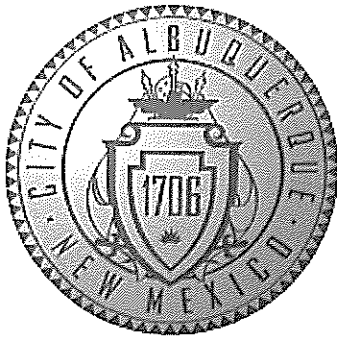


EC-26-57



CITY OF ALBUQUERQUE

Albuquerque, New Mexico

Office of the Mayor

Mayor Timothy M. Keller

INTER-OFFICE MEMORANDUM

February 4, 2026

TO: Klarissa J. Peña, President, City Council

FROM: Timothy M. Keller, Mayor

A handwritten signature in dark ink, appearing to be 'TK' or similar initials, written over the printed name of the Mayor.

SUBJECT: EC Early Head Start Quarterly Report for October 2025 through December 2025

The Early Head Start Quarterly Report covers the time period of October 2025 through December 2025, and includes Program Compliance, Expenditures, Program Information and Updates.

This EHS Quarterly Report was reviewed by the EHS Governance Advisory Committee in accordance Council Bill No. O-14-16 Enactment No. O-2014-016 during the quarterly meeting held on January 29, 2026.

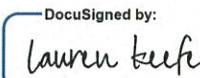
Legislation Title: EC Early Head Start Quarterly Report for October 2025 through January 2025

Approved:

Approved as to Legal Form:



Dr. Samantha Sengel Date
Chief Administrative Officer

 2/9/2026 | 3:39 PM MST

Lauren Keefe, JD Date
City Attorney

Recommendation:



7326D2AB0FA94D6
Jess Martinez, Director
Youth & Family Services

2/9/2026 | 11:29 AM MST

Date

Cover Analysis

1. What is it?

The Early Head Start Quarterly Report covers the time period of October 2025 through December 2025, and includes Program Compliance, Expenditures, Program Information and Updates

2. What will this piece of legislation do?

This piece of legislation will serve as Executive Communication, reporting the status of the Early Head Start Program from October 2025 through December 2025.

3. Why is this project needed?

This Quarterly Report is in response to 2-6-12-1 through 2-6-12-6 ROA 1994 directing the Department of Youth & Family Services to provide Early Head Start Program information summaries to City Council.

4. How much will it cost and what is the funding source?

There are no costs associated with this legislation. The Early Head Start Program is federally funded through the United States Department of Health and Human Services, Administration for Children & Families, Office of Head Start.

5. Is there a revenue source associated with this contract? If so, what level of income is projected?

There is no revenue source associated with this legislation. This legislation is for informational purposes only.

6. What will happen if the project is not approved?

No approval is needed; this Executive Communication is for informational purposes only.

7. Is this service already provided by another entity?

No, Youth & Family Services, Division of Child & Family Development is the sole entity to provide this service on behalf of the City of Albuquerque.

**Early Head Start Quarterly Report to
City Council for
October through December 2025**

I. MAJOR EARLY HEAD START PROGRAM EVENTS:

October, November, and December 2025 Early Head Start Program Highlights

- October 2025, Early Head Start Program Governance Advisory Committee convened its first meeting. All vacancies were filled and all members were in attendance. The first meeting covered elections, a governance overview presentation, a review of the bylaws, the review and approval of the EHS Quarterly Report to City Council, a review of Schools Readiness Goals, the financials and all other required elements.
- October 2025 Government Shut Down. During the period of the shut down the National Head Start Association advised all grant recipients to continue business as usual, which the City of Albuquerque did.
- October 2025 the program hosted a 3rd Annual Literacy Week. The goal of literacy week is to promote literacy during the early childhood years in efforts of supporting our school readiness goals. Reading to young children is one of the most effective ways to expose them to enriched language and to encourage specific early literacy skills needed to promote school readiness. Reading regularly with young children stimulates optimal patterns of brain development and strengthens caregiver-child relationships at a critical time in child development, which, in turn, builds language, literacy, and social-emotional skills that last a lifetime.
- October through November 2025, EHS Executive Director participated in weekly Government Shut Down Updates meetings facilitated by the National Head Start Association. These weekly meetings shared status updates on the nationwide impact that the shutdown was having on grant recipients at the end of their grant cycles, provided guidance on actions that should be taken to maintain compliance despite the cease in communications from Office of Head Start program support personnel and served as a Q & A opportunity.
- November 2025, in efforts of addressing Early Head Start under-enrollment with our Home-Based services, the EHS Enrollment Specialist is collaborating with the Hawthorne Gateway Family Shelter to recruit families receiving Gateway services. The Gateway personnel provide the EHS Enrollment Specialist with a list of new families that have moved into the shelter and have children under the age of three. Through this partnership, the Enrollment Specialist is permitted to visit the quarters of eligible to share information about the Early Head Start home-based services and program options, which allows for personalized discussions. Home-Based services are delivered at the shelter and Home Visitors are able relocate services when families leave the shelter for alternate housing. The EHS Enrollment Specialist has been able to enroll (7) children/families in services since the shelter has partnered with us in recruiting in this targeted way.
- November 2025, Early Head Start leadership initiated a partnership with the University of New Mexico School of Nursing to provide Fall and Spring Well Child Clinics at each Early

Head Start center. This partnership will prove to be instrumental in supporting the program in meeting compliance with federally mandated Well Child Checks and required Immunizations for every Early Head Start child.

