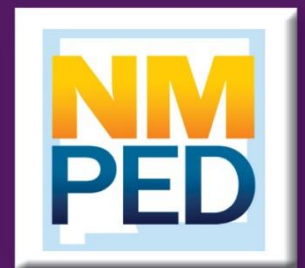


PreK Program Report

for the 2015-2016 School Year



New Mexico
prek
Invest A Little
Get A Lot



Monique Jacobson
Cabinet Secretary
Children, Youth and
Families Department

Hanna Skandera
Secretary of Education
Public Education
Department



State of New Mexico

New Mexico PreK Program Annual Report For School Year 2015–2016

Susana Martinez
Governor

Monique Jacobson
Cabinet Secretary
Children, Youth and Families Department

Hanna Skandera
Secretary of Education
Public Education Department

Required Notice

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Notes

This document is available at

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

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Dan Ritchey, Program Director

Public Education Department

Brenda Kofahl, PreK Program Manager

Carolyn Dietrich, PreK Program Specialist/Data Coordinator

Christopher Ruszkowski, Deputy Secretary for Policy and Program

Debbie Montoya, Director, Student Success and School Turnaround Division

Children, Youth and Families Department

Monica Archuleta, New Mexico PreK Program Manager, Office of Child Development

Pauline Baca, New Mexico PreK Program Monitor, Office of Child Development

Casey Lafferty, New Mexico PreK Program Monitor, Office of Child Development

Ashleigh Largo, New Mexico PreK Program Monitor, Office of Child Development

Meredith Montano, New Mexico PreK Program Monitor, Office of Child Development

Beth Sommer, New Mexico PreK Program Monitor, Office of Child Development

Lauren DeCristoforo, Program Manager, FOCUS TQRIS, Office of Child Development

Alejandra Rebolledo-Rea, Deputy Director, Early Childhood Services Department

Katrina Montano-White, Bureau Chief, Office of Child Development

Raymond Vigil, Data Manager, Early Childhood Services

University of New Mexico

Leroy Goats, Strategic Project Director, Early Childhood Services Center

Erica Grong, Analyst/Programmer II, Early Childhood Services Center—IT Services

Chris Hughes, Analyst/Programmer II, Early Childhood Services Center—IT Services

SungHee Lee, Applications Programming Manager, Early Childhood Services Center—IT Services

Marcia Polansky, Analyst/Programmer II, Early Childhood Services Center—IT Services

Sarah Simms, NM PreK Senior Program Manager, Early Childhood Services Center, NM Kids Network Office

Terri Tapia, PED FOCUS Education and Development Manager, Center for Development and Disability

Debra Tucker, PreK Education Support Coordinator, Early Childhood Services Center—IT Services

Table of Contents

Acknowledgements	4
Executive Summary	6
Introduction	7
PreK Program Facts and Accomplishments	8
Statutory Requirements	11
Detailed Report.....	12
FY16 PreK Sites for CYFD and PED with New Mexico Early Childhood Investment Zones	12
2015–2016 NM School Districts Served by CYFD and PED	13
Demographic Description	15
Fall-Spring Comparison SY 2015–16 PED and CYFD	25
2015–16 Fall-Spring Assessment Comparison	29
CYFD and PED NM PreK Child Ethnicity Data for SY 2015–2016.....	30
Education Level of NM PreK Lead Teachers	31
NM PreK Consultation and Support	33
NM PreK and T.E.A.C.H.®.....	34
Core New Mexico PreK Program Standards: School Year 2015–2016	35
Capital Outlay—Start-Up and Safety	37
Trends and New Mexico PreK Access	39
New Mexico’s PreK Quality Standards Checklist *	39
Race to the Top Early Learning Challenge Grant.....	41
Conclusion—Growing Our Own	43
Glossary and Acronyms.....	44
Appendices.....	48
CYFD Early PreK Program Outcomes Across Six Domains Compared from Fall to Spring 2015–2016	49
CYFD PreK Program Outcomes Across Six Domains Compared from Fall to Spring 2015–2016.....	53
PED PreK Program Outcomes Across Six Domains Compared from Fall to Spring 2015–2016	57

Executive Summary

The purpose of the PreK Annual Report is to comply with statute and inform stakeholders regarding the Children, Youth and Families Department's (CYFD) and the Public Education Department's (PED) efforts and how these are connected to the State's current PreK initiatives. This funding was continued for the 2015-16 school year. In addition, CYFD received an appropriation to serve three-year-old children in Early PreK.

New Mexico PreK programs highlighted in this report provide the following:

- ✓ Alignment to the Common Core State Standards (CCSS)
- ✓ Professional development (PD) that integrates early learning-responsive teaching and learning, inclusive school environments, and developmentally appropriate and culturally relevant curriculum
- ✓ Meaningful opportunities for family engagement (FE)
- ✓ Implementation of best practices for early childhood education in the following domains as defined in the *New Mexico Early Learning Guidelines*
 - Early literacy
 - Numeracy
 - Scientific conceptual understandings
 - Approaches to learning
 - Health and well-being
 - Aesthetic creativity
 - Physical development, health, and well-being
 - Self, family, and community

The collaboration between CYFD and PED supports New Mexico's mixed-delivery system and provides parent choice.

"Participation in high-quality, early education programs not only improves early literacy and math skills but is also associated with later academic performance in the primary grades and beyond.

Young children who have higher math skills before kindergarten tend to score higher in future reading and math assessments. Other research indicates that those who have the opportunity to develop strong literacy and language skills are more likely to become proficient readers in the primary grades.

Children who attend high-quality PreK programs do better in school from the first day of kindergarten through their postsecondary years. Compared with peers who have not completed PreK, they have higher achievement test scores, they repeat grades far less often, they need less special education, they graduate from high school at substantially higher rates, and they are more likely to attend college."¹

¹ The PEW Center on the States (2011). *Transforming Public Education: Pathway to a PreK–12 Future*. http://www.educationreporting.com/resources/Pew_PreK_Transforming_Public_Education.pdf

Introduction

New Mexico PreK is a voluntary program created by the *Pre-Kindergarten Act of 2005* and jointly administered by CYFD and PED. The purpose of PreK is to ensure that every child in New Mexico has the opportunity to attend a high-quality early childhood program before entering kindergarten. Prior to SY2014–15, PreK programs were funded to provide 450 hours of classroom services. In the 2014 legislative session, both CYFD and PED received funding to pilot an extended-day PreK program, providing 900 classroom hours of service. In 2015-16, both agencies expanded the number of children served in extended-day programs.

The purpose of *New Mexico PreK* is to accomplish the following:

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

Consultation and training is provided to teachers, educational assistants, and administrators who work in funded PreK programs statewide. Support is provided to PreK staff for the implementation of an authentic observation, documentation, planning, assessment, and curriculum process. The process includes the following:

- NM Early Learning Guidelines (ELG)—The *ELG* are used to structure the Authentic Observation Documentation Curriculum Planning (AODCP) process using 26 of the indicators to assess PreK children. In addition, the teacher collects a creativity sample, but this is not rated.
- Authentic Assessment and Curriculum Cycle—Each PreK teacher uses this cycle that involves planning, observation, reflection, assessment, and individualization.
- PreK teachers and administrator training—All PreK teachers and administrators are required to participate in NM PreK training.
- PreK Training and Development Consultant Support—All PreK programs receive regular visits from NM PreK consultants who assist teachers and administrators to strengthen practice in the classroom.

The information gathered by teachers using the AODCP process is used to support children at their current developmental level and to plan ways to scaffold them to the next level. PreK teachers carefully plan indoor and outdoor activities based on what children need to learn in the following seven areas:

- Listening, language, reading, and writing
- Science
- Counting, shapes, sorting, and measuring
- Coordination, hygiene, health, and well-being
- Art, music, and movement
- Independence, problem-solving, thinking, and perseverance
- Appropriate behavior, social skills, and being a part of a group

PreK Program Facts and Accomplishments

The following are selected PED PreK program facts and accomplishments for the school year 2015–2016:

- PED received **\$24,500,000.00** to fund PreK programs in school districts and charter schools, \$3,500,000.00 of which was allocated from federal TANF (Temporary Assistance to Needy Families) funds.
- PED contracted with 55 school districts and six State charter schools to serve 5,426 children at 141 school sites, with 1104 of these children receiving extended-day services.
- PreK administrator meetings/trainings were provided by PED PreK staff at the University of New Mexico (UNM) Continuing Education Building in Albuquerque on September 18 and 25, 2015; and March 3 and 18, 2016, with 182 total administrators in attendance. Two dates were provided for each meeting to better accommodate the administrators' schedules.
- Pre-application workshops were held in Albuquerque on Friday, March 13, 2015 and March 20, 2015 at the UNM Continuing Education Building in Albuquerque. The workshop was provided for school districts, charter schools, and Regional Educational Cooperatives (RECs) that planned to submit an FY2016 application for a new PreK program. PED PreK staff provided guidance and technical assistance on the application process.
- Approximately 495 PED PreK teachers, educational assistants, and administrators received training on the New Mexico PreK Child Observational Assessment Tool and the curriculum cycle in 34 trainings. Three sessions of a condensed training, the NM PreK Observational Assessment Tool Administrator Training, were held for school administrators with 49 PED administrators attending. In addition, 11 training sessions on the Early Childhood Environmental Rating Scales were attended by 110 PED PreK teachers, educational assistants, and administrators.
- PED continued to provide early literacy training, Language Essentials for Teachers of Reading and Spelling, Early Childhood module (LETRS-EC), with approximately 180 PED PreK teachers, consultants, and administrators attending. These three-day trainings focused on critical early literacy skills.
- While all PED PreK teachers are licensed, 82.57 percent of PED's PreK program teachers have licenses in early childhood education. There are 14.53 percent who have licenses in elementary education and 2.9 percent have licenses in special education.
- PED contracted with the New Mexico Association for the Education of Young Children (NMAEYC) that, through its *T.E.A.C.H.*® program, provided 115 scholarships to PED PreK teachers and educational assistants to take college courses leading to either an early childhood teaching license, an advanced degree in early childhood education, or an associate of arts degree in early childhood education. Scholarship recipients completed 557 credit hours, an average of 4.84 per scholar.
- The PreK Observational Assessment was changed for the 2015-16 school year, increasing from five rubric rating levels to eight. 93.4 percent of the children in PED's PreK programs showed measureable progress overall (average of all domains). Showing measureable progress means any increase from one rubric level to another or maintaining at rubric level 6, 7, or 8, as measured by the *New Mexico PreK Child Observational Assessment*. For the first time, 508 children with delays and disabilities requiring special education services are included in PED assessment data. 91.8 percent of the children in PED's PreK programs showed measureable progress in literacy skills, and 94.5 percent showed measureable progress in numeracy skills, as measured by the *New Mexico PreK Child Observational Assessment*.

The following are selected CYFD PreK and Early PreK program facts and accomplishments for school year 2015–2016:

- CYFD received \$22,607,100.00 (\$11,600.00 in state general funds and \$11,007,100.00 in TANF funds for New Mexico PreK programs.
- CYFD also received \$3,952,900.00 (\$1,952,900.00 in state general funds and \$2,000,000.00 in TANF funds for New Mexico Early PreK programs.
- CYFD contracted with 75 community-based providers at 133 different sites to serve 3,264 children to provide PreK services. CYFD also contracted with 21 community based providers at 25 different sites to serve 453 children to provide Early PreK services.
Types of licensed providers included the following:
 - Child care centers
 - Family child care homes
 - Head Start agencies
 - Municipalities
 - Universities
 - Faith-based child care centers
- FY 16 was the first year that CYFD piloted an Early PreK program for three year-olds.
- A pre-application workshop was held in Santa Fe on April 7, 2015, at the P.E.R.A. building. The workshop was for private licensed providers who planned to submit an application for a new or expanded NM PreK program for FY 2016. CYFD staff provided guidance and technical assistance on the application process to 78 attendees. The morning session was for programs specifically interested in applying for the four year-old program and the afternoon session was for those programs interested in applying for the three year-old program.
- In trainings held in Albuquerque and Las Cruces, approximately 328 CYFD PreK teachers, educational assistants, and administrators received training on the *New Mexico PreK Child Observational Assessment Tools* and the curriculum cycle. A separate training, the NM PreK Observational Assessment Tool Administrator Training, was held for program administrators. There were 56 CYFD administrators that participated.
- NM PreK teachers and educational assistants also had the opportunity to choose from one of two trainings to develop the AODCP process and to enrich their practice.
 - 1.) Promoting Children's Success: Building Relationships and Social Emotional Teaching Strategies In this training, teachers learned to facilitate children's social and emotional development for more success in the classroom. 201 CYFD teachers and educational assistants participated in this training.
 - 2.) Powerful Interactions- In this training, teachers learned practical and influential ways to interact with young children. 51 CYFD teachers and educational assistants participated in this training.
- The CYFD continued its contract with NMAEYC and the *T.E.A.C.H.*® (Teacher Education and Compensation Helps) program. *T.E.A.C.H.*® provided 128 scholarships to CYFD PreK teachers, educational assistants, and administrators. Each participating PreK personnel, actively attended college classes leading toward a BA degree in early childhood education, a birth to grade 3 teacher license, or an AA degree in early childhood education.

- 94.3 percent of the children in the CYFD's PreK programs showed measureable progress overall (average of all domains). Showing measureable progress means any increase from one rubric level to another or maintaining at a rubric level.
- 92.8 percent of the children in the CYFD's PreK programs showed measureable progress in literacy skills, as measured by the New Mexico PreK Child Observational Assessment.
- CYFD NM PreK established a differentiated support system known as Enhanced Support Services. Three main components were created: Maintenance, Foundational, and Concentrated. The Maintenance level was designed for classroom teachers who were identified as being ready of deepening their understanding of reflective practices through video-based consultation. The Foundational level was designed for new classroom teachers who would benefit from additional administrative and consultant support. The Concentrated level identified classrooms that would benefit from additional classroom visits and support to the teachers. The selection of each support level involved a team approach from the Program Monitor, PreK Consultant, Consultant Managers, PreK Admins of selected programs, and selected classroom teacher.

Statutory Requirements

The Pre-Kindergarten Act is a regulatory requirement located in **Section 32A-23-4 NMSA 1978 (being Laws 2005, Chapter 170, Section 5)**. The Act directs PED and CYFD to submit an annual report on the progress of the state's voluntary pre-kindergarten program.

32A-23-4. Voluntary pre-kindergarten; interagency cooperation; contracts; contract monitoring; research.(2005)

- A. The children, youth and families department and the public education department shall cooperate in the development and implementation of a voluntary program for the provision of pre-kindergarten services throughout the state. The pre-kindergarten program shall address the total developmental needs of preschool children, including physical, cognitive, social and emotional needs, and shall include health care, nutrition, safety and multicultural sensitivity.
- B. The departments shall collaborate on promulgating rules on pre-kindergarten services, including state policies and standards and shall review the process for contract awards and for the expenditure and use of contract funds.
- C. The departments shall monitor pre-kindergarten contracts to ensure the effectiveness of child-centered, developmentally appropriate practices and outcomes. The departments shall assign staff to work on the development and implementation of the program and on the monitoring of contract awards. The early childhood training and technical assistance programs of the children, youth and families department and assigned staff from the public education department staff shall provide technical assistance to eligible providers.
- D. The departments shall provide an annual report to the governor and the legislature on the progress of the state's voluntary pre-kindergarten program.

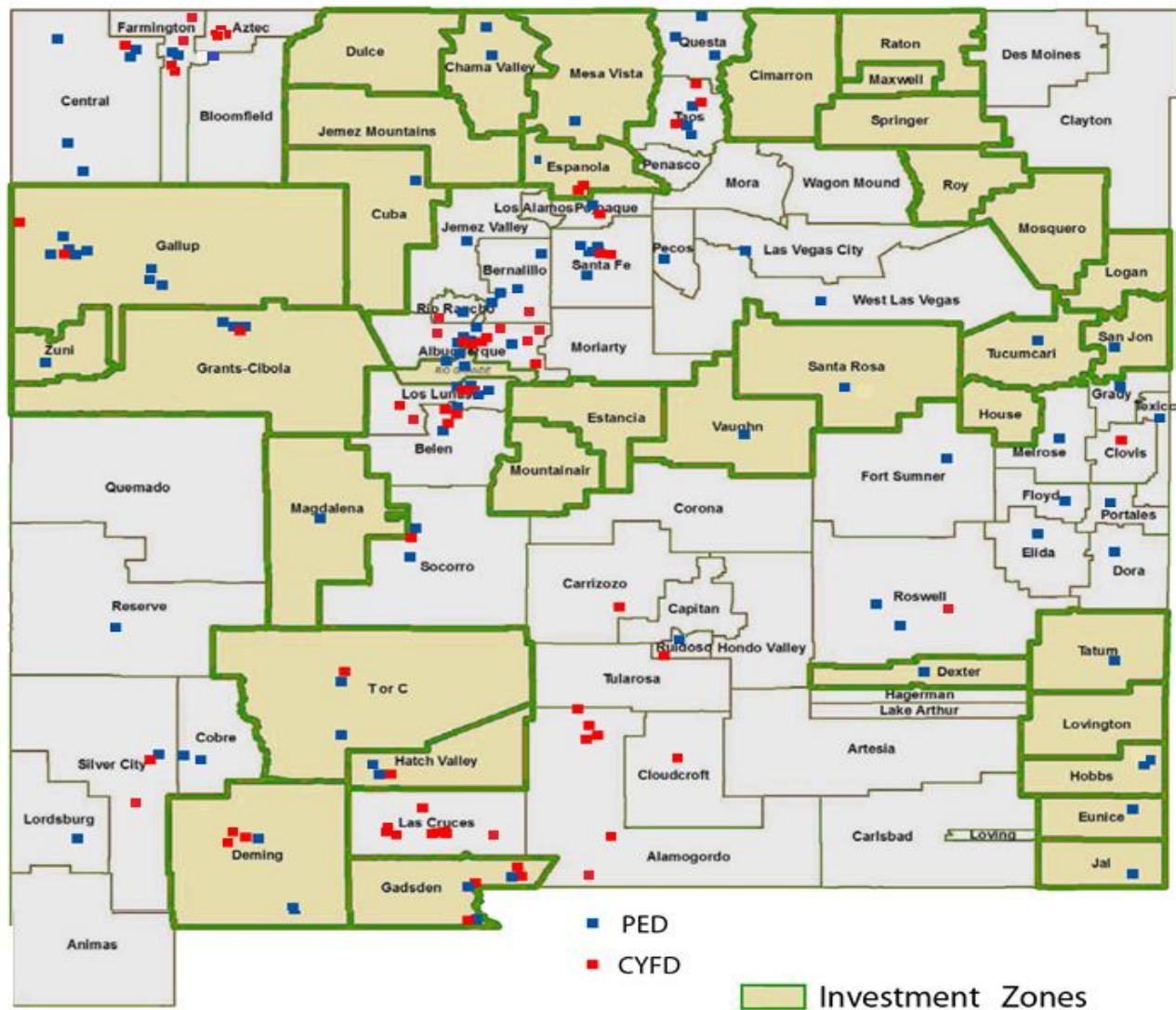
Detailed Report

FY16 PreK Sites for CYFD and PED with New Mexico Early Childhood Investment Zones

