

PRESCHOOL DEVELOPMENT GRANT BIRTH -5 INITIAL GRANT FINAL REPORT

State: New Mexico

Grantee/Lead Entity: Early Childhood Education and Care Department

Grant Number: 90TP0081-01-00

Reporting Period: December 31, 2018 – December 30, 2020

Date of Submission: 6/30/2021

Preschool Development Grant Birth-5 Initial Grant Final Report

I. EXECUTIVE SUMMARY

Provide an executive summary or overview describing each of the strategies completed for each of the following Activities. This should include key highlights and major accomplishments, challenges and lessons learned. (This may be in bullet or narrative form):

The Preschool Development Grant Birth – 5 funding opportunity arrived at the perfect time for New Mexico. At the time of award, a new day was dawning for New Mexico’s youngest children. Governor Michelle Lujan Grisham had been elected to office just a few months prior and during her first legislative session in early 2019, she signed Senate Bill 22, which created New Mexico’s Early Childhood Education and Care Department (ECECD). ECECD is a cabinet-level department solely dedicated to oversight of early childhood supports and services – one of only four of its kind across the nation. In the spring of 2019, as the project plans began to take shape, plans for the newly created ECECD were also happening. The PDG B-5 funding and associated work significantly supported the planning and launch of ECECD.

At the beginning, and because the PDG B-5 work was cross-departmental, it facilitated needed collaboration and communication between departments whose early learning services would soon reside under one roof, ECECD. During the arch of the grant, early learning providers, families, and state staff benefited greatly from PDG B-5 work. At the writing of New Mexico’s initial grant application, the departments involved identified three guiding principles that would guide PDG B-5 work: coordination and collaboration, equitable access, and quality. PDG B-5 work has significantly strengthened New Mexico’s ability reflect these three principles within the system.

ECECD strengthened coordination and collaboration by distilling the specific aspects of the system that were misaligned, duplicative, or challenging to navigate. This gave rise to a Statewide Strategic Plan that directly addresses policy/procedure alignment in multiple goal areas. Under Activities 3 and 5, collaboration at all levels was supported by three different projects allowing New Mexico to build a better system of communication between families, providers, local leaders and state staff. Before the creation of ECECD, the development of the

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Early Childhood Integrated Data System (ECIDS) was an opportunity for four departments to work together to integrate specific early learning data into one system. The collaboration gained momentum under PDG B-5 and, at the end of the grant period, New Mexico had an unduplicated count of children across the early learning system, and a set of four dashboards that can answer questions about the academic outcomes children's experience in kindergarten after engaging in a variety of early learning services.

ECECD strengthened quality at both the provider level and the classroom level by professional development opportunities provided under Activities 4 and 5. A wide variety of in-person and virtual trainings were provided on topics ranging from infant/early childhood mental health, early literacy skills, early math skills, classroom organization, and classroom assessment strategies. In response to the COVID 19 pandemic, ECECD used PDG B-5 funds to buy a specific early childhood online learning platform, Quorum, that will be available to all early learning providers at no cost to them through September of 2021. Quorum offers an easy user interface to access a wealth of evidence-based online trainings to support early childhood educators and service providers. Class types include classroom management, developmental milestones, social-emotional development, academic development, etc.

Equitable Access was a cornerstone of ECECD's PDG B-5 grant application. ECECD paid special attention to our methodology for engaging all New Mexico residents in ways that were most familiar and comfortable to them during our Needs Assessment and Strategic Planning processes. Our state leadership team directly engaged trusted partners to communicate and collaborate directly with their communities. ECECD also provided trainings on culturally relevant curricula and instruction, and linguistically responsive instruction to early learning teachers and care providers as well as curriculum development workshops to indigenous child care providers seeking to decolonize their early education curricula. As a result of PDG B-5 work, our state's workforce is better equipped to create an inclusive space for the cultural needs and values of each student.

The information below is meant to expand upon this opening statement and summarize the work of the PDG B-5 grant in New Mexico. The efficacy and impact of our work will be measured by the indicators of success outlined in the Strategic Plan and our Performance Evaluation Plan.

Activity 1: Needs Assessment and ECIDS

The PDG B-5 Needs Assessment was an important and timely project as it informed all future PDG B-5 work in the state. In New Mexico, the Needs Assessment work began with a "kick-off" meeting in May 2019 and the hiring of a trusted partner to complete the project in July of 2019. The stakeholder engagement efforts offered the assessment process both breadth and depth as the work unfolded. As this work began prior to ECECD's official existence as a state agency in July 2020, the original grantee, the New Mexico Children, Youth, and Families Department (CYFD), completed the PDG B-5 Needs Assessment.

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The foundation of the project formed by reviewing 27 previously completed strategic plans, needs assessments, and reports on the early childhood field in New Mexico as well as reviewing 25 other states for planning and modeling methodology that could apply to New Mexico. As the foundation took shape, a large-scale stakeholder engagement effort was underway.

The original grantee, CYFD, engaged stakeholders in four specific ways between August and October of 2019:

- Open-Forum Community Conversations
- Focused Community Conversations
- Key Informant Interviews
- Online surveys

A series of 11 open-forum Community Conversations and 47 focused Community Conversations were organized and professionally facilitated by Growing Up New Mexico (formerly the New Mexico Early Childhood Development Partnership). These conversations occurred at community locations statewide and included small group and large group discussions that focused on the needs of children and families, the workforce, and the infrastructure of the field. The open Community Conversations were advertised as available to anyone interested in attending, while the focused Community Conversations were designed for specific populations, such as parents living with addiction, teen parents, and parents of children with special needs. A total of 59 Key Informant Interviews were completed. Participants included political leaders, notable experts, and leaders in early childhood in New Mexico. In addition to in-person conversations, the original grantee released a workforce survey yielding 1,290 responses and a family survey yielding 819 responses. The Needs Assessment engagement efforts revealed the following major themes organized by system strengths and system needs:

System Strengths

- Child Care Subsidies
- Early Intervention Program
- New Mexico PreK
- Home Visiting Training and Professional Development
- Local Coalitions
- Mixed-Delivery System

System Needs

- Increase Quality and Access
- Coordinate and Align Across Programs
- Improve Data Systems
- Support Local Determination
- Strengthen and Support the Workforce
- Improve Funding and Resources
- Increase Awareness and Communication

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- Increase Family Involvement
- Developmentally Appropriate Programs
- Improve Transitions
- Increase Inclusive Practices
- Adopt Strength-Based Approach
- Prioritize Child and Family Well-Being

The full Needs Assessment can be found here: [New Mexico PDG B-5 Needs Assessment](#)
[The Spanish version can be found here: New Mexico PDG B-5 Needs Assessment \(Spanish Version\)](#)

New Mexico's Early Childhood Integrated Data System (ECIDS) has been a work in progress since the beginning of the Race to the Top Early Learning Challenge grant. The PDG B-5 Needs Assessment process provided an opportunity to examine ECIDS and focus on enhancing it so that it can more readily provide cross-programmatic data for reporting, legislative, and policy making purposes.

The ECIDS work that happened during the PDG B-5 grand period included the following:

- The building of a Needs Assessment Report that resulted in:
 - An unduplicated count of children enrolled in the early childhood birth to five system
 - Cross programmatic counts of children by a variety of data points, including gender, race, gender, county, program, and age
 - Data elements for the workforce, such as staff credentials, race, role, and gender
 - Data elements for facilities, such as license or registration status and capacity to serve
- The building of data visualization dashboards that answer the following quantitative questions:
 - How many children who received the following services were Kindergarten ready?
 - Child Care
 - NM PreK
 - NM Early PreK
 - NM Preschool Special Education
 - How did involvement in IDEA Part B and Part C services impact Kindergarten readiness?
 - How did attendance in NM PreK impact grade retention in Kindergarten and Grade 1?

Activity 2: Strategic Plan

The information gained through the Needs Assessment process provided the foundation for the New Mexico Statewide Strategic Plan. The foundational work for the stakeholder engagement

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began in December of 2019 with the PDG B-5 core team meeting with the new Secretary for the Early Childhood Education Department (ECECD), Elizabeth Groginsky, to develop a structure for the plan. In order to vet the plan with the stakeholders who so heavily informed the Needs Assessment, the PDG B-5 core team returned the framework of the plan to the stakeholders through a variety of engagement efforts, including a series of small focus groups in February of 2020 and virtual events in March and April of 2020. As ECECD launched in July of 2020, the Strategic Plan writing began and the editing process unfolded. The accomplishment of the Statewide Strategic Plan is evident in how completely it captures the system gaps identified in the Needs Assessment.

