

Race to the Top – Early Learning Challenge 2014 ANNUAL PERFORMANCE REPORT

New Mexico



JUNE 2015



Race to the Top
Early Learning Challenge

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Note: All information in this document was prepared and submitted by the **Grantee** as their annual performance report (APR). For reference, the instructions and prompts from the approved APR form are included in italics throughout the document. Check marks in tables indicate the Grantee selected the option. A blank cells in a table indicates that the Grantee did not provide data or did not select the option.



APR Cover Sheet

General Information

1. PR/Award #:
2. Grantee Name: Office of the Governor, State of New Mexico
3. Grantee Address: 490 Old Sante Fe Trail, Room 400, Santa Fe, New Mexico, 87501
4. Project Director Name: Leighann Lenti
Title: New Mexico Public Education Department
Phone #: (505) 412-2285 Fax #:
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Reporting Period Information

5. Reporting Period: 1/1/2014 to 12/31/2014

Indirect Cost Information

6. Indirect Costs

- a. Are you claiming indirect costs under this grant? Yes No
- b. If yes, do you have an Indirect Cost Rate Agreement(s) approved by the Federal Government? Yes No
- c. If yes, provide the following information:

Period Covered by the Indirect Cost Rate Agreement(s): 07/01/2012 to 06/30/2015

Approving Federal agency: ED HHS Other (Please specify):



Certification

The Grantee certifies that the State is currently participating in:

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

Yes No

Programs authorized under section 619 of part B and part C of the Individuals with Disabilities Education Act (IDEA)

Yes No

The Child Care and Development Fund (CCDF) program

Yes No

To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Signed by Authorized Representative

Name: Leighann C. Lenti

Title: Deputy Secretary of Policy and Program, PED

Executive Summary

For the reporting year, please provide a summary of your State's (1) accomplishments, (2) lessons learned, (3) challenges, and (4) strategies you will implement to address those challenges.

PROJECT 1 - GRANTS MANAGEMENT

Key Accomplishments

New Mexico implemented a coordinated governance model that places authority and accountability across the three participating agencies - Children, Youth, and Families Department (CYFD), Department of Health (DOH) and Public Education Department (PED). PED is the lead State agency. New Mexico added an Executive Level Team with high level managers from each State agency, in order to make decisions on cross agency issues to move the grant work forward. Given this model, in 2014, the Leadership Team created a Governance Manual which was implemented with the approval of the Executive Team. The Governance Manual provides a structure for all of the RTT-ELC work being done in New Mexico. The Manual identifies the core values, State agencies, Advisory Councils, Stakeholders, decision-making processes, communication processes, reporting systems, and more.

In September 2014, an interim Project Manager was brought in to oversee the overall management of the RTT-ELC grant, including coordination with the Executive Team, Leadership Team, and Project Leads; monitoring expenditures; communications plans, and ensuring timely federal reporting. The Project Manager is also on the Communications Team that plans and implements communications and marketing strategies. The position is housed at PED, the lead agency. At the end of the grant year, the Project Manager position was posted and applications were received to fill it with a dedicated full-time person who can focus their entire work day on RTT-ELC work. This position is expected to be filled in early 2015.

In addition, CYFD hired a full-time Project Coordinator to work in partnership with the Project Manager and to coordinate the grant work at CYFD, where a significant portion of the RTT-ELC work is taking place. The Project Coordinator is also on the Communications Team. The Coordinator and Manager work together on organizing meetings, providing meeting summaries and reports, working with Project Leads to gather their Project Summary and GRADS360 reports, and other duties as needed. The Project Coordinator created a calendar schedule that identifies important due dates each month for the Project Leads and Sub-Leads, Project Manager and Coordinator, and the Leadership Team.

With the addition of the Manager and Coordinator, regular meetings are occurring and are productive. These meetings include the monthly Executive Team meeting, and within that meeting, the Data Governance Committee meeting; the Leadership Team meeting, held twice a month; and a meeting every other month that includes the Executive and Leadership Teams, Project Leads, Project Manager, and Project Coordinator.

New Mexico recognized the need to improve communication and marketing regarding the RTT-ELC work. This includes communications to both internal State staff and external Stakeholders, including: early learning providers, funders, advocates and families. In order to address these communication needs, New Mexico did a national search to develop a communications and marketing plan and in November 2014 contracted with Tracy Zimmerman, Director of Strategic Communications, from the North Carolina Early Childhood Foundation. Work began on the communications and marketing plan in December 2014 with Executive and Leadership Teams participating in a strategic planning session. Once the plan is developed, New Mexico will use the Request for Proposal (RFP) process to hire a contractor to carry it out. The New Mexico RTT-ELC team developed a contract with Desert Element Designs in Santa Fe to develop the EarlylearningNM website. The conceptual design and

plan for the site map for the website was conducted over a period of months. Information was included on the overall RTT-ELC grant and progress made as well as specific information and resources on each of the RTT-ELC projects. A decision was made to also include information regarding the work of the Early Learning Advisory Council (ELAC) and information regarding the early learning programs in New Mexico in order for parents to know how to access these services. The RTT-ELC team developed the copy narrative and content (documents, links and photos) and organized it for the web developers. The launch of the website is slated for the end of February 2015.

In December 2014, New Mexico attended the Strategic Communications Peer Learning Exchange in Kansas City. The New Mexico attendees were two members of the Leadership Team, the Project Manager, and the Project Coordinator. The purpose was to learn from peers with significant experience and lessons learned; work in small groups with peers who have similar strategic communications interests and goals; and access and contribute to an ELC TA supported virtual strategic communications resource library in real-time.

Toward the end of 2014, the Project Coordinator began to collect and organize the bi-monthly Project Summary Reports created by the Project Leads. The Summary Reports were used to create the New Mexico Race to the Top - Early Learning Challenge 2014 Progress Report. The 2014 Progress Report is a separate document that was used to help build the 2014 Annual Performance Report. It helps with monitoring, follow up, and any consultation reflective practice. The 2014 Progress Report will be posted to the Early Learning New Mexico website in early 2015 and distributed to Stakeholders.

RTT-ELC progress is discussed with the Early Learning Advisory Council (ELAC) quarterly as part of their standing agenda. There is at least one Sub-Committee to address each one of their Priority Goals: accessibility to high quality early childhood programs; improved school readiness (now and at 3rd grade); and a high quality early childhood workforce. The sub-committees of ELAC work with the Race to the Top State Implementation Team and Project Leads in the local implementation of RTT-ELC Projects and Tasks.

Several positions were filled on the various projects on an interim basis or permanently. PED hired a Data Project Manager and Data Base Administrator for the Data Project and a Coordinator for the KEA Project. Also, CYFD hired a Project Coordinator and DOH hired a Tiered Quality & Rating & Improvement (TQRIS) Manager.

Challenges and Lessons Learned

Toward the end of 2014, the Leadership Team identified the need to have a New Mexico Liaison for Technical Assistance (TA). The Project Lead for the FOCUS-TQRIS was assigned as the Liaison. Starting in 2015 there will be bi-weekly conversations with our federal TA support person to work towards a collective process and plan. The liaison will be the lead in working with the Project Leads to determine TA needs and bring those requests to the Leadership Team for review and approval.

The New Mexico Leadership Team decided in 2014 that the Project Coordinator position was not at the level needed to manage the entire grant. So, this role was moved over to PED and the title changed to Project Manager. CYFD then hired another Project Coordinator to work in partnership with the Project Manager. There were some issues with stability in the Data Project Manager position, however, that has been addressed and that project is fully staffed.

New Mexico significantly improved its expenditures in 2014. A process was created and implemented for ensuring requests for reimbursements by CYFD and DOH were regularly submitted. Regular expenditure reports were created and provided to the Leadership Team for monitoring progress.

Next Steps

In early 2015, PED will be hiring a permanent Project Manager to oversee the operations of the grant. Once the permanent Project Manager is on board, the Interim Project Manager will be providing ongoing training and guidance. They will work side by side for a period of thirty days and then ongoing guidance will be available from the current Interim Manager as well as the Leadership Team.

In the first half of 2015, the Communications Team will continue to work with the contractor on the creation of the communications and marketing plans. The work will be reviewed during bi-monthly conference calls and webinars. Early in 2015 New Mexico will begin regularly disseminating an e-newsletter and e-blasts giving updates on RTT-ELC work. This will coincide with the launch of the earlylearningnm website, which will include information on the RTT-ELC work as well as the other aspects of the early learning system.

Technical Assistance (TA) for New Mexico will be coordinated through our TA Liaison as that it is an ongoing priority. There will be bi-monthly conference calls with our National TA Consultant.

PROJECT 2 - FOCUS-TQRIS

Key Accomplishments

New Mexico is building a Tiered Quality Rating and Improvement System across all of the early learning sectors, including Home Visiting, Early Intervention (Family Infant Toddler Program), Early Head Start and Head Start, Child Care, PreK, Title I and Early Childhood Special Education. A cross agency team meets regularly to ensure that the system is aligned across all agencies, sectors and programs, including the terminology, rating process, Continuous Quality Improvement (CQI) and consultation. For the purposes of explaining 2014 progress, we have delineated work by sectors to provide a clear picture of the different stages of FOCUS implementation.

Child Care, Head Start and Home Visiting

A revision of the FOCUS-TQRIS criteria for center based child care was released in July 2014. The additions supported the Full Participation of Each Child including: Family Engagement, Inclusive Practices for Children with Developmental Delays or Disabilities, Culture and Language, including support of Dual Language Learners, and Promoting Social Relationships. Statewide dialogue took place in July, which centered on the revised FOCUS criteria and allowed participants to share their feedback.

Four regional Training & Technical Assistance Programs (TTAPs) were leveraged to assist programs on the FOCUS waiting list to "Transition into FOCUS." Technical Assistance (TA) includes: the review of entry survey results to determine initial knowledge of FOCUS, assistance with completion of the transition survey and evaluation of results to determine TA and training needs and level of support provided to help program prepare for entry into FOCUS. Local communities of learners are being established to support programs not currently in FOCUS. The development of an action plan to support a program's self-study process until acceptance into the next Pilot Phase and assignment of a FOCUS consultant is also underway.

State funding allowed the four regional TTAPs to hire additional Child Care Inclusion Specialists and increase services provided and their services were extended to FOCUS participants.

The New Mexico Pyramid Partnership selected and began training a Master Cadre, consisting of 13 members, in preparation for promoting the social/emotional development of children (0-5) using the modules of the CSEFEL (Center on the Social and Emotional Foundations for Early Learning) curriculum.

The FOCUS Orientation for Early Childhood Cross-Sector Consultants and Leadership was a 2 day meeting held in October with over 130 participants. The meeting allowed consultants to get to know each other and build stronger regional and cross sector relationships. Another Cross Sector Consultant and Leadership event is scheduled for February 2015.

Conversations have begun between CYFD, PED, Tribal Programs and the Navajo Nation. In December, staff from both Departments made a presentation at the regional and statewide Tribal conferences. There was also tribal representation at the Early Childhood Symposium.

During 2014 a team composed of Home Visiting Program Providers, Home Visiting Training and Technical Assistance team members, Home Visiting Data Team and CYFD Home Visiting staff, begun the process of reviewing and revising the New Mexico Home Visiting Program Standards and the Home Visit Continuous Quality Improvement process to prepare for the crosswalk and alignment of the FOCUS criteria. The revisions included the identification of quality standards separate from compliance standards required for implementation of the Home Visiting program, professional development requirements and implementation of curriculum and assessment. CYFD hired 3 Home Visiting Monitors who are working with a group of consultants, stakeholders and staff in the crosswalk between the New Mexico Home Visiting Program Standards and the FOCUS-TQRIS Essential elements.

PreK, Title 1 and Early Childhood Special Education (IDEA 619)

In January 2014, PED reviewed the current FOCUS criteria and PreK Program Standards to create a crosswalk of both documents. The crosswalk, which included IDEA 619 and Title I programs, was completed in June. The PreK Program Standards were aligned with FOCUS criteria as a result and the PreK program contracts reflected these changes. Then the University of New Mexico (UNM) Center for Development and Disability (CDD) was contracted to create FOCUS criteria, including monitoring tools with protocols for use in PED PreK, Title I and IDEA 619 programs. A FOCUS Project Manager was hired through the contract with CDD. UNM CDD is also in the process of hiring 2 FOCUS Training and Development Consultants to assist the Manager. Work started on the PED FOCUS revision in August 2014.

A draft of the New Mexico FOCUS: Essential Elements of Quality for PED Preschool Programs (PreK, IDEA 619 and Title I) was completed in October 2014. Stakeholder meetings were held in October and November with approximately 45 PreK, Title I and Special Education administrators from school districts throughout the State with the purpose to help participants gain an understanding of FOCUS and provide feedback on the PED FOCUS draft.

PED PreK, IDEA 619 and Title I program staff participated in Cross Sector Team meetings, Child Trends Meetings and State Implementation Team Meetings with members of the Children, Youth and Families Department (CYFD) and Department of Health (DOH). Staff was also on hand for the NM FOCUS Orientation for Early Childhood Cross-Sector Consultants and Leadership in October and the Early Childhood Symposium in December.

New Mexico is in the process of validating the criteria for community based PreK.

Early Intervention - Family Infant Toddler (FIT) Program (IDEA Part C)

The Family Infant Toddler (FIT) Program at the Department of Health hired a manager to oversee the development of their FOCUS-TQRIS criteria in 2014. A contract was established with the University of New

Mexico Center for Development and Disability (UNM CDD) to develop criteria and tools, provide training and coaching, validate tools and FOCUS-TQRIS measurement.

The FIT Program is developing TQRIS criteria through a Stakeholder group of providers, parents and State agency personnel. This process has involved a review of the literature to determine evidenced based early intervention practices, as well as the knowledge and professional wisdom of the Stakeholders. The initial Stakeholder meeting took place in September 2014 with a second one in November. There was also a meeting held with UNM Early Childhood Learning Network staff to identify and develop an initial list of potential TQRIS criteria.

The Inter-agency Coordinating Council (ICC), which advises and assists the FIT Program, designated the quality subcommittee to provide input and recommendations regarding the development of TQRIS criteria.

Challenges and Lessons Learned

Child Care, Head Start and Home Visiting

The recruitment and hiring of qualified FOCUS consultants took longer than expected, this caused some delays in the initiation of the Pilot Phase III, creating a need to develop alternative methods to assist the programs during the transition process into FOCUS. Recruiting and hiring FOCUS consultants in rural - isolated areas of the State was an additional challenge that continues to be addressed by both, the contractor responsible for FOCUS consultation and CYFD staff.

The WELS (Web-based Early Learning System) database is behind schedule in completing the development and implementation process. This has caused a delay in the FOCUS online application and data collection process. CYFD continues to receive e-mail based applications for participation, entering the data into the shared FOCUS document (between UNM and CYFD), for tracking and program assignment. UNM, the contractor responsible for tracking the FOCUS data has identified other methods for data collection that can be back-entered into FOCUS. This includes, the use of the Training Registry system, Excel and hard-copy documentation data.

CYFD has been providing assistance to Head Start programs and is in the process of identifying a consultant to work with participating programs. The Head Start Collaboration Office continues supporting programs that may be interested in participating in FOCUS.

PreK, Title 1 and Early Childhood Special Education (IDEA 619)

It may be a challenge to be able to implement FOCUS and TQRIS in all public schools early childhood programs without offering monetary or other incentives.

The proposed FOCUS - TQRIS criteria differs across programs, particularly between public school, PreK and private child care. There is a need to validate the ratings across the systems and programs. For example, IDEA 619 Special Education programs operate in various settings, including private child care, PreK, Head Start, the family's home, and public schools, so it is challenging to have a set of criteria that effectively covers all methods of service delivery.

Early Intervention - Family Infant Toddler (FIT) Program (IDEA Part C)

Some local programs have voiced concern about TQRIS and what it means to them in terms of time commitment.

While most provider agencies have had little difficulty in using the Individualized Family Service Plan (ISFP) Quality Review Tool, an ongoing concern is with inter-rater reliability.

Next Steps

Child Care, Head Start and Home Visiting

Using Child Care funds, The State of New Mexico engaged in a contract with the statewide Training and Technical Assistance programs (TTAPs), to develop transitional supports for programs that have submitted their application and are in the waiting list for FOCUS participation. Transition FOCUS supports will begin immediately to programs on the FOCUS waiting list.

UNM Continuing Education (UNM CE) is the current contractor providing FOCUS consultation services. They have been directed to provide a plan of action to remedy current consultant vacancies and support for FOCUS programs in areas of the State where a local consultant is not available. CYFD and UNM are working together to explore other methods for consultations in these remote-rural communities, some of the methods include: online training, use of technology, subcontracting with local educators to provide consultation and cross-training with current local consultants (PreK, TTAP, etc.).

UNM Continuing Education and the CYFD Office of Child Development (OCD) staff will continue to work with WELS to complete the online FOCUS application, self-study process and the FOCUS verification materials to be completed online.

To assist in some of the training needs, CYFD is reviewing options to provide consultants and informational ASQ training to cross sector consultants. The trainings will cover the ASQ-3 (Ages and Stages Questionnaire - Third Edition) and the ASQ: SE (Ages and Stages Questionnaire: Social-Emotional) so that consultants have good overall knowledge of both tools. FOCUS trainings are now being developed and revised based on the amended criteria. Trainings are also being reviewed with the goal of offering them online via the UNM CE Training HUB.

Based on the Cross-Sector discussions and participants' feedback, the FOCUS criteria will be reviewed to determine alignment with the overall FOCUS-TQRIS cross-sector Essential Elements.

The current contract with Child Trends is being amended to include work that will determine several factors such as: a) Common elements amongst all sectors and identification of those elements that are specific to each sector, b) Common definitions and concepts for each one of the Essential Elements and the implementation process and c) Possibility for common tools to be used across the early childhood sectors. In addition, discussions have started with Child Trends for the development of a separate contract specifically to validate the rating and elements of the remaining Early Childhood Sectors: Preschool Programs (PreK, 619 and Title I), Early Intervention and Home Visiting.

PreK, Title 1 and Early Childhood Special Education (IDEA 619)

Recruitment for pilot sites started in Fall 2014 during the FOCUS Stakeholder Meetings on October 3, 2014 and November 20-21, 2014. PED staff asked for volunteers for the pilot to start in January 2015. The types of preschool programs that PED wanted to pilot were: PreK classrooms, PreK inclusion classrooms, and stand alone Title I preschools. Administrators from 10 school districts and 1 charter school volunteered to pilot the PED FOCUS TQRIS. Administrators of the pilot were notified in December of the plans for the PED FOCUS Kick-Off Orientation on January 27-28, 2015. Invitations were sent out in January.

PED plans to seek resources or participate in networks that will provide information on quality rating systems specific to Special Education and Public Schools. This will aid in the creation of monitoring tools and a verification system.

The current contract with Child Trends is being amended to include work that will determine several factors listed above such as: a) which of the Essential Elements of Quality for PED Preschool Programs (PreK, Special Education, and Title I) are implemented as part of the cross sector work and what elements are specific to PED Preschool Programs, b) Common definitions and concepts for each one of the Essential Elements and the implementation process and c) Possibility for common tools to be used across the early childhood sectors. In addition, discussions have started with Child Trends for the development of a separate contract specifically to validate the rating and elements of the Preschool Programs (PreK, 619 and Title I).

Early Intervention - Family Infant Toddler (FIT) Program (IDEA Part C)

Recruit FIT provider agencies to participate in a video demonstration project. Providers will use video to enhance their practice and examples will be posted on a web based video library. Videos will also be used for training and measuring quality practices.

