

New Mexico Child Care Development Fund (CCDF) Plan with Conditional Approval Letter for FY 2016-2018

Date: Monday, June 27, 2016

The Office of Child Care (OCC) is pleased to release the PDF (Portable Document Format) copy of the approved FY 2016-2018 New Mexico CCDF Plan that became effective June 1, 2016 and the conditional approval letter. The Plan serves as the application for CCDF funds by providing a description of, and assurance about, the grantee's child care program and all services available to eligible families. OCC asked States and Territories to write their Plans based on a reasonable interpretation of the Act, pending completion of a final regulation. States and Territories had the option to outline an implementation plan for one or all of the 26 new areas if the State/Territory was not yet able to certify compliance. Thus, these Plans are conditionally approved until each State/Territory fully implements all new requirements of the CCDBG Act of 2014. The OCC will partner with States and Territories to support and monitor the successful and timely implementation of all provisions of the Act. As provided for in the applicable statutes and regulations, the Lead Agency has the flexibility to amend their program at any time. All amendments must be submitted to OCC for approval within 60 days of the effective of the change.

Please find the following two documents within this PDF:

2016-2018 New Mexico CCDF Plan Conditional Approval Letter – OCC issued a letter with the conditions of approval for each State and Territory. In reviewing plans and waiver/extension requests, OCC gave careful consideration to the statutory conditions outlined in the Act, as well as the length of time requested, with the goal of having all provisions related to the Act fully implemented by October 1, 2018 corresponding to the start of the FY2019-2021 CCDF Plan period. The approval letter covers the CCDF Plan for the period of June 1, 2016, through September 30, 2018. A “conditionally approved” plan is a fully approved plan with conditions to be met based on waiver requests, if applicable, and implementation and corrective action plans for unmet requirements. The conditions will be deemed fully met once all provisions in the Child Care and Development Block Grant (CCDBG) Act of 2014 are fully implemented.

2016-2018 New Mexico CCDF Plan - The Plan describes the CCDF program to be administered by New Mexico for the period 6/1/2016 – 9/30/2018 as conditionally approved by OCC. The Plan serves as the application for CCDF funds by providing a description of, and assurance about, the grantee's child care program and all services available to eligible families. As provided for in the applicable statutes and regulations, the Lead Agency has the flexibility to modify this program at any time, including amending the options selected or described. For purposes of simplicity and clarity, the specific provisions of applicable laws printed therein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text.

NOTE: *The CCDF Plan reflects the services and activities as reported by the New Mexico Lead Agency in their CCDF Plans for Fiscal Years 2016-2018. The CCDF Plans offer a snapshot into current and planned efforts, initiatives and implementation plans for each State/Territory through September 30, 2018. These Plans are not a catalog of all activities undertaken by the State/Territory. Administration for Children and Families (ACF) is not responsible for the contents of these CCDF plans.*



ADMINISTRATION FOR
CHILDREN & FAMILIES

330 C Street, S.W., Washington DC 20201
| www.acf.hhs.gov

June 14, 2016

Monique Jacobson, Chief Executive Officer
New Mexico Children, Youth and Families Department (CYFD)
1120 Paseo de Peralta
Santa Fe, New Mexico 87501

Dear Chief Executive Officer Jacobson:

The Office of Child Care (OCC) recognizes that there are many new requirements included in the Child Care and Development Block Grant (CCDBG) Act of 2014 that you are working to implement during this Plan period. We appreciate the time and energy that you put into developing your Child Care and Development Fund (CCDF) Plan to reform and effectively administer your program. I am pleased to inform you that the New Mexico CCDF Plan for the period of June 1, 2016, through September 30, 2018, has been conditionally approved. A "conditionally approved" plan is a fully approved plan with conditions to be met based on your waiver requests, if applicable, and implementation plans for unmet requirements. The conditions will be deemed fully met once all provisions in the CCDBG Act of 2014 are fully implemented and implementation plan action steps are completed. At that time the New Mexico CCDF Plan will be approved without conditions. OCC gave careful consideration to the statutory conditions outlined in the Act, as well as the length of time requested, with the goal of having all provisions related to the Act fully implemented by October 1, 2018 corresponding to the start of the FY2019-2021 CCDF Plan period.

Key principles of the CCDF are to provide equal access to child care for children receiving child care assistance and to ensure parental choice. Provider payment rates set too low undermine these principles. As you are aware, the CCDBG Act of 2014 requires states and territories to take the cost of quality into account when setting rates, and to set rates based on the results of the most recent market rate survey or alternative methodology. We continue to be concerned that your rates may not allow for equal access. OCC plans to make review of payment rates a priority for our upcoming

implementation monitoring visits. Thus, the conditional approval of your Plan **does not** constitute a final determination that your payment rates are sufficient to provide access to child care services for eligible families that are comparable to those provided to families that do not receive subsidies, as required by law.

You will receive a Notice of Grant Award in October 2016 from the Office of Administration in the Administration for Children and Families. The notice will include the amount of your award and any additional terms and conditions for the receipt of CCDF program funds. During the effective period of this plan, any substantial changes to the New Mexico program must be submitted as a plan amendment to your Regional Office for approval in accordance with 45 CFR 98.18(b).

We remind you that your CCDF-funded child care program for in-home providers must comply with all applicable Federal laws and regulations, including Federal wage and income tax laws governing domestic workers. Questions regarding Federal wage laws should be directed to your local or district office of the Wage and Hour Division within the U.S. Department of Labor. Likewise, questions regarding Federal income tax laws should be directed to your local or district office of the Internal Revenue Service.

We look forward to working together toward implementation of the CCDBG Act of 2014 and promoting the early learning and development of children along with family economic stability and success. If you have any questions, please contact Gwendolyn Jones, Child Care Program Manager, Office of Child Care at (214) 767-3849 or Gwendolyn.jones@acf.hhs.gov. Thank you for all you do each day for children and families.

Sincerely,

Rachel Schumacher Director
Office of Child Care

cc: Alejandra Rebolledo Rea, Division Deputy Director, Early Childhood Services Reagan Smetak, Bureau Chief,
Bureau of Child Care Services
Gwendolyn Jones, Regional Program Manager, Office of Child Care Region VI

Child Care and Development Fund (CCDF) Plan For New Mexico FFY 2016-2018

1 Define CCDF Leadership and Coordination with Relevant Systems

Implementation of the requirements of the CCDBG Act of 2014 will require leadership and coordination between the child care assistance program and other child- and family-serving agencies, services, and supports at the state and local levels. ACF recognizes that each grantee must identify the most appropriate entities and individuals to lead and participate in implementation based on the context within that State or Territory. This will include those that manage various components of CCDF-funded activities and requirements (fiscal, subsidy, health and safety monitoring, and continuous quality improvement) as well as other public and private partners.

This section collects information to help ACF understand the stakeholders convened and consulted to develop the Plan, where authority lies to make policy decisions and program changes, and who is responsible for implementing the blueprint for action the Plan describes. For example, the law requires that, at the option of the Tribes, State/Territory Lead Agencies must collaborate and coordinate with Indian tribes or tribal organizations in the State in a timely manner in the development of the CCDF Plan. ACF expects that new requirements in the law will necessitate that grantees build partnerships with other agencies and organizations to better link the children and families receiving financial assistance to information, services and resources regarding other programs for which they may be eligible, including developmental screenings for children, and other resources (also in section 2). In addition, States and Territories must describe how public-private partnerships are being used to increase the supply and quality of child care services.

1.1 CCDF Leadership

The Governor of a State or Territory shall designate an agency (which may be an appropriate collaborative agency), or establish a joint inter-agency office, to represent the State (or Territory) as the Lead Agency. The Lead Agency agrees to administer the program in accordance with applicable Federal laws and regulations and the provisions of this Plan, including the assurances and certifications appended hereto. (658D, 658E(c)(1))

Name of Lead Contact [Alejandra Rebolledo Rea, Deputy Division Director](#)

Subsidy/Financial Assistance (section 3 and section 4)

Agency/Department/Entity [Children, Youth and Families Department, Early Childhood Services - State Administrator](#)

Name of Lead Contact [Reagan Smetak, Bureau Chief, Child Care Services Bureau](#)

Licensing/Monitoring (section 5)

Agency/Department/Entity [Children, Youth and Families Department, Early Childhood Services - State Administrator](#)

Name of Lead Contact [Reagan Smetak, Bureau Chief, Child Care Services Bureau](#)

Child Care Workforce (section 6)

Agency/Department/Entity [Children, Youth and Families Department, Early Childhood Services, State Co-Administrator](#)

Name of Lead Contact [Alejandra Rebolledo Rea, Deputy Division Director](#)

Quality Improvement (section 7)

Agency/Department/Entity [Children, Youth and Families Department, Early Childhood Services, State Co-Administrator](#)

Name of Lead Contact [Alejandra Rebolledo Rea, Deputy Division Director](#)

Grantee Accountability/Program Integrity (section 8)

Agency/Department/Entity [Children, Youth and Families Department, Early Childhood Services - State Administrator](#)

Name of Lead Contact [Reagan Smetak, Bureau Chief Child Care Services Bureau](#)

1.2 CCDF Policy Decision Authority

The Lead Agency has broad authority to administer (i.e., establish rules) and operate (i.e., implement activities) the CCDF program through other governmental, non-governmental, or other public or private local agencies as long as it retains overall responsibility for the administration of the program. (658D(b))

1.2.1 Which of the following CCDF program rules and policies are set or established at the State/Territory versus the local level?

In other words, identify whether CCDF program rules and policies are established by the state or territory (even if administered or operated locally) or whether the CCDF policies or rules are established by local entities (such as counties or workforce boards) setting those policies. Check one.

All program rules and policies are set or established at the State/Territory level.

Some or all program rules and policies are set or established by local entities. If checked, indicate which entities establish the following policies. Check all that apply.

Eligibility rules and policies (e.g., income limits) are set by the:

State/Territory

County.

If checked, describe the type of eligibility policies the county can set

N/A

Other local entity (e.g., workforce boards, early learning coalitions).

If checked, identify the entity (e.g. workforce board) and describe the type of eligibility policies the local entity(ies) can set

N/A

Other.

Describe:

N/A

Sliding fee scale is set by the:

State/Territory

County

If checked, describe the type of sliding fee scale policies the county can set

N/A

Other local entity (e.g., workforce boards, early learning coalitions).

If checked, identify the entity (e.g. workforce board) and describe the type of sliding fee scale policies the local entity(ies) can set

N/A

Other.

Describe:

N/A

Payment rates are set by the:

State/Territory

County.

If checked, describe the type of payment rate policies the county can set

N/A

Other local entity (e.g., workforce boards, early learning coalitions).

If checked, identify the entity (e.g. workforce board) and describe the type of payment rate policies the local entity(ies) can set

N/A

Other.

Describe:

N/A

Other.

List and describe (e.g., quality improvement systems, payment practices):

The CYFD pays child care providers on a monthly basis, according to standard practice for the child care industry. Payment is based on the child's enrollment with the provider as reflected in the contract, rather than daily attendance. Most contracts reflect a month of service and are paid on this basis. However, contracts may be closed or opened at any time during the month.

Payments are issued to the provider. 99.5% of all Providers receive their payment through Electronic Funds Transfer (EFT) or Debit card, so that their payments are electronically deposited into their bank accounts on a monthly basis. Those that don't participate in EFT or Debit card are mailed a check on a monthly basis. All providers are

to be on direct deposit by the end of the fiscal year. A paper check is only issued on an emergency basis.

The CYFD pays a differential rate per child per month for full time care above the base reimbursement rate to providers achieving higher Star levels by meeting essential elements of quality. In order to continue at the quality reimbursement rates, a provider must meet the most recent eligibility requirements and Star level criteria.

1.2.2 How is the CCDF program operated in your State/Territory?

In other words, which agency(ies) implement or perform these CCDF services and activities and how will the State/Territory ensure that Federal CCDF requirements are fully implemented by other governmental or nongovernmental agencies. ACF recommends minimizing differences in eligibility or other policies across counties or other jurisdictions to ease family burden and confusion. Check all that apply. and describe the services performed by the entity and how the State/Territory ensures accountability that federal requirements are fully implemented by other agency(ies).

a) Who determines eligibility?

CCDF Lead Agency

TANF agency

Describe.

N/A

Other State/Territory agency.

Describe.

N/A

Local government agencies such as county welfare or social services departments

Describe.

N/A

Child care resource and referral agencies

Describe.

N/A

Community-based organizations

Describe.

N/A

Other.

Describe.

N/A

b) Who assists parents in locating child care (consumer education)?

CCDF Lead Agency

TANF agency

Describe.

N/A

Other State/Territory agency.

Describe.

N/A

Local government agencies such as county welfare or social services departments

Describe.

N/A

Child care resource and referral agencies

Describe.

The New Mexico Kids Child Care Resource & Referral maintains a statewide database of child care providers that are licensed or registered by the Children, Youth and Families Department (CYFD), and continue to maintain their status with their respective regulatory agency. This database is used to provide courtesy referrals to anyone who requests referrals at no cost to either child care providers or referral clients. Child care providers share the information that is included in the database and that information is used to help refer families to providers that might meet the needs of their children. Child care providers and their information appear on this list on a voluntary basis.

Community-based organizations

Describe.

N/A

Other.

Describe.

N/A

c) Who issues payments?

CCDF Lead Agency

TANF agency

Describe.

N/A

Other State/Territory agency.

Describe.

N/A

Local government agencies such as county welfare or social services departments

Describe.

N/A

Child care resource and referral agencies

Describe.

N/A

Community-based organizations

Describe.

N/A

Other.

Describe.

N/A

1.3 Consultation in the Development of the State Plan

The Lead Agency is responsible for developing the CCDF plan which serves as the application for a three-year implementation period. In the development of the CCDF plan, the Lead Agency shall consult with appropriate representatives of units of general purpose local government. (658D(b)(2)) General purpose local governments is defined by the U.S. Census at https://www.census.gov/newsroom/cspan/govts/20120301_cspan_govts_def_3.pdf The CCDBG Act of 2014 added a requirement that States consult with the State Advisory Council on Early Childhood Education and Care (pursuant to 642B(b)(1)(A)(i) of the Head Start Act).

658E(c)(2)(R) In addition, States shall, at the option of an Indian tribe or tribal organization in the State, collaborate and coordinate with such Indian tribe or tribal organization in the development of the State plan in a timely manner. (658D (b)(1)(E))

1.3.1 Check who and describe how the Lead Agency consulted with these entities in the development of the CCDF Plan (check all that apply).

For example, did the entity participate in a drafting committee, review drafts, sign off on the final version, or develop a memorandum of understanding with the Lead Agency to meet requirements to share information or services for CCDF subsidy families, or other manner of participation? This list includes entities required by law along with a list of optional CCDF Plan consultation partners that Lead Agencies potentially would consult with in their developing their CCDF Plan.

[REQUIRED] Appropriate representatives of general purpose local government, which can include counties, municipalities or townships/towns

Describe:

Representatives from local government were specifically invited to the public hearing for the State Plan and encouraged to provide input. In addition, local government officials were invited to participate in separate meetings prior to the public hearing, at their request. They were provided with a link to the draft of the State Plan prior to the public hearing. Letters were sent to all Mayors and County Managers within the state. No one responded, participated or was consulted for the plan.

[REQUIRED IF APPLICABLE] State Advisory Council on Early Childhood Education and Care (pursuant to 642B(b)(1)(A)(i) of the Head Start Act).

Describe:

Representatives from the Early Learning Advisory Council (ELAC) were specifically invited to the public hearing for the State Plan and encouraged to provide input. In addition, ELAC representatives were invited to participate in separate meetings prior to the public hearing, at their request. They were provided with a link to the draft of the State Plan prior to the public hearing. ELAC had a representative at the Public Hearing and the representative participated with NMAEYC and NMCCEA in reviewing the plan meeting with CYFD to make suggestions on how the plan could be changed.

If checked, does the Lead Agency have official representation and a decision-making role in the State Advisory Council?

Yes,

No.

If no State Advisory Council on Early Childhood Education and Care (pursuant to 642B(b)(1)(A)(i) of the Head Start Act) exists in your State/Territory, describe how you consulted with any other state- or state-designated cross-agency body such as an advisory council, cross-agency commission, or council or cabinet related to child and family planning and policy

NA

[REQUIRED] Indian tribe(s) and/or tribal organization(s), at the option of individual Tribes.

Describe, including which Tribe(s) you consulted with

Representatives from New Mexico Tribal communities were specifically invited to the public hearing for the State Plan and encouraged to provide input. Tribal representatives were also consulted via a webinar hosted by Region VI. In addition, Tribal representatives were invited to participate in separate meetings prior to the public hearing, at their request. They were provided with a link to the draft of the State Plan prior to the public hearing. No one responded, participated or was consulted for the plan.

Check N/A if no Indian Tribes and/or Tribal organizations in the State

State/Territory agency responsible for public education.

Describe:

Representatives from the New Mexico Public Education Department (NMPED) were specifically invited to the public hearing for the State Plan and encouraged to provide input. There is ongoing collaboration between the Children, Youth and Families Department, NMPED and NMDOH through the implementation of the Race-to-the-Top initiatives. Through this process, representatives from NMDOH Part C and NMPED 619 programs were specifically invited to the public hearing for the State Plan and encouraged to provide input. In addition, NMPED representatives were invited to participate in separate meetings prior to the public hearing, at their request. They were also provided with a link to the draft of the State Plan prior to the public hearing.

- State agency/agencies responsible for programs for children with special needs, including early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool).

Describe:

The New Mexico Department of Health (NMDOH) is responsible for the IDEA Part C, and the New Mexico Public Education Department (NMPED) is responsible for the IDEA Part B Section 619 activities. There is ongoing collaboration between the Children, Youth and Families Department, NMPED and NMDOH through the implementation of the Race-to-the-Top initiatives. Through this process, representatives from NMDOH Part C and NMPED 619 programs were specifically invited to the public hearing for the State Plan and encouraged to provide input. They were provided with a link to the draft of the State Plan prior to the public hearing.

- State/Territory institutions for higher education, including community colleges.

Describe:

The Children, Youth and Families Department (CYFD) coordinates New Mexico's Higher Education Taskforce. The Taskforce has one representative from each University and College in New Mexico responsible for providing coursework to early childhood professionals following the New Mexico Early Childhood Career Path. The Taskforce meets once per month to assess the New Mexico's Early Childhood workforce, their needs, status and to set up goals to meet those needs. Through this process, representatives from the New Mexico Department of Higher Education were specifically invited to the public hearing for the State Plan and encouraged to provide input. They were provided with a link to the draft of the State Plan prior to the public hearing.

- State/Territory agency responsible for child care licensing.

Describe:

The Children, Youth and Families Department, Early Childhood Services administers child care licensing and staff were instrumental in the State Plan development. They provided valuable input throughout the entire plan development process, and attended the public hearing for the State Plan.

- State/Territory office/director for Head Start State collaboration

Describe:

The Head Start Collaboration Office for New Mexico is within the Children, Youth and Families Department, Office of Child Development. As Co-Administrator of the Child Care and Development Fund (CCDF), the Bureau Chief and the Head Start Collaboration

staff were involved in providing input throughout the development of the State Plan and participated in the public hearing for the State Plan. They were provided with a link to the draft of the State Plan prior to the public hearing.

- State/Territory/local agencies with Early Head Start-Child Care Partnerships grants.

Describe:

Representatives from the Early Head Start - Child Care Partnerships were specifically invited to the public hearing for the State Plan and encouraged to provide input. In addition, participants were invited to participate in separate meetings prior to the public hearing, at their request. They were provided with a link to the draft of the State Plan prior to the public hearing. No one responded or attended the public hearing. They were no consulted.

- State/Territory agency responsible for Child and Adult Care Food Program (CACFP).

Describe:

The Children, Youth and Families Department, Family Nutrition Office administers the Child and Adult Care Food Program (CACFP). The staff was instrumental in the State Plan development. They provided valuable input throughout the entire State Plan development process, and attended the public hearing for the State Plan.

- State/Territory agency responsible for WIC, nutrition (including breast-feeding support), and childhood obesity prevention

Describe:

Representatives from the New Mexico Department of Health, Public Health Division, and Family Health Bureau were specifically invited to the public hearing for the State Plan and encouraged to provide input. There is ongoing collaboration between the Children, Youth and Families Department, NMPED and NMDOH through the implementation of the Race-to-the-Top initiatives. Through this process, representatives from NMDOH Part C and NMPED 619 programs were specifically invited to the public hearing for the State Plan and encouraged to provide input. They were provided with a link to the draft of the State Plan prior to the public hearing.

- Other Federal, State, local and/or private agencies providing early childhood and school-age/youth serving developmental services.

Describe:

NA

- State/Territory agency responsible for implementing the Maternal and Child Home Visitation programs grant

Describe:

Representatives from the New Mexico Department of Health's Maternal and Child Health Early Childhood Systems Program and the Children, Youth and Families Department, Office of Child Development provide oversight of New Mexico's Home Visiting Program. Representatives of both programs were specifically invited to the public hearing for the State Plan and encouraged to provide input. They were provided with a link to the draft of the State Plan prior to the public hearing.

- Agency responsible for Medicaid/Early and Periodic Screening, Diagnostic and Treatment (EPSDT).

Describe:

NA

- McKinney-Vento State coordinators for Homeless Education.

Describe:

Representatives from McKinney-Vento and the New Mexico Public Education Department were specifically invited to the public hearing for the State Plan and encouraged to provide input. They were provided with a link to the draft of the State Plan prior to the public hearing. In addition, McKinney-Vento representatives were invited to participate in separate meetings prior to the public hearing, at their request. The McKinney-Vento representative is with NMPED. She was consulted and participated in developing procedures on how to work with Homeless population in the state.

- State/Territory agency responsible for public health.

Describe:

The Director of the New Mexico Department of Health (NMDOH), Public Health Division served in the Early Learning Advisory Council throughout the Child Care and Development Fund (CCDF) planning process. Representatives from the Public Health Division were specifically invited to the public hearing for the State Plan and encouraged to provide input. They were provided with a link to the draft of the State Plan prior to the public hearing. In addition, NMDOH representatives were invited to participate in separate meetings prior to the public hearing, at their request.

- State/Territory agency responsible for mental health.

Describe:

Representatives from the New Mexico Department of Health (NMDOH), Behavioral Health Services Division and the Children, Youth and Families Department, Infant/Early Childhood Mental Health programs were specifically invited to the public hearing for the State Plan and encouraged to provide input. They were provided with a link to the draft of the State Plan prior to the public hearing. In addition, NMDOH Behavioral Health Services representatives were invited to participate in separate meetings prior to the public hearing, at their request.

State/Territory agency responsible for child welfare.

Describe:

Representatives from Children, Youth and Families Department, Protective Services Division (PSD) were specifically invited to the public hearing for the State Plan and encouraged to provide input. Representatives from PSD participated in the planning of working with Protective Services Children with CCDF funds. They were provided with a link to the draft of the State Plan prior to the public hearing.

State/Territory liaison for military child care programs.

Describe:

NA

State/Territory agency responsible for employment services/workforce development.

Describe:

Representatives from the New Mexico Workforce Solutions were specifically invited to the public hearing for the State Plan and encouraged to provide input. They were provided with a link to the draft of the State Plan prior to the public hearing. In addition, New Mexico Workforce Solutions representatives were invited to participate in separate meetings prior to the public hearing, at their request. There was no response from Workforce Solutions and they did not come to the Public Hearing. They did not participate.

State/Territory agency responsible for Temporary Assistance for Needy Families (TANF).

Describe:

Representatives from the New Mexico Human Services Department's (NMHSD) Income Support Division (ISD) were specifically invited to the public hearing for the State Plan and encouraged to provide input. They were provided with a link to the draft of the State

Plan prior to the public hearing. In addition, NMHSD representatives were invited to participate in separate meetings prior to the Public Hearing, at their request. Representatives from the ISD met with CYFD to discuss the TANF guidelines in the NPRM and they made comment for the public hearing to change some wording about TANF.

State/community agencies serving refugee or immigrant families.

Describe:

The Children, Youth and Families Department has Migrant and Seasonal Farmworker children and families who are served under Migrant and Seasonal Head Start (MSHS) programs. The Texas Migrant Council representatives were specifically invited to the public hearing for the State Plan and encouraged to provide input. They were provided with a link to the draft of the State Plan prior to the public hearing. In addition, MSHS representatives were invited to participate in separate meetings prior to the public hearing, at their request.

Child care resource and referral agencies.

Describe:

Representatives from the New Mexico Kids and UNM Continuing Education Hub responsible for the Child Care Resource and Referral (CCR&R) service, as well as the four regional Child Care Training and Technical Assistance programs (CCTTAP), were specifically invited to the public hearing for the State Plan and encouraged to provide input. In addition, CCR&R representatives were invited to participate in separate meetings prior to the public hearing, at their request. UNM is contracted by CYFD for the CCR&R program and the CCTTAP program. We receive continuous feedback from them as they work with us.

Provider groups or associations.

Describe:

Representatives from the American Federation of State, County, and Municipal Employees (AFSCME), the union representing home child care providers, were specifically invited to the public hearing for the State Plan and encouraged to provide input. They were provided with a link to the draft of the State Plan prior to the public hearing. In addition, AFSCME representatives were invited to participate in separate meetings prior to the public hearing, at their request. A Union representative was present

at the Public Hearing and when asked for comment he said he did not have any comments. He was fine with what had been presented.

Worker organizations.

Describe:

Representatives from the New Mexico Association for the Education of Young Children (NMAEYC), the New Mexico Child Care and Education Association (NMCCEA), the New Mexico Early Care and Learning Association (NMECLA), and the Latino/Hispano Education Improvement Taskforce, Quality Education and Learning Association, were specifically invited to the public hearing for the State Plan and encouraged to provide input. In addition, provider group and association representatives were invited to participate in separate meetings prior to the public hearing, at their request. NMAEYC and NMCCEA had a representative at the Public Hearing and the representatives participated in reviewing the plan and making suggestions on how the plan could be changed. NMECLA made comments at the Public Hearing and were fine with their comments being heard.

Parent groups or organizations.

Describe:

Representatives from Parents Reaching Out and the Working Parents Association were specifically invited to the public hearing for the State Plan and encouraged to provide input. They were provided with a link to the draft of the State Plan prior to the public hearing. In addition, parent organization representatives were invited to participate in separate meetings prior to the public hearing, at their request. Members from Ole', Working Parents Association were present at the Public Hearing. Their comments were considered and changes were made to the Plan.

Other.

Describe:

Representatives from the Kellogg Foundation, Los Alamos National Laboratory Foundation, Thornburg Foundation and the New Mexico Association for the Education of Young Children's TEACH® were specifically invited to the public hearing for the State Plan and encouraged to provide input. All representatives were provided with a link to the draft of the State Plan prior to the public hearing. In addition, representatives were invited

to participate in separate meetings prior to the public hearing, at their request. No one responded, participated or was consulted for the plan

1.3.2. Describe the Statewide/Territory-wide public hearing process held to provide the public an opportunity to comment on the provision of child care services under this Plan (658D(b)(1)(C)).

Lead Agencies are required to hold at least one public hearing in the State/Territory with sufficient State/Territory-wide distribution of notice prior to such hearing to provide the public an opportunity to comment on the provision of child care services under the CCDF Plan. At a minimum, the description should include:

a) Date(s) of notice of public hearing: [12/30/2015](#)

Reminder - Must be at least 20 calendar days prior to the date of the public hearing.

b) How was the public notified about the public hearing, including how notice was accessible for people with disabilities? Please include website links if utilized to provide notice.

[Public hearing notices were posted on the www.NewMexicoKids.org, www.earlylearningnm.org, and www.cyfd.org websites. Public hearing announcements were also placed in the New Mexico Register, and the Albuquerque Journal. If you are a person with a disability and you require this information in an alternative format or require special accommodations to participate in the public hearing, please contact Early Childhood Services at 800-832-1321. CYFD requests at least 10 days advance notice to provide requested alternative formats and special accommodations. Roundtable meetings were held in 17 cities around the state. These meetings were held to inform providers and parents of the upcoming changes to the CCDF Plan. Participants at the meetings were allowed to make comments at the meeting. They were also given the websites where the plan would be posted, the day of the Public Hearing and the email address and phone number where comments could be made. All comments were considered when finishing the plan.](#)

c) Date(s) of public hearing(s): [02/01/2016](#)

Reminder - Must be no earlier than September 1, 2015 which is 9 months prior to the June

1, 2016 effective date of the Plan.

d) Hearing site(s) or method(s), including how geographic regions of the State/Territory were addressed The Children, Youth and Families Department utilized its hearing site, which is located at 1120 Paseo de Peralta, Santa Fe, NM. This site is centrally located within the State of New Mexico.

e) Describe how the content of the Plan was made available to the public in advance of the public hearing(s) The State Plan was posted on the www.NewMexicoKids.org, www.cyfd.org, and www.earlylearningnm.org websites, and was made available upon request.

f) How will the information provided by the public be taken into consideration in the provision of child care services under this Plan? The State Plan will be amended as needed in response to public feedback. The Children, Youth and Families Department will ensure communication with those who provide feedback on the State Plan.

1.3.3 Describe the strategies used by the Lead Agency to make the CCDF Plan and Plan Amendments available to the public. Check all that apply and describe the strategies below, including any relevant links as examples.

Working with advisory committees.

Describe:

The Children, Youth and Families Department (CYFD), Office of Child Development coordinates with the New Mexico Early Learning Advisory Council (ELAC), which provides recommendations on the development of a high quality, comprehensive early care and learning system. This coordination ensures statewide alignment within the early childhood programs comprising the Early Care and Learning System (Early Learning New Mexico-see <http://www.earlylearningnm.org/>). This coordination also includes the Early/Migrant/Head Start, Child Care, PreK (New Mexico Public Education Department and CYFD), IDEA Part C and PartB/619, Title I, and Home Visiting program. The Plan overview was discussed during the September 2015 ELAC Meeting. The Child Care and Development Fund (CCDF) Plan and Plan Amendments were made available via www.NewMexicoKids.org and www.cyfd.org websites, and upon request. The CCDF Plan and Plan Amendments were also presented and discussed at the February 1, 2016 public hearing.

Working with child care resource and referral agencies.

Describe:

The Children, Youth and Families Department (CYFD), Office of Child Development provides oversight to all the Child Care Resource and Referral and Child Care Training and Technical

Assistance programs. As Co-Administrators of the Child Care and Development Fund (CCDF), CYFD ensures ongoing communication regarding the CCDF Plan and Plan amendments, including feedback and goal setting for implementation.

Providing translation in other languages.

Describe:

The Children, Youth and Families Department translates public hearing notices into Spanish. There is also a Spanish language interpreter at the public hearings.

Making available on the Lead Agency website.

List the website:

www.cyfd.org; www.newmexicokids.org; and www.earlylearningnm.org.

Sharing through social media (Twitter, Facebook, Instagram, email, etc.).

Describe:

NA

Providing notification to stakeholders (e.g., provider groups, parent groups).

Describe:

The Children, Youth and Families Department sent letters of notice to all stakeholders as listed in Section 1.3.1.

Other.

Describe:

Roundtable meetings were held in 17 cities around the state. These meetings were held to inform providers and parents of the upcoming changes to the CCDF Plan. Participants at the meetings were allowed to make comments at the meeting. They were also given the websites where the plan would be posted, the day of the Public Hearing and the email address and phone number where comments could be made. All comments were considered when finishing the plan.

1.4 Coordination with Partners to Expand Accessibility and Continuity of Care

The CCDBG Act of 2014 added a requirement that the Plan describe how the State/Territory will efficiently, and to the extent practicable, coordinate child care services supported by CCDF with programs operating at the Federal, State/Territory, and local levels for children in the programs listed below.

1.4.1 Check who and describe how your State/Territory coordinates or plans to efficiently coordinate child care services with the following programs to expand accessibility and continuity of care, and assist children enrolled in early childhood programs to receive full-day services that meet the needs of working families. (658E(c)(2)(O))

Please describe the goals of this coordination, such as extending the day or year of services for families; smoothing transitions for children between programs or as they age into school, enhancing and aligning quality of services, linking comprehensive services to children in child care settings or developing supply of quality care for vulnerable populations. NOTE that this list appears similar to the list provided in 1.3.1 which focused on consultation for purposes of developing the CCDF Plan, however, this list includes entities required by law, along with a list of optional CCDF Plan coordination partners that Lead Agencies potentially would coordinate with over the next 3 years to expand accessibility and continuity of care, and assist children enrolled in early childhood programs to receive full-day services. Check and describe all that apply.

- [REQUIRED] Programs operating at the Federal, State and local levels for children in pre-school programs (e.g., state-or locally-funded pre-k, Head Start, school-based programs, public and private preschools, programs serving preschool children receiving special education services, etc.).

Describe:

The New Mexico PreK program is a voluntary program created by the Pre-Kindergarten Act of 2005 and jointly administered by the Children, Youth and Families Department (CYFD) and the New Mexico Public Education Department. The purpose of PreK is to ensure that every child in New Mexico has the opportunity to attend a high quality early childhood program before entering kindergarten.

In 2015, CYFD began piloting Early PreK services for three year olds, following the format and scope of the New Mexico PreK. In addition, PreK and Early PreK offer families the option of extended day services. The main role of the Head Start Collaboration Office/Director is to work and partner with state agencies and local entities through the Communication, Access and Systems program. Head Start programs have increasingly supported partnerships between child care and Head Start programs. The goal of the partnerships is to create high quality, seamless services for low-income children and their families.

The six (6) Head Start priorities include:

1. Partnering with state child care systems emphasizing the Early Head Start-Child Care Partnership Initiatives (EHS-CC)
2. Working with state efforts to collect data regarding early childhood programs and child outcomes
3. Supporting the expansion and access of high quality, workforce and career development opportunities for staff
4. Collaborating with the state Quality Rating Improvement Systems (QRIS)
5. Working with state school systems to ensure continuity between Head Start and Kindergarten Entrance Assessment (KEA)
6. Any additional regional priorities

Child Care Assistance regulations were amended to modify the "units of service" to expand The Children, Youth and Families Department's part time category to increase the hours of care to support our school-based programs and ensure extended coverage for children and families.

The Children, Youth and Families Department will also amend the Child Care Assistance regulations to include a 12 month recertification, which will support the continuity of care for children.

[REQUIRED IF APPLICABLE] Tribal early childhood programs.

Describe, including which Tribes coordinating with:

Tribal representatives have been included in all Task Forces established by the Children, Youth and Families Department (CYFD) to implement the Early Learning Guidelines, and the revision of the Quality Rating and Improvement Systems (QRIS).

CYFD is working closely with the Jemez Pueblo, who has been granted funds through ACF for the establishment of home visiting programs.

CYFD is currently holding quarterly meetings with the Navajo Nation Child Care and Development Fund (CCDF) Compliance Officer to discuss child care centers located in the Navajo Nation who are receiving State CCDF funds.

CYFD communicates to all Tribal communities that they are welcome to participate in the FOCUS/TQRIS, if they are licensed and take advantage of the training and technical assistance that New Mexico offers.

Check N/A if no Indian Tribes and/or Tribal organizations or programs in the State.

[REQUIRED] Other Federal, State, local early childhood programs serving infants and toddlers with disabilities.

Describe:

The Children, Youth and Families Department's FOCUS New Mexico's Tiered Quality Rating and Improvement System (TQRIS) was developed to foster program leadership, cultivate teacher quality, and support positive outcomes for all children. FOCUS has established Standards of Quality for Early Learning and Development Programs.

One of the essential elements of quality specified in the FOCUS Standards is the provision of full participation of each child including practices for children with developmental delays or disabilities.

- **Definition:** Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability to participate in a broad range of activities and contexts as full members of families, communities, and society (DEC/NAEYC, 2009).
- **Rationale:** Children with disabilities should experience the same quality preschool classroom program (presumably high quality) as typically developing children (Bailey et al., 1998), become members of the classroom community through participation in class activities (Schwartz, 1996), and develop positive social relationships with class members and teachers (Guralnick, 1999; Storey, 1993).

In 2008, New Mexico was selected as a SpecialQuest Birth-Five State Leadership Team. The state was also awarded the National Professional Development Center on Inclusion (NPDCI) grant. Initial collaboration across these two initiatives led to a coordinated plan of action. Each initiative has separate workgroups that focus on specific priorities using the various resources available. Many State Leadership Team members served on both SpecialQuest and NPDCI workgroups and participated in collaborative activities.

The SpecialQuest State Leadership Team has developed plans and strategies to increase inclusive opportunities for children with special needs from birth to age five in early care settings.

The New Mexico Partnership Guide for Inclusion supports the alliance among early care and education practitioners and administrators working together to assist young children under the age of five in attaining their joint goal of positive developmental outcomes for children.

The New Mexico Partnership Guide provides a roadmap for direct service delivery partners and administrators in building more coordinated service delivery for children. This guide can be used by the partners to:

- Communicate effectively with each other and with families.
- Work together in planning and implementing for Individual Family Service Plans (IFSPs) for children from birth to age three, and Individual Educational Programs (IEPs) for children age three to age five.
- Work together to support a child's access and full participation in center-based care, activities, and routines.
- Support individual children and families in developing skills to be active participants in their community.
- Work together to build infrastructure and systems needed to support inclusive services.

In New Mexico, Part C early intervention services are provided under the Department of Health Family Infant Toddler (FIT) Program. The FIT Program is a state and federally funded entitlement program for families whose child is under the age of three and has or is at risk for a developmental delay or disability. Early intervention services are provided in natural environments (where the child lives, learns and plays), and includes the child care setting.

[REQUIRED] Early childhood programs serving homeless children (as defined by the McKinney-Vento Homeless Education Assistance Act).

Describe:

The Children, Youth and Families Department (CYFD) works with the New Mexico Public Education Department (NMPED) McKinney-Vento representatives and the New Mexico Coalition to End Homelessness in outreach efforts to identify homeless children and ensure they receive all eligible resources. CYFD has assigned a liaison who is responsible for participating in New Mexico Coalition to End Homelessness, and NMPED McKinney-Vento related meetings, workshops, and conferences. The collaborative effort allows the partnership to share resources including staff cross-training, and printed collateral materials.

[REQUIRED] Early childhood programs serving children in foster care.

Describe:

The Children, Youth and Families Department (CYFD), Protective Services provides oversight of child care for children and families receiving services to address child maltreatment safety and risk factors. CYFD Protective Services supports children and families by enabling parents/guardians to participate in activities which are part of the comprehensive treatment plan; enable foster parents to maintain employment, obtain job training and/or attend educational programs while children are in placement in the home; provide childcare as crisis intervention for those families who lack other resources, are at risk of child maltreatment, and unable to provide adequate care for their child(ren). CYFD provides protective services child care without regard to income eligibility, the assessment of need for the child and family or foster family, and as appropriate and to maintain stability of a

placement. Child care providers are licensed or certified by CYFD.

