

**Link to Access the Recorded Public**

**Session:** [https://drive.google.com/file/d/1yZel1u\\_6SsSVJ1sMul9rf\\_tWwbk75KQU/view?usp=sharing](https://drive.google.com/file/d/1yZel1u_6SsSVJ1sMul9rf_tWwbk75KQU/view?usp=sharing)

*Advisory Council Membership in Attendance:*

Anita Rios, Alma Martell, Amber Wallin, Amelia Black, Anna Marie Garcia, Barbara Tedrow, Candace Keams-Benally, Coda Omness, Crystal Tapia, Dana Bell, Debbie R, Diana Hammond, Doris Salazar, Elisa Begueria, Elizabeth Beers, Franz Joachim, Hope Morales, Janis Gonzales, Joan Baker, Julie Lucero, Kelly Dineyazhe-Hunter, Kelly Klundt, Liz Torrison, Lori Martinez, Marc Sparenberg, Michael Armendariz, Noemi Langley, Representative Rebecca Dow, Ruth Ann Ortiz, Sally Green, Taylor Etchemendy, Terry Anderson

*Facilitation Team Attendees:*

Elena Fiallo, Patricia Bowie, Zach Taylor, Liz Welch, Viola Clark

*Early Childhood Education and Care Department (ECECD) Attendees:*

Secretary Elizabeth Groginsky, Assistant Secretary Jovanna Archuleta, Deputy Secretary Jennifer Duran-Sallee, Claire Dudley-Chavez, Matt Bieber, Mayra Acevedo, Alejandra Rebolledo-Rea, Maria Wickstrom (Interpreter), Rhonda Montoya (ECECD Support)

*Public Allies in Attendance (Zoom Name)*

Andrea, Angela Redondo, bbehennagriffith, Dfletcher, Erica & Gwen-Stacy, Erica Hernandez, Kate Noble, Mary Ellen Dannenberg, Michele Lis, Olga Valenzuela-Zavala, Patty Keane, RShaw, Sarag Baca, Sarah Fresquez-Pena, Sherri Trujillo Hall, ssierra-fazio

**INTRODUCTION**

General welcome and announcement of how members from the public can provide feedback, thoughts and questions throughout the session utilizing the Q&A function.

*Welcome Remarks from Claire Dudley-Chavez, Director of Policy, Research and Quality Initiatives*

Introductions of ECECD Leadership Team:

Assistant Secretary for Native American Early Childhood Education and Care, Jovanna Archuleta  
Deputy Secretary, Jennifer Duran-Sallee  
Matt Bieber, Director of Communications  
Mayra Acevedo, Director of Family Support  
Alejandra Rebolledo-Rea, Director of Early Care, Education and Nutrition  
Support to Leadership Team: Rhonda Montoya and, providing translation, Maria Wickstrom.  
Secretary, Elizabeth Groginsky

*Welcome Remarks from Secretary Groginsky*

Introduction of Facilitators

Zach Taylor, Santa Fe Center for Transformational School Leadership  
Patricia Bowie, Population Change Institute

Group Introductions- Add to chat box: Where are you from and what's on your mind?

Introduction to facilitation support team:

Elena Fiarro-emails, communication and technical aspect for support, Kajabi access, hold all together.  
Liz Welch- help facilitate breakdown, support needs, and help with questions or technical issues.  
Viola Clark- helping capture time together, Graphic harvester, record of journey together through sharing drawings and graphics throughout process, support moving to next session.

Overview of Journey: Day one of a journey that we are going on all together. Focusing on purpose; what is collective purpose? Driver of change. What is helpful and what are barriers? Group will meet next month [August] to co-design process and collective action for large-scale change. September: work will be placed in the greater context of alignment in NM and accountability. October will focus on solidifying recommendations and the report going forward to legislature. There will always be two sessions (9-11; 12:30-2:30); notices will be posted on the ECECD website and Facebook link.

