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## **Quality Progress Report (QPR)**

### **For**

## **New Mexico**

### **FFY 2023**

***QPR Status: Accepted as of 2024-03-18 18:14:55 GMT***

The Quality Progress Report (QPR) collects information from states and territories (hereafter referred to as lead agencies) to describe investments to improve the quality of care available for children from birth to age 13. This report meets the requirements in the Child Care and Development Block Grant (CCDBG) Act of 2014 for lead agencies to submit an annual report that describes how quality funds were expended, including the activities funded and the measures used to evaluate progress in improving the quality of child care programs and services.

For purposes of simplicity and clarity, the specific provisions of applicable laws printed herein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text. The lead agency acknowledges its responsibility to adhere to the applicable laws regardless of these modifications.

The contents of this document do not have the force and effect of law and are not meant to bind the public in any way. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies.

## **QUALITY PROGRESS REPORT**

The Quality Progress Report (QPR) collects information from lead agencies to describe investments to improve the quality of care available for children from birth to age 13. This report meets the requirements in the Child Care and Development Block Grant (CCDBG) Act of 2014 for lead agencies to submit an annual report that describes how quality funds were expended, including the activities funded and the measures used to evaluate progress in improving the quality of child care programs and services. Lead agencies are also required to report on their Child Care and Development Fund (CCDF) quality improvement investments through the CCDF Plan, which collects information on the proposed quality activities for a three-year period; and through the ACF-696, which collects quarterly expenditure data on quality activities.

The annual data provided by the QPR will be used to describe how lead agencies are spending a significant investment per year to key stakeholders, including Congress, federal, state and territory administrators, providers, parents, and the public.

**Specifically, this report will be used to:**

- Ensure accountability and transparency for the use of CCDF quality funds, including a set-aside for quality infant and toddler care and activities funded by American Rescue Plan (ARP) Act
- Track progress toward meeting state- and territory-set indicators and benchmarks for improvement of child care quality based on goals and activities described in CCDF Plans; and
- Understand efforts in progress towards all child care settings meeting the developmental needs of children
- Inform federal technical assistance efforts and decisions regarding strategic use of quality funds.

**What Period Must Be Included:** All sections of this report cover the federal fiscal year activities (October 1, 2022, through September 30, 2023), unless otherwise stated. Data should reflect the cumulative totals for the fiscal year being reported, unless otherwise stated.

**What Data Should Lead Agencies Use:** Lead agencies may use data collected by other government and nongovernment agencies (e.g., CCR&R agencies or other TA providers) in addition to their own data as appropriate. We recognize that lead agencies may not have all of the data requested initially but expect progress towards increased data capacity. The scope of this report covers quality improvement activities funded at least in part by CCDF in support of CCDF activities. Lead agencies must describe their progress in meeting their stated goals for improving the quality of child care as reported in their FFY 2022-2024 CCDF Plan.

**How is the QPR Organized?**

The first section of the QPR gathers basic data on the population of providers in the state or territory and goals for quality improvement and glossary of relevant terms. The rest of the report is organized according to the ten authorized uses of quality funds specified in the CCDBG Act of 2014:

- 1) Support the training and professional development of the child care workforce
- 2) Improve the development or implementation of early learning and development guidelines
- 3) Develop, implement, or enhance a quality rating improvement system for child care providers
- 4) Improve the supply and quality of child care for infants and toddlers
- 5) Establish or expand a lead agency wide system of child care resource and referral services
- 6) Support compliance with lead agency requirements for licensing, inspection, monitoring, training, and health and safety
- 7) Evaluate the quality of child care programs in the state or territory, including how programs positively impact children
- 8) Support providers in the voluntary pursuit of accreditation
- 9) Support the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development
- 10) Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry.

The Office of Child Care (OCC) recognizes that quality funds may have been used to address the coronavirus 2019 (COVID-19) pandemic. These activities should be reflected in the relevant sections of the QPR.

### **Reporting Activities Related to ARP Act Child Care Stabilization Grants**

The ARP Act included approximately \$24 billion for child care stabilization grants, representing an important opportunity to stabilize the child care sector and do so in a way that builds back a stronger child care system that supports the developmental and learning needs of children, meets parents' needs and preferences with equal access to high-quality child care, and supports a professionalized workforce that is fairly and appropriately compensated for the essential skilled work that they do. Lead agencies must spend stabilization funds as subgrants to qualified child care providers to support the stability of the child care sector during and after the COVID-19 public health emergency. Please refer to the information memorandum [ARP Act Child Care Stabilization Grants](#) (CCDF-ACF-IM-2021-02) for further guidance on the child care stabilization grants made available through the ARP Act.

While the OCC has established a new data collection form, the ACF-901 – American Rescue Plan (ARP) Stabilization Grants Provider-Level Data, as the primary data collection mechanism for reporting related to ARP stabilization grants, Section 13 of the QPR asks about activities related to stabilization grants made possible through ARP funding. The OCC will inform lead agencies if the data reported through the ACF-901 is complete enough to warrant skipping Section 13 of the QPR. The following information is requested in Section 13:

- If the lead agency ran more than one grant program;
- How stabilization grants were used to support workforce compensation; and
- Methods to eliminate fraud, waste, and abuse when providing stabilization grants

Section 13 should be used to report on ARP Stabilization Grants ONLY. Other child care sustainability or stabilization grant programs established or ongoing using other funding mechanisms (i.e., CCDF or other supplemental funding e.g., CARES, CRRSA, ARP Supplemental Discretionary Funds) should be reported in Section 11.

### **When is the QPR Due to ACF?**

The QPR will be due to the Administration for Children and Families (ACF) by the designated lead agency no later than December 31, 2023.

### **Glossary of Terms**

The following terms are used throughout the QPR. These definitions can also be found in section 98.2 in the CCDBG Act of 2014. For any term not defined, please use the lead agency definition of terms to complete the QPR.

***Center-based child care provider*** means a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless in care in excess of 24 hours is due to the nature of the parent(s)' work. Associated terms include "child care centers" and "center-based programs."

***Director*** means a person who has primary responsibility for the daily operations and management for a child care provider, which may include a family child care provider, and which may serve children from birth to kindergarten entry and children in school-age child care.

***Family child care provider*** means one or more individuals who provide child care services for fewer than 24 hours per day per child in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work. Associated terms include "family child care homes."

***In-home child care provider*** means an individual who provides child care services in the child's own home.

***License-exempt*** means facilities that are not required to meet the definition of a facility required to meet the CCDF section 98.2 definition of “licensing or regulatory requirements.” Associated terms include “legally exempt” and “legally operating without regulation.”

***Licensed*** means a facility required by the state to meet the CCDF section 98.2 definition of “licensing or regulatory requirements,” which explains that the facility meets “requirements necessary for a provider to legally provide child care services in a state of locality, including registration requirements established under state, local or tribal law.”

***Programs*** refer generically to all activities under the CCDF, including child care services and other activities pursuant to §98.50 as well as quality activities pursuant to §98.43.

***Provider*** means the entity providing child care services.

***Staffed family child care (FCC) networks*** are programs with paid staff that offer a menu of ongoing services and resources to affiliated FCC educators. Network services may include individual supports (for example, visits to child care homes, coaching, consultation, warmlines, substitute pools, shared services, licensing TA, mental health services) and group supports (for example, training workshops, facilitated peer support groups).

***Teacher*** means a lead teacher, teacher, teacher assistant or teacher aide who is employed by a child care provider for compensation on a regular basis, or a family child care provider, and whose responsibilities and activities are to organize, guide and implement activities in a group or individual basis, or to assist a teacher or lead teacher in such activities, to further the cognitive, social, emotional, and physical development of children from birth to kindergarten entry and children in school-age child care.

## 1) Overview

*To gain an understanding of the availability of child care in the state or territory, please provide the following information on the total number of child care providers.*

### 1.1 State or Territory Child Care Provider Population

#### 1.1.1 Total Number of Licensed Providers:

Enter the total number of licensed child care providers that operated in the state or territory as of September 30, 2023. These counts should include all licensed child care providers, not just those serving children receiving CCDF subsidies.

