

CITY of ALBUQUERQUE

TWENTY FOURTH COUNCIL

COUNCIL BILL NO. R-21-151 ENACTMENT NO. _____

SPONSORED BY: Klarissa J. Peña, by request

1 RESOLUTION

2 APPROVING AND AUTHORIZING THE MAYOR TO EXECUTE A GRANT
3 AGREEMENT WITH THE U.S. DEPARTMENT OF HEALTH AND HUMAN
4 SERVICES, EARLY HEAD START PROGRAM AND PROVIDING AN
5 APPROPRIATION TO THE DEPARTMENT OF FAMILY AND COMMUNITY
6 SERVICES BEGINNING IN FISCAL YEAR 2022.

7 WHEREAS, the City of Albuquerque has been selected by the U.S.
8 Department of HHS to receive a long-term grant under the Early Head Start
9 Program; and

10 WHEREAS, the Mayor has been informed that the City of Albuquerque is
11 eligible for \$2,012,979 in Federal funds for early childhood development
12 activities; and

13 WHEREAS, the City of Albuquerque will apply for these grant funds for
14 which City match funds in the amount of \$492,018 City cash match and City
15 non cash in-kind will meet matching requirements.

16 BE IT RESOLVED BY THE COUNCIL, THE GOVERNING BODY OF THE CITY OF
17 ALBUQUERQUE:

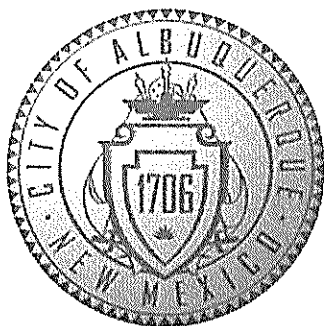
18 Section 1. That the grant application for the Early Head Start Program from
19 the U.S. Department of HHS in the amount \$2,012,979 is approved, and its
20 acceptance and filing with the appropriate official of the U.S. Department of
21 HHS is in all respects approved.

22 Section 2. That in the event this grant is awarded, federal funds in the
23 amount of \$2,012,979 is hereby appropriated to the Department of Family and
24 Community Services in the Operating Grant Fund (265), beginning in Fiscal
25 Year 2022.

[Bracketed/Underscored Material] - New
[Bracketed/Strikethrough Material] - Deletion

Section 3. That funds in the amount of \$492,018 from the transfer to Operating Grants Program of the General Fund are hereby appropriated to the Department of Family and Community Services in the Operating Grants Fund (265), beginning in Fiscal Year 2022, as a portion of the City's matching requirements.

[Bracketed/Underscored Material] - New
[Bracketed/Strikethrough Material] - Deletion




Mayor Timothy M. Keller

**CITY OF
ALBUQUERQUE**
Albuquerque, New Mexico
Office of the Mayor

INTER-OFFICE MEMORANDUM

March 15, 2021

TO: Cynthia Borrego, President, City Council

FROM: Timothy M. Keller, Mayor 

SUBJECT: Approving and Authorizing the Mayor to Execute a Grant Agreement with the U.S. Department of Health and Human Services, Early Head Start Program and Providing an Appropriation to the Department of Family and Community Services beginning in Fiscal Year 2022


The City of Albuquerque is entering the twenty fourth year of a grant from the U.S. Department of Health and Human Services for its Early Head Start Program, which provides a range of early childhood education, health and social services to 128 low-income families with children ages 0-3. The Early Head Start Program is operated in collaboration with the City's Child Development Centers and the Department of Family and Community Services.

This legislation appropriates \$2,012,979 in new Federal grant funds. It also appropriates City funds in the amount of \$492,018 from the Transfer to Operating Grants Program in the General Fund as part of the required match. In addition, \$122,750 of non-cash in-kind match will be used to meet these requirements.

This resolution is forwarded to the Council for consideration and action.

Legislation Title: Approving and Authorizing the Mayor to Execute a Grant Agreement with the U.S. Department of Health and Human Services, Early Head Start Program and Providing an Appropriation to the Department of Family and Community Services beginning in Fiscal Year 2022.