The UNM contract includes a subcontract with ENVISION New Mexico to validate the tools for inter-rater reliability, including the IFSP Quality Rating Tool. The FIT Program will also be developing an online training for the IFSP tool.

The FOCUS-TQRIS criteria and tools for measurement will be developed and finalized by the summer of 2015 at which time they will be piloted by 4 to 5 provider agencies.

PROJECT 3 - EARLY CHILDHOOD INVESTMENT ZONES

In a collaborative effort between the Department of Health (DOH), Public Education Department (PED) and Children, Youth and Families Department (CYFD), Early Childhood Investment Zones were identified taking into account the following Socio-Ecological and Educational Risk Factors:

- Adolescent births
- Pre-term births
- Infant mortality
- Poverty
- Juvenile arrest
- Domestic violence
- Inverse graduation rate
- Unemployed
- Combined child abuse victim
- Percent of births to mothers who did not complete high school
- Percent of all schools that DO NOT have a School-Based Health Center
- Percent of female high school students that were NOT participants in GRADS Programs during 2010
- Percent of students who did not graduate 4 years after entering 9th grade, school year 2009-2010
- 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 students receiving free or reduced priced meals, school year 2009-2010
- Percent of population 25 years and over without high school graduation

- Percent of all schools that are Title I schools
- Dollars expended on personnel salaries per pupil- all schools
- Percent of elementary schools graded “D” or “F” (percent)

Key Accomplishments

Capacity building sessions have taken place in several Investment Zone Communities:

- South Valley - Albuquerque Area
 - Over 50 early childhood practitioners from that community participated
 - Majority Spanish Speaking - serving low income families in Homes and Small Centers
 - Included Community Organizers and Advocates
- Gadsden area - Dona Ana County
 - Over 30 early childhood practitioners from that area participated
 - Majority Spanish Speaking - serving low income families in Homes and Small Centers
 - Included Community Organizers and Advocates
- Las Colonias - Dona Ana and Sierra Counties (including Hatch School District)
 - Over 100 early childhood practitioners from that area participated
 - Community-based programs - serving low income families in Homes and Small Centers
 - Included County representatives, Community Organizers and Advocates
- Rio Arriba - Ohkay Owingeh (formerly known as San Juan Pueblo)
 - Over 25 early childhood practitioners (including child care, Tribal Head Start and Tribal Early Head Start)
 - Included tribal representatives and Early Childhood Director

Outcomes of the capacity building efforts:

- South Valley
 - Continues their ongoing meetings additional partners have joined in:
 - MIECHV funded community organizers
 - Kellogg Foundation
 - Thornburg Foundation
 - County officials
 - They continue assessing the needs of the community and coordinating resources available
- Gadsden
 - Increased number of programs participating in FOCUS
 - Increased number of programs participating in NM PreK
 - Increased number of programs participating in Home Visiting
- Las Colonias - Dona Ana and Sierra Counties (including Hatch School District)
 - A new Home Visiting Program has been contracted to serve specifically the communities identified as Las Colonias
 - The program hires staff from the community and supports the grassroots efforts of the Investment Zones philosophy
 - The overall number of early childhood programs (Homes and small centers) applying for FOCUS and PreK have increased

Challenges and Lessons Learned

Even though the number of programs participating in the Early Learning System initiatives is increasing, the need for continuous capacity building efforts continues to be a challenge. New programs serving Investment Zone areas struggle with lack of resources, recruitment of qualified staff and opportunities for professional development.

Next Steps

Communities have requested a grassroots approach to support Registered Child Care (a high number in that community area) and increase parental involvement.

- Effort in collaboration with State General Funds using a Home Visiting Approach
- Community Organizer Contract being completed to work with programs to increase parental participation

Programs from Early Childhood Investment Zones have been selected (Family Child Care, Centers) with enhanced support through training and consultation for FOCUS and PreK.

Community-based Leadership

- Through a Contract with the University of New Mexico Family Development Program, a Leadership engagement approach has started as follows:
 - The Center provides community-based professional development throughout New Mexico as an outreach project of the College of Education.
 - The Contract is set for isolated communities such as the Northern Cluster, and Eastern NM Cluster
- Early Childhood Neighborhood Leadership -
 - Designed for early childhood community-based leadership development, using the Mind in the Making life skills as a framework for individual, team and community collaborative leadership practice.

PROJECT 4 - WORKFORCE DEVELOPMENT

Key Accomplishments

Higher Education

The Early Childhood Task Force was developed to establish a professional development system in New Mexico's early childhood workforce, they began to examine the competencies that guide the entire professional development system and accompany the Early Childhood licensure. At that time the primary task was successful articulation of the two-year and four-year institutions through the development of common core content and the creation of a statewide common catalog of courses.

The work the New Mexico Early Childhood Education Higher Education (ECHE) Task Force has been involved since 1992 is being the foundation for the RTT-ELC workforce development project, including the professional development of faculty and adjunct faculty, need for scholarships and practices related to reflective supervision.

The New Mexico Early Childhood Education Higher Education (ECHE) Task Force became an official standing committee of the Early Learning Advisory Council (ELAC). Working together with ELAC, the ECHE Task Force has been involved in Strategic Planning to ensure that the needs of the early childhood community are being met.

Scholarships

Using RTT-ELC funds, the Children, Youth and Families Department (CYFD) contracted with the New Mexico Association for the Education of Young Children (NMAEYC) for T.E.A.C.H. ® scholarships to support the professional development of Early Childhood practitioners, including Home Visiting and Early Intervention personnel, Master's and Doctorate level as part of the implementation of FOCUS-TQRIS.

Reflective Practices and Infant Mental Health Endorsement

CYFD successfully developed and implemented contractual agreements with state and national consultants and entities such as the New Mexico Association for Infant Mental Health to complete the tasks specified in the RTT-ELC grant to support the development of the early childhood workforce. This included, training and lectures regarding infant mental health, consultation to support the Infant Mental Health Endorsement of early childhood educators and early childhood education faculty and to develop and provide trainings on Reflective Practice to FOCUS management and consultants.

Challenges and Lessons Learned

The implementation of the professional development project in rural communities continues to represent a challenge due to access and availability of resources. In addition, staff retention in early childhood programs continues to be an issue. The turnover is mostly due to wages, ability to carry out required responsibilities and burnout.

Next Steps

Utilizing other state and federal funding, the State has implemented measures to assist in the reduction of staff turnover and support workforce development through participation in FOCUS.

Those measures include:

- A contract with NMAEYC for the implementation of New Mexico INCENTIVES Program to provide INCENTIVES Early Childhood pay supplements to 130 early childhood educators.
- Increased Infant rates
- One year extension of the 2+ STAR reimbursement
- Higher reimbursement for FOCUS 3, 4 and 5 STAR programs
- Funding to support floaters for classroom planning
- Mental Health Consultation for early childhood programs

PROJECT 5 - EARLY CHILDHOOD DATA SYSTEMS

Key Accomplishments

Data Visualization

NM-IBIS data visualization enhancements are being developed in five phases:

1. Technical alternatives analysis
2. Website development (mapping capability into the existing NM-IBIS website)
3. Database restructuring (to accommodate school- and district-level trend graphs)
4. Website development (community-level trend reports)
5. Website development (dashboard-type interactivity)

The project is now well into phase 2, and has beautiful maps that were populated dynamically from NM-IBIS query and indicator report data (website test URL available upon request).

A geocoding protocol was developed and is being used in the Department of Health (DOH). The protocol is available upon request. In conjunction with the geocoding protocol, a reference database of New Mexico addresses and their geocoordinates (longitude and latitude) has also been developed. It is being further developed and maintained by DOH. The Georeferenced Statewide Address File (GSAF) reference database is available to other NM State agencies for use in geocoding which will enable accurate mapping of data to show location and density of early learning programs and mapping of other factors.

Enterprise Provider Information Constituent Services (EPICS) System

EPICS (Enterprise Provider Information Constituent Services) Phase 3 Race to the Top accomplishments in 2014 includes the replacement for Child Care Assistance and Child Care Provider into EPICS and out of CYFD's current delivery system FACTS (Family Automated Client Tracking System). The key deliverables in 2014 for Child Care Assistance in EPICS were Child Care Assistance Case Management, Child Care Provider and Provider Case Management. Child Care Assistance Case Management consists of Intake/Application process, Eligibility, Waiting List Management, and Non-Custodial Parent for Child Care. The Child Care Provider and Provider Case Management consisted of both Registered and Licensed providers.

This phase included ongoing weekly meetings that were scheduled between CYFD ECS (Early Childhood Services) data and program staff along with CYFD IT/EPICS development team to develop functionality, business rules and process. In the fall of 2014 a kick off meeting was held so that CYFD/IT EPICS development team could present their Phase 3 accomplishments. Various screens for the client demographic information, Income, Education and other income we presented along with their functionality based on our development collaboration.

The RTTT Team completed all key deliverables in the areas of Requirements, Design, Build, Conversion and Testing Phases. All iteration deliverables and Redmine tasks in Milestone EPICS Phase 3 Child Care Assistance-Case Management and Child Care Provider-Provider Management iterations were completed 100 % as schedule on October 31, 2014.

Early Childhood Integrated Data System

Memorandums of Understanding (MOU) were reviewed and found to be adequate by the Data Governance Committee. Existing system inventories were completed for the Person entities (Child, Parents, and Staff). A Technical Team was formed in July 2014. Membership was comprised of employees of the three State agencies (CYFD, DOH, and PED) and reviewed the Common Educational Data Standards (CEDS). This team identified which elements were to be included in the system. A preliminary database diagram and data dictionaries were then completed. The data governance was stabled, coordinating policy and practice decisions across agencies. Best Practices were incorporated into the planning process from the Data Privacy and Database Design Workshops. Progress was made toward the completion of the trainer registry and educator registry. Standardized data is being collected by the University of New Mexico (UNM) for FOCUS consultant reports to allow data to be migrated into WELS. Joint Application Design (JAD) meetings were held and a process was created for business requirements and review.

Challenges and Lessons Learned

Data Visualization

The team took a calculated risk in developing the GSAF reference database. It was believed the task could be accomplished but were not aware of the effort that would be involved. The task has been surmountable, however, the file continues to grow as we encounter new addresses, and the work of maintaining the file will need to be sustained. Progress is being made and the schedule is the only challenge regarding the NM-IBIS development. The development effort is greater than anticipated. Now the options are to 1) complete the development partway through phase 4 and stop there, or 2) reallocate some of the NM Race to the Top budget to complete the NM-IBIS website development. Initial discussions with Leadership Team members suggest that option 2 is feasible.

Early Childhood Integrated Data System

PED is working on optimizing our collaboration process to ensure continual progress and efficient use of staff time. The WELS (Web-based Early Learning System) release of the software has not met contracted timelines. Some process flows have had to be added, clarified or reconfigured by the University of New Mexico (UNM) and CYFD which has contributed to the delays.

Cross-sector involvement needs to be addressed to be responsive to the needs of Head Start, Public Schools, Early Intervention, FIT, 619 and others. Project Certification from the Department of Information Technology (DoIT), required for all projects over \$100K, was scheduled for September, which delayed the Department of Health (DOH) awarding a contractor. The original plan to have a blanket initial Project Certification was not possible, and individual certifications by an agency are required prior to “umbrella” certification.

The hiring process has been time consuming and has caused numerous delays.

Next Steps

Data Visualization

NM-IBIS development began early in the grant period, and as such it is still ahead of the New Mexico Race to the Top database development. The two tracks should dovetail nicely.

Enterprise Provider Information Constituent Services (EPICS) System

The focus during the 2015 year will be the continuation of work on the EPICS Phase 3.1.D Target Version and the start of EPICS Phase 3.1.E Target Version. EPICS Phase 3.1.D Target Version will comprise of Child Care Eligibility as it relates to Contracts. Child Care Provider Certifications, Child Care Co-Payments, Child Care Contracts and Primefaces Conversion. Iteration 3.1.E will include Child Care Co-Payments, Child Care Contracts, Primefaces Conversion. As components are built UAT testing will be conducted by ECS staff.

Early Childhood Integrated Data System

- Complete system inventories for Organization and Assessment Entities
- Complete modifications to diagrams and dictionaries based on the inventories
- Baseline person matching capabilities and refine matching algorithm
- For WELS, continue weekly monitoring of database development to address tasks as prioritized in the JIRA Project tracker.

- UNM to ensure WELS will use all resources at its disposal to complete the database project in a timely manner and consistent with industry standards and within the contracted Scope of Work.
- Determine if and how an incremental roll-out of components is feasible for users and appropriate within the identified, contracted Scope of Work for WELS, the subcontractor.

PROJECT 6 - KINDERGARTEN ENTRY ASSESSMENT

Key Accomplishments

KEA Development

The Public Education Department (PED) secured a contract with WestEd in April, 2014 for the development of the Kindergarten Entry Assessment. WestEd completed a rigorous validation study of New Mexico's PreK Observational Assessment Tool used successfully for several years in New Mexico PreK programs and determined that the PreK Observational Assessment Tool was both valid and reliable. This pre-existing tool provided a framework for the development of the Kindergarten Entry Assessment, now named the Kindergarten Observation Tool (KOT). WestEd also conducted a thorough scholarly read and literature review and presented their findings to PED in June 2014. The literature review report included components of defining and measuring school readiness, providing information that guided the creation of New Mexico's KOT.

The Pilot version of the KOT was formatted to mirror New Mexico's PreK Observation Tool. The KOT development was also guided by existing research and the National Research Council's recommendations for early childhood assessment. The aim of the tool was to encapsulate the range of behaviors and capabilities identified as essential to Kindergarten readiness, but not overwhelm the teachers within the first 30 instructional days of school with a time-consuming assessment system. A KEA Essential Indicators Crosswalk was completed by WestEd to ensure that the Pilot KOT rubrics were aligned to the PreK Observational Assessment Tool, New Mexico's Early Learning Guidelines, and the Kindergarten Common Core State Standards. This allows the KOT to “bridge” the gap between the Early Learning System (birth to five) and the Elementary School System; it eases the transition for New Mexico's kindergarteners.

The rubric structure allows teachers to observe students' behavior in a natural setting and record a rubric score across a continuum ranging from the middle of PreK to the middle of First Grade. Teachers will select one performance level for each observation, then choose a “final rating” that best represents each student's performance on a given indicator. While only Kindergarten teachers will use the assessment at this time, the range of performance indicators accommodates the different performance levels individual students may display upon Kindergarten entry. The range of performance indicators also aims to minimize the risk of “ceiling” or “floor” effects in which the majority of students are performing at a rating on either end of the continuum. An example of the rubric language and structure is provided below:

New Mexico KEA Essential Indicators:

Domain 2 - Language Arts

Outcome 7 - The child engages in activities that promote the acquisition of emergent reading skills.

Indicator 7.3 - Progresses in understanding and using conventions of reading (including holding book upright, identifying front and back, turning pages correctly, and recognizing that print proceeds from left to right).

New Mexico Kindergarten Standards Assessed:

- K.RI.5 Identify the front cover, back cover, and title page of a book.
- K.RF.1 Demonstrate understanding of the organization and basic features of print.
- K.RF.1.a Follow words from left to right, top to bottom, and page by page.

Rubric Ratings:

- Making Progress for Pre-K: Holds a book upright and attempts to turn pages. Identifies the first page to begin reading (i.e., first page of text).
- Accomplished for Pre-K (First Steps for K): Holds and handles a book correctly (turns pages independently). Identifies the front cover, back cover, and title of a book. Distinguishes pictures from print.
- Making Progress for K: Identifies the first word on the first page as the place to begin reading. Demonstrates some understanding of directionality in a text (i.e., follows words in a book from left to right, top to bottom, and page by page), but may skip lines or miss pages when attempting to read independently.
- Accomplished for K (First Steps for Grade 1): Identifies book elements with ease and follows rules related to directionality proficiently when reading appropriately leveled texts.
- Making Progress for Grade 1: Follows all conventions of reading, including those related to more distinguishing features of printed words and sentences (e.g., punctuation).

The final set of rubrics for the Pilot Test included 32 Indicators across seven developmental domains. The Pilot rubrics also cover a larger percentage of Kindergarten CCSS and State Standards in other content areas. A breakdown of the CCSS covered in the KOT is as follows:

- Literature - 40%
- Information - 40%
- Foundations - 43%
- Writing - 33%
- Speaking and Listening - 71%
- Language - 32%
- Counting and Cardinality - 33%
- Operations and Algebraic Thinking - 20%
- Numbers and Operation in Base Ten - 0%
- Measurement and Data - 100%
- Geometry - 100%

A breakdown of the Content Area Standards covered in the KOT is as follows:

- English-Language Arts - 43%
- Math - 51%
- Physical Education - 26%
- Social Studies - 28%
- Science - 47%
- Arts - 8%

A proportional breakdown of the KOT domains is provided here:

- 3 Physical Development, Health, and Well-Being Indicators (9%)
- 10 Literacy Indicators (31%)
- 4 Numeracy Indicators (13%)
- 1 Aesthetic Creativity Indicators (3%)
- 3 Scientific Conceptual Understanding Indicators (9%)
- 7 Self, Family, and Community Indicators (22%)
- 4 Approaches to Learning Indicators (13%)

Pilot Test

PED and WestEd recruited 42 teachers to pilot the assessment in October 2014. WestEd developed training materials for the Pilot including PowerPoint, an assessment manual, and rubric samples. WestEd conducted two web-based training sessions in October and November 2014 for Kindergarten teachers participating in the Pilot Assessment. After completion of the training, teachers began administering the assessment in November 2014. The Pilot window extends to January 2015. By the end of the calendar year, feedback from teachers had begun to be collected. WestEd and the KEA Coordinator were also able to provide ongoing support to the Pilot site participants throughout the Pilot window via phone calls, emails, and a site visit. Upon completion of the Pilot window, surveys and additional feedback will be collected. Focus groups are also currently being planned with the first group to meet in February, 2015. The information gathered will inform targeted revisions to the content and language of the KOT, and the professional development content and presentations.

Field Test

Selected sites have been proposed, with special considerations made for State funded PreK districts to be included. Additional considerations were made to reflect the various demographics of New Mexico's students while managing the volume of teachers to be trained and students to be observed. The goal is to include 50% of the State's districts. Once approved, communications with the selected districts will begin immediately.

Professional Development

In preparation for the Field Test, WestEd and PED will be utilizing the Train the Trainer model to prepare teachers for the upcoming observation window (June - October 2015). WestEd and PED will be training 40 trainers, consisting of district and Regional Educational Cooperative (REC) staff, at the end of April 2015. RECs are State agencies administratively attached to the Public Education Department. RECs provide fiscal administration, technical assistance, and direct services to participating member school districts and state-operated schools. There are 9 RECs located throughout the State. The trainers are responsible for providing training to the teachers in participating Field Test districts, with special time considerations made for K3+ program teachers.

WestEd and the KEA Coordinator are coordinating the development of the professional development materials, manuals and structure of the professional development system. Larger districts with over 100 Kindergarten teachers will have professional development provided by their district staff that will have attended the Train the Trainer training. Smaller districts will be grouped regionally and will attend training by one of the REC staff. PED has drafted a contract to utilize REC9 to manage the coordination of professional development. Duties include but are not limited to providing registration for teachers, reproduction of materials, and paying stipends for attending the regional trainings.

Professional Development Delivery Structures

A professional development delivery structure was implemented to support the creation and delivery of professional development content. A professional development team has been coordinating with WestEd staff, PED, and the KEA Coordinator. The professional development team is responsible for creating professional development content and presenting it to regional and district professional development presenters and staff. The regional and district staff will then train the teachers in their district or region.

