2013 ANNUAL PERFORMANCE REPORT

New Mexico

Race to the Top
Early Learning Challenge

Annual Performance Report

New Mexico

2013

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

APR Cover Sheet

General Information

1. PR/Award #: S412A130025

2. Grantee Name: Office of the Governor, State of New Mexico

3. Grantee Address: 490 Old Sante Fe Trail, Room 400, Santa Fe, NM, 87501

4. Project Director Name: Leighann Lenti

   Title: New Mexico Public Education Department

   Phone #: (505) 412-2285

   Email Address: leighann.lenti@state.nm.us

Reporting Period Information

5. Reporting Period: 1/1/2013 **to** 12/31/2013

Indirect Cost Information

6. Indirect Costs

   a. Are you claiming indirect costs under this grant? ☑ Yes ☐ No

   b. If yes, do you have an Indirect Cost Rate Agreement(s) approved by the Federal Government? ☑ Yes ☐ No

   c. If yes, provide the following information:

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

   Approving Federal agency: ☑ ED ☐ HHS ☐ Other

Certification

The Grantee certifies that the State is currently participating in:

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

☑ Yes ☐ No

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

☑ Yes ☐ No

The Child Care and Development Fund (CCDF) program

☑ Yes ☐ No

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

Signed by Authorized Representative

Name: Leighann Lenti

Title: Deputy Secretary of Policy and Program, PED

Executive Summary

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

The Race to the Top - Early Learning Challenge Grant (RTT-ELC) was awarded to New Mexico on January 1, 2013. The grant provides for the development and support of a coordinated system of early learning and development designed to ensure that many more children from birth to age five have access to dramatically improved early learning programs, and enter school with the skills, knowledge and dispositions they need to be successful. The implementation of the Grant involves three state agencies: Department of Health (DOH), Children Youth and Families Department (CYFD), and Public Education Department (PED). Management of the grant is based on six projects, and their associated tasks. These projects are designed to support the creation of a "system of systems" that transforms disconnected, siloed programs into a coordinated system that focuses on the building of high-quality, comprehensive, community-specific programs with a continuum of integrated services. The projects are: 1. Grants Management, 2. FOCUS-Tiered Quality Rating and Improvement System (FOCUS-TQRIS), 3. Early Childhood Investment Zones, 4. Professional Development, 5. Early Childhood Data Systems, and 6. Kindergarten Entry Assessment (KEA). New Mexico's RTT-ELC - Year One, 2013 project accomplishments, challenges and lessons learned are outlined below:

1. Overall Grants Management

- **Key Accomplishments**

New Mexico established a Governance Structure to streamline the communication and management of different aspects of the grant. The governance structure includes: a RTT-ELC leadership team; project leads, and project implementation teams. This structure allows teams to get the information and resources they need to timely implement the activities and tasks of the scope of work. The structure also allows for progress and monitoring data to flow up to the leadership team in order to meet the federal reporting requirements.

The New Mexico Early Learning Advisory Council (ELAC) was established as body to provide stakeholder input into grant and make recommendations regarding alignment with state early childhood priorities and support the implementation of the RTT-ELC projects and tasks.

A project coordinator was hired to oversee the day-to-day operations of the RTT-ELC grant, including coordination with the project leads, monitoring activities with contractors and sub-contractors, and ensure timely federal reporting.

- **Challenges and Lessons Learned**

The New Mexico State Leadership Team with feedback received from Round One RTT-ELC states, decided to include a person on staff to manage the project in the grant management scope. The Project Coordinator for RTT-ELC was hired on December 2013 and is housed at CYFD. The Coordinator's role is to monitor, coordinate, and manage this project on a daily basis. These duties had previously been assigned to program staff that have full time responsibilities in the operations of the Early Childhood System and the state initiatives.

Human resources official procedures made the process of creating and hiring positions a lengthy process. The RTT-ELC Project Coordinator position was not able to be hired until December 2013. The RTT-ELC leadership is engaging state executive staff in order to expedite the creation and posting of any future positions.

Implementation of monitoring contracts and sub-contracts could not move ahead due to the delays in fully executing contracts. The state procurement code requires competitive requests for proposals for work over a $60,000 per year. The RTT-ELC leadership team is engaging state executive staff to ensure that future contracts are expedited as quickly as possible through the state procurement process.

2. FOCUS-Tiered Quality Rating and Improvement System (FOCUS-TQRIS)

- **Key Accomplishments**

FOCUS Consultants have been hired through contractual agreement with the University of New Mexico, Continuing Education. The FOCUS Consultants have been providing on-site consultation on the major areas and requirements of the FOCUS TQRIS using current models implemented in the state such as PreK Consultation.

During the 2013 calendar year, ninety (90) licensed early childhood programs and four Head Start/Early Head Start programs, enrolled to participate on the FOCUS-TQRIS Pilot process. The Kickoff took place on February 14, 2013 with participation from fifty (50) programs that were part of the initial cohort. Since then, the state has held multiple community-based meetings with current and potential Pilot participants. The process of notifying programs regarding the timelines for FOCUS TQRIS to replace the current AIM HIGH quality rating has been taking place through mailings, electronic notifications and face-to face meetings.

The Training and Technical Assistance Programs (TTAPs) are now housed and administered at institutions of higher education. Moving forward, one of their primary functions is to continue to administer the AIM HIGH QRIS during the transition to the FOCUS TQRIS. This includes consultation, monitoring and verification of the AIM HIGH QRIS. In addition, they have been providing general training to Early Learning and Development Programs on topics specifically related to program standards in the FOCUS TQRIS.

CYFD contracted with Child Trends to work with the FOCUS Implementation Team to ensure the FOCUS criteria is based on sound research and validate the FOCUS TQRIS over course of the project. Child Trends has begun the review of the FOCUS standards ongoing communications and meetings have begun in order to finalize the validation plan.

With RTT-ELC supplemental funds, Child Trends has also been contracted, in collaboration with University of New Mexico's Center for Education Policy Research (UNM-CEPR) to document the validity and reliability of New Mexico's Authentic Assessment System, based on the NM Early Learning Guidelines: Birth through Kindergarten. They will also document that the individualized curriculum, which is based on criteria-based teachers observations is research-/evidence-based. This project is being conducted in consultation and in partnership with the Office of Head Start to support the participation of the state's Head Start programs in the FOCUS TQRIS.

- **Challenges and Lessons Learned**

When the application was developed, the State Implementation Team did not realize the intensity of the preparation process needed to accomplish the tasks. Bringing programs to participate in the Pilot program has required ongoing presentations, dialogues, training and communication with each of the early childhood sectors.

Some sectors within the Early Childhood System, required the FOCUS criteria (Essential Elements of Quality) be revised so that they could begin adapting the criteria to meet the unique needs of their programs. PED PreK, Part B 619 and, Title I programs moved their initial targets to allow for the contracting on consultation services and alignment of the FOCUS criteria. PED has completed the contracting process with the University of New

Mexico, for coordination and consultation for PreK, Part B 619 and Title I programs. The plan is to work with available ELC-Technical Assistance System to assist the team in the development of strategies to move the pilot process in a manner that ensures program participation and meets the overall targets as specified in the grant application.

3. Early Childhood Investment Zones

- **Key Accomplishments**

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. Thirty-five school districts have been identified as Investment Zones. At of those, five Investment Zones, were 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.

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 consultation and support.

- **Challenges and Lessons Learned**

The State is working to engage state-level agency leaders to grapple with lack of access to health care, behavioral health care, and family support services in the Early Childhood Investment Zone communities.

The work to support some of the identified communities has become more intense as many communities lack the capacity to apply for, implement, or sustain high quality programming that will prepare children for Kindergarten entry. As funding becomes available for programs such as Home Visiting and PreK, some communities have not responded to the RFP process. The lack of infrastructure, skill or interest in some of those communities, has resulted in the lack of participation in the state initiatives and opportunities. This capacity building will continue to be a priority for the Early Childhood Investment Zones Implementation Team and partners, developing tools and implementing skill development opportunities for stakeholders on those targeted communities. Leadership Academies, round tables and coordination with community coalitions, are some of the strategies designed to engage stakeholders in the development of infrastructures to support high needs communities.

4. Professional Development

- **Key Accomplishments**

The New Mexico Early Childhood 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 ELAC in 2013. The Task Force, which includes early childhood faculty members from 2-year and 4-year institutions of higher education 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.

The Higher Education Task Force, has established a fully articulated universal catalogue of coursework and this year they took on the task of implementing elements of RTT-ELC in their goals and objectives as defined in NMAC 5.50.3.

Administration and Family, Infant Toddler Studies are being offered at more four year institutions of higher education. Courses are designed for early childhood educators so there are several models to access these courses, including online, Spanish and Community-based.

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 level. 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, including Home Visiting and Early Intervention personnel, as part of the implementation of FOCUS-TQRIS.

FOCUS management and consultants have been participating in Reflective Practices through the University of New Mexico Center for Development and Disability (UNM-CDD) from a consultant who is endorsed by The New Mexico Association for Infant Mental Health (NMAIMH).

- **Challenges and Lessons Learned**

The implementation of the professional development project in rural communities has represented a challenge due to access and availability of resources. The State and its partners must explore alternative methods for coursework, consultation, training and technical assistance through distance learning opportunities.

The state is facing a loss of high quality Early Childhood Education faculty and consultants due to retirement, leaving the field and higher salaries offered in other states. Currently, scholarships are available to early childhood professionals who are interested in becoming consultants and faculty.

High turnover of Early Childhood Educators has made the task of stainability more difficult. Low wages, challenging financial times and sometimes program management are some of the contributing factors to staff turnover. The state is implementing Leadership Academies to assist program administrators in their efforts on staff retention and compensation.

5. Early Childhood Data Systems

- **Key Accomplishments**

The goal of this project is to build a unified early learning data system that will provide educators, families and policy makers the information to: 1) provide the most current information educators need to nurture and drive their students to higher academic achievement, 2) provide families with the information they need in order to make informed choices about which programs are best for their young children, 3) track you children's development and progress as they are increasingly ready for school, 4) measure the quality of and improvement in all of New Mexico's early learning and development programs, 5) assess the status of young children as they enter kindergarten, and 6) follow students from their earliest enrollment in early childhood programs through entrance into elementary, middle and high school, higher education and the workforce.

