

2022 State Tribal Collaboration Act Annual Report



NEW MEXICO

Early Childhood

Education & Care Department

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EXECUTIVE SUMMARY

Under the leadership of Governor Michelle Lujan Grisham and her Children's Cabinet, New Mexico has taken significant steps in recent years demonstrating the state's commitment to a systemic approach to early childhood education and care. In 2019, the Governor signed the Early Childhood Education and Care Act into law, which created the New Mexico Early Childhood Education and Care Department (ECECD) and mandated the position of Assistant Secretary for Native American Early Education and Care.

In 2020, the Governor enacted, with bipartisan legislative support, the Early Childhood Trust Fund (ECTF) that distributes funds annually to ECECD, and in 2021, the NM Legislature approved House Joint Resolution 1 allowing voters to decide whether a portion of the state's Permanent Land Grant can fund ECEC. These activities represent NM's intentions to address the fractured governance of and limited funding for programming for families and young children.

The creation of ECECD brought together programs that previously resided within several other agencies of state government. As of July 2020, the NM ECECD administers child care licensing and assistance, Child and Adult Care Food Program, Families FIRST, a perinatal case management program, Part C of the Individuals with Disabilities Education Act, Head Start State Collaboration, federal and state home visiting, NM PreK (public and private), quality initiatives, and early childhood workforce development.

As New Mexico works to build a more cohesive, equitable, and effective prenatal to five early childhood system, ECECD uses a rich tapestry of recommendations, plans, and priorities from key partners and communities with clear next steps for necessary governance and fiscal strategies. These include the ECECD Transition Committee's strategic priorities and action plans, the ECECD Advisory Council recommendations, the New Mexico Early Childhood Strategic Plan, and the Pritzker Children's Initiative Prenatal to Three Policy Implementation Plan. The comprehensive nature of ECECD's approach is further solidified by the department's focus on working across early care and education, maternal and child health and development, family support, and child welfare.

New Mexico and ECECD have identified the importance of a strong system for its youngest residents, with equity and quality at the forefront. As one of the first states in the nation to create a cabinet-level department focused on the prenatal to age five period of development, New Mexico is demonstrating a commitment to ensuring the state is the best place to raise a child, providing opportunity for all.





AGENCY OVERVIEW

Vision:

All New Mexican families and young children are thriving

Mission:

Optimize the health, development, education, and well-being of babies, toddlers, and preschoolers through a family driven, equitable, community-based system of high quality prenatal and early childhood programs and services.

Core Values:

- **Family Driven** - We recognize and value all types of family structures and strive to design, develop, and implement multilingual and multicultural programs that are informed and led by families, and meet their unique and diverse needs.
- **Organizational Excellence** - We act with a sense of urgency and hold ourselves and each other accountable to providing high-quality, equitable programs, and services. We are transparent in our actions and focus on delivering excellent customer service and getting the details of our core work right.
- **Integrity** - We value the trust and respect of our community and coworkers, and we work diligently to support and inspire each other. We

commit to being consistent and to use data to make decisions and to improve our systems and processes.

- **Teamwork and Collaboration** - We value diversity in many forms and believe that it strengthens our team and our work. Guided by mutual trust, compassion, and respect, we will operate with a generosity of spirit and inspire, challenge, and support each other to be our best.
- **Partnership** - We value relationships and work intentionally to build strong communities and deepen connections for families; always valuing and promoting the rich culture, language, and geographic diversity of New Mexico.

Our Commitment

Our commitment to New Mexicans is to create a cohesive, equitable, and responsive prenatal to five early childhood system that supports families, strengthens communities, and enhances child health, development, education, and wellbeing.

2021-2022 Tribal Goal and Objectives

ECECD will establish relationships and government-to-government agreements with 80 percent of tribes, pueblos, and nations with a focus on consultation, culture, language, data sharing, and facility improvements through a participatory evaluation approach.

1. Partner with all tribes, pueblos, and nations to create a community-based early childhood map of resources, needs, strengths, assets, and desired outcomes. Ensure that all ECECD programs and services align with the State Tribal Collaboration Act and the Indian Education Act, and support successful implementation of the Indian Child Welfare Act.
2. Establish dedicated funding for tribes that supports the professional development and advancement of early childhood educators, services, and facility improvement for all tribes, pueblos, and nations.
3. In partnership with tribes, pueblos, and nations, develop a facility assessment process to establish benchmarks and targets for facility improvements leading to a capital outlay improvement fund/dedicated fund for facility expansion and enhancement.
4. Collaborate with all tribes, pueblos, and nations to draft IGAs/MOUs that include commonly defined, mutually-agreed-upon terms, including data sharing and data governance agreements that focus on community-defined outcomes for families and children that support culture, language, and social and emotional development.
5. Convene and co-host summits with tribal partners on Native American early childhood initiatives, including social and emotional development, language, culture, and data sharing. Engage the Tribal Head Start Collaboration Office and other National Indian Early Childhood organizations to assist.



