Meeting was Call to Order by Barbara Tedrow, ELAC Chair, at 9:13 am

**Welcome and Introductions:**

Excused: Amanda Gibson, Kimberly Johns and Shannon Rivera (has submitted resignation letter)

No representative from PED at the table

Quorum established by Barbara Tedrow at 9:23 am

Audience Introductions

Motions to approve previous agenda

Ray makes motion to approve: Olga seconds. All in favor. Motion passes.

**Preschool Development Grant Birth to 5 (PDG B-5) Updates**

*Alejandra Rebolledo Rea, Katie Dry, Catherine Freeman, Kate Noble*

Talking about the different components of the pre-school development plan, provide an update and information of who can get involved, where you can get involved and when you can get involved. This will be shaping most of the work that will be going on in the next year. A needs assessment team has been brought on to ELAC.

Alejandra- Introduces part of the Needs Assessment Team; Katie, is doing some of the national research and helping shape the Needs Assessment. The NM Early Childhood Development Partnership was granted a contract to do the Needs Assessment. They will be sharing their role and the process. Kate and Catherine are also part of the Needs Assessment Team. The overview of the Preschool Development Grant: how did it come about and why? Preschool Development Plan and the Vision of ELAC and the Grant.

ELAC plays an important role in this process. It’s important for ELAC to continue to be involved. Each and every child from prenatal to age five and families in NM have equitable access to quality early learning opportunities to support their development health and well-being ensuring that they are ready to succeed in Kindergarten and beyond. We need to make sure that they have great foundations. This is aligned with the vision that ELAC has. Components for the grant is collaboration, it’s going to require a lot of work from everybody to contribute ideas, concerns and the needs that your community needs.

Race To The Top (RTT) has been completed and we were able to identify the work that needed to be done and be ready to write this grant. The teams continued meeting even when the grant was done. Everyone made sure that everything was moving forward as one unit and accomplished with RTT. 3G will be the road map for the department.
• How does the PDG B-5 align with the department? The needs assessment is informing some of the transition pieces and giving us a framework of how to align communication with the community.

• What are the areas for the PDG B-5? We presented in April when it was fresh out the box. The first is the Needs Assessment and Strategic Plan which is in full blast. The three-year strategic plan to inform the department and help them have direction. Working in the parent knowledge and released RSP. We will be enhancing the research center to find programs that are in need called Resource and Referral. UNM will be working with the media campaign. (Resource and Referral will be getting expanded) we will be working together with UNM. Sharing best practice is a big component of the grant, it contains professional development opportunities. Everything needs to be ready with four before moving on to number five which is Quality for Early Learning Services which we will be having a conversation with the Federal Government to move a little earlier. Lead agency for this grant is CYFD. ELAC is the advisor of the grant and will ensure everyone is connected. Preschool Development Director that is working under Thomas will start Monday. Lead Davidson will be part of meetings, information, and bring reporting’s to the meetings and creating reports. The award has gone out to an entity which can not be disclosed since it is during the protest period. They will be announced next week on earlylearningnm.org for project evaluator entity. An evaluation plan is in the grant and up on the website. In the center will be the children and the families. ECIDS is still validating 7 years of data. Questions that you need to ask yourselves: What input do you have regarding strategies for early learning communities? What input do you have regarding strategies for the early learning statewide survey? What is the best way to send out a survey? What is the best way to get a response? How do you see yourself engaging?

Katie- The bulk of interest is around the Needs Assessment and we will pass it down to Kate. Looked at other states that have grown their early learning system, with attention to states that have consolidated their early learning programs into a single cabinet level department. I was looking for best practices, road maps to follow and even pit falls or things to avoid. NM in many places is at the forefront setting the place and we have things to learn. I want to share the structure which has lots of rich detail. I was asked to look at 5 system components of the early learning system that have to do with growth of equitable access, quality early learning programs, the workforce, the role of community level and funding streams. 19 Interviews were done. Meeting ran 30 to 60 mins with people who represent early learning councils across the country, folks who run private intermediaries, folks who have sister administration advisory councils and a lot of national experts as well as people who work within consolidated offices of early learning. Lessons gathered what NM should consider, was hire the secretary early in the process and get them involved fast. The leadership of the new department should have the vision of what it can be.