Technology

Technology plans have been developed to incorporate two elements of KOT work. One essential element is the development of a data collection and storage system that will integrate our KOT data into New Mexico's longitudinal data system, STARS. Work continues as planned for this system and is on pace to be ready for training purposes in April 2015, and for the Field Test in June 2015. The second element of the technology scope of work is to develop an application with online and offline capabilities to support teachers in their ability to more easily record their rubric ratings and observations. PED is currently waiting for an RFP to be accepted. In the meantime, foundational work has already begun in house to ensure the project stays on track to meet the deadline of the end of April 2015.

PED hired a RTT-ELC position in the IT department to oversee all RTT-ELC technology development components in November 2014. Weekly meetings have been scheduled and diligently kept to coordinate efforts and communication between IT and KEA Coordinator.

Project Management and Coordination

The Public Education Department was also able to finalize a contract for a Kindergarten Entry Assessment Coordinator in 2014 to work out of Central Region Educational Cooperative (REC5) in Albuquerque. The KEA Coordinator started in November 2014. The KEA Coordinator has worked in coordination between WestEd and PED to keep the project on schedule.

The KEA Coordinator's duties include, but are not limited to: the creation of the professional development system, the development of professional development materials, providing on-going support to Pilot Test participants, and coordinating work between WestEd and PED to ensure the project stays in budget and on time. The KEA Coordinator has also collaborated with a handful of states to share ideas and experiences regarding the development, implementation, and professional development of a statewide KEA. These collaborative opportunities have allowed the project team to learn from other state's experiences and plan for challenges that can be anticipated.

PED, WestEd, and the KEA Coordinator have also set up a system of re-occurring meetings to communicate, collaborate, and stay connected either through web-conferencing or face-to-face meetings. The meetings are as follows:

- Weekly status conference calls between WestEd, PED, and KEA Coordinator
- Weekly technology face-to-face meetings with PED Technology staff
- Weekly collaboration meetings between PED and KEA Coordinator
- Weekly professional development meetings between WestEd and KEA Coordinator

Finally, the KEA project management team submits monthly Project Summary Reports to our RTT-ELC Coordinator along with updates to the GRADS360 system. These reports ensure that the project stays on

schedule and informs all parties involved of the progress made during that month. The reports also communicate concerns and planning for next steps. The reports contain the following information:

- Accomplishments / Innovations / Areas of Pride
- Challenges / Potential Areas of Concern
- Next Steps
- Technical Assistance Needs / TA Plan Status

Communications and Branding

The grant team identified communications and marketing as an essential component of New Mexico's KEA work. PED developed a proposal to re-brand the KEA as the Kindergarten Observation Tool with the intention of bringing focus to the observational nature of our tool. The KEA project management team also collaborated with RTT-ELC team at marketing and communications meeting with North Carolina Early Childhood Foundation to define goals and objectives for our marketing and communication plan for the entire RTT-ELC body of work. Next steps will include the identification of Stakeholders that need intentional communication plans to share our work regarding the KOT.

Lessons Learned

PED has learned that keeping on pace is the most critical element to our project's success. PED cannot wait for contracts to be finalized or positions to be filled. The plans are all in place and work is always moving forward with the staff already in place. PED has also prioritized our focus with the work force currently dedicated to this project to make sure essential elements are finalized first, while still planning to include additional work when positions are filled and essential elements completed. All future decisions all hinge on completing project elements on time.

Revisions to project plans had to be made to accommodate the amount of work needed to be completed to be ready for full rollout. The approval process for the contracting of WestEd pushed some of our dates back so PED and WestEd created a new project work plan. Instead of having the Pilot and full rollout, PED and WestEd added the "field test" portion with 50% of districts to allow the team to obtain more teacher feedback to inform the revisions of the KOT. This work is now all on schedule and provides the team a greater opportunity to create the best KOT possible and positively impact the lives of New Mexico's Kindergartners. Progress will be tracked with an approved scope of work created by WestEd and approved by KEA Coordinator and PED. This document outlines WestEd's complete scope of work for the rest of the grant period.

Challenges

There have been a few challenges to the KEA portion of the work. Some of the challenges were anticipated by the team, while others occurred throughout the process. The challenges include:

- Messaging Stakeholders in a current climate of concern about over-assessing students
- Recruiting teachers for Pilot due to lack of incentives for participation
- Teachers changing their mind about participating in the Pilot
- Time for PED staff to work with WestED
- Timeline needed modifications due to the contract approval process with WestEd and PED

Next Steps

Strategies have been put in place to address the aforementioned challenges. The strategies include:

- Developing a communication plan to brand and message the KOT in current education climate to a wide variety of Stakeholders. This strategy will address the messaging challenges that affected the KEA work.
- Focus groups and surveys have been developed to obtain feedback from all Stakeholder groups to target changes to the tool, process, and use of data. While WestEd and PED have not provided incentives, participation in these surveys and focus groups have been marketed as an opportunity to be involved and provide real feedback that will shape the future look, feel, and content of the assessment and training materials. Information from these communication measures will address a number of issues. The information from these plans will support the creation of a tool that is highly effective and manageable for teachers and students while engaging Stakeholders in the process.
- Professional development revisions have been made and will continue to be made to meet needs and address feedback from surveys, focus groups. The information provided from surveys and focus groups will continue to shape the professional development provided for teachers in the Field Test and full implementation in 2016. WestEd and PED understand that the success of this project lies in large part to the professional development that is provided for teachers.
- Meeting and communication structures have been developed between members of PED and WestEd to increase efficiency and coordination. Holding these meetings, work sessions, and communication structures will foster collaboration and ensure we are meeting deadlines for the project.

Contingency plans have been put in place to address potential delays in work production due to hiring process. These plans allow WestEd and PED to keep the project on track while the team waits for contracts to be approved.

Successful State Systems

Aligning and coordinating early learning and development across the State (Section A(3) of Application)

Governance Structure

Please provide any relevant information and updates related to the governance structure for the RTT-ELC State Plan (specifically, please include information on the organizational structure for managing the grant, and the governance-related roles and responsibilities of the Lead Agency, State Advisory Council, and Participating State Agencies).

New Mexico has established a coordinated governance model. This model establishes shared authority and accountability across the three agencies - Children, Youth, and Families Department (CYFD), Department of Health (DOH) and Public Education Department (PED). PED is the lead State agency. As the lead agency, PED is responsible for processing reimbursement requests from CYFD and DOH for expenditures toward work on the grant.

In October 2014, the Leadership Team created and implemented, with approval of the Executive Team, the New Mexico RTT-ELC Governance Manual. The Governance Manual identifies our Core Values - Coordination, Alignment, Sustainability, Efficiency, and Accountability. It provides background information on each of the three agencies. There is a description of our governance structure which includes roles and responsibilities for each of the members involved in the grant. The manual describes the decision-making process, communication process, and reporting systems.

The Governance Manual also includes our Data Governance Manual, which operationalizes the Early Childhood Integrated Data System (ECIDS) Data Governance Policy. The Data Governance Manual authorizes the Early Childhood Data Governance Committee, made up of the Leadership Team, to establish and enforce data governance standards and processes.

Implementation of the Governance Manual has provided additional structure and improved the day to day operations, coordination, communications, and reporting of the grant.

Stakeholder input is obtained primarily through the New Mexico Early Learning Advisory Council (ELAC) whose members are Governor appointed to make recommendations to the executive and legislature regarding the New Mexico early care and learning system. Members include both community provider agency and State agency representatives from the range of early learning systems including: Head Start, Child Care, Early Intervention, Home Visiting, PreK, etc. The RTT-ELC grant is a standing item on the ELAC agenda. ELAC makes recommendations regarding strategic alignments regarding the RTT-ELC scope work. The ELAC meetings include a public comment period where members of the public can ask questions and/or make statements addressing the RTT-ELC grant.

Each project is charged with engaging tribes to inform them of the RTT-ELC work, getting their input into the work, and determining whether the tribes as sovereign entities and their early childhood programs will be incorporated into the states RTT-ELC work.

The Early Learning Advisory Council (ELAC) meets quarterly for oversight and Stakeholder input.

The RTT-ELC Executive Team meets once a month for strategic planning, decisions that deviate from the original grant, budgeting of funds, human resources to create positions, and liaison with the Governor's Office as necessary.

RTT-ELC Leadership Team meets at least twice a month for strategic leadership, decisions that are in line with the grant, day-to-day budget decisions, and federal reporting.

Project Leads meet one to two times a month for alignment across projects.

Project Implementation Teams meet once a month to discuss the scope of work and alignment across State agencies.

State Executive Team

The Executive Team members represent each State agency involved with the grant at an Executive Level. The Executive Team is tasked with budgeting funds, creating positions with human resources departments, and liaising with the Office of the Governor as necessary. The members also sit on the Data Governance Committee.

State Leadership Team

The State Leadership Team is comprised by at least one member of each State agency involved in RTT-ELC. The Project Manager is part of the Leadership Team but not as a voting member. This leadership team provides strategic direction for the RTT-ELC grant and addresses: budgets, challenges, successes and requests for technical assistance. The leadership team communicates with Project Leads, providing guidance, support, oversight and review of reports from each Project Lead, approving any needed changes and updates before entering them into GRADS 360. The Leadership Team is involved in the implementation of the ongoing monitoring system at all levels including contractors and sub-contractors to determine need for intervention if there are any problems with performance or deliverables. The State Leadership Team meets monthly with the national TA Consultant and the Federal Project Officers to communicate the progress on the implementation of the grant. The Leadership Team meets quarterly with ELAC to inform them about progress, obtain Stakeholders input and share the information back to the Project Leads and Implementation Team. In addition, the Leadership team is responsible for providing information and reports to the Legislative and Executive branches as required.

Project Leads

Each Project has at least one "Lead" identified to coordinate, manage and monitor the aspects, activities and tasks specified in the scope of work. The FOCUS-TQRIS and Data Systems Projects have more than one Project Lead from the three State agencies in order to manage the extensive scope of work and a larger implementation team. The main Project Lead is responsible for coordinating their project team meetings, overseeing the work of the project, and collecting and submitting the progress and monitoring data to the State Leadership Team each month. Project leads meet monthly to ensure alignment across projects.

1. Grant Management

The Project Manager is responsible for the overall and day-to-day management of the RTT-ELC Grant in collaboration with the Project Coordinator from CYFD. A sub-team within this project is the Communications Team who work with the contractor to develop the communications and marketing plans.

2. FOCUS-TQRIS

The FOCUS-TQRIS Project Leads are responsible for ensuring that the Essential Elements of Quality, training and supports are aligned among the different sectors with in the early childhood system.

3. Early Childhood Investment Zones

The Project Lead is responsible for developing processes monitoring and procuring consultants to assess communities within the Early Childhood Investment Zones and assisting, in planning for resource development within those communities.

4. Professional Development

The Project Lead is responsible for the procurement and monitoring of the contracts and activities related to Higher Education implementation of ELG's in AA/BA courses, T.E.A.C.H. Scholarships and the professional development activities set up in the grant.

5. Early Childhood Data

The Project Leads are responsible for the procurement, monitoring and coordination of the early childhood data project of the grant. The team ensures that each department is involved in the design and development of the data systems.

6. Kindergarten Entry Assessment

The Project Lead ensures that the implementation of the Kindergarten Entry Assessment takes place according to the plan and Scope of Work ensuring that current New Mexico PreK Observational Assessment for use as the Kindergarten Entry Assessment is validated.

Implementation Team

The Implementation Team includes Project Leads plus representatives from each sector. Each Department participating in RTT-ELC is involved in the ongoing planning, implementation, monitoring, follow up, and community input of each Project and Task of the grant. This group works with local participants, contractors and sub-contractors.

New Mexico Early Learning Advisory Council (ELAC)

In 2011, the New Mexico Early Childhood Care and Education Act was passed to create the Early Learning Advisory Council (ELAC). The Act was outlined in Senate Bill 120 (SB120).

New Mexico's SB120 states that an early childhood care and education system is vital in ensuring that every New Mexico child is eager to learn and ready to succeed by the time they enter Kindergarten, that high quality early learning experiences have been proven to prepare children for success in school and later in life, and that cost-benefit research demonstrates a high return on investment for money spent on early childhood care and education for at-risk children.

The purpose of the Early Childhood Care and Education Act is to establish a comprehensive early childhood care and education system through an aligned continuum of State and private programs.

The New Mexico Early Learning Advisory Council was created to ensure implementation of the Early Childhood Care and Education Act.

RTT-ELC progress is discussed with ELAC at least quarterly as part of the Council's standing agenda. There is at least one Sub-Committee to address each one of the goals listed above: Pyramid Partnership for Infant-Early Childhood Social/Emotional Development, Special Quest for Inclusive Practices for Children with Disabilities or Developmental Delays, Early Childhood Higher Education (ECHE) Task Force and the T.E.A.C.H. Scholarships sub-committee. The sub-committees of ELAC work with the Race to the Top State Implementation Team and Project Leads in the local implementation of RTT-ELC projects and tasks.

Stakeholder Involvement

Describe State progress in involving representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the implementation of the activities carried out under the grant.

Continuous Quality Improvement (CQI)/Cross-Sector Leadership

One of the key elements of the RTT-ELC grant is the cross-sector Continuous Quality Improvement (CQI) process. The CQI is a strength based approach to building and sustaining respectful, collaborative relationships and interactions with and among director/providers, staff and children and with partner agencies. CQI transforms organizations to a learning organization culture that relies on mission, vision, and values to improving practices and outcomes that benefit children, families and communities. It is an ongoing process by which programs and agencies makes decisions and evaluates its progress. CQI is our tool for getting better at getting better. CQI creates an environment in which those who are closest to the work are actively engaged in assessing and reflecting on practices and making improvements based on those assessments. CQI efforts are driven by data that helps tell our stories about what is happening in practice and policy. Staff are in this work because they are committed to improving outcomes for children and families; the system must support them in this work. CQI is about building capacity in each other and ourselves.

New Mexico is creating a graphic representation of their Early Childhood system, connecting the work in essential element areas, such as Family Engagement, Dual Language Learners, Promoting Social Relationships, and consultation in the work of the FOCUS Leadership Circle and the FOCUS Cross-Sector Leadership Team.

With participating early childhood educators and representatives the State can create a map of current supports for consultation and TA with initial dialogues regarding the development of the systematic and consistent approach for Continuous Quality Improvement (CQI) and Consultation Competencies. FOCUS-TQRIS has a strong component on CQI and we want to have a discussion about the approach and process for implementation.

New Mexico is looking at developing competencies that are consistent across the Early Childhood system. Each sector has training and consultation with a set of competencies and skills including common ones shared across programs. In addition, to support the Full Participation of Each Child and our NM Guiding Principles, there are certain competencies needed to insure the NM Consultation system is in place. An initial summary from the State and Cross Sector Leadership Meeting on FOCUS, CQI and Consultation has been shared with cross-sector leadership. The summary provides data to review by the Leadership Teams in determining next steps.

The goal of the FOCUS Leadership Circle is to have an in-depth discussion of each component for the Full Participation of Each Child regarding the definitions and rationales. From this discussion, a more comprehensive document will be generated that is inclusive of all sectors. This document will become a part of FOCUS. Please note that the additional standards for programs like Home Visiting, and others will need to be developed, and this cross sector work will be the initial step.

Department of Health Family Infant/Toddler Program (DOH-FIT)

- Presented on NM Family Infant Toddler (FIT) Program FOCUS-TQRIS initiative at the Improving Data, Improving Outcomes (DaSy) Conference in September 2014 in New Orleans.
- RTT-ELC and the development of the FIT FOCUS-TQRIS is a standing agenda item at:
 - FIT regional provider meetings (quarterly);
 - FIT Inter-agency Coordinating Council (ICC) meetings (5 times per year)
 - FIT Statewide Training and Technical Assistance Team meetings (Quarterly)
 - Developmental Disabilities Supports Division Management team (Monthly)

Data Visualization

Prior to development of mapping capability in the IBIS-PH software, a Stakeholder group was convened to develop requirements for the map functionality. The group met for approximately ten weeks, and developed the following work products:

1. A set of use cases was developed for the NM-IBIS interactive maps, including a use case for the New Mexico Race to the Top investment zones map. The use cases were presented at the statewide New Mexico Geospatial Information Consortium conference (PowerPoint presentation available upon request).
2. A list of desired interactive map functions and features (Map Functions and Features List.docx available upon request). The list was prioritized using a survey that was sent to a broader group of Stakeholders (survey results available upon request).

Proposed Legislation, Policies, or Executive Orders

Describe any changes or proposed changes to state legislation, budgets, policies, executive orders and the like that had or will have an impact on the RTT-ELC grant. Describe the expected impact and any anticipated changes to the RTT-ELC State Plan as a result.

CYFD recently amended its child care regulations to recognize certain accrediting bodies that met the new state standards. In addition, through the child care regulations CYFD established FOCUS level differentiated rates to incentivize participation in FOCUS, or to become accredited through the newly recognized accrediting bodies. CYFD also set the deadline of December 31, 2017, for programs accredited through non-approved bodies. These programs would need to become FOCUS providers, or be accredited through one of the newly CYFD accepted accrediting bodies by that date.

Participating State Agencies

Describe any changes in participation and commitment by any of the Participating State Agencies in the State Plan.

Overall, the participation and commitment by the State Agencies to the RTT-ELC projects continues to be strong. The commitment is best demonstrated by the creation of the State Executive Team in mid-2014. The members of the Executive Team have enhanced their relationships and strengthened their commitment to the RTT-ELC work. They hold monthly meetings to provide guidance to the Leadership Team, and make decisions on critical issues, including data governance.

The Project Coordinator position for the grant that oversees the day-to-day operations was moved from CYFD to PED, the lead agency. It was then determined that the position needed to be at a higher level, so it was elevated to a Project Manager position. In September 2014, an interim Project Manager was brought on board until a permanent Project Manager could be hired.

CYFD then hired another Project Coordinator to coordinate the work at CYFD. In addition, the Project Coordinator works in collaboration on the Grants Management project.

High-Quality, Accountable Programs

Developing and adopting a common, statewide Tiered Quality Rating and Improvement System (TQRIS) (Section B(1) of Application)

During the current year, has the State made progress in developing or revising a TQRIS that is based on a statewide set of tiered Program Standards that include—

(1) Early Learning & Development Standards	
Yes or No	Yes
Early Learning & Development Standards that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
<i>Center-based</i>	✓
<i>Family Child Care</i>	✓

(2) A Comprehensive Assessment System	
Yes or No	Yes
A Comprehensive Assessment System that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
<i>Center-based</i>	✓
<i>Family Child Care</i>	✓

(3) Early Childhood Educator qualifications	
Yes or No	Yes
Early Childhood Educator qualifications that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
<i>Center-based</i>	✓
<i>Family Child Care</i>	✓

Developing and Adopting a common, statewide Tiered Quality Rating and Improvement System (TQRIS)
(Continued)

(4) Family engagement strategies	
Yes or No	Yes
Family engagement strategies that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
<i>Center-based</i>	✓
<i>Family Child Care</i>	✓

(5) Health promotion practices	
Yes or No	Yes
Health promotion practices that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
<i>Center-based</i>	✓
<i>Family Child Care</i>	✓

(6) Effective data practices	
Yes or No	Yes
Effective data practices that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
<i>Center-based</i>	✓
<i>Family Child Care</i>	✓

The State has made progress in ensuring that:	
TQRIS Program Standards are measurable	✓
TQRIS Program Standards meaningfully differentiate program quality levels	✓
TQRIS Program Standards reflect high expectations of program excellence commensurate with nationally recognized standards that lead to improved learning outcomes for children	✓
The TQRIS is linked to the State licensing system for Early Learning and Development Programs	✓

Describe progress made during the reporting year in developing or revising a TQRIS that is based on a statewide set of tiered Program Standards. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the four-year grant period.

