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State-Tribal Collaboration Act Report



NEW MEXICO
Early Childhood
Education & Care Department

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

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



Assistant Secretary for Native American Early Education and Care Cotillion Sneddy visited the New Mexico School for the Deaf for their Native American History Month celebration. Assistant Secretary read "Fry Bread" by Kevin Noble Maillard with an interpreter, highlighting the power of language in connecting us to diverse cultures.

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.

In June 2023, ECECD finalized its Tribal communication and collaboration policies as required by the 2009 State-Tribal Collaboration Act. In accordance with this Policy, ECECD will seek to improve and/or maintain partnerships with Tribes. 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 New Mexico's 23 Tribes, Pueblos, Nations, and Urban Indian population.

State Tribal communication and collaboration policies are built upon the following principles:

A. Recognize and Respect Sovereignty: The State of New Mexico and Tribes are sovereign governments. The recognition and respect of sovereignty is the basis for government-to-government relations and this Policy. Sovereignty must be respected and recognized in government-to-government consultation and collaboration between ECECD and Tribes.

B. Government-to-Government Relations: ECECD recognizes the importance of collaboration, communication, and cooperation with Tribes. ECECD further recognizes that its policies, programs, and/or services may have Tribal implications or otherwise affect American Indians/Alaska Natives. Accordingly, ECECD recognizes the value of dialogue between Tribes with specific regard to policies, programs, and services.

C. Efficiently Addressing Tribal Issues and Concerns: ECECD recognizes the value of Tribes' input regarding the policies, programs, and/or services. Thus, it is important that Tribes' interests are reviewed and considered by ECECD in its policy, program, and service development process.

D. Collaboration and Mutual Resolution: ECECD recognizes that good faith, mutual respect, and trust are fundamental to meaningful collaboration and communication. As they arise, ECECD shall strive to address and mutually resolve concerns with impacted Tribes.

E. Communication and Positive Relations: ECECD shall strive to promote positive government-to-government relations with Tribes by: (1) interacting with Tribes in a spirit of mutual respect; (2) seeking to understand the varying Tribes' perspectives; (3) facilitating communication, understanding, and appropriate dispute resolution with Tribes; and (4) working through the government-to-government process towards a shared vision in areas of mutual interest.

F. Informal Communication: ECECD recognizes that formal consultation may not be required in all situations or interactions. ECECD may seek to communicate with and/or respond to Tribes outside the consultation process. These communications do not negate the authority of ECECD and Tribes to pursue formal consultation.

G. Educational Access: Providing access to education is an essential public responsibility and is crucial for improving the educational status of all New Mexicans, including American Indians/Alaska Natives in rural and urban areas.

H: Distinctive Needs of American Indians/Alaska Natives: ECECD will strive to ensure the accountability of resources with Tribes, including a fair and equitable allocation of resources to address these educational disparities. ECECD recognizes that a community based and culturally appropriate approach to the educational well-being of students is essential to maintain and preserve American Indian/Alaska Native cultures.

I. Establishing Partnerships: In order to maximize the use of limited resources in areas of mutual interests and/or concerns, ECECD will seek partnerships with Tribes and other interested entities, including academic institutions and Indian organizations. ECECD encourages Tribes to advocate for local, state, and federal funding for tribal programs and services to benefit all of the state’s indigenous population.

J. Intergovernmental Coordination and Collaboration: ECECD recognizes that the State and Tribes may have issues of mutual concern where it would be beneficial to coordinate with and involve federal agencies that provide services and funding to ECECD and Tribes.

K. Cultural and Linguistic Competence: ECECD shall endeavor to ensure for its policies, programs, and services, as well as the projects and activities it funds, to be culturally relevant and developed and implemented with cultural and linguistic competence.

Communication and Collaboration 2024

Monthly Communication Calls

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

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 New Mexico’s Tribes, Pueblos, and Nations. As of June 2024, NMECTAC comprises members from 17 New Mexico Tribal early childhood education professional communities, as well as representatives from partners across the state. NMECTAC also has parent and urban native representation.

