



**NEW MEXICO EARLY LEARNING ADVISORY COUNCIL
(ELAC)**

Meeting Minutes

March 24, 2016

UNM Continuing Education-Room 123 / 1634 University Blvd. NE – Albuquerque NM

Meeting was Call Order by Erica Stubbs, ELAC Chair, at 9:15 am. She welcomed the participants and thanked UNM CE for the use of the space.

Roll was called for the meeting. Present: Janice Gonzalez, Barbara Tedrow, Erica Stubbs, Andy Gomm, Larry Langley, Franz Joachim, Shannon Rivera (Zoom), Ray Jaramillo (Zoom), Rebecca Dow, Dan Haggard, Heather Vaughn

Excused: Beth Beers

Quorum established at 9:26 am by Erica Stubbs.

Community introductions

Motion to approve December 3, 2016 meeting minutes.
Larry Langley/Franz Joachim. No discussion. All in favor. Motion is carried.

Public Comment Opened

➤ **Update: Race To the Top “Early Learning Challenge” (RTT)**

Brenda Kofahl, PED

- Actively piloting FOCUS in 62 districts
- FOCUS Consultation, separate for NM PreK Consultation, in 35 districts, many of which don't have PreK
 - Concentrating on Special Education PreK in those districts and Title I funded preschools
 - Title I allows districts to fund their own PreK and this happens primarily in rural districts
- In December, we decided that PED Preschool PED and CYFD Childcare FOCUS will align with 5-star level for childcare
- We've worked with Child Trends to develop a logic model to guide revisions and alignment
- Brenda discussed a map of the state that shows where FOCUS consultation services are currently being provided to districts
- Stakeholder feedback on FOCUS Preschool Criteria
 - Met with CYFD, Child Trends, and UNM to revise criteria
 - Will be having regional stakeholder meetings
 - Revisions will occur after receiving feedback
- PED FOCUS Training is:
 - What is TQRIS?
 - Early Learning Guidelines
 - Authentic Observation, Documentation, Curriculum Planning Process
 - Powerful Interactions

- Pyramid Training
- District-specific training
- Full Participation Institute—focused around inclusive practices
- Full Participation Institute in December 2015
 - Collaborated with PED Special Education Bureau, ECTA, and Frank Porter Graham experts
 - 500 participants—admin, teachers, ancillary staff, consultants
 - RTT funding provided resources
 - Two track: admin and practitioner
 - Districts and charter school created CQI goals for inclusive practices
- Distributed flash drive with NM Preschool Toolkit which is a series of resources that are online for family engagement, inclusive practices for children with delays and disabilities, physical development, health, and well-being, promoting social relationships
- Brenda shared that PED is currently receiving applications for continuing programs
 - Many districts that don't already have PreK are interested in receiving it once we have the funding
 - Many of those that are interested now are rural districts

Questions

Rebecca: Specifically for children who are served in private settings that are publicly funded by PreK, where does the toolkit discuss least restrictive, most inclusive when their typical setting is at a private site? What do those partnerships look like?

On the flash drive, there is also a Dear Colleague letter from 2012 that mentions serving children in private settings. It is allowable and it is also allowable for a district that does have an inclusive preschool program to determine that they will be provided there at the public school setting. We are working with the districts to figure out ways that children can go to a private provider. Struggling to have enough SLPs, OTs, and PTs to serve the children which complicates things when children are at multiple sites. We're working with our university partners to open up more slots in these programs because it is very difficult to become an SLP, OT, or PT in New Mexico.

Andy: Is this resource online, as well?

Terri Tapia: There is a website established for the PED FOCUS through UNM Center for Development and Disability. Resources from the Full Participation Institute are also posted there.

Rebecca: Are CYFD and PED working on least restrictive? If all the children in inclusive settings are served in the public school, then the private providers are non-compliant in their PreK requirements. Right now PED doesn't have the authority to force this. We are giving guidance and providing resources such as the toolkit. We discussed this at the Full Participation Institute and seeing what we can do to support private providers. PED is encouraging school districts to serve children in the least restrictive setting, including private providers when it's possible.

