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HANNA SKANDERA
SECRETARY-DESIGNATE OF EDUCATION

SUSANA MARTINEZ
Governor

December 31, 2014

Susana Martinez
Governor
State of New Mexico
Office of the Governor
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Room 400
Santa Fe, NM 87501

David Abbey
Director
New Mexico Legislative Finance Committee
325 Don Gaspar
Suite 101
Santa Fe, NM 87501

Frances Ramírez-Maestas
Director
New Mexico Legislative Education Study Committee
325 Don Gaspar
Suite 200
Santa Fe, NM 87501

Dear Governor Martinez, Mr. David Abbey, and Mrs. Ramírez-Maestas:

The Public Education Department (PED) is pleased to enclose the *New Mexico PreK Program Annual Report for School Year 2013–2014*. This annual report fulfills the PED's responsibility under the statutory requirement of the PreK Education Act in relevant part as follows:

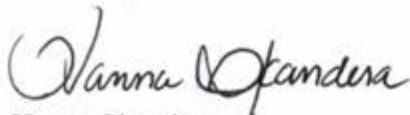
32A-23-4. NMSA 1978. Voluntary pre-kindergarten; interagency cooperation; contracts; contract monitoring; research. (2005)

- A. The children, youth and families department and the public education department shall cooperate in the development and implementation of a voluntary program for the provision of pre-kindergarten services throughout the state.
- D. The departments shall provide an annual report to the governor and the legislature on the progress of the state's voluntary pre-kindergarten program.

This report is a comprehensive compilation of data that describes the efficiency and the effectiveness of the PreK student program. The PED and the Children, Youth and Families Department (CYFD) are collaborating to provide exemplary PreK services to students.

We look forward to working with you and your colleagues to ensure that the PreK program increases student benefits and reduce costs through expanded risk-sharing. Consequently, this will provide an excellent PreK program that ensures all students in the program have access to a common set of benefits.

Warm regards,



Hanna Skandera
Secretary of Education

Enc. (1): *New Mexico PreK Program Annual Report for School Year 2013–2014*

HS/LL/mm

cc: Yolanda Berumen-Deines, Secretary, CYFD
PED Senior Team
Leighann Lenti, Deputy Secretary of Policy and Program
Melinda Webster, Literacy Program Director
Ann Zuni, PreK Program Manager, Early Childhood Education
Brenda Kofahl, Education Administrator, Early Childhood Education

State of New Mexico

CHILDREN, YOUTH and FAMILIES DEPARTMENT

SUSANA MARTINEZ
GOVERNOR

JOHN SANCHEZ
LIEUTENANT GOVERNOR



CABINET SECRETARY

JENNIFER PADGETT
DEPUTY CABINET SECRETARY

December 30, 2014

The Honorable Susana Martinez
Governor of the State of New Mexico
490 Old Santa Fe Trail, Room 400
Santa Fe, NM 87501

David Abbey, Director
New Mexico Legislative Finance Committee
325 Don Gaspar, Suite 101
Santa Fe, NM 87501

Frances Ramirez-Maestas, Director
New Mexico Legislative Education Study Committee
325 Don Gaspar, Suite 200
Santa Fe, NM 87501

Dear Governor Martinez, Mr. David Abbey, and Ms. Ramirez-Maestas:

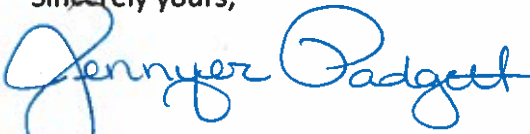
The Children, Youth and Families Department is pleased to enclose CYFD's *New Mexico PreK Program Annual Report for School Year 2013-2014*. This annual report fulfills CYFD's responsibility under the statutory requirement of the New Mexico Pre-Kindergarten Education Act:

NMSA 1978 § 32A-23-4. Voluntary pre-kindergarten; interagency cooperation; contracts; contract monitoring; research

- A. The children, youth and families department and the public education department shall cooperate in the development and implementation of a voluntary program for the provision of pre-kindergarten services throughout the state.
- D. The departments shall provide an annual report to the governor and the legislature on the progress of the state's voluntary pre-kindergarten program.

This report was developed in conjunction with the Public Education Department and provides an overview of the 2013-2014 school year. We continue to target areas of high need and are collaborating with our partner to ensure that community needs are taken into consideration so that efficient and effective delivery of NM PreK services are delivered. The department looks forward to continued collaboration with the Public Education Department to support increased child outcomes across the early childhood years of birth through age eight.

Sincerely yours,



Jennifer Padgett

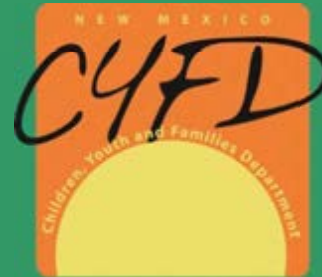
Deputy Cabinet Secretary- Children, Youth and Families Department

Enc. (1): CYFD New Mexico PreK Program Annual Report for School Year 2013-2014

cc: Hanna Skandera, Secretary-Designate of Education
Helen Quintana, Chief of Staff, CYFD
Steve Hendrix, Director- Early Childhood Services
Dan Haggard, Deputy Director of Programs, Early Childhood Services
Alejandra Rebolledo-Rea, Bureau Chief- Office of Child Development

NM PED

New Mexico Public Education Department



**PreK Annual Report
School Year 2013–2014
December 2014**

**Hanna Skandera
Secretary of Education
Public Education Department**

**Yolanda Berumen-Deines
Cabinet Secretary
Children Youth and Families Department**



The State of New Mexico

New Mexico PreK Program Annual Report For School Year 2013–2014 December 2014

Susana Martinez
Governor

Yolanda Berumen-Deines
Children, Youth, and Families Department
Cabinet Secretary

Hanna Skandera
Secretary of Education

Required Notice

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Notes

This document is available at

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

Acknowledgements

The Secretary of Education and the Secretary of the Children, Youth, and Families Department thank the following individuals for their contributions to this report:

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Executive Summary

The research taken from the PEW Center (2011) shows that high-quality PreK is essential for raising school performance. It multiplies the effects of later reforms by narrowing early achievement gaps and ensuring that children are fully prepared to learn and thrive academically, physically, socially, and emotionally.

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

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

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

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

Alignment to the transition of the Common Core State Standards (CCSS)

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

The collaboration between the Children, Youth, and Families Department and the Public Education Department supports New Mexico’s mixed-delivery system and provides parental choice. For the 2013–14 school year, these two departments contracted with private child care providers, non-profit agencies, universities, municipalities, public school districts, state charter schools, and regional education cooperatives to serve 7,326 children at 207 PreK sites. Over 78 percent of these children who completed PreK scored at the level of “Accomplishing” or “Exceeds Expectations” on the combined scoring of all seven domains on the PreK Observational Assessment. This level of scoring validates the contention that children who attend a PreK program are prepared to be successful in kindergarten.

¹ *Transforming Public Education: Pathway to a PreK–12 Future*, p. 8, The PEW Center on the States, September 2011.

Introduction

New Mexico PreK is a voluntary program created by the *Pre-Kindergarten Act of 2005* and jointly administered by the Children, Youth, and Families Department (CYFD) and the Public Education Department (PED). The purpose of PreK is to ensure that every child in New Mexico (NM) has the opportunity to attend a high-quality, early childhood program before entering kindergarten.

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

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

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

- NM Early Learning Guidelines (ELGs)—The *ELGs* are used to structure the Authentic Observation Documentation Curriculum Planning Process (AODCP) using 23 of the indicators to assess PreK children
- Authentic Assessment and Curriculum Cycle—Each PreK teacher uses this cycle which involves planning, observation, reflection, assessment, and individualization.
- PreK Teachers and Administrator Training—All PreK teachers and administrators are required to participate in *NM PreK* training.
- PreK Training and Development Consultant Support—All PreK programs receive regular visits from *NM PreK* consultants who assist teachers and administrators to strengthen practice in the classroom.

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

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

PreK Program Facts and Accomplishments

The following are selected PED PreK program facts and accomplishments for the school year 2013–2014:

- The PED received \$14,950,000.00 to fund PreK programs in school districts and charter schools.
- The PED contracted with 45 school districts and 4 state charter schools to serve 4,230 children, but actually served 4,599 children.
- All PreK teachers received full consultant support services this year. Two (2) districts, Rio Rancho and Albuquerque, were funded to provide an internal consultant. Other districts were provided consultant services through a contract with the University of New Mexico (UNM).
- There were three (3) PreK administrator meetings/trainings were provided by PED PreK staff on September 6, 2013; March 14, 2014; and March 20, 2014 at the UNM Continuing Education Building in Albuquerque.
- There were two pre-application workshops held on February 26, 2014, at the UNM Continuing Education Building in Albuquerque. The workshop for school districts, charters schools, and the RECs that planned to submit an FY 2014 application for a new PreK program was held from 9:00 a.m. to 12:00 noon. An additional workshop for continuing school districts, charter schools, and RECs was held from 1:30 p.m. to 4:00 p.m. PED PreK staff provided guidance and technical assistance on the application process
- In regional trainings, 330 PED PreK teachers and educational assistants completed professional development on the *New Mexico PreK Child Observational Assessment Tools* and the curriculum cycle. A separate workshop, the NM PreK Observational Assessment Tool Administrator Training, was held for school administrators in September, 2013, with 39 PED administrators attending. In addition, 19 administrators completed the two-day, new-teacher training, and 13 administrators completed the one-day, returning-teacher training with their teaching staff.
- Early Childhood Environmental Rating Scale training was held in Albuquerque and Las Cruces with 80 PED teachers and educational assistants completing, as well as 16 PED administrators. The PED requires that staff attend this training in their first year of PreK and at least every three years thereafter.
- While all PED PreK teachers are licensed, 67.66 percent of the PED's PreK program teachers have licenses in early childhood education. The PED contracted with New Mexico Association for the Education of Young Children who, through their *T.E.A.C.H.® Program*, provided 104 teacher scholarships this school year to PED PreK teachers and educational assistants to complete college courses leading to either the Early Childhood, Birth to Grade 3 teacher license; a Master's degree in Early Childhood; or an Associate of Arts degree in Early Childhood Education.
- Of the children in PED's PreK programs, 91.55 percent showed measureable progress overall (average of all domains) in kindergarten readiness. Showing measureable progress means any increase from one rubric level to another or maintaining at rubric level 4 or 5, as measured by *New Mexico PreK Child Observational Assessment*.
- Of the children in PED's PreK programs, 91.61 percent showed measureable progress in literacy skills, as measured by *New Mexico PreK Child Observational Assessment*.

The following are selected CYFD PreK program facts and accomplishments for school year 2013–2014.

- The CYFD was originally appropriated \$14,985,900 (\$9,235,900 from the State General Fund and \$5,750,000 from the Tobacco Settlement Funds) in SFY2014. The Tobacco Settlement Funds were reduced by \$2,655,100 because the revenue was compromised due to an arbitration panel ruling in favor of tobacco companies on matters relating to the distribution of settlement funds for the year 2003, resulting in a SFY2014 CYFD PreK adjusted budget of \$12,330,800.
- The CYFD contracted with 57 community-based providers at 108 different sites to serve 3,096 children. Types of licensed providers include the following:
 - Child care centers
 - Family child care homes
 - Head Start agencies
 - Municipalities
 - Universities
 - Faith-based child care centers
- A pre-application workshop was held in Santa Fe on February 21, 2014, at the P.E.R.A. Building. The workshop was for private licensed providers who planned to submit an application for a new or expanded NM PreK program for FY2015. CYFD staff provided guidance and technical assistance on the application process to 50 attendees.
- Approximately 295 CYFD PreK teachers, educational assistants, and administrators were provided training on the *New Mexico PreK Child Observational Assessment Tools* and the curriculum cycle in regional trainings. A separate training, the NM PreK Observational Assessment Tool Administrator Training, was held for program administrators. There were 73 CYFD administrators who attended this training in August 2013 in Albuquerque. New Teacher Training was attended by 21 administrators and their staff, while 12 administrators attended the Returning Teacher Training.
- The Early Childhood Environmental Rating Scale trainings were held in Albuquerque and Las Cruces, with 116 teachers and educational assistants and 35 administrators attending. The CYFD requires that staff attend this training in their first year of PreK and at least every three years thereafter.
- The CYFD contracted with New Mexico Association for the Education of Young Children who, through their *T.E.A.C.H.® Program*, provided 154 scholarships to CYFD PreK teachers and educational assistants to take college courses leading to a Bachelor's degree in early childhood education, a Birth to Grade 3 teacher license, or an Associate of Arts degree in early childhood education, this school year. A total of 1,062 credit hours were completed by scholarship recipients.
- Of the children in CYFD's PreK programs, 90.17 percent showed measureable progress overall (average of all domains) in kindergarten readiness. Showing measureable progress means any increase from one rubric level to another or maintaining at rubric level 4 or 5, as measured by *New Mexico PreK Child Observational Assessment*.
- Of the children in CYFD's PreK programs, 90.95 percent showed measureable progress in literacy skills, as measured by *New Mexico PreK Child Observational Assessment*.

Statutory Requirements

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

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

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

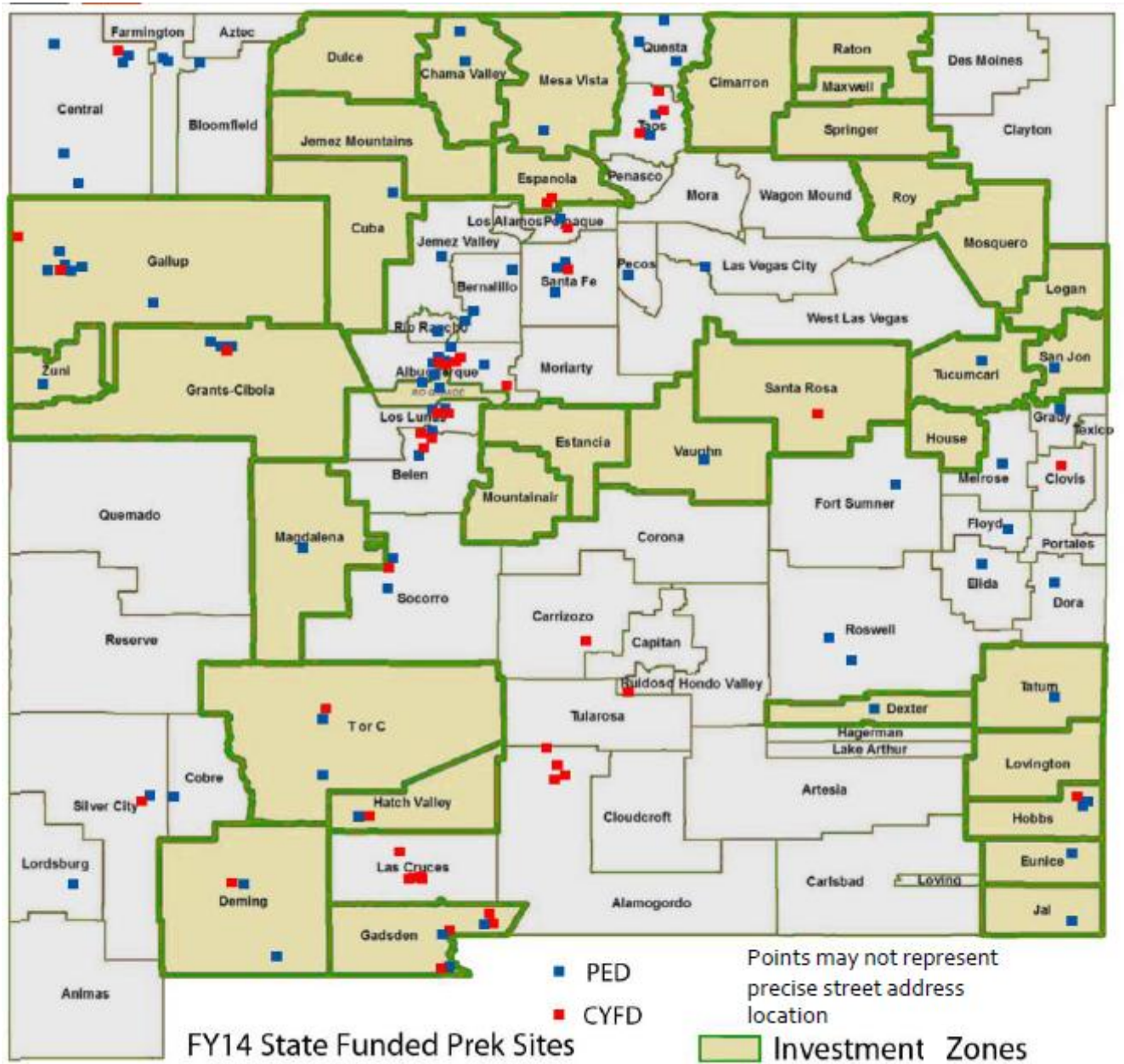


Detailed Report

FY14 PreK Sites for CYFD and PED with Investment Zones

The early childhood investment zones are a collaborative effort of the following New Mexico Department(s):

