

# Guidelines for Implementation of the CYFD PreK Family Continuous Learning Plan

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## PreK Directors and Administrators

April 2020,

These guidelines provide a framework and support mechanisms for all programs, staff and families during this health emergency crisis. They will be the base to develop and implement the CYFD PreK Family Continuous Learning Plan and will guide the Department in the approval process. The PreK Family Continuous Learning Plan must be founded on early childhood development, cultural considerations and family engagement as the basis for the child's continuous learning particularly outside the PreK physical setting .

There are two pieces included in this guidelines: 1) Instructions on the submission of the PreK Family Continuous Learning Plan and 2). Resources and expectations for the CYFD PreK Family Continuous Learning Plan.

Children, Youth and Families Department, Division of Early Childhood Services, wants to thank The New Mexico Public Education Department for their support and sharing of resources related to their Continuous Learning Plans to support learning outside of normal educational practices.

For more information visit: <https://www.newmexicokids.org/coronavirus/index.php>

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## CYFD MISSION STATEMENT

Improving the quality of life for our children.

### New Mexico PreK Program

Since its inception, NM PreK and Early PreK have grown and expanded along with other early learning programs within our state. As a state, we have recognized the need to coordinate and align services through intentional collaboration within the early learning system. It is our intention to fully align services so children and their families receive the support they need prenatally and beyond whether it is to provide continuity of care within programs, social emotional support, or to provide resources within their community. All of these things are possible with a strong and knowledgeable workforce which we strive to support and encourage. We will do this by providing relevant and meaningful professional development to early childhood educators who are tasked to help raise the quality of our programs.

### Executive Summary

The goal of this document is to provide guidance to New Mexico CYFD PreK programs to meet the needs of supporting learning outside of normal NM PreK practices. As adopted by New Mexico Public Education Department (PED), CYFD PreK will expand their “continuous learning” term to “Family Continuous Learning” to reflect the role of the family in the early care and education for children under five and recognizing that instructional modalities will vary by community and, importantly, should be child centered. Purposefully, terms such as “virtual learning,” “e-learning,” or “distance learning” are avoided in an attempt to support the individualized learning and developmental needs of all children and their families’ situation. New Mexico is a state that is grounded in diversity, and this strength should allow us to demonstrate equity, inclusivity, and creativity in supporting the needs of all children and their families.

Key themes framing the CYFD PreK Family Continuous Learning Plan (Adapted from PED continuous learning guide):

- Focus on essential skills
- Emphasize relationships and connectivity in this new learning environment
- Prioritize socio-emotional wellness across all activities
- Recognize that decisions impact and must support all children and families
- Establish a consistent and agreed upon framework of expectations, communication models, and practices that all staff and families can participate in
- Provide support and training for all staff who will implement the PreK Family Continuous Learning Plan
- Be flexible and ready to adapt or pivot as needs arise
- Encourage patience and support and extend grace to all

## CYFD PreK Family Continuous Learning Plan\*

### Submitting the CYFD PreK Continuous Learning Plan

Within three days of the release of this guidance, each PreK site must submit the PreK Family Continuous Plan to their assigned PreK Program Manager/Monitor. The format for submission is attached. The submission must take place via email.

The PreK Family Continuous Plan must include the following elements:

- Framework
- Planning Process
- Implementation
- Approach
- Content
- Supports

Lesson Plans must be submitted for each classroom to the Program Director by-weekly prior to implementation. PreK Monitors/Managers may request at any time approved lesson plans for each classroom or program.

### Framework for establishing a Plan for Continuous Learning

#### **Establish a program-specific philosophy and approach for Continuous Learning.**

General Recommendations for Consistency:

- 1) Identify as a PreK program the essential child outcomes and skills based on the New Mexico Early Learning Guidelines so that teachers can address in their lesson planning
- 2) Ensure that lesson planning takes into account the role of the family and the child's abilities and skills to manage adult directed, adult supported and self-initiated/guided experiences
- 3) Use common platforms (suggested or already in use) across the PreK program to ensure the appropriate supports exists
- 4) Programs need to consider and include non technology based options.
- 5) Consider ways to focus on relationships and connections, not just content.
- 6) Target support for transitions to Kindergarten for 4 year old PreK children and their families.**

Sample communication to parents and caregivers: *Although our PreK program(s) is closed for onsite learning, "school" continues as we engage children with experiences that further their learning program and help them to stay connected with teachers and classmates. These learning experiences offer authentic opportunities for children and their families to focus on key concepts, knowledge, and skills. They emphasize interaction and creativity and involve a balance of on-screen and off-screen interactions and activities that help connect to previous learning and the current curriculum.*

*\*With gratitude to the Framework shared by the New Mexico Public Education Department*

## Preparing for the Implementation of the PreK Family Continuous Learning Plan

Below is a sample three-day plan to prepare for implementation of a PreK Family Continuous Learning Plan.