- **Monica Archuleta:** Whatever changes may come with the criteria, it will not be that much different for CYFD programs because that's what have been the standards.
- Rebecca shared that inclusion settings have been the law for decades and to see that happening is exciting. At the same time, we need to be intentional because these are public dollars in private settings. We will probably be discussing more and more what it looks like to serve children inclusively in the childcare setting.
- Andy discussed that early childhood special education has struggled with TQRIS criteria that if you are serving children not at the school campus, but at the early Head Start or PreK setting, there's discussion around what that criteria would look like. When you have staff going around doing special education in different places to be inclusive, what should that criteria look like? You're looking at the competencies of that SLP, not the Head Start, as an example.

Question from audience: Why can't PED contract OTs, PTs, etc. from private agencies for private settings?

Andy: School districts are required to meet the needs of kids based on IEPs. If the least restrictive environment is in a private setting then it's the districts responsibility to find the personnel to serve in that setting. That's the law and it's been part of the DEA and it's been clarified even more recently.

- **Rebecca:** It's clear in law that services are to be provided where the child is typically served.
- **Dan H.:** It's important to have that in the IEP and parents need to be educated that they have the right to insist on inclusion. There may not be a lot of people that aspire to do this work, so maybe we could have a TEACH scholarship created especially for rural areas that would stipulate that they have to work for a certain number of years afterward in those areas. That could be something that ELAC could include in their planning for the next legislative session. A memorial this year might be a good way to start this to educate legislators.

Larry: To that point, when you're deploying counselors or instructors as displayed on the map earlier, how is PED doing that? I know you're working with UNM, but is it through PED, through regional education cooperatives, school districts?

That map was of FOCUS consultants, not ancillary providers. We started with interested districts that we could match an available consultant with. FOCUS PreK and FOCUS PED are all vying for the same pool of people; it's a workforce development issue. We need more consultants around the state. They are hired through UNM CDD.

- **Larry:** I'd like to understand how things are currently deployed. If you're trying to do that through UNM, and yes, UNM does have branch campuses, but we're looking at a statewide system and how do you deploy that? If you're looking at this deployment through a systemic approach, there's a lot of ways I think we may be missing the mark here a little bit and being able to do this in a more streamlined fashion. We're all trying to be more conscientious about how we're able to focus dollars where they're most needed.
- **Terri Tapia:** As we implement PED FOCUS and consultation work, we are recruiting, if possible, in the locales where they would serve the community in those districts and it's not always possible. Another challenge with PED FOCUS is that we are attempting to recruit people who come from the public school system. We've been successful in recruiting individuals that have either been teachers, ancillary staff, and also those that have early childhood special ed. Successful in contracting on a part-time basis with people that are retired from the public school system. While we have some districts that want to participate in FOCUS, if we don't have a consultant that can reasonably travel to them, they will probably be on a waiting list. Funders have expressed that 60% of consultants' time be providing direct services to teachers and administrators. It's a difficult balance and we'd welcome ideas.
- **Larry:** I would be willing to sit down and drill down a little deeper on this. It's a missing silo of what we're trying to do with the EC system. I think there's possibilities to not only get you additional resources, but it's a missing link I've been trying to figure out in early childhood care and education from the public perspective because of what we're doing with standards and how we're trying to look at faith-based, private, and public programs and how to do we get an even playing ground for everyone. Terri can be my contact on that. I'd like to get with UNM on how we deploying this and is there a better way to do it. In NM what we really miss the boat, is that there are so many things going on that we haven't mapped them appropriately. Kudos to what you're doing right now.

Barbara: You mentioned that you want your PED FOCUS consultants to come from PED, so is there collaboration between CYFD FOCUS and PED FOCUS or is PED not open to that because they're not PED? Will we get to that collaboration or will it still be separate?

Katrina: What we've been seeing based on PED, CYFD, DOH, and RTT is that we have a limited number of early childhood educators throughout the state and then what ends up happening is folks move from one

type of position to another because of the limited workforce. We really need to look at workforce development. In FOCUS there is alignment with the cross sector approach, but PED, DOH, and CYFD are very different. We don't want to dilute or take away from all of the entities that are providing resources. The agencies that are in RTT and working with FOCUS are trying to think out of the box so we'd appreciate any ideas you have to share. We have to think about when RTT ends and how we are going to sustain all these pieces.

Rebecca: What role can ELAC play in following up on inclusive practices and making sure the community partnership is not lost in this?

Erica: There are two things we can do. Setup a meeting specifically to focus on that if there are people that would be willing to take a leadership role and forming a small subcommittee to work with the State on this issue.

