

Capturing Native American Views
Toward The Business Plan for
Early Childhood Development



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NOTES & DISCLAIMER

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Executive Summary - Overall Findings From Research

The University of New Mexico Native American Budget and Policy Institute (NABPI) is an initiative funded by the W.K. Kellogg Foundation and resides at The University of New Mexico to conduct research, budget and policy analysis, social justice advocacy, litigation and community lawyering to help Native American communities to create self-determined and systematic change. We have approached this project with a focus on including Native American voices into discussions of expanding early childhood development and education programming across the state of New Mexico. To advance this aim, we convened community and stakeholder meetings with New Mexico's Tribal communities to collect opinions, positions, and specific recommendations for ensuring that expansion of early childhood programming considers the unique and important nuances associated with children from Tribal communities.

Consistent with our overall goal to pursue collaboration opportunities with other experts in the field to enhance the impact of our work, The UNM Native American Budget and Policy Institute (NABPI) worked alongside the New Mexico Early Childhood Development Partnership of the United Way of Santa Fe County (NMECDP) to collect the data referenced in this report. This very effective partnership allowed our collective research team to collect qualitative interview data from a wide variety of participants across the diverse Tribal communities in New Mexico, as well as fielding two public opinion surveys. This report follows up on the publication released by NMECDP that provided preliminary results from the focus groups our team collectively conducted across the state.¹

Some of the overall findings from our report include: the need to reduce fragmentation of current funding streams intended to support programming for Tribal communities; the need to improve trust in the state government which is currently an impediment for wider utilization of early childhood programs; and concerns about the potential for language and cultural loss with expansion of early childhood programs across the state.

Generally, the recommendations that emerge from our research include the need to inventory current resources and programs to identify holes in the existing infrastructure better and the need to address obstacles with human capital expansion necessary to expand the early childhood workforce. The data described in this report also make clear that in order to increase the number of children enrolled in early childhood development programs in New Mexico, we must consider the needs and constraints of the entire family as work schedules and physical distance from resources are obstacles that prevent utilization of existing programming for their children. Finally, the focus groups suggest the need to address systemic racism and negative sentiments toward state and federal education programs among Native American families, which are a result of missed opportunities to engage these communities in decisions regarding how their children would be educated more directly.

Research Design and Methodology

The University of New Mexico Native American Budget and Policy Institute worked alongside the New Mexico Early Childhood Development Partnership of the United Way of Santa Fe County to help identify and recruit Native American early childhood experts, Tribal leaders, educators, community members, parents, grandparents, and other caregivers.

Tribal respondents participated in community convenings, focus groups, and semi-structured interviews which gathered concerns, recommendations, and responses from the wider Native American community on the development of a business plan for early childhood education in New Mexico. Participants were provided with the early childhood business plan for New Mexico and an overview of the levers associated with it. In addition, a NABPI team member provided a brief overview of the levers as well as the goals for conducting such convenings and interviews. Our team then facilitated dialogue utilizing the following questions:

- What is your vision for early childhood development in your local community?
- How is that vision currently being met? Are there any gaps in services and opportunities?

¹ See this report here: https://nmeecd.org/wp-content/uploads/2018/11/CommunityConversationsReport_Final-Nov-2018.pdf

- Would establishing an early childhood leadership role and infrastructure at the state level achieve a strong collaboration between state agencies and Tribal governments to improve the system's ability to meet the needs of New Mexico families?
- Would establishing an infrastructure and leadership position at the state level to oversee early childhood expansion benefit or hinder Tribes?
- How can the state provider address the needs of families in your community? How can they provide information regarding access to services for children to your community?
- How can the early childhood profession be promoted in your area?
- State and Tribal standards vary – is it important for these standards to be aligned?
- How can parents/guardians of young children become engaged in their child's(ren's) early development?
- How can early childhood programs be expanded in locations with highest needs?

The next segment of our research was a short survey of all participants meant to gauge the overall views of the participants of these community engagement sessions toward the major components of the business plan. The survey was intended to supplement the qualitative data to give a complete picture of the concerns and experiences of Native American communities across the state in regard to education and early childhood expansion. Although the qualitative data was the main goal and priority from these community engagement sessions, the survey provides useful information to complement what we found in the rich qualitative data. Overall we collected 208 surveys from participants across the state of New Mexico. The surveys were implemented and analyzed by NABPI and UW-SFC staff and this process was overseen by Prof. Gabriel Sanchez, a nationally recognized expert in survey design and survey research.

In addition to the large community events, the full research team worked together to identify and recruit a more focused set of individuals for focus groups and individual interviews to ensure that we heard from a wide variety of important voices from New Mexico's Tribal communities. The target audience for these sessions were elected and appointed Tribal leaders, experts in early childhood systems and programs specific to Native American communities, and pre-K educators who serve predominantly Native American students. These sessions were similar to the overall format of the larger group sessions. We shared the full Business Plan, a breakdown of the levers that organize that plan, and provided clarification regarding each lever prior to the interview or focus group. Each of these sessions were facilitated by one of our NABPI researchers and in almost all cases also had participation from the UW-SFC staff as a facilitator or note-taker to ensure synergy across all data collection.

When all aspects of our research design are considered collectively, we were able to collect information from a wide and diverse set of Native American voices from across the state. It was vital that we protect the anonymity of our respondents to ensure confidentiality. This allowed respondents to provide honest and uncensored responses. Therefore, while we do note the Tribal communities represented across the participants in our focus groups or interviews below, we do not provide specific names of individuals or the social locations of respondents. There are a total of 24 Tribes across the state of New Mexico: 20 pueblos, 3 Apache Tribes and Nations, and the Navajo Nation. It was imperative that we included the voices of as many nations as possible. We recognize that many of the experiences of Tribal nations vary across the state. Although there are similarities in regard to their relationships with the state of New Mexico, education in general, and geographic locations, each tribe/nation provides a unique insight and experience.

- **Dine/Navajo Nation**
 - Interview-Alamo Navajo Behavioral Health and School Board Member
 - Interview-Ramah Navajo/Pinehill School Board Member
 - Interview-Early Childhood expert from Navajo Technical University
- **Group-McKinley County Early Childhood Task Force**

- **Jicarilla Apache Nation**
 - Interview - Jicarilla Apache Early Childhood Expert
- **Mescalero Apache Nation**
 - Focus Group - Mescalero Apache Nation School Board Focus
 - Mescalero Apache Nation Leader (Part of NABPI Governance Council Group)
- **New Mexico Head Start Association**
 - Association Meeting at Santa Claran Resort and Casino, Espanola, New Mexico
- **Ohkay Owingeh (San Juan Pueblo)**
 - Interview - Tribal Leadership, Education leaders, and early childhood specialists.
- **Santa Clara Pueblo**
 - Focus Group - Early Childhood Educators/Head Start Educators
 - Interview - Tribal Leadership, Education leaders, and early childhood specialists.

Our team also identified a few experts whose input was valuable through this process. These experts' comments were not attached to any particular Tribal nation.

- **Vickie Ybarra, PhD.** (Director, Office of Innovation, Alignment, and Accountability State of Washington's Office of Children, Youth and Families).
- **Edward Tabet-Cubero** (New Mexico Early Childhood/Bilingual Education Expert)
- **Carmela M. Roybal** (President of the New Mexico Head Start Association (Region VI, VVI), (NMHSA))
- **Hailey Heinz** (Education Policy Expert and Researcher Cradle to Career Policy Institute at UNM)

Survey: Early Childhood Development

Finally, as part of the overall research projects, we developed a sub-contract with Pacific Marketing Research/Latino Decisions to conduct a survey of consumers of early childhood programming. This survey has a very specific target population of parents of children ages 0-5 and captures participation rates in pre-K programming, obstacles to accessing programming, and attitudes toward several dimensions of the Business Plan for Early Childhood. We provide a detailed discussion in this report in the main results of the survey, and the full set of results are included in the appendix.

Before discussing the results of our survey we want to identify briefly some of the important decisions that influenced the methodology of our research design. We approached this project with the goal of ensuring that despite our team meeting a tight timeline to collect data, we adhered all important ethical and methodological protocols associated with conducting research in partnership with Tribal communities. Some of the important decisions made are highlighted below:

- As noted, our team felt that protecting the identity of participants in our study was critical given the small universe of community members targeted for this study. Several participants who noted that they would not feel comfortable having their name attached to any comments or suggestions reinforced this goal. We promised to keep all responses anonymous during our sessions, which impacted the presentation of findings in our report. In short, although we provide a summary of the type of participants with whom we spoke with in each set of focus group or interview notes, we refrained from including any of the participants' names, titles, and in some cases, Tribal affiliation. The level of confidentiality was key to ensuring that the participants with whom we spoke with during this process were able to provide their true opinions and experiences without filtering their responses.
- Our team also decided that we would do our best to keep interviews with Tribal leaders separate from the wider community and particularly Tribal staff members. By conducting separate groups for the elected and appointed leaders of Tribes and Pueblos we allowed community members to voice their opinions and recommendations without having leadership present. We heard from several participants that if Tribal leaders were in the room they would defer to those leaders and not participate fully in the discussion. This decision made collecting data from elected leaders more challenging but was well worth the trade-off, as we were able to get a much deeper set of

responses from participants.

- Finally, in line with research protocols, the Tribes or Pueblos who asked to review the findings from our research in advance of sharing with external audiences were provided an advanced draft prior to publication of this report.

Overall Findings – Major Themes That Emerged From Our Research

The Current Funding System Structure is Not Working

Complex Funding Streams

The first question our team addressed with our interviews was whether the Native American communities across the state felt a need to reform the existing early childhood development systems. As reflected in the quotes below, the most pressing concern that participants in our study raised was the fragmented and complicated funding streams that support Native American programming. Many participants noted that the unique relationships Tribes have with federal and state governments have led to a very complex and distorted funding system that many do not understand. This section of the report illustrates that prior to program expansion, an in-depth analysis of the current funding streams is imperative. An in depth-analysis would create transparency in the current model, illustrate where current sources of funding and whether they are reaching Native American communities. This provides a roadmap for expansion efforts in the state of New Mexico.

- “Existing funding through the PAC8 is distributed throughout the PED, but we need an analysis of where the funding is going. Is the funding supporting Native students in their system? To the best of our knowledge, PED is using this funding to pay for security guards in the school in our area. This means that current contribution to education are not reaching our students.”
- NABPI GC member notes that there is “high fragmentation in funding streams for early childhood across many layers of government. This leads to severe challenges in the existing system that, if not addressed, will be even more problematic if a greater amount of money flows through the existing systems.”
- “If we could create a leadership structure that oversaw all the fragmented aspects of the system how this would have to work with Tribes?”
- “What will the state require from Tribes? Do we need to follow the state standards? Is there another implementation that we have to meet beyond our existing standards? The state changes their regulations and standards without doing Tribal consultations. How are they going to incorporate us into early childhood expansion efforts if they have failed to incorporate us in the past?”
- “Most of the funds from PED have been invested outside of New Mexico which leaves little for the needs here in communities. We have seen \$50-100 million in funding for trainings and curriculum go to outside firms while there are low resources for New Mexico entities at UNM or Highlands University that are focused on Native American kids.”
- “Importance of strategic and flexible increases in funding. Educating the state legislators of the pros and cons of early learning. Make legislators understand importance of funding early childhood expansion. For example, California has funding from cigarette tax to support its early childhood program. The state needs to focus on investing in education including early childhood learning.”
- “Higher education institutions should be the lead agencies to train and teach students. Colorado has Reggio Emilia programs that are funded through federal funds. When you see states like Colorado, why has New Mexico not invested on the early childhood system?”

“If the infrastructure capacity is lacking **we cannot make the same mistake we did in the 1940s to integrate most Native children into existing public schools**, rather invest in Pueblo and Tribal schools so that we do not have to take generations to reverse that mistake in approach. We can end up in the back-end attempting to nickel and dime resources.”

- “The state has many native kids in their school systems; Tribes support their system through gaming compacts, the state allows agencies to determine where funding goes, yet they never discuss it with the Tribes. A solution would be to evaluate how the Tribal contributions are currently spent.”
- “How will Native American families from non-New Mexico Tribes who live in New Mexico be handled under this system and what funding streams will ensure that these children be able to participate in early learning programs?”