### Prior to Three Day Plan

- Send out surveys about the availability of technology
- Review survey results
- Identify learning platforms or systems that are already in place that teachers will use

### Three Day Plan

#### Day 1

- PreK Director/ administrator and coordinator meet
  - Review survey results
  - Establish continuous learning philosophy, expectations, and overview
  - Problem solve local issues such as Internet access and availability of materials
- Develop a more detailed schedule for professional learning for the following days
- Plan with lead teachers technology training

#### Day 2

- Meeting with Education Teams through a video conferencing platform such as Zoom, Go-To meeting, WebEx, or a conference call.
  - Establish philosophy, expectations, and broad overview
  - Share results of surveys or information gathered
  - Establish norms for child and teacher time and workload expectations
  - Establish a singular communication platform, learning management systems, and content delivery methods (limit diversity of options to create coherence across all ages).
- Train staff on technology
- PreK Director/Administrator communicates with the PreK community (families, community partners)

#### Day 3

- Small group virtual work time
  - Develop Lesson Plans
- As applicable - Virtual whole staff meeting
  - Answer new questions that have come up
  - Collaborate and problem solve
- Train staff on technology (could be done virtually, using links shared for app support)
- Educators should begin to implement outreach; communicate with parents/guardians
  - Establish how important it is for young children to stay connected with friends and teacher
  - Share expectations
  - Detail what children will need in order to be successful (materials and technology)
  - Explain the approach, process and the role of the care giver in this learning model
  - Explain time commitment for families
  - Get feedback from parents and prepare for the necessary accommodations

## Implementation of the PreK Family Continuous Learning Plan

As the PreK Family Continuous Learning process is starting, it is necessary to understand that flexibility, understanding of family circumstances and relationships are key to a successful journey. PreK Coaches and Consultants as well as the CYFD PreK Monitors and Managers are available to provide virtual support in the planning, implementation and revisions of the PreK Family Continuous Learning Plan.

Each CYFD PreK program must submit to their PreK Program Manager/Monitor the PreK Family Continuous Plan within three days of release of this guideline, with an expected implementation of the Plan on the following Monday. Lesson Plans must be submitted by-weekly prior to implementation.

The Lesson Plan must include activities, experiences and interactions that take into account the family situation and the age of the child.

### Addressing COVID-19 Home Confinement, Isolation and Social Distancing Issues as part of the PreK Family Continuous Learning Plan.

During this time of social distancing and home confinement, it is important for children to stay connected. Implement ongoing communication with peers, educators and other important people in the child's life will allow them to improve their chances of showing resilience to adversity. This includes writing letters to friends or relatives, sending each other video clips or voice text messages. These activities must be included as part of the social-emotional component of the lesson plan.

If possible, coordinate with families a virtual circle time (no more than 15 minutes) once per week at the same time (example every Thursday at 10:00 AM), informing families during the planning period about this opportunity, the format and platform to be used (zoom, Skype, telephonic, etc.). This virtual circle time allows children to feel connected, creates a sense of community and supports the social development of the children during this critical time.

## Guidelines for Instruction by age group - Approach

### Early PreK

Maximum Instruction time for 3 year direct instruction must not exceed 15 minutes per day

Early Pre-K	<p>Daily Learning Time: <b>15 minutes of adult guided activities. Additional storytelling and play is always encouraged.</b></p> <p>Daily Learning time can include:</p> <ul style="list-style-type: none"><li>• 5-minute increments of direct instruction</li><li>• Hands-on activities</li><li>• Imaginative play</li><li>• Creative arts</li><li>• Music and movement</li><li>• Outdoor exploration</li><li>• Fine/gross motor activities</li><li>• Storytelling</li><li>• Social-emotional support</li></ul> <p>Sample Schedule (activities can be rotated to include different learning areas)</p> <ul style="list-style-type: none"><li>• 5 minutes: Daily Routines/Traditions (review daily schedule, engage in connection activities, review the calendar/date, etc. - teachers can provide ideas that overlap with familiar school routines)</li><li>• 5 minutes: Story Time (video from teacher or read to by caregiver)</li><li>• 5 minutes: Hands-on activity related to content or story (activities provided by teacher) using items at home</li></ul> <p>Extra Suggestions for Extending Learning</p> <ul style="list-style-type: none"><li>• 30-60 minutes of outdoor play</li><li>• 10-20 minutes of reading with family (books of their choice)</li><li>• 90+ minutes of imaginative play</li></ul>
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CYFD PREK FAMILY CONTINUOUS LEARNING PLAN