Recommended:

 4/9/21

Sarita M. Nair Date
Chief Administrative Officer

Approved as to Legal Form:

DocuSigned by:
Esteban A. Aguilar, Jr. 4/5/2021 | 3:00 PM MDT

7961D99D048F4DB...
Esteban A. Aguilar, Jr. Date
City Attorney

DS
PP

Recommended:

DocuSigned by:
Carol M. Pierce 4/2/2021 | 4:09 PM MDT

72F4E134004641B...
Carol M. Pierce Date
Director, Dept. of Family & Community Services

Cover Analysis

1. What is it?

Approving and Authorizing the Mayor to Execute a Grant Agreement with the U.S. Department of Health and Human Services, Early Head Start Program and providing an Appropriation to the Department of Family and Community Services beginning in Fiscal Year 2022.

2. What will this piece of legislation do?

This legislation appropriates Federal grant dollars enabling the Department to serve 128 children and families, pregnant women and families with children 0-3 years of age. The City of Albuquerque is the Early Head Start grantee for Bernalillo County. Early Head Start supports families in their effort to be effective and responsive parents. This program will offer low-income families childcare services, child development and parenting education along with family support services.

3. Why is this project needed?

Early Head Start is federally funded through the Office of Head Start of the Administration of Children and Families within the Department of Health and Human Services in Washington, DC. This grant is a continuous grant since 1997 that is renewed on an annual basis. This year's grant funds July 1, 2021 to June 30, 2022. The project is needed in order to continue the services to the community.

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

The City of Albuquerque, Department of Family and Community Services, Division of Child and Family Development is the recipient of a grant from the U.S. Department of Health and Human Services for \$2,012,979 in FY21 funds. Funds in the amount of \$492,018 are necessary for the match requirements. The required matching funds are made up of \$492,018 from the general fund and \$122,750 of non-cash in-kind.

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

No

FISCAL IMPACT ANALYSIS (Operating Funds)

TITLE: FY22 Grant Application with the United States

Legislation Type: R
FUND: 265 - Operating Grants

Dept: Family and Community Services

[] No measurable fiscal impact is anticipated, i.e., no impact on fund balance over and above existing appropriations.

[X] (If Applicable) The estimated fiscal impact (defined as impact over and above existing appropriations) of this legislation is as follows:

		Fiscal Years			Total
		2022	2023	2024	
Base Salary/Wages - ENT		1,222,759			1,222,759
Fringe Benefits at ENT	48.9437%	598,464			598,464
Base Salary/Wages - Admin		232,850			
Fringe Benefits at Admin	48.8740%	113,803			
Temp Wages					-
Temp F/B		-			-
Subtotal Personnel		2,167,876	-	-	1,821,223
Operating Expenses		337,121			337,121
Property				-	-
Indirect Costs	Waiver	-			-
Total Expenses		\$ 2,504,997	\$ -	\$ -	\$ 2,504,997
[] Estimated revenues not affected					
[X] Estimated revenue impact					
	Amount of Grant	2,012,979	-		2,012,979
	City Cash Match	492,018			492,018
	City In-kind Match				
	City IDOH	-	-	-	-
Total Revenue		\$ 2,504,997	\$ -	\$ -	\$ 2,504,997

Number of Positions created 40.5

COMMENTS: The FY22 application, for July 1, 2021 through June 30, 2022, includes \$2,012,979 in Federal, \$492,018 of City cash match, and \$122,750 of City non-cash in-kind match.

