

THE CHILD CARE QUALITY RATING SYSTEM (QRS) ASSESSMENT



New Mexico Look for the STARS – AIM HIGH

QRS Profile

April 2010



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New Mexico Look for the STARS – AIM HIGH

QRS Profile

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Child Care Quality Rating System (QRS) Assessment Study

PROFILE

Site:	New Mexico
Program Name:	Look for the STARS- AIM HIGH
Respondents:	Judy Fifield Children, Youth, and Families Department, Office of Child Development (within the Early Childhood Services Division)
Information Reviewed and Finalized:	March 25, 2010

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New Mexico – Look for the STARS- AIM HIGH

Program Information

This section provides general information about the QRS including the location, numbers and types of programs participating in the QRS, and goals.

Site name:	New Mexico
Program name:	Look for the STARS- AIM HIGH
Service area:	Statewide
Details about other geographic area:	N/A
Pilot:	Pilot completed
Pilot time frame:	Bronze, Silver, Gold (3 levels) system piloted 1999-2005
Date full program launched:	2005 (5 level system launched)
Voluntary:	Yes
Website:	http://www.newmexicokids.org/#.pages.stars.index.cfm
Eligible programs:	Center-based programs, Head Start/Early Head Start (serving 25% subsidized children), pre-kindergarten / comprehensive early childhood programs, licensed family child care, licensed out-of-school time programs, and legally non-licensed home based providers
Source of funds for eligible public program:	State
Total numbers of programs participating:	1,060
Number of participating child care centers:	714 of which 489 have 2-5 STAR licenses
Number of participating family child care programs:	346 of which 249 have 2-5 STAR licenses
Number of other programs participating:	N/A
Percent of total programs enrolled in QRS:	69.43% have a 2-5 STAR license
Percent of programs at each rating level:	2-STAR 46.13% 3-STAR 4.43% 4-STAR 6.04% 5-STAR 12.83%
Additional details about programs in the QRS:	None
Goals:	<i>To help parents identify quality child care programs, to encourage child care programs to continue to improve their quality of care, to recognize child care</i>

programs that provide quality child care.

Language from statute:

None

Comments:

The New Mexico Child Care Licensing Regulations uses a “STAR” rating system (Look for the STARS) that indicates the level of quality of an early childhood program. The criteria used to indicate the level of quality are the AIM HIGH Essential Elements. Participating AIM HIGH programs determine what STAR level they wish to attain. As programs progress through each STAR level, it is expected that there will also be higher quality of services provided to young children and families in the program. The greater number of STARS on a child care license indicates a higher level of quality.

Therefore, while Look for the STARS is embedded within New Mexico’s licensing system, programs that wish to achieve higher levels of quality may voluntarily participate in AIM HIGH. In order to participate in AIM HIGH, programs must meet the requirements of the 2-Star license and serve at least 25% state subsidized children. Through their participation in AIM HIGH, programs may improve their star rating on their license. The information in this profile primarily reflects the AIM HIGH process for programs.

Rating Details

This section provides details about how the rating component is structured and the process that is used to rate programs.

Rating structure:	Building block
Number of levels:	5
Length of time rating is valid:	1 year
Rating Process:	Interested programs contact the Training and Technical Assistance Program (TTAP) in their region to obtain and complete the Eligibility Form. Once the TTAP has received the Eligibility Form, the applicant will be contacted within two weeks to set up an initial on-site visit. At the time of the on-site visit, the Program Development Specialist (PDS) will describe the application for AIM HIGH and informally assess the program. Once the AIM HIGH Application, the Score Sheet and the Summary Sheet are received (completed by the PDS), it is presented to the Community Advisory Committee for the selection process. If selected, the program continues working with the PDS to have a pre-rating scale administration. The information from this pre-rating creates a baseline to inform the AIM HIGH Action Plan. Over a three-month period of time, the PDS conducts on-site visits to review all required

	documents, observe in each classroom, and interview the staff of the facility to verify that all criteria has been met for the requested STAR level.
	The PDS and the program review the goals at least every three months to determine if any changes are necessary and if the program is accomplishing its goals. If warranted, a revision of the action plan should be completed.
Method of combining points:	Look for STARS- AIM HIGH uses a block system. All previous requirements must be met in order to attain the next star level.
Method used to assess programs for infants/toddlers:	The Infant and Toddler Environment Rating Scale-Revised is used.
Method used to assess programs for school-aged children:	The School Age Care Environment Rating Scale is used.
Different process used to assess family child care:	The Family Child Care Environment Rating Scale-Revised is used. Also, some indicators are different for family child care.
Different process used to assess Head Start/Early Head Start:	N/A
Different process used to assess accredited programs:	Accredited programs automatically receive a 5-Star.
Events that trigger re-rating:	Change of location, teacher turnover, licensing violation, or change in accreditation status will trigger re-rating.
Appeal process:	There is a 2 level appeal process. Programs may ask for “reconsideration” and provide the Office of Child Development at state level with proving documentation that they have met the criteria and then they have another observation. If they still do not go up a level, they can start the formal appeal.
Availability of technical assistance for rating process:	Yes
Description of technical assistance for rating process:	Training and technical assistance are available through the Program Development Specialist and Career Advisor (from TTAP) throughout the rating process.
Availability of technical assistance for preparatory process:	Yes
Description of technical assistance for preparatory process:	Training and technical assistance available immediately following selection from the program’s assigned PDS and Career Advisor.

Quality Indicators for Center-Based Programs

This section describes the indicators used in a QRS to assess the quality of center-based programs. The indicators are divided into the following categories: licensing compliance, ratio and group size, health and safety, curriculum, environment, child assessment, staff qualifications, family partnership, administration and management, cultural/linguistic diversity, accreditation, community involvement and provisions for children with special needs. A QRS may not have indicators in one or more of these categories, and the category labels used in the profile may differ from the site-specific category names used in a QRS.

Number of site-specific indicator categories:	10
Site-specific names of categories used in the QRS:	<ul style="list-style-type: none"> -Staff Qualifications, Evaluation, and Communication -Environment -Observation and Documentation of Children’s Progress and Curriculum Planning -Staff/Caregiver Professional Development Plan -Family Involvement Plan -Administrative Policies -Employee Compensation and Benefits -Ratios and Group Size -Accreditation

Licensing Compliance (centers)

Licensing requirements frequently serve as a minimal set of provisions to ensure that care and education environments are safe, healthy and provide for children’s basic needs. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Licensing compliance included:	Yes
Licensing required for enrollment:	Yes
Licensing equivalent to first level:	Yes, as part of Look for the STARS, programs meeting minimum licensing standards are considered 1-Star. However, this level is not recognized in the AIM HIGH system because programs are only eligible if they reach 2-Star licensing standards.
Licensing compliance referred to within:	N/A
Source of evidence:	Documentation submitted
Comments:	Programs participating in AIM HIGH must meet 2-Star license requirements (by Look for the STARS licensing standards). Programs must be in substantial compliance with licensing regulations and must not have a history of numerous, repeated, or serious non-compliance citations. Programs receiving other state and federal funds

must be in compliance with those program’s regulations.

Ratio and Group Size (centers)

Ratio and group size requirements are frequently established in state licensing regulations All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Ratio and group size indicators included:	Yes
Description:	<p>Ratio and group size indicators are included at AIM High Level Four (4 Star).</p> <p>Ratios for licensed child care centers where children are grouped by age ratios:</p> <p>6 weeks-24 months-1:5 2 years-1:8 3 years-1:10 4 years-1:10 5 years-1:12 6 years-1:12</p> <p>Ratios for Child care centers where age groups are combined:</p> <p>6 weeks through 24 months-1:5 2,3,and 4 years-1:10 3,4,and 5 years-1:12 6 years-1:12</p> <p>Maximum group size:</p> <p>6 weeks through 24 months: 10 2 years: 16 3, 4, and 5 years: 24 6 years and up: 24</p>
Ratio and group size referred to within:	Ratios and Group Size
Source of evidence:	Observation (done by Program Development Specialist)

Health and Safety (centers)

Provisions for health and safety are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Health and safety indicators are also included in the Environment Rating Scales which are used in some QRSs.