New Mexico established agreements, systems, and plans needed to develop the longitudinal data system. Participating agencies collaborated to determine the needs for the integrated data system and developed a plan for sharing data. The agencies completed data-sharing Memorandums of Understanding allowing them to share the data as outlined in New Mexico's Statement of Work. CYFD continued work in developing Enterprise Provider Information Constituent Services (EPICS). The system became operational In October, 2013. EPICS will replace the State's delivery system - FACTS to combine and upgrade various existing data systems that resulted from separate program funding streams.

The team also identified and entered into a contract with a vendor for their FOCUS-TQRIS database. The WELS data system was identified to design and implement a data system to capture data regarding a trainer registry, educator registry and the state's training calendar.

- **Challenges and Lessons Learned**

The Data Implementation team continues to discuss the inventory and capacity of local databases to determine common data elements. Technical Assistance has been requested to support this project and assist the team in the determination of data elements and levels for sharing within the Early Childhood System while implementing privacy policies for each program.

The Early Childhood Data Systems Project Manager position and data team position were created and advertised. The Early Childhood Data Systems Project Manager is scheduled to be hired in January, 2014. There has been a challenge with the recruitment and hiring of the data team member position.

On August 2013, PED partnered with the South Central Comprehensive Center (SCCC) at University of Oklahoma and the Center on Enhancing Early Learning Outcomes (CEELO), Rutgers University to align New Mexico's Early Learning Guidelines (ELG's) with the Kindergarten Language Arts and Math Common Core Standards and identify any gaps in either sets of goals, determining if revisions were required. On September 2013, CEELO provided PED with recommendations for revision in the document titled, "Crosswalk of NM Essential Indicators and Common Core Standards Related to Literacy and Numeracy Development". The revisions for the ELG's will be assigned to the selected vendor for the development of the NM Kindergarten Entry Assessment (KEA), they will utilize CEELO's recommendations to work on further alignment of the NM ELG's in all domains, development of rubrics to reflect the alignment of Common Core, and possible development of additional rubrics and indicators.

The procurement process for identifying a vendor to develop the Kindergarten Entry Assessment began in this first reporting year, and is projected to be finalized early in the next reporting year.

- **Challenges and Lessons Learned**

The procurement process for the vendor to develop and validate the Kindergarten Assessment (KEA) System, took longer than projected. The KEA vendor will be selected and a contract will be finalized in February 2014.

Strategies to address challenges on Year One

At the close of the initial year of the RTT-ELC Grant, New Mexico saw rapid forward progress on all RTT-ELC-ELC Grant projects outlined in the State's Plan and Scope of Work. Although some of the challenges listed above created delays, New Mexico's progress and accomplishments in the first year of the grant have the State well positioned for effective implementation of the approved scope of work over the course of the grant. The Project Leads will utilize the approved RTT-ELC monitoring process to ensure that each contractor and sub-contractor meets the tasks and timelines specified in the RTT-ELC plan.

Successful State Systems

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

Governance Structure

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

New Mexico's Governance and Communication Structure

New Mexico has established a system for Governance and Communication to ensure optimal implementation of the Race To the Top Early Learning Challenge Grant (RTT-ELC). The structure includes roles and responsibilities of members involved in the established levels of the RTT-ELC grant structure and the flow of data and information between the different levels.

New Mexico determined that we needed to hire a RTT-ELC project coordinator to conduct the day-to-day administration of the grant, including: supporting the project leads in the implementation of the Scope of Work; reporting progress in GRADS360; gathering the monitoring information regarding contractors and sub-contractors; meeting with constituent groups; and meeting as part of the RTT-ELC leadership team regarding the overall implementation of the grant.

Stakeholder input is obtained primarily through the New Mexico Early Learning Advisory Council (ELAC) whose members are Governor appointed to make recommendations to the executive and legislature regarding the New Mexico early care and learning system. Members include both community provider agency and State agency representatives from the range of early learning systems including: Head Start; child care; early intervention (IDEA Part C); home visiting; PreK, etc. The Race To the Top - Early Learning Challenge (RTT-ELC) grant is a standing item on the ELAC agenda. The ELAC makes recommendations regarding strategic alignments regarding the RTT-ELC scope work and the priorities and strategic direction recommended by the ELAC for NM's early learning system. The ELAC includes public comment period where members of the public can ask questions and / or make statements that can address the RTT-ELC grant.

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

The Early Learning Advisory Council (ELAC) meets Quarterly for Oversight and stakeholder input.

RTT-ELC Leadership Team meets 2x month for Strategic leadership, budget and federal reporting

Project Leads meet 1to 2 x per month for Alignment across projects

Project Implementation Teams meet 1x month for Implementation of scope of work, and quarterly Alignment across state agencies.

State Leadership Team
Dan Haggard, CYFD, Leighann Lenti, PED
Alejandra Rebolledo Rea, CYFD; Matthew Pahl, PED; Andy Gomm, DOH;
Vacant, Project Coordinator.

Dan Haggard and Leighann Lenti provide executive level support for the implementation the RTT-ELC grant, including budgeting the funds, Human Resources to create positions and liaison with the Governor's Office as necessary.

Alejandra Rebolledo Rea, CYFD; Matthew Pahl, PED; Andy Gomm, DOH; Vacant, Project Coordinator meet regularly twice a month. This leadership team provides strategic direction for the RTT-ELC grant and addresses: budgets, challenges, successes and requests for technical assistance. The leadership team communicates with Project Leads, providing guidance, support, oversight and review of reports from each Project Lead, approving any needed changes and updates before entering them into GRADS 360. The Leadership Team is involved in the implementation of the ongoing monitoring system at all levels including contractors and sub-contractors to determine need for intervention if there are any problems with performance or deliverables. The State Leadership Team meets monthly with the national TA Consultant and the Federal Project Officers to communicate the progress on the implementation of the grant. The Leadership Team meets quarterly with ELAC to inform about progress, obtain stakeholders input and share the information back to the Project Leads and Implementation Team. In addition, the Leadership team is responsible for providing information and reports to the Legislative and Executive branches as required.

Project Leads

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

1. Grant Management - **Alejandra Rebolledo Rea, CYFD; Matthew Pahl, PED; Andy Gomm, DOH; Vacant - Project Coordinator, CYFD**

The Grant Management Project Leads monitor and communicate on an ongoing basis issues regarding budgets, challenges, successes and requests for technical assistance. The Project Coordinator is responsible for the overall coordination of the RTT-ELC Grant, entering data into GRADS360, accessing needed technical assistance, and coordinating work with the leadership team.

2. FOCUS TQRIS - **Katrina Montaño-White, CYFD,** Teri Tapia, CYFD, Ann Zuni PED, Patti Ramsey, DOH

The FOCUS-TQRIS Project Leads are responsible to ensure that the Essential Elements of Quality, training and supports are aligned across the various early care and learning programs.

3. Early Childhood Investment Zones - Alejandra Rebolledo Rea, CYFD

The Project Lead is responsible for developing processes to increase the capacity of communities apply for early childhood funding. Work includes procuring consultants to assess communities within the Early Childhood Investment Zones and assisting in planning for resource development within those communities.

4. Professional Development - **Judy Fifield, CYFD**, Katrina Montaño-White, CYFD

The Project Lead is responsible for the procurement and monitoring of the contracts and activities related to Higher Education implementation of Early Learning Guideline's in AA/BA courses, as well as implementing TEACH Scholarships and the professional development activities.

5. Early Childhood Data - **Ferdi Serim, PED**, Lois Haggard, DOH, Andy Gomm, DOH, Ray Vigil, CYFD.

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

6. Kindergarten Entry Assessment - Melinda Webster, PED

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

Project Implementation Team

Each project has an Implementation Team that includes Project Leads plus representatives each of the state agencies working in each of the Projects. These implementation teams meet at least quarterly as a whole and monthly with their Project Lead to ensure the timely implementation of the scope of work activities and tasks, assuring alignment across state agencies, monitoring of contractors and sub-contractors, and gaining community and stakeholder input into their project.

2. FOCUS TQRIS - Katrina Montaño-White, Office of Child Development, CYFD; Teri Tapia, FOCUS TQRIS Programs, CYFD; Ann Zuni, PreK, PED; Vacant, Early Intervention, DOH; Judy Paiz, PreK, CYFD; Jesse Leinfelder, Home Visiting, CYFD; Soledad Martinez, Home Visiting/Infant Mental Health, CYFD; Brenda Kofahl, PreK, Early Literacy, PED; Jonetta Pacillas, Early Intervention, DOH; Patricia Ramsey, Early Intervention, DOH; Janet Alvarado, Training and Technical Assistance Programs, CYFD; Karen Ziegler, Head Start Collaboration, CYFD; Monica Archuleta, PreK, CYFD and Ida Tewa, 619, PED.

3. Early Childhood Investment Zones - Alejandra Rebolledo Rea, CYFD; Vacant, Outreach Coordinator, CYFD.

4. Professional Development - Judy Fifield, Professional Development, Office of Child Development, CYFD; Katrina Montaño-White, Office of Child Development, CYFD; Alejandra Rebolledo Rea, Office of Child Development, CYFD.

 5. Early Childhood Data - Ferdi Serim, IT Unit, PED; Lois Haggard, Epidemiology Division, DOH; Andy Gomm, Early Intervention, DOH; Ray Vigil, Early Childhood Service Data Unit, CYFD; Tom Scharmen, Epidemiology Division, DOH; Leroy Goats, Continuing Education Data Unit, UNM; Max Cordova, Early Childhood Service Data Unit, CYFD; Gene Lujan, IT Division, DOH; Matt Pahl, Policy Office, PED; Vicky Gallegos, IT Unit CYFD

6. Kindergarten Entry Assessment - Melinda Webster, Literacy & Early Childhood Bureau, PED; Brenda Kofahl, Literacy & Early Childhood Bureau, PED.

