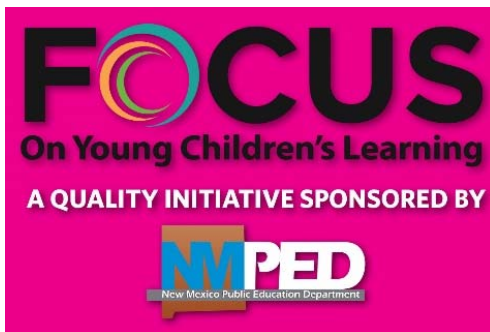




# NM FOCUS

## On Young Children's Learning and IDEA Part B 619 Programs



February 13, 2015

A University Center for Excellence in Developmental Disability Education, Research and Service (UCEDD)

# Just Think of the Possibilities...



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# New Mexico's Race to the Top/Early Learning Challenge Grant

- **Funding** to develop & support a coordinated system of early learning & development for children **birth to age 5**
- **COMMITTMENT** to create an early care, health and education “**system of systems**”
- Include **ALL PED early childhood programs**
- **COMMITTMENT** to develop set of **quality elements** that would be assessed by each early childhood program



New Mexico's Early Learning System of Systems					
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 PreK

# Background RTT-ELC Projects

- 1. Grants Management
- 2. FOCUS – TQRIS
- 3. Investment Zones
- 4. Professional Development
- 5. Early Childhood Data System
- 6. Kindergarten Entry Assessment

# FOCUS - Tiered Quality Rating & Improvement System in New Mexico (TQRIS)

**CYFD**  
Child Care  
Home Visiting  
PreK HS/EHS

*Essential Elements of Quality (center-based child care)*  
HV/PreK/HS/EHS

**PED**  
IDEA Part B  
PreK/Title I

Elements of Quality

**DOH**  
FIT - Early Intervention

Elements of Quality

# PED FOCUS

## Tiered Quality Rating & Improvement System (TQRIS)

- **Tiered** – Expectations & incentives based on designation of districts at various levels of quality
- **Quality** – Elements established in a number of areas – professional development, quality practices, etc.
- **Rating** - Determined through the use of tools & procedures
- **Improvement** – Activities to improve performance
- **System** – Applied to all early childhood programs with common framework, but varied tools & specific elements

# FOCUS TQRIS

- Focus on children's learning through the implementation of New Mexico's Authentic Observation-Documentation-Curriculum Planning process, using the New Mexico Early Learning Guidelines: Birth through Kindergarten as criteria.
- Establish quality program criteria for all publicly funded early learning programs
- Utilize a comprehensive program self-assessment model as the basis for continuous quality improvement



# Orientation to the FOCUS document



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# FOCUS

On Young Children's Learning

DRAFT • January 2015

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# Preschool Program Participation Requirements

All New Mexico public education preschool programs (PreK, Special Education 619, and Title I) will participate in the FOCUS TQRIS. The Public Education Department's (PED's) expectation is that programs will continue to be in substantial compliance with the applicable state rules, standards, and federal regulations that govern the program, services provided, and fiscal responsibilities.

Participation in the FOCUS TQRIS requires engaging in a continuous quality improvement process that includes an action plan with specific goals to meet, at a minimum, the "quality" level. Programs will have up to two years to meet the criteria at each of the levels of quality.

# Guiding Principles for the Full Participation of Young Children in New Mexico's Early Learning System

*“Every child in New Mexico has diverse strengths rooted in his or her family’s unique culture, heritage, language, beliefs, and circumstances.”*



# The Full Participation of Each Child

## Family Engagement



## Promoting Social Relationships



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# Inclusive Practices for Children with Developmental Delays or Disabilities



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## FOUNDATIONS OF QUALITY

### A. Full Participation of Each Child

#### 2. Inclusive Practices for Children with Developmental Delays and Disabilities

**Definition:** Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society (DEC/NAEYC, 2009).

**Rationale:** Children with disabilities should have access to and experience the same quality preschool classroom program (presumably high quality) as typically developing children (Bailey et al., 1998); become members of the classroom community through full participation in class activities (Schwartz, 1996); and develop positive social relationships with classroom peers and teachers (Guralnick, 1999; Storey, 1993).