Health and safety indicators included:	No
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Curriculum (centers)

A curriculum is a written document that provides a plan for intentional activities and interactions in an early childhood program. Indicators described in this section refer to requirements for the use of particular curricula or to demonstration that certain features of curriculum are in place. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Curriculum indicators included:	Yes
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Description:	<p>AIM High Level Three (3 Star)</p> <p>Programs must develop a written curriculum that represents:</p> <ul style="list-style-type: none"> -Activities are meaningful, developmentally appropriate, adapted/modified according to the needs and abilities of children -Facilitation of all areas of development; social, emotional, physical, language and cognitive. -Some programs might also include a spiritual domain -Integrates foundations for the following content areas: Math, Science, Social Studies, Language Arts/Literacy, Health and Fine Arts; Variety of learning experiences; Variety of materials that range from simple to complex; A balance of active/quiet, individual/small group/large group activities and indoor/outdoor time -Variety of learning experiences -Variety of materials that range from simple to complex - Active engagement of children - Opportunities to make choices - Ensures smooth transitions from one activity to another - Opportunities to experiment and explore - Large blocks of time for discovery and child-initiated learning activities
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- A balance of active/quiet, individual/small group/large group activities and indoor/outdoor time
- Emphasis on the value of social interaction through peer learning
- A positive social/emotional foundation is valued as essential for the development of lifelong positive interpersonal relationships and the growth in all other developmental domains
- Social Skills are intentionally taught

AIM High Level 4 (Star 4)

A written curriculum that is carefully planned to meet both short-term and long-term goals for the program and for individual children and includes:

- Knowledge of children's needs and interests based on observation and assessment completed in the classroom or in the family child care home program
- Continued use of the curriculum development process of gathering information through observations for individual curriculum and program planning in every classroom or in family child care homes (evidence that the program ties assessment of children to curriculum)
- Reflection of ongoing implementation demonstrated in classroom environment or in the home
- Social and Emotional teaching strategies
- Variety of instructional strategies; small/large group activities, puppets, role play, visual supports, peer buddies, scripted stories, pictures prompts
- Sequencing of activities from simple to complex
- Support for children's thinking, reasoning, decision-making, and problem-solving. Teachers facilitate discussions to challenge (scaffold) children's thinking
- Support for development of children's self-regulation using methods such as logical and natural consequences. Teacher/caregivers facilitate discussions to problem-solve conflict
- Evidence that each child's language and culture are integral components of the daily program
- Evidence of child participation in planning activities and developing program rules and routines

	<ul style="list-style-type: none"> - Evidence that teachers/ caregivers challenge children just beyond their current level of development (scaffold their learning - Documentation verifying at least a 3-month history of curriculum planning and preferably a year’s history of planning
Curriculum review process:	Yes
Description of curriculum review process:	Program development specialist reviews the curriculum documents on-site.
Approved curricula identified:	No
Curriculum referred to within:	Observation and Documentation of Children’s Progress and Curriculum Planning
Curriculum source of evidence:	Documentation submitted; observation

Environment (centers)

Indicators in this section refer to features of the classroom environment. Further details about Observational Measures included in the QRS are included in a section below. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Environment indicators included:	Yes
Environment Rating Scales (ERS) included:	Yes
Range of recognized ERS scores:	Score requirements are at AIM High Level 3. Programs must achieve an average score of 4.0. (4.0 must be maintained for 4 & 5 Star levels)
Additional indicators related to environment (e.g. activities, interactions, specific features)	<p><u>Activities</u> AIM High Level 3 (Star 3) (from Observation and Documentation of Children’s Progress and Curriculum Planning)</p> <ul style="list-style-type: none"> -Activities are meaningful, developmentally appropriate, adapted/modified according to the needs and abilities of children - Ensures smooth transitions from one activity to another - Large blocks of time for discovery and child-initiated learning activities - A balance of active/quiet, individual/small group/large group activities and indoor/outdoor time

Interactions

AIM High Level Two (2 Star)

Social-Emotional Responsive Environment:

- The environment reflects an atmosphere where all children feel accepted and able to be successful. The classroom/school-age space/home environment has a positive social atmosphere where staff/caregiver and children spend time talking and interacting with one another in general conversation during the day as well as at mealtimes and other scheduled activities. Various methods are used to communicate with nonverbal or language delayed.
- Staff/caregivers endeavor to establish a positive, caring relationship with every child in their care. Physical contact is used to comfort and/or positively support children in daily routines and interactions.
- Staff/caregivers encourage children to interact with one another in a positive manner. Staff/caregivers intentionally prepare (coach) children to interact positively with children of various abilities.
- Staff/caregivers are attuned to and respond promptly and consistently to children's needs and interests during regular routines and activities.
- Staff/caregivers facilitate children's growing independence and initiative by giving them many opportunities to make decisions, choose their own activities, and take charge of their own learning.
- Relationships among staff/caregivers are professional and do not interfere with their responsibilities in caring for and interacting with children both indoors and outdoors.

Specific Features of the Environment

AIM High Level Two (2 Star)

Providing developmentally appropriate materials, arranging space by interest area, and:

- Noisy and quiet areas are arranged so that children's activities can be sustained without interruption.
- Materials are cleaned and well care for and organized by type and, where appropriate, are labeled with words and/or pictures.

- Adaptations to materials are made when needed to accommodate various abilities of all children.
- Unused materials are stored in inaccessible storage.
- Interest areas are functional with adequate space and are logically placed. The environment is set up so children are not continually interrupting one another.
- Examples of children's individually expressed artwork are displayed in the environment or in the home.
- Floor surface is suitable for activities that will occur in each interest area or in the family child care home.
- The environment reflects an atmosphere where all children feel accepted and able to be successful. The classroom/school-age space/home environment has a positive social atmosphere where staff/caregiver and children spend time talking and interacting with one another in general conversation during the day as well as at mealtimes and other scheduled activities. Various methods are used to communicate with nonverbal or language delayed.

AIM High Level Three (3 Star)

- Materials and equipment are rotated and adapted on a regular basis to conform to curriculum goals.

AIM High Level Three (4 Star)

- Outdoor space has some protection from the elements.
- Outdoor space has some play interest centers
- Opportunities to develop motor skills.

Environment referred to within:

Environment
Observation and Documentation of Children's Progress and Curriculum Planning

Environment source of evidence:

Observation

Child Assessment (centers)

Indicators in this section refer to processes in place to assess, observe or monitor children’s development on a regular basis. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Child assessment indicators included:	Yes
Description:	<p>AIM High Level Three (3-Star) Programs must:</p> <ul style="list-style-type: none"> -Develop a system teachers will use for observing & documenting children’s development, in all developmental domains, and used as a means to individualize curriculum planning in support of the whole child. -Develop a basic understanding of key components of an early childhood curriculum and begin implementation by using an observation, documentation, and evaluation process- a continuous process of observing children, documenting, planning, implementing activities and routines, observing the activities and assessing outcomes. -Demonstrate evidence that the director and/or curriculum coordinator have the knowledge to provide support to classroom teachers resulting in teachers using the information gained from the use of an assessment instrument to plan curriculum based on individual children’s needs for 75 % of classrooms. <p>AIM High Level Four (4-Star) Programs must demonstrate:</p> <ul style="list-style-type: none"> -Knowledge of children’s needs and interests based on observation and assessment completed in the classroom or in the family child care home program. -Continued use of the curriculum development process of gathering information through observations for individual curriculum and program planning in every classroom or in family child care homes (evidence that the program ties assessment of children to curriculum).

Child assessment review process:	No
Approved child assessments identified:	No
List of approved child assessments:	There are “suggested” assessments in line with pre-k and other programs.
Child assessment referred to within:	Observation and Documentation of Children’s Progress and Curriculum Planning
Child assessment source of evidence:	Documentation submitted

Staff Qualifications (centers)

Indicators in this section refer to specific educational or training requirements for staff. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Staff qualification indicators included:	Yes. These indicators are not in addition to 2 – Star licensing standards until July 1, 2010.
Indicators for teachers include:	Education, training
Indicators for directors include:	Education, training
Directors qualifications related to administration and management	No
Bachelors degree indicator for director:	No
Bachelors degree indicator for teacher:	No
Bachelors degree indicator for assistant teacher at level:	No
Description:	<p>AIM High Level Three (3 Star) Staff Qualifications -Effective July 1, 2010, all NEW staff working directly with children must have a high school diploma or equivalent (GED)</p> <p>AIM High Level Four (4 Star) Staff Evaluation-A tool, which includes criteria for evaluation and the process of evaluation for staff at least on an annual basis; - A plan for improvement for each staff member based on evaluation results. Staff Communication- Meetings are held on a regular basis, at least quarterly; - Staff participation in developing agendas; - Evidence that meeting provide a safe environment where staff members can ask questions, present alternative ideas, and share feelings.</p>
Staff qualifications referred to within:	Staff Qualifications, Evaluation, and Communication; Staff/Caregiver Professional

Development Plan

Staff qualifications source of evidence

Documentation submitted

Comments:

Beginning July 1st, 2010, all classroom staff, administrative staff, and family caregivers required to complete the 6-hour (course on inclusion) Quality Early Childhood Programs for All course developed by the Office of Child Development and are offered at all Early Childhood Training and Technical Assistance Programs or an equivalent is offered by the Office of Child Development.

At AIM High Level 4 (4 Star) there must be evidence that individual professional development plans established at Level Two & Level Three are progressing for each staff member, including the director.

Family Partnership (centers)

Indicators in this section refer to activities and strategies to involve and engage families. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Family partnership indicators included:

Yes

Description:**AIM High Level Two (2 Star):**

-A statement supportive of family involvement is incorporated into the Family Handbook that includes an unrestricted open door policy to the classroom/school-age program/family child care home.

-Children and family members are acknowledged upon arrival and departure.

AIM High Level Three (3 Star):

Programs must provide at least 2 of the following family involvement activities:

- Suggestion Box, Family Bulletin Board, Newsletter; Family meetings, Socials,
- Informational Workshops, minimum of one activity that encourages male participation
- Child developmental milestone information, Family/Staff Conferences

- Classroom and/or Field Trip volunteer, Support of program operation
- Daily (written) communication system between family member and teacher.

AIM High Level Four (4 Star):

Programs must provide at least 3 of the previously listed family involvement activities.

