

Program Efficiency and Enhancement Report

EARLY CHILDHOOD PROGRAMS

2017

Table of Contents

Introduction of the Early Childhood Programs (ECP)	3
Mission, Vision, Purpose	3
History and Timeline	3, 4
Program Narrative, Budget and Quantitative Data Reports	5-19
The Preschool/Child Development Center (CDC) including NM PreK	5
Enrollment Statistics	8
Growing Tree Infant & Toddler Program (GT)	7-10
Family Counseling Center (FCC)	11-13
La Familia Resource Center (TTAP)	14-15
Early Childhood Education Program (ECED)	16-19
Programmatic responses to questions 4, 5, 6, & 7	19-20

The Early Childhood Programs (ECP) works under the College of Professional Studies, as a unit of the School of Education. The ECP consists of five programs that serve the children, families, students, staff and faculty, and the community:

1. The Preschool/Child Development Center (CDC) including NM PreK

The CDC serves 100 children ages 0-5, including: one infant room, one toddler classroom, two preschool classrooms, and two PreK classrooms. The two NM PreK grant funded classrooms serve 40 four-year-old children.

2. Growing Tree Infant & Toddler Program (GT)

GT is an off-campus lab site that can serve up to 17 children ages 0-3, primarily children of teen parents of Silver High School (SHS) and Silver Opportunity High School (SOHS).

3. Family Counseling Center (FCC)

The Family Counseling Center provides parent education and support, Infant Mental Health (IMH), Play Therapy, and counseling support to children, families, and staff.

4. La Familia Resource Center (TTAP)

The La Familia Program is a CYFD grant-funded Training and Technical Assistance Program (TTAP) providing professional training opportunities for childcare educators in the southwest eight counties of Catron, Dona Ana, Grant, Hidalgo, Luna, Lincoln, Otero, and Sierra.

5. Early Childhood Education Program (ECED)

The Early Childhood Education Program (ECED) offers a Certificate, an Associate of Arts, and a Bachelor of Arts or Science in Early Childhood Education (ECE) as dual enrollment for SHS students, as well as traditional and non-traditional students. ECE courses are offered face-to-face, online, and ITV.

This comprehensive Program Efficiency and Enhancement Report (PEER) will provide a detailed narrative and quantitative data on each of the five programs.

Vision: Support a culture that inspires meaningful relationships and experiences within all our communities.

Mission: The Early Childhood Programs seek to support the highest quality of early care and education through community outreach, teacher education/training, and advocacy. We promote the primacy of play in children's development in a child-and family centered context, respecting each family's uniqueness and diversity.

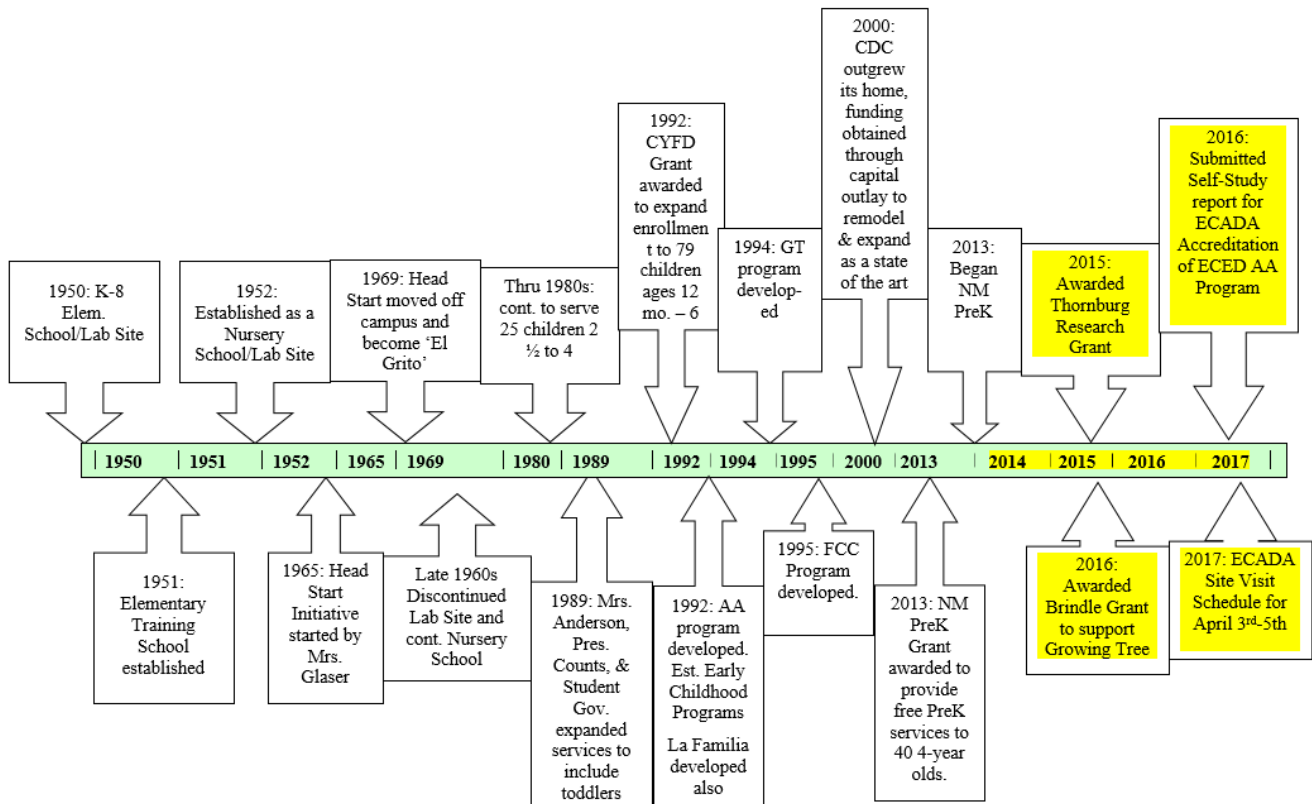
Purpose: The Early Childhood Programs offers a comprehensive array of child- and family-centered services. The Program fosters and maintains collaboration and flexibility to meet the increased need for quality care and education throughout the campus and Southwest New Mexico.