COMMENTS ON NON-MONETARY IMPACTS TO COMMUNITY/CITY GOVERNMENT:

PREPARED BY:

DocuSigned by:

Haiyan Zhao

FISCAL ANALYST

4/1/2021 | 11:38 AM MDT

APPROVED:

DocuSigned by:

Carol M. Pierce

DIRECTOR

4/2/2021 | 4:09 PM MDT

(date)

REVIEWED BY:

DocuSigned by:

Michael King

EXECUTIVE BUDGET ANALYST

4/5/2021 | 1:09 PM MDT

DocuSigned by:

Lawrence L. Davis

BUDGET OFFICER

(date)

4/5/2021 | 1:21 PM MDT

DocuSigned by:

Christine Boerner

CITY ECONOMIST

4/5/2021 | 1:33 PM MDT

Excluding temp/OT

				POSITION
ACTIVITY	Location	EMPLID	Full Name	JOB TITLE
3163450	Admin	000029681	Ruiz,Robellia O	Child Dev & Ed Prog Sp
3163450	Admin		Vacant	Child Dev & Ed Prog Spec
3163450	Admin	000025969	Dubriel,Daphne S.	Comm Services Prog Sp
3163450	McArthur	000033307	Chacon,Maria Florence	Head Teacher
3163450	Plaza Feliz	000029395	Pena,Lucia C	Head Teacher
3163450	School on Wheel	000003865	Johnson,Bernice	Head Teacher
3163450	Trumbull	000030231	Gonzales,Frances M	Head Teacher
3163450	Western Trail	000004841	Archibeque,Diane Y	Head Teacher
3163450	home based	000009840	Ramirez,Valarie A	Family Development Sp
3163450	home based	000017785	Martinez,Debra A	Family Development Sp
3163450	La Mesa		Vacant	Teacher
3163450	McArthur	000041971	Walton,Jessica R.	Teacher
3163450	Plaza Feliz	000042911	Sondgeroth,Maria C	Teacher
3163450	School on Wheel	000024450	Martinez,Tammy A	Teacher
3163450	Singing Arrow	000035687	Ortiz,Yvette	Teacher
3163450	Trumbull		Vacant	Teacher
3163450	Western Trail		Vacant	Teacher
3163450	Trumbull		Vacant	Teacher
3163450	Western Trail		Vacant	Teacher
3163450	La Mesa	000030597	Otero,Francine M	Teaching Asst
3163450	La Mesa	1E+09	Vacant Asst 2	Teaching Asst
3163450	McArthur	1E+09	Vacant Asst 3	Teaching Asst
3163450	La Mesa	000030597	Otero,Francine M	Teaching Asst
3163450	McArthur	000035961	Flores,Rachel	Teaching Asst
3163450	McArthur	000038959	Lucero,Vanessa I	Teaching Asst
3163450	Plaza Feliz	000031711	Jaramillo,Paula C	Teaching Asst
3163450	Plaza Feliz	000037078	Francia,Lauren A	Teaching Asst
3163450	School on Wheel	000031702	Porath,Clara I	Teaching Asst
3163450	School on Wheel	000034195	Ortiz-Tarango,Yvonne M	Teaching Asst
3163450	Singing Arrow	000029062	Fragua,Coral M	Teaching Asst
3163450	Singing Arrow	000043613	Gaines Felicitas	Teaching Asst
3163450	Trumbull		Vacant	Teaching Asst
3163450	Trumbull	000042880	Decker,Jessica M	Teaching Asst
3163450	Trumbull	000043004	AYALA,ESMERALDA	Teaching Asst
3163450	Western Trail	000004388	Chavez-Vargas,Jeanette	Teaching Asst
3163450	Western Trail	000024844	Chavez,Venessa M	Teaching Asst
3163452	Admin	000025745	Schacht,Allison L.	Program Data Analyst I
3163452	Admin	000006395	Watrin,Monica M	Comm Services Prog Sp
3163452	Admin		Vacant	Child Dev & Ed Prog Spec
3163452	Admin	000038479	Cacy, Sheena	Child Dev & Ed Prog M

3163452 Admin	000030992 Brown,Michele L	Office Asst	10005705
3163452 Admin	000042729 Zhao, Haiayn	Fiscal Staff 50%	00000000

Grant Personnel		Hrs	Salary
M Series		38,480	\$ 708,271
E Series			
C Series		35,360	\$ 514,488
			<hr/>
			\$ 1,222,759

