# NEW MEXICO

**LEAD AGENCY:** New Mexico Public Education Department      **NUMBER OF PROJECTS:** 6

**AMOUNT:** $37,500,000      **GRANT PERIOD:** January 1, 2013–December 31, 2016

**OVERALL STATE RTT-ELC GOALS:** New Mexico's Race to the Top - Early Learning Challenge (RTT-ELC) fund proposal has five goals. All goals are based on the commitment to the creation of an early care, health, and education system of integrated services. The five goals are centered on (1) FOCUS-TQRIS, (2) early childhood investment zones, (3) professional development, (4) early childhood data, and (5) a kindergarten entry assessment.
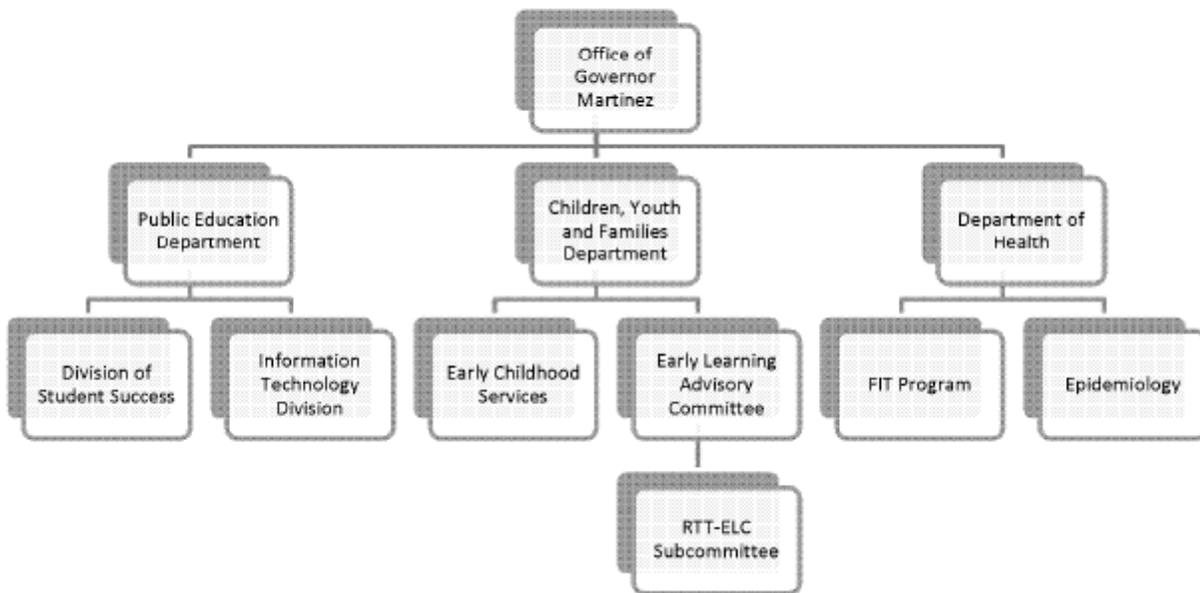
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# Project #1  Overall Grants Management

## Narrative

This project addresses the overall management of the Race To the Top - Early Learning Challenge (RTT-ELC) grant, including the governance structure, hiring and establishing a project manager, determining technical assistance needed, promoting stakeholder participation through the Early Learning Advisory Council, promoting dissemination of information and reporting to the public, and budget management.

Following is the organizational chart for (A)(3)(a)(1).



## Selection Criteria and Priorities

**(A)(3)**  *Aligning and coordinating early learning and development across the State.*

# Project #2  New Mexico Tiered Quality Rating and Improvement System: FOCUS TQRIS

## Project Goals / Desired Outcomes

The goal of this project is to implement FOCUS, New Mexico's revised tiered quality rating and improvement system (TQRIS), which integrates children's learning across all early learning programs.

## Narrative

This goal will be accomplished by

1. focusing on children's learning outcomes through the implementation of New Mexico's Authentic Observation-Documentation-Curriculum Planning process, using the New Mexico Early Learning Guidelines: Birth through Kindergarten as criteria;

2. establishing common program standards across all publicly funded early learning programs, including early childhood educator qualifications, health promotion practices, family engagement strategies, and a comprehensive program self-assessment model as the basis for continuous quality improvement;

3. ensuring the regular assessment of children's learning; and

4. adapting appropriate elements of the FOCUS TQRIS into the home visiting and early intervention arenas in years 3 and 4 of the project to establish a common but developmentally appropriate approach to establishing quality programs serving young children and their families.

## Key Performance Measures

1. We will hire qualified FOCUS management staff and consultants.

2. We will contract with a national research entity for the FOCUS TQRIS validation study.

3. We will contract with a data management entity for FOCUS TQRIS.

4. We will begin the Cohort 1 pilot phase of FOCUS TQRIS in January 2013.

5. We will begin the Cohort 2 pilot phase of FOCUS TQRIS in July 2013.

6. We will begin Cohort 3 pilot phase of FOCUS TQRIS in January 2014.

7. We will begin statewide implementation of FOCUS TQRIS.

8. We will modify FOCUS TQRIS standards as appropriate for other publicly funded early learning programs.

9. We will begin implementation of FOCUS TQRIS in the other publicly funded early learning programs.

## Selection Criteria and Priorities

**(B)(1)** *Developing and adopting a common, statewide Tiered Quality Rating and Improvement System.*
**(B)(2)** *Promoting participation in the State's Tiered Quality Rating and Improvement System.*
**(B)(3)** *Rating and monitoring Early Learning and Development Programs.*
**(B)(4)** *Promoting access to high-quality Early Learning and Development Programs for Children with High Needs.*
**(B)(5)** *Validating the effectiveness of State Tiered Quality Rating and Improvement Systems.*
**(C)(1)** *Developing and using statewide, high-quality Early Learning and Development Standards.*
**(C)(2)** *Supporting effective uses of Comprehensive Assessment Systems.*

## Cross-reference to Other Projects

This project relates to Project #1 Overall Grants Management, Project #3 Early Childhood Investment Zones, Project #4 Professional Development, and Project #5 Early Childhood Data System.