History: The Early Childhood Programs began in 1950 as an elementary school and teacher educational training lab site and has expanded and transformed to provide the comprehensive array of services it delivers today. In 1952, the CDC emerged as a nursery school in one of elementary school rooms by Adelaide Glaser, whom was then head of the home economics department. In 1969, she participated in the federal Head Start initiative and opened a Head Start classroom that was later moved

off campus and became what is now known as El Grito Head Start Program. The nursery school continued to serve 25 community children ages 2 ½ to 4 in a high quality early childhood setting throughout the 1980’s.

In 1990, Terry Anderson was asked by WNMU President, Dr. Jerry Gallentine, and the President of the Student Government to develop an expanded childcare and education program that would add services for toddlers to existing programs for three- to five-year-olds. Thanks to receiving student fees, this expansion would include the addition of two new classrooms to the program.

The current WNMU Preschool/Child Development Center was created in tandem with an expanded educational program that included an AA degree in Early Childhood Education. As part of this critical transition in 1992, the childcare services and the expanded Early Childhood Education programs soon found a new home within the School of Education. At this same time, La Familia was developed and joined as part of the Early Childhood Programs. Then in 1994, Growing Tree was established on the Silver Opportunity High School campus. In 1995, the Family Counseling Center was established. Over the years, the Early Childhood Programs have continued to be molded and shaped by funding and needs of the university and students.



The Preschool/Child Development Center (CDC) including NM PreK

1. What was the CDC created to do in the first place?

Originally, Preschool/Child Development Center began as a lab site for preparing elementary teachers. As it continues to serve as a lab site for preparing educators, over the years it has transformed into the foundation of the comprehensive early childhood education and services currently being provided to the southwest areas of New Mexico.

2. What is the program doing now?

The CDC is the heart of the Early Childhood Programs. It is a model early childhood program that provides state of the art education to our young students at the center and the university students of WNMU alike. The 5-Star licensed and nationally accredited program has a reputation statewide for recognizing the importance of the science of early childhood and often is on the forefront of what is developmentally appropriate for our children 0-5 nationally. This makes the CDC a strong campus lab site for WNMU students working with young children.

Students are exposed to best practices when working with children. Annually, over 8000 lab site hours allow a variety of student practitioners to observe, engage and explore the complexity of work that goes into early childhood education. Lab site students, be they future nurses, counselors, occupational therapists, psychologists, teachers or educators, all are shown an environment that supports early learning through relationships, language, and intentionally designed curriculum and classrooms. Lab site students experience a new way of being with children that opens up their understanding of early brain development and the extraordinary need for the development of skills working with children.

The CDC prioritizes enrollment for children of fulltime WNMU students. Historically, it has been the mission of the programs to support student success by providing well trained teachers, intentional environments with comprehensive mental health services, and parent education to allow students to focus on successfully completing their education. The programs continue to invest in professional development of teachers, as well as to enhance family services to keep up with the changing needs of student families.

The CDC receives grant funding to offer NM PreK services beginning in 2013-2014 and for extended day services for 2014 through 2019. The CDC is primarily funded through CYFD contracts and parent-pay tuition, as well as, legislative appropriations, and student government and registration fees. The CDC uses Instruction and General Supplemental Public Service Funding for 19% of the total funding.

3. Should it be doing what it's doing now?

Yes, the CDC should continue serving the children of WNMU students, faculty and staff, and community with a high quality early childhood experience that will provide our future WNMU students with the solid foundation of knowledge and skills necessary to be successful in their education and contribution to society. This program should continue to provide leadership, mentorship, and enhancing learning experiences through the services provided as a lab site.

*Replies to questions 4, 5, 6 & 7 are in response to all 5 programs in the summary of this report.