Participating communities and programs:

- Jicarilla Apache Nation
- Mescalero Apache Tribe
- Navajo Nation
- Pueblo of Acoma
- Pueblo of Isleta
- Pueblo of Nambé
- Pueblo of Ohkay Owingeh
- Pueblo of Picuris
- Pueblo of Pojoaque
- Pueblo of Sandia
- Pueblo of 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

NMECTAC completed a strong year in FY24. The coalition completed several advisement activities that align with ECECD's strategic plan:

- In November 2023, the coalition provided critical input on the redesign of the FOCUS Tiered Quality Rating and Improvement System (TQRIS).
- In January 2024, NMECTAC members offered focused input on best practices for Tribal liaisons working with Tribal communities. Data from this session is being used to enhance trainings for ECECD's Tribal liaisons.
- In January 2024, NMECTAC members offered input on the barriers and concerns facing their communities in the early childhood system and brainstormed potential solutions.
- In March 2024, NMECTAC collaborated with the Bureau of Indian Education Family and Child Education (FACE), suggesting topics for the 2024 FACE conference, which will be held in Albuquerque in May.
- In April and May 2024, NMECTAC members attended a consultation session to inform updates to New Mexico's 2024 State Child Care Development Fund rule changes.
- Throughout the year, NMECTAC members increased their integration with the New Mexico Early Childhood Advisory Council, with at least one member attending each full-council meeting and the NMECTAC coordinator supporting all the Advisory Council's subcommittees. Coalition members also actively participate on various subcommittees.



Assistant Secretary with members of NMECTAC at the June 2023 retreat, hosted by the Mescalero Apache Nation.

Additionally, NMECTAC focused on enhancing the skills of its members regarding community engagement, understanding of the legislative process and public testimony, and strengthening mutual reliance and capacity among members. NMECTAC also served as a platform for ECECD and coalition members to exchange updates, highlight key events, announce job openings, and offer opportunities for support on a regular basis.

In June 2024, NMECTAC convened at the New Mexico School for the Deaf in Santa Fe, NM for a two-day meeting aimed at planning for year three. The coalition dedicated significant time and effort to review, revise, and finalize the coalition's mission, vision, goals, and participant guidelines. The updated version more accurately aligns with NMECTAC's direction and capabilities for the upcoming year. Additionally, the coalition began drafting its year-three work plan based on the qualitative data gathered from the coalition members outlining the focus areas for the coming year.

Capital Infrastructure Improvement

Following recommendations from facilities needs assessment in 2021, ECECD has collaborated with nine Tribal communities 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 improvements and renovations for early childhood facilities in the following Tribal communities:**

- Jicarilla Apache Nation
- Pueblo of Cochiti
- Pueblo of San Ildefonso
- Pueblo of Santo Domingo (Kewa)
- Pueblo of Acoma
- Pueblo of Laguna
- Pueblo of Ohkay Owingeh
- Pueblo of Tesuque
- Pueblo of Santa Clara

Tribal Investment Strategy

Intergovernmental Agreements

ECECD's Tribal Investment Strategy grew to support the defined outcomes of Tribal communities by investing in Indigenous children in New Mexico. (* Denotes a multi-year agreement)

- 1 ***To'Hajiilee Community School Board Of Education, Inc.** (\$906,500): Providing New Mexico PreK
- 2 ***The Navajo Nation** (\$8,948,719): Providing New Mexico PreK
- 3 ***Mescalero Apache Tribe** (\$861,000): Sustaining early intervention services and providing New Mexico PreK
- 4 ***Pueblo of Nambé** (\$1,078,000): Providing New Mexico PreK
- 5 ***Pueblo of Tesuque** (\$717,900): Supporting early childhood education for children 0–5 years old
- 6 ***Pueblo of Isleta** (\$316,700): Supporting early childhood education for children 0–5 years old
- 7 ***Pueblo of Jemez** (\$1,500,000): Supporting the expansion of the Walatowa language immersion program, which serves as an example for other Tribal community language immersion efforts
- 8 **Pueblo of Laguna** (\$46,500): Providing Home Visiting and support services through training and support for young families
- 9 ***Ramah Navajo School Board, Inc.** (\$12,225): Providing early intervention services
- 10 ***Pueblo of Sandia** (\$80,000): Providing private speech, occupational, and play-based therapies
- 11 **Pueblo of Santa Clara** (\$48,000): Supporting early childhood education for children 0–5 years old
- 12 **Pueblo of Zia** (\$254,000): Supporting early childhood education for children 0–5 years old
- 13 **Pueblo of Santa Ana** (\$45,000): Supporting early childhood education for children 0–5 years old



