New Mexico
Early Childhood
Education & Care Department

Florecer

Strategic Plan 2027-2031

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September 1, 2026

Dear Executive and Legislative Partners,

The Early Childhood Education and Care Department (ECECD) is pleased to present Florecer, the department's Strategic Plan for 2027–2031. Florecer outlines critical and ambitious goals, objectives, and indicators to guide the department and its state, Tribal, and community partners in advancing outcomes for children, families, early childhood professionals, and communities across New Mexico.

Florecer provides a focused roadmap for strengthening New Mexico's early childhood system over the next five years. Developed over five months by ECECD leadership, the Plan reflects a data-driven, cross-departmental effort. It incorporates broad stakeholder input, emphasizes equity across diverse communities, and identifies clear indicators to support sustained progress.

The Early Childhood Education and Care Advisory Council provided review and input, as well, noting the Plan's targeted focus on urban, rural, Tribal, and frontier communities, while encouraging technology solutions to support providers in delivering high-quality services. This collaborative engagement ensured a comprehensive approach to shaping the department's strategic direction.

I invite the incoming administration and the New Mexico Legislature to use this Plan to guide future investments, preserving momentum toward a comprehensive, universal prenatal-to-five early childhood system that reflects New Mexico's cultural, linguistic, and geographic diversity.

Sincerely,

Secretary Elizabeth Groginsky

Florecer

Spanish for *Flourish*

Synonyms: grow · thrive · prosper · do well · develop · bloom

1. (of a person, animal, or other living organism) grow or develop in a healthy or vigorous way, especially as the result of a particularly favorable environment.

Vision

All New Mexican families and young children are thriving.

Mission

Optimize the health, development, education, and well-being of babies, toddlers, and preschoolers through a family-driven, equitable, community-based system of high-quality prenatal and early childhood programs and services.

Core Values

Family Centered
We recognize families as a child's first and most influential teachers. Our work is guided by strong, respectful partnerships that honor each family's unique and diverse strengths, culture, and choices. By centering family voices in our work, we help ensure New Mexico's children grow and thrive in nurturing environments.

Integrity
We act with honesty, accountability, and professionalism in every decision and interaction. By keeping our commitments and communicating transparently, we build trust with families, stakeholders, and each other—and ensure our work reflects the highest ethical standards.

Teamwork and Collaboration
We believe that diverse teams are essential to our success and that our combined efforts produce results greater than what individuals can achieve alone. We are guided by mutual respect, open communication, and trust. We work with a generosity of spirit that inspires, challenges and supports one another to grow, excel, and contribute our best.

Partnerships
We value relationships, and work intentionally with the early childhood workforce, providers, and partners to build strong communities, deepen connections for families, and generate authentic and actionable solutions. Grounded in New Mexico's rich cultural, linguistic, and geographic diversity, we honor and uplift the people and places we serve.

Equity
We believe every New Mexico child and family deserves equitable access to opportunity, resources, and support. We work to confront barriers, address inequities, and make decisions that strengthen communities.