State/Territory agency responsible for child care licensing.

Describe:

The Children, Youth and Families Department establishes and enforces all state licensing regulations.

State/Territory agency with Head Start State collaboration grant.

Describe:

The Children, Youth and Families Department (CYFD) collaborates with the Head Start Collaboration Office in support of the following six (6) priorities:

- **Priority 1 - Partner with State child care systems, emphasizing EHS-CC Partnerships:**By partnering with child care through the EHS CC partnerships, CYFD relationship building with state-wide agencies and services is reinforced so all families are able to access many of the comprehensive services to support their child's healthy development.
- **Priority 2 - Work with state efforts to collect data regarding Early Childhood Education (ECE) programs and child outcomes:** Head Start heavily invests in the collection of data. This data helps inform states to better meet the needs of children (from birth to school age) from low income families. Without the Head Start data, a large part of the planning process for young families could be missing from the CYFD's process in meeting the needs of all families.
- **Priority 3 - Support the expansion and access of high quality, workforce and career development opportunities for staff:** Quality ECE depends on having a workforce that is well equipped with the skills, knowledge, and dispositions necessary to support the healthy development and learning of young children and their families. This goal is intended to provide support to grantees to enable them to meet the requirements as outlined in the Head Start Act 2007 and the Head Start Program Performance Standards.
- **Priority 4 - Collaborate with Quality Rating and Improvement System (QRIS):** QRIS is designed to provide a way for families to assess a program's strengths and make informed decisions to meet the needs of their family and child(ren). Including Head Start/Early Head Start (HS/EHS) in QRIS allows families to have the full list of options available as they make decisions regarding the best alternatives for care for their child(ren).
- **Priority 5 - Work with the state school systems to ensure continuity:** The partnerships that the Head Start Collaboration offices develop with State Education Agencies and Pre-K programs help to build and support connections and relationships between schools, families, and classroom teachers, which in turn increases the likelihood of continuity between Head Start and Kindergarten Entrance Assessment (KEA) goals. The Head Start Collaboration office supports this work through the statewide relationships that then translate to local grantees.
- **Priority 6 - State Priorities:** Alignment of the Head Start Programs within the Early Learning system is a cross-sector approach to connecting Head Start programs with

State Quality Systems.

State Advisory Council authorized by the Head Start Act.

Describe:

In 2011, the New Mexico Early Childhood Care and Education Act was enacted to create the Early Learning Advisory Council Senate Bill 120 (SB120).

New Mexico's SB120 states that an early childhood care and education system is vital in ensuring that every New Mexico child is eager to learn and ready to succeed by the time that child enters kindergarten, that high-quality early learning experiences have been proven to prepare children for success in school and later in life, and that cost-benefit research demonstrates a high return on investment for money spent on early childhood care and education for at-risk children.

In addition to any responsibilities assigned to the Council by the Governor of New Mexico

The State Advisory Council shall:

- Conduct a periodic statewide needs assessment concerning the quality and availability of early childhood education and development programs and services for children from birth to school entry.
- Identify opportunities for, and barriers to, collaboration and coordination among Federally-funded and State-funded child development, child care, and early childhood education programs and services, including collaboration and coordination among State agencies responsible for administering such programs.
- Develop recommendations for increasing the overall participation of children in existing federal, state, and local child care and early childhood education programs, including outreach to underrepresented and special populations.
- Develop recommendations regarding the establishment of a unified data collection system for public early childhood education and development programs and services throughout the state.
- Develop recommendations regarding statewide professional development and career advancement plans for early childhood educators in the state.
- Assess the capacity and effectiveness of 2- and 4-year public and private institutions of higher education in the state toward supporting the development of early childhood educators, including the extent to which such institutions have in place articulation agreements, professional development and career advancement plans, and practice or internships for students to spend time in a Head Start or pre-kindergarten program.
- Make recommendations for improvements in state early learning standards and undertake efforts to develop high-quality comprehensive early learning standards, as appropriate.
- The State Advisory Council shall hold public hearings and provide an opportunity for public comment on the activities.

State/Territory/local agencies with Early Head Start-Child Care Partnerships grants.

Describe:

The Head Start Collaboration Office, the Child Care Quality Program, and the Children, Youth and Families Department Child Care Licensing Bureau support local partnerships between Early Head Start programs and child care programs to increase the number of infants and toddlers in high quality early learning programs. Early Head Start-Child Care Partners are being supported as they start participating in FOCUS-TQRIS.

New Mexico was awarded four (4) Early Head Start - Child Care Partnership Grants:

1. Albuquerque Youth Development, Inc.
2. Espanola - Santa Clara Pueblo
3. Las Cruces - La Clinica de Familia
4. Ruidoso - Region IX Education Cooperative

McKinney-Vento State coordinators for Homeless Education or local educational agency McKinney-Vento liaisons

Describe:

The New Mexico Public Education Department (NMPED) is the McKinney-Vento liaison for the Children, Youth and Families Department (CYFD). CYFD works with the NMPED McKinney-Vento representatives and the New Mexico Coalition to End Homelessness in outreach efforts to identify homeless children and ensure they receive all eligible resources. CYFD has assigned a liaison who is responsible for participating in New Mexico Coalition to End Homelessness, and NMPED McKinney-Vento related meetings, workshops, and conferences. The collaborative effort allows the partnership to share resources including staff cross-training, and printed collateral materials.

Child care resource and referral agencies.

Describe:

The Children, Youth and Families Department, Office of Child Development provides oversight to all the Child Care Resource and Referral and Child Care Training and Technical Assistance programs. As Co-Administrators of the Child Care and Development Fund (CCDF), ongoing communication regarding the CCDF Plan and Plan amendment, feedback and goal setting for CCDF implementation has taken place.

NewMexicoKids Network

The NewMexicoKids Network (NMKids) helps every local community throughout New Mexico more effectively address its early childhood care and education issues and services.

NMKids coordinates a statewide professional network among New Mexico's four Early Childhood Training and Technical Assistance Programs (TTAPs), NewMexicoKids Child Care Resource and Referral, and the www.newmexicokids.org website.

Training & Technical Assistance Programs

NMKids Training and Technical Assistance Program (TTAP) agencies are committed to offering early care educators a broad range of services. The current focus of all TTAPs is to provide valuable training for early care educators throughout the state. The TTAPs are funded through the State of New Mexico's Children, Youth and Families Department, Early Childhood Services/Office of Child Development.

NewMexicoKids Child Care Resource and Referral (NMKids CCR&R)

The NMKids CCR&R program maintains a statewide database of child care providers that are licensed or registered by recognized regulatory agencies in the state of New Mexico. This database is used to provide courtesy referrals to anyone who requests them at no cost to either child care providers or referral clients. Child care providers share specific information that helps tailor the match to the provider and meet the needs of the children. Child care providers and their information appear on this list on a voluntary basis.

NMKids PreK Support

Since 2006, the goal of the New Mexico PreK Initiative is to provide every four-year old the opportunity to attend a high quality PreK program. Please see www.newmexicoprek.org.

State/Territory agency responsible for public education.

Describe:

The New Mexico Public Education Department (NMPED) is the New Mexico State agency that oversees the State's public schools. The Children, Youth and Families Department (CYFD) coordinates all efforts pertaining to the delivery of services with the NMPED through coordinated efforts in PreK services offered by community programs and public schools. The initiative is collaboratively administered by CYFD and the NMPED.

In addition, under the New Mexico Race-to-the-Top Early Learning Challenge Grant (RTT ELC), which is administered by the U.S. Department of Health and Human

Services/Department of Education, CYFD is supported in establishing statewide systems that raise the quality of early learning and development programs, and increase the access to highquality care and education programs for children with high needs. The goal is for all children to enter kindergarten ready to succeed. In New Mexico, the grant was divided among three state agencies: NMPED, CYFD and the New Mexico Department of Health. Grant funds are used to support the following:

- TQRIS/FOCUS pilot program
- CYFD early childhood Investment Zones
- Professional Development
- Crossagency early childhood data system
- Universal kindergarten assessment tool

State/Territory institutions for higher education, including community colleges.

Describe:

The Children, Youth and Families Department's (CYFD) Office of Child Development (OCD) works collaboratively with the State Department of Education, New Mexico Department of Health, New Mexico Department of Labor, and higher education and community programs to establish a five-year plan for Early Care, Education and Family Support Professional Development.

The OCD was created by statute in 1989, funded July of 1990, and became operational in November 1990. Since 1990, CYFD coordinates the New Mexico Higher Education Taskforce. The Taskforce has one representative from each university and college in New Mexico responsible for providing coursework to early childhood professionals following the New Mexico Early Childhood Career Path.

State/Territory agency responsible for Child and Adult Care Food Program (CACFP).

Describe:

The funds provided through the Child and Adult Care Food Program (CACFP) help ensure eligible children and adults receive nutritious meals that meet USDA meal pattern requirements. Institutions eligible to participate in the program include school food authorities, local government entities, private non-profit organizations (such as faith-based organizations, Boys & Girls Clubs and community action agencies), Head Start programs and certain for-profit institutions that meet eligibility requirements. Through agreements with community-based non-profit organizations and eligible for-profit organizations, the CACFP provides reimbursement to child care providers for nutritious meals and snacks served to low-income children in child care settings. Such settings include child care centers, Head

Start programs, family child care homes, after school programs and emergency shelters.

- State/Territory agency responsible for WIC, nutrition (including breast-feeding support), and childhood obesity prevention.

Describe:

The New Mexico Department of Health is the state agency responsible for WIC, nutrition, and childhood obesity prevention. As part of the FOCUS-TQRIS, collaboration with WIC is taking place to develop breast-feeding support for families including storage and transportation of breast milk, setting up breast feeding areas and providing information to families about the importance of breast-feeding.

- Other Federal, State, local and/or private agencies providing early childhood and school-age/youth serving developmental services.

Describe:

The New Mexico Public Education Department (NMPED) manages the New Mexico Graduation Reality and Dual-Role Skills System (NM GRADS). NM GRADS provides statewide structural support for expectant and parenting teens (both male and female), including in-school, for credit course work. Included in their goals is healthy babies and families, promoting healthy multi-generational parenting skills, reducing the number of low birth-weight babies, and providing access to safe competent child care. These goals are consistent with Children, Youth and Families Department's (CYFD) Home Visiting and FOCUS-TQRIS goals. CYFD is partnering with NMPED to coordinate access to Home Visiting and quality child care, either onsite or in close proximity, and provide support to access the Child Care Assistance program.

- State/Territory agency responsible for implementing the Maternal and Childhood Home Visitation programs grant.

Describe:

In 2009, Governor Bill Richardson designated New Mexico's Children, Youth and Families Department (CYFD) as the "lead agency" for Home Visiting. Rather than adopt a single existing model of Home Visiting, the CYFD led a process to review Home Visiting research and best practices to establish long-term outcomes and program standards that could provide a common framework of service delivery and accountability across all programs. The New Mexico Home Visiting Program is administered by the CYFD in accordance with the New Mexico Home Visiting Accountability Act (2013, Chapter 118). According to the New Mexico Home Visiting Accountability Act, "home visiting" is defined as a program strategy that delivers a variety of informational, educational, developmental, referral and other support services for eligible families who are expecting or who have children who have not yet

entered kindergarten, and is designed to promote child well-being and prevent adverse childhood experiences. Part of this definition includes "comprehensive home visiting standards that ensure high quality service delivery and continuous quality improvement." New Mexico's Home Visiting program is funded through Federal (The Maternal, Infant, and Early Childhood Home Visiting Program (MIECHV) and State (State General Fund and TANF) funds. Regardless of the funding source, New Mexico Home Visiting Programs are required to follow the New Mexico Home Visiting Program Standards. The Home Visiting Programs are required to partner with community agencies and groups that may work with the same families to ensure collaboration, avoid duplication of services, and work with community partners to ensure each family's access to the necessary continuum of family support services.

Agency responsible for Medicaid/Early and Periodic Screening, Diagnostic and Treatment (EPSDT).

Describe:

Health (including vision and hearing) and developmental (including social and emotional) screenings are incorporated in the FOCUS Criteria. Children, Youth and Families Department programs refer families to the local Human Services Department offices for assistance in accessing Medicaid Services, if needed. In addition, the Home Visiting Program works with the local and Regional Human Services Department offices for training and certification to become Presumptive Eligibility / Medicaid On-Site Application Assistance Determiners.

State/Territory agency responsible for public health.

Describe:

The New Mexico Department of Health, Public Health Division, administers and coordinates the Early Childhood Comprehensive Systems (ECCS) grant for New Mexico. The ECCS goal is to build and integrate early childhood service systems that address the critical components of access to comprehensive health services and medical homes; social-emotional development and mental health of young children; early care and education; parenting education; and family support. The ECCS Grant concentrates on the developmental screening activities in early care and education settings statewide by connecting pediatric and other child health leaders with child care health consultants and child care providers to link training and referrals among medical homes, early intervention services, child care programs, and families. The target service population is children from birth to age three.

State/Territory agency responsible for mental health.

Describe:

As the children's behavioral health authority for all children in New Mexico, the Children, Youth and Families Department actively supports and encourages the ongoing development and implementation of effective behavioral health services for infants, toddlers, children, adolescents and transition age youth statewide. The Infant Mental Health Services target the dyadic relationship between the child and the parent (or primary caregiver). These services are grounded in attachment theory and the science of brain development, and they are relationship-based, developmentally appropriate, and trauma-informed. Children in early childhood programs that have suffered a traumatic event, including removal from the parental home, are referred to an Infant Mental Health Team or a Parent Infant Psychotherapy provider depending on availability.

State/Territory agency responsible for child welfare.

Describe:

The Children, Youth and Families Department (CYFD), Protective Services is the state agency responsible for child welfare. CYFD provides child protective services as one part of a treatment plan for children and families receiving services to address child maltreatment safety and risk factors.

The purpose of protective services childcare is:

- To enable parents/guardians to participate in activities which are part of the comprehensive treatment plan.
- To enable foster parents to maintain employment, obtain job training and/or attend educational programs while children are in placement in the home.
- To provide child care as crisis intervention for those families who lack other resources, are at risk of child maltreatment, and unable to provide adequate care for their child.

CYFD provides protective services childcare:

- Without regard to income eligibility
- Depending on the assessment of need for the child and family or foster family
- As appropriate and to maintain stability of a placement

CYFD arranges for child protective services childcare by providers who meet the requirements established by and who are licensed or certified by the CYFD Childcare Services Bureau.

The child's case worker determines an appropriate child care provider in cooperation with the child's family and/or foster family.

CYFD follows the service standards and payment rates for child care that are established by the CYFD Child Care Services Bureau.

CYFD arranges child protective services child care from any of the following approved provider types:

- Licensed family child care
- Certified family child care
- Licensed child care center



State/Territory liaison for military child care programs.

Describe:



State/Territory agency responsible for employment services/workforce development.

Describe:

The New Mexico Department of Workforce Solutions is the state agency responsible for employment programs and workforce development. The Children, Youth and Families Department (CYFD) collaborates with the New Mexico Department of Workforce Solutions by receiving Work Participation Agreements for TANF requirements and provides child care to these clients. CYFD also refers parents in need of employment assistance to the New



Mexico Department of Workforce Solutions.

State/Territory agency responsible for Temporary Assistance for Needy Families (TANF).

Describe:

The New Mexico Human Services Department (NMHSD) is the state agency responsible for TANF. The Children, Youth and Families Department collaborates with NMHSD TANF



administrators and refers parents in need of assistance to NMHSD.

State/Territory community agencies serving refugee or immigrant families

Describe:

The Children, Youth and Families Department (CYFD) works with Head Start/Early Head Start programs throughout New Mexico. These programs represent Migrant and Seasonal Head Starts as well as American Indian and Alaska Native programs. Migrant and Seasonal Head Start (MSHS) was created to respond to the needs of migrant farm worker families. MSHS provides child care services to migrants to ensure that young children are not with their parents in the fields, where they can be exposed to pesticides, hazardous equipment, extreme heat, and other health dangers. MSHS has served migrant children and families since 1969. The Texas Migrant Council (TMC) covers the states of Texas, Ohio, Indiana, New Mexico, Wisconsin, Oklahoma, Iowa and Nevada, CYFD works with TMC coordinating with the centers in Mesquite and Clovis that serve migrant families and ensure they have

access to state initiatives and supports. In addition, CYFD works closely with Title I (Migrant Education) Preschool Programs in the coordination of an aligned Tiered Quality Rating and Improvement System through FOCUS.

Provider groups or associations.

Describe:

The Children, Youth and Families Department (CYFD) collaborates with the New Mexico Association for the Education of Young Children (NMAEYC), New Mexico Child Care and Education Association (NMCCEA), the New Mexico Early Learning Advisory Council (NMELAC) throughout the year on many projects and conferences pertaining to Early Childhood and Public Policy. Each year the NMAEYC holds its annual conference and representatives from CYFD participate, provide presenters and keynote speakers, and translation services. This collaboration promotes the development of local alliances of early childhood professionals, parents, and community partners working together to create community networks of support for young children and their families.

Worker organizations.

Describe:

The Children, Youth and Families Department works with representatives from the American Federation of State, County and Municipal Employees (AFSCME), which is a union representing home child care providers, the Latino/Hispano Education Improvement Taskforce, New Mexico Quality Early Learning Association (QELA).

Parent groups or organizations.

Describe:

Representatives from Parents Reaching Out participate in The Children, Youth and Families Department's statewide efforts such as SpecialQuest, Early Learning Advisory Council, and Communication Stakeholder meetings in the collaboration and coordination of numerous important efforts. Parents Reaching Out is a non-profit organization that works with parents, caregivers, educators, and other professionals to promote healthy, positive and caring experiences for families and children.

Other.

Describe:

N/A

1.5 Optional Use of Combined Funds

The CCDBG Act of 2014 added a provision that States and Territories have the option to combine funding for CCDF child care services with funding for any of the required programs listed in 1.4.1. These include programs operating at the Federal, State and local levels for children in preschool programs, tribal early childhood programs, and other early childhood programs, including those serving infants and toddlers with disabilities, homeless children, and children in foster care. (658E(c)(2)(O))(ii) Combining funds could include blending multiple funding streams, pooling funds, or layering funds together from multiple funding streams in an effort to expand and/or enhance services for children and families to allow for delivery of comprehensive high quality care that meets the needs of children and families. For example, State/Territory agencies may use multiple funding sources to offer grants or contracts to programs to deliver services; a State/Territory may allow county/local government to use coordinated funding streams; or policies may be in place that allow local programs to layer CCDF funds with additional funding sources to pay for full-day, full-year child care that meets Early Head Start/Head Start or State/Territory pre-kindergarten requirements in addition to State/Territory child care licensing requirements. As a reminder, per the OMB Compliance Supplement governing audits

(https://www.whitehouse.gov/omb/circulars/a133_compliance_supplement_2014), CCDF funds may be used in collaborative efforts with Head Start (CFDA 93.600) programs to provide comprehensive child care and development services for children who are eligible for both programs. In fact, the coordination and collaboration between Head Start and the CCDF is mandated by sections 640(g)(2)(D) and (E), and 642(c) of the Head Start Act (42 USC 9835(g)(2)(D) and (E); 42 USC 9837(c)) in the provision of full working day, full calendar year comprehensive services (42 USC 9835(a)(5)(v)). In order to implement such collaborative programs, which share, for example, space, equipment or materials, grantees may blend several funding streams so that seamless services are provided.

1.5.1 Will you combine CCDF funds with the funds for any program with which you coordinate (described in 1.4.1)?

Yes, If yes, describe at a minimum:

How do you define "combine"

[The New Mexico Children, Youth and Families Department does not combine funds.](#)

Which funds will you combine

[None](#)

Goal(s) of combining funds (why?) and expected outcomes, such as extending the day or year of services available (i.e., full-day, full-year programming for working families),

smoothing transitions for children, enhancing and aligning quality of services, linking comprehensive services to children in child care or developing the supply of child care for vulnerable populations

N/A

Method of fund allocation (how you will be combining multiple sets of funding, such as at the State/Territory level, local level, program level?)

N/A

How are the funds tracked and method of oversight

N/A

No.

1.6 Public-Private Partnerships

The CCDBG Act of 2014 adds a new provision that requires States and Territories to describe in the Plan how the State/Territory encourages partnerships among State/Territory and public agencies, tribal organizations, private entities, faith based organizations and/or community-based organizations to leverage existing service delivery systems for child care and development services and to increase the supply and quality of child care services for children through age 12, such as by implementing voluntary shared services alliance models (i.e., cooperative agreement among providers to pool resources to pay for shared fixed costs and operation). (658E(c)(2)(P)) ACF expects these types of partnerships to leverage public and private resources to further the goals of reauthorization.

1.6.1 Describe the entities with whom and the levels at which the State/Territory is partnering (level - State/Territory, county/local, and/or programs), the goals of the partnerships, method of partnering. Include in your description examples of activities that have resulted from partnerships with other State/Territory and public agencies, tribal organizations, private entities, faith based organizations or community-based organizations, and how the partnerships are expected to leverage existing service delivery systems for child care and development services and to increase the supply and quality of child care services.

The Children, Youth and Families Department (CYFD) established Early Childhood Investment Zones in 2010. Since that time, CYFD has prioritized funding for the Investment Zone communities when new funding streams have become available for early childhood services. A taskforce from the New Mexico Department of Health, New Mexico Public Education Department, and CYFD used epidemiological data to compare levels of risk and resiliency

across New Mexico's communities to rank the geographical areas by levels of risk. Those with the highest aggregated need were identified as Investment Zones. These Early Childhood Investment Zones touch every region and every border of New Mexico, and range from frontier to urban population centers covering 11 counties and 35 school districts.

The Early Childhood Data Profiles include many early childhood indicators that can be used in local planning efforts. Data presented are categorized into four broad domains:

- Birth factors
- Family environment factors
- Education factors
- Economic factors

Cariño Toy Lending Library: CYFD is partnering/collaborating with The Kellogg Foundation in administering and coordinating funding to UNM Cariño to have a Toy Lending Library in Albuquerque's South Valley area. South Valley is a census-designated place and town in Bernalillo County. Albuquerque's South Valley has been described as an Investment Zone. The Toy Lending Library provides child care providers serving high risk families and communities an understanding of early learning systems and environments. CYFD provides administration, guidance and support to the Toy Lending Library to provide training, outreach and resources to support the implementation of the child care reauthorization goals.

The Toy Lending and Resource Library is a joint venture between The University of New Mexico's Cariño Early Childhood TTAP and Central New Mexico Community College's Early Childhood Multicultural Education program. The library offers thousands of educational toys, games, materials, videos, books and other resources for check out at no cost, primarily for early childhood educators and families who have young children.

This allows Child Care Providers, primarily Family Child Care providers (both Licensed and License-Exempt providers) to borrow educational toys for children at no cost. The library is also available for clients and families who do not have the funds to access high-quality early childhood educational materials, making it easier to foster developmental needs as children grow.

1.7 Coordination with Local or Regional Child Care Resource and Referral Systems

States may use funds to support or establish Child Care Resource and Referral (CCR&R) systems (also see section 7.4). If they do, there are specific requirements for CCR&Rs (658E(c)(3)(B)(iii)) These include:

- Provide families with information on a full range of child care options (including faith-based, community-based child care centers and family child care homes, nontraditional hours and emergency child care centers) in their local area or region

- To the extent practicable, work directly with families who receive child care assistance to offer the families support and assistance in making an informed decision about child care options in an effort to ensure families are enrolling their children in the most appropriate child care setting to suit their needs and that is of high quality as determined by the State/Territory
- Collect data and provide information on the coordination of services and supports, including services provided through the Individuals with Disabilities Education Act for children with disabilities
- Collect data and provide information on the supply of and demand for child care services in local areas or regions of the State/Territory and submit such information to the State/Territory
- Work to establish partnerships with public agencies and private entities, including faith-based and community-based child care centers and family child care homes providers, to increase the supply and quality of child care services in the State/Territory
- As appropriate, coordinate their activities with the activities of the Lead Agency and/or local agencies that administer CCDF.

Nothing in statute prohibits States from using CCR&R agencies to conduct or provide additional services beyond those required by statute above.

1.7.1 Does the State fund a system of local or regional CCR&R organizations?

- Yes. The State/Territory funds a CCR&R system. See also related follow-up questions in Section 7.1 and 7.4.

If yes, the local or regional referral agency is required to do all of the activities listed here.

See also related follow-up questions in Section 7.1 and 7.4. Does the CCR&R system provide all services identified below:

[The Children, Youth and Families Department has an agreement with the University of New Mexico's Continuing Education Department for CCR&R services. The objectives in the agreement for NM Kids CCR&R system are as follows:](#)

- Ensure staff are knowledgeable about child growth and development, elements of quality child care and best practices in the field of early care and education, are culturally sensitive and linguistically appropriate, able to understand different child care options, programs and finances, and are able to provide information about these topics through telephone consultation and by email.
- Maintain the National Association of Child Care Resource and Referral Agencies license (NACCRRAware) statewide server. This includes providing training and technical assistance when requested, maintaining the standard data collection available through NACCRRAware, and ensuring the accuracy of the information in the database.
- Provide consumer education regarding child care and referrals for child care

services by establishing a comprehensive referral system that can be accessed through parental web search and through personal phone consultation.

- Continue the Warm Line functions by maintaining a centralized clearing house for families that includes information about community agencies, parent education and other appropriate information materials, and by establishing computer links to other appropriate sites. This includes IDEA Part B and Part C services provided to children.
- Maintain current information of licensed and registered child care programs listed on the referral database and county resources links that are listed on the New MexicoKids.org website.
- Advertise the New MexicoKids.org website and the statewide centralized resource and referral services to include virtual media options as a form of advertisement, press releases and other innovative marketing strategies; and report what means of advertisement have been explored and employed.
- Maintain an adequate inventory of child care resource and referral fliers, brochures and marketing materials.

No. The State/Territory does not fund a CCR&R system and has no plans to establish. Use section 7.4 to describe plans, if any, to establish a CCR&R system.

1.8 Disaster Preparedness and Response Plan

The CCDBG Act of 2014 added a requirement that States must include a Statewide Child Care Disaster Plan for coordination of activities with the State/Territory human services agency, emergency management agency, child care licensing agency, State/Territory local resource and referral agencies, and the State Advisory Council (SAC) or other state-designated cross-agency body if there is no SAC. (658E(c)(2)(U)) The Statewide Child Care Disaster Plan must include:

- Guidelines for continuing CCDF assistance and child care services after a disaster, which may include provision of temporary child care, and temporary operating standards for child care after a disaster.
- Requirements that child care providers receiving CCDF have in place procedures for evacuation, relocation, shelter-in-place, lock-down, communication and reunification with families, continuity of operations, accommodation of infants and toddlers, children with disabilities, and children with chronic medical conditions.
- Requirements that child care providers receiving CCDF have in place procedures for staff and volunteer emergency preparedness training and practice drills.

1.8.1 Describe the status of State's Statewide Child Care Disaster Plan.

- Fully implemented and meeting all Federal requirements outlined above by March 1, 2016. If applicable, describe additional ways the State/Territory addresses the needs of children receiving CCDF before, during and after a disaster or emergency, not already incorporated into the Statewide Child Care Disaster Plan. If available, please provide a link to the disaster plan

If applicable, describe additional ways the State/Territory addresses the needs of children receiving CCDF before, during and after a disaster or emergency, not already incorporated into the Statewide Child Care Disaster Plan. If available, please provide a link to the disaster plan

N/A

- Not implemented. The State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses here will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2016) [09/30/2016](#)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other) [Substantially implemented](#)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

- July 29, 2016 - CYFD legal approval
- August 31, 2016 - Secretary approval
- September 30, 2016 - Submit to Administration for Child and Families

Unmet requirement - Identify the requirement(s) to be implemented [Guidelines for continuing CCDF assistance and child care services after a disaster \(which may include provision of temporary child care, and temporary operating standards for child care after a disaster\)](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Awaiting approval by Cabinet Secretary.

Projected start date for each activity: 09/01/2015

Projected end date for each activity: 09/30/2016

Agency - Who is responsible for complete implementation of this activity

Children, Youth and Families Department

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

N/A

2 Promote Family Engagement through Outreach and Consumer Education

Parents are their children's most important teacher and advocate. State and Territory child care systems interact with parents in multiple ways, therefore presenting many opportunities to engage and inform families. Child care providers can serve as convenient and trusted sources of information for parents and family members on child development and community supports and services. State/Territory and local child care assistance systems should be designed to promote seamless linkages to useful information and other child- and family-services, such as during subsidy intake and redetermination processes and when parents utilize child care resource and referral or QRIS agencies. Outreach and consumer education is an ongoing process and is expected to cover the entire age span covered by CCDF from birth through age 12. The CCDBG Act of 2014 includes key purposes that address the role of parents as child care consumers who need information to make informed choices regarding the services that best suit their needs. A new purpose of CCDBG is to "promote involvement by parents and family members in the development of their children in child care settings." States and Territories have the opportunity to consider how information can be provided to parents through the child care assistance system, partner agencies, and child care sites that will support their role as their children's teacher and advocate. Key new provisions include:

1. 1. The plan must certify that States and Territories will collect and disseminate consumer and provider education information to CCDF parents, providers, and the general public, including information about:
 - a) the availability of child care assistance,
 - b) the quality of child care providers (if available),
 - c) Other programs (specifically Temporary Assistance for Needy Families (TANF), Head Start and Early Head Start, Low-Income Home Energy Assistance Program (LIHEAP), Supplemental Nutrition Assistance Program (SNAP), Women, Infants and Children (WIC) program, Child and Adult Care Food Program (CACFP), Medicaid and

State Children's Health Insurance Program (SCHIP)) for which families may also qualify.

- d) Individuals with Disabilities Education Act (IDEA) programs and services,
 - e) Research and best practices in child development, and
 - f) State/Territory policies regarding social- emotional/behavioral and early childhood mental health of young children, which may include positive behavioral intervention and support models, and policies on the expulsion of preschool-aged children (children from birth to five for purposes of this requirement) from early childhood programs receiving CCDF.
- 2. Information related to the health and safety of children in child care settings. The plan must certify that the State/Territory will make public certain information about the results of health and safety monitoring (described in section 5) using a website that is consumer-friendly and in an easily accessible format, including:
- a) Provider-specific information: 1) results of monitoring and inspection reports, including those due to major substantiated complaints; 2) last date of inspection; and 3) information on corrective actions taken (if applicable).
 - b) Information about: 1) the annual number of deaths; 2) the annual number of serious injuries; and 3) annual number of incidences of substantiated child abuse in child care settings.
 - c) State/Territory processes for: 1) licensing child care providers; 2) conducting background checks and the offenses that would keep a provider from being allowed to care for children; and 3) conducting monitoring and inspections of child care providers.

[2.1 Information about Child Care Financial Assistance Program Availability and Application Process](#)

Lead Agencies must inform parents of eligible children and the general public of the process by which they can apply for and potentially receive child care services. (658D(b)(1)(A)), 658E(c)(2)(E)(i)(1))

2.1.1 Describe how the State/Territory informs families of availability of services.

a) How does the State/Territory identify populations and areas of potentially eligible families (e.g., using available federal, State/Territory and local needs assessments to identify potentially eligible families?)

Through the Children, Youth and Families Department (CYFD) outreach programs, families are advised of the services available to them.

CYFD established Early Childhood Investment Zones in 2010. Since that time, CYFD has prioritized funding for these communities when new funding streams have become available

for early childhood services.

A taskforce from the New Mexico Department of Health, New Mexico Public Education Department, and CYFD applied epidemiological data to compare levels of risk and resiliency across New Mexico's communities to rank the geographical areas by levels of risk. Geographical areas with the highest aggregated need were identified as Investment Zones. These Early Childhood Investment Zones touch every region and every border of New Mexico, and range from frontier to urban population centers covering 11 counties and 35 school districts.

Data were gathered and analyzed from all New Mexico's counties and school districts. The combined county and school district data allowed a broad look at indicators associated with health, family environment, poverty levels, child development, and factors that support literacy and school readiness. Also included were indicators related to school success, including graduation rates, resource investment at the school district level, and support for pregnant and parenting teens.

The intent is that these communities "establish community-specific capacity building, infrastructure development and comprehensive integrated early childhood care, health and education services in ways that can be used as models by other communities across the state" (State of New Mexico Race to the Top Early Learning Challenge Application For Phase 2 Funding, 2012).

The Early Childhood Data Profiles include many early childhood indicators that can be used in local planning efforts. Data presented are categorized into four broad domains:

- Birth factors
- Family environment factors
- Education factors
- Economic factors

In addition, the Children, Youth and Families Department Office of Child Development's Head Start Collaboration office is tasked with developing a comprehensive community assessment reflecting needs and resources throughout the state. By identifying resources and needs, the Head Start Collaboration office will work with the Early Learning Team and Head Start programs to establish priorities and set goals for the year.

b) What partners help with outreach? For example, child care resource and referral agencies, home visitors, pediatricians, faith-based services, State/Territory or local agencies

and organizations or other familiar and safe access points serving vulnerable or low-income populations.

The Children, Youth and Families Department (CYFD) funds the New Mexico Kids CCR&R to provide child care resource and referral services. In addition, CYFD has developed a system to implement a Home Visiting Resource and Referral Program. The New Mexico Home Visiting Accountability Act defines a "home visiting system" as providing universal, voluntary access, as well as providing a common framework for service delivery and accountability across all home visiting programs. This includes partnering with local child care providers and participating in Early Childhood Community forums, coalitions, councils, childfind, etc. This effort ensures that home visiting programs support early childhood entities in outreach and coordination of services, and child care resource and referral services. This effort also ensures that information about child care financial assistance, program availability, and application process will be distributed to child care providers, CYFD social service providers such as Department of Health Family Infant Toddler Program (IDEA Part C) and primary care physicians. The link to CYFD's Home Visiting website page and brochure are available at <http://cyfd.org/home-visiting>. The New Mexico Department of Health Family Infant Toddler Program is a statewide program that provides early intervention services (IDEA Part C) to infants, toddlers who have or are at risk for developmental delays and families in New Mexico. Early intervention provides activities and strategies for families to use to promote their child's development throughout the day. Early intervention can make a lifetime of difference! nmhealth.org/about/ddsd/cpb/fit/

c) What outreach strategies does the Lead Agency use (e.g., media campaigns, State/Territory website, or other electronic outreach)?

Through a collaborative effort of the Children, Youth and Families Department (CYFD), New Mexico Department of Health and New Mexico Public Education Department, the state developed the Early Learning New Mexico website (<http://www.earlylearningnm.org/>). The website includes information on the New Mexico Race-to-the-Top Early Learning Challenge (RTT-ELC) grant and progress made, as well as specific information and resources on each of the RTT-ELC projects. The website also includes information regarding the work of the Early Learning Advisory Council (ELAC) and the early learning programs in New Mexico for parents to access these services.

- A Communications and Marketing stakeholder meeting was held on April 1, 2015. Attendees included foundations, business leaders, non-profit organizations, advocacy organizations, associations, parents, providers and state agency personnel, including the CYFD cabinet secretary. The meeting was successful in harnessing significant community support for a comprehensive and statewide early childhood / early learning marketing campaign.

- New Mexico RTT-ELC team is developing an RFP for the Early Learning marketing campaign. Based on the recommendations from the marketing stakeholders meeting on 04/01/15, the RTT-ELC executive team will be designing the campaign with a steering committee that will include parents, provider and state agency representatives. The marketing consultant who is currently working with the team will lead the marketing campaign.
- Community Engagement & Outreach for Early Childhood Services is intended to reach needy families that would benefit from early childhood services. According to Early Childhood Services estimates, approximately 35,000 children whose parents earn below 150% of the federal poverty level and are working and/or in school are not accessing child care assistance. The Community Engagement & Outreach Project would educate parents on the importance of making the right choices and give them the tools they need to make those choices. CYFD is focusing outreach efforts to families by communicating the availability of CYFD child care programs before the eligibility requirements are increased above 150%. In addition, the home visiting program will work in a deliberate approach to get services to those families that would greatly benefit from services to reduce incidences of abuse and neglect. According to the New Mexico Child Fatality Review Annual Report, the vast majority of child injury deaths are preventable. Children from birth to age five are the highest at-risk for death due to unintentional suffocation and unintentional motor vehicle accidents. For instance, the Community Engagement & Outreach Project could include child safety messaging such as "sleep safe" as well as motor vehicle safety seat information in an effort to reduce preventable child fatalities.
- UNM-Continuing Education (UNM-CE) holds the contract for the Child Care Resource and Referral services including the NewMexicoKids.org website. CYFD is currently working within UNM-CE in the revision of the current website and its child care search features. The revisions include user friendly upgrades. The goal is to have the upgrades completed by spring 2016.

2.1.2 How can parents apply for services? Check all that apply.

Electronically via online application, mobile app or email.

Provide link

In-person interview or orientation.

Describe agencies where these may occur:

[The Children, Youth and Families Department \(CYFD\) Offices throughout the state.](#)

Phone

- Mail
- At the child care site
- At a child care resource and referral agency.
- Through kiosks or online portals at related State/Territory/local agency or organization serving low-income populations.

Describe:

N/A

- Through a coordinated application process (e.g., application is linked to other benefits program to allow parents to apply for several programs at one time).

Describe:

N/A

- Other strategies.

Describe:

The Children, Youth and Families Department is currently working on an online application for families to apply for services electronically.

2.2 Consumer Education Website

The CCDBG Act of 2014 added a purpose of the child care program "to promote involvement by parents and family members in the development of their children in child care settings." (658A(b)(3)) The consumer education requirements address multiple topics that parents and family members need in order to make informed choices and act as their most important teacher and advocate. Lead agencies must certify that they will collect and disseminate the following information through resource and referral agencies or other means. (658E(c)(2)(E))

2.2.1 The State/Territory certifies that it collects and disseminates the following information to parents, providers and the general public:

- information about the availability of the full diversity of child care services that will promote informed child care choices,
- Availability of child care assistance,
- Quality of child care providers (if available),
- Other programs (specifically Temporary Assistance for Needy Families (TANF), Head Start and Early Head Start, Low-Income Home Energy Assistance Program (LIHEAP), Supplemental Nutrition Assistance Program (SNAP), Women, Infants and Children (WIC) program, Child and Adult Care Food Program (CACFP), Medicaid and State Children's

- Health Insurance Program (SCHIP) for which families may also qualify.
- Individuals with Disabilities Education Act (IDEA) programs and services,
 - Research and best practices in child development, including social and emotional development, early childhood development, meaningful parent and family engagement, and physical health and development (particularly healthy eating and physical activity), and
 - State/Territory policies regarding the social-emotional behavioral health of young children, which may include positive behavioral intervention and support models, and policies on expulsion of preschool-aged children, in early childhood programs receiving child care assistance (CCDF).

