

FOCUS Redesign Survey Analysis Report

September 2024

Alchemer survey conducted by Katie Kenyon, P-5 Fiscal Strategies

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Introduction

This report is an analysis and summary of findings of the NM ECECD FOCUS Redesign survey that was conducted in May of 2024. Analysis and summary are organized into six main sections with an appendix that provides more detail about individual survey questions and responses by participant group and question set.

- Basic Demographic Information of Survey Participants
- Survey Thematic Question Sets
- Incentives and Supports
- Selected Key Findings
- Summary: Quality Components and Beliefs about Quality
- Appendix A: Survey Themes Explored in More Detail

This analysis of survey data is based on data to which access was given. The actual survey was set up on *Alchemer* by P-5 Fiscal Strategies.

Glossary

ECE

Early childhood education

ECED

Higher education course prefix for Early Childhood Education and Development.

EC Educator

This term refers to an adult who directly cares for, serves, and supervises children in a licensed child care facility. Educators can be considered staff members who interact directly with children and are responsible for their care, education and safety.

Family Child Care Home (FCCH)

FCCH is a licensing category where a licensee provides care, services and supervision for a period of less than 24 hours of any day for no more than six children in a private dwelling. The licensee will reside in the home and be the primary educator.

FFN

Friends, family & neighbors usually describes unofficial and unlicensed care givers and child care providers.

FOCUS QRIS

The Quality Rating and Improvement System (QRIS) is a systemic approach to assess, improve, and communicate the level of quality in early and school-age care and education programs.

Group Child Care Home (GCCH)

GCCH is a licensing category where a licensee provides care, services, and supervision for at least seven but not more than 12 children. The licensee will reside in the home and be the primary educator.

Home-based Family Child Care (HBFCC)

Combination of both types of licensed home programs, FCCH and GCCH.

Methodology

- Analysis occurred across question sets, across participant groups, where responses were averaged to reflect either the question set and/or the participant groups. See [Appendix A](#) for specific questions within question sets and calculations of a participant group's amalgamated responses expressed as percentages of 'agree'/'highly agree' or 'helpful/very helpful'.
- Due to the small sample size (n= 4), Out of School Time (OST) responses were not included.
- Due to missing content questions on the survey versions for Higher Education Faculty and Consultants/Coaches/Trainers, these responses were not included in this report either, although demographic information for these survey participants was included in the applicable general area.
- Additionally, Home-based Family Child Care (HBFCC) responses were included in the 'Educator' survey in Alchemer. However, for this report, 'Educator' data has been separated into 'HBFCC' to indicate educators that work in home child care (even though it is acknowledged that many HBFCC educators also serve in a director role as well) and 'EC Educators', to indicate educators who work at licensed child care centers.
- The participant group, HBFCC, was not divided by licensed and registered homes in the *Alchemer* data that was shared.
- The figures presented throughout this report have been rounded up or down (if .4 or less, the number is rounded down. If it is .5 or higher, it is rounded up.)

Thus, this report focuses on responses from:

- Directors
- Educators

- Home-based Family Child Care (HBFCC)
- Parents

Basic Demographic Information of Survey Participants

The graph below provides a comparison of the survey participants to their respective statewide estimate of members of that group.

Respondent Type	Survey Responses	Statewide Estimate	% of Total
Parent/Caregiver	655	150,000	.04%
Early Childhood Teacher (includes 6 OST Teachers)	200	13,500	1.5%
Child Care Center Director (includes 12 OST Directors)	161	757	21%
Licensed Home Provider (Family Homes & Group Homes)	70	226	31%
Registered Home Provider	32	921	3%
Consultant, Coach, Trainer	46	100?	46%
Higher Education Faculty	11	Unknown	unknown

Parent/Families

Selected Demographic Key Points	
655	Survey Responses
Respondent County Location	
45%	Bernalillo County
14%	Dona Ana County
6%	Sandoval County
6%	San Juan County
4%	Santa Fe County
Parents report no Tribal affiliation	
85%	Parents report no Tribal affiliation
7%	Parents identify as Navajo/Diné
8%	Parents identify as another specified Tribal affiliation
How Parents Utilize Child Care	
67%	Licensed Child Care Center
34%	School-based Care (Included Early PreK (3Y) & PreK (4Y))
14%	Unlicensed Friend, Family, & Neighbor (FFN)

	*32% of Parents who use FFN report that they do not pay the provider money for care.
9%	HBFCC (licensed and Registered)
89%	Parents report that English is spoken at home
9%	Parents report that Spanish is spoken at home
19%	Parent respondents report that they work in ECE
73%	Parent respondents report that they do not know what FOCUS QRIS is
66%	Parent respondents report that they do not know if their child care program is participating in FOCUS.

Educators

Home-Based Family Child Care (HBFCC)

Selected Demographic Key Points: HBFCC	
70	Survey Responses
HBFCC County Location	
25%	Bernalillo County
30%	Dona Ana County
10%	Curry County
10%	Otero County
3%	Santa Fe County
3%	Taos County
Tribal Affiliation	
93%	HBFCC respondents report no Tribal affiliation
Early PreK (3Y) & PreK (4Y) & FOCUS	
24%	HBFCC respondents reported that they provide PreK
31%	HBFCC respondents reported that they provide EPreK
76%	HBFCC respondents reported that they participate in FOCUS
9%	Parents reported using licensed HBFCC
HBFCC Respondent Star levels	
4%	2 Star
38%	3 Star
19%	4 Star
30%	5 Star
HBFCC's Highest Level of Education	
18%	Child Development Certificate (CDC)
16%	High school diploma or GED
14%	AA degree in Early Childhood Education or closely related field
10%	Some College Credits
8%	Graduate degree in Early Childhood Education or closely related field

4%	BA/BS degree in Early Childhood Education or closely related field
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Early Childhood Educator

Selected Demographic Key Points: EC Educator	
196	Survey Responses
EC Educator's County Location	
34%	Bernalillo County
7%	Dona Ana County
7%	Sandoval County
6%	San Juan County
6%	Luna County
5%	Santa Fe County
Tribal Affiliation	
86%	Early Childhood Educator respondents report no Tribal affiliation
6%	Early Childhood Educator respondents identify as Navajo
2.5%	Early Childhood Educator respondents identify as Mescalero Apache
5.5%	Early Childhood Educator respondents identify other Tribal affiliation
Early PreK (3Y), PreK (4Y) & FOCUS	
76%	Early Childhood Educator respondents reported that they provide PreK (4Y)
59%	Early Childhood Educator respondents reported that they provide Early PreK (3Y)
70%	Early Childhood Educator respondents reported that they participate in FOCUS
22%	Early Childhood Educator respondents reported that they do not know if their program participates in FOCUS
Early Childhood Educator Respondent Star levels	
3%	2 Star
13%	3 Star
16%	4 Star
47%	5 Star

Early Childhood Educator Respondent's Highest Level of Education	
31%	BA/BS degree in Early Childhood Education or closely related field
15%	Graduate degree in Early Childhood Education or closely related field
14%	AA degree in Early Childhood Education or closely related field
11%	Child Development Certificate (CDC)
8%	Some College Credits

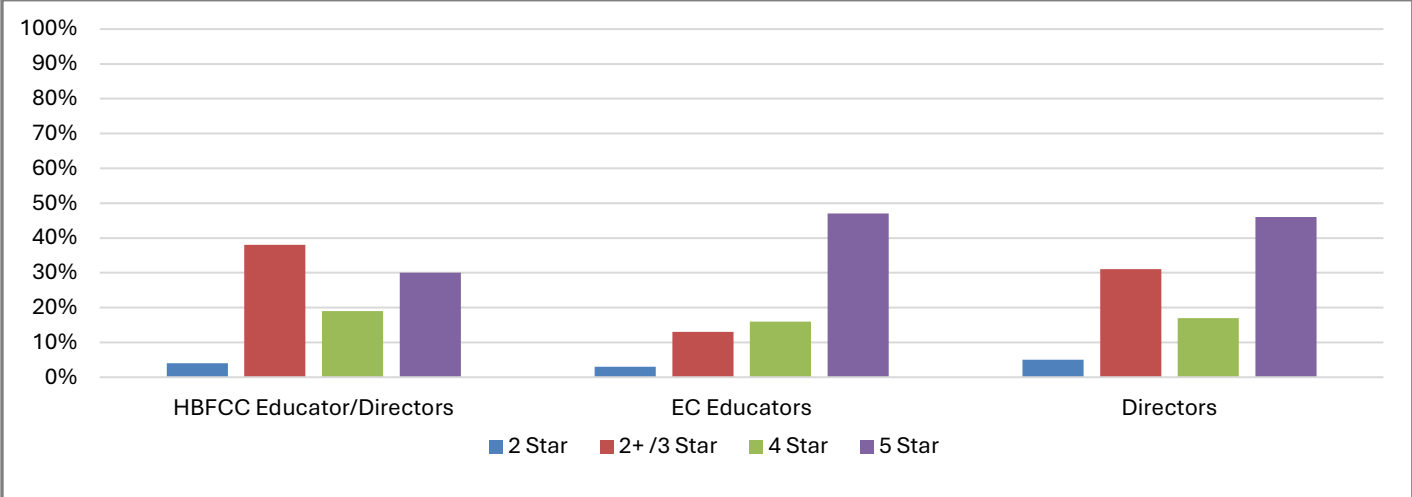
Directors

Selected Demographic Key Points: Directors	
151	Survey Responses
Director's County Location	

