

COMMUNITY OUTREACH REPORT

A Business Plan for Early Childhood



Prepared by the New Mexico Early Childhood Development Partnership
in partnership with the Native American Budget and Policy Institute.

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EXECUTIVE SUMMARY

The New Mexico Early Childhood Development Partnership (NMECDP) began a community and stakeholder engagement process in the Summer of 2018 with the support of a Funders' Group of foundations across the state. The goal was to gather authentic community input and information, with emphasis on tribal communities, about 'A Business Plan for Early Childhood' and the systems based approach it outlines for expanding early childhood programs in New Mexico.



NMECDP significantly partnered with the Native American Budget and Policy Institute (NABPI) to engage tribal communities during this process. NABPI will be completing a comprehensive report on the engagement process for tribal communities. Overall findings from NABPI, included in this report, include the need for reforming the system given the fragmentation of current funding, the lack of trust in state government, concerns about language and cultural loss, the need to inventory current resources and programs, the need to address issues around human capital for expansion (workforce), the need to address issues of systemic racism, and the importance of engaging the whole family in the work around early childhood. Some Native Americans raised concerns about the terminology of 'levers' as mechanisms to force certain actions.

The teams developed four key methods for engagement: community conversations, key informant interviews, a participant survey, and a voter poll. Overall findings include the need for better alignment and coordination of services provided across departments in the State of New Mexico, the need to expand and strengthen the workforce for improved early childhood services, the desire and benefits of greater local control – including for tribes and to strengthen language and culturally appropriate programs, and the overall need for more, high-quality, early childhood services. The voter poll also found broad support for greater public investment in early childhood services, and a better understanding of New Mexico Pre-K and Head Start, than home visiting and childcare services. Specifically, better coordination between agencies, improved pay and increased scholarships for workers, and more high-quality slots were valued by the voters.

NMECDP has developed a specific policy agenda based on the findings from this work and will be working first on a legislative agenda in 2019 to facilitate better coordination and alignment of services and provide for improved local determination through an Early Childhood Services Department. We will continue to pursue the policy agenda through a workforce plan which is a foundation for the overall expansion of high-quality early childhood services in New Mexico.

THE FOUNDATION AND GOALS OF COMMUNITY ENGAGEMENT

The New Mexico Early Childhood Development Partnership (NMECDP) was contracted to conduct community outreach and education around 'A Business Plan for Early Childhood,' to gather authentic feedback on the plan, to increase awareness of the Plan with its framework for expanding early childhood services, and to begin to build a coalition of community based advocacy for early childhood policies. This report is intended to provide clear snapshots of some of the unique and specific issues facing communities around the state and to be an information rich resource to policy makers, advocates, administrators, or others engaged in the early childhood systems in New Mexico.



This report was often described in communities as an 'addendum' to 'A Business Plan for Early Childhood' in that it should provide additional information, context, and concerns about the Business Plan's approach to early childhood system expansion.

The underlying assumptions and approach to this process include the following:

- That over the years advocates have instilled a broad understanding of the benefits of early childhood services in New Mexico and that the Business Plan is a framework to maximize the effective use of increased funding.
- That funding/revenue source(s) can be identified, as can the mechanism/formula for funding distribution. Also, the amount of funding needed is best determined by budget experts and policymakers. The business plan provides a calculator as a tool for targeting, but specifics state budget amounts, and overall targets were not addressed in community outreach efforts nor were these issues significantly raised in conversations.
- That providers, workers, families, and other community members have critical on-the-ground knowledge of how early childhood programs are working and where the gaps are in local systems.
- That New Mexico is a large and diverse state and that an understanding of the different systemic and operational issues should be developed by gathering input from many different communities.

METHODOLOGY AND PARTNERSHIPS

In order to get as representative and broad based input as possible, NMECDP partnered with three key organizations (listed below).

1. **The Native American Budget and Policy Institute (NABPI)** - This institute is a WKKF funded initiative that, without 501c3 status, resides at the University of New Mexico, under the supervision of Dr. Gabe Sanchez, in collaboration with the New Mexico Center on Law and Poverty. WKKF provided supplemental funding to the Native American Institute to collaborate with the Partnership on outreach to tribal communities, convening facilitation and data collection, and to take a much deeper dive into the policy implications of the feedback from Native leaders and early childhood service providers.

FROM NABPI

It was vital to ensure that our research team was comprised of researchers who have experience working with Native American communities in the state of New Mexico. To address this need, the Native American Budget and Policy Institute (NABPI) staffed this project with individuals who are from Tribal communities themselves, who know how to conduct research in partnership with Tribal communities, and who have wide range of contacts in Tribal communities. This team is consistent with the overarching goal of the NABPI to ensure that our research is conducted with the highest standards of cultural competency possible and by Native American researchers. Important notes on NABPI methodology and short biographical profiles of our research team is provided in Appendix A.



2. **The Center for the Education and Study of Diverse Populations at New Mexico Highlands University (CESDP)** - Patricia Jimenez Latham and her CESDP team coordinated facilitation of our inclusive conversations in order to ensure full participation of our New Mexican communities and to offer culturally responsive facilitation, a specialty of CESDP.
3. **Ngage New Mexico** - As well-known leaders in both early childhood programming and collective impact efforts in Southern New Mexico, Executive Director, Lori Martinez and Ngage served as co-hosts and co-facilitators for our Las Cruces conversation.



METHODOLOGY AND PARTNERSHIPS

Significantly, the Native American Budget and Policy Institute (NABPI) worked alongside the NMECDP team throughout this project and elements of their research and findings are included throughout this report.

The Native American Budget and Policy Institute worked alongside NMECDP to help identify and recruit Native American early childhood experts, educators, and parents in large community events focused on gathering concerns, recommendations and responses from the wider community to the various approaches focused on developing a business plan for early childhood in New Mexico.



Four key methods for gathering input and information were established and the following were completed by the NMECDP team:

- **Community Conversations** – Four inclusive community conversations were targeted to the four metropolitan statistical areas in New Mexico, with Espanola selected to include the Santa Fe community and, in order to draw in more attendance from northern pueblos and other communities. The other conversations took place in Albuquerque, Farmington, and Las Cruces. Six additional conversations were conducted in smaller communities and are outlined below. The primary audience of invitees were community members engaged in early childhood services, advocacy, policy, or related work. Through these contacts, parents, grandparents, and other community members were invited and encouraged to attend.

During the community conversations, a member of the team provided a brief overview of the levers associated with the business plan, and outlined in handouts to participants. This served as an orientation to the content, then team facilitated dialogue in smaller groups of attendees using a series of questions as prompts to generate discussion.

Finally, each 'lever' group agreed on three priorities or 'advisement statements' and would present them to everyone in the room. Participants then voted with a colored dot on a first choice and second choice for the advisement statements generated for each of the five levers. The top choices from each of the four inclusive community conversations are listed below.

METHODOLOGY AND PARTNERSHIPS

In addition to the large community events, the full research team worked together to identify and recruit a more focused set of individuals for small group or individual interviews to ensure that we heard from a wide variety of important voices from New Mexico's Tribal Communities. The target audience for these sessions were elected and appointed Tribal leaders, experts in early childhood systems and programs specific to Native American communities, and pre-K educators who serve predominately Native American students. These sessions were similar to the overall format from the larger group sessions. Each of these sessions were facilitated by an NABPI researcher and in almost all cases also had participation from the NMECDP staff as a facilitator or note-taker.

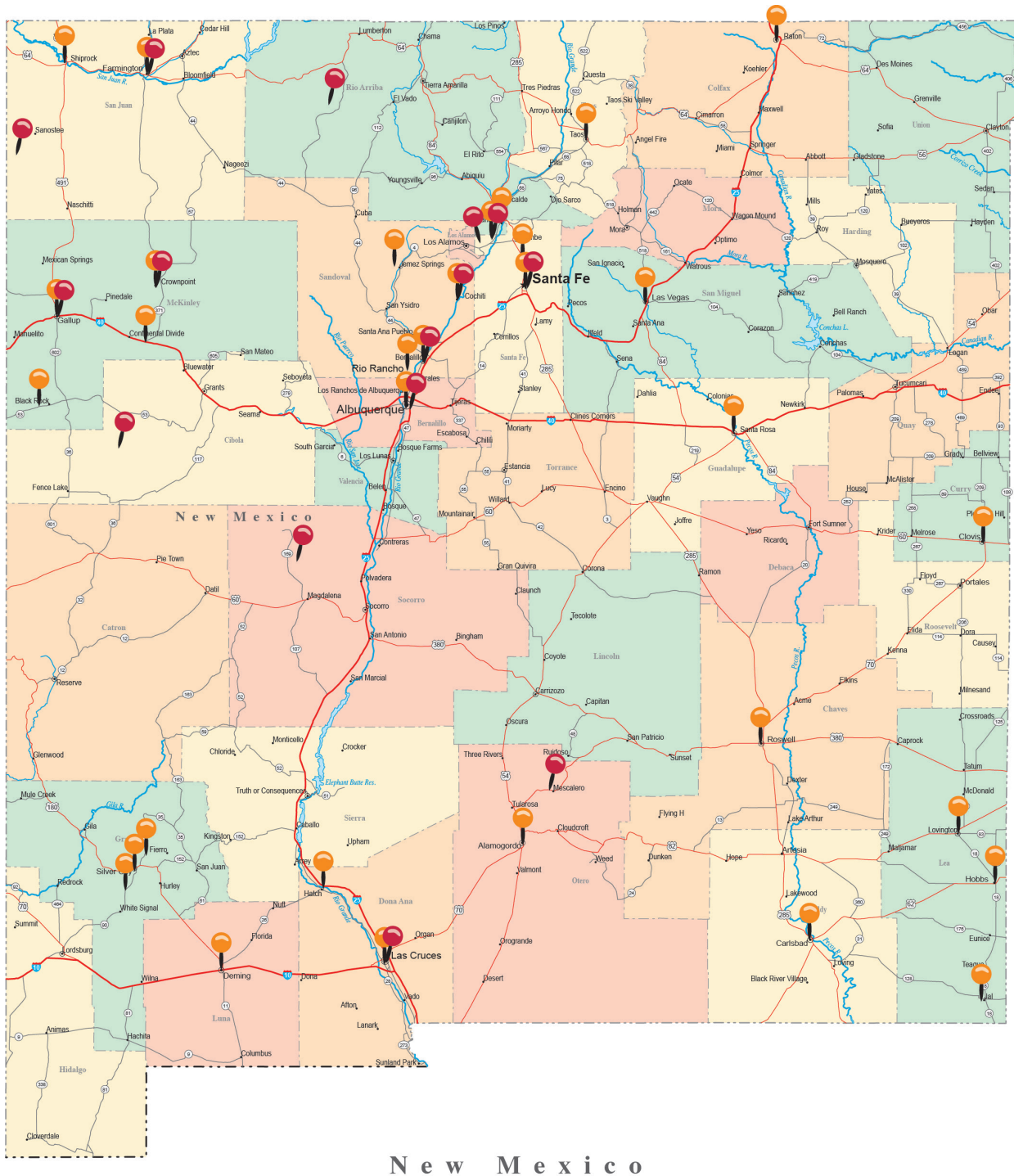


- **Key Informant Interviews** – Throughout the process the team interviewed key individuals with specialized knowledge about the early childhood systems throughout the state. A total of 30 key informant interviews were conducted by NMECDP. Notes from these interviews are included in Appendix B.
- **NABPI Survey** – A short survey was given to participants in community conversations and other selected conversations in order to compliment to more rich qualitative data. Overall 208 surveys were collected from across the state of New Mexico. The surveys were implemented by Professor Gabe Sanchez a nationally recognized expert in survey design and research. The participant survey and top line results are included in Appendix C.
- **Voter Poll** – In order to assess voter support for a variety of early childhood issues and programs, NMECDP contracted with Research & Polling for a statistically significant sampling of voters across New Mexico. Top line results from the voter poll are included in Appendix D.



LOCATIONS REPRESENTED

Outreach and engagement efforts targeted a diverse cross-section across the early childhood universe in New Mexico. Efforts were made to engage knowledgeable representatives in many arenas including different types of services, different locations, community sizes and characteristics. For a list of locations represented in the outreach and engagement efforts, plus brief biographies of the NMECDP team, and the timeline for the work see Appendix E.



FOUR INCLUSIVE COMMUNITY CONVERSATIONS

The inclusive community conversations targeted invitations to, and attendance of, people engaged in early childhood services, advocacy, policy, or related work. Everyone was encouraged to invite any engaged members of the community as well.

- Four notifications (invitation + three reminders) were sent via email for each of the inclusive community conversations.
- Each invitation included the ability for people to select an area of interest collated to one of the five levers. Follow up calls were made through much of every list of to reinforce the invitations.
- The email invitation process garnered an overall open rate of 67% on desktops, with 1806 unique users opening the email, and 140 individuals clicking through.
- Complete notes on input from each of the inclusive Community Conversations is included in Appendix F.

Attendance totaled approximately 180 for the events and broke down as follows:

Espanola – 30 attendees
Albuquerque – 70 attendees
Farmington – 20 attendees
Las Cruces – 60 attendees



FOUR INCLUSIVE COMMUNITY CONVERSATIONS

The advisement statements receiving the most votes for each lever at each of the Community Conversations are as follows:

Lever 1 - Coordinate State and Local Community Capacity

- **Espanola**
Top Choice - Establish diverse senior leadership that reflects constituency. Leadership should know constituency and find out what works before rushing into implementation of anything new.
- **Albuquerque**
Top Choice - Early Learning Department in state government mixed delivery model (public-private early childhood services) which includes special education.
- **Farmington**
Top Choice - Thoughtful creation of educational system for Native American students, families, and community that supports fosters and respects language, culture and identity.
- **Las Cruces**
Top Choice - Respect the unified work of the early childhood education (ECE) Community in Southern NM and ensure complete transparency of ECE work (including policy).

Lever 2 - Leverage Local Community Capacity

- **Espanola**
Top Choice - Formalize collaborative networks - fund positions to coordinate these collaboratives.
- **Albuquerque**
Top Choice - Governance structure of the local lead agency ensures diverse and genuine participation of underserved community members (e.g. tribal, 0-3).
- **Farmington**
Top Choice - Local lead agencies should include the voices of a broad and diverse range of local stakeholders to encourage collaboration and match funds to local needs; meetings should occur regularly to maintain engagement.
- **Las Cruces**
Top Choice - One stop shop to provide comprehensive range of services and programs with priority given to parents' choice.

FOUR INCLUSIVE COMMUNITY CONVERSATIONS

Lever 3 - Build and Support a Highly Effective Early Childhood Workforce

- **Espanola**
Top Choice - Identify potential workers in communities, PLUS attract and retain.
- **Albuquerque**
Top Choice - Compensate early childhood educators at a wage that respects the well-being of all children and professionals.
- **Farmington**
Top Choice - In order to keep early childhood professionals in the early childhood field, a living wage must be provided that is commensurate to the required workload.
- **Las Cruces**
Top Choice - In order to compete and retain high-quality professionals, focus should be on more funding. This will allow for higher-wages, compensation, and retirement benefit packages.

Lever 4 - Conduct Outreach and Engagement

- **Espanola**
Top Choice - Engagement plans are necessary, but there needs to be accountability to ensure there is follow through.
 - Engagement needs to be supported by providing transportation, needs to relate to people's needs, gather feedback and have follow through.
 - Must be grassroots, not top down.
 - We need to define what engagement means to each community and their members.
 - Needs to be a meaningful plan, with action steps and follow through.
- **Albuquerque**
Top Choice - Sufficient, consistent funding - not incremental funding.
- **Farmington**
Top Choice - Family engagement plans must demonstrate flexibility - engage the family and teach families how to engage.
- **Las Cruces**
Top Choice - A central source of information that promotes collaboration is necessary.

FOUR INCLUSIVE COMMUNITY CONVERSATIONS

Level 5 - Expand Programs with Quality

- **Espanola**

Top Choice - Need well trained staff who are culturally and linguistically responsive.

- How do we flexibly expand PreK learning?
- Take care of mothers for 1 year
- Fund grandparents as caregivers

- **Albuquerque**

A shift in the way we think about education that includes early childhood.

- **Farmington**

Top Choice - Need for overarching agency (non-profit) vs. Government that can match services to needs vs. special education.

- **Las Cruces**

Top Choice - We need leadership that truly understands early childhood education.



ADDITIONAL COMMUNITY CONVERSATIONS

Six additional community conversations were conducted by the NMECDP team. Key themes from each of these are outlined below and the complete notes from the sessions are in Appendix G.

- **Silver City** - Community Partnership for Children Board – 12 participants - New Mexico should create a separate Department of Early Childhood. Training needs in the workforce are an issue, especially in rural communities.
- **Gallup** - McKinley County Early Childhood Coalition – Nine participants - There is an overall lack of services, plus an often transient workforce especially in medical jobs. Consistent funding is needed in early childhood.
- **Hobbs** – Lea County Early Childhood Coalition - 22 participants -Workforce and housing are related and huge issues for early childhood services. They have been made worse by the oil boom. A feeder program for workers can and should be developed from local high schools and colleges.
- **Roswell** – Seven participants - Roswell Independent School District, CASA for Chaves County, Tadpoles Daycare, Los Pasitos Early Intervention - The effects of the oil boom are reaching north and many organizations are seeing an explosion of abuse and domestic violence issues. The number of pre-k slots in Roswell doubled over the summer which has been an expansion challenge especially in finding workers. The schools are exploring innovative community partnerships and stronger play-based curriculum.
- **Jal** – Three participants – Bright Beginnings Early Childhood Center, and Jal School District – Simplifying goals, requirements deadlines, schedules for RFPs and other government applications for early childhood programs would help programs plan and run more smoothly. Start-up costs are an issue for any center and are necessary. Scheduling at an early childhood center is critical to operations.
- **Clovis** – Four participants - ENMRSH, Inc; MECA Therapies LLC, KidCare – Workforce is the limiting factor for all services. Providers are competing for the same pool of workers as PED. In rural areas, service providers, especially in home visiting spend a lot of time on the road .



ADDITIONAL COMMUNITY CONVERSATIONS

NABPI was able to include data from 21 interviews or small focus groups in this report. When taken collectively, we were able to collect information from 68 Native American voices across the sessions through the end of October 2018. It was vital that we protect the anonymity of our respondents to ensure that they would provide honest and uncensored responses to the questions that we raised, we therefore cannot provide the specific names of individuals we interviewed through these sessions. We have however summarized below the Native American communities we were able to hear from to this point in our research process. Complete notes on these conversations are included in Appendix H.



- **Dine/Navajo Nation**
 - Interview with Alamo Navajo Behavioral Health and School Board Member
 - Interview with Ramah Navajo/Pinehill School Board Member
 - McKinley County Early Childhood Task Force, Focus Group
 - Interview with Early Childhood expert from Navajo Technical University
- **Jicarilla Apache Nation**
 - Interview with Jicarilla Apache Early Childhood Expert
- **Santa Clara Pueblo**
 - Early Childhood Educators/Head Start Educators, Focus Group
- **Mescalero Apache Nation**
 - Mescalero Apache Nation School Board Focus Group
 - Mescalero Apache Nation President (Part of NABPI Governance Council Group)

KEY INFORMANT INTERVIEWS

Key informant interviews were targeted across a broad spectrum of early childhood services and administration throughout the state. Interviewees were generally given an overview of the project to gather input and information throughout New Mexico on the early childhood systems in the context of the 'Business Plan for Early Childhood.' They were interviewed to get the substance of their knowledge area, ideas, and opinions on what is working and what needs improvements in the current systems.

Selected comments/concepts which were heard in multiple interviews are included below. Complete notes on the 31 Key Informant Interviews conducted are compiled in Appendix B.



“Early childhood should be considered a dual-generation economic development strategy; allowing parents to work while kids get a strong start.”

QUOTES FROM INTERVIEWS

“Early childhood should be considered a dual-generation economic development strategy; allowing parents to work while kids get a strong start.”

“We need to get the voices of all the people, paying attention to geographic diversity and rural areas and not just the Rio Grande corridor, plus listening to different types of people, teen mothers on opiates, single fathers, grandparents raising grandchildren, and more.”



“We should build upon the seal of bi-literacy and keep the richness, heritage, and identity that comes from our culture and we need to understand that diversity is our strength. Dual/multi language should be our hallmark in NM.”



“In urban areas, there is less concern about transportation than in rural areas but more issues about coordination among providers. There is a lack of trust (due to) a lack of familiarity among providers and organizations tend to co-exist rather than collaborate.”

QUOTES FROM INTERVIEWS

“Tribes must be able to determine what/how to teach their language. Language revitalization needs to be foundational to any expansion of ECE.”



“There are lots of strong organizations throughout the state, they should be leveraged and amplified.”

“We need to address issues of institutional racism.”

“Families can be overwhelmed by services, and there is often a stigma around these services for low-income people. It takes decades to change culture, lawmakers need to be patient and not focus on immediate results.”

“We need to ensure that there is an indigenous lens to expanding early childhood education, i.e. what is the goal? Is it more assimilation? How can we use the lessons from Head Start and not repeat mistakes with State funding.”



PARTICIPANT SURVEY

Results of Participant Survey

208 participants in the outreach and engagement process completed the survey drafted by NABPI. Those that completed the survey represented a diverse section of community members engaged in the early childhood arena. The full survey and top line results are in Appendix C.

Parent or primary caregiver.....	9%
School administrator.....	30%
Concerned community member.....	10%
Elected or appointed official/Tribal Leader.....	6%
Education Non-Profit Employee.....	19%
Educator/Teacher/Counselor/Home visitor.....	27%

Most respondents (46%) expressed the New Mexico needs “a new leadership position in our state government to coordinate early childhood programs across state and Tribal systems,” with a second choice (42%) being “a children’s cabinet or committee comprised of community experts should be re-established to coordinate early childhood programs.” The least popular choice (13%) was that “adding a new position to coordinate early childhood programs in New Mexico will just add another layer of bureaucracy and make things even more complicated than they are now.”

Also, lever three (Build and Support a Highly Effective Early Childhood Workforce) was most often chosen as important to participants with 60% of respondents rating this as a one or two on a scale where one was the most important and five was the least important.

MAJOR THEMES - NMECDP

Throughout the process more than 300 people provided input and information to NMECDP and NABPI teams. Many of these (excluding many from specific tribal communities) are listed in Appendix I. Listed below are the major themes the NMECDP and NABPI teams heard throughout the community engagement process. For NMECDP, these are the foundation of the Policy Recommendations beginning on page 34.

There is a Need for Better Alignment of Services

The current systems for administering early childhood services are fragmented and inefficient with programs being administered across at least four State of New Mexico departments. Many identified a unified leadership and administrative structure as key to achieving a variety of goals around expanding high-quality programs and improving the existing services. These ranged from coordination with tribal communities to embracing the business community, and ensuring play-based, developmentally appropriate curriculum. Below are some of the comments:

- “The vision needs to be an integrated system serving 0-5.”
- “There is a clear need for coordinated efforts. Different missions in organizations (PED and CYFD) are turning early childhood providers upside down.”
- “There is a perception that Pre-K is an institutional environment and a concern about putting young kids into that environment.”
- “The business community needs to have a stake in early childhood. Business tax credits could incentivize private sector participation.”
- “Services are too often reactive and not proactive.”

SOLUTION - Create a Department of Early Childhood Services – A coordinated, developmentally-appropriate system is needed separate from the issues and systemic priorities currently engrained in PED and CYFD.

MAJOR THEMES - NMECDP

Qualified Workers are Needed throughout New Mexico

Again and again, providers and other participants reported difficulty finding and keeping qualified workers in early childhood. In a number of locations including, Santa Fe, Roswell, Silver City, and Clovis, we heard about funded services/slots which were not filled because organizations were unable to hire the needed staff. Providers repeatedly identified the need for more scholarships and flexibility in training requirements. Below are some of the comments on workforce issues:

- “The biggest rock in the road is pay. Scholarships (TEACH) have made a big difference and greatly increased enrollment. However, because of the low wages many EC educators move to public schools for the wages and benefits creating a ‘brain drain’ in the EC workforce.”
- “The requirements and expectations in EC work have been increasing but not in proportion with pay.”
- “There need to be respect for early childhood workers as professionals. This is not just babysitting.”
- “Wage increases should be mandated...hybrid funding gets misaligned. Rules could be put in RFPs about minimum salaries and increases linked to increased ratings.”
- “We need training programs so that we can put high-school and college students on an early childhood career path and get them work experience with young children.”
- “Professional development requirements for staff should count as credit towards credentials, it’s the same stuff.”
- “We need training in our community, it’s too far to travel to Santa Fe or Albuquerque.”
- “Navajo students (interested in working in early childhood) are unlikely to leave families, we need distance learning opportunities to serve students that want to stay with their families.”
- “Workforce training should always include dealing with special needs, so that staff can recognize red flags.”
- “You can only stick to this work if you’ve got the passion.”

SOLUTION - Compensation increases and improved access to training are needed. A detailed workforce strategy is needed to address the statewide structural issues surrounding the early childhood workforce.

MAJOR THEMES - NMECDP

More Local Control Means More Culturally Appropriate and Targeted Services

Many participants identified the need for more local control in order to target fund to local needs and issues. This includes many tribal communities need to determine program goals and integration of native language and culture in the development of young children. Communities were often clear that the local knowledge is critical in determining the services to best serve the needs of families and where there are gaps. Below are some comments on local control:

- “There can’t be a cookie cutter approach, we must allow for the uniqueness in communities. There should be on ongoing feedback, listening, and improvement approach that is continually layering information onto programming.”
- “There is a need to train native language speakers to be EC teachers. How do we get assessments in languages other than English? For native communities, there needs to be self-determination and self-governance around multiple scenarios.”
- “Half day programs simply don’t work for laborers (and working families), all day programs meet the needs of parents and families.”
- “We are concerned about pushing academic curriculum down to younger children and want to ensure that developmentally, social emotional appropriate teaching is done, and believe that this could even inform upward into k-12 education.”
- “We need better and more consistent early childhood services. This needs to be integrated with other community issues including transportation, nutrition/health, especially those addressing the needs of teenage mothers”.

SOLUTION - Develop an implementation strategy for local lead agencies.



MAJOR THEMES - NMECDP

More High-Quality Early Child Services/Slots Are Needed

Especially in rural areas, the need for more services was repeatedly identified. At times providers reported having enough slots in one program, while too few in another, and thus reemphasizing the need for greater local control. Many also emphasized the need to ensure high-quality delivery of services.

- “Distance is a challenge when funding does not account for travel time and is one of the structural issues not addressed by funding streams. A rural differential would help. Cultural factors need to be considered in any planning for expansion of early childhood programs in Native and Hispanic communities especially.”
- “High quality home visiting matters and can hugely reduce instances of abuse and neglect. This is because these services mitigate stressful issues in families and with parents.”
- “Early childhood services and other services get cut in the counties that badly need services.”
- “There is a need for trauma informed responses and work to prevent ACEs (adverse childhood experiences). Let’s recognize that behavior issues are often a form of communication from young children about trauma.”

SOLUTION - Efficient and effective expansion of high-quality services.



MAJOR THEMES - NABPI



Reform is Needed - The Current System is not Working

The most pressing concern participants in our study raised was the fragmented and complicated funding streams that currently support programming across Native American communities. Many participants noted that the unique relationships the Tribes have with both the federal and state government has led to a very complicated and hard to understand funding system that many noted they do not understand. There should be some in-depth analysis of current funding streams to allow for a more clear and transparent funding model to be created as new funds begin to be made available for Tribal communities.

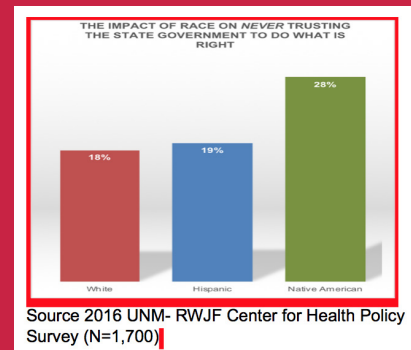
- NABPI Governing Council (GC) member notes that there is “high fragmentation in funding streams for early childhood across many layers of government. This leads to severe challenges in the existing system that if not addressed will be even more problematic if a greater amount of money flows through the existing systems.”
- “If we could create a leadership structure that oversaw all the fragmented aspects of the system how would this have to work with Tribes?”
- “If the infrastructure capacity is lacking we cannot make the same mistake we did in the 1940s to integrate most Native children into existing public schools, rather invest in Pueblo and Tribal schools so that we do not have to take generations to reverse that mistake in approach. We can end up in the back-end attempting to nickel and dime resources.”
- “Importance of strategic and flexible increases in funding. Educating the state legislators of the pros and cons of early learning. Make legislators understand importance of funding early childhood expansion. For example, California has funding from cigarette tax to support early childhood program. State needs to focus on investing in education including early childhood learning.”

MAJOR THEMES - NABPI



Trust in Government is an Obstacle That Will Influence Participation of Tribal Communities

One of the common themes across all interviews conducted was how much concern Tribal communities have with the goals of this plan given that it is perceived to be implemented by the state government in New Mexico. The implications of the lack of trust cannot be overlooked when evaluating the projected participation rates of Tribal communities in state funded, implemented, or evaluated programs. Many participants noted that their communities have been ignored in the policy discussions about early childhood education and development more broadly, leading many to suggest that this process of capturing their voices was not genuine. Some noted that if the input of Tribal communities was really desired this would have occurred prior to the completion of a Business Plan, not after the fact. This lack of trust led several research participants to suggest that Tribes may be better off not accepting any of the new funds to expand programming, as this funding comes with strings that may do more harm to Tribal communities than good.



- We have “already given up our children in accepting funding.”
- “There are some opportunities to use funds to address some small needs that can be helpful, but there must be consideration of whether the pros outweigh what we lose by accepting funds.”
- “A consolidated model with Tribes would require giving Tribes authority to develop and own their own programs and their own accreditation system to evaluate this curriculum. We cannot trust the state to get this right on their own without our oversight.”
- NABPI GC member notes that we must also consider that “many Native American families and leaders are resistant to expansion of early childhood due to concerns with outside progressives “telling us what to do with their kids.” We cannot assume that the communities want what we might believe that they should. “
- Questions around the issue of trust/mistrust in allowing non-tribal organizations/agencies have access to tribal data - “What would data sharing agreements look like?” “Not all tribes have data infrastructures established, how would that happen in these communities?” “How will the data be used and for what?”

As reflected in the figure below, when asked to evaluate how often they trust the state government to do what is right (a common measure of trust in government), we see that Native Americans in New Mexico have a much lower level of trust in our state’s government. It is clear that there will need to be some outreach aimed at improving trust in the state government and its various departments who will be responsible for overseeing early childhood programming.

MAJOR THEMES - NABPI



Language and Cultural Loss is Major Concern for Tribal Communities

Concerns of the trade-offs associated with enrolling children in non-Native programming were consistently identified in our interviews. One of the major take-away messages was that we need to learn from unintended consequences of head start programs in the last century. Many respondents, expressed that having Native American children participate in head start led to a loss of language and cultural knowledge across a generation or two of Native youth. Some participants went as far to say that Tribes are often faced with a terrible decision of accepting much needed funding for programs knowing that this might mean losing many of their children.

- NABPI GC member (mental health expert) noted that all childhood programs must be trauma focused and sensitive to the notion that historical trauma contextualizes all aspects of education. Trauma must be addressed at all levels of early childhood with training for teachers, counselors, and administrators on what this means and how to address it with Native American children.
- This others noted is what is distinct from any curriculum that is not Native based, we need to consider how factors that happen well before birth impact Native American children!
- “Can there be after school programs that are run by the Tribe that address cultural and language needs?”
- “The topic of culture and language is sensitive now especially for parents who don’t want their child(ren) to learn the culture and language. Early childhood professionals should be taught to teach children language during early years. If the focus is on native-speaking professionals only, this weeds out Natives who don’t speak their language to work in their native communities even if they are well qualified. Not speaking language does not mean one does not understand their community and land because I do know my culture and the land, I just do not speak the language because I was not taught the language.”
- “We also need to create a community shift in consciousness to value that language focused curriculum, as many parents believe that learning English is key to getting a good job.”