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



2013–2014 NM School Districts Served by CYFD and PED

CYFD—only*	Both CYFD and PED	PED—only
Alamogordo Public Schools	Albuquerque Public Schools	Bernalillo Public Schools
Aztec Municipal Schools	Belen Consolidated Schools	Bloomfield Schools
Belen Consolidated Schools	Deming Public Schools**	Central Consolidated Schools
Carrizozo Municipal Schools	Farmington Municipal Schools	Chama Valley Independent Schools
Espanola Public Schools	Gadsden Independent School District	Cobre Consolidated Schools
Las Cruces Public Schools	Gallup-McKinley City Schools	Cuba Independent Schools
Portales Municipal Schools	Grants-Cibola County Schools	Dexter Consolidated Schools
Ruidoso Municipal Schools	Hatch Valley Public Schools	Dora Municipal Schools (REC-6)
Santa Rosa Consolidated Schools	Hobbs Public Schools (REC-7)	Elida Municipal Schools (REC-6)
Tularosa Public Schools	Los Lunas Public Schools	Eunice Municipal Schools (REC-7)
	Pojoaque Public Schools	Floyd Municipal Schools (REC-6)
	Santa Fe Public Schools	Fort Sumner Municipal Schools (REC-6)
	Silver Consolidated Schools	Grady Municipal Schools (REC-6)
	Taos Municipal Schools	Horizon Academy West Charter School (State Charter—Albuquerque)
	Truth or Consequences Municipal Schools	Jal Public Schools (REC-7)
		Jemez Valley Public Schools
		La Promesa Early Learning Center (state charter—Albuquerque)
		Lordsburg Municipal Schools
		Magdalena Municipal Schools
		Melrose Public Schools
		Mesa Vista Consolidated Schools
		North Valley Academy Charter (state charter—Albuquerque)
		Pecos Independent Schools
		Questa Independent School District
		Red River Valley (state charter—Questa)
		Rio Rancho Public Schools
		Roswell Independent School District
		San Jon Municipal Schools (REC 6)
		Socorro Consolidated Schools (REC-6)
		Tatum Municipal Schools (REC-7)
		Tucumcari Public Schools (REC-6)
		Vaughn Municipal Schools
		West Las Vegas Schools
		Zuni Public Schools
10	15	30 school districts 4 state charter schools

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

Demographic Description

County	PED School Sites	Funded	City	School District, Charter School, or Regional Educational Cooperative (REC)
Bernalillo	A. Montoya Elementary	20	Albuquerque	Albuquerque Public Schools
Bernalillo	Adobe Acres Elementary	40	Albuquerque	Albuquerque Public Schools
Bernalillo	Armijo Elementary	40	Albuquerque	Albuquerque Public Schools
Bernalillo	Barcelona Elementary School	80	Albuquerque	Albuquerque Public Schools
Bernalillo	Bel-Air Elementary School	40	Albuquerque	Albuquerque Public Schools
Bernalillo	Bellehaven Elementary School	40	Albuquerque	Albuquerque Public Schools
Bernalillo	Emerson Elementary	40	Albuquerque	Albuquerque Public Schools
Bernalillo	Eubank Elementary	40	Albuquerque	Albuquerque Public Schools
Bernalillo	Eugene Field Elementary	40	Albuquerque	Albuquerque Public Schools
Bernalillo	Helen Cordero	120	Albuquerque	Albuquerque Public Schools
Bernalillo	Kit Carson Elementary	40	Albuquerque	Albuquerque Public Schools
Bernalillo	Lavaland Elementary	40	Albuquerque	Albuquerque Public Schools
Bernalillo	Los Padillas Elementary	20	Albuquerque	Albuquerque Public Schools
Bernalillo	Los Ranchos Elementary	40	Albuquerque	Albuquerque Public Schools
Bernalillo	Navajo Elementary	40	Albuquerque	Albuquerque Public Schools
Bernalillo	Pajarito Elementary	40	Albuquerque	Albuquerque Public Schools
Bernalillo	Sierra Vista Elementary	40	Albuquerque	Albuquerque Public Schools
Bernalillo	Valle Vista Elementary	36	Albuquerque	Albuquerque Public Schools
Valencia	Rio Grande Elementary	40	Belen	Belen Consolidated Schools
Sandoval	Algodones Elementary	17	Bernalillo	Bernalillo Public Schools
Sandoval	Cochiti Elementary	20	Bernalillo	Bernalillo Public Schools
Sandoval	La Escuelita ECC	128	Bernalillo	Bernalillo Public Schools
San Juan	Bloomfield Early Childhood Center	140	Bloomfield	Bloomfield Schools
San Juan	Kirtland Early Childhood Center	120	Kirtland	Central Consolidated Schools
San Juan	Naschitti Elementary	10	Sheep Springs	Central Consolidated Schools
San Juan	Newcomb Elementary	40	Newcomb	Central Consolidated Schools
San Juan	Nizhoni Elementary	130	Shiprock	Central Consolidated Schools
San Juan	Ojo Amarillo Elementary	40	Fruitland	Central Consolidated Schools
Rio Arriba	Chama Elementary School	15	Chama	Chama Valley Independent Schools
Rio Arriba	Tierra Amarillo Elementary School	15	Tierra Amarillo	Chama Valley Independent Schools
Grant	Central Elementary	60	Santa Clara	Cobra Consolidated Schools
Sandoval	Cuba Elementary	18	Cuba	Cuba Independent Schools
Luna	Bell Elementary	40	Deming	Deming Public Schools
Luna	Columbus Elementary	40	Deming	Deming Public Schools
Chaves	Dexter Elementary	28	Dexter	Dexter Consolidated Schools
San Juan	CATE Center PreK	100	Farmington	Farmington Municipal Schools
San Juan	Esperanza Elementary	80	Farmington	Farmington Municipal Schools
Dona Ana	On Track PreK Center—Central	90	Anthony	Gadsden Independent Schools
Dona Ana	On Track PreK Center—East (Chaparral)	110	Chaparral	Gadsden Independent Schools
Dona Ana	On Track PreK Center—North	90	La Mesa	Gadsden Independent Schools
Dona Ana	On Track PreK Center—South	160	Sunland Park	Gadsden Independent Schools
McKinley	Chee Dodge Elementary	30	Gallup	Gallup-McKinley County Schools
McKinley	Church Rock Elementary	26	Gallup	Gallup-McKinley County Schools
McKinley	Indian Hills Elementary	30	Gallup	Gallup-McKinley County Schools

County	PED School Sites	Funded	City	School District, Charter School or Regional Educational Cooperative (REC)
McKinley	Juan de Oñate Elementary	30	Gallup	Gallup-McKinley County Schools
McKinley	Rocky View Elementary	32	Gallup	Gallup-McKinley County Schools
McKinley	Thoreau Elementary	26	Gallup	Gallup-McKinley County Schools
McKinley	Turpen Elementary	15	Gallup	Gallup-McKinley County Schools
Cibola	Mesa View Elementary	20	Grants	Grants-Cibola School District
Cibola	Milan Elementary	40	Milan	Grants-Cibola School District
Cibola	Mount Taylor Elementary	20	Grants	Grants-Cibola School District
Doña Ana	Hatch Elementary	40	Hatch	Hatch Valley Public Schools
Bernalillo	Horizon Academy West Charter School	40	Albuquerque	Horizon Academy West Charter School (state charter—Albuquerque)
Sandoval	Jemez Valley Elementary School	18	Jemez Pueblo	Jemez Valley Public School District
Bernalillo	La Promesa Early Learning Charter School—Central Ave.	30	Albuquerque	La Promesa Early Learning Charter School (state charter—Albuquerque)
Bernalillo	La Promesa Early Learning Charter School—La Morada	40	Albuquerque	La Promesa Early Learning Charter School (state charter—Albuquerque)
Hidalgo	RV Traylor Elementary	30	Lordsburg	Lordsburg Municipal Schools
Valencia	Peralta Elementary	40	Los Lunas	Los Lunas Public Schools
Valencia	Sundance Elementary	40	Los Lunas	Los Lunas Public Schools
Valencia	Tome Elementary	40	Los Lunas	Los Lunas Public Schools
Socorro	Magdalena Elementary	10	Magdalena	Magdalena Municipal Schools
Rio Arriba	El Rito Elementary	18	El Rito	Mesa Vista Consolidated Schools
Bernalillo	North Valley Academy Charter School	40	Los Ranchos de Albuquerque	North Valley Academy Charter School (state charter—Albuquerque)
San Miguel	Pecos Elementary School	40	Pecos	Pecos Independent Schools
Santa Fe	Pablo Roybal Elementary	35	Pojoaque	Pojoaque Valley Schools
Taos	Alta Vista Elementary	19	Questa	Questa Independent School District
Taos	Rio Costilla Elementary	8	Costilla	Questa Independent School District
Taos	Red River Charter	10	Questa	Red River Valley Charter School (state charter—Questa)
Roosevelt	Dora Elementary	8	Dora	Regional Education Cooperative #6
Roosevelt	Elida Elementary	8	Elida	Regional Education Cooperative #6
Roosevelt	Floyd Elementary	10	Floyd	Regional Education Cooperative #6
De Baca	Fort Sumner Elementary	15	Fort Sumner	Regional Education Cooperative #6
Curry	Grady Elementary	6	Grady	Regional Education Cooperative #6
Curry	Melrose Elementary	12	Melrose	Regional Education Cooperative #6
Quay	San Jon Elementary	7	San Jon	Regional Education Cooperative #6
Quay	Tucumcari Elementary	20	Tucumcari	Regional Education Cooperative #6
Lea	Mettie Jordan Elementary	20	Eunice	Regional Education Cooperative #7
Lea	Booker T. Washington Elementary	80	Hobbs	Regional Education Cooperative #7
Lea	Southern Heights Elementary	20	Hobbs	Regional Education Cooperative #7
Lea	Jal Elementary	30	Jal	Regional Education Cooperative #7
Lea	Tatum Elementary	8	Tatum	Regional Education Cooperative #7
Sandoval	Colinas Del Norte Elementary	60	Rio Rancho	Rio Rancho Public Schools
Sandoval	Shining Stars Preschool	270	Rio Rancho	Rio Rancho Public Schools
Chaves	East Grand Plains Elementary	20	Roswell	Roswell Independent School District
Chaves	Parkview Early Literacy Center	20	Roswell	Roswell Independent School District
Santa Fe	Agua Fria Elementary	40	Santa Fe	Santa Fe Public Schools

County	PED School Sites	Funded	City	School District, Charter School, or Regional Educational Cooperative (REC)
Santa Fe	Cesar Chavez Elementary	40	Santa Fe	Santa Fe Public Schools
Santa Fe	Chaparral Elementary School	40	Santa Fe	Santa Fe Public Schools
Santa Fe	Pinon Elementary	40	Santa Fe	Santa Fe Public Schools
Santa Fe	Turquoise Trail Charter School	60	Santa Fe	Santa Fe Public Schools
Grant	G.W. Stout Elementary	60	Silver City	Silver Consolidated Schools
Socorro	Parkview Elementary	60	Socorro	Socorro Consolidated Schools
Socorro	San Antonio Elementary	10	San Antonio	Socorro Consolidated Schools
Taos	Enos Garcia Elementary	18	Taos	Taos Municipal Schools
Taos	Ranchos de Taos Elementary	18	Taos	Taos Municipal Schools
Sierra	Arrey Elementary School	15	Arrey	Truth or Consequences Municipal School District
Sierra	Truth or Consequences Elementary	45	Truth or Consequences	Truth or Consequences Municipal School District
Guadalupe	Vaughn Elementary	6	Vaughn	Vaughn Municipal Schools
San Miguel	Luis E. Armijo Elementary	50	Las Vegas	West Las Vegas Schools
McKinley	A:shiwi Elementary School	20	Zuni	Zuni Public Schools
TOTAL FUNDED		4230		



County	CYFD Sites	Contracted	City	Contractor
Bernalillo	Blue Bird Day Care and Learning Center	20	Albuquerque	Blue Bird Day Care and Learning Center
Bernalillo	Busy Bees—La Veta	16	Albuquerque	Busy Bees
Bernalillo	Busy Bees—Montgomery	16	Albuquerque	Busy Bees
Bernalillo	Children's Center	20	Albuquerque	Children's Center
Bernalillo	Christina Kent ECC	20	Albuquerque	Christina Kent ECC
Bernalillo	City of Albuquerque—Alamosa	20	Albuquerque	City of Albuquerque
Bernalillo	City of Albuquerque—Barelas	20	Albuquerque	City of Albuquerque
Bernalillo	City of Albuquerque—Carlos Rey	20	Albuquerque	City of Albuquerque
Bernalillo	City of Albuquerque—Duran	20	Albuquerque	City of Albuquerque
Bernalillo	City of Albuquerque—Emerson	20	Albuquerque	City of Albuquerque
Bernalillo	City of Albuquerque—Gov. Bent	40	Albuquerque	City of Albuquerque
Bernalillo	City of Albuquerque—Griegos	20	Albuquerque	City of Albuquerque
Bernalillo	City of Albuquerque—Hawthorne	20	Albuquerque	City of Albuquerque
Bernalillo	City of Albuquerque—La Luz	20	Albuquerque	City of Albuquerque
Bernalillo	City of Albuquerque—Longfellow	20	Albuquerque	City of Albuquerque
Bernalillo	City of Albuquerque—Los Volcanes	20	Albuquerque	City of Albuquerque
Bernalillo	City of Albuquerque—Manzano Mesa	20	Albuquerque	City of Albuquerque
Bernalillo	City of Albuquerque—Plaza Feliz	12	Albuquerque	City of Albuquerque
Bernalillo	City of Albuquerque—Singing Arrow	20	Albuquerque	City of Albuquerque
Bernalillo	Coronado Children's Center	60	Albuquerque	Coronado Children's Center
Bernalillo	La Petite Academy Constitution	20	Albuquerque	La Petite Academy
Bernalillo	La Petite Academy Fortuna	20	Albuquerque	La Petite Academy
Bernalillo	Manzano Mountain	20	Tijeras	Manzano Mountain
Bernalillo	Noah's Ark East Center	40	Albuquerque	Noah's Ark
Bernalillo	Noah's Ark Foothills Center	40	Albuquerque	Noah's Ark
Bernalillo	The Learning Center—Building Bridges	40	Albuquerque	Parkside Child Development Center Inc.
Bernalillo	The Learning Center—Eastern	20	Albuquerque	Parkside Child Development Center Inc.
Bernalillo	PB&J Family Services	20	Albuquerque	PB&J Family Services
Bernalillo	Southwest Child Care—Lomas	40	Albuquerque	Southwest Child Care
Bernalillo	Southwest Child Care—Texas	40	Albuquerque	Southwest Child Care
Bernalillo	Southwest Child Care—Wyoming	40	Albuquerque	Southwest Child Care
Bernalillo	UNM Children's Campus	114	Albuquerque	UNM Children's Campus
Bernalillo	Western Heights	20	Albuquerque	Western Heights Assembly of God
Bernalillo	YDI—Camino Real	32	Albuquerque	YDI
Bernalillo	YDI—Centro de Amor	40	Albuquerque	YDI
Bernalillo	YDI—Heights	40	Albuquerque	YDI
Bernalillo	YDI—Heights <i>summer</i>	20	Albuquerque	YDI
Bernalillo	YDI—La Promesa	40	Albuquerque	YDI
Bernalillo	YDI La Mariposa <i>summer</i>	20	Albuquerque	YDI
Bernalillo	YDI—Pedro Baca <i>summer</i>	16	Albuquerque	YDI
Cibola	MidWest NM CAP—Grants	40	Grants	MidWest NM CAP
Dona Ana	Alpha School	20	Las Cruces	Alpha School
Dona Ana	Chaparral Family Development Center	10	Chaparral	Colonias Development Council
Dona Ana	Cradles and Crayons	20	Sunland Park	Cradles and Crayons
Dona Ana	Discovery I—Walnut	20	Las Cruces	Discovery CDC
Dona Ana	Discovery II—Del Ray	60	Las Cruces	Discovery CDC
Dona Ana	Discovery III—Farney	20	Las Cruces	Discovery CDC
Dona Ana	Discovery IV—Anthony	40	Anthony	Discovery CDC
Dona Ana	HELP NM—Chaparral-Sunrise Elementary	40	Chaparral	HELP NM
Dona Ana	Jardín de los Niños	16	Las Cruces	Jardín de los Niños
Dona Ana	Kids Kountry	20	Las Cruces	Kids Kountry
Dona Ana	Kids Kountry Campus	10	Las Cruces	Kids Kountry