Recap of the Morning Session

- Key words and emerging themes: Inspiration, access, quality, education for all, drivers for change, co-designing collective action
- Collective visual of aspirations and visions for future generations: weaving experiences, connections and relationships, resilience and strength
- Common words and themes leading up to today's sessions: concept of access and quality, family voice, improved early childhood, reclaiming heritage, embracing diversity, truth and reconciliation
- What do we want the early childhood experience to be: comprehensive community approach, equality, multi-generational, opportunity to create own programs, anti-bias, anti-racist education, financial access, valuing workforce delivering care, mental health support, relationships, reflective supervision, breaking down silos (health, early learning, home visiting)

Individual Reflection & Whole Group Discussion

*What have you seen or experienced that has worked well?? When was that happening, who was with you, where were you.*

- Strong legislative support
- Mixed delivery
- The people, commitment, passion to serve
- Professional development
- Communication and Collaboration
- NMPreK- Flexible- 3 and 4 years old
- "Universal PreK"- need to discuss what that means, sometimes universal means "doing the same things" need to flesh out what we mean by that (universal funding vs universal programming)
- Built a network of licensed programs and home visiting programs to share resources in rural area. Would like to see more work throughout the state in communities; build a community where people have a voice, opinions are valued and listened to.
- Santa Fe Public Schools NYE center- staff are fantastic, the program meets the needs of students with disabilities at a high level

- Required authentic reflective Supervision
- Early intervention was a wonderful experience for my family and my daughter with Down syndrome. The therapists individualized it to work with us and they were so loving and gentle. They even made my other children feel part of the process
- Home visiting program
- A willingness for the providers across the ECE spectrum of services to come together to do deep dive collaborations; regional coalitions
- An increased understanding from the community
- Quality of day care beyond just meeting policy
- Reaching a critical mass of people at the state level who understand the need to invest in ECE
- Geographically, linguistically, racially diverse state
- Strong advocacy community that put families at the center. Access to bilingual education that honors our communities' languages.
- Meaningful data at the local and state levels
- Community organizing for better wages for Early Child Educators
- Taos Paso a Paso network is across sectors in support of children and families, there's a lot of collaboration and integration of services across the spectrum and into early childhood services in full support of children and families. Also looks at the workforce and support for students interested in pursuing higher education. There is dynamic relationships across public schools, private sector, head start, tribal, and home visiting. Provides opportunity to come together collaboratively on a regular basis.
- Foundational pieces are in place, it's exciting.
- Availability of scholarships for educational assistants/teachers to pursue higher education in EC
- NM EC system has a variety of services, each dedicated to supporting different family needs. Its really magic when they are braided together to improve children and family long term outcomes
- We have a strong and responsive Early Childhood Funders Group
- Tribal programs provide language immersion programs and programs that are wrapped with traditional responses. Our state also has tribal early childhood educators who transfer their knowledge to take back to our villages.
- New Mexico Association for Infant Mental Health (NMAIMH) has noticed more people are getting on board to go through the endorsement process. NMAIMH has started to work with agencies helping their full staff through endorsement. More and more seeing importance of high quality workforce and infant mental health.
- New Mexico has voluntary programs and many options for families. Programs are voluntary, there's a variety to choose from, which values family choice and involvement. Also early childhood is beyond programs, need to keep family voice and access included.
- Community collaboration. Collaboration goes beyond early childhood programs, in San Juan County collaboration includes Head Start, judges from family court, the mayor, city councilors, early childhood providers, and behavioral or mental health with the understanding that the work others do ties back to early childhood. Community collaboration goes beyond to housing, schooling, detention, behavioral health, it's a great collaboration and another component to consider beyond only programs in early childhood.
- Connecting to well-being, holistic view to early childhood.

*What is keeping us from getting to where we want to go? What is holding us back from having transformation? Why aren't we getting the outcomes for children that we should be getting?*

#### FUNDING

- Adequate funding; policy and funding changes needed to create and sustain the system.
- Funding, teacher/staff support (retention), quality options for parents, and consistent effectiveness of programming; Not enough prioritization of early care and education programs (including workforce) in the overall state budget.
- A funding model that ensures fully funded programs while not putting extra costs and burdens on parents or center owners
- Competition for numbers and funding
- Investing in what works for different populations of children and families - not a one size fits all approach.
- Equipment and building improvements grants are needed
- Sometimes the birth-3 programs and 3-4 year old programs get inadvertently pit against each other when it comes to identifying need and who gets the funding. Politics play into this.
- Lack of resources in childcare for special needs children

#### WORKFORCE

- Quality workforce that we can't retain due to wages. We need to look at ways to provide accurate compensation without passing that cost to families. Inadequate investment in workforce
- Lack of a serious state investment in drawing people into the early childhood field. acknowledging early childhood as an essential vocation

#### DATA, INFORMATION SHARING, AWARENESS & COLLABORATION

- Need real data sharing and linking across programs and agencies
- Lack of collaboration between PREK programs and proper understanding of too many programs overlapping
- An over focus on 3 and 4 at the expense of 0-3 and early intervention
- Team based care. Many people may be connected to one child or family but we don't work as a team and communicate with each other.
- Our early childhood workers in home visiting, early intervention, child care, head start and prek are isolated from one another. Those new to the ece field could benefit from an orientation to early childhood in nm so they understand the depth and breadth of ECE in NM and can more effectively serve families