New Mexico is building a Tiered Quality Rating and Improvement System across all of the early learning sectors, including Home Visiting, Early Intervention (Family Infant Toddler Program), Early Head Start and Head Start, Child Care, Pre K, Title I and Early Childhood Special Education. A cross agency team meets regularly to ensure that the system is aligned across all agencies and sectors, including the terminology, rating process, Continuous Quality Improvement (CQI) and consultation. For the purposes of explaining 2014 progress, we have delineated work by sectors as FOCUS is implemented in phases.

Child Care and Head Start

The Center-based Child Care - FOCUS on Young Children's Learning, New Mexico's Tiered Quality Rating and Improvement System (TQRIS), provides early childhood program personnel with the criteria, tools, and resources they need to improve the quality of their programs. These quality improvements focus on children's growth, development, and learning - so that each child has an equitable opportunity to be successful when entering school. This document contains the FOCUS: Essential Elements of Quality that provide a framework for programs as they strive to make quality improvement efforts. The Essential Elements of Quality also serve as criteria used to determine a program's STAR Level - the level of quality that is indicated on its child care license. Successfully completing the criteria at FOCUS Levels 3, 4, and 5 correspond to the 3, 4, or 5 STARs on a program's license. Together, the New Mexico Early Learning Guidelines: Birth through Kindergarten and the FOCUS: Essential Elements of Quality provide:

- Common Early Learning Standards, standardized criteria for a common Authentic Observation Documentation Curriculum Planning Process
- Common Early Learning Program Standards, a standardized process for Continuous Quality Improvement and standardized criteria for a common quality rating and improvement system.

The FOCUS framework is also closely aligned with the New Mexico Professional Development System, a standardized early childhood workforce knowledge and competency framework with a corresponding progression of credentials and licensure.

Just as the NM Early Learning Guidelines provide a framework of criteria for children's growth, development, and learning that educators rely on to plan curriculum, the FOCUS: Essential Elements of Quality provide a framework of criteria that program personnel can use to plan quality improvements for their programs.

"FOCUS on Young Children's Learning" is New Mexico's third generation Tiered Quality Rating and Improvement System (TQRIS). Developed by the Children, Youth and Families Department (CYFD), the goal of FOCUS is to foster program leadership, cultivate teacher quality, and support positive outcomes for all children. A centralized FOCUS consultation and training system will support participants in identifying and establishing specific goals to meet the criteria outlined in the FOCUS Revised Tiered Quality Rating and Improvement System for Early Learning and Development Programs. In July 2014, the FOCUS Criteria was revised to address the following Essential Elements of Quality:

Full Participation of Each Child:

DEFINITION - Full participation refers to the range of practices that promote engagement in play, learning, development, and a sense of belonging for each child.

RATIONALE - Research indicates that human development is the result of an interaction of nature (biological factors) and nurture (experience factors), with culture affecting caregiving practices (Shonkoff & Phillips, 2000). Every child in New Mexico has diverse strengths rooted in his or her family's unique culture, heritage, language, beliefs, and circumstances. Early learning programs that support the Full Participation of Each Child build on these strengths by promoting a sense of belonging, supporting positive social relationships, and enabling families and professionals to gain advocacy skills that positively impact the life of every child (State of New Mexico Children Youth and Families Department, 2010).

In FOCUS, Full Participation is addressed in four areas:

1. How families are engaged in the development and learning of their children (Family Engagement)
2. How inclusive practices are implemented for young children with developmental delays and disabilities
3. How the cultures and languages of each child, including young dual language learners (DLLs), are reflected and supported (Culture and Language including Dual Language Learners (DLLs))
4. How focused attention is paid to promoting social relationships

PreK, Title 1 and Early Childhood Special Education (IDEA 619)

The New Mexico Public Education Department (PED) completed in 2014 the development of a draft TQRIS that is based on a statewide set of tiered Program Standards for preschool programs in the public schools that include the State funded NM PreK Program, the Early Learning and Development Program funded by section 619 of part B of IDEA, and Early Learning and Development Programs funded under Title I of ESEA. The document is titled: FOCUS On Young Children's Learning - DRAFT January 2015, New Mexico FOCUS: Essential Elements of Quality for Public Education Department Preschool Programs (PreK, Special Education, and Title I).

Before the development of the PED FOCUS-TQRIS document, PED staff completed a cross walk of New Mexico PreK Program Standards, Title I and Special Education 619 preschool program requirements with the New Mexico Children, Youth, and Families Department (CYFD) FOCUS: Essential Elements of Quality for Center-Based Child Care Programs. This was completed in 2014 to determine the alignment of program standards and requirements with the FOCUS criteria. The crosswalk was later utilized to develop recommendations for revisions to the FOCUS document developed in 2014 and released in January 2015.

PED contracted with the University of New Mexico Center for Development and Disability (UNM CDD) for the development and implementation of the TQRIS for public schools. A FOCUS program manager and three consultants have been funded by the contract to assist PED. The program manager has expertise in the

development of the CYFD FOCUS criteria and one of the consultants participated in the writing of the RTT-ELC grant application. Another other consultant is a retired public school principal of a full inclusion preschool who has extensive knowledge of the IDEA and 619 Special Education programs. The third consultant is very knowledgeable in Title I early childhood programs.

Staff from PED PreK, 619 and Title I programs have bi-weekly phone conferences with UNM CDD. The two groups meet monthly to discuss and plan for the development of timelines and activities for the implementation of PED's FOCUS-TQRIS. They also participate in the State Cross Sector Leadership Team meetings to ensure there is alignment of all RTT-ELC grant work activities related to the TQRIS. The Cross Sector Team includes staff from CYFD, PED, Department of Health (DOH) and contracted FOCUS staff. Plans are to work with the Cross Sector group to coordinate training for teachers and administrators.

A statewide Stakeholder group was convened and they met three times in the fall to review the TQRIS document and crosswalk to make recommendations for revisions or modifications. The statewide Stakeholders included: PreK Coordinators, Special Education Directors, Title I Directors, Charter School Administrators, PreK teachers, PreK Consultants and staff from the UNM Continuing Education Department, and PreK staff from CYFD. PreK, 619 and Title I staff from PED and UNM CDD staff facilitated the Stakeholder meetings and provided information and support. The Stakeholders recommended the use of the New Mexico PreK Program Standards as a foundation with integration of CYFD FOCUS criteria, Special Education and Title I program requirements for the creation of the PED FOCUS-TQRIS.

The PED FOCUS-TQRIS provides a framework for publicly funded preschool programs to make quality program improvements. The Essential Elements of Quality serve as criteria used to determine a program's level of quality as "quality," "high quality," or "exemplary." Some PED PreK programs may rate below Quality such as the new PreK programs, Title I, or Special Education programs that have not utilized the PreK Program Standards prior to the launch of FOCUS. Participation in the FOCUS TQRIS requires engaging in a continuous improvement process that includes an action plan with specific goals to meet, at "quality" level. Programs will have up to two years to meet the criteria at each of the levels of quality."

Early Intervention - Family Infant Toddler (FIT) Program (IDEA Part C)

- The FIT Program hired a TQRIS Manager and developed a contract with the University of New Mexico (UNM) Center for Development and Disability.
- Formed a core team consisting of: the FIT Program Manager; FIT TQRIS Manager; FIT Consultant; and UNM Early Childhood Learning Network (ELCN) Manager. This core team met monthly to review the literature to determine the quality evidence based practices in early intervention and develop the TQRIS essential elements and criteria.
- From the literature review a draft of the essential elements of quality was developed that was then taken to a facilitated meeting with the FIT and UNM ECLN staff for their review and input.
- Held Stakeholders meeting in September 2014 on the draft quality elements document and made recommendations regarding those elements of quality that would have the highest impact on promoting the child's development and supporting the family's ability to support their child's development. The Stakeholder group includes 25 participants that represent all aspects of New Mexico's FIT program, including: parents, providers, training and TA staff, and State staff. The group also developed principles for the FIT TQRIS work.

- At a second meeting in November 2014, the Stakeholders made recommendations regarding revisions, including expansion of elements of quality including: definitions, rational and program aspects for inclusion in FOCUS-TQRIS criteria.
- Met with Rob Corso Ph.D. from Vanderbilt University in December 2014 to discuss tiered quality rating and improvement systems, essential elements of quality in relation to social and emotional development, the NM Pyramid Partnership, early childhood outcomes, etc.
- Planning occurred to prepare for FIT FOCUS Stakeholder meeting in February 2015 at which time we will make recommendations regarding the final draft of the FIT FOCUS-TQRIS criteria.

Promoting Participation in the TQRIS (Section B(2) of Application)

Describe progress made during the reporting year in promoting participation in the TQRIS. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the four-year grant period.

Community Dialogues

A series of Community Dialogues regarding FOCUS-TQRIS, the targeted audience were FOCUS participants, programs who were interested in finding out more about the process and families receiving early childhood services in programs that may or may not be participating in FOCUS. These dialogues were scheduled in each community in three sessions to accommodate participation at different levels.

The purpose of these dialogues was to learn about FOCUS, the benefits for children and families, and to share ideas about the revised criteria, thoughts regarding strategies and challenges related to the implementation of the Essential Elements of Quality.

Number Increased

As of the end of 2014, there were 200 programs participating in the CYFD Pilot Phase of FOCUS-TQRIS, over 60 of them achieved their STAR 3 in the new FOCUS Criteria. Programs apply to participate in the Pilot Phase and twice per year a cohort of fifty (50) programs is selected for participation. A new system was set in place to assist programs applying for participation in FOCUS prepare for full participation in the program. The Training and Technical Assistance Programs, with State funding, will be providing readiness and transitional services to programs in the waiting list for FOCUS Pilot.

Annual FOCUS Institute

In June 2014, CYFD held the first annual FOCUS Institute for current FOCUS-TQRIS Pilot participants. Over 250 participants, including teachers and administrators, attended. During the Institute, information was shared regarding program updates and program enhancements. Some of the information shared included news regarding an increase for Infant rates, a one year extension of the 2+ STAR reimbursement, a higher reimbursement for FOCUS 3, 4 and 5 STAR programs, the availability of funding to support floaters for classroom planning and the revised FOCUS Criteria.

Participants had the opportunity to explore each one of the Essential Elements of Quality through group discussions facilitated by the FOCUS Consultation Team. The goal, as it has been during the Pilot process for FOCUS, is to determine the elements of quality that truly make a positive impact in the lives of children.

Head Start Participation - Child Assessment System Validation by Child Trends

Child Trends recruited 85 programs for the Authentic Observation Documentation and Curriculum Planning (AODCP) validation study, the plan includes parent interviews, winter classroom observations, and child assessment. An application was submitted for an IRB modification for the format of the FOCUS director survey and teacher incentives structure. The FOCUS Director survey protocol has been finalized. Child Trends developed a plan for appropriately gathering preliminary portfolio and other data from teachers to help inform the development of the fidelity of implementation measurement tools for the AODCP validation study. Child Trends is in communication with West Ed to discuss the KEA study and any potential intersection with components of the AODCP validation study. Child Trends and CYFD have been in communication with the Office of Head Start

(OHS). OHS was provided an update on the AODCP validation study and checked-in on the proposed reporting outline to ensure the validation study is on track with the Head Start requirements.

Early Intervention - Family Infant Toddler (FIT) Program (IDEA Part C)

The Family Infant Toddler (FIT) Program at Department of Health has involved the New Mexico's Inter-agency Coordinating Council (ICC) as key Stakeholders in the development of their FOCUS-TQRIS. The Council is made up of parents of children with disabilities, public and private service providers and advocates, including representatives from state and local education, health and human services, higher education, and the State legislature. A smaller committee was formed from this group to assist in the development and review of the FOCUS Essential Elements of Quality.

At the FIT annual meeting, a workshop on Reflective Supervision was held with a national expert. Ongoing training and support regarding reflective supervision is in the University of New Mexico's Scope of Work.

PreK, Title 1 and Early Childhood Special Education (IDEA 619)

PED Title I, PreK and Special Education staff promoted participation in the FOCUS-TQRIS at various program directors meetings and Stakeholder meetings. There was discussion with the statewide Stakeholders to identify incentives for participation in the FOCUS-TQRIS. University of New Mexico Center for Development and Disability (UNM CDD) staff conducted research on what other states are doing with incentives for programs to participate. A list was generated and presented to PED however; no final decisions have been made yet.

A self-assessment and other monitoring tools are currently being developed for use by the Pilot sites. Baseline measures and performance targets will be established for those preschool programs participating in the Pilot Phase of the FOCUS-TQRIS. The UNM CDD will support PED on the on-site verification visits. Eight additional FOCUS consultations will be hired through a contract with UNM CDD to assist PED programs in the beginning phase of implementation of the FOCUS-TQRIS in fall 2015.

Performance Measure (B)(2)(c)

In the table, provide data on the numbers and percentages of Early Learning and Development Programs that are participating in the State's TQRIS by type of Early Learning and Development Program. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide TQRIS.

Targets Number and percentage of Early Learning and Development Programs in the TQRIS										
Type of Early Learning & Development Program in the State	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	39	100.00%	39	100.00%	39	100.00%	39	100.00%	39	100.00%
Early Head Start & Head Start ¹	30	90.00%	32	94.00%	33	96.00%	34	98.00%	35	100.00%
Programs funded by IDEA, Part C	-	0.00%	-	0.00%	3	90.00%	6	17.00%	10	25.00%
Programs funded by IDEA, Part B, section 619	-	0.00%	166	25.00%	333	50.00%	500	75.00%	667	100.00%
Programs funded under Title I of ESEA	-	0.00%	-	0.00%	33	50.00%	67	100.00%	67	100.00%
Programs receiving from CCDF funds	712	32.00%	816	37.00%	868	39.00%	926	42.00%	972	44.00%
Other 1	-	0.00%	2	10.00%	4	25.00%	10	50.00%	20	100.00%
Describe:	Home Visiting									
Other 2	-	0.00%	-	0.00%	-	0.00%	10	35.00%	20	71.00%
Describe:	State-funded preschool - PreK CYFD; PreK Providers in FACTS									

¹ Including Migrant and Tribal Head Start located in the State.

Actuals									
Number and percentage of Early Learning and Development Programs									
Type of Early Learning & Development Program in the State	Baseline			Year 1			Year 2		
	# of programs in the State	# in the TQRIS	%	# of programs in the State	# in the TQRIS	%	# of programs in the State	# in the TQRIS	%
State-funded preschool	39	39	100.00%	39	-	0.00%	39	39	100.00%
Specify:	PreK PED								
Early Head Start & Head Start ¹	35	30	90.00%	35	32	91.00%	35	32	91.00%
Programs funded by IDEA, Part C	35	-	0.00%	34	-	0.00%	34	-	0.00%
Programs funded by IDEA, Part B, section 619	667	-	0.00%	667	-	0.00%	667	-	0.00%
Programs funded under Title I of ESEA	67	-	0.00%	67	-	0.00%	67	-	0.00%
Programs receiving from CCDF funds	2,215	712	32.00%	2,215	813	37.00%	1,567	962	61.00%
Other 1	20	-	0.00%	26	-	0.00%	24	-	0.00%
Describe:	Home Visiting								
Other 2	28	-	0.00%	28	6	15.00%	101	22	22.00%
Describe:	State-funded preschool - PreK CYFD; PreK Providers in FACTS								

¹ Including Migrant and Tribal Head Start located in the State.

Actuals						
Number and percentage of Early Learning and Development Programs						
Type of Early Learning & Development Program in the State	Year 3			Year 4		
	# of programs in the State	# in the TQRIS	%	# of programs in the State	# in the TQRIS	%
State-funded preschool						
Specify:						
Early Head Start & Head Start ¹						
Programs funded by IDEA, Part C						
Programs funded by IDEA, Part B, section 619						
Programs funded under Title I of ESEA						
Programs receiving from CCDF funds						
Other 1						
Describe:						
Other 2						
Describe:						

¹ Including Migrant and Tribal Head Start located in the State.

Performance Measure (B)(2)(c) Data Notes

Indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

The data listed on the above chart was calculated using Public Education Department (PED) tracking system, New Mexico FIT KIDS, New Mexico Family and Child Tracking System (FACTS) and the University of New Mexico PreK and Home Visiting Data Systems. FOCUS-TQRIS data will be tracked through WELS data system and will include all programs participating, allowing the State to track, report and follow up on participation information through one integrated database system. In some cases, the base data was adjusted based on current records.

This data includes programs participating in the current STAR3 level and above Aim High TQRIS and those participating in the FOCUS-TQRIS Pilot, including programs that have acquired accreditation through a National Accrediting Entity. The information includes ninety licensed early childhood programs and four Head Start Programs participating in the FOCUS Pilot.

Licensed Child Care and Head Start programs counted on the actual year one data includes programs that may be STAR level 3 or higher under Aim High TQRIS and are currently involved on the FOCUS-TQRIS Pilot. All programs in Aim High TQRIS will transition to FOCUS-TQRIS by December 31 2017. 35 programs participating in FOCUS-TQRIS achieved their 3 STAR FOCUS level during year Two of the grant.

Eleven new programs are participating in the currently approved accreditation process and are considered 5-STAR programs. They were counted as participation of new programs, even though they are not part of the TQRIS Pilot.

Performance Measure (B)(2)(c) Target Notes

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established grant targets by the end of the grant period.

Head Start programs are right on schedule according to the targets established in the application. The data includes Head Start programs that have previously participated in the AIM HIGH TQRIS and are now participating in FOCUS. To ensure the participating Head Start programs meet the established targets, the Head Start Collaboration Director is conducting ongoing site visits to both the Region VI and the American Indian & Alaska Native (AIAN) Head Start programs to encourage and facilitate participation in the New Mexico FOCUS-TQRIS project.

PreK PED and IDEA "619" programs have moved the dates for implementation forward to ensure that the Essential Elements for Quality are appropriate for non-licensed Public School-based PreK and 619 programs.

PED started piloting the FOCUS Criteria in 42 PreK classrooms in January 2015 through June 30, 2015. PED will meet the targets in fall 2015 when PED will phase in all PreK classrooms --over 200 classrooms. Some of these classrooms are inclusive classrooms which include children with IEPs. 619 programs will also be phased-in at the same time. PED has not yet determined how many 619 programs will be phased in the fall and in January 2016 but they should be all phased in by the end of December 2016.

A total of five Child Care Licensed programs dropped from the Pilot process. During the interview conducted by the FOCUS Consultant assigned to each program, the reasons for dropping out of the Pilot varied. Some of the reasons included the financial situation of the program, staff turnover, or the desire of the program to wait until the Pilot Phase is concluded. However, with 35 programs achieving their FOCUS STAR 3 level and a total of 200

programs participating in FOCUS, the actual number of Child Care Licensed programs exceeded the established target for Year 2.

In addition, the Community Based PreK Programs are participating in FOCUS utilizing the Licensed Center-based criteria for consultation and validation. There are currently 22 PreK Programs participating in FOCUS exceeding the target for Year 2.

Rating and monitoring Early Learning and Development Programs (Section B(3) of Application)

Has the State made progress during the reporting year in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS that:

System for Rating & Monitoring	
Includes information on valid and reliable tools for monitoring such programs	Yes
Has trained monitors whose ratings have an acceptable level of inter-rater reliability	Yes
Monitors and rates Early Learning and Development Programs with appropriate frequency	Yes
Provides quality rating and licensing information to parents with children enrolled in Early Learning and Development Programs (e.g., displaying quality rating information at the program site)	Yes
Makes program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are easy to understand and use for decision making by families selecting Early Learning and Development Programs and families whose children are enrolled in such programs	

Describe progress made during the reporting year in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS. Describe the State's strategies to ensure that measurable progress will be made in rating and monitoring Early Learning and Development Programs by the end of the grant period.