Family partnership referred to within:

Family Involvement Plan

Family partnership source of evidence:

Documentation submitted; observation

Administration and Management (centers)

Indicators in this section refer to features of the administration and management of the program. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Administration and management indicators included:

Yes

Description:

Administrative Policies

AIM High Level Two (2-Star)

- Evidence that program has a business plan
- Evidence that program has a one-year budget showing all income and expenditures
- Policies and procedures for the handling of financial transactions

AIM High Level 3 (3-Star)

- A written plan for a process that is comprehensive and includes all aspects of the program's operations, is ongoing and occurs on a regular basis
- A plan for using evaluation results for program improvement
- Exit interviews all staff that terminate, feedback incorporated into program planning/evaluation

Staff Compensation/Benefits

AIM High Level 2 (2-Star)

- Development of a compensation philosophy statement that is incorporated into the personnel handbook

AIM High Level Three (3-Star)

-Develop and implement an incremental compensation plan that includes tangible recognition and salaries

Provide at least three employee benefits including but not limited to:

-Payment of individual professional membership or association fee

-Insurance supplement

-Paid Leave (sick, vacation, personal, maternal, parental or bereavement)

-Monetary bonuses

-Insurance (health, life, accident, disabilities, dental or vision)

-Director is knowledgeable of resources regarding the Fair Labor Standards Act

AIM High Level Four (4-Star)

-Continue to implement an incremental compensation plan that includes tangible recognition and salaries

-Program must provide at least four employee benefits (review list)

Staff Evaluation

AIM High Level Four (4-Star)

Programs must have:

-A tool, which includes criteria for evaluation and the process of evaluation for staff/non-relative caregiver in a family child care home at least on an annual basis

-A plan for improvement for each staff member and non-relative caregiver in a family child care home, if appropriate, based on evaluation results

Staff Communication

AIM High Level Four (4-Star)

-Meetings are held on a regular basis, at least quarterly

-Staff participation in developing agendas

-Evidence that meeting provide a safe environment where staff members can ask

	questions, present alternative ideas and share feelings
Administration and management referred to within:	Administrative Policies; Employee Compensation and Benefits; Staff Qualifications, Evaluation, and Communication
Administration and management source of evidence:	Documentation Submitted

Cultural/Linguistic Diversity (centers)

Indicators in this section refer to provisions for responsiveness to cultural and linguistic diversity. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Cultural/Linguistic Diversity indicators are also included in the Environment Rating Scales which are used in some QRSs.

Cultural/linguistic diversity indicators included:	No
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Accreditation (centers)

Indicators described in this section refer to accreditation by a national accrediting body. Accreditation is a process in which programs demonstrate that they meet standards set forth by the accrediting body. The standards are determined by the accrediting body. There is not a common set of standards used for early childhood program accreditation. The National Association for the Education of Young Children (NAEYC) accreditation, the National Early Childhood Program Accreditation (NECPA), the National Accreditation Commission for Early Care and Education Programs (NAC) and the Council on Accreditation (COA) are commonly included accreditation systems used in QRSs for center-based programs.

Accreditation included:	Yes
If yes, accreditation is:	Used as highest rating
Comments:	<p>At AIM High level 5 (5 Star), programs continue meeting requirements of previous levels, in addition to becoming accredited.</p> <p>Accreditation must be through a nationally recognized accrediting body approved by the Office of Child Development Board through demonstration that the program's accreditation significantly matches standards set by the NAEYC Academy of Early Childhood Program Accreditation. Certificate must be posted.</p> <p>Accepted accrediting bodies for child care centers: -NAEYC (National Academy of Early Childhood Programs, National Association for the Education of Young Children) -NECPA (National Early Childhood Program Association) -ACSI (Association of Christian Schools)</p>

International)
 -COA (Council on Accreditation)
 -NAC (National Accreditation Commission for Early-Care and Education Programs)
 -ICAA (International Christian Accrediting Association)
 Certificate must be posted.

Community Involvement (centers)

Indicators described in this section refer to the type or frequency of involvement in the community. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Community involvement indicators included:	No
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Provisions for Children with Special Needs (centers)

Indicators described in this section refer to provisions for children with special needs and the extent to which programs meet standards for inclusion of children with disabilities or other limiting conditions. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Provisions for Children with Special Needs indicators are also included in the Environment Rating Scales which are used in some QRSs.

Indicators that specify provisions for children with special needs included:	No
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Indicators for Family Child Care Programs

This section describes the indicators used in a QRS to assess the quality of family child care programs. The indicators are divided into the following categories: licensing compliance, ratio and group size, health and safety, curriculum, environment, child assessment, staff qualifications, family partnership, administration and management, cultural/linguistic diversity, accreditation, community involvement and provisions for children with special needs. A QRS may not have indicators in one or more of these categories, and these category labels may not be used in their QRS.

Number of site-specific indicator categories:	9
Site-specific names of categories used in the QRS:	<ul style="list-style-type: none"> -Staff Qualifications, Evaluation, and Communication -Environment -Observation and Documentation of Children's Progress and Curriculum Planning -Staff/Caregiver Professional Development Plan -Family Involvement Plan -Administrative Policies -Employee Compensation and Benefits -Ratios and Group Size -Accreditation

Licensing Compliance (family child care)

Licensing requirements frequently serve as a minimal set of provisions to ensure that care and education environments are safe, healthy and provide for children's basic needs. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Licensing compliance included:	Yes
Licensing required for enrollment:	No. License exempt programs (registered family child care homes) are eligible for enrollment.
Licensing is equivalent to the first level:	Yes (in Look for the STARS)
Licensing compliance referred to within:	N/A
Source of evidence:	Documentation submitted
Comments:	Programs participating in AIM HIGH must meet 2-Star license requirements (by Look for the STARS licensing standards). Programs must be in substantial compliance with licensing regulations and must not have a history of numerous, repeated, or serious non-compliance citations. Programs receiving other state and federal funds must be in compliance with those program's regulations. License exempt family child care homes (registered) programs have a different process.

Ratio (family child care)

Ratio and group size requirements are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Ratio and group size indicators included:	Yes
Description:	<p>Licensed Family Child Care Homes: 1:6 for programs licensed for 6 children 2:12 for programs licensed for 12 children</p> <p>Registered Family Child Care Homes: A caregiver will have no more than 4 nonresident children at any one time. -A caregiver will have no more than 2 children under the age of two years old at any one time, including the providers own children. -A caregiver will have no more than 6 children under the age of six at any one time, including providers own children.</p>

	- Shifts are allowed provided there are never more than 4 non-resident children present at any one time.
Ratio and group size referred to within:	Ratios and Group Size
Source of evidence:	Observation

Health and Safety (family child care)

Provisions for health and safety are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Health and safety indicators are also included in the Environment Rating Scales which are used in some QRSs.

Health and safety indicators included:	No
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Curriculum (family child care)

A curriculum is a written document that provides a plan for intentional activities and interactions in an early childhood program. Indicators described in this section refer to requirements for the use of particular curricula or to demonstration that certain features of curriculum are in place. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Curriculum indicators included:	Yes
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Description:	<p>AIM High Level Three (3 Star)</p> <p>Programs must develop a written curriculum that represents:</p> <ul style="list-style-type: none"> -Activities are meaningful, developmentally appropriate, adapted/modified according to the needs and abilities of children -Facilitation of all areas of development; social, emotional, physical, language and cognitive -Some programs might also include a spiritual domain -Integrates foundations for the following content areas: Math, Science, Social Studies, Language Arts/Literacy, Health and Fine Arts; Variety of learning experiences; Variety of materials that range from simple to complex; A balance of active/quiet, individual/small group/large group activities and indoor/outdoor time. -Variety of learning experiences -Variety of materials that range from simple to
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complex

- Active engagement of children
- Opportunities to make choices
- Ensures smooth transitions from one activity to another
- Opportunities to experiment and explore
- Large blocks of time for discovery and child-initiated learning activities
- A balance of active/quiet, individual/small group/large group activities and indoor/outdoor time
- Emphasis on the value of social interaction through peer learning
- A positive social/emotional foundation is valued as essential for the development of lifelong positive interpersonal relationships and the growth in all other developmental domains
- Social Skills are intentionally taught

AIM High Level 4 (Star 4)

A written curriculum that is carefully planned to meet both short-term and long-term goals for the program and for individual children and includes:

- Knowledge of children's needs and interests based on observation and assessment completed in the classroom or in the family child care home program
- Continued use of the curriculum development process of gathering information through observations for individual curriculum and program planning in every classroom or in family child care homes (evidence that the program ties assessment of children to curriculum)
- Reflection of ongoing implementation demonstrated in classroom environment or in the home
- Social and Emotional teaching strategies
- Variety of instructional strategies; small/large group activities, puppets, role play, visual supports, peer buddies, scripted stories, pictures prompts
- Sequencing of activities from simple to complex
- Support for children's thinking, reasoning, decision-making, and problem-solving. Teachers facilitate discussions to challenge (scaffold) children's thinking
- Support for development of children's self-

regulation using methods such as logical and natural consequences. Teacher/caregivers facilitate discussions to problem-solve conflict

- Evidence that each child's language and culture are integral components of the daily program
- Evidence of child participation in planning activities and developing program rules and routines
- Evidence that teachers/ caregivers challenge children just beyond their current level of development (scaffold their learning)
- Documentation verifying at least a 3-month history of curriculum planning and preferably a year's history of planning.