Match Personnel		Hrs	Salary
M Series		4160	\$ 120,484
E Series		3120	\$ 83,766
C Series		2080	\$ 28,600
			<hr/>
			\$ 232,850
			\$ 1,455,610

	<u>Blended Rate</u>	<u>M Series</u>
20.23%	PERA	20.79%
7.65%	Medicare	1.45%
	Soc Sec	6.20%
2%	RHCA	2%
	Ret Life Ins	0.75%
	Unemp comp	0.25%
	Ins Admin	0.20%
		<hr/>
		31.64%
20.28%	Rate for OEB Health	19.53%

295210.95

C22	13.75	2080	28,600	14,311	5,623	2,188
E 16	27.88	1040	29,000	14,512	5,701	2,219
			1,455,610	728,387	286,173	111,354
Longevity Pay			1,373			

Blended Rate			Rate for OEB Health			
31.64%	\$	224,097	17.7792%	\$	125,925	
30.51%	\$	-	17.7792%	\$	-	Average rate of Fringe
30.51%	\$	156,970	17.7792%	\$	91,472	benefits for FIA
30.89%	\$	381,067	17.7792%	\$	217,397	48.67%

Blended Rate			Rate for OEB Health			
31.64%	\$	38,121	17.7792%	\$	21,421	
30.51%	\$	25,557	17.7792%	\$	14,893	Average rate of Fringe
30.51%	\$	8,726	17.7792%	\$	5,085	benefits for FIA
30.89%	\$	72,404	17.7792%	\$	41,399	48.67%

\$ 453,471 258,796

<u>E Series</u>	<u>C Series</u>	<u>B Series</u>			Grant
19.66%	19.66%	19.66%	Salary Total	\$ 1,455,610	\$ 1,222,759
1.45%	1.45%	1.45%	Fringe total	\$ 712,267	\$ 598,464
6.20%	6.20%	6.20%	IDOH	\$ 156,087.13	
2%	2%	2%		163287.13	
0.75%	0.75%	0.75%			
0.25%	0.25%	0.25%			
0.20%	0.20%	0.20%			
30.51%	30.51%	30.51%			
19.53%	19.53%				

5,929	572
6,012	580
301,748	29,112

Match

\$	232,850
\$	113,803

FY22 Budget

EHS Grant			
JOBTITLE	GRADE	Full Name	unt of POSITION NUMB
Child Dev & Ed Prog Spec	M14		1.50
Comm Services Prog Spec II	M13		1.00
Family Development Spec	M12		2.00
Head Teacher	M13		5.00
Teacher	M12		9.00
Teaching Asst	C26		17.00
GRANT Total			

City Match			
JOBTITLE	GRADE	Full Name	unt of POSITION NUMB
Child Dev & Ed Prog Mgr	E16		1
Child Dev & Ed Prog Spec	M14		0.50
Comm Services Prog Spec II	M13		1
Fiscal Staff 50%	M15		1
Office Asst	C22		1
Program Data Analyst I	M14		1
City Match Total			

35.50
5.00

Sum of Annual Wage

72,415		
39,541		
80,642		
205,858		
309,816		
514,488	1,030,162	309816
1,222,759		514488

Sum of Annual Wage

54,766
24,138
48,069
29,000
28,600
48,277
232,850

of Position
of Position

68848

FY22 COA EHS Grant Application

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SECTION I. Program Design and Approach to Service Delivery

(Sub-Section A): Goals

1. Program Goals, Measurable Objectives, and Expected Outcomes

The City of Albuquerque (referred to as COA Early Head Start (EHS) Program) provides child and family development opportunities and comprehensive services to pregnant women and families with children zero to three years of age. The COA EHS program service options include home visiting and center-based services with a total funded enrollment of 128. The center-based program operates 7 EHS center sites with a total of 13 individual classrooms designated for infants, young toddlers, and older toddlers. Of the 7 EHS centers, four of the centers are located on Albuquerque Public School (APS) grounds near Title I elementary schools. The home visiting program serves 24 expectant women and children ages birth to three. The COA EHS program approach to family growth, development, and sustenance is based on family-centered practices which embrace the concept of healthy child and family development to support school readiness and quality family and child outcomes.