The resulting plan outlines objectives, strategies, and actions under 6 goal areas:

1. Families
2. Governance
3. Workforce
4. Funding
5. Data
6. Tribal

The Statewide Strategic Plan can be found here: [NM Statewide Strategic Plan 2021-2024](#)

Activity 3: Increasing Parent Knowledge and Choice

The PDG B-5 presented New Mexico with the opportunity to strengthen the communication system regarding its prenatal to five system as a whole. Because our work occurred as the New Mexico ECECD was preparing to launch, PDG B-5 supported the capacity of the professionals and the families we serve to work together to ensure that every individual who may be eligible to receive services is aware of them.

This activity contained three specific projects:

- The Statewide Early Learning Media Campaign
- The expansion of the Early Learning Resource and Referral System
- The pilot of a family engagement program
- The provision of family leadership training

These projects garnished multiple unique accomplishments in New Mexico and raised the profile of the early childhood prenatal to five system with the general public.

Early Learning Media Campaign

The Early Learning Media Campaign began in late 2019 early 2020. The planning included live photographing and filming of New Mexican families engaging in the supports and services offered by the prenatal to five system. The planning quickly pivoted, however, due to the unfolding COVID-19 pandemic in early 2020. Live photographing and filming plans were replaced with animation and the creation of campaign-specific characters that would accurately

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represent New Mexico’s population. An example of the campaign’s visual style can be seen here:



A collaboration between the University of New Mexico’s Family Development Program, MediaDesk, United Way of Central New Mexico, and New Mexixo PBS implemented the campaign. This collaborative team had worked on a previous, similar campaign which allowed them to begin working together seamlessly. The campaign ran in the fall of 2020, via newspaper, radio, social media, television, and billboard. The campaign site can be found here: [Moments Together NM](#)

The success of this campaign helped the newly launched ECECD sustain consumer engagement in its programs during the COVID-19 pandemic. In an effort to help consumers learn about the range of options for child care during the height of the pandemic, the Early Learning Media Campaign highlighted the Family, Friend, and Neighbor Program, which permitted child care subsidy funds to be provided to non-parental individuals caring for a child in their home as an alternative to group child care.

Please see the table below for data on the breadth of the Early Learning Media Campaign: .

Type of Paid Media	Overall Campaign
Television Spots	+4,500 spots statewide English and Spanish spots
Radio Spots	+10,000 spots English- 9828, Spanish- 599
Digital Advertising	+9,000,000 impressions Delivered via web and connected TV
Social Media Advertising	+3,000,000 impressions Facebook, Instagram, and Twitter
Newspaper Ads	55 ads Including a full wrap on the Sunday ABQ Journal on Dec 20
Billboards	29 billboards Digital billboards- 16, Static billboards- 13

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In addition, and as a continuation of the communication efforts made by the Moments Together NM Campaign, ECECD hired a local expert, Janet Wise, to write a history of it as part of its launch.

Expansion of Resource and Referral

New Mexico's resource and referral system is a multi-faceted system that connects families with its prenatal to five system. ECECD has expanded the Resource and Referral system in order to make it easier to navigate and provide more comprehensive information. Prior to PDG B-5, the telephonic system was excellent because it was staffed by professionals who could connect families with services for which they qualified. The online system, however, presented navigation challenges and was limited mostly to connecting families with child care or PreK.

Using PDG B-5 funds, ECECD completed a large expansion project, improving the online system. The new online system now provides important information about all services in ECECD's prenatal to five system. For example, if a family is searching for early childhood services in their area, they can simply enter their address and information on all early childhood services will populate. In addition, families can narrow their searches easily by, for example, choosing tabs for in-home child care only, or PreK services.

Prior to the launch of the new online system, ECECD hosted family focus groups virtually to learn more about how community members typically access and use information about the prenatal to five system. Information from the focus groups was used in the design of the new resource and referral online search tools.

Family Engagement Pilot

The original grantee, CYFD, completed this project relatively early in the grant period and provided useful data for how ECECD can now better engage families in the prenatal to five system in New Mexico. Beginning in the summer of 2019, the UNM Family Development Program implemented a family engagement pilot program that combined their own Collaborative Leadership program and Mind in the Making, a nationally recognized training series developed by Ellen Galinsky, that teaches participants about the relationship between brain development and essential life skills developed during childhood. Nineteen communities engaged in a state-wide three-part training series that included the following:

- Part 1: Program Collaboration – designed for early learning professionals
 - 2 Day Mind in the Making Workshop
 - 2 Day Collaborative Leadership Institute
- Part 2: Family Partnership – designed for early learning professionals
 - 3 Half-Day workshops addressing family engagement and family leadership
- Part 3: Family Partnership – designed for nominated families

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- 2 Day Family Leadership Institute
- 2 Half-Day sessions as follow-up defined by family leaders within their programs

This series of trainings resulted in the following two major themes, as reported by the participants:

- An increase in confidence from professionals in their ability to engage families; and
- An increase in awareness of the benefits of families as leaders

In addition to these two main themes, providers and their nominated family leaders working together during Part 3 of the training provided a benefit to all involved. This unique experience helped to further engage professionals and families in being able to return to their communities and implement incremental changes in family/professional partnership practices.

Family Leadership Training

In early 2020, Family Leadership Trainings began, facilitated by ECECD's partners at the Partnership for Community Action (PCA). Although the plan was to host 45 in-person leadership trainings using the Abriendo Puertas evidence-based curricula, in response to the COVID-19 pandemic, the PCA quickly pivoted to virtual online trainings.

PCA delivered all 45 trainings using an online platform. In addition to the trainings, the PCA amplified their presence on social media and hosted weekly "Cafecito" sessions where parents could meet, engage, and share leadership strategies. The trainings and follow-up activities, including "Cafecitos," were particularly helpful during the COVID-19 pandemic. Because PCA is a highly trusted source of information and resources in its community, it drew out significant stories and information of what families were experiencing during this pandemic and resulting national economic crisis. ECECD continues to utilize these stories to inform strategy and policy work in New Mexico.

New Mexico's families and professionals benefited greatly from PDG B-5 Activity 3. Campaigns and direct work with providers and families, along with the launch of ECECD, has raised the profile of the prenatal to five system in New Mexico.

Activity 4: Sharing Best Practices

As efforts brought awareness to families of New Mexico's prenatal to five system, a comprehensive effort was underway to ensure that every early child care professional serving families would have opportunities to learn how to implement best practice tools in their work. As a result, New Mexico's workforce is now better equipped to provide the exemplary services that families and children deserve.

This activity contained the following specific projects:

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- Coaching within a Family Guided, Routines-Based Intervention (FGRBI) framework.
- Video Exemplar Project
- Infant and Early Childhood Mental Health Consultation
- Pyramid Model Training and Coaching
- Connect4Learning Curriculum
- LETRS Training
- WIDA training
- Indigenous Curriculum Development Training

Coaching within a FGRBI Framework

This project supported New Mexico's Early Intervention/Part C of IDEA providers by teaching all providers how to use this evidence-based content. This training teaches providers a system of using coaching to build the capacity of caregivers to meet the needs of children from birth to three-years-old. The training not only provided the theory of FGRBI, but also provides a framework for what to do during each visit, entitled Setting the Stage, Observation and Opportunities to Embed, Problem Solving and Planning, and Reflection and Review (SSOOPRR).

The New Mexico Early Intervention program, entitled the Family Infant Toddler (FIT) Program, currently contracts with 34 local providers and all providers received this training. The responses to the training were overwhelmingly positive, with multiple participants reporting that they believe they learned things they could implement immediately. This training resulted in the FIT program requiring all programs to use the FGRBI and the SSOOPRR statewide. Program fidelity of these programs is currently being supported with technical assistance from partners at the UNM Early Childhood Learning Network.

Video Exemplar Project

Due to restrictions related to the COVID-19 pandemic, the original grantee and ECECD were not able to implement this project. The COVID-19 pandemic delayed its planned start, as staff and partners were no longer allowed to visit licensed or registered facilities for safety reasons. This remained throughout the grant period. In response, efforts shifted to providing more training online than originally planned.

Infant and Early Childhood Mental Health Consultation

At the writing of the grant application, New Mexico had, and continues to have, a set of highly qualified professionals to both intervene and provide clinical therapy, and to help with the prevention of Adverse Childhood Experiences (ACES). New Mexico's child welfare system is equipped with a clinical team that can provide Parent Infant Psychotherapy when substantiated instances of abuse and/or neglect occur. The Home Visiting and child care services include professionals who have been endorsed by the New Mexico Association for Infant Mental Health and are able to support families in the prevention of ACES. New Mexico, however, we did not

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have a clear and connected statewide system for Infant and Early Childhood Mental Health (I/EMCH) consultation. The Infant and Early Childhood Mental Health Consultation sought to create one.

