

PRESCHOOL DEVELOPMENT GRANT

BIRTH - FIVE

NEW MEXICO
EARLY CHILDHOOD
NEEDS ASSESSMENT



new mexico
early childhood
development
partnership

TABLE OF CONTENTS

I.	INTRODUCTION	1
II.	EXECUTIVE SUMMARY	5
III.	STATEWIDE ANALYSIS	15
	A. COMMUNITY ENGAGEMENT	
	B. FAMILY SURVEY RESULTS	
	C. WORKFORCE SURVEY RESULTS	
IV.	THEMES BY FOCUS AREA	41
	A. FOCUS AREA: EQUITABLE ACCESS	42
	1. WHAT WE HEARD - QUALITATIVE THEMES	
	2. THE NUMBERS - QUANTITATIVE DATA	
	<i>EARLY LEARNING SYSTEM</i>	
	<i>HOME VISITING</i>	
	<i>FAMILY, INFANT AND TODDLER (FIT)</i>	
	<i>CHILDCARE SUBSIDY</i>	
	<i>NEW MEXICO PREK</i>	
	B. FOCUS AREA: WORKFORCE	53
	1. WHAT WE HEARD - QUALITATIVE THEMES	
	<i>HIGHER EDUCATION TRENDS</i>	
	C. FOCUS AREA: FUNDING	60
	1. WHAT WE HEARD - QUALITATIVE THEMES	
	2. THE NUMBERS - QUANTITATIVE DATA	



D. FOCUS AREA: GOVERNANCE	63
1. WHAT WE HEARD - QUALITATIVE THEMES	
2. DATA NEEDS AND DEVELOPMENT FOR GOVERNANCE	
V. REGIONAL ANALYSIS	67
REGION 1	69
CIBOLA, MCKINLEY & SAN JUAN COUNTIES	
REGION 2	72
LOS ALAMOS, MORA, RIO ARRIBA, TAOS & SAN MIGUEL COUNTIES	
REGION 3	75
COLFAX, CURRY, DE BACA, GUADALUPE, HARDING, QUAY, ROOSEVELT & UNION COUNTIES	
REGION 4	79
SANTA FE COUNTY	
REGION 5	82
SANDOVAL COUNTY	
REGION 6	85
BERNALILLO & VALENCIA COUNTIES	
REGION 7	88
CATRON, GRANT, HIDALGO, LUNA, SIERRA, SOCORRO & TORRANCE COUNTIES	
REGION 8	92
DOÑA ANA COUNTY	
REGION 9	95
CHAVES, LINCOLN & OTERO COUNTIES	
REGION 10	98
EDDY & LEA COUNTIES	

TABLE OF CONTENTS CONT.

VI. PLANS AND MODELS TO CONSIDER 101

- A. CROSSWALK OF PLANS
- B. NATIONAL RESEARCH

VII. PROCESS 105

- A. VISION, VALUES & ASSUMPTIONS
- B. THE TEAM
- C. INTEGRATING EARLY CHILDHOOD PLANNING IN NEW MEXICO
- D. WORKFORCE AND FAMILY SURVEYS
- E. BEYOND THE DATA

VIII. NEXT STEPS 113

- A. STRATEGIC PLAN
- B. EARLY CHILDHOOD EDUCATION AND CARE DEPARTMENT - OPERATIONAL JULY 2020

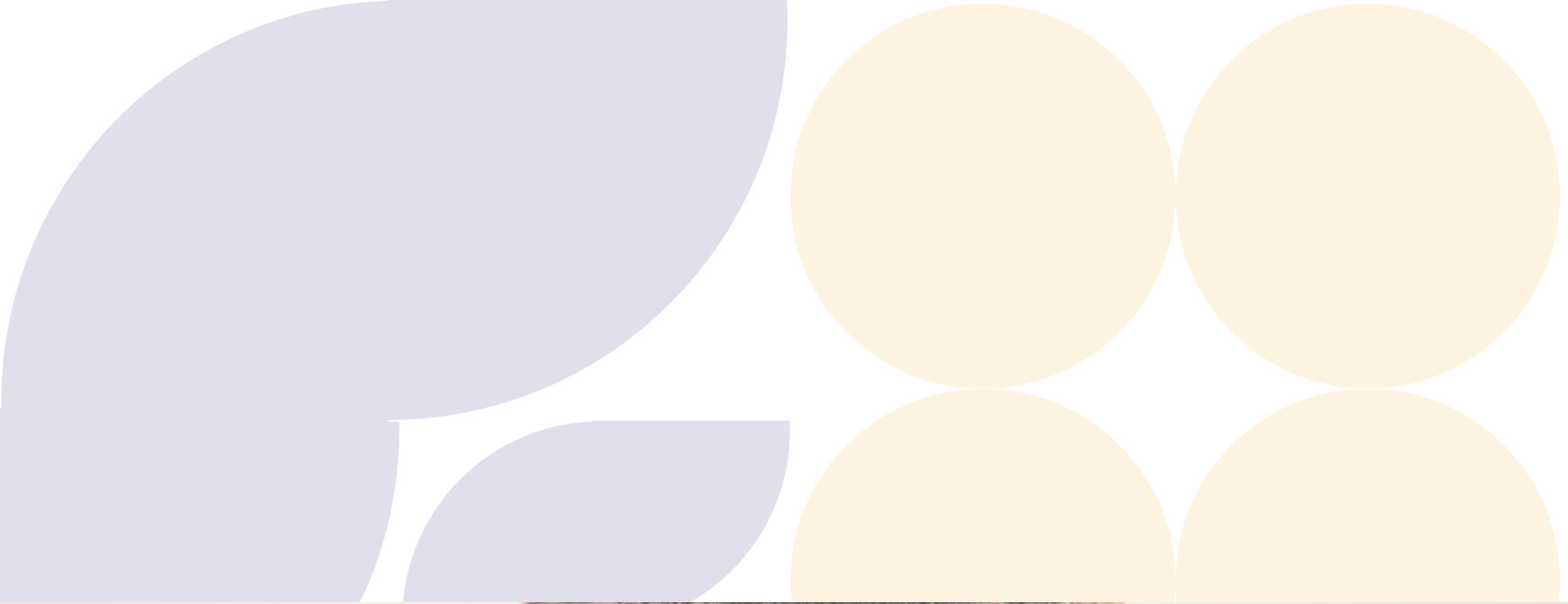
IX. ENDNOTES 116

X. APPENDICES & ATTACHMENTS 127

ATTACHMENTS: Companion Report

APPENDICES

- A. DEFINITIONS*
- B. TEAM MEMBERS & BIOGRAPHIES*
- C. TIMELINE & PROCESS MAP FOR STATE-WIDE EARLY LEARNING NEEDS ASSESSMENT & STRATEGIC PLAN*
- D. COMMUNITY CONVERSATION LIST OF THEMES FROM EACH LOCATION*
- E. LIST OF FOCUS POPULATIONS WITH ATTENDEE COUNT AND THEMES BY GROUP*
- F. KEY INFORMANT INTERVIEW KEY THEMES*
- G. CROSSWALK + SYNTHESIS OF EARLY CHILDHOOD REPORTS IN NEW MEXICO BY THE CRADLE TO CAREER POLICY INSTITUTE (CCPI)*
- H. COUNTY DATA SHEETS*
- I. METHODOLOGIES + DATA SOURCES*
- J. NATIONAL RESEARCH*
- K. EARLY CHILDHOOD SERVICE CAPACITY: LEGISLATIVE FINANCE COMMITTEE*
- L. PRESS COVERAGE: PDG B-5 NEEDS ASSESSMENT & STRATEGIC PLAN*



“This project is supported by the Preschool Development Grant Birth through Five Initiative (PDG B-5), Grant Number 90TP0042, from the Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services.”

INTRODUCTION

by The New Mexico Early Childhood Development Partnership (NMECDP) - the organization selected through a competitive process for a contract to execute a Statewide Early Childhood Needs Assessment and Strategic Plan for New Mexico.

NEW MEXICO has a unique opportunity, at this time, to actively evolve its systems for early childhood, and support the diversity of providers and infrastructures that serve them. This is largely due to the creation of a cabinet-level Early Childhood Education and Care Department (ECECD) in 2019, with operations of the new Department beginning July 1, 2020.¹

A great deal of momentum has been built through previous stakeholder engagement processes, support for the legislation and maintenance of a mixed-delivery system. Individuals and communities as a whole have illustrated wholehearted enthusiasm to provide input into organizing and planning for the new Department. There is a widely-held feeling that New Mexico has a special opportunity for a fresh start and to set a new, profoundly positive tone throughout the early childhood system.

Despite the interest and engagement expressed by community members throughout New Mexico, doing a ‘Needs Assessment’ for New Mexico’s early childhood programs and system has been a complex task. The Federal Government asks us to define our terms under the Preschool Development Grant, which was awarded to the State of New Mexico and administered by a collaborative team from the Governor’s Office and across three key departments - the Children, Youth and Families Department, the Public Education Department, and the Department of Health.² By necessity, defining our terms means we must view the entire landscape, while simultaneously clearly defining our goals.

In previous assessments, defining goals has been done by targeting a certain percentage of the population of children ages zero through five; frequently, the target is set at 80% of those children. Throughout this process in 2019, we have found that our community defines goals and needs quite differently, and not in numeric or service-level terms. This is especially true for children and families who are underrepresented, or as referred to in the PDG grant, the ‘underserved’ and/or ‘vulnerable’ populations (see Appendix A for the list of definitions).

Community members often referenced ‘need’ in the context of relationships and in the ways in which people interact, specifically, talking about “the state” which administers the system components, “the providers” who administer the programs at the direction of “the state,” and “the families” who use (or in some cases don’t use) programs and supports that may be available to them. Sentiments like: “We need them to listen.” “We need compassion.” “We need policy makers to understand the pressures our staff face.” “We need people to have an understanding of the many challenges our kids and families face.” “We need to remove the stigma.” “We need to recognize the degree of trauma that is experienced by families, as well as across all levels of the service delivery system.”

It has become clear that most of professionals at all levels and throughout all areas of the system who administer programs and provide direct care are knowledgeable people, who began their work in early

childhood because they wanted to do good for kids and families. And yet, there is often a disconnect. One former state administrator puts it this way, “People originally came into these jobs because they wanted to help, but over time, they have become tired, cynical and impacted by second-hand trauma. This is in part due to the everyday stressors of seeing children and families struggling and in need, though it is also due to the frustrating and outdated system within which they serve.”

In this Needs Assessment, we seek to address both the quantitative goals and needs (e.g. serving 80%), and the structural and cultural issues, which most powerfully define and impact the operations, perceptions, and trajectory of early childhood in New Mexico. Our system is made up of thousands of human interactions and decisions each day. Considering this, it’s clear the most important need to meet in New Mexico is growing an early childhood education system that is intentionally connected to the health system, that parallels or reflects concepts based in healthy child development (i.e. relationships matter, curiosity, strengths and assets, resilience, creativity, capacity for reflection, and life-long learning), and that clearly defines, communicates and models a system-wide culture of respect, acceptance, flexibility, excellence, transparency, and collaborative problem solving.

Through our direct interactions with close to 1500 people, plus more than 2100 survey responses, we found that New Mexicans are nearly unanimous in their deep concern for children and families, and want to give our children, all children, a strong start; further, we collectively recognize that this means strengthening families as the foundation for effective programs.

Our team of facilitators and researchers (see Appendix B for team bios for the NMECDP team, as well as for our partners at the Native American Budget and Policy Institute³ (NABPI) and the Center for the Education and Study of Diverse Populations⁴ (CESDP) are entirely New Mexico residents with strengths in multi-cultural and dual-language systems. The Needs Assessment and Strategic Plan outreach process relied upon existing community relationships and connections that had deep roots in real New Mexico. We worked to be flexible and responsive to a diverse group of stakeholders, from influential leaders and business people, to parents doing their best, plus under-paid and often stressed early-childhood professionals.

The most striking part of this work was how much enthusiastic energy and engagement we experienced from individuals and communities across the board. Some examples of this include:

- In many communities, we had many more people attend events than had RSVP’d.
- On the workforce survey, we targeted 500 responses and received more than double that.
- Our legislators helped make connections to constituents in their districts.
- Local reporters showed up and covered the stories (see Appendix L).
- People regularly posted pictures and thoughts on social media following events.

It has been both a privilege and an honor to hear the authentic voices of New Mexicans statewide. We hope this work provides a clear understanding of the landscape of early childhood needs in New Mexico. We hope that the forthcoming Strategic Plan will be used to leverage and build upon the energy and passion which grew from every person who engaged in this process. We know the process mattered. We hope the Plan does too.



EXECUTIVE SUMMARY

In 2019, the State of New Mexico received a one year, \$5.4 million federal planning grant. The Preschool Development Grant Birth-5 (PDG B-5) is led by the NM PDG B-5 State Leadership Team including the Governor’s Office, the Children, Youth, and Families Department (CYFD), the Public Education Department (PED), and the Department of Health (DOH). To generate ideas for a Statewide Early Learning Strategic Plan, the PDG B-5 grant funded a comprehensive statewide Needs Assessment. Through a competitive process, the New Mexico Early Childhood Development Partnership was selected to assist the NM PDG B-5 State Leadership Team in the execution of the Needs Assessment and Strategic Plan for New Mexico.

Developing the 2019 Early Childhood Needs Assessment included the following:

- 1,337 people directly engaged through community conversations and interviews
- 1,290 responses to workforce survey
- 819 responses to family survey
- 27 New Mexico plans and other analyses reviewed
- 72 county indicators analyzed

“Early childhood is more than programs. It has to be focused on **building families.**”

The themes for New Mexico’s 2019 Needs Assessment were developed through deep community engagement and listening.

MAJOR THEMES

These are the strengths stakeholders reported in the Early Learning System.

- **Childcare Subsidies** - Stakeholders frequently said that childcare subsidies made it possible for families to pay for care while they work and that it is an important income stream for community-based early childhood centers.
- **Early Intervention Programs** - Early childhood professionals specifically mentioned that having early interventionists working in centers was working very well.
- **NM PreK** - The growing number of NM PreK slots and the increased funding in 2019 were noted as strengths in the early childhood system.
- **Home Visiting Training and Professional Development** - Professional development including reflective practice and support for home visitors were noted as assets, and many suggested offering them to professionals in early childhood.
- **Local Coalitions** - Some communities have strong local coalitions providing valuable coordination and alignment for local programs.
- **Mixed-Delivery** - Especially in rural communities, community-based early childhood centers were noted as important businesses and assets for communities.

These are the areas of need reported by stakeholders in the Early Learning System.

- **More Quality and Access** - New Mexico can and should improve early childhood program quality and access. This theme ran across all geographies, socio-economic categories, political parties, backgrounds, languages, abilities, and other groupings.
Relates to PDG B-5 domains: focal populations, quality and availability, children being served and awaiting service.
- **Coordinate and Align Across Programs** - The need for coordination and alignment across programs at every level was often raised. The desire from stakeholders is to truly integrate New Mexico's early childhood system as a continuum of support for children and families. This includes alignment with health systems, schools and economic development opportunities.
Relates to PDG B-5 domains: gaps in data on quality and availability, gaps in data to support collaboration and maximize choice, opportunities for more efficient use of resources, system integration and interagency collaboration.
- **Improve Data** - More consistent and connected data is needed to better inform the integration of health, education, and social service program activities and outcomes.
Relates to PDG B-5 domains: gaps in data on quality and availability, gaps in data to support collaboration and maximize choice, measurable indicators of progress, barriers to the funding and provision of high-quality programs and supports, transition supports and gaps and system integration and interagency collaboration.

- **Support Local Determination** - In part as an answer to how greater coordination and alignment could occur, stakeholders consistently expressed a strong desire for greater local voice and determination, including the need for flexibility to address local cultures and conditions.

- **Strengthen and Support the Workforce** - Through every topic and every conversation ran the theme of needing to better retain, develop, support, and recruit early childhood professionals.

Relates to PDG B-5 domains: children being served and awaiting service, issues involving ECCE facilities, transition supports and gaps, system integration and interagency collaboration.

- **Improve Funding and Resources** - The need for consistency and predictability in funding was most often raised, followed by the need to better integrate and use federal funding. Vulnerable populations have greater basic needs, such as information and forms in multiple languages, plus transportation and other supports to enable access to early childhood programs.

Relates to PDG B-5 domains: focal populations, quality and availability. Children being served and awaiting service, measurable indicators of progress, issues involving ECCE facilities, system integration and interagency collaboration.

- **Increase Awareness and Communication** - This includes educating the public on the benefits and return on investment from early childhood, promoting awareness for families regarding programs and available supports, and providing more and better communication to stakeholders, including in other languages.

Relates to PDG B-5 domains: focal populations, children being served and awaiting service, barriers to the funding and provisions of high-quality programs and supports, transition supports and gaps.

- **Increase Family Involvement** - Families must be at the center of any effort to build and improve New Mexico's early childhood system.

Relates to PDG B-5 domains: focal populations, children being served and awaiting service, barriers to the funding and provisions of high-quality services and supports, transition supports and gaps.

- **Developmentally Appropriate Programs** - Ensuring a strong social-emotional foundation for early childhood programs was frequently raised. This concern often included discussion of a relationships-based approach.

Relates to PDG B-5 domains: focal populations, quality and availability, children being served and awaiting service, issues involving ECCE facilities, barriers to the funding and provisions of high-quality programs and supports, transition supports and gaps, system integration and interagency collaboration.

“This is how we think about early childhood, as **language, learning, and wellness all inter-related.**”

- **Improve Transitions** - The need for supported transitions across early childhood was widely identified. This includes transitions for children moving between programs, into schools, and better support for families whose children have special needs and different abilities.

Relates to PDG B-5 domains: focal populations, children being served and awaiting service, issues involving ECCE facilities, barriers to the funding and provisions of high-quality programs and supports, transition supports and gaps.

- **Increase Inclusive Practices** - Serve all children in all early learning programs in inclusive environments without segregating or removing children with disabilities, special health care needs, and behavioral challenges.

Relates to PDG B-5 domains: focal populations, children being served and awaiting service, barriers to the funding and provisions of high-quality programs and supports, transition supports and gaps, systems integration and interagency collaboration.

- **Adopt Strengths-Based Approach** - Stakeholders expressed a clear desire for New Mexico to embrace a ‘strengths based approach,’ with customer service and care that reflects a belief that children and families are capable, resilient and not the products of decisions or circumstances.

Relates to PDG B-5 domains: focal populations, quality and availability, children being served and awaiting service, gaps in data to support collaboration and maximize choice, measurable indicators of progress, barriers to the funding and provisions of high-quality programs and supports, transition supports and gaps, systems integration and interagency collaboration.

- **Prioritize Child and Family Well-Being** - The well-being of children and families, and a multi-generational approach, were often cited as integral to improved outcomes from early childhood programs, especially given that New Mexico is again last in the nation in child well-being according to the 2019 Kids’ Count Databook.

NATIVE AMERICAN PERSPECTIVES ON MAJOR THEMES

Some of the overall findings from tribal communities include:

- There is a need for more culturally relevant, high-quality programs in tribal communities. This could increase demand for these programs. Head Start is frequently perceived as a good model for flexible curriculum.

Relates to PDG B-5 domains: focal populations, quality and availability, children being served and awaiting service, issues involving ECCE facilities, barriers to the funding and provisions of high-quality programs and supports, transition supports and gaps, systems integration and interagency collaboration.

- The need to **improve existing early childhood infrastructure** and building of new classrooms, centers, and schools to accommodate an increase in programming across tribal communities, and rural communities.

Relates to PDG B-5 domains: focal populations, quality and availability, children being served and awaiting service, issues involving ECCE facilities.

- There is strong support for the **integration of education and health systems** across the state's infrastructure, which many noted is consistent with the ways in which tribal communities view well-being for our youth and families.

Relates to PDG B-5 domains: focal populations, quality and availability, children being served and awaiting service, gaps in data on quality and availability, gaps in data to support collaboration and maximize choice, issues involving ECCE facilities, barriers to the funding and provisions of high-quality services and supports, transition supports and gaps, systems integration and interagency collaboration.

- There is a desire to see **greater trust in tribal communities to implement programming and curriculum** without state or federal interference and concerns about the potential for language and cultural loss with expansion of early childhood programs across the state.

Relates to PDG B-5 domains: focal populations, quality and availability, children being served and awaiting service, , barriers to the funding and provisions of high-quality programs and supports, transition supports and gaps, systems integration and interagency collaboration.

- There is a need to remove obstacles to developing the workforce.

Relates to PDG B-5 domains: focal populations, quality and availability. Children being served and awaiting service, measurable indicators of progress, issues involving ECCE facilities, system integration and interagency collaboration.

- Several participants in our study interpreted the primary ideological focus on English language programming in the PreK curriculums, and inability to implement early childhood programming as independent Nations as **structural racism**, as it appears to assume that acquisition of English has greater advantages than early learning in Native languages.

Relates to PDG B-5 domains: focal populations, quality and availability, children being served and awaiting service, gaps in data on quality and availability, gaps in data to support collaboration and maximize choice, issues involving ECCE facilities, barriers to the funding and provisions of high-quality programs and supports, transition supports and gaps, systems integration and interagency collaboration.

- More direct partnership at a government to government level is needed between the State of New Mexico and tribal communities.

Relates to PDG B-5 domains: focal populations, quality and availability, children being served and awaiting service, gaps in data on quality and availability, gaps in data to support collaboration and maximize choice, measurable indicators of progress, issues involving ECCE facilities, barriers to the funding and provisions of high-quality programs and supports, transition supports and gaps, systems integration and interagency collaboration.

Four key focus areas were determined for New Mexico. These categorize community themes from this Needs Assessment into areas for strategic action.



FOCUS AREA EQUITABLE ACCESS

- Increase awareness of programs and available support
- Increase inclusive settings
- Embrace multi-cultural multi-lingual, multi-generational programs
- Address stigma and perception
- Improve physical infrastructure
- Address scarcity of infant and toddler care
- Support home-based care
- Expand transportation options
- Address issues around food insecurity



FOCUS AREA WORKFORCE

- Increase compensation
- Value experience and compensate accordingly
- Align professional development
- Offer trauma-informed training
- Provide supported pathways
- Improve equity in access to education and training



FOCUS AREA FUNDING

- Investigate reimbursements and costs
- Leverage federal funding
- Increase consistency and streamline funding
- Braid funding streams
- Provide flexible resources to support local coordination and collaboration
- Offer funding to construct, repair and enhance capital assets
- Improve funding and coordination to solve a variety of systemic issues



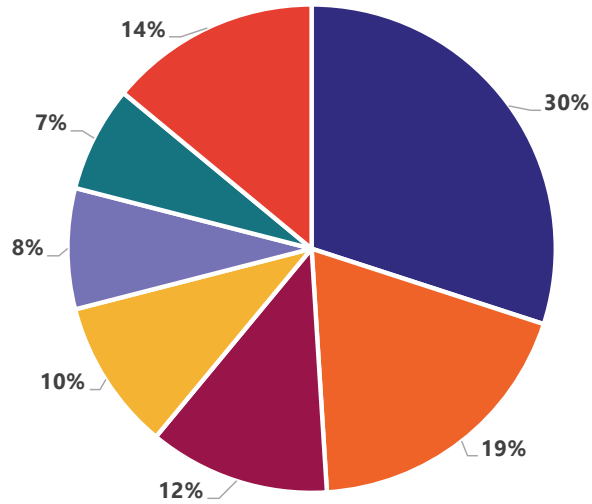
FOCUS AREA GOVERNANCE

- Set a new tone
- Build collaborative leadership
- Support local determination
- Encourage continual process feedback and improvement
- Adopt an assets based approach
- Improve communication
- Coordinate and align across programs
- Strengthen family leadership and recognize families as decision makers and policy advisors

“It’s not all about money. We’re still dealing with issues of **engagement** (from families) and **coordination** (in programs).”

FAMILY SURVEY

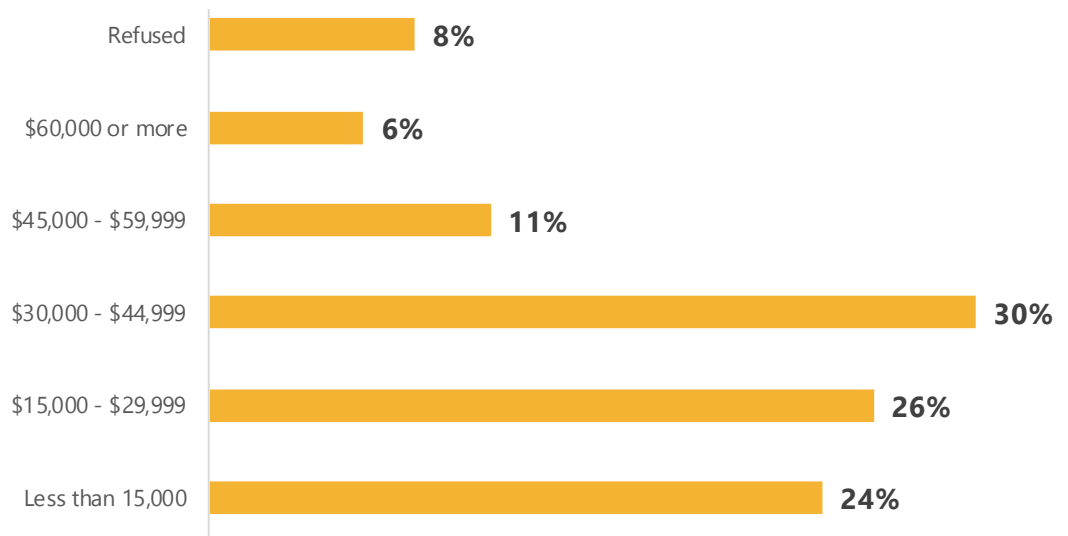
WHEN ASKED TO IDENTIFY THE GREATEST AREA OF NEED



- Affordable infant or toddler care
- Pre-K programming
- Improving the connection between the education and health infrastructures
- Giving local communities more control
- Expanding home visiting programs
- Addressing workforce development
- Specified another answer, did not know, or did not answer

WORKFORCE SURVEY

WHEN ASKED TO PROVIDE THEIR ANNUAL SALARY SPECIFIC TO THEIR JOB IN EARLY CHILDHOOD, WE FOUND THAT **50% OF THE SAMPLE REPORTED THAT THEY MAKE LESS THAN \$30,000 ANNUALLY.**



EARLY CHILDHOOD STRATEGIC PLAN

ANTICIPATED BY EARLY 2020

The NM PDG B-5 State Leadership Team designed the process for the New Mexico Birth to 5 Strategic Planning to ensure stakeholder involvement at all levels. Through community and statewide meetings and forums, stakeholders will hear, analyze and react to a synthesis of the input, research and data gathered during the New Mexico Statewide Birth - 5 Needs Assessment. Stakeholders will be asked to provide input for the Statewide Strategic Plan with the understanding that continued stakeholder engagement will result in a better-informed plan with greater likelihood of success.

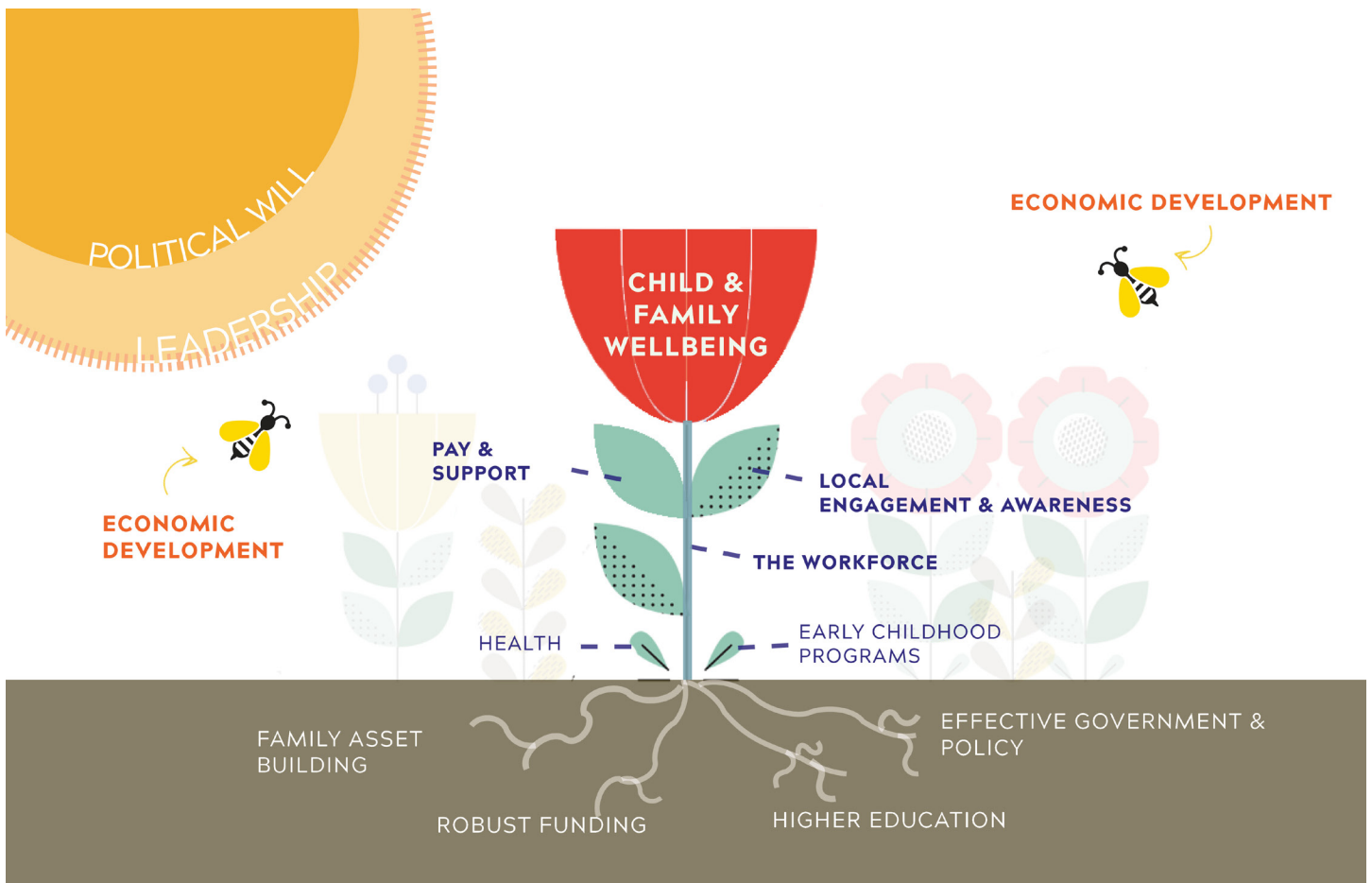
“Don’t be afraid to make changes for the
success of children.”



EARLY CHILDHOOD IS AN ECOSYSTEM

In listening sessions throughout New Mexico, it became clear that to meet the needs of the state’s diverse populations, the principles of healthy early childhood development and family well-being must be considered as parallel to the needed system improvements. A growing child needs strong nurturing relationships; the system does too. Coordinated care and development are important across a hierarchy of needs - beginning with health and safety, and growing to education, literacy, and measurable milestones. Plus, having more resources and supportive adults (early childhood professionals) surrounding children and their families will have noticeably positive impacts.

The early childhood ecosystem in New Mexico has many interdependent factors which influence other systems and should be considered as completely interconnected and interdependent.

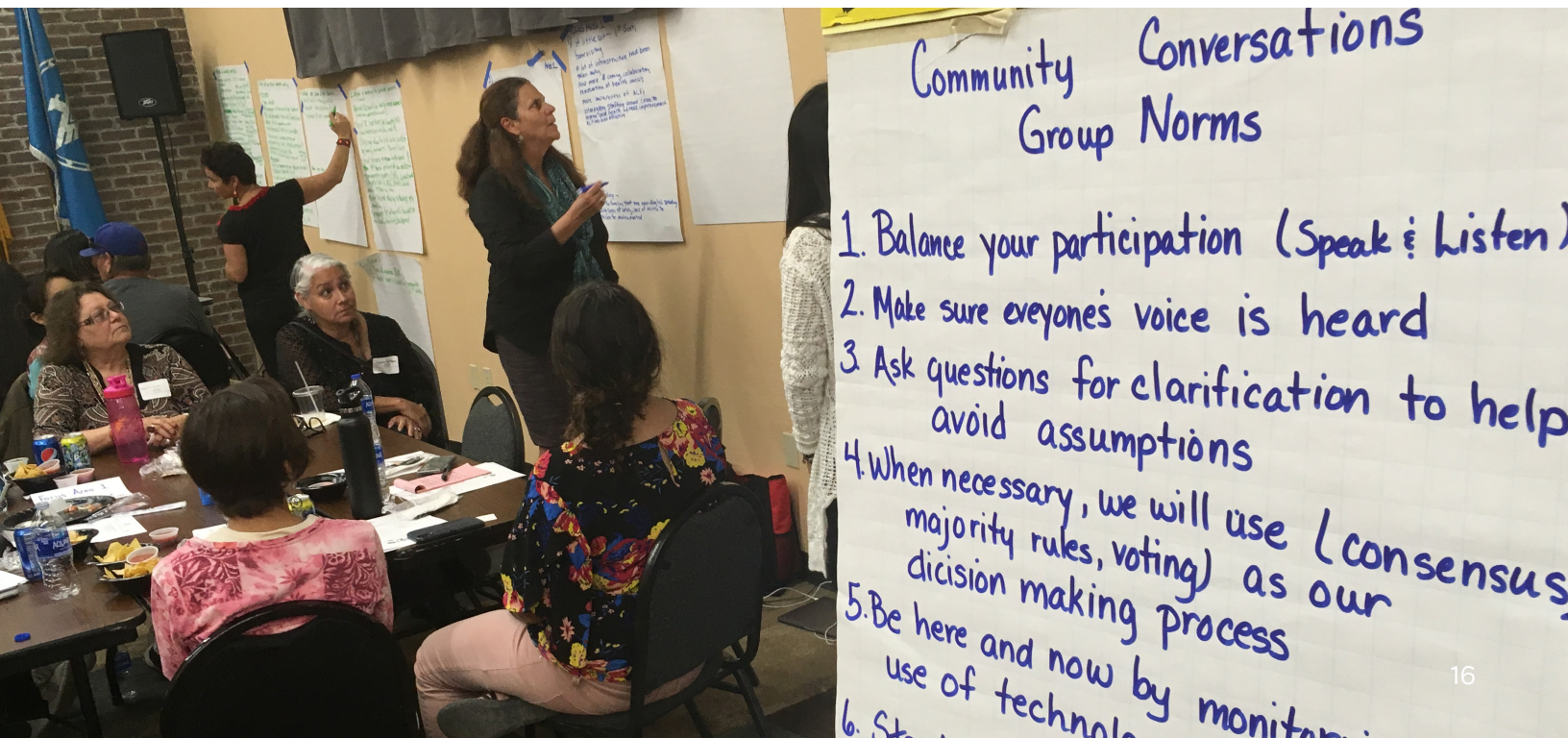


STATEWIDE ANALYSIS

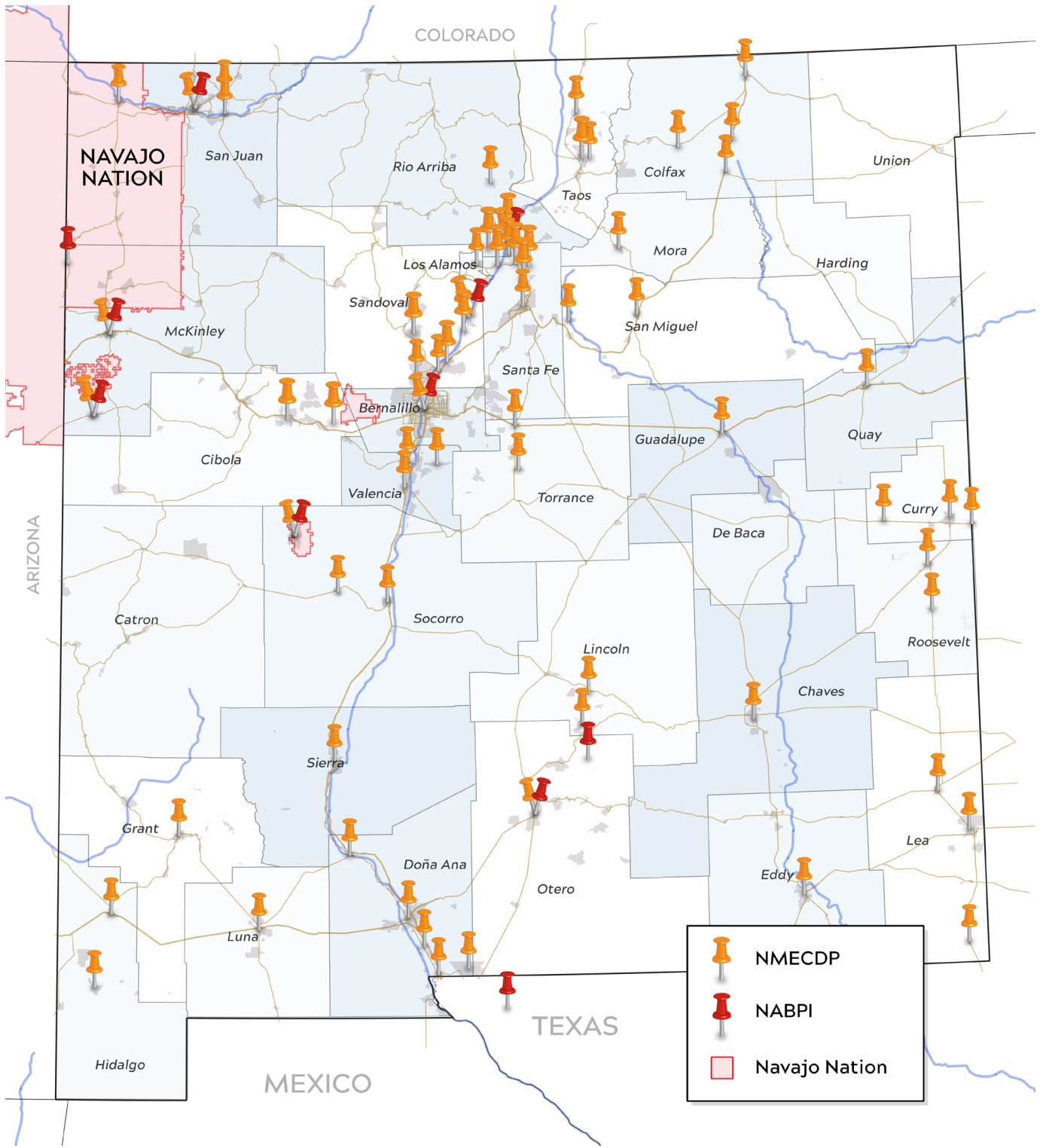
COMMUNITY ENGAGEMENT

BRINGING NEW MEXICO TOGETHER STAKEHOLDER ENGAGEMENT IN 2019

The New Mexico Needs Assessment and Strategic Plan process places listening to **stakeholder input and engagement at the forefront**. The community energy during this process was nothing short of amazing. Events regularly drew more attendees than expected, and the family and workforce surveys (see Family and Workforce Surveys- Appendices of Companion Report “Native American Perspectives”) both had larger response rates than anticipated. Dozens of invitations for targeted conversations came from legislators, early childhood professionals, community organizers, service providers, non-profits, parents and families, and others. The people of New Mexico clearly showed enthusiasm and support for improving our early childhood system.



PEOPLE FROM MANY COMMUNITIES THROUGHOUT NEW MEXICO CONTRIBUTED TO THE NEEDS ASSESSMENT.



Development of the Needs Assessment and Strategic Plan included **two stakeholder surveys** (one for families and one on the workforce), plus, **analysis of previous plans and county-specific data, and research on national models** which could be applied in New Mexico. Please see Appendix C for a map of our process and timeline.

The Needs Assessment considers input and information from the following sources:

- **11 open Community Conversations** (see Appendix D for a list of themes from each location)
- **47 focused Community Conversations** (see Appendix E for a list of focus populations and attendees by group),
- **59 key informant interviews** with political leaders, notable experts, and leaders in early childhood, (See Appendix F for a summary of themes)
- **1290 responses to our workforce survey**
- **819 responses to our family survey**

Plus

- Review of **27 previous plans and analyses** for early childhood in New Mexico (see Appendix G, ‘Crosswalk and Synthesis of Early Childhood Reports in New Mexico.’)
- Review of many examples from **25 other states** for models and innovation which could apply to New Mexico.

BY THE NUMBERS



11
open community
conversations



47
targeted community
conversations



59
key informant
interviews



36
cities & towns



1,337
people



28
media features



15 state
examples reviewed



72 county
indicators reviewed



673
lbs enchiladas eaten

ADVERSE CHILDHOOD EXPERIENCES (ACES), TRAUMA, AND HEALING

Adverse Childhood Experiences (ACEs) are traumatic events that occur in childhood (between the ages of 0 and 17 years old) and undermine a child's "sense of safety, stability, and bonding."⁵ These events may include experiencing or witnessing violence, abuse or neglect or living in extreme economic insecurity, among other things.⁶ Studies have proven that these early experiences can have lasting, negative impacts on a person's long-term health, including the prevalence of risky behaviors, chronic health conditions and even early death.⁷ A ten-item, self-report questionnaire identifies these adverse experiences and produces an "ACEs score," which can be used by early childhood and health programs to target programs to families most at risk.

New Mexico has some of the highest rates of children experiencing ACEs in the country, including significant rates of children with complex trauma or those that suffer 3- 8 ACEs.⁸ During the Needs Assessment process, early childhood professionals across New Mexico shared a desire to receive more training to more effectively address trauma experienced by children and adults, family groups, as well as communities. The impacts of trauma can have ripple effects throughout a community. Professionals who work with individuals experiencing trauma may themselves experience secondary trauma or the stress that results from listening to other people relate traumatic events. Also known as "compassion fatigue," secondary trauma may be exacerbated when professionals charged with caring for others have themselves suffered traumatic experiences. Additionally, a growing number of researchers recommend expanding the definition of adverse childhood experiences beyond individual experiences to include traumas experienced at a community-wide level, including things such as unsafe neighborhoods, poverty, and systemic racism. Fields of study in collective trauma, intergenerational and transgenerational trauma, and historical trauma, are also emergent.

While many children, families and providers in New Mexico are affected by ACEs, the state has made significant strides in raising awareness about the importance of preventing ACEs, including legislative action that is noteworthy at a national level.⁹ A few particular actions within the last six years illustrate this point: In 2013, the New Mexico legislature defined home visiting as a mechanism to "prevent adverse childhood experiences."¹⁰ In 2016, the New Mexico Sentencing Commission undertook a comprehensive study of juvenile offenders called "Adverse Childhood Experiences in the New Mexico Juvenile Justice Population."¹¹ And in 2019, the Anna, Age 8 Institute for the Data-Driven Prevention of Childhood Trauma at Northern New Mexico College in Rio Arriba County was established with support from the Legislature.¹² The creation of the Early Childhood Education and Care Department represents an opportunity for New Mexico to increase preventative efforts through a robust continuum of programs and supports, as well as a chance to coordinate efforts to address the impacts and prevalence of adverse childhood experiences including secondary trauma in the workforce.



VULNERABLE POPULATIONS

New Mexico is ranked 50th in the nation in child well-being according to the 2019 Kids Count profile.¹³ While 28.9% of children aged 0-4 live in poverty across the state, Hispanic and Native American children of the same age experience higher rates of poverty: 31.3% and 40.3% respectively. 36% of children have parents who lack secure employment.¹⁴ 17% of families experience food insecurity.¹⁵ In New Mexico, 13.4% of the public K-12 student body are English Language Learners¹⁶ and there are 24 Indian tribes (Source: New Mexico Indian Affairs Department).

New Mexico is sparsely populated and rural. Many residents live hours from a metropolitan area. With all this in mind, our Needs Assessment sought to specifically engage underrepresented communities and populations that may be considered as vulnerable.

Many New Mexicans believe that given the overall conditions and challenges facing large numbers of children and families, the entire state is in need of enhanced and expanded early childhood programs and supports. As such, we made considerable effort to engage a broad group of stakeholders with a focus on each and every child within New Mexico.

Generally, the underrepresented populations reported amplified needs for basic programs such as transportation, safe and affordable housing, access to employment, spaces for community gathering, and access to current, local information regarding available early childhood health, care and education programs. They also, in general, voiced the need for programs to demonstrate cultural humility and be stigma-free.

KIDS COUNT DATA



27% New Mexico Children Live in Poverty

↳ **30%** are Hispanic

↳ **42%** are Native American



36% of Children Have Parents that Lack Secure Employment



17% of Families Experience Food Insecurity

Source: New Mexico Voices for Children, 2019 Kids Count Report

BEING HOMELESS WITH COMPLEX MEDICAL NEEDS

During a local convening, a young mom in her early-twenties tells a story of her hardship. After leaving home at 18, she and her partner experienced housing insecurity, a situation that continues to persist. Her child was born with complex medical needs, including a medical device that requires more than one person to change and clean. “Because of my own struggles with homelessness, I do not currently have custody of my own child. Being away from him when he needs this medical care is really difficult, because I’m not able to bond with my child. Me and my partner are fully trained to provide for our baby’s medical needs, and it worries me that someone else is doing it.”

The couple works with a local advocacy organization that connects them to resources. They need to take several bus trips to visit their child-- and the time constraints are strict. “If I’m late for my appointment even a little bit, they don’t let me see him. My tardiness is ‘proof’ that I don’t care, even though I just took a 2-hour bus trip. I feel like I’m not getting enough support to be able to reunite with my child, and that is really stressful. And frustrating. I don’t know what I would do if I didn’t have the support [from the advocacy organization].”

NEEDS OF VULNERABLE POPULATIONS

In order to truly assess the breadth of strengths, needs, and possibilities for improvement in early childhood, many additional focus populations were engaged for input into the Needs Assessment. These additional groups and influencers included:¹⁷

- Foster/Adoptive Parents
- Early Childhood Providers/Professionals
- Early Childhood Advocates
- Government Officials
- Healthcare Providers
- Home Care Providers
- Law Enforcement
- Native American Communities
- Philanthropic Community
- Business Community
- Reps/Leaders from Institutes of Higher Ed
- Rural and Frontier Families and Providers

Below is a chart of selected conversations done with focus populations according to group represented and number of participants. Please see Appendix E for a list of themes from each focused conversation.

FOCUS POPULATION	NUMBER ATTENDING
Families/Women with Addiction	5
Parents and Staff Supporting Children with Developmental Delays & Disabilities	6
Early Childhood Providers/Professionals Parents and Grandparents Raising Young Children Government Officials	23
Early Childhood providers/Professionals Rural and Frontier Families and Providers	31
Foster/Adoptive Parents	6
Government Officials	34
Dual Language Learners Parents and Staff Supporting Children with Developmental Delays & Disabilities	12
Native American Communities Early Childhood providers /Professionals	8
Parents and Grandparents Raising Young Children Early Childhood Providers/Professionals	14
Dual Language Learners Parents and Staff Supporting Children with Developmental Delays & Disabilities	4
Parents and Staff Supporting Children with Developmental Delays & Disabilities Native American Communities	8
Parents and Staff Supporting Children with Developmental Delays & Disabilities Rural and Frontier Families and Providers	11
Immigrant Families and Professionals Supporting Them Home care providers	10
Philanthropic Community	6
Early Childhood Providers/Professionals Government Officials Rural and Frontier Families and Providers	32
Teenage Parents	15
Native American Communities Government Officials	33
Early Childhood Providers/Professionals	47
Rural and Frontier Families and Providers Parents and Grandparents Raising Young Children	15

The Integration of Education and Health Systems has been Very Well Received in Tribal Communities

When asked about ways to improve outcomes for our children, most participants referenced the integration of systems within the state to allow for health and education departments to work together. Many participants noted that the silos associated with the Public Education Department and Children, Youth, and Families Department have been a significant obstacle. As demonstrated below the community is hopeful the new Early Childhood Education and Care Department can address.

“The integration of health and education by state is the best thing I have heard about the new department.”

“This is how we think about early childhood, as language, learning, and wellness is all inter-related. I hope that this integration is successful so we see the wellness practices around nutrition and physical activity fully merged with educational goals. But again, who is providing the definition of health and wellness for early childhood? How we define and measure wellness and health in our program might be different than what the state uses. This is an area where some collaboration could happen early in the process to make sure the measures used for evaluation are inclusive.”

The interviews revealed that many tribal communities need expanded health care resources for young families. There has been a lot of research identifying the overall health care service shortages across New Mexico, and particularly rural areas, and our qualitative interviews reveal that this issue is particularly

pronounced in early childhood development providers for tribal communities.

“We need good prenatal care that helps with early intervention to screen consistently and accurately for physical therapy, behavioral health, and occupational therapy.”

“Occupational therapy services that are needed, there aren’t any services locally. Gallup does not have a Neo-natal Intensive Care Unit (NICU) so women need to leave out of town to get these services.”

“Psychiatrists are not seeing enough children and students locally. Only one provider for the entire tribal population. There are contracted services and not sustained.”

“There is a high turn-over rate for providers which causes constant regression because patients have to keep repeating tragic events to new providers. Health care system is not working. Regressing instead of progressing.”

“One provider through Indian Health Service (IHS) but the issue is the provider is not able to provide care for children ages 0-12 due to regulations.”

“There’s high turn-over with the therapists. Waiting time is three to four months for emergencies to be seen.”

FAMILY SURVEY RESULTS

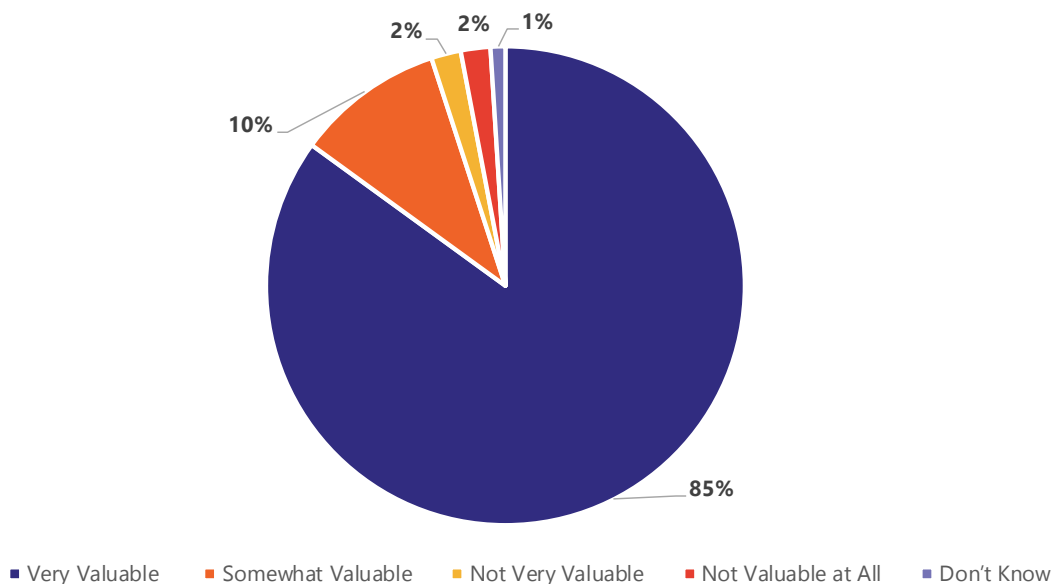
The New Mexico Family Survey aimed to capture the views of a wide segment of New Mexicans who have an interest in the success of the new department, including parents and primary caregivers. The goal of this survey was to ensure all voices were welcome, so we did not rely on a database or restrict participation with individualized links. We asked partners to promote the invitation to the survey as widely as possible throughout the state, utilizing list-serves, social media, and distribution lists. We also used email addresses from recent parent surveys. This effort was highly successful, with a total of 819 completed surveys, without any incentive for participation. The following groups of people completed the survey:

- 49% Parents and primary caregivers
- 24% Early childhood professionals
- 9% Concerned community members
- Remaining participants represent a range of community members with an interest in early childhood, including elected officials and tribal leaders

NEW MEXICANS PLACE HIGH VALUE ON EARLY CHILDHOOD DEVELOPMENT PROGRAMS

The survey results make clear that New Mexico’s stakeholders understand the high return and lasting investment that early childhood development programs have proven to have on the lives of children that last into adulthood. A robust 85% of the sample believes that early childhood development programs are very important to the future academic success and ability for children to succeed as adults. For full survey results, see Family and Workforce Surveys - Appendices of Companion Report “Native American Perspectives.”

How valuable do you believe early childhood development programs are for children in New Mexico’s future academic success and ability to succeed as adults?



After being reminded that Governor Lujan Grisham and the State Legislature passed a budget for fiscal year 2019-2020 with significant increases for education funding in New Mexico, including pay raises for teachers, the survey found that:

- 70% responded that there still needs to be a lot more investment.
- 5% reported that the state has done enough,
- 25% (approximately) were unsure or with no strong opinion.

STAKEHOLDERS IDENTIFY THE NEED FOR GREATER COLLABORATION AND LOCAL CONTROL

Half of all respondents to the survey do not believe that there is currently strong collaboration between government agencies and other organizations across the state working in early childhood, compared to 20% who believe that there is, and 30% who did not feel well-enough informed to provide a direct response.

The survey also asked respondents whether there are currently mechanisms in place to allow local communities to control the decisions made regarding early childhood development, including where funding should be invested. 59% of respondents do not believe these mechanisms are in place, and only 13% believe these mechanisms currently exist.

UTILIZATION OF CHILDCARE OPTIONS AND DESIRED OPTIONS AMONG PARENTS/PRIMARY CAREGIVERS

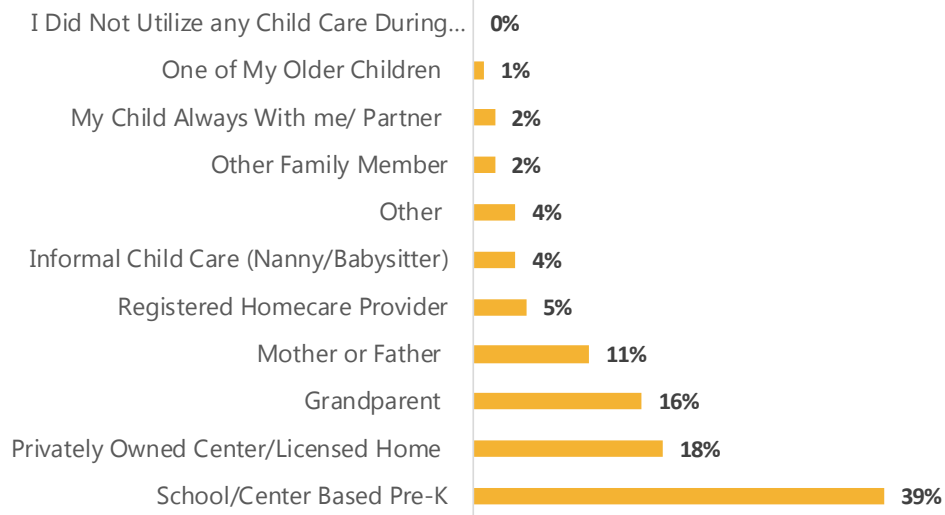
The survey included several items specific to parents and primary care givers intended to gauge their current utilization of childcare and their experience with the current systems in the state. As reflected in the following chart:

- 39% of parents and primary caregivers have utilized school based or center-based childcare including Headstart or early Headstart.
- 16% of families rely on grandparents.
- 2% stated that the child was always with them or their partner.

WORKING TOGETHER FOR SUPPORTED TRANSITIONS

Valencia County has developed a collaborative, local approach to supporting parents and their children in the transition to public schools. Trailblazers is a group which includes professionals from childcare centers, Head Start programs, public schools, charter schools, and University of New Mexico's Center for Development and Disability (UNMCDD). They meet with families to develop individualized plans to prepare children and their families for entry into public schools. This collaborative aims to provide seamless care and education for young children, while giving parents information and options to best meet their children's educational and social-emotional needs.

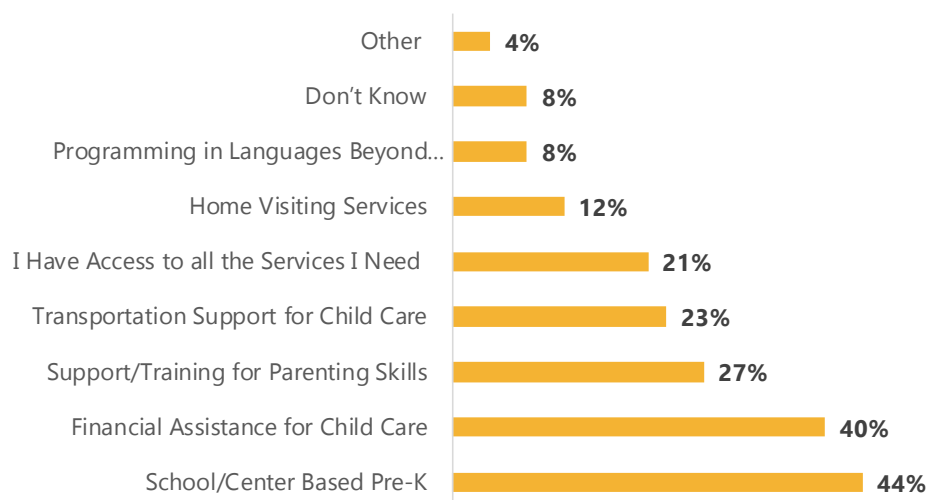
Did you use any of the following child care options during the day or evening to help with childcare?



The survey asked parents and primary caregivers if there were any services or programs that they would like to utilize if they were available to them in their communities. The data from this item of survey shows that young families will utilize PreK services if financial assistance and transportation support were included. As reflected in the figure below:

- 21% of families across the state have access to all of the early childhood services that they need in their community.
- 44% of the consumers of early childhood services noted that preschool education is something that they would utilize.
- 40% of this sub-sample noted that financial assistance for childcare would be utilized if it were provided in their community, and;
- 23% noted they would like transportation support for childcare.
- 27% of families would like to have access to support and training focused on parenting skills,
- 12% noted that they would take advantage of home visiting services
- 8% would like programming made available in a language other than English.

Are there any services or programs that you would like to utilize if it were available to you in your community?



NATIVE AMERICAN PERSPECTIVES

The high number of families with young children who rely on family members for childcare is consistent with what we heard in our qualitative interviews, with many early childhood development programs in Native American communities indicating that they are currently serving all of the families who want childcare. Our last early childhood survey also found that a large percentage of young families across the state would prefer to utilize their family for childcare, even if state programs were more convenient and affordable.

We believe that this finding could be considered during the strategic planning process to evaluate what the target enrollment rates should look like across tribal communities.

PERCEPTION OF PROGRAM AFFORDABILITY AND ACCESSIBILITY FOR NEW MEXICAN FAMILIES

The survey provides some information regarding the public's perceptions of how affordable and accessible early childhood development programs are for families in New Mexico who would like to take advantage of these programs for their children.

- 15% said programs are very affordable and accessible.
- 41% believe that they are somewhat affordable and accessible.
- 28% believe that these programs are not very affordable or accessible.
- 10% said that they are not at all affordable and accessible.

74% of the sample responded that either they themselves or someone in their family or network has struggled with finding convenient and affordable early childhood programs.

78% of the sample believes that lack of access to child care, PreK and other early childhood programs is a problem for parents and their children in New Mexico.

Is Convenient Affordable Childcare an Issue?

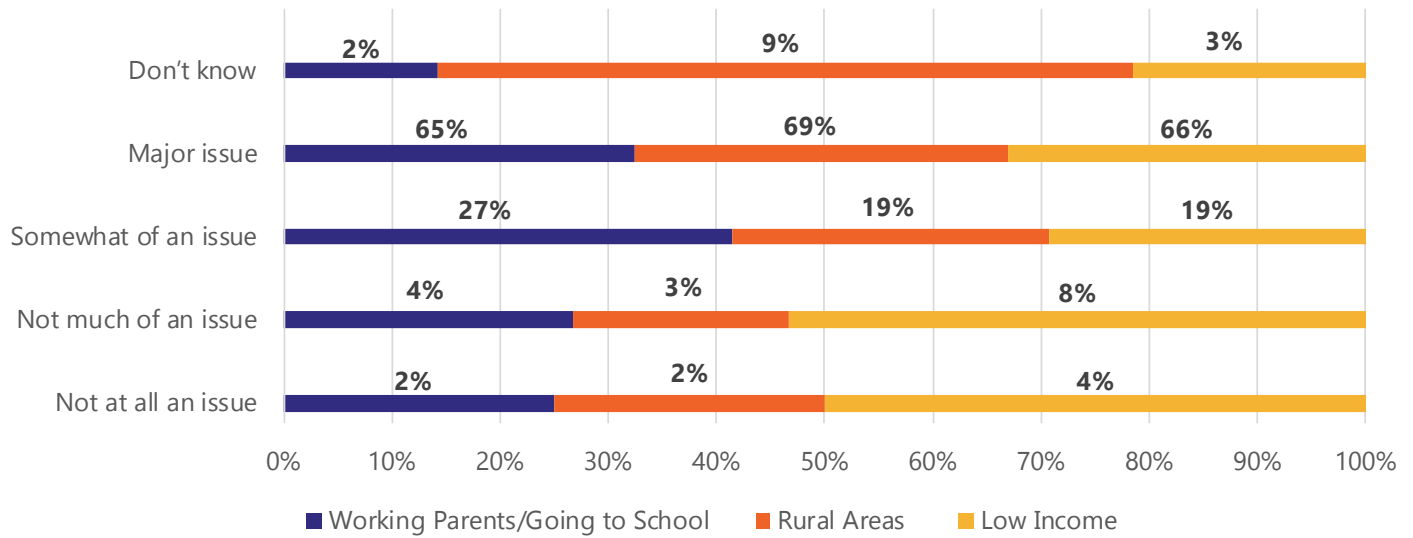
The survey also asked respondents to provide their assessment of how much of an issue they believe finding convenient and affordable child care is for parents who have to work or who are going to school, who live in rural areas of the state, and for those who do not make a lot of money.

As reflected in the following figure, the majority of New Mexicans believe that finding convenient and affordable child care is a major issue for families in all three situations:

- 69% for parents who live in rural areas of the state.
- 66% for parents who do not make a lot of money.
- 65% for parents who work or who are going to school.

This information strongly suggests that the strategic planning efforts of the state focus on how to make it easier for these three sub-groups of the state's families to access child care that is affordable in their communities.

How much of an issue do you believe finding convenient and affordable child care here in New Mexico is for parents who [live in a rural area/are low-income/work or go to school] across the state?



The survey also revealed strong support for expansion of programs.

- 77% of the sample support legislation to increase funding for home visiting programs so all parents of babies and toddlers have access to home visiting programs who want it.
- 90% believe that all families who want to have their three year old children enrolled in either full or part time PreK should be able to do so.

NATIVE AMERICAN PERSPECTIVES

There are Many Successful Models and Programs in Place across Native American Communities That Can be Expanded through the Strategic Planning Process

One of the most useful findings from our research within tribal communities was identifying elements of existing programs that participants believe are working well and should be implemented more broadly during the state’s strategic planning process. When these examples were noted by participants we asked follow up questions to learn how these programs might be expanded or scaled-up to reach a wider number of Native American families. Provision of programming in Indigenous languages and culturally grounded and relevant training for early childhood educators were two key principles embedded in successful early childhood models specific to Native American communities.

“These programs can be scaled but we need to start small and make sure that communities want them. These cannot be imposed on communities, it must be something that tribes want to do in order to ensure that it is successful. Offer it to communities and tribes that want to invest in these programs. We have good collaboration and training with programs in our community as well as with our language program. Two Head Start classrooms have language immersion program. Collaboration-helps with transition into new programs: Head Start to Elementary.”

“Collaborations with other tribal programs? Yes. Child Find program— early intervention program and services. Head Start has a similar program. Training for child with disabilities. Native American Professional Parent Resources (NAPPR), PB &J Family Services, and Abrazos Family Support Services. Head Start is a part of the metro transition team who work with children with disabilities and other children who need extra support). We meet quarterly and there is a Memorandum of Understanding (MOU) in place- with Albuquerque Public Schools (APS), Rio Rancho, and NM Schools for the Deaf and Blind, and FIT program. We are willing to work with other Pueblos.”

“Immersion and early language settings are the place to start. The Higher Education Department (HED) needs to amplify and recognize the Indigenous Montessori Institute as a different but effective mechanism to train our educators across the state. This does not need to be either or, it should be both and complimentary. If the PED and HED were more collaborative in their approach we could see some true partnership with training.”

“Katishtya Language and Culture Committee (KLCC) does collaborate with Head Start programs. Through the NM Indian Education Act, we are pulling all language programs together and merging curriculums into one (Head Start curriculum and KLCC). We are focusing on home-based language and instructions into the curriculum.”

“We see our educators having to leave their communities and lose touch with a lot of their cultural heritage to gain the education and accreditation they need, and when they come back there is a disconnect in cultural and linguistic wholeness. Our teachers need to be trained to feel as though they can educate our youth in a way that fits the needs of the Indigenous communities. It’s not new and a vicious circle that the state can break if they go about this process the right way. It will take time and will be hard, but if this is a long-term strategic planning process it can be done.”

“Programs that understand the subtleties of healing through stories, that recruit storytellers and develop stories and allow feedback during story-tellings even from the littlest ones who, even though small, know how to apply the meanings to their own struggles.”

“Support for and recognition of programs that engage in tribal family renewal-- iina hoth’leth (renewal of life). Note that the Diné nuclear family often includes teachers, and medical or social work professionals whose roles in the traditional nuclear family are invisible in the western model.”

ATTITUDES REGARDING ADDRESSING WORKFORCE LIMITATIONS

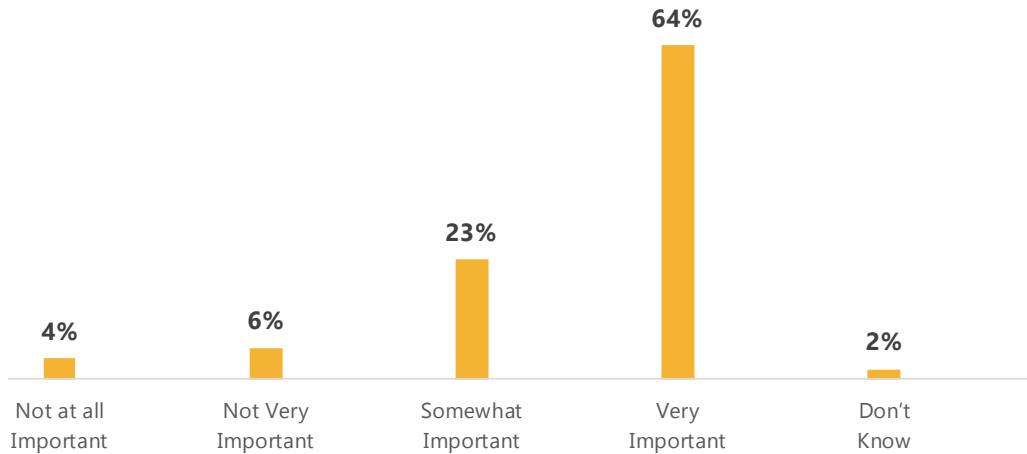
The survey included a few questions specifically aimed at providing information about expansion of the early childhood workforce and the skills that the community believes the workforce should have.

- 85% of the sample supports aligning state training requirements and professional development with higher education institutions in the state.
- 92% support increasing scholarships available for educators who wish to increase their early childhood credentials.
- 94% support improving salaries for early childhood educators and other professionals.



Also, expanding access to programs with bilingual educators should be a priority according to the survey.

- 64% of the survey’s sample indicated that it was very important that their child, and children of other families, have access to teachers who can speak the same language that children speak at home if that language is not English.
- 24% of the sample indicated that having teachers with these language skills was somewhat important.



Responses to the survey also indicate that there could be a greater pipeline of early childhood professionals if obstacles were removed. As reflected below, a sizable segment of the stakeholders who participated in the survey know someone in their personal network who would be interested in an early childhood career if they were able to get the credentials needed and if those jobs paid a higher wage.

Do you know anyone in your network who would be interested in a career in this sector if those jobs paid a higher wage? **76% Yes**

Do you know anyone in your network who would be interested in a career in this sector if they were able to acquire the necessary credentials? **58% Yes**

MULTICULTURAL EDUCATION IN NEW MEXICO’S LARGEST SCHOOL DISTRICT

Albuquerque Public Schools (APS) serve more than one fourth¹⁸ of New Mexico’s children and a highly multicultural demographic, where 76%¹⁹ of its 84,000 students are minority enrollments and roughly 17%²⁰ are English Learners. Some of the ways APS works to meet the needs of its diverse student body include partnering with the University of New Mexico (UNM) to ensure teacher preparation includes training in cultural/multicultural competency,²¹ and with New Mexico’s Public Education Department (PED) to create an Indigenous curriculum²² that has been vetted by all tribal groups in the state. This fall, APS released a “Welcome Back” video²³ for students and families in 12 languages spoken by students, including Spanish, French, German, Japanese, Swahili, Navajo, Chinese, Dari, Russian and Vietnamese.



CHILDREN WITH DEVELOPMENTAL DELAYS OR DISABILITIES

Exactly half of the sample reported that they have a child who is either developmentally delayed or who has a disability or that they work with a child who does. This speaks to the high number of children who face one or more of these challenges. The quotes below reflect the major themes from the open ended questions that asked parents and providers what they need to help these children reach their developmental and educational goals.

[For Providers] What support services or programs do you need from the state in order to ensure that this child or children reach their developmental and educational goals?

“As an early childhood educator, I believe that when a child gets enrolled and diagnosed with a delay they should receive services immediately. The services need to continue throughout their years while in school.”

“Professional development for staff, paid tuition for educators that want to go back to school specifically in the Special Education field.”

“Periodical trainings for teachers reflecting current, and on-going research about inclusive practices. Trainings and resources for teachers about specific supports for children with specific developmental delays.”

“I’m a teacher. Students with disabilities need a variety of services. Some need occupational therapy, physical therapy, counselor, psychologist, social worker, speech, language and articulation, modified physical education, qualified special education teachers who aren’t spread so thin, smaller classroom sizes.”

“Training on handling disabled kids, understanding how their behavior is different from typically developing kids, accessible facilities, educating them on how to handle the emotions of a disabled child really would go a long way. Centers should have someone who is trained in these areas on their full time staff.”

“Early interventions starting at birth, coordinating health services directly with educational and social services...”

[For Parents] What support services or programs do you need from your childcare provider in order to ensure that this child or children reach their developmental and educational goals?

“Occupational therapy, speech therapy, early intervention access. I personally need assistance in order to learn how to help my son.”

“Dysgraphia training Supporting Emotional Needs of the Gifted (SENG). There are NO gifted schools in NM.”

“Knowledge/training/experience with all autism spectrum issues and the best way to handle autistic spectrum children.”

“I need access to play-based, developmentally-appropriate childcare for my developmentally delayed two year old so that I can attend school for early childhood education. We are very low income and transportation is sometimes an issue.”

“Mas terapistas capacitadas y cuidadores con algo de experiencia en salud mental.”

“Having providers who can diagnose developmental delays without fighting and begging schools or waiting two years would be a good start.”

“Support services available to the child in their school setting more than once or twice a week. Also support for teachers by reducing class size when children with developmental delays are enrolled in their classes so each student can have their needs met.”

“Early childhood mental health consultants to support childcare centers to provide trauma informed and developmentally appropriate services and not expel children with challenging behaviors.”

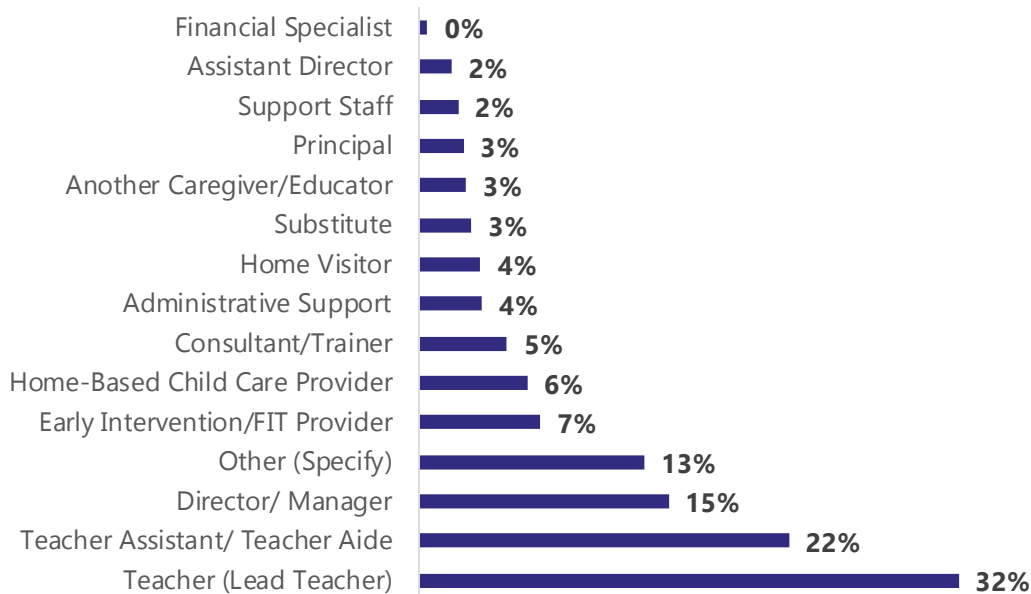
RESULTS FROM THE EARLY CHILDHOOD WORKFORCE SURVEY

The Early Child Workforce Survey focused on the professionals that comprise the state’s overall workforce. There were 1,290 completed surveys. With the large sample size we were able to explore any meaningful differences in the survey across key demographic factors. For full survey results, see Family and Workforce Surveys- Appendices of Companion Report “Native American Perspectives”

Among the group of community members who completed our survey, we found that the majority of participants were teachers who comprised roughly one-third (32%) of the overall sample of early childhood professionals. Teaching assistants or teaching aids were also highly represented in the sample (22%).

Primary Role Within the Early Childhood Development Workforce

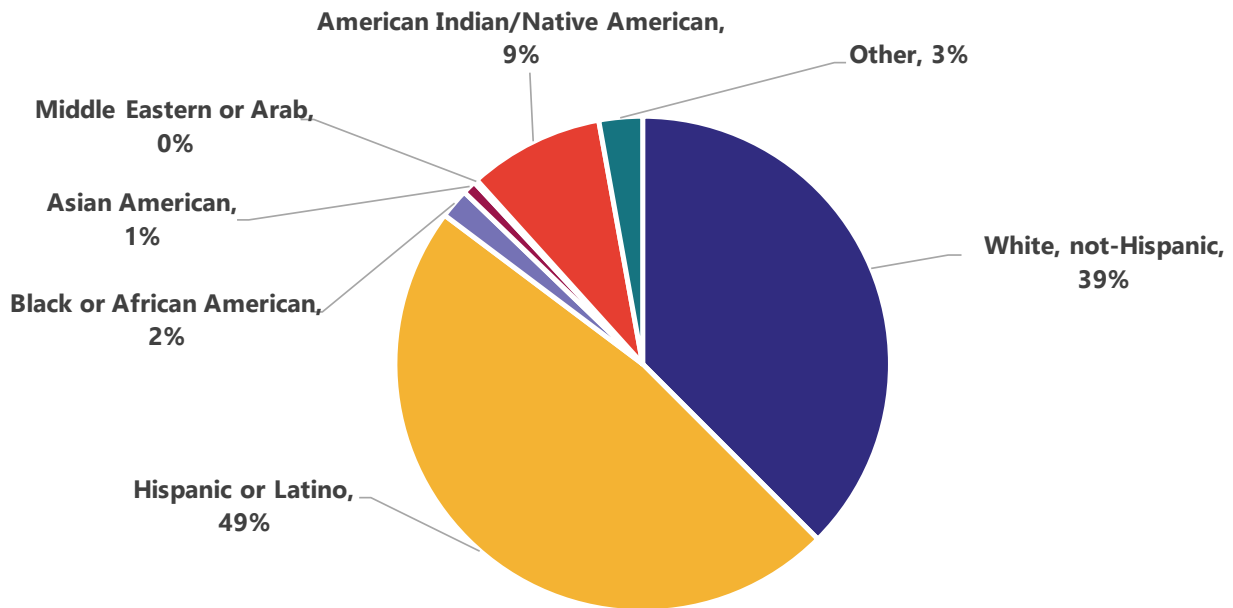
Given that many early childhood professionals have complex and often overlapping roles in their organizations, the survey was designed to allow respondents to answer questions from the perspective of more than one professional type. Consequently, the percentages provided in our table below could add up to greater than 100%.



The workforce survey collected demographic information from all respondents to the workforce study to allow for responses to be compared on the basis of these factors. We were successful in ensuring that we had a large enough sample of Native American/American Indian members of the early childhood development workforce (we had 118 completed surveys of NA professionals) to allow for comparisons to be made between members of the workforce to those from other racial and ethnic backgrounds. In regard to race and ethnicity, the breakdown of respondents was as follows:

- 39% Non-Hispanic White
- 49% Hispanic/Latino.
- 94% female respondents compared to only 6% male, which is consistent with past studies of the early childhood development workforce in New Mexico.²⁴

Racial and Ethnic Composition of Early Childhood Development Workforce as Represented in the Survey Sample



The survey also has strong variation in regions across the state:

- 43% of the full sample reported that they work primarily in the Albuquerque metro area,
- 10% work in counties in the Northwest quadrant of the state,
- 13% in the Northeast quadrant,
- 23% in the Southwest quadrant,
- 11% in the Southeast quadrant.

Experience Levels of New Mexico’s Early Childhood Development Workforce

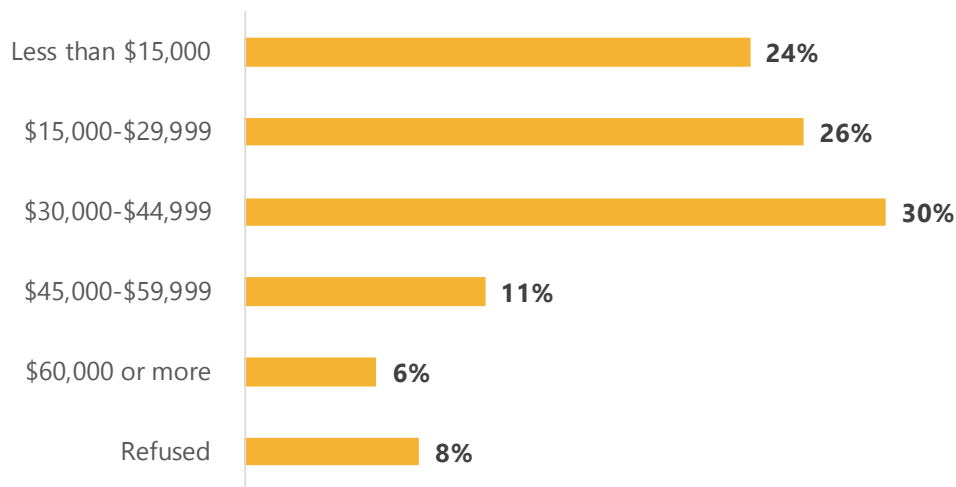
- 60% have been in this field for more than 5 years:
 - 19% indicated that they had worked in early childhood for 6 to 10 years.
 - 25% reported that they had worked in early childhood between 11 and 20 years.
 - 16% working in this area for 21 years or longer.
- 40% reporting that they have been working between 1-5 years in early childhood development
- 67% of respondents have only worked in their current program for 1 to 5 years.

SALARY LEVELS OF EARLY CHILDHOOD DEVELOPMENT WORKFORCE ARE IN NEED OF ATTENTION

We asked each respondent to provide their individual salary, as well as for administrative personnel to provide the average salaries of their employees across specific types of education professionals. We also asked all respondents about their satisfaction with their salary. The figures below provide some of the findings from that section of the survey.

- 50% of the sample reported making less than \$30,000 annually.
- 6% of the sample reported making \$60,000 or more annually.

Even when we consider that many of these professionals are not on a full 12 month contract, these salary levels confirm what we heard in the focus groups regarding comparatively low salaries being a problem for recruitment and retention of quality workforce.



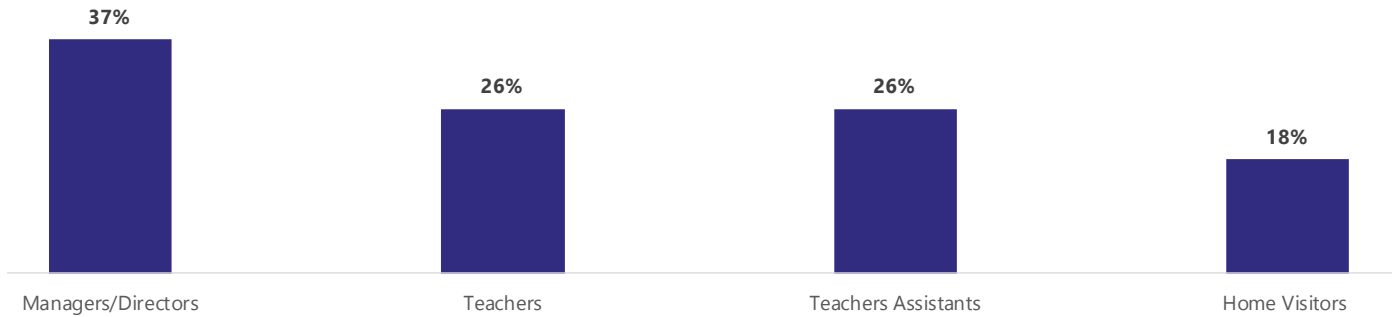
In addition to asking members of the early childhood development workforce about their salary and the salaries of their staff, we also asked respondents to tell us whether they were satisfied with their current salary. The survey reveals that:

- 28% of the early childhood development workforce are satisfied with their salary
 - 22% agree that they are satisfied with their salary
 - 6% strongly agree that they are satisfied with their salary
- 44% either disagree or strongly disagree they are satisfied with their salary
 - 17% strongly disagree
 - 27% disagree that they are satisfied with their salary
- 28% are neutral in their views regarding their own salary

When we look at differences in salary satisfaction levels across the sample, we find perceptions of salary satisfaction across types of employees within the system are distinct from each other.

- 37% of managers and directors report that they are satisfied with their current salary
- 26% of teachers say they are satisfied
- 24% of teaching assistants say they are satisfied
- 26% of home-based provider are satisfied, and
- 18% of home visitors report that they are satisfied with their current salary.

Are you Satisfied With Your Current Salary? (% Who Report Satisfaction)



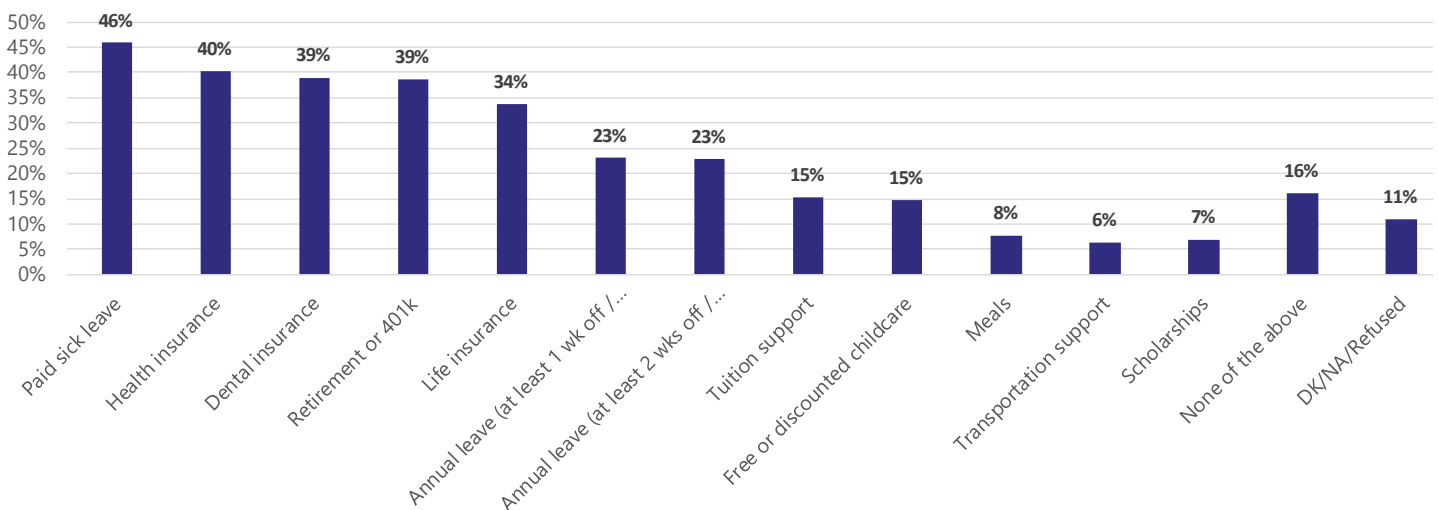
To provide a comprehensive view of compensation across the early childhood development workforce in New Mexico, the survey also asked respondents to indicate whether they are provided with paid benefits and other incentives. As reflected in the following chart, there is a lot of variation across the early childhood development workforce in New Mexico regarding access to benefits.

- 16% of the early childhood development workforce do not have access to any benefits.
- 46% receive paid sick leave.
- 23% have 1 or 2 weeks of paid time off annually.
- 40% have health insurance through their employment.
- 29% have employer provided retirement or a 401K.

Across other potential benefits the survey found:

- 8% have meals reimbursed.
- 6% have support for transportation.
- 15% have access to free or discounted childcare.
- 15% have access to tuition support for additional training or credentials.

What Benefits Do You Currently Receive Through Your Job?



“We talk about how important early childhood is, **but we don’t live our values.** We don’t pay people well in the profession that is worth the most to society.”

LOW WAGES LEAD TO HARDSHIPS FOR THE EARLY CHILDHOOD DEVELOPMENT WORKFORCE IN NEW MEXICO

This section of the survey included asking members of the early childhood development workforce if they have difficulties paying their bills, if they work an additional job to augment their primary salary as a member of the early childhood development workforce, and if they or their family relies on any social services. This section of the survey is vital for the needs assessment, as members of the early childhood development workforce who are facing economic insecurity are likely to bring some of this stress and anxiety with them to the workplace. Below are some high points from that aspect of the survey.

- 63% of the early childhood development workforce has had difficulty paying their bills over the past three months,
 - 18% said that they have had a very difficult time paying their bills.
 - 29% of Native American respondents reported having a very difficult time paying their bills.
 - 14% of White respondents reported having a very difficult time paying their bills.
 - 19% of Hispanic respondents reported having a very difficult time paying their bills.
- 32% said that they work an additional job beyond their primary employment in early childhood to earn extra money.
 - 38% of teachers report that they have worked a second job over the past year.
 - 26% of directors or managers report that they have worked a second job over the past year.

Finally, we asked the full sample if they or their family have received any public financial support, another indicator of financial standing or insecurity. Here we found that:

- 26% of the early childhood development workforce is currently using Medicaid/Centennial Care for themselves.
- 13% using Centennial Care for their children.
- 16% report that they are receiving support from the Supplement Nutrition Assistance Program (SNAP).
- 11% from the Women, Infants, and Children (WIC) Nutrition program.
- 11% report they receive free or reduced priced lunches.