Something that I had to look at was growth of equitable access of high-quality early learning programs. I talked about some states that grow quality and then access or the other way around. The discussion of universal childcare is barely beginning to get discussed, there is not a lot of literature of what that means. NM has started looking at our supply and demand. A big area is looking at the support of home care providers. Massachusetts has great examples. The second component I looked at was the workforce, work environments, compensation and parity, workforce data and considering financial resources. State Level Governance Structure was also looked at which led to look at the new
department. There is no single way to structure an early childhood department and it changes over time. Potential funding streams was an attempt of what the funding system which I think federal, state and local to get together along with Philanthropy.

Alejandra- A couple of points around Katies presentation is that her presentation will be on the website. The report will be revolving and will be part of the assessment.

Catherine- I am with the NM Early Childhood Development Partnership and I am going to be speaking very briefly. We are honored to be a part of this process. We have great experience working with many of you and Senate Bill 22. Number one said is that this isn’t just another grant. This is so not the beginning and so much work has been done and it’s an opportunity of putting it all together and hearing from you. We have made a huge commitment and you have over the last thirty years of bringing it together and living the dream and create what we have talked about for many years.

Kate- I am the vice president for policy and stakeholder engagement with the partnership and as Catherine mentioned and many of you know we worked on community conversations last year which ended up with Senate Bill 22. We could not have done it with a lot people in this room. When we saw the opportunity and alignment we decided to build upon the work which Catherine has overseen. We have to have a strategic plan done by the end of the year. What would you do to improve early childhood in NM. There is so much that is good out there and have a lot that is pretty excellent. What is getting in the way? If you had a magic wand what would you do to improve the early childhood system in NM. Catherine is saying we have to go deep and see how it happens not what happens. We need more infant and toddler care. We want to build upon on what has been done. Our first step has been to look at what exists. We will be doing statewide online survey. We are doing FOCUS groups around the under-represented populations. The third piece is the national models and research of best practices across the country. The due date is October 2019. We will be doing a lot of meetings for the month of September. We are partnering with the Native American Budget and Policy Institute which is connected with Cradle to Career Policy Institute (CCPI) at UNM. To do a lot of outreach to Native communities we partnered with them last year. The Needs Assessment will have reports on equitable access, workforce, governance, and funding. Between October and December, we will analyze the Needs Assessment and come up with a plan.

Kate opens it up to questions.

Barbara opening questions to the council first.

Andy- Talk a little bit about what role of the ELAC will be? How will it look like for the council?

Kate- There is an even faster timeline between the need’s assessment and strategic plan between the end of October and mid-December when we need to have it done. In partnership with the Preschool Development Grant Leadership Team at the state we will design a process and hope to use this committee as a body to vet or to draft ideas that we put into structure as a result of the needs assessment. Protentional retreat where we can lock ourselves and have an intensive working session with this group and who ever else needs to be there. How do we get the folks at the state who will be administering programs and any one who is a partner to buy in the options to the strategic plan? There will be some wrestling and some sessions of thoughts, feelings and ideas.
Olga- Do we know the community locations?
   Kate- There are 11 locations. They are listed on the document. We are hoping everyone will share the conversation and open the doors as wide as we can.

Ray- Is there a place where I can direct people to have the dates to all of these?
   Kate- nmecd.org our website does not have it yet. We are very close and it should be up in a few days.
   Alejandra- They will also be on the website, earlylearningnm.org.

Angela- how is this information getting out to communities?
   Kate- we are trying to build this link in NMECP.org and want people to sign up. People that are getting the email should share them around and let them know to sign up. We are also working on getting local press. Writing a letter to the editor and go out to local media channels, email, social media and local partners.
   Alejandra- adding to that, we have weekly meeting and biweekly meetings with the whole leadership team and partnership. We will do a communications plan to ensure that we don’t forget any piece.

Barbara- Is ELAC invited?
   Alejandra-We can invite ELAC when we have something to talk about. A lot of it is who is going to do what. I think that would be helpful to have.
   Ray- We have to be careful? Having too many ELAC members will violate that? We have to be careful with the wait that is distributed.
   Alejandra- The executive team can be part of that or if someone is covering for someone’s place.
   Andy- In Federal Government we have quarterly meetings they have expressed that they want partners and ELAC to represent.