☒ Licensed center-based programs **752**

☐ Unable to provide number. Indicate reason:

**Additional clarification: Based on most recent submission of the FY 2023 ACF-800 data there were 632 licensed center-based programs receiving CCDF funding. Please report the number of ALL licensed center-based programs operating in the state here, regardless of receipt of CCDF funding.**

☒ Licensed family child care homes **228**

☐ Unable to provide number. Indicate reason:

**Additional clarification: Based on most recent submission of the FY 2023 ACF-800 data there were 581 licensed family child care homes receiving CCDF funding. Please report the number of ALL licensed family child care homes operating in the state here, regardless of receipt of CCDF funding.**

## 2) Supporting the training and professional development of the child care workforce

Goal: *Ensure the lead agency's professional development systems or framework provides initial and ongoing professional development and education that result in a diverse and stable child care workforce with the competencies and skills to support all domains of child development.*

### 2.1 Lead Agency Progression of Professional Development

#### 2.1.1 Professional Development Registry:

Did the lead agency use a workforce registry or professional development registry to track progression of professional development during October 1, 2022, to September 30, 2023?

☐ Yes. If yes, describe:

☒ No. If no, what alternative does the lead agency use to track the progression of professional development for teachers/providers serving children who receive CCDF subsidy? Describe: **ECECD does not use a workforce registry or professional development registry to track progression of professional development.**

However, ECECD is creating a Professional Development Information System (PDIS) which will serve as a workforce database and include the education level and trainings completed by all educators entered in the system. ECECD developed a Request for Proposal to procure a vendor to establish and maintain a comprehensive PDIS for New Mexico. A local vendor was selected, and an extensive discovery was completed. ECECD has selected a vendor to design and implement the PDIS based on the recommended specifications.

Though ECECD does not yet track progression of professional development, it does track point-in-time data related to provider qualifications through the utilization of Quorum, a learning platform to support professional development for educators and providers, course completion and highest level of education completed is tracked. As of September 2023, 1,208 individuals report having an Associate's degree, 1,212 report having a Bachelor's degree, 588 report having a Master's degree, and 41 report having a Doctoral degree. In addition to this point-in-time data, ECECD's licensing requirements state that a written plan for ongoing professional development is on file for each educator, including the director. The plan is required to be based on New Mexico's seven areas of competency, consistent with the career pathway, and based on the individual's goals.

This is reviewed annually during the licensing survey and is also reviewed during the TQRIS verification for those who are participating in FOCUS.

#### **2.1.2 Participation in Professional Development Registry:**

Are any teachers/providers required to participate?

☐ Yes. If yes, describe:

☒ No. If no, describe: **The PDIS is still in development and will be completed in December 2024.**

#### **2.1.3 Number of Participants in Professional Development Registry:**

Total number of participants in the registry as of September 30, 2023 **0**

#### **2.1.4 Spending - Professional Development Registry:**

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☐ Yes, if so which funding source(s) were used?

☐ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☒ No

### **2.2 Workforce Development**

#### **2.2.1 Professional Development and Career Pathways Support:**

How did the lead agency help teachers/providers progress in their education, professional development, and/or career pathway between October 1, 2022 and September 30, 2023 (check all that apply)? If selected, how many staff received each type of support?

☒ Scholarships (for formal education institutions) **2325**



☒ Financial bonus/wage supplements tied to education levels **Update: New Mexico also spent funds on the Competitive Pay for Professionals (CPP) enhancement that was provided to 7,438 recipients. Since CPP was awarded based on the professional's existing credentials, and not as a support to progress in their education, it is not included in in section 2.2.1.**

☒ Career advisors, mentors, coaches, or consultants **85**

☐ Reimbursement for training

☐ Loans

☐ Substitutes, leave (paid or unpaid) for professional development

☒ Other. Describe: **Awarded 2,960 Student success grant stipends to early childhood professionals who were enrolled in an AA or Bachelor's early childhood degree program. Provided a stipend each semester to pay for expenses to support program completion.**

**Fall 2022: 1,180 stipends**

**Spring 2023: 1,780 stipends**

☐ N/A. Describe:

### **2.2.2 Spending - Professional Development and Career Pathways Support:**

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

☐ CCDF quality funds

☒ Non-CCDF funds

☐ CARES funds

☒ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☐ No

## **2.3 Child Care Provider Qualifications**

### **2.3.1 Number of Licensed Child Care Programs Qualifications:**

Total number of staff in licensed child care programs with the following qualification levels as of September 30, 2023:

- ☐ Child Development Associate (CDA)
- ☐ Associate's degree in an early childhood education field (e.g. psychology, human development, education)
- ☐ Bachelor's degree in an early childhood education field (e.g. psychology, human development, education)
- ☐ State child care credential
- ☐ State infant/toddler credential
- ☒ Unable to report this data. Indicate reason: **ECECD does not have a system that tracks program staff qualifications by credentials or degrees.**

### 2.3.2 Number of Licensed CCDF Child Care Programs Qualifications:

Total number of staff in licensed CCDF child care programs with the following qualification levels as of September 30, 2023:

- ☐ Child Development Associate (CDA)
- ☐ Associate's degree in an early childhood education field (e.g. psychology, human development, education)
- ☐ Bachelor's degree in an early childhood education field (e.g. psychology, human development, education)
- ☐ State child care credential
- ☐ State infant/toddler credential
- ☒ Unable to report this data. Indicate reason: **ECECD does not have a unified data system that tracks program staff qualifications by credentials or degrees.**

## 2.4 Technical Assistance for Professional Development

### 2.4.1 Technical Assistance Topics:

Technical assistance on the following topics is available to providers as part of the lead agency's professional development system (can be part of QRIS or other system that provides professional development to child care providers):

- ☒ Business Practices
- ☒ Mental health for children
- ☒ Diversity, equity, and inclusion
- ☒ Emergency Preparedness Planning
- ☒ Other. Describe other technical assistance available to providers as part of the professional development system: **ECECD provides professional development on**

curriculum and assessment, nutrition, child development and assessment, and family engagement.

#### **2.4.2 Spending - Technical Assistance for Professional Development:**

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

☒ CCDF quality funds

☒ Non-CCDF funds

☐ CARES funds

☒ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☐ No

### **2.5 Spending – Training and Professional Development**

#### **2.5.1 Spending – Training and Professional Development:**

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to support the training and professional development of the child care workforce during October 1, 2022 to September 30, 2023? **\$6975778**

☐ Unable to report total amount spent. Indicate reason:

*Optional:* Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

### **2.6 Progress Update**

#### **2.6.1 Progress Update – Training and Professional Development:**

Supporting the training and professional development of the child care workforce

Measurable indicators of progress the state/territory reported in section 6.3.2 of the FFY 2022-2024 CCDF Plan.

One of five strategic priorities identified by ECECD is to advance a diverse, well-compensated, and credentialed workforce. Through the implementation of training, coaching, and consultation for child care providers, as well as scholarship opportunities and wage supplement programs, ECECD is focused on improving supports for early childhood professionals. Training and consultation efforts tie directly to the quality of services. Progress is measured through the number of programs designated as high-quality through New Mexico's Tiered Quality Rating and Improvement System (FOCUS). Progress related to the scholarship program will be measured by the number of active scholars and the number of participants that successfully achieve the certificate or degree they are working toward. Similarly, the wage supplement program will include measures specific to the number of participants at each level and the number that advance levels within identified periods.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.3.2 of the FFY 2022-2024 CCDF Plan: The measurable indicators of progress in section 6.3.2 of the FFY 2022-2024 CCDF Plan include the following:

(a) Percent of licensed child care providers participating in FOCUS tiered quality rating and improvement system at the four- and five-star level. In SFY24 Quarter 1, ECECD exceeded the target of 50% with a total of 61% of licensed providers participating at the four- and five-star level.

(b) Progress related to the scholarship program measured by the number of active scholars and the number of participants that successfully achieve the certificate or degree they are working toward.

During the reporting period, the number of early childhood professionals receiving scholarships in this reporting period was 2,322. This includes professionals in child care, PreK, and Head Start settings. In Fall 2022, 966 child care professionals received scholarships, 869 in Spring 2023, and 487 in Summer 2023. The Central New Mexico Community College Ingenuity Program (CNM-I) continues to manage and track information about the recipients in the scholarship program. In Spring 2023, 154 professionals were working toward their Child Development Certificate (CDC), 443 were working toward an associate degree, 200 were working toward a bachelor's degree, and 54 were working toward a graduate level degree. In Summer 2023, 100 professionals were working toward their CDC, 231 were working toward an associate degree, 113 were working toward a bachelor's degree, and 37 were working toward a graduate level

degree.