Self-Determination and Tribal Sovereignty

A theme that surfaced in multiple focus groups and interviews was the idea of self-determination and Tribal sovereignty. Tribal leaders, Head Start directors, and community members voiced their concern for allowing the state to dictate and regulate Tribal Head Start and pre-k programs.

- “The state under Governor Martinez never fulfilled their promise to consult with Tribes when making decisions regarding education.”
- “If we accept their (state) money, who do we report to? The feds and the state? No thank you. We are sovereign nations who should have independence from these other governments, given our status.”
- “CYFD did not have Tribal consultations, Tribes have reached to CYFD; they need to communicate how funds are distributed. If changes are made there needs to be consultations.”
- “We saw that with some regulatory changes the state did not do advance consultations with us. Under the STCA, the state should always do consultations before making changes.”

“It’s not clear how it can become “unified leadership.”
If your system becomes part of the state, how will it impact Tribal sovereignty?”

These quotes reflect a general concern that as early childhood development programs are considered for expansion, Tribes who have a unique government-to-government relationship with the state will not have their sovereignty respected. We heard from multiple Tribal leaders that the State Tribal Collaboration Act (STCA), which is intended to respect the sovereignty of Tribal communities across policy domains important to Tribes, has not been followed over the past eight years. This overarching theme in our interviews led our team to begin a research project formally evaluating the STCA. This project will include analysis of enhancing the law to improve policy collaboration between the state government and Tribes in New Mexico at a critical time. These relationships will be vital to the successful improvement of education outcomes for Native American students in response to the historic *Yazzie/Martinez vs. State of New Mexico* court decision.²

Trust in State Government Is an Obstacle That Will Influence Participation Rates of Tribal Communities

One of the common themes across all interviews was mistrust in the state government. The vast majority of Tribal early education programs are federally funded and regulated. The State of New Mexico has not provided funding or support for Tribal programs, therefore, Tribal communities do not see their inclusion in the expansion of state-run early childhood education programs. One Tribal community lost their state-funded Tribal pre-K because the state was not able to fund the program fully or provide accurate funding to support teaching staff. Tribal communities expressed much concern with the goals of this plan, given that they perceive the state government of New Mexico to implement the plan. Tribes have obvious reasons to be distrustful of New Mexico’s government, but the implications for this lack of trust cannot be overlooked when evaluating the projected participation rates of Tribal communities in state-funded, implemented, or evaluated programs.

In short, many participants noted that policy discussions have ignored their communities regarding early childhood education and development, leading many to suggest that this process of capturing their voices was not genuine. Some noted that, if the input of Tribal communities was really desired, their concerns

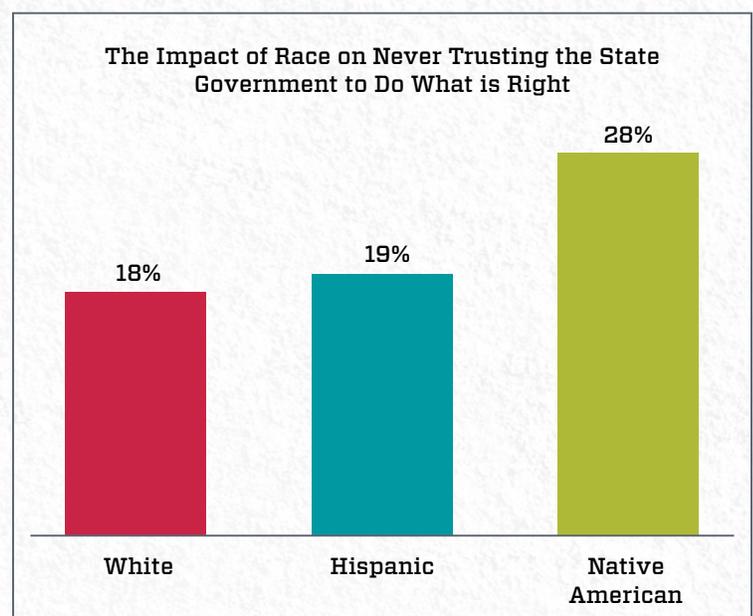
2 <http://nmpovertylaw.org/wp-content/uploads/2018/09/Graphic-Yazzie-Martinez-Decision.pdf>

would have been captured prior to the completion of a business plan. This lack of trust led several research participants to suggest that Tribes may be better off not accepting any of the new funds to expand programming, as this funding comes with strings that may do more harm to Tribal communities than good.

The following quotes provide some examples of what we heard across our research efforts:

- We have “already given up our children in accepting funding” which could lead to resistance from Tribes for additional revenue that could come with strings attached.
- “There are some opportunities to use funds to address some small needs that can be helpful, but there must be consideration of whether the pros outweigh what we lose by accepting funds.”
- “A consolidated model with Tribes would require giving Tribes authority to develop and own their own programs and their own accreditation system to evaluate this curriculum. We cannot trust the state to get this right on their own without our oversight.”
- Another NABPI GC member noted that we must also consider that, “many Native American families and leaders are resistant to expansion of early childhood due to concerns with outside progressives ‘telling us what to do with their kids.’ We cannot assume that the communities want what we might believe that they should.”
- Questions around the issue of trust/mistrust in allowing non-Tribal organizations/agencies access to Tribal data.
 - “What would data sharing agreements look like?”
 - “Not all Tribes have data infrastructures established; how would that happen in these communities?”
 - “How will the data be used and for what?”
- “Our early childhood program serves both Tribal and non-Tribal students, why has the state not provided resources? We feel completely left out.”
- “CYFD and other state funded early childhood agencies should conduct an extensive outreach to Tribes to provide training, separate funding for Tribes not through the state department. They have failed to support Tribal agencies with the existing resources. How will they support with more early childhood expansion resources?”

To provide some context to the importance of trust in governmental institutions, we pulled data from a recent statewide survey conducted by members of our research team. As reflected in the figure below, when asked to evaluate how often they trust the state government to do what is right (a common measure of trust in government), we see that Native Americans in New Mexico have a much lower level of trust in our state’s government. Nearly 30% of Native Americans in the survey indicated that they never trust the state’s government to do what is right. Given this finding and the quotes across our focus groups and interviews, it is clear that there will need to be some outreach aimed at improving trust in the state government and its various departments that will be responsible for overseeing early childhood programming. This finding led to the inclusion of trust in not only the state government, but CYFD and the PED in New Mexico in the consumer survey



Source: 2016 UNM RWJF Center for Health Policy Survey (N=1,700)

to get additional insights on how lack of trust influences views toward early childhood programming.

Head Start Is the Focal Point for Early Childhood Programming for Many Communities

Although our discussion of other themes includes comments regarding Head Start, including the complexities of funding streams supporting early childhood programs, the large number of comments that emerged across our interviews motivated a stand-alone section specific to Head Start. This federally funded and managed program is very familiar to Native American communities and, as the comments below indicate, is highly complex. Many Native American leaders, educators, and experts with whom we spoke noted that for many Native American communities, Head Start dominates their experience with early childhood development programs. It is, therefore important to understand better how these communities view Head Start, as it likely influences how they will view expansion of state run programs moving forward.

“The majority of Tribal early childhood centers are not pre-K, Tribal head starts generally use a Head Start model. You might need to make clear that if the state is planning to expand pre-K this will be separate from Head Start which is what most Tribes are thinking when they hear ‘early childhood programs.’”

While Head Start programs have areas of needed improvement according to participants of our interviews, many noted the advantage that they have for maintaining language and culture. Many people with whom we spoke expressed greater trust in the federal government to oversee early childhood programs than the state, due to the relative performance of Head Start with Native American children. It was also noted that relative to state funded pre-K programs, Head Start was more comprehensive in its approach and in some cases, funding. They communicated to us that Tribal communities have recently been more aggressively integrated into New Mexico’s Head Start Association, with indigenous leadership of the non-profit network of communities utilizing Head Start for the first time, and more Native American participation in the network as a result.

- “Head Start and Pre-K are different from each other and regulated differently. Head Start uses dual language programs and allows Tribes to implement culture, language, and community into curricula. Pre-K’s do not provide sufficient funding to pay for language specialists etc. Which model will the state use?”
- “Head Start is federally funded and health based, meaning the health component and early health interventions are strictly enforced. Early interventions include dental health, mental health, hearing, speech, family training, community services related to health and safety. Given the mortality rate among Native American infant and toddlers it is imperative that these components are considered when expanding early education.”
- “Ohkay Owingeh recently closed down, they had to let go of all of their state funded pre-K children. The state was paying \$3,000 per child, where non-Tribal, pre-K programs are getting \$9,000 per child. If this is the current status of state funded pre-K programs among Tribes, what will change? Tribal and non-Tribal Head Start directors I have heard from are against what the state has done with Tribal pre-Ks. In addition, the director of our Tribe’s program noted that dealing with all the state regulations was not worth it. He spent more time doing paper work for the state than attending to grants that provided 500% more funding.”
- “This is the first time a Tribal team has led the state’s Head Start association. Having a Tribal team lead the New Mexico Head Start Association has led to seven additional Tribal Head Starts joining the association. This is the first time in history that Tribes have actively jumped on board with this association. My suggestions are reflective of the input from last week’s meeting. It was noted that Tribal Head Start programs felt left out of state efforts including the association. Tribal programs and rural programs felt segregated from non-Tribal Head Starts even though large majority of Tribal students attend non-Tribal Head Starts, and a significant portion of Tribal Head Starts serve non-Tribal students.”
- “Much of the workforce in Tribal Head Starts come from the community - individuals whose children are also participating in Head Start. Head start families are introduced to the profession through volunteering in their kid’s school, and participating in family activities provided by federal Head Start. This could be a valuable area to look to for workforce development, and if wages could be

- raised for early childhood focused jobs this could also impact median income for families.”
- “PED has done a terrible job managing education K-12. We can not depend on them to manage early childhood education. Although Head Start is far from perfect, I would rather see these programs expanded than to put PED in charge of state run programs.”
- “Given the lack of success of Native children in the current education system we cannot depend on PED or their modes of managing education to handle our youngest children. Head start seems to be doing a better job than the state for Native kids.”
- “The federal government has allowed Head Start programs to be run in Native languages, and our state has some great examples of how to do this well, including in Jemez, that could be used as models for other Tribes. If new programs are run by the state they should follow the federal government’s lead and allow for full language immersion.”

Language and Cultural Loss is Major Concern for Tribal Communities

Our interviews with Tribes and Pueblos consistently identified concerns about the trade-offs associated with enrolling children in non-Native programming. One of the major take-away messages from our research was a need to learn from the unintended consequences of implementing Head Start programs in the last century. Many respondents, as reflected in the quotes below, expressed that having Native American children participate in Head Start led to a loss of language and cultural knowledge across a generation or two of Native youth. Some participants went as far to say that Tribes often face a terrible decision of accepting much needed funding for programs, knowing that this might mean losing their language, culture, and many of their children.

- NABPI GC member (mental health expert) noted that, “all childhood programs must be trauma focused and sensitive to the notion that historical trauma contextualizes all aspects of education. Trauma must be addressed at all levels of early childhood so that there is training for teachers and counselors and administration on what this means and how to address it with Native American children.”
- “This recognition of trauma is what is distinct from any curriculum that is not Native based. We need to consider how factors that happen well before birth impacts Native American children!”
- “Can there be after school programs that are run by the Tribe that address cultural and language needs?”
- “The topic of culture and language is sensitive now, especially for parents who don’t want their child(ren) to learn the culture and language. Early childhood professionals should be taught to teach children language during early years. If the focus is on native-speaking professionals only, this weeds out Natives who don’t speak their language to work in their native communities even if they are well qualified. Not speaking language does not mean one does not understand their community and land because I do know my culture and the land I just do not speak the language because I was not taught the language. Native speaking professionals are important for immersion programs.”

“We also need to **create a community shift in consciousness to value that language-focused curriculum**, as many parents believe that learning English is key to getting a good job.”

As a result of this overarching concern, there is a major interest in ensuring language is included in any early childhood programming and that Tribes are able to adapt or directly provide curriculum for their children. Suggestions included resources for local rather than out-of-state experts provide consultations for developing and implementing curriculum. The following are some specific quotes focused on the role of language in curriculum and programming:

- “The majority of curriculum is not Native based, therefore Native teachers must infuse language and culture in what they are teaching. Is this going to be done in PED or early childhood centers across the state?”