Glossary/Definitions

ACE(s)	Adverse Childhood Experiences; potentially traumatic events that occur in childhood (ages 0–17) which can negatively affect health, development, and well-being throughout life.
ADA	Americans with Disabilities Act; referenced in relation to accessibility and compliance across ECECD information, facilities, and services.
CARA	Comprehensive Addiction and Recovery Act; a program designed to support families whose child has been born substance exposed by identifying support systems for the family and addressing barriers that prevent families from accessing services.
CCRLF	Child Care Revolving Loan Fund; state public investment that supports creation of child care slots.
CDFI(s)	Community Development Financial Institutions that serve as partner entities in child care facility financing and development.
CLASS	Classroom Assessment Scoring System; used as a quality measurement for NM PreK, Early PreK, and child care programs.
CQI	Continuous Quality Improvement; aligned with quality rating and program standards to strengthen provider practice.
ECECD	Early Childhood Education and Care Department; New Mexico's cabinet-level agency that provides comprehensive early childhood programs and services to support families, children and professionals across the state.
FIT	Family Infant Toddler; New Mexico's program that provides early intervention services for infants and toddlers with developmental needs.
GIS	Geographic Information Systems; a tool used for identifying and prioritizing under-resourced communities based on mapping supply and demand data.
IDEA Part B and Part C	The Individuals with Disabilities Education Act (IDEA); Part B provides special education for children ages 3–21, while Part C focuses on early intervention services for infants and toddlers ages birth–2.
MOUs	Memoranda of Understanding; agreements used for Tribal data-sharing and government-to-government collaboration.
NPT(s)	Nations, Pueblos, and Tribes; partners for culturally responsive programming, data practices, consultation, and outreach.
NM PreK	New Mexico PreK / Early PreK; state-funded, school-based and community-based, early childhood education programs for preschoolers ages 3 to 5.
PDIS	New Mexico's Early Childhood Professional Development Information System, a free online platform designed to track early childhood professionals' education, credentials, required trainings, and wages.
QRIS	Quality Rating and Improvement System; system used to assess and improve early childhood program quality statewide. New Mexico's system is called FOCUS.
SEED	Social and Emotional Early Development; statewide initiative that offers free Infant and Early Childhood Mental Health (IECMHC) consultation in early learning environments through pairing mental health professionals with early childhood educators.

Measuring Progress and Impact

Goal 1: School Readiness. New Mexico's children will enter kindergarten confident, prepared, and thriving, supported by universal access to culturally and linguistically responsive programs and services.

Objective 1.1 Universal Access. By June 30, 2030, the early childhood system will have the capacity to serve up to 100 percent of Medicaid eligible children for home visiting, 89 percent for NM PreK, 82 percent for Early PreK, and 78 percent of eligible infants and toddlers for child care, with targeted outreach and access strategies for priority communities.

Performance Indicators

- Percent of Medicaid eligible children 0-5 enrolled in home visiting.
- Percent of eligible children enrolled in NM PreK and Head Start.
- Percent of eligible children enrolled in Early PreK and Head Start.
- Percent of eligible infants and toddlers enrolled in child care.
- Licensed and Registered Home capacity to serve infant and toddlers in high need areas.

Objective 1.2 Quality Supports. By June 30, 2030, ECECD will deliver a comprehensive statewide system of professional learning, technical assistance, and continuous quality improvement supports that reaches at least 80 percent of the early childhood programs and providers who are eligible to receive these services annually, and results in measurable improvement in provider practice, quality ratings, or other state defined quality indicators.

Performance Indicators

- Percent of eligible early childhood programs and providers that receive from ECECD ongoing professional learning supports through coaching, consultation, or reflective practices.
- Percent change in statewide average Classroom Assessment Scoring System (CLASS) scores for NM PreK, Early PreK, and child care.

Objective 1.3 Quality Rating and Improvement System (QRIS). By June 30, 2029, ECECD will redesign and fully deploy the FOCUS tiered QRIS by implementing the new framework statewide, ensuring that 100 percent of new quality ratings are calculated using redesigned standards.

Performance Indicators

- Percent of new quality ratings calculated using the redesigned standards.
- Percent increase in provider participation in redesigned FOCUS.

Objective 1.4 Native Family Enrollment. By June 30, 2030, increase enrollment of Native families in home visiting, Family Infant Toddlers (FIT), Universal Child Care, and NM PreK by 10 percent through coordinated outreach, culturally responsive resources, and NPT partnership.

Performance Indicators

- Number of Native families enrolled in home visiting.
- Number of Native families enrolled in FIT.
- Number of Native families enrolled in Child Care.
- Number of Native families enrolled in New Mexico PreK and Early PreK.