(c) Progress related to the wage supplement program measured by the number of participants at each level and the number that advance levels within identified periods. The Wage Supplement Program provides education-based supplemental wages to early childhood educators who work as teachers, teachers' assistants, or family child care professionals with children from birth to age five. The program is education-based and includes ten incremental levels. The more education one attains, the more supplement one can receive. Wage Supplements were awarded to 503 professionals working as a teacher or teaching assistant in a licensed, registered, tribal, PreK, or Head Start child care setting during the reporting period to support early childhood educators making less than \$16 per hour.

The Bilingual Incentive Program launched in April 2021 and 104 early childhood professionals have received a one-time incentive payment during this reporting period. While Spanish is the most common second language, professionals have also received the bilingual incentive for other languages including Arabic, Hindi, Keres, Kinyarwanda, Mandarin, and Portuguese.

ECECD also launched the PreK Pay Parity Program in August 2021 to support community-based PreK teachers with similar credential as PED PreK teachers. Currently, 85 professionals have been approved for PreK pay parity through September 30, 2023.

### 3) Improving early learning and development guidelines

*Goal: To ensure the lead agency has research-based early learning and development guidelines appropriate for children birth to age 12, including children with special needs and dual language learners that are used to inform practice and professional development.*

#### 3.1 Early Learning and Development Guidelines

##### 3.1.1 Spending - Early Learning and Development Guidelines:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to improve early learning and development guidelines during October 1, 2022 to September 30, 2023?

☐ Yes, if so which funding source(s) were used?

- ☐ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on improving upon the development or implementation of early learning and development guidelines? \$

☐ Unable to report total amount spent. Indicate reason

*Optional:* Use this space to tell us any additional information about how funds were spent that is not capture in the item already reported:

☒ No

#### 3.2 Progress Update

##### 3.2.1 Progress Update - Early Learning and Development Guidelines:

Improving upon the development or implementation of early learning and development guidelines.

Measurable indicators of progress the state/territory reported in section 6.4.3 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

**Quality funds will not be used to develop, maintain, or implement early learning and development guidelines.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.4.3 of the FFY 2022-2024 CCDF Plan: **The measurable indicators of progress in section 6.4.3 of the FFY 2022-2024 CCDF Plan include the following:**

**In the FFY2022-2024 CCDF State Plan, ECECD reported that quality funds will not be used to develop, maintain, or implement early learning and development guidelines. However, ECECD has included in its Preschool Development Grant an update and revision of the Early Learning Guidelines to include a stronger focus on Dual Language Learners and infants and toddlers.**

**Update:**

**PDG funding has been allocated to update the Early Learning Guidelines, which were initially created in 2014 with the last update made in 2020. An Intergovernmental agreement is in process to contract support and technical assistance in updating the Early Learning Guidelines and implementing the updates as the Early Learning Standards.**

#### 4) Developing, implementing, or enhancing a quality rating and improvement system (QRIS) and other transparent system of quality indicator

*Goal: To ensure the lead agency implements a quality rating and improvement system, or other quality rating system, to promote high-quality early care and education programs.*

##### 4.1 Quality rating and improvement system status

###### 4.1.1 QRIS or other system of quality improvement status:

Indicate the status and include a description of the lead agency's quality rating and improvement system (QRIS) or other system of quality improvement during October 1, 2022 to September 30, 2023?

☒ The lead agency QRIS is operating state- or territory-wide.

- General description of QRIS: **FOCUS On Young Children's Learning is New Mexico's third generation TQRIS. The FOCUS program promotes intentional use of experiences, interactions, and curriculum to support child development and learning using the New Mexico Early Learning Guidelines. The FOCUS program is administered and managed by the Lead Agency's Division of Policy, Research, and Quality Initiatives. Training and Consultation services are provided for programs participating in FOCUS and are contracted with UNM Early Childhood Services Centers. These centers are stationed throughout New Mexico in 5 regional hubs. Verifications of the Tiered Quality Rating and Improvement Criteria are managed by UNM Early Childhood Service Center Staff. Fidelity and accountability is ensured by joint communication with the Verification Team and review of the process by both UNM and ECECD leadership.**
- How many tiers/levels? **5** [insert number of tiers below as required and describe each tier and check off which are high quality]
  - Tier/Level 1: **Tier/Level 1: Star-levels 1 meets the basic health and safety requirements required by New Mexico Child Care Licensing Regulations.**  
[ ] High Quality
  - Tier/Level 2: **Tier/Level 2: Star-level 2 meets the basic health and safety requirements required by New Mexico Child Care Licensing Regulations and accepts CCDF child care assistance.**  
[ ] High Quality
  - Tier/Level 3: **Tier/Level 3: Star-level 3 meets Star 2 criteria and sets goals to improve program quality. Staff have completed required trainings focused on child development and the program ensures health and social**



relationship promotion and developmental screenings are completed for all children and shared with parents/caregivers, children's development is observed, documented, and shared with families.

☐ High Quality

- Tier/Level 4: **Tier/Level 4: Star-level 4 meets Star 3 criteria and has lower group size and teacher child ratios. Staff have completed more required training and education and directors have completed required training. The program sets additional goals to improve quality and uses lesson plan to document reflections.**

☒ High Quality

- Tier/Level 5: **Tier/Level 5: Star-level 5 meets all Star 4 criteria and has lower group size and teacher child ratios, and the director holds the New Mexico Child Development Certificate or ECECD Equivalency. The program is actively engaged in continuous quality improvement, consistently using data to inform planning and decision-making. Programs that receive national accreditation from ECECD approved organizations are also recognized as Star-level 5 quality.**

☒ High Quality

- Tier/Level 6:  
☐ High Quality
- Tier/Level 7:  
☐ High Quality
- Tier/Level 8:  
☐ High Quality
- Tier/Level 9:  
☐ High Quality
- Tier/Level 10:  
☐ High Quality

- Total number of licensed child care centers meeting high quality definition: **344**
- Total number of licensed family child care homes meeting high quality definition: **49**
- Total number of CCDF providers meeting high quality definition: **341**
- Total number of children served by providers meeting high quality definition: **16200**

☐ The lead agency QRIS is operating a pilot (e.g., in a few localities, or only a few levels) but not fully operating state- or territory-wide.

- General description of pilot QRIS (e.g., in a few localities, or only a few levels):
- Which localities if not state/territory-wide?
- How many tiers/levels? [insert number of tiers below as required and describe each tier and check off which are high quality
  - Tier/Level 1:  
[ ] High Quality
  - Tier/Level 2:  
[ ] High Quality
  - Tier/Level 3:  
[ ] High Quality
  - Tier/Level 4:  
[ ] High Quality
  - Tier/Level 5:  
[ ] High Quality
  - Tier/Level 6:  
[ ] High Quality
  - Tier/Level 7:  
[ ] High Quality
  - Tier/Level 8:  
[ ] High Quality
  - Tier/Level 9:  
[ ] High Quality
  - Tier/Level 10:  
[ ] High Quality
- Total number of licensed child care centers meeting high quality definition:
- Total number of licensed family child care homes meeting high quality definition:
- Total number of CCDF providers meeting high quality definition:
- Total number of children served by providers meeting high quality definition:
- [ ] The lead agency is operating another system of quality improvement.
  - General description of other system:
  - Describe assessment scores, accreditation, or other metrics associated with this system:
  - Describe how “high quality” is defined in this system?
  - Total number of licensed child care centers meeting high quality definition:
  - Total number of licensed family child care homes meeting high quality definition:

- Total number of CCDF providers meeting high quality definition:
  - Total number of children served by providers meeting high quality definition:
- ☐ The lead agency does not have a QRIS or other system of quality improvement.
- Do you have a definition of high quality care?
    - ☐ Yes, define:
      - Total number of licensed child care centers meeting high quality definition:
      - Total number of licensed family child care homes meeting high quality definition:
      - Total number of CCDF providers meeting high quality definition:
      - Total number of children served by providers meeting high quality definition:
    - ☐ No

#### **4.1.2 Spending - Quality rating and improvement system status:**

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☒ CCDF quality funds
- ☒ Non-CCDF funds
- ☐ CARES funds
- ☒ CRRSA Funds
- ☒ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

☐ No

## **4.2 Quality Rating and Improvement Systems participation**

### **4.2.1 QRIS or other system of quality improvement participation:**

What types of providers participated in the QRIS or other system of quality improvement during October 1, 2022 to September 30, 2023 (check all that apply)?