Curriculum review process:	Yes
Description of curriculum review process:	Program development specialist reviews the curriculum documents on-site.
Approved curricula identified:	No
Curriculum referred to within:	Observation and Documentation of Children's Progress and Curriculum Planning

Environment (family child care)

Indicators in this section refer to features of the classroom environment. Further details about Observational Measures included in the QRS are included in a section below. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Environment indicators included:	Yes
Environment Rating Scales (ERS) included:	Yes
Range of recognized ERS scores:	Score requirements are at AIM High Level 3. Programs must achieve an average score of 4.0. (4.0 must be maintained for 4 & 5 Star levels)
Additional indicators related to environment (e.g. activities, interactions, specific features)	<p><u>Activities</u></p> <p>AIM High Level 3 (Star 3) (from Observation and Documentation of Children's Progress and Curriculum Planning)</p> <ul style="list-style-type: none"> -Activities are meaningful, developmentally appropriate, adapted/modified according to the needs and abilities of children - Ensures smooth transitions from one activity to another - Large blocks of time for discovery and child-initiated learning activities

- A balance of active/quiet, individual/small group/large group activities and indoor/outdoor time

Interactions

AIM High Level Two (2 Star)

Social-Emotional Responsive Environment:

- The environment reflects an atmosphere where all children feel accepted and able to be successful. The classroom/school-age space/home environment has a positive social atmosphere where staff/caregiver and children spend time talking and interacting with one another in general conversation during the day as well as at mealtimes and other scheduled activities. Various methods are used to communicate with nonverbal or language delayed.
- Staff/caregivers endeavor to establish a positive, caring relationship with every child in their care. Physical contact is used to comfort and/or positively support children in daily routines and interactions.
- Staff/caregivers encourage children to interact with one another in a positive manner. Staff/caregivers intentionally prepare (coach) children to interact positively with children of various abilities.
- Staff/caregivers are attuned to and respond promptly and consistently to children's needs and interests during regular routines and activities.
- Staff/caregivers facilitate children's growing independence and initiative by giving them many opportunities to make decisions, choose their own activities, and take charge of their own learning.
- Relationships among staff/caregivers are professional and do not interfere with their responsibilities in caring for and interacting with children both indoors and outdoors.

Specific Features of the Environment

AIM High Level Two (2 Star)

Providing developmentally appropriate materials, arranging space by interest area, and:

- Noisy and quiet areas are arranged so that children's activities can be sustained without interruption.

- Materials are cleaned and well care for and organized by type and, where appropriate, are labeled with words and/or pictures.
- Adaptations to materials are made when needed to accommodate various abilities of all children.
- Unused materials are stored in inaccessible storage.
- Interest areas are functional with adequate space and are logically placed. The environment is set up so children are not continually interrupting one another.
- Examples of children’s individually expressed artwork are displayed in the environment or in the home.
- Floor surface is suitable for activities that will occur in each interest area or in the family child care home.
- The environment reflects an atmosphere where all children feel accepted and able to be successful. The classroom/school-age space/home environment has a positive social atmosphere where staff/caregiver and children spend time talking and interacting with one another in general conversation during the day as well as at mealtimes and other scheduled activities. Various methods are used to communicate with nonverbal or language delayed.

AIM High Level Three (3 Star)

- Materials and equipment are rotated and adapted on a regular basis to conform to curriculum goals.

AIM High Level Three (4 Star)

- Outdoor space has some protection from the elements.
- Outdoor space has some play interest centers
- Opportunities to develop motor skills.

Environment referred to within:

Environment
Observation and Documentation of Children’s
Progress and Curriculum Planning

Environment source of evidence:

Observation

Child Assessment (family child care)

Indicators in this section refer to processes in place to assess, observe or monitor children’s development on a regular basis. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Child assessment indicators included:	Yes
Description:	<p>AIM High Level Three (3-Star) Programs must:</p> <ul style="list-style-type: none"> -Develop a system teachers will use for observing & documenting children’s development, in all developmental domains, and used as a means to individualize curriculum planning in support of the whole child. -Develop a basic understanding of key components of an early childhood curriculum and begin implementation by using an observation, documentation, and evaluation process- a continuous process of observing children, documenting, planning, implementing activities and routines, observing the activities and assessing outcomes. -Demonstrate evidence that the director and/or curriculum coordinator have the knowledge to provide support to classroom teachers resulting in teachers using the information gained from the use of an assessment instrument to plan curriculum based on individual children’s needs for 75 % of classrooms. <p>AIM High Level Four (4-Star) Programs must demonstrate:</p> <ul style="list-style-type: none"> -Knowledge of children’s needs and interests based on observation and assessment completed in the classroom or in the family child care home program -Continued use of the curriculum development process of gathering information through observations for individual curriculum and program planning in every classroom or in family child care homes (evidence that the program ties assessment of children to curriculum)

Child assessment review process:	No
Approved child assessments identified:	No
Child assessment referred to within:	Observation and Documentation of Children's Progress and Curriculum Planning
Child assessment source of evidence:	Documentation submitted; observation

Staff qualifications (family child care)

Indicators in this section refer to specific educational or training requirements for staff. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Staff qualification indicators included:	Yes
Indicators for family child care providers include:	Education, Training
Family child care qualifications related to administration and management	No
Bachelors degree indicator for family child care provider:	No
Description:	<p>AIM High Level Three (3 Star) Staff Qualifications - Effective July 1, 2010, all NEW staff/caregivers working directly with children must have a high school diploma or equivalent (GED) - Group Family Child Care Homes- Second caregivers have completed at least the 45 hour Entry Level Course or equivalent approved by the Office of Child Development or have or are working toward a higher level of certificate or degree defined in the career lattice</p> <p>AIM High Level Four (4 Star) Staff Evaluation - A tool, which includes criteria for evaluation and the process of evaluation for staff/non-relative caregiver in a family child care home at least on an annual basis - A plan for improvement for each staff member and non-relative caregiver in a family child care home, if appropriate, based on evaluation results</p> <p>Staff Communication - Meetings are held on a regular basis, at least quarterly - Staff participation in developing agendas - Evidence that meeting provide a safe environment where staff members can ask questions, present alternative ideas, and share</p>

feelings

Staff qualifications referred to within:

Staff Qualification, Evaluation, and Communication; Staff/Caregiver Professional Development Plan

Staff qualifications source of evidence

Documentation submitted

Comments

Beginning July 1st, 2010, all classroom, administrative staff, and family caregivers required to complete the 6-hour (course on inclusion)Quality Early Childhood Programs for All course developed by the Office of Child Development and offered at all Early Childhood Training and Technical Assistance Programs or an equivalent offered by the Office of Child Development

At AIM High Level 4 (4 Star) there must be evidence that individual professional development plans established at Level Two & Level Three are progressing for each staff member, including each person working in the family child care home with the children.

Family Partnership (family child care)

Indicators in this section refer to activities and strategies to involve and engage families. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Family partnership indicators included:

Yes

Description:

AIM High Level Two (2 Star):

-A statement supportive of family involvement is incorporated into the Family Handbook that includes an unrestricted open door policy to the classroom/school-age program/family child care home.

-Children and family members are acknowledged upon arrival and departure.

AIM High Level Three (3 Star):

Programs must provide at least 2 of the following family involvement activities:

-Suggestion Box, Family Bulletin Board, Newsletter; Family meetings, Socials,

- Informational Workshops, minimum of one activity that encourages male participation
- Child developmental milestone information, Family/Staff Conferences
- Classroom and/or Field Trip volunteer, Support of program operation
- Daily (written) communication system between family member and teacher

AIM High Level Four (4 Star):
 Programs must provide at least 3 of the previously listed family involvement activities

Family partnership referred to within:

Family Involvement Plan

Family partnership source of evidence:

Documentation submitted; observation

Administration and Management (family child care)

Indicators in this section refer to features of the administration and management of the program. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Administration and management indicators included: Yes

Description:

Administrative Policies

AIM High Level Two (2-Star)

- Evidence that program has a business plan
- Evidence that program has a one-year budget showing all income and expenditures
- Policies and procedures for the handling of financial transactions

AIM High Level 3 (3-Star)

- A written plan for a process that is comprehensive and includes all aspects of the program's operations, is ongoing and occurs on a regular basis
- A plan for using evaluation results for program improvement
- Exit interviews all staff that terminate, feedback incorporated into program planning/evaluation

Staff Compensation/Benefits

AIM High Level 2 (2-Star)

- Development of a compensation philosophy

statement that is incorporated into the personnel handbook

AIM High Level Three (3-Star)

-Develop and implement an incremental compensation plan that includes tangible recognition and salaries

Provide at least three employee benefits including but not limited to:

- Payment of individual professional membership or association fee
- Insurance supplement
- Paid Leave (sick, vacation, personal, maternal, parental or bereavement)
- Monetary bonuses
- Insurance (health, life, accident, disabilities, dental or vision)
- Director is knowledgeable of resources regarding the Fair Labor Standards Act

AIM High Level Four (4-Star)

-Continue to implement an incremental compensation plan that includes tangible recognition and salaries

-Program must provide at least **four** employee benefits (review list)

Staff Evaluation

AIM High Level Four (4-Star)

Programs must have:

- A tool, which includes criteria for evaluation and the process of evaluation for staff/non-relative caregiver in a family child care home at least on an annual basis
- A plan for improvement for each staff member and non-relative caregiver in a family child care home, if appropriate, based on evaluation results

Staff Communication

AIM High Level Four (4-Star)

-Meetings are held on a regular basis, at least

quarterly
 -Staff participation in developing agendas
 -Evidence that meeting provide a safe environment where staff members can ask questions, present alternative ideas and share feelings

Administration and management referred to within: Administrative Policies; Employee Compensation and Benefits; Staff Qualifications, Evaluation, and Communication

Administration and management source of evidence: Documentation submitted

Cultural/Linguistic Diversity (family child care)

Indicators in this section refer to provisions for responsiveness to cultural and linguistic diversity. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Cultural/Linguistic Diversity indicators are also included in the Environment Rating Scales which are used in some QRSs.

Cultural/linguistic diversity indicators included: No

Accreditation (family child care)

Indicators described in this section refer to accreditation by a national accrediting body. Accreditation is a process in which programs demonstrate that they meet standards set forth by the accrediting body. The standards are determined by the accrediting body. There is not a common set of standards used for early childhood program accreditation. Accreditation by the National Association of Family Child Care is a commonly included accreditation used in QRSs for family child care programs.

