe such activities throughout its application.*

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...
<p>analyzed by the Center for Law and Social Policy. The total number of children under 18 living in AIAN 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 AIAN areas.</p> <p><b>Migrant</b> – 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.</p> <p><b>Homeless</b> – 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, but we lack better data at this time to provide a more accurate count.</p> <p><b>Foster care</b> – NM Children, Youth, &amp; Families Department Annual Protective Services Fact Book, 2010.</p> <p><b>Native American</b> – 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 areas off tribal lands.</p> <p><b>Children born to adolescent mothers</b> - New Mexico's Indicator-Based Information System for Public Health, adolescent mothers aged 10-17 years of age, from 2006-2011.</p> <p><b>Children born to mothers who began prenatal care in third trimester</b> - New Mexico's Indicator-Based Information System for Public Health, from 2006-2011.</p> <p><b>Infants Who Were Low and Very Low Weight at Birth</b> - New Mexico's Indicator-Based Information System for Public Health, from 2006-2011.</p>		

**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
<p><b>State-funded preschool</b></p> <p>Specify: NM Pre-Kindergarten</p> <p>Data Source and Year: New Mexico Children, Youth and Families Department, State Fiscal Year 2012 4<sup>th</sup> Quarter Measures Inventory</p>	0	0	4,591	4,591
<p><b>Early Head Start and Head Start<sup>6</sup></b></p> <p>Data Source and Year: Head Start Review 2012</p>	612	1398	9047	11057
<p><b>Programs and services funded by IDEA Part C and Part B, section 619</b></p> <p>Data Source and Year: NM Public Education Department (Part B), December 15, 2011 Count; Department of Health Family, Infant, and Toddler Program (Part C), December 15, 2011 Count</p>	Part C -852	Part C- 3,768	Part C – 395 Part B – 5,021	10,036
<p><b>Programs funded under Title I of ESEA</b></p> <p>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.</p>	Partially reported in ages 1-2 as referenced in the column to the left.	780	8,310	9,090

<sup>6</sup> Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

**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
<p><b>Programs receiving funds from the State's CCDF program</b></p> <p>Data Source and Year: New Mexico Children, Youth and Families Department, CCA Children Ages 0-5, June 2007 through June 2012 Worksheet</p>	879	4,210	7,668	12,757
<p><b>Other</b></p> <p>Specify: Home Visiting</p> <p>Data Source and Year: New Mexico Children, Youth and Families Department, Home Visiting Database, State Fiscal Year 2012</p>	763	314	0	1,077

Sources: State funded preschool- New Mexico Pre-Kindergarten budgeted number of children from New Mexico Children, Youth and Families Department, State Fiscal Year 2012 4<sup>th</sup> 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 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 Review, 2012; *State's CCDF Program-Information* is from New Mexico Children, Youth and Families Department, CCA Children Ages 0-5, June 2007 through June 2012 Worksheet, *State Fiscal Year 2012( 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 2012( 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).

<b>Table (A)(1)-4: Historical data on funding for Early Learning and Development</b>						
<b>Type of investment</b>	<b>Funding for each of the Past 6 Fiscal Years</b>					
	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Supplemental State spending on Early Head Start and Head Start<sup>7</sup></b>	\$1,266,600	\$1,947,800	\$1,915,100	\$408,400	\$0	\$0
<b>State-funded preschool</b> Specify:	\$6,700,025	\$11,825,481	\$13,930,225	\$15,563,871	\$14,165,836	\$14,164,364
<b>State contributions to IDEA Part C</b>	\$11,900,000	\$12,500,000	\$14,100,000	\$14,092,184	\$13,498,047	\$14,968,594
<b>State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry</b>	\$33,540,755	\$33,540,755	\$33,540,755	\$33,540,755	\$33,540,755	\$41,286,755
<b>Total State contributions to CCDF<sup>8</sup></b>	\$5,463,874	\$5,732,452	\$5,724,305	\$5,917,799	\$6,262,543	\$5,966,830
<b>State match to CCDF</b> Exceeded/Met/Not Met (if exceeded, indicate amount by which match was exceeded)	\$5,888,845	\$7,022,266	\$7,124,396	\$6,829,772	\$7,100,304	\$12,558,319
<b>TANF spending on Early Learning and Development Programs<sup>9</sup></b>	\$21,737,759	\$21,737,759	\$29,221,647	\$29,922,204	\$18,166,164	\$16,371,836
<b>Other State contributions</b> Specify: Home Visiting	\$1,323,600	\$1,312,900	\$1,916,500	\$2,022,900	\$2,136,000	\$2,538,200
<b>Other State contributions</b> Specify: Quality Child Care (Training and Technical Assistance, Inclusionary Specialists & T.E.A.C.H.)	\$100,000	\$1,156,900	\$1,659,800	\$1,779,800	\$1,650,300	\$1,650,300

<sup>7</sup> Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

<sup>8</sup> Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.

<sup>9</sup> Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.

**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		
<b>Other State contributions</b> Specify: Early Childhood Development (Focused Portfolio)	\$1,558,500	\$1,292,900	\$1,414,100	\$1,249,600	\$0	\$0
<b>Total State contributions:</b>	\$67,742,199	\$76,331,454	\$81,325,181	\$81,405,081	\$78,353,785	\$93,132,842

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 2012 Worksheet; State Match to CCDF-Information is from New Mexico Children, Youth and Families Department, CCA Children Ages 0-5, June 2007 through June 2012 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 2012 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.

**Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State**

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	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 6 years <sup>10</sup>					
	2007	2008	2009 <sup>11</sup>	2010	2011	2012
<b>State-funded preschool</b> (annual census count; e.g., October 1 count) Specify: New Mexico Pre-Kindergarten	2,194	3,570	4,744	4,963	4,435	4,591
<b>Early Head Start and Head Start<sup>12</sup></b> (funded enrollment)	8,972	8,912	8,907	9,393	Not available	11,057
<b>Programs and services funded by IDEA Part C and Part B, section 619</b> (annual December 1 count)	8,207	9,242	9,874	10,302	10,037	10,036
<b>Programs funded under Title I of ESEA</b> (total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report )	3,834	4,870	4,852	6,634	7,588 (prelim. CSPR)	6,775
<b>Programs receiving CCDF funds</b> (average monthly served)	13,272	13,706	15,188	16,239	14,404	12,757
<b>Other</b> Describe: Home Visiting	210	334	1,072	1,000	1,105	1,077
<b>Other</b> Describe: Early Childhood Development (Focused Portfolio)	2,104	1,395	1,356	1,369	0	0
Sources: State funded preschool- New Mexico Pre-Kindergarten budgeted number of children from New Mexico Children, Youth and Families Department, State Fiscal Year 2012 4 <sup>th</sup> Quarter Measures Inventory (Total enrollment meets the definition of High Needs because the Program requires that children be served						

<sup>10</sup> Include all Children with High Needs served with both Federal dollars and State supplemental dollars.

The data source for Head Start and Early Head Start enrollment numbers for 2007-2010 were from CLASP's August 2011 Head Start and Early Head Start Participation by Age (2001-2010) Table.

<sup>11</sup> 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.

<sup>12</sup> Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

**Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State**

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	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 6 years <sup>10</sup>					
	2007	2008	2009 <sup>11</sup>	2010	2011	2012
<p>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 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 &amp; C – NM Department of Health, Family, Infant, &amp; Toddler Program, December 1<sup>st</sup> counts and NM Public Education Department, Special Education Bureau, December 1<sup>st</sup> 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 2012 Worksheet; Other – Home Visiting – Information is from New Mexico Children, Youth and Families Department, State Fiscal Year 2012 4<sup>th</sup> 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.</p>						

**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
No Changes from the original application.			
No Changes-Same information as in original application.			

**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
<p>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</p> <p>The Preschool and Kindergarten Early Learning Guidelines including twenty-eight (28) broad outcomes for development ranging across (7) domains identified as:                      -Physical Development, Health, and well-Being                      -Literacy                      -Aesthetic Creativity                      -Scientific Conceptual Understandings                      -Self, Family, and Community                      -Approaches to Learning</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
<b>State-funded preschool</b>  Specify:	X	X	X	ECERS-R has some items	

**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><b>Screening Measures:</b> NM PreK Program Standards require teachers to conduct developmental screening for each child prior to the 3<sup>rd</sup> 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><b>Formative Assessment:</b> 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 an authentic observational and documentation/planning process to guide lesson planning and individualization for children. 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><b>Measures of Environmental Quality</b> 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 do not currently require PreK classrooms to score at least a <u>5</u> on the ECERS-R. PED programs are required to meet this score by contract.</p>					
<b>Early Head Start and Head Start<sup>13</sup></b>	X	X	X	X	
<b>Migrant Head Start</b>	X	X	X	X	
<b>Tribal Head Start</b>	X	X	X		
<p><b>Screening Measures:</b> HS/EHS requires all children to have a developmental screening within 45 days of entry into the classroom.</p> <p><b>Formative Assessments:</b> 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 <i>each child’s growth over time</i>.</p> <p><b>Measures of the Quality of Adult-Child Interactions:</b> Teachers are being trained in CLASS and it is being implemented into all HS/EHS classrooms.</p>					
<b>Programs funded under IDEA Part C</b>	X	X			

<sup>13</sup> Including Migrant and Tribal Head Start located in the State.

**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><b>Screening:</b> The Family Infant Toddler (FIT) Program (IDEA Part C) uses a vision screening tool developed by the NM School for the Blind &amp; Visually Impaired and conducts hearing screening using OAE (Otoacoustic emissions) / Typanometer 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><b>Formative Assessment:</b> 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 the HELP, AEPS, DAYC, Carolina Curriculum, etc. are utilized for ongoing assessment. Evaluation and assessments are multidisciplinary and address all developmental domains.</p>					
<b>Programs funded under IDEA Part B, section 619</b>	X	X			
<b>Programs funded under Title I of ESEA</b>	X	X	X		X
<b>Programs receiving CCDF funds</b>			X	X	

**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>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 have elected not to receive CCDF fund, 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 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> <p>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.</p> <p><b>Screening Measures:</b> NM PreK Program Standards require teachers to conduct developmental screening for each child prior to the 3<sup>rd</sup> 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><b>Formative Assessment:</b> 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><b>Measures of Environmental Quality:</b> 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.</p>					
<p><b>Current Quality Rating and Improvement System requirements</b> Specify by tier (add rows if needed):</p>	X	X	X		

**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><b>3 STAR</b></p> <p><b>Formative Assessments:</b> Teachers begin to develop a basic understanding of using observation, documentation, and evaluation in plan curriculum. <i>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).</i></p> <p><b>Measures of Environmental Quality:</b> When programs enter the QRIS, Environmental Rating Scales-Revised (ERS) are conducted to measure the global quality of the classroom environments 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. <i>Programs most score an average of a "4" in every classroom.</i></p>					
<p><b>4 STAR</b></p> <p>Continue meeting 3 STAR requirements plus</p> <p><b>Formative Assessments:</b> 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><b>Revised FOCUS Tiered Quality Rating and Improvement System requirements</b> Specify by tier (add rows if needed):</p>	X	X	X	X	