New Mexico Early Learning Advisory Council (ELAC)

RTT-ELC progress is discussed with ELAC at least quarterly as part of the Council's standing agenda. The Council advises and assists the Leadership Team and Project Leads in the implementation, management, monitoring and assessing of the grant. The sub-committees of the ELAC work with the State Implementation Team and Project Leads in the local implementation of RTT-ELC Projects and Tasks.

Stakeholder Involvement

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

The NM Family Infant Toddler (FIT) Program (Part C) has involved New Mexico's Interagency Coordinating Council (ICC) as key stakeholders in the FOCUS TQRIS. This Council is made up of parents of children with disabilities, public and private service providers and advocates, including representatives from state and local education, health and human services, higher education, and the state legislature. The involvement of the ICC membership in RTT-ELC Projects, allows the input, feedback and engagement of families, public and private service providers from several New Mexico communities. One of the outcomes of this meeting is the creation of a small committee was formed from this group to assist in the development and review of the FOCUS Essential Elements of Quality

Another group that has been involved in the implementation of RTT-ELC is the New Mexico Special Quest for Inclusion State Leadership Team. The Special Quest membership comes from a variety of state agencies, as well as, non-profit organizations. Members are from Children, Youth and Families Department (CYFD); Department of Health (DOH); Public Education Department (PED); Higher Education Task Force, University of New Mexico center for Development and Disability; Parents Reaching Out (PRO): Educating Parents of Indian Children with Special Needs (EPICS); Head Start, state-funded PreK; Early Intervention (Part C); Hands and Voices; NM School for the Blind and Visually Impaired and NM School for the Deaf.

To ensure the involvement of this diverse group, Special Quest has been designated as a Sub-Committee of the state's Early Learning Advisory Council. This group has been working to ensure that different aspects of the Race To the Top-Early Learning Challenge Implementation Plan supports children with high needs and their families, including their full participation on early childhood programs and protection of privacy rights when implementing data projects.

Members of the State Implementation Team conducted meetings with some of the tribal programs in the state. As a result, at least two Head Start and Child Care programs from New Mexico's Pueblos, have expressed interest in participating in the FOCUS-TQRIS pilot. They are scheduled to participate in the third cohort of the pilot process.

The involvement of these stakeholder groups, is helping the RTT Implementation Team with strategies, goals and tasks in communities, where high needs are identified and resources are limited ensuring that targets are met in the timelines specified in the grant.

Proposed Legislation, Policies, or Executive Orders

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

In the fall of 2013, members of the RTT-ELC Leadership Team presented updates, progress and challenges to the Legislative Finance Committee (LFC). The goal was to ensure that the LFC has a thorough understanding of the work taking place as part of RTT-ELC.

The State of New Mexico has implemented a differential reimbursement rate for programs at the 2 STAR Level participating in the pilot process of the FOCUS-TQRIS while obtaining their 3 STAR Level. The category has been identified as 2+ STAR Level. The FOCUS Implementation Team is currently working on a Readiness Assessment tool and Criteria for 2+ STAR Level programs that may need up to two years to obtain their 3 STAR Level.

Participating State Agencies

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

The State Agencies and programs within the Early Childhood System continue their commitment to participate in the RTT-ELC project. Their involvement has increased as the project continues to evolve and enhance the practices within the early childhood sectors.

The State RTT-ELC Implementation Team provided presentations at conferences and public events, such as the New Mexico Association for the Education of Young Children, New Mexico Head Start Association, the "Asociación de Educación y Cuidado Infantil" (Early Care and Learning Association), Home Visiting Annual Conference, and NM Family Infant Toddler Program (FIT-Part C) Annual Conference, among other events. This approach has brought additional partners that are interested in participating in the RTT-ELC Plan.

High-Quality, Accountable Programs

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

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

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

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

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

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

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

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

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

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

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

AIM HIGH: Essential Elements of Quality, served as a foundation for the Tiered Quality Rating and Improvement System (TQRIS). Aim High had three long-term goals:

- Increase the quality of child care licensing regulations by systematically moving AIM HIGH quality criteria into the child care regulations.
- Increase the number of high quality child care programs.
- Increase the number of low income children on subsidy in high quality child care programs.

AIM HIGH: Essential Elements of Quality was developed with five levels or tiers of criteria above minimal child care regulations. The highest level of quality (Level 5) was accreditation by a national accrediting entity approved by CYFD.

Like AIM HIGH, FOCUS is embedded in the licensing system in New Mexico and includes standards related to the early care and learning environment, curriculum and assessment, staff qualifications and professional development, ratio of children to staff, family involvement/engagement, licensing compliance, accreditation and program administration. However, the FOCUS also includes new standards on health promotion practices, cultural competence and continuous quality improvement practices.

The new "focus" of the TQRIS is on children's learning with teachers becoming increasingly competent observers and planners of appropriate curriculum. Program assessment tools (e.g. the Environmental Rating Scales) that were previously used as high stakes "ends", would now be used as a "means' for being ready for successful entry into kindergarten, utilizing the New Mexico Early Learning Guidelines: Birth through Kindergarten as the standard for children's growth development and learning.

New Mexico is implementing a redundant process with Aim High implementation while FOCUS is being piloted. The timeline for programs to transition out of Aim High into FOCUS is December 31, 2017. Programs have been notified about these timelines through mailings, utilizing technology and face-to-face meetings.

In addition, CYFD contracted with University of New Mexico, Center for Education Policy and Research, to conduct an independent study among the diverse Accreditation Systems currently approved by the state for Level 5, the highest STAR level for subsidy utilizing NAEYC Accreditation Standards as a base. This process was designed to support the state's efforts to consider the continued recognition of national accreditation systems through which to measure early childhood program quality. The results and the full report can be found at: https://www.newmexicokids.org/content/announcements/docs/cyfd_crosswalk_matrix_2012.12.11.pdf

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

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

In June 2013, the Family Infant Toddler (FIT) Program (IDEA Part C) presented the FOCUS-TQRIS project at a statewide provider meeting. The FIT Program has hosted a statewide webinar with providers to discuss the TQRIS project and continue to promote participation. Additionally, the TQRIS has been addressed at several of the regional provider meetings, which included a question and answer session. In order to raise awareness, the FOCUS TQRIS has been discussed, often in depth, at each NM Inter-agency Coordinating Council (ICC) meeting. The Pilot for the FIT Program will begin in year three of the grant.

Four Head Start Centers have been selected as Pilot sites for Phase I of the FOCUS TQRIS.

All Head Start/Early Head Start programs that choose to be a part of the FOCUS system will designate a staff person (such as the Education Coordinator) to be trained alongside the FOCUS Consultants. These individuals then become the Head Start FOCUS Consultants. Each of the four grantees that are already in the Pilot have selected at least one staff person to be the designated Head Start FOCUS Consultant for their program.

The PreK team from the PED has been meeting with Public Schools PreK programs to discuss the upcoming Pilot process for PED PreK TQRIS. PED will select four programs to begin the Pilot process during Year Two of the grant, additional Technical Assistance will be requested to ensure the overall timelines are met according to the Grant proposal.

Performance Measure (B)(2)(c)

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

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

Type of Early Learning & Development Program in the State	Baseline		Year 1		Year 2		Year 3		Year 4	
Targets — Number and percentage of Early Learning and Development Programs in the TQRIS										
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	39	100%	39	100%	39	100%	39	100%	39	100%
Early Head Start & Head Start[1]	30	90.0%	32	94.0%	33	96.0%	34	98.0%	35	100%
Programs funded by IDEA, Part C	0	0.0%	0	0.0%	3	90.0%	6	17.0%	10	25.0%
Programs funded by IDEA, Part B, section 619	0	0.0%	166	25.0%	333	50.0%	500	75.0%	667	100%
Programs funded under Title I of ESEA	0	0.0%	0	0.0%	33	50.0%	67	100%	67	100%
Programs receiving from CCDF funds	712	32.0%	816	37.0%	868	39.0%	926	42.0%	972	44.0%
Other 1	0	0.0%	2	10.0%	4	25.0%	10	50.0%	20	100%
Describe:	Home Visiting									
Other 2	0	0.0%	0	0.0%	0	0.0%	10	35.0%	20	71.0%
Describe:	State-funded preschool - PreK CYFD									

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

Type of Early Learning & Development Program in the State	Baseline			Year 1		
Actuals — Number and percentage of Early Learning and Development Programs						
	# of programs in the State	# in the TQRIS	%	# of programs in the State	# in the TQRIS	%
State-funded preschool	39	39	100%	39	0	0.0%
Specify:	PreK PED					
Early Head Start & Head Start[1]	35	30	90.0%	35	32	91.0%
Programs funded by IDEA, Part C	35	0	0.0%	34	0	0.0%
Programs funded by IDEA, Part B, section 619	667	0	0.0%	667	0	0.0%
Programs funded under Title I of ESEA	67	0	0.0%	67	0	0.0%
Programs receiving from CCDF funds	2,215	712	32.0%	2,215	813	37.0%
Other	20	0	0.0%	26	0	0.0%
Describe:	Home Visiting					
Other	28	0	0.0%	28	6	15.0%
Describe:	State-funded preschool - PreK CYFD					

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

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

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

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

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

Licensed Child Care and Head Start programs counted on the actual year one data includes programs that may be STAR level 3 or higher under Aim High-TQRIS and are currently involved on the FOCUS-TQRIS Pilot. All programs in Aim High-TQRIS will transition to FOCUS-TQRIS by December 31 2017. None of the programs participating in FOCUS-TQRIS increased their STAR level during year one of the grant. Validation of programs participating in Cohort I of the FOCUS TQRIS Pilot will begin in March 2014.

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

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

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

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

A total of five Child Care Licensed programs dropped from the Pilot process. During the interview conducted by the FOCUS Consultant assigned to each program, the reasons for dropping out of the Pilot varied. Some of the reasons included the financial situation of the program, staff turnover, or the desire of the program to wait until the Pilot Phase is concluded.