- Larry, Rebecca, and Andy will be part of subcommittee
- Larry will take the lead on the "FOCUS, Intervention, and IDEA Group"
- They will be collaborating with PED, CYFD, UNM

Brenda: The flash drive includes Inclusion Policy statement that released in September, both the executive summary and the full document, the Dear Colleague letter from 2012. This isn't necessarily where you find the law, but a lot of the law is included on the flash drive. Also, leaving a book about IDEA and what it means for preschoolers with Rebecca. There are some districts that have done things the same way for a long time so trying to get them to look at another way of doing things is a challenge.

Dan H.: From a national perspective, we are one of the only states with a legislature that allows us to spend any of our funds on these services. We are one of the only states that provide this level of training, consultation, and program support. We are very fortunate we are allowed to spend 15-20% of our budget on this. It limits the number of children and families that can be served, but the quality of services provided is much better. It builds capacity and quality, workforce issues are being addressed, we have TEACH in every system. Need to acknowledge the LFC and our funders for being patient and allowing us to do that. Otherwise, a lot of money would be spent on programs without providing support that's needed.

➤ **Early Childhood Investment Zones**

Lois Vermilya, UNM Family Development Program; Michael Coop, Coop Consulting, Inc.

- Update on new strategy in NM that's been a long time coming—Early Childhood Investment Zones (ECIZ)
- Thinking about how to partner in an effective and engaged ways that informed by what a community knows to better use State resources and ensure we're building capacity in the EC system
- Really want to be sure we don't have two different things going on and make sure we are furthering one approach for NM
- Michael presents an EC Data Profile that is an example of the data that was used to establish the investment zones
 - Developed and used statistical and analytical framework to rank risk in communities at both the county and school district level
 - It was the tool that resulted in the selection of the investment zones
 - Communities were prioritized by their level of risk and the Data Profile is an example of those factors
 - Birth Factors
 - Family Factors
 - Education Factors
 - Economic Factors
- ECIZ Map Initial Sites map displays the geographic areas that are considered investment zones
 - Sometimes it is the entire county and it's school districts and sometimes it's only a certain part of a county, i.e. in Bernalillo county, only the South Valley is an investment zone

- At the agency level that has resulted in preference given in discretionary grant making by CYFD so that those communities receive extra points when their grant proposals are rated
 - An attempt to have more resource go to communities that are at much higher risk than the average communities in NM
- At the coalition level, we are working to help the community participate in this process and put together a continuum of non-agency based work that's outside of the typical services that address community outcomes for families with young children
- The goal of the program is to create an adaptive community-based model that uses local solutions, where the work is engaged and sustained through action-oriented collaborative leadership development, and that the community defines its plans that improve population-level outcomes for young children and families
- Key assumptions around coalition building and collective impact
- Objectives to demonstrate that we've built a sustainable EC coalition, develop long and short-term action plans in a community, and that there is common language across the sectors that bridges professional boundaries
 - An example of the coalition, is a businessman in Raton speaking the language of EC and also sharing what he knows about what high quality means with a health council member, someone from the public library, and someone from FIT
- Developed and use the EC Coalition Self-Assessment and Planning Tool to make sure a coalition is successful, sustainable, and action oriented
 - Know the coalition work will not be sustained unless the member are reflective
- We bring them the tools and train them, but the communities work on what they choose to work on based on their data and priorities so each community is focused on different things
- There are two parts to the process:
 - Our work with the community coalition to build their capacity, to help them examine and understand data, programs, and evidence from the research
 - The community makes choices based on their own needs and assessing their own capacity to act
- Much of this is volunteer based and they work together outside of monthly meetings to accomplish systems change
 - Very broad cross sector involvement—local gov., medical providers, non-profits, FIT, home visiting, business leaders, faith community, etc.
- Coalitions meet monthly and around 10-15 people tend to get and stay engaged, at most 20
- Part of our strategy is very rigorous Early Childhood Collaborative Leadership development based on the Early Childhood Leadership Tool Kit developed by the Family Development Program
- We're seeing that organizations that are involved are taking it back to their organizations to improve their organizational practice
- This leadership tool is going out nationally; we've partnered with the Institute for Educational Leadership out of Washington, DC to do pilot work in Florida, Pennsylvania, Oklahoma
- Data profiles were researched and prepared by Coop Consulting for all initial ECIZ sites
- It's the first time that a lot of the communities have had access to this much information about their community
 - Coalitions are regularly engaged in reviewing and updating the data to inform local planning and decision making
 - Data profiles go down to zip code, census track, local schools
 - Whatever publicly available data that could be found went into the profiles
- All the data profiles are on the CYFD website
- In the next project year, the profiles will be redone with updated data
- We've used a Strategic Planning Tool to design a logic model for long range planning
- For short range planning, we're using the Results-Based Accountability method

