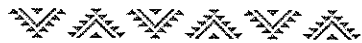
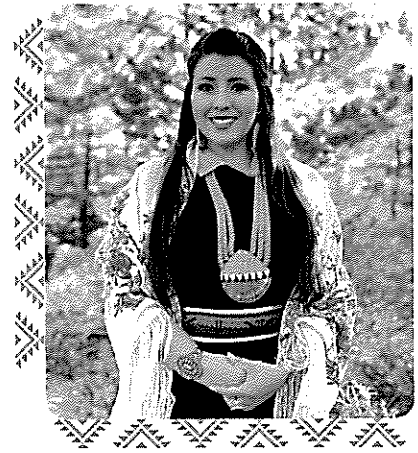


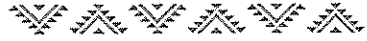
# TABLE OF CONTENTS



- 1 Welcome Letter from the Assistant Secretary for Native American Early Education and Care**
- 2 Early Childhood Education and Care Department (ECECD) Overview**
- 3 Statutory Definitions**
  - New Mexico Assistant Secretary for Native American Early Education and Care
  - Communication Policy
- 3 Communication and Collaboration with Nations, Pueblos, and Tribes**
  - Monthly Communication Calls
  - Tribal Education Director Calls
  - Advisory Coalition
- 4 Capital Infrastructure Improvement**
- 5 Tribal Investment Strategy: Intergovernmental Agreements**
- 6 FY25 Native American Early Education Outcome Highlights**
  - Preschool Development Grant Language Immersion Project
  - Indigenous Workforce Support and Development
  - New Mexico PreK and Head Start Pay Parity
  - ECECD Wage Supplement Program
- 7 State-Tribal Collaboration Act (STCA) Training and Certification**
- 7 FY25 Consultation with Nations, Pueblos, and Tribes**
- 7 Notification of STCA to ECECD Staff**
- 8 Current and Planned Program and Services**
  - Families FIRST
  - Family Nutrition Bureau (FNB)
  - Child Care Service Bureau (CCSB)
  - Home Visiting
  - New Mexico PreK (NM PreK)
  - Head Start Collaboration Office (HSSCO)
  - The Family Infant Toddler (FIT)
- 13 ECECD Executive Leadership and Tribal Liaison Contact List**



# WELCOME LETTER



## from the Assistant Secretary for Native American Early Education and Care

Coo'weh'szti Ho'pa ~ Greetings Relatives,

It is an honor to serve as the Assistant Secretary for Native American Early Education and Care at the New Mexico Early Childhood Education and Care Department (ECECD), a role to which I was appointed to by Governor Michelle Lujan Grisham. The role of the Assistant Secretary is to lead the department in strengthening government-to-government relationships to advance positive outcomes for Native children, families, and communities.

As a daughter of the Pueblo de Cochiti, a mother of four, and a lifelong advocate for the well-being of Native children and families, I carry this responsibility with the deepest respect for the Nations, Pueblos, and Tribes who have nurtured and protected our youngest relatives since time immemorial.

The State-Tribal Collaboration Act (STCA) requires us not only to recognize the sovereign status of Tribal governments, but to engage in meaningful, sustained collaboration and uphold our accountability as a state agency. This annual report reflects ECECD's ongoing efforts to honor that responsibility—through formal consultation, yes, but also through everyday practices grounded in relationship, reciprocity, and respect.

Since stepping into this role, my priority has been to ensure Native voices are not only heard but centered in shaping how early childhood programs are designed, delivered, and evaluated across New Mexico. From our monthly Tribal Communication Calls and Tribal Education Director convenings to the expansion of the New Mexico Early Childhood Tribal Advisory Coalition (NMECTAC), ECECD is working to build systems that honor language, culture, and community as essential pillars of early learning and development.

This report outlines our agency's investments in Indigenous-centered pathways, including Tribal PreK partnerships, immersion-based language nests, culturally responsive workforce development, and capital support for early childhood facilities. Yet we also know that reports alone cannot capture the full depth of the work—or the relationships—that must continue to grow and evolve.

As we look ahead to Fiscal Year 2026 and beyond, ECECD remains committed to supporting the full vision of educational sovereignty, uplifting the caregiving knowledge held in our communities, and building systems that truly serve Native children, families, and educators.

We welcome continued dialogue with each of you as we walk this path together.

With deep respect and anticipation for the work ahead,

Dr. Joannie Suina (*Pueblo de Cochiti*)  
Assistant Secretary for Native American Early Education and Care

# OVERVIEW

## New Mexico Early Childhood Education & Care Department (ECECD)

The New Mexico Early Childhood Education & Care Department (ECECD) was established as an agency in 2019, and consists of the following bureaus, as defined in House Bill 2.

