

FOCUS Verification Summary

Licensed Program Name:

License Number:

Physical Address:

Phone Number:

Site Director Name:

Site Director Email Address:

Program Contact Name (if different):

Program Contact Email Address (if different):

UNM ECSC Consultant Name:

NM PreK Program Specialist Name (N/A, if not applicable):

Date of Verification Application: Click or tap to enter a date.

Target Reapplication Date: Click or tap to enter a date.

Verification Visit Date: Click or tap to enter a date.

Start Time: Choose an item.

End Time: Choose an item.

Current STAR-Level: Choose an item.

Requested Star Level: Choose an item.

Approved STAR-Level: Choose an item.

Verifier(s): Choose an item.

Type of Verification: Choose an item.

Best Practice/Developmentally Appropriate Practices/Health and Safety Promotions to Improve: Choose an item. Choose an item.

NOT MET Areas for Review: Choose an item.

Tool Key

Required Criteria for 3, 4, and 5 STAR

Required Criteria for 4 and 5 STAR

Required Criteria for 5 STAR

Foundations of Quality:

A: Full Participation of Each Child

1. Family Engagement

For definition and rationale of Family Engagement, refer to page 10 in the FOCUS Center-Based criteria.

3 STAR (Beginning)	4 STAR (Intermediate to Advanced)	5 STAR (High Quality)
The center and classrooms reflect a welcoming environment for families. Greeting families as they drop off and pick up their children, displaying family and child photographs throughout the classroom at child's and families' eye level and ensuring that posters and signs are clear and in families' home language.	There is evidence in the Lesson Plan and assessment information that the program encourages and validates family knowledge and participation in decision making related to their child's education by obtaining crucial background information and setting up learning goals for their child. Lesson Plans reflect how staff and families collaborate in establishing goals for children both at home and at school. The Family Engagement Materials have been shared with families.	There is evidence in the Lesson Plans and center logs that center staff encourage family members to share cultural heritage and practices, stories, activities and language in the daily classroom activities. Program Policies and Philosophy reflect a comprehensive system for promoting family engagement at all levels of the program, including fatherhood engagement. There is evidence that parents participate in the Program Self-Assessment as part of the Continuous Quality Improvement Process.
Program: Provide a minimum of three sources of evidence to support Family Engagement self-study. Family Engagement Practices were documented by program at Choose an item.		
Verifier: Verify by reviewing a minimum of three sources of evidence that support program's self-study	Document sources of evidence and corresponding STAR level: 1. 2. 3.	

2. Inclusive Practices for Children with Developmental Delays and Disabilities

For definition and rationale of Family Engagement, refer to page 11 in the FOCUS Center-Based criteria.

3 STAR (Beginning)	4 STAR (Intermediate to Advanced)	5 STAR (High Quality)
Identification There is a written plan indicating how the program will ensure that children and families of all abilities are welcome and supported. With parental written consent, refer children who scored as “refer” in the developmental screening to the local Part C or Part B program. Inclusion In partnership with the child’s family, appropriate accommodations and modifications have been made to ensure full participation.	Identification There is a written plan for supporting individual children with disabilities. The plan describes the process for ongoing communication and consultation with the Part C and Part B service providers. Inclusion With parental written consent, use information from the child’s Early Childhood Outcomes summary and IFSP/IEP for Lesson Planning. If appropriate, with written parental consent, support IFSP/IEP services to take place in the classroom by the Part C/Part B provider as part of the regular schedule and activities. Classroom staff must remain in the classroom and continue the planned activities.	Identification There is written evidence that the program participates in Child Find Activities with local Part C and Part B Programs. Inclusion With written parental consent, actively participate in the child’s IFSP/IEP process. In collaboration and consultation with the Part C/Part B service provider, IFSP/IEP strategies are integrated into the classroom. Therapists and educators embed the goals into the daily schedule and incorporate typical peers in the activities. Transition With parental written consent, actively participate in the child’s IEP/IFSP process, Early Childhood Outcomes process, and the Transition Conference.
Program: Provide a minimum of three sources of evidence to support Family Engagement self-study. Family Engagement Practices were documented by program at Choose an item..		
Verifier: Verify by reviewing a minimum of three sources of evidence that support program’s self-study	Document sources of evidence and corresponding STAR level: 1. 2. 3.	