ECECD's Strategic Priorities

Grow Investments

New Mexico will not achieve the expected results without sustained and significant new investment in the critical programing offered by ECECD. In the 2022 Legislative Session, funding from the Early Childhood Trust Fund and both general and special appropriations were allocated according to the department strategic priorities.

Advance a Diverse, Well-Compensated Workforce

The early childhood years shape the long-term academic and life outcomes of our nation's children. Indeed, the period from prenatal to age three is a unique window in human development during which the architecture of the brain is wired in ways that, if properly optimized, will help to undergird the child's success for decades to come—with success defined by the individual Pueblo, Tribe or Nation. This early development is facilitated—above all else—by stable, high-quality relationships with adults, whose spoken language, facial expressions, and loving care all serve to support brain development in meaningful ways.

Increase Access and Quality

Many children and families in New Mexico do not have access to critical ECEC programs, and existing programs are often not bound by a common standard or definition of quality. Furthermore, many programs are not adequately resourced to achieve and sustain quality. ECECD envisions and strives to support an aligned, coordinated system of high-quality early childhood programs and services accessible to all children in New Mexico.

Achieve Equity

New Mexico is home to a culturally and linguistically diverse population, with many Native American and Hispanic Communities central to the state's identity. The Early Childhood Education and Care Act of 2019 created a trailblazing new leadership position, an



Assistant Secretary for Native American Early Education and Care, intended to ensure the values, cultures, and languages of each of the 23 Tribes, Pueblos, and Nations are understood by the ECECD staff and made integral to communication, collaboration, and consultation with tribal leaders.

Enhance Authentic Collaboration

Launching ECECD provided an opportunity to break down silos across programs, services, and sectors and create a cohesive, well-coordinated system that supports and lifts up authentic collaboration. For example, Tribal Liaisons were selected from the department to represent PreK, Home Visiting, Early Intervention, Family Nutrition, Child Care, Head Start, Families FIRST, and Administrative Services. The department will continue to improve and build authentic collaboration through intentional government-to-government consultation and state-to-local partnerships.

Grow Investments

Under Governor Michelle Lujan Grisham, New Mexico has for the first time dedicated funding to strengthen and partner with the 23 Tribes, Pueblos and Nations' early childhood programs and services. An initial investment of \$1.5 million has been appropriated to increase access to these early childhood programs.

Advance a diverse, well-compensated and credentialed workforce:

- Awarded 476 Tribal early childhood educators \$1,500 one-time incentive payments totaling \$714,000
- Partnered with state and Tribal colleges through a \$1 million grant from the W.K. Kellogg Foundation to increase the number of indigenous and bilingual early educators to obtain an associate's degree

Increase Access and Quality

- Established Memorandums of Understanding (MOUs) with 12 Pueblo Governors to conduct comprehensive early childhood facility assessments
- Created two Intergovernmental Agreements (IGAs) establishing early intervention services in Mescalero Apache Tribe and the Navajo Nation

- Created one Intergovernmental Agreement with Tesuque Pueblo, creating the first Tribal PreK program

Achieve Equity

- Established the first Early Childhood Tribal Advisory Coalition consisting of 18 appointed Tribal members, parents, urban Native representatives, and experts in the field of early childhood with a goal to have representation of all 23 Tribes, Pueblos, and Nations

Enhance Authentic Collaboration

Tribal Consultation with:

- Acoma Pueblo
- Mescalero Apache Tribe
- Nambe Pueblo
- Navajo Nation
- Pojoaque Pueblo
- San Ildefonso Pueblo
- Santa Clara Pueblo
- Tesuque Pueblo
- Zia Pueblo
- Zuni Pueblo





ASSISTANT SECRETARY FOR NATIVE AMERICAN EARLY EDUCATION AND CARE

Senate Bill 22 mandated the appointment of an Assistant Secretary for Native American Early Education and Care, making this department a first in the nation to have a dedicated position to strengthen government-to-government relationships related to prenatal to age five programs and services **NMSA 1978, § 9-29-3(B)**

Key Duties of the Assistant Secretary

- Provide administration, coordination, and oversight of Indian early childhood education.
- Collaborate with state and federal partners and agencies, tribal government, eligible providers and community partners.
- Consult with Nations, Tribes, and Pueblos for delivery of learning guidelines in language, culture and history designed for tribal & non-tribal students.
- Assist school districts & educational agencies to expand appropriate Indian education programs for infants, toddlers, children, youth, and families pursuant to ICWA.
- **Seek funding** to establish and strengthen programs related to infants, toddlers, children, youth, and families.
- Ensure that **language and cultural considerations** are included in programs administered through the department.