QUALITY	HIGH QUALITY	EXEMPLARY
Preschool program personnel understand and commit to inclusive practices that build on each child's culture, language, experiences, and abilities.		
Preschool programs will comply with special education policies, procedures, and requirements regarding inclusive settings and the least restrictive environment.		
<b>MUST MEET PROGRAM PARTICIPATION REQUIREMENTS PLUS:</b>	<b>MUST MEET QUALITY PLUS:</b>	<b>MUST MEET HIGH QUALITY PLUS:</b>
For PreK programs: Administrators must ensure the completion of the Special Education Policies and Procedures Plan by the date specified in the calendar of due dates.	Preschool program personnel respect and provide classroom supports for each family's experiences, languages, values, and patterns of interaction.	Preschool program personnel serve as advocates for the student and family to access school and community services and resources.
The program will engage in a self-assessment of the program's support of the least restrictive environment (LRE).	Based on the self-assessment data, the program will develop a continuous quality improvement (CQI) plan to ensure that children with developmental delays and disabilities attend class with same age peers without disabilities with supports and services provided in the classroom setting.	Programs will demonstrate progress toward meeting the identified CQI goals that children with developmental delays and disabilities attend and fully participate in class with same age peers without disabilities with supports and services provided in the classroom setting.
The majority of children with developmental delays and disabilities will attend class for the majority of the day with same age peers without disabilities with supports and services provided in the classroom setting (see LRE guidelines).		

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# Intentional Teaching

Preschool programs must use The New Mexico Early Learning Guidelines:

- ongoing assessment of children's progress
- primary source of information for individualized lesson planning



## Intentional Leadership

Continuous Quality Improvement (CQI) is a proven strategy to increase and sustain efforts to improve a program's quality.

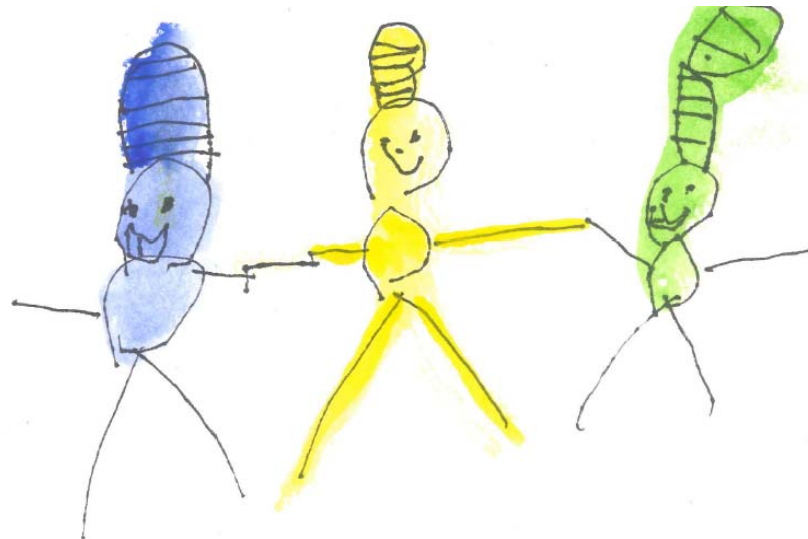


# PED FOCUS TQRIS – Key Elements

- **Moving beyond compliance to FOCUS on quality –**
  - ✓ Building on quality efforts of PreK using essential elements of quality standards & quality indicators as a starting point
  - ✓ Moving from just the Annual Performance Report required for early childhood special education to assessment of quality practices