Accreditation included: Yes

If yes, accreditation is: One criterion in highest rating

Comments: At AIM High level 5 (5 Star), programs continue meeting requirements of previous levels, in addition to becoming accredited.

Accreditation must be through a nationally recognized accrediting body approved by the Office of Child Development Board through demonstration that the program's accreditation significantly matches standards set by the NAEYC Academy of Early Childhood Program Accreditation. Certificate must be posted.

The accepted accrediting body for family child care is NAFCC (National Association of Family Child Care)

Community Involvement (family child care)

Indicators described in this section refer to the type or frequency of involvement in the community. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Community involvement indicators included:	No
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Provisions for Children with Special Needs (family child care)

Indicators described in this section refer to provisions for children with special needs and the extent to which programs meet standards for inclusion of children with disabilities or other limiting conditions. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Provisions for Children with Special Needs indicators are also included in the Environment Rating Scales which are used in some QRSs.

Indicators that specify provisions for children with special needs included:	No
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Application Process

Information in this section describes specific features of the application process in the QRS.

Requires self-assessment tool:	No
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Describe self-assessment tool:	Not required, but programs are encouraged to complete a self-assessment.
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Availability of preparatory process:	Yes
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Describe preparatory process:	Interested programs contact the Training and Technical Assistance Program (TTAP) in their region to obtain and complete the Eligibility Form. Once the TTAP has received the Eligibility Form, the applicant will be contacted within two weeks to set up an initial on-site visit. At the time of the on-site visit, the Program Development Specialist (PDS) will describe the application for AIM HIGH and informally assess the program by meeting with staff in each classroom (this is informal). The Specialist leaves an application for the site to complete and return to their Training and Technical Assistance provider.
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Requires orientation:	No
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Time from application to rating:	3-6 months
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Can apply for particular rating:	Yes
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Describe apply for particular rating:	Programs decide what level they want to apply for and specify it on their child care licensing application.
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Outreach

This section describes the strategies that a QRS uses to disseminate information to parents, providers/programs, and the public.

Outreach to parents:	Yes
Method of outreach to parents:	Website and written materials available (disseminated through mailings and QRS contractors/partners). Information in Languages other than English available and assistance provided to non-English speaking parents.
Outreach to providers:	Yes
Method of outreach to providers:	Website and written materials available (disseminated through mailings and QRS contractors/partners). Information in Languages other than English available and assistance provided to non-English speaking providers.
Outreach to public:	Yes
Method of outreach to public:	Website, mailing, print advertising, and information disseminated via QRS contractors/partners.
Percent of budget dedicated to marketing:	\$125,000.00 of the ARRA quality finds will be used for a multi-media statewide QRS public awareness campaign. The RFP for the public awareness campaign contains a provision that the successful applicant must make an effort to secure supplemental or matching funds. The percentage of funding is .1267% of the FY 10 budget.

Use of Observational Tools

The information in this section provides further detail about observational tools used in the QRS.

Observational tools used:	ECERS-R, FCCERS-R, ITERS-R, SACERS
Describe how scores are used in the rating:	At AIM High Level Three, an evaluation of the program's environment requires the completion of a post rating scale, scoring an average of 4.
Frequency of observational assessment:	1 year
Method for choosing classrooms to observe:	All classrooms are observed.
Percent of classrooms observed in child care centers:	100%
Training for observers:	Inter-rater reliability with the authors of the ERS (using the tiered system by Debbie Cryer). There is one-on-one training for new observers.
Initial reliability required:	Must achieve 85% reliability with anchors.

Ongoing reliability required:	Periodic inter-reliability is maintained with the State Anchors and Level One observers to insure 85% reliability.
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Improvement Process

This section provides information about the strategies used to provide or support quality improvement in the QRS.

Professional development offered:	Yes
Training available that is linked to QRS:	Yes
Content of linked training:	New Mexico has 7 core competencies (trainings offered at the entry level, AA level, BA level). Most trainings are linked to the 7 core competencies are at the entry level.
Total duration of training:	Over 2 years providers must have training in all 7 core competencies. Family Child Care must have 12 hours per year. Child Care Centers must have 24 hours per year.
Trainer approval process:	Trainer registry with 4 categories of trainers. <ol style="list-style-type: none"> 1. Community-ex. Firefighter training on evacuation 2. Competency- Meets qualifications to train in any 7 CC area, ex. dietitian for nutrition 3. Level 1 – can train on any of the 7 CCA must have AA in ECE or related field 4. Level 2- can train on all 7 CCA must have a BA or higher in ECE or related field.
Target population for training:	All providers
Onsite assistance available that is linked to QRS:	Yes
Content of linked onsite assistance:	Series-based on individual program needs. Follow-up is done to assess understanding and what the program might need next.
Onsite assistance frequency	Depends on funding, at least 1 per year
Length of onsite sessions	At least 2 hours, depends on need
Total duration of onsite assistance:	Typically not more than six months, depending on need.
Formal approval for onsite assistance provider:	All are a Level 1 or Level 2 trainer.
Target population for onsite assistance:	All providers (voluntary and limited)

Financial Incentives

A variety of strategies may be used to provide financial incentives to providers to participate in the QRS or to support quality improvement efforts. This section provides information about different financial incentives.

Tiered reimbursement:	Programs must serve at least 25% state subsidized
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	children to be eligible for AIM HIGH. See attached document for rates of reimbursement.
Quality award/bonus:	No
Startup award:	No
Scholarship (T.E.A.C.H)	T.E.A.C.H is available.
Wage enhancement	No
Retention bonus:	No
Improvement grants:	Programs participating in AIM High are provided with funds for training and equipment. This improvement grant is called the 25% set-aside. The 25% set-aside is in the AIM HIGH budget to be used for necessary programs expenses for the attainment of program improvement goals.

Administration Details

This section provides details about the QRS administration and funding.

QRS lead :	Children, Youth, and Families Department, Office of Child Development within the Early Childhood Services Division
QRS lead type:	State government agency
Overall funding amount for most recent fiscal year:	\$1,003,760.00
Overall funding sources:	Child Care and Development Fund, State

Partners

This section provides information about the roles and responsibilities of partners in the QRS.

Partner 1 type :	University
Partner 1 name:	University of New Mexico (2 contracts, Northern/Southern parts of the state) New Mexico State University Western New Mexico University Eastern New Mexico University
Partner 1 function:	Collect/validate information to assign the rating, conduct observational assessments, provide technical assistance and quality improvement services, provide system navigation support, provide financial incentives, manage communication/information dissemination, and data collection.
Work plan in place:	Yes

Partner 2:	Community Colleges
Partner 2 name:	Santa Fe Community College San Juan College
Partner 2 function:	Collect/validate information to assign the rating, conduct observational assessments, provide technical assistance and quality improvement services, provide system navigation support, provide financial incentives, manage communication/information dissemination, and data collection.
Work plan in place:	Yes
Partner 3 type :	Other non-profit agencies
Partner 3 name:	Family Resource and Referral, Inc.
Partner 3 function:	Collect/validate information to assign the rating, conduct observational assessments, provide technical assistance and quality improvement services, provide system navigation support, provide financial incentives, manage communication/information dissemination, and data collection.
Work plan in place:	Yes

Linkage of QRS with Other Systems

This section provides information about how the QRS is linked with other systems/standards including child care subsidies, professional development, state early learning guidelines, and core knowledge /competencies for providers.

Child care subsidies :	Yes
Description:	AIM HIGH uses a tiered reimbursement program and requires that programs serve at least 25% subsidized children to be eligible to participate.
Professional development:	No
Description	All training and education based on 7 Core competencies areas. The Higher education Professional Development system is fully articulated. A catalog of ECE courses is available and offered by all 2 year programs.
Incorporation of other standards:	Yes
Description:	7 Core Competency Areas

Evaluation

Status of evaluation :	Ongoing (annually)
List research questions for ongoing evaluation:	Information not available
Evaluator type:	External
Evaluator name (if external)	University and Community College Partners
If external, was RFP issued:	No
Published reports to date :	Information not available
Comments:	A Cost Study completed once by University of NM Economics Dept researched the question--How much it costs for a program to achieve each higher level?

Key Contacts

Category :	Overall management
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Phone:	
Category :	Data systems, monitoring and evaluation
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Organization:	
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Phone:	

References

Children, Youth, and Families Department, New Mexico Office of Child Development (2009). "FY 08 AIM HIGH GUIDELINES July 1, 2008 to June 30, 2009."

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http://www.newmexicokids.org/pages/library/AIMHIGH/AH_EEs_AT_A_GLANCE_2009.pdf

Children, Youth, and Families Department, New Mexico Office of Child Development (2009). "AIM HIGH Essential Elements."