Yes. The State/Territory certifies as of March 1, 2016 that it collects and disseminates the above information to parents, providers and the general public. Describe using 2.2.2 through 2.2.7 below.

No. If no, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2016)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

N/A

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Projected start date for each activity:

Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with to complete implementation of this activity

2.2.2 Describe how the State/Territory makes information available about the full diversity of child care services that will promote informed child care choices, including consumer-friendly strategies such as materials that are culturally responsive and in multiple languages as needed that reflect the literacy levels of consumers, and are easy to access

a) Describe how the State/Territory makes information about the full diversity of child care services available to 1) parents of eligible children, 2) providers and 3) the general public
Funded by the State of New Mexico Children, Youth and Families Department (CYFD), the NMKids CCR&R maintains a statewide database of child care providers that are licensed or registered by recognized regulatory agencies in New Mexico, and who continue to maintain their status with their respective regulatory agency. This database is used to provide courtesy referrals to anyone who requests them, at no cost to either child care providers or referral clients. Child care providers share the information that is included in the database, and this information is used to help refer families to providers that might meet the needs of their children. The NM Kids CCR&R also has information in Spanish available to parents, providers, and the general public.

CYFD also provides parents information about the full diversity of child care services through the intake process meetings with front line personnel, and through the CYFD websites: www.cyfd.org and www.newmexicokids.org.

b) Describe what you provide and how (i.e., methods such as written materials, direct communication, etc.)

The Children, Youth and Families Department has developed a booklet entitled "The Parents Guide to Selecting Quality Child Care," which is available to parents at child care assistance offices. Parents applying for child care assistance are also provided with a brochure on the services offered by the NMKids CCR&R office. A link to the NMKids CCR&R is clearly provided at www.NewMexicoKids.org and www.cyfd.org. Parents can search for child care online or by calling the NMKids CCR&R office at 1-800-691-9067. Parents may also access child care providers' inspection surveys on either website referenced above. Information in the websites listed above describes the state's TQRIS.

c) Describe who you partner with to make information about the full diversity of child care choices available

The Children, Youth and Families Department (CYFD) has established a large network of partners to facilitate the communication of child care options available through CYFD. These

partners include the University of New Mexico, the New Mexico Public Education Department, the New Mexico Department of Health, and the New Mexico Human Services Department. Additional information can be found at <http://www.earlylearningnm.org/>.

2.2.3 Describe how the State/Territory makes information about the quality (such as through a quality rating and improvement system, if available, nationally-recognized accreditation, or other means) of child care services available to the public, including consumer-friendly strategies such as messages that are designed to engage intended audiences and are easy to understand

a) Describe how the State/Territory makes information about child care quality available to 1) parents of eligible children, 2) providers and 3) the general public

The Children, Youth and Families Department (CYFD) utilizes the "FOCUS on Young Children's Learning" to encourage and assess the quality of all licensed child care providers in New Mexico. The FOCUS Program is New Mexico's third generation Tiered Quality Rating and Improvement System (TQRIS). Developed by the CYFD, the goal of FOCUS is to foster program leadership, cultivate teacher quality, and support positive outcomes for all children. The State recognizes six accredited entities: FOCUS Community Dialogues, e-News Letters, parent orientations (by the Training and Technical Assistance Programs), and www.cyfd.org, Earlylearningnm.org and NewMexicokids.org websites. In addition, the state is launching community engagement and outreach for early childhood services to reach needy families that would benefit from early childhood services.

b) Describe what you provide and how (i.e., methods such as written materials, direct communication, etc.)

In addition to directly communicating to parents the types of child care services available to them, the Children, Youth and Families Department (CYFD) offices throughout the state provide informational brochures and pamphlets. Additional information about quality and other child care services is available through the www.cyfd.org and newmexicokids.org websites, as well as through other state websites such as New Mexico Human Services Department at www.yes.state.nm.us, the University of New Mexico, Continuing Education at <http://ce.unm.edu/community-services/early-childhood/index.html>, and www.newmexicokids.org.

CYFD has developed a booklet entitled, "The Parents Guide to Selecting Quality Child

Care," which is available to parents at child care assistance offices. Parents applying for child care assistance are also provided with a brochure on the services offered by the New Mexico Child Care Resource and Referral (NMCCR&R) office. A link to the NMCCR&R is clearly provided on the www.NewMexicoKids.org and www.cyfd.org websites. Parents can search for child care online or by calling the NMCCR&R office at 1-800-691-9067. Parents may also access child care providers' inspection surveys on either website referenced above. Information in the websites listed above describes the state's TQRIS.

c) Describe who you partner with to make information about child care quality available
CYFD partners with the New Mexico Public Education Department, New Mexico Human Services Department, New Mexico Department of Health, University of New Mexico (Continuing Education and UNM Cariño), and Eastern and Western New Mexico Universities (Tiered Quality Rating Improvement System - TQRIS).

2.2.4 Describe how the State/Territory shares information with eligible parents about other available human service programs.

For example, does the State/Territory share information about these other programs through linkages from the online application, universal applications, through intake process/front line workers, providers, child care resource and referral agencies or other trusted advisors such as home visitors, pediatricians, faith-based services, etc.? At a minimum, include in your description how you provide information to eligible parents, what you provide and by what methods, and which partners you work with to provide information about other available service programs.

a) Temporary Assistance for Needy Families (TANF)

Information regarding TANF is shared with eligible parents through the child care intake process. Parents are also referred to the New Mexico Human Services Department (NMHSD) at www.yes.state.nm.us. A link to the NMHSD website is also provided on the NewMexicoKids.org website.

b) Head Start and Early Head Start Programs

Information regarding the New Mexico Head Start and Early Head Start Programs is shared with parents through the child care intake process. Head Start program information is also available to parents through the New Mexico Head Start Collaboration Office website at <http://nmheadstart.org/>. A link to the Head Start website is also provided on the cyfd.org website.

None

2.2.11 If the Lead Agency checked any option above related to providing information or services in other non-English languages, please list the primary languages offered (top 3) or specify that the State/Territory has the ability to have translation/interpretation in all primary and secondary languages

The Children, Youth and Families Department (CYFD) maintains internal bilingual staff for translation services. If internal staff are not available, CYFD utilizes Voiance Service to provide interpretation from English to other languages. Spanish is the primary language.

2.2.12 Describe how the Lead Agency or partners provide outreach and services to eligible persons with disabilities

The New Mexico Department of Health (NMDOH) is responsible for the IDEA Part C, and the New Mexico Public Education Department (NMPED) is responsible for the IDEA Part B Section 619 activities. There is ongoing collaboration between the Children, Youth and Families Department, NMPED and NMDOH through the implementation of the Race-to-the-Top initiatives. Through this process, representatives from NMDOH Part C and NMPED 619 programs were specifically invited to the public hearing for the State Plan and encouraged to provide input. Through the Child Find state efforts NMDOH and NMPED provide outreach services for families with children birth to age eight who may have a disability or developmental delay. Child Care providers are part of the local Child Find efforts for outreach and promotion.

2.3 Website for Consumer Education

The CCDBG Act of 2014 added a requirement that States and Territories have a website describing processes for licensing and monitoring child care providers, processes for conducting criminal background checks, and offenses that prevent individuals from being child care providers, and aggregate information on the number of deaths, serious injuries and child abuse.

The State/Territory must make public certain information about the results of such monitoring on

Background checks - The Children, Youth and Families Department (CYFD)

Background Check Unit (BCU) is responsible for administering the child care provider background check process. Applicant background check guidelines are provided on the www.newmexicokids.org website.

The applicant begins the background check process by being fingerprinted at a local 3M Cogent location and submitting an application to the CYFD BCU. Once the BCU receives the application, the applicant's FBI and State criminal histories are retrieved and provided to investigation staff to conduct searches of various criminal history websites including New Mexico Courts, Bernalillo Metropolitan Court, New Mexico Sex Offender Registry, National Sex Offender Registry and the Justice Information Sharing Council (JISC). The investigation staff also conduct s a search of the CYFD Family Automated Case Tracking System (FACTS) which contains New Mexico abuse and neglect histories. If the applicant does not have any criminal or abuse and neglect histories, an eligibility letter is generated and mailed to the employer.

If the applicant has any criminal or abuse and neglect history, the assessment staff will review all of the collected information to determine whether the application can be approved for eligibility or must be denied due to the presence of an automatic disqualifying event. Assessment staff may also request additional information from the applicant in order to make a determination regarding whether the applicant poses an unreasonable risk to care recipients. If the applicant does not provide a response in the required time frame, the application will be denied, and both the employer and the applicant will be sent letters indicating that the application has been denied. If the applicant does provide a response, the information is reviewed in order to make a final determination regarding whether the applicant is eligible or poses an unreasonable risk and must be denied.

If the applicant is denied eligibility due to the presence of an automatic disqualifying event or a determination of unreasonable risk, the employer is sent a letter indicating that the applicant has been denied eligibility without disclosing the reasons for the denial. The applicant is sent a separate letter outlining the reasons for the denial and advising them of their right to appeal the denial. If the BCU receives an appeal from the applicant, a complete copy of the applicant's file is provided to the CYFD Hearing Officer who conducts a record review and makes a recommendation to the CYFD Cabinet Secretary

to either affirm or reverse the BCU denial. A Final Order from the CYFD Cabinet Secretary is provided to the BCU and is sent to the applicant to advise them of the final CYFD decision. If the denial is affirmed, the applicant is advised of their right to appeal the denial to the New Mexico District Court. If the denial is reversed, the BCU will grant the applicant eligibility and will send an eligibility letter to the employer.

Monitoring - The Children, Youth and Families Department Child Care Licensing Program monitors child care centers and licensed homes two times per year, at a minimum, to ensure that they are meeting the quality, health, and safety standards detailed within the child care licensing requirements. Licensing program staff also provide training and technical assistance to child care providers in an effort to help them understand how to meet and maintain compliance with the licensing requirements.

The Child Care Non-Licensed Program monitors child care homes at a minimum once a year to include unannounced visits. The monitoring ensures that child care homes are meeting the health, and safety standards detailed within the child care non-licensed regulation. Non-licensed program staff also provide training and technical assistance to child care providers in an effort to help them understand how to meet and maintain compliance with the non-licensed requirements.

The NewMexicoKids.org website provides a link for parents to search the CYFD Sanswrite Public Portal to see any provider's most recent site survey inspection report. The surveys are updated upon the completion of each provider inspection and the report is posted on the NMKids.org website.

Offenses that Disqualify Providers - Applicants/Providers are automatically disqualified for trafficking in controlled substances, criminal sexual penetration or related sexual offenses, child abuse, child sexual abuse, and a felony or misdemeanor involving moral turpitude and the criminal conviction directly relates to whether the applicant can provide a safe responsible and morally positive setting for care recipients. This would include: murder; child abuse or neglect; spousal abuse, kidnapping; arson; and physical assault or battery.

The BCU currently disqualifies child care staff members based on their convictions for other crimes not specifically listed above. The BCU weighs all the evidence about an

applicant to determine whether the applicant poses an unreasonable risk to care recipients. See 8.8.3.14 NMAC (Unreasonable Risk).

d) Provide information about the number of deaths, number of serious injuries as defined by the State/Territory and the number of incidences of substantiated child abuse in child care settings. Describe

The Children, Youth and Families Department tracks number of deaths, number of serious injuries and incidences of substantiated child abuse in child care settings. This aggregate information is provided on an annual basis on our NM Kids website effective March 2016.

e) Describe how the website is consumer-friendly, for example, allowing multiple ways to search for providers, defining terms such as exempt care and corrective action plans, presents the results of monitoring inspections in plain language, providing frequently asked questions, is accessible in multiple languages upon request and to persons with disabilities through multiple formats, differentiating between violations based on risk to children, and easy to locate and navigate. Describe

The www.newmexicokids.org website is designed to be consumer-friendly. It allows the general public to search providers by name, address, or provider license number. Provider health and safety monitoring reports may also be reviewed. Consumers may obtain health and safety requirements for licensed and registered providers, Tiered Quality Rating and Improvement System (TQRIS) essential elements, and a *Mario search to allow parents the ability to verify their provider is licensed or registered and has an eligible background clearance.

*Mario's Story can be found at

https://www.newmexicokids.org/content/parents_and_families/childcare_search/marios_story/

- Not implemented. If not implemented, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date. Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2016 for all components of the website except posting the results of the monitoring on the website which is

November 19, 2017)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

N/A

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Projected start date for each activity:

Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with to complete implementation of this activity

3 Provide Stable Child Care Financial Assistance to Families

The expanded purposes of CCDBG highlight the opportunities States and Territories have to "deliver high-quality, coordinated early childhood care and education services to maximize parents' options and support parents trying to achieve independence from public assistance"; and "to improve child care and development of participating children." (658A(b)) Young children learn in the context of their relationships with adults, including their child care teacher or provider. The unintentional consequence of child care assistance that is linked to adult work and school obligation is that child care arrangements - and the opportunity for children to form trusting relationships with teachers - are often interrupted and unstable. Child care financial assistance policies that make it easier to get and keep assistance support continuity of care and relationships between the child and child care provider and enable parents to stay employed or complete training/education. Child care support that extends until families are able to pay the full cost of care themselves promotes longer lasting economic stability for families. CCDF funds may support families until they reach 85% of State Median Income (SMI).

The CCDBG Act of 2014 included requirements to establish minimum 12-month eligibility and redetermination periods, requiring that States and Territories have a process to account for

irregular fluctuations in earnings, a policy ensuring that families' work schedules are not disrupted by program requirements, policies to provide for job search of not less than three (3) months, and to describe policies for graduated phase- out of assistance. The definition of an eligible child includes that a family's assets may not exceed \$1,000,000 (as certified by a member of such family). Procedures for enrollment of homeless children pending completion of documentation are also now required. There is nothing in statute to prohibit States from establishing policies that extend eligibility beyond 12 months or establish other similar policies to align program requirements that allow children enrolled in Head Start, Early Head Start, state or local pre-kindergarten and other collaborative programs to finish the program year and to promote continuity for families receiving services through multiple benefits programs.

3.1 Eligible Children and Families

In order to be eligible for services, children must (1) be under the age of 13, (2) reside with a family whose income does not exceed 85 percent of the State's median income for a family of the same size, and whose family assets do not exceed \$1,000,000 (as certified by a member of such family); and who (3)(a) resides with a parent or parents who are working or attending a job training or educational program; or (b) is receiving, or needs to receive, protective services and resides with a parent or parents not described in (3a.). (658P(4))

3.1.1 Eligibility Criteria Based upon Child's Age

a) The CCDF program serves children from **6 weeks** (weeks/months/years) to **12 years** years (through age 12).

b) Does the Lead Agency allow CCDF-funded child care for children age 13 and above but below age 19 years who are physically and/or mentally incapable of self-care?(658E(c)(3)(B), 658P(3))



Yes, and the upper age is **18** (may not equal or exceed age 19). Provide the Lead Agency definition of physical or mental incapacity: **The Children, Youth and Families Department defines physical or mental capacity as a child with a medically documented condition, which results in physical or mental incapacity requiring care and supervision by an adult. Special Supervision: Child care benefits may be provided to children between the ages of thirteen and eighteen, not to exceed 19, who are under the supervision of a court of law, or who are determined by a medical professional to require supervision because of a diagnosis of a physical, emotional, or neurobiological impairment, or who**

are physically or mentally incapable of caring for themselves. Children with special needs are prioritized relative to budget availability.

No

c) Does the Lead Agency allow CCDF-funded child care for children age 13 and above but below age 19 years who are under court supervision? (658P(3), 658E(c)(3)(B))

Yes and the upper age is 18 (may not equal or exceed age 19)

No.

3.1.2 How does the Lead Agency define the following eligibility terms?

a) residing with -

The Children, Youth and Families Department defines "residing with" as living in a household, which provides shelter and care for a child during the non-working hours of the child's parent(s) or guardian(s).

b) in loco parentis -

The Children, Youth and Families Department defines "in loco parentis" as a blood relative or legal guardian who have taken custody/guardianship of children.

3.1.3 Eligibility Criteria Based on Reason for Care

a) How does the Lead Agency define "working, attending job training and education" for the purposes of eligibility at the point of determination? Provide a brief description below, including allowable activities and if a minimum number of hours is required by State/Territory (not a federal requirement).

* working:

The Children, Youth and Families Department (CYFD) Child Care Assistance requirements defines "working" as employment of any type, including self-employment. For TANF recipients, this includes work experience and/or community service or any other activity that meets the TANF work activity requirements. CYFD will reimburse for care provided for as little as an average of 5 or less hours per week per month.

* attending job training

The Children, Youth and Families Department (CYFD) Child Care Assistance requirements defines "job training and educational program" as participation in a short or long term educational or training program which provides specific job skills which allow the participant to enter the workforce and/or directly relate to enhancing job skills, including but not limited to the acquisition of a general equivalency diploma (GED), English as a second language, literacy training, vocational education training, secondary education including adult basic education and accredited high school programs, and post secondary institutions. CYFD will reimburse for care provided for as little as an average of 5 or less hours per week per month.

* attending education

The Children, Youth and Families Department (CYFD) Child Care Assistance requirements defines "job training and educational program" as participation in a short or long term educational or training program which provides specific job skills which allow the participant to enter the workforce and/or directly relate to enhancing job skills, including but not limited to the acquisition of a general equivalency diploma (GED), English as a second language, literacy training, vocational education training, secondary education including adult basic education and accredited high school programs, and post secondary institutions. The Department will reimburse for care provided for as little as an average of 5 or less hours per week per month.

b) Does the Lead Agency allow parents to qualify for CCDF assistance on the basis of education and training participation alone (without additional minimum work requirements)?

Yes.

No.

If no, describe additional requirements

N/A

c) Does the Lead Agency provide child care to children in protective services?

Yes. If yes, how does the Lead Agency define "protective services" for the purposes of eligibility? Provide a brief description below.

1) Definition of protective services -

The Children, Youth and Families Department (CYFD) defines "Protective services child care" as child care services for children placed in the custody of the Protective Services system throughout the state: Children Youth and Families Department,

Protective Services Division, the New Mexico Tribal Child Welfare Programs, and out of state placements according to the Interstate Compact for the Placement of Children (placement referral through CFYD Protective Services Division).

CHILD PROTECTIVE SERVICES CHILD CARE

a. CYFD provides child protective services childcare as one part of a treatment plan for children and families receiving services to address child maltreatment safety and risk factors.

b. The purpose of protective services childcare are:

1. To enable parents/guardians to participate in activities which are part of the comprehensive treatment plan
2. To enable foster parents to maintain employment, obtain job training and/or attend educational programs while children are in placement in the home
3. To provide childcare as crisis intervention for those families who lack other resources, are at risk of child maltreatment, and unable to provide adequate care for their child

c. CYFD provides protective services childcare

1. Without regard to income eligibility
2. Depending on the assessment of need for the child and family or foster family; and
3. As appropriate and to maintain stability of a placement

d. CYFD arranges for child protective services childcare by providers who meet the requirements established by and who are licensed or certified by the CYFD childcare services bureau.

e. The child's caseworker determines an appropriate childcare provider in cooperation with the child's family and/or foster family.

f. CYFD follows the service standards and payment rates for childcare that are established by the CYFD child care services bureau.

g. CYFD arranges child protective services childcare from any of the following approved provider types:

1. Licensed family child care
2. Certified family child care

3. Licensed childcare center

2) Does the Lead Agency waive the co-payment and income eligibility requirements for cases in which children receive, or need to receive, protective services on a case-by-case basis? (658E(c)(5))

Yes.

No.

Note - If the Lead Agency elects to provide CCDF-funded child care to children in foster care whose foster care parents are not working, or who are not in education/training activities for CCDF purposes these children are considered to be in protective services and should be included in the protective services definition above.

No.

3.1.4 Eligibility Criteria Based on Family Income

a) How does the Lead Agency define "income" for the purposes of eligibility at the point of determination?

* Definition of income -

The Children, Youth and Families Department (CYFD) defines "Earned Income" as income received as wages from employment or as profit from self-employment.

"Unearned Income" is defined as income in the form of benefits such as TANF, workmen's compensation, social security, supplemental security income; child support, pensions, contributions, gifts, loans, and grants, which does not meet the definition of earned income.

b) Provide the CCDF income eligibility limits in the table below. **Complete** columns (a) and (b) based upon maximum eligibility initial entry into the CCDF program. Complete Columns (c) and (d) **ONLY IF** the Lead Agency is using income eligibility limits lower than 85% of the current SMI. Complete columns (e) and (f) with the maximum "exit" eligibility level if applicable and below the federal limit of 85% of current SMI.

Note - If the income eligibility limits are not statewide, check here

Describe how many jurisdictions set their own income eligibility limits

The State sets eligibility rates. There is only one jurisdiction.

Family size of 4 & 5, columns d & f exceed 85% SMI: New Mexico uses State General Funds to pay up to 200%FPL.

Fill in the chart based on the most populous area of the state.

Family Size	(a) 100% of State Median Income (SMI) (\$/month)	(b) 85% of State Median Income (SMI) (\$/month) [Multiply (a) by 0.85]	(c) (IF APPLICABLE) \$/month Maximum "Entry" Income Level if lower than 85% Current SMI	(d) (IF APPLICABLE) % of SMI [Divide (c) by (a), multiply by 100] Income Level if lower than 85% Current SMI	(e) (IF APPLICABLE) \$/month Maximum "Exit" Income Level if lower than 85% Current SMI	(f) (IF APPLICABLE) % of SMI [Divide (e) by (a), multiply by 100] Income Level if lower than 85% Current SMI
1	\$3,158.33	\$2,684.58	0	0	0	0
2	\$3,067.08	\$2,607.01	\$2,655.00	74%	\$2,655.00	74%
3	\$4,058.33	\$3,449.58	\$3,348.33	83%	\$3,348.33	83%
4	\$4,508.33	\$3,832.08	\$3,832.08	85%	\$3,832.08	85%
5	\$4,866.67	\$4,136.67	\$4,136.67	85%	\$4,136.67	85%

Reminder - Income limits must be provided in terms of current State Median Income (SMI) (or Territory Median Income) even if federal poverty level is used in implementing the program. Federal [poverty guidelines](http://aspe.hhs.gov/poverty/index.cfm) are available at <http://aspe.hhs.gov/poverty/index.cfm>.

c) SMI Source and year [US Department of Housing and Urban Development in 2015](#).

d) These eligibility limits in column (c) became or will become effective on: [April 1, 2015](#)

e) Provide the link to the income eligibility limits
https://cyfd.org/docs/Income_Guidelines_2015.pdf

3.1.5 Graduated Phase-Out of Assistance

The CCDBG Act of 2014 added a provision that requires States and Territories to provide for a graduated phase-out of assistance for families whose income has increased at the time of re-determination, but remains below the federal threshold of 85% of State median income.

Providing a graduated phase-out supports long-term family economic stability by allowing for wage growth and a tapered transition out of the child care subsidy program. (658E (c)(2)(N)(iv))

This might be achieved through policies such as establishing a second income eligibility

threshold at redetermination (e.g., establishing a different eligibility threshold for families first applying for assistance and those already receiving assistance, sometimes called an "exit threshold") or by granting a sustained period of continued assistance to the family before termination.

Describe the status of the State/Territory's policy regarding graduated phase-out of assistance.

- Fully implemented and meeting all Federal requirements outlined above by March 1, 2016.

List the Lead Agency's policy citation(s) and describe the policies and procedures for graduated phase-out

Based on budget availability, new clients may be eligible based on 0% to 150% of the federal poverty level (FPL). Existing clients who recertify will maintain eligibility up to 200% FPL. New Mexico uses state funds to pay for clients who exceeds 85% SMI up to 200% FPL.

- Not implemented. The State must provide a State-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste tables here. Your responses here will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2016)

Overall Status - Describe the State/Territory's status toward complete implementation for any requirement(s) not fully implemented (not yet started, partially implemented, substantially implemented, other)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

N/A

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Projected start date for each activity:

Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

3.1.6 Fluctuation in Earnings

The CCDBG Act of 2014 added a requirement that the Plan shall demonstrate how the State/Territory's (or designated local entity) processes for initial determination and redetermination take into account irregular fluctuations in earnings. (658E(c)(2)(N)(i)(II))

Note - this change requires that States and Territories have policies to account for the fact that some parents with seasonal or other types of work schedules may have irregular earnings over the course of a year, including changes that temporarily exceed 85% of SMI. States and Territories should have procedures to guide how eligibility and copayments are set in a manner to take such circumstances into account. For example, averaging family income over a period of time to broaden the scope of income verification to be more reflective of annual income rather than tied to a limited time frame that may have seasonal irregularities.

Describe the status of the State/Territory's policy related to the fluctuation in earnings requirement.

- Fully implemented and meeting all Federal requirements outlined above by March 1, 2016.

List the Lead Agency's policy citation(s) and describe the circumstances that cover irregular fluctuations of earnings pursuant to this requirement

- Not implemented. If not implemented, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2016) [9/30/2016](#)

Overall Status - Describe the State/Territory's status toward complete implementation for any requirement(s) (not yet started, partially implemented, substantially implemented, other) [Substantially implemented](#)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

- All requirements are met and currently in practice. Awaiting final policy change.

Identify Policy Changes for Child Care Assistance, Child Care Licensing, Non-Licensed, and Background Check regulations, January - April 20 , 2016

Post proposed changes on NewMexicoKids.org - July 13, 2016

Notice of Public Hearing published in Journal and New Mexico Register - July 15, 2016

Town Halls/Round Tables July 15 - August 5

Staff Training - August 1 through September 30

Public Hearing - August 15, 2016

Submit final version to records and archives - September 16, 2016

Final publication of regulations - September 30, 2016

Unmet requirement - Identify the requirement(s) to be implemented [A process for initial determination and redetermination take into account irregular fluctuations in earnings.](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Projected start date for each activity:

Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

3.1.7 Describe how the Lead Agency documents, verifies and maintains applicant information.

Check the information that the Lead Agency documents. There are no federal requirements for specific documentation or verification procedures.

Reminder - Lead Agencies are reminded that, for purposes of implementing the citizenship

verification requirements mandated by title IV of Personal Responsibility and Work Opportunity Reconciliation Act, only the citizenship and immigration status of the child, who is the primary beneficiary of the child care benefit, is relevant for eligibility purposes (ACYF-PI-CC-98-08). States may not deny child care benefits to an eligible child because the parent(s), legal guardians, persons standing in loco parentis, or other household members have not provided information regarding their immigration status. In addition, verification of child citizen status is not required when the child is served in a program meeting Early Head Start/Head Start standards, such as in Early Head Start - Child Care Partnerships, or public educational standards which may include pre-k settings (<http://www.acf.hhs.gov/programs/occ/resource/pi-2008-01>).

Applicant identity.

Describe:

The Children, Youth and Families Department requests a driver's license or photo ID.

Applicant's relationship to the child.

Describe:

The Children, Youth and Families Department requires proof of the applicant's relationship with the child and may include a birth certificate or other hospital record, baptismal certificate, paternity papers, or Human Services scans. To establish custody, CYFD requires a durable power of attorney, court order, or notarized statement.

Child's information for determining eligibility (e.g., identity, age, etc.).

Describe:

The Children, Youth and Families Department requires the child's information for determining eligibility such as a birth certificate, baptismal certificate, numident, social security card, military ID, resident alien card, naturalization certificate, or Human Services Department scan.

Work.

Describe:

The Children, Youth and Families Department requires current proof of employment or participation in the TANF program.

Job Training or Educational Program.

Describe:

The Children, Youth and Families Department requires current proof of participation in the TANF program or school schedule.

Family Income.

Describe:

The Children, Youth and Families Department requires current proof of earned and unearned income: current check stubs, statement from employer, payroll history, divorce papers, unemployment benefit stubs, child support verification, worker's compensation stubs, suspension statement, rental income information, self-employment information, Human Services Department scans or Department of Labor scans, Social Security benefits and work study benefits.

Household composition.

Describe:

The Children, Youth and Families Department requires an application that lists all household members counted in the household composition.

Applicant Residence.

Describe:

The Children, Youth and Families Department requires proof of the applicant's residence such as Human Services Department scans or any document verifying physical address.

Other.

Describe:

N/A

Reminder - Lead Agencies are reminded that, for purposes of implementing the citizenship verification requirements mandated by title IV of Personal Responsibility and Work Opportunity Reconciliation Act, only the citizenship and immigration status of the child, who is the primary beneficiary of the child care benefit, is relevant for eligibility purposes (ACYF-PI-CC-98-08). States may not deny child care benefits to an eligible child because the parent(s), legal guardians, persons standing in loco parentis, or other household members have not provided information regarding their immigration status. In addition, verification of child citizen status is not required when the child is served in a program meeting Early Head Start/Head Start standards, such as in Early Head Start - Child Care Partnerships, or public educational standards which may include pre-k settings (<http://www.acf.hhs.gov/programs/occ/resource/pi-2008-01>).

3.1.8 Which strategies, if any, will the Lead Agency use to assure the timeliness of eligibility determinations upon receipt of applications?

Time limit for making eligibility determinations.

Describe length of time :

Eligibility determinations are made once all required documentation is provided. This includes in-person meetings or applications provided by mail, fax or scan. If a client does not have required documentation a notice of action is given to the client and the client has 14 days to provide the requested information. Clients may be given up to 30 days to provide information upon approval from CYFD. Once the client has provided all required documentation, the case worker will discuss rights and responsibilities and other policy requirements. This may be done through a scheduled appointment or by phone. The case worker will initiate an agreement to obtain signatures from the client and provider. All offices have the same procedures.

Track and monitor the eligibility determination process

Other.

Describe:

In larger Children, Youth and Families Department offices, applicants are seen on the day they come into the office to apply. In smaller offices, applicants are seen on the same day but, in certain circumstances, may be required to make an appointment. If applicants have all the necessary documentation, they are approved immediately. If not, they are given 14 calendar days during which they can provide the information.

None

3.1.9 Informing parents who receive TANF benefits about the exception to the individual penalties associated with the TANF work requirement

Per CCDF regulations, Lead Agencies are required to inform parents who receive TANF benefits about the exception to the individual penalties associated with the work requirement for any single custodial parent who has a demonstrated inability to obtain needed child care for a child under 6 years of age (98.16(9) and 98.33(b)). This requirement did not change under the reauthorization. Lead Agencies must coordinate with TANF programs to ensure, pursuant that TANF families with young children will be informed of their right not to be sanctioned if they meet the criteria set forth by the State TANF agency in accordance with section 407(e)(2) of the Social Security Act.

In fulfilling this requirement, the following criteria or definitions are applied by the TANF agency to determine whether the parent has a demonstrated inability to obtain needed child care.

NOTE: The TANF agency, not the CCDF Lead Agency, is responsible for establishing the following criteria or definitions. These criteria or definitions are offered in this Plan as a matter of public record.

a) Identify the TANF agency that established these criteria or definitions:

State/Territory TANF Agency [New Mexico Human Services Department](#)

b) Provide the following definitions established by the TANF agency.

"appropriate child care":

[TANF defines "appropriate child care" as child care that is provided by a facility or an individual that is licensed or registered with CYFD, provides care and supervision to a child, meets the health and safety standards established by CYFD, is able to address the special needs of a child, provides care that meets the child's age and development, and is available during the recipients hours of work, education or training.](#)

"reasonable distance":

[TANF defines "reasonable distance" as travel to a facility located in the community or surrounding community in which the TANF recipient resides, which takes into account parental or caretaker choice and availability of transportation.](#)

"unsuitability of informal child care":

[TANF defines Informal child care that is deemed to be unsuitable based on The Children, Youth and Families Department's \(CYFD\) determination that the care and supervision does not meet the minimum health and safety standards established by CYFD.](#)

"affordable child care arrangements":

[Affordable child care arrangements are defined as services that are subsidized by The Children, Youth and Families Department, or those arrangements that are not subsidized and are made directly with a facility or an individual by the parent or caretaker, taking into account parental or caretaker choice.](#)

c) How are parents who receive TANF benefits informed about the exception to individual penalties associated with the TANF work requirements?

In writing

Verbally

Other.

Describe:

[The New Mexico Human Services Department administers TANF and is responsible for informing the parents.](#)

List the citation to this TANF policy.

List:

NMAC 8.102.110 is the General Operating Policy for the TANF application process.

NMAC 8.102.120 is the Eligibility Policy for Case Administration, and NMAC 8.102.460 is the Recipient Policy for Compliance Requirements.

3.1.10 The Lead Agency certifies that it will require a family member to certify that the family assets do not exceed \$1,000,000. A check-off on the application is sufficient

Yes. The Lead Agency certifies that it will require families to certify that the family assets do not exceed \$1,000,000 no later than September 30, 2016.

3.2 Increasing Access for Vulnerable Children and Families

At a minimum, CCDF requires Lead Agencies to give priority for child care assistance to children with special needs, or in families with very low incomes. This did not change under reauthorization. Prioritization of CCDF assistance services is not limited to eligibility determination (i.e., establishment of a waiting list or ranking of eligible families in priority order to be served). Lead Agencies may fulfill priority requirements in other ways such as higher payment rates for providers caring for children with special needs or waiving co-payments for families with very low incomes (at or below the federal poverty level). (658E(c)(3)(B))

3.2.1 Describe how the Lead Agency will prioritize or target child care services for the following children and families (658E(c)(3)(B)), including definitions, any time limits, grace periods or priority rules in the description:

a. Provide definition of "Children with special needs": The Children, Youth and Families Department (CYFD) defines a child with special needs as a child with a medically documented condition, which results in physical or mental incapacity requiring care and supervision by an adult.

and describe how services are prioritized:

The Children, Youth and Families Department prioritizes child care services for children with special needs based on budget availability. Clients with children that have special needs are not place on a waitlist.

Children with Special needs: Children with identified disability, health, or mental health conditions requiring early intervention, special education services, or other specialized services and supports; or children without identified conditions, but requiring specialized services, supports, or monitoring.

b. Provide definition of "Families with very low incomes": The Children, Youth and Families Department defines low income as those families at are below 100% of FPL.

and describe how services are prioritized:

Priority one B: Child care assistance for income eligible families whose income is at or below 100% of the federal poverty level. If the number of eligible clients in this priority exceeds budget availability, the department may maintain a waiting list. The department prioritizes child care services within priority one B for children with special needs and for teen parents. If budget availability permits, the department reserves the right to transfer priority one B families whose income exceeds 100% of the federal poverty level but is at or below 200% of the federal poverty level to the priority four category.

c. Describe how services for families receiving Temporary Assistance for Needy Families (TANF), those attempting to transition off TANF through work activities, and those at risk of becoming dependent on TANF are prioritized (Section 418(b)(2) of the Social Security Act) The New Mexico Human Services Department determines eligibility for TANF and TANF Transitional Child Care. The Children, Youth and Families Department assists families who are transitioning off TANF if the client received TANF for at least one month in the past 12 months in order to qualify. Only clients whose TANF cases are closed at least in part due to increased earnings or loss of earned income deductions or disregards are eligible for priority two. Priority two clients do not have to meet income eligibility requirements during their 12 consecutive month period of eligibility for priority two child care.

3.2.2 Improving Access for Homeless Children and Families.

The CCDBG Act of 2014 places greater emphasis on serving homeless children and families. Stable access to high-quality child care provides tremendous benefits to all children, especially our most vulnerable children. Children and families who experience homelessness face many challenges. Improving access to child care can buffer children and families from the challenges and risks associated with homelessness by supporting children's learning and development in safe, stable and nurturing environments. Under the new law, States and Territories are required

to use CCDF funds to 1) allow homeless children to receive CCDF assistance after an initial eligibility determination but before providing required documentation (including documentation related to immunizations); 2) providing training and technical assistance to child care providers on identifying and serving homeless children and families (addressed in Section 6); and 3) conduct specific outreach to homeless families. (658E(c)(3))

States and Territories also must establish a grace period that allows homeless children and children in foster care (if served by the Lead Agency) to receive CCDF assistance while their families are taking the necessary actions to comply with immunization and other health and safety requirements as described in Section 5. This flexibility will make it significantly easier for these vulnerable families to access child care services. This language is consistent with current requirements established through CCDF regulations in 1998, which required a grace period in which children can receive services while families take the necessary actions to comply with the immunization requirements. (658E(c)(2)(i)(I)) ACF recommends States and Territories consult the definition of homeless in the McKinney-Vento Act (section 725 of subtitle VII-B) as you implement the requirements of this section as that definition is consistent with the required CCDF administrative data reporting requirements.

Describe the status of the State/Territory's procedures to enroll and provide outreach to homeless families and establish a grace period for children in foster care, if served, for meeting immunization requirements

Fully implemented and meeting all Federal requirements outlined above by March 1, 2016. Describe the following:

a. Procedures to increase access to CCDF subsidies for homeless children and families, including the grace period to comply with immunization and health and safety requirements

The Children, Youth and Families Department (CYFD) licensing and non-exempt procedures allow providers to accept homeless children who do not currently have immunization records. The grace period is generally 30 days. CYFD will work with homeless families to obtain missing immunization records by coordinating with Homeless Education liaisons when appropriate.

b. Procedures to conduct outreach to homeless families to improve access to child care services

The Children, Youth and Families Department (CYFD) is working with the New Mexico Public Education Department (NMPED), McKinney Vento representative to collaborate on providing outreach to New Mexico's homeless families. This includes posters, flyers, referrals, brochures, posting on CYFD/NMPED websites, and mutual webinars. New Mexico has two child care centers that target the homeless population. One in

Albuquerque, NM and one in Las Cruces, NM

c. Procedures to provide a grace period to comply with immunization and other health and safety requirements to expedite enrollment for children who are in foster care if served by the Lead Agency to improve access to child care services

The Children, Youth and Families Department Child Protective Services determines child care eligibility for foster care and allows a 30 day grace period to comply with immunization and other health and safety requirements.

- Not implemented. If not implemented, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2016)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

N/A

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Projected start date for each activity:

Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

3.3 Protection for Working Parents

3.3.1 Twelve Month Eligibility

The CCDBG Act of 2014 establishes a 12-month eligibility period for CCDF families. States are required to demonstrate in the Plan that no later than September 30, 2016 each child who receives assistance will be considered to meet all eligibility requirements for such assistance and will receive such assistance, for not less than 12 months before the State redetermines the eligibility of the child, regardless of changes in income (as long as income does not exceed the federal threshold of 85% of State median income) or temporary changes in participation in work, training, or education activities. (658E(c)(2)(N)(i) &(ii))

Note that this change means a State may not terminate CCDF assistance during the 12 month period if a family has an increase in income that exceeds the State's income eligibility threshold, but not the federal threshold of 85% SMI.

