

Early Childhood Education and Care Department Overview

Elizabeth Groginsky,
ECECD Cabinet Secretary
Thursday, June 26, 2025



NEW MEXICO

Early Childhood

Education & Care Department

Agenda

- I. About the Early Childhood Education and Care Department
- II. Early Care Education and Nutrition (ECECN)
 - Child Care
 - New Mexico PreK
 - Special Education Preschool
 - Food and Nutrition Bureau
- III. Family Support and Early Intervention Division (FSEI)
 - Family Infant Toddler (FIT)
 - Home Visiting
 - Families FIRST
 - Family Connects New Mexico
- IV. Policy, Research, and Quality Initiatives Division (PRQI)
 - **Policy:** Local Early Childhood System Building Coalitions, the Early Development Instrument and the Early Childhood Education and Care Advisory Council
 - **Research:** Statewide Early Childhood Community Assessment
 - **Quality:** Social and Emotional Early Development (SEED) Initiative and Workforce

About ECECD

- In 2019, Gov. Lujan Grisham and the New Mexico Legislature created the Early Childhood Education and Care Department (ECECD)
- The Department officially launched on July 1, 2020.
- New Mexico was the **fourth** U.S. state to create a cabinet-level department fully dedicated to early childhood services
- To date - 12 states have now established early childhood focused state agencies

NEW MEXICO
Early Childhood
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About the Early Childhood Education and Care Department (ECECD)

In 2019, Gov. Lujan Grisham and the New Mexico Legislature created the Early Childhood Education and Care Department.

Overview of ECECD Programs

Child Care Services
The Child Care Services Bureau (CCSB) administers the **Child Care Assistance** and the **Child Care Regulatory Oversight** programs. The child care assistance program helps parents/legal guardians who are working, going to school, or in a job training program with child care expenses. The Regulatory Oversight Unit ensures that licensed child care centers and homes and registered homes provide a quality, safe, and healthy environment for children.

New Mexico PreK
New Mexico PreK is a free program that equips three- and four-year-old children with the early literacy, math, and social-emotional skills they will need to enter Kindergarten ready to thrive. NM PreK is available in both school-based and community-based settings.

Family Infant Toddler (FIT)
All children grow and develop at their own pace. However, sometimes children have special developmental needs or health concerns that may put them at risk or cause a developmental delay. FIT provides early intervention services to children from birth to age three who have or are at risk of developmental delay—as well as their families.

Learn more about ECECD at nmececd.org
Toll free: (800) 832-1321
ececd-ecs-customerservice@ececd.nm.gov

About ECECD
In 2019, Gov. Lujan Grisham and the New Mexico Legislature created the Early Childhood Education and Care Department, consolidating all early childhood programs and services into a single cohesive, equitable, and effective system designed to meet the needs of New Mexico families and young children ages prenatal-to-five.

Our Vision
All New Mexico families and young children are thriving.

Our 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.

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@NewMexicoECECD

About the New Mexico Early Childhood Education and Care Department (ECECD)

Visit us online at nmececd.org for flyers, brochures, tutorial videos, and much more!



Investments in early childhood education and care yield substantial long-term benefits for individuals and society—a 13% annual return on investment through improved outcomes in education, health, and economic productivity.



Vision and Mission

Vision: All New Mexico families and young children are thriving.

Mission: Optimize the health, development, education and wellbeing of babies, toddlers, and preschoolers through high-quality, community-based and family-driven early childhood programs and services.

Our Commitment

Our commitment to New Mexicans is to create a cohesive, equitable, and responsive prenatal-to-five early childhood system that supports families, strengthens communities, and enhances child health, development, education and well-being.

Florecer

2022-2027 Strategic Plan

Florecer Spanish for Flourish Synonyms: grow · thrive · prosper · do well · develop · bloom


Florecer, ECECD's 2022-2027 Strategic Plan, has six focus areas:

1. improving school readiness
2. strengthening family and community engagement
3. fostering strong government-to-government relationships
4. aligning the early childhood ecosystem
5. ensuring organizational excellence
6. improving the visualization and use of data

Thursday, June 26, 2025



ECECD's Five-Year Strategic Plan Goals



**GOAL 1:
School Readiness**

ECECD will create and implement equitable, culturally responsive policies, programs, and services that will ensure all children have the skills and knowledge needed to enter kindergarten ready to succeed.




**GOAL 2:
Family and Community Engagement**

ECECD commits to effective, transparent, and trust-based engagement with New Mexico's diverse families and communities to increase family leadership and voice in decision making and program and service design.



**GOAL 3:
Government-to-Government**

ECECD will expand and deepen government-to-government relationships and agreements with all Tribes, Pueblos, and Nations with a focus on consultation, culture, language, data sharing, and facility improvements to improve outcomes for Native American families and young children.



**GOAL 4:
Early Childhood Ecosystem Alignment**

ECECD will foster coordination and collaboration within and among the early childhood, health, and child welfare sectors to create a holistic, family centered, culturally responsive, and integrated early childhood ecosystem that supports families, reduces child abuse and neglect, and improves school readiness.



**GOAL 5:
Organizational Excellence**

ECECD will have efficient and effective fiscal, human resources, and constituent service systems and technology infrastructure to meet the needs and duties of the department and provide excellent customer service for all New Mexico residents.



**GOAL 6:
Actionable Data**

ECECD will collect and share relevant, reliable, and actionable data to inform policy decisions, empower partners to improve, and enhance community understanding of the importance of the prenatal to age five period of development.

Strategic Pillars

*As we move forward over the next five years, these **four pillars** will guide and help focus the work of the Department:*

Pillar 1

Equity



Develop and implement internal and external policies, procedures, and programs that reflect the diverse needs of staff, facilities, and the families and young children we serve.

Pillar 2

Partner Engagement



Engage partners, families, and the communities we serve throughout the policymaking and implementation process in meaningful ways that allow for authentic and actionable feedback.

Pillar 3

Early Childhood Program Supports



Improve the quality of early childhood programs through the development and implementation of capacity building programs that support continuous improvement.

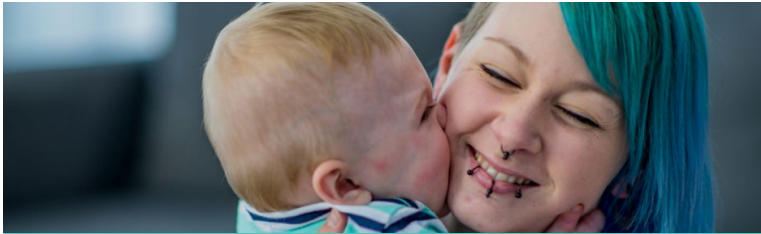
Pillar 4

Systems of Accountability



Meaningful and transparent data is shared with stakeholders regularly, through the development and improvement of data collection and reporting mechanisms.

ECECD At a Glance



Family Infant Toddler (FIT)

Projected to be served, FY25: **16,995**

Percent eligible served, FY25: **29%**



Home Visiting

Projected to be served, FY25: **9,303**

Percent eligible served, FY25: **66%**²



New Mexico PreK

Projected children to be served,
FY25: **18,623**

Percent eligible served, FY25: **64%**¹



Early Childhood Pay Parity

PreK recipients to date, FY25: **239**

Infant/Toddler recipients, FY25: **122**

Wage Supplement recipients, FY25: 304



Child Care Assistance

Projected to be served, FY25: **30,733**

Percent increase since FY19: **54%**

Projected 0-3-year-olds to be served,
FY25: **9,950**

Percent eligible served 0-3, FY25: **27%**

¹184% of 4-year-olds and 54% of 3-year-olds served statewide. Includes NM PreK, Head Start, and Title I

²66% of Medicaid-enrolled children served through all home visiting models including Family Connects and private and tribal funded programs

The EARLY SHOW With Alax

Alax talks with experts, families, and caring New Mexicans to explore what it takes to nurture little—tiny—humans. Together, we learn how to support them, love them, and help them thrive.

Recent Episodes:

- **Early Literacy:** Alax learns how reading and storytelling support young children's development.
- **Discover New Mexico PreK!** Alax interviews 2023 Teacher of the Year Tara Hughes to dive into what PreK is and why it matters for little learners in our state.

Made For Grownups,
With Kids In Mind.

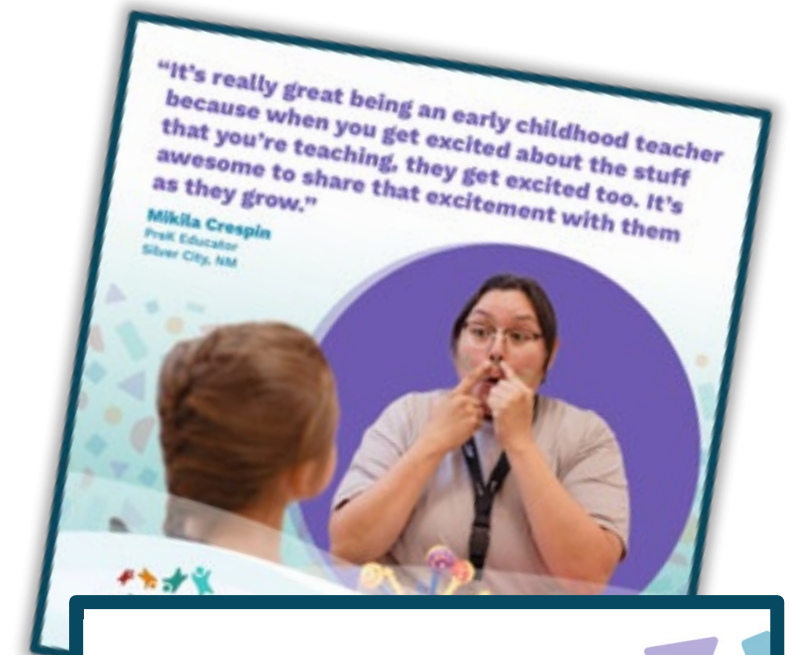


youtube.com/@EarlyShowAlax

Developing Futures

Build your future. Build the future.

- Developing Futures, futuresnm.org is a career development platform to recruit, support, and retain early childhood professionals across the state.
- Features real-life stories of early childhood professionals in New Mexico. These stories showcase the impact and diversity of careers in the field.
- Visitors can take the “First Steps” career quiz to discover which early childhood pathway best matches their interests and strengths.