- December 2025 the new Early Head Start Director began employment. Mathew Hernandez comes to the City of Albuquerque with (15) years of early childhood experience and with four of those years working with a Head Start and Early Head Start recipient with the state. Mr. Hernandez holds both AA and BA degrees in Early Childhood Multicultural Education and a Master of Science degree in Education.
- December 2025 all Early Head Start personnel participated in the 2025 Winter In-Service Training/Professional development week. Employees received training on the New Mexico Early Childhood Education and Care Department (ECECD), Child Care Licensing Regulations, Active Supervision, Data Literacy101, Language and Communication in EHS Classrooms, Family Engagement and Generating Non-Federal Share (In-Kind) and Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA). The training closed out with a robust Strategic Planning workgroup.
- December 2025 EHS Executive Director attended the Governor Lujan Grisham's Child Care Summit at the Governor's Residence, not only representing the City of Albuquerque, but also serving as representation for the Head Start Association of New Mexico. The focus of the summit was on building childcare supply, strengthening the workforce, and unlocking capital to better support families and providers statewide.

ENROLLMENT UPDATE

October, November, and December 2025

- **October 2025:** the total reportable enrollment (actual + withdrawn/dropped in last 30 days) for Early Head Start was **43**.
 - ✓ The City-operated Early Head Start Center-Based enrollment is 35 out of 40.
 - ✓ Home-Based enrollment was 16 out of 24.
 - **November 2025:** the total reportable enrollment (actual + withdrawn/dropped in the last 30 days) for Early Head Start was **48**:
 - ✓ The City-operated Early Head Start center-based enrollment was 36 out of 40
 - ✓ Home Based enrollment was 12 out of 24
 - **December 2025:** the total reportable enrollment (actual + withdrawn/dropped in last 30 days) for Early Head Start was:
 - ✓ The City-operated Early Head Start center-based enrollment was 37 out of 40
 - ✓ Home Based enrollment was 13 out of 24
- 1.) Pursuant to Head Start Program Performance Standard (HSPPS) Enrollment 1302.15, vacancies are not reported to the Office of Head Start until the enrollment slot has been vacant for over 30 days.
 - 2.) Recruitment efforts are underway to fill vacant slots. Many families are voicing the

need for Center-Based services opposed to Home-Based services, which sheds light on the higher number of vacant slots associated with home visiting services. With the greater need for center-based services, the Division of Child & Family Development leadership has requested guidance from the Office of Head Start Program Specialist on the process for converting (8) home-based slots to an EHS classroom. This redesign of slots will enable the program to increase the number of center-based slots available to prospective families.

II. GOVERNANCE

Early Head Start Policy Council – October, November, and December 2025

- A. October Policy Council- quarterly hybrid meeting held
- The Early Head Start Policy Council reviewed the following:
 - a) **Enrollment**-Total funded enrollment of 64 slots, 40 for center-based and 24 for home based. Total reportable enrollment at **43**.
 - b) **Enrollment Vacancies** - includes 5 vacant slots for the center-based program and 8 vacant slots for home-based. Vacancies are not reported to the Office of Head Start until the enrollment slot has been vacated over 30 days; Head Start Program Performance Standard (HSPPS) Enrollment 1302.15.
 - c) **Enrollment Monthly Summary.**
 - New Enrollment-families (4), children (5), pregnant moms (0), number of children born (0); total new enrollment (5).
 - Total leaving program (9) – children aged out (3), pregnant moms giving birth (0), children leaving before turning 3 (6), pregnant moms leaving before having baby (0).
 - Children up to date on Immunizations (35), children up to date as possible on immunizations (-), children not up to date (8).
 - d) **Eligibility Category** – income eligible (7), Temporary Assistance for Needy Families (TANF) / Supplemental Security Income (SSI) (27), Foster Child (2), Homeless (5). Over income (2), Over 130% (0), Children with Individualized Family Service Plans (IFSPs) (18).
 - e) **Attendance** – Head Start Program Performance Standard (HSPPS) Attendance 1302.16 (b) indicates 85% attendance rate or better for center-based program. City operated Early Head Start centers classroom attendance rates:
 - ☑ Plaza Feliz 75.29%
 - ☑ School on Wheels 75.60%
 - ☑ Trumbull 86.18%**Overall center-based program attendance totals – 77.52%; total number of absences during the reporting month was 143.**
 - f) **Meal Counts** –Total number of meals served ()
 - Breakfast-(440)
 - Am Snack- N/A
 - Lunch-(466)
 - PM Snack-(408)
 - Supper- N/A

g) School Readiness Goals:

In October, the School Readiness Goals (SRG) Committee reviewed graphs provided by the Early Head Start Data Analyst for Fall 2025. Clarifications on the teaching strategies objectives 1a and 1b, were corrected to 3a and 3b, and to remove 11c, 11d, and 11e. The Data Analyst will revise the graphs to align with our School Readiness Goals (SRG) for 2025/2026. The committee discussed center feedback given regarding the revised SRG. Center staff shared that having the goals focused on the needs of the children were helpful and aligning them with the curriculum used by the centers. Homebase shared that the revised SRG were effortless when shared with their families. The SRG committee also compared Fall 2025 and Spring 2025 reports and found that Objective 9a Uses an expanding expressive vocabulary, is low at 44%. The committee surmises that the teachers may not be correctly collecting authentic observations. The Child Development & Education Program Specialist will provide professional development for the teachers at the winter in-service to support growth in this area.