#### POLICY

- There are too many policies connected to funding. For example, on the Navajo Reservation there is a quality assurance for families. People from Arizona come in and check the quality of care that caregivers provide and they are rated on a star level. The state [AZ] will provide scholarship to families when they reach a certain star. The program doesn't take into consideration that many families do not have electricity or running water.
- Defining as a state what the goals are for a successful early childhood system
- Context really matters! Know when a policy has good meaning but can look different when put in context; be flexible, reflective and responsive to adapt to context.

#### COMMUNITY/FAMILY FACTORS

- Rural landscape, extreme poverty
- Silos

- Need stronger community and family voice in decision-making and program design
- Reflective Supervision/Consultation across the board to support all of EC workforce
- Many families in NM have experienced trauma, and as a state, we have not come up with a comprehensive plan on how to address this effectively.
- The existing ECEC system doesn't work all that well for too many parents, teachers/caregivers, and providers. Families pay an incredible amount for care, teachers barely make a living, and centers often are right on the edge of staying in business. Without more public investments on the part of the state, those conditions can't be alleviated for all groups.
- Communities need to be trusted to tailor services to local needs. Which policies are really necessary and which are unnecessarily restrictive?
- Accessibility in rural communities; access to quality healthcare for families living in poverty
- More engagement of families to know and understand and be part of the conversations, collaborating our efforts across the state together not a North and South effort.
- A lack of trust between systems, government to government and between families and programs due to a lack of respect and authentic engagement.
- An assumption that all kids need a "program" and when they don't want one, they need to be educated on why they need one.
- It's important to engage families and truly listen. When we listen and involve families we can understand more deeply what the needs are and be creative in providing resources—this is intrinsic in home visiting, family navigation and comprehensive community support services (CCSS).

#### **Workgroups: Workforce and Sustainability**

*How are we setting benchmarks, and measures with consistent communication? What's working and how are we mitigating areas that are not working well?*

*What feedback cycles can be used to allow the Department to be aware of and address the need to make corrections based on variations and learning across the state?*

#### Workforce Workgroup- High Interest Areas Based on Feedback Above

Need to think of larger workforce—educators, home visitors--across all programs in early childhood

#### TRAINING, CERTIFICATIONS, BACKGROUND CHECKS

- Consistency across the board program to program
- Substitute pool for private programs
- Centralized database for training and background checks
- Need to streamline process for fingerprinting and background checks

#### COMPENSATION AND SUPPORT

- Leadership Matters
- Investments in employees can be a big cost to programs if the individual leaves. Need to balance investment for higher education/training and compensation to retain staff.
- Celebrate investments the state has made (CYFD and PED scholarships), consider how to further leverage resources. Have opportunity to pay teachers to work and get education; encourage and help support get degrees (ex: Taos residency program). Out of box thinking to leverage what already exists but be adaptive and supportive of realities.

- Learn from successes. Recognize barriers and creatively address to continue supporting the workforce. Example: Offered courses online and teachers went to reservation every Friday, staff paid for 2 hours by program to study. 90% pass rate; paid for time, tribe paying for coursework, IBIS model with adult education support.

Sustainability Workgroup- High Interest Areas Based on Feedback Above

Feel strongly about working on trust between systems, government and between families.

**POLICY**

- Family voice, policies exclude families
- Policy changes: strong policy leads to sustainability of funding with long term commitment

**DATA, AWARENESS**

- Lack of awareness: Families don't know what's necessarily out there, how to create cohesive look at what's available; need to integrate the way services are advertised to families.
- Lack of awareness: Providers need a common orientation when individuals come into the field from any program. Training/orientation of here's what ECE looks like in NM; each are often not encouraged to talk to one another; implement cross referral process so families don't stay on a waiting list. Example: Dona Ana County
- Data consideration- early childhood providers are reluctant to share numbers; need to use data to work for families.
- Need for shared data is very important. Data is often linked to funding; important to think deeply and have community communication around it.

**PROGRAM SUPPORT**

- Need to educate/support directors and owners, home providers to help understand basics of operating budget and tying to living wage for supporting the workforce. Need to share skills that support them to support program and staff.

**Closure**

Review of Graphic, Summary of Session

Q&A from public participation will be posted on ECECD website

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