COMMUNICATION AND COLLABORATION WITH TRIBES, PUEBLOS, AND NATIONS

Under the Assistant Secretary for Native American Early Education and Care, meaningful collaboration and consultation has been established. This includes:

- Tribal Bi-Weekly calls to provide agency updates, share information on early education and care initiatives, inform Tribal education leaders about what is happening at a national and local level, and give opportunity for authentic dialogue between the state and tribes. Participation averages between 40-50 Tribal early childhood representatives and experts from across the Tribes, Pueblos, and Nations.
- Collaboration with the First Lady of Navajo Nation and Mr. Darrick Franklin to explore resources and programming to increase access and quality early childhood services across the Nation.
- Support for the recruitment and retention of bilingual and indigenous educators. ECECD was appropriated \$7 million dollars to provide endowments to higher education institutions to create endowed chair positions and create innovative pathways to grow the early childhood bilingual and indigenous workforce.
- Invested federal relief funds to establish a Student Success Grant to Higher Education Institutes that will allow Institutes to provide a stipend of up to \$2,000 each semester for students pursuing an associate's or bachelor's degree in early childhood.
- Secured a \$1 million five-year grant from the W.K. Kellogg Foundation to support 50 bilingual and indigenous early childhood educators in obtaining an associate's degree in early childhood. A stipend of up to \$1,000 will be given to each student who applies and meets the qualifications.

Native American Policy Analyst

The Pritzker Foundation has invested in New Mexico to build upon the prenatal to age three (PN-3) work of the New Mexico Early Childhood Education and Care Department focusing on supporting the physical, social-emotional, and cognitive development beginning prenatal, to build a strong foundation for success in school and in life. As a part of PCI's investment's – funding



has been granted to develop strong PN-3 policies, practices and process that support the 23 Tribes, Pueblos and Nations as it relates to the State Tribal Collaboration Act Policies. The position of a Native American Policy Analyst has been created through this partnership and is in collaboration with the University of New Mexico's Native American Budget and Policy Institute (NABPI)

The key duties of the Native American Policy Analyst position:

1. develop the agency's State Tribal Collaboration Act Policies
2. Assist in implementing the Indian Education Act and seek guidance from the Indian Education Advisory Council
3. Participate in the bi-annual government-to-government consultation summits.
4. serve as a consultant across service areas within ECECD that involve or impact Tribes.

Early Childhood Tribal Advisory Coalition

The New Mexico Early Education and Care Department (ECECD), in partnership with the 23 Tribes, Pueblos, and Nations of our state, has developed a regular process of communication and engagement that highlights the distinct and unique cultures and languages in each of the communities. Utilizing federal relief dollars and lead by Mark Hume, ECECD's Native American Policy Analyst, ECECD launched the coalition on May 25, 2022 in partnership with the UNM's Family Development Program. The mission of this coalition is to transform intergovernmental collaboration across the state.

The coalition will be composed of 30 members, including at least one representative from each of the 23 Tribes, Nations, and Pueblos in New Mexico, and will focus on PN-5 early childhood systems. As of July 2022, 18 members have been appointed or requested to join the coalition based on their expertise in the field of early childhood and urban Native populations. The coalition will meet six times a year to work towards five major goals:

1. Identify the strengths and gaps of early childhood education and care in each community;
2. Help Tribal communities learn from each other as they develop culturally relevant and appropriate assessments, evaluations, and innovative family engagement models;
3. Develop best collaboration practices in governance and financing structures;
4. Communicate regularly with ECECD and make broad recommendations about Tribal early childhood education and care needs; and
5. Strengthen ECECD's commitment to equity and high-quality early childhood education and care for all.





ECECD Early Childhood Tribal Advisory Coalition Members*

1. Cassandra Sanchez, Acoma Pueblo
2. Rosario Dick, Mescalero Apache
3. Paige Loretto, Nambe Pueblo
4. First Lady Phefelia Nez, Navajo Nation
5. Dr. Maria D. Carment-Moffett, Navajo Nation
6. Councilman Peter Garcia, Jr., Ohkay Owingeh
7. Anne Duran, Sandia Pueblo
8. Stanley Coriz, Kewa Pueblo
9. Marsha Leno, Zia Pueblo
10. Francine Cheama, Zuni Pueblo
11. Autumn Enjady, Mescalero Apache (parent)
12. Zach Ben, Navajo Nation (parent)
13. Governor Christopher Moquino, San Ildefonso Pueblo
14. Beverly Fierro, Pojoaque Pueblo
15. Shirley Marlow, Santa Ana Pueblo
16. Duta Flying Earth, Native American Community Academy
17. Warlance Chee, Saad K'idilye Diné Language Nest
18. Melissa Wassana, Education for Parents of Indian Children with Special Needs

*As of July 15, 2022

Early Childhood Facility Assessments

Leveraging Federal Relief Funds from the American Rescue Plan Act, ECECD contracted with Thrive Community Building – an organization that specializes in early childhood facility assessments utilizing a health and safety lens. The Assistant Secretary sent letters to Tribal Leaders seeking the guidance and an invitation to participate in the comprehensive assessments that started in the Fall of 2021 and continued into Spring of 2022.

Twelve Tribes and organizations requested the assessments to be conducted- looking at future building sites, developing blueprints, and assessing current structures all depending on the unique needs of each community. MOUs were developed outlining the process of the assessment and ensuring that all costs would be covered by ECECD.

