

New Mexico Comprehensive Training and Consultation

The Foundation for New Mexico's Integrated
and
Responsive Professional Development System



The New Mexico Children, Youth and Families Department's Comprehensive Early Learning Training and Consultation System supports programs across all early learning settings, ensuring that early childhood practitioners are highly effective in supporting the development and learning of each and every child served in early care and learning programs in New Mexico.

This Manual describes the process for the implementation of an aligned, responsive and integrated approach to Professional Development.



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Children Youth & Families Department

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Early Childhood Services

New Mexico Comprehensive Training and Consultation System Manual

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I. Introduction

The New Mexico Professional Development System refers to an aligned, integrated and responsive process of acquiring new knowledge and skills that relate to one's job, duties, or career path. It encompasses all types of learning opportunities, ranging from formal coursework in college, workshops, and conferences, to more specific onsite learning opportunities such as consultation, coaching and mentoring practices. Just as children need individualized support to meet their potential, teachers and staff need professional development that is based on their needs, experiences, and goals.

The New Mexico Children, Youth and Families Department (CYFD) established a New Mexico Comprehensive Early Learning Training and Consultation Center to ensure that the aligned system provides culturally and linguistically appropriate professional development services to early learning programs within New Mexico, including cross-cultural communication and respect for the linguistic, ethnic, and gender-based differences that contribute to cultural identity. Helping early care and education programs continuously improve their quality and meet the New Mexico Child Care Licensing, PreK and FOCUS-TQRIS standards. Understanding that the voices and opinions of culturally diverse members must shape the development of programs, systems, and evaluation strategies.

The Comprehensive Early Learning Training and Consultation Center will be expected to work collaboratively at the local, regional and state levels to support the establishment of a comprehensive and aligned quality early care, education and family support system that is equitably available to all children and their families in New Mexico.



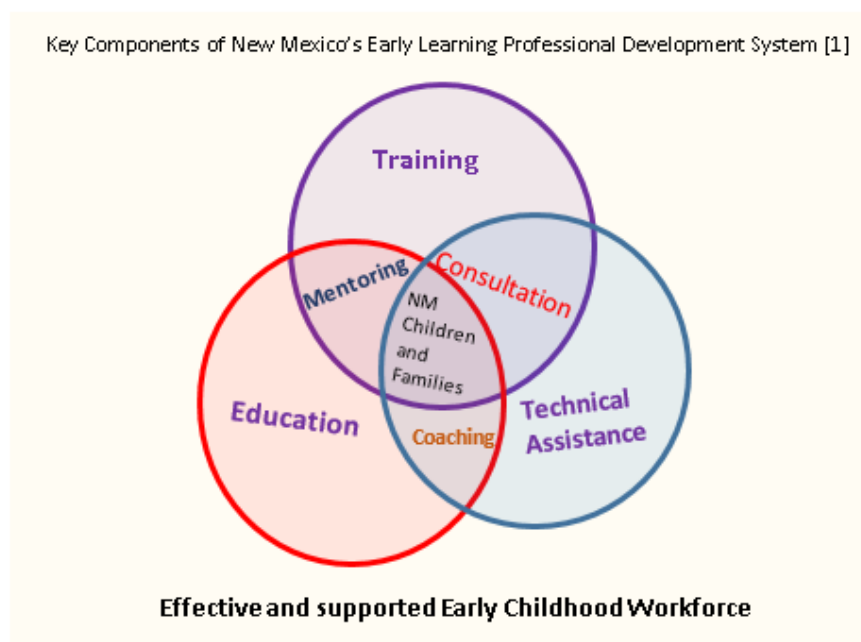
Background

A skilled, knowledgeable, and energetic early care and learning work force is vital to prepare children for the future by providing richer, early childhood experiences, and meeting the needs of all New Mexico's young children and their families

The New Mexico Early Learning Guidelines serve as a framework to identify the professional development needed to support early childhood educators and support the development of young children's learning.

The New Mexico Professional Development System (PD) is made up of connected services and supports with a common goal to build an effective workforce. The goal is to raise quality in early care and education programs and retain effective educators by combining integrated PD and workforce strategies at the educator's program and system levels.

In New Mexico, the key components of early learning professional development include a variety of approaches such as formal education, training, technical assistance, coaching, consultation, mentoring, and communities of practice. The New Mexico Comprehensive Training and Consultation is the Foundation for New Mexico's Integrated and Responsive Professional Development System.



[1] Adapted from Early Childhood Education Professional Development: Training and Technical Assistance Glossary. Copyright © 2011 National Association for the Education of Young Children, National Association of Child Care Resource & Referral Agencies

II. Desired Outcomes and the Context of New Mexico Early Learning System

Context of New Mexico's Early Learning System

New Mexico's early learning system brings together individual programs serving young children and their families into a coordinated and aligned system. This system supports high-quality, comprehensive, community programs that work together with a common focus. New Mexico's early learning system ensures that each child has access to appropriate services and supports that acknowledge his/her uniqueness to succeed in school and in life. The system provides a strong foundation for children prenatally through kindergarten entry that is guided by a shared quality improvement framework for home visiting, early intervention, special education, Title I programs, child care, early Head Start, Head Start and PreK.

The New Mexico Early Learning System					
Ages					
PRENATAL	BIRTH TO ONE	ONE	TWO	THREE	FOUR TO KINDERGARTEN ENTRY
Home Visiting					
	IDEA Part C Early Intervention—NM FIT PROGRAM			IDEA Part B EC Special Education	
	Title I				
	Child Care				
Early Head Start				Head Start	
				NM Early PreK	NM PreK

Theory of Change

The goal of New Mexico's early learning system is to provide all children with access to high-quality Early Learning programs and is guided by the FOCUS shared quality improvement framework. The shared quality improvement framework articulates expectations for early childhood programs and professionals working across sectors to promote:

- 1) the full participation of each child (i.e., family engagement, inclusive practices, culture and language, social relationships);
- 2) research-based practices that promote children's growth, development, and learning; and
- 3) intentional leadership practices.

Early childhood programs and professionals will be supported in a variety of ways (i.e., professional development, coaching, training, higher education) to implement research-based practices that reflect these expectations and will enhance their skills and knowledge through a continuous quality improvement (CQI) process. Changes in practice among early childhood programs and professionals will promote children's development and enable each child, with the support of their family, to have an equal opportunity for success in school.

Desired Outcomes

Outcomes for Children: Each child will have the skills, knowledge, and dispositions to reach their full potential in school and in life.

Outcomes for Families: Each family is honored, valued, and supported as active participants in developing and implementing goals for their family and their child(ren). Each family is well-informed and empowered as active participants in this process.

Outcomes for Professionals: Each early childhood professional is supported in developing and demonstrating the knowledge and skills they need to successfully implement high-quality practices that support child and family outcomes. As a result, professionals experience increased job satisfaction, which in turn, reduces staff turnover.

Outcomes for Programs: Each early child program is able to support and sustain high-quality practices because it: (1) supports a stable and qualified workforce; (2) use data to engage in a Continuous Quality Improvement (CQI) process; (3) have the infrastructure and capacity to implement high-quality practices; and (4) leverages the collaborative partnerships they have built across agencies and sectors at a local level. As a result, programs are able to be responsive to the needs of their community, their staff, and the families and children they serve.

Outcomes for the New Mexico Early Learning System: New Mexico's Early Learning System is able to support and sustain high-quality practices because it: (1) supports a stable and qualified workforce; (2) uses data to engage in a Continuous Quality Improvement (CQI) process; (3) has the infrastructure and capacity to implement high-quality practices; and (4) leverages the collaborative partnerships built across agencies and sectors at the state level. As a result, the New Mexico Early Learning System is able to be responsive to the needs of communities, early childhood programs and professionals, and the families and children they serve.

III. The New Mexico Comprehensive Early Learning Training and Consultation Center

New Mexico Children, Youth and Families Department, Early Childhood Services (CYFD) designed The Early Learning Comprehensive Training and Consultation Center (NM-ELTCC) responsible for providing a continuum of Professional Development (PD) services to early care and education program staff based on program goals, preferences, needs, strengths and risk factors, utilizing the State of New Mexico Early Childhood Integrated Learning Approach as a frame for service delivery. Services provided by the Center must be:

- Flexible and designed to meet the needs of educators and communities.
- Inclusive of and responsive to the ethnic, cultural, racial, linguistic and socioeconomic diversity of families served.
- Ensuring that in addition to providing training and consultation services, the Center coordinates and collaborates with other key stake holders, identifying and sharing promising practices to address early childhood related, cross-sector system issues and to identify workforce development gaps and best practices.

Establishment of the New Mexico Comprehensive Early Learning Training and Consultation Center

Beginning SFY18, through an open and competitive State procurement process, CYFD is establishing the New Mexico Comprehensive Early Learning Training and Consultation Center (NM-ELTCC), with history of providing an effective and proven outcome training, technical assistance to early care and education programs, and with the experience in the field of family engagement, mental health, culturally relevant practices, curriculum, assessment and working with early care and learning programs.



The role of the New Mexico Comprehensive Early Learning Training and Consultation Center

Provide a responsive integrated Comprehensive Early Learning Training and Consultation System that includes: Training, Technical Assistance, Consultation, Mentoring, Coaching and Verification services for early care and learning programs in New Mexico.

The Center will develop a regional structure across the state that supports consistency in program standards, implementation, coordination with the New Mexico Early Learning Cross-Sector system within the regions, and provide a responsive professional development programming that can be individualized based on the unique needs of educators, programs and the community.

The role of the Early Learning Training and Consultation Center is to organize and facilitate learning experiences that respond directly to needs in practice.

Conceptualizing these experiences as four intersecting components (the “who,” the “what,” the “how,” and most important the “why”), will be used as the framework for planning and evaluating professional development services provided by the New Mexico Early Learning Training and Consultation Center.

The “Who”

Practitioners, who vary widely with respect to their qualified professions, experience, race, culture, and ethnicity, serve children and families who are themselves diverse in many respects.

The early childhood workforce constitutes a group of professionals who are widely diverse with respect to their roles (e.g., teachers, teaching assistants, care providers, paraprofessionals, disability specialists, consultants, technical assistance providers, family support providers, administrators); organizational affiliations (e.g., Head Start, child care, pre-kindergarten, preschool, and public school programs); qualifications, education, and experience; and racial, ethnic, socio-economic, cultural, and linguistic characteristics. They serve diverse young children who vary widely in terms of their abilities, race, ethnicity, socio-economic status, culture, and language.

Professional development efforts must consider the characteristics and organizational contexts of both the providers and the learners. Families of young children are essential partners in all aspects of early education and intervention, including professional development. Families can play key roles as both recipients and providers to enrich professional development for all learners. The role of families will be acknowledged in planning, delivering, and evaluating professional development.

The “What”

The Professional Competencies established by the State (New Mexico PreK Standards, New Mexico FOCUS Criteria, New Mexico Child Care Licensing requirements, New Mexico Home Visiting Standards, Head Start Performance Standards, etc.) will define the consultation and technical assistance services that will be provided in conjunction with the accountability and Continuous Quality Improvement efforts of the state. These competencies define what trainers, consultants and technical assistance providers should know and be able to do when identifying the content of the professional development, including:

Strategies for collaborating and communicating with early childhood teachers and providers based on effective models of consultation and technical assistance,

High quality early childhood practices and specialized instructional strategies (including tiered approaches) that are matched to children’s individual needs and that supported professional- family partnerships,

Information on program quality standards and the state’s QRIS criteria, including provisions related to serving children with disabilities and their families, and Knowledge and skills related to measuring and documenting both general program quality and quality inclusive practices.

