



NEW MEXICO

Early Childhood
Education & Care Department

STATE - TRIBAL COLLABORATION ACT

2020 ANNUAL REPORT

Early Childhood Education and Care Department

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Executive Summary

The New Mexico Early Childhood Education and Care Department (ECECD) was created through Senate Bill 22- passed by the New Mexico Legislature and signed into law in March 2019 by Governor Michelle Lujan Grisham - working to ensure that all New Mexican families and young children have equitable access to high-quality early childhood experiences and opportunities. The new department is one of four in the nation as

New Mexico looks to improve child well-being outcomes and strengthen family support services through continuous quality improvement of mixed delivery early childhood systems.

“Working to ensure that all New Mexican families and young children have equitable access to high-quality early childhood opportunities”

The ECECD administers the following early childhood programs: Head Start Collaboration Office; Home Visiting; the Family, Infant & Toddler (FIT) early intervention program; Families FIRST, a nurse case management program; New Mexico PreK; family nutrition, and child care services. Additionally, ECECD provides professional development and technical assistance to these programs to improve practice and outcomes. ECECD was created from programs formerly housed at the Children, Youth & Families Department (CYFD), the Department of Health (DOH) and the Public Education Department (PED).

In November 2019, Elizabeth Groginsky came to New Mexico to fill the role of Cabinet Secretary and was confirmed as the first Secretary for the new department in January of 2020. Additionally, Senate Bill 22 mandated the appointment of an Assistant Secretary for Native American Early Education and Care. Through partnership with the Children’s Cabinet Director, Mariana Padilla, Jovanna Archuleta was appointed to this role in February 2020. Archuleta comes from the Pueblo of Nambé and spent the past decade working with tribal governments and members within the Eight Northern Pueblos,.

Key Duties of the Assistant Secretary

- Responsible for **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.
- Provide assistance to 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.

Through the role of the Assistant Secretary, collaboration and communication will be key and intentional, and strong government-to-government relationships will be established to ensure tribes have access to early childhood resources and that ECECD staff have the opportunity to learn from tribal leaders and community members about how to best support families and young children. As the new department seeks guidance from stakeholders around the state, it will be a priority for the Assistant Secretary to seek the guidance from our Pueblo, Tribes and Nation.

On July 1, 2020, ECECD became an official department in the State of New Mexico and began implementing the vision of Governor Lujan Grisham and the Children’s Cabinet in the expansion of universal pre-K, quality home visiting and ensuring that our most vulnerable children have access to positive early learning experiences to improve their outcomes as lifelong learners. Studies have identified that investments made early in a child’s life yield returns of \$7 to \$13 dollars per dollar spent. As a new department, there is significant work to be done but we know there are so many strengths that lie within each community, Tribe and Nation. Growth will happen internally and externally within the first few years of the department’s life, this growth is essential to our success in achieving the key outcomes outlined in [SB22](#):

- Provide a **system of seamless transition** from prenatal to early childhood programs to kindergarten;
- Provide consumer education and **access to early childhood care and education programs**;
- Advance quality early childhood education and care **programs to support the development of children to prepare them for success in school**;
- Ensure **effective collaboration** with state and local child welfare programs and early childhood health and behavioral health programs;
- Develop and **manage effective data systems** to support the necessary functions of a coordinated program;
- Develop an **aligned system of workforce development** for early childhood professionals; and
- Promote **culturally and linguistically appropriate programming** and provide equal education and care opportunities to non-English-speaking families

Given that the first five years of a child’s life are the most important, it is essential that all of the Children’s Cabinet departments come together to provide support for our children, families and communities to ensure the best outcomes for New Mexico. To better serve the Pueblo, tribes and nation within New Mexico, ECECD will establish an internal working group of tribal liaisons who represent each division and bureau within the new department. This working group will develop and implement strategic communications and consultation with our tribal partners and Honorable Governors & Presidents.

COVID-19 Health Emergency Efforts:

COVID-19 has directly impacted New Mexican families’ health and economic stability. After Gov. Lujan Grisham declared a health emergency in March, ECECD responded by launching daily morning check-ins with early childhood providers and listened to concerns from the field as families began to remove children from child care facilities and public education agencies began to close campuses. Services like home visiting, early intervention and Head Start moved to online televisits, while the registered nurses with Families FIRST became frontline workers in testing for COVID-19. Approximately 37 percent of child care centers across the state have closed temporarily during the health emergency, leaving families struggling to find child care. ECECD received \$29.4 million from the CARES Act Child Care Development Block Grant (CCDBG) to support both families and providers with child care assistance. In addition, the Department received \$4 million in Governor’s Education Emergency Relief (GEER) funding to support six to eight weeks of summer programming for pre-K students (age 4) to enhance in-class social and emotional development while they prepare to enter kindergarten. Tribal set-aside funds were also made available for any Pueblo, Tribe or Nation that wanted to apply for funding.



FIGURE 1: GOVERNOR PHILLIP PEREZ AND MONICA VIGIL, NAMBE PUEBLO

In addition to ECECD’s efforts, nearly 1,400 infant wellness packages were also distributed to tribal communities around the state utilizing CYFD’s Early Childhood Services - Safe Sleeping Funds, which included supplies for children 0-12 months. Each package contained a safe sleeper bassinet, formula, onesies, baby books, wipes, baby food and snacks. The Assistant Secretary continues to communicate with tribal communities to ensure that meals and the *Meals To You* program are meeting tribal needs – especially as tribal lands remain closed to the public.

Head Start Collaboration Office



The Head Start Collaboration Office (HSCO) serves as a liaison between the state and Head Start programs, as well as other agencies in the community. Olga Valenzuela-Zavala has been the Head Start Collaboration Director for the past three years and has since been elevated to the Office of the Secretary in the transition from CYFD to ECECD. The HSCO has made efforts to strengthen relationships within the tribal Head Start communities and has made noticeable gains. This year, in collaboration with the Governor’s office, the Head Start Collaboration Office coordinated meetings with tribal Head Start grantees to hear the voices of the Head Start Directors; these meetings led to coordinated trainings on the topics of disabilities and transitions. Additionally, the HSCO ensures that all tribal grantees receive updates and invitations to specific events and encourages them to participate in the NM Head Start Association.

With the support of Assistant Secretary Archuleta, the HSCO envisions greater progress in providing collaborative services to tribal communities. In FY21, ECECD and the HSCO will explore developing an Equity Council to support the voices of our diverse communities involved in early learning. Together we will ensure better service delivery not only to the tribes, but to every child in our state.

Date collected in the 2020 Head Start Needs Assessment identifies that there are 9,211 children funded across the Head Start, Early Head Start, Tribal, Migrant and Early Head Start/Child Care Programs. Our state has 33 Head Start/Early Head Start programs and 18 Tribal Head Start programs. The chart below outlines the number of children enrolled in the tribal programs:

Tribal Early Head Start/Head Start Funded Enrollment	Early Head Start	Head Start
Alamo Navajo	44	64
Eight Northern Indian Pueblos Council		36
Five Sandoval Indian Pueblos Council		53
Jicarilla Apache Nation	65	102
Laguna Department of Education	52	115
Mescalero Apache Tribe		120
Native American Professional Parent Resources (NAPPR)	72	
Ohkay Owingeh Head Start		81
Pueblo of Acoma		90
Pueblo of Isleta	48	87
Pueblo of Jemez		68
Pueblo of San Felipe		96
Ramah Navajo School Board, Inc.		60
Pueblo of Santa Clara	16	38
Santo Domingo Pueblo (Kewa)	94	120

Taos Pueblo Head Start	14	36
Pueblo of Zuni		153
The Navajo Nation	17	513

[2020 Head Start Needs Assessment](#)

Family Support & Early Intervention

Home Visiting

The New Mexico Home Visiting Program is administered by ECECD in accordance with the New Mexico Home Visiting Accountability Act. New Mexico’s home visiting system is well-established and committed to building relationships with families to improve outcomes for children.

New Mexico home visiting services are offered through a network of provider agencies across the state that deliver services for families prenatal - 3 (selected agencies/counties to the age of 5) in 31 of 33 counties in New Mexico. The services provided by home visiting programs are research-based, grounded in best practices and linked to **six overarching goals**:

- Babies are born healthy;
- Children are nurtured by their parents and caregivers;
- Children are physically and mentally healthy;
- Children are ready for school;
- Children and families are safe; and
- Families are connected to formal and informal supports in their communities.

It is estimated that American Indian or Alaskan Native families represent 11.5 percent of households receiving services and support from home visiting-funded programs in FY19 (*Figure 2. Home Visiting Chart*). Several home visiting programs administered throughout the state are positioned to support tribes through the various programs: Avenues (McKinley County), FACES (San Juan), Gallup McKinley School District (McKinley), North West NM First Born (McKinley & San Juan), Presbyterian Socorro (Socorro/Alamo Navajo Reservation), Southwest Pueblo Consultants & Counseling (Rio Arriba, Bernalillo and Cibola), La Vida Felicidad (Cibola) and Las Cumbres provides services in Rio Arriba County to Jicarilla Apache Nation and Okhay Owingeh. Most recently that State of NM home visiting program entered into an MOA with the Taos Pueblo’s Tiwa Babies Home Visiting Program to support their efforts with the Centennial Home Visiting Pilot project, allowing the Pueblo to begin Medicaid billing.



FIGURE 2. TIWA BABIES HOME VISITING SITE VISIT WITH ECECD

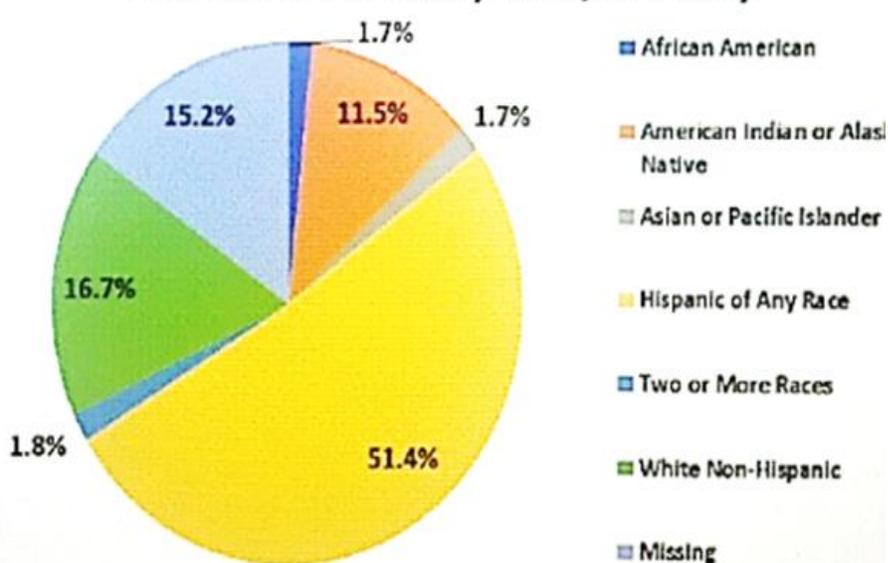
Home Visiting FY 19 (HV Outcomes Report FY-19)

Recognizing the rich diversity of New Mexico’s communities, it is clear that the New Mexico Home Visiting Program must allow communities to establish community-specific home visiting programs that are responsive to their communities’ unique cultural and linguistic heritage while consistently adhering to the NM Home Visiting Program Standards.

HV Standard 2 – Culturally Sensitive and Relevant Practices.

This standard specifies the service delivery practices necessary to work effectively with people from a variety of abilities, languages, identities, and realities as well as ethnic, cultural, political, economic, and religious backgrounds. Culturally sensitive and relevant service delivery practices are implemented while taking into consideration the dynamics and structure of each family as they define themselves. In addition, practices must support enrolled children who are acquiring both the language of their family as well as the language of the larger community. These very young children are dual language learners (DLLs).

All Clients Served by Race/Ethnicity*



*Total is 12,642 and reflects all household members in the 5,397 families with 1 or more home visits in FY19.

FIGURE 3. HOME VISITING CHART

2.1. When possible, home visitors should reflect the community they are serving, culturally, linguistically, ethnically, etc.

2.2. The program ensures that each home visitor is trained and supported to use culturally sensitive and linguistically appropriate practices to communicate effectively and demonstrate respect for the uniqueness of each family's culture.

2.3. Program procedures and the materials used with families are relevant to the population being served. Reasonable accommodations are made as necessary to support the individual culture and circumstances of families.

2.4. Program procedures and practices ensure that reflective supervision and/or reflective consultation is used to support cultural awareness and the delivery of culturally sensitive and relevant services per Standard 7.5.a. - Implementing Infant Mental Health Practices.

An Example of Home Visiting Response to Tribal Communities during COVID-19

The North West New Mexico (NWNM) First Born is co-leading the McKinley Mutual Aid initiative with three other native-led organizations around Gallup, NM. They have collectively raised over \$40,000 to procure, package, and deliver food boxes, water and baby supplies to high-risk families living on the Navajo Nation and Zuni Pueblo. They have served over 300 families and continue to provide these supplies to 150-200 families per week. They have partnered with Avenues Early Childhood Home Visiting to provide their families with baby supplies. Over 80 percent of NWNMFB clients are tribally-enrolled through either the Navajo Nation or Zuni Pueblo.

NWNMFB currently has agreements with both tribes to provide home visiting services on tribal lands. They receive approximately \$100,000 of funding directly from the Navajo Nation to supplement mileage, knowing that they drive very long distances down dirt roads to provide essential services. NWNMFB recently procured additional funding that will allow them to procure tablets and additional data plans with service providers that cover the reservation to increase technological access as they continue to provide virtual visits.

Family, Infant & Toddler

The Family Infant Toddler Program serves children birth - three who are at risk of - or have - a developmental delay. Children and their families receive services from provider agencies within their local area. Approximately 5.7% of children receiving FIT services are American Indian/Alaskan Native. Due to this lower-than-expected percentage of Native children served, the FIT Interagency Coordinating Council has established a Native American Families Committee. The Committee has identified the following critical issues/goals:

Critical Issue #1: Lower-than-expected percentage of eligible Native children and their families are participating in FIT services.

Goal #1: Increase tribal awareness of early intervention services Action:

- Revise Community Resource Map into format usable for agencies that lists resources (i.e., Head Start, home visiting, early intervention, etc.), key tribal contacts and the protocol for interfacing with each tribe (e.g., protocol for entering tribal lands).
- Given contact information gained through creating Community Resource Map, work with tribal communities on best ways to address public awareness of FIT services in these sovereign locations.
- Increase training opportunities for FIT providers related to culturally responsive services for Native families.
- Build capacity related to recruiting and retaining Native service providers.

FY20 Family Infant Toddler Program Tribal Report Data

Total Children Served FY20: 1247

Acoma Pueblo	26
Apache -- Jicarilla	*DS
Apache -- Mescalero	59
Cochiti Pueblo	*DS
Isleta Pueblo	26
Jemez Pueblo	16
Kewa Pueblo	20
Laguna Pueblo	36
Nambe Pueblo	*DS
Native American -- Other	111
Native American -- Unspecified	198
Navajo	629
Okay Owingeh Pueblo	*DS
Picuris Pueblo	*DS
San Felipe Pueblo	19
San Ildefonso Pueblo	*DS
Sandia Pueblo	*DS
Santa Ana Pueblo	*DS
Santa Clara Pueblo	*DS
Taos Pueblo	19
Tesuque Pueblo	*DS
Ysleta Del Sur Pueblo	*DS
Zia Pueblo	*DS
Zuni Pueblo	46

Grand Total	1247
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Tribal affiliation self-reported by family/caregiver

*DS -Data suppressed (number less than 10)

Families FIRST

Families FIRST is a free, statewide case management service that connects prenatal Native American women with medical, social, and educational services. Families FIRST also helps clients find resources in their community, including information about prenatal care, childbirth, parenting, health care, financial aid, and housing. Families FIRST care coordinators continue to see the mother and child postpartum in the home or in the office setting - whichever the client prefers.

Once the baby is born, Families FIRST sees the child and performs the Ages and Stages assessment of the infant's growth and development. A Registered Nurse educates the mother and family members on what to expect with the new infant. Families FIRST helps to reduce the barriers that some Native American women may face when they are pregnant, including finding transportation to and from doctors' appointments for clients, helping sign the client up for WIC and other programs, and building the relationship between provider and client.

In New Mexico, most Native American women live in rural areas. Access to prenatal care is sometimes difficult, given the amount of travel required. Studies show that Native American prenatal women are less likely to get screened for high blood pressure or diabetes due to the reduced number of prenatal visits. The nation's largest reservation, spanning more than 25,000 square miles across Arizona, [Utah](#) and [New Mexico](#) — typifies some of those accessibility issues that can hamper a woman's care. According to the IHS, prenatal care begins in the first trimester for only 66.5% of Indian live births as compared with 81.3% for the U.S. as a whole ([IHS, 2005](#)).



New Mexico sees 8,929 births to Native American women each year. The infant mortality rate is:



Infant deaths per 1,000 live births

1983	1985	1990	1995	2002	2005	2010	2016	2017
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American Indian or Alaska Native

15.2	13.1	13.1	9.0	8.3	8.1	8.3	8.6	8.3
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Neonatal3 deaths per 1,000 live births

American Indian or Alaska Native

7.5	6.1	6.1	4.0	4.4	4.0	4.3	4.7	4.5
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Postneonatal3 deaths per 1,000 live births

American Indian or Alaska Native

7.7	7.0	7.0	5.1	3.9	4.0	4.0	3.9	3.8
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American Indian women and their infants face more health disparities as a result of differences in prenatal care.

According to [Centers for Disease Control and Prevention \(2002\)](#) and the [U.S. Institute of Medicine \(2006\)](#), the “very low birth weight” rate (VLBW) has increased slightly since 1990 among American Indians, and preterm birth is higher among American Indians than White women.

Early Care, Education & Nutrition

Family Nutrition

Family Nutrition Bureau administers two federally-funded USDA Child Nutrition Programs. The Child and Adult Care Food Program (CACFP) provides funding and program oversight for healthy meals and snacks served to children in child care settings and adults in adult day care institutions. The Summer Food Service Program for children (SFSP) provides funding and program oversight for nutritious meals and snacks for children who would typically receive free and reduced-price meals while in school, during the summer months when school is out of session.

The Family Nutrition Bureau (FNB) maintains partnerships with 20 tribal governments that have programs which meet the criteria for receiving funding through CACFP. These tribal organizations have Head Start programs, child care centers, after-school programs or emergency shelters that qualify to participate. Additionally, FNB partners with 14 tribal governments or schools serving tribal communities that sponsor the SFSP during the summer months when

school is not in session, to provide meals for children who would typically receive free or reduced-price meals from the National School Lunch Program during the school year.

The tribal organizations that participate in CACFP and the types of facilities that they administer are included in the chart below:

Tribal Entity	Facility Types	Number of Facilities
Navajo Nation	Head Start	47
Jicarilla Apache Tribe	Head Start, Child Care	1
Mescalero Apache Tribe	Head Start, Child Care, At Risk	6
Acoma Pueblo	Head Start, Child Care	2
Cochiti Pueblo	Head Start -w/ 5 Sandoval IP	1
Isleta Pueblo	Head Start, Child Care	1
Jemez Pueblo	Head Start, Child Care	2
Laguna Pueblo	Head Start	2
Nambe Pueblo	Head Start w/ Eight Northern	1
Ohkay Owingeh Pueblo	Head Start w/ Eight Northern	1
Picuris Pueblo	No programs	
Pojoaque Pueblo	No programs	
Sandia Pueblo	Head Start – w/ 5Sandoval IP	1
San Felipe Pueblo	Head Start	1
San Ildefonso Pueblo	Head Start w/ Eight Northern	1
Santa Ana Pueblo	Head Start w/ 5 Sandoval IP	1
Santa Clara Pueblo	Head Start w/ Eight Northern	1
Santo Domingo Pueblo	Head Start, Emergency Housing	2
Taos Pueblo	Head Start, Child Care	1
Tesuque Pueblo	Head Start w/ Eight Northern	1
Zia Pueblo	Head Start w/ 5 Sandoval IP	1
Zuni Pueblo	Head Start,	1

The tribal organizations that participate in SFSP and the number of sites that they operate are included in the chart below:

Tribal Entity	Number of SFSP sites
Bread Springs School	1
Dzilth-Na-O-Dith-Hle	1
Mariano Lake Comm. School	1
Mescalero Apache Tribe	6 last year, 0 this year
Acoma Pueblo	4 in 2018, 0 this year
Jemez Pueblo	3
Ramah Navajo School	1
Sandia Pueblo	1

San Felipe Pueblo	1 last year, 0 this year
Santa Ana Pueblo	1
Santo Domingo Pueblo	2 last year, 0 this year
Tesuque Pueblo	1 last year, 0 this year
Zia Pueblo	1
Zuni Public Schools	9

Several sponsors from last year chose not to participate as sponsors this year. This was very likely due to concerns about the health pandemic. SFSP provided breakfasts and lunches each day through the *Meals to You* provision of the program to 2,858 children residing in 15 different pueblos and around chapter houses that were closed to the public or observing some type of travel restrictions during the pandemic. See chart below for a listing of the specific pueblos and chapter houses that are participating.

Isleta Pueblo	831
Zia Pueblo	223
Picuris Pueblo	82
Nambe Pueblo	208
Jicarilla	200
Cochiti	237
Navajo Nation, San Juan Chapter	57
Tooh Haltsooi Chapter	60
Tesuque Pueblo	160
Navajo Nation, Beclabito Chapter	100
Santo Domingo Pueblo	110
Santa Ana Pueblo	245
Jemez Pueblo	30
Santa Clara Pueblo	245
Pojoaque Pueblo	70

The SFSP sponsors listed above, along with several non-tribal agencies that provided service in tribal areas, provided grab-and-go meal service to a significant number of children ages 1 to 18 residing in tribal communities during the COVID-19 pandemic. From March 16 to June 30, SFSP sponsors provided 345,436 breakfasts and 377,017 lunches to Native American communities.

Although FNB has excellent relationships with most of the pueblos, as well as the Navajo Nation Head Start staff, and the tribal administration at the two Apache tribes, there is room for improvement in the participation of Native American tribal governments in the two child nutrition programs that FNB administers. There are two Pueblos (Picuris and Pojoaque) that do not have institutions that participate in CACFP. It may be that they do not have Head Start or child care centers and do not have any other institutions that would qualify for participation.

FNB would like to see additional participation by tribal governments in the SFSP and actively works to recruit Pueblos and chapter houses to be sponsors of the program or at least to allow for SFSP meal sites to be set up at their locations. Program coverage on the Navajo Nation reservation is limited and could reach more children if there were more participation by the chapter houses.

New Mexico PreK

During the 2005 legislative session, the New Mexico legislature passed the **Pre-Kindergarten Act** that provided funding to develop and implement voluntary pre-kindergarten programs to advance childhood development and school readiness throughout New Mexico. The Act stated that pre-K programs would address the total developmental needs of the preschool children being served, including physical, cognitive, social and emotional needs, and would include health care, nutrition, safety, and multicultural sensitivity.

Through a competitive process, licensed community-based programs, licensed home-child care programs, tribal programs, Head Start, and public education programs are eligible to apply to New Mexico PreK. Leadership from the Early Childhood Education & Care Department (ECECD) and the Public Education Department (PED) collaborate to ensure that there is equal access to all 3- and 4-year-old children statewide, and in a variety of settings.

Each program providing NM PreK receives on-going support, professional development, and technical support. This support is to ensure the success of the children, educators, administrators, and the program as a whole.

Over the years, NM PreK has been offered in the following Tribal communities:

- Mescalero Apache School
- Ohkay Owingeh Head Start
- To'Hajiilee Community School
- Santa Clara Tribal Early Head Start/Head Start (for a PreK Summer Jumpstart Program)

Child Care Services

The Child Care Services Bureau (CCSB) administers the Child Care Assistance, Child Care Licensing and Registered Child Care Home programs. In collaboration with ECECD's Family Nutrition Bureau, as well as the Quality Initiative and Professional Development Bureau, the Child Care Services Bureau plans and coordinates quality child care services (including training, technical assistance, health and safety and monitoring) and works to build child care capacity statewide.

Child Care Assistance:

The Child Care Assistance Program subsidizes the cost of child care for families at or below 200

percent of the federal poverty level (currently \$52,400 for a family of four) that are working and/or in school. Once a family is determined to be eligible for Child Care Assistance, that family remains eligible up to 250 percent FPL – so a modest increase in income won't mean losing Child Care Assistance.

The subsidy amount varies depending upon the age of the child, the type of child care, the location of the program, and the rating of the child care program (as determined by the Look for the STARS Quality Rating System). Regional offices are located throughout the state and are staffed by Eligibility Interviewers who work with families to determine the amount of subsidy they qualify for.

Regulatory Oversight:

The Child Care Licensing Program monitors child care centers and licensed homes to ensure that they are meeting the quality, health, and safety standards detailed within the child care licensing requirements. Licensing program staff also provide training and technical assistance to child care providers to help them understand how to meet and maintain compliance with the licensing requirements.



ECECD encourages child care programs to meet higher levels of quality through the Look for the STARS Quality Rating System. This system contains five levels – the higher the Star level, the higher the level of quality. The level of quality is indicated on each program's license with one, two, three, four or five stars; one star indicates that the program meets basic licensing requirements and five stars indicate that the program has received national accreditation. Licensing surveyors work closely with Early Childhood Training and Technical Assistance Programs, which rate the quality of licensed child care programs. CCSB reimburses these providers for caring for children receiving child care assistance based on their star level.

The Regulatory Oversight unit also monitors registered homes to ensure that they are meeting basic health and safety standards within the non-licensed family child care home requirements. Registered home child care providers care for no more than four non-resident children in their own home and must participate in the Child and Adult Care Food Program (CACFP) (more information on CACFP is included under the Family Nutrition Bureau section). CCSB reimburses these providers for caring for children receiving child care assistance, and Child Care Specialists provide training and technical assistance to registered home providers.

Licensed Tribal Programs:



<u>Name of Program</u>	<u>Location</u>	<u>Type of Program</u>
Walatowa Child Care	Jemez Pueblo	Licensed Center
Little Folks Day Care	Navajo	Licensed Center
Career Prep High School Learning Center	Shiprock	Licensed Center

Additional Examples of State-Tribal Partnerships:

- State-tribal CCDF collaboration meetings
- Consultation with Pueblo of San Felipe regarding health and safety monitoring process
- Conducted courtesy visits, per request, for Pueblo of Zia and Santo Domingo Pueblo to provide guidance on licensing standards. For Pueblo of Zia, this included ongoing involvement in the reviews of the blueprint plans of the new child care center.
- Consultation with Pueblo of San Felipe regarding compliance with CCDF background check requirements. The consultation included sharing of background check forms and process.
- Consultation with Pueblo of San Felipe regarding monitoring of home child care programs. The consultation included sharing of health and safety inspection checklists and home monitoring form, and ongoing training of inspectors.

Policy Research & Quality Initiatives

Quality Initiatives & Professional Development

New Mexico has ensured robust participation in its FOCUS TQRIS system through the use of a strong Comprehensive Early Learning Training and Consultation System and Verification model that actively supports programs to improve quality. Continued outreach to tribal programs, Head Start, child care, pre-K, Family Infant Toddler (FIT) and home visiting programs helps build and strengthen sustainable and meaningful relationship between programs and ensure increased participation in FOCUS TQRIS.

- Meet with cross agency FOCUS TQRIS groups to align terminology and implementation – so that FOCUS materials and processes are supporting shared goals

- Establish and develop goals that are agreed upon for success, sustainability, and quality in programs

Participation in FOCUS TQRIS FY20:

- Mescalero: 2-STAR
- To'Hajiilee: 2-STAR
- Pueblo of Sandia: 2-STAR
- NAPPR Early Head Start: 3-STAR
- Pueblo of Isleta: 4 STAR

Professional Development

The Early Learning Comprehensive Training and Consultation Center is responsible for providing a continuum of professional development (PD) services to early care and education program staff based on program goals, preferences, needs, strengths and risk factors, utilizing the State of New Mexico Early Childhood Integrated Learning Approach as a frame for service delivery.

The CYFD (Children, Youth & Families Department) – now merging into ECECD- Comprehensive Early Childhood Scholarship Program makes it possible for early childhood educators, administrators, and program directors to afford the time and expense of taking coursework that leads to credentials and degrees.

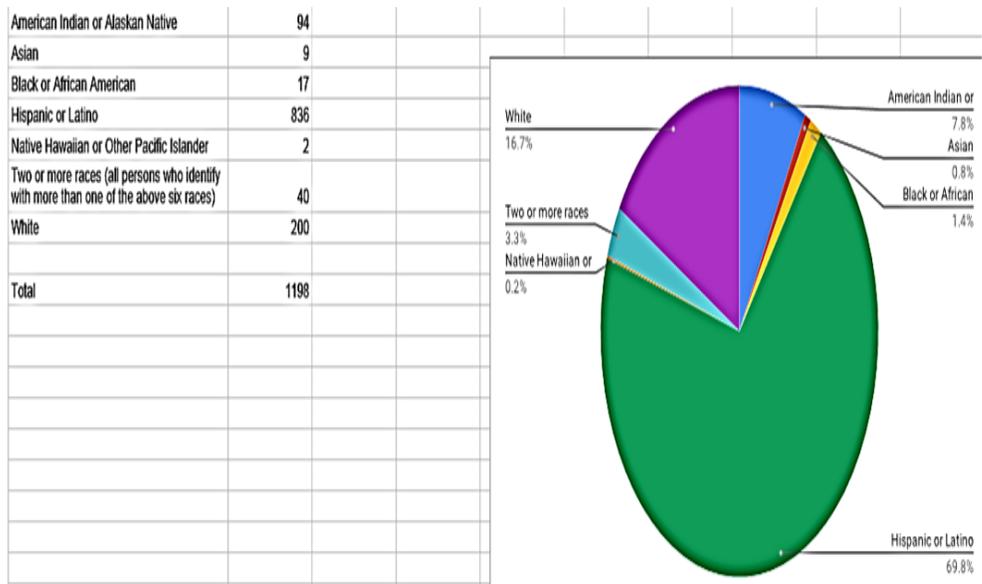


FIGURE 4: CYFD SCHOLARSHIP DISTRIBUTION 2019

See *Figure 4: CYFD Scholarship Distribution 2019*. Of the 1198 scholarships awarded, 94 were given to American Indian/Alaskan Native early educators. The CYFD Scholarship is based on a cost-share model to New Mexico early childhood educators.

All applicants must:

1. Enroll in a qualifying New Mexico higher education institution.
2. Work a minimum of 20 hours per week at a CYFD-funded early childhood program.

3. Provide confirmation of FAFSA completion.

Early Childhood: Associate’s Degree and Child Development Certificate

For students pursuing an associate’s degree (AA) in early childhood education or a New Mexico Child Development Certificate (CDC), or for home visitors pursuing an associate’s degree (AA) in early childhood education, social work, counseling, or related coursework:

Scholarship Responsibility:

- 100 percent of tuition
- 100 percent of books

Program Sponsor Responsibility:

- Depending on the program’s ability and the scholars’ need, the program will work with the scholar to find a predetermined weekly release time to benefit both parties.

Scholar Responsibility:

- Travel/mileage
- Education: Scholar must complete a minimum of six credit hours per contract year.
- Scholar must maintain a C grade or higher in all classes.

Bachelor’s: Early Childhood

Students working in child care and pre-K and pursuing a bachelor’s degree (BA) in early childhood education, or home visitors pursuing a bachelor’s in early childhood education or social work:

Scholarship Responsibility:

- 100 percent of tuition
- 50 percent of books

Program Sponsor Responsibility:

- Depending on the program’s ability and the scholars’ need, the program will work with the scholar to find a predetermined weekly release time to benefit both parties.

Scholar Responsibility:

- Travel/mileage
- Education: Scholar must complete a minimum of six credit hours per contract year.
- Scholar must maintain a C grade or higher in all classes.

Family Home Professional (Family Home Child Care)

If you are a Family Home professional (Family Home Daycares) pursuing a CDC, AA or BA:

Scholarship Responsibility:

- 100% of tuition
- 100% of books

Scholar Responsibility:

- Education: Scholar must complete a minimum of six credit hours per contract year.
- Scholar must maintain a C grade or higher in all classes.

Family Child Care Provider:

- Depending on the program’s ability and the scholars’ need, the program will work with the scholar to find a predetermined weekly release time to benefit both parties.

Masters and Doctorate Models

- If additional funds are available.

Home Visiting Masters Model

- ECECD pays 80% of the tuition cost each semester
- Scholar assumes book expenses
- The teacher commits to work for the sponsoring program during the year of the scholarship contract, plus one additional year.

Tribal Consultation and Communication

Tribal liaisons have been identified within ECECD. In collaboration with the Assistant Secretary, consultation and communication policies and procedures will developed to best meet the needs of the Pueblos, Tribes and Nation.

Mandates

- State-Tribal Collaboration Act
- Indian Education Act
- Indian Education Advisory Council

“LET US PUT OUR MINDS
TOGETHER AND SEE WHAT LIFE WE
CAN MAKE FOR OUR CHILDREN”

Agreements with Tribal Nations

- No current agreements.

-SITTING BULL