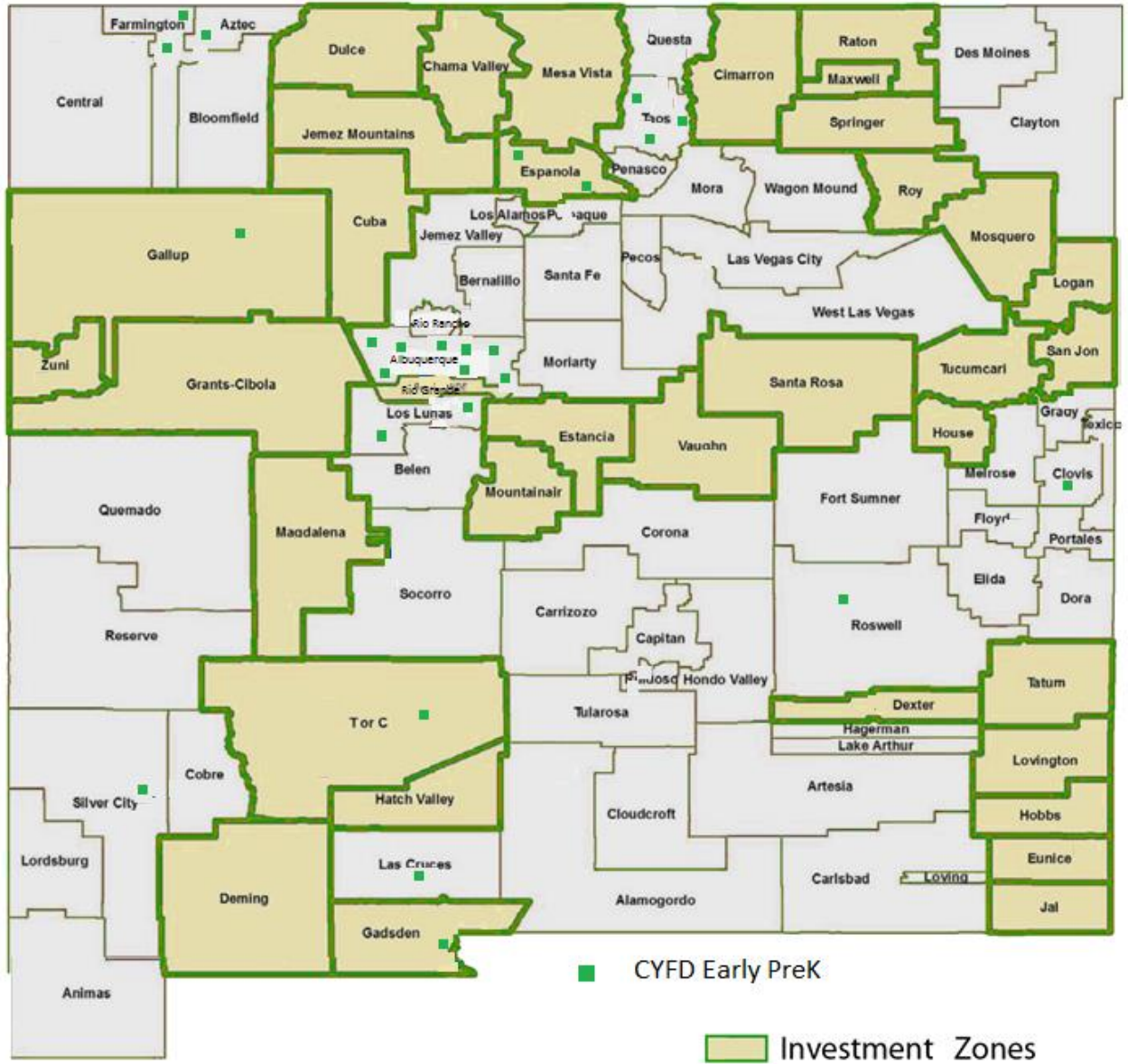
The early childhood investment zones are a collaborative effort of the following New Mexico departments:

- New Mexico Children, Youth and Families Department
- New Mexico Department of Health
- New Mexico Public Education Department

FY 16 State Funded PreK CYFD and PED



FY 16 State Funded Early PreK CYFD



2015–2016 NM School Districts Served by CYFD and PED

CYFD-Served*	CYFD- and PED-Served	PED-Served
Alamogordo Public Schools	Albuquerque Public Schools**	Bloomfield School District
Aztec Municipal Schools	Belen Consolidated Schools	Central Consolidated Schools
Carrizozo Municipal	Bernalillo Public Schools	Chama Valley Independent Schools**
Cloudcroft Public Schools	Deming Public Schools**	Cimarron Municipal Schools**
Las Cruces Public Schools	Española Public Schools**	Cobre Consolidated Schools
Silver Consolidated	Farmington Municipal Schools	Coral Community Charter School (State Charter)—ABQ
Tularosa Public Schools	Gadsden Independent School District**	Cuba Independent Schools**
	Gallup-McKinley County Schools**	Dexter Consolidated Schools**
	Grants-Cibola County Schools**	Dora Municipal Schools (REC-6)
	Hatch Valley Public Schools**	Elida Municipal Schools (REC-6)
	Los Lunas Public Schools	Eunice Municipal Schools (REC-7)**
	Portales Municipal School District	Floyd Municipal Schools (REC-6)
	Roswell Independent School District	Fort Sumner Municipal Schools (REC-6)
	Ruidoso Municipal School District	Grady Municipal Schools (REC-6)
	Santa Fe Public Schools	Hobbs Municipal School (REC-7)**
	Taos Municipal Schools	Horizon Academy West Charter (State Charter)—ABQ
	Truth or Consequences Municipal	Jal Public Schools (REC-7)**
		Jemez Valley Public Schools
		La Promesa Early Learning Center (State Charter)—ABQ
		Logan Municipal Schools**
		Lordsburg Municipal Schools
		Magdalena Municipal Schools**
		Melrose Public Schools
		Mesa Vista Consolidated Schools**
		Mountainair School District**
		North Valley Academy Charter (State Charter)—
		Pecos Independent Schools
		Peñasco Independent School District
		Pojoaque Valley Schools
		Questa Independent School District
		Red River Valley (State Charter)—Red River
		Reserve Independent Schools
		Rio Rancho Public Schools
		San Jon Municipal Schools (REC-6)**
		Santa Rosa Consolidated Schools**
		Socorro Consolidated Schools (REC-6)
		Tatum Municipal Schools (REC-7)**
		Texico Municipal Schools (REC-6)
		Tucumcari Public Schools (REC-6)**
		Turquoise Trail Charter School (State Charter)—Santa Fe
		Vaughn Municipal Schools**
		Wagon Mound Public Schools
		West Las Vegas Schools
		Zuni Public Schools**
62 Total School Districts (SD) and 6 State Charter Schools (SCS) Served		

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

**Early Childhood Investment Zone School Districts

2015–2016 NM School Districts Served by CYFD Early PreK

CYFD Early PreK
Albuquerque Public Schools
Aztec Municipal School District
Clovis Municipal School District
Española Public Schools*
Farmington Municipal Schools
Gadsden Independent School District*
Gallup-McKinley County Schools*
Las Cruces Public Schools
Los Lunas Schools
Roswell Independent School District
Silver City, Silver Consolidated Schools
Taos Municipal Schools
Truth or Consequences Municipal Schools*

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

**Early Childhood Investment Zone School Districts*

Demographic Description

School District, Charter School or Regional Educational Cooperative (REC)	PED School Sites	Total Funded	City
Albuquerque Public Schools (APS)	A. Montoya Elementary	20	Albuquerque
APS	Adobe Acres Elementary	29	Albuquerque
APS	Alameda Elementary	40	Albuquerque
APS	Armijo Elementary	33	Albuquerque
APS	Barcelona Elementary	40	Albuquerque
APS	Bel-Air Elementary	40	Albuquerque
APS	Bellehaven Elementary	40	Albuquerque
APS	Cochiti Elementary	20	Albuquerque
APS	Emerson Elementary	40	Albuquerque
APS	Eubank Elementary	40	Albuquerque
APS	Eugene Field Elementary	40	Albuquerque
APS	Hawthorne Elementary	40	Albuquerque
APS	Helen Cordero Primary	100	Albuquerque
APS	Kit Carson Elementary	23	Albuquerque
APS	Lavaland Elementary	40	Albuquerque
APS	Los Padillas Elementary	20	Albuquerque
APS	Los Ranchos Elementary	40	Albuquerque
APS	Mission Elementary	40	Albuquerque
APS	Navajo Elementary	40	Albuquerque
APS	Pajarito Elementary	40	Albuquerque
APS	George I. Sanchez Community School	40	Albuquerque
APS	Sierra Vista Elementary	40	Albuquerque
APS	Valle Vista Elementary	40	Albuquerque
APS	Ventana Ranch Elementary	40	Albuquerque
APS	Christine Duncan Heritage Charter	15	Albuquerque
Belen Consolidated Schools	Rio Grande Elementary	30	Belen
Bernalillo Public Schools (BPS)	Algodones Elementary	15	Bernalillo
BPS	Cochiti Elementary	20	Bernalillo
BPS	La Escuelita ECC	120	Bernalillo
Bloomfield School District	Bloomfield Early Childhood Center	135	Bloomfield
Central Consolidated Schools (CCS)	Kirtland Early Childhood Center	110	Kirtland
CCS	Naschitti Elementary	10	Sheep Springs
CCS	Newcomb Elementary	28	Newcomb
CCS	Nizhoni Elementary	125	Shiprock
CCS	Ojo Amarillo Elementary	43	Fruitland
Chama Valley Independent Schools	Chama Elementary	10	Chama
CVS	Tierra Amarillo Elementary	10	Tierra Amarillo
Cimarron Municipal Schools	Eagle Nest Elementary	10	Eagle Nest
Cobre Consolidated Schools (CCS)	Central Elementary	70	Santa Clara
CCS	San Lorenzo Elementary	10	San Lorenzo
Coral Community Charter	Coral Community Charter	26	Albuquerque
Cuba Independent Schools	Cuba Elementary	10	Cuba

School District, Charter School, or REC	PED School Sites	Total Funded	City
Deming Public Schools (DPS)	Bataan Elementary	32	Deming
DPS	Bell Elementary	40	Deming
DPS	Columbus Elementary	40	Deming
DPS	My Little School	32	Deming
Dexter Consolidated Schools	Dexter Elementary	32	Dexter
Española Public Schools (EPS)	Alcalde Elementary	20	Alcalde
EPS	ETS-Fairview Elementary	20	Espanola
EPS	Los Ninos Kindergarten Center	30	Espanola
Farmington Municipal Schools (FMS)	Career and Technology Education	138	Farmington
FMS	Esperanza Elementary	72	Farmington
Gadsden Independent Schools (GIS)	On Track PreK Center—Central	125	Anthony
GIS	On Track PreK Center—East	125	Chaparral
GIS	On Track PreK Center—North	115	La Mesa
GIS	On Track PreK Center—South	180	Sunland Park
Gallup-McKinley County Schools (GMCS)	Chee Dodge Elementary	22	Gallup
GMCS	Church Rock Elementary	22	Gallup
GMCS	Crownpoint Elementary	19	Gallup
GMCS	Indian Hills Elementary	24	Gallup
GMCS	Jefferson Elementary	24	Gallup
GMCS	Juan de Oñate Elementary	20	Gallup
GMCS	Navajo Elementary	16	Gallup
GMCS	Red Rock Elementary	15	Gallup
GMCS	Rocky View Elementary	27	Gallup
GMCS	Stagecoach Elementary	20	Gallup
GMCS	Thoreau Elementary	20	Thoreau
GMCS	Tobe Turpen Elementary	28	Gallup
Grants-Cibola School District (GCSD)	Mesa View Elementary	20	Grants
GCSD	Milan Elementary	40	Milan
GCSD	Mount Taylor Elementary	20	Grants
Hatch Valley Public Schools (HVS)	Garfield Elementary	20	Garfield
HVS	Hatch Elementary	50	Hatch
Horizon Academy West Charter School	Horizon Academy West Charter	40	Albuquerque
Jemez Valley Public School District	Jemez Valley Elementary	15	Jemez Pueblo
La Promesa Charter School	La Promesa Early Learning Ctr.—Central	70	Albuquerque
Lordsburg Municipal Schools	Lordsburg Elementary	20	Lordsburg
Los Lunas Public Schools (LLPS)	Bosque Farms Elementary	40	Bosque Farms
LLPS	Katherine Gallegos Elementary	40	Los Lunas
LLPS	Peralta Elementary	40	Peralta
LLPS	Raymond Gabaldon Elementary	20	Los Lunas
LLPS	Sundance Elementary	40	Los Lunas
LLPS	Tomé Elementary	40	Tome'
LLPS	Valencia Elementary	20	Los Lunas
Magdalena Municipal Schools	Magdalena Elementary	15	Magdalena

School District, Charter School, or REC	PED School Sites	Total Funded	City
Mesa Vista Consolidated Schools	El Rito Elementary	15	El Rito
Mountainair School District	Mountainair Elementary	15	Mountainair
North Valley Academy Charter School	North Valley Academy Charter	40	Los Ranchos de
Pecos Independent Schools	Pecos Elementary	40	Pecos
Peñasco Independent School District	Peñasco Elementary	15	Peñasco
Pojoaque Valley Schools	Pojoaque	55	Pojoaque
Portales Municipal Schools	Brown Early Childhood Center	87	Portales
Questa Independent School District (QISD)	Alta Vista Elementary	29	Questa
Red River Valley Charter School	Red River Valley Charter	10	Red River
Regional Education Cooperative #6	Dora Elementary	13	Dora
REC #6	Elida Elementary	10	Elida
REC #6	Floyd Elementary	15	Floyd
REC #6	Fort Sumner Elementary	15	Fort Sumner
REC #6	Grady Elementary	10	Grady
REC #6	Logan Elementary	15	Logan
REC #6	Melrose Elementary	12	Melrose
REC #6	San Jon Elementary	10	San Jon
REC #6	Texico Elementary	20	Texico
REC #6	Tucumcari Elementary	20	Tucumcari
Regional Education Cooperative #7	Eunice: Mettie Jordan Elementary	30	Eunice
REC #7	Hobbs: Booker T. Washington	77	Hobbs
REC #7	Hobbs: Southern Heights Elementary	22	Hobbs
REC #7	Hobbs: Will Rogers Elementary	20	Hobbs
REC #7	Jal Elementary	44	Jal
REC #7	Tatum Elementary	10	Tatum
Reserve Independent Schools (RIS)	Glenwood Elementary	5	Glenwood
RIS	Reserve Elementary	5	Reserve
Rio Rancho	Shining Stars Preschool	410	Rio Rancho
Roswell Independent School District (RISD)	Berrendo Elementary	20	Roswell
RISD	East Grand Plains Elementary	20	Roswell
RISD	Parkview Early Learning Center	80	Roswell
Ruidoso Municipal School District	Nob Hill Early Childhood Center	30	Ruidoso
Santa Fe Public Schools (SFPS)	Atalaya Elementary	17	Santa Fe
SFPS	Cesar Chavez Elementary	26	Santa Fe
SFPS	Chaparral Elementary	31	Santa Fe
SFPS	El Camino Real Elementary	36	Santa Fe
SFPS	Francis X. Nava Elementary	20	Santa Fe
SFPS	Kearney Elementary	30	Santa Fe
SFPS	Nina Ortero Community	73	Santa Fe
SFPS	Nye Early Childhood Center	28	Santa Fe
SFPS	Piñon Elementary	62	Santa Fe
SFPS	Sweeney Elementary	27	Santa Fe
SFPS	Tesuque Elementary	10	Santa Fe

School District, Charter School, or REC	PED School Sites	Total Funded	City
Santa Rosa Consolidated Schools	Santa Rosa Elementary	18	Santa Rosa
Socorro Consolidated Schools	Parkview Elementary	34	Socorro
Taos Municipal Schools (TMS)	Arroyos Del Norte	10	Arroyo Seco
TMS	Enos Garcia Elementary	20	Taos
TMS	Rancho de Taos Elementary	20	Taos
T or C Municipal School District (Tor C)	Arrey Elementary	10	Arrey
(Tor C)	Truth or Consequences Elementary	47	T or C
Turquoise Trail Charter School	Turquoise Trail Charter	48	Santa Fe
Vaughn Municipal Schools	Vaughn Elementary	10	Vaughn
Wagon Mound	Wagon Mound Elementary	10	Wagon Mound
West Las Vegas Schools (WLVS)	Luis E. Armijo Elementary	40	Las Vegas
(WLVS)	Valley Elementary	10	Ribera
Zuni Public Schools	A:shiwi Elementary	40	Zuni
Total Funded		5,426	

County	CYFD Sites	Contracted	City	Contractor
Bernalillo	Blue Bird Day Care and Learning Center	60	Albuquerque	Blue Bird Day Care and Learning Center
Bernalillo	Busy Bees— La Veta	16	Albuquerque	Busy Bees
Bernalillo	Busy Bees—Tramway	16	Albuquerque	Busy Bees
Bernalillo	Children's Center	40	Albuquerque	Children's Center
Bernalillo	Children's Promise Center	20	Albuquerque	Children's Promise Center
Bernalillo	Christina Kent ECC	20	Albuquerque	Christina Kent ECC
Bernalillo	City of Albuquerque (CoABQ)—Alamosa	20	Albuquerque	City of Albuquerque
Bernalillo	CoABQ—Barelas	20	Albuquerque	City of Albuquerque
Bernalillo	CoABQ—Carlos Rey	10	Albuquerque	City of Albuquerque
Bernalillo	CoABQ—Duranés	20	Albuquerque	City of Albuquerque
Bernalillo	CoABQ—Emerson	20	Albuquerque	City of Albuquerque
Bernalillo	CoABQ—Governor Bent	40	Albuquerque	City of Albuquerque
Bernalillo	CoABQ —Griegos	20	Albuquerque	City of Albuquerque
Bernalillo	CoABQ—Hawthorne	10	Albuquerque	City of Albuquerque
Bernalillo	CoABQ—La Luz	20	Albuquerque	City of Albuquerque

Bernalillo	CoABQ—Longfellow	20	Albuquerque	City of Albuquerque
Bernalillo	CoAB —Los Volcanes	20	Albuquerque	City of Albuquerque
Bernalillo	CoABQ—Manzano Mesa	20	Albuquerque	City of Albuquerque
Bernalillo	CoABQ—Plaza Feliz	12	Albuquerque	City of Albuquerque
Bernalillo	CoABQ—Singing Arrow	20	Albuquerque	City of Albuquerque
Bernalillo	Coronado Children's Center	40	Albuquerque	Coronado Children's Center
Bernalillo	Kid's Planet	10	Albuquerque	Kid's Planet
Bernalillo	La Petite Academy Anaheim	20	Albuquerque	La Petite Academy
Bernalillo	La Petite Academy Constitution	20	Albuquerque	La Petite Academy
Bernalillo	La Petite Academy Fortuna	20	Albuquerque	La Petite Academy
Bernalillo	La Petite Academy Homestead	20	Albuquerque	La Petite Academy
Bernalillo	Los Solectios	10	Albuquerque	Los Solecitos
Bernalillo	Magic Moments Child Care	20	Albuquerque	Magic Moments Child Care
Bernalillo	Noah's Ark Morris Center	35	Albuquerque	Noah's Ark
Bernalillo	Noah's Ark Foothills Center	50	Albuquerque	Noah's Ark
Bernalillo	PB&J Family Services	20	Albuquerque	PB&J Family Services
Bernalillo	Precious Moments 2nd Street	20	Albuquerque	Precious Moments
Bernalillo	Precious Moments Churchill	18	Albuquerque	Precious Moments
Bernalillo	Precious Moments—Ladera	36	Albuquerque	Precious Moments
Bernalillo	Precious Moments—Osuna	20	Albuquerque	Precious Moments
Bernalillo	Southwest Child Care—Lomas	60	Albuquerque	Southwest Child Care
Bernalillo	Southwest Child Care—Texas	40	Albuquerque	Southwest Child Care
Bernalillo	Southwest Child Care—Wyoming	50	Albuquerque	Southwest Child Care
Bernalillo	The Learning Center—Building Bridges	40	Albuquerque	Parkside Child Development Cntr, Inc
Bernalillo	The Learning Center—Little Blessings	20	Albuquerque	Parkside Child Development Cntr, Inc
County	CYFD Sites	Contracted	City	Contractor
Bernalillo	The Learning Center--Parkside	50	Albuquerque	Parkside Child Development Cntr, Inc
Bernalillo	To'Hajiilee	20	Albuquerque	To'Hajiilee Community School
Bernalillo	UNM Children's Campus	57	Albuquerque	UNM Children's Campus
Bernalillo	Western Heights	20	Albuquerque	Western Heights Assembly of God