- Coalitions also host Mind in the Making learning series to build common language for quality and social-emotional development
- As an example, in Deming/Luna County one of their big issues is teen pregnancy rates; they were number one in the state and they've really focused on that through medical providers and other organizations in the community and they are beginning to make small decreases in the teen pregnancy rates; it'll take several years to see if it's a result of this and if it's statistically significant, but it's something they're focused on
 - They've talked with providers around the community
 - They've put condoms everywhere that's allowable
- Another issue in Luna County is that teen moms couldn't stay in school because there isn't the structure to nurse at school so the coalition has been working with the district to try to change this
 - Recently advocated for a teen health center at the new school that's being built
 - They've gotten a like-minded member to run for the school board and the board is slowly moving toward a more progressive stance on issues
- Also doing work around early literacy
- Luna County school district also applied to PED for PreK classrooms for the first time and did a lot of recruiting; as a result it closed the Head Start classroom, the CYFD PreK is struggling, and it's affected private childcare providers
 - There isn't a good answer, but it helps that the community talks about it
 - The coalition has mobilized and identified the issues and they're meeting with superintendent and new PreK principal
 - In conversation about how to think about these things and plan for the future
- There are 13 Investment Zones all over the state and this program is intended to be a pilot where we develop a model that can be standardized
 - If it's determined that we're successful and there's a way to fund it in every community, this would happen in a different way
- Early outcomes have been system outcomes: numerous early literacy programs, re-establishment of prenatal care services in Quay County, stabilization of early learning/daycare center in Tucumcari
- Some of the community recommendations we've seen around the state is teen pregnancy prevention, parenting skills training, Kindergarten readiness, and more
- It's promising what can happen when communities are engaged and yet how does the state do it in a partnered way and that's what ECIZ are trying to discover

Questions and Comments

Larry: This is probably the best strategic, comprehensive deployment plan of any education piece I've ever seen. Do you have the resources and capability to make that the investment zones are current? New Mexico is very fluid in terms of economic development. Lea County was on the map and they are, in ways, leading the state in terms of economic development. Why are they pulling resources from you?

Lois: There is a lag in the data and assessment. We are assigned, based on the initial research, to start the work where we did. This is a moving target. In many ways, we could say that most of rural NM could qualify on many of the indicators. I commend the State for using data to prioritize an almost impossible situation in terms of where to start. In terms of resources, this model is being developed on shoestring budgets. The people that are putting the most are the people that show up after their day job to do this work.

- Larry mentioned that often times legislators will see maps like this and see that something is in their district so they will go out and hog other resources that are best spent and needed in another part of the state. It's an integral part of the strategic plan to make sure that your focused audience is current with where the need really is.

Rebecca: Before PreK started there were questions about if the money would go to the local district, or some states have regions that decide, and NM decided on an RFP. It's coming down from the Feds that the state makes the decisions, and in the state the communities make the decisions, but after four years of

working with a community an RFP went out that was still counterproductive. These dollars could be used to meet other needs in a community that wouldn't supplant what's already being done. We need to be intentional with what we're doing.

Andy: Did any of the communities identify access to high quality care as a priority? And are the indicators, like needing a home visitor or a Head Start, something that we'll be able look back and see that as a result of investments in these communities?

Michael: Access to high quality services is present in some of these communities. Luna County has some great programs, but they have some of the worst indicators in the state in multiple areas. You can only have a certain number of slots and you only get a certain amount of money. There is access, but in Luna County there are many families that will never access a home visitor because of language, culture, and citizenship issues. It's a very complicated community, all of our communities are.

Rebecca: What's the annual budget for the project?

Lois: On the Family Development side for RTT is \$100,000 a year for two years. With MIECHV, the first year was \$100,000 and we were funded for a second year at \$150,000. Michael's is more complex because he's doing all the data for the project, but that gives you an idea of what we're working with.

