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| **Program Name and Site(s)** |  | **Date of Monitoring** |  |
| **Program Contact Information** |  | **PreK Specialist** |  |
| **Consultant/Coach** |  | **Program Self-Assessment Completed by:** |  |

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| **Program Type(s)** | | **Classrooms** | **Funded Slots** | **Current Enrollment** | **Start & End Dates** | **Session Days & Times** |
| **Early** | **Extended** |  |  |  |  |  |
| **Extended Plus** |  |  |  |  |  |
| **Mixed** | **Extended** |  |  |  |  |  |
| **Extended Plus** |  |  |  |  |  |
| **Extended** | **Extended** |  |  |  |  |  |
| **Extended Plus** |  |  |  |  |  |
| **Basic** | |  |  |  |  |  |
| **Head Start** | **Dual** |  |  |  |  |  |
| **Blended** |  |

**NM PreK Monitoring Tool:**

**This tool monitors and ensures NM PreK programs comply with the Essential Elements of Quality in the NM PreK Program Standards. *Exemplars are provided to give suggestions of possible supporting documentation to show compliance. Not all listed exemplars are expected to be provided. Programs must use their discretion regarding what documentation they wish to include to support compliance.* The tool is designed so that each program can showcase how they are meeting NM PreK standards.**

**Text

Description automatically generated**

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.**

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| **1.A Family and Community Engagement** | | | **Program Notes and Support Needed** |
| **PreK Standard(s)** | **Compliance Indicators**  ***(Program must demonstrate evidence of the following)*** | **Exemplars:**   * Suggestions of possible supporting documentation.   **Please note:** Not all listed exemplars are expected to be provided. Programs must use their discretion regarding what documentation they wish to include to support compliance. | **For Program Use:**  *Document how your program meets the Program Standard and the support needed to meet the Program Standard. Prepare for a conversation with the NM PreK Specialist about how documentation meets NM PreK standards.* |
| **1.A Community Engagement: Collaboration** | * Quarterly Meetings with Community Providers * Collaboration to prevent duplication of services. * Share waiting lists with other PreK providers | * Quarterly Community Meeting agendas or minutes * Waiting list, Waiting list/enrollment policy * Memorandum of Understanding or other agreements with community partners |  |
| **1.B Family Engagement: 90 Hours** | * Home Visits * Family/Teacher Conferences * Family Engagement Events/Opportunities * Family volunteers and classroom support | * Home visit Schedule or Notes * Sign-in Sheets (Conferences, Volunteer, Events) * Family Engagement Communications, such as flyers or newsletters * Calendar * Family Engagement Planning and tracking process |  |
| **1.B.3 PreK Programs: Family Handbook** | * Guidance Policy * Expulsion Policy * Program Philosophy * Transition Activities * Curriculum | * Current Family Handbook with relevant sections highlighted |  |
| **1.C Eligibility, Recruitment, Enrollment, Attendance: Also included in Family**  **Handbook** | * Eligibility Criteria * Recruitment Plan * Enrollment Requirements * Attendance Policy | * Current Family Handbook with relevant sections highlighted |  |

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| **1.A Family and Community Engagement Program Self-Assessment – Describe how the above criteria are met or are unmet – include strengths and areas of growth** |
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| **PreK Specialist Notes (For PreK Specialist Use ONLY)** |
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1. **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.**

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| **2.A Inclusive Practice** | | | **Program Notes and Support Needed** |
| **PreK Standard(s)** | **Compliance Indicators**  ***(Program must demonstrate evidence of the following)*** | **Exemplars:**   * Suggestions of possible supporting documentation. * **Please note:** Not all listed exemplars are expected to be provided. Programs must use their discretion regarding what documentation they wish to include to support compliance. | **For Program Use:**  *Document how your program meets the Program Standard and the support needed to meet the Program Standard. Prepare for a conversation with the NM PreK Specialist about how documentation meets NM PreK standards.* |
| **2.A.2 Accessible Environment** | * Evidence of modifications to the environment for children with disabilities and/or developmental delays | * Lesson plan that includes these modifications and accommodations. |  |
| **2.A.4 Inclusive Practices** | * Inclusion Policy * Evaluation and referrals * Participation in the Individual Education Program Process (IEP) * IEP modifications are included in lesson plans and the classroom environment. * Collaboration with special education services | * Information on the Child Find process and how the program collaborates with the Local Educational Agency (LEA). * Information on coordination between SPED and Gen. Ed Classroom regarding ancillary staff, schedules, and routines. * Documentation on the number of students receiving early intervention or special education services, including guidance and discipline policy. * Current Family Handbook with relevant sections highlighted |  |

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| **2.A Inclusive Practices Program Self-Assessment – Describe how the above criteria are met or are unmet – include strengths and areas of growth** |
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| **PreK Specialist Notes (For PreK Specialist Use ONLY)** |
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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.