County	CYFD Sites	Contracted	City	Contractor
Bernalillo	YDI (Youth Development Inc.)—Camino Real	20	Albuquerque	YDI
Bernalillo	YDI—Centro de Amor	20	Albuquerque	YDI
Bernalillo	YDI—Heights	20	Albuquerque	YDI
Chaves	My Kiddos	10	Roswell	My Kiddos Childcare Ctr.
Cibola	MidWest NM CAP Head Start	40	Grants	MidWest NM CAP
Curry	Future Generations	34	Clovis	Future Generations
Doña Ana	Alpha School	60	Las Cruces	Alpha School
Doña Ana	Bumble Bee	10	Sunland Park	Bumble Bee
Doña Ana	Chaparral Family Development Center	13	Chaparral	Colonias Development Council
Doña Ana	Cradles and Crayons	20	Sunland Park	Cradles and Crayons
Doña Ana	Discovery I—Walnut	10	Las Cruces	Discovery Child Development Center (CDC)
Doña Ana	Discovery II—Del Ray	40	Las Cruces	Discovery CDC
Doña Ana	Discovery III—Farney	20	Las Cruces	Discovery CDC
Doña Ana	Discovery IV—Anthony	20	Anthony	Discovery CDC
Doña Ana	Gym Magic/Ashley's Garden	20	Las Cruces	Gym Magic
Doña Ana	HELP NM—Chaparral-Sunrise Elementary	20	Chaparral	HELP NM
Doña Ana	Jardín de los Niños	16	Las Cruces	Jardín de los Niños
Doña Ana	Kids Kountry—Academy	10	Las Cruces	Kids Kountry
Doña Ana	Kids Kountry—Campus	10	Las Cruces	Kids Kountry
Doña Ana	Kids Kountry—Maese	10	Las Cruces	Kids Kountry
Doña Ana	Kids Kountry—Midtown	10	Las Cruces	Kids Kountry
Doña Ana	Kids Kountry—Place	20	Las Cruces	Kids Kountry
Doña Ana	Little Footprints	10	Hatch	Little Footprints
Doña Ana	Little Playmates—Alameda	20	Las Cruces	Little Playmates
Doña Ana	Little Playmates—Claude Dove	20		
Doña Ana	Little Playmates—Mountain View	20	Las Cruces	Little Playmates
Doña Ana	Little Playmates—Mulberry	20	Las Cruces	Little Playmates
Doña Ana	Little Playmates—Ridgemont	20	Las Cruces	Little Playmates
Doña Ana	Mi Casita Feliz	12	Chaparral	Mi Casita Feliz
Doña Ana	NMSU—Roadrunner Preschool	40	Las Cruces	New Mexico State University (NMSU)
Doña Ana	Palmas Palmitas	10	Sunland Park	Palmas Palmitas
Doña Ana	The Children's Garden 3—Valley	40	Las Cruces	The Children's Garden
Doña Ana	The Children's Garden 4—Missouri	20	Las Cruces	The Children's Garden
Doña Ana	The Children's Garden 5—Northrise	20	Las Cruces	The Children's Garden

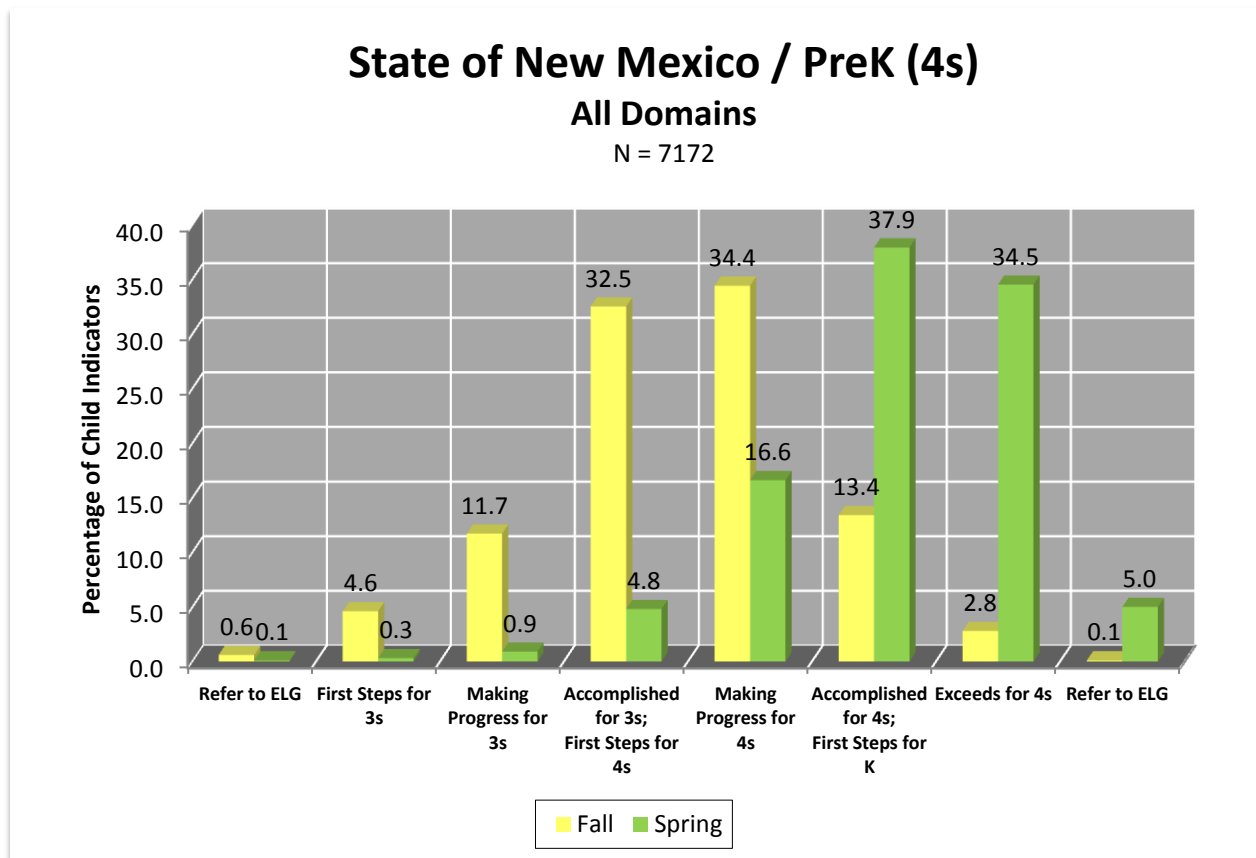
County	CYFD Sites	Contracted	City	Contractor
Doña Ana	The Children's Garden 6— Sonoma	20	Las Cruces	The Children's Garden
Doña Ana	The Toy Box	36	Las Cruces	The Children's Garden
Grant	Little Lambs	20	Silver City	Little Lambs
Grant	Western New Mexico University	60	Silver City	Western New Mexico University
Lincoln	Rocking Horse Daycare	20	Carrizozo	Rocking Horse Daycare
Lincoln	Ruidoso River Raccoons	12	Ruidoso	Ruidoso River Raccoons
Luna	Home Education Livelihood Program (HELP) NM—Deming CDC	40	Deming	HELP NM
Luna	HELP NM—Deming Family Resource	15	Deming	HELP NM
Luna	HELP NM—Deming Rainbow	20	Deming	HELP NM
McKinley	Little Folks	20	Navajo	Little Folks
McKinley	MidWest NM CAP Head Start—Gallup	20	Gallup	MidWest NM Community Action Program (CAP)
McKinley	Rehoboth Christian School	40	Rehoboth	Rehoboth Christian School
Otero	CHINS--Children's House	10	Alamogordo	Children in Need of Services (CHINS)
Otero	CHINS--Community PreK	20		
Otero	CHINS--Full House	36	Alamogordo	CHINS
Otero	CHINS--Full House Too	40	Alamogordo	CHINS
Otero	Children's World	30	Alamogordo	Children's World
Otero	Cloudcroft First Methodist Preschool	18	Cloudcroft	Cloudcroft First Methodist Church
Otero	HELP NM—Alamogordo	40	Alamogordo	HELP NM
Otero	HELP NM—La Luz	20	La Luz	HELP NM
Otero	HELP NM—Tularosa	20	Tularosa	HELP NM
Otero	Mescalero Apache Schools	32	Mescalero	Mescalero Apache Schools
Rio Arriba	Conjunto School	31	Española	Las Cumbres Comm. Services
Rio Arriba	Creative Kids Childcare Center	20	Española	Creative Kids Childcare Center
Rio Arriba	Family Learning Center	20	Española	Family Learning Center
Rio Arriba	McCurdy Ministries Preschool	20	Fairview	McCurdy Ministries
Rio Arriba	Okay Owingeh	17	San Juan	Okay Owingeh
San Juan	A Gold Star Academy	60	Farmington	3D Enterprises
San Juan	A Gold Star Academy—East	20		
San Juan	A Gold Star Academy—Smiling Faces	20	Farmington	3D Enterprises
San Juan	Just Us Kids—Aztec 1	40	Aztec	Just Us Kids

County	CYFD Sites	Contracted	City	Contractor
San Juan	Just Us Kids—Aztec 2	20	Aztec	Just Us Kids
San Juan	Just Us Kids—Farmington	60	Farmington	Just Us Kids
San Juan	Presbyterian Medical Services—Farmington	17	Farmington	Presbyterian Medical Services
San Juan	Sunshine Learning Center	12	Farmington	Sunshine Learning Center
Sandoval	La Petite—Barbara Loop	20	Rio Rancho	La Petite Academy
Sandoval	La Petite—Bernalillo	20	Bernalillo	La Petite Academy
Santa Fe	Santa Fe Children's Project Early Learning Center	68	Santa Fe	United Way of Santa Fe County
Santa Fe	Santa Fe Community College Kids Campus	20	Santa Fe	Santa Fe Community College
Santa Fe	The Learning Center—The Learning Curve	20	Edgewood	Parkside Child Development Cntr, Inc
Sierra	Apple Tree Education Center	20	Truth or Consequences	Apple Tree Education Center
Taos	Anansi Day School	15	Arroyo Seco	Anansi Day School
Taos	Inspire! Bilingual	15	Taos	Inspire! Bilingual
Taos	Little Bug	20	Taos	Little Bug
Valencia	Kids Korner Preschool	27	Los Lunas	Kids Korner Preschool
Taos	UNM Taos (Kids Campus Center for Early Learning)	20	Taos	UNM Taos
Valencia	Little Learners Child Developmental Center	20	Los Lunas	Little Learners Child Developmental Center
Valencia	MidWest NM CAP Head Start—Adelino Tomé	29	Los Lunas	MidWest NM CAP
Valencia	MidWest NM CAP—La Promesa	10	Veguita	MidWest
Valencia	Peralta's Playhouse	40	Peralta	Peralta's Playhouse
Valencia	Safe Site	19	Los Lunas	Safe Site
Valencia	Sow N' Seed	10	Los Lunas	Sow N' Seed Childcare Center
Valencia	Watch Me Grow	40	Belen	Watch Me Grow
Valencia	Wright Choice	20	Belen	Wright Choice
TOTAL CONTRACTED		3264		

County	CYFD Early PreK Sites	Contracted	City	Contractor
Bernalillo	Blue Bird Day Care and Learning Center	32	Albuquerque	Blue Bird Day Care and Learning Center
Bernalillo	CoAbq—Lowell	15	Albuquerque	City of Albuquerque
Bernalillo	CoAbq—McKinley	15	Albuquerque	City of Albuquerque
Bernalillo	CoAbq—Tres Manos	14	Albuquerque	City of Albuquerque
Bernalillo	Coronado Children's Center	32	Albuquerque	Coronado Children's Center
Bernalillo	Magic Moments	28	Albuquerque	Magic Moments
Bernalillo	To'Hajiilee	16	Albuquerque	To'Hajiilee Community School
Bernalillo	UNM Children's Campus	32	Albuquerque	UNM Children's Campus
Chaves	My Kiddos	8	Roswell	My Kiddos Childcare Ctr.
Curry	Future Generations	15	Clovis	Future Generations Early Concepts LC
Dona Ana	Alpha School for Young Children	16	Las Cruces	Alpha School Inc.
Dona Ana	Cri Cri	8	Sunland Park	Cri Cri
Grant	Little Lambs	10	Silver City	Little Lambs
McKinley	Little Folks	16	Navajo	Little Folks DCC
Rio Arriba	Family Learning Center	15	Española	Family Learning Center
Rio Arriba	Las Cumbres	13	Española	Las Cumbres
San Juan	A Gold Star East	24	Aztec	3-D Enterprises
San Juan	A Gold Star	16	Farmington	3-D Enterprises
San Juan	Smiling Faces	16	Farmington	3-D Enterprises
Sierra	Apple Tree Educational Center	32	Truth or Consequences	Apple Tree Educational Center
Taos	Anansi	12	El Prado	Anansi Day School
Taos	INSPIRE!	8	Taos	Inspire Bilingual!
Taos	UNM Taos	16	Ranchos de Taos	UNM Taos
Valencia	Auntie Nikki's	16	Los Lunas	Auntie Nikki's Daycare
Valencia	Peralta's Playhouse	28	Peralta	Peralta's Playhouse
TOTAL CONTRACTED		453		

Fall-Spring Assessment Comparison SY 2015–16 PED and CYFD

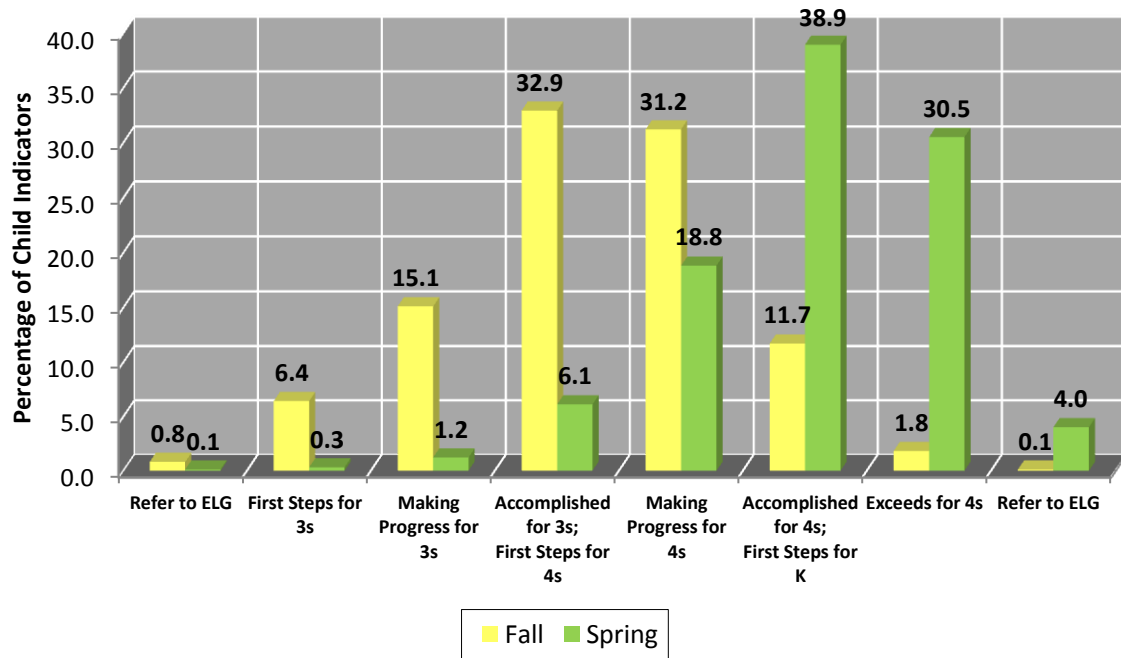
The graphs below illustrate the combined outcomes for students enrolled in CYFD and PED New Mexico PreK programs, who were assessed both fall and spring in SY 2015–16 using eight rubric level ratings, and increase from the five rubric level ratings used previously. Each PreK program receives the overall state graph, its agency graphs, its individual program graphs, and teacher-level graphs following the fall and spring submissions. Programs use these data to drive their curriculum planning. The agency-specific graphs are included in the Appendices.