3. Culture and Language Including the Support of Dual Language Learners

For definition and rationale of Culture and Language, refer to page 12 in the FOCUS Center-Based criteria.

3 STAR (Beginning)	4 STAR (Intermediate to Advanced)	5 STAR (High Quality)
<u>Culture and Language</u> The program ensures materials and visuals in the classroom reflect the culture and language of the children and families enrolled in the program. Classroom staff learn from families about their family structure, their preferred child-rearing practices and information families wish to share about their socioeconomic, linguistic, racial, religious and cultural backgrounds. <u>Supporting Dual Language Learners</u> Program staff gather information from families regarding the language(s) that are spoken at home, documented in the enrollment information located in the child's file. Print-rich labeling is visible and represents all home languages.	<u>Culture and Language</u> The information is used to plan activities that support each child's and families participation in classroom and center activities, including holidays. <u>Supporting Dual Language Learners</u> There is intentionality in the lesson plan to foster the relationship of children who speak languages other than English with English-speaking children. Implement a program policy describing how the program promotes children's home language while supporting English language development, and includes practices to communicate with families in their preferred language.	<u>Culture and Language</u> Classroom and program staff offer a variety of meaningful, culturally-sensitive opportunities for families to participate in classroom and center activities. The program makes every effort to hire staff reflective of cultures and languages of families enrolled in the program. <u>Supporting Dual Language Learners</u> Teaching staff understand the stages of second-language acquisition and support children by planning activities, materials and experiences that support each stage. Families who speak languages other than English are involved in developing policies and procedures related to DLLs and participate in the CQI process.
Program: Provide a minimum of three sources of evidence to support Family Engagement self-study. Family Engagement Practices were documented by program at Choose an item.		
Verifier: Verify by reviewing a minimum of three sources of evidence that support program's self-study	Document sources of evidence and corresponding STAR level:	
	1. 2. 3.	

4. Promoting Social Relationships

For definition and rationale of Culture and Language, refer to page 13 in the FOCUS Center-Based criteria.

3 STAR (Beginning)	4 STAR (Intermediate to Advanced)	5 STAR (High Quality)
<u>Building Positive Relations</u> Classroom and program staff promote a positive environment by greeting children and families on arrival, using proper names and verbally interacting with each child. Interactions are supportive and adults engage children at eye level. <u>Implementing Preventive Practices</u> Resources have been provided for families of children who scored “Refer” in the ASQ-SE. The learning environment is arranged to eliminate wide spaces, allow children to interact in different areas and reflect children’s interests. The classroom schedule includes a balance of large-and small- group activities, minimizes the number of transitions between activities and is posted visibly. Transitions are addressed so that there is minimal waiting with nothing to do and so children are notified individually and in a group about the upcoming transition. Classroom rules are brief, clear and posted.	<u>Implementing Targeted Social –Emotional Supports</u> There is evidence of a follow up on ASQ-SE referral conducted by the program with parental consent. The classroom staff demonstrate interactions with children to a) develop their self-esteem - active listening with children, no judgmental statements, responsive to children’s ideas, recognizing children’s efforts; b) encourage autonomy by providing children with opportunities to make choices, allowing children time to respond or complete task independently, creating opportunities for decision- making, problem-solving and working together and teaching children strategies for self-regulating and/or self-monitoring behaviors; and c) promoting children’s individualized emotional regulation by helping them recognize emotional cues, identify appropriate choices, and solve problems.	<u>Addressing Concerning Behaviors</u> If applicable, and with written parental consent, the classroom staff actively participate in the child’s social-emotional support plans/strategies. In collaboration and consultation with the mental health agency/individual(s) supporting the child and family, strategies are integrated into the classroom. Mental health agencies/individual(s) and educators embed the goals into the daily schedule and, as appropriate, incorporate typical peers in the activities.
Program: Provide a minimum of three sources of evidence to support Family Engagement self-study. Family Engagement Practices were documented by program at Choose an item.		
Verifier: Verify by reviewing a minimum of three sources of evidence that support program’s self-study	Document sources of evidence and corresponding STAR level:	
	1. 2. 3.	