### Family Support and Early Intervention:

The purpose of the Family Support and Early Intervention program is to provide a comprehensive culturally sensitive early childhood system of supports for families and young children, including home visiting, early intervention services, and perinatal case management services.

### Early Care and Education:

The purpose of the Early Care and Education program is to ensure New Mexicans have access to high quality, healthy, safe, and supportive early childhood education environments for children and their families, as well as access to healthy meals.

### Policy, Research and Quality Initiatives (PRQ):

The purpose of the PRQI program is to oversee ECECD's quality initiatives, including workforce development, coaching and consultation, infant early childhood mental health consultation, data analysis and reporting and performance, and audits to ensure program integrity for the Child Care Assistance Program.

### New Mexico PreK:

The purpose of the NM PreK Program is to ensure New Mexicans have access to a high-quality, mixed-delivery early childhood education system. The program oversees the administration, monitoring, quality supports, and technical assistance for NM PreK in public schools, charter schools, and community-based settings. In collaboration with the Public Education Department, the program administers NM PreK funding and ensures all NM PreK children with special education needs receive the services and supports they need.

## STATUTORY DEFINITIONS

### New Mexico Assistant Secretary for Native American Early Education and Care

The Early Childhood Education and Care Department Act of 2019 mandated the appointment of an Assistant Secretary for Native American Early Education and Care, making ECECD the first agency in the nation to have a dedicated position to strengthen government-to-government relationships related to prenatal-to-age-5 programs and services NMSA 1978, § 9-29-3(B).

### Key Duties of the Assistant Secretary:

- Provide administration, coordination, and oversight of Indian early childhood education
- Collaborate with state and federal partners and agencies, Tribal government, eligible providers, and community partners
- Consult with Nations, Tribes, and Pueblos on delivery of learning guidelines in language, culture, and history designed for Tribal and non-Tribal students
- Assist school districts and educational agencies to expand appropriate Indian education programs for infants, toddlers, children, youth, and families pursuant to Indian Child Welfare Act (ICWA)
- Seek funding to establish and strengthen programs related to infants, toddlers, children, youth, and families
- Ensure that language and cultural considerations are included in programs administered through the department



*NNECTAC members posing at the top of the Puye Cliff Dwellings during the October NNECTAC meeting.*



# Communication Policy



ECECD's communication and collaboration policies define the roles of Tribal liaisons within the agency, how ECECD will work with Tribal advisory bodies to ascertain policy recommendations, the role of agency-Tribal collaborative work groups, and how to handle formal and informal communication with Tribal communities, governments, and organizations. The policies outline how the agency will work effectively in cross-cultural environments and how it will provide cultural and linguistic training and guidance to ECECD staff. The policies also outline the process of Tribal consultation between ECECD and Tribal governments. See ECECD's government-to-government webpage at [nmeccd.org/government-to-government](http://nmeccd.org/government-to-government).

In January 2025, ECECD Advisory Council named updating ECECD's Communication Protocol around Data Governance its Tribal communication and collaboration policies as one of its goals for calendar year 2025. Planning work around this update began in Spring 2025. The policy update plan developed calls for the formation of a Data Governance work group and establishes a process of continuous evaluation over time to determine the appropriateness of ECECD Data policies as they relate to new developments in technology and data usage best practices. The work group is planned to form and begin work in Fall 2025.

In accordance with ECECD's Tribal communication and collaboration Policy, ECECD continue will seek to improve and/or maintain partnerships with Tribes pursuant of the 2009 State Tribal Collaboration Act. The purpose of the policy is to use or build upon previously agreed-upon processes when the agency develops, changes, or implements policies, programs, or services that impact Tribal sovereignty, self-government, or the well-being of children aged 0-to-5 from the Nations, Pueblos, Tribes, and Urban Indian population in the state of New Mexico.

## Communication and Collaboration 2024



### Monthly Communication Calls

On the second Wednesday of every month, the office of the Assistant Secretary hosts Tribal Monthly Communication calls to provide agency updates, share information on early education and care initiatives, inform Tribal participants about what is happening at a national and local level, and give opportunity for authentic dialogue between the state and tribes. Every month, we have external partners as well as an agency representatives presenting resources and opportunities to the Tribal early childhood community. Participation averages between 40–50 Tribal early childhood representatives and experts from across the Nations, Pueblos, and Tribes.

### Tribal Education Director Calls

On the second Friday of every month, the office of the Assistant Secretary hosts a meeting with Tribal education directors from across the state. This meeting allows for in-depth conversation and information dissemination regarding early childhood initiatives and funding opportunities available for Tribal communities. This call is only open to Tribal education directors or their proxies.