39%	Bernalillo County
12%	Dona Ana County
8%	San Juan County
5%	Santa Fe County
4%	Chaves County
Tribal Affiliation	
91%	Director respondents report no Tribal affiliation
4%	Director respondents identify as Navajo
5%	Director respondents identify other Tribal affiliation
Early PreK (3Y), PreK (4Y) & FOCUS	
55%	Director respondents reported that they provide PreK (4Y)
43%	Director respondents reported that they provide Early PreK (3Y)
84%	Director respondents reported that they participate in FOCUS
16%	Director respondents reported that they were not in FOCUS or did not know if they were in FOCUS.
Director Respondent Star levels	
5%	2 Star
31%	3 Star
17%	4 Star
46%	5 Star
70%	Director respondents reported that they were not accredited.
Director's Highest Level of Education	
20%	Graduate degree in Early Childhood Education or closely related field
18%	Child Development Certificate (CDC)
17%	AA degree in Early Childhood Education or closely related field
12%	BA/BS degree in Early Childhood Education or closely related field

Star level was somewhat difficult to infer from survey participants' responses. For example, among Director respondents, 16% stated that they were not in FOCUS or did not know if they were in FOCUS. Meanwhile, of those who stated that they were in FOCUS, 5% stated that their center was rated 2 Star, but may have been 2+ Star. Regardless, it appears that the majority of survey respondents work in 3 or 5 Star child care. See Chart 1. Below.

1. Survey Respondents' Star Levels



Thematic Question Sets

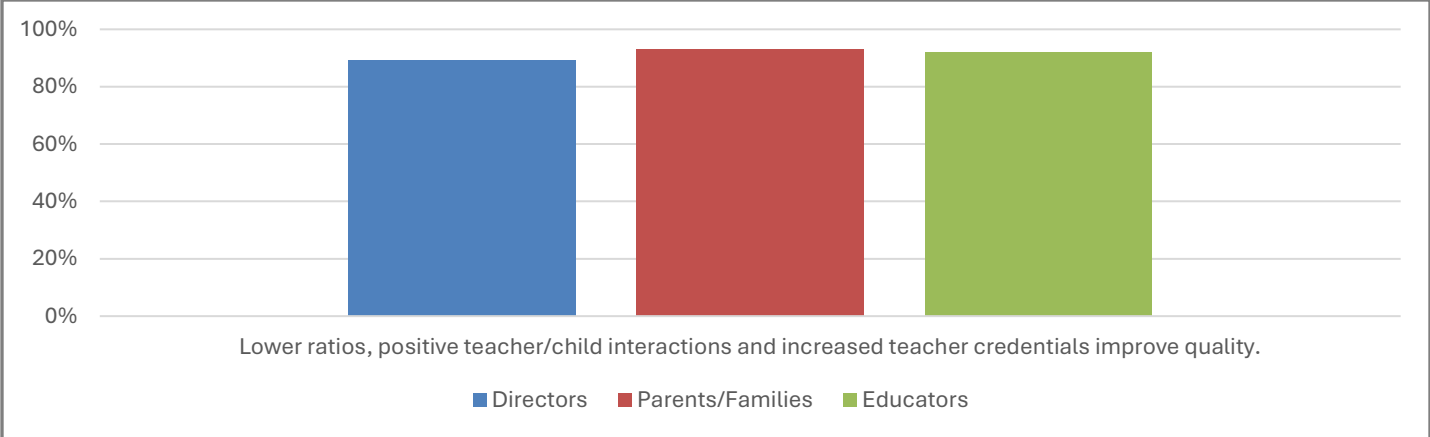
Questions sets were designed around identified broad themes, seeking responses concerning participants' beliefs and priorities regarding early childhood education and care. Some key statistics are summarized in graphs below. The question set themes include:

- Early Childhood Education and Care Best Practices & Quality
- Educator Professional Qualifications
- Benefit of Early Childhood Education and Care to Society
- Ratios of Adult to Child in Care Settings
- Incentives & Supports (for FOCUS Redesign)
- Quality Consultation Feedback

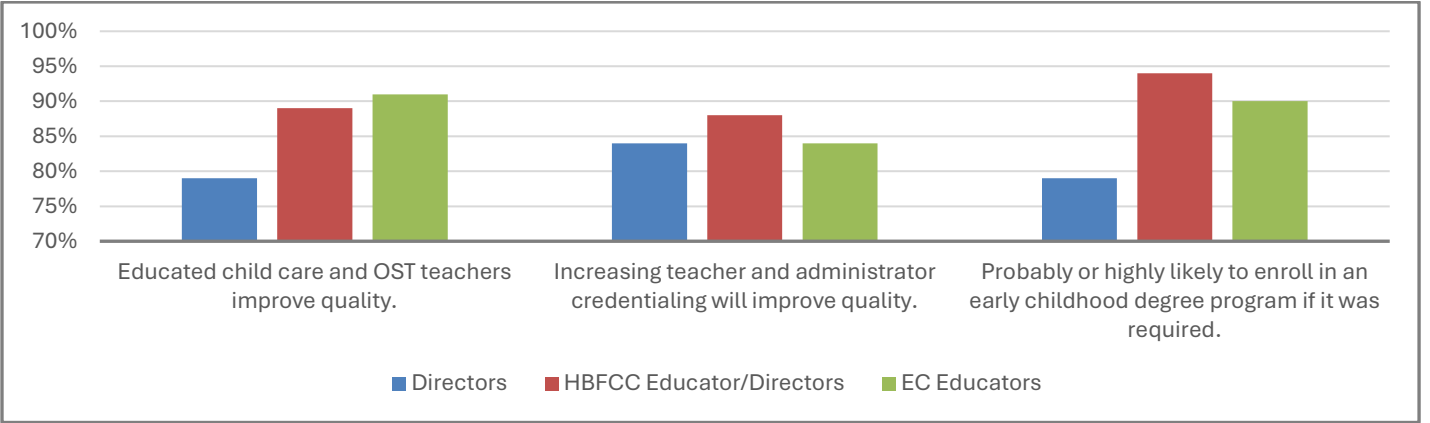
Early Childhood Education and Care Best Practices & Quality

When asked about agreement with early childhood education and care known best practices such as increasing teacher and administrator credentialling, parents, directors and educators showed high levels of support and agreement. The same can be said when asked about agreement with lower child to adult ratios and positive teacher/child interactions for fostering higher quality

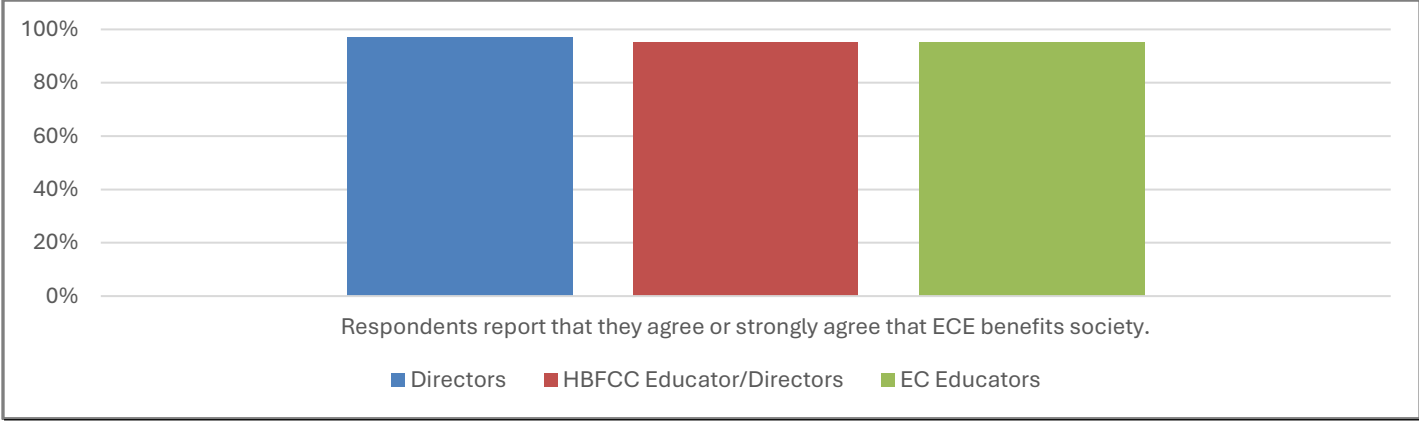
2. Early Childhood Education and Care Best Practices & Quality