Foundations of Quality: B: Health Promotion Practices and Developmental Screenings		
Essential Element	MET (Document How the Element was Verified)	NOT MET (Comments)
(3-5) All enrolled children have had a well-child check. Appropriate resources have been provided if the well-child check has not been completed.		
(3-5) All enrolled children have had an age-specific developmental screening; Results of the developmental screening have been shared with the family.		
(4-5) All enrolled children have dental, vision, and hearing screenings Appropriate resources have been provided if the dental, vision, and hearing screenings have not been completed.		

Foundations of Quality: C: Professional Qualifications – Directors		
Essential Element	MET (Document How the Element was Verified)	NOT MET (Comments)
(3-5) Program Leadership must establish and update annually a Professional Development Plan for themselves and each educator.		
Director must have successfully completed the Professional Development Requirements:		

(3-5) At least one course toward CDC or obtained higher EC degree -OR- (3-4) Completed/Current CDA (7.2024) (4) Completed/Current CDA (7.2024) -OR- (4-5) At least two courses toward CDC or higher EC degree (5) Completed CDC or obtained higher EC degree.		
Director must have successfully completed the FOCUS training requirements. <i>(3-5) Powerful Interactions</i> OR <i>TeachStone-CLASS® 2ND EDITION INFANT–TODDLER INTRO TO INTERACTIONS FOR EDUCATORS (6 hours) (6.2026)</i> OR <i>TeachStone-CLASS® 2ND EDITION PreK-3rd INTRO TO INTERACTIONS FOR EDUCATORS (6 hours) (6.2026)</i> AND <i>CQI 1</i> OR <i>ECECD will acknowledge the one-time TeachStone-CLASS® 2ND EDITION Overview</i>		

for Leaders (2 hours) as a substitute for the 3 part CQI series (6.2026) <i>and either Full Participation OR Quality Early Childhood Programs for All (4-5) CQI 2</i> OR ECECD will acknowledge the one-time TeachStone-CLASS® 2ND EDITION Overview for Leaders (2 hours) as a substitute for the 3 part CQI series (6.2026) <i>and both Full Participation AND Quality Early Childhood Programs for All (5) CQI 3</i> OR ECECD will acknowledge the one-time TeachStone-CLASS® 2ND EDITION Overview for Leaders (2 hours) as a substitute for the 3 part CQI series (6.2026) <i>*ECECD will acknowledge either college course, Guiding Young Children or Family and Community Collaboration in place of three, one-time FOCUS training requirements providing the course has successfully been completed (6.2026):</i> <i>Powerful Interactions</i> <i>The Full Participation of Each Child</i>		
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Quality Child Care Programs for All		
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Foundations of Quality: C: Professional Qualifications - Educators		
Essential Element	MET (Document How the Element was Verified)	NOT MET (Comments)
(3-5) Complete all steps toward obtaining or have already obtained the Child Development Associate (CDA) (7.2024), New Mexico CDC for the age assigned, or obtained higher EC degree. Explore Higher education entrance, registration, and enrollment requirements including when the ACCUPLACER exam is required in order to complete courses for the New Mexico CDC (4-5) At least one course toward the NM CDC or higher EC degree -OR- Completed/Current CDA (7.2024) (5) Completed/Current CDA (7.2024), at least two courses toward the NM CDC -OR- obtained higher EC degree.		
All *experienced educators must have successfully completed the required FOCUS Trainings. (3-5) Powerful Interactions OR		