Barbara opens questions up to the public.

Audience member- Are there any plans to work with advisory groups?
   Kate- Yes, we would love more connections. We have connected with a number of them already. We are asking for an hour on the agenda with other coordinator groups and hit an existing meeting.
   Catherine- If you are involved in one and you want to make sure that we are going to be there send me an email and we and Kate will be there.
   Alejandra- Katrina has the dates of all the meetings we have. We are making a list of all the meetings with the specific sector we are asking Brenda to give us a list too.
   Kate- We have more than three facilitators.

Audience- A comment related to the conversation and how to get the word out. The community hub. The public schools can send a blast to get the families informed. Will there be any transportation provided to families that are in rural areas for them to get there?
   Kate-Yes, we need to figure out the details and how that works and what our budget is. We will ask if there is interpretation needed. We will work on ASL. Other languages and we will be providing childcare. I think we will add another box if you need transportation. Holly Mayer is working with public schools and she will manage through the PED system and get that out to the schools.
   Audience-We have about 17 different languages that we serve you might want to pop in to the public schools because we have different contractors that may help you.

Barbara- ends questions and comments and opens up Child Care Evaluation.
Child Care Evaluation
Sarah Dinces, Ryan Tolman, Janelle Garcia

Sarah-Thank you all for having us here today. We are from the Legislative Finance Committee, for all of those who do not know, we are the non-partisan staff. We are focused on capacity, quality, workforce and any other outcomes in childcare. We are trying to look beyond educational outcomes. We wanted to talk to you all today to give you an update that we are doing this evaluation as well to understand your perspective. Our goal is to talk to a number of different individuals to understand their perspective. Our evaluation will be made public and presented to the finance committee at the end of October and will then be posted online for everyone to have access. We are doing our field force work. If there are things that are really important we will love for you guys to tell us about them, that way we can include it in the report or go see it for ourselves.

Alejandra- One of the reasons that we invited Sarah is to see how childcare fits into the early learning system? If you have anything please share with Sarah.

Andy- I am concerned about survey fatigue? I'm worried about good timing? If we do work well together we can use some of your information. But I do have a concerned that the providers will think what is going on and I won’t have an answer.

Alejandra- When Sarah came to talk to us and the survey concept and we asked for us to be coordinated for the same reasons that you mentioned that it can be complicated when they are getting two sets of questions from two different sources. Part of the provider piece will be coordinated with the survey to ensure that the questions are captured to answer the questions for the evaluation and the Needs Assessment.

Sarah- We are also working in conjunction with Kate and Catherine that way we are not going after the same ideas and duplicating the same questions or ideas.

Andy- It sounds like it goes beyond looking at the costs and if we are getting the cost return. Can you speak on that?

Sarah- In New Mexico we try to do something called Performance Base Budgeting. We want to make to make sure that we are funding programs that work. We need to evaluate the finances and the outcomes. We are trying to look beyond the financial piece and look at the whole sphere.

Barbara- Thank you for coming. I know sometimes it gets frustrating, we as providers, when we get those reports Ray and I look at each other and say that is not true. Do we believe every childcare center is a 5 star? No. RTT really helped bring awareness. CYFD has done a good job showing the transparency. When it came to FOCUS they would ask me “Barbara, why are you a level 3? Why are you not a 4 or a 5?“ I made the decision based on running a business aspect also. When I sat and did the numbers with them and told them until you up the reimbursement with CYFD I can’t have a quality staff. My opinion for your committee to look at where we have come since CYFD has made those advancements and reimbursements to take a look at where are those centers going. It is not easy moving star levels.

Quality is not just a 5. Quality starts at a 3. If you have questions we will love to sit with you. Do we have any other questions?

Ray- I have one. It’s going to be important specially with the new laws that are going to be go in place and minimum wage and how parents will be able to afford child care and the cliff effect. I will be open to talk as well. Thank you for your work.

Barbara-out to the audience
Audience-Al wonder if there is not a pacing issue here. It strikes me that the childcare evaluation is important but maybe not on this moment in time. I really appreciate the efforts. Unless there is an urgent need right now I wish we could wait 6 months and have it under our belt.