In the spring of 2020, the original grantee established contracts with a national expert on I/EMCH, Kadija Johnson of Georgetown University's Center for Excellence in Infant and Early Childhood Mental Health Consultation, and with UNM's Project ECHO. They worked collaboratively to form an I/EMCH task force to develop goals for the creation of a statewide Infant Early Childhood Mental Health Consultation for early care and education and home visiting programs. The meetings occurred monthly through November of 2020 and subcommittees met weekly. The work of the Task Force contributed to the release of the 2020 Statewide Infant Early Childhood Mental Health Consultation report and the Three-Year Plan. This report can be found [here](#). The Spanish version can be found [here](#).

Pyramid Model Training and Coaching

New Mexico's Public Education Department (PED) and partners at the Region V Education Cooperative led this project and contracted with National Pyramid Model experts from the Center on Social and Emotional Foundations of Early Learning (CSEFEL) to first provide direct training to public education PreK teachers and then provide year-long ongoing professional development opportunities and communities of practice for 32 Early Childhood Instructional Coaches (ECICs). This provided the ECICs with access to over 70 videos specific to Practice Based Coaching challenges, information on how to overcome them, and access to the online Practice-Based Coaching Fundamentals modules. The purpose of providing these resources to ECICs was to ensure their capacity to assist PreK teachers retain the knowledge they learned and implement it in their classrooms.

CSEFEL first provided the trainings in person, but due to restrictions related to the COVID-19 pandemic, the team quickly shifted to providing all experiences online. This transition from in person to online went relatively well given that much of the Pyramid Training was already available and being provided online.

Response to the Pyramid work has been overwhelmingly positive. CSEFEL fully engaged the participants, and they made many requests for continued training past the grant period. These requests are being explored using other funding sources.

Connect4Learning Curriculum

In order to build the capacity of New Mexico's PreK and Early PreK, in both community-based and public school-based settings, to build early mathematics and literacy skills without providing in-person training, the ECECD purchased a subscription to Kaplan's Connect4Learning kit. During the fall of 2020, ECECD contracted with Kaplan to develop an application to provide Connect4Learning for PreK providers and enough applications were received to distribute all 57 kits. During the second half of the 2020/2021 academic year, Kaplan provided teachers with

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Connect4Learning kits and professional development so that they are able to launch the curriculum at the start of 2021/2022 academic year.

LETRS Training

LETRS - EC, which stands for Language Essentials for Teachers of Reading and Spelling – Early Childhood, is an evidence-based model of building the skills of teachers to support early literacy skills for preschool-aged children. New Mexico’s children often enter Kindergarten without the literacy skills needed to be successful in the early school grades. The use of the LETRS - EC model is one strategy that New Mexico is using to improve the ability of teachers of very young children to support and assess very early literacy skills.

LETRS-EC training was provided to over 150 teachers statewide, including non-licensed teaching aides. The trainer who was hired was able to engage the participants so well that she was routinely requested to return for follow up activities and to train new groups of providers. In addition to providing the standard LETRS – EC training, she also adapted the training so that non-licensed professionals could receive the training. This meant that if one teacher was trained, his or her classroom assistant could also be trained resulting in a more comprehensive use of the model.

WIDA Training

WIDA, which stands for World Class Instructional Design and Assessment, is an organization that develops evidence-based curricula to train teachers in cultural and linguistically responsive instruction in order to maximize the educational experience for students who are English language learners.

WIDA provided training to a 2020 cohort that included 28 participants. In addition, WIDA provided advanced training to a cohort that began prior to PDG B-5. WIDA also provides online modules to the field, which were widely utilized, with 270 providers participating between October and December of 2020.

The WIDA workshops focused on building the skills of teachers to connect language development research for multilingual learners and family engagement. In addition, training focused on helping teachers to create culturally responsive environments specifically focused on multilanguage learners. Finally, training included “Train the Trainer” opportunities that maximize ECECD’s ability to continue to utilize WIDA best practice tools. Participants engaged in both the trainings and the use of the WIDA modules with a high degree of enthusiasm.

Indigenous Curriculum Development Training

Culturally appropriate education for New Mexico’s Indigenous children is a priority for ECECD. In the fall of 2020, ECECD Assistant Secretary for Native American Early Childhood Education and Care, Jovanna Archuleta, led an effort to work with the Eight Northern Indian Pueblo

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Council to develop a contract with an expert in the development of curricula by Indigenous teachers and families for Indigenous children. The project was titled, “ECECD Sowing Seeds Project- Growing Curricular Capacity In Early Childhood Education and Care.” It is designed through eight- virtual capacity building workshops for tribal communities to create curricula that can then be infused with the values, culture and language from within their own indigenous knowledge systems. This is a strategy to change the colonizing pattern of education for Indigenous children designed by non-Indigenous educators and policy makers.

The developing team created the eight-digital workshops titled:

Workshop 1: *Managing Expectations: What You Need to See the Project Through*

Workshop 2: *Knowing the Organizational Chart: Staff the Leadership*

Workshop 3: *Norming the Vision: Establish Goals and Values*

Workshop 4: *Developing Standards and Rubrics: How to Assess Your Curriculum*

Workshop 5: *Having High Standards: Building your Development Team*

Workshop 6: *Growing Your Own: Training Up Your Own Developers*

Workshop 7: *Reviewing Your Product: Piloting and Vetting Cycles*

Workshop 8: *Maintaining a Healthy Curriculum Project: Overview of the Framework*



These trainings were provided to a cohort of Native American early child care and PreK providers in curriculum development. The project resulted in the community’s own self-assessment of best practices. As Indigenous communities begin to move towards creating their own actual curriculum, these workshops will assist in establishing individual goals, team development, growing leadership, and training community developers. Below is a list of links to each workshop, workbook, and facilitator guide:

RESOURCE	LINK
Facilitation Guide for Pilot Lead	Copy of Sowing Seeds Project Facilitation Guide - Google Docs
Sowing Seeds Project Workbook	Copy of Sowing Seeds Project Workbook - Google Docs
Workshop Tutorial Infographic	Copy of Sowing Seeds Project Workshop Tutorial Infographic - Google Docs
Interactive Tutorial Slide	Copy of Sowing Seeds Project Interactives Tutorial - Google Slides

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WORKSHOPS 1-8	
Workshop 1: Managing Expectations: Envisioning and Achievable Curriculum Project	<u>Workshop 1: Managing Expectations (Day) - Google Slides</u>
Workshop 2: Knowing the Organizational Chart: Staff the Leadership	<u>Workshop 2: Knowing the Organizational Chart (Day) - Google Slides</u>
Workshop 3: Norming the Vision: Establish Goals and Values	<u>Workshop 3: Norming the Vision (Day) - Google Slides</u>
Workshop 4: Developing Standards and Rubrics: How to Assess Your Curriculum	<u>Workshop 4: Developing Standards and Rubrics (Day) - Google Slides</u>
Workshop 5: Having High Standards: Building Your Development Team	<u>Workshop 5: Having High Standards (Day) - Google Slides</u>
Workshop 6: Growing Your Own: Training Up Your Own Developers	<u>Workshop 6: Growing Your Own (Day) - Google Slides</u>
Workshop 7: Reviewing Your Product: Piloting and Vetting Cycles	<u>Workshop 7: Reviewing Your Product (Day) - Google Slides</u>
Workshop 8: Maintaining a Healthy Curriculum Project: Overview of the Framework	<u>Workshop 8: Maintaining a Healthy Curriculum Project (Day) - Google Slides</u>

Activity 4 provided ECECD with the necessary tools to assess and then build the capacity of its entire prenatal to five system. A large majority of early learning providers were trained in best practice standards and tools which resulted in a better equipped prenatal to five workforce in New Mexico. ECECD's Statewide Strategic Plan reflects the state's priority to continue to enhance professional development opportunities and measure success by collecting data from participants on how relevant the subject matter is to their work. This information can be found on Page 21 of the 3 Year Statewide Strategic Plan.

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Activity 5: Improving Overall Quality

When New Mexico applied for PDG B-5 funding, one of the three principle-focused goals was quality. New Mexico sought to improve the overall quality of its prenatal to five mixed-delivery system and PDG B-5 provided the ideal opportunity to do so. As ECECD prepared to launch, quality initiatives became a focus as well.