The COA's EHS program goals, measurable objectives and expected outcomes for the project period of September 1, 2018 – June 30, 2023 are outlined below.

a) Program Goals

The COA EHS program goals focus on parents, child development and school readiness, community partnerships, and safety of children and staff. There have been no additions or deletions to the COA EHS's Program Goals, Measurable Objectives, and Expected Outcomes. Progress/Outcomes and Challenges for each goal are detailed in the Program Goals Template.

2. School Readiness Goals

The COA EHS School Readiness Goals have been developed to meet the Office of Head Start's mandated requirements and improve children's comprehensive learning outcomes across all developmental domains, including language, physical, social, cognitive, and approaches to learning. The program works to ensure children are ready for school and successful as life-long learners; and families are ready to support their children's learning. The COA EHS School Readiness Goals (SRG) align with the Head Start Early Learning Framework for children birth to three in the domains listed below. The sub-domains illustrate the alignment to the City's Early Head Start school readiness goal to support children's development and learning. There have been no additions or deletions to the COA EHS Program Goals, Measurable Objectives, and Expected Outcomes. Progress/Outcomes and Challenges for school readiness goals are detailed in the Program Goals Template.

Domain 1: Approaches to Learning

1. Emotional & Behavioral Self-Regulation - Children will manage feelings, emotions, actions, and behaviors with support from familiar adults.
2. Cognitive Self-Regulation – Children will focus attention, demonstrate purpose, and manage impulses with increasing ability.
3. Initiative and Curiosity – Children will attend to others and objects, explore their environment and materials, and engage in everyday experiences.
4. Creativity – Children will use their senses to engage, explore, and interact with others.

Domain 2: Social and Emotional Development

1. Relationship with Adults – Children will develop and maintain relationships with trusted adults for basic needs, security, and guidance.
2. Relationships with Other Children – Children will develop interest and attachments with other children and engage in interactions and play.

3. Emotional Functioning – Children will use a range of emotions to communicate, seek trusted adults for support and guidance, and demonstrate empathy toward others.

Sense of Identity and Belonging – Children will show awareness of self and others, and their uniqueness and individuality.

Domain 3: Language and Communication

1. Attending and Understanding – Children will recognize, understand, and respond to sounds, words, gestures, simple directions, and communication with others.
2. Communicating and Speaking – Children will express needs, wants, and feelings with others through sounds, gestures, and words.
3. Vocabulary – Children will understand and use an increasing number of words in communicating with others.
4. Emergent Literacy – Children will attend and show interest in songs, patterns, faces, and stories; develop interest in books and print materials; understand symbols; and develop skills in drawing and writing.

Domain 4: Cognition

1. Exploration and Discovery – Children will understand sense of self, others, ideas, and relationships
2. Memory – Children will recognize familiar and unfamiliar people, places, and things. Children will search for missing or hidden objects, and recall and use memories in new situations.
3. Reasoning and Problem Solving – Children will use strategies, reasoning, and planning to solve problems.
4. Mathematical Thinking – Children will develop an awareness of numbers, quantity, and characteristics of objects; and explore objects and things in their environment.
5. Imitation and Symbolic Representation and Play – Children will observe and imitate sounds, use objects new ways, pretend play, and understand experiences and situations.

Domain 5: Perceptual, Motor, and Physical Development:

1. Perception – Children will use perceptual information to understand objects, experiences, and interactions to direct their own interactions and experiences.
2. Gross Motor – Children will develop large muscles to move, explore, and develop body awareness, and how their body fits in their environment.
3. Fine Motor – Children will develop control of their hand and eye movements and coordination to explore, play, use tools, and participate in daily routines.
4. Health, Safety, and Nutrition – Children will demonstrate increasing independence, seek adult support for safe behaviors; and engage in healthy food choices and eating.