- ☒ Licensed child care centers
- ☒ Licensed family child care homes

- ☐ License-exempt providers
- ☒ Programs serving children who receive CCDF subsidy
- ☒ Early Head Start programs
- ☒ Head Start programs
- ☒ State Prekindergarten or preschool programs
- ☐ Local district-supported Prekindergarten programs
- ☒ Programs serving infants and toddlers
- ☒ Programs serving school-age children
- ☒ Faith-based settings
- ☒ Tribally operated programs
- ☐ Other. Describe:

### 4.3 Quality Rating and Improvement Systems Benefits

#### 4.3.1 Quality Rating and Improvement Systems Benefits:

What types of financial incentives or technical assistance are available for providers related to QRIS or other system of quality improvement? Check as many as apply.

- ☐ One-time grants, awards or bonuses
  - ☐ Licensed child care centers
  - ☐ Licensed family child care homes
- ☐ On-going or periodic quality stipends
  - ☐ Licensed child care centers
  - ☐ Licensed family child care homes
- ☒ Higher CCDF subsidy rates (including tiered rating)
  - ☐ Licensed child care centers **294**
  - ☐ Licensed family child care homes **47**
- ☒ Ongoing technical assistance to facilitate participation in QRIS or improve quality of programs already participating in QRIS (or some other technical assistance tied to QRIS)
- ☒ Other. Describe **Planning time grants for providers participating in the QRIS to support teacher time out of the classroom for curriculum and other planning supports related to improving quality. Licensed child care centers # 216; Licensed family child care homes #50.**

#### 4.3.2 Spending - Quality Rating and Improvement Systems Benefits:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

☒ CCDF quality funds

☒ Non-CCDF funds

☐ CARES funds

☒ CRRSA Funds

☒ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☐ No

#### 4.4 Spending – Quality Rating and Improvement Systems

##### 4.4.1 Spending – Quality Rating and Improvement Systems:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) related to QRIS or other quality rating systems during October 1, 2022 to September 30, 2023? **\$65829315**

☐ Unable to report total amount spent. Indicate reason

*Optional:* Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

#### 4.5 Progress Update

##### 4.5.1 Progress Update – Quality Rating and Improvement Systems:

Developing, implementing, or enhancing a quality rating and improvement system (QRIS) or other transparent system of quality indicators.

Measurable indicators of progress the state/territory reported in section 7.3.6 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **In collaboration with the University of New Mexico (UNM) Early Childhood Services Center, the Lead Agency uses the verification process to ensure programs are functioning at a specific STAR Level according to the Established FOCUS Criteria. Currently, the verification process is conducted by UNM ECSC personnel and is based on observations, interviews and review of**

documentation and practices as they relate to the criteria. ECECD is accountable for providing an outcomes report with measurable progress related to the quality of programs participating in child care assistance. The outcomes measures are established by ECECD in collaboration with the New Mexico Legislative Finance Committee and the New Mexico Department of Finance and Administration. Each year, the Legislative Finance Committee provides a report card indicating how the agency as a whole is performing. The following areas were measured: Children receiving subsidy in high quality programs: SFY19 Target 53%, Actual 72.5%; Licensed child care providers participating in high quality programs: SFY19 Target 35%, Actual 43.3%; Children receiving state childcare subsidy, excluding child protective services childcare, that have one or more Protective Services substantiated abuse or neglect referrals: SFY19 Target 1.3% or lower, Actual 1.3% (FY19 Legislative Performance Report Card).

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.3.6 of the FFY 2022-2024 CCDF Plan: The measurable indicators of progress in section 7.3.6 of the FFY 2022-2024 CCDF Plan include the following:

a) Percent of infants and toddlers participating in the child care assistance program enrolled in high-quality child care programs (four and five star). In SFY24 Quarter 1, ECECD exceeded its 60% target at 63.38%.

**\*\*Note that this measure replaced percent of all children receiving subsidy in high quality programs.\*\***

b) Percent of licensed child care providers participating in FOCUS tiered quality rating and improvement system. In SFY24 Quarter 1, ECECD exceeded the target of 60% with 65.38% of programs participating in FOCUS.

c) Percent of children receiving state child care subsidy, excluding child protective services child care, that have one or more Protective Services substantiated abuse or neglect referrals. In SFY23, there were 1.25% of child care subsidy children in a substantiated Protective Services case.

New measurable indicators include:

d) Percent of licensed child care providers participating in FOCUS tiered quality rating and improvement system at the four- and five-star level. In SFY24 Quarter 1, ECECD exceeded the target of 50% with a total of 61% of licensed providers participating at the four- and five-star level.



## 5) Improving the supply and quality of child care programs and services for infants and toddlers

*Goal: Ensure adequate and stable supply of high quality child care with a qualified, skilled workforce to promote the healthy development of infants and toddlers. Please report on all activities funded by quality dollars and infant toddler set-aside.*

### 5.1 Infant/Toddler Specialists

#### 5.1.1 Infant/Toddler Specialists:

Did providers have access to infant/toddler specialists during October 1, 2022 to September 30, 2023?

☐ Yes

- Number of specialists available to all providers
- Number of specialists available to providers serving children who receive CCDF
- Number of specialists available specifically trained to support family child care providers
- Number of providers served
- Total number of children reached

☒ No, there are no infant/toddler specialists in the state/territory.

☐ N/A. Describe:

#### 5.1.2 Infant/Toddler Specialists Supports Provided:

If yes, what supports do the infant/toddler specialists provide?

☐ Relationship-caregiving practices (or quality caregiving/developmentally appropriate practices)

☐ On-site and virtual coaching

☐ Health and safety practices

☐ Individualized professional development consultation (e.g., opportunities for or awareness on career growth opportunities, degree/credential programs)

☐ Group professional development

☐ Family engagement and partnerships

☐ Part C early intervention services

☐ Mental health of babies, toddlers, and families

☐ Mental health of providers

☐ Behavioral Health



☐ Other. Describe

### **5.1.3 Spending – Infant/Toddler Specialists:**

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☐ Yes, if so which funding source(s) were used?

☐ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☒ No

## **5.2 Staffed Family Child Care Networks**

### **5.2.1 Number and Description of Staffed Family Child Care Networks:**

How many staffed family child care networks operated during October 1, 2022 to September 30, 2023?

☐ Number of staffed family child care networks:

- ☐ Describe what the network/hub provides to participating family child care providers:

☒ No staffed family child care networks operate in state/territory

### **5.2.2 Spending - Staffed Family Child Care Networks:**

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☐ Yes, if so which funding source(s) were used?

☐ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

☒ No

### 5.3 Spending - Programs and services for infants and toddlers

#### 5.3.1 Spending - Programs and services for infants and toddlers:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside), above and beyond to the 3% infant and toddler set-aside, to improve the supply and quality of child care programs and services for infants and toddlers during October 1, 2022 to September 30, 2023? **\$30839606**

☐ Unable to report total amount spent. Indicate reason:

*Optional:* Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported. **ECECD funded the Child Care Supply Building Grant using American Rescue Plan Act, and Child Care Stabilization Administration dollars. The intent of the Child Care Supply Building Grant is to increase access and quality to early childhood services to meet the needs of children, families, and communities. The child care providers who were awarded this grant proposed to increase the supply of licensed, high quality, child care for infants, toddlers, and young children. 797 of the proposed child care slots are specifically designated for infants and toddlers for a total of \$4,214,199.**

#### Update:

The total reported spending includes funding the supply building for infants and toddlers (about \$4.2 million) and funding a 4- and 5-star reimbursement differential for infants and toddlers (about \$29.3 million) for a total investment of \$33.5 million.

### 5.4 Progress Update

#### 5.4.1 Progress Update - Programs and services for infants and toddlers:

Improving the supply and quality of child care programs and services for infants and toddlers.