PreK PED and IDEA "619" programs have moved the dates for implementation forward to ensure that the Essential Elements for Quality are appropriate for non-licensed Public School-based PreK and 619 programs. PED has completed the contracting process with the University of New Mexico, for coordination and consultation for

PreK, Part B 619 and Title I programs. The plan is to work with available ELC-Technical Assistance System to assist the team in the development of strategies to move the pilot process in a manner that ensures program participation and meets the overall targets as specified in the grant application.

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

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

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

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

Because the standards and rating criteria have changed, New Mexico is engaging in a validation process to ensure that the new TQRIS is functioning as intended and achieving desired goals. Child Trends has been contracted to conduct the validation study. This is to confirm that the quality standards and measurement strategies are resulting in ratings that are accurate and meaningful.

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

The State contracted with the University of New Mexico's Center for Education Policy Research (UNM-CEPR) to conduct a crosswalk of the accreditation systems currently approved by the state. The crosswalk used the NAEYC standards as the standard to evaluate criteria and processes for accreditation. As a result, accrediting entities not meeting the established standards are not considered approved accrediting entities. Programs accredited through the non-approved organizations must either transition into the FOCUS TQRIS system, transition into an approved accrediting entity, or return to 2-STAR level for reimbursement. The state has

established a process for accrediting entities to gain consideration as an approved accrediting entity.

The information that is gathered during Year One of the project, was used to make the following decisions:

- Organizational structure and service delivery areas such as training delivery.
- Qualification of staff and experience needed to provide quality services.
- Program design options.
- Services that are needed and location of community partners to provide these service.
- Expansion needs or change in existing service delivery.

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

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

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

Number of tiers/levels in the State TQRIS
4

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

	State-funded preschool programs	Early Head Start	Head Start programs	Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	Early Learning and Development Programs funded under Title I of ESEA	Center-based Early Learning and Development Programs receiving funds from the State's CCDF program	Family Child Care Early Learning and Development Programs receiving funds from the State's CCDF program
TQRIS Programs that Moved Up at Least One Level	0	0	0	0	0	47	7
TQRIS Programs that Moved Down at Least One Level	0	0	0	0	0	8	2

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

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

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

Programs participating in FOCUS TQRIS will begin the verification process in March, 2014. Current programs participating in the AIM HIGH TQRIS have to demonstrate that they are meeting the established criteria in that system in order to keep their STAR level. AIM HIGH is scheduled to end by December 31, 2017.

Based on recommendations from the early childhood community and using quality benchmarks proposed by the federal government, the Children, Youth and Families Department has revised the state's QRIS standards for Licensed Child Care Programs. An internal workgroup developed the revised the standards. The revised Tiered Quality Rating and Improvement System (TQRIS) called FOCUS includes:
- Targeted program and practitioner supports;
- Professional development to increase teacher knowledge and skills and program quality;
- Graduated program standards that are closely tied to the state's Early Learning Guidelines - Birth through Kindergarten and children's school readiness expectations;
- Substantive content related to child assessment, curriculum development, instruction practices, learning activities, and adult-child interactions;
- Health promotion practices;
- More emphasis on program administration;
- Continuous Quality Improvement Process.

The Family Infant Toddler (FIT), Home Visiting, PED PreK and IDEA 619 programs, will be adapting FOCUS criteria to meet the unique standards and requirements of their programs in year 2 of the grant.

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

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

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

Type of Early Learning & Development Program in the State	Baseline	Targets				Actuals
		Year 1	Year 2	Year 3	Year 4	Year 1
Total number of programs covered by the TQRIS	1,027	882	832	782	732	1,027
Number of Programs in Tier 1	75	75	75	75	75	75
Number of Programs in Tier 2	262	531	498	465	432	412
Number of Programs in Tier 3	59	50	12	44	41	71
Number of Programs in Tier 4	83	70	66	62	57	63
Number of Programs in Tier 5	184	156	146	137	127	174

Performance Measure (B)(4)(c)(1) Data Notes
Describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

Data includes programs participating in the AIM HIGH which is the current TQRIS program.

There were 100 programs participating in the Pilot Phase of FOCUS, revised TQRIS.

Out of those 100 programs, about 70 of them are already participating in Aim High and are moving into participation of FOCUS, all programs are working towards 3 STAR level FOCUS Criteria.

There were no programs verified using FOCUS TQRIS criteria during Year One of the Project. Verification of programs at the 3 STAR level will begin in March, 2014.

Performance Measure (B)(4)(c)(1) Target Notes
For all targets that were not reached in the reporting year, please *describe the State's strategies to ensure that measurable progress will be made in reaching the established targets by the end of the grant period.*

There are currently 29 2+STAR Pilot programs participating in the FOCUS Pilot process that aspire to move from 2 STAR to 3 STAR status. This process can take up to two years. During those years, intensive on-site consultation is provided and it is designed to assist programs that struggle with the FOCUS criteria.

Head Start programs are on schedule according to the targets established in the application. To ensure their ongoing participation, the Head Start Collaboration Director is conducting ongoing site visits to both the Region VI and the AIAN Head Start programs to encourage and facilitate participation in the New Mexico TQRIS FOCUS project.

PreK PED and IDEA "619" programs have moved forward the dates for implementation to ensure that the Essential Elements of Quality are appropriate for their programs. Technical Assistance will be requested through our ELC-TA System to support the efforts on moving forward and achieve the set targets as stated in the

program. Some of the strategies include: looking at the PreK Program Standards and doing a crosswalk with the FOCUS revised standards. Begin the process of incorporating elements of FOCUS into the State (PED and CYFD) funded PreK program to ensure participation in FOCUS and implementation of quality PreK services.

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

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

Performance Measure (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the TQRIS.

Targets Number and percentage of Children with High Needs in programs in top tiers of the TQRIS										
Type of Early Learning & Development Programs in the State	**Baseline**		**Year 1**		**Year 2**		**Year 3**		**Year 4**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
State-funded preschool	1,463	61.0%	1,463	61.0%	1,600	67.0%	1,700	71.0%	1,800	76.0%
Early Head Start & Head Start[1]	3,842	37.0%	4,362	42.0%	4,673	45.0%	4,985	48.0%	5,192	50.0%
Programs funded by IDEA, Part C	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,389	25.0%
Programs funded by IDEA, Part B, section 619	0	0.0%	1,156	25.0%	2,510	50.0%	3,765	75.0%	5,021	100%
Programs funded under Title I of ESEA	0	0.0%	1,639	25.0%	3,387	50.0%	5,082	75.0%	6,775	100%
Programs receiving from CCDF funds	5,202	27.0%	5,735	29.0%	6,022	31.0%	6,323	33.0%	6,639	34.0%
Other 1	0	0.0%	0	0.0%	0	0.0%	0	0.0%	279	25.0%
Describe:	Home Visiting									
Other 2	0	0.0%	765	30.0%	1,276	50.0%	1,658	65.0%	1,914	75.0%
Describe:	State Funded Preschool, PEDPreK									

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

Actuals Number and percentage of Children with High Needs in programs in top tiers of the TQRIS						
	Baseline			Year 1		
Type of Early Learning & Development Programs in the State	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%
State-funded preschool	2,365	1,463	61.0%	2,365	0	0.0%
Specify:	Pre K PED					
Early Head Start & Head Start[1]	10,385	3,842	37.0%	9,155	3,662	40.0%
Programs funded by IDEA, Part C	5,556	0	0.0%	13,478	0	0.0%
Programs funded by IDEA, Part B, section 619	5,021	0	0.0%	5,021	0	0.0%
Programs funded under Title I of ESEA	6,775	0	0.0%	6,775	0	0.0%
Programs receiving from CCDF funds	19,417	5,202	27.0%	17,993	5,844	32.0%
Other 1	1,077	0	0.0%	1,489	0	0.0%
Describe:	Home Visiting					
Other 2	2,552	0	0.0%	1,276	0	0.0%
Describe:	State Funded Preschool, PEDPreK					

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

Performance Measure (B)(4)(c)(2) Data Notes
Please indicate whether baseline data are actual or estimated; and describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

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

For 619 and PED PreK Programs not meeting the initial target. Technical Assistance will be requested through our ELC-TA System to support the efforts on moving forward and achieve the set targets as stated in the program. Some of the strategies include: looking at the PreK Program Standards and doing a crosswalk with the FOCUS revised standards. Begin the process of incorporating elements of FOCUS into the State (PED and CYFD) funded PreK program to ensure participation in FOCUS and implementation of quality PreK services.

Performance Measure (B)(4)(c)(2) Target Notes
For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established grant targets by the end of the grant period.

Head Start data has been adjusted to reflect changes in enrollment of high needs children due to sequestration. The CCDF experienced a decline of families receiving subsidy during 2013. Some of the reasons included unemployment (or under-employment), financial situation for some families, and compliance with subsidy requirements.

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

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

Because the standards and rating criteria have changed, New Mexico is engaging in a validation process to ensure that the new TQRIS is functioning as intended and achieving desired goals. Child Trends has been contracted to conduct the validation study. This is to confirm that the quality standards and measurement strategies are resulting in ratings that are accurate and meaningful.

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

Child Trends was contracted to validate the FOCUS criteria and the verification process ensuring that each STAR level is clearly defined.

Under the revised FOCUS TQRIS system the STAR levels are defined as follows:

2+ STAR - Pilot programs moving from 2-STAR level to 3-STAR level, implementing FOCUS TQRIS criteria designed for a two year process.
3-STAR - Essential Elements of Quality are enhanced, Verification process
4-STAR - Essential Elements of Quality are enhanced, Verification process
5-STAR - Highest Standards, accreditation by an approved entity, Validation process

The State contracted with the University of New Mexico's Center for Education Policy Research (UNM-CEPR) to conduct a crosswalk of the accreditation systems currently approved by the state. The crosswalk used the NAEYC standards as the standard to evaluate criteria and processes for accreditation. As a result, accrediting entities not meeting the established standards are not considered approved accrediting entities. Programs accredited through the non-approved organizations must either transition into the FOCUS TQRIS system, transition into an approved accrediting entity, or return to 2-STAR level for reimbursement. The state has established a process for accrediting entities to gain consideration as an approved accrediting entity.