The work done under Activity 5 contained the following projects:

- Increasing Practice Based Coaching via cloud-based video
- CLASS training
- One year access to QUORUM
- ECECD Advisory Council
- Early Learning Leadership Development at multiple levels

Increasing Practice Based Coaching via cloud-based video

The New Mexico PED adopted Practice Based Coaching as an evidence-based adult learning tool to help teachers improve the quality of their instruction, classroom environment, and interaction with students. PDG B-5 funding was used to purchase the use of Torsch Talent as video platform where interactions could be recorded and watched by the ECIC and the educator both separately and together. This provided the ECIC the opportunity to provide feedback, problem solving, and other guidance to help better embed best practice tools into their work.

This project was highly successful in that both educators and ECICs were fully engaged and reported that Torsch Talent was a powerful tool for feedback sharing. As the work in Activity 4 occurred, Practice Based Coaching using Torsch proved an excellent way to improve quality by helping educators implement learned techniques.

The COVID-19 pandemic was a major challenge for this project when schools shut down for the remainder of the school year in March of 2020 and did not uniformly resume at the start of the 2020/2021 school year. This severely limited the number of educators and ECICs who were able to use the system as it was quite difficult to do while teachers were learning to teach four-year-olds online. In response, a Canvas site was set up for teachers who were serving children online and coaching shifted to supporting teachers in their new role of serving very young children in this online format. Torsch Talent and Canvas remain in use to provide continued support for Practice Based Coaching.

CLASS Training

In order to improve the overall quality of interaction with children, classroom environment, and instructional support, ECECD contracted with Teachstone to provide 2 CLASS PreK

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Observation trainings and 3 NM PreK Observation trainings for 30 professionals from Head Start, community-based PreK and consultants from the UNM Early Childhood Services Center in October and December of 2020. As a result of these trainings, New Mexico has a cohort of professionals who can train other professional in the use of the CLASS tool.

QUORUM

In addition to the professional development offered under Activity 4, Activity 5 included access to a free high-quality online system of training, Quorum, for one year to ALL early childhood professionals in New Mexico. Below are some statistics representing ECECD's providers' use of the system as of June 1, 2021:

- 3,390 active members
- 6,515 courses completed, for a total of 21,870 training hours

The use of Quorum has been particularly helpful during the COVID-19 pandemic when in-person professional development was not available. As part of the planning process, the Quorum tailored the content to align with New Mexico state child care licensing requirements and the required New Mexico 45 hour training. As part of Quorum, each participant completes a written plan of action at the end of each course. Examples of Action Plans created by participants during our May courses are quoted below:

“This course was very informative along the lines of professional development. Being able to put myself in the shoes of a supervisor and knowing the hiring requirements or recommended hiring lists. Also I learned a lot about this topic from a professional point of view rather than a teacher basis.” – Administrative Leadership

“Our program will implement a daily health check for all children. We will assess each child at the beginning of the day and throughout the day if a child is not acting themselves. Families will be made aware of our exclusion policy and medication policy. Staff will be trained on what to look for when a child needs medication at any time while at the center.” – Cut the Cooties – Communicable Diseases in Child Care

“Every child and their family members deserve to walk into a classroom and have a wonderful sense of I belong here that comes from seeing themselves reflected in the classroom environment. With that quote from the chapter teachers should be intentional about the classroom. I liked one of the example that one teacher used children's picture & their families pictures instead of plastic figurines.” – Anti-Racist Classrooms

“In this course I've learned the importance of assessment for children In the classroom. This is a great tool to know as a teacher how we can individually support our children. I will take notes in my notebook by the end of the day I will try to submit or write them down in the assessment sheet.” - Child Assessment: The Essentials of Individualizing

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ECECD Advisory Council

The legislation that created ECECD also required it to create an Advisory Council of community members, experts, and stakeholders. The creation of the Advisory Council enabled ECECD to contract with national experts on organizational development and public policy to help the department appoint appropriate council members to make recommendations to help the ECECD with strategic planning efforts.

Beginning in July 2020, the Population Institute worked with ECECD to appoint a 40-member Advisory Council that met monthly between July and October 2020. The council was split into two workgroups: one addressing the workforce and the other sustainability. The final Advisory Council Report can be accessed [here](#).

Early Learning Leadership Development

Ensuring effective leadership at multiple levels is an important part of ensuring a high quality prenatal to five system. During the Fall of 2020, ECECD partnered with the UNM Family Development Program to accomplish two leadership development projects:

- Leadership development for ECECD state-level leadership team
- Leadership development for established local early childhood coalitions

ECECD's partners at the UNM Family Development Program subcontracted with a national expert on organizational development and systems mapping to work directly with ECECD's Leadership Team between October and December of 2020. ECECD is now using other funding sources to continue to continue the work.

In addition to leadership development work at the state level, ECECD also collaborated on a regional/local level with established early childhood coalitions. First, ECECD held a series of three virtual meetings with successful community coalitions/networks in October and November of 2020. This resulted in a set of documented recommendations about how to create successful local coalitions. Second, the Assistant Secretary of Early Childhood Education and Care held a meeting with tribal early childhood leaders and educators to plan for future investments in collaborative leadership. This work resulted in the establishment of a small advisory group to support a train the trainer institute scheduled for the first half of 2021, using existing non-PDG B-5 funding.

Overall, ECECD's work under Activity 5 provided a stronger system of quality monitoring from the provider level up to the state leadership level. This opportunity left ECECD with a sustainable system of training, leadership structure, and ongoing development work to support the monitoring of quality improvement efforts begun during the grant period.

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Activity 6: Evaluation

Evaluation occurred in two distinct ways during the PDG B-5 grant period. In its initial grant proposal, New Mexico opted to engage in two distinct evaluation activities:

1. Evaluation of the PDG B-5 work as it occurred
2. The creation of an evaluation plan toward the end of the grant period

New Mexico selected and contracted with its evaluation partners in the early part of the grant period to begin the evaluation work immediately on the grant process. Contracted Partners, Apex Evaluation and Insight Allies provided feedback to the PDG B-5 Leadership Team verbally and in writing. The feedback helped guide the process of managing all PDG B-5 projects. At the end of the grant period, ECECD's contracted partners provided an evaluation report which is being used as an internal document to help inform other large-scale, multi-year projects.

Toward the end of the grant period, and as the 3 Year Statewide Strategic Plan was being finalized, the evaluation team created an evaluation plan based on the indicators of success outlined in the Strategic Plan itself. This allows New Mexico to regularly evaluate how well the plan is being implemented and whether it is achieving the desired outcomes.

Through its PDG B-5 work, New Mexico intended to strengthen its prenatal to five mixed delivery system so that it is more accessible, a higher quality, and coordinated seamlessly across programming. As ECECD celebrates its one-year anniversary, it is well equipped to support the PDG B-5 3 Year Statewide Strategic Plan. Through PDG B-5, New Mexico engaged in a meaningful process to assess the system's strengths and needs and created a plan to address those needs. In addition, New Mexico provided its prenatal to five workforce with an abundance of professional development opportunities, raised the profile of the entire prenatal to five system to make it easier to navigate and more accessible to families, and improved the quality of services. The impact of PDG B-5 is evident at all levels of New Mexico's mixed delivery system.

II. Utilization of Grant Funds

1. *Describe how grant funds were allocated for each of the Activities 1 – 5 and in the development of your PPEP.*

Overall grant funds were allocated for each activity to support contracted efforts to implement the work needed to accomplish the activities. At the beginning of the grant period, funds were allocated based on the revised budget established prior to award and reflected projected expenditures for each activity. Prior to the COVID-19 pandemic, grant funding was allocated toward statewide travel, staff time, and delivery of work product for each contracted partner. However, once the COVID-19 pandemic began to unfold, grant dollars were no longer spent on statewide travel and were shifted to supporting the completion of work in a virtual setting.

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In addition to allocating federal funds for contracted partners for each activity, funds were also used to support the salary of the Grant Project Director for the length of the grant period. This salary was approximately 5% of the total budget.

2. Address how non-federal match funds were used.

Non-federal match funds were used for staff time for all ECECD state staff involved in PDG B-5 work whose salaries were not funded by PDG B-5 federal dollars. All staff involved in PDG B-5, with the exception of the Grant Project Director, were funded with state general funds

3. Whether or not you received a Renewal Grant Award, describe if any activities will continue without federal funding.

Although New Mexico did not receive a Renewal Grant Award, many of the projects originally funded by PDG B-5 are continuing with funding from other sources. Please see the table below for the continuation status of each project:

Table 1.