- “Urban early education centers need to promote and provide language and family assistance too for indigenous children attending their centers. We know that a large majority of Native students attend school in cities, including Albuquerque, Gallup, Farmington, Espanola, and Santa Fe.”

The final area of concern noted from participants across this theme of culture and language was with how early childhood expansion would work within the context of the Indian Child Welfare Act (ICWA). As the quotes below reflect, multiple Native American leaders noted that the state will need to consult with experts in ICWA policy to ensure that early childhood programs include children in this system.

- “How has the state been involved in the ICWA program? The PED and early childhood expansion efforts must have an in-depth understanding with ICWA and consider the challenges that ICWA laws may pose.”
- “Does the state even understand their role with the ICWA law?”
- “How will children who are Native American, and therefore, under ICWA jurisdiction be able to take advantage of early learning programming, particularly if it is able to help connect them with their Tribe?”

Need for Inventory of Existing Programs/Resources Across Tribal Nations Needed

We heard from several participants that their Pueblo or Tribe was already engaged in pre-K programming for children in their community, however they did not have a full picture of what was in place in terms of infrastructure. Our research team will do our best to capture this information through discussion, but a more focused evaluation should be considered, if one is not already in place.

- Beyond programming, there appears to be a need to explore further what state and federal funding may be available but not already leveraged through capital outlay and our federal delegation.
 - “Can we leverage state capital outlay to begin building new classrooms or remodel existing spaces now while we prepare for expansion of programming?”
 - Renegotiate the Tribal gaming compacts to support early childhood related to traditional education such as language and culture education.
 - “Tribes give close to \$700 million to the state for revenue sharing, yet, state programs fail to support early education and even the pre-K.”
- “Each Tribe or Pueblo has their own unique sets of programs and funding streams to support those programs.”
 - “Pre-K Tribal consultations are not taking place, and this has led to the closure of our school. Tribes have their own standards for background checks, yet the state does not respect that. They require that Tribal schools use their background checks requiring an additional background for teachers that are paid by state funds. Why does the state not respect our sovereignty?”
- NABPI GC member questions, “Are Tribes already moving forward with expansion of early childhood programming/services at their level independent of these discussions?”
(**Note:** There was no clarity from the larger group on this issue, which led to the suggestion of including this item in our follow-up sessions with Tribes who work in these areas.)
- “There is a lot already in place, but it is disconnected. There is a need to develop a holistic team to forge connections and coordinate services. Can we use existing models and invest in those existing models rather than look to rebuild this?”
- Another GC member noted that Santa Clara recently took over a BIA school and are looking into integrating multiple programs so that they have one linear education/development program.

- “Dual Language New Mexico for example does a lot of work outside of New Mexico due to their expertise but not here in New Mexico under this current administration that does not value their capacity.”
- NABPI GC member noted that there are multiple streams to invest in early childhood that could be leveraged with strategic planning, including capital outlay. *He suggested that our report include a note that, while likely late for this legislative session, we should explore these sources of outlay funding for specific purposes, including new classrooms, schools, and renovations to existing spaces for this purpose.*

This discussion concluded with a consensus among the group that analysis be conducted to identify what funding streams already exist for early childhood development for Tribes in New Mexico before new funding is released across these communities. It was also suggested that support services for this effort be identified for Tribes who need assistance with funding stream analysis.

Reforms Necessary to Increase Human Capital Needed for Expansion

Another theme that emerged is that while some resources are already available across communities to staff an expansion of programs, there are still several obstacles to address. Below are some obstacles identified by multiple respondents.

- Traditional academic institutions could be leveraged better to provide more training/certification to Native American students interested in acquiring these credentials, but they would need to revise their approach to make this a reality.
 - “Too expensive and there is little funding for students looking to come back to school.”
 - “We rely on out-of-state programs to train our folks because UNM and other schools do not have flexible schedules.”
 - “Integrate early childhood development to include elderly teachers like foster grandparents’ programs.”
 - “Establish educational opportunities so early childhood professionals/students are provided with assistance for tuition and books, like the Title II program that provided scholarships and stipends to continue education. This provides supports current Tribal educators that sustain a Tribal workforce. This continues the early learning in areas of cultural values and traditions.”
 - “Consider traditional educators who provide language and cultural education and provide compensation/salary for their time.”
 - “If early childhood is to be expanded, pay or compensation for professionals in this field needs to be increased or in line with other educators in order to be competitive in the workforce. We compete with all other Tribes in this area for Head Start teachers, for example we currently have seven positions that have been open for a very long time because it is a small pool of professionals for northern region.”

“We have many elders in our community who have the language skills we could use to make sure our kids do not lose their language in the process of having pre-K, but they do not have the credentials to teach in these programs. How can we connect them in some way to this, so we take advantage of this great resource?”

- “Keep early childhood teaching programs in communities especially the rural parts of the state. Majority of students in the early childhood programs are native, living in their communities, land, and raising families and they do not have ability to move to major cities like Albuquerque to go to school.”
- Another NABPI GC member identified that successful Tribes with programs have relied on external teams who built infrastructure over a year to ensure that the capacity was there before it started. This member was concerned with how to build capacity for early childhood programs and asks if “teams” like this would be provided to assist Tribes as needed?
- “In regard to available human capital, Professor Simms and her center at UNM as well as NACA have capacity to address this (human capital/research and curriculum) need, yet the funding is not there for these units to address those holes. Can we figure out a process to make it easier to support our internal experts here in New Mexico to be more helpful?”

“Tribes are already relying on their **community to provide informal early childhood development** to the children, but they are not given respect and authority and pay in line with what they provide.”

Race and Racism Must Be Included in Discussions of Expansion of Early Childhood Programs

Several participants made clear that race and racism must be addressed directly in the process to expand funding, as “brown kids are most likely to benefit and be impacted by expansion.” While there were not any direct statements focused on how to address the underlying racism or role of race, this came up enough in our dialogues to include in our summary of main findings.

- The session concluded with a great discussion of how the racial and ethnic diversity in the state complicates the expansion of programs. One GC member noted that this is the “elephant in the room.”
- “Many Tribal programs and specialists feel they have been segregated from state early education efforts. How will the state address some of this baggage before rolling out a new set of programs?”
- A GC member who is not from New Mexico asked how do we look at early childhood across New Mexico generally that is not branded as programming for Hispanic and Native American children? *We might look at a broad question of what New Mexico needs in early childhood to give all children access to high quality early childhood education.* His statement experience in other states that led him to believe the policy-makers and the wider public would be less supportive of programming aimed at a specific community.
- “A statewide program is by definition a Native American and Hispanic program. However, the role of race and racism cannot be overlooked in how some, even progressives, look at this issue. Will our kids benefit from this or only the brown kids?”
- Another NABPI GC member noted that we must also consider that many Native American families and leaders are resistant to expansion of early childhood due to concerns with outside progressives, “telling [them] what to do with [their] kids.” We cannot assume that the communities want what we might believe that they should.
- A Tribal leader noted the ways in which Native American children from his Tribe were often discriminated against. “How can we ensure that this will not happen when we send our youngest children to the education system?”

“We have some concerns with our youngest children being harmed by discrimination from other children and even teachers at this early of an age. **Without having control of the curriculum and having teachers from our community, how do we know that this will not happen?**”

Programs Must Address the Entire Community, Family, Not Just Children

One of the major themes that emerged was the need to ensure that programs and curriculum take a holistic approach to include the entire family and not just the children in the household. Multiple participants noted that while early childhood programs can address development for children during the hours that the students are participating, they do not address the longer period of the day and evening when the children are at home. Ensuring that parents are equipped to build on what the children are learning at home is key. We also heard from many participants, and particularly those who are parents, that the hours for pre-K programs are not conducive to work schedules. As decisions are being made regarding part-time and/or full-time programming options, our analysis suggests that this should take into consideration the work schedules of working parents who may find half-day services to be too problematic to utilize.

“As we consider an inventory of programs we need to think more broadly than the young children into the full family, as having young children enrolled in early childhood programs will impact the full family.”

Some quotes that are symbolic of the larger data collected across this theme are included below:

- “We don’t need more pre-K, we need Head Start that addresses the needs of community and family in a holistic manner. Pre-K models do not always do this.”
- “We rely on children to solve challenges with language loss, etc. But we must be conscious that when we leave the students, they go home to parents who cannot speak the language.”
- “As a parent, our children do not go to the Head Start at Jemez Pueblo due to the limited space and hours of function which do not line up with her work schedule. The capacity of Head Start does not cover a full work day.”
- “Have an early childhood professional/coordinator at local health centers to provide information, refer to resources for learning and services. This provides coordinated services integrated with early childhood systems and programs.”
- “Hold events like health fairs where all resources are in one place for parents to receive services in one spot or location and time. This makes it easy to enroll children into services like Head Start and provides access to specialty healthcare and obtain vaccinations.”
- “Creating spaces for families for their healing from historical trauma experienced. There are systems and programs that provide an environment where families are not treated well; they feel unwelcome/judged.”
- “As a working parent, even if the early childhood programs are free or inexpensive, if they are not convenient for my work schedule I will not be able to take advantage of them.”
- “I know a lot of parents with young kids who have had to make tough decisions about working full time to make more money because childcare is too expensive.”

Overall Findings of Qualitative Research - Recommendations

- Rename the early childhood plan – something different than the “Business Plan.”
- Conduct an in-depth analysis of the early childhood funding systems to ensure transparency and equity for Native American children.
- Before creating policies and programs for early childhood education, apply the New Mexico State-Tribal Collaboration Act to inform Tribes of any changes and opportunities to ensure a collective voice is included in the planning and development.
- Engage and include Tribal communities in the early stages of policy and program development.

- Conduct analysis of current funding streams that exist for early childhood development to avoid duplication of efforts and interference with quality early childhood programs already in place in Tribal communities.
- Provide incentives to individuals interested in early childhood professions, e.g., tuition assistance, stipends, and/or assistance with acquisition of books and materials.
- Provide early childhood professional education and training at or near rural communities.
- Increase salaries for early childhood professionals to match the federal salary structure to retain early childhood professionals especially in rural communities.
- Create early childhood programs with a holistic approach to include the entire family and community.

Results From the Community Event Participant Survey

Our team conducted a short survey to identify some overall views from community members engaged in the early childhood arena who participated in the community events co-facilitated by our team and NMECD. We summarize the key findings from this survey below, which reflect the overall percentages from the 208 completed interviews. Among the group of community members who completed our survey, we found that the majority of participants were professionals in the education system: 30% school administrators, 27% educators, home visitors or counselors, and 19% employees of education non-profits.

This survey asked participants to identify which of three statements come closest to their views about the role of leadership in government to coordinate early childhood programs. As reflected below, the majority of respondents believe that a new leadership position should be created to coordinate early childhood programs across both state and Tribal systems. There is also strong support for the creation of a children’s cabinet or committee to help oversee this coordination effort.

- **46%** - There are too many different governmental agencies funding and overseeing early childhood education programs in New Mexico. We need a new leadership position in our state government to coordinate early childhood programs across state and Tribal systems.
- **42%** - A Children’s Cabinet or committee comprised of community experts should be re-established to coordinate early childhood programs in New Mexico.
- **13%** - Adding a new position to coordinate early childhood programs in New Mexico will just add another layer of bureaucracy and make things even more complicated than they are now.

This finding strongly supports the creation of an Early Childhood Education and Care Department that would oversee all programs for infants and young children, including home visits for families of new babies, childcare assistance, and pre-kindergarten. This law, passed in the recent legislative session, will create a new cabinet secretary position to coordinate all early learning services. Governor Michelle Lujan Grisham has also revived the Children’s Cabinet, a group of Cabinet-level agency heads charged with collecting, analyzing and implementing data-driven action for the state’s kids. These recent actions are responsive to the community as reflected in this poll, as they directly advance the two most popular actions queried in our poll related to early childhood leadership. The findings from the qualitative interviews with Tribal leaders and experts discussed in this report indicate that both the new department and Children’s Cabinet should have formal representation from Native American communities across the state.

The other major theme from this participant survey was that New Mexicans place a high priority on building an effective early childhood workforce. When asked which of the “levers” discussed was the highest, “build and support a highly effective early childhood workforce” was identified as the most important lever to participants, with 60% of respondents rating this as a one or two on a scale where one was the most important and five was the least important. Furthermore, a slim majority (52%) of respondents believe that opposing the quality of programs with expansion of children covered is a false choice, as simultaneous expansion and ensuring high quality are possible with funds to expand programming.