Participating tribes included:

- San Ildefonso Pueblo
- Ohkay Owingeh
- Santo Domingo Pueblo
- Cochiti Pueblo
- Laguna Pueblo
- Acoma Pueblo
- Nambe Pueblo
- Santa Clara Pueblo
- Tesuque Pueblo
- Pojoaque Pueblo
- Native American Community Academy
- Keres Children's Learning Center



Once MOUs were in place, the first step was to host an introductory meeting between Thrive Community Building, ECECD, and the designated point of contact in each Tribe. A pre-assessment was filled out by each Tribe to ensure an efficient on-site visit. The on-site visit was conducted by Ric Ramos – a licensed architect who has experience in early childhood spaces.

Thrive Community Building developed a detailed, comprehensive report for each tribe to use as a health and safety tool. The report included:

- A summary of overall findings
- A phased action plan to repair or improve any health and safety concerns
- Best practices recommendations that are used to create more efficient environments
- Cost opinions based on the current cost of repairs and construction, which are phased into immediate, 0-1 years, 2-5 years
- The overall score is determined by a panorama of the health and safety conditions of the facility and the property. Deficiencies and challenges, calculated in percentage points, are based on impact on overall services. These points were then deducted from what would be an overall perfect score of 100% in accordance with the following criteria:
 - Action required –includes repairs and expenditures
 - Critical action – items that could impact systemic operation and/or performance
 - Interruption of Services – these are items that pose immediate danger to health and safety of building occupants.

Tribal Consultation

ECECD has sent a formal request out to all the 23 Tribes, Pueblos, and Nations requesting to meet with their respective Governors and Presidents.

To date, ECECD has conducted consultation with:

- Acoma Pueblo
- Mescalero Apache Tribe
- Nambe Pueblo
- Navajo Nation First Lady Nez
- Picuris Pueblo
- Pojoaque Pueblo
- San Ildefonso Pueblo
- Santa Clara Pueblo
- Tesuque Pueblo
- Zia Pueblo
- Zuni Pueblo

2022 Tribal Legislative Debrief

In addition to consultation, ECECD partnered with the Public Education Department (PED) and the Higher Education Department (HED) to conduct virtual debriefs on cradle-to-career legislative wins during the 2022 session.

Meetings occurred March through May with Tribal leaders from:

- Nambe Pueblo
- Picuris Pueblo
- Ohkay Owingeh
- Pojoaque Pueblo
- Acoma Pueblo
- Isleta Pueblo
- Santa Ana Pueblo
- Taos Pueblo
- San Ildefonso Pueblo
- Santa Clara Pueblo
- Zuni Pueblo
- Laguna Pueblo
- Sandia Pueblo
- Navajo Nation
- Fort Sill Apache Tribe

As ECECD has made visits around the state of New Mexico during the 2022 Spring Tour, we heard from Tribal Leaders, Tribal Councilmembers, Education Directors, and other early childhood staff about the need for:

- 1.** Enhancing the early childhood educators
- 2.** Establishing a Families FIRST program
- 3.** Increasing Home Visiting services
- 4.** Supporting Child Care expansion
- 5.** Expanding New Mexico PreK



STATE TRIBAL COLLABORATION, TRAINING, AND CERTIFICATION

The Early Childhood Education and Care Department (ECECD) values the rich heritage, history, cultures, and languages of New Mexico's families. To affirm our commitment to New Mexicans we are creating a cohesive, equitable, and responsive PN-5 early childhood system that supports families, strengthens communities, and enhances child health, development, education, and well-being. The ECECD, in this work, is seeking guidance from experts from around the state on how we can best support the educational, cultural, and linguistic needs of our youngest learners.

Cultural Competency

ECECD has incorporated equity as a key part of the system mapping work to assure that current systems and services are analyzed with an equity lens, specifically focusing on remediating societal inequities.

Through the Pritzker Children's Initiative work, a convening of statewide stakeholders was created to develop the [Equity Guiding Principles](#) which has been a resource and tool adopted by the department.

The department also participated in a 5 series training for all staff on Embracing Equity with an indigenous lens, a partnership with the Indigenous Montessori Institute (IMI). The sessions included:

- Three Antibias Anti racist (ABAR) modules (14 hours total) focused on history of Indigenous education and Antiracist work to include
 - Reclaiming the Education of Indigenous Education
 - Embracing Equity, self-work sessions
 - Tyranny of Outcomes
- 200 ECECD staff participated
 - ECECD participants were broken up into four cohorts of 50 and will roll through ABAR modules consecutively beginning in July of 2021.
 - Six facilitators provided education and assisted staff in developing and recognizing land acknowledgments
 - All reading and video content, participants have "lifetime" access too
 - Delivered in an online learning platform
 - ECECD hosted office hours to debrief and understand the information around social justice and anti-racist pedagogy for ECECD staff

Method ECECD Staff are Notified of STCA

Since July 1, 2020 – the Cabinet Secretary has established meaningful ways of communication with staff. This includes quarterly all staff hybrid meetings. These all-staff meetings provide opportunity to inform staff about Tribal collaboration in pursuant of STCA and investments made to support Tribal priorities.

Through the Communications division, a monthly staff newsletter has also been established to include a dedicated section for

the Assistant Secretary for Native American Early Education and Care to inform staff on policies, process and updates.

As we prepare for another FY23 year, ECECD will continue to improve on methods to inform ECECD staff on STCA and will work with the New Mexico Indian Affairs Department to ensure the agency is in compliance with training to better serve the Tribes of New Mexico.

CURRENT AND PLANNED PROGRAMS AND SERVICES

Early Care, Education, and Nutrition Division

Child Care Services

(ages 6 weeks - 13/18 years)

Child Care Services ensure equal access to high-quality, healthy, safe, and supportive child care environments, providing services to children between the ages of 6 weeks to 13 years of age or up to 18 years of age if special supervision is required. Families can apply for child care assistance online through AM I ELIGIBLE and conduct a search through the online portal for services in the area. Child Care Search.

In that effort, Governor Michelle Lujan Grisham has announced family-focused initiatives including eliminating costs for child care for most New Mexico families, increasing capacity for child care services in areas lacking access, and supporting early childhood professionals in achieving credentials and

degrees. This dramatic expansion of cost-free services builds on the administration's prior work to provide affordable child care to more New Mexico families. The centerpiece of this announcement is the expansion of free child care to qualifying families earning up to 400 percent of the federal poverty level (FPL) – \$111,000 a year for a family of four. Beginning May 1, 2022, all families enrolled in the state's Child Care Assistance Program will have their co- payments waived for one year, making child care free for a majority of New Mexico families.

Previously, only families at 200 percent FPL or below qualified for waived co-payments. ECECD estimates that at least 18,000 families statewide will now qualify for free child care.

Children Served by Child Care Assistance (CCA) in Child Care

County	Number of Licensed Centers	Number of Licensed Homes	Number of Registered Homes	Children served by CCA in Licensed Centers	Children served by CCA in Licensed Homes	Children served by CCA in Registered Homes
BERNALILLO	292	66	154	8056	561	186
CIBOLA	5	7	26	108	62	22
LUNA	10	5	28	103	50	22
MCKINLEY	6	1	128	67	13	24
OTERO	14	9	25	352	64	20
RIO ARriba	13	1	20	113	10	17
SAN JUAN	34	1	31	1229	6	28
SANDOVAL	29	6	61	815	34	16
SANTA FE	45	7	4	432	8	9
SOCORRO	5	1	20	32	4	10
TAOS	12	1	4	106	5	0
VALENCIA	31	2	18	770	16	8

Family Nutrition Bureau (ages 1-18 years)

Family Nutrition Bureau (FNB) administers two USDA Child Nutrition Programs which provide federal funds to participating institutions to initiate and maintain non-profit food service programs for eligible children and adults. Two programs under FNB include Child and Adult Care Food Program (CACFP) open to all ages. and Summer Food Service Program (SFSP) serves children ages 1-18.

Summer Meal Sites Listed by Location: summerfoodnm.org



CACFP

SFSP This year's Summer

USE THE AVERAGE MONTHLY NUMBER OF MEALS SERVED	Number of Centers Providers	Number of Home Providers	Number of children receiving meals in Centers	Number of children receiving meals in Homes	Number of Tribal Homes in the CACFP Program	Number of children receiving meals by Tribal Homes in the CACFP Program	Number of SFSP Sites	Number of meals served to children SFSP*To date
BERNALILLO	294	357	8,500	947	2	14	130	36,881
CIBOLA	9	37	194	134	6	25	1	2,350
LUNA	19	35	380	143	0	0	0	0
MCKINLEY	48	138	840	374	99	343	56	17,901
OTERO	35	36	2,404	150	0	0	0	0
RIO ARRIBA	27	21	562	638	3	11	21	18,006
SAN JUAN	59	31	1,497	89	17	58	8	9,251
SANDOVAL	30	96	1,020	270	50	225	4	7,250
SANTA FE	45	13	1,404	425	0	0	14	28,015
SOCORRO	3	25	22	72	6	27	0	0
TAOS	10	6	140	14	0	0	0	0
VALENCIA	27	26	657	67	0	0	7	9,832
Native American Totals						703	45	23,471

New Mexico PreK (ages 3-4 years)

New Mexico PreK services are offered in community and school-based settings. NM PreK offers high-quality early education focused on school readiness. NM PreK supports linguistically and culturally appropriate curriculum and provides developmentally appropriate activities for New Mexico children.



Children Served in Community Based PreK				Public PreK Providers	Children Served in Community Based PreK
County	Number of Children Served by Early PreK Providers 3-Year-olds	Number of Children Served by PreK Providers 4-year-olds	Number of Children Served by Providers Mixed PreK 3 and 4-year-olds	Number PreK Providers 4-year-olds	Number of children served by Providers 4-year-olds
TAOS	42	56	N/A	3 districts, 1 state charter school, 5 school sites	109
BERNALILLO	565	1290	354	1 district, 4 state charter schools, 56 school sites	1,406
CIBOLA	N/A	1	10	1 district, 3 school sites	85
LUNA	38	41	1	1 district, 6 school site	205
MCKINLEY	30	42	N/A	2 districts, 17 school sites	283
OTERO	91	189	33	1 district, 5 school sites	131
RIO ARRIBA	39	68	1	4 districts, 7 school sites	95
SAN JUAN	75	178	103	4 Districts, 12 school sites	535
SANDOVAL	59	111	51	4 districts, 6 school sites	582
SANTA FE	85	86	82	2 districts, 1 state charter school, 16 school sites	450
SOCORRO	20	16	2	2 district, 2 school site	43
VALENCIA	155	130	111	2 districts, 1 state charter, 13 school sites	260

Family Support and Early Intervention Division

Families FIRST (Prenatal – age 3)

Families FIRST (Families and Infants Receive Services and Training) is helping build strong families through medical, social, and educational support from registered nurses and resource referrals to promote healthy infants and children in New Mexico. [Families FIRST providers](#) work on the following key areas:

- Care coordination services to Medicaid eligible pregnant individuals.
- Conduct ongoing assessments to address holistic needs
- Coordination resources with family and community
- Educate clients and their families on topics related to their pregnancy and postpartum experience as well as newborn and pediatric topics



COUNTY	Number of Pediatric Clients Served	Number of Prenatal Clients Served by Families First programs
Bernalillo	13	433
Cibola	1	11
Luna	2	54
McKinley	1	37
Otero	37	146
Rio Arriba	0	1
San Juan	1	96
Sandoval	2	48
Santa Fe	4	5
Socorro	2	17
Taos	0	1
Valencia	23	85
Total	86	934



Family Infant Toddler (FIT) Program (Birth – age 3)

The Family Infant Toddler (FIT) Program promotes children growing and developing at their own pace. However, sometimes children have special developmental needs or health concerns that may put them at risk for or cause a developmental delay. Early Intervention promotes child development and supports families whose child has or is at risk for a developmental disability or delay.

[FIT Provider List](#)

The ECECD FIT program hosted a Tribal Summit to discuss early intervention for tribal nations which resulted in a set of recommendations that includes but is not limited to:

- Help/support Interagency Coordinating Council (ICC)’s efforts to increase enrollment of Native children in FIT
- Develop relationships between FIT programs and tribal communities
- Increase the number of Native American Developmental Specialists

These recommendations have informed the work of the ICC’s Tribal and Underserved Populations committee.

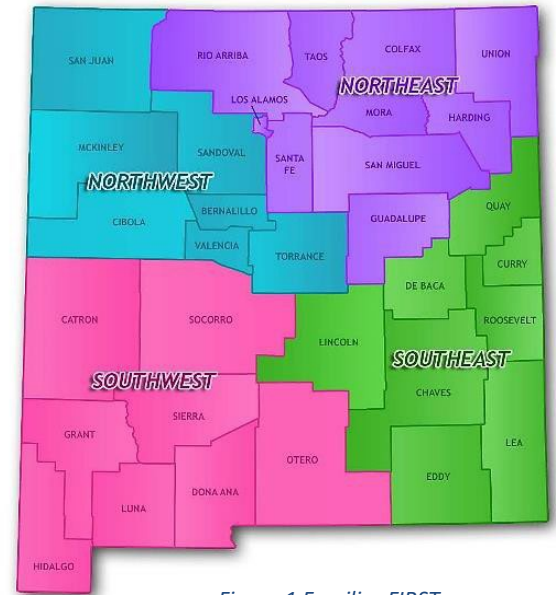


Figure 1 Families FIRST

TRIBE	COUNTY	TRIBE	COUNTY	TRIBE	COUNTY
Acoma Pueblo	16	Nambe Pueblo	1	Sandia Pueblo	8
Jicarilla Apache Nation	6	Native America - Other	66	Santa Ana Pueblo	4
Mescalero Apache Tribe	58	Native America – Unspecified	79	Santa Clara Pueblo	3
Cochiti Pueblo	2	Navajo	406	Taos Pueblo	6
Isleta Pueblo	16	Okay Owingeh Pueblo	1	Tesuque Pueblo	1
Jemez Pueblo	10	Picuris Pueblo	1	Ysleta Del Sur Pueblo	5
Kewa Pueblo	3	Pojoaque Pueblo	2	Zuni Pueblo	22
Laguna Pueblo	28	San Felipe Pueblo	19	Total	763

Home Visiting (Prenatal - age 5)

Home Visiting provides a coordinated continuum of high- quality, community-driven, culturally and linguistically appropriate home visiting services that promote maternal, infant, and early childhood health, safety and development, as well as strong parent-child relationships.

The Home Visiting program began a cradle board safe sleep initiative to promote culturally relevant safe sleeping methods from tribal communities. The cradle board is a traditional sleeping space for infants and toddlers that are designed with a creation story. In an effort to preserve these traditions, Home Visiting's Safe Sleep Program has partnered with a father from the Navajo Nation to share his own journey creating a cradle board for his first-born child and emphasize culturally supportive sleeping methods. **The goals of the project are:**

- **Promote** safe sleep in a culturally relevant safe sleep methods from tribal communities.
- **Cultural preservation:** The cradle board is a traditional sleeping space for infants and toddlers that are designed with a creation story Building a cradleboard is an important process that helps fathers and families prepare for their child's arrival earth side. Every part of the cradleboard is crafted with significance and storytelling.
- **Facilitate Group Sessions** to review the Navajo cradleboard—how to build it, the significance of each part, how fathers can use the crafting process to prepare for the baby's arrival, and how to use the cradleboard for safe sleep.
- **Storytelling:** The father will share his story on his journey to create a cradle board for his firstborn child and emphasize culturally supportive sleeping methods. Once completed, the storytelling recording will be shared on ECECD and/or UNM CDD Home Visiting website



[Click to view the Home Visiting Regional List](#)



COUNTY	Number of HV Programs	Number of Children Served in HV
Bernalillo	917	52
Cibola	109	42
Luna	445	0
McKinley	376	281
Otero	58	0
Rio Arriba	118	11
San Juan	216	147
Sandoval	56	13
Santa Fe	456	7
Socorro	121	41
Taos	169	11
Valencia	172	4
Total	3213	609

Policy, Research and Quality Initiatives Division

The Policy, Research and Quality Initiatives Division (PRQI) manages data systems within the department, tracks programs and services provided by the department to children and families around the state and ensure compliance with state and federal laws and regulations. There are three Bureaus within PRQI:

The **Policy Development Bureau** provides overview, support, and guidance regarding regulations, policies, and compliance with state and federal regulations.

The **Quality Initiatives Bureau** manages New Mexico's Tiered Quality Rating and Improvement System (TQRIS), professional development including scholarships, the wage supplement and bilingual incentive programs.

The **Data Assessment and Research Bureau** provides oversight to ensure data is accurate and made available upon request from internal and external stakeholders and ensures compliance with state and federal guidelines.

PreK Pay Parity

\$3 million dollars in ECECD's FY22 budget to support pay equity for NM PreK private sector

Bilingual Incentive Program

\$1,500 one-time payment for certified bilingual professionals.

Current Participants

123 recipients since beginning of May (Spanish, Japanese, Tewa, Keres)

Certifications:

- PRAXIS – TESOL
- La Prueba
- Bilingual Seal on HS Diploma
- Tribal Certification

teachers with equivalent credentials to public sector teachers.

August 2021 – present: 60 participants

Financial support and encouragement for early childhood professionals.

Current Participants

- July – December 2020: 129
- January – June 2021 : 447
- July 2021 – present: 322

Early Childhood Scholarships

Investing in early childhood professionals and their careers.

Current Participants

- Spring 2021: 647
- Summer 2021: 468
- Fall 2021: 785
- Spring 2022: 825

CDC / Associates Degree

100% tuition, fees, and books

Bachelor's Degree

100% tuition, fees + 50% books

Graduate-level Degree

- 80% tuition upon
- available funding



How to Apply

Visit eecdsscholarship.org for more information and to apply.

FOCUS- Tiered Quality Rating and Improvement System (TQRIS)

FOCUS is New Mexico's early childhood tiered quality rating and improvement system designed to strengthen and improve the quality in early childhood programs and serving children and families. It is a voluntary program for child care programs and Head Starts.

COUNTY	Number of Licensed Providers 3-Star FOCUS through 5-Star FOCUS	Number of Children on Subsidy Served by Licensed Providers 3-Star FOCUS Through 5-Star FOCUS
BERNALILLO	191	5388
CIBOLA	4	88
LUNA	2	62
MCKINLEY	5	62
OTERO	17	265
RIO ARRIBA	5	43
SAN JUAN	24	800
SANDOVAL	17	538
SANTA FE	20	209
SOCORRO	1	9
TAOS	9	136
VALENCIA	13	470
TOTAL	308	8070

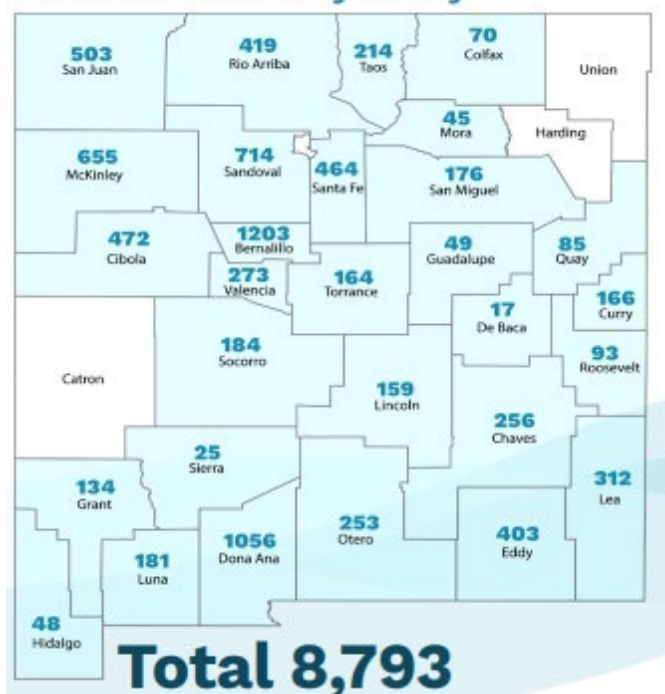
Head Start State Collaboration Office (HSSCO)

The New Mexico Head Start State Collaboration Office (HSSCO) operates as part of a larger national system of state collaboration offices funded by the federal Office of Head Start. The federal government created the system of state Head Start Collaboration Offices to facilitate partnerships between HS programs and other state and Tribal early childhood education, child care, and family support services. These offices are particularly important for state administration because Head Start funding is provided from the federal government directly to local Head Start programs and agencies. New Mexico's HSSCO is administered by ECECD.

Congress and President Lyndon Johnson established Head Start (HS) in 1965 as part of the War on Poverty to provide early learning opportunities for children ages 3 to 5 living in poverty. The federal government added the Early Head Start (EHS) program in 1995 to provide supports to infants and toddlers, pregnant mothers, and families with children in poverty from birth to age three. The programs provide a wide range of services, including EHS home visiting, physical and social emotional health screenings, early childhood education, nutrition assistance, family engagement, and fatherhood initiatives. In 2021, HS and EHS funded 8,793 slots for New Mexico children and families across 34 of these programs.

HS and EHS programs in New Mexico reflect key characteristics of the state—rural and urban, and culturally and linguistically diverse. New Mexico is served by three regions in partnership with the HSSCO. Region VI directs programs within the state. Region XI serves Tribal areas and Region XII oversees the Migrant and Seasonal programs across the country. As seen in table 1, 34 HS and EHS programs operated in New Mexico in 2021. The 34 grantees also included 16 Tribal grantees and the Navajo Nation. Figure 1 maps all program sites. These programs provided 8,793 funded slots across New Mexico in 2021; 2,362 in EHS and 6,431 in HS, including 99 slots in Migrant and Seasonal HS programs administered jointly with the Texas HSSCO.

Funded Enrollment by County



Head Start (HS) and Early Head Start (EHS)

Head Start (HS) and Early Head Start (EHS) are a critical part of the Prenatal-to-Five (PN-5) early childhood system; working to give vulnerable children an opportunity to succeed in school and life. These federally funded programs throughout the country and in New Mexico make an impact on communities by providing comprehensive educational, emotional, social, health, nutritional, and psychological services that support thriving children and their families.

Head Start State Collaboration Director:

Olga Valenzuela – Zavala

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505-257-8127

[New Mexico Head Start and Early Head Start At-a-Glance 2021](#)

The Priorities of the HSSCO include:

- Strengthen Early Head Start Child Care Partnerships
- Partner with the state to collect data on early childhood programs and child outcomes.
- Support the expansion of and access to high-quality workforce and career development
- Collaborate with the State Tiered Quality Rating and Improvement Systems (TQRIS)
- Ensuring continuity between Head Start and public schools
- Collaborate with Region VI, Region XI and Region XII Collaboration Directors.
- Strengthen and continue collaboration with the New Mexico Head Start Association





Chief Health Officer

The Chief Health Officer position in the Office of the Secretary is a first in the nation, created to strengthen the connection between health and early childhood programs and services.

Current Areas of Focus:

- COVID-19 (guidance/presentations/test to stay program)
- Comprehensive Addiction Recovery Act (CARA) program (an inter-agency collaboration for babies born exposed to substances)
- Providing medical support and guidance to the FIT program
- Data sharing and linkages
- Strengthen connections between the healthcare system and home visiting
- Thriving Families (an inter-agency collaboration to prevent abuse and neglect)
- Liaison with New Mexico Pediatric Society/American Academy of Pediatrics/NM Perinatal Collaborative

The mission of the Chief Health Officer:

To advance equity and strengthen state infrastructure in New Mexico's maternal and early childhood systems through better integration of health and early childhood programming and more meaningful engagement of family and community partnerships and the health sector.

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RESOURCES

1. [New Mexico ECECD Website](#)
2. [New Mexico Early Childhood Statewide Strategic Plan: 2021-2024](#)
3. [The New Mexico Early Childhood Education and Care Department Four-Year Finance Plan 2023-2026](#)
4. [Understanding the Cost of Quality Child Care in New Mexico: A cost estimation model to inform subsidy rate setting](#)
5. [New Mexico Indian Education Newsletter: Cradle- to-Career, Winter Edition 2022](#)
6. [New Mexico Indian Education Newsletter: Cradle- to-Career: Spring Ed. 2022](#)