



Childcare Providers in Southwest Albuquerque Survey Report

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Overview

The Partnership for Community Action (PCA), Robert Wood Johnson Center for Health Policy (RWJ) at the University of New Mexico, and Central New Mexico Community College (CNM) Education Programs collaborated to conduct a study of early child care providers and early childhood educators in Southwest Albuquerque, New Mexico. The survey was made possible by funding from the WK Kellogg Foundation and the Thornburg Foundation. The purpose of this study was to gain an understanding of the following research questions:

- How do child care providers in Southwest Albuquerque self-identify, within the existing early childhood development, education and health landscape?
- What are the existing capacities, opportunities, and challenges to increasing quality of early child care for providers?
- What are the professional development and entrepreneurial needs of providers in Southwest Albuquerque?
- How can the Early Childhood program at CNM best meet these needs and improve access to professional and entrepreneurial development for providers?

This study focused on early child care providers and early childhood educators in Southwest Albuquerque, in an effort to identify possible educational, professional, and entrepreneurial needs. The research team aimed to understand the providers' perceptions of quality in early childhood education, access to professional development opportunities, and early child care provider needs in Southwest Albuquerque. The analysis from this survey will be used to inform funders, policy makers, community organizers, educational institutions and other key actors about the conditions of early childhood education in Southwest Albuquerque. The findings from this survey will inform community-based organizations and education training programs about opportunities to target resources and maximize investments in quality early childhood education in New Mexico.

Methodology

To answer these research questions, PCA and CNM combined efforts to conduct a community-wide survey of early child care providers and early childhood educators in Southwest Albuquerque. PCA drew upon parent facilitators from the Abriendo Puertas (AP) Program and the early childhood cooperative, Korimí, and selected parent participant researchers who conducted the survey interviews for this study. The team – CNM Director of Education Programs, PCA Executive Director, PCA Project Manager and Field Coordinator, and participant researchers from AP – designed the study, created the survey instrument, and organized the data collection method. Two researchers from RWJ consulted with the research team on the study design, CNM IRB application, and provided survey data analysis. PCA referred to *Using Community-based Participatory Research to understand the Landscape of Early Childhood Education in Southwest Albuquerque* (Tefera, A. & Heredia-Griego, M., 2012) to develop the study and survey instrument used to survey the local child-care providers.

In order to answer the research questions, the collaborative research team designed a survey instrument to explore the following topic areas:

- Early Childhood Development, Education and Health
- State Quality Rating System
- State Registration and Business Licensing
- Early Childhood Education Practices
- Professional Development
- Entrepreneurial Needs and Small Business Support
- Connections to Education

The survey was further developed with input from CNM, PCA and RWJ partners. A preliminary draft of the survey was then sent to several of AP's and Korimí Cooperativa's most active participants, who were asked to respond to the questions and make suggestions for possible changes, additions, or deletions.

The final survey instrument asked respondents about their early childhood and education child care businesses and possible educational, professional development, and entrepreneurial needs. Early child care providers were asked to complete the interview-style survey in either English or Spanish; this was executed by a survey administrator from the AP partner organization Korimí.

In total, 65 surveys were gathered between April 1st and April 17th, 2015 from providers in Southwest Albuquerque. Survey data collected by Korimí Cooperativa targeted the following zip codes: 87105, 87102, 87103, 87104, and 87121.

After the responses were imported into Survey Monkey by members of Korimí, the survey administrator from PCA checked the completed surveys for missing data and data entry errors. Errors were then checked against the individual paper surveys. Ten surveys were excluded due to missing responses. One survey was excluded after PCA and Korimí determined that it was taken at a child care center that had already been surveyed. Additionally, one survey was excluded from the data set because the provider only cared for children she was related to (i.e. grandchildren). In total, 55 complete surveys were used for this analysis. Finally, the survey data were transferred to the RWJ researchers. RWJ researchers then completed analysis of the survey data using Microsoft Excel®.

Note: The reported results are only reflective of the survey participants. They cannot be generalized to represent the population as a whole.

Survey Results

The analysis of this survey focuses on the four critical research questions set out by PCA and CNM.

About the Providers

The providers and early childhood educators in Southwest Albuquerque were asked how they would describe their child care setting; 80% of respondents identified as home-based child care providers and 20% identified as child care centers (See Table 1).

Table 1: Provider's Child Care Setting

Response	Percentage	Total Survey Respondent Count
Home-based	80%	44
Child Care center	20%	11
Head Start	0%	0
Even Start	0%	0
Religious institution	0%	0
APS or Charter School	0%	0
Private school	0%	0
Other (please specify)	0%	0

Child care in Southwest Albuquerque can vary from informal non-registered providers to formal child care providers where children are cared for by trained workers at either registered or licensed locations. During the data analysis key differences in professional development, entrepreneurship, and curriculum between registered and non-registered providers emerged. Upon a preliminary review of the survey data, differences between registered and non-registered providers were stark. Additionally, due to ambiguity in data to a survey question about licensing with the state, an analysis around licensing was not included in this report (See Appendix I). The current analysis describes data from the **overall participant responses** and focuses on **highlighting the differences between registered child care providers (31) and non-registered child care providers (23)**. Registered¹ child care providers are those that self-identified as registered with the State of New Mexico, and non-registered² child care providers are those who indicated that they are not registered with the State. Of the 55 survey responses, 56.4% identified as being a registered child care providers, 41.8% as a non-registered child care providers, and 1.8% identified as N/A (See Table 2).

¹ Registered child care providers are providers whom are registered with the New Mexico Children, Youth and Families Department (CYFD) and may receive child care assistance funds and federal food assistance. These providers care for up to four non-resident children in private homes and are required to have a first aid and CPR certification, and attend six hours of training.

² Non-registered child care providers are family, friends and neighbors that do not participate in child care assistance or food assistance programs that care for children in private homes.

Table 2: Is Your Childcare Business Registered With the State of New Mexico?

Response	Percent	Count
Yes	56.4%	31
No	41.8%	23
N/A	1.8%	1 ³

*Please see Appendix II for data on licensing.

The childcare providers surveyed serve approximately 982 children. The median number of children served by the 31 registered child care providers was 2, and the median number of children enrolled with the 23 non-registered child care providers was 1. The average number of children served by registered child care providers was 28.2, which was significantly larger than the average number of 4.3 children served by non-registered child care providers (See Table 3).

Table 3: Number of Children Currently Served by Providers

Provider Type	Total Number of Children	Median	Average
Registered Providers*	874	2	28.2
Non-Registered Providers	100	1	4.3
N/A	8	1	1.3
Total Children Served by Providers	982	2	4.0

*Includes 11 child care centers, which serve a large number of children.

Children Served

To further set the context for the survey results, we collected age demographics of the children being served. All child data were pulled from the survey responses.

- The number of children under the care of registered providers versus non-registered providers is significantly higher across all children’s age groups (See Table 4).

Table 4: The Percentage and Number of Children Served by Age

Response	0-1 yrs old	2 yrs old	3 yrs old	4 yrs old	5 yrs old	6 yrs old	7 yrs or older	Total
Registered Providers	12% (107)	15% (133)	17% (147)	15% (130)	18% (153)	16% (136)	8% (68)	874
Non-Registered Providers	18% (18)	15% (15)	11% (11)	10% (10)	15% (15)	7% (7)	24% (24)	100
Total Children	13% (126)	15% (151)	16% (159)	14% (141)	17% (168)	15% (144)	9% (93)	982

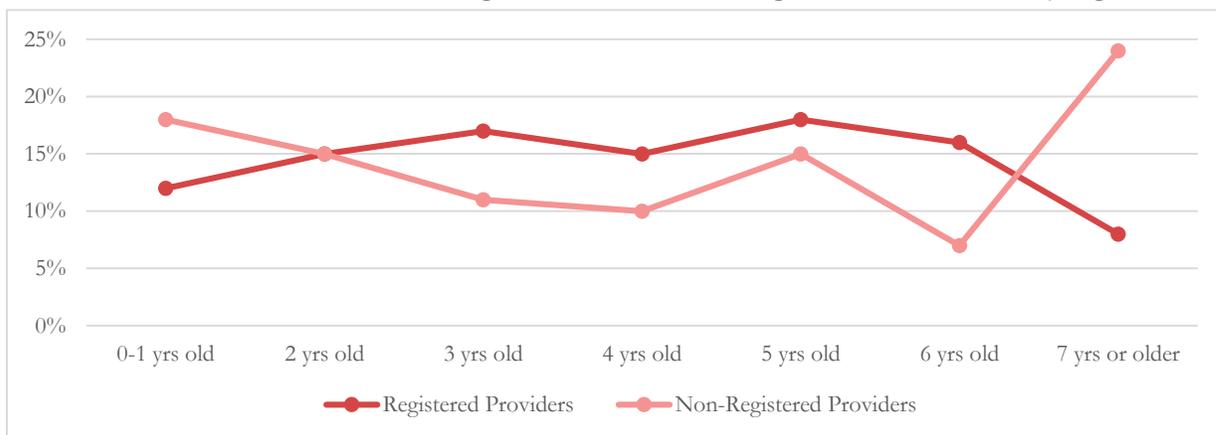
*One respondent was excluded because respondent did not identify as registered or non-registered.

- The majority of childcare providers who participated in the survey cared for children who were between the ages of two and five (77%).
- Registered providers serve larger proportions of three to five year old children, while non-registered providers serve more infants and school-aged children.

³ This respondent is omitted in the registered/non-registered provider analysis.

- Fifty percent of the children cared for by registered providers were ages three to five, whereas the majority of the children (64%) cared for by non-registered providers were younger than two years old and six years or older (See Chart 1). This likely impacts the differing needs of registered and non-registered providers and how they allocate their time. For example, the survey revealed that non-registered providers cared for more infants, toddlers and school-aged children than their registered counterparts. Appropriate activities provided to infants, toddlers and school-aged children will likely be different than activities aimed at children between the ages of two and five (i.e., babies eat and sleep more than children, and school-aged children play outside more).

Chart 1: Children Enrolled with Registered and Non-Registered Providers by Age



Research Findings

The findings of the survey are presented by research question.

How do childcare providers in Southwest Albuquerque self-identify, within the existing early childhood development, education and health landscape?

- Of the 55 survey responses, approximately two-thirds (63.6%) of respondents care for children as their full-time job; and 32.7% (18) of respondents care for children as their part-time job.
- Of the 47 write-in responses, 38% (18) of respondents have cared for children for over 10 years.
- Of the 55 responses, nearly half (49.1%) of participants engage in early childhood services to support the needs of family or friends; 23.6% (13) of the survey participants do it as a main job or career; and 20% (11) do it as an interest or hobby.
- Of the 55 survey responses, 71% (39) of respondents are related to at least one child under their care. This is particularly true for non-registered providers. 61% (19) of the 31 registered providers, and 87% (20) of the 23 non-registered providers care for at least one child they are related to. During a PCA community convening⁴ a survey respondent reported that caring for children in her family was how she was introduced to childcare services as a business.

⁴ PCA held a community convening for the child care providers that participated in the survey to share the preliminary results of the survey data.

- Of the 55 responses, participants overwhelmingly stated (94.5%) they would like to make a living taking care of children. Reasons included: child advocacy, joy of working with children, extra income, and relevance to early childhood education course work.
- Of the 55 survey responses, 96.4% (53) of respondents think their education level in the area of early education has a large impact on the work they do with children.
- Of the 55 survey responses, 63.6% (35) of respondents identify as a business owner, while 21.8% (12) do not see themselves as business owners but would like to learn about how to start a business.

What are the existing capacities, opportunities, and challenges to increasing quality of early child care for providers?