h) Content Areas

1. Education:

- The Child Development and Education Specialist conducted weekly site visits to monitor center compliance. These visits ensure that educators are consistently meeting federal standards and receiving the immediate "on-the-ground" support necessary to maintain high-quality service delivery for our students.
- Monthly Head Teacher and staff meetings were held to promote cross-center collaboration. By sharing best practices across different locations, we ensure a unified approach to early childhood education and consistent support for all staff.
- The Specialist worked with centers on National Association for the Education of Young Children (NAEYC) Accreditation and Recognition Tiers. Providing an implementation calendar ensures centers stay on track to meet these rigorous national standards, which signify the highest level of educational quality.
- Completed Infant Toddler Environmental Rating Scale (ITERS) assessments for three of five classrooms. This tool evaluates the physical environment and provider-child interactions, allowing us to identify specific areas for improvement to ensure a safe, stimulating environment for infants.
- Collaborated with the Mental Health and Disabilities Coordinator to complete Classroom Assessment Scoring System (CLASS) assessments in all Early Head Start classrooms. These assessments focus on the quality of teacher-child interactions, which is the primary driver of positive developmental outcomes for children.

2. Support Services (Mental Health and Disabilities):

- The Mental Health and Disabilities Coordinator conducted weekly site visits to provide real-time consultation and behavioral observations. These visits are critical for the early identification of developmental

- delays, allowing the program to implement interventions during the most formative years of a child's brain development.
- The coordinator completes monthly disabilities tracking to ensure the program meets or exceeds the federal requirement that 10% of total enrollment consists of children with disabilities. This ensures that our most vulnerable children have equitable access to high-quality early education.
- Collaborated with the Health, Safety, and Nutrition Coordinator to lead this committee. By bringing together various specialists, we ensure that mental health is integrated into the child's overall wellness plan, rather than treated as an isolated issue.
- Continued participation in Transition Meetings ensures that as children "age out" of Early Head Start at age three, there is no gap in their mental health or disability services. This prevents developmental regression during the move to new programs.
- Enrolled in and attended "Trauma Responsive Care for Infants and Toddlers" through the New Mexico Association for Infant Mental Health (NMAIMH). This advanced training equips our leadership to support children who have experienced "Adverse Childhood Experiences" (ACEs), fostering resilience and emotional regulation in the classroom.
- Represents the City of Albuquerque (CABQ) Division of Child and Family Development (DCFD) on the Metro-Area Transition team. By collaborating with Early Intervention providers and Local Education Agencies (LEAs) like Albuquerque Public Schools, the Coordinator ensures our program is aligned with city-wide educational standards and that our families have a seat at the table during district-level planning.

3. Health/Nutrition:

- The Health, Nutrition, and Safety Coordinator monitors Daily Health Check Occurrence Reports across all centers. By tracking these daily checks, the program can identify illness trends early, implement infection control measures, and ensure that every child is healthy and ready to learn when they arrive.
- Held on-site safety meetings at each center in collaboration with the City's Risk Management Manager. These meetings serve to identify potential environmental hazards and update emergency protocols, ensuring that our facilities remain high-security, low-risk environments for both children and staff.
- Ensures all classrooms conduct monthly Nutrition Activities following the Child and Adult Care Food Program (CACFP) guidelines. These activities are designed to build healthy eating habits in infants and toddlers, which is a critical step in preventing childhood obesity and promoting long-term physical health.
- Oversight of Menu Record Books ensures that proper food portions and nutritional components are served daily. This strict monitoring guarantees that the program meets federal meal patterns, ensuring

- every child receives the calories and nutrients necessary for rapid brain and body development.
- Collaborated with the Mental Health and Disabilities Coordinator to host the quarterly Health and Mental Health Service Advisory Committee Meeting. This interdisciplinary approach allows us to address the "whole child," recognizing that physical health, nutrition, and mental wellness are deeply interconnected and essential for academic success.

4. Family and Community Partnerships:

- The Parent, Family, and Community Engagement (PFCE) Specialist conducts ongoing "Strength and Needs Assessments" with families. This process is the foundation of our partnership; it helps families identify barriers—such as housing instability or educational needs—and sets actionable goals to achieve long-term economic self-sufficiency.
- All Early Head Start (EHS) centers facilitate Monthly Center Parent Committees. These meetings go beyond social gatherings; they provide a platform for parents to participate in program decision-making, developing leadership skills that they can carry into their neighborhoods and the broader community.
- The Parent, Family, and Community Engagement (PFCE) Specialist collaborated with Centro Savila to provide families with direct access to specialized social services. This partnership ensures that families have a "warm hand-off" to community resources, reducing the stress of navigating complex service systems alone.
- The Parent, Family, and Community Engagement (PFCE) Specialist attended the quarterly Health and Mental Health Services Advisory Committee meeting to ensure that family-level concerns are represented when health protocols are developed. This ensures our health services are responsive to the actual needs of our current families.
- The Parent, Family, and Community Engagement (PFCE) Specialist continues to provide oversight to the Early Head Start male involvement initiative. Our Significant Men in Little Lives Everywhere (S.M.I.L.L.E.) initiative supports active involvement of fathers and positive male role models in children's learning. Positive father engagement and positive male involvement in children's lives is statistically linked to improved cognitive and social outcomes for children.
- The Parent, Family, and Community Engagement (PFCE) Specialist creates Monthly Family Activities Calendars to bridge the gap between center-based learning and the home. This provides parents with low-cost, high-impact strategies to stimulate their child's development outside of program hours.
- The Family Engagement Staff conducted weekly site visits to ensure that high standards of service is maintained. These visits allow for real-time coaching, ensuring that every family receives consistent, high-quality support across all centers.
- The Parent, Family, and Community Engagement (PFCE) Specialist is