ACTIVITY	PROJECT	CONTINUATION STATUS
Activity 1: Needs Assessment	Needs Assessment	Will be updated annually as planned
Activity 1: Needs Assessment	ECIDS Project	ECIDS work continues as plans are developed for use of ECIDS for many of our required annual reports
Activity 2: Strategic Plan	Strategic Plan	The Strategic Plan will be implemented as planned with other funding sources
Activity 3: Raising family knowledge and awareness about the prenatal to five system	Media campaign (Moments Together Campaign)	This campaign will continue through June 30, 2025—and will be funded with PreK advertising State General Funds.

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Activity 3: Raising family knowledge and awareness about the prenatal to five system	Expansion of Resource and Referral	The completion of this project left ECECD with a much more robust online system which is currently being maintained by partners at UNM and will continue to be maintained through existing contracts and funding sources.
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ACTIVITY	PROJECT	CONTINUATION STATUS
Activity 3: Raising family knowledge and awareness about the prenatal to five system	Family Engagement Pilot	The following two projects will result in continued family engagement: 1. Statewide family survey to be released in SFY 22 per the Strategic Plan; 2. Family participation in a statewide and several local Equity Councils;
Activity 3: Raising family knowledge and awareness about the prenatal to five system	Family Leadership Training	The UNM Family Development Program will be continuing to provide family leadership opportunities in FY22.
Activity 4: Sharing Best Practices	All Training Provided	All training provided ended at the close of the grant period, however, MUCH of the work involved train the trainer opportunities which will allow ECECD to provide the training to communities as needed.
Activity 5: Improving overall quality	Practice-Based Coaching	This practice is still being used by the New Mexico PED and other funding sources are being identified to continue the use of Torsch Talent as a platform for recording interactions.
Activity 5: Improving overall quality	CLASS Training	This training resulted in many of providers being qualified to train others to use the CLASS tool and additional trainings will be provided by qualified providers.

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Activity 5: Improving overall quality	QUORUM	This platform will be an ongoing investment in New Mexico and will be funded using CCDF funds.
Activity 5: Improving overall quality	ECECD Advisory Council	Although the work of the council is complete, the recommendations were used to inform ECECD Departmental Strategic Plan which will be implemented starting in SFY 22. In addition, the overall quality of the prenatal to five system will be addressed through the work of a statewide, and several local, Equity Councils.

ACTIVITY	PROJECT	CONTINUATION STATUS
Activity 5: Improving overall quality	Early Learning Leadership Development	All of this work continues via contracts funded by a variety of sources with a national leadership consultant and partners at UNM's Family Development Program.
Activity 6: Evaluation	Evaluation of PDG Process and Program Performance Evaluation Plan	<p>The Program Performance Evaluation Plan will be used annually to measure the success of the implementation of the 3 Year Strategic Plan.</p> <p>The evaluation report of the PDG process is currently being used to inform other large-scale projects as stated above.</p>

4. *What amount of funds were returned unspent – and why?*

New Mexico used all of its PDG B-5 funds. No funds were returned unspent.

5. *What difference did the grant make to the state? What would not have occurred had this funding not been available? Be specific.*

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The PDG B-5 grant made a large impact on New Mexico's prenatal to five system. One of the most lasting impacts are the relationships created during the process of the Needs Assessment. The conversations, surveys, focus groups, and interviews yielded information that significantly strengthened the relationship between New Mexico's community of prenatal to five professionals, the community of families, and the state-level staff. Because the methodology of collecting information varied, was tailored to each community and population, and was facilitated by compassionate, highly knowledgeable professionals and trusted community partners, the participants trusted ECECD enough to provide nuanced and honest feedback. The strength of this relationship was immediately put to the test as a few months after the Needs Assessment process wrapped up, the COVID-19 pandemic began and the usual way of serving the communities changed quickly.

In addition to the relationship building that was achieved through the Needs Assessment, PDG B-5 resulted in statewide capacity building. The PDG-B5 provided New Mexico with numerous plans to develop its system, including the plan written by ECECD's Advisory Council and the Infant and Early Childhood Mental Health Consultation plan that provides a clear pathway to a comprehensive system of support for all families served by the prenatal to five system. One major achievement in capacity building was the creation of the three year Statewide Strategic Plan. The Strategic Plan provides the state with six clear goal, areas and multiple outcomes, strategies, and actions under each goal area. At the end of calendar year 2024, ECECD will have a stable structure for funding and pay equity, a comprehensive data system, strong government to government relationships with tribal nations, a clear system of governance that supports a well-coordinated and high quality prenatal to five system, a well-compensated workforce that has access to high-quality professional development, and families acting as key decision makers. Finally, ECECD's Strategic Plan supports the creation of a world class prenatal to five system that New Mexico's children deserve.

As the beginning of the pandemic, and as a response to the needs of our providers, ECECD Cabinet Secretary Elizabeth Groginsky organized weekly virtual video conference calls for all prenatal to five providers statewide. That weekly call served to provide information on resources, policy changes, and response efforts during the pandemic. Between 300 and 400 prenatal to five providers attend the calls every week and is a testament to providers' commitment to continue to provide the highest quality services.

Another major accomplishment that would not have occurred without the PDG B-5 grant is the development of our ECIDS. The Race to the Top Early Learning Challenge grant allowed ECECD to build the information base, which PDG B-5 developed to contain recent data that provides an unduplicated count of children across the prenatal to five system. Without PDG B-5, ECECD would not yet have that unduplicated count or that clear cross-agency view of the system.

A third accomplishment is the incredible wealth of training provided to the workforce with the PDG B-5 grant and the fact that so much of it included train the trainer components that providers can use to train peers. Through PDG B-5, ECECD built the skills of providers in

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supporting healthy social/emotional development and early math and literacy skills, used coaching to support families and other providers, provided culturally and linguistically responsive instruction, and developed skills in measuring interactions between educators and children. Because the PDG B-5 grant was intended as a systems-building and planning grant, supporting the continued use of all of these best practice skills is embedded in ECECD's 3 Year Strategic Plan.

With the PDG B-5 planning grant, New Mexico strengthened its systems of workforce development, community engagement, communication with constituents, and cross partnership collaborations. The PDG B-5 work was instrumental in assisting ECECD with setting up a framework for moving forward, particularly during a pandemic. For New Mexico, the timing of the PDG B-5 grant could not have been better.

III. Development and Implementation of the Comprehensive, Statewide, B-5 Strategic Plan

1. Identify what you learned during the development of your needs assessment.

As described above, the process of developing New Mexico's statewide Needs Assessment was one of the most impactful parts of its PDG B-5 work. Listening to communities provided an opportunity to learn about how families experienced the system as it then existed along with the providers who helped them navigate it.

ECECD learned that the community needed a better coordinated and aligned system that is easier to navigate for both providers and families. This includes strengthening the system of data collecting and data sharing. Although New Mexico's mixed delivery system was robust in terms of the quantity of services offered, it needed to strengthen the links between programming to eliminate the potential duplication of services and clarify the processes for engaging in services for families and for providers.

New Mexico's communities also described a need to eliminate barriers to equitable access to the system, including a need serve more children with disabilities in all early childhood services. ECECD also heard from the community that structural and systemic racism has limited the opportunities for the development of culturally relevant curriculum for indigenous children. Finally, it was reported that a lack of flexibility in the systems tend to serve as a barrier to families and providers accessing the services most relevant to their specific needs.

Regarding quality, communities expressed the need to shift to a strengths-based approach to relationship building with families and a well aligned and less duplicated system of professional development for providers. One of the most commonly felt needs across communities, however, was the need for an increase in compensation for providers, particularly in community-based child care and PreK, and for non-licensed educators in the public school system.

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2. *How are the results of your comprehensive, statewide, B-5 needs assessment reflected in your comprehensive, statewide, B-5 strategic plan?*

New Mexico’s Three Year Statewide Strategic Plan is based on the results of its Needs Assessment. The major themes reflected in New Mexico’s Needs Assessment are addressed with in the Strategic Plan’s 6 goal areas. Please see the table below for a brief crosswalk of the two documents.

Table 2.