### Advisory Coalition FY24

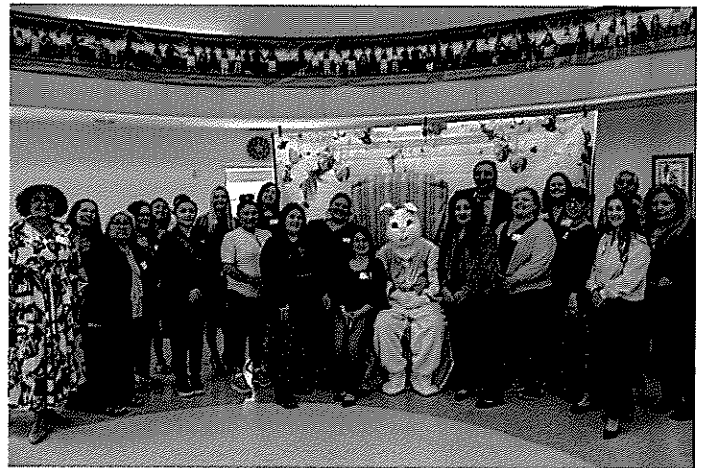
**The New Mexico Early Childhood Tribal Advisory Coalition (NMECTAC)** was established in 2022 as a community advisory body to ECECD. NMECTAC consists of members appointed by Tribal leadership from each of the Nations, Pueblos, and Tribes of New Mexico. As of June 2025, NMECTAC comprises members from 19 of the Nations, Pueblos, and Tribes early childhood education professional communities, as well as representatives from resource partners across the state. NMECTAC also has parent and urban native representation. NMECTAC plans to expand the coalition in FY26 to include members from all Nations, Pueblos and Tribes in New Mexico as well as expanding representation to Native Language Revitalization programs and organizations.

## Participating Communities and Programs:

- Jicarilla Apache Nation
- Mescalero Apache Tribe
- Navajo Nation
- Pueblo of Acoma
- Pueblo of Isleta
- Pueblo of Nambé
- Ohkay Owingeh
- Pueblo of Picuris
- Pueblo of Pojoaque
- Pueblo of Sandia
- Pueblo de San Ildefonso
- Pueblo of Santa Ana
- Pueblo of Santa Clara
- Pueblo of Santo Domingo (Kewa)
- Pueblo of Taos
- Pueblo of Zia
- Pueblo of Zuni
- Education for Parents of Indian Children with Special Needs (EPICS)
- New Mexico School for the Blind and Visually Impaired
- New Mexico School for the Deaf
- Saad K'idilyé Diné Language Nest

## NNECTAC Third Year Accomplishments

In its third year, NNECTAC played a key role in ensuring Indigenous perspectives were integrated into our quality initiatives across the agency, advising on the development of New Mexico's Early Learning Standards, and the expansion of ECECD's Tribal Investment Strategy fund, as well as providing feedback on the development of a series of Trauma Informed Care seminars. NNECTAC also continues to build capacity for its members to be strong advocates for Early Childhood Education in their communities and across the state. In April 2025, NNECTAC was proud to host members of the Colorado Department for Early Childhood (CDEC) at our in person meeting in Isleta Pueblo. CDEC executive staff sat in on the April 2025 proceedings and was given opportunity to ask NNECTAC staff and members how States and Tribes can work collaboratively building the foundations of an early childhood education and care ecosystem in a culturally appropriate and respectful manner.



*NNECTAC members along with Colorado Department of Early Childhood pose with the Easter Bunny during the April meeting.*

## Capital Infrastructure Improvement

Following recommendations from facility need assessments conducted by the agency in 2021, ECECD has collaborated with nine Nations, Pueblos, and Tribes to begin facility renovations and improvements for their early childhood facilities. Using the state's Infrastructure Capital Improvement Plan (ICIP) funding mechanism, ECECD secured capital appropriations for facility improvement and renovation for early childhood facilities. The Following Nations, Pueblos, and Tribes began planning for their capital improvements projects in FY25:

- Pueblo of Acoma
- Keres Children's Learning Center located at Pueblo de Cochiti
- Jicarilla Apache Nation
- Kewa (Santo Domingo) Pueblo
- Pueblo of Laguna
- Ohkay Owingeh
- Pueblo de San Ildefonso
- Pueblo of Santa Clara
- Pueblo of Tesuque

# Tribal Investment Strategy: Intergovernmental Agreement

ECECD's Tribal Investment Strategy grew to support the defined outcomes of Tribal communities by investing in Native children in New Mexico.