Objective 1.5 Wage Scale and Career Ladder. By June 30, 2027, ECECD will fully implement New Mexico's Early Childhood Wage Scale and Career Ladder, resulting in compensation aligned with the wage scale for at least 75 percent of early childhood professionals.

Performance Indicators

- Number of New Mexico early childhood professionals with compensation aligned with the new wage scale.
- Number of early childhood professionals with wages documented in Professional Development Information System (PDIS).

Objective 1.6 Social and Emotional Early Development (SEED). By June 30, 2031, implement SEED statewide by expanding the number of consultants to 60, who represent the geographic and cultural diversity of New Mexico including NPTs, urban Native communities, rural, frontier, and multilingual communities.

Performance Indicators

- Number of consultants in the workforce reflecting the communities served.
- Number of partner agencies including those that represent NPTs, urban Native communities, rural, frontier, and multilingual communities.

Objective 1.7 Special Education. By June 30, 2031, facilitate a coordinated transition of services from Individuals with Disabilities Education Act (IDEA) Part C (FIT) to Part B (Preschool Special Education) for 100 percent of children through aligned processes, shared training, and strong cross agency partnerships.

Performance Indicators

- Percent of children who received coordinated transition of services from IDEA Part C (FIT) to IDEA Part B (Preschool Special Education).
- Percent of children with a seamless (no gaps in service) transition to Part B.

Objective 1.8 Nutrition. By June 30, 2031, increase participation by providers in early childhood nutrition programs by at least 15 percent and improve meal quality by implementing strengthened nutrition standards and culturally responsive menus across all ECECD-supported meal programs.

Performance Indicators

- Percent of providers participating in early childhood nutrition programs.
- Number of children receiving meal benefits.

Goal 2: Early Childhood Ecosystem. ECECD will foster collaboration and capacity in support of families, Nations, Pueblos, and Tribes, the early childhood workforce, and New Mexico's child serving systems to ensure long-term sustainability.

Objective 2.1 Family Engagement. By June 30, 2029, ECECD will increase the participation of families with children prenatal to age 8 in governance and advisory bodies, so families hold at least 20 percent of seats.

Performance Indicators

- Percent of boards with at least 20 percent of membership seats held by family representatives.
- Number of unique family representatives serving on ECECD governance and advisory bodies.

Objective 2.2 Early Childhood Workforce. By June 30, 2031, increase the number of credentialed early childhood professionals in all ECECD core programs (home visiting, FIT, child care, and New Mexico PreK and Early PreK) by 60 percent.

Performance Indicators

- Number of credentialed early childhood professionals in all ECECD core programs.
- Percent of early childhood professionals whose credentials have increased in the past two years.

Objective 2.3 Early Intervention Workforce. By June 30, 2029, New Mexico will increase the number of credentialed Early Intervention Developmental Specialists with knowledge and skills in the field of early childhood special education by 20 percent.

Performance Indicators

- Number of credentialed Early Intervention Developmental Specialists with knowledge and skills in the field of early childhood special education.
- Number of Developmental Specialists currently working in early intervention enrolled in coursework, certification, or degree programs that are designed to prepare students to work in early intervention as developmental specialists.

Objective 2.4 Child Care Supply. By June 30, 2031, ECECD will increase child care capacity statewide by 25 percent (~15,000 new, with 12,000 infant-toddler).

Performance Indicators

- Total child care capacity of all providers.
- Number of child care slots created through state public investments (i.e. Child Care Revolving Loan Fund (CCRLF), Infant/Toddler Contracted Slots, Higher Education Child Care Facilities Capital).

Objective 2.5 Tribal Partnerships. By June 30, 2031, ECECD will have supported 100 percent of the Nations, Pueblos and Tribes (NPTs) to advance their early education and care priorities.