Results from the Consumer Survey - Parents of Young Children Survey

Methodology

The final component of our overall research design is a survey of parents of young children that resulted in survey interviews with 350 parents conducted in December 2018. We partnered with Pacific Marketing Research (PMR) /Latino Decisions to conduct a survey of consumers of early childhood programming. This survey has a very specific target population of parents of children ages 0-5 and focuses on capturing participation rates in pre-K programming, obstacles to accessing programming, and attitudes toward several dimensions of the Business Plan for Early Childhood. A mixed-mode data collection process was implemented to ensure the widest possible coverage of the target population. The survey was fielded from December 7-16, with half of the interviews collected via telephone (both landline and cell-phone) and the other half via the web. The poll has a margin of error of +/- 5.2%.

Live, bilingual interviewers conducted the phone portion and administered the survey in either Spanish or English based on the preference of respondents. The online portion was conducted in a respondent self-administered format, and the survey and invitation were available to respondents in English or Spanish. The survey was administered in English and Spanish with respondents having the option to take the survey in their preferred language. All participants are parents or primary guardians of one or more children, age five or younger living in their home. We engaged Latino Decisions in this aspect of the research, given their experience conducting similar studies of parents of young children both nationally and in New Mexico, and the depth of their experience conducting surveys in New Mexico. The full set of results are included in the appendix.

This survey allows the inclusion of the voices of parents of young children in the ongoing discussions regarding early childhood education in New Mexico. This is important given recent legislation that will create the Early Childhood Education and Care Department with oversight over home visiting, childcare assistance, and pre-kindergarten programs. The survey's focus on consumers of early childhood care is highly valuable, as it provides information directly from the segment of New Mexico's population that expanded early childhood services would serve.

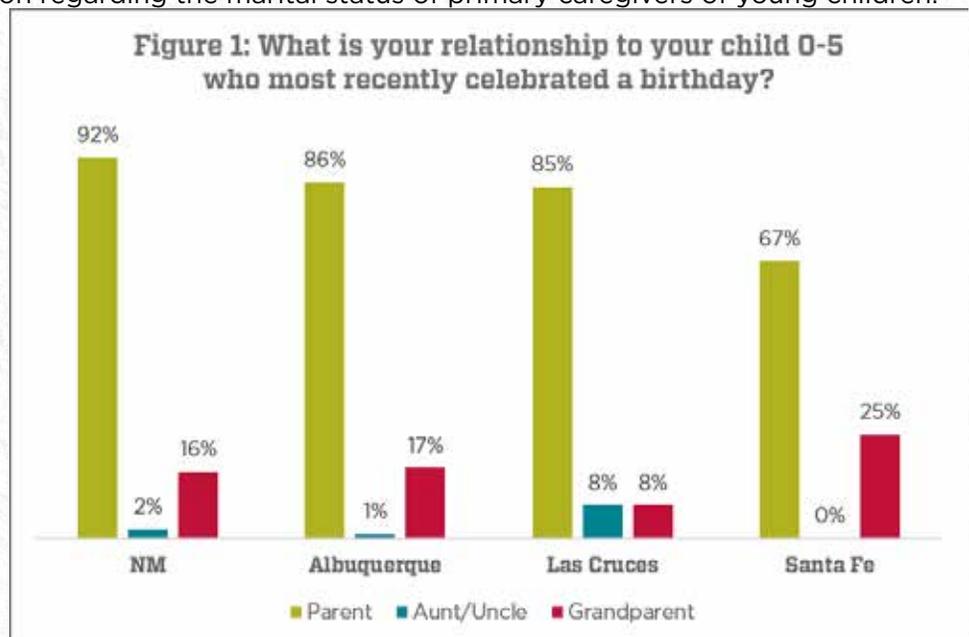
Survey Results

The Demographic Profile of New Mexican Families of Young Children

To appreciate the findings in the study fully, it is important to consider the family context of the survey participants and their children. The survey instrument was designed to capture all potential caregivers and not just biological parents. This approach proved fruitful, as the survey reveals that although 81% of the primary caregivers in our sample were biological parents, nearly 20% were primary caregivers of children under the age of five. This includes 16% of young children who are raised by their grandparents and 2% by an aunt or uncle.

The survey also provides information regarding the marital status of primary caregivers of young children. While 87% of respondents reported that they were married at the time of interview, 3% are single, 5% are either divorced or separated, and another 3% are widowed. There was also 1% living with a partner to whom they are not married. This information is valuable for considering outreach to families with young children, as this effort must take into account that not all children are being raised by their biological parents in "traditional" two-parent households.

The survey also asked primary caregivers how many children under the age of five they had



living in their homes and found that 94% of families across New Mexico only have one young child living in their home, with the other 6% having multiple children under the age of five. In addition to allowing respondents to take the survey in either English or Spanish, we also asked respondents to indicate if there was a language other than English spoken at home. The survey revealed that 29% of households with small children across the state speak Spanish.

The survey reveals that 61% of primary caregivers are under the age of 40, with 35% under age 35. With a high percentage of primary caregivers of the millennial generation, those interested in providing information to parents and primary caregivers of young children should reference the literature associated with communication with millennials. This includes research that reveals reaching millennial parents with young children can be done effectively through digital mediums including smart-phones.³

Current Utilization of Childcare Options Available to Families in New Mexico

One of the primary goals of the survey was to identify the childcare services families currently use. We therefore allowed respondents to choose as many services or programs that they use for their children either during the day or the evening. As reflected in the figure below, more families (48%) rely on their children’s grandparents or other family members for childcare than any other type of support, particularly in the Albuquerque area. The second most utilized support for families with young children are public center or school-based care. Another 21% of respondents indicated that they did not utilize any childcare support, with the child spending all of their time with one of the parents.

Table 1: Early Childhood Options Utilized by Families

	Overall	Albuquerque	Las Cruces	Santa Fe
Grandparents/Family Members	48%	52%	46%	35%
Public Center/School Based Care	26%	25%	11%	18%
Didn't Utilize Care/Child Always With Parents	21%	16%	29%	12%
Registered Homecare Provider	6%	5%	0%	2%
Parenting Courses/Care	23%	21%	36%	16%
Private Center/Licensed Home Based Care	5%	5%	4%	7%
Informal Care (Nanny/Babysitter)	5%	4%	0%	3%

The survey also queried whether parents and caregivers of young children utilized any home visitation programs to help them with their child. The survey specifically asked whether any healthcare workers, social workers, or other professionals visited their home or another location to help prepare for a new baby or take care of the baby or mother. The survey found that 18% of parents and primary caregivers utilized home visitation services. There was a significant difference based on region, with 14% of respondents from Albuquerque indicating that they had a childcare professional visit their home, compared to 28% from Las Cruces, and 29% from Santa Fe.

Given that the majority of families in New Mexico are not utilizing home visitation programs, the survey asked those respondents why they had not done so. The modal category among participants was that they did not need any help or information. The survey suggests that more outreach to New Mexicans with young children would be valuable, as 32% of respondents responded that they did not know these programs were available. Consistent with the focus group data among Native Americans in New Mexico, lack of trust or familiarity with outside support professionals is a significant factor to families with young children. A combined 35% of the sample either were not comfortable having strangers in their home (16%) or would rather rely on family for help than strangers (19%). The remaining categories included 6% of respondents for whom services were too expensive, 11% who reported that these services were not available where they live, and 2% for whom programs did not fit their culture or language preferences.

³ The Common Sense Census: Media Use by Kids Age Zero to Eight (2017) report notes that 95 percent of families with a child 8 years old or younger own a smartphone. <https://www.commonsensemedia.org/about-us/news/press-releases/new-research-by-common-sense-finds-major-spike-in-mobile-media-use-and#>.

The survey followed up with those who had received home visiting services to identify the topics home visitors discussed with them. Respondents could identify as many topics as they liked across our list. As reflected in the table below, primary care-givers spoke with home visitors on a wide range of issues, with approaches to utilize toys or activities to advance learning and development (51%) and tips on building a close relationship with the child (49%) being the two most common topics addressed through home visitation programs. A significant percentage of respondents have also spoken with home visitation professionals about child development screening or testing (43%), as well as how to acquire the health care they need for their child (33%).

Respondents reported that they received help from home visitors with ensuring emotional well-being for themselves (43%) as well as improving their overall parenting skills and managing the stress of being a parent, recognizing that these issues have a direct impact on their ability to be a good parent. Finally, 29% of respondents reported that they spoke with their home visitor about proper nutrition for their child, including breastfeeding. This was particularly evident among respondents who live in Santa Fe.

Table 2: Topics & Issues Discussed with Home Visitors

	Overall	Albuquerque	Las Cruces	Santa Fe
The caregiver’s emotional well-being	43%	23%	45%	49%
Smoking or alcohol use in the home	35%	51%	22%	54%
Building a close relationship with child	49%	42%	78%	25%
The use of toys or activities for learning, growth & development	51%	19%	67%	84%
Making sure your child 0-5 is safe	25%	30%	50%	45%
How to get needed health care	33%	42%	27%	36%
Other services that may help your family	21%	42%	27%	36%
Money issues such as your ability to keep your housing or job	9%	10%	.	.
Child development screening or testing	43%	53%	67%	89%
Improving parenting skills/managing stress of being a parent	33%	31%	40%	56%
Breastfeeding/proper nutrition for my child	29%	27%	.	61%
Other	3%	4%	.	.

Respondents who utilized home visitation were asked to evaluate whether their involvement with these professionals has improved their parenting skills to care for their baby or toddler. Only 18% of respondents reported that home visiting led to “very little” improvement in their parenting skills, with a much larger 47% believing that these programs improved their parenting skills “somewhat.” Another 33% reported that their involvement with these professionals helped improve their parenting skills either “quite a lot” (23%) or “a great deal” (10%).

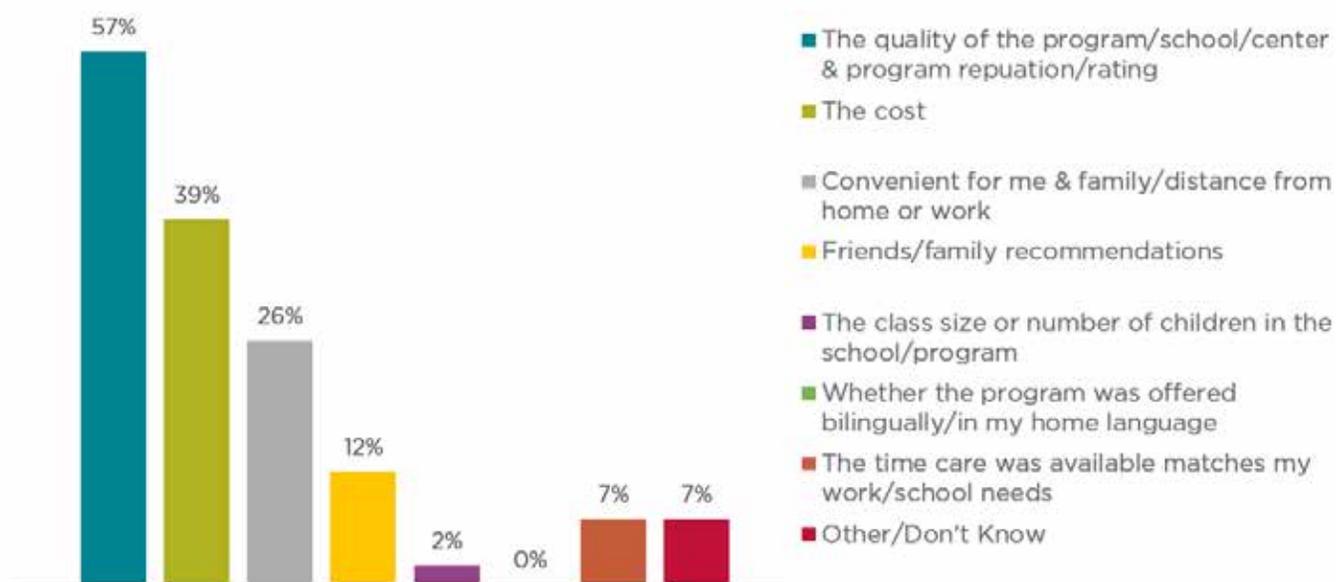
The survey also asked all respondents, regardless of whether they have utilized home visitation programs, whether New Mexico’s lawmakers should increase funding for home visiting programs so all parents of

babies and toddlers have access to these programs if they want it. New Mexicans who have young children are overwhelmingly supportive of increased funding for home visitation programs, with 81% of respondents reporting affirmatively to this question on the survey.