- 1 **Santa Clara Pueblo**  
\$36,000: Educator retention stipends
- 2 **San Felipe Pueblo**  
\$166,400: Capacity building; programmatic support for cultural alignment; community engagement
- 3 **Sandia Pueblo**  
\$179,695: Cultural alignment in early intervention services; professional development
- 4 **Jemez Pueblo**  
\$602,986: Towa literacy strategies; professional development; UH-Hilo partnership
- 5 **Mescalero Apache Tribe**  
\$121,702: Early intervention; cultural integration
- 6 **Pojoaque Pueblo**  
\$80,000: School readiness; language revitalization; professional development
- 7 **Isleta Pueblo**  
\$100,000: Quality improvement; program access; cultural alignment; professional development
- 8 **Zia Pueblo**  
\$48,576: Facility access; professional development; community engagement
- 9 **Ohkay Owingeh Pueblo**  
\$81,000: Family engagement; educator stipends; language instruction
- 10 **Navajo Technical University**  
\$21,125: Early childhood lab school development



*Assistant Secretary for Native American Early Education and Care, Dr. Suina delivers remarks at the Third Annual New Mexico Tribal Child Care Conference.*

- 11 **UNM NABPI**  
\$328,829: Programmatic and staffing support for policy advocacy
- 12 **THRIVE Consulting**  
\$60,000: Capital project guidance
- 13 **Shoreline Consulting**  
\$57,346: Supporting Tribal Advisory Coalition and Tribal Liaisons

# FY25 Tribal Outcome Highlights

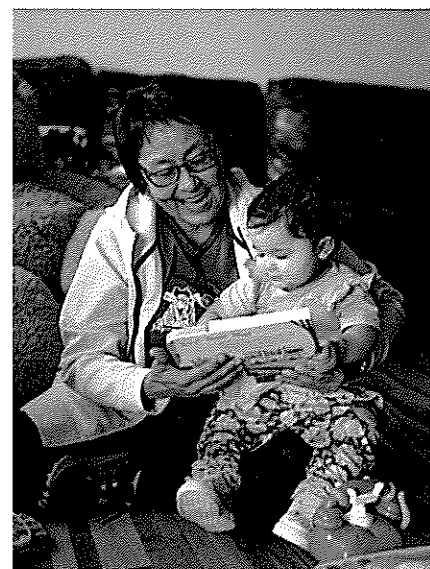
## Preschool Development Grant Language Immersion Project

ECECD has partnered with the Pueblo of Jemez to advance their current language immersion program to include PreK and, eventually, to serve as a mentor for other Tribal communities in New Mexico. Some of the Pueblo's major outcomes from their Preschool Development Grant work in FY25 include:

- Approximately 125 children and their parents/families continue to be directly impacted by the funds provided through this Inter-governmental agreement. These would be the children enrolled in our Immersion Child Care, Head Start and Hemish K-2 students.
- Children experienced hands-on, place-based learning opportunities as part of the Language Immersion programming for the 2024-25 School year, as well as language immersion based programming twice a week at the Jemez Community Library & Archives. Additionally, the Jemez Language Program provides Community Language classes for parents, young adults and community members.
- Grantee identified an increase in speaking, comprehension, understanding and usage of Jemez Towa language by the children in child care, Head Start and Hemish Immersion (K-2), as well as an increase in families participating in family engagement activities, evening events and Jemez-Towa language classes. Hemish Immersion students, after transitioning from Child Care and Head Start Immersion, are flourishing in their speaking abilities, comprehension and understanding levels as they transition into the Montessori based program at the kinder level through K-8 Hemish school.
- Masters & Bachelor's degree cohorts are enrolled in Fall 2024 courses with UH Hilo with the next phases of courses in development of our Jemez Language Immersion Teacher Licensure program. Expected graduation date for the cohorts is May 2026.
- All of Jemez Pueblo's Early Childhood and Hemish Immersion Educators have received Tribal Leadership authorization to apply for the 520 Language & Culture Certification licensure and a majority have applied and received their license.

## Indigenous Workforce Support & Development

- **Multilingual Early Childhood Career Pathways:** With funding from the W.K. Kellogg Foundation, ECECD is co-creating a pathway for a multilingual certification on an Early Childhood Degree. Work groups were held to focus on coursework, sustainability, and equity. Now in its fourth year, the initiative supports the development of pathways within higher education to prepare more educators who are fluent in Native languages. Two statewide convenings were held to engage stakeholders in shaping the direction of this work. Additionally, ECECD is issuing \$1500 stipends to 170 participants to support bilingual and Indigenous students who are working toward an associate degree in early childhood. Eight of these recipients were students at Tribal Colleges & Universities.
- **Bilingual Certification Incentive:** In FY25, 2025, 22 Native language teachers received stipends to support their continued pursuit of an associate degree in early childhood education in the form of an annual stipend for early childhood educators holding bilingual certificate. These recipients include students from ECECD's partnerships with Tribal Colleges and Universities.
- **ECECD Scholarship:** ECECD offers a scholarship covering books and tuition for individuals working in early childhood settings and attending school.
  - 243 scholarships were awarded to Native American students in fiscal year 2025.