County	CYFD Sites	Contracted	City	Contractor
Dona Ana	Kids Kountry Midtown	20	Las Cruces	Kids Kountry
Dona Ana	Kids Kountry Place	10	Las Cruces	Kids Kountry
Dona Ana	Little Footprints	10	Hatch	Little Footprints
Dona Ana	Little Playmates—Alameda	20	Las Cruces	Little Playmates
Dona Ana	Little Playmates—Mulberry	20	Las Cruces	Little Playmates
Dona Ana	Little Playmates—Ridgemont	20	Las Cruces	Little Playmates
Dona Ana	Mi Casita Feliz	12	Chaparral	Mi Casita Feliz
Dona Ana	NMSU-Roadrunner Preschool	40	Las Cruces	New Mexico State University
Dona Ana	The Children's Garden 3—Valley	60	Las Cruces	The Children's Garden
Dona Ana	The Children's Garden 4—Missouri	40	Las Cruces	The Children's Garden
Dona Ana	The Children's Garden 5—Northrise	40	Las Cruces	The Children's Garden
Dona Ana	The Children's Garden 6—Sonoma	40	Las Cruces	The Children's Garden
Dona Ana	The Toy Box	62	Las Cruces	The Toy Box
Grant	Western New Mexico University	40	Silver City	Western New Mexico University
Guadalupe	Santa Rosa PreK	10	Santa Rosa	Eastern Plains Community Action Agency
Lea	Hobbs Head Start	20	Hobbs	Hobbs Head Start
Lincoln	Rocking Horse Daycare	20	Carrizozo	Rocking Horse Daycare
Lincoln	Ruidoso River Raccoons	12	Ruidoso	Ruidoso River Raccoons
Luna	HELP NM—Deming CDC	40	Deming	HELP NM
Luna	HELP NM—Deming Rainbow	37	Deming	HELP NM
Luna	HELP NM—Family Resource Center	16	Deming	HELP NM
McKinley	Little Folks	17	Navajo	Little Folks
McKinley	MidWest NM CAP Head Start	20	Gallup	MidWest NM CAP
McKinley	Rehoboth Christian School	20	Rehoboth	Rehoboth Christian School
Otero	Children's House	10	Alamogordo	CHINS
Otero	Children's World	20	Alamogordo	Children's World
Otero	Full House	40	Alamogordo	CHINS
Otero	Full House Too	56	Alamogordo	CHINS
Otero	HELP NM—Alamogordo	60	Alamogordo	HELP NM
Otero	HELP NM—La Luz	20	La Luz	HELP NM
Otero	HELP NM—Tularosa	20	Tularosa	HELP NM
Rio Arriba	Creative Kids Childcare Center	20	Espanola	Creative Kids Childcare Center
Rio Arriba	Conjunto School	30	Espanola	Las Cumbres Community Services
Rio Arriba	Family Learning Center	20	Espanola	Family Learning Center
Rio Arriba	Ohkay Owingeh	17	Ohkay Owingeh	Ohkay Owingeh
Rio Arriba	YDI—Fairview	30	Fairview	YDI
Roosevelt	Eastern Plains Comm. Action Agency—Portales	20	Portales	Eastern Plains Community Action Agency
San Juan	3-D Enterprises—A Gold Star Academy	80	Farmington	3-D Enterprises
San Juan	3-D Enterprises—Smiling Faces	50	Farmington	3-D Enterprises
San Juan	Just Us Kids	40	Aztec	Just Us Kids
San Juan	Presbyterian Medical Services Farmington	34	Farmington	Presbyterian Medical Services
Santa Fe	Nambe Head Start/PreK (PMS)	20	Nambe	Presbyterian Medical Services
Santa Fe	Santa Fe Children's Project Early Learning Center	96	Santa Fe	United Way of Santa Fe County
Santa Fe	Santa Fe Community College—Kids Campus	20	Santa Fe	Santa Fe Community College
Sierra	Apple Tree Education Ctr.	35	Truth or Consequences	Apple Tree Education Center
Taos	Anansi Day School	15	Arroyo Seco	Anansi Day School
Taos	Little Bug	20	Taos	Little Bug
Taos	UNM Taos (Kids Campus Center for Early Learning)	20	Taos	UNM Taos

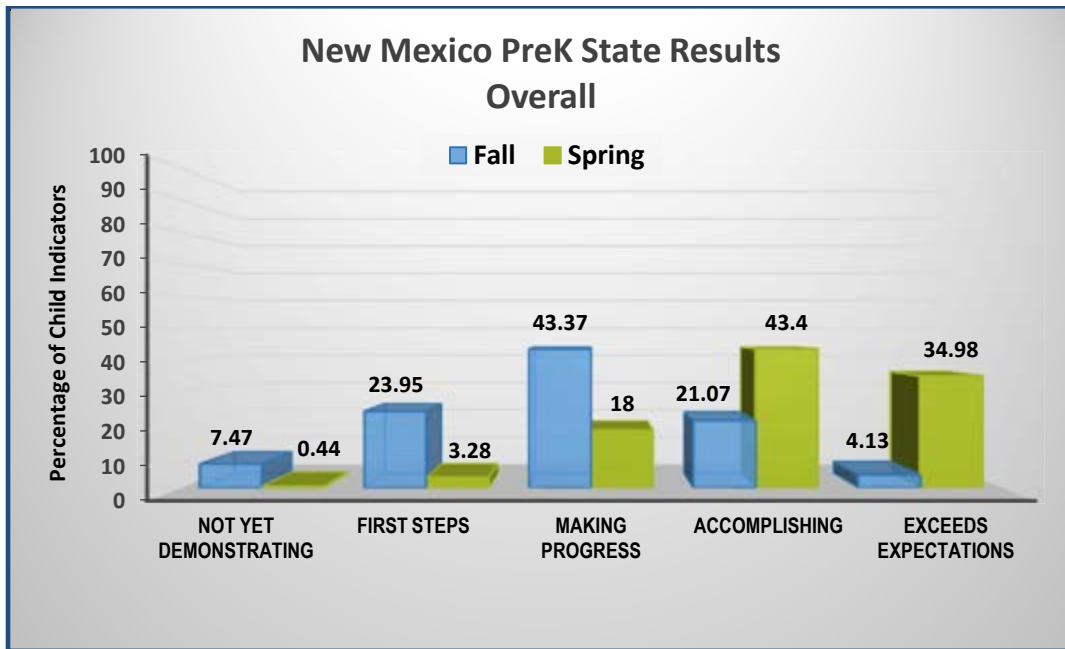
County	CYFD Sites	Contracted	City	Contractor
Valencia	Kids Korner Preschool	34	Los Lunas	Kids Korner Preschool
Valencia	Little Learners Child Development Center	40	Los Lunas	Little Learners Child Dev. Ctr.
Valencia	MidWest NM CAP —Adelino-Tome	29	Adelino-Tome	MidWest NM CAP
Valencia	MidWest NM CAP—La Promesa @ Veguita	10	Veguita	MidWest NM CAP
Valencia	Peralta's Playhouse	40	Peralta	Peralta's Playhouse
Valencia	Safe Site	38	Los Lunas	Safe Site
Valencia	Watch Me Grow	40	Belen	Watch Me Grow
Valencia	Wright Choice	40	Belen	Wright Choice
TOTAL CONTRACTED		3152		



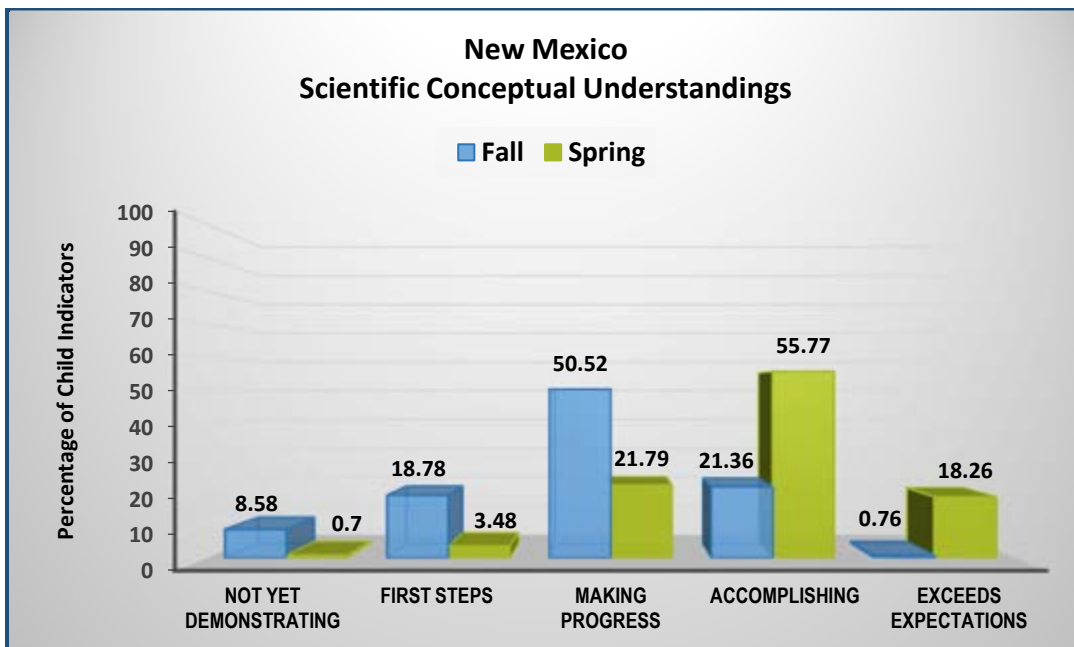
Fall–Spring Comparison SY 2013–2014 PED and CYFD*

The graphs below illustrate the combined outcomes for New Mexico PreK students who were assessed both fall and spring in SY 2013–2014. Agency-specific graphs are included in the Addendum. Each PreK program receives the overall state graphs, their individual program graphs, and teacher-level graphs following the fall and spring submissions. Programs use the data to drive curriculum planning.

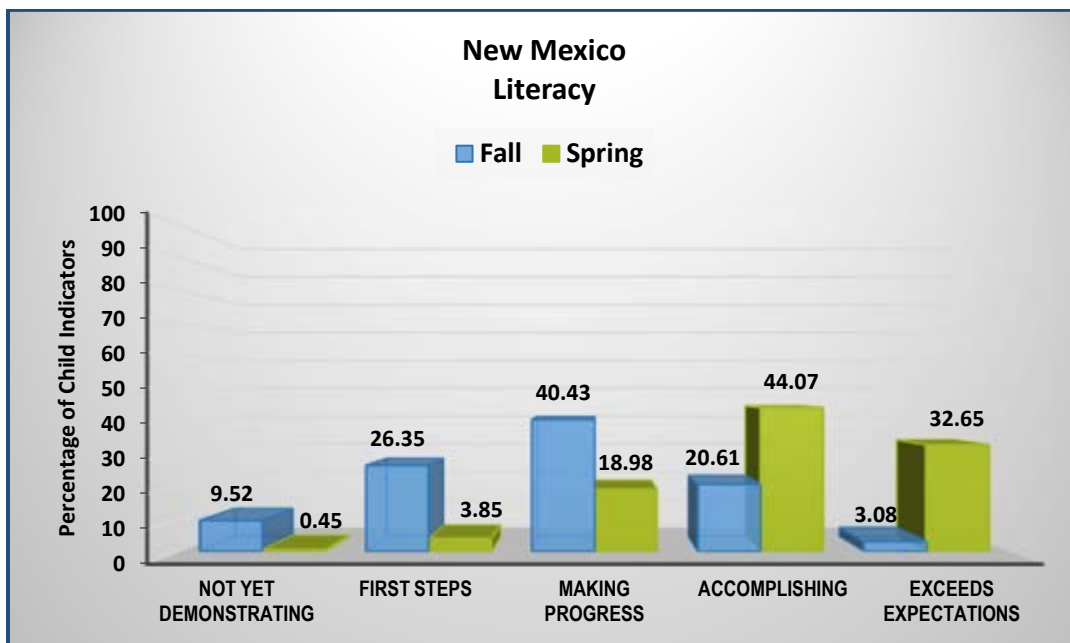
New Mexico N = 5,827



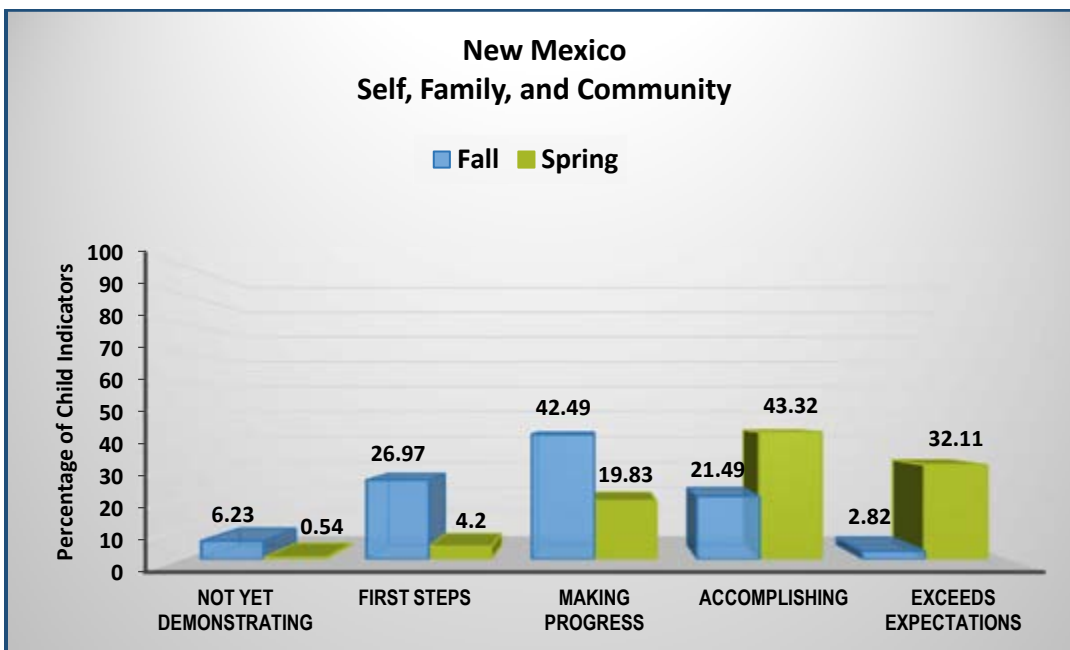
Accomplishing and Exceeding Expectations: 78.38%



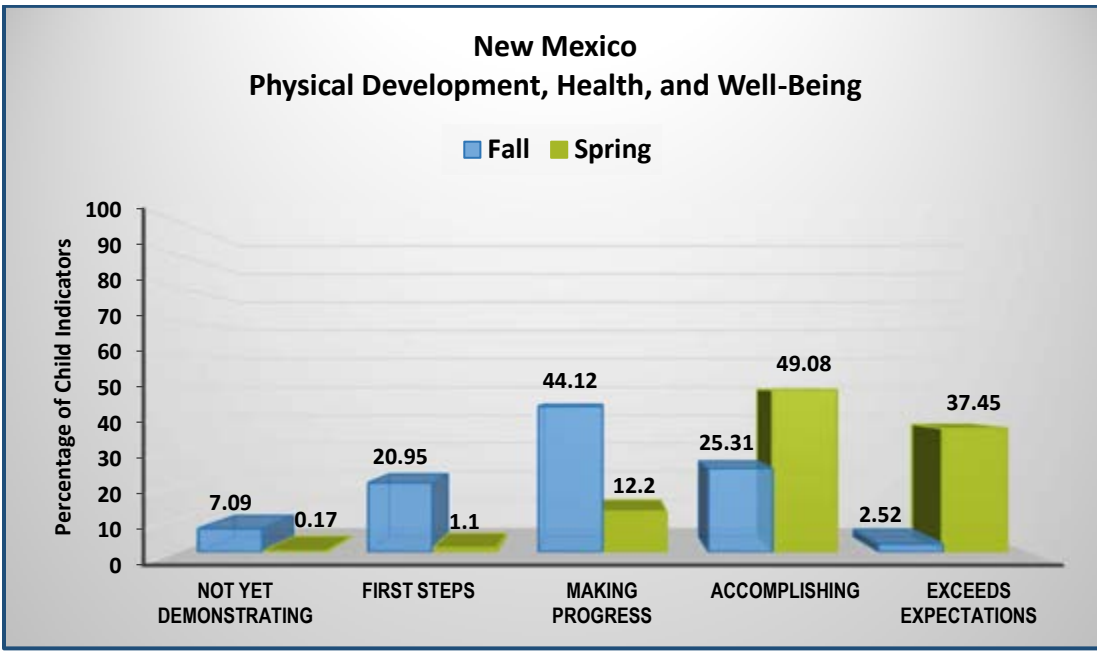
Accomplishing and Exceeding Expectations: 74.03%