Growing Tree Infant & Toddler Program (GT)

1. What was the GT created to do in the first place?

The Growing Tree Infant & Toddler Program began in 1994 through a partnership between WNMU's Early Childhood Program, Silver High School, and Silver Opportunity High School and was located on the campus of Silver High Opportunity School. The purpose of this community collaboration was to help keep young teen parent students in high school by providing quality care and education to 16 infants and toddlers 6 weeks to 36 months old. It was initially funded by the GRADS (Graduation Reality and Dual Skills) Program. Very soon after the Growing Tree began, the GRADS funding dissolved and WNMU ECP, with support from the Silver School District, accredited and maintained the program. It has continued to do so since. It is still located on the campus of Silver Opportunity High School. Silver School District provides the building space with WNMU ECP providing the qualified staff and materials to operate an accredited program. The Growing Tree also serves as a lab site for high school and WNMU students seeking experiences working with infants and toddlers.

2. What is the program doing now?

While the ECP funding has decreased since 2009, there has been no decrease in the number of families that we serve. The Growing Tree's goal is still to provide quality early childhood care and education to the same number of high school students (16). At times when the enrollment for children of high school students is low we accept children of WNMU students.

We also serve as a lab site for Silver High School students and to WNMU students in a variety of fields. An average of six Silver Opportunity High School and Silver High School students are assigned to us as early childhood professionals for mentoring every quarter. This is a great recruitment opportunity for the ECED program.

Lab site usage hours at Growing Tree:

- Two students from Silver High School. Total of 160 hours
- Six Students from Opportunity High School. Total 480 hours
- Six students from WNMU. Total of 360 hours

Statistics of families who have participated in Growing Tree's program:

- 48 area teen parents have received their High School Diplomas, six more will receive their degree in May.
- 14 teen parents from OHS have completed dual enrollment courses at WNMU, and six are currently enrolled.
- 3 former OHS students, teen parents are currently enrolled at WNMU.

With new leadership at the Silver Schools, the partnership has strengthened between the district and the Early Childhood Programs. Silver Schools has agreed to fund an instructional assistant position at Growing Tree for FY2016-2017. Additionally, Silver Schools is requesting funding to support a new building to house the Growing Tree program.

3. Should it be doing what it's doing now?

Absolutely, the Growing Tree should be doing what it's doing now. Without this program, many high school students would have to drop out of school and would not have the opportunity to be WNMU students or have the availability of the services that are provided by the Growing Tree and ECP. Teens are at risk for failure, as would their children be without the interventions provided by the Early Childhood Programs.

*Replies to questions 4, 5, 6 & 7 are in response to all 5 programs in the summary of this report.

WNMU EARLY CHILDHOOD PROGRAMS

2016 Fall Semester

Enrollment Statistics

Early Childhood Programs consists of two programs that serve young children. The Child Development Center, which is located in Sechler-Rhoades Hall, serves the children of Western New Mexico University students, in addition there are preschool-age placements for children of staff, faculty, and community members. The Child Development Center provides care for children ages 6 weeks to 5 years. The Growing Tree Infant-Toddler Program is located at the Opportunity High School and provides care for children ages 6 weeks to 3 years. Growing Tree serves teen parents first and also accepts WNMU students.

<u>Program</u>	<u>Number of Children Enrolled *</u>	<u>Number of Families Served</u>	<u>Full Time</u>	<u>Part Time</u>	<u>Children of WNMU Students (%) *</u>	<u>Subsidized Children (%)</u>	<u>Number of Children on Waiting List *</u>
Child Development Center-Infant, Toddler & Preschool	49	43	49	0	59%	51%	114
Child Development Center - PreK	55	52	55	0	16%	9%	
Growing Tree	13	12	13	0	15%	62%	
TOTAL	117	107	117	0			

<u>Ethnicity/Race</u>	<u>White</u>	<u>Hispanic/Latino</u>	<u>Native American/Alaska Native</u>	<u>Asian</u>	<u>Black</u>	<u>Hawaiian/Pacific Islander</u>	<u>2 or more races</u>
Child Development Center	11	22	0	0	0	0	16
PreK	20	27	0	0	1	0	7
Growing Tree	1	8	0	0	0	0	4
All ECP Staff	20	24	3	1	0	0	5

<u>Enrollment by Age Group</u>	
Infants	10
Toddlers	26
Preschool	26
PreK	55
Total Number of Children Served:	117

<u>Household</u>	
Single Parent Families	34
Grandparents in Household	13
English Language	99
Spanish/ English Language	18
Other Language	0

Child Development Center (CDC) and Growing Tree (GT) Budget

Revenue Summary:

CYFD/Parent pay tuition	\$415,000
Legislative Appropriation	\$205,900
Student Government	\$84,989
Registration Fees	\$5,800
Total	\$711,689

Expenditure Summary:

Salaries	\$499,862
Benefits	\$165,314
Supplies	\$38,513
Travel	\$8,000
Total	\$711,689

The staff employed using these funds are as follows:

15 Professional Teaching Staff, 6 Instructional Assistant positions, 6 Substitute Teachers, 2 Administrative positions, 1 Secretarial position, 2 ½ cooks, 1 GA

I & G Public Service funding

Expenditure Summary:

Salaries	\$163,629
Benefits	\$600
Accreditation	\$7,055
Total	\$171,284

The staff employed using these funds are as follows:

4 Administrative positions

NM PreK (grant funding)

Revenue Summary (CYFD): \$384,744

Expenditure Summary:

Salaries	\$249,718
Benefits	\$91,271
Supplies	\$9,225
Admin Overhead	\$25,030 *
Travel	\$7,000 (includes field trip costs)
Equipment	\$2,500
Total	\$384,744

* 7% of the grant funds are allocated to WNMU for the administration of the grant

The staff employed using these funds are as follows:

6 Professional Teaching Staff, 3 Instructional Assistants, and 3 Administrative positions, 2 ½ cook positions are funded, in full or in part, for their duties that correlate with fulfilling the grant requirements.