The “How”

To ensure that trainers, consultants and technical assistance providers acquire core knowledge and skills and have the support they need to implement high quality technical assistance services, New Mexico has developed a standardized and centralized approach to professional development.

Intensive professional development opportunities have been designed to ensure that participants understand program quality standards, recommended early childhood practices (both general and specialized), methods of documenting program quality, and effective models for working collaboratively with early childhood practitioners in a variety of programs and settings.

These opportunities include but are not limited to:

1. Orientation to the New Mexico Comprehensive Training and Consultation System: What to Expect
2. Access to the New Mexico Early Childhood Training and Consultation Hub
3. Integrated Learning Approach intensive courses
4. The NM Pyramid for Social-Emotional Support, Module training
5. Dual Language Learners training
6. Infant Mental Health Association Endorsement Process
7. Circle of Security
8. Other opportunities depending on system needs including Communities of Practice

The “Why”

Early childhood is a period of both great opportunity and vulnerability. Early childhood experiences set the stage for later health, well-being and learning. In recent years, a growing body of research has demonstrated the strong link between young children’s social-emotional competence and their cognitive development, mental health and school success.

Regional Early Learning Consultation Hubs - Composition

The New Mexico Comprehensive Early Learning Training and Consultation Center will be comprised of five (5) Regional Early Learning Consultation Hubs plus satellite sites that will ensure coordination, alignment and responsiveness to each early learning program in New Mexico, paying special attention to underserved and un-served communities. The Regions have been identified as follows:

1. Las Cruces
 - a. Dona Ana
 - b. Hidalgo
 - c. Luna
 - d. Grant
 - e. Sierra
 - f. Lincoln (Satellite)
 - g. Otero (attached to satellite)
2. Albuquerque
 - a. Bernalillo
 - b. Valencia
 - c. Socorro
 - d. Torrance
 - e. Guadalupe
3. Española
 - a. Rio Arriba
 - b. Los Alamos
 - c. Santa Fe
 - d. San Miguel
 - e. Mora
 - f. Taos (satellite)
 - g. Colfax (belongs to Satellite)
 - h. Union (belongs to Satellite)
 - i. Hardin (belongs to Satellite)
4. Gallup
 - a. McKinley
 - b. San Juan
 - c. Cibola
 - d. Catron
 - e. Sandoval (satellite)
5. Clovis
 - a. Curry
 - b. Quay
 - c. De Baca
 - d. Roosevelt
 - e. Chavez
 - f. Eddy (Satellite)
 - g. Lea (belongs to Satellite)

Satellites: Under the guidance of CYFD, satellites shall be established under the Regional Early Learning Consultation Hubs, to ensure coordination and outreach to underserved communities.

1. Ruidoso
 - a. Lincoln
 - b. Otero
2. Taos
 - a. Colfax
 - b. Union
 - c. Hardin
3. Rio Rancho
 - a. Sandoval County
4. Carlsbad
 - a. Eddy
 - b. Lea

Note: Locations identified in this section are subject to change.

Regional Early Learning Consultation Hubs – Primary Activities

Provide a responsive integrated Comprehensive Early Learning Training and Consultation System that includes: Training, Technical Assistance, Consultation, Mentoring, Coaching and Verification services for early care and learning programs in New Mexico.

In summary, the New Mexico Comprehensive Early Learning Training and Consultation Center is responsible for the overall activities of:

1. Provide Training to Child Care Programs.
2. Provide Technical Assistance to 1-STAR Child Care Programs.
3. Provide onsite consultation to 2-STAR Child Care programs.
4. Provide onsite FOCUS coaching and consultation to 2+ to 5 STAR programs.
5. Provide onsite FOCUS PreK coaching and consultation to CYFD NM PreK Programs in the implementation of FOCUS and the New Mexico PreK Program Standards.
6. Provide Verification for FOCUS programs achieving a STAR Level.
7. Provide Mental Health – Social and Emotional coaching and onsite consultation.
8. Provide training, consultation and support to agencies working with FOCUS Registered Providers Pilot (FOCUS –R).



Regional Early Learning Consultation Hubs – Team Functions

The five (5) Regional Early Learning Consultation Hubs and the sites that conform the New Mexico Comprehensive Early Learning Training and Consultation Center will ensure coordination, alignment and responsiveness to each early learning program in New Mexico, paying special attention to underserved and un-served communities.

Each Regional Early Learning Consultation Hub shall be staffed by a team of a Regional Generalist, Mental Health Consultant (s), Inclusion Specialist(s), DLL Specialist(s), Trainers, Coaches, Consultants and Verifiers.

Depending on the regional and local needs, an individual member of the Regional Early Learning Consultation Hub may serve several roles ensuring continuity of support in a Trans-disciplinary Approach to training, technical assistance, coaching and consultation.

The Regional Early Learning Consultation Hub Team must demonstrate an understanding of the service areas and demonstrate the ability to respond to the cultural, linguistic and socio economic needs of those areas. Ensuring an understanding and implementation of nationally accepted best practices for training and consultation.

The staffing pattern will depend on the size of the region ensuring programs have a responsive support to meet their needs. The structure and functions of the Regional Early Learning Consultation Hub Team includes:

Regional Generalist to serve as the main contact for the Regional Early Learning Consultation Hub.

- Serve as the liaison between Child Care Licensing, Child Care Subsidy, Family Nutrition Program, Family Development Program, PreK (PED and CYFD program) Individuals with Disabilities Education Act (IDEA Part C Early Intervention, IDEA 619) Preschool program, Head Start and Home Visiting programs at the regional and state levels.
- Participate in regional Multidisciplinary meetings with CYFD Early Childhood Services regarding licensing issues and program support.
- Participate in regional and community early childhood-related advisory groups, planning committees or workgroups that lead to a coordinated and aligned early learning system at the regional and state levels.
- Participate in statewide meetings with other regions, CYFD, cross sector, and other related meetings as requested by the Agency.
- Ensure coordination and alignment for training, technical assistance, coaching and consultation within the counties served as well as the statewide system, allowing for the uniqueness and reality of each community.
- Manage the responsive consultation process ensuring that the individuals providing consultation, training, verification and coaching in the region meet the needs of the programs in a seamless approach. Avoiding duplication and gaps in support to programs.
- Provide Case Management for each participating early care and learning program and:
- Assess the level of support ensuring a Trans-disciplinary Approach to training, technical assistance, coaching and consultation.
- Deploy as needed, specialists that will support program's specific needs: such as Mental Health Consultation, Inclusion Specialists and Dual Language Learners specialists to early care and education programs within the region.

Mental Health Consultant(s) with experience and knowledge in early childhood development, social-emotional development and support for young children and their families. Using the New Mexico Pyramid Model:

- Support programs in the implementation of FOCUS Social-Emotional supports;
- Training and staff development activities to build providers' knowledge of mental health issues in infancy and early childhood;
- Provide tools that programs can use to support the social-emotional development of young children;
- Provide observation of children and classrooms, classroom management support, and modeling and coaching;
- If necessary, with parental consent, provide referrals and follow-up for children and families to community-based early childhood mental health services;
- Provide parent training related to attachment, social-emotional support.

Inclusion Specialist(s) with experience and knowledge in early childhood development, special education: (IDEA Part C and IDEA Part B 619), and support for young children with developmental delays, established conditions and disabilities and their families. Using the New Mexico Full Participation Model:

- Support programs in the implementation of FOCUS Inclusive Practices.
- Training and staff development activities to build providers' knowledge of Inclusion in early childhood programs to support the right of all children, regardless of abilities, to participate actively in natural settings within their communities.
- Coordinate with coaches and consultants working with the program to ensure full participation of children with developmental delays or disabilities.
- Observation of children and classrooms, classroom management support, and modeling and coaching.
- If necessary, with parental consent, provide referrals and follow-up for children and families to community-based IDEA Part C or IDEA Part B services.
- Provide parent training related to advocacy and support for children with special needs.

DLL Specialist(s) with experience and knowledge in early childhood development, language development, early literacy, family engagement and cultural supportive practices.

- Support programs in the implementation of FOCUS Culture and Language including Support for Dual Language Learners.
- Training and staff development activities to build providers' knowledge of Culture and Language including Support for Dual Language Learners.
- Coordinate with coaches and consultants working with the program to ensure full participation of children who are Dual Language Learners.

- Observation of children and classrooms, classroom management support, and modeling and coaching.
- Provide parent training related to the importance of language development while supporting the home language.
- Participate in community outreach activities to promote educational and family engagement initiatives and activities.

Trainers, Consultants, Coaches and Verifiers that will provide services in a continuum basis from the beginning of the program's involvement in the system through the graduated support in the FOCUS Program including maintenance and support for PreK programs. Provide Training to Child Care Programs.

1. Child Care Program Recruitment Activities
2. Provide Technical Assistance to 1-STAR Child Care Programs.
3. Provide onsite consultation to 2-STAR Child Care programs.
4. Provide onsite FOCUS coaching and consultation to 2+ to 5 STAR programs.
5. Provide onsite FOCUS PreK coaching and consultation to CYFD NM PreK Programs in the implementation of FOCUS and the New Mexico PreK Program Standards.
6. Provide Verification for FOCUS programs achieving a STAR Level.
7. Provide training, consultation and support to agencies working with FOCUS Registered Providers Pilot (FOCUS –R).

IV. The State of New Mexico Early Childhood Integrated Learning Approach.

The Children Youth and Families Department, Early Childhood Services (CYFD), ensures that The Early Learning Comprehensive Training and Consultation Center implements an approach for training and consultation accountable to best practices in adult learning.

In 2016 CYFD, launched an initiative designed to enhance current training and consulting within the Early Childhood Learning System: *The State of New Mexico Early Childhood Integrated Learning Approach*. This initiative, led by CYFD, involved trainers and consultants from all of New Mexico Early Learning Sectors.

The goal was to build upon the strong foundation each of the participants has been working over the last number years. This approach draws upon what is currently used, current approaches to training and consulting and amplify what is working well and to make important shifts in areas where barriers or challenges may exist.

The work has been guided by two consultants from Global Learning Partners (GLP) (<http://www.globallearningpartners.com/about>), including the New Mexico adaptation of the Dialogue Education™, that focuses on the learner and their learning as the framework to helping both individuals and programs use current strengths as a springboard for growing into their vision and potential for the future. The goal is to create a learning atmosphere that is safe and respectful, where participants are both challenged and supported to maximize learning, and as a result, experience a higher, more organic retention of skills and knowledge for the long-term.

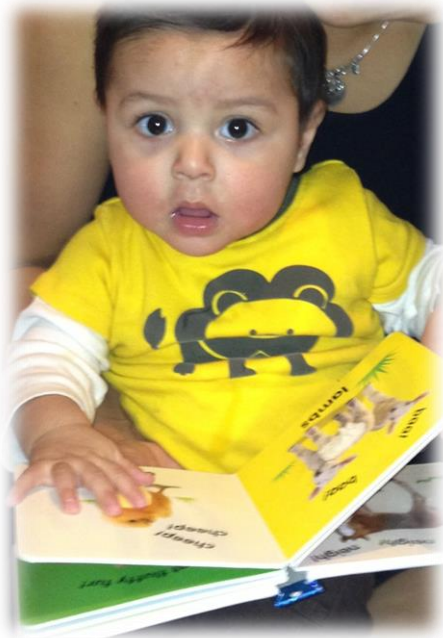
New Mexico adopted the principles and practices of Dialogue Education as the foundation for the New Mexico Early Learning Integrated Learning Approach. These principles and practices are expected to be implemented as the approach for the New Mexico Comprehensive Early Learning and Consultation System.