STRONGER TRAINING PROGRAMS ARE NEEDED TO PRODUCE A MORE QUALIFIED EARLY CHILDHOOD DEVELOPMENT WORKFORCE

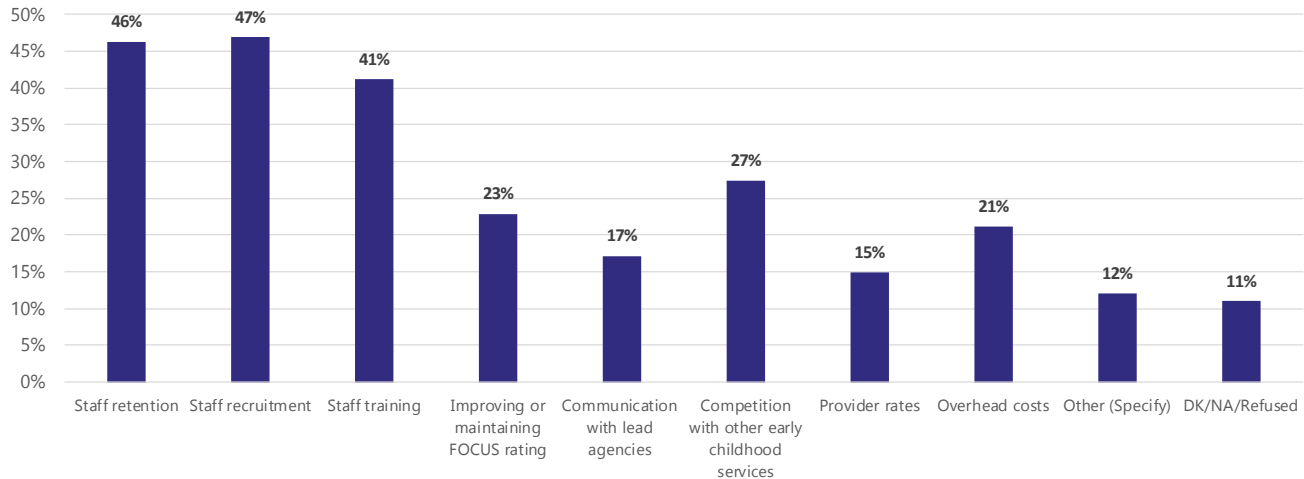
The survey assessed the qualifications of the early childhood development workforce through questions asked of the workforce directly, as well as items asked of directors and managers regarding the hiring process. Directors report that nearly half of all of their applicants are not qualified for the position that they are being considered for, and that they face challenges to recruit, train, and retain their workforce.

- 69% of managers and directors report difficulties hiring teachers, with 26% say it is very difficult.
- 42% of managers/directors have had to fill a position with an unqualified staff member.

The survey also reveals that the early childhood development workforce has a high percentage of multilingually skilled workers which could be used to increase the capacity of the state to expand language immersion programs for families who want them. Some of the key findings in this area of the survey are:

- 46% report challenges with staff retention.
- 47% report challenges with recruitment.
- 41% report challenges with training their staff.
- 23% report challenges with improving or maintaining FOCUS rating levels.
- 27% report competition with other early childhood services for quality staff.

What Challenges Do You Face as a Provider in the Current System?



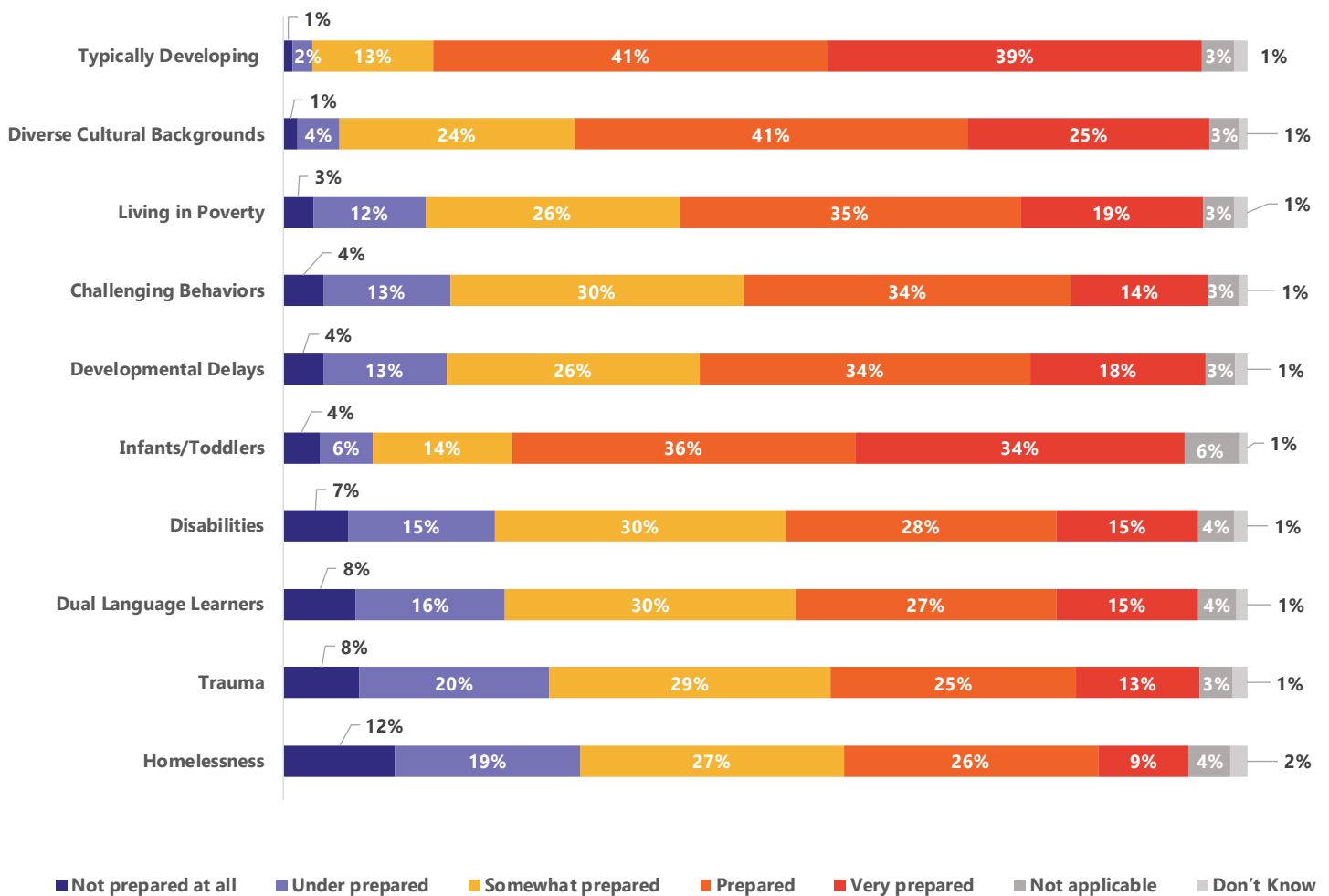
TRAINING AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES AVAILABLE TO MEMBERS OF THE WORKFORCE

The survey also provided several indicators intended to identify any gaps in training and other professional development opportunities across the early childhood development workforce in the state. Most members of the early childhood development workforce have access to opportunities to improve their skills. However, the early childhood development workforce needs more training to support children with specific learning differences and disabilities, or who face severe challenges including homelessness and traumatic stress.

- 75% of the full sample reported that they had participated in professional development experiences in the past year.
- 48% report scheduled time for professional development.
- 36% report released time to attend professional development.
- 34% report that they have acquired professional growth credits, CEU's or training hours.
- 12% report utilizing an instructional coach.

Large percentages of New Mexico's early childhood development workforce feel that they are only somewhat prepared or unprepared to serve children with challenges. This is particularly apparent for children who are facing trauma in their homes, and who are homeless. The survey reveals that 68% of the workforce in New Mexico report that they have training or experience working with children with special needs, which helps explain greater preparedness in this area.

Please rate how prepared you feel you are to support different learning needs for children:

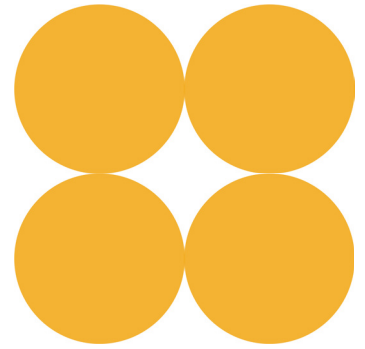


The survey reveals the potential need for enhanced mentoring and orientation support, as only 44% of the sample received formal mentoring or support as a new employee to their school or center. Only 32% of the full sample are currently designated as a mentor or master teacher who provides training or mentoring for new employees.



THEMES

BY FOCUS AREA



FOCUS AREA

EQUITABLE ACCESS

Equitable access to early childhood programs and services means that **families from all communities and socio-economic backgrounds have access to high quality learning opportunities for their children, as well as access to needed services to help support their families.**

Across New Mexico, we heard about barriers to access ranging from basic infrastructure challenges like transportation to the stigma of receiving services. All **barriers to equitable access disproportionately affect underrepresented, and vulnerable populations** including, rural residents, non-English speakers, Native American tribes, teen, foster parents, and more.

WHAT WE HEARD: QUALITATIVE THEMES

The following key themes relating to equitable access emerged from conversations and interviews across communities statewide:

Increase awareness of programs and available support - Knowledge of available programs, and easily accessible information about them including eligibility requirements, was often seen as a barrier to equitable access, especially in families where English is not the first language.

Increase inclusive settings - Integrating children with disabilities into programs was often cited as important, though stakeholders broadly see good progress being made in this area.



Embrace multi-cultural, multi-lingual, multi-generational early childhood programs - There must be a multi-language, multi-generational, and multi-cultural foundation for all programs and communications (including printed materials) to eliminate structural discrimination.

Address stigma and perception - Some families feel they are judged for participating in programs. Information regarding available services must be family-friendly and non-judgmental.

Improve physical infrastructure - Communities, including tribes, need access to capital funds to build or renovate early childhood centers in their local areas. The current system for awarding PreK slots late in the calendar year and generally only for a one-year term, makes it difficult for both private providers and public school systems to plan for additional PreK classrooms. Albuquerque Public Schools drafted a prototype early childhood facility that addressed this issue.

Address scarcity of infant and toddler care - The availability of infant and toddler care is important for the economic stability of working families. There is a need for non-traditional hours and other options, especially for shift workers, and in agricultural and mining areas.

Support for home-based care - Quality improvements in home-based care substantially reduces barriers to accessing quality programs and often provides culturally aligned care for families.

Expand transportation options - For many families in rural areas and with lower incomes, transportation and other fundamental infrastructure (such as decent roads) are a barrier to access.

Address issues around food insecurity - Families and children need their essential needs met, including

having enough food, in order to provide a foundation for the success of early childhood programs.

SOUTHWEST CREATIONS COLLABORATIVE SUPPORTING MULTI-GENERATIONAL CHILDCARE AND ADULT EDUCATION

Southwest Creations Collaborative (SCC), a manufacturer located in Albuquerque, NM, is an excellent example of a multi-generational approach to high-quality childcare and adult education. SCC offers on-site, high quality childcare for all employees in need for just 25 cents per hour. SCC also provides paid time off as a way to encourage employees to pursue adult education opportunities at Central New Mexico and New Mexico Highlands University. In addition, SCC provides free professional development workshops for in-home childcare providers and gives employees paid time off to remain actively involved in their children's education by visiting their children's schools on a monthly basis. Employees, in-home childcare providers and their children have automatic access to all services provided by SCC, and children/youth are supported in their journey to higher education.





NATIVE AMERICAN PERSPECTIVES

THE DEMAND FOR EARLY CHILDHOOD PROGRAMS IS NOT UNIVERSAL BUT CAN BE INCREASED WITH IMPROVEMENTS TO THE OPTIONS AVAILABLE FOR FAMILIES

When asked whether they felt all families in their communities were able to access early childcare services, including PreK and infant care, we were somewhat surprised to hear that in most cases tribes do not have a challenge currently meeting the demand in their community.

Many tribes noted that they were having trouble filling existing slots, and therefore, expanding the number of slots available for more children is not a high priority. When asked to expand on this topic we learned that more families would utilize early childhood services if they were more convenient for families, were perceived to be of high quality, and were consistent with cultural values and delivered in native languages.

We also heard many participants note that many young families prefer to have their young children cared for by family members even if they had convenient and affordable childcare options.

“Our tribe lacks an adequate number of children being served in our existing programs to be fully enrolled for child care due to families not willing to pay for sliding scale fee.”

“I do not think a lot of families would take advantage of these programs at 3, 4 or 5 years old. The state is thinking about western ideals, where the early childhood models at the national level are the best way to educate kids at these young ages. I think that this assumption might not be based on what is best for New Mexico’s children and families. If we do

not have the capacity for language immersion and cultural immersion with our early childhood programs, we will not have families wanting to take advantage.”

“Why not go slower and make sure it is done right rather than going so fast and not having the right infrastructure in place to do it right.”

[Why do you see under-enrollment in your PreK programs?] “Family and school issues are major factors that contribute to poor rate of participation in early learning programs (ie. truancy, domestic violence, alcoholism, unemployment, etc.) Also, our School Board does not encourage the community to give early learning priority, and families believe they can do a better job of teaching their children at home within the family. Another factor is night school families or those who are taking classes themselves are home with their PreK age children during the day and attend school at night when there is no programming available.”



INFRASTRUCTURE LIMITATIONS ARE A SERIOUS OBSTACLE FOR EARLY CHILDHOOD EXPANSION

One of the most dominant themes that emerged from discussions with participants is the need to address the limitations in the physical facilities necessary for providing high-quality programming. Several participants specifically mentioned the value that having a high-quality environment available to provide programming and childcare has on the impact those services have for families. This was an important finding given that we did not ask or cue the importance of facilities, these comments and quotes from participants came up when we asked if there were any obstacles to funding or resources that needed to be addressed before expansion of programming in their community could take place. The following quote reflects this sentiment expressed by others interviewed by our team:

“If we want to have more families willing to put their youngest children in our care, having nice facilities will be very helpful, as **it sends a message about the quality of what we have to offer** them.”

Unfortunately, we heard from many Native American respondents that the facilities they are working with are not at the level they feel is needed to serve the students that they currently have enrolled in early childhood programs, let alone for an increased number of children if the number of slots expand, as desired by the state. Many noted that they are relying on temporary space, often portable buildings or rooms in buildings used for other purposes. It is key to note that this is not an issue limited to Tribal communities, but most rural communities across New Mexico experience the strain of inadequate available buildings. Our team was invited to see several of these facilities and we agreed that they needed immediate attention, and the quotes below reflect this overall theme seen across the qualitative data:

“Here in our community we are hoping to build a new building to address this, but we are in portable buildings which do not have enough space. We see many communities having to share space right now, so having more buildings that are nice and designed specifically for early childhood is important.”

“The physical building needs refurbishing and our poor facilities are not appropriate for proper childcare service provision. Our Head Start building is also in need of renovation.”

“We need basic infrastructure – a new roof, a paved parking lot, new tile floor, a new playground for our children.”

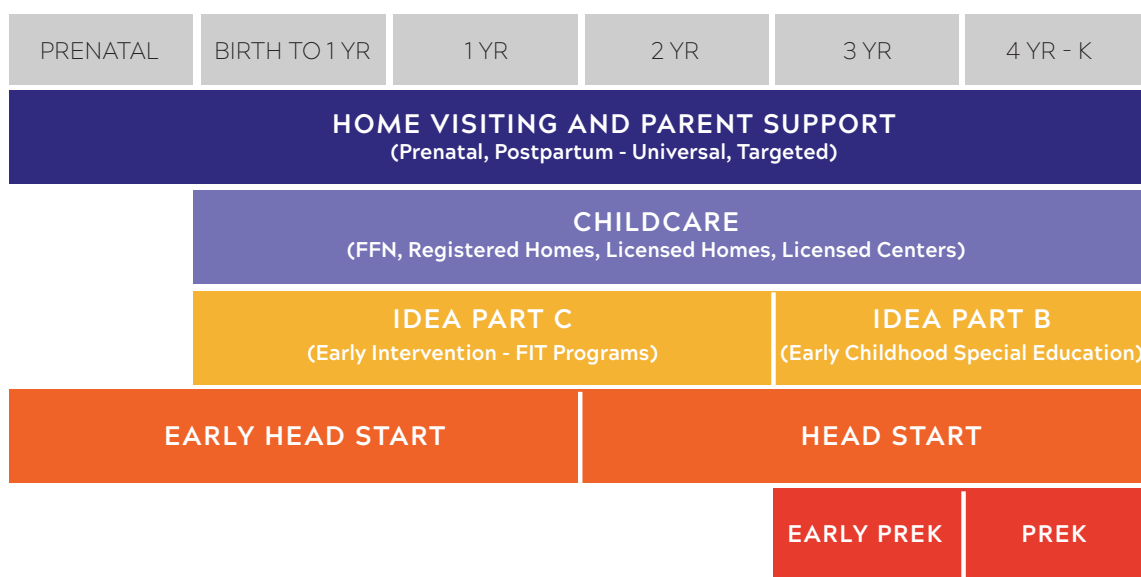


THE NUMBERS: QUANTITATIVE DATA

EARLY LEARNING SYSTEM

New Mexico’s early learning system is often depicted according to the age of children served by each program. This system includes both federal and state funded programs provided by a range of providers, both public and private.

NM’S EARLY CHILDHOOD SYSTEM COMPONENTS PRENATAL THROUGH PREK



The Needs Assessment estimated the unmet need for each of New Mexico’s early childhood programs based on current statewide service levels and projected targets. Prior reports done in New Mexico that analyzed and estimated need were also considered for this analysis. A comparison and analysis of these reports was completed by UNM’s Cradle to Career Policy Institute (CCPI) and is detailed in the Crosswalk and Synthesis of Early Childhood Reports in New Mexico (see Appendix G).

The estimates of need, described in the tables below, are broken down by program.



HOME VISITING

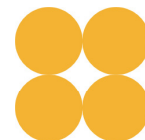
The “Crosswalk” report found broad agreement that home visiting is a valuable and integral part of New Mexico’s early childhood system, and that it should be **expanded to serve more families**. There is also some consensus that efforts should be undertaken to **drive family interest in**, knowledge of, and demand for home visiting, since not all families who would benefit from the program are aware of it or initially comfortable with the idea of state-funded programs in their homes.

Unmet need for home visiting programs was estimated using three different approaches. These include the First Born, Universal and Medicaid methods. The First Born Method defines the total annual need as:

- 80% of annual average first births for first year clients.
- 60% of average annual first births for second year clients.
- 30% of average annual first births for third year clients.

Also included are the Universal and the Medicaid Methods (notes on the methodologies used are in the chart below. See Appendix I for a complete description as well as the methodologies and data sources used).

FIRST BORN METHOD				
Statewide	Total Annual Need (1st-3rd year clients)	Currently Served	Unmet Need	% of Need Currently Met
	14,256	5,354	8,902	38%
UNIVERSAL METHOD				
	Total Annual Need (80% of annual live births +40% of previous year births)	Currently Served	Unmet Need	% of Need Currently Met
	24,106	5,354	18,752	22%
MEDICAID METHOD				
	Total Annual Need (100% of Medicaid paid births + 50% of previous year Medicaid births)	Currently Served	Unmet Need	% of Need Currently Met
	20,414	5,354	14,972	26%



FAMILY INFANT TODDLER (FIT) PROGRAM

16.7% OF CHILDREN STATEWIDE UNDER AGE 3 SERVED BY THE FIT PROGRAM

The FIT Program is a statewide program administered by the New Mexico Department of Health that provides early intervention services to infants and toddlers, up to age three, who have, or are at risk for, developmental delays, and their families. The FIT Program provides a statewide system of early intervention in accordance with the Individuals with Disabilities Education Act (IDEA) Part C. The FIT program has four categories of eligibility and a child is considered eligible to receive services if they meet the requirements of one category. These categories are: Established Condition; Developmental Delay; Biological/Medical Risk for Developmental Delay and Environmental Risk for Developmental Delay. Not all states include the last category, which evaluates the presence of adverse family factors in the child's environment that increase the risk for developmental delay in children. Children whose eligibility is only environmentally at-risk represent 14% of all children served. Early intervention services may begin at any time between birth and age three; however, when early intervention is needed, the earlier it is provided, the better the outcome for the child and family. The average age of children entering the FIT program is 14 months.

The FIT Program offers supports and services to families through a network of early intervention provider agencies across New Mexico. These agencies are funded through a combination of state and federal funds, including: State General Funds; Medicaid; IDEA Part C grant; and health insurance. As mandated by the federal government, the FIT program serves all children identified and referred for service who meet eligibility requirements. In fiscal year 2019, the program served 16,008 children which represents 16.7% of the population under age three statewide.

CHILDCARE SUBSIDY

Access to the state childcare assistance program was often the first thing that stakeholders mentioned when asked the initial facilitation question, "What is working in early childhood in New Mexico?" Specifically, participants expressed gratitude for the recent increase to the income eligibility threshold for childcare assistance, though concerns remain regarding reimbursement rates for providers, as well as access to infant care and the need for extended days/hours of available care.

Clarity around the goals of high-quality childcare could assist New Mexico in building political will for its expansion and create accountability for the intended outcomes. Families, providers and leadership view the primary purpose of childcare differently. While many believe that the goal is to support the economic stability of families, others see it as a way to ensure safety, improve well-being and promote positive educational outcomes for young children. Increased engagement directly from families could help New Mexico better understand how access to quality childcare impacts the lives of families. Additionally, more data is needed to better understand whether families truly want care for infants outside of their homes, or if they are seeking it out of necessity.



Prior reports written on childcare assistance in New Mexico demonstrate strong and broad support for building the capacity for quality in the system by supporting provider efforts to improve their quality ratings under FOCUS (For more information about FOCUS and quality ratings, please see Appendix A: Definitions). There was also agreement that funding must be at least sufficient to support all currently eligible children at the highest levels of quality.

Unlike home visiting and PreK, childcare is not funded on the basis of grants to providers to serve a fixed number of children. Instead, eligibility criteria and funding levels are set for childcare assistance by the state, and families choose where to access care using a portable assistance voucher. If families choose a 2-STAR care setting, their care will cost the state less than if they choose a 5-STAR setting because higher quality services require more and better qualified teachers and are thus more expensive to provide. Because of these dynamics, targets for expansion of childcare assistance largely center not on service slot goals but on 1) setting eligibility criteria and 2) funding capacity and incentives in the childcare systems that support a greater supply of high-quality care. Two prior reports written about childcare assistance in New Mexico did set service targets for childcare assistance, and both recommended that at least 20-25% of eligible children under age five should receive subsidized care in high-quality settings.

NEED	0-5 ENROLLMENT (ESTIMATED)	0-5 ENROLLED IN HIGH-QUALITY SLOTS (ESTIMATED)	UNMET NEED REGARDLESS OF QUALITY	% OF NEED MET REGARDLESS OF QUALITY	UNMET NEED FOR HIGH-QUALITY SLOTS	% OF NEED MET FOR HIGH-QUALITY SLOTS
49,296	14,180	5,388	33,718	32%	43,432	12%

In estimating unmet need for childcare assistance, the following parameters were assumed: All children in New Mexico under age 6, all parents present are in the labor force, and household income <200 percent Federal Poverty Line. (See Appendix I for more details.)

Most funding for subsidized childcare comes from the federal government. The federal Child Care Development Block Grant (CCDBG) is the country’s primary source of funding for childcare assistance for low-income families and for quality improvements in childcare for all children.²⁵ The federal perspective on the role of these funds has changed over time and has impacted how states implement their childcare assistance programs and, in turn, how New Mexican families access funds and understand the role of the program. A brief overview of this federal shift provides a backdrop against which to understand the qualitative input gathered in communities across New Mexico about childcare and how changing federal goals have impacted the landscape in New Mexico.

In 2014, the reauthorization of the CCDBG represented significant policy shifts to improve childcare including an emphasis on continuity of care, health and safety, quality and provider payment policies.²⁶ These changes signaled an enhanced emphasis on quality and outcomes but also reflected a nationwide shift in the perceived role of child care. In the past, federal childcare funds were conceived primarily as a support for parents making



the transition from welfare-to-work. Over time and with insight provided by child development researchers, the role of the funds focused more on supporting healthy child development and school readiness.

The 2014 reauthorization marked an important update in requirements, but it came without a funding increase for states to make changes. In 2018, CCDBG funding increased \$2.37 billion²⁷ making it possible for states to focus, to a greater or lesser degree, on aspects of the child care assistance program. These included: income eligibility limits, waiting lists, parent copayment levels, provider payment rates and eligibility policies for parents searching for work²⁸ (see Appendix J). In New Mexico, changes have enabled the state to emphasize quality and continuity with lower ratios and 12-month continuous eligibility contracts.

NEW MEXICO PREK & HEAD START

In communities, pre-kindergarten is often discussed in terms of public and private programs and the different standards present in each as they are regulated by the Public Education Department (PED) supporting public school districts to offer PreK and the Children, Youth and Families Department (CYFD) supporting community-based, private providers. Stakeholders and policymakers also cited the need for better integration and leveraging of federal Head Start programs and funding. This reflects the larger major theme of the need for alignment and coordination across systems. Stakeholders expressed frustrations with the significant differences between how PreK is supported and implemented as well as the importance of using federal funding as much as possible.

According to the “Crosswalk,” stakeholders broadly recognize the importance of the New Mexico PreK program, and point to consistent academic outcomes as evidence of its success. There is agreement that PreK should continue to be expanded (although plans for the nature of that expansion differ) as well as agreement that pay parity between PreK teachers in public school-based and community-based settings is a critical priority. The reports that contributed to the “Crosswalk” also identified this. It is also recommended that steps be taken to improve coordination between CYFD and PED in the administration of PreK, taking Head Start coordination into account as well.

TOTAL POPULATION		NEED		SERVED WITH FULL DAY HQ SLOTS		UNMET NEED		% OF NEED CURRENTLY MET	
3's	4's	3's	4's	3's	4's	3's	4's	3's	4's
26,923	26,484	13,462	23,830	2,770	13,028	10,692	10,808	21%	55%

(Estimates of need for three-year-old PreK and four-year PreK were based on serving 90% of four-year-olds and 50% of three-year-olds. See Appendix I for more details.)



There is clearly a need for a consistent method of understanding and interpreting high-quality programs and the level of access across the state. When looking at the total number of Head Start slots, plus the total number of NM PreK slots for three- and four-year-olds, as well as four-year-olds served by PED Special Education and three- and four-year-olds served by the City of Albuquerque, 31% of three-year-olds are being served and 61% of four-year-olds are being served.

NM PRE-K		HS/EHS & THS/TEHS		4S IN PED SPECIAL ED	CITY OF ALBUQUERQUE FUNDED SLOTS		TOTAL SERVED WITH FULL DAY SLOTS		UNMET NEED		% OF NEED CURRENTLY MET	
3s	4s	3s	4s	4s	3s	4s	3s	4s	3s	4s	3s	4s
1,524	9,528	2,005	2,211	2,305	590	453	4,119	14,496	9,342	9,339	31%	61%

In the “Report of the Legislative Finance Committee (LFC) to the State of New Mexico, January 2019 for Fiscal Year 2020, First Session Volume 3”, the LFC reports on early childhood capacity (see Appendix K for details).





FOCUS AREA

WORKFORCE

While 16,864²⁹ represents the size of the current early childhood development workforce, if New Mexico hopes to grow the early childhood system, it will require a significant increase in educators and providers. Estimating this number is complex and depends in part on how quickly programs are expanded and to whom. The following provides an estimate of the number of early childhood educators needed to expand home visiting, child care and PreK:

- **Home Visitors:** If home visiting programs were expanded to meet the unmet need presented in Appendix I, New Mexico would require between 653 and 1,375 additional home visitors and home visiting supervisors.
- **Child Care:** If all children age five and under living with working parents in households with income below 200 percent of the federal poverty level were provided access to affordable, high-quality child care through New Mexico's Child Care Assistance Program, New Mexico would require 5,567 additional early childhood teachers and assistants.
- **PreK:** If 90% of four-year-olds and 50% of three-year-olds were served with high quality public PreK, New Mexico would need 2,269 new assistant and lead teachers.

(See Appendix I for an explanation of the methodology and assumptions used to reach these estimates.)



The workforce estimate of between 8,489 and 9,211 new early childhood professionals accounts for a significant portion of the workforce needed to staff an expansion but does not include other essential roles such as early interventionists, consultants, coaches, support staff, supervisors, higher education instructors, and public-sector regulatory and administrative staff.

In order to grow the early childhood development workforce and respond to the unmet need in programs, structural shifts will likely be necessary to provide better support (including compensation), enhance the experiences (including respect for the profession), and increase job satisfaction (including access to reflective supervision and professional development) of the existing early childhood development workforce. By addressing existing structural gaps, the early childhood system can both attract new providers and retain qualified professionals.

WHAT WE HEARD: QUALITATIVE THEMES

Increase compensation - Early childhood professionals must be adequately compensated with wages and benefits, including time for preparation and planning, and must be able to sufficiently care for their own families. New Mexico needs to elevate the profession and promote a culture that values the retention, development, and recruitment of early care and education providers.

Value experience and compensate accordingly - A tiered compensation structure that values lived experience alongside education and credentials, while incentivizing continued training, skill building, certification and education is needed to develop and sustain the existing workforce.

“Quality in early childhood care and education is not based on timely completion of assessments or the obtainment of formal degrees...**it is based in relationships.**”





Align professional development - Professional development should be aligned and integrated across programs and systems. Professionals should earn academic credit for required professional development. “Micro credentials” should be made available and stacked towards degrees and other credentials.

Offer trauma informed training - Providers, families and decision makers must be trained to identify and have the tools and skills to respond to behaviors that are rooted in trauma.

Provide supported pathways - Early childhood professionals are predominantly women, often women of color, and parents raising families. Pilots and best practices in New Mexico are clearly showing that supported pathways, with flexibility to accommodate life circumstances, are needed in order for these professionals to gain credentials and enhance their skills.

Improve equity in access to education and training - Rural professionals sometimes have a difficult time accessing training. Education opportunities could occur at centers or non-university settings.

“All (scholarship) programs now are just for money. People don’t just need money, **they need advising, mentoring, and assistance to get through.**”

HIGHER EDUCATION TRENDS

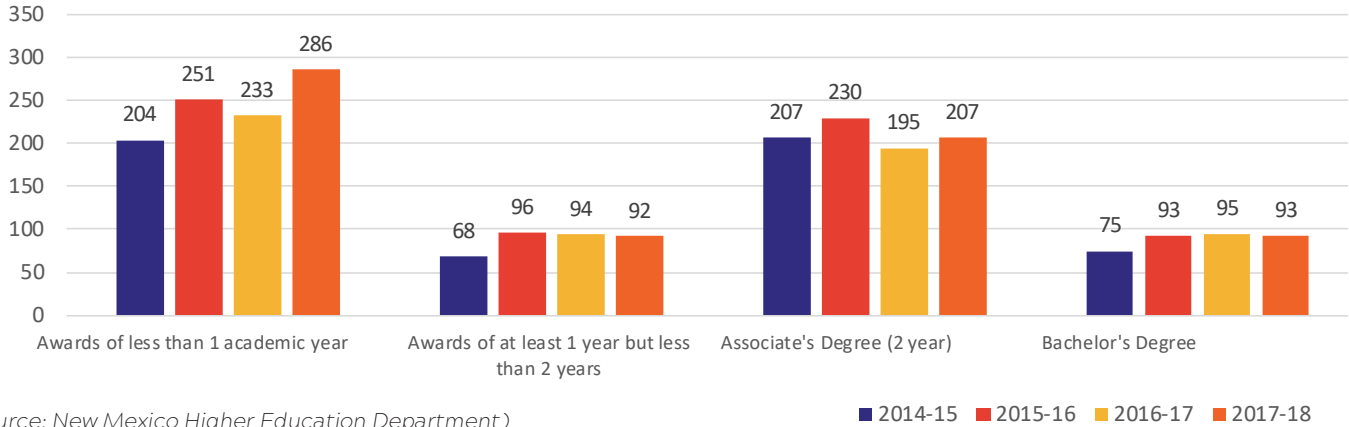
Data³⁰ from New Mexico’s higher education institutions reveals that despite the increased emphasis on quality and educational attainment in childcare assistance and PreK programs, the only real growth is happening in the “non-degree” space. (See chart below).

Since the 2014/15 academic year, there were 40% more certificates earned in less than one academic year and 35% more certificates earned in less than two academic years. Central New Mexico Community College (CNM) awards the majority of these certificates, accounting for 76% of them in 2017/18 or 286 of the 378 certificates granted across higher education institutions statewide.

There was no net growth in Associates degrees, since academic year 2014/15 and academic year 17/18. Though growth in Bachelors degrees increased by 24% over these four years, there were only a total of 93 awarded during the 2017/18 academic year. New Mexico State University (NMSU), New Mexico Highlands University (NMHU) and University of New Mexico (UNM) award most of these Bachelors Degrees. (See table below.)



EARLY CHILDHOOD CERTIFICATES & DEGREES AWARDED Across All NM Higher Education Institutions (2014/15 - 2017/18)



(Source: New Mexico Higher Education Department)

AWARD OF DEGREE	% GROWTH FROM AY 2014 - 15 TO AY 2017 - 18
Awards of less than 1 academic year	40%
Awards of at least 1 but less than 2 years	35%
Associate's Degree	0%
Bachelor's Degree	24%

(Source: New Mexico Higher Education Department)

FROM THE 2014/15 ACADEMIC YEAR THROUGH THE 2017/18 ACADEMIC YEAR:

Certificates of less than 1 year — CNM has awarded all of the certificates of less than one year, totaling 974.

Certificates of between 1-2 years — Santa Fe Community College (SFCC) has awarded the most of these certificates, accounting for 40% or 132 of the 328 awarded. New Mexico Junior College (NMJC) and Eastern New Mexico University (ENMU) awarded the second and third highest numbers of these certificates.

Associates Degrees — CNM awarded over half of these degrees, accounting for 52% or 297 of 570 awarded.



Bachelors Degrees — NMSU (85 degrees awarded), UNM (82 degrees awarded) and NMHU (77 degrees awarded) have all awarded similar numbers of these degrees, accounting for respectively 26%, 25% and 23% of the total.

The following table outlines the higher education institutions that have awarded the most certificates and degrees in early childhood from the 2014/15 academic year through the 2017/18 academic year. It includes the number of certificates or degrees awarded by each institution in a year as well as the percent of the total awarded.

		2014/15		2015/16		2016/17		2017/18	
Certificates: 1 yr									
Institution		CNM		CNM		CNM		CNM	
# awarded	% of total awarded	204	100%	251	100%	233	100%	286	100%
Certificates: 1-2 yrs									
Institution		SFCC		SFCC		NMJC		SFCC	
# awarded	% of total awarded	19	31%	35	38%	29	33%	51	59%
Associates									
Institution		CNM		CNM		CNM		CNM	
# awarded	% of total awarded	66	50%	72	48%	73	53%	86	86%
Bachelors									
Institution		UNM		NMSU		NMSU		NMSU	
# awarded	% of total awarded	26	35%	28	33%	27	31%	36	43%

(Source: New Mexico Higher Education Department)



NATIVE AMERICAN PERSPECTIVES

There are Many Obstacles That Explain the Early Childhood Development Workforce Limitations Across the State

The educator shortage across the state was a highly salient issue for Native American participants. We heard often that, like the state overall, Native American communities are facing severe challenges recruiting and maintaining early childhood professionals. Low wages, obstacles to receiving necessary credentials for educators, and limited training opportunities for residents of rural communities were all referenced as problems that need to be addressed in order to grow the high quality workforce needed to expand access to early childhood programs to more families.

“Once teachers get their degrees, there is a tendency to move to the schools for better salary and benefits.”

“They have teachers who make less than tribal minimum wage (not a living wage). To be a teacher you need college degrees and certificates which should give you a much better income than it does now.”

“Our tribe follows a tribal code where tribal members have first priority to positions. For these reasons we have a high turn-over rate in these programs. The selection of applicants rarely includes “qualified” individuals. Applicants that do get hired do not realize the extent of the job and what it entails so they leave after its gets challenging. The low wages are a major problem for how hard the job is.”

“Many of our language teachers must be certified and go through a grueling process to become certified. With that being said, they deserve to be paid at a fair wage. A curriculum specifically designed for early childhood would need to be created (which does cost money). As you and I both know, the impact of Culture is super important.”

“We have a severe teacher shortage - currently we need 4 more certified teachers. In the community, there are only 5 known members who are eligible to teach, so we would have to convince all of them to stay in the community for lower pay than they can make doing other work in order to fill our gap.”

“Another concern is teacher recruitment. Many of the current teachers are of an older generation and currently no one in the community is seeking to become early childhood education (ECE) teachers. Increasing salaries for ECE teachers is a must to recruit for more teachers.”

“Pipeline programming that starts at the high school or younger levels in education needs to be implemented to show students that speaking Towa and understanding the culture could lead to a career in ECE. Staff is also interested in building up an internal accreditation program to get more interested tribal members to become licensed in the language as a fluent speaker and knowledgeable in the culture. The trainings that teachers attend not organized by our tribe are not ever culturally relevant to the Towa language and culture, thus, building an internal program that a new generation of teacher could go through would be ideal.”

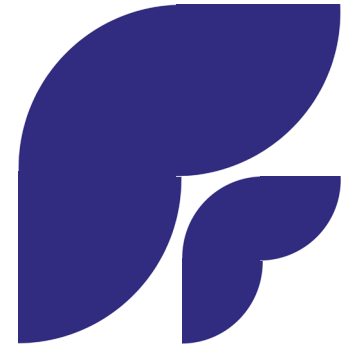


A new perspective on this issue for our team was the link between facilities and workforce limitations. We heard from many that it is challenging to encourage high quality professionals to work in sub-standard facilities when they have other options.

“We need better facilities to attract more quality and qualified people.”

“The facilities challenges make it harder for us to do our jobs which I know has caused several teachers to quit and pursue other work.”





FOCUS AREA

FUNDING

Enabling programs to efficiently and effectively braid funding from different sources is a clear need in New Mexico. Aligning paperwork, reporting, deadlines and other accountability measures will help leverage funding from both federal, state, and private sources. Coordination of funds was often cited as the most critical factor in expanding early childhood programs and increasing quality. Nonetheless, increased funding was often seen as necessary to create and sustain the best possible early childhood programs in New Mexico.

WHAT WE HEARD - QUALITATIVE THEMES

- **Investigate reimbursements and costs** - Many providers seemed to say the numbers don't add up and that reimbursement rates, slot amounts or subsidies are not enough to fund high quality staff and programs. There is more detail needed in understanding the true cost of providing early childhood programs, including the connection between cost and increases in licensing requirements and other efforts to improve quality.
- **Leverage federal funding** - Concerns about 'supplanting' or 'reverting' federal funding were also common (e.g. HeadStart, military). Integrating students with different funding streams to maximize federal money was often stated as a goal with a only a notable few examples of this being successfully achieved.
- **Increase consistency and streamline funding access** - The need for a more streamlined approach to obtaining state and federal funds was often raised. Stakeholders also reported difficulties due to the lack of predictability with state/federal funding, delays in access to appropriated funds, challenges with the multiple contracting bureaus, and lack of consideration for cost of living increases.
- **Braid funding streams** - For maximum leverage and efficiency the need to weave together different funding sources was frequently mentioned including state funding, philanthropic funding, private pay, fees, and other community support.



- **Provide flexible resources to support local coordination and collaboration throughout the system** - The desire for more local determination (see section entitled “Focus Area: Governance”) for available resources was common (i.e. ‘Let us say where the funding should go.’) Examples might include:
 - Providing navigation assistance for families.
 - Funding wraparound services based on specific circumstances.
 - Providing local communities funding for local coordination.
 - Incentivizing community innovation, including integration of culture and language, and collaborative problem-solving.
- **Offer funding to construct, repair and enhance capital assets** - Throughout the state (most critically in tribal and rural areas), a need was identified for capital funding to construct, repair and enhance early care and education settings, information centers and community hubs that support families with young children.
- **Improve funding and coordination to solve a variety of systemic issues** - Some of the most often cited needs include:
 - Support inclusive settings and professional development for working with children with disabilities.
 - Support trauma-informed practices.
 - Enhance multi-lingual and multi-cultural programs and professionals.
 - Ensuring affordable, high-quality settings and professionals.
 - Access transportation and broadband infrastructure to enhance training, health, and other opportunities.

“We need to invest in **outcomes**, not service levels.”



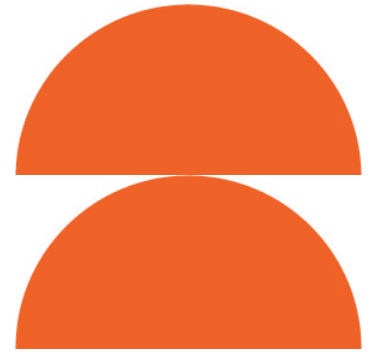


THE NUMBERS - QUANTITATIVE DATA

Since fiscal year (FY) 2016, combined state and federal funding for key early childhood programs increased by 41%.

STATE & FEDERAL FUNDING OF EARLY CHILDHOOD PROGRAMS - BY FISCAL YEAR (FY), IN MILLIONS						
Program	FY16	FY17	FY18	FY19	FY20	% Change
FIT	\$42.7	\$43.7	\$46.5	\$48.2	\$55	29%
Home visiting	\$15.5	\$13.5	\$18	\$20.7	\$22.4	44.5%
Childcare assistance	\$96.5	\$112.5	\$116	\$139	\$148.5	53.9%
Early PreK & PreK	\$51	\$52.3	\$53.5	\$64	\$88.5	73.5%
Head Start	\$65.8	\$65.81	\$68.8	\$69.5	\$69.5*	6%
TOTAL	\$271.5	\$287.8	\$302.8	\$341.4	\$383.9	41%

*Projected based on past trends.
(Source: Legislative Finance Committee)



FOCUS AREA

GOVERNANCE

Governance is the focus area that can most powerfully define the system and provide the foundation for all other system improvements, both large or small. In large part, for a governance structure to be successful, a strong organizational culture is important and effective leadership is required. This point was reiterated throughout the community and stakeholder input process, and reinforced by other states that have consolidated their governance structures.

Communities were almost unanimous in calling for more local voice and control. People often felt that local knowledge and partnerships can stretch dollars furthest and best target needs. Providers perceived a disconnect between the outcomes of regulations and requirements and those of real quality improvements. Additionally, providers want the opportunity to communicate more with those setting and enforcing the requirements.

Strengthening family leadership and recognizing that families are key policy advisors and quality control allies was also frequently raised as a systemic need. The model of Head Start and existing groups were often cited as a strength to build upon. Community members recognize that a sustained effort is needed to build trust with families and strengthen the culture of collaboration and customer service.

WHAT WE HEARD - QUALITATIVE THEMES

In an effort to address both immediate needs and longer-term system enhancements, stakeholders expressed the need for a governance structure that addresses the following themes:

- **Set a new tone** - Tribal and other local government officials, provider groups, state legislators, and other advocates throughout the state expressed their desire that a new tone for early childhood be established.



STRONG LOCAL COALITIONS IN NEW MEXICO

There are a number of groups in New Mexico that are working collaboratively to reach goals to improve early childhood education and care.

The Community Partnership for Children (CPC), is a coalition of concerned childcare providers and early interventionists, dedicated to improving the quality of early care and education for children in Grant County.

The **Rio Arriba County Early Childhood Collaborative (RACECC)** is a collaborative of community members from different disciplines who desire change for children, families and providers within their community.

The **Valencia County Trailblazers** meet regularly to assist young children and their families as they transition to the public school system. Participants include personnel from local childcare centers, Head Start programs, public schools, and charter schools.

The **Early Childhood Steering Committee (ECSC)** seeks to increase coordination with representatives from the city, county, hospital, philanthropy, the public schools, Head Start and early childhood providers.

The **Luna County Early Childhood Coalition** is a community wide association whose mission is to improve early childhood care and education through collaboration.

The **Eight Northern Indian Pueblos Council (ENIPC)** and the **Los Alamos National Lab (LANL) Foundation** have partnered to improve access and alignment of early childhood development and educational services for children and families in Nambe, Ohkay Owingeh, Picuris, Pojoaque, San Ildefonso, Santa Clara, Taos and Tesuque.

The **Paso a Paso Network** brings together organizations in Taos and western Colfax Counties that serve families with children prenatal to 8 years. Members include health, education and social service organizations.

Bernalillo County Home Visiting Work Group is a group of home visiting programs and other early childhood providers in and around Bernalillo County doing relationship building, collaboration and professional development.

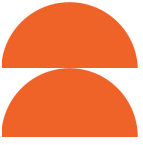
The **Lea County Early Childhood Coalition** members collaborate on community events, share information, learn together, and celebrate successes for young kids in this southeastern most county.

The **McKinley County Early Childhood Coalition** is a group working across various fields, agencies and organizations to make referrals, provide information and take care of families in need.

The **Success Partnership** is an education initiative supported by **Ngage New Mexico**. This group of over 100 cross-sector organizations works to achieve improved outcomes in education from prenatal to career readiness in Doña Ana County.

This should be based on compassion, reflective practice and deep partnership with community.

- **Build collaborative leadership** - Many expressed the hope that the leadership team for the new Early Education and Care Department would be open and receptive, transparent, honest, and respectful of the unique circumstances for each community and family in New Mexico.
- **Support local determination** - Tribes and local communities need to have a voice in determining how programs are integrated and slots allocated. Partnership and collaboration should be woven into requirements and supported through ongoing practices.
- **Encourage continual feedback and process improvement** - Clear, frequent and consistent mechanisms for obtaining process improvement and feedback, including recommendations on quality measures and on the ground challenges, are needed throughout the early care and education system.
- **Adopt an assets based approach** - Stakeholders described the need for an assets-based framework in government, similar to that of healthy child development.
- **Improve communication** - Clear and consistent information and public awareness is needed to publicize the availability of existing early childhood programs. Marketing and outreach efforts must be diverse, multilingual and multicultural, and include information that is based on the science of brain development, including the impacts of trauma.



“We need to ask people what they need **and then believe them.**”

- **Align programs** - Coordination across programs for standards, monitoring, professional development, funding cycles, and other processes were identified as necessary to better integrate special education, health, home visiting, early intervention, PreK and more. A key tool for this is integrated data (please see ‘Data Needs and Development’ on the following page).
- **Strengthen family leadership and recognize families as decision makers and policy advisors** - Putting families at the center of the early childhood system means recognizing them as leaders, decision makers, and policy advisors. This means authentic listening and seeking to understand the perspective from families.

NATIVE AMERICAN PERSPECTIVES

There is a Need for Greater Direct Partnership With Tribes at a Government to Government Level

One of the dominant themes that emerged from our discussions with Native American participants across the state is the need for enhanced trust between Tribal nations and the state government, with an emphasis on enhancing the recognition and respect of Tribal sovereignty. In fact, respondents specifically mentioned the State Tribal Collaboration Act³¹ (STCA) in their concerns about government-to-government relationships. Given that we emphasized this issue prominently in our last report, we attempted to move beyond recognition of the need for trust to be enhanced, to asking respondents for some concrete steps that can be taken to address this issue moving forward.

“This strategic planning process is another example of the state not following the STCA by ensuring that tribes have full participation. The Governor of the state should have a high-level discussion with Tribal leadership in a full day discussion about early childhood. If this were a high priority this would happen, not having your team collect information indirectly.”

“[Who is responsible for providing better infrastructure?] It is the states’ and the federal governments. Due to colonialism it is the federal government’s responsibility in partnership with the state to make sure we have what we need. Tribes lack the resources to pursue these funds, and often tribes get blamed for not being equipped. This is about truth and reconciliation.”

“Make tribes eligible for community schools, ACT braids funds and other sources of revenue. Right now tribes are not eligible, and should be eligible for early childhood and out of school education funds to provide them with the same resources other children have access to. Including tribal schools would change the game for tribes.”

“Currently, WHLIP[MOU1] receives no state funding and very little tribal funding to sustain the program. The primary funding source is through the Federal funding system of Head start. But staff has expressed the need for supplemental funding from the State to help with cost.”



DATA NEEDS AND DEVELOPMENT FOR GOVERNANCE

The State of New Mexico and the many community partners, including local early childhood providers, families and private funders, would greatly benefit from improved data gathering, tracking, and increased transparency in reporting around the use and benefits of early childhood programs. Much of the necessary data is available in multiple locations and at multiple levels within the system; however, it is not unified nor is it used widely for planning or quality improvement purposes.

Community providers serving young children and their families report frustration with the extensive data they are required to submit for services contracts, while limited information is provided back to them for planning purposes at the local level. New Mexico needs to move beyond measurement simply of services, and towards a more comprehensive process for data gathering, analysis, reporting, and sharing across a continuum of services, on multiple levels, and in partnership with stakeholders.

Mechanisms to connect information gathered are needed so data can be viewed, analyzed, used and shared in intersectional ways. For example, when data sets are linked, the possibility for answering questions such as the following exists:

- What is the relationship between early childhood services?
- What combination of services or supports for children and families produce the strongest outcomes?

Specifically, the connecting of data should be designed to determine if the well-being of families is improving, and what combination of services leads to the greatest improvement. This has been the promise of the [Early Childhood Integrated Data System \(ECIDS\)](#), which has been in the works for nearly seven years, though is still not accessible nor operational.

As with the principles of early childhood development, data should be used with great curiosity and ultimately, to determine what factors, settings or experiences are most beneficial for families and children across diverse focus populations, regions, and demographic characteristics.

Through the community conversations, stakeholders often cited the need for consistency in data reporting, analyzing and sharing. This includes the type and method of reporting, timing, and key outcome measures being analyzed, such as kindergarten readiness. Further, they reported the desire for a transparent data feedback loop between state agencies and local service providers.

More strategies for data system improvements will be detailed in the Early Learning Strategic Plan for New Mexico. These are likely to include: strong data sharing MOUs between agencies, improved rigor and consistency in data tracking and reporting, enhanced/additional quantitative data collection, development of a workforce registry, consistent and ongoing methods for soliciting qualitative data from families served, and more.

REGIONAL ANALYSIS

New Mexico is a large, diverse, and mostly rural state. Its cities, towns, Pueblos, tribes, Native American nations, rural regions and other communities are incredibly unique with special strengths and resilience factors which can be magnified to benefit New Mexico’s children.

An analysis of ten regional groups (some comprised of multiple counties) is included below and can shed light on the availability of and need for early childhood services in each area. The following section provides data, both qualitative and quantitative, on the existing socio-economic conditions as well as the need for early childhood services in the following ten regions:

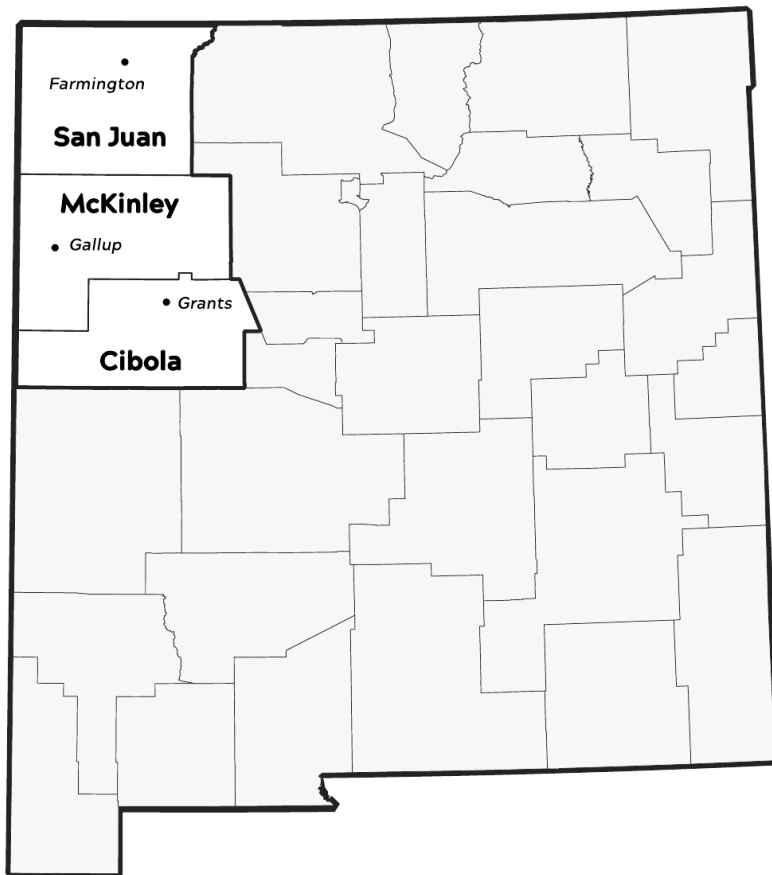
- Cibola, McKinley & San Juan Counties
- Los Alamos, Mora, Rio Arriba, Taos & San Miguel Counties
- Colfax, Curry, De Baca, Guadalupe, Harding, Quay, Roosevelt & Union Counties
- Santa Fe County
- Sandoval County
- Bernalillo & Valencia Counties
- Catron, Grant, Hidalgo, Luna, Sierra, Socorro & Torrance Counties
- Doña Ana County
- Chaves, Lincoln & Otero Counties
- Eddy and Lea Counties

These geographic groupings are based on US Census Public Use Microdata Areas (PUMAs).³² PUMAs each contain at least 100,000 people and do not overlap, making it possible to derive detailed statistics while ensuring that individual census respondents are not identifiable in the data. Additionally, the regional groupings largely coincide with where community conversations and other stakeholder engagement efforts took place.

The need to recognize the dynamics between a shared regional identity and a unique local identity was a common theme that emerged during this research process. While these regional groups cohere in many ways, it is important to note that particular cities and communities still identify their unique needs and priorities as sometimes distinct from that of their neighbors. Thirty-three county data sheets with both demographic information and data on capacity for early childhood programs (included in Appendix H) help provide more detailed data at the local level.

REGION 1

CIBOLA, MCKINLEY & SAN JUAN COUNTIES



OVERVIEW & CONTEXT

Large, open space and low population density (an average of 14 people/square mile³³) defines much of this region, creating unique challenges for families with young children. Farmington³⁴ and Gallup³⁵ serve as the two main metropolitan centers, each with distinct identities. There is little public transportation³⁶ and few local services, so families are reliant on personal vehicles and sometimes travel to Durango, Colorado rather than making the trip to Albuquerque.

There are large Native American populations in Cibola, McKinley and San Juan counties (43.8%, 79.2% and 41.1% respectively³⁷) with significant areas of the Navajo Nation straddling both San Juan and McKinley Counties. While many other counties reported precipitous drops in the capacity of registered home-based child care over the last decade, McKinley County has one of the highest per capita capacities for registered home-based care in the state.³⁸ McKinley residents, however, emphasized that home-based care is best able to meet the linguistic and cultural development of their children.

Although employment in mining has been shrinking statewide,³⁹ one out of nine jobs in San Juan county⁴⁰ is still related to natural resource extraction. These counties account for nearly a third of the highest-priority Superfund sites in New Mexico.⁴¹ The health impacts of uranium mining and industrial pollution have impacted the region in ways still being quantified.⁴² These include the Navajo Birth Cohort Study, which is currently researching the impact on birth rate.⁴³ Other negative health outcomes, such as lung cancer among miners, have also been prevalent.⁴⁴

Internet service is often scarce in this region, which makes remote learning opportunities and tele-health delivery. Nearby colleges and universities that serve the region include San Juan College in Farmington, UNM-Gallup, and Diné College serving the Navajo Nation in New Mexico and Arizona. UNM-Gallup has developed three concurrent enrollment programs for high schoolers through collaborative efforts with a variety of school districts.⁴⁵ Early Childhood Multicultural Education is one of the career pipelines available to these high schoolers.

Food scarcity in these rural areas also has impacts on health outcomes. Low access to food coupled with high poverty rates are likely contributing to higher incidences of diabetes and obesity.⁴⁶ Since residents see health care and early childhood as inextricably connected, a high turnover of medical professionals impacts early childhood outcomes.

“Our kids don’t want to leave home to get an education, **they want to stay with their families and be able to go to college.**”

REGION 1

CIBOLA, MCKINLEY & SAN JUAN COUNTIES

WHAT WE HEARD – QUALITATIVE DATA

- **Historical Trauma** - Overcoming the breakdowns in trust among government and Native American communities is fundamental to addressing needs in early childhood. Stakeholders engaged in conversations repeatedly stressed that the economic and health challenges in this region are tied to the history of colonization and recurrent discrimination experienced by Native Americans and re-experienced as generational traumas.
- **Environment & Health** - There are lasting effects of industrial pollution that impact child development.
- **Cultural Fluency** - Leadership needs to develop solutions that respect and center the cultural values of Native communities specifically and all communities generally.
- **Community-Based Solutions** - Bottom-up solutions can best address the unique needs of the community while also valuing its cultural resources. Coalitions that can develop and highlight these solutions require funding to thrive.
- **Transportation Infrastructure** - More public transportation and better roads would increase access to high quality early childhood education programs. Mileage should be accounted for when developing budgets and allocation plans.
- **Curriculum Development** - There is a need for developmentally-appropriate and culturally-appropriate curriculum within early childhood education.

COMMUNITY VOICES

Reflecting on **how** these communities are creating successes, one member of the McKinley County Early Childhood Coalition replied, “The Coalition has been operating since the 1990s, and everyone is included in our work: government, public and private groups, law enforcement, religious organizations, you name it. We’re just a network of individuals making sure good work is done.”

REGIONAL ASSESSMENT OF LEVELS OF NEED AND UNMET NEED BY PROGRAM AREA

Program Areas: Family Infant Toddler (FIT), Home Visiting (HV), Child Care Assistance (CCA), Pre Kindergarten serving three year olds (PreK-3), Pre Kindergarten serving four year olds (PreK-4), New Mexico Graduation, Reality and Dual-role Skills (GRADS)

	NEED	CURRENTLY SERVED	UNMET NEED	% OF NEED CURRENTLY MET
FIT*	N/A	1,200	N/A	N/A
HV**	1,492 – 2,206	887	562 – 1,871	32% - 61%
CCA***	6,197	357	5,835	6%
PreK-3	1,832	139	1,693	7.6%
PreK-4	2,599	1,403	1,196	54%
GRADS	237	56	181	24%

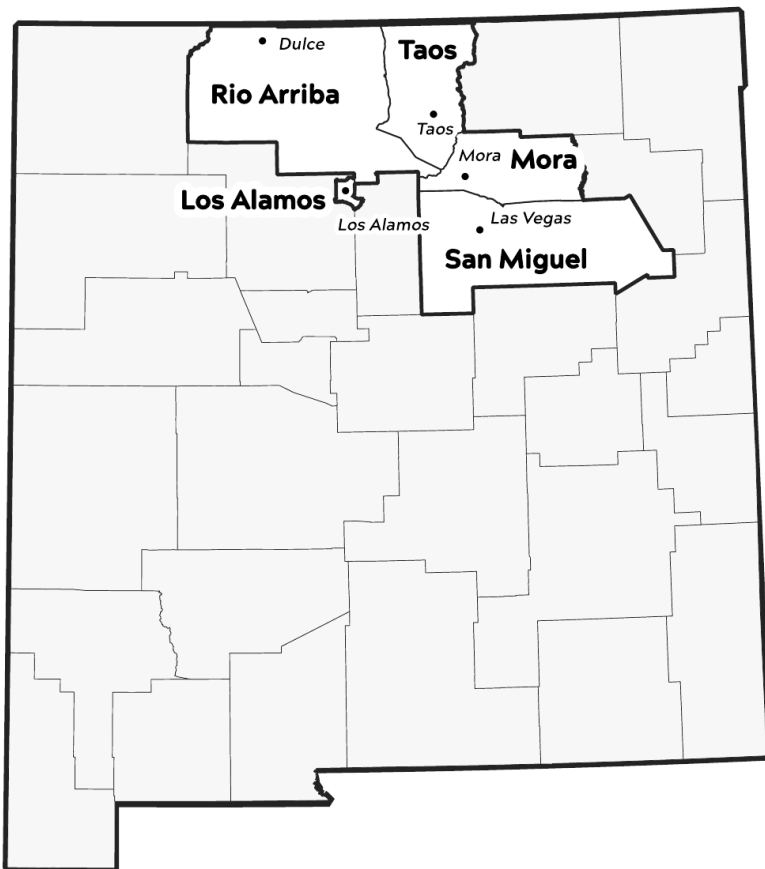
*FIT is mandated to serve 100% of eligible children.

**Three methods were used to estimate need. See Appendix I methodology.

***Numbers reflect those currently served, the unmet need and % of need currently met in high quality (4 or 5 STAR) settings.

REGION 2

LOS ALAMOS, MORA, RIO ARRIBA, SAN MIGUEL & TAOS COUNTIES



REGION 2

LOS ALAMOS, MORA, RIO ARRIBA, SAN MIGUEL & TAOS COUNTIES

OVERVIEW & CONTEXT

While these five counties share physical proximity and a largely rural, mountainous geography, the socio-economic forces that shape the lives of their residents are quite distinct.⁴⁷ In Los Alamos county, the Los Alamos National Laboratory strongly skews county wages and economic indicators well above the state averages.⁴⁸ It is not only economically but also racially distinct from its surrounding neighbors with the lowest poverty rate, second-lowest unemployment rate, highest median household income in the state, and a white population of 73.2%.⁴⁹ Conversely, in Rio Arriba 86.8% of residents identify as non-white, with 15% being Native American.⁵⁰

The economy is varied across the region. Households in Mora County earn, on average, a quarter of what Los Alamos households earn. In San Miguel, government and agriculture are important sectors. Taos relies heavily on tourism to support its largely service- and retail-oriented economy. With large pasture lands throughout Mora and San Miguel, cattle and sheep ranching is also an important economic activity for the area.⁵¹ However, with these commodities destined for market, there is still a lack of fresh food in the areas. Mora, San Miguel, most of Taos County, plus the eastern half of Rio Arriba County are designated as food deserts by the US Department of Agriculture.⁵² Also, 40% of Mora and Rio Arriba County residents commute elsewhere for work.⁵³

While Taos, Rio Arriba and San Miguel are similarly rural, Mora is significantly more so, averaging only 2.4 people/square mile.⁵⁴ In Mora, there is no licensed,

center-based child care so young children are cared for in registered or non-registered home-based settings.⁵⁵ Also, across the region, the proportion of four-year-olds in PreK is lower than in almost every other region.⁵⁶

New Mexico Highlands University is based in Las Vegas with centers in Rio Rancho, Albuquerque, Santa Fe, Farmington and Roswell. Highlands has consistently been one of the top granters of Bachelor's degrees in kindergarten/preschool education and training since 2014, with 36 BAs granted in 2017-8, the highest of any university in the state that year.⁵⁷

GRANDPARENTS RAISING GRANDCHILDREN

At increasing rates throughout New Mexico communities, grandparents are raising their grandchildren. This is, in part, due to addiction and substance use disorder throughout the state; however, unemployment, incarceration, death and military deployment also contribute to grandparents becoming caregivers. Often times, grandparents do not have legal guardianship of their grandchildren, which prevents them from accessing entitlement and support services. They are also unable to sign school documentation.

Grandparents Raising Grandchildren (GRG) was founded in Española, NM. Through peer support, strong relationships and a deep understanding of the complexities of being a grandparent raising a grandchild, volunteers aim to provide a safe space for families to express their challenges and joys, while helping caretakers access available information and resources in an effort to connect them with necessary services and supports for the whole family.

WHAT WE HEARD – QUALITATIVE DATA

- **Curriculum Development** - Pueblos reported a need for developmentally and culturally appropriate early childhood curriculum in order to preserve language and culture.
- **Transportation Infrastructure** - Public transportation and roads could be better developed to improve access to high quality early childhood education programs.
- **Grow Our Own** - By increasing wages and providing excellent training and development within the communities themselves, the early childhood profession could be more attractive to workers.
- **Developmental Needs** - Language resources and specialists who can work with children with challenging behaviors and developmental disabilities, especially in rural areas, are needed.
- **Economic Disparities** - The cost of childcare in Los Alamos is high, which causes disproportionate hardship for families below median income levels.
- **Prenatal Health** - There is a lack of access to adequate prenatal care, particularly for pregnant women struggling with substance use disorders.
- **Professional Development** - Trauma-informed training is needed for the workforce.

REGIONAL ASSESSMENT OF LEVELS OF NEED AND UNMET NEED BY PROGRAM AREA

Program Areas: Family Infant Toddler (FIT), Home Visiting (HV), Child Care Assistance (CCA), Pre Kindergarten serving three year olds (PreK-3), Pre Kindergarten serving four year olds (PreK-4), New Mexico Graduation, Reality and Dual-role Skills (GRADS)

	NEED	CURRENTLY SERVED	UNMET NEED	% OF NEED CURRENTLY MET
FIT*	N/A	754	N/A	N/A
HV**	688 – 1,190	416	272 – 774	35% - 60%
CCA***	2,139	179	1,960	8%
PreK-3	829	85	744	10.3%
PreK-4	1,234	463	771	37.5%
GRADS	87	12	75	14%

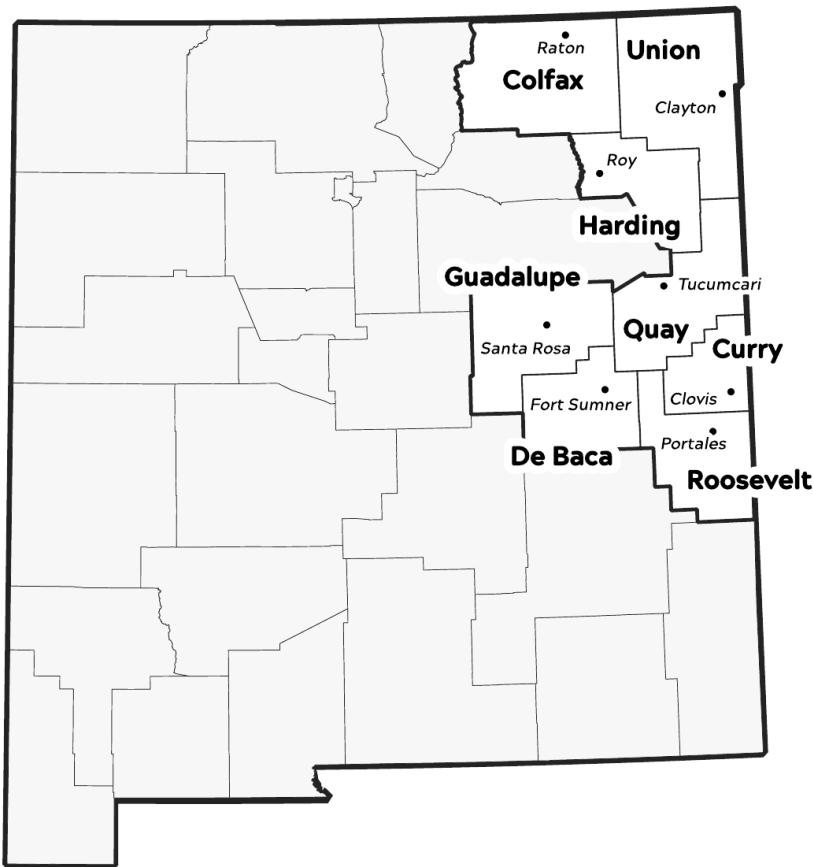
*FIT is mandated to serve 100% of eligible children.

**Three methods were used to estimate need. See Appendix I methodology.

***Numbers reflect those currently served, the unmet need and % of need currently met in high quality (4 or 5 STAR) settings.

REGION 3

COLFAX, CURRY, DE BACA,
GUADALUPE, HARDING, QUAY,
ROOSEVELT & UNION COUNTIES



OVERVIEW & CONTEXT

The northeastern counties of New Mexico are extremely rural areas with low population densities (approximately 3 people/square mile), and have been experiencing further declining populations in the last five years—Colfax County alone experienced a 10% population decrease since 2015.⁵⁸ As a result, there is limited economic development⁵⁹ and residents experience significant challenges accessing and delivering support programs.

Families in low-population areas must travel long distances to reach early childhood programs. Transportation infrastructure is inadequate,⁶⁰ so families rely on personal vehicles. Residents of these counties said they view Raton and Clovis as their “service hubs.” If resources are not available in those cities, people can travel further out to Las Vegas or Albuquerque and sometimes across state lines to Trinidad, Colorado or Amarillo or Lubbock, Texas.

With the exception of northern Colfax County, these areas have low access to food, as defined by the US Department of Agriculture.⁶¹ Grocery stores are few and far between, so consumers face increased mileage costs, travel time and higher food prices.⁶² Distribution of information is also challenging in sparsely populated areas. Local news sources that can elevate awareness and engagement are in short supply,⁶³ so using “word-of-mouth” networks becomes essential. State offices, schools and libraries often take on this task. In 2017, a shooting at the Clovis-Carver Public Library left two librarians dead and a community in mourning.⁶⁴ Many families remain reluctant to visit, and although the library has been restoring itself as a safe place for families, the impact of this trauma still lingers.

While nearly half of the four-year old population is served by PreK, very few three-year-olds in this region access this program.⁶⁵ To increase access to this and other programs, early childhood coalitions are collaborating and driving investment and alignment of resources. For example, Clovis created a “one-stop shop” of resources for families. When civic and religious leaders bought and renovated an abandoned building as a hub for local non-profits. The “Matt 25 Hope Center” has offices for a variety of national non-profits like Meals on Wheels and Big Brothers-Big Sisters, and is home to local groups like La Casa Family Health Center Outreach and the Eastern Plains Community Action Agency which provide information, material support, and advocacy for families. Not merely office space, the building has been a community resource center for over fifteen years.

In Colfax County, members of the Rotary Club and Growing Great Kids Raton organized and reached out to Dolly Parton’s Imagination Library to get books sent to families with young children. Other vigorous outreach efforts in the community have grown around literacy and parenting education. With such low population density, the contributions of a few individuals stand to make a large impact.

REGION 3

COLFAX, CURRY, DE BACA, GUADALUPE, HARDING, QUAY, ROOSEVELT & UNION COUNTIES

WHAT WE HEARD – QUALITATIVE DATA

- **Transportation Infrastructure** - Inadequate public transit makes families especially reliant on personal vehicles, which are not always available. Commuting cuts into employment hours and is expensive.
- **Health Infrastructure** - There is an acute shortage of medical and mental health professionals and facilities for the entire community.
- **Quality of Interactions** - Service providers need to be respectful, caring, and compassionate.
- **Purpose of Interactions** - Service providers need to be trained to focus on solutions, and to persist in finding solutions for people.
- **Flexible Solutions** - Agency regulations and requirements need to be flexible and adaptable to meet the needs of rural and frontier areas.
- **Practical Barriers** - Bureaucratic and logistical barriers need to be removed to allow for consistent collaboration and communication essential to the sustainability of early childhood programs.
- **Strengthening Networks** - Existing communication networks need to be built out to better connect people to programs and helpful decision makers.

REGIONAL ASSESSMENT OF LEVELS OF NEED AND UNMET NEED BY PROGRAM AREA

Program Areas: Family Infant Toddler (FIT), Home Visiting (HV), Child Care Assistance (CCA), Pre Kindergarten serving three year olds (PreK-3), Pre Kindergarten serving four year olds (PreK-4), New Mexico Graduation, Reality and Dual-role Skills (GRADS)

	NEED	CURRENTLY SERVED	UNMET NEED	% OF NEED CURRENTLY MET
FIT*	N/A	1439	N/A	N/A
HV**	877 – 1,431	312	565 – 1,119	22%-36%
CCA***	3,026	205	2,821	7%
PreK-3	655	15	640	2.2%
PreK-4	1,139	559	581	49%
GRADS	124	18	106	14%

*FIT is mandated to serve 100% of eligible children.

**Three methods were used to estimate need. See Appendix I

SHOWING UP AND MAKING RATON COUNT

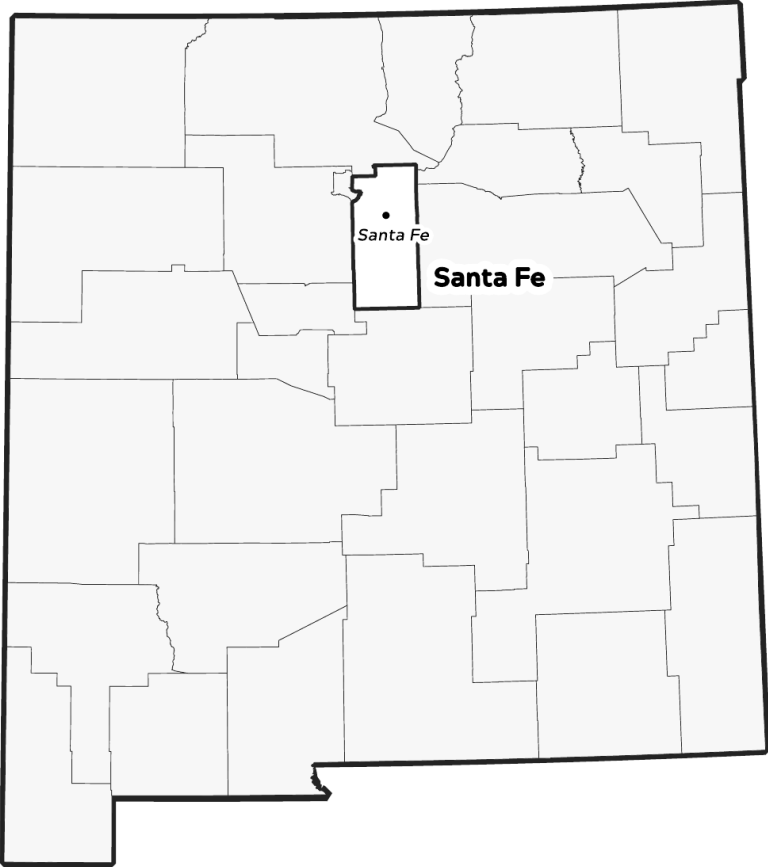
When it comes to Early Childhood, the efforts of a small handful of local volunteers have the potential to make a big impact. Leonore Barfield, a recent transplant to Raton, is a clear example. After relocating from New Orleans in early 2018 to be closer to her young granddaughter, the former university president learned that Raton-based early childhood coalition Growing Great Kids (GGK) was without an administrator and on the verge of shutting down.

“Somebody had to do something, so I took it on full steam ahead,” says Leonore, who has since taken the part-time position (volunteers are only required to contribute one hour a month) and turned it into a full-time project. She has immersed herself in grant writing and community outreach, from showing up at every school function, to going on the radio to promote their mission, to planning events and parenting workshops. “Everywhere you go,” she says, “you’ll find Growing Great Kids.”

Barfield has big plans for GGK, an organization best known for their literacy outreach programs. Amongst her goals she names a radio reading program, a geo-search with books and a fort building event at the local convention center, all geared towards young children. In addition, she has her eye on the 2020 census. “We’re so undercounted that we don’t get the funds we need,” she says. Her goal is make sure that every home gets counted this time.

REGION 4

SANTA FE COUNTY



OVERVIEW & CONTEXT

As the state capital, the City of Santa Fe has the greatest concentration of early childhood services.⁶⁶ It is a largely divided community, both demographically and economically: the Eastside has higher incomes and fewer young families, and the Southside has lower incomes and is home to the majority of children.⁶⁷

A shortage of affordable housing units in the city has accelerated the exit of families with children to other parts of the county.⁶⁸ They join the many workers in government, tourism, and other industries who commute into Santa Fe from all directions.⁶⁹ With three hospitals (Presbyterian Medical Center, Christus St. Vincent, and the Indian Hospital), the healthcare sector is also strong in Santa Fe.⁷⁰ The county enjoys a relatively low rate of unemployment at 3.6%.⁷¹

The GRADS program, serving expecting and parenting teens, is serving 74% of the eligible population in Santa Fe, making it the most successful program in the state in this regard (see table below on pg. 79). Alumni of the program often stay in touch, share their experiences after graduation with students in high-school, and continue to grow the network of support around expecting teens.

For approximately the last five years, major civic, educational and health institutions — including the City and County of Santa Fe, Santa Fe Community College, Santa Fe Public Schools, Christus St. Vincent Hospital, and other important stakeholders such as Head Start and United Way of Santa Fe County — have collaborated as part of the Early Childhood Steering Committee. The group identifies shared goals and

indicators around early childhood, and cross-refers children according to which organization can best serve families. This approach has proved beneficial in leading to better communication and raising awareness about early childhood issues.

Both Pojoaque and Tesuque Pueblos are within Santa Fe County and have participated in the early childhood planning work done with the Eight Northern Indian Pueblos Council. Some common needs were raised in these communities including the need for more training opportunities, to build positive relationships for kids, to provide support for grandparents, and to find funding mechanisms for building and renovating facilities.

EARLY CHILDHOOD AND CRIME REDUCTION IN SANTA FE COUNTY

Research shows that investment in kids, especially during the first critical years of life when brain and personality development are at their peak, is one of the most effective strategies for reducing crime in communities and ensuring a productive, healthy and successful future for children. Santa Fe County Sheriff Adan Mendoza knows this works. As a member of Fight Crime: Invest in Kids, a national non-profit organization dedicated to promoting public safety through this strategy, Sheriff Mendoza takes every opportunity to be involved in local school activities - reading to children, making presentations in classrooms and attending sporting events - in order to support the positive development of kids and a positive relationship between them and law enforcement in the community.

“It’s not one size fits all for tribes and Pueblos, **we are all unique.**”

WHAT WE HEARD – QUALITATIVE DATA

- **Cultural Preservation** - In Native populations, there is a desire for children to learn and retain their Native languages and culture. Programs want help developing best practices on how to teach Indigenous languages through affordable professional development opportunities.
- **State Collaboration** - Pueblo communities are eager to partner with state leaders to collaborate on the creation of culturally appropriate programming, as each Pueblo is unique.
- **Holistic Thinking** - Societal challenges of substance abuse, poverty, trauma, income inequality, as well as food insecurity and scarcity should be considered when approaching early childhood.
- **Collaboration & Communication** - Collaboration leads to better communication with the community and in the last ten years has increased with major education and health institutions partnering with government to identify shared solutions.
- **Identify Funding Sources** - Communities need help identifying and applying to funding sources (federal, state, private), in particular for facility repairs and upgrades. Participants recommended the creation of a “funding liaison” position that can help with grants and applications.

REGIONAL ASSESSMENT OF LEVELS OF NEED AND UNMET NEED BY PROGRAM AREA

Program Areas: Family Infant Toddler (FIT), Home Visiting (HV), Child Care Assistance (CCA), Pre Kindergarten serving three year olds (PreK-3), Pre Kindergarten serving four year olds (PreK-4), New Mexico Graduation, Reality and Dual-role Skills (GRADS)

	NEED	CURRENTLY SERVED	UNMET NEED	% OF NEED CURRENTLY MET
FIT*	N/A	741	N/A	N/A
HV**	799 – 1,381	226	573 – 1,155	16% - 28%
CCA***	2,319	136	2,117	9%
PreK-3	825	109	716	13.2%
PreK-4	1,323	761	562	57.5%
GRADS	80	59	21	74%

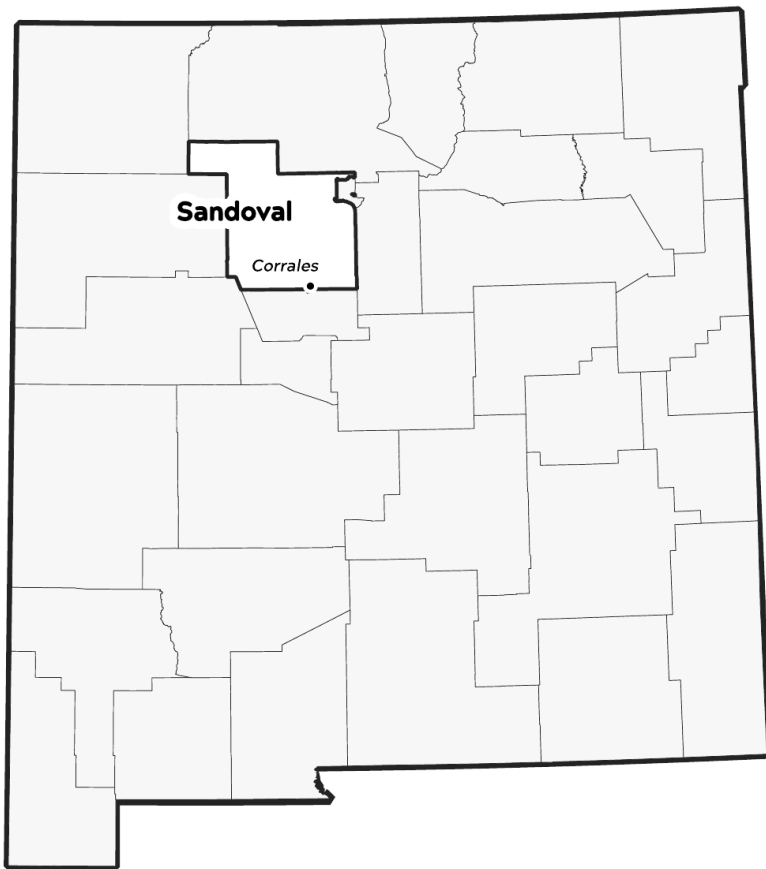
*FIT is mandated to serve 100% of eligible children.

**Three methods were used to estimate need. See Appendix I methodology.

***Numbers reflect those currently served, the unmet need and % of need currently met in high quality (4 or 5 STAR) settings.

REGION 5

SANDOVAL COUNTY



OVERVIEW & CONTEXT

Sandoval County encompasses 3,710 square miles, and has a population of approximately 145,000 people,⁷² mostly within the incorporated municipalities of Bernalillo, Cuba, Corrales, Jemez Springs, and Rio Rancho. Situated between the two large metropolitan areas of Bernalillo County (Albuquerque) and Santa Fe County (Santa Fe), 55% of Sandoval County residents commute to a neighboring county for work.⁷³ Rio Rancho is the economic hub of the county, hosts the third-largest metro population within the state, and is one of the state's fastest growing cities.⁷⁴ Most of the businesses and services in Sandoval County are located along the I-25 corridor, which runs through the southeast corner of the county.

Sandoval County experiences significant economic inequality - residents who live near Rio Rancho earn nearly \$90,000 in median yearly wages, while those closer to the western edge of the county can earn as little as \$18,000.⁷⁵ Latest census figures also report that 5.6% of the county population is under the age of five, with nearly a quarter living at or below the poverty line.⁷⁶

Thirteen Pueblos and tribal entities or lands are located within the county, with Native Americans making up 14% of the population.⁷⁷ Santo Domingo Pueblo is one of the largest Pueblos in the county and has a rich linguistic and cultural heritage with approximately 2,220 residents living in households where neither English nor Spanish is the primary language spoken.⁷⁸ At the Keres Children's Learning Center (KCLC), the majority of teachers at the center are fluent in Keres, an Indigenous language that connects several Pueblos in a dialect chain.⁷⁹

Sandoval County has 410 half-day PreK slots for four-year-olds, the second largest number of any county in the state behind San Juan County in the northwest. Santa Fe County has zero half-day slots for this age group. Sandoval has a Registered Home capacity of 522, double that of San Juan County and nearly seven-times that of Santa Fe. Within these registered homes, Sandoval is serving a greater portion of its population of children under age 2 than most counties.⁸⁰

WHAT WE HEARD – QUALITATIVE DATA

- **Self determination of Pueblos** - State and federal governments should provide funding for tribes to develop their own curriculum that is responsive and related to each tribe’s traditions.
- **Cultural alignment** - In particular, the desire for the revitalization of Native language and cultural strengths was emphasized.
- **Incentives for early intervention professionals** - Early intervention professionals find it challenging to serve rural populations, especially as there are no mileage reimbursements.
- **Transportation limitations** - Without a robust public transportation infrastructure, it is difficult for families to access early childhood programs and services.
- **Native American early childhood workforce** - Pueblos, including those in Sandoval County, expressed a need to educate and compensate an Indigenous early childhood development workforce, particularly trained in trauma-informed best practices.

REGIONAL ASSESSMENT OF LEVELS OF NEED AND UNMET NEED BY PROGRAM AREA

Program Areas: Family Infant Toddler (FIT), Home Visiting (HV), Child Care Assistance (CCA), Pre Kindergarten serving three year olds (PreK-3), Pre Kindergarten serving four year olds (PreK-4), New Mexico Graduation, Reality and Dual-role Skills (GRADS)

	NEED	CURRENTLY SERVED	UNMET NEED	% OF NEED CURRENTLY MET
FIT*	N/A	692	N/A	N/A
HV**	817 – 1,444	123	694 – 1,321	9% - 15%
CCA***	2,304	201	2,040	11%
PreK-3	837	64	773	7.6%
PreK-4	1,627	777	850	47.7%
GRADS	71	22	49	31%

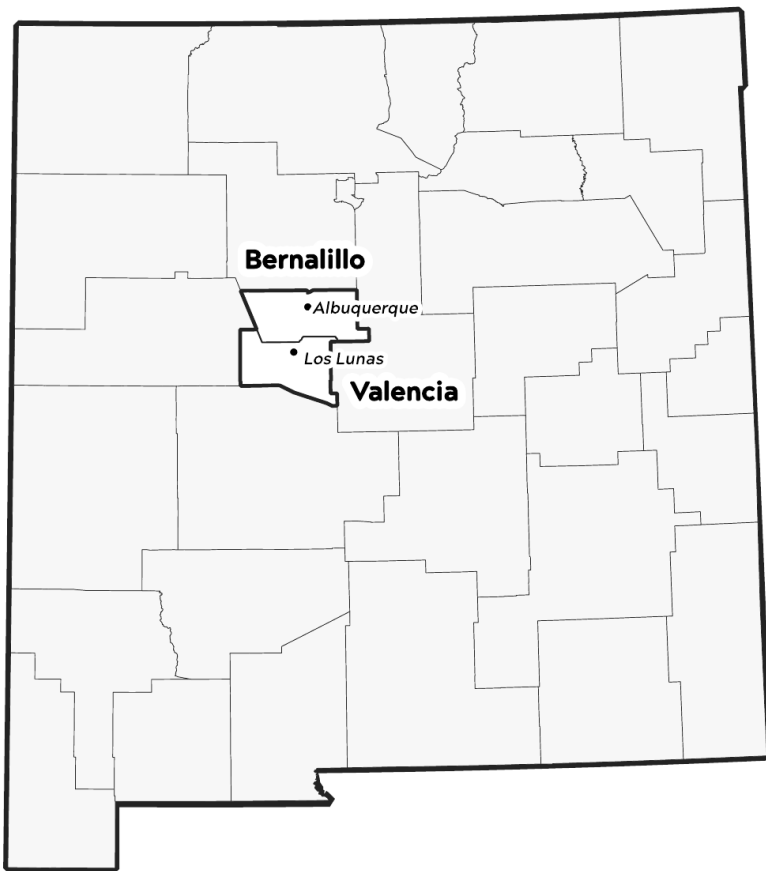
*FIT is mandated to serve 100% of eligible children.

**Three methods were used to estimate need. See Appendix I methodology.

***Numbers reflect those currently served, the unmet need and % of need currently met in high quality (4 or 5 STAR) settings.

REGION 6

BERNALILLO & VALENCIA COUNTIES



OVERVIEW & CONTEXT

Bernalillo and Valencia counties are, for the most part, very distinct. One-tenth as populous as its northern neighbor, Valencia is a commuter county, with half its residents traveling outside the county to work.⁸¹ Belen is the southern terminus of the Rail Runner commuter train, whose ridership has been declining in the last decade.⁸² Public transit use in Albuquerque has also been declining.⁸³ This decline is at odds with recommendations made by communities to expand transportation services, but can likely be explained by the qualitative responses of participants, who criticized inconvenient bus and train schedules that do not align with job schedules outside traditional hours.

Bernalillo is the most populous county in New Mexico⁸⁴ with Albuquerque, at the intersection of two interstates, acting as county seat and the central hub of the state. A concentration of hospitals and higher education institutions make these sectors large employers in the county.⁸⁵ The dense metro area has the greatest availability and diversity of early childhood and health programs.⁸⁶ These programs serve locals and residents all over New Mexico, who are often referred to one of the many hospitals for specialized care.

Albuquerque is also the hub for those wishing to pursue higher education in early childhood. Certificates and Associate's degrees are the most common early childhood higher education credential statewide and Central New Mexico Community College graduates the most of both of these, according to the Higher Education Department.⁸⁷

WHAT WE HEARD – QUALITATIVE DATA

- **Cultural Alignment** - It is important to communicate with culturally and linguistically diverse communities in their own language and develop community-led multicultural/multilingual educational programs.
- **Coordinate Resources** - There is an opportunity to coordinate to develop transportation, education, training, partnering, relationship building, mental health, etc. support for families.
- **Local Determination** - Communities have answers to the issues and need support to implement. Decision makers at the state level could listen to local input before implementing statewide initiatives.
- **Better Alignment Between Agencies** - There is a lack of collaboration between early childhood organizations and government agencies.
- **Lack of Preventative/Supportive Services** – Challenges could be avoided by reaching parents with young children as soon as possible to support and empower them before challenges arise.