collaborated with staff and families to create a Family Recipe Book. This project celebrates the diverse cultural backgrounds of our families while promoting healthy, budget-friendly nutrition that can be sustained at home.

5. Program design/Management (including operations, facilities, etc.):

- Home Visitors provided weekly 90-minute intensive sessions with each family, complemented by two monthly "socializations" (group play interactions). This model is vital for families who cannot access center-based care; it transforms the home into a learning environment and builds the parent's capacity to serve as their child's primary educator.
- EHS centers continue to host monthly Parent Center meetings to maintain a transparent and collaborative management style. These meetings ensure that operational changes are communicated clearly and that program design remains responsive to the families we serve.
- The Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Specialist conducted high-impact outreach at the Albuquerque Public Library's Community Baby Shower. By engaging with families in their own neighborhoods, we ensure that the most vulnerable populations are aware of—and have access to—our early childhood services.
- The Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Specialist coordinated a strategic flyer distribution campaign targeting key healthcare and community hubs, including:
 - **La Plazita Institute** (South Valley)
 - **UNM's Carrie Tingley Hospital**
 - **UNM Family Health Centers** (University, Eubank, and Young Children's locations)

By placing information in medical and community spaces where families already go for support, we streamline the enrollment process. These focused outreach efforts are targeted as a strategy to support our ability to establish and then maintain our full funded enrollment level.

6. Construction Projects:

- No construction projects are underway.

7. New Hires as of October 31, 2025:

- N/A This reporting period

8. Involuntary Terminations:

- N/A This reporting period.

i) **Budget - Financial Statements Provided to Policy Council Members:**

- Federal Grant-year to date (YTD) expenditures \$435,768.35.
- Training/Technical Assistance-(T/TA)-year to date expenditures \$(750.00)
- City Match-year to date (YTD) expenditures: \$421,045.84

P-Card Expenditures-

Parent As Teachers	\$375.00	Home Visitor Curriculum Renewal
Amazon	\$912.81	Supplies for Classroom Operations
Walmart	\$62.18	Nutrition Supplies-Special Dietary Needs
Saggio's	\$103.09	Meal-Policy Council Meeting
Red Cross	\$160.00	First Aid/CPR Training Materials

Total P-Card Purchases: \$1,613.98

B. November Policy Council-No Quarterly Meeting Scheduled

- November 2025 – Informational Packets sent to Policy Council Members:
 - a) **Enrollment-** Total funded enrollment of 64 slots, 40 for center-based and 24 for home based. Total reportable enrollment for this reporting period was 48. Vacancies are not reported to the Office of Head Start until the enrollment slot has been vacated over 30 days.
 - b) **Enrollment Vacancies** – 4 includes vacant slots for the center-based services and 12 vacant slots for home-based. Vacancies are not reported to the Office of Head Start until the enrollment slot has been vacated over 30 days; Head Start Program Performance Standard (HSPPS) Enrollment 1302.15.
 - c) **Enrollment Monthly Summary.**
 - New Enrollments-families (5), children (5), pregnant moms (0), number of children born (0); total new enrollment (5).
 - Total leaving program (2) – children aged out (0), pregnant moms giving birth (0), children leaving before turning 3 (2), pregnant moms leaving before having baby (0).
 - Immunizations: Children up to date on Immunizations (37), children up to date as possible on immunizations (0), children not up to date (9).
 - d) **Eligibility Category** – income eligible (7), TANF/SSI (30), Foster Child (2), Homeless (4). Over income (3), Over 130% (0), Children w/IFSPs (21).
 - e) **Attendance** – Head Start Program Performance Standard (HSPPS) Attendance 1302.16 (b) indicates 85% attendance rate or better for center-based program.
City operated Early Head Start centers classroom attendance rates:
 - ☒ Plaza Feliz 66.38%
 - ☒ School on Wheels 80.15%
 - ☒ Trumbull 81.34%**Overall center-based program attendance totals – 74.87%; total number of absences - 141.**
 - f) **Meal Counts** –Total number of meals served (1,134)
 - Breakfast-(392)
 - AM Snack- N/A
 - Lunch-(408)
 - PM Snack-(334)
 - Supper- N/A

g) School Readiness Goals:

In November, the Child Development & Education Program Specialist collaborated with the Mental Health & Disabilities Coordinator to develop targeted training for the teaching staff focused on Language Development. This initiative was driven by data analyzed during October's School Readiness Goals (SRG) meeting, which was sourced from SmartTeach by Teaching Strategies. SmartTeach serves as the program's central online platform, allowing educators to document classroom observations, plan lessons, and track student progress against standard objectives. The review of this data highlighted Language Development as the area requiring the most immediate attention, revealing that a large percentage of students are currently falling below the widely held expectations for their age group. Also, to address these findings, the program implemented a solution focused on high-frequency language modeling, where teachers are now required to integrate specific "serve and return" interactions and narrative descriptions into their daily lesson plans. This approach is being monitored through weekly fidelity checks to ensure these evidence-based strategies are consistently applied in the classroom. The effectiveness of this intervention will be measured by comparing the next set of Spring assessment data against the October baseline in SmartTeach, with the specific goal of decreasing the percentage of students falling below widely held expectations by the next quarterly checkpoint.

h) Content Areas

1. Education:

- The Child Development and Education Program Specialist conducted weekly site visits to provide on-site coaching and compliance monitoring. These visits ensure that educational standards are applied consistently across all centers and that teachers have the resources they need for effective service delivery.
- The Child Development and Education Program Specialist lead monthly Head Teacher and staff meetings to facilitate professional growth and peer-to-peer support. By fostering a collaborative environment, we ensure that successful teaching strategies are shared across the entire program, raising the bar for all classrooms.
- Based on a comprehensive review of School Readiness Goal data, the Child Development and Education Program Specialist developed a specialized training module focused on Language Development. By analyzing child outcome data first, we can tailor our teacher training to address the specific developmental areas where our students need the most support.
- The Child Development and Education Program Specialist completed Infant Toddler Environmental Rating Scale assessments for all classrooms. This assessment ensures that our physical environments—including safety, furniture, and play materials—are optimized to support the rapid development of children aged zero to three.
- The Child Development and Education Program Specialist collaborated with the Mental Health and Disabilities Coordinator to complete Classroom Assessment Scoring System assessments for all center classrooms. This tool measures teacher-child interactions; by evaluating these relationships, provide targeted coaching to ensure every child feels emotionally supported and intellectually stimulated.

2. Support Services (Mental Health and Disabilities):

- The Mental Health and Disabilities Program Coordinator conducts weekly site visits to provide direct observation and clinical consultation within the learning environment. These consistent visits allow for the early identification of developmental concerns, ensuring that staff can implement immediate, specialized strategies that support each child's unique growth trajectory.
- To ensure the highest quality of care for neurodivergent learners, the Mental Health and Disabilities Program Coordinator collaborated with an Applied Behavior Analysis provider to continue implementing best practices for children diagnosed with autism. This partnership ensures our educators are using evidence-based techniques to foster communication and social skills, creating an inclusive environment where every child can thrive.
- The Mental Health and Disabilities Program Coordinator collaborated with a Small Steps mental health consultant on a monthly basis to promote a relationship-focused approach. This collaboration is designed to strengthen the ability of our home-based visitors to enhance the social-emotional development of children, providing parents and staff with the emotional tools necessary to build secure and resilient foundations for the families we serve.
- The Mental Health and Disabilities Program Coordinator represents the City of Albuquerque Division of Child and Family Development on the Metro-Area transition team alongside Early Intervention Providers, Community-Based Providers, and Local Education Agencies. This active participation ensures that when children transition into public schools, their individual education plans and support services are communicated clearly, preventing any lapse in the vital services they require for academic success

3. Health/Nutrition:

- The Health, Safety, and Nutrition Program Coordinator monitors Daily Health Check Occurrence Reports to identify health trends and ensure that any potential illnesses or safety concerns are addressed immediately. This high level of oversight keeps our classrooms healthy and reduces the risk of communicable disease spread among infants and toddlers.
- The Health, Safety, and Nutrition Program Coordinator met with new enrolling families to complete comprehensive health screenings. These screenings are a critical first step in our program, as they allow us to identify pre-existing health conditions or nutritional needs early on, ensuring that every child has the necessary medical support to participate fully in daily learning activities.
- To maintain strict adherence to privacy laws and operational efficiency, the Health, Safety, and Nutrition Program Coordinator continues to review children's health files to ensure their release of information forms

are up to date. This administrative diligence ensures that we can securely coordinate with medical providers and community partners to facilitate the best possible care for our students.

- The Health, Safety, and Nutrition Program Coordinator ensures Menu Record Books are completed with proper food portions being served in accordance with federal guidelines. This oversight guarantees that children are receiving age-appropriate, balanced nutrition during their time with us, which is essential for their physical growth and cognitive development.

4. Family and Community Partnerships:

- The Parent, Family, and Community Engagement Specialist continues to meet with families to conduct the Strength and Needs Assessment and collaborative goal setting. This foundational process allows the program to partner with parents to identify specific family goals—such as financial stability or educational advancement—and provides a roadmap of support to help families achieve long-term self-sufficiency.
- All Early Head Start centers continue to provide Monthly Center Parent Committees to foster leadership and program governance. These meetings provide a platform for parents to share their voices, participate in decision-making, and build a strong sense of community and ownership within the program.
- The Parent, Family, and Community Engagement Specialist collected family recipes to put together a family recipe book for all families. This initiative celebrates the cultural diversity of our program and promotes healthy, budget-conscious eating habits that families can enjoy together at home.
- The Parent, Family, and Community Engagement Specialist reached out to KOAT's Coats for Kids to potentially receive jackets for all children. This proactive community outreach ensures that children are prepared for seasonal changes, removing a potential barrier to consistent attendance and ensuring the physical well-being of every student.
- The Parent, Family, and Community Engagement Specialist continues to provide oversight to the Significant Men in Little Lives Everywhere male involvement initiative. By encouraging the active participation of fathers and male role models, the program supports the positive social and emotional outcomes that research links to strong male engagement in early childhood.
- The Parent, Family, and Community Engagement Specialist continues to create Monthly Family Activities calendars to support families with engagement in the home. These resources provide parents with simple, developmentally appropriate activities that turn daily routines into learning opportunities, strengthening the bond between the classroom and the home.
- The Parent, Family, and Community Engagement Specialist conducts weekly site visits to provide direct support and oversight for family