PreK

Maximum Instruction time for 4 year direct instruction must not exceed 30 minutes per day

<p>Pre-K</p>	<p>Daily Learning Time: <b>30 minutes of adult guided activities. Additional storytelling and play is always encouraged.</b></p> <p>Daily Learning time can include:</p> <ul style="list-style-type: none"> <li>• 5-minute increments of direct instruction</li> <li>• Hands-on activities</li> <li>• Imaginative play</li> <li>• Creative arts</li> <li>• Music and movement</li> <li>• Outdoor exploration</li> <li>• Fine/gross motor activities</li> <li>• Storytelling</li> <li>• Social-emotional support</li> </ul> <p>Sample Schedule (activities can be rotated to include different learning areas)</p> <ul style="list-style-type: none"> <li>• 5 minutes: Daily Routines/Traditions (review daily schedule, engage in connection activities, review the calendar/date, etc. - teachers can provide ideas that overlap with familiar school routines)</li> <li>• 5 minutes: Story Time (video from teacher or read to by caregiver)</li> <li>• 5 minutes: Brain Break (music and movement - ideas provided by teacher)</li> <li>• 5 minutes: Introduce new content (video from teacher or instructed by caregiver)</li> <li>• 10 minutes: Hands-on activity related to content or story (activities provided by teacher) using items at home</li> </ul> <p>Extra Suggestions for Extending Learning</p> <ul style="list-style-type: none"> <li>• 30-60 minutes of outdoor play</li> </ul>
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## Content Areas

### Early Childhood

1. Connect with children every week - via video chat, Zoom, or phone calls
2. Establish “office hours” for communication with families - this will be a consistent time you are available to answer questions and provide guidance. Family communication is also critical to your children’s success
3. Provide resources/directions for caretaker for all activities (It may be older siblings helping with some of the activities)
4. Make kits with hands-on materials or manipulatives to have families pick up/or to be delivered (bi-weekly) – see guidelines for delivery
5. Help families create predictable routines for learning - share recommendations for minutes of each activity that families can easily accomplish
6. Establish a timeline to complete work with caregivers (Examples: weekly check-ins with each family, open-ended discussion with the child, have parents take pictures of work and submit through app/email, weekly or daily “challenges” to showcase learning, etc.)
7. Emphasize the importance of daily reading with your children
8. Work with families to create a predictable routine each day for learning and play

#### *Opportunities for Voice and Choice at the Early Childhood Level*

- Provide guidance to caregivers about how to follow a child’s lead and what success with continuous learning looks like
- Provide prompt questions/video sources for families to use during play and reading that encourage critical thinking (Examples: “Tell me about what you are drawing.” “What made you think of that?” “How could you...”)
- Share what you do in your classroom that could work at home
- Encourage conversation and discussion
- Honor other languages

Socio-emotional Support	DLL Supports
<ul style="list-style-type: none"> <li>• Adults should acknowledge that compared to adults, children are more vulnerable to the emotional impact of traumatic events that disrupt their daily lives.</li> <li>• Current changes in their routine (school closures, social distancing and isolation at home), can create challenges related to sense of security, predictability and trust.</li> <li>• The role of the caregiver and educators is critical during this time, particularly for children with prior trauma</li> <li>• Provide parents with lists of outside mental health resources</li> <li>• Ask staff members to make a list of their “most vulnerable” children. Who are the kids that you were “keeping an eye on?”</li> <li>• Identify resources program was providing children and their families, and work to maintain that support</li> <li>• Provide families with weekly resources on how to support their children and themselves during this pandemic. Some Examples:  <a href="https://www.zerotothree.org/resources/3210-tips-for-families-coronavirus">https://www.zerotothree.org/resources/3210-tips-for-families-coronavirus</a>   <a href="https://www.firstthingsfirst.org/first-things/parenting-in-the-time-of-coronavirus/">https://www.firstthingsfirst.org/first-things/parenting-in-the-time-of-coronavirus/</a> </li> </ul>	<ul style="list-style-type: none"> <li>• Provide essential communications in languages representative of child and family populations</li> <li>• Reach out to families to discuss important facts and school structures for the remainder of the year including the continuous learning plan, how to get meals in their community, and what community groups/contacts/supports are available for the families</li> <li>• Recognize that resources may need to be adjusted according to different ages and language levels.</li> <li>• Provide options and multiple ways for children to demonstrate knowledge/skills</li> <li>• Include technology and non-technology options</li> <li>• Coordinate distribution of hard copies and/or online work.</li> <li>• Share resources for families that reflect their culture, language and circumstance:  <a href="https://blog.seccionamarilla.com.mx/actividades-en-casa-para-ninos/">https://blog.seccionamarilla.com.mx/actividades-en-casa-para-ninos/</a>   <a href="https://www.conmishijos.com/actividades-para-ninos/20-entretenidas-actividades-para-hacer-con-los-ninos-en-casa/">https://www.conmishijos.com/actividades-para-ninos/20-entretenidas-actividades-para-hacer-con-los-ninos-en-casa/</a>   <a href="https://www.healthychildren.org/spanish/ages-stages/preschool/nutrition-fitness/paginas/motor-activity-and-self-play.aspx">https://www.healthychildren.org/spanish/ages-stages/preschool/nutrition-fitness/paginas/motor-activity-and-self-play.aspx</a> </li> </ul>