# Project #3  Early Childhood Investment Zones

## Project Goals / Desired Outcomes

The goal of this project is to establish early childhood investment zones by identifying and prioritizing communities where children are at greatest risk and where capacity can be developed for creating a continuum of high-quality early learning programs.

## Narrative

We will strengthen communities by investment in early childhood and early learning programs. Five new investment zones will be selected and invited to participate in this new initiative during the first year of this project, with the goal of creating an early learning system plan for these districts and their communities. New communities will be identified and recruited to replace the first cohort for the consecutive years.

## Key Performance Measures

We will support participation in the systemic ongoing improvement process.

## Selection Criteria and Priorities

**(A)(3)** *Aligning and coordinating early learning and development across the State.*
**(B)(4)** *Promoting access to high-quality Early Learning and Development Programs for Children with High Needs.*
**(C)(1)** *Developing and using statewide, high-quality Early Learning and Development Standards.*

## Cross-reference to Other Projects

This project relates to Project #1 Overall Grants Management, Project #2 New Mexico Tiered Quality Rating and Improvement System: FOCUS TQRIS, Project #4 Professional Development, and Project #5 Early Childhood Data System.

# Project #4  Professional Development

## Project Goals / Desired Outcomes

We will ensure the alignment of training and education to the state's Workforce Knowledge and Competency Framework.

## Narrative

New Mexico will create partnerships between Head Start / Early Head Start education coordinators and entities who provide training for the other early learning systems to ensure that FOCUS TQRIS training is aligned with the state's Workforce Knowledge and Competency Framework. New Mexico will continue to ensure articulation agreements between all postsecondary institutions of higher education.

## Key Performance Measures

1.  We will increase the number of postsecondary institutions and professional development providers that are aligned to the state's Workforce Knowledge and Competency Framework.

2.  We will increase the number of early childhood educators who are progressing to higher levels of credentialing which align with the state's Workforce Knowledge and Competency Framework.

## Selection Criteria and Priorities

We will ensure a great early childhood education workforce.

## Cross-reference to Other Projects

This project relates to Project #5 Early Childhood Data System.

# Project #5  Early Childhood Data System

### Project Goals / Desired Outcomes

The goal of this project is to build a unified early learning data system that will provide educators, families, and policymakers with information that will provide current information about children in their programs, provide families with the information they need to make informed choices, track young children's development, measure the quality of early learning programs, assess young children as they enter kindergarten, and follow students through early childhood through grade school.

### Narrative

The Public Education Department (PED), Children, Youth and Families Department (CYFD), and Department of Health (DOH) will work collaboratively to develop an aligned data dictionary and use common data standards in order to transmit certain fields to a data warehouse. The data collaborative will also establish a process for assigning a unique identifier to each child, in whichever program they enter through. The unique identifier will allow both the deduplication of early childhood data for planning purposes and longitudinal tracking of children in aggregate over time.

### Key Performance Measures

A data warehouse and reporting mechanism will be established in order to make policy decisions and track the efficacy of early learning programs as evidenced by the longitudinal tracking of child outcomes.

### Selection Criteria and Priorities

**(E)(2)**  *Building or enhancing an early learning data system to improve instruction, practices, services, and policies*.

### Cross-reference to Other Projects

The early childhood data system will provide for a data warehouse and reporting system that will include data from Project #2 New Mexico Tiered Quality Rating and Improvement System: FOCUS TQRIS, regarding the quality of early learning provider agencies; Project #3 Early Childhood Investment Zones, regarding the number and percent of children served by geographical areas; Project #4 Professional Development, regarding the qualifications of personnel; and Project #6 Kindergarten Readiness Assessment, regarding kindergarten assessment data.

# Project #6  Kindergarten Readiness Assessment

### Project Goals / Desired Outcomes

The goals of this project are as follows:

1.  We will write an RFP for the validation of a PreK observational assessment.

2.  We will validate the PreK observational assessment tool for use as a kindergarten readiness assessment.

3.  We will pilot the kindergarten readiness assessment.

4.  We will develop a reporting platform to support the kindergarten readiness assessment.

5.  We will develop and provide training for teachers on the administration of the kindergarten readiness assessment and the use of data to drive instruction.

6.  We will begin a phased implementation of the kindergarten entry assessment.

## Narrative

The kindergarten rubrics in the *New Mexico Early Learning Guidelines: Birth through Kindergarten* will be used as the criteria for a kindergarten readiness assessment for use in all New Mexico public schools. This authentic assessment process will not only provide policymakers with important data regarding the effectiveness of early learning programs, but most importantly will provide kindergarten teachers with critical information regarding children's learning that can be used to inform curriculum planning and differentiated instruction.

## Key Performance Measures

**(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.*

## Selection Criteria and Priorities

**(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.*

## Cross-reference to Other Projects

**(E)(2)**  *Building or enhancing an early learning data system to improve instruction, practices, services, and policies.*