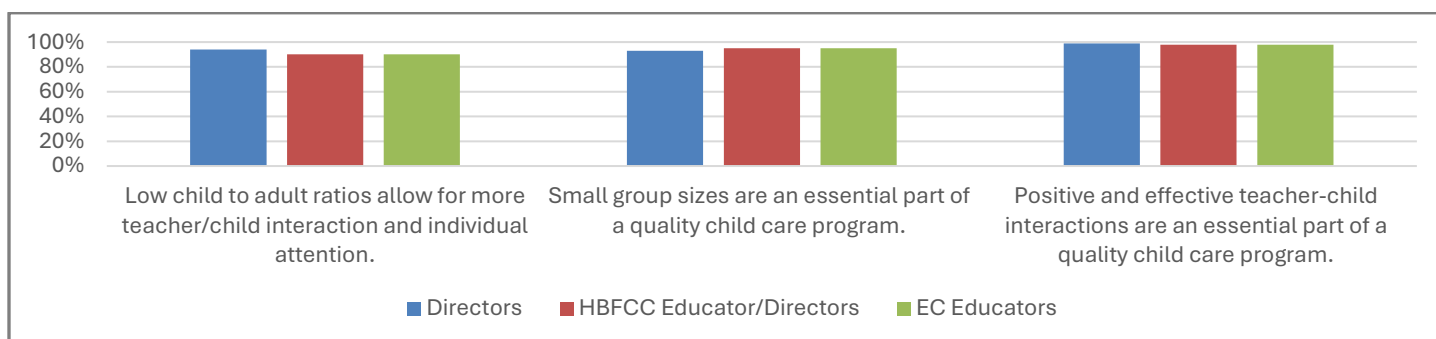
3. Professional Qualifications



4. Benefit of Early Childhood Education and Care to Society



5. Strong Agreement for Low Ratios of Adult to Child in Care Settings

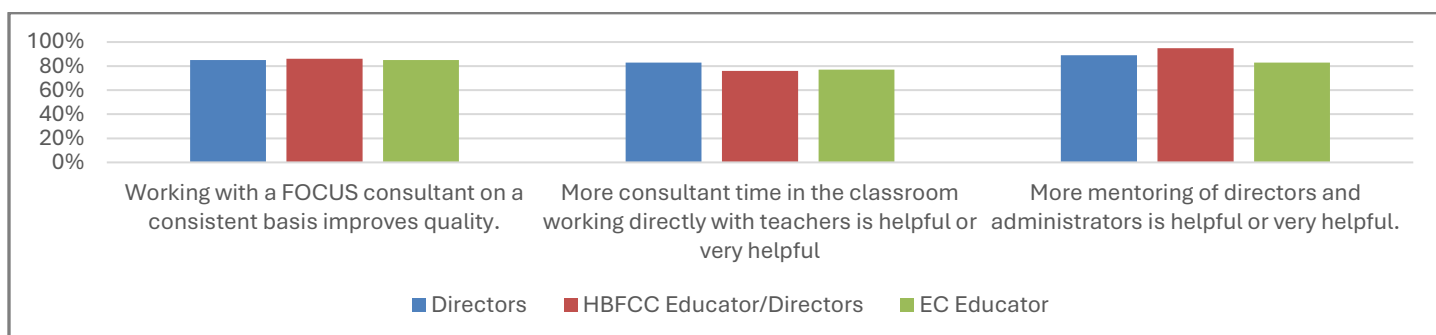


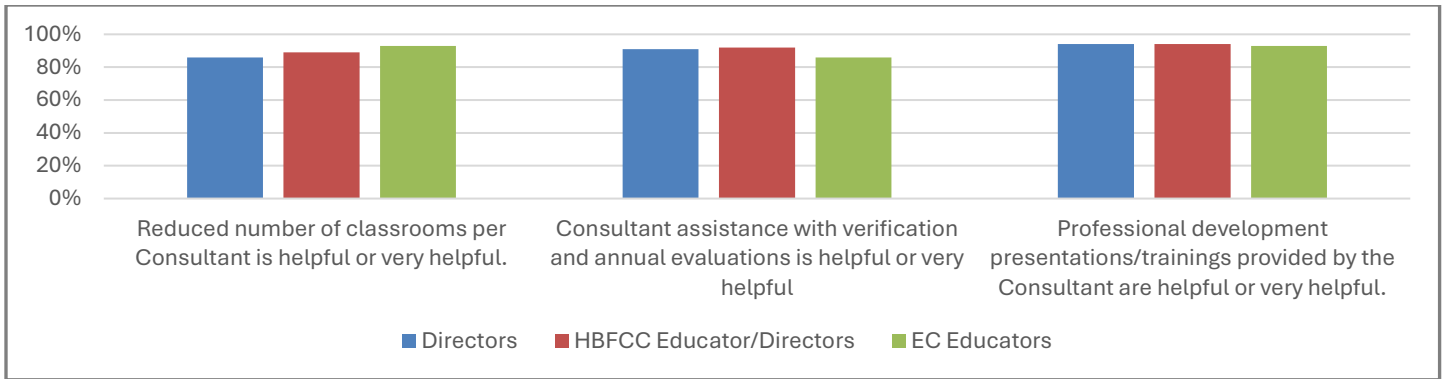
6. Incentives & Supports (for FOCUS Redesign)

EC Educator and Director respondents report that they agree or strongly agree that the following supports would be helpful in improving quality:

Educator	Incentives & Supports	Director
89%	Provide more learning materials for classrooms	83%
86%	Required specified rates of compensation for increased educational requirements	70%
86%	Support high school pathway for preparation of entry level early childhood education staff	85%
84%	Planning time grants	89%
83%	Cover tuition and associated costs of higher education	88%
82%	Substitute pool or 'floater' staff grants.	86%
71%	Require teachers to have formal education and training.	57%
70%	Frequent, on-site, consultation and coaching to teachers	82%
69%	Frequent, on-site, consultation and coaching to directors	76%
69%	'Contract for slots', especially in infant/toddler classrooms.	77%

7. Strong Agreement on the Benefit of Quality Consultative Support





8. Incentives & Supports to Complete an ECED Degree

How helpful would the following suggestions be in supporting your ability to complete a degree in early childhood education?		
Educator	Incentives & Supports	Director
94%	Free tuition and associated costs of higher education	91%
94%	Required pay raises when degree is completed and opportunities for advancement	88%
92%	Paid work time (during the work week) to work on/access higher ed course	72%
88%	Help with navigating the higher education system	70%
82%	A laptop and hotspot	81%
80%	Substitute teachers to cover lead teachers' absences	87%
71%	'Floater' or unassigned teachers to move among classes to maintain ratios	87%
63%	Local/regional study groups	57%

The four supports that rank the most helpful to completing a certificate or degree to Educators are supports that help them as individuals. The four supports that rank the most helpful to Directors are supports that help them manage their child care business.

9. Feedback on Supports to Improve Quality

EC Educator and Director respondents report that they agree or strongly agree that the following supports would be helpful in improving quality:			
EC Educators	HBFCC Educator/Directors	Director	Incentives & Supports
89%	70%	83%	Provide more learning materials for classrooms
86%	73%	70%	Required specified rates of compensation for increased educational requirements
84%	72%	89%	Planning time grants

83%	68%	88%	Cover tuition and associated costs of higher education
82%	70%	86%	Substitute pool or 'floater' staff grants.
86%	65%	85%	Support high school pathway for preparation of entry level early childhood education staff
70%	57%	82%	Frequent, on-site, consultation and coaching to teachers
69%	57%	76%	Frequent, on-site, consultation and coaching to directors

One take-away from this comparison is that, as reported in this survey, Directors (82% and 76%) see more value in consultation than EC Educators and HBFCC Educators (70% & 69% and 57% & 57% respectively).

The supports identified as the most helpful for improving quality (top three) by EC Educators do not overlap with the supports identified as the most helpful (top three) by Directors ([see Chart 9. Feedback on Supports to Improve Quality](#)).

10. Quality Consultation Feedback

The majority of respondents across participant groups (\bar{x} = 70%) expressed that working with a FOCUS Consultant on a consistent basis improves quality. Additionally, Directors (\bar{x} = 79%) and Educators (\bar{x} = 70%) reported that more Consultant time on-site and working in coaching/mentorship roles with both Directors and Educators is beneficial and needed. The highest level of support (\bar{x} = 81%) is seen in Consultants providing professional development presentations/trainings and following that up with consultation in the classroom, home, or center.

