

# Appendix

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 APPENDIX: Early Childhood Success

### Appendix 1. % of low birth weight babies in Santa Fe 2010-2014: All vs. Single births

<b>Year</b>	<b>All live births</b>	<b>Single births Only (excluding multiples)</b>
2013	9.9%	8.7%
2012	10.2%	8.0%
2011	10.0%	8.6%
2010	9.3%	8.1%

Source: NM-IBIS, New Mexico DOH

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## Appendix 2. Programs providing routine developmental screening of children 0-4

**Home Visiting** funded by CYFD is the “gold standard” for documentation of developmental screening activities and results—data system reflects the numbers eligible for the required screening every 6 months, and requires entering of numbers screened, numbers of screened that are flagged, numbers of flagged then referred, and numbers of referred who report connecting with services. Program quarterly reports track status.

**PreK** Standards require developmental screening be completed for each child prior to the third month of enrollment. State standards allow a choice of tools. Results are to be shared with parents, and referral information shared with parents (if flagged). Children flagged for additional evaluation are generally referred to Child Find (IDEA Part B) c/o Santa Fe Public Schools. Screening completion is monitored by the assigned PreK Consultants. There is currently no formal recording or reporting of screening results, although the PreK program at United Way of Santa Fe County documents this information into their data system and it could be reported.

**Head Start/Early Head Start** Performance Standards require developmental screening within 45 days of enrollment, and annually. The federal standards allow a choice of tools; Head Start/Early Head Start in Santa Fe County is operated by PMS and the Ages and Stages Questionnaire is used. Health Coordinators monitor the screening and referrals. There is currently no formal recording or reporting of screening results to state or county entities. However, PMS is in the process of implementing a comprehensive data management system and expects to have developmental screening results documented by fall 2015.

**NM FOCUS** Tiered Quality Rating Improvement System for early care and education programs. FOCUS criteria were adopted in 2012 to replace AIM HIGH quality rating. The new FOCUS criteria for Star 3, 4, 5 require that programs complete developmental screening for all children within 4 months of enrollment and regularly thereafter, using a choice of tools (eg, ASQ), and that results be shared with families. Ongoing monitoring may be provided by the assigned FOCUS Consultants. There is currently no formal recording or reporting of screening results.

**FOCUS Star 5 via Accreditation by the National Association for the Education of Young Children (NAEYC).** Four Santa Fe County Licensed child care centers hold NAEYC Accreditation and FOCUS Star 5 rating. NAEYC accreditation requires developmental screening; criteria are monitored by the NAEYC Commission on Accreditation. There is currently no formal recording or reporting of screening results to state or county entities.

**Medical providers:** Many Pediatricians and Family Practice doctors follow the American Academy of Pediatrics guidelines that recommend developmental surveillance at every visit, and formal developmental screening at 9, 18, and 24 or 30 months, and ages 3, 4, and 5, with appropriate referrals as indicated. Currently there is no formal recording or reporting of screening results by medical providers.

The state team for the Department of Health Early Childhood Comprehensive Systems (ECCS) planning and implementation is addressing statewide access to developmental screening for all young children, as is the Act Early campaign at UNM Center for Development and Disability. DOH personnel have become interested in a statewide Registry for developmental screening, similar to the existing immunization Registry.

This is an important data development agenda because medical providers are thought to be a major provider of developmental screening of young children. Medicaid regulations pay for Early Periodic Screening, Diagnosis and Treatment (EPSDT) services

**IDEA Parts B and C:** Children identified as needing further evaluation and possible early intervention treatment have access to services required by the Individuals with Disabilities Education Act (IDEA), provided in New Mexico for children 0-3 by the Department of Health Part C Family Infant Toddler (FIT) program, contracted in Santa Fe County to New Vistas; and provided to children ages 3 and up through Part B Child Find services through the Santa Fe Public Schools exceptional student education program.

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### Appendix 3. Increasing access to quality, affordable early childhood education and PreK: what does it look like now?

#### Paying for Early Childhood Programs Birth-5

- **Public vs Private.** Child care/early learning programs are mostly provided by the private child care industry, minimally regulated by child care licensing standards via CYFD. Parents must pay for these services. Child care, especially infant care, in Santa Fe County, NM and nationally can be costly.
- **Child care assistance (subsidy or financial aid)** is available through federal and state funds for low-income working families, providing partial coverage of child care costs. Parents prove eligibility (under 150% FPL currently in NM) and select their choice of program that accepts subsidy.
- **Publicly-funded programs:** State PreK and federal Head Start provide free programs for eligible low-income families and follow stringent quality standards.

#### Barriers and Opportunities for Expanding PreK Enrollment

- **Extended Day PreK:** In 2014-15 the state began piloting an “extended day” of 5 to 7 hours for PreK, in addition to the ongoing 3-hour day program. Many families express problems with a 3-hour day due to full-day child care and transportation needs.
- **Early PreK for 3 year olds** is currently being piloted by CYFD.
- **Eligibility Criteria for PreK:** Current eligibility requirements make it impossible to serve ALL 4 year olds. State PreK legislation specifies Title 1 schools and surrounding communities; Head Start serves families at or below Federal Poverty Level. The legislature could potentially revisit its eligibility policies for PreK to allow universal PreK.

