



Case Study: New Mexico's Comprehensive Approach to its Prenatal to Five System

P5FS Webinar Series – Part 6

March 31, 2021



- Six-part series:

1. Jan 13 – Introduction to Comprehensive Fiscal Strategies
2. Jan 27 – Fiscal Strategies 1: Mapping & Modeling
3. Feb 10 – Fiscal Strategies 2: Revenue Generation & Innovative Strategies
4. March 3 – Governance and Shared Leadership Strategies
5. March 17 – Bringing it All Together
6. March 31 – Case Study: New Mexico's Comprehensive Approach to its Prenatal to Five System

Webinar recordings and slides available at:
www.prenatal5fiscal.org/webinarseries

Agenda

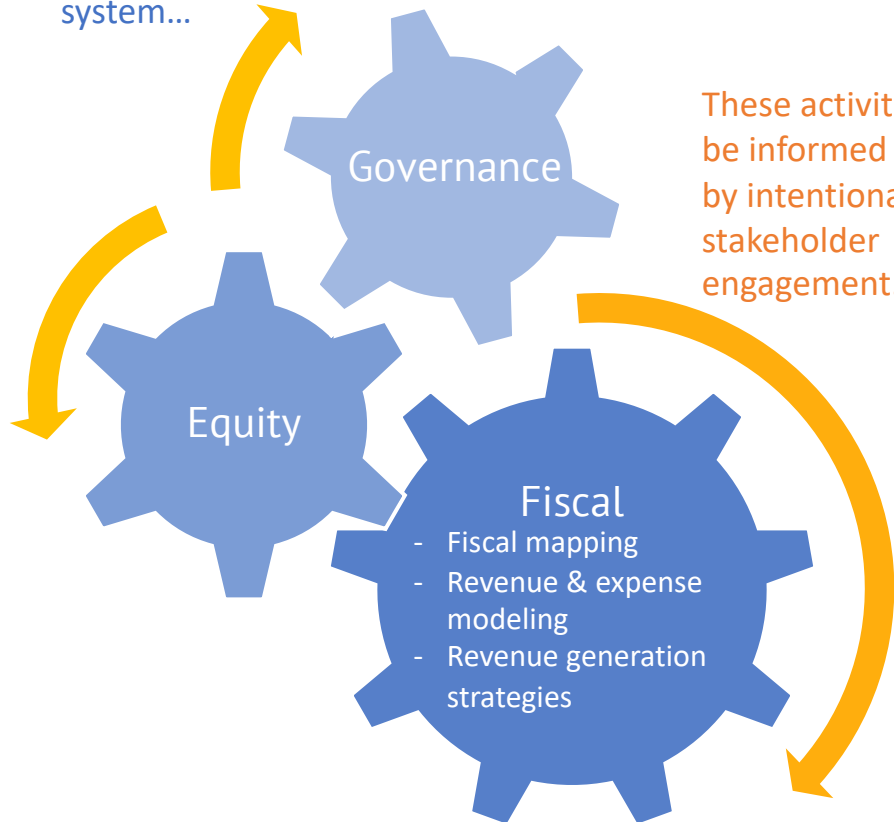
- 01 Comprehensive fiscal analysis to inform systems change
- 02 New Mexico: Implementing the elements of a comprehensive approach
- 03 Next steps

01

Comprehensive Fiscal Analysis to Inform Systems Change

Comprehensive Approach

States and communities should make use of tools and resources to gather and analyze data to better understand their current system...



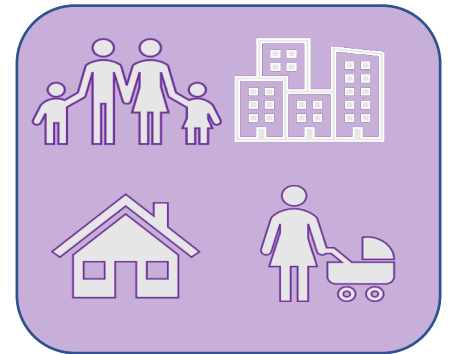
These activities should be informed and driven by intentional stakeholder engagement...