## Supports for Children and Families

### General Recommendations for all populations

- 1) Establish office hours: Teacher availability/ check-ins. Consider online platforms for communities with access and conference calls for communities with limited access. Ensure families and children have access to counselors as well as teachers.
- 2) Use common platforms (suggested or already in use) across the program to alleviate any confusion for parents and children.
- 3) Use communication platforms, for example: Remind, GroupMe, ZOOM, Got-To Meeting, WebEx, Skype, Google Meeting, Google Hangouts, etc.

### Questions to consider for every grade band and content area

- 1) How might the makeup of each family impact the way they engage with continuous learning (culture, race, family structure, location - urban/rural, financial resources, social-emotional support, etc.)?
- 2) How can we provide culturally and linguistically relevant resources and instruction for each particular child and family?
- 3) How can we see this family and their child's learning through a trauma-informed lens, particularly given the health crisis?
- 4) In what ways can we allow families to individualize continuous learning?

### Key Ideas

- Continuous learning is not hours of screen time for teachers, parents, or children.
- Programs should seek to implement a few high-quality solutions for communication lines, teaching and learning, and support.
- Technology can open doors and break down barriers for children, youth, and adults with and without disabilities.
- Child privacy is a top priority.

### Copyright and Child Privacy

- Consider how you might share copyright guidelines for educational fair use during continuous learning
- Not all educational technology companies are sensitive to child privacy. Consider how you might increase awareness for child data privacy during continuous learning.
- Here is a great resource to review [Fair Use Copyright Laws](#)
- [Ferpa/Sherpa](#) is a great resource center aimed at answering child data privacy which is divided into three specific audiences, educators, children and parents
- An additional resource from the US Dept. of Education on protecting child privacy can be found [here](#)

### IT Support

- Create protocols for providing IT support:
  - For teachers
  - For children/caregivers

### Safety Measures

- One-to-One Live Video Conferencing with a child is not recommended, parents or caregivers must be present at all times.
- PreK programs should think about protecting educator privacy by using applications such as [Google Voice](#) and [Burner](#)

### Distance Learning

#### Parameters for Teachers

- Consider setting guidelines for staff including:
  - Establish a set schedule and routine for educators
  - Set up an appropriate and adequate working environment
  - Remember professional dress attire during videos and video conferencing
  - Model digital etiquette including:
    - Muting the mic before entering a session
    - Keeping the background clutter free
    - Pay attention to lighting
    - Minimize background noise

**Below is a link to support teachers working with diverse child populations through distance learning:**

<https://www.iste.org/explore/Toolbox/30%20tools-for-diverse-learners>

### Communication Platforms

Platform	Appropriate For	Capabilities/ Strengths & Features	How-to Video/Info	Misc. Information
Remind	All Levels – basic communication tool	This is a way for the teacher to communicate with parents and children	<a href="#">Getting started for teachers</a>	Compatible With any Chrome Browser
Google Hangout Meet	All levels – limit of 250 people	Google Hangout Meet allows groups to connect through video, audio, chat or dial in. Users can easily share screens as they connect.	<a href="#">Google Hangout Meet</a> <a href="#">Google Meet</a>	Departments must whitelist this feature for both children and staff.  Can record
Skype	All levels –limit up to 50 people	Skype allows groups to connect through video, audio, chat or dial in. Users can easily share screens as they connect.	<a href="#">How to use Skype</a>	Departments must whitelist this feature for both children and staff. Can record
Zoom	All levels- limit up to 100 people	Zoom is a video conferencing tool. It allows users to connect through video, audio chat or dial in. Users can easily share screens as they connect.	<a href="#">Zoom</a>	Departments must whitelist this feature for both children and staff.  Ability to record

## Essential Questions for Directors and Administrators

### What information should be gathered to make resource allocation decision?

The leadership team may need the following information to better understand the community and the families' needs and resources:

- a. Technology available to families; Internet/data and devices
- b. Child/family needs and preferences
- c. Family suggestions/feedback
- d. Staff needs and available resources

### Can children come into the building to work in small groups?

On [Friday, March 13<sup>th</sup>](#), Governor Michelle Lujan Grisham ordered all New Mexico Public Schools to close, this included PreK programs. In light of this, *children* should not be coming to PreK sites, unless attending childcare as determined by the Department or to pick up meals.