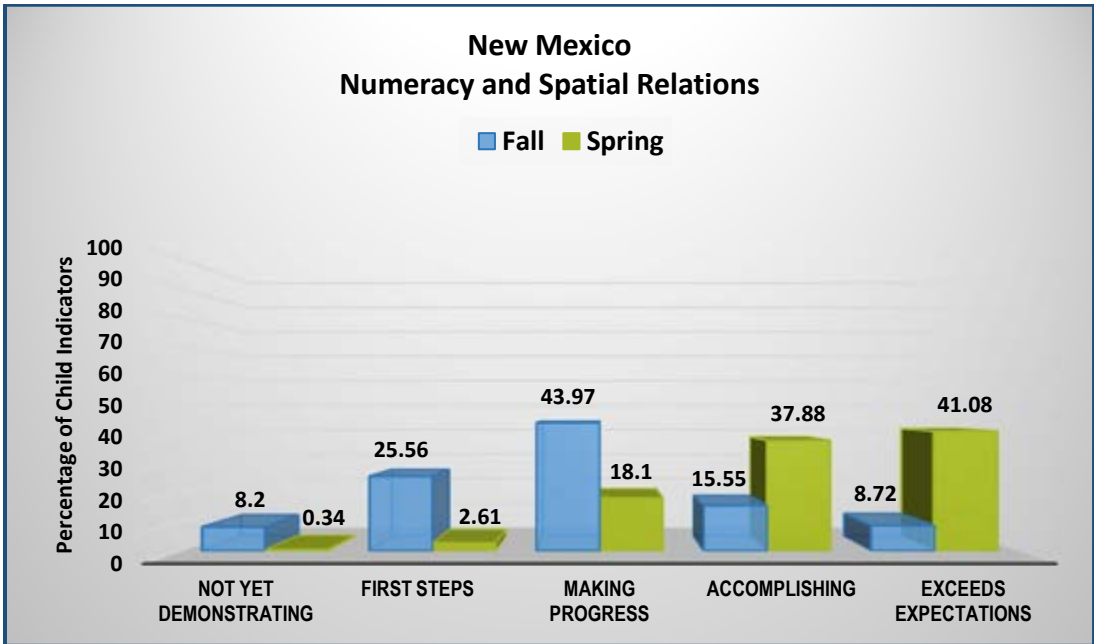
Accomplishing and Exceeding Expectations: 76.72%



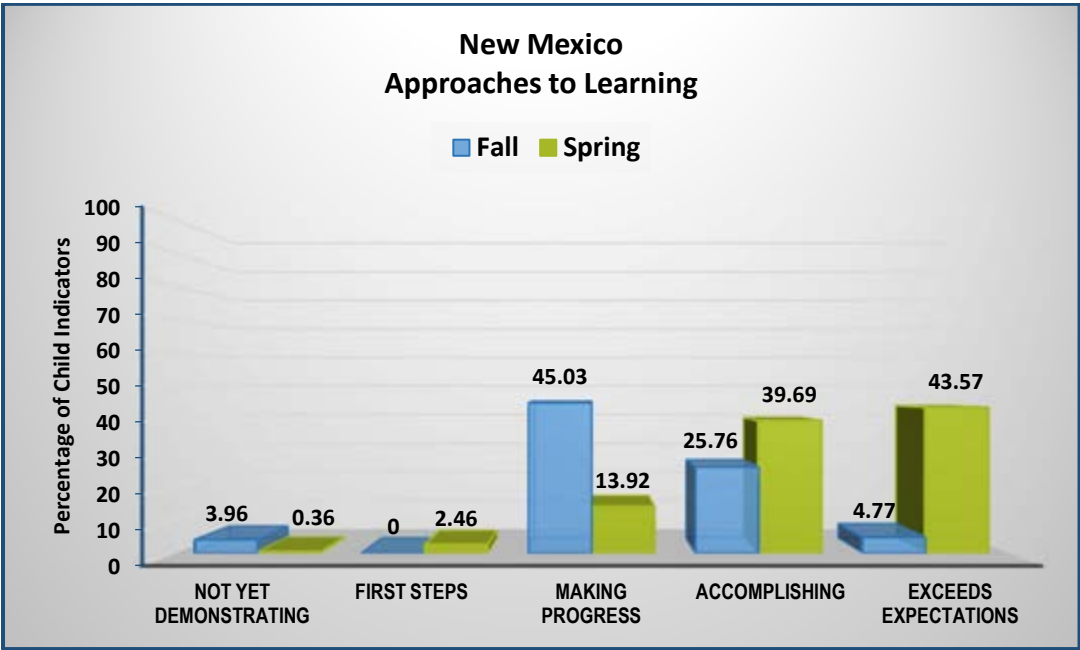
Accomplishing and Exceeding Expectations: 75.43%



Accomplishing and Exceeding Expectations: 86.53%



Accomplishing and Exceeding Expectations: 78.96%



**Accomplishing and Exceeding Expectations:
83.26%**



Fall/Spring Assessment Data Comparison. The chart below summarizes the children’s growth overall and in the seven PreK domains from the fall to spring assessments. Fall assessments were submitted on November 15, 2013 and spring assessments were submitted on May 1, 2014. PreK children were assessed using five rubric levels, from Not Yet (NY) to Exceeds Expectations. In analyzing the data, it is important to note the decrease in the percentage of children scoring at Not Yet and Beginning Steps from fall to spring and the increase in the percentage of children scoring at the Accomplishing or Exceeds Expectations.

PED/CYFD SY2013-14 Fall/Spring Assessment Data Comparison	Not Yet or Beginning Steps Rubric— Fall	Not Yet or Beginning Steps Rubric— Spring	% of Decrease Fall to Spring	Accomplishing or Exceeds Rubric—Fall	Accomplishing or Exceeds Rubric— Spring	% of Increase Fall to Spring
Overall —PED	33.7%	3.5%	30.2%	21.1%	77.9%	56.8%
Overall—CYFD	28.2%	4.0%	24.2%	30.9%	78.8%	47.9%
Physical Development—PED	31.1%	1.2%	29.9%	23.2%	86.5%	63.3%
Physical Development—CYFD	23.9%	1.4%	22.5%	34.3%	86.6%	52.3%
Literacy—PED	38.7%	4.7%	34.0%	19.6%	75.7%	56.1%
Literacy—CYFD	32.0%	3.8%	28.2%	29.4%	78.2%	48.8%
Numeracy—PED	33.8%	2.5%	31.3%	20.1%	78.5%	58.4%
Numeracy—CYFD	28.9%	3.6%	25.3%	30.0%	79.6%	49.6%
Scientific Conceptual Understanding—PED	29.2%	3.2%	26.0%	18.6%	73.5%	54.9%
Scientific Conceptual Understanding—CYFD	24.8%	5.0%	19.9%	26.9%	74.7%	47.8%
Self, Family, & Community— PED	35.9%	4.3%	31.6%	20.0%	75.4%	55.4%
Self, Family, & Community— CYFD	29.4%	5.3%	24.1%	30.3%	75.5%	45.2%
Approaches to Learning—PED	25.6%	2.2%	23.4%	26.4%	83.8%	57.4%
Approaches to Learning —CYFD	22.8%	3.7%	19.1%	36.2%	82.5%	46.3%

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

PED: N = 3,385

CYFD: N = 2,442

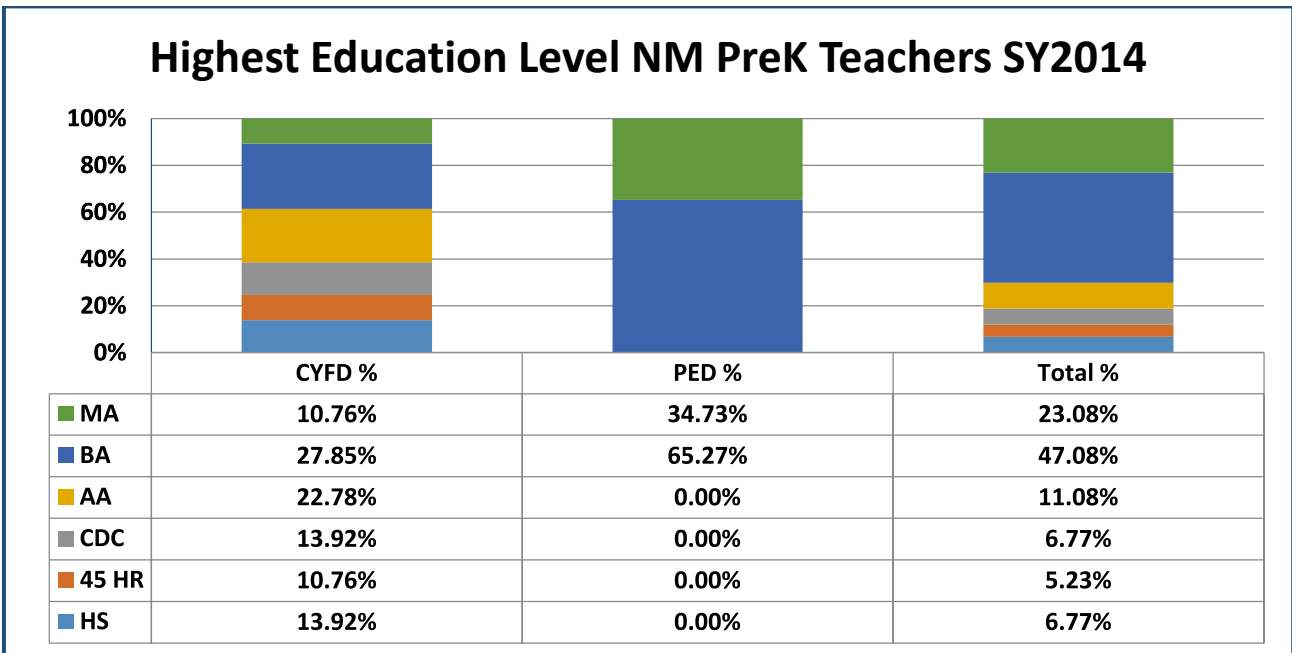


CYFD and PED NM PreK Ethnicity Data for SY 2013–2014

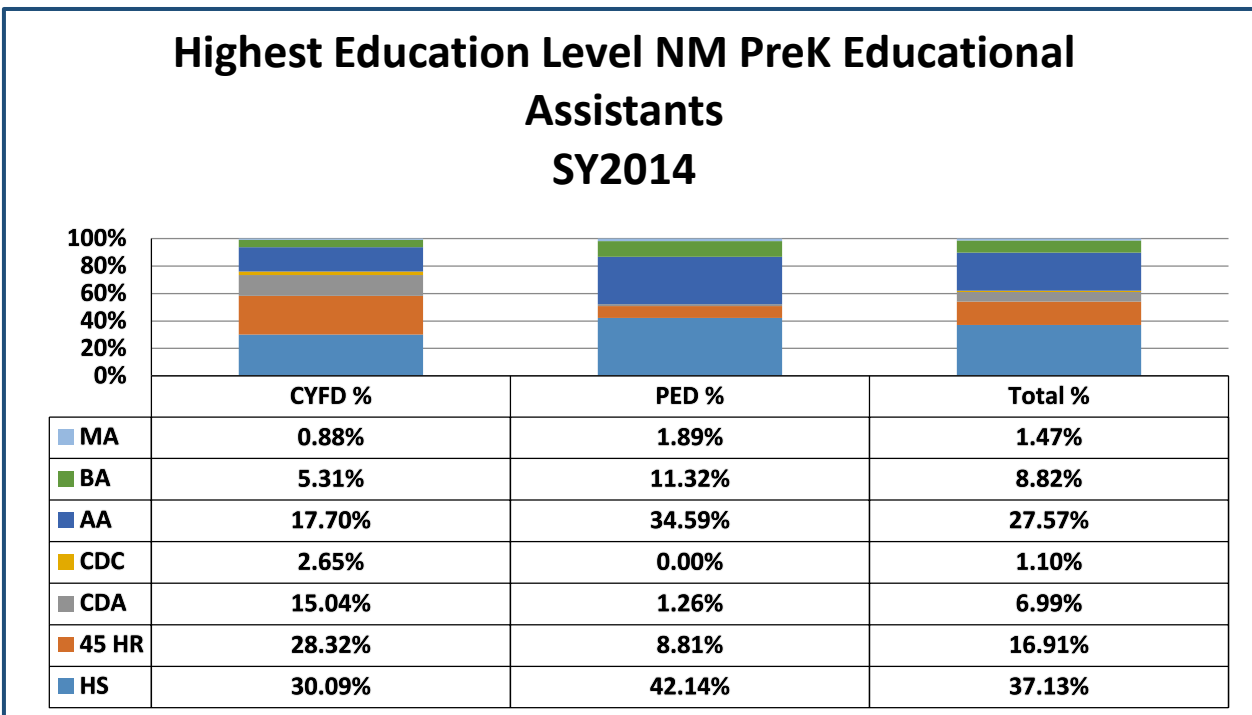
Ethnicity	CYFD and PED		CYFD		PED	
	Number	Percent	Number	Percent	Number	Percent
A—Asian-Pacific Islander	88	1.10%	64	1.88%	24	0.52%
B—Black, Non-Hispanic	201	2.51%	119	3.49%	82	1.78%
C—Caucasian, Non-Hispanic	1,865	23.28%	931	27.30%	934	20.30%
H—Hispanic	4,811	60.05%	2,054	60.23%	2,757	59.91%
I—American Indian/Alaskan Native	1,047	13.07%	242	7.10%	805	17.49%
CUMULATIVE TOTAL	8,012		3,410		4,602	



Education Level of Teaching Staff



*UNM Continuing Education, New Mexico Kids IT Services



UNM Continuing Education, New Mexico Kids IT Services *

The Child Development Associate (CDA) credential and the 45-hour, entry-level course are specific to practices for young children. The Child Development Certificate (CDC) is granted by the CYFD Office of Child Development upon verification of completion of four, identified, early childhood courses that are the stepping stone for staff to earn their Associate's Degree and Bachelor of Arts degree in the field of early childhood education. Many CYFD teaching staff members have extensive post-secondary training in developmentally appropriate early childhood education practice required by Child Care Licensing.

The table below shows the number of PED teachers in New Mexico holding an Early Childhood license for SY 2005–2013.

PED PreK Program Teachers with Early Childhood License Information*			
School Year	# of Teachers	# with Early Childhood License	%
SY 2005–06	37	12	32.4
SY 2006–07	65	23	35.4
SY 2007–08	98	42	42.9
SY 2008–09	113	51	45.1
SY 2009–10	115	56	48.7
SY 2010–11	102	59	57.8
SY 2011–12	92	57	61.9
SY 2012–13	119	75	63.03
SY 2013–14	167	113	67.66

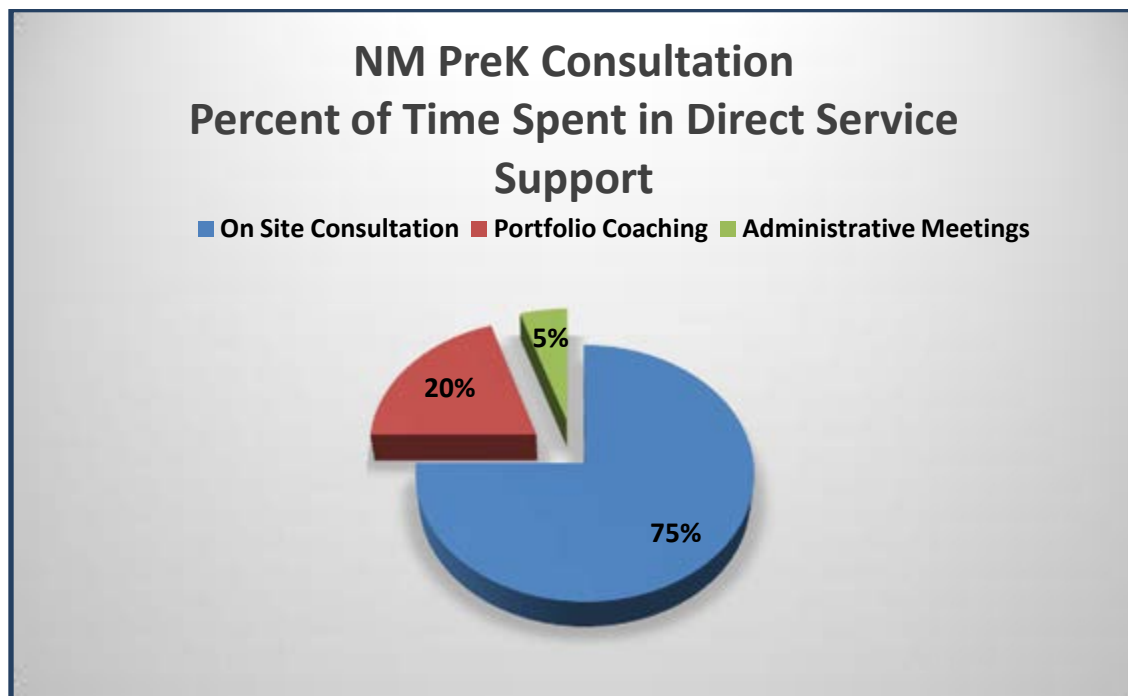
* UNM Continuing Education, New Mexico Kids IT Services



NM PreK Consultation and Support Services

The Children, Youth, and Families Department and the Public Education Department contract with the University of New Mexico Continuing Education Department to provide an on-going professional development and consultation services model for NM PreK programs statewide. This model of on-going professional development includes all NM PreK teachers, educational assistants, and administrators. The trainings are based on the Authentic Observation Documentation Curriculum Planning Process (AODCP), including *the New Mexico Early Learning Guidelines: Birth through Kindergarten* and the NM Observational Assessment Tool. This training supports teachers to understand and implement the observation, documentation, curriculum planning, and individualization processes to meet the needs of every child in the classroom.