Barbara- What is your timeline?
Sarah- Our report will be done at the end of October. That is why we are working closely with our other partners. We will make sure we are hearing it both ways.

Audience-Why does it need to be done by this October? Help me understand.
Audience-This information is going to be critical to the budget in order to make budget recommendation. We rely on their research in order to improve the quality and quality is what is important here.
Sarah- I think that Karla is right we want our recommendations to come out in a timely matter. In addition to that we don’t set the agenda. If we need to delay that is above our pay grade.
Ray- This could be into the new department and fiscal part is probably running some of that.
Alejandra- We haven’t had an evaluation since 2012. We will roll the information into the Needs Assessment too. We will not waste the opportunity.

Audience- It would be helpful to focus on disabilities. Do those child care providers get the help that they need? It would be good to include that.

Audience- It would be a good opportunity to look at pre-alignment, advocate two or three years later to see where you are at.

Audience-Being an immigrant, Asian is the fastest growing population in NM. Building capacity to help those languages. I am from the Philippines and I am involved with Asian Americans. I was wondering if this would be part of your evaluation? And can you build a capacity for NM to accommodate those languages. I am with the UNM Research Center and from the Philippines.

Sarah- We have looked and if you could help us connect with one or two that would be very helpful.
Katrina- Has reached out to our Head Start. As Alejandra mentioned we are taking it and going with it. We are always talking about our CQI this is a really neat opportunity for us and really look at it to know what we are going to need moving forward. Sarah Janell and Ryan have been key, thank you.

Ray- I really appreciate the LFC ALC being here today I appreciate your time. I welcome you here in every meeting and I am appreciative you all are here today.

Break at 11:05 am
Retuned at 11:20 am

Sophie Bertrand- I am the Division Director at The Center For Development and Disability. I am here with my colleagues Jen Brown and Terri Tapia and they are going to share a little bit of what we are doing with this grant.

Jen Brown- Good morning, I have been involved with the professional environment activities that support the family, infant/toddler program in NM. We are trying to put together the cycle of trainings for all of the agencies around the state. We have a cycle of three trainings where lead coaches have been hand-picked by the agencies in this state to attend trainings to learn more about coaching skills and how to have coaching conversations in general. This supports them with families and other professionals that they are going to be supporting within their agency. They are learning about the
practices called the Super. They shared a lot of positive comments. We have video because of the RTT Pilot. They are getting this opportunity to have this practice and focus on strengths and focus on their mini CQI. All of the staff in the agency is being trained. This is an online platform. Participants can record video and upload it. It is password protected. They can comment on their own video. You can send and share the video with the coach and they can comment back and give responses. You can load different files. You are able to see progress over time. We have 475 torch seats.

Andy- Jen did a great job on describing it. We have a video posted at UNM Center for Disability you can view it.

Terri Tapia- I work with UNM CDD. We are working in collaboration with the PED to support Preschool classrooms across the state. It encompasses classrooms that are funded by NM PreK, Title I dollars, and 619/IDEA Funding. We can see what we are building with RTT. We have two specific areas; one is supporting teachers and improving their practice around supporting social emotional development and the other is early literacy. It is a two-week cycle of meeting with the teacher. What the evidence would look like in a focus observation that they are implementing that practice then a reflective period of how did that go? Did you meet your goal? Would you like to expand that? The way that the teachers are submitting their observation is by video capture. Teachers have been provided with RTT dollars and other funds; an iPad, a stand, a microphone. They record their practice and upload it to Torch Talent and then they invite the coach to look at the observation. The coach gives feedback and they meet for 30 minutes after. Teachers have been very receptive with this idea. We provided a mid-year and end of year survey and we received over 270 responses. There was a lot of narrative but over 90 percent would recommend practice based coaching on top of their busy schedule. It helps teachers be more accountable with their own practice. This is a back drop of what we are doing with the PDG grant. We have two objectives to complete in this last part of the year which was to complete the pyramid training and coaching for social emotional development. We are moving to an online training Pyramid. We did provide two face-to-face pyramid trainings one in Carlsbad and the other in Roswell. We had a full training with over 20 participants. We are now working with a contractor to create cohorts for the fall. Each of our coaches will facilitate one of those. For several years we have provided LETRS Training which is a three-day training for teachers on how to support early literacy. We successfully purchased 220 seats this last quarter. The money being spent in NM is being well spent. We are working with the Higher Ed Task Force to look at LETRS and Pyramid to see if there could be some alignment and credit given to individuals completing the courses.