Performance Indicators

- Percent of NPTs receiving documented ECECD support responsive to an NPT-identified early childhood education and care priority.
- Cumulative number of NPTs engaged through formal Tribal Consultation to identify and/or advance early childhood education and care priorities.
- Cumulative number of Tribal Government Licenses issued.
- Number of ECECD Home Visiting program coordinators/staff trained to support NPT Home Visiting implementation.

Objective 2.6 Children's Cabinet. ECECD will annually contribute to the New Mexico Children's Cabinet through coordination and collaboration to improve outcomes for children prenatal to age 5 and their families.

Performance Indicators

- Percent of Comprehensive Addiction and Recovery Act (CARA) families connected to state agency supports and services.
- Percent of children living in poverty as measured by the supplemental poverty index.
- Percent of children with no more than two Adverse Childhood Experiences (ACEs) statewide.

Goal 3: Organizational Excellence. ECECD will invest in its workforce and responsibly manage data, infrastructure, and operations with efficiency, effectiveness, accountability, and transparency.

Objective 3.1 Recruitment and Retention. By June 30, 2028, develop and implement a standardized equitable and data-informed workforce framework that strengthens recruitment, onboarding, professional development, fosters healthy workplace culture, and improves retention.

Performance Indicators

- Average number of days to fill a vacant position, measured from the date the job is advertised to the date an offer is extended.
- Percent of employees who have been with ECECD for at least five years.
- Number and percent of staff ratings of Agree and Strongly Agree on the annual Organizational Culture Survey.

Objective 3.2 Information Technology Systems Modernization. By June 30, 2031, modernize, streamline, optimize and reduce the number of stand-alone ECECD information technology systems by implementing human-centered design to create integrated, efficient, secure, accessible and user-friendly digital tools that improve service delivery, enhance data quality, and reduce administrative burden.

Performance Indicators

- Number of standalone IT systems.
- Percent of programs operating on integrated platforms.
- Number and percent of family and provider ratings of Agree and Strongly Agree on annual IT application satisfaction surveys.

Measuring Progress and Impact *cont'd.*

Objective 3.3 Data Management. By June 30, 2027, ECECD will streamline data and expand availability of up-to-date data supporting informed decision making.

Performance Indicators

- Develop a sustainable data management framework.
- Number of key performance indicators that are available to the public on ECECD websites and dashboards.
- Number and percent of family, provider, and constituent ratings of Agree and Strongly Agree on annual data management satisfaction surveys.

Objective 3.4 Data Sovereignty and Governance. By June 30, 2029, advance Tribal-centered data practices that respect Indigenous data governance principles, strengthen government-to-government engagement, and support informed planning, policy development, and decision-making with the Nations, Pueblos, and Tribes (NPTs).

Performance Indicators

- The Tribal-centered data governance framework is developed and implemented.
- Number of NPTs engaged in government-to-government activities through Tribal Data-sharing agreements, MOUs, and/or data governance initiatives.

Objective 3.5 Unified Service System. By June 30, 2029, provide families, early childhood professionals, and providers with a unified, supportive, and easy to navigate early childhood ecosystem by aligning expectations, communication, and processes across all ECECD program areas.

Performance Indicators

- Number of unified policies/guidance across child care, FIT, home visiting, NM PreK, and food and nutrition.
- Percent of direct service staff completing ECECD cross-division training.

Objective 3.6 Accessibility and Language Access. By June 30, 2028, ensure that all organizational information, facilities, programs, and services fully comply with accessibility and language access standards by implementing equitable communication practices, expanding multilingual resources, and integrating ADA compliant design throughout the agency.

Performance Indicators

- Number and percent of websites and vital materials translated and made accessible.
- Number and percent of accommodations and language access offers, requests and fulfillments.
- Number and percent of families, providers, and staff ratings of Agree and Strongly Agree on annual satisfaction surveys.

GOAL 1:
School Readiness

New Mexico's children will enter kindergarten confident, prepared, and thriving, supported by universal access to culturally and linguistically responsive programs and services.