Child Care and Head Start

Child Trends and University of New Mexico, (Center for Education Policy and Research) have been contracted to conduct the TQRIS validation study. This is to confirm that the quality standards and measurement strategies are resulting in ratings that are accurate and meaningful.

One important TQRIS validation activity has been to conduct a review of the empirical evidence and expert consensus supporting the quality standards. Child Trends shared the findings and recommendations for New Mexico based on an initial review of the FOCUS standards for center based early care and education programs, family child care homes and out of school time programs. Using multiple strategies to conduct this analysis including reviews of the research base, best practices in early care and education as outlined by national early childhood associations and experts, and current practices in other state TQRIS. As a result, the FOCUS Criteria underwent some revisions, to reflect recommendations from Child Trends and also from the input provided by early childhood programs participating in the FOCUS Pilots.

PreK, Title 1 and Early Childhood Special Education (IDEA 619)

PED is on target with the timeline for implementation of the FOCUS-TQRIS in the public schools. Beginning in January 2015, the FOCUS On Young Children's Learning - DRAFT January 2015, New Mexico FOCUS: Essential Elements of Quality for Public Education Department Preschool Programs (PreK, Special Education, and Title I) will be piloted in public school preschools in twelve (12) public school districts. All of these public schools volunteered to pilot the TQRIS. PED solicited 4 preschool programs to pilot the FOCUS-TQRIS instead there were many programs interested in volunteering to be part of the Pilot. A Kick-off Orientation for administrators, teachers, and State staff is planned for January 2015 to provide the Pilot sites introduction into the FOCUS-TQRIS criteria and other information.

All New Mexico's public education preschool programs (PreK, Special Education 619, and Title I) will participate in the FOCUS-TQRIS. The Public Education Department's expectation is that programs will continue to be in substantial compliance with the applicable state rules, program standards, and federal regulations that govern, services provided, and fiscal responsibilities.

Participation in the FOCUS-TQRIS requires engaging in a continuous quality improvement process that includes an action plan with specific goals to meet, at a minimum, the "quality" level. Programs will have up to two years to meet the criteria at each of the levels of quality.

Early Intervention - Family Infant Toddler (FIT) Program (IDEA Part C)

Video Demonstration Project

- The goals of the Video Demonstration Project are to:
 1. To help FIT providers learn how to use video in their work with families to support infants and toddlers development.
 2. To produce educational videos that can be used to help other FIT early intervention personnel learn new skills.
 3. To help FIT early intervention personnel learn how to use video, in reflective supervision and to observe and support effective practices with the TQRIS process.
 - Established a subcontract with Larry Edelman, University of Colorado at Denver, who is a nationally recognized expert in the use of video technology in early intervention.
 - Larry presented on the use of video technology at the FIT Annual meeting in June 2014.
 - Regular meetings were held with Larry to develop a detailed work plan and determine training schedule and selection of Pilot sites.
 - Met with Larry to determine criteria for selection of video equipment and software for the Pilot sites. Equipment was purchased.
 - Met with Larry, UNM CDD Technology staff and UNM ECLN staff to discuss and make decisions regarding video conference technology, software systems, policies, procedures, options, etc.
 - Larry provided training in December to UNM CDD and UNM ECLN Training and Development Consultants and Technology staff. Larry also provided follow-up on-going support, mentoring, feedback and resources on the use of digital video equipment.
 - Planning occurred for the March 2015 video demonstration launch with 6 Pilot sites.
 - Research occurred regarding privacy and security rules under HIPPA and FERPA.

DOH/FIT FOCUS Tools:

Individualized Family Service Plan (IFSP):

- IFSP training was scheduled and is occurring statewide to provide NM FIT programs with information on the revised IFSP document.
- The IFSP Quality Rating tool was used with several FIT Provider agencies and revisions made based on feedback.
- A plan to validate the IFSP Quality Rating tool was developed with UNM ENVISION.
- The IRB (Institutional Review Board) forms were drafted and submitted.
- A meeting was held between FIT staff and the UNM ENVISION researcher to orient each other to existing tool and validation process.

The contract with Child Trends has been expanded to work on the validation process for the FOCUS-TQRIS Criteria for the following programs in the order listed below:

1. PED PreK
2. PED Title I
3. PED 619
4. DOH FIT
5. CYFD Home Visiting

Part of the validation process is to ensure that criteria listed in each program comprising the FOCUS-TQRIS process is aligned and reflective of the New Mexico Early Learning System.

Promoting access to high-quality Early Learning and Development Programs for Children with High Needs (Section B(4) of Application)

Has the State made progress in improving the quality of the Early Learning and Development Programs that are participating your State TQRIS through the following policies and practices?

Policies and Practices Supporting Program Quality	
Program and provider training	Yes
Program and provider technical assistance	Yes
Financial rewards or incentives	Yes
Higher, tiered child care subsidy reimbursement rates	Yes
Increased compensation	

Number of tiers/levels in the State TQRIS
5

How many programs moved up or down at least one level within the TQRIS over the last fiscal year?

	State-funded preschool programs	Early Head Start	Head Start programs	Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	Early Learning and Development Programs funded under Title I of ESEA	Center-based Early Learning and Development Programs receiving funds from the State's CCDF program	Family Child Care Early Learning and Development Programs receiving funds from the State's CCDF program
TQRIS Programs that Moved Up at Least One Level	0	1	1	0	0	55	9
TQRIS Programs that Moved Down at Least One Level	0	0	0	0	0	0	0

Optional Notes- State TQRIS Tiers/Levels

Explain missing data. If program movement up or down is not tracked by program type in the TQRIS you can provide the Total Programs that Moved Up and Total Programs that Moved Down in this optional notes box.

New Mexico created at 2+ STAR level to assist participating programs implement Criteria for STAR 3 in a realistic timeline with a child care subsidy reimbursement rate higher than STAR 2. Programs that moved up in the TQRIS for Early Learning and Development Programs receiving funds from the State's CCDF program includes Center-based and Family Child Care Programs that moved from STAR 2, to STAR 2+ and STAR 3. A total of five Child Care Licensed programs dropped from the Pilot process. During the interview conducted by the FOCUS Consultant

assigned to each program, the reasons for dropping out of the Pilot varied. Some of the reasons included the financial situation of the program, staff turnover, or the desire of the program to wait until the Pilot Phase is concluded.

Has the State made progress in developing high-quality benchmarks at the highest level(s) of the TQRIS in the following areas?

High-Quality Benchmarks at the Highest Level(s) of the TQRIS	
Standards alignment or reciprocity with Early Learning and Development Programs that meet State preschool standards (e.g., content of the standards is the same, or there is a reciprocal agreement between State preschool and the TQRIS)	Yes
Standards alignment or reciprocity with Early Learning and Development Programs that meet Federal Head Start Performance Standards (e.g., content of the standards is the same, there is a reciprocal agreement between Head Start and the TQRIS, or there is an alternative pathway to meeting the standards)	Yes
Standards alignment or reciprocity with Early Learning and Development Programs that meet national accreditation standards (e.g., content of the standards is the same, or an alternative pathway to meeting the standards)	Yes
Early Learning and Development Standards	Yes
A Comprehensive Assessment System	Yes
Early Childhood Educator qualifications	Yes
Family engagement strategies	Yes
Health promotion practices	Yes
Effective data practices	Yes
Program quality assessments	Yes

Please provide more detail on your development of high-quality benchmarks at the highest level(s) of the TQRIS. Please describe the State's strategies to ensure that measurable progress will be made in developing high-quality benchmarks at the highest level(s) of the TQRIS by the end of the grant period

Child Trends has been contracted to conduct the validation study. This is to confirm that the quality standards and measurement strategies are resulting in ratings that are accurate and meaningful.

One important TQRIS validation activity is to conduct a review of the empirical evidence and expert consensus supporting the quality standards. Child Trends shared the findings and recommendations for New Mexico based on an initial review of the FOCUS standards for center based early care and education programs, family child care homes and out of school time programs. Using multiple strategies to conduct this analysis including reviews of the research base, best practices in early care and education as outlined by national early childhood associations and experts, and current practices in other state TQRIS. As a result, the FOCUS Criteria is undergoing its initial revision, to reflect recommendations from Child Trends and also from the input provider by early childhood programs participating in the FOCUS Pilot Phase.

Performance Measure (B)(4)(c)(1)

In the table, provide data on the number of Early Learning and Development Programs in the top tiers of the TQRIS. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the TQRIS.

Type of Early Learning & Development Program in the State	Baseline	Targets				Actuals			
		Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4
Total number of programs covered by the TQRIS	1,027	882	832	782	732	1,027	998		
Number of Programs in Tier 1	75	75	75	75	75	75	36		
Number of Programs in Tier 2	262	531	498	465	432	412	633		
Number of Programs in Tier 3	59	50	47	44	41	71	72		
Number of Programs in Tier 4	83	70	66	62	57	63	73		
Number of Programs in Tier 5	184	156	146	137	127	174	184		

Performance Measure (B)(4)(c)(1) Data Notes

Describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

Data includes programs participating in the AIM High TQRIS. There were no programs verified using FOCUS-TQRIS STAR 4 during Year Two of the project. Verification of programs at the FOCUS 3 STAR began in March 2014. The data above include all providers from Basic Licensure and STAR level 2 and 2+ through STAR level 5 for both FOCUS and AIM High.

Performance Measure (B)(4)(c)(1) Target Notes

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established targets by the end of the grant period.

Targets have been met and in some cases exceeded.

Performance Measure (B)(4)(c)(2)

In the table, provide data on the number and percentage of children with high needs who are enrolled in Early Learning and Development Programs in the top tiers of the TQRIS. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (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 TQRIS.

Targets										
Number and percentage of Children with High Needs in programs in top tiers of the TQRIS										
Type of Early Learning & Development Programs in the State	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	1,463	61.00%	1,463	61.00%	1,600	67.00%	1,700	71.00%	1,800	76.00%
Early Head Start & Head Start ¹	3,842	37.00%	4,362	42.00%	4,673	45.00%	4,985	48.00%	5,192	50.00%
Programs funded by IDEA, Part C	-	0.00%	-	0.00%	-	0.00%	-	0.00%	1,389	25.00%
Programs funded by IDEA, Part B, section 619	-	0.00%	1,156	25.00%	2,510	50.00%	3,765	75.00%	5,021	100.00%
Programs funded under Title I of ESEA	-	0.00%	1,693	25.00%	3,387	50.00%	5,082	75.00%	6,775	100.00%
Programs receiving from CCDF funds	5,202	27.00%	5,735	29.00%	6,022	31.00%	6,323	33.00%	6,639	34.00%
Other 1	-	0.00%	-	0.00%	-	0.00%	-	0.00%	279	25.00%
Describe:	Home Visiting									
Other 2	-	0.00%	765	30.00%	1,276	50.00%	1,658	65.00%	1,914	75.00%
Describe:	State Funded Preschool, CYFDPReK									

¹ Including Migrant and Tribal Head Start located in the State.

Actuals									
Number and percentage of Children with High Needs in programs in top tiers of the TQRIS									
Type of Early Learning & Development Programs in the State	Baseline			Year 1			Year 2		
	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%
State-funded preschool	2,365	1,463	61.00%	2,365	-	0.00%	5,127	-	0.00%
Specify:	Pre K PED								
Early Head Start & Head Start ¹	10,385	3,842	37.00%	9,155	3,662	40.00%	9,155	3,662	40.00%
Programs funded by IDEA, Part C	5,556	-	0.00%	13,478	-	0.00%	13,478	-	0.00%
Programs funded by IDEA, Part B, section 619	5,021	-	0.00%	5,021	-	0.00%	5,021	-	0.00%
Programs funded under Title I of ESEA	6,775	-	0.00%	6,775	-	0.00%	6,775	-	0.00%
Programs receiving from CCDF funds	19,417	5,202	27.00%	17,993	5,844	32.00%	17,084	3,346	20.00%
Other 1	1,117	-	0.00%	1,489	-	0.00%	1,950	-	0.00%
Describe:	Home Visiting								
Other 2	2,552	-	0.00%	1,276	-	0.00%	3,198	672	21.00%
Describe:	State Funded Preschool, CYFDPreK								

¹ Including Migrant and Tribal Head Start located in the State.

Actuals						
Number and percentage of Early Learning and Development Programs						
Type of Early Learning & Development Program in the State	Year 3			Year 4		
	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%
State-funded preschool						
Specify:						
Early Head Start & Head Start ¹						
Programs funded by IDEA, Part C						
Programs funded by IDEA, Part B, section 619						
Programs funded under Title I of ESEA						
Programs receiving from CCDF funds						
Other 1						
Describe:						

¹ Including Migrant and Tribal Head Start located in the State.

Performance Measure (B)(4)(c)(2) Data Notes

Please indicate whether baseline data are actual or estimated; and describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

Sources: State funded preschool - New Mexico PreK budgeted number of children from New Mexico Children, Youth and Families Department, State Fiscal Year 2012 4th Quarter Measures Inventory (Total enrollment meets the definition of High Needs because the Program requires that children be served who were not already participating in a high quality early childhood care and education program as three-year-olds; would not otherwise have the opportunity to participate in a high quality early childhood care and education program. Actual data is calculated based on children served in Early Childhood Investment Zones for Home Visiting.

Performance Measure (B)(4)(c)(2) Target Notes

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established grant targets by the end of the grant period.

PED PreK, Title I and Early Childhood Special Education (IDEA 619) programs are scheduled to start the Pilot Phase in January 2015. The FOCUS Criteria has been developed and several Stakeholders meetings have taken place during fall and winter 2014.

CYFD has developed several strategies to recruit, support and coordinate participation of Head Start and Early Head Start programs in the FOCUS Pilot process. Some of the strategies include ongoing conversations with the Office of Head Start to ensure that the process of validation for the New Mexico Assessment System meets the requirements set forth by the Head Start Performance Standards. In addition, the role of the CYFD Head Start Collaboration Office has been enhanced to support programs in their participation in State's initiatives including FOCUS.

Validating the effectiveness of the State TQRIS (Section B(5) of Application)

Describe progress made during the reporting year in validating the effectiveness of the TQRIS during the reporting year, including the State's strategies for determining whether TQRIS tiers accurately reflect differential levels of program quality and assessing the extent to which changes in ratings are related to progress in children's learning, development, and school readiness. Describe the State's strategies to ensure that measurable progress will be made by the end of the grant period.

Child Trends has been contracted to conduct the TQRIS validation study. This is to confirm that the quality standards and measurement strategies are resulting in ratings that are accurate and meaningful. One important TQRIS validation activity is to conduct a review of the empirical evidence and expert consensus supporting the quality standards.

Child Trends recruited 85 programs for the Authentic Observation Documentation and Curriculum Planning (AODCP) validation study, the plan includes parent interviews, winter classroom observations, and child assessment. An application was submitted for an IRB modification for the format of the FOCUS director survey and teacher incentives structure. The FOCUS Director survey protocol has been finalized. Child Trends developed a plan for appropriately gathering preliminary portfolio and other data from teachers to help inform the development of the fidelity of implementation measurement tools for the AODCP validation study.

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

Select the Focused Investment Areas addressed in your RTT-ELC State Plan. Grantee should complete only those sections that correspond with the focused investment areas outlined in the grantee's RTT-ELC application and State Plan.

Focused Investment Areas

- (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.
- (C)(2) Supporting effective uses of Comprehensive Assessment Systems.
- (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.
- (C)(4) Engaging and supporting families.
- (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.
- (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.
- (E)(1) Understanding the status of children's learning and development at kindergarten entry.
- (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

Promoting Early Learning Outcomes

Early Learning Development Standards (Section C(1) of Application)

Has the State made progress in ensuring that it's Early Learning and Development Standards:

Early Learning and Development Standards	
Are developmentally, culturally, and linguistically appropriate across each defined age group of infants, toddlers, and preschoolers	Yes
Cover all Essential Domains of School Readiness	Yes
Are aligned with the State's K-3 academic standards	Yes
Are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities	Yes

Describe the progress made in the reporting year, including supports that are in place to promote the understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs. Please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

Progress on the alignment and integration of the Early Learning Guidelines, Continuous Quality Improvement process and the Full Participation of Each Child standards was made in 2014. There have been several meetings with Stakeholders for each one of the sectors to determine the State's status and next steps in alignment with the Early Learning standards.

The FOCUS Orientation for Early Childhood Cross-Sector Consultants and Leadership was a 2 day meeting held in October with over 130 participants. The meeting allowed consultants to get to know each other and build stronger regional and cross sector relationships. Another Cross Sector Consultant and Leadership event is scheduled for February 2015.

Conversations have begun between PED, CYFD, Tribal Programs and the Navajo Nation. In December, staff from both Departments made a presentation at the regional and statewide Tribal conferences. There was also tribal representation at the Early Childhood Symposium.

CYFD hired three Home Visiting Monitors who will begin aligning the statewide Home Visiting TQRIS Implementation process.

Comprehensive Assessment Systems (Section C(2) of Application)

Has the State made progress in implementing a developmentally appropriate Comprehensive Assessment System working with Early Learning and Development Programs to:

Comprehensive Assessment Systems	
Select assessment instruments and approaches that are appropriate for the target populations and purposes	Yes
Strengthen Early Childhood Educators' understanding of the purposes and uses of each type of assessment included in the Comprehensive Assessment Systems	Yes
Articulate an approach for aligning and integrating assessments and sharing assessment results	Yes
Train Early Childhood Educators to appropriately administer assessments and interpret and use assessment data in order to inform and improve instruction, programs, and services	Yes

Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

Child Trends recruited 85 programs for the Authentic Observation Documentation and Curriculum Planning (AODCP) validation study, the plan includes parent interviews, winter classroom observations, and child assessment. An application was submitted for an IRB modification for the format of the FOCUS director survey and teacher incentives structure. The FOCUS Director survey protocol has been finalized. Child Trends developed a plan for appropriately gathering preliminary portfolio and other data from teachers to help inform the development of the fidelity of implementation measurement tools for the AODCP validation study. Child Trends is in communication with West Ed to discuss the KEA study and any potential intersection with components of the AODCP validation study. Child Trends and CYFD has been in communication with the Office of Head Start (OHS). OHS was provided with an update on the AODCP validation study and checked-in on the proposed reporting outline to ensure the validation study is on track with the Head Start requirements.

One important TQRIS validation activity is to conduct a review of the empirical evidence and expert consensus supporting the quality standards. Child Trends shared the findings and recommendations for New Mexico based on an initial review of the FOCUS standards for center based early care and education programs, family child care homes and out of school time programs. Using multiple strategies to conduct this analysis including reviews of the research base, best practices in early care and education as outlined by national early childhood associations and experts, and current practices in other state TQRIS. As a result, the FOCUS Criteria is undergoing its initial revision, to reflect recommendations from Child Trends and also from the input provider by early childhood programs participating in the FOCUS Pilot Phase.

The Contract with Child Trends has been expanded to work on the validation process for the FOCUS-TQRIS Criteria for the following programs in the order listed below:

1. PED PreK
2. PED Title I
3. PED 619
4. DOH FIT
5. CYFD Home Visiting

Part of the validation process is to ensure that criteria listed in each program comprising the FOCUS-TQRIS process is aligned and reflective of the New Mexico Early Learning System.