State of New Mexico / PreK (4s)

Literacy

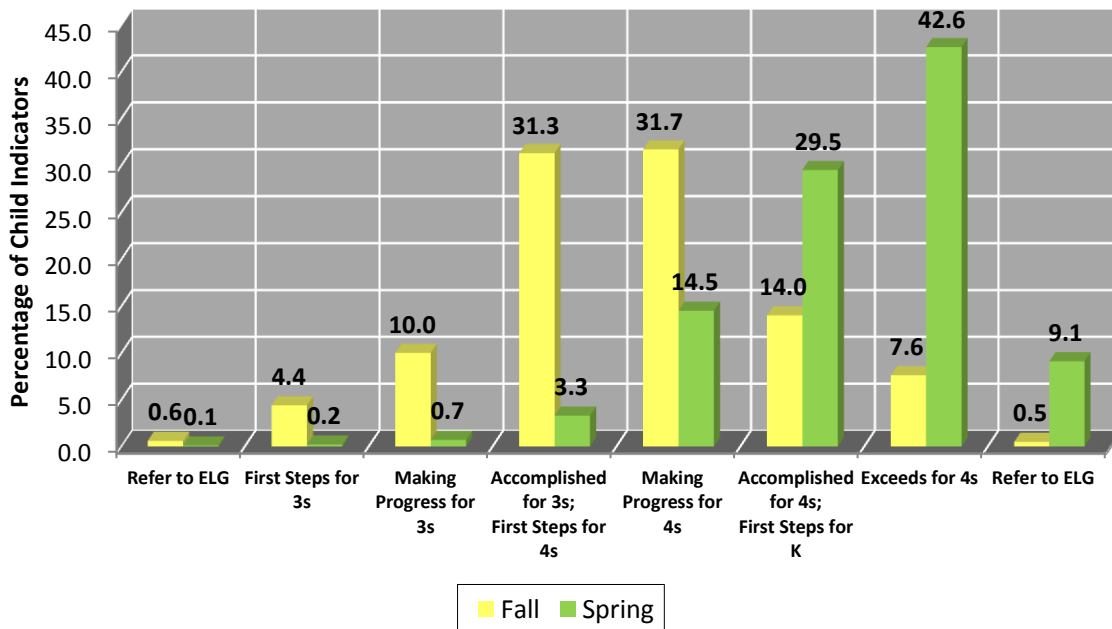
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State of New Mexico / PreK (4s)

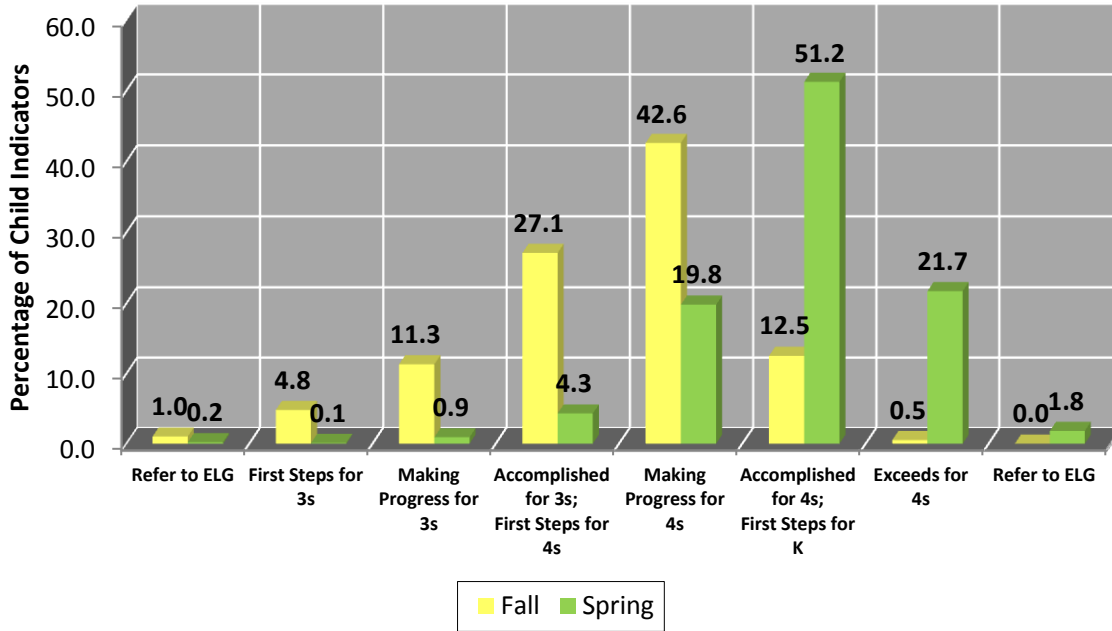
Numeracy

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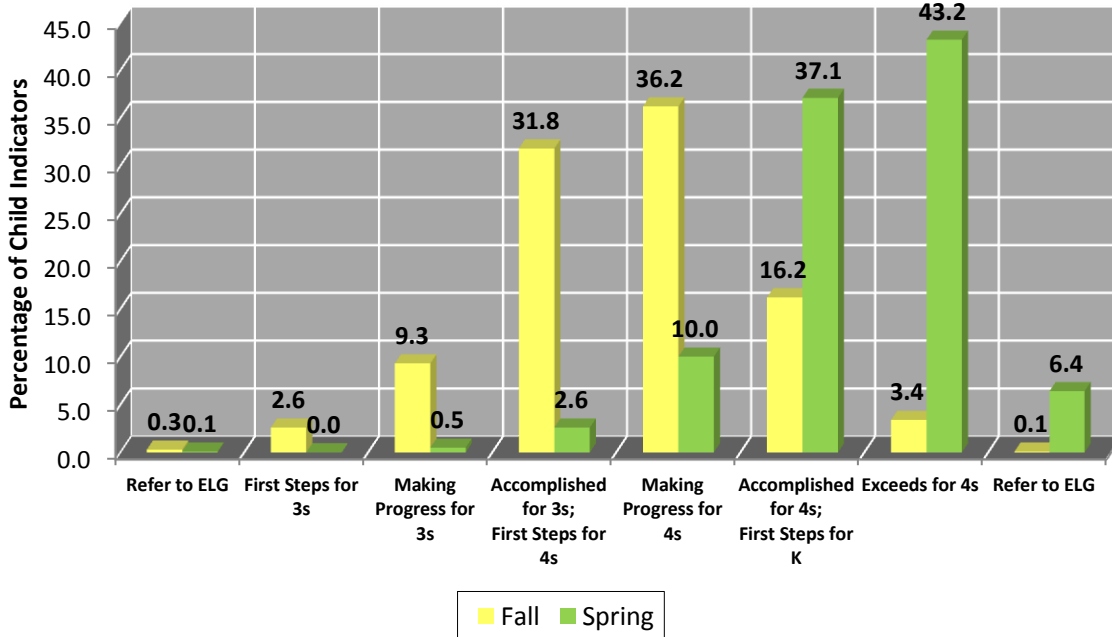
State of New Mexico / PreK (4s) Scientific Conceptual Understanding

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State of New Mexico / PreK (4s) Physical

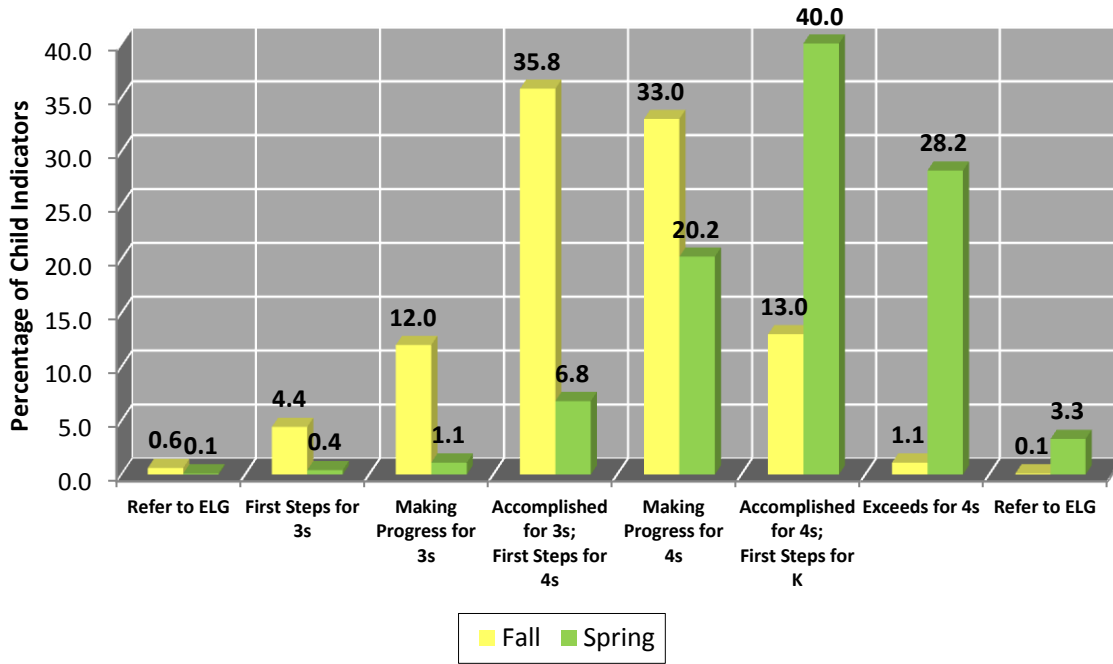
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State of New Mexico / PreK (4s)

Self, Family and Community

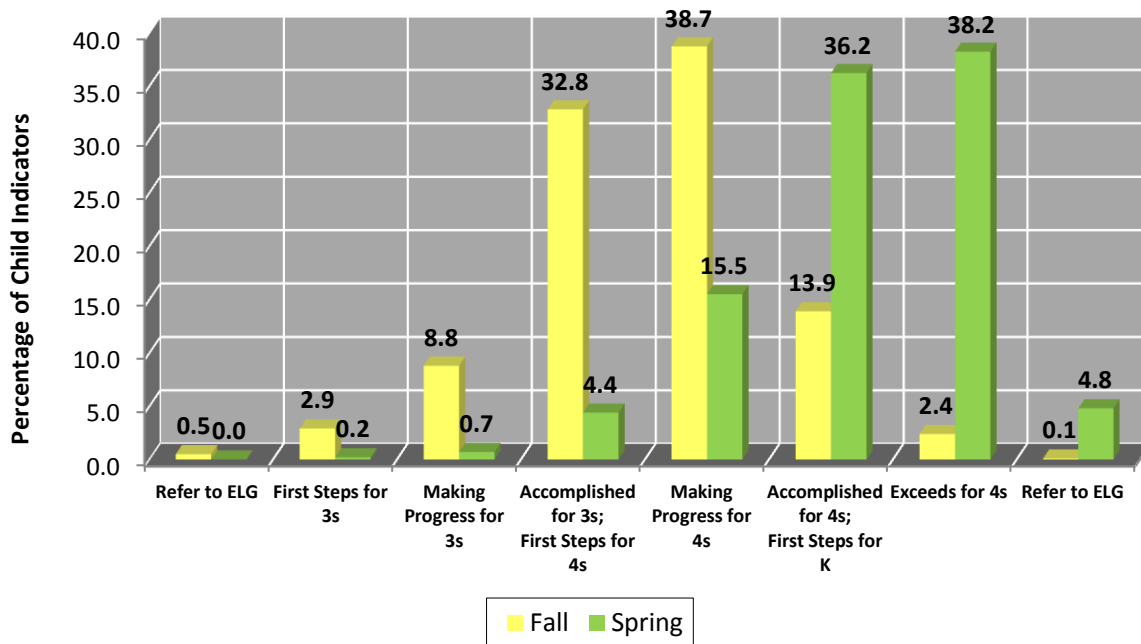
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State of New Mexico / PreK (4s)

Approaches to Learning

N = 7172



2015–16 Fall-Spring Assessment Comparison

Fall/Spring Assessment Data Comparison. The chart below summarizes the children’s growth overall and in the seven PreK domains, from the fall to spring assessments. Fall assessments were completed by the 45th day of school, and spring assessments were completed two weeks prior to the last day of student attendance. PreK children were assessed using eight rubric levels, from “Refer to Early Learning Guidelines” to “Exceeds Expectations”. PED PreK data include 508 children with delays and disabilities requiring special education services. In analyzing the data, it is important to note the decrease in the percentage of children scoring at “Not Yet” and “Beginning Steps” and the increase in the percentage of children scoring at the “Accomplishing” or “Exceeds Expectations” from fall to spring.

PED/CYFD SY2015-16 Fall/Spring Assessment Data Comparison	"Refer to ELG" through "First Steps" Rubric –Fall (Levels 1-4)	"Not Yet" or "Beginning Steps" Rubric –Spring (Levels 1-4)	% of <u>Decrease</u> Fall to Spring (Levels 1-4)	"Accomplishing" or "Exceeds" Rubric–Fall (Levels 6-8)	"Accomplishing" or "Exceeds" Rubric – Spring (Levels 6-8)	% of <u>Increase</u> Fall to Spring (Levels 6-8)
Overall -PED	52.5%	6.7%	45.8%	13.3%	76.0%	62.7%
Overall-CYFD	43.4%	4.8%	38.6%	22.0%	80.2%	58.2%
Literacy-PED	59.0%	9.8%	49.2%	10.9%	71.8%	60.9%
Literacy-CYFD	47.9%	6.8%	41.1%	18.6%	76.5%	57.9%
Numeracy-PED	48.08%	5.1%	42.98%	19.3%	79.9%	60.6%
Numeracy-CYFD	41.7%	3.9%	37.8%	27.0%	83.7%	56.7%
Scientific Conceptual Understanding- PED	46.9%	7.0%	39.9%	11.0%	72.6%	61.6%
Scientific Conceptual Understanding- CYFD	39.1%	5.0%	34.1%	17.1%	78.7%	61.6%
Self, Family & Community-PED	55.9%	9.9%	46%	11.3%	69.8%	58.5%
Self, Family & Community-CYFD	47.2%	7.3%	39.9%	19.5%	75.0%	55.5%
Approaches to Learning -PED	47.7%	6.2%	41.5%	13.4%	78.4%	65%
Approaches to Learning -CYFD	39.7%	5%	34.7%	22.2%	80.8%	58.6%
Physical Development-PED	47.5%	4.3%	43.2%	15.4%	85.5%	70.1%
Physical Development- CYFD	37.4%	2.0%	35.4%	28%	89%	61%

n = number of children assessed with both fall and spring assessments

PED: n = 4580 CYFD n = 2,592

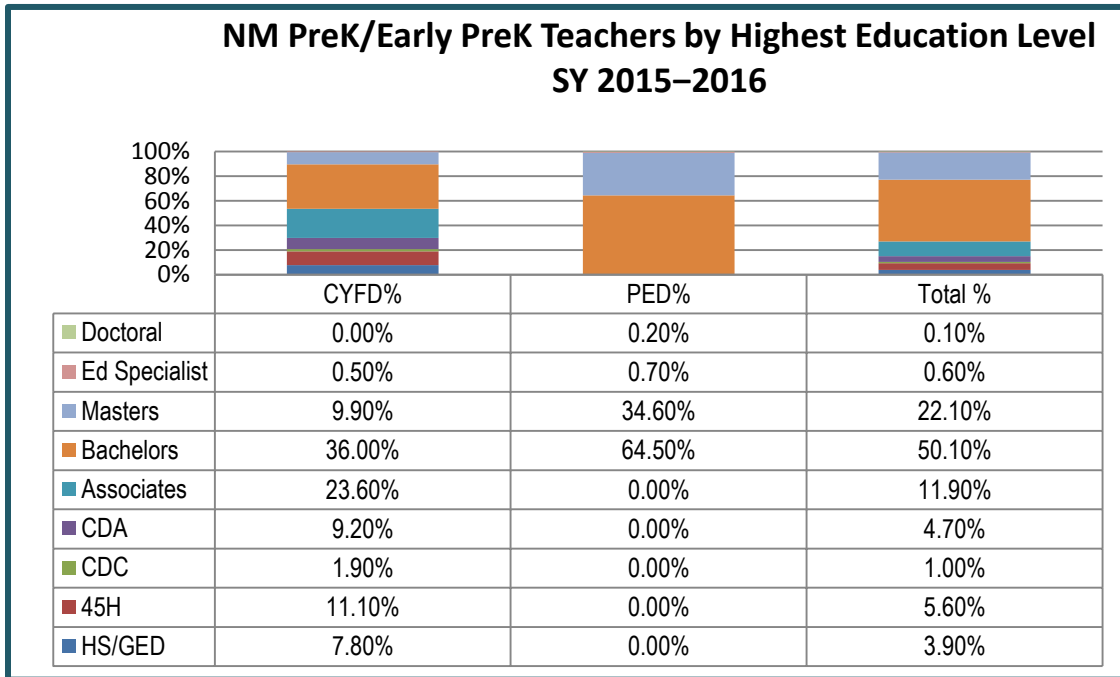
CYFD and PED NM PreK (4s) Child Ethnicity Data for SY 2015–2016

Ethnicity	CYFD and PED		CYFD		PED	
	Number	Percent	Number	Percent	Number	Percent
A—Asian-Pacific Islander	123	1.4	70	2.0	53	0.9
B—Black, Non-Hispanic	246	2.5	146	4.2	100	1.7
C—Caucasian, Non-Hispanic	2277	23.0	986	28.2	1291	22.0
H—Hispanic	5472	55.3	1912	28.2	3560	60.6
I—American Indian/Alaskan Native Alaskan	1241	12.6	372	10.6	869	14.8
M—Middle Eastern	15	0.2	13	0.4	2	0.0003
CUMULATIVE TOTALS	9374		3499		5875	

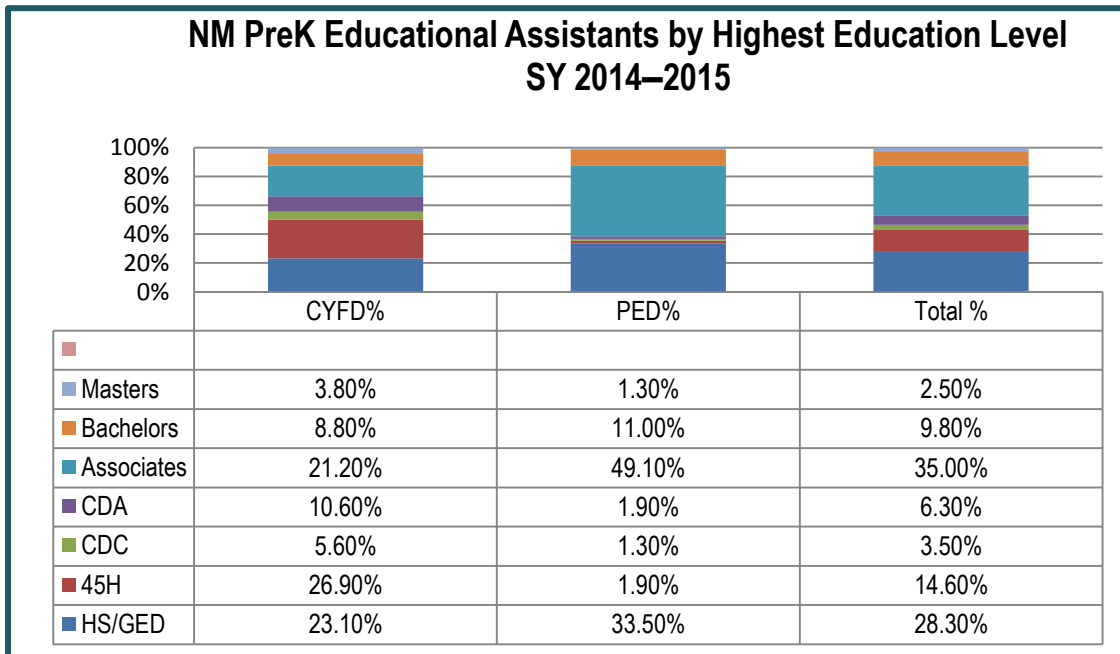
* UNM Continuing Education, New Mexico Kids IT Services
Numbers reflect cumulative enrollment



Education Level of NM PreK Lead Teachers



**UNM Continuing Education, New Mexico Kids IT Services*



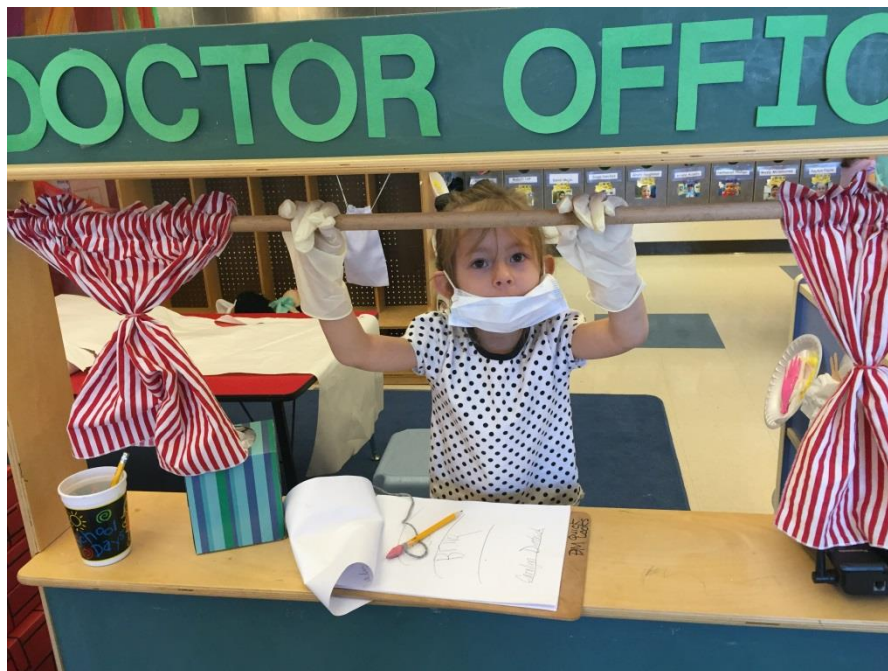
**UNM Continuing Education, New Mexico Kids IT Services*

Many CYFD teaching staff members have extensive post-secondary training in developmentally appropriate early childhood education practices as required by child care licensing. The child development associate (CDA) credential and the 45-hour-entry-level course are specific to practices for young children. Staff with associate's degrees have taken classwork at the level that is a pre-requisite to the bachelor's degree in early childhood education.