MAJOR THEMES - NABPI



Need for Inventory of Existing Programs/Resources Across Tribal Nations Needed

We heard from several participants that their Pueblo or Tribe was already engaged in pre-K programming for children in their community, however they did not have a full picture of what was in place in terms of infrastructure.

- Beyond programming, there appears to be a need to explore further what state and federal funding may be available but not already leveraged through capital outlay and our federal delegation.
 - “Can we leverage state capital outlay to begin building new classrooms or remodel existing spaces now while we prepare for expansion of programming?”
 - Renegotiate the tribal gaming compacts to support early childhood related to traditional education such as language and culture education.
 - “Each Tribe or Pueblo has their own unique sets of programs and funding streams to support those programs.”
 - This discussion concluded with a consensus among the group that analysis be conducted to identify what funding streams already exist for early childhood development for Tribes in NM before new funding is released across these communities.
- NABPI GC member questions “if Tribes are already moving forward with expansion of early childhood programming/services at their level independent of these discussions?”
- There is a lot already in place but it is disconnected and there is a need to develop a holistic team to forge connections and coordinate services. Can we use existing models and invest in those existing models rather than look to re-build this?
- Another GC member noted that Santa Clara recently took over a BIA school and what they are looking at now is how to integrate multiple programs so that they have one linear education/development program.
- NABPI GC member noted that there are multiple streams to invest in early childhood that could be leveraged if there was strategic planning including capital outlay. *He suggested that our report include a note that while likely late for this legislative session, we should explore these sources of outlay funding for specific purposes, including new classrooms, schools, and renovations to existing spaces for this purpose.*

MAJOR THEMES - NABPI



Reforms Needed to Increase Human Capital Needed for Expansion

While some resources are already available across communities that could be tapped into to staff an expansion of programs, Tribal participants identified several obstacles that will need to be addressed. Below are some of those that were identified by multiple respondents.

- Traditional academic institutions could be leveraged better to provide more training certification to Native American students.
 - “Too expensive and there is little funding for students looking to come back to school”
 - “We rely on out of state programs to train our folks because UNM and other schools do not have flexible schedules”
 - “We have many elders in our community who have the language skills we could use to make sure our kids do not lose their language in the process of having Pre-K but they do not have the credentials to teach in these programs.”
 - “Integrate early childhood development to include elderly teachers like foster grandparents programs”
 - “Establish educational opportunities so early childhood professions/students are provided with assistance for tuition, books- like the Title 2 program that provided scholarships and stipends to continue education. This continues the early learning in areas of cultural values and traditions.”
 - “Consider traditional educators who provide language and cultural education and provide compensation/salary for their time.”
 - “If early childhood is to be expanded, pay or compensation for professionals in this field needs to be increased or in line with other educators in order to be competitive in the workforce. We compete with all other tribes in this area for Head Start teachers, for example we currently have 7 positions that have been open for a very long time because it is a small pool of professionals for northern region.”
 - “Keep early childhood teaching programs in communities especially the rural parts of the state. Majority of students in the early childhood programs are native, living in their communities, land, and raising families and they do not have ability to move to major cities like Albuquerque to go to school.”
- Another NABPI GC member identified that the successful examples of Tribes who have set up programs have relied on external teams to ensure that the capacity was there before programs started. This member talks about how to build capacity for early childhood programs and asks if “teams” like this would be provided to assist Tribes as needed?
- “Tribes are already relying on their community to provide informal early childhood development to the children but they are not given respect and authority and pay in line with what they provide.”

MAJOR THEMES - NABPI

Several participants made clear that race and racism must be directly addressed in the process to expand funding, as “brown kids are most likely to be impacted by expansion”. There were not any direct statements focused on what to do to address the underlying racism or role that the race of children and families projected to benefit from expansion of early childhood program, yet this came up enough in our dialogues to include in our main findings.

- The session concluded with a great discussion of how the racial and ethnic diversity in the state complicates the expansion of programs. One GC member noted that this is the “elephant in the room”.
- *“A statewide program is by definition a Native American and Hispanic program. However, the role of race and racism cannot be overlooked in how some, even progressives, look at this issue – will our kids benefit from this or only the brown kids?”*
- Another NABPI GC member noted that we must also consider that many Native American families and leaders are resistant to expansion of early childhood due to concerns with outside progressives “telling us what to do with their kids.” We cannot assume that the communities want what we might believe that they should.



MAJOR THEMES - NABPI



Programming Must Address the Entire Family not Just Children

One of the major themes that emerged was the need to ensure that programs and curriculum take a holistic approach to include the entire family and not just the children in the household. Multiple participants noted that while early childhood programs can address development for children during the hours that the student are participating, this does not address the longer period of the day and evening when the children are at home. Ensuring that parents are equipped to build on what the children are learning at home is key. We also heard from many participants, and particularly those who are parents, that the hours for Pre-K programs are not conducive to work schedules. Our analysis suggests that the schedules of early childhood programs should take into consideration the work schedules of parents who may find half-day services to be problematic.

- “As we consider an inventory of programs we need to think more broadly than the children into the full family.”
- “We rely on children to solve challenges with language loss etc. but we must be conscious that when we leave the students they go home to parents who cannot speak the language.”
- “As a parent her children do not go to the head start at Jemez Pueblo due to the limited space and hours of function which do not line up with her work schedule. The capacity of head start does not cover a full work day.”
- “Have an early childhood professional/coordinator at local health centers to provide information, refer to resources for learning and services-this provides coordinated services integrated with early childhood systems and programs.”
- “Hold events like health fairs where all resources are in one place for parents to receive services in one spot or location and time. This makes it easy to enroll children into services like Head Start and provides access to specialty health care, and obtain vaccinations.”
- “Creating spaces for families for their healing from historical trauma experienced. There are systems and programs that provide an environment where families are not treated well: they feel unwelcomed/judged.”

POLLING

In order to enhance the outreach and engagement process with clear, quantitative information, NMECDP commissioned two polls. One is being conducted by Pacific Marketing Research/Latino Decisions targeting consumers of early childhood services, i.e. families/parents/caregivers (see NABPI inset below). The other was conducted by Research & Polling targeting voters in New Mexico. Topline results of the Research & Polling work are included in Appendix D, the Executive Summary from Research & Polling is included below:



Perceived Effectiveness of Early Child Programs in New Mexico

Voters were read a list of early childhood education programs in New Mexico and were asked to rate how effective they believe each one is using a five-point scale where a score of five is very effective and a score of one is not effective at all. Overall, the majority of voters rate each education program as effective (a score of four or five), while fewer voters rate childcare and home visiting programs as being effective. However, this is partially due to the fact that few voters have enough knowledge or information to form an opinion on the effectiveness of childcare programs and home visiting programs.

- Kindergarten - 73% effective (a score of four or five) (53% very effective [a score of five])
- Head start and early start programs - 65% effective (42% very effective)
- New Mexico Pre-K 53% - effective (35% very effective)
- Childcare programs - 41% effective (23% very effective)
- Home visiting programs - 30% effective (19% very effective)

Few voters rate any of the above programs as ineffective, ranging from 7% to 14%. United Way and other social service organizations should focus on educating New Mexicans regarding the early childcare programs and home visiting programs that are available to parents and guardians in New Mexico.

Importance of Various Issues Facing New Mexico

Voters were read various issues facing New Mexico and were asked to rate the importance of each one using a five-point scale where a score of five is extremely important and a score of one is not important at all. Overall, all but one issue was rated as extremely important (a score of 5) by the majority of voters; when combining scores of four and five, between approximately six-in-ten and nine-in-ten voters rate each of the issues tested as important. Generally speaking, females, Hispanics, Democrats, those in Northwestern New Mexico, and those of higher socio-economic status are more likely than others to say each issue is extremely important.

Nearly nine-in-ten voters rated each of the following issues as important (a score of four or five):

- Improving parenting skills - 89% important (76% extremely important [a score of five])
- More active engagement of families in the development of young children as important - 87% important (74% extremely important)

Approximately eight-in-ten voters rate each of the following as important (a score of four or five):

- Increasing pay and/or scholarships for workers in early childhood programs - 80% important (62% extremely important)
- Better coordination between the various agencies that provide early childhood services - 80% important (61% extremely important)
- Improving prenatal care - 78% important (60% extremely important)
- Increasing the number of slots available in high quality early childhood programs - 78% important (60% extremely important)

Approximately seven-in-ten voters rate the following issues as important, with over half who say each of these issues is extremely important:

- Making full-day Pre-K available to all families who want it - 70% important (56% extremely important)
- Having more childcare available with flexible hours including around the clock care for night and off-hour workers - 72% important (54% extremely important)
- Having more local control of how State funds are used for early childhood services - 75% important (52% extremely important)

Sixty-two percent of statewide voters rate having a local, culturally relevant and language appropriate curriculum for young children as important, with 46% who say this is extremely important.

Impression of New Mexico CYFD and the PED

Registered voters statewide were asked to rate their impression of the New Mexico Children, Youth and Families Department (CYFD) and the New Mexico Public Education Department (PED) using a five-point scale where a score of five is very positive and a score of one is very negative. Interestingly, voters are more likely to have a negative impression than they are a positive impression of both agencies, as 26% have a positive impression of CYFD compared to 37% with a negative impression, and 27% have a positive impression of PED compared to 32% who have a negative impression.

Those of lower socio-economic status and those in the Las Cruces/Southwest region are more likely than others to have a positive impression of CYFD, while those of higher socio-economic status, those ages 50 to 64, and Republicans are more likely than others to have a negative impression of CYFD. Hispanics and Democrats are more likely than others to have a positive impression of the PED, while Anglos and those of higher socio-economic status are more likely to have a negative impression of the PED.

State Government Involvement

When asked if State government should be doing more, doing less, or if State government is doing enough when it comes to ensuring that children in New Mexico begin kindergarten with the knowledge and skills they need to do their best in school, two-thirds (65%) of voters say State government should be doing more, compared to just 9% who say it should be doing less.

Those more likely to say State government should be doing more include females, Democrats, those ages 35 to 49, and those in North Central New Mexico. Those more likely to say State government should be doing less include males, Republicans, and those in the Albuquerque Metro area.

Voters were asked to rate their level of support or opposition to dedicating more funds from the state budget to expand New Mexico Pre-K programs throughout New Mexico using a five-point scale where a score of five is strongly support and a score of one is strongly oppose. The vast majority (75%) of voters generally support dedicating more funds to expand NM Pre-K, with 55% who strongly support this, while just 9% are opposed. Females, Hispanics, Democrats, and those in North Central New Mexico and the Las Cruces/Southwest region are more likely than others to say they strongly support dedicating more funds from the State budget to expand Pre-K programs.

When asked, in an unaided, open-ended manner, to give the underlying reasons for their support for, or opposition to, dedicating more funds from the State budget to expand New Mexico Pre-K programs, 34% of voters say it will give children the head start they need for future education, 32% say Pre-K programs are important, 21% say it will improve the education system, 14% say money should be spent on children, and 13% say Pre-K programs are effective.

Final Thoughts

Overall, it is clear that voters in New Mexico feel more needs to be done in terms of early childhood programs. In fact, three-quarters of New Mexico's registered voters support dedicating more funds from the State budget to expand New Mexico Pre-K programs and two-thirds think State government needs to be doing more to ensure children in New Mexico begin kindergarten with the knowledge and skills they need to do their best in school.

Furthermore, when asked in an unaided, open-ended manner what the State of New Mexico can do to better support families raising children, over one-quarter (26%) of voters say improve public schools, while 14% mention more higher wage jobs, 12% say increase affordable daycare, one-in-ten mention providing more early childhood programs or increasing parent support programs.

It is also clear that there is concern among some voters with State agencies that are tasked with managing the State's education system and the child welfare programs. This, in addition to the fact that voters believe it is important to have better coordination between the various agencies that provide early childhood services, and have more local control of how State funds are used for early childhood services, presents an opportunity for organizations such as United Way.

NABPI and NMECDP developed a sub-contract with Pacific Marketing Research/Latino Decisions to conduct a survey of consumers of early childhood programming. This survey has a very specific target population of parents of children ages 0-4 and focuses on capturing participation rates in pre-K programming, obstacles to accessing programming, and attitudes toward several dimensions of the Business Plan for Early Childhood. Although results from this survey were not ready for inclusion of this report, the survey instrument is included in Appendix J and results of the survey will be included in the NABPI final report for this project.



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MEDIA AND PUBLICITY

- A reporter from the Rio Grande Sun attended the Española Community Conversation on August 1, 2018.
- A Letter to the Editor by Ron Martinez was published in the Rio Grande Sun on September 13, 2018
- Three radio interviews were conducted in Santa Fe ahead of the Community Conversations on KTRC, KSFR, and KSWV. Links to podcasts:

- **KTRC Interview**

- **KSFR Interview**

- **KRWG Television attended the Las Cruces Community Conversation**

- **A column was published in the Las Cruces Sun News ahead of the conversation there**



POLICY RECOMMENDATIONS FROM NMECDP

As a result of the community knowledge and information gained through the community engagement process, NMECDP has developed the following policy recommendations:

1. Creation of a new state agency to govern early childhood programs and services,
2. The need for a strategic workforce development and planning,
3. The need to expand programs with quality.

These themes arose across the state and it was clear that each needs to be addressed in a manner that ensures cultural and linguistic appropriateness.

1. A new **Department of Early Childhood Services** would address the two main issues that early childhood stakeholders identified with the present governance structure – trust/mistrust in the current system and lack of alignment of programming.

The majority of early childhood programs are administered by the CYFD and the PED. Each of these agencies has an important mission. CYFD is tasked with child protective services, and PED focuses on K-12 education. However, neither focuses on early childhood development. Stakeholders overwhelmingly voiced the opinion that a department that focuses on early childhood programs will lead to improved understanding, quality, and use of best practices, while ensuring that programming is developmentally appropriate.

Additionally, stakeholders voiced the opinion that housing all early childhood programs in new department would align early childhood programs and create a more efficient system. Better alignment 1) results in less duplication of services, 2) produces improved coordination

between programs, and 3) connects accountability with governance authority.

2) The need for **strategic workforce development and planning**. One barrier to expansion of programs with quality is the shortage of a well-trained and credentialed workforce. The major issue on this front is that early childhood professionals receive low pay and little to no benefits in most instances. This discourages individuals from putting in the time and money required to become credentialed as an early childhood professional. Stakeholders around that state pointed out that it is possible to make higher wages as a barista or working in a travel center than you can in early childhood. Simply put, wages are not adequate to hire, train and retain the early childhood workforce. Therefore, there is a serious need to create innovative strategies that will address this issue.

3) **Early childhood programs must be expanded with quality**. The return on investment for early childhood programs depends on ensuring that expansion of programs does not outpace the ability to ensure the quality of programs. New Mexico should stay on its current path of expanding slots in a way that does not sacrifice quality, and a new governance structure, as well as workforce development, are critical to accomplish this end.

Finally, it was clear during our community outreach efforts that these policy recommendations should all be implemented through a lens of cultural and linguistic appropriateness. This can be accomplished in part through local control to the fullest extent possible, since local program providers and families know the needs of their communities better than anyone else.



APPENDIX A

Notes on NABPI Methodology and Biographical Profiles

The Native American Budget and Policy Institute (NABPI) approached this project with the goal of ensuring that despite a tight timeline to collect data that our team followed all important ethical and methodological protocols associated with conducting research in partnership with Tribal communities. Some of the important decisions and methodology that influenced research design and approach are highlighted below:

- As noted, our team felt it was critical that we protect the identify of any participants in our study given the small universe of community members we were targeting for this study. This goal was reinforced by several early participants who noted that they would not feel comfortable having their name attached to any comments or suggestions that might be contrary to the views of the Tribal leadership. We promised to keep all responses anonymous during our sessions which has impacted how we present findings in our report. In short, although we provide a summary of the type of participants we spoke with in each set of focus group or interview notes, we have refrained from including any of the participants names, titles, and in some cases Tribal affiliation. This in our view was worth the positive outcome of ensuring that the folks we spoke with during this process were able to provide their true opinions and also helps future researchers collect data from some of these same individuals as we are able to ensure their privacy in our reporting.
- Our team also decided that we would do our best to keep interviews with Tribal leaders separate from the wider community and particularly Tribal staff-members. By conducting separate groups for the elected and appointed leaders of Tribes and Pueblos we allowed community members to voice their opinions and recommendations without having leadership present. We heard from several participants that if Tribal leaders were in the room they would defer to those leaders and not participate fully in the discussion. This decision made collecting data from elected leaders more challenging but was well worth the trade-off, as we were able to get a much deeper set of responses from participants as a consequence of this decision.

Finally, in line with research protocols with Tribal communities, if a Tribe or Pueblo asked to review the findings from our research in advance of sharing with external audiences we obliged. So far only Santa Clara has requested that they view our summary of findings from our discussions with their members prior to including in our report. While this has impacted what we can share from Santa Clara in this version of the report, we will include a more detailed set of notes from those discussions in the forthcoming NABPI report for this project.

UNM Native American Budget and Policy Institute Team

Carmela Roybal is a PhD candidate with the Department of Sociology and an RWJF Center for Health Policy Fellow and Native American Budget Policy Institute Research Analyst. A native



New Mexican from , Carmela's specialization is in the sociology of health, race and ethnicity, with an emphasis on the social determinants of mental health of American Indians and Latinos. Her current research examines substance abuse patterns and suicide among American Indians and Latinos, in which she incorporates indigenous approaches to mental health.

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

Sheri Lesensee is a Program Manager for the RWJF Center for Health Policy and Native American Budget and Policy Institute at UNM. She has over 10 years' experience in contracts and grants management. She also has 5 years' experience working in community based settings in areas of prevention and intervention related to health disparities in tribal communities and has a Master's degree in Public Health. She has experience working on community based research programs and research in university settings. Sheri is a Native New Mexican from Zuni New Mexico.

Gabriel R Sanchez is the Executive Director of the UNM Center for Social Policy, a Professor of Political Science, and Director of Graduate Studies for the department of political science at the University of New Mexico. Professor Sanchez is also a Principal at Latino Decisions, the leading survey and research firm dedicated to the Latino population. Professor Sanchez is a native New Mexican with a national reputation as the leading researcher on New Mexico politics and policy and a nationally recognized scholar of survey research and methods.

Nora Yazzie is a Research Consultant of the UNM Native American Budget and Policy Institute with a depth of experience as both an early childhood educator and facilitator/researcher in this policy area. Nora has a BA in Science and Elementary Education from NMSU and an MA in English from UNM and is a native New Mexico from Farmington/Navajo Nation.



APPENDIX B

Notes from Key Informant Interviews

Key informant interviews were targeted across a broad spectrum of early childhood services and administration throughout the state. They were generally given an overview of the project to gather input and information throughout New Mexico on the early childhood systems in the context of the ‘Business Plan for Early Childhood.’ They were interviewed to get the substance of their knowledge area and opinions on what is working and what needs improvements in the current systems.

1. It's all connected. Workforce is the big issue that not enough decision makers are paying attention to. There are lots of strong organizations throughout the state, they should be leveraged and amplified.
2. High quality home visiting matters most of all, and can hugely reduce instances of abuse and neglect. This is because these services mitigate stressful issues in families and with parents. Successful home visitors are usually more down the social work line than the teaching path. It helps to have people with an AA degree or higher.
3. We need to foster an understanding of the importance of ECE and parenting skills and to work with parents so they understand how early services work and to heal some of the historical trauma. Use home visiting services as a tool. We should develop bilingual education as an advantage in New Mexico. Address issues of local capacity and teachers. Ensure that there is an indigenous lens to expanding ECE, i.e. what is the goal? is it more assimilation? How can we use the lessons from Head Start and not repeat mistakes with State funding. Understand what data is needed and how to effectively do teacher training, accountability + assessment, and development curriculum in native communities.
4. The system is fragmented. Organizations doing the work to coordinate and convene are really helpful and important, i.e. forging EC coalitions.
5. The whole vision needs to be an integrated system serving 0-5. We have to be careful not to do harm to services for infants and toddlers when pushing prek.
6. Wages for teachers are a serious barrier to getting new talent into the profession, so are punitive evaluations. We need to cultivate a new generation of leadership. We also need consistency in teacher training for ELL. Bilingualism is an asset that should be celebrated in New Mexico. We should be building strong dual language programs, it's clearly what the workforce wants, it's in the state constitution. We should build upon the seal of bi-literacy and language in the constitution to make sure that ELLs have the same opportunities and that we keep the richness, heritage, and identity that comes from our culture and we need to understand that diversity is our strength. Dual/multi language should be our hallmark in NM. Let's not forget to address issues related to grandparents raising grandchildren.
7. We need better and more consistent early childhood services. This needs to be integrated with other community issues including transportation, nutrition/health, especially those



<p>addressing the needs of teenage mothers. Coordination of a constellation of funding is critical and breaking the habit of providers fighting each other for funding.</p>
<p>8. We need to get the voices of all the people, paying attention to geographic diversity and rural areas and not Just the Rio Grande corridor, plus listening to different types of people, teen mothers on opiates, single fathers, grandparents raising grandchildren, and more. We have fracturization and silos in the system from a lack of understanding which leads to competition around funding. We need strong coordination and fostering of partnerships in order to build capacity in the system.</p>
<p>9. The biggest rock in the road is pay.' Scholarships (TEACH) have made a big difference and greatly increased enrollment. However, because of the low wages many EC educators move to public schools for the wages and benefits creating a 'brain drain' in the EC workforce. There is value in working on implementation planning. CNM's mentor network is doing valuable work pairing experienced ECE workers with people new to the profession to reduce the overwhelm and early burnout issues. ECE being house in three different state departments (PED, CYFD, DOH) is problematic and creates fractured systems aligned to different goals. There is a need to pull things together and coordinate. The artifacts in PED CYFD and DOH make it hard to work within any of those systems. NM is a ntional model for alignment and articulation in higher ed programs around EC education. The public-private hybrid nature of the program makes it difficult to change as habits are imbued in both sectors. We need to investigate whether it is reasonable to raise the requirements for EC workers doing home visiting, make sure to avoid negative unientended consequences. "By supporting this workforce (especially bilingual educators who are mostly women of color), we are supporting the children of tomorrow." Crianza is EC business accelerator!</p>
<p>10. The Urban Indian population is increasing and is an emerging trend, how will EC work with this population? Tribes must be able to determine what/how to teach their language. Language revitalization needs to be foundational to any expansion of ECE.</p>
<p>11. Urban issues are different from rural issues. In urban areas, there is less concern about transportation but more issues about coordination among providers. With many providers at different scales of service, it is tough to have data sharing and standard measures. There is a lack of trust from a lack of familiarity among providers and organizations tend to co-exist rather than collaborate (they have data on this). They found in a study that there were families needing service and open slots but the gaps were not being bridged. The need is to build capacity and co-learning among organizations and foster the ability to share information in these networks.</p>
<p>12. It is an ongoing struggle to hire and retain qualified workers. In EC organizations struggle to compete with the public schools which have better pay and benefits. Requirements and expectations in EC work have been increasing but not in proportion with pay. Service providers consistently chase money to braid funding and make services available. Even finding people to teach in EC programs for certifications is difficult. We are concerned about pushing academic curriculum down to younger children and wants to ensure that developmentally, social emotional appropriate teaching is done and that this could even inform upward into k-12 education. Silver City is close knit and there is a lot of trust among organizations which is helpful, this is harder in larger, non-rural, more competitive</p>



areas. They are working on a shared services project which will combine back office functions and ideally reduce costs. The ultimate goal is centralized intake and data.

13. Early childhood services are difficult to maintain with sustainable funding in rural areas mostly because of the workforce. It is difficult to attract and retain therapists, especially licensed ones, because of the low-pay in the field. EC funding streams have not had any cost of living adjustments in 5-6 years so already insufficient funds have been depreciating over time. Distance is a challenge when funding does not account for travel time and is one of the structural issues not addressed by funding streams. A rural differential would help. Education requirements can add to the barriers to getting workforce. Cultural factors need to be considered in any planning for expansion of early childhood programs in Native and Hispanic communities especially. It would be great to expand curriculum at Northern and other area colleges to align to workforce needs and to ultimately have an integrated system. Children are currently being raised in very stressed families and responses need to be able to be nimble from the people on the ground. They went after grandparents raising grandchildren as an issue after noticing who was dropping off and picking up kids at prek. Health system integration, especially with rural clinic services (like pediatric care), is important to break generational cycles of abuse. Simple barriers (like transportation) need to be recognized and removed when helping families access services. This ongoing asking and solving at the local level is crucial. Private funding streams need to be kept strong too.

14. Childcare is about engaging families and preK is about school readiness. Early childhood needs a focus on social-emotional development and age appropriate learning which can provide a strong foundation. Relationships and trust are foundational to how the system works. In a transition, like creating a new department, it could be important to keep key people in place and to have a clear plan to keep supports and resources in place for providers. The business community needs to have a stake in early childhood. Business tax credits could incentivize private sector participation. In Louisiana, these enabled raises at centers in many cases.

15. Where do we get the teachers?' There is evidence that if districts are given funding it results in the closure of private centers. CYFD trainings do not currently match school readiness measures, so prek providers have to pay for training that is free if on the PED side. We need supports in place for special ed for those in the field. In any transition to a new governance structure there needs to be support and a plan to transition services. Training needs to be aligned to higher ed so hours in prof dev can be counted as coursework. Need shared or 'traveling' background checks. CYFS has a giant mission including juvenile justice and protective services, plus some prek. PED has different goals which is school achievement. \$250 million is state picture in early childhood as well as prisons. Wage increases should be mandated, they are now not covered in CYFD reimbursements, so hybrid funding gets misaligned. Rules could be put in RFPS about minimum salaries and increases linked to increased ratings. Conduct early childhood workforce study.

16. Message polling and experience showed that voters are interested in child brain development and politicians interested in budget numbers. Getting org donors to carry message of importance of EC to politicians was key. Building a coalition of families if how to hold those in office accountable. Social media was used to 'report' what officials said out



<p>loud. Framing a debate with top candidates made them learn about the issue then speak on it.</p>
<p>17. Our community coalition in Rio Arriba is now focused on substance use and pregnancy. The stigma and bias needs to be addressed so that people can seek treatment.</p>
<p>18. There can't be a cookie cutter approach, we must allow for the uniqueness in communities. There should be an ongoing feedback, listening, and improvement approach that is continually layering information onto programming. We have to find a way to blend children into programs and not separate poor kids (look at Oklahoma and Olga Valenzuela). 'You really have to start with the family.' Families need support. There simply aren't enough services in behavioral health, substance treatment, support for kids with behavioral issues, tools for organizing calendars and scheduling. Preks sometimes lead to under-enrollment in head start which is dependent on full enrollment.</p>
<p>19. Governance needs to be a part of front-end planning otherwise it locks people out. There can be a mess of overlays if state funding/layer is inserted between the federal government and tribes. The current system perpetuates fragmentation. There should be explicit language to create an Indian Early Childhood Board which has the authority to oversee tribal funding. There should be a representative governance council and a representative to administer this in the department, plus a consistent framework across service delivery. There must be a sense of authority for the governing council. We need a statutory framework that has flexibility for control and standards. There must be culturally appropriate evaluation and assessment. There should be a joint annual assessment that looks at unmet needs and targets resources. A piecemeal approach does not change the system. We should consider programming as separate from capital outlay for EC spaces. The current system is adding complications at multiple levers, this is not what we want. It's not a question of if, but when and how much. We need to address issues of institutional racism.</p>
<p>20. There is a need to train native language speakers to be EC teachers. How do we get assessments in languages other than English? How does a state system fit with tribal head start? For native communities, there needs to be self-determination and self-governance around multiple scenarios. There is a need for scenario planning for different entities. If we're not doing anything differently in early childhood then we are shooting ourselves in the foot. There are not enough appropriate teacher pathways for members of native communities." There has to be a defined source or ability to build capacity in the system.</p>
<p>21. Children with special needs are not considered in the business plan. They should be incorporated throughout looking for the point when specialized services are needed. Workforce training should always include dealing with special needs, so that staff can recognize red flags. Parents of special needs kids need special supports. Across the system, people need training and to be pushed to collaborate. There are often issues of territory that come up because of different funding streams. Some thought should go into how to involve and support the work of protective services.</p>
<p>22. "There is a clear need for coordinated efforts. Different missions in organizations are turning early childhood providers upside down." Local control is important</p>



23. There is a great need for transportation to get services to families. Families are often choosing prek in the public schools versus head start. 850 students cross the border every day to attend schools in NM. The Border Patrol is the largest employer, many can afford to pay childcare providers with these jobs, plus mining jobs. ' There is a perception that prek is an institutional environment and a concern about putting young kids into that environment.' In rural areas, like Hidalgo County, people protect themselves and don't want to report issues. Mostly, families take care of childcare themselves. Often you see that the children of busy parents are often behind.
24. Access to healthcare is a big issue in Hidalgo County, there is often not access to healthcare or it is at least 45 minutes away. There is a large gap without disability services (for normal developing kids) and after 3 years old. Prek DD program? 'How do you convince parents to participate in prek programs?' Because of Head Start, there is a perception that early childhood is only for poor people. Families can be overwhelmed by early intervention services, and there is a stigma around these services for low-income people. 'It takes decades to change culture, lawmakers need to be patient and not focus on immediate results.'
25. 'Half day programs simply don't work for laborers, all day programs meet the needs of parents and families.' There is a cohort, now in third grade, of about 15 kids who began with all day pre-k, 90% of them are proficient.' 'Head start plus prek, plus special ed being together created an equity issue and segregation. Hatch applied for all the prek slots they would need and got them, and eliminated head start in the community. Funding in the SEG is very useful because you can use it as one pot of money, NM Prek needs to review and add flexibility in the all-day curriculum. 0-3 assistance should be expanded. Immigration issues can prevent mobility for families.
26. There is simply a lack of access and a lack of funding. UNM main campus uses its branch campuses as feeders for main campus, but Navajo students are unlikely to leave families, we need distance learning opportunities to serve students that want to stay with their families. As an EC director, we often hire certified people without any practical training. Hiring teachers means they are more geared to kindergarten, which is different from ec, and is not rooted in the foundations of ec principles. We need a lab school model and to include cultural relevancy.
27. Home day care, director, licensed and accredited. Strengths and weaknesses "One of the weaknesses the we have here in our community is the fact that we don't get too many trainings. We have to go out of town to get training. Makes it difficult for people who can't go out of here. We've always asked to get more trainings locally. When we do have trainings, they're interesting and informative. Only people who train here are the food programs— every 6 months. I personally am accredited. There are four of us in Las Vegas that are accredited. We need 30 hours per year. Our accreditation is for 3 years. National accreditation. NASCC in Salt Lake City Utah. It's a little difficult to get our trainings. We depend on our own places. I don't have many problems with parents, but some places in town do have problems. I've had my program for 25 years. I don't see very many problems here in my field, in my program. The only weakness I can think of that's troubling is the lack of training. Other providers talk about this. Hard to get out of town to get trainings.



“25 years, 5 star rated, pro, “my first objective is the children. We try to get them ready for regular school, to get along. This is where they start. This is a very important place. We get them at age 2. This is a preschool itself. We do a lot of what the preschools do. start them with letters, colors, name. We do a lot for them. We’re a pretty close family here. We get together once in a while and talk about our places ad what we need.” One of the main things we would like to see is that childcare would be nontaxable... for the legislators... all the providers discuss that... childcare is a lot of fun, but it’s a lot of work. It’s not babysitting by any means. It’s very important. We start with them at a young area. It would be nice if we couldn’t get paid more to get a nontaxable job. We’re not paid enough for what we do.