# • Support through Training & Coaching –

- ✓ In use of tools and how to make improvements



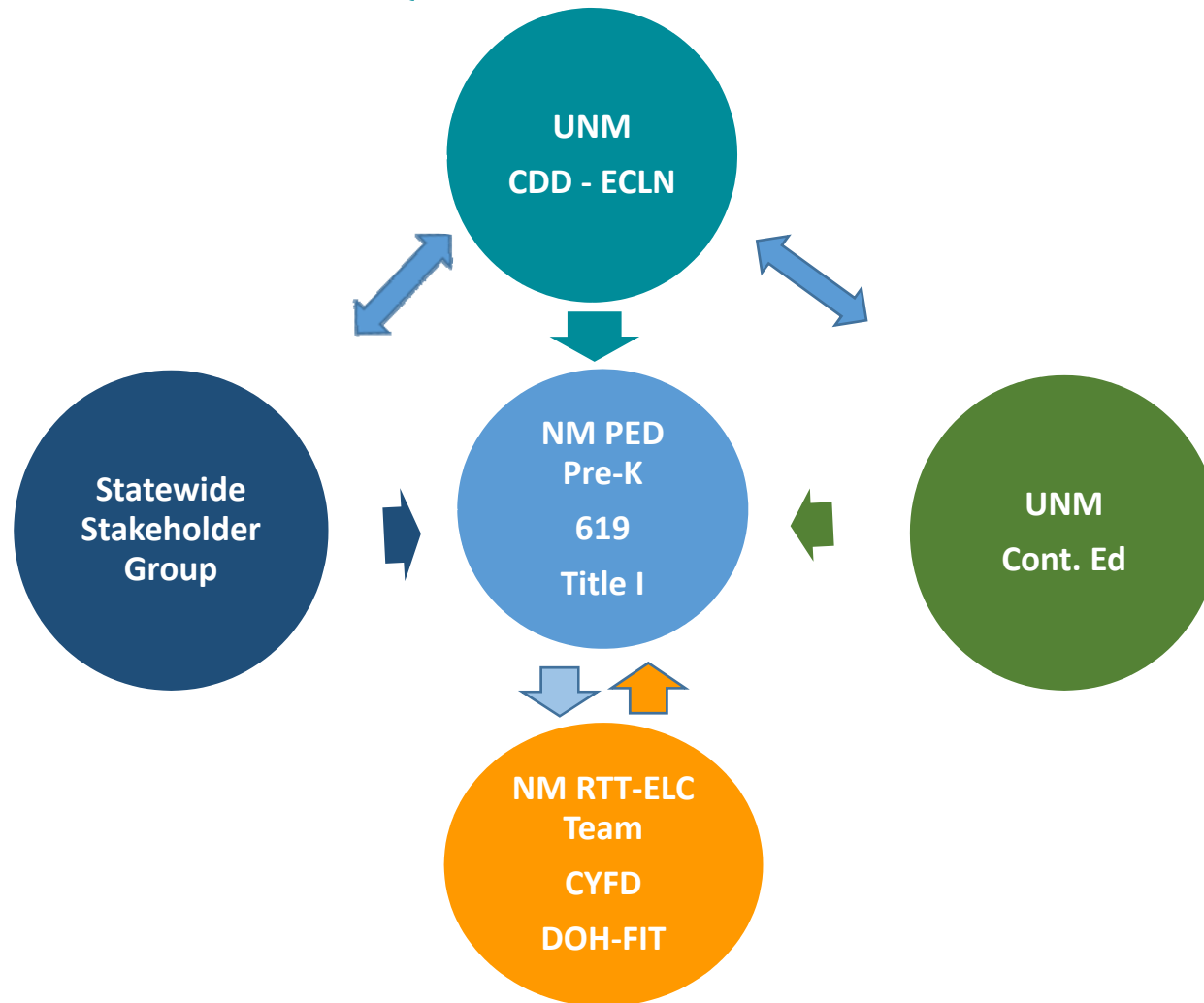
## • Verification by NM PED PreK/619/Title I Programs