Dan H.: It's exciting to see the whole progression of this. There are some big ideas that are generated out of this that as a pilot. One is that structured decision making is really critical and having someone external to the community come facilitate is probably a secret that we need to think about how effective it is. I think it has worked really well to facilitate the process and there's a way to carry the message if there's a message to carry. It's not bad that things happen, that there's PreK saturation in a community. The important thing is that there's a community body there to talk about it and make decisions about how to manage this in the future. We've also seen that this takes four years to develop this; it takes a long time for communities to develop this capacity.

Erica: What have you done with the Data Profiles? Who has them? Are they going to other agencies, legislators?

Michael: They are used in the communities all the time. We use them locally. We don't have the resources to distribute them that way.

- Erica shared that there are some ways to support that and make them more available. There are some other things that this could be used for. This is great information. It's important to understand what's covered and see what else we need to pay attention to. Maybe they can be linked from the ELAC website.

Rebecca: I appreciate learning lessons, but it's a waste when federal dollars are reverted. If it's being replaced with State dollars it seems illogical. For fiscal reasons, we need to do things intentionally. If the centers that ended up closing were for-profit and tax paying, we're using public dollars to supplant private business.

Dan H.: RTT also funds the DOH to make sure that current data is available online. They create maps and data sources about current indicators and also have an IBIS website where you can get a lot of information about a community. They also go around the state and train communities on how to access that data, how to make maps, and how to use the data for decision making.

➤ **New Mexico Head Start Association**

Amanda Gibson-Smith, Association Chair

- Ensure the committee that Head Start is working with the whole EC system in NM in order to provide high quality EC experiences
- Some Head Start programs are feeling the pinch from PreK programs
- We know that Head Start will become more of an Early Head Start model serving 0-3

- Need to make sure that the saturation we're seeing in places like Deming and Gadsden are addressed in a thoughtful way
- The Gadsden Head Start has 45 empty slots and in the annual reports from CYFD and PED PreK, we received another 40 slots last year
- We're looking at about \$79,000 being reverted from our program
- Moving forward we're going to convert our vacant slots to Early Head Start slots
- Need to emphasize the collaboration that's needed to serve all the children in our community
- Senate Memorial 65 was drafted by Head Start directors that have seen under enrollment
 - It requests that CYFD and PED form a taskforce to study how to increase communication, coordination, and collaboration amongst EC service providers

Questions and Comments

Erica: Who else signed onto SM65?

Rebecca: NMAEYC and NMCCEA. Our members were eager to sign on because we believe in comprehensive services.

Andy: Under RTT, one of the projects that was funded was the building of an EC integrated data system that would have unique identifiers that would allow us unduplicated counts in counties, we could see how many kids are being served in the various programs. PED entered into a contract with a national data organization that has done this in other places and by the end of the year we should have it setup. What I'm asking of the Head Start Association, is if we only have state funded programs as part of that data system, we're only get a partial picture of who's being served and Head Start is very big in NM. We don't have access to Head Start data and we'd like your help in getting that data so we have more complete information.

- Amanda responded that she's committed to making sure that Head Start works collaboratively to share our data. It's not something that we can't share. These are things that we're dealing with and there can't be collaboration if everybody isn't transparent.
- Andy also stated that they will also speaking with tribal partners to get their data.

Barbara: You commented that \$79,000 would be reverted from your program. What about around the state?

Erica: It was \$1.6 million last year.

Rebecca: So when those dollars are reverted, can they be reallocated the following year?

Erica: No.

Barbara: For CYFD, we're given a deadline that if we're not fully enrolled by this time we'll redo the contracts. Do we know for CYFD how many slots were reverted?

Monica: Yes, it was about a total of 80 slots.

Barbara: How do you make the decision? For example, if a program is funded for 20 and they have 18 do you take 2 back or is it an increment of 5?

Monica: It varies a lot. At the beginning of the year we looked at each program individually in the community. We gave programs opportunities to share their recruitment plans, offered strategies and support and some programs were successful and able to fill slots. If you have 17 children out of those 20, you still need both staff so we're mindful of that. The slots that were reverted, programs said that they couldn't fill them. We're still encouraging programs to fill them if they have children that qualify and need the services.