The current grant funding cycle award of \$384,744 goes through FY19.

	Brindle (grant funding)
Revenue Summary:	\$6,198
Expenditure Summary:	
Salaries	\$3,240
Benefits	\$345
Supplies	\$1,040
Equipment	\$1,573
Total	\$6,198

2 Instructional Assistant positions funded, in part, for the fall semester.

	Thornburg (grant funding)
Revenue Summary:	\$75,000
Expenditure Summary:	
Salaries	\$51,000
Benefits	\$19,785
Supplies	\$1,700
Travel	\$2,515

The staff employed using these funds are as follows:

1 Administrative position, research and reflective practice stipends

Note: All budgeted salary amounts provided throughout the report are reflected for positions, funded in full or in part, utilizing a combination of different sources.

Family Counseling Center (FCC)

1. What was the FCC created to do in the first place?

Over the many years of training, education and research, The FCC has developed mental health best practices on a national level that are focused on building quality relationships that yield in significant and sustainable outcomes.

Quality relationships are at the heart of all our programs and a part of our philosophy and mission.

Counseling and family support has been an embedded component of the ECP since 1995. Its core concept was to support students with young children by providing a foundation for a healthy start that was rooted in attending to the child's and family's social and emotional needs. Social emotional development is the foundation for a healthy and successful life, including academic success, for both parent and child. The FCC contributes to, not only, supporting a healthier future for our community/country, but has a direct effect on the ability for students to stay enrolled in school and complete their degrees. Students who become overwhelmed and lack emotional support can give up and drop out. The FCC contributes to the well-being of our campus. We have served over 2,800 families, supporting them in their roles as students.

2. What is the program doing now?

The FCC provides family support and developmentally appropriate therapeutic intervention to families with young children. Family Therapy, Play Therapy, Infant Mental Health, individual and couples counseling are services provided to families in need. These services provide the children and families the tools they need for a solid foundation that contributes directly to future academic support, and student retention and success. Over 50% of families participating in the CDC/GT utilize the counseling services. The FCC meets with each family (125) at the beginning of the year. These services meet the requirements set forth by licensing requirements and accreditation criteria for family involvement. The FCC also utilizes these visits as an early screening, assists with parent orientation, and center events. The FCC is staffed with a highly qualified, specialized licensed, counseling staff, with specialized training in Play Therapy and Infant Mental Health. The FCC staff participates in IEP's and IFSP's; working closely with our children and families with identified special needs.

Academically, the FCC provides a unique and specialized internship experience to the WNMU'S, Counseling Program, Social Work and Psychology students, averaging 560 hours a semester. Since 1995, over 70 interns have completed their degrees, under FCC's supervision and many now serve our community. The FCC staff teach 2 classes a semester, for credit, that support parenting skills and is an asset to students whose degrees intersect with families and young children, such as, Nursing, OT, Education, Social Work, Counseling, Psychology, and it is also provides education for students who will be parents in the future. The FCC staff has also taught a dual enrollment courses at Silver High School. The FCC works with Growing Tree, the teen moms, and provides a counseling support group. Furthering education and considering classes at WNMU are also encouraged.

The FCC's staff participates as guest speakers for classes pertaining to special topics around families, children, and mental health. The FCC also carries on significant educational efforts that are reaching clinicians, parents, students, educators, and providers in southern New Mexico and neighboring states through its annual Challenging Child Conference, (having our 14th annual conference 11/17/17), with over 2,400 participants. The Challenging Child Conference has featured such prominent experts in early childhood development as Dr. Bruce Perry, a nationally recognized specialist in the treatment of children who have suffered trauma and Hedda Sharapan from Family Communications, a production company and training institute founded by Fred Rogers. This conference held at WNMU, brings exposure to our university for possible recruitment of new students and enhances our reputation.

The FCC is one of the few providers for continuing education units approved through the National Board for Certified Counselors and the Association for Play Therapy. The FCC also provides specialized trainings that are open to professionals and students.

FF staff is involved with Campus activities, the Health Fair, Homecoming, The Great Race, presentations at Convocation, working with Lab Site supervisors, to name just a few. The program staff is in contact with the community and knowledgeable about the resources available to support families and students; participation in community events bringing WNMU exposure. Ongoing trainings and staff development are offered to insure teacher competencies to meet licensing and accreditation standards, and works closely with teachers to provide developmentally appropriate therapeutic classroom interventions.