*Toby Lee a Home Visitor in Gallup, NM interacting with a client for ECECD's Developing Futures campaign.*

## PreK and Head Start Pay Parity

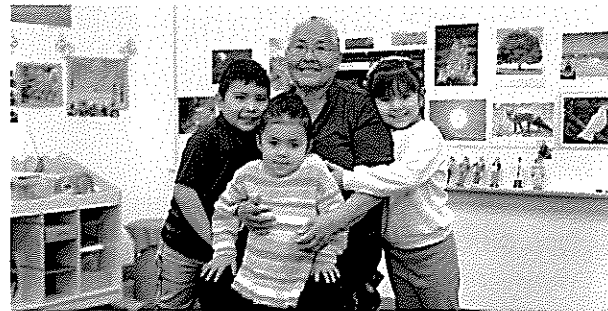
ECECD's Pay Parity Program provide pay parity to early childhood educators who work as teachers or directors in a community-based or Tribal PreK or Head Start setting. The program is designed to recognize the experience of PreK and Head Start educators and provide pay comparable to educators with the same degrees and credentials working in a public-school setting.

- 192 Native American early childhood educators were issued PreK, Head Start or Infant/Toddler classroom pay parity awards in fiscal year 2025.

## ECECD Wage Supplement Program

The Wage Supplement Program provides education-based supplemental wages to early childhood educators who work with children from birth to age five as teachers, teacher's assistants, or licensed family child care providers. The program is education-based and includes ten incremental levels; the more education one attains, the more supplement one can receive.

- 85 Wage Supplement Incentives were issued to Native American individuals for Supplemental Wages, which is 12% of all wage supplement recipients.



*Jacqueline Toledo-Magdalena a Head Start educator in Jemez posing with students for ECECD's Developing Futures campaign.*

## Tribal Consultations

(Tribal consultations in FY25)

- August 14: Pueblo de Cochiti Learning Tour
- August 29: Jicarilla Apache Nation Learning Tour/ Consultation
- October 29: Pueblo of Sandia Consultation
- November 5: Kewa (Santo Domingo Pueblo) Consultation
- Feb 5: Meeting with Pueblo of San Felipe Governor's Office
- Feb 6: Navajo Nation Briefing, Jicarilla Apache Nation Briefing, Meet with Mescalero Apache Nation

## Notification of STCA to ECECD Staff

Since July 1, 2020, the Cabinet Secretary has established meaningful ways of communication with staff. This includes quarterly all-staff hybrid meetings. These all-staff meetings provide opportunity to inform staff about Tribal collaboration in pursuant of STCA and investments made to support Tribal priorities. As we enter FY26, ECECD will continue to improve on methods to inform ECECD staff on STCA and will work with the New Mexico Indian Affairs Department to ensure the agency is in compliance with training to better serve the Tribes of New Mexico.

## STCA Training and Certification

ECECD values diversity, equity, and inclusion. Pursuant to the State-Tribal Collaboration Act, 125 ECECD employees have completed the State Tribal Collaboration Act Cultural Competency Training in 2024- 2025. Overall, 76 Supervisors and 227 employees have completed this training since 2021. This training is provided by the State Personnel Office with assistance from the Indian Affairs Department. The training supports:

- The promotion of effective communication and collaboration between state agencies and Indian Nations, Tribes, and Pueblos;
- The development of positive state-Tribal government-to-government relations; and
- Cultural competency in providing effective services to American Indians or Alaska Natives. ECECD has prioritized the practice of including a land acknowledgement before meetings and formal presentations to honor, recognize, and respect Indigenous Peoples as traditional stewards of this land.