Heather: From the PED side, do you have the issue of slots being reverted?

Brenda: PED had about 140 slots. They weren't reverted; they were shifted to programs that were already serving the kids of that had long waiting lists. Next year on November 11, I'll go into the database and see who is over enrolled and who is under enrolled and we'll shift the money around.

Erica: When you're moving money around to places that are overserving or with waiting lists, do you check if there are other PreK programs that are not PED in that community and they're full before giving additional slots?

Brenda: In most cases the school district is serving them anyways. Before any funding decisions, we meet with CYFD and go over a document with number of children in Kindergarten and use that to base how many 4 year olds there will be. We look at how many CYFD serves, how many PED serves, and how many Head Start serves before we give out more funding. This spring we received level funding and we're grateful we didn't take a cut.

Rebecca: With Deming and children that were already served, are they DDPre children that are already served, but also attending a childcare center so now they're DDPre and PreK?

Brenda: Because of demand, we don't always fund in groups of 10 like CYFD. We may fund for 13, it's problematic, but out of \$24.5 million we give \$22 million directly to the school districts. Some were in DDPre and exiting and some were in DDPre and thought they would be better served in preschool environment. Sometimes parents choose a CYFD site because they have more extended day. We only have 1100 kids in extended day around the state.

Heather: Thank you for the information. The half day/extended day is really what families base their choice on, not necessarily where the programs are. Need to be cautious about talking about separation of services. Parents just want someone to answer their questions about what services are available for their child. The challenge is the communication and education piece.

- Amanda stated that in Doña Ana county they are trying to develop a hub for families where they can have their questions answered
- Ray shared that at the last NGAGE meeting he discussed the use of technology to support that hub and that NGAGE is working on that

➤ **FY 2017 CYFD Budget**

Kelly Klundt, Senior Fiscal Analyst II, LFC

- When the budget season started, we thought there would be around \$293 million of money to expand programs; by the time session was done we had reduced the budget of FY 2016 by \$7 million
- Most agencies took a decrease from their current operation budget, around 2%
- CYFD didn't see that because members don't want to decrease EC programs
- PED stayed at their current funding level
- CYFD saw some increases
 - 3 year old PreK received \$250,000 from the General Fund and \$500,000 from TANF
 - Home Visiting received \$900,000
 - Small increase of \$50,000 for workforce development
- Overall funding in NM for EC
 - Childcare Assistance: \$96.6 million for FY 16
 - Home Visiting: \$16.6 million
 - Provider PD: \$1.3 million
 - Total CYFD PreK: \$27.4 million
 - Total for CYFD: \$141.9 million
 - PED PreK: \$24.5 million
 - K-3+: \$23.7
 - Early Literacy: \$15 million
 - FIT: \$32.9 million
 - Grand total of \$244.2 million

Questions and Comments

Rebecca: With the increases, is that for slots or TEACH or professional development?

Kelly: The increases in PreK and Home Visiting go to slots. The \$50,000 goes to workforce development.

Rebecca: The federal directive has allowed a 30% transfer for EC systems, is that no longer happening? And are the funds that PreK and Home Visiting received in addition to the 30%?

Kelly: You'll see TANF dollars in the documents the council received. Yes, they are in addition to that 30%. They are coming from the block grant every year because it's not fully spent every year so we're taking from the non-recurring balances not the actual block grant. That has its weaknesses because it's non-recurring dollars, but we see that balance is stable so we feel confident in using that money.

Heather: So the money that's non-recurring, is that where an extended program might get money to fund for the summer? What do you do with that money?

Kelly: The TANF money is a federal block grant that goes to the Human Services Dept. and its services many programs. A lot of it goes to family funding assistance and if at the end of the fiscal year they haven't spent their block grant it doesn't go back to the feds. We try to use some of those grant balances to continue to expand services.

Larry: The Kindergarten program that's a pilot, there's no money in the budget for that because there was an appropriation that was stripped out?

Kelly: The appropriation was taken out, but the actual pilot was signed by the governor. Not sure how PED will move forward with those funds

- Larry stated that as he understood that nothing would be happening with it this year because there's not money, but the legislation is in place. If there's money in subsequent years there's a guiding document for it.

Larry: I speak with my colleagues in other states and none of them have legislatures that aren't doing decreases to EC care and education. Gaining funds is unheard of around the country right now so kudos to you and the LFC.