Early Childhood Mental Health consultants are now at the forefront of young children who are in early care, expulsion rates for young children are at an all-time high, burnout for teachers and parents who are frustrated as well. The availability of counselors who specialize in young children yields high positive outcomes.

3. Should it be doing what it's doing now?

Yes, the FCC should continue to provide family support and direct services to WNMU students, Growing Tree students, and families in need. The FCC staff needs to continue participating on several Boards: the Early Childhood Programs and Community Partnership for Children, New Mexico Play Therapy Association, and the NM Association for Infant Mental Health. Being on these Boards has given Western New Mexico University exposure to FCC unique model and expertise. WNMU's Family Counseling Center is often referred to as the "child experts" in our community. FCC also attends several community meetings as well.

The FCC staff will continue to work with the Growing Tree's teen parents and supports higher education as a building block to increasing mental health. Many students, who graduate from GT, enroll at WNMU. The FCC supports administration and provides team building and works on the overall well-being of the program through relationships and communication.

The FCC will continue to work on securing grants to support its work and promote healthy families. We have one more year left of our 4 years secured \$200,000.00 grant for Infant Mental Services. The RFP will be released again soon and the FCC will apply. In the last 3 years, we also have been billing at an 80% rate to insurance companies for our behavioral health services.

*Replies to questions 4, 5, 6 & 7 are in response to all 5 programs in the summary of this report.

Family Counseling Center (FCC) Budget

Revenue Summary:

Revenue from the Challenging Child Conference	<u>\$5,000</u>
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Expenditure Summary:

Supplies	\$1,795
Designated Service and Expense	\$580
Professional Service Expense	\$2,225
Revenue Allocation	<u>\$400</u> *
	\$5,000

Behavioral Health Services

Revenue Summary:

FY16 carryover funds utilized for FY17	\$17,161
Revenue from billing for services	<u>\$30,000</u>
	\$47,161

Expenditure Summary

Salaries	\$18,671
Benefits	\$8,590
Supplies	\$5,500
Travel	\$12,000
Revenue Allocation	<u>\$2,400</u> *
	\$47,161

The staff employed using these grant funds are as follows:

Funds 15% of the Clinical Director's salary & 1 PT Family Facilitator/Counselor

Infant Parent Psychotherapy

Revenue Summary: \$40,000

Expenditure Summary:

Salaries	\$25,035
Benefits	\$11,765
Admin Overhead (Indirect Cost)	<u>\$3,200</u> *
	\$40,000

* 8% of the public service/grant funds are allocated to WNMU for the administration of the grant

The staff employed using these grant funds are as follows:

Funds 72.5% of 1 Family Facilitator/Counselor position

La Familia Resource Center (TTAP)

1. What was the La Familia Program created to do in the first place?

La Familia Resource Center, WNMU's Child Care Resources and Referral Program, was established in the fall of 1992 through a contract with the New Mexico Division of Children, Youth, and Families. The program provided training and education and helped families in the community access safe, quality childcare by connecting families, childcare providers, and community resources. In 1996, this program evolved into the WNMU Early Care Training and Technical Assistance Program to meet the needs of parents, childcare providers, and community members, as training and technical assistance became the focus. The program is now known as La Familia Resource Center Training and Technical Assistance Program.

2. What is the program doing now?

In 2012, CYFD's Office of Child Development restructured the Training and Technical Assistance grant funded programs. CYFD originally funded eight (8) training and technical assistance programs throughout the State, and reduced the number of programs to four (4). The Early Childhood programs submitted a proposal to keep La Familia Funded. WNMU was awarded the new grant for the La Familia Resource Center, and became one of the four (4) programs remaining throughout the state. Transition of the new scope of work became effective September 15, 2012. The service delivery area for La Familia Resource Center increased from serving educators in five (5) counties, to eight (8) counties. That is a total of 36,718.14 square miles (8 counties) of New Mexico's 121,298.15 total square miles. The eight counties include Catron, Dona Ana, Grant, Hidalgo, Lincoln, Luna, Otero and Sierra.

La Familia serves 1175 Early Care and Education programs, 213 of those programs have a Child Care License. Out of the 213 Licensed programs, 83 of those programs have a 3, 4, or 5-Star License, which indicates a commitment to offer higher quality education to young children. La Familia conducts quality verification visits for current 3 & 4-Star programs, conducts a minimum of 263 training sessions, provide four 18-Hour Courses (which is a required course for registered home providers), six 45-Hour Entry Level Courses (minimum course requirement to serve as an educator in a child care facility), offers 127 Family Engagement Sessions for families receiving child care subsidy, coordinates six Regional Early Care and Education Conferences, provides on-site technical assistance to 2-Star programs, provides on-site training and technical assistance for Inclusion-based services, and builds community collaborations.

3. Should it be doing what it's doing now?

Yes, the La Familia Program should continue to provide education, training, technical assistance, and inclusion services to child care educations. La Familia is required to adhere to the scope of work set forth by the Children, Youth and Families Department.