Moments Together

- Moments Together, momentsnm.org is a family-focused, research-backed campaign offering practical, accessible tools and services to promote early childhood development.
- Moments Together, offers tips and resources to support healthy growth and early learning through everyday moments like mealtime, playtime.
- Since its 2020 launch, the campaign has delivered multilingual tutorial videos (in English, Spanish, Vietnamese, and Diné) that guide families through applying for key early childhood services



National Highlights

The Guardian

New Mexico made childcare free. It lifted 120,000 people above the poverty line

The state, which has long ranked worst in the US for child wellbeing, became the first and only in the country to offer free childcare to a majority of families

[Click here to read](#)



New Mexico leaps ahead in national pre-K rankings

New Mexico helps boost preschool enrollment and funding to record national highs as federal uncertainty puts pressure on states to close pre-K gaps

[Click here to read](#)

Save the Date: ECECD Birthday Resource Fairs Across New Mexico!

- **Friday, July 18, 2025** — San Juan County Early Childhood Coalition (Farmington)
- **Thursday, July 24, 2025** — Rio Arriba County Early Childhood Collaborative (Española)
- **Wednesday, July 30, 2025** — Paso a Paso (Taos)
- **Saturday, August 2, 2025** — PIECE Coalition of Lincoln County (Ruidoso)
- **Saturday, August 16, 2025** — Success Partnership–Doña Ana County Early Childhood Education Coalition (Las Cruces)



**Additional dates will be announced shortly.
Stay tuned to [@NewMexicoECECD](https://twitter.com/NewMexicoECECD) for details!**

Welcome Dr. Joannie Suina, Assistant Secretary for Native American Early Childhood

- Dr. Joannie Marie Suina (Pueblo de Cochiti), Ed.D., is a seasoned executive with over a decade of experience advancing Tribal priorities through culturally responsive systems building and intergovernmental collaboration. She holds a Doctorate in Educational Leadership and a Master of Jurisprudence in Tribal Law.
- As former Special Projects Coordinator at the New Mexico Indian Affairs Department, she led statewide initiatives in Indian education, broadband equity, economic development, and the MMIP crisis response.
- A Pueblo mother and early childhood champion, Dr. Suina has led relief efforts, supported Native language and kinship programs, and directed over \$2 million in emergency funding to Tribal communities during the COVID-19 pandemic.



Email:

Joannie.suina@eecd.nm.gov



FY26 Budget Overview

61100 - FY26 Appropriation Request- Sources

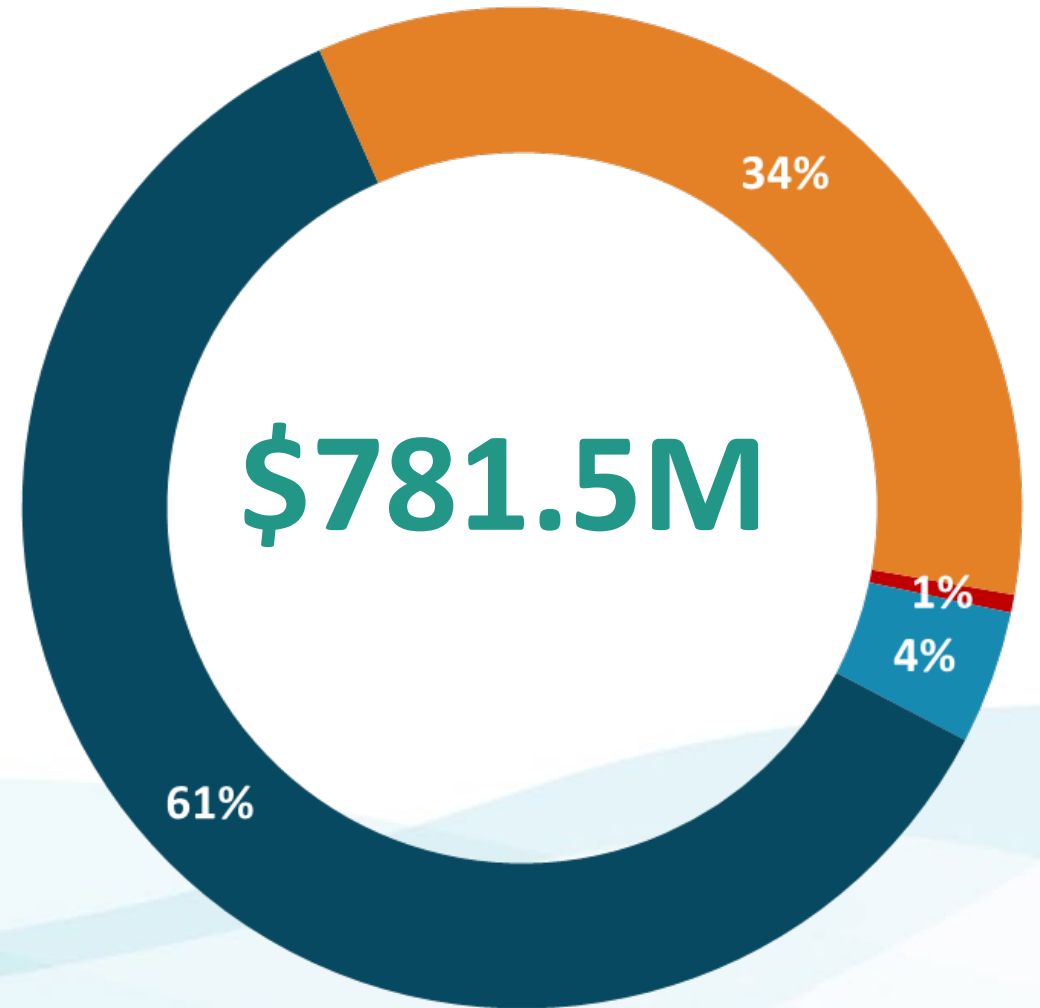
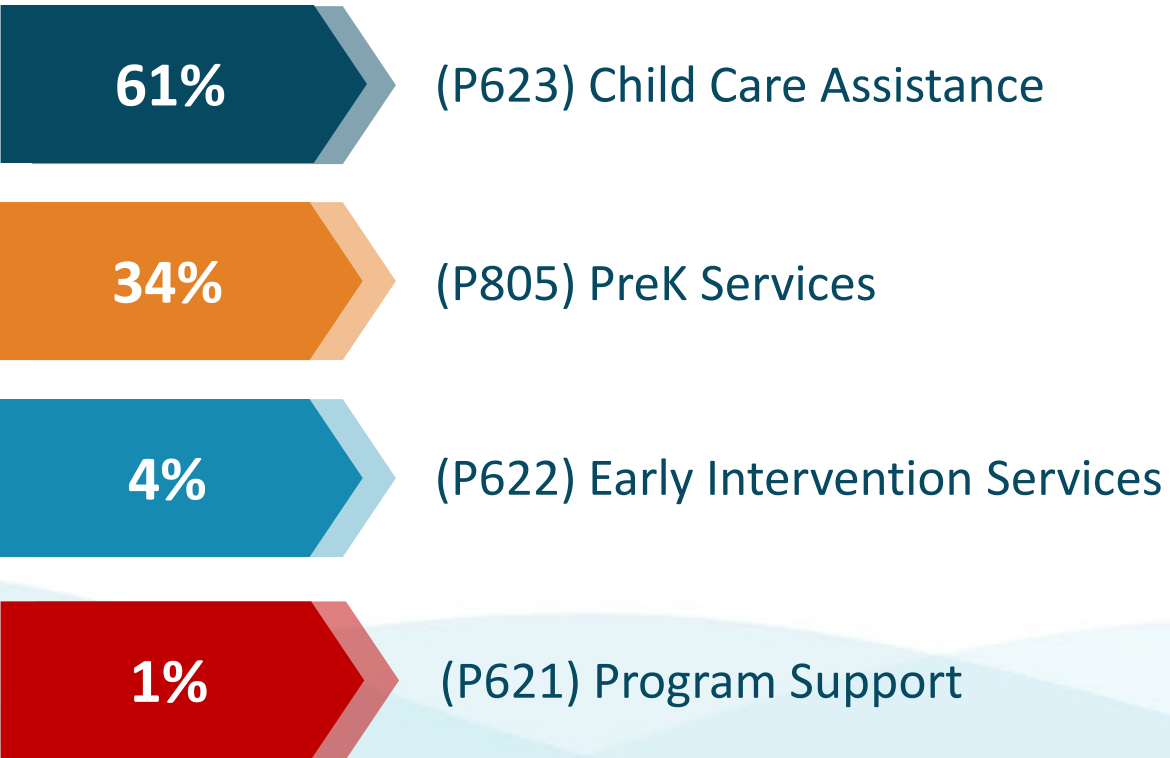
	FY25 Adjusted Budget	FY26 OpBud	Difference
General Fund Includes Land Grant Permanent Fund	\$348,074.2	\$301,034.2	(\$47,040.0)
Other Transfers Includes Revenue from Temporary Assistance for Needy Families (TANF) and Early Childhood Trust Fund (ECTF)	\$284,903.4	\$535,922.8	\$251,019.4
Federal Revenue	\$173,426.3	\$152,623.8	(\$20,802.5)
Other Revenue Revenue from other agencies per stature in HB2, and private sector grants.	\$9,838.4	\$7,559.6	(\$2,278.8)
Total	\$816,242.3	\$997,140.4	\$180,898.1

61100 - FY26 Appropriation Request by Budget Category - Uses

	FY25 Adjusted Budget	FY26 OpBud	Difference
200 Personnel Services and Employee Benefits	\$37,279.9	\$36,913.4	(\$366.5)
300 Contractual Services	\$110,509.8	\$122,788.1	\$12,278.3
400 Other Expenses: Care and Support/Grants	\$633,151.0	\$781,537.3	\$148,386.3
500 Other Financing Uses	\$35,301.6	\$55,901.6	\$20,600.0
Total	\$816,242.3	\$997,140.4	\$180,898.1