- Follow the guidance, policies, and procedures of the New Mexico Department of Health. <https://cv.nmhealth.org/>
- Stay informed and know where to go for the most current information. The best source of accurate information for our state is: <https://www.newmexico.gov/>.
- In addition, early childhood programs can find excellent resources and information at: <https://www.newmexicokids.org/coronavirus/index.php>

### How do we get materials to the children?

PreK programs should employ practices for cleaning and sanitizing items prior to child distribution using a grab and go, drive-through process. PreK programs may want to mirror meal delivery with designated stations and leveraging bus transportation for delivery. Staff who are delivering materials should use protective wear when possible.

### What professional learning will staff need?

CYFD has developed a comprehensive sample three-day plan to prepare for implementation of a PreK Family Continuous Learning Plan. As programs implement this model, CYFD recommends, that PreK staff

to start slowly in the implementation, giving staff ample time to prepare, learn technology, and ask questions. PreK Consultants and Manager/Monitors will be available to support PreK staff during the planning, implementation and revisions to the plan. Focus on what is critical for Kindergarten entry skills.

## How do we communicate with the community? What are effective ways to ensure transparency?

CYFD PreK programs have been required to stay connected with families, calling them on the phone to let them know about the Family Continuous Model, the importance of staying engaged and hearing the concerns from families, will support the implementation of the plan.

## How important will it be for each teacher to have the same “office hours?”

It is important for teachers to have designated online office hours. Office hours provide consistency and structure. However, because some households will share a device, or there are additional siblings in the household experiencing this learning model, it is important that teacher availability is spaced throughout the day so all children and families can have an opportunity to contact their teacher. You must indicate to your CYFD PreK Program Manager/Monitor what platform your program will be using for communication.

## Will programs be required to complete the Spring PreK assessments?

No. However, programs are required to share information with parents/care givers the latest portfolio assessment information and provide next steps guidance based on the New Mexico Early Learning Guidelines.

## Are special events such as parent meetings, social events, and graduation cancelled?

It was discussed that until the Health Restrictions are completely lifted, events such as child graduations and program’s celebrations must be postponed. However, children and families will need closure, as part of the transition process, activities must be planned to ensure information is shared with families and communication on how to address goodbyes in during this critical times must be also shared with staff and parents. If possible, the celebrations can still take place after the health emergency restrictions have been lifted even after school cycle has ended.

## Essential Questions for Teachers

### What technology/apps/child learning platform do we need to use?

This is a program decision, however, PreK staff must choose one platform for communication and use a limited number of apps or platforms.

### What is the expected time for children to spend learning each day? How do I hold children accountable for learning?

Having weekly assignments, projects, video check-ins, and projects are all ways to assess learning. Focus on the **critical standards listed in the New Mexico Early Learning Guidelines**. Keep in mind that many families have limited data, minimal access to the Internet, and one device which must be shared between multiple people. In addition, families may be engaged already in their older children’s learning activities or may be teleworking from home.

Our recommended guidelines for maximum child commitment in terms of direct instruction each day is 15 minutes for Early PreK and 30 minutes for PreK. This includes any delivery model -- packets, on-line, hybrid, etc. Additional reading time or storytelling is always encouraged.

Teachers may find that they have to adjust after their first week.

## What if my children don't have devices or the Internet?

Internet access will be an issue for many families in New Mexico. Staff and children may lack the resources to connect remotely. PreK programs can reach out to local internet service providers to see what options are available for community members. Many cell phone providers are removing the data usage cap for current subscribers. We recommend reaching out to local cell phone providers for how best to relay this information to parents and for instructions on how to utilize cell phones as hotspots. A list of service providers is included later in this document.

### SERVICE PROVIDERS

#### AT&T

AT&T has removed usage caps for its home broadband internet service, which means customers that go over the old limit will not be subject to overage fees. The company also reminded people that its public Wi-Fi hotspots are still open to all.