**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
<b>3 STAR</b>					
<p><b>Formative Assessments:</b> The program director and one teacher per classroom (preferably the Lead Teacher) will attend <i>12 hours of training on New Mexico's Observation/Assessment Curriculum Planning Process</i>(includes Early Learning Guidelines). Teachers will effectively implement the <u>New Mexico Authentic Assessment and Curriculum</u> 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 <i>the New Mexico Early Learning Guidelines (ELG's) to guide and help scaffold children's learning within the curriculum</i>. Teachers will continually make modifications to help children reach goals. They will focus on 8 Essential Indicators.</p> <p><b>Measures of Environmental Quality:</b> 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 trainings for <i>further discussion to support the understanding of the scales</i>. 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. We believe programs will be more receptive to the value of the instrument, use it for its intended purpose, improving the quality of the learning environment.</p>					
<b>STAR 4</b>					
Continue to meet STAR 3 requirements plus					
<p><b>Formative Assessments:</b> The program director and one teacher per classroom (preferably the Lead Teacher) will attend 12 hours of Intermediate <i>training on New Mexico's Observation/Assessment Curriculum Planning Process</i>(includes Early Learning Guidelines). Teachers will effectively implement the <u>New Mexico Authentic Assessment and Curriculum</u> 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 <i>New Mexico Early Learning Guidelines (ELG's) to guide and help scaffold children's learning within the curriculum</i>. Teachers will continually make modifications to help children reach goals. They will expand their focus to <u>18</u> essential Indicators.</p> <p><b>Measures of Environmental Quality:</b> 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 <i>score below a rating of "4"</i>.</p> <p><b>Quality of Adult-Child Interactions:</b> In the revised TQRIS the Classroom Assessment Scoring System (CLASS) has been added to strengthen and understanding of the importance of positive child/adult interactions and their impact <i>on children's learning</i>. 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 <i>for all items scoring below a "4"</i>. Here again the "score" will not determine the STAR rating, rather will be used for program improvement.</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
State Licensing requirements			X	X	

**PHYSICAL ENVIRONMENT:**

- (1) Environment shall be organized into functional identifiable learning areas, such as: dramatic play; creative art; books; blocks and accessories; manipulatives; music; science; math/number; and sensory.
- (2) Each center is clearly defined, using shelves and furniture.
- (3) Adults can visually supervise all centers at all times.
- (4) The capacity of each room will be posted in an area of the room that is readily visible to parents, staff members and visitors.
- (5) Noisy and quiet areas are arranged so that children's activities can be sustained without interruption.
- (6) Materials are well cared for and organized by type. Where appropriate, materials are labeled with words or pictures. Adaptations to materials are made when needed to accommodate various abilities of all children. Unused materials are stored in inaccessible storage.
- (7) Learning areas are functional with adequate space and are logically placed. The environment is set up so children are not continually interrupting one another.
- (8) Examples of children's individually expressed artwork are displayed in the environment.
- (9) Floor surface is suitable for activities that will occur in each learning area.
- (10) File and storage space is available for teacher/caregiver materials.

**SOCIAL-EMOTIONAL RESPONSIVE ENVIRONMENT:**

- (1) Caregivers remain calm in stressful situations.
- (2) Caregivers talk and actively listen to children and respond appropriately.
- (3) Caregivers respond to children's questions and acknowledge their comments, concerns, emotions and feelings.
- (4) Caregivers help children communicate their feelings by providing them with language to express themselves.
- (5) Caregivers make appropriate physical contact to comfort and support children in daily routines and interactions. When children are distressed, caregivers comfort them.
- (6) Caregivers model appropriate social behaviors, interactions and empathy. Caregivers respond to children that are angry, hurt, or sad in a caring and sensitive manner.
- (7) Caregivers are actively engaged with children.

**EQUIPMENT AND PROGRAM:**

- (1) A child care center will provide activities that encourage children to be actively involved in the learning process and to experience a variety of developmentally appropriate activities and materials.
- (2) A center will provide sufficient equipment, materials, and furnishings for both indoor and outdoor activities so that at any one time each child can be individually involved.
- (3) Each child at a center will have a designated space for storage of clothing and personal belongings.
- (4) A center will store equipment and materials for children's use within easy reach of the children, including those with disabilities. A center will store the equipment and materials in an orderly manner so children can select and replace the materials by themselves or with minimal assistance.
- (5) A center will provide children with toys and other materials that are safe and encourage the child's creativity, social interaction, and a balance of individual and group play.
- (6) A center will post a daily activity schedule. A center will follow a consistent pattern for routine activities such as meals, snacks and rest.
- (7) 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.
- (8) Children and family members shall be acknowledged upon arrival and departure.

**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>(9) 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>(10) Equipment and program requirements apply during all hours of operation of the licensed facility.</p>					
Other Home Visiting	X	X			
<p><b>Screening Measures:</b> Children are screened using the ASQ3 (Ages and Stages Questionnaire 3<sup>rd</sup> Edition) and ASQ:SE (Ages and Stages: Social-Emotional) at 4, 6, 12, 18, 24, 30 &amp; 36 months and at other intervals as needed.</p> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Parenting Interactions with Children: Checklist of Observations Linked to Outcomes-assess parent child interaction and growth therein.</li> <li>Social Support Index (SSI) – to assess the degree to which families find support in their communities.</li> <li>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.</li> </ul> <p>Edinburgh Postnatal Depression Scale – to identify women at risk for “perinatal” depression and referral made as warranted by screening results.</p>					

**Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State**

Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.

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 Specify	X	X	X	X	

**Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State**

Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.

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
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.					
Early Head Start and 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
<p><b>Health &amp; Safety requirements:</b> 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, as appropriate for each child.</p> <p><b>Physical activity and healthy eating habits:</b> 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.</p>					
Programs funded under IDEA Part C		X			
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. Vision and Hearing screening is required to be provided for all children referred					
Programs funded under IDEA Part B, section 619		X			
Programs funded under Title I of ESEA	X	X	X	X	
Programs receiving CCDF funds	X	X	X		

**Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State**

Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.

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>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 have elected not to receive CCDF fund, 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 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>					
<p><b>Current Quality Rating and Improvement System requirements</b> Specify by tier (add rows if needed):</p>	X		X		
<p><b>Health and Safety requirements:</b> 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.</p>					
<p><b>Revised Focus Tiered Quality Rating and Improvement System requirements</b></p>	X	X	X		
<p>3 Star:</p> <p><b>Health and Safety:</b> 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.</p> <p><b>Health Promotion Practices:</b> 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. Providers will follow the Caring for Our Children guidelines regarding screen time and media viewing.</p> <p>4 STAR:</p> <p><b>Health and Safety:</b> Continue meeting STAR 3 requirements.</p> <p><b>Screening:</b> 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>					

**Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State**

Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.

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>5 STAR:  <b>Health and Safety:</b> Continue meeting STAR 3 and 4 requirements.</p> <p><b>Developmental and behavioral screening:</b> 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. Appropriate resources or referrals will be provided if developmental screening has not taken place</p>					
State licensing requirements	X	X	X		
<p><b>Health and Safety:</b> Licensing requirements are based on Health and Safety</p> <p><b>Referral:</b> 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><b>Health promotion:</b> 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><b>Physical Activity:</b> 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><b>Health eating habits:</b> 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> <ol style="list-style-type: none"> <li>(1) A center will provide a child a meal or snack at least every three hours except when the child is sleeping at night.</li> <li>(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.</li> <li>(3) A center shall make water freely available to children.</li> <li>(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. <ol style="list-style-type: none"> <li>(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.</li> <li>(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.</li> <li>(c) A wide variety of fruits and vegetables shall be served, with a preference for fresh or frozen fruits and vegetables over canned.</li> </ol> </li> </ol>					

<b>Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State</b>					
Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.					
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>(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>					
<b>Home Visiting</b> Describe:	X	X	X		
<p><b>Health and safety:</b> 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 <i>of the child's environment</i>.</p> <p><b>Screening:</b> 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.</p> <p><b>Health promotions:</b> Home visit records document <i>home visitor's health promotion actions on home visits</i> (whenever appropriate): discuss need for vitamins, support nutrition needs, support access to PCP/pediatrician, support access to recreation, and discuss prenatal health habits.</p>					

<b>Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State</b>	
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 decision making, and parent leadership development.	
Types of Programs or Systems	Describe Family Engagement Strategies Required Today
<b>State-funded preschool</b> Specify:	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 example: All programs have an open door policy and welcome parents to participate in their child's education. 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 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

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<b>Types of Programs or Systems</b>	<b>Describe Family Engagement Strategies Required Today</b>
	<p>transition to kindergarten. Parent handouts focused on early literacy, numeracy, building school success and typical parent questions have been developed in English and Spanish.</p> <p>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. Please refer to the attached Appendix: <i>New Mexico Administrator's Guide to NCLB Parent Involvement</i>.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• Workshops on topics of parental interest</li> <li>• Workshops on child growth and development and age-appropriate strategies</li> <li>• Family literacy (or numeracy or science, etc) nights</li> <li>• Monthly newsletters or calendars of events</li> <li>• On-line blog for parents</li> <li>• Male/father involvement component</li> <li>• Classroom volunteers</li> <li>• Parent advisory councils</li> <li>• Calendars of suggested home activities</li> <li>• Parent involvement corner with resource books/binder of referral information</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• <i>Parent's Support for Children's Learning in the Home Environment</i>: Use of Literacy Materials, Use of Electronic Media, Learning Opportunities, Family Priority on Learning</li> <li>• <i>Parent's Role in Interactive Literacy Activities</i>: Expressive and Receptive Language, Reading with Children, Supporting Book/Print Concepts</li> <li>• <i>Parent's Role in Supporting Child's Learning in Formal Educational</i></li> </ul>

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<b>Types of Programs or Systems</b>	<b>Describe Family Engagement Strategies Required Today</b>
	<p>Setting: Parent-School Communication, Expectations of Child and Family, Monitoring Progress, Reinforcing Learning In partnership with Educational Settings, <i>Belief in Child's Success in Learning</i></p> <p>Taking on the Parent Role: Choices, Rules, and Limits, Managing Stresses on Children, Safety and Health of Children</p>
<b>Early Head Start and Head Start</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Parent education is another requirement for HS/EHS programs. The Performance Standards indicate content areas where grantees MUST provide education or trainings for families. (ie: financial planning, nutrition, literacy, transition into kindergarten &amp; early childhood curriculum)</li> <li>• HS/EHS has an open-door policy. Families are strongly encouraged to volunteer in the classroom.</li> <li>• Community Resource guides are given to every family.</li> <li>• Shared governance is a strong component within each HS/EHS grantee. Each HS/EHS Center MUST establish a Parent Center Committee that <i>allows families to have a voice in their child's HS/EHS experience.</i></li> </ul> <p>Family members are voted on the Policy Council and actively participate in shared governance for their grantee.</p>
<b>Migrant Head Start</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Parent education is another requirement for HS/EHS programs. The Performance Standards indicate content areas where grantees MUST provide education or trainings for families. (ie: financial planning, nutrition, literacy, transition into kindergarten &amp; early childhood curriculum)</li> <li>• HS/EHS has an open-door policy. Families are strongly encouraged to volunteer in the classroom.</li> </ul>

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<b>Types of Programs or Systems</b>	<b>Describe Family Engagement Strategies Required Today</b>
	<ul style="list-style-type: none"> <li>• Community Resource guides are given to every family. Shared governance is a strong component within each HS/EHS grantee.</li> <li>• Each HS/EHS Center MUST establish a Parent Center Committee that <i>allows families to have a voice in their child's HS/EHS experience.</i></li> <li>• Family members are voted on the Policy Council and actively participate in shared governance for their grantee.</li> <li>• HS/EHS have Fatherhood activities that support male involvement in the programs. HS/EHS develop transition Plans with families to help with a seamless transition into or out of the HS/EHS program.</li> </ul>
<b>Programs funded under IDEA Part C</b>	<p>One of the core values of the Family Infant Toddler (FIT) Program is “Family Centered Practice” where:</p> <ul style="list-style-type: none"> <li>• The whole family is included in planning and early intervention activities.</li> <li>• 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.</li> <li>• Early intervention services are provided in ways that strengthen the family’s ability to meet their needs and the needs of their child.</li> <li>• Intervention practices respond to family-identified priorities.</li> <li>• Intervention practices respect and support family values, lifestyles, culture, beliefs and decisions.</li> <li>• Services are provided within the family’s typical routines, activities and locations.</li> </ul> <p>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).</p>
<b>Programs funded under IDEA Part B, section 619</b>	<p>The NM PED/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.</p> <p>Parents serve on the IDEA Advisory Panel.</p>

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<b>Types of Programs or Systems</b>	<b>Describe Family Engagement Strategies Required Today</b>
	<p>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.</p> <p>(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.</p>
<p><b>Programs funded under Title I of ESEA</b></p>	<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• Workshops on topics of parental interest</li> <li>• Workshops on child growth and development and age-appropriate strategies</li> <li>• Family literacy (or numeracy or science, etc) nights</li> <li>• Monthly newsletters or calendars of events</li> <li>• On-line blog for parents</li> <li>• Male/father involvement component</li> <li>• Classroom volunteers</li> <li>• Parent advisory councils</li> <li>• Calendars of suggested home activities</li> <li>• Parent involvement corner with resource books/binder of referral information</li> </ul>

**Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State**

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 decision making, and parent leadership development.