NEEDS ASSESSMENT THEME	RELATED STRAT PLAN GOAL
More Quality and Access	Goal 1: Families
More Coordination and Alignment	Goal 2: Governance
Improve Data	Goal 5: Data
Support Local Determination	Goal 2: Governance
Improve Funding and Resources	Goal 4: Funding
Increase Awareness and Communication	Goal 1: Families
Increase Family Involvement	Goal 1: Families
Developmentally Appropriate Programs	Goal 3: Workforce
Improve Transitions	Goal 2: Governance
Increase Inclusive Practices	Goal 3: Workforce
Adopt Strengths-Based Approach	Goal 1: Families; Goal 3: Workforce
Prioritize Child and Family Well-Being	Goal 1: Families

NEEDS ASSESSMENT THEME	RELATED STRAT PLAN GOAL
High Quality Culturally Relevant Programs in Tribal Communities	Goal 6: Tribal
Improve Existing Early Childhood Infrastructure in Tribal Communities	Goal 6: Tribal
Integration of Education and Health Systems	Goal 2: Governance
Greater Trust in Tribal Communities to Develop and Implement Curriculum	Goal 6: Tribal
Eliminate Barriers to Deliver Linguistically and Culturally Relevant Programming to Indigenous Children Caused by Structural Racism	Goal 6: Tribal; Goal 2: Governance
Direct Government to Government Partnership Between the State of New Mexico and Tribal Governments	Goal 6: Tribal; Goal 2: Governance

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3. *What else influenced the development of your strategic plan (data, stakeholder input, parent engagement, legislation, etc.)?*

As the Strategic Plan goals and overall structure were being developed in the first months of 2020, the stakeholders who provided information during the Needs Assessment process were re-engaged to provide input and vetting to the Strategic Plan. Between February and September of 2020, ECECD organized stakeholder engagement events, meetings, interviews and focus groups with providers, state staff, and families to ensure that the goals developed for strategic planning were representative of the feedback provided during the strategic plan.

4. *What parties will be involved in oversight of the strategic plan and what roles will those parties play?*

Implementation of the Strategic Plan will be overseen in partnership by ECECD and the New Mexico Children’s Cabinet. At this time, public dashboards are being developed to allow stakeholders to view the progress on each of the 6 goal areas. This will assist the stakeholder communities in holding ECECD and the Children’s Cabinet accountable for the successful implementation of the plan.

IV. **New and Existing Partnerships**

Identify and describe any existing, expanded or new partnerships among the following – using the chart below - or providing this information in whatever format best allows you to communicate this information:

Table 3.

Program	Existing	Expanded	New
Child Care Development Fund	Prior to PDG B-5 this relationship was very strong. The grantee of PDG B-5 was also the administrator of CCDF in NM	This relationship became stronger as PDG work was completed with CCDF funded providers in terms of delivery of training and professional development	The existing relationship remains strong due to the fact that the CCDF grantee is now ECECD.
State Child Care Licensing <ul style="list-style-type: none"> • Center-based • Family Child Care • Family, Friend and Neighbor, 	Prior to PDG B-5 the partnerships between these different programs were	The PDG B-5 process of completing activities 4 and 5 were very smooth	The process of the Needs Assessment and Strategic Plan strengthened the relationship

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<ul style="list-style-type: none"> • Kith and Kin 	<p>very strong given they were all administered by the same state team</p>	<p>because of the strength of the existing partnerships between these programs</p>	<p>between center based and home based family child care by providing multiple opportunities for providers to communicate about their view of the system. This work contributed to between 300 and 400 child care providers and early learning providers joining the weekly ECECD call.</p>
<ul style="list-style-type: none"> • Head Start • Early Head Start • EHS 	<p>The partnership existed prior to PDG B-5 in that HS and EHS programs worked well with our HS Collaboration office; however HS/EHS providers reported a sense of being disconnected from the larger state system in general.</p>	<p>Although PDG B-5 included some work with HS/EHS in terms of delivery of training, the biggest impact on this relationship was the launch of ECECD.</p>	<p>Since the launch of ECECD, HS/EHS providers report feeling more connected to the larger state system than ever before.</p>

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Program	Existing	Expanded	New
Maternal Infant and Early Childhood Home Visiting (MIECHV)	Prior to PDG B-5 this program was implemented by the original grantee so the relationships were already strong	Professional Development work under PDG helped to strengthen the relationship between MIECHV funded programs and child care and PreK	These relationships remain strong post PDG B-5.
IDEA Part C	Prior to PDG B-5, the Part C of IDEA relationships were stronger with the PED than with other parts of the early learning system	PDG B-5 significantly strengthened the relationship between Part C and child care, home visiting and PreK due to the fact that the Part C coordinator was part of the PDG B-5 Executive Leadership Team	The fact that Part C was represented on the PDG B-5 Leadership team and because Part C is now administered by ECECD combined, this has significantly increased the number of opportunities for Part C to work collaboratively with Home Visiting and Child Care services.
IDEA Part B 619	The IDEA Part B relationship was mainly with general education early childhood services through the PED prior to PDG B-5	PDG B-5 had a large impact on strengthening the relationship between Part B of IDEA and the larger early childhood provider community through the WIDA and LETRS trainings in particular. These trainings brought special education and general education professionals from the public school and community based programs together to learn about common topics of study.	These newly strengthened relationships have been a powerful tool to help ECECD establish a working partnership with PED as the two departments work together to administer a seamless system of general education PreK and a collaboration to serve children with IEPs in inclusive settings.

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Program	Existing	Expanded	New
State Preschool	State funded PreK services always had a strong collaboration with Part B of IDEA, child care services, and Home Visiting services	PDG B-5, through the collection of information for the Needs Assessment/Strat Plan and the delivery of professional development, brought state PreK providers together to the same table with child care providers, Home Visiting providers and Part B providers	The collaborations between state PreK programs have been further strengthened by the launch of ECECD as public school-based PreK and community-based PreK is provided more seamlessly and administered by ECECD.
Title 1 ESEA	The relationship between Title 1 schools and public school-based PreK was strong but the relationship between community-based PreK and Title 1 was not as strong	The PDG B-5 grant did not impact this relationship in a significant way	The relationships remain mostly the same.
Child and Adult Care Food Program (CAFCP)	CAFCP had a very strong relationship with the early childhood community prior to the grant because it was administered by the same team that administered child care licensing and PreK	The PDG B-5 work in NM did not include changes to the relationship between CAFCP and the early childhood community	The relationship remains similarly strong.

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Program	Existing	Expanded	New
Tribal Organizations/ Tribes	Prior to the PDG B-5 grant, the relationship between state prenatal to five services and Tribal governments was strong in some ways but had some gaps. For example, many Tribal members were not aware of the array of services that the prenatal to five system offers.	During the Needs Assessment process, Tribal communities succinctly communicated the inequities and disparities that exist within the early childhood services for indigenous families. The perspectives and expressed needs of Tribal communities was then reflected in the Strategic Plan.	The relationships between the state of New Mexico are strengthening and PDG B-5 work has been part of that. Toward the end of the grant period, training was provided to Indigenous educators on curriculum development so they can develop curricula appropriate to the Indigenous children and families in their communities.
Special Supplemental Nutrition Program for Women, Infant, Children – WIC	The relationship between WIC and the prenatal to five system was strong prior to PDG B-5.	The relationship was not specifically impacted by PDG B-5	The relationship remains strong.
Mental Health Block Grant and mental health services	Prior to the PDG B-5 grant there was collaboration between the Infant Mental Health component of this block grant as the Home Visiting programs at level II provided preventative infant and early childhood mental health services and partnered with the Children Youth and Families Department’s clinical Infant Mental Health team.	Part of the PDG B-5 grant was building a plan for a comprehensive infant and early childhood mental health consultation system. Part of this project was the creation of a cross-agency, cross-sector task force. This task force significantly raised the profile of infant and early childhood mental health in our system	The relationship continues to be strong and the recommendations of the task force are being used to inform policy around creating the infant and early childhood mental health consultation system.

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Program	Existing	Expanded	New
Housing Authority	The main relationship between New Mexico's Housing Authority and the prenatal to five system happened via relationships between early childhood home visitors and case managers and families	PDG B-5 did not significantly impact this relationship	This relationship remains similar to prior to the grant.
Homelessness	The prenatal to five system regularly partnered with services to assist with homelessness prior to the grant via the Homeless Services director at the PED and via collaboration with Head Start and EHS	The PDG B-5 work did not significantly impact this relationship	This relationship remains strong
Refugee Organizations	Due to the fact that New Mexico borders Mexico and has a high population of families who have recently relocated, refugee services were always a priority, particularly in collaboration with migrant and seasonal Head Start/EHS	The PDG B-5 work did not significantly impact this relationship	The relationships remain as strong as prior to the grant.