The table below shows the increasing number of NM PED teachers holding an early childhood license over the past 10 years.

PED PreK Program Teachers with Early Childhood Licenses*			
	# of Teachers	# with Early Childhood License	% Holding
SY 2005–06	37	12	32.4
SY 2006–07	65	23	35.4
SY 2007–08	98	42	42.9
SY 2008–09	113	51	45.1
SY 2009–10	115	56	48.7
SY 2010–11	102	59	57.8
SY 2011–12	92	57	61.9
SY 2012–13	119	75	63.03
SY 2013–14	167	113	67.66
SY 2014–15	238	187	78.57
SY2015-16	241	199	82.57

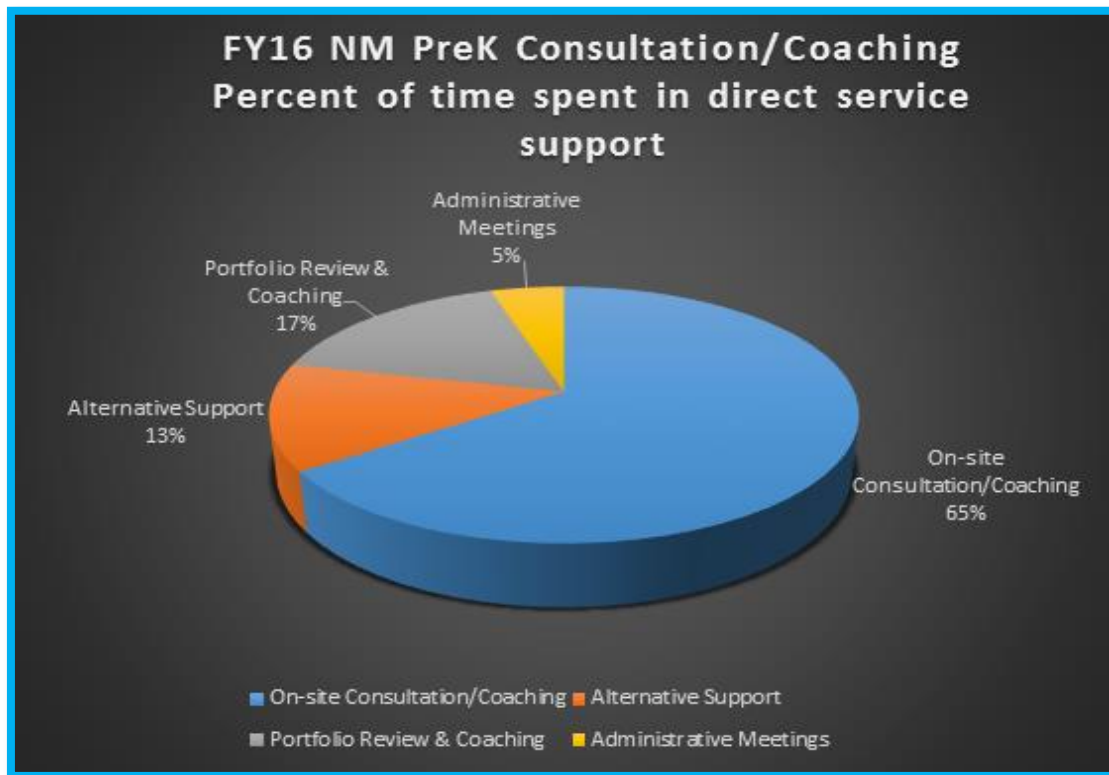
* UNM Continuing Education, New Mexico Kids IT Services



NM PreK Consultation and Support

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

One of the unique aspects of NM PreK professional development (PD) is that consultants provide on-site (in-context) training and coaching as well as facilitating regional trainings throughout the state. These same consultants then spend time in PreK classrooms with teachers and work one-on-one with program administrators. This on-site, hands-on PD ensures that teachers and program administrators implement what they have learned in their training. The graphic below demonstrates the percentage of hours spent providing direct service support to NM PreK teachers and administrators during SY2015–2016.*



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

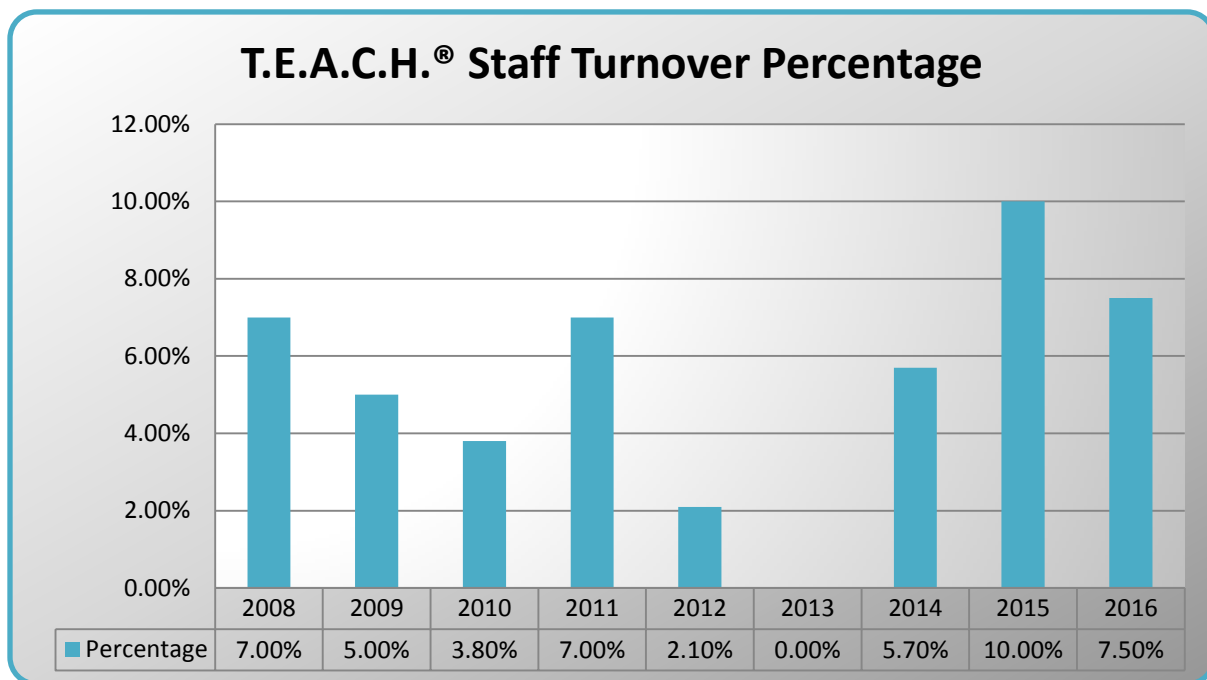
Teacher Education and Compensation Helps (T.E.A.C.H.) and Turnover

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

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

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

Turnover Percentage**



*T.E.A.C.H.® Early Childhood® New Mexico, www.nmaeyc.org.

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

Core New Mexico PreK Program Standards: School Year 2015–2016

Highlighted PreK Program Standards	
Professional Development	Each NM PreK teacher and educational assistant has a current professional development plan in place with professional goals and timelines that are NM PreK specific. These plans must be submitted to NM PreK state staff no later than October 1 of the current year. On-going reporting regarding completion of credit hours towards required degrees/licensure/certification is indicated on administrative reports and added to the database per staff person. Ongoing reporting regarding completion of credit hours towards required degrees/licensure/certification is indicated on administrative reports and added to the database per staff person. Staff must document their ongoing activities that increase their knowledge, specialization, and qualifications in early childhood education, individualization, and family support.
Maximum Class Size	NM PreK - Class sizes are capped at 20 children NM Early PreK – class sizes are capped at 14 for a program providing two half day sessions. Class sizes are capped at 16 for programs providing one session/day
Staff-Child Ratio	NM PreK - A 1:10 ratio is required NM Early PreK – A 1:8 ratio is required
Meals	<p>All CYFD NM PreK programs must provide at least one meal for children in the 450-hour program (either breakfast or lunch) and two meals for children in the 900-hour program that meet USDA requirements per session. All programs will participate in the Child and Adult Care Food Program (CACFP) and must meet food program guidelines. New Mexico PreK children must receive the meal provided at no cost to the parents, regardless of income eligibility for the food program. Cost for food that is above and beyond reimbursement by CACFP is the responsibility of the program.</p> <p>All PED PreK programs will serve at least one meal for children in the 450-hour program (either breakfast or lunch) and two meals for children in the 900-hour program that meet the USDA requirements per school session by participating in the school lunch program. Parents must complete the USDA application for free-or-reduced priced meals. If the family does not qualify for free meals, the parent must pay the cost of the meal. All meals and snacks served by the PreK program must meet USDA requirements.</p>
Child Care Licensing	<p>CYFD. All sites must meet requirements through New Mexico State Regulations for Child Care Licensing. Violations must be corrected within time limits provided. Child care licenses, certificates, and most recent inspection reports of all state and local government agencies with jurisdiction over the center must be posted and visible to parents, staff, and visitors.</p> <p>PED. PreK programs in public schools and charter schools—that are funded through PED—are exempt from New Mexico Child Care Licensing requirements.</p>
Family Engagement	<p>Each program must offer 90 hours of family engagement and training activities per school year. Required elements include</p> <ul style="list-style-type: none"> • three annual family-teacher conferences; • one home visit; and • at least two NM PreK specific family involvement activities and transition activities.

Highlighted PreK Program Standards (continued)	
<p>Required Screening/ Referral and Support Services</p>	<p>Each child must have an up-to-date immunization record or a public health division approved exemption from the requirement on file, per child care licensing or school district requirements.</p> <p>Each child must receive the following health screenings by a school health care professional or private provider prior to the beginning of the program or within the first month of attendance.</p> <ul style="list-style-type: none"> • Well child screening • Vision screening • Hearing screening • Dental screening <p>Developmental screenings that include a social-emotional component must be conducted for each child within the first three months of attendance. Programs will monitor for early detection of children at risk for developmental delays. Where possible, the primary language of the child will be used during screening. Parents will be included in the screening process and informed of the results no later than the next scheduled family-teacher conference. Appropriate referrals and services to address all identified concerns will be made available.</p> <p>Appropriate referrals and follow-up services are made available to address all identified concerns.</p>
<p>Additional Standards</p>	<p>Additional program standards are found at the New Mexico PreK website: www.newmexicoprek.org. Click on the Materials tab, Administrators Link.</p>



Capital Outlay—Start-Up and Safety

Capital Outlay—PED

In School Year 2015–16, the Public School Capital Outlay Council of the New Mexico School Facilities Authority awarded \$1,561,814.00 million to the following school districts who host the PED-funded PreK program. These funds were appropriated to renovate and/or construct PreK classrooms.

School District	School	Amount
Grants-Cibola County Schools	Mt. Taylor Elementary	\$284,984.00
Portales Municipal Schools	Brown Early Childhood Center Elementary	\$54,202.00
Rio Rancho Public Schools	Shining Stars Elementary	\$890,906.00
Taos Municipal Schools	Ranchos de Taos Elementary	\$61,577.00
Wagon Mound Public Schools	Wagon Mound Elementary	\$270,145.00
	TOTAL	\$1,561,814.00

Start-Up and Safety—CYFD

Due to New Mexico's anti-donation clause, capital outlay funds appropriated by the state legislature are available only to governmental entities. Although there are some government entities that provide the CYFD-funded PreK programs (e.g., City of Albuquerque and New Mexico State University), the great majority of the programs are operated by private entities and therefore not eligible to apply for, or receive, these funds. Finding adequate space for a PreK program that is funded by CYFD is often a barrier for these private entities that would like to offer a PreK program. To the detriment of services to the community, these entities often eliminate programs in order to make space for PreK. For example, some child care programs that are operating at maximum capacity have eliminated their infant/toddler programs (which, typically lose money) and have used the vacated space to open a PreK program. One successful alternative is to integrate a PreK program into existing child care by designating a portion of the day as the PreK program and wrapping child care around it. Because the desire and the capacity to offer PreK differ greatly in each community, it is critical for PreK funds to be available to many different types of community programs. For PreK programs to flourish and be as effective as possible, there must be the flexibility to accommodate programs in urban areas, where there are a myriad of facility options as well as in rural isolated communities, where facilities are extremely limited.

When funding permits, and a contractor first begins providing NM PreK services through CYFD, an allocation up to \$15,000 is made to make any needed safety improvements and to furnish/equip the classroom. In SY 2015–2016, the following new classrooms in CYFD PreK funded programs received a one-time start-up and safety support: Children's Promise Center

- Kid's Planet
- La Petite (2 Classrooms)
- Los Solecitos
- Parkside/TLC
- Precious Moments
- To'Hajiilee

- My Kiddos
- Gym Magic/Ashley's Garden
- Little Playmates
- Little Lambs
- Western New Mexico University
- 3D Enterprises
- Just Us Kids
- Sunshine
- INSPIRE!
- Little Learners PLAY Preschool
- Sow -n- Seed

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

- Audio/Visual equipment for the classroom
- Any necessary repairs and changes in order to comply with child care licensing requirements
- Ipads for data collection
- Wall Repairs
- New, age-appropriate instructional materials
- Classroom furniture

CYFD Early PreK classrooms that received one-time start-up & safety support:









- Blue Bird Day Care and Learning Center
- Coronado Children's Center
- Magic Moments
- To'Hajilee
- My Kiddos
- Future Generations
- Alpha School for Young Children
- Cri Cri
- Little Lambs
- Little Folks
- Family Learning Center
- Las Cumbres
- 3D Enterprises
- Apple Tree Educational Center
- Anansi
- INSPIRE!
- Univerity of New Mexico/Taos campus
- Aunti Nikki's
- Peralta's Playhouse

Trends and New Mexico PreK Access

Funding and Enrollment Levels for New Mexico CYFD and PED PreK Since 2005		
School Year	State Appropriation	Children Budgeted (Number of 4-Year Olds)
2005–2006	\$4,950,000	1,540
2006–2007	\$7,990,000	2,194
2007–2008	\$13,998,886	3,570
2008–2009	\$19,290,300	4,745
2009–2010	\$19,842,400	4,963
2010–2011	\$15,331,380	4,435
2011–2012	\$14,319,300	4,559
2012–2013	\$19,214,600	5,331
2013–2014	\$27,280,800	7,674
2014–2015	\$39,554,300	8,297
2015-2016	\$47,107,100	8,690
Funding and Enrollment Levels for CYFD NM Early PreK		
2015-2016	\$3,952,900	453



New Mexico's PreK Quality Standards Checklist *

Policy ²	State PreK Requirements	Benchmarks	Does Requirement Meet Benchmark?
Early learning standards	Comprehensive	Comprehensive	
Teacher degree	Note: PED requires degreed and licensed teachers	BA	
Teacher specialized training	See footnotes*	Specializing in PreK	
Assistant teacher degree	Note: PED requires an educational assistant license and an AA degree in early childhood	CDA or equivalent	
Teacher in-service	45 clock hours	At least 15 hours/year	
Maximum class size		20 or fewer	
3-year olds	NA		
4-year olds	20		
Staff-child ratio		1:10 or better	
3-year olds	NA		
4-year olds	1:10		
Screening/referral and support services	Vision, hearing, health, dental, developmental and support services	Vision, hearing, health, and at least one support service	
Meals	At least one meal	At least one per day	
Monitoring	Site visits and other monitoring	Site visits	

**This chart reflects CYFD and PED PreK as combined in the NIEER 2015 report. Lead teachers in public school programs must have a BA degree and licensure in early childhood education. Teachers who have an elementary education license are required to take early childhood education coursework. Teachers in non-public school settings should, but are not required to, have a bachelor's degree and are required to take at least 6 college credits annually with an approved professional development plan to complete the degree in early childhood education. Assistant teachers, in both public and non-public settings, are expected to have an AA degree in early childhood education but may be hired without an AA with an approved professional development plan and completion of at least six college credits annually toward the requirement.*

The combined CYFD and PED New Mexico PreK programs met eight benchmarks set by the National Institute for Early Education Research (NIEER). The PED PreK programs met all 10 benchmarks.

New Mexico PreK's national ranking moved from 28th to 18th.

² Barnett, S.W., Friedman-Krause, A.H., Gomes, R.E., Horowitz, M., Weisenfeld, G.G., Clarke Brown, K., Squires, J.H. (2015). *The State of Preschool 2015: State Preschool Yearbook*. Rutgers: National Institute for Early Education Research.

Race to the Top Early Learning Challenge Grant

The Race to The Top (RTT) Grant has provided the opportunity to enhance and support the infrastructure of New Mexico's early learning programs, including NM PreK. The main goal is to align the early childhood system in a coordinated and integrated approach to ensure that there is no duplication or gaps in the service delivery models. There are six main goals or projects in the RTT Grant.

1. **Project Management.** The objective of project management is to coordinate and ensure implementation of the RTT Grant across the early learning programs in the state through system governance, communication, and marketing. The PreK program benefits directly from this project as system governance allows for policy development, clarification, and decision-making at a high level, allowing NM PreK to be fully integrated within the New Mexico early learning system. Communication and marketing efforts help to disseminate PreK information state-wide.

2. **FOCUS-TQRIS.** The mission of FOCUS, New Mexico's newly revised Tiered Quality Rating and Improvement System (TQRIS), is to support positive outcomes for each and every young child and his/her family. With the New Mexico Early Learning Guidelines: Birth through Kindergarten (ELG) at its core, NM FOCUS utilizes the AODCP process in order to meet each child at his/her individual developmental level on the learning continuum. FOCUS will be implemented across all the programs within the New Mexico's Early Learning System. The NM FOCUS on-site consultation approach serves as the foundation for building relationships among administrators, teachers, and consultants that foster respect, reflection, and developmentally appropriate practice (DAP). Families, practitioners, administrators, FOCUS staff, and community partners collaborate to create a robust, supportive, early education system in New Mexico that ensures full participation of each child. NM PreK programs are becoming more involved in communities and working with different partners as we strengthen our cross-sector approach statewide.
 - CYFD NM PreK FOCUS—FY 16 was a successful year for PreK programs meeting the requirement of participating in FOCUS. For program year 2015–2016, CYFD had approximately 51 PreK programs at 95 sites participate in FOCUS and by year end 100% of all programs had applied for FOCUS. This has also given PreK teachers an opportunity for additional trainings in the AODCP process as well as encouraging additional credit course work. This participation has also strengthened the role of the program administrator in many areas of program management.

 - PED NM PreK FOCUS—The PED FOCUS-TQRIS has been developed using the New Mexico PreK Program Standards as the basis for the criteria at the “Quality” entry level. Two additional tiers—“High Quality” and “Exemplary”—build upon these criteria. All PED preschool programs (PreK, Special Education 619, and Title I) will participate in the PED FOCUS TQRIS. Currently all New Mexico PreK programs are implementing the PED FOCUS criteria. Other participants included PED PreK, special education, and Title I preschool classrooms. Beginning with the 2015–2016 contract year, the NM PED PreK Program Standards and Assurances required that all NM PED PreK funded programs begin implementing the PED FOCUS criteria.