Health Promotion (Section C(3) of Application)

Has the State made progress in:

Child Health Promotion	
Establishing a progression of standards for ensuring children's health and safety	
Ensuring that health and behavioral screening and follow-up occur	Yes
Promoting children's physical, social, and emotional development across the levels of your TQRIS Program Standards	Yes
Increasing the number of Early Childhood Educators who are trained and supported in meeting the health standards	Yes
Promoting healthy eating habits, improving nutrition, expanding physical activity	Yes
Leveraging existing resources to meet ambitious yet achievable annual targets	Yes

Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

New Mexico is conducting a collaborative effort with the Department of Health, Maternal Child Health, Family Health Bureau, for training of early learning educators and administrators regarding conducting developmental screenings of infants, toddlers, and preschoolers.

CYFD is developing a contract for a comprehensive training for Cross-Sector consultants and trainers in the background, implementation and follow up of age and cultural appropriate screening tools for developmental and social-emotional development. This includes the referral follow up and inclusion process. In addition, a New Mexico early childhood Inclusion Guide for early childhood programs has been developed and it will be distributed early on 2015.

With State funding, program enhancements have been identified, including strategies to support programs in the implementation of the curriculum planning, providing funds for qualified floaters in the classroom. In addition, the program enhancements include the implementation of a statewide Mental Health Consultation for early childhood programs.

Performance Measure (C)(3)(d)

In the table, provide data on leveraging existing resources to meet ambitious yet achievable statewide targets. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (C)(3)(d): Leveraging existing resources to meet ambitious yet achievable annual statewide targets.

	Baseline	Targets				Actuals			
		Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4
Number of Children with High Needs screened	27,500	28,000	28,500	29,000	29,500	27,500	28,000	28,000	
Number of Children with High Needs referred for services who received follow-up/treatment	1,650	1,700	1,750	1,800	1,850	1,650	1,700	1,700	
Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care	4,000	4,250	4,500	4,750	5,000	4,000	4,000	4,000	
Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care									

Performance Measure (C)(3)(d) Data Notes

Indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

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.

The New Mexico Newborn Screening (NBS) program is the process of testing newborn babies for some serious, but treatable, conditions. NBS can include a heel stick, hearing screen, and pulse oximetry. The conditions that newborn babies are screened for varies by state. Program (NMNBSP) requires that all babies born in New Mexico receive screening for certain genetic, metabolic, hemoglobin and endocrine conditions. The New Mexico Newborn Screening Program offers screening for 27 conditions. The NMNBSP provides services to over 28,000 babies and their families annually. Currently the State of New Mexico mandates two newborn screens be collected on every newborn born in New Mexico. New Mexico Newborn Screening Program continues to partner with Mountain States Genetic Network and has also contracted with Oregon State Public Health.

Information for Year One is actual, Year Two is estimated as final numbers are still being collected. The number or percentage of children who are up-to-date in a schedule of well child care is not currently tracked.

Performance Measure (C)(3)(d) Target Notes

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established targets by the end of the grant period.

The year two numbers are estimates as final numbers are still being collected. The targets for year 4 of the grant will however still be met through work with Children's Medical Services in order to access services for children with special health care needs and The percentage of children who are up-to-date on their well child care is not tracked and this performance measure data element was not included in New Mexico's application.

Engaging and Supporting Families (Section C(4) of Application)

Has the State made progress in:

Family Engagement	
Establishing a progression of culturally and linguistically appropriate standards for family engagement across the levels of your Program Standards	Yes
Including information on activities that enhance the capacity of families to support their children's education and development	Yes
Increasing the number and percentage of Early Childhood Educators trained and supported to implement the family engagement strategies	Yes
Promoting family support and engagement statewide, including by leveraging other existing resources	Yes

Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

On July 2014, the FOCUS Criteria was revised to include:

Full Participation of Each Child

- Family Engagement
- Inclusive Practices for Children with Developmental Delays or Disabilities
- Culture and Language Including the Support of Dual Language Learners (DLL)
- Promoting Social Relationships

In FOCUS, Full Participation is addressed in four areas:

1. how families are engaged in the development and learning of their children (family engagement).
2. how inclusive practices are implemented for young children with developmental delays and disabilities.
3. how the cultures and languages of each child, including young dual language learners (DLLs), are reflected and supported (culture and language including Dual Language Learners (DLLs)).
4. how focused attention is paid to promoting social relationships.

DEFINITION - Full participation refers to the range of practices that promote engagement in play, learning, development, and a sense of belonging for each child.

RATIONALE - Research indicates that human development is the result of an interaction of nature (biological factors) and nurture (experience factors), with culture affecting care-giving practices (Shonkoff & Phillips, 2000). Every child in New Mexico has diverse strengths rooted in his or her family's unique culture, heritage, language, beliefs, and circumstances.

Early Childhood Education Workforce

Workforce Knowledge and Competency Framework and progression of credentials (Section D(1) of Application)

Has the State made progress in developing:

Workforce Knowledge and Competency Framework	
A common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes	Yes
A common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework	Yes

Describe the progress made during the reporting year, including progress in engaging postsecondary institutions and other professional development providers in aligning professional development opportunities with the State Workforce Knowledge and Competency Framework. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

New Mexico has developed a Universal Catalogue of Courses For Early Care, Education, and Family Support collaboratively by higher education faculty at two-year and four-year institutions in New Mexico that have degree programs in early childhood. Faculty member representatives met monthly as the Early Childhood Higher Education (ECHE) Task Force in a committed effort to develop a universal curriculum for early childhood teacher preparation and to ensure that the early childhood workforce in New Mexico is highly qualified. These syllabi provide a template for New Mexico Institutions of Higher Education to revise early childhood degree programs in order to meet requirements of the revised universal curriculum leading to the new New Mexico Birth through Age 4 (PreK) and Age 3 (PreK) through Grade 3 teaching licenses. These sample syllabi are based on the core competencies (mandated in the New Mexico Early Childhood Teacher Licenses as noted above) for each degree level (Associate and Bachelor). These indicators for core competencies are cumulative, i.e., a bachelor's degree includes not only the competencies and indicators for that level, but all competencies and indicators at previous levels.

The Task Force meets each month to discuss trends/issues and remain up-to-date with current research to inform decisions and recommendations regarding statewide professional development and career advancement plans for early care and education professionals.

Currently, the Task Force is working on activities that will support the New Mexico Early Learning Advisory Council to meet its statutory duties and to establish and maintain the infrastructure necessary to support high quality services to young children and families. Together, the goal is to develop an aligned system of professional development that is culturally responsive, developmentally and linguistically appropriate, and grounded in evidence-based research related to early childhood educator competencies.

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

Has the State made progress in improving the effectiveness and retention of Early Childhood Educators who work with Children with High Needs with the goal of improving child outcomes:

Supporting Early Childhood Educators	
Providing and expanding access to effective professional development opportunities that are aligned with your State's Workforce Knowledge and Competency Framework	Yes
Implementing policies and incentives that promote professional and career advancement along an articulated career pathway that is aligned to the Workforce Knowledge and Competency Framework, and that are designed to increase retention, including:	Yes
<i>Scholarships</i>	Yes
<i>Compensation and wage supplements</i>	Yes
<i>Tiered reimbursement rates</i>	Yes
<i>Other financial incentives</i>	Yes
<i>Management opportunities</i>	Yes
Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention	Yes
Setting ambitious yet achievable targets for:	Yes
<i>Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework</i>	Yes
<i>Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework</i>	Yes

Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

As New Mexico expands investments in quality early learning opportunities for young children and their families, we need to make sure that we recruit and retain a qualified and effective workforce.

Through the Race To the Top - Early Learning Challenge (RTT-ELC) grant we are providing opportunities for early childhood staff to gain a degree, and working with the 2 and 4 years Colleges and Universities to make sure that students are graduating with the knowledge and skills to work with infants, toddlers, preschoolers and families.

We are also providing current teachers, home visitors and intervention staff with access to the most current information and training regarding the latest evidence based practices to promote the development and learning of young children.

T.E.A.C.H.® Scholarships

To enhance current state efforts on supporting the early childhood professional development, RTT-ELC funds are being used with the following goals:

Supporting a cohort of PhD students at New Mexico State University, and helping NMSU create a new -- and we think will be a continuing - doctoral program that heavily emphasizes early childhood. Students have had high praise for the program.

Providing for a cohort of New Mexico students to get Master's degrees in early childhood education at Erikson Institute in Chicago, Ill. Again, the students report great satisfaction with the program.

Offering scholarships to groups of people for whom T.E.A.C.H. scholarships were previously unavailable - early interventionists, college faculty, mentor/trainers, parent educators and home visitors. Also, offering scholarships to early care and education teachers and directors as T.E.A.C.H. has traditionally done.

In 2013, T.E.A.C.H reported figures for the year, however the program had not yet figured what the turnover rate was for participants. In 2014, T.E.A.C.H showed a much lower rate of 5.7% turnover than the national average at 30%. The 651 scholars completed 5,226 credit hours during the year and saw increases in their compensation of 8.8%. T.E.A.C.H scholars worked in programs serving 16,030 children in the State of New Mexico.

The 85 Race to the Top funded scholars attend these colleges and universities:

- Central NM Community College, 29
- Doña Ana Community College, 2
- Eastern NM University-Ruidoso, 1
- Eastern NM University-Main Campus, 13
- Erikson Institute, 10
- New Mexico Highlands University, 1
- New Mexico State University, 16
- San Juan College, 1
- Santa Fe Community College, 3
- Southwestern Indian Polytechnic Institute, 1
- University of New Mexico, 5
- University of New Mexico-Gallup, 1
- Western New Mexico University, 2

The growth was across the board in the various state grants for T.E.A.C.H:

- CYFD (birth-5), 376 scholars, up from 342
- CYFD PreK, 153 scholars, up from 137
- PED PreK, 97 scholars, up from 77
- Race To The Top, 55 scholars, up from 36

Reflective Practices

Contracts with the University of New Mexico Center for Development and Disability (UNM CDD), the New Mexico Association for Infant Mental Health (NMAIMH) and state content experts were developed to provide training and lectures regarding infant mental health and to support the endorsement of early childhood educators and early childhood education faculty:

- Develop and provide trainings on Reflective Practice to FOCUS management and consultants
- Assist early childhood programs with the endorsement process

Symposiums and Lecture

In alignment with the quality elements and criteria being measured under the FOCUS-TQRIS training symposiums, lectures and workshops are being provided regarding the Full Participation of Each Child:

- *Inclusion* allows children with disabilities and other challenges, such as behavior, to have access to early learning settings alongside their typically developing peers and receive the supports and intervention needed to meet their full potential.
- *Culture and Language* recognizes the importance of a child's home language and culture on their development and how we meet the diverse needs of New Mexico families. This also includes meeting the needs of Dual language learners - children who are living in homes where the primary language is not English.
- *Family Engagement and Family Centered practices* encourages classroom staff to involve families in the classroom and establish a center to home continuum. Home Visiting and Early Intervention providers also build relationships with families in order to support their parenting skills.
- *Social and Emotional skills* form the basis for all other learning and which are formed through the secure relationships with parents and other care givers, including teachers and other family members. Some parents and classroom staff may need more support and even intervention for some young children who develop social and emotional challenges that can affect their ability to learn. The Pyramid Partnership Framework is developing training based on the Center on the Social Emotional Foundations of Early Learning (CSEFEL).

Consultation Alignment and Competencies

- A contract is in place to develop an aligned concept for Consultant, Trainers and Coaches competencies utilizing “The Guiding Principles for the Full Participation of Young Children, Birth through Age Eight, in New Mexico's Early Learning System” as a basis.
- In October 2014, over 150 of New Mexico's best and brightest early childhood consultants and State management met at the Indian Pueblo Cultural Center in Albuquerque for two-days of defining common elements, understanding the alignment and integrating existing competencies.
- The work continues on an ongoing process and a follow up forum will take place in February.

Other State Initiatives to support workforce development and retention

With State General Funds, a contract was developed with the New Mexico Association for Education of Young Children (NMAEYC) for the implementation of New Mexico INCENTIVES Program with the following goals:

- Provide INCENTIVES Early Childhood pay supplements to 130 early childhood educators who:
- Are employed by a licensed or registered child care program or Head Start or Early Head Start in New Mexico, or are assistant teachers in NM PreK-funded classrooms in public schools.
- Meet minimum educational requirements -5 credit hours of early childhood education classes or 70 semester hours of well-rounded coursework - to receive a pay supplement.
- Earn less than a certain hourly wage to be decided by INCENTIVES and the Children, Youth and Families Department (CYFD). Currently, the participants must earn less than \$16 an hour.

Performance Measure (D)(2)(d)(1)

In the tables below, indicate State progress toward meeting ambitious yet achievable targets for increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework.

Performance Measure (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	Targets				Actuals			
		Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4
Total number of "aligned" institutions and providers	18	20	21	21	21	20	20		
Total number of Early Childhood Educators credentialed by an "aligned" institution or provider	274	375	400	475	500	565	570		

Performance Measure (D)(2)(d)(1) Data Notes

New Mexico has developed a Universal Catalogue of Courses For Early Care, Education, and Family Support collaboratively by higher education faculty at two-year and four-year institutions in New Mexico that have degree programs in early childhood. Faculty member representatives met monthly as the Early Childhood Higher Education (ECHE) Task Force in a committed effort to develop a universal curriculum for early childhood teacher preparation and to ensure that the early childhood workforce in New Mexico is highly qualified. New Mexico institutions of higher education do not have institution to institution articulation agreements. Rather, the ECHE Task Force drafted and led the passage of statute in the mid-1990's to mandate articulation between all two and four-year institutions of higher education. Twenty institutions of higher education base their early childhood courses on New Mexico's Common Core Competencies for Early Childhood Professional Preparation and utilize the universal catalogue of courses and common syllabi for all Early Childhood Education courses at the Associate and Bachelor Degree level.

Performance Measure (D)(2)(d)(1) Target Notes

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established targets by the end of the grant period.

Two-year institutions are now presenting their program of study to ensure continued approval of their program in the articulation process. This process is expected to be completed in 2015.

Performance Measure (D)(2)(d)(2)

In the tables below, indicate State progress toward meeting ambitious yet achievable targets for increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Performance Measure (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.

Targets										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	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									
Progression: Low to High	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
45 Hour	18,613	25.00%	21,000	27.00%	22,000	28.00%	24,000	29.00%	26,000	30.00%
Child Development Certificate	168	0.05%	225	0.06%	300	0.06%	350	0.08%	400	0.09%
Vocational Certificate	134	0.05%	145	0.05%	150	0.05%	155	0.05%	160	0.05%
Associate Degree	196	0.13%	300	0.14%	400	0.15%	500	0.16%	600	0.17%
Bachelor's Early Childhood	57	0.05%	125	0.12%	200	0.13%	300	0.14%	350	0.15%
Bachelor's Family Infant Toddler Studies	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Master's Degree	20	0.02%	0	0.00%	45	0.03%	55	0.04%	65	0.05%

Actuals										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	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									
Progression: Low to High	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
45 Hour	18,613	25.00%	19,568	26.00%	20,658	27.00%				
Child Development Certificate	168	0.05%	231	0.07%	329	0.10%				
Vocational Certificate	134	0.05%	148	0.06%	161	0.07%				
Associate Degree	196	0.13%	372	0.25%	466	2.50%				
Bachelor's Early Childhood	57	0.05%	156	0.14%	160	0.14%				
Bachelor's Family Infant Toddler Studies	0	0.00%	0	0.00%	0	0.00%				
Master's Degree	20	0.02%	36	0.03%	40	0.05%				

Performance Measure (D)(2)(d)(2) Data Notes

Please describe the methodology used to collect the data, including any error or data quality information.

The data is actual as reported by the Office of Child Development database that includes the 45-Hour Entry Level Course, the New Mexico Child Development Certificate and Associate certificates tracking system, and by institutions of Higher Education (The number of degrees awarded).

Performance Measure (D)(2)(d)(2) Target Notes

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established targets by the end of the grant period.

New Mexico has entered a contract with New Mexico Association for the Education of Young Children (NMAEYC) to provide T.E.A.C.H.® Scholarships to enhance current state efforts on supporting the early childhood professional development. RTT-ELC funds are being used to increase scholarships to groups of people for whom T.E.A.C.H. scholarships were previously unavailable - early interventionists, college faculty, mentor/trainers, parent educators and home visitors. Also, offering scholarships to early care and education teachers and directors as T.E.A.C.H. has traditionally done. Scholarships are also used to provide for a cohort of New Mexico students to get Master's degrees in early childhood education at Erikson Institute in Chicago, IL.

Measuring Outcomes and Progress

Understanding the Status of Children’s Learning and Development at Kindergarten Entry (Section E(1) of Application)

Has the State made progress in developing a common, statewide Kindergarten Entry Assessment that:

Kindergarten Entry Assessment	
Is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness	Yes
Is valid, reliable, and appropriate for the target population and for the purpose for which it will be used, including for English learners and children with disabilities	Yes
Is administered beginning no later than the start of the school year in the third year of the grant to children entering a public school kindergarten (e.g., the 2014-2015 school year for Round 1 grantee states, the 2015-2016 school year for Round 2 grantees). States may propose a phased implementation plan that forms the basis for broader statewide implementation	Yes
Is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data System, as permitted under and consistent with the requirements of Federal, State, and local privacy laws	Yes
Is funded, in significant part, with Federal or State resources other than those available under this grant, (e.g., with funds available under section 6111 or 6112 of the ESEA)	

Describe the domain coverage of the State’s Kindergarten Entry Assessment, validity and reliability efforts regarding the Kindergarten Entry Assessment, and timing of the administration of the Kindergarten Entry Assessment.

Validity and Reliability

The Kindergarten Observation Tool (KOT) was developed after an intensive validation study of New Mexico's PreK Observational Assessment. The validation process was completed through a two-part process. The initial phase consisted of compiling evidence from a survey conducted in May 2014 with a sampling of district Kindergarten and PreK teachers to obtain feedback on the New Mexico PreK Observational Assessment Tool and observational assessments in general. The second phase was a compilation of the evidence from evaluators into one resource to direct future recommendations for KOT presented in June of 2014. Additional revisions and information will be included in a final report in February 2015. The initial validation research provided the team with the information that was needed to validate the proposed project plan of modifying the PreK Observational Assessment Tool to build New Mexico's Kindergarten Entry Assessment.

Domain Coverage

With a clear direction and vision for the creation of New Mexico's KEA, WestEd began to design the KOT. WestEd's goal was to identify a set of indicators that will address the full continuum of development for children in this age group but that can feasibly be administered within the first six weeks of school. Many considerations were instrumental to this work:

- New Mexico's Definition of Readiness for Success in School
- New Mexico's Continuum of Developmental Domains, Birth-Five Years

- Requirements for Assessability via Observation-Based Tools
- Common Core Crosswalk Studies

WestEd submitted proposed revisions to the State's Early Learning Guidelines (ELG) language to better align with the Common Core State Standards and rubric progression through middle of First Grade. WestEd began by completing a set of 30 rubric revisions/extensions of the PreK Observational Assessment essential indicators to more fully align with Common Core State Standards for use in the Pilot KOT. WestEd also incorporated design elements to align with authentic observational assessment protocol, informed by their research and aligned to the National Research Council's recommendations for assessment in early childhood education. Final Pilot KOT rubric language was approved by the Public Education Department in October 2014. The approved Pilot KOT rubrics fully encompassed all the Essential Domains of School Readiness. A proportion breakdown of the KOT domains is provided here:

- 3 Physical Development, Health, and Well-Being Indicators (9%)
- 10 Literacy Indicators (31%)
- 4 Numeracy Indicators (13%)
- 1 Aesthetic Creativity Indicators (3%)
- 3 Scientific Conceptual Understanding Indicators (9%)
- 7 Self, Family, and Community Indicators (22%)
- 4 Approaches to Learning Indicators (13%)

Timing for the Administration of the KOT

The Pilot phase began on November 23, 2014 and will conclude on January 23, 2015. Forty teachers are participating in the Pilot. Each teacher was provided professional development for the administration of the KOT via webinars on October 22, 2014 and November 5, 2014, hosted by WestEd. Teachers were asked to complete 10 observational rubrics on at least 5 students representative of the diversity in their classroom. Teachers will then complete two surveys to provide information about the Professional Development, Rubric language and structure, and Administration process of the KOT. This information will be synthesized in a report to PED at the end of February 2015, including key findings and suggestions for revisions to the KOT. This report will impact the next phase of the KOT, the Field Test.