Larry: How does CYFD get more funds for PreK, when you're supposed to have a 50/50 split by statute?

Kelly: That comes up every year. We've never been as equalized. That should be addressed with the agencies and their operating budgets. Right now, PED isn't doing 3 year old PreK and the LFC did a study that found that 3 y/o were the most underserved so strategically they wanted to put dollars into areas that serve 3 y/o and that's the CYFD part of PreK. It was targeted at the most in need population.

Larry: When we say early childhood education, what does that mean anymore? Maybe LFC needs to give us a designation on what EC education is?

Kelly: For state funding purposes, early childhood funding is what is in the chart that the council has.

- Larry responded that that helps, but it's still unclear so maybe CYFD or PED needs to do it so we have a clear designation of how NM defines EC education.
- Kelly mentioned that the LFC publishes 5 publications every year and in Volume 1 there is a description of the EC programs, who they're intended to serve, what enrollment limitations there are.

Larry: So with this chart are we defining EC in NM as 0-5?

Kelly: It's defined as these programs: Home Visiting, Head Start, Early Head Start, Child Care Assistance, PreK, K-3+. Some of these programs, like Child Care Assistance, are outside of that age range, but that's not a majority of the children they're serving. The system is in transition as we define what programs move where. These are the basics.

- Larry requested that ELAC entertain a motion to set the definition of what early childhood education is in New Mexico

Andy: Is the NMPReK considered 3 and 4 y/o or only 4 y/o?

Kelly: 3 y/o PreK is considered a pilot and it was piloted last year for the first time. The LFC did a study on 4 y/o PreK and found that those that participated were testing at math and reading proficiency in 3rd grade and it was also reducing special education. The thought is that if there are children that participate for two years and we can track them, in a couple of years it will move from pilot to full status.

Rebecca: What percentage of Child Care Assistance is for children over 3rd grade? Is Child Care Assistance reflected in workforce solutions or economic development initiatives?

Kelly: It's not reflected in those conversations. It is an educational and workforce ability program, but it's transitioning.

Franz: By some measures, NM PBS is the largest provider of EC resources in the state, reaching 1.4 million kids with 50 hours of demonstrably successful educational programming and that's not reflected here. I'm not advocating that it needs to be, but it may be helpful to the State, the LFC to find a way to incorporate those numbers in order to give a fuller picture of what we're really looking at.

Kelly: I think we could add something.

Heather: Are Title I funds represented in this chart? Title I serves 3 y/o and I don't know if that's captured here.

Kelly: They are not. It's not captured here. I can work with the PED analyst to add that information.

➤ CYFD Office of Child Development Program Update delayed until June meeting

➤ **New Mexico Early Childhood Comprehensive Systems Impact grant: REACH-NM: Raising Early Achievements for Child Health**

Gloria Bonner, DOH; Giovanna Rossi, Contractor

- Early Childhood Comprehensive Systems (ECCS) is an initiative of the NM DOH/Family Health Bureau
- Current project period is August 1, 2013-July 31, 2016
- ECCS uses Results Based Accountability and Collective Impact to determine to determine agenda and align measurable results
- 2013-2016 focus is on coordination of the expansion of developmental screenings in early care and education settings statewide
- Target population is birth-3
- Strategy of expanding developmental screenings and connecting the services to the kids that need to be referred
- Developed a list of validated tools and protocols and identified the most commonly used validated tools in NM
 - Found that one of the most commonly used tools was the ASQ:SE
- Engaged pediatric providers and other providers to improve linkages and referrals
 - Partnered with Developmental Screening Initiative to provide accessible PD through the Early Childhood Development and Screening Telehealth Series
 - Partnered with Act Early State Team to disseminate a Developmental Tracker
- Utilized and promoted training to early care and education professionals that focus on human development and EC development and behavioral screening
 - Since the project launch, trained 1,100 people on how to use the ASQ and ASQ: SE
 - ASQ Training of Trainers Seminar scheduled May 18-20, 2016 to train 25 new trainers
- Worked to promote public awareness of child development and developmental milestones