The 10 Principles at the Heart of Dialogue Education

1. Learning needs and resources assessment to ensure the workshop is responsive to the learner's specific challenges and objectives
2. A safe environment and process for all types of learners and learning needs
3. Content sequence and learning reinforcement that continuously support learners in reaching their goals
4. Active learning through praxis: the synthesis of action enriched by reflection, or learning by doing
5. Respect for each unique learner as the focus of their own learning
6. Addressing all three learning domains: cognitive (ideas), affective (feelings) and psychomotor (actions)
7. Workshop design that gives learners an immediate experience of their desired learning
8. Collaboration through teamwork, small groups and pairs for lively interaction, discussion and purposeful dialogue
9. Content and methods that keep people immersed and engaged in the learning experience
10. Mutual accountability: the instructor's accountability to the learners, and the learners' accountability not only to the instructor but – most importantly – to themselves

The 6 Practices of Dialogue Education

1. [8 Steps of Design](#): Each learner's needs influence how we design and structure each step of every learning event.
2. Learning tasks: An immersive approach that maximizes results by guiding learners to: reflect on their own experience; actively engage with the workshop content and apply it immediately; and review the relevance of what was just learned and how it applies to each learner's own situation.
3. Achievement-based objectives (ABOs): These give learners concrete terms for understanding their actions and progress in each phase of the learning event. We use [Bloom's taxonomy](#) of cognitive learning to define each objective so learners know exactly what they will have accomplished with the content during the learning event (e.g. solved, categorized, diagrammed, developed, evaluated).
4. Recognizing and supporting different learning styles: For each individual's best results, our methods and content are designed to work with each preferred learning style and strength (visual, auditory or kinesthetic), learning domain (cognitive, affective or psychomotor), and multiple intelligences.
5. Weaving, waiting and affirming: Our facilitators use these and other techniques to facilitate a safe and respectful atmosphere where each learner is valued and supported, and therefore open to his or her own possibilities.
6. Warm-ups, safe feedback, synthesis, and evaluation: All are integral practices built into the learning experience to maximize each learner's results.



V. Training, Consultation and Verification Implementation

In alignment with best practices and national research, implement a comprehensive integrated and responsive Comprehensive Early Learning Training and Consultation System to support programs across all early care and education settings. With the goal of implementing a coordinated and integrated Professional Development system to ensure that early childhood educators are highly effective in supporting the development and learning needs of each and every child participating in CYFD early learning programs

Purpose

The New Mexico's Integrated and Responsive Comprehensive Early Learning Training and Consultation System ensures that:

There is coordination and integration of professional development across various sectors of the early childhood system.

There is an identified common set of professional competencies and standards for a diverse group of practitioners.

There is an implementation of various professional development approaches and matching learning opportunities with the characteristics and needs of the learners.

There is a process to evaluate the impact of the professional development system and key components on improving professional practices and producing positive child and family outcomes.

Goal

Develop and implement a comprehensive Professional Development System for New Mexico Early Learning educators ensuring that every child participating in New Mexico early care and learning programs is supported by qualified, caring and stable workforce. The professional development will focus specifically to training and technical assistance. Technical Assistance, Consultation, Coaching and Verification must:

- a) Be designed using evidence-based best practices, consistent with the principles of adult learning, and structured to promote linkages between research, theory, and practice.
- b) Address the continuum of young children's abilities and needs.
- c) Respond to each learner's background (including cultural, linguistic, and ability), experiences, and the current context of her role and professional goals.
- d) Include tools and resources to ensure early learning programs have the necessary tools to succeed.

Ensure that all training and consultation follows the New Mexico (NM) Early Childhood Integrated Learning Approach.

Work collaboratively at the local, regional and state levels to support the establishment of a comprehensive and aligned quality early care, education and family support system that is equitably available to all children and their families in New Mexico.

A. Training

Provide Training to early care and education programs in New Mexico addressing New Mexico's Common Core Content and Competencies.

Provide Face-to-Face, Webinars, onsite training, regional meetings and online training in the following areas to early care and education programs in New Mexico.

Guidelines:

Training sessions will be scheduled based on the needs and readiness of individual programs and may occur during the day, in the evening or on weekends. All training must follow the New Mexico (NM) Early Childhood Integrated Learning Approach.

Programs must be informed via newsletter, meetings and other outreach efforts about scheduled trainings in their communities.

Training session locations should be selected based on the following:

- 1) The needs and preferences of participants,
- 2) Availability and capacity of training venues, and
- 3) Cost effectiveness.

Trainers are encouraged to offer joint training sessions for clusters of programs when possible.

Training must be prioritized on the topics identified in Section A-1 "Training Topics", however, training can be added based on the needs of the programs in each community. While timing of training sessions will vary greatly according to individual program needs, consistency of training content across the state is extremely important.

Trainers must ensure the following happens at EACH training session:

- Participants sign in and out
- Participants complete the Training Evaluation Forms
- Consultants distribute Training Certificate to participants
- Consultants reflect at the conclusion of each training session using the Trainer Reflection Questions
- Sign-in sheets and Training Evaluations are to be turned in to the Training and Consultation Hub within three (3) working days of the time the trainings takes place.
- The Trainer Reflection forms are to be turned in to the Regional Liaison within 3 working days of the time the training takes place. Trainers will send the Demographic Training information for the previous month to the Training and Consultation Hub by the 7th day of the month following the training.

A-1 Training Topics

Provide Face-to-Face, Webinars, onsite training, regional meetings and online training in the following areas to early care and education programs in New Mexico.

1. Forty-five (45) Hour Training addressing New Mexico's Common Core Content and Competencies.
2. How to Start Child Care
3. Health and Safety in early learning programs
4. Child – Responsive caregiving/Classroom Management
5. Environments
6. Social-Emotional Support, Pyramid Framework
7. Inclusion/Individualized Teaching
8. Introduction to New Mexico Early Learning Guidelines
9. Orientation to FOCUS
10. FOCUS required training
11. PreK required training
12. Continuous Quality Improvement in Early Learning Settings
 - a. Design and develop an annual NM Early PreK/PreK and FOCUS Training Calendar for each contract year.
 - b. Plan, develop, coordinate and deliver up to twelve (12) New Mexico Early PreK/PreK and FOCUS - CQI Trainings to include: arranging dates, times, training space, training teams, registration of participants, as well as providing training content including agendas and slides, training information to Early PreK/PreK programs, training supplies, materials, sign-in sheets, evaluations, AV equipment and travel reimbursement within budget allotments per travel policy.
 - c. Ensure that the training on CQI focuses on items related to teachers/child interactions and using the tools for self-assessment and to support a continuous quality improvement process.
 - d. Follow up on NM Early PreK/PreK and FOCUS CQI training topics and goals for classrooms during regularly scheduled consultation visits.
 - e. Design and develop an annual NM Early PreK/PreK and FOCUS Training/Meeting Calendar for each year supported by this contract, which includes NM Early PreK/PreK and FOCUS Observational Assessment Tools Trainings and Administrator Meetings.
 - f. Plan, develop, coordinate and deliver NM Early PreK/PreK and FOCUS Observational Assessment Tools Trainings for teachers new to NM Early PreK/PreK and FOCUS, internal support staff and administrators in CYFD NM Early PreK/PreK and FOCUS classrooms to include: arranging dates, times, training space, training teams, registration of participants, as well as providing training content including agendas and slides, training information to NM Early PreK/PreK and FOCUS programs, training supplies, materials, sign-in sheets, evaluations, AV equipment and travel reimbursement within budget allotments per travel policy.
13. Provide at least one workshop at each Regional Early Care and Education Conferences (RECEC) in any of the topics listed in this section in collaboration with the CACFP

B. Technical Assistance to 1-STAR Child Care Programs

At least quarterly, provide onsite technical assistance to 1-STAR Child Care Programs in the following areas:

1. Health and Safety Standards
2. Child – Respectful Relationships and Responsive caregiving/Classroom Management
3. Environments
4. Social-Emotional Supports

The Technical Assistance Consultant will work with teachers and directors/administrators, spending time observing and modeling in classrooms and providing feedback and recommendations for program improvement and compliance with state regulations.

C. Onsite Consultation to 2-STAR Child Care Programs

At least quarterly, provide onsite consultation to 2-STAR Child Care Programs in the following areas:

1. Health and Safety
2. Introduction to Early Learning Guidelines
3. Child – Respectful Relationships and Responsive Caregiving/Classroom Management
4. Social-Emotional Support



-
5. Inclusion/Individualized Teaching
 6. Environments
 7. Orientation to FOCUS

D. Onsite FOCUS Coaching for 2+ to 5 STAR Child Care and PreK Programs

Provide onsite FOCUS coaching to 2+ to 5-STAR programs. *For PreK Programs participating in FOCUS, coaching and consultation shall be based on FOCUS NM PreK standards and coordinated within the regional early learning system.*

Transition Support Services, Responsive Coaching and Consultation for 2+ to 5 STAR Programs and Graduate Support will be provided by the same consultant in order to ensure continuity of support and alignment in the implementation process. For PreK Programs, this Consultant will serve as PreK Consultant as well (*See Section E*).

D-1 Transition Support Services for programs entering FOCUS

Provide support to programs entering into New Mexico FOCUS. The goal of the Transition Process is to gain more information about a program wanting to participate in FOCUS, and determine readiness to participate in FOCUS training and consultation process.

The following will be completed in the FOCUS Transition Process:

- 1) All programs complete online FOCUS Application and FOCUS Entry Survey
- 2) Completed FOCUS Application and FOCUS Entry Survey is reviewed by CYFD- Office of Child Development Quality Assigned Team member (OCD) and the Training and Consultation Center assigned Team member
- 3) A Courtesy visit to review FOCUS criteria and complete Transition Questionnaire
- 4) Program Begins FOCUS Transition Process
- 5) Program is selected for FOCUS Cohort and begins receiving onsite consultation and support

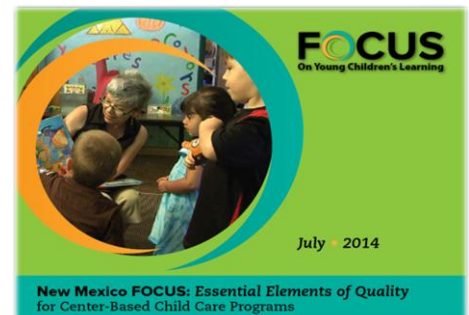
D-2 Responsive Coaching and Consultation to 2+ to 5 STAR Programs

Provide at least monthly onsite coaching and consultation to 2+ to 5-STAR programs on the Essential Elements of Quality:

1. Provide practice-based coaching and consultation to teaching staff;
2. Provide practice-based coaching and consultation to directors and coordinators; and
3. Provide enhanced support for high needs programs.
4. NM FOCUS Consultants-coaches must focus their efforts on promoting teacher success in implementing the NM Authentic Observation Documentation and Curriculum Planning Process and addressing the elements of NM Curriculum.
5. Provide program consultation support, training and technical assistance to the NM FOCUS Programs in New Mexico by conducting consultant visits, statewide training sessions based on the FOCUS Consultation-coaching guidelines, utilizing New Mexico Integrated Learning Approach principles and coordinating the child assessment process.
6. Help to coordinate and deliver at least one (1) regional NM FOCUS Administrator Meetings for administrators in NM FOCUS classrooms by: arranging dates, times, training space, training teams, registration of participants, to NM FOCUS programs, training supplies,

materials, sign-in sheets, evaluations, AV equipment and travel reimbursement within budget allotments per travel policy.