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| **3.A Culture and Language** | | | **Program Notes and Support Needed** |
| **PreK Standard(s)** | **Compliance Indicators**  ***(Program must demonstrate evidence of the following)*** | **Exemplars:**   * Suggestions of possible supporting documentation.   **Please note:** Not all listed exemplars are expected to be provided. Programs must use their discretion regarding what documentation they wish to include to support compliance. | **For Program Use:**  *Document how your program meets the Program Standard and the support needed to meet the Program Standard. Prepare for a conversation with the NM PreK Specialist about how documentation meets NM PreK standards.* |
| **3.A.4 Culturally Appropriate**  **Materials** | Books and materials that reflect the culture and language of families | * Lesson plans * Home language survey and how the findings drive classroom environment and instruction. * Pictures or real-time examples of classroom setup demonstrating the use of culturally appropriate materials |  |
| **3.A.5 Culturally and Linguistically Responsive Lesson Plans and**  **Approaches to Teaching** | * Evidence of individualization and modifications in lesson plans and teaching practices | * Lesson Plans demonstrating individualization |  |
| **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 | * Home Language Survey * Family Handbook * Family communication materials in different languages * Lesson plans that reflect the varied languages and cultures represented in the classroom |  |
| **3.A.7 Home Language Survey** | * Home Language survey with data analysis and responsive program planning | * Home Language Survey * Lesson Plans |  |

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| **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. | * Family communication in different language * Classroom materials support different languages and cultures. * Dual Language PD certificate |  |

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| **3.A Culture and Language Program Self-Assessment – Describe how the above criteria are met or are unmet – include strengths and areas of growth** |
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| **PreK Specialist Notes (For PreK Specialist Use ONLY)** |
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# 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.

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| **4.A Social Emotional** | | | **Program Notes and Support Needed** |
| PreK Standard(s) | **Compliance Indicators**  *(Program must demonstrate evidence of the following)* | **Exemplars:**   * Suggestions of possible supporting documentation.   **Please note:** Not all listed exemplars are expected to be provided. Programs must use their discretion regarding what documentation they wish to include to support compliance. | **For Program Use:**  *Document how your program meets the Program Standard and the support needed to meet the Program Standard. Prepare for a conversation with the NM PreK Specialist about how documentation meets NM PreK standards.* |
| 4.A.1 Social Emotional Skills  Supported | Observable, consistent, attuned, safe, and responsive interactions | * CLASS Scores |  |
| 4.A.2 Social and Emotional  Professional Development | Professional development for educators to support social and emotional development | * ePyramid PD certificate |  |
| 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 another social/emotional model | * Lesson Plan with ePyramid strategies |  |
| 4.A.4 Building Positive Relationships: Positive Interactions and Guidance | Measured by the CLASS observation | * CLASS Scores * PBC/Consultant Coaching goals based on CLASS observation |  |
| 4.A.5 Expulsion and Suspension Prevention | Support Interventions | * Program Documentation |  |

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| **4.A Social Emotional Program Self-Assessment – Describe how the above criteria are met or are unmet – include strengths and areas of growth** |
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| PreK Specialist Notes (For PreK Specialist Use ONLY) |
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# 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.

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| **5. Health Promotion and Developmental Screenings** | | | **Program Notes and Support Needed** |
| PreK Standard(s) | **Compliance Indicators**  *(Program must demonstrate evidence of the following)* | **Exemplars:**   * Suggestions of possible supporting documentation.   **Please note:** Not all listed exemplars are expected to be provided. Programs must use their discretion regarding what documentation they wish to include to support compliance. | **For Program Use:**  *Document how your program meets the Program Standard and the support needed to meet the Program Standard. Prepare for a conversation with the NM PreK Specialist about how documentation meets NM PreK standards.* |
| 5.A Health Screenings: 90 days after the PreK start date | * Annual Well Child Check * Vision Screening * Dental Screening * Hearing Screening * Current Immunization Record or Public Health Division-approved exemption | * Schedule of screenings |  |
| 5.B Safety | Compliance with licensing or other regulatory authority and notification of sanctions and conditions of operations. | * Current Childcare Licensing Report * Notice of sanction * Conditions of Operation |  |
| 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 the Child and Adult Care Food Program (CACFP)/United States Department of Agriculture (USDA) School Lunch Program | * Menu * Certificate of CACFP/USDA |  |

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| 5. Health Promotion & Developmental Screenings Program Self-Assessment – Describe how the above criteria are met or are unmet – include strengths and areas of growth |
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| PreK Program Specialist Notes (For PreK Specialist Use ONLY) |
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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.