FY26 Appropriation Request

400 Category Breakdown



Includes all funding sources



Child Care

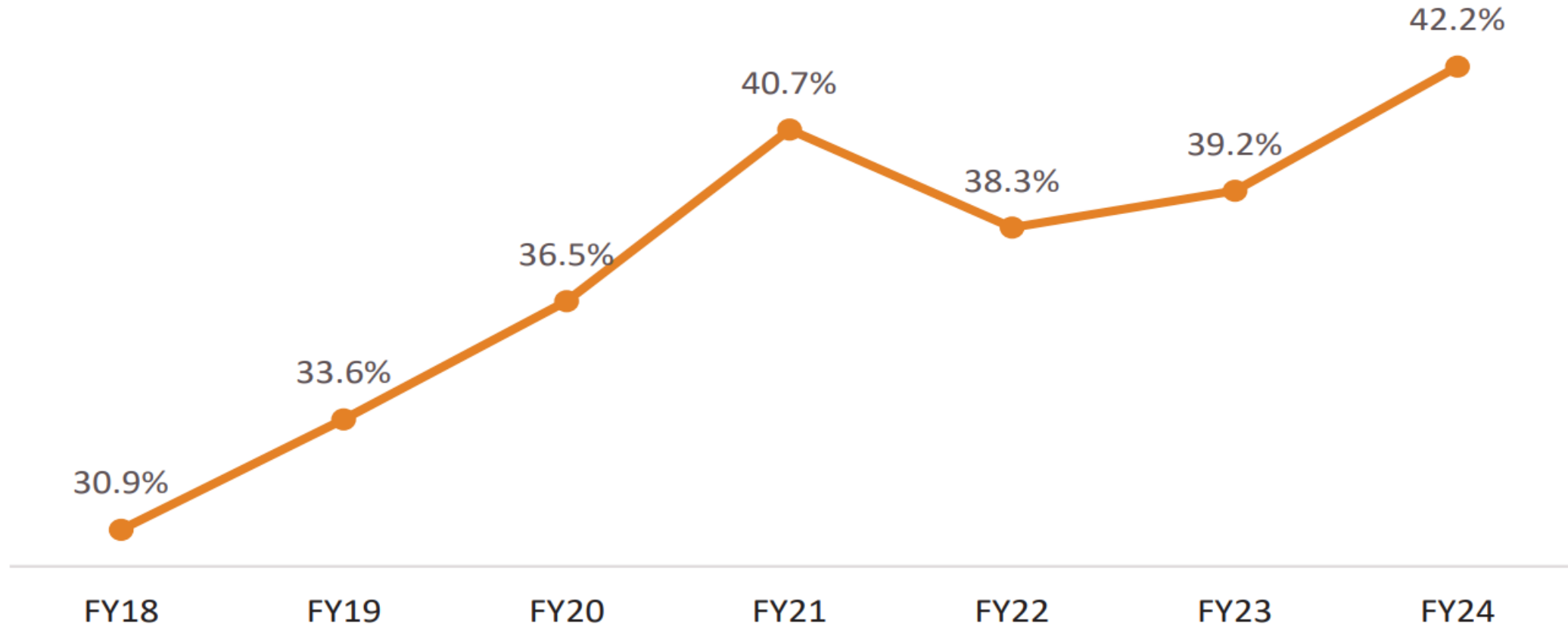
Number and Capacity of Licensed Child Care Providers, FY24

Type of Care	Count	Percentage
Child Care Centers	769	76%
Licensed Group Centers	142	14%
Licensed Group Homes	107	11%
Total	1,018	100%

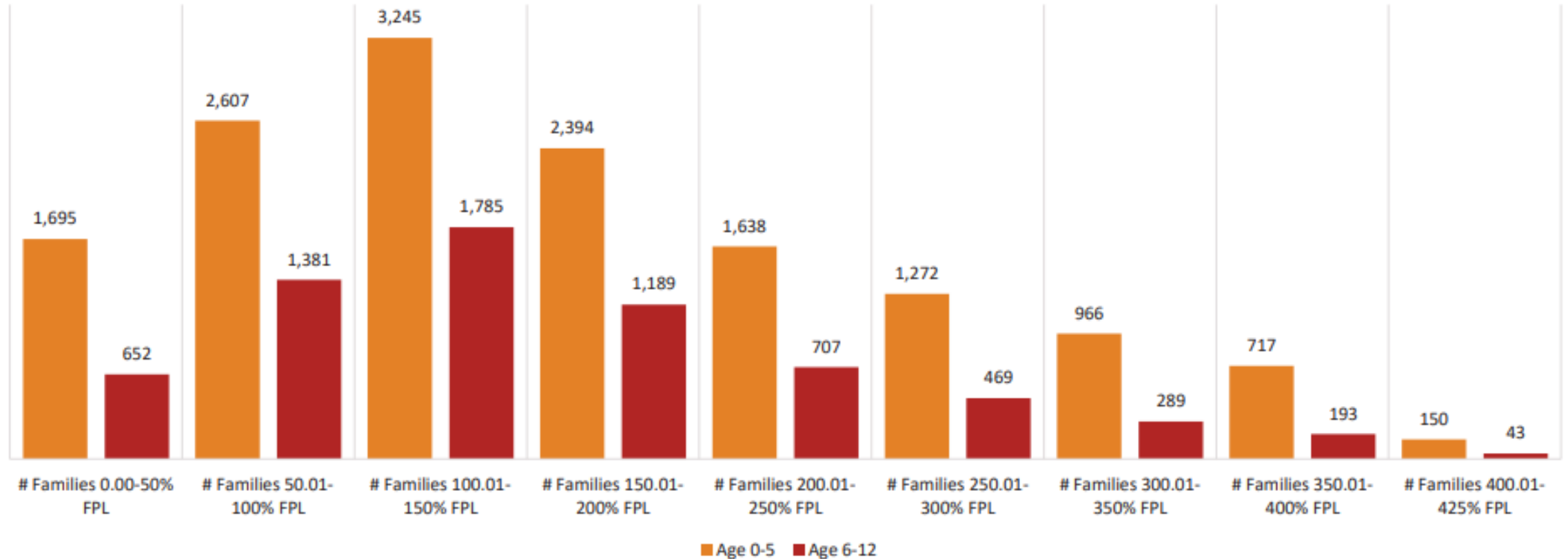
Type of Care	Capacity Over 2	Capacity Under 2	Capacity Under 2
Child Care Centers	52,773	11,192	64,568
Licensed Group Centers	1,685	562	1,687
Licensed Group Homes	598	248	599

Note: Capacity by age group does not sum to total capacity due to how capacity is regulated.

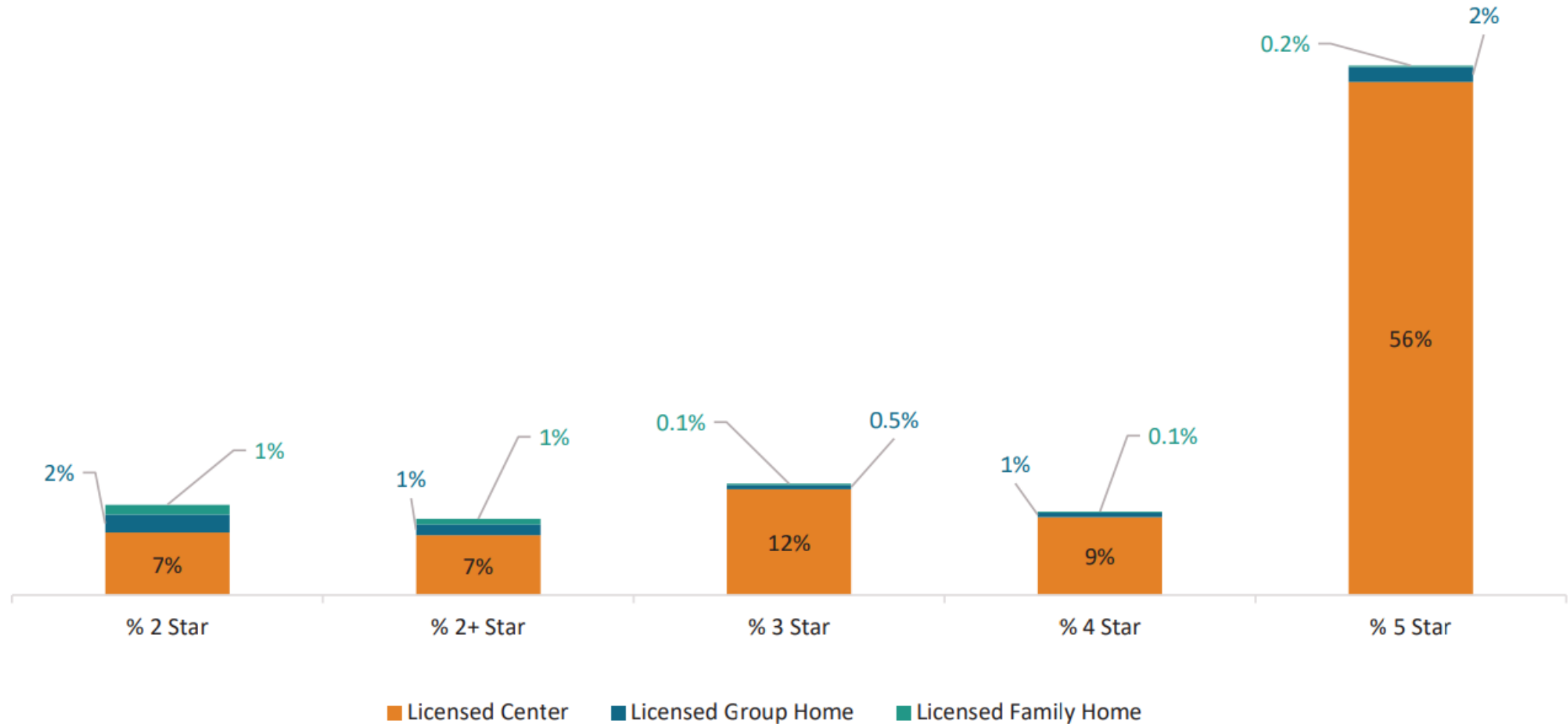
Percentage of Licensed Providers with a 3-, 4-, or 5-STAR rating, FY18 to FY24



Number of Families Receiving Child Care Assistance by Income and Child Age Group, June 2024



Children Birth to Age 5 Receiving Child Care Assistance by Quality Level and Care Type, June 2024