REGION 6

BERNALILLO & VALENCIA COUNTIES

REGIONAL ASSESSMENT OF LEVELS OF NEED AND UNMET NEED BY PROGRAM AREA

Program Areas: Family Infant Toddler (FIT), Home Visiting (HV), Child Care Assistance (CCA), Pre Kindergarten serving three year olds (PreK-3), Pre Kindergarten serving four year olds (PreK-4), New Mexico Graduation, Reality and Dual-role Skills (GRADS)

	NEED	CURRENTLY SERVED	UNMET NEED	% OF NEED CURRENTLY MET
FIT*	N/A	4,133	N/A	N/A
HV**	5,169 – 8,237	1,327	3,842 – 6,910	16% - 26%
CCA***	17,533	2,344	14,863	15%
PreK-3	4,886	1,550	3,336	31.7%
PreK-4	7,852	4,350	3,502	55.4%
GRADS	484	74	410	15%

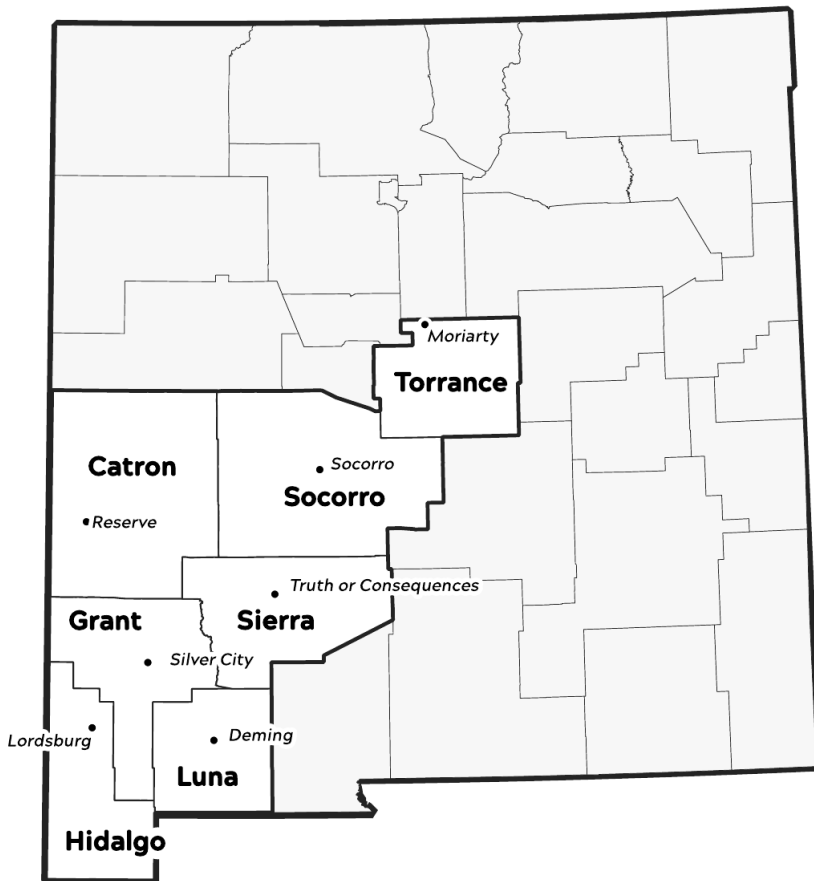
*FIT is mandated to serve 100% of eligible children.

**Three methods were used to estimate need. See Appendix I methodology.

***Numbers reflect those currently served, the unmet need and % of need currently met in high quality (4 or 5 STAR) settings.

REGION 7

CATRON, GRANT, HIDALGO, LUNA, SIERRA, SOCORRO & TORRANCE COUNTIES



REGION 7

CATRON, GRANT, HIDALGO, LUNA, SIERRA, SOCORRO & TORRANCE COUNTIES

OVERVIEW & CONTEXT

Hidalgo, Grant, and Catron counties along the western edge of the state are significantly less dense than the other four, but on the whole, these counties average four people/square mile.⁸⁸ Catron County has the lowest population density in the state with one person per two square miles.⁸⁹ This region is also home to 60 of the 150 designated New Mexico colonias⁹⁰ (rural communities within the US-Mexico border region that lack critical infrastructure⁹¹) with a total population of over 25,000, mostly within Grant.⁹² Catron, Sierra, and Socorro Counties have low birth rates and smaller populations of young children compared to numbers statewide.⁹³ Sierra has the highest teen birth rate in the state, more than double the statewide average.⁹⁴

Like the rural counties in the northeast, residents here identified the lack of reliable transportation as a barrier to accessing available early childhood programs.⁹⁵ When a program is unavailable locally, families are referred north to Albuquerque or south to Las Cruces, sometimes even El Paso, and transportation challenges are compounded. Immigrant families reported reluctance to travel as a result of the fear and anxiety they and their children experience when passing through the border checkpoint in Sierra County along I-25.⁹⁶

Agriculture is a key industry in this region, with large swaths of pasturelands for meat and dairy herds and crops of chile, onions, and other vegetables destined for market.⁹⁷ As defined by the US Department of Agriculture, Catron, Hidalgo, Luna, Torrance Counties and the eastern half of Socorro County are food deserts.⁹⁸

Education and technology are also important in this region.⁹⁹ The New Mexico Institute of Mining and Technology and the National Radio Astronomy Observatory are located in Socorro County, while Spaceport America is located in Sierra County. Residents shared their hopes that these scientific institutions could drive future economic development by creating more jobs.¹⁰⁰ At 13.7%, Luna County has the highest unemployment rate in the state.¹⁰¹ Sierra County has the second highest unemployment rate in the state, while the remaining counties have rates that track the state average.¹⁰²

Despite these challenges, this region is making significant inroads in offering early childhood programs to its communities, serving the highest percentages of three- and four-year-olds with PreK (at 61.1% and 82.1% respectively) as well as the highest percentages with home visiting services (with a range of 58 - 114% of the need currently being met - see table below on pg. 91).

WHAT WE HEARD – QUALITATIVE DATA

- **Grow Our Own** - The state might grow an early childhood development workforce by incentivizing students, grandparents, and others to become early childhood professionals. Collaborating with higher education institutions and public schools will also be necessary.

- **Community Health** - More first responders (EMT, firefighters, law enforcement) are needed. First responders need training in mental health and substance abuse treatment to serve the unique rural nature of the region.
- **Transportation Access** - Families and the elderly need more transportation services and medical care in communities.
- **Frontier and Rural Concerns** - When programs are moved from rural to metropolitan areas this creates new challenges in transportation and affordability, which negatively impacts local economic development.

BORDER COMMUNITY WORKS TOGETHER TO HELP FAMILIES ARRIVING FROM MIGRANT CARAVAN.

In May 2019, local residents of Deming, a city of 14,000, stepped up when thousands of asylum seekers from Central America began arriving in New Mexico border towns. These refugees had passed through U.S. Customs and Border Patrol, and were bussed to New Mexico's border towns before being united with sponsors in the U.S.

Without the benefit of federal assistance, Deming immediately set up a shelter for the refugees, first in an abandoned Army air base hangar on the fairgrounds, where local firemen, emergency medical technicians and police set up a processing center, and then at the National Guard Armory. Local law enforcement were on alert for any signs of human trafficking, making sure to establish a family relationship between adults traveling with children.

Support for parents and children came from many directions, including the international humanitarian organization, Save the Children (which set up a child-friendly space in the shelter), local volunteers and churches (who provided food, shelter and clean clothing, along with necessary supplies, such as diapers, baby wipes, and toiletries), and the Department of Children, Youth, and Families (CYFD), (which provided travel bassinets from its SafeSleep Program to refugees with infants).

Local home visitors and other early childhood professionals gave toys, playtime and comfort to children. They also provided assistance and car seats to the children's parents as they were connected with, and prepared for travel to, their sponsors. The city of Deming transported asylum seekers to airports and bus stations. This was a 24/7 operation, often staffed by local volunteers who were still working their full-time jobs.

Local residents and authorities who dealt with the crisis described the situation as "an unfunded federal mandate." The daily cost of caring for the refugees in Deming was as much as \$15,000 per day. The city council declared a state of emergency and pulled together a \$1M emergency fund to address the needs of what at one point became a refugee population of over 3,000 people. A state crisis fund of \$250,000 was established to allay costs to the city. Deming is one of the poorest New Mexico municipalities and although local resources were strained in the effort, the community stepped up and managed the crisis with impressive effectiveness.

REGION 7

CATRON, GRANT, HIDALGO, LUNA, SIERRA, SOCORRO & TORRANCE COUNTIES

REGIONAL ASSESSMENT OF LEVELS OF NEED AND UNMET NEED BY PROGRAM AREA

Program Areas: Family Infant Toddler (FIT), Home Visiting (HV), Child Care Assistance (CCA), Pre Kindergarten serving three year olds (PreK-3), Pre Kindergarten serving four year olds (PreK-4), New Mexico Graduation, Reality and Dual-role Skills (GRADS)

	NEED	CURRENTLY SERVED	UNMET NEED	% OF NEED CURRENTLY MET
FIT*	N/A	900	N/A	N/A
HV**	640 – 1,270	732	(92) – 538	58% - 114%****
CCA***	2,834	136	2,698	5%
PreK-3	293	179	114	61.1%
PreK-4	1,106	909	198	82.1%
GRADS	131	67	64	51%

*FIT is mandated to serve 100% of eligible children.

**Three methods were used to estimate need. See Appendix I methodology.

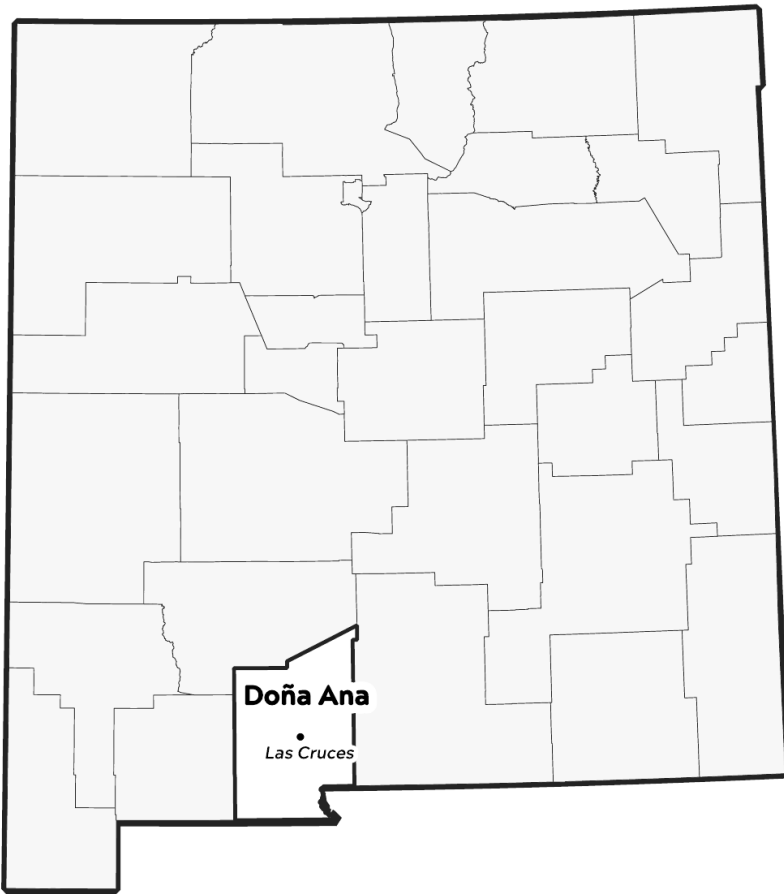
***Numbers reflect those currently served, the unmet need and % of need currently met in high quality (4 or 5 STAR) settings.

****This region is exceeding its service targets for children served through the First Born method by 92 in turn producing a % of unmet need of 114%.



REGION 8

DOÑA ANA COUNTY



OVERVIEW & CONTEXT

Border life looms large in Doña Ana County with Ciudad Juarez, Mexico only one hour away from Las Cruces, the county seat, and nearly one in five residents (close to 37,000 people) born outside of the country.¹⁰³ Doña Ana is also home to 37 of the 150 designated New Mexico colonias (rural communities within the US-Mexico border region that lack critical infrastructure) with a total population of over 55,000.¹⁰⁴

The county's poverty rate of 26% is significantly greater than the state average of 19% and twice that of the nation.¹⁰⁵ Las Cruces, the metropolitan center of the county and the second-most populous municipality in the state, offers many of the employment opportunities, with only about 10% of people traveling outside of the county for work.¹⁰⁶ Education, health care and retail are the larger sectors of the regional economy, employing nearly a third of the workforce.¹⁰⁷

The county serves the second highest statewide percentages for three and four year olds in PreK (66.9% for four-year-olds and 33% for three-year-olds) (see table below on pg. 94).

Additionally, since the 2014-15 academic year, the Doña Ana campus of New Mexico State University has awarded 85 Bachelors degrees (the highest total of any higher education institution in the state) and 103 Associates degrees (second highest total).¹⁰⁸

WHAT WE HEARD – QUALITATIVE DATA

- **Reprioritize Funding** - In order to retain and sustain the early childhood development workforce and develop infrastructure in rural New Mexico, tiered funding and shared resources could be helpful.
- **Updated and Localized Trainings** - Early childhood professionals need training in trauma-informed care in order to better work with families.
- **Create Regional Councils** - To support local determination, local or regional councils could be effective.
- **Better Transportation** - To access services, better transportation is needed.
- **Basic services must be addressed in colonias** - Medical services need to be integrated into early childhood services. In addition, there is a shortage of EMS, internet infrastructure and sex education.
- **Distrust of government** - Communities' distrust of government impacts effectiveness of programs. The development of community centers and spaces could help address this.

“EDUCATION IS A SHARED RESPONSIBILITY”

The SUCCESS Partnership of Doña Ana County has developed a shared, comprehensive plan to improve educational outcomes and opportunities in: early childhood education; high school completion; post-secondary access and success; career opportunities for graduates; support for educators; equitable and sufficient education resources; parent, student and community voice; whole childhood well-being; creative student centered education, and; cultural and bilingual competency. Within the area of Early Childhood, SUCCESS Partnership established eight goals including: public awareness; full integration of early childhood education systems; children’s museum and parent resource center; access to early childhood education, and; workforce development as well as strategic plans for their implementation.

Created by Ngage (a community advocacy organization focused on improving outcomes for southern New Mexicans), SUCCESS Partnership launched in 2014 as a collaborative, grassroots Pre-natal-to-Career initiative within Doña Ana County. SUCCESS Partnership is a diverse group of community members comprised of over one hundred local, cross-sector organizations of parents, education professionals, non-profits, businesses, regional partners and community leaders who believe that complex social problems are addressed most effectively through collective impact rather than by any single program or organization.

SUCCESS Partnership holds regular meetings with members and partners to work on specific projects, such as creating the first children’s museum in Doña Ana County, where touching, holding and playing with exhibits teaches visitors about themselves and the world around them. In November 2018, an RV was purchased and transformed into a mobile children’s museum for touring throughout Doña Ana County. The mobile museum also serves as a resource for parents, providing information on local early childhood programs. A brick and mortar Children’s Museum is also in the works.

REGIONAL ASSESSMENT OF LEVELS OF NEED AND UNMET NEED BY PROGRAM AREA

Program Areas: Family Infant Toddler (FIT), Home Visiting (HV), Child Care Assistance (CCA), Pre Kindergarten serving three year olds (PreK-3), Pre Kindergarten serving four year olds (PreK-4), New Mexico Graduation, Reality and Dual-role Skills (GRADS)

	NEED	CURRENTLY SERVED	UNMET NEED	% OF NEED CURRENTLY MET
FIT*	N/A	3,437	N/A	N/A
HV**	1,594 – 2,756	787	807 – 1,969	29% - 49%
CCA***	6,273	1,192	5,081	19%
PreK-3	1,490	492	998	33%
PreK-4	2,951	1,973	978	66.9%
GRADS	257	46	211	18%

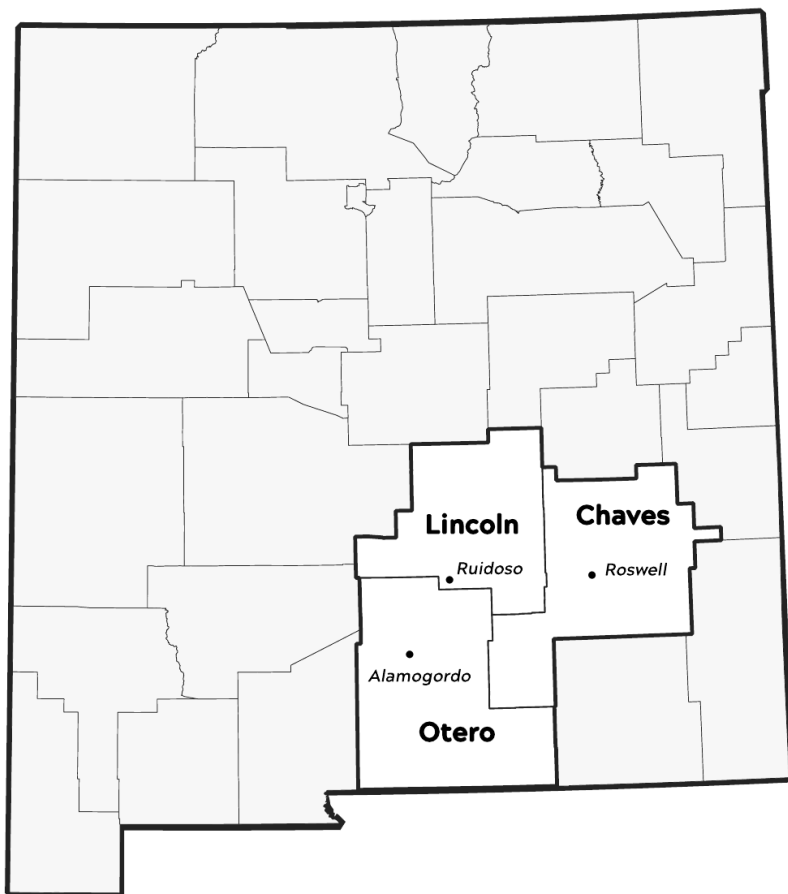
*FIT is mandated to serve 100% of eligible children.

**Three methods were used to estimate need. See Appendix I methodology.

***Numbers reflect those currently served, the unmet need and % of need currently met in high quality (4 or 5 STAR) settings.

REGION 9

CHAVES, LINCOLN, & OTERO COUNTIES



OVERVIEW & CONTEXT

The healthcare and social assistance industries employ the largest numbers of people in this region, and tourism and the military help define a unique regional identity in these three counties.¹⁰⁹ Holloman Air Force Base in Otero County is a strong foundation for the local economy in Alamogordo. White Sands National Monument is a year-round tourist destination with visitors spending \$25 million in nearby communities.¹¹⁰ Since the 2014-15 academic year, the Roswell campus of Eastern New Mexico University has awarded the second highest number of certificate degrees in early childhood statewide and a significant portion of early childhood bachelor’s degrees as well.¹¹¹

Roswell and Alamogordo are important hubs with cultural resources for families, such as zoos, a planetarium, and art and history museums.¹¹² Outside of Roswell, Alamogordo and Ruidoso, the area is largely rural.¹¹³ Chaves and Otero counties are demographically alike: each has population sizes of around 65,000 and similar percentages of children under age six living in poverty (36.7% and 31.6% respectively).¹¹⁴

Chaves County serves 536 three- and four-year-old children with full-day PreK and Otero County serves less than half that amount, or 249 children.¹¹⁵ In Chaves County, 24.6% of the population under age three is served by Family, Infant & Toddler (FIT), higher than the statewide average of 16.7% (see table below on pg. 97). Lincoln is less dense with a population of approximately 20,000 and 8.3% of the population under age six below the federal poverty line.¹¹⁶

The Mescalero Apache Tribe, with over 5,000 members,¹¹⁷ is on the northern end of Otero, and operates a ski resort and gaming center in nearby Ruidoso, one of the fastest growing locations in the state. While the growing economy has positive benefits, in Ruidoso the rising housing costs strain families.¹¹⁸ Residents were concerned about earning more income and possibly losing reimbursement benefits, as well as the growing wait-lists for childcare.

SUPPORT MAKES CREATIVE APPROACHES POSSIBLE

Member organizations of the Region 9 Educational Cooperative report that all their early childhood programming is stronger as a result of the collaborative partnership. Region 9 is the largest collaboration of its kind in the state and provides a variety of resources and direct services to children and families and support services to member districts in south-central New Mexico.

Their program areas include: home visiting, developmental services, Head Start and Early Head Start, school-based health services and educational services to both students and professionals throughout Capitan, Carrizozo, Cloudcroft, Corona, Ruidoso, Hondo, and Tularosa school districts and communities. Since the Cooperative is able to provide institutional support and shoulder administrative tasks, member organizations are given breathing room to collaborate on creative projects.

The Cooperative model has influenced the way member organizations plan and execute grants that Region 9 has helped them secure. For example, a Head Start center hosted an “Art Gallery Gala” where kids dressed up in

(continued on next page)

REGION 9

CHAVES, LINCOLN, & OTERO COUNTIES

(Continued from above)

“fancy clothes” and explained their artwork to their families and visitors. Using grant funding, the Center provided food and childcare to families so that the whole community could participate.

Other activities of this type included “Drive-In Movie Night”, which was scheduled to follow parent pick-up time. Kids made cars out of cardboard and sat in them with their parents for a movie. “Grahams with Grands” was another event, which centered on engaging Senior Citizens in the community, and gave kids an opportunity to strengthen family and cultural connections.

WHAT WE HEARD – QUALITATIVE DATA

- **Cultural alignment of workforce** - Staff development could incorporate culturally competent and responsive training.
- **Access in rural communities** - There is a need for more facilities and slots.
- **Need for clear communication** - Consistent communication is needed about funding, curriculum, policies and procedures.
- **Attention to nuance of local economies** - The characteristics of the local economy impacts both the supply and demand of early childhood programs and the early childhood workforce. In locations where cost of living is high and employment is seasonal, families who are “in-between” income levels might have a harder time accessing services.
- **Access to health care** - When there are not enough health care practitioners in the area, families must travel far (even out of state) to get medical care.

REGIONAL ASSESSMENT OF LEVELS OF NEED AND UNMET NEED BY PROGRAM AREA

Program Areas: Family Infant Toddler (FIT), Home Visiting (HV), Child Care Assistance (CCA), Pre Kindergarten serving three year olds (PreK-3), Pre Kindergarten serving four year olds (PreK-4), New Mexico Graduation, Reality and Dual-role Skills (GRADS)

	NEED	CURRENTLY SERVED	UNMET NEED	% OF NEED CURRENTLY MET
FIT*	N/A	1,283	N/A	N/A
HV**	1,165 – 1,983	308	857 – 1,675	16% - 26%
CCA***	4,092	378	3,699	10%
PreK-3	992	82	910	8.3%
PreK-4	1,789	1,180	609	66%
GRADS	193	25	168	13%

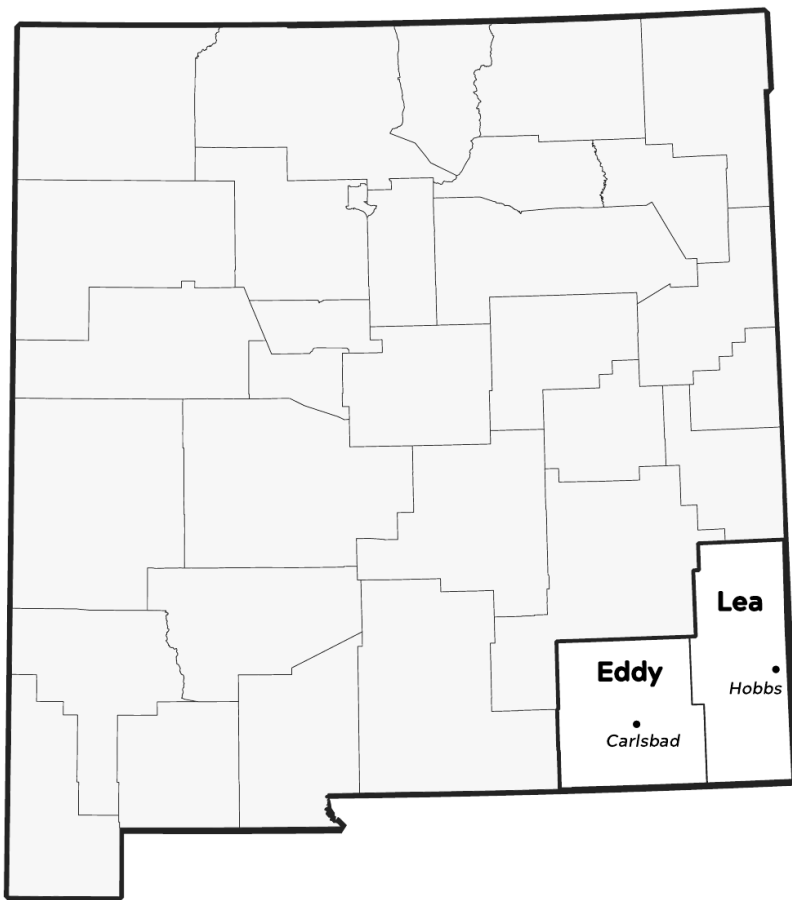
*FIT is mandated to serve 100% of eligible children.

**Three methods were used to estimate need. See Appendix I methodology.

***Numbers reflect those currently served, the unmet need and % of need currently met in high quality (4 or 5 STAR) settings.

REGION 10

EDDY & LEA COUNTIES



OVERVIEW & CONTEXT

The Permian Basin oil boom which has impacted Eddy and Lea Counties (as well as neighboring Chaves County and large swaths of Texas) has both stimulated¹¹⁹ the regional and statewide economies and exerted stress¹²⁰ on communities. Lea and Eddy Counties have the fastest growing county populations in the state, growing at a pace faster than either Santa Fe, Bernalillo or Doña Ana County.¹²¹

The cost of living in these counties now keeps pace with Santa Fe and Taos as a result of housing shortages coupled with rising home and rental prices.¹²² Increased industrial traffic has also increased the rate of driving accidents and fatalities.¹²³ Residents and health professionals expressed concerns that worsening water and air quality¹²⁴ will impact health outcomes which may not manifest until a generation or two down the line.

Increased oil and gas production has contributed to job expansion across many sectors including construction, retail, and service industries.¹²⁵ Eddy County has the lowest unemployment rate in the state, with comparably low levels in Lea County.¹²⁶ A concern raised during community conversations in this region was that the rise in well-paid jobs associated with this economic prosperity has made it even more difficult to recruit people to work in the early childhood profession. New Mexico Junior College, located near Hobbs, is one of the top granters of certificate degrees in early childhood, according to the state Higher Education Department.¹²⁷

While Lea and Eddy Counties offer levels of home visiting and childcare assistance that are comparable to many other counties across the state,¹²⁸ the levels of met need of PreK for three and four-year olds are the lowest in the state: 6.8% for three-year-olds and 29.5% for four-year-olds (see table below on pg. 98). Lea has the third highest rate of teen pregnancy in the state,¹²⁹ and the local GRADS programs serve 19% of the expectant and parenting teen population, similar to a statewide average of 22% (see table below on pg. 100).

WHAT WE HEARD – QUALITATIVE DATA

- **Adaptability and flexibility** - Local communities know local needs and when empowered can improve collaboration.
- **Information and Transportation** - Rural families and early childhood professionals need better access to resources.
- **Community Health** - Access to health care can be increased through the development of mobile clinics to support families needs.
- **Workforce** - There is a need for developing quality staff, including better training and increased collaboration with early intervention services.
- **Resource extraction industries and early childhood** - Concerns were raised that while oil and gas could contribute significant revenue to early childhood programs, it is not necessarily a sustainable revenue source. Additionally, negative health outcomes associated with the resource extraction industries can cause detrimental perinatal outcomes. Creating a connection between early childhood and these polluting industries was raised as a concern.

REGIONAL ASSESSMENT OF LEVELS OF NEED AND UNMET NEED BY PROGRAM AREA

Program Areas: Family Infant Toddler (FIT), Home Visiting (HV), Child Care Assistance (CCA), Pre Kindergarten serving three year olds (PreK-3), Pre Kindergarten serving four year olds (PreK-4), New Mexico Graduation, Reality and Dual-role Skills (GRADS)

	NEED	CURRENTLY SERVED	UNMET NEED	% OF NEED CURRENTLY MET
FIT*	N/A	1,158	N/A	N/A
HV**	1,059 – 1,897	236	823 – 1,661	12% – 22%
CCA***	2,579	260	2,319	10%
PreK-3	824	56	768	6.8%
PreK-4	2,215	655	1,560	29.5%
GRADS	206	24	182	12%

*FIT is mandated to serve 100% of eligible children.

**Three methods were used to estimate need. See Appendix I methodology.

***Numbers reflect those currently served, the unmet need and % of need currently met in high quality (4 or 5 STAR) settings.

PLANS & MODELS TO CONSIDER

FROM NEW MEXICO & BEYOND

CROSSWALK OF PLANS

New Mexico's early childhood community has spent considerable time and resources in recent years developing plans and recommendations across a host of early childhood topics, from comprehensive spending plans to reports narrowly focused on one aspect of the system or region of the state. Stakeholders engaged in the PDG Needs Assessment made it clear that this process need not and must not start from scratch, but should rather build on these prior efforts. The UNM Cradle to Career Policy Institute summarized, at a high level, the policy recommendations from 27 key reports, most of them written within the last five years (see Appendix G).

Analysts prepared summaries for home visiting, PreK, child care, Head Start and Early Head Start, FIT, and the early childhood workforce, as well as system-level themes and recommendations. For each program area, they provided a synthesis of program expansion targets and their methodologies, policy recommendations, and areas of consensus that emerged across reports. Some high-level areas of consensus include:

Expand home visiting and NM PreK services to serve more families. This recommendation acknowledges that expansion must be strategic, and also that unmet need remains in these program areas.

Improve coordination of services, especially services for 3- and 4-year-olds. This recommendation reflects several years of statewide conversations about governance and coordination, and the detailed synthesis includes specific recommendations including from one report devoted just to this topic. Some specific recommendations (like alignment of the PreK RFP process) are already underway.

Expansion of wage supplements and scholarships for early childhood educators. This recommendation reflects a wide emphasis across reports on investing in and developing the early childhood workforce. Scholarships and wage supplements are one strategy that is broadly recommended, and more detailed recommendations are provided in the workforce section of the synthesis.

Increased capacity and incentives for quality in the child care system. More than other program areas, child care reflects a wide diversity of study approaches and recommendations. A common theme that emerges, though, is to build quality in the system through incentives and supports.

The PDG Needs Assessment builds strategically on this body of prior work, and details are available in Appendix G, Crosswalk and Synthesis of Early Childhood Reports in New Mexico.

NATIONAL RESEARCH

With the new Early Childhood Education and Care Department, New Mexico will be joining a small group of states, including Massachusetts, Connecticut, Alabama and Georgia, that have consolidated their early learning programs into one cabinet-level Department or Office. Much can be learned from these states, as well as other states that have created effective practices and structures. The outline of the research is included below and will be integrated into the Strategic Plan (see Appendix J for the full report). This research included interviews with 19 experts from across the country as well as a thorough literature review.

Interviews with state officials that had participated in the process of consolidation in other states revealed key lessons learned. These include:

- If possible, hire the Secretary of the Department early.
- Organizational culture matters, especially when consolidating.
- Leadership should have big vision coupled with state-government know-how.
- Link organizational structure to child outcomes so that the consolidated governance structure helps improve child outcomes.
- Phased-in implementation is helpful.
- Elevate the workforce in the governance structure and consider unique workforce data needs.
- Ensure adequate staffing of the Department.

Additionally, the national research aggregated best practices around five key elements of the early childhood system. The categories are described here and the practices which, when relevant, will be incorporated into the strategic plan:

- Provision of early learning services statewide to scale.
- Workforce development needs and capacity.
- State-level governance structures.
- Community-level early learning collaboratives/councils.
- Potential funding streams and options.



PROCESS

VISION, VALUES & ASSUMPTIONS

New Mexico's Vision for the Preschool Development Grant is that:

Each and every child, prenatal to age five, and their families in New Mexico will have equitable access to quality early learning opportunities to support their development, health and well-being ensuring they are ready to succeed in kindergarten and beyond.

Guided by the vision, goals and definitions (see Appendix A), we have developed the PDG Needs Assessment with **values that mirror those of healthy child and family development**, specifically:

Relationships matter - we recognize the power of connections and build upon them.

Curiosity - essential in gathering honest and thoughtful feedback.

Strengths and assets exist - it is our job to uncover and highlight them.

Resilience - in spite of our challenges, we are alive and great work is being done.

Creativity - we are willing to think outside the box.

Capacity for reflection - we are willing to accept that we don't know everything.

Life-long learning - what may have been relevant or best-practice yesterday, may not be today.

The **assumptions** and **approach** in this work included the following:

- That the **brain science** of the important development in the first five years of a child's life is reasonably well-understood and believed.
- That the benefits of high-quality early childhood programs, including the strong societal **return on investment**, which increases into adulthood, are clear.
- That we should **build upon previous work** including the Race to the Top grant and the many plans and assessments done and, specifically, community engagement work done by the team in 2018.

- That the **timing is fortuitous** for New Mexico to do this work given the Yazzie/Martinez lawsuit which references the importance of early childhood programs in closing the achievement gap for lagging students, and most importantly, the opportunity in the creation of the new Early Childhood Education and Care Department. Everyone involved seems to agree that this is the time to give everything we can to this work, in this moment, in order to make improvements for New Mexico's children and families.

Some stakeholders expressed concern about political blowback and/or retaliation if their criticisms or issues were passed on. In order to address this, and to gather the most authentic input, our team guaranteed confidentiality and is providing the detailed themes discussed with focus populations and key informant interviews without specific identifying information.

THE TEAM

New Mexico's emphasis was strongly on robust stakeholder engagement with a focus on underserved or vulnerable populations. Plus, the current context in New Mexico includes the court judgment in the Yazzie/Martinez lawsuit mandating better education for Native American, Hispanic and English Language Learners.¹³⁰ Thus, NMECDP partnered with two key organizations, the Native American Budget and Policy Institute (NABPI) with a focus on tribal nations, and the Center for the Education and Study of Diverse Populations (CESDP) to ensure dual-language and multi-cultural facilitation.

ABOUT NABPI

The Native American Budget and Policy Institute (NABPI) is an initiative funded by the W.K. Kellogg Foundation and resides at the University of New Mexico to conduct research, budget and policy analysis, social justice advocacy, litigation and community lawyering to help Native American communities to create self-determined and systematic change. We have taken this approach with a focus on including Native American voices into the needs assessment and strategic planning process associated with the new Early Childhood Education and Care Department.

ABOUT CESDP

The Center for the Education and Study of Diverse Populations (CESDP) led the facilitation team for this work. CESDP, at New Mexico Highlands University, is an educational diversity center that provides systemic and sustained professional learning for teachers, administrators, and parents. The mission of CESDP is to assist communities to improve the quality of education for students, families, educators and community members.

For a full list of team members and their biographies, including the PDG Leadership Team, please see Appendix B.

Research Design and Methodology

The Native American Budget and Policy Institute worked alongside the NM Early Childhood Development Partnership to help identify and recruit Native American early childhood experts, tribal leaders, educators, community members, parents, grandparents, and other caregivers to provide input on early childhood development. Tribal respondents were offered an opportunity to provide their input across community convenings, focus groups and semi-structured interviews. Providing multiple venues for participation in our research process allowed our team to speak to a total of 149 Native American voices across these qualitative approaches in a short period of time.

A major component of our team's effort was to recruit Native American participants to the large community events organized by NMECDP and to facilitate discussions among those participants to ensure that these large events included nuanced discussion about tribal communities in those regions of the state. This was a successful partnership, as our team incorporated Native American specific sessions into the following large events:

- September 24, 2019 - Farmington (14 of Native American Participants)
- September 25, 2019 - Gallup (8 of Native American Participants)
- October 2, 2019 - Española (5 of Native American Participants)
- October 23, 2019 - Las Vegas (0 of Native American participants)
- October 8, 2019 - ABQ (7 of Native American participants)
- October 9, 2019 - Socorro (0 of Native American participants)

**For reference, these are edits pulled directly from the Companion Document "Native American Perspectives" p 3.*

In addition to the large community events, the full research team worked together to identify and recruit a more focused set of individuals for focus groups and individual interviews to ensure that we heard from a wide variety of important voices from New Mexico's tribal communities. This was a key component of our overall research design, as we anticipated that many Tribal leaders, education experts and members of the early childhood workforce, and parents from this key sub-group of the larger population would find it challenging to travel to the large events. Below are the locations of each of the focus groups that were organized and facilitated by the NAPBI research team:

- Zuni Pueblo Focus Group
- Mescalero Apache Tribe
- Santo Domingo Pueblo
- Ysleta Del Sur Pueblo
- Alamo Navajo
- Navajo Family Voices
- San Felipe Pueblo

**For reference, these are edits pulled directly from the Companion Document "Native American Perspectives" p 4.*

The target audience for these sessions were elected and appointed tribal leaders, experts in early childhood systems and programs specific to Native American communities, and PreK educators who serve predominantly Native American students. These sessions were similar to the overall format of the larger group sessions in terms of focus areas, as we wanted to maintain consistency across the overall themes that served as the foundation across the full team of researchers involved in this project. Each of these sessions were facilitated by one of our NABPI researchers and in almost all cases also had participation from the NMECDP staff as a facilitator or note-taker to ensure synergy across all data collection.

Our research team who conducted the interviews and focus groups all have deep experience conducting qualitative researchers with tribal communities in New Mexico, and all come from the communities who were the focus of the research. In conjunction with NMECDP, the research team developed a semi-structured focus group guide to facilitate the first round of deliberations.

Our team also identified a few experts whose input was valuable to collect through this process. These experts comments were not attached to any particular Tribal nation:

- Regis Pecos, Co-Director and Founder of the Leadership Institute at Santa Fe Indian School
- Carmela M. Roybal, President of the New Mexico Head Start Association (Region VI, VVI), (NMHSA)
- Lana Garcia, Director, Walatowa Head Start Language Immersion Program
- Kevin Shendo, Director, Pueblo of Jemez Education Department
- Peter Garcia Jr., Ohkay Owingeh Board of Education
- Marsha Leno, Educational Services Manager, Pueblo of Zia Education Department
- Jeremy Oyenque, Director, Santa Clara Pueblo Department of Education
- Trisha Moquino, Director of the Keres Children's Learning Center
- Esther Bemis, Pueblo of Zuni Tribal Member

When all aspects of our research design are considered collectively, we were able to collect information from a wide and diverse set of Native American voices from across the state. It was vital that we protect the anonymity of our respondents to ensure confidentiality. This allowed respondents to provide honest and uncensored responses. Therefore, while we do note the tribal communities represented across the participants in our focus groups or interviews, we do not provide specific names of individuals or the social locations of respondents.

There are a total of 24 tribes across the state of New Mexico: 20 Pueblos, 3 Apache Tribes and Nations, and the Navajo Nation. It was imperative that we included the voices of as many nations as possible, as we recognize that many of the experiences of tribal nations vary across the state. Although there are similarities in regard to their relationships with the state of New Mexico, education in general, and geographic locations, each tribe/nation provides a unique insight and experience. Although we were not able to visit each of these communities, by ensuring we were able to span each region of the spatially vast state of New Mexico, our team was able to acquire interviews from members of each tribe, Pueblo, and Nation.

Challenges/Obstacles Addressed in our Research Design

Our team built on lessons learned from our recent early childhood data collection across tribal communities in the state as we approached this project. This included our insight that many Native American community members were less likely to provide their views and concerns in the presence of non-Native American participants who they have no connection to. We therefore supplemented the larger group sessions with Native American specific interviews and focus groups, and when appropriate included a breakout group of tribal members during the large community events.

Given the very small network of early childhood experts, parents, educators, and other stakeholders in New Mexico (particularly from the Native American communities), we understood from the on-set that it would be highly likely that we would be contacting many of the same folks our team members interviewed over the past year as part of our efforts to get views about the Business Plan for Early Childhood. We therefore initiated contact with tribal leadership noting that our current research goals were distinct from the prior effort and aimed at the strategic planning effort for the new early childhood development department. We also noted that the input their community provided our team in the last set of discussions helped lead to the establishment of the new department and assurance of a Deputy Director position specific to tribal communities.

We provided a copy of our last report to all tribal leaders and members of tribes who requested to see it which helped provide some context on how our current effort was in fact different than the last. Although these steps in our research process had a positive impact on our ability to conduct the research described in our report, we do want to point out that we heard from many tribal members that we were not the only research team conducting early childhood

research that had contacted them. This over-saturation of research was unfortunately unavoidable given the salience of this topic across the state, but is something we believe should be discussed further in the strategic planning process to hopefully avoid burdening these communities with multiple requests of similar information from various stakeholders.

Finally, and most importantly, we need to note that the steps required to conduct research with tribal communities often requires much more time than contract timelines allow for. Although we communicated to all of our participants that the tight timeline required for this project were driven by the extreme sense of urgency to begin the expansion of services to families in New Mexico, many participants let us know that the aggressive timeline made it difficult to ensure that we heard from all voices in their communities.

Despite this limitation, our team was proud of our ability to collect very rich data within the timeline provided without violating the best practices associated with community engaged research that we are committed to.

Our research team initiated discussions with our research participants across all forms of qualitative data collection with the following general questions intended to get the discussions started:

- What's working right now in your view across the state and Tribal early childhood systems?
- What's not working and in need of attention during this strategic planning session?
- How do you want things to be, what would a successful early childhood system look like to you?
- What is getting in the way? Are there obstacles that are preventing your vision for a strong early childhood system that would best serve your communities children that strategic planning should address?

INTEGRATING EARLY CHILDHOOD PLANNING IN NEW MEXICO

The PDG Needs Assessment collaborated with other formal planning efforts related to early childhood issues in New Mexico. These included the Pritzker Infant Toddler Policy Agenda Planning effort, the Title V Maternal and Child Health Services Block Grant needs assessments, and the upcoming updates to the Maternal, Infant and Early Childhood Home Visiting (MIECHV) and Head Start needs assessments. Additionally, the LANL Foundation and Eight Northern Indian Pueblos Council, Inc. have been engaging in an independent process (called the Pueblo Outreach Project) to identify local early childhood needs and create Pueblo-specific plans. While each effort has different timelines, scopes of work and deliverables, time was spent to integrate and collaborate. This yielded two significant results:

- **Integrated content** – Infant and toddler issues as well as maternal and child health became two of the six focus areas for which qualitative data was collected during the eleven statewide community conversations. These findings are integrated throughout the needs assessment and are being shared with the other planning efforts. The particular concerns of Native American populations was always a critical goal of the PDG needs assessment. The collaboration with the Pueblo Outreach Project contributed one piece to reaching this goal.
- **Streamlined process** - In order to reduce community fatigue from surveys and engagement events outreach efforts (including meetings, surveys and interviews) were coordinated across these planning efforts. Members of the various planning efforts participated in meetings to avoid duplication and survey results and data analysis were shared.

In addition to the PDG needs assessment, NMECDP is also conducting the updates to the MIECHV and Head Start needs assessments. Plus, NMECDP participated in the Steering Committee for the Pritzker grant in

order to share updates and tap into the networks of the Pritzker Coalition to help with outreach to particular communities and collect relevant data. The Pueblo Outreach Project invited both Pritzker and PDG to participate in a conversation to collect feedback and identify priorities.

PRITZKER CHILDREN'S INITIATIVE

The Pritzker Children's Initiative, a project of the J.B. and M.K. Pritzker Foundation, awarded New Mexico a nine-month planning grant to create a diverse coalition charged with creating a policy agenda and implementation plan focused on increasing access to services for low-income families with children prenatal to age three. The New Mexico Coalition contains 37 members representing state and city government as well as parents, advocates, philanthropy, the business community and service providers representing the full spectrum of services for children prenatal – age three. New Mexico's policy agenda identifies six broad goals, each with a number of activities that work towards each goal. The full agenda will be complete by January 15, 2020.

New Mexico's Draft Infant Toddler Policy Agenda

- Ensure all births are healthy, safe and supported.
- Provide high-quality, home visiting services to every family in NM who wants these services by first expanding access to those most in need.
- Increase access to high quality, affordable infant and toddler care, in both home-based and center-based settings, for low-income families.
- Grow a qualified and well-compensated early childhood workforce focused on infants and toddlers.
- Ensure early childhood systems are coordinated and aligned.
- Support auxiliary policies that ensure the health and well-being of families with infants and toddlers.

PUEBLO OUTREACH PROJECT

The LANL Foundation, in partnership with the Eight Northern Indian Pueblos Council Inc., worked to assess the family systems within the Eight Northern Pueblos. This is called the Pueblo Outreach Project. Through an 18-month process, stories were gathered from each individual Pueblo on the strengths and partial gaps that currently existed for children ages zero to five. At the end of the assessment, each Pueblo developed an Early Childhood Plan that identified goals to strengthen family support services. Currently the Project is in its implementation (Phase II) and will continue until 2021.

BEYOND THE DATA

Throughout the community engagement process, people found value in simply coming together. Business cards were often exchanged with words about collaborating in the future, or how one person's program could support the kids in another program, or how an expressed problem could be easily solved. In other words, the immediate value of the engagement process was in strengthening community networks by bringing people together. Our facilitation team reported seeing connections made in every group, in every community throughout the state.

WORKFORCE AND FAMILY SURVEYS

The team worked with Pacific Marketing Research/Latino Decisions to conduct two Web-based surveys intended to ensure that our report included perspectives from two key sub-groups, families (parents and other caregivers) and the early childhood workforce. Both surveys were administered through the Web in formats that would allow for participation across tablets, smart-phones, and computers.

Although most participants opted to take the survey in English, both surveys were available in both English and Spanish. Qualitative data was the main goal and priority from these community engagement sessions, and the survey provides useful information to complement what we found in the rich qualitative data. The surveys were implemented and analyzed by NABPI, NMECDP, and CCPI staff and this process was overseen by Prof. Gabriel Sanchez, a nationally recognized expert in survey design and survey research who has implemented several early childhood focused surveys in New Mexico.

Often Overheard
at a Community
Conversation:

**“Let’s connect after
this. We should work
together.”**

NEXT STEPS

STRATEGIC PLAN

The goal of conducting a complex and thorough Needs Assessment is to ensure that the work of the state and the new ECECD responds to the needs and priorities of New Mexico. This Needs Assessment has gathered information from a broad range of sources. Rich qualitative data from stakeholders across the state came together with the thorough analysis of quantitative data from existing and new sources to provide a unique and detailed view of the early childhood landscape in New Mexico. Additionally, and in part as a result of this process of information gathering and listening, early childhood communities statewide now stand ready to move our state forward.

With this data and these engaged communities, New Mexico now has the information it needs to inform the work of the state and the new ECECD with a comprehensive and cohesive Strategic Plan. This plan will articulate a vision and mission for the early childhood system in New Mexico with guiding principles to remind us all how the work must be carried out. Goals and strategic actions will serve as the roadmap.



EARLY CHILDHOOD EDUCATION AND CARE DEPARTMENT – OPERATIONAL JULY 2020

Legislation was passed with strong bi-partisan support in 2019 and signed by Governor Michelle Lujan Grisham on March 14, 2019 creating an Early Childhood Education & Care Department (ECECD).¹³¹ Senate Bill 22 (SB 22) describes the duties and programs of this new department. When it becomes operational in July 2020, the cabinet department will coordinate and align an early childhood education and care system to include:¹³²

- Home Visiting
- Early intervention and family support
- Early head start and head start
- Early childhood special education
- Early PreK and PreK
- Childcare

Furthermore, SB 22 outlines that the Secretary of Early Childhood Education and Care Department will serve as the chief executive and administrative officer of the Department and an Assistant Secretary for Native American Early Education and Care will be responsible for the coordination and oversight of Indian early childhood education and care programs.

Throughout this process, the team often said that ‘the stars are aligning’ around early childhood systems in New Mexico. With the unique opportunity posed by the creation of the new ECECD, plus the chance to assess and plan afforded by the PDG grant, New Mexico is poised to move forward collectively. Community members in New Mexico are largely poised to work together and develop a unified and effective early childhood system, with continuous improvement built in, so that all young children and their families can thrive.

ENDNOTES

ENDNOTES

INTRODUCTION

- 1 New Mexico Senate Bill 22, 54th Legislature, 1st Session (N.M. 2019), available at <https://www.nmlegis.gov/Sessions/19%20Regular/final/SB0022.pdf>
- 2 More information on the State of New Mexico's work under the Preschool Development Grant, Birth to Five is available at <https://www.earlylearningnm.org/pdg-b-5> (last visited Dec. 2, 2019).
- 3 The Native American Budget and Policy Institute (NABPI) is a project of the Robert Wood Johnson Foundation Center for Health Policy of the University of New Mexico, and the New Mexico Center on Law and Poverty. NABPI empowers Native American communities to improve their health, education and economic well-being and to create self-determined and systematic change by conducting research, budget and policy analysis, social justice advocacy, litigation and community lawyering.
- 4 The Center for the Education and Study of Diverse Populations (CESDP) under the auspices of New Mexico Highlands University was established by the New Mexico Legislature in 1993. CESDP provides technical assistance and professional learning, distributes research findings, offers resources, and advocates for quality in public educational systems.

STATEWIDE ANALYSIS

- 5 National Center for Injury Prevention and Control, Division of Violence Prevention at the Centers for Disease Control, U.S. Department of Health and Human Services, About Adverse Childhood Experiences (Aug. 8, 2018), <https://www.cdc.gov/violenceprevention/childabuseandneglect/acestudy/aboutace.html> (last visited Dec. 2, 2019).
- 6 Ibid.
- 7 M. J. Weiss & S. H. Wagner, Commentary, What explains the negative consequences of adverse childhood experiences on adult health? Insights from cognitive and neuroscience research, 14(4) *American Journal of Preventive Medicine* 356 (1998).
- 8 V. Sacks, D. Murphy & K. Moore, Research Brief, Adverse Childhood Experiences: National and State-level Prevalence (Child Trends, Bethesda, MD), July 2014, Pub. # 2014-28.
- 9 K. T. Kramer, Adverse Childhood Experiences Legislation, Association of State and Territorial Health Officials Experts Blog (May 11, 2017, 1:24 PM), <https://www.astho.org/StatePublicHealth/Adverse-Childhood-Experiences-Legislation/5-11-17/> (last visited Dec. 2, 2019).
- 10 New Mexico Senate Bill 365, 51st Legislature, 1st Session (N.M. 2013), available at <https://www.nmlegis.gov/Sessions/13%20Regular/final/SB0365.pdf>.
- 11 Y. Cannon, et al., New Mexico Sentencing Commission, Adverse Childhood Experiences in the New Mexico Juvenile Justice Population (Feb. 2016), <https://nmssc.unm.edu/reports/2016/adverse-childhood-experiences-in-the-new-mexico-juvenile-justice-population.pdf>.
- 12 New Mexico Senate Bill 370, 54th Legislature, 1st Session (N.M. 2019), available at <https://www.nmlegis.gov/Sessions/19%20Regular/bills/senate/SB0370.pdf>.

- 13 2019 Kids Count Profile (New Mexico Voices for Children, Albuquerque, NM), May 15, 2019 available at <https://www.nmvoices.org/wp-content/uploads/2019/06/NM-KC-profile-2019.pdf>.
- 14 Census Bureau, Economics and Statistics Administration, U.S. Department of Commerce, American Community Survey (ACS), 1-year estimates, Tables B17001, B17001B, B17001C, B17001D, B17001E, B17001F, B17001G, B17001H, B17001I.
- 15 Ibid.
- 16 National Center for Education Statistics, U.S. Department of Education, NCES 2019-144, The Condition of Education 56 (May 2019), <https://nces.ed.gov/pubs2019/2019144.pdf>.
- 17 Two underserved populations that were neither defined early on nor addressed in depth through this process include fathers of young children and incarcerated parents of young children. These two population groups were brought up in a number of community conversations and most definitely need further attention.
- 18 Albuquerque Public Schools (APS) has an enrollment of nearly 84,000 students. APS calculates this as one-fourth of the state's student population. Albuquerque Public Schools, <https://www.aps.edu/about-us> (last visited Dec. 2, 2019).
- 19 Strategic Analysis & Program Research, Albuquerque Public Schools, Enrollment and Demographic Information, SY 2017-18 (2018), https://www.aps.edu/sapr/images/copy_of_EnrollmentandDemographicInformation20172018.PNG.
- 20 Albuquerque Public Schools, *supra* note 14.
- 21 The College of Education at UNM offers a Bachelor of Science in Family and Child Studies. Students may acquire a concentration in Early Childhood Multicultural Education. More information on these programs is available at <https://coe.unm.edu/departments-programs/ifce/family-child-studies/undergraduate-programs/index.html>.
- 22 The Indigenous New Mexico Curriculum Initiative is a program of the Indian Education Bureau of PED. More information on this program is available at <https://webnew.ped.state.nm.us/bureaus/indian-education/indian-education-curriculum-initiative/>.
- 23 Albuquerque Public Schools: Families Connected, Welcome To Albuquerque Public Schools (APS)!, YouTube (July 15, 2019), <https://www.youtube.com/watch?v=gzAr1Tu9L0s>.
- 24 K. Krause, New Mexico Children, Youth, and Families Department, The Childcare Workforce in New Mexico (2010), available at https://www.newmexicokids.org/wp-content/uploads/2015/05/CYFD_Child_Care_Workforce_in_NM.pdf (finding that 97% of the education workforce is female).

THEMES BY FOCUS AREA

- 25 K. Schulman, Overdue for Investment: State Child Care Assistance Policies 2018 3 (National Women's Law Center, Washington, D.C.) Oct. 2018, available at <https://nwlc-ciw49tixgw5lbab.stackpathdns.com/wp-content/uploads/2018/11/NWLC-State-Child-Care-Assistance-Policies-2018.pdf>.
- 26 C. Johnson-Staub & S. Sethi, Report, From Opportunity to Change: State Experiences Implementing CCDBG 3 (Center for Law And Social Policy, Washington, D.C.), Jan. 31, 2019, available at <https://www.clasp.org/sites/default/files/publications/2019/03/Opportunity%20to%20Change%20Main%20Body.pdf>.

ENDNOTES

27 *Id.* at 2.

28 Schulman, *supra* note 1, at 5-6.

29 This estimate includes PreK teachers and Educational Assistants employed by the Public Education Department (PED); home visiting program staff employed by the state, tribal and privately funded home visiting programs; and New Mexicans employed by establishments providing “Child Day Care Services” and/or in the occupation of “Child Care Worker” as reported in the American Community Survey 2017 5-year Public Use Micro Sample (PUMS). “Child Day Care Services” is defined by the federal government as an industry group (NAICS 6244) comprised of establishments primarily engaged in providing day care of infants or children. These establishments generally care for preschool children, but may care for older children when they are not in school and may also offer prekindergarten educational programs. This estimate does not include kindergarten, elementary or secondary schools, or in-home child care providers such as nannies. Given the many contexts in which regulated, out-of-home early childhood education is provided, the estimate of 16,864 is likely an undercount.

30 All data in the “Higher Education Trends” section was provided by the State of New Mexico Higher Education Department (NMHED) upon request. NMHED assumes no responsibility for any conclusions drawn from the use of NMHED data. For information on requesting NMHED data, please visit <https://hed.state.nm.us/data-reports/nmhed-data-request>.

31 New Mexico Statutes Annotated (NMSA) 1978 §§ 11-18-1 to -5 (2009); Senate Bill 196, 49th Legislature, 1st Session (N.M. 2009), available at <https://www.nmlegis.gov/Sessions/09%20Regular/final/SB0196.pdf>.

REGIONAL ANALYSIS

32 Census Bureau, Economics and Statistics Administration, U.S. Department of Commerce, Public Use Microdata Areas (PUMAs) (Apr. 10, 2018), <https://www.census.gov/programs-surveys/geography/guidance/geo-areas/pumas.html> (last visited Dec. 4, 2019).

33 Indicator-Based Information System for Public Health, New Mexico Department of Health, Population: Density by County (Jul. 1, 2019) <https://ibis.health.state.nm.us/query/result/pop/PopCnty/Density.html> (last visited Dec. 4, 2019).

34 San Juan County, NM, (Data USA, Cambridge, MA) available at <https://datausa.io/profile/geo/san-juan-county-nm> (last visited Dec. 4, 2019).

35 McKinley County, NM, (Data USA, Cambridge, MA) available at <https://datausa.io/profile/geo/mckinley-county-nm> (last visited Dec. 4, 2019).

36 North Central Regional Transit District, All Routes, <https://www.ncrtd.org/ncrtd-routes.aspx> (last visited Dec. 4, 2019); NM Dep’t of Transportation, Northern Routes (Apr. 1, 2019) https://dot.state.nm.us/content/dam/nmdot/ParkNRide/Northern_Routes-April_1_2019.pdf (last visited Dec. 4, 2019).

37 Census Bureau, Economics and Statistics Administration, U.S. Dep’t of Commerce, Quick Facts: Cibola, McKinley & San Juan Counties (2018) <https://www.census.gov/quickfacts/fact/table/cibolacountynewmexico,mckinleycountynewmexico,sanjuancountynewmexico/PST045218> (last visited Dec. 4, 2019).

38 See “County Data Sheets” in Appendix H.

39 Economic Research and Analysis Bureau, New Mexico Department of Workforce Solutions, State of the Workforce 32 (July 2019) available at https://www.dws.state.nm.us/Portals/0/DM/LMI/NM_2019_SOTW_Report.pdf.

- 40 Quarterly Census of Employment and Wages, New Mexico Department of Workforce Solutions, Employment in Mining by County & Employment in All Industries by County (Q2 2019), <https://www.jobs.state.nm.us/qcew> (last visited Dec. 5, 2019) (using employment figures of 4,589 in mining out of a total 47,022 employed in any industry results in a ratio of 1 in 9.76).
- 41 Ground Water Quality Bureau, New Mexico Environment Department, Superfund Sites in New Mexico, <https://www.env.nm.gov/gwqb/sos-nm-sites/> (last visited Dec. 5, 2019).
- 42 D. S. Ulmer-Scholler, New Mexico Bureau of Geology & Mineral Resources, New Mexico Institute of Mining & Technology, Uranium Legacy Issues in New Mexico (Jun. 3, 2019) <https://geoinfo.nmt.edu/resources/uranium/legacy.html> (last visited Dec. 5, 2019).
- 43 In 2008, a slew of federal agencies came together to develop a 5-year plan for addressing uranium contamination on the Navajo Nation. The following year, Congress directed the Agency for Toxic Substances and Disease Registry within the Centers for Disease Control to begin work on the Navajo Birth Cohort Study (NBCS). For more information on the NBCS, visit https://www.atsdr.cdc.gov/sites/navajo_birth_cohort_study/index.html.
- 44 K. B. Mulloy, et al., Lung Cancer In A Nonsmoking Underground Uranium Miner, 109(3) *Environmental Health Perspectives* 305–309 (2001); F. D. Gilliland et al., Uranium Mining And Lung Cancer Among Navajo Men In New Mexico And Arizona, 1969 to 1993, 42(3) *Journal of Occupational and Environmental Medicine* 278–283 (2000).
- 45 J. Malm, Guest Column, High Schoolers Get Bridge To College At UNM-Gallup, *Albuquerque Journal*, Apr. 6, 2019, <https://www.abqjournal.com/1300251/high-schoolers-get-bridge-to-college-at-unmgallup-ex-integrated-campus-offers-educational-opportunities-across-number-of-disciplines.html>.
- 46 Economic Research Service, U.S. Department of Agriculture, Food Access Research Atlas, New Mexico (Oct. 31, 2019) <https://www.ers.usda.gov/data-products/food-access-research-atlas/> (last visited Dec. 5, 2019); Indicator-Based Information System for Public Health, New Mexico Department of Health, Prevalence of Diagnosed Diabetes by County (Dec. 19, 2018) <https://ibis.health.state.nm.us/indicator/view/DiabPrev1.Cnty.html> (last visited Dec. 4, 2019); Indicator-Based Information System for Public Health, New Mexico Department of Health, Prevalence of Adult Obesity by County (Dec. 27, 2018) <https://ibis.health.state.nm.us/indicator/view/ObesityAdult.Cnty.html> (last visited Dec. 4, 2019).
- 47 State Data Center Program, New Mexico Economic Development Department, County Profiles: Los Alamos, Mora, Rio Arriba, Taos & San Miguel Counties (2013) <https://gonm.biz/site-selection/county-profiles> (last visited Dec. 5, 2019).
- 48 Indicator-Based Information System for Public Health, New Mexico Department of Health, Population: Poverty by County (May 2, 2019) <https://ibis.health.state.nm.us/indicator/view/NMPopDemoPov.Cnty.html> (last visited Dec. 4, 2019); Economic Research and Analysis Bureau, New Mexico Department of Workforce Solutions, Labor Market Review (Apr. 2019) available at https://www.dws.state.nm.us/Portals/0/DM/LMI/Imr_Apr_19.pdf.
- 49 Id.; Indicator-Based Information System for Public Health, New Mexico Department of Health, Population: Race/Ethnicity by County (Jan. 31, 2019) <https://ibis.health.state.nm.us/indicator/view/NMPopDemoRacEth.Minority.Cnty.html> (last visited Dec. 4, 2019).
- 50 Indicator-Based Information System for Public Health, New Mexico Department of Health, Population: Race/Ethnicity in Rio Arriba County (Jan. 31, 2019) <https://ibis.health.state.nm.us/indicator/view/NMPopDemoRacEth.RioArriba.html> (last visited Dec. 4, 2019).

ENDNOTES

- 51 Dreaming New Mexico, New Mexico Livestock (Bioneers, San Francisco, CA) <http://www.dreamingnew-mexico.org/food/ff-livestock> (last visited Dec. 5, 2019).
- 52 Economic Research Service, U.S. Department of Agriculture, Food Access Research Atlas, New Mexico (Oct. 31, 2019) <https://www.ers.usda.gov/data-products/food-access-research-atlas/> (last visited Dec. 5, 2019).
- 53 State Data Center Program, New Mexico Economic Development Department, County Profiles: Los Alamos, Mora, Rio Arriba, Taos & San Miguel Counties (2013) <https://gonm.biz/site-selection/county-profiles> (last visited Dec. 5, 2019).
- 54 Indicator-Based Information System for Public Health, New Mexico Department of Health, Population: Density by County (Jul. 1, 2019) <https://ibis.health.state.nm.us/query/result/pop/PopCnty/Density.html> (last visited Dec. 4, 2019).
- 55 See “County Data Sheets” in Appendix H.
- 56 See “County Data Sheets” in Appendix H.
- 57 Data provided by the State of New Mexico Higher Education Department (NMHED) upon request. NMHED assumes no responsibility for any conclusions drawn from the use of NMHED data. For information on requesting NMHED data, please visit <https://hed.state.nm.us/data-reports/nmhed-data-request>.
- 58 Indicator-Based Information System for Public Health, New Mexico Department of Health, Population: Density by County (Jul. 1, 2019) <https://ibis.health.state.nm.us/query/result/pop/PopCnty/Density.html> (last visited Dec. 4, 2019); State Data Center Program, New Mexico Economic Development Department, County Profiles: Colfax, Curry, De Baca, Guadalupe, Harding, Quay, Roosevelt & Union Counties (2013) <https://gonm.biz/site-selection/county-profiles> (last visited Dec. 5, 2019); Colfax County, NM, (Data USA, Cambridge, MA) available at <https://datausa.io/profile/geo/colfax-county-nm> (last visited Dec. 4, 2019).
- 59 Indicator-Based Information System for Public Health, New Mexico Department of Health, Population: Poverty by County (May 2, 2019) <https://ibis.health.state.nm.us/indicator/view/NMPopDemoPov.Cnty.html> (last visited Dec. 4, 2019); Economic Research and Analysis Bureau, New Mexico Department of Workforce Solutions, Labor Market Review (Apr. 2019) available at https://www.dws.state.nm.us/Portals/0/DM/LMI/Imr_Apr_19.pdf.
- 60 North Central Regional Transit District, All Routes, <https://www.ncrtd.org/ncrtd-routes.aspx> (last visited Dec. 4, 2019); New Mexico Department of Transportation, Northern Routes (Apr. 1, 2019) https://dot.state.nm.us/content/dam/nmdot/ParkNRide/Northern_Routes-April_1_2019.pdf (last visited Dec. 4, 2019).
- 61 Economic Research Service, U.S. Department of Agriculture, Food Access Research Atlas, New Mexico (Oct. 31, 2019) <https://www.ers.usda.gov/data-products/food-access-research-atlas/> (last visited Dec. 5, 2019).
- 62 School of Social Work, Tulane University, Food Deserts in America (Tulane University, New Orleans, LA), May 10, 2018, available at <https://socialwork.tulane.edu/blog/food-deserts-in-america>.
- 63 A. Simpson, As Local News Outlets Shutter, Rural America Suffers Most (Pew Charitable Trusts, Philadelphia, PA), Oct. 21, 2019, available at <https://www.pewtrusts.org/en/research-and-analysis/blogs/state-line/2019/10/21/as-local-news-outlets-shutter-rural-america-suffers-most>.
- 64 Teen Pleads Guilty To All 30 Charges In Clovis Library Shooting (KRQE Broadcasting 2018) available at <https://www.krqe.com/news/crime/teen-pleads-guilty-to-all-30-charges-in-clovis-library-shooting/>.
- 65 See “County Data Sheets” in Appendix H.

- 66 New Mexico Community Data Collaborative, Map: Early Childhood Learning Services, Risks & Population Under 5, NM 2012 - 2015 (Southwest Center for Health Innovation, Silver City, NM), Jul. 18, 2018, available at <https://nmcdc.maps.arcgis.com/home/webmap/viewer.html?webmap=afeac7db53f649be9260c1a53a52eb0a> (last visited Dec. 5, 2019).
- 67 Human Impact Partners, Equitable Development And Risk Of Displacement: Profiles Of Four Santa Fe Neighborhoods 11-17 (Chainbreaker Collective, Santa Fe, NM & New Mexico Health Equity Partnership, Santa Fe Community Foundation, Santa Fe, NM), Aug. 2015, available at <https://chainbreaker.org/wp-content/uploads/2015/09/HIA-report-Final.pdf>; families/children.
- 68 Human Impact Partners, *supra* note 67, at 19-22.
- 69 State Data Center Program, New Mexico Economic Development Department, County Profiles: Santa Fe County (2013) <https://gonm.biz/uploads/documents/SantaFeCountyProfile.pdf> (last visited Dec. 5, 2019).
- 70 Quarterly Census of Employment and Wages, New Mexico Department of Workforce Solutions, Employment in Health Care and Social Assistance by County (Q2 2019), <https://www.jobs.state.nm.us/qcew> (last visited Dec. 5, 2019).
- 71 Economic Research and Analysis Bureau, New Mexico Department of Workforce Solutions, Labor Market Review (Apr. 2019) available at https://www.dws.state.nm.us/Portals/0/DM/LMI/lmr_Apr_19.pdf.
- 72 Indicator-Based Information System for Public Health, New Mexico Department of Health, Population: Density by County (Jul. 1, 2019) <https://ibis.health.state.nm.us/query/result/pop/PopCnty/Density.html> (last visited Dec. 4, 2019).
- 73 State Data Center Program, New Mexico Economic Development Department, County Profiles: Sandoval County (2013) <https://gonm.biz/uploads/documents/SandovalCountyProfile.pdf> (last visited Dec. 5, 2019).
- 74 S. Reagan, Bureau of Business & Economic Research, University of New Mexico, Census Bureau Releases City, Town & Village Population Estimates for 2016 (University of New Mexico, Albuquerque, NM), May 26, 2017, available at <https://bber.unm.edu/blog/census-bureau-releases-city-town-village-population-estimates-for-2016/>; T. Vitu, Sandoval Rises as New Mexico's Fastest-growing County, Santa Fe New Mexican, Apr. 19, 2019, https://www.santafenewmexican.com/news/local_news/sandoval-rises-as-new-mexico-s-fastest-growing-county/article_301443b9-7b15-565d-99d1-e7bac757c829.html.
- 75 Comparison of Economies of Sto. Domingo Pueblo & McKinley County, NM, (Data USA: Cambridge, MA) available at <https://datausa.io/profile/geo/sandoval-county-nm?compare=santo-domingo-pueblo-nm#economy> (last visited Dec. 4, 2019).
- 76 See "County Data Sheets" in Appendix H.
- 77 Sandoval County, State of New Mexico, About Sandoval County, <https://www.sandovalcountynm.gov/about/sandoval-county-history/> (last visited Dec. 6, 2019); Census Bureau, Economics and Statistics Administration, U.S. Dep't of Commerce, Quick Facts: Sandoval County (2018) <https://www.census.gov/quickfacts/sandovalcountynewmexico> (last visited Dec. 4, 2019).
- 78 Santo Domingo Pueblo Spoken Language Statistics (LiveStories, Seattle, WA), available at <https://www.livestories.com/statistics/new-mexico/santo-domingo-pueblo-language> (last visited Dec. 6, 2019).
- 79 New Mexico Secretary of State, Native American Languages in New Mexico, <https://www.sos.state.nm.us/voting-and-elections/native-american-election-information-program/native-american-languages-in-new-mexico/> (last visited Dec. 6, 2019); S. Calvert, et al., Project, Preserving the Keres Language and Culture 14-15 (Worcester Polytechnic Institute, Worcester, MA), 2013, available at <https://web.wpi.edu/Pubs/E-proj>

ENDNOTES

ect/Available/E-project-050413-193131/unrestricted/Sf13-cochi_Preserving_the_Keres_Language_and_Culture.pdf.

80 For data sources for this paragraph, see “County Data Sheets” in Appendix H.

81 State Data Center Program, New Mexico Economic Development Department, County Profiles: Bernalillo & Valencia Counties (2013) <https://gonm.biz/site-selection/county-profiles> (last visited Dec. 5, 2019).

82 D. McKay, Falling Ridership Hits Transit Agencies In New Mexico, Albuquerque Journal, Aug. 2, 2019, <https://www.abqjournal.com/1348325/falling-ridership-hits-transit-agencies-in-new-mexico.html>.

83 Id.

84 See “County Data Sheets” in Appendix H.

85 Economy of Bernalillo County, NM, (Data USA: Cambridge, MA) available at <https://datausa.io/profile/geo/bernalillo-county-nm/#economy> (last visited Dec. 4, 2019).

86 New Mexico Community Data Collaborative, Map: Early Childhood Learning Services, Risks & Population Under 5, NM 2012 - 2015 (Southwest Center for Health Innovation, Silver City, NM), Jul. 18, 2018, available at <https://nmcdc.maps.arcgis.com/home/webmap/viewer.html?webmap=afeac7db53f649be9260c1a53a52eb0a> (last visited Dec. 5, 2019).

87 Data provided by the State of New Mexico Higher Education Department (NMHED) upon request. NMHED assumes no responsibility for any conclusions drawn from the use of NMHED data. For information on requesting NMHED data, please visit <https://hed.state.nm.us/data-reports/nmhed-data-request>.

88 Indicator-Based Information System for Public Health, New Mexico Department of Health, Population: Density by County (Jul. 1, 2019) <https://ibis.health.state.nm.us/query/result/pop/PopCnty/Density.html> (last visited Dec. 4, 2019).

89 Id.

90 Bureau of Business & Economic Research, University of New Mexico, Colonia Maps (University of New Mexico, Albuquerque, NM), available at <https://bber.unm.edu/nm-colonia-maps> (last visited Dec. 6, 2019).

91 Bureau of Business & Economic Research, University of New Mexico, Colonias (University of New Mexico, Albuquerque, NM), available at <https://bber.unm.edu/colonias> (last visited Dec. 6, 2019).

92 Bureau of Business & Economic Research, University of New Mexico, Selected Colonia Data from 2010 Census, Summary File 1 (University of New Mexico, Albuquerque, NM), 2012, available at https://bber.unm.edu/media/files/Colonias_2010Census.xls.

93 See “County Data Sheets” in Appendix H.

94 Indicator-Based Information System for Public Health, New Mexico Department of Health, Teen Birth Rate by County (Jan. 24, 2019) https://ibis.health.state.nm.us/indicator/view/BirthTeen.15_19.Cnty.html (last visited Dec. 4, 2019).

95 South Central Regional Transit District, All Routes, <http://scrtcd.org/all-lines/> (last visited Dec. 6, 2019); New Mexico Department of Transportation, Southern Routes (Mar. 1, 2019) <https://dot.state.nm.us/content/dam/nmdot/ParkNRide/ParkandRideSouthernRoutes.pdf> (last visited Dec. 6, 2019).

- 96 Customs and Border Protection, U.S. Department of Homeland Security, Truth or Consequences Station (Mar. 11, 2014) <https://www.cbp.gov/border-security/along-us-borders/border-patrol-sectors/el-paso-sector-texas/truth-or-consequences-station> (last visited Dec. 6, 2019).
- 97 Dreaming New Mexico, New Mexico Livestock (Bioneers, San Francisco, CA) <http://www.dreamingnewmexico.org/food/ff-livestock> (last visited Dec. 5, 2019); Dreaming New Mexico, New Mexico Crops (Bioneers, San Francisco, CA) <http://www.dreamingnewmexico.org/food/ff-crops> (last visited Dec. 5, 2019).
- 98 Economic Research Service, U.S. Department of Agriculture, Food Access Research Atlas, New Mexico (Oct. 31, 2019) <https://www.ers.usda.gov/data-products/food-access-research-atlas/> (last visited Dec. 5, 2019).
- 99 Economic Research and Analysis Bureau, New Mexico Department of Workforce Solutions, Labor Market Review (Apr. 2019) available at https://www.dws.state.nm.us/Portals/0/DM/LMI/Imr_Apr_19.pdf.
- 100 J. E. Gould, Spaceport: Time to boost staff, infrastructure, Santa Fe New Mexican, Nov. 2, 2019, https://www.santafenewmexican.com/news/business/spaceport-time-to-boost-staff-infrastructure/article_fd-ed600c-7630-5071-8fa8-c7cf64d8360d.html; J. Foust, Virgin Galactic declares Spaceport America ready for SpaceShipTwo, SpaceNews, Aug. 15, 2019, <https://spacenews.com/virgin-galactic-declares-spaceport-america-ready-for-spaceshiptwo/>; I. Burrington, New Mexico's Sad Bet on Space Exploration, The Atlantic, Mar. 2, 2018, <https://www.theatlantic.com/technology/archive/2018/03/new-mexicos-sad-bet-on-space-exploration/554243/>.
- 101 Economic Research and Analysis Bureau, *supra* note 100, at 3.
- 102 *Id.*
- 103 U.S. Census Bureau, Economics and Statistics Administration, U.S. Dep't of Commerce, Quick Facts: Doña Ana County <https://www.census.gov/quickfacts/donaanacountynewmexico> (last visited Dec. 4, 2019).
- 104 Doña Ana County, State of New Mexico, Report, Capital Infrastructure Needs for "Colonias" in Doña Ana County, New Mexico 1 (Sep. 2017) available at https://www.donaanacounty.org/sites/default/files/pages/Colonia_Infrastructure_report_2017.pdf; Bureau of Business & Economic Research, University of New Mexico, Colonia Maps (University of New Mexico, Albuquerque, NM), available at <https://bber.unm.edu/nm-colonia-maps> (last visited Dec. 6, 2019); Bureau of Business & Economic Research, University of New Mexico, Colonias (University of New Mexico, Albuquerque, NM), available at <https://bber.unm.edu/colonias> (last visited Dec. 6, 2019); Bureau of Business & Economic Research, University of New Mexico, Selected Colonia Data from 2010 Census, Summary File 1 (University of New Mexico, Albuquerque, NM), 2012, available at https://bber.unm.edu/media/files/Colonias_2010Census.xls.
- 105 Indicator-Based Information System for Public Health, New Mexico Department of Health, Population: Poverty by County (May 2, 2019) <https://ibis.health.state.nm.us/indicator/view/NMPopDemoPov.Cnty.html> (last visited Dec. 4, 2019).
- 106 State Data Center Program, New Mexico Economic Development Department, County Profiles: Doña Ana County (2013) <https://gonm.biz/uploads/documents/DonaAnaCountyProfile.pdf> (last visited Dec. 5, 2019).
- 107 Economy of Doña Ana County, NM, (Data USA: Cambridge, MA) available at <https://datausa.io/profile/geo/do%C3%B1a-ana-county-nm#economy> (last visited Dec. 4, 2019).
- 108 Data provided by the State of New Mexico Higher Education Department (NMHED) upon request. NMHED assumes no responsibility for any conclusions drawn from the use of NMHED data. For information on requesting NMHED data, please visit <https://hed.state.nm.us/data-reports/nmhed-data-request>.

ENDNOTES

- 109 State Data Center Program, New Mexico Economic Development Department, County Profiles: Chaves, Lincoln & Otero Counties (2013) <https://gonm.biz/site-selection/county-profiles> (last visited Dec. 5, 2019).
- 110 National Park Service, U.S. Department of the Interior, White Sands National Monument Statistics (Mar. 20, 2017) <https://www.nps.gov/whsa/learn/news/monumentstatistics.htm> (last visited Dec. 6, 2019).
- 111 Data provided by the State of New Mexico Higher Education Department (NMHED) upon request. NMHED assumes no responsibility for any conclusions drawn from the use of NMHED data. For information on requesting NMHED data, please visit <https://hed.state.nm.us/data-reports/nmhed-data-request>.
- 112 Public Affairs Department, City of Roswell, State of New Mexico, Roswell Tourism Promotion Website (2019) <https://seeroswell.com/> (last visited Dec. 6, 2019); Community Services Department, City of Alamogordo, State of New Mexico, Alamogordo Tourism Promotion Website (2019) <https://alamogordonntrue.com/> (last visited Dec. 6, 2019).
- 113 Indicator-Based Information System for Public Health, New Mexico Department of Health, Population: Density by County (Jul. 1, 2019) <https://ibis.health.state.nm.us/query/result/pop/PopCnty/Density.html> (last visited Dec. 4, 2019).
- 114 See “County Data Sheets” in Appendix H.
- 115 See “County Data Sheets” in Appendix H.
- 116 Indicator-Based Information System for Public Health, New Mexico Department of Health, Population: Density by County (Jul. 1, 2019) <https://ibis.health.state.nm.us/query/result/pop/PopCnty/Density.html> (last visited Dec. 4, 2019); See “County Data Sheets” in Appendix H.
- 117 Census Bureau, Economics and Statistics Administration, U.S. Dep’t of Commerce, 2010 Census: American Indian and Alaska Native Tribes in the United States and Puerto Rico (Dec. 2013) [https://www.census.gov/population/www/cen2010/cph-t/t-6tables/TABLE%20\(1\).pdf](https://www.census.gov/population/www/cen2010/cph-t/t-6tables/TABLE%20(1).pdf); Census Bureau, Economics and Statistics Administration, U.S. Dep’t of Commerce, 2010 Census Briefs: The American Indian and Alaska Native Population (Jan. 2012) <https://www.census.gov/prod/cen2010/briefs/c2010br-10.pdf>.
- 118 D. L. Stallings, Ruidoso Tourism Booms Creating A \$36 Million Short-term Rental Market, Ruidoso News-USA Today, Aug. 20, 2019, <https://www.ruidosonews.com/story/news/local/community/2019/08/20/ruidoso-tourism-booming-36-million-short-term-rental-market/2054245001/> (last visited Dec. 6, 2019); Housing in Lincoln County, NM, (Data USA: Cambridge, MA) available at <https://datausa.io/profile/geo/lincoln-county-nm#housing> (last visited Dec. 4, 2019); Housing in Ruidoso, NM, (Data USA: Cambridge, MA) available at <https://datausa.io/profile/geo/ruidoso-nm-nm#housing> (last visited Dec. 4, 2019).
- 119 S. Romero, New Mexico’s Oil Boom: Bounty for One of the Country’s Poorest States, New York Times, Oct. 29, 2019, <https://www.nytimes.com/2019/10/27/us/new-mexico-oil.html> ; A. C. Hedden, For sale?: NM housing market growing, sees biggest shifts in oil and gas regions, Carlsbad Current Argus-USA Today, Mar. 9, 2019, <https://www.currentargus.com/story/news/local/2019/03/09/new-mexico-housing-market-oil-gas-industry-growth-hoa-real-estate/3028687002/>.
- 120 T. Wiles, The Hidden Consequences Of New Mexico’s Latest Oil Boom, High Country News, May 22, 2019, <https://www.hcn.org/issues/51.10/public-health-the-hidden-consequences-of-new-mexicos-latest-oil-boom>; K. Schneider, Here’s Why New Mexico’s Oil Boom Is Raising A Lot Of Questions About Water, Los Angeles Times, Mar. 25, 2018, <https://www.latimes.com/nation/la-na-new-mexico-permian-basin-20180325-story.html>.
- 121 T. Vitu, Sandoval Rises as New Mexico’s Fastest-growing County, Santa Fe New Mexican, Apr. 19, 2019,

https://www.santafenewmexican.com/news/local_news/sandoval-rises-as-new-mexico-s-fastest-growing-county/article_301443b9-7b15-565d-99d1-e7bac757c829.html.

122 Comparison of Housing in Eddy & Lea Counties, NM, (Data USA: Cambridge, MA) available at <https://datausa.io/profile/geo/eddy-county-nm?compare=lea-county-nm#housing> (last visited Dec. 4, 2019).

123 National Highway Traffic Safety Administration, U.S. Department of Transportation, Query: Fatal Motor Vehicle Crashes, 2004-2018, New Mexico: Eddy & Lea Counties (2018) <https://cdan.dot.gov/query> (last visited Dec. 6, 2019).

124 T. Wiles, *supra* note 120.

125 State Data Center Program, New Mexico Economic Development Department, County Profiles: Eddy & Lea Counties (2013) <https://gonm.biz/site-selection/county-profiles> (last visited Dec. 5, 2019).

126 Economic Research and Analysis Bureau, New Mexico Department of Workforce Solutions, Labor Market Review (Apr. 2019) available at https://www.dws.state.nm.us/Portals/0/DM/LMI/Imr_Apr_19.pdf.

127 Data provided by the State of New Mexico Higher Education Department (NMHED) upon request. NMHED assumes no responsibility for any conclusions drawn from the use of NMHED data. For information on requesting NMHED data, please visit <https://hed.state.nm.us/data-reports/nmhed-data-request>.

128 See “County Data Sheets” in Appendix H.

129 See “County Data Sheets” in Appendix H.

PROCESS

130 Legislative Education Study Committee, New Mexico Legislature, State of New Mexico, Hearing Brief: Yazzie and Martinez v. State of New Mexico: July 20, 2018 Decision and Order (Aug. 17, 2018) <https://nmlegis.gov/handouts/ALESC%20081518%20Item%2012%20-%20Brief%20-%20Decision%20and%20Order-Yazzie%20and%20Martinez%20v%20State%20of%20NM.pdf>; Judge Sarah Singleton, First Judicial District Court, State of New Mexico, Final Judgement and Order: Yazzie and Martinez v. State of New Mexico, No. D-101-CV-2014-00793 & No. D-101-CV-2014-02224 (Dec. 20, 2018, 7:35 am) available at <http://nmpovertylaw.org/wp-content/uploads/2019/02/D-101-CV-2014-00793-Final-Judgment-and-Order-NCJ-1.pdf>; Judge Sarah Singleton, First Judicial District Court, State of New Mexico, Findings of Fact and Conclusions of Law and Order re Final Judgment: Yazzie and Martinez v. State of New Mexico, No. D-101-CV-2014-00793 & No. D-101-CV-2014-02224 (Dec. 20, 2018, 10:34 am) available at <https://webnew.ped.state.nm.us/wp-content/uploads/2019/08/Yazzie-Martinez-Court%E2%80%99s-Findings-of-Fact-and-Conclusions-of-Law-2018-12-20.pdf>.

NEXT STEPS

131 New Mexico Senate Bill 22, 54th Legislature, 1st Session (N.M. 2019), available at <https://www.nmlegis.gov/Sessions/19%20Regular/final/SB0022.pdf>.

132 Legislative Finance Committee, New Mexico Legislature, State of New Mexico, Fiscal Impact Report: Early Childhood Education and Care Department (Mar. 01, 2019) <https://www.nmlegis.gov/Sessions/19%20Regular/firs/SB0022.PDF>; Legislative Education Study Committee, New Mexico Legislature, State of New Mexico, Bill Analysis: Early Childhood Education (Mar. 4, 2018) <https://www.nmlegis.gov/Sessions/19%20Regular/LES-CAalysis/SB0022.PDF>.

APPENDICES & ATTACHMENTS

ATTACHMENTS

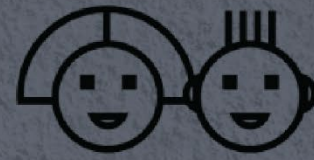
COMPANION REPORT - Native American Perspectives Regarding a Needs Assessment and Strategic Plan for New Mexico Including Full Family and Workforce Surveys	129
--	-----

APPENDICES

A.	Definitions	169
B.	Team Members & Biographies	173
C.	Timeline & Process Map for State-Wide Early Learning Needs Assessment & Strategic Plan	180
D.	Community Conversation List of Themes From Each Location	181
E.	List of Focus Populations with Attendee Count and Themes by Group	185
F.	Key Informant Interview Key Themes	195
G.	Crosswalk + Synthesis of Early Childhood Reports in New Mexico by the Cradle to Career Policy Institute (CCPI)	204
H.	County Data Sheets (alphabetical order)	221
I.	Methodologies + Data Sources	256
J.	National Research	260
K.	Early Childhood Service Capacity: Legislative Finance Committee	307
L.	Press Coverage: PDG B-5 Needs Assessment & Strategic Plan	308



NATIVE AMERICAN
BUDGET & POLICY
INSTITUTE



New Mexico
Early Childhood
Development
Partnership

Native American Perspectives
Regarding a Needs Assessment and
Strategic Plan for the
**New Mexico Early Childhood
Education and Care Department**



This publication is a product of The University of New Mexico Native American Budget and Policy Institute in collaboration with the New Mexico Early Childhood Development Partnership. The views expressed in this report are those of the authors and do not necessarily represent those of the Native American Budget and Policy Institute, the University of New Mexico, collaborating organizations, or funders.

Editor In-Chief: Gabriel R. Sanchez, Ph.D.

Location: 1909 Las Lomas Road, Albuquerque, NM 87131

Phone: 505.277.0130

Email: center@unm.edu

Copyright @ University of New Mexico – November 2019.

Executive Summary - Overall Findings from Research

The University of New Mexico Native American Budget and Policy Institute (NABPI) is an initiative funded by the W.K. Kellogg Foundation and resides at the University of New Mexico to conduct research, budget and policy analysis, social justice advocacy, litigation, and community lawyering to help Native American communities create self-determined and systematic change. We approach with this project including Native American voices into the strategic planning process associated with the new Early Childhood Education and Care Department. To advance this aim, we convened community and stakeholder meetings with New Mexico's Tribal communities to collect opinions, positions, and specific recommendations for ensuring the expansion of early childhood programming considers the unique and important nuances associated with families and educators from Tribal communities.

Consistent with our overall goal to enhance the impact of our work with collaborating with other experts in the field, the UNM Native American Budget and Policy Institute (NABPI) worked alongside the NM Early Childhood Development Partnership of the United Way of Santa Fe County (NMECDP) to collect the data referenced in this report. This very effective partnership allowed our collective research team to collect qualitative interview data from a wide variety of participants across the diverse Tribal communities in New Mexico, as well as field two public opinion surveys: a New Mexico Family Survey and an Early Childhood Workforce Survey.