The PED FOCUS Essential Elements of Quality Include Foundations of Quality: Full Participation of Each Child. The components under this essential element are based on *The Guiding Principles for the Full Participation of Young Children in New Mexico's Early Learning System*. New Mexico has also created a comprehensive system for utilizing the *New Mexico Early Learning Guidelines: Birth through Kindergarten* as the framework and criteria for an

authentic assessment process and curriculum planning. This system supports the second Essential Element: Quality Practices that Support Children's Growth, Development, and Learning.

All programs participating in the PED FOCUS will continue to engage in a continuous quality improvement (CQI) process. The plan-do-study-act CQI cycle supports the program and each preschool classroom to engage in a process that promotes each child's growth, development, and learning; identifies challenges and targets strategies to maintain and build upon successes.

The CQI process is an essential element of FOCUS because it emphasizes 1) learning what is working well to promote each child's growth, development, and learning; 2) systematically identifying programmatic challenges; and 3) targeting strategies to maintain and build upon successes. In FOCUS, program leadership guides the plan-do-study-act CQI cycle for the program as a whole that is focused the Essential Elements of Program Quality.

3. **Early Childhood Investment Zones.** New Mexico conducted a needs assessment that included socio-ecological risk data. By ranking aggregated data for each community, the state identified the highest-risk counties as Early Childhood Investment Zones. As a result, the State has implemented community capacity-building activities in four targeted communities. Requests for Proposals for CYFD PreK and home visiting services now award additional points for programs proposing to serve families in the investment zones. The training and technical assistance system for those programs in the investment zones include enhanced support.
4. **Professional Development.** The Higher Education Task Force has been functioning under the guidance of the Office of Child Development since it was established in 1995. It was established as a task force of the Early Learning Advisory Committee (ELAC) in 2013. This task force, which includes early childhood faculty members from all colleges and universities throughout the state, has worked for many years to ensure that all institutions of higher education in New Mexico are offering high-quality courses that meet the needs of early childhood educators. The task force has established a fully articulated universal catalogue of courses, and this year they took on the task of implementing elements of Race to the Top-Early Learning Challenge (RTT-ELC) in their goals and objectives.
5. **Early Childhood Data.** New Mexico established agreements, systems, and plans across agencies to develop the longitudinal data system. Participating agencies completed data-sharing Memorandums of Understanding in order to share the data as outlined in New Mexico's Statement of Work (RTT Grant).
6. **Kindergarten Entry Assessment.** PED worked with West Ed, the contractor responsible for the development of the NM Kindergarten Observational Assessment (KOT), to revise the pilot version of the tool prior to the field test. PED held focus groups and surveyed kindergarten teachers to ascertain the domains and indicators most useful to determine the status of New Mexico's children at kindergarten entry, and their experiences participating in the pilot. After revisions were made, teachers were trained in observational assessment and, in September, 2015, approximately half of the school districts participated in the field test. Following this field test, further revisions were made, and PED information technology staff revised the online application to capture assessment results and documentation to prepare for the fall 2016 full implementation in approximately all school districts and charter schools in the state.

Conclusion—Growing Our Own

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

We support two important goals for all New Mexicans—economic development for our state and providing support for individuals' self-sufficiency.

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

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

Work continues to increase access to NM PreK in high need areas of the state. Collaboration across agencies also continues to provide a continuum of services across the early childhood system and to children from birth to grade three. Some of these services are early intervention, home-visiting, K–3 Plus, and a variety of health and family support services. Alignment and increased access to effective programs for young children will positively affect academic and socio-emotional outcomes.

Additional information about parent support materials; NM PreK evaluations developed and validated by NIEER; and related forms, information, and resources are available on www.newmexicoprek.org. The 2015 Annual Report—T.E.A.C.H.[®] Early Childhood New Mexico, is available at www.nmaeyc.org.

Glossary and Acronyms

Glossary

45-Hour Entry-Level Course

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

- Child growth and development
- Health, safety, and nutrition
- Family and community collaboration
- Developmentally appropriate content
- Learning environment and curriculum implementation
- Assessment
- Professionalism

Authentic Observation Documentation Curriculum Planning Process (AODCP)

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

Child and Adult Care Food Program (CACFP)

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

Child Care Licensing

The CYFD program responsible for licensing child care providers throughout New Mexico.

Child Development Associate Credential (CDA)

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

Children, Youth and Families Department Pre-Kindergarten Fund

A non-reverting fund in the state treasury. The fund consists of appropriations, income from investment of the fund, gifts, grants, and donations. The fund is administered by CYFD, and money in the fund is appropriated to CYFD to carry out the provisions of the Pre-Kindergarten Act: **32-A-23-4. NMSA1978. Voluntary pre-kindergarten (2005)**. Disbursements from the fund shall be by warrant of the secretary of finance and administration upon vouchers signed by the CYFD secretary or the secretary’s authorized representative. CYFD may use up to 10 percent of the money in the fund each year for administrative expenses.

Community

An area defined by school district boundaries, or joint boundaries of a school district and tribe, or any combinations of school districts and tribes.

Departments

CYFD and the PED are acting jointly.

Early Childhood Development Specialist

The adult responsible for working directly with four-year-old children in implementing pre-kindergarten services.

Early Childhood Investment Zone

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

- ✓ Adolescent births
- ✓ Combined child abuse victims
- ✓ Dollars expended on personnel salaries per pupil—all schools
- ✓ Domestic violence
- ✓ Infant mortality
- ✓ Inverse graduation rate
- ✓ Juvenile arrests
- ✓ Percent of births to mothers who did not **complete high school**
- ✓ Percent of all schools that are **Title I schools**
- ✓ Percent of all schools that DO NOT have a **school-based health center**
- ✓ Percent of ALL students assessed who did not **score proficient** or above in combined Reading and Math Standard Based Assessment Tests, school year 2009–2010
- ✓ Percent of elementary **schools graded “D” or “F”**
- ✓ Percent of female high school students that were NOT participants in **GRADS Programs** during 2010
- ✓ Percent of population 25 years and over who did not **graduate high school**
- ✓ Percent of students who did not **graduate in four years** after entering 9th grade, school year 2009–2010
- ✓ Percent of students receiving **free or reduced priced meals**, school year 2009–2010
- ✓ Poverty
- ✓ Pre-term births
- ✓ Unemployed

Early Childhood Teacher Licenses:

Birth through Third Grade; Birth through PreK; PreK through Third Grade

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

Early Pre-Kindergarten (Early PreK)

A CYFD pilot, voluntary, developmental readiness program designed for children who have attained their third birthday prior to September 1st.

Eligible Provider

A person licensed by CYFD who provides early childhood developmental readiness services; or preschool special education; or a public school, tribal, or Head Start program.

National Institute for Early Education Research (NIEER)

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

New Mexico Early Learning Guidelines

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

NM PreK Training and Development Consultant Support: Each NM PreK site receives regular visits from PreK consultants who help to strengthen the practice in the PreK classroom. This support ranges widely, based on the areas of classroom strengths, challenges, and opportunities for change. The training and support from the consultant often incorporates curriculum development, environmental modifications, authentic assessment implementation, and reflection on teacher's practice.

Pre-Kindergarten (PreK)

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

PreK Program

A voluntary program for the provision of PreK services throughout the state that addresses the total developmental needs of preschool children, including physical, cognitive, social and emotional needs, and also includes health care, nutrition, safety, and multicultural sensitivity.

Public Education Pre-Kindergarten Fund

A non-reverting fund in the state treasury. The fund shall consist of appropriations, income from investment of the fund, gifts, grants, and donations. The fund is administered by PED, and money in the fund is appropriated to PED to carry out the provisions of the Pre-Kindergarten Act: **32-A-23-4. NMSA 1978. Voluntary pre-kindergarten (2005)**. Disbursements from the fund shall be by warrant of the secretary of finance and administration upon vouchers signed by the secretary of PED or the secretary's authorized representative. PED may use up to 10 percent of the money in the fund each year for administrative expenses.

T.E.A.C.H. Early Childhood ®

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

Acronyms

AODCP	Authentic observation, documentation, and curriculum planning process
CACFP	Child and Adult Care Food Program
CCSS	Common Core State Standards
CDA	Child development associate certification
CYFD	Children, Youth and Families Department
ECIZ	Early Childhood Investment Zones
ELG	Early Learning Guidelines
HSD	High school diploma
KOT	Kindergarten Observation Tool
NIEER	National Institute for Early Education Research
PED	Public Education Department
SY	School year
T.E.A.C.H.®	Teacher education and compensation helps early childhood
UNM	University of New Mexico
USDOE	US Department of Education

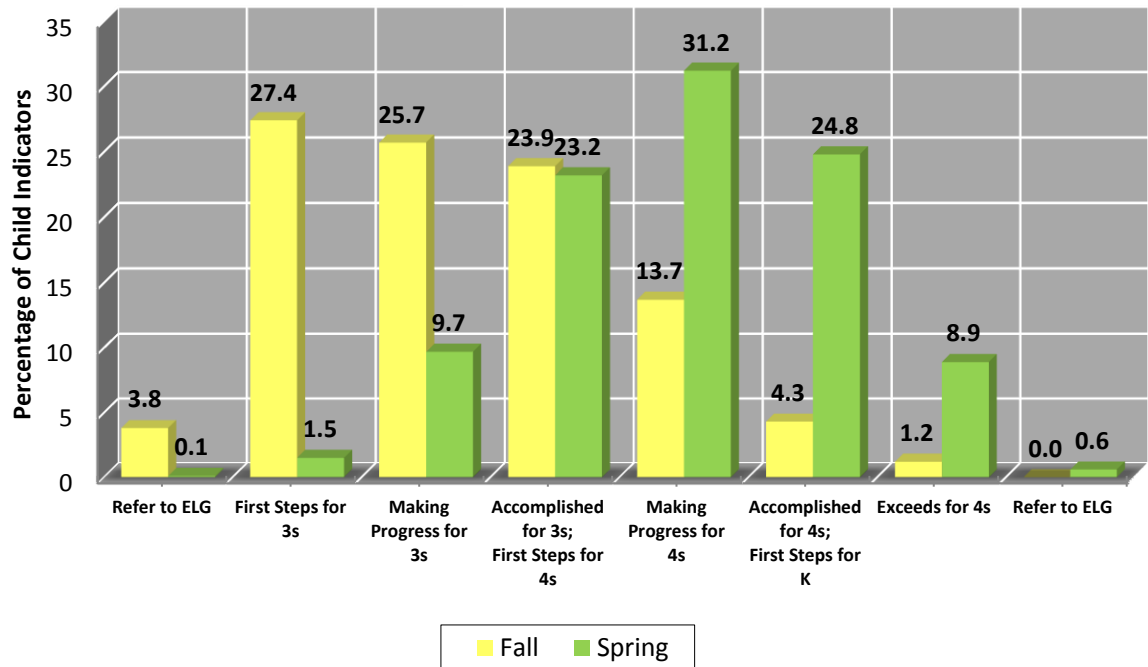
Appendices

CYFD Early PreK Program Outcomes across Six Domains Compared from Fall to Spring 2015–2016

Early PreK (3s)

All Domains

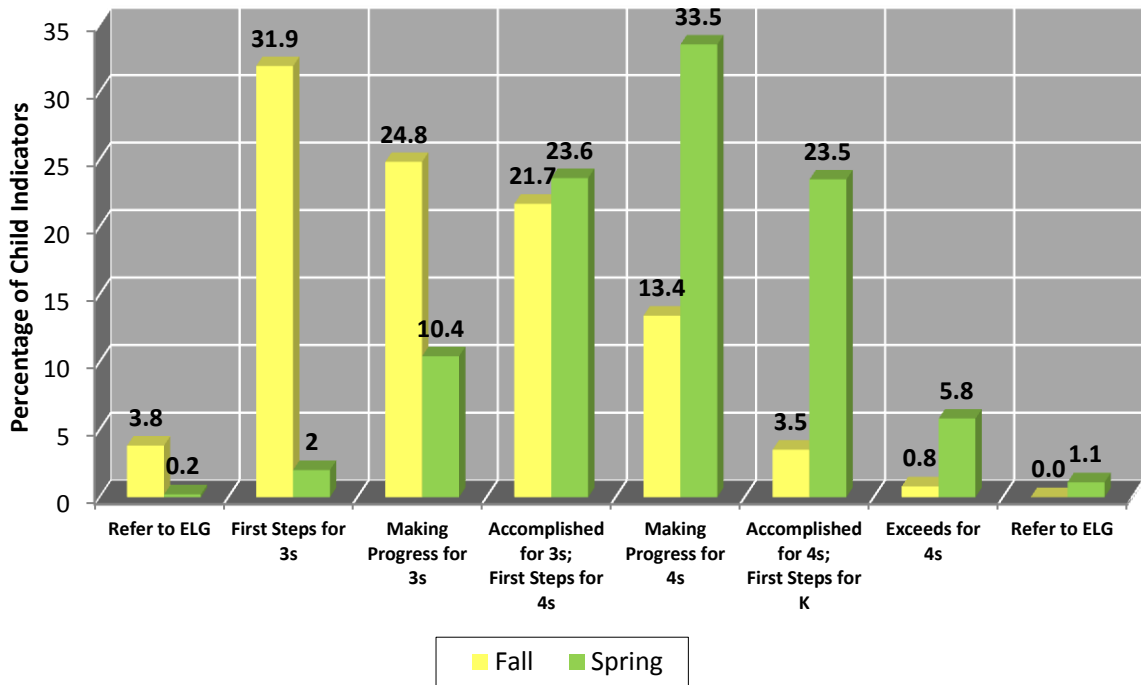
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Early PreK (3s)

Literacy

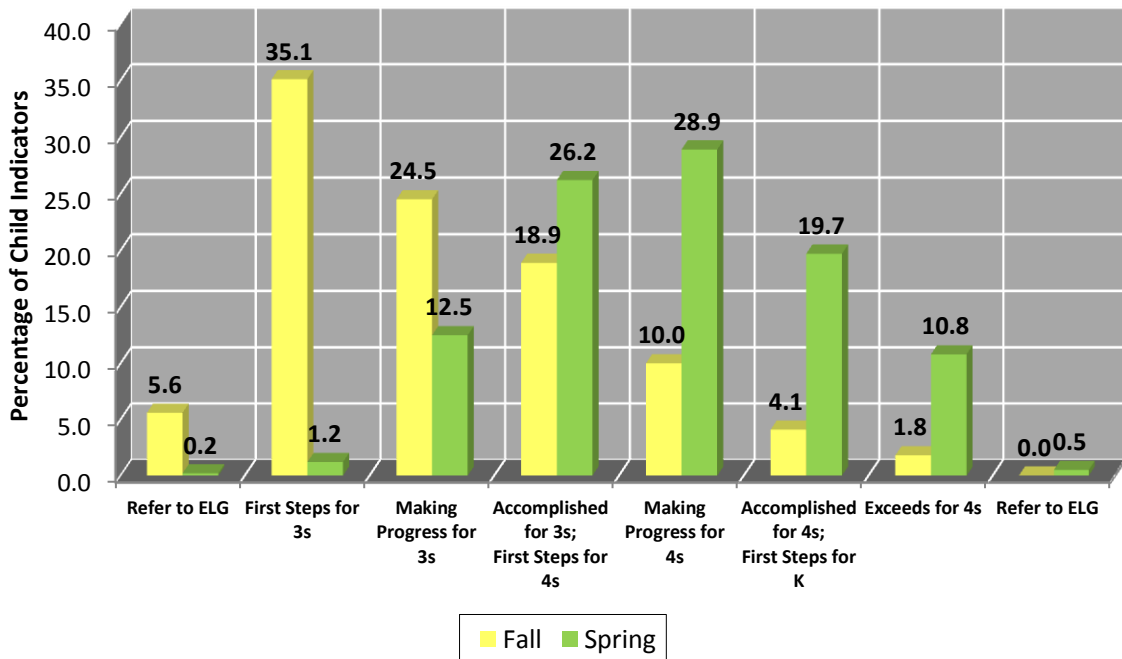
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Early PreK (3s)

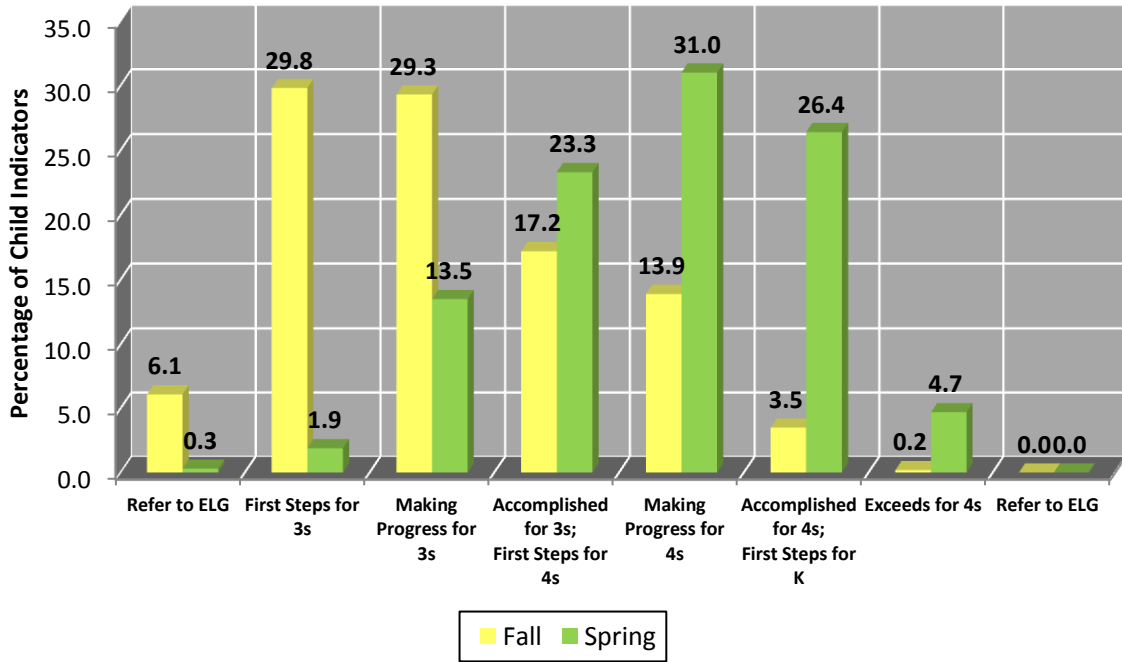
Numeracy

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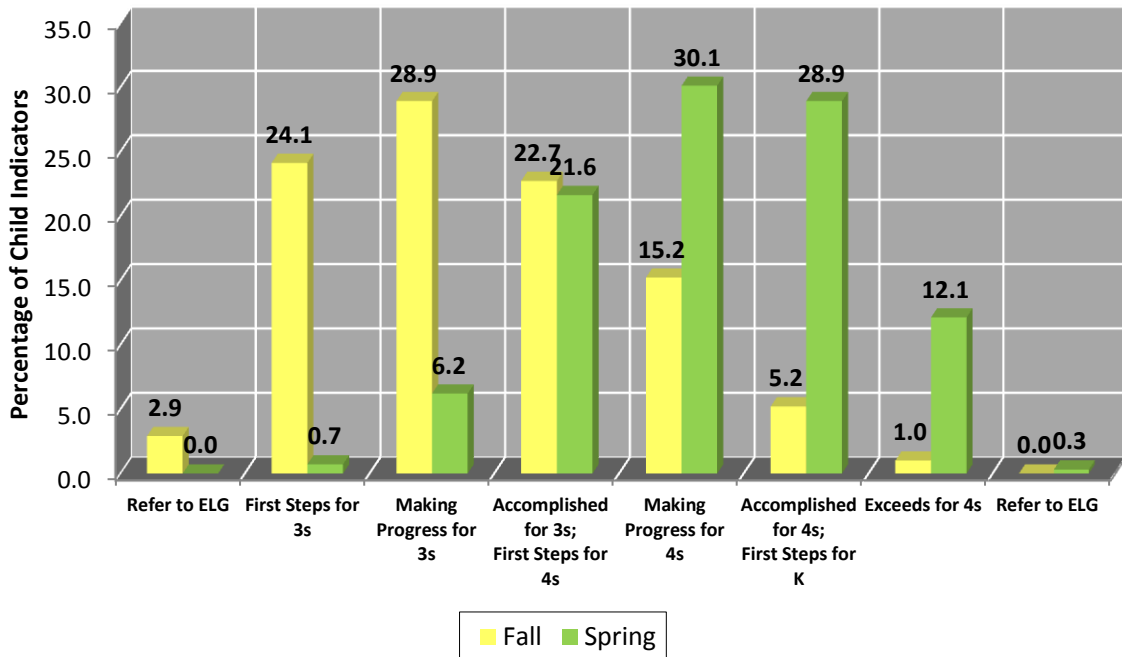
Early PreK (3s) Scientific Conceptual Understanding