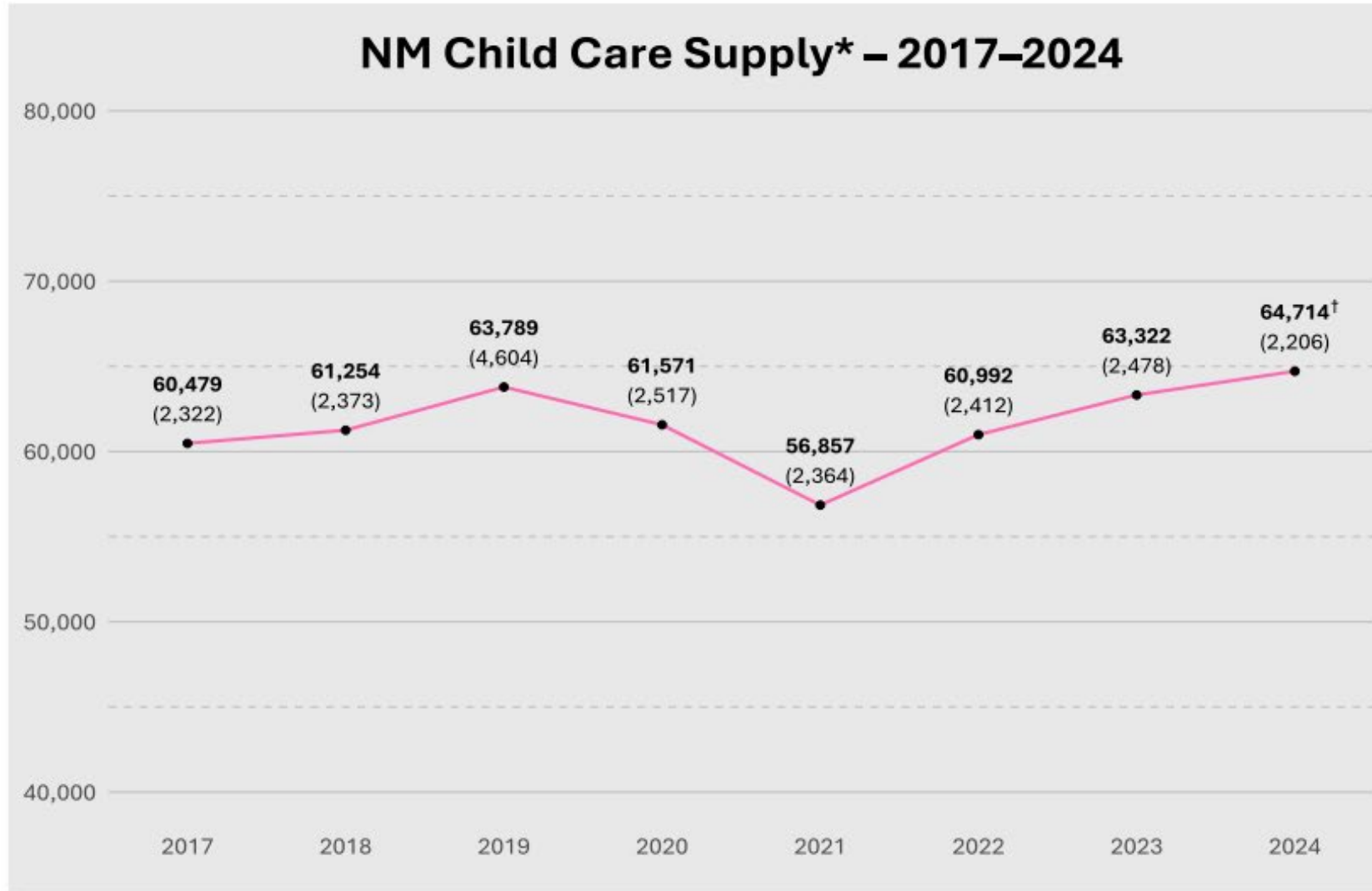


New Mexico Child Care Gap Analysis

Supply has been increasing since 2021.

Child care supply experienced a dip during the pandemic but otherwise has remained relatively stable.

Significant investment by the state has led to a recovery of child care spots lost during the pandemic.



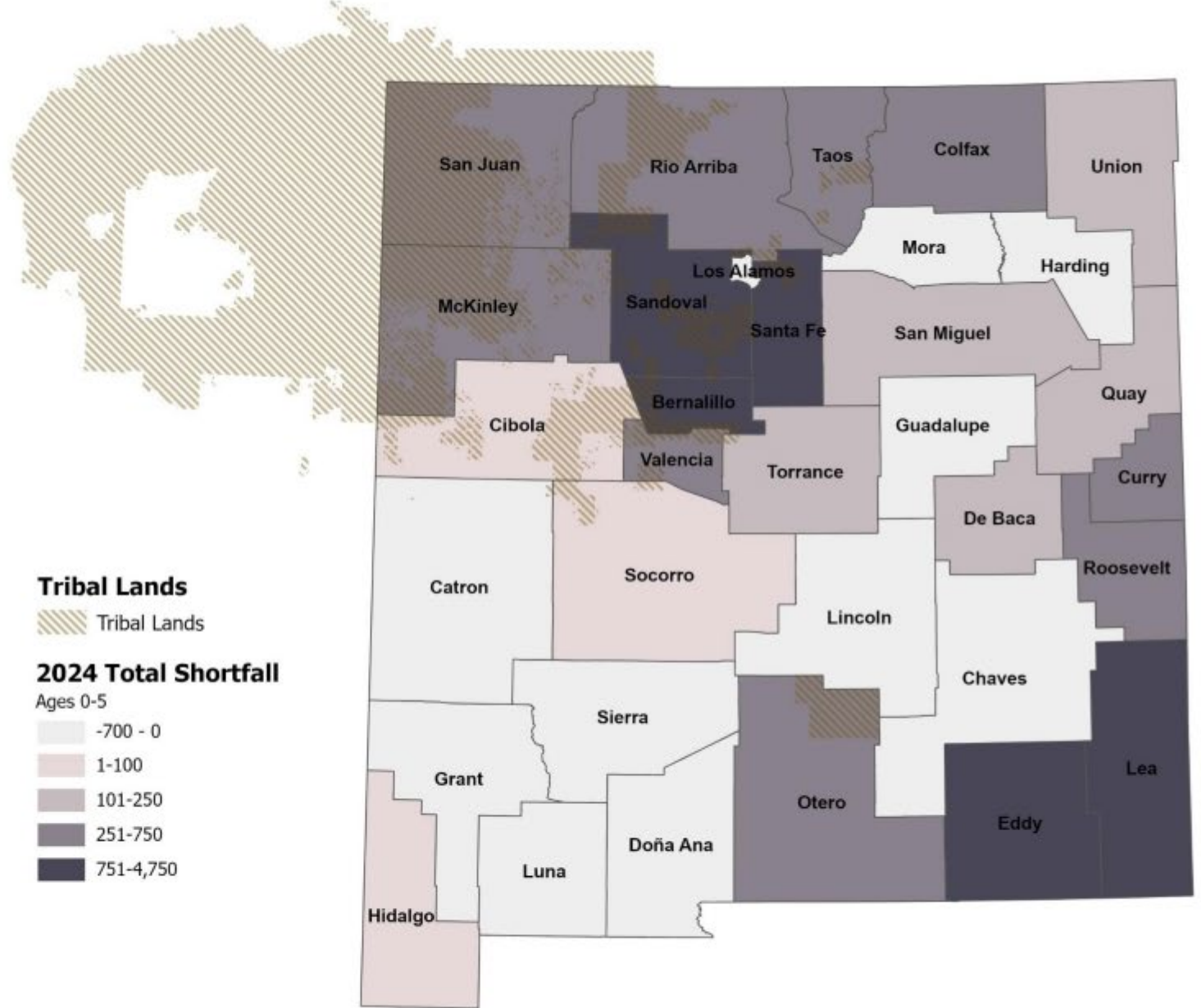
*Supply located on Tribal Lands in parentheses

[†]Head Start programs in unlicensed facilities (2,828 spots) are only available for 2024, so are not included in this time series.

Sources: ECECD Stars Provider Exports, October 2017-2024, PED NMPREK Enrollment, 2017-2024, Head Start Data

2024 Shortfall: All ages

<i>Demand</i>	81,484
<i>Supply</i>	- 67,542
<i>Difference</i>	13,942



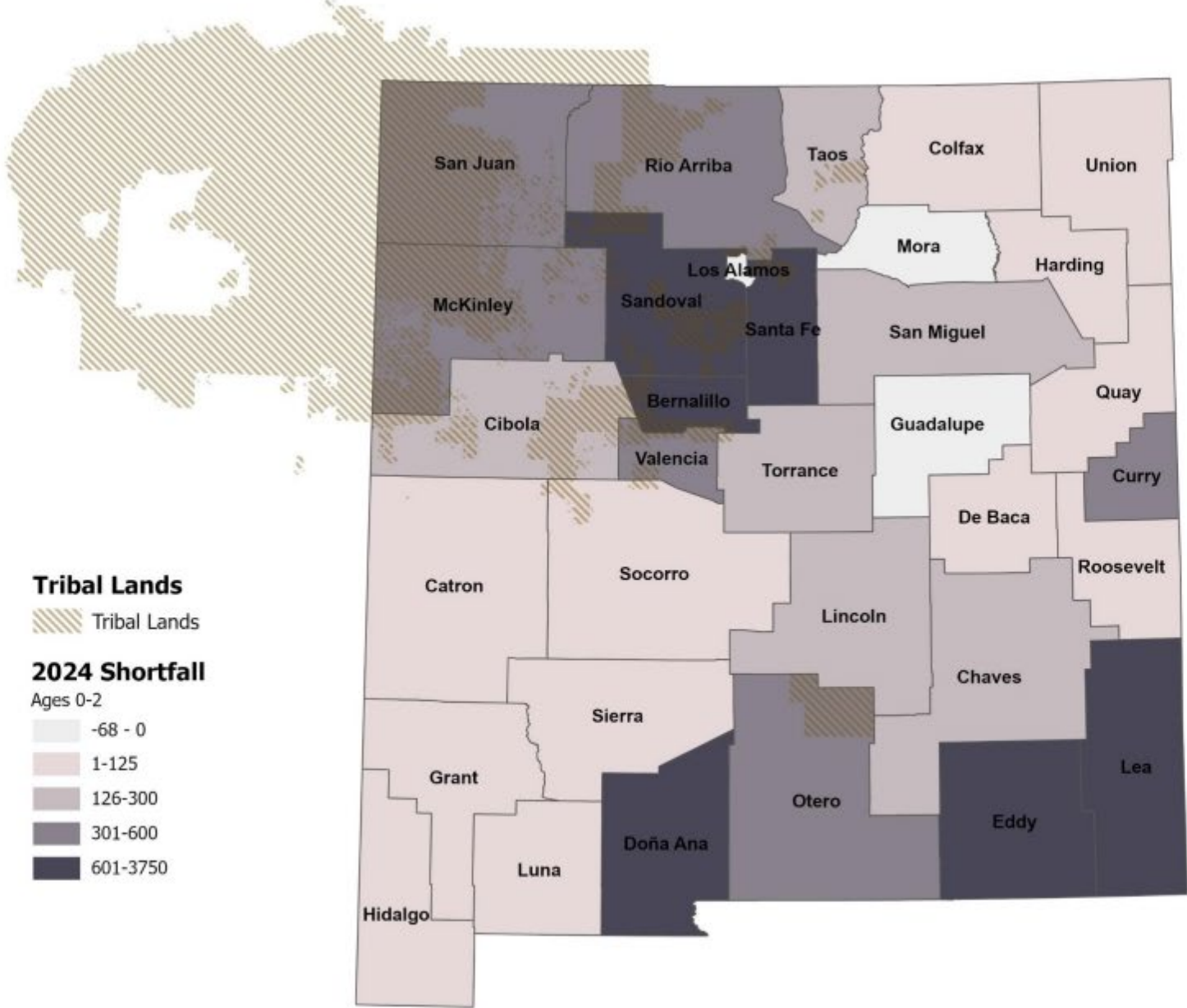
Source: U.S. Census Bureau. 2022. TIGER/Line Shapefiles, County Boundaries, Tribal Census Tracts, ECECD Stars Provider Exports, October 2017-2024, PED NMPREK Enrollment, 2017-2024