Objective 1.1 Universal Access

By June 30, 2030, the early childhood system will have the capacity to serve up to 100 percent of Medicaid eligible children for home visiting, 89 percent for NM PreK, 82 percent for Early PreK, and 78 percent of eligible infants and toddlers for child care, with targeted outreach and access strategies for priority communities.

Activities

1.1.1 Improve integrated referral pathways across ECECD programs.

1.1.2 Ensure full range of home visiting models is available throughout New Mexico.

1.1.3 Expand focused support in Tribal, rural, and frontier communities.

1.1.4 Expand support for family child care networks, child care business acumen, and child care participation in child care assistance, NM PreK, and Early PreK.

Objective 1.2 Quality Supports

By June 30, 2030, ECECD will deliver a comprehensive statewide system of professional learning, technical assistance, and continuous quality improvement supports that reaches at least 80 percent of the early childhood programs and providers who are eligible to receive these services annually, and results in measurable improvement in provider practice, quality ratings, or other state defined quality indicators.

Activities

1.2.1 Build an integrated statewide workforce support system.

1.2.2 Expand access to high quality, evidence based professional learning.

1.2.3 Strengthen coaching and technical assistance capacity.

1.2.4 Align Continuous Quality Improvement (CQI) supports with quality rating and program standards.

Objective 1.3 Quality Rating and Improvement System

By June 30, 2029, ECECD will redesign and fully deploy the FOCUS tiered Quality Rating and Improvement System (QRIS) by implementing the new framework statewide, ensuring that 100 percent of new quality ratings are calculated using redesigned standards.

Activities

1.3.1 Complete and operationalize the redesigned QRIS framework.

1.3.2 Develop and implement integrated information technology (IT) systems for FOCUS.

1.3.3 Increase provider participation in the redesigned FOCUS.

Objective 1.4 Native Family Enrollment

By June 30, 2030, increase enrollment of Native families in home visiting, Family Infant Toddler (FIT), Universal Child Care, and NM PreK by 10 percent through coordinated outreach, culturally responsive resources, and NPT partnership.

Activities

1.4.1 Strengthen government to government partnership with Nations, Pueblos, and Tribes (NPTs).

1.4.2 Increase culturally responsive outreach and communications.

1.4.3 Improve navigation and access for Native families.

1.4.4 Enhance cross program coordination within ECECD.

1.4.5 Expand and support the Native American early childhood workforce.

1.4.6 Use data to guide enrollment efforts and measure progress.

Objective 1.5 Wage Scale and Career Ladder

By June 30, 2027, ECECD will fully implement New Mexico's Early Childhood Wage Scale and Career Ladder, resulting in compensation aligned with the wage scale for at least 75 percent of early childhood professionals.

Activities

1.5.1 Implement the Wage Scale and Career Lattice framework.

1.5.2 Establish funding structures that enable compensation to flow through the Wage Scale.

1.5.3 Support providers in implementing wage-aligned compensation.

1.5.4 Use data to evaluate system effectiveness and guide adjustments.

Objective 1.6 Social and Emotional Early Development

By June 30, 2031, implement Social and Emotional Early Development (SEED) statewide by expanding the number of consultants to 60 who represent the geographic and cultural diversity of New Mexico including NPTs, urban Native communities, rural, frontier, and multilingual communities.

Activities

1.6.1 Conduct proactive outreach to recruit new professionals in target communities.

1.6.2 Enhance professional support systems to retain new and existing consultants.

1.6.3 Invest in system infrastructure and budget alignment.

Objective 1.7 Special Education

By June 30, 2031, facilitate a coordinated transition of services from Individuals with Disabilities Education Act (IDEA) Part C (FIT) to Part B (Preschool Special Education) for 100 percent of children through aligned processes, shared training, and strong cross agency partnerships.