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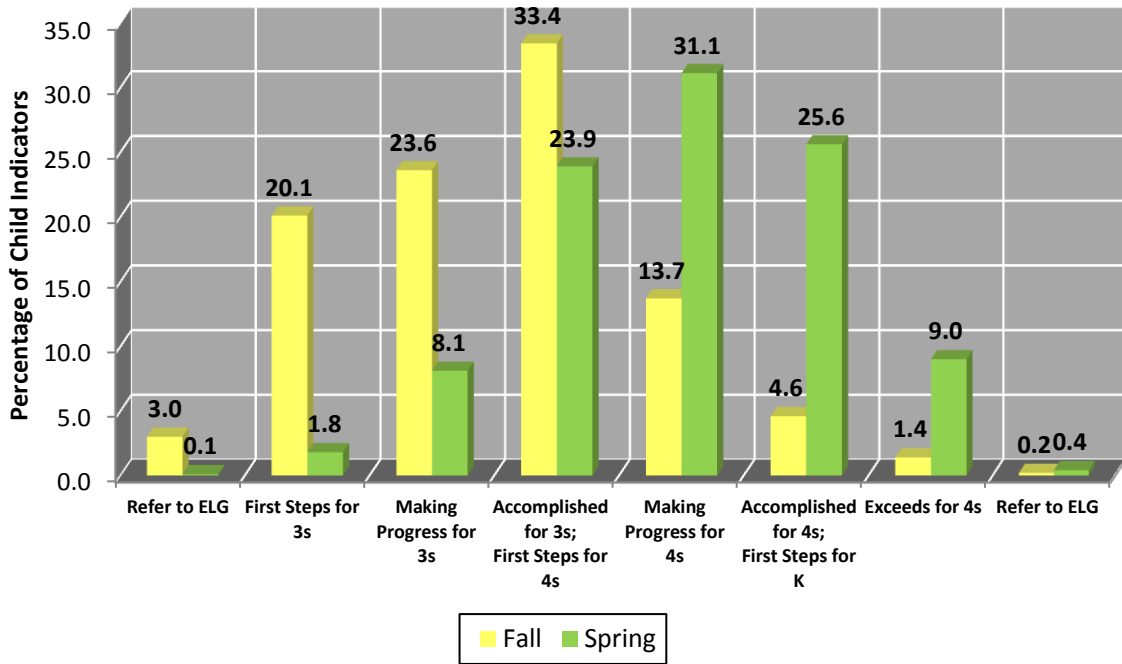
Early PreK (3s) Physical

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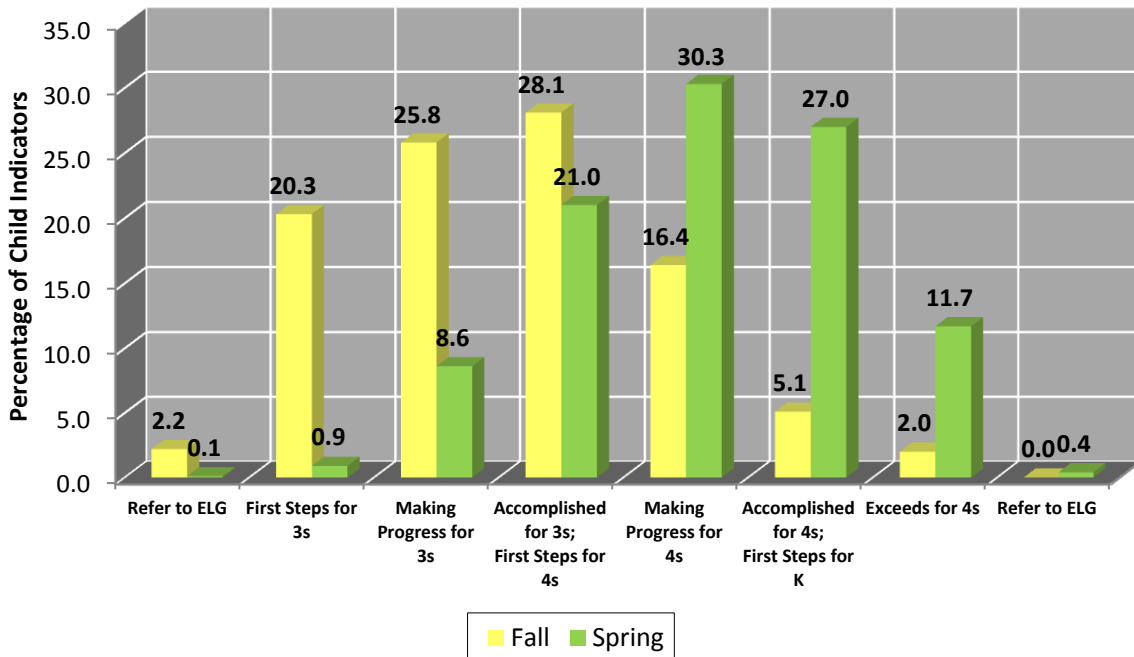
Early PreK (3s) Self, Family and Community

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Early PreK (3s) Approaches to Learning

N = 349

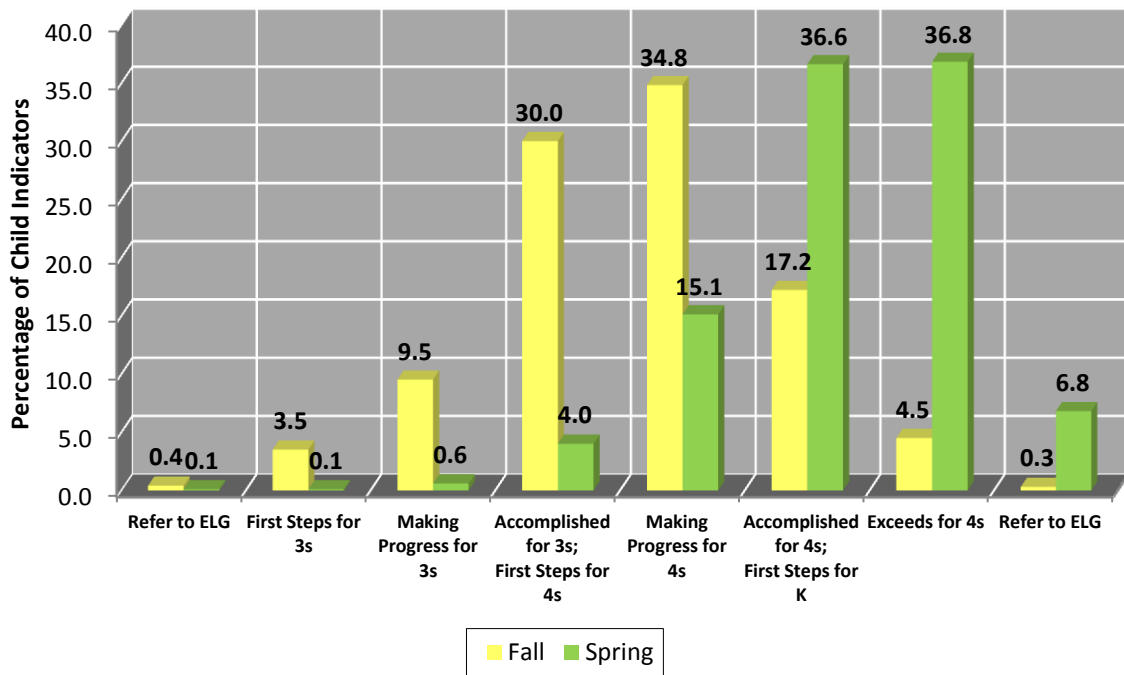


CYFD PreK Program Outcomes across Six Domains Compared from Fall to Spring 2015–2016

CYFD PreK (4s)

All Domains

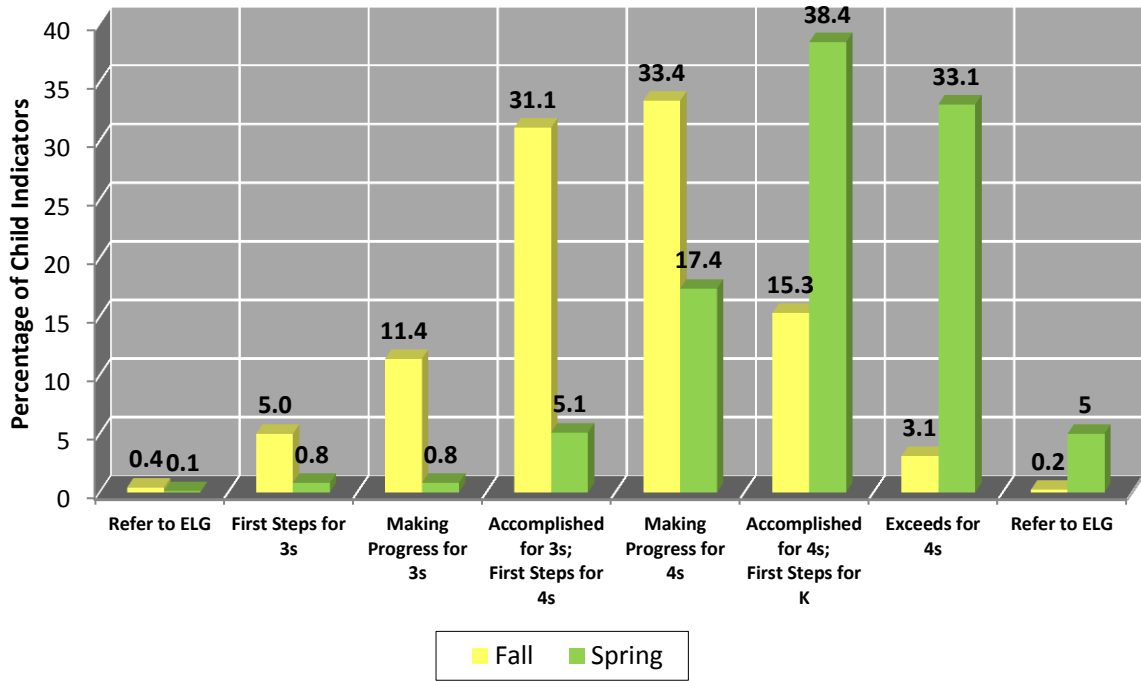
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CYFD PreK (4s)

Literacy

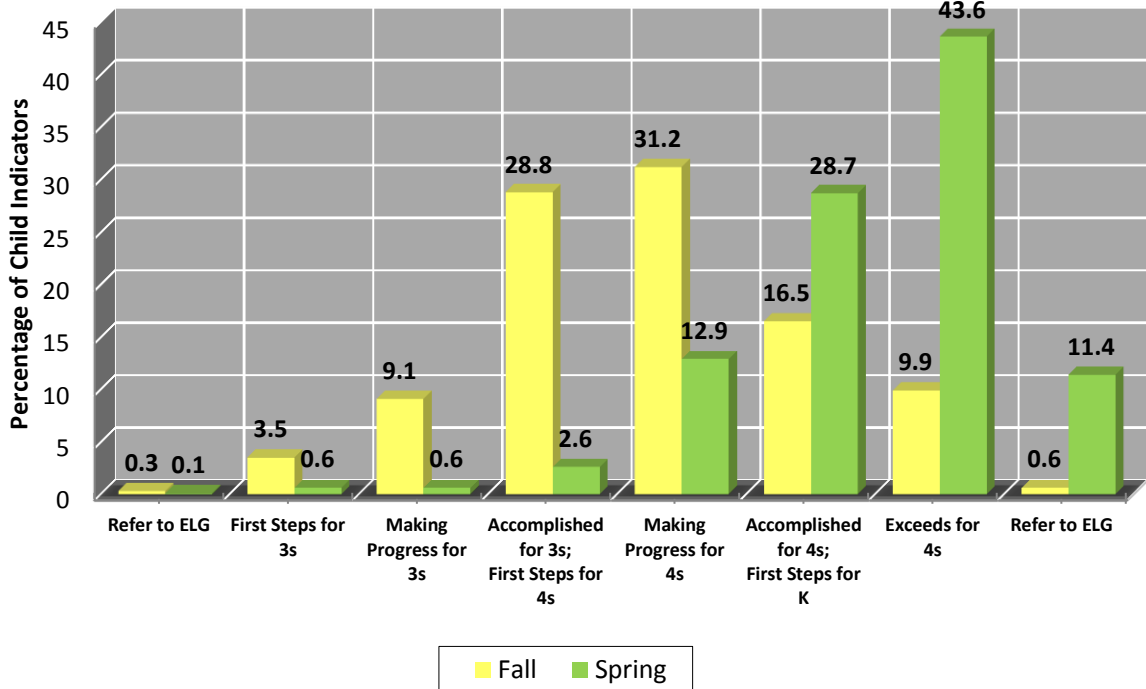
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CYFD PreK (4s)

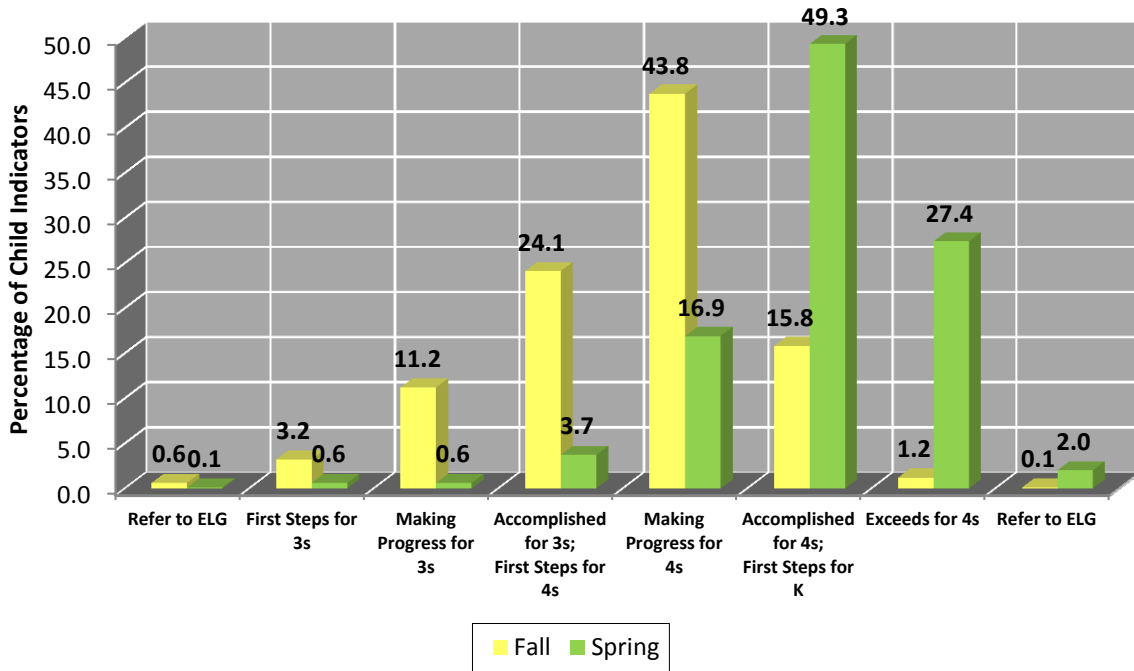
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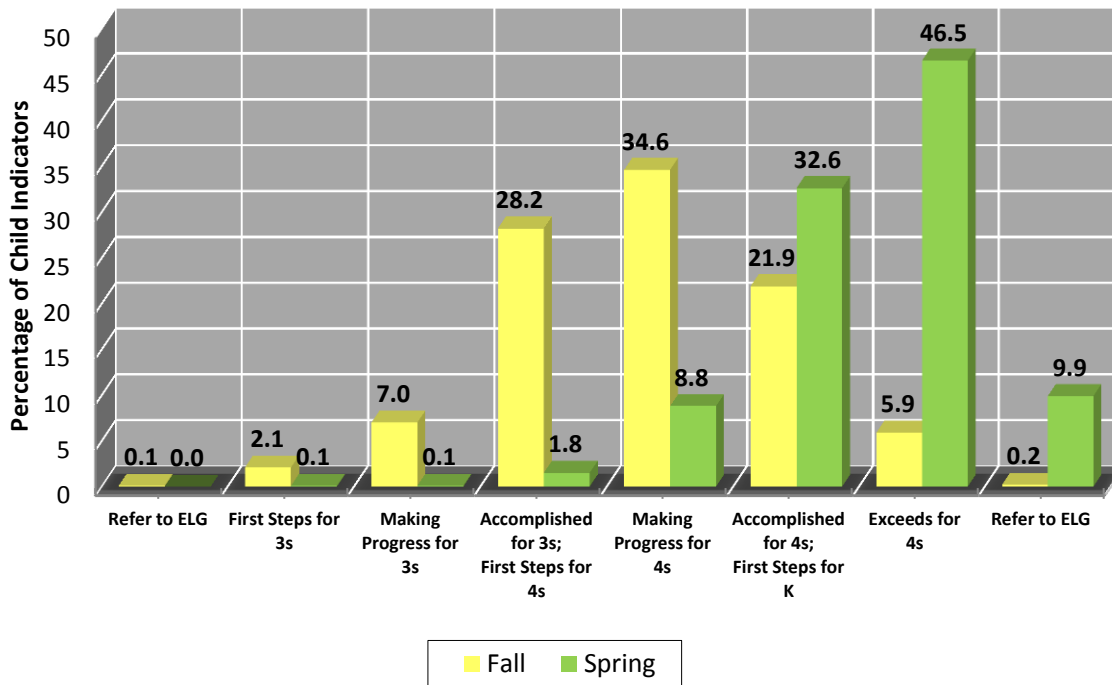
CYFD PreK (4s) Scientific Conceptual Understanding