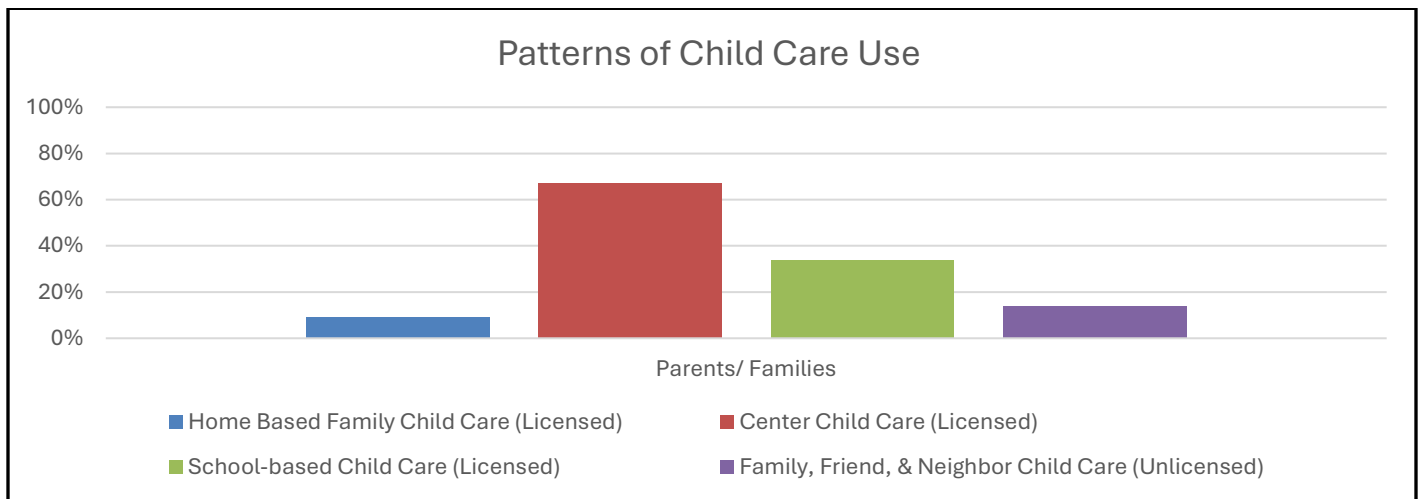
See [Teacher/Child Interactions](#) for more feedback on the consultant/coaching role.

Consulting/Coaching Support: Feedback				Average (\bar{x}) by Most Helpful for Quality Improvement
Licensed Home Provider	Educator	Directors		
94%	93%	94%	Professional development presentations/trainings provided by the Consultant are helpful or very helpful.	93.7%
92%	86%	91%	Consultant assistance with verification and annual evaluations is helpful or very helpful.	89.7%
95%	83%	89%	More mentoring of directors and administrators is helpful or very helpful.	89.7%

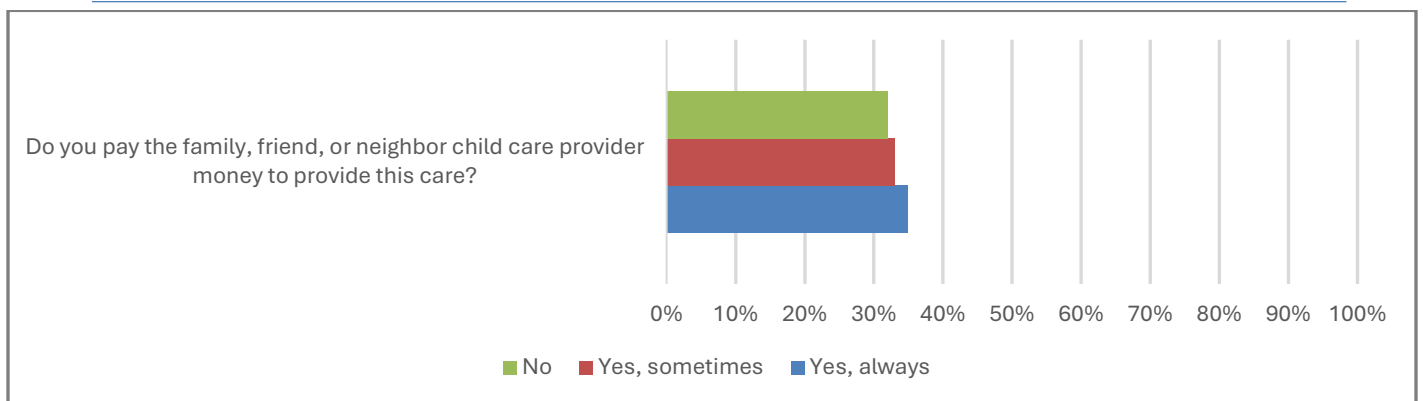
89%	93%	86%	Reduced number of classrooms per Consultant is helpful or very helpful.	89.3%
84%	85%	85%	Working with a FOCUS consultant on a consistent basis improves quality.	84.3%
76%	77%	83%	More consultant time in the classroom working directly with teachers is helpful or very helpful.	78.7%

Selected Key Findings Based on Participant Role

11. Parents: Patterns of use of child care



12. Friends, Family, & Neighbors (FFN)



13. Educators & Directors: Enrollment in ECE credited coursework

Support for formal early childhood education training and credentialing is mixed. On one hand, when asked questions that relate increasing teacher and administrator credentialing to quality,

the agreement rate is very high in the ideal. On the other hand, when phrased as a requirement or wording that involves practical implementation, the agreement level begins to drop.

**Educator & Director
Professional
Qualifications**

Ideal: 85% of Directors, Educators and Licensed Home Providers respondents report that they believe that increasing teacher and administrator credentialing will improve quality.

Practical: 62% of Directors, Educators and Licensed Home Providers respondents report that requiring teachers to have formal education and training will improve quality.

It is important to note that in the survey many incentive and support questions were framed to indicate that enrollment in higher education coursework would be required and to gauge the response to the new requirement. Therefore, several of the survey questions were designed as contingencies to determine the most reinforcing incentives to attracting educators to enroll in credited coursework. An example of a question designed to gauge reactions to changes in the QRIS follows:

#34

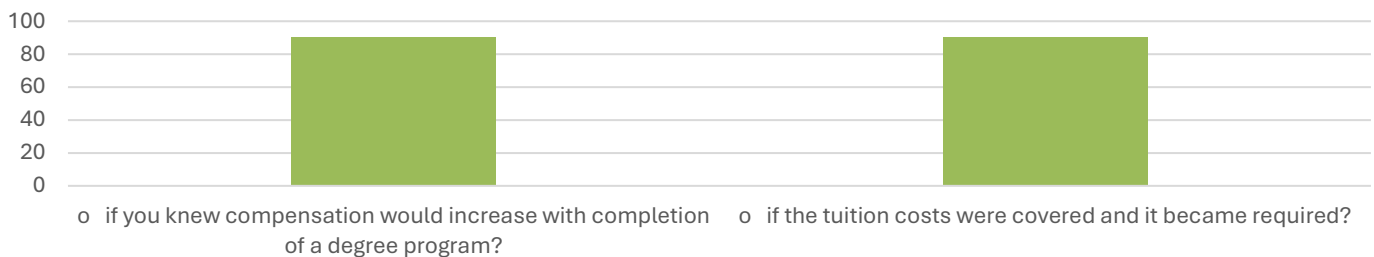
How likely would you be to do the following:

Enroll in a child development certificate or an Early Childhood AA degree program

- if you knew compensation would increase with completion of a degree program?
- if the tuition costs were covered and it became required?

90% of educators responded 'probably' or 'highly likely' to both of the contingencies listed in question #34.

How likely would you be to enroll in a child development certificate or an Early Childhood AA degree program if:

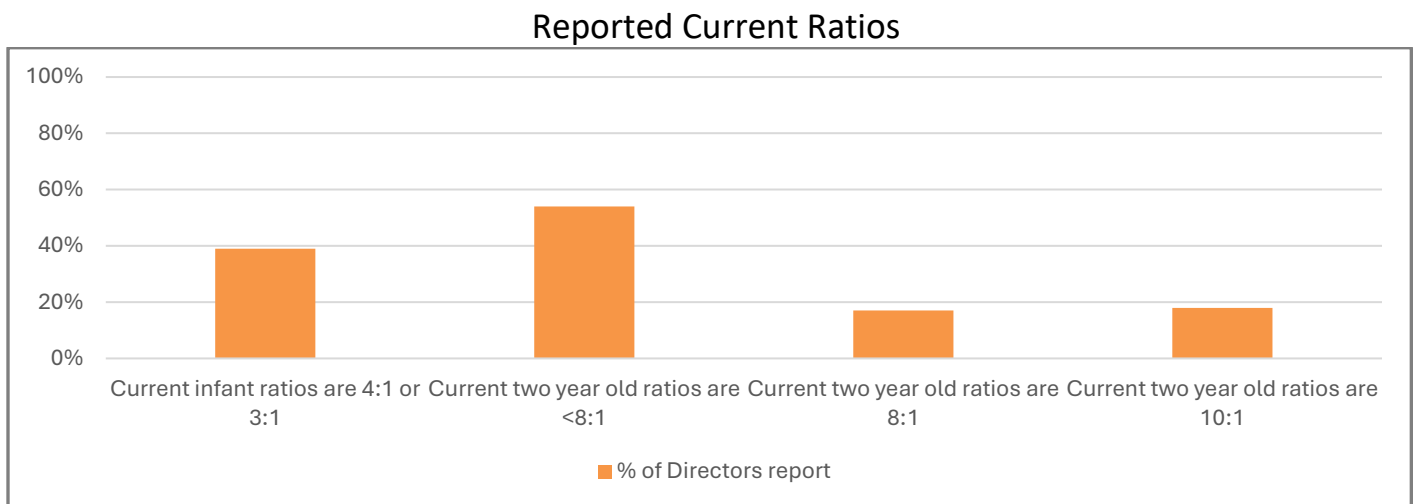
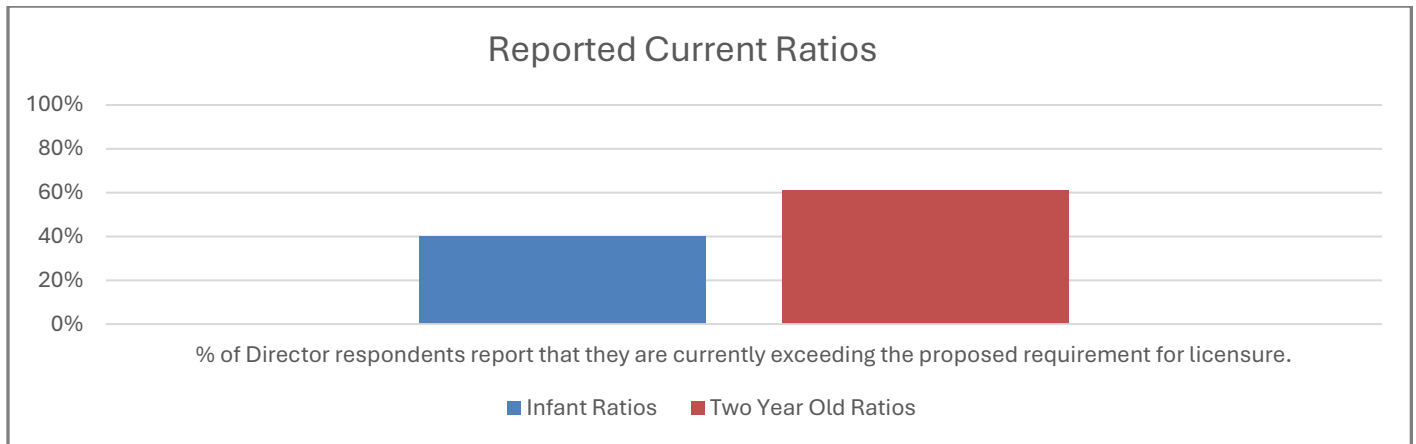


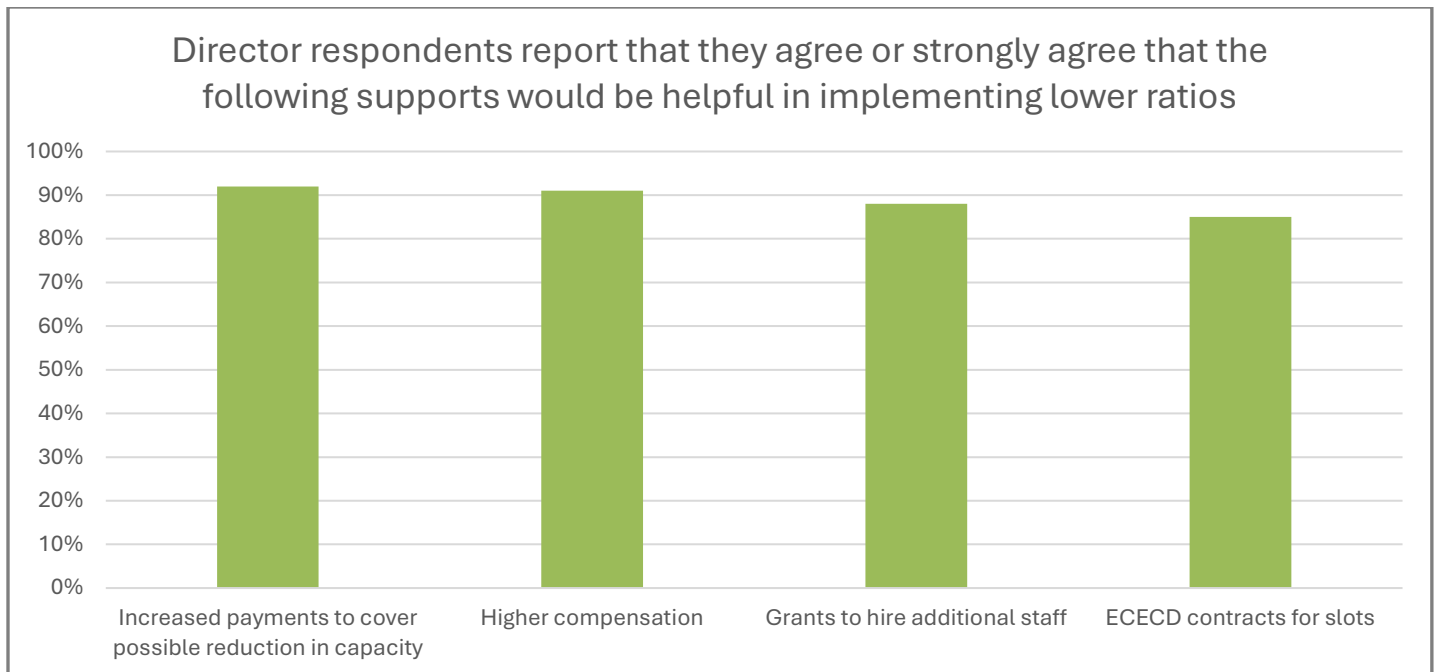
The take away: If enrollment in a child development certificate or an Early Childhood AA degree program were to become required, most survey respondents indicate that they would comply if incentives and supports accompanied the requirement. If enrollment were not to be required, some of the recommended incentives and supports would not be as reinforcing or even necessary.

Directors indicate that they would need concrete support to pragmatically make enrollment of their staff in credited coursework occur simultaneously with continued operation of their businesses.

14. Directors: Pragmatic business concerns- Ratios

Perhaps due to 46% Director participants identifying as Directors of 5 Star centers, the percentage of Directors who state that they are already exceeding or meeting the proposed infant ratio (40%) and two year old ratio (61%) is high and not necessarily reflective of the general population of child care centers across star levels.



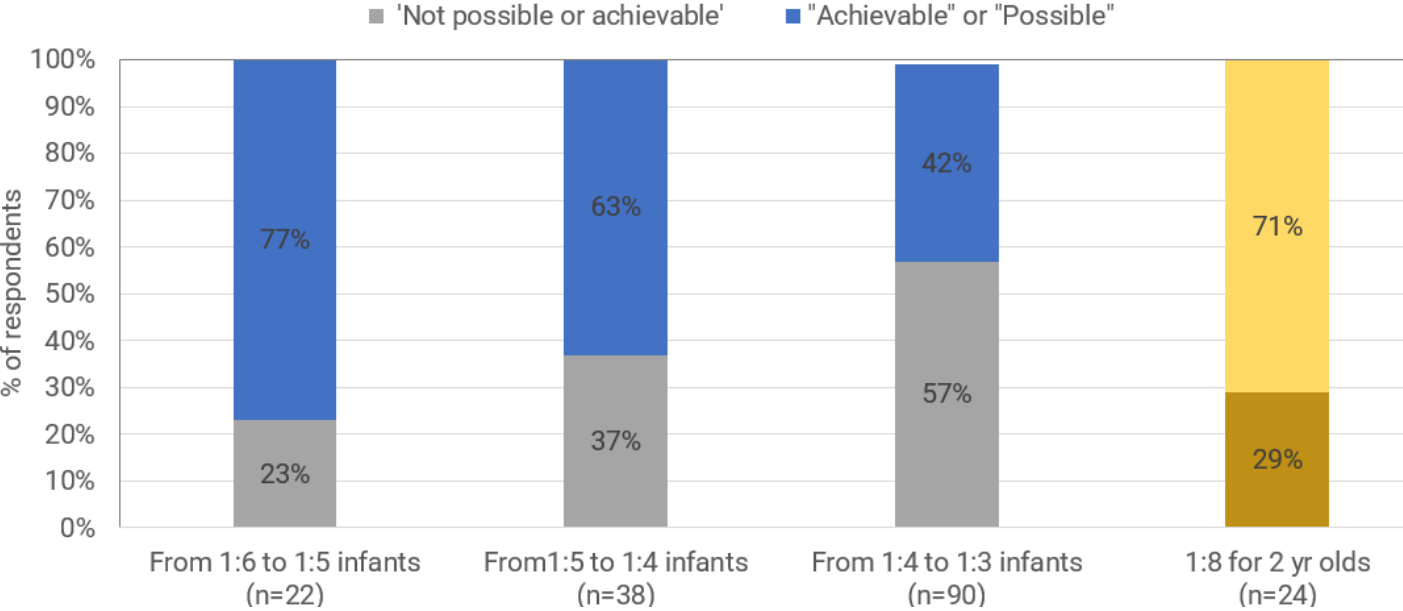


The following graph supports the ratio change for infants from the current 1:6 to 1:5 and the ratio change for 2 year olds from the current 1:10 to 1:8.