<b>Types of Programs or Systems</b>	<b>Describe Family Engagement Strategies Required Today</b>
<b>Programs receiving CCDF funds</b>	Refer to Description in State Licensing Requirements Section.
<p><b>Current Quality Rating and Improvement System requirements</b></p> <p>Specify by tier (add rows if needed):</p>	<p>3 Star</p> <p>Provide at least <b>two</b> family involvement activities including but not limited to:</p> <ul style="list-style-type: none"> <li>a) Suggestion Box, Family Bulletin Board, Newsletter;</li> <li>b) Family meetings, Socials, Informational Workshops, minimum of one activity that encourages male participation</li> <li>c) Child developmental milestone information, Family/Staff Conferences</li> <li>d) Classroom and/or Field Trip volunteer, Support of program operation</li> </ul> <p>3 STAR</p> <p>Continue meeting requirements for Level Three plus:</p> <ol style="list-style-type: none"> <li>1. Provide at least <b>three</b> family involvement activities (review list in Element 3E).</li> </ol> <p>5 STAR</p> <p>Continue meeting requirements for Level Three and Level Four. No additional requirements for this level.</p>
<p><b>Revised Focus Tiered Quality Rating and Improvement System requirements</b></p>	<p>3 STAR</p> <p>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.</p> <p>Show evidence that the program is communicating with families by providing information that shows a connection between classroom activities, displays of <i>children's work and actual photographs that demonstrates progress in meeting the Early Learning Guidelines</i></p> <p>4 STAR</p> <p>Continue meeting 3 STAR requirements:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. In conjunction with parents, develop a transition plan for children transitioning to another classroom or program or school.</li> <li>3. Use Family Information Material developed by the Department to share information.</li> </ol>

**Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State**

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 decision making, and parent leadership development.

<b>Types of Programs or Systems</b>	<b>Describe Family Engagement Strategies Required Today</b>
	<p>STAR 5 Continue meeting STAR 3 and 4 requirements:</p> <ol style="list-style-type: none"> <li>1. At least once a year, conduct a home visit for all children enrolled in the program.</li> <li>2. Show evidence of implementation of the program improvement plan for subscales 16 and 17 of the Program Administration Scale (PAS)</li> </ol>
<b>State licensing requirements</b>	<p>The State of New Mexico encourages providers to have family involvement. Some of the types of high-quality family engagement strategies we require 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.</p>
<b>Home Visiting</b> Describe:	<p>Within the CYFD Home Visiting program, documentation needs to reflect our approach to home visiting. Mutual Competence, Interactive Strategies, Partnering Communication, TREATS and CHEERS are some of the concepts and tools that we use in our work that provide a framework for our interactions with families. The use of these models should in turn be reflected in our documentation of our home visits. In this way our documentation describes the way we have utilized these models during each visit for every family we serve.</p> <p>This should be captured in a detail-oriented fashion along the lines of providing a "verbal video", as Victor Bernstein describes it.</p> <p>Reviewing the documentation of our previous visits will help guide us in our future visits as we decide upon "next-steps".</p> <p>It will also help us establish continuity across visits in our ongoing work with families</p> <p>There action codes, with in the data base, that when identified as completed by the home visitor with the family links with the outcomes the state is measuring which are:</p> <ul style="list-style-type: none"> <li>• Babies are born healthy</li> <li>• Children are physically and mentally healthy</li> <li>• Children who receive home visiting are safe</li> <li>• Children are nurtured by their parents and care givers</li> </ul> <p>Families are connected to informal and formal supports</p> <p>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</p>

**Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State**

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 decision making, and parent leadership development.

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	<p>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).</p> <p>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.</p>
<p>[Edit the labels on the above rows as needed, and enter text here to clarify or explain any of the data, if necessary.]</p>	

**Table (A)(1)-10: Status of all early learning and development workforce credentials<sup>14</sup> 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?  (Yes/No/Not Available)	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
<b>45-Hour Entry Level Course Certificate</b>	Yes	18,613 cumulative	25%*	Issued by CYFD/Office of Child Development

<sup>14</sup> Includes both credentials awarded and degrees attained.

**Table (A)(1)-10: Status of all early learning and development workforce credentials<sup>14</sup> 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?  (Yes/No/Not Available)	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
		number		
<b>New Mexico Child Development Certificate</b>  <b>-Infant/Toddlers</b>  <b>-Preschool</b>	Yes	168 cumulative number	.005%	This state-issued certificate is equivalent to the CDA credential. Issued by CYFD/Office of Child Development
<b>Vocational Certificate</b>	Yes	134 cumulative number	.008%	This certificate is issued to individual who have completed all early childhood courses at the AA level (29 credits). Issued by CYFD/Office of Child Development
<b>Associate Degree in Early Childhood Education</b>	Yes	196, this is not a cumulative number. This number represents the number of AA degrees awarded during the last academic year.	.011%	This certificate is awarded by the postsecondary institution. Issued by CYFD/Office of Child Development to individuals who have completed all the coursework required at the Associate degree level.
<b>Bachelor of Arts Degree in Early</b>	Yes	57, this is not a cumulative	.005%	This degree is awarded by the postsecondary institution.

**Table (A)(1)-10: Status of all early learning and development workforce credentials<sup>14</sup> 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?  (Yes/No/Not Available)	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
<b>Childhood Education</b>		number. This number represents the number of BA degrees awarded during the last academic year.		
<b>Masters Degree in Early Childhood Education</b>	No	0	.05%	This degree is awarded by the postsecondary institution.
<b>Doctoral Degree in Early Childhood Education</b>	No	1	0%	This degree is awarded by the postsecondary institution.
<b>Early Childhood Education Teacher Licensure</b>	Yes	3823 cumulative number	.32%	This license is issued by the Public Education Department.
<b>Development Specialist Certificate</b>	Yes	502  206 therapists	100%	This certificate is issued to Early Interventionists by the Department of Health, Part C program.
<b>Infant Mental Health Endorsement</b>	Yes	72 cumulative number	.10%	There are four (4) levels of endorsement that are issued by the New Mexico Association for Infant Mental Health.

<b>Table (A)(1)-10: Status of all early learning and development workforce credentials<sup>14</sup> currently available in the State</b>				
<b>List the early learning and development workforce credentials in the State</b>	<b>If State has a workforce knowledge and competency framework, is the credential aligned to it?</b>  (Yes/No/Not Available)	<b>Number and percentage of Early Childhood Educators who have the credential</b>		<b>Notes (if needed)</b>
		<b>#</b>	<b>%</b>	
Numbers are actual data.				
*Based on data from the Childcare Workforce in New Mexico Study.				
The percentages were based on an estimated 15,000 Early Childhood Educators currently working in Early Childhood Education programs.				

<b>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</b>		
<b>List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators</b>	<b>Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year</b>	<b>Does the entity align its programs with the State’s current Workforce Knowledge and Competency Framework and progression of credentials?</b>  (Yes/No/Not Available)
Central New Mexico Community College	86	Yes
Dona Ana Community College	19	Yes
Eastern New Mexico University	12	Yes
New Mexico Highlands University (Main & Branch Campuses)	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)	2	In Process
Northern New Mexico College	3	In Process

**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?  (Yes/No/ Not Available)
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 and Branch Campuses)	24	Yes
University of the Southwest	0	Yes
Western New Mexico University	14	Yes
<b>No Changes from original application.</b>		

**Table (A)(1)-12: Current status of the State's Kindergarten Entry Assessment**

State's Kindergarten Entry Assessment	Essential Domains of School Readiness				
	Language and literacy	Cognition and general knowledge (including early mathematics and early scientific development)	Approaches toward learning	Physical well-being and motor development	Social and emotional development
Domain covered? (Y/N)	N*	N*	N*	N*	N*
Domain aligned to Early Learning and Development Standards? (Y/N)	Y**	Y**	Y**	Y**	Y**
Instrument(s) used? (Specify)	NM PreK Observational Assessment	NM PreK Observational Assessment	NM PreK Observational Assessment	NM PreK Observational Assessment	NM PreK Observational Assessment
Evidence of validity and reliability? (Y/N)	N*	N*	N*	N*	N*
Evidence of validity for English learners? (Y/N)	N*	N*	N*	N*	N*

**Table (A)(1)-12: Current status of the State’s Kindergarten Entry Assessment**

State’s Kindergarten Entry Assessment	Essential Domains of School Readiness				
	Language and literacy	Cognition and general knowledge (including early mathematics and early scientific development)	Approaches toward learning	Physical well-being and motor development	Social and emotional development
Evidence of validity for children with disabilities? (Y/N)	N*	N*	N*	N*	N*
How broadly administered? (If not administered statewide, include date for reaching statewide administration)	By 2014-2015 school year	By 2014-2015 school year	By 2014-2015 school year	By 2014-2015 school year	By 2014-2015 school year
Results included in Statewide Longitudinal Data System? (Y/N)	By 2014-2015 school year	By 2014-2015 school year	By 2014-2015 school year	By 2014-2015 school year	By 2014-2015 school year

\*Pending validation of NM PreK Observational Assessment for use a Kindergarten Readiness Assessment.

\*\* Current NM NM PreK Observational Assessment fully aligned to states early learning and development standards.

**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
<b>Children, Youth and Families Department</b>			X	X		X	X
<b>Department of Health</b>			X	X	X	X	X
<b>Public Education Department</b>	X	X	X	X	X	X	X
<b>UNM Continuing Education</b>			X	X		X	X
<b>Head Start and Early Head Start</b>			X	X		X	X

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

**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						
	Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems						
	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

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 an 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.

The performance measures for Core Area B are required for all applicants.

**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	Number of programs	Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System
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Program in the State	in the State	Baseline (Today)		Target-end of calendar year 2013		Target - end of calendar year 2014		Target-end of calendar year 2015		Target- end of calendar year 2016	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool  Specify:	39 currently contracted programs for CYFD  28 currently contracted programs for PED.	39	100%	39	100%	39	100%	39	100%	39	100%
Early Head Start and Head Start <sup>15</sup>	35	30	90%	32	94%	33	96%	34	98%	35	100%
Programs funded by IDEA, Part C	35 Fit Providers agencies	35	0%	35	0%	35	0%	35	0%	10	25%
Programs funded by IDEA, Part B, section 619	667	0	0%	166	25%	333	50%	500	75%	667	100%
Programs funded under Title I of ESEA	67	0	0%	0	0%	33	50%	67	100%	67	100%
Programs receiving from CCDF funds	2215	712	32%	816	37%	868	39%	920	42%	972	44%
Home Visiting  Describe:	19	19	0%	19	0%	19	0%	19	0%	4	25%

<sup>15</sup> Including Migrant and Tribal Head Start located in the State.