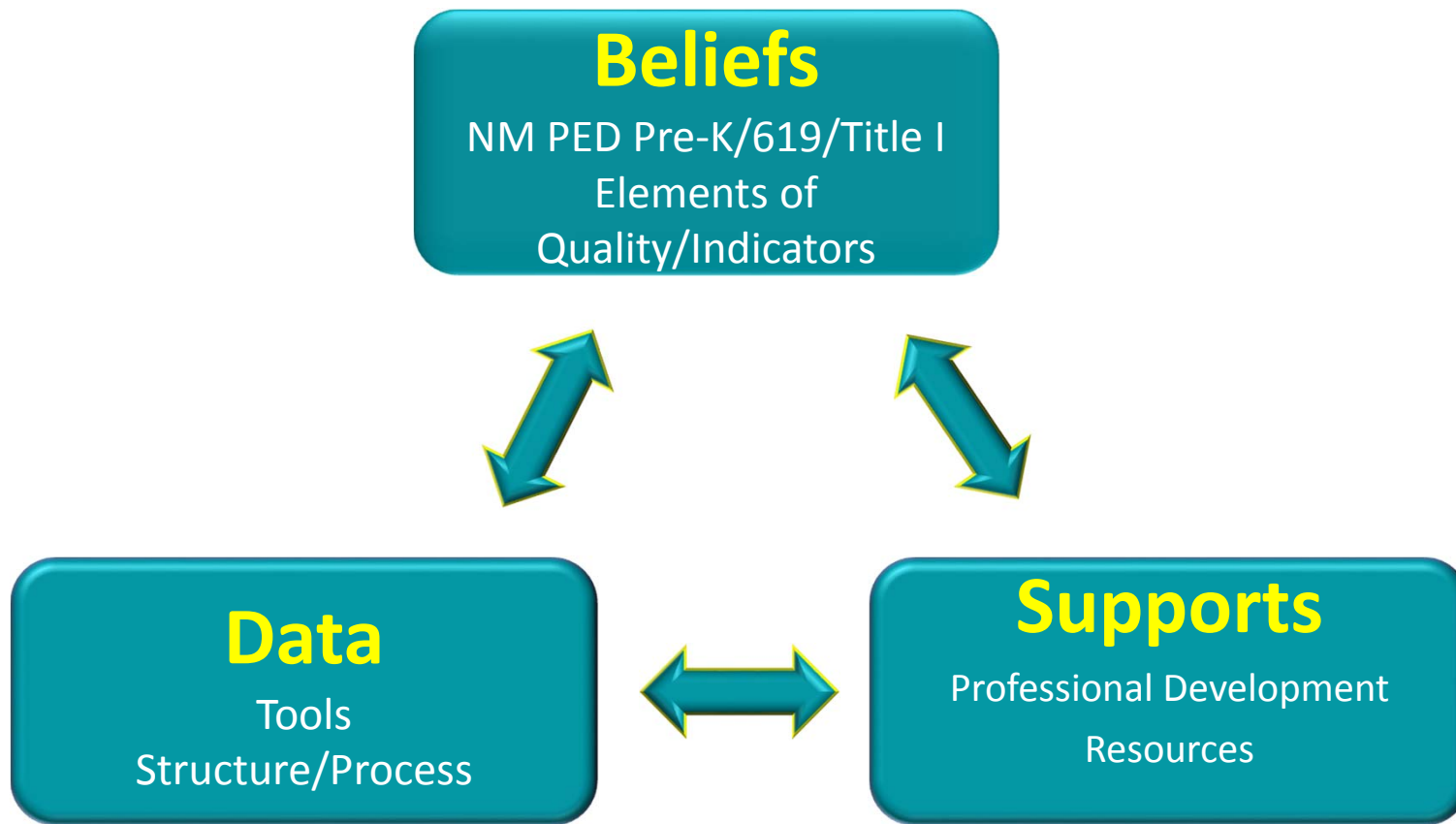
- ✓ Develop monitoring systems for periodic onsite verification of fidelity of implementation of tools & process by PED PreK/619/Title I staff