77% of Director respondents whose current ratio is 1:6 said that a ratio change to 1:5 is 'possible or achievable'. About 2/3rd of center directors with a current ratio of 1 adult to 5 infants feel that it would be possible or achievable to shift to 1:4. However, when center directors with a current ratio of 1: 4 infants were asked if it is possible or achievable to shift to 1: 3 infants the amount who responded that this shift was possible dropped to 42%. Lastly, over 2/3rd of center directors felt that a ratio of 1 adult to 8 two-year-olds was possible or achievable.

15. Feasibility of Lowering Center Ratios

The majority of directors feel that a ratio change for infants from the current 1:6 to 1:5 and for two year olds from the current 1:10 to 1:8 is achievable or possible.



FOCUS Redesign QRIS Areas

Ratios & Group Size

There is overwhelming agreement that quality improves with lower numbers of children per teacher and with smaller group or class sizes across all participant roles. This is supported by agreement or strong agreement reported by 90% of Director respondents and 93% of Educators. Survey responses indicate strong support for ratio change for infants from the current 1:6 to 1:5. Almost 80% of Director respondents said that a ratio change to 1:5 is 'possible or achievable'.

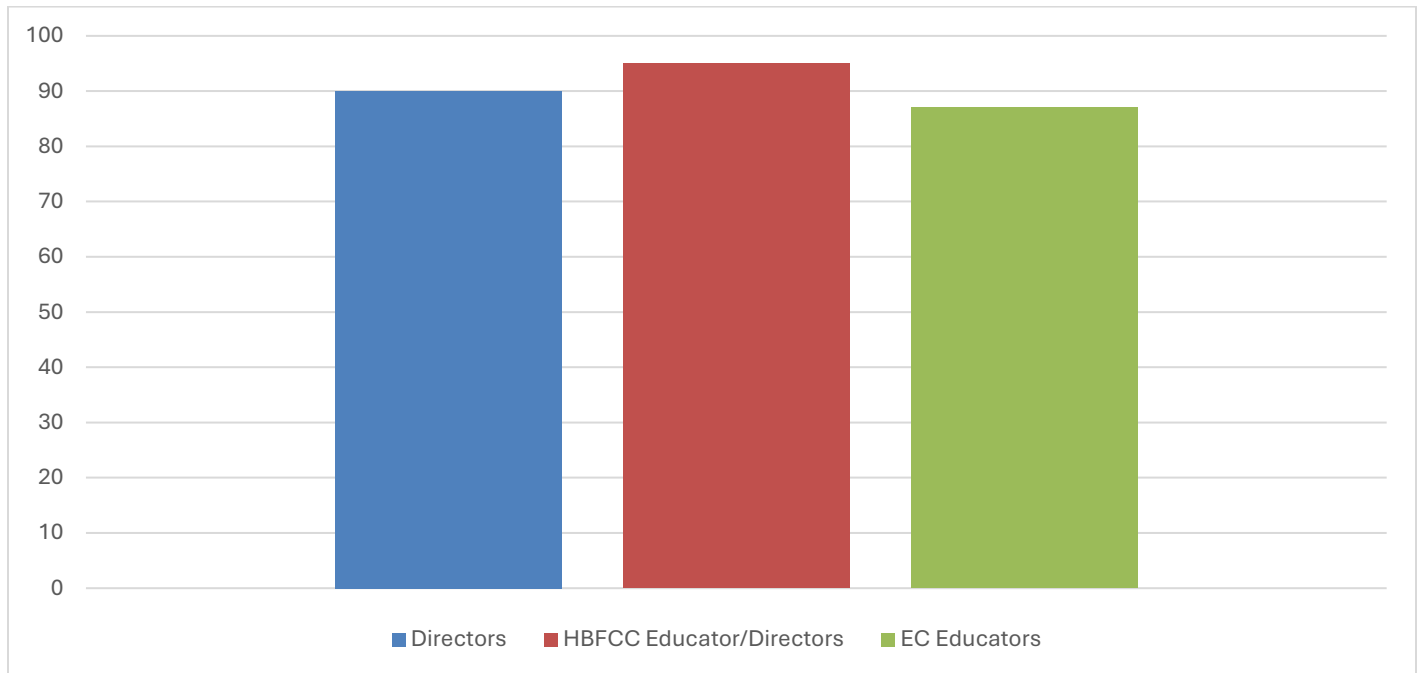
See Chart 14. [Pragmatic business concerns- Ratios](#) and Chart 15. [Ratios & Group Size](#) for more information on Director's survey responses to questions about ratios.

Teacher/Child Interactions

There is very strong agreement that quality improves with positive and effective teacher-child interactions. 98% of EC Educator respondents and 99% of Director respondents report that they agree or strongly agree.

When asked how helpful coaching on CLASS and positive teacher/child interactions is, 95% of HBFCC respondents and 87% of EC Educator respondents report that coaching is helpful or very helpful. Even more enthusiastically, 90% of Directors report that coaching is helpful or very helpful to increase positive teacher/child interactions.

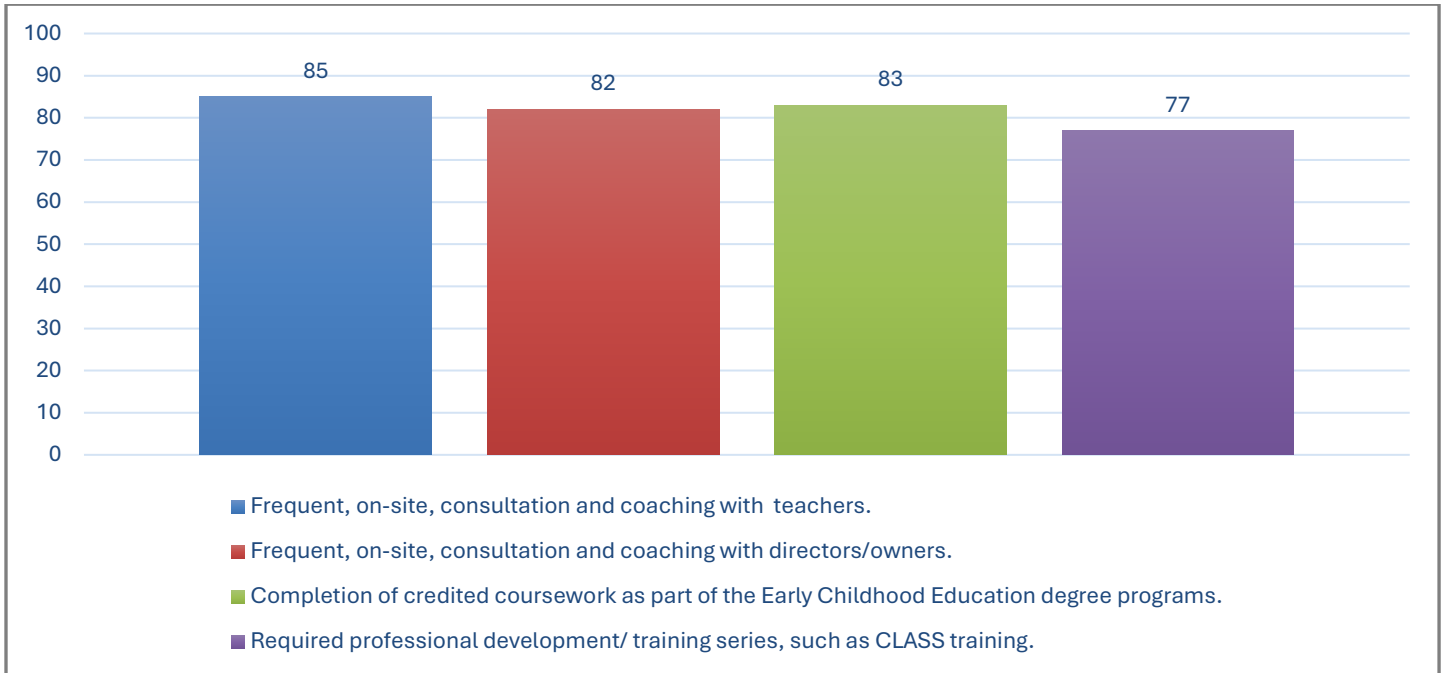
16. Would coaching on CLASS be helpful in improving teacher/child interactions?