Assistant Secretary Cotillion Sneddy, attended the Navajo Nation signing of the historic expansion of early childhood education services. Part of the \$98 million in funding will help create an additional 554 new slots in tribal PreK programs in the Navajo Nation, the To'Hajiilee Chapter of Navajo Nation, Mescalero Apache Tribe, and Pueblo of Nambé through intergovernmental agreements.



Assistant Secretary Cotillion Sneddy and members of the NMECTAC at a meeting hosted by the Navajo Nation.

- 14 ***Pueblo of San Felipe** (\$118,830): Continuing collaboration with the TELi model for their early childhood services
- 15 ***Shoreline Consulting** (\$31,546): Providing facilitation services for the NMECTAC and training for Tribal liaisons
- 16 ***University of New Mexico Native American Budget and Policy Institute** (\$400,000): Supporting the NMECTAC and support during the New Mexico legislative session
- 17 **Saad K'idilyé** (\$60,000): Supporting the development of a Diné language curriculum

FY24 Tribal Outcome Highlights

Preschool Development Grant Language Immersion Expansion

ECECD is partnering 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. In FY24, the Pueblo of Jemez:

- Facilitated discussions on increasing immersive language instruction in child care and Tribal Head Start programs.
- Facilitated discussion around identifying the Pueblo of Isleta’s language priorities and goals
- Developed educational materials to share with parents, Tribal leaders, and the community that support oral literacy strategies
- Highlighted for their language education and immersion efforts in a case study published by the Commission on Native Children
- Hosted Tribal delegation visits on immersion instruction with Santa Ana Pueblo, Isleta Pueblo, Cherokee Nation of Oklahoma, Eastern Band of Cherokee Indians, and the Tohono O’odham

ECECD is supporting Saad K’idilyé Language Nest to immerse families in Diné language and culture to create a new generation of first-language Diné speakers. Saad K’idilyé is a grassroots language and cultural revitalization organization that was officially formed in 2019. Provides the local urban Diné population with access to Diné language, cultural practices and ceremonial support.

Indigenous Workforce Support and Development

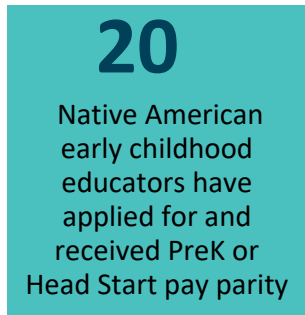
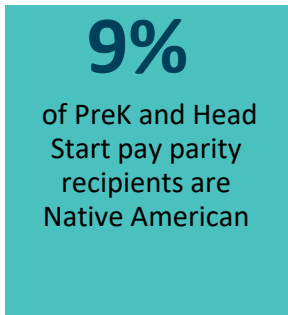
Multilingual Early Childhood Pathway: Funded by the W.K. Kellogg Foundation, ECECD is a pathway for a multilingual certification on an early childhood degree. Work groups were held to focus on coursework, sustainability, and equity. Additionally, ECECD is issuing stipends to support bilingual and Indigenous students who are working toward an associate degree in early childhood. This project held its second annual convening May 30–31, 2024, which invited leaders in Indigenous language preservation and revitalization across the state to come together and work on developing this pathway.

ECECD Scholarship - ECECD offers a scholarship covering books and tuition for individuals working in early childhood settings and attending school. In 2024, stipends of \$1,500 per semester to support bilingual and Indigenous students working toward an associate degree in early childhood were awarded to 293 students.