The results can inform and be utilized for a comprehensive fiscal approach that **increases funding, better aligns funding, and ensures efficient funding** and governance structures...

Comprehensive Fiscal Approach

Policy – Program - Practice

All in service of a **comprehensive PN-5 system** that works for families, providers, businesses, and caregivers.



Engagement and Systems Change

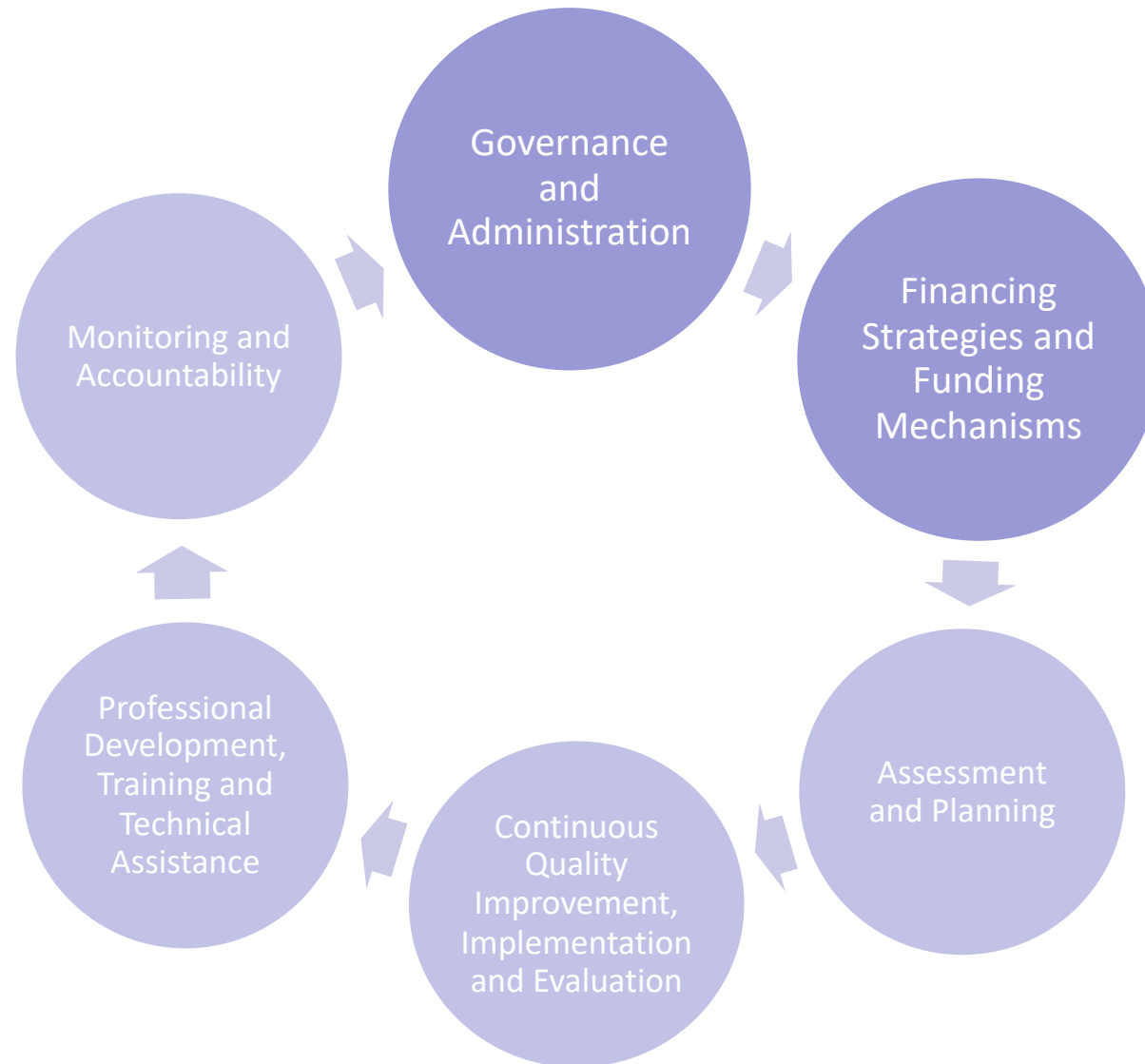
Comprehensive Analysis

Vision for PN-5 System

A system that

- works for all children and ensures that programming reaches and positively impacts those children farthest from opportunity.
- is fair to providers and supports their developing capacity for quality implementation;
- uses public resources wisely and efficiently, augmenting private resources from those families who can afford services.
- acknowledges embedded societal inequities and implements changes to remediate inequity.
- compensates the workforce at a level that allows for financial stability and acknowledges their significant impact on child development.
- supports the entirety of a child's experiences before entering kindergarten, including prenatal supports for expectant mothers.