*The youth dancers from Tesuque performing during the 2025 Early Childhood Day at the Roundhouse celebration.*



# Current and Planned Program and Services

## Families FIRST:

Families FIRST (Families and Infants Receive Services and Training) helps build strong families through medical, social, and educational support from registered nurses and resource referrals to promote infants' and children's health in New Mexico. Families First has combined with Home Visiting to form The Family Foundations Bureau. **Families FIRST providers work on the following key areas:**

- Care coordination services to Medicaid-eligible pregnant individuals
- Conduct ongoing assessments to address holistic needs
- Coordinate resources with family and community
- Educate clients and their families on topics related to their pregnancy and postpartum experience as well as newborn and pediatric topics

## Family Nutrition Bureau (FNB):

Family Nutrition Bureau (FNB) administers two federal USDA Child Nutrition Programs which provide funds to participating institutions to initiate and maintain non-profit food service programs for eligible children and adults. The Child and Adult Care Food Program (CACFP) is open to all ages, and the Summer Food Service Program (SFSP) serves children aged 1-18. Summer Meal sites can be found at: [summerfoodnm.org](http://summerfoodnm.org).

## American Indian/Alaska Native (AI/AN) Children Served by Families First, FY24

County	Total
Bernalillo	3
Chaves	1
Dona Ana	1
Lincoln	2
McKinley	5
Otero	3
Rio Arriba	2
San Juan	1
Sandoval	4
Socorro	5
Valencia	5
<b>Grand Total</b>	<b>32</b>

## AI/AN Children Served by FNB, FY24

County	Number of Center Providers	Number of Children Receiving Meals in centers	Number of Average Monthly Meals in Centers	Number of Home Providers	Number of children receiving meals in Homes	Number of Average Monthly Meals in Homes	Number of Native American Homes in the CACFP	Number of Native American children receiving meals in CACFP	Number of SFSP sites	Number of Meals Served in SFSP
Cibola	6	202	7,635	24	12,794	6,266	8	32	2	2,216
McKinley	19	464	20,307	104	38,547	18,222	83	288	13	11,968
San Juan	70	3,042	93,791	17	4,574	2,258	13	38	11	18,789
Socorro	6	228	5,251	22	7,515	3,575	7	23	0	0
<b>Total</b>	<b>101</b>	<b>3,936</b>	<b>126,984</b>	<b>167</b>	<b>63,430</b>	<b>30,321</b>	<b>111</b>	<b>381</b>	<b>26</b>	<b>32,973</b>

## Child Care Service Bureau (CCSB):

Child care services ensure equal access to high-quality, healthy, safe, and supportive child care environments, providing services to children aged 6 weeks to 13 years, or up to age 18 if special supervision is required. Families can apply to the [Child Care Assistance Program](#) online through the [Am I Eligible](#) portal and search for providers in their area through the [New Mexico Child Care Finder](#) online tool. Currently ECECD is waiving the copayment requirement for all eligible families. ECECD will provide a 3-month advance notice in the event the copayment waiver ends.

## Children Served by Child Care Assistance, FY24

County	# Children receiving Child Care Assistance in Licensed Centers	# Children receiving Child Care Assistance in Licensed Homes	# Children receiving Child Care Assistance in Licensed Group Homes	# Children receiving Child Care Assistance in Registered Homes	American Indian/Alaska Native (AI/AN) CCA Children	% AI/AN CCA Children
Bernalillo	15,525	311	694	207	1,072	6.40%
Catron	1	0	0	0	0	0.00%
Chaves	1,656	30	202	17	9	0.47%
Cibola	163	24	79	19	73	25.61%
Colfax	2	0	35	7	1	2.27%
Curry	1,090	24	172	27	17	1.29%
De Baca	0	1	0	0	0	0.00%
Dona Ana	5,905	285	589	566	88	1.20%
Eddy	466	6	15	18	7	1.39%
Grant	234	6	45	21	2	0.65%
Guadalupe	98	0	5	6	0	0.00%
Harding	0	0	0	0	0	0.00%
Hidalgo	2	0	12	2	0	0.00%
Lea	1,428	10	39	29	15	1.00%
Lincoln	212	0	1	0	10	4.69%
Los Alamos	40	0	0	0	1	2.50%
Luna	157	12	128	19	2	0.63%
McKinley	192	2	38	21	172	67.98%
Mora	8	0	1	0	0	0.00%
Otero	1,339	82	93	42	19	1.22%
Quay	46	0	0	1	0	0.00%
Rio Arriba	288	0	16	14	26	8.18%
Roosevelt	370	11	27	11	2	0.48%
San Juan	2,283	1	16	31	1,054	45.22%
San Miguel	362	11	97	48	2	0.39%
Sandoval	2,126	35	45	30	139	6.22%
Santa Fe	1,133	28	16	22	42	3.50%
Sierra	115	0	2	2	0	0.00%
Socorro	144	2	11	4	10	6.21%
Taos	293	11	0	0	5	1.64%
Torrance	201	0	1	7	3	1.44%
Union	1	0	1	0	0	0.00%
Valencia	1,626	12	24	29	55	3.25%
NO COUNTY ON CLIENT ADDRESS	31	2	5	1	0	0.00%
<b>Total</b>	<b>37,537</b>	<b>906</b>	<b>2,409</b>	<b>1,201</b>	<b>2,826</b>	<b>6.72%</b>