#### Comcast

Comcast has made its Xfinity Wi-Fi hotspots accessible for free to everyone, including non-Xfinity Internet customers. You can view a map of all Xfinity hotspots [here](#). Once you're in a hotspot's vicinity, find and select the "xfinitywifi" network name in the list of available hotspots. Along with a host of other data providers, Comcast is giving all its customers unlimited data for the next 60 days. For the company's Internet Essentials program, which services low-income families, new customers will have access to the program for free for 60 days. The program normally costs \$9.95 per month. Comcast has also permanently increased the base Internet speed for all existing and new Internet Essential customers. Find out more about eligibility and applying for the service [here](#).

#### Sprint

As of March 18, Sprint is [upgrading](#) customers with existing data plans to unlimited data for 60 days. Customers will also have access to an additional 20GB of mobile hotspot data for free.

#### T-Mobile

T-Mobile is upgrading customers to free unlimited smartphone data for the next 60 days if they already have a phone plan that includes data, the company announced in an [open letter](#).

## Resources for At-home learning opportunities

<https://www.newmexicokids.org/coronavirus/home-learning.php>

### **Additional Online Resources (many have free sign-ups for 30-60 days)**

#### **Reading**

- Epic <https://www.getepic.com/>
- Raz Kids <https://www.raz-kids.com/>
- Story Line Online <https://www.storylineonline.net/books/house-that-jane-built/>
- Highlights for Kids <https://www.highlightskids.com/>
- Teach Your Monster to Read <https://www.teachyourmonstertoread.com/>
- Scholastic Learn at Home  
<https://classroommagazines.scholastic.com/support/learnathome/grades-prek-k.html>

#### **Math/ Reading**

- Khan Academy <https://www.khanacademy.org/>
- Starfall <https://www.starfall.com/h/index-grades123.php>
- Abc Ya <https://www.abcya.com/>
- PBS Kids <https://pbskids.org/>
- ABC Mouse  
<https://www.abcmouse.com/abt/homepage?8a08850bc2=T3634503300.1584465106.6226>

#### **Science/ Social Studies**

- Mystery Science <https://mysteryscience.com/>
- National Geographic <https://kids.nationalgeographic.com/>
- Switcheroo Zoo <https://switchzoo.com/default.htm>
- Mystery Doug <https://mysterydoug.com/>
- Brain Pop Jr. <https://jr.brainpop.com/>
- 20 Virtual Field Trips <https://adventuresinfamilyhood.com/20-virtual-field-trips-to-take-with-your-kids.html>

#### **Physical Resources**

- Cosmic Kids Yoga on Youtube <https://www.youtube.com/user/CosmicKidsYoga>
- Mo Willems Art Lessons <https://www.kennedy-center.org/education/mo-willems>
- GoNoodle <https://www.gonoodle.com>
- Dr. Jean <https://www.drjean.org>



*CYFD PREK FAMILY CONTINUOUS LEARNING PLAN*

<https://www.healthychildren.org/spanish/ages-stages/preschool/nutrition-fitness/paginas/motor-activity-and-self-play.aspx>

<https://www.healthychildren.org/english/ages-stages/preschool/nutrition-fitness/pages/motor-activity-and-self-play.aspx>

<https://www.educapeques.com/escuela-de-padres/juegos-para-ninos-2-los-6-anos.html>

<https://www.chiquipedia.com/cuentos-infantiles-cortos/cuentos-clasicos/>

<https://www.colorincolorado.org/learning-together-home>

For more information about this guideline, contact:

Alejandra Rebolledo Rea,

Early Childhood Services

Division Director

(505) 231-3219

[alejandra.rebolledo@state.nm.us](mailto:alejandra.rebolledo@state.nm.us)

New Mexico Children, Youth and Families Department

1120 Paseo De Peralta

Santa Fe. NM 87502

<https://cyfd.org/>

## ATTACHMENTS

Attachment 1: CYFD PreK Family Continuous Learning Implementation Plan Format

Attachment 2: SAMPLE - CYFD PreK Family Continuous Learning Lesson Plan

Attachment 3: Tips for Teaching Online

Attachment 4: Tips for Learning Online

Children, Youth & Families Department

NEW MEXICO PREK PROGRAM



CYFD PreK Family Continuous Learning Implementation Plan

Due: Initial - April 20, 2020 (ongoing updates as needed)

Program:

Submitted by:

	EXTENDED DAY PREK		BASIC SERVICES PREK		EARLY EXTENDED PREK
	EARLY BASIC SERVICES		MIXED AGES-EXTENDED		MIXED AGES-BASIC

## **CYFD PREK FAMILY CONTINUOUS LEARNING IMPLEMENTATION PLAN**

### **FRAMEWORK**

**(Page4 of the CYFD PreK Family Continuous Learning Implementation Guide)**

Establish a Program-specific philosophy and approach, state communication message and process.