<b>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.</b>					
	<b>Baseline (Today)</b>	<b>Target- end of calendar year 2013</b>	<b>Target- end of calendar year 2014</b>	<b>Target- end of calendar year 2015</b>	<b>Target- end of calendar year 2016</b>
<b>Total number of programs covered by the Tiered Quality Rating and Improvement System</b>					
<b>Current QRIS</b>	1027				
<b>FOCUS QRIS</b>	0				
<b>Total number of programs participating in the current Tiered Quality Rating and Improvement System</b>					
<b>Current QRIS</b>	1027	882	832	782	732
<b>FOCUS QRIS</b>	0	145	195	245	295
<b>Number of programs in STAR 1</b>					
<b>Current QRIS</b>	75	75	75	75	75
<b>FOCUS QRIS</b>	0	0	0	0	0
<b>Number of programs in STAR 2</b>					
<b>Current QRIS</b>	262	531	498	465	432

<b>FOCUS QRIS</b>	0	95	128	161	194
<b>Number of programs in STAR 3</b>					
<b>Current QRIS</b>	59	50	47	44	41
<b>FOCUS QRIS</b>	0	9	12	15	18
<b>Number of programs in STAR 4</b>					
<b>Current QRIS</b>	83	70	66	62	57
<b>FOCUS QRIS</b>	0	13	17	21	26
<b>Number of programs in STAR 5</b>					
<b>Current QRIS</b>	184	156	146	137	127
<b>FOCUS QRIS</b>	0	28	38	47	57
<p>Baseline data reflects August 2012 counts. The “Number of programs in 2-STAR” under the FOCUS QRIS component illustrate the 2 STAR programs working towards the 3 STAR level, but have not achieved the 3 STAR level yet. The remaining levels represent a lateral transition from their current STAR level to the new FOCUS QRIS level (e.g. Current QRIS 3 Start to FOCUS QRIS 3 STAR)</p>					

**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	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									
		Baseline (Today)		Target- end of calendar year 2013		Target -end of calendar year 2014		Target- end of calendar year 2015		Target- end of calendar year 2016	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool Specify:											
CYFD	2365	1463	61%	1463	61%	1600	67%	1700	71%	1800	76%
PED	2552			765	30%	1276	50%	1658	65%	1914	75%
Early Head Start and Head Start <sup>16</sup>	10,385	3842	37%	4362	42%	4673	45%	4985	48%	5192	50%
Early Learning and Development Programs funded by IDEA, Part C	5556	0	0%	0	0%	0	0%	0	0%	1389	25%
Early Learning and Development Programs funded by IDEA, Part B, section 619	5021	0	0%	1156	25%	2510	50%	3765	75%	5021	100%
Early Learning and Development Programs funded under Title I of ESEA	6775	0	0%	1693	25%	3387	50%	5082	75%	6775	100%
Early Learning and Development Programs receiving funds from the	19,417	5202	27%	5735	29%	6022	31%	6323	33%	6639	34%

<sup>16</sup> 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	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									
		Baseline (Today)		Target- end of calendar year 2013		Target -end of calendar year 2014		Target- end of calendar year 2015		Target- end of calendar year 2016	
		#	%	#	%	#	%	#	%	#	%
State's CCDF program											
<b>Home Visiting</b>  Describe:	1117	0	0%	0	0%	0	0%	0	0%	279	25%
[Please list which tiers the State has included as "top tiers," indicate whether baseline data are actual or estimated; and describe the methodology used to collect the data, including any error or data quality information.]											

There may be selection criteria in a State’s FY 2011 application that the State does not address in its Phase 2 application. For criteria addressed in a State’s Phase 2 application, the State must complete the performance measure tables or provide an attachment with the required performance measure information. The State may provide additional performance measures, baseline data, and targets for a criterion if it chooses. If a State does not have baseline data for a performance measure, the State should indicate that the data are not available and explain why.

<b>Performance Measures for (C)(3)(d) Leveraging existing resources to meet ambitious yet achievable annual statewide targets.</b>					
	Baseline and annual targets				
	<b>Baseline (Today, if known)</b>  If unknown please use narrative to explain plan for defining baseline and setting and meeting annual targets	<b>Target for end of calendar year 2013</b>	<b>Target for end of calendar year 2014</b>	<b>Target for end of calendar year 2015</b>	<b>Target for end of calendar year 2016</b>
<b>Number of Children with High Needs screened</b>	27500 (estimate) newborns screened for genetic, metabolic and congenital hearing loss.  4000 children with special health care needs.  All Families FIRST clients are screened using Ages & Stages Questionnaire tool. 2822 actual screens	28,000 newborns screened for genetic, metabolic and congenital hearing loss.  4,250 children with special health care needs.  2822 screens with Families FIRST	28,500 newborns screened for genetic, metabolic and congenital hearing loss.  4,500 children with special health care needs.  2822 screens with Families	29,000 newborns screened for genetic, metabolic and congenital hearing loss.  4,7500 children with special health care needs.  2822 screens with Families FIRST	29,500 newborns screened for genetic, metabolic and congenital hearing loss.  4,7500 children with special health care needs.  2822 screens with Families

**Performance Measures for (C)(3)(d) Leveraging existing resources to meet ambitious yet achievable annual statewide targets.**

	Baseline and annual targets				
	<b>Baseline (Today, if known)</b>  If unknown please use narrative to explain plan for defining baseline and setting and meeting annual targets	<b>Target for end of calendar year 2013</b>	<b>Target for end of calendar year 2014</b>	<b>Target for end of calendar year 2015</b>	<b>Target for end of calendar year 2016</b>
	were completed in FY11  83,910 children from birth through age 5 who received at least an initial or periodic EPSDT screening.		FIRST		FIRST



**Performance Measures for (C)(3)(d) Leveraging existing resources to meet ambitious yet achievable annual statewide targets.**

	Baseline and annual targets				
	<b>Baseline (Today, if known)</b>  If unknown please use narrative to explain plan for defining baseline and setting and meeting annual targets	<b>Target for end of calendar year 2013</b>	<b>Target for end of calendar year 2014</b>	<b>Target for end of calendar year 2015</b>	<b>Target for end of calendar year 2016</b>
<b>Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care</b>	4000 children with special health care needs.  112,557 children from birth through age 5 who were eligible to enroll in managed care	4250 children with special health care needs.	4500 children with special health care needs.	4750 children with special health care needs.	5000 children with special health care needs.
<b>Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care</b>	Not tracked	Not tracked	Not tracked	Not tracked	Not tracked

Population screening for genetic, metabolic, and congenital hearing loss for all newborns with a target set at annual birth population, Children with special health needs who have been identified and are *eligible for services through the State's Children's Medical Services. Children's Medical Services* does not screen for children with special needs but receives referrals into the program through various sources and this number includes children from birth to age 21 years.

Families FIRST is a perinatal case management program that provides services to Medicaid eligible pregnant women and children to age 3.

**Performance Measures for (C)(3)(d) Leveraging existing resources to meet ambitious yet achievable annual statewide targets.**

	Baseline and annual targets				
	Baseline (Today, if known)  If unknown please use narrative to explain plan for defining baseline and setting and meeting annual targets	Target for end of calendar year 2013	Target for end of calendar year 2014	Target for end of calendar year 2015	Target for end of calendar year 2016
<p>To Ensure that all children enter kindergarten healthy and ready to learn, screening for developmental needs is a key emphasis for the Department of Health. Two initiatives (Early Childhood Comprehensive Systems and Project LAUNCH) both encourage parents to request and providers to offer developmental screens using a standardized tool. Over 13,000 Developmental Record Screening Booklets have been distributed throughout the State by Maternal Child Health Services. Also, to encourage the use of standardized screening tools, Project LAUNCH has provided training to over 250 home visitors, childcare workers, and PreK and Head Start Teachers. Over 45 ASQ and 24 ASQ-SE kits have been given to training participants. Currently, there is no data that is tracked to indicate the number of children who have been screened, referred, and received treatment for a developmental need. Project LAUNCH will begin to track this data with the providers who received the screening kits.</p> <p>New Mexico Public Health Offices provide referrals to Women, Infants and Children (WIC) programs for pregnant women, mothers, and children through age five. WIC in turn provides nutrition education, gestational diabetes screening and education, breastfeeding education and peer counseling, testing for anemia indicators, and makes referrals for both the mothers and the children when needed.</p> <p>The EPDST data is from the Department of Health and Human Services, Center for Medicare/Medicaid Services for fiscal year 2012.</p>					

**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 2013	Target - end of calendar year 2014	Target - end of calendar year 2015	Target – end of calendar year 2016
Total number of “aligned” institutions	18	20	21	21	21

and providers					
Total number of Early Childhood Educators credentialed by an “aligned” institution or provider	274	375	400	475	500
Data was obtained from Institutions of Higher Education. Target data is based on current enrollment at graduation trends. Baseline data is actual.					

<b>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.</b>										
<b>Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)</b>	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									
	<b>Baseline (Today)</b>		<b>Target- end of calendar year 2013</b>		<b>Target- end of calendar year 2014</b>		<b>Target- end of calendar year 2015</b>		<b>Target- end of calendar year 2016</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>Credential Type 1</b> Specify: 45-Hour Entry Level Course	18613	25%	21000	27%	22000	28%	24000	29%	26000	30%
<b>Credential Type 2</b> Specify: New Mexico Child Development Certificate	168	.05%	225	.06%	300	.06%	350	.08%	400	.09%
<b>Credential Type 3</b> Specify: Vocational Certificate	134	.05%	145	.05%	150	.05%	155	.05%	160	.05%
<b>Credential Type 4</b> Specify: Associate Degree (Early Childhood	196	.13%	300	.14%	400	.15%	500	.16%	600	.17%

**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)	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									
	Baseline (Today)		Target- end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015		Target- end of calendar year 2016	
	#	%	#	%	#	%	#	%	#	%
Educator)										
<b>Credential Type 5</b> Specify: Associate Degree (Early Childhood Administration)	0	0%	0	0%	0	0%	0	0%	3	0%
<b>Credential Type 6</b> Specify: Associate Degree (Family, Infant Toddler Studies)	0	0%	0	0%	0	0%	5	0%	10	0%
<b>Credential Type 7</b> Specify: <i>Bachelor's</i> Degree (Early Childhood Educator)	57	.05%	125	.12%	200	.13%	300	.14%	350	.15%
<b>Credential Type 8</b> Specify: <i>Bachelor's</i> Degree (Early Childhood Administrator)	0	0%	0	0%	0	0%	0	0%	0	0%
<b>Credential Type 9</b> Specify: <i>Bachelor's</i> Degree ((Family, Infant Toddler Studies)	0	0%	0	0%	0	0%	0	0%	0	0%
<b>Credential Type 10</b> Specify: <i>Mater's Degree</i>	20	.02%	35	.03%	45	.03%	55	.04%	65	.05%

**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.**

<b>Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)</b>	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									
	<b>Baseline (Today)</b>		<b>Target- end of calendar year 2013</b>		<b>Target- end of calendar year 2014</b>		<b>Target- end of calendar year 2015</b>		<b>Target- end of calendar year 2016</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Early Childhood Education										
<b>Credential Type 11</b> Specify: Doctoral Degree Early Childhood Education	1		1		1		2		3	
<b>Credential Type 12</b> Specify: Developmental Specialist Certificate	502	100%	550	100%	600	100%	650	100%	700	100%
<b>Credential Type 13</b> Specify: Infant Mental Health Certificate	72	.10%	90	.11%	100	.12%	110	.12%	120	.13%

Credential types 1-11 are listed from the lowest to the highest credential.

Baseline data is actual.

Data for credential types 1-11 are not cumulative.

Data presented are actual degrees awarded during the 2011/2012 academic year.

Credential type 12 is issued to personnel working in early intervention programs. Certificates are issued by the Department of Health.

Credential type 13 is issued by the New Mexico Association for Infant Mental Health.