New Mexico Child Care and Education Association
Crystal Tapia
I am a business and help other childcare providers throughout the state in developing the workforce. I teach the National Administrator Credential for directors who want to have the licensure to open up their programs. When I talk to them the biggest thing is budgets. When we are talking about our workforce we are talking about people that are taking care of our children. We love the fact that we put a lot of attention over NM PreK. That is something that everyone knows what it is but there still seems to be a disconnect with our workforce within infant/toddler. Let me give you some facts. When I look across the board what teachers are getting paid across the state it is sad. I want to see how we can find a solution to where we can continue to keep our workforce and not lose them to other departments. I want to break it down, the average childcare teacher in NM makes approximately twenty thousand dollars a year. Say if they work 52 weeks a year, 40 hours a week every day, that twenty thousand a year which comes down to be approximately $9.65 an hour. I don’t know about you all but I can not survive
on $9.65 an hour without supplemental programs of SNAP and Medicaid and other different assistance. Yet this is the wage that we are willing to pay our teachers that are taking care of our babies $9.65/hour. To take it a step further, Preschool teachers make 26,800 dollars a year which is $12.85/hour and that is not missing a day of work. When we talk about what a teacher will make with the public-school department is going to be significantly higher. I want to talk about the parody of systems. We hear it, I think I have heard it more in the last 6-8 months than the 20 years I have been in child care. Parody is a beautiful word but it is only beautiful if we can actually make it happen. When we look at what they are getting paid on the public ed sector they are making about 58 thousand a year, double. The PreK standards are the same. The outcomes that we are trying to produce is the same. They have to perform the same duties at less pay and less benefits. We looked at other states who have been successful one is Louisiana they have some tax credits that providers are given when they are continuing their education and they can claim that in their taxes. It’s not a bonus but a credit. In North Carolina they give 375 dollars a month for health insurance, in addition, get 3% for retirement. They also give $10 for life insurance to be able to retain the employees. You can not tell me that the education that my two-year-old is getting in the private sector is not comparable to what they might receive in the third and fourth grade. You have to understand that every interaction from the moment they arrive at 6:30 in the morning unto 8 o’clock at night, they are teaching these children valuable life skills that are not being recognized. It breaks my heart to tell my teachers “this is the best that I can pay you, but I know you will qualify for Medicaid services so I don’t have to worry about giving you health insurance.” To me that is not the answer and it is not good enough. They should not have to compromise the life style that they want to be giving their families. I have talked to people in Washington, North Carolina and Virginia to see how their programs are doing. NM is getting better, it’s great CYFD gave the extra one thousand dollars on the PreK grant to go to salaries and benefits. That was a huge win. However, if you look at 3, 4 and 5 programs that have to have the same standards with same educations, lower ratios, same assessments, lesson plan and portfolios yet I can’t pay them what I pay a pre-k teacher. Are the PreK children more important than the infant/toddlers? Where is the funding for it to align correctly? We need to put the emphasis back to the teachers. Really allow people to build their education and stay within the programs that they were established in. This has been passionate in my heart and I want to make sure that we are keeping our teachers.

Andy- It sounds like you have done a lot of research. I would encourage you to get that information to Katie.

Crystal- We were really direct about the funding for a child care worker and to really treat them as educators not baby sitters.

Alejandra- Infant/toddler teachers are my next target. Infant and toddler teachers, to add to your argument, are being asked to know about brain development and attachment theories. We are asking them to do PhD work for 9 dollars an hour. We need to make sure PreK is up and running and infant/toddler teachers will be next. Infant and toddler teachers are the most underappreciated but one of the most important teachers for a human.

Ray- Thank you Crystal. Workforce was never on my radar for many years and it is now. I didn’t realize how important it was. I remember Rebecca talking about workforce. I want the audience to know of gross receipt tax but we are doing it with 8% less dollars, we can’t solve anything until that parody is solved.