<i>TeachStone-CLASS® 2ND EDITION INFANT– TODDLER INTRO TO INTERACTIONS FOR EDUCATORS (6 hours) (6.2026)</i> OR TeachStone-CLASS® 2ND EDITION PreK-3rd INTRO TO INTERACTIONS FOR EDUCATORS (6 hours) (6.2026) and Full Participation OR Quality Early Childhood Programs for All (4-5) Powerful Interactions OR <i>TeachStone-CLASS® 2ND EDITION INFANT– TODDLER INTRO TO INTERACTIONS FOR EDUCATORS (6 hours) (6.2026)</i> OR TeachStone-CLASS® 2ND EDITION PreK-3rd INTRO TO INTERACTIONS FOR EDUCATORS (6 hours) (6.2026) Full Participation, AND Quality Early Childhood Programs for All <i>*ECECD will acknowledge either college course, Guiding Young Children or Family and Community Collaboration in place of three, one-time FOCUS training requirements providing the course has successfully been completed (6.2026): Powerful Interactions</i>		
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<i>The Full Participation of Each Child Quality Child Care Programs for All</i>		
(3-5) All **new educators in their first year of employment have 12 months to complete: <i>Powerful Interactions</i> OR <i>TeachStone-CLASS® 2ND EDITION INFANT–TODDLER INTRO TO INTERACTIONS FOR EDUCATORS (6 hours) (6.2026)</i> OR <i>TeachStone-CLASS® 2ND EDITION PreK-3rd INTRO TO INTERACTIONS FOR EDUCATORS (6 hours) (6.2026)</i> <i>The Full Participation of Each Child Quality Early Childhood Programs for All</i> OR <i>At the time of verification</i> <i>*ECECD will acknowledge either college course, Guiding Young Children or Family and Community Collaboration in place of three, one-time FOCUS training requirements providing the course has successfully been completed (6.2026):</i> <i>Powerful Interactions</i> <i>The Full Participation of Each Child Quality Child Care Programs for All</i>		

Foundations of Quality: D. RATIOS AND GROUP SIZE (for Center-Based Programs)			
Essential Element	MET (Document How the Element was Verified)	NOT MET (Comments)	
3-STAR	4-STAR	5-STAR	
Child Care Centers in which children are grouped by age: 6 weeks through 24 months.....1:6 2 years.....1:10 3 years.....1:12 4 years.....1:12 5+ years.....1:15 Centers in which age groups are combined: Adult: child ratios are determined by the age of the majority of children in the group.	Child Care Centers in which children are grouped by age: 6 weeks through 24 months.....1:5 2 years.....1:8 3 years.....1:10 4 years.....1:10 5+ years.....1:12	Child Care Centers in which children are grouped by age: 6 weeks through 24 months.....1:4 2 years.....1:6 3 years.....1:9 4 years.....1:10 5+ years.....1:10	
Verifier: Verify by conducting spot checks and staff schedule as it aligns with student roster	Document ratios and corresponding STAR level Per Choose an item. Star criteria, ratios were checked in the following classrooms and times:		
	Classroom / Age Group	Time	Time

*Thank you for allowing Choose an item. to be a part of your indoor/outdoor classroom experiences.			

Quality Practices That Support Children's Growth Development and Learning		
A. Intentional Teaching, Authentic Observation, Documentation, and Curriculum Planning Process		
Essential Element	MET (Document How the Element was Verified)	NOT MET (Comments)
Educators must complete focused observations for each child using the <i>NM Portfolio Collection Forms</i>. These must be completed within 45 days of enrollment and every four months thereafter for Infant Toddler, and every 6 months thereafter for preschool. For the required Infant/Toddler areas of observation, please see pg. 22 in the FOCUS Center-Based criteria, and for preschool please see pg. 25. 3-STAR- 3 Observations 4-STAR- 4 Observations 5-STAR- 5 Observations		
(3-5) Child observations must use objective language, and match the domains and components		

Embed the following Preschool Essential Indicators in portfolio observation based on STAR Level 4-STAR – 6.1 Converses in Home Language; 20.1 Plays With Others; 5-STAR – 6.1 Converses in Home Language; 20.1 Plays With Others; 17.4 Expresses Cultural Influences; 20.2 Problem Solving; 25.3 Role Plays; 27.1 Focuses and Completes Tasks		
(4-5) Child Observations must include contextual detail to support embedded EIs		