**PART 5: BUDGET**

## **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 \$53,388,910 (\$25,000,000 in grant funds and \$28,388,910 in funds from other sources in support of the State Plan), as follows:

- PED is responsible for managing \$4,040,566 (\$3,440,566 in grant funds and \$600,000 in funds from other sources in support of the State Plan) of the overall statewide budget for their share of the Data Project, Kindergarten Entry Assessment Project and Tiered Quality Rating and Improvement System Project.
- CYFD is responsible for managing \$47,975,944 (\$20,187,034 in grant funds and \$27,788,910 in funds from other sources in support of the State Plan) of the overall statewide budget for their share of the Tiered Quality Rating and Improvement System Project and the Data Project. The CYFD includes the total amounts for the Investment Zones Project, Evaluation Project, Professional Development Project and Grantee Technical Assistance Project.
- DOH is responsible for managing \$1,372,400 (\$1,372,400 in grant funds) of the overall statewide budget for a portion of the Data Systems Project.
  - PED will be fully 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, conducting an on-going evaluation of progress, facilitating the establishment of capacity and infrastructure within Early Childhood Investment Zones, professional development efforts, and funding the Grantee Technical Assistance Project
  - DOH, PED, and CYFD will work collaboratively to develop and implement 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 IBIS system that will

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.

Employees will be hired for only the term of the grant.

## **BUDGET PART II -NARRATIVE**

### 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 to act as the fiscal agent on behalf of New Mexico.

#### Personnel (Data Project)

- 1 IT Project Manager – Oversee all reporting and provides project management, certification, planning, scheduling, assessment and reporting documentation in collaboration with the Policy Office and the Early Childhood and Literacy Bureau (where responsibility for implementation of RTT-ELC will reside). The salary will be \$88,500 annually and the position will be full-time.
- 1 Database Administrator II – Provides subject matter expertise and collaborates with IT professionals to perform design, database development, system integration efforts initiation and planning tasks. The salary will be \$68,016 annually and will be full-time.
- 1 Application Analyst III – Provides subject matter expertise and collaborates with IT professionals to perform design, database development, system integration efforts initiation and planning tasks. The salary will be \$68,016 annually and will be full-time.

#### Fringe Benefits

- Each staff member will be will be eligible for full benefits and benefits are calculated at base salary + 30%. The total spent on fringe benefits over the duration of the grant will be \$269,438.

#### Travel (Kindergarten Entry Assessment Project)

- Recognizing that fidelity to implementation is critical to the success of this initiative, current PED staff from the Policy Office and the Early Childhood and Literacy Bureau will need to spend time on-site in schools and districts supporting the implementation of the Kindergarten Entry Assessment. PED has decided to work with existing staff to complete this work to ensure alignment across programs and technical assistance. Up to

6 PED staff will make an estimated 8 overnight trips annually and an estimated 10 day trips annually per grant year, at approximately 150 miles per day 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. Total travel based on the givens will equal \$51,840 per year for a total of \$207,360.

#### Equipment (Data Project)

- Over the duration of the grant, PED will spend \$142,000 on equipment. Equipment needs are housed within the IT division and include computers, printers, storage bays (hard drives), servers, and maintenance associated with such equipment.

#### Supplies (TQRIS Project)

- \$7,000 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 (Kindergarten Entry Assessment Project) & (TQRIS Project)

- PED will utilize one contract at \$ 850,000 to validate the current New Mexico PreK Observational Assessment for use as the Kindergarten Entry Assessment. The contract will 1) determine the reliability of teachers' observations and validate the assessment protocol, 2) adjust rubrics as necessary and ensure match to existing kindergarten benchmarks and Common Core, 3) determine inter-rater reliability, establish concurrent and construct validity of the assessment, and 4) publish a "Status of New Mexico Children's Kindergarten Readiness – and Contributing Factors".

- An additional \$ 446,000 will be used to develop and publish training materials and provide training to kindergarten teachers and elementary school principals on the implementation of the Kindergarten Entry Assessment, alignment of training materials, alignment of existing school plans, and production of an annual report that outlines the current status of school readiness of New Mexico’s students.
- PED will utilize another contract at \$200,000 to transition Title I PreK and IDEA Part B PreK programs to the state’s TQRIS FOCUS. Aligning programs and utilizing a consistent rating system is critical to the work of this grant and increasing the school readiness of all New Mexico children.

Total Costs: \$4,040,566

Indirect Costs: \$399,640

Total RTT-ELC Costs: \$3,440,566

Funds from Other State and Federal Sources to Support PED Projects is \$600,000, \$150,000 per year in each of grant years 1, 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 Budget Narrative

Travel

- CYFD anticipates that at least four staff members will travel in-state conducting contract review and compliance in support and implementation of the FOCUS 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.

#### Data Project (EPICS)

- CYFD's share of the Data Systems Project will cost a total of \$5,500,000. \$4,800 of this total will fund CYFD to develop the EPICS system. (\$700,000 for WELS is described under Contractual Services). The EPICS 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 WELS; 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.

Contractual

Other than Travel for CYFD employees and the EPICS Data Project, CYFD will utilize numerous contractors to implement the work of the grant. Contracts will be awarded in accordance with the New Mexico Procurement Code and Regulations.

- The TQRIS Project will cost \$12,415,034. (See following spreadsheet)

**FOCUS TQRIS & Validation** (Based on 245 licensed programs)

				AMOUNT
<b>Infrastructure</b>				<b>\$10,237,650.00</b>
	UNM Continuing Ed		\$9,406,650.00	
	UNM CDD		\$66,000.00	
	Other Costs		\$765,000.00	
<b>FOCUS Standards</b>				<b>\$ 949,384.00</b>
	Health, Safety & Nutrition		\$33,475.00	
	Staff Qualifications, Training & Education		\$305,909.00	
	Program Administration, Quality Improvement &		\$300,000.00	

	Leadership			
	Child Assessment & Curriculum Planning Process		\$275,000.00	
	Family Involvement/Family Engagement		\$35,000.00	
<b>Validation</b>				<b>\$1,000,000.00</b>
	UNM CEPR (Child Trends)		\$900,000.00	
	Child Trends on- site technical assistance meetings		\$100,000.00	

### **FOCUS INFRASTRUCTURE**

**UNM Continuing Education & TTAPs:** Consultants & Validators @ \$76,515.00 including benefits

Consultants (245 programs = 5 programs/30 classrooms per Consultant)

Validators (TTAP staff who will transition to Validators as AIM HIGH programs decrease. 60 programs/validator )

# of Consultants/Validators	Grant Period	Cost
0	January 1, 2013 – June 30, 2013	0
10	Yr 1	\$765,150.00
20	Yr 2	\$1,530,300.00
30	Yr3	\$2,295,450.00

40	Yr4	\$3,060,600.00
Other Costs		\$500,000.00
Instate Mileage & Perdiem		\$400,000.00
Admin Overhead @ 10%		\$855,150.00
<b>Total</b>		<b>\$9,406,650.00</b>

**UNM Center for Development & Disabilities:**

Training & Clinical Supervision	4 yrs @ \$15,000.00/year	\$60,000.00
Admin Overhead @ 10%		\$6,000.00
<b>TOTAL</b>		<b>\$66,000.00</b>

**OTHER COSTS**

Training of FOCUS Staff and TTAP Staff	\$100,000.00/year	<b>\$400,000.00</b>
Adaptations for HV/Early Intervention & Training of staff		<b>\$200,000.00</b>
Development of training curriculum for FOCUS staff and TTAP staff		<b>\$ 75,000.00</b>
FOCUS Promotion/Marketing <ul style="list-style-type: none"> <li>• Conferences 4@ \$2,500 each = \$10,000.00</li> <li>• Marketing Materials = \$20,000.00</li> </ul>		<b>\$20,000.00</b>
Integration of Cultural Competence & Guiding	\$5,000.00/year	<b>\$20,000.00</b>

Principles		
WELS Data Entry Training		<b>\$50,000.00</b>
<b>TOTAL</b>		<b>\$765,000.00</b>

**FOCUS STANDARDS**

Health, Safety & Health Promotion

ASQ & ASQ-E Kits @ \$55.00/kit	\$13,475.00
Community Resource Books	-0-
Training fees for ASQ & ASQ-E	-0- (provided by TTAPs)
Travel & Lodging for Programs to attend training	\$20,000.00
TOTAL	\$33,475.00

Staff Qualifications, Training & Education

College Courses (In Section D budget – TEACH Scholarships)	-0-
Training of 245 Site Directors	\$24,000.00
Training of 1470 Lead Teachers (6 teachers/programs) 5 days @ \$20.00/day	\$147,000.00
Training all teachers	-0- (Provided by TTAPs)
Printing of training materials/certificates	\$ 4,909.00
Travel & Lodging for Programs to attend training	\$130,000.00
TOTAL	\$305,909.00

Program Administration/Continuous Quality Improvement/Leadership

Purchase of Materials (ERS/CLASS/PAS/BAS)	\$50,000.00
Development of self-assessment process , development of tool & WELS Leadership Integration and Training	\$100,000.00

Training of 245 Site Directors	\$100,000.00
Travel & Lodging for Programs to attend training	\$40,000.00
Printing of all related materials	\$10,000.00
TOTAL	\$300,000.00

Child Assessment & Curriculum Planning Process

Develop & produce web-based training	\$125,000.00
Training of Site Directors & Teachers	\$100,000.00
Travel & Lodging for Programs to attend training	\$35,000.00
Printing of ELGs, forms. Checklists, etc.	\$15,000.00
TOTAL	\$275,000.00

Family Involvement/Family Engagement

Printing of Family Engagements materials, forms, etc.	\$35,000.00
TOTAL	\$35,000.00

**TORIS VALIDATION**

UNM CEPR (Child Trends Contract)	\$900,000.00
Increase on-site TA by Child Trends (annual meetings)	\$100,000.00
TOTAL	\$1,000,000.00

- The Investment Zones Project will cost \$400,000. These funds will be used to direct and manage the implementation of a Getting to Outcomes (GTO) community mobilization and planning process in the identified Early Childhood Investment Zones.
- The Evaluation Project will cost \$500,000. These funds will provide process evaluation and reporting for the duration of the grant.
- The Professional Development Project will cost \$1,200,000. These funds will pay for TEACH Scholarships for personnel working in FOCUS programs (\$1,000,000). It will also pay for Infant Mental Health/Socio-Emotional Training (\$40,000). Training for higher education faculty and adjunct faculty through Faculty Institutes (\$120,000) and Masters-Level courses in the Developmental Interaction Approach (\$40,000).

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 Costs: \$47,975,944

Total RTT-ELC Costs: \$20,187,034

Funds from Other State and Federal Sources to Support CYFD Projects

- CYFD plans to spend \$27,788,910 to support its Projects.

#### New Mexico Department of Health Budget Narrative

DOH has been working collaboratively with the New Mexico Children, Youth and Families Department (CYFD) to align and integrate data to enable 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 of IBIS to align and integrate data to enable 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.

#### Personnel

DOH will staff two full-time “Epidemiologist, Operational” (Epi-O) positions at pay band 70, \$47,300 annually. These two positions will be part of the DOH Geospatial Analysis team in the Epidemiology and Response Division. They will carry out the major initiatives of this grant, including population and maintenance of the data repository, working with analysts across multiple state agencies to gather and maintain contextual information to clarify the significance of the numeric data, participation in geocoding of agency data records, technical support for

participating agency staff, and training of agency and NGO staff on use of the comprehensive community assessment information system. The DOH Geospatial Analysis team will consist of the two Epi-Os funded by this grant, the GIS Epidemiologist in the Community Health Assessment Program (Epidemiologist, Advanced), and the Environmental Public Health Tracking Epidemiologist in the Environmental Health Epidemiology Bureau (Epi-A).