Measurable indicators of progress the state/territory reported in section 7.4.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

**New Mexico's Tiered Quality Rating and Improvement System (TQRIS-FOCUS) entails specific quality criteria. A crosswalk was conducted between the FOCUS criteria and the standards of various accrediting entities recognized by the state. Improving outcomes for children and families remains a priority for the state, as evidenced by the creation of the Early Childhood Education and Care Department (July 1, 2020). Early childhood investments continue to be a key legislative strategy to improving long-term outcomes for the state; research from the Legislative Finance Committee continues to measure these efforts to demonstrate improvement of outcomes for children and efficacy of services provided. The New Mexico Legislative Finance Committee Performance Report Card (First Quarter, Fiscal Year 2021) measured the following: Percent of licensed child care providers participating in high-quality programs (FY21 Target: 43%); Percent of children receiving subsidy in high quality programs (FY21 Target: 70%); Percent of children receiving child care assistance with substantiated abuse or neglect referrals during the child care assistance participating period (0.7%, Target: 1.3%); Percent of children in NM child care assistance who have attended 4- or 5-Star programs for eight months or longer showing measurable progress on the school readiness fall preschool assessment tool (FY21 Target: 85%). The Lead Agency is a leading participant in the New Mexico Pritzker Children's Initiative. The long-term vision of this effort is to ensure that each and every child, prenatal to age 3, and their families in New Mexico have equitable access to quality early learning opportunities to support their development, health, and well-being, helping support success in kindergarten and beyond. This vision considers the broad needs of the prenatal to three population, including health and education as well as auxiliary efforts such as paid family leave and census counting. Six strategic goals have been developed. The Lead Agency has incorporated these goals in its strategic plan. The goals and numeric targets are as follows: Goal One: increase the impact of an aligned system approach to prenatal to three services; Goal Two: build and maintain a system that remediates racial, economic, linguistic and other inequities; Goal Three: increase access by women and families to programs that support safe and healthy births and ongoing healthy maternal and child development; Goal Three, Target 1 - 100% of Medicaid births will have access to continuous Medicaid coverage to 12 months postpartum (population impacted 9,603); Goal Three, Target 2 - Women will have access to prenatal and postpartum care navigation and service coordination (population impacted 4,129); Goal Three, Target 3 - Women will have increased maternal depression screening interventions and referrals to services (population impacted 1,950) Goal Four: increase number of children and families served in home visiting programs; Goal Four, Target 1 - Additional babies and toddlers participate in home visiting through evidence- and research-**

based programs (population impacted 7,870); Goal Four, Target 2 - Additional babies participate in initial three post-partum home visits (population impacted 15,400); Goal Five: increase access to high-quality, affordable infant and toddler care for low-income families; Goal Five, Target 1, Additional infants and toddlers will be served in high quality child care (population impacted 3,707); Goal Five, Target 2, Additional infants and toddlers will be served by child care that has increased their quality by one star level (population impacted 3,734); Goal Six: increase the qualifications and capacity of the early childhood workforce serving infants and toddlers; Goal Six, Target 1, An additional 834 home visitors will be qualified to serve children by 2025; Goal Six, Target 2, An additional 2,667 early childhood educators will go up a degree level and then will be able to serve more children ages 0 - 3 years old in higher quality care (population impacted 13,400); Goal Six, Target 3, An additional 425 early childhood providers will be endorsed in infant mental health and will be able to impact additional children ages 0-3 years old (population impacted 6,994).

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.4.2 of the FFY 2022-2024 CCDF Plan: The measurable indicators of progress in section 7.4.2 of the FFY 2022-2024 CCDF Plan include the following:

a) Percent of licensed child care providers participating in FOCUS tiered quality rating and improvement system at the four and five star level. In SFY24 Quarter 1, ECECD exceeded the target of 50% with a total of 61% of licensed providers participating at the four and five star level.

b) Percent of infants and toddlers participating in the child care assistance program enrolled in high-quality child care programs (four and five star). In SFY24 Quarter 1, ECECD exceeded its 60% target at 63.38%.

**\*\*Note that this measure replaced percent of all children receiving subsidy in high quality programs.\*\***

c) Percent of children receiving state child care subsidy, excluding child protective services child care, that have one or more Protective Services substantiated abuse or neglect referrals. In SFY23, there were 1.25% of child care subsidy children in a substantiated Protective Services case.

d) Percent of children in NM child care assistance who have attended 4- or 5-Star programs for eight months or longer showing measurable progress on the school readiness fall preschool

assessment tool. ECECD no longer reports on this measure.

**6) Establishing, expanding, modifying, or maintaining a statewide system of child care resource and referral services**

*Goal: Lead agency provides: services to involve families in the development of their children, information on a full range of child care options, and assistance to families in selecting child care that is appropriate for the family's needs and is high quality as determined by the lead agency.*

**6.1 Spending – Child Care Resource and Referral Services**

**6.1.1 Spending – Child Care Resource and Referral Services:**

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to establish, expand, modify, or maintain a statewide CCR&R during October 1, 2022, to September 30, 2023?

☒ Yes, if so which funding source(s) were used?

☒ CCDF quality funds

☒ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to establish, expand, modify, or maintain a statewide CCR&R during October 1, 2022 to September 30, 2023? **\$700000**

☐ Unable to report total amount spent. Indicate reason:

*Optional:* Use this space to tell us any additional information about how funds were spent

☐ No

**6.2 Progress Update**

**6.2.1 Progress Update – Child Care Resource and Referral Services:**

Establishing, expanding, modifying or maintaining a statewide system of child care resource and referral services.

Measurable indicators of progress the state/territory reported in section 7.5.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

**Early childhood investments continue to be a key legislative strategy to improve long-term outcomes for New Mexico’s children. Data from the New Mexico Legislative Finance Committee shows some of those investments are paying off with improved educational outcomes. The SFY19 Early Childhood Accountability Report noted measurable improvement in the majority of the following areas: (1) Children attending a 4- or 5-Star Center: SFY19 48%, SFY18 43%; 4-Year Olds Attending Child Care: SFY19 2,694, SFY18 2,371; (3) Average Monthly Co-Pay as Part of Monthly Income: SFY19 5%, SFY18 5%; and Low Income Child Care Participants Proficient in Reading by Third Grade: SFY19 19%, SFY18 18%.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.5.2 of the FFY 2022-2024 CCDF Plan: **The measurable indicators of progress in section 7.5.2 of the FFY 2022-2024 CCDF Plan include the following:**

a. **Percent of infants and toddlers participating in the child care assistance program enrolled in high-quality child care programs (four and five star). In SFY24 Quarter 1, ECECD exceeded its 60% target at 63.38%**

**\*\*Note that this measure replaced percent of all children receiving subsidy in high quality programs.\*\***

b. **The number of 4-year olds attending child care. ECECD no longer reports on this measure.**

c. **Average monthly co-pay as part of monthly income. ECECD has waived co-pays.**

d. **Low income child care participants proficient in reading by third grade. ECECD no longer reports on this measure.**

**Update:**

**As of SFY quarter 2, there were a total of 3,008 referrals made by the New Mexico CCR&R by phone and through the website.**

**7) Facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards**

*Goal: To ensure child care providers maintain compliance with lead agency licensing, inspection, monitoring, and health and safety standards and training.*

**7.1 Complaints about providers**

**7.1.1 Number of Complaints about providers:**

How many complaints were received regarding providers during October 1, 2022 to September 30, 2023? **1966**

**7.1.2 Spending - Complaints about providers:**

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity (including maintaining a hotline)?

☒ Yes, if so which funding source(s) were used?

☐ CCDF quality funds

☒ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☐ No

**7.2 Licensing Staff**

**7.2.1 Number of Licensing Staff:**

How many licensing staff positions were there in the state or territory during October 1, 2022, to September 30, 2023? Number of staff **31**

**7.2.2 Spending – Licensing Staff:**

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?



☒ Yes, if so which funding source(s) were used?

- ☐ CCDF quality funds
- ☒ Non-CCDF funds
- ☐ CARES funds
- ☒ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set aside
- ☐ Unable to report. Indicate reason:

☐ No

### **7.3 Health and Safety Standards Coaching and Technical Assistance**

#### **7.3.1 Coaching or technical assistance on health and safety standards as a result of inspection:**

How many child care programs received coaching or technical assistance to improve their understanding and adherence to CCDF health and safety standards as a result of an inspection or violation during October 1, 2022, to September 30, 2023? **709**

#### **7.3.2 Spending - Coaching or technical assistance on health and safety standards as a result of inspection:**

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☐ CCDF quality funds
- ☒ Non-CCDF funds
- ☐ CARES funds
- ☒ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

☐ No

### **7.4 Spending - Compliance with health, safety, and licensing standards**

#### **7.4.1 Spending - Compliance with health, safety, and licensing standards:**

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on facilitating compliance with lead agency requirements for inspections, monitoring, health and safety standards and training, and lead agency licensing standards during October 1, 2022 to September 30, 2023? **\$2494380**

[ ] Unable to report total amount spent. Indicate reason:

*Optional:* Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

## 7.5 Progress Update

### 7.5.1 Progress Update - Compliance with health, safety, and licensing standards:

Facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards.