28. In Colfax and Union counties, we see services that families need to support their kids. Anyone in our program qualifies, as long as they’re expecting qualifies, up to the age of 3. Right now we can serve anyone. Medicaid can only reach certain clientele and our facility doesn’t have the capacity to bill Medicaid. That’s something a lot of people are worried about in North Eastern New Mexico. We would not be able to serve single fathers. That’s a big gap. Our fathers try to get WIC with their babies, but they can’t give WIC to fathers. Fathers usually don’t qualify for Medicaid because they’re working. Fathers would not be able to be in our program if we went to Medicaid. We do visits during Fathers lunch breaks and evenings with the family. That’s what’s lacking. Services for fathers, which they can have access to. Union county is so lacking in services in general that they’re really hard to connect to the right people. Union county lacks early childhood services and providers. A lot of the time the resources are in Santa Fe or Las Vegas, but we know who to talk to and how to get them there. Our program is a one stop shop. We work very well with Early Intervention and Headstart. The only problem is that we’re all so overworked. What would increase capacity? Funding. It’s all the funding cuts. They used to have full time person over in Union County. They had people on behavioral health services. With all the funding cuts, they cut Northern, North Eastern New Mexico. We joke in this town that they think at the state level funding that we’re Raton, Colorado. The funding isn’t put into this area as much as other areas. There are so many other places, other communities that are having higher numbers they can report. Small towns with small populations, we can’t report big numbers. We provided a curriculum to Headstart kids. They did it with substance abuse prevention—“Dare to be you— This was through the Office Of Substance Abuse Prevention. Funding was cut to that department. Rio Arriba got cut too. We were cut for no reason. Early childhood services and other services get cut in the counties that badly need services. Our parents need mental health services. Tri County Community Services closed. They provided behavioral health, counseling. They provided medication for parents who need it. This affects our early childhood because those parents aren’t able to get the services they need. They don’t have transportation to drive elsewhere. The great thing is our communities pool resources and organize to use resources the best we can to benefit communities the most. Collaboration also happens between counties, between bigger cities like Raton and Clayton.
29. Some local high schools have begun to offer early childhood education tracks. EC accreditation aligns better than many areas. An AA in early childhood through dual credit (high-school + college) is approved.



30. Many of the issues in early childhood are touched through local health councils. Awareness campaigns should be fully translated, not just materials, there needs to be thought and intention in how dual language messages are implemented.

31. Early childhood education is the most important start of a child's life, so they can succeed in the future. Head Start is one of the best things out there for the kids. What they are learning in a classroom is awesome. Getting all the children serviced would be the ideal plan. Santa Rosa is so small. We have a lot of over-guideline children. With Head Start, we only can accept 10% of over guideline kids. Head Start is for lower income families, based on income and family size. If there is only one child and they make too much money, they're over-guideline. Santa Rosa is not too affected by this—children still have access to early childhood services. We try to work with the Pre-K. They take overguideline children. We do tons of training and have really good access to training. Managers work hard to get us training. We are compensated well enough. Head Start in general has so many advantages.



APPENDIX C

NABPI Participant Survey and Top Line Results

New Mexican Attitudes Toward The Business Plan for Early Childhood Development

Responses to Community Forum Survey

Before participating in today’s session how much would you say that you knew about the current efforts to expand early childhood education infrastructure across New Mexico?

1(Poor).....	9%
2	4%
3.....	7%
4.....	8%
5.....	7%
6.....	9%
7.....	15%
8.....	20%
9.....	8%
10(Excellent).....	13%
Mean = 5.94	

Which of the following best describes your primary connection to early childhood education in New Mexico?

Parent or primary caregiver.....	9%
School administrator.....	30%
Concerned community member.....	10%
Elected or appointed official/Tribal Leader.....	6%
Education Non-Profit Employee.....	19%
Educator/Teacher/Counselor/Home visitor.....	27%

Which comes closer to your views about the role of leadership in government to coordinate early childhood programs?

There are too many different governmental agencies that fund and oversee early childhood education programs in New Mexico. We need a new leadership position in our state government to coordinate early childhood programs across state and Tribal systems..... 46%

Adding a new position to coordinate early childhood programs in New Mexico will just add another layer of bureaucracy and make things even more complicated than they are now..... 13%



A children's cabinet or committee comprised of community experts should be re-established to coordinate early childhood programs in New Mexico.....42%

Currently, state-funded early childhood programs serve only a fraction of the children who could benefit from these programs in New Mexico. Expanding these programs will allow the state to serve more of our children, but must be done with attention to quality as well as capacity. Please circle the statement that best represents your view:

New Mexico currently lacks the capacity (workforce, infrastructure, coordination, etc.) to effectively respond to an immediate substantial increase in early childhood funding to expand the number of early childhood program slots. Therefore, we must take a much slower, incremental approach to funding increases, building capacity to ensure quality prior to expanding slots.....48%

This is a false choice, as New Mexico has the capacity to expand the number of early childhood programming slots while simultaneously ensuring that the programs are of high quality if the funds were provided to expand programming.....52%

We would like to get your opinion on which of the levers you have learned about today are the most important to you. Please rank each of the following levers below from 1-5, with 1 being the most important and 5 being the least important.

Coordination of State and Tribal Education Systems
 (1) Most important.....19%
 (2).....12%
 (3).....12%
 (4)16%
 (5)Least important.....41%

Better leverage community capacity to improve program implementation
 (1) Most important.....16%
 (2).....17%
 (3).....21%
 (4).....29%
 (5)Least important.....17%



Address barriers to expand the early childhood workforce across the state

(1) Most important.....	32%
(2).....	28%
(3).....	17%
(4).....	13%
(5)Least important.....	11%

Increase and improve engagement to families to provide them with information and tools they can use to enroll their children in programming

(1) Most important.....	25%
(2).....	22%
(3).....	26%
(4).....	14%
(5)Least important.....	13%

Work hard to balance the goal to expand access to programming with the goal to improve quality of those programs

(1) Most important.....	21%
(2).....	20%
(3).....	22%
(4).....	23 %
(5)Least important.....	15%

Tribal Affiliation Among Native American Participants (Number of Participants Reported)

AOC.....	2
Cibola County.....	1
Isleta Pueblo.....	1
Kiowa.....	1
McKinly County.....	1
Mescalero.....	2
Mescalero Apache.....	4
NN.....	1
Navajo.....	2
Ohkay Owingeh.....	1
Ohkay Owingeh Santa Clara.....	1
Santa Clara.....	1



Santa Clara Pueblo.....	3
Silver City.....	1
Southwest Pueblo Homevisiting	1
State of New Mexico CYFD.....	1

Connection to Early Childhood:

Analyst.....	5%
Assistant Professor and Early Childhood.....	5%
Board Member.....	11%
Children Youth and Families Dept.....	5%
EHS Program Manager.....	5%
EHS Teacher.....	5%
Early Head Start.....	5%
Education Coordinator.....	5%
Federal Reporting Bureau Chief.....	5%
School Board Member.....	26%
Teacher.....	11%
Vice on School Board.....	5%
Worker.....	5%



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APPENDIX D

VOTER POLL TOP LINE RESULTS

RESEARCH & POLLING

UNITED WAY OF SANTA FE – EARLY CHILDHOOD EDUCATION SURVEY

TOPLINE RESULTS

N = 401

OCTOBER 2018

QUESTION 1: IN WHAT WAYS DO YOU THINK THE STATE OF NEW MEXICO CAN BETTER SUPPORT FAMILIES RAISING CHILDREN?

WAYS STATE OF NEW MEXICO CAN BETTER SUPPORT FAMILIES RAISING CHILDREN	
TOTAL SAMPLE (N=401)	
TOP 11 UNAIDED RESPONSES	
IMPROVE PUBLIC SCHOOLS	26%
MORE HIGHER-WAGE JOBS	14%
INCREASE AFFORDABLE DAYCARE	12%
PROVIDE MORE EARLY CHILDHOOD PROGRAMS	10%
INCREASE PARENT SUPPORT PROGRAMS	10%
HELP WITH FOOD/HUNGER	7%
IMPROVE ACCESS TO HEALTHCARE	6%
GET BACK TO TEACHING/IMPROVE EDUCATION/EDUCATION IS ESSENTIAL	6%
MORE YOUTH ACTIVITIES/AFTER-SCHOOL PROGRAMS	5%
IMPROVE CYFD	5%
DON'T KNOW/WON'T SAY	14%

QUESTION 2-6: I WOULD LIKE TO READ YOU A LIST OF EARLY CHILDHOOD PROGRAMS IN NEW MEXICO AND ASK YOU TO RATE HOW EFFECTIVE YOU BELIEVE EACH PROGRAM IS USING A 5-POINT SCALE WHERE A 5 IS *VERY EFFECTIVE* AND A 1 IS *NOT EFFECTIVE AT ALL*. IF YOU HAVE NEVER HEARD OF ANY OF THE PROGRAMS, PLEASE LET ME KNOW.

OVERALL EFFECTIVENESS OF VARIOUS EARLY CHILDHOOD PROGRAMS IN NEW MEXICO								
TOTAL SAMPLE (N=401)								
RANKED BY HIGHEST VERY EFFECTIVE RESPONSE								
	VERY EFFECTIVE 5	4	3	2	NOT EFFECTIVE AT ALL 1	DON'T KNOW/ WON'T SAY	NEVER HEARD OF	MEAN †
KINDERGARTEN	53%	20%	11%	5%	2%	8%	1%	4.3
HEAD START AND EARLY HEAD START PROGRAMS	42%	23%	12%	5%	5%	10%	3%	4.1
NEW MEXICO PRE-K	35%	18%	13%	6%	4%	17%	8%	4.0
CHILDCARE PROGRAMS	23%	18%	20%	9%	5%	16%	10%	3.6
HOME VISITING PROGRAMS	19%	11%	12%	4%	6%	14%	34%	3.6

† THE MEAN SCORE IS DERIVED BY TAKING THE AVERAGE SCORE BASED ON THE 5-POINT SCALE. THE VERY EFFECTIVE RESPONSE IS ASSIGNED A VALUE OF 5; THE NOT EFFECTIVE AT ALL RESPONSE IS ASSIGNED A VALUE OF 1. THE DON'T KNOW/WON'T SAY RESPONSES ARE EXCLUDED FROM THE CALCULATION OF THE MEAN.

QUESTION 7-16: PLEASE RATE THE IMPORTANCE OF EACH OF THE FOLLOWING ISSUES IN NEW MEXICO USING A 5-POINT SCALE WHERE 5 IS EXTREMELY IMPORTANT AND 1 IS NOT IMPORTANT AT ALL.

OVERALL IMPORTANCE OF VARIOUS ISSUES IN NEW MEXICO							
TOTAL SAMPLE (N=401)							
RANKED BY HIGHEST EXTREMELY IMPORTANT RESPONSE							
	EXTREMELY IMPORTANT 5	4	3	2	NOT IMPORTANT AT ALL 1	DON'T KNOW/ WON'T SAY	MEAN †
IMPROVING PARENTING SKILLS	76%	13%	8%	1%	1%	1%	4.6
MORE ACTIVE ENGAGEMENT OF FAMILIES IN THE DEVELOPMENT OF YOUNG CHILDREN	74%	13%	8%	1%	2%	3%	4.6
INCREASING PAY AND/OR SCHOLARSHIPS FOR WORKERS IN EARLY CHILDHOOD PROGRAMS	62%	18%	13%	3%	2%	2%	4.4
BETTER COORDINATION BETWEEN THE VARIOUS AGENCIES THAT PROVIDE EARLY CHILDHOOD SERVICES	61%	19%	14%	1%	1%	4%	4.4
IMPROVING PRENATAL CARE	60%	18%	13%	3%	2%	5%	4.4
INCREASING THE NUMBER OF SLOTS AVAILABLE IN HIGH QUALITY EARLY CHILDHOOD PROGRAMS	60%	18%	13%	3%	4%	2%	4.3
MAKING FULL-DAY PRE-K AVAILABLE TO ALL FAMILIES WHO WANT IT	56%	14%	16%	6%	6%	2%	4.1
HAVING MORE CHILDCARE AVAILABLE WITH FLEXIBLE HOURS INCLUDING AROUND THE CLOCK CARE FOR NIGHT AND OFF-HOUR WORKERS	54%	18%	15%	6%	4%	3%	4.1
HAVING MORE LOCAL CONTROL OF HOW STATE FUNDS ARE USED FOR EARLY CHILDHOOD SERVICES	52%	23%	14%	6%	2%	3%	4.2
HAVING A LOCAL, CULTURALLY RELEVANT, AND LANGUAGE APPROPRIATE CURRICULUM FOR YOUNG CHILDREN	46%	16%	20%	6%	8%	3%	3.9

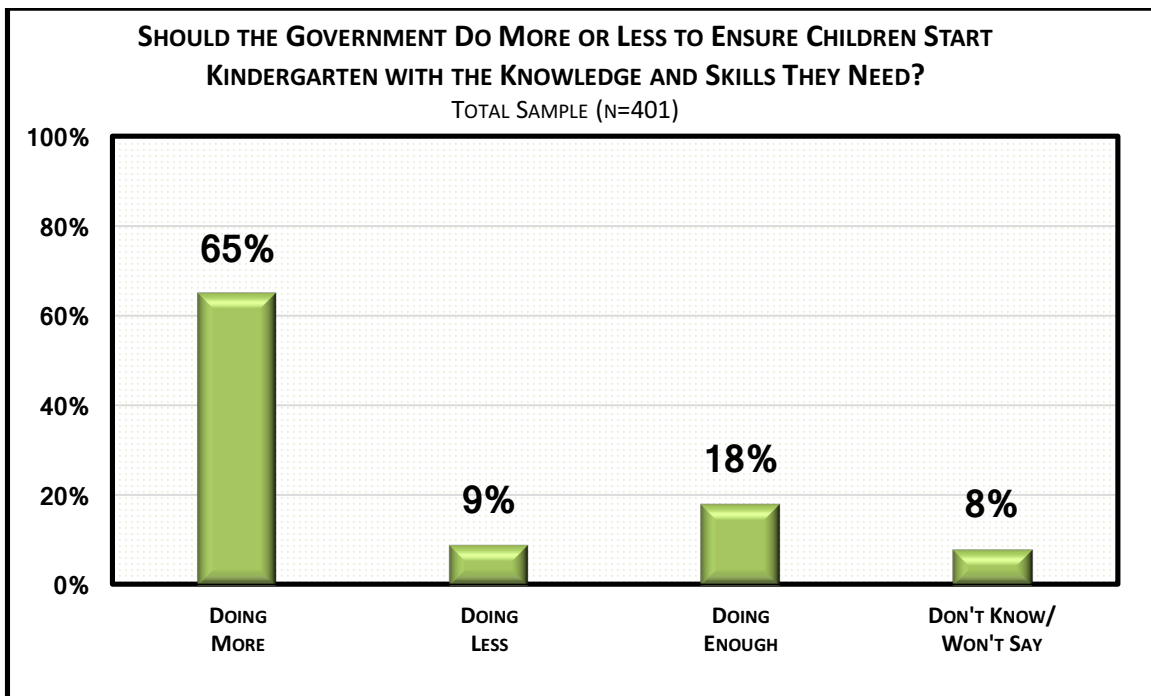
† THE MEAN SCORE IS DERIVED BY TAKING THE AVERAGE SCORE BASED ON THE 5-POINT SCALE. THE EXTREMELY IMPORTANT RESPONSE IS ASSIGNED A VALUE OF 5; THE NOT IMPORTANT AT ALL RESPONSE IS ASSIGNED A VALUE OF 1. THE DON'T KNOW/WON'T SAY RESPONSES ARE EXCLUDED FROM THE CALCULATION OF THE MEAN.

QUESTION 17 – 18: PLEASE RATE YOUR IMPRESSION OF THE FOLLOWING AGENCIES IN NEW MEXICO USING A 5-POINT SCALE WHERE 5 IS VERY POSITIVE AND 1 IS VERY NEGATIVE.

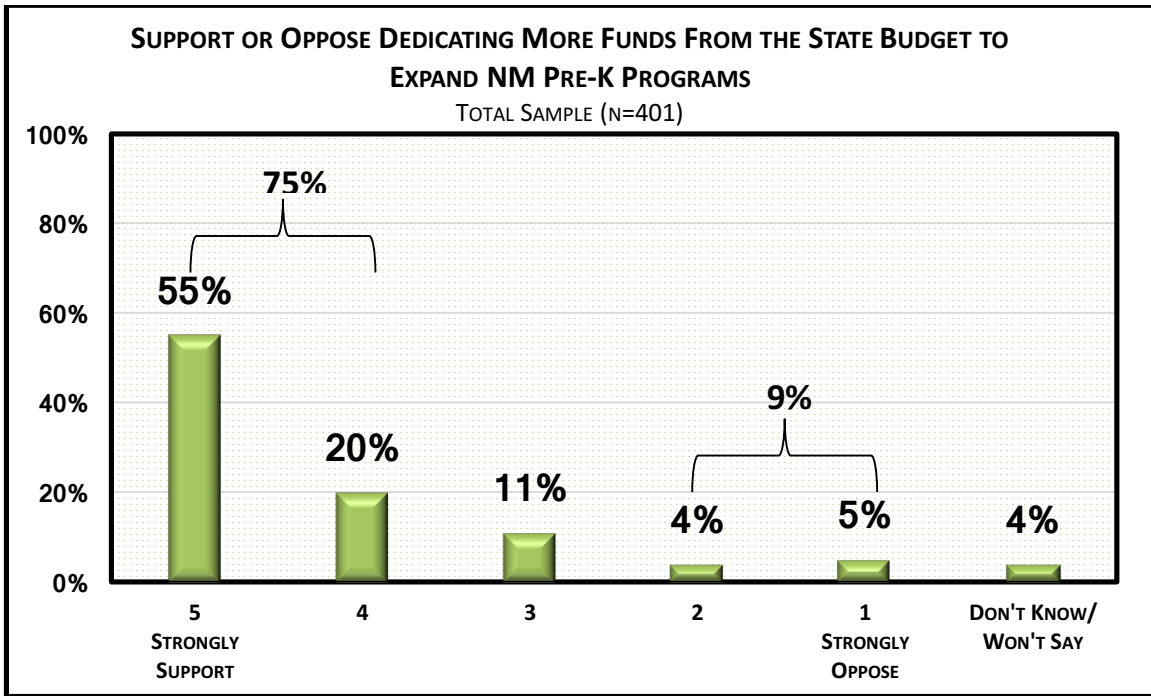
OVERALL IMPRESSION OF THE NM PUBLIC EDUCATION DEPARTMENT AND THE NM CHILDREN, YOUTH AND FAMILIES DEPARTMENT							
TOTAL SAMPLE (N=401)							
RANKED BY HIGHEST VERY POSITIVE RESPONSE							
	VERY POSITIVE 5	4	3	2	VERY NEGATIVE 1	DON'T KNOW/ WON'T SAY	MEAN †
THE NM CHILDREN, YOUTH AND FAMILIES DEPARTMENT	11%	15%	28%	16%	21%	10%	2.8
THE NM PUBLIC EDUCATION DEPARTMENT	9%	18%	35%	17%	15%	5%	2.9

† THE MEAN SCORE IS DERIVED BY TAKING THE AVERAGE SCORE BASED ON THE 5-POINT SCALE. THE VERY POSITIVE RESPONSE IS ASSIGNED A VALUE OF 5; THE VERY NEGATIVE RESPONSE IS ASSIGNED A VALUE OF 1. THE DON'T KNOW/WON'T SAY RESPONSES ARE EXCLUDED FROM THE CALCULATION OF THE MEAN.

QUESTION 19: WHEN IT COMES TO ENSURING THAT CHILDREN IN NEW MEXICO BEGIN KINDERGARTEN WITH THE KNOWLEDGE AND SKILLS THEY NEED TO DO THEIR BEST IN SCHOOL, DO YOU THINK STATE GOVERNMENT SHOULD BE...



QUESTION 20: PLEASE RATE YOUR LEVEL OF SUPPORT OR OPPOSITION TO DEDICATING MORE FUNDS FROM THE STATE BUDGET TO EXPAND NM PRE-K PROGRAMS THROUGHOUT THE STATE, USING A 5-POINT SCALE WHERE 5 IS STRONGLY SUPPORT AND 1 IS STRONGLY OPPOSE.



MEAN†: 4.2

† THE MEAN SCORE IS DERIVED BY TAKING THE AVERAGE SCORE BASED ON THE 5-POINT SCALE. THE STRONGLY SUPPORT RESPONSE IS ASSIGNED A VALUE OF 5; THE STRONGLY OPPOSE RESPONSE IS ASSIGNED A VALUE OF 1. THE DON'T KNOW/WON'T SAY RESPONSES ARE EXCLUDED FROM THE CALCULATION OF THE MEAN.

QUESTION 21: WHY DO YOU FEEL THIS WAY?

WHY DO YOU SUPPORT OR OPPOSE DEDICATING MORE FUNDS FROM THE STATE BUDGET TO EXPAND NM PRE-K PROGRAMS? TOTAL RESPONSES (N=384) TOP 12 UNAIDED RESPONSES	
WILL GIVE CHILDREN THE HEAD START THEY NEED FOR FUTURE EDUCATION	34%
PRE-K PROGRAMS ARE IMPORTANT	32%
WILL IMPROVE THE EDUCATION SYSTEM	21%
MONEY SHOULD BE SPENT ON CHILDREN	14%
PRE-K PROGRAMS ARE EFFECTIVE	13%
DEPENDS ON HOW MONEY IS USED	5%
PARENTS SHOULD BE RESPONSIBLE – NOT THE STATE	3%
NOT WHERE THE MONEY NEEDS TO BE USED	3%
OTHER PRIORITIES	3%
DO NOT THINK IT WILL MAKE AN IMPACT	3%
NO REASON IN PARTICULAR	2%
DON'T KNOW/WON'T SAY	1%



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APPENDIX E

Locations In Outreach and Engagement, NMECDP Team Biographies, and Timeline

List of Locations (alphabetical order)

- Alamogordo
- Albuquerque
- Bernalillo
- Carlsbad
- Clovis
- Cochiti Pueblo
- Crownpoint
- Deming
- Española
- Farmington
- Gallup
- Hatch
- Hobbs
- Jal
- Jemez Pueblo
- Las Cruces
- Las Vegas
- Lovington
- Pinos Altos
- Raton
- Rio Rancho
- Roswell
- Santa Clara Pueblo
- Santa Fe
- Santa Rosa
- Shiprock
- Silver City
- Taos
- Tesuque Pueblo
- Thoreau
- Tyrone
- Zuni Pueblo



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New Mexico Early Childhood Development Partnership Team

Katherine Freeman is the President and Chief Executive Officer of the New Mexico Early Childhood Development Partnership and the United Way of Santa Fe County. Early childhood education has been the focus of Katherine's work for more than 14 years. Katherine led UWSFC's change in mission to focus exclusively on early childhood investment as our greatest opportunity for economic development; led the development of the Santa Fe Children's Project, a continuum of early childhood programs with a goal of broadening the footprint for Santa Fe County; led UWSFC's Mobilization for Education Excellence; and has been instrumental in policy and advocacy work for early childhood that engages business leaders and policy makers.

Kate Noble is the Vice President for Policy and Stakeholder Engagement with the New Mexico Early Childhood Development Partnership. She also serves on the Board of Education for the Santa Fe Public School District. Previously, she spent nine years working in economic and community development for the City of Santa Fe and ten years as an economic journalist for BBC World Television News. She is also a co-founder of MIX Santa Fe, a community engagement project that began in 2009 and is geared towards talent development and retention. Through MIX Santa Fe, she founded bizMIX a business accelerator that has launched roughly 100 businesses over its seven years of operation.

Timothy Davis is a policy analyst with the New Mexico Early Childhood Development Partnership. He has a BA in Spanish from the University of Alabama and a JD from the Culverhouse School of Law at the University of Alabama. Prior to joining the NMECDP team, Tim taught in secondary education and was a staff attorney at the New Mexico Center on Law and Poverty.

Alysha Shaw is a community organizer with more than a decade of experience in advocacy, campaigning, communications, community outreach and programming. As an educator and advocate, Shaw has seen the importance of early childhood education and developmental services to creating healthy, just and sustainable communities. She holds a BA in Politics and Interdisciplinary art and an MFA in Art and Social Practice. Since 2013, Shaw has been a key collaborator on Lifesongs, a program of the Academy for the Love of Learning that facilitates intergenerational creative collaborations with elders, youth, people in nursing care and hospice, artists and veterans, resulting in high production value community concerts that dignify all aspects of the human journey.



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Timeline:

- June 12, 2018 - Final approval of funding for 'Elevating Early Childhood' campaign and outreach efforts
- August 1, 2018 - Espanola Community Conversation
- August 9, 2018 - Albuquerque Community Conversation
- August 17, 2018 - Farmington Community Conversation
- August 20, 2018 - Las Cruces Community Conversation
- September 11, 2018 - Silver City Community Partnership for Children Board
- September 12, 2018 - Deming and Hatch Key Informant Interviews
- September 13, 2018 - Gallup - Session with McKinley County Early Childhood Coalition
- October 3, 2018 - Research and Polling begins voter poll
- October 10, 2018 - Hobbs and Jal - Session with Lea County Early Childhood Coalition and visit to Jal
- October 11, 2018 - Roswell and Clovis - Key Informant Interviews



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Appendix F Notes from Four Inclusive Community Conversations

Española Community Conversation

August 1, 2018

4:00-7:00

Top 3 Lever Advisement Statements with Community Vote:

Lever 1: Coordinate State and Local Community Capacity

1. Establish diverse senior leadership that reflects constituency. Leadership should know constituency. Leadership should find out what works before rushing into implementation of anything new.

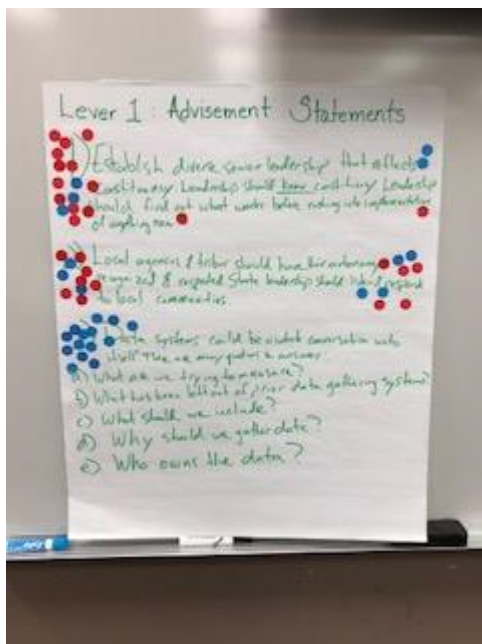
Community Vote: Top Choice: 14 Second Choice 5

2. Local agencies & tribes should have their autonomy recognized and respected. State leadership should listen and respond to local communities.

Community Vote: Top Choice: 12 Second Choice 7

3. Data systems could be a whole conversation unto itself. There are many questions to answer:
 - a. What are we trying to measure?
 - b. What has been left out of prior data gathering systems?
 - c. What should we include?
 - d. Why should we gather data?
 - e. Who owns the data?

Community Vote: Top Choice: 0 Second Choice 14





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Level 2: Leverage Local Community Capacity

1. Formalize collaborative networks
 - a. Fund positions to coordinate these collaboratives

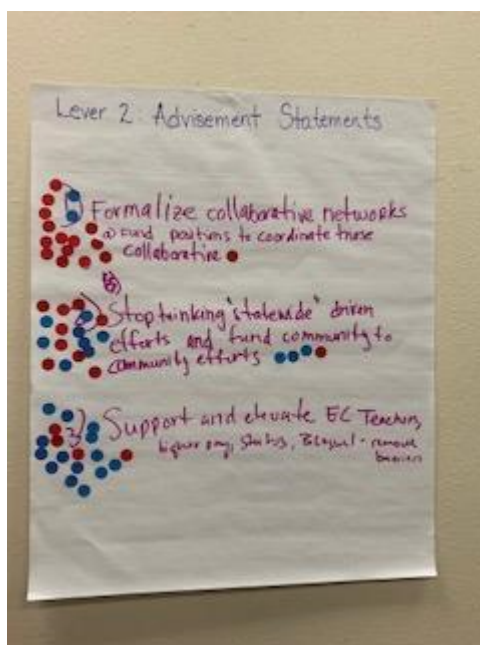
Community Vote: Top Choice: 15 Second Choice 2

2. Stop thinking “statewide” driven efforts and fund community to community efforts.

Community Vote: Top Choice: 10 Second Choice 11

3. Support and elevate EI Teachers, higher pay, status, Bilingual-remove barriers.

Community Vote: Top Choice: 4 Second Choice 14



Level 3: Build and Support a Highly Effective Early Childhood Workforce

1. Expand scholarships and compensation – insurance and childcare benefits.

Community Vote: Top Choice: 9 Second Choice 7

2. Align training requirements, professional development – weave in practical experience & be careful on pre-reqs.

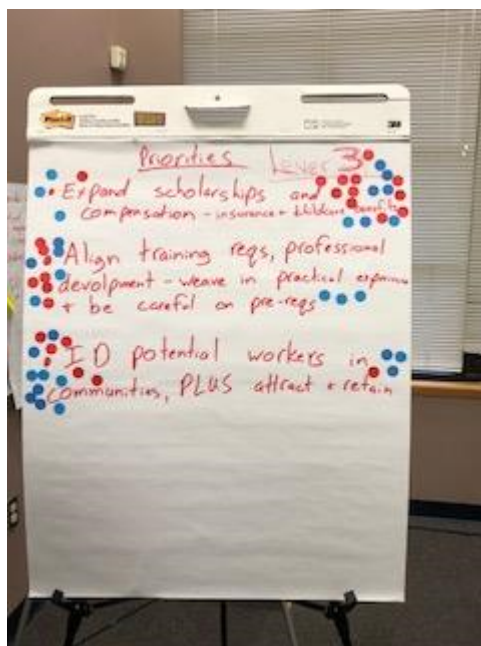
Community Vote: Top Choice: 7 Second Choice 8

3. ID potential workers in communities, PLUS attract & retain.

Community Vote: Top Choice: 7 Second Choice 12



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Lever 4: Conduct Outreach and Engagement

1. Create a localized directory available in many places such as doctor's offices, grocery stores.
 - a. Has to be available in many forms...media
 - b. Must be culturally responsive, translated
 - c. Include service organizations

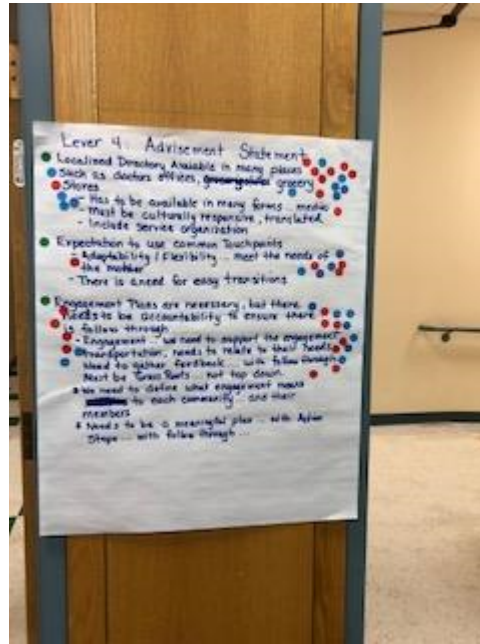
Community Vote: Top Choice: 5 Second Choice 10

2. Expectation to use common touchpoints
 - a. Adaptability/Flexibility to meet the needs of the mother
 - b. There is a need for easy transitions

Community Vote: Top Choice: 4 Second Choice 4

3. Engagement Plans are necessary, but there needs to be accountability to ensure there is follow through.
 - a. Engagement needs to be supported by providing transportant, needs to relate to their needs, need to gather feedback... with follow through.
 - b. Must be grassroots... not top down.
 - c. We need to define what engagement means to each community and their members.
 - d. Needs to be a meaningful plan... with Action Steps... with follow-through,

Community Vote: Top Choice: 11 Second Choice 9



Level 5: Expand Programs with Quality

- 1. How do we increase quality programs: Assure linguistically/culturally responsive teaching:

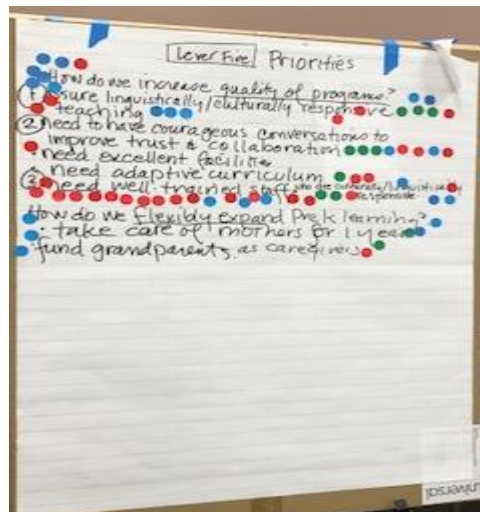
Community Vote: **Top Choice: 6** **Second Choice 11**

- 2. Need to have courageous conversations to improve trust & collaboration
 - a. Need excellent facilities
 - b. Need adaptive curriculum

Community Vote: **Top Choice: 6** **Second Choice 2**

- 3. Need well trained staff who are culturally and linguistically responsive
 - a. How do we flexibly expand PreK learning?
 - b. Take care of mothers for 1 year
 - c. Find Grandparents as caregivers.