The information that is gathered during Year One of the project, was used to make the following decisions:

- Organizational structure and service delivery areas such as training delivery.
- Qualification of staff and experience needed to provide quality services.
- Program design options.
- Services that are needed and location of community partners to provide these service.
- Expansion needs or change in existing service delivery.

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

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

☑ (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.

☑ (C)(2) Supporting effective uses of Comprehensive Assessment Systems.

☐ (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.

☐ (C)(4) Engaging and supporting families.

☑ (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.

☑ (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

☑ (E)(1) Understanding the status of children's learning and development at kindergarten entry.

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

Promoting Early Learning Outcomes

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

Has the State made progress in ensuring that its Early Learning and Development Standards:

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

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

Implementation of FOCUS TQRIS is designed to facilitate the use of the Early Learning Guidelines in Home Visiting, Early Intervention, Child Care, Early/Head Start and Early Childhood Special Education that will foster the alignment within the Early Childhood System.

The early learning outcomes are being used as basis for the kindergarten readiness measure for children entering kindergarten from licensed child care programs.

A crosswalk was completed of the Head Start Child Development Early Learning Framework with the New Mexico Early Learning Guidelines. The current Head Start programs in the FOCUS Pilot project who are using Creative Curriculum Gold continue to use the matched indicators from Gold/New Mexico Early Learning Guidelines using their authentic observation until the New Mexico Authentic Assessment System has been validated.

Child Trends has been contracted with to engage in discussions with the Office of Head Start to demonstrate that the NM Observation and Documentation (Assessment) process is valid and reliable. They will also provide documentation that the corresponding curriculum development process is research/evidence-based. This is being done to ensure the participation of the Head Start programs in FOCUS.

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

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

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

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

FOCUS- TQRIS requires full implementation of New Mexico's Authentic Observation Documentation and Curriculum Planning Process. This approach is currently implemented in New Mexico's PreK system.

The New Mexico Family Infant Toddler (FIT) Program (IDEA Part C) currently has an assessment system for child evaluations, eligibility determinations, and a measurements of progress in Early Childhood Outcomes indicators. The assessment system is required by the US Office of Special Education Programs (OSEP) as part of the Annual Performance Report. The FIT program will build on these assessment systems in Year Two of the RTT-ELC grant as the measures of quality and the tools used to measure quality are further developed.

Early Childhood Education Workforce

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

Has the State made progress in developing:

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

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

New Mexico institutions of higher education do not have institution to institution articulation agreements. Rather, the Early Childhood Higher Education Task Force drafted and led the passage of statute in the mid-1990's to mandate articulation between all two- and four-year institutions of higher education. Twenty institutions of higher education base their early childhood courses on New Mexico's Common Core Competencies for Early Childhood Professional Preparation and utilize the universal catalogue of courses and common syllabi for all Early Childhood Education courses at the Associate and Bachelor Degree level. Two-year institutions are now presenting their program of study to ensure continued approval of their program in the articulation process. This process is expected to be completed by June 2014.

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

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

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

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

New Mexico's progress is evidenced by: (a) Maintaining commitment to providers' accessing college coursework through TEACH scholarships, (b) implementing the two new early childhood teacher pathways within the formal early childhood licensing system, which divides the current birth through age eight license into two licenses, birth through age four and age three through third grade, and (c) fully implementing the new Family Infant Toddler career pathway with corresponding Associate and Bachelor degree certification.

Learning sessions were conducted for the Higher Education Task Force faculty and adjunct faculty to incorporate the New Mexico Early Learning Guidelines into the Associate and Bachelor degree coursework. Each session was followed by discussions regarding implementation. The outcome of this faculty Institute was the need to intensify the support and ongoing training in the New Mexico Early Learning Guidelines to adjunct faculty. Follow up discussions have taken place and the annual Institute for 2014 has already been scheduled for June 2014.

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

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

Performance Measure (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework.

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

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

The data in the preceding table is based on information obtained through the CYFD Office of Child Development (OCD) certificate database and information obtained from the Higher Education Task Force.

Performance Measure (D)(2)(d)(1) Target Notes
For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established targets by the end of the grant period.

All targets were met during Year One of the grant. The state will continue supporting activities and scholarships to support the workforce in obtaining the coursework and certification according to the established targets.

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

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

Performance Measure (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Targets										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	*Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year*									
Progression: Low to High	**Baseline**		**Year 1**		**Year 2**		**Year 3**		**Year 4**	
	#	%	#	%	#	%	#	%	#	%
Credential Type 1	18,613	25.0%	21,000	27.0%	22,000	28.0%	24,000	29.0%	26,000	30.0%
Specify:	45 Hour									
Credential Type 2	168	0.05%	225	0.06%	300	0.06%	350	0.08%	400	0.09%
Specify:	Child Development Certificate									
Credential Type 3	134	0.05%	145	0.05%	150	0.05%	155	0.05%	160	0.05%
Specify:	Vocational Certificate									
Credential Type 4	196	0.13%	300	0.14%	400	0.15%	500	0.16%	600	0.17%
Specify:	Associate Degree									
Credential Type 5	57	0.05%	125	0.12%	200	0.13%	300	0.14%	350	0.15%
Specify:	Bachelor's Early Childhood									
Credential Type 6	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Specify:	Bachelor's Family Infant Toddler Studies									
Credential Type 7	20	0.02%	0	0.0%	45	0.03%	55	0.04%	65	0.05%
Specify:	Master's Degree									

Actuals				
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	*Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year*			
Progression: Low to High	**Baseline**		**Year 1**	
	#	%	#	%
Credential Type 1	18,613	25.00%	19,568	26.00%
Specify:	45 Hour			
Credential Type 2	168	0.05%	231	0.07%
Specify:	Child Development Certificate			
Credential Type 3	134	0.05%	148	0.06%
Specify:	Vocational Certificate			
Credential Type 4	196	0.13%	372	0.25%
Specify:	Associate Degree			
Credential Type 5	57	0.05%	156	0.14%
Specify:	Bachelor's Early Childhood			
Credential Type 6	0	0.0%	0	0.00%
Specify:	Bachelor's Family Infant Toddler Studies			
Credential Type 7	20	0.02%	36	0.03%
Specify:	Master's Degree			

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

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

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

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

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

All targets were met except the 45-Hour Entry Level Course, due to the course requirements in FOCUS TQRIS standards. Early Childhood Educators are taking college level courses rather than the 45-hour Entry Level Course.

Measuring Outcomes and Progress

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

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

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

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

On October 11, 2013, the Public Education Department (PED) issued a Request for Proposal for a vendor to work in conjunction with PED to validate the current New Mexico PreK Observational Assessment for use as the New Mexico Kindergarten Entry Assessment (KEA).

As indicated in the Request for Proposal, the New Mexico Kindergarten Entry Assessment will address all the essential domains of a child's school readiness. Those domains are:

1. Language and Literacy Development
2. Cognition and general knowledge
3. Approaches toward Learning
4. Physical Well-being and Development
5. Social and Emotional Development

As an initial step in the validation process, the contractor must ensure that the rubrics on the PreK Observational Assessment are aligned with Common Core State Standards. A preliminary review of the PreK Observational Assessment, Literacy and Language Development and Numeracy domains by the Center for Enhancing Early Learning Outcomes, resulted in some suggestions for improvement. These findings will be shared with the chosen vendor when the contract is awarded.

The Pilot implementation of the KEA will occur during September, 2014, with full, state-wide implementation in the fall of 2015.

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

On October 11, 2013, the PED issued a Request for Proposal for a vendor to work in conjunction with the PED to validate the current New Mexico PreK Observational Assessment for use as the KEA. Proposals were received, presentations conducted and a selection will be finalized in January, 2014.

The Procurement Manager and Literacy Director will hold bi-weekly meetings to ensure compliance with the RTT-ELC implementation time line, as part of the RTT-ELC Ongoing Monitoring System.

The Literacy Director will meet monthly with the PED Policy Director to monitor project progress.

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

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

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

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

New Mexico has initiated strategies for all of the Essential Data Elements, by extending its existing Statewide Longitudinal Data System, the Student Teacher Accountability Reporting System (STARS) to provide a foundation for the Race to the Top - Early Learning Challenge data system. The 2013 Data Quality Campaign Report shows that NM has increased its State Actions to provide the Essential Data Elements to six, up from five in 2012 and three in 2011. Our P20W database is built on STARS through a Memorandum Of Understanding MOUs between Public Education Department (PED), Department Of Health (DOH), Children Youth and Families Department (CYFD) for Race To the Top - Early Learning Challenge (RTT-ELC).

We have developed and tested a prototype for data matching using our unique ID system for students with Higher Education Department (HED), achieving a match rate of 87%. A demonstration of the Unique ID software application was provided and initial planning meetings have occurred to determined how the system will be used with infants, toddlers and young children accessing a variety of early care and learning programs.

PED is also implementing the EdFi Data Dashboard, as a method of providing school leaders, teachers and parents with real-time data about their child's progress through the education system. This open source data system complies with the Common Education Data Standards updates and provides a model that may be extended to facilitate data exchange among RTT-ELC participating agencies and organizations.

PED has met with the data management staff at DOH, CYFD and the University of New Mexico who manage the current "stand alone" databases in order to understand the current scope and architecture of these systems, as well as potential issues / challenges with developing a federated database architecture. The federated system will adhere to governance policies to meet Data System Oversight Requirements and privacy protection

In June of 2013, WELS was selected as the vendor to design and implement a database to capture data under the FOCUS Tiered Quality Rating & Improvement System. In addition, a trainer registry, educator registry and a training calendar will be created within WELS for all Early Childhood programs with implementation for each program staggered over the next two years. To date, WELS has created a framework for the trainer registry and educator registry. A test version of those components is anticipated by February of 2015.   The next step will be to add the FOCUS criteria into the WELS system.