## Child Care Providers, FY24

County	Number of Licensed Centers	Number of Licensed Homes	Number of Registered Homes
Bernalillo	315	88	134
Catron	0	0	0
Chaves	31	13	10
Cibola	5	5	17
Colfax	0	3	3
Curry	18	15	12
De Baca	0	0	1
Dona Ana	90	76	333
Eddy	11	3	7
Grant	12	7	4
Guadalupe	4	0	1
Harding	0	0	0
Hidalgo	1	1	2
Lea	27	5	9
Lincoln	9	0	0
Los Alamos	9	1	0
Luna	10	8	10
McKinley	7	1	90
Mora	0	0	4
Otero	19	18	20
Quay	2	0	2
Rio Arriba	11	1	19
Roosevelt	9	4	5
San Juan	35	2	12
San Miguel	5	8	16
Sandoval	35	11	49
Santa Fe	53	11	8
Sierra	2	0	5
Socorro	6	2	18
Taos	16	2	3
Torrance	7	1	5
Union	0	0	0
Valencia	37	2	22

## Home Visiting:

Home Visiting provides a coordinated continuum of high-quality, community-driven, culturally and linguistically appropriate home visiting services that promote maternal, infant, and early childhood health, safety, and development, as well as strong parent-child relationships.

## AI/AN Children Enrolled and Served, FY24

County	Enrolled	Served
Bernalillo County	68	68
Chaves County		
Cibola County	28	31
Colfax County		
Curry County	1	1
De Baca County		
Dona Ana County	1	1
Eddy County	0	0
Grant County	1	1
Guadalupe County		1
Hidalgo County		
Lea County	1	1
Lincoln County	2	2
Los Alamos County	1	1
Luna County	0	0
McKinley County	198	198
Mora County		
Otero County	1	1
Quay County	1	1
Rio Arriba County	8	8
Roosevelt County	1	1
San Juan County	70	70
San Miguel County	1	1
Sandoval County	6	6
Santa Fe County	9	9
Sierra County	2	2
Socorro County	41	41
Taos County	1	1
Torrance County		
Union County		
Valencia County	8	8
<b>Total</b>	<b>450</b>	<b>454</b>

*\*Participants may engage in an initial service event before formally enrolling. This introductory event does not require further commitment to enrollment. As a result, the number of served individuals can exceed the number of enrolled individuals.*

# Tribal Enrollment for New Mexico PreK, FY24

School District	School Based	Community Based
Alamogordo Public Schools	5	3
Albuquerque Public Schools	114	334
Artesia Public Schools	0	2
Aztec Municipal Schools	15	28
Belen Consolidated Schools	0	2
Bernalillo Public Schools	44	12
Bloomfield Schools	32	9
Capitan Municipal Schools	1	2
Carlsbad Municipal Schools	5	0
Central Consolidated Schools	131	0
Clayton Municipal Schools	1	0
Cloudcroft Municipal Schools	1	1
Clovis Municipal Schools	9	0
Cobre Consolidated Schools	2	0
Cuba Independent Schools	22	0
Deming Public Schools	2	0
Dulce Independent Schools	10	0
Elida Municipal Schools	1	0
Espanola Public Schools	1	15
Farmington Municipal Schools	78	263
Gadsden Independent Schools	0	4

School District	School Based	Community Based
Gallup-Mckinley	212	77
Grants-Cibola	22	13
Hagerman Municipal Schools	2	0
Hobbs Municipal Schools	6	2
Jemez Mountain Public Schools	3	0
Jemez Valley Public Schools	6	0
Las Cruces Public Schools	7	27
Los Alamos Public Schools	4	0
Los Lunas Public Schools	16	26
Magdalena Municipal Schools	2	0
Mescalero Apache School	0	5
Mission Achievement And Success	5	0
Moriarty-Edgewood School District	1	3
Mountainair Public Schools	3	0
Pojoaque Valley Public Schools	6	0
Portales Municipal Schools	2	0
Quemado Independent Schools	1	0

School District	School Based	Community Based
Questa Independent Schools	1	0
Raton Public Schools	1	0
Rio Rancho Public Schools	38	36
Roswell Independent Schools	0	1
Ruidoso Municipal Schools	19	3
Santa Fe Public Schools	14	24
Silver Consolidated Schools	0	6
Socorro Consolidated Schools	2	5
Taos Municipal Schools	1	5
T Or C Municipal Schools	1	0
Tucumcari Public Schools	1	0
Tularosa Municipal Schools	6	4
West Las Vegas Public Schools	1	0
Zuni Public Schools	10	0