Most Important Factors Driving Childcare Decisions

The survey asked respondents who reported that they are currently using childcare about the most important factors in determining which childcare options were best for their family. The quality of the program/rating or reputation of the school or center was the highest rated at 57%. This suggests that plans to expand early childcare programming across the state must consider the rating levels, and quality will be vital to ensure that the majority of potential consumers utilize those services. The cost of childcare was a close second at 39%, but a more robust 59% among respondents from Las Cruces. More than one-third (34%) of the sample reported that the convenience to their family based on the distance from childcare to their home or work and the hours of care matching their work schedule was the most important factor. Finally, the survey reveals that 12% of parents relied on personal recommendations from friends and family as the most important factor they used when making decisions regarding childcare.

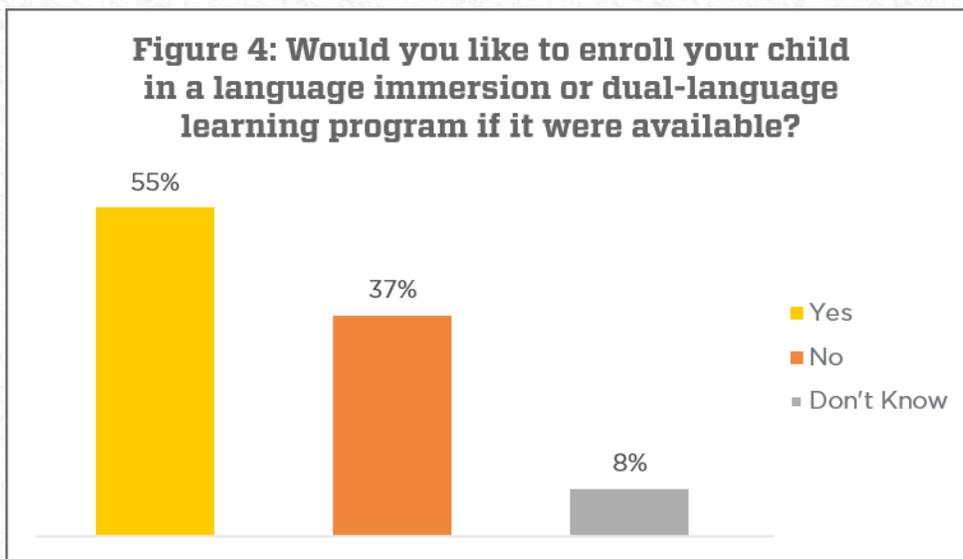
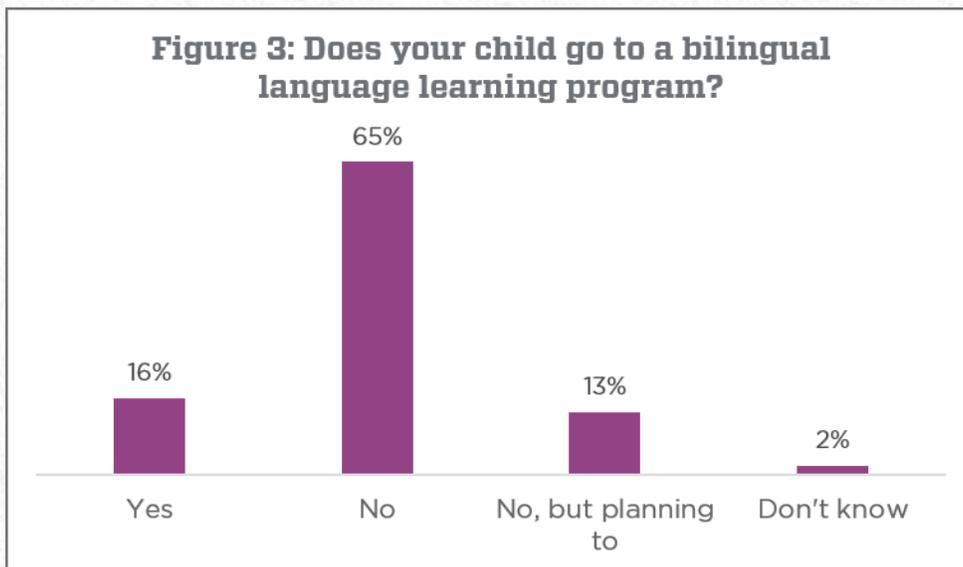
Figure 2: What were the most important factors you used to determine which childcare options were best for you and your family?



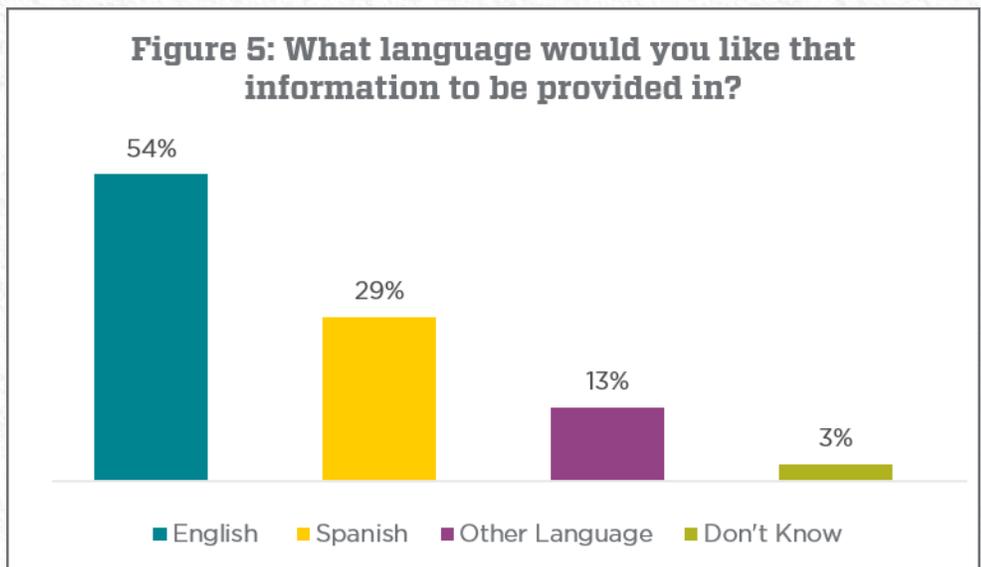
Salience of Language and Culture to New Mexico Families

The survey includes several measures of the value New Mexican parents and primary caregivers place on language and culture as they consider early childhood programming. This content provides some context to the concern many Native American participants in our focus groups noted regarding the potential loss of both language and culture among young children who may spend more time away from home if they were to enroll in early childhood education programs.

The consumer survey indicates that 20% of New Mexican families with young children ages 0-5 are currently utilizing a bilingual learning program, with another 13% stating that they plan to enroll their child in a bilingual program. Respondents who are not currently utilizing bilingual education programming were asked if they would like to enroll their child in a language immersion or dual learning program. This follow-up question reveals that there is high demand for these programs, with a robust 55% of parents/primary caregivers stating that they would like to enroll their child in a program that would develop dual language skills.



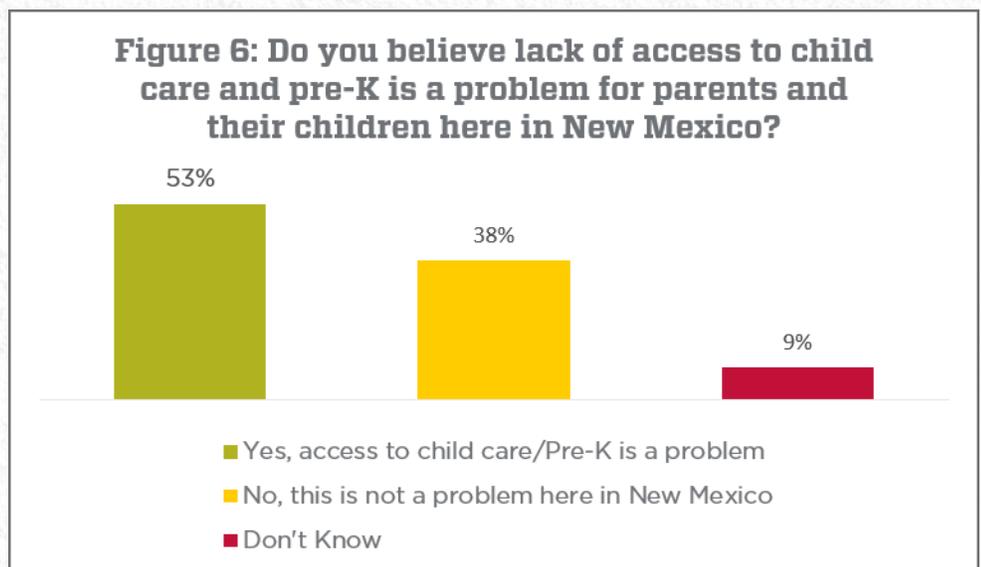
Consistent with the qualitative results regarding the importance of language to Native American communities, this survey of families with young children reveals that nearly all (89%) New Mexicans, regardless of race, believe that it is important that children have access to teachers who are able to speak the same language that the children speak in their home, if it is a language other than English. In fact, 61% of respondents indicated that it is “very important” that children who speak a language other than English at home have access to bilingual teachers who speak that language. A similarly high 92% of respondents believe that it is important that the teachers hired to work with children understand the diverse cultures of our state, and have experience and training on providing instruction to children that respond to their cultural backgrounds and heritages, with 62% of respondents stating that this is “very important.” These findings, along with those from the qualitative interviews, provide strong evidence that language and culture should be a central consideration as the state looks to expand the early childhood workforce.



Challenges in Access to Quality Childcare and Early Education Programs

The survey queried consumers of early childhood programming for their view on whether current access to programming for families is a problem. As reflected in the figure below, the majority of respondents (53%) believe lack of access to childcare and pre-K programs is a problem for parents and their children here in New Mexico.