Measurable indicators of progress the state/territory reported in section 7.6.3 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

**New Mexico's TQRIS (FOCUS on Young Children's Learning) prioritizes Continuous Quality Improvement. The criteria encourages discussions about the approach and process for implementation from Self-Assessment to developing a Continuous Quality Improvement Plan that identifies common elements across the New Mexico Early Childhood System. Data from the New Mexico Legislative Finance Committee shows some of those investments are paying off with improved educational outcomes. The SFY19 Early Childhood Accountability Report noted measurable improvement in the following areas: (1) Children attending a 4- or 5-Star Center: SFY19 48%, SFY18 43%; (2) 4-Year Olds Attending Child Care: SFY19 2,694, SFY18 2,371; (3) Average Monthly Co-Pay as Part of Monthly Income: SFY19 5%, SFY18 5%; and (4) Low Income Child Care Participants Proficient in Reading by Third Grade: SFY19 19%, SFY18 18%.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.6.3 of the FFY 2022-2024 CCDF Plan: **The measurable indicators of progress in section 7.6.3 of the FFY 2022-2024 CCDF Plan include the following:**

- a. **Percent of infants and toddlers participating in the child care assistance program enrolled in high-quality child care programs (four and five star). In SFY24 Quarter 1, ECECD exceeded its 60% target at 63.38%**

**\*\*Note that this measure replaced percent of all children receiving subsidy in high quality programs.\*\***

- b. The number of 4-year olds attending child care. ECECD no longer reports on this measure.
- c. Average monthly co-pay as part of monthly income. ECECD has waived co-pays.
- d. Low income child care participants proficient in reading by third grade. ECECD no longer reports on this measure.

**8) Evaluating and assessing the quality of child care programs and services, including evaluating how programs positively impact children**

*Goal: Lead agency investment in effective quality improvement strategies using reliable data from evaluation and assessment*

**8.1 Evaluation and assessment of center-based programs**

**8.1.1 Evaluation and assessment of center-based programs:**

What measure(s) or tool(s) were used to evaluate and assess the quality of and effective practice in center-based programs during October 1, 2022 to September 30, 2023?

☒ QRIS

☐ CLASS

☐ ERS

☐ FCCERS

☐ ITERS

☒ State evaluation tool. Describe The FOCUS Verification Tool was created using the Tiered Quality Rating and Improvement System criteria. The tool is used to measure program quality through the initial and annual verification process within the following 10 Essential Elements 1) Authentic Observation, Documentation, and Curriculum Planning, 2) Family Engagement, 3) Inclusion Practices for Children with Developmental Delays or Disabilities, 4) Culture and Language Including the Support of Dual Language Learners, 5) Promoting Social Relationships, 6) Health Promotion and Developmental Screenings 7) Professional Qualifications 8) Ratios and Group Size, 9) Environments, and 10) Program Administration and Leadership. This also includes reviews of the program's plan for continuous quality improvement and the full participation of each child.

☐ Core Knowledge and Competency Framework

☐ Other. Describe

☐ Do not evaluate and assess quality and effective practice

**8.1.2 Spending - Evaluation and assessment of center-based programs:**

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

☒ CCDF quality funds

- ☒ Non-CCDF funds
- ☐ CARES funds
- ☒ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

☐ No

## 8.2 Evaluation and assessment of family child care programs

### 8.2.1 Evaluation and assessment of family child care programs:

What measure(s) or tool(s) were used to evaluate and assess the quality of and effective practice in family child care programs during October 1, 2022 to September 30, 2023?

- ☒ QRIS
- ☐ CLASS
- ☐ ERS
- ☐ FCCERS
- ☐ ITERS
- ☒ State evaluation tool. Describe **The FOCUS Verification Tool was created using the Tiered Quality Rating and Improvement System criteria. The tool is used to measure program quality through the initial and annual verification process within the following 10 Essential Elements 1) Authentic Observation, Documentation, and Curriculum Planning, 2) Family Engagement, 3) Inclusion Practices for Children with Developmental Delays or Disabilities, 4) Culture and Language Including the Support of Dual Language Learners, 5) Promoting Social Relationships, 6) Health Promotion and Developmental Screenings 7) Professional Qualifications 8) Ratios and Group Size, 9) Environments, and 10) Program Administration and Leadership. This also includes reviews of the program's plan for continuous quality improvement and the full participation of each child.**
- ☐ Core Knowledge and Competency Framework
- ☐ Other. Describe
- ☐ Do not evaluate and assess quality and effective practice

### 8.2.2 Spending - Evaluation and assessment of family child care programs:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

☒ CCDF quality funds

☒ Non-CCDF funds

☐ CARES funds

☒ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☐ No

### **8.3 Spending - Evaluation and assessment of child care programs**

#### **8.3.1 Spending - Evaluation and assessment of child care programs:**

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on evaluating and assessing the quality of child care programs, practice, or child development during October 1, 2022 to September 30, 2023?  
**\$700000**

☐ Unable to report total amount spent. Indicate reason:

*Optional:* Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

### **8.4 Progress Update**

#### **8.4.1 Progress Update - Evaluation and assessment of child care programs:**

Evaluating and assessing the quality of child care programs and services, including evaluating how programs positively impact children.

Measurable indicators of progress the state/territory reported in section 7.7.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The Lead Agency prepares an outcomes report with measurable progress related to the quality of programs participating in Child Care Assistance. The outcomes measured are established by the Lead Agency in collaboration with the New Mexico Legislative Finance Committee and the New Mexico Department of Finance and Administration. Each year, the Legislative Finance Committee provides a report card indicating how the agency as a whole is performing. The**

following areas were measured: (1) Children receiving subsidy in high quality programs: FY19 Target 53%, Actual 72.5%; (2) Licensed child care providers participating in high quality programs. FY19 Target 35%, Actual 43.3%; and (3) Children receiving state childcare subsidy, excluding child protective services childcare, that have one or more Protective Services-substantiated abuse or neglect referrals: FY19 Target 1.3% or lower, Actual 1.3%. (FY19 Legislative Performance Report Card).

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.7.2 of the FFY 2022-2024 CCDF Plan: The measurable indicators of progress in section 7.7.2 of the FFY 2022-2024 CCDF Plan include the following:

a. Percent of infants and toddlers participating in the child care assistance program enrolled in high-quality child care programs (four and five star). In SFY24 Quarter 1, ECECD exceeded its 60% target at 63.38%

**\*\*Note that this measure replaced percent of all children receiving subsidy in high quality programs.\*\***

b. Percent of licensed child care providers participating in FOCUS tiered quality rating and improvement system at the four- and five-star level. In SFY24 Quarter 1, ECECD exceeded the target of 50% with a total of 61% of licensed providers participating at the four- and five-star level.

c. Percent of children receiving state child care subsidy, excluding child protective services child care, that have one or more Protective Services substantiated abuse or neglect referrals.

In SFY23, there were 1.25% of child care subsidy children in a substantiated Protective Services case.

**Update:**

Number of licensed programs within each of the quality levels. In SFY24 Quarter 1, ECECD had the following providers by quality level: 2+ Star FOCUS, 146; 3-Star FOCUS, 104; 4-Star FOCUS, 62; 5-Star FOCUS, 331; Total, 643.

## 9) Supporting child care providers in the voluntary pursuit of accreditation

*Goal: Support child care programs and FCCs in the voluntary pursuit of accreditation by a national accrediting body with demonstrated, valid, and reliable program standards of quality*

### 9.1 Accreditation Support

#### 9.1.1 Accreditation Support:

How many providers did the lead agency support in their pursuit of accreditation (e.g., financial incentives, technical assistance with the accreditation process, coaching/mentoring by accredited programs) during October 1, 2022 to September 30, 2023?

