

ECECD NM PreK Monitoring Report

NM PreK Monitoring Tool

Program Name and Site(s)		Date of Monitoring	
Program Contact Information		PreK Specialist	
Consultant			

Program Type(s)		Classrooms	Funded Slots	Start & End Dates	Session Days & Times
Early	Basic			Start:	
	Ext			End:	
Mixed	Basic			Start:	
	Ext			End:	
PreK	Basic			Start:	
	Ext			End:	

NM PreK Monitoring Tool:

This tool is used to monitor and ensure that NM PreK programs are in compliance with the Essential Elements of Quality in the NM PreK Programs Standards.

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1. Family and Community Engagement

PreK Programs must collaborate to support the establishment of a seamless continuum of quality early care and education programs in their respective communities.

PreK Standard	Compliance (Program must demonstrate evidence of the following)	Non-Compliance (Comments and Next Steps)
1.A Community Engagement: Collaboration	- Quarterly Meeting with Community Providers - Collaboration to prevent duplication of services - Share waiting lists with other PreK providers	
1.B Family Engagement: 90 Hours	- Home Visits - Family/Teacher Conferences - Family Engagement Events/Opportunities - Family volunteers and classroom support	
1.B.3 PreK Programs: Family Handbook	- Guidance Policy - Expulsion Policy - Program Philosophy - Transition Activities - Curriculum	
1.C Eligibility, Recruitment, Enrollment, Attendance: Also included in Family Handbook	- Eligibility Criteria - Recruitment Plan - Enrollment Requirements - Attendance Policy	
Specialist Notes		

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2. Inclusive Practices for Children with Diverse Abilities

PreK programs implement inclusive teaching and learning strategies with curricula and assessment designed and delivered to engage students in learning that is meaningful, relevant, and accessible to all.

2.A Inclusive Practice		
PreK Standard	Compliance (Program must demonstrate evidence of the following)	Non-Compliance (Comments and Next Steps)
2.A.2 Accessible Environment	-Evidence of modifications to the environment for children with disabilities and/or developmental delays	
2.A.4 Inclusive Practices	- Inclusion Policy - Evaluation and referrals -Participation in the Individual Education Program Process (IEP) - IEP modifications included in lesson plans and classroom environment - Collaboration with special education services	
Specialist Notes		

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3. Culturally and Linguistically Responsive Instruction

PreK programs leverage and support the cultural and linguistic uniqueness of each child to support learning and development.

3.A Culture and Language		
PreK Standard	Compliance (Program must demonstrate evidence of the following)	Non-Compliance (Comments and Next Steps)
3.A.4 Culturally Appropriate Materials	- Books and materials that reflect the culture and language of families	
3.A.5 Culturally and Linguistically Responsive Lesson Plans and Approaches to Teaching	- Evidence of individualization and modifications in lesson plans and teaching practices	
3.A.6 Written Policy	- Validation of home culture and language - Affirmation of intentional and purposeful efforts to reverse negative stereotypes - Creating connections between home culture/language and school culture/language - Creating opportunities for increased engagement	
3.A.7 Home Language Survey	- Home Language survey with data analysis and responsive program planning	
3.A.9 Culturally Appropriate Family Engagement Activities	- Family Engagement activities - Materials are translated into different languages as needed and interpretation services are provided for family engagement events	
Specialist Notes		

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4. Promoting Social and Emotional Development

PreK programs support children in understanding their emotions, developing social awareness, feeling, and showing empathy for others, establishing healthy relationships, and making good decisions.

4.A Social Emotional		
PreK Standard	Compliance (Program must demonstrate evidence of the following)	Non-Compliance (Comments and Next Steps)
4.A.1 Social Emotional Skills Supported	- Observable, consistent, attuned, safe, and responsive interactions	
4.A.2 Social and Emotional Professional Development	- Professional development for educators to support social and emotional development	
4.A.3 Evidence-Based Practices Supported in Lesson Plans and Classroom Environment	- Implementation of evidence-based practices of the New Mexico pyramid model or other social/emotional model	
4.A.4 Building Positive Relationships: Positive Interactions and Guidance	- Measured by the CLASS observation	
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5. Health Promotion and Developmental Screenings

PreK programs must comply with appropriate local, state, and federal regulations pertaining to health, safety, and nutrition for young children, including-but not limited to-buildings and grounds, equipment, sanitization, water quality, fire protection, storage, and handling of food.

PreK Standard	Compliance (Program must demonstrate evidence of the following)	Non-Compliance (Comments and Next Steps)
5.A Health Screenings: 90 days after PreK start date	- Annual Well Child Check - Vision Screening - Dental Screening - Hearing Screening - Current Immunization Record or Public Health Division approved exemption	
5.B Safety	- Compliance with licensing or other regulatory authority and notification of sanctions and conditions of operations	
5.C Nutrition: Meals Provided and must participate in CACFP, USDA School Lunch Program, and Child and Adult Care Food Program.	- Provision of nutritious meals - Participation in Child and Adult Care Food Program (CACFP)/United States Department of Agriculture (USDA) School Lunch Program	
Specialist Notes		

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6. Professional Qualifications: Administrators and Educators

Professional personnel are qualified to work with your children and families by education, training, and experience.