PreK and Head Start Pay Parity

ECECD's Pay Parity Program provides 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 post-secondary education setting.



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 5 as teachers, teacher’s assistants, or licensed family child care providers. The program is education-based and includes 10 incremental levels—the more education one attains, the more supplement one can receive.

Tribal Consultations

(Tribal consultations in FY24)

1. Jicarilla Apache Nation Tribal Council
2. Pueblo of Acoma
3. Pueblo of Laguna
4. Pueblo of Picuris
5. Pueblo of San Ildefonso
6. Pueblo of Santa Clara

Notification of STCA to ECECD Staff

Since July 1, 2020, ECECD has established meaningful ways of communicating with staff. This includes quarterly hybrid all-staff meetings. These all-staff meetings provide an opportunity to inform staff about Tribal collaboration pursuant to STCA and investments made to support Tribal priorities. In FY25, 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 ECECD 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, 225 ECECD staff members, including 62 supervisors, have completed the *Building Cultural Equity with Native Nations* training in FY24. 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.

In addition, 169 employees, including 50 supervisors, completed the *Embracing Equity* training series in FY24.



Assistant Secretary Sneddy joined by members of the NMECTAC and Head Start Directors during the New Mexico Head Start and ECECD Retreat.



ECECD Cabinet Secretary Elizabeth Groginsky and Assistant Secretary Sneddy, Governor Esquipula Tenorio, Sr., Representative Derrick Lente, and Assistant Secretary Katie Ann Juanico and attending the groundbreaking ceremony for the Kewa Child Care and Family Engagement Center.



ECECD Secretary Groginsky and Assistant Sneddy joined Gov. Lujan Grisham, Tribal leaders, and the other state education agencies in Farmington, NM for the Semi-Annual Spring Government-to-Government Indian Education Summit.

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
- Ongoing assessments to address holistic needs
- Coordination resources with family and community
- Client and family education on topics related to pregnancy and postpartum, 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.

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

County	Total
Bernalillo	5
Chaves	2
Cibola	5
Dona Ana	9
Lincoln	2
McKinley	8
Otero	14
Rio Arriba	4
San Juan	12
Sandoval	3
Torrance	1
Valencia	6
Grand Total	71

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 Tribal Homes in the CACFP	Number of Indigenous children receiving meals in Tribal Homes in CACFP	Number of SFSP sites	Number of Meals Served in SFSP
Cibola	7	246	10,421	28	123	6,967	5	27	1	2,103
McKinley	19	414	19,588	115	346	19,743	92	28	50	18,303
San Juan	69	2,249	78,896	35	78	4,373	18	22	14	10,766
Socorro	9	140	4,935	24	69	3,884	8	14	1	244
Total	104	3,049	113,840	202	616	34,967	123	91	66	31,416

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. Child Care Assistance helps income-eligible families pay a portion of child care costs while they work, attend school or training programs, job search or other eligible qualifying activities.

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	14,387	309	549	222	1017	6.58%
Catron	0	0	0	0	0	0.00%
Chaves	1526	30	171	18	3	0.17%
Cibola	191	21	71	18	90	29.90%
Colfax	0	0	31	6	1	2.70%
Curry	1,002	18	158	22	12	1.00%
De Baca	1	0	0	0	0	0.00%
Dona Ana	5,633	241	626	594	74	1.04%
Eddy	433	1	16	10	3	0.65%
Grant	239	1	34	34	3	0.97%
Guadalupe	75	0	0	6	0	0.00%
Harding	0	0	0	0	0	0.00%
Hidalgo	12	0	9	2	0	0.00%
Lea	1299	6	51	23	11	0.80%
Lincoln	194	0	1	0	13	6.67%
Los Alamos	46	0	0	0	1	2.17%
Luna	163	8	94	20	3	1.05%
McKinley	182	4	43	22	165	65.74%
Mora	7	0	3	1	0	0.00%
Otero	1,118	54	77	38	24	1.86%
Quay	42	0	0	3	0	0.00%
Rio Arriba	284	0	20	13	28	8.83%
Roosevelt	277	6	27	5	0	0.00%
San Juan	2,134	5	10	33	1,010	46.29%
San Miguel	409	12	126	64	2	0.33%
Sandoval	2,032	24	44	25	149	7.01%
Santa Fe	1,112	26	11	17	35	3.00%
Sierra	106	0	4	0	0	0.00%
Socorro	120	1	8	7	7	5.15%
Taos	238	9	0	3	12	4.80%
Torrance	177	0	3	5	3	1.62%
Union	1	0	0	0	0	0.00%
Valencia	1,519	10	28	23	54	3.42%
NO COUNTY ON CLIENT ADDRESS	41	0	3	2	6	13.04%
Total	35,000	786	2,218	1,236	2,726	6.95%