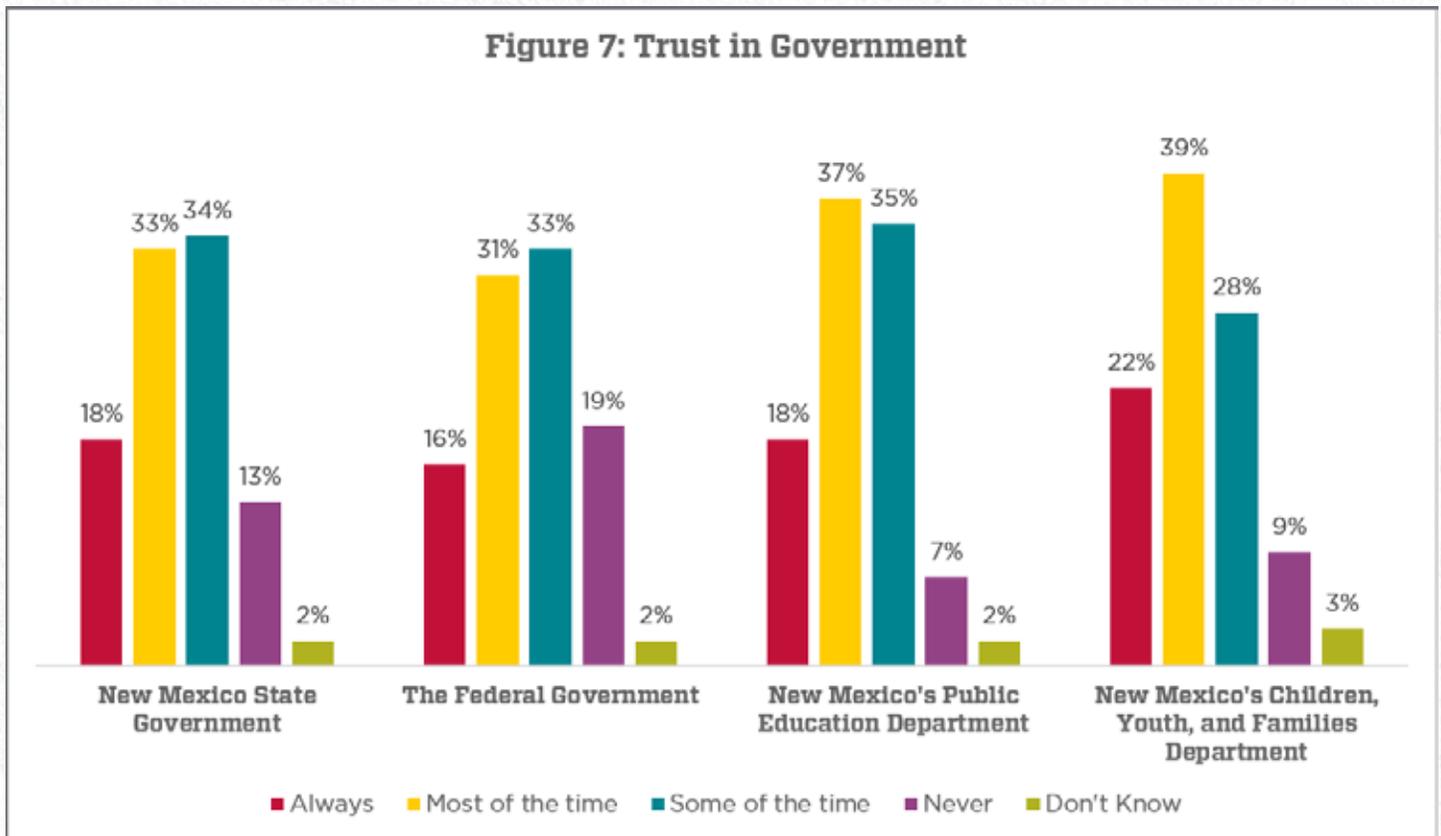
Challenges accessing services are also reflected in 46% of respondents who have been able to obtain childcare support in the day or evening, but finding it difficult to obtain those services. While many (46%) parents of young children who are not utilizing childcare support report doing so because they or their spouse are able to stay home with their child, 25% report that the cost of care is an obstacle preventing them from acquiring support. The survey also asked parents whether they are utilizing full- or part-time childcare, finding that 48% of parents of young children have their children



enrolled for 20 hours a week or less in childcare. However, among those using part-time care, 44% would prefer to have their children in full-time care if it were less expensive or more convenient. The data from actual consumers of early childcare services suggests that if obstacles were removed for families with young children in New Mexico, these programs would serve more of the state’s children.

There is a Need to Address Trust Among Parents with Young Children

A theme discussed earlier in the report was the need to improve trust in state government among Native Americans to allow for more primary caregivers to enroll young children in these programs. The survey follows up on this theme by assessing trust across multiple layers of government responsible for overseeing early childhood programs. As reflected in the figure below, while trust in the specific governmental entities we tested were generally positive, there are notable percentages of parents with young children who only trust each form of government “some of the time.” Furthermore, we found that between 7% (PED) and 19% (federal government) of the sample “never” trust these governmental entities to do what is right. Therefore, it is clear that there is some work needed to address an underlying lack of trust in these layers of government that families with young children will be asked to rely on to care for their children at very early stages of their lives.



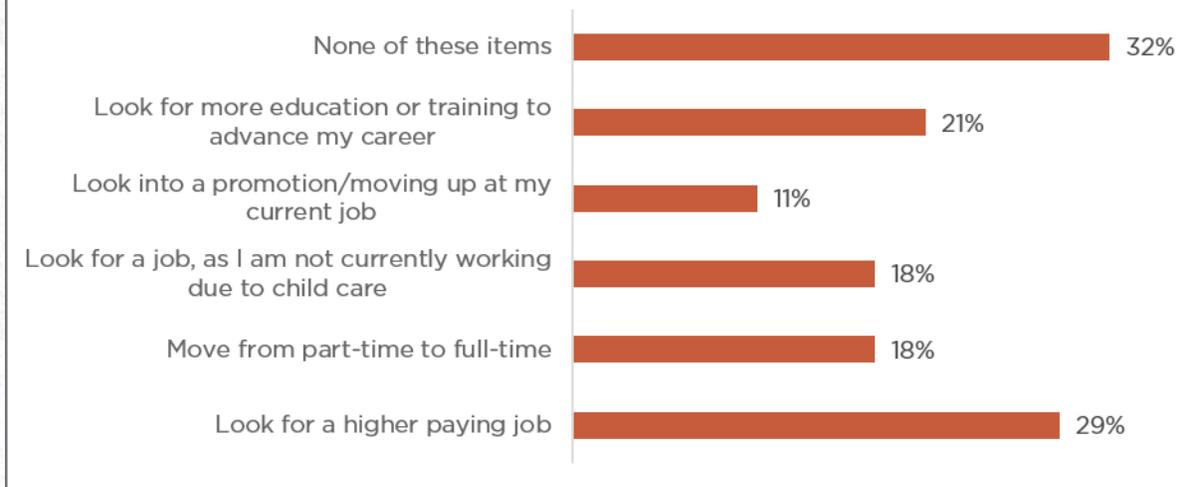
The Impact of Obstacles to Childcare on New Mexico's Economy

A major theme from the survey is strong evidence that parents of young children face difficult employment decisions due to limitations in childcare access. The questions highlighted below reflect the impact that obstacles to childcare have on our state's economy through restricting parents' pursuit of more lucrative employment opportunities that would generate higher incomes and a greater tax base.

- If they had access to more reliable and affordable childcare, 29% of parents of young children reported they would look for a higher paying job, and another 18% would pursue moving from part-time to full-time employment.
- Another 21% of parents of young children would look for additional training or education to pursue a promotion to advance their career, and 11% would look into a promotion with their current employer if they had access to more reliable and affordable childcare.
- Finally, 18% of the sample reported that they are currently not employed and would look for a job if they had access to more reliable and affordable childcare.

Although the long-term return on investment of early childhood expansion in New Mexico has been well documented, there has been less attention to the short-term gains of providing parents with more affordable and convenient childcare. The results of this consumer survey make clear that the state's economy would benefit from more parents with young children advancing their education and career opportunities.

Figure 8: If you had access to more reliable and affordable child care, would you or your child's other parent take any of the following steps in relation to employment and work?



The Development and Creation of an Early Childhood Department Insight from Washington State

The final section of our report summarizes an in-depth interview with Vickie Ybarra, PhD, who is the director of the Office of Innovation, Alignment, and Accountability. Dr. Ybarra is uniquely situated to provide guidance on developing an early childhood department from scratch, as Washington State did in 2006. We have included a link to a report that provides context on the development of Washington's early childhood department, which has a lot of parallels to the context of New Mexico.¹ Dr. Ybarra earned her PhD in political science from UNM and is very knowledgeable of New Mexico's education and policy systems. Below are some of the recommendations that emerged from our discussion.

- **Fund the New Department Early:** “One of the greatest lessons learned from our experience was that this department should have been funded more aggressively when we started back in 2006. This was corrected eventually, but this set our progress back significantly in the early years of the department. It sounds as though you are in a similar situation in New Mexico. If you can devote state funds in the first year to the infrastructure of the department, it will go a long way toward early success.”
- **Prioritize Data and Research:** “We are a data-driven department, with my unit serving as the research and evaluation arm for the system. Identify the goals and outcomes for the department early and ensure that you have the data and research infrastructure needed to track performance of the system based on those measures.”
- **Identify funding streams beyond state funds to expand programs and conduct data and analysis.**
 - “We have built successful partnerships with the private sector across the state who saw the benefits to the expansion of early childhood development programs from the start. As you will see from our report, we established a partner entity that would help connect philanthropic funds to early learning. I know that New Mexico may not have access to the same level of capital in the private sector, but there should be effort early on to explore private public partnerships.”
 - “We use grants to fund a lot of our research. For example, we secured federal planning grant from ACF OPRE² to conduct some planning for research on subsidized childcare, and hope this will lead to additional funding to implement some of the research initiatives that emerged through the planning grant.”
- **Native American/Tribal Involvement:** “We have very specific state legislation identifying how we should work with tribes similar to your STCA. When we were DEL, we had the Indian Policy for Early Learning Committee.³ The agency's Tribal Liaison is tasked with supporting the work of this group, each of the 29 federally recognized tribes nominates delegates, and they provide feedback for early learning programs working with Tribes. We field questions from this group, including data specific to their communities. I would recommend that the state or possibly your team set up infrastructure to be able to create meaningful descriptive data and inferential analyses that could help answer questions that come from Tribal communities. Below are some examples of what we have been asked to address or have included in our evaluation of programs:
 - Where are Tribal children served (geographically and programmatically)?
 - How many are unserved, and how are the children currently served doing in those programs?
 - Are our early learning programs effective in helping prepare those children for kindergarten?
 - Do our kids have equitable access to services, and are programs culturally responsive?
 - Do agency staff understand the government-to-government relationship with Tribes and reflect that in their program standards as well as day-to-day work?

1 <https://www.digitalarchives.wa.gov/GovernorGregoire/transition/agencybooks/DEL.pdf>

2 The Office of Planning, Research, and Evaluation (OPRE) in the Administration for Children and Families, U.S. Department of Health and Human Services, “Child Care Policy Research Partnerships Grants”

3 <https://www.dcyf.wa.gov/tribal-relations/ipel>

Overall Conclusions - Recommendations

Our comprehensive research that entail qualitative focus groups across the state's Tribal communities, in-depth interviews with several early childhood experts, and two surveys including a telephone survey of parents with young children who are the consumers of early childhood programming led to several recommendations for the new department of early education to consider as they build the infrastructure needed to provide a greater number of New Mexican children with services. These include:

- Conduct a comprehensive analysis of the funding streams currently available to Tribes and obstacles Tribes face in receiving and utilizing funding for early childhood programs. A similar analysis should explore current human capital capacities in Native American communities and opportunities to grow the early childhood workforce from Tribal communities, including licensing, costs of education, etc. This should include an investigation of how elders from Native American communities with language and parenting skills could be better integrated into the early childhood education and development workforce.
- This recommendation also includes having regular and accessible on-line and in-person training on assessment, grant reporting, evaluation and research for Tribal schools in New Mexico to ensure that Tribes have the support needed to augment state or federal funds to address needs and priorities as they define them.
- Integrate the positive elements of the Head Start model into state-run programs moving forward, given the general support for the federal Head Start model, which many perceive as being more comprehensive than state-led programs and concerns about the potential for language and cultural loss with expansion of early childhood programs across the state.
- Improve trust in the current system to improve the probability that Native American families will enroll. This can be advanced by ensuring that the new Early Childhood Education and Care Department and the Children's Cabinet include formal representation of Native American leaders in this field and early engagement of Tribal leaders in the planning phase of the new department.
- Conduct analysis of the STCA and other mechanisms to ensure that Tribal leadership has a more formal voice in the process of early childhood expansion and Tribal sovereignty is not compromised
 - Formal partnerships so that curricula are inclusive of language and cultural values.
- Direct state funding to Tribal and Pueblo communities to develop education-reform policy frameworks and research to identify the most appropriate changes to existing resources and approaches in education for each individual Tribe. This will ensure that the opportunity to reform the state's education system through the Yazzie lawsuit will improve the inequalities facing Native American children.
- Consider the needs and constraints of the entire family, as work schedules and physical distance from resources are obstacles preventing many families from utilizing existing programming for their children.
- The consumer survey also revealed that several of the issues raised from our qualitative interviews are not unique to New Mexico's Native American population. For example, trust in government across all levels is a factor impacting parents' motivation to participate in government-run early childhood programs, and parents, regardless of their race value bilingual programming that respects the diverse cultures of New Mexico's diverse families.
- Our survey of parents of young children suggests that addressing these obstacles could have positive benefits to the state's economy, as more parents would pursue career advancement opportunities if they had more reliable and affordable child-care. Although there has been a lot of discussion of the high return on investment early childhood expansion will have for New Mexico, this important aspect of ROI has not been a central part of that discussion.
- Finally, our examination of Washington State's process for establishing an early childhood education department has identified the importance of providing the new department here in

New Mexico with adequate resources needed to be successful. Washington's heavy utilization of data to drive decision-making has been vital to their success, New Mexico should look to establish the same approach which will require ensuring that resources are available to build the research infrastructure needed to inform decision-making and evaluate success.