In addition, this change means the State may not terminate assistance prior to the end of the 12 month period if family experiences a temporary job loss or temporary change in participation in a training or education activity. For example, if a working parent is temporarily absent from employment due to extended medical leave, changes in seasonal work schedule, or a parent enrolled in training or educational program is temporarily not attending class between semesters, the state should not terminate assistance.

Describe the status of the State's establishment of a 12-month eligibility re-determination period for CCDF families.

- Fully implemented and meeting all Federal requirements outlined above by March 1, 2016. List the Lead Agency's policy citation(s) and describe circumstances considered temporary changes in work, education or training that are not subject to termination

List the Lead Agency's policy citation(s) and describe circumstances considered temporary changes in work, education or training that are not subject to termination

N/A

- Not implemented. If not implemented, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to

complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2016) [09/30/2016](#)

Overall Status - Describe the State/Territory's status toward complete implementation for any requirement(s) (not yet started, partially implemented, substantially implemented, other) [Partially implemented](#)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

[The Children, Youth and Families Department \(CYFD\) has developed procedures and identified required regulation changes.](#)

[Policies and Procedures: Initially, parents/clients must establish a case "in-person" with their local CYFD office. In situations where an in person interview is deemed not possible CYFD will accommodate the client by exhausting all options to include, mail, fax, phone or email. Thereafter, for eligibility redetermination, families have the option to meet in-person or they may submit documentation by mail, fax, email, or by scanning documents to the local office. An in-person or phone interview will be completed as needed when circumstances have changed drastically to ensure clients receive the optimum services needed.](#)

[Clients will be deemed eligible for 12 months. Child care assistance workers will initiate communication mid-certification of their eligibility period to ensure that the family is still in need of services, children are still attending child care, and to provide outreach and coordination of services as needed with a case management approach to support families. This will provide the opportunity to identify families and children's additional risk factors with the goal toward facilitating their connection to other services as needed, beyond child care, prior to the twelve month certification.](#)

Unmet requirement - Identify the requirement(s) to be implemented [A minimum 12-month eligibility and redetermination period for CCDF families.](#)

Tasks/Activities -What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating

agencies, etc.)

Policy, procedures, and staff training need to be implemented. System changes will be modified. The time line is as follows:

Timeline for State Plan Policies & Implementation 2016

Identify Policy Changes for Child Care Assistance, Child Care Licensing, Non-Licensed, and Background Check regulations.- January - April 20 , 2016

Post proposed changes on NewMexicoKids.org - July 13, 2016

Notice of Public Hearing published in Journal and New Mexico Register - July 15, 2016

Town Halls/Round Tables - July 15 - August 5

Staff Training August 1 through September 30

Public Hearing - August 15, 2016

Submit final version to records and archives - September 16, 2016

Final publication of regulations - September 30, 2016

Projected start date for each activity: 11/01/2015

Projected end date for each activity: 09/30/2016

Agency - Who is responsible for complete implementation of this activity [New Mexico Children, Youth and Families Department](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

N/A

3.3.2 State and Territory option to terminate assistance prior to 12 months

The CCDBG Act of 2014 provides States and Territories the option - but does not require them - to terminate assistance prior to re-determination at 12 months if a parent loses employment or if he or she stops attending a job training or education program (i.e., if the parent experiences a non-temporary change in their status as working, or participating in a training or education program). However, prior to terminating the subsidy, the State/Territory must provide a period of continued child care assistance of at least 3 months to allow parents to engage in job search, resume work, or to attend an education or training program as soon as possible.

(658E(c)(2)(N)(iii)) Nothing in the statute prohibits the State/Territory from starting a new 12-month eligibility and redetermination period if families are eligible at the end of their job search, training or education attendance period.

Note that unless the State allows a minimum 3-month job search period - the State/Territory may not exercise the option to terminate assistance based on a parent's non-temporary job loss or cessation of attendance at a job training or educational program prior to the end of the minimum 12-month eligibility and re-determination period. The statute does not specify any documentation that States/Territories must require parents to submit regarding activities during periods of job search or finding training or education program requirements for this period.

Does the State/Territory terminate assistance prior to 12 months due to a parent's non-temporary loss of work or cessation of attendance at a job training or education program?

- Yes, the State/Territory terminates assistance prior to 12 months due to parent's loss of work or cessation of attendance at a job training or education program ONLY. List the Lead Agency's policy citation(s) and describe the circumstances considered to be non-temporary job, education or training loss and provide the duration allowed for job search or resuming attendance in training or education programs

The Children, Youth and Families Department (CYFD) will implement required policy by September 30, 2016 to determine 12-month eligibility for clients who are working, attending school or participating in a job training or educational program and who demonstrate a need for care. Beginning October 1, 2016, clients will be given a 12-month certification. Policy will state that if a parent is no longer working, attending school or participating in a job training or educational program, and no longer demonstrates a need for care, the parent or guardian will be given 3 months for job search. If the parent or guardian does not obtain need for care requirements after the 3 months of job search, the eligibility will be terminated.

- No, the State/Territory does not allow this option.

3.3.3 Prevent Disruption of Work

The CCDBG Act of 2014 added a requirement that States and Territories must describe in the Plan the procedures and policies in place to ensure that parents (especially parents in families receiving assistance under TANF) are not required to unduly disrupt their employment, education or job training activities in order to comply with the State/Territory's or designated local entity's requirements for redetermination of eligibility for assistance. (658E(c)(2)(N)(ii)) Examples include implementing re-determination strategies to verify income and employment electronically as opposed to more onerous practices such as asking parents and families to come to the subsidy office for an in-person visit, or aligning eligibility with other early care and education or public benefits programs to collect information centrally. The process by which States and Territories collect eligibility documentation represents a potential barrier to services,

particularly when documentation can only be provided in-person during standard work hours. States and Territories can offer a variety of family-friendly mechanisms for submitting documentation for eligibility determinations and/or re-determination.

Describe the status of the State/Territory's redetermination procedures and policies to ensure that parents (especially parents receiving TANF) do not have their employment, education or job training unduly disrupted in order to comply with the State/Territory's or designated local entity's requirements for redetermination of eligibility.

Fully implemented and meeting all Federal requirements outlined above by March 1, 2016.

List the Lead Agency's policy citation(s) and describe the policies and procedures for not unduly disrupting employment

N/A

Not implemented. If not implemented, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2016) [9/30/2016](#)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other) [Partially implemented](#)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

[The Children, Youth and Families Department \(CYFD\) has developed procedures and identified required regulation changes.](#)

[Policies and Procedures: Initially, parents/clients must establish a case "in-person" with their local CYFD office. In situations where an in person interview is deemed not possible CYFD will accommodate the client by exhausting all options to include, mail, fax, phone oremail. Thereafter, for eligibility redetermination, families have the option to meet in-person or they may submit documentation by mail, fax, email, or by scanning documents to the local office. An in-person or phone interview will be completed as needed when circumstances have changed drastically to ensure clients](#)

receive the optimum services needed.

Clients will be deemed eligible for 12 months. Child care assistance workers will initiate communication mid-certification of their eligibility period to ensure that the family is still in need of services, children are still attending child care, and to provide outreach and coordination of services as needed with a case management approach to support families. This will provide the opportunity to identify families and children's additional risk factors with the goal toward facilitating their connection to other services as needed, beyond child care, prior to the twelve month certification.

Unmet requirement - Identify the requirement(s) to be implemented ensure that parents (especially parents in families receiving assistance under TANF) are not required to unduly disrupt their employment, education or job training activities in order to comply with the State/Territory's or designated local entity's requirements for redetermination of eligibility for assistance.

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Policy implementation is the only unmet requirement. Here is the timeline.

Timeline for State Plan Policies & Implementation 2016

Identify Policy Changes for Child Care Assistance, Child Care Licensing, Non-Licensed, and Background Check regulations. - January - April 20 , 2016

Post proposed changes on NewMexicoKids.org - July 13, 2016

Notice of Public Hearing published in Journal and New Mexico Register - July 15, 2016

Town Halls/Round Tables - July 15 - August 5

Staff Training August 1 through September 30

Public Hearing - August 15, 2016

Submit final version to records and archives - September 16, 2016

Final publication of regulations - September 30, 2016

Projected start date for each activity: 08/01/2015

Projected end date for each activity: 09/30/2016

Agency - Who is responsible for complete implementation of this activity [The Children, Youth and Families Department](#).

Partners - Who is the responsible agency partnering with the State/Territory lead

agency to complete implementation of this activity

N/A

3.4 Family Contribution to Payment

The statute requires Lead Agencies to establish a sliding fee scale that varies based on income and the size of the family to be used in determining each family's contribution (i.e., co-payment) to the cost of child care that is not a barrier to families receiving CCDF. (658E(c)(5) In addition to income and size of the family, the Lead Agency may use other factors when determining family contributions/co-payments. The sliding fee scale is subject to review by ACF as part of ongoing monitoring efforts to CCDBG compliance.

3.4.1 Provide the CCDF copayments in the chart below according to family size.

Note - If the sliding fee scale is not statewide, check here and describe how many jurisdictions set their own sliding fee scale

N/A

Fill in the chart based on the most populous area of the State.

Family Size	(a) Lowest "Entry" Income Level Where Copayment First Applied	(b) What is the monthly copayment for a family of this size upon initial entry into CCDF?	(c) What is the percent of income for (b)?	(d) Maximum Highest "Entry" Income Level Before No Longer Eligible	(e) What is the monthly copayment for a family of this size upon initial entry into CCDF?	(f) What is the percent of income for (e)?
1	N/A	N/A	0	N/A	0.00	0
2	451	7	1.6%	1911.25	131.00	6.8%
3	551	8	1.5%	2511.25	171.00	6.8%
4	701	11	1.6%	3031.25	204.00	6.7%
5	801	12	1.5%	3551.25	244.00	6.8%

a) What is the effective date of the sliding fee scale(s)? [04/01/2015](#)

b) Provide the link to the sliding fee scale https://cyfd.org/docs/2016_Copayment_Chart.pdf

**3.4.2 How will the family's contribution be calculated and to whom will it be applied?
Check all that the Lead Agency has chosen to use.**

- Fee as dollar amount and
 - Fee is per child with the same fee for each child
 - Fee is per child and discounted fee for two or more children
 - Fee is per child up to a maximum per family
 - No additional fee charged after certain number of children
 - Fee is per family
- Fee as percent of income and
 - Fee is per child with the same percentage applied for each child
 - Fee is per child and discounted percentage applied for two or more children
 - Fee is per child up to a maximum per family
 - No additional percentage applied charged after certain number of children
 - Fee is per family
 - Contribution schedule varies because it is set locally/regionally (as indicated in 1.2.1).

Describe:

[N/A](#)

Other.

Describe:

[N/A](#)

3.4.3 Will the Lead Agency use other factors in addition to income and family size to determine each family's copayment? (658E(c)(3)(B))

- Yes, and describe those additional factors using the checkboxes below.
 - Number of hours the child is in care
 - Lower copayments for higher quality of care as defined by the State/Territory

Other.

Describe other factors.

N/A

No.

3.4.4 The Lead Agency may waive contributions/co-payments from families whose incomes are at or below the poverty level for a family of the same size.

Will the Lead Agency waive family contributions/co-payments?

Yes, the Lead Agency waives family contributions/co-payments for families with income at or below the poverty level for families of the same size.

The poverty level used by the Lead Agency for a family size of 3 is \$

No, the Lead Agency does not waive family contributions/co-payments

3.4.5 How will the Lead Agency ensure the family contribution/co-payment, based on a sliding fee scale, is affordable?

Check all that apply:

Limits the maximum co-payment per family.

Describe:

N/A

Limits combined amount of copayment for all children to a percentage of family income. List the percentage of the copayment limit.

Describe:

N/A

Minimizes the abrupt termination of assistance before a family can afford the full cost of care ("the cliff effect") as part of the graduated phase-out of assistance discussed in 3.1.5.

Describe:

Based on budget availability, new clients may be eligible based on 0% to 150% of the federal poverty level (FPL). Existing clients who recertify will maintain eligibility up to 200% FPL.

- Does not allow providers to charge families the difference between the maximum payment rate (addressed in section 4) and their private pay rate in addition to the copayment they are paying.

Describe:

Child care providers accept the rate the Children, Youth and Families Department (CYFD) pays for child care and are not allowed to charge families receiving child care assistance at a rate above the CYFD rate for the hours listed on the placement agreement.

- Covers all fees (such as registration, supplies, field trips) to minimize the additional fees charged to the families by the provider.

Describe:

N/A

- Other.

Describe:

N/A

4 Ensure Equal Access to High Quality Child Care for Low-Income Children

The 2014 reauthorization of the CCDBG Act is designed to help States and Territories advance improvements to the quality of child care in order to promote the healthy social-emotional, cognitive and physical development of participating children. Ensuring that low-income and vulnerable children can access high-quality care (and remain enrolled to school entry and beyond) is an equally important purpose of CCDBG. Payment levels and policies have a major impact on access.

The CCDBG Act of 2014 revises the requirement for a market rate survey (MRS) so that: 1) it must be statistically valid and reliable; and (2) it must reflect variations in the cost of child care services by geographic area, type of provider, and age of child. Also, a State/Territory may develop and conduct an alternative methodology for setting payment rates, such as a cost estimation model, to take into account the cost of meeting quality requirements.

To provide stability of funding and encourage more child care providers to participate in the subsidy program, the State/Territory's payment practices for CCDF child care providers must reflect generally accepted payment practices of non-CCDF child care providers in the State/Territory, such as paying for supplies, field trips, registration fees. In addition, to the extent practicable, the State/Territory must implement enrollment and eligibility policies that support

the fixed costs of providing child care services by delinking provider payments from a child's occasional absence due to holidays or unforeseen circumstances such as illness or closures due to emergency.

The CCDBG Act of 2014 added a provision that the State/Territory must also develop and implement strategies to increase the supply and improve the quality of child care services for: (1) children in underserved areas; (2) infants and toddlers; (3) children with disabilities (the CCDBG Act of 2014 added a new definition of child with disability (658(P)(3)); and (4) children who receive care during non-traditional hours. With respect to investments to increase access to programs providing high-quality child care and development services, the State/Territory must give priority to children of families in areas that have significant concentrations of poverty and unemployment and that do not have such programs. (658 E(c)(2)(M))

4.1 Parental Choice In Relation to Certificates, Grants or Contracts

The parent(s) of each eligible child who receive(s) or is offered financial assistance for child care services has the option of either enrolling such child with a provider that has a grant or contract for the provision of service or receiving a child care certificate. (658E(c)(2)(A)) This did not change under the CCDBG Act of 2014.

4.1.1 Describe how the parent of each eligible child is advised that the Lead Agency offers the option of selecting a provider that has a grant or contract or receiving a child care certificate (658E(c)(2)(A)(i), 658P(2))

The parent or guardian of each eligible child has the option to select a provider of their choice. The certificate is not linked to a specific provider. To assist the parent, the Children, Youth and Families Department provides consumer education materials (flyers, brochures), referral to CCR&R, referral to the websites (www.newmexicokids.org, www.cyfd.org), and there are also multiple points of communication throughout the eligibility and renewal process.

4.1.2 Describe how the parent is informed of the option to choose from a variety of child care categories - such as private, not-for-profit, faith-based providers (if using a certificate), centers, family child care homes, or in-home providers (658E(c)(2)(A)(i), 658P(2), 658Q))

- Certificate form provides information about the choice of providers, including high quality providers
- Certificate is not linked to a specific provider so parents can choose provider of choice
- Consumer education materials on choosing child care
- Referral to child care resource and referral agencies
- Co-located resource and referral in eligibility offices
- Verbal communication at the time of application
- Community outreach, workshops or other in-person activities
- Other.

Describe

NMKids CCR&R assists parents in finding child care in New Mexico. The CCR&R maintains a statewide database of child care providers that includes Children, Youth and Families Department (CYFD) licensed centers, CYFD licensed homes and registered homes. All programs under NMKids CCR&R are monitored by regulatory agencies in the State of New Mexico and the providers must maintain their regulatory status in order to continue to be listed.

Child Care Resource and Referral helps families find:

- Child Care Centers
- Preschool Programs
- Head Start
- New Mexico PreK
- School Age Care
- Faith Based Programs
- Family In-Home Care
- Other Family Resources

4.1.3 Child Care Services Available through Grants or Contracts

a) In addition to offering certificates, does the Lead Agency provide child care services through grants or contracts for child care slots? (658A(b)(1) **Note:** Do not check "yes" if every provider is simply required to sign an agreement in order to be paid in the certificate program.



Yes. If yes, **describe**

the type(s) of child care services available through grants or contracts

General Funds are allocated to the Children, Youth and Families Department and assigned to fund PreK (four year olds) and Early PreK (three year olds).

the entities who receive contracts (e.g., shared services alliances, child care resource and referral agencies, family child care networks, community based agencies, child care providers, etc.)

PreK Programs services are contracted with Community Based child care programs including Head Start. Shared Services Alliance is contracted with the New Mexico Association for the Education of Young Children and the Resource and Referral Services are contracted with the University of New Mexico, Continuing Education.

the process for accessing grants or contracts

A Request for Application is launched as funding is available for eligible programs to apply for PreK/Early Prek funding, shared services are contracted as a sole source basis and UNM-CE is an inter-governmental agreement in accordance with State rules.

the range of providers available through grants or contracts

PreK/Early Prek program requirements include Child Care programs in good licensing standing (centers or homes) in different communities. Priority is given to applicants who are proposing to provide services within the New Mexico Early Childhood Investment Zones.

how rates for contracted slots are set for grants and contracts

The rates for PreK and Early PreK are set according to the type of program (PreK or 3 year olds Early PreK) and the number of hours services are provided during the year (450 or 900). The rate per child per model is set in collaboration with the Public Education Department (co-administrators of the New Mexico PreK program).

how the State/Territory determines which entities to contract with for increasing supply and/or improving quality

The Request for Application process is available for all eligible child care programs in good licensing standing (centers or homes) in different communities. Priority is given to applicants who are proposing to provide services within the New Mexico Early Childhood Investment Zones. PreK and Early PreK Programs are required to participate in FOCUS-TQRIS.

if contracts are offered statewide and/or locally:

Statewide

No. If no, skip to 4.1.4.

b) Will the Lead Agency use grants or contracts for child care services to achieve any of the following (check all that apply):

Increase the supply of specific types of care with grants or contracts for:

- Programs to serve children with disabilities
- Programs to serve infants and toddlers
- Programs to serve school-age children
- Programs to serve children needing non-traditional hour care
- Programs to serve homeless children
- Programs to serve children in underserved areas
- Programs that serve children with diverse linguistic or cultural backgrounds
- Programs that serve specific geographic areas
 - Urban
 - Rural
- Other.

Describe:

N/A

Improve the quality of child care programs with grants or contracts for:

- Programs providing comprehensive services, such as integrated child care in Head Start, Early Head Start, summer or other programs
- Programs meeting higher quality standards, such as higher rated QRIS programs, accreditation or state pre-k programs that meet higher quality standards
- Programs that provide financial incentives to teaching staff linked to higher education and qualifications link increased education requirements to higher compensation
- Programs to serve children with disabilities or special needs
- Programs to serve infants and toddlers
- Programs to serve school-age children
- Programs to serve children needing non-traditional hour care
- Programs to serve homeless children
- Programs to serve children in underserved areas

- Programs that serve children with diverse linguistic or cultural backgrounds
- Programs that serve specific geographic areas
 - Urban
 - Rural
- Other.

Describe:

N/A

4.1.4 The Lead Agency certifies policies and procedures are in place that afford parents unlimited access to their children whenever their children are in the care of a provider who receives CCDF funds.

(658E(c)(2)(B)) This requirement did not change under the CCDBG Act of 2014. Describe the policies and procedures for unlimited access

Describe the policies and procedures for unlimited access

The Children, Youth and Families Department has licensing policies and procedures in place requiring providers to include in their parent handbook a statement to support family involvement that includes an open door policy, and unlimited access to their child's classroom and in the licensee's home where their child is located.

4.1.5 The Lead Agency must allow for in-home care (i.e., care provided in the child's own home) but may limit its use. Will the Lead Agency limit the use of in-home care in any way?

- Yes. If checked, what limits will the Lead Agency set on the use of in-home care? Check all that apply.
 - Restricted based on minimum number of children in the care of the provider to meet minimum wage law or Fair Labor Standards Act

Describe:

N/A

- Restricted based on provider meeting a minimum age requirement

Describe:

N/A

Restricted based on hours of care (certain number of hours, non-traditional work hours)

Describe:

N/A

Restricted to care by relatives

Describe:

N/A

Restricted to care for children with special needs or medical condition

Describe:

N/A

Restricted to in-home providers that meet some basic health and safety requirements

Describe:

N/A

Other

Describe:

N/A

No.

[4.2 Assessing Market Rates and Child Care Costs](#)

The new law revises the requirement for a market rate survey (MRS) so that: (1) it must be statistically valid and reliable; and (2) it must reflect variations in the cost of child care services by geographic area, type of provider, and age of child (658E(c)(4)(B)). A State/Territory has the option to develop and use a statistically valid and reliable alternative methodology for setting payment rates, such as a cost estimation model. Any payment rates established using an alternative methodology or market rate survey must be reviewed and approved by ACF as part of the CCDF Plan review process. Because the alternative methodology is a new basis for setting payment rates, we highly recommend any State or Territory considering an alternative methodology to submit a description of its proposed approach to the ACF Regional Office in advance of the Plan submittal in order to avoid delays with Plan approval. (see <http://www.acf.hhs.gov/programs/occ/resource/ccdf-reauthorization-faq>).

The MRS or alternative methodology must be developed and conducted no earlier than two

years before the date of submission of the Plan (instead of two years before the effective date of the Plan, as previously required for the MRS).

The State must consult with the State Advisory Council, local child care program administrators, local child care resource and referral agencies, and other appropriate entities prior to developing and conducting the MRS or alternative methodology.

The State must prepare a detailed report containing the results of the MRS or alternative methodology. The State must make the report with these results widely available no later than 30 days after completion of the MRS or alternative methodology, including by posting the results on the Internet.

The State must set CCDF subsidy payment rates in accordance with the results of the current MRS or alternative methodology. When setting payment rates, the State must take into consideration the cost of providing higher quality child care services than were provided prior to November 2014 (e.g., tiered reimbursement or other methods) and without, **to the extent practicable**, reducing the number of families receiving CCDF relative to the number served as of November 2014. In taking the cost of providing quality into consideration, it is important to consider such key factors as what it takes to support increased stability and reduced provider turnover when setting payment rates.

4.2.1 Developing and Conducting a Market Rate Survey (MRS) and/or an Alternative Methodology. Did the State/Territory conduct a statistically and valid and reliable MRS, alternative methodology or both between July 1, 2013 and March 1, 2016?

MRS

Alternative Methodology.

Describe:

N/A

Both.

Describe:

N/A

Other.

Describe:

N/A

4.2.2 Describe how the State consulted with the State Advisory Council (SAC) or other state- or state-designated cross-agency body if there is no SAC, local child care program administrators, local child care resource and referral agencies, and other appropriate entities which could include worker organizations prior to developing and conducting the MRS or alternative methodology.

Describe:

The Children, Youth and Families Department (CYFD) contracts with the University of New Mexico Resource and Referral agency (UNM) to conduct a Market Rate Survey, which includes providing the surveys to the providers through the NACCRRAware.

The National Association of Child Care Resource and Referral Agencies' (NACCRRRA) new Suite of Data Services is a variety of integrated, user-friendly applications and services that facilitate the work of CCR&Rs. All applications and services are available through a single point of access. CYFD Early Childcare Services works closely with UNM on the data compilation and analysis.

Children Youth and Families Department participates in all The Early Learning Advisory Council (ELAC) meetings. CYFD staff members (Early Childhood Services Deputy Director as the CYFD Cabinet Secretary's Designee and the Head Start Collaboration Office Director) are members of ELAC and provide/receive information to/from ELAC. The ELAC has conducted round table meetings across the state to discuss issues with child care providers including rates, implementation process and concerns about affordability. These concerns have been taken into account as the FOCUS and base rate reimbursements are being increased.

4.2.3 Describe how the market rate survey or alternative methodology is statistically valid and reliable.

To be considered valid and reliable, the MRS or alternative methodology must represent the child care market, provide complete and current data, use rigorous data collection procedures, reflect geographic variation, and analyze data in a manner that captures other relevant differences. For example, market rate surveys can use administrative data such as child care resource and referral data if they are representative of the market. If an alternative methodology

such as cost modeling is used, demonstrate that the methodology used reliable models that estimated the cost of delivering services in center- and home-based settings at each level of quality defined by the State/Territory.

Describe:

The Children, Youth and Families Department (CYFD) contracted with the University of New Mexico Division of Continuing Education's NMCCR&R Program to conduct the 2015 Child Care Market Rate Survey for New Mexico. The population surveyed included all licensed providers who accept private pay and a substantial sample of registered providers who care for at least one unrelated private pay child. Providers were identified through the NMKids CCR&R 2014 referral database and from a September 2014 list of registered care providers by CYFD. The survey questionnaire asked the providers to report information on capacity and enrollment, program rates and fees, hours of operation and ages and types of care offered to families. The final response rate for the survey was 90.2 percent. The 2015 market rate study analyzed the prices charged by child care facilities according to type of care (licensed centers, licensed group homes, licensed family homes, and registered homes); age of children served (infant, toddler, preschool, and school age); and geographic distribution (metropolitan or urban area served). Data was also analyzed by the quality level rating. New Mexico's licensed child care providers participate in a 5 STAR level Tiered Quality Rating and Improvement System.

4.2.4 Describe how the market rate survey reflects variations in the price of child care services by:

a) Geographic area (e.g., statewide or local markets):

Statewide

b) Type of provider:

Providers include Registered (Licensed Exempt), Licensed Family Homes, Licensed Family Group Homes, Licensed Centers

c) Age of child:

Infant, Toddler, Preschool and School-age Children

d) Describe any other key variations examined by the market rate survey, such as quality level

Data was also analyzed by New Mexico's Tiered Quality Rating and Improvement System (TQRIS). The 5 STAR TQRIS is designed to ensure acceptance of children receiving subsidy in high quality settings.

4.2.5 Describe the process used by the State to make the results of the market rate survey widely available to the public.

a) Date of completion of the market rate survey or alternative methodology (must be no earlier than July 1, 2013 and no later than March 1, 2016)

[05/29/2015](#)

b) Date report containing results were made widely available, no less than 30 days after the completion of the report [June 2, 2015](#)

c) How the report containing results was made widely available and provide the link where the report is posted if available

[Reports are posted on the newmexicokids.org website.](#)

4.3 Setting Payment Rates

4.3.1 Provide the base payment rates and percentiles (based on current MRS or alternative methodology) for the following categories. The ages and types of care listed below are meant to provide a snapshot of categories on which rates may be based and are not intended to be comprehensive of all categories that may exist in your State/Territory or reflective of the terms that your State/Territory may use for particular ages. Please use the most populous geographic region (serving highest number of children).

Note - If the payment rates are not set by the State/Territory, check here

Describe how many jurisdictions set their own payment rates

[N/A](#)

a) Infant (6 months), full-time licensed center care in most populous geographic region

Rate \$ 720.64 per monthly unit of time (e.g., hourly, daily, weekly, monthly, etc.)
Percentile: 74%

b) Infant (6 months), full-time licensed FCC care in most populous geographic region

Rate \$ 566.98 per monthly unit of time (e.g., hourly, daily, weekly, monthly, etc.)
Percentile: 47%

c) Toddler (18 months), full-time licensed center care in most populous geographic region

Rate \$ 589.55 per monthly unit of time (e.g., hourly, daily, weekly, monthly, etc.)
Percentile: 50%

d) Toddler (18 months), full-time licensed FCC care in most populous geographic region

Rate \$ 463.50 per monthly unit of time (e.g., hourly, daily, weekly, monthly, etc.)
Percentile: 15%

e) Preschooler (4 years), full-time licensed center care in the most populous geographic region

Rate \$ 490.61 per monthly unit of time (e.g., hourly, daily, weekly, monthly, etc.)
Percentile: 31%

f) Preschooler (4 years), full-time licensed FCC care in the most populous geographic region

Rate \$ 411.62 per monthly unit of time (e.g., hourly, daily, weekly, monthly, etc.)
Percentile: 22%

g) School-age child (6 years), full-time licensed center care in the most populous geographic region

Rate \$ 436.27 per monthly unit of time (e.g., hourly, daily, weekly, monthly, etc.)
Percentile: 49%

h) School-age child (6 years), full-time licensed FCC care in the most populous geographic region

Rate \$ 406.83 per monthly unit of time (e.g., hourly, daily, weekly, monthly, etc.)
Percentile: 53%

i) Describe the calculation/definition of full-time care:

Care that is provided for an average of 30 or more hours per week per month is considered

full time.

j) Provide the effective date of the payment rates : [October 1, 2015](#)

k) Provide the link to the payment rates : www.newmexicokids.org

4.3.2 States and Territories may choose to set base payment rates that differ because they take into consideration such factors as 1) geographic location, 2) age of child, 3) needs of children (special needs, protective services, etc.), 4) non-traditional hours of care, or 5) quality of care.

In other words, base rates for infants may be set at a higher level than for school-age care because the cost of providing infant care tends to be higher than school-age care. In addition to these rates that differ tied to market variations in prices, States and Territories can choose to establish tiered rates or add-ons on top of these variable base rates as a way to increase payment rates for targeted needs (i.e., higher rate for special needs children as both an incentive for providers to serve children with special needs and as a way to cover the higher costs to the provider to provide care for special needs children).

Check which types of tiered payment or rate add-on, if any, the Lead Agency has chosen to implement. In the description of any tiered rates or add-ons, indicate the process and basis used for determining the tiered rates, amount or percentage of the tiered rate/add-on, and indicate if the rates were set based on the MRS or another process.

Tiered rate/rate add-on for non-traditional hours.

Describe:

[The Children, Youth and Families Department \(CYFD\) pays a differential rate to providers who provide care during non-traditional hours as follows: 5% for 1-10 hours per week; 10% for 11-20 hours per week; and 15% for 21 or more hours per week.](#)

Tiered rate/rate add-on for children with special needs as defined by the State/Territory.

Describe:

[N/A](#)

Tiered rate/rate add-on for infants and toddlers (do not check if you have a different base rate for infants/toddlers with no separate bonus or add-on).

Describe:

[N/A](#)

- Tiered rate/rate add-on for programs meeting higher quality as defined by the State/Territory.

Describe:

The Children, Youth and Families Department (CYFD) pays a differential rate to FOCUS providers achieving higher Star levels for full time care above the base reimbursement rates as follows: 2+ Star licensed centers, group homes and family homes for all age categories is \$88.00; 3-Star licensed centers, group homes and family homes for all age categories is \$100.00; 4-Star group and family homes for all age categories is \$180.00; 4-Star centers for infant and toddler care is \$280.00; 4-Star centers for preschool care is \$250.00; 4-Star centers for school-age care is \$1800.00; 5-Star group and family homes for all age categories is \$250.00; 5-Star centers for infant and toddler care is \$500.00; 5-Star centers for preschool care is \$350.00 and; 4-Star centers for school-age care is \$250.00. In addition, the department is also paying a differential rate to AIM HIGH providers achieving higher Star levels for full time care above the base reimbursement rates until December 31, 2017 as follows: 3-Star at \$88.00; 4-Star at \$122.500 and; 5-Star at \$150.00.

- Tiered rate/rate add-on for programs serving homeless children.

Describe:

N/A

- Other tiered rate/rate add-on beyond the base rate.

Describe:

N/A

- None.

4.3.3 Describe how the State/Territory set payment rates for child care services in accordance with the results of the most recent market rate survey or alternative methodology

Describe:

As funding permits, the New Mexico Children, Youth and Families Department (NM CYFD) uses the most recent market rate survey when adjusting base rates. For ease of use and reference when raising base rates, the NM CYFD market rate survey is always categorized by age of child and care type, consistent with NM CYFD's policy rate structure. For instance, in July 2014, using the most recent market rate survey (2013), NM CYFD increased infant and toddler base rates within the categories of licensed home and center care to or close to

the 75th percentile of the 2013 market rate survey. To incentivize and increase access for the infant and toddler categories, rate increases are prioritized for these age groups if adequate funding does not permit increases for the older age groups.

In late fall 2014 NM CYFD also increased pre-school and school age base rates, however, did not achieve the 75th percentile for these categories due to limited funding. When funding does not permit base rate increases up to the 75th percentile for the respective category, NM CYFD increases base rates to the extent possible

4.3.4 In setting payment rates, how did the State/Territory take into consideration the cost of providing higher quality child care services than were provided prior to November 2014 (e.g., tiered payment or other methods) and without, to the extent practicable, reducing the number of families receiving CCDF relative to the number of families served as of November 2014.

For example, providing tiered payment with a sufficient differential to support higher quality, considering the cost of quality using a cost estimation model or other method, or examining the participation rate of high-quality providers in the subsidy system (e.g., using indicators from a quality rating system, accreditation or other state-defined indicators of quality) and adjusting payment rates if necessary.

Describe:

New Mexico revised its Policy on September 2015. The State pays a differential rate to provide incentive for child care programs to progress through the tiered quality rating improvement system. Utilizing the Provider Cost of Quality Calculator (PCQC), in addition to internal analysis, it was determined that the previous differential rates for quality were insufficient to cover the cost of quality. The current quality model is based on STAR level and age of children in that quality setting. The State believes that these differential rates properly reimburse child care providers for the quality care they provide to low income children.

4.4 Summary of Facts Used to Determine that Payments Rates Are Sufficient to Ensure Equal Access

The CCDF plan shall provide a summary of data and facts relied on by the State/Territory to certify that payment rates are sufficient to ensure equal access. (658E (c)(4)(A)) Equal access is not limited to a single percentile alone but is inclusive of various metrics or benchmarks that would offer children receiving CCDF access to the same services (type of care, quality of care) as children not receiving CCDF.

4.4.1 What data and facts did the State use to determine equal access (i.e., what is your metric or benchmark of equal access - such as percentile that rates cover or proportion of costs covered)? Check all that apply and describe.

- Payment rates are set at the 75th percentile or higher of the most recent survey.

Describe:

As described in 4.3.3, NM CYFD uses the most recent market rate survey when making decisions to increase base rates. Again, as stated in 4.3.3, in July 2014, using the most recent market rate survey (2013), NM CYFD increased infant and toddler base rates within the categories of licensed home and center care to or close to the 75th percentile of the 2013 market rate survey. To incentivize and increase access for the infant and toddler categories, rate increases are prioritized for these age groups if adequate funding does not permit increases for the older age groups.

To increase access and availability of care within the rural areas of New Mexico, in late fall 2014 NM CYFD increased all rural base rates to equal metro rates. This increase continues to place base infant care rates in all licensed settings and toddler care in licensed centers at or above the 75th percentile within rural areas. In addition, within what NM CYFD defines as rural, lies many areas which could be more appropriately defined as frontier.

Note: NM CYFD would like to note that more emphasis has been placed on quality differential rates from 2002 to 2010 than on base rates. Since 2010 NM CYFD has adopted a more balanced approach with setting base and differential rates.

- Using tiered rates/differential rates as described in 4.3.3 to increase access for targeted needs.
- Rates based on data on the cost to the provider of providing care meeting certain standards

Describe:

New Mexico CYFD implemented a very different type of rate structure for differential/tiered rates in September 2015. Using the Provider Cost of Quality Calculator (PCQC), NM CYFD set differential rates not only by quality level of provider but also type of provider and age of children. By utilizing the PCQC, in addition to internal analysis, it was determined that the previous differential rates for quality were insufficient to cover the cost of quality. The current quality model is based on STAR level and age of children in that quality setting in addition to type of provider. The State relies on current data which shows over 50% of children receiving subsidy in New Mexico are being cared for by 3 Star or above (high quality) providers.

- Data on the size of the difference (in terms of dollars) between payment rates and the 75th percentile in the most recent survey, if rates are below the 75th percentile.

Describe:

The following describes by age category and care the monthly difference in dollars of the NM CYFD rate compared to the 75th percentile if the NM CYFD rate is below the 75th percentile:

Infant metro licensed center: \$15.46
Infant metro licensed group home: \$63.43
Infant metro licensed family home: \$104.17
Toddler metro licensed center: \$116.45
Toddler metro licensed group home: \$90.94
Toddler metro licensed family home: \$142.70
Preschool metro licensed center: \$248.39
Preschool metro licensed group home: \$172.08
Preschool metro licensed family home: \$188.83
School age metro licensed center: \$149.7
School age metro licensed group home: \$39.33
School age metro licensed family home: \$249.00
Toddler rural licensed group home: \$54.52
Toddler rural licensed family home: \$77.75

Preschool rural licensed center: \$26.10
Preschool rural licensed group home: \$143.23
Preschool rural licensed family home: \$222.26
School age rural licensed center: \$48.70
School age rural licensed group home: \$147.58
School age rural licensed family home: \$271.10

Registered homes range from \$158.74 to \$374.94 monthly under the 2015 market rate survey.

- Data on the proportion of children receiving subsidy being served by high-quality providers.

Describe:

As of February 2016, 52.45% of subsidy children are being care for by 3 Star or above (high-quality) providers.

- Data on where children are being served showing access to the full range of providers. .

Describe:

As of February 2016, 89.43% of subsidy children were being cared for by formal licensed and regulated providers. The remaining 10.57% were being care for by registered home providers.

- Data on how rates set below the 75th percentile allow CCDF families access to the same quality of care as families not receiving CCDF.

Describe:

As stated, as of February 2016, 52.45% of subsidy children are being care for by 3 Star or above (high-quality) providers.

- Feedback from parents, including parent survey or parent complaints.

Describe:

N/A

- Other.

Describe:

N/A

4.4.2 Does the State/Territory certify that payment rates are sufficient to ensure equal access either based on the current MRS or alternative methodology?

Does the State/Territory certify that payment rates are sufficient to ensure equal access either based on the current MRS or alternative methodology?

- Yes. The State/Territory certifies that payment rates are sufficient to ensure equal access by March 1, 2016.

Provide the State/Territory definition of how its payment rates are sufficient to ensure equal access

As of February 2016 the following percentage of providers by type were serving subsidy children:

81.7% of licensed centers;

70.4% of licensed family homes;

84.32% of licensed group homes;

30.4% of registered homes;

In recent years, the NM CYFD has focused on subsidy children receiving care from formal licensed providers considering NM CYFD has a long history of a TQRIS for licensed providers. As a result, over 50% of subsidy children receive care from a 3 Star (high-quality) or above provider and approximately 90% of subsidy children are receiving care from licensed child care providers and approximately 10% are receiving care from registered homes.