*Replies to questions 4, 5, 6 & 7 are in response to all 5 programs in the summary of this report.

La Familia Resource Center (grant funding) Budget

Revenue Summary (CYFD)	\$1,081,112		
Expenditure Summary:	Totals	Federal (54.80%)	State (45.20%)
Salaries	\$536,932	\$324,899	\$212,033
Benefits	\$196,248	\$118,691	\$77,557
Supplies	\$172,347	\$54,259	\$118,088
Admin Overhead (Indirect Cost)	\$79,570 *	\$39,273	\$40,297
Travel	\$86,015	\$55,400	\$30,615

Equipment	<u>\$10,000</u>		<u>\$10,000</u>
	\$1,081,112	\$592,522	\$488,590

* 8% of the grant funds are allocated to WNMU for the administration of the grant

The staff employed using these grant funds are as follows:

1 Manager, 1 Lead Consultant, 6 Training & Technical Consultants, 2 Child Care Inclusion Specialists, 1 Training & Technical Consultant/Child Care Inclusion Specialist, 1 Administrative position and 1 Support Staff position. The Support Staff position is partially funded by the La Familia grant for their duties that correlate with fulfilling the grant requirements.

Effective August 20th, 2014 the grant funds were increased from \$523,233 to \$1,081,112. This new award amount is effective in FY15 through FY17.

Early Childhood Education Program (ECED)

1. What was ECED Program created to do in the first place?

The ECED Program was created to provide quality education opportunities to individuals that will enable them to obtain the knowledge, skills, and attitudes necessary to succeed in the field of Early Childhood. As federal and state mandates increased the minimum qualification for early childhood educators, WNMU’s Early Childhood Department filled the gap with quality programming to address the needs of Southwest New Mexico. Originally, a Child Development Associate (CDA) Certificate of 11 credit hours was developed for child care providers.

The program focuses on growing a competent and knowledgeable workforce for the rapidly growing fields associated with early childhood education. To that end, the ECED program provides a degree pathway for early childhood educators, beginning with the New Mexico Child Development Certificate, Associate Degree, and Bachelor Degree with licensure or without licensure for birth – 3rd grade (with the AA currently in the self-study phase of the NAEYC accreditation process). Each academic year, the ECED program adds approximately 20 new students to the ECED program.

2. What is the program doing now?

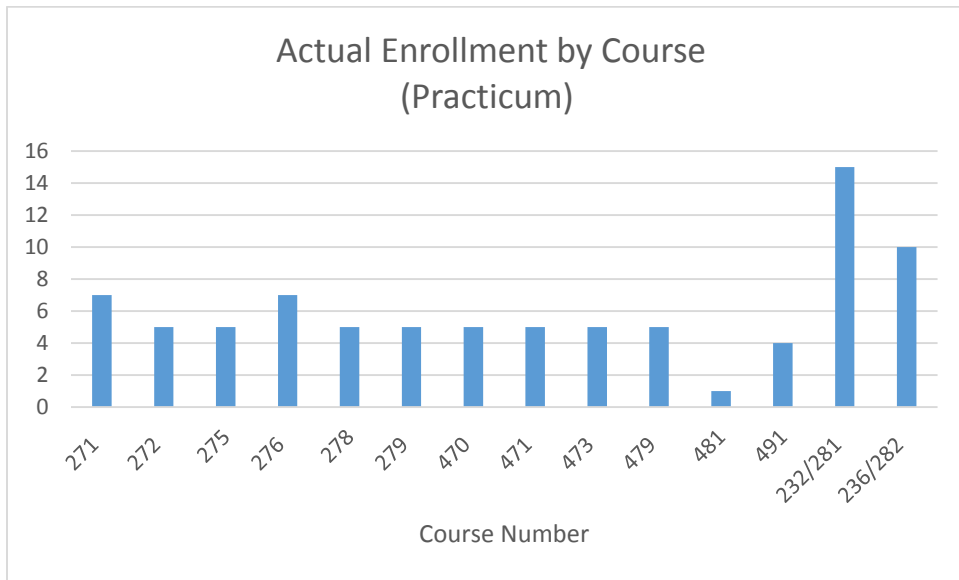
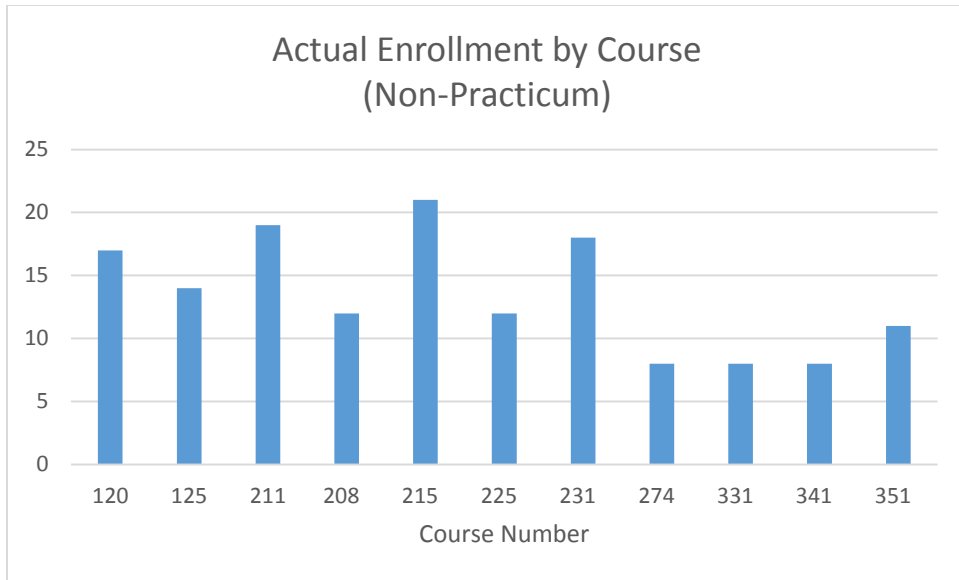
New for 2016-17