In an effort to understand the professional development needs of providers, participants were asked about early childhood education practices, state registration, licensing, the STARS Quality Rating System, FOCUS, and PAN.

- Of the 55 survey responses, 58.2% (32) of respondents reported learning about child development from personal experience, 34.5% (19) learned about child development from classes or training, and 7.3% (4) reported they are naturally good with children.
- Of the 55 survey responses, 61.8% (34) of respondents work alone. When considering the number of hours providers care for children on a daily basis, a challenge emerges in that many of providers do not have someone to support them/relieve them if needed (See Table 6). Additionally, the limited number of teachers at home-based locations limits the ability of those providers to grow their business and expand services.

Table 6: How Many Hours a Day do You Care for Children?

Response	Registered Percentage	Non-Registered Percentage
0 to 4 hrs	1%	2%
5 to 9 hrs	14%	14%
10 to 15 hrs	12%	3%
16 to 20 hrs	2%	1%
21 to 25 hrs	0%	0%
	One invalid answer excluded.	Four invalid answers excluded.

- 55% of registered providers decide what to do each day with children based on a weekly or monthly curriculum compared to 13% of non-registered providers.
- 48% of registered care providers decide what to do each day based on an assessment of the children before making plans, in contrast to 4% of non-registered providers.
- 52% of registered providers make plans during the day, compared to 83% of non-registered providers. 70% of the non-registered providers rely on parent input to determine daily activities, compared to 29% of registered providers (See Table 7).

Table 7: What Helps You Decide What to do Each Day with the Children?

Response	Registered Percentage	Non-Registered Percentage
I have a weekly or monthly curriculum.	55%	13%
I assess the children before I make plans.	48%	4%
I make plans during the day.	52%	83%
I use parent input.	29%	70%
Other (please specify)	3%	4%

*Respondents chose all that applied.

The significant difference in planned activities for children among registered and non-registered providers demonstrates an opportunity for growth and improvement in early childhood education for non-registered providers in Southwest Albuquerque.

Of the 31 registered provider survey responses:

- 87% of registered providers speak with parents about any problems they detect, compared to 100% of the 23 non-registered providers.
- 39% (12) of registered providers monitor and report each child’s development by keeping a record, compared to none of (23) the non-registered providers.
- 87% of registered providers monitor and report each child’s development by speaking with parents about any problems they detect, compared to 100% of 23 the non-registered providers.
- 10% of registered care providers monitor and report each child’s development by using ASQ or ASQ-SE, compared to none of the 23 non-registered providers (See Table 8). It was unclear whether respondents had a systemic approach to detect development problems.

Table 8: How Do You Monitor and Report Each Child's Development?

Response	Registered Percentage	Non-Registered Percentage	Total Survey Respondents
I have a record of each child's development	39%	0%	23.6%
I talk with parents about any problems I detect	87%	100%	90.9%
I don't know how to detect problems with development	3%	0%	1.8%
I use ASQ or ASQ-SE	10%	0%	5.5%
Other (please specify)	0%	0%	1.8%

*Participants selected all that applied.

- 20% (11) of the participants care for children that require special care (disability, allergy, serious behavioral problems, etc.).

When asked what providers do to prepare children for kindergarten, the top write-in responses were teaching children: to play with others, to write their name, independence, colors, numbers, letters, shapes, reading, and problem solving.

- 90.3% of registered care providers offer literacy opportunities to children by providing books that they can read on their own, compared to 87% of non-registered. 87.1% of registered providers offer literacy opportunities to children by reading out loud to them, compared to 56.5% of non-registered providers. Lastly, 58.1% of registered providers plan activities to develop reading and writing, compared to 17.4% of non-registered providers (See Table 9).

Table 9: What Literacy Opportunities do you Offer to Children?

Response	Registered Percentage	Non-Registered Percentage	Total Percentage
I have books that children can read on their own	90.3%	87%	89.1%
I read aloud to children	87.1%	56.5%	74.5%
We do planned activities to develop reading and writing	58.1%	17.4%	40.0%
We go to the library	29.0%	26.1%	27.3%
The parents bring their own books	9.7%	21.7%	14.5%
We read on an electronic device (Tablet, computer, etc.)	16.1%	17.4%	16.4%
Other (please specify)	3.2%	4.3%	3.6%

*One respondent was excluded because respondent did not identify as registered or non-registered.

When asked how providers allot their time doing activities with children they care for on an average day, the top responses were: (1) indoor play, (2) outdoor play, (3) napping, (4) and eating.

Table 10: How Many Minutes Do Children In Your Care Spend In the Following Activities?

Response	None	5 min	10 min	20 min	30 min	1 hr	2 hrs	3 hrs	4 hrs or more
Indoor Play	4%	0%	4%	5%	9%	35%	13%	18%	13%
Outdoor Play	0%	0%	2%	18%	27%	25%	15%	9%	4%
Napping	5%	0%	0%	2%	11%	31%	47%	4%	0%
Eating	2%	0%	2%	24%	33%	25%	11%	2%	2%
Reading with you	11%	2%	15%	31%	20%	18%	4%	0%	0%
Writing and telling stories with you	16%	0%	18%	22%	27%	13%	4%	0%	0%
Art activities	16%	4%	18%	20%	18%	20%	4%	0%	0%
Counting, building blocks, doing puzzles	15%	0%	5%	16%	33%	25%	4%	0%	2%
Music activities	29%	2%	11%	25%	20%	11%	0%	2%	0%
Science and Math Activities	19%	0%	20%	22%	26%	13%	0%	0%	0%
Watching TV	38%	0%	5%	13%	18%	20%	5%	0%	0%
Playing on devices with screens (phones, computers, tablets, video games, etc.)	67%	0%	5%	5%	9%	11%	2%	0%	0%

When asked about access to technology, electronics, and internet participants responded: 76% (42) of providers have a computer or tablet; 70.9% (39) of providers have internet access at home; and 76.4% (42) have a phone with internet access.

When asked what the most important things to know about child development were, the top write-in responses included: the unique needs of children, understanding children; preparing children for school; knowing the different stages of development; and nutrition.

When providers were asked about what kind of support they would find most useful to help better serve families and learn about child development, the top three responses were: (1) educational toys and materials; (2) to be part of a group of childcare providers; and (3) to have a mentor who has experience as a home-based childcare provider. The top response for registered providers was educational toys and materials; while the top response for non-registered providers was to be a part of a group of child care providers (See Table 11).

Table 11: What Kind Of Support Would Be The Most Useful To Help You Better Serve Your Families & Learn About Child Development?

Response	Registered Percentage	Registered Count	Non-Registered Percentage	Non-Registered Count	Total Percentage	Total Count
Educational toys and materials	29.0%	9	26.1%	6	27.3%	15
Be part of a group of childcare providers	22.6%	7	30.4%	7	25.5%	14
Have a mentor who has experience as a home-based childcare provider	25.8%	8	17.4%	4	23.6%	13
Curriculum and curriculum planning	22.6%	7	17.4%	4	20.0%	11
Have a mentor who has business experience	0%	0	8.7%	2	3.6%	2
Other (please specify)	0%	0	0.0%	0	0.0%	0

* Participants selected the best one option.

Finally, when asked how the providers define quality care for children the top responses were: (1) to provide for the physical and emotional well-being of the child; (2) that the child receives good care and attention; (3) to provide an educational environment for development and school preparation; (4) good nutrition; and (5) safety.

- 34.5% of respondents stated that in order to participate in workshops, courses or classes on early childhood education they would need more information about the program; 25.5% said they would need more time; and 16.4% stated ‘other’ which included scheduling needs (i.e. late evening or weekend classes).
- 38.2% of respondents never participate in training and professional development related to early childhood education, 14.5% of respondents participate in training and professional development related to early childhood annually, 14.5% of respondents felt that participating in training or professional development related to early childhood education was not applicable to them, and 12.7% of respondents participate in training and professional development related to early childhood education four times a year (See Table 12).

Table 12: How Often Do You Participate In Training & Professional Development Related To Early Childhood?

Response	Registered Percentage	Registered Count	Non-Registered Percentage	Non-Registered Count	Participant Percentage	Participant Count
Never	12.9%	4	73.9%	17	38.2%	21
Every 2 years	3.2%	1	0.0%	0	1.8%	1
Annually	22.6%	7	0.0%	0	14.5%	8
Every 6 months (twice per year)	16.1%	5	0.0%	0	9.1%	5
Every 3 months (4 times per year)	22.6%	7	0.0%	0	12.7%	7
Monthly	9.7%	3	0.0%	0	5.5%	3
More than monthly	6.5%	2	0.0%	0	3.6%	2
Other (please specify)	6.5%	2	26.1%	6	14.5%	8

*All "other" responses from non-registered providers were N/A meaning that the respondent did not find this question was applicable to them.

For licensed⁵ child care providers there are different levels of quality which are heavily evaluated and regulated by the State of New Mexico's STARS Quality Rating System. In order to assess need in Southwest Albuquerque survey participants were asked about their awareness of and participation in the STARS⁶ Quality Rating System.

- 67.3% (37) of respondents do not have a STARS rating for their child care services. 18 reported having a STARS rating. 13 had a 2-STAR rating, four had a 3-STAR rating, and one had a 4-STAR rating
- 60% (33) do not know what the state quality rating and improvement system is (STARS levels or FOCUS).
- Of the 55 survey responses, 65.5% (36) of participants were not aware that the programs with higher STAR ratings receive higher state reimbursements for children receiving child care assistance. However, 78.2% (43) of participants reported that the different payment levels could motivate them to become part of the child care quality system.
- 80% (44) of respondents reported feeling motivated to move up in the state early childhood quality system.

⁵ Licensed providers are licensed by CYFD and included in the STARS quality rating and improvement system and are eligible for child care and food assistance. Settings can vary from a family home, family group home, and/or commercial center settings.

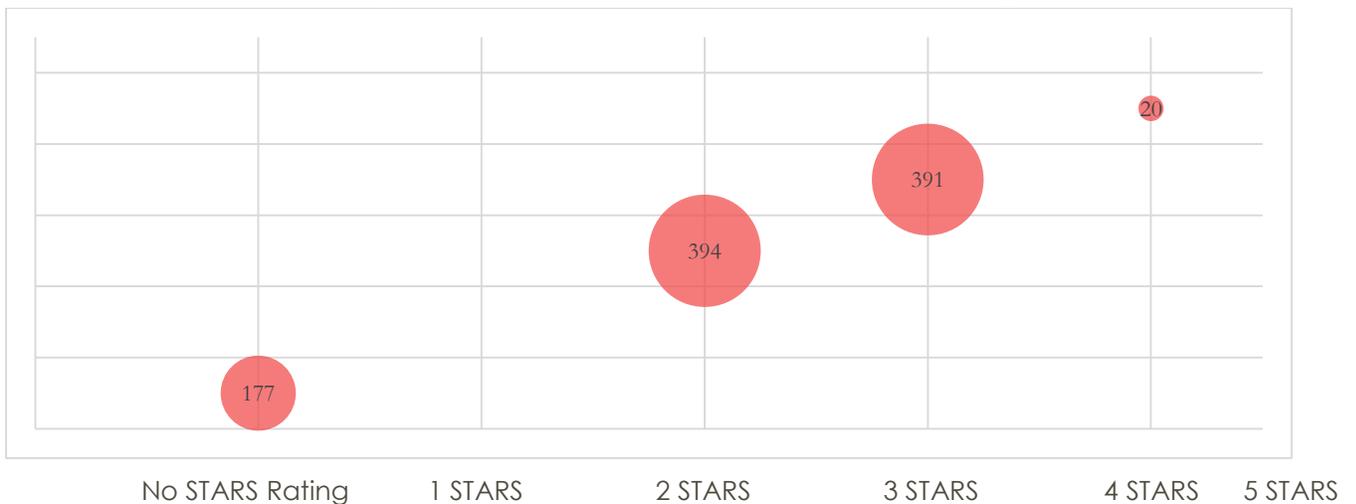
⁶ STARS Quality Rating System is a program where the State of New Mexico rates providers using the STARS Tiered Quality Rating and Improvement System. Programs are rated on a scale from one to five STARS, one signifying the lowest quality and five being the highest quality. Licensed child care centers and licensed family child care homes are required to meet basic licensing regulations to receive a license through the Children, Youth and Families Department. For additional STARS, programs are required to meet higher quality standards in the following areas: 1) Staff Training and Education; 2) Learning Activities; 3) Environment; 4) Family Involvement; 5) Ratios and Group Size; and 6) Assessment. Programs with a high STARS rating receive higher state reimbursements for children receiving state childcare assistance funding.