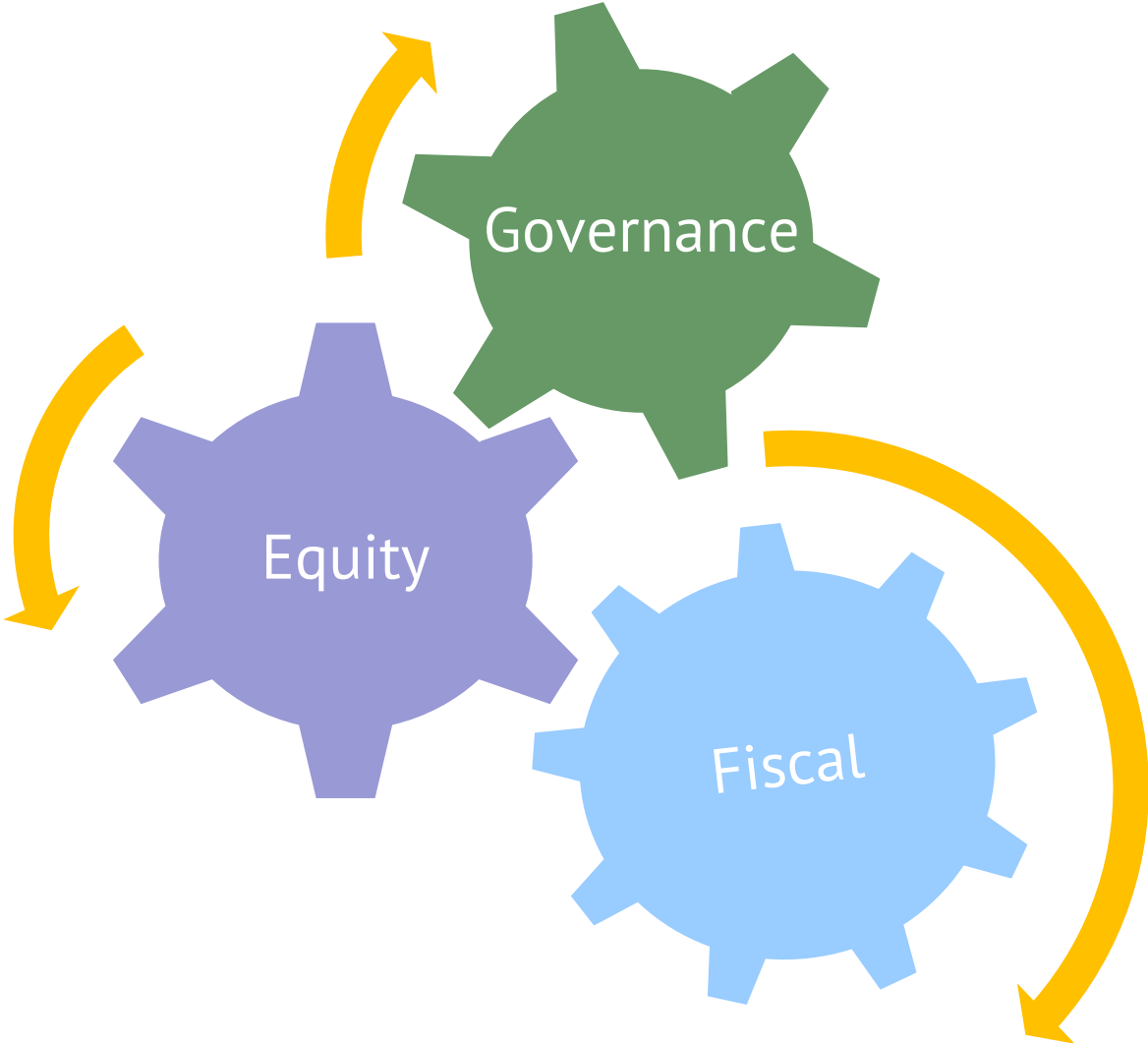
Building a Strong System



02

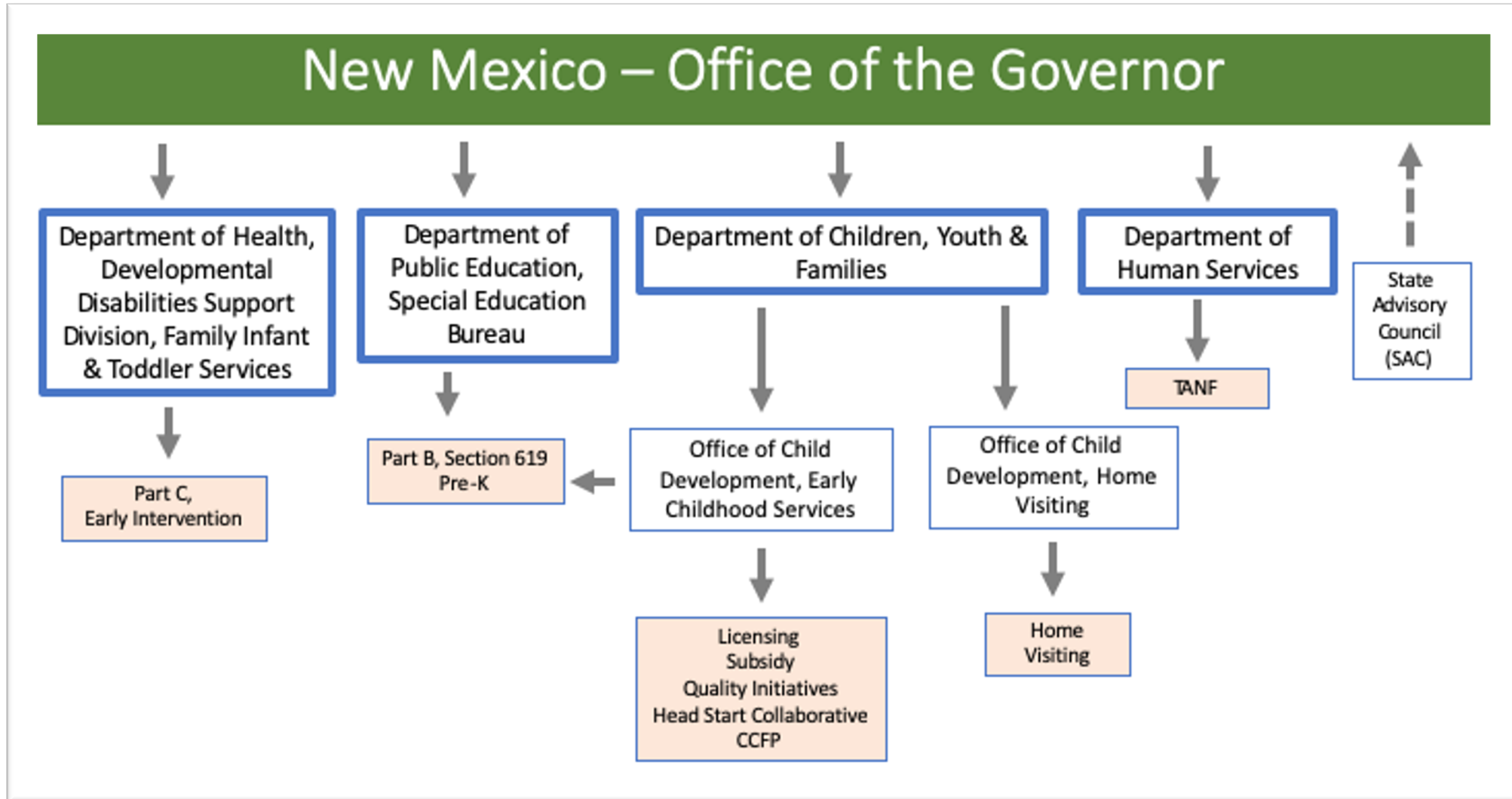
**Implementing the elements
of a comprehensive
approach:
New Mexico case study**