Plans for the Field Test phase have been completed and is scheduled to begin in June 2015 for K -3 Plus school districts and August 2015 for non-K -3Plus school districts and charters. The administration window will be open for the first 30 school days. All data will be submitted in October 2015. A submittal for the identified sites has been approved. Data analysis of the Field Test sites was estimated from previous years' enrollment counts:

- Total Kindergarten State Population: 27,368
- Estimated Number of Kindergarten Teachers in the State: 1,390
- Fall 2015 Field Test Districts: 50 (56%)
- Fall 2015 Field Test State Charters: 11 (50%)
- Fall 2015 Field Test Teachers: 671 (48%)
- Fall 2015 Field Test Students: 13,214 (48%)

Upon completion of the administration and data submission phases of the Field Test, teachers will be asked to complete surveys to offer their feedback about the Professional Development, rubric language and structure, and the administration process of KOT. Again, this information will be reviewed and included in a report to PED to inform additional changes to the KOT that may be made for the full implementation in the fall of 2016.

Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

A KEA Coordinator was hired in November 2014 as the project lead for the development of the KOT. PED staff meet weekly with the KEA Coordinator to ensure that project deliverables are provided on time. The KEA Coordinator facilitates communication via weekly conference calls between WestEd and the PED for each stage of the work taking place in the development of the KOT.

Through the collaboration of the PED and WestEd, the following activities took place in 2014 to plan and implement the validation study of the PreK Observational Assessment tool as the foundation for the KOT development:

- Reviewed all available New Mexico PreK Observational Assessment materials and conducted scholarly review by June 2014
- Created and disseminated a survey to field in May 2014
- Analyzed survey data from May to June of 2014
- WestEd presented the New Mexico Kindergarten Entry Teacher Feedback Survey findings on June 17, 2014.
- Final validation report will be included in February 2015 report.

Suggested Revisions completed and approved in 2014 include:

- WestEd provided suggestions for which rubrics to keep, add, and remove as well as rubric language revisions to align with Common Core State Standards, the PreK Observational Assessment tool, and the NRC's recommendations for early childhood assessment in June 2014.
- 26 key indicators ("Essential Indicators") were identified by New Mexico educators and WestEd researchers as high priorities for instruction and appropriate for an assessment intended to provide a snapshot of what children know and can do at school entry.
- The revisions were accepted by the PED in July, 2014.
- The approved pilot version of the KOT covered all of the essential domains of a child's school readiness. Those domains are:
 - Physical Development, Health, and Well Being
 - Literacy
 - Numeracy
 - Scientific Conceptual Understanding
 - Aesthetic Creativity
 - Approaches to Learning
 - Self, Family, and Community
- The pilot KOT rubrics provide a range of student performance, spanning from middle of preschool to middle of first grade. This reduces the possibility of a "floor effect" in the observation results and provides a more accurate view of student performance.

KOT Pilot Testing began in 2014 including the following activities:

- The PED recruited pilot test kindergarten teacher participants in October 2014.
- The PED created and disseminated pilot test tasks via professional development to participating kindergarten teachers in October and November 2014. WestEd developed the training materials and facilitated the training.
- Pilot site participants continue to participate in the observational process and record their rubric ratings until July 23, 2015.

- Pilot Phase Participation:
 - Number of participating districts: 7
 - Number of participating charter schools: 1
 - Number of participating kindergarten teachers: 31
 - Number of kindergarten teachers participating in the focus group: 8
- Survey results will be reviewed to identify key findings, and pertinent feedback that will inform revisions to the KOT for Field Test. A final report will be submitted to the PED in February 2015.

Pilot

A KOT work plan for the remainder of the contract work with WestEd has been created for 2015 and 2016 including activities and timelines to ensure that measurable progress will be made by the end of the grant period for all the various components of the KOT work. PED staff will continue to communicate weekly with the KEA Coordinator and WestEd to ensure that deliverables are being met.

Early Learning Data Systems (Section E(2) of Application)

Has the State made progress in enhancing its existing Statewide Longitudinal Data System or building or enhancing a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System and that:

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

Describe the progress made during the reporting year, including the State's progress in building or enhancing a separate early learning data system that aligns with and is interoperable with the Statewide Longitudinal Data System and that meets the criteria described above. Describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period

Children, Youth and Families Department (CYFD)

Ongoing weekly meetings were scheduled between CYFD ECS (Early Childhood Services) data and program staff along with CYFD IT/EPICS development team to develop functionality, business rules and process. Intake consisted of the client demographic information, Income, Education and other income. In 2014 a kick off meeting was held so that CYFD/IT EPICS development team could present their Phase 3 accomplishments. Various screens for the client demographic information, Income, Education and other income we presented along with their functionality based on our development collaboration. In August 2014, CYFD ECS and CYFD IT/EPICS started planning the client provide requirements for the Child Care case which include Eligibility (continuation), Waiting List Management, and Non-Custodial Parent for Child Care. A developer meeting took place every Monday afternoon with any follow-up question developers may have for program staff. The CYFD EPICS program team consists of two Child Care Supervisors, Program Policy, Child Care Audit and the CYFD IT/EPICS program managers and developers. Once requirements are finalized, the team will work on the Provider section to include Provider Services and Service Rates. Additional meetings continue to take place every Monday afternoon with any follow-up question developers may have for program staff. This target version of development is complete and testing will start in early January 2015.

The data visualization capability in the NM-IBIS software has been greatly enhanced. Dynamic, interactive web-based maps are currently being created for both on-the-fly query results and NM-IBIS indicator reports (URLs and/or screenshots available upon request). The new maps are fast and interactive.

The Indicator-based Information System for Public Health (IBIS-PH) software project is managed by a group of states and federal agencies known as the IBIS-PH Community of Practice (IBIS-PH CoP). The data visualization tools currently under development in New Mexico will be available to all 12 IBIS-PH states and federal agencies.

The data charts in NM-IBIS were upgraded using funds from another state in the IBIS-PH CoP. Race to the Top project funds have been leveraged to benefit many states and individuals across the U.S., and that it has been made possible through inter-agency collaboration in New Mexico through the RTT-ELC funds.

Data geocoding capability in DOH has been greatly enhanced through development of the DOH geocoding protocol and the Georeferenced Statewide Address File (GSAF). This capability is being shared with other Race to the Top agencies.

American Community Survey (ACS) data from the U.S. Census Bureau have been programmed into the NM-IBIS query system. The ACS provides information at the county, small area and census tract levels on household poverty, education status, and English proficiency. The ACS data, along with other datasets in NM-IBIS, and data from New Mexico Race to the Top agency teams will be use in maintaining the New Mexico Early Childhood Education Investment Zones.

Data Tables

Commitment to early learning and development

In the tables that follow, provide updated data on the State's commitment to early learning and development as demonstrated in Section A(1) of the State's RTT-ELC application. Tables A(1) -1 through 3 should be updated with current data. Tables 4 and 5 should provide data for the reporting year as well as previous years of the grant. Tables 6 and 7 may be updated only where significant changes have occurred (if no changes have occurred, you should note that fact).

Table (A)(1)-1: Children from Low-Income families, by age

Table (A)(1)-1: Children from Low-Income ¹ families, by age		
	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State
Infants under age 1	17,044	10%
Toddlers ages 1 through 2	34,095	20%
Preschoolers ages 3 to kindergarten entry	50,905	29%
Total number of children, birth to kindergarten entry, from low-income families	102,044	58%

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

Data Table (A)(1)-1 Data Notes

Indicate the data source and clarify or explain any of these data if needed.

Data Source: U.S. Bureau of the Census, American Community Survey, 2013 1-year estimates, Table B17024, Age by Ratio of Income to Poverty Level in the past 12 Months, downloaded from <http://factfinder.census.gov> on 1-29-2015. The number of children under 6 years living under 200% of poverty as a percentage of all children under age 6 was applied to New Mexico population estimates to derive estimates for each age group.

	<u>Total Number of Children</u>	<u>Percentage under 200% poverty</u>	<u>Number under 200% of poverty</u>	<u>Percentage of All Children</u>
Infants <1	29,204	58.40%	17,044	9.7%
Toddlers, 1-2	58,420	58.40%	34,095	19.5%
Preschoolers to Kindergarten entry (3-5)	87,222	58.40%	50,905	29.1%
Total	174,846		102,044	58.4%

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

Table (A)(1)-2: Special Populations of Children with High Needs		
Special Populations: Children who...	Number of children (from birth to kindergarten entry) in the State who...	Percentage of children (from birth to kindergarten entry) in the State who...
Have disabilities or developmental delays ¹	9,634	5.0%
Are English learners ²	54,643	31.3%
Reside on "Indian Lands"	13,384	7.7%
Are migrant ³	241	0.0%
Are homeless ⁴	6,400	3.9%
Are in foster care	844	0.5%
Other as identified by the State	15,212	8.7%
Describe:	Infants Who Were Low and Very Low Weight at Birth	
<p>¹For purposes of this Annual Performance Report, 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).</p> <p>²For purposes of this Annual Performance Report, children who are English learners are children birth through kindergarten entry who have home languages other than English.</p> <p>³For purposes of this Annual Performance Report, children who are migrant are children birth through kindergarten entry who meet the definition of "migratory child" in ESEA section 1309(2).</p> <p>⁴The 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)).</p>		

Data Table (A)(1)-2 Data Notes

Indicate the data source and clarify or explain any of these data if needed.

English learners: source - U.S. Bureau of the Census, American Community Survey, 2013 1-year estimates, Table B16007, Age by Language Spoken at Home for the Population 5 years and over, downloaded from <http://factfinder.census.gov> on 1-29-2015. In 2013, there were an estimated 31.3% of children age 5-17 who spoke languages other than English at home, 68.7% spoke only English. Data for children under age 5 were not available. 31.3% of all children birth to kindergarten equals $.313 * 174,846 = 54,643$.

Indian lands: The total estimated 2010 New Mexico population living in U.S. Census "Tribal Areas" was 13,384. The rate of growth in this age group statewide was very small from 2010 to 2013 (0.16% annual growth rate), so the 2010 census estimate was used without adjusting for population growth.

Low birth weight: From 2009-2013, 8.7% of live births were low or very low weight at birth (source: New Mexico Department of Health, Bureau of Vital Records and Statistics, downloaded from <https://ibis.health.state.nm.us>, on 1-29-15.). 8.7% of all children birth to kindergarten equals $.087 * 174,846 = 15,212$.

Table (A)(1)-3a: 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.

Table (A)(1)-3a: Number of Children with High Needs participating in each type of Early Learning and Development Program, by age				
Type of Early Learning & Development Program	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
State-funded preschool	-	-	4,300	4,300
Specify:	CYFD/PED State funded PreK child counts for the identified investment zones.			
Data Source and Year:	UNM Continuing Education PreK database December 2014			
Early Head Start & Head Start¹	612	1,217	7,448	9,155
Data Source and Year:	Program Information Report 2013			
Programs funded by IDEA, Part C and Part B, section 619	944	4,196	4,494	9,634
Data Source and Year:	New Mexico FIT KIDS and PED Data - Dec 1st 2013 Count			
Programs funded under Title I of ESEA	-	586	7,005	7,591
Data Source and Year:	PED STARS Data 2013-2014			
Programs receiving funds from the State's CCDF program	163	729	864	1,756
Data Source and Year:	CYFD Child Care Assist. Family Automated Client Tracking System December 2014			
Other 1	790	387	36	1,213
Specify:	CYFD Home Visiting Program Children Served in identified investment zones.			
Data Source and Year:	2014 UNM Continuing Education HV database			
¹ Including Migrant and Tribal Head Start located in the State.				

Data Table (A)(1)-3a Data Notes

Enter text here to clarify or explain any of these data if needed.

For PreK, CCDF and Home Visiting programs, the reported numbers of children with high needs are based on the identified New Mexico Early Childhood Investment Zones.

The PreK Program is dually administered by CYFD and PED. In this section of this APR, both Departments reported their numbers under the State Funded Preschool category.

The Head Start and Early Head Start data obtained from the State's Program Information Report includes children under three (Early Head Start and Migrant and Seasonal Head Start Infant and Toddler participation) and preschoolers (Head Start), the information also includes Migrant and Seasonal and Tribal Head Start within the State.

Table (A)(1)-3b: Participation of Children in Early Learning and Development Programs in the State, by Race/Ethnicity

Note: Totals are not included in this table since some children participate in multiple Early Learning and Development programs.

Table (A)(1)-3b: Number of Children							
Type of Early Learning & Development Program	Hispanic Children	Non-Hispanic American Indian or Alaska Native Children	Non-Hispanic Asian Children	Non-Hispanic Black or African American Children	Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Non-Hispanic Children of Two or more races	Non-Hispanic White Children
State-funded preschool	4,934	1,105	82	210			1,994
Specify:	Includes CYFD and PED PreK Programs						
Early Head Start & Head Start ¹	5,401	1,465	137	91	137	92	1,832
Early Learning and Development Programs funded by IDEA, Part C	3,301	489	33	80	6	1,163	58
Early Learning and Development Programs funded by IDEA, Part B, section 619	2,378	476	31	80	5	62	1,112
Early Learning and Development Programs funded under Title I of ESEA	4,378	1,267	52	114	7	115	1,392
Early Learning and Development Programs receiving funds from the State's CCDF program	12,662	1,019	61	553	38		2,642
Other 1	1,205	262	20	28	1	44	300
Describe:	CYFD Home Visiting Program						

¹ Including Migrant and Tribal Head Start located in the State.

Data Table (A)(1)-3b Data Notes

Enter text here to clarify or explain any of these data if needed.

The PreK Program is dually administered by CYFD and PED. In this section of this APR, both Departments reported their numbers under the State Funded Preschool category.

The Head Start and Early Head Start data obtained from the State's Program Information Report includes children under 3 (Early Head Start, Migrant, and Seasonal Head Start Infant and Toddler participation) and Head Start preschoolers, the information also includes Migrant, Seasonal and Tribal Head Start within the State.

Table (A)(1)-4: Data on funding for Early Learning and Development

Note: For States that have a biennial State budget, please complete for all fiscal years for which State funds have been appropriated. We are not asking for forecasting, but for actual allocations. Therefore, States that do not have biennial budgets need not complete for years for which appropriations do not yet exist.

Table (A)(1)-4: Funding for each Fiscal Year					
Type of investment	Baseline	Year 1	Year 2	Year 3	Year 4
Supplemental State spending on Early Head Start & Head Start¹					
State-funded preschool	\$14,164,364	\$14,950,000	\$19,236,600		
Specify:	PreK PED				
State contributions to IDEA, Part C	\$14,968,594	\$14,500,000	\$16,419,669		
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	\$41,286,755	\$41,250,000	\$19,236,600		
Total State contributions to CCDF²	\$5,966,830	\$5,402,319	\$5,402,319		
State match to CCDF Exceeded / Met / Not Met	Met	Met	Met	-	-
<i>If exceeded, indicate amount by which match was exceeded</i>					
TANF spending on Early Learning and Development Programs³	\$16,371,836		\$4,050,000		
Other State contributions 1	\$2,538,200	\$5,531,231	\$6,674,150		
Specify:	Home Visiting				
Other State contributions 2	\$1,650,300	\$1,793,339	\$1,948,750		
Specify:	Quality Child Care (Training and Technical Assistance, Inclusionary Specialists & T.E.A.C.H.)				
Other State contributions 3	\$14,164,364	\$14,985,000	\$11,750,300		
Specify:	State Funded Preschool: PreK CYFD				
Total State contributions:	\$111,111,243	\$98,411,889	\$84,718,388		

¹ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.
² Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.
³ Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.

Data Table (A)(1)-4 Data Notes

Enter text here to indicate data source and clarify or explain any of these data, including the State's fiscal year end date.

State contributions for Special Education and related services for children with disabilities, ages 3 through kindergarten entry amount is less than the two previous years listed in the chart. PED no longer reports speech and language services in that category.

Prior to this time any preschooler that received services, be it in a 619 program (approx. 13 hours per week) for having delays great enough to qualify for special education or for a 30 minute session per week for articulation with an SLP - they were reported and funded as a 3Y/4Y student. This has a significant multiplier.

New policy guidance was provided in July 2011 clarifying that only preschoolers with delays significant enough for special education program (619) were to be reported as 3Y/4Y (and funded as such). Preschoolers receiving what has come to be known as Speech Only are reported by the IEP determined level of service (like "A" or "B") and funded per that calculation (much less in funding).

TANF Funds are distributed as follows:

\$3,050,000 allocated to support CYFD Community based PreK Program

\$1,000,000 allocated to support the New Mexico Home Visiting Program

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

Note: Totals are not included in this table since some children participate in multiple Early Learning and Development programs. However, the current year should match the program totals reported in Table (A)(1)-3a.

Table (A)(1)-5: Total number of Children with High Needs participating in each type of Early Learning and Development Program¹			
Type of Early Learning and Development Program	Baseline	Year 1	Year 2
State-funded preschool <i>(annual census count; e.g., October 1 count)</i>	4,591	4,591	4,300
Specify:	New Mexico Pre-Kindergarten FY 14		
Early Head Start and Head Start² <i>(funded enrollment)</i>	11,057	9,155	9,122
Programs and services funded by IDEA Part C and Part B, section 619 <i>(annual December 1 count)</i>	10,036	9,634	9,750
Programs funded under Title I of ESEA <i>(total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report)</i>	6,775	6,996	7,591
Programs receiving CCDF funds <i>(average monthly served)</i>	12,757	17,993	17,084
Other 1	1,077	1,489	1,919
Describe:	Home visiting FY 13		
¹ Include all Children with High Needs served with both Federal dollars and State supplemental dollars.			
² Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.			

Data Table (A)(1)-5 Data Notes

Enter text here to indicate data source and clarify or explain any of these data if needed. Include current year if data are available.

For PreK, CCDF and Home Visiting programs, children with high needs reported are based on the identified New Mexico Early Childhood Investment Zones.

The PreK Program is dually administered by CYFD and PED. For this section of this APR, both Departments reported their numbers under the State Funded Preschool category.

The Head Start and Early Head Start data obtained from the PIR includes children under three (Early Head Start, Migrant, and Seasonal Head Start Infant and Toddler participation) and Head Start preschoolers, the information also includes Migrant, Seasonal and Tribal Head Start within the State.

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

Check marks indicate the State's Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness.

Table (A)(1)-6: Current status of the State's Early Learning and Development Standards			
Essential Domains of School Readiness	Age Groups		
	Infants	Toddlers	Preschoolers
Language and literacy development	✓	✓	✓
Cognition and general knowledge (including early math and early scientific development)	✓	✓	✓
Approaches toward learning	✓	✓	✓
Physical well-being and motor development	✓	✓	✓
Social and emotional development	✓	✓	✓

Data Table (A)(1)-6 Data Notes

Enter text to explain or clarify information as needed.