The COA EHS program ensures the School Readiness Goals align with the Head Start Early Learning Outcomes Framework: Ages Birth to Five (HSELOF) by using the HSELOF in the planning and development of the program's school readiness goals. These goals are also outlined to reflect the structure of the HSELOF's developmental domains and sub-domains. Other sources used in the planning of the City's School Readiness Goals were the New Mexico Early Learning Guidelines, and the program's curriculum, assessment, and screening tools. By utilizing the Head Start Early Learning Outcomes Framework and other resources, the City will ensure that the requirements and expectations of the local preschools, New Mexico Early Pre-K, and Head Start programs are met and children's transition out of our program is successful.

3. Program Goal Development

The COA EHS process to ensure engagement of governing body, policy council, and parents when developing program is explained below.

Ongoing communication is developed and maintained to ensure input is received from parents when developing program goals. For center-based parents, this takes place during regularly scheduled bi-monthly center-based parent meetings, parent-teacher conferences, and

home visits. Home based families are provided opportunities to give input on program goals during family socialization events and weekly home visits to solicit input for current program goals. During the course of the program year, open ended invitations are extended to parents and stakeholders to attend monthly policy council meetings when discussions take place concerning any or all of the program goals and how they impact service delivery to families. Policy Council membership includes center and home-based parents, meetings are scheduled consistently (3rd Wednesday of each month), and meetings are communicated in accordance with the Open Meetings Act. The Governing Body, which is the Albuquerque City Council, has appointed a City Council Liaison to participate in all EHS Policy Council meetings and trainings. The City Council Liaison provides information to the City Council President and council membership during committee hearings, council meetings, etc. Another opportunity for governing body input is through the Early Head Start Governance Advisory Committee enacted through City Council Ordinance (O-14-16), which meets quarterly to provide governance oversight of the Early Head Start program. Furthermore, the COA EHS program conducts an annual parent meeting to obtain input when developing program goals.

Sub-Section B: Service Delivery

1. Service and Recruitment Area

a) Service and Recruitment Area

The area served by the COA EHS program is the City of Albuquerque, and the surrounding areas in Bernalillo County, in central New Mexico. The City of Albuquerque consists of approximately 189.5 square miles within Bernalillo County. Families served live within the city limits of Albuquerque, or in areas of the county that are adjacent to the city boundaries. There are 3 agencies offering Early Head Start services within the City of

Albuquerque and Bernalillo County: The City of Albuquerque, Youth Development, Incorporated (YDI) and the Native American Professional Parent Resources, Incorporated (NAPPR). Communication, meetings and sharing of resources occurs between these three providers. Each organization is committed to ensuring that children and families are served by the program that best fits the family's need.

Although Bernalillo County is geographically the smallest of New Mexico's 33 counties, about one third (32%) of the state's population of about two million reside in the county (U.S. Census for 2019), most of them in Albuquerque. The City of Albuquerque is the largest municipality in New Mexico and is home to 560,513 residents (US Census, 2019).

	2019	2018	2017
New Mexico Population	2,096,829	2,095,428	2,088,070
Bernalillo County Population	679,121	678,701	676,773
Albuquerque Population	560,513	560,218	558,545

Source: U.S. Census, American Family Survey, population estimates Quick Facts data

The above chart shows the overall population for the State of New Mexico, Bernalillo County and the City of Albuquerque, all of which are relatively flat but showing some small increases. The University of New Mexico Bureau of Business and Economic Research has presented research that indicates Albuquerque population growth has not kept up with neighboring states, largely due to the slow recovery from the recession and wage rates that do not compete with other cities.