- The Program is currently piloting two Early Edu courses. Experts from early education, instructional technology, and graphic design fields have designed these online courses in the effort of making early childhood course content more accessible and engaging for early childhood professional preparation.
- As part of ongoing program improvement, the Associate of Arts degree program is expecting an Early Childhood Associate Degree Accreditation (ECADA) site visit in early April 2017. In anticipation of this visit, the program has collected data and revised coursework. National Association of Education for Young Children (NAEYC) preparation standards were cross-walked with New Mexico Common Core standards to meet both national and state requirements.
- Transfer and articulation agreements between regional community colleges have been established, increasing the number of students pursuing a BA and BS degrees in Early Childhood Education.
- The Early Childhood BA/BS degrees are now offered completely online.
- To meet the needs of the Program, an additional full-time faculty member was hired for the 2016-2017 academic year.

Program Data

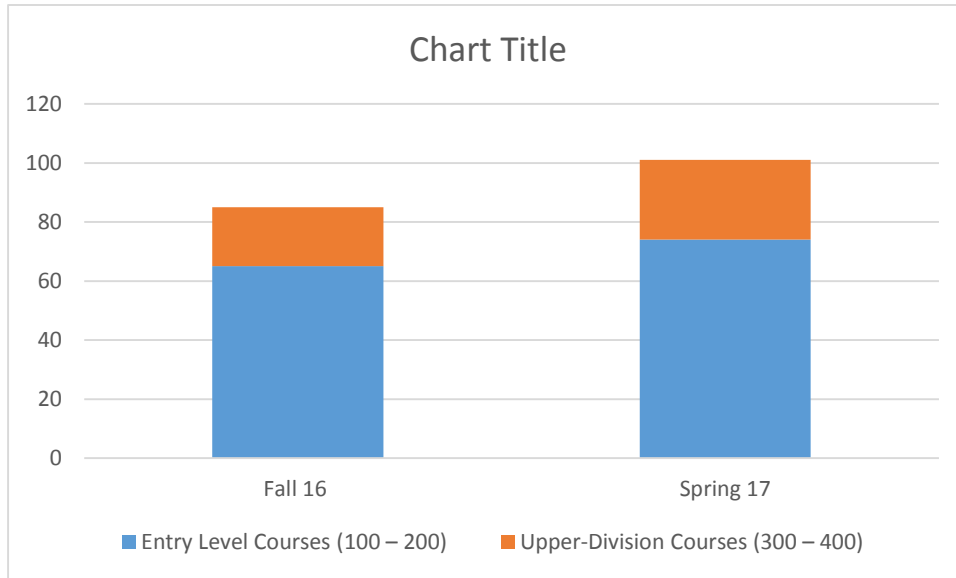
2015-2016

Degree Type	Number of Degrees Awarded	Overall GPA	Major Count	Student Credit Hours Completed
BS licensure & BA/BS non-licensure	5	3.37	155	667
Associate of Arts	16	2.98		



**Semester Enrollment
2016-20**

	Entry Level Courses (100 – 200)	Upper-Division Courses (300 – 400)
Fall 16	65	20
Spring 17	74	27



High priority is put on the retention of students that enter the ECED program. The ECED advisors make contact with the students as soon as they are admitted to WNMU. The early contact with students shows the student that the staff and faculty within the program are committed to their success and establishes a foundational relationship to support them as they begin their ECED studies.

As federal and state mandates continued to increase requirements, the ECED program supported the diversity and cultural competence that is essential in early childhood teacher preparation. The program continues to meet this need by providing prospective early childhood educators with the following:

- A knowledge base that will help them prepare young children for success. The National Association for the Education of Young Children (NAEYC) position statement on diversity proposes that early childhood educators be professionally prepared in the areas of language, culture, and diversity.
- An educational foundation to develop awareness and functional understanding of the methods and content in the early childhood field.
- Effective models to acquire valuable professional knowledge and skills.
- Scaffolding and individual support to all students while also offering additional support to students with more challenges.
- Preparation to utilize research to develop academic content that is appropriate for early educational practice focused on the developmental trajectories of children within their cultural contexts.
- Opportunities for inquiry based learning with students completing action research during field experiences. Students will collect data on young children, analyze results, and communicate through various mediums what was learned from the research

3. Should it be doing what it's doing now?

The need for qualified early childhood educators continues to increase as current research supports early childhood education's role in school readiness and the future academic success of children. The current ECED program needs to, not only continue, but to expand what it is doing. The philosophies of the

ECED program should be embraced by the School of Education as a whole, to set become a model teacher education program for the state.