The largest population of children is served by providers with a 2 STARS Quality Classification Rating (394); the next highest is 391 children with 3 STARS, and 20 children with 4 STARS. Lastly, 177 children are under the care of providers with no STARS rating.

Table 5: Children Served by Provider's STARS Quality Rating & Improvement System

Response	Number	Percentage
Do Not Have a Quality Classification Level	177	18.0%
1 STARS Quality Classification Level	0	0.0%
2 STARS Quality Classification Level	394	40.1%
3 STARS Quality Classification Level	391	39.8%
4 STARS Quality Classification Level	20	2.0%
5 STARS Quality Classification Level	0	0.0%

Chart 2: Children Served by Providers STARS Quality Classification Rating



Survey participants were asked about their awareness of and participation in FOCUS⁷.

- 81.8% (45) of respondents are not enrolled in FOCUS.

Further, survey participants were also asked about their awareness of and participation in Providers Allied for Nutrition⁸ (PAN).

- 67.3% (37) of respondents do not participate in the PAN meal program.

⁷ The FOCUS program was developed by Children, Youth and Families Department (CYFD) as a quality rating and improvement system to replace the current STARS system. The intent of this program, which is still in a pilot phase, is to promote teacher quality, program leadership, as well as positive and conclusive results for children. FOCUS provides consultation and trainings to participants (www.newmexicokids.org/content/caregivers_and_educators/focus/). To qualify, participants must be licensed and must be 2-STARs programs under the current system. Child care homes, child care centers, or school-age programs may apply for FOCUS.

⁸ The YWCA's Providers Allied for Nutrition (PAN) program provides monetary reimbursement to child care providers to serve nutritious meals and snacks for children under 13 years of age in home-based child care settings. Additionally, the program offers free classes on nutrition and child development.

What are the professional development and entrepreneurial needs of providers in Southwest Albuquerque?

In an effort to understand the professional development and entrepreneurial needs of providers, participants were asked about the services for small business owners, business licensing, and interests in early childhood education resources. Survey results indicated that early childhood providers in Southwest Albuquerque face challenges around accessing all of these resources.

Of the 55 survey responses:

- 92.7% (51) of the total respondents do not use services for small business owners. When disaggregated by registration status, 12.9% of the 31 registered providers use services for small business owners, compared to none of the 23 non-registered providers.
- 96% (53) of respondents stated that education for adults who take care of young children was ‘very important’.
- Respondents stated that the topics that would be valuable to them are: general child development (50.9%), children’s behavior and behavior management (16.4%), and health and nutrition (14.5%). One provider identified that they would be interested in learning about how to identify child-abuse.

Table 13: What Topics Or Information Would Be Valuable To You As A Childcare Provider?

Response	Registered Percentage	Registered Count	Non-Registered Percentage	Non-Registered Count	Response Percent	Response Count
Children's behavior and behavior management	16.1%	5	17.4%	4	16.4%	9
Health and nutrition	12.9%	4	17.4%	4	14.5%	8
Child development in general	51.6%	16	47.8	11	50.9%	28
Special needs	6.5%	2	0%	0	3.6%	2
How to teach children to read and write	3.2%	1	8.7%	2	5.5%	3
How to teach social and emotional skills	6.5%	2	8.7%	2	7.3%	4
Other (please specify)	3.2%	1	0%	0	1.8%	1

*Participants selected the best one option.

Table 14: Which Of These Services Will Help You With Your Business Or Childcare?
 5 = Essential, 4 = Very Important, 3 = Neutral Importance, 2 = Not Important, 1 = Inessential

Response	Average
Professional development on early childhood development and education	4.73
Access to toys and play-based learning materials	4.62
Support with the state quality rating system (FOCUS)	4.44
Access to curriculum materials	4.38
Access to a gathering place for children to play and adults to network	4.33
Mentoring and support by an experienced early childhood educator in your home	3.98
Business support services - business formation and operations	3.89
Home visiting services for children and home-based childcare providers	3.85
Access to a substitute teacher pool	3.78
Shared services (centralized business tasks: bookkeeping, payroll, janitorial services, or human resources)	3.35

- Of the 55 survey responses, over half (50.9%) of the respondents expressed a need for assistance with state registration and licensing to develop their business (See Chart 3). It should be noted that there is a difference in needs, registered providers have specific needs with business efficiencies in accounting and advertising while those are absent in the non-registered providers with only two participants stating they would be interested in advertising to register more children. Demonstrating the differences in levels of capacity, professional development and entrepreneurial needs for these two different subsections of child care providers in Southwest Albuquerque (See Table 15).

Chart 3: Overall Respondents: What You Need To Help Develop Your Business?

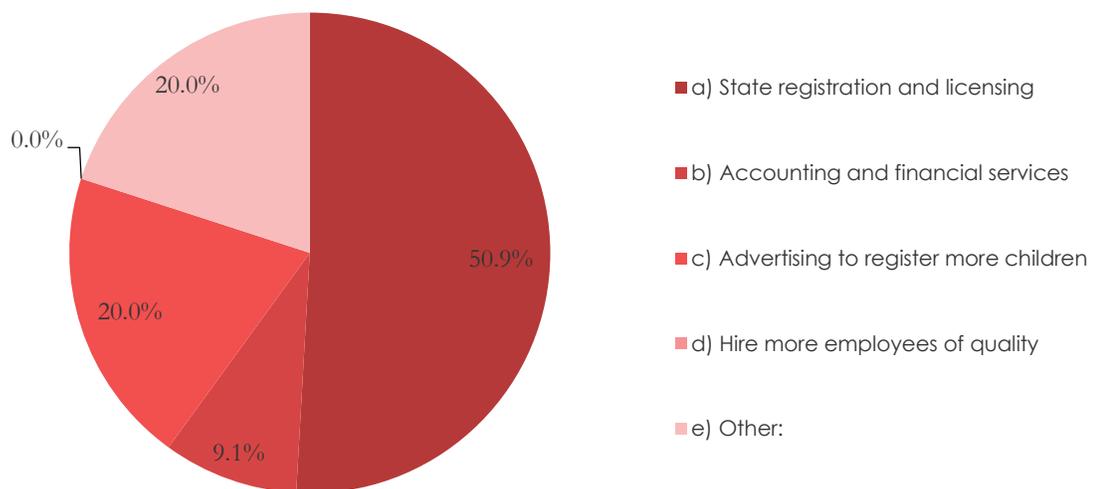


Table 15: What Do You Need To Help Develop Your Business?

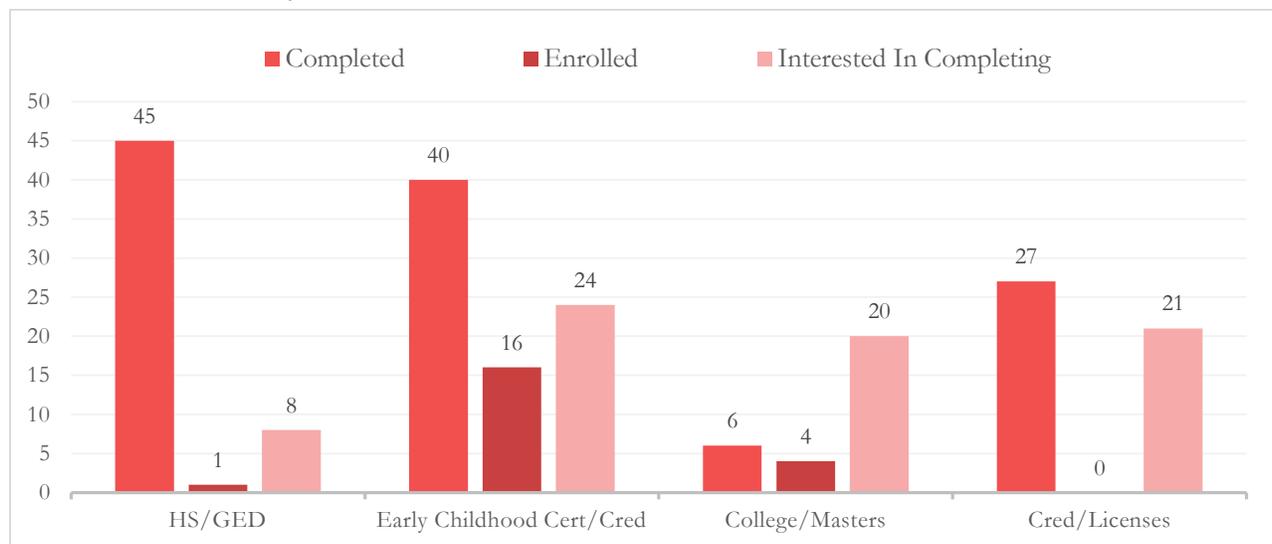
Response	Registered Percentage	Registered Count	Non-Registered Percentage	Non-Registered Count
State Registration and Licensing	41.9%	13	60.9%	14
Accounting and Financial Services	16.1%	5	0%	0
Advertising to Register more Children	29.0%	9	8.7%	2
Hire more Employees of Quality	0.0%	0	0%	0
Other:	12.9%	4	30.4%	7

How can the Early Childhood program at CNM best meet the needs and improve access to professional and entrepreneurial development (trainings, adult basic education, certificate programs, and degrees) for providers?

In an effort to meet the professional development and entrepreneurial needs of child care providers, participants were asked about access to professional and entrepreneurial development (trainings, adult basic education, certificate programs), and early childhood education resources.

A series of themes emerged when providers were asked questions regarding personal education goals: The desire to (1) learn about early childhood education; (2) gain language acquisition (both English and Spanish); (3) pursue further education/obtain a teaching credential; and (4) acquire a GED.

Chart 4: Providers by Education Level



*Please see appendix II for the full data table.

A lack of information about CNM offerings emerged as a barrier to accessing professional development for providers.

- 63.6% (35) of all survey participants have taken classes at CNM. 34.8% of non-registered providers have taken classes at CNM, compared to 83.9% of registered providers.
- 65.5% (36) of all survey participants know someone who is taking early childhood classes at CNM.

- 36.4% (20) of all survey participants did not know CNM offers early childhood courses in Spanish.
- 63.6% (35) of all survey participants knew little, while 21.8% (12) knew nothing about the courses offered related to early childhood education in CNM.
- Respondents stated they are not currently taking classes at CNM on early childhood due to: a lack of familiarity with the early childhood courses at CNM (34.5%), class schedule conflicts with their work schedule (21.8), and ‘other’ (47.3%). Other reasons included: transportation issues, other commitments/responsibilities, current enrollment in community classes/workshops, in the process of enrolling at CNM for classes in early childhood, lack of affordability, access to childcare, discomfort in taking classes in English, or N/A.

The majority of respondents were predominantly fluent Spanish speakers with limited English language proficiency.