# PED PreK/619/Title I Programs Timelines

2014	2015	2016
<ul style="list-style-type: none"><li>• Develop TQRIS Criteria &amp; Tools<ul style="list-style-type: none"><li>○ Stakeholder input</li></ul></li><li>• Recruit school sites for participation in pilot phase I</li><li>• Provide training &amp; support</li></ul>	<ul style="list-style-type: none"><li>• Pilot TQRIS with school sites</li><li>• Provide on-going training and coaching support to pilot school sites</li><li>• Revise criteria &amp; tools based on pilot input</li></ul>	<ul style="list-style-type: none"><li>• Publish final FOCUS TQRIS criteria</li><li>• Begin role out of TQRIS statewide</li></ul>

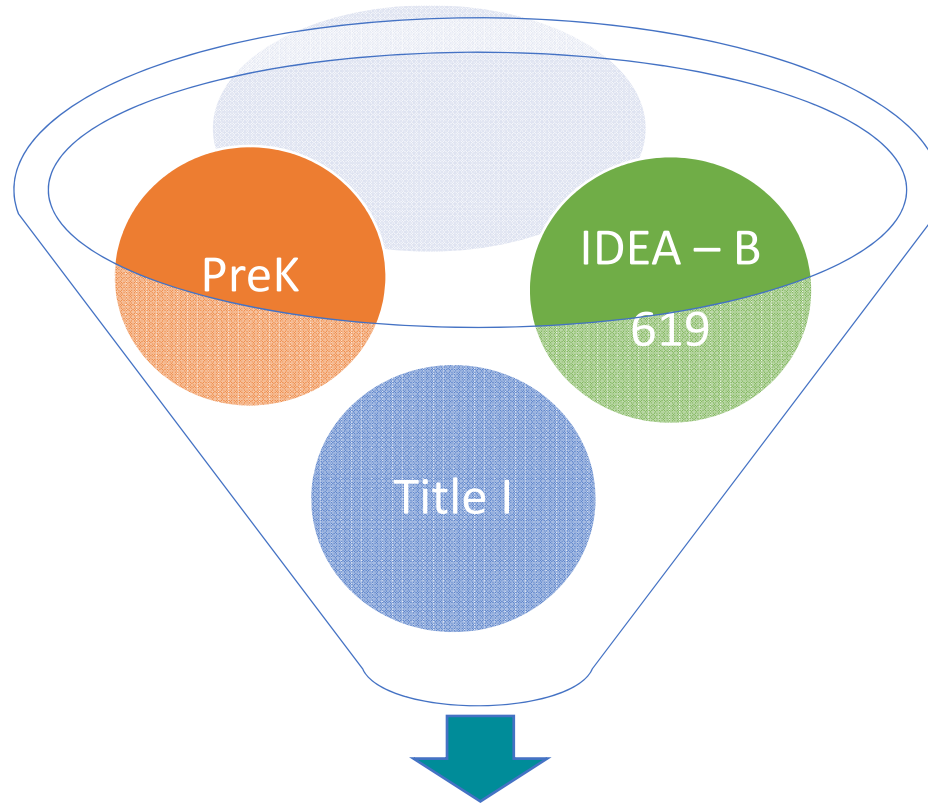
# NM PED Pre-K/619/Title 1 TQRIS Structure







# PED Roles: Interface & Clarify



**Maintain oversight of foundational elements of quality**

# Steps Completed



- Stakeholders meetings (10/3/14, 11/7/14, and 11/20,21/14)
- Elements of quality for PED preschool education across all programs (PreK, Title I, IDEA Part B 619) developed
- Draft PED FOCUS criteria developed
- Pilot Phase I programs (volunteers) aprox. 55-60 classrooms selected
- PED FOCUS Kick-Off and Orientation January 27 & 28, 2015



***“All we ask is that you  
Dare Greatly with us...”***

***...because  
anything is  
possible!”***

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