2024 Shortfall: 0-24 months

NM child care licensing regulations are generally structured to say that a facility can provide care for X number of children, of whom Y may be infants or toddlers (0-24 months).

This means that there is no dedicated number of spots for children older than 24 months.

<i>Demand</i>	26,892
<i>Supply</i>	- 14,516
<i>Difference</i>	12,376



Source: U.S. Census Bureau. 2022. TIGER/Line Shapefiles, County Boundaries, Tribal Census Tracts, ECECD Stars Provider Exports, October 2017-2024, PED NMPREK Enrollment, 2017-2024



New Mexico PreK

NM PreK Funded Slots FY26

Setting	3Y	Mixed	4Y	Total
School Based	592	1,963	6,207	8,762
Community Based	2,794	4,525	3,132	10,451
Tribal	16	463	0	479
Head Start		471		471
Total Funded Slots				20,163
Total Classrooms			1,234	





Classroom Assessment Scoring System (CLASS) FY25 Update

Fall Session: September 30—October 18, 2024

- 540 observations completed

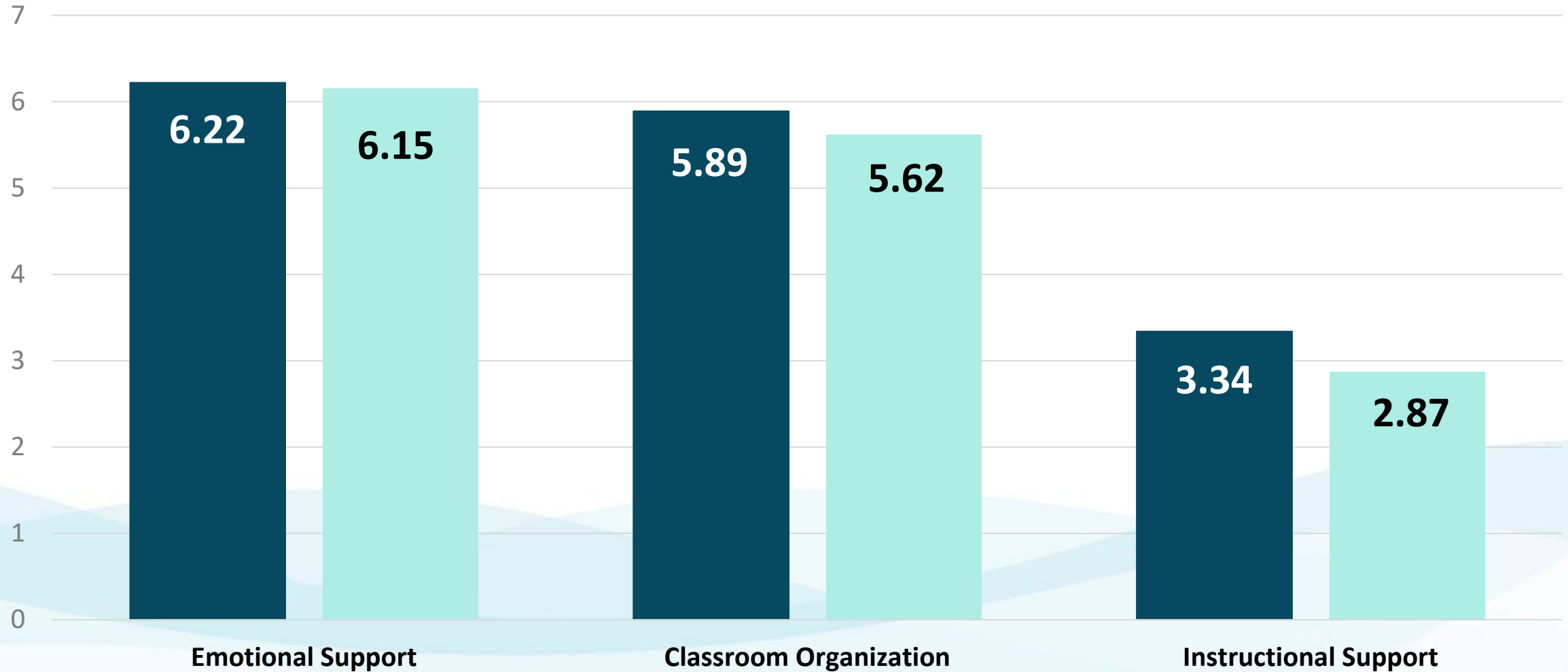
Spring Session: March 31—April 30, 2025

- 583 observations completed

FY25 CLASS Scores

School Based

Community Based



Executive Function

- Executive function (EF) is the set of skills involved in consciously controlling one's thoughts, actions, and emotions. The acquisition of EF skills is a fundamental part of healthy human development.
 - EF skills shape future success: Impact school readiness, social skills, academics, and long-term wellbeing.
 - Challenges with EF: Linked to ADHD and other learning and behavior challenges.
 - Teachers value EF: Key to kindergarten success—helps children pay attention, follow rules, and manage emotions.
 - EF can be taught: Early childhood is the best time to build these skills.

Minnesota Executive Function Scale (MEFS) EFgo

- EFgo is a quick and engaging digital card sorting game that provides a direct measure of a child's executive function skills.
- It delivers reliable and valid results in under five minutes. Kids enjoy playing, while educators gain valuable data to support learning and development.
 - EFgo offers a variety of personalized classroom interventions that can be easily integrated into daily routines, such as circle time, transitions, and other activities.
 - Enhanced classroom reporting helps establish a common language around executive function within the PreK programs.
 - EFgo tracks students' EF growth year over year, evaluates the impact of the specific interventions, compares classroom differences, and more.

NM PreK Pilot

Minnesota Executive Function Scale (MEFS)

Participants

- 19 programs
- 50 classrooms
- 617 children

Outcome

Average Executive Function (EF) score = 45th percentile (compared to the national average of 50th percentile)

- **Live Webinars:** March, April, and May 2025
- **Classroom activities:** March and April 2025
- **Participant Survey:** April 22, 2025
- **Next steps:** Full implementation Fall 2025

MEFS Full Implementation Plan School Year 2025-26

Specialized Training

- **Coaches:** Intro to EF and EFgo- how to support educators with developing executive function skills with students
- **Administrators / Educators**
 - Session 1: Intro to EF & EFgo- live 90 min session and Refresher Training- live 60 min session
 - Session 2: Assessment Results and Implementing Strategies-live 90 min session

Assessments

- Beginning of Year-all students
- Mid year-only for students who scored below the threshold
- End of Year- all students
- **Classroom and Digital Strategies:** Will be made available during each assessment period and are optional supports for educators
- **Monthly Live Webinars:** Optional professional development opportunities to dive deeper into executive function to support educators



Early Childhood Special Education

6/26/2025

37

ECECD and PED: *Advancing Positive Outcomes for Preschool Students with Special Needs and Their Families*



Improve outcomes for preschool children with disabilities and their families through the implementation of comprehensive technical assistance, monitoring and support systems that increases access to high-quality inclusive, PreK programming.



Enhance collaboration and strengthen communication between ECECD and PED in providing preschool special education and related services programmatic support and technical assistance to local education agencies (LEAs), NM PreK, Head Start, and child care programs.



Increase compliance with the Individuals with Disabilities Education Act (IDEA) Part B-619, ensuring the provision of a free appropriate public education (FAPE) in the least restrictive environment for children with disabilities ages three through five.



Improve monitoring and oversight of LEAs and early childhood programs. Ensure the provision of high-quality services to preschool children with disabilities and their families.

Memorandum of Agreement (MOA) between ECECD and PED

The purpose of the MOA is to establish the respective roles and responsibilities of the ECECD and the PED in implementing [Executive Order 2023-062](#), particularly on the:

- Implementation of the IDEA Part B-619 grant
- Transfer of the 619 Coordinator to ECECD
- Ensuring ongoing responsibilities of the state under IDEA Part B-619



<https://bit.ly/4hi3hGy>

Role of the Part B-619 Coordinator

- Support interpreting federal and state regulations to support the development of policies and procedures related to the implementation and requirements of Part B-619.
- Support recommendations for policy, resource allocation, and implementation.
- Provide technical assistance and professional development related to successful implementation of Part B-619.
- Collaborate across programs, agencies, and stakeholders' group to ensure implementation of Part B-619 and other closely related programs.
- Lucia Garcia, the state's 619 Special Education Coordinator - Lucia@eceed.nm.gov or 505.660.4801



Collaboration Between 619 Coordinator and FIT Program

- Development of training on the C to B transition to co-present to the FIT, 619, and PreK/Early PreK workforces
- Providing specific training and support to coaches supporting the 33 Transition Teams around the state
- Revision and update to the C to B Transition Guidance Document in partnership with the ICC, the IDEA Panel, and NMPED
- Provision of support and guidance to FIT programs, school districts, and community based PreK/Early PreK providers to assist the early childhood ecosystem in better understanding and implementing the C to B transition process.