Our Research Team

The data collected in this report could not be extracted without the collective knowledge of our research team and their long-standing relationships and networks among Tribal communities in New Mexico. It was vital to ensure that our research team was comprised of researchers who have deep experience working with Native American communities in the state of New Mexico. To address this need, the Native American Budget and Policy Institute (NABPI) staffed this project with individuals who are from Tribal communities themselves, who have knowledge of how to conduct research in partnership with Tribal communities, and who have wide range of contacts within Tribal communities. This team is consistent with the overarching goal of the NABPI to ensure that our research is conducted with the highest standards of cultural competency possible and by Native American researchers. Below is a short biographical profile of our research team:

Carmela Roybal is a PhD candidate with the Department of Sociology and an RWJF Center for Health Policy Fellow and Native American Budget Policy Institute Research Analyst. A native New Mexican from Ohkay Ohwingeh, Carmela's specialization is in the sociology of health, race and ethnicity, with an emphasis on the social determinants of mental health of American Indians and Latinos. Her current research examines substance abuse patterns and suicide among American Indians and Latinos, in which she incorporates indigenous approaches to mental health.

Jeremiah Simmons is a UNM Center for Health Policy Fellow, a Native American Budget Policy Institute Research Analyst and a doctoral student in the Department of Psychology with a concentration in Clinical Psychology. He graduated from Stanford University with a bachelor's degree in Human Biology. Jeremiah, a native New Mexican, who was raised in Mescalero, New Mexico, and while he associates himself with the Mescalero Apache Indian Reservation, his family originates from the Lakota and Navajo Tribes.

Sheri Lesansee is a Program Manager for The UNM Center for Social Policy and Native American Budget and Policy Institute at UNM. She has experience in contracts and grants management and also has experience working in community-based settings in areas of prevention and intervention related to health disparities in tribal communities. She also has experience working on community-based research programs and research in university settings. Sheri is a native New Mexican from Zuni, New Mexico and has a Master's degree in Public Health.

Gabriel R. Sanchez is the Executive Director of The UNM Center for Social Policy, a Professor of Political Science The University of New Mexico. Professor Sanchez is also a Principal at Latino Decisions, the leading survey and research firm dedicated to the Latino population. Professor Sanchez is a native New Mexican with a national reputation as the leading researcher on New Mexico politics and policy and a nationally recognized scholar of survey research and methods who has led early childhood projects both nationally and in New Mexico.

Nora Yazzie is a Research Consultant of The UNM Native American Budget and Policy Institute with a depth of experience as both an early childhood educator and facilitator/researcher in this policy area. Nora has a BA in Science and Elementary Education from NMSU and an MA in English from UNM and is a native New Mexican from Farmington/Navajo Nation.

For more information about:
The UNM Center for Social Policy
csp.unm.edu

The UNM Native American Budget and Policy Institute visit:
nabpi.unm.edu

Appendix
Latino Decisions New Mexico Early Childhood Education and Health Consumer Survey
December 2018 – Topline Results

S1. Is there a child between the ages of 0-5 living with you in your home?

	NM	ABQ	Las Cruces	Santa Fe
Yes, one child living in my home of this age group.....	94%	99%	92%	83%
Yes, more than one child living in my home of this age group	6%	1%	8%	17%

S4. Of these children living with you at home who are between the ages of 0 and 5, including 5 years old, what is the age of your child who has most recently celebrated a birthday?

Record Age	NM	ABQ	Las Cruces	Santa Fe
0.....	--	--	--	--
1.....	2%	5%	--	--
2.....	7%	4%	8%	--
3.....	22%	21%	23%	17%
4.....	34%	36%	38%	33%
5.....	30%	31%	23%	33%
Refused.....	5%	3%	8%	17%

S5. What is your relationship to your child 0-5 who most recently celebrated a birthday?

	NM	ABQ	Las Cruces	Santa Fe
Mother (Birth, Step, Adoptive) Or Female Guardian)	53%	52%	69%	25%
Mother (Foster) ...	13%	9%	8%	25%
Father (Step, Adoptive) Or Male Guardian	13%	16%	8%	17%
Father (Foster)	2%	3%	--	--
Aunt/Uncle.....	2%	1%	8%	--
Grandparent.....	16%	17%	8%	25%
Other.....	--	--	--	--
Refused.....	2%	3%	--	8%

Main Questionnaire

Thank you for that helpful information. Now I would like to switch gears and ask you some questions about childcare and other programs for you and your child.

1. Did you use any of the following childcare options during the day or evening to help with childcare?
 [Let respondent choose all that apply]

	NM	ABQ	Las Cruces	Santa Fe
Public Center (Head Start, Even Start, School-Based Pre-K, etc.)	26%	25%	36%	18%
Registered Homecare Provider.....	6%	5%	--	2%
Privately Owned Center/group & family licensed homes.....	5%	5%	4%	7%
Grandparent.....	31%	30%	32%	28%
Other family member.....	17%	22%	14%	7%
Mother or Father care only.....	23%	21%	36%	16%
Informal Childcare (non-registered/family, nanny, babysitter)	5%	4%	--	3%
One of my older children takes care of the younger child.....	3%	3%	3%	2%
My child was always with me or my partner/husband.....	14%	13%	19%	7%
Other [Record what was provided].....	1%	3%	--	--
I did not utilize any childcare during the day or evening	7%	3%	10%	5%
Don't Know.....	1%	1%	--	17%

2. [Asked if response to question1 == anything but 11] How difficult has it been for you to find childcare for your child?

	NM	ABQ	Las Cruces	Santa Fe
Not at all difficult.....	25%	19%	29%	19%
Not very difficult.....	24%	27%	32%	22%
Somewhat difficult.....	31%	33%	28%	32%
Very difficult.....	15%	17%	11%	9%
Don't Know.....	5%	4%	--	17%

3. [Asked if response to question1 == anything but 11] In a typical week, how many hours does/did your child spend in childcare or the care of others?

	NM	ABQ	Las Cruces	Santa Fe
Less than 10 hours per week.....	28%	21%	54%	24%
10-20 hours per week.....	20%	17%	3%	16%
21-30 hours per week.....	19%	28%	8%	20%
31-40 hours per week.....	19%	17%	21%	33%
41-50 hours per week.....	7%	8%	14%	8%
More than 50 hours per week.....	4%	4%	--	--
Don't Know.....	4%	4%	--	--

4. [Asked if response to question 3 ==1 or 2] Would you use full day childcare if it were less expensive or more convenient for you?

	NM	ABQ	Las Cruces	Santa Fe
Yes.....	44%	44%	48%	15%
No	42%	44%	52%	54%
Don't Know.....	14%	12%	--	30%

5. [Asked if response to question1 = 11] Why did you choose not to utilize childcare for your child?

	NM	ABQ	Las Cruces	Santa Fe
Too expensive.....	25%	--	--	--
Did not like choices available.....	2%	--	--	--
Infant care is not available.....	2%	--	--	--
Would rather have with family.....	21%	24%	31%	--
Me or my partner is able to stay at home with our child.....	46%	--	69%	100%
I work from home and can stay home with my child.....	8%	--	--	--
Other (Record response please).....	12%	76%	--	--

6. How satisfied are you with your current childcare situation?

	NM	ABQ	Las Cruces	Santa Fe
Very Satisfied.....	46%	43%	48%	45%
Satisfied.....	32%	36%	16%	29%
Neutral.....	17%	15%	30%	22%
Not Satisfied.....	3%	4%	3%	4%
Very Unsatisfied.....	1%	2%	3%	--
Refused.....	*%	--	--	--

7. Regardless of how satisfied you are with your current childcare, where would you prefer to take your child for childcare? [Only allow for 1 response/Rotate categories]

	NM	ABQ	Las Cruces	Santa Fe
All day preschool.....	12%	6%	18%	19%
Half day preschool.....	23%	22%	8%	2%
Relative.....	39%	45%	48%	48%
Childcare center.....	16%	19%	11%	11%
Friend.....	2%	--	--	--
Other:.....	5%	2%	--	14%
Don't Know.....	3%	5%	14%	--

8. [If response to q1 == anything but 11] What were the most important factors you used to determine which childcare options were best for you and your family? [Allow up to 2 responses]

	NM	ABQ	Las Cruces	Santa Fe
The Cost.....	39%	36%	59%	32%
The quality of the program/school/center.....	44%	46%	61%	29%
Convenient for me & my family/distance from home or work	26%	27%	9%	13%
The reputation or rating of the program.....	13%	13%	22%	10%
Friends/family recommendations.....	12%	12%	2%	24%
The class size or number of children in the school/program	2%	2%	--	3%
Whether the program was offered bilingually/in my home language....	*%	--	5%	--
The time care was available matches my work/school needs	7%	8%	11%	4%
Other (record verbatim what is offered).....	4%	6%	5%	--
Don't Know.....	3%	2%	--	5%

9. Some new parents are helped by programs that send healthcare workers, social workers, or other professionals to their home to help prepare for the new baby or take care of the baby or mother. Between the time you were pregnant with your child 0-5 who most recently celebrated a birthday and up until the present day, did someone from such a program visit your home or another location to meet with you about your child?

	NM	ABQ	Las Cruces	Santa Fe
Yes.....	18%	14%	28%	29%
No.....	74%	82%	69%	59%
Don't Know.....	8%	4%	3%	12%

10. [If response to q8 is =1] How many different early childhood professionals visited your home from the time you/the mother was pregnant with your child 0-5 who most recently celebrated a birthday?

	NM	ABQ	Las Cruces	Santa Fe
1.....	39%	55%	16%	25%
2.....	24%	19%	11%	52%
3.....	14%	5%	40%	22%
4.....	8%	12%	22%	0%
5.....	11%	5%	11%	0%
6.....	5%	5%	0%	0%

11. [If response to q8=1] How much do you think your involvement with these professionals help you improve parenting skills to care for your baby or toddler?

	NM	ABQ	Las Cruces	Santa Fe
Very little.....	18%	12%	--	--
Somewhat.....	47%	57%	89%	37%
Quite a lot.....	23%	23%	11%	41%
A great deal.....	10%	8%	--	22%
Don't Know.....	2%	--	--	--

12. [If response to q8 is =1] Did any of the professionals who visited your home talk to you about any of the following parenting topics {Allow for multiple responses}:

	NM	ABQ	Las Cruces	Santa Fe
The care giver's emotional well-being.....	43%	23%	45%	49%
Smoking or alcohol use in the home.....	35%	51%	22%	54%
Building a close relationship with child.....	49%	42%	78%	25%
The use of toys or activities for learning, growth & development	51%	19%	67%	84%
Making sure your child 0-5 is safe.....	25%	30%	50%	45%
How to get needed health care.....	33%	42%	27%	36%
Other services that may help your family.....	21%	21%	22%	45%
Money issues such as your ability to keep your housing or job	9%	10%	--	--
Child development screening or testing.....	43%	53%	67%	89%
Improving parenting skills/managing stress of being a parent	33%	31%	40%	56%
Breastfeeding/proper nutrition for my child.....	29%	27%	--	61%
Other.....	3%	4%	--	--

13. [If response to q8=2] Which of the following best describes why you did not participate in any home visitation programs? (Check all that apply and rotate options)

	NM	ABQ	Las Cruces	Santa Fe
Too expensive.....	6%	8%	4%	9%
I did not know these programs were available.....	32%	30%	30%	35%
We did not need any help/information.....	39%	42%	41%	36%
Are not comfortable having strangers visit our home.....	16%	21%	--	43%
This is not available where we live.....	11%	7%	6%	22%
The programming did not fit my culture/not available in my language...	2%	2%	--	--
Would rather rely on our family for help than people we do not know	19%	18%	38%	30%
Other.....	5%	7%	4%	--
Don't Know.....	2%	2%	--	--

14. If you had access to more reliable and affordable childcare, would you or your child's other parent take any of the following steps in relation to employment and work? ALLOW MULTIPLE

	NM	ABQ	Las Cruces	Santa Fe
Look for a higher paying job.....	29%	32%	25%	23%
Move from part time to full time status.....	18%	17%	24%	16%
Look for a job, as I am not currently working due to childcare	18%	13%	19%	5%
Look into a promotion/moving up at my current job	11%	6%	16%	7%
Look for more education or training to advance my career	21%	23%	23%	21%
None of these items.....	32%	36%	34%	40%

15. In the last 12 months, did you or anyone in the family have to quit a job, not take a job, or greatly change your job because of problems with childcare for your children?