engagement staff. These visits ensure that all family-facing services are delivered with consistency and that staff have the necessary guidance to address the evolving needs of our families.

5. Program Design/ Management (including operations, facilities, etc.):

- Home-Visitors continue to provide weekly 90-minute home visits with each home-based family and two socializations monthly. These intensive, one-on-one sessions are designed to support the parent as the child's first and most influential teacher, while the socializations provide children with necessary peer interactions to develop vital social skills in a safe, guided environment.
- The Eligibility, Recruitment, Selection, Enrollment, and Attendance Specialist holds a recruitment table at the Rio Grande Food Project monthly. By establishing a presence at local food distribution sites, the program actively reaches families who may be experiencing food insecurity, ensuring that our educational and support services are accessible to the most vulnerable members of our community.
- The Eligibility, Recruitment, Selection, Enrollment, and Attendance Specialist visits the Gateway Family Shelter twice a month to provide direct support and program information to families in transition. These regular visits help remove barriers to enrollment for families experiencing housing instability, ensuring that their children maintain a sense of routine and educational stability during a difficult time.
- The Eligibility, Recruitment, Selection, Enrollment, and Attendance Specialist gave presentations to the University of New Mexico Health Sciences CareLink Adult and Child Care Coordinators at their monthly staff meeting. These professional presentations build a strong referral network with healthcare providers, ensuring that medical coordinators can accurately direct families with high-need infants and toddlers to our comprehensive Early Head Start services.
- The Eligibility, Recruitment, Selection, Enrollment, and Attendance Specialist delivered flyers to La Plazita Institute in the South Valley, University of New Mexico's Carrie Tingley Hospital, University of New Mexico's Family Health Center on University, University of New Mexico's Women and Children Health Center on Eubank, and University of New Mexico's Young Children's Health Center. This strategic distribution of information at primary health care hubs across the city ensures that families are informed of their eligibility for our services during routine medical visits, helping the program maintain full enrollment and reach families in need of support.

6. Construction Projects:

- No construction projects are underway.

7. New Hires as of January 31, 2025:

- N/A This reporting period

8. Involuntary Terminations:

- N/A This reporting period

- i) **Budget** – Financial statements provided to Policy Council Members:
 - Federal Grant – year to date (YTD) expenditures \$575,904.32
 - Training/Technical Assistance (T/TA) – year to date expenditures \$(750.00)
 - City Match – year to date expenditures \$421,045.08

P-Card Expenditures-

Amazon	\$592.44	Classroom Supplies for Daily Operations
Teachstone	\$322.88	Training/Observer Recertification
Home Depot	\$14.94	Supplies-Center Planting Activity

Total P-Card Purchases: \$930.26

B. December Policy Council–No Quarterly Meeting Scheduled

- December 2025 – Informational Packets provided to all Policy Council Members:
 - a) **Enrollment-** Total funded enrollment of 64 slots, 40 for center-based and 24 for home based. Total reportable enrollment at 50; center-based 37, and home-based 13.
 - b) **Enrollment Vacancies** – includes 3 vacant slots for the center-based program and 11 vacant slots for home-based. Vacancies are not reported to the Office of Head Start until the enrollment slot has been vacated over 30 days; Head Start Program Performance Standard (HSPPS) Enrollment 1302.15.
 - c) **Enrollment Monthly Summary.**
 - New Enrollments- families (3), children (4), pregnant moms (0), number of children born (0); total new enrollment (4).
 - Total leaving program (4) – children aged out (3), pregnant moms giving birth (0), children leaving before turning 3 (1), pregnant moms leaving before having baby (0).
 - Immunizations: Children up to date on Immunizations (40), children up to date as possible on immunizations (0), children not up to date (6).
 - d) **Eligibility Category** – income eligible (6), TANF/SSI (30), Foster Child (1), Homeless (7). Over income (2), Over 130% (0), Children w/IFSPs (21).
 - e) **Attendance** – Head Start Program Performance Standard (HSPPS) Attendance 1302.16 (b) indicates 85% attendance rate or better for center-based program. City operated Early Head Start centers classroom attendance rates:
 - ☒ Plaza Feliz- 76.47%
 - ☒ School on Wheels- 80.37%
 - ☒ Trumbull- 84.38%

Overall center-based program attendance totals – 79.48%; total number of absences - 95.
 - f) **Meal Counts** –Total number of meals served (966)
 - Breakfast-(309)
 - AM Snack- N/A
 - Lunch-(358)
 - PM Snack-(299)
 - Supper- N/A

g) School Readiness Goals

- In December, the Child Development & Education Program Specialist collaborated with the Mental Health & Disabilities Coordinator developed the training, Language and Communication in Early Head Start Classroom, to review with staff the curriculum objectives around language.