Don't forget to address Transitions Adapt from your 2<sup>nd</sup> Administrator's report):

Many families struggle with preparing to send their child to kindergarten. We want to learn more about how you and your educators make this process less stressful for children and their families.

- Tell us about your program's kindergarten transition plan including what events are planned for children and families as they prepare for this milestone.
- What efforts are made to work with the elementary schools in your service area in order to make the transition for children and families easier?
- Does your program provide information to families to be shared with their child's new kindergarten teacher? If so, what would that be?
- Please keep in mind that the Second Family/Teacher Conference is a perfect time to begin these conversations.

### **PREPARATION**

**(Page5 of the CYFD PreK Family Continuous Learning Implementation Guide)**

Pre-planning activities

3-day Planning Time

Contacting Families

Target implementation date

### **IMPLEMENTATION**

**(Page6 of the CYFD PreK Family Continuous Learning Implementation Guide)**

Explain here how you will be implementing your plan, the process for ensuring social distancing with educators by allowing them to work remotely. Include methods to address accountability – deliverables based vs. time based approach, how is the plan going to be monitored? How is CQI going to be part of the process for adaptations and revisions/submission of this plan?. Include resources you will need for technology, virtual communication, etc. and how you will be allocating program operation funds to address those needs, include whether a BAR will be or has been submitted to accomplish this goal.

Include a specific section on how you will be addressing issues of isolation and confinement during this COVID-19 Health Emergency

## **APPROACH**

**(Pages 7 and 8 of the CYFD PreK Family Continuous Learning Implementation Guide)**

How are you ensuring that the approach is implemented and followed according to the age of the child and family needs? How Lesson planning will be submitted, reviewed and approved?

## **CONTENT**

**(Page 9 of the CYFD PreK Family Continuous Learning Implementation Guide)**

Describe how the content areas will be implemented, shared with families and monitored.

## **SUPPORTS**

**(Page 10 of the CYFD PreK Family Continuous Learning Implementation Guide)**

Describe what supports will be provided to families, resources, connectivity, etc.

As always, we want to know how the Office of Child Development can support you and your educators as you work through this emergency period.

## ATTACHMENT 2 – SAMPLE CYFD PREK FAMILY CONTINUOUS LEARNING LESSON PLAN

Program Name:	Teacher(s):	
Period of:	Classroom:	

<p><b>Role of the family (plans for connecting with families)</b></p> <ul style="list-style-type: none"> <li>• Continually reach out to families to gather information to support lesson planning...</li> </ul> <p>Optional questions to ask families:</p> <ul style="list-style-type: none"> <li>- How are you and your family doing?</li> <li>- Tell me about your child’s routine/schedule/interests</li> <li>- What time of the day is best for your family to engage in learning activities and/or class meetings?</li> <li>- Anything else you’d like to share?</li> <li>- How would you like to stay connected to the classroom community (text, phone, e-mail virtual meeting, etc.)?</li> </ul>	<p><b>Teacher notes: (What did you learn about children and families?)</b></p>  <p><b>What will I do with the information? How does this inform my planning?</b></p> <p>- Themes - Investigations - Projects</p>  <p><b>Resources I or families will need:</b></p> <p><b>Directions for caretakers:</b></p>
<p><b>Focus on social-emotional learning:</b></p> <ul style="list-style-type: none"> <li>• Encourage families to share family/child interests with other children and families through online platforms, traditional mail, or virtual meetings.</li> </ul> <p>These are often the most important topics for children:</p> <ul style="list-style-type: none"> <li>- Friendships</li> <li>- Feelings</li> <li>- Family</li> </ul>	<p><b>Strategies to provide families about social-emotional learning:</b></p>  <p><b>Individualization for children and/or Dual-Language Learners:</b></p>
<p><b>At-home experiences, routines</b></p> <ul style="list-style-type: none"> <li>• Encourage families to see everyday experiences and interactions as learning opportunities.</li> </ul> <p>Examples: Cooking with family, sorting laundry, making the bed, backyard nature walk, toothbrushing, seek-n-find, have fun with your family.</p>	<p><b>What specific home experiences can I make families aware of that support learning:</b></p>  <p><b>Critical thinking questions to provide families (Examples: “Tell me about what you are drawing.” “What made you think of that?” “How could you...”)</b></p>  <p><b>NM Early Learning Essential Indicators:</b></p>  <p><b>Supplemental read-alouds:</b></p>  <p><b>Resources I or families will need:</b></p> <p><b>Directions for caretakers:</b></p>

## ATTACHMENT 2 – SAMPLE CYFD PREK FAMILY CONTINUOUS LEARNING LESSON PLAN

<p><b>Class Connections:</b></p> <p>Share with families options for connecting virtually. What resources or information do I need to share with families prior to meeting? Keep meetings consistent (day, time).</p>	<p><b>Plan for hosting class virtual connections:</b></p> <p>(Example: warm-ups, songs, sharing activities from week)</p>
<p><b>Biweekly reflection</b></p> <p>What worked? What did I learn? What would I change?</p>          <p>Ideas for the next period:</p>	

## Attachment 3: Tips for Teaching Online

For Teachers

*Adapted with permission from ESSDACK and the Kansas State Department of Education*

**Internally with yourself:** Start with your goals. What do you really need from and for your learners right now and long-term?