Child Care Providers, FY24

County	Number of Licensed Centers	Number of Licensed Homes	Number of Registered Homes
Bernalillo	325	84	150
Catron	0	0	1
Chaves	30	18	14
Cibola	6	6	24
Colfax	0	3	4
Curry	22	14	18
De Baca	1	0	1
Dona Ana	88	75	458
Eddy	11	3	10
Grant	16	4	9
Guadalupe	4	0	1
Harding	0	0	0
Hidalgo	2	1	3
Lea	28	3	10
Lincoln	11	0	0
Los Alamos	10	1	0
Luna	11	7	16
McKinley	7	1	124
Mora	0	0	8
Otero	20	14	24
Quay	4	0	7
Rio Arriba	13	1	20
Roosevelt	9	4	5
San Juan	40	2	35
San Miguel	6	9	24
Sandoval	35	9	71
Santa Fe	56	8	8
Sierra	2	0	6
Socorro	6	2	24
Taos	16	2	4
Torrance	7	1	6
Union	0	0	1
Valencia	35	2	21

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	109	109
Catron County	0	0
Chaves County	0	0
Cibola County	41	42
Colfax County	0	0
Curry County	0	0
De Baca County	0	0
Dona Ana County	6	6
Eddy County	0	0
Grant County	1	1
Guadalupe County	3	3
Harding County	0	0
Hidalgo County	0	0
Lea County	0	0
Lincoln County	4	4
Los Alamos County	3	3
Luna County	1	1
McKinley County	216	218
Mora County	0	0
Otero County	1	1
Quay County	0	0
Rio Arriba County	19	19
Roosevelt County	2	2
San Juan County	101	103
San Miguel County	1	1
Sandoval County	25	25
Santa Fe County	11	12
Sierra County	2	2
Socorro County	41	41
Taos County	22	22
Torrance County	0	0
Union County	0	0
Valencia County	8	8
Total children	617	623

**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.*

New Mexico PreK (NM 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 a linguistically and culturally appropriate curriculum and provides developmentally appropriate activities for New Mexico children. ECECD executed Intergovernmental Agreements for New Mexico PreK with Navajo Nation, To’Hajiilee, Mescalero Apache Tribe, Pueblo of Nambé, and Pueblo of Tesuque, allowing for greater educational sovereignty in the operation of NM PreK classrooms within the context of Tribal education systems. This added flexibility allows Tribes, Pueblos, and Nations to tailor the PreK curriculum and standards to the unique needs of their communities.

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 by 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-5 (PN5) early childhood system, working to give vulnerable children an opportunity to succeed in school and life. These federally-funded programs across the country make an impact on communities by providing comprehensive educational, emotional, social, health, nutritional, and psychological services that support thriving children and their families.

Several Tribal Head Start Grantees contribute to this mission, including the Pueblo of Isleta, Pueblo of San Felipe, Ohkay Owingeh Tribal Council, Eight Northern Indian Pueblos Council, Inc., Santo Domingo Pueblo, Pueblo of Acoma, Inc., Five Sandoval Indian Pueblos, Inc., Pueblo of Taos, Pueblo of Santa Clara, Laguna Department of Education, Ramah Navajo School Board, Inc., Alamo Navajo School Board, Inc., Pueblo of Jemez, Mescalero Apache Tribe, and Pueblo of Zuni.