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Program	Existing	Expanded	New
Associations	There were a number of associations in relationship to the prenatal to five system prior to PDG B-5, such as the New Mexico Association for Infant Mental Health (NMAIMH) Zero to Three, NAEYC, and the DEC	PDG B-5 strengthened the relationship between the prenatal to five system and the NMAIMH through the work of the Infant and Early Childhood Mental Health Task Force	The task force made clear recommendations to ECECD on how to successfully develop and maintain a consultation system statewide and this can be partly attributed to the renewed relationship between the NMAIMH and ECECD.
Private Entities/Charter Schools	There were a number of private foundations that were instrumental in supporting the prenatal to five system in New Mexico. These foundations include the early childhood funders group, the LANL foundation, and the Kellogg Foundation, and the NM Chamber of Commerce among others. Prior to the grant, the style of communication was usually more didactic with early childhood professionals presenting information to the private sector/business community.	The PDG B-5 significantly contributed to these relationships by involving the private sector and business community in the needs assessment and strategic planning process. This created a much richer dialogue between the early childhood provider community, state staff, and the business/private sector.	The involvement in PDG B-5 resulted in private funders being deeply invested in the work of the newly launched ECECD and advocating to their legislators in support of funding for early childhood services during the 2021 legislative session. The relationship was strengthened to the point where communication between the prenatal to five system and the private sector/business community is a natural part of ECECD's planning process.

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Program	Existing	Expanded	New
Faith-Based Entities	Many of our child care providers are operated in faith-based organizations.	The PDG B-5 work helped strengthen the state's relationship with faith-based organizations by involving them in the Needs Assessment and Strategic Planning process, ensuring that their unique needs were captured	As a result of PDG B-5, our relationships have been strengthened and many educators and administrators in these organizations join our weekly ECECD provider call.

V. Child Care and Development Block Grant (Section 13).

If applicable, describe the degree to which the State used information from the CCDBG Section 13.

New Mexico's work on the CCDBG and PDG B-5 complimented each other. In particular, the PDG B-5 Needs Assessment process informed the planning process for the CCDF state plan due July 1, 2021. The needs identified in the Needs Assessment helped to shape the current CCDF state plan and inform policy under ECECD's current CCDF grant work.

VI. Blending and Braiding of Funding

Describe any efforts (successful or unsuccessful) in blending and braiding any other public and private funding sources in building and administering your mixed delivery system of services, as well as challenges faced and lessons learned.

New Mexico's PDG B-5 work included a successful example of funding streams being braided to move the needle on addressing the quality and quantity of care for infants and toddlers. During the PDG B-5 grant period, New Mexico was also receiving the Pritzker grant. Both the Pritzker-funded Prenatal to Three Initiative and the PDG-5 shared common goals, including increasing access to high quality early childhood services and building the capacity of the early childhood workforce. These shared goals led to increased opportunities for partnership between grantees. In addition, these partnerships directly benefited grant efforts, such as shared aggregated data and avoiding duplication of efforts in gathering qualitative information directly from providers and families. Because focus groups and small group engagements were part of each grant, the aggregated data collected from each one informed the other. For example, one of the focus groups regarding the inclusion of infants and toddlers with disabilities done under

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the Pritzker work helped to inform the inclusion action items in the PDG B-5 Strategic Plan.

VII. Sharing Information with Families

Describe any existing efforts or initiatives that were in place prior to implementation of the initial grant related to information that would help parents make wiser early childhood choices. Describe any improvements made in this area because of funding from this initial grant.

Prior to the PDG B-5 work, systems of communication with parents and families of young children included small community outreach campaigns often targeted to specific local areas, the development of an online tool called “Am I Eligible,” and an online search tool for families to search for child care services.

With the PDG B-5 funding, New Mexico drastically increased the breadth and depth of its communications with families regarding the prenatal to five system in New Mexico. The Moments Together Campaign was a statewide campaign that included a wide variety of media outlets. The Moments Together Step by Step Guide, found on the [Moments Together NM website](#), was downloaded over 1,000 times and the campaign gained national recognition as a model for informing, inspiring, and engaging New Mexico’s families in the prenatal to five system. The Moments Together Campaign won a Davy Award at the 16th annual Davey Awards ceremony in late 2020. The size of the campaign and the number of families it reached significantly raised the awareness of parents, caregivers, and the entire prenatal to five system in New Mexico.

As Moments Together raised the prenatal to five system profile and created more awareness, the portal in which to search for the services advertised by Moments Together became much easier to navigate and use. A large PDG B-5 funded project was completed, in partnership with UNM, to enhance the current child care search portal. This project resulting in all services within the prenatal to five system being searchable to all families. Both of these projects are ongoing through identified federal and state-funded sources.

VIII. Improvement in Parent Involvement and Engagement

Describe any existing efforts or initiatives that were in place prior to the implementation of the initial grant, then describe any efforts to increase meaningful parent/family involvement and engagement related to planning, decision-making, implementation of activities, etc.

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Families were engaged in a variety of ways prior to the grant, including periodic surveys and stories shared from families to their providers. In addition, when planning for work under MIECHV, CCDF, and Title 5, parents were often engaged in focus groups and larger information gathering sessions. PDG B-5 added a more strategic element to the state's system of parent engagement. The process of training parents and family members in advocacy and leadership development helped understand how to better engage families. That work informed policies for local coalitions and collaboratives when planning for family and provider engagement activities.

IX. Innovative Practices and New Procedures

Describe any innovative practices and/or new procedures that have come about as a result of your PDG B-5 funding. Who will be impacted by these innovative practices?

Much of the work done during the Needs Assessment process informed ECECD's policies and procedures as a new state agency. One example of the use of the Needs Assessment feedback was ECECD's development of a grant application process to select and contract with PreK programs across the state. In the way we went about selecting and contracting PreK programs. ECECD's Needs Assessment contained feedback from the community that the PreK application system needed streamlining. In previous years, prospective PreK providers completed separate applications based on whether they would be serving children within a public-school setting or a community-based setting. ECECD used the Needs Assessment feedback to implement one application for PreK providers across the state in order to ensure that there is a sufficient number of providers in all areas, particularly in rural where early childhood classroom options are limited.

X. Policy and/or Legislative Change

Describe any new policies or legislation that has come about as a result of your PDG B-5 funding. List any efforts made to improve the access to and quality of early childhood care and education programs as a result of this grant (standards, data, professional development, single eligibility etc.).

The work of PDG B-5 had a substantial impact on legislative changes in New Mexico. The cross-sector engagement efforts during the Needs Assessment and Strategic Planning processes resulted in increased legislative support for further funding for the prenatal to five system. ECECD was created by Senate Bill 22 in January of 2019 and New Mexico received the PDG B-5 award in March of 2019. These two events began a fundamental shift in the investments in early childhood systems in New Mexico. As ECECD was being designed, the Needs Assessment and Strategic Planning engagement events were occurring, were incredibly well attended, and included many key influencers in the legislative and early childhood field in New Mexico. The 2020 legislative session

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included a substantial initial budget for ECECD, including a one-time launch budget of \$1,250,000 and a base budget of \$411,729,300 for SFY21.

As the new department prepared for launch during the beginning of the COVID-19 pandemic, the PDG B-5 Needs Assessment was published, disseminated, and garnered the attention of many influential experts in the early childhood field. The Strategic Plan was launched in January of 2021 and soon after, the 2021 legislative session resulted in the potential for long term sustainable funding for New Mexico's prenatal to five system, should the voters approve it, in the form of dollars allocated to ECECD from New Mexico's unique permanent land grant fund. This funding will ensure sustainable funding to support the future of the prenatal to five system in New Mexico if the voters approve it during the next general election.

In the spring of 2021, ECECD made significant changes to the regulations governing New Mexico's child care systems. ECECD amended regulations to drastically increase access to child care assistance by eliminating the requirement of applicants to provide proof of child support, among other measures. This allows applicants affected by intimate partner violence to maintain safety while accessing assistance for child care and promotes familial autonomy. 2 Public comments, a recording of the hearing, and proposed changes can be found [here](#).

In addition to the New Mexico Child Care Regulation changes, the New Mexico Part C Early Intervention program, the Family Infant Toddler program, also updated its regulations through the formal amendment process and expanded eligibility for families. One example is an expansion of eligibility for children who are born at less than 35 weeks gestation under the biomedical risk category and an added requirement that all early intervention personnel receive regular reflective supervision. Public comments, a recording of the hearing, and proposed changes can be found [here](#).

XI. Sustainability

Describe state efforts to sustain required Activities beyond the grant period. Please describe any infrastructure, policy, governance and/or funding put in place to sustain the strategies and activities going forward.

New Mexico considered sustainability in every part of PDG B-5. PDG B-5 helped New Mexico raise the profile of the prenatal to five system as it supported ECECD in its launch and work during its first six months as a new state agency. During the 2021 legislative session, the New Mexico legislature passed House Joint Resolution 1, (HJR-1), providing permanent and sustainable funding for early childhood education funded by New Mexico's land grant funds should the voter approve the measure at the next general election. This would provide a long-term and sustainable source of funding on which the New Mexico prenatal to five system can rely. The passage of HJR-1 in 2021 builds upon the passage of House Bill 83 during the 2020 session that created the Early Childhood Trust Fund, which is another stable funding source for the prenatal to five system. The

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combination of HJR-1 and the Early Childhood Trust Fund sets New Mexico up for success in the building and sustaining of a high quality prenatal to five system for all children in New Mexico.

