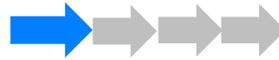


Appendix



APPENDIX: Early Childhood Success

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

Year	All live births	Single births Only (excluding multiples)
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

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.

→→→→ APPENDIX: Early Childhood Success

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.

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

Appendix 5: New Measure for Academic Proficiency – Partnership for Assessment Readiness for College and Careers (PARCC)

The Partnership for Assessment Readiness for College and Careers (PARCC) is an annual assessment that uses a series of tests to gauge how students in grades 3-11 are faring in math and English Language Arts (ELA). These tests provide parents with information about their children's academic progress, help educators identify and address the specific learning needs of their students, and give schools and districts a more accurate assessment of their overall progress and of different at-risk populations that might need additional support.

PARCC replaced the New Mexico Standards Based Assessment (SBA) test in 2015 to better align with the Common Core State Standards, which were adopted back in 2010. PARCC also sets up more rigorous expectations, focuses more intently on 21st Century skills including problem solving and critical thinking, and provides a more interactive format.

The five PARCC performance levels are:

- Level 1 (Did Not Meet Expectations)
- Level 2 (Partially Met Expectations)
- Level 3 (Approached Expectations)
- Level 4 (Met Expectations)
- Level 5 (Exceeded Expectations)

Students testing at levels 4 or 5 are deemed ready for the next grade level and are on track for college and career.

Comparisons between SBA and PARCC scores are difficult because the expectations are higher for PARCC and the scoring brackets are different. Since the Level 4 'Met Expectations' on PARCC requires a stronger performance than the 'Proficient' level on SBA, the New Mexico Public Education Department (NM PED) is currently recognizing Level 3 and above as meeting requirements for high school graduation. For the new 2015 PARCC data highlighted on "Academic Proficiency – Changing Measures" page content, we included Level 3 in the charts to better inform the discussion on needed next steps.

Some families and education stakeholders are making the case that too much time is devoted to testing. NM PED highlights that these types of tests are required by both state and federal law and that PARCC reduced the testing time by 2.5 hours across all grades. Locally, the Santa Fe Public School district reported that for the 2015 school year, 60 families decided to opt their children out of PARCC, out of 8,000 students eligible to take the tests.

Nationally, New Mexico is part of the PARCC consortium which includes 10 other states: Arkansas, Colorado, Illinois, Louisiana, Maryland, Massachusetts, Mississippi, New Jersey, Ohio, and Rhode Island. Aggregated data from all of the participating states will help New Mexico compare its progress with that of other states in the nation.

For more information on PARCC, New Mexico PARCC results, and a score report integration guide, please visit:

http://ped.state.nm.us/ped/PARCC_info.html

Appendix 6: New Mexico Youth Risk and Resiliency Survey (YRRS)

The New Mexico Youth Risk and Resiliency Survey (YRRS) is a tool used to assess the health-related risk behaviors and resiliency factors of youth across the state of New Mexico. The survey is offered every odd-numbered years to a selection of middle and high school students in all school districts in the state.

The survey is both voluntary and confidential and gauges:

“**RISK BEHAVIORS** related to alcohol and drug use, unintentional injury, violence, suicidal ideation and attempts, tobacco use, sexual activity, physical activity, and nutrition;

“**RESILIENCY (PROTECTIVE) FACTORS** such as relationships in the family, school, community, and with peers; and

“**HEALTH STATUS ISSUES** such as body weight and asthma.”

<http://www.youthrisk.org/>

The SFB2C K-12 Success and Youth Resiliency score card uses the percentage of students reporting caring adult and peer relationships as an indicator. For these survey questions, students have the option to respond with “Very Much True”, “A Little or Pretty Much True”, or “Not True At All” to report on the presence of caring adult and peer relationships which act as protective factors. These factor are important to track because they make youth more resilient and help them buffer a variety of risks.

The New Mexico YRRS is part of the national Center for Disease Center and Prevention (CDC) Youth Risk Behavior Surveillance System (YRBSS) where data is aggregated across all states to monitor overall trends in youth risk and resiliency.

The CDC highlights that their YRBSS survey and surveillance system are designed to:

- Assess the prevalence of health risk behaviors;
- Look at increases or decreases in health risk behaviors over time;
- Determine when health risk behaviors co-occur;
- Share comparable national, state, territorial, tribal, and local data;
- Disaggregate data among specific youth subpopulations; and
- Monitor progress for their overall health objectives and other program indicators.

<http://www.cdc.gov/healthyyouth/data/yrbs/overview.htm>

For a report on the high school YRRS survey results for Santa Fe County in 2013, please visit: <http://www.youthrisk.org/pdf/YRRS-2013-HS-countyreport-santafe.pdf>

Appendix 7: The Post-Secondary Institutions Serving Santa Fe

Institute of American Indian Arts: The Institute of American Indian Arts (IAIA) is a unique tribal college in that it is chartered by the United States Congress to empower creativity and leadership in Native arts and cultures through higher education, lifelong learning, and outreach. IAIA is accredited by both the Higher Learning Commission (HLC) and the National Association of Schools of Art and Design (NASAD). IAIA offers a variety of AA, AFA, BA, and BFA degree programs, along with an MFA in Creative Writing. IAIA also offers numerous certificate programs including Business and Entrepreneurship.

Santa Fe Community College: For more than 30 years, Santa Fe Community College (SFCC) has been the gateway to success for individuals and the community by providing affordable, high quality educational programs that serve the social, cultural, technological and economic needs of a diverse community. Institutionally accredited by the HLC, SFCC offers Certificates and Associate in Arts, Associate in Applied Arts, Associate in Science, and Associate in Applied Science degrees.

Santa Fe University of Art and Design: Santa Fe University of Art and Design (SFUAD) is a private, four-year university whose mission is to prepare talented students around the world for successful careers as creative professionals in the fields of art, design, entrepreneurship, and innovation. Accredited by the HLC, SFUAD offers BA, BBA, and BFA degree programs and an undergraduate certificate program in Film.

Southwest Acupuncture College: Southwest Acupuncture College is a private, classical school of Oriental medicine offering degree programs leading to a Master of Science in Oriental Medicine (M.S.O.M.) or a Master of Science in Acupuncture (M.S.Ac.). The institution and its degree programs are accredited by the Accreditation Commission for Acupuncture and Oriental Medicine.

Southwestern College: Southwestern College is a private, consciousness-centered graduate school for counseling and art therapy. Accredited by the HLC and approved by the American Art Therapy Association, Southwestern College offers MA programs in Counseling and Art Therapy/Counseling, as well as specialty certificates for ongoing professional development.

St. John's College: With campuses in Santa Fe, NM and Annapolis, MD, St. John's is a private coeducational, liberal arts college with no religious affiliation. Accredited by the HLC with approval by the NM Higher Education Department, St. John's in Santa Fe offers a BA degree program in Liberal Arts and two MA degree programs in Liberal Arts and Eastern Classics.

Vogue College of Cosmetology: Vogue College of Cosmetology offers professional skills training with licensure or certificate programs in cosmetology, esthetics, nail technology, and instructor training at campuses in Texas and New Mexico. The school is accredited by the National Association of Cosmetology Arts & Sciences.