Some of the overall findings from our report include: the need to address improvement of existing early childhood infrastructure and build new classrooms, centers, and schools to accommodate an increase in programming across Tribal communities and rural communities more broadly; strong support for the integration of education and health systems across the state's infrastructure, which many noted is consistent with the ways in which Tribal communities view well-being for their youth and families; desire to see greater trust in Tribal communities to implement programming and curriculum without state or federal interference; and concerns about the potential for language and cultural loss with expansion of early childhood programs across the state. Several participants in our study interpreted the primary ideological focus on English-language programming in the Pre-K curriculums and inability to implement early childhood programming as independent Nations as structural racism assumes that acquisition of English has greater advantages than early learning in Native languages.

Major findings from the two surveys conducted in partnership with Latino Decisions included that the low compensation and benefits available to a large segment of the early education workforce is a major challenge for the recruitment and retention of quality professionals. The surveys also found that working families, those that live in rural areas of the state, and those who have lower income levels face significant challenges to obtaining affordable and convenient childcare.

Research Design and Methodology

The UNM Native American Budget and Policy Institute worked alongside the NM Early Childhood Development Partnership of the United Way of Santa Fe County (NMECDP) to identify and recruit Native American early childhood experts, Tribal leaders, educators, community members, parents, grandparents, and other caregivers to provide input on early childhood development. We offered Tribal respondents opportunities to provide their input across community convenings, focus groups and semi-structured interviews. Providing multiple venues for participation in our research process allowed our team to hear a total of 149 Native American voices across these qualitative approaches in a short period of time.

A major component of our team's effort was recruiting Native American participants to the large community events organized by NMECDP and facilitating discussions among those participants to ensure that these large events included some of the nuances associated with the Tribal communities in those regions of the state. This was a successful partnership, as our team incorporated Native American specific sessions in the following large events:

- September 24, 2019 – Farmington (14 of Native American participants)
- September 25, 2019 – Gallup (8 of Native American participants)
- October 2, 2019 – Espanola (5 of Native American participants)
- October 23, 2019 – Las Vegas (0 of Native American participants)
- October 8, 2019 – ABQ (7 of Native American participants)
- October 9, 2019 – Socorro (0 of Native American participants)

In addition to the large community events, the full research team worked together to identify and recruit a more focused set of individuals for focus groups and individual interviews to ensure inclusion of a wide variety of important voices from New Mexico’s Tribal communities. This was a key component of our overall research design, as we anticipated that many Tribal leaders, education experts, members of the early childhood workforce, and parents from this key sub-group of the larger population would find it challenging to travel to the large events. Below are the locations of each of the focus groups which the NAPBI research team organized and facilitated.

- Zuni Pueblo Focus Group
- Mescalero Apache Tribe
- Santo Domingo Pueblo
- Ysleta Del Sur Pueblo
- Alamo Navajo
- Navajo Family Voices
- San Felipe Pueblo

Our team also identified a few experts whose input was valuable to this process. These experts’ comments were not attached to any particular Tribal nation.

- Regis Pecos, Co-Director and Founder of the Leadership Institute at Santa Fe Indian School
- Carmela M. Roybal, President of the New Mexico Head Start Association (Region VI, VVI), (NMHSA)
- Lana Garcia, Director, Walatowa Head Start Language Immersion Program
- Kevin Shendo, Director, Pueblo of Jemez Education Department
- Peter Garcia Jr., Ohkay Owingeh Board of Education
- Marsha Leno, Educational Services Manager, Pueblo of Zia Education Department
- Jeremy Oyenque, Director, Pueblo of Santa Clara Department of Education
- Trisha Moquino, Director of the Keres Children’s Learning Center
- Esther Barela Bemis, Pueblo of Zuni Tribal Member

The target audience for these sessions were elected and appointed Tribal leaders, experts in early childhood systems and programs specific to Native American communities, including pre-K and Head Start educators who serve predominantly Native American students. These sessions were similar to the overall format of the larger group sessions in terms of focus areas, as we wanted to maintain consistency across the overall themes that served as the foundation across the full team of researchers involved in this project. One of our NABPI researchers facilitated each of these sessions and also had participation from the NMECDP staff as a facilitator or note-taker in almost all cases to ensure synergy across all data collection. Our research team, who conducted the interviews and focus groups, has deep experience conducting qualitative research with Tribal communities in New Mexico, and all come from the communities that were the focus of the research. We provide the research team’s biographical information at the end of this report. In conjunction with NMECDP, the research team developed a semi-structured focus group guide to facilitate the first round of deliberations. See the appendix for this guide.

When considering all aspects of our research design collectively, we collected information from a wide and diverse set of Native American voices from across the state. It was vital that we protect the anonymity of our respondents to ensure confidentiality. This allowed respondents to provide honest and uncensored responses. Therefore, while we note the Tribal communities represented across the participants in our focus

groups or interviews below, we do not provide specific names of individuals or the social locations of respondents. There are a total of 24 Tribes across the state of New Mexico: 20 Pueblos, 3 Apache Tribes and Nations, and the Navajo Nation. It was imperative that we included the voices of as many nations as possible, as we recognize that many of the experiences of Tribal nations vary across the state. Although there are similarities regarding their relationships with the State of New Mexico, education in general, and geographic locations, each Tribe/nation provides unique insight and experience on each topic. Although we were not able to visit each of these communities, our team spanned each region of the spatially vast state of New Mexico to acquire interviews from members of most of its Tribes, Pueblos, and Nations.

We analyzed interviews with NVIVO, a qualitative relational database, to assist in organizing, coding, searching and retrieving textual data. The team followed standard, qualitative, iterative data collection and analysis feedback loops to focus the data collection. After coding the transcripts, the research team followed an editing approach to identify preliminary themes in the data that included multiple team members independently identifying themes before a small group discussion to finalize the overall themes emphasized in the report.

Finally, as part of the overall research projects, we developed a sub-contract with Pacific Marketing Research/Latino Decisions to conduct two web-based surveys intended to ensure that our report included perspectives from two key sub-groups, families (parents and other caregivers) and the early childhood workforce. We administered both surveys through the web in formats that would allow for participation across tablets, smart-phones, and computers. Although most participants opted to take the survey in English, both surveys were available in both English and Spanish. Although the qualitative data was the main goal and priority from these community engagement sessions, the survey provides useful information to complement what we found in the rich, qualitative data. NAPBI, NMECDP, and the UNM Cradle to Career Policy Institute (CCPI) staff implemented and analyzed the surveys, and Prof. Gabriel Sanchez, a nationally recognized expert in survey design and research who has implemented several early childhood focused surveys in New Mexico, oversaw the process. We provide a detailed discussion in this report of the main results of the survey, and the appendix include the full set of results.

The New Mexico Family Survey captured views of a wide segment of New Mexicans with an interest in the success of the new department, including parents and primary caregivers. Our goal with this survey was to ensure all voices were welcome, so we did not rely on a database or restrict participation with individualized links. Instead, we asked all of our research team to promote the invitation to the survey as widely as possible throughout the state, utilizing list-serves, social media, and distribution lists as much as possible. We also used email addresses from recent parent surveys that UNM's Center for Social Policy conducted in partnership with Latino Decisions in New Mexico. This effort was highly successful, as we had a total of 819 completed surveys, even without any incentive for participation. For a frame of reference, this was much higher than the 350 completed interviews from the consumer survey from our last research project with NMECDP, which had a very similar target population. The final question on the parent survey allowed all respondents to provide any response to the question of, "How can early childhood programs better meet the needs of parents and families in your community?" We have integrated the suggestions from the 145 respondents who provided their thoughts across related themes in our interpretation of the survey results.

The Early Child Workforce Survey focused on the professionals comprising the state's overall workforce. Our research design for this survey started with building a large database of educators and other professionals within the state that we utilized to recruit participants to the survey. This database included contact information provided by the state, and individuals each of our organizations and partners provided our team. We also allowed respondents to the survey to provide our team with the names and email addresses of other professionals that we should survey, allowing the database to expand as we were in the field. Individuals in the database were assigned a specific web-link sent in an invitation to participate in our survey, allowing our team to track participation and follow-up with potential respondents who received an invitation but had not yet completed our survey. We were able to secure a brief memo from Mariana Padilla, New Mexico Children's Cabinet Secretary (see appendix), inviting members of the state's workforce to

participate in the study and stressing the value of their input in the state's strategic planning process. This was a vital resource for our team that, along with a modest \$10 incentive for completing a survey, helped us reach our goal to have strong participation in the workforce survey. We were very successful in recruitment for the workforce survey, with 1,290 completed interviews, which was more than twice as many completed interviews as our original goal for the survey.

Challenges/Obstacles We Addressed in Our Research Design

As we approached this project, our team built on lessons learned from our recent WKKF-funded, early childhood data collection across Tribal communities in the state. This included our insight that many Native American community members were less likely to provide their views and concerns in the presence of non-Native American participants with whom they have no connection. We, therefore, supplemented the larger group sessions with Native American specific interviews and focus groups and, when appropriate, included a breakout group of Tribal members during the large community events.

Given the very small network of early childhood experts, parents, educators, and other stake-holders in New Mexico (particularly from the Native American communities), we understood from the on-set that it would be highly likely that we would be contacting many of the same folks our team members interviewed over the past year as part of our efforts to get views about the Business Plan for Early Childhood. We, therefore, initiated contact with Tribal leadership, noting that our current research goals were distinct from the prior effort and aimed at the strategic planning effort for the new early childhood development department. We also noted that the input their community provided our team in the last set of discussions led to the establishment of the new department and assurance of a Deputy Director position specific to Tribal communities. We also provided a copy of our last report to all Tribal leaders and members of Tribes who requested it which provided some context on how our current effort was, in fact, different from the last. Although these steps in our research process had a positive impact on our ability to conduct the research described in our report, we want to point out that many Tribal members mentioned that we were not the only research team conducting early childhood research to contact them. This over-saturation of research was unfortunately unavoidable, given the salience of this topic across the state but is something we believe should be discussed further in the strategic planning process to avoid burdening these communities with multiple requests of similar information from various stakeholders.

Finally, and most importantly, we need to note that the steps required to conduct research with Tribal communities often requires much more time than contract timelines allow. Although we communicated to all of our participants that the extreme sense of urgency to begin the expansion of services to families in New Mexico drove the tight timeline required for this project, many participants let us know that the aggressive timeline made it difficult to ensure input from all voices in their communities. Despite this limitation, our team was proud of our ability to collect very rich data within the timeline provided without violating the best practices associated with community-engaged research to which we are committed. We provide a brief overview of those principles in our appendix with a summary of the process our team followed with this effort with hopes that future efforts will consider the time required to conduct research in partnership effectively with Tribal communities as best as possible.

Our research team initiated discussions with our research participants across all forms of qualitative data collection with the following general questions intended to get the discussions started:

- What's working right now in your view across the state and Tribal early childhood systems?
- What's not working and in need of attention during this strategic planning session?
- How do you want things to be? What would a successful early childhood system look like to you?
- What is getting in the way? Are there obstacles preventing your vision for a strong early childhood system that would best serve your communities children that strategic planning should address?

Overall Findings – Major Themes That Emerged From Qualitative Research

The Integration of Education and Health Systems Received Very Well in Tribal Communities

When queried to provide our team with aspects of recent legislation passed to address early childhood development across our state that they felt would improve outcomes for our children, most participants referenced the integration of systems within the state to allow for health and education departments to work together. As reflected in the quotes below, many participants noted that the silos associated with the Public Education Department and Children, Youth, and Families Departments have been a significant obstacle that the community is hopeful the new department can address.

- “The integration of health and education by state is the best thing I have heard about the new department.”
- “This is how we think about early childhood, as language, learning, and wellness is all inter-related. I hope that this integration is successful so we see the wellness practices around nutrition and physical activity fully merged with educational goals. But again, who is providing the definition of health and wellness for early childhood? How we define and measure wellness and health in our program might be different than what the state uses. This is an area where some collaboration could happen early in the process to make sure the measures used for evaluation are inclusive.”
- “Many of our children have behavioral health needs but access to these programs is rural New Mexico is a major challenge. If the state is successful in reforming the health system for children in this process it will be a great outcome.”
- “Non-nutritious foods in schools compounds the communities’ lack of healthy foods (all franchise fast foods), creating generational diabetes and contributing to other special healthcare needs, including depression, behavioral issues, developmental delays, despair, suicide.”
- “Establishing gardening and animals programs in schools as essential early childhood programs for nutrition and traditional foods education, for life skills, and for returning to traditional relationships with land, nature and animals.”
- “The local community organizations, who support gaps for addressing individuals, needs to improve-better cross-collaboration processes towards services. Education system fails to listen to community voice.”

The interviews revealed that many Tribal communities need expanded health care resources for young families. Considerable research identifies the overall health care service shortages across New Mexico, and particularly rural areas and our qualitative interviews reveal that this issue is particularly pronounced for early childhood development providers in Tribal communities.

- “We need a good pre-natal care that helps with early intervention to screen consistently and accurately for physical therapy, behavioral health, and occupational therapy.”
- “Occupational therapy services that are needed, there aren’t any services locally. Gallup does not have a NICU, so women need to leave out of town to get these services.”
- “Psychiatrists are not seeing enough children and students locally. Only one provider for the entire tribal population. There are contracted services but not sustained.”
- “Here is a high turn-over rate for providers which causes constant regression because patients have to keep repeating tragic events to new providers. Health care system is not working. Regressing instead of progressing.”
- “One provider through IHS but the issue is the provider is not able to provide care for children ages 0-12 due to regulations.”
- “There’s high turn-over with the therapists. Waiting time is 3-4 months for emergencies to be seen.”
- “Not only has the lack of mental health providers caused early childhood centers to fall into non-compliance, it has left children and families without early intervention services.”
- “There is a need for qualified workforce that has knowledge and experience working with families and children with special needs.”

- “Educators/providers need to be open about issues about child health/social issues and learn to address and act on the issues appropriately and accurately.”
- “The current health infrastructure, which is Indian Health Services, mostly in our communities are not totally connected to Early Childhood. We lack services for our Early Childhood services. We lack therapists, early childhood mental health. We do have pediatricians but they are revolving all the time and consistency in health care is scattered.”
- “Need doctors who know or aware of child development milestones especially for the area. Need mental health psychologist and psychiatrists.”

The Demand for Early Childhood Programs is Not Universal but Can Be Increased with Improvements to the Options Available for Families

We were somewhat surprised to hear that when asked whether they felt all families in their communities could access early childcare services, including Pre-K and infant care, in most cases, tribes do not have a challenge currently meeting the demand in their community. Many tribes noted that they were having trouble filling existing slots and, therefore, expanding the number of slots available for more children is not a high priority. When we asked for information on this topic, we learned that more families would utilize early childhood services if they were more convenient for families, perceived to be of high quality, consistent with cultural values, and available in native languages. Consistent with our last report, many participants noted that many young families prefer to have family members care for their young children, even if they had convenient and affordable childcare options. We believe that this finding could be considered during the strategic planning process to evaluate what the target enrollment rates should look like across tribal communities. Below are some of the quotes from our qualitative interviews connected to this theme in the data.

- “Our Tribe lacks an adequate number of children being served in our existing programs to be fully enrolled for childcare due to families not willing to pay for sliding scale fee.”
- “I do not think a lot of families would take advantage of these new programs at 3, 4, or 5 years old. The state is thinking about western ideals, where the early childhood models at the national level are the best way to educate kids at these young ages. I think that this assumption might not be based on what is best for New Mexico’s children and families. If we do not have capacity for language immersion and cultural immersion with our early childhood programs, we will not have 80% of our families wanting to take advantage.”
- “Is 80% a magic number? Why not go slower and make sure it is done right rather than going so fast and not having the right infrastructure in place to do it right.”
- [Why do you see under-enrollment in your Pre-K programs?] “Family and school issues are major factors that contribute to poor rate of participation in early learning programs. (i.e. truancy, domestic violence, alcoholism, unemployment, etc.) Also, our school board does not encourage community to give early learning priority, and families believe they can do a better job of teaching their children at home within the family. Another factor is night school families or those who are taking classes themselves are home with their pre-K age children during the day and attend school at night when there is no programming available.”
- “Many early childhood learning centers are under enrolled due to competing programs on and off the reservations. Programs are often challenged to maintain enrollment in order to keep funding.”
- “The education system fails to address the social determinants of health and the impacts in families and community health beyond the individual needs. Transportation, housing, multi-jurisdictional barriers, family economics, health and family stress, and adverse childhood experiences (ACES).”

Limitations in Infrastructure is a Serious Obstacle for Early Childhood Expansion

One of the most dominant themes that emerged from discussions with participants is the need to address limitations in the facilities needed to provide young families with the high-quality programming that they desire. Several participants specifically mentioned the value of a high-quality environment available for programming and childcare is the impact those services have for families and providing services for access to these facilities. This was an important finding, given that we did not ask or cue the importance of

facilities. Participants gave us these comments and quotes when we asked about obstacles to funding or resources that needed to be addressed before expansion of programming in their community could take place. The following quote reflects this sentiment expressed by others interviewed by our team:

- “Because environment is everything, we need to make sure that we have a great building with nice classrooms to help with this part of the learning environment. If we want to have more families willing to put their youngest children in our care, having nice facilities will be very helpful, as it sends a message about the quality of what we have to offer them.”
- “Lack of transportation for families to take child/children to early childhood programs makes it difficult to access the services provided.”
- “A successful early childhood program is a beautiful building-space to grow in. A place that is homey with competent providers, with lessons in our language and culture.”
- “An early childhood learning center is one that looks more like a home, encompassing the whole family, a child’s home, centering on the child and focusing on their strengths.”

Unfortunately, we heard from many Native American respondents that the facilities they are working with are not at the level needed to serve the students currently enrolled in early childhood programs, much less for a greater number of children if the state expands the number of slots. Many noted that they are relying on temporary space, often portable buildings or rooms in buildings used for other purposes. It is key to note that this is not an issue that is limited to Tribal communities, but most rural communities across the state of New Mexico. A new perspective on this issue for our team was the link between facilities and workforce limitations. We heard from many that it is challenging to encourage high-quality professionals to work in sub-standard facilities when they have other options. Our team visited several of these facilities and agreed that they needed immediate attention. The quotes and pictures below reflect this overall theme seen across the qualitative data:

- “Here in our community, we are hoping to build a new building to address this, but we are in portable buildings which do not have enough space. We see many communities having to share space right now, so having more buildings that are nice and designed specifically for early childhood.”
- The physical building in our building needs refurbishing, and our poor facilities are not appropriate for proper childcare service provision. Our Head Start building is also in need of renovation.”
- “We need better facilities to attract more quality and qualified people.”
- “The facilities challenges make it harder for us to do our jobs, which I know has caused several teachers to quit and pursue other work.”
- “We need basic infrastructure – a new roof, a paved parking lot, new tile floor, a new playground for our children.”
- “Playground equipment is unsafe but too costly to replace.”
- “Our building is old, the roof leaks, and flooding occurs due to plumbing issues.”
- “The buildings are old, and we have issues with asbestos, so they get shut down without offer of alternative sites because there is a lack of buildings in our rural communities.”

Given the frequency in which our interview participants referenced infrastructure, we identified a few potential strategies to address this limitation. We believe that this is an area that should be a short-term focus of the strategic planning effort so that the facilities needed for expanding access to early childhood programming can be put in place while the longer-term efforts to address human capital shortages.

Several participants referenced the potential for using the capital outlay process to generate one-time funding to address facility needs. In fact, we heard from more than one participant that with the surplus in state funding generated from oil and gas, there should be opportunities to tap into one-time money to initiate revision of existing buildings and potentially building of new facilities.

- “The biggest concern currently is that there is a huge need for an early Head Start program but the current facility is not large enough to house both programs. Thus, there is a need for more capital outlays project funding for a larger facility. [*Childcare Center Name*] Childcare is run entirely by the

[Community Name] and does not meet the needs of the community as there is constantly a long waitlist for children 0-3 years old.”

We heard that several Tribal communities have pending funding requests from the federal government through the Head Start program. In one of our large event discussions, we were fortunate to have representation from Senator Heinrich’s office in attendance, who was very interested in the potential for leveraging federal funding to address this need in the state. They indicated that they would make an inquiry on the status of those funds for the Tribes who raised the issue.

Tribes identified that they could increase the amount of external funding for early education programs through external grants if they had the necessary infrastructure. Several Tribal communities noted that they could use funding for grant managers, grant writers, and accounting and administrative support to oversee the grants and support evaluation. This appears to be an area the state could consider addressing, as the high return on investment seems promising.

- “Around 2009/2010 the Tribe had a grants management office that was supported by a grant. It provided coordination and continuity with grants, but it was only a few years long.”
- “We need a grant manager and someone who could help oversee any grants we receive.”

Head Start Can Be a Model for the State to Consider When Considering Expansion of Programming

A consistent theme across our qualitative interviews was the positive perception of the federal Head Start program across Tribal communities. Although there were significant issues associated with the on-set of Head Start for Native American families conveyed in our earlier report (loss of language and culture), it is clear that many Native American leaders and early childhood experts prefer the Head Start model to state-run programs based on current implementation. The flexibility the federal program provides to communities to adapt the curriculum and incorporate indigenous languages was a common theme across our interviews. Many respondents also noted that Head Start has a more comprehensive approach that includes health and well-being. Finally, many respondents suggested that their experience with Head Start reflects a system that is inclusive of the full family, where state-run programs offers less involvement for parents and other family members. Below are a few quotes that reflect the role of family engagement within the Head Start context.

Among this general theme, one frequently mentioned sub-theme was the ability of Tribal communities to engage families (parents, grand-parents) in the early childhood development process through Head Start. This is an area our team believes state-funded programs can incorporate during the strategic planning process.

- “I really think the office of Head Start is collecting data on family engagement to demonstrate the impact Head Start has on families and to help families understand how important their role is in their children’s learning experience.”
- “Research shows that children who attend Head Start have greater rates of high school graduation. This is because of family engagement and parental involvement.”
- “For Pre-K, the restrictions are so rigid you can’t hug the children or tie their shoes. Head Start is a different model which means you can have more interaction with kids in a meaningful way.”
- “Head Start is great, and you see kids with behavioral problems, and you can see the maturity the next year. Then they are ready for kindergarten.”
- “Head Start is a family-oriented model that can be family, community, and culturally centered. Pre-K seems to be centered narrowly on the child.”
- “Pre-K program in the public schools is more academic versus the social/emotional component of Head Start. This is a huge difference.”

There Are Many Successful Models and Programs Across Native American Communities That Can Be Expanded Through the Strategic Planning Process

One of the most useful findings from our research are elements of existing programs within Tribal communities that work well which participants from our study believe should be implemented more broadly during the state’s strategic planning process. When participants noted these examples, we asked follow-up questions intended to help the state learn how they might expand or scale-up these programs to reach a wider number of Native American families. In summary, provision of culturally grounded and relevant programming in indigenous languages and training for early childhood educators were two key principles embedded in successful early-childhood models specific to Native American communities. Below are some of the quotes generated from the discussions we had with community members that fit this general theme.

- “These programs can be scaled, but we need to start small and make sure that communities want them. These cannot be imposed on communities; it must be something that Tribes want to do in order to ensure that it is successful. Offer it to communities and Tribes that want to invest in these programs.”
- “We have good collaboration and training with programs in our community as well as with our language program. Two Head Start classrooms have language immersion program. All three of these programs have Keres language in curriculum. Collaboration-helps with transition into new programs: Head Start to Elementary.”
- “Collaborations with other tribal programs? Yes. Child Find program— early intervention program and services. Head Start has a similar program. Training for children with disabilities. NAPPR, PB &J, and Abrazos. Head Start is a part of the metro transition team who work with children w/disabilities and other children who need extra support. We meet quarterly, and there is a MOU in place with APS, Rio Rancho, and NM schools for the deaf and blind, and FIT program. We are willing to work with other Pueblos.”
- “Immersion and early language settings are the place to start. The higher education department needs to amplify and recognize the Montessori indigenous institute as a different but effective mechanism to train our educators across the state. This does not need to be either or; it should be both and complimentary. If the PED and HED were more collaborative in their approach, we could see some true partnership with training.”
- “Katishtya Language and Culture Committee (KLCC) does collaborate with Head Start programs. Through the NM Indian Education Act, we are pulling all language programs together and merging curriculums into one (Head Start curriculum and KLCC). We are focusing on home-based language and instructions into the curriculum.”
- “We see our educators having to leave their communities and lose touch with a lot of their cultural heritage to gain the education and accreditation they need, and when they come back there is a disconnect in cultural and linguistic wholeness. Our teachers need to be trained to feel as though they can educate our youth in a way that fits the needs of the indigenous communities. It’s not new and a vicious circle that the state can break if they go about this process the right way. It will take time and will be hard, but if this is a long-term strategic planning process, it can be done.”
- “Programs need to understand the subtleties of healing through stories, recruit storytellers, develop stories and allow feedback during story-tellings, even from the littlest ones who, even though small, know how to apply the meanings to their own struggles.”
- “Support for and recognition of programs that engage in Tribal family renewal-- iina hoth’leth (renewal of life). Note that the Diné nuclear family often includes teachers and medical or social work professionals whose roles in the traditional nuclear family are invisible in the western model.”
- “Encompassing parental involvement especially with the language piece, if parents are not fluent in their language, then educating parents in addition to the child is necessary.”

Regis Pecos and other members of the NABPI research team lead several Tribes through a strategic planning process culminating in Blue Prints for Education within the context of the *Yazzie vs. Martinez* decision that include an inventory of needs defined by each community and an identification of the budget required to address those needs. Our research team integrated early childhood development into these

broader discussions to provide a model for how Tribes can identify their specific needs and the solutions to improve outcomes in their communities. Although we integrated the feedback from these sessions in our report, we suggest that the state incorporate what Mr. Pecos and his team learn from this on-going process in the strategic planning process.

There Is a Need for Greater Direct Partnership with Tribes at a Government-to-Government Level

One of the dominant themes that emerged from our discussions with Native American participants across the state is the need for enhanced trust between Tribal nations and the state government, with an emphasis on enhancing the recognition and respect of Tribal sovereignty. In fact, many folks specifically mentioned the State Tribal Collaboration Act (STCA) in their concerns about government-to-government relationships. Given that we emphasized this issue prominently in our last report, we attempted to move beyond recognition of the need for enhanced trust to asking respondents for some concrete steps to address this issue in the future.

- “This strategic planning process is another example of the state not following the STCA by ensuring that Tribes have full participation. The Governor of the state should have a high-level discussion with Tribal leadership in a full-day discussion about early childhood. If this were a high priority, this would happen, not having your team collect information indirectly.”
- “The state is responsible for government-to-government consultations, but what is being done? They change the regulations and don’t consult with us, yet, we have to adopt these changes. What is the state going to do to include us?”
- “[Who is responsible for providing better infrastructure?] It is the states’ and the federal government’s. Due to colonialism, it is the federal government’s responsibility, in partnership with the state, to make sure we have what we need. Tribes lack the resources to pursue these funds, and often, Tribes get blamed for not being equipped. This is about truth and reconciliation.”
- “Make Tribes eligible for community schools, ACT braids funds, and other sources of revenue. Right now, Tribes are not eligible and should be eligible for early childhood and out-of-school education funds to provide them with the same resources other children have access to. Including Tribal schools would change the game for Tribes.”
- “Currently, WHLIP receives no state funding and very little tribal funding to sustain the program. The primary funding source is through the federal funding system of Head Start. But staff has expressed the need for supplemental funding from the state to help with cost.”
- “We are answering these questions... but will the state really listen to our voice?”

There Is a Need to Remove Obstacles that Impact Recruitment and Retention of the Workforce

The educator shortage across the state was a highly salient issue for Native American participants. We heard often that, like the state overall, Native American communities face severe challenges recruiting and maintaining early childhood professionals. Participants referenced low wages, obstacles in receiving necessary credentials for educators, and limited training opportunities for residents of rural communities as problems that need to be addressed to enhance the quality workforce needed to expand access to early childhood programs to more families.

- “There is a hard time to recruit teachers and after they can get their degrees, once they get their degrees, there is a tendency to move to the school for better salary/benefits.”
- “They have teachers who make less than tribal minimal wage (not a living wage). To be a teacher, you need college degrees and certificates which should give you a much better income than it does now.”
- “We train teachers, but we lose them to the public schools because the public schools will pay them more with their AA or BA degrees.”

- “Our Tribe follows a Tribal code where Tribal members have first priority to positions. For these reasons, we have a high turn-over rate in these programs. The selection of applicants rarely has “qualified” individuals. Applicants that do get hired do not realize the extent of the job and what it entails, so they leave after it gets challenging. The low wages are a major problem for how hard the job is.”
- “Many of our language teachers must be certified and go through a grueling process to become certified. With that being said, they deserve to be paid at a fair wage. A curriculum specifically designed for the Native American early childhood community would need to be created (which does cost money). As you and I both know, the impact of culture is super important.”
- “We have a severe teacher shortage - currently we need four more certified teachers. In the community, there are only five known members who are eligible to teach, so we would have to convince all of them to stay in the community for lower pay than they can make doing other work in order to fill our gap.”
- “Another concern is teacher recruitment. Many of the current teachers are of an older generation, and currently no one in the community is seeking to become ECE teachers. Increasing salaries for ECE teachers is a must to recruit for more teachers.
- “Some of the staff are non-traditional students, and they get discouraged about going back to school because of the lack of coordination between the funding for the Indian-focused programming.”
- “If Higher Education programs provided satellite programming closer to the communities, we may have more community members get education needed to be early childhood educators and providers. Also offer courses after work hours and even on the weekends!”
- “Pipeline programming that starts at the high school or younger levels in education needs to be implemented to show students that speaking Towa and understanding the culture could lead to a career in ECE. Staff is also interested in building up an internal accreditation program to get more interested Tribal members to become licensed in the language as a fluent speaker and knowledgeable in the culture. The trainings that teachers attend not organized by our tribe are not ever culturally relevant to the Towa language and culture, thus, building an internal program that a new generation of teacher could go through would be ideal.”
- “Dual-credit programs need to be implemented! Collaboration with the surrounding high school programs introduces the idea of the career earlier on in a young person’s mind. Having the experience makes all the difference. Santa Fe Indian School has dual-credit programs in early childhood education. Bernalillo Public Schools is also involved in these. Focus needs to be on the teaching profession.”

Suggestions for the Strategic Planning Process – Structure of the New Department

To close our focus groups or interviews, we often asked respondents to identify any suggestions they had for the State that could be considered during this important strategic planning process. As reflected in the quotes below, we identified several specific and concrete suggestions that we believe should be considered. Many participants noted the challenge facing the state, as the sense of urgency for addressing limitations in the current systems is high, and they understand the political reality of needing to move quickly. However, many noted that the state has a unique opportunity to think deeply about the best approaches that can be taken within the context of *Yazzie* to improve the early childhood system for families across New Mexico. Many suggested that the state take their time and not rush to implementation.

- “Our families have homelands in three different states (NM, AZ, UT), and we do not recognize state boundaries. The state needs to collaborate with AZ and UT when providing services.”
- “The pay scale for educators and other professionals will need to be competitive across the K-12 system to address the teacher shortage we have now. We have to catch up to that of the federal scale; right now, we see it takes three years to catch up. We know our early education folks are not paid well enough to keep them in those professions and recruit more teachers, especially those from our own communities.”
- “Many statutorily required positions across key departments are empty, including the cabinet secretary. I wonder how these vacancies are impacting Tribes.”



- There is too much compartmentalization within the state PED; there is little communication among state department themselves. What will change with this new department?
- “Allocate funds for parent trainings, workforce training/education, infrastructure, and funds for services for children with special needs.”
- “Once the strategic plan is complete, what happens next?”
- “Leadership is key. They need an advisory council to support the secretary with several members of Tribal and Hispanic communities, not just one. This council needs to be large and inclusive of all of our communities, as there are important nuances each community faces that needs to be passed on to leadership. This council should be put in place before hiring a secretary so that they can inform the structure. Maybe there could be a different leadership model all together and at a minimum use the council to help inform potential candidates for the positions. This would also help the community.”
- “Parents are integral in what an early childhood care and education environment should look like. Asking parents what they want for their child while they are in the hands of nurturing caretakers is extremely important”
- “Stronger relationships, connections. People, power, place relevant to educational system. The educational systems between NM, AZ, UT, and tribe need to address the multi-jurisdiction patterns and family policies that have prevented community, families, and local organizations to partner.”

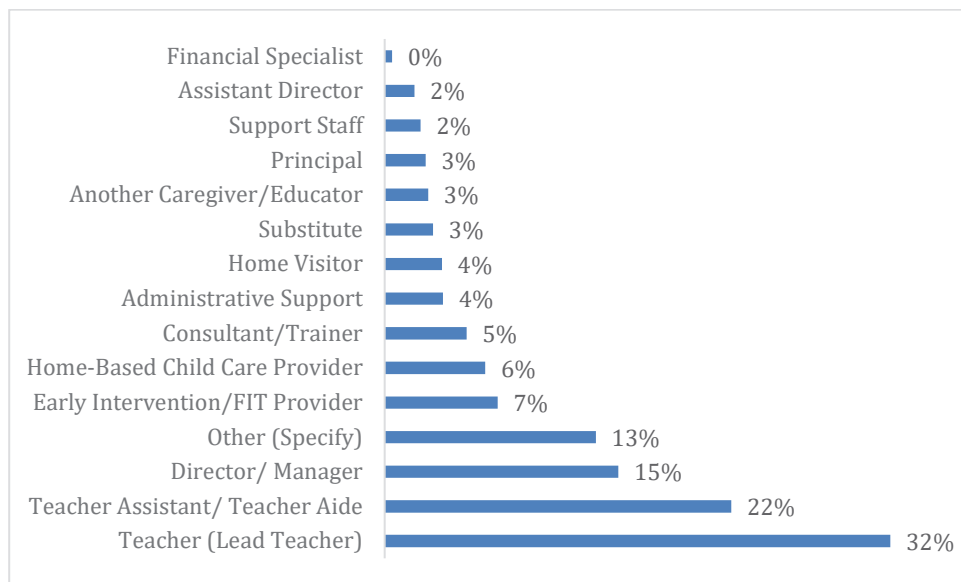
Results from the Early Childhood Workforce Survey

Background Information on the Sample

Our team conducted a short survey to identify some overall views from families and stakeholders more generally across the state. We summarize the key findings from this survey below, which reflect the overall percentages from the 1,290 completed interviews. With the large sample size we achieved for the survey, we can explore any meaningful differences in the survey across key demographic factors.

Among the group of community members who completed our survey, we found that the majority of participants were teachers who comprised roughly one-third of the overall sample of early childhood professionals.¹ Teaching assistants or teaching aids were also highly represented in the sample (22%). The sample also has a large number of administrators, with nearly 200 completed surveys from directors or managers and 33 completed interviews from principals.

Primary Role within the Early Childhood Development Workforce

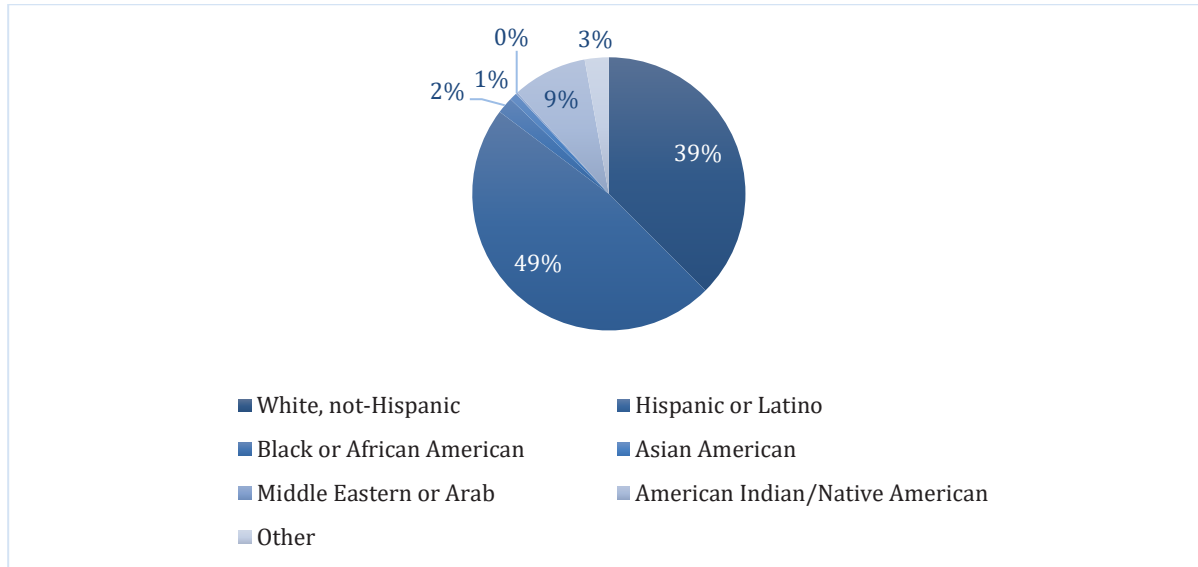


The survey collected demographic information from all respondents to the workforce study to compare responses based on these factors. In regard to race and ethnicity, the majority of early childhood professionals across the state are either Non-Hispanic White (39%), or Hispanic/Latino (49%). We were successful in ensuring that we had a large enough sample of Native American/American Indian members of the early childhood workforce (we had 118 completed surveys of NA professionals) to allow for comparisons between members of the workforce and those from other racial and ethnic backgrounds. Consistent with other studies surveying the education workforce in New Mexico, the data is heavily skewed toward female respondents. Our sample had 94% female respondents compared to only 6% of men, which is consistent with past studies of the education workforce in New Mexico.²

¹ Given that many early childhood professionals have complex and often overlapping roles in their organizations, the survey was designed to allow respondents to answer questions from the perspective of more than one professional type. Consequently, the percentages provided in our table below could add up to greater than 100%.

² A study conducted in 2010 found 97% of the education workforce is female in New Mexico: https://www.newmexicokids.org/wp-content/uploads/2015/05/CYFD_Child_Care_Workforce_in_NM.pdf

Racial and Ethnic Composition of Workforce Survey Sample



The survey also has strong variation in region across the state. While 43% of the full sample reported that they work primarily in the Albuquerque metro area, 10% work in counties in the northwest quadrant of the state, 13% in the northeast quadrant, 23% in the southwest, and 11% in the southeast quadrant. We included in our cross-tabulations a rural vs. urban comparison across the set of substantive questions in the survey to make comparisons with this important dimension in New Mexico.

Experience Levels of New Mexico’s Early Childhood Development Workforce

One of the goals of the workforce survey was to provide an assessment of the variation in experience level across the state’s early childhood workforce. We, therefore, asked each respondent to provide their years of early childhood work experience as well as for managers to provide some assessments of the experience level of their employees. Below are some of the main findings from this aspect of the larger survey.

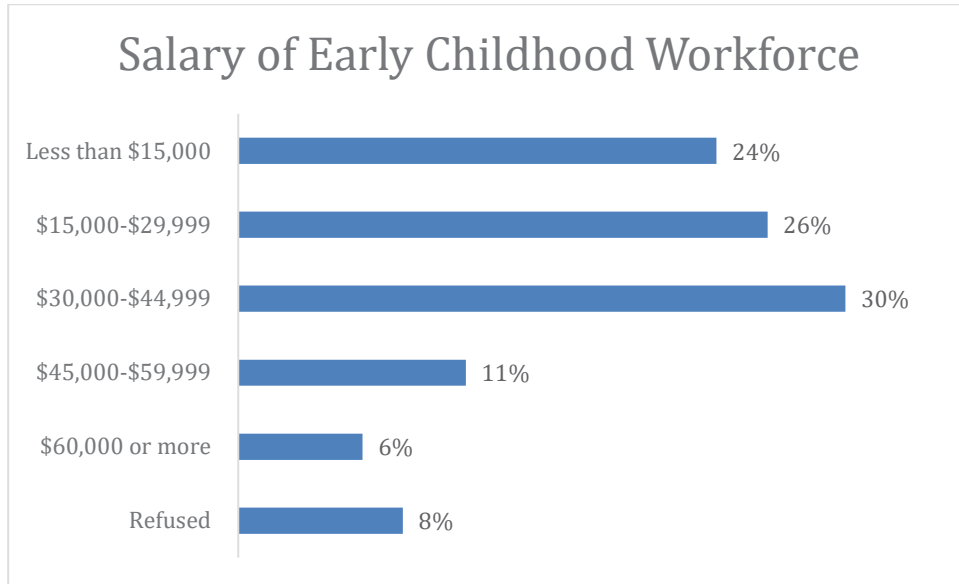
The majority of respondents (60%) have been in this field for more than five years, with the other 40% reporting that they have between one and five years of work experience in early childhood development. When we look closer into the responses, 19% indicated that they had worked in early childhood for six to ten years. Another 25% reported that they had worked in early childhood between 11 and 20 years, with the final 16% working in this area for 21 years or longer. Similarly, most (67%) of respondents have only worked in their current program for one and five years.

When managers and principals provided an average years of experience for their early childhood staff who provide direct service, the modal category was five to ten years, with another (31%) reporting one to four years of experience. There was a similar distribution in experience level for lead teachers, with 39% of administrators and principals responding with one to four years of experience in early childhood, and 35% between five and ten years of experience.

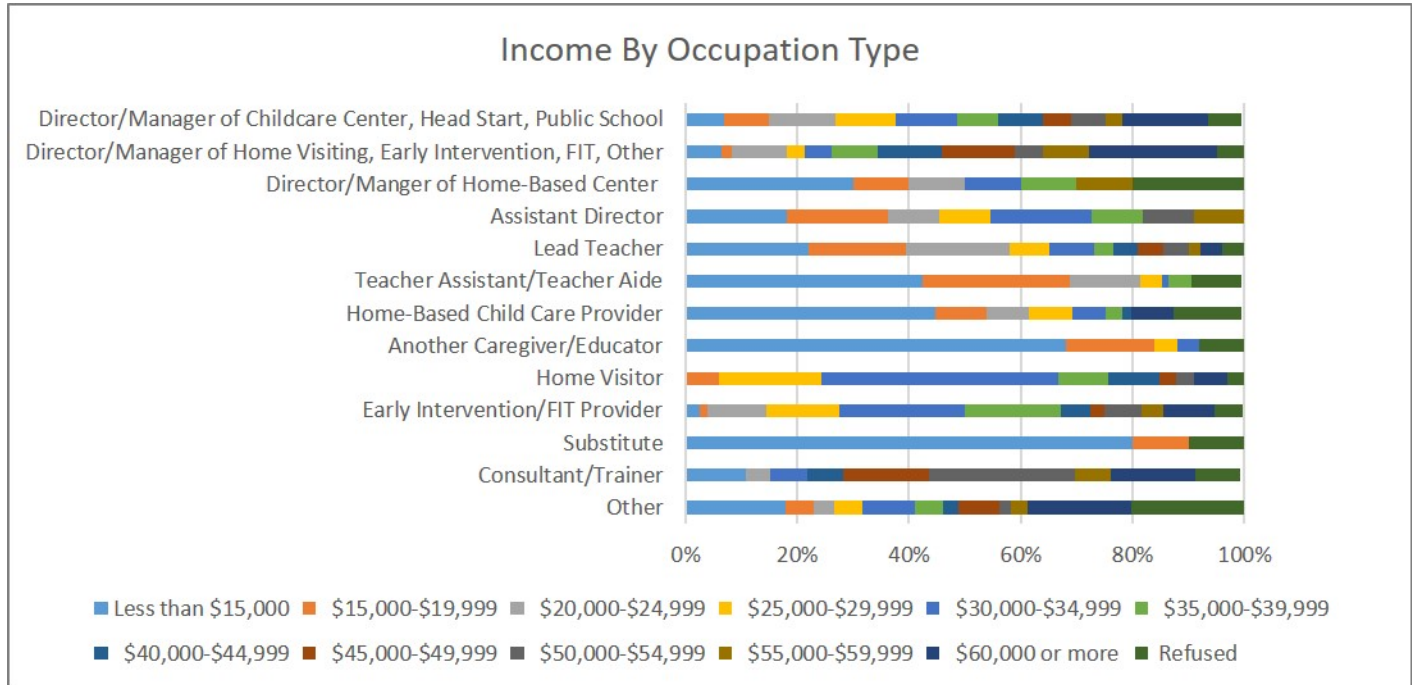
Salary Levels of Early Childhood Development Workforce is in Need of Attention

One of the themes that emerged from the qualitative interviews was that salary levels of the early childhood workforce are low, and those salary levels impact the ability to recruit and retain high quality professionals. We, therefore, asked each respondent to provide their individual salary as well as those for administrative personnel to provide the average salaries of their employees across specific types of education professionals. Finally, we also asked all respondents about their satisfaction with their salary. The figures below provide some of the findings from that section of the survey.

When the full sample provided their annual salary specific to their job in early childhood, we find that 50% of the sample reported that they make less than \$30,000 annually. Conversely, only 6% of the sample reports making \$60,000 or more annually. Even when we consider that many of these professionals are not on a full 12 month contract, these salary levels confirm feedback from focus groups regarding comparatively low salaries being a problem for recruitment and retention of quality workforce.



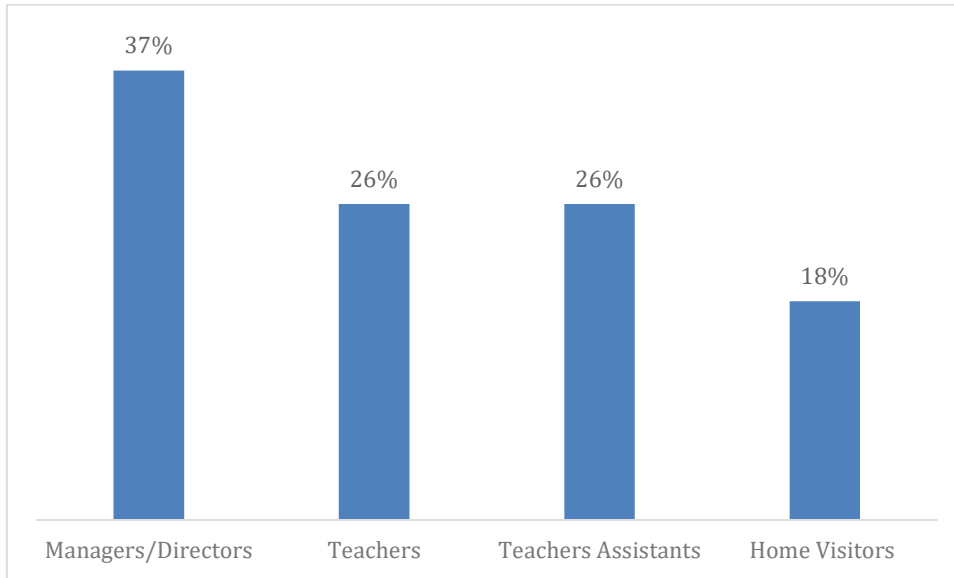
As reflected in the figure below, managers and directors, not surprisingly, make higher incomes than teachers. However, we also see significant inequality based on race, with Native American workforce members having significantly lower incomes. For example, while 7% of the full sample reported making less than \$15,000, 29% of Native Americans in the survey fall into this category.



In addition to asking members of the workforce about their salary and the salaries of their staff, we also asked respondents to tell us whether they were satisfied with their current salary. The survey reveals that only 28% of the workforce are satisfied with their salary; 22% agree and 6% strongly agree that they are satisfied with their salary. This is compared to 17% who strongly disagree, and another 27% who disagree that they are satisfied with their salary. The other 28% are neutral in their views regarding their own salary.

When we look at differences in salary satisfaction levels across the sample, we find perceptions of salary satisfaction across types of employees within the system are distinct from each other. While 37% of managers and directors report that they are satisfied with their current salary, only 26% of teachers, 24% of teaching assistants, 26% of home-based providers, and 18% of home visitors report that they are satisfied with their current salary. This finding identifies the need to address salary levels overall, but across specific areas of the early childhood workforce.

**Are You Satisfied With Your Current Salary?
[% Who Report Satisfaction per Occupation Type]**

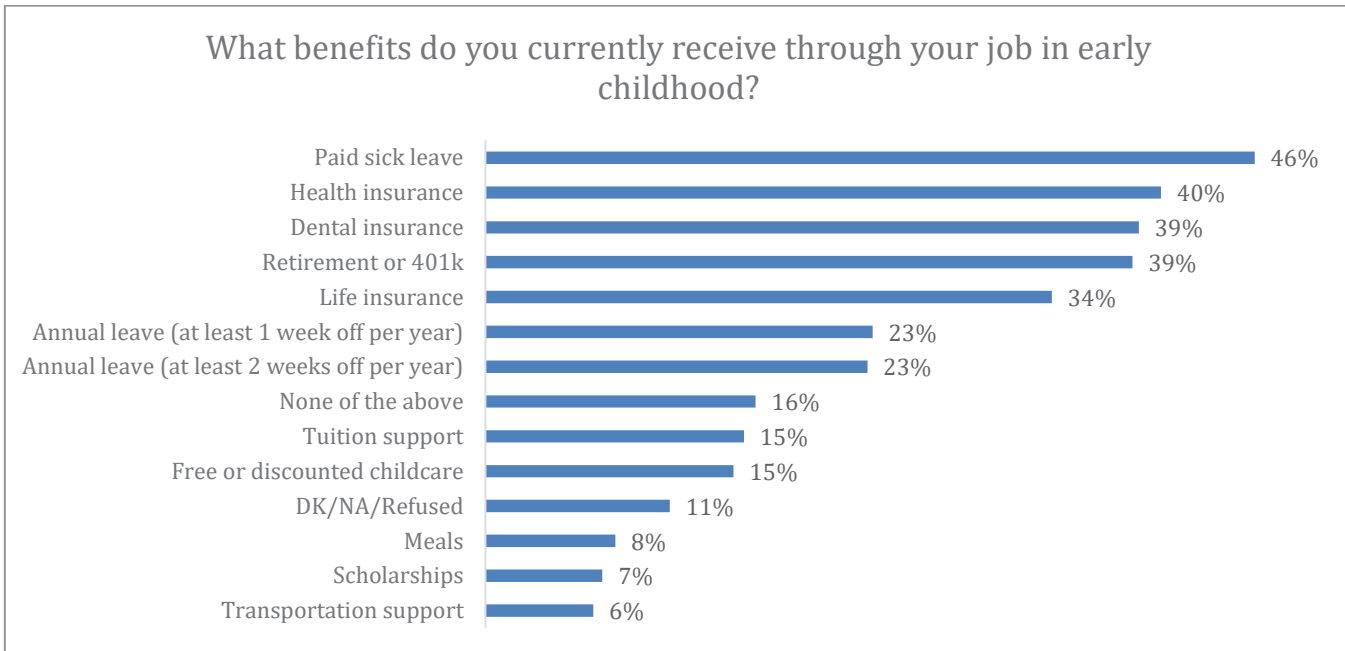


The survey also revealed that roughly a third (29%) of the early education workforce does not have a regular wage increase, with 23% noting that wage increases depend on funding availability. A smaller 8% of the sample reported that they do have regular wage increases for all staff, 10% have regular wage increases based on education and training levels, and 1% based on seniority.

To provide a comprehensive view of the role of compensation across the early childhood workforce in New Mexico, the survey also asked respondents to indicate whether they are provided with paid benefits and other incentives. As reflected in the figure below, there is a lot of variation across the early childhood workforce in New Mexico regarding access to benefits. This includes 16% of the workforce who report that they do not have access to any of the benefits we included in this question. In capturing views about benefits from both supervisors/administrators and individual members of the workforce in the same survey, we found that potential recipients of benefits reported lower rates of access than manager-level staff reported. This may be due to some participants not reporting access to benefits received through a spouse or partner.

Nearly half (46%) of the respondents noted that they currently receive paid sick leave, 40% reported that they have health insurance through their employment, 39% have dental insurance, and 34% have life insurance through their employment. The survey also reveals that 29% of the early childhood workforce have employer provided retirement or a 401K. Fewer early childhood professionals report having annual leave - 23% report that they have at least one or two weeks of paid time off annually.

Across other potential benefits the survey included, we found that 8% have meals reimbursed, 6% have some support for transportation through their employment, and 15% have access to free or discounted childcare. Finally, in regard to education-oriented benefits, 15% have access to tuition support for additional training or credentials, 7% have scholarships to support further training or education.



Low Wages Lead to Hardships for the Education Workforce in New Mexico

The survey attempted to capture the potential hardships members of the early childhood workforce face as a result of their compensation levels through follow-up questions asked of the full sample. This section of the survey included asking members of the workforce if they have difficulties paying their bills, if they work an additional job to augment their primary salary as a member of the early childhood workforce, and if they or their family relies on any social services. This section of the survey is vital for the needs assessment, as members of the workforce who face economic insecurity are likely to bring some of this stress and anxiety with them to the workplace. Below are some high points from that aspect of the survey.

The survey identifies that a robust 63% of the early childhood workforce had difficulty paying their bills over the past three months, 18% reported that they had a very difficult time paying their bills. Consistent with the trends in salary levels, Native American members of the workforce report greater levels of difficulty paying their bills, with 29% of this sub-group sample reporting that they had a very difficult time paying their bills compared to 14% of White respondents and 19% of Hispanic respondents.

Finally, nearly a third (32%) of the full sample indicated that they work an additional job beyond their primary employment in early childhood to earn extra money. When we compare responses to this item across the types of professionals in the workforce, we see that 38% of teachers report that they worked a second job over the past year compared to 26% of directors or managers.

Finally, we asked the full sample if they or their family receive any financial support, another indicator of financial standing or insecurity. We found that 26% of the early childhood workforce currently uses Medicaid/Centennial Care for themselves, and 13% use Centennial Care for their children. In regard to other support services, 16% report that they receive support from the Supplement Nutrition Assistance Program (SNAP), 11% from the Women, Infants, and Children (WIC) Nutrition program, and 11% report they receive free or reduced-priced lunches.

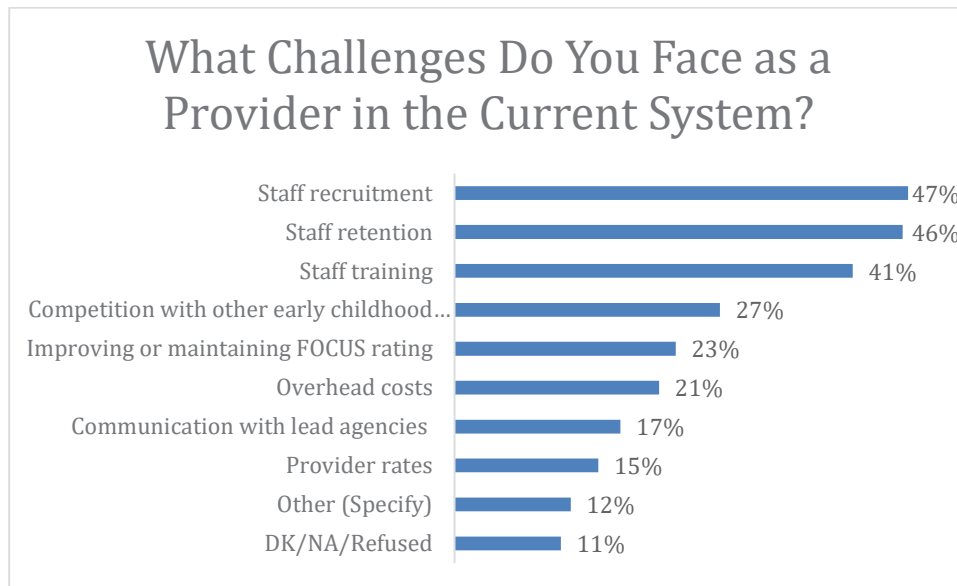
Stronger Training Programs Are Needed to Produce More Qualified Workforce

The survey assessed the skills of the early childhood development workforce through questions asked of the workforce directly, as well as items asked of directors and managers regarding the hiring process. Directors report that nearly half of all of their applicants are not qualified for the position for which they are

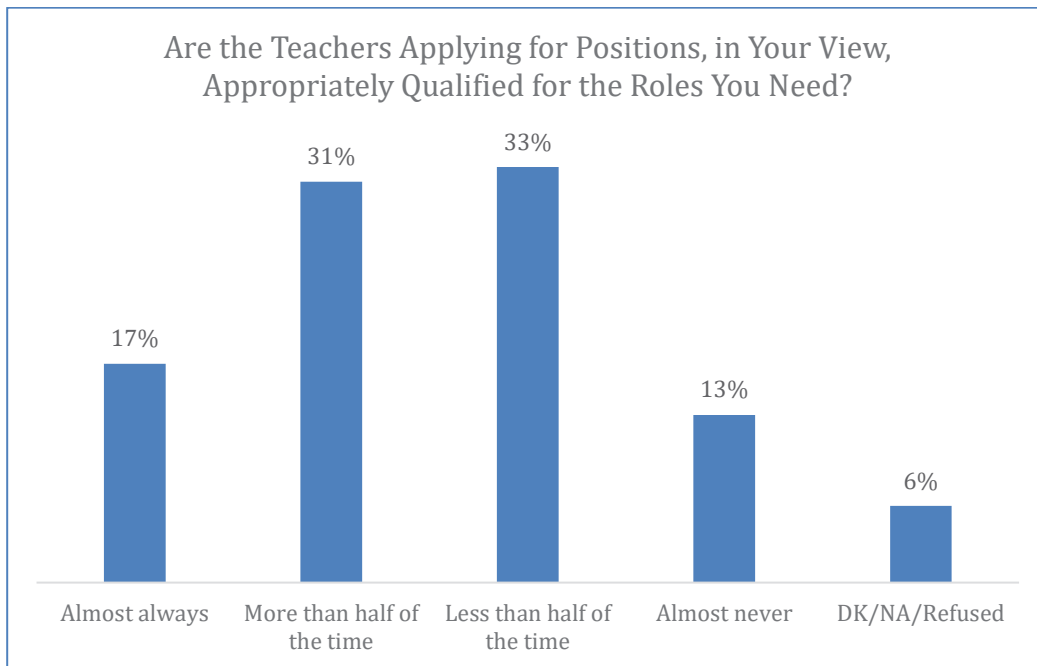


considered, and that they face challenges to recruit, train, and retain their workforce. The survey also reveals that the workforce has a high percentage of multilingually skilled workers which could increase the capacity of the state to expand language-immersion programs for families who want them. Some of the key findings in this area of the survey are provided below.

When asked what challenges they face as a provider in the current system, nearly half report challenges with staff retention (46%) and recruitment (47%). A high proportion also report challenges with training their staff (41%), with fewer also noting challenges with improving or maintaining FOCUS-rating levels (23%) or competition with other early childhood services for quality staff (27%). See the figure below for a full distribution of challenges providers face.



When asked if the teachers who applied for positions were appropriately qualified for the roles for which they applied, 31% report that they are appropriately qualified more than half of the time and 17% almost always. Conversely, 33% report that the applicants are not appropriately qualified more than half of the time, and 13% almost never appropriately qualified. The data reveals that New Mexico’s applicant pools for early childhood positions in rural areas of the state are more limited than in the urban areas of the state. More specifically, while 24% of managers or directors from urban areas of the state report that teachers who applied for positions were appropriately qualified for the roles for which they applied, less than half the time, the percentage is significantly higher (44%) for managers and directors in rural areas.



When asked directly if they have a hard time hiring teachers, (69%) of managers and directors report difficulties, with 26% stating it is very difficult. The survey suggests that, as a result of the difficulties with hiring qualified employees, 42% of managers/directors have had to fill a position with an unqualified staff member.

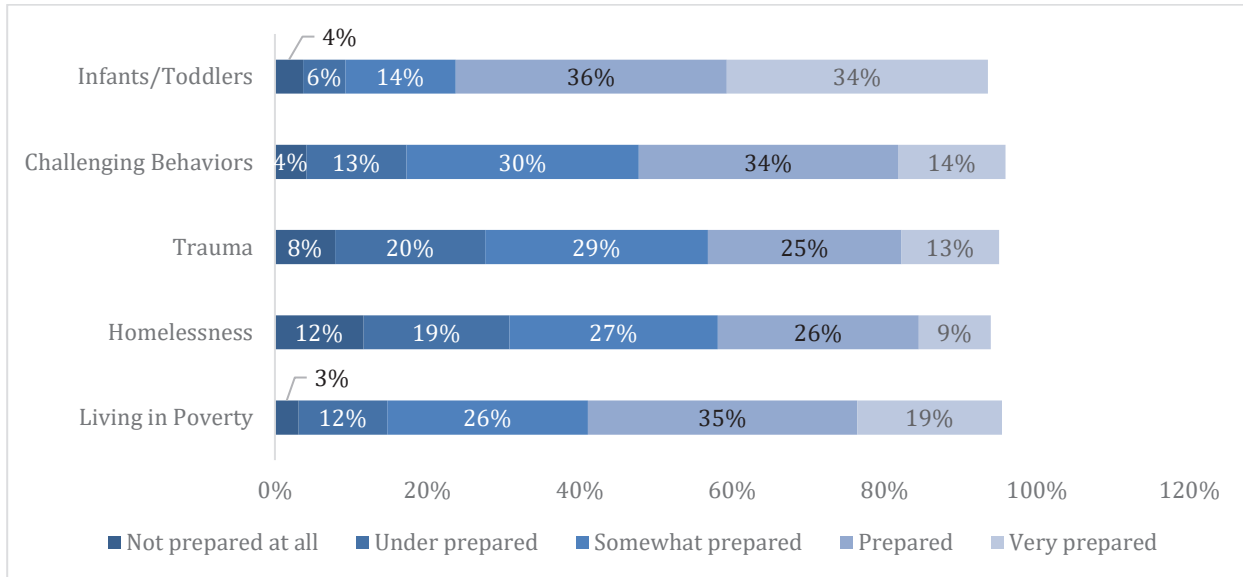
Training and Professional Development Opportunities Available to Members of the Workforce

The survey also provided several indicators intended to identify any gaps in training and other professional development opportunities across the early childhood workforce in the state. As reflected in some of the findings highlighted below, most members of the workforce have access to opportunities to improve their skills. However, the workforce needs more training to support children with specific learning differences and disabilities or those who face severe challenges, including homelessness and traumatic stress.

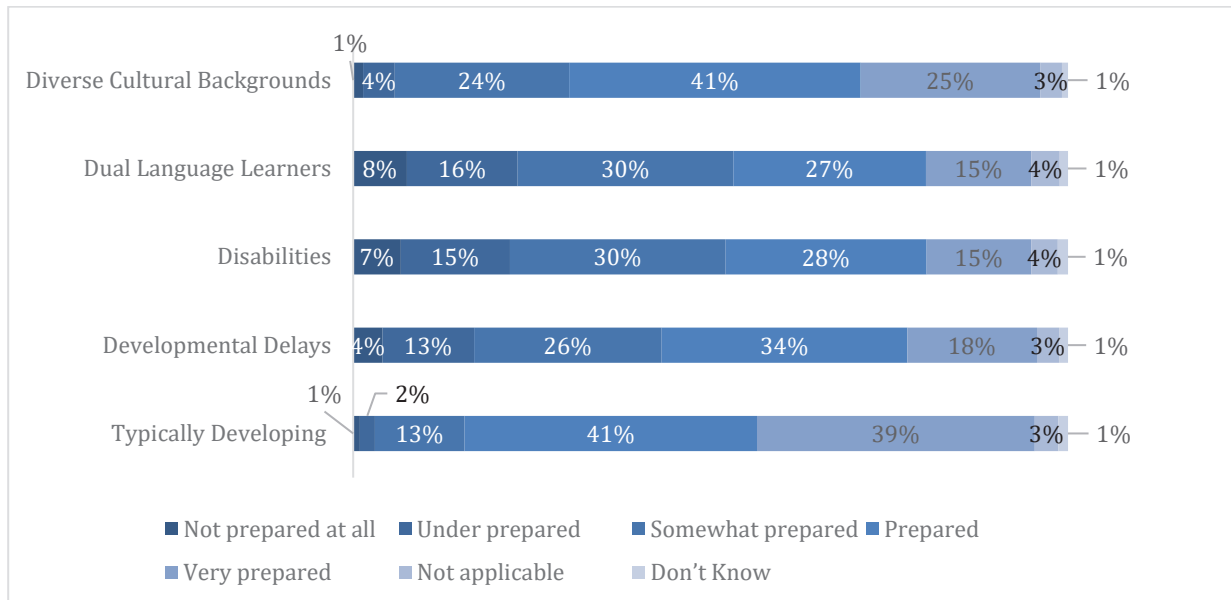
Participation in professional development is high across the workforce. For example, the survey found that 75% of the full sample reported that they participated in professional development experiences in the past year. When asked what trainings or experiences they had, 48% report scheduled time for professional development, and 36% released time to attend professional development. Roughly one-third (34%) report that they acquired professional growth credits, CEUs or training hours. Only 12% report utilizing an instructional coach.

As reflected in the figure below, when asked how prepared they feel they are to provide children with different learning needs, large percentages feel that they are only somewhat prepared or unprepared to serve children with challenges. This is particularly apparent for children who face trauma in their homes and who are homeless. The survey reveals that 68% of the workforce in New Mexico report that they have training or experience working with children with special needs, which helps explain greater preparedness in this area.

Please Rate How Prepared You Feel You Are to Support Different Learning Needs for Children:



Please Rate How Prepared You Feel You Are to Support Different Learning Needs for Children:



The survey reveals the potential need for enhanced mentoring and orientation support, as only 44% of the sample received formal mentoring or support as a new employee to their school or center. Only 32% of the full sample are currently designated as a mentor or master teacher who provides training or mentoring for new employees.

Results from the Family Survey

Background Information on the Survey

In addition to the Workforce Survey, our research design included a short survey to identify some overall views from families and stakeholders more generally across the state. We summarize the key findings from this survey below, which reflect the overall percentages from the 819 completed interviews. With the large

sample size we achieved for the survey, we are also able to explore any meaningful differences in the survey across key demographic factors.

Among the population who completed our survey, we found that the majority of participants were parents and primary caregivers who comprised roughly half (49%) of the completed interviews for the Family Survey. The next largest sub-group of stakeholders is early childhood professionals (24%), which includes teachers, home visitors, and providers. The survey sample also includes 9% of concerned community members.

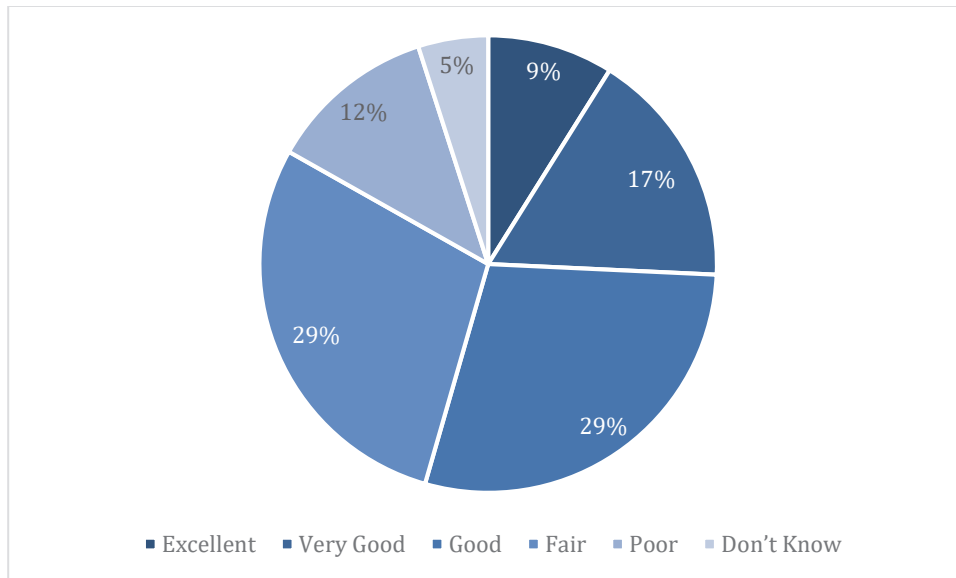
Perceived Quality of Early Childhood Programs and Services

One of the goals of the Family Survey was identifying the saliency of early childhood development to the New Mexican population. The survey, therefore, asked respondents what they felt was the most important issue facing their community that the governor and state legislature should address. Respondents identified two issues so the overall percentages could total more than 100%.

The survey also asked respondents to compare the importance of the state addressing limitations in the current early childhood development infrastructure to other issues that they felt may need attention in New Mexico. New Mexican families and other stakeholders place a high priority on early childhood development, with 79% stating that it is very important, and another 15% somewhat important. Conversely, only 5% of the sample chose either not very important or not at all important. When taken together, the survey makes clear that the stakeholders who are familiar with the early childhood systems in the state place a high priority on addressing infrastructure needs across the state.

The survey asked the full sample of stakeholders how they would describe the quality of the overall system of early childhood education, health programs, and services in their community. As reflected in the figure below, 46% indicate that the current system is either good (29%) or very good (17%), compared to 41% who rate the system as either fair (29%) or poor (12%). Another 9% of the sample rated the system as excellent. The survey's sample believe that they are knowledgeable about New Mexico's early childhood programs and services, 85% of the full sample believes that they are either somewhat knowledgeable (55%) or very knowledgeable (30%).

In General, How Would You Describe the Quality of Overall Early Childhood Education and Health Programs and Services in Your Community?



Stakeholders Identify the Need for Greater Collaboration and Local Control

Half of all respondents to the survey do not believe there is currently strong collaboration between government agencies and other organizations across the state doing work in early childhood, compared to 20% who believe that there is, and 30% who were not informed enough to provide a direct response. Exhibiting consistent attitudes regarding calibration, the survey had the same distribution to a follow-up item that asked about the strength of collaboration between state government agencies and programs that focus on early childhood education and those that focus on health and well-being.

Below are a couple of quotes taken from the open-ended survey question that allowed participants to provide any input beyond what the survey asked specific to collaboration.

- “Braid federal and state dollars to deliver early childhood educational options that include Early Head Start, Head Start, Home Visiting, PreK (3s and 4s) and case management, mental health for early childhood.”
- “Address the concern that the expansion of the Pre-K program in the public schools has done to the child care centers that have lost enrollment due to these programs. This has caused a major blow to many child care centers.”
- “Work collaboratively to offer necessary services (hearing, speech, developmental delays, etc.) for all children in need. There needs to be more partnership to make sure we are not duplicating resources or services.”

The survey also asked respondents whether they believed that there are currently mechanisms in place to allow local communities to control the decisions made regarding early childhood development needs and priorities, including where funding should be invested. The survey reveals that the majority of stakeholders across New Mexico believe that there is a need to increase local control over decision-making, as only 13% responded that there are existing mechanisms to provide this outcome, compared to 59% who do not believe these mechanisms exist and 29% who were unsure based on their knowledge of the existing systems.

Several of the responses from the survey's open-ended question focused on the need for greater local control, particularly for Tribal communities, who many noted should have greater control of the programs offered for children in their community.

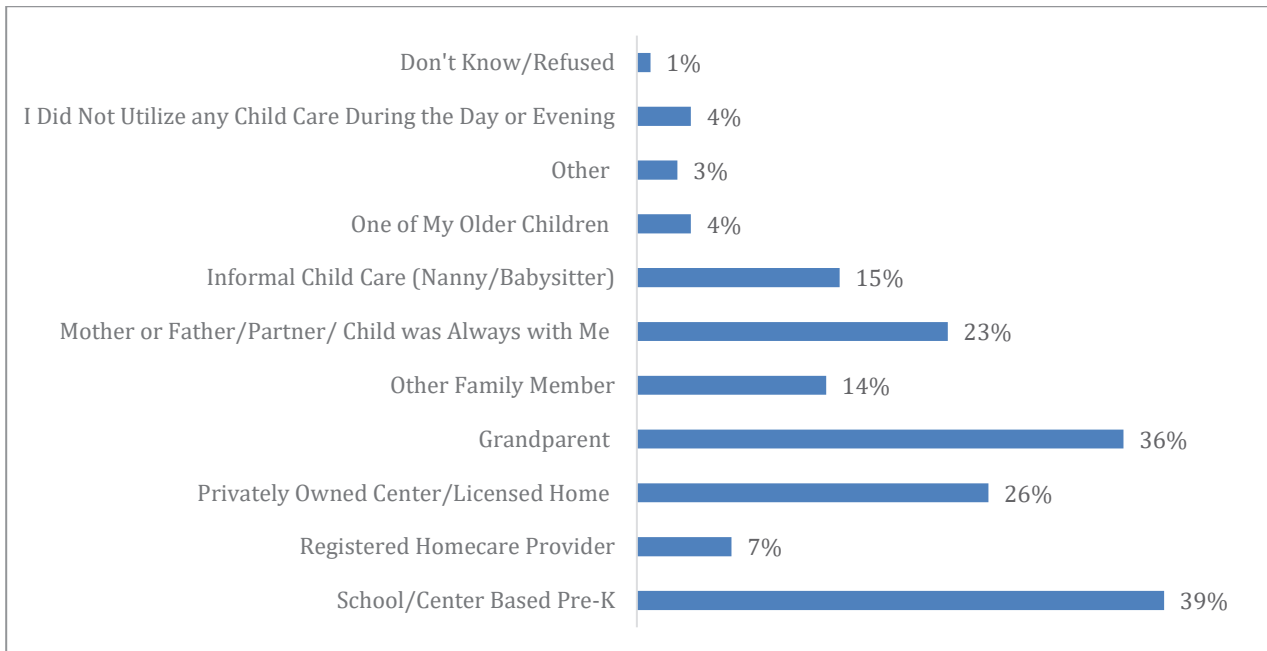
- “Providing for culturally appropriate methodologies in the schools that are developed at whole or in part (depending on the community being served) with input from the community. If speaking to Native American Tribal communities they should have the freedom to be able to help create those programs and evaluate the methodologies that will be used to evaluate their success.”
- “Tribes should have full autonomy to spend resources provided to them by the state or federal government how they feel is needed in their communities.”

Utilization of Child Care Options and Desired Options among Parents/Primary Caregivers

The survey included several items specific to the parents and primary givers intended to gauge their current utilization of child care and their experience with the current systems in the state. As reflected in the figure below, 39% of parents and primary caregivers utilize school-based or center-based childcare including Head Start or Even Start. This is higher than the 26% who utilize privately owned childcare, such as group or licensed homes that provide this service. Consistent with our last survey of parents, a large percentage of New Mexico families rely on grandparents (36%) or other family members (14%) to take care of their children. Roughly one in four (28%) of the survey's sub-sample of parents and primary caregivers stated that the child was always with them or their partner or they did not utilize childcare. Finally, 4% stated that one of the family's older children takes care of the younger child when childcare is required.

The high number of families with young children who choose to rely on family members to provide support as needed for childcare is consistent with what we heard in our qualitative interviews, with many early childhood development programs in Native American communities indicating that they are currently serving all of the families who want childcare. Our last early childhood survey also found that a large percentage of young families across the state would prefer to utilize their family for childcare, even if state programs were more convenient and affordable. We believe that the state should consider this trend from multiple studies as it moves forward with its strategic plan, as it may take some time for the demand for early childhood services to become nearly universal across the state's young families.

Did You Use Any of the Following Childcare Options During the Day or Evening to Help with Childcare?

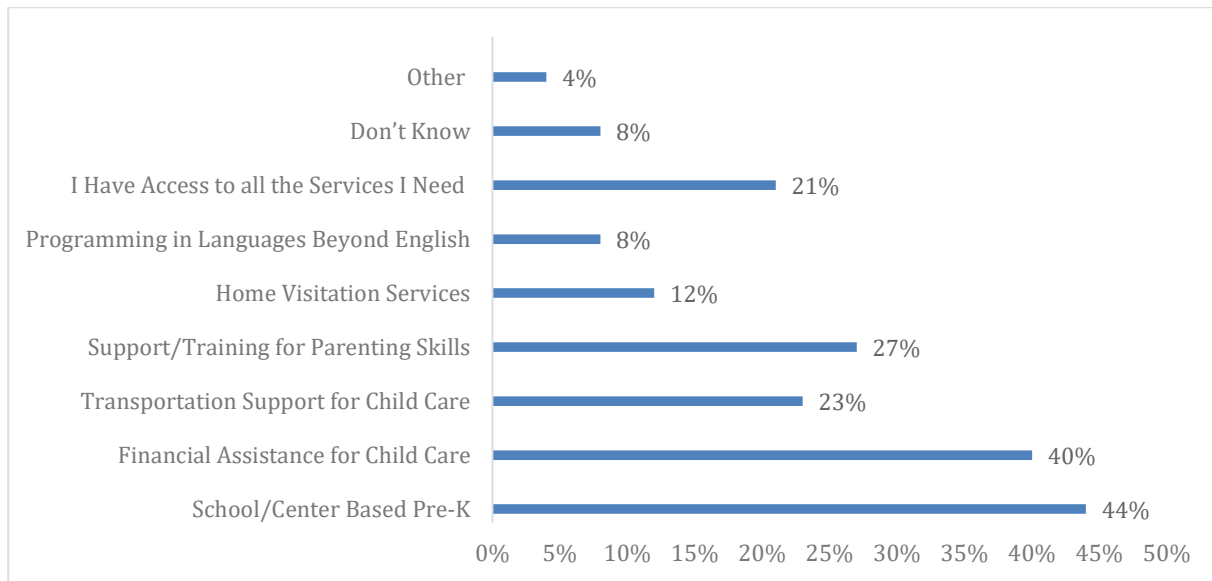


The final question on the Family Survey allowed respondents to provide any other suggestions or comments that were not covered in the survey. A theme that emerged from the responses to the question was the need for improved communication and marketing of existing programs. The quotes below suggest that enrollments in existing programs could be improved through improved outreach to families.

- “Tener un poco más de promoción en la información del programa. Muchas personas no saben que existen.”
- “It would be helpful if there was one place to go to find out what programs would work best for any given child.”
- “Having more advertising for phone numbers and contacts and employees that give call backs to unanswered calls that have left messages. I have left several messages to the contact lines from the state that have never been returned.”
- “Make information available for families who are not aware of affordable early childhood programs that already exist.”

The survey also asked the same sub-group of parents and primary care givers if there were any services or programs that they would like to utilize if it were available to them in their communities. As reflected in the figure below, 21% of families across the state have access to all of the early childhood services that they need in their community. However, 44% of the consumers of early childhood services noted that pre-school education is something that they would utilize. Furthermore, 40% of this sub-sample noted that they would utilize financial assistance for childcare, if it were provided in their community, and 23% noted transportation support for childcare. The data from this item of survey identifies that young families will utilize Pre-K services if they included financial assistance and transportation support. The survey also revealed that 27% of families would like access to parenting-skills support and training, with 12% noting that they would take advantage of home visitation services if they were available in their community. Finally, 8% of this sub-group of the overall survey sample would like programming made available in a language other than English.

Are There Any Services or Programs that You Would Like to Utilize If They Were Available to You in Your Community?



Many of the survey’s participants took time to provide suggestions in the open ended item of the survey that expressed their preferences for programs or services, some of which are listed below. Many parents who expressed a desire for more part-time childcare options.

- “Providing transportation in a real way. Providing before and after school care with hours that actually help the parents, by being accessible and educated on disabled kids.”
- “Better access to quality daycare. The centers I can afford I would NEVER send my child too. They are atrocious.”
- “More training and community outreach activities to involve all families.”
- “Extended trainings for parents who have children with challenging behaviors.”
- “Increase access to families by providing more options in the form of more classes. We started applying to early Pre-K in April and still didn’t get into a free program. Make part-time programs an option for parents who stay at home and don’t want to put their children in full-time care.”
- “Have more part-time care/school options for parents that don’t need (or want) to place their child in full-time programs. Ideally, be able to expand existing Pre-K programs to be able to accept every child/family that is applying for the program.”

Perceived Access to Affordable and Accessible Programs for New Mexican Families

The survey provides some information regarding the public’s perceptions of how affordable and accessible early childhood development programs are for New Mexican families who want to take advantage of these programs for their children. While only 15% of the full sample believes that the programs are very affordable and accessible, 41% believe that they are somewhat affordable and accessible. Conversely, 28% believe that these programs are not very affordable or accessible, with 10% stating that they are not at all affordable and accessible. Despite a somewhat positive perception of the affordability and accessibility of these programs for families, a robust 74% of the sample responded that either they themselves or someone in their family or network struggles with finding convenient and affordable early childhood programs. A similarly high 78% of

the sample believes that lack of access to childcare, Pre-K and other early childhood programs is a problem for parents and their children in New Mexico.

Many of the responses to the open-ended question at the end of the Family Survey focused on the challenge of affordable childcare for too many families across the state. Below are some of those quotes that support the findings from the survey noted above. One of the themes that emerged across the responses specific to cost was that many working families that need financial support are just above the income thresholds for subsidies.

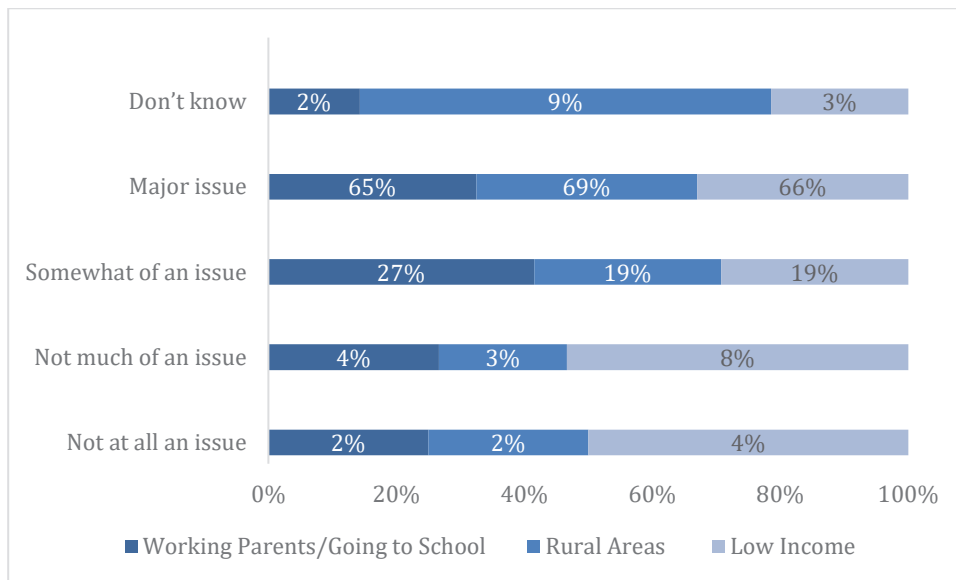
- “Lower the cost. Many parents have informed me the cost of early childhood programs are so high, having one of the parents not working actually saves them money. Sad when ECE programs cost more than a parent’s income.”
- “There is definitely a shortage of quality providers/programs. Often times, these programs are so expensive that, when coupled with low wages and high housing costs, it’s not cost effective for a parent/caregiver to participate in the workforce and pay for programs to improve their parenting skills.”
- “It would be helpful to have affordable or free healthcare for all children so that nobody has to suffer financially just to keep their children healthy. Many people skip the doctors for their children so that they can afford other things that are necessary.”
- “As a lower, middle-class family, we do not qualify for CYFD subsidies for daycare—we are a couple hundred dollars over the income threshold. If my daughter (2) was enrolled in full-time daycare, it would eat up one and a half of my two paychecks per month.”
- “We are excluded from some programming because we make too much money. We would still like to access that programming even if we would have to pay a higher price.”
- “There needs to be more of them, especially daycare, and the income bracket needs to change. Right now, my husband is working two jobs, and we are just screeching by, BUT WE MAKE TOO MUCH MONEY TO QUALIFY FOR FINANCIAL ASSISTANCE.”

Accessibility was also a major point of emphasis across the open-ended responses provided in the Family Survey. Many participants specifically noted the challenges with the lottery system and having to sit on a wait list for a long period of time to acquire the services that they desire. Below are some of those statements taken from the open-ended survey question.

- “More accessibility; I work in a FOCUS center and we DAILY get calls but have a huge waitlist. We don’t have the capacity to expand building-wise or the staff.”
- “Provide more access to the state Pre-K programs. There are not enough in areas that need them the most. Now, students are only allowed to attend their neighborhood school programs, and often, there is not enough access. This is especially true in the large programs.”
- “I would have loved to send my son to preschool, but because he doesn’t have a developmental disability, he wasn’t eligible. It makes me so disappointed.”
- “We should have secured spots without having to wait until the last minute for enrollment. Peace of mind for parents, no lottery process to get in. Easy registration for parents, flexible schedules for parents to leave children (part-time, full-time, pick up times).”
- “Lottery spots for twins should grant access to both twins at the same school.”
- “Make them accessible to all who need it! Wait lists in Santa Fe are years long and lottery programs only accept the numbers they can. These situations cause people without a family support network to watch young kids to resort to finding caregivers on Craigslist.”
- “Having respite option other than family members. Both my husband and I are not from this state, so our families are not here to help. We have lost almost 2 years of respite, given that daycares do not accept respite as payment, and providers are scarce at best.”
- “Early childhood programs should be accessible to all. You shouldn’t have to lottery for a chance for your child to have access to Pre-K.”

Many of New Mexico’s families face obstacles that may impact their ability to utilize early childhood programs or services. The survey, therefore, asked respondents to provide their assessment of how much of an issue they believe finding convenient and affordable childcare is for parents who work or attend school, families living in rural New Mexico, and those with low incomes. As reflected in the figure below, the majority of New Mexicans believe that finding convenient and affordable childcare is a major issue for families in all three situations; 69% for parents who live in rural New Mexico, 66% for parents with low incomes, and 65% for parents who work or attend school. This information strongly suggests that the state focus its strategic planning efforts on facilitating these three sub-groups’ access to affordable childcare in their communities.

How Much of an Issue Do You Believe Finding Convenient and Affordable Childcare Here in New Mexico Is for Parents Who [Insert Scenario] Across the State?



The Family Survey also included several suggestions specific to these sub-groups’ wider population from the open-ended question that concluded the survey. Below are some quotes from that section of the survey that emphasize the challenges low-income, working and rural families face in acquiring childcare.

- “Rural areas need DD services for 3-5 year-olds to help them get prepared for kindergarten. Kids in urban settings have a lot more resources available to them, even once they start school.”
- “For many years, I had to pay for private Pre-K programs for my two kids (because there was nothing available in public education) while paying off my college loans while being heavily underpaid for work in this state. I would absolutely love to see state-funded programs that are free for people like me.”
- “Provide ALL at-risk parents with the tools and information to give their children the best possible childhood and themselves the best parenting experience possible. Quality home visiting and family planning services are the best way to do this.”
- “These programs should be made available around work and school schedules as much as possible, as they typically do not match the time demands of young parents.”
- “Que haya mas fondos estatales para que los padres puedan trabajar y contar con una ayuda para el cuidado de sus hijos.”
- “More full-day services in rural and frontier areas of the state without having to drive long distances.”
- “We need high-quality programs that provide care the entire work day. The majority of free Pre-K programs are partial-day programs. This does not help working parents. This does not decrease child care costs. Moreover, parents need help with transportation.”

- “Making programs more affordable for people to get their children in. It’s hard to pay for when you’re a single parent.”
- “More affordable high-quality care and education programs available during non-traditional working hours.”
- “Not really a whole lot because parents have jobs and to leave work for workshops or classes just isn’t a possibility. Every parent loves their little time they get when they don’t have work but to replace that with classes is a problem...”
- “Expand hours to accommodate different kinds of jobs. Most of the folks I know who do shift work especially in lower-paid industries struggle to find childcare that accommodates unusual hours. The kids then end up in less desirable situations just to accommodate the time that programs are available.”
- “We need access in rural areas. No transportation.”
- “Have more programs available in rural communities!”
- “We have several daycare preschools here perhaps some should be on the Rez, closer to home.”
- “We need more programs in order to help the very rural areas of the Navajo Nation.”
- “We need services beyond educational supports. Families need access to an array of behavioral health supports. We need to focus on reducing trauma and adverse childhood experiences. We need to understand that children grow up in the context of their family.”
- “Access for services regardless the parents’ income. Head Start programs are known by accepting low-income families only and some children are missing out the early intervention because a family member has to assist with the childcare while the parents work.”
- “Before and after-care for working families.”
- “I would like a full-day Pre-K option for my child. I do not have the ability to transport from one program to the next mid-day. Both my husband and myself work.”