Article 23. 32A-23-5 “PreK services may be provided by public schools or eligible providers on a per-child reimbursement rate in communities with public elementary schools that are designated as Title 1 schools.”

- **Skilled early childhood workforce:** Current licensing requires only a 45-contact hour entry level course. Wages for child care teachers are near minimum wage with few benefits. The early childhood workforce needs to be professionalized via education and equitable pay. TEACH scholarships for college coursework and wages incentives, promoted by the NM Association for the Education of Young Children (NMAEYC), are critical supports that merit expansion.

#### Quality Indicators in PreK and Early Childhood Programs

- **PreK** uses the **NM Early Learning Guidelines** for Authentic Observation, Documentation and Curriculum Planning, along with Parent Conferences (3 times per year) to ensure child progress. PreK lead teachers must have or be working towards a Bachelor’s degree in early childhood, and Assistants an Associate degree. (Current state licensing requires only 45-contact hour entry level training)
- Rigorous federal **Head Start** Performance Standards encompass child development; child health, safety and nutrition; and family and community partnerships.
- Both PreK and Head Start require 1 teacher for every 10 4-year-old children (state licensing allows 20)
- In addition to PreK state standards and Head Start federal Performance Standards, New Mexico has a robust **Star Rating program** for child care/early learning programs. **5 Star Rating** is a tiered **Quality Rating Improvement System**- a way of measuring quality child care/early learning services and providing incentives to private child care businesses.

- Previously under AIM HIGH: **Star 2 = basic state licensing.** Stars 3, 4, 5 = program meets multiple quality indicators.
- A revised star rating system, **FOCUS**, with paramount “focus on children’s learning,” is being phased in to eventually replace AIM HIGH. FOCUS ratings indicate progressively higher achievement of quality standards in the areas of 1) Authentic child assessment and curriculum planning, 2) Safety and health promotion, 3) Family engagement, 4) Comprehensive program assessment and CQI, and 5) Early childhood educator qualifications.

Star Rating is an important guide to quality. However it is voluntary and is not yet universally implemented across the private child care market (except Star 2 basic licensing). Not all programs choose to participate, though parents may rely on Star rating in their search for high quality care. Based on Star rating, programs receive higher child care assistance (subsidy) rates from CYFD – to incent high quality programs to serve subsidized families, and to help programs afford to provide high quality services.

- **Accreditation** by CYFD-approved entities is an alternate path to 5 Star rating. Several Santa Fe County programs are accredited by the National Association for the Education of Young Children (NAEYC), arguably the highest quality designation possible.

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### Appendix 4. Contrasting DIBELS “first sound fluency” assessment with Prek results for “literacy”

#### “DIBELS Next” beginning of Kindergarten year assessment

- Assessed beginning of Kindergarten year, with follow-on assessments in the middle and end of year
- In measuring **First Sound Fluency**, Administrator presents one word at a time (30 words); child is to produce the sound the word begins with. Example: Mouse. What sound does mouse begin with? Correct response: /m/
- **Composite Score** includes Letter Naming Fluency (not reported in this Baseline Report). Administrator presents a page of upper and lower case letters arranged in random order and the student is asked to name as many letters as they can in 1 minute

Source: <https://dibels.uoregon.edu/assessment/dibels/index>

#### State PreK Literacy assessment at end of year

- Teacher documents multiple observations of the child at play/learning and matches to the 5-point rubric, for multiple indicators.  
Rubric:
  1. Not Yet Demonstrating
  2. First Steps
  3. Making Progress
  4. Accomplishing
  5. Exceeds Expectations
- “**Literacy**” **Essential Indicator** assessed at end of year uses the following outcomes and indicators
  - ❖ **Outcome: Child demonstrates development and expansion of listening skills**

(State PreK Literacy assessment at end of year - continued)

#### Indicators:

- Listens with understanding to directions and conversations
- Hears and discriminates the sounds of language in words to develop phonological awareness
- Recognizes rhyming sounds in spoken language
- Knows and applies letter-sound correspondence and beginning-sound recognition

#### ❖ **Outcome: Child communicates experiences, ideas, and feelings through speaking**

#### Indicators:

- Converses effectively in his/her home language, English, or sign language for a variety of purposes relating to real experiences and different audiences

#### ❖ **Outcome: Child engages in activities that promote the acquisition of emergent reading skills**

#### Indicators:

- Demonstrates an interest and enjoyment in books, listening to stories read aloud, and/or looking at books using illustrations or familiar text
- Demonstrates comprehension of a story read aloud by asking relevant questions or making pertinent comments
- Progresses in understanding and using concepts of print

#### ❖ **Outcome: Child engages in activities that promote the acquisition of emergent writing skills**

#### Indicator:

- Increasingly attempts to represent meaningful words and print in the environment using the early stages of writing

Source:

[https://www.newmexicoprek.org/Docs/PreKMaterials2011\\_2012/FY12\\_NM\\_PreK\\_Early\\_Learning\\_Guidelines\\_webversion\\_20110830.pdf](https://www.newmexicoprek.org/Docs/PreKMaterials2011_2012/FY12_NM_PreK_Early_Learning_Guidelines_webversion_20110830.pdf)