Crystal- Can I object on that. I am a numbers person and I can give you dollar per dollar. Just with the PreK funding the amount received 90 thousand gets paid back to gross receipt taxes. Annually when I look at all the funding that we receive with state assistance and normal income that comes in paying back to gross receipt taxes will be 475 thousand dollars. Imagine if I could get the 475 thousand dollars for one program and put that back to workforce.
Ray- I have to deal with those numbers as well. But PreK side we should be able to do that quick because we are doing the exact same thing across the board. It’s a lot of money. We could actually be able to get significantly higher. I wrote a paper “are we really investing in quality” lawmakers need to realize that. It’s a way of us to begin the conversation on parody.

Angela- For child care workers, are they required to follow a similar model of coaching?
Alejandra- The approach will be a little bit different because of the private sector. They have to do it for infant/toddler. The approach that we take might be different but the outcome will be exactly the same. They both are evaluated exactly the same. Our children continue to be evaluated. The coaching is not going to be the same but the outcome has to be the same. Angela- We have to meet with teachers every two weeks and be accountable. That’s a lot of pressure on experienced teachers. I don’t know your program but I don’t think the expectation is the same.
Monica-Our consultants do meet with our teachers as long as they can get to the center. They are reflecting through the reflective process and developing goals. We did some video consultations as well. As Alejandra mentioned, the process is the same in each classroom. Ray-Qualifications of staff and a lot of that stuff is equal, the system will never be the same. Monica-I truly believe that the consultation work does come with the retention. I truly believe that it helps.
Ray- The consultants are amazing at being a part of our program.
Alejandra- We consolidated the consultation. We heard it so many times that it was very confusing. It was painful for a lot of us and it was a huge transition.
Andy- I envision under the new department a more aligned consultation, and coaching will be provided to one PreK system and it will no longer be two separate systems.

Barbara- Thank you very much Crystal.

NM Higher Education Department- Scholarship Information
Carmen Lopez-Wilson, Deputy Secretary, NMHED
Thank you for having me in this conversation this morning. We have a few new scholarship programs that are designed to target early childhood providers and teachers in NM. The first three scholarship programs are targeting educators: Teacher Preparation Affordability Scholarship, Grow Your Own Teacher Scholarship and Teacher Loan Repayment Program. They can be stacked depending on the characteristics of the individual. Grow Your Own Teacher is the smallest of them. 350,000 a year in recurring funding and 150,000 in funding that is available just this year. Program targets educational assistants and people that have 2 years under their belt as an EA and interested in pursuing a teaching license. The requirements are to be a US citizen and resident of NM, get into a teacher prep program at a public post-secondary institution in NM that they are not already licensed, that are Pell Grant eligible and in good standing with their school of record. Those scholarships are 6 thousand a year and 3 thousand per semester. The slides will be in the higher education website. I want you to have a sense which schools will most likely build this program into their existing programing and have a program developed for these folks. CNM, UNM, UNM Main, NMSU Main, Western NM. Universities are the top recipients. We received the contact information and the scholarship process from everyone that has received more than twelve thousand dollars.

The second one is a much bigger program in terms as the dollar amount. Teacher Preparation Affordability Scholarship is designed to increase the availability of teachers and high need teacher positions and one of the high needs is in early childhood. The preference is to provide funding to English language learners, or folks that their first language is not English and have declared to teach in early
childhood. Eligibility requirements are to be enrolled part time, not licensed and Pell Grant eligible. This program is less targeted and more people are able to participate. This is an unprecedented opportunity to rebuild the College of Education. Higher Ed funding has decreased about 40%. We see a decrease in a number of folks that are going into these programs and an increase in the number that are participating in online and programs outside the state. That means that we have not been doing our job. We need to care more about bilingual education, special education, and many more.

The last program is the Teacher Loan Repayment Program that pays you back after you attended college or university. Loan Repayment Program is where you completed your college and license requirements and you apply for the Higher Education Department to reimburse you for your loans. It has been successful. All of this information is up on the website. Financial Aid offices know about the program. If you have any questions please contact me at my email address and with this I will conclude.