7. Ensure coordination with PreK Administrators meeting.
8. Prepare and provide materials for NM Observational Assessment Tools onsite Training and Administrator meetings including proofing printed material, gathering materials, etc.
9. Follow up on training topics during regularly scheduled consultation visits.
10. Provide enhanced/additional training and administrator meetings for programs identified to receive Differentiated Consultation and Support services with priority given to programs located within the Early Childhood Investment Zones.
11. Provide onsite enhanced/additional support services with priority given to programs located within the Early Childhood Investment Zones ensuring that the support aligns with each programs current level. Conduct consultant visits, targeted training sessions based on individual Continuous Quality Improvement Plans, and coordinating the child assessment process.
12. Provide intensive coaching which includes side-by-side practice and modeling, video review and feedback, and promote peer learning communities.
13. Utilize video consultation, provide training in the use of video as a tool to improve practice NM FOCUS programs.
14. Collaborate with NM FOCUS Leadership Team in case management and designation of the level of support for each FOCUS classroom.
15. Conduct a technology survey in every FOCUS classroom to determine the capacity for virtual consultation.
16. Subcontract with a consultant with knowledge and expertise in video-based practices in early childhood settings to develop and deliver training on video based consultation. Obtain written approval from the Agency for all subcontractors prior to commencement of work.
17. Provide training on how to use video recording technology, video sharing and Continuous Quality Improvement.



D-3 Graduate Support to Programs achieving their FOCUS STAR Level

The FOCUS Graduate Support Services is designed to help programs maintain their progress and quality rating once they have reached their desired goal and decide to graduate.

Primary support is for the Program Designee to maintain FOCUS Criteria. The visits to the program will be announced and the work will be guided by a sustainability plan created by the program and the FOCUS Consultant. Support can include, but is not limited to classroom support and continuous quality improvement (CQI). Focus Graduate Support Services is voluntary, and programs may choose not to participate.

Programs that reach their FOCUS star level and deny Graduate Support Services are expected to maintain their current STAR Level. Verification visits will be taking place once a year. FOCUS Designee's are to ensure all FOCUS Requirements are being met.

Programs may apply at a later date for FOCUS Graduate Support Services however there may be a waitlist and other limitation to services.

The FOCUS Graduate Support includes:

1. Limited services (quarterly visits for 1 year)
2. Aimed at passing annual FOCUS Verification
3. Voluntary, programs can choose not to participate in Graduate Support Services while still maintaining FOCUS Criteria
4. One year period and upon request following
5. Announced visits
6. Work is guided by using a jointly created Sustainability Action Plan.
7. Programs leaving FOCUS have agreed to be primarily responsible for maintaining their FOCUS STAR Level
8. Primary support is for the Program Designee to maintain FOCUS Criteria
9. Services can include classroom support
10. For PreK Programs, Consultation will continue to ensure compliance with FOCUS and PreK Program Standards

The Process

Each FOCUS Program achieving their goal, will receive a letter from the department detailing this service and the process for participation as part of the exit meeting.

Timelines:

1. During the time frame a program is determining if they would like to receive Graduate Support Services their consultant will provide information describing the services.
2. By the end of 30 days from the date that the Verification is completed, programs will inform their Consultant of their decision to Graduate.

3. Sixty (60) days:

By the end of 60 days:

- Consultant will work with program to complete exit interview
- Consultant will use the approved FOCUS Exit Letter of Agreement form as referral form for Graduate Services
- Consultant ensures documentation is sent to NM-ELTCC Regional Liaison for tracking purposes

4. Ninety (90 days):

- Within the final month of the 90 day limit (between day 60 and day 90) the Consultant will initiate the graduate support with an initial visit to:
 - Review of the Sustainability Plan form (completed jointly by the Consultant and FOCUS Designee before the final FOCUS Consultation visit).
 - Review Exit letter/roles of Graduate Support

5. The Transition visit will be documented on Site Visitation Report and tracked on the FOCUS Graduate Support Services Tracking Report by the NM-ELTCC Regional Liaison.

6. Consultant will contact FOCUS Designee for the first quarterly visit after the initial visit. If the FOCUS Designee is unresponsive after initially accepting FOCUS Graduate Support Services, contact will be attempted using the common contact protocol (3 emails, 2 phone calls, 1 unscheduled visit when in community).

7. If a program initially declined FOCUS Graduate Support Services, the Consultant will not begin support services during the annual verification process (the 30 days' time frame when corrections are made).

8. Active FOCUS Graduate Support Programs will continue to receive services through the annual 30 day verification as needed. Service during a 30 day annual re-verification review, at the Director's request, could consist of one consultation visit and development of an action plan for the Consultant to work on with staff in order to meet items specified as NOT MET at verification.

FOCUS CQI Process for Programs



E. Onsite PreK Consultation to CYFD NM PreK Programs

In accordance with the CYFD, NM PreK Program Standards, FOCUS Criteria, NM Early Learning Guidelines, the NM PreK Observational Assessment Tool, the NM PreK Curriculum Policy Brief, ECERS-R and ECERS-E tools, provide onsite FOCUS PreK training, coaching and consultation to CYFD NM PreK Programs.

NM PreK Consultants must focus their efforts on promoting teacher success in implementing the NM PreK Authentic Observation Documentation and Curriculum Planning Process and addressing the elements of NM PreK Curriculum.

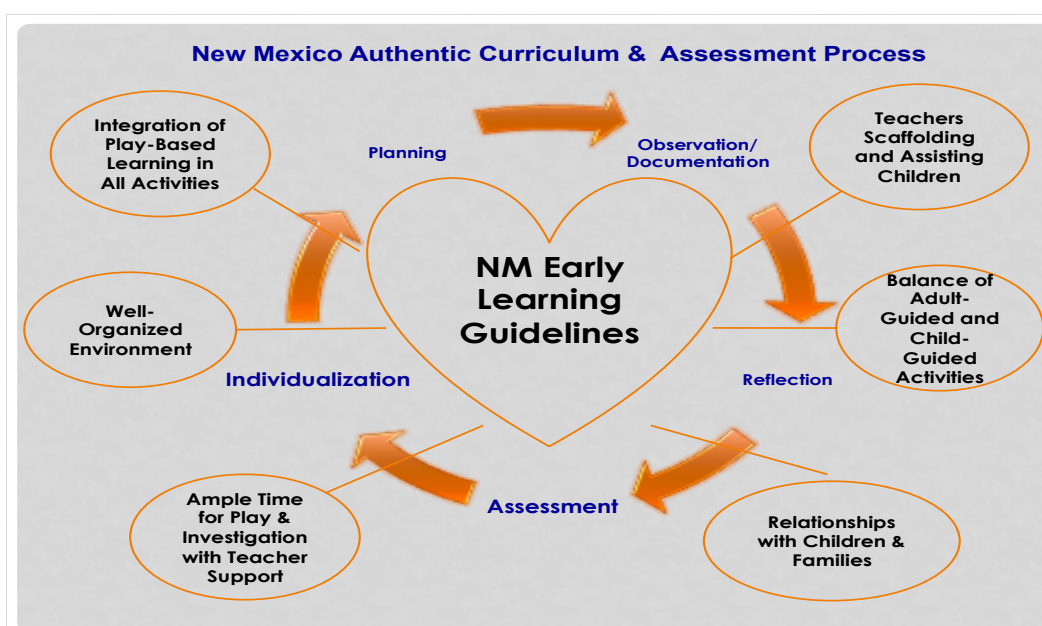


Figure 1- The New Mexico Authentic Observation Documentation Curriculum Planning Process

1. Provide program consultation support, training and technical assistance to the CYFD funded Early PreK/PreK Programs in New Mexico by conducting consultant visits, statewide training sessions based on the PreK Consultation Annual Plan, utilizing New Mexico Integrated Learning Approach principles and coordinating the child assessment process.
2. Assist with the coordination and delivery of at least two (2) NM Early PreK/PreK Administrator Meetings for administrators in CYFD Early PreK/PreK classrooms by: arranging dates, times, training space, training teams, registration of participants, to Early PreK/PreK programs, training supplies, materials, sign-in sheets, evaluations, AV equipment and travel reimbursement within budget allotments per travel policy.
3. Prepare and provide materials for NM Early PreK/PreK Observational Assessment Tools onsite Training and Administrator meetings including proofing printed material, gathering materials, etc.
4. Follow up on training topics during regularly scheduled consultation visits.
5. Provide enhanced/additional training and administrator meetings for programs identified to receive Differentiated Consultation and Support services with priority given to programs located within the Early Childhood Investment Zones.
6. Provide onsite enhanced/additional CQI training for programs receiving Enhanced Support Services with priority given to programs located within the Early Childhood Investment Zones.
7. Utilize video consultation, provide training in the use of video as a tool to improve practices to NM Early PreK/PreK.
8. Provide Enhanced Support Services, training and technical assistance to the state-funded Early PreK/PreK Programs in New Mexico that aligns with each programs current level of need and ability to sustain change by conducting consultant visits, targeted training sessions based on individual Continuous Quality Improvement Plans, and coordinating the child assessment process.
9. Collaborate with NM Early PreK/PreK Leadership Team in case management and designation of the level of support for each CYFD NM Early PreK/PreK classroom. Assign each classroom to the Foundational, Concentrated, or Maintenance category of differentiated consultation and training.
10. Conduct a technical survey in every CYFD NM Early PreK/PreK classroom to determine the capacity for virtual consultation.
11. Subcontract with a consultant with knowledge and expertise in video-based practices in early childhood settings to develop and deliver training on video based consultation. Obtain prior written approval from the Agency for all subcontractors prior to the commencement of work.
12. Provide training on how to use video recording technology video sharing and Continuous Quality Improvement.