Community Vote: **Top Choice: 18** **Second Choice 11**





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Notes for Each Lever

Lever 1: Coordinate State and Tribal Systems

- How important is unified leadership in and strong coordination by, state government for effective learning programs? How could this be achieved? What would this mean in communities?
- Leadership should reflect constituency, population and leadership should know the population
 - Establish a diverse senior leadership to coordinate programs state-wide to find out what works before rushing into implementation.
- Too many strings attached to some funding sources and programs/ multiple funding sources
- Local agencies and tribes should have autonomy and be recognized and respected. State leadership should serve a coordination role
- State leadership must listen to and respect local communities.
- Leadership must eliminate Silos.
- Local control over data that is appropriate and reflects tribes needs.
- Generalized approaches- need flexibility to do this
- Funding attaches strings to programmatic work that prevents flexibility needed to get things done.
- Unify early childhood system by conceptualizing the programs as a continuum that all work together.
- Do we need a new leadership position in state government to coordinate early learning programs? Why or Why not?
- Don't create a new layer of bureaucracy.
- DATA
 - What are we trying to measure?
 - What have we left out of prior data collection systems?
 - What should we include?
 - How should we gather data?
 - Why should we gather data?
 - Who owns the data?

Lever 2: Leverage Local Community Capacity:

Initial Convo:

Local Lead Agencies—Taos Early Childhood Community Network morphed into Paso a Paso—safety net for 0-8 children and families, don't want to compete for funding but support all programs. Includes everybody involved in EC services from health to head start to schools... 20 agencies that meet monthly. Santa Fe has County-Wide EC Steering Committee. Rio Arriba Health Council—has a coordinator. Las Cumbres across northern NM and is member of Paso a Paso. Care Coalition of Northern NM—how to support families, members include Tewa Women United, Las Cumbres. IHEs like Northern and UNM Taos.

These are examples of local lead agencies. The challenge is there is no assigned coordinator. Taos group has working groups and volunteers stepping up from organizations, but they really need a coordinator to ensure accountability and follow-through.



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Giving local lead agencies a leadership coordination role is a good idea because they're the ones with the local expertise. These groups have established credibility with government agencies like the county. This needs a paid coordinator and family liaison.

"If you start locally and acknowledge what already exists...we identify what's working in different places."

"It's working across silos of many different areas like health, social services, education. Leveraging of each other's strengths and coming together. "

"Have collaboration with local government agencies."

"State should incentivize communities to work together instead of pitting them against each other to compete for funds and then provide technical assistance."

"School boards don't have expertise, knowledge...to dole out money for early childhood. Even if they did it would change from administration to administration. And all of these local education systems are at very different levels. There needs to be a serious evaluation of quality ECE in PED. Quality is so much higher in CYFD programs. Children are sitting in desks doing dittos when they're four. Public education teachers may not have kept up with latest research and there's a gap in early childhood prep in higher ed. There is a lack of respect for early childhood educators across the state. Elementary teachers view early childhood teachers as babysitters. Increasing wages would elevate the status."

"We need higher ed, public schools, private providers to sit together to deal with some of those issues."

"Senior executive should not be one person. It should be a board across all of these different agencies coming together."

Top 3 Advisory Statements:

1. There are a number of local EC cross-sector collaboratives that already exist. Formalize these collaborative networks. Funding from the state should flow through these collaboratives in order to coordinate EC services in local communities.
 - a. Fund a position to coordinate these collaboratives
 - b. Maybe identify an organization that has the capacity to serve as the backbone for this collaborative network, eg local IHEs...or issue an EC block-grant.
2. Stop thinking about "statewide" driven EC initiatives and go community by community. This approach is also more efficient.

Support and elevate the status of the EC workforce in multiple ways. Treat private providers as professionals and demonstrate with pay. And adjust the system to remove barriers for bilingual EC professionals



Lever 3: Build and Support a Highly Effective Early Childhood Workforce

- Alt methods for credit-crossover training reciprocityw/experience courses
- Classes offered for working people, evenings, weekends online
- Work experience during certification licensure
- Benefits & insurance for workforce
- Childcare for workers
- Tie scholarships to years of service add EC to list of areas
- “It’s not a job...it’s a calling”.
- 19th Century system, 20th Century teachers 21s Century Students
- Foster developmentally appropriateness- It’s not a factory
- Provide wrap around services
- Adjust to modern families –custody issues – grandparents - meet families where they are
- Address inter-generational trauma
- ID potential workers in communities & attract and retain
- Have we reached capacity with scholarships?
- Unified alignment certification and licensing throughout state with consistency
- Aligned Curriculum for 0-5
- Dept. Secretary or department of Early Learning
- Clarity on Kinder readiness expectations
- Accountability on benchmarks
- Support staff & enhanced education
- Low pay! High documentation and certification
- We need parents to ID potential; workers Single parents

Lever 4: Conduct Outreach and Engagement

- Outreach to families: Create a localized directory. Have them available in doctor’s offices. Grocery stores- families do not know what is available to them. Must be user friendly-accessible
 - The information needs to be relevant to the community- culturally responsive – grand parents raising grandchildren
 - We also need to consolidate information and use technology. Perhaps develop an APP
 - Service organizations need to be more engaged-Perhaps Ambassador outreach?
 - A localized directory will require funding.
- Family Engagement Plans: - are they being used to inform families?
 - I do not think they are followed... families are very busy. We need to ask parent what they need. We need to ensure parent buy in.
 - Parent don’t have transportation, we need to have grants available, busses available.
 - Have strategic groups running... to gather feedback... and get service to families.
 - Family engagement plans are very important
 - We need to include what parents are doing at home
 - **“Parents make a difference in the School”.**
 - **“Parents need to feel like you want them there”.**
- Common Touchpoints
 - After birth mother’s are too tired and overwhelmed...they need time to heal.



Albuquerque Community Conversation

August 9, 2018

11:00-2:00

Top 3 Lever Advisement Statements with Community Vote:

Lever 1: Coordinate State and Local Community Capacity

4. Tribal representation on Early Childhood Advisory Council

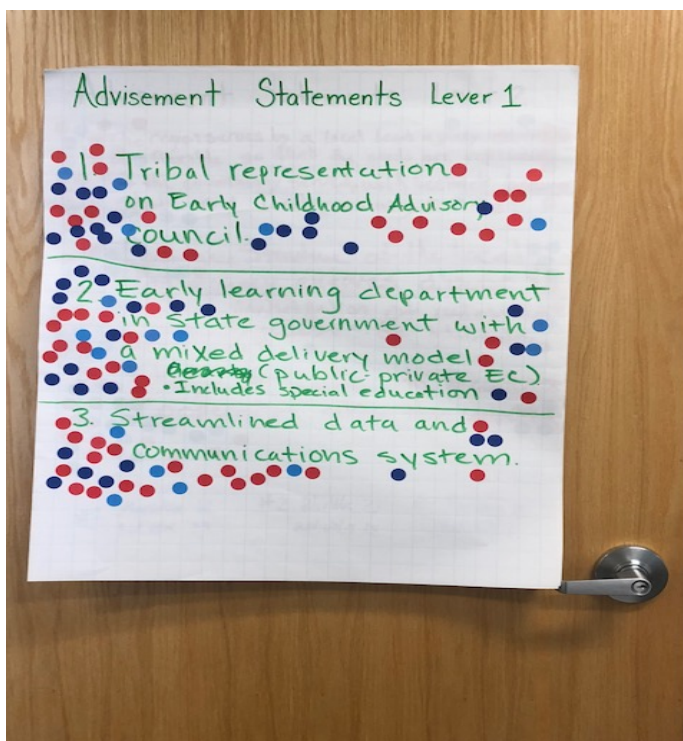
Community Vote: Top Choice: 20 Second Choice 20

5. Early Learning Department in state government with a mixed delivery model (public-private EC) Includes Special Education.

Community Vote: Top Choice: 22 Second Choice 17

6. Streamline data and communication systems

Community Vote: Top Choice: 13 Second Choice 19



Lever 2: Leverage Local Community Capacity

4. The region served by a local lead agency should be flexible so that the needs are representative of the community served, with feedback between state and local community

Community Vote: Top Choice: 12 Second Choice: 23

5. Governance structure of the local lead agency ensures diverse and genuine participation of underserved community members (e.g. tribal, 0-3... age 8).

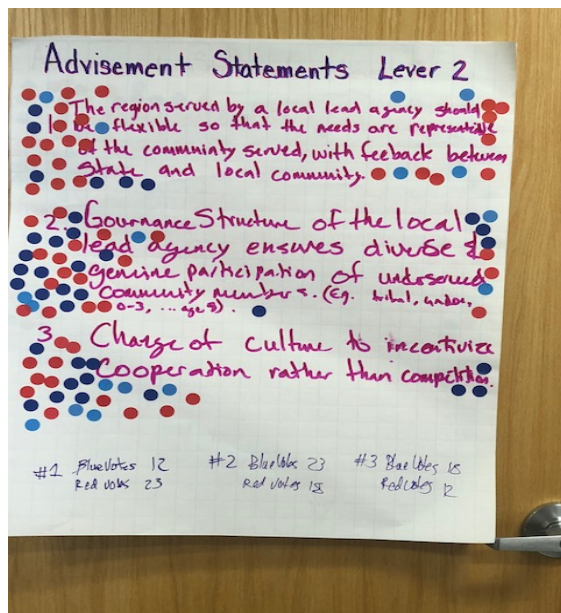
Community Vote: Top Choice: 21 Second Choice 19

6. Change of culture to incentivize cooperation rather than competition

Community Vote: Top Choice: 18 Second Choice: 12



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Level 3: Build and Support a Highly Effective Early Childhood Workforce

4. Compensate Early Childhood Educators at a wage that respects the well-being of all children and professionals.

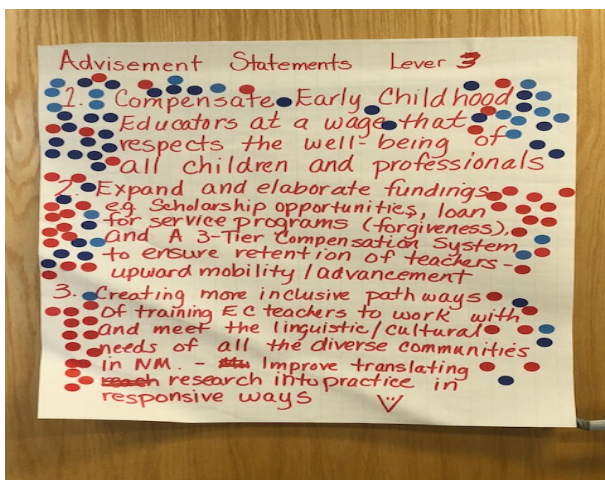
Community Vote: Top Choice: 41 Second Choice: 9

5. Expand and elaborate funding's (e.g. scholarship opportunities, loan for service programs (forgiveness), and a 3-TIER compensation system to ensure retention of teachers-upward mobility/advancement.

Community Vote: Top Choice: 11 Second Choice: 24

6. Create more inclusive pathways of training EC teachers to work with and meet the linguistic and cultural needs of all diverse communities in NM- Improve translating research into practice in responsive ways.

Community Vote: Top Choice: 5 Second Choice: 20





Level 4: Conduct Outreach and Engagement

4. Keep language and cultural responsiveness at the forefront of outreach & engagement. This should include very thoughtful marketing. Include all stakeholders.

Community Vote: Top Choice: 14 Second Choice: 18

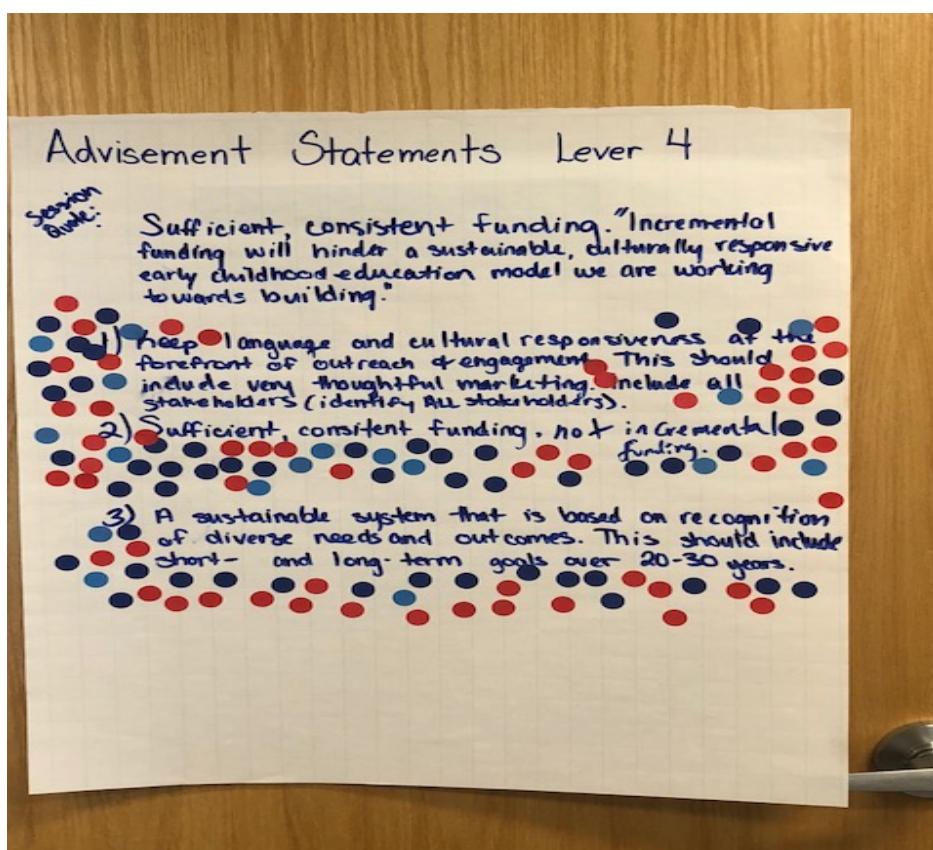
5. Sufficient, consistent funding, not incremental funding.

Community Vote: Top Choice: 32 Second Choice: 17

6. A sustainable system that is based on recognition of diverse needs and outcomes. This should include short and long-term goals over 20-30 years.

Community Vote: Top Choice: 19 Second Choice: 19

Quote: Sufficient, consistent funding. "Incremental funding will hinder a sustainable, culturally responsive early childhood education model we are working towards building."



Level 5: Expand Programs with Quality

4. A shift in the way we think about education that includes early childhood.

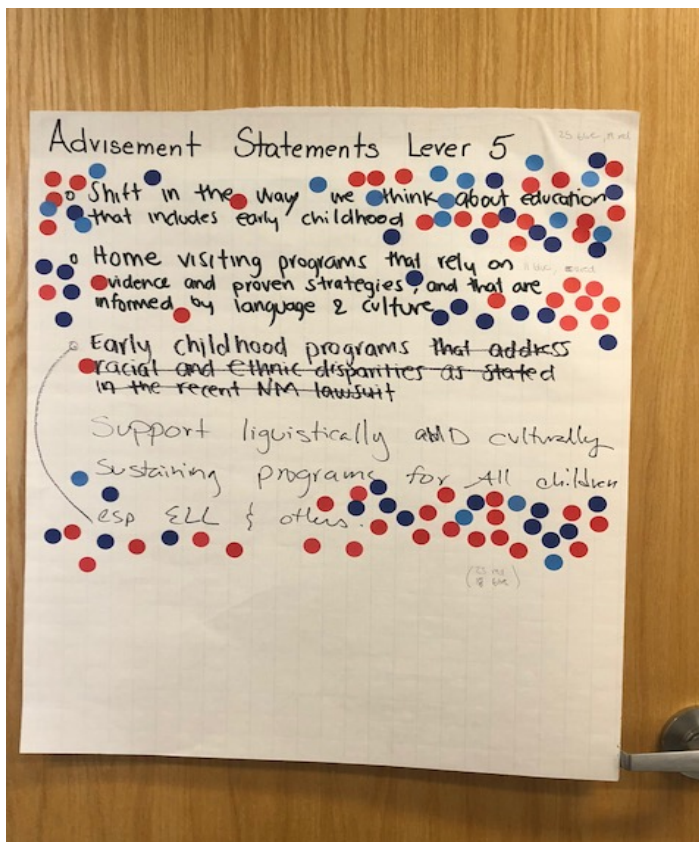
Community Vote: Top Choice: 25 Second Choice: 19

5. Home visiting programs that rely on evidence and proven strategies, and that are informed by language & culture.

Community Vote: Top Choice: 11 Second Choice: 11

6. Early childhood programs that support linguistically and culturally. Sustaining programs for all children, especially English learners and others.

Community Vote: Top Choice: 17 Second Choice: 23



Notes for Each Lever

Lever 1: Coordinate State and Tribal Systems

Q-1

- 3 state agencies forming gov. group for Race to the Top (De-silo). Working across state lines MOU as mechanism for sustained efforts.
- Look at national models coord to use at a local level. Create stand-alone approach. Currently taking coord approach. Ensure happens at state level.
- Communication asymmetry & misaligned goals
- Balance out coordination.
- Good plans but don't always stay in place.
- Reimbursement doesn't support training requirement.
- Choose standalone- better address reimbursement and benefits for accountability increase sustainability through different leadership.
- Robust advisory council (in statute) good balance for state running EC activities. Tribes should be part of --- council to get voice heard, not yet formed.
- Lack of communication between state and tribes- Breakdown = children not receiving services Need to disseminate information on tribal land.
- "Communication is key. Define a process... there needs to be multiple layers of communication".
- Coord in Tribes: Protection of language and culture- how this affects child development; how sets up for student success; given respect and flexibility



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Use to be a holistic approach... now compartmentalized.

Sustain information sharing: Silos don't help; need better coordinated systems...politics can go against this.

Q2-

- If it doesn't cross political boundaries, the position won't work.
- Lt. Gov. office = more political
- State agencies= more swallowed up there
- Set up structure of governance for shared decision making- alignment, accountability
- Community Director of Early Learning –bureaucracy may impede decision making ability: difficulty around communities; non funded position; need mid-level position – so not focus on governance.
- ERB is something we work around
- Advisory Council- how to use ___ to create policy? Have someone from governance there to take back information; how to regulate what gets communicated
- Create community teams-create accountability.
- Allow for autonomy for communities to control- could be first time teachers; part of ORS system
- Hold space for community- defined evidence; alongside fidelity ___ programs.
- Communities apply for innovation funds
- Apply to NM
- Model of governance
- Workforce development being done is silos
- Not as much power being done separately
- EC indicators: create new action plans

Q3-

- Data integration: single data platform
- Protecting privacy- not tracking data the same way
- Unique identifier traded across state systems
- Database to tell us about gaps
- Data governance group to make high level decisions
- PHASE 1:
 - High integrity of data
 - Quality can be known to communities
 - Increase data sharing
 - In process of cleaning data

PHASE 2

- No tribal or Head start data present
- No WIC or SNAP
- Needs to advance to the next level
- To support advanced reporting
- Need people power to do this

Q4

- ECID Advisory Board to district data work
 - Transparency
 - Guide data needs



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- Provides longitudinal data: quality – outcomes
- Which reports to prioritize
- Fear about having programs in danger.

Lever 2: Leverage Local Community Capacity:

Q1

- Like/dislike about having local lead agency
- Someone needs to know what is really going on
- State establishes regs but local needs to know to contribute
- It could be political
- Based on specific needs through agencies that already exist
- Must listen to community agencies that already exist
- There is progress in place but gaps
- “If we fight over who is in control we won’t get anywhere

Q2

- Examples of what is important:
 - All the players... not just providers. Important to have parents, teachers. Everyone that is involved with the child
 - Good agencies that have demographic that makes them representative
 - Example: OLE Teachers in APS & Parents & organizations... in house process to change the way the system works
 - Early childhood ed is changing “getting smaller” age group, jargon has changed- consensus on what we are discussing
 - ID Vision: Birth, prenatal, age 8... guidance from state on this?
 - Leadership can be to down vis versa
 - Those least likely to participate: undocumented and others... make it possible for them to participate
 - Who has voice... go back to the community...establish structure to give voice
 - Community school organizers: Talk to parents, APC Counselors- organization part and listening part.
 - Prenatal services are important BUT are the parents likely to attend?
 - Consider school hours... create greater access to families... not just 8 to 1.
 - Intentionally around community involvement. **“Not just service for the child”.**
 - What counts as a local institution? Need to define region- what, why, where and how
 - **Those who really need help have no voice... more likely to get things shoved down their throats.”.**
 - Prevent local lead agencies from becoming politically driven (AKA Silencing Voices).
 - Investment zones councils- ID districts using data from schools- high need, health factor risk
 - Give money to establish community counselors
 - Race to the top funding
 - Don’t reinvent... use what is already there
 - ABC Community School Model
 - Medical physical services
 - Linking resources
 - Doesn’t replace what is out there



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- Combine knowledge- of teachers, parents, and community providers
- Framework ID bureaucracy – what’s in place... executive or local agency volunteer
- Take the funding where the need is
- Engage Program Models: Dona Ana, Taos, Silver City

Q3

- Engage the Family
 - APP to give parents access to resources (Olé)- connects parents across the state through social media
 - In rural areas (unconnected tech parents) make information available and create schools for the parents.
 - Educate the parents
 - Innovate and Educate (Santa Fe) People need to know what others are doing
 - Local lead agencies should be in charge of tracking and connecting programs & resources
 - Grant dollars are going in different places for the same thing... follow the money
 - Prevent overlay-competing for MOU
 - Lack of communication
 - Have to have oversight/communication
 - Share the knowledge – some parents have knowledge of the systems others do not
 - Address the problem in funding and development
 - Show community organizers and other players how cooperation benefits them
 - Reconcile goals- **“What is good for children vs. what is good for the bottom line.”**

Q4

- How does a local lead agency help?
- Parent involved coalition
- Take it to the Legislature
- Account for regional differences- cultural differences-around different needs.
- Clarify what local means
- Make space for minority voices-if the region is too big, it drowns the small local voices and their programs get piece-mealed.
- Flexibility-Some break by county, others by city and others by neighborhood.
- Maintain the diversity

Lever 3: Build and Support a Highly Effective Early Childhood Workforce

Q1

- Balance life experiences... experience matters not just degrees.
 - Model implemented at NMSU PLA Model- what happened to it?
 - Collaborative teacher education Program-Fast Track
 - Lack of Spanish Speaking EC Teachers- they may not have a degree but can write a curriculum- We need teachers that are dual language.
 - Research inclusive outcomes ECME Programs- Teacher who work with the diversity and language of the community.
 - There is a gap of teachers who can speak the language of the community
 - Prioritize language skills – knowledge of diversity * Funds need to be made available to honor these skills. How can we keep people in place? Incentive stipends



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- CNM offers ECME Classes – 1 year classes in Spanish... after the year the students gets a Certification ... apply at CYFD.

Q2

- Standards for EC need to be in place because of mobility across the state and in program.
- We have done this through ECME Higher Ed Task Force... looking for accelerated programs
- 1990 the State of NM did away with endorsements
- CYFD-comprehensive systems not just about credentials/alignments and standards. We have the infrastructure, the system... what happened?
- This is not just about competencies... in NM we have to consider culture and language.

Q3

- Higher Ed Task Force- we need to know more of what they do... on-going integration
- How does the Ed Task Force get out into the community?
- Trainings/Certificates- **“WE lack organization... Not Gumption of Ganas”**.
- Remember ECME is blanketed with white supremacy culture.
- How do indigenous communities partner in different pathways working with indigenous children?
- These pathways need to consider cultural awareness... we need mentorships to create conversations.

Q4

- Almost impossible to create possibilities-stipend opportunities
 - Cost of college tuition/books.
 - Scholarships past bachelors might be an incentive
 - EC Teachers need to be compensated comparably with teachers working in school districts
 - Poor wages make it difficult to retain quality EC Teachers. There are no summer programs so they do not have a job. Teacher are laid off.
 - Getting creative with scholarship opportunities
 - Invest in loan service programs – Student Loan Forgiveness
 - We need to recruit non-traditional students.
 - How can we reinstate the Loan Service Program again?

- **Q5**

- **“Nothing is more important than our children”**.
- 85% of a child’s development occurs before age 5, so we need the best and brightest in Early Childhood.
- Because of low pay, there is no consistency... the average worker stays for just 3 years.
- Research indicates that it is important for a child to have a highly qualified teacher in front of them 0-5.
- We need to stop the EXPANSION of Programs... until we have quality programs... then we can use these as Model Programs and scale up.
- Use the NMPED 3-Tier Licensure process. Incentives moving up the ladder for EC teachers
 - EC needs: Reflective Supervision
 - Professional Development
 - Other resources for children and families
 - Use Models already developed in NM... why start over. The Models are out there.



Lever 4: Conduct Outreach and Engagement

Q1

- Outreach: Word of mouth, neighbors, friends at the store.
- Large scale marketing campaigns-helping people learn – Radio, social media, bill boards. Non stigmata ion.
- Specific population outreach- face-to-face. Human interaction on a personal level.
- Language is important- Having outreach in the language of the family.
- Coordinating leadership and missions for the larger outreach efforts.
- Tap into population’s culture. How do people engage in media, neighbors, etc.? Where are people getting their trusted information from?
- Sharing successful experiences-testimonials
- Touchpoints can be community centers, Faith based organizations. Harnessing existing POC with in a community.
- Having Simple process for initial contacts.
- All families look and feel different.
- Technology Factors: systems need Updating-Portals and Registers Workforce agencies, employment centers, WIC distribution, pediatric centers, so people can realize what is out there and if they need a service.
- Streamlining: Not just what... Whys and Values of information/ resources- Engage at birth and prenatal. As early as possible. Not waiting until PreK. Stressing the importance of development in early childhood. Learning is an everyday occurrence - Families don’t know what they don’t know.
- Meeting families where they are at.
- Systems alignment to give more access to resources
- Could this be part of a curriculum in high school? If we are shifting foundations, we need to start with our youth before they get into the community and start families.

Q2: Importance of Family Engagement Plans

- Funding is key for effective engagement. Incremental funding vs. Incremental disbursement. Allows for more creativity and development of effective engagement plans.
- Parent/family engagement is paramount but doesn’t look the same in all school systems
- Getting parents to attend engagement events is very challenging
- Teachers who do not go through specific ECE programs do not have training to support family engagement efforts.
- Engagement Plan-Road map- Helps to coordinate action with families in an effective manner.
- Community schools model creates mutually beneficial relationships. Engagement coordinator is big.
- Family needs are not being met and other areas which keeps them from being involved.
- History of devaluing parents ... “Someone else knows best about my children.”. Cultural competency & structural racism; language barriers
- Where are business entities? What responsibility do they have to students/families/communities?

Q3- Importance of Touchpoints for outreach

- Models that provide immigration services to families and school. Not state supported initiative. Goes back to \$ Funding is needed to create system effective outreach.



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- Training is needed for effective engagement at touch points
- Sustainable structures & funding to shift the paradigm
- Start/stop efforts that don't result in any real change and reinforce family disengagement.
- Not about #'s, but creating societal changes.
- Radical changes- Addressing institutional trauma.
- If we only focus on one level (schools and engagement) and not looking at the larger systems /institutions & their cultures, we are not able to create effective change.
- Preparing teachers & communities to interact with new creative ideas. They are not prepared to effect change addressed in EC programs
- State regulations are crippling certain efforts to engage students and families. Shifting on institutional paradigm. Our evaluations are not appropriate for our populations in NM.
- Inequities among schools within districts because of location and populations.

Q4- Importance of adaptable resource materials

- Not just classroom but throughout communities
- Materials need to be co-created by community members
- Parents should be part of the process early on; they know how to communicate best with their own community.
- Adaptability is very important but takes \$. Just translation is very costly, let alone cultural relevance/responsiveness
- Usable materials. What about oral cultures/ language?
- Not just material, but people distributing materials need to be culturally aware.
- Listening first. What does the community want? What do they know already? Not coming from a condescending place about someone else's family.
- Cutting out assumptions, taking it to fundamentals about ECE.
- Vetted materials. Verifying sources and making sure it's in line with population, culture and purpose.

Q5- How Cn enrollment be streamlined

- At touchpoints
- On-line enrollments. Having multiple options in one site, ECE wait list, etc. Options!
- Apps! Get updates, accessible by phone, creative with technology
- What if we have "opt-out" rather than "Opt-in"? Flagged for first child or similar indicators
- Access to vital state. A system to capture info like new births & other records.
- Statewide system w/ opt out option. Hospital registry? Start at prenatal appointments. Other options for people who are not receiving pre-natal.

Other Ideas:

- Indigenous Communities
- Outreach that is appropriate for All children. Language and culture surviving in a community. Must consider what it will look like in each community/tribe
- How are we applying this discussion point w/Lever5? Of capacity building and expansion?
- Incremental funding will hinder efforts we are trying to sustain
- Better coordination among all systems. Recognizing the capacity issues already being handled by current systems.
- Need the funding! Otherwise you are spinning your wheels. But throwing money at problems with the present structure will not be effective. Fundamental structural change is key.



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- Collective community efforts & collaboration to see change.

Lever 5: Expand Programs with Quality

Q1

- More outreach- education, inform communities and parents, specific funding outreach
- Increasing funding- through tax changes
- Creating a list of what currently exists (who is the provider, where are they)
- Centralized system (comprehensive database with information statewide)
- Parents are the key actors
- Addressing barriers: for trust, language
- Reaching out to our trusted leaders
- Highlighting importance of EC programs
- Universal Programs
- Addressing fragmentation (statewide information)
- Information: through different means (other than on-line)
 - What does free mean?
 - E.g., ACA Model of outreach

Q2

- Quality based on evidence/proven programs
 - Racial concordance
 - Addressing language and culture
- Training staff, work with informed providers
- Work with families (as a unit)
- Holistic Programs
- Collaboration (college programs) to prepare quality teachers
- Local home visitors
- Enhance referral/ case management
- Addressing lack of transportation in rural areas.