One of the unique aspects of NM PreK professional development is that highly trained consultants provide on-site, job-embedded training and coaching. These consultants visit PreK classrooms at least once per month to provide mentoring, modeling, lesson planning, and curricular support. The consultant meets with the teaching team to de-brief at the end of the visit and establish goals for the next visit. The consultant also works one-on-one with program administrators. The consultant continues to support the teaching team with resources, phone calls, and email between visits. This model ensures that teachers and program administrators implement with fidelity what they have learned in their training. The graphic below demonstrates the percentage of hours spent providing direct service support to NM PreK teachers and administrators during SY2013–2014.*



**Draft—NM PreK Professional Development and Consultation Summary Report 2014 (to be published January 2015)*

Improving outcomes for New Mexico’s children is the overarching goal of New Mexico PreK. Two critical elements are teacher education and retention. PreK-specific training and on-site, job-embedded, classroom coaching and consultation are provided by NM PreK consultants. Paired with support from T.E.A.C.H. scholarships, this model will help to build the capacity of the state’s early childhood workforce, while reducing staff turnover and providing consistency within the classrooms and across programs.

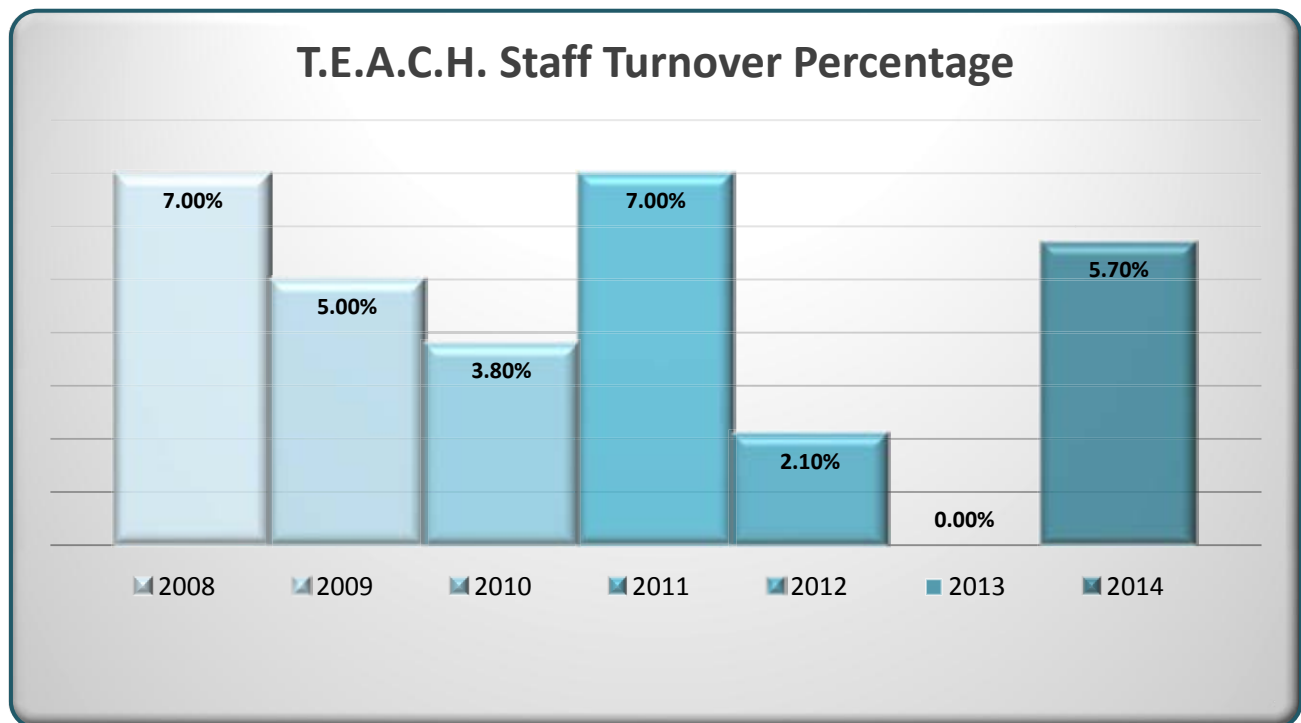
Teacher Education and Compensation Helps (T.E.A.C.H.) and Turnover

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

T.E.A.C.H. expects scholars to commit themselves to continue to work at the program sponsoring their scholarships and with the families and children with whom they are connected. Applicants must be willing to commit to remain at their current, early childhood program for the year of the scholarship plus one additional year. Teacher turnover rates nationwide are as high as 30 to 40 percent in early childhood programs because of low pay and a lack of benefits.

The chart below illustrates turnover as defined by T.E.A.C.H. If a staff member leaves his/her position with a New Mexico PreK program during the first year of a scholarship, T.E.A.C.H. does not count that as turnover. Turnover is defined as leaving after the first year of a scholarship and not fulfilling the required commitment to continue working a year (or more) after the scholarship was received.

Turnover Percentage



*2014 Draft Annual Report—T.E.A.C.H. Early Childhood® New Mexico, www.nmaeyc.org, (report to be published January, 2015).

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

Highlighted PreK Program Standards	
Early Learning Standards	Programs use the full version of the <i>New Mexico Early Learning Guidelines</i> . These are comprehensive standards covering all domains of child development. These guidelines are aligned with the Common Core State Standards.
Teacher Degree	<p>The lead teacher in each CYFD PreK program classroom must have, or must be taking, credit-bearing college course work toward a Bachelor’s degree in early childhood education which may qualify them for the New Mexico Early Childhood Teacher license: Birth through Third Grade.</p> <p>The teacher in each PED PreK program classroom must have the New Mexico Early Childhood Teacher license: Birth through Third Grade. If a teacher does not hold this early childhood teacher license, but <u>does hold</u> a K–8 Elementary license and/or a Special Education license, he/she must provide evidence of successful completion of a minimum of six college credits annually toward one of the two early childhood licenses.</p>
Educational Assistant	<p>Educational assistants in each CYFD PreK program classroom must have, or must be taking, credit-bearing college course work toward an Associate’s degree in early childhood education which qualifies them for the Educational Assistant license from the Public Education Department or the Associate of Early Education certificate from the Office of Child Development, whichever is most appropriate for their place of employment.</p> <p>Educational assistants in each PED PreK program classroom must have an Associate’s degree in early childhood education and hold the Educational Assistant license from the PED. Any educational assistant who does not currently possess an Associate’s in early childhood education must provide evidence of completion of a minimum of six college credit hours annually towards the degree.</p>
Teacher, Educational Assistant, and Administrator Training	Teachers, educational assistants, and program administrators must complete the required training applicable to their years of service in NM PreK. New teachers and assistants will attend the two-day training in the <i>Authentic Observation Documentation Curriculum Planning Process (AODCP)</i> and the one-day training on <i>the Early Childhood Environmental Rating Scale-Revised (ECERS-R)</i> . Administrators must attend at least one day of NM PreK training and are invited to attend the full teacher training.
Professional Development I	Teachers and educational assistants receive job-embedded, on-site professional development through the consultants (mentor-coaches) provided through a contract with <i>UNM Continuing Education, New Mexico Kids Network</i> . These regionally-based consultants provide observation, modeling, coaching, and feedback on <i>the New Mexico PreK Authentic Observation Documentation Curriculum Planning Process (AODCP)</i> and the classroom environment. The consultants also hold specialized trainings for a site, or a program with multiple sites, based on need. Detailed classroom visit reports and minutes of quarterly administrative meetings are provided to the teacher at the end of each visit and to site and program administrators and state monitors within three days of the visit.

Highlighted PreK Program Standards (cont.)	
Professional Development II	Each NM PreK teacher and educational assistant has a current professional development plan in place with professional goals and timelines that are NM PreK specific. These plans must be completed or updated no later than October 1, of the current year. On-going documentation of the completion of credit hours towards required degrees/licensure/certification is recorded on administrative reports and added to the PreK database. Staff must document the activities that increase their knowledge, specialization, and qualifications in early childhood education, individualization, and family support.
Maximum Class Size	Class sizes are capped at 20 children.
Staff-Child Ratio	The teacher-child ratio is 1:10 with one lead teacher and, if the group size is 11 or more, an assistant is assigned to the classroom.
Meals	<p>Each school session, the CYFD NM PreK programs must provide at least one meal, (either breakfast or lunch) that meets USDA requirements. All programs participate in the Child and Adult Care Food Program (CACFP) and must meet food program guidelines. New Mexico PreK children must receive the meal provided at no cost to parents, regardless of income eligibility for the food program. Cost for food—above and beyond reimbursement by CACFP—is the responsibility of the program.</p> <p>Each school session, all PED PreK programs provide at least one meal (breakfast or lunch) that meets the USDA requirements by participating in the school lunch program. All meals and snacks must meet USDA requirements.</p>
Child Care Licensing	<p>CYFD: All sites must meet requirements through New Mexico State Regulations for Child Care Licensing. Violations must be corrected within the time limits given. Child Care licenses, certificates, and most recent inspection reports of all state and local government agencies with jurisdiction over the center must be posted and visible to parents, staff, and visitors.</p> <p>PED: PreK programs operating in school districts, funded through the PED are exempt from New Mexico Child Care Licensing requirements. However, the school site must comply with the Standards for Excellence 6.29.1 NMAC.</p>
Required Screening/Referral and Support Services	<p>CYFD: Each child must have an up-to-date immunization record or a public-health-division-approved exemption from the requirement on file—per child care licensing.</p> <p>PED: A school health professional must insure that the following assessments are completed for each child prior to the beginning of PreK, or within the first three months of attendance. The school health professional must either conduct the assessments or arrange for another health provider to conduct the assessments on site. Parents who choose to have their child assessed by their private provider must present evidence of such to the school. These assessments are:</p> <ul style="list-style-type: none"> • Well-child screening • Vision screening • Hearing screening • Dental screening <p>Appropriate referrals and services are made available to address all identified concerns.</p>

Highlighted PreK Program Standards (cont.)	
Required Screening/Referral and Support Services Continued	Developmental screenings are conducted for each child within the first three months of attendance. Programs will monitor for early detection of children at risk for developmental delay. Where possible, the primary language of the child will be used during screening. Parents will be included in the screening process and informed of the results. Appropriate referrals and services are made available to address all identified concerns.
Parent Engagement	Each program must offer 90 hours of parent engagement and training activities per school year. Required elements include: <ul style="list-style-type: none"> • Three annual family-teacher conferences • One home visit • At least two NM PreK-specific parent involvement activities and transition activities
Additional Standards	Additional program standards are found at the New Mexico PreK website: www.newmexicoprek.org . Click on the Materials tab, Administrators' link.



Capital Outlay—Start-up and Safety

Capital Outlay—PED

The PED receives capital outlay funding from the legislature for PreK programs in the public schools to provide classrooms but does not provide start-up and safety funds at this time.

In School Year 2013–14, the Public School Capital Outlay Council of the New Mexico School Facilities Authority awarded \$1,799,708.00 to renovate and/or construct PreK classrooms in the following 10 school districts that are funded to operate PED PreK programs.

School District/Charter School	County	School	Amount
Dora Consolidated Schools	Roosevelt	Dora Elementary School	\$167,750.00
Fort Sumner Municipal Schools	De Baca	Fort Sumner Elementary School	\$8,620.00
Gallup-McKinley County Schools	McKinley	Washington Elementary School	\$313,490.00
Jal Public Schools	Lea	Jal Elementary School	\$158,465.00
Los Lunas Public Schools	Valencia	Daniel Fernandez Elementary School	\$426,133.00
Pecos Independent School District	San Miguel	Pecos Elementary School	\$7,797.00
Pojoaque Valley School District	Santa Fe	Pablo Roybal Elementary School	\$82,491.00
Roswell Independent School District	Chaves	Parkview Early Childhood Center	\$286,250.00
Santa Fe Public Schools	Santa Fe	Agua Fria Elementary School (now Camino Real Academy)	\$319,795.00
Tatum Municipal Schools	Lea	Tatum Elementary School	\$28,917.00
TOTAL:	10	10	\$1,799,708.00

Start Up and Safety—CYFD

Due to New Mexico's "anti-donation clause", capital outlay funds allocated by the state legislature are available only to governmental entities and school districts. Although there are some government entities that provide CYFD-funded PreK programs (e.g., the city of Albuquerque and New Mexico State University), the great majority of the programs are operated by private entities and therefore are not eligible to apply for, or receive, these funds. Finding adequate space for a PreK Program that is funded by CYFD is often a barrier for these private entities that would like to offer a PreK Program. To the detriment of other services to the community, these entities often eliminate programs in order to make space for PreK. For example, some child care programs that are operating at maximum capacity have eliminated their infant/toddler programs (which typically lose money) and have used the vacated space to open a PreK Program. One successful alternative is to integrate a PreK Program into existing child care by designating a portion of the day as the PreK Program and wrapping child care around it. Another alternative—that is being explored by early childhood programs that operate at full capacity during the school year—is to offer a PreK Program to community children during the

summer prior to entering kindergarten. This is one reason why it is so important for PreK funds to be available to many different types of community programs—the desire and the capacity to offer PreK differs greatly in each community. And it is important that the PreK Program is flexible enough to accommodate programs in urban areas, where there are a myriad of facility options, as well as in rural, isolated communities where facilities are extremely limited.

When funding permits and a contractor first begins providing NM PreK services through the Children, Youth and Families Department, an allocation up to \$15,000 is made to make any needed safety improvements and to furnish and equip the classroom. In SY 2013–2014, the following new classrooms in CYFD-funded programs received one time start-up and safety support:

- Alpha School
- Busy Bees: La Veta and Montgomery sites
- Chaparral Family Development Center
- The Children’s Center Children’s World
- City of Albuquerque: Plaza Feliz and Singing Arrow sites
- Coronado Children’s Center
- Cradles and Crayons
- Eastern Plains Community Action Program: Portales site
- 3-D Enterprises: Gold Star and Smiling Faces sites
- Just Us Kids
- Little Folks
- Little Footprints
- Mi Casita Feliz
- MidWest NM Community Action Program: Adelino-Tome and Veguita sites
- Ohkay Owingeh Head Start
- PB & J
- Rehoboth Christian School
- Santa Fe Community College—Kids Campus
- The Learning Center: Building Bridges and Eastern sites
- The Toy Box
- Western Heights
- Western New Mexico University Children’s Center
- Wright Choice

This start-up and safety support is important to ensure the adequacy of instructional materials, classroom equipment, and playground equipment. With this support, programs were able to make the following improvements:

- Installation of new age-appropriate playground equipment
- Purchase and installation of new flooring
- Purchase and installation of child-size sinks and toilets
- New age-appropriate instructional materials
- A variety of classroom furniture

Funding and Enrollment Levels for New Mexico CYFD and PED PreK Since 2005		
School Year	State Appropriation*	Children Budgeted (Number of 4-year-olds)
2005–2006	\$4,950,000	1,540
2006–2007	\$7,990,000	2,194
2007–2008	\$13,998,886	3,570
2008–2009	\$19,290,300	4,745
2009–2010	\$19,842,400	4,963
2010–2011	\$15,331,380	4,435
2011–2012	\$14,319,300	4,559
2012–2013	\$19,214,600	5,331
2013–2014	\$27,280,800	7,674









*Source: 2014 Draft NIEER Annual Report and CYFD Early Childhood Services Division Fiscal Office

**The appropriation includes professional development, transportation, start-up and safety, external evaluation, data management, and administration.