F. Verification for FOCUS Programs Achieving a STAR Level

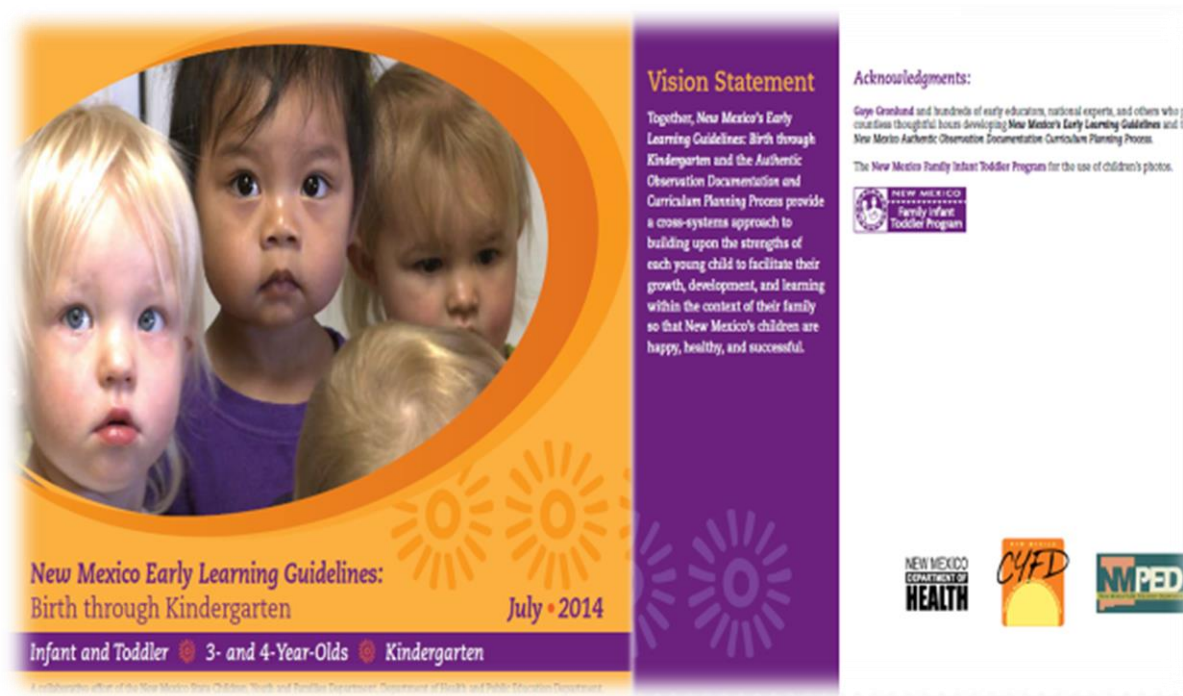
Onsite verification utilizing the “OIR” (to hear) approach and the CYFD approved Verification tools.

The Verifier may be a Trainer-Consultant within the Region or from another Region that has not been working directly with the program as a trainer, coach or consultant.

Verification site visit must take place within 10 days of program establishing a readiness process in accordance with Verification Procedures and Tools.

1. **Observation:** Observe classroom activities, strategies, environment utilizing the CYFD approved observation tool.
2. **Interview:** Interview directors, administrators, coordinators, educators, parents and community partners utilizing the CYFD approved interviewing protocol.
3. **Review:** Review lesson plans, child portfolios CQI goal setting records, family participation, etc. utilizing the CYFD approved record review protocol.

Results of Verification will be submitted to CYFD within 10 days of concluding the verification visit



G. Mental Health-Social Emotional Practice-based coaching

Social-emotional competence in early childhood is developed and enhanced within consistent, attuned, safe and responsive interactions. The social-emotional dimensions include:

- a) self-confidence: being open to new challenges and willing to explore new environments,
- b) self-efficacy: believing that one is capable of performing an action,
- c) self-regulation/self-control: following rules, controlling impulses, acting appropriately based on the context,
- d) self-esteem: good feelings about oneself,
- e) persistence: willingness to try again when first attempts are not successful,
- f) conflict resolution: resolving disagreements in a peaceful way,
- g) communication skills: understanding and expressing a range of positive and negative emotions,
- h) empathy: understanding and responding to the emotions and rights of others,
- i) social skills: making friends and getting along with others, and
- j) morality: learning a sense of right and wrong. Each person has the opportunity to positively influence the child's development.

In order to be most effective, adults who spend time with young children must have the capacity for positive relationships along with sufficient knowledge of early childhood social and emotional development.

Provide onsite Mental Health – Social and Emotional coaching and consultation to child care programs both licensed and registered by CYFD.

Using the New Mexico Pyramid Model and other research-based practices:

- Support programs in the implementation of FOCUS Social-Emotional supports;
- Training and staff development activities to build providers' knowledge of mental health issues in infancy and early childhood;
- Provide tools that programs can use to support the social-emotional development of young children;
- Provide observation of children and classrooms, classroom management support, and modeling and coaching;
- If necessary, with parental consent, provide referrals and follow-up for children and families to community-based early childhood mental health services;
- Provide parent training related to attachment, social-emotional support.

- Provide enhanced support and coordination for programs serving children participating under Protective Services or At-Risk categories.

H. Consultation to Early Learning programs on supports for Dual Language Learners (DLL).

As cultural and linguistic diversity increases in the U.S., early learning programs are faced with a growing demand for effective services that support their diverse population. Children enter programs with a variety of linguistic backgrounds and a wide range of English language proficiencies. Children who are simultaneously developing skills in two languages (for example, their home language in addition to English) are often referred to as dual language learners (DLLs).

An increasing number of young children are exposed to more than one language from birth. Dual language learning has many benefits for children and families, including stronger connections to family and culture.

Although the early learning of more than one language has cognitive and social benefits for children, it also presents challenges for some children, particularly within learning environments primarily designed for English-speaking populations.

Understanding the role of families in the lives of young DLLs is very important in bridging the differences that exist between the home and the early education setting, as is understanding the wider socio-cultural context in which the families operate.

The Early Learning Training and Consultation Center must implement supports and consultation to programs that:

1. Demonstrate knowledge of how socioemotional development is influenced by the interrelationship of a child's first language and culture.
2. Demonstrate knowledge of the importance of teacher-child relationships in promoting positive socioemotional climate for DLLs.
3. Demonstrate knowledge of the importance of socioemotional development and its relationship to the stages of second language acquisition. These stages are: (1) use of first language, (2) quiet stage, (3) teleg
4. Demonstrate knowledge of the strategies that promote equitable social interactions related to language and cultural differences (e.g., provide language models that prevent language loss, demonstrate a respect for bilingualism and different cultural priorities, incorporates the strengths of the family culture).
5. Demonstrate knowledge of the importance of teacher/parent relationships for the positive socioemotional development of DLLs.

6. Maintain a commitment toward developing cultural responsiveness in the teaching of children from diverse linguistic and cultural backgrounds
7. Establish an ongoing commitment to building one's competency and knowledge level about teaching young Dual Language Learners

H-1- Consultation and Support for Dual Language Learners

Provide leadership consultation, coaching, and technical assistance to educators and family members working with Dual Language Learners (DLL).

Assist programs in the implementation of a cohesive Planned Language Approach (PLA) planning and decision making about language and early literacy practices. Individual teachers may have different levels of understanding and skill in key teaching practices. Instructional decisions such as these should be intentional, program-wide, and based on research.

1. Support programs with strategies to building respectful relationships with children and families.
2. Plan, prepare and deliver family engagement training and onsite consultation to programs.
3. Assist Program staff in developing a Planned Language Approach (PLA) Guide, incorporating the following proven strategies:
 - a. Research-based approaches to ensure that children close the achievement gap at an early age;
 - b. Early language and early literacy environments and experiences that are known to support children's long-term academic success;
 - c. Consistent and responsive family engagement in children's educational and social growth, especially in supporting the home language of DLLs ; and,
 - d. Careful and intentional implementation of research-based practices that can prevent reading failure and promote school success.
- e. The key components of PLA shall include:
 - i. Research Base in children's language development in one or more languages;
 - ii. Home Language Support as the foundation for developing English language skills;
 - iii. Strategies to Support DLLs to thrive in their home language(s) and English;
 - iv. Policies, Practices, and Systems that sustain language and literacy development throughout all aspects of the program;
 - v. Address the Big 5 for All

H-2- Address the Big 5 for all to Support Dual Language Learners

Although this process targets Dual Language Learners, these key elements of early language and literacy development needed for school readiness and success.

In order to be ready for school, young children who are dual language learners (DLLs) and those who speak English all require high-quality experiences in each of the Big 5—ALL day, EVERY day, EVERY child. The Big 5 are: Background Knowledge; Oral Language and Vocabulary; Book Knowledge and Print Concepts; Alphabet Knowledge and Early Writing; and Phonological Awareness.

Using research-based strategies and materials (CYFD approves the materials and strategies identified in the HHS/OHS link: <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/big-5.html>), the DLL Consultant will support program with specific research-based strategies that help infants, toddlers, and preschoolers develop key skills necessary for their later reading success.

The documents are organized into Strategies for Parents and Families and Strategies for Caregivers and Teachers. Each document includes examples of how the strategies are used in daily life and the consultant will assist the program staff in the implementation of those resources.



VI. Staff Qualifications and Staffing Patterns

The ability to establish a respectful and supportive relationship with educators of young children is inherent in successful professional development practices.

The Early Learning Training and Consultation Center must hire a director or manager that will be responsible for being the main point of contact or Project Investigator for the system.

The team **must** follow the staffing patterns as defined in Section III of this Manual.

The Early Learning Training and Consultation Center must recruit professionals with attributes that include but are not limited to:

1. Professional competence
2. Knowledge of child development and early childhood education
3. Relevant professional experience
4. Good communication skills
5. Supportive interpersonal skills

Qualifications:

Trainers, Consultants and Coaches:

Bachelor's Degree in Early Care and Education or related degree, including at least twenty-one semester hours of core early childhood education courses

1. At least three documented years' experience working with infants, toddlers or preschool children
2. Documented two years' experience of successfully providing technical assistance, training, coaching or consultation support
3. Documented three years' experience in the field of family engagement, mental health, culturally relevant practices, curriculum, assessment and working with early care and learning programs

Infant- Early Childhood Mental Health Consultant

Their role is to support Social Emotional Competence in Infants and Young Children, including support to reduce expulsion and suspension of young children from early learning programs.

Qualifications:

1. A master's degree in a mental health field or in a related human services field
2. Licensure in the consultant's specific mental health field (preferred; not required) or eligibility to obtain such license (preferred; not required)
3. Infant Mental Health Endorsement (or PDP to obtain within two years of hire – wiver requested to CYFD)
4. At least two years of post-master's experience in an area related to mental health, social-emotional development, early childhood, and/or early childhood education
5. The capacity to work within the culture and system of the service community in which consultation is delivered

In addition:

1. Within six (6) months of hire/contract, coaches must complete the Integrated Learning Approach intensive.
2. Within six (6) months of hire/contract, coaches must complete the NM Pyramid Module training.
3. Within six (6) months of hire/contract, coaches must complete the Dual Language Learners Module training.
4. Train, supervise, and evaluate performance of consultants/trainers. Relationship-based, practices, including primary consultation and trans-disciplinary approach practices.
5. Provide Field Supervision and accountability.
6. Provide Reflective practices

All contracted staff, sub-contracts and organizational structures must be verified and/or approved by the Agency.



VII. Program Integrity

The New Mexico Comprehensive Early Learning Training and Consultation Center (NM-ELTCC), is required to engage in management practices that ensure Program Integrity, Compliance, Collaboration and sustainability. To achieve this, the following activities must be performed and evaluated:

1. Ensure that FOCUS consultation information is entered into the identified data system and reports are generated as required by CYFD
2. Participate in Regional coordination and case management meetings with Child Care Licensing, Child and Adult Care Food Program (CACFP), Quality and PreK staff.
3. Coordinate with the learning Hub to ensure that all training is delivered to fidelity accessing online training and approved by the Agency.
4. Coordinate with early learning cross-sector programs training and consultation efforts to eliminate duplication and address gaps.
5. Attend monthly/quarterly NM Early PreK/PreK Leadership Team meetings, FOCUS Leadership meetings, and quarterly CYFD Office of Child Development Leadership Meetings.
6. Record and deliver meeting notes to Agency's Program Manager.
7. Track and report on consultant services and submit to Agency's Program Manager for review and acceptance.
8. Compile and deliver NM Early PreK/PreK, FOCUS and Child Care Training and Consultation Annual Report to the Agency Program Manager for review and acceptance.
9. Participate in the Agency's Ongoing Monitoring process to include: a) Observations of on-site consultation, training and technical assistance provided to programs; b) Interviews of consultants, management, PreK programs and families; c) Review of documents including but not limited to: consultation reports, site visitation notes, program support documents, financial records, or other required documents requested by the Agency.
10. Submit invoices on the approved and required format on a monthly basis to Agency's Program Manager.