**Family Support and Early
Intervention Division**

The Prevention to Intervention Continuum



Promotion

- Home Visiting
- Families FIRST



Prevention

- Home Visiting
- Families FIRST



Intervention

- FIT
- Families FIRST





Home Visiting

About Home Visiting

ECECD is building a comprehensive, universal continuum of high-quality, community-driven, culturally and linguistically appropriate home visiting services that promote maternal, infant, and early childhood health, safety, development, school readiness, and strong parent-child relationships.

- Home visiting uses a multi-generational approach to support healthy attachment and school readiness for New Mexico's children.
- Home visiting is for everyone. All families need support in early parenthood and home visiting is here to help.
- **Home Visitors Promote:**
 - Parent/child interactions and healthy attachment behaviors
 - School readiness
 - Breastfeeding support and promotion
 - Breaking cycles of violence/abuse
 - Monitoring child development and parent mental health
 - Connecting families with resources and social support networks

Expansion of Services for New Mexico Families!

2013



2025

- Home Visiting Programs in New Mexico: **20**
- Counties Served: **22**
- Families Served: **1,005**
- Models/Curriculum Recognized:
 1. Parents as Teachers
 2. Nurse Family Partnership
 3. First Born

- Home Visiting Programs in New Mexico: **37**
- Counties Served: **33**
- Families Served: **9,259**
- Models/Curricula Recognized
 1. Child First
 2. Family Connects
 3. First Born and More
 4. Healthy Families of America
 5. Nurse Family Partnership
 6. Parents as Teachers
 7. Safe Care Augmented

*As of May 31, 2025, home visiting programs have served **9,974** children and **1,659** were funded through Medicaid.*



Families FIRST

About the Families FIRST Program?

- Families FIRST (Families and Infants Receive Services and Training) is a state program that offers **care coordination services** to Medicaid-eligible pregnant individuals and children aged 0 to 3 years.
- Our care coordinators, who are all Registered Nurses, provide ongoing assessments to address the holistic needs of our clients. **We work closely with families and their communities to coordinate resources**, helping them access medical, social, and educational services that support positive pregnancy outcomes and promote the health of infants and young children in New Mexico.
- Additionally, we offer education to clients and their families on topics related to pregnancy, postpartum care, and newborn and pediatric health.



Family Connects New Mexico

About Family Connects New Mexico

Family Connects® is an evidence-based, universal nurse home visiting model designed to support newborns and their families. Often described as a form of nurse triage, it connects registered nurse (RN) home visitors with families to conduct screenings and match them to appropriate community resources.

- Starting when a baby is around three weeks old, Family Connects New Mexico (FCNM) will offer one to three nurse home visits to every family with a newborn—regardless of income or background.
- During each visit, the nurse will check the newborn's growth, screen for maternal health, and assess the family's strengths and needs to connect them with appropriate community resources.
- Family Connects® nurse home visitors will serve as subject matter experts, helping guide families into ECECD programs and other early childhood support services.

Coming Soon: nmeccd.org/familyconnectsnm

FCI Key Performance Indicators

Data Driven Decisions for Clients and Community

Implementation

- Scheduling rate
- Visit completion rate
- Participant demographics

Community Capacity

- Referral documentation
- Client report of service connection

Community Need

- Clinical assessment
- Risk stratification by family support matrix domain

Program Integrity

- Home visit protocol adherence
- Inter-rater reliability

Plans for the Future of FCNM at ECECD

Initial geographic area for certification under ECECD – anticipated completion spring of 2026:

- UNM metro—all six counties for FCNM footprint under ECECD leadership

Begin Medicaid billing once certification is complete

Statewide Expansion by 2028

- All newborn babies and families in NM to have access to a nurse home visit
- Extend to all adoptive infants, alternative caregivers, NICU graduates and infant loss families

County	UNM
Bernalillo	1950
Valencia	230
Sandoval	204
McKinley	150
Cibola	37
Torrance	27
Total	2598

2022 EBP data



Family Infant Toddler (FIT)

Family Infant Toddler (FIT) Overview

ECECD's Family Infant Toddler (FIT) Program connects families with **local experts to provide free evaluations for children from birth to age 3 who may have or are at risk for developmental delays and disabilities.**

If eligible, children receive FIT services—specialized therapies and supports designed to boost healthy development during a critical growth stage.



Learn more about FIT services at:
nmeccd.org/family-infant-toddler-fit-program

FIT at a Glance

- **Always free** – no income requirements
- **Family-centered** – services are delivered in the child and family's home or community
- **Effective** – most children show major improvement or no longer need services after completing the program
- **Statewide impact** – FIT serves over 15,000 children each year and is ranked among the top programs in the country in identifying eligible children.



Family Guided Routines Based Intervention (FGRBI)

- FGRBI is the method by which all Early Intervention services are delivered in New Mexico. It is an evidence-based approach to Early Intervention that is grounded in research on how children learn.
- In FY26, FIT plans to begin building the capacity of our workforce to practice FGRBI with fidelity, using a cohort approach.

FIT Inclusion Coaches

- Provide coaching, support, resources and training for early intervention and child care professionals working **in the early childhood setting**.
- Serve when needed as a liaison between child care and FIT to **navigate challenges** in child care programs.
- Network with ECECD staff to explore regulations and gather data to **support a pathway to resolutions** around inclusion in child care.
- Provide information, coaching, and options to support early intervention and child care professionals to **build relationships within communities served**.

Community Coaches

Sabrina Zarco

Sabrina.Zarco@ececd.nm.gov

Frances Serrano

Frances.Serrano@ececd.nm.gov

Service Numbers July 1, 2024 – May 31, 2025

Total Served: 15,552

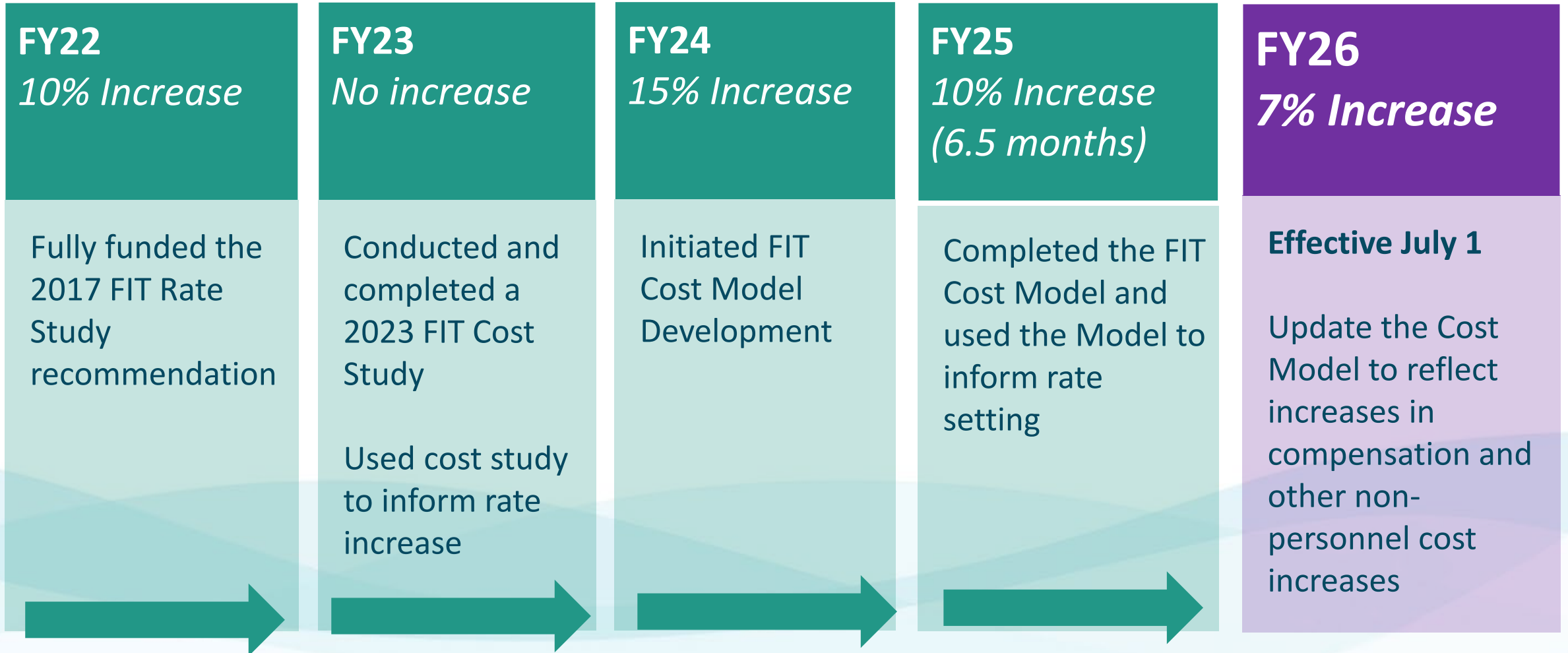
- Total Enrolled in Medicaid: 10,904
- Total Non-Medicaid: 4,648

***Total Expended on Direct Services:
\$61,897,152.67***

- Medicaid: \$41,229,524.69
- ECECD: \$20,667,627.98



FIT Rate Increases FY22-FY26





The inside is:
Wet dry
Seeds are smooth
yucky yellow
orange gooey
Feels like silk

What color will inside of
green or white pumpkin
be? White pulp
green pulp

Teamwork
to help people
to be nice to our friends.
We should share toys.
like turns
encourage our friends "You can do it!"

What did you like better?

7	6
Tim	Tim
Emily	Emily
Alana	Alana
Heidi	Heidi
Abby	Abby
Jordan	Jordan
Michael	Michael

Morning Message
Music

Body calm
Body calm

Eye word
Eye word

Plan
S
and
Pulp
beets
Vine

Policy, Research, and Quality Initiatives Division (PRQI)



Social and Emotional Early Development (SEED) Initiative

Infant and Early Childhood Mental Health Consultation (IECMHC)

- Collaborative, relationship focused approach that strengthens caregivers' ability to promote and enhance children's social and emotional development.
- IECMHC strengthens the ability for adults in those children's lives to gain reflective skills and build their confidence in supporting the children in their care.
- IECMHC pairs a mental health professional with the early childhood educator who care for infants, young children, and their families.