h) Content Areas

A. Education:

- The Child Development and Education Specialist conducted weekly site visits to provide on-site coaching and compliance monitoring. These visits ensure that educational standards are applied consistently across all centers and that teachers have the resources they need for effective service delivery.
- The Child Development and Education Specialist collaborated with the Mental Health and Disabilities Program Coordinator to develop data-informed, language-focused training. By aligning this training with School Readiness Goals, Smart Teach formative assessments, and the Creative Curriculum system, the program strengthens instructional practices and directly supports the growth of children's expressive and receptive language skills.
- The Child Development and Education Specialist conducted a comprehensive review of Professional Development offerings with center-based and home-based staff. This review ensures that all training is aligned with program goals, identifies critical gaps, and guarantees that staff have the specific learning opportunities needed to improve instructional quality and professional growth.
- The Child Development and Education Specialist worked collaboratively with the City of Albuquerque New Mexico PreK/Preschool Education Specialist during the National Association for the Education of Young Children accreditation process. This partnership ensures strict compliance with national accreditation standards and promotes continuous improvement in our curriculum and teaching practices.
- The Child Development and Education Specialist collaborated with the Health, Safety, and Nutrition Program Coordinator to plan and coordinate CPR and First Aid renewals. Maintaining these certifications is essential for program safety requirements, as it ensures all educators are prepared to respond effectively to medical emergencies while children are in our care.
- The Child Development and Education Specialist provided coverage support for School on Wheels during staffing shortages. This hands-on support was vital to ensure the continuity of services and minimize disruptions to daily instruction, maintaining a consistent and stable learning environment for our children and families.

B. Support Services (Mental Health and Disabilities)

- The Mental Health and Disabilities Program Coordinator conducted weekly site visits to provide program oversight, offer coaching, and provide technical assistance. These visits ensure the consistent implementation of mental health and disability services across all sites, allowing for immediate course correction and specialized support for staff and students.
- The Mental Health and Disabilities Program Coordinator supported the Parent, Family, and Community Engagement Specialist during Community Helpers Day, partnering with Albuquerque Fire Rescue to provide coats, blankets, and toys to children and families. This collaboration strengthens community connections and addresses the fundamental needs of our families, ensuring that children are warm, safe, and ready to engage in the program.
- The Mental Health and Disabilities Program Coordinator collaborated with the Child Development and Education Specialist to deliver training on language and communication in Early Head Start classrooms. This joint effort strengthens educators' understanding of developmentally appropriate practices and directly supports children's early language and social communication skills, which are essential precursors to long-term academic success.
- The Mental Health and Disabilities Program Coordinator represented the City of Albuquerque Division of Child and Family Development on the Metro-Area Transition Team. By working alongside early intervention providers, community partners, and Local Education Agencies, the Mental Health and Disabilities Program Coordinator ensures coordinated transitions for children with disabilities, providing a seamless continuity of services as children move between programs.

C. Health/Nutrition:

- The Health, Safety, and Nutrition Program Coordinator completed required vision, height, and weight screenings for all enrolled children within the 45-day compliance timeline. These early screenings are vital for the timely identification of potential health or developmental concerns, allowing the program to facilitate early intervention and ensure every child is physically prepared to succeed in the classroom.
- The Health, Safety, and Nutrition Program Coordinator collaborated with the Parent, Family, and Community Engagement Specialist to present guidance to families at site-based parent meetings. By providing strategies for managing the cold season and clear criteria on when to keep children home due to illness, the program empowers parents to manage family health effectively while maintaining a safe and healthy environment for all students and staff.
- The Health, Safety, and Nutrition Program Coordinator ensured classroom compliance with monthly nutrition activities in alignment with Child and Adult Care Food Program guidelines. These activities serve as a hands-on educational tool to introduce children to healthy eating habits

at a young age, supporting long-term physical wellness and meeting federal nutrition standards.

D. Family and Community Partnerships:

- Parent, Family, and Community Engagement Specialist continued meeting with families to complete Strength and Needs Assessments and support family-centered goal setting to promote stability, engagement, and progress toward identified outcomes.
- Parent, Family, and Community Engagement Specialist collaborated with KOAT 7 KOATs for Kids to obtain 60 toddler jackets, which were distributed to enrolled children to support families during cold weather and address basic needs.
- Parent, Family, and Community Engagement Specialist provided ongoing oversight of the Significant Men in Little Lives Everywhere male involvement initiative, which meets quarterly to engage fathers and male caregivers through relationship-building activities, parenting discussions, and strategies to support children's development.
- Parent, Family, and Community Engagement Specialist developed and shared monthly Family Activities Calendars to encourage family/child engagement at home and support learning through every day routines.
- Parent, Family, and Community Engagement Specialist collaborated with Albuquerque Fire Rescue to visit School on Wheels, Trumbull, and Plaza Feliz Early Head Start sites, providing children with hands-on community helper experiences that included fire trucks, the Fire Marshal's Office, an emotional support dog, and Sparky the mascot. Albuquerque Fire Rescue partnered with Sam's Club on Eubank to distribute jackets, blankets, and gifts to all enrolled children.
- Parent, Family, and Community Engagement Specialist distributed jackets and gloves to enrolled home visiting families using donations from community partners to support family wellbeing, address seasonal needs, and reduce barriers related to cold weather.
- Parent, Family, and Community Engagement Specialist developed and implemented a system to ensure home activities are provided to families in their primary language, including Spanish, to support accessibility and meaningful family engagement.