VIII. Definitions

Age appropriate well-child check: A child's growth is more than just physical. Children grow, develop, and learn throughout their lives, starting at birth. A child's development can be observed by how they play, learn, speak, behave and move. Well-child visits allow health professionals to have regular contact with children to keep track of (or monitor) the child's health and development and share this information with the child's family. The American Academy of Pediatrics recommends that all children have a regular well-child visit at 2 to 5 days, 1 month, 2 months, 4 months, 6 months, 9 months, 12 months, 15 months, 18 months, 24 months, 30 months, 3 years, 4 years of age and one a year thereafter. Additional visits may be necessary if a child is at high risk for developmental problems due to preterm birth, low birth weight, or other reasons. FOCUS programs are required to show evidence that an age appropriate well-child visit has been completed by the family.

Ages and Stages Questionnaire: Social Emotional (ASQ: SE): The Ages and Stages Questionnaire (ASQ) is a developmental screening tool which provides a "snapshot" of a child's current level of development. It is a way to systematically screen infants and young children from one month to 5 ½ years of age for developmental and social-emotional delays. Early childhood education programs can use each age-specific ASQ questionnaire at intervals to watch for and catch developmental and social-emotional delays that may not be detected in a single screening. The ASQ screening tool has repeatedly been shown to correctly flag children who have delays and gives reliable and accurate results. The Ages and Stages Questionnaire: SE is a companion tool to the Ages and Stages Questionnaire that uses family reporting to screen the development of infants and young children. The tool was developed to monitor a child's development in the behavioral areas of self-regulation, compliance, communication, adaptive autonomy, affect and interaction with people. The ASQ questionnaires provide an opportunity for family involvement. The tools allow for screening children at 6 months, 12 months, 18 months, 24 months, 30 months, 36 months, 48 months, and 60 months of age.

Appropriate accommodations and modifications: These are plans and environmental accommodations for children with special needs or abilities (medical, educational, or behavioral) such as written plans, space arrangements, adaptation of materials, inclusion in age-appropriate self-help activities, and handling questions about differences. Adaptations permit children with disabilities or dual language learners to show what they know and can do (This definition is used in connection with children of diverse abilities. In support of the full participation of every child, appropriate accommodations and modifications are often made for all children).

Assessment and Curriculum: Assessment of children's development and learning is essential for early childhood educators and programs. It supports planning, implementation and evaluation of the effectiveness of the classroom experiences they provide. The most reliable and informative assessment process is the observation and documentation of children's participation in daily activities and routines. The information gained through authentic observational assessment, related to the New Mexico Early Learning Guidelines, is used to inform families and plan individualized activities and strategies to help each child grow and develop. The curriculum used in a classroom or family child care program can be defined as a plan for achieving the individual goals set for the children's development. These goals are typically set by early childhood educators in collaboration with children's families. Children have a

greater learning opportunity in programs where environments are well-planned and curriculum is an intentional process.

Authentic Observation: Seeks to observe children’s development, skills, and behavior naturally through their play and participation in daily activities and routines and does not include specifically planned activities that “test” children’s knowledge, abilities, or skills.

Coaching: is a relationship-based process led by an expert with specialized and adult learning knowledge and skills, who often serves in a different professional role than the recipient(s). Coaching is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal-setting and achievement for an individual or group

Common Core Content and Competencies are the educational and professional development basis in the state’s early childhood care and education system. By training all staff working in early childhood on the same Common Core Content and Competencies, a career lattice has been created which enables personnel to move both from one educational setting to another, and move up within one setting. The New Mexico Early Childhood Higher Education Task Force has identified seven Core Competencies within the Common Core Content. These competencies are addressed, at varying degrees of breadth and depth, in all early childhood coursework and training sessions in the state. The seven competencies are:

1. Child Growth, Development and Learning
2. Health, Safety and Nutrition
3. Family and Community Collaboration
4. Developmentally Appropriate Content
5. Learning Environment and Curriculum Implementation
6. Assessment of Children and Evaluation of Programs
7. Professionalism

Comprehensive self-assessment process: The FOCUS self-assessment process offers an opportunity for programs to reflect upon their current practices using the FOCUS Essential Elements of Quality and to utilize the self-assessment results to guide continuous quality improvement.

Consultation: is a collaborative, problem-solving process between an external consultant with specific expertise and adult learning knowledge and skills and an individual or group from one program or organization. Consultation facilitates the assessment and resolution of an issue-specific concern—a program-/organizational-, staff-, or child-/family-related issue—or addresses a specific topic.

Continuous Quality Improvement: Is a proven strategy to increase and sustain efforts to improve a program’s quality. *CQI* is considered to be an appropriate approach for a Tiered Quality Rating and Improvement System (TQRIS) because it provides a clear framework for programs that are moving from one level of quality to the next. *CQI* uses data to inform and guide a program’s efforts to improve their quality, thereby influencing positive outcomes for children. *CQI* is a four-step cycle:

- *PLAN* – establishing a plan of action by identifying, describing, and analyzing strengths and needs;

- *DO* – implementing the plan of action and making programmatic changes;
- *STUDY* – reflecting on the actions taken and learning from what has been done; and
- *ACT* – implementing successful changes into daily practice and determining what needs to be done next.

CQI relies on an organizational culture that is proactive, supports continuous learning, and is firmly grounded in the overall *mission, vision, and values* of a program. Perhaps most importantly, it is dependent upon the active inclusion and participation of everyone involved with the program -director, educators, board members, families, and FOCUS quality partners.

Curriculum Planning Process: The New Mexico Early Learning Guidelines are meant to be used at the core of the individualizing and curriculum planning process. In this process, observational assessment and developmentally appropriate curricular practices are integrated. The goal is happy, healthy children whose needs are being met by thoughtful, intentional, engaged early educators. The process begins with the early educator observing the child and documenting the observations. The early educator *watches and listens* with the New Mexico Early Learning Guidelines in mind. Then they *ask and wonder* about how the child is showing what she/he can do. The next step is to *reflect and plan* the best ways to support the child.

Based on the previous steps, the early educator implements the planned ways to support the child and begins the continuous cycle again by watching once more with the New Mexico Early Learning Guidelines in mind. The goal is for early educators in New Mexico to embed the Early Learning Guidelines into all that they do with young children. Then, as educators observe and document what they see each child do, they tie all of their documentation together for individualized curriculum planning so that each child can reach his or her fullest potential.

CYFD Comprehensive Early Learning Training and Consultation Manual: Means a guide for training, technical assistance and consultation to articulate a specific set of expectations regarding how a Comprehensive Early Learning Training and Consultation System should be implemented in the State of New Mexico. The Program Standards provide a common understanding of essential practices that must be delivered to achieve positive, measurable outcomes for early care and learning programs, children and their families. The Program Standards are grounded in research that tells us “positive early experiences lay a foundation for healthy development” (Shonkoff - Center on the Developing Child - Harvard University. N.p., n.d. Web. 22 Sept. 2010).

Data Collection Periods: Data will only be collected for Preschoolers. The two data collection periods for FOCUS are – September/October and April/May of each year.

Designation Renewal System (DRS): The Department of Health and Human Services (HHS) established the Designation Renewal System through regulation that became effective on Dec. 9, 2011. This regulation specifies seven conditions that HHS will consider when determining whether a Head Start grantee is delivering a high-quality and comprehensive program and, thus, whether the Head Start grantee may be renewed without having to compete for continued funding. In particular, if a Head Start grantee is found to meet any of those seven conditions during the time periods specified in the regulation, then that Head Start grantee will be required to compete for continued funding. For more detailed information, see [Section 641\(c\)\(1\) of the Head Start Act](#) and the regulation, which is codified at [45 CFR 1307](#).

Developmental Screening: Developmental screening is a short assessment to tell if a child is learning basic skills when he or she should, or if there are delays. Many children with developmental delays are not being identified as early as possible. As a result, these children must wait to get the help they need to do well in social and educational settings. For children age birth to five, physical, cognitive, linguistic, and social-emotional growth and development occur at a rapid pace. While all children in this age range may not reach developmental milestones (e.g., smiling, saying first words, taking first steps) at the same time, development that does not happen within an expected timeframe can raise concerns about developmental disorders, health conditions, or other factors that may negatively impact the child's development/Early, frequent screening of young children for healthy growth and development is recommended to help identify potential problems or areas needing further evaluation. By catching developmental issues early, children can be provided with treatment or intervention more effectively, and additional developmental delays or deficits may be prevented (OPRE report, 2/14).

Developmentally Appropriate: Practice that promotes young children's optimal learning and development. It is grounded in research on child development and knowledge of educational effectiveness in early care and education (Copple & Bredekamp, 2009)

Documentation: Educators should observe, document and reflect on all of the Essential Indicators. The documentation may be in the form of quick look recording sheets and/or brief notes for some of the indicators, more lengthy written notes for others. Factual descriptions of how the child demonstrated his or her progress towards the indicators are written on portfolio forms and may be accompanied by photographs and/or work samples.

Dual Language Learning (DLL): is referred to as the process for young children, birth to age five, who are still actively developing their home language as they acquire English.

Early Childhood Education Professional Development: Is a continuum of learning and support activities designed to prepare individuals for work with and on behalf of young children and their families, as well as ongoing experiences to enhance this work. These opportunities lead to improvements in the knowledge, skills, practices, and dispositions of early education professionals. Professional development encompasses *education, training,* and *technical assistance*.

Early Childhood Outcomes: States must report the percentage of infants and toddlers with Individualized Family Service Plans (IFSPs) or preschool children with Individualized Education Programs (IEPs) who demonstrate improved:

- Positive social-emotional skills (including social relationships)
- Acquisition and use of knowledge and skills (including early language/communication [and early literacy*])
- Use of appropriate behavior to meet needs

The outcomes address three areas of child functioning necessary for each child to be an active and successful participant at home, in early care and education settings, and in the community.

** Early literacy only applies to preschool.*

Early Learning Guidelines, New Mexico Early Learning Guidelines (ELGs) serves as a framework for the incredible process of children's growth, development, and learning in the early years.

They are designed to provide reasonable expectations for children at different ages so that educators have criteria to refer to as they observe children in action, determine their levels of performance, and plan curricular interventions to help them grow, develop, and learn to their fullest potential. The Guidelines reflect current brain development research and early childhood education best practices. They represent the growing consensus among educators that a greater emphasis be placed on young children's conceptual learning, social and emotional development, and active participation in culturally and linguistically relevant and meaningful learning experiences.

Essential Indicators: The New Mexico Early Learning Guidelines include a full set of outcomes and indicators that cover all aspects of development and provide reasonable expectations for young children from birth through kindergarten. The Essential Indicators are the ones identified as most appropriate for full developmental assessment purposes.

Fair Labor Standards Act: The Fair Labor Standards Act (FLSA) also known as the Federal Wage and Hour Law, regulates minimum wage, overtime, equal pay, recordkeeping, and child labor for employees of enterprises engaged in interstate or foreign commerce and employees of state and local governments. The FLSA applies in all states, but states are permitted to develop their own laws and regulations to provide even greater protection for their workers than is provided under federal law. In cases in which the two laws conflict, the law most beneficial to the employee prevails. Therefore, it is essential that employers understand both the state and federal laws.