- ☐ Yes, providers were supported in their pursuit of accreditation
- a. Licensed center-based programs
  - b. License-exempt center-based programs
  - c. Licensed family child care homes
  - d. License-exempt family child care homes (care in providers' home)
  - e. Programs serving children who receive CCDF subsidy
- ☒ No lead agency support given to providers in their pursuit of accreditation.
- ☐ N/A. Describe:

#### 9.1.2 Spending – Accreditation Support:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

- ☐ Yes, if so which funding source(s) were used?

- ☐ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on accreditation during October 1, 2022 to September 30, 2023? \$



☐ Unable to report total amount spent. Indicate reason:

*Optional:* Use this space to tell us any additional information about how funds were spent  
☒ No

## 9.2 Progress Update

### 9.2.1 Progress Update – Accreditation Support:

Supporting providers in the voluntary pursuit of accreditation.

Measurable indicators of progress the state/territory reported in section 7.8.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **New Mexico's Tiered, Quality Rating and Improvement System (TQRIS-FOCUS) entails specific quality criteria. A crosswalk was conducted between the FOCUS criteria and the standards of various accrediting entities recognized by the state. Improving outcomes for children and families remains a priority for the state, as evidenced by the creation of the new cabinet level Early Childhood Education and Care Department (July 1, 2020). Early childhood investments continue to be a key legislative strategy to improving long-term outcomes for the state and research from the Legislative Finance Committee continues to measure these efforts to demonstrate improvement of outcomes for children and efficacy of services provided. The Legislative Finance Committee Performance Report Card (First Quarter, Fiscal Year 2021) measured the following: (1) Percent of licensed child care providers participating in high-quality programs (FY21 target: 43%); (2) Percent of children receiving subsidy in high quality programs (FY21 target: 70%); (3) Percent of children receiving child care assistance with substantiated abuse or neglect referrals during the child care assistance participating period (0.7%, target: 1.3%); and (4) Percent of children in NM child care assistance who have attended 4- or 5-Star programs for eight months or longer showing measurable progress on the school readiness fall preschool assessment tool (FY21 target: 85%).**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.8.2 of the FFY 2022-2024 CCDF Plan: **The measurable indicators of progress in section 7.8.2 of the FFY 2022-2024 CCDF Plan include the following:**

a. **Percent of licensed child care providers participating in FOCUS tiered quality rating and improvement system at the four- and five-star level. In SFY24 Quarter 1, ECECD exceeded the target of 50% with a total of 61% of licensed providers participating at the four- and five-star level.**

b. Percent of infants and toddlers participating in the child care assistance program enrolled in high-quality child care programs (four and five star). In SFY24 Quarter 1, ECECD exceeded its 60% target at 63.38%

**\*\*Note that this measure replaced percent of all children receiving subsidy in high quality programs. \*\***

c. Percent of children receiving state child care subsidy, excluding child protective services child care, that have one or more Protective Services substantiated abuse or neglect referrals. In SFY23, there were 1.25% of child care subsidy children in a substantiated Protective Services case.

d. Percent of children in NM child care assistance who have attended 4- or 5-Star programs for eight months or longer showing measurable progress on the school readiness fall preschool assessment tool. ECECD no longer reports on this measure.

## **10) Supporting providers in the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development**

*Goal: Assist programs to meet high-quality comprehensive program standards relating to health, mental health, nutrition, physical activity, and physical development*

### **10.1 High-Quality Program Standards**

#### **10.1.1 High-Quality Program Standards:**

How did the state or territory help providers develop or adopt high quality program standards during October 1, 2022, to September 30, 2023?

☒ QRIS, check which indicators the lead agency has established:

☒ Health, nutrition, and safety of child care settings

☒ Physical activity and physical development in child care settings

☐ Mental health of children

☒ Learning environment and curriculum

☒ Ratios and group size

☒ Staff/provider qualifications and professional development

☒ Teacher/provider-child relationships

☒ Teacher/provider instructional practices

☒ Family partnerships and family strengthening

☐ Other. Describe:

☒ Early Learning Guidelines

☐ State Framework. Describe

☒ Core Knowledge and Competencies

☐ Other. Describe

☐ N/A – did not help provider develop or adopt high quality program standards

#### **10.1.2 Spending - High-Quality Program Standards:**

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

☐ CCDF quality funds

☒ Non-CCDF funds

- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to **support providers in the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development** during October 1, 2022 to September 30, 2023? **\$90287**

- ☐ Unable to report total amount spent. Indicate reason:

*Optional:* Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported. **Update:**

**PDG funds were utilized to support the FOCUS redesign feedback sessions and support. The results of these efforts are informing the areas of improvement to the FOCUS program that will most benefit the early childhood system across the state.**

- ☐ No

## 10.2 Progress Update

### 10.2.1 Progress Update - High-Quality Program Standards:

Supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development.

Measurable indicators of progress the state/territory reported in section 7.9.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

**The verification process determines the STAR level for each program based on the FOCUS criteria. This process uses an observation and interview approach in conjunction with document review as they align with the FOCUS criteria, and the Verification Tools. Verifications are managed by UNM Early Childhood Services Center staff and are typically completed within 45 business days of program application.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.9.2 of the FFY 2022-2024 CCDF Plan:

The measurable indicators of progress in section 7.9.2 of the FFY 2022-2024 CCDF Plan include the following:

Of the 997 licensed programs, the 527 programs participating in FOCUS receive training and support specific to criteria element.

Additional updates are provided below:

The verification process determines the STAR level for each program based on the FOCUS criteria. This process uses an observation and interview approach in conjunction with document review as they align with the FOCUS criteria, and the Verification Tools. Verifications are managed by UNM Early Childhood Services Center staff and are typically completed within 45 business days of program application.

FOCUS, New Mexico's TQRIS, includes essential elements of quality in the following areas: full participation of each child, health promotion and developmental screenings, professional qualifications, ratios and group size, and quality practices that support children's growth, development and learning. Providers use measures such as: child observations, developmental and social-emotional screening tools, and the New Mexico's Early Learning Guideline Rubrics to gain information about children in their care to inform classroom practices and to develop processes for authentic observation, documentation, and curriculum planning. The essential elements of quality further incorporate specific requirements for service implementation within child care settings. In addition, FOCUS programs are required to collect and/or complete developmental screenings. Social and emotional screenings are not required but are strongly encouraged. If a risk is identified through screening results, programs have plans in place to connect families to services to meet children's physical, developmental, and social-emotional needs. Often providers arrange with families and local intervention agencies to allow these services to take place on site. Dental, vision, and hearing screenings are also collected from families. If children do not have completed screenings, the program is required to share resources to help connect families to agencies that provide these services.

## 11) Other activities to improve the quality of child care services

*Goal: To improve the quality of child care programs and services related to outcomes measuring improved provider preparedness, child safety, child well-being, or kindergarten-entry*

### 11.1 Sustainability funding to child care providers

#### 11.1.1 Sustainability funding to child care providers:

Did the state or territory continue to provide stabilization grants to child care providers using funds other than the American Rescue Plan (ARP) Act Stabilization funds during October 1, 2022 to September 30, 2023?

☐ Yes. If yes, describe and check which types of providers were eligible and number served.

☐ Licensed center-based programs

☐ License-exempt center-based programs

☐ Licensed family child care homes

☐ License-exempt family child care homes (care in providers' home)

☐ In-home (care in the child's own home)

☐ Other (explain)

☒ No.

☐ N/A. Describe:

#### 11.1.2 Spending – Sustainability funding to child care providers:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☐ Yes, if so which funding source(s) were used?

☐ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☒ No

### 11.2 Data Systems Investment

### **11.2.1 Data Systems Investment:**

Did the state/territory invest in data systems to support equitable access to child care (e.g., modernizing and maintaining systems; technology upgrades and data governance improvements to provide more transparent and updated information to parents; a workforce registry; updated QRIS systems; CCR&R updates; monitoring systems) from October 1, 2022 to September 30, 2023?

☐ Yes. Describe:

☒ No

### **11.2.2 Spending - Data Systems Investment:**

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☐ Yes, if so which funding source(s) were used?

☐ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☒ No

## **11.3 Supply and Demand Analysis**

### **11.3.1 Supply and Demand Analysis:**

Did the state/territory conduct an analysis of supply and demand or other needs assessment to identify areas of focus to build supply or target funding from October 1, 2022 to September 30, 2023?