Tribal Enrollment for New Mexico PreK, FY24

District Name	School Based PreK	Community Based PreK
Alamogordo Public Schools	*	9
Albuquerque Public Schools	105	301
Artesia Public Schools	0	*
Aztec Municipal Schools	10	26
Belen Consolidated Schools	*	2
Bernalillo Public Schools	41	11
Bloomfield Public Schools	58	15
Carlsbad Municipal Schools	9	0
Central Consolidated Schools	146	0
Chama Valley Schools	*	0
Cimarron Public Schools	*	0
Clayton Municipal Schools	*	0
Cloudcroft Municipal Schools	*	0
Clovis Municipal Schools	9	*
Cobre Consolidated Schools	*	0
Cuba Independent Schools	27	0
Deming Public Schools	*	0
Dulce Public Schools	10	0
Espanola Public Schools	*	14
Farmington Municipal Schools	91	260
Gadsden Independent Schools	0	*
Gallup-Mckinley County Schools	224	75
Grants-Cibola County Schools	29	9
Hagerman Municipal Schools	0	*
Jemez Mountain Public Schools	0	0
Jemez Valley Public Schools	8	0
Las Cruces Public Schools	6	28
Los Lunas Public Schools	19	31
Loving Municipal Schools	0	0
Magdalena Municipal Schools	*	0
Mescalero Apache Schools (BIE)	0	6
Mission Achievement and Success	3	0
Moriarty Public Schools	*	*
New Mexico School for the Deaf	0	0
New Mexico School for the Blind and Visually Impaired	0	0
Pecos Independent Schools	*	0
Peñasco Independent Schools	*	0
Pojoaque Valley Public Schools	*	0
Portales Municipal Schools	*	0
Quemado Independent Schools	*	0
Raton Public Schools	0	0
Rio Rancho Public Schools	34	17
Roswell Independent Schools	0	1
Ruidoso Municipal Schools	29	*
Santa Fe Public Schools	11	24
School of Dreams Academy	0	0
Silver Consolidated Schools	0	*
Socorro Consolidated Schools	*	3
Taos Municipal Schools	*	8
Tularosa Municipal Schools	0	*
West Las Vegas Public Schools	*	0
Zuni Public Schools	13	0
Total	914	864
Grand Total		1778

Asterik (*) denotes that the district has 5 or less AI/AN students

The Family Infant Toddler (FIT) Program

The FIT program connects families with experts for free evaluations to identify developmental delays or risks. If needed, FIT offers free Early Intervention services, regardless of income or citizenship status, promoting healthy development. Most children show significant improvement or no longer need services by the end of the program. New Mexico's FIT program is among the nation's top early intervention programs, providing family-centered support for thriving development.

AI/AN Children served by FIT, by County

County	Total
Bernalillo	303
Chaves	3
Cibola	65
Curry	11
Dona Ana	53
Eddy	4
Grant	5
Lea	1
Lincoln	9
Los Alamos	2
Luna	2
McKinley	311
Mora	1
Otero	46
Other	20
Rio Arriba	25
Roosevelt	2
San Juan	404
San Miguel	1
Sandoval	120
Santa Fe	36
Sierra	2
Socorro	17
Taos	11
Torrance	4
Union	2
Valencia	22
Grand Total	1,482

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



Rep. Patty Lundstrom, Navajo Nation First Lady Jasmine Blackwater-Nygren, Assistant Secretary Sneddy, Family Infant Toddler (FIT) Bureau Chief Leah Davidson and Superintendent Dr. Jennifer Herbold at the ribbon cutting for the first Tele-audiology program in Gallup, New Mexico.



NMECTAC members networking with Tribal liaisons at a meeting in Pojoaque.

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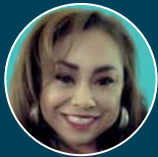


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