The survey also revealed strong support for expansion of home visitation programs. For example, 77% of the sample supports legislation to increase funding for home visiting programs so all parents of babies and toddlers have access to home visiting programs. An even higher percentage (90%) of the full sample believes that all families who want to have their three-year-old children enrolled in either full- or part-time Pre-K should be able to do so. Below are some of the direct quotes from participants in the survey specific to this theme who provided input to the open-ended question in the survey.

- “The three-year-old and Pre-K programs are very accessible in my community, but care for younger children is often costly and lower quality (kids watch tv, sugary snacks, etc).”
- “Early interventions starting at birth, coordinating health services directly with educational and social services, reflective of what Nadine Burke Harris did in CA.”
- “Clases universales y programas para la primera infancia auspiciados por el gobierno. La educacion es un derecho universal, Educacion gratuita empezando en la primera infancia. Horarios de tiempo completo. Maestros capacitados y en NM bilingues.”

New Mexicans Place High Value on Early Childhood Development Programs

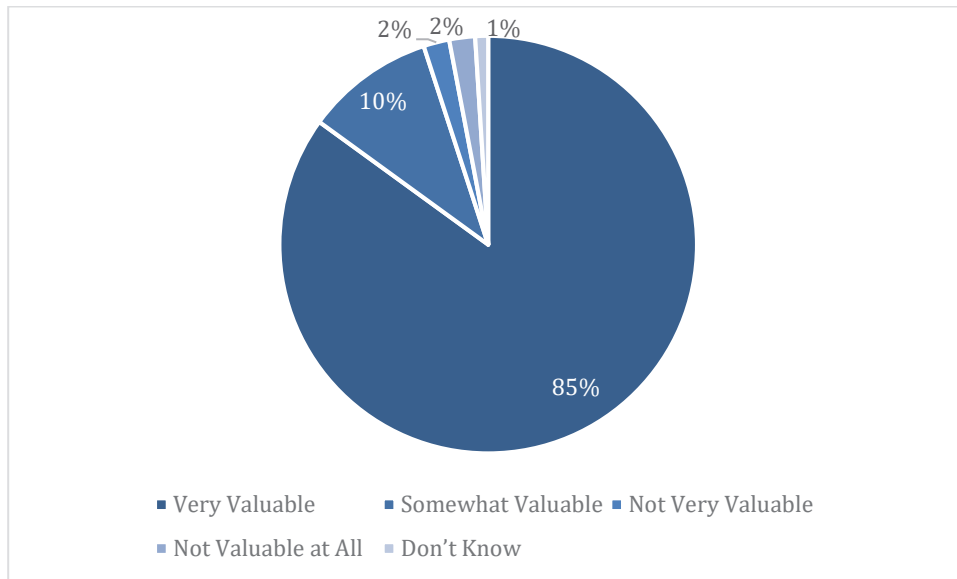
After a reminder that Governor Lujan Grisham and the state legislature passed a budget with an additional \$500 million for the education system in the New Mexico which included pay raises for teachers, a robust 70% of the full sample responded that there needs to be a lot more investment. Only 5% reported that the state has done enough, with the remaining respondents either being unsure or having no strong opinion. The open-ended survey item that closed out our survey provided the following quotes that support this finding in the survey regarding the need for greater investment from the state.

- “The 500 million is a great start but their needs to be better auditing of where the money is going. It is too top-heavy in my opinion. Use more funding to make the programs more affordable. Pay higher wages so there is better trained staff and less turnover. I am all for more spending on schools but let’s set up a better tracking system.”

- “It was great to see the increase in teacher salaries from the legislature and the new governor. However, with so many years of lost financial ground, that should only be the start and not the end of our investment in our teachers.”

The survey makes clear that New Mexico’s stakeholders understand that the high return on investment in early childhood development programs lasts into adulthood. As reflected in the figure below, a robust 85% of the sample believes that early childhood development programs are very important to children’s future academic and adulthood success.

How Valuable Do You Believe Early Childhood Development Programs Are for Children in New Mexico’s Future Academic Success and Ability to Succeed as Adults?



Need-Prioritization Among Stakeholders

The survey closed with some items intended to address directly which needs the state should prioritize as they begin building the new department. When asked to identify the greatest area of need, 30% of stakeholders identify affordable infant or toddler care as the areas of greatest need the state should prioritize as they build the new department, compared to 19% for Pre-K programming, which had the second-highest percentage. Improving the connection between the education and health infrastructures was next with 12%, and giving local communities more control followed with 10%. Eight percent of the sample identified expanding home visiting programs, and addressing workforce development had 7%.

Attitudes Regarding Addressing Workforce Limitations

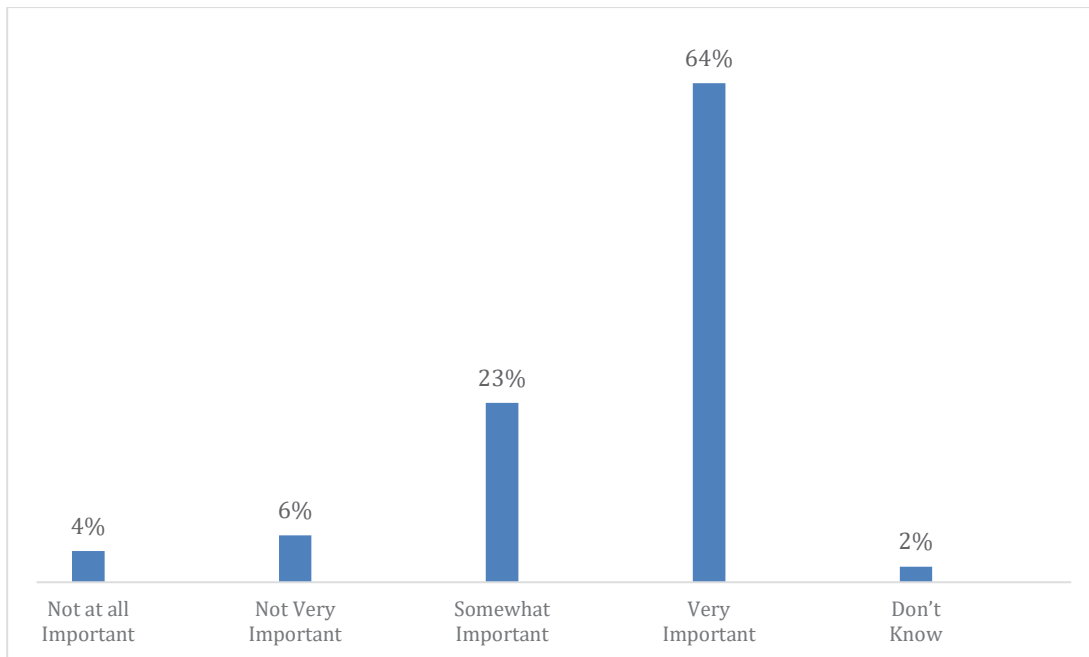
The survey included a few questions specifically aimed at providing information specific to expansion of the early childhood workforce and the skills that the community believes the workforce should have. In regard to specific approaches that could expand the early childhood workforce, a robust 85% of the sample supports aligning state training requirements and professional development with each other and with higher education institutions in the state. An even higher 92% supports increasing scholarships available for educators who wish to increase their credentials to become early childhood educators. Finally, and consistent with the overall finding from our report regarding the need to address low wages of the workforce, nearly all respondents (94%) support improving salaries for early childhood educators and other professionals and increasing the workforce needed to expand services.

The survey’s open-ended question that allowed participants to voice any other concerns or suggestions that they might have also provided several comments specific to the workforce limitations. Below are some of the quotes that reflect the wider set of comments provided by respondents.

- “Making sure communities grow their own professionals to serve within their community. Universal Pre-K and Head Start program for all families regardless of SES and learning abilities.”
- “Getting higher qualified teachers would be great.”
- “We need qualified staff who understand how to build relationships in order for children for children to be successful. More programs for infants and toddlers.”
- “If teachers and directors were to take the Transgender 101 class offered by the Transgender Resource Center of New Mexico that would help better meet the needs of families in my community.”

As the state continues with the strategic planning process, expanding access to programs that provide bilingual programming should be a priority, according to the survey. More specifically, 64% of the survey’s sample indicated that it was very important that their child and children of other families have access to teachers who can speak the languages that children speak at home if that language is not English. Another 24% of the sample indicated that having teachers with language skills was somewhat important.

How Important Is It to You That Your Child, and Children of Other Families, Have Access to Teachers Who Are Able to Speak the Same Language That the Children Speak in Their Home?



Below are several quotes taken from participants of the Family Survey who took time to provide input to the open-ended question that concluded the survey specific to bilingual educators and programming, as well as the value of culturally competent programming for our state’s diverse population.

- “Que sean bilingües y que sean culturalmente apropiados.”
- “Siendo más accesibles y económicos para las familias de bajos recursos. También apoyando la educación bilingüe y la biliteracidad.”
- “We need more bilingual options for families who do not speak English at home.”
- “Provide racial equity and inclusion trainings for teachers and schools.”

- “Instead of a curriculum that is biased and developmentally inappropriate, we need to be able to teach children the ways they need to be taught that is appropriate to their culture.”
- “It [cultural training] can help by raising awareness of the diversity in the child’s life that might be hurting the students performance in school that are not being understood as sources of trauma.”

Although expanding the workforce to serve a significantly higher percentage of young children will be challenging, the survey indicates that removing obstacles could create a greater pipeline of early childhood professionals. As reflected below, a sizable segment of the stakeholders who participated in the survey know someone in their personal network interested in a career in this sector, if they could acquire the necessary credentials and if those jobs paid a higher wage.

- Do you know anyone in your network who would be interested in a career in this sector if those jobs paid a higher wage? **76% Yes**
- Do you know anyone in your network who would be interested in a career in this sector if they were able to acquire the necessary credentials? **58% Yes**

Content Specific to Children With Developmental Delays or Disabilities

The final section of the survey focused on the state’s children who have development delays or disabilities. Exactly half of the sample reported that they either have or work with a developmentally delayed child or a child with a disability. This speaks to the high number of children with one of these challenges. The quotes below reflect the major themes from the open-ended questions that asked parents and providers what they need to help these children reach their developmental and educational goals.

[For Providers] What support services or programs do you need from the state in order to ensure that this child or children reach their developmental and educational goals?

- “As an early childhood educator, I believe that when a child gets enrolled and I diagnose them with a delay, they should receive services immediately. The services need to continue throughout their years while in school.”
- “Professional development for staff, paid tuition for educators that want to go back to school specifically in the SPED field.”
- “I have been a teacher for 22 years. I feel that extra training for SPED students would be helpful.”
- “Periodical trainings for teachers reflecting current and on-going research about inclusive practices. Trainings and resources for teachers about specific supports for children with specific developmental delays.”
- “Participation and communication with goal and progress. Better training on developmental delays and disabilities so they are better prepared to help them while in their care.”
- “More collaboration between systems. When a child graduates from Early Intervention, they go to Child Find. The child may have more than a delay and need stronger interventions. A child with autism, for example, may not even be ready for Pre-K at three years old.”
- “I’m a teacher. Students with disabilities need a variety of services. Some need OT, PT, counselors, psychologists, social workers, speech, language and articulation, modified PE, qualified SPED teachers who aren’t spread so thin, smaller classroom sizes.”
- “Training on handling disabled kids, understanding how their behavior is different from typically developing kids, accessible facilities, educating them on how to handle the emotions of a disabled child really would go a long way. Centers should have someone who is trained in these areas on their full-time staff.”
- “Early interventions starting at birth, coordinating health services directly with educational and social services, reflective of what Nadine Burke Harris did in CA.”

[For Parents] What support services or programs do you need from your childcare provider in order to ensure that this child or children reach their developmental and educational goals?

- “Occupational therapy, speech therapy, early intervention access. I personally need assistance in order to learn how to help my son.”
- “Early childhood mental health consultants to support child care centers to provide trauma-informed and developmentally appropriate services and not expel children with challenging behaviors.”
- “We need greater access to speech therapy, speech language therapists.”
- “My child has hearing loss. She needs speech therapy, expensive equipment (hearing aids & fm system for teachers).”
- “Dysgraphia training supporting emotional needs of the gifted (SENG). There are NO gifted schools in NM. The gifted program in APS is almost non-existent in lower elementary school. Two hours a week! The rest of the time the child is restless in a classroom.”
- “Knowledge/training/experience with all autism spectrum issues and the best way to handle autistic spectrum children.”
- “I need access to play-based, developmentally-appropriate childcare for my developmentally delayed two year old so that I can attend school for early childhood education. We are very low-income and transportation is sometimes an issue.”
- “Mas terapistas capacitadas y cuidadores con algo de experiencia en salud mental.”
- “Having providers who can diagnose developmental delays without fighting and begging schools or waiting two years for UNM would be a good start.”
- “Support services available to the child in their school setting more than once or twice a week. Also support for teachers by reducing class size when children with developmental delays are enrolled in their classes so each student can have their needs met.”

Overall Conclusions - Recommendations

The following overarching conclusions and recommendations emerged from our analysis of the qualitative and survey data we collected through our research process.

There is a need to address limitations in the physical infrastructure required to expand the number of children served in early childhood programming across the state. Our data suggests that the existing classrooms, buildings centers, playgrounds etc. are incapable of meeting the current demand, much less an expanded demand for services. This is particularly the case in rural areas of the state and in Tribal communities.

- We recommend that the state consider conducting a space audit to identify where the most significant challenges exist and what spaces might be utilized for early childhood if they were remodeled and re-envisioned as well as where new physical infrastructure may be needed.
- We also identified some potential funding streams for this effort, including the utilization of one-time state funding generated from the increased oil and gas revenue.

The data in our report makes clear that the early childhood workforce is underpaid with many skilled employees lacking access to a living wage and benefits. The data suggests that the low wages is a strong contributor to the limitations in qualified applicants for early childhood staff positions reported in our Workforce Survey and the challenges noted in retaining quality staff and educators. The survey data highlights support for increasing the salary levels of our high quality education workforce, and a large number of survey respondents and qualitative interview participants noted that they know members of our community who would be motivated to pursue careers in early childhood if the wages were better and accessing credentials was easier.

One of the dominant themes that emerged from our research was that many families across the state do not want to have their young kids enrolled in early childhood programming, preferring to have their children with family members when childcare is needed. This, we believe, should be considered when defining

targets for enrollment during the strategic planning process. However, the research we conducted identifies several opportunities to increase demand for programming and utilization of programming, if it were more accessible and affordable.

- Many working families noted that the availability for childcare outside of traditional work hours is very limited in their communities. Many families noted that financial assistance and transportation were resources they would use if these were made available to them.
- Many families noted that while they are not in a position to afford quality childcare, they make just enough to be ineligible for financial support. We believe that taking a closer look at the thresholds for financial support could significantly increase the number of eligible families who would utilize early childhood programming.

Another major finding was the strong desire from Native American communities across the state to see greater trust in Tribal communities to develop and implement programming and curriculum without state or federal interference as well as a desire for the state to address concerns about the potential for language and cultural loss with expansion of early childhood programs across the state. Regis Pecos and members of our research team worked directly with several tribes to define their needs in a process of creating education blueprints that include budget analysis to address the needs the community defines. This, in our view, is a model of how Tribal communities can create greater capacity to develop their own programs and models if the state and federal provided the funding, that communities are able to intertwine without penalties and autonomy for it.

Finally, there is a strong desire for early childhood services and programs that are culturally grounded and provide families with dual-language opportunities for their children. This was a major finding in our discussions with Tribes across the state, many of whom noted that an assumption that learning English in these early years is more important than retaining indigenous language skills is a form of structural racism. The surveys revealed that there is strong support for expanding bilingual programming, and the state's workforce has a significant number of professionals who have the skills to make this a reality. The data supports recommendations for identifying paths for communities to train and retain their own professionals in this area and increasing the training available for the existing workforce to address challenges many young children face outside of school (poverty, homelessness, trauma etc.).

Our Research Team

The data in this report could not be collected without the collective knowledge of our research team and their long-standing relationships and networks among Tribal communities in New Mexico. The Native American Budget and Policy Institute (NABPI) staffed this project with individuals who are from Tribal communities themselves, who have knowledge of how to conduct research in partnership with Tribal communities, and who have wide range of contacts within Tribal communities. We were able to keep many of the same researchers from the last early childhood education project on board for this effort, as we knew that that focus of the current research project would need to build upon the prior work in order for the communities to see the value of their time investment.

Lia Abeita Sanchez is a Marketing Assistant with the UNM Center for Social Policy and UNM Native American Budget & Policy Institute. Lia led the development of the final reports and graphic design for this project. She is from Isleta Pueblo, New Mexico.

Christy Chapman hails from the Pueblo of Zuni. She earned her undergraduate in nursing and law degree from the University of New Mexico. She joined the Native American Budget and Policy Institute (NABPI) as a contract attorney focusing on education, child welfare, health, and economics. She brings an indigenous lens to address transforming education, promoting health sovereignty, and empowering Native communities to thrive economically.

Violette Cloud is a JD/PhD candidate at the University of New Mexico studying Law and Clinical Psychology. Violette is also a UNM Center for Social Policy Fellow and a Native American Budget and Policy Institute research assistant. Violette is from Southwest Colorado; she is an enrolled member of the Navajo Nation and a descendant of the Southern Ute Tribe.

Sheri Lesansee is a Program Manager for the UNM Center for Social Policy and Native American Budget and Policy Institute, also at UNM. She has experience working in community-based settings in areas of prevention and intervention related to health disparities in tribal communities and has a Master's degree in Public Health. She also has experience working on community-based research programs and research in university settings including oversight of NABPI's most recent early childhood research project. Sheri is a native New Mexican from Zuni, New Mexico.

Maria Livaudais is a PhD candidate with the Department of Political Science and a UNM Center for Health Policy Fellow. Maria's specialization is in health inequities, race and ethnicity, and the role of political and social institutions. She has worked with several early childhood projects through the UNM Center for Social Policy. Her current research assesses the role of racism on attitudes towards healthcare and healthcare reform.

Carmela Roybal is a PhD candidate with the Department of Sociology and an RWJF Center for Health Policy Fellow and Native American Budget Policy Institute Research Analyst. A native New Mexican from Ohkay Ohwingeh, Carmela's specialization is in the sociology of health, race and ethnicity, with an emphasis on the social determinants of mental health of American Indians and Latinos. Her current research examines substance abuse patterns and suicide among American Indians and Latinos, in which she incorporates indigenous approaches to mental health and hopes to develop effective mental health and addiction interventions for indigenous communities, early childhood being her current focal point

Gabriel R. Sanchez is the Executive Director of the UNM Center for Social Policy, a Professor of Political Science, and Director of Graduate Studies for the department of political science at the University of New Mexico. Professor Sanchez is also a Principal at Latino Decisions who conducted the survey-based data collection for this report. Professor Sanchez is a native New Mexican with a national reputation as the leading expert on New Mexico politics and policy and a nationally recognized scholar of survey research and methods who has led early childhood projects both nationally and in New Mexico.

Jeremiah Simmons is a UNM Center for Health Policy Fellow, a Native American Budget Policy Institute Research Analyst and a doctoral student in the Department of Psychology with a concentration in Clinical Psychology. He graduated from Stanford University with a bachelor's degree in Human Biology. Jeremiah, a native New Mexican, who was raised in Mescalero, New Mexico, and while he associates himself with the Mescalero Apache Indian Reservation, his family originates from the Lakota and Navajo Tribes.

Nora Yazzie is a Research Consultant of the UNM Native American Budget and Policy Institute with a depth of experience as both an early childhood educator and facilitator/researcher in this policy area. Nora was one of the lead researchers on NABPI's most recent early childhood education report. Nora has a BA in Elementary Education from NMSU and an MA in English from UNM and is a native of New Mexico from Farmington/Navajo Nation.

Jasmine Yepa is a tribal member of the Pueblo of Jemez, born and raised in the Pueblo. Yepa is an alumni of Mount Holyoke College where she received her Bachelor's Degree in Politics in 2013. She subsequently received her Juris Doctorate Degree from the University of New Mexico School of Law in 2017. Ms. Yepa currently works as a policy analyst for the Native American Budget and Policy Institute, focusing primarily on state education policy affecting the lives of Native American students and families.

Appendix

Best Practices for Research Process with Native American Communities Summary of Research Process for Native American Research for This Report

The process we identify is strongly recommend when conducting community focus groups and when working with Tribal communities to ensure that the sovereignty of these communities is respected. This process can add significantly to the timeline for the data collection process, but is a vital component to the overall process. These protocols are in place to ensure that the research process is collaborative with Tribes, and does not harm or disrespect Tribal members. Any scope of work created for future research in this area should be created with this timeline in mind. In short, it will not be feasible for any research team who conducts research focused on Tribal communities to turn this work around quickly if they follow the best practices we outline below. Although challenging, our team seeks to execute the goals of any project without deviating from the following best practices that have been established for NABPI.

The protocol for engaging in community-based focus groups and interviews with tribal communities include multiple sectors that should be regarded. These sectors include informing and obtaining approval from the tribal leadership and/or tribal research infrastructures and report the research findings back to the tribal communities.

Tribal Leadership Contact and Approval

Respecting that tribal governments are legal sovereign nations, contacting tribal leadership to inform about the projected research is an important step to begin with before any part of the research is started. Communication through a formal letter that is mailed, and followed up with an email message or telephone call is the first step in seeking approval. Communication should be addressed to the tribal Governor, President, Lieutenant Governors, Vice President, and tribal administrators. Tribal administrators should be included in the communication because they are the first point of contact for the tribes. It is also important to note, some tribes are divided into local community leadership, for example, Navajo Nation has community Chapters that have a leadership structure in place so it is important to also include these leaders in the communication. Communication about the research with the tribal leadership should include information on the purpose of the research, who will be conducting the research, the benefits of conducting the research and possible risks, inform how data collected will be shared with the communities, and offer to meet with the leadership to present in person at a time that is suitable with their schedules.

Obtain Approval from Tribal Research Infrastructures

Some tribes have human research review boards that lead their community's research agendas. In addition to obtaining tribal leadership approval to conduct research in their communities, approval from these boards is another step when conducting research in tribal communities. It is important to include time on the project timeline to include approval of research from review boards. With this research, we will need to obtain research review approval from the Navajo Nation Human Research Review Board that is based in Window Rock, AZ. The board meets monthly and requires a process to submit research proposal for review and approval. The proposals are due one month in advance to the board. The board determines when the research will be on the meeting agenda and when invited, the principal investigator and the research team should be available to travel to the meeting site to present the research to the board.

Reporting Research Findings to Tribal Communities

After the research findings have been collected and analyzed, these findings should be shared with the communities in form of a formal presentation or a report. Allowing time to present the research findings to

tribal leadership and communities is an important step in closing the research process. We plan to utilize the contact information for all participants of our study to send them the final report as a means of addressing this important final step in the research process.

Attached is also a survey invitation memo from Mariana Padilla, Director of the New Mexico Children's Cabinet.



State of New Mexico

Michelle Lujan Grisham
Governor

October 1, 2019

Dear Early Childhood Professionals:

On behalf of Governor Michelle Lujan Grisham and the Children's Cabinet of New Mexico, I am writing to request your participation in an important and confidential survey. The results of this survey will help us map the future of policymaking that will benefit and boost children across this state. We're eager for your feedback.

The information you provide will help us understand the reality on the ground. The strategic plan we hope to compile using your feedback will inform the operations of the new Early Childhood Education and Care Department. Your voice will guide us.

We know that in order to improve early childhood programs in New Mexico, we must emphasize our workforce. We must start with the dedicated professionals who do this crucial work every day. We need to build upon our strengths and remove barriers wherever possible. With your contributions in this survey, we will have the best possible information in order to make the best possible decisions moving forward.

Please reach out to our team if you have questions or know other early childhood professionals who should take this survey.

Thank you for your work for New Mexico's youngest children. There is nothing more important in our society than supporting families and raising children to thrive.

Sincerely,

Mariana Padilla
Director
Children's Cabinet

APPENDIX A

DEFINITIONS

CYFD – Children Youth & Families Department, a cabinet-level department of the Office of the Governor of the State of New Mexico.

DOH – Department of Health, a cabinet-level department of the Office of the Governor of the State of New Mexico.

EARLY LEARNING NM SYSTEM (EARLY CHILDHOOD EDUCATION AND CARE SYSTEM) – Early learning programs that promote the development of young children prenatal to age five in home-based with families and center / classroom-based settings that are administered and currently jointly coordinated by CYFD, PED and DOH.

ELAC – Early Learning Advisory Council, a thirteen-member body which makes recommendations and advises the government and legislature regarding early learning issues in New Mexico.

EQUITABLE ACCESS – Families from all communities and socio-economic backgrounds have access to high quality early learning opportunities for their child and the ability to support their family

FOCUS TQRIS – FOCUS is New Mexico’s Tiered Quality Rating and Improvement System (TQRIS) that supports early learning providers and allows parents to identify high quality early learning programs. It provides criteria, tools, and resources for providers to improve the quality of their programs. The five-level rating system (or STAR levels) applies to licensed childcare providers. The system ascends in quality elements and offers tiered reimbursements based on STAR level. Programs that attain STAR levels 4 and 5 are considered “high quality.” Additionally, STAR level 5 requirements and the NM Pre-K standards are both based on the criteria for accreditation through the National Association for the Education of Young Children. Begun in 1997, New Mexico’s first quality rating and improvement system was one of the first in the country and has since evolved through three generations into a tiered quality rating and improvement system. While some programs currently participate, it is being expanded to include all early childhood programs.

MIECHV - Maternal, Infant, and Early Childhood Home Visiting Program

PARENTS – This term is used broadly to include biological parents; grandparents; foster parents; adoptive parents and other caregivers who are caring for a child birth to 5.

PED – Public Education Department, a cabinet-level department of the Office of the Governor of the State of New Mexico.

PROGRAMS – Providers of early learning services statewide, including Home Visiting; Child Care; PreK; FIT Program (IDEA Part C); Preschool Special Ed. (IDEA 619); Head Start.

Child Care Assistance

Child Care Assistance subsidizes the cost of childcare for low-income parents, grandparents or legal guardians that are working and/or in school, or in a job training program and have a need for childcare. Families are eligible for the program when their income is at or below 200% of the federal poverty level and remain eligible until income exceeds 250% of the federal poverty level. Any child between the ages of six weeks and 13 years old (or up to 18 years of age if special supervision is required) who meets the above eligibility requirements may qualify for the subsidy. The subsidy amount varies depending upon the age of the child, the type of childcare, the location of the program, and the quality rating of the childcare program. Childcare is funded through a combination of federal block grants (Child Care Development Block Grant (CCDBG) and Temporary Assistance for Needy Families (TANF)) and state appropriations through the General Fund.

FIT Program (IDEA Part C)

The Family Infant Toddler (FIT) program provides early intervention services to families and children ages birth to three who have or are at risk for developmental delays in accordance with the federal Individuals with Disabilities Education Act (IDEA) Part C, enacted by Congress in 1975. Services are funded through a combination of state and federal funds, including Medicaid, IDEA Part C grant, and private health insurance.

In New Mexico, the FIT program has four categories of eligibility and a child is considered eligible to receive services if they meet the requirements in any one category. These categories are: Established Condition; Developmental Delay; Biological/Medical Risk for Delay and Environmental Risk for Developmental Delay. There are no income eligibility requirements and the program is mandated to serve 100% of eligible children.

Head Start and Early Head Start - Founded in 1965 as part of President Lyndon B. Johnson’s War on Poverty, Head Start is a federally funded program that delivers comprehensive early learning, health, nutrition, and family support services to children ages 3 through 5 living in poverty and their families. Early Head Start came out of Head Start in 1994 and serves families with pregnant women, infants, and toddlers up to age 3 .

Home Visiting

Home visiting is an intensive, voluntary parent education program. It offers family support and basic parenting skills critical to improving childhood outcomes during pregnancy and through the first few years of a child’s life. Different programs have different eligibility requirements and curricula and are funded through a combination of federal and state funds, including the Maternal, Infant, and Early Childhood Home Visiting Program (MIECHV), tribal MIECHV, Early Head Start, the state General Fund, tribal funds, and private sources.

IDEA - The Individuals with Disabilities Education Act (IDEA) is a four-part (A-D) legislative act that ensures students with a disability are provided with Free Appropriate Public Education (FAPE) that is tailored to their individual needs, 20 U.S.C. §§ 1400 et seq. (2010).

New Mexico PreK

New Mexico PreK is a voluntary program funded by the State of New Mexico that serves three- and four-year-old children with high-quality early childhood education before starting kindergarten. The program began in 2005 and funds both public schools and community-based providers to offer PreK for either a half-day or a full-day. Funding comes from the General Fund and TANF.

Preschool Special Education (IDEA 619) - Part B Section 619 of the Individuals with Disabilities Act (IDEA) is also known as the Preschool Special Education Program. It seeks to ensure that all preschool children ages three to five-years-old with disabilities receive special education services. Begun in 1987, state education agencies receive federal funding from which local education agencies and other service agencies are eligible to receive grants (20 U.S.C. § 1419 (2004)).

PROVIDERS – Agencies, organizations or sole proprietors of early learning programs.

QUALITY – Measured by FOCUS TQRIS star rating.

HIGH QUALITY – High Quality providers have achieved a 4- or 5-STAR level.

UNDERSERVED INCLUDING:

Frontier Communities – Counties with fewer than 7 people per square mile.

Native American Communities - Native Americans families living in urban settings, or within one or more of New Mexico’s Pueblos, tribal lands, or sovereign nations.

Rural Communities – Census Bureau designations encompassing territories that are neither urbanized (containing a total population of 50,000 people or more) nor urban clusters (groupings of 2,500 – 50,000 people).

VULNERABLE INCLUDING:

Child Welfare Involved – Families with substantiated cases of child abuse or neglect, where the child may be placed with another legal guardian, in state custody, or placed with a family member or foster family.

Children with Special Health Care Needs (CSHCN) defined as children who have or are at increased risk for chronic physical, developmental, behavioral or emotional conditions and who also require health and related services of a type or amount beyond that required by children generally.

Developmental Delays and Disabilities – A family whose child has an identified developmental delay, disability or mental health condition requiring early intervention, special education services, or other specialized services and supports, including hearing and vision.

Dual Language Learners - Children who are simultaneously developing skills in two languages (for example, their home language in addition to English)

Grandparents Raising Children / Kinship Care Households - Households where the primary caregiver of young children is either a grandparent or other relative; includes families with legal guardianship or informal care arrangements.

Homeless Households – The federal McKinney-Vento Homeless Assistance Act of 1987 generally defines “an individual or family who lacks a fixed, regular, and adequate nighttime residence” as homeless. The Act’s definition includes families facing eviction or fleeing domestic violence. For more details, see 42 U.S.C. Section 11302(a) (2014).

Immigrant - A person having one or more parents born in another country. Parents and children may be citizens, permanent residents, on visa status or undocumented.

Impacted by substance abuse or addiction – Families experiencing abuse of or addiction to alcohol or drugs by one or more parent; includes use during pregnancy or after the child is born that present challenges for the stability and well-being of infants and young children.

Infant & Early Childhood Mental Health – Children exposed to trauma and toxic stress, often referred to as Adverse Childhood Experiences (ACEs), as well as parental challenges with substance abuse and mental health issues including depression that affect parenting, including attachment.

Low Income Households -defined as families who are at or below 100% of the federal poverty guidelines as updated periodically in the Federal Register by the U.S. Department of Health and Human Services under the authority of 42 U.S.C. Section 9902(2) (1998).

Neonatal Intensive Care Unit (NICU) – any child who was in the Neonatal Intensive Care Unit regardless of length of time or medical diagnosis or separation, stress, and trauma experienced by the parents.

Teen Parents - Young parents 19 years of age and under, including parents involved with the Juvenile Justice or Protective Services systems.

APPENDIX B

TEAM MEMBER BIOGRAPHIES

STATE OF NEW MEXICO PRESCHOOL DEVELOPMENT GRANT BIRTH TO FIVE LEADERSHIP TEAM

Mariana Padilla currently serves as the Director of the Children’s Cabinet in the Office of Governor Michelle Lujan Grisham. Prior to this role, she was District Director to then Congresswoman Lujan Grisham in New Mexico’s 1st Congressional District, where she focused on health, environment, education and youth policy areas. Mariana attended the University of New Mexico where she completed her BS in Education and dual Masters degrees in Community and Regional Planning and Water Resources. Mariana has worked as a Teacher and Community Development and Environmental Planner with local and indigenous communities throughout New Mexico.

Alejandra Rebolledo Rea is the Acting Division Director, Early Childhood Services, Children Youth & Families Department (CYFD) and is the “Principle Investigator” for the Preschool Development Grant B-5. Alejandra holds a Bachelor’s in Preschool/Early Childhood Education and an Advanced Degree in Education as a Professor of Second Language Acquisition. For over 25 years, Alejandra has worked with diverse populations in Mexico, Idaho and New Mexico including: Head Start/Early Head Start and Migrant and Seasonal Head Start Programs as Teacher, Center Manager, Education Coordinator, Family Services Coordinator and Program Director in Idaho and New Mexico; as a Teacher and Director in Federal preschool programs in Mexico; as Director of Resource and Referral Programs in Idaho, and; as Director of Early Intervention programs in New Mexico.

Katrina Montaña-White serves as Bureau Chief, Office of Child Development, Early Childhood Services Division for New Mexico’s Children Youth and Families Department (CYFD) and has more than 32 years experience in the field. Prior to her work with the State of New Mexico, Katrina was the Regional Technical Assistance Specialist for the Migrant Seasonal Head Start Technical Assistance Center where she joined the Academy for Educational Development in 1998 in Washington DC. She has held various early childhood positions including at the Universal Pre-Kindergarten Program in New York City, where she was the Staff Developer/Trainer. She supported the Disabilities Quality Improvement Center, during her tenure with the Hilton/Early Head Start Training Program and has held positions as Education Coordinator for Neighborhood House in Seattle, WA, as well as a Director for a private child development center in New Orleans, LA. At the Pentagon Child Development Center, she was intimately involved in the preparation process that led to the Accreditation of the Center by the National Association for the Education of Young Children (NAEYC). Katrina holds a Master of Education degree in Curriculum and Instruction with an emphasis in Early Childhood and English as a Second Language.

Leah Davidson is the PDG B-5 Grant Director. Leah has a Master’s degree in Marriage and Family Therapy from Colorado State University and has dedicated her career to serving young children in vulnerable situations. She worked for Virginia’s Early Intervention system for ten years, serving as the director of Arlington County’s program for the last four of those years. In that role she chaired the local Early Intervention Interagency Coordinating Council and served on committees including being a convener for the Bridges out of Poverty model to address poverty as a systemic issue in Arlington, Virginia. Earlier in her career, Leah worked on behalf of young children who had been exposed to, or directly experienced, violence at the hands of a family member, with children with disabilities, and with children living in poverty.

Andy Gomm was the Child & Family Support Bureau Chief, DDSD, (DOH). Andy has a Master’s in Social Work and over 30 years of working with children with developmental delays and disabilities and their families. Andy was the Individuals with Disabilities Education Act (IDEA) Part C Director for 16 years and was on the leadership team for the NM RTT-ELC grants. He serves on the Governor-appointed Early Learning Advisory Council (ELAC).

Kathey Phoenix-Doyle is the Family Infant and Toddler Program Manager in the Child and Family Support Bureau of the Department of Health. She was previously the Executive Director of La Vida Felicidad, a 4 Star Early Learning Center in Los Lunas which provides Early PreK through CYFD, as well as Early Intervention and Home Visiting services in Valencia and Cibola counties. Kathey's career began in Head Start and after getting her Master's degree has included: Child Protective Services; management and provision of training for child care teachers in home visiting and infant mental health, and resource and referral. After moving from Texas to New Mexico she has worked as: Regional Manager for the NM Family Infant Toddler (FIT) program and Quality Assurance Director for PB&J Family Services. Kathey has also chaired the FIT Interagency Coordinating Council (ICC).

Brenda Kofahl is the Director of the Early Childhood Bureau for the New Mexico Public Education Department (NMPED). Brenda has a Bachelor's degree in Elementary Education, with a concentration in Early Childhood, a Master's degree in Educational Leadership, and over 40 years in education, including the following roles: Principal; Curriculum Coordinator; teacher; Head Start Director; Executive Director of Early Childhood, Birth to 3rd grade; adjunct professor, and; Child Care Center Director. Brenda oversees the implementation of the PED FOCUS QRIS in all public school preschool programs, including NM PreK, Special Education, and Title 1 Preschool, and served as the State's lead on the Council for Chief State School Officers - Quality PreK Initiative.

Marc Kolman is the Deputy Director, Developmental Disabilities Supports Division, (DOH). Marc has a Master's in Public Health and has been the Deputy Director at DDSD for the past 6 ½ years. With a background in Public Health Administration, Management, and Leadership and over 30 years of experience in local and state government, non-profit, and academia, Marc brings experience in organization and systems development. Marc joined the New Mexico Race To the Top – Early Learning Challenge (RTT-ELC) Executive Team in 2013.

Dr. Gwen Perea Warniment serves as the Deputy Secretary for Teaching and Learning for the New Mexico Public Education Department (NMPED). In this role, she oversees three divisions: Educator Quality, Curriculum and Instruction, and Assessment. With a little over two decades of experience supporting public education, Dr. Warniment has taught across the elementary to post-secondary landscape, chiefly focused on bilingual, STEM education. Before joining NMPED, Gwen was the Program Director for the Los Alamos National Laboratory Foundation with a portfolio that included direct programming, advocacy and grant making in support of public education. Gwen is passionate about student voice, culturally and linguistically-sustaining instruction, and supporting educators in their reflective practice. She holds a doctorate in Curriculum and Instruction from New Mexico State University.

NEW MEXICO EARLY CHILDHOOD DEVELOPMENT PARTNERSHIP TEAM AND ADVISORS

Katherine Freeman is President and CEO of the New Mexico Early Childhood Development Partnership (NMECDP) and United Way of Santa Fe County (UWSFC). Previously the COO of St. Vincent Hospital, early childhood education has been the focus of Katherine's work for the last 15 years.

Kate Noble is the VP for Policy and Stakeholder Development for the New Mexico Early Childhood Development Partnership (NMECDP) and Project Director for the Early Childhood Needs Assessment and Strategic Plan under federal Preschool Development Grant PDG B - 5. Kate represents District 3 on the Santa Fe Public School Board of Education and spent the previous nine years working in economic and community development for the City of Santa Fe.

Mona Kay is the VP of Finance for United Way of Santa Fe County (UWSFC), responsible for the organization's financial accountability. A lifelong New Mexican, Mona received her Bachelor of Arts degree from the University of New Mexico (UNM). Prior to joining UWSFC in 2012, Ms. Kay worked as an accountant with several other Santa Fe area nonprofits, including an environmental advocacy organization, a childcare center and an art institute.

Catherine Dry is Policy Analyst for the New Mexico Early Childhood Development Partnership (NMECDP). Previously, she served as the Director of the Santa Fe Baby Fund at the Santa Fe Community Foundation, as Coordinator of the New Mexico Early Childhood Funders Group and as an independent early childhood research contractor. Prior to working in the area of Early Childhood Development, Katie worked as a management consultant.

Marisol Baird has been with United Way, Santa Fe County (UWSFC), for three years. Prior to coming on board with UWSFC, Marisol (who has degrees in Media Arts and Fine Arts) ran her own business as a graphic designer and illustrator. She has done branding for local restaurants and businesses and illustrated three books, two children's books for Bernalillo County and *Yoga of the Subtle Body*, by Tias Little. When Marisol was 19, she and a college classmate wrote an article about the chemical origins of life on earth, which was published in *The Journal of Chemical Education*.

Maia Cortissoz has been with United Way of Santa Fe County since 2012 and has worked in nonprofit resource development for nearly 15 years. Before entering the world of nonprofit administration, she was a professional dancer and dance instructor. Originally from Kansas City, Missouri, Maia has lived in New Mexico on and off since she was 14-years-old.

Marisol Atkins is a passionate advocate for the health, healing and well-being of individuals, families and communities. Currently, she provides research, analysis and service recommendations to private, non-profit and government entities, supporting and developing existing social service infrastructure and engaging stakeholders and building collaborations to ensure efficient use of resources for the wellbeing of New Mexico's residents and communities. Previously, Marisol served as VP of Operations and Program Development with UWSFC, as Executive Director of Partners in Wellness Behavioral Health and as the Deputy Cabinet Secretary of CYFD.

Cathy Garcia was born and raised in Los Angeles. The daughter of Mexican immigrants, she is bilingual in English and Spanish and was the first in her family to complete college (St. John's College, Santa Fe). After receiving her teaching credential through UCLA's School of Education, Cathy taught math for ten years at Crenshaw High School in South Los Angeles and Maywood Academy in East Los Angeles. As a leader in United Teachers Los Angeles, she advocated for better teaching and learning conditions at both schools and has served her community through AmeriCorps VISTA.

Dr. Lynn Paulson has spent most of her professional career as a Professor of Communication, Writing and Cultural Studies at the University of Nebraska- Lincoln, and at Alaska Pacific University in Anchorage, where she lived for 23 years. She has been a freelance writer/journalist since 1997 and a life coach for women since 2010, when she left her academic career. In 2019, she published *Be Her Now*, an irreverent self-help graphic novel for women.

Calixte Raifsnider has worn many hats in her professional career, from business owner to events organizer, grocer to gardener, barista to baker, but she remains always and consistently passionate about community and the people that comprise it. Before joining the New Mexico Early Childhood Development Partnership (NMECDP), Calixte was the proprietor of the much beloved, Santa Fe-based vintage clothing store, Dandelion Guild, where she regularly collaborated with local artists on performances and installations. Calixte holds a Bachelor's Degree in Cultural Studies from the New School for Social Research.

Karl Tacheron is a lifelong cyclist with a passion for maps, programming, and photography. In 2015, he rode his bicycle from Boston to Portland, Oregon, passing through the Southwest, where he fell in love with Santa Fe and eventually returned to stay. Karl holds a BFA from the Massachusetts College of Art in Boston in Photography and is currently attending the University of New Mexico, studying Geography.

Dr. Kelly O'Donnell conducts interdisciplinary applied research and policy analysis focusing on local and regional economic development and improving outcomes for disadvantaged populations through public policy and investments in education, workforce development, and healthcare. Her specialties include program evaluation, economic impact analyses, and fiscal policy. she also consults nationally on the economics of early childhood education. Prior to her work in academia, Kelly held a series of leadership roles in New Mexico state

government including: Director of State Tax Policy, Deputy Cabinet Secretary for Economic Development, and; Superintendent of the New Mexico Regulation and Licensing Department.

Dr Michael Weinberg is the Early Childhood Education Policy Officer at the Thornburg Foundation. Previously, Michael was the program evaluation manager for New Mexico’s Legislative Finance Committee where he identified opportunities to improve outcomes across the birth to college continuum. Michael spent the first fourteen years of his career as a teacher, literacy coach, and principal of a PreK-8 school. Michael earned his doctoral degree from the University of New Mexico in Educational Leadership, his master’s from the Harvard Graduate School of Education, and his bachelor’s degree from Dartmouth College.

Dr. Jennifer Sallee is the Director of the Early Childhood Center of Excellence at Santa Fe Community College (SFCC) where her focus has been searching for and creating innovative ways to advance Early Childhood workforce development. During her four years in this position, Dr. Sallee has: created the first bilingual cohort in SFCC’s Early Education Certification Program; doubled the capacity of, and retained, the lab schools that were headed for closure, and; taken on oversight of First Born, a statewide home visiting program that is now in 19 of 33 counties in New Mexico.

Marilyn Gardener has a master’s degree in Education from the University of Hartford. She started her career as a 2nd grade teacher in a low-income Hispanic community in Colton, CA. While in graduate school in Connecticut, she worked for Easter Seals where she created curricula for 16 vocational training programs. After graduate school, she was a counselor in a non-profit organization focused on workforce development for unemployed women. In the last 19 years of her career, Marilyn worked for Citigroup, where she held multiple senior leadership positions. As a Senior Vice President, she directed a project management team for 10 years that provided service to all of Citi’s North America businesses.

NATIVE AMERICAN BUDGET AND POLICY INSTITUTE LATINO DECISIONS TEAM

Dr. Gabriel Sanchez is a Professor of Political Science at UNM, the Executive Director of the Robert Wood Johnson Foundation Center for Health Policy and Co-Director of the Institute of Policy, Evaluation and Applied Research at UNM. An expert on politics in the Southwest and one of the leading national experts on Latinos and health policy, Gabriel is a Principal at Latino Decisions, the nation’s leading survey firm focused on Latinos, and a policy advisor to the New Mexico State Legislature.

Sheri Lesensee has spent her professional career working in community and university-based research programs. She is currently the Program Manager for the Native American Budget and Policy Institute (NAPBI) and the Robert Wood Johnson Foundation (RWJF) Center for Native American Health Policy at the University of New Mexico. She has over ten years of experience in contracts and grants management and five years of experience working in community based settings in prevention and intervention related to health disparities in tribal communities. She served as the Program Manager of UNM’s Department of Psychiatry – Division of Community Behavioral Health, and Manager of Honoring Native Life, a statewide Native American Suicide Prevention Clearinghouse. Sheri has a Master’s degree in Public Health from UNM.

Jeremiah Simmons is a UNM Center for Health Policy Fellow, a Native American Budget Policy Institute Research Analyst and a doctoral student in the Department of Psychology with a concentration in Clinical Psychology. He graduated from Stanford University with a Bachelor’s degree in Human Biology. Jeremiah, a native New Mexican, was raised in Mescalero, New Mexico, and while he associates himself with the Mescalero Apache Indian Reservation, his family originates from the Lakota and Navajo tribes.

Nora Yazzie grew up in the Four Corners region of the Navajo Nation in NW New Mexico. She has taught at UNM, at Dine College, the Institute of American Indian Arts (IAIA) and at New Mexico Highlands University (NMHU). Nora is a research consultant for the Center for the Education and Study of Diverse Populations (CESDP) at New Mexico Highlands University and the Native American Budget and Policy Institute (NABPI) at UNM.

Carmela Roybal is a Ph.D. candidate in the Department of Sociology and a Robert Wood Johnson Foundation (RWJF) Center for Health Policy Fellow and Native American Budget Policy Institute (NABPI) Research Analyst at the University of New Mexico (UNM). A native New Mexican, Carmela's specialization is in the sociology of health, race and ethnicity, with an emphasis on the social determinants of mental health of American Indians and Latinos. Her current research examines substance abuse patterns and suicide among American Indians and Latinos, in which she incorporates indigenous approaches to mental health

Lia Abeita Sanchez is a Marketing Assistant with the UNM Center for Social Policy and UNM Native American Budget & Policy Institute. Lia led the development of the final reports and graphic design for this project. She is from Isleta Pueblo, New Mexico.

Christy Chapman is from Zuni Pueblo. She joined the Native American Budget and Policy Institute (NABPI) in May 2019, as Staff Attorney, helping to empower Native communities to address education, health and economic sovereignty, and child welfare. Ms. Chapman employs her skills as a peacemaker, using indigenous knowledge in dispute resolution to address issues as an alternative to the adversarial court process. Prior to joining NABPI, she worked both as a nurse in her pueblo and clerked for a trial attorney. She also worked at Law Access New Mexico, and with the University of New Mexico (UNM) Indigenous Design and Planning Institute (IDPI), to draft the Economic Development in Indian Country/Community Regional Planning report for Zuni Mainstreet.

Violette Cloud is an enrolled member of the Navajo Nation and a descendant of the Southern Ute Tribe. She graduated from Fort Lewis College in 2013, double majoring in Philosophy and Psychology. After working at a reservation substance use treatment center for two years, she was accepted into the Clinical Psychology Ph.D. program at the University of New Mexico (UNM), where she is simultaneously pursuing a degree in Law. In addition to her research, Violette is a member of the Diversity Organization (DO!), and participates in two specialty clinics within the Psychology Department, the alcohol clinic (UNM) and the Cultural Counseling Clinic (CCC).

Maria Livaudais is a PhD candidate with the Department of Political Science and a UNM Center for Health Policy Fellow. Maria's specialization is in health inequities, race and ethnicity, and the role of political and social institutions. She has worked with several early childhood projects through the UNM Center for Social Policy. Her current research assesses the role of racism on attitudes towards healthcare and healthcare reform.

Jasmine Yepa is a tribal member of the Pueblo of Jemez, and has numerous years of experience working in tribal communities. She is an alumna of the Leadership Institute's Intensive Policy Program for Native youth, where she was nominated to attend the United Nations Permanent Forum on Indigenous Issues as a Youth Representative in 2009. She received her Juris Doctorate Degree from the University of New Mexico (UNM) School of Law in May, 2018. During law school, Ms. Yepa clerked for her tribal court and worked on criminal law, property law, family law and children's law within the context of Pueblo culture and tradition and interned with New Mexico Legal Aid's Indian Law Program. Ms. Yepa has represented tribal clients in the Southwest Indian Law Clinic as well as in the Natural Resources Law Clinic.. She serves as a counselor for the Native American Youth Empowerment youth council.

Cheryl Denmert Fairbanks directs the Native American Budget and Policy Institute (NABPI) and has had a long career in Indian law as an attorney and tribal court of appeals Justice. Formerly a Partner at Cuddy McCarthy LLP, Cheryl had a general practice in Indian law, including tribal-state relations, personnel, tribal courts, peacemaking and family conferencing, mediation, family, school, education, and indigenous law. She served as the Walter R. Echo-Hawk Distinguished Visiting Professor of Law at Lewis and Clark and was a visiting Professor of Law at the University of New Mexico's Southwest Indian Law Clinic. Ms. Fairbanks was a Partner with the law firm of Roth, VanAmberg, Rogers, Ortiz, Fairbanks & Yepa, LLP, where she specialized in Indian law. She worked as a Senior Policy Analyst with the New Mexico Office of Indian Affairs in state-tribal relations. There, she was instrumental in establishing the Indian Child Welfare Desk, New Mexico Office of Indian Tourism, the University of New Mexico Indian Law Clinic, and the passage of the New Mexico Indian Arts and Crafts Act. Prior to her law career, Cheryl served as a teacher for the Albuquerque Public Schools, Zia Day School, and Administrator for Acomita Day School and the Albuquerque/Santa Fe Indian Schools. Ms. Fairbank was born in Ketchikan, Alaska (Tlingit-Tsimshian).

CRADLE TO CAREER POLICY INSTITUTE (CCPI) TEAM

Dana Bell is Associate Director for Early Childhood Projects and Senior Research Scientist at the Cradle to Career Policy Institute (CCPI) at the University of New Mexico (UNM). She collaborates with partners in the early childhood and workforce training fields to effect data-informed policy change. She serves in statewide and local cross-sector policy initiatives such as the Albuquerque Mayor's One ABQ Kids' Cabinet Outcomes workgroup, the Statewide Early Childhood Coordinated Systems-Act Early task force, the New Mexico Statewide Home Visiting Collaborative and the Early Childhood Accountability Partnership, a collective impact network in central New Mexico. Prior to joining CCPI, Dana worked for more than fifteen years as a freelance researcher, writer and editor in a variety of academic and nonprofit settings, including for the University of New Mexico and the U.S. Department of Education. Before moving to New Mexico, Dana was Project Associate at the Center for Ethics and Social Policy in Berkeley, CA. She has also worked as an elementary classroom teacher and writing specialist in Albuquerque Public Schools, and in the children's book publishing industry in New York.

Hailey Heinz is a policy researcher at the Cradle to Career Policy Institute (CCPI). She works primarily on projects related to early childhood education including home visiting, childcare, PreK, and Head Start. Before joining CCPI, Hailey was a reporter for the Albuquerque Journal, where she covered K-12 education statewide, with an emphasis on Albuquerque Public Schools. Her reporting included the politics of education as well as the classroom-level implications of education policy. Before her time on the education beat, Hailey covered crime at the Albuquerque Journal, and has past reporting experience on a variety of topics for the Boston Globe and the Anchorage Daily News.

Ruth Antonia Juarez works at both the University of New Mexico Cradle to Career Policy Institute (CCPI) and as part of the Mission: Graduate initiative of the United Way of Central New Mexico. At CCPI, Ruth's work is focused on data analysis and data visualizations in support of policy analyses across the cradle-to-career continuum. Mission: Graduate employs Ruth to produce data visualizations that track progress toward their educational outcome goal for central New Mexico. Ruth uses the tools awarded to her through a fellowship of the Strive Together network that includes Tableau and Alteryx. Her formal education focused on physics and chemistry, and Ruth brings that scientific rigor to her work for improving educational outcomes.

Shania Krawic is Senior Fiscal Service Technician for the Center for Social Policy. The main projects she works with are the Cradle to Career Policy Institute (CCPI), Compassion Institute (CI), Native American Budget and Policy Institute (NABPI), and other departments of the University of New Mexico (UNM). Her work is focused on monitoring financial activities of the Center through maintenance and control of financial records along with providing fiscal support through management and tracking of Center budgets. She brings her administrative experience working with the UNM Robert Wood Johnson Foundation (RWJF) Center for Health Policy and her scientific background to any future departments and projects she works with.

CENTER FOR THE EDUCATION AND STUDY OF DIVERSE POPULATIONS (CESDP) TEAM

Dr. Patricia Jiminez-Latham was the Director of the Center for the Education and Study of Diverse Populations (CESDP). She has been in the field of education for 35 years as a classroom teacher and 17 as a technical assistance provider at the university level. She has worked with school districts, non-profit organizations, the New Mexico Public Education and Higher Education Departments and with state legislators, advocating for equity in education and high-quality instruction for New Mexico's culturally and linguistically diverse student population, for children from low-income families and for English language learners.

Adrian Sandoval, a lifelong resident of Las Vegas, NM, is the Director of the Center for the Education and Study of Diverse Populations (CESDP) at New Mexico Highlands University (NMHU), where his work focuses on promoting family partnerships with schools, leadership in diverse students, and supporting the professional development in K-12 teachers.

Dr. Elisabeth Valenzuela was born in Mexico. She came to the United States with her family when she was 5 and attended public school in Albuquerque. When Elisabeth was a sophomore at UNM, she learned about bilingual education as a degree option, which set her on her career pathway. In addition to being an elementary school teacher, Bilingual Coordinator and Principal in the APS District, Dr. Valenzuela has served on the Education faculty at UNM and NMHU. She is the Coordinator of the Regional School Partnership (RSP), a collaboration between Pojoaque Valley Public Schools, Los Alamos Laboratory and NMHU that supports improved teaching and learning.

Yanira Valenzuela is a bilingual educator, who specializes in high level mathematics in bilingual classrooms. Originally from Chihuahua, Mexico, where she obtained a Bachelor's degree in Electronic Industrial Engineering, Yanira moved to Albuquerque in 2000 and completed her Master's degree in Curriculum and Instructional Leadership at Santa Fe College.

Dr. Marcia Brenden is a Senior Associate with the Center for Education and Study of Diverse Populations at New Mexico Highlands University (NMHU), where she also worked in teacher education. Born and raised in New Mexico, Dr. Brenden has served as Coordinator for ENLACE (Engaging Latino Communities for Education) and GEAR UP, a division of the New Mexico Higher Education Department that provides oversight and support to public higher education institutions of New Mexico to promote efficiency, accountability, and student success.

Joseph "Azul" Cortes is a Clinical Researcher at UNM's College of Education, specializing in preparation of New Mexico's elementary school teachers. Azul is also a founding member of the Board of Directors for Homeboy Art Academy, serving adjudicated youth in Los Angeles through art therapy, and is on the Board of Directors for Dual Language Educators of New Mexico and El Puente de Encuentros, a non-profit dedicated to supporting and mentoring students of color pursuing careers in the field of mental health.

Mayra Acevedo was born and raised in California. She graduated with a Bachelor's degree in Elementary Education from the University of New Mexico (UNM). While an undergraduate student, Ms. Acevedo coordinated Partnership for Community Action's (PCA) youth coalition, called "Stepping Out of the Box." Currently, Ms. Acevedo is the Community Advocacy Manager and Manager of Operations at PCA. She has been with the organization since 2012.

ADDITIONAL CONSULTANTS

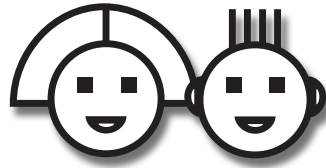
Holly Meyer is owner of Work Well Strategies LLC, a company providing educational consultation and workplace mediation services. She has uniquely combined her Master's degree in Educational Psychology and her MPA in Human Resource Management & Conflict Resolution to provide problem-solving strategies for organizations supporting elementary, post-secondary, and higher education institutions.

Dr. Sylvia Martinez has been an educator for 38 years, 5 of those years as a teacher in the Floyd School District in Floyd, New Mexico, and 12 in Portales, where she currently resides. Most of her career was spent in the Clovis Municipal School District, where she served as Principal at La Casita Elementary School, a dual language program.

Barbara Gomez-Aguinaga is a doctoral student in Political Science and a Health Policy Doctoral Fellow at the Robert Wood Johnson Foundation Center for Health Policy at the University of New Mexico (UNM), where she studies racial and health disparities of minority and immigrant populations in the United States. Barbara served as a research intern at the Migration Policy Institute. She also worked at the Immigrant Legal Resource Center, doing research on immigration enforcement policies, unaccompanied minors and Deferred Action for Childhood Arrivals (DACA), and the Cross Border Issues Group, studying migration from Mexico and Central America to the United States. Barbara served as a research and legal assistant for several years, working with refugees from Congo and the Great Lake region of Africa, with immigrant victims of crimes, with young, unauthorized immigrants and with international students and scholars.

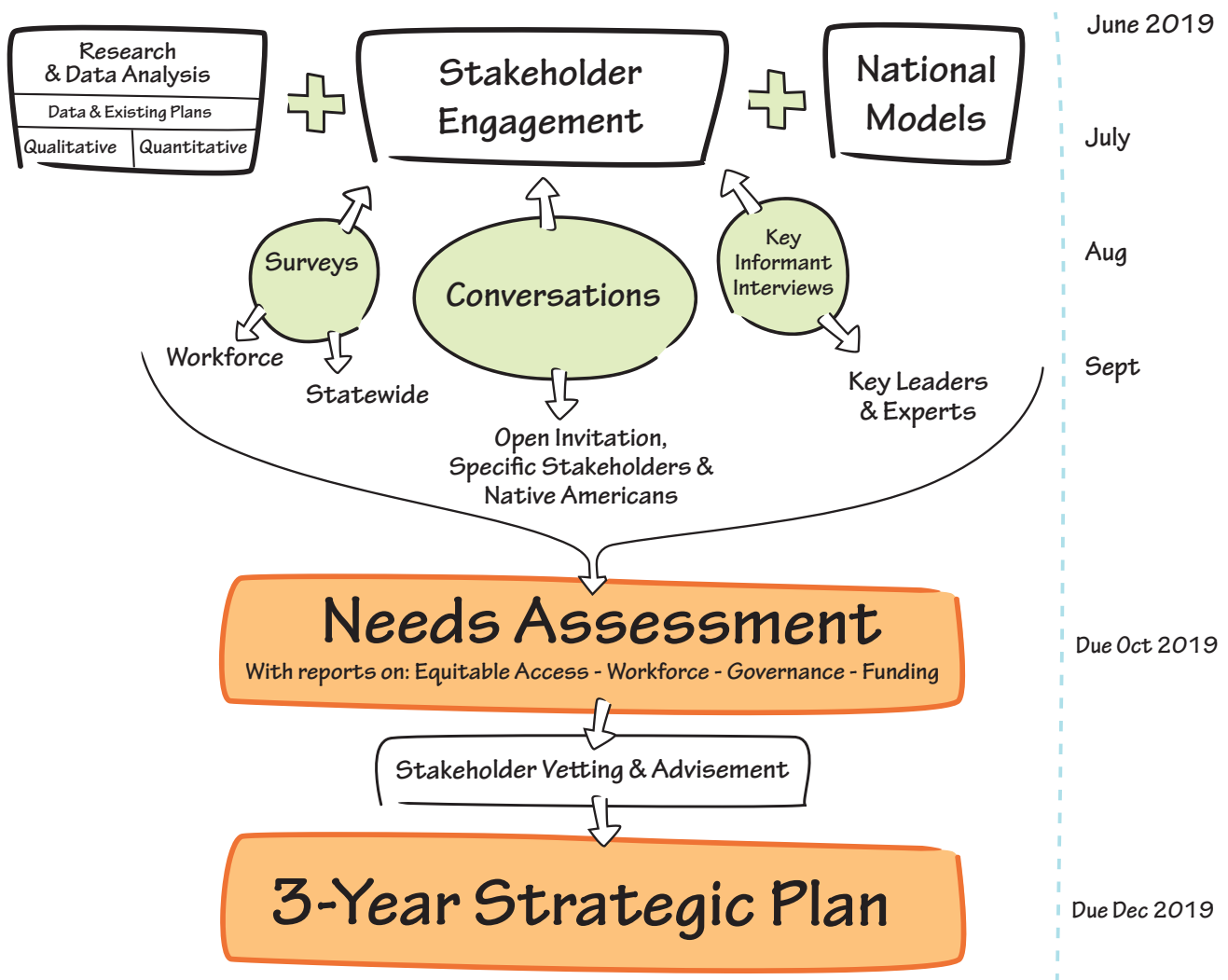
APPENDIX C

TIMELINE & PROCESS MAP



new mexico **early childhood development** partnership

Timeline & Process Map for State-Wide Early Learning Needs Assessment & Strategic Plan



This project is supported by the Preschool Development Grant Birth through Five Initiative (PDG B-5), Grant Number 90TP0042, from the Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Office of Child Care, the Administration for Children and Families, or the U.S. Department of Health and Human Services.

APPENDIX D

COMMUNITY CONVERSATIONS LIST OF THEMES FROM EACH LOCATION

The following acronyms are used in Appendix D, E & F

CYFD: Children, Youth & Families Department
DOH: Department of Health
EC: Early Childhood
ECC: Early Childhood Coalition
ECE: Early Childhood Education
ECECD: Early Childhood Education and Care Department

ECS: Early Childhood Services
EI: Early Intervention
ELAC: Early Learning Advisory Council
EMS: Emergency Medical Services
ESL: English as a Second Language
FIT: Family, Infant, Toddler program

FTE: Full Time Employee
HS: Head Start
IEP: Individualized Education Program
PD: Professional Development
PED: Public Education Department
SB: Senate Bill

	Family, Child, Maternal Health	Infant, Toddler and Child Care	Pre-K & Head Start	Workforce	Funding & Affordability	Local Engagement & Control
Alamogordo	Creative ways to educate parents on the importance and connection of early and prenatal care/health	Training for Educators	PreK system coordinating programs across age levels and among different providers that prepares 4 year students for kindergarten	Support teachers in becoming aware of the special needs of students with IEPs and students that come from diverse backgrounds. Educate teachers with ESL and other trainings	"Salvage Childcare": subsidy for the centers to be issued in addition to families making new minimum wage	Make the funding and accountability equitable all over the state
Albuquerque	A system of care driven by evidence-based practices of trauma-informed care and cultural sensitivities	EC Education (including: family/community engagement and supports, child care, early intervention, Head Start, PreK, etc.) needs to be a priority. This requires adequate funding, resources, quality educator training, inclusion of best practices and community engagement to provide the best possible outcomes for ALL children	Collaboration of all state, federal, city, county funding to maximize services for all children in PreK, Head Start, Title I, Special Programs including: clear consistent program goals, access to language translation services, equal utilization of funding services, professional development training for teachers in socio-emotional learning and trauma informed practice	Choices of high quality EC programs that consist of well paid, highly qualified staff who receive on-going paid professional development and appropriate support from colleagues, program directors and state agencies	Consistent, stable, equitable funding	We need a local collaborative effort to identify early concerns and provide effective research-based interventions to young children on behalf of all stakeholders

Deming	High quality, equitable, uniformly licensed and regulated programs for ALL children and families	Need for collaboration between all entities involved serving children 0-5	Need for the EC-ECD to Collaborate between all programs across ECE, NMPED and districts to include shared CYFD Standards serving Birth-5	Funding for ECE facilities, training, salaries and incentives for rural providers	Alignment and Integration of agencies (State and Federal) regulations and funding formulas	Support and develop high quality educators/staff who have human based experience as well as licensing
Española	Family- the whole family (kids/parents) is supported through adulthood	Prioritizing 0-5 EC programs is the foundation for overall health and well-being in communities	Increase EC professionals and teacher applicant pool by using a definition of “qualified” that considers both field and credentialed experience	Funds aligned to increase educational opportunities and professional development for all levels of EC providers. Funds to increase wages as education and training increase	Social-emotional development appropriate and culturally responsive (language, wages, accountability training etc) EC system that values kids, families, providers + communities	Permanent community designated funding for long term sustainability of institutions and programs
Farmington	Communities are supported to develop resource hubs (inclusive of health and EC supporters/ services) for families with children ages 0-5	All inclusive database with current information on programs and services and a link to the referral application	Support that is proportional to district size with tight Infrastructural guidelines (i.e., FTE, transportation, coaching and mentorship)	All levels of EC teachers/ providers must be able to gather, collaborate and share strategies on a regular basis	Required qualifications are not lining up with salaries. Develop and sustain educators and support staff by removing barriers to access funding and provide a livable wage.	Create a family and child centered system that is focused on learning & educating the whole child

Gallup	Infrastructure (Transportation and Roads)	Communities value children and their families through adequate, consistent funding and other resources	A curriculum guide that clarifies academic (developmentally appropriate) social language and literacy and cultural standards “We want to keep our four day week and planning-day 5”.	Support for EC teachers including housing, fair and equal pay based on education and experience, and professional development	Creating a pipeline/pathway to better retain teachers (Grow Your Own) by establishing EC programs	A sufficient number of programs (including transportation) should exist for all families to have access to High quality ECE programs
Hobbs	Need funding to: Provide and maintain a high quality workforce, “local” professional development opportunities and community outreach	Train and develop quality staff. Pay more for professionals. Include collaboration with early intervention services.	We need our funders to be flexible with the strategies, resources design, approaches we use to meet the needs of children as defined by the state of NM Early Learning Outcomes	Provide more support and access to resources for rural EC providers and families	We need to close the gap regarding lack of access to: Recruitment and training of workforce Professional/ Medical referral process Consistent, equitable funding	TIED PRIORITY STATEMENTS: 1) We must adequately fund our programs to meet a level of sufficiency and equity while taking into account population growth and diversity. 2) Unbiased communication from leadership with goal of unity and collaboration. Flexible, adaptable local support for local communities.
Las Cruces	Reprioritize funding to retain and sustain workforce, and develop infrastructure in rural New Mexico (tiered funding and shared resources)	More funding for Universal 0-5 Programs	We want Universal 3 year made available	Create a tiered salary for various levels of ECE providers/ teachers based on experience and education in ECE in the type of care (newborns, 3 year olds, etc).	There is a need for high quality staff - recruitment, salary, retention	Create Regional Councils to address local control issues

Las Vegas	"Need to overcome the stigma of mental health to ensure families get the services/ help they need without discomfort or fear"	The creation of a regional structure to provide resources, coordination, training and advocacy for regional needs	Make EC profession attractive to rural residents and decrease rates of workforce attrition through increased wages and excellent locally based training and development	To recruit and retain early childhood teachers we need to provide better pay, housing, loan forgiveness, and funding for their education	Allocate the appropriate amount of funds, streamline both reimbursement/ disbursement processes, with timely disbursement so that programs can run effectively and efficiently	Fill in gaps in services, leverage community partnerships and empower families through a respectful, responsive and asset based approach
Roswell	Need for Staffing, Funding, Training: to ensure a high quality program experience for all, from pregnancy to childhood and beyond	High Quality EC must include a strong socio/emotional developmental approach to the family	We want the braiding of Federal and State funding to benefit all children	Appropriate funds to recruit and retain early childhood specialists/ workforce	State funding to public and private entities for affordable high quality ECE-real collaboration between agencies needed so every child can be served	Align developmentally appropriate structures and systems across the state that address PD, materials, standards and expectations with a vision that adapts and understands to local needs of our families and communities
Socorro	We need "Rapid Access" to support mental health and Substance Abuse treatment care in our communities	Access to infant/ toddler childcare programs that meet the needs of rural communities	Appropriate funding for required trainings, expanded facilities, and the on-going professional growth and development of the EC workforce	Training to attract and keep quality early childhood professionals (culture and inclusion, funding)	NO GROUP 5	Expand and develop more centers to meet the needs – inclusive of professional training for staff

APPENDIX E

LIST OF FOCUS POPULATIONS WITH ATTENDEE COUNT AND THEMES BY GROUP

FOCUS POPULATION	NO.	THEMES
Families/Women with Ad-diction	5	Need for public awareness and marketing for all early childhood services. An idea: Income Support Division offices could help share info.
		Everyone needs to be trauma-informed. Nonjudgmental, supportive caregivers and providers are needed.
		Mothers with substance abuse issues need access to multigenerational treatment options, including extended lengths of stay in residential treatment settings where they can receive services with their children.
		Native mothers spoke strongly about their desire for their children to learn Native languages and culture (prayers/song) while in early childhood settings.
EC Providers/Professionals	11	Put importance of language and culture at the forefront. Early Childhood is foundational and so it is important to include cultural identity in order to have social and emotional well being.
		Elevate the profession of Early Childhood, spread awareness of importance to society. Communicate and educate parents and community. Value children through policy and funding.
		State policy is built for the masses, rather than individuals. We need to focus on individualized solutions.
Parents and Staff Supporting Children with Developmental Delays & Disabilities	6	Successes in peer-to-peer collaboration need to be reproduced in regard to the way governmental systems collaborate with all the various stakeholder groups.
		Lack of collaboration and robust information-sharing leads to fiscal inefficiencies.
		Workforce development should include professional development (e.g., mentorships) and also “relational” development (e.g. empathetic//compassionate interactions (Facilitating Attended Interactions training), trauma-informed care)).
EC providers/Professionals	12	Collaboration leads to better communication with the community.
		When staff have more curricular leeway/flexibility, there is more staff engagement, better child outcomes and more family engagement.
		There is a need to change the foundational philosophy/pedagogy of early childhood professionals.
EC Providers/Professionals Government Officials	10	<p>Include early childhood providers in all aspects of system development</p> <p>Target more communities around the state.</p> <p>Think strategically about the role of Early Learning Advisory Council in relation to the Early Childhood Education and Care Department.</p>

EC Providers/Professionals	7	Service gaps exist and we need more high-quality programs. We also need awareness of programs.
		A “system of collaboration” needs to be adopted around PreK.
		Responsive and flexible funding can accommodate differing needs of families.
		Our system should be value-driven, not bureaucracy-driven. “Ask providers what they need and believe them.”
EC Providers/Professionals Parents and Grandparents Raising Young Children Parents and Staff Supporting Children with Developmental Delays & Disabilities Government Officials	23	Parent choice and parent demand for services should inform the way that the state funds programs.
		There are not enough childcare programs, full stop. There is a critical lack of programs and properly trained workforce that serve children with disabilities.
		A well-trained, well-paid workforce is critical and connects to local economic development. There is a high need of specialized early childhood professionals.
EC providers/Professionals Rural and Frontier Families and Providers	31	There is a need for recognition for rural communities. This can be accomplished by extending state services as well as fulfillment of promises of funding from state and federal government.
		Create a systemic method to educate and motivate caregivers, parents and families around value of early childhood education.
		Need for free, licensed and quality childcare, as well as more substance abuse centers.
Parents and Grandparents Raising Young Children Families/Women with Addiction	2	Need for clear communication and awareness for grandparents re: availability of services.
		Services need to support grandparents raising their grandchildren, even though they may not be legal guardians.
		Need centralized services specific to grandparents with strong linkages to Income Support Division. Flexibility needed re: eligibility criteria and service provision to children in grandparent households.
		Need for clear and enhanced linkages between ECS and PED to better support families.
Foster/Adoptive Parents	6	Constant interaction with governmental systems has made these parents subject-matter experts and effective advocates.
		Despite (and perhaps because of) this groups’ expertise and fluency in self-advocacy, they reported frustration and antagonism when interacting with governmental systems.
		As such, this group emphasized the need for training the workforce in trauma and compassion-care because one individual can ruin/stunt a families’ progress.
Government Officials	34	Lack of coordination at the local level between HS, PED and CYFD about PreK that resulted into reverted federal HS slots.
		Lack of public awareness about programs
		Pervasive and multi-generational family dysfunction or challenges
		How will Early Learning Advisory Council and Department’s new advisory council coordinate?
		There are housing and transportation constraints, limited early childhood workforce.

<p>EC Providers/Professionals</p> <p>Homeless Families and Professionals Supporting Them</p> <p>Immigrant Families and Professionals Supporting Them</p> <p>Dual Language Learners</p>	<p>3</p>	<p>Need for warm hand-offs and case management work, but much more is needed with a dedicated funding source.</p> <p>Need more awareness about what services do exist.</p> <p>Childcare subsidies for homeless families could be revamped. They are not consistently/uniformly administered. Homeless families get a minimum of a 3-month contract for childcare – 6 months would be preferable. There could be easier eligibility/renewal requirement for childcare subsidies and waiving of registration fees and co-pays for homeless families.</p> <p>Need more funds for housing and case management.</p> <p>Create a culture of strengths, assets and transparency.</p>
<p>Parents and Grandparents Raising Young Children</p> <p>Dual Language Learners</p> <p>Parents and Staff Supporting Children with Developmental Delays & Disabilities</p>	<p>2</p>	<p>Need centralized source of services and information for parents/family members and training for service providers on early childhood and support services available for families, especially for those whose children have disabilities.</p> <p>Immigrant families are fearful of government.</p> <p>Medical professionals are not consistently referring families to support services, such as FIT (perhaps residents, medical assistants and front office staff ought to be trained).</p> <p>There must be better connections between ECS and health.</p> <p>Enhanced \$\$ for parent-to-parent, peer/family support staff; lived experience must be validated and compensated for within the overall system structure.</p>
<p>Parents and Staff Supporting Children with Developmental Delays & Disabilities</p> <p>Dual Language Learners</p> <p>Parents and Grandparents Raising Young Children</p>	<p>5</p>	<p>“Falta de respeto” - families expressed that there was a lack of respect from the various agencies and organizations they interact with. Some families choose to leave/opt out rather than fight the system</p> <p>Recognition of systemic challenges of poverty and racism was made explicit by participants.</p> <p>Language accessibility is the biggest and most fundamental challenge: materials must be translated, and interpreters must be available to help families.</p>
<p>Dual Language Learners</p> <p>Parents and Staff Supporting Children with Developmental Delays & Disabilities</p> <p>EC providers/Professionals</p>	<p>12</p>	<p>There is an acute shortage of language resources and specialists who can work with children with behavioral development and developmental disabilities, especially in rural areas. Provide more trauma-informed training to the workforce to increase access for parents reluctant to engage state systems.</p> <p>The service gaps need to be closed: qualification thresholds between the Public Education Department and private centers when screening for developmental disabilities need to be aligned; too many three year olds left out of process; a school’s summer schedule often interrupts services to families with children with developmental disabilities</p> <p>There need for more specialized training for all sectors of the workforce, especially around identifying deviations from developmental milestones that might trigger an early intervention specialist to intervene; pay needs to keep pace with educational attainment requirements and workload to prevent burnout.</p>

Native American Communities Parents and Grandparents Raising Young Children Dual Language Learners Parents and Staff Supporting Children with Developmental Delays & Disabilities	5	Need more child care for children with disabilities.
		Child safety is the #1 priority.
		Poverty and racism underlie much of the problems.
		“We have cried so much for help, we’ve just stopped crying. The reservations need help. Our children matter, too.”
Native American Communities EC providers/Professionals	8	Tribal early learning centers with Native speaking staff can be very helpful, though not all families want their children in centers.
		Regulations and bureaucracy are difficult to navigate and impede teachers from spending time with children - they also prevent the ability to maintain native language in the classrooms.
		Workforce challenges – need more special ed and ancillary teachers, hard to hire staff with a Bachelor’s Degree.
		Need funds to support infrastructure (buildings).
		Home-based childcare provides a great alternative to center care and often allows for greater retention of Native language and culture.
		It is a challenge to preserve Native language/culture within a Western society.
Parents and Grandparents Raising Young Children Native American Communities Parents and Staff Supporting Children with Developmental Delays & Disabilities	8	Lack of resources in service to social programs impacts early childhood outcomes; past funding for EC programs has been inconsistent and results in unsustainable practices.
		Information-sharing is inadequate and doesn’t help address existing reluctance and challenges of collaboration. The messaging is disheartening, and actions speak louder (i.e. failure to select ECECD Secretary in timely manner).
		Workforce needs to be well-selected and well-trained in regards to “relational” development and parental empowerment.
Native American Communities Government Officials	22	Cultural and linguistic preservation is critical.
		Help navigating state programs and need for funds (facilities, in particular).
		Need to educate and compensate an Indigenous EC workforce, particularly trained in trauma-informed care.
		Lack of access to adequate prenatal care in Taos.
EC Providers/Professionals	6	Make sure we are not recreating silos across system.
		A mixed delivery system is important in terms of relationships.
		Pay parity across the system is crucial.
		Our work should focus on rural and frontier communities, not just urban areas.

EC Providers/Professionals	6	Increased funding for PreK is great. Multilingual/cultural EC education works. FOCUS works.
		We are living with multigenerational trauma.
		Low pay for EC providers with lack of parity between CYFD and PED providers
		As a provider, it is difficult to navigate the CYFD contracts system.
		PD/Training should be offered statewide and in regional settings across EC continuum
		Need significantly more emphasis on the social-emotional needs of children. There is a need for increased infant mental health services.
		Strategic marketing campaign around supportive parenting and EC services is critical.
EC Providers/Professionals	3	Challenges in developing a workforce include lack of qualified staff, lack of trainings, and low pay.
		The application process for services is especially challenging for immigrant and non-English speaking families who are afraid of engaging with government.
		Funding must be efficiently managed with accountability mechanisms.
Parents and Grandparents Raising Young Children EC Providers/Professionals	14	Underfunded mandates set EC programs up for failure. This impacts workforce retention and development.
		Working families who surpass a childcare subsidy eligibility threshold even slightly are then unable to pay for high quality child care on their own.
		Greater transparency and accountability for state agencies using a “corrective” not a “punitive” lens.
EC Providers/Professionals Dual Language Learners Parents and Staff Supporting Children with Developmental Delays & Disabilities	4	Early intervention referrals in the metro area are not happening in a timely manner.
		Not enough medical specialists, particularly in rural areas.
		There are limitations with how we assess – we need to all use approved assessments, some children don’t assess well. Standardize language assessments.
		Coordination and collaboration is lacking across gov. depts (a confusion of rules).
		Particular challenges exist for the deaf community – not enough staff with EC knowledge.
Parents and Staff Supporting Children with Developmental Delays & Disabilities Foster/Adoptive Parents	4	Collaboration between state agencies and stakeholders must be modeled by leadership; priority to collaborate on information-sharing and decision-making.
		Families’ complex medical and mental health needs can be exacerbated by regulations and requirements, which need to be made more flexible.
		Medical professionals across fields need more professional training on importance of EC/EI and more relational training to work effectively with families.

Parents and Staff Supporting Children with Developmental Delays & Disabilities	8	Inter-agency collaboration contributes to successful outcomes for children.
Native American Communities		Workforce turnover is a huge problem. Adequate, competitive wages, vocational pipelines, more training (remote and local) would all help.
EC Providers/Professionals		Healthcare infrastructure is fractured in Socorro.
EC Providers/Professionals	11	Collaboration and partnership with a wide variety of organizations has big benefits.
Parents and Staff Supporting Children with Developmental Delays & Disabilities		The local economy of a place impacts the supply and demand of EC programs and EC workforce.
Rural and Frontier Families and Providers		Health care access is at a crisis level.
Immigrant Families and Professionals Supporting Them	10	Homecare providers provide a critical component to the childcare system, especially for children with special needs.
Home care providers		Multigenerational approaches to education are critical and produce the best outcomes.
		Parents ought to be encouraged and incentivized to attend parenting support work groups.
		Access to higher education courses/degrees in Spanish is critical.
Philanthropic Community	6	Money is not necessarily the answer, trust and engagement need to grow in communities, taking into account the rural and diverse nature of NM, in order to be really successful in expanding EC programs.
		Access to high-quality services is an issues, specifically seen in Hobbs and in 8 northern Pueblos. Infant care especially.
		Systemic workforce issues must be addressed with pay as a core issue. Increased numbers in higher education system needed.
EC Providers/Professionals	33	Fully fund your expectations of us in early childhood and care to include staffing, materials, infrastructure, resources, training, information-sharing, collaborative opportunities, and administrative duties.
		Standardize and streamline state and agency requirements, while also collaborating with locals to address the unique needs and challenges of a particular center, location, region, and hub through a demand-side economic analysis of the communities.
		Recognize, within your definition of “Qualified,” the robust field experience as well as the credentialed, degreed experience of early childhood professionals, as a means to retaining workforce.

EC Providers/Professionals Government Officials Rural and Frontier Families and Providers	32	Local collaboration and alignment works – interagency, with County, with HS – but we could use more of this (local Hub, navigator, smart use of technology, all user-friendly).
		Need more preventive services and trauma-informed behavioral health and transportation.
		Need more public awareness, at the local and state level, about services and ECE.
		ECECD needs to have strong focus on social-emotional development and family engagement throughout system.
EC Providers/Professionals Dual Language Learners Government Officials	15	Can the new Department help share best practices/professional development statewide?
		Rural areas face systemic obstacles (transportation, broadband, etc) that impede delivery of EC services.
		The territorial mindset over EC services needs to end. “We have plenty of kids to go around.”
Teenage Parents	8	As highly experienced and knowledgeable parents, they noted that their self-advocacy efforts often resulted in retaliatory practices, and staff needs to be more personable and compassionate when engaging parents.
		As working parents, they discussed their economic challenges generally, and their challenges in accessing child care specifically. “9 to 5” hours of childcare centers do not fit their own work schedules, and they envision fully integrated and inclusive five-star centers with wrap-around and full -day and full-night hours with compassionate staff.
		These parents often navigated multiple, complex governmental systems, and as such they were particularly aware of the lack of collaboration between organizations and agencies.
EC Providers/Professionals	15	Local community support is key for increasing collaboration among ALL stakeholders: reducing competition, sharing resources, shared professional development and support, and developing strong relationships that ultimately results in workforce retention
		Uneven requirements and funding across systems is tough: including the early learning guidelines, quality measures, behavioral health services, technical assistance.
		There is a great need for: inclusion specialists, community valuation of EC, integration with Pueblo/tribal programs, addressing staff vacancies through greater pay, empowering families to navigate systems, addressing ripple effects of trauma.
Teenage Parents	15	GRADs and home visiting programs work for both parents and young children!
		Case management and family navigation services are critically needed for young parents.
		Team approaches - teachers, case managers, coaches - work best to support young parents and their children.
		Onsite child care enables teen parents to go to school, but there is still a need for evening and weekend coverage as well as transportation
		There is a culture of scarcity and deficit.

Teenage Parents EC Providers/Professionals	32	GRADs programs work and show great outcomes - funding needs to be sustained and grown.
		Community awareness and marketing are needed re: existing ECE services.
		Stigma re: being a young parent must be eliminated.
		Flexibility must be made available within school systems for student parents, including access to onsite childcare.
		Family navigation, case management and wraparound services are critically needed and insufficiently available.
		Intentional outreach to teen/young parents is critical; peer support services provide good outcomes.
		Use existing infrastructure, i.e. GRADs Programs, to build community support and ECE alignment.
Native American Communities EC Providers/Professionals Government Officials	33	Families and professionals alike face issues that impact EC even while not being directly related to EC (access to healthy, fresh food; workforce scarcity (hence need and support for alternative licensure programs); lack of institutional infrastructure to support programs; neighborhood safety) which need to be taken into consideration when developing robust, quality EC programs.
		Concerns that current work (food scarcity) may be derailed if ECECD leadership determines that other work takes priority; emphasis that solutions need to be creative, adapted to the specific needs of community, and holistic.
EC Providers/Professionals	24	State provided training for HV professionals is excellent; needs to be expanded to all components of ECE system - a regional training approach could be helpful.
		All communities need access to the spectrum of home-based services, i.e. prevention/promotion, intervention.
		The Infant Mental Health endorsement process can be stifling; a deeper look at the process is needed.
		Compensation (wages & benefits) must be increased for HV professionals- career path needed.
		Need for enhanced alignment between health, HV and other ECE providers, with enhanced local governance.
		Primary service coordination is critical for families receiving multiple services - case management & navigation.
		Support for local collaboration is critical.

EC Providers/Professionals	47	Need for enhanced alignment between medical providers and early childhood system.
		Local communication, coordination and collaboration work - communities have the answers and need support to implement.
		Lack of alignment among state departments is problematic.
		Need for comprehensive marketing and outreach; insufficient information available re: existing service availability.
		Increased availability of ECE materials in Spanish is needed.
		Community hubs for provision of health and ECE information and services are needed.
		Need to use community input and expertise prior to initiating new statewide initiatives.
		Family care providers often provide the best environment for children with special needs; additional support is needed.
EC Providers/Professionals Rural and Frontier Families and Providers Parents and Grandparents Raising Young Children	15	Workforce development begins by offering financial incentives (loan forgiveness, stipends, bonuses) in order to recruit; continues by offering mentorship and ongoing training.
		As highly quality professionals, they desire more opportunities for self-determination/autonomy, collaboration, and shared decision-making.
		Fully fund programs, and prioritize those that provide preventative and intervention services.
EC Providers/Professionals	24	Needs to be an asset-based, public health approach to EC: universal screening that includes emphasis on socio-emotional development and trauma sensitivity.
		Need to have a clear and transparent feedback loop between state and local communities with flexible funding based on local input from community based groups and coalitions.
		Insufficient workforce, capacity, wages, training, programmatic funding, collaboration/"warm hand offs," communication and accountability mechanisms.
Government Officials EC Providers/Professionals	23	There is a punitive way of viewing the system that needs to end.
		EC professionals need to be valued/revered and wages should correspond.
		Better coordination would improve many levels of the system – for trainings (bilingual, statewide, across full EC continuum), dept-to-dept communication.
		There are many pockets of success in higher education: cohorts, Spanish-language courses, accelerated Associate's program to be launched.
EC Providers/Professionals	15	Collaborative supports with consistent messaging have made EC programs and outcomes more successful, but accountability mechanisms lacking.
		Workforce development, through the use of career pipelines and mentorships in secondary schools, works in service to the economic development of a community
		There are gaps in services for 4-year olds, especially if the child has a developmental disability, which need to be addressed.

Government Officials	4	“A funding formula that does not overlook Native youth and families in [urban areas like] Albuquerque Public Schools and adequate staffing reflective of the student population.”
Native American Communities		“Curriculum and professional development on language and culture to establish respect and dignity; advocacy for multicultural literacy; understanding of the learning styles of our native children.”
EC Providers/Professionals		“Cultural identity: recognizing the Indigenous values and the role of traditions and languages”
EC Providers/Professionals	20	There is an opportunity for greater collaboration with public schools, EC programs and FIT.
		Kids qualify for FIT but do not qualify for special education – they are still at a high risk but are not getting the services they need.
		There is a scarcity of affordable infant care.
		Lack of PreK services within the county - limited coordination between ECS and public schools.
EC Providers/Professionals Rural and Frontier Families and Providers	4	Folks must travel to access services, and what few resources exist locally may be underutilized because they are perceived as low quality.
		Organizational competitiveness and perceived unfriendliness of governmental systems are obstacles to collaboration, information-sharing, and relationship-building.
		Stagnant economic development in the area fails to attract/retain community, contributes to staff vacancies and low enrollment.
Home Care Providers	20	Workforce development must encompass more than just wages/salaries; rather, career pipelines, mentorship, workforce resiliency, holistic budgetary considerations, etc. must also be taken into consideration.
		Need to have more systemic expansion of HV services, with help from government leaders; increased awareness of importance, diversity, and preventative benefits of HV programs.
		Need to have more systemic expansion of collaborative processes, like HV collaboratives, ECC’s, local councils, et al., to ensure resources are shared and efforts are not duplicated.