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| **6.A Professional Development Compliance** | | | **Program Notes and Support Needed** |
| PreK Standard(s) | **Compliance Indicators**  *(Program must demonstrate evidence of the following)* | **Exemplars:**   * Suggestions of possible supporting documentation.   **Please note:** Not all listed exemplars are expected to be provided. Programs must use their discretion regarding what documentation they wish to include to support compliance. | **For Program Use:**  *Document how your program meets the Program Standard and the support needed to meet the Program Standard. Prepare for a conversation with the NM PreK Specialist about how documentation meets NM PreK standards.* |
| 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 | * Copy of applicable Degrees and Licenses * Copy of PDP with updates as courses are taken |  |
| 6.A.2 Educational Assistants: AA or pursuing AA in Early Childhood | * Associate’s 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 | * Copy of applicable Degrees and Licenses * Copy of PDP with updates as courses are taken |  |
| 6.A.3 Current Professional Development Plan | * Current professional development * Documentation of completed coursework | * PDP Plan * Tracker showing completion of required PD w/Dates. * PD Completion Certificates. |  |
| 6.B Training Requirement Compliance Indicators | * Documentation of Training | * PDP Plan * Tracker showing completion of required PD w/Dates. * PD Completion Certificates. |  |
| 6.C Administrator Qualifications Compliance  Indicators | * Early Childhood Knowledge and Experience * Administrators support quality early childhood practices | * Tracker showing completion of required PD w/Dates. * PD Completion Certificates. |  |

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| 6.A Professional Development Compliance Program Self-Assessment – Describe how the above criteria are met or are unmet – include strengths and areas of growth |
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| PreK Specialist Notes (For PreK Specialist Use ONLY) |
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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.

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| **7.A Physical Environment** | | | **Program Notes and Support Needed** |
| PreK Standard(s) | **Compliance Indicators**  *(Program must demonstrate evidence of the following)* | **Exemplars:**   * Suggestions of possible supporting documentation.   **Please note:** Not all listed exemplars are expected to be provided. Programs must use their discretion regarding what documentation they wish to include to support compliance. | **For Program Use:**  *Document how your program meets the Program Standard and the support needed to meet the Program Standard. Prepare for a conversation with the NM PreK Specialist about how documentation meets NM PreK standards.* |
| 7.A.1 Environmental Rating Scale | * CLASS observation report * Additional rating scale, if applicable | * PBC/Consultation goals regarding CLASS * PBC/Consultation goals regarding additional rating scale |  |
| 7B: Curriculum: | * Implementation of evidence-based curricula | * Documentation of evidence-based curricula. * Lesson plan reflecting the use of evidence-based curricula. |  |
| 7.C Planning and  Observation: | * Play-based activities. * Planning Time, including preparation time | * Planning time schedule * Lesson -plan |  |

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| 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) | * Lesson plan with components labeled |  |
| 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 individuals and small groups (two to three children) read aloud. * Opportunities for developmentally * appropriate writing activities | * Lesson plan with Literacy activities labeled. * Lesson plans include comprehension strategies for read-aloud. |  |
| 7.D.2 PreK Observational Assessment entered in Data  Base | * Fall observation data. * Winter observation data * Spring observation data | * Calendar of implementation showing dates of each observation period. |  |
| 7.D.5 Developmental Screening: | * 45 calendar days after the PreK start date. * Referral to Local Education Agency (LEA) * Outcome of referral | * Calendar of implementation showing dates of each observation period. Lesson plans show how screening is used for individual planning. * List of children referred to LEA. * Planning during the referral period and documentation of the next steps. |  |
| 7.D.6 Family Notification | * Sharing Screening and observation results | * Family handbook explaining how results are shared. * Family Conference Schedule |  |

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| 7.D.7 NM Early Learning Guidelines | * Essential Indicators used for ongoing assessment of child’s progress. * Essential Indicators used for individualized lesson planning | * Lesson plans reflecting EI’s being planned for. * Be able to articulate a system for demonstrating how educators use EI’s for individual planning. |  |
| 7.D.8 Observational Assessment Training | * Assessment training completed by the Administrator. * Assessment training completed by teachers. * Assessment training completed by Educational Assistants * Assessment training completed by long-term substitutes. | * PD tracker with dates of completion * Certificates of Completion |  |

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| 7.A Physical Environment Program Self-Assessment – Describe how the above criteria are met or are unmet – include strengths and areas of growth |
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| NM PreK Specialist Notes (For PreK Specialist Use ONLY) |
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**8. Program Administration**