In review of what all 5 ECP programs ‘should be doing’, please see the replies to questions 4, 5, 6 & 7 below:

4. If not, what should it be doing?

There is always room to improve and enhance what is currently being done. Some areas that the ECP should continue to address are:

- Recruitment and retention of early childhood educators
- Strategize how to better meet the needs of both the students and the early childhood workforce
- Seek out funding to support the current work being done, including raising teacher salaries
- Raise awareness and recognition of the importance of quality early childhood curriculum and what that looks like in practice
- Build more partnerships for lab site usage across campus

5. How should it do what it should be doing?

- Recruitment and retention of early childhood educators: Through relationships with the ECP programs (Early Childhood Education Program, La Familia Program, and Family Counseling Center), the CDC is well positioned to recruit students throughout the 8 southwest counties of NM. The program uses data and feedback from program evaluations as part of the continuous quality improvement process to better support the children, students, and families we serve.
- The ECED program must expand in creative ways to continue to meet the needs of the students by offering educational services that are demanded by both the increase in minimum standards for employment in the early childhood field and the increased need for a qualified workforce. Federal and state funding have opened up an array of employment opportunities that require a qualified workforce. Some examples of needs among our population are:
 - Alternative licensure opportunities for Early Childhood Educators.
 - Offering Master degree in Early Childhood Education.
 - Flexibility within the course offerings and class rotation schedules.
 - Expanded opportunities through dual enrollment with area high schools.
- Strategize how to better meet the needs of both the students and the early childhood workforce: Data and feedback are collected through Lab Site Evaluations forms, stakeholders, and faculty evaluations. This information assists the CDC in making necessary changes to providing the best mentoring and lab site experience for students’ education and workforce preparation.
 - Making our program more accessible by increasing online classes.
 - Flexibility with course rotations and class schedules to meet the needs of educators working in the field as they are pursuing a higher degree.
 - Competitive tuition rates.
 - More on-line opportunities.
 - On-going training opportunities for faculty to improve on-line delivery techniques

- Seek out funding to support the current work being done, including raising teacher salaries: Staying abreast of grant opportunities, initiatives, working with local representatives and senators to find a permanent stream of funding to provide financial support for sustaining the program.
- Raise awareness and recognition of the importance of quality early childhood curriculum and what that looks like in practice: The CDC continues to seek out opportunities to share what is being done, how it is being done, and to advocate for best practices. The program will be holding a campus/community Open House to invite students, faculty and staff, families, community programs, and state leaders to learn more about the work happening at the CDC.
- Build more partnerships for lab site usage across campus: One of the roles of the Lab Site Program Administrator is to build partnerships with the various campus divisions/departments to enhance both the curriculum of the children we serve, as well as the education of the students in the different programs. The CDC has had turnover in this position over the past 3 years. The instability has made it difficult to manage the program, let alone, get out of these walls to partner with other programs. For the first time since 2011, the program has been successful in reaching out to strengthen this aspect of the program and look forward to continue building on this with other departments.

6. Strategies for achieving more efficiency, especially as related to budget:

The Early Childhood Programs have and continue to look for ways to become more efficient and self-sufficient. Here are a few of the ideas we are currently working with:

- Continue to seek grants to support the Programs. We plan to write for Early PreK (again), a Freeport - McMoran mini grant, and exploring a PNM grant and CYFD Consultation Program grant.
- We are currently working on a “Shared Service” project with Terry Anderson and other local early childhood programs to build a system for sharing the cost and load of administrative responsibilities and costs.
- With Dr. Taylor’s upcoming retirement, exploring ways the Early Childhood Programs can restructure and be less dependent on I & G funding.
- Partnering with Silver Schools for support of Instructional Assistant position and possibility of a new building for Growing Tree.

7. Identify new opportunities as well as challenges for the future.

- Due to changes UNM’s Early Childhood Program has made to their degree plans, UNM-Taos has reached out to WNMU’s Early Childhood Education Program to seek support in offering online courses for their students to complete a BA/BS degree. This opportunity for a transfer agreement with UNM-Taos is dependent upon funding of a work-study position(s) at the UNM-Taos Child Development Center. This would allow for their students to continue to work in their lab site while pursuing their degree at WNMU.
- With the CYFD (La Familia) funding ending June 30th, 2017, there is an opportunity for WNMU’s Early Childhood Program to partner with other institutions in seeking the funding under a new structure. Additionally, there is the opportunity to continue the work being done with a partnership with whomever is awarded the grant. Lastly, no longer offering this program frees-up space that could be utilized as a classroom, which in-turn, will increase revenue for the Child Development Center.