The data project team hosted a "Data Stories" planning meeting with key stakeholders to identify their desired outcomes with respect to data collection, analysis and reporting. It is important to identify the reports that stakeholders project being generated through the federated data system so that we can identify the universe of data elements to be aligned. A planning meeting was also held with the Early Childhood Comprehensive Systems Team to leverage existing progress and coordinate with RTT-ELC data systems planning.

Joint Applications Design meetings are scheduled for February and March 2014 with early childhood program staff and Information Technology and IT vendors to develop the business requirements for the project. The project is required to `Certified' by the Department of Information Technology, and as such will be required to have an Independent Validation and Verification (IVV). Independent verification and validation will be conducted by a third party organization not involved in the development of the application.

The DOH Epidemiology Division has begun the work of ensuring that the data collected through the federated data system is able to be geo-coded and therefore able to be reported and mapped at the zip code, census tract, town, county level. The data will be mapped along with various risk factors.

Data Tables

Commitment to early learning and development

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

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

Table (A)(1)-1: Children from Low-Income[1] families, by age		
	Number of children from Low-Income families in the State	**Children from Low-Income families as a percentage of all children in the State**
Infants under age 1	17,596	8.8%
Toddlers ages 1 through 2	35,200	18.0%
Preschoolers ages 3 to kindergarten entry	52,552	27.2%
Total number of children, birth to kindergarten entry, from low-income families	105,348	60.46%
[1] Low-Income is defined as having an income of up to 200% of the Federal poverty rate.		

Data Table (A)(1)-1 Data Notes
Indicate the data source and clarify or explain any of these data if needed.

Population estimates for total number of New Mexico children by single year of age, source: downloaded from http://ibis.state.nm.us on 1/28/2014.

Under Age 1 Year - 29,104
Ages 1 to 2 Years - 58,220
Ages 3 to 5 Years - 86,921
Total birth to five 174,245

U.S. Census Bureau, Census Summary, 2010 and U.S. Census Bureau, 2006-2010 American Community Survey 5-Year Estimates, Age By Ratio of Income to Poverty Level in the Past 12 Months. Low-income is defined as 200% of the federal poverty level and below. Preschoolers include children ages 3, 4, and 5 (Kindergarten begins at age 5, but some children are age 5 while still in preschool programs). The percentage for all children under age 6 was applied to the number of children in each age group.

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

Table (A)(1)-2: Special Populations of Children with High Needs		
Special Populations: Children who...	**Number of children (from birth to kindergarten entry) in the State who...**	**Percentage of children (from birth to kindergarten entry) in the State who...**
Have disabilities or developmental delays[1]	9,634	5.0%
Are English learners[2]	50,095	28.75%
Reside on "Indian Lands"	15,142	8.69%
Are migrant[3]	241	0.03%
Are homeless[4]	6,400	3.9%
Are in foster care	844	0.45%
Other as identified by the State	15,807	8.70%
Describe:	Infants Who Were Low and Very Low Weight at Birth	

[1]*For purposes of this Annual Performance Report, children with disabilities or developmental delays are defined as children birth through kindergarten entry that have an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).*
[2]*For purposes of this Annual Performance Report, children who are English learners are children birth through kindergarten entry who have home languages other than English.*
[3]*For purposes of this Annual Performance Report, children who are migrant are children birth through kindergarten entry who meet the definition of "migratory child" in ESEA section 1309(2).*
[4]*The term "homeless children" has the meaning given the term "homeless children and youths" in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 11434a(2)).*

Data Table (A)(1)-2 Data Notes
Indicate the data source and clarify or explain any of these data if needed.

English Language Learners - U.S. Census Bureau, 2012 American Community Survey 1-Year Estimates, Table #S1603. Percentage of NM children age 5 to 17 years who speak language other than English at home (28.75%) was derived from the table and then applied to the NM population estimate for children age 0 through 5 in the NM-IBIS population estimate data query (downloaded from http://ibis.state.nm.us on 1/28/2014).

Reside on Tribal Lands - Percentage of NM population age 0 to less than 5 living on tribal lands (8.69%) was derived from U.S. Census Bureau Tiger shapefile (downloaded from http://www2.census.gov/geo/tiger/TIGER2010DP1/TribalTract_2010Census_DP1.zip on 1-28-2014) and U.S. Census Bureau 2010 Census Summary File 1 (downloaded from http://factfinder2.census.gov/ on 1-28-2014). That percentage was then applied to the NM population estimate for children age 0 through 5 in the NM-IBIS population estimate data query (downloaded from http://ibis.state.nm.us on 1/28/2014).

Migrant - NM Public Education Department, 2010-2011 school year, analysis of Certificates of Eligibility in school districts with Migrant Education Programs. This figure is probably a severe undercount due to the difficulty of obtaining reliable data on migratory children before they enter school.

Homeless - Estimates of homeless children, ages 0-5, are based on school year 2009-2010 data provided by the NM Public Education Department and Cuidando Los Niños, a nonprofit organization that works with homeless

children, youth, and families. It is likely that the estimate, which is based on the methodology of the National Center for Family Homelessness, significantly undercounts the number of homeless children in this age group, but we lack better data at this time to provide a more accurate count.

Foster care - NM Children, Youth, & Families Department Annual Protective Services Fact Book, 2012.

Infants Who Were Low and Very Low Weight at Birth - New Mexico's Indicator-Based Information System for Public Health, from 2006-2011.

Table (A)(1)-3a: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Table (A)(1)-3a: Number of Children with High Needs participating in each type of Early Learning and Development Program, by age				
Type of Early Learning & Development Program	**Infants under age 1**	**Toddlers ages 1 through 2**	**Preschoolers ages 3 until kindergarten entry**	**Total**
State-funded preschool	0	0	4,591	4,591
Specify:	CYFD/PED State funded PreK child counts for the identified investment zones.			
Data Source and Year:	UNM Continuing Education PreK database December 2013			
Early Head Start & Head Start[1]	612	1,217	7,448	9,155
Data Source and Year:	Program Information Report 2013			
Programs funded by IDEA, Part C and Part B, section 619	944	4,196	4,494	9,634
Data Source and Year:	New Mexico FIT KIDS and PED Data - Dec 1st 2013 Count			
Programs funded under Title I of ESEA	0	21	6,975	6,996
Data Source and Year:	PED STARS Data 2012-2013			
Programs receiving funds from the State's CCDF program	879	4,210	7,662	12,757
Data Source and Year:	CYFD Child Care Assist. Family Automated Client Tracking System December 2013			
Other 1	148	269	40	457
Specify:	CYFD Home Visiting Program Children Served in identified investment zones.			
Data Source and Year:	2013 UNM Continuing Education HV database			

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

Data Table (A)(1)-3a Data Notes
Enter text here to clarify or explain any of these data if needed.

Sources: State funded preschool- New Mexico Pre-Kindergarten budgeted number of children from New Mexico Children, Youth and Families Department, State Fiscal Year 2013 4th Quarter Measures Inventory (Total enrollment meets the definition of High Needs because the Program requires that children be served who were not already participating in a high quality early childhood care and education program as three-year-olds; would not otherwise have the opportunity to participate in a high quality early childhood care and education program; and who will attend kindergarten in an elementary school designated as a Title I school by the New Mexico Public Education Department and with a relatively high percentage of third grade students not meeting proficiency in math and reading.);

For Home Visiting programs, the reported numbers of children with high needs are based on the identified New Mexico Early Childhood Investment Zones. New Mexico's Child Care Assistance Program Eligibility Requirements are currently at or below 200% of the Federal Poverty Level.

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

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

ESEA data is from STARS report N134-Title 1 Part A participation 2012 - 2013.

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

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

Table (A)(1)-3b: Number of Children							
Type of Early Learning & Development Program	Hispanic Children	Non-Hispanic American Indian or Alaska Native Children	Non-Hispanic Asian Children	Non-Hispanic Black or African American Children	Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Non-Hispanic Children of Two or more races	Non-Hispanic White Children
State-funded preschool	4,819	1,266	28	119	30	0	1,786
Specify:	Includes CYFD and PED PreK Programs						
Early Head Start & Head Start[1]	5,401	1,465	137	91	137	92	1,832
Early Learning and Development Programs funded by IDEA, Part C	3,301	489	33	80	6	1,163	58
Early Learning and Development Programs funded by IDEA, Part B, section 619	2,378	476	31	80	5	62	1,112
Early Learning and Development Programs funded under Title I of ESEA	3,230	967	35	74	0	0	886
Early Learning and Development Programs receiving funds from the State's CCDF program	11,456	3,107	410	195	172	194	1,831
Other 1	878	238	22	15	21	15	297
Describe:	CYFD Home Visiting Program						

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

Data Table (A)(1)-3b Data Notes
Enter text here to clarify or explain any of these data if needed.

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

Sources: State funded preschool- New Mexico Pre-Kindergarten budgeted number of children from New Mexico Children, Youth and Families Department, State Fiscal Year 2013 4th Quarter Measures Inventory (Total enrollment meets the definition of High Needs because the Program requires that children be served who were not already participating in a high quality early childhood care and education program as three-year-olds; would not otherwise have the opportunity to participate in a high quality early childhood care and education program; and who will attend kindergarten in an elementary school designated as a Title I school by the New Mexico Public Education Department and with a relatively high percentage of third grade students not meeting proficiency in math and reading.);

For Home Visiting programs, the reported numbers of children with high needs are based on the identified New Mexico Early Childhood Investment Zones. New Mexico's Child Care Assistance Program Eligibility Requirements are currently at or below 200% of the Federal Poverty Level

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

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

ESEA data is from STARS report N134-Title 1 Part A participation 2012 - 2013.