New Mexico Preschool Data for SY 2013–2014	
NM PreK Program enrollment	7,674
Number of school districts with the PED or CYFD PreK programs within their boundaries	55
Number of state charter schools with PreK programs	4
Income requirement	None
Hours of operation	Determined locally
Operating schedule	Academic year
Federally-funded Head Start enrollment*	3,978

*2013 Annual Program Information Review conducted by the Office of Head Start

New Mexico's PreK Quality Standards Checklist *

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

**This chart reflects the CYFD and PED PreK as combined in the 2014 DRAFT NIEER report. Lead teachers in public school programs must have a BA degree and licensure in early childhood education. Teachers who have an elementary education are required to take early childhood education coursework toward an early childhood license. Teachers in non-public school settings should, but are not required to, have a bachelor's degree and are required to take at least six college credits annually, with an approved professional development plan to complete the degree in early childhood education. Assistant teachers in both public and non-public settings are expected to have an AA degree in early childhood education but may be hired without an AA with an approved professional development plan and completion of at least six college credits annually toward the requirement.*

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

² *The State of Preschool 2012—State Preschool Yearbook —National Institute for Early Education Research.*

The Race to The Top grant has provided the opportunity to enhance and support the infrastructure of New Mexico's Early Learning Programs, including NM PreK. The main goal is to align the early childhood system in a coordinated and integrated way to ensure that there is no duplication or gaps in the service delivery models. There are six main goals or projects in the Race to The Top grant:

- **Project Management:** To coordinate and ensure implementation of the program across the early learning programs in the state. This includes system governance, communication, and marketing. The PreK Program benefits directly from this project as the system governance allows for policy development, clarification, and decision-making at a high level, allowing the NM PreK to be fully integrated within the New Mexico Early Learning System.
- **FOCUS—TQRIS:** FOCUS will be implemented across all the programs within the New Mexico's Early Learning System. The mission of FOCUS, New Mexico's newly revised Tiered Quality Rating and Improvement System (TQRIS) is to support positive outcomes for each and every young child and their families. With the New Mexico Early Learning Guidelines: Birth through Kindergarten (ELGs) at its core, NM FOCUS utilizes the New Mexico Authentic Curriculum and Assessment Process in order to meet individual children at their developmental level on the learning continuum and scaffold their own learning. The NM FOCUS on-site consultation approach serves as the foundation for building relationships among administrators, teachers, and consultants that foster respect, reflection, and developmentally appropriate practice. Families, practitioners, administrators, FOCUS staff, and community partners collaborate to create a robust, supportive, early education system in New Mexico, designed for the full participation of each child. NM PreK programs are full participants in this initiative.

The Continuous Quality Improvement (CQI) process is an essential element of FOCUS because it focuses on 1) learning what is working well to promote each child's growth, development, and learning; 2) systematically identifying programmatic challenges; and 3) targeting strategies to maintain and build upon successes. In FOCUS, program leadership guides the PLAN—DO—STUDY—ACT CQI cycle for the program, as a whole, that is focused the essential elements of program quality.

- **Early Childhood Investment Zones:** New Mexico conducted a needs assessment that included socio-ecological risk data. By ranking aggregated data for each community, the state identified the highest-risk counties as Early Childhood Investment Zones. As a result, the state has implemented community, capacity-building activities in four targeted communities. Requests for proposals for CYFD PreK and Home Visiting services now award additional points for programs proposing to serve families in the investment zones. And the training and technical assistance system for those programs in the investment zones include enhanced support.
- **Professional Development:** The Higher Education Task Force has been functioning under the guidance of the Office of Child Development since it was established in 1995. It was established as a Task Force of the Early Learning Advisory Council (ELAC) in 2013. The task force, which includes early childhood faculty members from all colleges and universities throughout the state, has worked for many years to ensure that all institutions of higher education in New Mexico are offering high-quality courses that meet the needs of early childhood educators. They have established a fully articulated universal catalogue of courses, and this year, they took on the task of implementing elements of RTT-ELC in their goals and objectives.

The state held training retreats for higher education faculty and adjunct faculty specific to incorporating the Early Learning Guidelines into all early childhood education courses at the AA and BA levels. The CYFD contracted with New Mexico Association for the Education of Young Children for T.E.A.C.H. © scholarships to support the professional development of early childhood practitioners.

- **Early Childhood Data:** New Mexico established—across agencies—agreements, systems, and plans necessary to develop a longitudinal data system. Participating agencies completed data-sharing Memorandums of Understanding in order to share the data as outlined in New Mexico's Statement of Work.
- **Kindergarten Entry Assessment:** In August 2013, the PED partnered with the South Central Comprehensive Center (SCCC), University of Oklahoma and the Center on Enhancing Early Learning Outcomes (CEELO), Rutgers University to align New Mexico's Early Learning Guidelines (ELGs) with the Kindergarten Language Arts and Math Common Core State Standards and identify any gaps in either sets of goals, determining if revisions were required. In September 2013, CEELO provided the PED with recommendations for revision in the document entitled "Crosswalk of NM Essential Indicators and Common Core Standards Related to Literacy and Numeracy Development." The revisions for the ELGs were provided to West Ed, the contractor responsible for the development of the NM Kindergarten Entry Assessment (KEA).

The NM FOCUS Consultation Model reflects a multifaceted role for NM FOCUS consultants who provide technical assistance that includes training, onsite consultation, and coaching. These three types of technical assistance are characterized by relationships, respect, and reflective practice and are based on the PreK Consultation Model. The FOCUS consultant coordinates and aligns goals and strategies in collaboration with the PreK consultant for PreK programs participating in FOCUS. This collaborative process helps to eliminate duplication, contradiction, and confusion within the programs while opening lines of communication and enhancing the professional relationships between partners.

For SY 2013–2014, twenty CYFD PreK programs participated in FOCUS.

Development and Implementation of PED's FOCUS/TQRIS for the Public Schools

- The PED's PreK staff reviewed CYFD's *FOCUS: Essential Elements of Quality for Center-Based Child Care Programs* and the PreK Program Standards and did a crosswalk of both documents. Then, another crosswalk was developed to align PreK, Special Education IDEA 619, and Title I program requirements with CYFD's *FOCUS: Essential Elements of Quality for Center-Based Child Care Programs*. This began the process for the revision of *FOCUS: Essential Elements of Quality for Center-Based Child Care Programs* to align with PED's early childhood programs—PreK, Special Education IDEA 619, and Title I programs in the public schools. It was necessary to make the alignment and revisions because many of the PreK programs will exceed the CYFD's *FOCUS: Essential Elements of Quality for Center-Based Child Care Programs*.
- New Mexico is the only state in the nation that will be implementing these elements of quality (FOCUS and TQRIS) in the public schools. There are limited opportunities to dialog with other states to hear about the development of their criteria or implementation processes.
- Race to the Top—Early Learning Challenge Grant information and specifically FOCUS/TQRIS information was shared with PreK program coordinators at the PreK coordinator/administrator

meeting on March 14, 2014. There were two (2) school districts that expressed interest in piloting the FOCUS and TQRIS in their PreK programs in January, 2015.

- The PED Literacy and Early Childhood Bureau contracted with UNM Center for Development and Disabilities to assist the bureau to continue the development of FOCUS and TQRIS, using as a foundation CYFD's *FOCUS: Essential Elements of Quality for Center-Based Child Care Programs*. Monitoring tools with protocols for use in the PED's early childhood programs, PreK, Title I, and Special Education IDEA 619 programs will also be developed.
- The PED PreK, IDEA 619, and Title I program staff have participated in the PED, CYFD, and DOH Race to the Top-FOCUS cross-team meetings, child trends meetings, and state implementation and consultation team meetings.
- Discussions have begun on the types of incentives that could be offered to early childhood programs in the public schools to implement FOCUS and TQRIS, for example, offering monetary or other types of incentives.
- A challenge to ensuring that criteria is met is that Special Education IDEA 619 programs operate in various settings including private child care, homes, Head Start, and public schools. So it is difficult to have a set of criteria that effectively accounts for all these methods of service delivery. Many 619 staff are itinerate and do not stay in one school, center, etc.
- The PED will pilot the NM *FOCUS: Essential Elements of Quality for PED Preschool Programs* starting in January 2015 with at least four PreK programs and Title I preschool programs. The first phase-in for implementation of the PED FOCUS will begin in SY 2015–2016.



Conclusion—Growing Our Own

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

Economic development for our state and supporting individual self-sufficiency are important goals for all New Mexicans.

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

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

Work continues to increase access to NM PreK in high-need areas of the state. Collaboration across agencies also continues to provide a continuum of services across the early childhood years of birth to grade three. Some of these services are early intervention, home-visiting, K–3 Plus, and a variety of health and family support services. Alignment and increased access to needed programs across the years will positively affect later school and life outcomes.

Additional information including parent support materials, NM PreK evaluations administered by the National Institute of Early Education Research (NIEER) and related forms, and other pertinent information and resources are available on www.newmexicoprek.org.



Glossary and Acronyms

Glossary

Authentic Observation Documentation Curriculum Planning Process (AODCP)

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

Child and Adult Care Food Program (CACFP)

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

Child Care Licensing

The Child Care Licensing department in the CYFD is responsible for licensing child care providers throughout the state of New Mexico.

Child Development Associate Credential (CDA)

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

Child Development Certificate (CDC)

The CDC is a CYFD certificate issued to applicants who have completed four required early childhood development courses. Courses are verified by the department, and the certificate is recognized state-wide. This certificate lays the groundwork for the AA degree in early childhood.

Children, Youth, and Families Pre-Kindergarten Fund

The fund was created as a non-reverting fund in the state treasury. The fund shall consist of appropriations, income from investment of the fund, gifts, grants, and donations. The fund shall be administered by the Children, Youth and Families Department (CYFD), and money in the fund is appropriated to the department to carry out the provisions of the Pre-Kindergarten Act [32-A-23-4 NMSA 1978]. Disbursements from the fund shall be by warrant of the secretary of finance and administration upon vouchers signed by the CYFD secretary or the secretary's authorized representative. The department may use up to 10 percent of the money in the fund each year for administrative expenses.

Community

Community refers to an area defined by school district boundaries or joint boundaries of a school district and tribe or any combinations of school districts and tribes.

Departments

The CYFD and the PED are acting jointly to provide NM PreK services.

Early Childhood Teacher License: Birth through Third Grade

This licensure is the standard teacher licensure granted through the PED for teachers who work in early childhood education in public schools or in state-supported schools

Early Childhood Development Specialist

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

Early Childhood Investment Zone

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

- Adolescent births
- Pre-term births
- Infant mortality
- Poverty
- Juvenile arrest
- Domestic violence
- Inverse graduation rates
- Unemployment
- Combined child abuse victims
- 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 who were NOT participants in GRADS programs during 2010
- Percent of students who did not graduate four 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 standards-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 lacking graduation from high school
- 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

Early Learning Advisory Council (ELAC)

The council leads the development of a high-quality, comprehensive system of early childhood education and care that ensures statewide coordination and collaboration among the wide array of early childhood programs and services in New Mexico, including Head Start, child care, and pre-kindergarten programs and services.

Early Learning Guidelines

The early learning guidelines are a framework of criteria for children’s growth, development, and learning that educators rely on to plan curriculum.

Eligible Provider

A person licensed by the CYFD who provides early childhood developmental readiness services or preschool special education, or who is a public school, tribal program, or head start program.

FOCUS

New Mexico’s tiered quality rating and improvement system (TQRIS)

National Institute for Early Education Research (NIEER)

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

New Mexico Early Learning Guidelines

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

NM PreK Training and Development Consultant Support

Each NM PreK site receives regular visits from PreK consultants who help to strengthen the practice in the PreK classroom. This support ranges widely, based on the classrooms strengths and areas of opportunity, but often incorporates curriculum development skills, environmental modifications, authentic assessment implementation support, and/or reflection on teacher's practice in cooperation with the consultant.

Pre-Kindergarten or PreK

This is a voluntary developmental readiness program designed for children who have attained their fourth birthday prior to September 1st.

PreK Program

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

Public Education Pre-Kindergarten Fund

A non-reverting fund was created in the state treasury. The fund consists of appropriations, income from investment of the fund, gifts grants and donations. The fund is administered by the public education department, and money in the fund is appropriated to the department to carry out the provisions of the Pre-Kindergarten Act [32-A-23-1 NMSA 1978]. Disbursements from the fund are by warrant of the secretary of finance and administration upon vouchers signed by the secretary of public education or the secretary's authorized representative. The department may use up to 10 percent of the money in the fund each year for administrative expenses.

T.E.A.C.H. Early Childhood ®

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

TQRIS

A tiered quality rating and improvement system, this approach provides early childhood program personnel with the criteria, tools, and resources they need to improve the quality of their programs.

45-Hour,Entry-Level Course

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

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

Race to the Top—Early Learning Challenge

This is a competitive five-year grant funded by the federal government whose “focus is to improve early learning and development programs for young children by supporting state’s efforts to (1) increase the number and percentage of low-income and disadvantaged children in each age group of infants, toddlers, and preschoolers who are enrolled in high-quality early learning programs; (2) design and implement an integrated system of high-quality early learning programs and services; and (3) ensure that any use of assessments conforms with the recommendations of the National Research Council’s reports on early childhood.” (§1832(b)(1), title VIII, Division B of P.L. 112-10, the Department of Defense and Full-Year Continuing Appropriations Act, 2011).

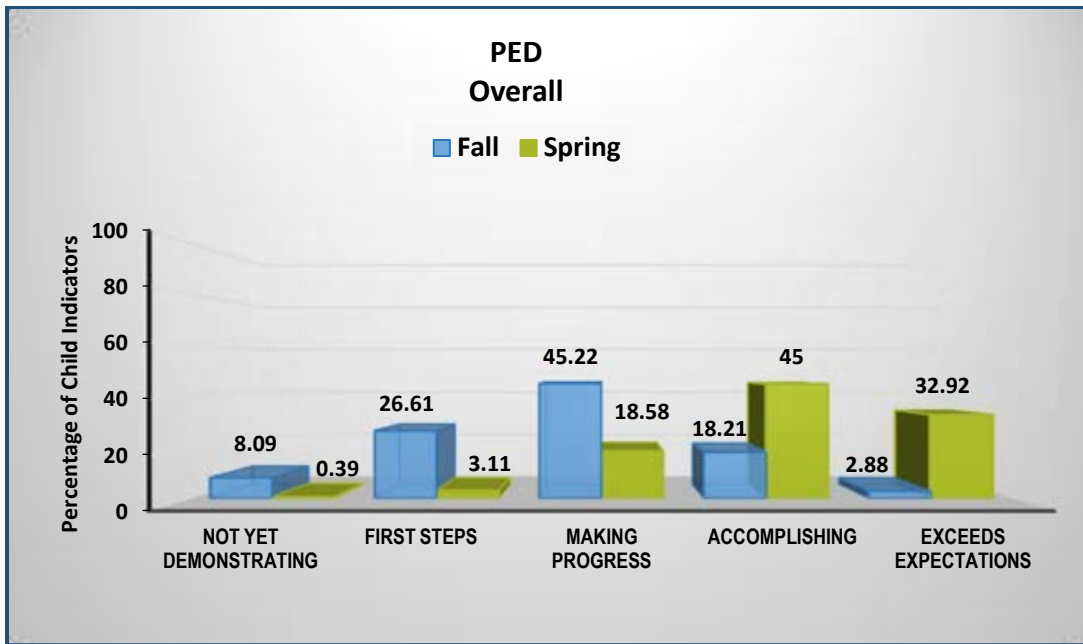


Acronyms

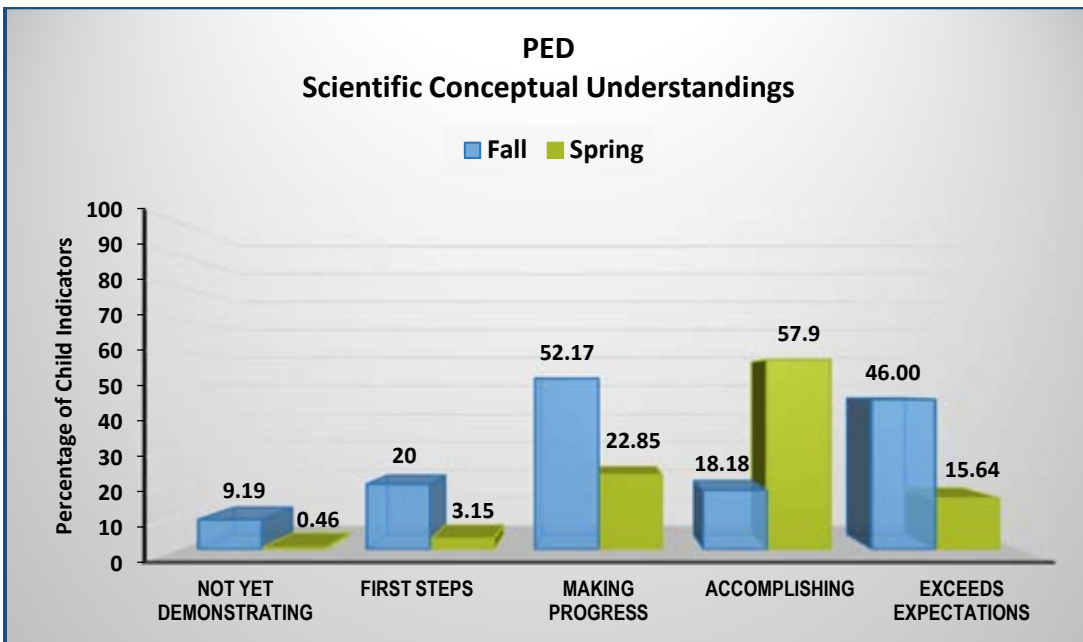
CACFP	Child and Adult Care Food Program
CCSS	Common Core State Standards
CDA	Child Development Associate—certification
CDC	Child Development Certificate
CYFD	Children, Youth and Families Department
ECIZ	Early Childhood Investment Zones
ED (USDOE)	US Department of Education
ELGs	Early Learning Guidelines
ELOs	Early Learning Outcomes (PreK)
HSD	High School Diploma
KEA	Kindergarten Entry Assessment
NIEER	National Institute for Early Education Research
PED	Public Education Department
PE	Parental Engagement
SY	School Year
T.E.A.C.H.®	Teacher Education and Compensation Helps Early Childhood
UNM	University of New Mexico