APPENDIX F

KEY INFORMANT INTERVIEW KEY THEMES AGGREGATED BY TARGET GROUPS

FOCUS POPULATION	THEMES
EC Professional	<ul style="list-style-type: none"> * Local Control is critical, and EC can follow model of “Health Councils” and require all EC providers to apply and be approved for slots; Appointments to “local EC Council” could be by County Commission * Such a process creates communication about local community’s needs
Government	<ul style="list-style-type: none"> * Outcomes in Health, Early Childhood, and Anti-Poverty efforts should be thought of as a unified system * We need Universal Screening tools for assessing and preventing trauma
Government	<ul style="list-style-type: none"> * To encourage enrollment, scholarships in EC need to be targeted and designed specifically for EC, emphasizing (1) scheduling for working professionals; flexibility in timing is key; consideration for student teachers’ schedules and impact on their workplace; (2) training in mixed-delivery systems; (3) integrated support systems in higher ed institutions for EC students * Necessary to develop a pipeline into EC leadership * Micro-credentialing (stackable credentials and badges) could also give EC professionals greater flexibility in timing
EC Professional Native and tribal	<ul style="list-style-type: none"> * Having and promoting a variety of choices for families helps with coordination and collaboration, and is especially helpful for specialized programs/resources for certain needs and special populations * Inconsistent processes and quality of programs results in services not being efficient or properly aligned; this results in families’ frustration and ultimate disengagement from systems; and results in programs going defunct because of lack of resources/support * We have robust data indicators; focus must now be on action; include tribal leaders/EC experts in decision-making processes; provide families with advocates to help them navigate systems
EC Professional	<ul style="list-style-type: none"> * Registered homes are mostly run by grandmothers who begin by taking care of children in their own families; the number of registered homes has dropped substantially in last 5 years (1200-->300 in this org); decrease is a result of many factors, including enhanced regulation, cost of compliance; providing support for home-based providers is necessary and also presents an entrepreneurial opportunity that positively impacts an area’s economic development
Community/Advocate	<ul style="list-style-type: none"> * Transportation in rural/frontier communities is biggest issue, as it impacts ability to access all services, not just 0-5 * Need for Basic services must be addressed -- medical services need to be integrated into EC services; shortage of EMS; Internet infrastructure; sex education * Reluctance by folks in border areas to engage government; general distrust of outsiders; this impacts effectiveness of providers; development of community centers and spaces could help redress

EC Professional	<ul style="list-style-type: none"> * SB 22 establishing the new ECECD was needed, and there is hope by all stakeholder groups that it will be easier to inform and serve families B-5 through a more collaborative decision-making process * The general public needs more understanding around the importance of high quality early childhood care and education, especially as relates to prevention of greater social problems/ costs down the line; especially as related to early intervention and developmental delays (need to remove stigma) * Home visiting is important for all first time parents; and we need to actively work to overcome the reluctance/fears of families in allowing state agents to enter their home
Parent/consumer Disability & Dev Delays Immigrant families	<ul style="list-style-type: none"> * Information is not readily available or well-promoted; what information is disseminated is vague while also managing to be overwhelming and complicated by jargon; information needs to be available for all and simplified * Medical and hospital staff are inconsiderate of families' needs during a stressful/ traumatizing period; this attitude is a barrier to good care * The biggest strength in services is the relationships built between providers and families; not enough for families to be told about support, families need to feel and be supported; "actions speak louder"
Government	<ul style="list-style-type: none"> * Our school district is very good at delivering education, but not very good at after-school or wraparound services; embracing a coordinated approach to EC takes into account each partner's strengths * To do PreK properly, we need to scale up, provide it universally, and in community-integrated manner; recognize that wraparound services are more needed and should be prioritized in certain areas of the state or for certain populations * Programs need to recognize that the standards and operations are very different in EC from K-12, and also recognize that nuances vary from place to place
Government	<ul style="list-style-type: none"> * We need to expand/ "scale up" EC programs: more PreKs, more programs addressing needs of English-Language Learners (Albuquerque schools have nearly 20 different languages in their schools) and immigrant families * New ECECD Secretary needs to travel and visit places all over NM to really understand what is going on in communities * Set reasonable expectations: what can be accomplished/addressed immediately, and what needs to be addressed in 1-year, 3-year, and 5-year plans?
EC Professional Rural/Frontier	<ul style="list-style-type: none"> * Navigating bureaucratic regulations/requirements is challenging for families and centers alike, and especially so for persons who are learning English and parents with children with disabilities. Supportive of standards and requirements that promote high quality, but notes that meeting those regulations can be prohibitively expensive for smaller centers which need scaffolded support to reach those goals of higher star-levels * Food deserts and food scarcity are challenges in the community, impact family health and wellness and entire early learning ecosystem; lack of transportation infrastructure is a bigger hurdle for families when there is a child with medical transport needs * This person cites 20 years of personal experiences (as parent, center teacher, and now director) that now informs their practice as a center director: flexible when engaging families; giving employees "perks" to help retention and collaboration; engaging their own children into the family business
Government	<ul style="list-style-type: none"> * There are unique operational issues that schools need to consider when expanding into PreK (smaller bus seats; facilities requirements; lockdown procedures); "We are not prepared for everyone to come to preschool" * In planned PreK expansion: where does the workforce come from? We're already recruiting teachers from overseas; and the alternative licensure programs (based on Essential Academic Skills) have slowed to a trickle * Districts have not done the long-term planning necessary for a big scale up

Government Native/Tribal	<ul style="list-style-type: none"> * We need a funding formula that does not overlook Native youth and families in [urban areas like] Albuquerque Public Schools and adequate staffing that is reflective of the student population *We need curriculum and professional development on language and culture to establish respect and dignity; advocacy for multicultural literacy; understanding of the learning styles of our native children * Cultural identity: we need to recognize the Indigenous values and the role of traditions and languages
Government	<ul style="list-style-type: none"> * Systemic challenges that need to be addressed: poverty (cannot be addressed piecemeal, legislators need to implement a “master strategy”); transportation (city and school buses will look different in the future); broadband accessibility (prioritize rural communities, attract tech industry; linked to economic development, also addresses poverty); economic development (export our cultural resources; involve the national labs/military) * Sustainability and scalability: master strategy needed to maintain EC funding sources * We have great collaborative partnerships, but they need to be better organized through local control and oversight; Innovation cannot be micromanaged, give professionals a framework and then trust them to innovate; allow flexibility in funding * Mission in EC should be “Graduating Our Students”; vision should include a “graduate profile” of students with strategy for graduation
Advocate/workers	<ul style="list-style-type: none"> * Funding PreK: Develop a plan before allocating funds; consider use of general fund. Must eliminate the dichotomy between “access” and “quality”, concepts must be tackled together; give professionals resources and they will figure it out; align ‘universal college’ with ‘universal childcare’; allocate childcare by demand, we’re doing it backwards by starting with a pool of resources then determining slots * Analyze basic assumptions about “Quality” -- what is a “high-quality, comprehensive program”? Every child should have a slot: access, then quality. How do we sustain and retain quality in our workforce when we lose staff in search of better pay? * Equity and economic development: Obstacles in accessing childcare are creating different “tracks” of achievement; vicious cycle for working families: childcare is too expensive so heads of households get another job and need more childcare, or family provides care; many EC workers have families of their own, so it’s important to fully fund/support the EC workforce
Government	<ul style="list-style-type: none"> * Workforce: when K-5 schools expand into PreK, expansion places greater workload on ancillary staff like nurses, counselors, librarians; schools pull from K-5 resources which are not developmentally appropriate; if not addressed, PreK becomes a drain, not an asset, to a school * CYFD PreKs and PED PreKs should have same, standard, basic requirements; standardized training (safety, curriculum, etc) for workforce; establish reciprocity in background checks * Parents need to be informed of our practices, especially as regards safety procedures; state should consult with school districts; everyone needs to be open-minded, creative, innovative if department consolidation is to be successful “
Government	<ul style="list-style-type: none"> * Family engagement is a top priority. Families engage most when children are 0-5; training families to be advocates and decision-makers at this stage sets up good habits for families; the sooner we train parents on how to look for support and resources, the better chance we have of removing the stigma of asking for help

Government EC Professional	<ul style="list-style-type: none"> * Agencies and programs need to recognize importance of shared mission: serving kids and families. Stop focusing on interagency competition for funds * Prenatal and home visiting should be universal and automatic, not “opt-in”; CYFD Reporting system needs improvement * New ECECD needs to set up a system that tracks info/history of a child that follows child into K-5 and beyond. Difficult to get that information now; community as a whole need to understand value of EC and Adverse Childhood Experiences (ACEs) * Message to new secretary: don’t be afraid of making changes that work towards success of children; focus on kids, not quotas and money
Government	<ul style="list-style-type: none"> * Often, the persons seeking support from Dep’t of Workforce Solutions (DWS) are young parents who need childcare to work and skill up, but they have challenges accessing/affording childcare * DWS has skills and funding to help support and train the ECECD and EC workforce: developing a qualified pipeline to scale up services and workforce; analysis of industry needs and skill gaps; can help bring educational and industry sectors together; set up job fairs and help centers with human resources”
EC Professional Government	<ul style="list-style-type: none"> * There is a challenge re: recruitment of educators across all grade levels, but especially in EC. How can workforce grow to meet the growth in demand for EC services? Set up pipeline programs, like teacher cadet programs at high schools; When we recruit workforce on a higher level, then we would have less difficulty in filling slots, as the high-quality professional is by itself a draw * Should we consider creating “early childhood hubs” or should we co-locate EC services at schools? There are pros and cons to each method . . . not a question of ‘either/or,’ but hubs are preferable because its focus on early childhood as a whole discipline is really important * What supports from the state do you need to meet the goals of your vision? More points of contact for parents to engage with/interact with EC services; Expanding HV programs to include more teen parents; More collaboration leads to more appropriate referrals for parents. Generally, schools don’t engage families 0-5 in any consistent, systematic way, so having more info available for school district employees could help them deliver services more effectively
Government	<ul style="list-style-type: none"> * The biggest issue is lack of movement. We need to bring in relevant players and fast-track the move to expand EC programs with stronger qualifications for professionals. Transportation and commute times are barriers, so EC training time should be embedded in schools and workplaces, especially for Educational Assistants – a key population in expanding the EC workforce. * Allow EC centers to use NMPSIA (NM Pubic School Insurance Authority) for benefits and risk insurance. This would help us really understand the cost of doing business. * We should look at public buildings as resources – there are a huge number unused – these could be targets for capital improvements, with private (often non-profit) operations partners. Expand the public-private partnerships.
Government Law Enforcement	<ul style="list-style-type: none"> * Law enforcement engagement with kids is super important; Decision-makers are seeing it. The earlier the engagement in kids’ lives, the better. Officers can serve as positive role models for kids. Engagement opens up the lines of communication. If they are in trouble, they see us as someone who is there to help them. If we can affect kids when they are little, we help the future of the community. * Compensation for early childhood workforce needs be higher. We require a lot from them and they are doing an important job. There is a greater culture of disrespect of authority now because of social media, especially among the older kids, and there is a desperate need for more programs and opportunities to engage with them in positive ways. * Let’s create more opportunities for law enforcement to interact positively in the classrooms with kids. They need us and we need these kids. They are the future of our communities

Government	<ul style="list-style-type: none"> * Delivering wraparound services is key to developing the EC workforce both for educators and for the social service providers; we need to rebuild behavioral health infrastructure * Shared data: We must move forward with consistent and robust use of the ‘unique identifier’; helps connect systems and collaboration * Workforce: Many best practices in ‘cohort model’: timeline for educational attainment; stackable credentials; public/private partnerships; paid internships/apprenticeships. * Incentivize workforce retention in the state with loan forgiveness, use high schools as career pipelines into EC; special education teachers in especially high demand; as are bilingual and Native American educators
Government Legislator	<ul style="list-style-type: none"> * Early (PED) PreK is greatly affecting childcare centers, who are losing kids. These are staples of childcare in the community and a whole industry is being hurt. This includes restrictive regulations which are scaring businesses. Real displacement could occur. Some of these centers are moving into the second generation of leadership for the business. * There is a great need for extended hours in childcare centers for working families. They will take their kids into El Paso if they can’t find the care needed in NM. * If the staples of EC centers aren’t in a community, young kids will be placed with elderly and there are not enough grandparents to take care of kids well.
Government	<ul style="list-style-type: none"> * We need to increase inclusive care settings: Additional training and funding needed in all centers, not just specialized ones; Consultants should be available to strengthen and improve meeting kids needs; services should extend through the summer * There needs to be more attention to transitions and there is a lack of inclusive settings when kids transition at 3...especially into school districts...all 3 and 4 year olds in schools should be in inclusive settings. Early PreK could pick up service after FIT * FIT and home visiting services should be aligned with an eye to best practices and taking into account unique family needs – opportunity in new department – ease in home visiting and FIT integration and collaboration in local communities * There is a huge need for more and stronger EC staff and therapists in special ed (higher rates will increase pay and help)
Government	<ul style="list-style-type: none"> * Leadership needs to focus on building families, family stability; seeking practical, realistic, and possible systemic change. Crucial needs for families: food, housing, residential treatment centers, healthcare, mental health, child mental health. Especial focus on 0-2 year olds. We are getting distracted by big policy ideas that lack a plan, needs strategy. * Coordination between agencies and organizations: we need to be bigger than “turf battles”; analysis based on “population centers” is more helpful than county-based analysis; leadership needs to establish clear connections between EC and other agencies (Housing, Adult health, transportation, etc.); future budgets should not replicate the existing problem of silos * Workforce: needs to expand; needs to be better equipped to help families; whole sector needs to be professionalized
Advocate/workers	<ul style="list-style-type: none"> * Increased access and improved quality have to happen simultaneously * Concerned about how parents access childcare and childcare assistance: case workers not uniformly implementing policy/procedure; 200% eligibility and 12-13% copays are still out of reach for working families; scarcity of infant childcare providers * Workforce development is key priority: improving quality must not displace current workers or gentrify the workplace; low wages and high turnover impacts quality of programs; must create appropriate professional development opportunities

EC Professional	<ul style="list-style-type: none"> * Guiding principles for new ECECD: equity, diversity, learning, and inclusion; open to learning and continuing to grow; professional development should recognize teachers' capacity, as professionals, with a ton of resources. The 'community council' required by SB22 should be robust and transparent; consider: how does this council relate to ELAC and Children's Cabinet? * Workforce: "Power to the Profession" as model for best practices; all stakeholders involved in developing department policy; fully fund mandates; professionalize the workforce with compensation/pay based on skills/training/degrees; private centers tend to be women-run, minority-run business that generate jobs and income * Particular emphasis should be placed on special education; these are children with special rights, not special needs; as well as infant/toddler care through mixed delivery; shared services could build more capacity for these groups
Government	<ul style="list-style-type: none"> * New department must consider how to engage in a meaningful way with tribes, consider how underlying assumptions will inhibit collaboration; understand history of institutional racism that has led to deep distrust of government; employees need training on cultural literacy and relevance, with an eye to implementation strategies; recognize the uniqueness and strength of Tribal communities * There must be greater flexibility to empower tribes' self-determination; must systematically uplift native languages; engaging native communities to shape actual policy, not a mere 'box-checking' exercise * Developing early childhood programs is really an exercise in community well-being; ask Tribal communities how new department can really transform concept and practice of 'well-being'
Government	<ul style="list-style-type: none"> * Workforce: we should be moving to higher expectations of staff's formal education and licensure requirements; private sector should be encouraged to supply infant/toddler care; develop an 'accelerated associates degree' in multi-cultural EC; increased pay based on soft skills (multi-language) and formal training (degrees and certifications) * In Albuquerque, messaging the importance of early childhood is most effective when linked to public safety issues * Need is not being met, we know because of waiting lists; goal should be to deliver programming to twice as many as we do right now; we need to stop addressing these needs piecemeal and just go for the big ask; data sharing and unique identifier would help this along
EC Professional	<ul style="list-style-type: none"> * Infant/Toddler Care: quality care has been developed through accreditation, improving ratios, better pay for higher-star centers; more centers should participate in the FOCUS program; but when parents must pay more for 5-star centers, they choose lower stars because its affordable and undoes our progress in providing full quality for everyone * PreK: Structured system and standards of PreK also leads to greater accountability; sustains center funding because we know everyone qualifies; we're competing with PED but they have the advantage of structural supports; we train workforce who then move to PED, but we don't get credit for or benefits from this work; unfair power dynamic * Workforce: we train a workforce who leave for PED, other industries, or other states; this deflates business owners who feel used, no incentive to develop their workforce * Funding and Affordability: centers who get more stars can get more funding, so FOCUS should be promoted; pay parity for EC educators * Local engagement: some local communities more involved than others; but municipalities could really help with parent and community engagement

Government	<ul style="list-style-type: none"> * Supports the Needs Assessment and Strategic Plan as platform for creating new department * Prioritize the creation of a revenue stabilization act for early childhood, with smart spending * Concerned about selection of secretary for new department
Government	<ul style="list-style-type: none"> * Alignment and accountability * Coordination of services * Stable funding source for early childhood * Selection of a secretary for new department
Government	<ul style="list-style-type: none"> * Workforce * Expansion of home visiting * expand number of high-quality childcare homes * Sustainability through the land grant permanent fund; cost of full continuum of care * Enhanced referral services * Family engagement to include parental incentives in childcare settings
Government	<ul style="list-style-type: none"> * Concerned about workforce development; which should focus on literacy through phonemic awareness * Concerned about the difference in consistent quality in PED and CYFD systems; believes that PED programs are higher quality
Government	<ul style="list-style-type: none"> * Supports PED PreK because of the opportunity for union organizing * Concerned about reaching out to vulnerable and minority populations * Believes that there is no need for more needs assessment in the state
Government	<ul style="list-style-type: none"> * Supportive of the new department, but worried about alignment through the new department; will undermine alignment already undertaken by CYFD in its programs
Government	<ul style="list-style-type: none"> * Worried that PED is forcing districts to increase PreK slots and displacing Head Start funding; believes this is true at military bases as well; PED Developmental Disability program for 3 year-olds supplants typically-developing 3 year-olds from childcare centers * Concerned about equity in mixed delivery of PreK services; concerned that needs of rural NM not being met; other concerns: workforce development, reasonable allocation of resources, operations that support children and families * Skeptical that new department will address these issues; while legislature and governor should set the standards for the new department, it is lower-level bureaucrats that set the standards
Business and community leader	<ul style="list-style-type: none"> * Concerned that a system of workforce development should be developed; identifies early childhood as an “emergent” rather than “established” profession. Department is first step to professionalization, at least a 10-year project * Concerned about the impact of gross receipts tax on for-profit childcare centers * Concerned about wage parity and expanding high-quality infant and toddler care * wants capital for facility expansion * Concerned about the issue of supplanted funds between PreK, PED, and Head Start
Government	<ul style="list-style-type: none"> * Concerned about accountability and tools needed for accountability * Concerned about PED mandates to do PreK * Concerned about appropriate dual- and native-language in early childhood settings * Supportive of a revenue stabilization act

Government	<ul style="list-style-type: none"> * Concerned about workforce development and training; need to build capacity at community colleges for ECE; better salaries * Concerned that “all kids” be addressed in this new early childhood system * Believes that early childhood education and childcare not the same: financing is different and childcare investment inflates how much is spent on early childhood education * Believes there is need for increased home visiting * Need better reimbursement rates for providers
Government	<ul style="list-style-type: none"> * Concerned about leadership and therefore concerned that the department will function “same old, same old” * Supports revenue stabilization fund * Concerned that the new department focus on rural needs equally with urban needs
Business and community leader	<ul style="list-style-type: none"> * Concerned about alignment: PED alignment with new department; integration across the new department; bureaucratic resistance * Effectiveness: need to manage deliverables; concerned that this is not a partnership of only public entities, but a public/private partnership * Accountability: fear of privatization; fear of charter schools; ensuring proper use of federal dollars; implications of the Yazzie/Martinez lawsuit
Government	<ul style="list-style-type: none"> * Accountability * Alignment of services * Short-term wins are important * Supports revenue stabilization act
Business and community leader	<ul style="list-style-type: none"> * This organization was committed to the creation of the new department; they are equally committed to the development of the strategic plan * Concerned about maintaining the public-private partnerships moving forward * Concerned about the appointment of a new secretary
EC professional	<ul style="list-style-type: none"> * Home-based providers are caring for infants and toddlers in our communities. Families appreciate this care because it tends to be reflective of their culture, language and values. *These providers want support to further their educational attainment and improve their knowledge of early childhood development, as well as navigate the regulatory landscape. There could be opportunity to offer shared financial services through a hub.
EC professional Advocacy	<ul style="list-style-type: none"> *Private-public partnership including PED and CYFD to make sure services are provided through gov agencies and contractors *Home Visiting is being done very well in NM but we need to communicate better that it is a public health issue *We are not reimbursing for child care at a high enough rate *We need significantly more funding and for legislators to hear this message *A definition of EC is needed
EC professional	<ul style="list-style-type: none"> * Families are starting to understand the importance of early intervention *Peer to peer support is crucial in early intervention *Grandparents raising grandchildren, have unique ways they need to be supported *Workforce could be better educated about disabilities and early intervention
Higher education	<ul style="list-style-type: none"> *Students need support as they navigate their way through higher education - how to manage their time, identify an appropriate career pathway, take advantage of scholarships and other supports. *Cohorts can help do this successfully. *The teacher license exams includes some content (math, for instance) that is hard for many students to pass.

Philanthropy	<ul style="list-style-type: none"> *EC programs that place language and culture at the center of their work are successful. *We need more data that describes the workforce and compensation. *We need to recalibrate our expectations around teaching and recenter them around developmentally-appropriate practices. *Educational sovereignty (with support) for tribal communities is desired by many of those communities
Government Official	<ul style="list-style-type: none"> *DOH is working to pilot Family Connects - still very much in the planning stages. *When delivered to ~60% of the target population, you begin to see community-wide impacts. *Wherever Family Connects ends up living in the gov org structure, we must support collaboration.
EC professional Advocacy	<ul style="list-style-type: none"> *Quality rating system, NM PreK and assistance programs all seem to work in NM. *Our EC workforce needs more support and if we have a mixed-delivery model for PreK we need to support community-based providers more. *A culturally relevant and high quality workforce is our biggest need.
EC professional	<ul style="list-style-type: none"> *A critical benefit of working with the informal network of providers is that you are making them more visible to society or “sacar la invisibilidad” *With support, providers understand that they are not just keeping children safe but helping to build brains and prepare them for school *More flexibility in the rules & regulations for these providers would greatly benefit them - can they care for more children in their homes? *Infant care is very expensive for families
EC professional	<ul style="list-style-type: none"> *New Mexico needs a two generation approach *EC professionals need supported pathways and cohorts to get through effectively
EC professional Advocacy	<ul style="list-style-type: none"> *EC centers should be exempt from paying tax, this creates a penalty for certain centers *The state needs to better engage and listen to private centers *Mixed delivery is critical to give working families what they need
<p>*Some key Informant interviews were done with multiple interviewees at one time, for a total of 59 key informants.</p>	

APPENDIX G

CROSSWALK + SYNTHESIS OF EARLY CHILDHOOD REPORTS IN
NEW MEXICO BY

THE CRADLE TO CAREER POLICY INSTITUTE (CCPI)

Crosswalk and Synthesis of Early Childhood Reports in New Mexico

Prepared by the **UNM Cradle to Career Policy Institute**
for the NM Early Childhood Development Partnership,
in support of the Preschool Development Grant Birth to
Five Needs Assessment and Strategic Plan

2019

Introduction

New Mexico in 2019 finds itself in a potentially transformative moment for early childhood policy and investment. In the spring, the Legislature passed and the Governor signed a bill to create a cabinet-level Early Childhood Education and Care Department (ECECD). At the same time, the state received a \$5.4 million Preschool Development Grant (PDG), of which this report is a small part. A central task under the PDG is to conduct a comprehensive Needs Assessment and Strategic Plan, to guide the new department and the state toward a unified, cohesive plan for early childhood in New Mexico.

Stakeholders have been clear that the comprehensive Needs Assessment need not and must not start from scratch. New Mexico's early childhood community has spent considerable time and resources in recent years developing plans and recommendations across a host of early childhood topics, from comprehensive spending plans to reports narrowly focused on one aspect of the system or region of the state. The purpose of this report is to summarize, at a high level, the key reports that have come before, so the PDG may build strategically on this collective body of work.

In selecting reports for review, the authors consulted with the team responsible for the overall Needs Assessment, who solicited input by email from a broad list of stakeholders. The authors and PDG leads together constructed a list of key reports across sectors, interest groups and viewpoints. In general, the reports consulted have all been released within the past five years. Each section of the report concludes with a list of reports that are reflected in the section.

The report has separate sections for home visiting, New Mexico PreK, child care, Head Start/Early Head Start, the Family Infant Toddler program, and workforce development. It also contains a final section focused on system-wide recommendations and findings that are not tied to a specific program or policy area. The program areas were selected because they largely mirror those in the source reports, and also because they are all squarely within the purview of the new ECECD and the PDG. Some reports engaged with other programs affecting young children, such as K-3 Plus and the Women, Infants and Children (WIC) program, but most did not. Moreover, these programs, although of vital importance, have not been absorbed into the new department and do not deal precisely with the education and care of children birth to five. In the interest of alignment with PDG goals, and recognizing that nearly all public policy has some impact on young children and their families, the scope of the report has been kept fairly narrow.

Because the report is a synthesis, its source reports have necessarily been pared to their essential parts. In many cases, source reports provided many pages of thoughtful context and analysis, and are represented here only by their final recommendations. Similar recommendations across reports have been combined, and some details and nuances of each report have no doubt been lost in the effort to generate a high-level, usable document for those charged with creating New Mexico's comprehensive Needs Assessment and Strategic Plan.

Home Visiting

Areas of Agreement

Relevant reports show broad agreement that home visiting is a valuable and integral part of New Mexico's early childhood system, and that it should be **expanded to serve more families**. There is also some consensus that efforts should be undertaken to **drive family interest** in, knowledge of, and demand for home visiting, since not all families who would benefit from the program are aware of it or initially comfortable with the idea of state-funded programs in their homes.

Setting Targets for Expansion

Two primary methodologies have been used to set home visiting expansion goals for New Mexico, and have been used as a starting point for various stakeholder groups and discussions. Although different methods were used to arrive at these targets, they tilt toward rough consensus, at **11,500** and **12,398 served annually**.

1. **The Legislative Finance Committee** in 2015 released a special report outlining a menu of early childhood expansion targets and spending plans for the committee's consideration. They proposed as a target that home visiting should serve approximately half of low-income, first-time births, and noted in their report that this number should generate an estimate of slots, not to be construed as eligibility criteria. They estimated that this methodology would result in a target of **about 11,500 families served annually, prenatal to age 3**. They estimated as of 2015 that it would cost **a total of \$44 million** to serve this number, or \$22 million to set a more conservative target and serve one-quarter of low-income, first-time births.

2. Dr. Kelly O'Donnell, writing for the **New Mexico Early Childhood Development Partnership (NMECDP)**, released a series of comprehensive spending plans based on economic modeling. In her 2015 report, she proposed funded slots for all first-time parents (10,840), as well as the families of subsequent-birth children who are likely to experience three or more Adverse Childhood Experiences (4,578). Her model assumes that of this universe of families, about 10% will refuse services, 20% will accept one home visit and then terminate services, and 70% will receive a full year of services. She therefore assumes **an additional 7,335 full home visiting slots per year**, at a cost of \$3,896 per slot per year. She estimates this expansion will require **an additional \$28.6 million per year** over 2015 funding levels. The NMECDP report estimates existing slots as of 2015 at 5,063 home visiting slots, including all funding sources. Therefore, the report's **estimate of total slots needed (existing and additional) is 12,398**.

Since these reports were released in 2015 and 2016, subsequent reports, needs assessments, and dashboards have built upon one or both of these methodologies, with updated data, as a starting point for setting service targets. This topic has been discussed particularly at the Los Alamos National Laboratories Foundation-funded Home Visiting Collaborative, which has ultimately used the LFC methodology in its work, and identified a third methodology, which is not championed in a particular report or needs assessment but is **used by the First Born home visiting program**: 80% of first births + 60% of first births (retention into 2nd year) + 30% of first births (retention into 3rd year). In 2016, this methodology resulted in a statewide home visiting target of **15,611 families served annually**.

Policy Recommendations

Policy recommendations from the reports reviewed for this synthesis have been grouped into those that were made by more than one report, and those made by just one entity, and are ordered by the approximate number of reports making the recommendation. This is intended to indicate clusters of consensus, but in no way implies that recommendations made in just one report are less significant. In some cases, single reports provide an otherwise missing lens (tribal perspectives, or health-oriented early childhood policy) that should be carefully considered.

Recommendations made in multiple reports:

- Expand slots strategically to serve more families, especially in under-served geographic areas (several reports, but not all, recommend a five-year scale-up to reach funding levels needed to serve between 11,500 and 12,500 families).
- Address barriers to family under-enrollment. In some cases this recommendation includes a recommendation that outreach and referral efforts be concentrated on families who could most benefit from services (e.g., those at risk for abuse and neglect, those at risk for ACEs, or teen parents), while maintaining services as voluntarily and universally available.
- Monitor Medicaid home visiting pilot for possible expansion of Medicaid as a funding source.
- Organize a comprehensive, universal light-touch home visiting program such as Family Connects that serves as the state's centralized referral into more intensive services as needed.
- Share data across agencies to better measure program outcomes, and continue monitoring and standards-based accountability.

Recommendations made in one reviewed report:

- For families within home visiting, improve rates of referral and engagement with community services. (CYFD/CCPI)
- Define outcomes and measures for Level II intensive home visiting. (CYFD/CCPI)
- Provide alternatives for families who do not want in-home services, through expanded slots in other parent education programs that take place outside the home. (Ngage)
- Improve coordination between home visiting and the Family Infant Toddler program (FIT) to ensure an appropriate flow of referrals; consider providing home visiting instead of FIT in cases where children have only environmental risk for delay but no extant developmental delay. (LFC)
- Improve the referral pipeline between the Women, Infants and Children (WIC) program and home visiting. (LFC)
- Review and take steps to prevent future reversion of home visiting funds. (NMAEYC)

Reports Relevant to this Section:

- A Business Plan for Early Childhood in New Mexico (Bellwether)
- Toward a Consensus Vision for Early Childhood Development in New Mexico (NMAEYC)
- CYFD Home Visiting Annual Outcomes Report FY18
- Access to Quality Early Childhood Care and Education in Doña Ana County (Ngage)
- LANL Statewide Home Visiting Collaborative documents and dashboard
- Moving the Needle on Child Well-Being (New Mexico Voices for Children)

- Program Evaluation: The Department of Health’s Role in the Early Childhood System (LFC)
- Special Review: Early Childhood Services Accountability Report Card, Gap Analysis and Spending Plan (LFC)
- Early Childhood Comprehensive Needs and Cost Analysis (NMECDP)
- J. Paul Taylor Early Childhood Task Force Recommendations
- Improving Developmental Care for Young Children and their Families in New Mexico: Where Are We Now? What Should We Do Next? (ECCS/Act Early State Team – DOH Family Health Bureau)

New Mexico PreK

Areas of Agreement

Stakeholders broadly recognize the importance of the New Mexico PreK program, and point to consistent academic outcomes as evidence of its success. There is agreement that **PreK should be expanded** (although plans for the nature of that expansion differ) as well as agreement that **pay parity between PreK teachers in school-based and community-based settings** is a critical priority. It is also recommended that steps be taken to **improve coordination** between CYFD and PED in the administration of PreK, taking Head Start coordination into account as well. These recommendations pre-date the creation of the Early Childhood Education and Care Department, but may still contain guidance for unified governance.

Setting Targets for Expansion

Various reports have set targets for service expansion, many of which center around an estimate of 80% uptake among 4-year-olds and uptake for 3-year-olds ranging from 25-80%. These are recommended to be phased in over time horizons ranging from five to eight years. Multiple plans also model the cost of converting existing half-day slots to full-day slots. There are nuanced differences in methodologies, a selection of which are summarized as follows:

4-year-olds

- 80% of total population to be served in either full-day NM PreK or Head Start
- Sufficient full-day PreK slots for 80% of the total population not already served by Head Start, IDEA Part B, Title I preschool, City of Albuquerque, or 4- or 5-STAR full-day child care assistance
- 80% of low-income population served by either full-day NM PreK, Head Start, or 4- or 5-STAR child care assistance

3-year-olds

- 25% in either full-day NM PreK or Head Start
- Sufficient full-day PreK slots for 80% of the total population not already served by Head Start, IDEA Part B, Title I preschool, City of Albuquerque, or 4- or 5-STAR full-day child care assistance
- Sufficient slots for 50% of all 3-year-olds

These target-setting methodologies have much in common, and also some key differences in the starting assumptions that different report authors have used. As stakeholders consider setting unified expansion targets under the PDG, these three questions, based on differences in target-setting assumptions found in reviewed reports, may be helpful in guiding that discussion:

- Should target-setting be based on universal population numbers regardless of income, or based on numbers of low-income children?
- What programs should be considered in tracking progress toward high-quality services for all 3- and 4-year-olds? Should PreK be considered alone, or combined with service numbers for Head Start, IDEA Part B, highly rated subsidized child care, etc.? Which programs should be counted in targeting conversations?
- What is an appropriate uptake target for 3-year-olds? Although an 80% uptake target for 4-year-olds is broadly agreed upon and has some basis in uptake rates nationwide, a general target for 3-year-olds is not yet established. Local reports have placed this target between 25% and 80%.

Policy Recommendations

Policy recommendations from the reports reviewed for this synthesis have been grouped into those that were made by more than one report, and those made by just one entity, and are ordered by the approximate number of reports making the recommendation. This is intended to indicate clusters of consensus, but in no way implies that recommendations made in just one report are less significant. In some cases, single reports provide an otherwise missing lens (tribal perspectives, or health-oriented early childhood policy) that should be carefully considered.

Recommendations made in multiple reports:

- Expand services, with some emphasis on adding Early PreK slots and on converting half-day to full-day slots. Several reports also note the importance of ensuring expansion is equitable and strategic across New Mexico's diverse geographies.
- Work toward parity of pay and credentials between the public school and community-based PreK workforces, including re-assessing Early PreK reimbursement rates and providing supports to private providers.
- Improve coordination between the school-based and community-based halves of PreK, along with improved coordination with Head Start. Suggested strategies for this include releasing and awarding the two PreK RFPs at the same time, establishing a centralized, up-to-date data source for providers and administrators to use in assessing unmet need in communities, streamlining state early childhood governance, and actively facilitating community-level collaboration among providers.
- Modify NM PreK to be more appropriate to tribal contexts, including looking to models that respect sovereignty, allow for program customization, provide comprehensive services for families, and support language and cultural preservation.

Recommendations made in one reviewed report:

- Fund PreK for 4-year-olds through the public school funding formula, keeping Early PreK in private and community-based settings. (NM Now)

- Consider partnering PreK with community schools. (NM Now)
- Adopt and maintain checks on the quality of PreK classrooms using validated rating scales such as the CLASS. (LFC)
- Review PreK expansion to ensure the health of the community-based early childhood education (ECE) sector is not threatened. (NMAEYC)

Reports Relevant to this Section:

- A Business Plan for Early Childhood in New Mexico (Bellwether)
- Capturing Native American Views Toward The Business Plan for Early Childhood Development
- Toward a Consensus Vision for Early Childhood Development in New Mexico (NMAEYC)
- A Path Forward for New Mexico’s Children: The Case for Funding PreK through the School Funding Formula (NM Now)
- Access to Quality Early Childhood Care and Education in Doña Ana County (Ngage)
- Moving the Needle on Child Well-Being (New Mexico Voices for Children)
- New Mexico Early Childhood Funding: Research Findings (EduDream)
- NM PreK Annual Report SY2017-18
- National Institute for Early Education Research (NIEER) State of Preschool Yearbook (NM profile)
- Special Review: Early Childhood Services Accountability Report Card, Gap Analysis and Spending Plan (LFC)
- Early Childhood Comprehensive Needs and Cost Analysis (NMECDP)

Child Care

Areas of Agreement

There is somewhat less consensus in child care than in other early childhood areas, but reports reviewed for this section showed strong, cross-cutting support for **building the capacity for quality in the system**, by supporting child care providers in moving toward high-quality ratings under FOCUS. There was also broad agreement that funding must be at least sufficient to support all currently eligible children at the highest levels of quality.

Setting Targets for Expansion

Unlike home visiting and PreK, child care is not funded on the basis of grants to providers to serve a fixed number of children. Instead, eligibility criteria and funding levels are set for child care assistance, and families choose where to access care using their assistance voucher. If families choose a 2-STAR care setting, their care will cost the state less than if they choose a 5-STAR setting. Because of these dynamics, targets for expansion of child care and child care assistance largely center not on service slot goals but on 1) setting eligibility criteria and 2) funding capacity and incentives in the child care systems that support a greater supply of high-quality care. Policy recommendations related to these goals are listed in the Policy Recommendations section. Two reports did set service targets for child care assistance, and both recommended that at least **20-25% of eligible children under age 5** should receive subsidies in high-quality settings.

Policy Recommendations

Policy recommendations from the reports reviewed for this synthesis have been grouped into those that were made by more than one report, and those made by just one entity, and are ordered by the approximate number of reports making the recommendation. This is intended to indicate clusters of consensus, but in no way implies that recommendations made in just one report are less significant. In some cases, single reports provide an otherwise missing lens (tribal perspectives, or health-oriented early childhood policy) that should be carefully considered.

Recommendations made in multiple reports:

- Build system capacity for quality in child care through funding structures and levels that support and reward high-quality care. One report recommended providing subsidies on the basis of contracts with providers rather than family vouchers, which can give administrators more ability to incentivize care in specific age levels, quality levels, or geographic areas.
- Set income eligibility for child care assistance no lower than 200% of the Federal Poverty Level (FPL). One report recommends 300% FPL.
- Eliminate or reduce co-pays for families receiving assistance. More specifically, one report recommended a co-pay structure in which there are no co-pays for families earning less than 100% FPL, with gradually increasing co-pays for families between 100 and 300% FPL, capped at specific percentages of family income.
- Promote expansion of preventive social-emotional services to support providers in child care settings, including training and consultation.
- Implement FOCUS or other quality improvement supports for registered home providers.

Recommendations made in one reviewed report:

- Improve data collection and linkages between systems, e.g. data on tribal CCDF grantees, parental educational and economic outcomes related to subsidy receipt, and developmental screenings provided in care. (CYFD/CCPI)
- Increase developmental screenings administered in early childhood settings. (J. Paul Taylor)
- Develop new performance measures related to school readiness outcomes and validated measures such as the CLASS. (LFC)
- Support and promote resources for child care assistance access that meets the needs of grandparents raising grandchildren and other kinship care situations. (Voices)
- Take steps to limit fraud or waste in child care assistance, such as recording attendance for audit purposes, or conducting on-site checks of billing and enrollment. (LFC)
- Make information about child care options and quality levels broadly available to families through a mix of online and paper formats, and including health and safety information about registered homes. (LFC)
- Link any initiatives to support FOCUS participation and quality improvements to workforce supports such as scholarships and wage supplements to ensure community-based settings can maintain a high-level workforce. (NMAEYC)
- Continue and enhance policy efforts such as 12-month eligibility re-certification that aim to support continuity and duration of subsidized care. (CCPI)

- Allow parents to qualify for child care assistance if they are searching for a job at application. (National Women’s Law Center)
- Reduce paperwork burdens on programs in FOCUS and clarify for programs which aspects of the transition to FOCUS are voluntary and which are mandatory. (Race to the Top)
- Make use of Child Trends FOCUS validation study to ensure that important elements of quality are being measured by FOCUS criteria, and that professional development is linked to those elements. (Race to the Top)
- Pass the Child Care Accountability Act (LFC; done).

Reports Relevant to this Section:

- A Business Plan for Early Childhood in New Mexico (Bellwether)
- Toward a Consensus Vision for Early Childhood Development in New Mexico (NMAEYC)
- Access to Quality Early Childhood Care and Education in Doña Ana County (Ngage)
- Moving the Needle on Child Well-Being (New Mexico Voices for Children)
- Special Review: Early Childhood Services Accountability Report Card, Gap Analysis and Spending Plan (LFC)
- Early Childhood Comprehensive Needs and Cost Analysis (NMECDP)
- 2016 New Mexico Child Care Data Report (CYFD/CCPI)
- The Cliff Effect: One Step Forward, Two Steps Back: The Cost of Losing Child Care Assistance in New Mexico (NM Voices for Children)
- Early Childhood Education Progress Report, Oct. 2017 (LFC)
- Overdue for Investment: State Child Care Assistance Policies 2018 (National Women’s Law Center)
- Child Care Aware 2018 State Child Care Facts: New Mexico
- J. Paul Taylor Early Childhood Task Force Recommendations
- Improving Developmental Care for Young Children and their Families in New Mexico: Where Are We Now? What Should We Do Next? (ECCS/Act Early State Team – DOH Family Health Bureau)
- Challenging Behavior and Disenrollment in Early Childhood Settings (CCPI)
- Child Care Assistance and Early Literacy (CCPI)
- Sustainability Report: A Vision Forward for Early Learning New Mexico (Race to the Top)

Head Start and Early Head Start

Areas of Agreement

New Mexico reports dealing with Head Start almost universally center on the importance of **improved coordination** between Head Start and state-funded early childhood programs, to ensure that federal dollars are not reverted and as many children as possible are served.

Targets for Expansion

Because Head Start is a federal program and state control of its expansion and operations is minimal, expansion targets in local reports center mainly on **ensuring that Head Start funding is not reverted to**

the federal government, resulting in lost service slots. One regional report set local expansion goals for Head Start and Early Head Start, based on local waiting lists.

Policy Recommendations

Policy recommendations from the reports reviewed for this synthesis have been grouped into those that were made by more than one report, and those made by just one entity, and are ordered by the approximate number of reports making the recommendation. This is intended to indicate clusters of consensus, but in no way implies that recommendations made in just one report are less significant. In some cases, single reports provide an otherwise missing lens (tribal perspectives, or health-oriented early childhood policy) that should be carefully considered.

Recommendations made in multiple reports:

- Strengthen coordination between Head Start and state-funded programs to maximize the benefits of both state and federal funds. Some more specific recommended strategies on this topic are:
 - Establish a central, up-to-date data source for providers and administrators to use in identifying community needs and services;
 - Increase transparency to providers in how data is used and funding decisions are made;
 - Actively facilitate community-level collaboration among providers;
 - Establish a formal data-sharing MOU between Head Start and the Early Childhood Education and Care Department.
- Integrate the strengths of the Head Start model into state programs, particularly around comprehensive services for families and support for language and cultural preservation.

Reports Relevant to this Section:

- A Business Plan for Early Childhood in New Mexico (Bellwether)
- Capturing Native American Views Toward The Business Plan for Early Childhood Development
- Toward a Consensus Vision for Early Childhood Development in New Mexico (NMAEYC)
- A Path Forward for New Mexico’s Children: The Case for Funding PreK through the School Funding Formula (NM Now)
- Access to Quality Early Childhood Care and Education in Doña Ana County (Ngage)
- New Mexico Early Childhood Funding: Research Findings (EduDream)
- Moving the Needle on Child Well-Being (New Mexico Voices for Children)
- Special Review: Early Childhood Services Accountability Report Card, Gap Analysis and Spending Plan (LFC)
- Early Childhood Education Progress Report, Oct. 2017 (LFC)
- Early Childhood Comprehensive Needs and Cost Analysis (NMECDP)
- New Mexico 2016 Head Start Needs Assessment (CYFD/CCPI)

Family Infant Toddler (FIT)

Areas of Agreement

There is some agreement across reports that **coordination should be strengthened** between FIT and other services, including home visiting and services for children with special needs, such as IDEA Part B and the public schools in general.

Targets for Expansion

Because FIT operates as an entitlement program, reports dealing with the program do not, for the most part, set service slot targets. Some reports recommend increasing the program's funding and capacity, and recruiting practitioners in specialized disciplines to limit waiting lists for families in need of particular services. These recruitment needs are not quantified.

Policy Recommendations

Policy recommendations from the reports reviewed for this synthesis have been grouped into those that were made by more than one report, and those made by just one entity, and are ordered by the approximate number of reports making the recommendation. This is intended to indicate clusters of consensus, but in no way implies that recommendations made in just one report are less significant. In some cases, single reports provide an otherwise missing lens (tribal perspectives, or health-oriented early childhood policy) that should be carefully considered.

Recommendations made in multiple reports:

- Improve coordination between FIT and other services, including home visiting, IDEA Part B, and the public schools in general, with attention to referrals and transitions between services.
- Increase general fund appropriations for FIT.

Recommendations made in one reviewed report:

- Identify how best to serve children with only environmental risk for delay, and consider serving them in home visiting rather than FIT. (LFC)
- Develop or adopt a validated tool to screen for environmental risk. (LFC)
- Adopt improved outcome measures, specifically around children who are at risk for delays but not currently delayed. (LFC)
- Consider increased accountability for programs that under-perform on service success metrics. (LFC)
- Proactively recruit, including incentives, to meet workforce demand for practitioners in specialized professional disciplines and with training in culturally responsive practices. (ECCS)
- Publicize Baby Net at UNM CDD for parents to call about developmental concerns. (ECCS)

Reports Relevant to this Section:

- Program Evaluation: The Department of Health's Role in the Early Childhood System (LFC)
- LFC Early Childhood Accountability Report, 2017
- Legislative Health & Human Services Committee, FIT Program report
- J. Paul Taylor Early Childhood Task Force Recommendations

- Improving Developmental Care for Young Children and their Families in New Mexico: Where Are We Now? What Should We Do Next? (ECCS/Act Early State Team – DOH Family Health Bureau)

Workforce

Areas of Agreement

There is broad consensus that workforce development provides an essential foundation upon which all other service expansion and policy goals are built. Specifically, reports converge around the idea that the credentials, compensation and working conditions of the early childhood education workforce must be raised, and that **increased funding and support for scholarships and wage supplements** are one key strategy to achieve that goal.

Targets for Expansion

Most reports reviewed in this area are focused on policy recommendations rather than setting numeric goals. However, some reports have quantified targets for workforce growth and development. Specifically, one report from 2016 estimated that to support a broad expansion of early childhood services, including increased slots and child care migration into higher quality tiers, the workforce would need to increase by:

- 224 child care-based educators
- 590 community-based PreK teachers
- 590 community-based PreK EAs
- 590 public school PreK teachers
- 590 public school PreK EAs
- 379 administrators and support staff
- 489 home visitors
- 42 higher education faculty
- 590 trainers and consultants

That report recommended a five-year phase-in, as well as a set of policy recommendations for supporting these growth targets, which will be included in the policy section.

Policy Recommendations

Policy recommendations from the reports reviewed for this synthesis have been grouped into those that were made by more than one report, and those made by just one entity, and are ordered by the approximate number of reports making the recommendation. This is intended to indicate clusters of consensus, but in no way implies that recommendations made in just one report are less significant. In some cases, single reports provide an otherwise missing lens (tribal perspectives, or health-oriented early childhood policy) that should be carefully considered.

Recommendations made in multiple reports:

- Expand scholarships and wage supplements for early childhood educators. Two reports called for doubling the dollar amount of current scholarship offerings, and one called for tripling the number of scholarship recipients over a five-year period. Yet another report notes that all teachers should be encouraged to advance their educations, with an emphasis on raising the “floor” through new certificates and associate degrees for those without them.
- Ensure pay parity across like settings, with one policy goal being to retain educators in community-based settings once they have attained new degrees and skills. One suggested strategy for this, which appears across reports, is adopting program funding mechanisms that require educator pay levels tied to credentials or other markers of quality.
- Address barriers to early childhood educators accessing higher education, including through programs like CNM Connect or by providing flexible schedules and offering courses and trainings near rural and tribal areas.
- Consider refundable tax credits for early childhood educators, including models that increase as educational attainment increases.
- Provide front-end incentives to enter the early childhood workforce, such as tuition assistance or loan forgiveness; recruit talented college students into the profession.
- Create an integrated professional development system that aligns state training and professional development with each other, across care settings, and with higher education.
- Invest in job-embedded ongoing technical assistance, mentorship, and professional development, including consultation and opportunities for more advanced training.
- Refine and expand early childhood mental health consultation and training services, specifically around supporting educators in responding to challenging behavior and prevention of expulsion.
- Require all PreK lead teachers to hold a bachelor’s degree, regardless of setting (phase in).

Recommendations made in one reviewed report:

- Adopt statewide goals and priorities for the early childhood workforce and align annual spending to these goals. (Bellwether)
- Create a comprehensive workforce registry of early childhood educators. (CYFD/CCPI)
- Conduct a comprehensive early childhood workforce study. (NMAEYC)
- Fund and leverage in-state experts and institutions, as well as traditional educators, to provide training and curriculum, particularly around cultural competence and preservation. (NABPI)
- Increase quality of ECE education through more instructors with terminal degrees in early childhood, and extended apprenticeships with master teachers. (K. O’Donnell)
- Establish a workforce pipeline with a strong bilingual component. (K. O’Donnell)
- Start exposure to ECE as a viable career in high school (as in Leadership charters). (K. O’Donnell)
- Fund and cultivate a sufficient workforce of early childhood mental health consultants to support those working directly with children. (CCPI)
- Support and coordinate training for community health workers in assisting families with young children, with a specialty track related to prenatal care, maternal health, and child maltreatment prevention; explore Medicaid reimbursement. (J. Paul Taylor)
- Target retention funds for the birthing workforce to geographic areas of highest need. (LFC)

Reports Relevant to this Section:

- A Business Plan for Early Childhood in New Mexico (Bellwether)
- Capturing Native American Views Toward The Business Plan for Early Childhood Development
- Toward a Consensus Vision for Early Childhood Development in New Mexico (NMAEYC)
- A Path Forward for New Mexico’s Children: The Case for Funding PreK through the School Funding Formula (NM Now)
- Access to Quality Early Childhood Care and Education in Doña Ana County (Ngage)
- Workforce Development in Early Childhood Education (Dr. Kelly O’Donnell for Thornburg)
- Program Evaluation: The Department of Health’s Role in the Early Childhood System (LFC)
- Early Childhood Comprehensive Needs and Cost Analysis (NMECDP)
- 2016 New Mexico Child Care Data Report (CYFD/CCPI)
- Child Care Aware 2018 State Child Care Facts: New Mexico
- J. Paul Taylor Early Childhood Task Force Recommendations
- Challenging Behavior and Disenrollment in Early Childhood Settings (CCPI)
- Sustainability Report: A Vision Forward for Early Learning New Mexico (Race to the Top)
- Early Childhood Workforce Stability: A Study of the INCENTIVE\$ Initiative (CCPI)

System-Level Themes and Recommendations

Areas of Agreement

Most of the reports reviewed for this synthesis recommended increased investment in the overall early childhood system, to include funding for **increased direct services and investments in systemic capacity**. There is also consensus that any expansion strategy must involve intentional, comprehensive **workforce development** policies (detailed fully in the workforce section). In addition, many reports recommended reorganization or consolidation of early childhood governance toward **improved coordination**. While the Legislature’s decision to create an Early Childhood Education and Care Department has addressed the spirit of many of these governance recommendations, they are still included and may yet guide the structure, culture, and mission of that department.

Targets for Expansion

Two reports reviewed in this process put forth a comprehensive, system-wide spending and expansion agenda for early childhood (the Business Plan for Early Childhood in New Mexico from 2018, and the Early Childhood Comprehensive Needs and Cost Analysis put forth by NMECDP, most recently in 2016). These reports begin from a fairly similar set of assumptions about maintaining New Mexico’s current constellation of programs, and expanding to reach slot and quality targets over a five-year phase-in. A third comprehensive spending plan, put forward by the Legislative Finance Committee staff in 2015, avoids recommending a comprehensive spending total and instead creates an itemized menu of possible targets and spending priorities for legislators. These targets and analyses are included in their individual program sections.

The Business Plan for Early Childhood in New Mexico proposes **spending increases of about \$16 million per year for five years (FY20 to FY24)**, over FY19 funding levels. Over five years, the total funding increase over current levels is \$84.6 million by 2024. This plan includes funding for expansion of home visiting and PreK service levels, for enhancing infrastructure (e.g., system coordination), and for workforce development initiatives.

The Early Childhood Comprehensive Needs and Cost Analysis projects the need for **an additional \$235.8 million per year, above current expenditure levels**. This estimate includes service expansion for home visiting and PreK slots, as well as costs for moving more child care assistance slots to the highest (and costliest) levels of quality. It also includes costs for workforce scholarships and wage supplements. In addition to the recurring funds, the model also projects a need for about \$75.3 million in non-recurring physical infrastructure costs.

The specific expansion targets and policy recommendations from these two reports are reflected in the various topic area sections of this report.

Policy Recommendations

Policy recommendations from the reports reviewed for this synthesis have been grouped into those that were made by more than one report, and those made by just one entity, and are ordered by the approximate number of reports making the recommendation. This is intended to indicate clusters of consensus, but in no way implies that recommendations made in just one report are less significant. In some cases, single reports provide an otherwise missing lens (tribal perspectives, or health-oriented early childhood policy) that should be carefully considered.

Recommendations made in multiple reports:

- Streamline enrollment and referral for families, with one point of entry into a range of services and improved coordination and referral among them. This is sometimes framed as a recommendation for universal light-touch home visiting that serves as a referral vector into more intensive services.
- Establish and fund local coordinating councils or tap into existing local organizations to lead efforts on coordination and service expansion. This includes continuing the Investment Zone community capacity efforts.
- Expand early childhood services. This recommendation was made across reports, though it differed in magnitude, timeline, and level of detail. Some reports called for incremental expansion of programs, prioritizing the maintenance of quality and expansion to areas of highest need.
- Establish senior, executive-level leadership to oversee coordination of state, federal, and tribal early childhood programs. This recommendation encompasses various more specific recommendations about what kind of new department or czar should be created and what programs it should include.
- Support a highly effective early childhood workforce (see Workforce section for specifics).
- Develop an integrated data system that supports ongoing state and local coordination and identification of needs.

- Collect data in domains where it is currently not reported, such as a cross-sector data repository for developmental screenings, or comprehensive data on children suspended, expelled, or otherwise disenrolled from early childhood settings on the basis of challenging behavior.
- Conduct an early childhood marketing campaign aimed at the general public and families of young children. Produce family education materials that can be customized locally.
- Build tribal trust in the state system to increase the willingness of families to enroll in programs, through formal representation of Native American interests in the new ECECD and the Children’s Cabinet, and consulting tribal leaders in the planning phase of the new department.
- Expand screening to help identify young children at risk, encompassing routine screening for ACEs and expanding screening in early childhood settings for developmental delays and risks.
- Promote increased access to preventive early childhood mental health consultation and trainings across early childhood settings, to support early childhood educators in responding appropriately to challenging behavior and prevent expulsion or other exclusion.

Recommendations made in one reviewed report:

- Conduct analysis of current funding streams to ensure transparency and equity for Native American children, avoid duplication of service, and avoid interfering with existing early childhood programs valued by tribal communities. (NABPI)
- Consult with tribes before changing regulations or standards. (NABPI)
- Respect tribal sovereignty in programming and data collection, using the NM State-Tribal Collaboration Act as a framework. (NABPI)
- Ensure all programs provide care that is trauma-informed, including historical trauma. (NABPI)
- Ensure that tribal language and culture is included in early childhood programming, with tribes providing the curriculum. (NABPI)
- Support and promote resources and assistance for kinship foster families and grandparents raising grandchildren. (Voices)
- Improve coordination across early childhood health-related programs, including regular meetings of the children’s cabinet that include Department of Health programs. (LFC)
- Increase access to early childhood mental health services, both through increased investment and by amending Medicaid state policy to loosen diagnostic requirements. (J. Paul Taylor)

Reports Relevant to this Section:

- A Business Plan for Early Childhood in New Mexico (Bellwether)
- Capturing Native American Views Toward The Business Plan for Early Childhood Development
- Toward a Consensus Vision for Early Childhood Development in New Mexico (NMAEYC)
- A Path Forward for New Mexico’s Children: The Case for Funding PreK through the School Funding Formula (NM Now)
- Access to Quality Early Childhood Care and Education in Doña Ana County (Ngage)
- Moving the Needle on Child Well-Being (New Mexico Voices for Children)
- Program Evaluation: The Department of Health’s Role in the Early Childhood System (LFC)
- Early Childhood Comprehensive Needs and Cost Analysis (NMECDP)
- J. Paul Taylor Early Childhood Task Force Recommendations

- Challenging Behavior and Disenrollment in Early Childhood Settings (CCPI)
- Sustainability Report: A Vision Forward for Early Learning New Mexico (Race to the Top)
- Improving Developmental Care for Young Children and their Families in New Mexico: Where Are We Now? What Should We Do Next? (ECCS/Act Early State Team – DOH Family Health Bureau)

APPENDIX H

COUNTY DATA SHEETS

COUNTY DATA SHEETS - SOURCES

Demographics	
Total Population	ACS 2017 5-year est., B01001
Total Population Under 6	ACS 2017 5-year est., B09001
Total Birth 2018	NM DOH IBIS, 2018
% of Babies with Low Birth Weight	NM DOH IBIS, 2018
Teen Birth Rate per 1,000 girls 15-19 yrs old	NM DOH IBIS, 2014-2018
Median Household Income	ACS 2017 5-year est., B19013
% Households in Poverty	ACS 2017 5-year est., B17001
% Under 6 Below FPL	ACS 2017 5-year est., B17001
% Households with Children that Speak Language Other Than English	ACS 2017 5 year estimates, Table DP02

GRAPH

CHANGE IN BIRTH RATES: NM DOH IBIS, 2014-2018

POPULATION: ACS 2017 5-year est., B01001

EC SLOTS TRIBAL SLOTS

See table for sources

Home Visiting	
Funded slots (state & other)	CYFD (state-administered slots), provided 9/12/19; Statewide Home Visiting Collaborative (non-state-funded slots), provided 10/14/19

FIT	
# of Children Served	FIT, FY2018, provided 10/13/19
% of Population Under Age 3 Served by FIT	FIT, FY2018, provided 10/13/19

KEY

ACS: American Community Survey, U.S. Census Bureau
 CYFD: Children, Youth and Families Dep't
 DOH: Dep't of Health
 EC: Early Childhood
 FIT: Family, Infant, Toddler
 FPL: Federal Poverty Level
 FY: Fiscal Year
 HSD: Human Services Dep't
 IBIS: Indicator-Based Information System
 PED: Public Education Dep't

Early Head Start and Head Start	
	Slots
Early Head Start	CYFD, provided 9/12/19
Tribal Early Head Start	CYFD, provided 9/12/19
Head Start	CYFD, provided 9/12/19
Tribal Head Start	CYFD, provided 9/12/19

NM PreK		
	Half-Day Slots	Full-Day Slots
CYFD Early PreK (3-yr-old)	CYFD, provided 9/12/19	CYFD, provided 9/12/19
CYFD Mixed-age	CYFD, provided 9/12/19	CYFD, provided 9/12/19
CYFD PreK (4-yr-old)	CYFD, provided 9/12/19	CYFD, provided 9/12/19
PED PreK (4-yr-old)	PED, provided 9/12/19	PED, provided 9/12/19

4 Year Olds in Special Education (across FY20 program settings)	
# of Children Served	PED, supplied 10/15/19; includes 4-year-olds served in Head Start, CYFD PreK and Child Care, PED NM PreK and Special Education Preschool

Child Care			
# of children receiving child care subsidies	HSD, Monthly Statistical Report, June 2019		
Registered Child Care Capacity	CYFD, June 2019		
Licensed Child Care Capacity	CYFD, June 2019		
Providers BY STAR LEVEL	# of Providers	Total Licensed Capacity	Capacity Under Age 2
5 & 4 STAR	CYFD, June 2019	CYFD, June 2019	CYFD, June 2019
2, 2+, 3 STAR	CYFD, June 2019	CYFD, June 2019	CYFD, June 2019
Registered Home	CYFD, June 2019	CYFD, June 2019	CYFD, June 2019

BERNALILLO COUNTY

Demographics	
Total Population (2017)	674,855
Total Population Under 6 (2017)	48,725
Total Birth (2018)	7,075
% of Babies with Low Birth Weight (2018)	9.9%
Teen Birth Rate per 1,000 girls 15-19 yrs old (2014-2018)	18.8
Median Household Income (2017)	\$50,386
% Households in Poverty (2017)	13.4%
% Under 6 Below FPL (2017)	29.1%
% Households with Children that Speak Language Other Than English (2017)	29.9%

Home Visiting	
Funded slots (state & other) (2019)	1,189

FIT	
# of Children Served (FY2018)	3,777
% of Population Under Age 3 Served by FIT (FY2018)	12.5%

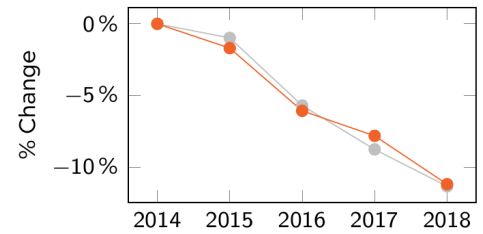
Early Head Start and Head Start	
	Slots
Early Head Start (2019)	440
Tribal Early Head Start (2019)	48
Head Start (2019)	886
Tribal Head Start (2019)	220

NM PreK		
	Half-Day Slots	Full-Day Slots
CYFD Early PreK (3-yr-old) (2019)	0	350
CYFD Mixed-age (2019)	0	29
CYFD PreK (4-yr-old) (2019)	16	1,576
PED PREK (4-yr-old) (2019)	40	1,090

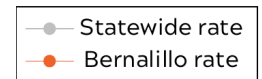
4 Year Olds in Special Education (across FY20 program settings)	
# of Children Served (2019)	261

Child Care			
# of children receiving child care subsidies (June 2019)	8,692		
Registered Child Care Capacity (June 2019)	1,758		
Licensed Child Care Capacity (June 2019)	25,402		
Providers BY STAR LEVEL (June 2019)	# of Providers	Total Licensed Capacity	Capacity Under Age 2
5 & 4 STAR	150	1,966	585
1, 2, 2+, 3 STAR	210	9,400	1,046
Registered Home (June 2019)	293	1,758	586

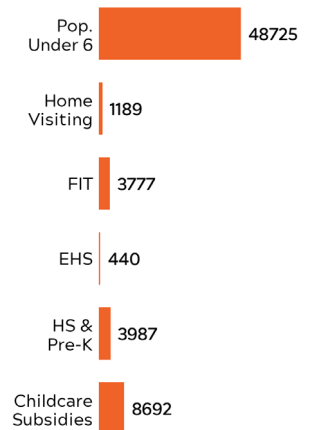
How much have birth rates changed since 2014?



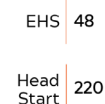
Population:
674,855



EC Slots



Tribal Slots



CATRON COUNTY

Demographics	
Total Population (2017)	3,547
Total Population Under 6 (2017)	167
Total Birth (2018)	14
% of Babies with Low Birth Weight (2018)	N/A
Teen Birth Rate per 1,000 girls 15-19 yrs old (2014-2018)	0.0
Median Household Income (2017)	\$42,047
% Households in Poverty (2017)	9.1%
% Under 6 Below FPL (2017)	56.9%
% Households with Children that Speak Language Other Than English (2017)	21.9%

Home Visiting	
Funded slots (state & other) (2019)	0

FIT	
# of Children Served (FY2018)	11
% of Population Under Age 3 Served by FIT (FY2018)	10.9%

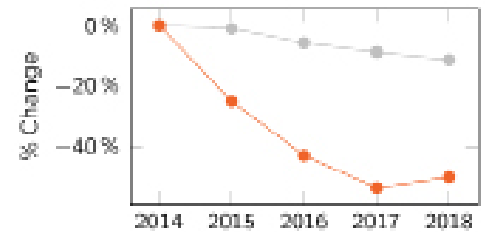
Early Head Start and Head Start	
	Slots
Early Head Start (2019)	0
Tribal Early Head Start (2019)	0
Head Start (2019)	0
Tribal Head Start (2019)	0

NM PreK		
	Half-Day Slots	Full-Day Slots
CYFD Early PreK (3-yr-old) (2019)	0	0
CYFD Mixed-age (2019)	0	0
CYFD PreK (4-yr-old) (2019)	0	0
PED PREK (4-yr-old) (2019)	0	10

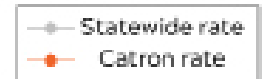
4 Year Olds in Special Education (across FY20 program settings)	
# of Children Served (2019)	8

Child Care			
# of children receiving child care subsidies (June 2019)	0		
Registered Child Care Capacity (June 2019)	0		
Licensed Child Care Capacity (June 2019)	0		
Providers BY STAR LEVEL (June 2019)	# of Providers	Total Licensed Capacity	Capacity Under Age 2
5 & 4 STAR	0	0	0
1, 2, 2+, 3 STAR	0	0	0
Registered Home (June 2019)	0	0	0

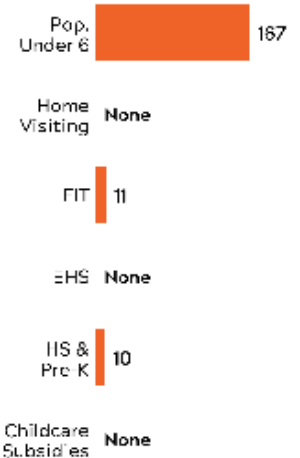
How much have birth rates changed since 2014?



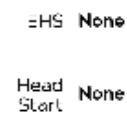
Population:
3,547



EC Slots



Tribal Slots



CHAVES COUNTY

Demographics	
Total Population (2017)	65,454
Total Population Under 6 (2017)	5,687
Total Birth (2018)	800
% of Babies with Low Birth Weight (2018)	6.8%
Teen Birth Rate per 1,000 girls 15-19 yrs old (2014-2018)	40.0
Median Household Income (2017)	\$42,177
% Households in Poverty (2017)	16.7%
% Under 6 Below FPL (2017)	36.7%
% Households with Children that Speak Language Other Than English (2017)	36.1%

Home Visiting	
Funded slots (state & other) (2019)	373

FIT	
# of Children Served (FY2018)	787
% of Population Under Age 3 Served by FIT (FY2018)	24.6%

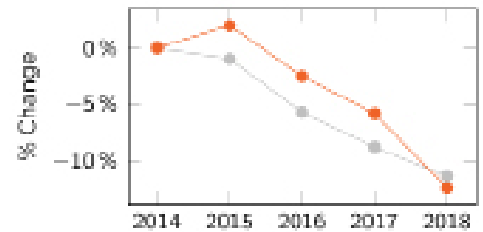
Early Head Start and Head Start	
	Slots
Early Head Start (2019)	0
Tribal Early Head Start (2019)	0
Head Start (2019)	373
Tribal Head Start (2019)	0

NM PreK		
	Half-Day Slots	Full-Day Slots
CYFD Early PreK (3-yr-old) (2019)	0	24
CYFD Mixed-age (2019)	0	12
CYFD PreK (4-yr-old) (2019)	0	50
PED PREK (4-yr-old) (2019)	0	450

4 Year Olds in Special Education (across FY20 program settings)	
# of Children Served (2019)	140

Child Care			
# of children receiving child care subsidies (June 2019)	875		
Registered Child Care Capacity (June 2019)	132		
Licensed Child Care Capacity (June 2019)	2,662		
Providers BY STAR LEVEL (June 2019)	# of Providers	Total Licensed Capacity	Capacity Under Age 2
5 & 4 STAR	5	5	5
1, 2, 2+, 3 STAR	37	1,829	198
Registered Home (June 2019)	22	132	44

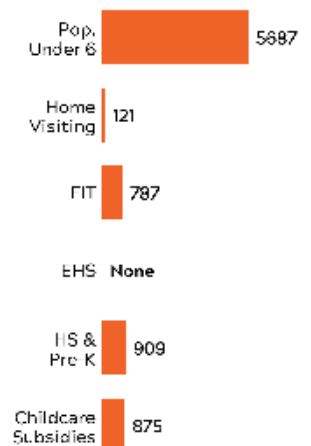
How much have birth rates changed since 2014?



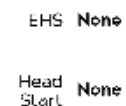
Population:
65,454



EC Slots



Tribal Slots



CIBOLA COUNTY

Demographics	
Total Population (2017)	27,049
Total Population Under 6 (2017)	2,256
Total Birth (2018)	303
% of Babies with Low Birth Weight (2018)	9.6%
Teen Birth Rate per 1,000 girls 15-19 yrs old (2014-2018)	29.0
Median Household Income (2017)	\$36,089
% Households in Poverty (2017)	24.3%
% Under 6 Below FPL (2017)	40.0%
% Households with Children that Speak Language Other Than English (2017)	42.2%

Home Visiting	
Funded slots (state & other) (2019)	126

FIT	
# of Children Served (FY2018)	209
% of Population Under Age 3 Served by FIT (FY2018)	16.0%

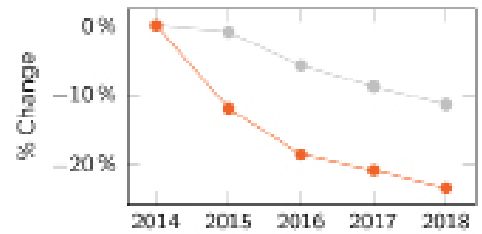
Early Head Start and Head Start	
	Slots
Early Head Start (2019)	0
Tribal Early Head Start (2019)	67
Head Start (2019)	194
Tribal Head Start (2019)	157

NM PreK		
	Half-Day Slots	Full-Day Slots
CYFD Early PreK (3-yr-old) (2019)	0	0
CYFD Mixed-age (2019)	0	10
CYFD PreK (4-yr-old) (2019)	0	0
PED PREK (4-yr-old) (2019)	0	95

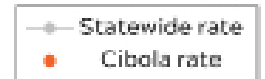
4 Year Olds in Special Education (across FY20 program settings)	
# of Children Served (2019)	53

Child Care			
# of children receiving child care subsidies (June 2019)		292	
Registered Child Care Capacity (June 2019)		204	
Licensed Child Care Capacity (June 2019)		557	
Providers BY STAR LEVEL (June 2019)	# of Providers	Total Licensed Capacity	Capacity Under Age 2
5 & 4 STAR	1	95	24
1, 2, 2+, 3 STAR	14	370	66
Registered Home (June 2019)	34	204	68

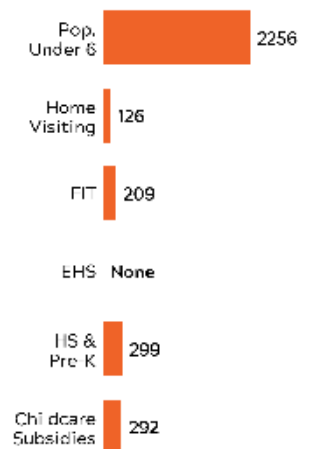
How much have birth rates changed since 2014?



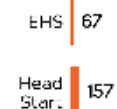
Population:
27,049



EC Slots



Tribal Slots



COLFAX COUNTY

Demographics	
Total Population (2017)	12,522
Total Population Under 6 (2017)	693
Total Birth (2018)	113
% of Babies with Low Birth Weight (2018)	18.6%
Teen Birth Rate per 1,000 girls 15-19 yrs old (2014-2018)	19.0
Median Household Income (2017)	\$33,042
% Households in Poverty (2017)	18.5%
% Under 6 Below FPL (2017)	50.2%
% Households with Children that Speak Language Other Than English (2017)	22.4%

Home Visiting	
Funded slots (state & other) (2019)	33

FIT	
# of Children Served (FY2018)	143
% of Population Under Age 3 Served by FIT (FY2018)	34.0%

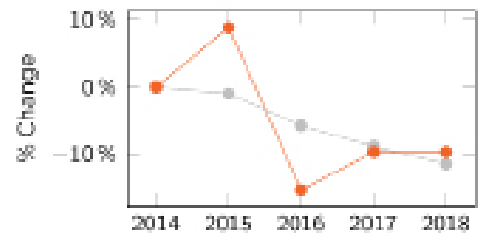
Early Head Start and Head Start	
	Slots
Early Head Start (2019)	8
Tribal Early Head Start (2019)	0
Head Start (2019)	80
Tribal Head Start (2019)	0

NM PreK		
	Half-Day Slots	Full-Day Slots
CYFD Early PreK (3-yr-old) (2019)	0	0
CYFD Mixed-age (2019)	0	0
CYFD PreK (4-yr-old) (2019)	0	0
PED PREK (4-yr-old) (2019)	0	30

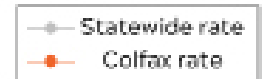
4 Year Olds in Special Education (across FY20 program settings)	
# of Children Served (2019)	15

Child Care			
# of children receiving child care subsidies (June 2019)	44		
Registered Child Care Capacity (June 2019)	24		
Licensed Child Care Capacity (June 2019)	80		
Providers BY STAR LEVEL (June 2019)	# of Providers	Total Licensed Capacity	Capacity Under Age 2
5 & 4 STAR	1	12	4
1, 2, 2+, 3 STAR	2	28	8
Registered Home (June 2019)	4	24	8

How much have birth rates changed since 2014?



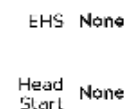
Population:
12,522



EC Slots



Tribal Slots



CURRY COUNTY

Demographics	
Total Population (2017)	50,283
Total Population Under 6 (2017)	5,085
Total Birth (2018)	852
% of Babies with Low Birth Weight (2018)	9.4%
Teen Birth Rate per 1,000 girls 15-19 yrs old (2014-2018)	49.3
Median Household Income (2017)	\$41,941
% Households in Poverty (2017)	19.5%
% Under 6 Below FPL (2017)	40.9%
% Households with Children that Speak Language Other Than English (2017)	27.7%

Home Visiting	
Funded slots (state & other) (2019)	109

FIT	
# of Children Served (FY2018)	863
% of Population Under Age 3 Served by FIT (FY2018)	34.0%

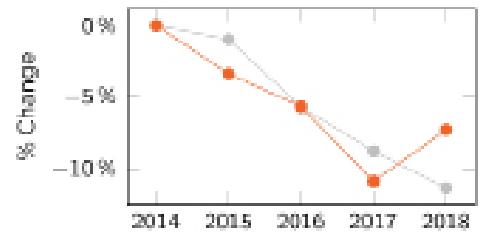
Early Head Start and Head Start	
	Slots
Early Head Start (2019)	32
Tribal Early Head Start (2019)	0
Head Start (2019)	140
Tribal Head Start (2019)	0

NM PreK		
	Half-Day Slots	Full-Day Slots
CYFD Early PreK (3-yr-old) (2019)	29	0
CYFD Mixed-age (2019)	0	0
CYFD PreK (4-yr-old) (2019)	34	0
PED PREK (4-yr-old) (2019)	327	10

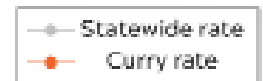
4 Year Olds in Special Education (across FY20 program settings)	
# of Children Served (2019)	80

Child Care			
# of children receiving child care subsidies (June 2019)	590		
Registered Child Care Capacity (June 2019)	138		
Licensed Child Care Capacity (June 2019)	2,195		
Providers BY STAR LEVEL (June 2019)	# of Providers	Total Licensed Capacity	Capacity Under Age 2
5 & 4 STAR	9	31	15
1, 2, 2+, 3 STAR	22	1,072	196
Registered Home (June 2019)	23	138	46

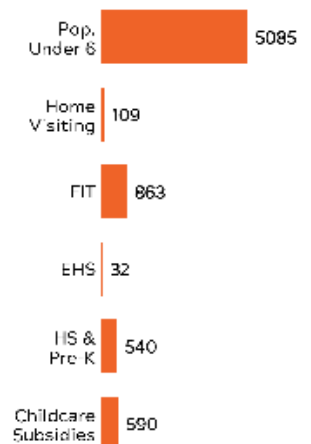
How much have birth rates changed since 2014?



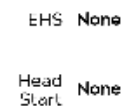
Population:
50,283



EC Slots



Tribal Slots



DE BACA COUNTY

Demographics	
Total Population (2017)	2,016
Total Population Under 6 (2017)	87
Total Birth (2018)	14
% of Babies with Low Birth Weight (2018)	0.0%
Teen Birth Rate per 1,000 girls 15-19 yrs old (2014-2018)	N/A
Median Household Income (2017)	\$31,439
% Households in Poverty (2017)	8.8%
% Under 6 Below FPL (2017)	0.0%
% Households with Children that Speak Language Other Than English (2017)	27.0%

Home Visiting	
Funded slots (state & other) (2019)	8

FIT	
# of Children Served (FY2018)	18
% of Population Under Age 3 Served by FIT (FY2018)	30.0%

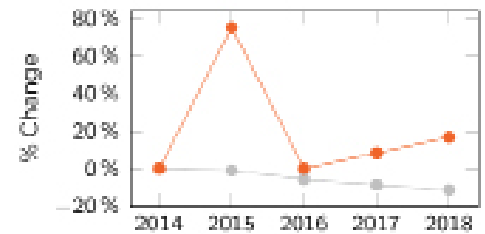
Early Head Start and Head Start	
	Slots
Early Head Start (2019)	0
Tribal Early Head Start (2019)	0
Head Start (2019)	17
Tribal Head Start (2019)	0

NM PreK		
	Half-Day Slots	Full-Day Slots
CYFD Early PreK (3-yr-old) (2019)	0	0
CYFD Mixed-age (2019)	0	0
CYFD PreK (4-yr-old) (2019)	0	0
PED PREK (4-yr-old) (2019)	15	0

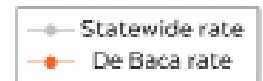
4 Year Olds in Special Education (across FY20 program settings)	
# of Children Served (2019)	0

Child Care			
# of children receiving child care subsidies (June 2019)	1		
Registered Child Care Capacity (June 2019)	6		
Licensed Child Care Capacity (June 2019)	40		
Providers BY STAR LEVEL (June 2019)	# of Providers	Total Licensed Capacity	Capacity Under Age 2
5 & 4 STAR	0	0	0
1, 2, 2+, 3 STAR	1	20	0
Registered Home (June 2019)	1	6	2

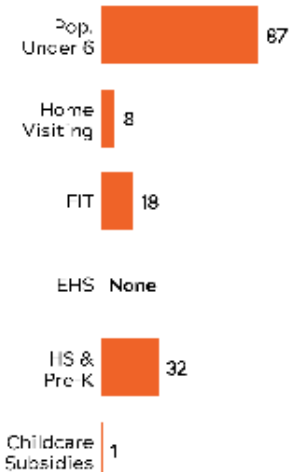
How much have birth rates changed since 2014?



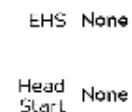
Population:
2,016



EC Slots



Tribal Slots



DOÑA ANA COUNTY

Demographics	
Total Population (2017)	213,849
Total Population Under 6 (2017)	17,716
Total Birth (2018)	2,587
% of Babies with Low Birth Weight (2018)	7.5%
Teen Birth Rate per 1,000 girls 15-19 yrs old (2014-2018)	27.4
Median Household Income (2017)	\$39,114
% Households in Poverty (2017)	22.0%
% Under 6 Below FPL (2017)	42.1%
% Households with Children that Speak Language Other Than English (2017)	51.7%

Home Visiting	
Funded slots (state & other) (2019)	787

FIT	
# of Children Served (FY2018)	3,437
% of Population Under Age 3 Served by FIT (FY2018)	32.5%

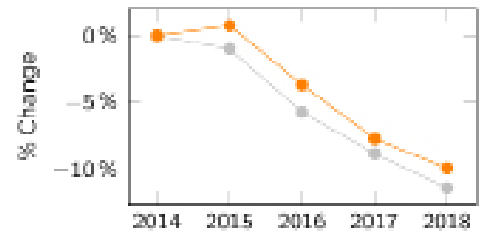
Early Head Start and Head Start	
	Slots
Early Head Start (2019)	183
Tribal Early Head Start (2019)	0
Head Start (2019)	706
Tribal Head Start (2019)	0

NM PreK		
	Half-Day Slots	Full-Day Slots
CYFD Early PreK (3-yr-old) (2019)	8	472
CYFD Mixed-age (2019)	0	32
CYFD PreK (4-yr-old) (2019)	44	795
PED PREK (4-yr-old) (2019)	0	715

4 Year Olds in Special Education (across FY20 program settings)	
# of Children Served (2019)	425

Child Care			
# of children receiving child care subsidies (June 2019)		4,751	
Registered Child Care Capacity (June 2019)		4,151	
Licensed Child Care Capacity (June 2019)		7,882	
Providers BY STAR LEVEL (June 2019)	# of Providers	Total Licensed Capacity	Capacity Under Age 2
5 & 4 STAR	51	804	166
1, 2, 2+, 3 STAR	93	1,090	221
Registered Home (June 2019)	692	4,151	1,384

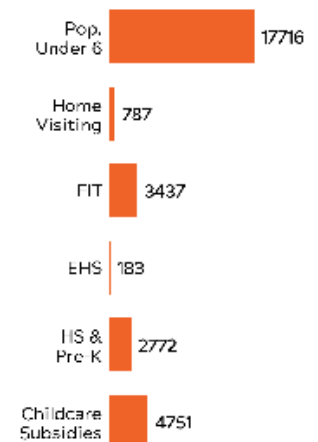
How much have birth rates changed since 2014?



Population:
213,849



EC Slots



Tribal Slots

EHS None
Head Start None

EDDY COUNTY

Demographics	
Total Population (2017)	56,793
Total Population Under 6 (2017)	4,856
Total Birth (2018)	805
% of Babies with Low Birth Weight (2018)	9.1%
Teen Birth Rate per 1,000 girls 15-19 yrs old (2014-2018)	34.3
Median Household Income (2017)	\$60,703
% Households in Poverty (2017)	10.9%
% Under 6 Below FPL (2017)	24.5%
% Households with Children that Speak Language Other Than English (2017)	23.1%

Home Visiting	
Funded slots (state & other) (2019)	36

FIT	
# of Children Served (FY2018)	526
% of Population Under Age 3 Served by FIT (FY2018)	20.6%

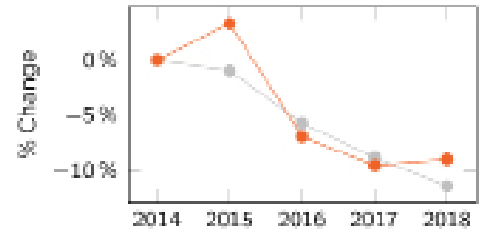
Early Head Start and Head Start	
	Slots
Early Head Start (2019)	0
Tribal Early Head Start (2019)	0
Head Start (2019)	505
Tribal Head Start (2019)	0

NM PreK		
	Half-Day Slots	Full-Day Slots
CYFD Early PreK (3-yr-old) (2019)	16	16
CYFD Mixed-age (2019)	0	0
CYFD PreK (4-yr-old) (2019)	0	0
PED PREK (4-yr-old) (2019)	350	0

4 Year Olds in Special Education (across FY20 program settings)	
# of Children Served (2019)	108

Child Care			
# of children receiving child care subsidies (June 2019)	240		
Registered Child Care Capacity (June 2019)	210		
Licensed Child Care Capacity (June 2019)	293		
Providers BY STAR LEVEL (June 2019)	# of Providers	Total Licensed Capacity	Capacity Under Age 2
5 & 4 STAR	1	137	23
1, 2, 2+, 3 STAR	15	1,134	154
Registered Home (June 2019)	35	210	70

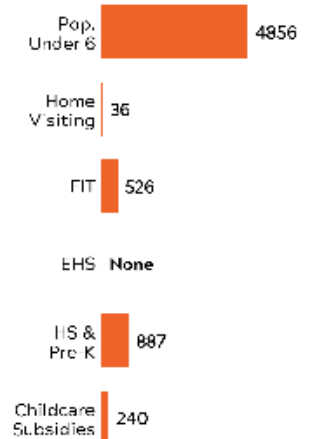
How much have birth rates changed since 2014?



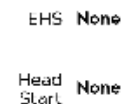
Population:
56,793



EC Slots



Tribal Slots



GRANT COUNTY

Demographics	
Total Population (2017)	28,382
Total Population Under 6 (2017)	1,999
Total Birth (2018)	234
% of Babies with Low Birth Weight (2018)	10.3%
Teen Birth Rate per 1,000 girls 15-19 yrs old (2014-2018)	23.4
Median Household Income (2017)	\$40,470
% Households in Poverty (2017)	16.0%
% Under 6 Below FPL (2017)	33.2%
% Households with Children that Speak Language Other Than English (2017)	30.2%

Home Visiting	
Funded slots (state & other) (2019)	134

FIT	
# of Children Served (FY2018)	227
% of Population Under Age 3 Served by FIT (FY2018)	18.9%

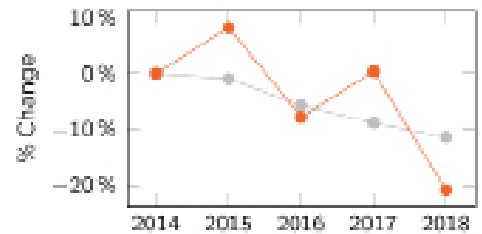
Early Head Start and Head Start	
	<i>Slots</i>
Early Head Start (2019)	8
Tribal Early Head Start (2019)	0
Head Start (2019)	169
Tribal Head Start (2019)	0

NM PreK		
	<i>Half-Day Slots</i>	<i>Full-Day Slots</i>
CYFD Early PreK (3-yr-old) (2019)	0	48
CYFD Mixed-age (2019)	0	16
CYFD PreK (4-yr-old) (2019)	0	60
PED PREK (4-yr-old) (2019)	0	142

4 Year Olds in Special Education (across FY20 program settings)	
# of Children Served (2019)	28

Child Care			
# of children receiving child care subsidies (June 2019)	136		
Registered Child Care Capacity (June 2019)	120		
Licensed Child Care Capacity (June 2019)	700		
Providers BY STAR LEVEL (June 2019)	<i># of Providers</i>	<i>Total Licensed Capacity</i>	<i>Capacity Under Age 2</i>
5 & 4 STAR	4	15	7
1, 2, 2+, 3 STAR	9	331	33
Registered Home (June 2019)	20	120	40

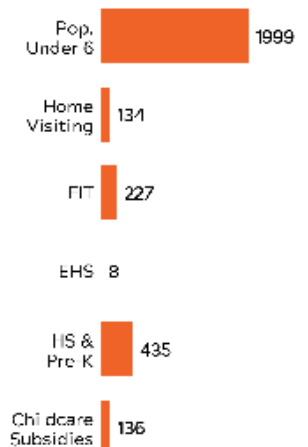
How much have birth rates changed since 2014?