Q3

- Careful division of funding
- Equal distribution among all kids-different communities including rural
- Targeting largest population (Hispanic)
- Inclusive of all children-linguistic and cultural support for all kids and communities
- Increase teachers and providers
- In-home needs a business model to succeed as providers & quality
- Private vs. public providers – Role they play in each community
- Difference sources of funding to reach adequate amount (e.g.: tax changes, education & legislative advocacy)
- Business Model OK... but funding is low.

Q4

- Other ideas:
 - ECHO Project like Model to address rural areas
 - Community advisory groups-representatives from each area
 - Different positions and roles



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- Shift in the way we think about education in EC
- Universal coverage
- Addressing racial & ethnic disparities (Yazzie/Martinez law suit)
- Transition to elementary school-following up with children
- Elementary school staff over seeing home visiting programs

###



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Farmington Community Conversation

August 17, 2018

11:00-2:00

Top 3 Lever Advisement Statements with Community Vote:

Lever 1: Coordinate State and Local Community Capacity

7. Thoughtful creation of educational system for Native American students, families & community that supports fosters and respects language, culture & identity.

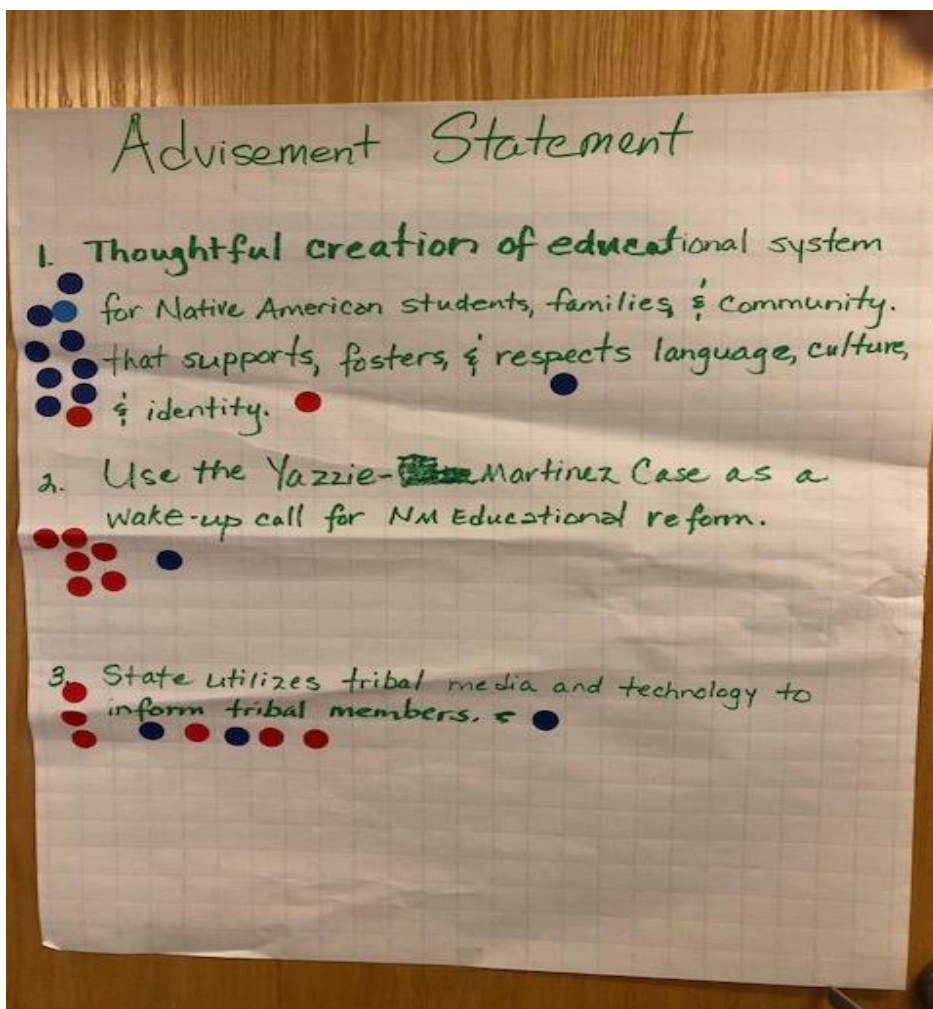
Community Vote: Top Choice: 10 Second Choice 1

8. Use Yazzie/Martinez case as a wake-up call for NM Education reform

Community Vote: Top Choice: 1 Second Choice 6

9. State utilizes tribal media and technology to inform tribal members

Community Vote: Top Choice: 3 Second Choice 6





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Lever 2: Leverage Local Community Capacity

1. LLAs should include the voices of a broad & diverse range of local stakeholders to encourage collaboration & match funds to local needs; meetings should occur regularly to maintain engagement.

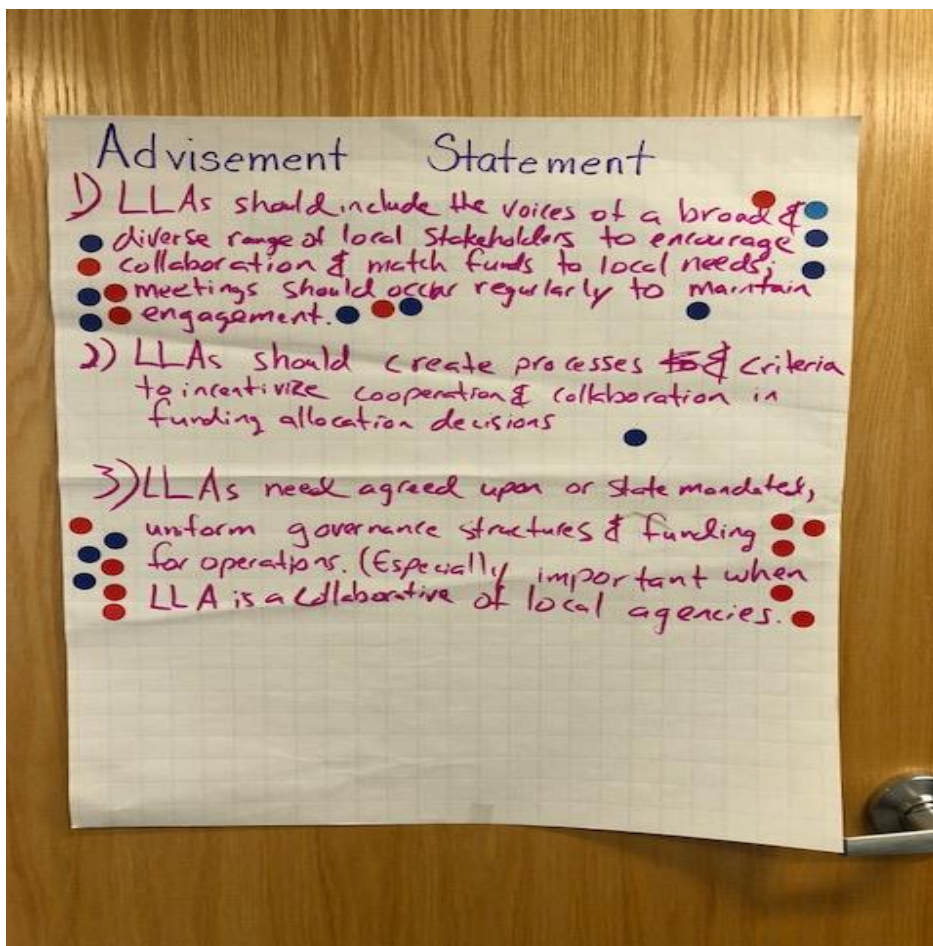
Community Vote: Top Choice: 9 Second Choice: 5

2. LLAs should create processes & criteria to incentivize cooperation and collaboration in funding allocation decisions.

Community Vote: Top Choice: 1 Second Choice 0

3. LLAs need an agreed upon or statement, uniform governance structures and funding for operations (Especially important when LLA is a collaborative of local agencies).

Community Vote: Top Choice: 3 Second Choice: 9





Level 3: Build and Support a Highly Effective Early Childhood Workforce

7. Build awareness of the value of the early childhood profession and advocate building the workforce.

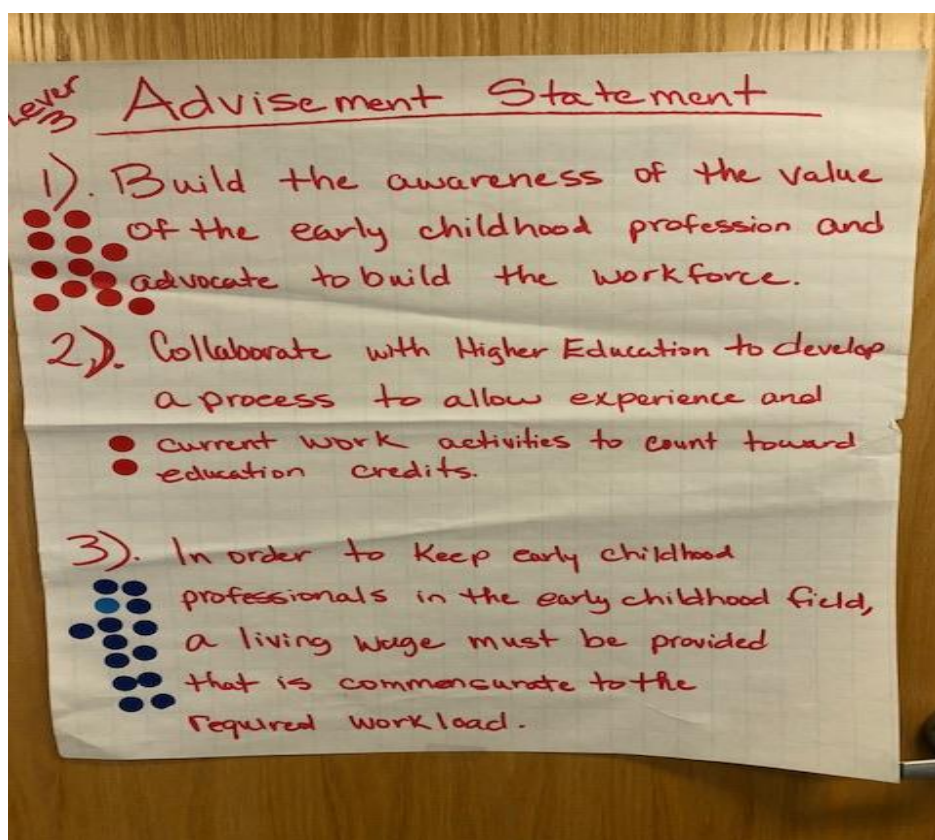
Community Vote: Top Choice: 0 Second Choice: 12

8. Collaborate with higher education to develop a process to allow experience and current work activities count toward education credits.

Community Vote: Top Choice: 0 Second Choice: 2

9. In order to keep early childhood professionals on the early childhood field, a living wage must be provided that is equal to the required workload.

Community Vote: Top Choice: 14 Second Choice:





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Lever 4: Conduct Outreach and Engagement

7. Resource materials must be user friendly, culturally relevant/appropriate.

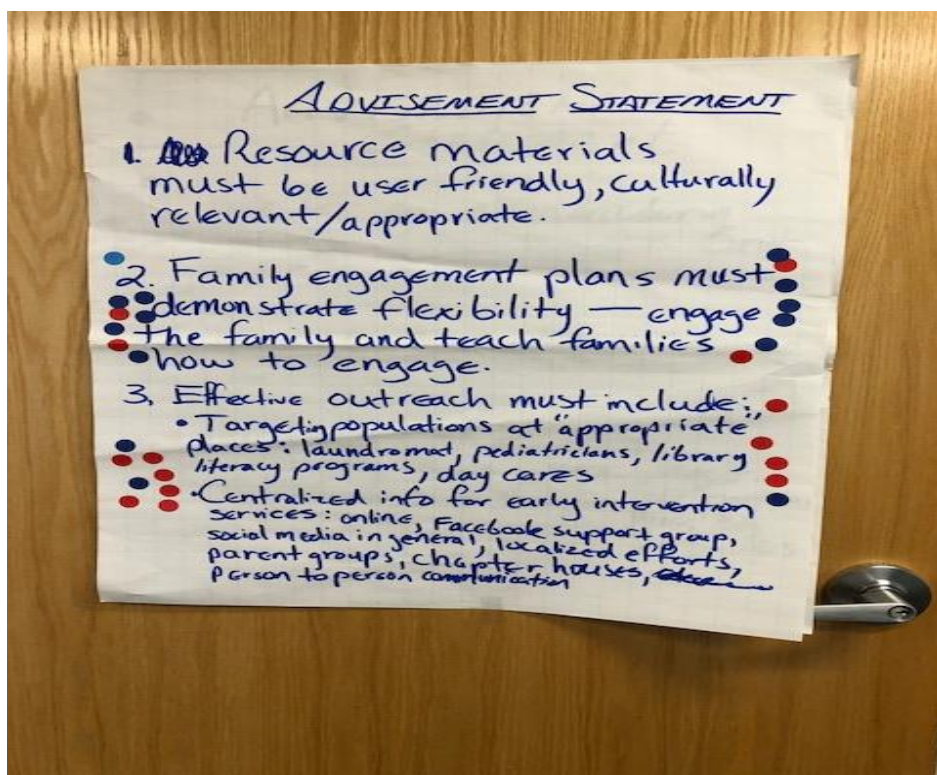
Community Vote: Top Choice: 0 Second Choice: 0

8. Family engagement plans must demonstrate flexibility- engage the family and teach families how to engage.

Community Vote: Top Choice: 11 Second Choice: 4

9. Effective outreach must include targeting populations at “appropriate” places: laundry mats, pediatrician offices, library, literacy programs, and day cares. Centralized info for early intervention services: online, Facebook support group, social media in general, localized efforts, parent groups, chapter houses and person to person.

Community Vote: Top Choice: 3 Second Choice: 10



Lever 5: Expand Programs with Quality

7. Need for an overarching agency (non-profit) vs. Government that can match services to needs vs. special education.

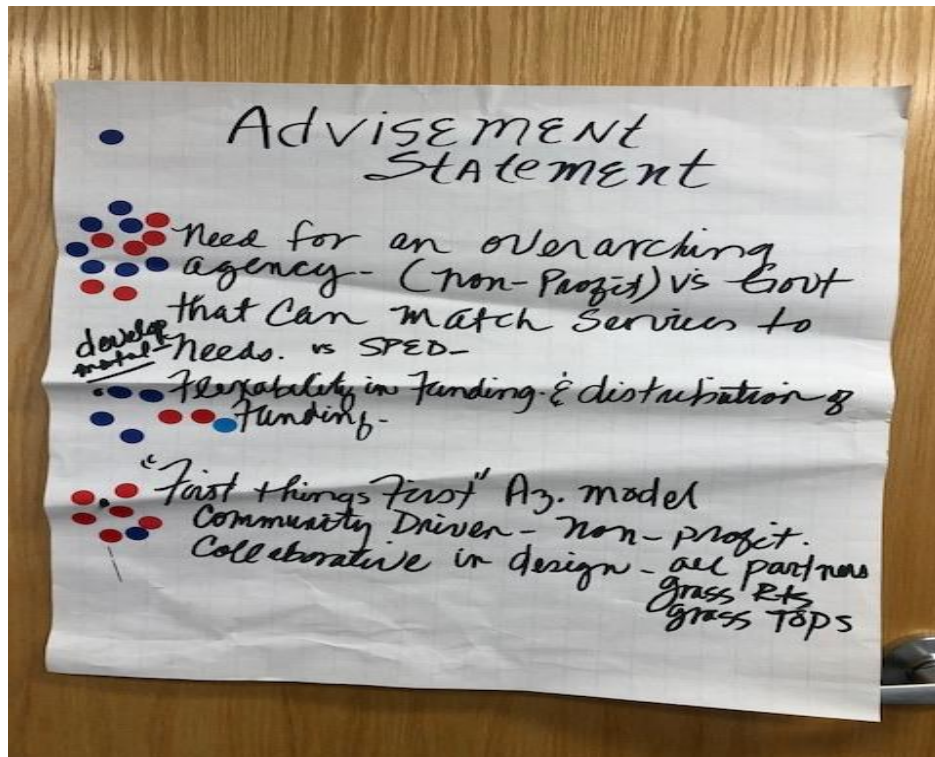
Community Vote: Top Choice: 8 Second Choice 6

8. Flexibility in funding and distribution of funding.

Community Vote: Top Choice: 5 Second Choice 2

9. “First things First”.... Arizona Model-Community driven-non-profit. Collaborative in design- all collaborates... grass roots and grass tops.

Community Vote: Top Choice: 1 Second Choice 6



Notes for Each Lever

Lever 1: Coordinate State and Tribal Systems

Q-1

- Unified leadership is very important from the Navajo perspective:
 - Poverty
 - NM Tribes are underserved
 - Access issues about information isolation, rural
- PED and IAC need to be strengthened
 - PED needs to come out to tribes- access issue
 - Pueblo communities change leadership on a yearly basis
 - Disconnect between Navajo tribal departments (NDODE & Presidents Office)
 - PED, CYFD and others work with tribes & come up with a toolkit of inform tribal leadership & parents.
 - Will strengthen gov-to-gov relationships that will streamline the process
 - Parents are unaware of the charter policy

Q2- Small Group - none

Q3- Small group-none

Q4

- State needs to be involved in chapter house meetings
- Other feedback loops:
- 3 Minute Public Announcements in Navajo
 - Mobile Apps



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o Youth Fair Day

Lever 2: Leverage Local Community Capacity:

Q1

- LLAs need to create a process & criteria to realize cooperation & collaboration in funding allocation decisions.
- How do we address programs that may operate in areas served by multiple LLAs. Some programs cross the LLA geographic borders.
- Definition of “early childhood” will drive who participates in or as LLAs.
- LLAs encourage collaboration by bringing different programs into contact with each other.

Q2

- Early Childhood Coalition (San Juan County)
- Children Onward (San Juan County)
- Early Childhood (McKinley County).

Q3

- Statewide ad campaign to inform parents about the importance of EC programs. LLAs conduct local conference for parents.
- More info. Distributed in high schools about EC programs
- Invite parents to participate in the coalition.

Q4

- LLAs should include voices of a broad & diverse range of local stakeholders
- Recurring meetings (quarterly) will keep stakeholders engaged.

Other ideas

- LLAs need their own agreed upon state import for consistency of governance structure & funding for operations- especially important when LLA is a collaborative of local agencies.

Lever 3: Build and Support a Highly Effective Early Childhood Workforce

Q1

- Offer EC courses in high school as elective courses with practical experience.
- Disseminate information for on the job opportunities and services.
- Professionalize the profession and build awareness of the profession.
- Provide Mentorships to individuals interested in EC.
- Promote positive actions & achievements happening in EC Centers- newspapers, community news.
- Build network of EC professionals to share information and collaborate
- Advocate for the EC profession in communities.

Q2

- Yes... standards are important, without standards there is too much leeway. Keeps everyone focused
- How can people with higher Ed be compensated for the years of ed. Experience?
- Need to consider all standards in place State, federal, tribal, special needs.

Q3:

- Making ed requirements reciprocal to support individuals



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- Use current years of experience to count toward ed. Credits & practicum
- More flexible practicum experience for professional workforce
- High ed classtime needs to work around professionals in the workforce- tailored for people who work
- More options on when courses are offered.

Q4

- Equivalent to wages- scholarships take place of wages you are not getting.
- Provide incentives for professionals pursuing higher education
- Create more opportunities for scholarships. EC professionals, not just teachers
- Offer scholarships to individuals interested in the EC profession.
- **Q5**
- Provide a living wage
- Keeps professionals in the workforce
- Honors the profession
- The workloads are not aligned to the pay.

Lever 4: Conduct Outreach and Engagement

Q1

- Outreach: Reach families where they are... go to them
- Target populations at appropriate places: laundry mats Pediatricians-touchpoints, libraries, travel to day cares
- Child find system, Flyers, E-mail, Multiple touch points
- Centralized for early intervention On line Facebook support group, social media
- Localized Shiprock parent group
- Parents as teachers concept
- **Q2: Importance of Family Engagement Plans**
- If you don't have a plan, you don't have a starting point. It's critical
- Needs to be a living document
- Presentation of plan- involved in creation. Families need to understand and inform providers
- Family Centered- routines, challenges, understood by other agencies
- Flexibility – teach families how to engage – engage the home
- Include teachers & build partnerships with family
- Inform/Educate families
- **Q3- Importance of Touchpoints for outreach**
- Libraries, grocery stores, laundromats parks pediatricians, children's museum
- Link through services- actively give information on Next Steps
- Have users be ambassadors for services
- Chapter houses on the Navajo Reservation
- Free meal locations
- Facebook/Twitter
- Community Centers Schools-0 under utilized resource for space
- Support for families during times when needed
- WIC Office – Places people wait like DMV

Q4: Create adaptable resource materials

- Huge range of people to reach who have different info access.



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- How will resources really help? Educate on benefits
- Make sure they are user friendly, culturally relevant/appropriate

Q5- How Can enrollment be streamlined

- At Coordinate programs where people are seeking services
- People to go out into the community to enroll families
- Face-to-Face in rural areas
- Put a human face on services/enrollment
- More resources
- Greater coordination of services
- Streamline- get as much done as you can in one visit

QUOTE: "Centralized info... it's gotta be localized".

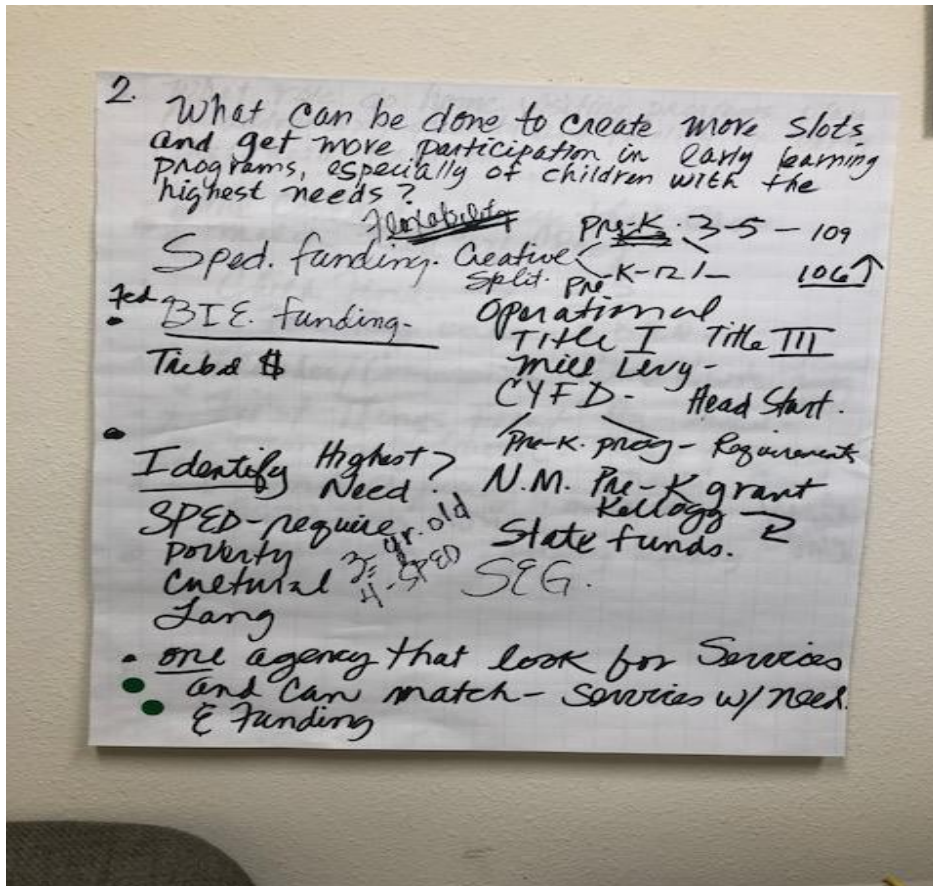
"Flexibility is so important. Not just for the family- we have to support parents on how to be engaged."

Lever 5: Expand Programs with Quality

Q1

- MOU with clear expectations
- Private Sped Programs
- Districtwide = Smooth transitions
- Federal Law and State law requirements

Q2: Chart





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Q3

- One central agency that can match need with program
- Child Find- ages 3-5
- Federal Reg under IDEA
- Teacher/community-Home visits
- First Things First – AZ Model
- Community Driven Internal Capacity Built in-grow your own
- Farmington lending library
- Partnerships with IHE.
- **Q4**
- All Staff: Increase cost of living 3.5%
- Staff retention
- Structure: An overarching agency
- Non-profit vs. Government
- Flexibility
- RFP process-IDEA 106 & 109 funds too restrictive

###



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Las Cruces Community Conversation

August 20, 2018

11:00-2:00

Top 3 Lever Advisement Statements with Community Vote:

Lever 1: Coordinate State and Local Community Capacity

10. Respect the unified work of the ECE Community in Southern NM and ensure complete transparency of ECE work (including policy)

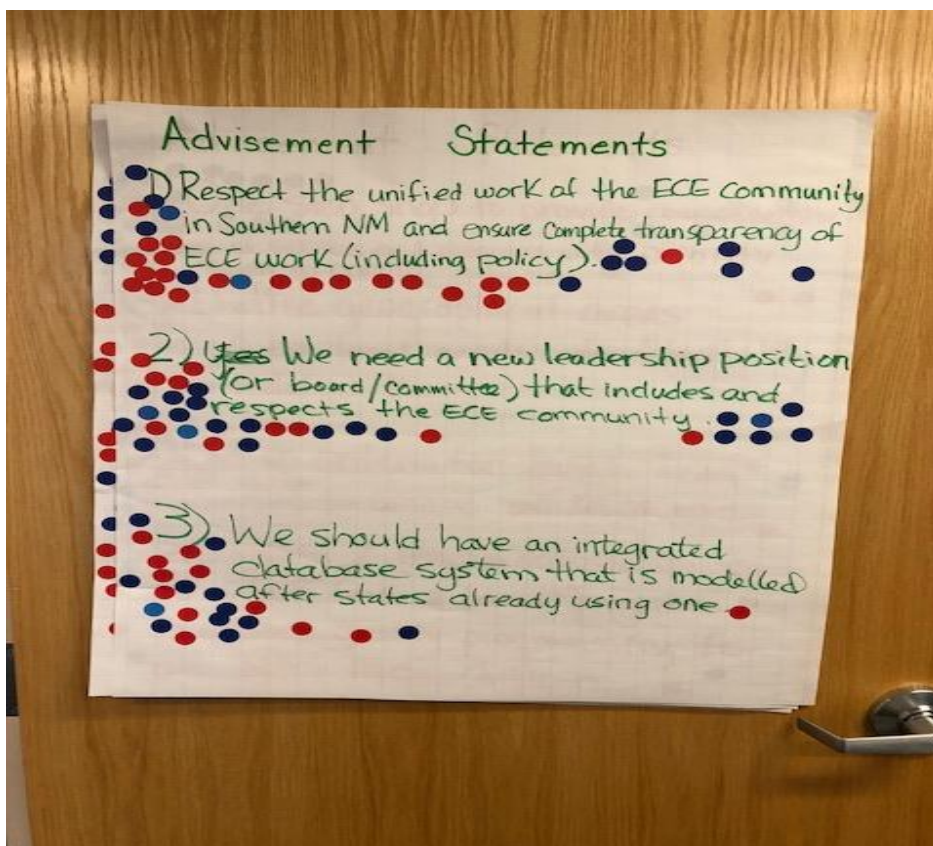
Community Vote: Top Choice: 28 Second Choice 4

11. Define geographical areas based on local needs with flexibility to refine them

Community Vote: Top Choice: Second Choice 10

12. We should have an integrated database system that is modeled after states already using one

Community Vote: Top Choice: 11 Second Choice 12



Lever 2: Leverage Local Community Capacity

4. One stop shop to provide comprehensive range of services and programs with priority given to parents' choice.

Community Vote: Top Choice: 28 Second Choice: 4

5. Define geographical areas based on local needs with flexibility to redefine them.

Community Vote: Top Choice: 0 Second Choice 14

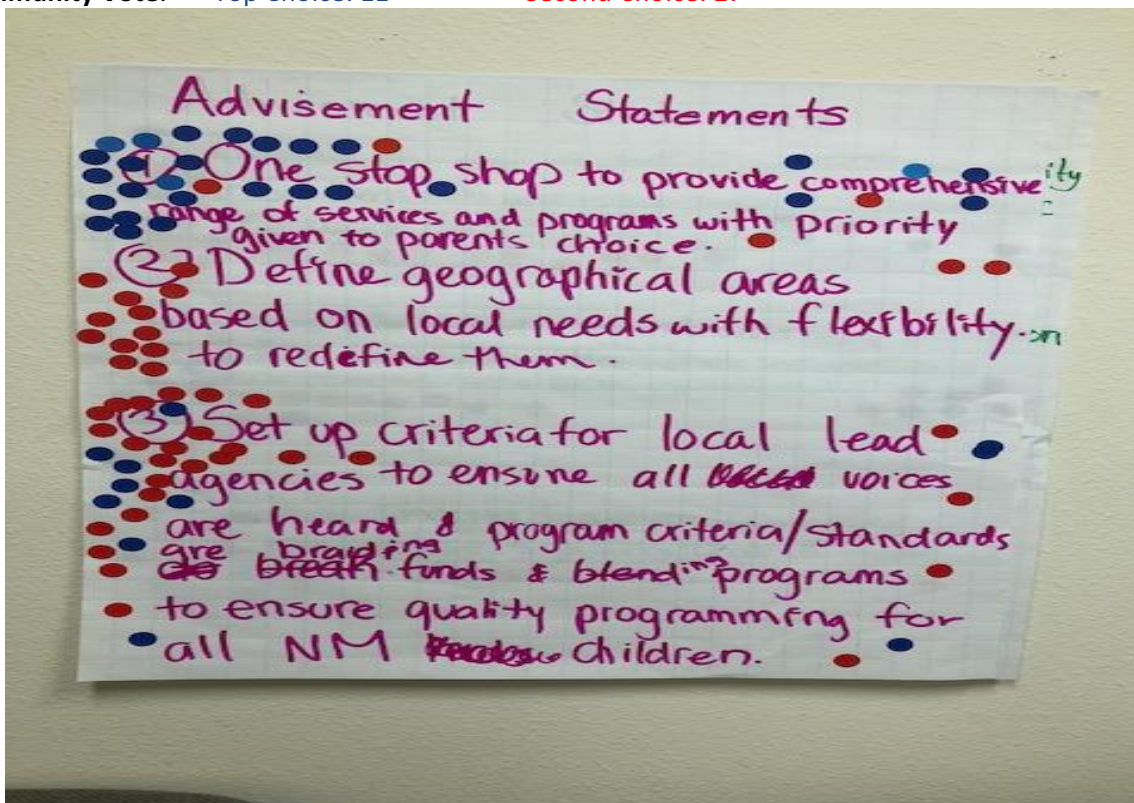


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6. Set up criteria for local lead agencies to ensure all voices are heard and program criteria standards are braiding funds and blending programs to ensure quality programming for all NM children.

Community Vote: Top Choice: 11

Second Choice: 27



Lever 3: Build and Support a Highly Effective Early Childhood Workforce

10. In order to complete and retain high quality professionals , focus should be on more funding. This will allow for higher wages, compensation and retirement benefit packages.

Community Vote: Top Choice: 30

Second Choice: 3

11. Increase training, education & supports for all ECED professionals; to include: from conception (maternal) through school-age. Increase global, comprehensive developmental training to include social/emotional, behavioral, mental health, etc.