- No. If no, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2016)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

N/A

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Projected start date for each activity:

Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

4.5 Payment Practices and Timeliness of Payments

The CCDBG Act of 2014 added a provision that requires States and Territories to describe in the Plan how the State/Territory's payment practices for CCDF child care providers reflect generally accepted payment practices of non-CCDF child care providers in the State/Territory - so as to provide stability of funding and encourage more child care providers to participate in the subsidy program. To the extent practicable, the State/Territory must implement enrollment and eligibility policies that support the fixed costs of providing child care services by delinking provider payments from a child's occasional absences due to holidays or unforeseen circumstances such as illness. (658E(c)(2)(S))

4.5.1 Describe the status of State/Territory's payment practices for CCDF child care providers that reflect generally accepted payment practices of non-CCDF child care providers in the State/Territory

- Fully implemented and meeting all Federal requirements outlined above by March 1, 2016. Describe using 4.5.2 through 4.5.3 below.
- Not implemented. If not implemented, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here.

Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2016)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

N/A

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Projected start date for each activity:

Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

4.5.2 Describe how the payment practices to child care providers who serve CCDF-assisted children reflect generally accepted payment practices of other child care providers in the State/Territory to ensure stability of funding to encourage more child care providers to serve children who receive CCDF assistance. Check all that apply and describe.

The Lead Agency

Pays prospectively prior to the delivery of services.

Describe:

N/A

Pays within no more than 21 days of billing for services.

Describe:

N/A

- Supports fixed costs of providing child care services by delinking provider payments from a child's occasional absences by paying based on enrollment instead of attendance.
Describe including the State/Territory's definition of occasional absences
The Children, Youth and Families Department (CYFD) does not have a definition for occasional absences. CYFD pays child care providers on a monthly basis, according to standard practice for the child care industry. Payment is based upon the child's enrollment with the provider as reflected in the child care placement agreement, rather than daily attendance.
- Supports fixed costs of providing child care services by delinking provider payments from a child's occasional absences by providing full payment if a child attends at least a certain percent of authorized time. Specify percent and describe
Specify percent and describe
The Children, Youth and Families Department (CYFD) does not have a definition for occasional absences. The department pays child care providers on a monthly basis, according to standard practice for the child care industry. Payment is based upon the child's enrollment with the provider as reflected in the child care placement agreement, rather than daily attendance. CYFD will pay full payment even if the child does not attend the average number of hours approved on their child care placement agreement.
- Supports fixed costs of providing child care services by delinking provider payments from a child's occasional absences by providing full payment if a child is absent for a certain number of days in a month.
Specify the number of absence days allowed and paid for and describe
N/A
- Pays on a full-time or part-time basis (rather than smaller increments such as hourly)
Describe:
The Children, Youth and Families Department (CYFD) pays 100% for full time care (30 or more hours per week per month); Part-time 1 (8-29 hours per week per month); Part-time 2 (6-19 hour per week per month is only for joint custody or in cases where a child may have two providers); and Part-time 3 (7 or less hours per week per month).
- Pays for standard and customary fees that the provider charges private-paying parents (e.g., registration fees, deposits, supplies, field trips, etc.)

Describe:

N/A

- Provides prompt notice to providers regarding any changes to the family's eligibility status that may impact payment

Describe:

The Children, Youth and Families Department's Child care assistance workers perform all casework functions, including the processing of payments and notifications of case actions on an ongoing basis. Ensuring that once all document is received, notification of action is provided within 14 days. Child care assistance workers notify clients and providers in writing of all actions, which affect services, benefits, or provider payments or status, citing the applicable policy.

Child care assistance regulations state that the Children, Youth and Families Department pays child care providers who provide child care services to department clients in a timely manner. Payments are made by the 5th day of the following month

- Has a timely appeal and resolution process for payment inaccuracies and disputes.

Describe:

The request for a fair hearing must be made in writing within 30 calendar days from the date the department took the adverse action affecting the claimant's benefits. The department conducts the fair hearing within 60 calendar days of receipt of the letter requesting the hearing and notifies the claimant of the date of the hearing no less than 14 calendar days prior to the hearing. The hearing officer reviews all of the relevant information and makes a final decision within 30 calendar days of the hearing.

- Other.

Describe:

N/A

- For those options not checked above, explain why these options are not generally accepted payment practices in your State/Territory.

The Children, Youth and Families Department (CYFD) does not have a definition for occasional absences. The department pays child care providers on a monthly basis, according to standard practice for the child care industry. Payment is based upon the child's enrollment with the provider as reflected in the child care placement agreement, rather than daily attendance. CYFD will pay full payment even if the child does not attend the average number of hours approved on their child care placement agreement.

4.5.3 Check and describe the strategies the State/Territory will use to ensure the timeliness of payments.

- Policy on length of time for making payments.

Describe length of time:

8.15.2.16.A. Child care assistance regulations state that the Children, Youth and Families Department pays child care providers who provide child care services to department clients in a timely manner. Payments are made by the 5th day of the following month.

- Track and monitor the payment process

Describe:

New Mexico's lead agency is centrally administered and core services are not subcontracted. New Mexico is a certificate administered program (our certificate is the child care placement agreement).

CYFD conducts child care assistance payment audits prior to releasing any payments. The following are methods used in conducting the payment audits:

- Generate exception reports which identify all duplicate payments and all payments over \$1,000 amount per child. Excel tools are used to cross check and validate that the calculated payments are correct and accurate.
- CYFD generates a number of other monthly and weekly reports from which major fluctuation in trends can be identified in addition to individual administrative errors.

The Improper Payments (IP) Team conducts at least 276 reviews per year, in accordance with the Improper Authorization for Payment Data Collection Instructions. The IP Team identifies administrative errors and informs Regional Managers of potential program violations. During years in which the ACF-402 is not required, we review substantially more than the 276 required review.

Supervisory staff review one to two of their caseworkers' cases using the IAP Record Review Worksheet.

Data mining is conducted when errors are flagged through a system report and further investigation is required.

All staff are re-trained on child care assistance policy when policy is revised and new staff are trained on policy when they begin work. Staff are also trained on common errors in case reviews.

- Use of electronic tools (e.g., automated billing, direct deposit, etc.)

Describe:

All Providers are encouraged to participate in Electronic Funds Transfer (EFT) or Debit card, so that their payments are electronically deposited into their bank accounts on a monthly basis. Those providers that have not made the transition to the EFT or Debit card are mailed a check on a monthly basis.

- Other.

Describe:

Providers who need to be paid retroactively can be paid on a weekly payment run, so the provider does not have to wait until the next monthly payment run.

4.6 Supply Building Strategies to Meet the Needs of Certain Populations

The CCDBG Act of 2014 added a provision that the State/Territory will develop and implement strategies to increase the supply and improve the quality of child care services for children in underserved areas, infants and toddlers, children with disabilities, and children who receive care during non-traditional hours. (658 E(c)(2)(M))

4.6.1 Has the State/Territory conducted data analysis of existing and growing supply needs?

- Yes.

Describe data sources

New Mexico Community Data Collaborative (NMCDC)

NMCDC maps and files contain aggregated data organized by sub-county areas such as census tract, zip code, school districts and other administrative boundaries. In addition, the user will find site specific information for public schools, licensed facilities and other public services. The interactive functions of ArcGIS Online facilitate group exploration of health and education issues. The maps and shape files are designed to protect individual privacy by abiding by pertinent patient and client confidentiality regulations.

<http://nmcdd.maps.arcgis.com/home/webmap/viewer.html?webmap=afeac7db53f649be9260c1a53a52eb0a>

New Mexico's Indicator-Based Information System (NM-IBIS)

The Children, Youth and Families Department (CYFD) has partnered with New Mexico Department of Health NM-IBIS to access and analyze Child Care availability by STAR level in New Mexico's Communities. NM-IBIS stands for New Mexico's Indicator-Based Information System for Public Health. Outcome measures found in the NM-IBIS System are indicators of important public health constructs. The most current information regarding the child care indicators can be found at:
<https://ibis.health.state.nm.us/indicator/view/ChildCareRatioHiLo.Cnty.html>

Implementation of the Early Childhood Investment Zones

The Children, Youth and Families Department (CYFD) has contracted with the UNM Family Development Program (FDP) to work in the Early Childhood Investment Zones Capacity building. FDP recruits and engages participation that builds a Community Leadership Coalition for strengthening understanding about the goals and opportunities for New Mexico's FOCUS on young children's learning. A series of Mind in the Making Seven Essential Skills learning sessions are facilitated to explore the brain science of how young learn, and what can be done through practical every day moments to build life skills as a foundation for children's learning success.

No.

If no, how does the State/Territory determine most critical supply needs?

N/A

4.6.2 Describe what method(s) is used to increase supply and improve quality for:

a) Infants and toddlers (check all that apply)

- Grants and contracts (as discussed in 4.1.3)
- Family child care networks
- Start-up funding
- Technical assistance support
- Recruitment of providers
- Tiered payment rates (as discussed in 4.4.1)
- Other.

Describe

N/A

b) Children with disabilities (check all that apply)

- Grants and contracts (as discussed in 4.1.3)
- Family child care networks
- Start-up funding
- Technical assistance support
- Recruitment of providers
- Tiered payment rates (as discussed in 4.4.1)
- Other.

Describe

N/A

c) Children who receive care during non-traditional hours (check all that apply)

- Grants and contracts (as discussed in 4.1.3)
- Family child care networks
- Start-up funding
- Technical assistance support
- Recruitment of providers
- Tiered payment rates (as discussed in 4.4.1)
- Other.

Describe

N/A

d) Homeless children (check all that apply)

- Grants and contracts (as discussed in 4.1.3)
- Family child care networks
- Start-up funding
- Technical assistance support
- Recruitment of providers
- Tiered payment rates (as discussed in 4.4.1)
- Other.

Describe

Homeless children are priority. They are not put on a waiting list.

4.6.3 The CCDBG Act of 2014 requires States to describe the procedures and process it uses, in terms of the investments made to increase access to programs providing high quality child care and development services, to give priority for those investments to children in families in areas that have significant concentrations of poverty and unemployment and that do not have such high-quality programs. (658E(c)(2)(Q))

Describe the status of State/Territory's process and procedures to give priority for investments to children and families from areas with high concentrations of poverty and unemployment that do not have high-quality programs.

Fully implemented and meeting all Federal requirements outlined above.

Describe

The Children, Youth and Families Department (CYFD) has identified communities at higher risk and minimal access to resources as Early Childhood Investment Zones.

Through contracts with consultants, CYFD has planned to strengthen collaborative leadership skills and shared understanding of foundational research for high quality early learning in targeted Investment Zone communities. The plan implementation includes the following key components:

- Engage Cross Sector Collaboration for FOCUS: Commitment to New Mexico's Foundations of Quality.
- Community-Based Early Childhood Coalitions Working Together for Needed Early Childhood Investment.
- Build Leadership Capacity for Sustainable Coalitions: Early Childhood Collaborative Leadership Institute and Continuous Self-Guided Learning.
- Essential Collaborative Leadership Skills and Practices for Individuals, Teams, Community.
- Comprehensive Tool Kit of Self-Guided Learning Activities for Continuous Improvement.
- Practical Strategies for Collective Impact: Data Driven Decision-Making, Results Based Accountability, Community Engagement, Group Practices and Dynamics for Effective Collaboration.
- Develop a Common Language for How Children Learn: Mind in the Making Science of Early learning.
- Mind in the Making Learning Sessions for Coalition Members and Other Interested Community Members.
- Train the Trainer to Leverage Free Mind in the Making Resources (First Books, Prescriptions for Learning) Foundation for Comprehensive NM

Pyramid Training Opportunities.

- Promote Shared Understanding for Full Participation of Every Child.
- Family Development Program's Watch Me Play/Watch Me Learn Books Written for Families/Educators.

Not implemented. If not implemented, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2016)

Overall Status - Describe the State/Territory's status toward complete implementation for any requirement(s) not fully implemented (not yet started, partially implemented, substantially implemented, other)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

N/A

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Projected start date for each activity:

Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

5 Establish Standards and Monitoring Processes to Ensure the Health and Safety of Child Care Settings

The CCDBG Act of 2014 makes child care safer by defining minimum health and safety requirements for child care providers. This includes both the standards that must be established and the pre-service/orientation and ongoing minimum training required. States and Territories must also explain why exemptions to any of the licensing standards do not endanger the health and safety of CCDF children in license-exempt care. States and Territories are required to have standards for CCDF providers regarding group size limits and appropriate child-to-provider ratios based on the age of children in child care.

Pre-licensure and annual unannounced inspections of licensed CCDF providers and annual inspections of license-exempt CCDF providers are now required. The CCDBG Act of 2014 requires States and Territories to establish qualifications and training for licensing inspectors and appropriate inspector-to-provider ratios. It also requires States and Territories to conduct criminal background checks for all child care staff members, including staff members who don't care directly for children but have unsupervised access to children and lists specific disqualifying crimes. States and Territories must certify that all child care providers comply with child abuse reporting requirements of Child Abuse Prevention and Treatment Act (CAPTA), mandatory reporting of known and suspected instances of child abuse and neglect).

5.1 Licensing Requirements and Standards

Each State is required to certify it has in effect licensing requirements applicable to all child care services provided within the State (not restricted to providers receiving CCDF), and to provide a detailed description of such requirements and how such requirements are effectively enforced. (658E(c)(2)(I)(i))

5.1.1 The State/Territory certifies that it has licensing requirements applicable to child care services provided within the State.

(658(c)(2)(F)) This requirement did not change under the CCDBG Act of 2014. List the categories of care that your State/Territory licenses and provide your definition of each licensed category of care

List the categories of care that your State/Territory licenses and provide your definition of each licensed category of care

Child Care Center

"Child Care Center" is defined as a facility required to be licensed under the Children, Youth and Families Department (CYFD) regulations that provides care, services, and supervision for less than 24-hours a day to children. A child care center is in a non-residential setting and meets the applicable state and local building and safety codes.

Family Child Care Home

"Family Child Care Home" is defined as a private dwelling required to be licensed under CYFD regulations that provides care, services and supervision for a period of less than 24 hours of any day for no more than six children. The licensee will reside in the home and be the primary educator.

Group Child Care Home

"Group Child Care Home" is defined as a home required to be licensed pursuant to CYFD regulations, which provides care, services, and supervision for at least seven but not more than 12 children. The licensee will reside in the home and be the primary educator.

Registered Homes

Registered home child care providers care for no more than four non-resident children in their own home and must participate in the Child and Adult Care Food Program (CACFP). Child Care Specialists provide training and technical assistance to registered home providers.

5.1.2 Does your State/Territory exempt any child care providers from its licensing requirements?

Yes.

Describe which types of providers that can receive CCDF are exempt from licensing and how such exemptions do not endanger children who receive CCDF services from license-exempt providers

Child care facilities operated by the federal government (military installations) are exempt from licensure. These facilities are required to maintain and submit copies of their

Department of Defense certificate and Accreditation (if applicable) in order to receive CCDF funds.

No.

5.1.3 Describe the status of the State/Territory's development and implementation of child care standards for providers receiving CCDF that address appropriate ratios between the number of children and the number of providers and group size, in terms of the age of the children for each type of setting. (658E(c)(2)(H))

- Fully implemented and meeting all Federal requirements outlined above. Describe using 5.1.4 and 5.1.5 below.
- Not implemented. If not implemented, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2016) [09/30/2016](#)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other) [Substantially implemented](#)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

[All requirements have been met. Awaiting final regulation change to include group size.](#)

Unmet requirement - Identify the requirement(s) to be implemented [child care standards for providers receiving CCDF that address appropriate ratios between the number of children and the number of providers and group size, in terms of the age of the children for each type of setting.](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[New Mexico needs to make a regulation change to include group size. Time line for completion:](#)

Timeline for State Plan Policies & Implementation 2016

Identify Policy Changes for Child Care Assistance, Child Care Licensing, Non-Licensed, and Background Check regulations. - January - April 20 , 2016

Post proposed changes on NewMexicoKids.org - July 13, 2016

Notice of Public Hearing published in Journal and New Mexico Register - July 15, 2016

Town Halls/Round Tables - July 15 - August 5

Staff Training August 1 through September 30

Public Hearing - August 15, 2016

Submit final version to records and archives - September 16, 2016

Final publication of regulations - September 30, 2016

Projected start date for each activity: 03/01/2016

Projected end date for each activity: 09/30/2016

Agency - Who is responsible for complete implementation of this activity [New Mexico Children, Youth and Families Department](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

N/A

5.1.4 Describe how the State/Territory child care standards for providers receiving CCDF address appropriate ratios between the number of children and the number of providers and group size, in terms of the age of the children for each type of setting. (658E(c)(2)(H))

a) Licensed Center-Based Care

1. Infant

- State/Territory age definition:

"Infant" is defined as a child age six weeks to 12 months.

- Ratio:

6:1

- Group Size:

12

"Group Size" is the number of children assigned to an educator or team of educators occupying an individual classroom or well-defined space within a larger room. Each child in any group has two things in common with every other child in his group: the same educator(s) responsible for the child's basic needs and the same classroom or activity space. Generally, the group stays with the assigned educator(s) throughout the day and may move to different areas through the childcare center, indoors and out. More than one group of children may occupy a room, provided the following conditions are met:

1. The room is divided so that groups are physically separated. Placement of shelves, accordion doors, or low moveable walls may be used to prevent children in one group freely mixing with children in another group.
2. Groups may move from one activity area to another within the room during the day, but individual children may not freely mingle between groups; and
3. The total number of children must not exceed the room capacity based on activity space. For example, if an infant classroom has a room capacity of 15 infants with a maximum group size of 12. The classroom may be divided into two group sizes; one with 9 infants with two educators and the other with 6 infants and one educator. Providers whose group size exceeds the maximum group size for infants and toddlers indicated above prior to the date these regulations are promulgated shall continue with their current group size as long as ratios are maintained at all times.

Providers whose group size meets the maximum group size for infants and toddlers indicated above prior to the date these regulations are promulgated must continue to meet the maximum group size. All new licensed providers and those requesting an infant or toddler capacity change after the date these regulations are promulgated must meet the maximum group size as indicated above.

2. Toddler

- State/Territory age definition:

"Toddler" is defined as a child age 12 months to 24 months.

- Ratio:

6:1

- Group Size:

12

"Group Size" is the number of children assigned to an educator or team of educators occupying an individual classroom or well-defined space within a larger room. Each child in any group has two things in common with every other child in his group: the same educator(s) responsible for the child's basic needs and the same classroom or activity space. Generally, the group stays with the assigned educator(s) throughout the day and may move to different areas through the childcare center, indoors and out. More than one group of children may occupy a room, provided the following conditions are met:

1. The room is divided so that groups are physically separated. Placement of shelves, accordion doors, or low moveable walls may be used to prevent children in one group freely mixing with children in another group.
2. Groups may move from one activity area to another within the room during the day, but individual children may not freely mingle between groups; and
3. The total number of children must not exceed the room capacity based on activity space. For example, if an infant classroom has a room capacity of 15 infants with a maximum group size of 12. The classroom may be divided into two group sizes; one with 9 infants with two educators and the other with 6 infants and one educator.

Providers whose group size meets the maximum group size for infants and toddlers indicated above prior to the date these regulations are promulgated must continue to meet the maximum group size. All new licensed providers and those requesting an infant or toddler capacity change after the date these regulations are promulgated must meet the maximum group size as indicated above.

3. Preschool:

- State/Territory age definition:

"Preschool" is defined as a child age 3 years to 5 years.

- Ratio:

14:1

- Group Size:

28

"Group Size" is the number of children assigned to an educator or team of educators occupying an individual classroom or well-defined space within a larger room. Each child in any group has two things in common with every other child in his group: the

same educator(s) responsible for the child's basic needs and the same classroom or activity space. Generally, the group stays with the assigned educator(s) throughout the day and may move to different areas through the childcare center, indoors and out. More than one group of children may occupy a room, provided the following conditions are met:

1. The room is divided so that groups are physically separated. Placement of shelves, accordion doors, or low moveable walls may be used to prevent children in one group freely mixing with children in another group.
2. Groups may move from one activity area to another within the room during the day, but individual children may not freely mingle between groups; and
3. The total number of children must not exceed the room capacity based on activity space. For example, if an infant classroom has a room capacity of 15 infants with a maximum group size of 12. The classroom may be divided into two group sizes; one with 9 infants with two educators and the other with 6 infants and one educator.

4. School-Age

- State/Territory age definition:

"School-age" is defined as a child age 5 to 18 years.

- Ratio:

15:1

- Group Size:

30

"Group Size" for Out-of-School-Time Programs, is the number of children occupying an individual classroom or well-defined space within a larger room. . More than one group of children may occupy a room, provided the following conditions are met:

1. The room is divided so that different activity/interest areas are well-defined (i.e. snack, art, dramatic play, fine motor, homework, science, math, and quiet homelike area).
2. Each activity/interest area will have a posted capacity, which may vary according to the activity and size of the space, and will not exceed 30.
3. Placement of cabinets, tables, carpeting, room-dividers, or shelving clearly define the different activity/interest areas.
4. Individual children may freely move from one activity/interest area at their own pace as long as the capacity of any individual interest area is not exceeded.

5. A single educator is responsible for supervising up to 15 children in one or more interest area as long as every child is in direct eyesight.
6. The total number of children in the larger room must not exceed the room capacity based on activity space. For example, if the larger room has a capacity of 90, and the maximum group size is 30, the room must be divided by at least 3 well-defined activity/interest areas and be supervised by at least 6 caregivers, who are spread out so that every child is "attended."

5. If any of the responses above are different for exempt child care centers, describe:

Child care facilities operated by the federal government (military installations) are exempt from licensure. These facilities are required to maintain and submit copies of their Department of Defense certificate and Accreditation (if applicable) in order to receive CCDF funds.

6. Describe, if applicable, ratios and group sizes for centers with mixed age groups.

STAFF/CHILD RATIOS:

Centers where children are grouped by age:

- Infant Staffing - one adult for every six children or fraction of group thereof. Group size: 12
- Toddler Staffing - one adult for every 10 children or fraction of group thereof. Group size: 20
 - Three years. Staffing - one adult for every 12 children or fraction of group thereof. Group size: 24
 - Four years. Staffing - one adult for every 12 children or fraction of group thereof. Group size: 24
 - Five years. Staffing - one adult for every 15 children or fraction of group thereof. Group size: 30
 - Six years and older. Staffing - one adult for every 15 children or fraction of group thereof. Group size: 30

CENTERS WHERE AGE GROUPS ARE COMBINED

- Infant Staffing - one adult to every six children or fraction of group thereof. Group size: 12
- Toddler Staffing - one adult to every 12 children or fraction of group thereof. Group size: 24
 - Three through five years. Staffing - one adult to every 14 children or fraction thereof. Group size: 28
 - six years and older. Staffing - one adult to every 15 children or fraction of group thereof. Group size: 30
- If a center groups toddler's ages 18 to 24 months with children ages 24 through 35 months, the staff/child ratio shall be maintained at one staff per six children. Group size: 12.

b) Licensed Group Child Care Homes:

1. Infant

- State/Territory age definition:

"Infant" is defined as a child age six weeks to 12 months.

- Ratio:

2:1 A group child care home will have at least two educators when more than six children are present or when more than two children under the age of two are present.

- Group Size:

4 - group child care homes cannot exceed more than four children under age two.

2. Toddler

- State/Territory age definition:

"Toddler" is defined as a child age 12 months to 24 months.

- Ratio:

2:1 A group child care home will have at least two educators when more than six children are present or when more than two children under the age of two are present.

- Group Size:

4 - group child care homes cannot exceed more than four children under age two.

3. Preschool:

- State/Territory age definition:

"Preschool" is defined as a child age three years to five years.

- Ratio:

6:1 A group child care home will have at least two educators when more than six children are present or when more than two children under the age of two are present.

- Group Size:

12 - The maximum number of children allowed in a group home is 12. If the group home has 4 children under age 2 present, 8 is the maximum group size.

4. School-Age

- State/Territory age definition:

"School-age" is defined as a child age 5 to 18 years.

- Ratio:

6:1 A group child care home will have at least two educators when more than six children are present or when more than two children under the age of two are present.

- Group Size:

12 - The maximum number of children allowed in a group home is 12. If the group home has 4 children under age 2 present, 8 is the maximum group size.

5. Describe the maximum number of children that are allowed in the home at any one time, if the State/Territory requires related children to be included in the child-to-provider ratio or group size, or the limits on infants and toddlers or additional school-age children that are allowed for part of the day

A group child care home provides care for at least 7 but not more than 12 children. A group child care home providing care for a maximum of 12 children may care for up to four children under age two providing a second educator is present in the home. The Children, Youth and Families Department counts all children in the care of the licensed home, including the educator's own children under the age of six, in the capacity of the home.

6. If any of the responses above are different for exempt group child care homes, describe

Child care facilities operated by the federal government (military installations) are exempt from licensure. These facilities are required to maintain and submit copies of their Department of Defense certificate and Accreditation (if applicable) in order to receive CCDF funds.

N/A. State/Territory does not have group child care homes.

c) Licensed Family Child Care:

1. Describe the ratios, group size, the threshold for when licensing is required, maximum number of children that are allowed in the home at any one time, if the State/Territory requires related children to be included in the Child-to-Provider ratio or group size, or the limits on infants and toddlers or additional school-age children that are allowed for part of the day.

Describe the ratios:

6:1 A home licensed to provide care for six or fewer children will have at least one educator in the home at all times. A home licensed to provide care for more than two children under the age of two will have at least two educators in the home at all times.

Describe the group size:

Maximum group size is 6.

Describe the threshold for when licensing is required:

When a home provides care for more than four nonresidential children.

Describe the maximum number of children that are allowed in the home at any one time:

6

Describe if the State/Territory requires related children to be included in the Child-to-Provider ratio or group size:

All children under the age of six will be counted in the capacity of the home to include ratio and group size.

Describe the limits on infants and toddlers or additional school-age children that are allowed for part of the day:

A home licensed to provide care for six or fewer children will have at least one educator in the home at all times. A home licensed to provide care for more than two children under the age of two will have at least two educators in the home at all times.

The license capacity must not be exceeded by the presence of school age children.

2. If any of the responses above are different for exempt family child care home providers, describe

N/A

d) Any other eligible CCDF provider categories:

Describe the ratios, group size, the threshold for when licensing is required, maximum number of children that are allowed in the home at any one time, if the State/Territory requires related children to be included in the Child-to-Provider ratio or group size, or the limits on infants and toddlers or additional school-age children that are allowed for part of the day.

Describe the ratios:

N/A

Describe group size:

N/A

Describe the threshold for when licensing is required:

N/A

Describe maximum number of children that are allowed in the home at any one time:

N/A

Describe if the State/Territory requires related children to be included in the Child-to-Provider ratio or group size:

N/A

Describe the limits on infants and toddlers or additional school-age children that are allowed for part of the day:

N/A

5.1.5 Describe how the State/Territory child care standards address required qualifications for providers appropriate to each type of setting, including the minimum age allowed, minimum education level, any specific content required related to the age of children. (658E(c)(2)(H))

a) Licensed Center-Based Care:

1. Infant lead teacher

No credential required for licensing, minimum age 18. For Licensing requirements, within six months of employment, all educators must complete the 45-hour entry level course or approved three-credit early care and education course or an equivalent approved by the department (8.16.2.23 B (2) (b) NMAC).

and assistant teacher qualifications:

No credential required for licensing. For Licensing requirements, within six months of

employment, all educators must complete the 45-hour entry level course or approved three-credit early care and education course or an equivalent approved by the department (8.16.2.23 B (2) (b) NMAC). Minimum age 18.

2. Toddler lead teacher

No credential required for licensing, minimum age 18.. For Licensing requirements, within six months of employment, all educators must complete the 45-hour entry level course or approved three-credit early care and education course or an equivalent approved by the department (8.16.2.23 B (2) (b) NMAC). .

and assistant teacher qualifications:

No credential required for licensing, minimum age 18. For Licensing requirements, within six months of employment, all educators must complete the 45-hour entry level course or approved three-credit early care and education course or an equivalent approved by the department (8.16.2.23 B (2) (b) NMAC).

3. Preschool lead teacher

No credential required for licensing, minimum age 18.. For Licensing requirements, within six months of employment, all educators must complete the 45-hour entry level course or approved three-credit early care and education course or an equivalent approved by the department (8.16.2.23 B (2) (b) NMAC). .

and assistant teacher qualifications:

No credential required for licensing, minimum age 18. For Licensing requirements, within six months of employment, all educators must complete the 45-hour entry level course or approved three-credit early care and education course or an equivalent approved by the department (8.16.2.23 B (2) (b) NMAC).

4. School-Age lead teacher

No credential required for licensing, minimum age 18. For Licensing requirements, within six months of employment, all educators must complete the 45-hour entry level course or approved three-credit early care and education course or an equivalent approved by the department (8.16.2.23 B (2) (b) NMAC).

and assistant teacher qualifications:

No credential required for licensing, minimum age 18. For Licensing requirements, within six months of employment, all educators must complete the 45-hour entry level course or approved three-credit early care and education course or an equivalent approved by the department (8.16.2.23 B (2) (b) NMAC).

5. Director qualifications:

No credential required for licensing, minimum age 18. For Licensing requirements, within

six months of employment, all educators must complete the 45-hour entry level course or approved three-credit early care and education course or an equivalent approved by the department (8.16.2.23 B (2) (b) NMAC).

b) Licensed Group Child Care Homes:

1. Infant lead teacher

No credential required for licensing, minimum age 18. Educators working for a home will receive at least 12 documented hours of training during each year, including six hours in child growth and development and three hours in health, safety, nutrition, and infection control. The three remaining training hours must be within the seven competency areas. The competency areas are: 1) child growth, development and learning; 2) health, safety, nutrition and infection control; 3) family and community collaboration; 4) developmentally appropriate content; 5) learning environment and curriculum implementation; 6) assessment of children and programs; and 7) professionalism. An educator cannot count more than three hours in first aid or CPR training toward the total hours required.

and assistant qualifications:

No credential required for licensing, minimum age 18. Educators working for a home will receive at least 12 documented hours of training during each year, including six hours in child growth and development and three hours in health, safety, nutrition, and infection control. The three remaining training hours must be within the seven competency areas. The competency areas are: 1) child growth, development and learning; 2) health, safety, nutrition and infection control; 3) family and community collaboration; 4) developmentally appropriate content; 5) learning environment and curriculum implementation; 6) assessment of children and programs; and 7) professionalism. An educator cannot count more than three hours in first aid or CPR training toward the total hours required.

2. Toddler lead teacher

No credential required for licensing, minimum age 18. Educators working for a home will receive at least 12 documented hours of training during each year, including six hours in child growth and development and three hours in health, safety, nutrition, and infection control. The three remaining training hours must be within the seven competency areas. The competency areas are: 1) child growth, development and learning; 2) health, safety, nutrition and infection control; 3) family and community collaboration; 4) developmentally appropriate content; 5) learning environment and curriculum implementation; 6) assessment of children and programs; and 7) professionalism. An educator cannot count more than three hours in first aid or CPR training toward the total hours required.

and assistant qualifications:

No credential required for licensing, minimum age 18. Educators working for a home will receive at least 12 documented hours of training during each year, including six hours in child growth and development and three hours in health, safety, nutrition, and infection control. The three remaining training hours must be within the seven competency areas. The competency areas are: 1) child growth, development and learning; 2) health, safety, nutrition and infection control; 3) family and community collaboration; 4) developmentally appropriate content; 5) learning environment and curriculum implementation; 6) assessment of children and programs; and 7) professionalism. An educator cannot count more than three hours in first aid or CPR training toward the total hours required.

3. Preschool lead teacher

No credential required for licensing, minimum age 18. Educators working for a home will receive at least 12 documented hours of training during each year, including six hours in child growth and development and three hours in health, safety, nutrition, and infection control. The three remaining training hours must be within the seven competency areas. The competency areas are: 1) child growth, development and learning; 2) health, safety, nutrition and infection control; 3) family and community collaboration; 4) developmentally appropriate content; 5) learning environment and curriculum implementation; 6) assessment of children and programs; and 7) professionalism. An educator cannot count more than three hours in first aid or CPR training toward the total hours required.

and assistant qualifications:

No credential required for licensing, minimum age 18. Educators working for a home will receive at least 12 documented hours of training during each year, including six hours in child growth and development and three hours in health, safety, nutrition, and infection control. The three remaining training hours must be within the seven competency areas. The competency areas are: 1) child growth, development and learning; 2) health, safety, nutrition and infection control; 3) family and community collaboration; 4) developmentally appropriate content; 5) learning environment and curriculum implementation; 6) assessment of children and programs; and 7) professionalism. An educator cannot count more than three hours in first aid or CPR training toward the total hours required.

4. School-Age lead teacher

No credential required for licensing, minimum age 18. Educators working for a home will receive at least 12 documented hours of training during each year, including six hours in child growth and development and three hours in health, safety, nutrition, and infection control. The three remaining training hours must be within the seven competency areas.

The competency areas are: 1) child growth, development and learning; 2) health, safety, nutrition and infection control; 3) family and community collaboration; 4) developmentally appropriate content; 5) learning environment and curriculum implementation; 6) assessment of children and programs; and 7) professionalism. An educator cannot count more than three hours in first aid or CPR training toward the total hours required.

and assistant qualifications:

No credential required for licensing, minimum age 18. Educators working for a home will receive at least 12 documented hours of training during each year, including six hours in child growth and development and three hours in health, safety, nutrition, and infection control. The three remaining training hours must be within the seven competency areas. The competency areas are: 1) child growth, development and learning; 2) health, safety, nutrition and infection control; 3) family and community collaboration; 4) developmentally appropriate content; 5) learning environment and curriculum implementation; 6) assessment of children and programs; and 7) professionalism. An educator cannot count more than three hours in first aid or CPR training toward the total hours required.

N/A. State/Territory does not have group child care homes.

c) Licensed Family Child Care home provider qualifications

No credential required for licensing, minimum age 18. Educators working for a home will receive at least 12 documented hours of training during each year, including six hours in child growth and development and three hours in health, safety, nutrition, and infection control. The three remaining training hours must be within the seven competency areas. The competency areas are: 1) child growth, development and learning; 2) health, safety, nutrition and infection control; 3) family and community collaboration; 4) developmentally appropriate content; 5) learning environment and curriculum implementation; 6) assessment of children and programs; and 7) professionalism. An educator cannot count more than three hours in first aid or CPR training toward the total hours required.

d) Other eligible providers qualifications:

N/A

5.1.6 The CCDBG Act of 2014 added a new provision specifying that States and Territories must 1) establish health and safety requirements for providers serving children receiving CCDF assistance relating to matters included in the topics listed below, and 2) have pre-service or orientation training requirements, appropriate to the

provider setting, that address these health and safety topics.

(658E(c)(2)(I)(i)) This requirement is applicable to all child care providers receiving CCDF regardless of licensing status (licensed or license-exempt). The only exception to this requirement is for providers who are caring for their own relatives, as States have the option of exempting relatives from some or all CCDF health and safety requirements. When establishing these requirements, States are encouraged to consider the age of children and type of child care setting to ensure that they are appropriate to the health and safety needs of the children from birth through age 12 and the providers who care for them.

a) The State certifies that it has health and safety requirements for individuals (providers) receiving CCDF in the following areas:

- Prevention and control of infectious diseases (including immunization)
- Prevention of sudden infant death syndrome and use of safe sleeping practices
- Administration of medication, consistent with standards for parental consent
- Prevention of and response to emergencies due to food and allergic reactions
- Building and physical premises safety, including identification of and protection from hazards that can cause bodily injury such as electrical hazards, bodies of water, and vehicular traffic
- Prevention of shaken baby syndrome and abusive head trauma
- Emergency preparedness and response planning for emergencies resulting from a natural disaster, or a man-caused event (such as violence at a child care facility), within the meaning of those terms under section 602(a) (1) of the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5195a(a)(1))
- Handling and storage of hazardous materials and the appropriate disposal of bio contaminants
- Precautions in transporting children (if applicable)
- First aid and cardiopulmonary resuscitation

Yes. The State/Territory certifies that it has health and safety requirements for CCDF providers in these areas as of March 1, 2016.

Provide a citation and a link if available

N/A

No. If no, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be

consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2016) [09/30/2016](#)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other) [Partially implemented](#)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

[New staff members working directly with children in a licensed setting regardless of the number of hours per week are required to complete the 45-hour entry level course or approved three-credit early care and education course or an equivalent approved by the department prior to or within six months of employment, including CPR training. In addition, modules are being developed and made available to program directors and home providers for both licensed and license-exempt providers to ensure the following topics are provided to program staff in pre-service or staff orientation as follows:](#)

[Licensed Providers](#)

[Typical and atypical child development; safe sleep practices, including risk reduction of Sudden Infant Death Syndrome/Sudden Unexplained Infant Death \(SIDS/SUID\). The following training link is provided, <http://cfoc.nrckids.org/StandardView/3.1.4.1>, and includes poison prevention; shaken baby syndrome and abusive head trauma; standard precautions; emergency preparedness; nutrition and age-appropriate feeding; medication administration; and care plan implementation for children with special health care needs.](#)

[Licensed Exempt-Providers](#)

- Prevention and control of infectious diseases (including immunization)
- Prevention of sudden infant death syndrome and use of safe sleeping practices
- Administration of medication, consistent with standards for parental consent
- Prevention of and response to emergencies due to food and allergic reactions
- Building and physical premises safety, including identification of and protection from hazards that can cause bodily injury such as electrical hazards, bodies of water, and vehicular traffic
- Prevention of shaken baby syndrome and abusive head trauma

- Emergency preparedness and response planning for emergencies resulting from a natural disaster, or a man-caused event (such as violence at a child care facility), within the meaning of those terms under section 602(a) (1) of the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5195a(a)(1))
- Handling and storage of hazardous materials and the appropriate disposal of bio contaminants
- CPR and First Aid are already requirements for License-Exempt providers

The 45 hour training currently includes some of the required health and safety training requirements. In addition, modules are being developed and made available to program directors to include health and safety training not covered through the 45 hour course for licensed exempt providers.

Unmet requirement - Identify the requirement(s) to be implemented [Prevention of sudden infant death syndrome and use of safe sleeping practices](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

CYFD will include training on safe sleep practices, including risk reduction of Sudden Infant Death Syndrome/Sudden Unexplained Infant Death (SIDS/SUID) - training will include providing the following link:

<http://cfoc.nrckids.org/StandardView/3.1.4.1>

.January 2016

- Make inventory of current available training for child care licensed and except providers including 45 hour course, FOCUS-TQRIS training, 18 hour course.
- Identify the current venues available for the 45 hour course, FOCUS-TQRIS training, 18 hour course.