“ Young children's development depends on the relationship they have with important adults in their lives- parents AND providers. To ensure healthy adult-child relationships it is essential to increase the capacity of the grownups in children's lives. ”

-Kadija Johnston

Types of IECMHC Services

- 1. Child-Focused Consultation:** When a specific child's behavior is of concern to parents or teachers, the Consultant helps these adults understand, assess, and address the child's needs by developing an individualized plan with the parents and teachers.
- 2. Classroom-Focused Consultation:** The Consultant works with teachers to improve the care offered to all children in their classroom by helping to identify attitudes, beliefs, practices, and conditions that may be undermining quality relationships between teachers and children.
- 3. Program-Focused Consultation:** Directors and other program leaders are supported by the consultant to make changes in their practices and/or policies to benefit all the children and adults in their setting.

What is SEED?
The New Mexico Early Childhood Education and Care Department (ECECD) has developed an Infant and Early Childhood Mental Health Consultation (IECMHC) focus called the Social Emotional and Early Development (SEED) initiative, which offers free IECMH Consultation in early learning environments through pairing mental health professionals with early childhood educators and caregivers.

Early education can be rewarding for both educators and the young students they teach – but it can also be stressful. When children experience family trauma or other personal struggles, it can lead to behaviors that caregivers can find challenging. That's why it is so important that early childhood professionals, children, and their families have access to supportive mental health professionals that can help navigate these underlying issues.

What is IECMHC?
IECMHC is a collaborative, relationship-focused approach to strengthening the caregiver's ability to promote and enhance children's social emotional development. In addition, IECMHC offers the ability for adults in those children's lives to gain reflective skills and build their confidence in supporting the children in their care. IECMH consultants develop relationships with adults and caregivers in young children's lives and help build their capacity and skills to strengthen and support children's social and emotional development.

Learn more at nmececd.org/seed
ECECD.IECMHC@ececd.nm.gov

Scan to learn more

Social Emotional and Early Development Initiative (SEED)
Cultivating Healthy Relationships and Programs

NEW MEXICO
Early Childhood Education & Care Department

How does IECMHC improve outcomes for children, families, and educators?

Child Outcomes:

- Decreased externalizing behaviors
- Decreased numbers of children expelled for behaviors
- Greater gains in socialization, emotional competence, and communication
- Improved social skills and peer relationships

Family Outcomes:

- Access to mental health services
- Improved communication with staff
- Improved parenting skills

Staff Outcomes:

- Improved self-efficacy
- Increased confidence working with children
- Reduction in teacher stress levels
- Increased teaching skills and communication with families
- Increased sensitivity when working with children
- Increased involvement with parents

Program Outcomes:

- Reduced staff turnover
- Shared philosophy of mental health

How does IECMHC work?
Consultants provide services within early child care settings to educators and administrators. During a visit, consultants provide active listening, build relationships, and begin to work collaboratively with caregivers and providers. Consultants avoid the position of expert and rely on the provider's experience to guide the work.

Consultants' qualifications:

- Experience working with children birth to 5 years and their families.
- Clinical experience with young children.
- Experience working in a classroom setting and/or consulting with early childhood educators.
- Experience working with historically marginalized and culturally diverse populations.
- Consultants have a Master's degree in mental health, they are licensed or licensable and well-trained in their field.

How can caregivers access SEED? Is it free?
Interested caregivers may request a referral via the ECECD website. Services are free to Early Childhood Education (ECE) providers, children, and their families.

How to apply to provide IECMHC services?
Qualified consultants may apply to provide IECMH services! Check nmececd.org/seed for updates.

Young children's development depends on the relationships they have with important adults in their lives – parents AND providers. To ensure healthy adult-child relationships, it is essential to increase the capacity of the groups in children's lives. A proven way to do this is through Infant Early Childhood Mental Health Consultation.

Kaajia Johnson
New Mexico Technical Assistant

NEW MEXICO
Early Childhood Education & Care Department

Learn more at nmececd.org/seed

Importance of Infant Mental Health Consultation in Early Childhood Education Settings

- IECMH consultation has risen to national prominence in large measure because of its impact on **reducing preschool expulsions**.
- The practice is correlated to **gains** in young children's pro-social behavior including self-control, communication, coping skills, social-emotional functioning, and interpersonal and play skills.
- At the provider level, IECMH consultation has been shown to **reduce** staff stress and turnover, increase teachers' sense of efficacy, competence and capacities for reflection and sensitivity.
- **Improves** teachers' skills in classroom management and enhances the quality of interactions that ECE teachers have with children and their parents.

A photograph of two young boys sitting on a light-colored, textured couch. The boy on the left is wearing a mustard yellow t-shirt and is looking down at an open book. The boy on the right is wearing a dark green, textured long-sleeved shirt and is also looking down at an open book. The book he is holding shows a large brown bear on a white background. The scene is brightly lit, suggesting an indoor setting with natural light.

Early Childhood Education and Care Advisory Council

Thursday, June 26,
2025

Advisory Council

- In 2022, ECECD established the Early Childhood Education and Care Advisory Council, which furthers the governor's priority to create a more cohesive, equitable, and family-centered early childhood education and care system in New Mexico.
- The Early Childhood Education and Care Advisory Council and its Subcommittees hold regular meetings.
- **Subcommittees:**
 - Public-Private Partnership
 - Program Quality and Accountability
 - Early Childhood Professionals Subcommittee
 - Early Childhood Professionals Data, Infrastructure, and Analysis
- Copies of past meetings, presentations, and agendas for the council can be found here:
nmececd.org/ecec-advisory-council

EARLY CHILDHOOD EDUCATION
AND CARE ADVISORY COUNCIL

2024 ANNUAL REPORT

YEAR TWO

Released January 2025

Data, Infrastructure *and* Analysis

Co-Chair: Jacob Vigil

Co-Chair: Elizabeth Groginsky

Other Council Members

- Marianna Padilla

Non-Council Members

- Norma Ochoa
- Helen Ortega
- Melissa Scott
- Lisa Shaana
- Jackie Shipley
- Erica Surova
- Tara Terry Voit

2025 Meeting Schedule

Meets 11 – 12:15 p.m. the first Wednesday of every month

- June 4, 2025
- July 2, 2025
- August 6, 2025
- September 3, 2025
- October 1, 2025
- November 5, 2025
- December 3, 2025

2025 Focus Areas



- Early Development Instrument (EDI) and the Childhood Experiences Questionnaire (CHEQ)
- Child Care Supply and Demand Study
- Data Governance
- Statewide Community Assessment

Early Childhood Professionals

Co-Chair: Crystal Tapia-Romero

Co-Chair: Robert Chavez

Other Council Members

- Brian Luck

Non-Council Members

- Kristeena Dehne
- Margo Dichtelmiller
- Anne Duran
- Carmen Estrella Trigo Martinez
- Donna Fletcher
- Merline Gallegos
- Angela Garcia
- Robin Goodnight
- Yolanda Philgreen
- April Spaulding

2025 Meeting Schedule

Meets 1 – 2 p.m. the second Monday of every month

- June 9, 2025
- July 14, 2025
- Aug. 11, 2025
- Sept. 8, 2025
- Oct. 20, 2025
- Nov. 10, 2025
- Dec. 8, 2025

2025 Focus Areas



- Wage and Career Lattice
- Professional Development Information System (PDIS)

Program Quality *and* Accountability

Co-Chair: Dr. Cindy Martinez

Co-Chair: Daisy Lira

Other Council Members

- Lakersha Martinez
- Casey Lafferty

Non-Council Members

- Sondra Carpenter
- Evakristel De Luna
- Holly Gurule
- Rosa Hammond
- Alica Pecos
- Ruth Porta
- Valerie Stefani
- Anel Zamora

2025 Meeting Dates

Meets 3 – 4:30 p.m. the fourth Thursday of every month

- June 26, 2025
- July 24, 2025
- August 28, 2025
- September 25, 2025
- October 23, 2025
- November 20, 2025

2025 Focus Areas



- FOCUS Redesign
- ECECD Home Visiting Program

Public Private Partnership

Co-Chair: Elizabeth Groginsky
Co-Chair: Allen Sanchez

Other Council Members

- Mayra Lovas
- Teresa Quintana
- Lula Mae Brown

Non-Council Members

- Barbara Tedrow
- Elizabeth Wieser
- Jenn Donelli
- Katie Wylie
- Kristi McBride
- Natasha Gacinski

2025 Meeting Schedule

Meets 9 – 10:15 a.m. the first Thursday of every other month

- June 5, 2025
- Aug. 7, 2025
- Oct. 2, 2025
- Dec. 4, 2025

2025 Focus Areas



- Child Care Facility Loan Fund
- Capacity Building across the early childhood ecosystem
- Staffed Family Child Care Networks



Local Early Childhood System Building Coalitions

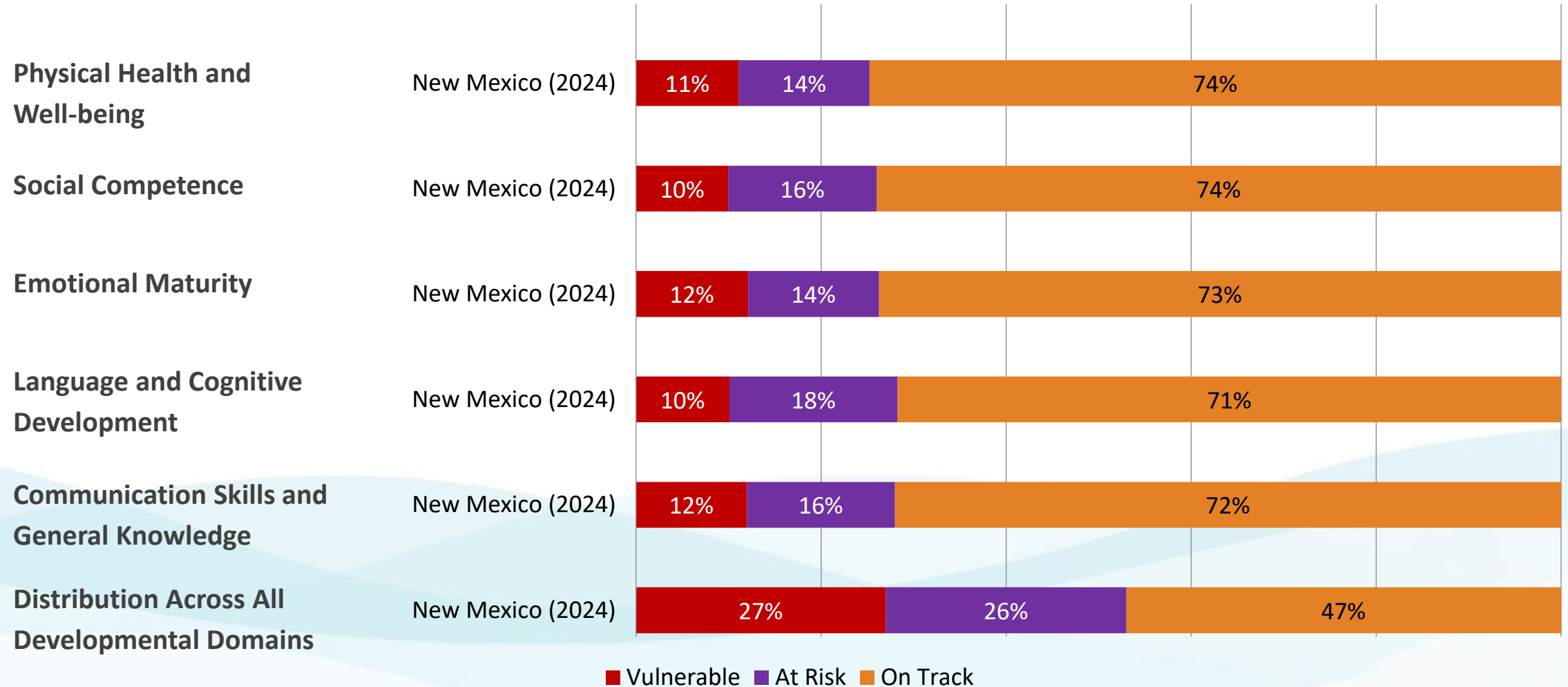
Local Early Childhood System Building Coalitions