- Outlined necessary system enhancements, work flow, financing structures, and policy changes necessary to support the strategy
 - Explored ways to measure percent of children who receive screenings and measure coordination with documented referrals
 - NM needs to create a registry or reporting requirement and accompanying surveillance infrastructure
- Capture and document development and behavioral health screening and referral activities across early care and education, health, and early intervention systems, and integrate these measurement approaches into existing state data collection systems
 - Trainings in Results Based Accountability and Collective Impact
- The new grant cycle is 8/1/2016 – 7/31/2021
- Not every state will receive funds for this grant cycle so DOH has partnered with Envision New Mexico, two place-based communities, and one tribal MIECHV site
- New proposal offers approach to test and implement integrated strategies and the community, county, and state level designed to support developmental program for 0-3
- Will also identify and respond to indicators of family well-being, including maternal depression, food insecurity, and risk for adverse childhood events
 - Guidance specifically discussed a two generation approach so looking at families

Questions and Comments

Andy: What do you mean by place-based?

Gloria: We are working with Sandoval Health Collaborative, Socorro General Hospital, and NAPPR which is the MIECHV site. The guidance required that every proposal work with a MIECHV site.

Barbara: Where will the training dates available?

Gloria: I will send them through the listserv of who the new trainers are and their location.

➤ **2016 Town Hall Meeting Dates**

Erica Stubbs, ELAC Chair

- We had discussed that they were effective and that we would go to different locations this year
- Farmington, fourth quarter, Barbara
- Las Cruces, undecided quarter, Ray
- Roswell, undecided quarter, Erica
 - Erica will work with Ray to see what dates are available for Las Cruces and Roswell

➤ **ELAC Elections: ELAC Chair and Appointed Representative to Executive Committee**

- Andy clarifies ELAC bylaws for Council members
- Heather opens the floor for nominations for ELAC Chair
 - Larry nominates Heather, Heather declines the nomination
 - Barbara nominates Erica, Erica accepts nomination
 - Erica elected for second term as ELAC Chair
- Erica appoints Barbara for a second term as Representative to Executive Committee

➤ **Public Comment**

- **Sandra Carpenter**, Incoming President of NMCCEA—here to say thanks for being able to participate in the State plan to provide feedback and be part of the drafting process. We are curious when we would be able to get a copy of that State plan and see what was submitted?
 - Erica stated that request would have to go directly to CYFD
- **Tom Scharmen**, NM DOH—came to inform the Council what the DOH Community Health Assessment Program is doing. Pleased to see that everyone was very aware that every project or issue depends on data. The data that's needed varies from one program to another. With mapping data, we have to be

able to compare assets to risks and then to put it into a map we have to geocode that information using the latitude and longitude. This is important to EC because it allows us to follow a child over time. Some of the challenges we have are is that process in labor intensive and not happening to a great degree, it creates tools that can be used by all. There are challenges to getting some of the data and I'm looking for awareness from you all to help with those challenges. Lastly, Dan Haggard is retiring. Thanks to Dan for his vision over the last 5 years.

- **Rebecca Dow**, NMCCEA—the Child Care Development Block Grant was reauthorized and there was an opportunity to provide public comment. The NMCCEA and NAEYC we involved at the state level and also nationally. When the draft came out there was opportunity for public comment so it was nice to work with Secretary Jacobson, Steve Hendrix, and Alejandra Rebolledo to provide feedback. There was a joint recommendation from NAEYC and NMCCEA on recommended changes. Unclear how the State plans to fund mandatory 12-month contracts for families, with an option of second year renewal if the family's income does not exceed the 85th percentile of market rate. The exit level could be two years based on out states average income, what's not set is the entry rate. The State plan says eligibility will be based from 0-150% of poverty based on income based on state funding. Clear indication that if funding trends continue as they are, there could be cuts in the entry level eligibility. If there's a way for ELAC to weigh-in on that we should. As well as a recommendation at the federal level that parent's copays not exceed 7% of their income and we are over 10% now, and that state providers be reimbursed, base rate, at no less than the 75% percentile which we're close to in some areas, but there are categories that are reimbursed at 19%.

➤ **Announcements**

- Ray Jaramillo is running for representative for House District 35
- Rebecca Dow is running for representative for House District 38

➤ **Upcoming Meeting-**

- June 23, 2016 – regular ELAC meeting –UNM Continuing Education, Room 123

Motion to adjourn public portion of meeting.

Larry Langley/Barbara Tedrow. All in favor. Motion carried.

Meeting adjourns at 1:48 p.m.