Population:
28,382



EC Slots



Tribal Slots

EHS None
Head Start None

GUADALUPE COUNTY

Demographics	
Total Population (2017)	4,426
Total Population Under 6 (2017)	311
Total Birth (2018)	44
% of Babies with Low Birth Weight (2018)	11.4%
Teen Birth Rate per 1,000 girls 15-19 yrs old (2014-2018)	N/A
Median Household Income (2017)	\$26,060
% Households in Poverty (2017)	11.1%
% Under 6 Below FPL (2017)	28.3%
% Households with Children that Speak Language Other Than English (2017)	53.7%

Home Visiting	
Funded slots (state & other) (2019)	41

FIT	
# of Children Served (FY2018)	26
% of Population Under Age 3 Served by FIT (FY2018)	17.9%

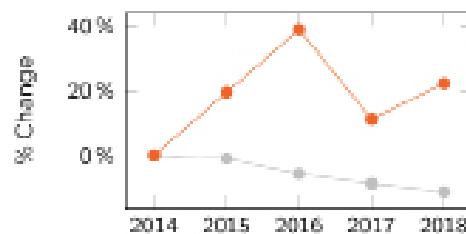
Early Head Start and Head Start	
	Slots
Early Head Start (2019)	0
Tribal Early Head Start (2019)	0
Head Start (2019)	17
Tribal Head Start (2019)	0

NM PreK		
	Half-Day Slots	Full-Day Slots
CYFD Early PreK (3-yr-old) (2019)	0	0
CYFD Mixed-age (2019)	0	0
CYFD PreK (4-yr-old) (2019)	0	0
PED PREK (4-yr-old) (2019)	10	18

4 Year Olds in Special Education (across FY20 program settings)	
# of Children Served (2019)	5

Child Care			
# of children receiving child care subsidies (June 2019)	11		
Registered Child Care Capacity (June 2019)	30		
Licensed Child Care Capacity (June 2019)	80		
Providers BY STAR LEVEL (June 2019)	# of Providers	Total Licensed Capacity	Capacity Under Age 2
5 & 4 STAR	0	0	0
1, 2, 2+, 3 STAR	2	80	0
Registered Home (June 2019)	5	30	10

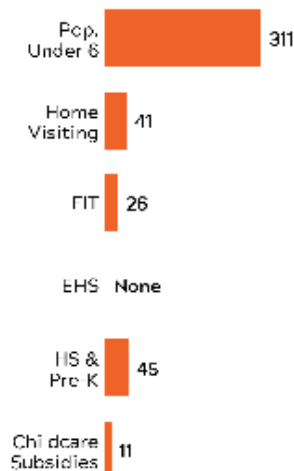
How much have birth rates changed since 2014?



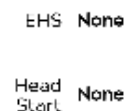
Population:
4,426



EC Slots



Tribal Slots



HARDING COUNTY

Demographics	
Total Population (2017)	546
Total Population Under 6 (2017)	34
Total Birth (2018)	4
% of Babies with Low Birth Weight (2018)	0.0%
Teen Birth Rate per 1,000 girls 15-19 yrs old (2014-2018)	0.0
Median Household Income (2017)	\$35,096
% Households in Poverty (2017)	8.7%
% Under 6 Below FPL (2017)	5.9%
% Households with Children that Speak Language Other Than English (2017)	31.4%

Home Visiting	
Funded slots (state & other) (2019)	4

FIT	
# of Children Served (FY2018)	3
% of Population Under Age 3 Served by FIT (FY2018)	17.6%

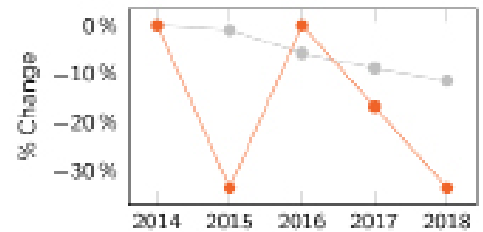
Early Head Start and Head Start	
	Slots
Early Head Start (2019)	0
Tribal Early Head Start (2019)	0
Head Start (2019)	0
Tribal Head Start (2019)	0

NM PreK		
	Half-Day Slots	Full-Day Slots
CYFD Early PreK (3-yr-old) (2019)	0	0
CYFD Mixed-age (2019)	0	0
CYFD PreK (4-yr-old) (2019)	0	0
PED PREK (4-yr-old) (2019)	12	0

4 Year Olds in Special Education (across FY20 program settings)	
# of Children Served (2019)	2

Child Care			
# of children receiving child care subsidies (June 2019)	0		
Registered Child Care Capacity (June 2019)	0		
Licensed Child Care Capacity (June 2019)	0		
Providers BY STAR LEVEL (June 2019)	# of Providers	Total Licensed Capacity	Capacity Under Age 2
5 & 4 STAR	0	0	0
1, 2, 2+, 3 STAR	0	0	0
Registered Home (June 2019)	0	0	0

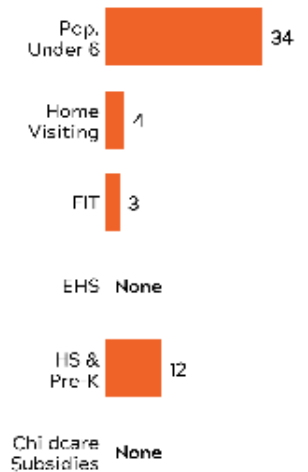
How much have birth rates changed since 2014?



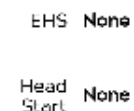
Population:
546



EC Slots



Tribal Slots



HIDALGO COUNTY

Demographics	
Total Population (2017)	4,446
Total Population Under 6 (2017)	313
Total Birth (2018)	51
% of Babies with Low Birth Weight (2018)	11.8%
Teen Birth Rate per 1,000 girls 15-19 yrs old (2014-2018)	N/A
Median Household Income (2017)	\$31,829
% Households in Poverty (2017)	20.9%
% Under 6 Below FPL (2017)	40.3%
% Households with Children that Speak Language Other Than English (2017)	40.4%

Home Visiting	
Funded slots (state & other) (2019)	60

FIT	
# of Children Served (FY2018)	64
% of Population Under Age 3 Served by FIT (FY2018)	32.3%

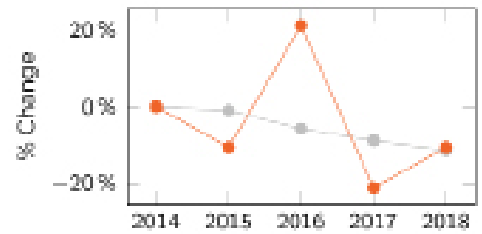
Early Head Start and Head Start	
	<i>Slots</i>
Early Head Start (2019)	16
Tribal Early Head Start (2019)	0
Head Start (2019)	35
Tribal Head Start (2019)	0

NM PreK		
	<i>Half-Day Slots</i>	<i>Full-Day Slots</i>
CYFD Early PreK (3-yr-old) (2019)	0	0
CYFD Mixed-age (2019)	0	0
CYFD PreK (4-yr-old) (2019)	0	0
PED PREK (4-yr-old) (2019)	0	40

4 Year Olds in Special Education (across FY20 program settings)	
# of Children Served (2019)	7

Child Care			
# of children receiving child care subsidies (June 2019)	27		
Registered Child Care Capacity (June 2019)	42		
Licensed Child Care Capacity (June 2019)	90		
Providers BY STAR LEVEL (June 2019)	<i># of Providers</i>	<i>Total Licensed Capacity</i>	<i>Capacity Under Age 2</i>
5 & 4 STAR	0	0	0
1, 2, 2+, 3 STAR	2	63	17
Registered Home (June 2019)	7	42	14

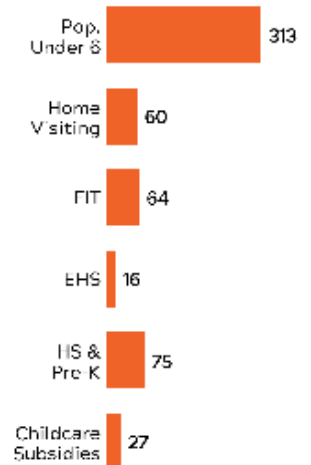
How much have birth rates changed since 2014?



Population:
4,446



EC Slots



Tribal Slots

EHS None
Head Start None

LEA COUNTY

Demographics	
Total Population (2017)	69,505
Total Population Under 6 (2017)	6,747
Total Birth (2018)	1,131
% of Babies with Low Birth Weight (2018)	8.6%
Teen Birth Rate per 1,000 girls 15-19 yrs old (2014-2018)	53.1
Median Household Income (2017)	\$59,285
% Households in Poverty (2017)	12.5%
% Under 6 Below FPL (2017)	24.0%
% Households with Children that Speak Language Other Than English (2017)	39.9%

Home Visiting	
Funded slots (state & other) (2019)	200

FIT	
# of Children Served (FY2018)	632
% of Population Under Age 3 Served by FIT (FY2018)	16.7%

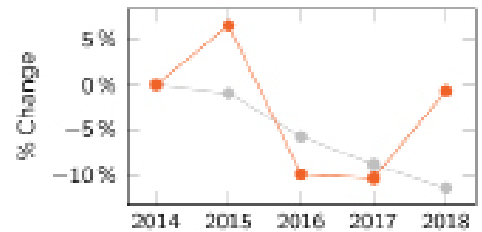
Early Head Start and Head Start	
	Slots
Early Head Start (2019)	55
Tribal Early Head Start (2019)	0
Head Start (2019)	257
Tribal Head Start (2019)	0

NM PreK		
	Half-Day Slots	Full-Day Slots
CYFD Early PreK (3-yr-old) (2019)	0	32
CYFD Mixed-age (2019)	0	0
CYFD PreK (4-yr-old) (2019)	0	40
PED PREK (4-yr-old) (2019)	217	10

4 Year Olds in Special Education (across FY20 program settings)	
# of Children Served (2019)	213

Child Care			
# of children receiving child care subsidies (June 2019)	798		
Registered Child Care Capacity (June 2019)	120		
Licensed Child Care Capacity (June 2019)	293		
Providers BY STAR LEVEL (June 2019)	# of Providers	Total Licensed Capacity	Capacity Under Age 2
5 & 4 STAR	4	238	81
1, 2, 2+, 3 STAR	24	945	208
Registered Home (June 2019)	20	120	40

How much have birth rates changed since 2014?



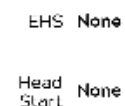
Population:
69,505



EC Slots



Tribal Slots



LINCOLN COUNTY

Demographics	
Total Population (2017)	19,497
Total Population Under 6 (2017)	988
Total Birth (2018)	175
% of Babies with Low Birth Weight (2018)	9.1%
Teen Birth Rate per 1,000 girls 15-19 yrs old (2014-2018)	30.8
Median Household Income (2017)	\$42,145
% Households in Poverty (2017)	10.4%
% Under 6 Below FPL (2017)	8.3%
% Households with Children that Speak Language Other Than English (2017)	22.2%

Home Visiting	
Funded slots (state & other) (2019)	32

FIT	
# of Children Served (FY2018)	94
% of Population Under Age 3 Served by FIT (FY2018)	13.1%

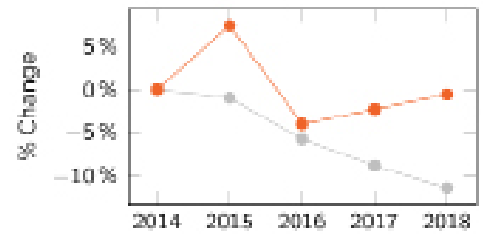
Early Head Start and Head Start	
	Slots
Early Head Start (2019)	24
Tribal Early Head Start (2019)	0
Head Start (2019)	115
Tribal Head Start (2019)	0

NM PreK		
	Half-Day Slots	Full-Day Slots
CYFD Early PreK (3-yr-old) (2019)	0	0
CYFD Mixed-age (2019)	0	0
CYFD PreK (4-yr-old) (2019)	0	84
PED PREK (4-yr-old) (2019)	0	60

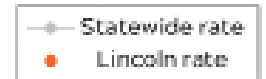
4 Year Olds in Special Education (across FY20 program settings)	
# of Children Served (2019)	15

Child Care			
# of children receiving child care subsidies (June 2019)	104		
Registered Child Care Capacity (June 2019)	0		
Licensed Child Care Capacity (June 2019)	439		
Providers BY STAR LEVEL (June 2019)	# of Providers	Total Licensed Capacity	Capacity Under Age 2
5 & 4 STAR	6	92	19
1, 2, 2+, 3 STAR	6	126	27
Registered Home (June 2019)	0	0	0

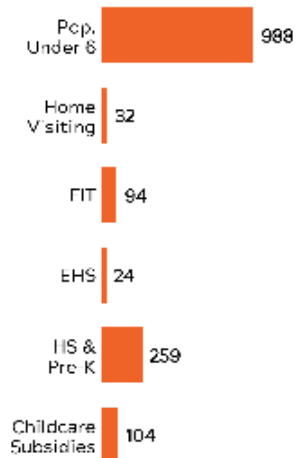
How much have birth rates changed since 2014?



Population:
19,497



EC Slots



Tribal Slots

EHS None
Head Start None

LOS ALAMOS COUNTY

Demographics	
Total Population (2017)	18,031
Total Population Under 6 (2017)	1,142
Total Birth (2018)	164
% of Babies with Low Birth Weight (2018)	6.1%
Teen Birth Rate per 1,000 girls 15-19 yrs old (2014-2018)	N/A
Median Household Income (2017)	\$110,190
% Households in Poverty (2017)	2.7%
% Under 6 Below FPL (2017)	7.1%
% Households with Children that Speak Language Other Than English (2017)	15.7%

Home Visiting	
Funded slots (state & other) (2019)	60

FIT	
# of Children Served (FY2018)	123
% of Population Under Age 3 Served by FIT (FY2018)	19.7%

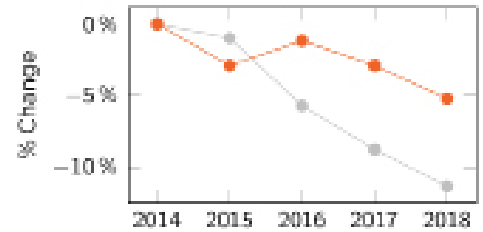
Early Head Start and Head Start	
	Slots
Early Head Start (2019)	0
Tribal Early Head Start (2019)	0
Head Start (2019)	0
Tribal Head Start (2019)	0

NM PreK		
	Half-Day Slots	Full-Day Slots
CYFD Early PreK (3-yr-old) (2019)	0	0
CYFD Mixed-age (2019)	0	0
CYFD PreK (4-yr-old) (2019)	0	0
PED PREK (4-yr-old) (2019)	40	0

4 Year Olds in Special Education (across FY20 program settings)	
# of Children Served (2019)	23

Child Care			
# of children receiving child care subsidies (June 2019)	40		
Registered Child Care Capacity (June 2019)	0		
Licensed Child Care Capacity (June 2019)	598		
Providers BY STAR LEVEL (June 2019)	# of Providers	Total Licensed Capacity	Capacity Under Age 2
5 & 4 STAR	1	88	0
1, 2, 2+, 3 STAR	9	406	123
Registered Home (June 2019)	0	0	0

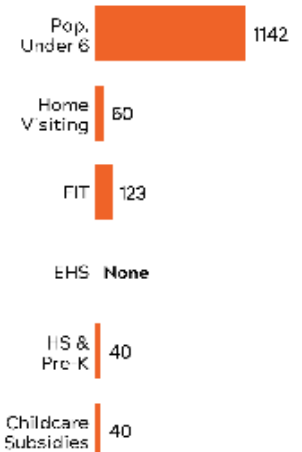
How much have birth rates changed since 2014?



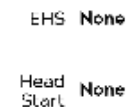
Population:
18,031



EC Slots



Tribal Slots



LUNA COUNTY

Demographics	
Total Population (2017)	24,319
Total Population Under 6 (2017)	2,183
Total Birth (2018)	339
% of Babies with Low Birth Weight (2018)	9.4%
Teen Birth Rate per 1,000 girls 15-19 yrs old (2014-2018)	66.0
Median Household Income (2017)	\$27,602
% Households in Poverty (2017)	28.8%
% Under 6 Below FPL (2017)	44.7%
% Households with Children that Speak Language Other Than English (2017)	51.4%

Home Visiting	
Funded slots (state & other) (2019)	318

FIT	
# of Children Served (FY2018)	275
% of Population Under Age 3 Served by FIT (FY2018)	19.4%

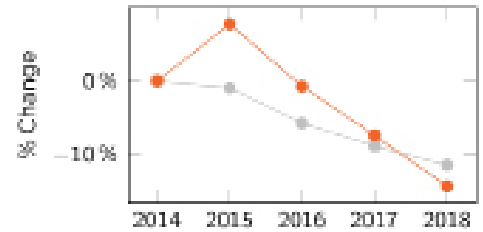
Early Head Start and Head Start	
	Slots
Early Head Start (2019)	46
Tribal Early Head Start (2019)	0
Head Start (2019)	118
Tribal Head Start (2019)	0

NM PreK		
	Half-Day Slots	Full-Day Slots
CYFD Early PreK (3-yr-old) (2019)	0	47
CYFD Mixed-age (2019)	0	0
CYFD PreK (4-yr-old) (2019)	0	55
PED PREK (4-yr-old) (2019)	0	205

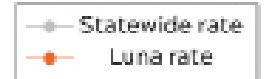
4 Year Olds in Special Education (across FY20 program settings)	
# of Children Served (2019)	47

Child Care			
# of children receiving child care subsidies (June 2019)	191		
Registered Child Care Capacity (June 2019)	258		
Licensed Child Care Capacity (June 2019)	442		
Providers BY STAR LEVEL (June 2019)	# of Providers	Total Licensed Capacity	Capacity Under Age 2
5 & 4 STAR	1	55	15
1, 2, 2+, 3 STAR	16	373	62
Registered Home (June 2019)	43	258	86

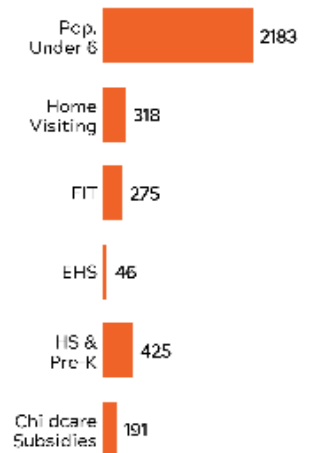
How much have birth rates changed since 2014?



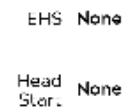
Population:
24,319



EC Slots



Tribal Slots



MCKINLEY COUNTY

Demographics	
Total Population (2017)	72,849
Total Population Under 6 (2017)	7,024
Total Birth (2018)	841
% of Babies with Low Birth Weight (2018)	7.0%
Teen Birth Rate per 1,000 girls 15-19 yrs old (2014-2018)	18.2
Median Household Income (2017)	\$30,336
% Households in Poverty (2017)	32.3%
% Under 6 Below FPL (2017)	44.2%
% Households with Children that Speak Language Other Than English (2017)	54.0%

Home Visiting	
Funded slots (state & other) (2019)	347

FIT	
# of Children Served (FY2018)	264
% of Population Under Age 3 Served by FIT (FY2018)	6.90%

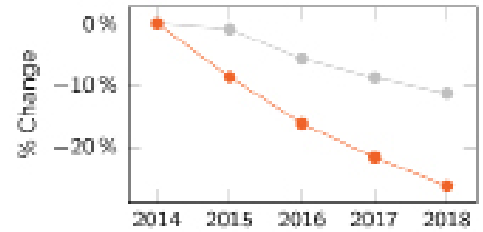
Early Head Start and Head Start	
	<i>Slots</i>
Early Head Start (2019)	0
Tribal Early Head Start (2019)	0
Head Start (2019)	194
Tribal Head Start (2019)	168

NM PreK		
	<i>Half-Day Slots</i>	<i>Full-Day Slots</i>
CYFD Early PreK (3-yr-old) (2019)	0	32
CYFD Mixed-age (2019)	0	0
CYFD PreK (4-yr-old) (2019)	0	59
PED PREK (4-yr-old) (2019)	0	306

4 Year Olds in Special Education (across FY20 program settings)	
# of Children Served (2019)	76

Child Care			
# of children receiving child care subsidies (June 2019)	169		
Registered Child Care Capacity (June 2019)	822		
Licensed Child Care Capacity (June 2019)	551		
Providers BY STAR LEVEL (June 2019)	<i># of Providers</i>	<i>Total Licensed Capacity</i>	<i>Capacity Under Age 2</i>
5 & 4 STAR	3	29	2
1, 2, 2+, 3 STAR	10	401	42
Registered Home (June 2019)	137	822	274

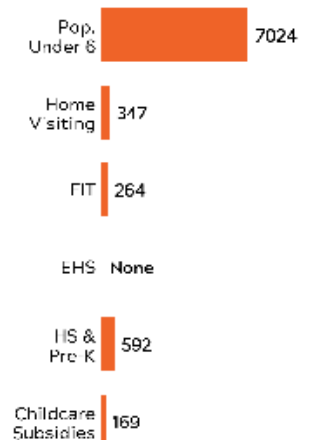
How much have birth rates changed since 2014?



Population:
72,849



EC Slots



Tribal Slots



MORA COUNTY

Demographics	
Total Population (2017)	4,605
Total Population Under 6 (2017)	250
Total Birth (2018)	35
% of Babies with Low Birth Weight (2018)	N/A
Teen Birth Rate per 1,000 girls 15-19 yrs old (2014-2018)	N/A
Median Household Income (2017)	\$26,644
% Households in Poverty (2017)	17.0%
% Under 6 Below FPL (2017)	37.2%
% Households with Children that Speak Language Other Than English (2017)	69.7%

Home Visiting	
Funded slots (state & other) (2019)	10

FIT	
# of Children Served (FY2018)	18
% of Population Under Age 3 Served by FIT (FY2018)	11.7%

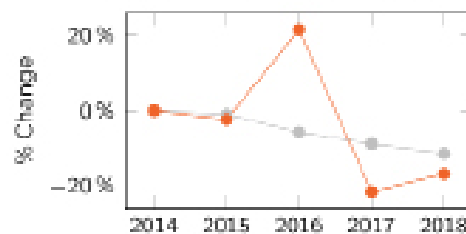
Early Head Start and Head Start	
	Slots
Early Head Start (2019)	0
Tribal Early Head Start (2019)	0
Head Start (2019)	57
Tribal Head Start (2019)	0

NM PreK		
	Half-Day Slots	Full-Day Slots
CYFD Early PreK (3-yr-old) (2019)	0	0
CYFD Mixed-age (2019)	0	0
CYFD PreK (4-yr-old) (2019)	0	0
PED PREK (4-yr-old) (2019)	10	0

4 Year Olds in Special Education (across FY20 program settings)	
# of Children Served (2019)	6

Child Care			
# of children receiving child care subsidies (June 2019)	9		
Registered Child Care Capacity (June 2019)	66		
Licensed Child Care Capacity (June 2019)	0		
Providers BY STAR LEVEL (June 2019)	# of Providers	Total Licensed Capacity	Capacity Under Age 2
5 & 4 STAR	0	0	0
1, 2, 2+, 3 STAR	0	0	0
Registered Home (June 2019)	11	66	22

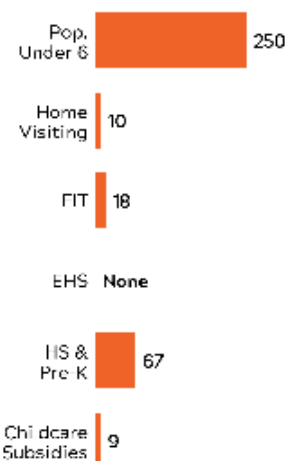
How much have birth rates changed since 2014?



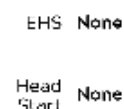
Population:
4,605



EC Slots



Tribal Slots



OTERO COUNTY

Demographics	
Total Population (2017)	65,130
Total Population Under 6 (2017)	5,559
Total Birth (2018)	882
% of Babies with Low Birth Weight (2018)	7.5%
Teen Birth Rate per 1,000 girls 15-19 yrs old (2014-2018)	42.1
Median Household Income (2017)	\$43,533
% Households in Poverty (2017)	16.2%
% Under 6 Below FPL (2017)	31.6%
% Households with Children that Speak Language Other Than English (2017)	28.5%

Home Visiting	
Funded slots (state & other) (2019)	155

FIT	
# of Children Served (FY2018)	402
% of Population Under Age 3 Served by FIT (FY2018)	15.5%

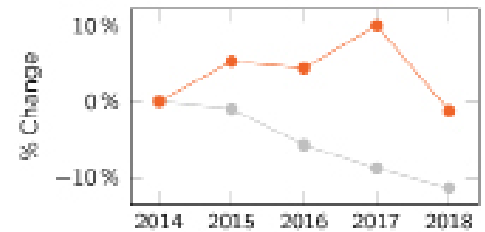
Early Head Start and Head Start	
	<i>Slots</i>
Early Head Start (2019)	16
Tribal Early Head Start (2019)	0
Head Start (2019)	90
Tribal Head Start (2019)	120

NM PreK		
	<i>Half-Day Slots</i>	<i>Full-Day Slots</i>
CYFD Early PreK (3-yr-old) (2019)	0	12
CYFD Mixed-age (2019)	0	0
CYFD PreK (4-yr-old) (2019)	90	142
PED PREK (4-yr-old) (2019)	0	95

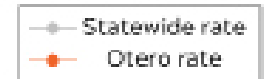
4 Year Olds in Special Education (across FY20 program settings)	
# of Children Served (2019)	60

Child Care			
# of children receiving child care subsidies (June 2019)	530		
Registered Child Care Capacity (June 2019)	36		
Licensed Child Care Capacity (June 2019)	1,528		
Providers BY STAR LEVEL (June 2019)	<i># of Providers</i>	<i>Total Licensed Capacity</i>	<i>Capacity Under Age 2</i>
5 & 4 STAR	10	67	27
1, 2, 2+, 3 STAR	18	541	91
Registered Home (June 2019)	6	36	12

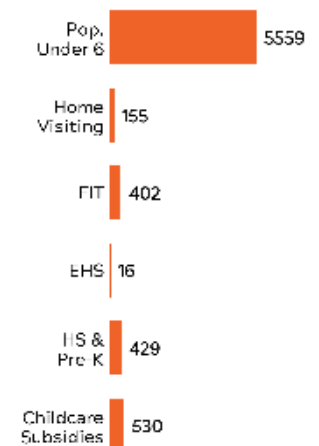
How much have birth rates changed since 2014?



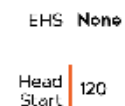
Population:
65,130



EC Slots



Tribal Slots



QUAY COUNTY

Demographics	
Total Population (2017)	8,447
Total Population Under 6 (2017)	629
Total Birth (2018)	99
% of Babies with Low Birth Weight (2018)	9.1%
Teen Birth Rate per 1,000 girls 15-19 yrs old (2014-2018)	27.5
Median Household Income (2017)	\$26,663
% Households in Poverty (2017)	14.90%
% Under 6 Below FPL (2017)	43.2%
% Households with Children that Speak Language Other Than English (2017)	21.1%

Home Visiting	
Funded slots (state & other) (2019)	62

FIT	
# of Children Served (FY2018)	126
% of Population Under Age 3 Served by FIT (FY2018)	35.8%

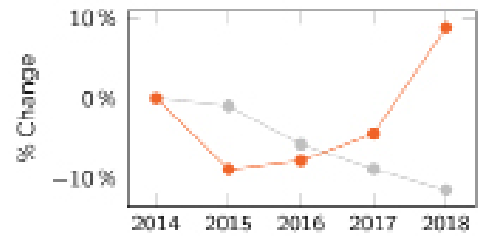
Early Head Start and Head Start	
	<i>Slots</i>
Early Head Start (2019)	32
Tribal Early Head Start (2019)	0
Head Start (2019)	54
Tribal Head Start (2019)	0

NM PreK		
	<i>Half-Day Slots</i>	<i>Full-Day Slots</i>
CYFD Early PreK (3-yr-old) (2019)	0	0
CYFD Mixed-age (2019)	0	0
CYFD PreK (4-yr-old) (2019)	0	0
PED PREK (4-yr-old) (2019)	45	0

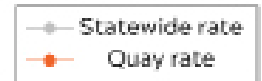
4 Year Olds in Special Education (across FY20 program settings)	
# of Children Served (2019)	16

Child Care			
# of children receiving child care subsidies (June 2019)	38		
Registered Child Care Capacity (June 2019)	48		
Licensed Child Care Capacity (June 2019)	302		
Providers BY STAR LEVEL (June 2019)	<i># of Providers</i>	<i>Total Licensed Capacity</i>	<i>Capacity Under Age 2</i>
5 & 4 STAR	1	40	12
1, 2, 2+, 3 STAR	2	111	15
Registered Home (June 2019)	8	48	16

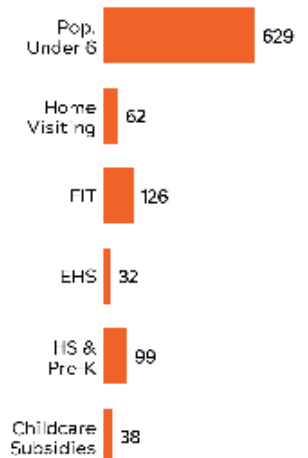
How much have birth rates changed since 2014?



Population:
8,447



EC Slots



Tribal Slots

EHS None
Head Start None

RIO ARRIBA COUNTY

Demographics	
Total Population (2017)	39,455
Total Population Under 6 (2017)	3,235
Total Birth (2018)	403
% of Babies with Low Birth Weight (2018)	12.4%
Teen Birth Rate per 1,000 girls 15-19 yrs old (2014-2018)	26.0
Median Household Income (2017)	\$33,422
% Households in Poverty (2017)	20.0%
% Under 6 Below FPL (2017)	30.4%
% Households with Children that Speak Language Other Than English (2017)	61.2%

Home Visiting	
Funded slots (state & other) (2019)	135

FIT	
# of Children Served (FY2018)	316
% of Population Under Age 3 Served by FIT (FY2018)	18.6%

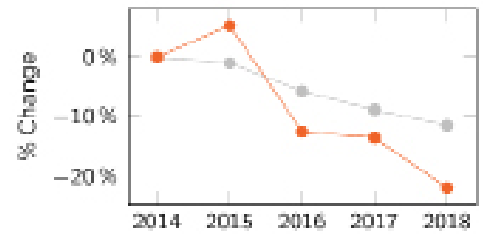
Early Head Start and Head Start	
	Slots
Early Head Start (2019)	24
Tribal Early Head Start (2019)	65
Head Start (2019)	135
Tribal Head Start (2019)	212

NM PreK		
	Half-Day Slots	Full-Day Slots
CYFD Early PreK (3-yr-old) (2019)	0	45
CYFD Mixed-age (2019)	0	0
CYFD PreK (4-yr-old) (2019)	0	91
PED PREK (4-yr-old) (2019)	20	84

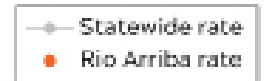
4 Year Olds in Special Education (across FY20 program settings)	
# of Children Served (2019)	39

Child Care			
# of children receiving child care subsidies (June 2019)		155	
Registered Child Care Capacity (June 2019)		150	
Licensed Child Care Capacity (June 2019)		783	
Providers BY STAR LEVEL (June 2019)	# of Providers	Total Licensed Capacity	Capacity Under Age 2
5 & 4 STAR	9	289	14
1, 2, 2+, 3 STAR	8	248	36
Registered Home (June 2019)	25	150	50

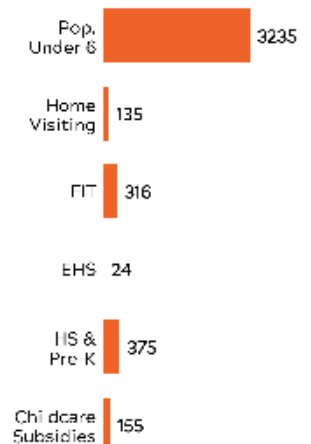
How much have birth rates changed since 2014?



Population:
39,455



EC Slots



Tribal Slots



ROOSEVELT COUNTY

Demographics	
Total Population (2017)	19,313
Total Population Under 6 (2017)	1,786
Total Birth (2018)	271
% of Babies with Low Birth Weight (2018)	9.2%
Teen Birth Rate per 1,000 girls 15-19 yrs old (2014-2018)	28.1
Median Household Income (2017)	\$35,928
% Households in Poverty (2017)	22.0%
% Under 6 Below FPL (2017)	47.5%
% Households with Children that Speak Language Other Than English (2017)	29.6%

Home Visiting	
Funded slots (state & other) (2019)	53

FIT	
# of Children Served (FY2018)	241
% of Population Under Age 3 Served by FIT (FY2018)	22.8%

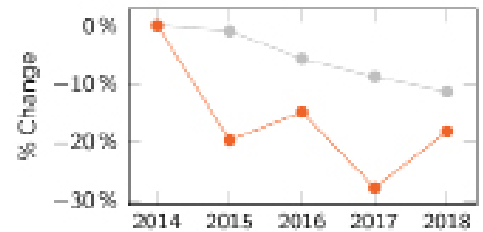
Early Head Start and Head Start	
	Slots
Early Head Start (2019)	38
Tribal Early Head Start (2019)	0
Head Start (2019)	86
Tribal Head Start (2019)	0

NM PreK		
	Half-Day Slots	Full-Day Slots
CYFD Early PreK (3-yr-old) (2019)	0	0
CYFD Mixed-age (2019)	0	0
CYFD PreK (4-yr-old) (2019)	0	0
PED PREK (4-yr-old) (2019)	136	0

4 Year Olds in Special Education (across FY20 program settings)	
# of Children Served (2019)	44

Child Care			
# of children receiving child care subsidies (June 2019)	130		
Registered Child Care Capacity (June 2019)	42		
Licensed Child Care Capacity (June 2019)	667		
Providers BY STAR LEVEL (June 2019)	# of Providers	Total Licensed Capacity	Capacity Under Age 2
5 & 4 STAR	4	99	32
1, 2, 2+, 3 STAR	7	236	73
Registered Home (June 2019)	7	42	14

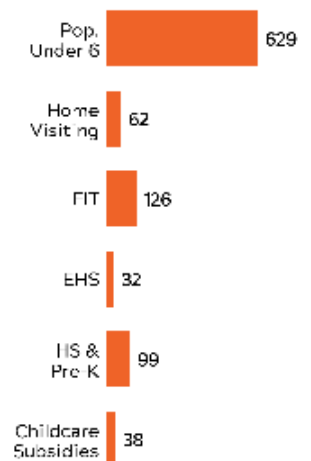
How much have birth rates changed since 2014?



Population:
19,313



EC Slots



Tribal Slots

EHS None
Head Start None

SAN JUAN COUNTY

Demographics	
Total Population (2017)	128,221
Total Population Under 6 (2017)	11,103
Total Birth (2018)	1,445
% of Babies with Low Birth Weight (2018)	7.9%
Teen Birth Rate per 1,000 girls 15-19 yrs old (2014-2018)	27.7
Median Household Income (2017)	\$49,686
% Households in Poverty (2017)	16.3%
% Under 6 Below FPL (2017)	27.3%
% Households with Children that Speak Language Other Than English (2017)	31.6%

Home Visiting	
Funded slots (state & other) (2019)	414

FIT	
# of Children Served (FY2018)	727
% of Population Under Age 3 Served by FIT (FY2018)	10.7%

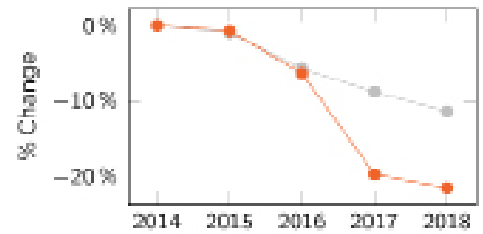
Early Head Start and Head Start	
	Slots
Early Head Start (2019)	102
Tribal Early Head Start (2019)	0
Head Start (2019)	310
Tribal Head Start (2019)	0

NM PreK		
	Half-Day Slots	Full-Day Slots
CYFD Early PreK (3-yr-old) (2019)	0	78
CYFD Mixed-age (2019)	0	0
CYFD PreK (4-yr-old) (2019)	0	196
PED PREK (4-yr-old) (2019)	646	85

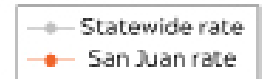
4 Year Olds in Special Education (across FY20 program settings)	
# of Children Served (2019)	181

Child Care			
# of children receiving child care subsidies (June 2019)	961		
Registered Child Care Capacity (June 2019)	204		
Licensed Child Care Capacity (June 2019)	2,783		
Providers BY STAR LEVEL (June 2019)	# of Providers	Total Licensed Capacity	Capacity Under Age 2
5 & 4 STAR	13	200	48
1, 2, 2+, 3 STAR	23	1,039	156
Registered Home (June 2019)	34	204	68

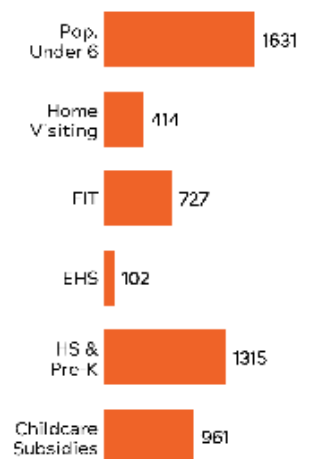
How much have birth rates changed since 2014?



Population:
128,221



EC Slots



Tribal Slots

EHS **None**
Head Start **None**

SAN MIGUEL COUNTY

Demographics	
Total Population (2017)	28,203
Total Population Under 6 (2017)	1,631
Total Birth (2018)	243
% of Babies with Low Birth Weight (2018)	10.3%
Teen Birth Rate per 1,000 girls 15-19 yrs old (2014-2018)	23.0
Median Household Income (2017)	\$29,168
% Households in Poverty (2017)	22.6%
% Under 6 Below FPL (2017)	53.9%
% Households with Children that Speak Language Other Than English (2017)	57.4%

Home Visiting	
Funded slots (state & other) (2019)	46

FIT	
# of Children Served (FY2018)	105
% of Population Under Age 3 Served by FIT (FY2018)	9.5%

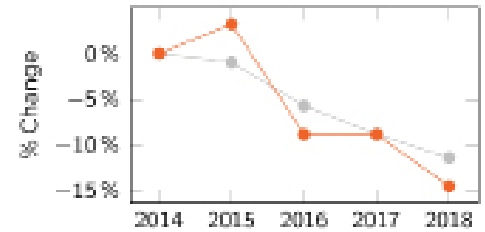
Early Head Start and Head Start	
	Slots
Early Head Start (2019)	36
Tribal Early Head Start (2019)	0
Head Start (2019)	155
Tribal Head Start (2019)	0

NM PreK		
	Half-Day Slots	Full-Day Slots
CYFD Early PreK (3-yr-old) (2019)	0	0
CYFD Mixed-age (2019)	0	16
CYFD PreK (4-yr-old) (2019)	0	0
PED PREK (4-yr-old) (2019)	0	80

4 Year Olds in Special Education (across FY20 program settings)	
# of Children Served (2019)	12

Child Care			
# of children receiving child care subsidies (June 2019)		373	
Registered Child Care Capacity (June 2019)		168	
Licensed Child Care Capacity (June 2019)		345	
Providers BY STAR LEVEL (June 2019)	# of Providers	Total Licensed Capacity	Capacity Under Age 2
5 & 4 STAR	5	78	16
1, 2, 2+, 3 STAR	9	103	26
Registered Home (June 2019)	28	168	56

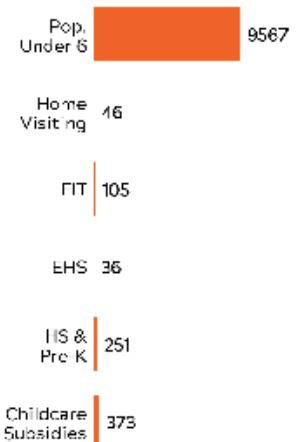
How much have birth rates changed since 2014?



Population:
28,203



EC Slots



Tribal Slots

EHS None
Head Start None

SANDOVAL COUNTY

Demographics	
Total Population (2017)	138,815
Total Population Under 6 (2017)	9,567
Total Birth (2018)	1,390
% of Babies with Low Birth Weight (2018)	9.1%
Teen Birth Rate per 1,000 girls 15-19 yrs old (2014-2018)	12.6
Median Household Income (2017)	\$60,345
% Households in Poverty (2017)	10.7%
% Under 6 Below FPL (2017)	24.1%
% Households with Children that Speak Language Other Than English (2017)	27.7%

Home Visiting	
Funded slots (state & other) (2019)	123

FIT	
# of Children Served (FY2018)	692
% of Population Under Age 3 Served by FIT (FY2018)	10.3%

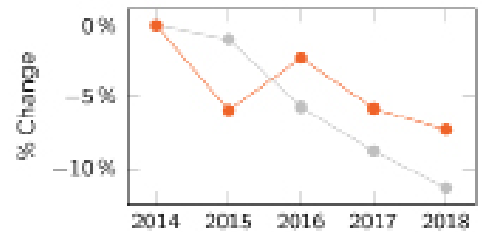
Early Head Start and Head Start	
	Slots
Early Head Start (2019)	81
Tribal Early Head Start (2019)	94
Head Start (2019)	205
Tribal Head Start (2019)	337

NM PreK		
	Half-Day Slots	Full-Day Slots
CYFD Early PreK (3-yr-old) (2019)	0	0
CYFD Mixed-age (2019)	0	0
CYFD PreK (4-yr-old) (2019)	0	65
PED PREK (4-yr-old) (2019)	410	182

4 Year Olds in Special Education (across FY20 program settings)	
# of Children Served (2019)	168

Child Care			
# of children receiving child care subsidies (June 2019)	802		
Registered Child Care Capacity (June 2019)	522		
Licensed Child Care Capacity (June 2019)	2,279		
Providers BY STAR LEVEL (June 2019)	# of Providers	Total Licensed Capacity	Capacity Under Age 2
5 & 4 STAR	15	150	43
1, 2, 2+, 3 STAR	23	539	116
Registered Home (June 2019)	87	522	174

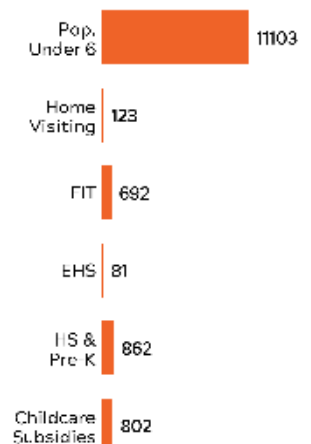
How much have birth rates changed since 2014?



Population:
138,815



EC Slots



Tribal Slots



SANTA FE COUNTY

Demographics	
Total Population (2017)	147,514
Total Population Under 6 (2017)	8,232
Total Birth (2018)	1,181
% of Babies with Low Birth Weight (2018)	10.5%
Teen Birth Rate per 1,000 girls 15-19 yrs old (2014-2018)	18.2
Median Household Income (2017)	\$57,945
% Households in Poverty (2017)	10.0%
% Under 6 Below FPL (2017)	25.8%
% Households with Children that Speak Language Other Than English (2017)	34.2%

Home Visiting	
Funded slots (state & other) (2019)	226

FIT	
# of Children Served (FY2018)	741
% of Population Under Age 3 Served by FIT (FY2018)	14.8%

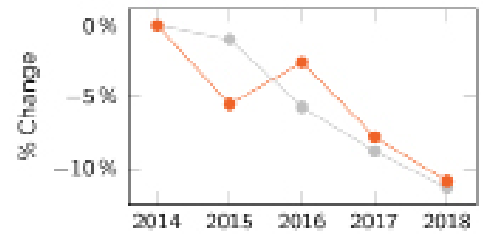
Early Head Start and Head Start	
	<i>Slots</i>
Early Head Start (2019)	199
Tribal Early Head Start (2019)	0
Head Start (2019)	373
Tribal Head Start (2019)	36

NM PreK		
	<i>Half-Day Slots</i>	<i>Full-Day Slots</i>
CYFD Early PreK (3-yr-old) (2019)	0	32
CYFD Mixed-age (2019)	0	16
CYFD PreK (4-yr-old) (2019)	0	112
PED PREK (4-yr-old) (2019)	0	430

4 Year Olds in Special Education (across FY20 program settings)	
# of Children Served (2019)	137

Child Care			
# of children receiving child care subsidies (June 2019)	541		
Registered Child Care Capacity (June 2019)	78		
Licensed Child Care Capacity (June 2019)	2,933		
Providers BY STAR LEVEL (June 2019)	<i># of Providers</i>	<i>Total Licensed Capacity</i>	<i>Capacity Under Age 2</i>
5 & 4 STAR	15	54	24
1, 2, 2+, 3 STAR	45	1,485	123
Registered Home (June 2019)	13	78	26

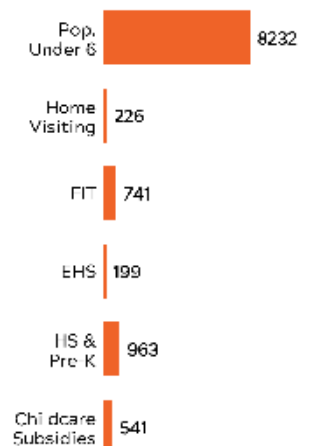
How much have birth rates changed since 2014?



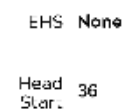
Population:
147,514



EC Slots



Tribal Slots



SIERRA COUNTY

Demographics	
Total Population (2017)	11,254
Total Population Under 6 (2017)	564
Total Birth (2018)	104
% of Babies with Low Birth Weight (2018)	8.7%
Teen Birth Rate per 1,000 girls 15-19 yrs old (2014-2018)	67.1
Median Household Income (2017)	\$29,690
% Households in Poverty (2017)	14.1%
% Under 6 Below FPL (2017)	43.4%
% Households with Children that Speak Language Other Than English (2017)	20.7%

Home Visiting	
Funded slots (state & other) (2019)	120

FIT	
# of Children Served (FY2018)	140
% of Population Under Age 3 Served by FIT (FY2018)	36.6%

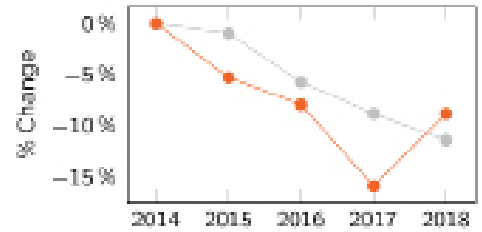
Early Head Start and Head Start	
	Slots
Early Head Start (2019)	0
Tribal Early Head Start (2019)	0
Head Start (2019)	17
Tribal Head Start (2019)	0

NM PreK		
	Half-Day Slots	Full-Day Slots
CYFD Early PreK (3-yr-old) (2019)	0	32
CYFD Mixed-age (2019)	0	0
CYFD PreK (4-yr-old) (2019)	0	20
PED PREK (4-yr-old) (2019)	0	52

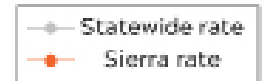
4 Year Olds in Special Education (across FY20 program settings)	
# of Children Served (2019)	8

Child Care			
# of children receiving child care subsidies (June 2019)	50		
Registered Child Care Capacity (June 2019)	66		
Licensed Child Care Capacity (June 2019)	193		
Providers BY STAR LEVEL (June 2019)	# of Providers	Total Licensed Capacity	Capacity Under Age 2
5 & 4 STAR	1	155	17
1, 2, 2+, 3 STAR	1	38	10
Registered Home (June 2019)	11	66	22

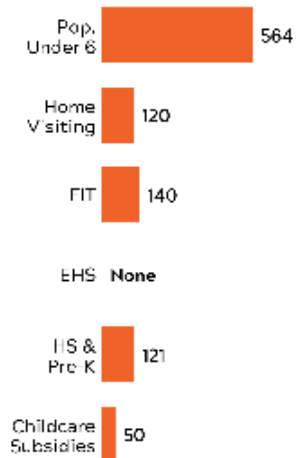
How much have birth rates changed since 2014?



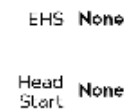
Population:
11,254



EC Slots



Tribal Slots



SOCORRO COUNTY

Demographics	
Total Population (2017)	17,098
Total Population Under 6 (2017)	881
Total Birth (2018)	174
% of Babies with Low Birth Weight (2018)	7.5%
Teen Birth Rate per 1,000 girls 15-19 yrs old (2014-2018)	30.0
Median Household Income (2017)	\$34,008
% Households in Poverty (2017)	15.2%
% Under 6 Below FPL (2017)	34.6%
% Households with Children that Speak Language Other Than English (2017)	38.9%

Home Visiting	
Funded slots (state & other) (2019)	100

FIT	
# of Children Served (FY2018)	117
% of Population Under Age 3 Served by FIT (FY2018)	16.2%

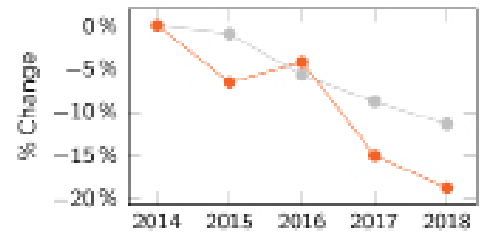
Early Head Start and Head Start	
	Slots
Early Head Start (2019)	0
Tribal Early Head Start (2019)	44
Head Start (2019)	131
Tribal Head Start (2019)	64

NM PreK		
	Half-Day Slots	Full-Day Slots
CYFD Early PreK (3-yr-old) (2019)	0	16
CYFD Mixed-age (2019)	0	0
CYFD PreK (4-yr-old) (2019)	0	18
PED PREK (4-yr-old) (2019)	13	40

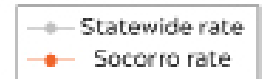
4 Year Olds in Special Education (across FY20 program settings)	
# of Children Served (2019)	15

Child Care			
# of children receiving child care subsidies (June 2019)		57	
Registered Child Care Capacity (June 2019)		168	
Licensed Child Care Capacity (June 2019)		293	
Providers BY STAR LEVEL (June 2019)	# of Providers	Total Licensed Capacity	Capacity Under Age 2
5 & 4 STAR	0	0	0
1, 2, 2+, 3 STAR	7	274	13
Registered Home (June 2019)	28	168	56

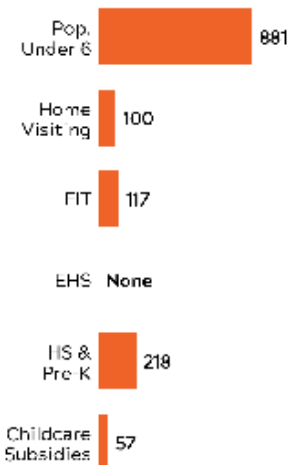
How much have birth rates changed since 2014?



Population:
17,098



EC Slots



Tribal Slots



TAOS COUNTY

Demographics	
Total Population (2017)	32,809
Total Population Under 6 (2017)	1,760
Total Birth (2018)	258
% of Babies with Low Birth Weight (2018)	9.3%
Teen Birth Rate per 1,000 girls 15-19 yrs old (2014-2018)	17.6
Median Household Income (2017)	\$35,314
% Households in Poverty (2017)	15.0%
% Under 6 Below FPL (2017)	23.6%
% Households with Children that Speak Language Other Than English (2017)	47.1%

Home Visiting	
Funded slots (state & other) (2019)	165

FIT	
# of Children Served (FY2018)	192
% of Population Under Age 3 Served by FIT (FY2018)	18.4%

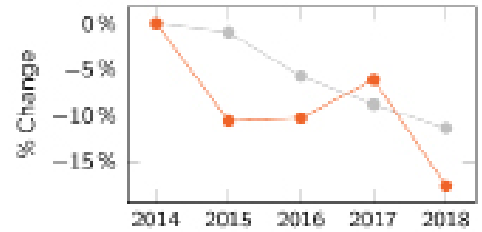
Early Head Start and Head Start	
	Slots
Early Head Start (2019)	60
Tribal Early Head Start (2019)	0
Head Start (2019)	118
Tribal Head Start (2019)	38

NM PreK		
	Half-Day Slots	Full-Day Slots
CYFD Early PreK (3-yr-old) (2019)	0	40
CYFD Mixed-age (2019)	0	0
CYFD PreK (4-yr-old) (2019)	0	51
PED PREK (4-yr-old) (2019)	0	109

4 Year Olds in Special Education (across FY20 program settings)	
# of Children Served (2019)	25

Child Care			
# of children receiving child care subsidies (June 2019)	136		
Registered Child Care Capacity (June 2019)	60		
Licensed Child Care Capacity (June 2019)	360		
Providers BY STAR LEVEL (June 2019)	# of Providers	Total Licensed Capacity	Capacity Under Age 2
5 & 4 STAR	9	79	29
1, 2, 2+, 3 STAR	4	105	20
Registered Home (June 2019)	10	60	20

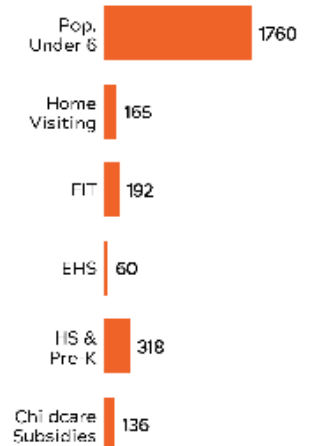
How much have birth rates changed since 2014?



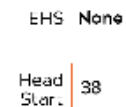
Population:
32,809



EC Slots



Tribal Slots



TORRANCE COUNTY

Demographics	
Total Population (2017)	15,534
Total Population Under 6 (2017)	1,032
Total Birth (2018)	162
% of Babies with Low Birth Weight (2018)	11.7%
Teen Birth Rate per 1,000 girls 15-19 yrs old (2014-2018)	27.5
Median Household Income (2017)	\$35,543
% Households in Poverty (2017)	20.8%
% Under 6 Below FPL (2017)	47.0%
% Households with Children that Speak Language Other Than English (2017)	23.4%

Home Visiting	
Funded slots (state & other) (2019)	0

FIT	
# of Children Served (FY2018)	66
% of Population Under Age 3 Served by FIT (FY2018)	9.5%

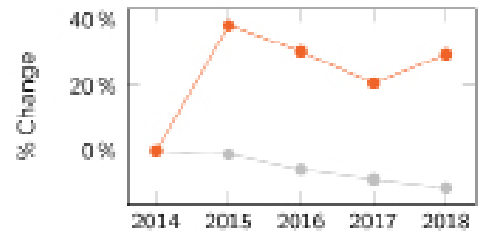
Early Head Start and Head Start	
	Slots
Early Head Start (2019)	60
Tribal Early Head Start (2019)	0
Head Start (2019)	106
Tribal Head Start (2019)	0

NM PreK		
	Half-Day Slots	Full-Day Slots
CYFD Early PreK (3-yr-old) (2019)	16	16
CYFD Mixed-age (2019)	16	0
CYFD PreK (4-yr-old) (2019)	0	40
PED PREK (4-yr-old) (2019)	10	70

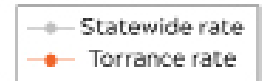
4 Year Olds in Special Education (across FY20 program settings)	
# of Children Served (2019)	20

Child Care			
# of children receiving child care subsidies (June 2019)	82		
Registered Child Care Capacity (June 2019)	66		
Licensed Child Care Capacity (June 2019)	234		
Providers BY STAR LEVEL (June 2019)	# of Providers	Total Licensed Capacity	Capacity Under Age 2
5 & 4 STAR	3	3	3
1, 2, 2+, 3 STAR	3	33	5
Registered Home (June 2019)	11	66	22

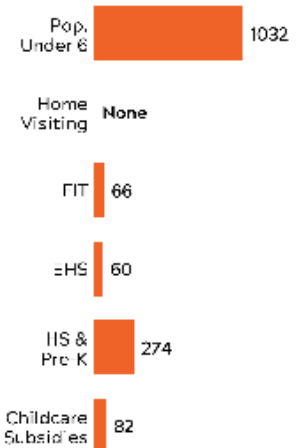
How much have birth rates changed since 2014?



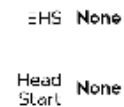
Population:
15,534



EC Slots



Tribal Slots



UNION COUNTY

Demographics	
Total Population (2017)	4,216
Total Population Under 6 (2017)	324
Total Birth (2018)	42
% of Babies with Low Birth Weight (2018)	N/A
Teen Birth Rate per 1,000 girls 15-19 yrs old (2014-2018)	N/A
Median Household Income (2017)	\$38,240
% Households in Poverty (2017)	12.7%
% Under 6 Below FPL (2017)	37.0%
% Households with Children that Speak Language Other Than English (2017)	24.6%

Home Visiting	
Funded slots (state & other) (2019)	2

FIT	
# of Children Served (FY2018)	19
% of Population Under Age 3 Served by FIT (FY2018)	11.4%

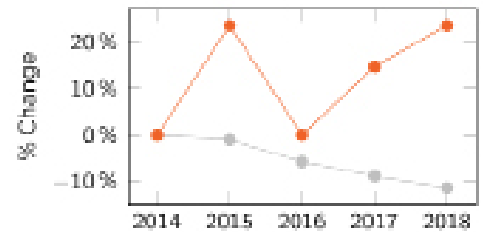
Early Head Start and Head Start	
	Slots
Early Head Start (2019)	0
Tribal Early Head Start (2019)	0
Head Start (2019)	0
Tribal Head Start (2019)	0

NM PreK		
	Half-Day Slots	Full-Day Slots
CYFD Early PreK (3-yr-old) (2019)	0	0
CYFD Mixed-age (2019)	0	0
CYFD PreK (4-yr-old) (2019)	0	0
PED PREK (4-yr-old) (2019)	0	42

4 Year Olds in Special Education (across FY20 program settings)	
# of Children Served (2019)	7

Child Care			
# of children receiving child care subsidies (June 2019)	4		
Registered Child Care Capacity (June 2019)	12		
Licensed Child Care Capacity (June 2019)	0		
Providers BY STAR LEVEL (June 2019)	# of Providers	Total Licensed Capacity	Capacity Under Age 2
5 & 4 STAR	0	0	0
1, 2, 2+, 3 STAR	0	0	0
Registered Home (June 2019)	2	12	4

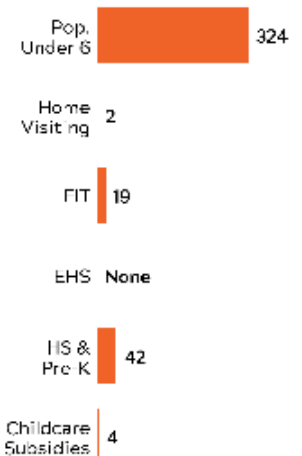
How much have birth rates changed since 2014?



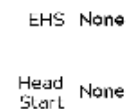
Population:
4,216



EC Slots



Tribal Slots



VALENCIA COUNTY

Demographics	
Total Population (2017)	75,845
Total Population Under 6 (2017)	5,363
Total Birth (2018)	803
% of Babies with Low Birth Weight (2018)	9.2%
Teen Birth Rate per 1,000 girls 15-19 yrs old (2014-2018)	23.2
Median Household Income (2017)	\$43,428
% Households in Poverty (2017)	17.5%
% Under 6 Below FPL (2017)	34.5%
% Households with Children that Speak Language Other Than English (2017)	32.9%

Home Visiting	
Funded slots (state & other) (2019)	138

FIT	
# of Children Served (FY2018)	356
% of Population Under Age 3 Served by FIT (FY2018)	11.4%

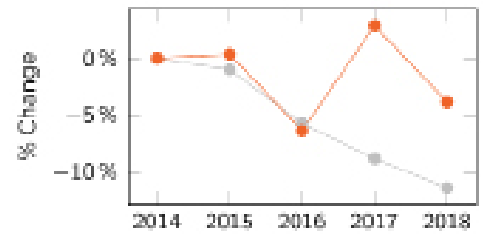
Early Head Start and Head Start	
	Slots
Early Head Start (2019)	0
Tribal Early Head Start (2019)	0
Head Start (2019)	305
Tribal Head Start (2019)	0

NM PreK		
	Half-Day Slots	Full-Day Slots
CYFD Early PreK (3-yr-old) (2019)	0	136
CYFD Mixed-age (2019)	0	0
CYFD PreK (4-yr-old) (2019)	10	173
PED PREK (4-yr-old) (2019)	150	147

4 Year Olds in Special Education (across FY20 program settings)	
# of Children Served (2019)	73

Child Care			
# of children receiving child care subsidies (June 2019)	656		
Registered Child Care Capacity (June 2019)	222		
Licensed Child Care Capacity (June 2019)	2,426		
Providers BY STAR LEVEL (June 2019)	# of Providers	Total Licensed Capacity	Capacity Under Age 2
5 & 4 STAR	7	236	57
1, 2, 2+, 3 STAR	28	1,135	103
Registered Home (June 2019)	37	222	74

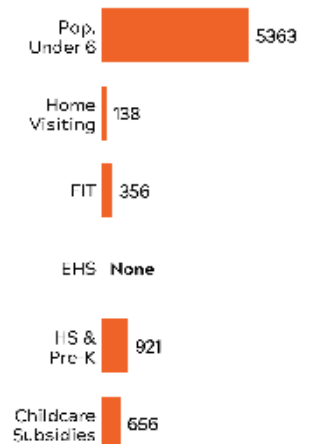
How much have birth rates changed since 2014?



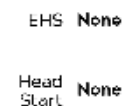
Population:
75,845



EC Slots



Tribal Slots



APPENDIX I

METHODOLOGIES & DATA SOURCES

2019 POVERTY GUIDELINES FOR THE 48 CONTIGUOUS STATES AND THE DISTRICT OF COLUMBIA

PERSONS IN FAMILY/ HOUSEHOLD	100%	200%	250%
1	\$12,490	\$24,980	\$31,225
2	\$16,910	\$33,820	\$42,275
3	\$21,330	\$42,660	\$53,325
4	\$25,750	\$51,500	\$64,375
5	\$30,170	\$60,340	\$75,425
6	\$34,590	\$69,180	\$86,475
7	\$39,010	\$78,020	\$97,525
8	\$43,430	\$86,860	\$108,575

(Source: U.S. Department of Health and Human Services.)

The following describes the methodologies used for estimating need for home visiting, child care and PreK as well as the data sources used for each methodology.

HOME VISITING

Three different methodologies were used to estimate need for home visiting services. They include: First Born, Universal and Medicaid. The aggregate of these methods produced a range of need. Below are descriptions of each method.

The **“First Born Method”** is based on the methodology employed by the First Born home visiting program. First Born enrolls families of first born infants for up to three years. The First Born methodology assumes that 80 percent of first-time parents would participate in the program if given the opportunity, three-quarters of those families (60% of first-time parents) would continue participating through their child’s second year of life, and half of those families (30% of first-time parents) would remain with the program for the full three years. Total annual need is therefore calculated as 80% of first births PLUS 60% of first births PLUS 30% of first births.

The **“Universal Method”** assumes all live births (not just first births) qualify for services. According to the 2018 Annual Home Visiting Report, the average duration of home visiting is 15 months. The universal method assumes that, given the opportunity, 80% of parents would utilize home visiting for the first 15 months of their child’s life.

The **“Medicaid Method”** assumes that 100 percent of Medicaid-paid births receive home visiting services for an average of 15 months.

CHILD CARE

DEFINITIONS	DATA SOURCES	
Need	All children under age 6, all parents present are in the labor force, and household income <200 percent FPL	Author tabulation of American Community Survey Public Use Microdata 2017 5 Yr Sample
Unmet Need (regardless of quality)	“Need” minus children ages 0-5 receiving childcare subsidies and children ages 0-2 in Head Start (HS)/Early Head Start (EHS) and Tribal HS/Tribal EHS	CYFD June 2019 CCA slots from HSD June 2019 monthly statistical report and ACF HS/EHS PIR 2019
Unmet Need for High Quality Slots	“Need” minus children ages 0-5 receiving subsidized child care in STAR 4 or 5 licensed programs and children ages 0-2 in STAR 4 or 5 HS/EHS and THS/THS slots	CYFD June 2019 CCA slots from HSD June 2019 monthly statistical report, CYFD June 2019 program licensure listing, and ACF HS/EHS PIR 2019

Need for child care was estimated in two ways: across all quality levels and then assuming only high quality child care would be delivered at the 4 or 5 STAR level.

PREK

Estimates of need for three-year-old PreK and four-year PreK were based on serving 90% of four-year-olds and 50% of three-year-olds. These targets can be adjusted in the underlying spreadsheets. The following definitions of need and sources are identified below:

DEFINITION OF NEED		SOURCES
4's	90% of population	US Census American Community Survey
	Less children already served by NM Pre-K or its equivalent	
	- Full Day CYFD and PED NM PreK (4 yo) slots*	CYFD and PED
	-1/2 of part-day CYFD and PED NM PreK (4 yo) slots*	CYFD and PED
	- Four year-olds in public school special education programs (IDEA B preschool)	PED
	- Four year-olds in full-day FOCUS star level 5 Head Start/Early Head Start and Tribal Head Start/ Early Head Start slots	CYFD licensure records for STAR level of HS programs and 2019 ACF Office of Head Start (OHS) Program Information Report (PIR) for program enrollments by age
	- Four year-olds in full-day high quality slots funded by the City of Albuquerque and/or Albuquerque Public Schools	City of Albuquerque and Albuquerque Public Schools

3's	50% of all 3 year-olds in New Mexico	US Census American Community Survey
	Less children already served by NM Pre-K or its equivalent	
	- Full day CYFD Early Pre-K slots*	CYFD
	-1/2 of part-day Early Pre-K slots*	CYFD
	- Three year-olds in full-day FOCUS star level 5 Head Start/Early Head Start and Tribal Head Start/ Early Head Start slots	
	CYFD licensure records for STAR level of HS programs and 2019 ACF Office of Head Start (OHS) Program Information Report (PIR) for program enrollments by age	
	- Three year-olds in full-day high quality slots funded by the City of Albuquerque and/or Albuquerque Public Schools	City of Albuquerque and Albuquerque Public Schools
	*CYFD mixed-age NM PreK enrollment is split evenly between 3's and 4's for purposes of this analysis	

The following descriptions and tables outline the methodologies used to estimate the expansion of the early childhood workforce.

Home visiting – As outlined above, the Needs Assessment utilized three methodologies to estimate unmet need for home visiting. Table 1 shows the numbers of home visitors and home visiting supervisors required to meet the unmet need estimated using each methodology, assuming a maximum caseload of 15 families per home visitor and 10 home visitors per home visiting supervisor.

Table 1

	UNMET NEED	ADDITIONAL HOME VISITORS	ADDITIONAL HOME VISITING SUPERVISORS	TOTAL
First Born	8,902	593	59	653
Universal	18,752	1,250	125	1375
Medicaid	14,972	998	100	1098

Child Care Assistance – The estimate of the additional early childhood workforce needed to provide affordable high quality child care to all children five and under in households with income below 200 percent of the federal poverty level in which all parents work was derived by applying the age-specific ratios of children to teachers required of programs in the highest quality tier in New Mexico’s TQRIS to age-specific estimates of unmet need as depicted in table 2.

Table 2

AGE OF CHILD	CHILDREN IN HOUSEHOLDS UNDER 200% FPL IN WHICH ALL PARENTS WORK	CHILDREN CURRENTLY SERVED IN PUBLICLY SUBSIDIZED HIGH QUALITY SLOTS	UNMET NEED FOR HIGH QUALITY CARE	FOCUS STAR 5 CHILDREN: TEACHER RATIOS	LEAD AND ASSISTANT TEACHERS NEEDED
0	8027	1,310	6,717	4	1,679
1	8122	2,883	5,239	4	1,310
2	8551	3,355	5,196	6	866
3	7988	2,990	4,998	9	555
4	7313	2,734	4,579	10	458
5	9295	2,306	6,989	10	699
TOTAL	49,296	15,578	33,718		5,567

These estimates do not account for the potential for overlap between teachers required for three-, four- and five-year-olds in child care settings and teachers required for PreK classrooms.

Table 3

PreK – The PreK workforce target assumes that 90 percent of four-year-olds and 50 percent of three-year-olds are served with PreK. Classrooms have a maximum of 20 4-year-olds or 18 3-year-olds. Table 3 depicts these calculations:

	UNMET NEED	LEAD TEACHERS	ASSISTANT TEACHERS	TOTAL
PreK – 3	10,692	540	540	1,080
PreK – 4	10,808	594	594	1,188
TOTAL				2,268

APPENDIX J

NATIONAL
RESEARCH REPORT



Photo credit: Andrés Leighton for Searchlight New Mexico

PRESCHOOL DEVELOPMENT GRANT

NATIONAL RESEARCH REPORT

JULY 2019

CATHERINE DRY

TABLE OF CONTENTS

EXECUTIVE SUMMARY

TRANSITION LESSONS LEARNED FROM OTHER STATES

ASSESSMENT OF FIVE EARLY LEARNING SYSTEM COMPONENTS

1. PROVISION OF EARLY LEARNING SERVICES STATE-WIDE TO SCALE
2. WORKFORCE DEVELOPMENT NEEDS AND CAPACITY
3. STATE-LEVEL GOVERNANCE STRUCTURE
4. COMMUNITY-LEVEL EARLY LEARNING COLLABORATIVES / COUNCILS
5. POTENTIAL FUNDING STREAMS AND OPTIONS

BIBLIOGRAPHY

APPENDIX

- PLANNING DOCUMENTS FROM EXEMPLARY STATES
- TECHNICAL ASSISTANCE EXPERTS
- TABLE OF PEOPLE INTERVIEWED
- INTERVIEW PROTOCOL

EXECUTIVE SUMMARY

This report summarizes research and provides recommendations on how to expand New Mexico's early learning system effectively and sustainably under the leadership of the new Early Childhood Education and Care Department (ECECD). It assesses the experience of several exemplary states on the basis of 19 expert interviews (see Appendix: Table of People Interviewed and Interview Protocol) and a thorough literature review (see Bibliography). The findings form part of the "Needs Assessment" of New Mexico's Preschool Development Birth – Five Grant awarded in 2019. This is a living document. It will be added to and refined as relevant stakeholder feedback becomes available.

With this new Department, New Mexico will be joining a small group of states—including Massachusetts, Connecticut, Alabama and Georgia—that have consolidated their early learning programs into one Cabinet-level Department or Office. While these states each have different histories, contexts and structures, this research reveals a set of common experiences during the process of transition from coordinated to consolidated governance from which New Mexico can learn. Top among these lessons is the need to create a new, unified culture for the consolidated Department. All of these lessons are shared in the section entitled **Transition Lessons Learned from Other States**.

The report outlines best practices and innovative approaches for implementing five foundational components of a state early learning system. Key takeaways for each component include:

Provision of early learning services statewide to scale - Access, spending and quality are the three categories that states use to determine how to grow their early learning services, particularly pre-

kindergarten programs for three- and four-year-olds. How to incrementally increase access to services, achieve compensation parity and provide support to home-based providers are areas that warrant particular attention for New Mexico.

Workforce development needs and capacity – Five guiding policies (see p.14-17) could provide a roadmap for New Mexico as it considers how to recruit, educate and compensate the early childhood workforce. Creating a position within the new Department charged with coordinating and elevating the early childhood workforce is likely to be beneficial.

State level governance structure – Aligning the organizational structure of the ECECD with the desired outcomes for infants and children will clarify the mission and work of the Department. At the same time, it is important to acknowledge that structures can and should change over time with new leadership, shifting approaches and new programs to coordinate.

Community level early learning collaboratives / councils – A formalized network of local early learning councils, supported by a public-private intermediary organization, could help assess local need and solutions and serve as a conduit of this information to the ECECD.

Potential funding streams and options – Federal, state, local and philanthropic sources of revenue can all be used to grow early learning services in New Mexico. Familiar and innovative approaches can be combined to ensure sustainability, flexibility and overall size.

TRANSITION LESSONS LEARNED FROM OTHER STATES

As New Mexico plans for the consolidation of early childhood programs into one new Department, it will be helpful to look to the experience of other states (in particular MA, CT, GA, AL, and WA) for advice. During interviews with government officials from these states as well as a review of relevant literature, common themes emerged as important to consider during the transition and planning process to move a state from a coordinated to consolidated early childhood governance structure.

Hire the Secretary Early. Making sure that the Secretary is involved early in the strategic planning process will be critical to ensure that she/he takes full ownership of the plan and guides the new Department towards success.

Culture Matters When Consolidating. States described a level of anxiety or a “culture clash” as divisions from various Departments came together to create the new Department. Various backgrounds, levels of education, pay-grades and willingness to change can create a feeling of clashing divisions. Directly recognizing this challenge with staff can help create a climate of collaboration. Additionally, initiating a process to identify the new shared values and mission of the new Department can also set a collaborative tone that transcends old divides and seeks to allay anxiety.

Leadership should have Big Vision Coupled with State-Government Know-How. The Secretary should not only be someone who is able to communicate the big vision of the Department and address any latent anxiety or “culture clashes” but should also be able to navigate the bureaucracy of

state government. These two skills can be carried by the Secretary or divided up between the Secretary and Deputy Secretary (see PA, MA, CT).

Link Organizational Structure to Child Outcomes. Consolidated governance should improve child outcomes. The organizational structure of the new Department should be clearly connected to the outcomes New Mexico wishes to achieve. This should not feel like an “academic” exercise but rather one that drives structure to consider outcomes.

Phased-in Implementation Helps. Some states found that working in phases to consolidate a new Department helped smooth the transition (PA, AL).

Elevate Workforce in the Governance Structure and Consider Data Needs. The need to recruit, educate, retain and compensate a well-qualified early childhood workforce across the continuum of services will be critical work for the new Department in order to expand high quality services and programs. Consider how the organizational structure for the new Department can address this need with a Deputy Director level position charged with workforce issues. Additionally, it is critical to support the integration of workforce data systems with broader early childhood data (ECIDS).

Ensure Adequate Staffing of Department. Establishing the new Department, its processes and structures will require adequate staff. Some states have found that when divisions from different Departments come together, staff can be lost. Support staff for administrative functions is also critical.

ASSESSMENT OF 5 EARLY LEARNING COMPONENTS



1. PROVISION OF EARLY LEARNING SERVICES STATE-WIDE TO SCALE	6
2. WORKFORCE DEVELOPMENT NEEDS AND CAPACITY	14
3. STATE-LEVEL GOVERNANCE STRUCTURE	19
4. COMMUNITY-LEVEL EARLY LEARNING COLLABORATIVES / COUNCILS	25
5. POTENTIAL FUNDING STREAMS AND OPTIONS	28

PROVISION OF EARLY LEARNING SERVICES STATEWIDE TO SCALE

One benefit in having a new Early Childhood Education and Care Department in New Mexico is the ability to think comprehensively about how to increase the full range of programs for young children across the state. There is ample national research with longitudinal data and robust comparative information on how states have grown their state-funded pre-K programs. To a lesser extent, the appropriate growth of child care programs has also been considered. While organizations are beginning to take a national perspective on the growth of home visiting, longitudinal research in this area is more limited. This report compiles research on pre-K and child care with some examples of effective home visiting systems. As New Mexico's new Department becomes established, a thorough analysis of scaling the entire early learning system, including early intervention and related health programsⁱ, should be carried out.

Pre-K

The provision of pre-K programs can be viewed as a “three-legged stool” where access, spending and quality must all be considered in order to create a balanced system. That is not to say that each “leg of the stool” needs to be considered equally. Different states have focused their efforts on growing their pre-K programs in different ways, with greater or lesser attention paid to each “leg of the stool” (See: Comparing State Approaches to Pre-K Access, Spending & Quality).ⁱⁱ A look at what access, spending and quality means along with exemplary state approaches could help inform how New Mexico guides the sustainable and appropriate growth of its pre-K programs.

Access

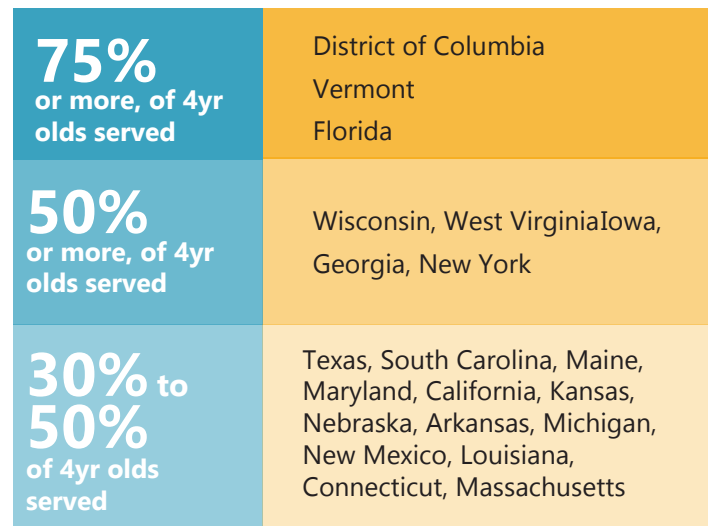
This is the number or percent of three-year-olds and four-year-olds who are enrolled in pre-K programs. Across the country, states have focused more on the growth of their programs for four-year-olds than for three-year-olds. Universal access is generally defined as 75% enrollment of eligible children in pre-K programs. In these situations, approximately 25% of families opt to care for their children at home, in a private setting or not enroll in any formal services. In 2018, 33% on average of the four-year-old population in states were enrolled in programs and 6% of the three-year old population.ⁱⁱⁱ

*States with Exemplary Access to Pre-K:
District of Columbia, Florida, Vermont*

The District of Columbia, Florida and Vermont are states with over 75% of four-year-olds served in pre-K and are considered universal in access. However, these states reached this place in different ways. DC and Florida both have longer histories of growing their pre-K programs. DC was the first place in the country committed to pre-K, starting in the 1960s with Vermont following in the late 1980s. Both DC and Vermont fund their programs through a mix of federal, state and local sources.^{iv}

Florida's path to universal access is somewhat different. In 2002, voters in Florida approved a constitutional amendment to provide pre-K and in 2005 the program began. Children attend either a shorter (and presumably more intensive) summer program or one that takes place during the school-year. Teachers in the summer program have more rigorous educational credential requirements than those during the school-year. Most children in Florida attend pre-K in nonpublic school settings. Regional early learning coalitions distribute funds and monitor programs.^v

Reaching Towards Universal Pre-K Access Across the Country



Past federal Preschool Development Grant dollars supported 18 states to build capacity and expand access to pre-K in high-need areas. While this has been an important source of funding that has enabled states to increase access, states do need plans to sustain this funding as the federal source will most likely not be renewed.^{vi}

The rate of expansion of pre-K programs is a critical issue. Many experts agree that an incremental growth strategy that carefully builds quality is the most sustainable approach. Alabama has made such a careful commitment to grow program access while not budging on quality standards. New Jersey, as part of the Court-mandated Abbott Preschool Program, created a targeted implementation plan with appropriate resources to build capacity. New York City, on the other hand, shot for rapid expansion and has largely succeeded. From one school year to the next approximately 70 percent of all four-year-olds in New York City participated in full-day pre-K.^{vii} While this success is admirable, population density, among other factors including very careful planning, distinguishes New York City from New Mexico. State context driven in part by workforce capacity dictates the right rate of expansion.

Spending

The amount of money spent on three-year-old and four-year-old programs varies widely across states. Nationally, the average state spending per child enrolled in four-year-old pre-K is \$5,175; in New Mexico state spending per child is \$5,845.^{viii}

States that thoughtfully leverage local, state and federal dollars seem to have success at increasing access and quality. Head Start dollars account for the majority of federal funds. States draw funds from general fund appropriations, block grants and state funding formulas.^{ix} Many cities have stepped into the game with strong local commitment and dedicated local revenue sources including mill levies, sales taxes or a tax on soda.^x Cities with robust pre-K commitments include New York City, Austin, Boston, Philadelphia, Seattle, San Antonio, Denver, Columbus, Cleveland, Cincinnati and San Francisco.^{xi}

The Alliance for Early Childhood Finance offers a series of effective cost modelling tools that can help measure both the cost of providing high quality early childhood services and the available revenue sources. Additionally, New Mexico is already working with the Center for Enhancing Early Learning Outcomes (CEELO) to conduct a cost study of pre-K using their Cost of Preschool Quality and Revenue Tool as well as the State Administrative Cost of Quality tool to determine state administrative costs.

States with Exemplary Spending on Pre-K: District of Columbia

In the District of Columbia, state spending per child enrolled in pre-K amounts to \$17,545 and with added federal dollars, the per child amount is \$18,580 – the highest spent in the country. North Dakota spends the least at \$777 per child enrolled. While NIEER calculates average cost per child across the country, there is no accepted standard cost per child as this varies across states and settings with different costs of living, wages

and other variable costs. While there doesn't seem to be one magic number to spend in order to ensure effectiveness, states can calculate costs of the various factors involved in providing pre-K and the particular attributes of programs they wish to grow as well as how they define quality.

Quality

While the particulars of quality might look different from classroom to classroom, there is much consensus at the national level on the larger categories that point towards high-quality and in turn good outcomes for young children. NIEER leads the way

Policies that Support High-Quality Pre-K Expansion

- Regional early childhood coalitions that monitor compliance of programs and distribute funds (State examples: Florida, North Carolina).
- Summer and full year programming (State example: Florida).
- Braid funding from federal, state and local sources to create more opportunities for full day, full year programs (State examples: District of Columbia, Vermont).
- Target expansion to serve the underserved, particularly in areas of the state lacking services (State example: North Carolina).
- Utilize both child care subsidies and state pre-K funds to serve the same child (State example: North Carolina).
- Provide additional funds to reach teacher compensation parity between public and private settings (State examples: Alabama).
- Support training and coaching and invest in quality improvement (State examples: Michigan).
- Require specialization in early childhood for pre-K teachers (State example: Michigan).

PROVISION OF EARLY LEARNING SERVICES |

on this topic. Their ten benchmarks are a “Quality Standards Checklist” that not only are a useful policy tool for individual states but also help compare pre-K systems across states.

States with Exemplary Pre-K Quality: Alabama, Michigan, Rhode Island (New Mexico ranks high as well).

Alabama offers full-day, full-year programs for 4-year-olds in all of its counties and has relied heavily on research to inform best practices. NIEER has ranked it top in the country for the last thirteen years. In Michigan, as in other states with high quality, lead pre-K teachers are required to have a Bachelors’ Degree with a specialization in early childhood.^{xii} Additionally, coaches provide mentoring to staff.

North Carolina is seeking to expand its high-quality, pre-kindergarten programs to serve more eligible children and reach a target of 75% of eligible children served in a variety of program settings. NIEER studied the problem by looking at eligibility, enrollment and waiting lists at the county level to help shed light on unmet need. They then considered the cost of expansion and found cost per child increases with growth. They also studied the lack of compensation parity for teachers in different settings. Their recommendations focused on a plan of tiered expansion as well as finance mechanisms to increase quality, access and to reach compensation parity.^{xiii}

Child Care

While universal access to child care has not yet become a commonly accepted goal, it is beginning to creep into the national political conversation.

Supporting Home-Based Child Care in Connecticut and Massachusetts

Connecticut

All Our Kin, a Connecticut-based non-profit organization, supports home-based child care providers to become licensed, build their businesses, and enhance their pedagogical skills and competencies through a network approach with one-on-one coaching. They work with over 600 child care providers that are organized into networks of 150-200. In addition to this direct support, All Our Kin engages in advocacy to ensure that the child care subsidy program is adequately funded and sufficient for a living wage. They have researched how housing and zoning laws can inadvertently hinder home-based providers. They also work directly with the Connecticut Office of Early Childhood, building relationships, identifying administrative changes that can support home-based providers and sharing their best practices.

Massachusetts

Massachusetts has a very robust system of family childcare supports called Family Childcare System. Non-profit organizations receive grants from the state and pass them on to family child care providers. They also offer home visits, professional development opportunities and other quality improvement efforts, all at no cost to the home-based providers that join a system or network.

The growth of child care across the country is often framed as a question of mapping the funded supply against the apparent demand. In the most comprehensive analyses, supply includes not just home- and center-based programs but the informal network of child care providers that are usually unlicensed or “under the radar” providers such as family, friends and neighbors. This segment of the supply market is the most difficult to assess. Nationally, child care supply has generally decreased because home-based providers have left the market.^{xiv} Additionally, child care assistance provided through the federal Child Care Development Block Grant had been barely keeping up with inflation until an

historic increase in 2018.^{xv} Lastly, the supply of child care in many places is closely linked to that of pre-K, particularly when public pre-K expansion happens in a state where community-based providers and public schools both offer pre-K in a “mixed delivery” system. When supply is mapped against demand, the resulting maps more often than not yield a picture of “child care deserts” in communities across the country.

States that have conducted statewide mapping studies (often with the assistance of Child Care Aware of America) of their child care supply and demand include Idaho and North Dakota. Additionally, Arizona, Delaware, Alaska and Hawaii have mapped their statewide supply and demand for infant and toddler care specifically.^{xvi} Smaller communities across the country have also engaged in similar mapping efforts, more often focused on the supply side or where funded slots are found.^{xvii} Demand can be harder to address, and waiting lists are too often limited in applicability because of the inconclusive “single point-in-time” information they contain.

Child Care Assistance Policies and Increased Access

In 2018 the National Women’s Law Center analyzed and compared state child care assistance policies within five categories.^{xviii} These categories and the accompanying questions and descriptions could be a helpful roadmap for how to increase access to child care in New Mexico:

- 1. Income eligibility limits** – Did states increase eligibility to keep pace with inflation? At what percent above the federal poverty level does a family income need to be in order to qualify for assistance? Maintaining stability in eligibility requirements is also important so that parents know what to expect and are not discouraged from participating.
- 2. Waiting lists** – States keep waiting lists of eligible families that cannot be served. New Mexico was one of 19 states that had waiting lists for child care in 2018.

- 3. Copayment requirements** – Establishing the right sliding scale of how much families must contribute to their child care fees based on their income can be a tricky calculus.
- 4. Payment rates for providers** – These rates vary based on geography, type of setting, quality of setting and age of child served. Providing the right payment rate helps ensure that providers stay in business. In 2018, California was the only state that offered provider rates at the level recommended by federal government.^{xix}
- 5. Eligibility for assistance for parents searching for a job** – There is great variety among states when it comes to the length of time parents can be searching for a job and still receive child care assistance as well as whether they can qualify for assistance while searching for a job.^{xx}

Home Visiting

For the last two years, the National Home Visiting Resource Center has compiled a Home Visiting Yearbook with comprehensive and comparative data on early childhood home visiting, including demographic information on eligible and actual families and children served.^{xxi} Some states with notable levels of enrollment of eligible families in home visiting include Oregon, Kentucky and Illinois.

With its large population of vulnerable young children, Los Angeles County is similar to many states that are pursuing early childhood prevention strategies to create better opportunities for their youngest residents. As a result, Los Angeles County created a plan to “coordinate, enhance, expand, and advocate for high-quality home visiting programs.”^{xxii} The plan identifies the coordination of systems, growth of the workforce, shared data and expanded, flexible funding as the key areas that will help grow access and quality.

Comparing State Approaches to Pre-K Access, Spending and Quality

The National Institute of Early Education Research (NIEER) publishes an annual State of Preschool Yearbook with robust, longitudinal data on access, spending and quality of pre-K programs. The table below compiles information from the 2018 Yearbook and compares a few exemplary states along these parameters.