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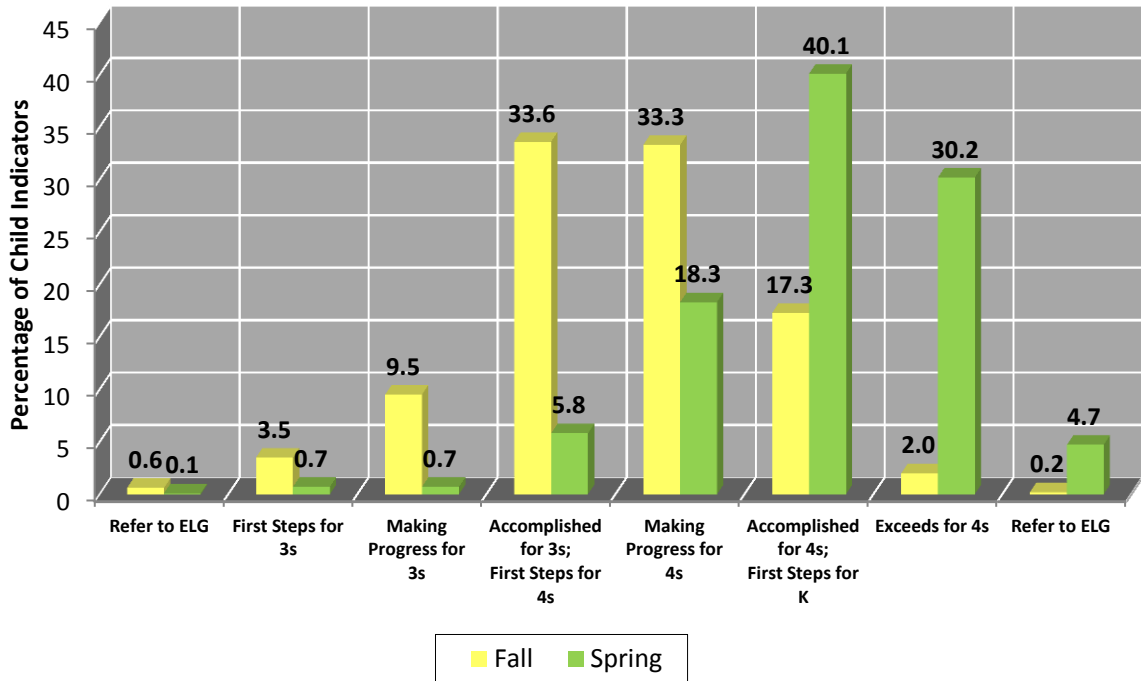
CYFD PreK (4s) Physical

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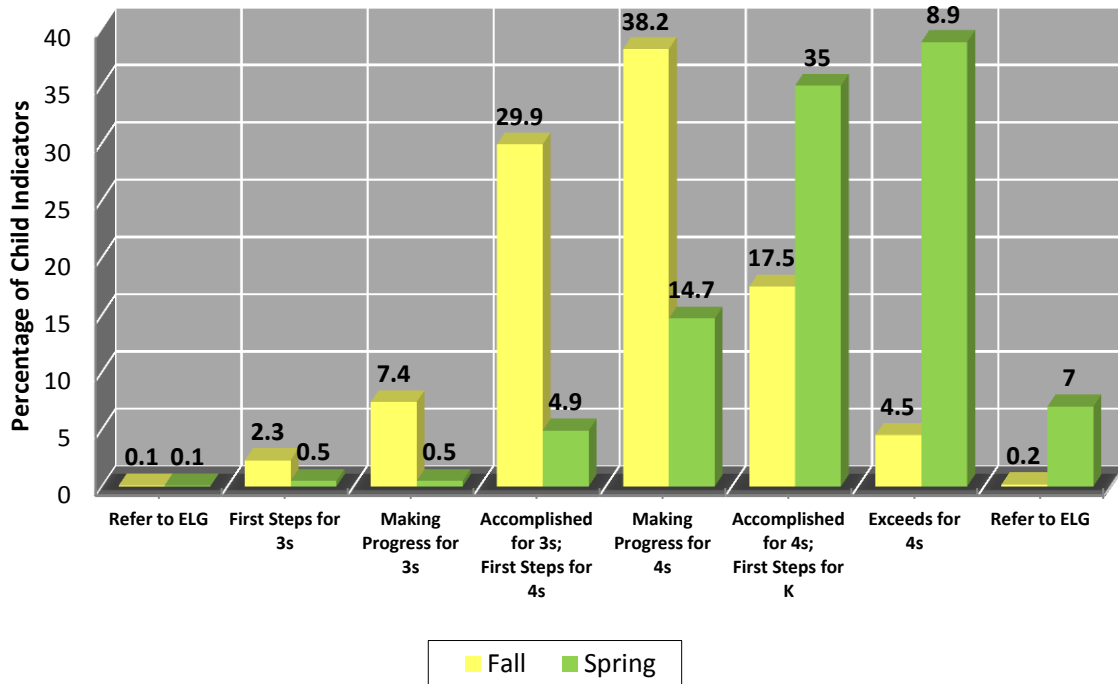
CYFD PreK (4s) Self, Family and Community

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CYFD PreK (4s) Approaches to Learning

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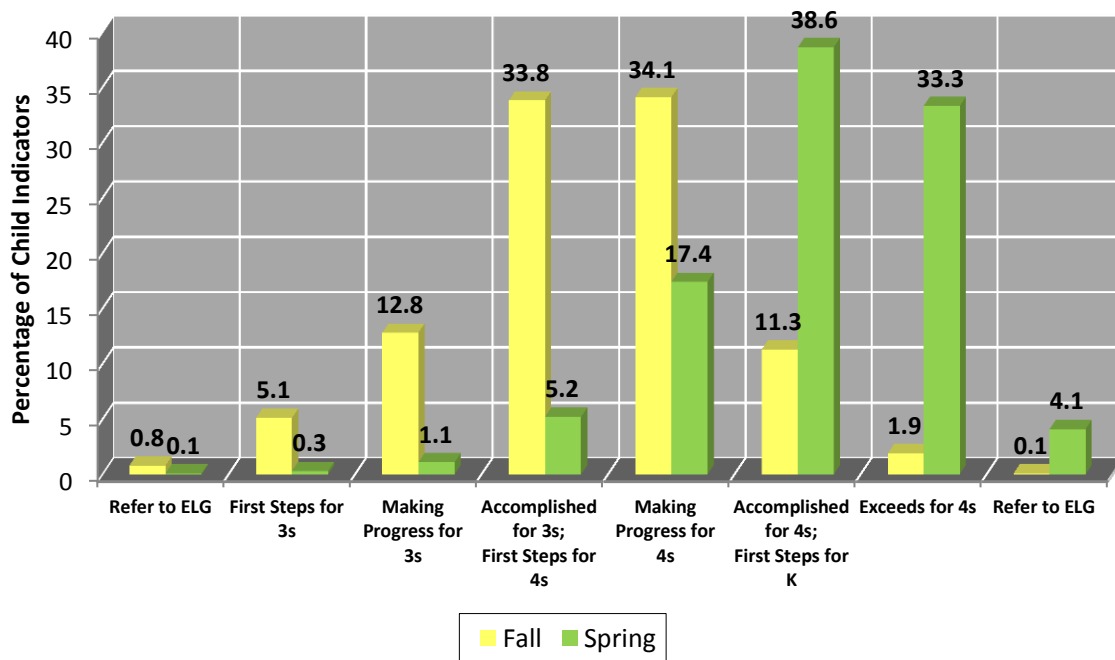


PED PreK Program Outcomes across Six Domains Compared from Fall to Spring 2015–2016

PED PreK (4s)

All Domains

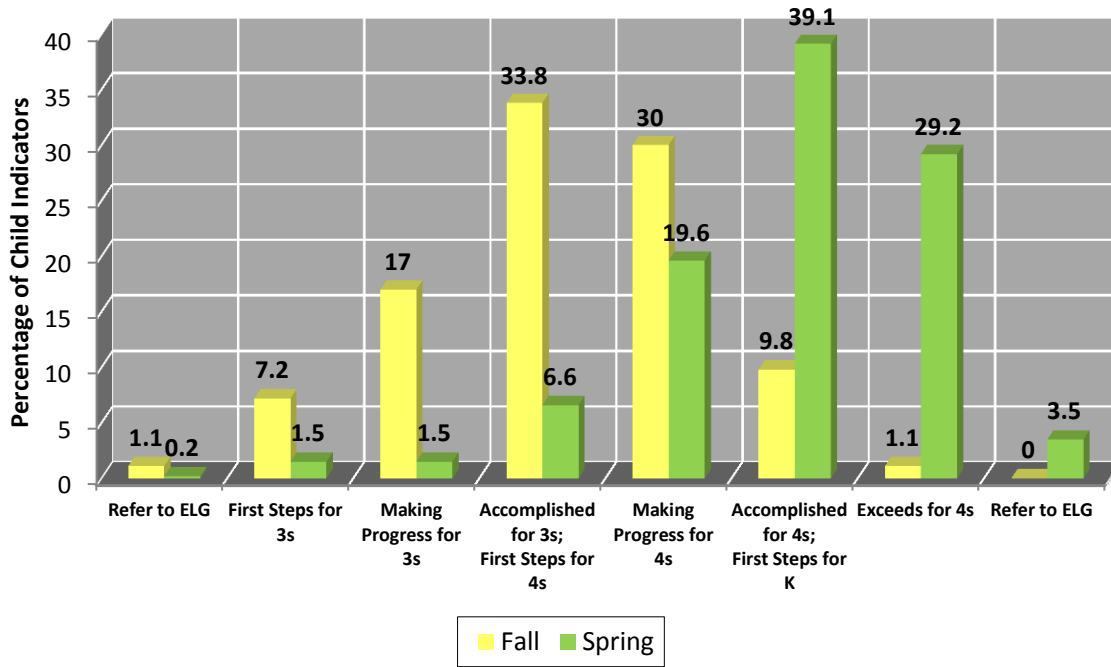
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PED PreK (4s)

Literacy

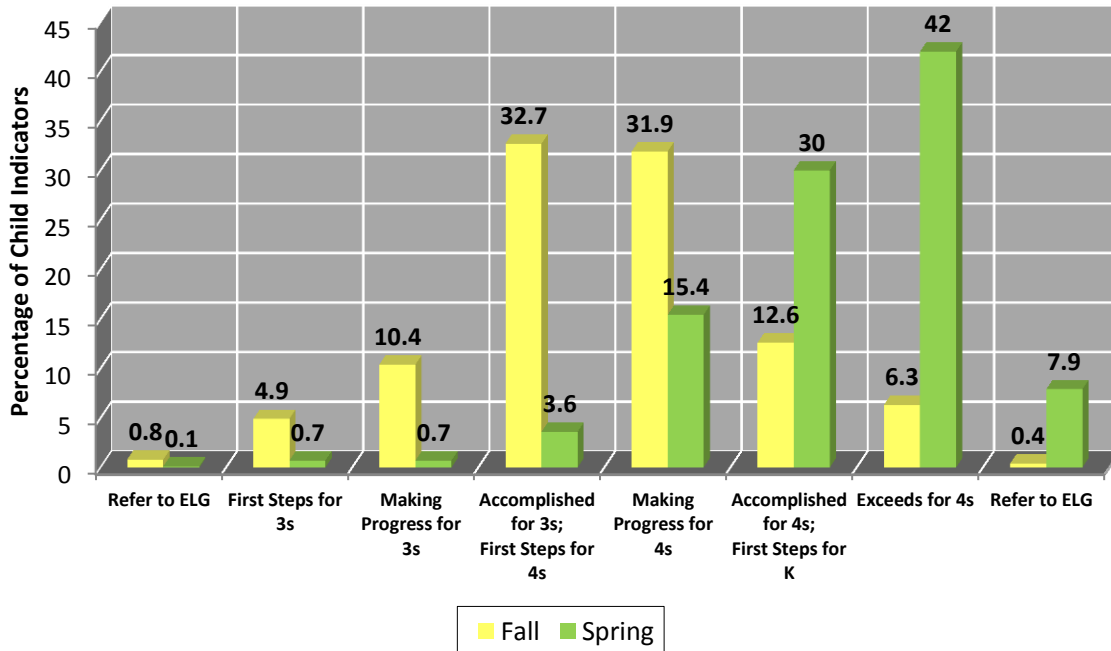
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PED PreK (4s)

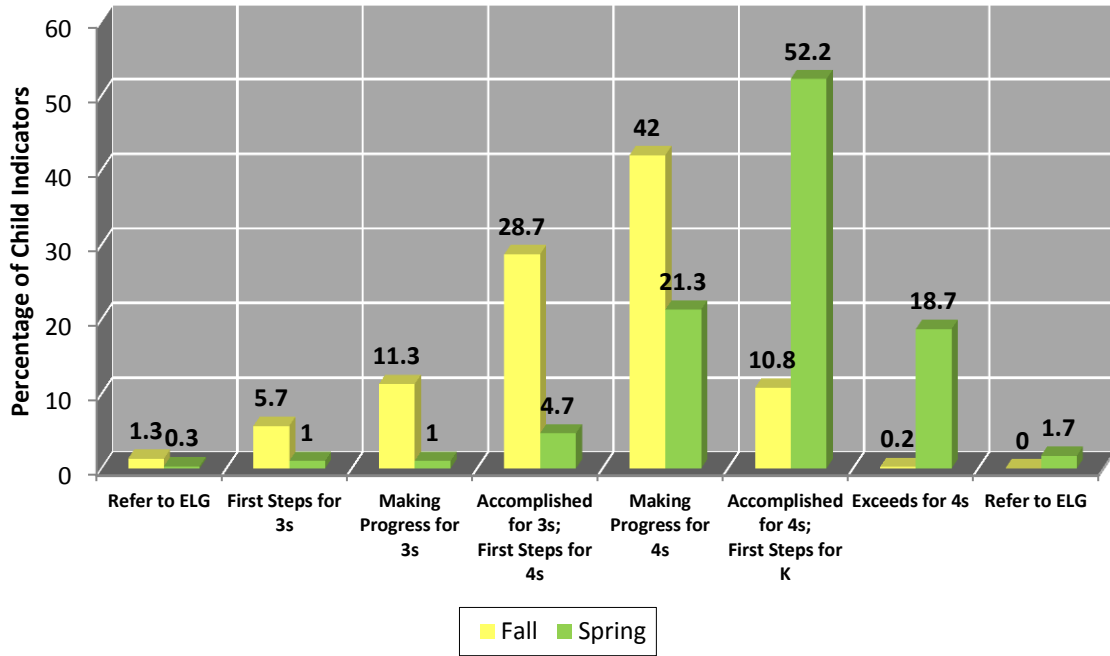
Numeracy

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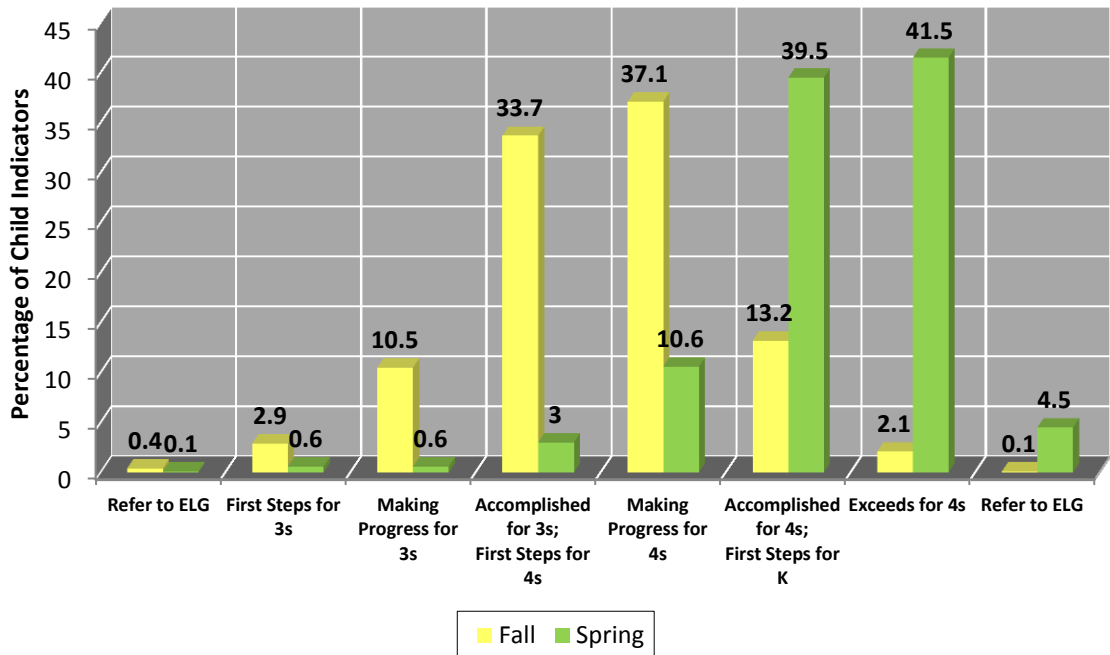
PED PreK (4s) Scientific Conceptual Understanding

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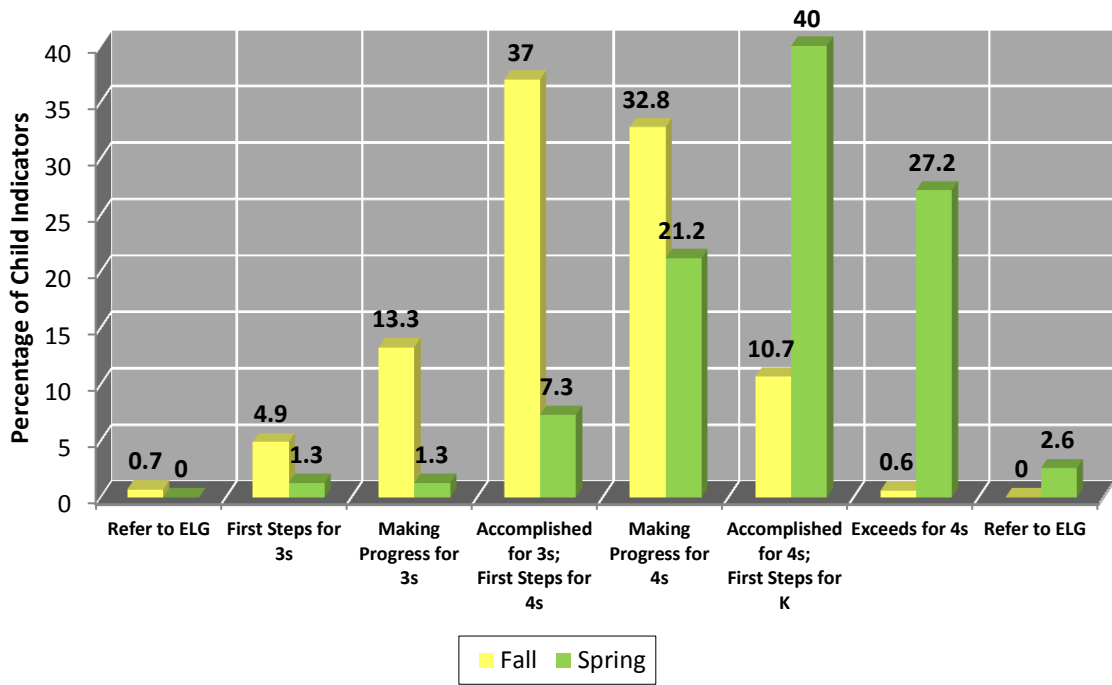
PED PreK (4s) Physical

N = 4580



PED PreK (4s) Self, Family and Community

N = 4580



PED PreK (4s) Approaches to Learning

N = 4580