February - March 2016

- Determine the training not available through the 45 hour course, FOCUS-TQRIS training, 18 hour course and see feasibility of including required reauthorization training in the current structure.
- Look at other options to deliver required training that can be made available to license-exempt providers

April 30, 2016

Identify online training modules (where available, including mobile compatibility), DVD and in person training on the following areas:

1. Prevention and control of infectious diseases (including

- immunization)
2. Prevention of sudden infant death syndrome and use of safe sleeping practices
 3. Administration of medication, consistent with standards for parental consent
 4. Prevention of and response to emergencies due to food and allergic reactions
 5. Building and physical premises safety, including identification of and protection from hazards that can cause bodily injury such as electrical hazards, bodies of water, and vehicular traffic
 6. Prevention of shaken baby syndrome and abusive head trauma
 7. New Mexico Emergency preparedness and response planning for emergencies resulting from a natural disaster, or a man-caused event (such as violence at a child care facility), within the meaning of those terms under section 602(a) (1) of the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5195a(a)(1))
 8. Handling and storage of hazardous materials and the appropriate disposal of bio contaminants
 9. Precautions in transporting children (if applicable)
 - Assign to current Contract with the University of New Mexico, Continuing Education Training Hub (UNM-Hub) the development of the required training.
 - Meetings to discuss the format, content, resources and delivery method for the training module.

May 31, 2016

Professional Development Registry/Learning Management System -

- University of New Mexico, Continuing Education Training Hub will solicit bids for a vendor that can provide a learning management package that is comprehensive and allows for registration, tracking and reporting of live and on-line training events. Through this system, UNM will
- (UNM-Hub) Begin Training Module Design

June 30, 2016

- (UNM-Hub) Identify successful vendor
- (UNM-Hub) Enter into contract agreement
- (UNM-Hub) Obtain Office of Child Development Approval on Training Modules and/or make necessary recommendations

July 31, 2016

- (UNM-Hub) Transfer training modules into the online system - create DVD version
- (UNM-Hub) Test Pilot of online version with CYFD Licensing and Office of Child Development personnel
- (UNM-Hub) Make necessary changes

New Mexico August 31, 2016

- Launch online training for license exempt and licensed providers

- by region
- Track participation into the training registry system
- By request, send DVD version of training with documents attached for verification

September 30, 2016

- Full Implementation

Projected start date for each activity: 12/01/2015

Projected end date for each activity: 03/01/2016

Agency - Who is responsible for complete implementation of this activity [The Children, Youth and Families Department, Early Childhood Services/Office of Child Development.](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[The University of New Mexico, Continuing Education-Resource and Referral Program and Training and Technical Assistance programs.](#)

b) The State/Territory certifies that it has pre-service (prior to initial service) or orientation (period from when service started) and ongoing training requirements, appropriate to the provider setting that address each of the requirements relating to the topic areas listed above. ACF expects these trainings will be part of a broader systematic approach and progression of professional development (as described in Section 6) within a State/Territory that will result in opportunities for child care providers to accumulate knowledge, competencies and credits toward eventual completion of a professional certification or higher education. The law does not specify a specific number of training or education hours but States and Territories are encouraged to consult with *Caring for our Children Basics* for best practices and recommended time needed to address these training requirements.

Yes. The State/Territory certifies that it has pre-service or orientation and ongoing training requirements appropriate to the provider setting that address each of the requirements relating to the topics listed above as of March 1, 2016.

Describe, including at a minimum 1) how the state/territory defines preservice or orientation period, 2) the minimum number of annual preservice or orientation hours required to meet these health, and safety requirements, and 3) ongoing training or education hours required to meet these health and safety requirements

[N/A](#)

No. If no, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned

activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2016) [09/30/2016](#)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other) [Partially implemented](#)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

[The licensing regulations require each staff person working directly with children to obtain at least 24 hours of training each year. The licensed exempt providers are required to obtain 6 hours of training annually. Annual training for both licensing and licensed exempt providers shall be within the seven competency areas. The competency areas are: 1\) child growth, development and learning; 2\) health, safety, nutrition and infection control; 3\) family and community collaboration; 4\) developmentally appropriate content; 5\) learning environment and curriculum implementation; 6\) assessment of children and programs; and 7\) professionalism.](#)

Unmet requirement - Identify the requirement(s) to be implemented [pre-service \(prior to initial service\) or orientation \(period from when service started\) appropriate to the provider setting that address each of the requirements relating to the required topic areas](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[The Children, Youth and Families Department \(CYFD\) will amend license and licensed exempt policy to define the preservice or orientation period. CYFD will identify in license and non-license policy the minimum number of annual preservice or orientation hours required to meet these health, and safety requirements.](#)

[CYFD will implement the required regulation changes.](#)

[January 2016](#)

- [Make inventory of current available training for child care licensed and except providers including 45 hour course, FOCUS-TQRIS training, 18 hour course.](#)

- Identify the current venues available for the 45 hour course, FOCUS-TQRIS training, 18 hour course.

February - March 2016

- Determine the training not available through the 45 hour course, FOCUS-TQRIS training, 18 hour course and see feasibility of including required reauthorization training in the current structure.
- Look at other options to deliver required training that can be made available to license-exempt providers

April 30, 2016

Identify online training modules (where available, including mobile compatibility),

DVD and in person training on the following areas:

1. Prevention and control of infectious diseases (including immunization)
 2. Prevention of sudden infant death syndrome and use of safe sleeping practices
 3. Administration of medication, consistent with standards for parental consent
 4. Prevention of and response to emergencies due to food and allergic reactions
 5. Building and physical premises safety, including identification of and protection from hazards that can cause bodily injury such as electrical hazards, bodies of water, and vehicular traffic
 6. Prevention of shaken baby syndrome and abusive head trauma
 7. New Mexico Emergency preparedness and response planning for emergencies resulting from a natural disaster, or a man-caused event (such as violence at a child care facility), within the meaning of those terms under section 602(a) (1) of the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5195a(a)(1))
 8. Handling and storage of hazardous materials and the appropriate disposal of bio contaminants
 9. Precautions in transporting children (if applicable)
- Assign to current Contract with the University of New Mexico, Continuing Education Training Hub (UNM-Hub) the development of the required training.
 - Meetings to discuss the format, content, resources and delivery method for the training module.

May 31, 2016

Professional Development Registry/Learning Management System -

- University of New Mexico, Continuing Education Training Hub will solicit bids for a vendor that can provide a learning management package that is comprehensive and allows for registration, tracking and reporting of live and on-line training events. Through this system, UNM will

- (UNM-Hub) Begin Training Module Design

June 30, 2016

- (UNM-Hub) Identify successful vendor
- (UNM-Hub) Enter into contract agreement
- (UNM-Hub) Obtain Office of Child Development Approval on Training Modules and/or make necessary recommendations

July 31, 2016

- (UNM-Hub) Transfer training modules into the online system - create DVD version
- (UNM-Hub) Test Pilot of online version with CYFD Licensing and Office of Child Development personnel
- (UNM-Hub) Make necessary changes

August 31, 2016

- Launch online training for license exempt and licensed providers by region
- Track participation into the training registry system
- By request, send DVD version of training with documents attached for verification

September 30, 2016

- Full Implementation

Projected start date for each activity: 07/01/2015

Projected end date for each activity: 09/30/2016

Agency - Who is responsible for complete implementation of this activity [The Children, Youth and Families Department](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

N/A



5.1.7 Does the State/Territory have health and safety requirements for any of the following optional areas?

Nutrition (including age appropriate feeding).



Describe:

[The Children, Youth and Families Department \(CYFD\) Family Nutrition Bureau partners with the New Mexico Department of Health \(NMDOH\) in making recommendations for CYFD's licensing regulations and Quality Rating System regarding nutrition.](#)

Describe:

The Children, Youth and Families Department (CYFD) Family Nutrition Bureau partners with the New Mexico Department of Health (NMDOH) in making recommendations for CYFD's licensing regulations and Quality Rating System regarding physical activity standards.

Screen time.

Describe:

The Children, Youth and Families Department (CYFD) child care licensing regulations state that media viewing will not be permitted for children under two years of age. Media viewing for children two years and older will be limited to 6 hours per month, but not to exceed one full length film in one day. Programs, movies, music and music programs shall be age appropriate and shall not contain adult content. Per child care non-licensed regulations, television, videotapes and video games should be limited to two hours a day and should be age appropriate.

Caring for children with special needs.

Describe:

All Children, Youth and Families Department (CYFD) health and safety requirements apply to caring for children with special needs. Additional requirements include staff awareness of community resources for children with disabilities, and the family education rights and privacy act will be respected at all times. Staff awareness with ADA as it relates to enrolling and caring for children with special needs is required.

Recognition and reporting of child abuse and neglect.

Describe:

The Children, Youth and Families Department's (CYFD) policy citations for Child Care Licensing policy are Child Abuse and Neglect Reporting 8.16.2.21C(1)(c) NMAC, 8.16.2.31C(1)(c) NMAC, 8.16.2.40C(1)(c) NMAC. The Child Care Non-Licensed Child Care is 8.17.2.10 F NMAC.

- www.newmexicokids.org/caregivers-and-educators/nm-state-child-care-regulations/



Other subject areas determined by the State/Territory to be necessary to promote child development or to protect children's health and safety.

Describe:

N/A

5.1.8 States and Territories have the option to exempt relatives (as defined in CCDF regulations as grandparents, great-grandparents, siblings if living in a separate residence, aunts, and uncles, 98.41(A)(ii)(A)) from these CCDF health and safety requirements.

Does the State/Territory exempt relatives from the requirement to receive pre-service or orientation health and safety training on any or all of the listed topics?

- Yes, all relatives are exempt from all health and safety training requirements.
If the State/Territory exempts all relatives from the CCDF health and safety training requirements, describe how the State ensures the health and safety of children in relative care.
N/A
- Yes, some relatives are exempt from health and safety training requirements.
If the State/Territory exempts some relatives from the CCDF health and safety training requirements, describe which relatives are exempt from which requirements (all or some) and include how the State/Territory ensures the health and safety of children in relative care.
N/A
- No, relatives are not exempt from CCDF health and safety training requirements.

5.2 Monitoring and Enforcement Policies and Practices

5.2.1 The State/Territory certifies that the State/Territory shall have in effect policies and practices to ensure that providers for children receiving assistance and their facilities comply with applicable State or local licensing and health and safety requirements. (658E(c)(2)(J))

Yes.

The State/Territory certifies that it has policies and practices to ensure compliance with applicable licensing and health and safety requirements for providers receiving CCDF and their facilities as of March 1, 2016. List the policy citation

8.16.2 NMAC; 8.17.2 NMAC

- www.newmexicokids.org/caregivers-and-educators/nm-state-child-care-regulations/

- No. If no, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2016)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

N/A

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Projected start date for each activity:

Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

5.2.2 The CCDBG Act of 2014 added the following provisions for enforcement of licensing which must be in effect no later than November 19, 2016 for all providers who serve children receiving CCDF (with the option to exempt relatives). While the law does not specify strategies to meet these requirements, States and Territories could consider implementing a differential monitoring approach as long as the full complement of licensing and CCDF health and safety standards was representative and the frequency was at least annually.

a) **Licensing Inspectors** - It will have policies and practices that ensure that individuals who are hired as licensing inspectors in the State/Territory are qualified to inspect those child care providers and facilities and have received training in related health and safety requirements, and are trained in all aspects of the State's licensure requirements. (658E(c)(2)(K)(i)(I))

Yes.

The State/Territory certifies that as of March 1, 2016 it has policies and practices that ensure that individuals who are hired as licensing inspectors in the State/Territory are qualified to inspect those child care providers and facilities and have received training in related health and safety requirements, and are trained in all aspects of the State's licensure requirements. List the policy citation and describe the qualifications, including at a minimum how inspector qualifications address training related to the language and cultural diversity of the providers, and how qualifications address being appropriate to the age of children in care and type of provider setting:

The Children, Youth and Families Department (CYFD) policy citations for Licensing Inspectors define qualifications for inspectors and training as follows: State Personnel Office minimum qualifications: High School Diploma or GED and two (2) years of experience in investigations, regulation, policy, statutory, and/or contract compliance. On the job training is provided upon hire in all aspects of the State's licensure requirements, and all licensing inspectors receive ongoing relevant training, to include training related to the language and cultural diversity of the providers.

www.spo.state.nm.us

No. If no, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than November 19, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than November 19, 2016)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

N/A

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Projected start date for each activity:

Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

b) Inspections for Licensed CCDF Providers - It will require licensing inspectors to perform inspections, with not less than one preclosure inspection, for compliance with health, safety, and fire standards, of each such child care provider and facility in the State/Territory. It will require licensing inspectors to perform not less than annually, one unannounced inspection of licensed CCDF providers for compliance with all child care licensing standards, which shall include an inspection for compliance with health, safety, and fire standards (inspectors may inspect for compliance with all 3 standards at the same time. (658E(c)(2)(K)(i)(II))

Yes.

The State/Territory certifies that as of March 1, 2016 it has policies and practices regarding inspections for licensed CCDF providers. List the policy citation and describe the inspection requirements including the frequency of announced and unannounced visits

The Children, Youth and Families Department (CYFD) licensed providers are required by policy one preclosure inspection for compliance with health, safety, and fire standards (8.16.2.21 A. (3) & (6) NMAC; 8.16.2.31 A. (4) & (6) NMAC; 8.16.2.40A. (4) & (7) NMAC). Licensing inspectors perform at least two unannounced inspections per year for compliance with health, safety and fire standards for licensed facilities and homes (8.16.2.17 A. NMAC).
- www.newmexicokids.org/caregivers-and-educators/nm-state-child-care-regulations/

No. If no, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion

date (no later than November 19, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than November 19, 2016)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

N/A

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Projected start date for each activity:

Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

c) Inspections for License-Exempt CCDF Providers (except those serving relatives) -

It will have policies and practices that require licensing inspectors (or qualified monitors designated by the lead agency) of child care providers and facilities to perform an annual monitoring visit of each license-exempt CCDF provider (unless the provider is described in section (658P(6)(B)). (658E(c)(2)(K)(ii)(IV))

Yes.

The State/Territory certifies that as of March 1, 2016 it has policies and practices regarding inspections for license-exempt CCDF providers. List the policy citation and describe the annual monitoring visit requirements:

The Children, Youth and Families Department (CYFD) policy citations for License-Exempt CCDF Providers is 8.17.2 NMAC. Licensed Exempt providers are required by policy one prelicensure inspection for compliance with health and safety standards. Inspectors perform one annual inspection for compliance with health and safety standards.

The Children, Youth and Families Department (CYFD) recognizes military providers as license-exempt CCDF providers. These providers do not receive monitoring visits by CYFD. The military providers are monitored by the Department of Defense whose standards are more stringent; and therefore do not endanger the health, safety, and development of children receiving CCDF who are cared for by these military providers (8.16.2.9 NMAC; 8.15.2.15 A. NMAC).

www.newmexicokids.org/caregivers-and-educators/nm-state-child-care-regulations/

No. If no, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than November 19, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than November 19, 2016)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

N/A

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Projected start date for each activity:

Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

d) **Ratio of Licensing Inspectors**) - It will have policies and practices that require the ratio of licensing inspectors to such child care providers and facilities in the State/Territory to be maintained at a level sufficient to enable the State to conduct inspections of such child care providers and facilities on a timely basis in accordance with Federal, State, and local law. (658E(c)(2)(K)(i)(III))

Yes.

The State/Territory certifies that it has policies and practices regarding the ratio of licensing inspectors to such child care providers and facilities in the State/Territory. List the policy citation and list the State/Territory ratio of licensing inspectors:

[The Children, Youth and Families Department \(CYFD\) follows the practice of utilizing a ratio of 60:1 licensed providers to inspectors. This practice is part of the procedures and training for child care licensing staff.](#)

No. If no, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than November 19, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than November 19, 2016)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

[N/A](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Projected start date for each activity:

Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with the State/Territory lead

agency to complete implementation of this activity

e) **Child Abuse and Neglect Reporting** - That child abuse reporting requirements are in place and comply with section of the Child Abuse Prevention and Treatment Act (42 U.S.C. 5106a(b)(2)(B)(i)) (658E(c)(2)(L))

Yes.

Fully implemented and meeting all Federal requirements outlined above. List the Lead Agency's policy citation(s):

The Children, Youth and Families Department (CYFD) policy citations for Child Care Licensing policy are Child Abuse and Neglect Reporting 8.16.2.21C(1)(c) NMAC, 8.16.2.31C(1)(c) NMAC, 8.16.2.40C(1)(c) NMAC. The Child Care Non-Licensed Child Care is 8.17.2.10 F NMAC.

No. If no, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than November 19, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than November 19, 2016)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

N/A

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Projected start date for each activity:

Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

5.2.3 States and Territories have the option to exempt relatives (as defined in CCDF regulations as grandparents, great-grandparents, siblings if living in a separate residence, aunts, and uncles, 98.41(A)(ii)(A)) from inspection requirements.

Note this exception only applies if the individual cares ONLY for relative children. Does the State/Territory exempt relatives from inspection requirements listed in 5.2.2?

Yes, all relatives are exempt from all inspection requirements.

If the State/Territory exempts all relatives from the inspection requirements, describe how the State ensures the health and safety of children in relative care.

N/A

Yes, some relatives are exempt from inspection requirements.

If the State/Territory exempts some relatives from the inspection requirements, describe which relatives are exempt from which requirements (all or some) and include how the State/Territory ensures the health and safety of children in relative care.

N/A

No, relatives are not exempt from inspection requirements.

5.3 Criminal Background Checks

The CCDBG Act of 2014 added new requirements for States and Territories receiving CCDF funds to conduct criminal background checks on child care staff members and prospective staff members of child care providers. States and Territories must have requirements, policies, and procedures in place to conduct criminal background checks for staff members of child care providers (other than relatives) that are licensed, regulated or registered under State/Territory law or receive CCDF funds. Background check requirements apply to any staff member who is employed by a child care provider for compensation or whose activities involve the care or supervision of children or unsupervised access to children. For family child care homes, this includes the caregiver requesting a check of him/herself, as well as other adults in the household that may have unsupervised access to children. These provisions must be in place no later than September 30, 2017.

The CCDBG Act of 2014 specifies what a comprehensive criminal background check includes and a child care provider must submit a request to the appropriate State/Territory agency for a

criminal background check for each child care staff member, including prospective child care staff members at least once every 5 years. A criminal background check must include a search of: State criminal and sex offender registry in the State where the staff member resides and each State where the staff member has resided over the past 5 years; State child abuse and neglect registry in the State where the staff member resides and each State where the staff member has resided over the past 5 years, National Crime Information Center (run by the FBI); FBI fingerprint check using Next Generation Identification ; and National Sex Offender Registry. Child care staff members cannot be employed by a provider receiving CCDF if they refuse a background check; make materially false statements in connection with the background check; are registered or required to be registered on the State or National Sex Offender Registry; have been convicted of a felony consisting of: murder, child abuse or neglect, crimes against children, spousal abuse, crime involving rape or sexual assault, kidnapping, arson, physical assault or battery, or subject to an individual review, at the State's option, a drug-related offense committed during the preceding 5 years; or have been convicted of a violent misdemeanor committed as an adult against a child.

Timeliness of background checks - The State/Territory must conduct the background checks as quickly as possible and shall not exceed 45 days after the child care provider submitted the request. The State/Territory shall provide the results of the background check in a statement that indicates whether the staff member is eligible or ineligible, without revealing specific disqualifying information. If the staff member is ineligible, the State/Territory will provide information about each disqualifying crime to the staff member.

Fees for background checks - Fees that a State/Territory may charge for the costs of processing applications and administering a criminal background check may not exceed actual costs to the State/Territory for processing and administration.

Transparency - The State/Territory must ensure that policies and procedures for conducting criminal background checks are published on the State/Territory's consumer education website (also see section 2.3) or other publicly available venue.

Appeals process - The State/Territory shall have a process for a child care staff member to appeal the results of their background check to challenge the accuracy and completeness.

Privacy considerations - Lead Agency may not publicly release the results of individual background checks.

5.3.1 Describe the status of the State/Territory's requirements, policies, and procedures for criminal background checks for child care staff members and child care providers.

Fully implemented and meeting all Federal requirements outlined above.

List the policy citation within the Lead Agency's rules and describe the policies and procedures for criminal background checks using 5.3.2 through 5.3.9 below.

N/A

Not implemented. The State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned

activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2017). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2017) [09/30/2017](#)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other) [Substantially implemented](#)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

[The Children, Youth and Families Department's \(CYFD\) Background Check Unit \(BCU\) has implemented the following regulations:](#)

- BCU criminal background checks include a search of the state criminal and sex offender registry in the state where the staff member resides and each state where the staff member has resided over the past 5 years. The background check also includes the National Sex Offender Registry.
- Child care staff members cannot be employed by a provider receiving CCDF if they refuse a background check; make materially false statements in connection with the background check; are registered or required to be registered on the State or National Sex Offender Registry; have been convicted of a felony consisting of murder, child abuse or neglect, crimes against children, spousal abuse, crime involving rape or sexual assault, kidnapping, arson, physical assault or battery, or subject to an individual review, at the State's option, a drug-related offense committed during the preceding 5 years; or have been convicted of a violent misdemeanor committed as an adult against a child.
- The State provides the results of the background check in a statement that indicates whether the staff member is eligible or ineligible, without revealing specific disqualifying information. If the staff member is ineligible, the State provides information about each disqualifying crime to the staff member.
- Fees for the costs of processing background check applications and administering a criminal background check do not exceed the actual costs for processing and administration.
- The State ensures that policies and procedures for conducting criminal background checks are published on the www.cyfd.org and www.newmexicokids.org websites.
- The State has a process for a child care staff member to appeal the results of their background check to challenge the accuracy and completeness.
- The Children, Youth and Families Department (CYFD) does not publicly

release the results of individual background checks. CYFD may release aggregated data by crime; however, the data does not include personally identifiable information.

The Children, Youth and Families Department (CYFD) Early Childhood Services currently requires all staff members, provider and household members to receive a comprehensive background check. In addition, policy changes have been identified for amendments to the licensing and non-licensed child care regulations to include language that staff members will receive a background check at least once every 5 years and prospective staff members must submit background checks prior to the date the individual becomes a child care staff member.

Unmet requirement - Identify the requirement(s) to be implemented. Includes and a child care provider must submit a request to the appropriate State/Territory agency for a criminal background check for each child care staff member, including prospective child care staff members at least once every 5 years.

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

The Children, Youth and Families Department's (CYFD) Early Childhood Services (ECS) will implement policies to require a criminal background check for each child care staff member (including prospective child care staff members) at least once every 5 years. In addition, CYFD ECS will implement policies requiring prospective staff members to submit background checks prior to the date the individual becomes a child care staff member.

Timeline for State Plan Policies & Implementation 2016

Identify Policy Changes for Child Care Assistance, Child Care Licensing, Non-Licensed, and Background Check regulations.- January - April 20 , 2016

Post proposed changes on NewMexicoKids.org - July 13, 2016

Notice of Public Hearing published in Journal and New Mexico Register - July 15, 2016

Town Halls/Round Tables - July 15 - August 5

Staff Training August 1 through September 30 -

Public Hearing - August 15, 2016

Submit final version to records and archives - September 16, 2016

Final publication of regulations - September 30, 2016

Projected start date for each activity: 09/01/2015

Projected end date for each activity: 09/30/2017

Agency - Who is responsible for complete implementation of this activity [The Children, Youth and Families Department](#).

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

N/A

Unmet requirement - Identify the requirement(s) to be implemented. [State criminal and sex offender registry in the State where the staff member resides and each State where the staff member has resided over the past 5 years;](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[A criminal background check will include a search of the State child abuse and neglect registry in the State where the staff member resides and each State where the staff member has resided over the past 5 years. The State of New Mexico can share child abuse and neglect registry with other states.](#)

[Federal guidance is necessary because not all states have developed an "abuse and neglect registry" and some states are prohibited from sharing this information for purposes of employment with New Mexico.](#)

Projected start date for each activity: 09/01/2015

Projected end date for each activity: 09/30/2017

Agency - Who is responsible for complete implementation of this activity [The Children, Youth and Families Department](#).

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

N/A

Unmet requirement - Identify the requirement(s) to be implemented. [National Crime Information Center \(run by the FBI\)](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[National Crime Information Center \(run by the FBI\); FBI fingerprint check using Next Generation Identification.](#)

[Federal guidance is necessary. Currently the New Mexico Department of Public Safety \(DPS\) is the only state entity allowed access to NCIC and DPS does not anticipate providing access to any other state agency.](#)

Projected start date for each activity: 09/01/2015

Projected end date for each activity: 09/30/2017

Agency - Who is responsible for complete implementation of this activity [The Children, Youth and Families Department.](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[N/A](#)

Unmet requirement - Identify the requirement(s) to be implemented. [FBI fingerprint check using Next Generation Identification](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[National Crime Information Center \(run by the FBI\); FBI fingerprint check using Next Generation Identification.](#)

[Federal guidance is necessary. Currently the New Mexico Department of Public Safety \(DPS\) is the only state entity allowed access to NCIC and DPS does not anticipate providing access to any other state agency.](#)

Projected start date for each activity: 09/01/2015

Projected end date for each activity: 09/30/2017

Agency - Who is responsible for complete implementation of this activity [The Children, Youth and Families Department.](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[N/A](#)

Unmet requirement - Identify the requirement(s) to be implemented. [Conduct the background checks as quickly as possible and shall not exceed 45 days after the child care provider submitted the request.](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Timeliness of background checks not exceed 45 days after the child care provider submitted the request.](#)

[Current BCU regulation 8.3.8.11A\(4\) NMAC states that no more than 45 days shall have passed since the date of the initial application unless the BCU documents good cause shown for an extension. BCU regulations will be amended to eliminate allowing for an extension.](#)

Timeline for State Plan Policies & Implementation 2016

Identify Policy Changes for Child Care Assistance, Child Care Licensing, Non-Licensed, and Background Check regulations.- January - April 20 , 2016

Post proposed changes on NewMexicoKids.org - July 13, 2016

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Projected start date for each activity: [09/01/2015](#)

Projected end date for each activity: [09/30/2017](#)

Agency - Who is responsible for complete implementation of this activity [The Children, Youth and Families Department.](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[N/A](#)

5.3.2 Describe the process and procedures for conducting background checks in a timely manner, including which agency/entity is responsible and how the Lead Agency ensures that background checks performed by a 3rd party meet the requirements, protecting the privacy of child care staff members, and providing opportunities for applicants to appeal the results of background checks.

Describe:

The Children, Youth and Families Department (CYFD) Background Check Unit (BCU) is responsible for administering the child care provider background check process. Applicant background check guidelines are provided on the www.newmexicokids.org website.

The applicant begins the background check process by being fingerprinted at a local 3M Cogent location and submitting an application to the CYFD BCU. Once the BCU receives the application, the applicant's FBI and State criminal histories are retrieved and provided to investigation staff to conduct searches of various criminal history websites including New Mexico Courts, Bernalillo Metropolitan Court, New Mexico Sex Offender Registry, National Sex Offender Registry and the Justice Information Sharing Council (JISC). The investigation staff also conduct s a search of the CYFD Family Automated Case Tracking System (FACTS), which contains New Mexico abuse and neglect histories. If the applicant does not have any criminal or abuse and neglect histories, an eligibility letter is generated and mailed to the employer.

If the applicant has any criminal or abuse and neglect history, the assessment staff will review all of the collected information to determine whether the application can be approved for eligibility or must be denied due to the presence of an automatic disqualifying event. Assessment staff may also request additional information from the applicant in order to make a determination regarding whether the applicant poses an unreasonable risk to care recipients. If the applicant does not provide a response in the required time frame, the application will be denied, and both the employer and the applicant will be sent letters indicating that the application has been denied. If the applicant does provide a response, the information is reviewed in order to make a final determination regarding whether the applicant is eligible or poses an unreasonable risk and must be denied.

If the applicant is denied eligibility due to the presence of an automatic disqualifying event or

a determination of unreasonable risk, the employer is sent a letter indicating that the applicant has been denied eligibility without disclosing the reasons for the denial. The applicant is sent a separate letter outlining the reasons for the denial and advising them of their right to appeal the denial. If the BCU receives an appeal from the applicant, a complete copy of the applicant's file is provided to the CYFD Hearing Officer who conducts a record review and makes a recommendation to the CYFD Cabinet Secretary to either affirm or reverse the BCU denial. A Final Order from the CYFD Cabinet Secretary is provided to the BCU and is sent to the applicant to advise them of the final CYFD decision. If the denial is affirmed, the applicant is advised of their right to appeal the denial to the New Mexico District Court. If the denial is reversed, the BCU will grant the applicant eligibility and will send an eligibility letter to the employer.

The Background Check requirements are outlined in 8.8.3 NMAC (Children, Youth and Families General Provisions Governing Background Checks and Employment History Verification).

Current regulation 8.3.8.11A(4) NMAC states that no more than 45 days shall have passed since the date of the initial application unless the department documents good cause shown for an extension. BCU regulation changes will be amended to eliminate allowing for an extension, if required. However, the BCU believes that a good exception is necessary and respectfully requests that federal regulations allow for such an exception.

The privacy of child care staff members is protected pursuant to Section 32A-15-3 C, D, NMSA 1978, and the BCU is in compliance with the statute. The BCU provides the employer with the results of the criminal background check without revealing any disqualifying information. Ineligible staff members are provided with disqualifying information and are advised of their right to appeal pursuant to 8.8.3.16 NMAC (Appeal Rights).

CYFD/BCU does not allow for 3rd Party background checks.

5.3.3 Describe how the State/Territory is assisting other States process background checks, including which agency/entity is responsible for working with other states

Describe:

The Children, Youth and Families Department (CYFD) Background Check Unit (BCU) refers

all abuse and neglect inquires to Protective Services within CYFD. Any requests for criminal histories are referred to the New Mexico Department of Public Safety Department.

5.3.4 Does the State have a review process for individuals disqualified due to a felony drug offense to determine if that individual is still eligible for employment?

Yes.

Describe:

The Children, Youth and Families Department (CYFD) Background Check Unit (BCU) currently has a review process for applicants that were denied based on a felony drug offense(s) pursuant to 8.8.3.15 NMAC (Rehabilitation Petition). This section allows a person with such a conviction(s) to provide evidence that they are rehabilitated and do not pose an unreasonable risk and should therefore be granted eligibility. CYFD BCU also has an appeal process (8.8.3.16 NMAC) which allows the applicant to challenge a denial of eligibility.

No.

5.3.5 Does the Lead Agency disqualify child care staff members based on their conviction for other crimes not specifically listed above?

Yes.

Describe:

The Children, Youth and Families Department (CYFD) Background Check Unit (BCU) currently disqualifies child care staff members based on their convictions for other crimes not specifically listed above. The BCU weighs all the evidence about an applicant to determine whether the applicant poses an unreasonable risk to care recipients. See 8.8.3.14 NMAC (Unreasonable Risk).

No.

5.3.6 Does your State State/Territory exempt relatives (defined in CCDF regulations as grandparents, great-grandparents, siblings if living in a separate residence, aunts, and uncles, 98.41(A)(ii)(A)) from background checks?

Yes, all relatives are exempt from all background check requirements.

Yes, some relatives are exempt from the background check requirements. If the State /Territory exempts some relatives from background check requirements, describe which

relatives are exempt. from which requirements (some or all).

Describe.

N/A

No, relatives are not exempt from background checks.

5.3.7 Describe how fees charged for completing the background checks do not exceed the actual cost of processing and administration, including how the State State/Territory ensures that 3rd party vendors or contractors do not charge fees that exceed the actual cost of processing and administration, if applicable.

Lead Agencies can report that no fees are charged if applicable:

Describe.

The Children, Youth and Families Department (CYFD) Background Check Unit (BCU) does not collect any fees for processing a background check. An applicant is required to pay for fingerprinting and all fingerprinting fees are collected by the fingerprinting authority. In the event that other states charge a fee to process an abuse and neglect screen, the applicant will be required to pay this fee.

5.3.8 Describe how background check policies and procedures are published on the State/Territory consumer education website or made publicly available on another venue:

Describe.

The Children, Youth and Families Department (CYFD) Background Check Unit (BCU) regulations are developed and implemented pursuant to the requirements of the New Mexico Administrative Code and are published as part of the New Mexico Administrative Code (NMAC) which may be accessed on the CYFD consumer education website (<http://www.newmexicokids.org>).

5.3.9 Does the Lead Agency release aggregated data by crime?

Yes.

List types of crime included in the aggregated data:

6 Recruit and Retain a Qualified and Effective Child Care Workforce

Teacher-child interactions and relationships, intentional strategies to engage children and their parents, and use of curriculum and assessment to inform practices with children are key components of high quality child care. These require a competent, skilled, and stable workforce. Research has shown that specialized training and education, positive and well-organized work environments and adequate compensation promote teacher recruitment, stability, diversity of the early childhood workforce, and effectiveness with young children in child care. In addition, professional development strategies that emphasize on-site mentoring and coaching of teachers have emerged as promising to change practices with children and families. Professional development, whether training, on-site coaching and mentoring, registered apprenticeship, or higher education coursework, should reflect the research and best practices of child development in all domains and cultural competence.

The CCDBG Act of 2014 requires States and Territories to establish professional development and training requirements in key areas such as health and safety, early learning guidelines, responding to challenging behavior and engaging families. States and Territories are required to offer ongoing annual training and to establish a progression of professional development opportunities to improve knowledge and skills of CCDF providers. (658E(c)(2)(G)) An example of how a State/Territory might address this is to establish a system or framework of professional development that includes professional standards, a "career ladder" that allows an individual to build knowledge and skills in a cumulative manner from introductory training to advance level education, including obtaining credentials and post-secondary degrees. Professional development should be designed in a manner that aligns to competencies and qualifications that reflect working with children of different ages, English language learners, children with disabilities and the differentiated roles in all settings, such as teachers, teacher assistants, and directors. Training and education supporting professional development is also one of the options States and Territories have for investing their CCDF quality funds. (658G(b)(1)) ACF encourages States and Territories to collaborate and coordinate with other early childhood educator professional development resources, such as Race to the Top Early Learning Challenge grants, quality funds available through the Preschool Development grants, and funds available through Head Start and Early Head Start, to the extent practicable. Responsive, well-qualified adult caregivers are one of the most important factors in children's development and learning in child care settings. ACF strongly encourages States and Territories to link CCDF health and safety trainings (see Section 5) and child development trainings and education to this broader professional development framework as the foundation for building a knowledgeable early childhood education workforce. Questions related to requirements for recruiting and retaining a qualified and effective child care workforce have been consolidated into Section 6.

6.1 Training and Professional Development Requirements

The CCDBG Act of 2014 added a requirement that the State/Territory develop training and professional development requirements designed to enable child care providers to promote the social, emotional, physical and cognitive development of children and to improve the knowledge and skills of the child care workforce. Such requirements shall be applicable to child care providers caring for children receiving CCDF across the entire age span from birth through age 12. (658E(c)(2)(G)) Training and professional development should be accessible and appropriate across settings and types of providers, including family child care home providers and child care center staff.

The State/Territory also must develop and implement strategies to strengthen the business practices of child care providers to expand the supply and improve the quality of child care services. (658E(c)(2)(V))

For purposes of this section, the term professional development is inclusive of credit bearing coursework, postsecondary degree programs, and technical assistance (targeted assistance such as mentoring, coaching or consultation) activities. Health and safety topics that require renewal of a credential or certification should be considered continuing education unit trainings.

6.1.1 Describe the status of the State's training and professional development requirements to enable child care providers to promote the social, emotional, physical, and cognitive development of children and to improve the knowledge and skills of the child care workforce.

a) Provide ongoing training and professional development that is accessible for the diversity of providers in the State/Territory; provide for a progression of professional development reflecting research and best practice to meet the developmental needs of participating infants, toddlers, preschool, and school-age children and that is aligned to foundational and specialized competencies (including different ages of children, English language learners, and children with disabilities); and improve the quality and stability of the child care workforce (such as supports an individual to build on entry- and mid-level training and education (which may include higher education) to attain a higher level credential or professional certification and retention in the child care program).

b) Are developed in consultation with the State Advisory Council (SAC) on Early Childhood Education and Care or other state or state-designated cross-agency body if there is no SAC

that addresses training, professional development and education of child care providers and staff.)

c) Incorporate knowledge and application of the State/Territory's early learning and developmental guidelines (where applicable), the State/Territory's health and safety standards (as described in section 5), and incorporate social-emotional/behavioral and early childhood mental health intervention models, which may include positive behavior intervention and support models (as described in Section 2)

d) Are accessible to providers supported through Indian tribes or tribal organizations receiving CCDF

e) Appropriate, to the extent practicable, for child care providers caring for children receiving child care subsidies, including children of different age groups, English language learners, children with disabilities, and Native Americans, including Indians and Native Hawaiians.

Fully implemented and meeting all Federal requirements outlined above. Describe using 6.1.2 through 6.1.6 below.

Not implemented. The State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2016)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

N/A

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Projected start date for each activity:

Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

6.1.2 Describe how the State provides ongoing training and professional development, provides for a progression of professional development (such as allows an individual to build on entry- and mid-level training and education both in terms of the skills and knowledge they attain but also in terms of credit that leads toward a higher level credential or certification, including articulation agreements) reflecting research and best practice to meet the developmental needs of participating children and improve the quality and stability of the child care workforce:

State/Territory professional standards and competencies.

Describe.

New Mexico has identified seven (7) Standards and Competencies for early childhood practitioners:

1. Child Growth
2. Development & Learning
3. Health, Safety & Nutrition
4. Family and Community Collaboration
5. Assessment of Children and Evaluation of Programs
6. Developmentally Appropriate Content
7. Learning Environment and Curriculum Implementation and Professionalism.

The Common Core and Competencies for personnel in Early Care, Education and Family Support in New Mexico Entry Level through Bachelors Level were developed by the Higher Education Taskforce in 2002 and revised in 2011. The common core content describes the minimum expected level of competence for individuals that exit preparation programs at each level of the career lattice. It describes what early childhood professionals must know and be able to do when they complete the entry level, the certificate/ associate degree level, and the bachelor's level in each degree pathway. At each level, content is based on the same set of competencies, but the indicators of competence represent increasing depth and breadth at each ascending level. All institutions of higher education in the State of New Mexico include the common core content in their coursework.

 Career ladder or lattice.

Describe.

NEW MEXICO'S CAREER LATTICE FOR EARLY CARE, EDUCATION, AND FAMILY SUPPORT

The levels of the Common Core Content and Competencies that follow correspond to levels of certification and licensure available from the state of New Mexico. Altogether, this spiraling system of professional development is referred to as the New Mexico Early Care, Education and Family Support Career Lattice. The term career lattice is meant to create the vision of a trellis that provides multiple pathways for growth and development, as opposed to a career ladder that enables only vertical movement along a single track.

Because the New Mexico Early Care, Education and Family Support Professional Development System encompasses all systems serving children birth through third grade and their families, the term career lattice is the most appropriate way to describe how individuals can move horizontally, vertically, and/or diagonally within a single system, or across systems as positions become available and/or as professional preparation enables them to seek and move into positions with more responsibility and increased compensation.