- Since FY22, ECECD has funded local early childhood system building coalitions across twelve New Mexico counties.
- ECECD aims to create a stronger state to local early childhood governance system to coordinate and enhance a continuum of family driven, community based high-quality prenatal-to-age five programs and services in every corner of the state.
- The legislature has supported the development of these coalitions with a \$1 million appropriation.

- **Bernalillo County** – Bernalillo County Home Visiting Work Group Coalition
- **Bernalillo County** – Coalition for Science Learning in Early Childhood
- **Bernalillo County** – Early Childhood Coalition Cuidando Los Niños
- **Bernalillo County** – PB&J Family Services
- **Chaves County** – Wings For Life
- **Doña Ana County** – Doña Ana County Early Childhood Education Coalition
- **Doña Ana County** – Proveedoras Unidas de Southern NM
- **Los Alamos County** – Los Alamos Early Childhood Collaboration
- **Grant County** – Community Partnership for Children
- **Lincoln County** – Partners in Early Childhood Education Coalition
- **McKinley County** – McKinley County Early Childhood Coalition
- **Rio Arriba County** – Rio Arriba County Early Childhood Collaborative
- **Otero County** – 100% Otero
- **San Juan County** – San Juan County Early Childhood Coalition
- **San Miguel County** – San Miguel Early Childhood Coalition
- **Santa Fe County** – Santa Fe Early Childhood Steering Committee
- **Taos County** – Paso a Paso Network
- **Valencia County** – Valencia County Early Childhood Community Partnership

New Mexico's Early Development Instrument (EDI) Results: A population-based measure of school readiness

EDI Results in Kindergarten by Developmental Domain

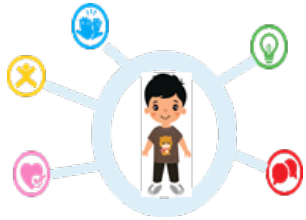


Summary of EDI Participation in New Mexico

School Information	2024
Participating school districts/charters	116
Participating schools	441
Classrooms collecting EDI information	1,380
Community Information	
# Children	18,974
Children who are English Language Learners (ELL)	18%
Children who have an Individualized Education Program (IEP) for children with disabilities	18%
Race/Ethnicity:	
African-American, Black	2%
Asian, Native Hawaiian or other Pacific Islander	1%
American Indian/Alaska Native	9%
Hispanic, Latino/a	53%
White	19%
Other	16%



Nuts and Bolts of the EDI



What is the EDI?

Developmental checklist
5 developmental domains:

- *Physical Health and Wellbeing*
- *Social Competence*
- *Emotional Maturity*
- *Language and Cognitive Dev.*
- *Comm. Skills and General Knowledge*



Who completed it?

Kindergarten teachers complete on all their students.



When was it completed?

April – May 2024



How was it completed?

Teachers watched 30-minute training video then completed one EDI per student based on recall

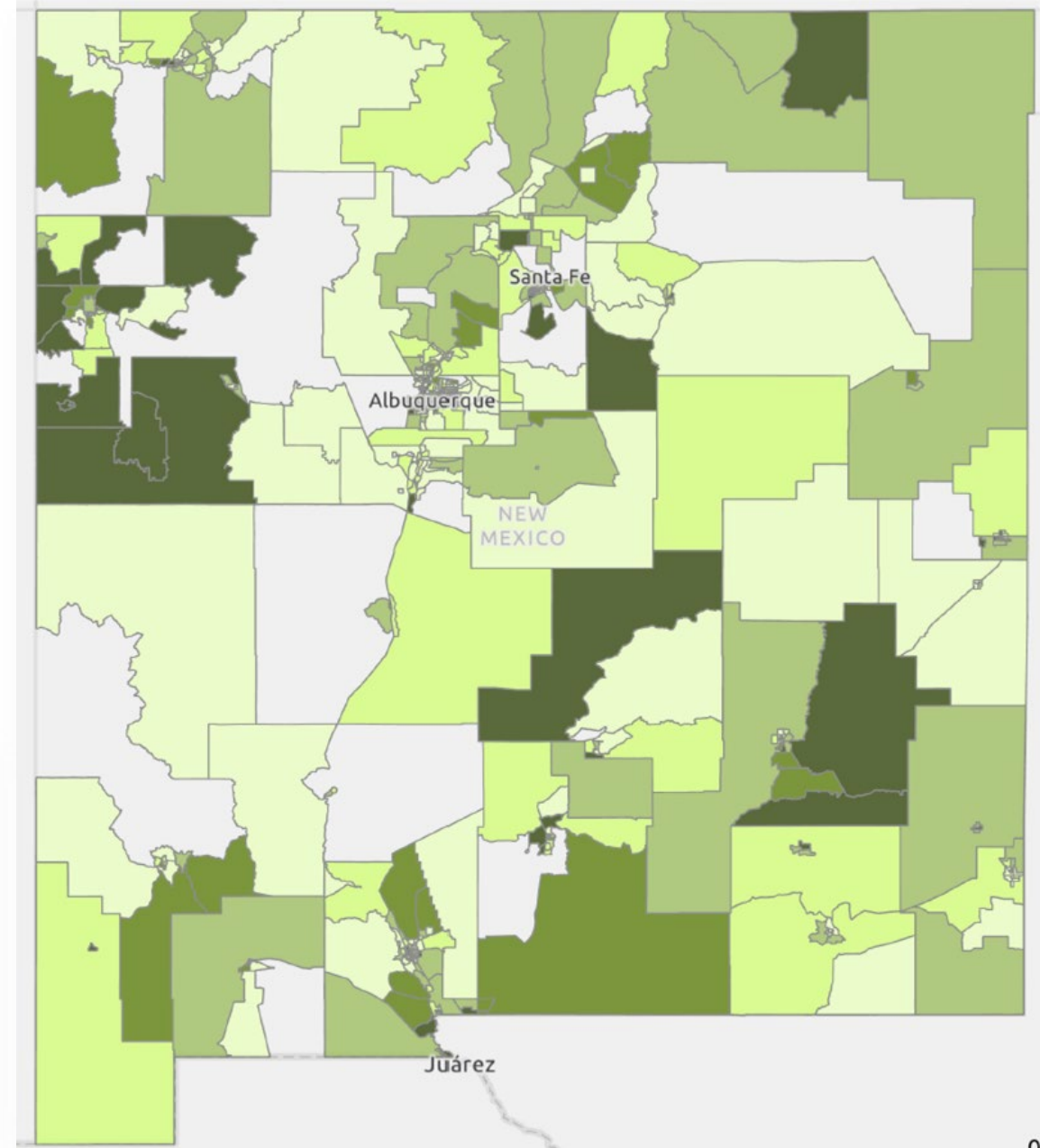
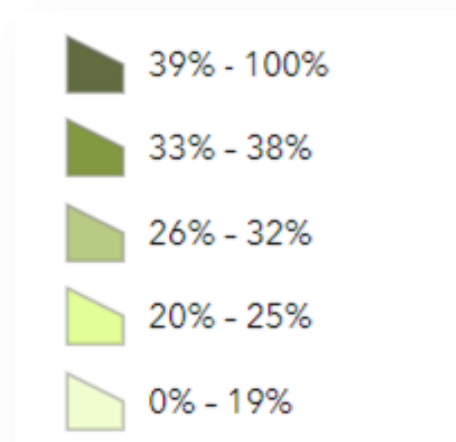


What doesn't it do?

Not reported at student or teacher level

Statewide EDI Results by Census Tract

Pct. of Children Vulnerable on One or More Domains





Statewide Early Childhood Community Assessment

Background, Purpose, and Roles



ECECD was awarded a **federal Preschool Development Grant Birth through 5 (PDG B-5)** to identify current strengths and challenges of programs, services, and supports at the state and local levels.



The contracted partner, **Verite Educational Services (VES)**, is a nimble, mission-driven consulting firm with deep expertise in early childhood, data, policy, and extensive government and research experience.



Council members can support with input, feedback, participation in data collection, and promoting this work.

Community Assessment Activities and Anticipated Timeline

Activity 2: May – July 2025

Engage the early childhood workforce and families/caregivers to understand experiences, challenges, barriers, gaps, and assets of the system.

Activity 4: August – December 2025

Collaboratively identify themes and findings to share with the Early Childhood Education and Care Advisory Council and its subcommittees for additional feedback. Publish a final statewide Community Assessment with county-level profiles.



Activity 1: March – May 2025

Review reports, data sets, and assessments to identify key indicators, services, access, availability, workforce, and community-, family-, and child-level factors.



Activity 3: June – September 2025

Draft the Community Assessment.



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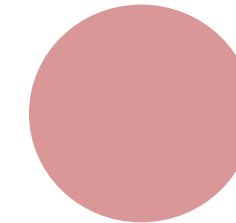
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NMECECD.org



Bi-weekly newsletter sign up: <https://bit.ly/36kZEQC>.



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