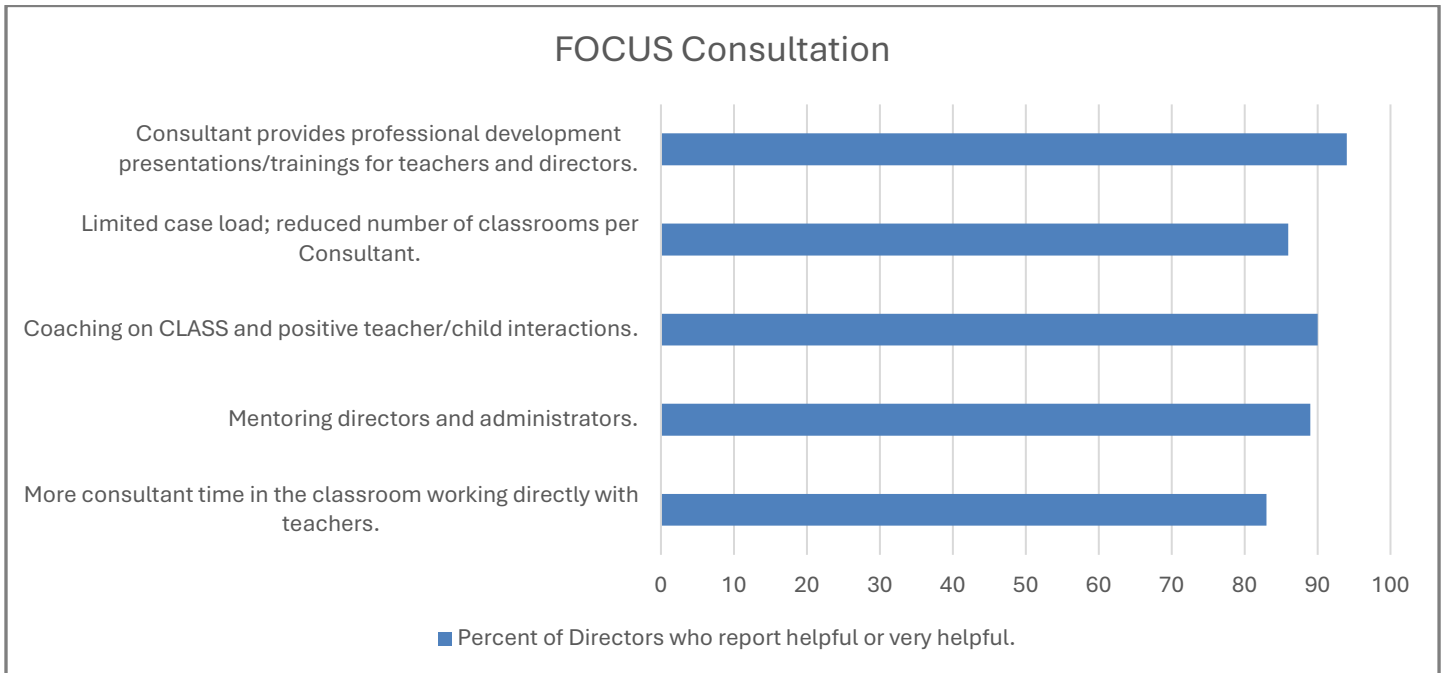
However, when asked how helpful 'Required professional development/ training series, such as CLASS training' is for improving teacher/child interactions, 77% of Directors report that training is helpful or very helpful. Among Directors there seems to be a difference in how they perceive 'required training series' and 'coaching', seeing 'coaching' as more beneficial.

Relatedly, 94% of Director respondents and 93% of Educator respondents report that professional development presentations/trainings provided by the Consultant are helpful or very helpful (see [Chart 10. Quality Consultation Feedback](#)). A conclusion that could be drawn from this is that Directors and Educators want more interaction with their Consultants and want that interaction to include professional development provided by the Consultant. This combines the support for Consultants providing trainings with the support for 'coaching', where the Consultant provides the training and follows up on the training in each Educator's classroom or Director's office (see charts for survey questions #40 and 44 below).

#40. Directors rank the following supports for helping to improve teacher/child interactions in their program.



#44. In your opinion, how helpful would the following changes to FOCUS consultation be in supporting educators and directors in lowering ratios, increasing professional qualifications, and improving teacher/child interactions?



Professional Qualifications

If enrollment in a child development certificate or an Early Childhood AA degree program were to become required, most survey respondents indicate that they would comply if incentives and supports accompanied the requirement. However, in looking at how survey respondents report their highest level of education, it appears that most of the survey respondents at least currently have the Child Development Certificate (see graph below with grey areas indicating at least a CDC certificate, with each successive degree including the coursework of the CDC).

HBFCC's Highest Level of Education	
18%	Child Development Certificate (CDC)
16%	High school diploma or GED
14%	AA degree in Early Childhood Education or closely related field
10%	Some College Credits
8%	Graduate degree in Early Childhood Education or closely related field
4%	BA/BS degree in Early Childhood Education or closely related field
EC Educator Respondent's Highest Level of Education	
31%	BA/BS degree in Early Childhood Education or closely related field
15%	Graduate degree in Early Childhood Education or closely related field
14%	AA degree in Early Childhood Education or closely related field
11%	Child Development Certificate (CDC)
8%	Some College Credits
Director's Highest Level of Education	
20%	Graduate degree in Early Childhood Education or closely related field
18%	Child Development Certificate (CDC)
17%	AA degree in Early Childhood Education or closely related field
12%	BA/BS degree in Early Childhood Education or closely related field

In other words, the survey respondents may have indicated that they would comply with a requirement that they already meet and so it would not affect them, or it may indicate their belief that educators and directors should obtain at least the CDC, as demonstrated by their own actions.

Summary: Quality Components and Beliefs about Quality

Widespread support for ECE Best Practices

As presented in this report, survey results indicate very widespread support for quality components and early childhood educational best practices in the ideal sense. Looking at the three areas of the proposed FOCUS Redesign changes, ratios, professional qualifications and teacher/child interactions, there seems to be the most support for ratio changes. However, this seems to be contingent on accompanying financial supports coming from ECECD, such as

planning time grants, staffing grants, contracting for slots (especially in infant classrooms), and funds to offset reductions in overall center capacity due to specified ratio changes.

Regarding professional qualifications, the survey responses are mixed. Ideally, survey respondents indicated high support for educators and directors having formal training and education with credited certificates and degrees in early childhood education. However, support for credited coursework programs dropped within the Directors and HBFCC groups, when more practical questions were posed with implication for their business model. This disparity in survey responses seems to indicate that while the centers and home providers may understand and highly value the ideal early childhood best practices, the truth is, they can't afford to implement them all under their current business models. The drop in support for requiring educators and directors to enroll in credited coursework programs seems to be due to practical concerns about scheduling, staffing, and maintaining ratios. This concern is directly tied to the lack of entry level early childhood educators and high turnover in the child care field. Directors may be worried that a requirement for enrollment in credited coursework programs could cause currently employed ECE educators to leave their jobs, and replacement of ECE educators to be difficult (due to low amounts of potential new hires, *And* of those, the new hires may reject the position due to educational requirements, especially in relation to most starting wages).

Directors also may be worried that a requirement for enrollment in credited coursework programs could be a strain on their capacity to provide quality care and education and meet new ratio requirements if they and their staff are enrolled in credited classes for a prolonged period of time.

Teacher/child interactions were also rated as very important for early childhood education and care quality. On average, 91% of directors, educators and parents expressed that positive teacher/child interaction has a beneficial effect on quality in child care settings (see [Chart 2](#)). Where this showed up in the survey was in connection to working with a FOCUS Consultant. Respondents indicated that the training and support for improving teacher child interactions should come in the form of ongoing, relationship-based consulting with their FOCUS Consultant in the classroom and child care center. Because evaluating teacher/child interactions was indirectly addressed, the survey results do not include a response that directly indicates level of support for introduction of an evaluation instrument to assess teacher/child interactions. But on average, 91% of HBFCC Educators and EC Educators report that coaching on the CLASS instrument would be helpful or very helpful.

Appendix A- Survey Themes Explored in More Detail

The question sets are summarized below by the survey participants' role. Not all participant roles received the same question sets, although several questions were reworded and/or repeated across participant roles. The actual question #s from the survey are indicated in blue font. The responses within a question set are averaged across questions in that question set, unless otherwise specified.

Question Sets: Parents

ECE Best Practice Questions

#24 & 25

92.6% of Parent respondents report that they agree or strongly agree that lower ratios, smaller group size and increased teacher credentials improve quality.

Question Sets: Educator

ECE Best Practice / Quality Questions

#10-14, 31, 40

91% of HBFCC respondents report that they agree or strongly agree that lower ratios, smaller group size and positive teacher/child interactions improve quality.

94% of EC Educator respondents report that they agree or strongly agree that lower ratios, smaller group size and positive teacher/child interactions improve quality.

Educator Professional Qualifications Questions

#15 & 16

89% of HBFCC respondents report that they agree or strongly agree that educated child care and OST teachers improve quality.

#30b

88% of EC Educator respondents report that they agree or strongly agree that quality improves as more teachers get certificates and degrees in early childhood education and development.

#31

91% of EC Educator respondents report that they agree or strongly agree that educated child care and OST teachers improve quality.

#34 & 35

94% of HBFCC respondents report that they would probably or be highly likely to enroll in an early childhood degree program if it was required.

90% of EC Educator respondents report that they would probably or be highly likely to enroll in an early childhood degree program if it was required.

#51

88% of HBFCC respondents report that they agree or strongly agree that increasing teacher and administrator credentialing will improve quality.

84% of EC Educator respondents report that they agree or strongly agree that increasing teacher and administrator credentialing will improve quality.