The special features of New Mexico's career lattice are as follows:

- Individuals can enter the career lattice at any point in their growth and development as professionals. Depending on their professional aspirations, individuals may remain where they are or pursue multiple opportunities for their future professional development.
- Professional preparation and corresponding certification and licensure within the career lattice are recognized by a number of different systems, enabling individuals to move between systems.
- Each level of certification and/or licensure is based upon study that builds upon and increases skills and knowledge in the same competency areas. As a result, all professional preparation "counts" toward work at the next level.
- All personnel build upon the same core content with the opportunity to pursue areas of concentration. Early Childhood Teacher - Birth through Age 4 (PreK), Early Childhood Teacher - Age 3 (PreK) through Grade 3, Family, Infant Toddler Studies (FIT), or Early Childhood Program Administration.

The levels of the career lattice are as follows:

- 45-Hour Entry Level Course - a basic course that introduces the areas of competency at the awareness level. The certification of completion is awarded by the Office of Child Development, Children, Youth and Families Department.
- New Mexico Child Development Certificate - a state-issued certificate that is

equivalent to a CDA credential and approved by the federal Office of Head Start. The requirements for this certificate includes the completion of four (4) specifically identified courses in early childhood education. The certificate of completion is awarded by the Children, Youth and Families Department Office of Child Development

- 1-Year Certificate - certificate earned after completion of 29 credits in early childhood education toward an associate degree program. The certificate indicates completion of the early childhood "vocational" courses within an approved associate degree program, most often completed in the student's first year. The Children, Youth and Families Department Office of Child Development awards a state certificate upon completion of this vocational course of study.
- Associate Degree - a two-year program consisting of approximately 65 credits, including both early childhood content (29 credits as described above) and general education content (approximately 35 credits) available at all two-year and some four-year institutions. The degree is awarded by the institution, and the certificate of completion is awarded by the Children, Youth and Families Department Office of Child Development.
- Bachelor's Degree Licensure Option - a four-year program consisting of approximately 128 credits, available at some public four-year institutions in the state. Approved Bachelor's degree programs lead to the New Mexico Early Childhood License: Birth through Age 4 (PreK) or Age 3 (PreK) through Grade 3. The degree is issued by the institution and the license is awarded by the New Mexico Public Education Department.
- Bachelor's Degree Non-Licensure Option - a four-year program consisting of approximately 128 credits, available at some public four-year institutions in the state. Approved Bachelor's degree programs lead to a certificate issued by the Children, Youth and Families Department Office of Child Development in Birth through Age 4 (PreK), or Age 3 (PreK) through Grade 3, or Early Childhood Program Administration or Family, Infant and Toddler Studies (FIT). The Degree is issued by the institution.
- Master's Degree - consisting of 36 to 42 hours of graduate work in early childhood and related areas, available at graduate universities in the state. The degree is awarded by the institution.
- Doctorial Degree - consisting of 66 to 72 hours of graduate work in early childhood education or related areas and additional degree completion requirements (comprehensive exam, doctoral dissertation, etc.). This degree is available at some 4-year universities in the state. The degree is awarded by the institution.

The career lattice is designed so that each level fully articulates with the next level. That is for example, the New Mexico Child Development Certificate counts toward work for the certificate; a certificate constitutes the equivalent of the first year of work toward an

associate degree; and an associate degree transfers to any early childhood program at four-year institutions as the first two years of work toward a bachelor's degree. The Early Childhood Higher Education Task Force, a standing task force of the New Mexico Child Development Board and the Office of Child Development, has developed a common catalogue of coursework with common course titles and content for all institutions of higher education in the state.

- Articulation agreements between two- and four-year postsecondary early childhood education or degree programs.

Describe.

The career lattice is designed so that each level fully articulates with the next level. For example, the New Mexico Child Development Certificate counts toward work for the certificate; a certificate constitutes the equivalent of the first year of work toward an associate degree; and an associate degree transfers to any early childhood program at four-year institutions as the first two years of work toward a bachelor's degree. The Early Childhood Higher Education Task Force, a standing task force of the New Mexico Office of Child Development, has developed a common catalogue of coursework with common course titles and content for all institutions of higher education in the state.

- Community-based training approved by a state regulatory body to meet licensing or regulatory requirements.

Describe.

The 45-Hour Entry Level Course is a basic course created to introduce participants to New Mexico's seven (7) core competency areas at the awareness level. All child care providers working in licensed child care centers and family child care homes are required to complete this course, or its equivalent, within the first six months of employment. The course is offered regionally through the Early Childhood [Training and Technical Assistance Programs \(TTAPs\)](#).

- Workforce data, including recruitment, retention, registries or other documentation, and compensation information.

Describe.

New Mexico Child Care Licensing Regulations state that training must be provided by New Mexico Trainer Registry approved and registered individuals. The Children, Youth and Families Department has established a trainer registry for approval of those wanting to train providers working with young children. The purpose of the Trainer Registry is to ensure that early care professionals receive instruction from qualified individuals based on the seven and to establish policies and procedures for the current regulations. Trainer

Registry and training data has been developed as part of Race-to-the-Top- Early Learning Challenge. The System tracks training and coursework for professionals participating in FOCUS.

- Advisory structure that provides recommendations for the development, revision, and implementation of the professional development system or framework.

Describe.

The Children, Youth and Families Department (CYFD) coordinates the New Mexico's Higher Education Taskforce. The Taskforce has one representative from each University and College in New Mexico responsible for providing coursework to early childhood professionals following the New Mexico Early Childhood Career Path. The Taskforce meets once per month to assess the New Mexico's Early Childhood workforce, their needs, status and set up goals to meet those needs, and serves as a standing Committee for the New Mexico Early Learning Advisory Council.

- Continuing education unit trainings and credit-bearing professional development.

Describe.

New Mexico offers a myriad of training opportunities available to early care and education staff, families and interested community members. Training sessions offered meet the New Mexico Core Competency Areas for Early Care, Education and Family Support and are provided by qualified trainers from the New Mexico Early Childhood Trainer Registry.

- State-approved trainings.

Describe.

N/A

- Inclusion in state and/or regional workforce and economic development plans.

Describe.

N/A

- Other.

Describe.

N/A

6.1.3 Describe how the State/Territory developed its training and professional development requirements in consultation with the State Advisory Council (SAC) on Early Childhood Education and Care (if applicable) or other state or state-designated

cross-agency body if there is no SAC

Describe.

The New Mexico Early Childhood Education Higher Education Task Force is an official standing committee of the New Mexico Early Learning Advisory Council. The Higher Education Taskforce has been involved in Strategic Planning to ensure that the needs of the early childhood community are being met.

6.1.4 Describe how the State/Territory incorporates knowledge and application of the State's early learning and developmental guidelines (where applicable), the State/Territory's health and safety standards (as described in section 5), and incorporates social-emotional/behavioral and early childhood mental health intervention models, which may include positive behavior intervention and support models (as described in Section 2) into its training and professional development requirements

Describe.

New Mexico's early learning guidelines serve as a framework to capture the important aspects of development in the early years. The guidelines describe what young children know and can do during the early years of development. The guidelines are designed to give reasonable expectations for children at different ages so that teachers and others have criteria to refer to as they observe children in action, determine their levels of performance and plan curricular interventions to help them grow, develop, and learn to their fullest potential.

New Mexico's Race-to-the-Top Early Learning Challenge Fund proposal has four (4) primary goals. All four goals are based on the state's commitment to the creation of an early care, health and education "system of systems." The primary goals of the program facilitate the transformation of disconnected programs that historically have labeled and segregated children because of categorical funding streams, into a coordinated system that focuses on the building of high-quality, comprehensive, community specific programs with a continuum of integrated services. The Children, Youth and Families Department believes that community programs are able to work together when provided with a common focus-ensuring that every child has equitable access to appropriate services and supports that acknowledge their uniqueness and enable them to reach their full potential.

The implementation of FOCUS, New Mexico's newly revised Tiered Quality Rating and Improvement System, facilitates the following:

- A focus on children's learning through the implementation of New Mexico's authentic observation, documentation, and curriculum planning process based on the New Mexico Early Learning Guidelines: Birth through Kindergarten.
- Establish common program standards across all publicly funded Early Learning and Development Programs that include child and program assessment, curriculum planning, Early Childhood Educator qualifications, health promotion practices and family engagement.
- Utilize a common Comprehensive Assessment System as the basis for continuous quality improvement in all Early Learning and Development Programs including Child Care, Home Visiting, Head Start, Early Head Start, New Mexico PreK, Early Intervention (FIT) and Early Childhood Special Education.

Use of the kindergarten rubrics in the New Mexico Early Learning Guidelines: Birth through Kindergarten as the criteria for a Kindergarten Readiness Assessment to be used in all New Mexico public schools. This authentic assessment process will not only provide policy-makers with important data regarding the effectiveness of early learning programs, but most importantly will provide kindergarten teachers with critical information regarding children's learning that can be used to inform curriculum planning and differentiated instruction.

6.1.5 Describe how the State's training and professional development requirements are accessible to providers supported through Indian tribes or tribal organizations receiving CCDF (as applicable)

Describe.

All licensed child care providers, including Tribal, have access to training and technical assistance through the local TTAP. Tribes must comply with the same training and professional development requirements outlined in regulation.

6.1.6 Describe how the State/Territory's training and professional development requirements are appropriate, to the extent practicable, for child care providers caring for children receiving child care subsidies, including children of different age groups (such as specialized credentials for providers who care for infants and/or school-age children), English language learners, children with disabilities, and Native Americans, including Indians and Native Hawaiians.

Describe.

In 2010 a group of early childhood professionals developed the Guiding Principles for the Full Participation of Every Child in New Mexico's Early Learning System. The group also

identified strategies for implementation, professional development and policy. The Guiding Principles for the Full Participation of Every Child are now the basis of FOCUS-TQRIS implementation. Training is provided to early childhood professionals in all sectors.

In FOCUS, full participation is addressed in four (4) areas:

1. How families are engaged in the development and learning of their children (family engagement)
2. How inclusive practices are implemented for young children with developmental delays and disabilities
3. How the cultures and languages of each child, including young dual language learners (DLLs), are reflected and supported (culture and language including Dual Language Learners (DLLs))
4. How focused attention is paid to promoting social relationships

6.1.7 Describe the strategies the State/Territory uses to recruit and retain providers who will serve eligible children. Check all that apply and describe.

Financial assistance for attaining credentials and post-secondary degrees.

Describe.

The Children, Youth and Families Department funds the Teacher Education and Compensation Helps (T.E.A.C.H.) Scholarship program. T.E.A.C.H. works with the [FOCUS TQRIS program](#), the [STARS quality rating improvement system \(QRIS\)](#), [NM PreK](#), and other statewide efforts to increase the overall quality of care and education for New Mexico's most vulnerable children. T.E.A.C.H. has been active in New Mexico since 2004 and is administered by the New Mexico Association for the Education of Young Children (NMAEYC), which is licensed by [Child Care Services Association in North Carolina](#), the T.E.A.C.H. parent office, to offer scholarships in the state. T.E.A.C.H. gives individuals the opportunity to attend college and provides scholarship support and financial incentives to make it possible.

Financial incentives linked to education attainment and retention.

Describe.

[INCENTIVE\\$ Early Childhood](#) is a public-private partnership designed to help create a stable, highly-qualified early childhood education work force in New Mexico through the provision of pay supplements. The program is based on a proven model- [Child Care WAGES®](#)-in Chapel Hill, North Carolina, and it is an affiliate of that program.

Registered apprenticeship programs.

Describe.

N/A

Outreach to high school (including career and technical) students.

Describe.

N/A

Policies for paid sick leave.

Describe.

N/A

Policies for paid annual leave.

Describe.

N/A

Policies for health care benefits.

Describe.

N/A

Policies for retirement benefits.

Describe.

N/A

Support for providers' mental health (such as training in reflective practices and stress reduction techniques, health and mental health consultation services).

Describe.

As part of FOCUS TQRIS Leadership Development, a training in reflective practices is being developed by a member of the New Mexico Association for Infant Mental Health. This training will be available for programs online by mid 2016.

Other.

Describe.

N/A

6.1.8 Describe how the State/Territory will recruit providers for whom English is not their first language, or who will serve and be available for families for whom English is not their first language.

Describe.

The Children, Youth and Families Department recruits providers whose first language is not

English by extending invitations to participate in community dialogues, the utilization of community advocates and local coalitions in the Early Childhood Investment Zones.

6.1.9 How will the Lead Agency overcome language barriers to serve providers for whom English is not their first language? Check the strategies, if any, that your State/Territory has chosen to implement.

- Informational materials in non-English languages
- Training and technical assistance in non-English languages
- CCDF health and safety requirements in non-English languages
- Provider contracts or agreements in non-English languages
- Website in non-English languages
- Bilingual caseworkers or translators available
- Collect information to evaluate on-going need, recruit, or train a culturally or linguistically diverse workforce
- Other.

Describe.

N/A

None

If the Lead Agency checked any option above related to providing information or services in other non-English languages, please list the primary languages offered (top 3) or specify that the State has the ability to have translation/interpretation in all primary and secondary languages

Voiance Service provides interpretation from English to other languages. Spanish is the primary language.

6.1.10 The State/Territory must use CCDF for activities to improve the quality or availability of child care, including training and technical assistance to providers on identifying and serving homeless children and families. (658E(c)(3)(B)(i) Describe the status of the State/Territory's training and technical assistance to providers on identifying and serving homeless children and their families (connects to Section 3.2.2).

Describe the status of the State/Territory's training and technical assistance to providers on identifying and serving homeless children and their families (connects to Section 3.2.2).

Yes.

The State certifies that no later than March 1, 2016 it will provide training and technical assistance to providers on identifying and serving homeless children and their families.

Describe that training and technical assistance for providers

Through contracts with TTAPs and FOCUS Consultants, the Children, Youth and Families Department trains early care and learning staff, community partners, and government-level partners on the definition and signs of homelessness, supports for homeless families, and utilizes local partners to enhance opportunities, such as local Head Start programs, and McKinney-Vento liaison activities. The training and support includes:

- Learning opportunities for outreach staff that will enable them to identify and assist families experiencing homelessness.
- Training and awareness activities on the definition and signs of homelessness for program staff, including administrators, bus drivers, family support staff, social workers, teachers, and others.
- How to use sensitivity and discretion in following up on answers to questions.
- Avoiding the use of the word "homeless." Exercise sensitivity when talking with parents and youth, who often are afraid to identify themselves as homeless due to fears of stigma or negative repercussions.
- Cross-training in the larger early childhood system to spread the same message across the early learning system and increase cross-referrals
- Making staff aware of regulations and operating procedures, such as closing times or lights-out and meal schedules, of shelters and other organizations serving families in homeless situations.
- Provide outreach materials and activities including:
 - Information on priority enrollment for children experiencing homelessness.
 - Asking about housing status as part of the standard enrollment process.
 - Outreach materials and posters where there is a frequent influx of families and youth in high-risk situations, including: low-cost motels; campgrounds; Laundromats; libraries; social service agencies; and youth centers.
 - Reaching out to unaccompanied homeless youth who are pregnant or parenting by collaborating with street outreach teams, drop-in centers, and youth shelters, and by working to build trust with young people.

No. The State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2016)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

N/A

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Projected start date for each activity:

Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[6.2 Supporting Training and Professional Development of the Child Care Workforce with CCDF Quality Funds](#)

States and Territories may use the quality set-aside discussed in detail in section 7 to support the training and professional development of the child care workforce.

6.2.1 If checked yes to 7.1 in the next section, check which content is included training and professional development activities. Check all that apply.

Yes, If yes,

a) Describe the measures relevant to this use of funds that the State/Territory will use to evaluate the State/Territory's progress in improving the quality of child care programs and services in the State/Territory.

[The Children, Youth and Families Department \(CYFD\) funds training and professional](#)

development of the child care workforce through the following programs:

Higher Education

- In 1992 the first statewide early care and education stakeholder meeting was held to establish a professional development system in New Mexico, which created the foundation for the system to be inclusive of all programs that serve children and families, including Head Start, public school, preschool, child care, and early intervention. Additionally, the development system is competency-based, universal and equitably available statewide.
- The Task Force began to examine the competencies that guide the entire professional development system and accompany the Early Childhood licensure. At that time the primary task was the successful articulation of the two-year and four-year institutions through the development of common core content and the creation of a statewide common catalog of courses.
- New Mexico Early Childhood Education Higher Education Task Force became an official standing committee of the New Mexico Early Learning Advisory Council.
- The Higher Education Taskforce has been involved in strategic planning to ensure the needs of the early childhood community are being met.

Scholarships

CYFD contracted with New Mexico Association for the Education of Young Children for T.E.A.C.H. ® scholarships to support the professional development of Early Childhood practitioners, including Home Visiting and Early Intervention personnel, and Master's and Doctorate level degrees as part of the implementation of FOCUS-TQRIS.

Reflective Practices and Infant Mental Health Endorsement Contracts

Contracts are in place to:

- Provide training and lectures regarding infant mental health and to support the endorsement of early childhood educators and early childhood education faculty.
- Develop and provide trainings on Reflective Practice to FOCUS management and consultants.
- Assist early childhood programs with the endorsement process.

Tiered Quality Rating and Improvement System: New Mexico FOCUS on Young Children's Learning

New Mexico's Tiered Quality Rating and Improvement System(TQRIS), provides early childhood program personnel with the criteria, tools, and resources they need to improve the quality of their programs. These quality improvements focus on children's growth, development, and learning, so that each child has an equitable opportunity to be

successful when entering school. This document contains the FOCUS: Essential Elements of Quality that provide a framework for programs as they strive to make quality improvement efforts. The Essential Elements of Quality also serve as criteria used to determine a program's STAR Level, which is the level of quality that is indicated on the provider's child care license. Successfully completing the criteria at FOCUS Levels 3, 4, and 5 correspond to the 3, 4, or 5 STARS on a program's license.

b) Indicate which funds will be used for this activity (check all that apply)

CCDF funds.

Describe:

CCDF Quality Set Aside Funds.

Other funds.

Describe:

Race-to-the-Top Early Learning Challenge Funds.

c) Check which content is included in training and professional development activities. Check all that apply.

Promoting the social, emotional, physical, and cognitive development of children, including those related to nutrition and physical activity, using scientifically-based, developmentally-appropriate and age-appropriate strategies as required in 6.1.1c.

Describe:

The New Mexico Pyramid Partnership is pleased to offer a unique training opportunity on promoting children's social emotional competence and preventing and addressing challenging behaviors. The materials used for training focus on serving children 2 to 5 years of age and are in direct response to suggestions from program administrators, T/TA providers, early educators, and family members about the types and content of training that would be most useful in addressing the social emotional needs of young children. The content of the training reflects a commitment to promoting social emotional development in all young children but recognizes the need for more intensive interventions when children have significant social emotional needs and challenging behavior. The importance of working with families and building teams is woven throughout four (4) primary content areas related to supporting children's social emotional development.

Implementing behavior management strategies, including positive behavior interventions and support models that promote positive social-emotional

development and early childhood mental health and reduce challenging behaviors, including reducing expulsions of preschool-aged children from birth to five for such behaviors (see also Section 2).

Describe:

The New Mexico Pyramid Partnership has adopted the evidenced based practices developed by the [Center on the Social Emotional Foundations of Early Learning \(CSEFEL\)](#). The Pyramid framework developed by CSEFEL is used to promote the social emotional competence of children from birth to age five in the context of nurturing relationships and quality learning environments. The Pyramid framework also provides strategies to prevent and address the challenging behavior of young children, and help prevent children from being expelled from preschool.

Promotion and Preventive Practices

- Build positive relationships with children and families
- Design environments, schedules and routines
- Implement activities that promote child engagement
- Modify and adapt materials and activities to meet the individual needs of all children, including those with disabilities
- Provide encouragement and descriptive praise to children

Social Emotional Teaching Strategies

- Identify teachable moments
- Facilitate the development of friendship skills
- Teach problem solving
- Teach children to recognize and express emotions
- Teach anger management

Intensive, Individualized Interventions for Children with Significant Challenging Behaviors

- Identify the function of challenging behavior
- Identify behaviors and social skills to target for intervention
- Develop a plan for supporting social emotional development and preventing challenging behavior
- Use a team approach to address challenging behavior



Engaging parents and families in culturally and linguistically appropriate ways to expand their knowledge, skills, and capacity to become meaningful partners in supporting their children's positive development.

Describe:

In FOCUS, full participation is addressed in four areas:

1. How families are engaged in the development and learning of their children (family engagement)
2. How inclusive practices are implemented for young children with developmental delays and disabilities
3. How the cultures and languages of each child, including young dual language learners (DLLs), are reflected and supported (culture and

language including Dual Language Learners (DLLs)

4. How focused attention is paid to promoting social relationships. The Children, Youth and Families Department recognizes the importance of a child's home language and culture on their development and the ability to meet the diverse needs of New Mexico families

- Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State/Territory Early Learning and Development Standards.

Describe:

New Mexico has created a comprehensive system for utilizing the New Mexico Early Learning Guidelines: Birth through Kindergarten as the framework and criteria for an authentic assessment process and curriculum planning.

The system, implemented in FOCUS, is based on research and best practice in early childhood care and education emphasize the importance of carefully observing and assessing children within the context of their daily activities, and using those observations for curriculum planning and the ongoing monitoring of each child's growth, development, and learning.

- On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development.

Describe:

FOCUS-TQRIS is based on New Mexico's commitment to creating and sustaining an early learning system that focuses on building high-quality, comprehensive, community programs that form a continuum of integrated services. The Early Learning System (NMDOH Part C, NMPED PreK, Title I and 619, the Children, Youth and Families Department (CYFD) PreK, Home Visiting, Head Start and Child Care) has designed training and practices that support community programs working together to ensure that each child has equitable access to appropriate services and supports that acknowledge their uniqueness and enable them to reach their full potential.

The Family Development Program is partnering with the CYFD Office of Child Development in an initiative to support Early Childhood Investment Zone coalitions for a shared commitment to FOCUS. Addressing community-identified early childhood services and needs aimed at improving quality for the well-being of all young children

and their families. The initiative is strategically designed to meet cross-sector goals for community-based alignment of services in support of FOCUS Guiding Principles for Quality.

Using data to guide program evaluation to ensure continuous improvement.

Describe:

New Mexico is creating a graphic representation of the New Mexico Early Childhood system. FOCUS-TQRIS includes a strong component of Continuous Quality Improvement and discussions about the approach and process for implementation- from Self-Assessment to developing a Continuous Quality Improvement Plan- will identify common elements across the New Mexico Early Childhood System.

In 2013, Web-based Early Learning System (WELS) was identified to design and implement a system to capture data regarding the creation of a trainer registry, educator registry, training calendar and TQRIS component. The FOCUS Pilot Project is using WELS to provide a system for data collection, management and reporting to track young children's development and progress as they are increasingly ready for school, and to measure the quality of and support positive outcomes for all children. The Pilot Project will become part of the longitudinal data system (EPICS) that is being established by the Children, Youth and Families Department. Continuous quality improvement and leadership development are critical components of New Mexico's new TQRIS. WELS will provide consultation and professional development in the areas of both continuous quality improvement and leadership development.

Caring for children of families in geographic areas with significant concentrations of poverty and unemployment.

Describe:

As part of the Early Childhood Investment Zones initiatives, the Family Development Program is working with early childhood professionals in local Investment Zone communities to build a sustainable early childhood coalition. Participants receive support for accessing New Mexico FOCUS resources and other funding opportunities that strengthen community assets for young children and their families. The goal is to assure that every child reaches his or her full potential by engaging all sectors of the early childhood system (Home Visiting, FIT, early learning, Head Start, 619 special education, Title I, Pre-K, public health, and family support) in a shared commitment to improving outcomes for young children.

- Caring for and supporting the development of children with disabilities and developmental delays.

Describe:

The New Mexico Partnership Guide for Inclusion supports the alliance among early care and education practitioners and administrators in working together to assist young children under the age of five in attaining their joint goal of positive developmental outcomes for children. The guide provides a roadmap for direct service delivery partners and administrators in building more coordinated service delivery for children.

The Partnership Guide can be used by the partners to:

- Communicate effectively with each other and with families.
- Work together in planning and implementing for Individual Family Service Plans (IFSPs) for children birth to three and Individual Educational Programs (IEPs) for children age three to five.
- Work together to support a child's access and full participation in center-based care, activities, and routines.
- Support individual children and families in developing skills to be active participants in their community.
- Work together to build infrastructure and systems needed to support inclusive services.

Supporting positive development of school-age children.

Describe:

\

Other.

Describe:

N/A

d) Check how the State/Territory connects child care providers with available Federal and State/Territory financial aid, or other resources for pursuing postsecondary education relevant for the early childhood and school-age workforce. Check all that apply.

- Coaches, mentors, consultants, or other specialists available to support access to postsecondary training including financial aid and academic counseling
- State/Territory-wide, coordinated, and easily accessible clearinghouse (i.e. online calendar or listing of opportunities) of relevant postsecondary education opportunities

Financial awards (such as scholarships, grants, loans, reimbursement for expenses) from State/Territory for completion of postsecondary education

Other.

Describe:

N/A

No.

6.2.2 Does the State/Territory require a specific number of annual training hours for child care providers caring for children receiving CCDF subsidies and in particular content areas?

States and Territories are encouraged to consult with Caring for our Children for best practices and recommended time needed to address training hour requirements.

Yes. If yes, describe:

a) Licensed Center-Based Care

1) Number of pre-service or orientation hours and any required areas/content

All new child care staff will complete orientation before working with children. The director of each licensed center will conduct the training and determine the number of hours required. The training areas and content include the following scope of services, activities, and the program offered by the center; emergency first aid procedures, recognition of childhood illness and indicators of child abuse; fire prevention measures, emergency evacuation plans and disaster preparedness plans; review of licensing regulations; policies regarding guidance, child abuse reporting, and handling of complaints; review of written policies and procedures as defined in Subsection C of 8.16.2.22 NMAC; center/parental agreement; sanitation procedure; written goals of the program; personnel handbook; parent handbook; names and ages of children; names of parents; tour of the facility; and introduction to other staff and parents. As of July 2016, the orientation also includes the new requirements as outlined in the CCDF State Plan. New staff members working directly with children regardless of the number of hours per week will complete the 45-hour entry level course or approved three-credit early care and education course or an equivalent approved by the department prior to or within six months of employment. Substitutes are exempt from this requirement.

2) Number of on-going hours and any required areas/content

Each staff person working directly with children and more than 20 hours per week, including the director, is required to obtain at least 24 hours of training each year. For

this purpose, a year begins and ends at the anniversary date of employment. Training must address first aid, CPR, infection control and at least three competency areas within one year and all seven areas within two years. The competency areas are 1) child growth, development, and learning; 2) health, safety, nutrition, and infection control; 3) family and community collaboration; 4) developmentally appropriate content; 5) learning environment and curriculum implementation; 6) assessment of children and programs; and 7) professionalism.

b) Licensed Group Child Care Homes

1) Number of pre-service or orientation hours and any required areas/content

As of July 2016 the child care staff orientation will include the new requirements as outlined in the CCDF State Plan. The Children, Youth and Families Department currently requires the primary educator complete the 45-hour entry level course or approved 3-credit early care and education course or an equivalent approved by the department prior to or within six months of employment.

2) Number of on-going hours and any required areas/content

Educators working for a home will receive at least 12 documented hours of training during each year, including six hours in child growth and development and three hours in health, safety, nutrition, and infection control. The three (3) remaining training hours must be within the seven competency areas. The competency areas are: 1) child growth, development and learning; 2) health, safety, nutrition and infection control; 3) family and community collaboration; 4) developmentally appropriate content; 5) learning environment and curriculum implementation; 6) assessment of children and programs; and 7) professionalism. An educator cannot count more than three (3) hours in first aid or CPR training toward the total hours required. Online first aid and CPR training will not be approved. For this purpose, a year begins and ends at the anniversary date of employment.

c) Licensed Family Child Care Provider

1) Number of pre-service or orientation hours and any required areas/content

As of September 2016 the child care orientation will include the new requirements as outlined in the CCDF State Plan. The Children, Youth and Families Department currently requires the primary educator complete the 45-hour entry level course or approved 3-credit early care and education course or an equivalent approved by the department prior to or within six months of employment.

2) Number of on-going hours and any required areas/content

Educators working for a home will receive at least 12 documented hours of training during each year, including six (6) hours in child growth and development and three (3) hours in health, safety, nutrition, and infection control. The three (3) remaining training hours must be within the seven (7) competency areas. The competency areas are: 1) child growth, development and learning; 2) health, safety, nutrition and infection control; 3) family and community collaboration; 4) developmentally appropriate content; 5) learning environment and curriculum implementation; 6) assessment of children and programs; and 7) professionalism. An educator cannot count more than three hours in first aid or CPR training toward the total hours required. Online first aid and CPR training will not be approved. For this purpose, a year begins and ends at the anniversary date of employment.

d) Any other eligible CCDF provider

1) Number of pre-service or orientation hours and any required areas/content

As of September 2016 the orientation for Licensed Exempt Homes will include the new requirements as outlined in the CCDF State Plan. The Children, Youth and Families Department currently requires primary and substitute caregivers caring for infants shall receive two hours of infant or toddler specific training within six-months of registration.

2) Number of on-going hours and any required areas/content

Primary and substitute caregivers are required to attend six (6) hours of training annually. Training documentation must be maintained for three (3) years and include the caregiver's name, the date of training, instructor's name and signature, topic of training and number of hours completed. Training shall be within the seven competency areas. The competency areas are: 1) child growth, development and learning; 2) health, safety, nutrition and infection control; 3) family and community collaboration; 4) developmentally appropriate content; 5) learning environment and curriculum implementation; 6) assessment of children and programs; and 7) professionalism.

No

6.2.3 Describe the status of the State/Territory's policies and practices to strengthen provider's business practices.

Fully implemented - as of March 1, 2016.

Describe the State strategies including training, education, and technical assistance to strengthen provider's business practices. This may include, but is not limited to, such practices related to fiscal management, budgeting, record-keeping, hiring, developing, and retaining qualified staff, risk management, community relationships, marketing and public relations, and parent-provider communications, including who delivers the training, education and/or technical assistance

New Mexico's Intentional Leadership program is built into the FOCUS criteria as well as the FOCUS Leadership Academies, which encompasses business practices for child care providers. Each program is assigned a FOCUS consultant who works closely with the program director to ensure the quality practices outlined in the FOCUS criteria are being implemented. The New Mexico Early Learning Guidelines are embedded in FOCUS criteria. Continuous Quality Improvement (CQI) is an integral piece of that criteria. In partnership with the consultant, each center director documents their own CQI process. The leadership is focused on the centers FOCUS designee, which is often times the director. There are many tools (including BAS and PAS) and approaches available for self-assessment so that CQI plans can be individualized.

Not implemented. The State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2016)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

N/A

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Projected start date for each activity:

Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

6.3 Early Learning and Developmental Guidelines

The CCDBG Act of 2014 added a requirement that the State/Territory will develop, maintain, or implement early learning and developmental guidelines that are appropriate for children in a forward progression from birth to kindergarten entry (i.e., birth-to-three, three-to-five, or birth-to-five), describing what such children should know and be able to do, and covering the essential domains of early childhood development for use State/Territory wide by child care providers. (658E(c)(2)(T)) At the option of the State/Territory, early learning and development guidelines for out-of-school time may be developed. States and Territories may use the quality set-aside as discussed in section 7 to improve on the development or implementation of early learning and development guidelines.

6.3.1 Describe the status of the State's early learning and development guidelines appropriate for children from birth to kindergarten entry.

- The State assures that the early learning and development guidelines are:
 - Research-based, developmentally appropriate, culturally and linguistically appropriate, and aligned with entry to kindergarten
 - Implemented in consultation with the State educational agency and the State Advisory Council (SAC) or other state or state-designated cross-agency body if there is no SAC
 - Updated as determined by the State. List the date or frequency

Approximately every two to three years.

- Fully implemented and meeting all Federal requirements outlined above - as of March 1, 2016. List the Lead Agency's policy citation(s) and describe using 6.3.2 through 6.3.4

below

- Not implemented. The State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2016)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

[N/A](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Projected start date for each activity:

Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with to complete implement this activity

6.3.2 Check for which age group(s) the State has established early learning and development guidelines:

- Birth-to-three

Provide a link:

[N/A](#)

- Three-to-Five

Provide a link:

[N/A](#)

Birth-to-Five

Provide a link:

https://www.newmexicokids.org/content/caregivers_and_educators/resources/docs/Early_Learning_Guidelines_Birth_thru_Kindergarten_Aug_2014BW.pdf

Five and older (check if State/Territory has standards for five and older that complement academic but cover child development areas not covered by k-12 academic standards).

Describe and provide a link:

N/A

Other.

Describe:

N/A

6.3.3 Does the State/Territory use CCDF quality funds to improve on the development or implementation of early learning and development guidelines by providing technical assistance to child care providers to enhance children's cognitive, physical, social and emotional development and support children's overall well-being?

Yes, the State/Territory has a system of technical assistance operating State/Territory-wide

Yes, the State/Territory has a system of technical assistance operating as a pilot or in a few localities

No, but the State/Territory is in the development phase

No, the State/Territory has no plans for development

a) If yes, check all that apply to the technical assistance and describe.

Child care providers are supported in developing and implementing curriculum/learning activities based on the State's/Territory's early learning and development guidelines.

Describe:

FOCUS Consultation T/TA - The University of New Mexico Continuing Education (UNM CE) staff provides services and trainings to providers who are currently in FOCUS as a part of the Children, Youth and Families Department (CYFD) Office of Child Development (OCD). FOCUS Consultants are through UNM CE. Consultants are assigned childcare centers and visit these centers and mentor them while navigating the FOCUS criteria. Consultants also provide training to childcare

centers.

- The technical assistance is linked to the State's/Territory's quality rating and improvement system.

Describe:

NewMexicoKids Network Training and Technical Assistance Program (TTAP)

Partners are committed to offering early care educators a broad range of services.

The current focus of all TTAPs is to provide valuable training for early care

educators throughout the state. The TTAPs are funded through the State of New Mexico's Children, Youth and Families Department.

Training and Technical Assistance support the New Mexico Tiered Quality Rating and Improvement System.

TTAP OBJECTIVES:

- Operate an interactive website that provides information, resources and appropriate links for early childhood educators, families and the general public. Maintain a functional database for use by the Early Childhood Training and Technical Assistance Programs (TTAPs) and FOCUS tiered quality rating and improvement system to track delivery of services.
- Operate the Child Care Resource and Referral service to assist families in locating appropriate child care, to access Mario's Search, and to fulfill the requirements of the federal Child Care Development Fund.
- Insure the coordination and enhance the efforts of the statewide network of early childhood Training and Technical Assistance Programs to maximize resources for families, early care, education and family support personnel and to strengthen the quality of early care, education, and family support services in the State of New Mexico.
- Integrate the statewide network of Training and Technical Assistance Programs with the Higher Education Early Childhood system of Professional Development for Early Care and Education.
- Provide program support, coordination, data development and management, training and technical assistance for the FOCUS tiered quality rating and improvement system - the third generation of New Mexico's quality rating and improvement system. FOCUS, the newly revised tiered quality rating and improvement system, will integrate concepts/strategies used by the state-funded PreK Program to "focus" on children's learning outcomes with teachers becoming increasingly competent observers and planners of

appropriate curriculum through implementation of New Mexico's Authentic Observation-Documentation-Curriculum Planning Process using the New Mexico Early Learning Guidelines Birth through Kindergarten as criteria. An on-site consultation model, similar to that used with the state-funded PreK Program, will be used to assist participating program administrators and teachers in improving their practice, performance, and children's outcomes through intensive professional development.

- Child care providers working with infants and/or toddlers have access to the technical assistance for implementing early learning and development guidelines.

Describe:

[Same as above.](#)

- Child care providers working with preschool-age children have access to the technical assistance for implementing early learning and development guidelines.

Describe:

[Same as above.](#)

- Child care providers working with school-age children have access to the technical assistance for implementing early learning and development guidelines.

Describe:

[Same as above.](#)

b) Indicate which funds are used for this activity (check all that apply)

- CCDF funds.

Describe CCDF funds (e.g., quality set-aside, infant-toddler set aside, etc.)

[Quality Set-Aside Funds](#)

- Other funds.

Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.)

[State General Funds, Race-to-the-Top Early Learning Challenge Funds and Kellogg Foundation Funds](#)

6.3.4 Check here to demonstrate that State/Territory assures that CCDF funds will not be used to develop or implement an assessment for children that: (658E(c)(2)(T)(ii)(I))

- Will be the primary or sole basis to determine a child care provider ineligible to participate in the CCDF program
- Will be used as the primary or sole basis to provide a reward or sanction for an individual provider
- Will be used to deny children eligibility to participate in the CCDF program
- Will be used as the primary or sole method for assessing effectiveness of child care programs
- Will be used to deny children eligibility to participate in the CCDF program

Yes.

7 Support Continuous Quality Improvement

Lead Agencies are required to reserve and use a portion of their Child Care and Development Block Grant funds for activities designed to improve the quality of child care services and increase parental options for, and access to, high-quality child care. Support for continuous quality improvement is expected to cover the entire age span of children supported by CCDF, from birth through age 12. States/Territories may provide these quality improvement activities directly, or through grants or contracts with local child care resource and referral organizations or other appropriate entities. The activities should be in alignment with a State/Territory-wide assessment of the State's/Territory's needs to carry out such services and care. These quality investments can align with, support and help sustain additional quality efforts developed under Race to the Top Early Learning Challenge grants, Early Head Start/Head Start partnerships and other funding efforts.

States and Territories will report on these quality improvement investments through CCDF in three ways: 1) ACF will collect annual data on how much CCDF funding is spent on quality activities using the expenditure report (ACF-696); 2) In the Plan, States and Territories will describe the types of activities supported by quality investments over the three-year period; and 3) For each three-year Plan period, States and Territories will submit a separate annual report that will show the measures used by the State/Territory to evaluate its progress in improving the quality of child care programs and services in the State/Territory.

The CCDBG Act of 2014 requires States and Territories to use the quality set-aside to fund at least one of the following 10 activities:

- 1) Supporting the training and professional development of the child care workforce (as described in Section 6)
- 2) Improving on the development or implementation of early learning and development guidelines (as described in Section 6)
- 3) Developing, implementing, or enhancing a tiered quality rating system for child care providers and services
- 4) Improving the supply and quality of child care programs and services for infants and toddlers
- 5) Establishing or expanding a Statewide system of child care resource and referral services (as described Section 1)
- 6) Supporting compliance with State/Territory requirements for licensing, inspection, monitoring, training, and health and safety (as described in Section 5)
- 7) Evaluating the quality of child care programs in the State/Territory, including evaluating how programs positively impact children
- 8) Supporting providers in the voluntary pursuit of accreditation
- 9) Supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development
- 10) Other activities to improve the quality of child care services as long as outcome measures relating to improved provider preparedness, child safety, child well-being, or kindergarten-entry are possible.