Family/Educator Conference: Conferencing with families gives adults and opportunity to share insights regarding children's progress across time. For Preschoolers, efforts should be made to schedule family/educator conferences close to the September/October and April/May collection and reporting dates so that educators and families can review the portfolio items together. Educators are expected to have as much complete documentation as possible to share with families in the conference setting.

FOCUS –Tiered Quality Rating and Improvement System (TQRIS) – refers to a method to assess, improve, and communicate the level of quality in **Licensed** early care and education settings similar to other consumer rating systems, rating goods or services to provide customers with a better understanding about the quality of that item. New Mexico measures the quality rating of early care and learning settings by STAR levels. The criteria for establishing the STAR level is based on FOCUS: New Mexico's Essential Elements of Quality for Early Learning programs as follows:

1. Family Practices & Engagement;
2. Inclusive Practices;
3. Culture & Language;
4. Promoting Positive Social Relationships;
5. Professional Qualifications;

6. Intentional Teaching & Early Intervention Practices; and
7. Intentional Leadership: Continuous Quality Improvement (CQI)

FOCUS - Registered Providers Pilot (FOCUS –R) refers to a pilot process to assess, improve, and communicate the level of quality **License-Exempt** Child Care Providers in New Mexico. The criteria for establishing the STAR level is based on FOCUS: New Mexico’s Essential Elements of Quality designed for License-Exempt Child Care Providers or FOCUS-R:

1. Family Practices & Engagement;
2. Inclusive Practices;
3. Culture & Language;
4. Promoting Positive Social Relationships;
5. Professional Qualifications;
6. Intentional Teaching & Early Intervention Practices; and
7. Intentional Leadership: Continuous Quality Improvement (CQI)

FOCUS Required Training:

- **Orientation to Intentional Teaching**, an 8-hour series-based training that includes:
 - Orientation to New Mexico’s Early Learning Guidelines (2 hours) This 2-hour orientation offers a general overview of *New Mexico’s Early Learning Guidelines* (NM ELGs). The training teaches what is covered in the NM ELGs and why this is important information for all teachers. **Please bring your copy of the NM ELGs to the training.**
 - Orientation to Observation of Young Children (2 hours) Gives the educator the basics of why and how we observe children in early childhood.
 - Orientation to Documentation of Young Children (2 hours) Offers opportunities to start practicing documentation of observations.
 - Orientation to Curriculum Planning for Young Children (2 hours) Opens a discussion about “*what is curriculum*” as the participants connect observation and documentation to intentional curriculum development.
- **Introduction to Intentional Teaching**, an 8-hour series-based training that includes:
 - Introduction to New Mexico’s Early Learning Guidelines (4 hours) This training builds on previous knowledge of the *New Mexico’s Early Learning Guidelines* and it gives opportunity for the participants to use their ELGs as a tool and a resource. The ELGs’ twelve Guiding Principles and family engagement are explored in this section. **Please bring your copy of the NM ELGs to the training.**

- Introduction to New Mexico’s Authentic Observation Documentation and Curriculum Planning Process (4 hours) The Introduction to AODCP explores how this cycle allows for curriculum development in the classroom. Lesson plans and portfolio documentation will be discussed and practiced during the session.
- **Intermediate Intentional Teaching**, a 10-hour series-based training that includes:
 - Intermediate New Mexico’s Early Learning Guidelines (4 hours) In this training, participants explore and discuss strategies for family and community participation. Parent-Teacher conferences and the use of portfolio documentation are discussed, and the environment “as teacher” is viewed from an intentional teaching perspective. **Please bring your copy of the NM ELGs.**
 - Intermediate New Mexico’s Authentic Observation Documentation and Curriculum Planning Process (6 hours) This training is an in-depth exploration of the curriculum development cycle from the educator’s perspective of the student’s progress. Reflection as a self-learning tool will be explored, and family interactions will be viewed through the reflective lens.
- **Advanced Intentional Teaching**, a 10-hour series-based training that includes:
 - Advanced New Mexico’s Early Learning Guidelines (4 hours) This training integrates all previous knowledge of *New Mexico’s Early Learning Guidelines* and explores it from the context of diversity, family, and community. This training investigates documentation for record-keeping purposes and as a tool that enhances the teaching and learning experiences as it brings the world of the classroom to the community at large. **Please bring your copy of the NM ELGs.**
 - Advanced New Mexico’s Authentic Observation Documentation and Curriculum Planning Process (6 hours) This advanced training will explore intentional teaching as a way to promote life skills, such as self-regulation and problem solving. Participants will explore how the development of higher level cognitive skills takes place in the early childhood environment, and what the teacher’s role is in the assessment, planning, and support of these skills.
- **Quality Child Care Programs for ALL Course** (6 hours)
 - The Quality Early Childhood Programs for All course is designed to support early childhood educators in including all children in their learning environment. This class is also known as the “6-Hr Inclusion”

course. This course consists of three two-hour modules. It is generally taught during three 2-hour sessions, but, is occasionally offered as a 6-hour course on Saturdays for staff or for students with class conflicts in the evening. The Quality Early Childhood Programs for All course is formatted for discussion and offers an opportunity for participants to share their thoughts, feelings, and questions.

- Module I invites participants to examine their own attitudes and perceptions about including all children. It includes concepts about all children and their families having strengths and that children with special needs should be thought of as children first. Essential concepts of inclusion such as access, participation, and support are discussed as well as the benefits to having an inclusive environment.
 - Module II targets the inclusive environment and presents information regarding individualizing and meeting the needs of all children in the classroom. Participants learn about creating an environment where everyone is valued and supported. They also engage in a professional development activity in order to evaluate their areas for further knowledge.
 - In Module III, participants learn about special services and resources that are available in their area to educators and families with children with special needs. Building partnerships with these resources is also discussed. Participants also become familiar with the laws associated with serving children with disabilities. (LLW)
- **New Mexico Leadership Academy**
 - The purpose of the Leadership Academy is to provide training, support, and resources for program leadership as they engage in FOCUS CQI with program staff and families. The Academy will be offered through classroom and webinar formats and create “learning communities” for program leadership that will build on their current knowledge and skills to learn and apply best practices and share progress, efforts and challenges over time as they participate in FOCUS CQI. The virtual learning communities may include an online listserv to which program leadership can post questions; monthly or regularly scheduled calls on topics of shared interest, and potentially video chatting and information sharing. Individual training descriptions will be developed at a later date.
 - **New Mexico Leadership Academy 1 Part-1** (8 hours)
 - **New Mexico Leadership Academy 1 Part-2** (8 hours)
 - **New Mexico Leadership Academy 2** (10 hours)
 - **New Mexico Leadership Academy 3** (10 hours)

- **Powerful Interactions** (4 hours)
 - Based on the book, *Powerful Interactions*, by Amy Laura Dombro, Judy Jablon, and Charlotte Stetson, this training teaches the educator how to create and identify teachable moments that support learning. Relationship-building and intentionality are explored as participants learn and practice strategies that intentionally engage students and promote learning.
- **Full Participation of Each Child** (6 hours)
 - This course is designed to provide early childhood educators with the insights, tools, and strategies to promote engagement in play, learning, and development for each young child. The course explores the dimensions along which children and families in NM are unique and underscores the difference that authentic, responsive early childhood experiences can make. The sequence of instruction emphasizes evidence-based practices for supporting children who are culturally and linguistically diverse and strategies for overcoming biases to build trusting and collaborative partnerships with families.

Formally Reflect: Formal reflection is a consistent, documented and thoughtful review of recent practices and events. This type of reflection is most useful for professional growth and program improvement.

Guiding Principles of Inclusion: The Guiding Principles were developed at the New Mexico Summit on Early Childhood Inclusion on March 30-31, 2010. Every child in New Mexico has diverse strengths rooted in his or her family's unique culture, heritage, language, beliefs, and circumstances. Early learning programs that support the full participation of every child can build on these strengths by promoting a sense of belonging, supporting positive social emotional relationships, and enabling families and professional to gain advocacy skills that positively impact the life of every child. We believe that every child and his or her family deserve equitable access to appropriate services and supports that acknowledge their uniqueness and enable them to reach their full potential.

Head Start Performance Standards: The Head Start Program Performance Standards are the mandatory regulations that grantees and delegate agencies must implement in order to operate a Head Start program. The standards define the objectives and features of a quality Head Start program in concrete terms; they articulate a vision of service delivery to young children and families; and they provide a regulatory structure for the monitoring and enforcement of quality standards.

Individuals with Disabilities Education Act (IDEA) - The law is organized into four parts: Part A: Administration; Part B: school age and preschool (619) programs for children with disabilities; Part C: birth to 3 years –infants and toddlers; and Part D: national studies, technical assistance investments, personnel preparation investments, and research investments.

Individualized Family Service Plan (IFSP): An IFSP applies to children birth to age three. It is a plan for early intervention services for young children with developmental delays or risk factors. Once a child turns 3, an Individualized Education Program (IEP) is put into place. The IFSP is developed with the service coordinator for the Part C eligible child and family. The IFSP is set up to identify individualized supports and services that will enhance the child’s development. The IFSP is usually reviewed at 6 month intervals but can be done more often if necessary. The plan must include an assessment of the child’s present level of development, a statement of goals, support services that will be put into place to achieve those goals, date services will begin, and the name and identification of the service coordinator. An IFSP includes locations of natural environments, such as a child care program. This focus creates opportunities for learning interventions in everyday routines and activities.

Individualized Education Program (IEP): An IEP is a legal written document that defines a child's special education program. The IEP is intended to help children age three and older reach educational goals more easily than they otherwise would. In all cases, the IEP must be tailored to the individual child’s needs as identified by the IEP evaluation process. An IEP is written by a team including a school administrator, a special education teacher, regular classroom teacher, the family of the child and anyone else the family would like to include. The IEP must especially help educators and related service providers understand the child’s disability and how the disability affects the learning process. The IEP describes how the child learns, how the student best demonstrates that learning and what educators and other service providers will do to help the student learn more effectively. The IEP has stated goals and objectives that correspond to the needs of the child, and choosing a placement in the least restrictive environment possible for the child. It must be reviewed and updated by the team annually and can be reviewed and amended any time if requested by the family. An IEP is mandated by the Individuals with Disabilities Education Act (IDEA).

Infant: A child from birth to 12 months of age.

Informed Consent: The family or guardian(s) have been fully informed in their home language about why their consent is needed and agree in writing to the activity. Family(s)/guardian(s) consent is voluntary and can be revoked at any time.

Integrated Learning Approach, The New Mexico *Integrated Learning Approach* to Training and Consultation is an initiative led by CYFD Early Childhood Services designed to impact change in the field of Early Childhood by transforming professional development opportunities into dialog rich, learning-centered events that respect and value the prior experiences of the adult learner.

The approach is based on Global Learning Partner’s Dialogue Education™ grounded in research-based principles and practices of how adults learn best, and guided by participants’ specific circumstances and needs. There are currently three anchors (individuals responsible for sustaining the structured system through training, follow up and validation) and six advisory members in New Mexico responsible for ensuring sustainability and fidelity to the approach across the state.