Components of Comprehensive Analysis in New Mexico



Governance Changes







New Mexico Early Childhood Education and Care Department

- Launched July 1, 2020 and created through Senate Bill 22
- Aligning a continuum of programs and services prenatal to age five
 - Child Care Assistance
 - Child Care Licensing
 - Families FIRST
 - Family, Infant and Toddler (FIT)
 - Family Nutrition Programs
 - Pre-Kindergarten and Early Pre-Kindergarten
 - Home Visiting
 - Head Start State Collaboration

Guiding Voices

- ECECD Transition Committee Final Report and 18-Month Action Plan
- The New Mexico Statewide Early Childhood Strategic Plan: 2021-2024
- Advisory Council – SB22 Mandate
- Pritzker Children's Initiative
- Governor Lujan Grisham's Children's Cabinet
- Government-to-Government Relations



THE NEW MEXICO

**EARLY CHILDHOOD
STRATEGIC PLAN
2020-2023**

**NEW MEXICO EARLY CHILDHOOD EDUCATION AND
CARE DEPARTMENT TRANSITION COMMITTEE**

Final Report and 18-Month Action Plan



NEW MEXICO

Early Childhood
Education & Care Department

Strategic Priorities

- Growing Investments
- Advance a Diverse, Well-Compensated, and Credentialed Workforce
- Increase Quality and Access
- Achieve Equity
- Enhance Authentic Collaboration



Equity Driven Change



NM Strategic Plan Guiding Principles

- **EQUITABLE ACCESS**

- ◆ Ensure respect for and celebration of New Mexico's multicultural and multilingual diversity
- ◆ Seek to heal trauma, including historical and generational trauma, and deconstruct systemic racism and social injustice
- ◆ Prioritize resources and opportunities for those with greatest need

- **COORDINATION AND COLLABORATION**

- ◆ Foster transparency through clear and consistent communications and build trust in all areas and relationships with early childhood programs and tribal partners
- ◆ Build on and magnify local assets and abilities to solve local problems; including social capital, networks, and relationships

- **QUALITY**

- ◆ Embrace continuous quality improvement
- ◆ Use developmentally appropriate approaches and inclusive practices for working with all families and young children
- ◆ Support early childhood educators and cultural knowledge systems
- ◆ Ensure best practices and healthy environment and interactions throughout the system



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Embedded Equity

- ◆ Nation's First Assistant Secretary for Native American Early Education and Care
- ◆ Tribal Liaisons
- ◆ State Tribal Consultation
- ◆ Equity Council

4. REDESIGN THE SYSTEM

1. GET THE SYSTEM IN THE ROOM

- ☐ **The Compelling Challenge**
Has the group articulated a common challenge that it wants to work on together?

- ☐ **The Engagement Process**
Has the group defined a collaborative process for engagement to address the challenge?