E. Program Design/Management:

- Home Visitors continue to provide weekly 90-minute home visits with each home-based family and two socializations monthly. This model prioritizes the parent as the child's first teacher, delivering intensive, individualized support in the home environment while providing children with essential peer-to-peer social interaction to build school readiness skills.
- The Eligibility, Recruitment, Selection, Enrollment, and Attendance Specialist conducted two outreach visits to Gateway Family Shelter to share program information and engage families experiencing

homelessness. By meeting families where they are, the program lowers barriers to entry and ensures that children in transition have immediate access to stable, high-quality early childhood education.

- The Eligibility, Recruitment, Selection, Enrollment, and Attendance Specialist attended the Coats and Cocoa event at Thomas Bell, engaging with families and distributing program information. This community-based recruitment effort ensures that the program remains visible and accessible within the neighborhoods we serve, helping to maintain full enrollment of eligible children.
- The Eligibility, Recruitment, Selection, Enrollment, and Attendance Specialist continued presenting at the City of Albuquerque's New Employee Orientations. These presentations increase program visibility across city departments, informing new employees about available Early Head Start and Head Start services and fostering a broader internal referral network for eligible families.
- The Program Data Analyst provided training to staff on the purposeful use of program data to demonstrate program efforts and outcomes for children and families. This training shifts the perspective of data from simple record-keeping to a tool for data-informed decision-making; it emphasizes how analyzing attendance trends and absence patterns can help staff identify family barriers and collaboratively develop plans to improve child learning routines and program results.
- The Program Data Analyst is working with center-based and home-visiting staff to strengthen data literacy by applying strategies learned through the Data Literacy Credential coursework completed in the fall. This ongoing professional development ensures that staff at all levels can effectively use data to inform their daily practices, leading to more responsive and effective services for the families in our care.

F. Administration:

- The Associate Director continued participating in monthly New Mexico Early Childhood Education and Care Department statewide meetings to remain informed on statewide early childhood initiatives, policy updates, and system-level priorities. This high-level participation ensures that the program remains aligned with state standards and is prepared to adapt to legislative or policy changes that impact our operations.
- The Associate Director maintained monthly meetings with the Office of Head Start to discuss under-enrollment and staffing efforts. These sessions are critical for reviewing progress, addressing challenges, and ensuring the program remains in full compliance with federal grant and contract requirements, securing the long-term stability of our funding.
- Mathew Hernandez, Early Head Start Director, began employment on December 1, 2025, bringing prior Head Start leadership experience and a strong background in state and federal program requirements. His expertise in early childhood systems and comprehensive services will provide the program with stable, informed leadership and a clear vision

for meeting rigorous federal standards.

- Since onboarding, the Early Head Start Director has focused on relationship-building, program oversight, and quality improvement. By meeting with the Office of Head Start Training and Technical Assistance, the Early Head Start Director established a New Director Professional Development Plan, ensuring that leadership goals remain aligned with federal expectations and best practices.
- The Early Head Start Director conducted preliminary site visits at Plaza Feliz, School on Wheels, and Trumbull to connect with program staff and observe operations. These visits allowed for a direct assessment of site strengths and identified specific areas for growth, ensuring that leadership is grounded in the daily realities of our center-based services.
- The Early Head Start Director provided training during the All-Staff In-Service on New Mexico Child Care Regulations. This training ensures that every team member has a thorough understanding of state regulatory requirements, which is the foundation of maintaining our licensure and ensuring the safety and well-being of the children we serve.
- The Early Head Start Director provided targeted training to Early Head Start staff focused on developmental progressions and the use of formative assessment. This professional development empowers educators to use data to support individualized instruction, ensuring that teaching strategies are specifically tailored to promote the unique learning and development of each child.
- The Early Head Start Director met individually with content area specialists and coordinators to build collaborative relationships and support leadership capacity. These one-on-one meetings are essential for deepening the director's understanding of our complex service delivery systems and fostering a unified leadership team.
- The Early Head Start Director established initial areas of focus centered on staff support, compliance, enrollment, and continuous quality improvement. By prioritizing these core pillars, the Early Head Start Director provides a clear roadmap for the program to enhance service delivery and ensure that we are meeting the highest standards of excellence for our families.

G. Construction Projects

- N/A this reporting period

H. New Hires as of January 31, 2026

- N/A This reporting period

I. Involuntary Terminations:

- N/A This reporting period.

J. Budget - Financial statements provided to Policy Council Members:

- Federal Grant-year to date (YTD) expenditures \$490,793.09
- Training/Technical Assistance-(T/TA)-year to date expenditures \$0

- City Match Funding (YTD) expenditures \$490,793.09

P-Card Expenditures-

Amazon	\$67.14	Classroom supplies
Parents as Teachers	\$375.00	Home Visitor Curriculum Subscription
Dickey's BBQ	\$319.99	Winter In-Service Lunch
Dickey's BBQ	-\$319.99	Refund Issued, purchase not received
Total P-Card Purchases: \$442.14		