Activities

1.7.1 Improve collaboration between IDEA Part C and Part B systems.

1.7.2 Strengthen inclusive special education supports in child care and NM PreK programs.

1.7.3 Strengthen family engagement in the transition process.

1.7.4 Use data to improve transitions and service delivery.

1.7.5 Expand service delivery models in community settings.

Objective 1.8 Nutrition

By June 30, 2031, increase participation by providers in early childhood nutrition programs by at least 15 percent and improve meal quality by implementing strengthened nutrition standards and culturally responsive menus across all ECECD-supported meal programs.

Activities

1.8.1 Increase new sponsor participation.

1.8.2 Strengthen nutrition awareness and improve meal quality.

1.8.3 Expand family and community outreach strategies.

1.8.4 Improve food sponsor capacity and support strategies.

GOAL 2: Early Childhood Ecosystem

ECECD will foster collaboration and capacity in support of families, Nations, Pueblos, and Tribes, the early childhood workforce, and New Mexico's child serving systems to ensure long-term sustainability.

Objective 2.1 Family Engagement

By June 30, 2029, ECECD will increase the participation of families with children prenatal to age 8 in governance and advisory bodies, so families hold at least 20 percent of seats.

Activities

2.1.1 Establish consistent structures for family leadership.

2.1.2 Embed family voice in program design and continuous improvement.

2.1.3 Increase accessibility and equity in engagement opportunities.

2.1.4 Strengthen communication channels between families and ECECD.

Objective 2.2 Early Childhood Workforce

By June 30, 2031, increase the number of credentialed early childhood professionals in all ECECD core programs (home visiting, FIT, child care, and New Mexico PreK and Early PreK) by 60 percent.

Activities

2.2.1 Expand early childhood career pathways and workforce pipelines.

2.2.2 Increase access to education, credentials, and degrees.

2.2.3 Streamline and support credentialing processes.

Objective 2.3 Early Intervention Workforce

By June 30, 2029, New Mexico will increase the number of credentialed Early Intervention Developmental Specialists with knowledge and skills in the field of early childhood special education by 20 percent.

Activities

2.3.1 Collaborate with major New Mexico Institutions of Higher Education to establish clear coursework, credentialing, and/or degree programs in early childhood special education and inclusive education.

2.3.2 Strengthen recruitment and pipeline development.

2.3.3 Streamline hiring, credentialing, and onboarding processes.

Objective 2.4 Child Care Supply

By June 30, 2031, ECECD will increase child care capacity statewide by 25 percent (~15,000 new, with 12,000 infant-toddler).

Activities

2.4.1 Use data from supply and demand analyses and GIS mapping to identify rural, Tribal, frontier, and under-resourced regions, prioritize investments, and guide outreach.

2.4.2 Strengthen provider recruitment and pipeline development.

2.4.3 Partner with workforce boards, high schools, community colleges, and higher education institutions to identify and implement opportunities for pathway expansion.

2.4.4 Provide targeted technical assistance and capacity-building support to providers.

2.4.5 Partner with Community Development Financial Institutions (CDFI), local governments, nonprofits, and community organizations to support facility development, renovation, revolving loans and start-up financing

Continued →

for home- and center-based providers.

2.4.6 Modernize and streamline enrollment and licensing systems to improve access.

2.4.7 Transition from paper applications to a streamlined online process with data integrated across systems for real-time enrollment, eligibility, and capacity tracking.

Objective 2.5 Nation, Pueblo, and Tribal Partnerships

By June 30, 2031, ECECD will have supported 100 percent of the Nations, Pueblos, and Tribes (NPTs) to advance their early education and care priorities.

Activities

2.5.1 Establish and expand formal agreements with NPTs.

2.5.2 Strengthen government to government engagement.

2.5.3 Support Tribal early childhood program capacity.

2.5.4 Enhance NPT access to data and shared decision making.

Objective 2.6 Children's Cabinet

ECECD will annually contribute to the New Mexico Children's Cabinet through coordination and collaboration to improve outcomes for children prenatal to age 5 and their families.