As listed in Table 1, multiple activities initiated during PDG B-5 will continue into the future, including providing QUORUM for the workforce, Moments Together for families and providers, family leadership and partnership training, infant and early childhood mental health consultation, and the continued expansion of ECIDS. ECECD is excited about improving outcomes for children and families by using sustainable funding sources to support the workforce, engage families, and align systems of service delivery.

Overall, the connections between state leadership, families, state staff, local providers, trusted partners, legislators, and so many other stakeholders informed the highlighting of the prenatal to five system as ECECD launched as a new state agency. Without the work of PDG B-5, the launch of ECECD would not have been as smooth or as widely supported.

XII. Governance and Oversight

Describe how the state plans to maintain a system of governance and oversight for the continued support and implementation of its early childhood mixed delivery system.

New Mexico is one of four states in the nation with its entire prenatal to five mixed delivery system administered by one, cabinet level state agency. This allows New Mexico, through ECECD, to oversee the entire system under one departmental structure, contributing to the ability to keep programs connected and foster partnerships across programs. The systems-building nature of the PDG B-5 initial grant was instrumental in assisting ECECD in its initial design and launch.

XIII. Unduplicated Number of Children

What efforts were made by the state (whether successful or unsuccessful) to measure the unduplicated number of children being served in each of the existing programs and/or awaiting services in each of these programs? If an unduplicated count is not yet achievable, what are your next steps toward achieving this goal?

New Mexico successfully achieved the goal of obtaining an unduplicated count of children across the mixed delivery system through the ECIDS warehouse. Programs in ECIDS include the child care subsidy, home visiting, early intervention, community-based PreK, public school-based PreK, and preschool special education. The next steps include the addition of the Families First program, a nurse case management program for families with new babies. New Mexico is also working on strengthening its system of validating our prior to its entry into the ECIDS warehouse.

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XIV. Technical Assistance

Regardless of whether or not you were awarded a Renewal Grant, what technical assistance supports would help you keep moving forward?

New Mexico very much appreciated being included in the CoLab sessions hosted in the summer and fall of 2020 by SRI and would appreciate similar continued opportunities. ECECD would also welcome the opportunity to receive technical assistance from the BUILD Initiative for their expertise in state systems building strategies.

XV. Dissemination

Include a list and brief description of important presentations, journal articles, publications, or other resources that resulted from this initiative and were disseminated and made available to your stakeholders.

- Moments Together Campaign Step by Step Guide, available currently to all stakeholders.
 - This guide was created and is offered to families as a guide to early brain development in the first five years of a child's life. It is available in English and Spanish and is designed for parents and caregivers.
- Moments Together Campaign Ambassador Tool Kit, available currently to all stakeholders.
 - This tool kit was designed as a sustainability strategy to ensure that local providers have the Moments Together tools to share with their communities. The Ambassador Tool Kit can be found [here](#).
- ECECD launched the Statewide Strategic Plan on January 27, 2021, via a virtual public event. Key speakers included:
 - Michelle Lujan Grisham, Governor of New Mexico
 - Gil Vigil, Executive Director Eight Northern Indian Pueblo Council
 - Mariana Padilla, Director of the New Mexico Children's Cabinet
 - Elizabeth Groginsky, Cabinet Secretary New Mexico Early Childhood Education and Care Department
 - Jovanna Archuleta, Assistant Secretary for Native American Early Childhood Education and Care
 - The recorded event can be found [here](#)
 - [The New Mexico Early Childhood Strategic Plan: 2021-2024](#)
- The Early Childhood Education and Care Department Advisory Council Report
 - This report was prepared by our contracted partners, funded by PDG B-5 under Activity 5: Improving Overall Quality, after facilitating the Advisory Council and gathering recommendations for the newly launched department.
 - Recommendations from the council's work are similar to the themes that emerged during the needs assessment process including increasing the use of high quality data for decision making, establishing a system that

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supports pay parity between public school and community-based providers, aligning systems to improve access for families and providers, and developing a more nuanced approach to the measurement of the success of the system.

- The full report can be found here: [New Mexico Early Childhood Education and Care Advisory Council Report](#)

In addition to the dissemination activities listed above that were a direct result of PDG B-5 projects, PDG B-5 helped build collaboration between state agencies to create a more aligned and connected prenatal to five system. The relationships established during the PDG B-5 grant period paved the way for sustained collaboration as evidenced by the following article released in the Santa Fe New Mexican on February 24, 2021.

- **New Mexico's three education secretaries discuss need for collaboration** [New Mexico's three education secretaries discuss need for collaboration | Education | santafenewmexican.com](#)

XVI. Recommendations

1. *Considering the PDG B-5 work that you have been engaged in over the last year, what are your practical recommendations to HHS and ED?*

The PDG B-5 work informed ECECD about the gaps in the system that require more attention and stable funding in years to come. The fact that PDG B-5 allowed New Mexico to focus solely on systems development was one of the reasons the work was so successful. When considering systems of funding for states, ECECD recommends creating a more sustainable grant just for systems building, similar to CCDBG.

In addition, ECECD also learned how complex, challenging, and rewarding the development of a robust ECIDS is. ECECD strongly recommends the availability of a grant that focuses on ECIDS development and improvement so that states can focus on not only the building of the warehouse and its functionality, but also on strengthening data governance and systems of data sharing and integration.

2. *What specific issues are critical and should be given priority by you?*

As stated in the answer above, the opportunity to develop ECIDS was a highly valuable part of ECECD's PDG B-5 work. A simultaneous focus on the quality of data and the functionality of ECIDS should be a priority as ECECD implements its 3 Year Strategic Plan.

In addition, developing the early childhood field in New Mexico using a workforce lattice that includes efforts to achieve pay parity across early childhood providers is a priority. This is reflected in the recommendations from the Needs

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Assessment and the ECECD Advisory Council Report. The 2021 legislative session resulted in significant support for ECECD to focus on these priorities in the coming years.

3. *What specific policy changes can we implement from the federal level to address the barriers and challenges that you faced/are facing?*

One significant barrier for New Mexico is the high incidence of Adverse Childhood Experiences (ACEs) across communities. Intergenerational trauma and historical trauma, and significant disparities between racial and cultural groups, all contribute to elevated ACEs. This can be addressed by all prenatal to five programs developing robust access to, and expertise in, infant and early childhood mental health. At the federal level, additional funding appropriated to bolster mental health supports in early childhood systems would be greatly beneficial.

4. *How can we help you sustain the changes that you made during the course of this project?*

As previously stated, having a funding source solely dedicated to systems building was pivotal for New Mexico. It allowed New Mexico to improve its referral systems, data systems, communication systems, and create a 3-year strategic plan to make sustainable changes. ECECD recommends another round of similar funding for early childhood systems.

5. *What guidance could we provide to all states that could help facilitate the successes you encountered in your work?*

For New Mexico, that fact that PDG B-5 work occurred at multiple levels was key to success. ECECD recommends that other states use the relationships they have with trusted community partners so that they may serve as ambassadors for new initiatives or renewed work.

XVII. Future Focus

What needs to be done next by you to further the B-5 work in your state?

In order to further the PDG B-5 work, ECECD will continue to use data systems, including ECIDS, to make data-driven decisions to inform policy across programs. Data on program performance, the performance of the department as a whole, and the outcomes of children and families will be made available to the public in the coming years. The creation of both the departmental strategic plan and the PDG B-5 statewide strategic plan allows ECECD to focus on the needs of the community and addressing

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those needs via systems and infrastructure changes to the workforce, and the way in which services are accessed and delivered.

XVIII. Other Comments

No additional comments.

XIX. Signatures and Acknowledgement

This Final Report is expected to include the name, title, and agency/office/department of each key leadership person that composes your state PDG B-5 mixed delivery team. Other stakeholders can be included, as deemed appropriate by you. The signature designates awareness and acknowledgement of, and agreement with, the responses in this report.

Elizabeth Groginsky, ECECD Cabinet Secretary

Jennifer Sallee, ECECD Deputy Secretary

Leah Davidson, PDG B-5 Grant Project Director

Brenda Kofahl, New Mexico Public Education Department PDG B-5 Mixed Delivery Team Member

DocuSigned by:
Brenda Kofahl 6/30/2021
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Marc Kolman, New Mexico Department of Health PDG B-5 Mixed Delivery Team Member