Oversight for project activities will be provided by Dr. Lois Haggard, DOH Community Health Assessment Program Manager (Epidemiologist, Supervisor, pay band 80). Dr. Haggard has been written into the budget for (b) (6) % of her salary (\$6999 annually).

### Fringe

DOH staff members are eligible for full benefits at 39% of salary. The 39% fringe estimate also includes general staff support expenses, such as computer support, motor pool and other expenses deriving from general DOH staff support.

### Travel

Funds have been budgeted for program staff to provide in-person outreach and training to communities across New Mexico. Two staff persons, 1.5 days, \$85 in-state travel per diem, twice annually = \$510. These in-person trips would supplement regular local, web-based and conference call meetings.

Funds have been budgeted for community and agency staff to attend in-person Participatory Program and Policy Sessions. Three community/agency participants, 1.5 days, \$85 in-state travel per diem, plus mileage, twice annually = \$790. These in-person trips would supplement regular local, web-based and conference call meetings.

DOH will host two state-wide meetings at a cost of \$2,000 in two grant years, early in grant year 3 and mid-to-late grant year 4. These meetings will bring together advisory committee members and program, policy and community experts with collaborating analysts for planning and reporting and sharing of challenges, methods, and success stories.

### Equipment

In year one of the grant, desktop computers (\$900 each) for project staff, and one laptop computer with additional memory and an external hard drive (\$1500) and one LCD projector (\$950) for training and outreach activities.

### Supplies

General office supplies is estimated at an average of \$20 per month for a total of \$240 per year. Marketing/outreach and instructional materials, such as colorful URL bookmarks and handy-reference guide brochures. \$2,500 has been budgeted for these supplies in year 1, and \$1500 in subsequent years for replacement as supplies run low.

### Contractual

DOH will contract for professional software development services for enhancements to the NM-IBIS software. The contractor will assist DOH with requirements development and analysis and design of the enhancements (\$26,400). Software development/implementation will be achieved in years 1 (\$88,000) and 2 (\$114,400). Funds have been budgeted for maintenance and refinement to the software in years 3 and 4 (\$17,600 in each year).

DOH will contract with GIS specialists to participate in the analysis and design of the software in year 1 (\$13,200), development of software components for a mapping web-service for the IBIS application in years 1 (\$19,800) and 2 (\$26,400), and maintenance and refinement to the software in years 3 and 4 (\$13,200 in each year). Contractual GIS specialists will also assist with scientific methods for geo-coding, geospatial analysis of early learning, demographic and health data, and project implementation.

The DOH FIT-Kids program will contract with their software provider to program an API for the FIT-Kids system to interoperate with the state's unique child identifier database in the Public Education Department (estimated at \$100,000) and to provide automated data exchange with the New Mexico P-20 data system (estimated at \$150,000).

New Mexico has followed the procedure for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36.

Additional geospatial analysis consulting will procure an independent assessment of DOH's in-house geo-coding methods, provide consultation and technical assistance in achieving address standardization at point of data collection (i.e., when the parent is available to verify the correct address) and ensure that DOH staff and GIS team are using the best possible methods to provide accurate, precise and up-to-date data for New Mexico's early learning data initiatives.

#### Training Stipends-

#### Other

DOH anticipates \$123,660 in software costs. DOH will purchase SAS desktop licenses for the GIS team in Community Health Assessment Program for \$6,000 the first year and \$3,000 for annual renewal of the three licenses in years 2, 3, and 4. ArcGIS desktop licenses will be purchased for the GIS team for a total of \$15,000 in year 1 and 3,000 in subsequent years. Geo-coding reference datasets are estimated as follows: 2 ZP+4 licenses @ \$100 per year, each, one parcel dataset, \$15,500 in year 1, additional geo-reference datasets such as Navteq, TomTom and others are estimated at \$20,000 in year 1 and \$5,000 in subsequent grant years. ArcGIS server fees, estimated at \$8,340, will preclude the need for an ArcGIS server and server software license.

A hotspot device and satellite account will allow training and outreach in any facility, regardless of internet connectivity: \$600 annually.

Total Costs: \$1,372,400

Total: RTT-ELC Costs: \$1,372,400



**List the State's Participating State Agencies and Project Names**

**Step 1:** On this spreadsheet tab, the State should list:  
 (1) Each Participating State Agency with budgetary responsibilities and  
 (2) Each Project name.  
 States should enter the names of its Participating State Agencies and Projects in the **yellow** boxes in columns D and J below.  
 The order in which States list Agencies is important, because this order will be used throughout the document.  
**For Example**, if a State enters the SEA as Agency 1, the SEA will automatically be listed as Agency 1 through the entire spreadsheet.

**Step 2:** To enter the budgetary information for each listed Participating State Agency and Project, the State should click on the corresponding blue hyperlink provided in column F.

	Enter Agency Name	Click on Link below to enter Agency budget information	Enter Project Name
<p><b>For Each Participating State Agency, enter the Agency's name in the yellow boxes.</b></p> <p>For example, if the State educational agency, is listed as Agency 1, the SEA will be listed as Agency 1 throughout the entire spreadsheet</p>	NM PED	<a href="#">NM PED</a>	TQRIS
	NM CYFD	<a href="#">NM CYFD</a>	Investment Zones
	NM DOH	<a href="#">NM DOH</a>	Evaluation
	<Agency 4>	<a href="#">&lt;Agency 4&gt;</a>	Prof. Development
	<Agency 5>	<a href="#">&lt;Agency 5&gt;</a>	Data Systems
	<Agency 6>	<a href="#">&lt;Agency 6&gt;</a>	Grantee Technical Assistance
	<Agency 7>	<a href="#">&lt;Agency 7&gt;</a>	Kindergarten Entry Assessment
	<Agency 8>	<a href="#">&lt;Agency 8&gt;</a>	Indirect Cost
	<Agency 9>	<a href="#">&lt;Agency 9&gt;</a>	<Project 9>
	<Agency 10>	<a href="#">&lt;Agency 10&gt;</a>	<Project 10>

<u>Consistency Check</u>	
	If an <b>ERROR</b> message is displayed below then there is an inconsistency between the Participating State Agency's budget categories and its Project budget.
NM PED	<b>ok</b>
NM CYFD	<b>ok</b>
NM DOH	<b>ok</b>
<Agency 4>	<b>ok</b>
<Agency 5>	<b>ok</b>
<Agency 6>	<b>ok</b>
<Agency 7>	<b>ok</b>
<Agency 8>	<b>ok</b>
<Agency 9>	<b>ok</b>
<Agency 10>	<b>ok</b>
<p>The Total Statewide Budget on the Project Summary tab must match the Total Statewide Budget on the Category Summary tab. To help States ensure that these two budgets match, the Departments have provided a tool, the Consistency Check, which compares each Participating State Agency's Budget by Category total to its Project budget total and notes if these numbers are not the same.</p>	

<b>OVERALL STATEWIDE BUDGET</b>					
<b>Budget Table I-1: Budget Summary by Budget Category</b>					
<b>(Evidence for selection criterion (A)(4)(b))</b>					
<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	278,830	326,130	326,130	326,130	<b>1,257,220</b>
2. Fringe Benefits	88,535	106,983	106,983	106,983	<b>409,484</b>
3. Travel	51,840	57,140	57,140	57,140	<b>223,260</b>
4. Equipment	39,750	35,500	35,500	35,500	<b>146,250</b>
5. Supplies	9,740	8,504	8,504	8,504	<b>35,252</b>
6. Contractual	5,885,034	5,545,934	5,285,933	5,285,933	<b>22,002,834</b>
7. Training Stipends	0	0	0	0	<b>0</b>
8. Other	65,640	20,140	20,140	20,140	<b>126,060</b>
<b>9. Total Direct Costs (add lines 1-8)</b>	<b>6,419,369</b>	<b>6,100,331</b>	<b>5,840,330</b>	<b>5,840,330</b>	<b>24,200,360</b>
10. Indirect Costs*	99,910	99,910	99,910	99,910	<b>399,640</b>
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	<b>0</b>
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	400,000
<b>13. Total Grant Funds Requested (add lines 9-12)</b>	<b>6,619,279</b>	<b>6,300,241</b>	<b>6,040,240</b>	<b>6,040,240</b>	<b>25,000,000</b>
14. Funds from other sources used to support the State Plan	6,989,110	8,198,800	6,600,500	6,600,500	<b>28,388,910</b>
<b>15. Total Statewide Budget (add lines 13-14)</b>	<b>13,608,389</b>	<b>14,499,041</b>	<b>12,640,740</b>	<b>12,640,740</b>	<b>53,388,910</b>
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					
Line 12: 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 .					
Line 13: This is the total funding requested under this grant.					

Agency Summary

<b>OVERALL STATEWIDE BUDGET</b>					
<b>Budget Table I-2: Budget Summary by Participating State Agency</b>					
<b>(Evidence for selection criterion (A)(4)(b))</b>					
<b>Agency Name</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
<b>NM PED</b>	1,010,140	1,010,142	1,010,142	1,010,142	<b>4,040,566</b>
<b>NM CYFD</b>	12,172,744	12,999,934	11,401,633	11,401,633	<b>47,975,944</b>
<b>NM DOH</b>	425,505	488,965	228,965	228,965	<b>1,372,400</b>
<b>&lt;Agency 4&gt;</b>	0	0	0	0	<b>0</b>
<b>&lt;Agency 5&gt;</b>	0	0	0	0	<b>0</b>
<b>&lt;Agency 6&gt;</b>	0	0	0	0	<b>0</b>
<b>&lt;Agency 7&gt;</b>	0	0	0	0	<b>0</b>
<b>&lt;Agency 8&gt;</b>	0	0	0	0	<b>0</b>
<b>&lt;Agency 9&gt;</b>	0	0	0	0	<b>0</b>
<b>&lt;Agency 10&gt;</b>	0	0	0	0	<b>0</b>
<b>Total Statewide Budget</b>	<b>13,608,389</b>	<b>14,499,041</b>	<b>12,640,740</b>	<b>12,640,740</b>	<b>53,388,910</b>

Project Summary

<b>OVERALL STATEWIDE BUDGET</b>					
<b>Budget Table I-3: Budget Summary by Project</b>					
<b>(Evidence for selection criterion (A)(4)(b))</b>					
<b>Project</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
<b>TQRIS</b>	6,422,159	6,422,159	6,422,158	6,422,158	<b>25,688,634</b>
<b>Investment Zones</b>	1,702,339	3,333,200	1,734,900	1,734,900	<b>8,505,339</b>
<b>Evaluation Prof.</b>	125,000	125,000	125,000	125,000	<b>500,000</b>
<b>Development</b>	1,031,900	1,181,900	1,181,900	1,181,900	<b>4,577,600</b>
<b>Data Systems</b>	3,601,241	2,711,032	2,451,032	2,451,032	<b>11,214,337</b>
<b>Grantee Technical</b>	100,000	100,000	100,000	100,000	<b>400,000</b>
<b>Kindergarten Entry</b>	525,840	525,840	525,840	525,840	<b>2,103,360</b>
<b>Indirect Cost</b>	99,910	99,910	99,910	99,910	<b>399,640</b>
<b>&lt;Project 9&gt;</b>	0	0	0	0	<b>0</b>
<b>&lt;Project 10&gt;</b>	0	0	0	0	<b>0</b>
<b>&lt;Project 11&gt;</b>	0	0	0	0	<b>0</b>
<b>&lt;Project 12&gt;</b>	0	0	0	0	<b>0</b>
<b>&lt;Project 13&gt;</b>	0	0	0	0	<b>0</b>
<b>&lt;Project 14&gt;</b>	0	0	0	0	<b>0</b>
<b>&lt;Project 15&gt;</b>	0	0	0	0	<b>0</b>
<b>Total Statewide Budget</b>	<b>13,608,389</b>	<b>14,499,041</b>	<b>12,640,740</b>	<b>12,640,740</b>	<b>53,388,910</b>