- ☐ **The Guiding Team**
Is there a guiding team who wants to take responsibility for the success of the whole system? Have the key roles been defined and filled: co-convening leadership, key stakeholders, content experts, process facilitator(s)?

- ☐ **The Key Stakeholders**
Have the key stakeholders been identified? Have the key relationships been mapped out and made visible to all stakeholders? Is there a strategy for levels of engagement?

2. HELP PEOPLE SEE THE SYSTEM

- ☐ **The Shared Outcomes**
Have the stakeholders defined the shared outcomes they expect to achieve and the strengths and capacities they bring to the table?

- ☐ **The Information and Data**
Has the group gathered and shared information and data about the challenge? Do they have a shared understanding about the information?

- ☐ **The Current State**
Has the group assessed the current landscape of the existing work underway and created a picture of the system as it is today—the “system on a page”?

- ☐ **Shared Measurement Systems**
Has the group identified a common way of measuring success and assessing progress?

- ☐ **The Collaborative Structure**
What is the structure for the collaborative—defined customers, guiding team, working teams, support organizations, etc.? Are all of the stakeholders aware of the structure? Did the structure emerge from the context, relationships, and work?

- ☐ **A Common Agenda**
Has the group developed a coordinated and aligned work plan, including resources, that visually depicts how the shared outcomes will come to be realized?