State	Key Characteristics	4-Year-Olds	3-Year-Olds
District of Columbia	<ul style="list-style-type: none"> Highest Enrollment for 3- and 4-year-olds. Highest spending per child, mostly state but leverages federal funds too. 	<p>Access: NIEER #1 access rank in country; 85% enrolled. Spending: \$17,545 state spending per child (highest in country). \$18,580 state, federal per child. Quality: 3/10 quality benchmarks met. Other:</p> <ul style="list-style-type: none"> Preschool for All First in nation to offer pre-K (since 1960s) Universal, mixed delivery Office of Superintendent oversees DCs Universal Pre-K Program 	NIEER #1 access rank in country 73% enrolled
Florida	<ul style="list-style-type: none"> Universal enrollment for 4-year-olds No 3-year-olds Low quality Low spending 	<p>Access: NIEER #2 access rank in country; 77% enrolled in state funded pre-K + 8% enrolled in Head Start = 85% Spending: \$2,177 state spending per child. Quality: 2/10 quality benchmarks met. Other:</p> <ul style="list-style-type: none"> Preschool for All Mixed delivery system – most children attend nonpublic school settings Regional coalitions monitor compliance of programs and distribute funds 	No 3-year-olds served
Oklahoma	<ul style="list-style-type: none"> Universal enrollment for 4-year-olds No 3-year-olds High quality Leverages federal, state, local funds 	<p>Access: NIEER #4 access rank in country; 74% in state funded Pre-K + 11% in Head Start = 85% Spending: \$3,644 state spending per child enrolled, \$8,024 state, federal, local spending per child enrolled. Quality: 9/10 quality benchmarks met. Other:</p> <ul style="list-style-type: none"> Preschool for All 1980 – launches program to serve all 4-year-olds Public school districts receive funds through state school finance formula. Interesting mixed delivery – public schools can fund community providers by placing public school teachers in other settings. Children are public school enrollees in these settings. 	No 3-year-olds served

Vermont	<ul style="list-style-type: none"> • Universal enrollment for 4-year-olds • High enrollment for 3-year-olds • High quality • Leverages federal, state, local funds 	<p>Access: NIEER #3 access rank in country; 76% enrolled in state funded pre-K + 9% Head Start = 85% enrolled.</p> <p>Spending: \$6,662 state spending per child enrolled. \$7,941 state, federal, local spending per child enrolled.</p> <p>Quality: 7/10 quality benchmarks met.</p> <p>Other:</p> <ul style="list-style-type: none"> • Preschool for All • Mixed delivery • New inter-agency monitoring system to assess quality 	NIEER #2 access rank in country 62% state Pre-K + 7% in Head Start = 69%
New Mexico	<ul style="list-style-type: none"> • Higher than average 3- and 4-year-old enrollment; • High quality • Average spending, mostly state 	<p>Access: NIEER #19 access rank in country; 31% in state funded Pre-K + 16% in Head Start + 4% in Special Ed = 51%</p> <p>Spending: \$5,845 state spending per child (includes TANF funds)</p> <p>Quality: 9/10 quality benchmarks met.</p> <p>Other:</p> <ul style="list-style-type: none"> • Shift from part-day to full day slots has decreased enrollment • Mixed delivery competitive grant process prioritizes programs in communities with Title I elementary schools 	NIEER #18 access rank in country 3% in state funded Pre-K + 15% in Head Start + 4% in Special Ed = 22%
Alabama	<ul style="list-style-type: none"> • Highest quality • Low enrollment for both 3- and 4-year olds • Leverages federal, state local funds 	<p>Access: NIEER #25 access rank in country; 28% state funded Pre-K + 8% Head Start + 1% Special Ed = 37%</p> <p>Spending: \$4,826 state spending per child enrolled, \$7,491 state, federal, local spending per child enrolled.</p> <p>Quality: 10/10 quality benchmarks met.</p> <p>Other:</p> <ul style="list-style-type: none"> • Department of Early Childhood Education (under Governor's office) administers 4-year-old pre-K with a mixed delivery system. • Competitive grants awarded at 3 different levels 	10% Head Start + 2% Special Ed = 12%

Aware of America, 8.

xv. Schulman, Karen. (2018) *Overdue for Investment: State Child Care Assistance Policies 2018*, National Women's Law Center, 3.

xvi. Child Care Aware of America created "story maps" that illustrate the supply and demand for infant and toddler care. See: <https://usa.childcareaware.org/advocacy-public-policy/resources/research/mappingthegap/>.

xvii. The New Mexico Community Data Collaborative has a map "Trends in Child Care Capacity, 2010 to 2019" <http://nmcdc.maps.arcgis.com/home/webmap/viewer.html?webmap=f8951c09f28b41d2980d678d399c2a86>

xviii. Schulman. "Overdue for Investment," 5-6.

xix. *Ibid.*, 15.

xx. *Ibid.*, 16.

xxi. National Home Visiting Resource Center. (2018). *2018 Home Visiting Yearbook*. Arlington, VA: James Bell Associates and the Urban Institute.

xxii. *Strengthening Home Visiting in Los Angeles County: A Plan to Improve Child, Family and Community Well-being*. July 2018. Los Angeles County Department of Public Health & Health Agency, 2.

i. A full analysis of how to grow the entire early learning system could include the following programs: Supplemental Nutrition Program for Women, Infants and Toddlers (WIC), Family Planning, Child Health Program, Maternal Health Program, Children's Medical Services, Families First.

ii. Friedman-Krauss, Allison H. Barnett, W. Steven. Garver, Karin A. Hodges, Katherine S. Weisenfeld, G.G. DiCrecchio, Nicole. (2019) *The State of Preschool 2018 New Brunswick, New Jersey: The National Institute for Early Education Research*.

iii. *Ibid.*, 7.

iv. *Ibid.*, 66 and 160.

v. *Ibid.*, 68.

vi. *Ibid.*, 7.

vii. Barnett, W.S., Friedman-Krauss, A.H., Weisenfeld, G.G., Horowitz, M., Kasmin, R., & Squires, J.H. (2017). *The State of Preschool 2016: State Preschool Yearbook*. New Brunswick, NJ: National Institute for Early Education Research, 8.

viii. Friedman-Krauss, Allison H. Barnett, W. Steven. Garver, Karin A. Hodges, Katherine S. Weisenfeld, G.G. DiCrecchio, Nicole. (2019) *The State of Preschool 2018 New Brunswick, New Jersey: The National Institute for Early Education Research*, 8.

ix. Parker, Emily. Diffey, Louisa. Atchison, Bruce. (2018) *How States Fund Pre-K: A Primer for Policymakers*. Education Commission of the States, 2.

x. *Ibid.*, 5.

xi. Friedman-Krauss, A., et.al. *State of Preschool Yearbook*, 5.

xii. Kelley, Pamela & Camilli, Gregory. (2009). *The Impact of Teacher Education on Outcomes in Center-Based Early Childhood Education Programs: A Meta-analysis*. 10.13140/RG.2.1.3317.6566.

xiii. Barnett, W. Steven. Kasmin, Richard. (2018) *Barriers to Expansion of NC Pre-K: Problems and Potential Solutions*. New Brunswick, New Jersey: National Institute of Early Education Research.

xiv. Norton, Maggie. Bump, Jen. Tercha, Jessica. Robertson, Lauren. Gardey, Catherine. (2019) *Closing the Gap: How CCR&Rs Can Help Communities Meet Their Child Care Supply and Demand Needs*. Arlington, VA: Child Care

WORKFORCE DEVELOPMENT NEEDS AND CAPACITY

The welfare of young children is closely linked to the knowledge and welfare of the educators who care for them.ⁱ Recruiting and retaining an early childhood workforce that is well-educated and adequately compensated will be perhaps the single most important key to increasing access to programs and improving the well-being of young children in New Mexico. By some estimates, if New Mexico seeks to serve 80% of four-year olds with high quality pre-K and 50% of three-year olds, it will need 2,086 new teachers. In the 2017-2018 academic year, all colleges combined in New Mexico licensed 63 early childhood teachers.ⁱⁱ This number does not include educators for younger children, home visitors, early interventionists or others. The challenge is large.

Fortunately, New Mexico already has in place a number of important workforce policies that are considered national best practices and distinguish our state as a leader in the nation. Some of the policies and practices include the early childhood career lattice, full articulation between AA and BA degree programs and the comprehensive Early Learning Guidelines. While these are important elements, New Mexico could establish more policies that help strengthen the workforce. The Center for the Study of Child Care Employment identifies five areas of policy that can positively influence the growth and development of the early childhood workforce.ⁱⁱⁱ While New Mexico is leading in some of these policy areas, others stand as opportunities for attention.

- 1. Supports for attaining higher degrees, credentials and competencies** – Research indicates that higher levels of teacher education and preparation are connected with better outcomes for children.^{iv} New Mexico already invests in scholarships and wage supports for teachers pursuing their education. Training mentor teachers is also underway. Additional innovative approaches might include:
 - *Targeted advising to encourage students to enroll in specialized early childhood programs.*^v
 - *Linking credentials with professional development*^{vi} – A group in New Mexico is currently studying how best to link credentials with professional development trainings. In Scottsdale, Arizona at Paradise Valley Community College, courses and trainings are coordinated such that teachers who participate in trainings are simultaneously receiving course credit for these trainings.
 - *Infant – Toddler Content Woven into Courses* – Crucial brain development occurs in children during the first three years of life. Early childhood educators trained to create language rich environments (among other things) are able to optimize this period. In New Hampshire, classes and practicum experiences across topics include content on infants and toddlers, enabling educators or caregivers that work with infants and toddlers in any setting (education, health or

early intervention) to be well-prepared.^{vii}

2. Work environments – A supportive work environment for early childhood educators can help increase morale, retention and even quality of learning. New Mexico might consider how to foster supportive work environments in the following ways:

- Ensure that non-child professional development time and paid planning time are part of compensation.
- Make salary levels connected to FOCUS.

3. Compensation – Identifying ways to increase compensation for early childhood educators is one of the most complex and important pieces of the early childhood system.

- *Compensation parity*^{viii} – Our system of providing pre-K in both public- school settings and community-based programs has many advantages for families and children. Making compensation standards across these settings mandatory and providing funding and reform to reach those standards is more challenging and urgently needed. New Mexico is not alone in this challenge; other states have considered and solved this problem. Alabama achieved compensation parity within three years and could be an important model to study. In North Carolina, an increase in the administrative cost allocation to adequately cover costs associated with supplies, year-round program administration and salaries was recommended for community-based providers.^{ix}

In order for New Mexico to tackle this issue, *it must first define what compensation parity means and for whom.*^x Once a definition of parity is reached, the next step is to collect baseline data to document the current situation. Some key questions to consider when defining parity include:

1. Does compensation include salary, benefits and payment for other professional responsibilities?
2. Does it cover both lead and assistant teachers?
3. How does it impact the per child pre-K reimbursement rate?
4. Is there a differential paid to community-based programs to help reach this parity because of the school districts economies of scales and ability to subsidize costs through multiple funding sources?^{xi}

- *Infant Teacher Wage Penalty* - Infant and toddler teachers experience a wage penalty compared to their colleagues working with children ages three to five.^{xii} When considering how to reach compensation parity across settings, it is worth also considering how to reach parity across age groups as well. In New Mexico, data would need to be collected to document this disparity and then create recommendations for remediation.
- *Reimbursement Rates for Home-based Providers serving infants* - New Mexico offers competitive reimbursement rates for child care centers offering infant care. State payment rates for home-based providers caring for infants, however, are 12% below the 75th percentile of the child care market. Whether this is sufficient or if there are additional needed supports for home-based providers caring for infants is worth exploring.^{xiii}

The Center for the Study of Child Care Employment defines compensation parity to mean equal salary and benefits for equivalent levels of education and experience, adjusted to reflect differences in hours of work in different settings, and including payment for non-child contact hours (such as paid time for planning).^{xiv}

1. Workforce data – An accurate and complete demographic picture of the workforce is needed to advocate for the importance of this issue to policymakers. The regular collection and analysis of this data could be considered an integral part of the new Department. Ideally, this data could be folded into broader early childhood data through the Early Childhood Integrated Data System (ECIDS).

- *Registry and Survey* – Data on the size and key characteristics of the workforce can be compiled using a registry and/or a regularly updated survey. A registry is an online directory that allows individuals to create confidential personal profiles, track experience, search and register for professional development opportunities. A survey asks particular socio-economic questions of educators that shed light on educational attainment and compensation among other critical issues. Registries and surveys are not mutually exclusive and might both be useful for New Mexico. Key elements of good data collection include:
 - Regular collection of data;
 - Data is comparable across regions, states, localities;
 - Data is linked at the program level as well as child and family levels;
 - Periodic supplements to the data;
 - Clearly define the population for which you are collecting data.

Additional best practices on data collection from other states (Nebraska, Nevada, North Carolina, Oregon, Colorado Illinois and Washington) include^{xv}:

- Collect data that represents the entire workforce – center-based, home-based, home visitors, early interventionists, etc. Consider how to include non-registered programs in the data collection.
- Collect data on: wages, benefits (health insurance, paid leave, retirement) at the teacher and program level.
- Link individual teacher data to program data.
- Use a survey to investigate policy questions such as:
 - Turnover
 - Teacher well-being
 - Barriers to professional development
- Consider legislation that requires data be collected regularly (such as the Home Visiting Accountability Report).
- Incentivize and require participation.

2. Financial resources – The National Academy of Science, Engineering and Medicine released a report entitled *Transforming the Financing of Early Care and Education* that argues for not just an adjusting of policies but a realignment of how early childhood services are paid for. Arguing for the need to go beyond the current funding streams and mechanisms, the authors of the report envision a future where the true value and costs of early childhood services are correctly identified and paid for. Federal, state and local contributions to funding will all be necessary.

-
- i. Whitebook, M., McLean, C., Austin, L.J.E., & Edwards, B. (2018). Early Childhood Workforce Index – 2018. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley. Retrieved from <http://cscce.berkeley.edu/topic/early-childhood-workforce-index/2018/>, 2.
 - ii. Cahill, B. (2018) Building New Mexico’s Early Childhood Workforce. New Mexico: New Mexico Now, 10 &12.
 - iii. Whitebook, et. al. “Early Childhood Workforce Index.”
 - iv. Austin, L.J.E, Whitebook, M., Kipnis, F. Sakai, L., Abbasi, F., Amanta, F. (2015) Teaching the teachers of our youngest children: the state of early childhood higher education in California, 2015. Berkeley: CA: Center for the Study of Child Care Employment, University of California, Berkeley.
 - v. Cahill, B. Building New Mexico’s Early Childhood Workforce, 6.
 - vi. Whitebook, et. al. “Early Childhood Workforce Index.”
 - vii. Austin, L., Whitebook, M., Amanta, F. (2015) Challenges and Opportunities for Including Coursework in Infants and Toddlers in Higher Education Degree Programs. Berkeley, California: Center for the Study of Child Care Employment, Institute for Research on Labor and Employment, University of California, Berkeley.
 - viii. McLean, C., Dichter, H., & Whitebook, M. (2017). Strategies in Pursuit of Pre-K Teacher Compensation Parity: Lessons From Seven States and Cities. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley and New Brunswick, NJ: the National Institute for Early Education Research.
 - ix. Barnett, W. Steven. Kasmin, Richard. (2018) Barriers to Expansion of NC Pre-K: Problems and Potential Solutions. New Brunswick, New Jersey: National Institute of Early Education Research.
 - x. Barnett, S. and Kasmin, R. (2017). Teacher Compensation Parity Policies and State-Funded Pre-K Programs. New Brunswick, NJ: the National Institute for Early Education Research and Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley.
 - xi. Whitebook, Marcy. McLean, Caitlin. (2017) In Pursuit of Pre-K Parity: A Proposed Framework for Understanding and Advancing Policy and Practice. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley and New Brunswick, NJ: the National Institute for Early Education Research.
 - xii. Whitebook, et.al. Early Childhood Workforce Index.
 - xiii. Schulman, Karen. (2019) Still Shortchanging our Youngest Children: State Payment Rates for Infant Care 2018. Washington, DC: National Women’s Law Center.
 - xiv. Whitebook, et.al. “In Pursuit of Pre-K Parity”
 - xv. Whitebook, et.al. “Early Childhood Workforce Index”

STATE-LEVEL GOVERNANCE STRUCTURES

Linking Structure with Outcomes

As New Mexico considers how to structure the new Department, it will be critical to clearly link the organizational structure with the desired child outcomes for New Mexico.ⁱ While this might seem obvious, many states have created divisions within Departments or Offices that have an unclear focus, duplicate services and are not “user-friendly” (whether that user is an educator, director of a program or a parent). Additionally, in some states divisions are not clearly driving towards improved child outcomes. A well-vetted strategic plan that identifies the desired outcomes can help determine the right governance structure. However, it is worth noting that states often go through various iterations of governance structures due to changing gubernatorial and political leadership or further consolidation or coordination of programs. There is no single governance structure that is ideal for all states or even for a particular state over time.

Strategic Plans for Offices and Departments of Early Childhood

Most states with consolidated Departments or Offices of Early Childhood have written strategic plans that guide their work for typically five or even as long as ten years. There is much in common across these documents including specific goals, outcomes and strategies. The following describes the common elements found in the strategic plans and other planning documents for Alabama, Connecticut, Georgia, Massachusetts, North Carolina, Oregon and

Washington (See: Appendix: Planning Documents from Exemplary States).

Elements of a Strategic Plan for a Department of Early Childhood

Beginning with some historical context, the **introduction** goes on to depict why early childhood is an important investment for the state. It can include a mandate from the governor as well as a definition of that state’s early learning system.

A **vision** describes what the Department seeks to do over the period of the plan.

The **mission** defines the purpose of the Department.

Many states identify **guiding principles** that inform their work. These principles might include a commitment to *equity, ensuring cultural relevance or serving the whole child*.

The following **goals** are identified in most, if not all of the plans:

1. Increase school readiness
2. Develop, engage, train the workforce
3. Increase agency/dept effectiveness
4. Increase # of high-quality programs
5. Place children and families first

In order to reach these goals, **measurable outcomes** or objectives are identified. Some states include baseline data as well as future indicators for success. When there is alignment with the goals and outcomes of other Departments (such as the Department of Health), these are noted as well. Outcomes associated with infants and toddlers are also highlighted.ⁱⁱ A strategic plan **data dashboard** can also be included to help track the progress of outcomes over time.

Elements of the Organization Structure

States with consolidated Departments or Offices of Early Childhood have organized their divisions differently. This is in part due to the different programs that are included in the new consolidated Departments (see Table: Consolidated Early Childhood Departments/Offices). It is also a result of changes in departmental and gubernatorial leadership that provoke reorganization. Additionally, there are more states that are dissatisfied or even unclear about their organizational structure than those that are satisfied.

Programmatic Divisions - Many states include divisions that cover the following programs:

- Licensing
- Quality
- Family Support – HV & Early Intervention
- Head Start Collaboration
- PreK or School Readiness

Administrative Services Division

Departments of Early Childhood often need to embed back office operations such as fiscal, legal, IT and sometimes even communications, in a Division of Administrative Services. While Massachusetts “outsourced” these functions to its Public Education Department, this was due to a requirement and was not a recommended structure. The range of functions in this division might include:

- Finance and Administration
- Information Technology
- Communications
- Human Resources
- Legal Services
- Audits and Compliance

Secretary’s Team/Leadership Team - Some states have created a team to work directly with the Secretary that includes some, or all, of the following:

- Secretary’s Assistant
- Chief Operating Officer
- Director of Government & Community Relations
- Strategic Planner
- Research and Evaluation Director
- Deputy Secretary

Lastly, some states have highlighted particular topics with Directors of the following:

- Early Childhood Workforce
- Infant & Toddler Services – including EC mental health

As divisions come together from three Departments in New Mexico, it could be worth mapping multiple potential organizational structures that create a coherent birth – five system that is more effective, accountable and transparent than the sum of its parts. The following section proposes two potential structures.

Consolidated Early Childhood Departments/Offices

Massachusetts, Connecticut, Georgia and Alabama all have Departments or Offices of Early Childhood. The following table displays the programs that are housed within these Departments:

	HV	Early Intervention (IDEA Part C)	Child Care (subsidies, licensing,	PreK
MA	x	x	x	x
CT	x	x	x	x
GA			x	x
AL	x		Assistance not included	x
NM	x	x	x	x

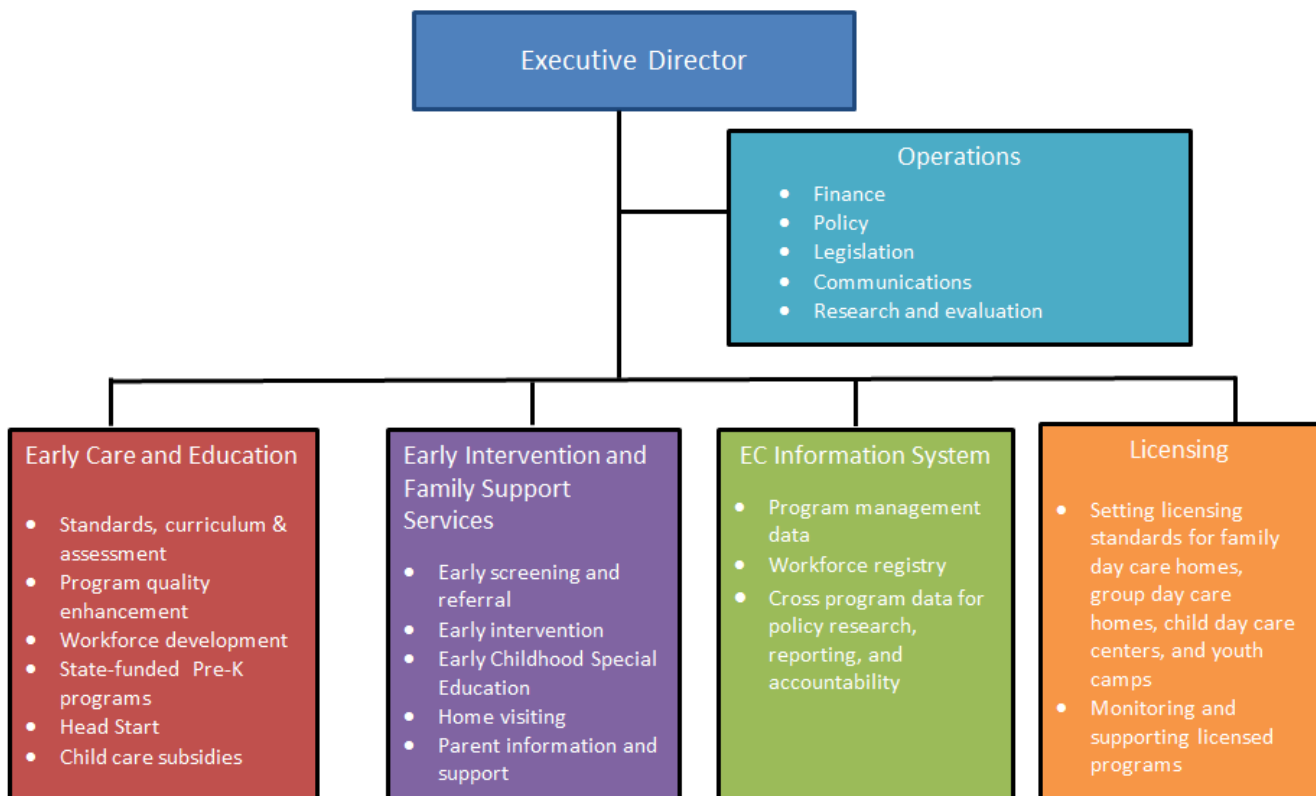
Organizational Structure

On the next page is the proposed structure for Connecticut's Office for Early Childhood, as drafted during Connecticut's planning period.



Photo Credit: Western New Mexico University

PROPOSED STRUCTURE FOR CONNECTICUT'S OFFICE OF EARLY CHILDHOOD



Taylor-Jones, Myra. A Plan for an Early Childhood System for Connecticut: The Office of Early Childhood. 2013

Early Learning Advisory Councils (ELAC)

Federal legislation (Head Start Reauthorization Section 642B of the Improving Head Start for School Readiness Act of 2007) requires states to establish a State Advisory Council on Early Childhood Education and Care.ⁱⁱⁱ New Mexico's ELAC serves this role and will have an important relationship to the new Early Childhood Education and Care Department as well as the Children's Cabinet. This is an opportunity for New Mexico to refocus and reinvigorate ELAC so that it has a relevant and vital role.

When advisory councils work well, they create a space where both advocates and government officials feel safe bringing ideas for development. A collaborative mindset can drive this but process, role and structure can also help create a relevant role for Advisory Councils. The roles of ELAC might include:

Leader

- Promote a shared vision for EC that aligns with the ECECD, Children's Cabinet and elected officials;

Communicator

- Create awareness and support for EC among the public and legislators;
- Serve as bridge between advocacy community and ECEC Department;
- Serve as conduit to network of local councils (Note: NM does not yet have a formalized network of local councils. This role would therefore be something to pursue in the future;

Expert

- Help strategize about how to expand access to programs through increased funding;
- Leverage federal investment;
- Study particular topics for the ECECD (philanthropy might play a role in funding these studies).^{iv}

Some stakeholders to consider including in ELAC:

- Funded staff-member to support the ongoing work
- PED
- Local school district representative
- Institutions of higher education
- Local providers of early childhood education
- Head Start Agencies
- Advocacy organizations
- Parents
- Philanthropy^v

LOUISIANA'S ADVISORY COUNCIL:

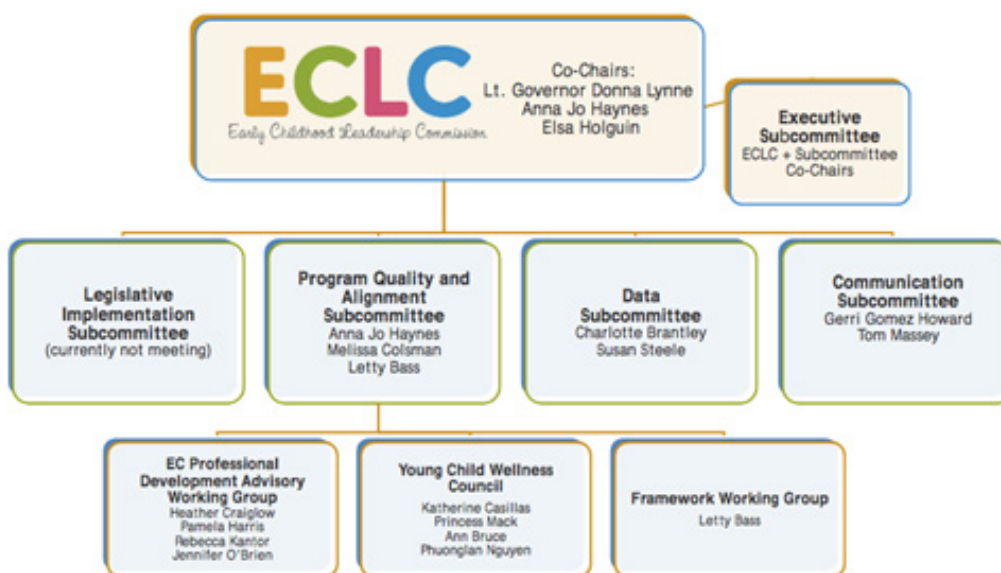
HOW PROCESS DRIVES RELEVANCE

In Louisiana, the Public Education Department's Office of Early Childhood is required to share data with the Advisory Council as well as share any rule or policy changes with one month's notice before presenting to the overseeing Board. This creates a relevant role for the Advisory Council and sets the tone of collaboration between the Office and Advisory Council.

The membership, meeting calendar and role of the Advisory Board is outlined in legislation (see RS 17:407.51). Using legislation to describe the mandate of the Advisory Council can further formalize its role and create a relevant link to the Office of Early Childhood.

COLORADO'S EARLY CHILDHOOD LEADERSHIP COMMISSION (ECLC)

Advisory Councils can be organized to divide up responsibilities. In Colorado, the ECLC, one such council, is chaired by the Lt. Governor, a member of a community foundation and a leading early childhood advocate. Working sub-committees with appropriate staff support can help move work forward. Colorado's Advisory Council offers one example of a potential organizational structure.^{vi}



STATE-LEVEL GOVERNANCE STRUCTURE |

Advisory Boards

In some states, the Department of Early Childhood reports to a Board that plays an oversight role.

In Massachusetts, the Department of Early Care and Education has a Board comprised of 11 members (from the public and private sector, as well as parent and teacher seats) that sets policies and regulations. The Board has 3 subcommittees.

In Georgia, the Department of Early Childhood and Learning has an Advisory Board mandated by the legislature. One representative from each congressional district is appointed by the Governor. The representatives are selected based on their expertise in early childhood issues, their position within the business community, a retired school system representative or parent. The appointment is for five years. The Board has two responsibilities: (1.) To approve an annual budget; (2.) To approve any changes to licensing rules.

Children's Cabinet and Advisory Council

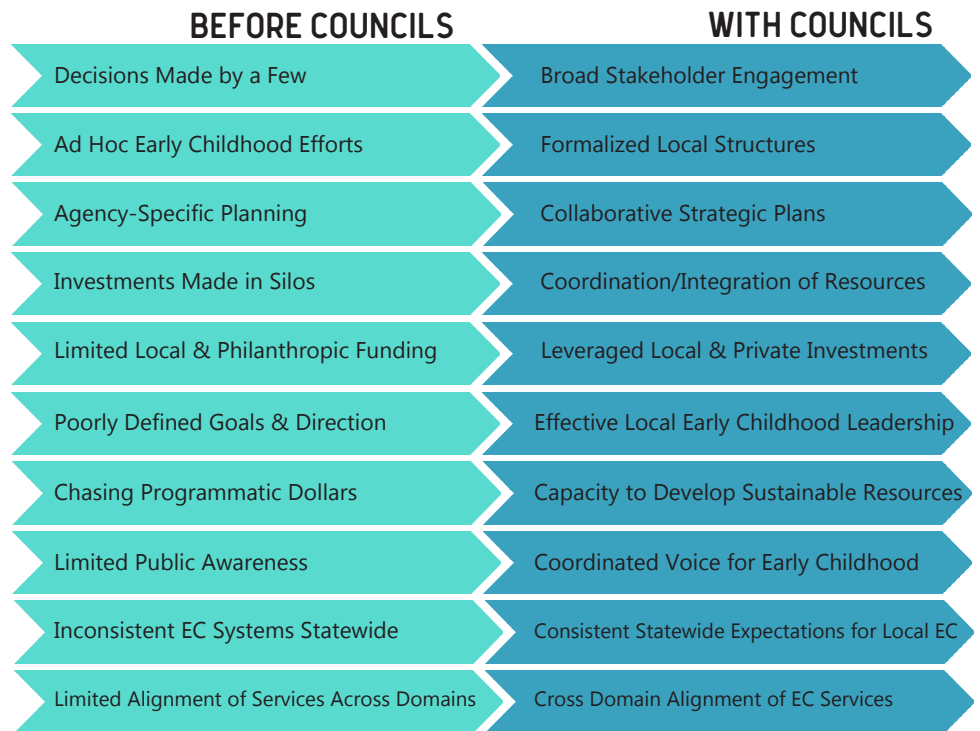
In both Georgia and Massachusetts, the Children's Cabinet and the Advisory Council are the same entity. The Cabinet as such has an expanded membership and can be charged with tackling issues such as family homelessness and child hunger. It should be noted that both these states have opted to use their Cabinet as their Advisory Council while also choosing to have an additional Advisory Board with distinct duties.

-
- i. Dichter, Harriet. (2015) Governance as a Driver for Systems Development: Issues of Scope and Implementation. In *Early Childhood Governance: Choices and Consequences* (p.58-65) Teachers College, Columbia University.
 - ii. Zero to Three offers an interesting self-assessment toolkit for state policymakers that helps assess the status of services for infants and toddlers that could be helpful for New Mexico's strategic planning process.
 - iii. Regenstein, Elliot. *State Early Childhood Advisory Councils*. Boston, MA: BUILD Initiative
 - iv. Ibid.
 - v. Ibid.
 - vi. Retrieved at <https://static1.squarespace.com/static/5679be9605f8e24bd8be467a/t/5cb634a6085229a5fbab76ab/1555444902758/ECLC+Org+Structure+sept-24.pdf>

COMMUNITY-LEVEL EARLY LEARNING COLLABORATIVES / COUNCILS

As New Mexico consolidates its early learning programs at the state-level, it is worth considering how local early learning stakeholders, organized into councils or collaboratives, can be effective partners to the new Department. Some states have formalized networks of early learning councils that help identify community-based approaches to local needs and communicate those solutions to the state. While supporting a system of local councils won't be the first order of business for the new Department, it could prove to be an effective approach in the near future with many benefits for the early childhood community.

Benefits of Local Councils: A Colorado Perspective



Colorado Early Childhood Councils, Annual Report. January 2011. Colorado Department of Education and Colorado Department of Human Services.

When creating a network of local councils, stakeholders often consider the following:

Clearly Define Role

Local councils can: (1.) Conduct needs assessments to determine capacity and demand across the range of early childhood programs; (2) Distribute funds to fill in identified gaps in services for child care slots, subsidies

for families or teacher wage increases; (3) Organize advocacy efforts around creating a local revenue source. In Colorado, North Carolina and Washington, the local early learning councils engage in some or all of these activities.

Identify the Right Geographic Fit

Although counties might serve as the right geographic area for some councils to serve, densely-populated metro areas or rural districts that cover multiple counties might need a different model to best serve their populations and geographies. School districts also present relevant geographic boundaries because of their direct connection to kindergarten enrollment and readiness data. As a state with large rural areas, Colorado has councils that span multiple counties.

Create Council Hub: New vs. Existing Organizations

North Carolina opted to create new non-profit organizations to serve as the local council hubs across the state, in order to reduce the risk of perceived favoritism or competition. In Colorado, a variety of different kinds of entities serve as the local council hub including existing non-profits that provide direct services, local government or other independent non-profit organizations.

Advocacy

Local coalitions can serve as effective organizers to gather support to champion different issues, such as raising revenue, or host public awareness campaigns. Summit and San Miguel Counties in Colorado both successfully created a new tax to fund early childhood with the help of local councils. (See section "Potential Funding Streams and Options.")

Cultivate local champions

Unlikely local advocates, such as business owners or people from the faith community, can help amplify a message.

Be Nimble

As circumstances change, local councils can shift their focus, perhaps with greater ease than the State. Changing demographics, emerging best practices and even self-reflection on past successes or challenges could give a local council the opportunity to change how they support their early childhood community.

Public-Private Intermediaries Can Support the Network of Local Councils

Many state legislatures create public-private entities, sometimes called intermediary organizations, to carry out related and complementary functions to their Departments of Early Learning. These organizations occupy a unique position as a bridge between the public and private sector as well as the state and local community. In some states, the Board of Directors of the intermediary organization is represented by public and private officials, from philanthropy, business and the early childhood community. Public representatives tend to be bicameral and bipartisan. In some states, the Governor or the Secretary of the Office or Department Early Childhood serves as chair or co-chair of the Board.

Host of local early learning councils

A primary role for these intermediary organizations can be to support local early learning councils or collaboratives in the following ways:

- Offer capacity building and technical assistance to local councils to help draft needs assessments and strategic plans;
- Create shared indicators of success grounded in data and evaluation;
- Support councils to foster local advocacy efforts including campaigns for local early childhood-dedicated revenue sources;
- Provide grants to address gaps in strategic plans for direct services or otherwise. These grants could come from the state and/or the private sector. In Colorado, North Carolina and Nebraska, local councils receive grants from the state to support quality improvement efforts and workforce development.

Conveners, Collaborators and Innovators

The flexibility and neutrality of working outside of state government allows public-private intermediaries to serve as innovative partners to state government. An intermediary might help to build public awareness by hosting media campaigns, leadership institutes or teacher celebrations. As a neutral convener who brings together philanthropy, business leadership and the public sector, they occupy a unique position, can disperse funds more swiftly and are perceived differently by the public.

Whether an intermediary organization serves as convener, collaborator, innovator or host to local councils, it is critical to articulate their role in relation to the Department of Early Learning, particularly in relation to funding and decision-making. Thrive, the intermediary organization in Washington, initially took on an expansive role in relation to their state's then Department of Early Learning, thanks to generous philanthropic investment. It then experienced a shrinking of its role and is now sunseting as an organization with the Ounce of Prevention Fund slated to take over some its responsibilities.

The BUILD Initiative studied local councils across the country and developed a "Theory of Change" for how to build and support these networks. North Carolina's Smart Start Initiative was the first in the country to support local councils and subsequently helped foster a number of local council systems in other states. BUILD identified 12 states that have developed strong state and local early childhood systems often with public-private intermediaries.ⁱ

State	Local Council Organization	State	Local Council Organization
Arizona	First Things First	North Carolina	Smart Start Initiative
California	First Five	Oklahoma	Smart Start Oklahoma
Colorado	Early Childhood Councils Leadership Alliance	South Carolina	First Steps County Partnerships
Iowa	Early Childhood Iowa	Vermont	Building Bright Futures Reg. Councils
Kansas	Smart Start Kansas	Washington	Regional Early Learning Coalitions
Michigan	Great Start Collaboratives	Virginia	Smart Beginnings

i. Cobb, Gerry. Ponder, Karen. (2014) The Nuts and Bolts of Building Early Childhood Systems through State/Local Initiatives. The BUILD Initiative.

POTENTIAL FUNDING STREAMS AND OPTIONS

The federal, state and local government as well as the philanthropic sector offer four sources of potential revenue growth for early childhood programs in New Mexico. They each provide varying degrees of sustainability, flexibility and overall size. The federal and state revenue sources described below are not new solutions but rather describe currently available options. Some newer and innovative local revenue-producing strategies are also discussed as well as specific ways that philanthropy might support the new Early Childhood Education and Care Department.

Growing the early childhood system in New Mexico will most likely require some combination of revenue from all of these sources as well as perhaps other creative ideas. Legislators making appropriations decisions can model different levels of system growth and the associated financial costs using the cost calculator created for “A Business Plan for Early Childhood in New Mexico.”ⁱ

Federal Revenue Sources

Increased funding from Child Care Development Block Grant

After years of little to no growth, in 2018 the federal Child Care Development Block Fund (CCDBF) received a considerable increase in funding.ⁱⁱ In New Mexico, this meant nearly \$20 million in new child care funds. While this historic investment was viewed as much overdue, it is unlikely to be a regular source of increased funding and therefore is not sustainable. However, if there are future increases in CCDBF, New Mexico might think selectively about how to allocate these dollars within its child care system by, for instance, prioritizing workforce investments.ⁱⁱⁱ

Full application of allowable Temporary Assistance for Needy Families (TANF) dollars for child care

TANF funds can also be used to pay for a variety of early childhood programs. In 2018, New Mexico used \$30 million in TANF funds to pay for child care assistance, \$17 million for pre-K and \$5 million for home visiting. While the federal Health and Human Services Department identifies ways to use TANF funds in their “Guide to Funding,” New Mexico is impressively leveraging this funding source for a total of \$52 million.^{iv}

Pilot the use of Medicaid funds for allowable expenditures, such as home visiting and maternal depression screening.

While these efforts require diligent pilots to ensure processes are followed correctly, they can help leverage significant federal dollars. Starting in early 2019, New Mexico's Human Services Department began working with the Children, Youth, and Families Department to pilot the use of Medicaid to pay for evidence-based home visiting services. This will allow the state to leverage a three-to-one federal matching rate to expand its capacity to offer Nurse Family Partnership and Parents as Teachers to more families across New Mexico. Additionally, using Medicaid to pay for maternal depression screening is another way to leverage these federal funds.

State Revenue Sources

The "Business Plan for Early Childhood in New Mexico" identifies the following sources of revenue that the state could generate to support early childhood.^v These sources and others include:

- *General Fund appropriations* – Across the country, many states use general fund appropriations to pay for PreK. The legislative budgeting process can make these funds susceptible to cuts.
- *Distributions from the Land Grant Permanent Fund or the Severance Tax Permanent Fund*
- *Establish a new permanent early childhood fund* - There is discussion around borrowing \$1 billion from the Land Grant Permanent Fund to establish a new early childhood fund.
- *Semi-permanent early childhood endowment* – This is a new idea being developed. A certain percentage of earnings could be spent annually and the corpus could be tapped during economic downturns. In theory, the fund could be drawn down in its entirety.

- *State "sin" taxes* - These taxes can dissuade the purchase of certain goods, such as alcohol, tobacco or gaming, while also earmarking revenue for a particular early childhood program, such as PreK. These funds tend to be more reliable because they are more protected from economic cycles.^{vi}
- *Braiding funds to create full-day or even full-year programs* – Some PreK programs bring together Head Start funds with state funds to offer full day programming. Close coordination among community-based providers, Head Start agencies and public-school PreK is needed to ensure that federal dollars are not reverted, low-income families are not segregated and there is a clear sense of overall need in a community.^{vii}
- *Stipends and Tax Credits for Child Care Workers, Families* – Although tax credits and stipends don't fix the underlying problem of low wages for child care providers, they do offer a temporary financial boost. Louisiana passed a comprehensive refundable tax credit program that is available to families, providers, teachers, directors and businesses. For providers, the tax credits are based on the level of quality of the provider and the number of low-income children served, among other things.^{viii}

Local Revenue Sources

Cities and counties are increasingly identifying early childhood as a priority and allocating resources to fund programs. Early childhood special districts, local mill levy taxes and child care taxes are a few examples of local revenue producing strategies that are being enacted around the country. These approaches tend to raise limited funds and target specific geographic areas.

Two Colorado Counties and Taxes for Early Childhood

San Miguel

In 2017, the local early childhood council in San Miguel County, Colorado identified a lack of infant and toddler care and a shortage of early childhood educators as two critical needs for their community. A coalition of advocates, led by the council, created a ballot measure to raise funds for child care in their community. The measure passed and funds are generated through a local .75 mill levy (approved in 2017) and provides approximately \$600,000 annually. (A mill levy is property tax that is based on the assessed value of a property.) Funds are used for “quality improvement grants, salary supplements, and professional development scholarships.”^{xi}

Summit

Summit County taxpayers approved a property tax in November 2018 to support preschool assistance to four-year-olds. The effort is called Summit PreK and although it supports only a small number of families in this mostly-resort town, it is being lauded as a potential model for other communities across Colorado. The community, through the work of the local council, also identified a lack of access to health care as a critical barrier for many early childhood teachers and was subsequently able to secure health coverage for 140 of Summit County’s child care providers.^{xii}

the creation of early childhood development special districts to provide services for children from birth through 8 years of age.^{ix} These districts can extend beyond city, county or political boundaries or create smaller districts within these divisions. The special districts enable residents to come together,

identify need and potentially seek voter approval for taxes.^x Some communities in Colorado have used mill levies to raise early childhood funds within these special districts.

Child Care Tax

During the 2019 legislative session in New York, there was a proposed payroll tax on certain employers in New York City to pay for child care for children age four and under.^{xiii} Although the measure failed to pass, it would have been an innovative way to pay for professional development, scholarships for families, and capital expenses needed for construction in early childhood programs.

Philanthropic Sector

Philanthropic investment is often more flexible than government funds but less sustainable. These particular qualities of being nimble and short-term might be usefully applied to specific projects in partnership with the new Early Childhood Education and Care Department in New Mexico. The community of foundations in New Mexico might consider the following:

Advisory Council

As the Department launches and establishes itself, leadership may identify particular topics that require in depth study. A sub-committee of the Early Learning Advisory Council might be charged with conducting a particular study. Interested foundations could support that work by funding the research and facilitation of the sub-committee.

Intra-department collaboration

While many early childhood programs will be consolidated within the Department, the Department of Health (DOH) will still house additional programs relevant to young children and their families. Philanthropy could fund the facilitation of regular meetings between relevant offices within the Early

Childhood Education and Care Department and DOH to ensure thoughtful alignment and collaboration. The Pritzker Children’s Initiative has funded “Infant-Toddler Fellows” in a variety of states to help coordinate all services available to children aged 0-3.

Intermediary Organization

Philanthropy along with the state could support the creation of an intermediary organization to host public awareness campaigns or support local early learning councils across the state (See Community-level early learning collaboratives/coalitions).

BIBLIOGRAPHY

- Cobb, Gerry., Ponder, Karen. (2014). *The Nuts and Bolts of Building Early Childhood Systems Through State/Local Initiatives*. Boston, MA: BUILD Initiative.
- Community Outreach Report: A Business Plan for Early Childhood. (2018). Santa Fe, New Mexico: New Mexico Early Childhood Development Partnership in partnership with the Native American Budget and Policy Institute.
- Connors-Tadors, Lori., Grafwallner, Rolf., Martellam Jana., Schultz, Thomas. (2018). *Defining Highly Effective Offices of Early Learning in State Education Agencies and Early Learning Agencies*. New Brunswick, New Jersey: Center on Enhancing Early Learning Outcomes.
- Data Supplement to the 2017 Home Visiting Yearbook. (2018). Arlington, VA: James Bell Associates and the Urban Institute.
- Dry, Catherine. (2019) *A Critical Shortage: Infant Care in Santa Fe*. Santa Fe, New Mexico: Santa Fe Baby Fund, Santa Fe Community Foundation.
- Early Childhood Comprehensive Needs and Cost Analysis. (2016). Santa Fe, New Mexico: New Mexico Early Childhood Development Partnership.
- Early Childhood Governance: An Analysis on National and Local Early Childhood Education Governance Structures. (2016). Santa Fe, New Mexico: New Mexico Early Childhood Development Partnership.
- Economic Effects of Child Care in New Mexico. Santa Fe, New Mexico: New Mexico Early Childhood Development Partnership and University of New Mexico's Center for Education Policy Research.
- Friedman-Krauss, A., Barnett, W., Garver, Karin., Hodges, Katherine., Weisenfeld G.G., DiCrecchio, Nicole. (2019) *The State of Preschool 2018*. New Brunswick, New Jersey: Rutgers, Graduate School of Education: The National Institute for Early Education Research.
- Krespin Zidovsky, Danila. (2018). *A Path Forward for New Mexico's Children: The Case for Funding Pre-K through the School Funding Formula*. Santa Fe, New Mexico: New Mexico NOW.
- Mapping the Gap: Infant & Toddler Child Care in America. (2018) Arlington, VA: Child Care Aware.
- McLean, C., Dichter, H., & Whitebook, M. (2017). *Strategies in Pursuit of Pre-K Teacher Compensation Parity: Lessons From Seven States and Cities*. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley and New Brunswick, NJ: National Institute for Early Education Research.
- New Mexico Home Visiting Annual Outcomes Report Fiscal Year 2017. (2018) Albuquerque, New Mexico: University of New Mexico Center for Education Policy Research.
- O'Donnell Economics and Strategy. *The Santa Fe Children's Trust: Local Governance and Finance in Support of Young Children*. Santa Fe, New Mexico: United Way of Santa Fe County.
- O'Donnell, Kelly. (2014) *Workforce Development in Early Childhood Education Analysis and Recommendations: Analysis and Recommendations*. Santa Fe, New Mexico: Prepared for the Thornburg Foundation.
- Program Evaluation Reports, Legislative Finance Committee, New Mexico. Retrieved from: https://www.nmlegis.gov/Entity/LFC/Early_Childhood_And_Education
- Regenstein, Elliot. *State Early Childhood Advisory Councils*. BUILD. Retrieved from <https://static1.squarespace.com/static/5679be9605f8e24bd8be467a/t/5cb634a6085229a5fbab76ab/1555444902758/>

ECLC+Org+Structure+sept-24.pdf

Toward a Consensus Vision for Early Childhood Development in NM. (2018). NM Child Care Education Association; NM Association for the Education of Young Children; NM Association for Infant Mental Health.

Toward a Bright Future For Our Youngest Children: Building a Strong Infant-Toddler Workforce. (2012) Zero To Three.

Schulman, Karen. (2019). Still Shortchanging our Youngest Children: State Payment Rates for Infant Care 2018. Washington D.C: National Women's Law Center.

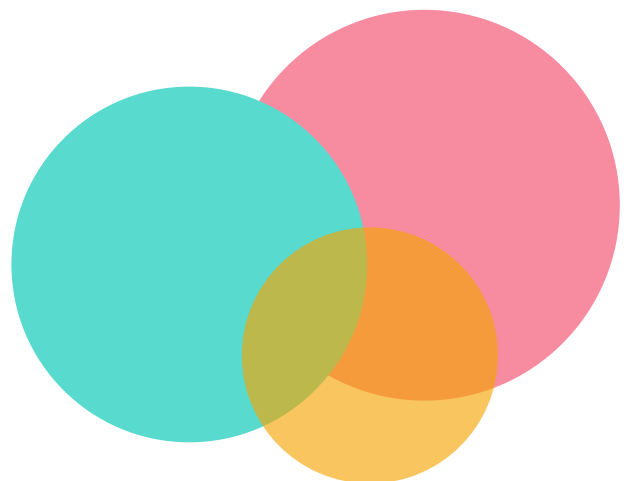
Terkel-Gat, Vivia. Local Governance for Early Childhood: Lessons from Leading States. Boston, Massachusetts: Strategies for Children.

Whitebook, M., McLean, C., Austin, L.J.E., & Edwards, B. (2018). Early Childhood Workforce Index – 2018. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley. Retrieved from <http://cscce.berkeley.edu/topic/early-childhood-work-force-index/2018/>.

Whitebook, Marcy. McLean, Caitlin. (2017). In Pursuit of Pre-K Parity: A Proposed Framework for Understanding and Advancing Policy and Practice. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley and New Brunswick, NJ: National Institute for Early Education Research.

APPENDIX

PLANNING DOCUMENTS FROM EXEMPLARY STATES
TECHNICAL ASSISTANCE EXPERTS
TABLE OF PEOPLE INTERVIEWED
INTERVIEW PROTOCOL



PLANNING DOCUMENTS FROM EXEMPLARY STATES



Alabama
[Legislative Packet](#)



Connecticut
[Strategic Plan](#)
[Action Plan](#)
[Transition Plan](#)
[Division Profiles](#)



Georgia
[Strategic Plan](#)
[Accomplishments](#)



Massachusetts
[Case Study](#)
[Strategic Plan](#)



North Carolina
[Action Plan](#)



Oregon
[Strategic Plan](#)



Washington
[Strategic Plan](#)

TECHNICAL ASSISTANCE EXPERTS

The following people, among others, offered to share their expertise with New Mexico as we plan our new Department:

Harriet Dichter

harrietchter01@gmail.com

As Pennsylvania's founding deputy secretary for the Office of Child Development and Early Learning, she gained national attention for the state's unique new solutions and partnerships. She also was the founding executive director of the Delaware Office of Early Learning, where she accelerated the pace, quality, and accountability of the state's comprehensive work in early childhood.

Ms. Dichter also has significant nonprofit experience. Nationally, she served as a leader for the Ounce of Prevention Fund and its policy advocacy affiliate, the First Five Years Fund, and has worked as staff at the Pew Charitable Trusts. At the community level, she developed her policy, planning, implementation, and advocacy skills in organizations ranging from United Way to a child policy and advocacy nonprofit.

Ms. Dichter is a graduate of Yale University and the University of Pennsylvania Law School.
(from <https://www.icf.com/company/about/our-people/d/dichter-harriet>)

Dr. Myra Taylor Jones

MJones-Taylor@zerotothree.org

As the Chief Policy Officer at ZERO TO THREE, Myra Jones-Taylor leads the development and implementation of ZERO TO THREE's policy agenda, priorities and strategies; oversees the Policy Center, which includes federal and state policy, advocacy and federally-funded technical assistance units; and serves as the principal spokesperson and point of contact for the organization on public policy matters with policymakers, the media, funders, and partner organizations.

Prior to this role, Dr. Jones-Taylor served as the founding Commissioner of the Connecticut Office of Early Childhood. The cabinet-level state agency was responsible for early intervention programs, home visiting, early care and education and child care licensing programs across the state, serving more than 50,000 children each year. She received her doctorate in American studies and anthropology from Yale University. Dr. Jones-Taylor is an active board member of organizations committed to young children and ending racial and social inequality, including All Our Kin, Capita and Equity Partners. She is also a member of the Irving Harris Early Childhood and Reproductive Health Advisory Committee.

Dr. Jones-Taylor lives in Washington, D.C., with her husband and two children
(from <https://www.zerotothree.org/our-team/myra-jones-taylor>)

Karen Ponder

kponder@buildinitiative.org

Ms. Ponder has been involved in all aspects of early care and education, as a teacher, preschool director, board member, teacher trainer and policymaker. She is the former president of Smart Start, which she helped to create. She worked for the North Carolina Division of Child Development, overseeing programs for children with special needs.

Ms. Ponder has worked with 46 states in some area of early childhood. She has made presentations to seven state legislatures and the National Governors Association, and has testified before three U.S. Congressional Committees and the National Summit on America's Children.

Karen is currently a member of the Advisory Board of the McCormick-Tribune Center for Early Childhood Leadership, the Frank Porter Graham Executive Leadership Board, and serves on the National Advisory Panel for the FirstSchool Initiative. She is a recipient of the James and Carolyn Hunt Early Childhood Award, and Governor Mike Easley conferred upon her the Order of the Longleaf Pine, the highest civilian honor in North Carolina.

Upon her retirement from Smart Start, the Karen W. Ponder Leadership Award was created and is given annually to a community early childhood leader. Ms. Ponder graduated from North Carolina State University and completed studies at Anderson University and the University of North Carolina-Chapel Hill.

(from <http://www.buildinitiative.org/AboutUs/OurTeam.aspx>)

INTERVIEWS FOR PDG-B5 RESEARCH

19 interviews with advocates, state employees in Departments/Offices of Early Learning, intermediary organizations and national technical assistance experts were held. These interviews lasted from 30 -90 minutes and loosely followed an interview protocol (see Appendix: Interview Protocol). The following table describes the key points from these interviews which informed this report.

NAME	KEY POINTS
<p>Heather Hanna Director of Membership and Communication; Early Childhood Council Leadership Alliance Colorado</p>	<p>Early Learning Councils & Public Private Intermediaries</p> <ul style="list-style-type: none">• In CO local governments have a lot of power and control.• ECCLA (Staff of 6) is a membership organization that supports the state-legislated councils, provides TA, capacity building, funding, advocacy, communications, data & evaluation for local councils.• Local councils are hubs that cover 1 or a few counties, sit within existing non-profits, local government or are independent non-profits. Some offer direct services.• Local councils have two primary functions:<ul style="list-style-type: none">• Support local systems-building with needs assessments and strategic plans. General fund support for this work comes and goes.• Support quality improvement effort (“Colorado Shines”)– Draw down funds as needed. Formula based on # of licensed providers in a community. If you are not licensed or FFN, harder to access those dollars. Funds are from CCDF.• Some councils access other funds by connecting with other state agencies or local philanthropy.• Some local councils have had success with local ballot measures or tax initiatives.<ul style="list-style-type: none">• San Miguel had a ballot measure focused on infant and toddlers because of the lack of infant and toddler spaces within county. Population is booming and families didn’t have options, people were leaving. Council and County worked on it together and it passed in Nov 2017. Funds are a tax measure. Council is administering funds.• Summit County – couple of tax and ballot measures to support different efforts in early childhood.• EC Special Districts in CO may pass and allow more local communities to leverage local dollars. Still needs to go to the voters.• EC Colorado framework (updated in 2015) is a rich framework and could serve as a model to NM.

Molly O'Connor

Director
THRIVE Washington

Note: THRIVE is “sunsetting” and Ounce of Prevention Fund will take over some duties.

- In 2006, **WA created first Dept of EL and created THRIVE as intermediary public-private entity** – very well-funded by philanthropy and legislature.
- Duties: **Convener, collaborator, innovator, opinion research, public awareness**
- Board – Governor as Co-chair. 4 members of legislature, bicameral and bipartisan with voting rights.
- THRIVE held the pilot for QRIS, played a role in Race to the Top, Kindergarten Assessment. Later did grants and contracting for HV programs – this was later returned to the state.
- **Supports local coalitions** with capacity building, grants, advocacy (great role for public-private intermediary: See NC Partnership for Children).
- **Lessons learned** as THRIVE is sunseting:
 - Be clear who you are and who you are not (“We are not the ATM for EL”).
 - Use philanthropy correctly, not as sustainable \$.
 - Be clear with the state about what it means to be partners.

Becky Veak

Six Pence Fund
Nebraska

- Created by legislation to establish a **dedicated funding source for infants and toddlers**. Private sector put in \$20 million and State put in \$40 million. Public funds came from educational lands and trust funds. This required legislation and then constitutional amendment that defined EC as part of common schools that made those dollars available.
- Public and private dollars are kept separately and invested separately.
- Through a **competitive grantmaking process**, funds go out to public schools in partnership with communities to deliver services for infants and toddlers.
- **Six Pence Budget** – funding from endowment (public and private earnings), plus an increase of \$5 million every year from state general fund, plus federal CCDBG dollars to enter into partnerships with child care providers.
- Grants range from \$75,000 (funds 1 classroom, for smaller rural communities, this could include HV for 6-8 families) - \$300,000 - \$350,000 (Omaha or Lincoln public schools with a variety of programs). For example, Lincoln HS has a childcare on site and they are supported, also HV, childcare partnership.
- Matching fund required for Six Pence Grant – subsidies or Title I can be used.
- There is a 6-member Board comprised of appointed public officials and private representatives: Commissioner and CEO of Dept of HHS and Dept of Ed., 2 from private philanthropy, 2 members represent ec professions – urban and rural.
- **First Five Nebraska** is the advocacy organization that works closely with Six Pence Fund
- **Nebraska Children and Family Foundation** - This is a pass through for public funds. State agencies get their dollars out faster. They administer, staff the Board of Trustees of Six Pence, provide TA to Six Pence grantees, contract for evaluation. This was also created in legislation.

Natalie Vieira
All Our Kin
Connecticut

- **Build and support home-based child care providers** to become licensed, build their business, and enhance their pedagogical skills and competencies through a network approach with one-on-one coaching. Beginning to provide some TA outside the state of CT (Pritzker grantee) to help other communities replicate some components of their model.
- Mostly funded through private philanthropy.
- **Policy work:**
 - Making sure child care subsidy program is adequately funded, and sufficient for a living wage and funding streams remain stable.
 - Housing and zoning laws – many providers run up against housing and zoning rules that hinder their ability to increase child care slots in CT.
 - Work with Office of EC around: licensing (annual meetings with licensing inspectors at Office of EC), build relationships with Commissioner, Office set aside some \$ for CCDBF. Best practices for network development.
 - Admin changes that can make a huge difference.
- Working with over 600 child care providers, ~150-200 providers in a network.

Early Learning Advisory Councils

Melanie Bronfin
Policy Director
Louisiana Policy
Institute for Children

- Great process and structure to help make EL Advisory Council become a relevant stakeholder:
- **Public Data** - Dept presents EC data to the public at Advisory Council meetings.
 - **Report to Council before Board** - the Education Dept (with the Office of EC) reports to the Council with 1 month notice before any rule/policy changes are reviewed by the overseeing Board. This led to giving the advisory council actual power and provided “cover” to the Dept when they had to present to their Board.

National Experts

Gerry Cobb
Director
Pritzker Children’s
Initiative Illinois

- Create a strong **partnership between the Dept of Health and the EC Dept** that assures that there are mandatory or aligned goals and a shared, vested interest in success on both sides.
- **Smart Start** is a strong example of a public-private partnership, a symbiotic relationship between state and non-profit with common goals. It was created through legislation and disperses state funds to local organizations. It helps build the birth to five system at the local level. 70% of funds go to child care related work. They have performance measures.
- **Infant Toddler Priorities** — Colorado’s early childhood office has someone that is focused on early childhood mental health, works across agencies, knitting together and aligning goals and priorities that spill over into multiple departments. NC has hired someone at the Department of Health and Human Services that works in the Secretary’s office and her job is to support the development/implementation of the state’s early childhood action plan. She sits across all the various divisions that cover early childhood.

Lori Connors – Tadros
Senior Project Director, CEELO, NIEER
Rutgers University

Quantifying effective EL Depts with Ellen Frede and in collaboration with Elliot Regenstein. **What makes a Department effective?**
Funded by Heising Simons Foundation.

- Looking at how enabling conditions (political will, leadership, vision) and policies lead to improved child outcomes
- Focus on state agency/office that oversees the state funded PreK program serving children ages 3- K entry
- Draft short list of states: AL, GA, LA, MD, OK, SC, WA, WV.

See Minervinos' Defining Highly Effective State Offices of Early Learning in State Education Agencies and Early Learning Agencies.

Rebecca Gomez
Program Officer,
Heising Simons
Foundation

- Has written extensively on **EC governance** and getting to consolidation, data, leadership, etc.
- Heising Simons is funding the CEELO/NIEER research on quantifying effective EL Depts.
- Looking for grant making strategy around EC governance.

Karen Ponder
Special Projects,
BUILD Initiative

- It is important to **manage the “anxiety”** of coming together into 1 dept. (Managing “culture clash”).
- Context of the state matters – may not matter what other states have done. Consider which depts. are coming together and who is left out.
- **Maintain connections/partnerships with other relevant depts.**
- Early Intervention Part C has been the hardest to move into a Dept – perhaps because of their deep roots or federal funds.
- **North Carolina Partnership for Children** – intermediary org created through legislation that administers funding to local councils. Local councils are supported to do a needs assessment and strategic plan and then fund services where there are gaps. Two-year funding cycle. Grants based on (complicated) formula of serving all kids. Each council is a new, independent non-profit. Important to legislate these details so that they don't go away with new administrations.

Elliot Regenstein
Partner,
Foresight Law and
Policy

- Working in collaboration with Lori and Ellen.
- Writing **playbook of getting states to a consolidated EC governance structure**
- He has written on Advisory Councils, governance and data.

Departments / Offices of Early Learning

Maggie Adair
Director of
Government
and Community
Relations, Office of
Early Childhood,
Connecticut

- **CT is similar to NM** – CT has a state budget of \$300, \$400 M with federal dollars. Working up to 115 FTE (now at 105FTE). Licensing, HV, quality improvement, preK, child care, part c.
- **NM might be lean on staffing** – In order to comply with regulations, accommodate for growth and consolidate programs, more staff were needed in CT to bring the OEC to life than was previously considered.
- CT's Org Structure – There are 4 divisions (plus Legal and Fiscal):

Maggie Adair
Director of
Government
and Community
Relations, Office of
Early Childhood,
Connecticut

- Licensing
- Quality Improvement
- Family Support Division (includes HV and birth to three)
- **The Commissioner's team** has regularly meetings and is made of:
 - Commissioner
 - Commissioner's Assistant
 - Chief Operating Officer – currently focused on challenges in Legal and Fiscal
 - Director of Government & Community Relations - this is the go-to person for advocacy community
 - Strategic Planner
 - Research and Eval Director
 - There is also a Deputy Commissioner — CT recommends this position

- **Intermediary Organization** – charged with fostering state - local relationships and working with EC collaborators.
- **Culture Clash** – As people come together from different departments, with different pay grades, perspectives and even union memberships, there will need to be some work done to smooth any “culture clash.”

Miriam Calderon
Early Learning System
Director, Oregon

- **Early Learning Division within Department of Education** – The Division is a semi-autonomous entity with its own Board and Governor-appointed cabinet-level Director. The Division has been successful in aligning and coordinating EL programs but remains somewhat fragile if future gubernatorial support wanes.
- **Early Learning Council** appears to be a hybrid of a Childrens Cabinet with an advisory council subcommittee and has rule-making authority. The Council spearheaded the strategic planning process (“Raise Up Oregon”) for EL in OR. Governance structure continues to evolve as they consider the right relationship between the Division and the Council.
- **Some EL programs remain in other Departments** – Continued attention is required to ensure alignment with programs that reside in other Departments, including early intervention and child care assistance.
- **Ensure adequate staffing of new Department** – When programs were consolidated into the Division, some staff were lost. In Oregon, there is a “shared services” agreement with the Department of Education for some support services for the Division. It takes adequate staffing to ensure the success of standing up a new EL Division or Dept.
- **New Gross Receipts Tax Dedicated in part to EL** – This will produce ~\$200 million in biennium revenue for a dedicated EL fund. This historic budget increase will be a “tsunami” of new funds to coordinate. The existence of the Division along with a comprehensive plan helped build legislative support to unlock these funds.

Harriet Dichter
Former Head of Office
of Child Development
and Early Learning,
Pennsylvania

- Get Secretary involved early.
- There are multiple org structures – you won't necessarily learn from other states.
- Incorporate workforce in org structure.
- Engage staff at all levels for buy-in.
- In PA, phased in implementation of OCDEL.
- Be sure that governance structure directly connects to improved child outcomes.

Amy Jacobs

Commissioner,
Department of Early
Childhood and
Learning (Bright from
the Start/DECAL),
Georgia

Organizational structure includes these divisions:

- Quality rating system, early HS, research, community partnerships.
- Child care services – licensing.
- PreK and Instructional support, includes: Georgia Pre-k free 4 year old; instructional support for teachers; inclusion services; professional services; DECAL scholars.
- Subsidy program – newer to DECAL, came in the last 2 years.
- Admin – legal, finance/admin, IT, communications director.

Dept has evolved over time – Started as office of school readiness (~'97), moved to new Dept ('04), and then added child care subsidies ('17). This growth over time allowed for good planning and integration.

Cabinet and Advisory Council are the same – Commissioner of DECAL is the chair. Full cabinet is made up of all agency heads that are child serving. It serves as the state's advisory council. Could be more impactful about advising. It is more the Dept reporting out.

Transition plan – In 2014 a consultant from Atlanta was hired and there was a transition plan.

DECAL has an advisory Board, mandated by the legislator – One representative from each congressional district is appointed by the governor. The representatives have an interest in EC, might be business people, retired school system people, parents, etc. 5-year commitment that is purely advisory. They have 2 responsibilities: (1.) Approve annual budget; (2.) Approve any changes to licensing rules. There is no formalized network of local councils.

Infants and Toddlers have been highlighted in the Dept – Specific set of staff working with infants and toddlers for 2 years (within PreK Division). They commissioned an outside study that looked at quality infant and toddler care. Turned into an effective tool to direct attention and resources to this age group. Project Little (Lifting Infants and Toddlers Through Language Rich Environments) includes Peer coaches, concerted PD, lots of use of data. CLASP was involved directly in the program.

Anita Moeller

Deputy Secretary,
Dept of Early
Learning,
Massachusetts

Culture Clash.

- No access to data as a Dept.
- No significant funding growth due to lack of gubernatorial support.
- **Subsidies are delivered via both contracts and vouchers to child care providers.**
- **Very robust system of family childcare supports called Family Childcare System** – they received grants from state and pass them on to family child care providers as well as other supports (HV, quality improvement, PD). No cost to family-based providers to join a “system”/network.

Jeana Ross

Secretary of Early
Learning Dept
Alabama

- Dept of EL in AL **incrementally grew** and is quite robust; anchored in Pre-K work. Dept does not include child care subsidies. Contains strong data management system.
- **Achieved pay parity** within 3 years between PED and community-based provider Pre-K teachers.
- Organizational structure:
 - EC mental health (continued on next page)

Jeana Ross
Secretary of Early
Learning Dept
Alabama

- HV
- Child development – birth to five includes parent engagement, assessment, ASQ. Does NOT include subsidies
- HS collaboration office -key. HS is encouraged to be birth – three
- Office of School readiness – PreK
- Director over research and evaluation – not a separate division but a director over everyone.
- Public-Private intermediary: **Alabama Partnership for Children** – funded by state to do projects.

Amy O’Leary
Early Education For All
Massachusetts

- **One-year start-up is very helpful** because it allowed time to figure out how to effectively braid and blend funds for new Dept.
- **Admin and finance skills were critical for initial leadership** (first Secretary was familiar with state government, not early childhood).
- Since the new Dept was created, MA has not seen dramatic funding increase - mostly led by CCDBG and other federal grant sources; no state-funded PreK.
- **Role of Board vis a vis the Commissioner and the Advisory Council** (Council’s role seems weak).
- Creation of new department has allowed clarity in reporting to a single legislative committee (Education).
- **Intentional focus on cultural change** when merging departments/ divisions previously spread across agencies.

Juliet Taylor
Cultivate Learning
at
University of
Washington

- **When consolidating pay attention to the need to align cultures** - cultures from different depths of knowledge coming together as well as those that are old-school coming along with the reformers. Can philanthropy help with this?
- Univ of WA is doing a workforce survey.
- **Family child care is organized (union)** and somewhat supported by the state.
- Design a Dept that listens to stakeholders.

Myra Taylor Jones
Senior Policy Advisory,
Zero to Three

- **Pay attention to building a culture.** This is the work of “change management.” There may be a feeling of loss that you need to be attentive to before you can do the work of building the Dept. It will be important as an entire Dept with all staff to identify: What are we about? Our new identity? New logo, mission and vision statement – everyone works on this.
- Reading List:
 - Transitions, William Bridges
 - Leadership on the Line, Ronald Heifetz and Marty Linksy
 - The Five Dysfunctions of a Team, Patrick Lencioni
- BUILD (Karen Ponder) helped with the transition work in CT. Myra has offered to help NM.
- Funders can support the new endeavor by offering funds to do the soft side of work that state government maybe won’t pay for.
- **Organizational structure:** Strongly dissuade anyone from holding the admin functions in the PED. Have your own lawyer within the Dept. In CT they used small, short-term cross- divisional teams to work on specific projects.
- **Cabinet and Advisory Council were one group** – This was intentional but not successful. In theory, the Cabinet focused on key issues that Dept couldn’t focus on– family homelessness, for example. But it lacked enough gubernatorial support to succeed (commissioners didn’t always show up). Additionally, the local voices that were present in the advisory council were lost in the Cabinet.

PDG B-5 NATIONAL RESEARCH INTERVIEW PROTOCOL

Purpose

- a) Why was the Department of Early Education and Care created and what was it designed to achieve?
- b) What programs does the Dept oversee? What is the organizational chart or structure for the Department?

Transition

- a) How was it created? Who were the critical leaders involved in its formation?
- b) Was there a transition team and what role did they play? Was there a transition plan? Did the transition team take on subsequent duties once the Department was formed?

Advisory Council and/or Cabinet

- a) Does the Dept have an Advisory Council or a Cabinet? What is the role, authority of this group? Does the Dept ask research questions of it? Is there parent representation, regional representation? If there are both Cabinets and Advisory Councils, is there a formalized relationship? Does philanthropy play a role?

Local Coalitions

- a) Does your state have a formalized network of local or regional councils? If so, how do these in form the Dept?
- b) Do they do any of the following: advocacy, local needs assessments/strategic plans, grantmaking, capacity building, parent engagement? Other?
- c) What is the biggest challenge around the local coalitions?

Strengths and Challenges

- a) What are the strengths in the Department as it currently exists?
- b) Is there any evidence that the new structure is better than the old? Worse? In what ways and what is the evidence?
- c) What are the indications of progress? Challenges for the future?

Lessons Learned

- a) Would anything be done differently knowing what is known now?
- b) What lessons might other states draw from your experience?
- c) What do you see as the best practices for setting up a new Department?

Workforce

- a) Has your state engaged in a comprehensive study of the EC workforce?
- b) What were the main goals of the study? Who was engaged in the process? Who commissioned the work (Is there a copy of the report?)

Scale

- a) How did your state consider growth? Was there a justification for a target number (for example, 80% of 4 year olds will be served in Pre-K)? How did your state reach the decision of hitting a particular number? Is there evidence for it?

Infants and Toddlers

- a) How are infants and toddlers prioritized within your Dept? Do you have an explicit targets of numbers of infants and toddlers to serve in particular programs like HV, early intervention, developmental screening, infant and toddler care?
- b) Do you have any innovative practices or policies that target infant toddlers – PD, designating % of subsidies to wages, contracts vs grants, other incentives?

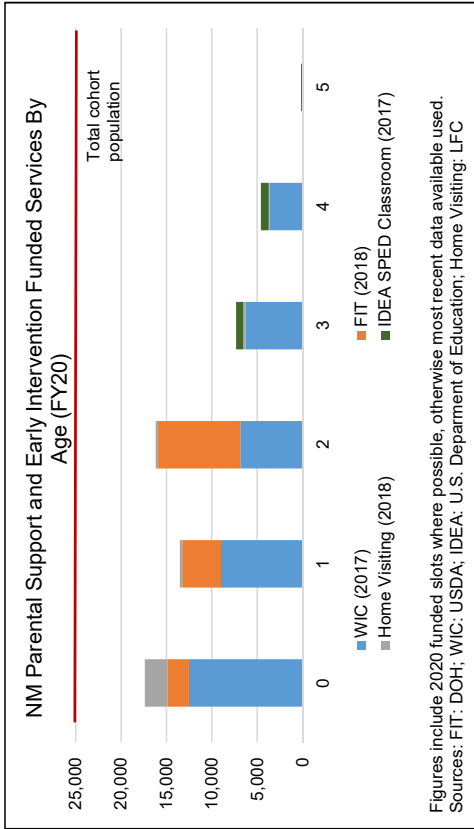
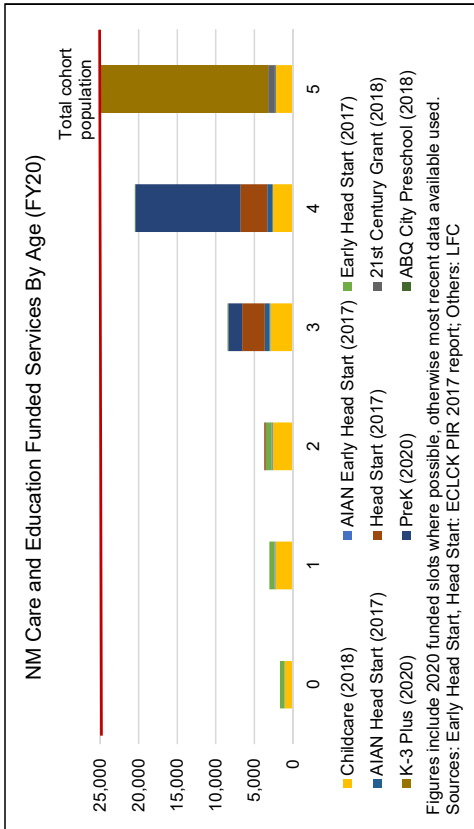
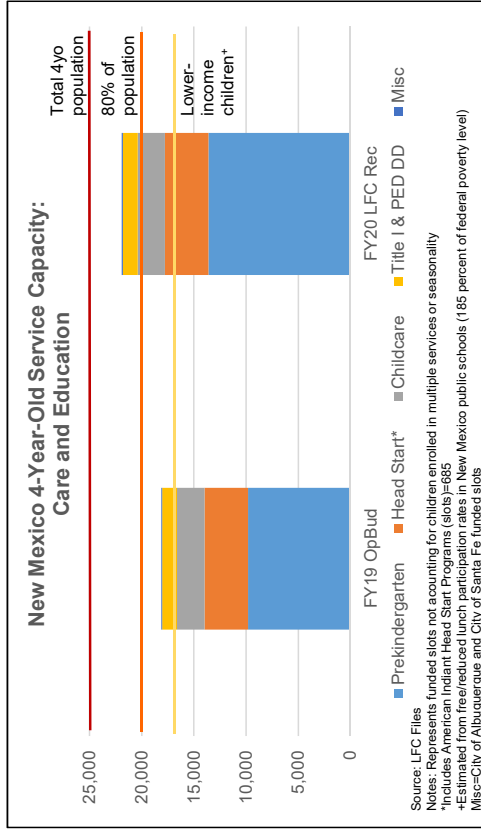
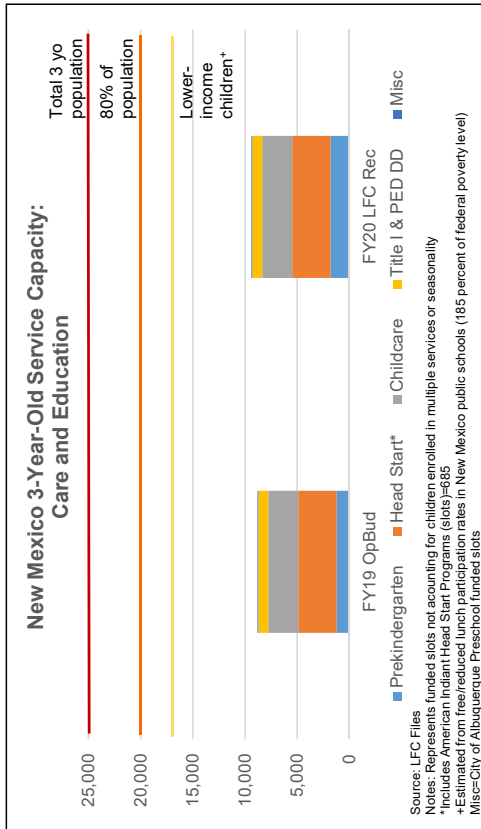
Funding

- a) How does your state fund EC programs? What are the sources of revenue?

APPENDIX K

EARLY CHILDHOOD SERVICE CAPACITY

Early Childhood Service Capacity



Source: State of New Mexico, Report of the Legislative Finance Committee to the Fifty-Fourth Legislature, January 2019 for Fiscal Year 2020, First Session, Volume 3, p.103

APPENDIX L

PRESS COVERAGE

PDG NEEDS ASSESSMENT & STRATEGIC PLAN

07.01.19 - 12.01.19

[NEWS: NEW REPORT CONFIRMS NM EARLY CHILDHOOD WORKERS PAID POORLY](#)

New Mexico In Depth, “Children and Education” - November 18, 2019 - Sylvia Ulloa/Reporter, Sun News, New Mexico In Depth, sulloa@nmindepth.com.

Summary: Review of findings on workforce salaries from PDG B-5 Needs Assessment. Brief summary of NMECDP’s role in federal grant PDG - 5. Review of well-established facts about issues in NMEC workforce (high turnover, lack of coordination among programs and dependable funding, need for higher quality of programs and greater access), summary of findings from Workforce Survey on salaries by EC workforce role (notably - number of workers in high-level roles making < \$30,000/year and low reported satisfaction levels) and specific issues around infrastructure in state’s tribal communities.

[NEWS: NEW MEXICO’S NEW EARLY EDUCATION SECRETARY PLANS DATA-DRIVEN APPROACH](#)

Santa Fe New Mexican, Education - November 16, 2019 - Dillon Mullan/Reporter, Santa Fe New Mexican, dmullan@sfnewmexican.com.

Summary: Brief professional background on new/first ECECD Secretary, Elizabeth Groginsky, and advantages of bringing measurable data to assessment of outcomes for NM children and adults who care for them in different communities/regions of the state. Quote from Katherine Freeman.

[GUEST COLUMNS: STATE EARLY CHILDHOOD DEPARTMENT A SMART MOVE](#)

Albuquerque Journal, November 15, 2019 - Dr. Madelyn Serna Marmol/APS Associate Superintendent of Equity, Instruction, Innovation and Support

Summary: Support for creation of NM ECECD, reviews importance of high quality care from prenatal to school entry as path to future state prosperity, looking forward to collaboration of APS with new ECECD to address system-wide EC issues in New Mexico. Describes challenges that lie ahead.

[NEWS: LOW PAY: A STUMBLING BLOCK FOR QUALITY CHILDCARE](#)

New Mexico In Depth, November 8, 2019 - Sylvia Ulloa/Reporter, Sun News, New Mexico In Depth, sulloa@nminddepth.com.

Summary: Low pay as major obstacle to quality child care in NM that is built into the business model, where high poverty means government subsidies are primary driver of revenue. High turnover. Not a competitive market. CYFD has launched a pilot program in Las Cruces - puts more money in workers' pockets but without raising costs for parents who don't qualify for childcare assistance. Quotes from Katherine Freeman (NMECDP) and Alejandra Rebolledo Rea (CYFD).

[Release picked up by Las Cruces Sun News](#)

[NEWS: GOVERNOR NAMES D.C. OFFICIAL AS EARLY EDUCATION SECRETARY](#)

Santa Fe New Mexican, "Education" - November 6, 2019 - Jens Erik Gould/Reporter, Santa Fe New Mexican, jgould@sfnewmexican.com.

Summary: Background of PDG B - 5, appointment and background of ECECD Secretary Groginsky, tasks in context of current overhaul of EC in NM: aligning agencies, programs, standards and funding; workforce expansion, development and compensation. Quote from Gov. Lujan Grisham.

[NEWS: D.C. SCHOOLS EXEC NAMED TO EARLY CHILDHOOD POST](#)

Albuquerque Journal, November 6, 2019 - Dan Mckay/Journal Staff Writer, Albuquerque Journal, dmckay@abqjournal.com.

Summary: Press conference with NM ECECD Sec. Designate Elizabeth Groginsky on 11/06/19. Overview of professional background, review of PDG B-5 and plan to pull EC in NM into 1 cabinet-level agency to resolve current issues in NM EC. Funding options being proposed. Immediate importance of data collection system. Quote from Sen. Michael Padilla.

[NEWS: NEW MEXICO PICKS FIRST EARLY CHILDHOOD EDUCATION SECRETARY](#)

Associated Press, November 6, 2019 - Morgan Lee/Santa Fe Correspondent, Associated Press

Summary: Overview of NM ECECD Sec. Designate Elizabeth Groginsky's professional background, review of PDG B-5 and plan to pull EC in NM into 1 cabinet-level agency.

[Release picked up by KRQE news](#)

[Release picked up by Las Cruces Sun News](#)

[NEWS: HELP - NM IN LUNA COUNTY SHOWCASES EARLY CHILDHOOD](#)

Deming Headlight - October 29, 2019 - Billy Armendariz/Editor, Deming Headlight, biarmendariz@demingheadlight.com.

Summary: Describes Help - NM, Office of Learning and Opportunity, a coalition in Deming providing grant funded social services for education, food assistance and job training for young children, farm workers and senior citizens in Luna County.

[NEWS: STATE ORGANIZATION HEARS LOCAL EARLY CHILDHOOD DEVELOPMENT CONCERNS](#)

Las Vegas Optic - October 4, 2019 - Kelsey Kendall/Reporter, Las Vegas Optic, kkendall@lasvegasoptic.com.

Summary: Report on Community Conversation held in Las Vegas, NM. Described purpose, process, focus areas, questions, roles of NMECDP, NABPI and CESDP.

[OPINION: NEW MEXICO IS ON THE DOORSTEP OF A BRIGHT FUTURE](#)

The Deming Headlight, “Your Turn” - October 3, 2019 - Pete Campos/NM State Senator (D, Dist.8), pete.campos@nmlegis.gov.

Summary: Record state revenues from oil and gas, new state administration (MLG) and 2019 legislative session place NM in position to shape future of state toward unprecedented level of prosperity. Campos argues for investment in education, energy and behavioral health care. Describes work already underway to affect these areas and how each builds case for each is key to strengthening New Mexico.

[NEWS: EARLY CHILDHOOD LEADERS WEIGH IN ON STATE PLAN](#)

Silver City Daily Press - September 18, 2019 - C.P Thompson/Reporter, Silver City Daily Press, cp@scdailypress.com.

Summary: Report on Community Conversation in Silver City that NMECDP conducted on Sept. 17, 2019. Brief background on PDG B-5 and SB 22. Quotes from Cathy Garcia, NMECDP Outreach Coordinator, and Terry Anderson, Executive Director of Silver City Community Partnership for Children. Report focuses on workforce development in rural NM areas (coaching and mentorship for new teachers).

[NEWS: EARLY CHILDHOOD DEVELOPMENT AND EDUCATION DISCUSSION](#)

The Grant County Beat - September 17, 2019 - Mary Alice Murphy/Editor, Reporter, Grant County Beat, editor@grantcountybeat.com.

Summary: Announcement of Community Conversation in Silver City, NM, brief description of purpose and details of event.

[NEWS: PUBLIC INVITED TO COMMUNITY CONVERSATION](#)

The Eastern New Mexico News - September 9, 2019 - Staff of ENMN.

Summary: Announcement of Community Conversation in Clovis, NM, brief description of purpose and details of event.

[NEWS: WHAT SHOULD NEW MEXICO'S NEWLY CREATED EARLY CHILDHOOD DEPARTMENT ACHIEVE?](#)

Las Cruces Sun News - September 6, 2019 - Sylvia Ulluo / Reporter, Sun News, sulloa@nmindepth.com.

Summary: Story about Community Conversation held in Las Cruces on September 4th, including who is participating from community, role of NMECDP in Strategic Plan and issues leading to development of ECECD, including identification of new “pain points.” Quotes from Kate Noble and Patricia Jiminez Latham.

[NEWS: NEW MEXICO EARLY CHILDHOOD DEVELOPMENT PARTNERSHIP ASSESSES DEMING, NEW MEXICO](#)

Deming Headlight - September 3, 2019 - Xchelzin Pena / Reporter, Deming Headlight, xpena@demingheadlight.com.

Summary: Report on Community Conversation in Deming, NM. Purpose, focus and brief background (SB 22). Description of Community Conversation process. Quotes from Cathy Garcia and participants, including Crystal Pena, Associate Vice President of Help-NM and Luna County Early Childhood Coalition. Report out on needs and issues identified by participants.

[NEWS: AREA RESIDENTS ENCOURAGED TO ATTEND MEETING](#)

Roswell Daily Record - Sep. 2, 2019 - Lisa Dunlap/Senior Writer, Roswell Daily Record, reporter02@rdnews.com.

Summary: Succinct background and rationale on SB22 as well as process and timeline for NMECDP project.

[NEWS: COMMUNITY CONVERSATION TO FOCUS ON EARLY CHILDHOOD ED](#)

Las Cruces Bulletin (e-edition) - Aug. 30, 2019 - Mike Cook/Bulletin Staff Writer, mike@lascrucesbulletin.com.

Summary: Short article summarizing creation of ECECD, role of NMECDP, purpose of Community Conversations and Announcement of Community Conversation in Las Cruces.
(NOTE: See page 10 after following link).

[NEWS: NM PREPARES TO HIRE FOR NEW EARLY CHILDHOOD AGENCY](#)

Albuquerque Journal - Aug. 29, 2019 - Dan McKay/Journal Staff Writer, dmckay@abqjournal.com.

Summary: Report out on meeting of lawmakers in Red River, discussing search/hire of first Secretary and Assistant Secretary (focus on Native American early childhood education) of newly-created ECECD. Brief review of origins and purpose of ECECD and statistics on ECDE in NM. Quotes from Gov. office and House Minority Whip, Rod Montoya.

[PSA: EARLY CHILDHOOD EDUCATION MEETING IN DEMING](#)

KOTS Deming Radio (1230 AM).

Summary: Announcement of Community Conversation in Deming and details (time, place). Brief summary of purpose/background, ECECD.

[NEWS: FUTURE LOOKS GOOD FOR NEW MEXICO](#)

Albuquerque Journal - August 28, 2019 - Dan Boyd /Journal Capitol Bureau Chief, Albuquerque Journal/dboyd@abqjournal.com.

Summary: Report on New Mexico legislators' meeting in Red River to discuss Legislative Finance Committee report. \$907 million in new money available for public schools, roads, healthcare and other programs from oil production and economic growth in SE New Mexico. State will have \$2.3 billion in reserves at the end of the current budget year - possibility of one-time cash investments into road repair and public retirement systems. Steady job growth reported. Danger posed by over-dependence on oil and gas revenues - possibility of falling

energy prices, boom and bust cycles. Gov. MLG proposes creating permanent fund to expand EC programs across state. Quotes from Senator Carlos Cisneros, Secretary Stephanie Schardin Clarke, Secretary Olivia Padilla-Jackson, House Minority Leader James Townsend and Representative Javier Martinez,

[NEWS: LAWMAKERS DEMAND BETTER EARLY CHILDHOOD COORDINATION](#)

Albuquerque Journal - August 28th, 2019 - Dan McKay/Journal Staff Writer, dmckay@abqjournal.com.

Summary: Report on meeting of state legislators in Red River to discuss Legislative Finance Committee report. General consensus - New Mexico's system of EC care and education needs work. Major issues identified included Home Visiting Services (highly funded and underutilized), uneven teacher/student ratios, lack of coordination between services and agencies, competition between PreK (PED) and Headstart (CYFD). Review of goals of new ECECD to address issues. Mention of Statewide needs assessment.

[NEWS: NM EARLY CHILDHOOD DEVELOPMENT PARTNERSHIP WILL HOST PUBLIC MEETING THURSDAY IN DEMING](#)

Deming Headlight - Aug. 27, 2019 - Deming Headlight Staff.

Summary: Short article on background of PDG B-5, role of NMECDP, purpose of Community Conversations and Announcement of Community Conversation in Deming.

[NEWS: PLANNING FOR EARLY EDUCATION AGENCY UNDERWAY](#)

New Mexico In Depth - July 26, 2019 - Sylvia Ulloa - Reporter, Sun News/ syllie@mac.com.

Summary: Story about the LESC presentation held on July 25. Quotes from CYFD EC Deputy, Alejandra Rebolledo Rea; CYFD spokesperson discussing selection of NMECDP; quotes from Sen. Mimi Stewart taken from LESC meeting.

[NEWS: MONEY IS AVAILABLE FOR ASPIRING TEACHERS](#)

Albuquerque Journal - July 26, 2019 - Shelby Perea - Journal Staff Writer / sperea@abqjournal.com.

Summary: Highlights developments in education in New Mexico. Under "Needs Assessment," announces state moving forward in partnership with NMECDP to assess early learning needs across New Mexico, followed by development of strategic plan to guide ECECD.

[NEWS: HIGHLANDS TO HELP DEVELOP STATEWIDE EARLY CHILDHOOD LEARNING NEEDS ASSESSMENT](#)

NMHU Hot News --July 9, 2019 -- <http://www.nmhu.edu/contact-hu/>.

Press release by NMHU on their partnership with NMECDP. Kate Noble and Patricia Jiménez-Latham both quoted.

[Release picked up by Las Vegas Optic](#)

[Release picked up by Los Alamos Daily Post](#)

PRESCHOOL DEVELOPMENT GRANT

BIRTH - FIVE

NEW MEXICO

EARLY CHILDHOOD NEEDS ASSESSMENT