[Return to Instructions](#)

**NM PED**

<b>Participating State Agency-Level Budget Table II-1 (Evidence for selection criterion (A)(4)(b))</b>					
<b>Budget Category</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	224,532	224,532	224,532	224,532	<b>898,128</b>
2. Fringe Benefits	67,358	67,360	67,360	67,360	<b>269,438</b>
3. Travel	51,840	51,840	51,840	51,840	<b>207,360</b>
4. Equipment	35,500	35,500	35,500	35,500	<b>142,000</b>
5. Supplies	7,000	7,000	7,000	7,000	<b>28,000</b>
6. Contractual	374,000	374,000	374,000	374,000	<b>1,496,000</b>
7. Training Stipends	0	0	0	0	<b>0</b>
8. Other	0	0	0	0	<b>0</b>
<b>9. Total Direct Costs (add lines 1-8)</b>	<b>760,230</b>	<b>760,232</b>	<b>760,232</b>	<b>760,232</b>	<b>3,040,926</b>
10. Indirect Costs*	99,910	99,910	99,910	99,910	<b>399,640</b>
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	<b>0</b>
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	<b>0</b>
<b>13. Total Grant Funds Requested (add lines 9-12)</b>	<b>860,140</b>	<b>860,142</b>	<b>860,142</b>	<b>860,142</b>	<b>3,440,566</b>
14. Funds from other sources used to support the State Plan	150,000	150,000	150,000	150,000	<b>600,000</b>
<b>15. Total Statewide Budget (add lines 13-14)</b>	<b>1,010,140</b>	<b>1,010,142</b>	<b>1,010,142</b>	<b>1,010,142</b>	<b>4,040,566</b>

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 contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. 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 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.

**NM PED**

**Participating State Agency-Level Budget Table II-2  
(Evidence for selection criterion (A)(4)(b))**

Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
TQRIS	57,000	57,000	57,000	57,000	228,000
Investment Zones	0	0	0	0	0
Evaluation	0	0	0	0	0
Prof. Development	0	0	0	0	0
Data Systems	327,390	327,392	327,392	327,392	1,309,566
Grantee Technical Assistance	0	0	0	0	0
Kindergarten Entry Assessment	525,840	525,840	525,840	525,840	2,103,360
Indirect Cost	99,910	99,910	99,910	99,910	399,640
<Project 9>	0	0	0	0	0
<Project 10>	0	0	0	0	0
<Project 11>	0	0	0	0	0
<Project 12>	0	0	0	0	0
<Project 13>	0	0	0	0	0
<Project 14>	0	0	0	0	0
<Project 15>	0	0	0	0	0
<b>Total Statewide Budget</b>	<b>1,010,140</b>	<b>1,010,142</b>	<b>1,010,142</b>	<b>1,010,142</b>	<b>4,040,566</b>

Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1.

<b>Participating State Agency-Level Budget Table II-1</b>					
<b>(Evidence for selection criterion (A)(4)(b))</b>					
<b>Budget Category</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	0	0	0	0	0
2. Fringe Benefits	0	0	0	0	0
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	5,233,634	4,851,134	4,851,133	4,851,133	19,787,034
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
<b>9. Total Direct Costs (add lines 1-8)</b>	<b>5,233,634</b>	<b>4,851,134</b>	<b>4,851,133</b>	<b>4,851,133</b>	<b>19,787,034</b>
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	100,000	100,000	100,000	100,000	400,000
<b>13. Total Grant Funds Requested (add lines 9-12)</b>	<b>5,333,634</b>	<b>4,951,134</b>	<b>4,951,133</b>	<b>4,951,133</b>	<b>20,187,034</b>
14. Funds from other sources used to support the State Plan	6,839,110	8,048,800	6,450,500	6,450,500	27,788,910
<b>15. Total Statewide Budget (add lines 13-14)</b>	<b>12,172,744</b>	<b>12,999,934</b>	<b>11,401,633</b>	<b>11,401,633</b>	<b>47,975,944</b>
<p><b>Columns (a) through (d):</b> For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p><b>Column (e):</b> Show the total amount requested for all grant years.</p> <p><b>Line 6:</b> 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><b>Line 10:</b> 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><b>Line 11:</b> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. 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><b>Line 12:</b> 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><b>Line 13:</b> This is the total funding requested under this grant.</p>					

**NM CYFD**

**Participating State Agency-Level Budget Table II-2**  
(Evidence for selection criterion (A)(4)(b))

<b>Project</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
<b>TQRIS</b>	6,365,159	6,365,159	6,365,158	6,365,158	<b>25,460,634</b>
<b>Investment Zones</b>	1,702,339	3,333,200	1,734,900	1,734,900	<b>8,505,339</b>
<b>Evaluation</b>	125,000	125,000	125,000	125,000	<b>500,000</b>
<b>Prof. Development</b>	1,031,900	1,181,900	1,181,900	1,181,900	<b>4,577,600</b>
<b>Data Systems</b>	2,848,346	1,894,675	1,894,675	1,894,675	<b>8,532,371</b>
<b>Grantee Technical Assistance</b>	100,000	100,000	100,000	100,000	<b>400,000</b>
<b>Kindergarten Entry Assessment</b>	0	0	0	0	<b>0</b>
<b>Indirect Cost</b>	0	0	0	0	<b>0</b>
<b>&lt;Project 9&gt;</b>	0	0	0	0	<b>0</b>
<b>&lt;Project 10&gt;</b>	0	0	0	0	<b>0</b>
<b>&lt;Project 11&gt;</b>	0	0	0	0	<b>0</b>
<b>&lt;Project 12&gt;</b>	0	0	0	0	<b>0</b>
<b>&lt;Project 13&gt;</b>	0	0	0	0	<b>0</b>
<b>&lt;Project 14&gt;</b>	0	0	0	0	<b>0</b>
<b>&lt;Project 15&gt;</b>	0	0	0	0	<b>0</b>
<b>Total Statewide Budget</b>	<b>12,172,744</b>	<b>12,999,934</b>	<b>11,401,633</b>	<b>11,401,633</b>	<b>47,975,944</b>

Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1.

## Participating State Agency-Level Budget Table II-1

(Evidence for selection criterion (A)(4)(b))

Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	54,298	101,598	101,598	101,598	359,092
2. Fringe Benefits	21,177	39,623	39,623	39,623	140,046
3. Travel	0	5,300	5,300	5,300	15,900
4. Equipment	4,250	0	0	0	4,250
5. Supplies	2,740	1,504	1,504	1,504	7,252
6. Contractual	277,400	320,800	60,800	60,800	719,800
7. Training Stipends	0	0	0	0	0
8. Other	65,640	20,140	20,140	20,140	126,060
<b>9. Total Direct Costs (add lines 1-8)</b>	<b>425,505</b>	<b>488,965</b>	<b>228,965</b>	<b>228,965</b>	<b>1,372,400</b>
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
<b>13. Total Grant Funds Requested (add lines 9-12)</b>	<b>425,505</b>	<b>488,965</b>	<b>228,965</b>	<b>228,965</b>	<b>1,372,400</b>
14. Funds from other sources used to support the State Plan	0	0	0	0	0
<b>15. Total Statewide Budget (add lines 13-14)</b>	<b>425,505</b>	<b>488,965</b>	<b>228,965</b>	<b>228,965</b>	<b>1,372,400</b>

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 contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. 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 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.

**APPLICATION COVER SHEET (CFDA No. 84.412A)**

Legal Name of Applicant (Office of the Governor): Office of Governor Susana Martinez, State of New Mexico	Applicant's Mailing Address: 490 Old Santa Fe trail, Room 400 Santa Fe, NM 87501
Employer Identification Number: 85-60000565	Organizational DUNS: 8085616900000
Lead Agency: New Mexico Public Education Department Contact Name: Leighann Lenti	Lead Agency Contact Phone: 505-412-2285 Lead Agency Contact Email Address: Leighann.Lenti@state.nm.us

Required Applicant Signatures (*Must include signatures from an authorized representative of each Participating State Agency. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.*):

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I further certify that I have read the application, am fully committed to it, and will support its implementation:

Governor or Authorized Representative of the Governor (Printed Name): *Governor Susana Martinez* Telephone: *505 476 2200*

Signature of Governor or Authorized Representative of the Governor: \_\_\_\_\_ Date: \_\_\_\_\_

*[Signature]*  
 Lead Agency Authorized Representative (Printed Name): \_\_\_\_\_ Date: *10/22/12*  
 Agency Name: \_\_\_\_\_

Signature of Lead Agency Authorized Representative: \_\_\_\_\_ Date: \_\_\_\_\_

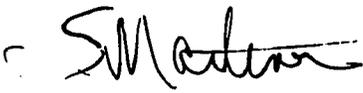
Participating State Agency Authorized Representative (Printed Name): \_\_\_\_\_ Agency Name: \_\_\_\_\_

**APPLICATION ASSURANCES  
(CFDA No. 84.412A)**

- a) While the State may make appropriate adjustments to the scope, budget, timelines, and performance targets, consistent with the reduced amount of funding that is available under Phase 2 RTT-ELC, the State will maintain consistency with the absolute priority and meet all program and eligibility requirements of the FY 2011 RTT-ELC competition.
  
- b) The State must update tables 1-5 from section (A)(1) of its FY 2011 application. In addition, if the State has made any significant changes to the commitments, financial investments, numbers of children served, legislation, policies, practices, or other key areas of the program described in section (A)(1) of its FY 2011 application, it must submit an explanation of those changes, including updates to tables 6-13 from section (A)(1) as needed. The tables for this assurance are provided in Part 4 of the application.  
The State will maintain, in a manner consistent with its updates to tables 1-13, its commitment to and investment in high-quality, accessible early learning and development programs and services for children with high needs, as described in section (A)(1) of its FY 2011 RTT-ELC application.
  
- c) Subject to adjustments made because of the reduced amount of funding available under the Phase 2 RTT-ELC award process, the State will maintain its plan to establish strong participation and commitment by Participating State Agencies and other early learning and development stakeholders as described in section (A)(3) of its FY 2011 RTT-ELC application.
  
- d) The State will maintain its commitment to integrating and aligning resources and policies across Participating State Agencies as described in section (A)(3) of its FY 2011 RTT-ELC application.
  
- e) The State will comply with all of the accountability, transparency, and reporting requirements that applied to the FY 2011 RTT-ELC competition. (See the notice inviting applications for the FY 2011 RTT-ELC competition, published in the Federal Register on August 26, 2011 (76 FR 53564).)

- f) The State will comply with the requirements of any evaluation of the RTT-ELC program, or of specific activities it proposes to pursue as part of the program, conducted and supported by the Departments.

**SIGNATURE BLOCK FOR CERTIFYING OFFICIAL**

Governor or Authorized Representative of the Governor (Printed Name):	Telephone:
Governor Susana Martinez	505-476-2200
Signature of the Governor or Authorized Representative of the Governor :	Date:
	10/22/12



**STATE OF NEW MEXICO  
PUBLIC EDUCATION DEPARTMENT  
MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (“MOU”) is made and entered into by and between the State of **New Mexico Public Education Department**, (“Lead Agency” or “NMPED”), the State of New Mexico **Children, Youth and Families Department** (“Participating State Agency” or “CYFD”) and the State of New Mexico **Department of Health** (“Participating State Agency” or “DOH”). The purpose of this agreement is to establish a framework of collaboration, and to articulate the specific roles and responsibilities in support of the State in its implementation of the Race to the Top-Early Learning Challenge (“RTT-ELC”) grant project.