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

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

Table (A)(1)-4: Funding for each Fiscal Year		
Type of investment	**Baseline**	**Year 1**
Supplemental State spending on Early Head Start & Head Start[1]	$0	$0
State-funded preschool	$14,164,364	$14,950,000
Specify:	PreK PED	
State contributions to IDEA, Part C	$14,968,594	$14,500,000
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	$41,286,755	$41,250,000
Total State contributions to CCDF[2]	$5,966,830	$5,402,319
State match to CCDF Exceeded / Met / Not Met	Met	Met
If exceeded, indicate amount by which match was exceeded		
TANF spending on Early Learning and Development Programs[3]	$16,371,836	$0
Other State contributions 1	$2,538,200	$5,531,231
Specify:	Home Visiting	
Other State contributions 2	$1,650,300	$1,793,339
Specify:	Quality Child Care (Training and Technical Assistance, Inclusionary Specialists & T.E.A.C.H.)	
Other State contributions 3	$14,164,364	$14,985,000
Specify:	State Funded Preschool: PreK CYFD	
Total State contributions:	$111,111,243	$98,411,889

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

Data Table (A)(1)-4 Data Notes
Enter text here to indicate data source and clarify or explain any of these data, including the State's fiscal year end date.

State funded preschool- New Mexico Pre-Kindergarten information is from New Mexico Children, Youth and Families Department, and Public Education Department. The PreK Program is dually administered by CYFD and PED. Detail of Contractual Services.

State Contributions for special education and related services - NM Public Education Department, funding amounts reflect the amount of money that was allocated through the New Mexico public school funding formula to 3y and 4y special education students in school districts and charter schools throughout the state.

State Contributions to IDEA Part C - New Mexico Department of Health, Family Infant and Toddlers Program, includes only contributions from state general funds. Part C state funding listed does not include additional $1.2 Million for Private Insurance payments as part of Part C program's budget.

State Contributions to CCDF-Information is from New Mexico Children, Youth and Families Department, CCA Children Ages 0-5. Worksheet; State Match to CCDF-Information is from New Mexico Children, Youth and Families Department, CCA Children Ages 0-5.

Home Visiting - Information is from New Mexico Children, Youth and Families Department, Detail of Contractual Services

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

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

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

Data Table (A)(1)-5 Data Notes
Enter text here to indicate data source and clarify or explain any of these data if needed. Include current year if data are available.

For Home Visiting programs, the reported numbers of children with high needs are based on the identified New Mexico Early Childhood Investment Zones. New Mexico's Child Care Assistance Program Eligibility Requirements are currently at or below 200% of the Federal Poverty Level. Both programs exceeded the target for year one.

The Head Start and Early Head Start data obtained from the State's Program Information Report includes children under three (Early Head Start and Migrant and Seasonal Head Start Infant and Toddler participation) and preschoolers (Head Start), the information also includes Migrant and Seasonal and Tribal Head Start within the state. There was a reduction in enrollment due to sequestration during year one of the grant.

Part C and Part B numbers declined due to the revisions in the Service Definitions for Part C programs for children who are turning 3 years old previously served by Part C but that do not qualify for Part B 619 services.

ESEA data is from STARS report N134-Title 1 Part A participation 2012 - 2013

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

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

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

Data Table (A)(1)-6 Data Notes
Enter text to explain or clarify information as needed.

During Year One of the grant, there were no changes New Mexico Early Learning Guidelines (NM-ELG). On Year Two of the grant, NM-ELG will undergo some revisions as a result of the Kindergarten Entry Assessment development and the validation process of the NM Assessment System.

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

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

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

Data Table (A)(1)-7 Data Notes
Enter text here to clarify or explain any of the data, if necessary.

Meetings to explore the implementation of the Early Learning Guidelines as part of FOCUS-TQRIS process for each sector, between Home Visiting, Early Intervention and Early Head Start have started. These meetings are part of a multi-sector approach involving PreK (PED and CYFD), 619, Early Intervention, Head Start, Early Head Start, Child Care (Licensing, Quality, TTAP). The Universities and other entities responsible for the training, technical assistance and coaching for each one of the identified early childhood sectors, have been participating in these meetings.

These meetings, include discussion of the use of the ELG in the programs, and the common Essential Elements of Quality that will be carried across sectors.

Budget and Expenditure Tables

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

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

Budget Summary Table

Budget Summary Table		
Budget Categories	**Grant Year 1 (a)**	**Total (e)**
1. Personnel	$24,796.60	$24,796.60
2. Fringe Benefits	$9,158.78	$9,158.78
3. Travel	$0.00	$0.00
4. Equipment	$50.00	$50.00
5. Supplies	$0.00	$0.00
6. Contractual	$632,477.22	$632,477.22
7. Training Stipends	$0.00	$0.00
8. Other	$0.00	$0.00
9. Total Direct Costs (add lines 1-8)	$666,482.60	$666,482.60
10. Indirect Costs	$0.00	$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00
12. Funds set aside for participation in grantee technical assistance	$7,675.88	$7,675.88
13. **Total Grant Funds Requested** (add lines 9-12)	$674,158.48	$674,158.48
14. Funds from other sources used to support the State Plan	$1,231,846.00	$1,231,846.00
15. **Total Statewide Budget** (add lines 13-14)	$1,906,004.48	$1,906,004.48

Columns (a): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for the grant years.
Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.
Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.
Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.
Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.
Line 13: This is the total funding requested under this grant.
Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

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

Administrative processes that were unforeseen during the application and planning process made for discrepancies between the state's approved budget and its total expenditures this reporting year. Budget authority to use up to 10% of the RTT-ELC Grant funds accompanied the Grant award, the remaining 90% of the Grant funds award was received in August of the reporting year. A procedure for reimbursements was not finalized amongst the three state entities until December of 2013. Additionally, state administrative processes regarding hiring personnel outlined in the grant application was laborious, and significant hires were not made until late in this reporting year and two were scheduled for January of Year Two of the grant. As a result, there were no draw downs of Race to the Top funds in this reporting year. However, there were expenditure of funds by each department, and procedures are being set in place to reimburse CYFD and DOH early in the next reporting period. The following totals were obligated in this reporting period, but not reimbursed or drawn down from the Race to the Top Grant funds for CYFD and DOH. During calendar year 2013, PED did not accrue any expenditures.

Children, Youth and Families Department: $603,658.00

1. Grants Management
    a. Salaries and benefits for the Race to The Top Project Coordinator.
2. FOCUS-TQRIS
    a. Contractual work for project Consultants to work with Pilot programs
    b. Contractual work for the TQRIS Validation process
3. Professional Development
    a. TEACH scholarships provided to early childhood practitioners
4. Early Childhood Data
    a. Contractual work for the development of EPICS data system.

Department of Health: $ 67,414.00

1. Early Childhood Data
    a. Salaries and benefits for epidemiologists working in the project
    b. Materials and equipment needed to support the project
    c. Contractual work for software development, consultation and web mapping

Budget Summary Table Explanation of Changes
Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

The State Leadership Team will be working with the RTT Project Officers from HHS and DOE to determine changes to the RTT-ELC budget in the upcoming year. Year one was dedicated to planning and coordinating the contracting process, and administration between the three agencies and staffing. Most projects are on track in terms of activities and tasks, with minor adjustments to the completion dates as specified in the RTT SOW, despite a lack of drawn/spent funds.

Budget Table: Project 1 – Grant Management

Budget Table: Project 1		
Budget Categories	**Grant Year 1 (a)**	**Total (e)**
1. Personnel	$4,029.60	$4,029.60
2. Fringe Benefits	$1,059.78	$1,059.78
3. Travel	$0.00	$0.00
4. Equipment	$0.00	$0.00
5. Supplies	$0.00	$0.00
6. Contractual	$0.00	$0.00
7. Training Stipends	$0.00	$0.00
8. Other	$0.00	$0.00
9. Total Direct Costs (add lines 1-8)	$5,089.38	$5,089.38
10. Indirect Costs	$0.00	$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00
12. Funds set aside for participation in grantee technical assistance	$7,675.88	$7,675.88
13**. Total Grant Funds Requested** (add lines 9-12)	$12,765.26	$12,765.26
14. Funds from other sources used to support the State Plan	$63,000.00	$63,000.00
15. **Total Statewide Budget** (add lines 13-14)	$75,765.26	$75,765.26

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

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

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

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

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

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

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

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

Project 1 Budget Narrative

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

Total Budget for Project 1 -Year One: $261,472

Actual Expenditures for Project 1 -Year One: $5,809

Administrative processes that were unforeseen during the application and planning process made for discrepancies between the state's approved budget and its total expenditures this reporting year.

Children, Youth and Families went through a complex process for creating the Race to The Top Coordinator position who would be responsible for the overall coordination of the Race to The Top -Early Learning Challenge Grant in New Mexico, across projects and across agencies. After the position was created, the state had to undergo the recruitment and hiring process. The Race to The Top Coordinator was hired on December 2013. Due to this hiring process, the costs related to personnel, fringe benefits, travel, equipment and supplies were not consistent with the budget for the year one of the grant. Due to contracts being in place later in year one, the indirect cost was not applied during this reporting period. Expenses were not reflected in year one of the grant because the state did not have in place methods for billing during the RTT-ELC grantee meeting facilitated by the US Department of Education and the US Department of Health & Human Services.

Direct Cost Budget for Year one: $72,132

Actual Expenditures: $5,809

Budget Category Grant Year 1Budget

1. Personnel Budget $ 41,000 --- Actual $4,600
2. Fringe Benefits Budget $ 12,300 --- Actual $1,209
3. Travel Budget $ 9,332 --- Actual $ 0
4. Equipment Budget $ 3,400 --- Actual $ 0
5. Supplies Budget $ 6,100 --- Actual $ 0
6. Contractual
7. Training Stipends
8. Other 0 --- Actual $ 0
9. Total Direct 72,132 --- Actual $ 5,809

Indirect Cost Year One: $399,640

Actual Expense: 0

Participation in Technical Assistance Budget Year One: $100,000

Actual Expenses: $97.00

Funds from other sources to support Grant Management

State General funds were used to pay, the salaries, benefits, mileage and supplies for the Office of Child Development Bureau Chief who managed and coordinated the activities of RTT-ELC grant until the Project Coordinator was hired.