**Internally with your team:** Have a group of educators you can reach out to for help, processing, and celebrating together. None of us can do this alone. Is this your grade level/content team? Is this a group of educator friends at school or online? Be connected with other educators too.

### Let's get started

Establish a presence with your learners. Be there. Communicate with them how they can reach you and be clear about when you're available and not available. Use your district's common communication management system where you can post announcements and host discussions, both synchronously and asynchronously.

Post videos of yourself, even if it's just to say "Good morning!" Show your personality and let your love of teaching and children shine through. This may also be an opportunity for you to engage with all members of the family. Check in with families and children and ask how they are feeling and managing through the change.

Think about your physical set up. Are you comfortable? How is the lighting? Be sure you're lit from the front and not just a dark shadowy figure sitting in front of a window. Be sure to use earbuds with a microphone or a headset with a microphone if possible. If not possible, speak slowly, loudly, and clearly. Remember that some children may have slower Internet connections.

Consider setting a consistent schedule when children can be with you for a check-in/class meeting. Do you have a regular classroom tradition for when children enter your room? Do it again! Greet them by name. This helps them feel connected and builds community. Find a thread that you can bring from the traditional classroom into this new classroom.

Break the work into smaller chunks. Learning online takes time -- *more time than in the classroom*. Be considerate and thoughtful as children adjust to a new learning process. Build in time for children to learn how to manage continuous learning. Set times when you will be available to answer questions and connect children with technical support. Help them learn etiquette for distance learning. Build in times for breaks – both for children and for you! Clearly communicate this schedule to children and their families. Engage your children by picking interesting, enriching challenges and experiences. Find ways to extend their academic skills into the world they are in right now.

Provide the opportunity for your children to interact with their peers online. This might mean giving feedback on an assignment, making a collaborative response, or beginning group sessions with a social connection and check-in. This can leverage technology to build stronger and deeper relationships. Remember: start slow to go fast.



## Attachment 4: Tips for Learning Online

### For Children

*Adapted with permission from ESSDACK and the Kansas State Department of Education*

You've found yourself learning online. It's going to be different, for sure, but we can do this. And here are some tips to help you through.

- Find a place in your house that is free from distractions, where you can also be comfortable and focus on connecting with your class. Having a hard surface or table helps stabilize your device so no one gets sea-sick watching your camera sway back & forth on your lap. Plus, it's just safer for your device!
- Remember your teachers want to see and hear your voice! They are here to answer your questions and concerns. Don't be afraid to speak up.
- Keep a drink of water nearby, but be sure it has a tight lid in case of spills! No one wants a wet device!
- If you don't understand what is going on, ask a classmate. And if they're giving you info that you're not sure about, go ahead and ask your teacher. She or he will have given you contact information. Is that an email? Is that through your Google Classroom? Maybe SeeSaw? Ask. Don't just sit and wait. And while mom/dad/grandma/classmate could try to help, sometimes those questions are best asked to your teacher. Don't wait until something is almost due to ask for help. Be proactive in getting help when you're feeling stuck.
- Take a study break! Don't just sit at the computer. Your eyes need a break (which includes video games too, if that's your favorite break) and your legs need to move!
- Help your family set a schedule that includes learning time, movement time, playtime, snack time, etc. Maybe it also includes cooking, hiking, honoring cultural traditions, playing board games, or storytelling with your family. Brainstorm what your family's day will look like and start getting in that routine. And make sure everyone is on the same page so no one hassles you when you're taking a break. So if the schedule needs to change, ask for a family meeting/discussion so again, we're on the same page. Do you like to listen to music or watch TV while you work? Sometimes that's awesome for tuning out the noises of the house, but you might find yourself watching the TV instead of working.
- Be mindful of what you're doing when you should be working. Figure out what works best for your learning.
- Watch the volume on those earbuds and headphones! Once your hearing is gone, it's gone. When in doubt, turn it down.
- Finally, have patience with yourself, your classmates, your family, and your teacher. This is new to all of us.