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

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| **8.A Program Administration** | | | **Program Notes and Support Needed** |
| PreK Standard(s) | **Compliance Indicators**  *(Program must demonstrate evidence of the following)* | **Exemplars:**   * Suggestions of possible supporting documentation.   **Please note:** Not all listed exemplars are expected to be provided. Programs must use their discretion regarding what documentation they wish to include to support compliance. | **For Program Use:**  *Document how your program meets the Program Standard and the support needed to meet the Program Standard. Prepare for a conversation with the NM PreK Specialist about how documentation meets NM PreK standards.* |
| 8.A.1 Notification of sanctions or conditions of operations: | * If applicable, administrators must notify the PreK Specialist within three days of sanction or conditions of operation | * Email or phone call the PreK Specialist as applicable. |  |
| 8.A.2 Participation in Consultant or Coaching Model | * Participation of PreK teachers in consultant or coaching model | * Calendar of time met with Coach/Consultant * Consultant/Coach report |  |
| 8.A.3 Notification of Long-  term Substitute: | * If applicable, administrators must notify the PreK Specialist within ten days | * Email or phone call the PreK Specialist as applicable. |  |
| 8.A.4 Inventory of PreK  equipment using PreK funds | * Inventory list | * Inventory List available and updated |  |
| 8.A.5 Notification of  Unscheduled Closures | * If applicable, administrators must notify the PreK Specialist within 24 hours of closure | * Email or phone call the PreK Specialist as applicable. |  |
| 8.A.6 Ensure that PreK Staff  complete required trainings | * Training logs, certificates of completion of required PreK pieces of training * (All Professional Learning Requirements can be located in the NM PreK Master Materials Library at: <https://www.nmececd.org/pre-k/>) | * Training tracker with dates and updated as necessary. For more information on training requirements, please [click here](https://www.nmececd.org/pre-k/). * PD certificates and updated as necessary |  |
| 8.A.7 Confidentiality of  Children’s Information | * Secure filing system | * Be able to explain secure filing system |  |
| 8.A.9 Use PreK funds: | * Not used for religious purposes | * Statement in Family Handbook |  |
| 8.A.10 Family Handbook | * Handbook containing required components | * Current copy of Family Handbook available |  |

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| 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 | * Plan for distributing updated documents to NM PreK educators. * Educator Acknowledgement of receipt of documents. |  |
| 8.B.3 Consultant/Coach  Release Time | * 30 minutes without children | * Planning time schedule * Daily schedule with planning time included |  |
| 8.B.4 PreK Duties assigned  only during PreK hours | * NM PreK Work Schedule * Classroom assignment | * Educator Classroom Assignment * Educator Work Schedule |  |
| 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 | * Ratio posted in the classroom |  |
| 8.B.7 Enrollment: 95%  minimum | * Enrollment data | * Documents are submitted to the NM PreK Specialist monthly. |  |
| 8.C.1 Budget and Finance Compliance | * Approved budget * Monthly Invoices | * Documents submitted to NM PreK specialist monthly |  |
| 8.C.3 Purchased Curriculum: | * Aligned to New Mexico Early Learning Guidelines | * Proof of purchase |  |
| 8.D.1 Data Entry and  Reporting Compliance | * Evidence of data as outlined in 8.D.2 | * EPICS/NOVA data input complete by the 5th of each month. |  |

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| 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 User Access * PreK enrollment * 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 |  |  |
| 8.D.3 Administrative Reports | * Fall * Spring | * Complete report submitted to NM PreK Specialist according to annual schedule. |  |

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| **8.A Program Administration Program Self-Assessment – Describe how the above criteria is met or is unmet – include strengths and areas of growth** |
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| **PreK Specialist Notes (For PreK Specialist Use ONLY)** |
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# 9. Continuous Quality Improvement Standards

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.

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| **9. Continuous Quality Improvement (CQI) Compliance** | | | **Program Notes and Support Needed** |
| PreK Standard(s) | **Compliance Indicators**  *(Program must demonstrate evidence of the following)* | **Exemplars:**   * Suggestions of possible supporting documentation.   **Please note:** Not all listed exemplars are expected to be provided. Programs must use their discretion regarding what documentation they wish to include to support compliance. | **For Program Use:**  *Document how your program meets the Program Standard and the support needed to meet the Program Standard. Prepare for a conversation with the NM PreK Specialist about how documentation meets NM PreK standards.* |
| 9.A.1 CQI Implementation and Evaluation Process: | * **A minimum of three required goals:**  1. Administrative, 2. Family Engagement 3. Classroom goal for each PreK Classroom 4. Goal derived from CLASS observation results | * CQI Goal written with periodic reflection of progress towards goal. * CLASS data used to create CQI goal. |  |

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| **9. CQI Compliance Program Self-Assessment – Describe how the above criteria is met or is unmet – include strengths and areas of growth**  **Attach Current CQI Plan with reflections** |
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| **PreK Specialist Notes (For PreK Specialist Use ONLY)** |
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