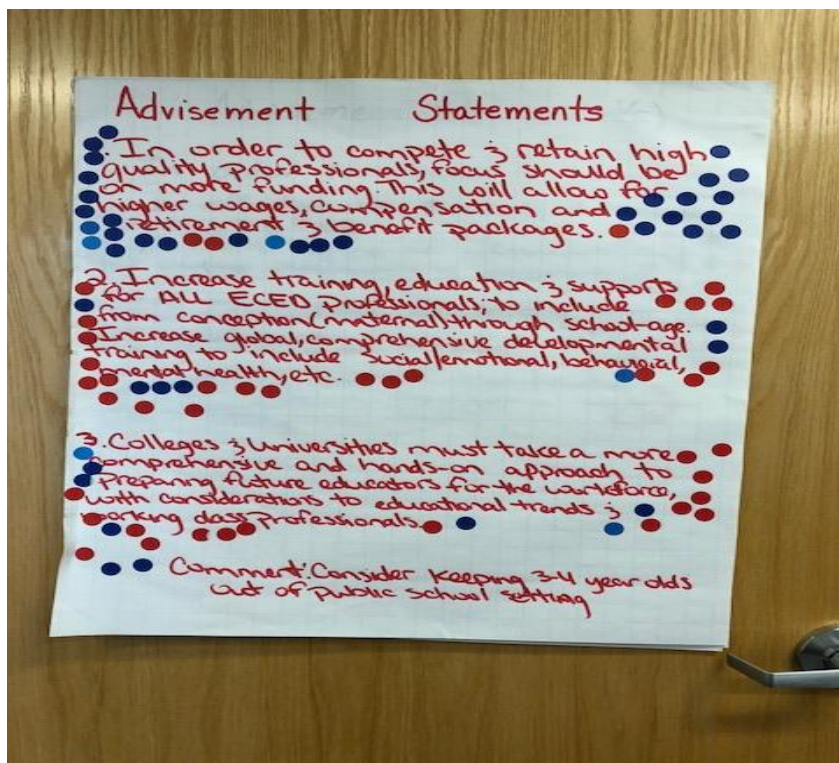
Community Vote: Top Choice: 7

Second Choice: 22

12. Colleges and Universities must take a more comprehensive and hands-on approach to preparing future educators for the workforce, with considerations to educational trends and working class professionals.

Community Vote: Top Choice: 9

Second Choice: 16



Lever 4: Conduct Outreach and Engagement

In order for Lever 4 to be effective we think that:

10. A central source of information that promotes collaboration is necessary

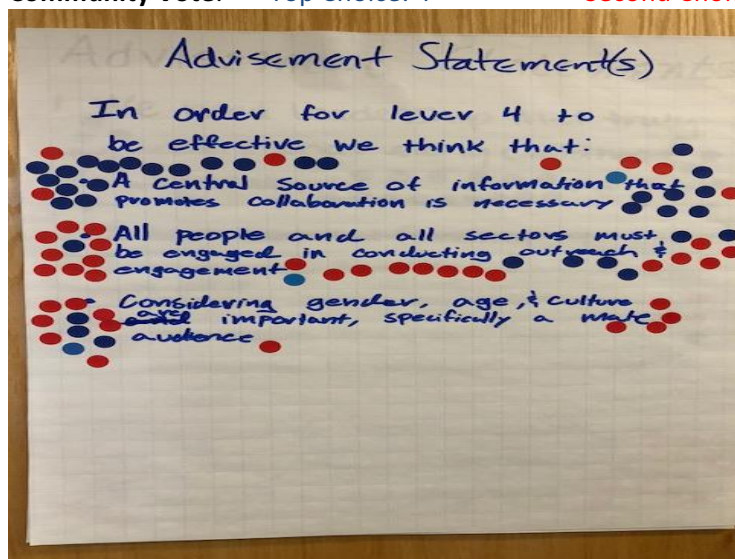
Community Vote: Top Choice: 24 Second Choice: 7

11. All people and all sectors must be engaged in conducting outreach and engagement

Community Vote: Top Choice: 8 Second Choice: 22

12. Considering gender, age and culture are important: specifically a male audience.

Community Vote: Top Choice: 4 Second Choice: 12





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Lever 5: Expand Programs with Quality

10. We need leadership that truly understands early childhood education.

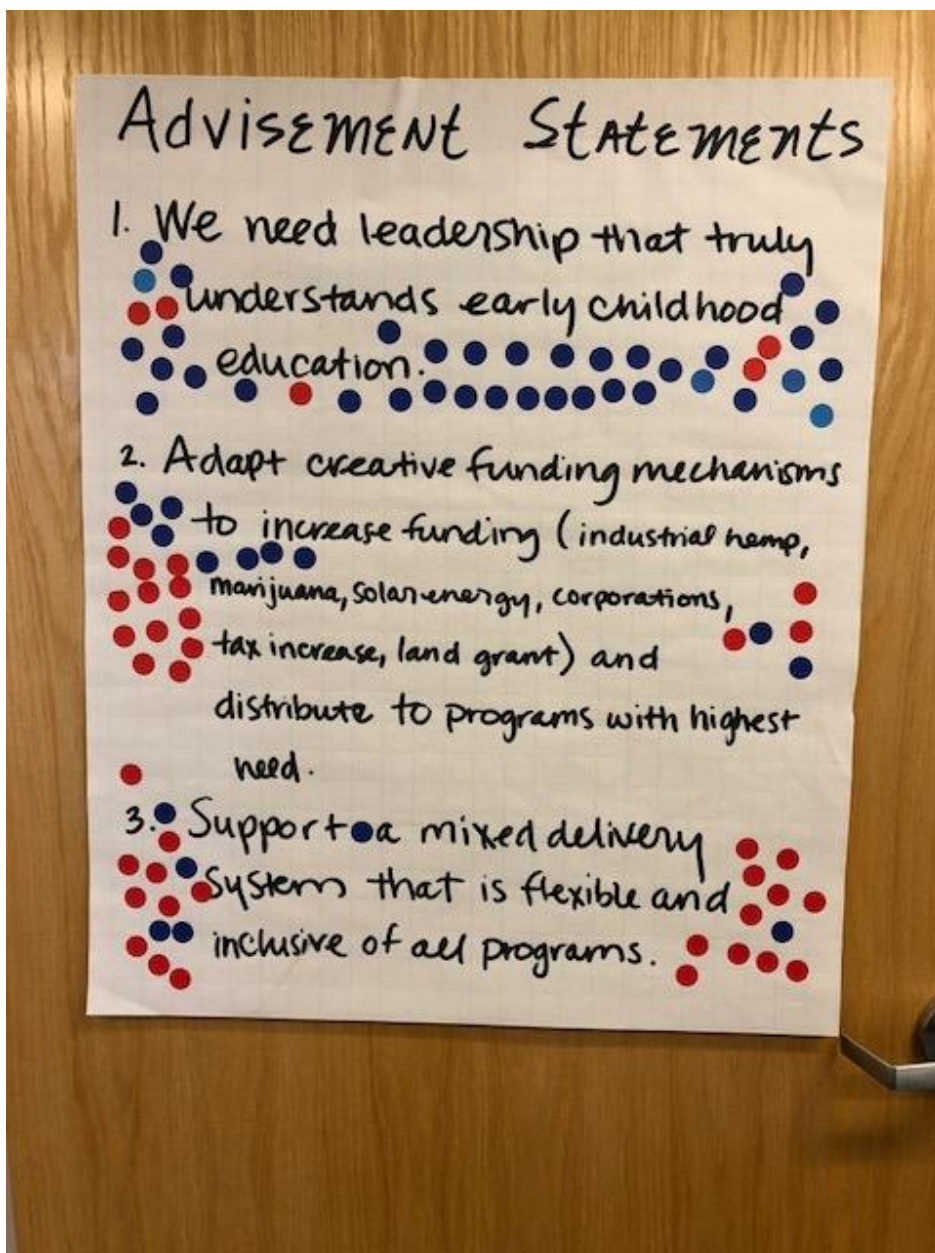
Community Vote: Top Choice: 36 Second Choice 5

11. Adapt creative funding mechanisms to increase funding (industrial hemp, marijuana, solar energy, corporations, tax increases, land grant) and distribute to programs with highest need.

Community Vote: Top Choice: 10 Second Choice 16

12. Support a mixed delivery system that is flexible and inclusive of all programs

Community Vote: Top Choice: 6 Second Choice 21





Notes for Each Lever

Lever 1: Coordinate State and Tribal Systems

Q-1- Unified Leadership

- Unified leadership is extremely important. Can accomplish more with a combined focus. Saves money, less duplication of services. Unified is the most important word. Lack of transparency. Meetings that are not transparent makes it not unified.
- People from northern NM make all the decisions- deciding on needs of communities they know nothing about.
- Lack of respect
- Data is not unified, broken, no understanding of the big picture.
- Disconnect at the state level about ECE providers, they are just “baby sitters”. No understanding of the impact programs make and the talents of programs and providers.
- At all levels there needs to be coordination, not just state but local.
- Transparency would make people more trusting.
- Many of us in southern NM are unified, it is the state level that is problematic...lack of respect for southern NM.
- Decisions are being made at high level without understanding the needs, including how funding should be spent
- Knowledge and recommendations should come from community and elders
- Reporting too many people, lack of consideration.
- Concerns over taking PreK away from private providers and putting them into a failing, over crowded PED PreK system. Public schools allocation of funding is not transparent.
- PED & CYFD funding programs are not equitable in regard to funding. Private providers need to pay gross receipts tax.
- How can we be more unified?
 - The keep saying they want to come down and hear us and nothing happens. We travel to ABQ/Santa Fe give our input and nothing happens. It is all for show

WHAT 3 THINGS SHOULD THEY DO?

1. **Equity- Regs followed 2006, CYFD & PED programs should be 50/50**
2. **Transparency from stakeholders and state representatives-We need more respect**
3. **Breaking down silos regardless of politics**

Q2- Leadership position in state government:

- YES! But at the top is perhaps not where it is needed? Early Learning Boards have worked, but we don't just need one more middle man.
- The person should come from Early Childhood- in the past people come from different fields making EC decisions.
- There should be an advisory board
- Huge disconnect between policy makers and the ECE community because of lack of respect for the ECE community
- Policy makers don't understand ECE is a foundation for learning.

Q3 How can an integrated data system be improved...

- Depends on how the data will be used



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- Model states that have already used IDs
- Family voice
- Start from birth
- Systems often don't work because they are out of date and not kept up
- Families should be able to access data on places like pulltogether.org
- Include 3rd grad reading and other indicators
- What are other states doing, what is it used for?
- Money for data has been used for repetitive reporting on QRIS. Not in helpful ways
- We should all have access to the data- we don't want to keep it in another silo.

Lever 2: Leverage Local Community Capacity:

Q1

- Knowing there is one lead agency- good concerns about rural areas being left out
- Regions need to be small
- Local lead agency needs collaborative representatives for all counties
- Geographical areas of operation need to be aligned with school districts.
- Concerns about lack of coordination between local resources affecting the effectiveness of the plan
- The need for one standard for all agencies involved.

Q2

- Department of Health, extensive from NMSU... etc.
- Need coordination of services at state and local level
- Ngage NM & Community Foundation
- What authority do the local lead agencies have? How much?
- SUCCESS Partnership
- RAC Model
- Health Council
- Head Start (Policy Council)

Q3

- Educate families to make better decisions in placing children in programs
- One stop enrollment for local programs at local lead agency. Need to be knowledgeable of geographic area & needs of the area
- Utilize social media to educate
- One stop shop needs staff who are well-trained, held accountable & knowledgeable of all programs
- Lessen travel, utilize web conferencing more.

Other ideas

- Define criteria for geographic areas. Local lead agency be the voice of local communities up north.
- One stop shop for enrollment
- Local lead agency should have authority.

Lever 3: Build and Support a Highly Effective Early Childhood Workforce

Q1



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- Funding needs to be available
- University needs to be more accommodating to schedules/flexibility for growth
- Higher wages & higher compensation
- Wage discrepancy between public school and early childhood day cares/private
- 0-3 workforce population is overlooked (funding) “natural love and passion”
- Better/more training for challenging “spirited” children
- More support for teachers- cannot meet the needs for the special children as a whole
- More opportunity for extensive field experiences/ practicum/ observations as college students

Q2

- Set of standards already in place-funding is an issue
- Cannot be serious contenders in the early childhood workforce
- Yes, it is important-but funding is a major issue
- Without funding, difficult to maintain high quality professionals
- NM ELGs (Early Childhood Guidelines)- again, funding is an obstacle
- Focus (5-Star) & Federal Accreditation.

Q3:

- Having colleges/universities provide more extensive field experience-practicum opportunities for wider/stronger in depth options/choices before entering workforce
- More flexibility with class/field experience hours
- Making more consistent/collaborative use of the partnerships (funding is again an issue)
- College prerequisites/ requirements can impede students from moving forward
- More training/teaching in college about observation, lesson plans, curriculum in conjunction with development appropriate practice
- Invite professors into the various ECED classrooms and centers
- A liaison from the ECED /college directly to workforce
- A specific program/focus at college for infant/toddler

Q4

- Scholarships: Not everyone can afford school
- Students have to go to school full-time for most financial support/aid
- People might be more drawn to come in for scholarship (due to low pay)

Q5

- Retention: to complete/retain professionals
- Lots of demands/expectations on those workers
- Adds value to the role/job and their own self image/view as professionals
- Community partnerships/investments to support ECED
- Most critical years of a child’s life in ED-Pay should reflect as such

•

Lever 4: Conduct Outreach and Engagement

Q1

- Have different ways to get info. Out like social media texts flyers
- Partnerships between organizations-knowing about other programs collaboration vs. competition
- Central source of info. Via collaboration *able to support parents/children from pre-birth



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- More rural & stresses in the family *how do we help families know what program is next/sequence
- Community health worker to provide outreach an ECE-D sharing info before families need it
- Sharing outreach with nursing students. Ready to share information with families if needed Showing intervention programs with all providers.
- The message is just as important as reaching people
- Reaching home childcare providers and grandparents
- How to empower parents to share information with others

Q2: Family Engagement Plans

- Need more families engaged in the plan/culturally sensitive
- Stakeholder buy-in/input vs. prescribing services
- More intentional accountability and quality
- Increasing the diversity for more people to join the field
- Engagement can look different for agencies/families – different outreach
- Change structure of engagement – How do we make engagement human-based?
-

Q3- Importance of Touchpoints for outreach

- It is everybody's business- all sectors
- Bring together whole community to address touch points – transportation
- Supermarkets, News letters City bill. Media message, PSA, Public Places, Power Point of different services Rural communities, Movie houses universities, radio messages.Q4: Create adaptable resource materials

Q4- Adaptable resource materials

- Dual Language
- Using social media – Apps, cell messages
- Social services orientations
- Control source of information
- Simple widely recognized source name/phone
- Using industry that are NM centric
- Targeting a male audience-Thinking about gender and age

Q5- How Cn enrollment be streamlined

- Streamlining is absolutely desirable
- Central source of information that includes eligibility requirements
- Online referral system w/warm hand off
- Talk to funders to streamline eligibility regs.
- Develop common application for referral
- Hotlines- already exist NM Kids
- Multiple orgs. Working together on APP
- What about nontechnology based adaptability?

QUOTES: "It's everybody's business!" ... our young children are going to be a part of our community. "I don't know how it can be streamlined, but I know that it needs to be."

Lever 5: Expand Programs with Quality

Q1

- Vision & hearing screenings



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- Leadership that understand ECE
- Relationships
- Funding
- Accountability
- Resource & referral system
- Sensitive to language barriers
- Improve Cultural Competence
- Data driven decision making
- Mixed delivery systems
- All inclusive

“Study only focuses on putting children into the public school system- not diverse”.

Q2: More slots/More participation

- Make priority
- Funding allocation/flexibility
- System of people who understand ECE
- Diverse classrooms-cannot group all low income together
- Braided PreK Head Start Funds
- All-inclusive for families and parents

Q3 Role of Home Visiting

- Meeting standards
- Covers all developmental domains
- Screens for delays, mental health concerns, risks and then provides referrals
- Parents are child’s first teacher

Q4 Strategic increases in funding for EC concerns

- Tax increases
- Creative funding mechanisms
- More money-industrial hemp, marijuana, solar energy
- Land grant fund-shouldn’t just go to public education
- Leadership that understand EC
- Ability to pay decent wages

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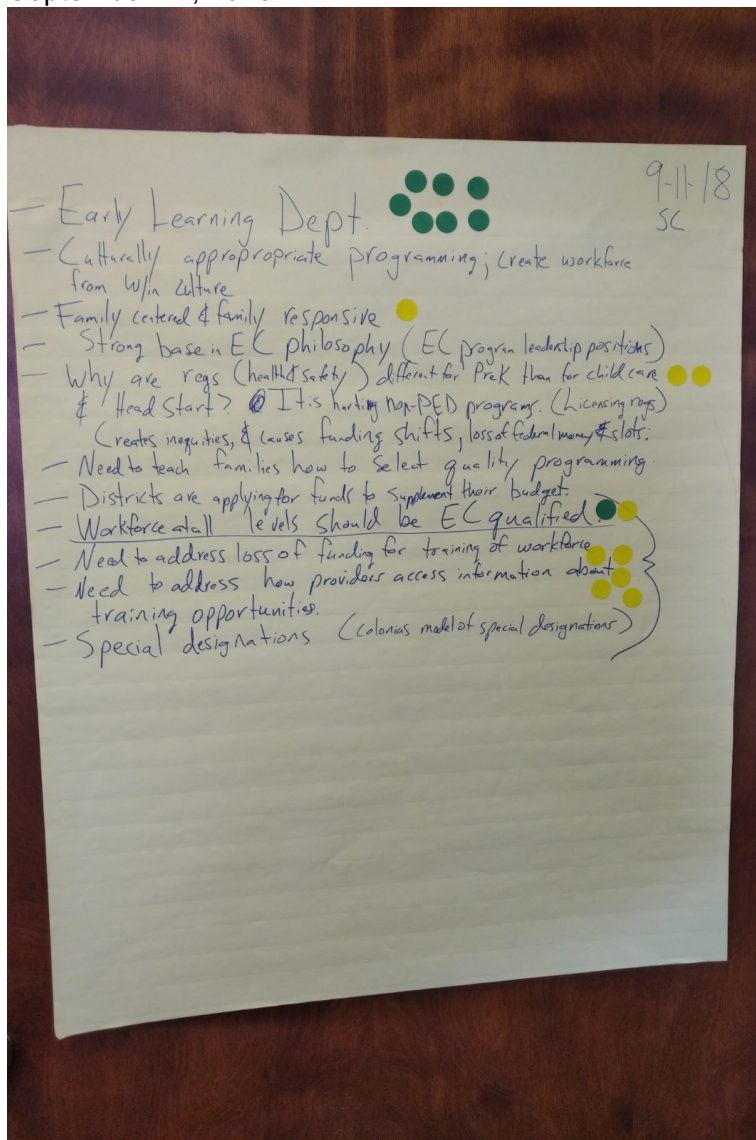


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APPENDIX G Complete Notes from Additional Community Conversations Six Locations

i. SILVER CITY

September 11, 2018



Top Community Advisement Statements:

- Develop an Early Learning Department
- Need to address how providers access information about training opportunities
- Need to address loss of funding for workforce
- Workforce at all levels should be Early Childhood qualified



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-Why are health, safety and licensing regulations different for Pre-K than for childcare and Headstart? It's hurting non-PED programs. It creates inequities and funding shifts, loss of federal money and slots

-Be family-centered and family-responsive

Other Discussion Points:

- Develop culturally appropriate programming. Create workforce from within culture
- Create a strong base in Early Childhood philosophy (Early Childhood leadership positions)
- Need to teach families how to select quality programming
- Districts are applying for funds to supplement their budget
- Special designations (colonias model of special designations)

Sent after additional request for input:

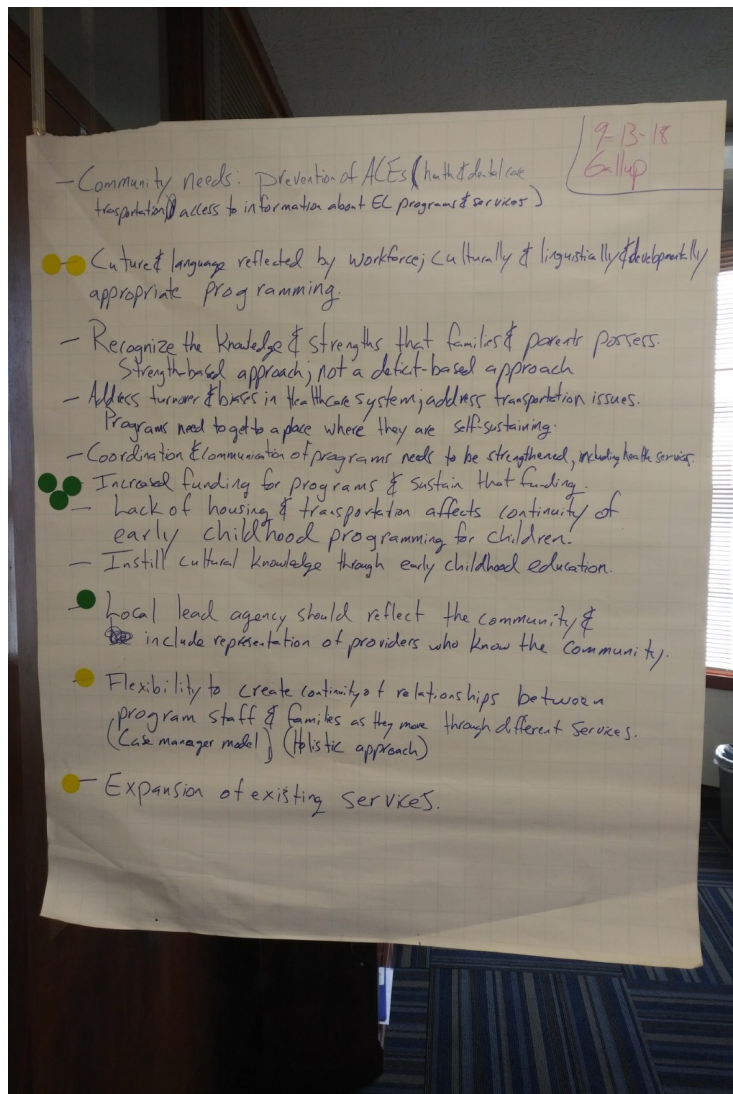
In our decisions following (the session), we want to express the concern of community child care centers and infant toddlers care not being addressed in this NM Early Childhood Development Partnership business plan. New Mexico must be comprehensive in addressing all programs serving all children birth- 5 years. There are wonderful aspects of the plan but we would be remiss not mention these gaps.

The CPC/LINKS model of shared service work connecting child care centers to address the economic development of working families has shown us how viable all programs are to serving community needs. New Mexico must embrace the work of child care centers and recognize the early childhood field encompasses young children beginning at birth. There needs to be financial support for this workforce in order to lesson the turn-over and offer sustainability to child care centers.

###



ii. GALLUP
September 13, 2018



Top Community Advisement Statements:

- We need increased and sustained funding for programs
- We need culture and language reflected by workforce; culturally, linguistically and developmentally appropriate programming
- Local lead agency should reflect the community and include representation of providers who know the community.
- We need flexibility to create continuity of relationships between program staff and families as they move through services, a case manager model, a holistic approach
- We need expansion of existing services



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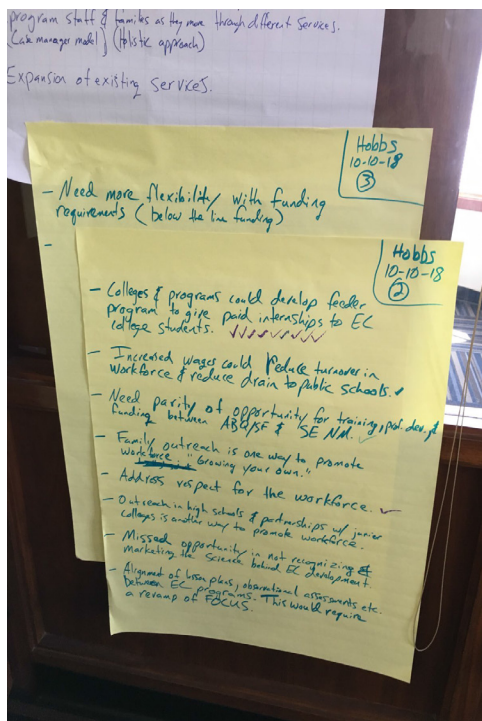
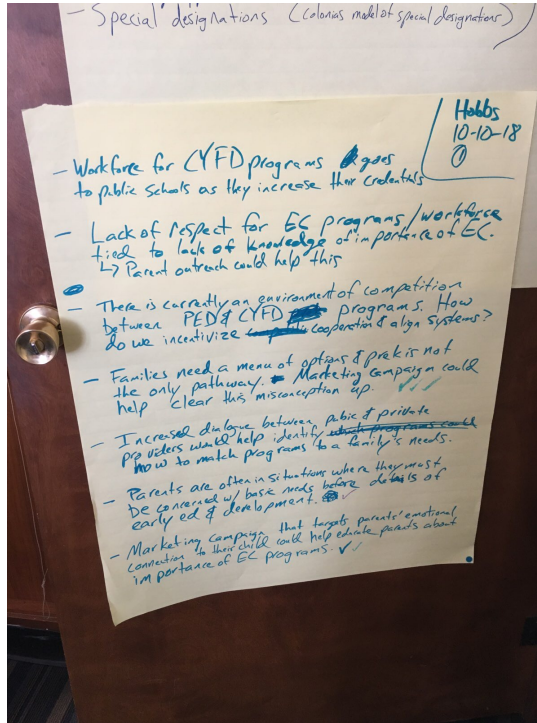
Other Discussion Points:

- We need prevention of ACEs, we need health and dental care, transportation and access to information about Early Childhood programs and services
- Recognize the strengths and challenges families and parents possess. Take a strength-based approach, not a deficit-based approach
- Address turnover and biases in healthcare system
- Address transportation issues
- Programs need to get to a place where they are self-sustaining
- Coordination and communication of programs needs to be strengthened, including health services
- Lack of housing and transportation affects continuity of early childhood programming for children.
- Instill cultural knowledge through Early Childhood education

###



iii. HOBBS
October 10, 2018





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Top Community Advisement Statements:

- Colleges and programs could develop feeder program to give paid internships to EC College Students
- Families need a menu of options and Pre-K is not the only pathway. A marketing campaign could clear this up
- Marketing campaign that targets parents' emotional connection to their child could help educate parents about the importance of EC programs
- Parents are often in situations where they must be concerned with basic needs before the details of early education and development
- Increased wages would reduce turnover in workforce and drain to public schools
- Need parity of opportunity for training and professional development and funding between ABQ/SF and Southeast NM
- Address respect for the workforce

Other Discussion Points:

- Workforce for CYFD programs goes to public schools as they increase they're credentials
- Lack of respect for EC programs and workforce is tied to lack of knowledge of the importance of EC. Parent outreach could help this
- There is currently an environment of competition between CYFD and PED programs. How do we incentivize cooperation and align systems?
- Increased dialogue between public and private providers would help identify how to match programs to a family's needs
- Family outreach is one way to promote workforce, "growing your own"
- Outreach in high schools and partnerships with junior colleges is another way to promote workforce
- Missed opportunity in not recognizing the science behind EC development
- We need an alignment of lesson plans, observational assessments, etc. between EC programs. This would require a revamp of FOCUS

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iv. JAL

October 10, 2018

Participants: Bright Beginnings Child Development Center, Jal Public Schools

- Individual education plans (IEPs) are good for all students, regardless of need, Bright Beginnings (BB) has IEPs for all children.
- BB has private pay and CYFD childcare (46% CYFD assistance), plus PED pre-k. Maddox Foundation has funded start up costs and is covering operational losses in a decreasing amount over four years.
- Clarity on requirements for 3 year old pre-k would be helpful. Confusion and late notice from the State on RFPs, requirements etc. can be an operational challenge.
- The vision was to fill the gap in the community for childcare. There were no childcare centers only homecare.
- Staffing is the limiting factor in expanding slots, approximately two kids per classroom are on the waiting list.
- BA requirements in child care would make it impossible to staff the program.
- Ages and stages development curriculum is used with a parent questionnaire done every six months.
- High scope training method and child observational record is used for a strong foundation in social emotional well-being.
- Childcare requires a 'living schedule' and constant adjustment to staffing needs and room maximum. All adults with children have to be licensed.
- Startup funding from Maddox has been very important in the center. Flexibility is needed.
- Small fee increases, including late payment penalties, are helping to close the revenue gap.
- "More local control is needed, what works in larger districts won't work in Jal."
- The program is constantly being assessed and improved.
- Having an active director of early childhood in a center is important.
- Braiding funding for continuity of care means that scheduling staff needs a lot of constant attention.
- Transient communities in the south mean that people come and go, both clients and staff.
- Staff are given a \$1 raise after six months to increase retention.

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v. ROSWELL, NM

October 11, 2018

Participants: Roswell Independent School District, CASA for Chaves County, Tadpoles Daycare, Los Pasitos Early Intervention

- The effects of the oil boom are reaching north and many organizations are seeing an explosion of abuse and domestic violence issues. This has greatly increased the need for trauma informed responses and more work to prevent adverse childhood experiences (ACEs). Last year, 44 kindergarteners were suspended.
- Every year the behavior issues increase in Kindergarten which is seen as a result of the dramatic shift from play based curriculum into more academic environment of Kindergarten.
- We should be looking at Kindergarten, 1st and 2nd grade as more play based learning. They are studying schools in Boston which have done this.
- Families need help to understand and value education and learn to support education at home. Engaging parents earlier can be extremely valuable and set habits for school engagement. Parents as teachers model.
- There is a lot of home care and some quality, but often expensive, child care in Roswell which leaves the working poor stuck in the middle. There is a gap for those who make too much for assistance, but can't afford private pay rates.
- Private pay families are moving out of childcare centers for pre-k because its free making the business model a challenge.
- There is often little buy-in for early intervention and home visiting services because they are completely free and families are often not around for appointments.
- There should be increased funding for screening (of many types) in the school in order to effectively allocate services.
- There is segregation between CYFD pre-k slots and PED slots.
- The number of pre-k slots in Roswell doubled over the summer which has been an expansion challenge especially in finding workers. Two teacher slots were funded but have not yet been filled because qualified staff have not been found.
- There are still waiting lists at all schools.
- Workforce is tight because of the oil boom. Finding people to fill EC jobs is challenging.
- Training in Albuquerque or Santa Fe means that teachers lose too many days in the classroom. Trainings should come to teachers.
- Workers are being recruited out of fast food and service jobs, (which often pay more.)
- Educational Assistants (EAs) in early childhood programs have higher standards than in K-12, which means Eas are hard to find in EC.
- They are working on coordination with Head Start and pushing best practices at every Head Start center. There is a RISD teachers placed at Head Start, and Head Start teachers are invited to participate in all RISD training on EC.
- Head Start should use the birth to 3 indicators/rubric developed by CYFD.
- The aligned essential indicators/standards of CYFD and PED are good. Can this indicator data follow kids throughout their school?
- There is no funding to support the typically developing three year old.
- Funding for Pre-k should be in a special fund if it is in PED, like transportation and food services, so that it is not simply absorbed into the whole k-12 system.