Throughout this Plan, States and Territories will describe the types of quality improvement activities where CCDF investments are being made, including but not limited to, the quality set-aside funds. We recognize that for some areas, States and Territories may leverage other funds to support the quality improvement goals, which we encourage and support. For example, activities related to early learning and development guidelines may be supported by a combination of CCDF and education funding. States and Territories continue to have such flexibility.

7.1 Activities to Improve the Quality of Child Care Services

7.1.1 What are your overarching goals for quality improvement?

Please describe how the State/Territory selected these goals, including any data or the State/Territory-wide assessment of needs that identified the needs for quality improvement services

The Continuous Quality Improvement (CQI) process is an essential element of FOCUS because it focuses on 1) learning what is working well to promote each child's growth, development, and learning; 2) systematically identifying programmatic challenges; and 3) targeting strategies to maintain and build upon successes. In FOCUS, program leadership guides the PLAN - DO - STUDY - ACT CQI cycle for the program as a whole.

Leadership Academies - The Leadership Academy series focus includes:

- CQI -Getting started and moving forward with staff
- Leadership for today and for tomorrow through a program leadership lens
- Using data to inform and guide CQI efforts
- Keeping quality efforts going - how to keep staff moving forward

Consultancy

- Assists program review survey data results to identify goals that are both measureable and achievable
- Provides on-site coaching or consultation
- Assist program leadership with reflecting on and monitoring progress
- Provides feedback on plans to sustain progress and new or revised CQI goals

https://www.newmexicokids.org/wp-content/uploads/2015/05/FOCUS_CQI.pdf

7.1 Check and describe which of the following specified quality improvement activities the State/Territory is investing in:

Developing, implementing or enhancing a tiered quality rating system. If checked, respond to 7.2. Indicate which funds will be used for this activity (check all that apply)
CCDF funds.

Describe CCDF funds (e.g., quality set-aside, infant-toddler set aside, etc.)

CCDF Quality Set-Aside Funds.

Other funds.

Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.)

[Race-to-the-Top Early Learning Challenge Funds, State General Funds and Kellogg Foundation Funds.](#)

- Improving the supply and quality of child care services for infants and toddlers. If checked, respond to 7.3. Indicate which funds will be used for this activity (check all that apply)

- CCDF funds.

Describe CCDF funds (e.g., quality set-aside, infant-toddler set aside, etc.)

[The Children, Youth and Families Department used CCDF Funds to raise the base rates and quality rates.](#)

- Other funds.

Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.)

[The Children, Youth and Families Department used Race-to-the-Top funds to increase quality for infants and toddlers.](#)

- Establishing or expanding a statewide system of CCR&R services as discussed in 1.7. If checked, respond to 7.4. Indicate which funds will be used for this activity (check all that apply)

- CCDF funds.

Describe CCDF funds (e.g., quality set-aside, infant-toddler set aside, etc.)

[CCDF Quality Set-Aside Funds.](#)

- Other funds.

Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.)

[Race-to-the-Top Early Learning Challenge Funds, State General Funds, and Kellogg Foundation Funds.](#)

- Facilitating compliance with State/Territory requirements for inspection, monitoring, training, and health and safety standards (as described in Section 5). If checked, respond to 7.5. Indicate which funds will be used for this activity (check all that apply)

- CCDF funds.

Describe CCDF funds (e.g., quality set-aside, infant-toddler set aside, etc.)

[CCDF Quality Set-Aside Funds.](#)

- Other funds.

Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.)

[Race-to-the-Top Early Learning Challenge Funds, State General Funds, and Kellogg Foundation Funds.](#)

- Evaluating and assessing the quality and effectiveness of child care services within the State/Territory. If checked, respond to 7.6. Indicate which funds will be used for this activity (check all that apply)

- CCDF funds.

Describe CCDF funds (e.g., quality set-aside, infant-toddler set aside, etc.)

[Quality Set-Aside Funds.](#)

- Other funds.

Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.)

[Race-to-the-Top Early Learning Challenge Funds, State General Funds, and Kellogg Foundation Funds.](#)

- Supporting accreditation. If checked, respond to 7.7. Indicate which funds will be used for this activity (check all that apply)

- CCDF funds.

Describe CCDF funds (e.g., quality set-aside, infant-toddler set aside, etc.)

[N/A](#)

- Other funds.

Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.)

[N/A](#)

- Supporting State/Territory or local efforts to develop high-quality program standards relating to health, mental health, nutrition, physical activity, and physical development. If checked, respond to 7.8. Indicate which funds will be used for this activity (check all that apply)

- CCDF funds.

Describe CCDF funds (e.g., quality set-aside, infant-toddler set aside, etc.)

[N/A](#)

- Other funds.

Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.)

[Race-to-the-Top Early Learning Challenge Funds, State General Funds, and Kellogg](#)

Foundation Funds.

- Other activities determined by the State/Territory to improve the quality of child care services, and for which measurement of outcomes related to improved provider preparedness, child safety, child well-being, or entry into kindergarten is possible. If checked, respond to 7.9. Indicate which funds will be used for this activity (check all that apply)

- CCDF funds.

Describe CCDF funds (e.g., quality set-aside, infant-toddler set aside, etc.)

N/A

- Other funds.

Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.)

N/A

7.2 Quality Rating and Improvement System

7.2.1 Does your State/Territory have a quality rating and improvement system (QRIS)?

- Yes, the State/Territory has a QRIS operating State/Territory-wide.

Describe how the QRIS is administered (e.g., state or locally administered such as through CCR&Rs) and provide a link, if available

The Children, Youth and Families Department (CYFD) Early Childhood Services division convened a broad group of representatives from the early childhood community to participate in a three-day meeting. The primary responsibility of the group was to review and make recommendations to improve the QRIS. This process was led by an impartial facilitator. The group identified the top priorities in each of the major categories of the QRIS which were presented as recommendations to CYFD. CYFD Office of Child Development administers the state's TQRIS and maintains contracts with Universities for consultation and training and technical assistance.

New Mexico's revised Tiered Quality Rating and Improvement System (TQRIS), titled FOCUS on Young Children's Learning includes:

- Targeted program and practitioner supports;
- Professional development to increase educator knowledge and skills and program quality;
- Graduated program standards that are closely tied to the New Mexico Early Learning

- Guidelines: Birth through Kindergarten and school readiness expectations;
- Substantive content related to child assessment and curriculum development;
 - Health promotion practices and developmental screenings; and
 - Emphasis on a program CQI process.

A multiyear process of phasing out the current AIM HIGH TQRIS and phasing in the new FOCUS TQRIS began in 2012. During this time, programs maintain the standards for their current STAR license while they work to meet and maintain the new FOCUS criteria.

<https://www.newmexicokids.org/FOCUS/>

https://www.newmexicokids.org/wp-content/uploads/2015/05/FOCUS_CQI.pdf

- Yes, the State/Territory has a QRIS operating as a pilot, in a few localities, or only a few levels

Provide a link, if available

N/A

- No, but the State/Territory is in the development phase
- No, the State/Territory has no plans for development

a) If yes, check all that apply to your QRIS.

- Participation is voluntary
- Participation is mandatory for providers serving children receiving subsidy.

If checked, describe the relationship between QRIS participation and subsidy (minimum rating required, participation at any level, etc.)

N/A

- Participation is required for all providers
- Includes nationally-recognized accreditation as a way to meet/achieve QRIS rating levels
- Supports and assesses the quality of child care providers in the State/Territory
- Builds on State/Territory licensing standards and other State/Territory regulatory standards for such providers
- Embeds licensing into the QRIS.

Describe:

N/A

- Designed to improve the quality of different types of child care providers and services
- Describes the safety of child care facilities
- Addresses the business practices of programs
- Builds the capacity of State/Territory early childhood programs and communities to promote parents' and families' understanding of the State/Territory's early childhood system and the ratings of the programs in which the child is enrolled
- Provides, to the maximum extent practicable, financial incentives and other supports designed to expand the full diversity of child care options and help child care providers improve the quality of services.

If checked, please describe how these financial options link to responses in Section 4.3 related to higher payment rates tied to quality

[New Mexico pays a differential rate per child per month above the base reimbursement rate to providers achieving a higher star level based on the FOCUS TQRIS criteria.](#)

- Can be used to track trends in whether children receiving subsidy are utilizing rated care settings and level of rating

b) If yes, which types of settings or distinctive approaches to early childhood education and care participate in the State's/Territory's QRIS? Check all that apply.

- Licensed child care centers
- Licensed family child care homes
- License-exempt providers
- Early Head Start programs
- Head Start programs
- State pre-kindergarten or preschool program
- Local district supported pre-kindergarten programs
- Programs serving infants and toddlers
- Programs serving school-age children
- Faith-based settings
- Other.

Describe:

[N/A](#)

7.2.2 Describe the measures relevant to this activity that the State/Territory will use to evaluate the State/Territory's progress in improving the quality of child care programs and services in the State/Territory.

Describe:

Child Trends has been contracted by the Children, Youth and Families Department to conduct the evaluation activities related to the implementation of FOCUS TQRIS. The first activity is to evaluate and support the development, implementation and validation of the new FOCUS TQRIS and provide guidance and assistance to ensure that the transition to FOCUS is successful. The second objective of the work is to validate the New Mexico Authentic Observation, Documentation and Curriculum Planning (NM AODCP) process which currently is used in New Mexico Pre-K but is expected to expand to all FOCUS programs, including Head Start programs, as FOCUS implementation proceeds. The third evaluation project is to evaluate the FOCUS criteria that are being developed for early childhood programs and services provided through the New Mexico Public Education Department (NMPED), Home Visiting, and early intervention services (IDEA Part B & C). The goal of this new work is to ensure that there is both integrity and flexibility in the FOCUS criteria used across sectors so each framework is responsive to the unique needs of the families and children they serve, but also to ensure coordination and continuity in the FOCUS criteria of building a high-quality, comprehensive early learning system.

7.3 Improving the Supply and Quality of Child Care Programs and Services for Infants and Toddlers

The CCDBG Act of 2014 included changes targeted at improving the supply and quality of infant-toddler care. Lead Agencies are encouraged to systematically assess and improve the overall quality of care infants and toddlers receive, the systems in place or needed to support and enhance the quality of infant and toddler providers and the capacity of the infant and toddler workforce to meet the unique needs of very young children, and the methods in place to increase the proportion of infants and toddlers in higher quality care.

7.3.1 What activities are being implemented by the State/Territory to improve the supply (see also section 4) and quality of child care programs and services for infants and toddlers?

Check all that apply and describe.

- Establishing or expanding high-quality community or neighborhood-based family and child development centers, which may serve as resources to child care providers in order to improve the quality of early childhood services provided to infants and toddlers from low-income families and to help eligible child care providers improve their capacity to offer high-quality, age-appropriate care to infants and toddlers from low-income families.

Describe:

Focusing on New Mexico's High needs community:

The Early Childhood Investment Zone (ECIZ) initiative is a community-based strategy that focuses on New Mexico's highest risk communities. A taskforce from the New Mexico Department of Health, Public Education Department, and Children Youth and Families Department used epidemiological data to prioritize geographical areas based on poor birth outcomes, domestic violence, child abuse, school performance, teen pregnancy, juvenile arrests, unemployment and poverty. The Early Childhood Investment Zones touch every region and every border of New Mexico, and range from frontier to urban population centers covering 11 priority counties (based on child risk index) and 13 priority school districts (based on academic risk index).

New Mexico Community Data Collaborative (NMCDC)

NMCDC maps and files contain aggregated data organized by sub-county areas such as census tract, zip code, school districts and other administrative boundaries. In addition, the user will find site specific information for public schools, licensed facilities and other public services. The interactive functions of ArcGIS Online facilitate group exploration of health and education issues. The maps and shape files are designed to protect individual privacy by abiding by pertinent patient and client confidentiality regulations.

<http://nmcdd.maps.arcgis.com/home/webmap/viewer.html?webmap=afeac7db53f649be9260c1a53a52eb0a>

New Mexico's Indicator-Based Information System (NM-IBIS)

The Children, Youth and Families Department (CYFD) has partnered with New Mexico

Department of Health NM-IBIS to access and analyze Child Care availability by STAR level in New Mexico's Communities. NM-IBIS stands for New Mexico's Indicator-Based Information System for Public Health. Outcome measures found in the NM-IBIS System are indicators of important public health constructs. The most current information regarding the child care indicators can be found at:

<https://ibis.health.state.nm.us/indicator/view/ChildCareRatioHiLo.Cnty.html>

- Establishing or expanding the operation of community or neighborhood-based family child care networks.

Describe:

Implementation of the Early Childhood Investment Zones Leadership Networks

The Children, Youth and Families Department (CYFD) has contracted with the UNM Family Development Program (FDP) to work in the Early Childhood Investment Zones Capacity building. FDP recruits and engages participation that builds a Community Leadership Coalition for strengthening understanding about the goals and opportunities for New Mexico's FOCUS on young children's learning. A series of Mind in the Making Seven Essential Skills learning sessions are facilitated to explore the brain science of how young learn, and what can be done through practical every day moments to build life skills as a foundation for children's learning success.

- Providing training and professional development to promote and expand child care providers' ability to provide developmentally appropriate services for infants and toddlers.

Describe:

FOCUS training and consultation for Infant and Toddlers

Specialized to support infants and toddlers and their families

1. Research has shown that the earliest years are a critical time for brain development.
2. Caregivers must remember that early experiences affect the growth of the brain and form the foundation for the child's ability to learn



Providing financial incentives (including the use of grants and contracts as discussed in section 4) to increase the supply and quality of infant-toddler care.

Describe:

TEACH Scholarships and INCENTIVES

- Funding Teacher Education and Compensation Helps (TEACH) scholarships for the NM PreK, Home Visiting and Child Care workforce
- Funding INCENTIVE\$ pay supplements to educators employed by child care programs in New Mexico. INCENTIVE\$ assist child care programs with

- supplements to educator's salary to mitigate workforce turnover
- By identifying Early Childhood Investment Zones, the department is able to target funding programs - and improving the quality of services - in rural areas serving children who are most at risk. Thirty-four of the thirty-five school districts identified as Early Childhood Investment Zones are predominantly rural/frontier areas of the state. The only semi-urban area is the South Valley of Albuquerque.
- Funding for T.E.A.C.H. Scholarships and participation in INCENTIVES/Child Care W.A.G.E.S. is prioritized for Investment Zones.

- Providing coaching and/or technical assistance on this age group's unique needs from Statewide networks of qualified infant-toddler specialists.

Describe:

FOCUS Consultation

One of the unique aspects of FOCUS Professional Development is that consultants provide on-site (in context) training and coaching as well as facilitate regional trainings throughout the state. These same consultants, then, spend time in Child Care Homes or Centers in the classrooms with teachers and work one-on-one with program administrators.

This ensures that teachers and program administrators implement what they have learned in their training. CYFD FOCUS Consultation offers enhanced support to FOCUS educators serving high needs communities and families.

- Coordinating with early intervention specialists who provide services for infants and toddlers with disabilities under part C of the Individuals with Disabilities Education Act (20 U.S.C. 1431 et seq.)

Describe:

Aligning Quality Elements with Part C Early Intervention (New Mexico Family Infant-Toddler Program -FIT)

- Implemented the NM Video Demonstration Project to: 1) Help FIT, providers and consultants learn how to use video in their work with families to support infant and toddler development, assist Child Care and PreK FOCUS consultation in using video in their work to support programs; 2) Produce educational videos that can be used to help other program personnel learn new skills; and 3) Help programs personnel learn how to use videos, as one option, to support their program's Continuous Quality Improvement (CQI) process.
- In addition, the Full Participation for Each Child Criteria in the FOCUS-TQRIS Standards, clearly delineates collaboration and participation with the Part C Program.

Developing infant and toddler components within the State's/Territory's QRIS.

Describe:

The specifics for Infant and Toddler sections on TQRIS include:

- Full Participation of Each and Every Child
 - Implementation of the Early learning guidelines for Infants and Toddlers
 - Continuous Quality Improvements ITERS (infant and toddler environmental scales) as part of the self-assessment
- Training and consultation specific for infants and toddlers

Developing infant and toddler components within the State's/Territory's child care licensing regulations.

Describe:

N/A

Developing infant and toddler components within the early learning and development guidelines.

Describe:

The New Mexico Early Learning Guidelines is divided in three parts:

Infants and Toddlers

Preschool

Kindergarten

The New Mexico Early Learning Guidelines serve as a framework for the incredible process of children's growth, development, and learning in the early years. They are designed to provide reasonable expectations for children at different ages so that educators have criteria to refer to as they observe children in action, determine their levels of performance, and plan curricular interventions to help them grow, develop, and learn to their fullest potential.

http://www.earlylearningnm.org/media/files/FINAL%20ELG_English2015%201-8-15.pdf

Improving the ability of parents to access transparent and easy to understand consumer information about high-quality infant and toddler care.

Describe:

The New Mexico Parent's Guide to Selecting Child Care, page 17 speaks specifically about Infant and Toddler care

https://cyfd.org/docs/parentsguide_childcare_0213lr.pdf

- Carrying out other activities determined by the State/Territory to improve the quality of infant and toddler care provided in the State/Territory, and for which there is evidence that the activities will lead to improved infant and toddler health and safety, infant and toddler cognitive and physical development, or infant and toddler well-being.

Describe:

[Specialized to support infants and toddlers and their families](#)

1. Research has shown that the earliest years are a critical time for brain development.
2. Caregivers must remember that early experiences affect the growth of the brain and form the foundation for the child's ability to learn



Other.

Describe:

[N/A](#)

[7.3.2 Describe the measures relevant to this activity that the State/Territory will use to evaluate the State's progress in improving the quality of child care programs and services in the State/Territory](#)

Describe:

[N/A](#)

[7.4 Child Care Resource & Referral](#)

[7.4](#) Describe the status of the child care resource and referral system

State/Territory has a CCR&R system operating State/Territory-wide.

Describe how the CCR&R system is operated, including how many agencies and if there is a statewide network and how the system is coordinated and if it is voluntary

[The New Mexico CCR&R program is funded by and closely collaborates with the Children, Youth and Families Department. The New Mexico CCR&R staff are centrally located in Albuquerque, New Mexico and maintain a statewide database of child care providers that are licensed or registered by recognized regulatory agencies in the state of New Mexico. This database is used to provide courtesy referrals to anyone who requests them at no cost to either child care providers or referral clients. Child care providers share specific information that helps tailor the match to the provider and meet the needs](#)

of the children. Child care providers and their information appear on this list on a voluntary basis.

- State/Territory has a CCR&R system operating in a few localities but not fully operating State/Territory-wide

Describe:

N/A

- State/Territory is in the development phase

7.4.2 Describe the measures relevant to this activity that the State/Territory will use to evaluate the State/Territory's progress in improving the quality of child care programs and services in the State/Territory

Describe:

N/A

7.5 Facilitating Compliance with State Standards

7.5.1 What strategies does your State/Territory fund with CCDF quality funds to facilitate child care providers' compliance with State/Territory requirements for inspection, monitoring, training, and health and safety, and with State/Territory licensing standards?

Describe:

The Training and Technical Assistance Programs support early childhood providers in areas related with licensing compliance including health and safety. In addition, New Mexico FOCUS Consultants bring their expertise in early childhood Developmentally Appropriate Practice and, specifically, their knowledge of the New Mexico FOCUS Criteria. Consultation takes place to ensure that programs fully understand the purpose and components of New Mexico FOCUS Criteria. Challenges with implementation of New Mexico FOCUS Criteria are approached collaboratively with the shared goal of positive child learning outcomes and continuous program improvement.

7.5.2 Describe the measures relevant to this activity that the State will use to evaluate the State/Territory's progress in improving the quality of child care programs and services in the State/Territory

Describe:

Child Trends has been contracted by the Children, Youth and Families Department to evaluate the effectiveness of the FOCUS TQRIS implementation including the criteria, consultation, child assessment, validation and implementation.

7.6 Evaluating and Assessing the Quality and Effectiveness of Child Care Programs and Services

7.6.1 One of the purposes of the CCDBG Act of 2014 is to increase the number and percentage of low-income children in high-quality child care settings.

Describe how the State/Territory measures the quality and effectiveness of child care programs and services offered in the State/Territory, including any tools used to measure child, family, teacher, classroom, or provider improvements, and how the State/Territory evaluates that such programs positively impact children

Child Trends was contracted by the Children, Youth and Families Department to conduct a validation study. The TQRIS validation activities demonstrate the following:

- The quality levels are meaningfully different from each other, and the extent to which the rating tool distinguishes between levels of quality. That is, do programs at higher star levels incorporate more high quality practices than programs at lower star levels? To address this question, measures of the quality of the program must be available. The first tools that will be used to validate the TQRIS rating are the Environment Rating Scales (ERS) for 4- and 5-STAR programs. The second tool that will be used for validation purposes is the Classroom Assessment Scoring System (CLASS) for 4- and 5-STAR programs.
- The levels defined by the TQRIS are related to child outcomes (Zellman & Fiene, 2012). This validation question addresses the relation between quality and child outcomes. To address how star level and other measures of quality relate to child outcomes, Child Trends proposes to conduct school readiness assessments with children attending TQRIS rated programs during the fall and spring of their pre-kindergarten year (when they are 4-years old). Children will be assessed on a battery of school readiness tests including language/literacy and early math/numeracy skills. Teacher reports will be used to assess social/emotional development in the child

sample. Assessments include: The Peabody Picture Vocabulary Test (PPVT-4, in English and Spanish), the Test of Preschool Early Literacy (TOPEL), the Woodcock-Johnson-III tests of Applied Problems and Quantitative Concepts, and the Bracken School Readiness Assessment (English and Spanish) (references for all assessments are included in section IX) . Before they are finalized, all selected measures will be aligned with the New Mexico Early Learning Guidelines to ensure that they are assessing the domains of children's learning and development that have been articulated for New Mexico's early learning system. When distinguishing levels of quality, programs at higher star levels should also score higher on other quality measures than programs at lower levels.

Child Care Rates/Subsidy

- Rural Child Care Assistance subsidy rates to providers have been converted to higher rates previously provided only to Metro providers. This provides a greater incentive for the creation of child care programs in rural and - especially for higher quality programs - to serve high needs children on subsidy.
- 90% of children in subsidy cared for by licensed child care providers with more than half cared for by 3 Star or above providers - source Child Care subsidy system

7.6.2 Describe the measures relevant to this activity that the State/Territory will use to evaluate the State/Territory's progress in improving the quality of child care programs and services in the State/Territory

Describe:

Child Trends was contracted by the Children, Youth and Families Department to conduct a FOCUS TQRIS validation study. The purpose of the validation process is to confirm that the quality standards and measurement strategies are resulting in ratings that are accurate and meaningful - it is not a new priority for state administrators and other TQRIS stakeholders who are responsible for implementing a fair and effective system.

7.7 Accreditation Support

7.7.1 Does the State/Territory support child care providers in the voluntary pursuit of accreditation by a national accrediting body with demonstrated, valid, and reliable program standards of high quality?

Yes, the State/Territory has supports operating State/Territory-wide.

Describe the supports for all types of accreditation the State/Territory provides to child care centers and family child care homes to achieve accreditation

The New Mexico Children, Youth and Families Department (CYFD) uses the current National Association for the Education of Young Children (NAEYC) Program Standards and Accreditation Criteria (© 2007 NAEYC) as well as NAEYC's current accreditation process criteria as the quality benchmark for the recognition of national early childhood accreditation entities for 5 STAR licensing status. CYFD contracted with a research entity (Center for Education Policy Research) to conduct a crosswalk between the established standards for New Mexico and the different Accredited entities recognized by the state.

Yes, the State/Territory has supports operating as a pilot or in a few localities

Describe:

N/A

No, but the State/Territory is in the development phase

No, the State/Territory has no plans for development

7.7.2 Describe the measures relevant to this activity that the State/Territory will use to evaluate the State/Territory's progress in improving the quality of child care programs and services in the State/Territory

Describe:

During 2015 the Children, Youth and Families Department (CYFD) formed a workgroup to evaluate and make recommendations for the process to recognize and validate each accrediting entity. The group recommended that ten (10) program standards and two (2) process standards be established as criteria for recognition of accrediting entities in the state. The group was comprised by early childhood programs either accredited by diverse entities or participating in FOCUS, research entity individuals, and accrediting bodies' representatives.

7.8 Program Standards

7.8.1 What other State/Territory or local efforts, if any, is the State/Territory supporting to develop or adopt high-quality program standards relating to health, mental health, nutrition, physical activity, and physical development?

Please describe:

The NM Pyramid Partnership has adopted the evidenced based practices developed by the [Center on the Social Emotional Foundations of Early Learning \(CSEFEL\)](#). The Pyramid framework developed by CSEFEL is used to promote the social emotional competence of children from birth to age five in the context of nurturing relationships and quality learning environments. The Pyramid framework also provides strategies to prevent and address the challenging behavior of young children and that help prevent children from being expelled from preschool.

Promotion and Preventive Practices

- Building positive relationships with children and families
- Designing environments, schedules and routines
- Implementing activities that promote child engagement
- Modifying and adapting materials and activities to meet the individual needs of all children, including those with disabilities
- Providing encouragement and descriptive praise to children

Social Emotional Teaching Strategies

- Identifying teachable moments
- Facilitating the development of friendship skills
- Teaching problem solving
- Teaching children to recognize and express emotions
- Teaching anger management

Intensive, Individualized Interventions for Children with Significant Challenging Behaviors

- Identifying the function of challenging behavior
- Identifying behaviors and social skills to target for intervention
- Developing a plan for supporting social emotional development and preventing challenging behavior
- Using a team approach to address challenging behavior

7.8.2 Describe the measures relevant to this activity that the State/Territory will use to evaluate the State/Territory's progress in improving the quality of child care programs and services in the State/Territory

Describe:

The Children, Youth and Families Department (CYFD) is developing a consultation effort focused on providing consultation to child care and preschool teachers/caregivers for issues of challenging behavior and parent/child relationships that affect early learning and well being.

- The proposed program will use "Kid Connects" (Jordana Ash), a nationally recognized evidence based program and will adapt the training guide for training state wide early childhood mental health consultants.
- The program initially will focus on provision of consultation to areas of the state that have few resources and which report more behavioral issues than other better resourced areas.
- The program will use a resilience model for approaches to consultation.
- The program will use reflective consultation as a model approach for parents, teachers/caregivers as well as consultants.

7.9 Other Quality Improvement Activities

7.9.1 List and describe any other activities the State/Territory provides to improve the quality of child care services and describe the measures relevant to this activity that the State/Territory will use to evaluate the State/Territory's progress in improving provider preparedness, child safety, child well-being, or entry into kindergarten.

Cross Sector FOCUS Leadership works in a collaborative effort between Early Childhood Leaders and Consultants from Children, Youth and Families Department, New Mexico Department of Health and the New Mexico Public Education Department. The Cross Sector Leadership workgroup has been created to ensure that the early learning system is developing a TQRIS for each sector, the system is aligned. The goal is to provide a coordinated early learning system that supports children and families from prenatal to kindergarten.

8 Ensure Grantee Program Integrity and Accountability

Under CCDF, program integrity and accountability activities are grounded in the State/Territory's policies for implementing the CCDF program. For error rate activities, reviews are based on the State/Territory's own CCDF policies. The CCDBG Act of 2014 made sweeping changes to the program requirements. With these changes, the State/Territory has an opportunity to change their own policies to reduce the burden for participants and staff as they build in safeguards to maintain program integrity. For example, the new law focuses on eligibility requirements at the time of eligibility determination and allows for a minimum 12-month period of eligibility before redetermination, which lessens the need for participants to continually provide documentation. This, in turn, relieves the State/Territory from the burden of constantly "checking" on participants which can open the door for miscalculations, lost paperwork, and other errors.

Lead Agencies are required to have accountability measures in place to ensure integrity and to identify fraud or other program violations. These accountability measures should address administrative error, including unintentional agency error, as well as program violations, both unintentional and intentional. Violations may or may not result in further action by the Lead Agency, including those cases suspected of and/or prosecuted for fraud.

8.1 Program Integrity

8.1.1 Describe how the State ensures that their definitions for violations have been modified, staff trained, and program integrity procedures revised to reflect new requirements.

Describe:

The Children, Youth and Families Department (CYFD) defines violations as any instance in which policy was misapplied or not followed. CYFD policy will be revised to reflect new CCDF requirements.

8.1.2 Describe how the State/Territory ensures that all staff are informed and trained regarding changes made to its policies and procedures to reflect new CCDF requirements.

Check all that apply.

- Issue policy change notices
- Issue new policy manual
- Staff training
 - Orientations
 - Onsite training
 - Online training
- Regular check-ins to monitor implementation of the new policies.

Describe:

Child Care Assistance regional managers and supervisors conduct regular staff meetings to ensure consistency with current policy and training on any new policy changes. In addition, the Improper Payment Unit conducts 276 case file reviews for the federal year and off year as well as 12-15 file reviews based on the workers sixth and twelfth month employee evaluation to provide child care management valuable data for program integrity, training and consistency throughout the state.

- Other.

Describe:

N/A

8.1.3 Describe the processes the Lead Agency will use to monitor all sub-recipients, including those described in Section 1, such as licensing agencies, child care resource and referral agencies, and others with a role in administering CCDF.

The Lead Agency is responsible for ensuring effective internal controls over the administration of CCDF funds. Lead Agencies that use other governmental or non-governmental sub-recipients to administer the program must have written agreements in place outlining roles and responsibilities for meeting CCDF requirements.

Definition: "Subrecipient means a non-Federal entity that receives a subaward from a pass-through entity to carry out part of a Federal program; but does not include an individual that is a beneficiary of such program. A subrecipient may also be a recipient of other Federal awards directly from a Federal awarding agency (2 CFR 200.93). Two CFR Part 200, Subpart A provides additional information on contractors (which may be referred to as "vendors"). The description of monitoring must include, but is not limited to, a description of the written agreements used, a schedule for completing the tasks, a budget which itemizes categorical

expenditures consistent with CCDF requirements and indicators or measures to assess performance. Additional items for discussion may include: fiscal management, review of policies and procedures to ensure compliance with CCDF regulations, and monitoring/auditing contractors or grantees to ensure that eligible children are served and eligibility documentation is verified."

Describe:

New Mexico's lead agency, the Children, Youth and Families Department, is centrally administered and core services are not subcontracted. New Mexico is a certificate administered program (the certificate is the child care placement agreement).

8.1.4 Describe the activities the Lead Agency has in place to identify program violations and administrative error to ensure program integrity using the series of questions below. Program violations may include intentional and unintentional client and/or provider violations as defined by the Lead Agency.

Administrative error refers to areas identified through the Error Rate Review process. Lead Agencies are required to have processes in place to identify fraud or other program violations.

a) Check which activities the Lead Agency has chosen to conduct to identify unintentional or intentional program violations.

Share/match data from other programs (e.g., TANF, Child and Adult Care Food Program (CACFP), Food and Nutrition Service (FNS), Medicaid) or other databases (e.g., State Directory of New Hires, Social Security Administration, Public Assistance Reporting Information System (PARIS))

Run system reports that flag errors (include types)

Describe:

The Children, Youth and Families Department (CYFD) runs system reports that flag errors to identify unintentional or intentional program violations with the following process:

- CYFD conducts audits on 100 % of the child care assistance payments prior to releasing any payments. The following are methods used in conducting the payment audits:
 - Generate exception reports which identify all duplicate payments and all payments over a set dollar amount.
 - Excel tools are used to cross check and validate that the calculated payments are correct and accurate.

- CYFD generates a number of other monthly and weekly reports from which major fluctuation in trends can be identified in addition to individual administrative errors.

- Review of enrollment documents, attendance or billing records
- Conduct supervisory staff reviews or quality assurance reviews
- Audit provider records
- Train staff on policy and/or audits
- Other.

Describe:

The Children, Youth and Families Department (CYFD) conducts data mining to identify trends. Data mining is conducted when errors are flagged through a system report and further investigation is required.

CYFD has incorporated numerous edits within our delivery system that prohibit a caseworker from making administrative errors, or at least warn the caseworker of situations he or she should be aware of before moving forward in the system. CYFD has invested substantial resources into making "front end" improvements toward the prevention of fraud and administrative errors. Some of the investments are through our Improper Payment Unit and Child Care Supervisors conducting additional staff reviews on case files. CYFD has implemented several measures to address program integrity, as described above.

- None.

Describe what measures the Lead Agency plans to put in place to address program integrity along with action steps and completion timelines:

N/A

b) Check which activities the Lead Agency has chosen to conduct to identify administrative error.

- Share/match data from other programs (e.g., TANF, Child and Adult Care Food Program (CACFP), Food and Nutrition Service (FNS), Medicaid) or other databases (e.g., State Directory of New Hires, Social Security Administration, Public Assistance Reporting Information System (PARIS))
- Run system reports that flag errors (include types)

Describe:

The Children, Youth and Families Department (CYFD) runs system reports to identify administrative errors. CYFD conducts child care assistance payment audits prior to releasing any payments. The following are methods used in conducting the payment audits:

- Generate exception reports which identify all duplicate payments and all payments over a set dollar amount.
- Excel tools are used to cross check and validate that the calculated payments are correct and accurate.
- CYFD generates a number of other monthly and weekly reports from which major fluctuation in trends can be identified in addition to individual administrative errors.



Review of enrollment documents, attendance or billing records

Conduct supervisory staff reviews or quality assurance reviews

Audit provider records

Train staff on policy and/or audits

Other.

Describe:

The Children, Youth and Families Department (CYFD) conducts data mining to identify trends:

- Data mining is conducted when errors are flagged through a system report and further investigation is required.
- CYFD has incorporated numerous edits to our internal delivery system that prohibit a caseworker from making administrative errors, or at least warns the caseworker of situations he or she should be aware of before moving forward in the system. CYFD has invested substantial resources into making "front end" improvements toward the prevention of fraud and administrative error.



None.

Describe what measures the Lead Agency plans to put in place to address program integrity along with action steps and completion timelines:

N/A

8.1.5 Which activities (or describe under "Other") the Lead Agency will use to investigate and collect improper payments due to program violations or administrative error as defined in your State/Territory?

The Lead Agency has the flexibility to recover misspent funds as a result of errors. The Lead Agency is required to recover misspent funds as a result of fraud.

a) Check which activities (or describe under "Other") the Lead Agency will use for unintentional program violations?

- Require recovery after a minimum dollar amount in improper payment.

Identify the minimum dollar amount: [Full Amount](#)

- Coordinate with and refer to other State/Territory agency (e.g., State/Territory collection agency, law enforcement)
- Recover through repayment plans
- Reduce payments in subsequent months
- Recover through State/Territory tax intercepts
- Recover through other means
- Establish a unit to investigate and collect improper payments.

Describe:

[N/A](#)

- Other.

Describe:

[N/A](#)

- None.

Describe what measures the Lead Agency plans to put in place to address the investigation and recovery of misspent funds due to unintentional program violations, including action steps and completion timelines

[N/A](#)

b) Check which activities the Lead Agency will use for intentional program violations or fraud?

- Require recovery after a minimum dollar amount in improper payment.

Identify the minimum dollar amount: [Full AMount](#)

- Coordinate with and refer to other State/Territory agency (e.g., State/Territory collection agency, law enforcement)

- Recover through repayment plans
- Reduce payments in subsequent months
- Recover through State/Territory tax intercepts
- Recover through other means
- Establish a unit to investigate and collect improper payments.

Describe composition of unit below

N/A

- Other.

Describe:

N/A

- None.

Describe what measures the Lead Agency plans to put in place to address the investigation and recovery of misspent funds due to fraud, include action steps and completion timelines:

N/A

c) Check which activities the Lead Agency will use for administrative error?

- Require recovery after a minimum dollar amount in improper payment.

Identify the minimum dollar amount: Full AMount

- Coordinate with and refer to other State/Territory agency (e.g., State/Territory collection agency, law enforcement)
- Recover through repayment plans
- Reduce payments in subsequent months
- Recover through State/Territory tax intercepts
- Recover through other means
- Establish a unit to investigate and collect improper payments.

Describe composition of unit below

N/A

- Other.

Describe:

N/A

- None.

Describe what measures the Lead Agency plans to put in place to address the investigation and recovery of misspent funds due to administrative error, including action steps and completion timelines

N/A

8.1.6 What type of sanction will the Lead Agency place on clients and providers to help reduce improper payments due to program violations?

The Lead Agency is required to impose sanctions on clients and providers in response to fraud.

Disqualify client.

If checked, please describe, including a description of the appeal process for clients who are disqualified:

The Children, Youth and Families Department (CYFD) has policies in place to sanction clients and providers to help reduce improper payments due to program violations. If a client or provider fails to meet programmatic requirements that affect benefits and result in an overpayment, sanctions may be imposed according to the severity of the infraction as determined by the department. Types of sanctions may include recoupment of overpayments, written warnings, suspension or disqualification from the program, and include permanent disqualification. In addition, clients who have been denied benefits, whose benefits have been reduced, suspended, or terminated, or who have been sanctioned or disqualified from the program, may request a fair hearing. The request for a fair hearing must be made in writing within 30 calendar days from the date the department took the adverse action affecting the claimant's benefits. CYFD will review the request for hearing and determine if the matter can be resolved without proceeding to a fair hearing. If the matter cannot be resolved without a fair hearing, the department conducts the fair hearing within 60 calendar days and notifies the claimant of the date of the hearing no less than 14 calendar days prior to the hearing. The claimant is notified in writing of the hearing officer's decision within 14 calendar days of the hearing decision.

Disqualify provider.

If checked, please describe, including a description of the appeal process for providers who are disqualified:

The Children, Youth and Families Department (CYFD) has policies in place to sanction clients and providers to help reduce improper payments due to program violations. If a

client or provider fails to meet programmatic requirements that affect benefits and result in an overpayment, sanctions may be imposed according to the severity of the infraction as determined by the department. Types of sanctions may include recoupment of overpayments or disqualification from the program. The request for a fair hearing must be made in writing within 30 calendar days from the date the department took the adverse action affecting the claimant's benefits. CYFD will review the request for hearing and determines if the matter can be resolved without proceeding to a fair hearing. If the matter cannot be resolved without a fair hearing, the department conducts the fair hearing within 60 calendar days of the hearing and notifies the claimant of the date of the hearing no less than 14 calendar days prior to the hearing. The claimant is notified in writing of the hearing officer's decision within 14 calendar days of the hearing decision.

Prosecute criminally

Other.

Describe:

N/A