



New Mexico Prekindergarten Research Alliance Research Agenda

TOPIC: Improving the Quality and Effectiveness of Prekindergarten Programs in New Mexico

Subtopic	Questions	Projects	Timing
Data Availability and Use	What extant data relevant to prekindergarten programs in New Mexico are available at the federal, state, and local levels to help the New Mexico Prekindergarten Research Alliance members focus their research agenda and inform their study designs?	Data Inventory: Constructing a Data Inventory for the New Mexico Prekindergarten Research Alliance	Completed Will be updated as new data sources become available
	<p>How well does the list of key prekindergarten program characteristics and key child cognitive and noncognitive factors and characteristics align with data available in New Mexico? What are the gaps in the coverage of desired variables? What variables should be added to the data system to support future research?</p> <p>What is the quality of the data in terms of (1) the reliability and validity of the measures used, (2) the consistency in how the data are coded, (3) the completeness of the data (coverage across all program types and all children), and (4) the ability to link child data across programs and schools and across time? What are the deficits in data quality, and what procedures could be put in place to improve data quality?</p>	Literature Review and Gap Analysis: Preparing for Future Analyses of New Mexico Prekindergarten Programs and Students' Academic Progress	Completed

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Program Quality	<p>What does the research literature indicate are the characteristics of effective prekindergarten programs for all children and, to the extent the literature allows, for special populations relevant to New Mexico (Hispanic, Native American, English learner students, and rural residents)?</p> <p>What does the research literature indicate are child cognitive, social, and behavioral skills and abilities at kindergarten entry that are associated with academic success in kindergarten and throughout the early elementary years? What child and family background or demographic variables might be important covariates?</p>	Literature Review and Gap Analysis: Preparing for Future Analyses of New Mexico Prekindergarten Programs and Students' Academic Progress	Completed
	<p>What is known about how various states are coordinating early childhood education (ECE) services and programs among state agencies, Head Start, and private ECE providers; and what evidence exists for the effectiveness of different coordination models?</p> <p>What are the important issues, barriers, and successes related to cross-agency coordination for providing ECE programming in New Mexico?</p>	Potential policy scan	Exploring ideas for technical assistance projects and studies
	<p>What is known about the relationship between teacher characteristics and effective early childhood learning?</p>	Potential literature review	Exploring ideas for technical assistance projects and studies
	<p>What is known about effective methods for measuring prekindergarten program quality and assessing kindergarten readiness?</p> <p>What are reliable and appropriate measures of prekindergarten program quality?</p> <p>Does existing research demonstrate certain kindergarten entry assessment tools as more reliable or valid than others?</p>	Potential literature review	Exploring ideas for technical assistance projects and studies
	<p>What tools do other states use to assess kindergarten readiness?</p>	Potential policy scan	Exploring ideas for technical assistance projects and studies

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Program Participation and Student Success	<p>To what extent do students from subpopulations of interest participate in prekindergarten programs administered by the New Mexico Public Education Department (PED) or the State of New Mexico Children, Youth and Families Department (CYFD)? Specifically:</p> <ul style="list-style-type: none"> a. To what extent are eligible students participating in the state-funded New Mexico prekindergarten programs, and to what extent do these statewide prekindergarten participation rates vary across the 2008/09 to 2012/13 school years? b. To what extent are there differences in prekindergarten participation rates across specific student populations (region-Early Childhood and Family Investment Zones, urban/rural designations, socioeconomic status, English learner status, gender, and race/ethnicity)? c. To what extent have rates of prekindergarten participation for these subgroups changed during the 2008/09 to 2012/13 school years? d. To what extent do participant characteristics differ between PED- and CYFD-administered programs, and have differences changed over time? 	<p>Descriptive Study: Prekindergarten Study for Special Populations</p>	<p>Spring 2016</p>
	<p>What is known about the key facilitators and barriers (for example, distance, transportation, cultural, parental knowledge of prekindergarten benefits and application process) to student participation in prekindergarten?</p> <ul style="list-style-type: none"> a. In what ways do the facilitators and barriers to prekindergarten participation vary by student subpopulation and by geographic region? 	<p>Descriptive Study: New Mexico Prekindergarten Transportation and Preschool Access Study</p>	<p>Fall 2015</p>
	<p>What is the relationship between student participation in prekindergarten programs in New Mexico and performance on the statewide math and reading assessments for grades 3, 4, and 5 and other more proximal outcomes?</p> <ul style="list-style-type: none"> a. To what extent does this relationship differ by student subpopulations (for example, Hispanic, Native American, English learner status, rural)? b. To what extent does this relationship change over time (2005/06, 2006/07, 2007/08, 2008/09, 2009/10 prekindergarten cohorts)? c. Among students who participated in prekindergarten programs, what is the relationship between various program characteristics (for example, structure of service delivery, class size, education aides in classrooms, participation in a 3- or 4-year-old developmentally delayed program) and elementary school student performance outcomes (for example, kindergarten readiness assessment K–3 Dynamic Indicators of Basic Early Literacy Skills, DIBELS; grade 3 standards-based assessments; special education program participation rates)? 	<p>Proposed Study: New Mexico Kindergarten Observation Tool (KOT) Construct and Content Validity</p> <p>Technical Assistance: “New Mexico KOT Construct and Content Validity” Workshop</p>	<p style="color: #800000;">Under development</p>

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Students' Transition to Kindergarten	What is known about programs, policies, and processes that have been shown to facilitate effective prekindergarten-to-kindergarten transitions? Does the effectiveness of these programs, policies, and/or processes vary across student subpopulations?		Exploring ideas for technical assistance projects and studies
Funding	What is known about how early childhood education state funding and expenditures vary across schools and districts? What is the breakdown of prekindergarten expenditures by various program services? How is the allocation of state prekindergarten funds distributed among schools with differing percentages of minority or disadvantaged students?	Potential literature review	Exploring ideas for technical assistance projects and studies

Note: This research agenda was prepared under Contract ED-IES-12-C-0012 by the Regional Educational Laboratory (REL) Southwest, administered by SEDL, in collaboration with members of the New Mexico Prekindergarten Research Alliance. This agenda presents research questions to address the alliance’s identified priorities and serves to guide the development of future REL Southwest technical assistance and research projects. The Institute of Education Sciences must approve all research projects conducted by the REL Southwest, and not enough resources are available to develop projects that address every question. The remaining questions are intended to be a source of ideas for future research projects. This research agenda will be reviewed and revised annually to update the status of existing projects and to include questions for new topics, if necessary.