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AIM HIGH ESSENTIAL ELEMENTS AT A GLANCE
Voluntary: Not Required for Basic Licensure

<p align="center">2-STAR* (AIM HIGH Level Two) <i>Programs must meet all Child Care Licensing Regulations plus:</i></p>	<p align="center">3-STAR (AIM HIGH Level Three)</p>	<p align="center">4-STAR (AIM HIGH Level Four)</p>	<p align="center">5-STAR (AIM HIGH Level Five)</p>
<p>2A) <u>Staff Qualifications, Evaluation and Communication</u></p> <p>Staff Qualifications – No requirements for this level.</p> <p>Staff Evaluation—No requirements for this level.</p> <p>Staff Communication—No requirements for this level.</p>	<p>3A) <u>Staff Qualifications, Evaluation and Communication</u></p> <p>1. Staff Qualifications – Continue meeting requirements for Level Two plus:</p> <ul style="list-style-type: none"> a) Effective July 1, 2010, all NEW staff/caregivers working directly with children must have a high school diploma or equivalent (GED) b) Group Child Care Home—Second caregivers have completed at least the 45-Hour Entry Level Course or equivalent approved by the Office of Child Development or have or are currently working toward a higher level of certificate or degree as defined in the career lattice. c) Out-of-School Time Care—All school-age staff have completed at least the 45-Hour Entry Level Course or equivalent approved by the Office of Child Development or have or are currently working toward a higher level of certificate or degree as defined in New Mexico’s Early Care, Education and Family Support Career Lattice. <p>2. Staff Evaluation – No requirements for this level.</p> <p>3. Staff Communication – No requirements for this level.</p>	<p>4A) <u>Staff Qualifications, Evaluation and Communication</u></p> <p>1. Staff Qualifications – Continue meeting requirements for Level Two and Level Three. No additional requirements for this level.</p> <p>2. Staff Evaluation</p> <ul style="list-style-type: none"> a) A tool, which includes criteria for evaluation and the process of evaluation for staff/non-relative caregiver in a family child care home at least on an annual basis; b) A plan for improvement for each staff member and non-relative caregiver in a family child care home, if appropriate, based on evaluation results. <p>3. Staff Communication</p> <ul style="list-style-type: none"> a) Meetings are held on a regular basis, at least quarterly; b) Staff participation in developing agendas; c) Evidence that meeting provide a safe environment where staff members can ask questions, present alternative ideas, and share feelings. 	<p>5A) <u>Staff Qualifications, Evaluation and Communication</u></p> <p>Continue meeting requirements for Level Two, Level Three and Level Four. No additional requirements for this level.</p>
<p>2B) <u>Environment</u></p> <p>1. Physical Environment:</p> <ul style="list-style-type: none"> a) Environment is organized into functional, 	<p>3B) <u>Environment</u> – Continue meeting Level Two requirements plus:</p> <p>1. Physical Environment:</p>	<p>4B) <u>Environment</u> – Continue meeting requirements for Level Two and Level Three plus:</p>	<p>5B) <u>Environment</u> – Continue meeting requirements for Level Two, Level Three and Level Four. No additional</p>

<p align="center">2-STAR* (AIM HIGH Level Two) <i>Programs must meet all Child Care Licensing Regulations plus:</i></p>	<p align="center">3-STAR (AIM HIGH Level Three)</p>	<p align="center">4-STAR (AIM HIGH Level Four)</p>	<p align="center">5-STAR (AIM HIGH Level Five)</p>
<p>identifiable learning areas:</p> <ul style="list-style-type: none"> – Dramatic Play – Creative Art – Books – Blocks and Accessories – Manipulatives – Music – Science – Math/Number – Sensory <p>b) For Homes:</p> <ul style="list-style-type: none"> – A place for messy play – A place for loud, active play – A space for playing quietly – A place to pretend – A place to read – A place to eat – A place to rest or sleep <p>c) Noisy and quiet areas are arranged so that children’s activities can be sustained without interruption.</p> <p>d) Materials are cleaned and well care for and organized by type and, where appropriate, are labeled with words and/or pictures. Adaptations to materials are made when needed to accommodate various abilities of all children. Unused materials are stored in inaccessible storage.</p> <p>e) Interest areas are functional with adequate space and are logically placed. The environment is set up so children are not continually interrupting one another.</p> <p>f) Examples of children’s individually expressed artwork are displayed in the environment or in the home.</p> <p>g) Floor surface is suitable for activities that will occur in each interest area or in the family child</p>	<p>a) Materials and equipment are rotated and adapted on a regular basis to conform to curriculum goals.</p> <p>b) Staff of the program are very familiar with the environment rating instrument and feel confident that they will score an average score of four.</p> <p>c) Evaluation of program’s environment requires the completion of a post rating scale*, scoring an average of 4.</p> <p><i>* See list of environment rating scales in Element 3B.</i></p> <p>2. Social- Emotional Responsive Environment – No additional requirements for this level.</p>	<p>1. Physical Environment:</p> <ul style="list-style-type: none"> a) Outdoor space has some protection from the elements. b) Outdoor space has some play interest centers (refer to page 41 of the Essential Elements for a detailed list). c) Opportunities to develop motor skills. <p>2. Social- Emotional Responsive Environment – No additional requirements for this level.</p>	<p>requirements for this level.</p>

<p style="text-align: center;">2-STAR* (AIM HIGH Level Two) <i>Programs must meet all Child Care Licensing Regulations plus:</i></p>	<p style="text-align: center;">3-STAR (AIM HIGH Level Three)</p>	<p style="text-align: center;">4-STAR (AIM HIGH Level Four)</p>	<p style="text-align: center;">5-STAR (AIM HIGH Level Five)</p>
<p>care home.</p> <p>h) File and storage space is available for teacher/ caregiver materials.</p> <p>2. Social-Emotional Responsive Environment:</p> <p>a) The environment reflects an atmosphere where all children feel accepted and able to be successful. The classroom/school-age space/home environment has a positive social atmosphere where staff/caregiver and children spend time talking and interacting with one another in general conversation during the day as well as at mealtimes and other scheduled activities. Various methods are used to communicate with nonverbal or language delayed.</p> <p>b) Staff/caregivers endeavor to establish a positive, caring relationship with every child in their care. Physical contact is used to comfort and/or positively support children in daily routines and interactions.</p> <p>c) Staff/caregivers encourage children to interact with one another in a positive manner. Staff/caregivers intentionally prepare (coach) children to interact positively with children of various abilities.</p> <p>d) Staff/caregivers are attuned to and respond promptly and consistently to children's needs and interests during regular routines and activities.</p> <p>e) Staff/caregivers facilitate children's growing independence and initiative by giving them many opportunities to make decisions, choose their own activities, and take charge of their own learning.</p> <p>f) Relationships among staff/caregivers are professional and do not interfere with their responsibilities in caring for and interacting with</p>			

<p style="text-align: center;">2-STAR* (AIM HIGH Level Two) <i>Programs must meet all Child Care Licensing Regulations plus:</i></p>	<p style="text-align: center;">3-STAR (AIM HIGH Level Three)</p>	<p style="text-align: center;">4-STAR (AIM HIGH Level Four)</p>	<p style="text-align: center;">5-STAR (AIM HIGH Level Five)</p>
<p>children both indoors and outdoors.</p>			
<p>2C) <u>Observation and Documentation of Children's Progress and Curriculum Planning</u> – no requirements for this level.</p>	<p>3C) <u>Observation and Documentation of Children's Progress and Curriculum Planning</u></p> <ol style="list-style-type: none"> 1. Develop a system teachers will use for observing & documenting children's development, in all developmental domains, and used as a means to individualize curriculum planning in support of the whole child. 2. Develop a basic understanding of key components of an early childhood curriculum and begin implementation by using an observation, documentation, and evaluation process- a continuous process of observing children, documenting, planning, implementing activities and routines, observing the activities and assessing outcomes. Demonstrate evidence that the director and/or curriculum coordinator have the knowledge to provide support to classroom teachers resulting in teachers using the information gained from the use of an assessment instrument to plan curriculum based on individual children's needs for 75 % of the classrooms. 3. Describe how the program will communicate information with families regarding their child's growth and development. 4. Posted weekly lesson plans organized around an appropriate curriculum that incorporate a posted daily schedule (one for parents and one for children) and a written description of the role of the 	<p>4C) <u>Observation and Documentation of Children's Progress and Curriculum Planning</u> – Continue meeting Level 3 requirements plus:</p> <ol style="list-style-type: none"> 1. A written curriculum that is carefully planned to meet both short-term and long-term goals for the program and for individual children and includes: <ol style="list-style-type: none"> a) Knowledge of children's needs and interests based on observation and assessment completed in the classroom or in the family child care home program; b) Continued use of the curriculum development process of gathering information through observations for individual curriculum and program planning in every classroom or in family child care homes (evidence that the program ties assessment of children to curriculum) c) Reflection of ongoing implementation demonstrated in classroom environment or in the home; d) Social and Emotional teaching strategies; e) Variety of instructional strategies; small/large group activities, puppets, role play, visual supports, peer buddies, scripted stories, pictures prompts; f) Sequencing of activities from simple to complex; g) Support for children's thinking, reasoning, decision-making, and problem-solving. Teachers facilitate 	<p>5C) <u>Observation and Documentation of Children's Progress and Curriculum Planning</u> – Continue meeting requirements for Level Three and Level Four. No additional requirements for this level.</p>

<p align="center">2-STAR* (AIM HIGH Level Two) <i>Programs must meet all Child Care Licensing Regulations plus:</i></p>	<p align="center">3-STAR (AIM HIGH Level Three)</p>	<p align="center">4-STAR (AIM HIGH Level Four)</p>	<p align="center">5-STAR (AIM HIGH Level Five)</p>
	<p>teacher(s)/caregiver(s) and teaching/learning strategies used. Together with the children, teachers/caregivers develop classroom/program rules. They are posted and reviewed regularly with children.</p> <p>5. Develop a written curriculum that represents: Staff begins to implement the beginning stages of the items listed above.</p> <ul style="list-style-type: none"> a) Review and update mission, and philosophy statement. Curriculum planning and implementation should be consistent with the mission and philosophy statement, short-range and long-range goals; b) Knowledge of child development. Staff/caregivers are familiar with ages and stages of development. Evidence is demonstrated through appropriate expectations for all children including children with special needs; c) Activities are meaningful, developmentally appropriate, adapted/modified according to the needs and abilities of children; d) Facilitation of all areas of development; social, emotional, physical, language and cognitive. Some programs might also include a spiritual domain; e) Integrates foundations for the following content areas: Math, Science, Social Studies, Language Arts/Literacy, Health and Fine Arts; f) Variety of learning experiences; g) Variety of materials that range from 	<p>discussions to challenge (scaffold) children's thinking;</p> <ul style="list-style-type: none"> h) Support for development of children's self-regulation using methods such as logical and natural consequences. Teacher/caregivers facilitate discussions to problem-solve conflict; i) Evidence that each child's language and culture are integral components of the daily program; j) Evidence of child participation in planning activities and developing program rules and routines; k) Evidence that teachers/ caregivers challenge children just beyond their current level of development (scaffold their learning); l) Documentation verifying at least a 3-month history of curriculum planning and preferably a year's history of planning. 	

<p style="text-align: center;">2-STAR* (AIM HIGH Level Two) <i>Programs must meet all Child Care Licensing Regulations plus:</i></p>	<p style="text-align: center;">3-STAR (AIM HIGH Level Three)</p>	<p style="text-align: center;">4-STAR (AIM HIGH Level Four)</p>	<p style="text-align: center;">5-STAR (AIM HIGH Level Five)</p>
	<p>simple to complex;</p> <ul style="list-style-type: none"> h) Active engagement of children; i) Opportunities to make choices; j) Ensures smooth transitions from one activity to another; k) Opportunities to experiment and explore; l) Large blocks of time for discovery and child-initiated learning activities; m) A balance of active/quiet, individual/small group/large group activities and indoor/outdoor time; n) Emphasis on the value of social interaction through peer learning; o) A positive social/emotional foundation is valued as essential for the development of lifelong positive interpersonal relationships and the growth in all other developmental domains; p) Social Skills are intentionally taught. <p><i>Refer to pages 29 and 30 for curriculum for Infants and toddlers</i></p>		
<p>2D) <u>Staff/Caregiver Professional Development Plan</u></p> <p>1. Development of a written plan for ongoing professional development for each staff member, including the director or for each person working in the family child care home with the children. See sample forms in Element 2D.</p>	<p>3D) <u>Staff/Caregiver Professional Development Plan</u> – Continue meeting Level Two requirements plus:</p> <p>1. Evidence of progression of the professional development plan from Essential Element 2D. The progress should show evidence that the program is beginning to meet the professional development criteria in AIM HIGH Level 4 (if the program is planning on attaining AIM HIGH Level 4).</p> <p>Beginning July 1st, 2010 at the time of annual visits, all classroom, administrative staff & family caregivers have completed the 6-hour <u>Quality Early Childhood Programs for All</u> course</p>	<p>4D) <u>Staff/Caregiver Professional Development Plan</u>- Continue meeting Level Two and Level Three requirements plus:</p> <p>1. Evidence that individual professional development plans established at Level Two & Level Three are progressing for each staff member, including the director or for each person working in the family child care home with the children.</p> <p>2. Evidence of career guidance to ensure that all training contributes to program and individual goals</p>	<p>5D) <u>Staff/Caregiver Professional Development Plan</u> – Continue meeting requirements for Level Two, Level Three and Level Four. No additional requirements for this level.</p>

<p style="text-align: center;">2-STAR* (AIM HIGH Level Two) <i>Programs must meet all Child Care Licensing Regulations plus:</i></p>	<p style="text-align: center;">3-STAR (AIM HIGH Level Three)</p>	<p style="text-align: center;">4-STAR (AIM HIGH Level Four)</p>	<p style="text-align: center;">5-STAR (AIM HIGH Level Five)</p>
	<p>developed by the Office of Child Development and offered at all Early Childhood Training & Technical Assistance Programs or an equivalent approved by the Office of Child Development (e.g. Young Children with Diverse Abilities).</p>		
<p>2E) <u>Family Involvement Plan</u></p> <ol style="list-style-type: none"> 1. A statement supportive of family involvement is incorporated into the Family Handbook that includes an unrestricted open door policy to the classroom/school-age program/family child care home. 2. Children and family members are acknowledged upon arrival and departure. 	<p>3E) <u>Family Involvement Plan</u> – Continue meeting Level Two requirements plus:</p> <ol style="list-style-type: none"> 1. Provide at least two family involvement activities including but not limited to: <ol style="list-style-type: none"> a) Suggestion Box, Family Bulletin Board, Newsletter; b) Family meetings, Socials, Informational Workshops, minimum of one activity that encourages male participation c) Child developmental milestone information, Family/Staff Conferences d) Classroom and/or Field Trip volunteer, Support of program operation e) Daily (written) communication system between family member and teacher. 	<p>4E) <u>Family Involvement Plan</u> – Continue meeting requirements for Level Two and Level Three plus:</p> <ol style="list-style-type: none"> 1. Provide at least three family involvement activities (review list in Element 3E). 	<p>5E) <u>Family Involvement Plan</u> – Continue meeting requirements for Level Two, Level Three and Level Four. No additional requirements for this level.</p>
<p>2F) <u>Administrative Policies</u> – Financial Policies and Procedures and Operational Evaluation</p> <ol style="list-style-type: none"> 1. Financial Policies and Procedures – No requirements for this level. 2. Operational Evaluation—No requirements for this level. 	<p>3F) <u>Administrative Policies</u> – Financial Policies and Procedures and Operational Evaluation</p> <ol style="list-style-type: none"> 1. Financial Policies and Procedures <ol style="list-style-type: none"> a) Evidence that program has a business plan; b) Evidence that program has a one-year budget showing all income and expenditures; c) Policies and procedures for the handling of financial transactions. 2. Operational Evaluation – No requirements for this level. 	<p>4F) <u>Administrative Policies</u> – Financial Policies and Procedures and Operational Evaluation</p> <ol style="list-style-type: none"> 1. Financial Policies and Procedures – Continue meeting Level Two requirements. No additional requirements for this level. 2. Operational Evaluation <ol style="list-style-type: none"> a) A written plan for a process that is comprehensive and includes all aspects of the program’s operations, is ongoing and occurs on a regular basis; b) A plan for using evaluation results for program improvement; 3. Exit interviews all staff that terminate, feedback incorporated into program planning/evaluation. 	<p>5F) <u>Administrative Policies</u> – Financial Policies and Procedures and Operational Evaluation</p> <ol style="list-style-type: none"> 1. Financial Policies and Procedures – Continue meeting Level Two requirements. No additional requirements for this level. 2. Operational Evaluation – Continue meeting Level Four requirements. No additional requirements for this level

<p style="text-align: center;">2-STAR* (AIM HIGH Level Two) <i>Programs must meet all Child Care Licensing Regulations plus:</i></p>	<p style="text-align: center;">3-STAR (AIM HIGH Level Three)</p>	<p style="text-align: center;">4-STAR (AIM HIGH Level Four)</p>	<p style="text-align: center;">5-STAR (AIM HIGH Level Five)</p>
<p>2G) <u>Employee Compensation and Benefits</u></p> <p>1. Development of a compensation philosophy statement that is incorporated into the personnel handbook. A compensation philosophy statement for family childcare homes is required only in the case of a second caregiver who is non-related.</p>	<p>3G) <u>Employee Compensation and Benefits</u></p> <p>1. Develop and implement an incremental compensation plan that includes tangible recognition and salaries.</p> <p>2. Provide at least three employee benefits including but not limited to:</p> <ul style="list-style-type: none"> a) Payment of individual professional membership or association fee b) Insurance supplement c) Paid Leave (sick, vacation, personal, maternal, parental or bereavement) d) Monetary bonuses e) Insurance (health, life, accident, disabilities, dental or vision) <p>3. Director is knowledgeable of resources regarding the Fair Labor Standards Act</p>	<p>4G) <u>Employee Compensation and Benefits</u> – Continue meeting Level Two and Level Three requirements plus:</p> <p>1. Continue to implement an incremental compensation plan that includes tangible recognition and salaries.</p> <p>2. Program must provide at least four employee benefits (review list on Element 3G).</p>	<p>5G) <u>Employee Compensation and Benefits</u> – Continue meeting requirements for Level Three and Level Four. No additional requirements for this level.</p>
<p>2H) <u>Ratios and Group Size</u> – No requirements for this level.</p>	<p>3H) <u>Ratios and Group Size</u> – No requirements for this level.</p>	<p>4H) <u>Ratios and Group Size</u> – Implement ratios and group size:</p> <p>1. Licensed Child Care Centers Child Care Centers in which children are grouped by age:</p> <ul style="list-style-type: none"> 6 weeks through 24 months 1:5 2 years 1:8 3 years 1:10 4 years 1:10 5 years 1:12 6 years 1:12 <p>2. Child Care Centers in which age groups are combined:</p> <ul style="list-style-type: none"> 6 weeks through 24 months 1:5 2, 3 and 4 years 1:10 3, 4 and 5 years 1:12 6 years 1:12 	<p>5H) <u>Ratios and Group Size</u> – Continue to meet Level Four requirements. No additional requirements for this level.</p>