###



new mexico early childhood development partnership

vi. CLOVIS
October 11, 2018

Participants: ENMRSH, Inc; MECA Therapies LLC, KidCare

- In childcare there is a huge amount of paperwork and a great need to simplify systems.
- Full portfolios for little ones is too much (up to age 3), why not shift two assessments to checklists as they exist for the older kids.
- There's a lot of duplication for requirements under the FOCUS system.
- Workforce is a big issue for a center. The TEACH program needs to be expanded and people being trained need to be able to take two classes a semester/training period.
- The incentives program should be offered, key to people getting into EC.
- People can't pay what CYFD does for reimbursement, so helping people with paperwork and moving to all CYFD slots.
- CYFD reimbursement is higher for centers with the same star rating versus home care, but the work and requirements are the same, why not the reimbursements?
- Employment in the area is military, nursing, railroad, dairys.
- "You can only stick to this work if you've got the passion."
- Dads are underrepresented in engaging with families of young children.
- Curry, Roosevelt, Quay counties are served by MECA, Guadalupe and DeBaca Counties are pending. These are often very rural clients.
- Isolated (rural) areas are competing for the same pool of workers as PED. All the service providers are competing including the military and early head start.
- The distances to travel can be a real challenge and adds lots of time to working hours.
- Curry county is down 100 teachers.
- Qualified staff and travel time are the limiting factors to better services, there are not enough service providers.
- There is systemic stress in the system which leads to turnover and makes it hard to build/grow capacity.
- The side by side with families focus changes at Pre-K.
- There has been an expansion of slots (1/2 day) and there is a waiting list.
- There are so many interrelated factors challenging the system and making it tough to build.
- Communication is key and is a real advantage in smaller communities.
- There should be more training on early intervention issues, and the gap should be death with (no assistance for normal learning kids).
- "Services are too often reactive and not proactive."
- Undocumented workers have childcare and education needs which are often not being met.

###

APPENDIX H

Notes on NABPI Conversations

Capturing Native American Views Toward The Business Plan for Early Childhood Development

Early Childhood Development Project-NAPI Council Meeting Notes

Meeting Notes 1:

Qualitative Data Collected by NABPI and NMECDP

Group/Interview Information: Summary of focus group conducted with UNM Native American Budget and Policy Institute Governance Council, New Mexico Supreme Court Building, June 2018.

Focus Group Participants: Below are the Governance Council members who were present during this discussion. Given our need to be able to protect the identities of all participants in our research project, we have removed the direct link of statements and comments provided here from any specific individual.

- Hon. Robert Yazzie, Native Nations Institute International Advisory Council Member at the University of Arizona and Chief Justice Emeritus of the Navajo Nation (Diné)
- Ingeborg Vicenti, Dulce Public Schools Mental Health Therapist (Jicarilla Apache)
- Dr. Joseph Suina, UNM College of Education Professor Emeritus and former Governor of Cochiti Pueblo (Cochiti)
- Patricia Salazar Ives, Esq., Cuddy & McCarthy, LLP Partner
- Dr. Ken Lucero, Field Officer for U.S. Sen. Martin Heinrich (Zia/Cochiti);
- Dr. Michael Lipsky, Demos Distinguished Senior Fellow;
- Tara Gatewood, Native America Calling Host and Producer (Isleta/Diné);
- Hon. Walter Dasheno, former Governor of Santa Clara Pueblo (Santa Clara);
- Dr. Gayle Chacon, Jemez Health and Human Services Interim Director (Diné);
- Hon. Arthur Blazer, Mescalero Apache President (Mescalero Apache);
- Robert Apodaca, Motiva Corporation COO
- Cheryl Fairbanks, Interim Director, NABPI
- Context Motivating Discussion: The comments generated during this session were motivated by a presentation from Edward Tabet-Cubero (UW-SFC Staff) focused on the various levers within the Business Plan. The success of this format for focus group sessions conducted through this collaboration (this was our first one together) motivated a similar approach for other groups included in our report.

Summary of Reactions from Governance Council to Prompts Provided

- What is your vision for early childhood development in your local community?
- How is that vision currently being met? Are there any gaps in services and opportunities?
- NABPI GC member notes that there is high fragmentation in funding streams for early childhood across many layers of government. This leads to severe challenges in the existing system that if not addressed will be even more problematic if a greater amount of money flows through the existing systems.
- Other GC members confirm this statement noting that each Tribe or Pueblo has their own unique sets of programs and funding streams to support those programs. This discussion concluded with a consensus among the group that analysis be conducted to identify what funding streams already exist for early childhood development for Tribes in NM before new funding is released across these communities. We see this as an important suggestion for future research.
 - NABPI GC member questions if Tribes are already moving forward with expansion of early childhood programming/services at their level independent of these discussions? There was no clarity from the larger group on this issue which led to a suggestion to include this item in our follow up sessions with Tribes who work in these areas.
- NABPI GC member with high experience in early childhood notes that when funding is accepted from state or federal government Tribes “give up something” in the process of needing to fit into the program. This member expressed concern that we have “already given up our children in accepting funding” which could lead to resistance from Tribes for additional revenue that could come with strings attached. This the member added helps explain why there are not many Tribally run programs. There are some opportunities to use funds to address some small needs that can be helpful, but there must be consideration of whether the pros outweigh what we lose by accepting funds.
- A NABPI GC member noted that Sen. Heinrich has introduced legislation that addresses poverty across the nation that will allow for more flexibility for Tribes to work with the federal government to address the larger issue of poverty that obviously impacts early childhood. This is another statement based on the need to inventory funding streams including federal government. He seconds an earlier suggestion that we need to think more broadly than the children into the full family.
- Another NABPI GC member identified that the successful examples of Tribes who have set up programs have relied on external teams who helped build infrastructure over a year process to ensure that the capacity was there before it started. This member asked if “teams” like this would be provided to assist Tribes as needed?

Edward from NMECDP noted that Prof Simms and her center at UNM as well as NACA have capacity to address this need, yet the funding is not there for these units to address those holes. This led to a recommendation from the GC to explore inclusion of funding for this effort if there is increased revenue available for Tribes?



- A NABPI GC member noted that that he believes that there must be NM focused teams if we go this route. He notes that the overview of the early childhood plan presented looks to him like the plan they already have at Mescalero. Can we use existing models and invest in those existing models rather than look to re-build this? He would like to know who can he bring in to advance what they have already built with their own capacity? He needs a business plan however for early childhood that will address sustainability.
- Another GC Member noted that Santa Clara recently took over a BIA school and what they are looking at now is how to integrate multiple programs so that they have one linear education/development program. This member asked if we can we present this model to Santa Clara while they are considering options? We flagged this and have made plans to speak with this pueblo about this as part of our report.
- Another GC member noted a Washington State model that relies on private funding to address the issues raised by others in the room. Gabe Sanchez (NABPI Founder) noted our connection to that state’s early childhood efforts and a goal of learning from what they are doing well in that state, noting that the differences in private resources are vast between Washington and New Mexico. This led to an interview with leadership in Washington State.
- GC member stated that we rely on children to solve challenges with language loss etc. but we must be conscious that when we leave the students they go home to parents who cannot speak the language. We must think about the broader community if we want to retain culture and “take back our children”, this must go beyond curriculum.
- A NABPI staff-member noted that as a parent her children do not go to the head start at Jemez Pueblo due to the limited space and hours of function which do not line up with her work schedule. The capacity of head start does not cover a full work day. If you want your children to be in a learning immersion early childhood program we need funding to expand capacity. We also need to create a community shift in consciousness to value that language focused curriculum, as many parents believe that learning English is key to getting a good job. A consolidated model with Tribes would require giving Tribes authority to develop and own their own programs and their own accreditation system to evaluate this curriculum. Tribes are already relying on their community to provide informal early childhood development to the children but they are not given respect and authority and pay in line with what they provide.
- The discussion across the full group following these statements led to the following questions we see as important to highlight:
 - Can there be after school programs that are run by the Tribe that address cultural and language needs? There needs to be flexibility and Tribes must be willing to own the power to take on the early childhood programs.
 - What could a real collaboration focused model look like?

- As conversation shifted to current capacity to expand services, a NABPI GC member asked “do we have a collaboration system in place where Tribes can share best practices of early childhood with the state and other entities?” If we could create a leadership structure that oversaw all the fragmented aspects of the system how would this have to work with Tribes?
- NABPI Founding Member noted that “we as Native peoples have never been invited to the discussion at this early stage in the process. If there is not funding for programs here in NM we will not succeed. Most of the funds from PED have been invested outside of NM which leaves little for the needs here in communities. We have seen 50-100 million in funding for trainings and curriculum go to outside firms while there are low resources for NM entities at UNM or Highlands University that are focused on Native American kids. Dual Language NM for example does a lot of work outside of NM due to their expertise but not here in NM under this current administration that does not value their capacity. If the infrastructure capacity is lacking we cannot make the same mistake we did in the 1940s to integrate most Native children into existing public schools, rather invest in Pueblo and Tribal schools so that we do not have to take generations to reverse that mistake in approach. We can end up in the back-end attempting to nickel and dime resources.” There were several GC members who affirmed this statement.
- NABPI GC member noted that there are multiple streams to invest in early childhood that could be leveraged if there was strategic planning including capital outlay. He suggested that our report include a note that while likely late for this legislative session, we should explore these sources of outlay funding for specific purposes, including new classrooms, schools, and renovations to existing spaces for this purpose.
- A NABPI GC member noted that this discussion has made clear to him why we are 50th in the nation.
- The session concluded with a great discussion of how the racial and ethnic diversity in the state complicates the expansion of programs. One GC member noted that this is the “elephant in the room”.
- A GC member who is not from New Mexico asked how do we look at early childhood across NM generally that is not branded as programming for Hispanic and Native American children? We might look at a broad question of what New Mexico needs in early childhood to give all children access to high quality kids. His statement was driven by experience in other states that led him to believe the policy-makers and wider public would be less supportive of programming aimed at specific communities.
- NABPI leadership member followed up noting that the demographics of young children are overwhelmingly Native American and Hispanic so, a statewide program is by definition a
- Native American and Hispanic program. However, the role of race and racism cannot be

- overlooked in how some, even progressives, look at this issue – will our kids benefit from this or only the brown kids?”
- Another NABPI GC member noted that we must also consider that many Native American families and leaders are resistant to expansion of early childhood due to concerns with outside progressives “telling us what to do with their kids.” We cannot assume that the communities want what we might believe that they should.
- NABPI GC member (mental health expert) noted that all childhood programs must be trauma focused and sensitive to the notion that historical trauma contextualizes all aspects of education. Trauma must be addressed at all levels of early childhood so that there is training for teachers and counselors and admin on what this means and how to address it with Native American children. This others noted is what is distinct from any curriculum that is not Native based, we need to consider how factors that happen well before birth impact Native American children!

Overall Findings – Major Points of Emphasis

- The group had consensus that an inventory of what programs are already provided by Tribes and where they are funded from should be conducted. Our research team will do our best to capture this information through discussion, but a more focused evaluation should be considered if not already in place.
- The group was clear that race and racism must be addressed directly in the process to expand funding, as brown kids are who is most likely to be benefit and be impacted by expansion.
- There appears to be capacity to explore state and federal funding through capital outlay and our federal delegation. Our Council and staff have expertise in this area that could be helpful if this is considered.
- There was also a consensus to explore the capacity to provide teams of experts to work with Tribes in setting up their systems if and when funding is expanded.
- Major interest in ensuring language is included in the programming and that Tribes should be able to adapt or directly provide curriculum. Suggestion was made to include resources to have local expertise provide this consultation and not out of state experts.
- Major take-away message was that we need to learn from unintended consequences from implementation of head start programs in last century. This has led to a lack of trust in the state and federal government which might lead to resistance to implement new programs even if this comes with new money.

Meeting Notes 2:

**Jicarilla Apache Community Conversation
September 20, 2018
9:30 a.m. – 11:30 a.m.**

Lever 1: Coordinate State and Local Community Capacity

- We don't receive state EC funds; we are a direct grantee.
- We are funded by OHS (Office of Head Start), including Performance Standards.
- State mandates are too rigid, no room for expansion, and does not move with passage of time for new trends EC to fit and serve needs of community; whereas, OHS is constantly expanding to fit varied needs of community because no community fits the same shoe.
- Surrounding non-Apache community is in need of safe and certified childcare. Lumberton is a nearby town where some of our Apache children live, and they are included in our services. We also serve non-native children if they live in the Apache community. Both need to follow the selection criteria.
- It is important for leaders in Santa Fe to change the language of reference about indigenous peoples in order to change the thinking of generalizing a group of people especially as it pertains to legislation.
- Implement a native language program that continues into upper grades in public schools.
- The leadership position must include representatives from each NM tribe because all needs differ from each other, and state leader should be native.
- Educating legislative representatives is very important! They need to change thinking about early childhood from babysitting to developing early minds as an educational process. EC includes social, dental, medical, culture & language, literacy, etc and all other facets of a child's early learning. Highlight the successes of Head Start children as role models and track them throughout their educational journey and see what career choices they've made.
- Irony: Tribes get evaluated low by a system that non-native policymakers created.
- Integrated data system needs to be secure and be used as a useful tool for all schools.
- Numbers/data tell the story of a program.
- PreK is new in the Apache community. Parents enjoy the 10:1 ratio; whereas Head Start has a 17:2 ratio.

Lever 2: Match Provider and Service Offerings to Local Needs

- Such matching is already happening in our community.
- Too much layering of middleman will dissolve or water down intended services and will become another bureaucracy.
- Employees worry about job security and don't understand the "stalled" system. When a new request for service(s) is made, it takes months, sometimes, years to receive funding or a response about the request.
- More resources are needed to demonstrate to parents the need to engage in EC programs such as educational TV that showcase successful natives (ie. Notah Begay).



- Better match providers to local needs through cultural sensitivity training across the board about the communities they serve.
- Unintended circumstances: More of the same. It's comfortable and easier for everyone to resist change.
- Common vision of state leader and overall initiative must work with tribes and all. Currently, all have a different vision/mission. There should be a common thread such as in math: indigenous worldview is patterned in numbers...so many number of songs for a specific purpose/blessing, etc.

Lever 3: Build and Support a Highly Effective Early Childhood Workforce

- Create EC pathway of CDA and make it available to 11th and 12th graders to expose them to EC field. Pathway should be an upward mobility map to move from basic, CDA, BA, and MA.
- It is important to align standards and credentials to produce highly-qualified teachers.
- Because basic needs are very high, the word *Success* is a difficult concept. Barriers include transportation to San Juan College in Farmington (2 hours away), funding for books, meals, and fees, access to computers and other technology, etc. We assist those who wish to be certified with access to computers and study skills.
- It is very important for tribal teachers to speak their native tongue to model identity and self-preservation to the children.
- Desperately need scholarships! Tribal Scholarship Offices need to include CDA pathway opportunities for college-bound tribal members.
- Higher wages are put on the back burner to the point I gave up pushing for it.

Lever 4: Parents Support their Children's Learning

- Restore the community TV and radio station to add educational component to inform parents.
- Jicarilla Service Unit works with us, hospital, clinics, etc. for transportation and other community needs.
- Include more family nights at community center that focuses on entire community, not just a select few (ie. Roping competitions for rodeo families).
- Streamlined enrollment and data sharing requires strict rules of confidentiality and needs to be used with caution.

Lever 5: Expanding Programs Incrementally with Quality and Fidelity

- PreK is a competitor in our community due to a different curriculum: the State is all about testing and scores; whereas, Head Start is all about the child's developmental process modeled after Piaget and is research-based. There is no pressure for the child to score high as a measure for success. Home visits are also required to engage parents about their child's developmental process.



- Highest need in our community is nutrition. We have a backpack program that includes easy to fix meals for toddler-age kids. There is also a clothing bank and a system to wash children's clothes.
- Another need is homelessness which means different things: 1.) child has no bed, bedding, pillow, room, house of his/her own; 2.) multiple families living in one house. Housing is critical.
- More participation has to be part of community from budget planning to outreach. Recognize that Head Start is part of the community.
- Highest need is targeted through immediate recognition by astute HS managers who take initiative and knows the community.
- Home visits are extremely important because parents need guidance. Some parents are illiterate and need assistance in filling out forms and understanding literature. In such cases, parents are encouraged to take advantage of the local GED offerings.

Meeting Notes 3:

**Mescalero Apache Tribe – School Board
September 17, 2018**

Lever 1: State and Tribal Collaboration

- If shared data, how is information going to be used, how will it be protected?
- Have an advisory board/council to provide input by all tribes to be able to disseminate information to all tribes. Assign a person from each tribe with a vested interest in early childhood.
- Renegotiating the tribal gaming compacts to support early childhood related to traditional education such as language and culture education.
- Invest resources early in child's life, rather than later to save funds
- Establish state-tribal agreements to share early childhood data for funding, resources, and services.
- States and tribes work collaboratively to pass legislation to support data sharing to create funding and resources for tribes.

Lever 2: Coordination of Services

- Have an early childhood professional/coordinator at local health centers to provide information, refer to resources for learning and services - this provides coordinated services integrated with early childhood systems and programs.
- Assign native early childhood liaison(s) to work with tribes on funding, services, programs.
- Use of mobile services type of program such as tele-health to engage families and refer to services and resources.

Lever 3: Work Force Development

- Establish educational opportunities so early childhood professions/students are provided with assistance for tuition, books- like the Title 2 program that provided scholarships and stipends to continue education. This provides ability to support current tribal educators that sustains a tribal workforce. This continues the early learning in areas of cultural values and traditions.
- Offer courses in tribal communities and/or online courses. Address accessibility for those not able to travel to take classes in rural tribal areas.
- Provide courses in local high schools to promote early childhood profession. There used to be courses in early childhood development in high schools, bring that back.
- Offer stipends to early childhood professionals who want to pursue continued education.
- Advocacy by tribal officials for the early childhood profession.
- Consider traditional educators who provide language and cultural education and provide compensation/salary for their time.

- Support and sustain tribal immersion programs through established funding by the state e.g. taxes collected through Indian Gaming.

Lever 4: Outreach and Engagement

- Have an early childhood professional/coordinator at local health centers to provide information, refer to resources for learning and services-this provides coordinated services integrated with early childhood systems and programs.
- Hold events like Child Find where all resources are in one place for parents to receive services in one spot/location and time. Easy to enroll children into services like Head Start. E.g. Education, access to specialty health care, and obtain vaccinations.
- Support and sustain home visiting programs: Families First which is provided by WIC
- Provide education for early childhood development and for parents

Lever 5: Expansion

- Establishing an integrated data system to track families for services.
- Review and revise tribal Child Codes to ensure services are provided to children and families
- Integrate early childhood development to include elderly teachers e.g. foster grandparents programs

Questions Posed by Participants:

Questions regarding Lever 1: The majority of questions for this lever were around the issue of trust/mistrust in allowing non-tribal organizations/agencies have access to tribal data. What would data sharing agreements look like? Not all tribes have data infrastructures established, how would that happen in these communities? How will the data be used and for what? The other question area for lever 1 is around data: Since most data for native people is at the federal level - since most federal grants/agencies/programs require data reporting - which is why it is mostly present in federal datasets, but why isn't the state trying to gather it for native people at the state level?

Meeting Notes 5:

Group/Interview Information: Summary of discussion of the early childhood session of the Pueblo Convocation, Tamaya Hyatt, July 9, 2018.

Focus Group Participants: Given our need to be able to protect the identities of all participants in our research project, we have removed the direct link of statements and comments provided here from any specific individual. The session consisted of approximately 40 participants of the Pueblo Convocation who self-enrolled in this session due to their interests in early childhood education and development. They represented several Pueblo nations and several have extensive experience in this area.

Summary of Reactions from Governance Council to Panel: This session started with a brief panel from experts in this area about some examples of early childhood development programs across Tribal communities. Most important to our analysis, Edward Tabet-Cubero used time on the panel to give a brief summary of the Business Plan which allowed several of the comments summarized in this report to be tied to the levers of the plan.

Summary of Major Points Provided by Panel

- There was a clear consensus across the panel on the importance of language immersion to be included in any curriculum for early childhood programs. It was suggested that there is a need to look into language advisory committees which would help facilitate language process in all schooling. Having an indigenous based early childhood program that supports culture and allows each child to come out as bilingual is the goal.
- The Jemez language immersion program was featured, the program is focused on ensuring that each student has ability to become fluent. This program was transitioned from federal head start to full language immersion in 2013. This was a major challenge due to restrictions of federal funding. Used research partners to analyze what head start meant for their community which helped them frame their focus and in 2016 federal head start changed their regulations so that all Tribal programs can conduct their programs in non-English languages. Next challenge was how to transition to kinder after 2 years of language training.
- Jemez is working on having tests at the state level that can go alongside the English focused tests to ensure that the evaluation is comprehensive and fits the tribes' priorities. Requires re-defining how we evaluate our children's performance.

Open Discussion of Audience Members in Response to Questions Posed by Panel

Do we have an early childhood blue-print? If not, who is responsible for that?

- “There are blue-prints that have been created by PED but that are not tailored for Tribes and do not have cultural integrity. “
- “If there are any plans they were created by someone else. It is up to us to create our own system and plans.”



- “In Santa Domingo we are starting a new early childhood program. They are in 4th year of language learning, not quite full immersion but we are starting to see success. We do not have a blue print yet but it starts with the work we are doing. They are funded by federal government ACF and they have been supportive of what they are doing. They are the first to do language training with the full family in their homes.”

Should there be one plan for all Pueblos or different plans for each pueblo/Tribe?

- The group appeared to be more in favor of each Pueblo having their own plan tailored to their needs. Below are some quotes that represent the discussion well.
 - “This can be collaborative and folks share with each other but each Pueblo should be able to have a plan that reflects the goals and needs of their children. For folks fluent in the language but who are not teachers and teach their grandchildren etc. are these folks part of the plan? How do we use this resource of language among non-teachers? Federal regulations require elders with language skills to become certified which is too much to ask of elders.”
 - “Taos Pueblo is starting to build a blue-print. Important that this starts with home visiting at the earliest stages of a child’s life. Must be comprehensive and include 0-3 aged kids.”

Is money required to create these blue-prints or plans? Who should the funding come from?

- “Yes, consensus is funding is required. First comment is that the Pueblo should provide initial funding so we are not giving as much away to federal or state because we didn’t take their money for the original plan. Everyone agreed with this approach.”

Do we have the teacher and workforce capacity? If not, what strategies are required to build up capacity?

- The first participant to this question suggested that the conversation so far suggests that we do not have the capacity of licensed teachers to ramp up in Tribal languages.
 - A member from a different Tribe noted that they have certified 90 community members and only a small segment are currently teaching. We also have a large group of elders who are “our professors”. Must have an inter-generational model, Keepers of Traditions. *This suggests the need for a more efficient accreditation or licensing to take advantage of this resource.*
 - Another participant noted that they have 3 teachers certified in the language and also have federal requirements. However, “I am losing them to go to school to get what they need to certified. Higher Ed is not flexible with class scheduling to allow us to note lose them and the way they are trained there is not culturally sound so they are losing a lot when we have them go to school.”



- Mr. Shindo (panel participant) noted that they are working with Univ. of Hawaii (Hilo) to put together a program specifically designed for Tribal teachers. Once it is in place we would want to bring it to UNM.
- SIPI has been a vital resource for AA degrees due to virtual training options, it's the next phase that is hard.
 - “Montesorri has flexibility that does not require a BA and is language immersion friendly.”
- Comment was made that the state should be “funding the program at UNM that has a strong record of training Native American educators so our Tribes do not need to go to Hawaii and other states for this work.”
 - “We do have resources across Pueblos. We cannot rely on others to do our training because they do not know our needs.” We also lose a lot of our own folks who get their degrees but choose to not come back to our community to teach once they have credentials and can make more money outside of our communities.”

Do we have the infrastructure in place and if not what funding is necessary?

- “We do not have facilities in our communities. If we do they are portable buildings or old BIA buildings that are not useful for early childhood. Nambe Pueblo found some money to build an early learning center as an example.”
- “Kiwa has an early childhood center but do not have a space for the language programs.”
- “We may have facilities but do not have control over it. We have head start classrooms but cant use them for our language programs.”
- “Why are we not having our high school children working as interns for the younger kids to build interest in teaching.”

What alignments are necessary with current funders?

- There was consensus that the many funding streams across early childhood including obesity aimed programs are confusing and not coordinated. *One recommendation was to have an office in the state that oversees all funding streams and is in charge with coordination.*
- Its also a “push down” model where the state or feds tell our teachers what our kids need to know. It needs to be the opposite where our teachers inform the guidelines because they know best for the kids and families.
- There are community asset mapping sessions taking place in our communities that help identify what infrastructure and capacity we have from 0-5 to see what is working and not working in our communities. *It was noted that this work was funded by WKKF. The results are making clear that more than just education is important, all of the social factors like alcohol and drugs are coming up as important.*
- “I am an elder from Taos Pueblo and every time we start the language program it starts and it fails, then re-starts and fails...” He went on to note that this is usually because the grant from PED runs out, and that the politics behind this is frustrating. Why do we have



to go through so much red tape BS to get to teach our kids in our native languages? *The technicality of teaching Tewa is too complex for me and I have a BA and an MA...*”.

- A panelist summarized all funding Sources currently in play in NM: CYFD (state), NMPED (state), HEAD START (Fed), Department of health and human services (Fed), and noted that “the real question is whether this fractured system works with several funding streams already in place before we think about expanding funding?”

Meeting Notes 6:

Interview Information: Summary of interview with Kelly Dineyazhe-Hunter, Ed.S. Assistant Professor, Early Childhood Education Program on October 4, 2018 at the Navajo Technical University in Crownpoint, NM.

Context Motivating Interview: Ms. Dineyazhe-Hunter contacted Kelly Noble requesting more information about the Early Childhood Business Plan and about the community discussions. Nora Yazzie and Sheri Lesensee conducted the interview. A copy of the education plan and questions was shared with Ms. Dineyazhe-Hunter a week before the scheduled interview.

Summary of Reaction from Interview Based on Questions related to the five levers:

- Would establishing an early childhood leadership role and infrastructure at the state level achieve a strong collaboration across agencies and with tribal governments to improve the system's ability to meet the needs of NM families?
- What can the state matching provider and service offerings to families to access information, resources and services to best support their children in your community?
- How can the early childhood profession be promoted and are aligned standards important?
- How can parents/guardians of young children become engaged in their child's(ren's) early development?
- How can early childhood programs be expanded in locations with highest needs?

Lever 1

- KDH indicated a unified leadership is important especially for a unified governance. There is a lack of understanding of the importance of early childhood profession by state's leadership, e.g., Secretary of Education, and a lack of understanding of the cultural relevance of the minority groups/different tribes of the state.
- KDH indicated she does not know if a unified leadership is possible to achieve without the politics playing a part. Politics in leadership plays a large part in the decisions of the leaders-politicians serve and push their priorities rather than that of their people.
- KDH said a leadership role is important at the state level, the person in this role must have a background in early childhood and understands the geography of NM and believe in equity. Non-natives don't see a need for immersion programs but important to minority groups.
- Higher education leaders at universities do not understand the importance of early childhood and the effect of early learning, how the early learning can have an impact on a child's higher learning. Higher education institutions have role of setting a foundation for learning at early learning age but in some situations, early childhood programs are first to be cut in areas where it is most needed. For example, UNM-Gallup hired a new CEO and this person cut many programs that are vital to the people living and trying to earn and

education, one such program being the early childhood development program. Most of these people do not have the capability to travel to Albuquerque or live in a city because they have responsibilities in their homeland so taking programs away from branch campuses does not help the people thus the importance of leadership to understand the importance of the professions.

- KDH add that a person in the early childhood leadership role should also have an understanding of the strengths and weaknesses of the state and part of understanding may include a person who has lived the experiences.
- Ending discussion of a unified leadership and importance of having an early childhood leadership role in the state, KDH stated, “early childhood education is a civil right and learning should be provided for all children”.

Discussion on Developing an Integrated Data System:

- KBH identified the different data systems used by different agencies/programs: NAISiS-BIE schools use, Child Find used by early childhood programs, and Child Plus used by head start. She indicated using a unified/shared system is important so children’s learning are tracked but to get to this unified data system will be challenging.

Additional Input:

- KBH: Our state is a diverse state and I would like to see our government leaders represent the diversity of the state: more indigenous and Hispanic representation at the state leadership. Work experience included a Navajo woman in a room meeting with anglo people. Her role/title was not respected as a profession. Need someone with integrity.
- KBH: There is an assumption that Native people do not know how to run program-from the state leadership. Look at this campus. This campus is operated by a diversified staff and the NTU President supports the diversity.

Lever 2:

- KBH: Lead agencies should be invested by institutes of higher education. Referring back to Gallup and McKinley county, the new CEO came to UNM-Gallup and shut down the early childhood program. Early childhood learning is a high need for McKinley County and my guess the new CEO did not have an understanding of the needs of the people in the county. Because the early childhood program was provided at UNM, CYFD provided the licensure post-graduation. The program at UNM Gallup would have been supported by other sources of funding to keep the program at UNM-Gallup but program leadership were told to focus on Kellogg foundation funding which was not enough to sustain the program. So, if a lead agency is assigned, when selecting a lead agency for Gallup/McKinley county, individual(s) assigned needs to be someone who can stand and support early childhood programs and not succumb to the leadership’s priorities.

- KBH-Majority of students in the early childhood programs are native, living in their communities, land, and raising families and they do not have ability to move to Albuquerque to go to school. NTU is the only program w/bachelors program in EC.
- Hired students with AA certificates, and they are not qualified or at the level of teaching. They have no knowledge of methodology and pedagogy. Higher education institutions should be the lead agencies to train/teach students. Colorado has Reggio Emilia programs that are funded through federal funds. When you see states like CO, why has NM not invested on the early childhood system?
- Engaging Families: creating spaces for families for their healing from historical trauma experienced. Systems provide an environment where families are not treated well: they feel unwelcomed/judged. Creating an atmosphere that creates a community. Currently, schools do not create this kind of environment for families.

Unintended experiences:

- KBH: Example of unintended experience in Gallup. Introduced a non-profit, story dancer program to the area. Had this person to go to Gallup and build report about Native women who lost their maternal responsibilities as caregivers. Then it dawned on her, how many of these women are suffering from post-partum depression. Who do women in rural communities go to, to feel safe? So shehelped developed a program, strengthening in heart and mind where mind-body, maternal teachings are provided in a safe space. Work with first born programs, domestic violence centers. Alot of the data is skewed for domestic violence and post-partum depression because many women will not be honest and tell their providers and providers/educators do not understand our culture.
- Alignment of common vision: to have a common vision, there needs to be a taskforce. Gallup/McKinley County has an early childhood taskforce. This group networks with other early childhood programs, home visiting programs, providers, teachers, law enforcement, and hospitals and they all have a common vision and using a holistic approach.

Lever 3:

- Teachers/home visitors into workforce: creating programs that create access led by higher education institutions.
- Provide same pay rates as certified school teachers, even more, because everything happening during early learning. Early childhood professionals don't just work with the child, they work with the entire family unit. First born provide teaching parents to raise children. Teaching higher order thinking for both parents and children. Children in this early childhood stage are learning social skills so children are ready for learning in first grade.

Develop programs similar to Indian Health Services does, pay for individuals' tuition and cost of living to get degrees and have them payback by working at their service unit, in this case, their community. The state should create a similar program for people interested in early childhood profession so we keep the graduates/professionals in the state.

The topic of culture and language is sensitive now especially for parents who don't want their child(ren) to learn the culture and language. Early childhood professionals should be taught to teach children language during early years. If the focus is on native-speaking professionals only, this weeds out Natives who don't speak their language to work in their native communities even if they are well qualified. Not speaking language does not mean one does not understand their community and land because I do know my culture and the land I just do not speak the language because I was not taught the language. Native speaking professionals important for immersion programs. Definitely important for native speaking professions in immersion program.

Standards are important because right now we do not have many credentialed professionals. CYFD can be a 5-star program and get funding. If there is early childhood program in NM, do they compare to other national EC programs? Within tribal programs, there are no standards followed, they do at the state but not in the tribe. Tribal programs should be NACIE credentialed ready to teach. State needs to up standards and align with excelling programs.