6.A Professional Development Compliance		
PreK Standard	Compliance (Program must demonstrate evidence of the following)	Non-Compliance (Comments and Next Steps)
6.A.1 Teachers	- Bachelor's degree in early childhood education - Licensed in Early Childhood - Evidence of a professional development plan that includes attaining a bachelor's degree or an AA degree if applicable	
6.A.2 Educational Assistants: AA or pursuing AA in Early Childhood	- Associate degree in early childhood education - Licensed education assistant - Evidence of a professional development plan that includes attaining a bachelor's degree or an AA degree if applicable	
6.A.3 Current Professional Development Plan	- Current professional development - Documentation of completed coursework	
6.B Training Requirement Compliance Indicators	- Documentation of Training	
6.C Administrator Qualifications Compliance Indicators	- Early Childhood Knowledge and Experience - Administrators support quality early childhood practices	
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7. Intentional Teaching Standards

PreK programs implement thoughtful and purposeful teaching practices based on knowledge, judgment, and expertise while recognizing and taking advantage of spontaneous learning opportunities for children.

7.A Physical Environment		
PreK Standard	Compliance (Program must demonstrate evidence of the following)	Non-Compliance (Comments and Next Steps)
7.A.1 Environmental Rating Scale	- CLASS observation report - Additional rating scale if applicable	
7B: Curriculum:	- Implementation of research-based curricula	
7.C Planning and Observation:	- Play-based activities - Planning Time including preparation time	
7.C.4 Lesson Plans	- Alignment with the New Mexico Early Learning Guidelines Essential Indicators - Family engagement activities - Individualization - Large and small group activities - Learning centers - Mealtime activities - Oral Language – Key Vocabulary words - Oral Language-key questions - Outdoor / large motor activities - Repeated reading plan (first, second, third read-aloud) - Transition activities - Heggerty Phonological and Phonemic Awareness (if applicable)	
7.C.5 Literacy Practices	- Daily phonological awareness activities - Oral language and vocabulary activities - Alphabet knowledge activities - Concepts of print activities - Daily read-aloud with comprehension strategies - Daily, ongoing individual and small group (two to three children) read aloud - Opportunities for developmentally appropriate writing activities	
7.D.2 PreK Observational Assessment entered in Data Base	- Fall observation data - Winter observation data - Spring observation data	

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7.D.5 Developmental Screening:	- 45 calendar days after PreK start date - Referral to Local Education Agency (LEA) - Outcome of referral	
7.D.6 Family Notification	-Sharing Screening and observation results	
7.D.7 NM Early Learning Guidelines	- Essential Indicators used for ongoing assessment of child's progress - Essential Indicators used for individualized lesson planning	
7.D.8 Observational Assessment Training	- Assessment training completed by Administrator - Assessment training completed by teachers - Assessment training completed by Educational Assistants - Assessment training completed by long term substitutes	
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8. Program Administration

PreK program administrators ensure that administrative tasks are successfully accomplished, and that the program is in compliance with all federal, state, and local requirements.

8.A Program Administration		
PreK Standard	Compliance (Program must demonstrate evidence of the following)	Non-Compliance (Comments and Next Steps)
8.A.1 Notification of sanctions or conditions of operations:	- If applicable administrators must notify PreK Specialist within 3 days of sanction or conditions of operation	
8.A.2 Participation in Consultant or Coaching Model	- Participation of PreK teachers in consultant or coaching model	
8.A.3 Notification of Long-term Substitute:	- If applicable administrators must notify PreK Specialist within 10 days	
8.A.4 Inventory of PreK equipment using PreK funds	- Inventory list	
8.A.5 Notification of Unscheduled Closures	- If applicable administrators must notify PreK Specialist within 24 hours of closure	
8.A.6 Ensure that PreK Staff complete required trainings	- Training logs, certificates of completion	
8.A.7 Confidentiality of Children's Information	- Secure filing system	
8.A.9 Use PreK funds:	- Not used for religious purposes	
8.A.10 Family Handbook	- Handbook containing required components	
8.B.2 PreK documents shared with all PreK teachers: nmececd.org/pre-k .	- Distribution and use of the NM PreK Program Standards - Distribution and use of the PreK Lesson Plan Template or lesson plan components checklist - Distribution and use of the NM PreK Essential Indicators with Rubrics - Distribution and use of the New Mexico Early Learning Guidelines: Birth through Kindergarten - Family Handbook	
8.B.3 Consultant/Coach Release Time	- 30 minutes without children	
8.B.4 PreK Duties assigned only during PreK hours	- Work Schedule - Classroom assignment	

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8.B.5 PreK Group Size and Ratios	Compliance with the following ratios: - Extended PreK: Group Size 20 Ratio 1:10 - Mixed PreK: Group Size 16 Ratio 1:8 - Early PreK: Group Size 16 Ratio 1:8	
8.B.7 Enrollment: 95% minimum	- Enrollment data	
8.C.1 Budget and Finance Compliance	- Approved budget - Monthly Invoices	
8.C.3 Purchased Curriculum:	- Aligned to New Mexico Early Learning Guidelines - ECECD approval	
8.D.1 Data Entry and Reporting Compliance	- Evidence of data as outlined in 8.D.2	
8.D.2 Database maintained and updated to reflect current information by the 5th of every month	PreK Personnel Data ☐ Education levels for all PreK/Early PreK staff ☐ Coursework ☐ Fall: ☐ Spring: ☐ Staffing changes ☐ EPICS access requests - activate or removal of access sent to PreK Specialist within 10 days of employee status change ☐ PreK enrollment application ☐ PreK enrollment discrepancy process ☐ PreK student enrollment status (drops, transfers, changes, completed) ☐ Rubrics ☐ Fall ☐ Winter ☐ Spring ☐ Environmental rating scores ☐ Approved developmental screening tool: Entered by date completed ☐ Individual Education Programs' (IEP's) if applicable ☐ Referrals and referral follow-up status	
8.D.3 Administrative Reports	- Fall - Spring	
Specialist Notes		

Program sites have specific goals and objectives within a Continuous Quality Improvement (CQI) Plan that is evaluated annually by the State. All program components will be evaluated, including personnel/professional development, family satisfaction, and children's progress using both formative and summative approaches.

Program Response

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