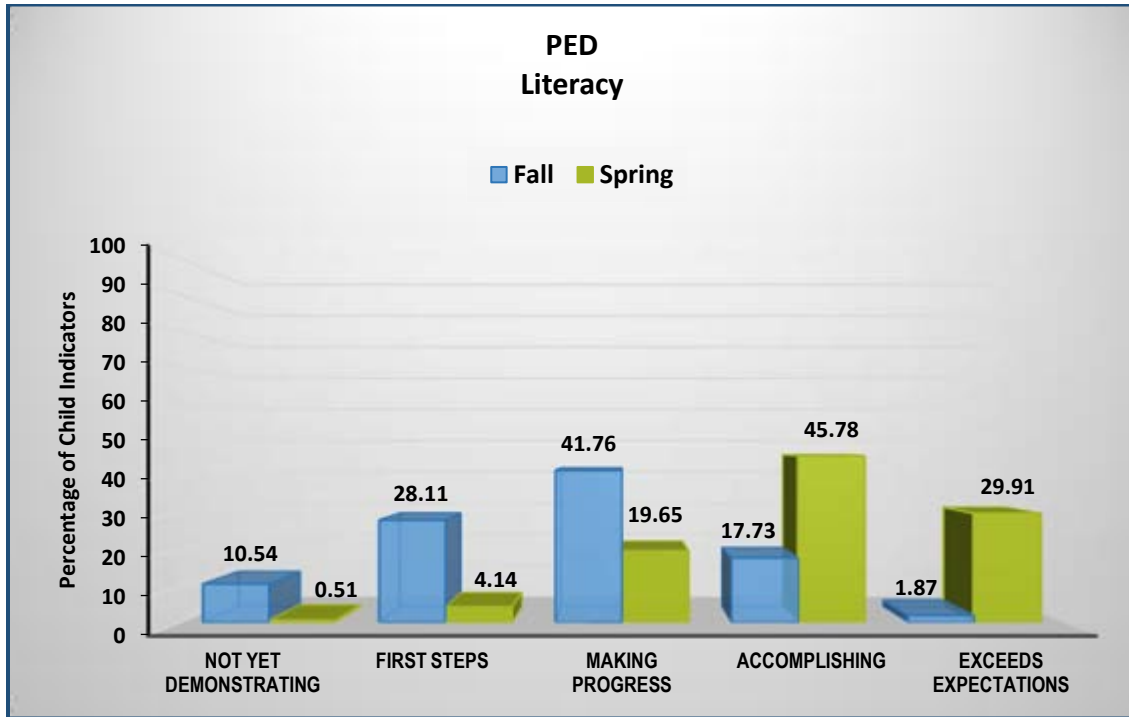
PED N= 3,385**



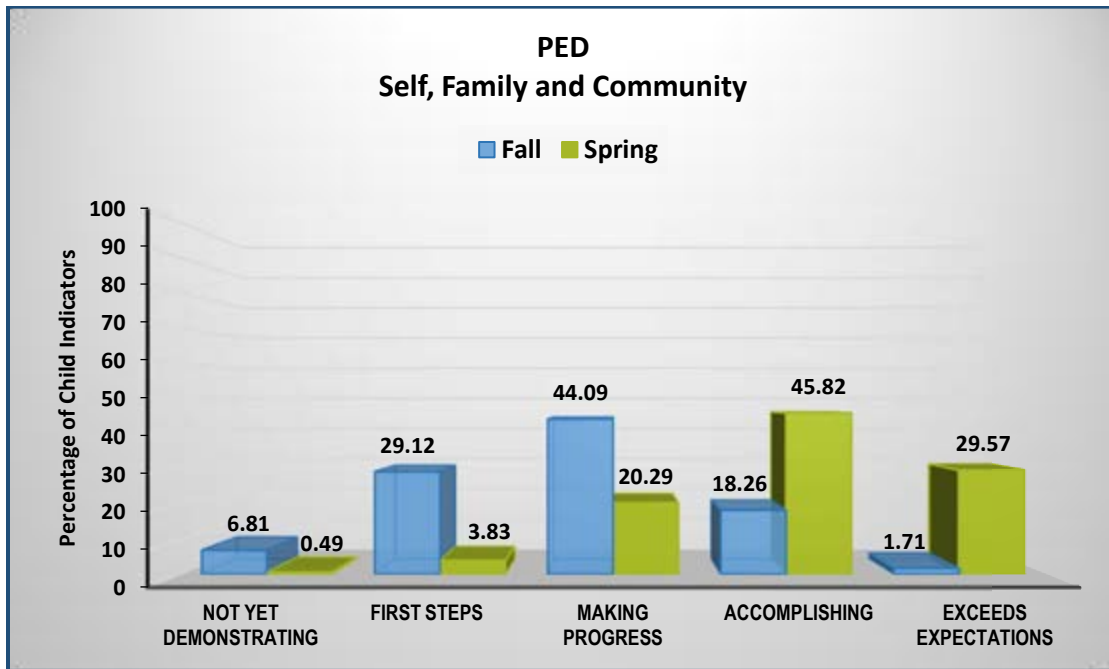
Accomplishing and Exceeding Expectations: 77.92%



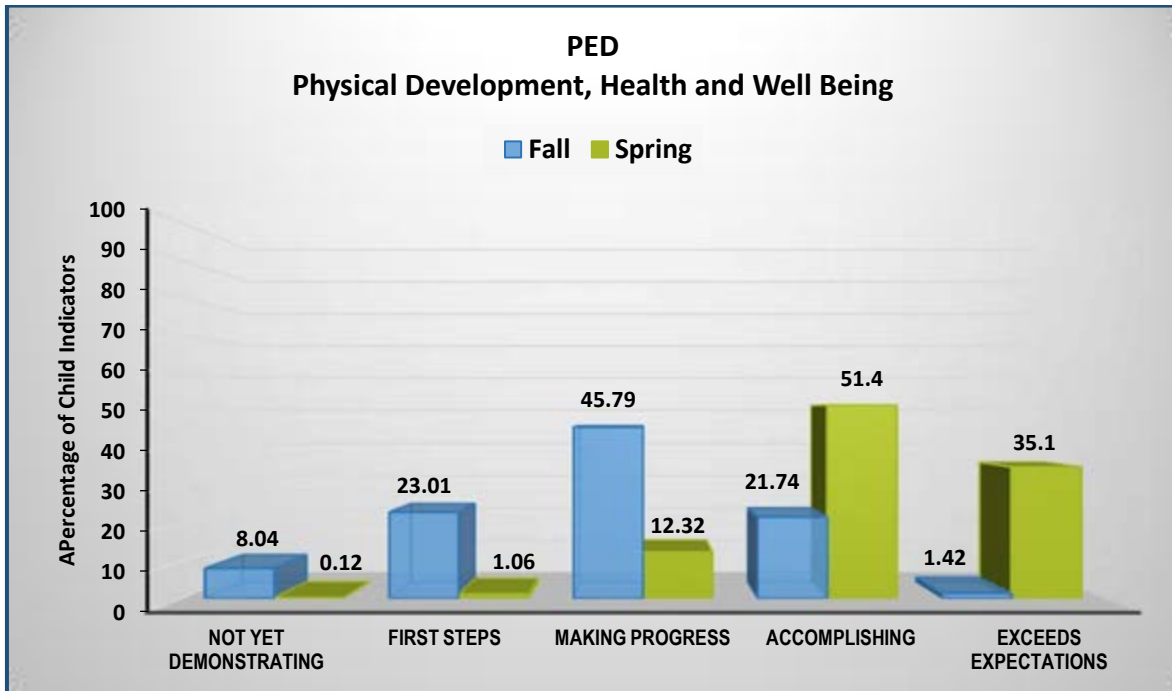
Accomplishing and Exceeding Expectations: 73.54%



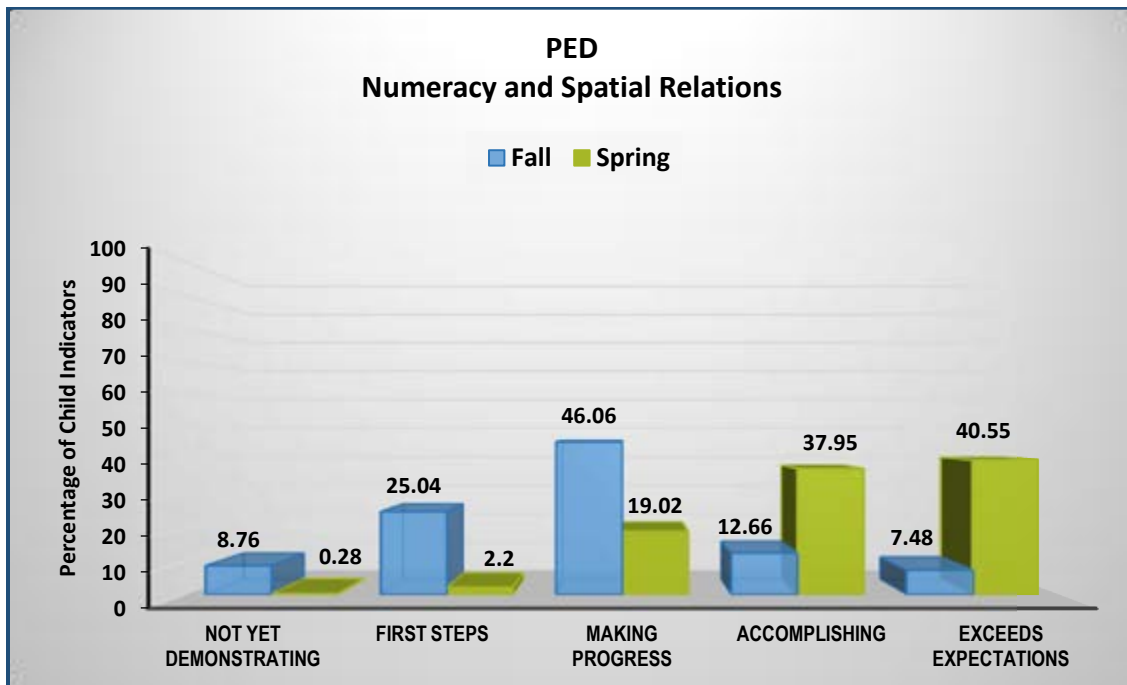
Accomplishing and Exceeding Expectations: 75.69%



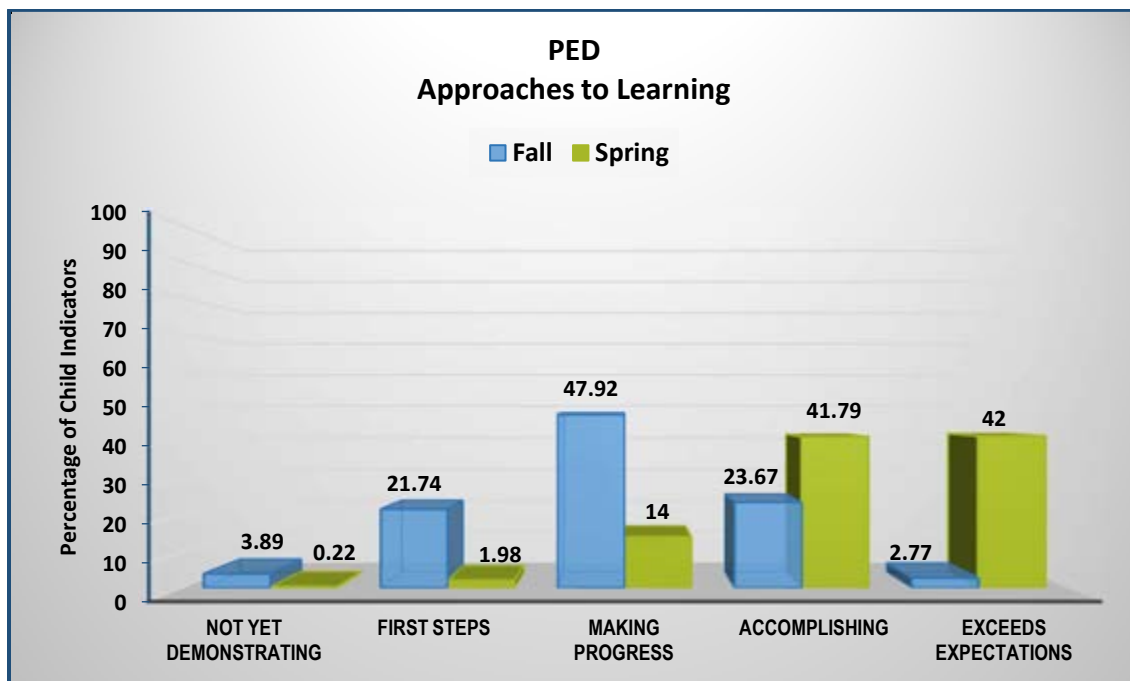
Accomplishing and Exceeding Expectations: 75.39%



Accomplishing and Exceeding Expectations: 86.5%



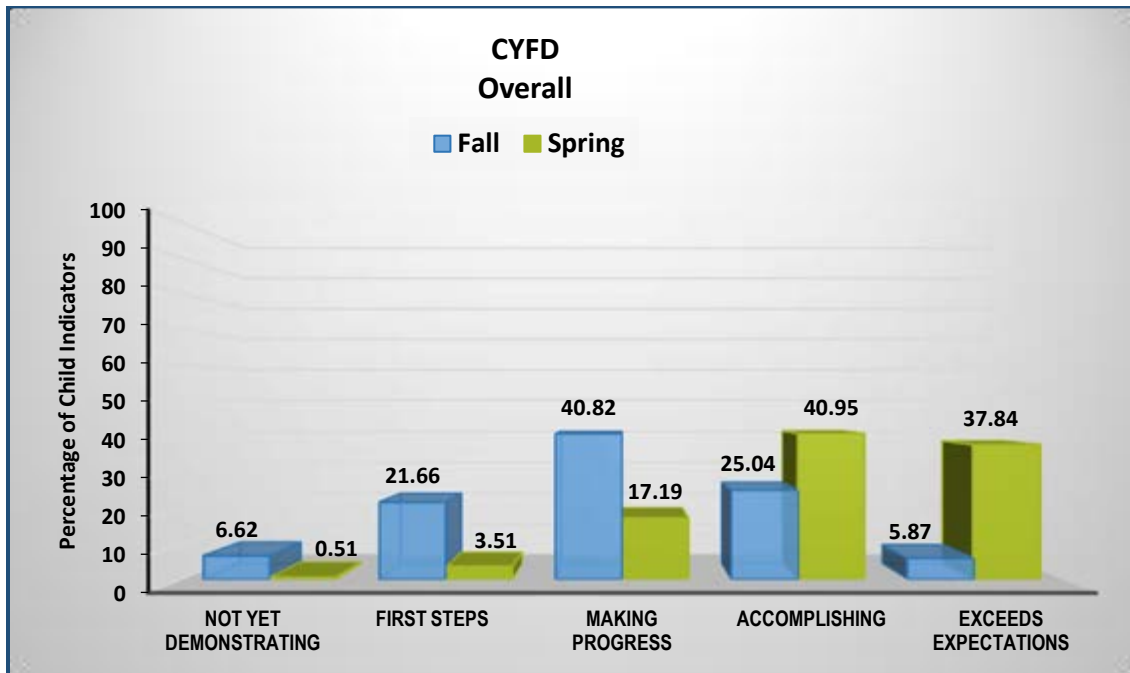
Accomplishing and Exceeding Expectations: 78.50%