Alignment with higher education partners to provide multiple pathways to earn credentials: this does open multiple pathways for early childhood students. Opens opportunities for early childhood professionals to be in professions needed in tribal communities e.g., speech pathologist, needed in BIE schools.

Lever 4:

- Outreach to families about resources: pediatricians and OB/Gyn should have knowledge of resources available in the communities. Crownpoint medical center has a taskforce set up who work with local resources, public schools, growing in beauty, NM school for deaf, audiologist, pediatrician will work with taskforce and create a plan to engage with families.
- District used to hold early childhood conference and Child Find where booths provided communities with resources available to families related to early childhood. Local hospitals hold health fairs...advertisements and flyers.
- There was a push for family engagement plans. For example, first born only shared plans within families. There is only so much programs can do but if parents are not involved, the plans do not work. It is important to have plans in place but why not shared in community – this question is not understood?
- Outreach by hospitals to parents: It is important for dialogue to occur between multiple professions. Important for physicians to be a part of child's development and helping

parents navigate systems. Help empower parents by sharing/teaching about resources and teach them to seek resources.

- Parents as teachers in Gallup, housed at college clinic, once physicians got mothers, physician referred them to program and this could be a model to use. A family liaison in pediatric hospitals/dept, liaison can help them get in touch/connected to resources and early learning. Family liaison aside from social worker, social worker.
- Adaptable resource materials: head start used to provide a directory with list of resources, e.g., WIC, domestic violence resources, etc. but needs to be relevant to the major challenges faced by the family(ies) in different areas.

Lever 5:

Services targeted: there is a high need for early childhood development/education. When you collect information about childcare information, information collected needs to be shared back.

Participation: have focus groups to get higher enrollment.

Quality pre-K: create environments that are safe and everyone in that early learning pre-k, even the cooks, bus driver, teachers, are vested with the children's' learning. Exposing them to their environment and use resources in community to each children. When all systems and agencies see they have a role to children's' early learning.

Access: important to have access for communities with high early childhood learning needs.

Targeting community members with highest needs: toddlers running around with no parent interactions. Provide information to parents about the importance of early learning. If you understand child development, you know of importance of learning for children. There needs to be more information shared about importance of early learning and how it can be done. Provide awareness of programs and pros and cons.

Importance of strategic and flexible increases in funding: Educating the state legislators of the pros and cons of early learning. Make legislators understand importance of funding early childhood expansion. California has funding from cigarette tax to support early childhood program. Not sure how shared to programs. Denver has toll fees, to fix roads. State focus on investing in education including early childhood learning. Increase taxes to support needs in communities.

Expansion of home visiting programs: Important especially if home visitors have understanding of development and parenting. Many home visitor professionals do not have the adequate training to helping parents develop parenting skills and some of the teachings disrupts cultural teachings. For some communities, some still hold true to how they were raised and not use western practices of parenting. Home visiting may have biases so there is a need and need to have respect for the space and understanding of the development.



Questions:

Have parents been involved in the community discussions?

Recommend a parent working on bachelors in speech: Marissa Francisco.

- Child care director: St. Francis, Gallup
- Erin Hannick-Rehoboth
- Parents as teachers-Gallup McKinley Schools
- FACE Program-BIE schools

Meeting Notes 7:

**Alamo Navajo Community Conversation
September 11, 2018
10:00 a.m. – 11:30 a.m.**

Lever 1: Coordinate State and Local Community Capacity

- How will it work for tribal programs that go into public schools? Currently, Native student information is entered into the NASIS database that is both mandated by BIE and Navajo Nation Department of Dine Education (DODE); therefore, all of our funding is federal dollars. There are no state funded programs for EC so we are not part of the state system.
- How will the information be used under one database?
- It's not clear how it can become "unified leadership." If our system becomes part of state, how will it impact self-determination? Will we report to Santa Fe, instead of the Feds and Navajo Nation?
- How will it affect program and compliance requirements and which system will it model?
- Disagree with the term "lever" as it is analogous to an authoritarian push, prying from existing programs into a pre-determined box. The "lever" crow bar (state) extracting a nail (program). It takes a long time to shed historical trauma, and parents to this day don't know how to help their children academically as a result of the boarding school mentality.

Lever 2: Match Provider and Service Offerings to Local Needs

- Are we being asked to become state funded programs? If so, I worry we will lose 39% of our over-income students. Currently, the Navajo Nation provides additional services in our Head Start program and the state provides none.
- To engage families in EC programs, an incentive should be that PreK and Head Start be *for all*. Sliding scale based on economic need makes parents hide income to qualify.
- Local alignment around a common vision can best be achieved is difficult because each EC program has different sets of requirements and expectations, and there would be loss of local control. Under state- control, how open would our families be to go to a state office or an outside entity? Most are willing to go to local office to someone they are familiar with and have a working relationship with.

Lever 3: Build and Support a Highly Effective Early Childhood Workforce

- NM Teacher Training programs don't work for us – there is no funding to support current programs. UNM does not do a good job of preparing teachers for the early childhood workforce.
- Low workforce in early childhood. There are no qualified applicants; hence, no coverage and becomes babysitting.
- Create higher education partners to include 2 hours paid administrative leave for on-site courses, and tuition reimbursement.



- Head Start is not competitive with salaries and difficult to keep teachers. Funding is needed to retain staff.
- Scholarships are not available to go from Level I to Level II or to add endorsements.
- There is no funding from the Navajo Nation to pay teachers. Growing In Beauty program funds two teachers.

Lever 4: Parents Support their Children’s Learning

- How do we motivate parents when they aren’t interested? Make it appealing.
- We are required to develop a Family Partnership Plan but parents are not interested.
- Major problem: families don’t have access to CYFD for abuse and neglect to protect children. State and Federal/tribal requirements clash.
- In order to be receptive to state idea, the community does not want to be used as guinea pigs if it does not benefit them as a community, especially in terms of how their children’s information will be used and what the impact will be to their tribal sovereignty.

Lever 5: Expanding Programs Incrementally with Quality and Fidelity

- Make programs available *TO ALL*.
- State vs. Tribe/Feds – how will it be done?
- The state plan/vision calls for more competition.
- How will selection be done?
- What and whose standards to determine “high-quality” to ensure funding?
- One state compliance may conflict with one federal compliance or both.

Meeting Notes 8:

Ramah Navajo/Pinehill Community Conversation

September 12, 2018

1:30 p.m. – 4:00 p.m.

Lever 1: Coordinate State and Local Community Capacity

- The local chapter house officials coordinate with the school board as a Direct Grantee with program specialist. Funding is not funneled through the tribe or the state.
- Problem with outside agencies create “stalled programs” that prevent us from meeting EC goals. Other programs get priority, and we get lip service.
- There are two separate database systems: NASIS (K-12 BIE, FACE BIE) and Child Plus (Head Start). NASIS is useful and beneficial to us because it tracks students throughout their academic life and is compatible with state (students use same student # if they transfer to a public school.)
- Using the same database may cause problems such as shut-down during power outages. Will data be affected due to maintenance or slow down because everyone is on it at the same time?
- Feed-back loop can serve as an open line of communication; however, information may get lost.

Lever 2: Match Provider and Service Offerings to Local Needs

- Resource allocation is done through our own agent who initiates application process and approval from school board. We have direct access with funding sources. The state system would only create additional bureaucratic roadblocks.
- Family engagement is difficult; however, parental involvement has improved through the years (ie. volunteering, entire staff involvement instead of a few, title change to “family engagement,” etc.)
- Family engagement is limited to “8 a.m. to 5 p.m. participants.” No one will come to evening activities.
- Unforeseen consequences include low enrollment, funding cuts, and baby boom population.
- Service providers have separate program requirements that make it difficult to match needs.

Lever 3: Build and Support a Highly Effective Early Childhood Workforce

- We are always working on qualified teacher recruitment.
- We need more training classes through online, satellite, and local class offerings.
- Participants have a varied learning modalities and online classes don’t necessarily work for them.
- Denote a Friday off for classes
- Once participants graduate, they move on due to low salaries.
- Young parents are unemployed and need incentives to continue school toward certificates or degrees. EC majors are needed by investing in local high school graduates as they complete their studies as student teachers during their study toward degree.
- Community feels that tribal language is very important for preservation of culture.



- High Ed partnerships are very important to maintain efficacy and self-sufficiency in the community.
- Access to scholarships are important especially for young parents who are unemployed and are motivated to continue their education.
- We also need GED classes that promote and reach out to those who need it. Currently have BIE FACE but no one knows much about it or there is little participation. No one pushes it.
- Make available to those who want to complete EC certification through State CD Modules.

Lever 4: Parents Support their Children’s Learning

- Outreach for parents include:
 - Community Directory of Services
 - Chapter House meetings & Planning meetings
 - “Trunk or Treat” during Halloween parties for families and children where candy and information of EC community services is distributed.
 - Week of the Young Child
 - Parent Orientation includes mini-workshops
- Family Engagement & Community are tied together through Parent Plan and community liaison who works with families.
- Birth and hospital coordination are very important in terms of prenatal workshops for young moms to understand self-care during pregnancy and how it affects the child’s learning.
- Streamlined enrollment is very important in transitional class going from PreK to K.
- Data sharing is questionable in terms of how it will work because systems are not the same, and there are separate rules about sharing info. Child Plus students are tracked only from PreK to 3rd Grade, then we lose track of them.

Lever 5: Expanding Programs Incrementally with Quality and Fidelity

- If state-funded, what aspects of programs will be cut out? Will we still provide quality services in language and cultural preservation?
- State requirements are very narrow; whereas, federal requirements are broad and offer more services.
- Enrollment would decline due to cuts in services if we went with state.
- To get more participation, we need more buildings, transportation, and workforce to conduct door-to-door services such as home visits.
- We also need more highly qualified, efficient, and effective PreK teachers through investing in the education of local community members.
- We consider the following to be extremely important for our community:
 - Target community members with highest need,
 - Strategic and flexible increases in funding by yearly program needs,
 - Maintain high level of home visits

Meeting Notes 9:

**Yazzie Education Transformation Summit
September 14, 2018
8:30 a.m. – 4:50 p.m.**

The Yazzie Education Transformation Summit was primarily to gather remedy feedback of the historical court decision on the Yazzie-Martinez lawsuit that alleged the State of New Mexico failed in providing adequate and equal access of basic education to children of color including Native Americans and Hispanics.

The process of the remedy feedback was conducted in round-robin discussions with a facilitator. Participants rotated from one table to another, and everyone discussed the same topic and wrote their opinions on prepared color-coded forms. Each person identified him/herself and addressed what remedy he/she thought best that fit each listed item. A ten minute discussion on each item was conducted and at the end, everyone turned in their forms to the facilitator and participants moved on to another table/facilitator to address the next issue.

The PreK/Extended Learning session addressed issues including funding, workforce, half-day vs. full-day, family engagement, and resources. Participants felt that more funding was needed for extended-day programs and transportation. Highly trained PreK teachers were needed as well as more resources to serve families in rural areas. Lastly, state representatives needed to take seriously early childhood education and treat it with as much legitimacy as elementary and secondary education. Interestingly, EC teacher salaries was not listed on the form.



APPENDIX I List of Participants in Engagement Process

Mayra	Acevedo
Miguel	Acosta
Dereka	Addis
Alma	Aguirre
Abeer	Al-Ghawi
Mercy	Alarid
Isabella	Aldana
Ruth	Alexander
Catron	Allred
Jody	Alpers
Patricia A.	Alvarado
Terry	Anderson
Emily	Aragón
Jovanna	Archuleta
Rosa	Arocha
Maria	Artiaga
David	Atencio
Marisol	Atkins
Janine	Austin
Maurice	Azzolini
Daniela	Baca
Debra	Baca
Dina	Bailey
Isabella	Baker
Julie	Ballard Soto
Cheril	Banning
Rosa	Baraza
Anna	Barraza

Corina	Barraza
Mary L.	Barrio
Diana	Barron
Ginny	Beamsley
N	Bogger
Gloria	Bonner
Felicia	Bray
Valerie	Brea
Christina	Brigance
Katie	Broten
Lula	Brown
Jennifer	Brown
Wandi	Bryant-Brown
Traeshaun	Buffin
Katrina	Burlage
Lupita	Campos
Sondra	Carpenter
Steven	Carrillo
Geraldine	Castillo
Lorena	Castillo
Glen	Cesny
Olga	Chavez
Vicki	Chavez
Ann	Chrestman
Carrie-Leigh	Cloutier
Bill	Connor
Michael	Coop
Rebecca	Corry



APPENDIX I List of Participants in Engagement Process

April	Cortez
Jessa	Coworey
Dana	Critchlow
Rosa	Cuellnes
Heather	Dahl
Rex	Davidson
Joe	DeBonis
Barb	DeDera
Donna	Deming
Diane	Denish
Jamie	Dickerson
Kelly	Dineyazhe-Hunter
Amy	Dixon
Alexis	Domme
Damaris	Donado
Christine	Duncan
Brenda	Dunn
Rebecca	Estrada
Ariana	Estrello
Taylor	Etchemendy
Cheryl	Fairbanks
Mary Ellen	Farrelly
Judi	Ferguson
Wendy	Ford-Licon
Arlinda	Frank
Debra	Frasca
Christina	Freeman
Stacey	Frymier

Naomi	Gaia
Gail	Gale
Pauli	Galin
Diego	Gallegos
Angela	Garcia
Anna Maria	Garcia
Georgia	Garcia
Lynda	Garcia
Mary	Garcia
Alice	Garnanez
Mary	Gaul
Lynda	Gavioli
Jillian	Generotzky
Beth	Gillia
Charlene	Gomez
Victoria	Gomez
Andy	Gomm
Cathy	Gonzales
Robin	Goodnight
Cruz	Granado
Patricia	Grovey
Crystal	Guzman
Estela	Guzman
Linda	Hale
Bob	Hamilton
Susie	Harbury
Dolores	Harden
Laura	Hart Howell



APPENDIX I List of Participants in Engagement Process

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Mela	Hing
Su	Hodgman
Grace	Hollingsworth
Valeria	Holloway
Tim	Holt
Aida I.	Homs-Rivera
Mary	Hotvedt
Regina	Huffman
Vonell	Huitt
Troy	Hunt
Ray	Jaramillo
Tracy	Jaramillo
Patricia	Jimenez-Latham
Alisia	Johnson
Tekla	Johnson
Emma	Jones
Noreen	Kelly
LeaAnn	Kershaw
Diana	Kinney
Kelly	Klundt
Brenda	Kofahl
Christa	Kulidge
Cynthia	Lashley
Amy	Lauer
Judith	Lavender
Sheri	Lesansee
Diane	Leven

Ivan	Lopez
Mayra	Lovas
Priscilla	Lucero
Diana M.	Magallanez
Dymarie	Maker
Javier	Martinez
Karim	Martinez
Larry	Martinez
Lori	Martinez
RJ	Martinez
Ron	Martinez
Catherine	Martinez Barryhill
Tracy	McDaniel
Kelli	McGhiey
Rorie	Measure
Melinda	Medellin
Vanessa	Mendez
Paula	Metholas
Katrina	Montano White
Trisha	Moquino
Colleen	Morton
Peggy	Muller Aragon
Bev	Nagy
Jolene	Nelson
Lupe	Nevarez
Selma	Nevarez
Carolyn	Newman
Anacasia	Nichols



APPENDIX I List of Participants in Engagement Process

Natalie	Olague
Lilliemae	Ortiz
Lisa	Ortiz
Debbie	Ortiz
Cesia	Otero
Claudia	Own
Jeremy	Oyenque
Pablo	Padilla
Rachel	Pape
Regis	Pecos
Adrián	Pedroza
Crystal	Pena
Barbara	Petersen
Zalenna	Pinon
Libbie	Plant
Steph	Poston
Misty	Pugmire
Catherine	Quick
Carmela	Quintana
Michael	Radthé
Faye	Ramirez
Olga	Ramirez
Deanna	Ramos
Barbara	Rand
Joohee	Rand
Baji	Rankin
Christine	Rankin
Alejandra	Rebolledo

Jessica	Riggs
Anita	Rios
Shannon	Rivera
Colleen	Roan
Mildred	Roberts
Leslie	Robertson
Patricia	Rodriguez
Robby	Rodriguez
Sandra	Rodriguez
David	Rogers
Andrea	Romero
Ane	Romero
Teresa	Romero
Sally	Rose
Javier	Roso
Jennifer	Sallee
Erick	Sanders
Kristen	Santesson
Lisa	Schanck
Lara	Scharf
Amanda	Segobia
Kaylin	Sillvian
Christine	Sims
Brian	Snider
Katie	Ssejjemba
Karen	Stornelli
Erica	Stubbs
Hortencia E.	Suarez



APPENDIX I List of Participants in Engagement Process

Erica	Surova
Victoria	Tafoya
Barbara	Taylor
Barbara	Tedrow
Michelle	Tensay
Emerson	Toledo
William	Townley
Dolores	Valdez
Rose Ann	Vasquez
Gil	Vigil
Jacob	Vigil
Celia	Waller
Amber	Wallin
Millie	Weed
Michael	Weinburg
Elizabeth	Weiser
Pete	Weldy
Monica	Wgurnab
Grace	White
Hillard	Williams
Dawn	Wink
Lauren	Winkler
Jan	Winslow
Terra	Winter
Clarice	Yazzie
Jasmine	Yepa
Marla	Zunig



APPENDIX J

**Latino Decisions Consumer Poll
To Be Conducted – Mid-November 2018**

Early Childhood Education and Health Survey-Draft

Hello, may I speak with _____. I am calling on behalf of organizations in our community interested in parents views toward expanding early childhood development programming in the state of New Mexico, particularly among parents or caretakers of young children here in our state. Your involvement in the study is voluntary, and you may choose not to participate at any time. There are no names or identifying information associated with this survey and you can choose to not answer any particular question you might not be comfortable answering.

Screening Questions:

Given our goal of ensuring we collect attitudes from families with small children, the first few questions are focused on your relationship to young children.

S1. Is there a child between the ages of 0-4 living with you in your home?

- Yes, one child living in my home of this age group.....1
- Yes, more than one child living in my home of this age group2
- No.....3 (TERM)
- Refused.....99 (TERM)

(IF S1=3 OR 99 TERMINATE INTERVIEW)

S2. Are you one of the primary guardian/caregiver for this child?

- Yes.....1
- No.....2 (WEB TERM, PHONE ASK S3)
- Refused.....99 (TERM)

(IF S2=1, SKIP TO S4 ; IF S2 = NO PROCEED TO S3)

S3. Could we please speak with one of the primary caregivers?

- Yes.....1
- No.....2 (TERM)
- Refused.....99 (TERM)

S4. [If response to S1=2] Of these children living with you at home who are between the ages of 0 and 4, including 4 years old, what is the age of your child who has most recently celebrated a birthday?

_____ Record Age

We are going to refer to this child throughout the survey and would like to reference their name to help us work through the interview and remind you to provide responses with this child in mind.



S5. What is your relationship to [Child's name programmed from s5] ?

- Mother (Birth, Step, Adoptive) Or Female Guardian.....1
- Mother (Foster) ... 2
- Father (Step, Adoptive) Or Male Guardian.....3
- Father (Foster) ... 4
- Aunt/Uncle.....5
- Grandparent.....6
- Other.....7
- Don't Know.....88
- Refused.....99

Main Questionnaire

Thank you for that helpful information. Now I would like to switch gears and ask you some questions about childcare and other programs for you and your child.

1. Did you use any of the following child care options during the day or evening to help with childcare? [Let respondent choose all that apply]

- Public Center (Head Start, Even Start, School--Based Pre--K, Non-Profit/Co--op).....1
- Registered Homecare Provider.....2
- Privately Owned Center including group and family licensed homes.....3
- Grandparent.....4
- Other family member.....5
- Mother or Father care only.....6
- Informal Child Care (non--registered, non--family, nanny, babysitter).....7
- One of my older children takes care of the younger child.....8
- My child was always with me or my partner/husband.....9
- Other [Record what was provided].....10
- I did not utilize any childcare during the day or evening11
- Don't Know.....88
- Refused.....99

2.[Asked if response to question1 == anything but 11] How difficult has it been for you to find childcare for your child?

- Not at all difficult.....1
- Not very difficult.....2
- Somewhat difficult.....3
- Very difficult.....4
- Don't Know.....88
- Refused.....99



3. [Asked if response to question1 == anything but 11] In a typical week, how many hours does/did your child spend in childcare or the care of others?

- Less than 10 hours per week.....1
- 10-20 hours per week.....2
- 21-30 hours per week.....3
- 31-40 hours per week.....4
- 41-50 hours per week.....5
- More than 50 hours per week.....6
- Don't Know.....88
- Refused.....99

3a. [Asked if response to question 3 ==1 or 2] Would you use full day child care if it were less expensive or more convenient for you?

- Yes.....1
- No2
- Don't Know.....88
- Refused.....99

4. [Asked if response to question1 == 11] Why did you choose not to utilize child care for your child?

- Too expensive.....1
- Hours of childcare programs do not work.....2
- Did not like choices available.....3
- Infant care is not available.....4
- My child was not potty trained.....5
- Would rather have with family.....6
- Me or my partner is able to stay at home with our child.....7
- The childcare choices were not of high quality.....8
- I work from home and can stay home with my child.....9
- Other (Record response please).....10
- Don't Know.....88
- Refused.....99

5. How satisfied are you with your *current* childcare situation?

- Very Satisfied.....1
- Satisfied.....2
- Neutral.....3
- Not Satisfied.....4
- Very Unsatisfied.....5
- Refused.....99



6. Regardless of how satisfied you are with your current childcare, where would you prefer to take your child for childcare? [Only allow for 1 response/Rotate categories]

All day preschool.....1
Half day preschool.....2
Relative.....3
Child care center.....4
Friend.....5
Other:.....6
Don't Know....88
Refused.....99

7. [If response to q1 == anything but 11] What were the most important factors you used to determine which childcare options were best for you and your family? [Allow up to 2 responses]

The cost1
The quality of the program/school/center.....2
How convenient this was for me and my family/distance from home or work.....3
The reputation or rating of the program.....4
Friends/family recommendations.....5
The class size or number of children in the school/program.....6
Whether the program was offered bilingually/in my home language....7
The time care was available matches my work/school needs.....8
Other (record verbatim what is offered).....9
Don't Know....88
Refused.....99

Now I'm going to switch gears again, and ask you some different questions related to your experience with and thoughts about raising your child.

8. Some new parents are helped by programs that send healthcare workers, social workers, or other professionals to their home to help prepare for the new baby or take care of the baby or mother. Between the time you were pregnant with [CHILD'S NAME] and up until the present day, did someone from such a program visit your home or another location to meet with you about your child?

Yes.....1
No.....2
Don't Know....88
Refused.....99

[If response to q10 is ==1] How many different early childhood professionals visited your home from the time you/the mother was pregnant with [child's name] ?

[Open ended, code number provided by respondent]



9. [If response to q8==1] How much do you think your involvement with these professionals improved your parenting skills?
- Very little.....1
Somewhat.....2
Quite a lot.....3
A great deal.....4
Don't Know.....88
Refused.....99
10. [If response to q8 is ==1] Did any of the professionals who visited your home talk to you about any of the following parenting topics {Allow for multiple responses}:
- (1) the care giver's emotional well-being;
 - (2) smoking or alcohol use in the home;
 - (3) building a close relationship with child;
 - (4) the use of toys or activities for learning, growth and development;
 - (5) how to make sure [CHILD'S NAME] is safe;
 - (6) how to get needed health care;
 - (7) other services that may help your family, such as public assistance or job training
 - (8) money issues such as your ability to keep your housing or job
child development screening or testing.....(9)
 - Improving parenting skills/managing stress of being a parent(10)
 - Breastfeeding/proper nutrition for my child.....11
 - Other.....12
 - Don't Know.....88
 - Refused.....99
11. [If response to q8==2] Which of the following best describes why you did not participate in any home visitation programs? (Check all that apply and rotate options)
- Too expensive.....1
 - I did not know these programs were available.....2
 - We did not need any help/information.....3
 - Are not comfortable having strangers visit our home.....4
 - This is not available where we live.....3
 - The programming did not fit my culture/was not available in my language.....6
 - We would rather rely on our family if we need help than people we do not
know.....7



- Other.....8
Don't Know.....88
Refused.....99
12. If you had access to more reliable and affordable child care, would you or your child's other parent take any of the following steps in relation to employment and work?
- Look for a higher paying job.....1
 - Move from part time to full time status.....2
 - Look for a job, as I am not currently working due to child care.....3
 - Look into a promotion/moving up at my current job.....4
 - Look for more education or training to advance my career.....5
 - None of these items.....6
13. In the last 12 months, did you or anyone in the family have to quit a job, not take a job, or greatly change your job because of problems with childcare for your children?
- Yes.....1
 - No.....2
 - Don't Know.....88
 - Refused.....99
14. In your opinion, should 3 years old/4 years old children **[split sample each age across sample]** participate in either full day or half day early childhood development programs?
- Full day programs.....1
 - Half day programs2
 - Don't Know.....88
 - Refused.....99
15. We would now like to get a sense of what outcomes or values of early childhood programs are important to you and your family. In your view, which of the following goals would be most important for your child to reach if they were to participate in any child care programs prior to starting kindergarten? [Allow respondents to choose up to two from the following categories]
- To enjoy or value school ... 1
 - To learn how to get along well with other children including negotiating conflicts ... 2
 - To improve on their academic skills before starting kindergarten ... 3
 - To ensure that my child has good test scores when they start school ... 4
 - To ensure that my child is developing physically and emotionally as they should for this age... 5
 - To develop the ability to focus and therefore be ready for kindergarten ... 6
 - To help my child meet children from other cultures and backgrounds before school starts.....7
 - Don't know ... 88
 - Refused ... 99



16. Does your child go to a bilingual language learning program?

Yes....1
No.....2
No, but planning to.....3
Don't Know....88
Refused.....99

17. [If response to q16==2 or 88] Would you like to enroll your child in a language immersion or dual-language learning program if it were available?

Yes....1
No.....2
Don't Know.....88
Refused.....99

18. [If response to 17 =1] What language would you like that information to be provided in?

English.....1
Spanish.....2
Other Language...3
Don't Know.....88
Refused.....99

I would now like to get your views about the qualities of teachers that should be hired for early childhood programs in New Mexico if the state were to expand the programs available for families across the state. How important would the following be to you and your family:

23. How important is it to you that your child, and children of other families, have access to teachers who are able to speak the same language that the children speak in their home if it is a language other than English?

Not at all important ... 1
Not very important ... 2
Somewhat important ... 3
Very important ... 4
Don't know ... 88
Refused ... 99

24. That the teachers hired to work with my child and those of other families in New Mexico understand the diverse cultures of our state, and have experience and training on how to provide instruction to children that responds to their cultural backgrounds and heritages?

Not at all important ... 1
Not very important ... 2
Somewhat important ... 3
Very important ... 4



Don't know ... 88

Refused ... 99

25. That the teachers hired to work with my child and those of other families in New Mexico have the highest educational training and credentials possible for providing early childhood education.

Not at all important ... 1

Not very important ... 2

Somewhat important ... 3

Very important ... 4

Don't know ... 88

Refused ... 99

26. Ensure that people who work in early childhood education earn a living wage and are paid a salary comparable to elementary school teachers if they have the same credentials and experience.

Not at all important ... 1

Not very important ... 2

Somewhat important ... 3

Very important ... 4

Don't know ... 88

Refused ... 99

27. Do you believe that all families who want to have their three year old children enrolled in either full or part time pre-K programs should be able to do so?

Yes....1

No.....2

Don't Know.....88

Refused.....99

Now, I want to ask you some questions about whether you would utilize assistance if it were provided to help you and your child in their earliest years of development.

28. Do you believe that there is a lot of assistance and information available for parents with young children here in New Mexico based on your experience as a parent or primary caregiver?

Yes.....1

No2

Don't Know.....88

Refused.....99

29. What type of assistance or information would you find most helpful that you do not believe is currently available here in New Mexico for families with young children?

Help identifying quality pre-school education.....1

Help locating financial help for childcare.....2

Assistance with transportation to childcare or pre-school.....3



- Assistance with general parenting information or skills....4
- Help finding quality medical and dental care....5
- Assistance identifying resources to help parents work on early development skills at home....6
- Other:.....7
- Don't Know....88
- Refused.....99

30. [If Q28==1] How would you like to receive information or assistance preparing your child for kindergarten? (check all that apply)

- Information available On-line/Webpages....
-1
- Classes/workshops conducted in person and in small groups
-2
- Classes/workshops conducted in person with me
- individually.....3
- Support group with other
- parents.....4
- Printed information mailed to my home or work.....5
- Other:.....5
- Don't Know....88
- Refused.....99

31. We are interested in how much of the time you think you can trust the following entities to do what is right? [Rotate the following items and response categories]

- a) New Mexico state government
- b) The federal government
- c) New Mexico's Public Education Department
- d) New Mexico's Children, Youth, and Families Department

- Always.....1
- Most of the time.....2
- Some of the time.....3
- Never.....4
- Don't Know....88
- Refused.....99

We are almost done. I would just like to get some basic information about you and your family before we wrap up.

32. What language is usually spoken at home?

- English.....1
- Spanish.....2
- Tribal language (please specify).....3



	Other (please specify).....4
	Refused.....99
33. Were you born in the United States, in Puerto Rico, or in another country?	
	Born in United States.....1
	Born in another country.....2
	Born in Puerto Rico.....3
	Don't know.....88
	Refused.....99
34. What is your race? Are you White, Black, American Indian, Asian, or Native Hawaiian/Pacific Islander? [Allow respondent to mark more than one racial group]	
	White.....1
	Black.....2
	American Indian or Alaskan Native.....3
	Asian.....4
	Native Hawaiian/Pacific Islander.....5
	(DON'T ASK) Latino/Hispanic.....6
	(DON'T ASK) Something else / Some other race [Record response provided].....7
	Refused...99
35. Are you currently single, married, divorced, separated, living with a partner or widowed?	
	Single.....1
	Married.....2
	Divorced.....3
	Separated.....4
	Widowed.....5
	Living with a partner.....6
	Other.....7
	Refused.....99
36. What is the highest level of education you completed? Just stop me when I read the correct category.	
	Grades 1 – 8.....1
	Some High School.....2
	High School graduate or GED.....3
	Some College/Technical School.....4
	College graduate.....5
	Post-graduate education.....6
	Credentialed Program.....7
	Don't know.....88
	Refused.....99



37. Which of the following categories best describes your age? Just stop me when I read the correct category.

18-24.....1

25-29.....2

30-34.....3

35-39.....4

40-44.....5

45-49.....6

50-59.....7

60 or older.....8

Refuse.....99

38. What is your employment status?

Currently employed full time ... 1

Currently employed part time ... 2

Not employed, but was employed during the past 12 months ... 4

Not employed, and was not employed during the past 12 months ..5

Don't know ... 88

Refused ... 99

39. [ASK IF Q78==1,2]Would you like to work more hours per week than you are currently working at your primary job?

Yes.....1

No.....2

Don't Know.....88

Refused.....99

40. What is your zip code?

 Refused.....99999



41. What was your total combined household income in 2017 before taxes. This question is completely confidential and just used to help classify the responses, but it is very important for our research. Just stop me when I read the correct category.

- Less than \$5,000...0
- Less than \$10,000....1
- \$10,000 to \$14,999....2
- \$15,000 to \$19,999....3
- \$20,000 to \$29,999....4
- \$30,000 to \$39,999....5
- \$40,000 to \$59,999....6
- \$60,000 to \$79,999....7
- \$80,000 to \$99,999....8
- \$100,000 to \$150,000....9
- More than \$150,000....10
- Don't know....8
- Refused....99

42. Finally what is your gender?

- Woman 1
- Man 2
- Transgender.....3
- Other.....4



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