Quality Practices That Support Children’s Growth Development and Learning		
A. Intentional Teaching, Authentic Observation, Documentation, and Curriculum Planning Process		
Essential Element	MET (Document How the Element was Verified)	NOT MET (Comments)
Educators must complete the <i>NM Quick Looks</i> and report data for the Essential Indicators. This reporting must be done for each child within 45 days of enrollment and every six months thereafter. For the required Preschool Quick Looks please see pg. 24-25 in the FOCUS Center-Based criteria 3-STAR – 8 Quick Looks 4-STAR – 11 Quick Looks 5-STAR – 14 Quick Looks		
(3-5) Use information from multiple sources, such as assessment, ongoing child observations, and family input, to complete the <i>NM Weekly Lesson Plan Form</i> or approved alternate lesson plan form.		

(3-5) Complete the reflection section of the <i>NM Weekly Lesson Plan Form</i> or approved alternate lesson plan form.		
Quality Practices That Support Children's Growth Development and Learning		
A. Intentional Teaching, Authentic Observation, Documentation, and Curriculum Planning Process		
Essential Element	MET (Document How the Element was Verified)	NOT MET (Comments)
(4-5) Incorporate reflections into lesson plans to document planned changes in practices and/or the physical environment.		
(3-5) Make each week's lesson plan available for families by posting in the classroom every Monday (or first day of the program week).		
(3-5) Hold family/educator conferences to share information gathered on the completed NM Portfolio Collection Form. • Infants and Toddlers – Three times per year • Preschool- after each of the designated reporting periods.		
(3-5) Educators must have at least two hours of weekly planning time to review child assessment information and for curriculum planning.		
(5) For children with an IFSP or IEP: With written consent, actively participate in the process.		

Quality Practices That Support Children's Growth Development and Learning		
B: Intentional Leadership – Continuous Quality Improvement		
Essential Element – Plan	MET (Document How the Element was Verified)	NOT MET (Comments)

(3-5) Use the program's Mission, Philosophy, and Curriculum Statements to guide the CQI Process.		
(3-5) Align the program's Mission, Philosophy, and Curriculum Statements with the <i>Guiding Principles for the Full Participation of Young Children</i> . Document this alignment in the Family Handbook.		
(3-5) Annually, administer the CQI Strengths and Needs Survey with families, educators, and board (if appropriate) to use as a source of evidence for program planning.		
4-5) Utilize at least one additional recommended self-assessment tool for program planning.		
(5) Include community partners in the self-assessment process.		

Quality Practices That Support Children's Growth Development and Learning B: Intentional Leadership – Continuous Quality Improvement		
Essential Element – Plan	MET (Document How the Element was Verified)	NOT MET (Comments)
(3-5) Establish a team to review the <i>CQI Survey</i> results and other sources of evidence monthly to identify program strengths in Essential Elements: 1, 2, 3, 5, and 7.		
(3-5) PROGRAM: Gather other appropriate sources of evidence, identify improvement		

needs, and set goals relevant to five Essential Elements of Program Quality: 1, 2, 3, 5, and 7.		
(3-5) CLASSROOM: Gather other appropriate sources of evidence, identify improvement needs, and set goals relevant to five Essential Elements of Program Quality: 1, 2, 3, 5, and 7.		
(5) Over a period of 5 years, the program must have addressed all ten Essential Elements of Program Quality in the Program Improvement Plan.		
(3-5) Annually, use the recommended self-assessment tools and other sources of evidence regarding all classroom's strengths and improvement needs for Essential Elements 1, 2, 3, 5, and 7.		
(4-5) Together with at least one classroom team, identify a task to strengthen and improve classroom quality for Essential Element 4, 6, or 9.		
(5) All Classrooms must have addressed the first nine Essential Elements of Program Quality in the Program Improvement Plan		
(3-5) Identify how you will measure progress, accomplishments, and celebrate success		