Andy- Your presentation includes teachers in the public-school system does it also include teachers in other school settings?
Carmen- We have done our very best to ensure inclusion with early childhood providers. Early childhood providers are included in that.
Alejandra- And that includes our PreK providers as well?
Carmen- A person has to have been an EA for two years and it does not specify a site in which they were an EA and the student teaching can also occur in a variety of segments. The money goes to public post-secondary institutions not directly to individuals.

Andy- Is there anything that this body as a council can do to make that language more explicit?
Carmen- To the extent that the statute allowed us we left it as open as possible to be able to include early childcare providers specifically. If the statue is not specific we can look at and expand those definitions as needed. I will recommend to look at those two statues and give the recommendations you have. We won’t drive those changes but the legislators will be very interested in your recommendations moving forward because their intention is to include early childhood.

Barbara- Do you by chance have the statute numbers?
Carmen- Teacher Prep is HB275 and Grow Your Own Teacher Act.

Alejandra- If you are wondering why we invited Secretary Carmen it is important for you to know the scholarship process. Can our currently scholarship system councilors help to make this connection and make sure that we used that scholarship first before the CYFD because they have more money than we do. We need to make them aware that you apply for the scholarships at the school not with Higher Ed.
Carmen- The statutes and programs have tried very hard to include early childhood providers. You all may want to think about what program will support your ultimate aims because it may be different from the aims of this programs. I would recommend thinking through what can the Higher Education Department and the tax payers of NM do to better support early childhood providers specifically.

Barbara- When you recommend to have those conversations do you mean we should go with Higher Ed, CYFD?
Alejandra- I think that we will continue evaluating and using the resources that we have and we are going to hear from you and your staff what works for them. We can bring Higher Education team back to talk to us and provide the feedback. Just know that Katrina and I are going to meet
with Higher Ed to discuss this topic and insure that the folks are receiving their scholarships. It’s up to you to tell us and it’s us to tell them what those barriers are that way when you go to San Juan College and they don’t know what you are talking about let us know immediately because we need to let Higher Ed know that there is a break in the communication.

Andy- Or if they say your not eligible because you are not in a public-school setting.

Carmen- The intention is to include early childhood providers; however, these programs are not designed for that. The program is designed to meet the needs of the folks in this community. These programs are helpful but there is a lot of work that needs to be done.

Audience- Are there any permissions made for individuals that have education not from the United States. I actually work with a lot of people that have University Degrees from Latin American countries. Can any of their university education be accounted for. I know a lot of them that were teachers in other countries and have a masters degree and they have to start from scratch it’s insulting and they go a different route.

Carmen- The eligibility criteria for Grow Your Teachers and College Prep is that you don’t have a license not what your educational background is. So, if you have a bachelor’s degree in architecture...

Carmen- That’s fine it does not matter, the criteria is that you don’t have a teaching license not what you have from where. The option that is available that is not relevant to become a teacher or received education from somewhere else, it does not matter. Las Cruces, Workforce Solutions PED and HED will be including pieces, payment programs, outside program supports, and money. Workforce Solutions will provide that funding. They are targeting alternative licensure.

**Last item legislative update**

*Alejandra*

Legislative passed to bring programs together under one umbrella. NM PreK and CYFD program, the funding from private education, NM Home Visiting, all Federal State Medicaid is going to be under that umbrella. Head Start collaboration office, Food Nutrition, Summer Food Program, Child Care License Assistance Quality, Department of Health Family Infant Toddler Program, The Department of Health Family and Discourse is going there and all of the support systems will go under that umbrella. We are looking at space. The family is going to be bigger we want to put everyone under the same umbrella. We are looking at the structure and the finances. This summer the secretary will be identified. They are picking an assistant secretary that will focus on childhood and Native American education issues. We have to change statutes. We have one shot to do that next legislative session. We need to look at our federal funding and negotiate. The communication is going to be a little bit different. How many lawsuits do we have? We don’t want anymore and we want to settle them. We have until June to do all of this. We want to make sure we have staff. We want our children and families to have quality programs. Mark your calendars between January and December of 2020 we will be busier.

**Schedule of future ELAC meetings:**

November 6, 2019

Meeting Adjourns at 12:45 pm