☐ Yes. Describe findings:

☒ No

### **11.3.2 Spending - Supply and Demand Analysis:**

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☐ Yes, if so which funding source(s) were used?

☐ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☒ No

#### **11.4 Supply and Demand Initiatives**

##### **11.4.1 Supply and Demand Initiatives:**

Did the state/territory implement initiatives designed to address supply and demand issues related to child care deserts and/or vulnerable populations (such as infants and toddlers, children with disabilities, English language learners, and children who need child care during non-traditional hours) during October 1, 2022 to September 30, 2023? Check all that apply.

☒ Child care deserts

☒ Infants/toddlers

☐ Children with disabilities

☐ English language learners

☒ Children who need child care during non-traditional hours

☐ Other. Describe:

##### **11.4.2 Spending - Supply and Demand Initiatives:**

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

☐ CCDF quality funds



- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☒ ARP Supplemental Discretionary
- ☒ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

☐ No

## 11.5 Provider Compensation and Benefits

### 11.5.1 Spending - Provider Compensation and Benefits:

What compensation and benefits improvements did teachers/providers receive between October 1, 2022 and September 30, 2023 (check all that apply)? If indicated, how many providers received each type of support?

- ☐ Financial bonuses (not tied to education levels)
- ☒ Salary enhancements/wage supplements **Wage supplements: 503, Pay parity-85; Competitive Pay for Professionals (CPP) enhancement-7438 recipients.**
- ☐ Health insurance coverage
- ☐ Dental insurance coverage
- ☐ Retirement benefits
- ☐ Loan Forgiveness programs
- ☐ Mental Health/Wellness programs
- ☐ Start up funds
- ☐ Other. Describe:
- ☐ N/A. Describe:

### 11.5.2 Spending - Provider Compensation and Benefits:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☐ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☒ CRRSA Funds

- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

☐ No

## 11.6 Spending – Other Activities to Improve the Quality of Child Care Services

### 11.6.1 Spending – Other Activities to Improve the Quality of Child Care Services:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on other activities to improve the quality of child care services during October 1, 2022 to September 30, 2023? **\$26594306**

☐ Unable to report total amount spent. Indicate reason:

*Optional:* Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

## 11.7 Progress Update

### 11.7.1 Progress Update – Other Activities to Improve the Quality of Child Care Services:

Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry.

Measurable indicators of progress the state/territory reported in section 7.10.1 of the 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.  
**N/A**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.10.2 of the 2022-2024 CCDF Plan: **The measurable indicators of progress in section 7.10.1 of the FFY 2022-2024 CCDF Plan include the following:**

**In the FFY2022-2024 CCDF State Plan, ECECD reported N/A.**

**Update:**

- o In this reporting period, ECECD implemented the Competitive Pay for Professionals**

(CPP) enhancement to 7,438 recipients. This support provided a \$3 per hour raise from November 1, 2022-August 31, 2023. Additionally, in SFY 23, wage supplements were awarded to 503 child care professionals, pay parity to 85 PreK educators, and 230 bilingual incentive payments across the early childhood system.

- o In SFY23, the overall increase in child care assistance was largest for infants and toddlers, with a 41 percent increase from SFY 22 to SFY 23.

## 12) Annual Report

Lead agencies must submit an annual report, as required at 45 CFR § 98.53(f) (4), describing any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on an annual review and assessment of serious child injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible.

### 12.1 Annual Report and Changes

#### 12.1.1 Annual Report:

Describe the annual review and assessment of serious injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible. **ECECD's annual review and assessment of serious injuries and any deaths occurring in child care programs receiving CCDF includes the following:** The ECECD staff assess all serious injury reports received to determine cause of injury, and whether the injury was a result of a violation of health and safety regulations. In instances where the provider was found to be at fault, ECECD issues a citation. In some cases, an administrative action is imposed, such as Conditions of Operation and/or monetary sanctions. When an administrative action is taken, the provider receives an increased frequency of monitoring visits and on-site training and technical assistance. ECECD tracks patterns for serious injuries to determine if there is a need for regulation changes, enforcement actions, and/or training. ECECD defines a serious injury as a death of a child, or accident, illness, or injury that requires treatment by a medical professional or hospitalization. There was a total of 202 reports of serious injury in FFY23 (10/1/22 - 9/30/23). Of those, 24 were substantiated (provider found to be in violation of a regulation). Incidents and complaints are tracked by provider type and TQRIS rating level. The aggregate data report about reported serious injuries and substantiated child abuse and deaths may be found at [www.nmececd.org/child-care-licensing-and-registered-homes](http://www.nmececd.org/child-care-licensing-and-registered-homes).

#### 12.1.2 Annual Report Changes:

Describe any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on the annual review and assessment. **In November 2022, ECECD revised health and safety regulations for licensed and licensed-exempt providers. Additionally, revisions to the child care assistance regulations have provided additional support**

to families and child care providers. The income eligibility limits for families on child care assistance are set at 400 percent of the federal poverty level with a phase-out at 425 percent of the federal poverty level, meaning a modest increase in income won't mean losing access to assistance. ECECD continues to waive the copayments for all families and pays the copayment to the provider on the family's behalf. The latest child care assistance regulations, promulgated on August 1, 2023, state that families will receive three (3) month notice should this change. At such time, the revised copayment schedule will ensure that the family's copayment will be no more than five percent of the household income. In August 2023, child care providers also received a provider payment rate increase based on the updated cost estimation model that factored in inflation and providing competitive wages to staff.

These changes have helped increase access and quality in the state's child care industry and help remove barriers that could prevent New Mexicans from reentering the workforce, to include the child care workforce.

ECECD made some other changes identified to strengthen health and safety and enforcement mechanisms. These changes include changing to Quorum to meet the mandatory 11 topic areas of the CCDF Health and Safety Orientation training requirement. Quorum is a unique online professional development program for early education professionals. Quorum annual membership, paid by ECECD, includes additional unlimited online training for staff and providers. In July 2023, modifications to the survey report were made to allow the licensing staff to assist the child care providers on determining the root cause for the cited deficiencies and identify a corrective action plan to reduce the reoccurrences of the cited deficiencies.

### 13) American Rescue Plan (ARP) Act Child Care Stabilization Grants

*Goal: To ensure the lead agency implements an equitable stabilization grant program. The American Rescue Plan (ARP) Act included approximately \$24 billion for child care stabilization grants, representing an important opportunity to stabilize the child care sector and do so in a way that builds back a stronger child care system that supports the developmental and learning needs of children, meets parents' needs and preferences with equal access to high-quality child care, and supports a professionalized workforce that is fairly and appropriately compensated for the essential skilled work that they do. Lead agencies must spend most stabilization funds as subgrants to qualified child care providers to support the stability of the child care sector during and after the COVID-19 public health emergency. Section 13 should be used to report on ARP Stabilization Grants ONLY.*

#### 13.1 Multiple Grant Programs

##### 13.1.1 ARP Act Stabilization multiple grant programs:

Did you run more than one grant program? If so, list the number of separate grant programs and describe their uses.

☒ Yes. Describe: ECECD ran two rounds of child care stabilization grants during FFY23. This included one round (i.e., Round 2) for 97 providers totaling \$6,542,980. Allowable uses included personnel costs, rent and other facilities costs, personal protective equipment and other health and safety practices, equipment and supplies, goods and services, and mental health services. Another round of stabilization grants was provided for Head Start providers who also provide child care and are licensed to do so, as these facilities did not receive previous rounds of stabilization grants. This Head Start-specific round (i.e., Round 3) funded 88 facilities totaling \$10,252,080. Allowable uses were the same as previous rounds of stabilization grants. In addition, stabilization supported Competitive Pay for Professionals (CPP), a targeted grant to support workforce compensation.

☐ No

#### 13.2 ARP Act Stabilization Grants workforce compensation

##### 13.2.1 ARP Act Stabilization Grant strategies for workforce compensation:

Which of the following methods were used to support workforce compensation (e.g., bonuses, stipends, increased base wages, or employee benefits) with stabilization grants? (check all that apply)

☒ Targeted grants to support workforce compensation (no other allowable uses)

- ☐ Providing bonus funds to providers that increased child care staff compensation through stabilization grants
- ☐ Requiring a specific percentage or amount of stabilization grant funding go toward child care staff compensation increases. Percent or amount for staff compensation:
- ☐ Other (Describe):