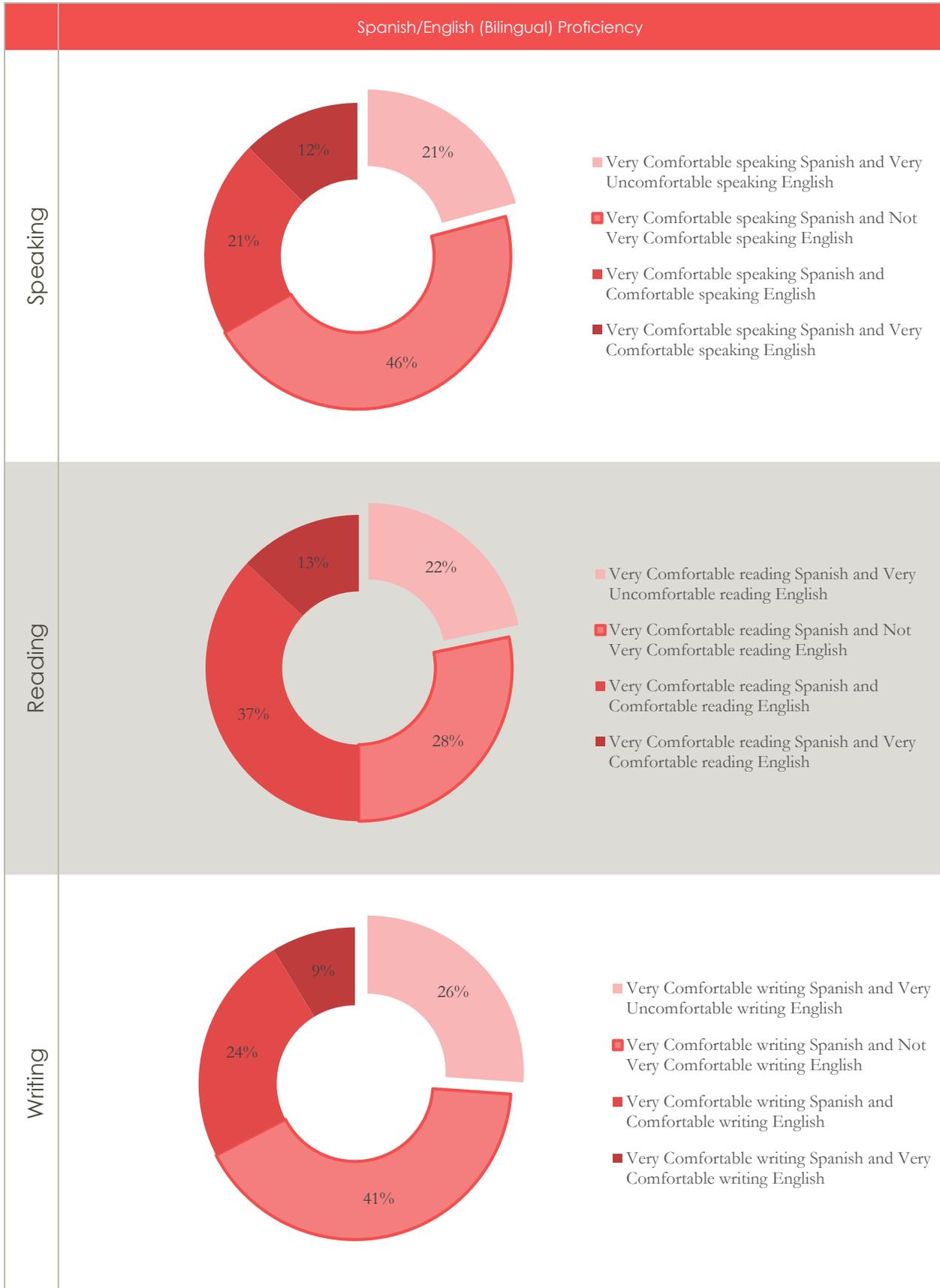
- 12% of respondents stated they were very comfortable speaking Spanish and very comfortable speaking English. 21% of participants responded they were very comfortable speaking Spanish and comfortable speaking English.
- 13% of respondents stated they were very comfortable reading Spanish and very comfortable reading English. 37% of participants responded they were very comfortable reading Spanish and comfortable reading English.
- 9% of respondents stated they were very comfortable writing Spanish and very comfortable writing English. 24% of participants responded they were very comfortable writing Spanish and comfortable writing English (See Table 16).

Table 16 illustrates the linguistic comfort (speaking, reading and writing) of the providers in this survey.

- 21% of providers report a higher level of comfort in monolingual-Spanish **speaking** skills, while 46% also have some level of comfort with the English language. The darker red areas 33% represent the portion of providers who identify as being close to or completely bilingual.
- 22% of providers report a higher level of comfort in monolingual-Spanish **reading** skills, while 28% also have some level of comfort with the English language. 50% represent the portion of providers who identify as being close to or completely bilingual.
- 26% of providers report a higher level of comfort in monolingual-Spanish **writing** skills, while 41% also have some level of comfort with the English language. 33% represent the portion of providers who identify as being close to or completely bilingual.

The two sections in the middle portion of the comfort scale are potential easy targets for the development of a bilingual provider workforce.

Table 16: Spanish/English (Bilingual) Linguistic Comfort of Providers



*For original table please see Appendix III.

Table 17: What Would Be The Best Way To Receive More Information About Early Childhood Education?

Response	Percent	Count
An early childhood educator who comes to your home monthly	25.5%	14
Classes at CNM (South Valley or other campus)	21.8%	12
Written information (Flyers, advertisements, etc.)	20%	11
Workshops in a public library, church or other place	18.2%	10
An informal group of home-based providers who meet every month for professional development activities.	16.4%	9

Participants reported that they would you like to see activities to learn more about early childhood like: 32.7% (18) access to curriculum materials, toys, books, etc.; 23.6% (13) early childhood classes in Spanish; 10.9% (6) opportunities to advocate for home-based childcare in the South Valley; and 9.1% (5) information and support to start a business (See Table 18).

Table 18: What Activities Would You Like To See In the South Valley to Help You Learn More About Early Childhood Education?

Response	Percent	Count
Early childhood resources (curriculum materials, toys, books, etc.)	32.7%	18
Early childhood classes in Spanish	23.6%	13
Opportunities to advocate for home-based childcare providers and parents	10.9%	6
Information and support to start a business	9.1%	5
Computer classes	7.3%	4
Information about job opportunities	5.5%	3
English classes (ESL)	3.6%	2
Opportunities to meet other childcare providers	3.6%	2
Health workshops / medical information	1.8%	1
Other (please specify)	1.8%	1

Providers reported that they believed working with other home-care providers would be helpful to them. Of the 55 survey responses, 90.9% (50) of participants answered they would join a group of child care providers focused on professional and entrepreneurial development in the Southwest Albuquerque.

Discussion

This survey identified the educational, professional development, and entrepreneurial needs of early child care providers and early childhood educators in Southwest Albuquerque. The surveyed providers serve approximately 982 children. Overall, registered providers serve a higher number of children than non-registered providers. During this analysis a contrast between registered and non-registered childcare providers emerged as a key characteristic of the differences in capacity, professional development, and entrepreneurial needs among providers.

Overall surveyed child care providers in Southwest Albuquerque, self-identify as fluent Spanish speakers with limited English language proficiency, with a long-standing commitment to provide childcare services and meet community childcare needs.

Approximately two-thirds of the providers were related to at least one child they cared for. Additionally, survey participants overwhelmingly recognized the impact their education has on the children they serve and expressed an interest in expanding their early childhood education.

Overall the existing capacity opportunities and challenges to increase the quality of early childcare for child care providers are: (1) a lack of formal early education training; (2) staff limitations; and (3) access to professional development opportunities that meet the providers' needs around finances, language, scheduling, and existing responsibilities.

This study found that Southwest Albuquerque providers heavily rely on their own experience to assess child development and learning. 38% of the providers have cared for children for over 10 years, which could explain their reliance on personal experience to assess child development and learning. Consequently, experienced childcare providers may face challenges when incorporating new childcare elements into their daily routine; such as planned curriculum and activities to strengthen the early education element of their childcare services. Moreover, 61.8% of survey participants work alone limiting the ability of home-care providers to take on additional children and expand services. When we understand the number of hours a day that these providers care for children, we see that working alone can pose a challenge in that many of providers do not have someone to support/relieve them. However, parent engagement among non-registered providers is high, from planning daily activities to assessing development and finding learning material, parents are a central resource for non-registered providers. 70% of the non-registered providers rely on parent input to determine daily activities. 100% of non-registered providers talk with parents about any problems they detect.

Overall, there is a significant difference in planned activities for children among registered and non-registered providers demonstrating an opportunity for growth and professional development for providers in the South Valley. Additionally, non-registered providers offered significantly less literacy opportunities for children than registered providers. Overall, children under the care of providers

spend most of their time having their basic needs met (i.e., playing, eating, and napping). Furthermore, there is a need to create professional development and networking opportunities for non-registered providers. A majority of providers in Southwest Albuquerque are home-based and have limited opportunities to seek support for their work. Although there were considerably less children in the care of non-registered providers, these providers also reported having significantly less curriculum and activity planning approaches to their work (17.4%) than the registered providers (58.1%). Overall there is a need to connect childcare providers in Southwest Albuquerque with public resources that have the potential to meet their needs.

Professional development and entrepreneurial needs for providers in Southwest Albuquerque include: **(1) assistance with state registration and licensing to develop their business; (2) increased access to public programs; and (3) increased exposure to professional development opportunities.**

Professional development, small business support and networking are central to the development of skills and the professionalism of childcare providers in Southwest Albuquerque. Moreover, there is a need to create professional development and networking opportunities for non-registered providers. Over half of the providers surveyed in Southwest Albuquerque are not licensed childcare businesses. However, 80% (44) of respondents were motivated by the pay differential to engage in the STARS quality rating system. While for a non-registered provider, getting to be a STARS rated provider involves an extensive administrative and professional development process. Evidence of the motivation these providers have to obtain a STARS rating is promising. For many of these providers, the next feasible step would be to become a registered childcare provider with the State and over half (50.9%) of the survey respondents expressed a need for assistance with state registration and licensing to develop their business. It should be noted that registered providers have distinct needs with business efficiencies in accounting and advertising while those are not present in the non-registered providers. This difference further demonstrates the different levels of capacity between these two subsections of childcare providers.

Providers face challenges in meeting professional development and entrepreneurial needs due to a lack of information, resources, or interest because they simply do not consider themselves a business. However, some providers stated they are in the process of obtaining a business license, early childhood education certification, and/or state registration. Additionally, when providers were asked questions about professional development needs two key areas surfaced: (1) learning about early childhood education, and (2) language acquisition (both English and Spanish). Lastly, given that a majority of providers in Southwest Albuquerque have limited support for their work, it was clear that a large number of providers had some desire to network with other childcare providers. Nearly 90% of providers reported that they believe working with other child home-based care providers would be helpful to them.

Community organizations and educational institutions can best meet needs and improve access to professional and entrepreneurial development for providers by increasing visibility/marketing/advertising through community outreach and offering a bilingual early childhood educator/trainer home visiting program.

Survey results indicated that a lack of information about the programs CNM offers serves as a barrier to providers' access to professional development. While, 64.9% of all survey participants have taken classes at CNM, 70% of non-registered providers have never taken classes at CNM; and 84.3% of all survey participants said they knew little, or nothing about the courses offered related to early childhood education in CNM. Respondents indicated that the best ways to receive more information about early childhood education are: (1) an early childhood educator who comes to their home monthly; (2) classes at CNM (South Valley or other campus); or (3) written information (flyers, advertisements, etc.). The lack of information about CNM programs (such as trainings, adult basic education, certificate programs, and degrees) present a barrier for providers to access professional development. Strengthening the collaboration between CNM and PCA, CNM could increase the visibility of early childhood education programming in the South Valley. Community outreach grounded in the various non-profit organizations in Southwest Albuquerque could connect providers to early childhood courses, workshops and professional development.