**I. ASSURANCES**

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I; ;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
  - (a) A set of statewide Early Learning and Development Standards;
  - (b) A set of statewide Program Standards;
  - (c) A statewide Tiered Quality Rating and Improvement System; and
  - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Confirms that it has the requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Understands the terms, breadth and significance of the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Agrees to provide a Final Scope of Work and will do so in a timely fashion but no later than 90 days after the grant is awarded. Titled the “Participating State Agency Plan,” the final scope of work must describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel in a manner that is consistent with the Preliminary Scope of Work (Exhibit I) and with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan);
- 6) Agrees to comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99); and
- 7) Understands that the above provisions are contingent upon the approval of the State Plan.

## **II. PROJECT ADMINISTRATION**

### **A. PARTICIPATING STATE AGENCY RESPONSIBILITIES**

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any website specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of the RTT-ELC grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including requests for the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy and confidentiality laws.

### **B. LEAD AGENCY RESPONSIBILITIES**

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Implement the Lead Agency Scope of Work as identified in the Exhibit II of this agreement;
- 2) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 3) Transfer the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan by March 31, 2013 or within 30 days of receipt of funds from the Federal Government, whichever is sooner. The Lead Agency will transfer the funds in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 4) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 5) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 6) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 7) Identify sources of technical assistance for this project.

### **C. JOINT RESPONSIBILITIES**

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.

- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

#### **D. STATE RECOURSE IN THE EVENT OF LEAD AGENCY OR PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM**

- 1) If the Lead Agency or a Participating State Agency determines that any of the parties subject to this agreement are not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency or a Participating State Agency will take appropriate enforcement action, which could include initiating a collaborative process that will attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.
- 2) Disagreements among the parties over any aspect of this MOU should initially be addressed through informal discussions among the parties.
- 3) Any disputed issues remaining after reasonable, good-faith efforts at informal resolution shall be addressed through one or more of the following channels:

- a. An agency-designated representative may submit a written request for action or reconsideration to the responsible Division Director or Program Director, who have 30 days to issue a written determination. The decision of this individual may be further reviewed by written notice seeking such review to the Director. The disputed issue will then be decided jointly by the Secretaries of the agencies involved in the disputed matter who will issue a joint written determination within 60 days from the date of the notice for further review.
- b. The agencies engaged in the dispute may pursue mediation or dispute resolution with a neutral mediator selected jointly by the agencies involved, the costs if any to be shared equally by the agencies participating in the mediation or dispute resolution.

#### **III. MODIFICATIONS**

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

#### **IV. FUNDS ACCOUNTABILITY**

The parties agree that each shall maintain separate, detailed fiscal records and reports, as required by applicable federal and state law and regulations related to audits, shall follow generally accepted accounting principles, and shall account to one another upon request for all receipts and expenditure of funds they receive pursuant to this MOU.

#### **V. DATA COLLECTION**

The parties to this MOU understand that they may be provided access to personally identifiable student information in their performance under this MOU. Should that occur, the parties agree that they will comply with all student confidentiality requirements of state or federal laws or rules including but not limited to the federal Family Educational Rights and Privacy Act (FERPA) (20 U.S. Code. § 1232g; 34 CFR Part 99).

#### **VII. DURATION AND ENTIRE MEMORANDUM OF UNDERSTANDING**

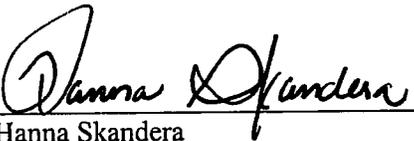
This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the

expiration of the Race to the Top- Early Learning Challenge grant project period. This MOU incorporates all agreements, covenants and understanding between the parties hereto concerning the subject matter hereof. No prior agreements or understanding of the parties or their agents, verbal or otherwise, are valid or enforceable unless contained in this MOU.

**VII. SIGNATURES**

**NM PUBLIC EDUCATION  
DEPARTMENT**

**Lead Agency  
Authorized Representative**

By:   
Hanna Skandera  
Cabinet Secretary

Date: 10.17.12

By:   
Office of General Counsel, certifying  
for legal sufficiency

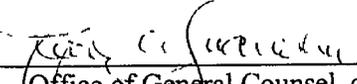
Date: 10/17/12

**NM CHILDREN, YOUTH AND FAMILIES  
DEPARTMENT**

**Participating State Agency  
Authorized Representative**

By:   
Yolanda Berumen-Deines  
Cabinet Secretary

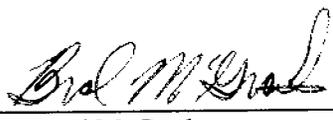
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By:   
Office of General Counsel, certifying  
for legal sufficiency

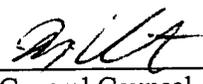
Date: 10/17/12

**NEW MEXICO DEPARTMENT OF HEALTH**

**Participating State Agency  
Authorized Representative**

By:   
Brad McGrath  
Interim Cabinet Secretary

Date: 10/23/12

By:   
Office of General Counsel, certifying  
for legal sufficiency

Date: 10/23/12

## EXHIBIT I - PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

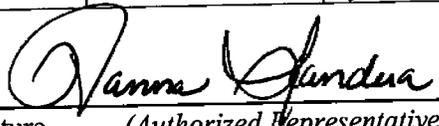
Selection Criterion	Participating Party	Type of Participation
(B)(1)	Children, Youth and Families Department	Responsible for developing and facilitating the adoption of a Tiered Quality Rating and Improvement System for use in New Mexico's Early Learning and Development Programs that accurately differentiates program quality levels and reflects high expectations aligned to nationally recognized standards
(B)(2)	Children, Youth and Families Department	Responsible for promoting participation by New Mexico's Early Learning and Development Programs in the Tiered Quality Rating and Improvement System in a manner that is feasible and sustainable
(B)(3)	Children, Youth and Families Department	Responsible for monitoring licensed Early Learning and Development Programs for participation and adherence to the Tiered Quality Rating and Improvement System
(B)(4)	Children, Youth and Families Department	Responsible for promoting and providing access to licensed high-quality Early Learning and Development programs for New Mexico Children with High Needs
(B)(4)	Department of Health	Responsible for promoting access to licensed high-quality Early Learning and Development programs for New Mexico Children with High Needs by providing state data that best identifies the most underserved areas
(B)(5)	Children, Youth and Families Department	Responsible for contracting with an outside entity to validate the effectiveness of the state's Tiered Quality Rating and Improvement System
(C)(1)	Children, Youth and Families Department	Responsible for ensuring that Early Learning and Development Programs are utilizing <i>New Mexico's Early Learning Guidelines: Birth through Kindergarten</i> in a culturally and linguistically appropriate manner to support children
(C)(2)	Children, Youth and Families Department	Responsible for implementing a High-Quality Plan to implement a Comprehensive Assessment System in Early Learning and Development Programs to support the improved school readiness of High Need Children
(D)(1)	Children, Youth and Families Department	Responsible for developing and implementing a Workforce Knowledge and Competency Framework and progression of credentials for use with the workforce in Early Learning and Development Programs
(D)(2)	Children, Youth and Families Department	Responsible for supporting Early Childhood Educators to improve their knowledge, skills and abilities by expanding access to effective Professional Development Activities that are aligned to the New Mexico's Workforce Knowledge and Competency Framework, implementing policies that promote improvement and career advancement and publically reporting the aggregate data on Early Childhood Educator development, advancement and retention
(E)(2)	Children, Youth and Families Department	Responsible for implementing a High-Quality Plan to coordinate an early learning data system that aligns to and is interoperable with the Statewide Longitudinal Data System and has all the Essential Data Elements, enables uniform data collection by Participating Programs, facilitates the exchange of data among Participating State Agencies, generates timely, relevant and accessible data for Early Learning and Development Programs and Early Childhood Educators and meets the Data System Oversight Requirements and complies with the requirements of Federal, State and local privacy and confidentiality laws
(E)(2)	Department of Health	Responsible for enhancing the statewide New Mexico Indicator-based Information System (NM-IBIS) infrastructure with interactive and easily

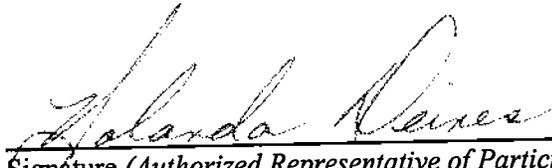
Selection Criterion	Participating Party	Type of Participation
		accessible data mapping and visualization tools to present comprehensive community assessment information to guide policy decisions, priorities and plans. Additionally, the current Family Infant Toddler (FIT) Program (Part C) data system will be adapted to incorporate the unique child ID and ensure that the systems aligns and is interoperable with the statewide early learning data system.

**EXHIBIT II - LEAD STATE AGENCY SCOPE OF WORK**

The Lead State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criteria	Participating Party	Type of Participation
(C)(1)	Public Education Department	Responsible for completing alignment of the state's Early Learning Guidelines to the Common Core State Standards
(E)(1)	Public Education Department	Responsible for the validation of a Kindergarten Entry Assessment and the implementation of the assessment universally in all New Mexico kindergarten classrooms
(E)(2)	Public Education Department	Responsible for assigning a unique ID for children in Early Learning and Development Programs to facilitate longitudinal queries about Children with High Needs school readiness that the sustain effects of Early Learning and Development Programs and collaborating with the participating agencies to share data in a timely manner and support the development of an aligned data system with technical support as needed

  
 Signature (Authorized Representative of Lead Agency) 10.17.12  
Date  
 Hanna Skandera  
 Secretary of Education  
 State of New Mexico Public Education Department

  
 Signature (Authorized Representative of Participating State Agency) 10/22/12  
Date  
 Yolanda Berumen-Deines  
 Cabinet Secretary  
 State of New Mexico Children, Youth and Families Department

*Brad McGrath*

*10/23/12*

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Signature (*Authorized Representative of Participating State Agency*)      Date  
Brad McGrath  
Interim Secretary of Health  
State of New Mexico Department of Health

**APPLICATION COVER SHEET (CFDA NO. 84.412A)**

Legal Name of Applicant (Office of the Governor): Office of Governor Susana Martinez, State of New Mexico	Applicant's Mailing Address: 490 Old Santa Fe trail, Room 400 Santa Fe, NM 87501
Employer Identification Number: 85-60000565	Organizational DUNS: 8085616900000
Lead Agency: New Mexico Public Education Department  Contact Name: Leighann Lenti	Lead Agency Contact Phone: 505-412-2285  Lead Agency Contact Email Address: Leighann.Lenti@state.nm.us

Required Applicant Signatures (*Must include signatures from an authorized representative of each Participating State Agency. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.*):

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I further certify that I have read the application, am fully committed to it, and will support its implementation:

Governor or Authorized Representative of the Governor (Printed Name):

Telephone:

Signature of Governor or Authorized Representative of the Governor:

Date:

Lead Agency Authorized Representative (Printed Name):

Agency Name:

*Hanna Skandera*

*PEO*

Signature of Lead Agency Authorized Representative:

Date:

*Hanna Skandera*

*10.17.12*

Participating State Agency Authorized Representative (Printed Name):

Agency Name:

*Yolanda Berumen-Deines*

*CYFO*

Signature of Participating State Agency Authorized Representative:

*Melinda K. ...*

Date:

*11/1*

Participating State Agency Authorized Representative (Printed Name):

*BRAD MCGRAH*      **BRAD MCGRAH**

Agency Name:

**DOIT**

Signature of Participating State Agency Authorized Representative:

*Brad McGrath*

Date:

*10/23/12*

Participating State Agency Authorized Representative (Printed Name):

Agency Name:

Signature of Participating State Agency Authorized Representative:

Date:

Participating State Agency Authorized Representative (Printed Name):

Agency Name:

Signature of Participating State Agency Authorized Representative:

Date: