



THE NEW MEXICO

# EARLY CHILDHOOD STRATEGIC PLAN 2021-2024



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The New Mexico Early Childhood Strategic Plan continues and answers the work in the Early Childhood Needs Assessment (completed in 2019). This Plan charts out key Goals, Objectives, and Actions to meet the identified needs, plus Measures to track progress. Taken together, New Mexico's Needs Assessment and Strategic Plan provide a detailed view of the early childhood landscape and a comprehensive strategy for moving forward.

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# LIST OF ABBREVIATIONS

<b>ACEs</b>	Adverse Childhood Experiences
<b>ASL</b>	American Sign Language
<b>BIE</b>	Bureau of Indian Education
<b>CHC</b>	Community Health Centers
<b>COVID 19</b>	Coronavirus Disease of 2019
<b>CYFD</b>	Children, Youth and Families Department
<b>DOH</b>	Department of Health
<b>DoIT</b>	Department of Information Technology
<b>ECD</b>	Early Childhood Development
<b>ECE</b>	Early Childhood Education
<b>ECECD</b>	Early Childhood Education and Care Department
<b>ECIDS</b>	Early Childhood Integrated Data System
<b>EPICS</b>	Education for Parents of Indian Children with Special Needs
<b>FACE</b>	Family and Child Education
<b>FY</b>	Fiscal Year
<b>HIPAA</b>	Health Insurance Portability and Accountability Act
<b>HSD</b>	Human Services Department

<b>IAD</b>	Indian Affairs Department
<b>ICWA</b>	Indian Child Welfare Act
<b>IECMHC</b>	Infant and Early Childhood Mental Health Consultation
<b>IMH</b>	Infant Mental Health
<b>MIECHV</b>	Maternal, Infant, and Early Childhood Home Visiting Program
<b>MOU</b>	Memorandum of Understanding
<b>NABPI</b>	Native American Budget and Policy Institute
<b>NM</b>	New Mexico
<b>NMHED</b>	New Mexico Higher Education Department
<b>NMEDD</b>	New Mexico Economic Development Department
<b>PED</b>	Public Education Department
<b>PHI</b>	Protected Health Information
<b>PII</b>	Personal Identifiable Information
<b>PSAs</b>	Public Service Announcements
<b>RFP</b>	Request for Proposal
<b>UNM</b>	University of New Mexico



# State of New Mexico

Michelle Lujan Grisham  
*Governor*

January 8, 2021

Dear New Mexicans,

We have a once in a generation opportunity to improve the lives of young children and their families. We began this journey before the upheaval of COVID-19 and all that has unfolded since the pandemic began. Nonetheless, during one of the most difficult times any of us can remember, New Mexico is proudly focusing on early childhood. We are building a stronger system to ensure a brighter future. This is our three-year Strategic Plan to do just that.

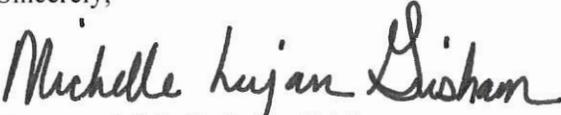
This Plan belongs to New Mexico. It weaves together input from thousands of people throughout the state, who shared their experiences, needs, and hopes for our youngest residents and their families. We also looked at best practices within our state and nationwide. We analyzed the data we have, and identified other data we need to consistently improve and to better measure progress and well-being.

Our Strategic Plan includes six goals rooted in our core values and multi-cultural vitality. Our commitment to progress is strengthened through our partnerships with Tribal Nations which will always be central to our work. We value our unique government-to-government collaborations with pueblos, tribes, and indigenous nations, and in deep partnership, will work to align systems and effectively educate and care for young children in every community.

In 2020, we launched our Early Childhood Education and Care Department (ECECD), only the fourth state in the country to do so, in order to focus on the first five years of life which are so critical in the development of children and families. Also, New Mexico has created an Early Childhood Trust Fund to endow our young children with stable investment in a better future. We know that funding for early childhood gets incredible returns for society, and we are committed to being smart and strategic with every dollar we have.

Thank you to everyone working towards solutions to make early childhood support in New Mexico more equitable, effective, and aligned. These children are our greatest resource and will define the future of our great state. The foundation for New Mexico is strong. Let's take this Strategic Plan, hold our communities close, and move forward together.

Sincerely,

  
Governor Michelle Lujan Grisham



NEW MEXICO



Children's  
C A B I N E T

# NEW MEXICO CHILDREN'S CABINET

**DIRECTOR, MARIANA PADILLA**

The purpose of the Children's Cabinet is to study and make recommendations for the design of programs that will assist the children of New Mexico. It was revived during the early days of the administration of Governor Michelle Lujan Grisham and elevated through coordination directly from the Office of the Governor.

Created through the Children's Cabinet Act, the group studies and makes recommendations to maximize outcomes for children and youth under age 21. This includes looking at: physical and mental health; family and community safety and support; preparedness for and success in school; successful transition to meaningful and purposeful adulthood and employment; and valued contributions to and active participation in communities.

The Children's Cabinet produces an annual report card. Key measures from that reporting have been cross-walked to the well-being indicators section in this plan (pg 29). Activities in this Strategic Plan relevant to prenatal to five will be coordinated with the Children's Cabinet and the relevant well-being indicators regularly referenced as benchmarks for progress.

## **PARTICIPATING AGENCIES IN THE CHILDREN'S CABINET**

- Office of the Governor
- Lieutenant Governor
- Children, Youth and Families Department
- Early Childhood Education and Care Department
- Corrections Department
- Human Services Department
- Department of Workforce Solutions
- Department of Health
- Department of Finance and Administration
- Economic Development Department
- Department of Public Safety
- Department of Aging and Long-term Services
- Department of Indian Affairs
- Public Education Department

# EXECUTIVE SUMMARY

## PROCESS

The New Mexico Early Childhood Strategic Plan continues and answers the work from the [Early Childhood Needs Assessment](#) (completed in 2019). Taken together, New Mexico's Needs Assessment and Strategic Plan provide a detailed view of the early childhood landscape and a comprehensive strategy for moving forward together in pursuit of our state's comprehensive Vision for this work:

***Each and every New Mexico child, prenatal to age 5, and their families 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 this Vision, this Strategic Plan charts out key Goals and Objectives to meet the identified needs in communities, as well as Measures to track progress. It is the culmination of an extensive listening, distilling, and vetting process which focused on key populations in need of more equitable access to high-quality early childhood programs across our large and diverse state. Engagement and insights from 23 tribes, pueblos, and nations are woven throughout the Goals and Objectives in this Plan, and with unique consideration for these independent nations in Goal Six: Tribal (page 26). All together, close to five thousand residents were engaged through this process.

This statewide effort has come in conjunction with operations beginning in July 2020, of the cabinet-level Early

Childhood Education and Care Department (ECECD). New Mexico is only the fourth state to create a department like this. The initial activities of ECECD included substantial efforts to respond to the Coronavirus Disease of 2019 (COVID-19) and the global pandemic that has consumed lives, livelihoods, and is reshaping early education and care in many ways. Thus, the 2021 New Mexico Early Childhood Strategic Plan comes at a time of great promise as well as great peril.

Throughout the implementation of this Plan, two key groups will be updated regularly and given the opportunity to advise and ask questions. One is the Early Learning Advisory Council, which makes recommendations and advises the government and legislature regarding early learning issues in New Mexico. The other is the Children's Cabinet, which coordinates across state level departments in order to maximize outcomes for children and youth under age 21 (see page 6).

This process of deep conversation, with the development of a common set of goals, and planned actions to better serve families, has woven New Mexico's early childhood community closer together. This community has grown a shared vocabulary around early childhood, and increased the momentum for collaborative solutions. New Mexico's Early Childhood Strategic Plan provides a roadmap for moving forward and achieving the vision of equitable access to a high-quality early childhood system that is more aligned, and better able to support and strengthen outcomes for children and their families.

# STRATEGIC PLAN

## GOALS & OBJECTIVES

**VISION:** Each and every New Mexico child, prenatal to age 5, and their families 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.

### GOAL 1: FAMILIES

*Recognize all families in New Mexico as key decision makers and ensure they have access to the resources they need to thrive.*

**OBJECTIVE 1A.** Ensure that 70 percent of early childhood programs and services are designed to support multilingual, multi-generational, culturally diverse, households with children who have developmental delays or disabilities by December 2024.

**OBJECTIVE 1B.** Provide full program access to recipients by addressing languages, availability, delays and disabilities, and other barriers to accessing needed programs and services.

**OBJECTIVE 1C.** Increase parent and caregiver awareness of early childhood services by 15 percent annually.

### GOAL 4: FUNDING

*Provide sustainable and secure funding to support New Mexico's youngest children and their families.*

**OBJECTIVE 4A.** Maximize and leverage all possible funding.

**OBJECTIVE 4B.** Create flexible funding opportunities to incentivize outcomes rather than process measures.

**OBJECTIVE 4C.** Identify the true cost of care and increase collaboration and funding available to increase access to quality programs.

### GOAL 2: GOVERNANCE

*Create a cohesive governance system that supports an aligned, efficient, and responsive system of high-quality early childhood programs and services.*

**OBJECTIVE 2A.** Develop an aligned consumer support process that recognizes and celebrates New Mexico's diversity.

**OBJECTIVE 2B.** Align state funded early childhood program requirements across the mixed delivery systems.

**OBJECTIVE 2C.** Strengthen partnerships at the state and local levels to effectively use all available resources across the mixed-delivery system by December 2024.

### GOAL 5: DATA

*Develop a statewide, integrated data system to better inform planning and decision-making for all stakeholders.*

**OBJECTIVE 5A.** Ensure alignment and sharing of data across state-level departments and systems, plus medical practice and insurance data, while maintaining the ethical use of data and total privacy and confidentiality of individuals.

**OBJECTIVE 5B.** Promote accountability, enhance practice, and guide continuous quality improvement.

**OBJECTIVE 5C.** Define, design and integrate data into a unified public interface to allow transparency of aggregate information throughout the system.

### GOAL 3: WORKFORCE

*Ensure that New Mexico's early childhood workforce is supported to meet the needs of all families and young children through an aligned professional development system and through compensation that reflects the level of experience and training.*

**OBJECTIVE 3A.** Support and adequately compensate the workforce in order to ensure their physical and social well-being.

**OBJECTIVE 3B.** Increase, by 10% annually, the number of degreed and credentialed professionals within the early childhood workforce.

**OBJECTIVE 3C.** Align professional development training and technical assistance.

### GOAL 6: TRIBAL

*Strengthen ongoing government to government relationships with tribal communities in order to foster mutual trust, understanding, and partnerships that respect tribal sovereignty.*

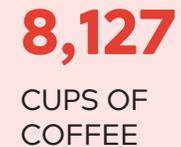
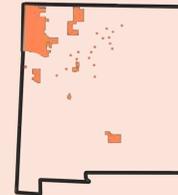
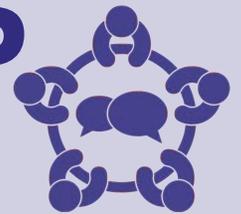
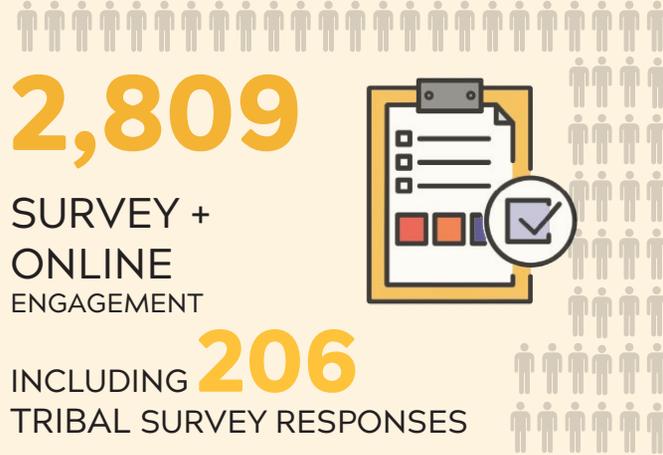
**OBJECTIVE 6A.** Ensure 100 percent of children in tribal communities have access to facilities that promote the integration of education, language and culture as identified and defined by tribal communities by 2023.

**OBJECTIVE 6B.** Support knowledge and respect of the culture, sovereignty and self-determination and governance of tribes and programs.

**OBJECTIVE 6C.** Adhere to existing laws relating to tribal nations.

# THE PROCESS

Beginning with the Needs Assessment, different options and methods for engagement were available to communities throughout New Mexico with a focus on lifting underrepresented voices. Previous plans and analysis from New Mexico were reviewed, as were plans and research from other states. All activities were overseen and shaped by the Leadership Team. Most everyone drank a lot of coffee.



# GUIDING PRINCIPLES



The following Guiding Principles shape the implementation of the 2021 Strategic Plan. These are a framework through which everything, including all Goals and Actions, should be pursued, viewed, and understood. The Guiding Principles are grouped under three overarching themes as part of the framework for building an efficient and effective early childhood system.

## **Equitable Access:**

- Ensure respect for and celebration of New Mexico's multicultural and multilingual diversity.
- Seek to heal trauma, including historical and generational trauma, and deconstruct systemic racism, sexism, and other entrenched and unfair biases.
- Prioritize resources and opportunities for those with greater needs.
- Increase family engagement through a multi-generational, and cross-sector approach which supports different family structures and addresses the integrated factors which affect family stability and well-being.
- Move towards universal access for families to early childhood programs and support structures.

## **Coordination and Collaboration:**

- Foster consistent transparency and clear communication to build trust in all areas and relationships with early childhood programs and tribal partners.
- Build on and magnify local assets and abilities to solve local problems. This includes using social capital, networks, and relationships, as well as physical infrastructure, and linguistic and cultural assets.

## **Quality:**

- Embrace continuous improvement where data and feedback are used, to ensure transparency and progress towards clear goals.
- Use developmentally appropriate approaches and inclusive practices for working with all children and families.
- Support early childhood educators and cultural knowledge systems, especially in rural / tribal communities.
- Ensure best practices and healthy environments and interactions throughout the system, i.e. support for the workforce, strong customer service for families, and a culture of promoting well-being.

# THE PLAN



In order to make progress towards New Mexico's overall Vision, six Goal areas have been identified with supporting Objectives. To achieve each Objective, Actions have been developed along with specific Measures in order to concretely track progress. In the following section, early childhood well-being indicators have been identified to more broadly understand how children and families are doing.

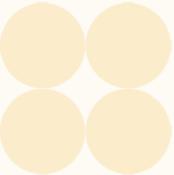
# VISION

EACH AND EVERY NEW MEXICO CHILD, PRENATAL TO AGE 5, AND THEIR FAMILIES 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.



# GOAL 1 FAMILIES

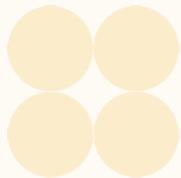
RECOGNIZE ALL FAMILIES IN NEW MEXICO AS KEY DECISION MAKERS AND ENSURE THEY HAVE ACCESS TO THE RESOURCES THEY NEED TO THRIVE.

OBJECTIVE 1A	ACTIONS	MEASURES
<p><b>Ensure that 70 percent of early childhood programs and services are designed to support multilingual, multi-generational, culturally diverse, households with children who have developmental delays or disabilities by December 2024.</b></p> 	<ol style="list-style-type: none"> <li>Partner across government agencies, private organizations, tribal communities, professional associations and others to develop and design services that meet the unique needs of families; including using strategic partnerships to increase referrals, conduct screenings, share data and other activities to better support families.</li> <li>Use data to drive decisions that ensure subsidy, quality supports, and other resources are equitably distributed to improve access to high-quality (focused on multicultural/multilingual) programs and services in tribal and underserved communities.</li> <li>Mandate reporting on suspensions and expulsions of children from child care and PreK programs, and provide supportive strategies that include mental health consultation, early intervention, and special education supports.</li> </ol>	<ul style="list-style-type: none"> <li>Increase, by 10 percent annually, the percent of eligible families participating in early childhood programs, including in tribal and pueblo communities.</li> <li>Decrease, by 10 percent annually, the suspension and expulsion rates in child care and PreK.</li> <li>Increase, by 10 percent annually, the number of multi-lingual providers/educators working in early childhood programs from diverse (linguistic, race, ethnicity) backgrounds as measured through a comprehensive professional development information system.</li> <li>Publish Infant and Early Childhood Mental Health Consultation (IECMHC) plan and annual updates on progress.</li> </ul>

# GOAL 1 FAMILIES

RECOGNIZE ALL FAMILIES IN NEW MEXICO AS KEY DECISION MAKERS AND ENSURE THEY HAVE ACCESS TO THE RESOURCES THEY NEED TO THRIVE.

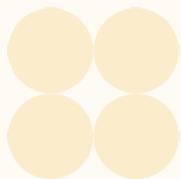
OBJECTIVE 1B	ACTIONS	MEASURES
<p><b>Provide full program access to recipients by addressing languages, availability, delays and disabilities, and other barriers to accessing needed programs and services.</b></p>	<ol style="list-style-type: none"> <li>1. Develop a more integrated resource and referral system across the state that connects families to services and supports, including access to food, transportation, and other basic needs, and provides research on all available programs and services for families with young children, and communicates these opportunities in multiple languages through multiple modes of communication.</li> <li>2. Design and implement a quarterly language access report that includes the number of services, presentations, announcements, applications, forms, and other communications provided in different languages, both verbal and written, to ensure strong, ongoing interpretation and translation services (including Navajo/Diné, Spanish, and American Sign Language [ASL] at minimum) in various languages.</li> <li>3. Leverage PCI, a public-private partnership, to support annual training on stigma, bias awareness, and cultural sensitivity and to help expand access to early childhood development, health, and education opportunities, regardless of citizenship status, including grandparents and other family members raising children.</li> <li>4. Implement a reporting hotline, by June of 2021, for the public to report concerns with the provision of services, administration of programs, quality of care, issues of discrimination, etc., with the assurance that reports may be submitted anonymously and the assurance that reports will be followed up on within 24 hours.</li> </ol>	<ul style="list-style-type: none"> <li>• Number/percent of communications, including interpretation/translation services, forms, and other materials, presented in languages other than English across Children’s Cabinet agencies and the statewide resource and referral system</li> <li>• Number/percent of participants who attend training on stigma, bias awareness and cultural sensitivity training.</li> <li>• Results of the annual multilingual family satisfaction and awareness survey conducted online and through paper copies that will be disseminated through Children’s Cabinet agencies and community-based stakeholders, starting December 2021.</li> <li>• Annual geographic analysis of waiting lists across early childhood programs to determine underserved communities across the state.</li> <li>• Increase the number of children in inclusive settings to 60% by July 2023.</li> </ul>



# GOAL 1: FAMILIES

RECOGNIZE ALL FAMILIES IN NEW MEXICO AS KEY DECISION MAKERS AND ENSURE THEY HAVE ACCESS TO THE RESOURCES THEY NEED TO THRIVE.

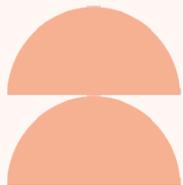
OBJECTIVE 1C	ACTIONS	MEASURES
<p><b>Increase parent and caregiver awareness of early childhood services by 15 percent annually.</b></p>	<ol style="list-style-type: none"> <li>1. Implement a culturally responsive, locally driven and research-based parent/guardian/caregiver leadership institute that improves their civic skills and their impact in communities and welcomes all parental figures in a child’s life as equal stakeholders in the system.</li> <li>2. Develop information campaigns that leverage community partnerships and increase public awareness around the benefits of early childhood services and help reduce the stigma of receiving public services.</li> <li>3. Provide opportunities for ongoing professional development training to support staff in community relationship building, authentic engagement, tribal/cultural etiquette, and connection to services.</li> <li>4. Design and implement a multilingual annual family survey by July 1, 2021 that measures satisfaction and awareness with early childhood programs and services. Use the data to inform communications strategy.</li> </ol>	<ul style="list-style-type: none"> <li>• Number of parents/caregivers from all regions of the state successfully completing leadership institute.</li> <li>• Number of inquiries, website traffic/clicks and any other available analytics on engagement based on dissemination of Public Service Announcements (PSAs).</li> <li>• Local community connectivity and awareness: number of referrals, waiting list, full attendance in allocated slots and self-reported experiences.</li> <li>• Results of the annual multilingual family satisfaction and awareness survey conducted online and through paper copies that will be disseminated through Children’s Cabinet agencies and community-based stakeholders starting December 2021.</li> </ul>



# GOAL 2: GOVERNANCE

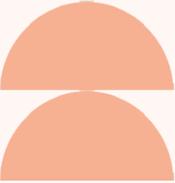
CREATE A COHESIVE GOVERNANCE SYSTEM THAT SUPPORTS AN ALIGNED, EFFICIENT, AND RESPONSIVE SYSTEM OF HIGH-QUALITY EARLY CHILDHOOD PROGRAMS AND SERVICES.

OBJECTIVE 2A	ACTIONS	MEASURES
<p><b>Develop an aligned consumer support process that recognizes and celebrates New Mexico's diversity.</b></p>	<ol style="list-style-type: none"> <li>1. Provide ongoing professional development on customer service, trauma responsiveness, special education, children with disabilities, Adverse Childhood Experiences (ACEs), mindfulness, cultural awareness of diverse populations, and other relevant topics for state personnel and local service providers on a monthly basis.</li> <li>2. Create accountability structure for customer service and improvement processes for state-funded services through a bi-annual survey.</li> <li>3. Encourage and reward local and community coordination and innovations for improved consumer support.</li> <li>4. Ensure goals identified for early childhood in the tribal remedy framework, in partnership with tribal communities, are achieved.</li> </ol>	<ul style="list-style-type: none"> <li>• Results of the bi-annual survey will be used to set baseline and measure progress.</li> <li>• Number of professional development information sessions/training hours/ attendees.</li> <li>• Number and strength of active local partnerships around planning, communication, and/or customer service.</li> <li>• Number of children enrolled in PreK and early PreK that show increase from baseline data of FY2021.</li> </ul>



# GOAL 2: GOVERNANCE

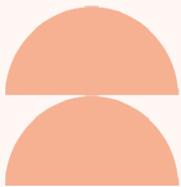
CREATE A COHESIVE GOVERNANCE SYSTEM THAT SUPPORTS AN ALIGNED, EFFICIENT, AND RESPONSIVE SYSTEM OF HIGH-QUALITY EARLY CHILDHOOD PROGRAMS AND SERVICES.

OBJECTIVE 2B	ACTIONS	MEASURES
<p><b>Align state funded early childhood program requirements across the mixed delivery systems.</b></p> 	<ol style="list-style-type: none"> <li>1. Provide clear definitions, accountability measures, and guidelines for high- quality services across all early childhood settings by December 2021. Define “high-quality” in culturally appropriate manner in partnership with Tribal Communities.</li> <li>2. Ensure alignment of quality requirements for PreK programs operating in public schools and community-based providers through a Memorandum of Understanding (MOU) by the start of the 2021/2022 school year to ensure alignment between Public Education Department (PED) and the Early Childhood Education and Care Department (ECECD).</li> <li>3. Use research-based evaluation assessments to measure the quality of teacher-child interactions, social and emotional support, and classroom environments that recognize and support the unique strengths of local communities and the philosophy of programs.</li> <li>4. Develop aligned requirements for provision of services that support transitions and ongoing services for all children/families including children with disabilities or learning differences working with Head Start, PreK, and Bureau of Indian Education (BIE) schools during the Summer of 2021.</li> <li>5. Partner with local tribal educators to identify curricula, testing, and evaluation materials that support traditional tribal teachings and values tailored to each community.</li> </ol>	<ul style="list-style-type: none"> <li>• MOU and annual New Mexico (NM) PreK report.</li> <li>• Outcome report from focus groups and other alignment activities.</li> <li>• Self-reported experience with level of alignment in aggregate and in key populations (e.g. families raising children with disabilities, curriculum clusters. (Montessori), families transitioning into public schools).</li> <li>• Culturally relevant curricula, testing, and evaluation materials identified and implemented in partnership with local tribal educators.</li> <li>• Percent of children under five (Part C-B 619) who are receiving services in inclusive settings.</li> </ul>

# GOAL 2: GOVERNANCE

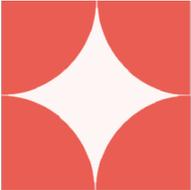
CREATE A COHESIVE GOVERNANCE SYSTEM THAT SUPPORTS AN ALIGNED, EFFICIENT, AND RESPONSIVE SYSTEM OF HIGH-QUALITY EARLY CHILDHOOD PROGRAMS AND SERVICES.

OBJECTIVE 2C	ACTIONS	MEASURES
<p><b>Strengthen partnerships at the state and local levels to effectively use all available resources across the mixed-delivery system by December 2024.</b></p>	<ol style="list-style-type: none"> <li>1. Facilitate capacity building and development of local councils that include public school, tribal, home visiting and early intervention, parent/caregiver representatives to leverage community expertise, and advocacy.</li> <li>2. Promote and increase family involvement in the community decision-making, policy development, planning and participation by way of capacity-building models for families and caregivers.</li> <li>3. Facilitate on-going coordination between child care licensing, local land use and fire marshals and/or other regulatory bodies.</li> <li>4. Engage NM Head Start Association in discussions around partnership development with other NM PreK programs (public and private) and BIE and family child care providers.</li> <li>5. Assess current successful programs to serve as model programs that can be adapted (e.g, Family and Child Education [FACE], BIE) program, St. Josephs Home Visiting program, etc.).</li> </ol>	<ul style="list-style-type: none"> <li>• Number and strength of active local partnerships and/or use of councils around planning, referrals, communication, and funding.</li> <li>• Amount of funding activated in partnership with local councils and/or leveraged outside of traditional programs streams.</li> <li>• Number, locations, and attendance of annual meetings and tribal meetings with intended outcomes.</li> <li>• List of new partnerships and models for community-based collaborations.</li> <li>• Annual capacity building survey of local councils and collaborations.</li> </ul>



# GOAL 3: WORKFORCE

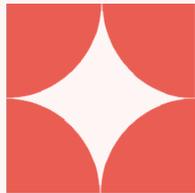
ENSURE THAT NEW MEXICO’S EARLY CHILDHOOD WORKFORCE IS SUPPORTED TO MEET THE NEEDS OF ALL FAMILIES AND YOUNG CHILDREN THROUGH AN ALIGNED PROFESSIONAL DEVELOPMENT SYSTEM AND THROUGH COMPENSATION THAT REFLECTS THE LEVEL OF EXPERIENCE AND TRAINING.

OBJECTIVE 3A	ACTIONS	MEASURES
<p><b>Support and adequately compensate the workforce in order to ensure their physical and social well-being.</b></p> 	<ol style="list-style-type: none"> <li>1. Implement the recommendations of the ECECD Advisory Council on a workforce professional development system, including a refined career and compensation ladder.</li> <li>2. Develop a compensation pay scale that is aligned to level of education, credentials, training, experience, and languages spoken.</li> <li>3. Explore and identify financing strategies to implement a compensation plan and provide benefits.               <ul style="list-style-type: none"> <li>• Allow for the use of funds (NM PreK, home visiting, etc.) to support staff development and training and/or self-wellness.</li> <li>• Review minimum compensation and develop a tiered compensation plan based on skills, qualifications, and job duties.</li> <li>• Investigate insurance and benefit umbrella/pool options for providers to buy in to (e.g. shared services).</li> </ul> </li> <li>4. Implement shared data and electronic reporting systems.</li> <li>5. Collaborate with other state agencies and municipalities in year 1 to assess and create a housing plan for educators who are not from the communities in which they teach.</li> </ol>	<ul style="list-style-type: none"> <li>• Increase in wages and benefits across the early childhood system and according to education and experience that is above the current pay rate of 2020.</li> <li>• Number/percent of early childhood professionals using professional supports and development opportunities (e.g. reflective practice, trauma-informed training, trauma and resiliency training in tribal communities, including current impacts of historical trauma).</li> <li>• Self-reported satisfaction survey from early childhood professionals with wages and benefits and/or professional supports.</li> <li>• Plans and funding to develop housing or housing incentives for educators, including those not from the community where education centers are located.</li> </ul>

# GOAL 3: WORKFORCE

ENSURE THAT NEW MEXICO'S EARLY CHILDHOOD WORKFORCE IS SUPPORTED TO MEET THE NEEDS OF ALL FAMILIES AND YOUNG CHILDREN THROUGH AN ALIGNED PROFESSIONAL DEVELOPMENT SYSTEM AND THROUGH COMPENSATION THAT REFLECTS THE LEVEL OF EXPERIENCE AND TRAINING.

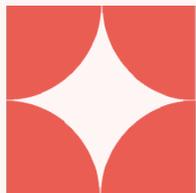
OBJECTIVE 3B	ACTIONS	MEASURES
<p><b>Increase, by 10% annually, the number of degreed and credentialed professionals within the early childhood workforce.</b></p>	<ol style="list-style-type: none"> <li>1. Expand flexible, supported, and aligned professional development opportunities to increase educational advancement including for non-traditional students and schedules, home care providers, Spanish language cohorts, tribal cohorts, residency, dual-credit, and locally-grown programs.</li> <li>2. Develop a Professional Development Information and Learning Management System to support the ongoing development of early childhood professionals and support better analysis of the New Mexico's early childhood professionals.</li> <li>3. Support local communities in "growing their own" early childhood workforce to meet the needs of the wide variety of existing early childhood professionals by providing flexible scholarships and tuition assistance.</li> <li>4. Expand list of acceptable coursework covered by scholarships which includes adult basic education and realistic credit hours.</li> <li>5. Ensure that a trauma-responsive lens is a foundational philosophy and includes trauma and resiliency in tribal communities, and current impacts of historical trauma (ex: infant mental health endorsements and Behavior Management Services).</li> <li>6. Review and update the New Mexico Early Childhood Higher Education Articulation Agreement to ensure the following are included:               <ul style="list-style-type: none"> <li>• Trauma responsive training and ACEs</li> <li>• Cultural knowledge and competencies</li> </ul> </li> <li>7. Partner with Institutions of Higher Education to provide training and education to communities in rural parts of NM using alternative modes of delivery of instruction based on location and resources available.</li> </ol>	<ul style="list-style-type: none"> <li>• Number/percent increase of early childhood professionals, including tribal educators, with degrees/credentials.</li> <li>• Number/percent increase of enrollment, credit hours earned, supported cohorts and completion rates.</li> <li>• Number/percent increase of funds for scholarships and training accessed.</li> <li>• Number/percent increase of Infant Mental Health (IMH) endorsements and other relevant credentials earned.</li> <li>• Number/percent increase of undocumented and tribal professionals accessing training/coursework.</li> <li>• Number/list of micro-credentialing opportunities accessed and available.</li> </ul>



# GOAL 3: WORKFORCE

ENSURE THAT NEW MEXICO'S EARLY CHILDHOOD WORKFORCE IS SUPPORTED TO MEET THE NEEDS OF ALL FAMILIES AND YOUNG CHILDREN THROUGH AN ALIGNED PROFESSIONAL DEVELOPMENT SYSTEM AND THROUGH COMPENSATION THAT REFLECTS THE LEVEL OF EXPERIENCE AND TRAINING.

OBJECTIVE 3C	ACTIONS	MEASURES
<p><b>Align professional development training and technical assistance.</b></p>	<ol style="list-style-type: none"> <li>1. Offer compensation and incentives for time spent engaged in professional development including scholarships for conferences, child care and other supports</li> <li>2. Enhance professional development and technical assistance supporting curricula that promotes language, culture and the diverse abilities of children in early learning environments.</li> <li>3. Host regular and consistent meetings of program administrators throughout the continuum and in institutions of higher education to ensure inclusion and alignment of training and professional development opportunities are being considered and/or developed bi-annually.</li> <li>4. Develop a three-year plan by February 2021 to create a statewide Infant and Early Childhood Mental Health Consultation (IECMHC) initiative for home visiting and early care and education settings.</li> </ol>	<ul style="list-style-type: none"> <li>• Number of credit hours/ credentials earned in conjunction with professional development requirements.</li> <li>• Self-reported level of relevance and/or coverage of specific subject matters (e.g. language, trauma informed) in training and technical assistance.</li> <li>• Publish IECMHC Plan and annual updates on the progress made in the plan.</li> <li>• Meeting minutes and feedback/ evaluation surveys from meetings.</li> </ul>



# GOAL 4: FUNDING

PROVIDE SUSTAINABLE AND SECURE FUNDING TO SUPPORT NEW MEXICO'S YOUNGEST CHILDREN AND THEIR FAMILIES.

OBJECTIVE 4A	ACTIONS	MEASURES
<p><b>Maximize and leverage all possible funding.</b></p>	<ol style="list-style-type: none"> <li>1. Establish a cross-sector, high-level working group in Year 1 (to include state staff, providers and private funders) to explore and develop processes for coordinating the identification and implementation of all available funding.</li> <li>2. Explore ways to better utilize Medicaid and/or other federal funding options (e.g. Maternal, Infant, and Early Childhood Home Visiting Program (MIECHV) to expand access to home visiting services statewide; prioritize use of home visiting funding in the following order: federal, state, private.</li> <li>3. Coordinate state funding requests with other state departments for targeted impacts, including: New Mexico Higher Education Department (NMHED) for workforce development, New Mexico Economic Development Department (NMEDD) for small business development, Department of Health (DOH) and Human Services Department (HSD) for Medicaid and healthy births.</li> <li>4. Apply for Early Head Start - Child Care Partnership grants and other federal funding opportunities. Partner with NM Head Start Association to maximize all available federal funding.</li> <li>5. Provide technical assistance and consultation for programs on how to effectively blend or layer funding to expand services in PreK, Child Care and Head Start.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Amount/percentage of federal, private, and other funding for early childhood programs and services.</b></li> <li>• <b>Funding in other departments (e.g. NMHED, NMEDD, HSD) to support early childhood.</b></li> <li>• <b>Number of home visiting programs claiming Medicaid.</b></li> <li>• <b>Number of providers leveraging funds to expand services.</b></li> </ul>
<p><b>OBJECTIVE 4B</b></p>	<p><b>ACTIONS</b></p>	<p><b>MEASURES</b></p>
<p><b>Create flexible funding opportunities to incentivize outcomes rather than process measures.</b></p> 	<ol style="list-style-type: none"> <li>1. Develop and implement innovative purchasing mechanisms, such as outcomes-based and multi-year Request for Proposals (RFPs), or grants to drive program performance.</li> <li>2. Determine data collection and reporting elements to illustrate program outcomes, rather than service provision.</li> <li>3. Include participation and feedback/annual survey from families regarding program/ service performance.</li> <li>4. Develop streamlined reimbursement processes for providers that provide more than one type of early childhood service (i.e. home visiting program that also provides FIT; child care center that also provides PreK and/or home visiting).</li> <li>5. Provide technical assistance, as requested, to communities that do not have grant writers or grant writing support.</li> <li>6. Provide funding to help fill the gaps where federal funds cannot cover the costs needed for child's success (e.g. Head Start 20% cost match).</li> </ol>	<ul style="list-style-type: none"> <li>• Examples of innovative funding which achieves desired outcomes and increased funding amounts throughout years 1, 2 and 3.</li> <li>• Savings/leverage for dollars allocated in innovative/flexible ways.</li> <li>• Number of technical assistance hours, materials, sessions provided to communities.</li> <li>• Results of family survey on program performance.</li> </ul>

# GOAL 4: FUNDING

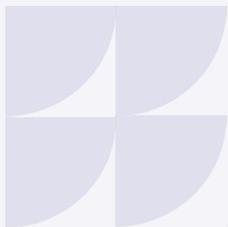
PROVIDE SUSTAINABLE AND SECURE FUNDING TO SUPPORT NEW MEXICO'S YOUNGEST CHILDREN AND THEIR FAMILIES.

OBJECTIVE 4C	ACTIONS	MEASURES
<p><b>Identify the true cost of care and increase collaboration and funding available to increase access to quality programs.</b></p> 	<ol style="list-style-type: none"> <li>1. Conduct child care and home visiting cost studies within FY2021 to assess true costs associated with provision of early childhood programs and activities throughout the continuum, across different locations, needs, risks, size/scale, and other relevant scenarios.               <ul style="list-style-type: none"> <li>• Compile and build upon previously completed cost studies by service area.</li> <li>• Develop broad outreach methods to ensure adequate representation in response - consider recruitment and retention costs and offer cost study in multiple languages.</li> </ul> </li> <li>2. Include assessment of costs related to specific, one-time costs such as program licensure, physical plant accommodations, flexible funding supports for families, grants, etc.</li> <li>3. Conduct and establish a statewide facilities census by end of year 2022 for early care and education facilities in the private sector and on tribal lands in consultation with tribal leaders and tribal education leadership (as requested).               <ul style="list-style-type: none"> <li>• Consider existing community spaces/ buildings as possible early childhood centers.</li> <li>• Explore ways to collaborate with school districts, tribal communities, counties, cities and municipalities around comprehensive child care facility expansion and improvements.</li> <li>• Explore ways to secure capital outlay funding through coordinated state/local/tribal partnerships.</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Savings/leverage for dollars around facilities.</li> <li>• Square footage increased for early childhood uses.</li> <li>• Gap analysis of early childhood facilities.</li> <li>• Increased Capital Outlay funding to support facility improvement and renovation for tribal communities.</li> <li>• Providers self-reported satisfaction with funding mechanisms tied to cost and quality factors.</li> <li>• Reduction of calculated costs through cost-saving measures (e.g. shared services, local permitting coordination, startup costs, etc.)</li> </ul>

# GOAL 5: DATA

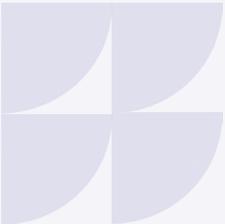
DEVELOP A STATEWIDE, INTEGRATED DATA SYSTEM TO BETTER INFORM PLANNING AND DECISION-MAKING FOR ALL STAKEHOLDERS.

OBJECTIVE 5A	ACTIONS	MEASURES
<p><b>Ensure alignment and sharing of data across state-level departments and systems, plus medical practice and insurance data, while maintaining the ethical use of data and total privacy and confidentiality of individuals.</b></p>	<ol style="list-style-type: none"> <li>1. Establish an Executive Data Governance Committee by July 2021 that includes high-level involvement with DOH, HSD, Children Youth and Families Department (CYFD), PED, ECECD, CORRECTIONS, Department of Information Technology (DoIT), Tribal leaders, and other partners to develop a long-term plan for integrated data including a governance plan and integration of Early Childhood systems with HHS 2020 in the Human Services Department.</li> <li>2. Establish a working group by December 2021 to develop common guidelines for shared data use.               <ul style="list-style-type: none"> <li>• Determine and target provision of data for required reporting and performance measures.</li> <li>• Use data experts to identify strategies for stabilizing existing data for programs transitioning to the new ECECD.</li> <li>• Define and document current state of Early Childhood Integrated Data System (ECIDS) and develop steps for integrating the existing data sources across agencies.</li> <li>• Certify Early Head Start and privately funded Home Visiting through the New Mexico Home Visiting Program.</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Reports from Data Governance Committee to the Secretary of the ECECD on a quarterly basis.</li> <li>• Self-reported satisfaction on availability and use of integrated data across state departments.</li> <li>• Implement data access rules by level of authority to ensure confidentiality of Protected Health Information (PHI), Personal Identifiable Information (PII), Health Insurance Portability and Accountability Act (HIPAA) information.</li> </ul>



# GOAL 5: DATA

DEVELOP A STATEWIDE, INTEGRATED DATA SYSTEM TO BETTER INFORM PLANNING AND DECISION-MAKING FOR ALL STAKEHOLDERS.

OBJECTIVE 5B	ACTIONS	MEASURES
<p><b>Promote accountability, enhance practice, and guide continuous quality improvement.</b></p>	<ol style="list-style-type: none"> <li>1. Identify common data and measurements across early childhood continuum to track continuous quality improvement and outcomes.</li> <li>2. Provide program and service-specific feedback to early childhood providers throughout the continuum regarding program and services outcomes.</li> <li>3. Provide translated data, appropriate for various audiences (community leaders, parents, and caregivers) and deliver the information in various formats that includes information on how to use the data for community development.</li> <li>4. Define, identify, and procure a centralized, statewide repository for entering and storing developmental screening and assessment information generated by early learning service providers in order to track developmental data in the aggregate.</li> </ol>	<ul style="list-style-type: none"> <li>• Monitor continuous quality improvement on a quarterly/ semi-annual basis and apply findings to targeted improvement strategies.</li> <li>• Self-reported satisfaction with data systems.</li> <li>• Ability to produce aggregated and dis-aggregated data of early childhood services and outcomes.</li> </ul>
OBJECTIVE 5C	ACTIONS	MEASURES
<p><b>Define, design and integrate data into a unified public interface to allow transparency of aggregate information throughout the system.</b></p> 	<ol style="list-style-type: none"> <li>1. Ensure transparent access to data for state administrators, early childhood providers, and Tribal leaders by 2024.</li> <li>2. Use data to promote healthy transitions for kids and families as they move through the continuum of early care and education.</li> <li>3. Develop and implement a public dashboard with data visualizations.               <ul style="list-style-type: none"> <li>• Ensure de-identified data can be accessed by local collaborative groups and researchers.</li> <li>• Utilize local collaborative groups to educate families and other local stakeholders on the existence and utilization of the dashboards.</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Self-reported satisfaction with data systems.</li> <li>• Comments on any public dashboard or public facing tools.</li> <li>• Feedback from local collaboratives.</li> </ul>

# GOAL 6: TRIBAL

STRENGTHEN ONGOING GOVERNMENT TO GOVERNMENT RELATIONSHIPS WITH TRIBAL COMMUNITIES IN ORDER TO FOSTER MUTUAL TRUST, UNDERSTANDING, AND PARTNERSHIPS THAT RESPECT TRIBAL SOVEREIGNTY.

OBJECTIVE 6A	ACTIONS	MEASURES
<p><b>Ensure 100 percent of children in tribal communities have access to facilities that promote the integration of education, language, culture and inclusion of children with developmental delays, disabilities or established conditions, as identified and defined by tribal communities by 2023.</b></p>	<ol style="list-style-type: none"> <li>1. Create and provide the space for authentic dialogue and guidance from tribes to best support language preservation and cultural values and beliefs.</li> <li>2. Provide flexible funding for tribal communities to direct according to their community goals with technical assistance as requested.</li> <li>3. Through tribal consultation, establish data sharing agreements between the ECECD and the 23 pueblos, tribes, and nations of New Mexico to improve outreach and access to prenatal to five health, development and educational services and supports by December 2021.</li> <li>4. Partner with tribal leadership to conduct a facility assessment to identify spaces for early learning centers and existing facilities that need renovations and upgrades by December 2021.</li> <li>5. Provide technical assistance, as requested, in accessing grants and capital outlay requests to improve facilities and services based on results of the facility assessment.</li> <li>6. Provide support resources (e.g. Education for Parents of Indian Children with Special Needs) for Native American families who have children with disabilities.</li> </ol>	<ul style="list-style-type: none"> <li>• Funding for grants and capital outlay requests accessed in partnership with tribal communities.</li> <li>• Number and use of data sharing agreements in place between the state and tribal nations.</li> <li>• Examples of flexible funding used by tribal nations to use for community goals.</li> </ul>



# GOAL 6: TRIBAL

STRENGTHEN ONGOING GOVERNMENT TO GOVERNMENT RELATIONSHIPS WITH TRIBAL COMMUNITIES IN ORDER TO FOSTER MUTUAL TRUST, UNDERSTANDING, AND PARTNERSHIPS THAT RESPECT TRIBAL SOVEREIGNTY.

OBJECTIVE 6B	ACTIONS	MEASURES
<p><b>Support knowledge and respect of the culture, sovereignty and self-determination and governance of tribes and programs.</b></p>	<ol style="list-style-type: none"> <li>1. Provide resources and space to teach state and local leadership about the history and social aspects of tribal communities and cultures through quarterly forums.</li> <li>2. Increase representation by 25 percent annually of tribal leaders, educators, and parents to serve on councils, committees and taskforces within state government.</li> <li>3. Establish an Equity Council by 2021 with a focus on addressing the inequities in tribes and all diverse populations in New Mexico.</li> <li>4. Expand access by 50 percent by 2023 to home visiting, Families FIRST, early intervention, and interventions for tribal families while strengthening coordination with the maternal and child health programs at the DOH and social services at CYFD.</li> <li>5. Develop a partnership between the ECECD, DOH, and Indian Affairs Department (IAD) focused on identifying and strengthening prenatal – five programs and services through a trauma-responsive approach including trauma and resiliency training for tribal communities which recognizes the current impacts of historical trauma.</li> <li>6. Incorporate on-going professional development on racial equity, social justice and anti-racism into required professional development of early educators and ECECD staff.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Self-reported satisfaction among tribal members/leaders on respect for self-determination.</b></li> <li>• <b>Number/percent increase of tribal members serving on councils, committees and taskforces within state government.</b></li> <li>• <b>The Equity Council membership and meeting minutes and actions.</b></li> </ul>



# GOAL 6: TRIBAL

STRENGTHEN ONGOING GOVERNMENT TO GOVERNMENT RELATIONSHIPS WITH TRIBAL COMMUNITIES IN ORDER TO FOSTER MUTUAL TRUST, UNDERSTANDING, AND PARTNERSHIPS THAT RESPECT TRIBAL SOVEREIGNTY.

OBJECTIVE 6C	ACTIONS	MEASURES
<p><b>Adhere to existing laws relating to tribal nations.</b></p>	<ol style="list-style-type: none"> <li>1. Partner with IAD to provide annual workshops and seminars for the early childhood community, state agency personnel, and tribal communities on all the policies that are currently in place for tribal consultation and collaboration.</li> <li>2. Adhere to and understand the State-Tribal Collaboration Act.</li> <li>3. Adhere to and understand the Indian Education Act and support from the Indian Education Advisory Council.</li> <li>4. Understand the laws, constitutions and operations within each tribal community.</li> <li>5. Educate early childhood providers on the requirements of Indian Child Welfare Act (ICWA) and the New Mexico ICWA Court by partnering with the State ICWA, ICWA Courts and Tribal ICWA programs; utilizing the National ICWA facilitators.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Number of trainees/trainings on existing laws relating to tribal nations.</b></li> <li>• <b>Self-reported satisfaction among tribal communities with adherence to existing laws relating to tribal nations.</b></li> <li>• <b>Increased partnerships for ICWA training and number of participants attending.</b></li> </ul>



# EARLY CHILDHOOD WELL-BEING INDICATORS

## ACHIEVING BETTER RESULTS FOR CHILDREN

Child well-being indicators represent the best data we have to assess broadly how children and families are doing across New Mexico. These indicators measure conditions of well-being for children and families by quantifying outcomes around child health, development, safety and family stability.

It is important to note that no single agency or organization can improve outcomes on its own but must work as a coordinated system with community partners in order to contribute towards improved results for children and families. All partners involved in the early childhood system contribute and are collectively accountable for well-being outcomes. Partnerships, coordination, and alignment of efforts will be crucial to our success.

The child well-being indicators identified to the right are aligned with indicators identified in the Children’s Cabinet Report Card and Kids Count Data Book.

Quantitative data tells only part of the story about whether we are achieving better results for children and families. There is also a need to collect qualitative data such as case studies and stories that highlight the progress that communities are making across the state on behalf of children and families.

FOCUS AREA / DOMAIN	CHILD WELL-BEING INDICATOR
<p><b>HEALTHY BIRTHS</b></p> 	<p>LOW BIRTH WEIGHT BABIES</p> <p>HEALTHY BIRTH COMPOSITE (MOTHER’S WEIGHT, SMOKING, ENOUGH TO EAT, UNINTENDED PREGNANCY)</p> <p>INFANT MORTALITY</p> <p>TEEN BIRTHS</p>
<p><b>HEALTHY DEVELOPMENT</b></p> 	<p>IMMUNIZATIONS</p> <p>HEALTHY WEIGHT</p> <p>ADVERSE CHILDHOOD EXPERIENCES</p> <p>PARTICIPATION IN SCHOOL FOR 3- AND 4-YEAR OLDS</p> <p>KINDERGARTEN READINESS</p>
<p><b>SAFETY</b></p> 	<p>CHILDHOOD INJURY</p> <p>SUBSTANTIATED CASES OF ABUSE &amp; NEGLECT</p>
<p><b>FAMILY STABILITY</b></p> 	<p>FOOD INSECURITY</p> <p>CHILDREN WHOSE PARENTS LACK SECURE EMPLOYMENT</p>

# APPENDICES

APPENDIX A:	NATIVE AMERICAN BUDGET AND POLICY INSTITUTE (NABPI) FULL SURVEY RESULTS & ENGAGEMENT SUMMARY	31
APPENDIX B:	CROSSWALK PDG STRATEGIC PLAN REVIEW & NEEDS ASSESSMENT ALIGNMENT	62

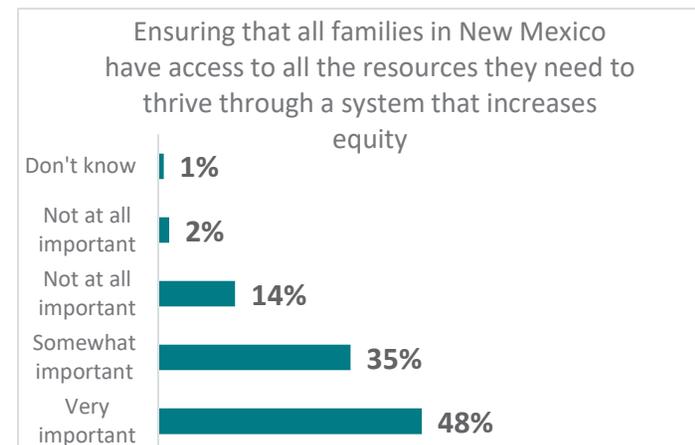
**OVERALL FINDINGS FROM NATIVE AMERICAN  
BUDGET AND POLICY INSTITUTE  
CONVERSATIONS WITH THE  
NATIVE AMERICAN COMMUNITY IN NEW MEXICO**  
*SURVEY AND FOCUS GROUP FINDINGS ORGANIZED BY THEMES*

**GOAL 1: FAMILIES**

All families in New Mexico are recognized as decision-makers and leaders and have access to the programs, resources, and opportunities they need to flourish.

OBJECTIVE 1A. Improve and increase awareness and engagement in the array of services within early childhood acknowledge its benefits, and praise community participation to reduce the generated stigma of public services.

- **Eighty-three percent** of Native American parents in the family survey believe the goal of ensuring that all families in New Mexico have access to all of the resources they need to thrive, through a system that increases equity, and recognizes families.



Respondents indicated that access to information on early childhood programs needs to be in various formats and systems. Using only online systems will neglect parents and families who do not have access to the internet or have systems to access information. Providing information in hardcopy format and electronic format is a necessity, especially now with the COVID-19 pandemic. Respondents shared:

“Yes, families need better access to services because some of them don’t know where to start or know what resources exist because no one informs them.”

“There needs to be better communication which is mainly by cellphone.”

“Need more outreach using different modes of communication like virtual/hard copy materials that are mailed. Can’t just rely on social media.”

“To bring awareness about available early childhood resources and support, use pamphlets, frequent townhall meetings, and/or develop infographics.”

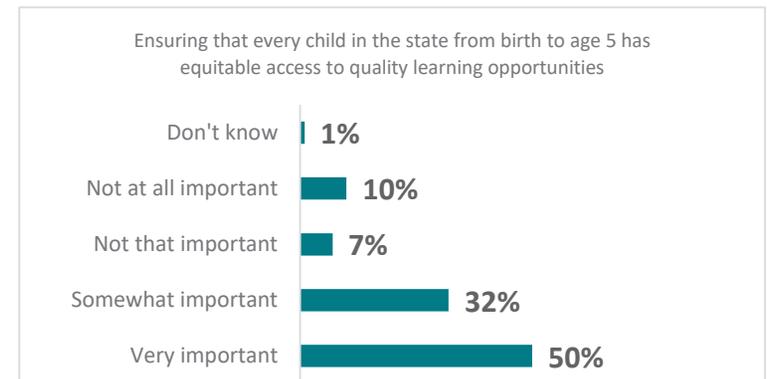
“Engage other state departments to share information and resources e.g., workforce development, health agencies, and places where parents can learn about resources. Helpful to share information for resources experienced by parents e.g., first-time parents/mental health/etc.”

“Programs and information about resources need to be available in hospitals and clinics.”

“Health care reps need to do more outreach, especially now due to Covid lockdowns, staying inside, unemployment; hence, no phone service”

**OBJECTIVE 1B. Increase access to, and availability of high-quality, affordable, early childhood programs.**

- **Eighty-two percent** of Native American parents in the family survey believe it is important to ensure that every child in the state from birth to age 5 has equitable access to quality early learning opportunities to support their success in kindergarten and beyond – 50% believe it is very important.



Informants asked for a definition of what “high-quality” means because one’s definition is different from another. Feedback indicated that socioeconomic disparities related to challenges for access to high-quality, affordable early childhood programs. Lack of early childhood centers creates a competition for space, requiring families to drive children to nearby childcare centers. Many children are disqualified from receiving support for care and education because of federal poverty level eligibility requirements.

“What is “high-quality” and who is determining high quality?”

“‘High-quality’ for whom? Term is too general and referred to white families. Need to define for native families based on values, political standing in any given community and should be defined by community.”

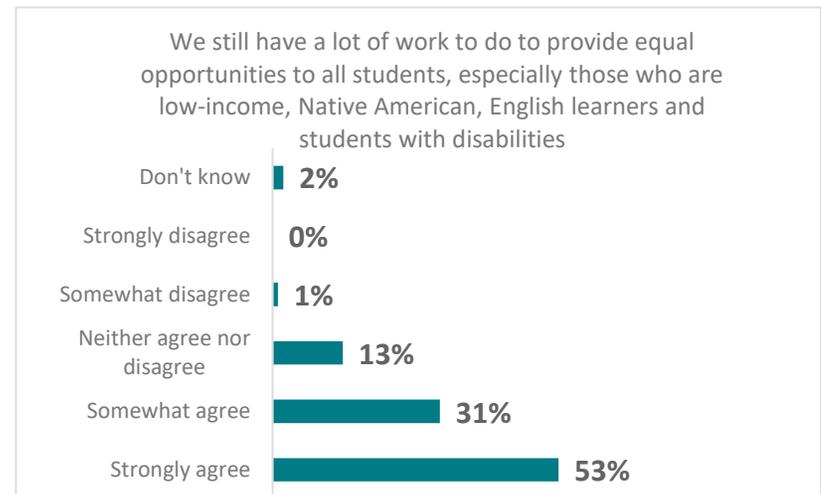
“Community does need a childcare program M-F (8am-5pm or 1pm-5pm) with meals/snacks, planned activities and learning materials or equipment (technology/playground/fields).”

“Childcare availability for essential employees during the holidays, ceremonial days, professional development days, work travel days.”

“Current system creates an either/or situation – you can’t make parents/families choose over getting a job because income bracket dictates eligibility for care so some families choose support over getting a job but that affects the families’ livelihood.”

**OBJECTIVE 1C. Ensure all families have access to programs that meet their needs and support multi-cultural, multilingual and multi-generational households.**

- **Eighty-four percent** of Native American parents in the family survey agree that the recent court decision to not throw out the landmark Yazzie vs. State of New Mexico case was a good one, as we still have a lot of work to do to provide equal opportunities to all students, especially those who are low-income, Native American, English learners and students with disabilities – 53% strongly agree.



- **Fifty-nine percent** of Native American members of the early childhood workforce believe that the Yazzie and Martinez vs. State of NM court case that found low-income, Native American, English language learner (ELL), and students applies to the early childhood system in New Mexico.
- **Eighty-three percent** of Native American members of the early childhood workforce believe that the court's decision in the Yazzie vs. State of New Mexico case was a good one, as we still have a lot of work to do to provide equal opportunities to all students, especially those who are low-income, Native American, English learners and students with disabilities. This is the highest among all racial and ethnic groups in the survey.

Interviewees, focus groups, and key informants expressed their concern regarding the resources their children need to thrive. Participants expressed a need for the state to be explicit about the resources that they will provide. They also requested that the state provide the tribes with information regarding the available resources. In addition, they expressed their feeling of disenfranchisement from early childhood care and services as a result of income, or the lack of knowledge regarding the availability of current resources. Here are several of their responses:

“When you use the term resources, what kind of resources are you referring to? Need to emphasize the lack of resources especially in rural areas. In rural communities we lose funding for those programs and thus, we lose the programs that are needed. Example: my son was put into UNM early childhood daycare – then they closed the program after 6 months because of funding. I lost access and really needed the resources. I was barely above the poverty line and I was not able to access any further resources. I’m a single mom and I didn’t have any choices.” -- Dine Nation Focus Group Participant

“What resources are available – be more specific on what that means. If you’ve never been offered resources before, then it is good to know what is being offered. The terminology is vague. Vagueness does not seem to make a promise. I think the state does an alright job overall when it comes to making sure that resources are available but there isn’t a way to know what is available until you become part of the social system. What I mean is until you apply for snaps or other social benefits, then they plug you in other resources that are available, but if you don’t qualify for snaps, then you are totally on your own and you have no idea what exists.” -- Dine Mother.

“Navajo Family Voices conduct wellness checks and are finding that families need someone to talk to because many are in “survival mode” due to isolation caused by pandemic.”

“State and community need to portray services from a positive culturally-sensitive perspective. Many families fall through the cracks because of stigma attached to being recipients of state-funded programs.”

“Traditionally, children follow the mother until they reach an age and then go with their father. What are the protectors put in place for children with domestic violence in the family? What protections put in place for mothers who are dealing with domestic violence-protection across systems?”

“Engage with social workers to do more outreach due to families who are going through separation and divorce that affects children in terms of their basic needs of food and health.”

“Hire individuals to help families with resources and support for families to access health records, income support, transportation support, and other services necessary for families to access all resources available.”

“Talk to community and families and organizations and listen to them. Provide assistance to access to services. This could be a coordinator based at a community-based site to help parents and families. Hire people who truly want to work with and assist families.”

**OBJECTIVE 1D. Reduce any stigma experienced by families when accessing services.**

Stigma is a barrier that was expressed by participants, which indicates a need for building awareness among various communities, agencies and organizations. Some parents and families are stigmatized for using state-provided services. Recommendations provided are for state departments to collaborate in order to address stigma associated with accessing services. Below are some of the responses:

“Some families are on all forms of support so how can you change the culture of people’s views of being on income support services when some childcare centers and realtors/renters indicate they do not accept that form of payment. So people are left to accept childcare centers that may not be a “5-star”/“high quality” center but have no choice but to accept what is available to them because of the stigma imposed by agencies that provide services for children and families? Mandate providers/agencies who use state funds to take mandatory training on biases to bring awareness to their own biases based on their practice and regulations.”

“There is stigma especially when seeking mental health services among parents and child-care providers. Staff also need mental health services but are also stigmatized. I have seen a 300% increase in families and children dealing with Adverse Childhood Experiences. This is a big concern since there is no support for families. Parents don’t know where to turn.”

“Stigma needs to end because families are often exploited, and many families hesitate to seek services to avoid being labeled.”

“Some families are negatively labeled and do not accept assistance when they need it because of the stigma attached to getting services.”

“The state and community needs to portray services from a positive culturally-sensitive perspective. Many families fall through the cracks because of stigma attached to being recipient of state-funded programs.”

## **GOAL 2: GOVERNANCE**

*New Mexico has an aligned and efficient system of high-quality early education programs and services.*

### **OBJECTIVE 2A. Ensure continuous quality improvement and communication with all stakeholders.**

Recommendations for quality improvement and communication include using various modes of communications and information sharing that is formatted at various levels for diverse audience. In order to ensure that young children in tribal communities receive education and care that builds a foundation to thrive in future education endeavors, partnership and collaboration among state departments is recommended. Below are some of the recommendations:

“The new department needs to work with all agencies to ensure families and children receive support services. Parents with addiction(s) are worthy to be parents and receive services such as mental health and therapeutic services.”

“Schedule meeting with tribal leadership/tribal finance/legal counsel to inform of education/service objectives and service mandates.”

“To ensure continuous quality improvement and communication with ALL stakeholders, not just those in leadership, create an early childhood advisory group with multiple representation from ALL communities who meet with the state and advisory members role would be liaison for their community to the state dept. This ensures continuous communication and moving advisory meetings throughout the state allows members to learn from other communities and share experiences and models.”

“Send a monthly memo/newsletter with the work the department is doing. This helps communities stay informed. Have a monthly calendar of their work/activities on calendar. Communicate using newsletters, cellphone. No internet and no computer not everyone can get that information.”

### **OBJECTIVE 2B. Ensure state-level alignment of all early childhood programs.**

The majority of respondents indicated this objective is unclear. There needs to be more information for this objective. A few provided recommendations are listed below:

“Partner with local community health representatives for early childhood to support families. There is only one representative to a chapter to cover wide areas that are in remote locations on the reservation.”

“Partner and collaborate with department of health to provide alternative modes of health checks and screening for young children and their families, e.g., a mobile unit and telehealth.”

“Ensure that the state department is fully aware of Indian Child Welfare Act (ICWA) guidelines and provide support through their systems.”

**OBJECTIVE 2C. Strengthen and align partnerships at the state and local levels to effectively use all available resources.**

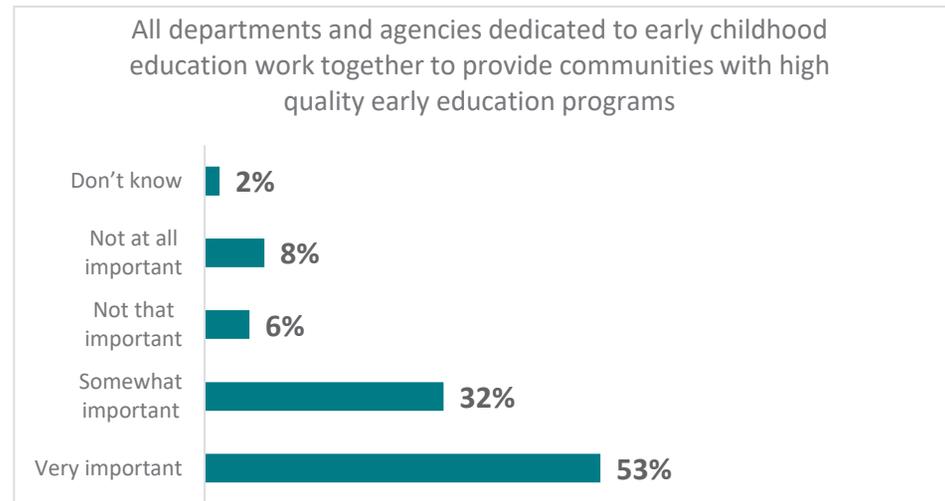
- **Eighty-five percent** of Native American parents in the family survey believe it is important that all departments and agencies in New Mexico that have a role in early childhood work together to make sure that we have aligned and efficient systems to provide our communities with high quality early education programs and services – 53% believe it is very important.

It is important for respondents that the state department works with other state and local agencies but also that they respect tribal sovereignty and culture. This requires consultation with tribal leaders, education leaders, and parents and caregivers to establish partnership and gain input on priorities and develop a plan to align services.

“They need to work with health agencies to add health services at or near childcare centers because we need more health facilities for children that is Peds based and especially for dental care.”

“Currently there is no alignment. Other programs compete with us for children and money.”

“I see this objective may cause barriers and inequities. Tribes are sovereign and the state telling them how to care for their children with their requirements may create barriers.”



**OBJECTIVE 2D. Support local determination and collaboration.**

The need for the state to support and trust community experts or professionals with the education and care of their young children was expressed. These community members are current educators or retired educators who have the skills and abilities, using the teachings of their elders that have been passed down from generations, to provide education and care for young children’s social and emotional development. Participants also shared information about programs based in communities, indicating that the activities and services provided to families benefit the entire family unit. These programs included parenting skills, financial management, and assistance in navigating systems. Participants shared:

“Accept the tribal teachings/curriculums, evaluation/testing materials developed by tribal educators as part of the state requirements will truly support local determination.”

“Allow tribal professionals to help with teaching of the culture and language and accept as part of curriculum/teaching. Assist the parents to learn the language and culture also.”

“Hire broad-based tribal liaisons designated to meet with tribal communities. Hire from the communities, someone who goes and meets/speak with community members.”

Model programs mentioned:

“St. Josephs Home Visiting program was a program I was fortunate to get connected with. Although it was a faith-based program, they did not push religion into the teachings. I shared my native values and beliefs and my home visitor helped me how to integrate their teachings with my traditional teachings. The state can adopt the structure and can apply to other communities as long as community members are involved with adaptations.”

“Family and Child Education (FACE) program really helps. All pueblos would benefit. It is an ideal program for others to base off of. Also host face nights, two hours a month, provide dinner, do different activities with children, children have separate activities while parents did their own, for example, children make a routine schedule of their day. Newborn coordinator and other staff as well. Parents would be placed in peer groups for example parents of children with Attention-Deficit/Hyperactivity Disorder (ADHD). During COVID, parents have numbers of coordinators who are available to help with things like homework pick up. Really helps to have people understand

what we're going through. Really wish all the way to headstart, support would be there. Being first-time parent it helps when I don't know where to turn, FACE has been helpful in that way."

**OBJECTIVE 2E. Create an inclusive compassionate and strength-based culture.**

Respondents indicated the need for the state to engage with community members and with parents and families. Often parents and families are not included in major decisions related to their children's education, health and care. Parents indicated the need for creating opportunities for their involvement and participation in decision making for early childhood centers' policies, activities, and funding.

"Would like to see Traditional indigenous knowledge into the Early Childhood Development (ECD) curriculum. There should be more opportunities for health and wellness education for families and not just M-F 8-5pm. Education is inclusive and community based. Education should happen on the weekends also when parents may be more available. Other programs should be funneled as part of education, such as community centers. They are usually separate. Community health centers (CHC) should also be part of the ECE – now they (CHC) are more privatized and a branch of UNM where they are not as accessible anymore."

"My child's school has a policy committee with parents as members. The policy committee has a strong parent outreach and very responsive to school community. There is a parent representative for each classroom. There is also a parent committee that conducts monthly activities and collaborates with teachers and Policy Council. Two parents per classroom are selected and they decide on classroom changes/ideas before going to administration (tribal)."

"The school my child went to encouraged diversity. They surveyed parents of their language/ethnicity/values/beliefs and they had a "culture day" where parents shared their culture and shared something of that cultures. This teaches children diversity and respects everyone's backgrounds."

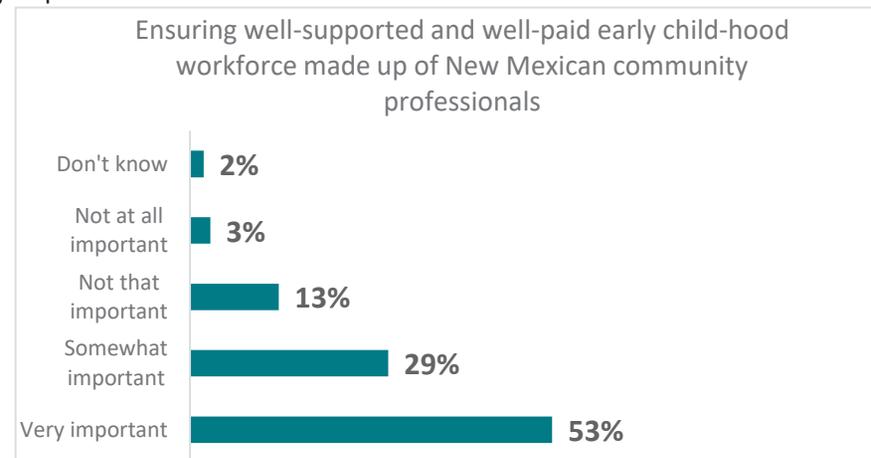
"Support and accept the teachings from the community elders and teachers. Teachings that are based on the community's culture, language, values, and beliefs. Build young children's knowledge to learn different languages also."

### GOAL 3: WORKFORCE

*New Mexico has an effective, well-supported and well-compensated early childhood workforce that is prepared to meet the needs of all families and young children.*

**OBJECTIVE 3A.** Support and adequately compensate the workforce in order to ensure their physical and social well-being.

- **Eighty-two percent** of Native American parents in the family survey believe it is important to ensure that New Mexico has a well-supported and well-paid early childhood workforce made up of professionals from our communities that is prepared to meet the needs of all families and young children in the state – 53% believe it is very important.
- **Seventy-seven percent** of Native American members of the early childhood workforce believe that all pre-K teachers should be paid equally regardless of whether they work in public schools, community based, or privately owned programs or centers.
- **Eighty percent** of Native American members of the early childhood workforce believe that all pre-K teachers should be paid equally regardless of whether they work in public schools, community based, or privately owned programs or centers.
- **Fifty percent** of Native American members of the early childhood workforce who have thought at all about leaving the early childhood profession indicated that low pay was the main reason they are considering leaving. This was by far the most common response provided.



In addition to adequate compensation for early childhood workforce, the need to address the lack of housing was expressed.

“There is no housing for pre-K teachers. Some teachers drive long distances from outside the reservation to work.”

**OBJECTIVE 3B.** Increase the number of degreed professionals within the early childhood workforce.

**Fifty-five percent** of Native American members of the early childhood workforce believe in recruiting and retaining, through better pay and benefits, professionals from New Mexico's communities who are representative of the children. Respondents shared information on the need to support early childhood educators and caregivers for their education and credentialing. The need for alignment with local universities and institutions of higher education was stressed by a majority of respondents.

“Work with local universities to take the training and education to the communities to offer courses during times and at locations convenient for educators and providers like late afternoons and weekends so it does not conflict with their work schedules.”

“Create pipeline programs with local colleges and universities. Create these pipeline programs that are tailored for parents. Create/provide classes that are provided within communities to support transportation issues.”

**OBJECTIVE 3C. Align professional development training and technical assistance.**

- **Fifty-five percent** of the overall early childhood workforce believe that they are either somewhat prepared or not prepared to work with children who are dual language learners, and 35% have the same level of preparation to work with children from diverse cultural backgrounds.

The quotes below from our focus groups and interviews speak to the importance the community of experts places on workforce needs.

“Absolutely training is critical for the workforce and cultural sensitivity training is key because of multigenerational traumas. The workforce needs to understand that traumas may pop up in children. We have a lot of young workers out of college as EC educators who don’t have children themselves and it might be overwhelming for them. One on one with those educators so parents can know who is taking care of their child is a first step.”

“I question “well-compensated workforce” and we know public school teachers aren’t well compensated. Are they? Our kids are the future and to make that a proclamation of well-compensation is questionable- I say whatever the pay is, increase it. Make their job as easy as possible. Provide as much training as possible. Cultural sensitivity training is questionable; it only teaches tolerance, but not actually understanding a culture. The education system is so far from perfect, we don’t know what works and what doesn’t. If educators can become more educated on what works, then that should be made available.”

“I think well compensated is debatable. Dealing with little ones requires a lot of patience and is very fragile. Teachers should be compensated more and increased every year. I taught head start and I worked with a teacher (grandfathered in) who worked for 20 years and she was making less salary than me. Teachers need to take a college level course in early childhood development. ECD starts before we are born and that needs to be taught. More education makes you more empathetic to children who may have challenges with development, then you can understand that all children are different, and one can adjust the learning.”

“The workforce is negatively impacted by the lack of housing for teachers. There is no hardship compensation for pre-K teachers. In order to sustain the pre-K workforce, leadership training is necessary.”

**OBJECTIVE 3D. Ensure a trauma-informed lens is a foundational philosophy and applied in practice.**

“Training using a trauma-informed lens, assist and support educators and professionals to gain training and education on various health and disabilities among young children. Utilize local professionals to provide specialized training e.g., Dialectical Behavior Therapy/Cognitive Behavioral Therapy DBT/CBT training to open their eyes and face their own trauma. Do we know educators/providers have faced their issues to be able to provide the care to young children? Provide culturally conscience training learning about different backgrounds. Make these training as part of the standardized training as part of orientation and revisit every year.”

“Provide training and technical assistance for workforce that is applicable for each community that is based on topics that are relevant to community’s needs.”

“Cultural sensitivity training is needed especially in border towns where families receive most of their early childhood services including education. Most of the border town teachers and providers are non-native. Ethical training is needed due to systemic racism inherent in off-reservation state service organizations.”

**OBJECTIVE 3E. Develop a database to analyze the characteristics of New Mexico’s early childhood professionals, and to direct workforce development efforts.**

The majority of the respondents indicated a database showing evaluation of childcare and education centers would be beneficial to parents, caregivers, and families, especially for first-time parents. Some requested more information on purpose of the database.

“As a first-time parent, would be great to have access to info about any and all schools, how their child will be cared for once they start.”

“It would be good to have access to the early childhood center ratings and evaluation reports especially for first-time parents. We take our children and just leave them in a place we don’t know much about. Provide parents information centers.”

“There are evident databases to inform rural centers or Native American learning centers related to childhood professionals, which is lacking in universal publication.”

“What is the purpose of the database and who will it benefit? Some professionals may not be comfortable sharing their information with the state.”

## GOAL 4: FUNDING

*New Mexico has sustainable and secure funding to support its youngest children and their families?*

### OBJECTIVE 4A. Calculate true costs for provisions of care and education.

Feedback received for this objective was limited. Those who responded indicated the differing cost from community to community and asked that other costs related to childcare be included, e.g., health and dental care, mental health care, transportation, and facilities.

“True costs will be different for all communities. What about communities who currently don’t have an early childhood center or program, how will costs be calculated?”

“Make sure funds for grandparents, who have to take care of their grandchildren, are considered. Not only consider costs for care, basic needs such as food, clothes, and costs for school materials.”

“Also consider costs for field trips and other activities. Cover costs for transportation, meals, and entry for trips to museums, national parks, and other off-campus activities. This helps children and parents and caregivers opportunities to see and learn about other areas of New Mexico.”

### OBJECTIVE 4B. Maximize and leverage all possible funding.

- **Seventy-nine percent** of Native American members of the early childhood workforce believe that there should be funding, available through reimbursement, for interventions that improve family engagement in their children's education.
- **Seventy-three percent** of Native American members of the early childhood workforce believe that there should be reforms made to our funding and reimbursement systems so that home-based providers receive the same level of financial support as other licensed providers.
- **Sixty-eight percent** of Native American members of the early childhood workforce believe that taxes should be raised for households who have an income of \$250,000 or more to generate more revenue for education in New Mexico.
- **Seventy-four percent** of Native American members of the early childhood workforce believe that taxes should be raised for big businesses and corporations to generate more revenue for education in New Mexico.

Funding is a critical issue for tribal early education programs as reflected in the interviews and focus groups we conducted with experts in the field. After reviewing the state’s strategic plan themes, respondents felt most strongly about funding, noting that across the board, tribal communities lack the resources they need to successfully engage their families in early childhood programming. Below are some paraphrased comments that reflect this overall theme in our qualitative interviews.

“Funding is needed for programming, infrastructure, training, and health initiatives. Across the board we are underfunded.”

“The needs of tribal early childhood programs are unique in that they rely on funding from the Office of Head Start, while simultaneously relying on the state's disabilities providers. One tribal councilman describes the amount of funding that is provided to the state through compacts and revenue sharing. He suggests that the state return that funding and allow the tribes to fund programs within their nation.”

“One tribal leader describes giving the state close to 70 million in a year and suggests that the state allow tribes to keep their funds in order to better the state of education within their tribal nation.”

“Other educational specialists suggest that state programs tend to compete for students and therefore are jeopardizing the millions of dollars of federal funding provided by the Office of Head Start.”

“We need funding, or just give us back some of the money we give them. We give them 70 million a year!!! I would like to walk the Governor around the pueblo and show her how our houses and schools are falling apart”. -- Tribal Leadership

“We have a Head Start and we have a waiting list, and there are income guidelines, there are a waiting list of 40 kids that do go to school, they are trying to get portable classrooms so they can accept more kids. The population of Isleta is 4,500. There are only 120 slots and they can only take so many infants”. -- Councilman Lente, Isleta Pueblo

“State meetings may help with funding, most funding comes from the Office of Head Start, the state provides funding for our language program (language immersion), we do not have the teachers to support the language program. As a tribe we do not have funding to complete the language program. Seems like no one wants to put money into it.” -- Pueblo Tribal Leadership

“Would like to see Traditional indigenous knowledge into the early childhood development (ECD) curriculum. There should be more opportunities for health and wellness education for families and not just M-F 8-5pm. Education is inclusive and community based. Education should happen on the weekends also when parents may be more available.”

“Other programs should be funneled as part of education, such as community centers. They are usually separate. Community health centers (CHC) should also be part of the early childhood education (ECE) – now they (CHC) are more privatized and a branch of the University of New Mexico (UNM) where they are not as accessible anymore. “The village raises the child”- we don’t have that, the family raises the child and we look to the state for help assuming that the state knows what is needed.”

“Individuals are expected to reach out to the government for assistance when the community doesn’t have the resources to take care of the community. ECD resources aren’t just daycare, but individual activities for parents should be included. Parenting classes, nutrition classes, mommy-baby learning opportunities where they have opportunity to learn new parenting skills and it shouldn’t take all day. I just want to go somewhere with my baby one hour a week to learn.”

**OBJECTIVE 4C. Create flexible funding opportunities to promote optimal outcomes rather than process measures.**

“Find a dedicated person responsible for finding funding resources, technical assistance for supplemental funding.”

“Does this mean we have to apply for funds? Why make this a competition to access funds? Many communities lack people who are able to write proposals/grants so that means those communities will not be able to apply compared to communities who do have proposal writing support.”

“Office of Head Start and other professional(s) from Head Start and childhood learning centers forward – make available grant information accessible. Often lacks to offer resources to help apply for the funding. Most rural and Native American learning centers lack staff who are knowledgeable or accredited and able to apply or fill-out completely and submit timely, the application forms.”

“If they are going to provide funding opportunities for communities to apply for funds, provide technical assistance for grant writing and evaluation. Applying for funds causes competition among community-based programs.”

“Use funds to provide equipment and training for communities like training for parents and caregivers to properly set up car seat and provide the car seat. Also provide opportunities for parents to change the car seat when their child out grows the first one. Also provide training for homecare providers on safety issues and developing escape plans from their house in case there is a fire especially now when most of the care is provided in the home due to COVID.”

**OBJECTIVE 4D. Increase funding to expand and improve facilities.**

The need for new early childhood centers and/or renovation of existing buildings in tribal communities is still a critical need for many. There is a demand for early childhood education and care, but not enough space/slots are available especially in rural parts of the state. The need to create “one-stop” shop-like centers was stressed by many parents and leaders.

“Use funds to create centers that serve the entire family, like ‘wrap around’ services. Again, a one-stop shop for education, health, social, mental, and workforce services. Create childcare centers that are close to communities especially for our people who live in rural parts of the state.”

“There is a lack of physical presence in rural areas such as doctors who used to drive RV’s from location to location to serve children and families for health and medical needs on certain days so families know they will be seen by a doctor. Due to funding cuts, it is no longer in existence.”

“Before seeking funds for facility development and expansion and support, the department will need to meet with all communities to find out what their needs are to be able to see funding to be able to support “all” communities. Didn’t you say your results from the needs assessment indicated majority of the communities contacted said a need for infrastructure support? This will require engagement of communities and multiple state and federal agency collaboration.”

## **GOAL 5: DATA**

*New Mexico has an integrated early childhood data system to inform decision-making for all stakeholders*

**OBJECTIVE 5A.** Use data effectively to enhance practice, promote accountability, and guide-continuous quality improvement.

The majority of the respondents indicated that tribal communities-leaders are responsible and accountable for the data, therefore, any request for sharing of data must be approved by the tribal leadership. Few indicated a benefit for this objective to provide transparency.

“Tribal leaders/tribal offices handle the data so state will need to work with tribal leaders.”

“Governor of our community makes decisions and data will not be the same year to year – data sovereignty.”

“There is no sharing of data among stakeholders and tribe.”

“[Name] tribe does not share their data. It is highly recommended but impossible. Data is mainly obtained and shared through public school district to identify needy families and children. However it is not enough because we know that there are many more children who are overlooked and not counted.”

“This will help public transparency, but can everyone access the data and does everyone understand how to read and use the data?”

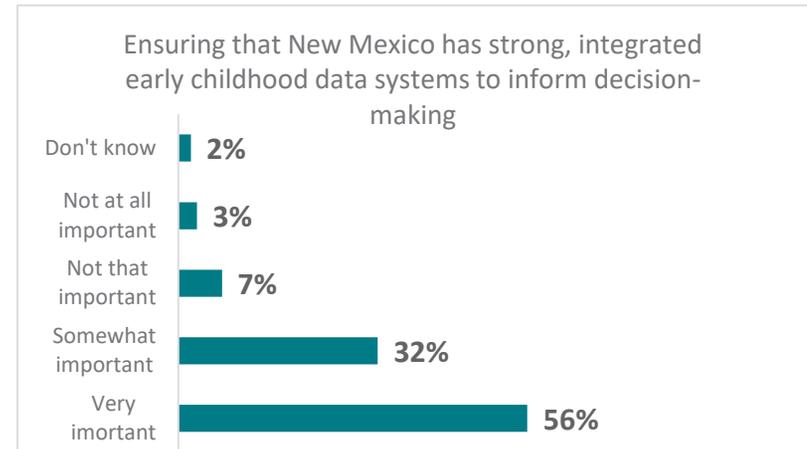
“Share data with parents by educating them about what data means in terms of their involvement in early childhood.”

“Our learning center is unaware if there is an available NM childhood data system, which may be lacking in rural centers and Native American learning centers. For Head Start and Early Head Start that is no public interface to allow for transparency of data management or data collected throughout the system.”

**OBJECTIVE 5B.** Ensure alignment and sharing of data across state-level departments and systems, while ensuring the ethical use of data and total privacy and confidentiality of individuals.

- **Eighty-eight percent** of Native American parents in the family survey believe it is important to ensure that New Mexico has strong and integrated early childhood data systems to inform all of the decisions that are made for early childhood in the state – 56% believe it is very important.

“Our data needs to be protected and the state does not need it. We give them money through gaming compact, they want donations and revenue shares and politicians who are running. They want everything now. They gave us money for early childhood money, and they took it back. Now our data. To me as much sharing we barely get a fraction back.” -- Pueblo Tribal Leadership



“Provide interpreted data for communities that is understandable for all community members using of multiple perspectives. Allow for community input on the data interpretation. Need to engage community and tribal leaders for this.”

“Collaborate with tribal communities to ensure data will be used based on how tribes say to use the data. Standards need to be established between state and tribes while respecting generational trauma.”

“Provide online portal but provide data that is translated for everyone to understand. Provide interpreted data for communities that is understandable for all community members thinking of multiple perspectives. Allow for community input on data interpretation. Need to engage community and tribal leaders for this.”

“Sharing data is not just putting it out there but explain how to use it so that communities can have better informed decision capacity.”

**OBJECTIVE 5C.** Create a unified public interface to allow transparency of data throughout the system.

“As a first-time parent, it would be great to have access to information about any and all schools, how their child will be cared for once they start.”

“To increase awareness and practice transparency with tribal communities, ensure data will be used based on how tribes say they will be used. Standards need to be established between state and tribes while respecting generational trauma, as a way to acknowledge tribal communities’ needs and prove empathy.”

## GOAL 6: TRIBAL

*Improve and sustain strong, ongoing government-to-government relationships with tribal communities in order to foster mutual trust and partnerships which respect tribal sovereignty.*

**OBJECTIVE 6A.** Enhance respect of the culture, sovereignty and self-determination and governance of tribes and programs.

- **Eighty-seven percent** of Native American parents in the family survey believe it is important for New Mexico to improve and sustain strong government to government relationships with tribal communities in order to foster mutual trust, understanding, and partnerships that respect tribal sovereignty - 60% believe it is very important.

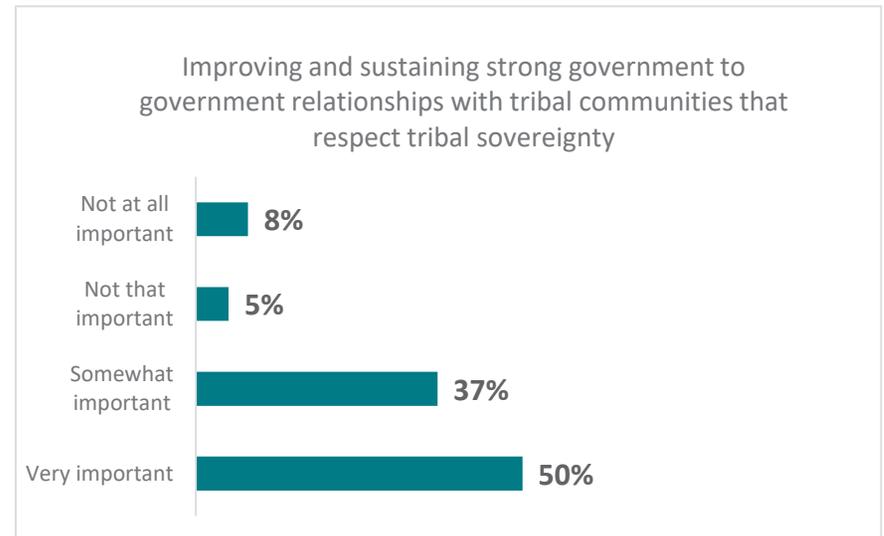
“State and tribes and all community members needs training on what structural racism is to build awareness. Provide training on novice level so everyone can interpret what is discussed and able to participate. Maybe provide multiple levels of training, Beginner/community level/leadership level; tribal/etc.”

“Respect tribal communities’ cultural values and beliefs; incorporate it into state’s radar.”

“To address structural racism, remove competition of applying for funds or provide technical assistance for applying for funds. Provide information about access to services and resources as indicated earlier and addressing the unique needs of all communities.”

“Structural racism is inequity based on race, tribal people shouldn’t have to figure but federal govt should have this conversation. I don’t experience racism on the rez but only off the rez. My child with long hair in the school system is being targeted and my child doesn’t experience that on the rez.”

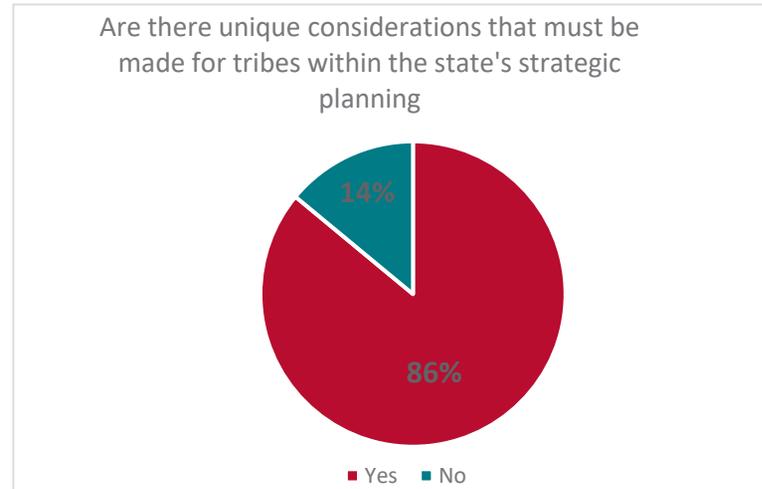
“The systemic racism exists in all our institutions across the board and it really is the govt that has to acknowledge that it exists and hold themselves accountable in their own system. Requires tribal consultation.”



**OBJECTIVE 6B-C. Adhere to existing laws relating to tribal nations.**

- **Eighty-six percent** of Native American parents in the family survey believe, after reviewing the overall goals of the state for early childhood, that there are unique considerations that must be made for tribes within the state’s strategic planning.

In both focus group and interview settings, we asked specifically about the ways in which states can improve government-to-government relations and barriers to doing so. Participants expressed the following sentiments below:



“State programs need to augment tribal programs, and allow tribal program specialists to make decisions related to programing based on the needs of their population.”

“State red tape makes it difficult to provide services--too many requirements or too little money to do so.”

“We must define ‘high quality’ because this varies. High quality can have a different meaning for different people. For me, it means increased classroom size with formal and informal spaces, and increased number of therapy rooms.”

“If funding for infrastructure improvement, need a formal space audit conducted and consider needs of ALL children especially children with disabilities and the whole family.”

“State should be aware of the laws pertaining to children and tribal related laws. Parents and tribal communities should also learn about these laws. Know about the policies and procedures of your community.”

“Building awareness about the laws and bills for tribal communities and members because until today, I did not know about STCA/IEA/ICWA/etc. They don’t teach this in schools. Work with education systems to include this type of teaching. Unless you go to college or sign up for a class based on your own curiosity, you won’t know/learn.”

“Familiarize yourselves with the STCA and the IEA at the state level and at the community level.”

“State personnel once they are on board should give staff packet of pertinent laws - on board training.”

“Be intentional, knowledgeable and ready to work in NM communities.”

“Understanding the diversity of the state, a cultural training, how you work with tribal communities and all cross trained and educated.”

“The state personnel office does have a cultural class that employees have to take every year. This could improve relationships with tribes. Each agency should be taking the class, each agency should be adding to the course or create their own course that is specific to the ECS, family nutrition or fit.”

When asking respondents in the focus group setting how to improve and sustain strong, ongoing government-to-government relationships with tribal communities in order to foster mutual trust and partnerships, many stated the need to ensure respect for culture sovereignty and self-determination of tribal nations in programs/services. Focus group respondents largely cited structural racism as a key barrier to better government to government relations with tribal communities, and the need to strengthen and abide by the state’s Tribal Collaboration Act. They provided a series of suggestions and strategies to address structural racism which are paraphrased below:

“Ensure culture and language preservation and revitalization.”

“The state has to listen to tribal communities, there should be voice from the community not the state.”

“Listen to the tribes on how they want to implement this strategic plan.”

“Create and fund centers of excellence, so that it is sensitive to the needs particular to those communities.”

#### **OBJECTIVE 6D. Integrate Education and Health Systems.**

“This should include early intervention, cultural sensitivity and trauma-informed services. There is a disconnection with EC Ed and health systems not working together to address EC needs, how do these systems integrate their work to be able to reach goal 6.”

“NM PED may have the reputation of being an obstacle, but with eventual solution finding- this will change. NM Educators are motivated to change this perception. – collectively and collaboratively. NM in general, has recognized diversity abundance within the

entire state: rural and urban settings. Enhance or become more localized in approach for education and nutrition and medical services for NM children regardless of economics.”

“Need not only integrate education and health but include environmental, social services (CYFD) and other agencies to truly provide the services needed by tribal families and their children. Using a wrap-around approach, all agencies should have a role in providing support and resources to young children and families. The new department can’t do all this work alone.”

“State CYFD/social services need to work with tribal social services agencies to be able to provide support and care needed by young children especially children and families dealing with addiction. Many times we’ve had to release young child (some with disabilities) with parents who are dealing with addiction only to have them return back and we get them well and they go back to the same home environment and if they have a home, but the cycle repeats. We are told social services have no jurisdiction to intervene. Is it tribal vs. state, we don’t know?”

“How can the state and tribal agencies work together to get the help for both child and parent(s)?”

**OBJECTIVE 6E. Upgrade Facility Infrastructure.**

“We should look at community centers to serve as EC centers. Looking at the community itself, we have a community house, youth center, a lot of centers that could be grounded for early childhood. Look at buildings that could be renovated instead of rebuilding from the ground up.”

*\*Feedback for Objectives were provided on the initial draft, and do not reflect the final revisions.*

## Native American Budget and Policy Institute Engagement

Strategic plan was shared through a statewide Native American Family Survey. Native American parents provided their thoughts on core themes related to the Early Childhood Education in New Mexico.	<b>128 Survey Responses</b>
Overall, our team had input from at least one person from 23 pueblos, tribes and nations in New Mexico.	<b>23 Tribes/Pueblos/Nations engaged</b>
NABPI provided summaries of the strategic plan to the All Pueblo Council of Governors, and the NABPI Governance Council.	<b>8 Governance Council Members/12 APCG Participants</b>
Native American members of the Early Childhood Workforce in the state provided views on a survey of the workforce.	<b>78 Native American Survey Responses</b>
NABPI convened 6 community conversations	<b>50+ individuals were engaged</b>
NABPI conducted individual in-depth interviews with 16 Native American experts in early childhood education or health/well-being	<b>16 experts were interviewed</b>
243 total individuals were engaged from Native American communities across the state (128 survey +78 workforce survey+8 GC members + 7 focus groups + (12) APCG meeting the APCG Meeting and the 10 + Interviews.	<b>290+ Individuals engaged</b>

## **NABPI Engagement Summary**

- 128 Native American parents provided their thoughts on core themes of the strategic plan through a statewide Native American Family Survey.
- NABPI convened 6 community conversations, with over 50 participants.
- NABPI provided summaries of the strategic plan to the All Pueblo Council of Governors (12 individuals present), and the NABPI Governance Council (8 individuals present).
- 78 Native American members of the Early Childhood Workforce in the state provided views on a survey of the workforce conducted by Latino Decisions.
- 16 Native American experts in early childhood education and/or health and well-being were included in our research through in-depth personal interviews.
- Over 290 total individuals were engaged from Native American communities across the state.
- Overall, our team had input from at least one person from 23 pueblos, tribes and nations in New Mexico.

## **Native American Experts to Highlight**

- Dr. Gayle Dine Chacon – Executive Director NABPI, Former Surgeon General Dine Nation
- Arthur Blazer-Mescalero Apache, Former President (Mescalero Apache)
- Regis Pecos - Institute Co-Founder and Leadership Institute at the Santa Fe Indian School Co-Director (Cochiti)
- Trisha Moquino (Keres Children’s Learning Center)
- Carmela Roybal (Ohkay Owingeh)
- David Lente (Pueblo of Isleta)

## SURVEY CONTENT CONNECTED TO THEMES

### GOAL 1: FAMILIES

*All families in New Mexico are recognized as key decision makers and they have access to the resources they need to thrive.*

**OBJECTIVE 1A.** Increase access to, and availability of high-quality, affordable, early childhood programs.

- **82%** of Native American parents in the family survey believe it is important to ensure that every child in the state from birth to age 5 has equitable access to quality early learning opportunities to support their success in kindergarten and beyond – 50% believe it is very important.

**OBJECTIVE 1B.** Ensure all families have access to programs that meet their needs and support multi-cultural, multilingual and multi-generational households.

- **84%** of Native American parents in the family survey agree that the recent court decision to not throw out the landmark Yazzie vs. State of New Mexico case was a good one, as we still have a lot of work to do to provide equal opportunities to all students, especially those who are low-income, Native American, English learners and students with disabilities – 53% strongly agree.
- **59%** of Native American members of the early childhood workforce believe that the Yazzie and Martinez V. State of NM court case that found low-income, Native American, English language learner (ELL), and students with disabilities — with the programs and services necessary for them to learn and thrive applies to the early childhood system in New Mexico.
- **83%** of Native American members of the early childhood workforce believe that the court's decision in the Yazzie vs. State of New Mexico case was a good one, as we still have a lot of work to do to provide equal opportunities to all students, especially those who are low-income, Native American, English learners and students with disabilities. This is the highest among all racial and ethnic groups in the survey.

**OBJECTIVE 1C.** Improve and increase awareness and engagement in the array of services within early childhood acknowledge its benefits, and praise community participation to reduce the generated stigma of public services.

- **83%** of Native American parents in the family survey believe the goal of ensuring that all families in New Mexico have access to all of the resources they need to thrive, through a system that increases equity, and recognizes families as important decision-makers and leaders is important- 48% believe it is very important

## GOAL 2: GOVERNANCE

*New Mexico has an aligned cohesive, and efficient system of high-quality early childhood programs and services.*

### OBJECTIVE 2C.

Strengthen and align partnerships at the state and local levels to effectively use all available resources.

- **85%** of Native American parents in the family survey believe the goal of ensuring that all departments and agencies in New Mexico that have a role in early childhood work together to make sure that we have aligned and efficient systems to provide our communities with high quality early education programs and services is important – 53% believe it is very important.

## GOAL 3: WORKFORCE

*New Mexico's early childhood workforce is supported through an aligned professional development system and through compensation that reflects the level of experience and training to meet the needs of all families and young children.*

**OBJECTIVE 3A.** Support and adequately compensate the workforce in order to ensure their physical and social well-being.

- **82%** of Native American parents in the family survey believe it is important to ensure that New Mexico has a well-supported and well-paid early child-hood workforce made up of professionals from our communities that is prepared to meet the needs of all families and young children in the state – 53% believe it is very important.
- **77%** of Native American members of the early childhood workforce believe that all pre-K teachers should be paid equally regardless of whether they work in public schools, community based, or privately-owned programs or centers.
- **80%** of Native American members of the early childhood workforce believe that all pre-K teachers should be paid equally regardless of whether they work in public schools, community based, or privately-owned programs or centers.
- **50%** of Native American members of the early childhood workforce who have thought at all about leaving the early childhood profession indicated that low pay was the main reason they are considering leaving. This was by far the most common response provided.

**OBJECTIVE 3B.** Increase the number of degreed professionals within the early childhood workforce.

- **55%** of Native American members of the early childhood workforce believe recruiting and retaining professionals from New Mexico's communities who are representative of the children they are teaching through better pay and benefits.

**OBJECTIVE 3C.** Align professional development training and technical assistance.

- **55%** of the overall early childhood workforce believe that they are either somewhat prepared or not prepared to work with children who are dual language learners, and 35% have the same level of preparation to work with children from diverse cultural backgrounds.

## **GOAL 4: FUNDING**

*New Mexico has a sustainable and secure funding to support its youngest children and their families.*

**OBJECTIVE 4A.** Maximize and leverage all possible funding.

- **79%** of Native American members of the early childhood workforce believe that there should be funding, available through reimbursement, for interventions that improve family engagement in their children's education. **73%** of Native American members of the early childhood workforce believe that there should be reforms made to our funding and reimbursement systems so that home-based providers receive the same level of financial support as other licensed providers.
- **68%** of Native American members of the early childhood workforce believe that taxes should be raised for households who have an income of \$250,000 or more to generate more revenue for education in New Mexico.
- **74%** of Native American members of the early childhood workforce believe that taxes should be raised for big businesses and corporations to generate more revenue for education in New Mexico.

## **GOAL 5: DATA**

*New Mexico has an integrated early childhood data system to inform planning and decision-making for all stakeholders.*

**OBJECTIVE 5A.** Ensure alignment and sharing of data across state-level departments and systems, while ensuring the ethical use of data and total privacy and confidentiality of individuals.

- **88%** of Native American parents in the family survey believe it is important to ensure that New Mexico has strong and integrated early childhood data systems to inform all of the decisions that are made for early childhood in the state – 56% believe it is very important.

## **GOAL 6: TRIBAL**

*Strengthen ongoing government to government relationships with tribal communities in order to foster mutual trust, understanding, and partnerships which respect tribal sovereignty.*

**OBJECTIVE 6B.** Enhance respect of the culture, sovereignty and self-determination and governance of tribes and programs.

- **87%** of Native American parents in the family survey believe it is important for New Mexico to improve and sustain strong government to government relationships with tribal communities in order to foster mutual trust, understanding, and partnerships that respect tribal sovereignty - **60%** believe it is very important.

**OBJECTIVE 6C.** Adhere to existing laws relating to tribal nations

- **86%** of Native American parents in the family survey believe, after reviewing the overall goals of the state for early childhood, that there are unique considerations that must be made for tribes within the state's strategic planning.

# CROSSWALK

## PDG STRATEGIC PLAN REVIEW & NEEDS ASSESSMENT ALIGNMENT

NEEDS ASSESSMENT FINDINGS	STRATEGIC PLAN OBJECTIVES
<b>MAJOR THEMES</b>	
More Quality and Access	<p><u>Objectives that directly address this Need:</u></p> <ul style="list-style-type: none"> <li>1B. Provide full program access to recipients by addressing languages, availability, delays and disabilities, and other barriers to accessing needed programs and services.</li> <li>5B. Promote accountability, enhance practice, and guide continuous quality improvement.</li> <li>6A. Ensure 100 percent of children in tribal communities have access to facilities that promote the integration of education, language, culture and inclusion of children with developmental delays, disabilities or established conditions, as identified and defined by tribal communities by 2023.</li> </ul>
Coordinate and Align Across Programs	<p><u>Objectives that directly address this Need:</u></p> <ul style="list-style-type: none"> <li>2B. Align state funded early childhood program requirements across the mixed delivery systems.</li> <li>2C. Strengthen partnerships at the state and local levels to effectively use all available resources across the mixed-delivery system by December 2024.</li> <li>3C. Align professional development training and technical assistance.</li> </ul>
Improve Data	<p><u>Objectives that directly address this Need:</u></p> <ul style="list-style-type: none"> <li>5A. Ensure alignment and sharing of data across state-level departments and systems, plus medical practice and insurance data, while maintaining the ethical use of data and total privacy and confidentiality of individuals.</li> <li>5B. Promote accountability, enhance practice, and guide continuous quality improvement.</li> <li>5C. Define, design and integrate data into a unified public interface to allow transparency of aggregate information throughout the system.</li> </ul>
Support Local Determination	<p><u>Objectives that directly address this Need:</u></p> <ul style="list-style-type: none"> <li>2C. Strengthen partnerships at the state and local levels to effectively use all available resources across the mixed-delivery system by December 2024.</li> <li>6A. Ensure 100 percent of children in tribal communities have access to facilities that promote the integration of education, language, culture and inclusion of children with developmental delays, disabilities or established conditions, as identified and defined by tribal communities by 2023.</li> <li>6B. Support knowledge and respect of the culture, sovereignty and self-determination and governance of tribes and programs.</li> <li>6C. Adhere to existing laws relating to tribal nations.</li> </ul>
Strengthen and Support the Workforce	<p><u>Objectives that directly address this Need:</u></p> <ul style="list-style-type: none"> <li>3A. Support and adequately compensate the workforce in order to ensure their physical and social well-being.</li> <li>3B. Increase, by 10% annually, the number of degreed and credentialed professionals within the early childhood workforce.</li> <li>3C. Align professional development training and technical assistance.</li> </ul>

Improve Funding and Resources	<p><u>Objectives that directly address this Need:</u></p> <ul style="list-style-type: none"> <li>• 4A. Maximize and leverage all possible funding.</li> <li>• 4B. Create flexible funding opportunities to incentivize outcomes rather than process measures.</li> <li>• 4C. Identify the true cost of care and increase collaboration and funding available to increase access to quality programs.</li> </ul>
Increase Awareness and Communication	<p><u>Objectives that directly address this Need:</u></p> <ul style="list-style-type: none"> <li>• 1C. Increase parent and caregiver awareness of early childhood services by 15 percent annually.</li> </ul>
Increase Family Involvement	<p><u>Objectives that directly address this Need:</u></p> <ul style="list-style-type: none"> <li>• 1C. Increase parent and caregiver awareness of early childhood services by 15 percent annually.</li> </ul>
Developmentally Appropriate Programs	<p><u>Objectives that directly address this Need:</u></p> <ul style="list-style-type: none"> <li>• 1A. Ensure that 70 percent of early childhood programs and services are designed to support multilingual, multi-generational, culturally diverse, households with children who have developmental delays or disabilities by December 2024.</li> </ul>
Improve Transitions	<p><u>Objectives that directly address this Need:</u></p> <ul style="list-style-type: none"> <li>• 1B. Provide full program access to recipients by addressing languages, availability, delays and disabilities, and other barriers to accessing needed programs and services.</li> <li>• 2A. Develop an aligned consumer support process that recognizes and celebrates New Mexico’s diversity.</li> <li>• 2B. Align state funded early childhood program requirements across the mixed delivery systems.</li> <li>• 5C. Define, design and integrate data into a unified public interface to allow transparency of aggregate information throughout the system.</li> </ul>
Increase Inclusive Practices	<p><u>Objectives that directly address this Need:</u></p> <ul style="list-style-type: none"> <li>• 1A. Ensure that 70 percent of early childhood programs and services are designed to support multilingual, multi-generational, culturally diverse, households with children who have developmental delays or disabilities by December 2024.</li> <li>• 2A. Develop an aligned consumer support process that recognizes and celebrates New Mexico’s diversity.</li> </ul>
Adopt Strengths-Based Approach	<p><u>Objectives that directly address this Need:</u></p> <ul style="list-style-type: none"> <li>• 2A. Develop an aligned consumer support process that recognizes and celebrates New Mexico’s diversity.</li> </ul>
Prioritize Child and Family Well-Being	<p><u>Objectives that directly address this Need:</u></p> <ul style="list-style-type: none"> <li>• 1A. Ensure that 70 percent of early childhood programs and services are designed to support multilingual, multi-generational, culturally diverse, households with children who have developmental delays or disabilities by December 2024.</li> </ul>

NEEDS BY THEME <b>EQUITABLE ACCESS</b>	OBJECTIVES BY THEME <b>FAMILIES</b>
Increase awareness of programs and available support	<p>1A. Ensure that 70 percent of early childhood programs and services are designed to support multilingual, multi-generational, culturally diverse, households with children who have developmental delays or disabilities by December 2024.</p> <p>1C. Increase parent and caregiver awareness of early childhood services by 15 percent annually.</p>
Increase inclusive settings	<p>1A. Ensure that 70 percent of early childhood programs and services are designed to support multilingual, multi-generational, culturally diverse, households with children who have developmental delays or disabilities by December 2024.</p>
Embrace multi-cultural multi-lingual, and multi-generational programs	<p>1A. Ensure that 70 percent of early childhood programs and services are designed to support multilingual, multi-generational, culturally diverse, households with children who have developmental delays or disabilities by December 2024.</p>
Address stigma and perception	<p>1B. Provide full program access to recipients by addressing languages, availability, delays and disabilities, and other barriers to accessing needed programs and services.</p> <p>1C. Increase parent and caregiver awareness of early childhood services by 15 percent annually.</p>
Improve physical infrastructure	<p>4C. Identify the true cost of care and increase collaboration and funding available to increase access to quality programs.</p> <p>6A. Ensure 100 percent of children in tribal communities have access to facilities that promote the integration of education, language, culture and inclusion of children with developmental delays, disabilities or established conditions, as identified and defined by tribal communities by 2023.</p>
Address scarcity of infant and toddler care	<p>1A. Ensure that 70 percent of early childhood programs and services are designed to support multilingual, multi-generational, culturally diverse, households with children who have developmental delays or disabilities by December 2024.</p> <p>1B. Provide full program access to recipients by addressing languages, availability, delays and disabilities, and other barriers to accessing needed programs and services.</p> <p>2C. Strengthen partnerships at the state and local levels to effectively use all available resources across the mixed-delivery system by December 2024.</p> <p>4A. Maximize and leverage all possible funding.</p>
Support home-based care	<p>2C. Strengthen partnerships at the state and local levels to effectively use all available resources across the mixed-delivery system by December 2024.</p> <p>3B. Increase, by 10% annually, the number of degreed and credentialed professionals within the early childhood workforce.</p> <p>4C. Identify the true cost of care and increase collaboration and funding available to increase access to quality programs.</p>
Expand transportation options	<p>1B. Provide full program access to recipients by addressing languages, availability, delays and disabilities, and other barriers to accessing needed programs and services.</p>
Address issues around food insecurity	<p>1B. Provide full program access to recipients by addressing languages, availability, delays and disabilities, and other barriers to accessing needed programs and services.</p>

NEEDS BY THEME <b>GOVERNANCE</b>	OBJECTIVES BY THEME <b>GOVERNANCE</b>
Set a new tone	2A. Develop an aligned consumer support process that recognizes and celebrates New Mexico’s diversity.
Build collaborative leadership	2C. Strengthen partnerships at the state and local levels to effectively use all available resources across the mixed-delivery system by December 2024.  4C. Identify the true cost of care and increase collaboration and funding available to increase access to quality programs.  6A. Ensure 100 percent of children in tribal communities have access to facilities that promote the integration of education, language, culture and inclusion of children with developmental delays, disabilities or established conditions, as identified and defined by tribal communities by 2023.
Support local determination	2C. Strengthen partnerships at the state and local levels to effectively use all available resources across the mixed-delivery system by December 2024.
Encourage continual process feedback and improvement	2A. Develop an aligned consumer support process that recognizes and celebrates New Mexico’s diversity.
Adopt an assets based approach	2A. Develop an aligned consumer support process that recognizes and celebrates New Mexico’s diversity.
Improve communication	1B. Provide full program access to recipients by addressing languages, availability, delays and disabilities, and other barriers to accessing needed programs and services.  1C. Increase parent and caregiver awareness of early childhood services by 15 percent annually.  2A. Develop an aligned consumer support process that recognizes and celebrates New Mexico’s diversity.
Coordinate and align across programs	2B. Align state funded early childhood program requirements across the mixed delivery systems.
Strengthen family leadership and recognize families as decision makers and policy advisors	1A. Ensure that 70 percent of early childhood programs and services are designed to support multilingual, multi-generational, culturally diverse, households with children who have developmental delays or disabilities by December 2024.  1C. Increase parent and caregiver awareness of early childhood services by 15 percent annually.

NEEDS BY THEME <b>WORKFORCE</b>	<b>1B. ENSURE ALL FAMILIES HAVE ACCESS TO PROGRAMS THAT MEET THEIR NEEDS AND SUPPORT MULTI-CULTURAL, MULTILINGUAL AND MULTI-GENERATIONAL HOUSEHOLDS.</b>
Increase compensation	3A. Support and adequately compensate the workforce in order to ensure their physical and social well-being.
Value experience and compensate accordingly	3B. Increase, by 10% annually, the number of degreed and credentialed professionals within the early childhood workforce.
Align professional development	3C. Align professional development training and technical assistance.
Offer trauma-informed training	3A. Support and adequately compensate the workforce in order to ensure their physical and social well-being.  3B. Increase, by 10% annually, the number of degreed and credentialed professionals within the early childhood workforce.

Provide supported pathways	3A. Support and adequately compensate the workforce in order to ensure their physical and social well-being. 3B. Increase, by 10% annually, the number of degreed and credentialed professionals within the early childhood workforce.
Improve equity in access to education and training	3B. Increase, by 10% annually, the number of degreed and credentialed professionals within the early childhood workforce. 3C. Align professional development training and technical assistance.

NEEDS BY THEME FUNDING	OBJECTIVES BY THEME FUNDING
Investigate reimbursements and costs	4C. Identify the true cost of care and increase collaboration and funding available to increase access to quality programs.
Leverage federal funding	4A. Maximize and leverage all possible funding.
Increase consistency and streamline funding	4A. Maximize and leverage all possible funding.
Braid funding streams	4A. Maximize and leverage all possible funding. 4B. Create flexible funding opportunities to incentivize outcomes rather than process measures.
Provide flexible resources to support local coordination and collaboration	4B. Create flexible funding opportunities to incentivize outcomes rather than process measures. 6A. Ensure 100 percent of children in tribal communities have access to facilities that promote the integration of education, language, culture and inclusion of children with developmental delays, disabilities or established conditions, as identified and defined by tribal communities by 2023.
Offer funding to construct, repair, and enhance capital assets	4C. Identify the true cost of care and increase collaboration and funding available to increase access to quality programs.
Improve funding and coordination to solve a variety of systemic issues	4A. Maximize and leverage all possible funding. 4B. Create flexible funding opportunities to incentivize outcomes rather than process measures. 4C. Identify the true cost of care and increase collaboration and funding available to increase access to quality programs.

NEEDS BY THEME DATA	OBJECTIVES BY THEME DATA
More consistent/connected data	5A. Ensure alignment and sharing of data across state-level departments and systems, plus medical practice and insurance data, while maintaining the ethical use of data and total privacy and confidentiality of individuals. 5B. Promote accountability, enhance practice, and guide continuous quality improvement. 5C. Define, design and integrate data into a unified public interface to allow transparency of aggregate information throughout the system.

NEEDS BY THEME TRIBAL	OBJECTIVES BY THEME TRIBAL
More high-quality, culturally relevant programs	<p>1A. Ensure that 70 percent of early childhood programs and services are designed to support multilingual, multi-generational, culturally diverse, households with children who have developmental delays or disabilities by December 2024.</p> <p>1B. Provide full program access to recipients by addressing languages, availability, delays and disabilities, and other barriers to accessing needed programs and services.</p> <p>6A. Ensure 100 percent of children in tribal communities have access to facilities that promote the integration of education, language, culture and inclusion of children with developmental delays, disabilities or established conditions, as identified and defined by tribal communities by 2023.</p>
Improve existing early childhood infrastructure	<p>4C. Identify the true cost of care and increase collaboration and funding available to increase access to quality programs.</p> <p>6A. Ensure 100 percent of children in tribal communities have access to facilities that promote the integration of education, language, culture and inclusion of children with developmental delays, disabilities or established conditions, as identified and defined by tribal communities by 2023.</p>
Integration of Education and Health systems	<p>2C. Strengthen partnerships at the state and local levels to effectively use all available resources across the mixed-delivery system by December 2024.</p> <p>4A. Maximize and leverage all possible funding.</p> <p>5A. Ensure alignment and sharing of data across state-level departments and systems, plus medical practice and insurance data, while maintaining the ethical use of data and total privacy and confidentiality of individuals.</p> <p>6B. Support knowledge and respect of the culture, sovereignty and self-determination and governance of tribes and programs.</p>
Greater trust in Tribal communities to implement programming and curriculum	<p>6A. Ensure 100 percent of children in tribal communities have access to facilities that promote the integration of education, language, culture and inclusion of children with developmental delays, disabilities or established conditions, as identified and defined by tribal communities by 2023.</p> <p>6B. Support knowledge and respect of the culture, sovereignty and self-determination and governance of tribes and programs.</p>
Remove obstacles in developing the workforce	<p>3A. Support and adequately compensate the workforce in order to ensure their physical and social well-being.</p> <p>3B. Increase, by 10% annually, the number of degreed and credentialed professionals within the early childhood workforce.</p> <p>3C. Align professional development training and technical assistance.</p>
Address structural racism (in re: language dominance)	<p>1A. Ensure that 70 percent of early childhood programs and services are designed to support multilingual, multi-generational, culturally diverse, households with children who have developmental delays or disabilities by December 2024.</p> <p>1B. Provide full program access to recipients by addressing languages, availability, delays and disabilities, and other barriers to accessing needed programs and services.</p> <p>6A. Ensure 100 percent of children in tribal communities have access to facilities that promote the integration of education, language, culture and inclusion of children with developmental delays, disabilities or established conditions, as identified and defined by tribal communities by 2023.</p> <p>6B. Support knowledge and respect of the culture, sovereignty and self-determination and governance of tribes and programs.</p>
More direct government-to-government partnerships between the State of NM and Tribal communities	<p>6C. Adhere to existing laws relating to tribal nations.</p>

THE NEW MEXICO  
**EARLY CHILDHOOD**  
STRATEGIC PLAN  
2021-2024

PREPARED BY