The majority of childcare providers surveyed expressed an interest in furthering their education in early childhood. By reaching out to providers through a bilingual early childhood provider home visiting program, organizations like PCA and CNM can circumvent issues of language, time commitments, cost and transportation. The low level of formal training and certifications amongst the providers with an overall will to learn more about early childhood education opens up an opportunity for CNM and PCA to meaningfully engage the early childhood providers in Southwest Albuquerque. Furthermore, the low level of formal training and certifications among non-registered providers also opens up an opportunity for PCA's partners Abriendo Puertas/Korimí Cooperativa to continue developing community-based leaders, increase community engagement, and establish a community network of early childhood providers. Future research could include assessment of PCA's facilitation of a Southwest Albuquerque Early Childhood Provider Network, the development of bilingual early childcare providers, and the creation of a bilingual early childcare provider home visiting education program.

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Appendix I

When asked “Do you have a license with the state of New Mexico for your business?” 61.8% (34) of respondents reported not having a business license, while only 34.5% (19) of respondents have a business license and 3.6% (2) felt it was not applicable to them. Respondents stated they did not have a business license due to a lack of information, lack of interest, they do not consider themselves a business, lack of space, are in the process of obtaining their license, or lack a Social Security number. This question was excluded from the analysis because the research team came to the realization that the survey question caused some confusion in survey participants/respondents. It was unclear whether respondents understood that the question to mean CYFD licensing for providers or business licensing for entrepreneurial purposes.

Appendix II

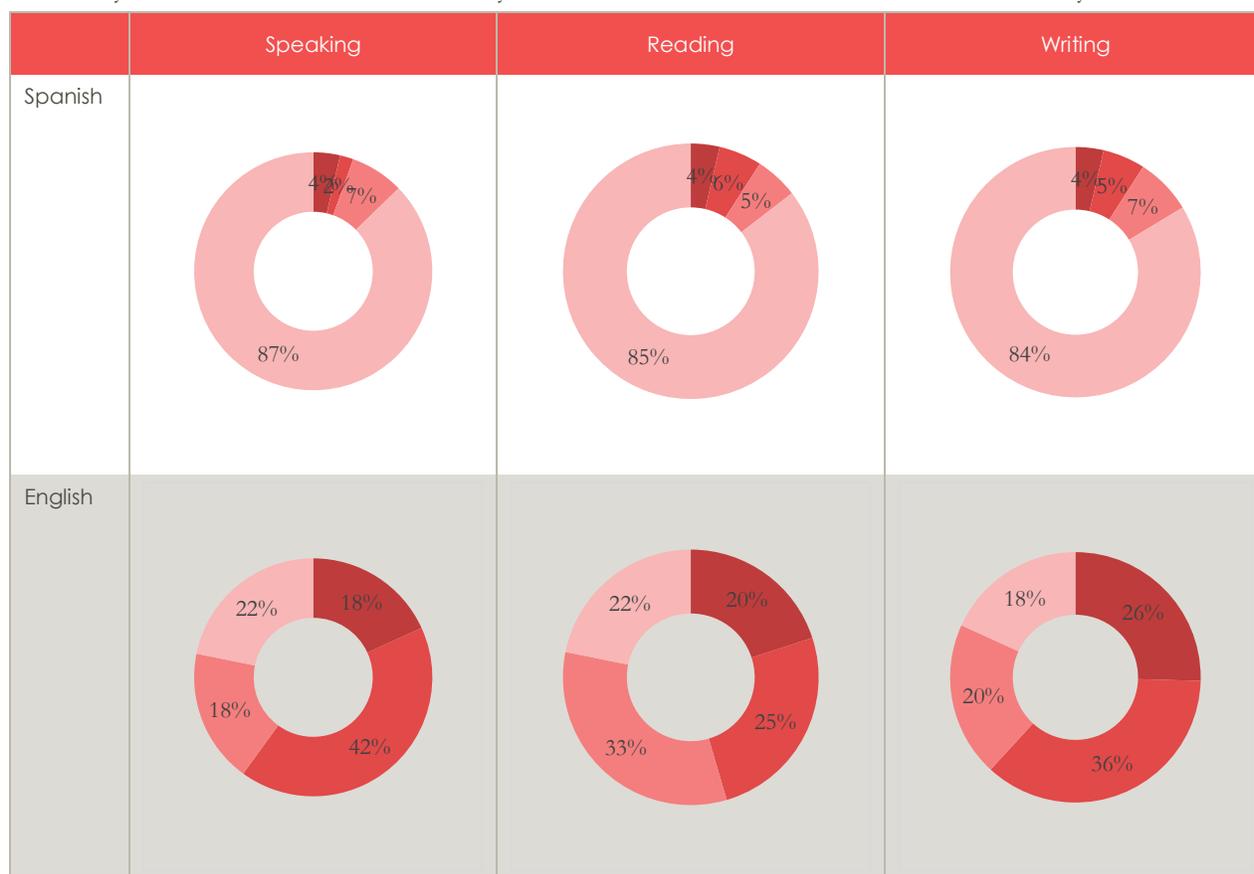
What level of education have you completed or are enrolled in?

Response	Interested in Completing	Enrolled	Completed	Percentage
High School	1	0	25	45%
GED	7	1	20	36%
EARLY CHILDHOOD	0	0	1	2%
45-hr entry level course certificate for Early Childhood	2	1	27	49%
A NM child development associate (CDA) credential	9	4	3	5%
NM Child Development Certificate (CDC)	10	10	9	16%
Certified Childcare Professional credential (CCP) (can be complete online through NECPA)	3	1	0	0%
ASSOCIATE'S DEGREE (AA)	0	0	0	0%
AA in Early Childhood	6	3	1	2%
Other Associate's Degree (Indicate Degree area)	2	0	2	4%
BACHELOR'S DEGREE (BA)	1	0	0	0%
BA in Early Childhood	4	0	0	0%
BA in Education	1	0	0	0%
Other B.A. (specify)	0	0	2	4%
MASTER'S DEGREE (MA)	1	0	0	0%
Master's degree in education	2	0	0	0%
Other M.A (specify)	3	1	1	2%
ADMINISTRATOR CREDENTIALS	1	0	0	0%
Early Childhood Program Administration Certificate	3	0	0	0%
A.A. degree in Early Childhood Program Administration	2	0	0	0%
NAC (national administrator credential) Certification	0	0	2	4%
HEALTHCARE	0	0	0	0%
Licensed Speech Pathologist (CCC/SP)	1	0	0	0%
Licensed occupational therapist	2	0	0	0%
Licensed social worker	4	0	0	0%
Licensed psychologist	3	0	0	0%
Registered nurse (RN)	1	0	0	0%
Licensed practical nurse (LPN)	0	0	0	0%
Other license, certificate, or credential. Please specify the credential and country in which it was attained:	4	0	7	13%
Other (please specify)	0	0	18	33%

Appendix III

Language Preference/Comfort of Providers

■ 1 = Very Uncomfortable ■ 2 = Not Very Comfortable ■ 3 = Comfortable ■ 4 = Very Comfortable



- 87% of participants responded they were very comfortable speaking Spanish. 3.78 was the average provider response rating when speaking Spanish.
- 85% of participants responded they were very comfortable reading Spanish. 3.72 was the average provider response when reading Spanish.
- 84% of participants responded they were very comfortable writing Spanish. 3.70 was the average provider response when writing Spanish.
- 42% of participants responded they were not very comfortable speaking English. 2.43 was the average provider response when speaking English.
- 33% of participants responded they were comfortable reading English. 2.56 was the average provider response when reading English.
- 36% of participants responded they were not very uncomfortable writing English. 2.30 was the average provider response when writing English.

Appendix IV

English Version

CNM Early Childhood Multicultural Education Survey Questions

- 1) What type of childcare setting do you have? (Please select all that apply.)
 - a) Home-based
 - b) Childcare center
 - c) Head Start
 - d) Even Start
 - e) Religious institution
 - f) APS or Charter School
 - g) Private school
 - h) Other (please specify) _____

- 2) What is your role at this childcare? (Please select all that apply.)
 - a) Owner
 - b) Director
 - c) Lead educator
 - d) Assistant educator
 - e) Other (please specify) _____

- 3) How many years have you been caring for children in your home?
() N/A
() Specify: _____

- 4) Your early childhood services are: (Please select the best one option.)
 - a) An interest or hobby
 - b) Required to support the needs of my family or friends
 - c) A business I do in addition to my main job
 - d) A main job or career
 - e) Other (please specify) _____

- 5) Is caring for children your main job? (Please select the best one option.)
 - a) Yes this is my full-time job
 - b) No, only a part-time job
 - c) No, I don't earn money taking care of children
 - d) Other (please specify) _____

- 6) Would you like to make a living taking care of children?
 - a) Yes. Why? _____
 - b) No. Why? _____

- 7) How many teachers, including yourself, are currently employed in your center,

school or site?

(Please include only teachers, assistant teachers, directors, and others who work directly with the children.)

- a) 1
- b) 2
- c) 3
- d) 4
- e) 5
- f) 6+
- g) N/A

8) How many children are in these age groups?

0-1 year _____

2 years _____

3 years _____

4 years _____

5 years _____

6 years _____

Another age (please specify) _____

9) How many of these children are related to you? _____

10) Do any children in your center/home require special care (disability, allergy, serious behavioral problems, etc.)?

() No

() Yes (please specify): _____

11) How many children speak a language other than Spanish? _____

12) Do you have a computer or tablet? _____

13) Do you have internet at home?

a) Yes

b) No

14) Do you have a phone with internet?

a) Yes

b) No

Please rate on a scale of 1 to 4, where:

4=Very Comfortable, 3= Comfortable, 2=Not very comfortable, 1=very uncomfortable

- 15) How comfortable are you with speaking English? _____
- 16) How comfortable are you with reading English? _____
- 17) How comfortable are you with writing in English? _____
- 18) How comfortable are you with speaking Spanish? _____
- 19) How comfortable are you with reading Spanish? _____
- 20) How comfortable are you with writing in Spanish? _____

Interaction with the CYFD system

21) Is your childcare business registered with the state of New Mexico?

- Yes
- No
- N/A

If you answered No, please describe why you decided not to register:

22) Do you have a license with the state of New Mexico for your business?

- Yes
- No
- N/A

If you answered No, please describe why you decided not to become a licensed business:

Quality Classification System

23) What does "quality" mean to you when caring for children?

24) Do you know what the state quality rating improvement system is? (Star levels or FOCUS)

- Yes
- No (*Interviewer explains what it is if the participant would like to know.*)

25) What is the level of stars of your business?

- 5
- 4
- 3
- 2
- 1
- Do not have a classification level

26) Is your child care business enrolled in the FOCUS program?

Yes

No

27) How many of the children under your care use New Mexico child care assistance to pay you?

28) Do you participate in the PAN meal program?

Yes

No

29) Do you feel motivated to move up in the state early childhood quality system, i.e. to obtain higher star in your child care?

Yes

No

N/A

30) Do you see yourself as a business owner?

a) Yes

b) No, but I would like to learn more about how to start a business.

c) No

d) Other (please specify) _____

31) Are you familiar with the different levels of payment in accordance with the childcare quality system?