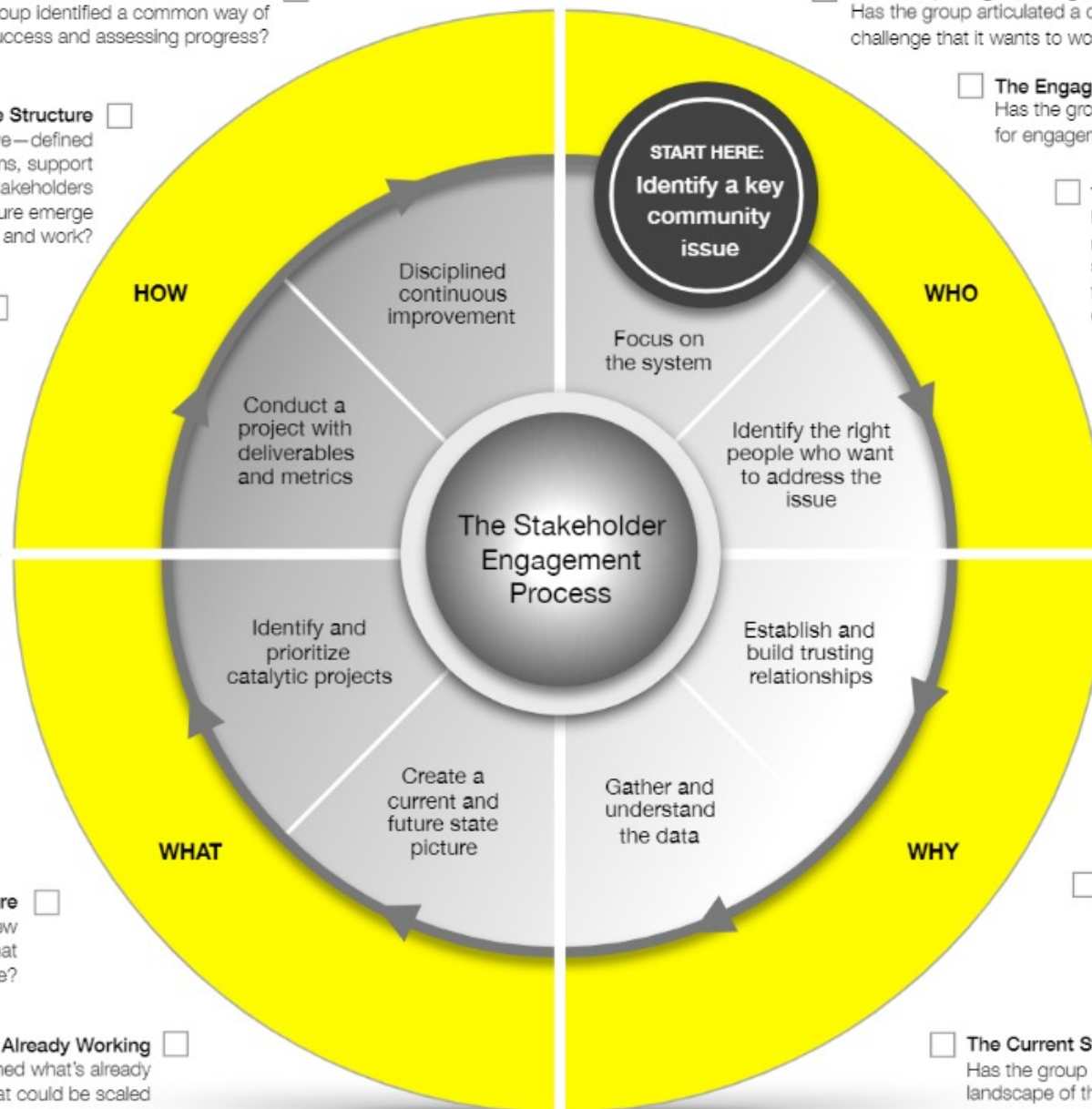
BEHAVIORS

3. CO-CREATE SOLUTIONS TOGETHER

- ☐ **Mutually Reinforcing Actions**
Is there a portfolio of projects that offer a combination of substantive short-term wins, as well as more ambitious, long-term systemic strategies that may not show impact for several years?

- ☐ **Co-Creating the Future**
Has the group identified and prioritized a few high-level things they could do together that no single organization could do alone?

- ☐ **What's Already Working**
Has the group determined what's already working well in the system that could be scaled up, connected, coordinated, and aligned?



Fiscal Strategies for Change



Child care

- Per child cost of providing center-based and family child care home-based child care
- Compare actual expenses to available revenue

Home visiting/parenting education

- Per child/family cost of main models
- Tool supporting a continuum of models delivered in a community

Systems

- Integrate program data from child care and home visiting model
- Include data on non-direct service supports, e.g. QRIS, professional development etc.

- Setting subsidy rates via market rate survey embeds the inequities of the current system
 - Providers in low-income areas have to set rates low, but then receive low subsidy rate
 - Providers in higher-income neighborhoods can set rates closer to the true cost of care, pay higher wages
 - Results in higher number of child care deserts in low-income communities, increased instability due to market disruption
- Market rate surveys would work in a market where consumers could afford the true cost of child care
- Setting rates based on cost of quality (alternative rate methodology) addresses deficiencies of market
 - Incentivize providers to accept subsidy
 - Help drive quality in low-income areas

Funding the comprehensive vision

- Reflecting on increasing investments
- Strategic moves to make increased revenue easier
- Interplay of funding sources:
 - Early Childhood Trust Fund
 - House Joint Resolution 1 (HJR1) Permanent Land Grant Fund

Four Year Fiscal Plan

*"The department shall prepare and update a **four-year early childhood education and care finance plan** to provide the legislature and the governor with:*

- demographic information on at-risk children;*
- data on the efficacy of early childhood education and care programs; and*
- recommendations for financing the early childhood education and care system."*



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More information about the New Mexico
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Reflection



03

Next Steps

- Office hours in April – sign up to have state/community one-on-one conversation with us about moving forward with this type of work
 - <https://calendly.com/p5fiscal/officehours>
- Review the readiness assessment document
- If you are a Pritzker Children's Initiative grantee, talk to your Hub lead about supports
- Share webinar recordings and website resources with colleagues
 - Look for new resources coming soon including 'quick takes' on governance, equity, and comprehensive approach
- Share your feedback, comments, and suggestions: info@prenatal5fiscal.org



Thank you!



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Strategies

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