<p style="text-align: center;">2-STAR* (AIM HIGH Level Two) <i>Programs must meet all Child Care Licensing Regulations plus:</i></p>	<p style="text-align: center;">3-STAR (AIM HIGH Level Three)</p>	<p style="text-align: center;">4-STAR (AIM HIGH Level Four)</p>	<p style="text-align: center;">5-STAR (AIM HIGH Level Five)</p>
		<p>Maximum group size: 6 weeks through 24 months 10 2 years 16 3, 4, and 5 years 24 6 years and up 24</p> <p>3. Licensed Family Child Care Homes: a) 1:6 for programs licensed for 6 children b) 2:12 for programs licensed for 12 children</p> <p>4. Licensed Out-of-School Time Programs: Group size does not exceed 30.</p> <ul style="list-style-type: none"> • The ratio is between 1:8 and 1:12 for groups that include children 6 years of age or younger. • The ratio is between 1:10 and 1:15 for groups of children 6 years of age and older. <p>5. Registered Family Child Care Homes: A caregiver will have no more than four (4) non-resident children at any one time.</p> <ul style="list-style-type: none"> • A caregiver will have no more than two (2) children under the age of two years old at any one time, including the providers own children. • A caregiver will have no more than six (6) children under the age of six at any one time, including providers own children. • Shifts are allowed provided there are never more than 4 non-resident children present at any one time. 	
<p>1) Accreditation – No requirements for this level.</p>	<p>3I) Accreditation – No requirements for this level.</p>	<p>4I) Accreditation – No requirements for this level.</p>	<p>5I) Accreditation through a nationally recognized accrediting body approved by the Office of</p>

<p align="center">2-STAR* (AIM HIGH Level Two) <i>Programs must meet all Child Care Licensing Regulations plus:</i></p>	<p align="center">3-STAR (AIM HIGH Level Three)</p>	<p align="center">4-STAR (AIM HIGH Level Four)</p>	<p align="center">5-STAR (AIM HIGH Level Five)</p>
<p><i>*Programs serving children on Child Care Assistance will be required to achieve 2-STAR status at the time of their annual visit effective 7/1/2006.</i></p>			<p>Child Development Board through demonstration that their accreditation significantly matches standards set by the NAEYC Academy of Early Childhood Program Accreditation. Refer to the AH Essential Elements document for a complete list of accepted accrediting organizations.</p>

PAYMENT RATES

8.15.2.17 PAYMENT FOR SERVICES: The department pays child care providers on a monthly basis, according to standard practice for the child care industry. Payment is based upon the child’s enrollment with the provider as reflected in the child care placement agreement, rather than daily attendance. As a result, most placements reflect a month of service provision and are paid on this basis. However, placements may be closed at any time during the month. The following describes circumstances when placements may be closed and payment discontinued at a time other than the end of the month:

A. When the eligibility period as indicated by the child care placement agreement expires during the month, including the end of a school semester; or when the provider requests that the client change providers or the provider discontinues services; payment will be made through the last day that care is provided.

B. When the client requests a change of provider, regardless of the reason, payment will be made through the final day of the expiration of the fourteen (14) calendar day notice issued to the provider. Payment to the new provider begins on the day care begins.

C. The amount of the payment is based upon the average number of hours per week needed per child during the certification period. The number of hours of care needed is determined with the parent at the time of certification and is reflected in the provider agreement. Providers are paid according to the units of service needed which are reflected in the child care agreement covering the certification period.

D. The department pays for care based upon the following units of service:

Full time	Part time 1	Part time 2	Part time 3
Care provided for an average of 30 or more hours per week per month	Care provided for an average of 20-29 hours per week per month	Care provided for an average of 6 -19 hours per week per month	Care provider for an average of 5 or less hours per week per month
Pay at 100% of full time rate	Pay at 75 % of full time rate	Pay at 50 % of full time rate	Pay at 25% of full time rate

E. Out of school time care provided by licensed child care providers who provide care for 6-19 hours per week are paid at the 75% rate (part time 1).

F. Out of school time care provided by licensed child care providers who provide care for 20 or more hours per week are paid at the 100% rate (full time).

G. Out of school time care provided for 5 hours or less per week are paid at the 25% rate (part time 3) regardless of provider type.

H. Monthly reimbursement rates

Licensed child care centers								
	Full time		Part time 1		Part time 2		Part time 3	
	Metro	Rural	Metro	Rural	Metro	Rural	Metro	Rural
Infant	\$476.37	\$418.75	\$357.28	\$314.06	\$238.19	\$209.38	\$119.09	\$104.69
Toddler	\$425.72	\$389.63	\$319.29	\$292.22	\$212.86	\$194.81	\$106.43	\$97.41
Pre-school	\$395.01	\$363.02	\$296.26	\$272.27	\$197.51	\$181.51	\$98.75	\$90.76
School age	\$345.64	\$332.96	\$259.23	\$249.72	\$172.82	\$166.48	\$86.41	\$83.24
Licensed group homes (capacity: 7-12)								
	Full time		Part time 1		Part time 2		Part time 3	
	Metro	Rural	Metro	Rural	Metro	Rural	Metro	Rural
Infant	\$379.01	\$355.96	\$284.26	\$266.97	\$189.51	\$177.98	\$94.75	\$88.99

Toddler	\$343.93	\$336.23	\$257.95	\$252.17	\$171.97	\$168.12	\$85.98	\$84.06
Pre-school	\$338.08	\$330.81	\$253.56	\$248.10	\$169.04	\$165.40	\$84.52	\$82.70
School age	\$333.53	\$323.53	\$250.15	\$242.65	\$166.77	\$161.77	\$83.38	\$80.88
Licensed family homes (capacity: 6 or less)								
	Full time		Part time 1		Part time 2		Part time 3	
	Metro	Rural	Metro	Rural	Metro	Rural	Metro	Rural
Infant	\$365.20	\$342.60	\$273.90	\$256.95	\$182.60	\$171.30	\$91.30	\$85.65
Toddler	\$325.08	\$320.04	\$243.81	\$240.03	\$162.54	\$160.02	\$81.27	\$80.01
Pre-school	\$324.17	\$317.09	\$243.13	\$237.81	\$162.09	\$158.54	\$81.04	\$79.27
School age	\$319.28	\$309.64	\$239.46	\$232.23	\$159.64	\$154.82	\$79.82	\$77.41
Registered homes and in-home child care								
	Full time		Part time 1		Part time 2		Part time 3	
	Metro	Rural	Metro	Rural	Metro	Rural	Metro	Rural
Infant	\$278.74	\$258.00	\$209.06	\$193.50	\$139.37	\$129.00	\$69.69	\$64.50
Toddler	\$264.00	\$217.69	\$198.00	\$163.27	\$132.00	\$108.85	\$66.00	\$54.42
Pre-school	\$242.00	\$220.00	\$181.50	\$165.00	\$121.00	\$110.00	\$60.50	\$55.00
School age	\$242.00	\$198.00	\$181.50	\$148.50	\$121.00	\$99.00	\$60.50	\$49.50

I. The department pays a differential rate according to the location of the provider, license or registration status of the provider, national accreditation status of the provider if applicable, Star level status of the provider if applicable, and in accordance with the rate established for metro or rural location of the provider. Providers located in the metropolitan statistical areas of the state as determined by the U.S. census bureau receive the metropolitan rate. These include Bernalillo, Sandoval, Valencia, Santa Fe, Los Alamos, Dona Ana, and San Juan counties. All other providers receive the rural rate.

J. Providers holding national accreditation status receive an additional \$120.00 per child per month for full time care above the metro rate for type of child care (licensed center, group home or family home) and age of child. All licensed nationally accredited providers will be paid at the metro rates for the appropriate age group and type of care. In order to continue at this accredited reimbursement rate, a provider holding national accreditation status must meet and maintain licensing standards and maintain national accreditation status without a lapse. If a provider holding national accreditation status fails to maintain these requirements, this will result in the provider reimbursement reverting to a lower level of reimbursement. The provider is required to notify the department immediately when a change in accreditation status occurs.

K. The department pays a differential rate to providers achieving higher Star levels as follows: 2-Star at \$45.00 per month per child for full time care above the base reimbursement rate; 3-Star at \$70.00 per month per child for full time care above the base reimbursement rate; 4-Star at \$104.50 per month per child for full time care above the base reimbursement rate, and 5-Star at \$132.00 per child per month for full time care above the base reimbursement rate. In order to continue at these reimbursement rates, a provider must maintain and meet most recent star criteria and basic licensing requirements. If the provider fails to meet the requirements, this will result in the provider reimbursement reverting to the level demonstrated.

L. The department pays a differential rate equivalent to 5, 10, or 15% of the applicable full-time/part-time rate to providers who provide care during non-traditional hours. Non-traditional care will be paid according to the following charts:

	1-10 hrs/wk	11-20 hrs/wk	21 or more hrs/wk
After hours	5%	10%	15%

	1-10 hrs/wk	11-20 hrs/wk	21 or more hrs/wk
Weekend hours	5%	10%	15%

M. If a significant change occurs in the client's circumstances, (for example, an increase or decrease in income, or a change in work schedule) the child care placement agreement is modified and the rate of payment is adjusted. The department monitors attendance and reviews the placement at the end of the certification period when the child is re-certified.

N. The department may conduct provider or parent audits to assess that the approved service units are consistent with usage. Providers found to be defrauding the department are sanctioned. Providers must provide all relevant information requested by the department during an audit.

O. Payments are made to the provider for the period covered in the placement agreement or based on the availability of funds, which may be shorter than the usual six month certification period. The client's certification period may be established for a period less than six months, if applicable to their need for care.

[8.15.2.17 NMAC - Rp, 8.15.2.17 NMAC, 02/14/05; A, 08/31/06; A/E, 8/15/07]