Yes

No

32) Do the different payment levels motivate you to become part of the childcare quality system? (*Interviewer shows the participant the state reimbursement document.*)

Yes

No

Early Childhood Education Practice

33) How many hours a day do you care for children? _____

34) When thinking about your average day, how many minutes do the children in your care spend in the following activities
a) None b) 5 min. c) 10 min. d) 20 min. e) 30 min. f) 1 hr. g) 2 hrs. h) 3 hrs. i) 4 hrs. or more

- _____ Outdoor play
 - _____ Indoor play
 - _____ Napping
 - _____ Eating
 - _____ Watching TV
 - _____ Playing on devices with screens (phones, computers, tablets, video games, etc.)
 - _____ Reading with you
 - _____ Writing and telling stories with you
 - _____ Counting, building with blocks, doing puzzles
 - _____ Music activities
 - _____ Art activities
 - _____ Science and Math activities
 - _____ Other structured activities (please describe)
-

35) What helps you decide what to do each day with the children? (Choose all that apply.)

- a) I have a weekly or monthly curriculum.
 - b) I assess the children before I make plans.
 - c) I make plans during the day.
 - d) I use parent input.
 - e) Other (please specify)
-

36) How do you monitor and report each child's development? (Choose all that apply.)

- a) I have a record of each child's development
- b) I talk with parents about any problems I detect
- c) I don't know how to detect problems with development
- d) I use ASQ or ASQ-SE
- e) Other (please specify) _____

- 37) What literacy opportunities do you offer to children? (Choose all that apply.)
- a) I have books that children can read on their own
 - b) We go to the library
 - c) I read aloud to children
 - d) The parents bring their own books
 - e) We do planned activities to develop reading and writing
 - f) We read on an electronic device (Tablet, computer, etc.)
 - g) Other (please specify) _____

38) What are the most important things to know about child development when working with young children?

39) What do you do to prepare children for kindergarten?

- 40) What topics or information would be interesting and valuable to you as a child care provider? (Please select the best one option.)
- a) Children's behavior and behavior management
 - b) Health and nutrition
 - c) Child development in general
 - d) Special needs
 - e) How to teach children to read and write
 - f) How to teach social and emotional skills
 - g) Other (please specify) _____

Connections to Education

41) What level of education have you completed or are enrolled in? (Check all that apply.)

	Completed	Enrolled (currently pursuing)	Interested in completing; Final goal
High School			
GED			
EARLY CHILDHOOD			
45-hr entry level course certificate for Early Childhood			
A NM Child Development Associate (CDA) Credential			
NM Child Development Certificate (CDC)			

Certified Childcare Professional credential (CCP) (can be complete online through NECPA)			
ASSOCIATE'S DEGREE (AA)			
AA in Early Childhood			
Other Associate's Degree (Indicate Degree area)			
BACHELOR'S DEGREE (BA)			
BA in Early Childhood			
BA in Education			
Other B.A. (specify)			
MASTER'S DEGREE (MA)			
Master's degree in Education			
Other M.A (specify)			
ADMINISTRATOR CREDENTIALS			
Early Childhood Program Administration Certificate			
A.A. Degree in Early Childhood Program Administration			
NAC (National Administrator Credential) Certification			
HEALTHCARE			
Licensed Speech Pathologist (CCC/SP)			
Licensed Occupational Therapist			
Licensed Social Worker			
Licensed Psychologist			
Registered Nurse (RN)			
Licensed Practical Nurse (LPN)			
Other license, certificate, or credential (please specify) Please specify the credential and country in which it was attained:			

42) What are your personal educational goals?

43) How important do you think education is for adults who take care of young children?
 3 = very important 2 = somewhat important 1 = not important

44) Do you think that your education level in the area of early education has an impact on the work you do with the children?

- a) Yes, it has a large impact
- b) More or less
- c) It does not have an impact on the care of children

CNM Connection

- 45) Have you ever taken classes at CNM?
 Yes
 No
 If no, please specify why: _____
- 46) If yes to question 45, please specify what courses? (Check all that apply.)
 a) English as a Second Language
 b) GED
 c) Early Childhood CDC
 d) Elementary Education
 e) Other (please specify) _____
- 47) How much do you know about the courses offered related to early childhood education in CNM?
 a) A lot
 b) Little
 c) Nothing
- 48) Do you know that CNM offers early childhood coursework in Spanish?
 a) Yes
 b) No
- 49) Do you know someone who is taking early childhood classes at CNM?
 a) Yes
 b) No
- 50) If you aren't currently taking classes, what is preventing you from taking early childhood classes? (Check all that apply.)
 I am not familiar with early childhood courses in CNM.
 I don't have time for new responsibilities
 Classes conflict with my work schedule
 I don't have transportation
 I do not have child care
 I don't think I need to go to school
 I am too old to go to school
 I don't feel comfortable with my level of reading and writing
 I am not comfortable taking classes in English
 I am not interested in taking classes
 Not interested
 Other (please specify) _____
- 51) What would you need to participate in workshops, courses or classes on early childhood education? (Please select the best one option.)
 a) More information about the program

- b) To meet with an advisor
- c) Help with registration
- d) Financial aid
- e) Transportation
- f) Child care
- g) More time
- h) Other (please specify) _____

52) What would be the best way to receive more information about early childhood education? (Please select the best two options.)

- a) Workshops in a public library, church or other place
- b) Classes at CNM (South Valley or other campus)
- c) Online classes
- d) Videos or other materials online
- e) An informal group of home-based providers who meet every month for professional development activities.
- f) A formal network of home-based providers who meet for professional development
- g) An early childhood educator who comes to your home monthly
- h) Written information (Flyers, advertisements, etc.)
- i) Other (please specify) _____

Professional Development

53) How often do you participate in training and professional development related to early childhood? (Please select the best one option.)

- () Never
- () Every 2 years
- () Annually
- () Every 6 months (twice per year)
- () Every 3 months (4 times per year)
- () Monthly
- () More than monthly
- () N/A
- () Other (please specify) _____

54) How have you learned about child development? (Please select the best one option.)

- () Classes or training
- () Personal experience (taking care of my family)

- Learning from friends or family members who care for children
 - I'm naturally good with children
 - Other (please specify)
-

55) What activities would you like to see in the South Valley to help you learn more about early childhood education? (Please select the best one option.)

- Early childhood classes in Spanish
 - Early childhood resources (curriculum materials, toys, books, etc.)
 - Health workshops / medical information
 - Information and support to start a business
 - Computer classes
 - English classes (ESL)
 - Opportunities to meet other child care providers
 - Opportunities to advocate for home-based childcare providers and parents
 - Information about job opportunities
 - Other (please specify)
-

56) What kind of support do you think would be the most useful to help you better serve your families and learn about child development? (Please select the best one option.)

- Curriculum and curriculum planning
 - Educational toys and materials
 - Be part of a group of child care providers
 - Have a mentor who has experience as a home-based child care provider
 - Have a mentor who has business experience
 - Other (please specify)
-

57) If the South Valley had a group of child care home providers focused on professional and business development, would you join?

- a) Yes
- b) No

58) Which of these services will help you with your business or child care?
5 = essential, 4 = very important, 3 = neutral importance, 2 = not important, 1 = inessential

A.	Business support services - business formation and operations	
B.	Shared services - e.g. centralized business tasks such as bookkeeping, payroll, janitorial services, or human resources	
C.	Access to curriculum materials	
D.	Access to toys and play-based learning materials	
E.	Professional development on early childhood development and education	
F.	Support with the state quality rating system (FOCUS)	
G.	Access to a gathering place for children to play and adults to network	
H.	Access to a substitute teacher pool	
I.	Mentoring and support by an experienced early childhood educator in your home	
J.	Home visiting services for children and home-based childcare providers	

Entrepreneurship and Small Business Support

- 59) Do you use services for small business owners?
a) Yes
b) No
- 60) What do you need to help develop your business? (Please select the best one option.)
a) State registration and licensing
b) Accounting and financial services
c) Advertising to enroll more children
d) Hire more quality employees
e) Other (please specify)

61) Name of Person Administering Survey: _____

62) Date Survey was Administered: _____

COMPLETION CHECKLIST:

- () Do I have the signed consent form?
() Is every answer completed?
() Did I ask for clarification on vague responses?

Reference Materials

CNM Early Childhood Multicultural Education- Many Courses Available in English and Spanish

<http://www.cnm.edu/programs-of-study/all-programs-a-z/early-childhood-multicultural-education>

- Child Development, Certificate of Achievement
- Early Childhood Multicultural Education (AA), Birth-3rd Grade Teacher Concentration
- Early Childhood Multicultural Education (AA), Early Childhood Program Administration Concentration
- Early Childhood Multicultural Education (AA), Family, Infant, and Toddler Concentration
- Early Childhood Program Administration, Certificate of Completion
- Family Infant and Toddler Studies, Certificate of Achievement

Child Development, Certificate of Achievement, 11 credit hours

- [ECME 1104 - Child Growth Development and Learning](#) 3 credit hour(s)
- [ECME 1108 - Health Safety and Nutrition](#) 2 credit hour(s)
- [ECME 2204 - Assessment of Children and Evaluation of Programs](#) 3 credit hour(s)
- [ECME 2206 - Family and Community Collaboration I](#) 3 credit hour(s)

Associate of Arts in Early Childhood Multicultural Education, Birth-3rd Grade Teacher Concentration 64 credit hours

- ECME 1102 - Professionalism 2 credit hour(s)
- ECME 1104 - Child Growth Development and Learning 3 credit hour(s)
- ECME 1108 - Health Safety and Nutrition 2 credit hour(s)
- ENG 1101 - College Writing 3 credit hour(s)
- MATH 1110 - Math for Teachers I 3 credit hour(s) or
- MATH 1115 - Math for Teachers II 3 credit hour(s) or
- MATH 1315 - College Algebra 3 credit hour(s) or higher
- Social/Behavioral Science Approved Elective 3 credit hour(s)

TERM 2

- COMM 1130 - Public Speaking 3 credit hour(s) or
- COMM 2221 - Interpersonal Communication Studies 3 credit hour(s) or
- COMM 2270 - Communication Studies for Teachers 3 credit hour(s) (Recommended)*
- ECME 2201 - Introduction to Language, Literacy and Reading 3 credit hour(s)
- ECME 2204 - Assessment of Children and Evaluation of Programs 3 credit hour(s)
- ECME 2206 - Family and Community Collaboration I 3 credit hour(s)
- ENG 1102 - Analytic and Argumentative Writing 3 credit hour(s)

TERM 3

- ECME 1109 - Curriculum Development through Play: Birth - Age 4 3 credit hour(s) (FALL/SPRING)
- ECME 1190 - Curriculum Development Through Play Practicum 2 credit hour(s) (FALL/SPRING)
- EDUC 2265 - Computers in Schools 3 credit hour(s) (Recommended)* or

- IT 1010 - Introduction to Computers 3 credit hour(s)
- Fine Arts Approved Elective 3 credit hour(s)
- Laboratory Science Requirement 4 credit hour(s)
- Social/Behavioral Science Approved Elective 3 credit hour(s)

TERM 4

- ECME 2212 - Curriculum Development and Implementation: Age 3-Grade 3 3 credit hour(s) (FALL/SPRING)
- ECME 2214 - Guiding Young Children 3 credit hour(s)
- ECME 2290 - Curriculum Development and Implementation: Age 3-Grade 3 Practicum 2 credit hour(s) (FALL/SPRING)
- Humanities Requirement 3 credit hour(s)
- Laboratory Science Requirement 4 credit hour(s)

CYFD Child Care Assistance Reimbursement Rates: Proposed amendment to 8.15.2 NMAC, Sections 7 and 17, effective January 1, 2015.