<b>School Based Total</b>	<b>867</b>
<b>Community Based Total</b>	<b>912</b>
<b>Grand Total</b>	<b>1779</b>

## Head Start Collaboration Office (HSSCO)

The New Mexico Head Start State Collaboration Office (HSSCO) operates as part of a larger national system of state collaboration offices funded by the federal Office of Head Start. The federal government created the system of state Head Start Collaboration Offices to facilitate partnerships between Head Start programs and other state and Tribal early childhood education, child care, and family support services. These offices are particularly important for state administration because Head Start funding is provided from the federal government directly to local Head Start programs and agencies.

- Head Start (HS) and Early Head Start (EHS) are a critical part of the Prenatal-to-Five (PN5) early childhood system; working to give vulnerable children an opportunity to succeed in school and life. These federally funded programs throughout the country and in New Mexico make an impact on communities by providing comprehensive educational, emotional, social, health, nutritional, and psychological services that support thriving children and their families.

## New Mexico PreK (NM PreK)

New Mexico PreK (NM PreK) services are offered in community and school-based settings. NM PreK offers high-quality early education focused on school readiness. NM PreK supports linguistically and culturally appropriate curriculum and provides developmentally appropriate activities for New Mexico children.

ECECD executed Intergovernmental Agreements with New Mexico PreK with the Navajo Nation, To'Hajiilee Navajo Chapter, Mescalero Apache Tribe, the Pueblo of Nambé, and the Pueblo of Tesuque, allowing for greater educational sovereignty in the operation of New Mexico PreK classrooms within the context of Tribal education systems. This added flexibility allows individual Nations, Pueblos, and Tribes to tailor the PreK curriculum and standards to the unique needs of their communities. Most of these new Tribal PreK classrooms will be embedded within existing Tribal Head Start programs.

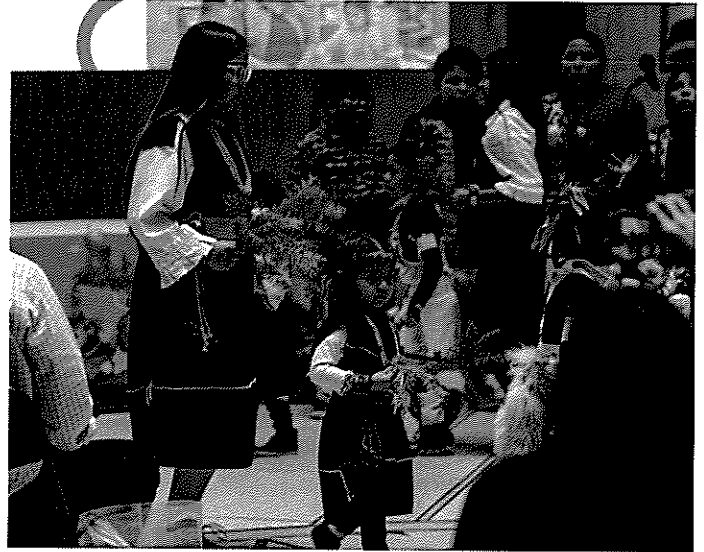
## The Family Infant Toddler (FIT) Program

The Family Infant Toddler (FIT) Program promotes children growing and developing at their own pace. However, sometimes children have special developmental needs or health concerns that may put them at risk for, or cause, a developmental delay. Early Intervention promotes child development and supports families whose child has, or is at risk for, a developmental delay or disability.

### AI/AN Children served by FIT, by County

County	Total
Bernalillo	323
Chaves	4
Cibola	69
Colfax	2
Curry	10
Dona Ana	47
Eddy	9
Grant	4
Guadalupe	2
Lea	1
Lincoln	11
Los Alamos	2
Luna	2
McKinley	339
Otero	45
Other	21
Rio Arriba	25
Roosevelt	1
San Juan	432
San Miguel	2
Sandoval	114
Santa Fe	30
Sierra	2
Socorro	17
Taos	10
Torrance	3
Valencia	31
<b>Grand Total</b>	<b>1558</b>

*Note: these are self-identified categories based on applications. The data reflects the personal identification choices made by the applicants*



*The youth dancers from Tesuque performing during the 2025 Early Childhood Day at the Roundhouse celebration.*



*Deputy Secretary Ariana Quiñones-Miranda and Deputy Assistant Secretary for Native American Early Education & Care, Dr. Michell Tsosie attending the Mescalero Montessori commencement ceremony.*



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