Early Childhood Education (ECE) Benefits Society Questions

#20-23, 24-26, & 27

95% of HBFCC respondents report that they agree or strongly agree with the following statements that ECE benefits society.

- High quality early care and education programs give parents/families peace of mind, allowing them to engage in work or school.
- Early childhood education's high return on investment is good for society.
- Raising the quality of early care education and care creates viable career pathways for many New Mexicans.
- People who learn social emotional skills early on, do better in later education and work settings.
- High quality early childhood education can help to identify developmental concerns and support early intervention.

95% of EC Educator respondents report that they agree or strongly agree that ECE benefits society.

Ratios & Group Size

#9

90% of EC Educator respondents report that they agree or strongly agree that low child to adult ratios allow for more teacher/child interaction and individual attention.

#10

95% of EC Educator respondents report that they agree or strongly agree that small group sizes are an essential part of a quality child care program.

#12

98% of EC Educator respondents report that they agree or strongly agree that positive and effective teacher-child interactions are an essential part of a quality child care program.

Incentives Questions

HBFCC respondents report that they agree or strongly agree that the following supports would be helpful:

- 98% Increased payments to cover possible reduction in capacity
- 92% Higher compensation
- 89% Grants to hire additional staff
- 92% ECECD contracts for slots

#38

EC Educator respondents report that they agree or strongly agree that the following supports would be helpful in obtaining a degree or certificate:

- 94% Free tuition and associated costs of higher education
- 94% Required pay raises when degree is completed and opportunities for advancement
- 92% Paid work time (during the work week) to work on/access higher ed courses
- 88% Help with navigating the higher education system
- 82% A laptop and hotspot
- 80% Substitute teachers to cover lead teachers' absences
- 71% 'Floater' or unassigned teachers to move among classes to maintain ratios
- 63% Local/regional study groups

Supports Questions

#39

HBFCC respondents report that they agree or strongly agree that the following supports would be helpful in improving quality:

- 73% Required specified rates of compensation for increased educational requirements
- 72% Planning time grants
- 70% Provide more learning materials for classrooms
- 70% Substitute pool or 'floater' staff grants.
- 68% Cover tuition and associated costs of higher education.
- 65% Support high school pathway for preparation of entry level early childhood education staff.
- 57% Frequent, on-site, consultation and coaching to directors
- 57% Frequent, on-site, consultation and coaching to teachers
- 57% Require teachers to have formal education and training.
- 57% 'Contract for slots', especially in infant/toddler classrooms.

EC Educator respondents report that they agree or strongly agree that the following supports would be helpful in improving quality:

- 89% Provide more learning materials for classrooms
- 86% Required specified rates of compensation for increased educational requirements
- 86% Support high school pathway for preparation of entry level early childhood education staff
- 84% Planning time grants
- 83% Cover tuition and associated costs of higher education
- 82% Substitute pool or 'floater' staff grants.
- 71% Require teachers to have formal education and training.
- 70% Frequent, on-site, consultation and coaching to teachers
- 69% Frequent, on-site, consultation and coaching to directors
- 69% 'Contract for slots', especially in infant/toddler classrooms.

#49

95% of HBFCC respondents report that coaching on CLASS and positive teacher/child interactions is helpful or very helpful.

87% of EC Educator respondents report that coaching on CLASS and positive teacher/child interactions is helpful or very helpful.

Quality Consultation Feedback Questions

#43

86% of HBFCC respondents report that they agree or strongly agree that working with a FOCUS consultant on a consistent basis improves quality.

85% of *EC Educator* respondents report that they agree or strongly agree that working with a FOCUS consultant on a consistent basis improves quality.

#49

76% of HBFCC respondents report that more consultant time in the classroom working directly with teachers is helpful or very helpful.

95% of HBFCC respondents report that more mentoring of directors and administrators is helpful or very helpful.

89% of HBFCC respondents report that reduced number of classrooms per Consultant is helpful or very helpful.

92% of HBFCC respondents report that Consultant assistance with verification and annual evaluations is helpful or very helpful.

94% of HBFCC respondents report that professional development presentations/trainings provided by the Consultant is helpful or very helpful.

77% of EC Educator respondents report that more consultant time in the classroom working directly with teachers is helpful or very helpful.

83% of EC Educator respondents report that more mentoring of directors and administrators is helpful or very helpful.

93% of EC Educator respondents report that reduced number of classrooms per Consultant is helpful or very helpful.

86% of EC Educator respondents report that Consultant assistance with verification and annual evaluations is helpful or very helpful.

93% of EC Educator respondents report that professional development presentations/trainings provided by the Consultant is helpful or very helpful.

Question Sets: Directors/Administrators

ECE Best Practice / Quality Questions

[#9, 10, 12, 14, 17, 32a & c](#)

93% of Director respondents report that they agree or strongly agree that lower ratios, smaller group size and positive teacher/child interactions improve quality.

Professional Qualifications Questions

[#14, 32b, 39, 45](#)

84% of Director respondents report that they believe that increasing teacher and administrator credentialing will improve quality.

[#35, 36, & see #37](#)

79% of Director respondents report that they could facilitate enrollment in coursework and that they, and their staff, likely would enroll IF it was required and supports provided.

Only 60% of Director respondents report that they would be likely to be able to cover an hour or two a week of teachers' time away from the classroom for education/training.

Early Childhood Education (ECE) Benefits Society Questions

[#19-21, 23-25](#)

95% of Director respondents report that they agree or strongly agree that ECE benefits society.

Ratios & Group Size

#9

94% of Director respondents report that they agree or strongly agree that low child to adult ratios allow for more teacher/child interaction and individual attention.

#10

93% of Director respondents report that they agree or strongly agree that small group sizes are an essential part of a quality child care program.

#26-30

Directors were first asked what their current ratios are in their infant classrooms (and they could say n/a if they do not serve infants).

- If they said their current ratio is 6:1, they were asked how feasible it would be to go to 5:1, 4:1 and 3:1
- If their current ratio is 5:1, they were asked how feasible it would be to go to 4:1 and to 3:1
- If their current ratio is 4:1, they were asked how feasible it would be to go to 3:1

39% of Director respondents report that their current infant ratios are 4:1 or 3:1, currently exceeding the proposed requirement for licensure infant ratios.

#31

For this question, Directors were first asked their current ratios and then if their ratios were 10:1 or 9:1 for two-year-olds, they were asked how feasible it would be to go to 8:1 (n=24) in their 2 year-old classroom.

54% of Director respondents report that their current two year old ratios are <8:1.

17% of Director respondents report that their current two year old ratios are 8:1.

18% of Director respondents report that their current two year old ratios are 10:1.

61% of Director respondents report that they are currently exceeding the proposed requirement for licensure for two year old ratios.

Incentives Questions

#37

Director respondents report that they agree or strongly agree that the following supports would be helpful in supporting their ability to complete a degree in early childhood education?

91% Free tuition and associated costs of higher education

88% 'Floater' or unassigned teachers to move among classes to maintain ratios

87% Substitute teachers to cover lead teachers' absences

87% Required pay raises when degree is completed and opportunities for advancement

- 81% A laptop and hotspot
- 72% Paid work time (during the work week) to work on/access higher ed courses
- 70% Help with navigating the higher education system
- 57% Local/regional study groups

Supports Questions

#33

Director respondents report that they agree or strongly agree that the following supports would be helpful in implementing lower ratios:

- 92% Increased payments to cover possible reduction in capacity
- 91% Higher compensation
- 88% Grants to hire additional staff
- 85% ECECD contracts for slots

#38

Director respondents report that they agree or strongly agree that the following supports would be helpful in improving quality:

- 89% Planning time grants
- 88% Cover tuition and associated costs of higher education
- 86% Substitute pool or 'floater' staff grants.
- 85% Support high school pathway for preparation of entry level early childhood education staff
- 83% Provide more learning materials for classrooms
- 82% Frequent, on-site, consultation and coaching to teachers
- 77% 'Contract for slots', especially in infant/toddler classrooms.
- 76% Frequent, on-site, consultation and coaching to directors
- 57% Require teachers to have formal education and training.

#40

77% of Director respondents report that coaching on CLASS and positive teacher/child interactions is helpful or very helpful.

Quality Consultation Feedback Questions

#40-44

84% of Director respondents report that they agree or strongly agree that frequent, on-site, consultation and coaching to teachers and directors helps to improve teacher/child interactions.

85% of Director respondents report that they agree or strongly agree that working with a FOCUS consultant on a consistent basis improves quality.

84% of Director respondents report having a FOCUS consultant.

83% of Director respondents report that more consultant time in the classroom working directly with teachers is helpful or very helpful.

89% of Director respondents report that more mentoring of directors and administrators is helpful or very helpful.

86% of Director respondents report that reduced number of classrooms per Consultant is helpful or very helpful.

91% of Director respondents report that Consultant assistance with verification and annual evaluations is helpful or very helpful.

94% of Director respondents report that professional development presentations/trainings provided by the Consultant is helpful or very helpful.