Monthly Base Rate per child for Childcare Assistance	Infant	Toddler	Pre-school	School-age
Licensed Child Care Centers	\$720.64	\$589.55	\$457.61	\$406.27
Licensed group homes (capacity: 7-12)	\$586.07	\$487.11	\$398.40	\$393.67
Licensed family homes (capacity: 6 or less)	\$566.98	\$463.50	\$383.94	\$378.85
Registered homes and in-home child care	\$289.89	\$274.56	\$251.68	\$251.68

FOCUS additional payment over base rate per child (as of 7/15/14)	Monthly Bonus	Calculated additional per child hourly payment for full-time care (30 hrs/wk)
2+ star	\$88.00	\$0.68
3 star	\$100.00	\$0.78
4-star	\$180.00	\$1.40
5-star (National 5-star Accreditation recognized by CYFD for high quality)	\$250.00	\$1.94

AIM High star levels expire 12/31/17	Monthly Bonus	Calculated additional per child hourly payment for full-time care (30 hrs/wk)
2-star	none	
3-star	\$88.00	\$0.68

4-star	\$122.50	\$0.95
5-star (for accreditation not recognized by CYFD to represent high quality)	\$150.00	\$1.16

	30+ hours/week	8-29 hours/week	6-19 hours/week	7 or less hours/week
Reimbursement rate for care: full-time and part-time, average hours/week per month	100% of full time rate	75% of full time rate	50% of full time rate	25% of full time rate

Source: Table created from:

https://www.newmexicokids.org/content/announcements/Docs/8.15.2_NMAC_Amend.pdf

Appendix V

Versión Español

CNM Educación Temprana Multicultural Preguntas de la encuesta

- 1) ¿Cuál es su tipo de instalación? (Elija todas las que apliquen.)
 - a) En el hogar
 - b) Centro de cuidado de niños
 - c) Head Start
 - d) Even Start
 - e) Institución religiosa
 - f) APS o escuela Chárter
 - g) Escuela privada
 - h) Otro (especifique) _____

- 2) ¿Cuál es su posición en este establecimiento de cuidado de niños? (Elija todas las que apliquen)
 - a) Propietario
 - b) Director
 - c) Educador, principal
 - d) Educador, asistente
 - e) Otro (especifique) _____

- 3) Cuántos años ha estado cuidando niños en su casa?
 - () N/A
 - () Especifique: _____

- 4) Los servicios que usted ofrece de cuidado de niños son: (Elija la mejor opción)
 - a) Un interés o afición
 - b) Necesario para apoyar a las necesidades de mi familia o amigos
 - c) Un negocio que hago al lado de mi carrera
 - d) Una carrera o negocio principal
 - e) Otro (especifique) _____

- 5) ¿Se gana la vida cuidando niños? (Elija la mejor opción)
 - a) Sí, este es mi trabajo a tiempo completo
 - b) No, solo trabajo a tiempo parcial
 - c) No, no gano dinero cuidando de niños
 - d) Otro (especifique) _____

- 6) Le gustaría ganarse la vida cuidando niños?
 - a) Sí. ¿Por qué? _____
 - b) No. ¿Por qué? _____

- 7) ¿Cuántas personas, incluyendo sé usted, están empleadas actualmente en su centro, escuela o establecimiento? *(Por favor incluya sólo las personas que trabajan directamente con los niños).*
- a) 1
 - b) 2
 - c) 3
 - d) 4
 - e) 5
 - f) 6+
 - g) N/A
- 8) ¿Cuántos niños hay en estos grupos de las siguientes edades?
- 0-1 año _____
 - 2 años _____
 - 3 años _____
 - 4 años _____
 - 5 años _____
 - 6 años _____
 - Otra edad (especifique) _____
- 9) ¿Cuántos de estos niños son parte de su familia? _____
- 10) ¿Alguno de los niños que están en su centro requiere de cuidados especiales (deshabilidad, alergia, problemas de conducta serios, etc.)?
- () No
 - () Sí (Especifique): _____
- 11) ¿Cuántos niños hablan un idioma diferente al español? _____
- 12) ¿Tiene una computadora o tableta? _____
- 13) ¿Tiene una conexión de Internet en casa?
- a) Sí
 - b) No
- 14) ¿Tiene un teléfono con Internet?
- a) Sí
 - b) No

En una escala de 1 a 4, donde:

4 = muy cómodo, 3 = cómodo, 2 = incomodo, 1 = muy incomodo

- 15) ¿Cómo se siente para hablar inglés? _____
- 16) ¿Cómo se siente para leer inglés? _____
- 17) ¿Cómo se siente para escribir inglés? _____
- 18) ¿Cómo se siente para hablar español? _____
- 19) ¿Cómo se siente para leer español? _____
- 20) ¿Cómo se siente para escribir español? _____

Cuál es su colaboración con el sistema de CYFD

- 21) ¿Su negocio de cuidado de niños está registrado en el estado de Nuevo Mexico?
 Sí
 No
 N/A

Si respondió No, por favor describa por qué decidió no registrarse:

- 22) ¿Tiene usted una licencia con el estado de Nuevo Mexico para su negocio de cuidado de niños?
 Sí
 No
 N/A

Si respondió No, por favor describa por qué decidió no obtener su licencia de negocio:

Sistema de clasificación de calidad

- 23) ¿Que significa “calidad” para usted en el cuidado de niños?

- 24) ¿Sabes lo que es el sistema de mejoramiento de calificación de calidad del estado?

(Star levels o FOCUS)

- Sí
 No (*explicarles lo que es si el participante quiere saber*)

- 25) ¿Cuál es el nivel de estrellas de su negocio?

- 5
 4
 3
 2
 1
 No tengo un nivel de clasificación

- 26) ¿Está su negocio de cuidado de niños inscrito en el programa FOCUS?

- Sí
 No

- 27) ¿Cuántos de los niños que están bajo su cuidado le pagan a través de la asistencia de cuidado infantil de NM?

- 28) ¿Participa en el programa de alimentos en PAN?

- Sí
 No

29) ¿Te sientes motivado para progresar en el sistema de clasificación de calidad, es decir obtener niveles más altos de estrellas en el cuidado infantil?

- Sí
- No
- N/A

30) ¿Te ves como dueño de un negocio?

- a) Sí
- b) No, pero me gustaría aprender más de cómo desarrollar un negocio.
- c) No
- d) Otro (especifique) _____

31) ¿Está familiarizado con los diferentes niveles de pago de acuerdo con la clasificación de la calidad?

- Sí
- No

32) ¿Estos diferentes niveles de pago te motivan a formar parte del sistema de clasificación de calidad? *(Enseña al participante el documento de reembolso del estado)*

- Sí
- No

La práctica de la Educación Temprana

33) ¿Cuántas horas aproximadamente están los niños bajo su cuidado diario?

34) Al pensar en un día regular con los niños bajo su cuidado ¿Cuánto tiempo pasan en las siguientes actividades?

a) Ninguno b) 5 minutos c) 10 min d) 20 min e) 30 min. f) 1 hora g) 2 horas h) 3 horas i) 4 horas o más

- _____ Jugando al aire libre
 - _____ Jugando dentro de la casa
 - _____ Siestas
 - _____ Comiendo
 - _____ Viendo television
 - _____ Jugando con aparatos con pantallas (teléfonos, computadoras, tabletas, videojuegos, etc.)
 - _____ Leyendo con usted
 - _____ Escribiendo y contando historias con usted
 - _____ Contando, construyendo con bloques, haciendo rompecabezas
 - _____ Actividades orientadas a la música
 - _____ Actividades orientadas al arte
 - _____ Actividades orientadas a la ciencia y matemáticas
 - _____ Otras actividades estructuradas (por favor describir)
- _____

35) ¿Qué es lo que le ayuda a decidir qué hacer con los niños cada día?

(Elija todas las que apliquen.)

- a) Hago un plan semanal o mensual.
 - b) Hago una evaluación de los niños antes de hacer un plan.
 - c) Lo decido conforme pasa el día.
 - d) Trabajo con las sugerencias de los padres.
 - e) Otro (especifique) _____
-

36) ¿De qué manera están monitoreando el desarrollo de cada niño? (Elija todas las que apliquen.)

- a) Tengo un registro del desarrollo de cada niño
- b) Platico con los padres sobre algún problema que detecto
- c) No sé cómo detectar problemas con el desarrollo del niño
- d) Utilizamos ASQ o ASQ-SE
- e) Otro (especifique) _____

37) ¿Qué oportunidades de lectura ofrecen a los niños? (Elija todas las que apliquen.)

- a) Tengo libros que los niños pueden usar
 - b) Vamos a la biblioteca
 - c) Yo leo en voz alta a los niños
 - d) Los padres traen sus propios libros
 - e) Hacemos actividades planeadas para desarrollar la lectura y escritura
 - f) Leemos en algún aparato electrónico (Tablet, computadora, etc.)
 - g) Otro (especifique) _____
-

38) ¿Cuáles son las cosas más importantes de entender sobre el desarrollo infantil cuando se trabaja con niños? _____

39) ¿Qué haces para preparar a los niños para el kínder?

40) ¿Qué temas o información son interesantes y valiosos para usted como un proveedor de cuidado de niños? (Elija la mejor opción)

- a) Comportamiento de niños y cómo manejar comportamiento
- b) Salud y nutrición
- c) Desarrollo infantil en general
- d) Necesidades especiales
- e) Como enseñar a los niños a leer y escribir
- f) Como enseñar habilidades sociales y emocionales
- g) Otro (especifique) _____

	Completado	Inscrito	Interesado/
--	------------	----------	-------------

			Meta Final
Preparatoria			
GED			
EDUCACION TEMPRANA			
Certificado de 45 Horas de Educación Temprana			
CDA - Certificado de Desarrollo Infantil Nacional			
CDC - Certificado de Desarrollo Infantil con el estado de Nuevo Mexico			
CCP - Certificado de Credencial Profesional de cuidado de niños (Curso en línea de NECPA)			
TITULO DE ASOCIADO			
AA – Título de Asociado en educación de la Primera Infancia			
Asociado en otra área (Especifique)			
LICENCIATURAS			
Licenciatura en Educación de la Primera Infancia			
Licenciatura en la Educación Primaria			
Otra Licenciatura (Especifique)			
BACHILLERATO (BA)			
BA in de Educación Temprana			
BA in Educación			
Otro B.A. (Especifique)			
MAESTRIAS			
Maestría en Educación			
Otra Maestría (Especifique)			
ADMINISTRACION			
Certificado de administrador de programa en Educación Temprana			
Asociados AA como administrador de programa en Educación Temprana			
NAC (credenciales de administrador nacional)			
SALUD			
Licencia como Logopeda			
Licencia como terapeuta ocupacional			
Licencia como trabajador social			
Licencia como psicólogo			
Licencia como enfermera registrada (RN)			
Licencia de enfermería (LPN)			
OTROS (Por favor especifique cualquier otro certificado o credenciales aún si fueron cursadas en otro país)			

Conexiones a la educación

41) ¿Qué nivel de educación ha completado, está por completar? (Marque todas las que apliquen.)

42) ¿Cuáles son tus metas personales en relación a la educación?

43) ¿Qué tan importante crees que es la educación para los adultos que cuidan de los niños?

3 = muy importante 2 = algo importante 1 = no es importante

44) ¿Crees que su nivel de educación en el área de educación temprana tenga un impacto en el trabajo que haces con los niños?

- a) Sí, tiene un impacto grande
- b) Más o menos
- c) No tiene un impacto en el cuidado de niños

Conexión con CNM

45) ¿Has tomado algunas clases en el Central New México Community College (CNM)?

- () Sí
- () No

Si 'No'. Especifique porque: _____

46) Si respondió sí en la pregunta 45, por favor especifique. ¿Qué cursos? (Marque todos los que apliquen.)