	NM	ABQ	Las Cruces	Santa Fe
Yes.....	25%	23%	35%	18%
No.....	71%	70%	65%	74%
Don't Know.....	4%	7%	--	8%

16. In your opinion, should 3 years old/4 years old children [split sample each age across sample] participate in either full day or half day early childhood development programs?

	NM	ABQ	Las Cruces	Santa Fe
Full day programs.....	28%	25%	32%	37%
Half day programs	66%	66%	68%	51%
Don't Know.....	6%	8%	--	12%

17. We would now like to get a sense of what outcomes or values of early childhood programs are important to you and your family. In your view, which of the following goals would be most important for your child to reach if they were to participate in any childcare programs prior to starting kindergarten? [Allow respondents to choose up to two from the following categories]

	NM	ABQ	Las Cruces	Santa Fe
To enjoy or value school	30%	25%	19%	25%
Learning how to get along with others/including negotiating conflicts..	50%	54%	46%	49%
To improve on their academic skills before starting kindergarten	37%	40%	44%	19%
To develop creative thinking and problem-solving skills in my child....	25%	22%	27%	33%
Ensuring my child is developing physically & emotionally for their age	12%	13%	23%	9%
To develop the ability to focus and therefore be ready for kindergarten	10%	11%	8%	13%
My child can socialize with children from other cultural/background	6%	6%	14%	4%
Don't know.....	1%	--	--	--

18. Does your child go to a bilingual language learning program?

	NM	ABQ	Las Cruces	Santa Fe
Yes.....	16%	8%	8%	--
No.....	65%	65%	80%	75%
No, but planning to.....	13%	17%	12%	5%
Don't Know.....	2%	3%	--	12%

19. [If response to q16=2 or 88/99] Would you like to enroll your child in a language immersion or dual-language learning program if it were available?

	NM	ABQ	Las Cruces	Santa Fe
Yes.....	55%	52%	46%	45%
No.....	37%	37%	47%	42%
Don't Know.....	8%	11%	7%	13%

20. [If response to 17 =1] What language would you like that information to be provided in?

	NM	ABQ	Las Cruces	Santa Fe
English.....	54%	55%	43%	63%
Spanish.....	29%	33%	48%	37%
Other Language.....	13%	11%	8%	--
Don't Know.....	3%	--	--	--

21. Do you believe lack of access to childcare and pre-K programs is a problem for parents and their children here in New Mexico?

	NM	ABQ	Las Cruces	Santa Fe
Yes, access to childcare/Pre-K is a problem.....	53%	48%	73%	51%
No, this is not a problem here in New Mexico.....	38%	41%	24%	31%
Don't Know.....	9%	11%	2%	18%

22. Do you support efforts of some of New Mexico's lawmakers to increase funding for home visiting programs so all parents of babies and toddlers have access to home visiting programs if they want it?

	NM	ABQ	Las Cruces	Santa Fe
Yes.....	81%	71%	91%	81%
No.....	13%	21%	5%	6%
Don't Know.....	6%	8%	3%	13%

23. How important is it to you that your child, and children of other families, have access to teachers who are able to speak the same language that the children speak in their home if it is a language other than English?

	NM	ABQ	Las Cruces	Santa Fe
Not at all important ...	2%	1%	--	--
Not very important	9%	5%	3%	7%
Somewhat important.....	28%	24%	18%	39%
Very important.....	61%	70%	79%	54%

24. That the teachers hired to work with my child and those of other families in New Mexico understand the diverse cultures of our state, and have experience and training on how to provide instruction to children that responds to their cultural backgrounds and heritages?

	NM	ABQ	Las Cruces	Santa Fe
Not at all important.....	2%	1%	--	--
Not very important.....	7%	6%	--	--
Somewhat important.....	30%	23%	36%	53%
Very important.....	62%	68%	64%	47%
Don't know.....	0%	1%	--	--

25. That the teachers hired to work with my child and those of other families in New Mexico have the highest educational training and credentials possible for providing early childhood education.

	NM	ABQ	Las Cruces	Santa Fe
Not at all important.....	1%	--	--	--
Not very important.....	3%	2%	4%	--
Somewhat important.....	19%	17%	25%	42%
Very important.....	76%	82%	71%	58%

26. Ensure that people who work in early childhood education earn a living wage and are paid a salary comparable to elementary school teachers if they have the same credentials and experience.

	NM	ABQ	Las Cruces	Santa Fe
Not at all important.....	1%	--	--	--
Not very important.....	2%	--	4%	--
Somewhat important.....	25%	20%	19%	38%
Very important.....	73%	80%	77%	62%

27. Do you believe that all families who want to have their three year old children enrolled in either full or part time pre-K programs should be able to do so?

	NM	ABQ	Las Cruces	Santa Fe
Yes.....	88%	84%	92%	75%
No.....	7%	9%	3%	8%
Don't Know.....	5%	7%	5%	17%

Now, I want to ask you some questions about whether you would utilize assistance if it were provided to help you and your child in their earliest years of development.

28. Do you believe that there is a lot of assistance and information available for parents with young children here in New Mexico based on your experience as a parent or primary caregiver?

	NM	ABQ	Las Cruces	Santa Fe
Yes.....	46%	37%	39%	46%
No	42%	46%	53%	36%
Don't Know.....	12%	17%	8%	18%

29. What type of assistance or information would you find most helpful that you do not believe is currently available here in New Mexico for families with young children? ALLOW MULTIPLE

	NM	ABQ	Las Cruces	Santa Fe
Help identifying quality pre-school education.....	50%	53%	73%	31%
Help locating financial help for childcare.....	49%	59%	59%	52%
Assistance with transportation to childcare or pre-school.....	39%	40%	42%	57%
Assistance with general parenting information or skills.....	28%	39%	25%	17%
Help finding quality medical and dental care.....	26%	25%	20%	23%
Assistance identifying resources on early development skills at home...	36%	42%	42%	31%
Other:.....	3%	1%	--	--
Don't Know.....	2%	2%	3%	--

30. [If Q27=1] How would you like to receive information or assistance preparing your child for kindergarten? (Check all that apply)

	NM	ABQ	Las Cruces	Santa Fe
Information available On-line/Webpages.....	64%	63%	62%	35%
Classes/workshops conducted in person and in small groups	49%	50%	42%	64%
Classes/workshops conducted in person with me individually	32%	37%	48%	44%
Support group with other parents.....	38%	45%	56%	62%
Printed information mailed to my home or work.....	48%	49%	50%	44%
Other:.....	4%	1%	--	12%
Don't Know.....	3%	--	--	--

31. We are interested in how much of the time you think you can trust the following entities to run pre-K programs in the public schools here in New Mexico? [Rotate the following items and response categories]

a) New Mexico state government

	NM	ABQ	Las Cruces	Santa Fe
Always.....	18%	17%	16%	3%
Most of the time.....	33%	27%	41%	53%
Some of the time.....	34%	31%	36%	16%
Never.....	13%	22%	4%	20%
Don't Know.....	2%	4%	3%	8%

32. We are interested in how much of the time you think you can trust the following entities to run pre-K programs in the public schools here in New Mexico? [Rotate the following items and response categories]

b) The federal government

	NM	ABQ	Las Cruces	Santa Fe
Always.....	16%	14%	16%	--
Most of the time.....	31%	26%	35%	62%
Some of the time.....	33%	32%	31%	19%
Never.....	19%	23%	16%	19%
Don't Know.....	2%	5%	3%	--

33. We are interested in how much of the time you think you can trust the following entities to run pre-K programs in the public schools here in New Mexico? [Rotate the following items and response categories]

c) New Mexico's Public Education Department

	NM	ABQ	Las Cruces	Santa Fe
Always.....	18%	19%	22%	7%
Most of the time.....	37%	37%	32%	42%
Some of the time.....	35%	33%	42%	23%
Never.....	7%	10%	--	8%
Don't Know.....	2%	1%	3%	19%

34. We are interested in how much of the time you think you can trust the following entities to run pre-K programs in the public schools here in New Mexico? [Rotate the following items and response categories]

d) New Mexico's Children, Youth, and Families Department

	NM	ABQ	Las Cruces	Santa Fe
Always.....	22%	22%	18%	9%
Most of the time.....	39%	36%	32%	24%
Some of the time.....	28%	27%	29%	40%
Never.....	9%	13%	18%	7%
Don't Know.....	3%	2%	3%	19%

Demographic Content

35. What language is usually spoken at home?

	NM	ABQ	Las Cruces	Santa Fe
English.....	71%	73%	54%	83%
Spanish.....	29%	27%	46%	17%
Tribal language (please specify).....	--	--	--	--
Other (please specify).....	--	--	--	--

36. Were you born in the United States, in Puerto Rico, or in another country?

	NM	ABQ	Las Cruces	Santa Fe
Born in United States.....	65%	65%	54%	75%
Born in another country.....	29%	29%	46%	17%
Born in Puerto Rico.....	2%	3%	--	--
Refused.....	4%	4%	--	8%

37. What is your race? Are you White, Black, American Indian, Asian, or Native Hawaiian/Pacific Islander? [Allow respondent to mark more than one racial group]

	NM	ABQ	Las Cruces	Santa Fe
White.....	39%			
Black.....	3%			
American Indian or Alaskan Native.....	10%			
Asian.....	1%			
Latino/Hispanic.....	48%			
Something else / Some other race.....	4%			

38. Are you currently single, married, divorced, separated, living with a partner or widowed?

	NM	ABQ	Las Cruces	Santa Fe
Single.....	3%	3%	--	--
Married.....	87%	86%	100%	83%
Divorced.....	3%	5%	--	--
Separated.....	2%	1%	--	--
Widowed.....	3%	1%	--	17%
Living with a partner.....	1%	3%	--	--
Other.....	--	--	--	--
Refused.....	2%	1%	--	--

39. What is the highest level of education you completed? Just stop me when I read the correct category.

	NM	ABQ	Las Cruces	Santa Fe
Grades 1 - 8.....	5%	7%	15%	--
Some High School.....	7%	7%	0%	--
High School graduate or GED.....	15%	16%	8%	33%
Some College/Technical School.....	26%	23%	15%	33%
College graduate.....	41%	40%	62%	33%
Post-graduate education.....	6%	8%	--	--

40. Which of the following categories best describes your age? Just stop me when I read the correct category.

	NM	ABQ	Las Cruces	Santa Fe
18-24.....	--	--	--	--
25-29.....	8%	8%	15%	--
30-34.....	27%	25%	15%	17%
35-39.....	26%	21%	38%	33%
40-44.....	13%	12%	8%	25%
45-49.....	7%	10%	8%	--
50-59.....	11%	13%	--	17%
60 or older.....	8%	10%	15%	8%
Refuse.....	--	1%	--	--

41. What is your employment status?

	NM	ABQ	Las Cruces	Santa Fe
Currently employed full time ...	44%	42%	46%	42%
Currently employed part time	43%	38%	38%	25%
Not employed, but was employed during the past 12 months	10%	9%	15%	17%
Not employed, and was not employed during the past 12 month	11%	12%	--	17%

42. What was your total combined household income in 2017 before taxes. This question is completely confidential and just used to help classify the responses, but it is very important for our research. Just stop me when I read the correct category.

	NM	ABQ	Las Cruces	Santa Fe
Less than \$5,000.....	--	--	--	--
Less than \$10,000.....	--	--	--	--
\$10,000 to \$14,999.....	1%	3%	--	--
\$15,000 to \$19,999.....	1%	1%	--	--
\$20,000 to \$29,999.....	8%	8%	15%	8%
\$30,000 to \$39,999.....	13%	8%	8%	25%
\$40,000 to \$59,999.....	11%	16%	--	8%
\$60,000 to \$79,999.....	17%	21%	23%	17%
\$80,000 to \$99,999.....	9%	10%	8%	--
\$100,000 to \$150,000.....	9%	10%	--	8%
More than \$150,000.....	5%	5%	--	8%
Don't know.....	4%	3%	--	8%
Refused.....	23%	16%	46%	17%

43. Finally what is your gender?

	NM	ABQ	Las Cruces	Santa Fe
Woman	72%	71%	77%	67%
Man	28%	29%	23%	33%
Transgender.....	--	--	--	--
Other.....	--	--	--	--