Investment Zones, means communities that have been identified by the CYFD, Department of Health (DOH), and Public Education Department (PED) where children and families are most at risk.

New Mexico’s Early Childhood Investment Zones

- Dexter, Tatum, Lovington, Hobbs, Eunice and Jal School Districts
- Logan, San Jon, Tucumcari, House, Vaughn and Santa Rosa School Districts
- Estancia and Mountainair School Districts
- Gallup-McKinley, Zuni, and Grants-Cibola School Districts
- Cuba, Dulce, Jemez Mountain, Chama Valley, Mesa Vista and Espanola School Districts
- Mosquero, Roy, Cimarron, Raton, Maxwell and Springer School Districts
- Rio Grande Cluster of the Albuquerque Public Schools
- Magdalena, Deming, Hatch, Gadsden and Truth or Consequences School Districts

Journal Entry: A running reflective log used by educators to inform and direct their future practices.

Kindergartener: A child who at minimum is five years old by September 1st and eligible to be enrolled in public education.

Learning Environment: If the curriculum is defined as the written plan or “blueprint” for the experiences children have in a classroom, the environment is the dynamic backdrop for those experiences. It includes features and organization of the indoor and outdoor space for learning and playing, the materials, activities, and interactions that happen each day. The common set of tools used to assess the quality of the environment is the Environment Rating Scales (ERS) developed at the University of North Carolina, Chapel Hill, by Harms, Clifford, Cryer and colleagues. For the FOCUS TQRIS, the ERS is used for conducting a self-assessment and setting goals for continuous quality improvement.

Lesson Plan: An emergent curriculum that is in a continuous revision process, flexible and responsive to children’s needs and interests and reflects their families, communities, and culture. It is a “living document” that is added to and amended and shows educators and families what is being learned and how it is learned. Keen observation of children and reflection by the educator (with colleagues if possible) are key (Stacey, 2011). It should include a foundational topic/subject, facilitation guidance techniques and/or open-ended questions and prompts, possible or suggested materials list, individual and group objectives (developmental goals) and ideas on child grouping or pairing.

- Match-observation matches indicator and rubric rating
- Objectivity-observation is without bias, factual, and includes clear documentation
- Detail-enough detail is included to provide a picture and match to indicator and selected rubric rating

Logic Model – FOCUS. Means a continuum of high quality, community-driven culturally and linguistically appropriate set of practices that reflect high quality standards for cross-sector early learning programs.

Mentoring: is a relationship-based process between colleagues in similar professional roles, with a more-experienced individual with adult learning knowledge and skills, the mentor, providing guidance and example to the less-experienced protégé or mentee. Mentoring is intended to increase an individual’s personal or professional capacity, resulting in greater professional effectiveness

Mission Statement: Describes what the program aspires to do and whom the program aspires to serve.

Multi-disciplinary: approach involves drawing appropriately from multiple support disciplines to redefine problems outside normal boundaries and reach solutions based on a new understanding of complex situation

New Mexico’s Authentic Observation, Documentation & Curriculum Planning Process – The careful observation and assessing of children within the context of their daily activities and then using those observations for curriculum planning.

New Mexico Child Development Certificate: A state-issued certificate for early childhood educators. The Certificate is issued by the Children, Youth and Families Department, Office of Child Development. The New Mexico Child Development Certificate has been created to meet the entry-level professional requirements for educators who are already working in a classroom setting with infants and toddler or preschool children. There are two New Mexico Child Development Certificates:

- 1) New Mexico Child Development Certificate with Infant/Toddler Specialization
- 2) New Mexico Child Development Certificate with Preschool Specialization

Both New Mexico Child Development Certificates exceed the requirements of the CDA Credential (The Child Development Associate Credential issued by the Council for Professional Recognition). Most importantly, the requirements of the New Mexico Child Development Certificate include academic courses (11 credits or 12 credits depending on courses completed) required for an associate degree in early childhood education.

New Mexico Pyramid Partnership” refers to the adaptation of The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children, a conceptual framework of evidence-based practices developed by two national, federally-funded research and training centers: The [Center for the Social and Emotional Foundations for Early Learning](#) (CSEFEL) and the [Technical Assistance Center on Social Emotional Intervention for Young Children](#) (TACSEI). It is divided into three Tiers or Levels: Level I: Universal Prevention and Promotion for all children, promoting safe nurturing relationships between young children and their care giver, and implementing strategies that prevent adverse childhood experiences. Level II: Targeted Interventions to meet needs for children at risk of social emotional delays and/or at risk of Severe Emotional Disturbance (SED). Level III: Clinical Treatment. Services target infants and young children who have been comprehensively assessed by a licensed clinician and diagnosed with a Severe Emotional Disturbance (SED).

Observational Assessment: Educators watching children in action and taking notes about what they see. Observational assessment is the most valid form of assessment of young children. The Essential Indicators give early educators a focus so that they know what they are looking for and can track each child’s progress towards those indicators across time. As a result of the observations, educators should know each child well, be able to communicate clearly to the child’s family members about his or her progress, and plan curriculum that meets each child at the level where he or she is performing and helps him or her move forward in his or her development and accomplishments. Educators use the observational assessment process by observing for many Essential Indicators using the quick look check recording sheet and brief anecdotal notes.

Parental Consent: See Informed Consent

Physical Barrier: This applies to programs which use a large open space for several “classrooms”. The program may use portable/moveable equipment, such as cubbies, bookshelves, etc. to clearly define classrooms within the large open space. Programs must post the capacity and ratio that are easily visible to families, staff, and visitors for each defined classroom within the large open space.

Practice-Based Coaching” is a term used to describe sustained and focused professional learning experiences. Coaching is a flexible tool for meeting educators’ needs. Practice-Based Coaching is one of many approaches to coaching. It differs from other approaches because of its focus: using effective everyday teaching practices that are important for children’s school readiness. It

involves (a) helping teachers use newly acquired skills, strategies, or models on the job and (b) linking those skills, strategies, or models to positive child outcomes.

Preschooler: A child who is three, four, or five year olds (who is not yet eligible for enrollment in a kindergarten program).

Project” means a temporary process undertaken to solve a well-defined goal or objective with clearly defined start and end times, a set of clearly defined tasks, and a budget. The project terminates once the project scope is achieved and project acceptance is given by the project executive sponsor.

Portfolio Collection: Some of the Essential Indicators are best documented in a portfolio format that includes a detailed description of how the child demonstrates that indicator and includes photographs and work samples. Portfolio items give families a better-rounded picture of what their child does and how she/he is learning and growing. Each item in the portfolio should be a distinct observation of different experiences. Family members often find portfolio items as valuable treasures that capture their young child in action. And the portfolio collection for each child gives the early educator a tool to actively engage family members and invite them as partners in supporting their child’s growth and development.

Professional Development Plan: an on-going plan for continued professional development for each staff member including the director.

Responsive Practices” refers to prompt and positive reactions through conversations and discussions, upon a platform of respectful relationships, so that mutual trust can be developed.

Quick Look Recording Sheet: For pre-school aged children, some of the Essential Indicators can be observed quickly and easily and may not need to be observed multiple times. The quick look check recording format lends itself to this type of observation and documentation. Educators will record the date of the observation in the column that corresponds with the rubric rating that matches the child’s observed performance for that indicator. For infants and toddlers, a quick look recording sheet cannot adequately document the rapid growth and development of a child this age and is therefore inappropriate.

Ratios: The number of staff/educators assigned to a group of children and who are present with the children at all times.

Referral: A written request for evaluation or eligibility for special education and related services.

Resources: A list of local physicians, dentists, and other health care providers that can be shared with families who do not have a medical home. All families are encouraged to have a medical home. It is the home base for any child's medical and non-medical care. Today's medical home is a cultivated partnership between the patient, family, and primary provider in

cooperation with specialists and support from the community. The patient/family is the focal point of this model, and the medical home is built around this center. A medical home is an important mechanism for uniting the many segments of a child's care, including behavioral and oral health, to accomplish these goals.

Reporting Children's Progress: In order to track children's progress in the FOCUS TQRIS, educators are required to conduct on-going observation and documentation using the observational assessment process. For Preschoolers, two collection and reporting periods a year (September/October and April/May) give educators an organized timeframe in which to compare how each child is learning and growing across time. Educators are expected to continue to observe and document throughout the year. The process is on-going in order to plan effective curriculum strategies that meet each child's needs and help them grow and develop to their full potential.

Required courses: The following courses must be completed with a letter grade of "C" or better and be transcribed from an accredited institution of higher education.

- 3-STAR = Child Growth, Development and Learning or equivalent (3 credits)
- 4-STAR = Assessment of Children and Evaluation of Programs or equivalent (3 credits)
- 5-STAR – Family and Community Collaboration or equivalent (3 credits) and Health Safety & Nutrition or equivalent (2 credits)

Equivalent courses: A course completed and transcribed by an accredited institution of higher education that is clearly comparable to the competencies for early childhood education courses offered at 2-year and 4-year institutions of higher education in New Mexico. Check with your assigned FOCUS Consultant or the Office of Child Development for the established procedure to determine course equivalency.

Site Director: The designated/identified Site Director shall meet current state child care licensing regulations without waivers, variances, or exemptions. Site Directors who have been "grandfathered in" must meet current director qualifications set forth in the New Mexico Child Care Licensing Regulations in order to participate in the FOCUS TQRIS.

Staff/Educator: An adult who directly cares for, serves, and supervises children in a licensed child care facility.

State Licensing Regulations: Title 8 Chapter 16 Part 2 of the New Mexico Administrative Code which set minimum standards of care, education and safety for the protection and enhancement of the well-being of children receiving care, services, or supervision. Licensing serves as the foundation for the FOCUS Quality Rating and Improvement System.

Substantial Compliance with State Licensing Regulations: A program is in substantial compliance with state licensing regulations if not currently under the following:

- Condition of Operation, and/or
- Sanction Class A deficiency and/or

- Sanction Class B deficiency and/or
- Sanction Class C deficiency and/or
- License suspension and/or
- License revocation.

Technical Assistance (TA) is the provision of targeted and customized supports by a professional(s) with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application, or implementation of services by recipients. Technical Assistance, for the purpose of this request for proposal will focus on Technical Assistance in general, Consultation, Coaching and Verification.

Toddler: By licensing definitions a toddler is a child from 12months to 24 months of age. Children aged 24-36 months are considered older toddlers for documentation and curriculum purposes.

Training: is a learning experience, or series of experiences, specific to an area of inquiry and related set of skills or dispositions, delivered by a professional(s) with subject matter and adult learning knowledge and skills.

Trans-disciplinary approach means the coaches and consultants from two or more disciplines learn and work together across traditional disciplinary or professional boundaries and designate one individual as the primary consultant while the rest of the team members may provide consultative services through the primary consultant. Early Care and Learning Programs are part of the decision making in determining the level of support and approach to consultation.

Transition Conference: A conference with the child's family initiated to provide support for children with disabilities who are moving from one kind of program setting or service provision system to another. The common transition points include transitions from health services to education or vice versa, from preschool to kindergarten, from elementary school to middle school, from secondary school to adult life and from more restrictive to less restrictive settings.

Weekly Planning Time: Paid educator time away from the care and supervision of children and/or meals and/or other custodial duties to be specifically used for planning and documentation purposes.



Children Youth & Families Department



New Mexico Head Start
State Collaboration Office



Early Childhood Services
Information Governance
Program, Policy, Audit and Reports
...providing essential data services for New Mexico children