- a) Inglés como segundo idioma, ESL
- b) GED
- c) Primera infancia CDC
- d) Educación primaria
- e) Otro (especifique) _____

47) ¿Qué tanto sabes acerca de CNM y los cursos que ofrecen relacionados a la educación temprana?

- a) Mucho
- b) Poco
- c) Nada

48) ¿Sabes que CNM ofrece clases de educación temprana en español?

- a) Sí
- b) No

49) ¿Conoces a alguien que está tomando clases de educación temprano en CNM?

- a) Sí

b) No

50) Si no esta tomando clases ahora, ¿Qué es lo que te impide tomar clases en la área de educación temprana? (Marque todas las que apliquen.)

- No estoy familiarizada con cursos de primera infancia en CNM
- No tengo tiempo para nuevas responsabilidades
- Las clases intervienen con mi horario de trabajo
- No hay transporte
- No hay cuidado de niños
- No creo que necesite ir a la escuela
- Soy demasiado mayor de edad para ir a la escuela
- No me siento cómoda/o con mi nivel de lectura y escritura
- No me siento cómoda/o tomando clases en inglés
- No estoy interesada/o en tomar clases
- No estoy interesada/o
- Otro (especifique) _____

51) ¿Qué se necesita para que usted participe en talleres, cursos o clases sobre la educación temprana? (Elija la mejor opción)

- a) más información sobre el programa
- b) un consejero para hablar conmigo
- c) ayuda con registracion
- d) ayuda financiera
- e) transportación
- f) cuidado de niños
- g) más tiempo
- h) Otro (especifique) _____

52) ¿Cómo sería la mejor manera de recibir más información sobre el cuidado de niños? (Elija la mejor opción)

- a) Talleres en una biblioteca pública, iglesia u otro lugar (especifique)_____
- b) Clases en CNM (Valle del Sur u otro campus)
- c) Clases en la computadora en el internet
- d) Vídeos o material que puede ver en el internet
- e) Un grupo informal de educadoras de cuidado infantil quien se reúna cada mes
- f) Una red formal de gente quien cuida de niños que se reúnan para el desarrollo profesional
- g) Una educadora de educación temprano que venga a su casa mensualmente
- h) Información escrita (folletos, etc.)
- i) Otro (especifique) _____

Desarrollo profesional

53) ¿Con qué frecuencia se proporcionan entrenamientos o información de desarrollo profesional en su centro/escuela para los empleados? (Elija la mejor opción)

- Nunca
- Cada 2 años
- Anualmente
- Cada 6 meses (dos veces al año)
- Cada 3 meses (4 veces al año)
- Mensualmente
- Más de una vez al mes
- N/A
- Otro (especifique) _____

54) ¿Cómo ha aprendido sobre el desarrollo del niño? (Elija la mejor opción)

- Clases y/o entrenamientos
- Experiencia personal (cuidando de mi familia)
- Aprendizaje de amigos o familiares que cuidan niños
- Soy naturalmente bueno con los niños
- Otro (especifique) _____

55) ¿Qué actividades te gustaría ver en el Valle del Sur para ayudarte a aprender más acerca de la educación temprana? (Elija la mejor opción.)

- Clases sobre la educación temprana en español
- Recursos para la educación temprana (materiales curriculares, juguetes, libros, etc.)
- Talleres de salud/médico
- Información y apoyo para empezar un negocio
- Clases de computación
- Clases para aprender inglés
- Oportunidades para conocer a otros proveedores de cuidado
- Oportunidades para abogar para proveedores de cuidado de infantil en casa y padres
- Información de oportunidades de trabajo
- Otro (especifique) _____

56) ¿Qué tipo de apoyo cree usted que sería el más útil para ayudarle a servir mejor a sus familias y aprender sobre el desarrollo del niño? (Elija la mejor opción.)

- Currículo y planeamiento de currículo
- Juguetes y materiales educativos
- Ser parte de un grupo de proveedores de cuidado de infantil
- Tener un mentor que tiene experiencia como proveedor de cuidado de infantil en casa
- Tener un mentor que tiene experiencia con empresas
- Otros (especifique) _____

57) Si hubiera un grupo de proveedores de cuidado infantil en el hogar que se enfocara en el desarrollo profesional y de negocios, ¿le gustaría unirse?

- a) Sí
- b) No

58) Cuáles de estos servicios le ayudarían con su negocio o cuidado de niños?
 5 = esencial, 4 = muy importante, 3 = neutral de importancia, 2 = no es importante, 1 = no esencial

A.	Servicios de apoyo para empresas -ej. formación de empresas y operaciones	
B.	Los servicios compartidos -ej. funciones empresariales centralizadas tales como contabilidad, nómina, servicios de limpieza, o los recursos de empleados	
C.	El acceso a materiales curriculares	
D.	El acceso a los juguetes y materiales de aprendizaje basadas en el juego	
E.	El desarrollo profesional sobre el desarrollo y la educación de la primera infancia	
F.	Preparación para entrar y sobresalir en el sistema de calificación de calidad del estado	
G.	Lugar de reunión para que los niños jueguen y los adultos puedan colaborar	
H.	Lista de maestros sustitutos	
I.	Entrenador de Instrucción en la casa del proveedor	
J.	Las visitas domiciliarias que sigue el niño y se extienden al proveedor de cuidado de niños	

Empresarios y ayuda con pequeños negocios

59) Usas algunos servicios para dueños de pequeños negocios?

- a) Si
- b) No

60) Que necesita para desarrollar su negocio?

- a) Ayuda con el sistema de registro y licencia con el Estado
- b) Ayuda con sistemas financieros
- c) Ayuda con publicidad para registrar más niños
- d) Contratar más empleados de calidad
- e) Otro (especifique): _____

61) Nombre de la persona que administró la encuesta:

62) Fecha que se administró la encuesta: _____

LISTA FINAL:

- () ¿Tengo el formulario de consentimiento firmado?
- () ¿Esta completa cada respuesta?

() ¿Pedí clarificación en preguntas donde la respuesta fueron confusas?

Materiales de referencia

CNM primera infancia Multicultural educación muchos cursos disponibles en inglés y español

<http://www.CNM.edu/programs-of-Study/All-Programs-a-z/Early-Childhood-Multicultural-Education>

• Opciones educativas

- El desarrollo del niño, certificado de logro
- Niñez temprana educación Multicultural (AA), concentración de nacimiento-3er grado maestro
- Niñez temprana educación Multicultural (AA), la primera infancia programa administración concentración
- Educación Multicultural (AA) de la primera infancia, familia, infantil y concentración del niño
- Administración del programa de la primera infancia, certificado de finalización
- Familiar infantil y estudios del niño, certificado de logro

Niño Desarrollo, certificado de aprovechamiento, 11 horas

- ECME 1104 - crecimiento y desarrollo infancia 3 crédito hour(s)
- ECME 1108 - seguridad de salud y nutrición 2 crédito hora(s)
- ECME 2204 - evaluación de los niños y evaluación de programas 3 crédito hora(s)
- ECME 2206 - familia y colaboración comunitaria 3 crédito hora(s)

Asociado de Artes en Early Childhood Education Multicultural, nacimiento-3er grado maestro concentración 64 horas de crédito

- ECME 1102 - profesionalismo 2 credit hour(s)
- ECME 1104 - desarrollo de crecimiento infantil y aprendizaje 3 crédito hora(s)
- ECME 1108 - seguridad sanitaria y nutrición 2 crédito hora(s)
- ENG 1101 - College escritura 3 credit hour(s)

- 1110 Matemáticas - Matemáticas para profesores 3 crédito hora(s) o
- 1115 Matemáticas - Matemáticas para maestros II 3 crédito hora(s) o
- Matemáticas 1315 - College Algebra 3 credit hour(s) o superior

- Credit hour(s) social/Behavioral Science aprobado electivo 3
- Término 2
- COMM 1130 - oratoria 3 crédito hora(s) o
- COMM 2221 - 3 de los estudios de Comunicación Interpersonal crédito hora(s) o
- COMM 2270 - estudios de comunicación para los profesores 3 crédito hora(s) (recomendado) *

- ECME 2201 - Introducción a la lengua, alfabetización y lectura 3 crédito hora(s)
- ECME 2204 - evaluación de los niños y evaluación de los programas de 3 crédito hora(s)
- ECME 2206 - familia y comunidad colaboración 3 crédito hora(s)

- ENG 1102 - analítico y argumentativo de escritura de 3 crédito hora(s)
- Término 3
- ECME 1109 - desarrollo curricular a través del juego: nacimiento - edad 4 3 crédito hora(s) (otoño/primavera)
- ECME 1190 - desarrollo de plan de estudios a través de Practica de Play 2 crédito hora(s) (otoño/primavera)

- EDUC 2265 - ordenadores en las escuelas 3 crédito hora(s) (recomendado) * o
- Es 1010 - Introducción a la crédito hora(s) de 3 equipos

- Bellas Artes aprobados electiva 3 crédito hora(s)
- Laboratorio de ciencia requisito 4 crédito hora(s)
- Credit hour(s) social/Behavioral Science aprobado electivo 3
- Término 4
- ECME 2212 - desarrollo curricular y aplicación: edad 3-grado 3 3 crédito hora(s) (otoño/primavera)
- ECME 2214 - Guiding Young Children 3 credit hour(s)
- ECME 2290 - desarrollo curricular e implementación: edad 3-grado 3 Practica 2 crédito hora(s) (otoño/primavera)
- Humanidades requisito 3 crédito hora(s)
- Laboratorio de ciencia requisito 4 crédito hora(s)

CYFD Child Care asistencia reembolso tarifas: Propuesta enmienda a 8.15.2 NMAC, las secciones 7 y 17 años, a partir 01 de enero de 2015.

Tasa Base mensual por niño para la asistencia de cuidado de niños	Infante	Niño	Pre escolar	Edad escolar
Centros de cuidado infantil con licencia	\$720,64	\$589,55	\$457,61	\$406,27
Licencia hogares de grupo (capacidad: 7-12)	\$586,07	\$487,11	\$398,40	\$393,67
Casas unifamiliares con licencia (capacidad: 6 o menos)	\$566,98	\$463,50	\$383,94	\$378,85
Casas registradas y cuidado de niños en el hogar	\$289,89	\$274,56	\$251,68	\$251,68

ENFOQUE pago adicional sobre la tarifa base por niño (hasta el 15/07/14)	Bono mensual	Calcula adicionales por el pago por hora infantil para el cuidado a tiempo completo (30 hrs/sem)
2 + estrella	\$88,00	\$0,68
3 estrellas	\$100,00	\$0,78
4 estrellas	\$180,00	\$1,40

5 estrellas (acreditación 5 estrellas nacional reconocido por CYFD de alta calidad)	\$250,00	\$1,94
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OBJETIVO altos niveles estrellas vencen el 31/12/17	Bono mensual	Calcula adicionales por el pago por hora infantil para el cuidado a tiempo completo (30 hrs/sem)
2 estrellas	Ninguno	
3 estrellas	\$88,00	\$0,68
4 estrellas	\$122,50	\$0,95
5 estrellas (para la acreditación que no se reconoce por CYFD representan alta calidad)	\$150,00	\$1,16

	30 horas/semana	8-29 horas/semana	6-19 horas/semana	7 o menos horas a la semana
Tasa de reembolso para el cuidado: a tiempo completo y a tiempo parcial, promedio de horas semanales por mes	100% de tasa de tiempo completo	75% de tasa de tiempo completo	50% de la tarifa de tiempo completo	25% de tasa de tiempo completo

Fuente: mesa creado a partir de:

https://www.newmexicokids.org/content/Announcements/docs/8.15.2_NMAC_Amend.pdf