Project 1 Budget Table Explanation of Changes

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

The State Leadership Team will be working with the RTT Project Officers from HHS and DOE to determine changes to the RTT-ELC budget in the upcoming year. The state has implemented procedures for reimbursement between Department and the Race to the Top Coordinator has been hired, this will allow the state to continue forward with the Project and get back on track with expenditures. The main change anticipated to the State RTT-ELC budget in the upcoming year, is to reallocate the unspent funds under the personnel and fringe benefit category to travel, supplies and equipment.

Budget Table: Project 2		
Budget Categories	**Grant Year 1 (a)**	**Total (e)**
1. Personnel	$0.00	$0.00
2. Fringe Benefits	$0.00	$0.00
3. Travel	$0.00	$0.00
4. Equipment	$0.00	$0.00
5. Supplies	$0.00	$0.00
6. Contractual	$2,591.78	$2,591.78
7. Training Stipends	$0.00	$0.00
8. Other	$0.00	$0.00
9. Total Direct Costs (add lines 1-8)	$2,591.78	$2,591.78
10. Indirect Costs	$0.00	$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00
13**. Total Grant Funds Requested** (add lines 9-12)	$2,591.78	$2,591.78
14. Funds from other sources used to support the State Plan	$1,138,846.00	$1,138,846.00
15. **Total Statewide Budget** (add lines 13-14)	$1,141,437.78	$1,141,437.78

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

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

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

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

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

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

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

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

Project 2 Budget Narrative
Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

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

Actual Expenditures for Project 2 -Year One: $3,882

The planning process and contracting procedures for the state contributed to this project being under-spent.

CYFD contracted with the University of New Mexico to implement the FOCUS consultation, training and support services, and the contract was fully executed in November 2013. CYFD also contracted with Child Trends to develop a plan and implement the TQRIS Validation process, this contract was fully executed October 2013. Additional contracts related to the supplemental funded are being processed and are scheduled to be fully executed by March 2014.

The Department of Health is currently in the process of creating a position for FOCUS Coordinator that will work with the Part C programs in the implementation of the FOCUS-TQRIS for Part C. Contracts related to the development, support and consultation for Part C FOCUS Criteria are being processed and are scheduled to be fully executed no later than April 2014.

PED team is reviewing the criteria for FOCUS related to licensed early childhood programs to assess the elements that can be transferred to Public School-based programs and begin implementation of pilot phase. Contracts related to the FOCUS consultation are being processed and scheduled to be fully implemented by April 2014.

1. Personnel Budgeted -$56,000 ---- Actual - $0
2. Fringe Benefits Budgeted -$24,000 ---- Actual - $0
3. Travel Budgeted -$4,000 ---- Actual - $0
4. Equipment Budgeted -$1,000 ---- Actual - $0
5. Supplies Budgeted -12,500 ---- Actual - $0
6. Contractual Budgeted - $6,055,296 ---- Actual - $ 3,882
7. Training Stipends Budgeted -$ 0 ---- Actual - $0
8. Other Budgeted - $0 ---- Actual - $ 0
9. Total Direct Costs   Budgeted - $ 6,152,796 --- Actual $ - 3,882

Project 2 Budget Table Explanation of Changes
Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

The State Leadership Team will be working with the RTT Project Officers from HHS and DOE to determine changes to the RTT-ELC budget in the upcoming year. There are no major changes the State RTT-ELC budget in the upcoming year. Funds will be reallocated within the originally budgeted categories and redistributed for the upcoming years of the grant.

Budget Table: Project 3 – Early Childhood Investment Zones

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

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

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

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

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

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

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

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

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

Project 3 Budget Narrative

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

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

Actual Expenditures for Project 3 -Year One: $0

The planning process and contracting procedures for the state contributed to this project being under-spent.

The contract for Early Childhood Investment Zones was fully executed on December 2013, the contractor will sub-contract consultants to work in the Project as described in the Scope of Work. Sub-contractors will be procured and subcontracts are scheduled to be fully executed by the end of March.

Project 3 Budget Explanation of Changes

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

The State Leadership Team will be working with the RTT Project Officers from HHS and DOE to determine changes to the RTT-ELC budget in the upcoming year. There are no major changes the State RTT-ELC budget in the upcoming year. Funds will be reallocated within the contracts category originally budgeted and redistributed within the remaining years of the contract.

Budget Table: Project 4 – Professional Development

Budget Categories	Grant Year 1 (a)	Total (e)
Budget Table: Project 4		
1. Personnel	$0.00	$0.00
2. Fringe Benefits	$0.00	$0.00
3. Travel	$0.00	$0.00
4. Equipment	$0.00	$0.00
5. Supplies	$0.00	$0.00
6. Contractual	$32,720.44	$32,720.44
7. Training Stipends	$0.00	$0.00
8. Other	$0.00	$0.00
9. Total Direct Costs (add lines 1-8)	$32,720.44	$32,720.44
10. Indirect Costs	$0.00	$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00
13**. Total Grant Funds Requested** (add lines 9-12)	$32,720.44	$32,720.44
14. Funds from other sources used to support the State Plan	$15,000.00	$15,000.00
15. **Total Statewide Budget** (add lines 13-14)	$47,720.44	$47,720.44

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

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

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

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

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

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

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

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

Project 4 Budget Narrative

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

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

Actual Expenditures for Project 4 -Year One: $33,850

The planning process and contracting procedures for the state contributed to this project being under-spent.

The contract with New Mexico Association for the Education of Young Children, who holds the license for TEACH ® in New Mexico was fully executed on October 2013. Scholarships have been made available to Early Intervention (FIT Program) and other early childhood personnel to prepare them for participation in FOCUS.

The contract for Infant/Early Childhood Mental Health experts in New Mexico to provide seminars and professional development sessions for early childhood professionals was fully executed on November 2013. Work in this area has started although billing did not occur during year one of the grant.

Project 4 Budget Explanation of Changes

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

The State Leadership Team will be working with the RTT Project Officers from HHS and DOE to determine changes to the RTT-ELC budget in the upcoming year. There are no major changes the State RTT-ELC budget in the upcoming year. Funds will be reallocated within the contracts category originally budgeted and redistributed within the remaining years of the contract.

Budget Table: Project 5 – Early Childhood Data

Budget Categories	Grant Year 1 (a)	Total (e)
Budget Table: Project 5		
1. Personnel	$20,767.00	$20,767.00
2. Fringe Benefits	$8,099.00	$8,099.00
3. Travel	$0.00	$0.00
4. Equipment	$50.00	$50.00
5. Supplies	$0.00	$0.00
6. Contractual	$597,165.00	$597,165.00
7. Training Stipends	$0.00	$0.00
8. Other	$0.00	$0.00
9. Total Direct Costs (add lines 1-8)	$626,081.00	$626,081.00
10. Indirect Costs	$0.00	$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00
13**. Total Grant Funds Requested** (add lines 9-12)	$626,081.00	$626,081.00
14. Funds from other sources used to support the State Plan	$0.00	$0.00
15. **Total Statewide Budget** (add lines 13-14)	$626,081.00	$626,081.00

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

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

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

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

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

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

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

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

Project 5 Budget Narrative

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

Total Budget for Project 5 -Year One: $6,152,796

Actual Expenditures for Project 5 -Year One: $3,882

The planning process and contracting procedures for the state contributed to this project being under-spent. State administrative processes regarding hiring personnel outlined in the grant application was laborious, and significant hires were not made until late in this reporting year and two are scheduled for Year Two of the grant.

Personnel and Fringe Benefits:

Budget for Year One: $368,885

Actual Expenditures: $28,866

DOH Epidemiology hired later in 2013, one full-time "Epidemiologist, Operational" (Epi-O) to work primarily in this project. In addition, 10% of the salary for the Community Health Assessment Program Manager (Epidemiologist, Supervisor) was allocated to provide oversight for project activities. The second budgeted for this project, is scheduled to be hired on Year Two of the grant.

In December 2013, PED hired the Early Childhood Data Systems Project Manager to provide oversight of the overall project. The second position budgeted for this project is scheduled to be hired on Year Two of the grant.

Supplies and Equipment

Budget for Year One: $ 48,990

Actual Expenditures: $ 50

The system is in place to begin purchasing equipment and supplies to support the data project.

Contractual:

Budget for Year One: $ 1,554,950

Actual Expenditures: $ 597,165

Contracts for geo-coding consulting and methodology development, Software development, Enterprise (Web-Based) Provider Information Constituent Services (EPICS) system and TQRIS data system vendors have been fully executed. Vendors started work later in the year due to contracting procedures for the state. Contracts for Web mapping services and FIT-KIDS (Key Information Data System) developer were not fully executed during Year One of the grant, they are scheduled to be fully executed on Year Two of the grant.

Other:

Budget for Year One: $ 25,260

Actual Expenditures: $ 0

Project 5 Budget Explanation of Changes

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

The State Leadership Team will be working with the RTT Project Officers from HHS and DOE to determine changes to the RTT-ELC budget in the upcoming year. Unspent funds for personnel and fringe benefits categories for the Race to the Top Data Project are projected to be reallocated to contractual category during the remaining years of the grant.

Budget Table: Project 6 – Kindergarten Entry Assessment

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

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

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

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

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

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

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

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

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

Project 6 Budget Narrative

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

Total Budget for Project 6 -Year One: $375,840

Actual Expenditures for Project 6 -Year One: $0

The planning process and contracting procedures for the state contributed to this project being under-spent.

Travel:

Budget for Year One: $ 51,840

Actual Expenditures: $ 0

There were no expenses in this category during Year One of the grant.

Contractual:

Budget for Year One: $ 324,000

Actual Expenditures: $ 0

The procurement process for the vendor to develop and validate the Kindergarten Assessment (KEA) System, took longer than projected. The KEA vendor will be selected and a contract will be finalized in February 2014.

Project 6 Budget Explanation of Changes

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

The State Leadership Team will be working with the RTT Project Officers from HHS and DOE to determine changes to the RTT-ELC budget in the upcoming year. There are no major changes the State RTT-ELC budget in the upcoming year. Funds will be reallocated within the originally budgeted categories.