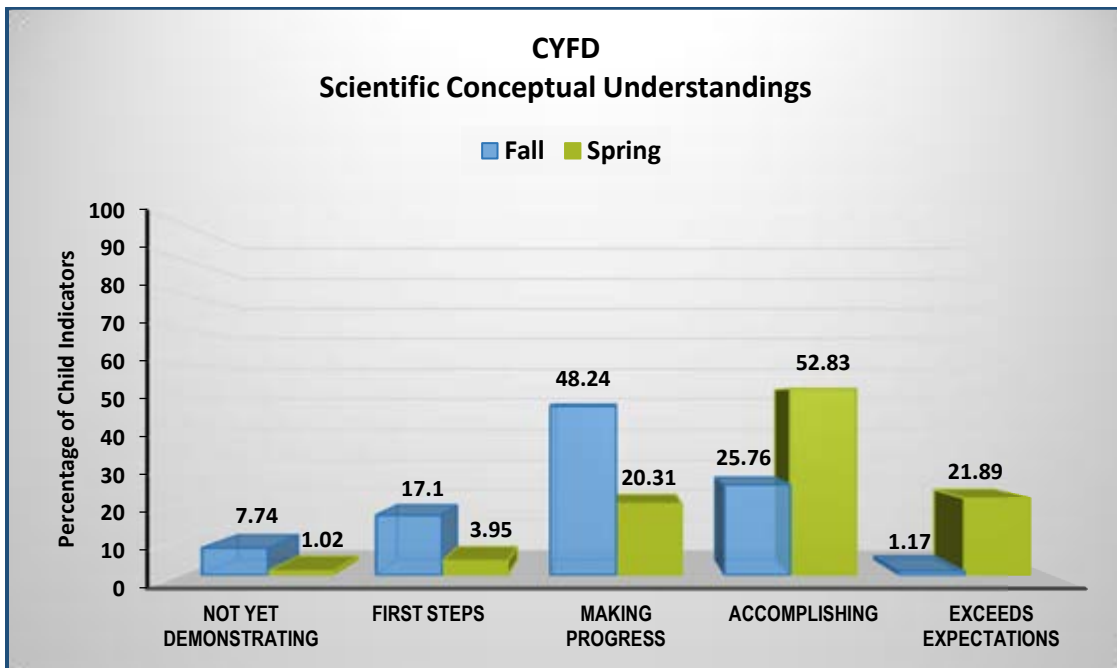
Accomplishing and Exceeding Expectations: 83.79%



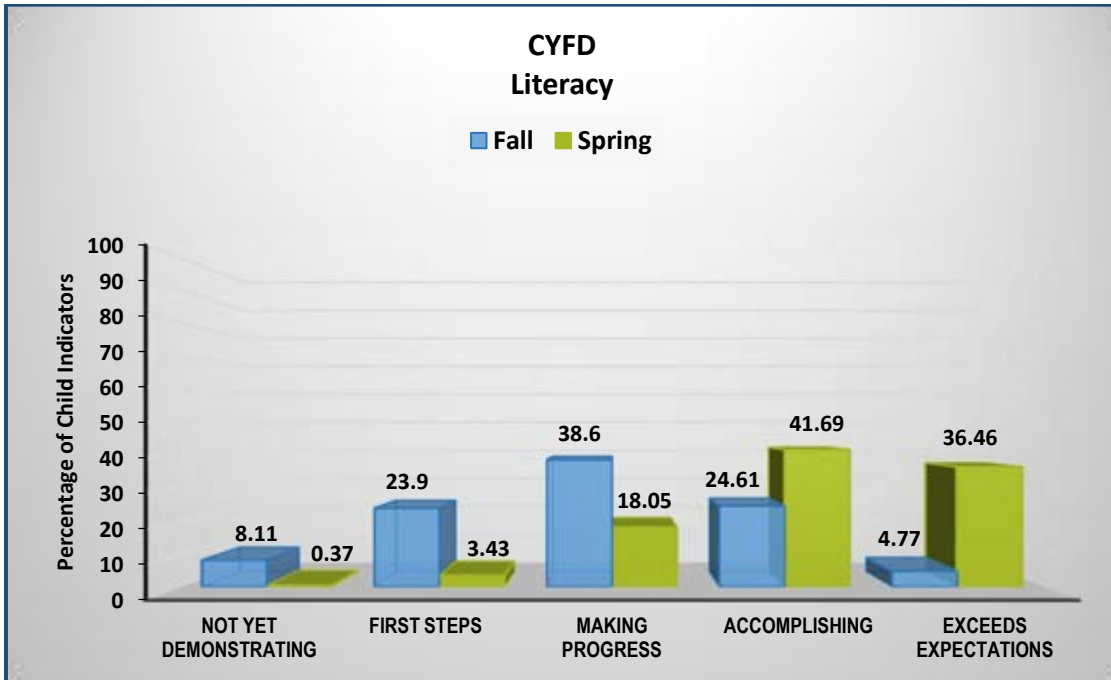
CYFD N= 2,442**



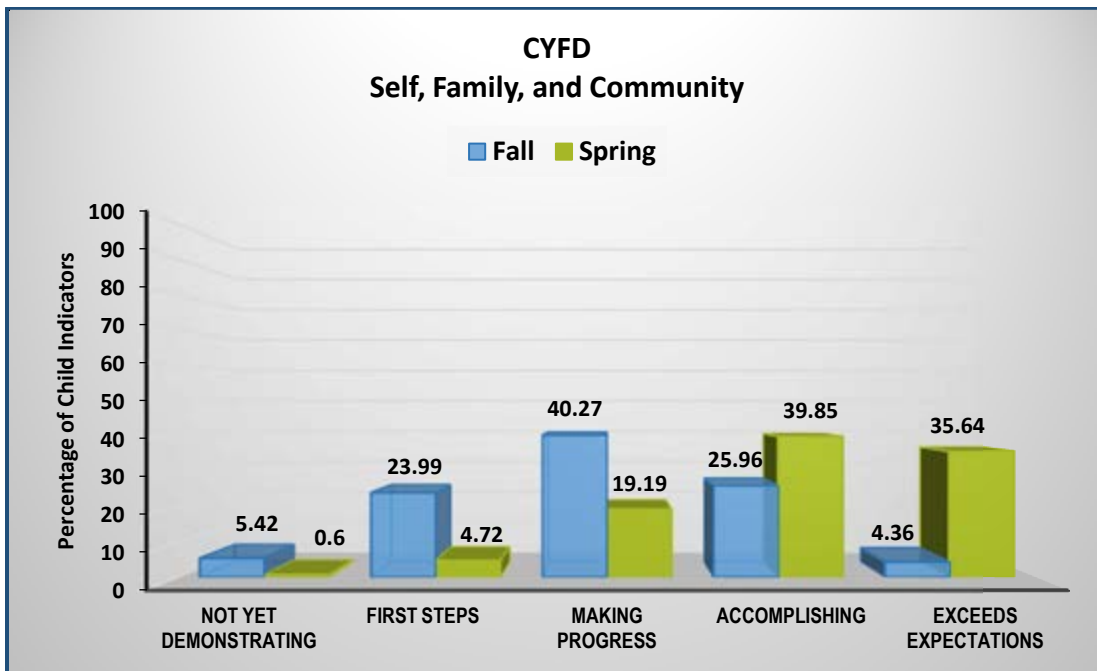
Accomplishing and Exceeding Expectations: 78.79%



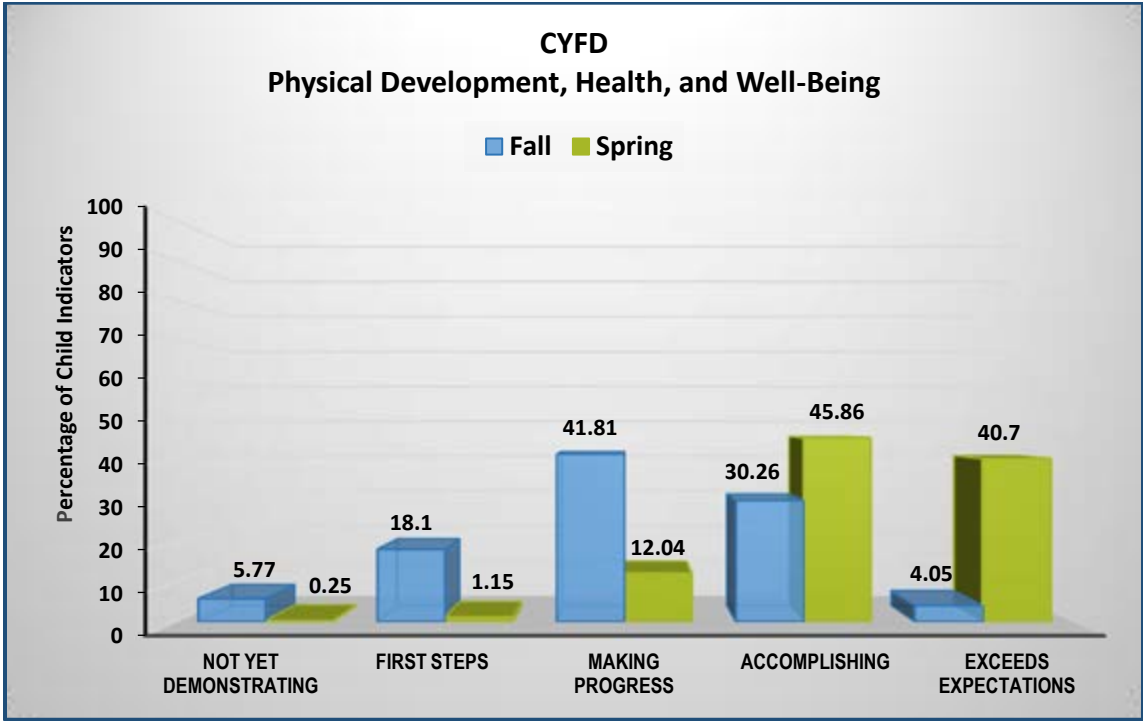
Accomplishing and Exceeding Expectations: 74.72%



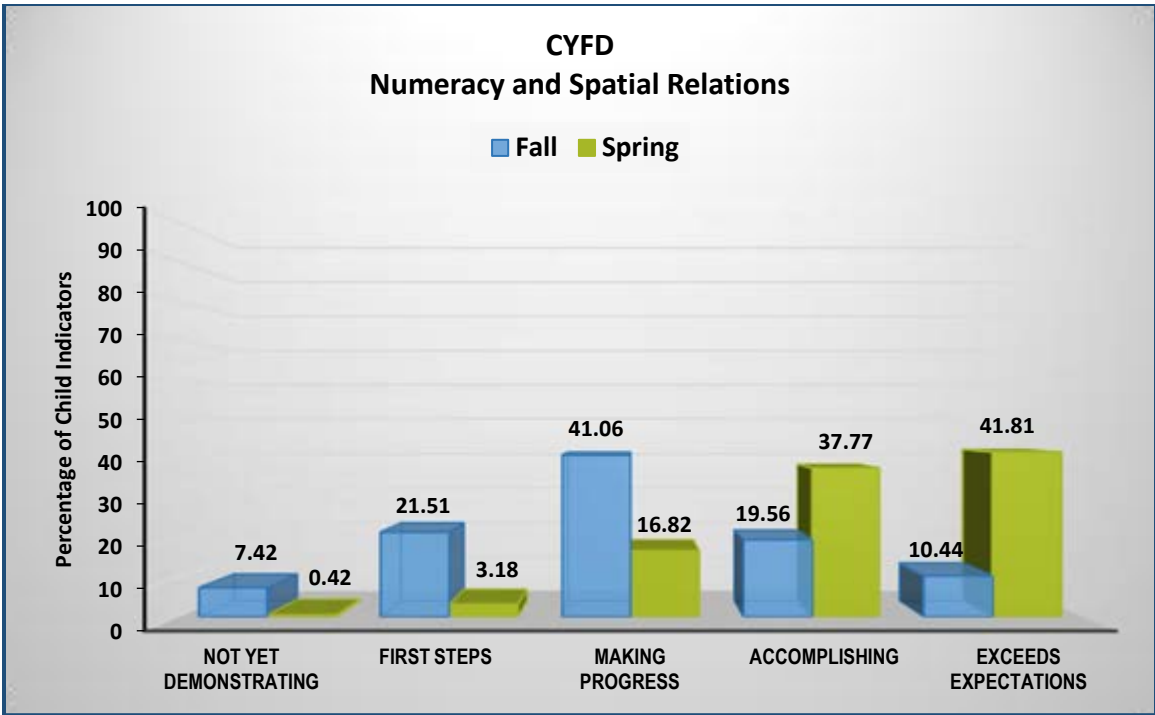
Accomplishing and Exceeding Expectations: 78.15%



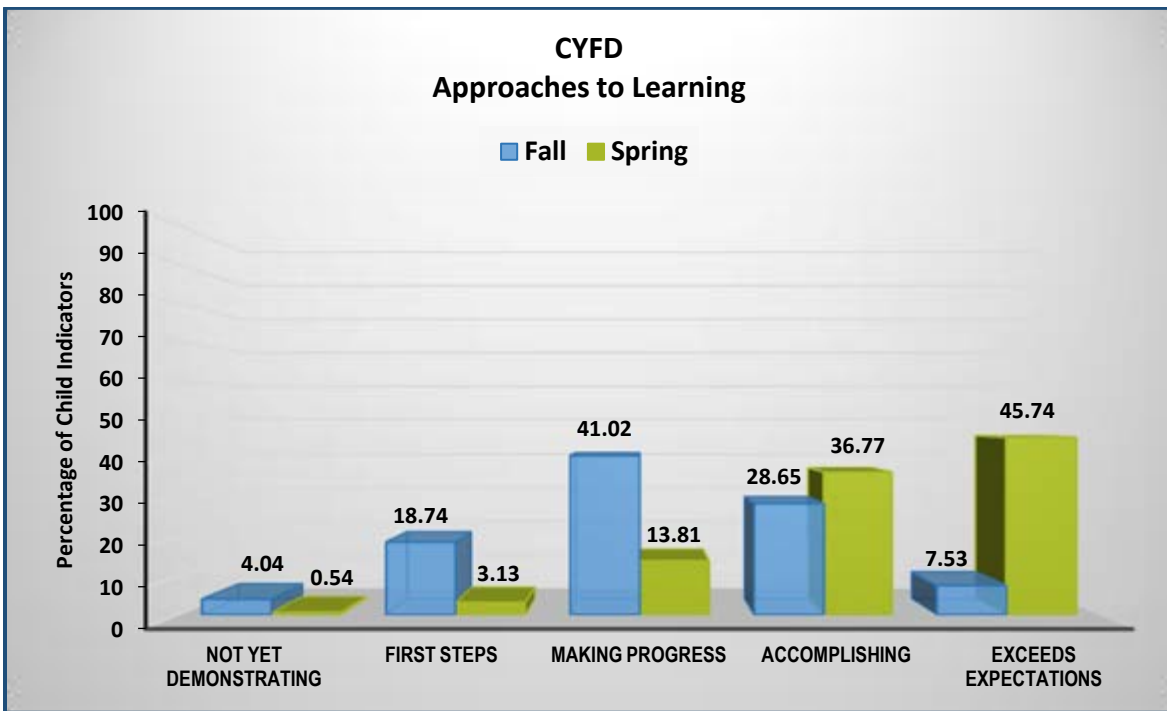
Accomplishing and Exceeding Expectations: 75.49%



Accomplishing and Exceeding Expectations: 86.56%



Accomplishing and Exceeding Expectations: 79.58%



Accomplishing and Exceeding Expectations: 82.51%