Activities

2.6.1 Formalize how agencies work together to support prenatal to age 5 children and families.

2.6.2 Standardize early childhood metrics, baselines, and definitions across agencies.

2.6.3 Develop interagency practice teams for key prenatal to age 5 initiatives.

2.6.4 Coordinate early childhood communication and outreach across agencies.

GOAL 3: Organizational Excellence

ECECD will invest in its workforce and responsibly manage data, infrastructure, and operations with efficiency, effectiveness, accountability, and transparency.

Objective 3.1 Recruitment and Retention

By June 30, 2028, develop and implement a standardized equitable and data-informed workforce framework that strengthens recruitment, onboarding, professional development, fosters healthy workplace culture, and improves retention.

Activities

3.1.1 Enhance recruitment and talent pipelines.

3.1.2 Strengthen onboarding and early-stage support.

3.1.3 Expand professional development and career pathways for employees.

3.1.4 Strengthen retention and employee engagement.

3.1.5 Build a culture of equity, inclusion, and respect.

Objective 3.2 Information Technology System Modernization

By June 30, 2031, modernize, streamline, optimize and reduce the number of stand-alone ECECD information technology systems by implementing human-centered design to create integrated, efficient, secure, accessible and user-friendly digital tools that improve service delivery, enhance data quality, and reduce administrative burden.

Activities

3.2.1 Align modernization efforts with simplified business processes to reduce paperwork, redundant data entry, and turnaround times.

3.2.2 Implement human centered design across all major systems.

3.2.3 Strengthen data governance and interagency data management.

3.2.4 Enhance cybersecurity and privacy protections.

3.2.5 Invest in staff training, support, and change management.

3.2.6 Use data analytics to drive continuous improvement.

Objective 3.3 Data-Driven Decision-Making

By June 30, 2027, ECECD will streamline data and expand availability of up-to-date data supporting informed decision making.

Activities

3.3.1 Strengthen data quality and accuracy across all programs.

3.3.2 Improve transparency and legislative reporting.

3.3.3 Implement data governance and privacy protections.

3.3.4 Build staff capacity for data management and reporting.

Objective 3.4 Data Sovereignty and Governance

By June 30, 2029, advance Tribal-centered data practices that respect data sovereignty, strengthens government-to-government engagement, and supports informed planning, policy development, and decision-making with the Nations, Pueblos, and Tribes (NPTs).

Activities

3.4.1 Implement Tribal-centered data governance practices.

Continued →

3.4.2 Improve data accuracy and quality for Tribal serving programs.

3.4.3 Strengthen government-to-government collaboration on data and reporting.

3.4.4 Enhance data dashboards and reporting tools.

3.4.5 Build capacity for Tribal and ECECD staff in data use and interpretation.

3.4.6 Protect Tribal data privacy and security.

Objective 3.5 Unified Service System

By June 30, 2029, provide families, early childhood professionals, and providers with a unified, supportive, and easy to navigate early childhood ecosystem by aligning expectations, communication, and processes across all ECECD program areas.

Activities

3.5.1 Strengthen governance and decision-making structures across the early childhood ecosystem.

3.5.2 Strengthen interdivision and interdepartmental coordination.

3.5.3 Increase staff and provider awareness and understanding of department-wide programs and services.

3.5.4 Use feedback and data to continuously improve user experience.

Objective 3.6 Accessibility and Language Access

By June 30, 2028, ensure that all organizational information, facilities, programs, and services fully comply with accessibility and language access standards by implementing equitable communication practices, expanding multilingual resources, and integrating ADA compliant design throughout the agency.

Activities

3.6.1 Implement comprehensive language access.

3.6.2 Address digital and physical accessibility.

3.6.3 Build organizational capacity for inclusion.

3.6.4 Engage communities to inform improvements.

Florecer

Strategic Plan 2027-2031

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