The New Mexico Early Learning Guidelines and the FOCUS provide:

- Common Early Learning Standards, standardized criteria for a common, authentic, observation documentation curriculum-planning process.
- Common Early Learning Standards, a standardized process for continuous quality improvement and standardized criteria for a common quality rating and improvement system.

During 2014, NM-ELG went through some revisions as a result of the Kindergarten Entry Assessment development and the validation process of the NM Assessment System.

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

Check marks indicate where an element of a Comprehensive Assessment System is currently required.

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State					
Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
State-funded preschool	✓	✓	✓		
Specify:					
Early Head Start & Head Start ¹	✓	✓	✓	✓	
Programs funded by IDEA, Part C	✓	✓			
Programs funded by IDEA, Part B, section 619	✓	✓		✓	
Programs funded under Title I of ESEA	✓	✓		✓	✓
Programs receiving CCDF funds			✓	✓	
Current Quality Rating and Improvement System requirements (Specify by tier)					
Tier 1					
Tier 2	✓			✓	
Tier 3	✓	✓	✓	✓	
Tier 4	✓	✓	✓	✓	
Tier 5	✓	✓	✓	✓	
State licensing requirements					
Other 1	✓	✓	✓	✓	
Describe:	Migrant Head Start				
Other 2	✓	✓	✓	✓	
Describe:	Tribal Head Start				
Other 3	✓	✓	✓	✓	
Describe:	Revised FOCUS Tiered Quality Rating and Improvement System requirements				
Other 4	✓	✓			
Describe:	Home Visiting				

¹ Including Migrant and Tribal Head Start located in the State.

Data Table (A)(1)-7 Data Notes

Enter text here to clarify or explain any of the data, if necessary.

Child Trends was contracted to validate the New Mexico Comprehensive Assessment: Authentic Observation Documentation and Curriculum Planning (AODCP). The plan includes parent interviews, winter classroom observations, and child assessment. An application was submitted for an IRB modification for the format of the FOCUS director survey and teacher incentives structure. The FOCUS Director survey protocol has been finalized. Child Trends developed a plan for appropriately gathering preliminary portfolio and other data from teachers to help inform the development of the fidelity of implementation measurement tools for the AODCP validation study.

Budget and Expenditure Tables

Budget and Expenditure Table 1: Overall Budget and Expenditure Summary by Budget Category

Report your actual budget expenditures for the entire previous budget period and for the current reporting period.

Budget Summary Table

Budget Summary Table					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$24,796.00	\$285,532.00	\$0.00	\$0.00	\$310,328.00
2. Fringe Benefits	\$9,158.00	\$82,038.00	\$0.00	\$0.00	\$91,196.00
3. Travel	\$0.00	\$5,891.00	\$0.00	\$0.00	\$5,891.00
4. Equipment	\$50.00	\$27,208.00	\$0.00	\$0.00	\$27,258.00
5. Supplies	\$0.00	\$19,577.00	\$0.00	\$0.00	\$19,577.00
6. Contractual	\$458,529.00	\$4,460,462.00	\$0.00	\$0.00	\$4,918,991.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$16,112.00	\$0.00	\$0.00	\$16,112.00
9. Total Direct Costs (add lines 1-8)	\$492,533.00	\$4,896,820.00	\$0.00	\$0.00	\$5,389,353.00
10. Indirect Costs	\$0.00	\$43,800.00	\$0.00	\$0.00	\$43,800.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$7,675.00	\$13,653.00	\$0.00	\$0.00	\$21,328.00
13. Total Grant Funds Requested (add lines 9-12)	\$500,208.00	\$4,954,273.00	\$0.00	\$0.00	\$5,454,481.00
14. Funds from other sources used to support the State Plan	\$1,231,846.00	\$63,000.00	\$0.00	\$0.00	\$1,294,846.00
15. Total Statewide Budget (add lines 13-14)	\$1,732,054.00	\$5,017,273.00	\$0.00	\$0.00	\$6,749,327.00

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The 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.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Budget Summary Table Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Administrative processes continued to be a barrier during the early part of the second year of the grant. Though work on the grant's projects and progress continued throughout the entire year, spending increased rapidly over the course of the year. Quarterly draw-downs for grant funds for year 2 were as follows: \$25,992 in quarter 1; \$864,026 in quarter 2; \$439,609 in quarter 3; and \$2,657,965 in quarter 4.

On average, the New Mexico team made quarterly draw-downs of \$996,898, with internal expenditures exceeding that amount for the year. Reimbursement procedures have been finalized over the course of year 2 of the grant, and an increasing pattern of expenditures has been established. However, expenditures remained below what was budgeted for year two. There are several contributing factors to lower than anticipated expenditures, including difficulty in hiring and retaining appropriate RTT-ELC staff and delayed engagement in contractual work as scheduled in the grant. The grant team expects expenditures to continue to increase over the course of year 3 of the grant.

Budget Summary Table Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

The New Mexico Executive Team and Leadership Team have begun discussing a budget amendment to adjust the budget architecture for years three and four of the grant to ensure plan for full expenditures and a completion of all the project tasks articulated in the application. Planning has already begun on the amendment, and one will be submitted to our representatives at both the Department of Education and the Department of Health and Human Services.

Budget Table: Project 1 – Grants Management

Budget Table: Project 1					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$4,029.00	\$36,268.00	\$0.00	\$0.00	\$40,297.00
2. Fringe Benefits	\$1,059.00	\$12,936.00	\$0.00	\$0.00	\$13,995.00
3. Travel	\$0.00	\$3,949.00	\$0.00	\$0.00	\$3,949.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$692.00	\$0.00	\$0.00	\$692.00
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$5,088.00	\$53,845.00	\$0.00	\$0.00	\$58,933.00
10. Indirect Costs	\$0.00	\$43,800.00	\$0.00	\$0.00	\$43,800.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$7,675.00	\$13,653.00	\$0.00	\$0.00	\$21,328.00
13. Total Grant Funds Requested (add lines 9-12)	\$12,763.00	\$111,298.00	\$0.00	\$0.00	\$124,061.00
14. Funds from other sources used to support the State Plan	\$63,000.00	\$63,000.00	\$0.00	\$0.00	\$126,000.00
15. Total Statewide Budget (add lines 13-14)	\$75,763.00	\$174,298.00	\$0.00	\$0.00	\$250,061.00

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The 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.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 1 Budget Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Total Budget for Project 1 - Year 2: \$297,740.00

Actual Expenditures for Project 1 - Year 2: \$67,498.05

Turnover in grants management staff has provided for less-than-expected expenditures in Project 1. The Children, Youth and Families Department (CYFD) created and hired the Race to the Top Coordinator position in December 2013. This position was then vacated several months later at which time the Leadership Team determined the Project Coordinator position was not at the level needed to manage the entire grant. The role was moved over to the Public Education Department (PED), the lead agency, for a higher classification and pay grade and the title was changed to Project Manager. The position has been assumed by a PED staff member whose salary and fringe benefits are being paid with State General funds so expenditures for those two categories are not consistent with the budget for Year Two. PED submitted a request to use Race to the Top - Early Learning Challenge funds to pay for the time that position is spending on the project. The Project Coordinator position at CYFD was not filled until September which resulted in under-budget expenditures in personnel and fringe benefits categories. As a result of these vacancies the travel and supplies categories were also under-spent in year two. A misunderstanding of our technical assistance needs and turnover in the Data Project resulted in lower expenditures in the technical assistance category.

Direct Cost Budget for Year 2: \$108,400

Actual Expenditures: \$53,844.23

Budget Category Grant Year 2 Budget

1. Personnel Budget \$70,000 --- Actual \$36,267
2. Fringe Benefits Budget \$21,000 --- Actual \$12,936
3. Travel Budget \$10,300 --- Actual \$3,948
4. Equipment Budget \$0 --- Actual \$0
5. Supplies Budget \$7,100 --- Actual \$691
6. Contractual Budget \$0 --- Actual \$0
7. Training Stipends Budget \$0 --- Actual \$0
8. Other Budget \$0 --- Actual \$0
9. Total Direct Costs Budget \$108,400 --- Actual \$53,844

Participation in Technical Assistance Budget Year Two: \$100,000

Actual Expense: \$13,653

Project 1 Budget Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

There are no major changes the State RTT-ELC budget in the upcoming year. Funds from the first two years will be reallocated within originally budgeted categories and redistributed within the remaining two years of the grant.

Budget Table: Project 2 – Tiered Quality Rating and Improvement System

Budget Table: Project 2					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$13,714.00	\$0.00	\$0.00	\$13,714.00
2. Fringe Benefits	\$0.00	\$1,870.00	\$0.00	\$0.00	\$1,870.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$676.00	\$0.00	\$0.00	\$676.00
5. Supplies	\$0.00	\$18,885.00	\$0.00	\$0.00	\$18,885.00
6. Contractual	\$2,594.00	\$2,533,750.00	\$0.00	\$0.00	\$2,536,344.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$2,594.00	\$2,568,895.00	\$0.00	\$0.00	\$2,571,489.00
10. Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$2,594.00	\$2,568,895.00	\$0.00	\$0.00	\$2,571,489.00
14. Funds from other sources used to support the State Plan	\$1,138,846.00	\$0.00	\$0.00	\$0.00	\$1,138,846.00
15. Total Statewide Budget (add lines 13-14)	\$1,141,440.00	\$2,568,895.00	\$0.00	\$0.00	\$3,710,335.00

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.

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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.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 2 Budget Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Total Budget for Project 2 -Year 2: \$6,152,796

Actual Expenditures for Project 2 -Year 2: \$ 2,453,109.00

Through CYFD, the project team contracted with the University of New Mexico (UNM) to implement the FOCUS consultation, training and support services. Hiring qualified consultants and trainers, particularly in isolated, rural areas has been a challenge. The project team has been working with UNM to develop alternatives such as remote consultation and online training using technology. The initial distance online training has been launched for a group of providers starting February 2015. CYFD also contracted with Child Trends to develop a plan and implement the TQRIS Validation process. In addition, in June 2014 an amendment to the contract with Child Trends was completed. The additional work includes validation of the New Mexico Authentic Observation Documentation Curriculum and Assessment System. The project team created a position for a FOCUS Coordinator in the Department of Health to work with the Part C programs in the implementation of the FOCUS-TQRIS. The DOH FOCUS Coordinator was hired at the end of June 2014. She has been working closely with UNM related to the development, support and consultation for Part C FOCUS Criteria.

The contract work with UNM also works with the Public Education Department to review the criteria for FOCUS related to licensed early childhood programs to identify the elements that can be transferred to Public School-based programs. The kickoff to the initial group of programs to begin the Pilot process of the criteria is taking the place early 2015.

1. Personnel Budgeted -\$56,000 ---- Actual - \$13,714
2. Fringe Benefits Budgeted -\$24,000 ---- Actual - \$1,870
3. Travel Budgeted -\$4,000 ---- Actual - \$0
4. Equipment Budgeted -\$1,000 ---- Actual - \$676
5. Supplies Budgeted - \$12,500 ---- Actual - \$18,885
6. Contractual Budgeted - \$6,055,296 ---- Actual - \$ 2,417,964
7. Training Stipends Budgeted -\$ 0 ---- Actual - \$0
8. Other Budgeted - \$0 ---- Actual - \$ 0
9. Total Direct Costs Budgeted - \$ 6,152,796 --- Actual \$ 2,453,109.

Project 2 Budget Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

The State Leadership Team will be working with the RTT Project Officers from US Department of Health and Human Services (HHS) and the US Department of Education (DOE) to determine changes to the RTT-ELC budget in the upcoming year.

The RTT-ELC Leadership team is meeting with the New Mexico Early Learning Executive Leadership Team to develop a budget amendment that may include the following changes to the FOCUS- TQRIS project:

1. Reallocate funds from CYFD to PED and DOH to add contractual activities for the statewide implementation of the FOCUS criteria, additional training, validation and piloting of the project.
2. Move funds from FOCUS-TQRIS to Project Management for full implementation of a comprehensive NM Early Learning Marketing Plan.
3. Use quality funds to implement strategies and allow programs increase their quality thus successfully increasing and sustaining program quality.

Budget Table: Project 3 – Early Childhood Investment Zones

Budget Table: Project 3					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$76,521.00	\$0.00	\$0.00	\$76,521.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$76,521.00	\$0.00	\$0.00	\$76,521.00
10. Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$0.00	\$76,521.00	\$0.00	\$0.00	\$76,521.00
14. Funds from other sources used to support the State Plan	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00
15. Total Statewide Budget (add lines 13-14)	\$15,000.00	\$76,521.00	\$0.00	\$0.00	\$91,521.00

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all grant years.
 Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.
 Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.
 Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.
 Line 12: The 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.
 Line 13: This is the total funding requested under this grant.
 Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 3 Budget Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Total Budget for Project 3 -Year 2: \$100,000

Actual Expenditures for Project 3 -Year 2: \$ 76,521.24

The contract for Early Childhood Investment Zones was fully executed and the contractor and sub-contracted consultants begin fully working in the Project as described in the Scope of Work since March 2014.

Project 3 Budget Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

There are no major changes to the State RTT-ELC budget for the upcoming year for this project. Funds from year one and the remaining 24% (\$23,478) for year 2, will be reallocated within the contracts category originally budgeted and redistributed within the remaining two years of the grant.

Budget Table: Project 4 – Workforce Development

Budget Table: Project 4					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$32,720.00	\$341,788.00	\$0.00	\$0.00	\$374,508.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$32,720.00	\$341,788.00	\$0.00	\$0.00	\$374,508.00
10. Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$32,720.00	\$341,788.00	\$0.00	\$0.00	\$374,508.00
14. Funds from other sources used to support the State Plan	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00
15. Total Statewide Budget (add lines 13-14)	\$47,720.00	\$341,788.00	\$0.00	\$0.00	\$389,508.00

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all grant years.
 Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.
 Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.
 Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.
 Line 12: The 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.
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 Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 4 Budget Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Total Budget for Project 4 -Year 2: \$412,500

Actual Expenditures for Project 4 -Year 2: \$ \$341,788.07

The contract with New Mexico Association for the Education of Young Children (NMAEYC), who holds the license for T.E.A.C.H. ® in New Mexico has been fully executed and scholarships have been made available to Home Visiting, Consultants, Early Intervention (Family Infant Toddler Program) and other early childhood personnel to prepare them for participation in FOCUS.

The contract for Infant/Early Childhood Mental Health experts in New Mexico to provide seminars, reflective practices and professional development sessions for early childhood professionals has been in full implementation.

Project 4 Budget Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

There are no major changes the State RTT-ELC budget in the upcoming year. Funds from year one and the remaining 17% (\$70,711.93) will be reallocated within the contracts category originally budgeted and redistributed within the remaining two years of the grant. The main purpose of the funds is to increase T.E.A.C.H. scholarships and meet the high demand created as part of the state's efforts to increase and sustain high quality in early childhood programs.

Budget Table: Project 5 – Early Childhood Data

Budget Table: Project 5					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$20,767.00	\$235,550.00	\$0.00	\$0.00	\$256,317.00
2. Fringe Benefits	\$8,099.00	\$67,232.00	\$0.00	\$0.00	\$75,331.00
3. Travel	\$0.00	\$1,942.00	\$0.00	\$0.00	\$1,942.00
4. Equipment	\$50.00	\$26,532.00	\$0.00	\$0.00	\$26,582.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$423,215.00	\$1,312,864.00	\$0.00	\$0.00	\$1,736,079.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$16,112.00	\$0.00	\$0.00	\$16,112.00
9. Total Direct Costs (add lines 1-8)	\$452,131.00	\$1,660,232.00	\$0.00	\$0.00	\$2,112,363.00
10. Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$452,131.00	\$1,660,232.00	\$0.00	\$0.00	\$2,112,363.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$452,131.00	\$1,660,232.00	\$0.00	\$0.00	\$2,112,363.00

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The 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.

Line 13: This is the total funding requested under this grant.

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Project 5 Budget Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Total Budget for Project 5 - Year 2: \$2,061,726

Actual Expenditures for Project 5 - Year 2 \$1,640,057

The planning process and contracting procedures for the State contributed to this project being under-spent. State administrative processes regarding hiring personnel outlined in the grant application was laborious, and only partial staffing occurred throughout the reporting year. Additional staffing is scheduled for Year Three of the grant.

Personnel and Fringe Benefits:

Budget for Year 2: \$431,211

Actual Expenditures: \$302,782

Partial staffing and personnel turnover contributed to the budget being under-spent. Full staffing is scheduled for Year Three of the grant and an IT Project Manager was hired in late November to oversee the project.

Supplies and Equipment:

Budget for Year 2: \$45,005

Actual Expenditures: \$26,531

Software licenses and hardware were purchased and the process is in place to continue purchasing equipment and supplies.

Contractual:

Budget for Year 2: \$1,554,950.00

Actual Expenditures: \$1,292,689

The data visualization capability in the NM-IBIS software has been greatly enhanced. Dynamic, interactive web-based maps are currently being created for both on-the-fly query results and NM-IBIS indicator reports. URLs and/or screenshots available upon request. The new maps are fast and interactive.

The Indicator-based Information System for Public Health (IBIS-PH) software project is managed by a group of states and federal agencies known as the IBIS-PH Community of Practice (IBIS-PH CoP). The data visualization tools currently under development in New Mexico will be available to all 12 IBIS-PH states and federal agencies. The data charts in NM-IBIS were upgraded using funds from another state in the IBIS-PH CoP. RTT-ELC project funds have been leveraged to benefit many states and individuals across the U.S., and that it has been made possible through inter-agency collaboration in New Mexico through RTT-ELC funds.

Data geocoding capability in the Department of Health (DOH) has been greatly enhanced through development of the geocoding protocol and the Georeferenced Statewide Address File (GSAF). This capability is being shared with other RTT-ELC agencies.

American Community Survey (ACS) data from the U.S. Census Bureau have been programmed into the NM-IBIS query system. The ACS provides information at the county, small area and census tract levels on household poverty, education status, and English proficiency. The ACS data, along with other datasets in NM-IBIS, and data from New Mexico RTT-ELC agency teams will be used in maintaining the NM Early Childhood Education Investment Zones.

Project 5 Budget Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

The State Leadership Team will be working with the RTT Project Officers from US Department of Health and Human Services (HHS) and the US Department of Education (DOE) to determine changes to the RTT-ELC budget in the upcoming year. Unused funds for personnel and fringe benefits categories for the Data Project are projected to be reallocated to contractual category during the remaining years of the grant.

Budget Table: Project 6 – Kindergarten Entry Assessment

Budget Table: Project 6					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$195,539.00	\$0.00	\$0.00	\$195,539.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$195,539.00	\$0.00	\$0.00	\$195,539.00
10. Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$0.00	\$195,539.00	\$0.00	\$0.00	\$195,539.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$0.00	\$195,539.00	\$0.00	\$0.00	\$195,539.00

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.
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Project 6 Budget Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Contractual Budget for Year 2: \$324,000.00

Contractual Actual Expenditures for year 2: \$195,538

Due to the length of time required to put in place contracts with WestEd to develop and validate the Kindergarten Entry Assessment (KEA) and for Regional Education Cooperative 5 (REC5) to hire a KEA Coordinator, funds were not charged until later in the fiscal year.

With the KEA field test taking place in fall 2015, the majority of the remaining funds for this project will be expended in Year Three of the grant as we will be training 1,200 teachers, administrators and coaches on the KEA administration. Additional costs will be expended during the remainder of the contract with WestEd in Year 3.

Travel budget for Year 2: \$31,840

Travel actual expenditures for Year 2: \$0.00

Project 6 Budget Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Significantly more of the KEA budget will be spent in Year Three due the expansion of work from Pilot to Field Test. Much of the funds will be spent for professional development materials, presentations, and coordination of the field test and related materials. A budget amendment will be submitted to account for these changes.