The COA EHS center sites all fall within the geographic boundaries of the Albuquerque Public School District (APS). APS is the local education agency for the state's largest school district with more than one quarter of the state's student population, nearly 80,000 students during the

2019-2020 school year. As with school districts nationwide, the Covid-19 pandemic impacted enrollment and method of instruction. For the 2020-2021 school year APS is comprised of 144 traditional or alternative schools/programs and 30 district charter schools. Among the 144 traditional or alternative schools/programs are 88 elementary schools (K-5), 5K-8 schools, 27 middle schools (6-8), 13 traditional high schools, 8 magnet high schools, and 2 alternative schools. Of the 88 elementary schools in Albuquerque, 71 are Title 1 schools, indicating widespread poverty rates throughout the city. APS serves a diverse student population with the following characteristics in 2020/2021:

- 66.7% of the student population is Hispanic
- 19.8% of the student population is non-Hispanic/White
- 5.2% of the student population is American Indian
- 2.6% of the student population is African American
- 66.4% qualify for free/reduced lunch
- 16.5% are English Language Learners
- 20% receive special education services

APS is a key partner for the COA EHS program. Four (4) Early Head Start program sites are located on APS school sites. The school sites have been selected based on several factors, including community need and adequate available space appropriate for a childcare center and state licensing requirements.

b) Evidence of Need

According to the Anne E. Casey Foundation Kids Count Data Book (2020), New Mexico ranks 50th in the country for child well-being. Over the last 5 years, New Mexico has ranked 49th or 50th. The KIDS COUNT Data Center maintains the best available data and statistics on the

educational, social, economic and physical well-being of children. With data at the local, state, and national levels, the Data Center features hundreds of indicators, many of which examine the effects of poverty and race on child outcomes (Annie E. Casey Foundation Kids Count, 2019), and provides an annual ranking of states on sixteen (16) key measures of child well-being. New Mexico has ranked near or at the bottom of state ranking for the past 5 years, with significant improvement in the measure of Health for 2020. These trends remain a clear indication of the needs and challenges faced by children across New Mexico.

Kids Count State Ranking			
	2020	2019	2018
Economic Wellbeing	49	49	49
Education	50	50	50
Health	41	48	48
Family & Community	48	50	49
Overall Ranking	50	50	50

Source: Annie E. Casey Foundation, Kids Count Data

New Mexico graduation rates remain low compared to other states; approximately 14% below the national average but on the rise. The Albuquerque Public School's graduation rates have fluctuated at the same rate as statewide graduation rates but are on an upward trajectory to include a significant increase for the Class of 2019.

Albuquerque Public School Graduate Rates			
Year	2019	2018	2017
Graduation Rate	73.4%	69.6%	67.9%

Source: New Mexico Public Education Department and APS

In order for young parents to further their education and complete job training programs and to improve their economic prospects, and for their children to enter school ready to learn, high quality early childhood programming is needed. A solid early educational background increases the likelihood of success for children in later school years. Research substantiates the

positive, long-term outcomes demonstrated by children from economically disadvantaged homes who received a high-quality, early education.

The number of uninsured children has dramatically decreased since implementation of the Affordable Care Act. New Mexico is an impoverished state and children are more likely to be enrolled in state funded Medicaid. According to the U.S. Census, as reported by New Mexico Kids Count 2020, ;nearly 60% of the under 21 population rely on Medicaid. The uninsured rate of children 0 to 19 for Bernalillo County is 4.3% (NM Kids Count Data Book 2020).

Even for families with insurance, low or diminished access to health care has a negative impact on health and well-being. According to the Kids Count Report, children ages 0 -17 have improved access to healthcare in Bernalillo County, and the trend is improving. Access to Physicians and Dentists is reported here based on the Robert Wood Johnson County Health Rankings and Road Maps (2020):

	Primary Care Physician Ratio	Dentist Ratio
Bernalillo County	970:1	1,170:1
New Mexico	1,340:1	1,490:1

The same Robert Wood Johnson County Health Rankings report discusses a “food environment index”, which is an index specific to factors that contribute to a healthy food environment with 0 as the worst and 10 as the best. In 2020, the average value (median) for counties was 7.6 and most counties fell between about 6.9 and 8.2 The food environment index for Bernalillo County is 7.3. NM IBIS reports that in Bernalillo County, the food insecurity rate for children age 0-17 years was 22.5% in 2017.

Albuquerque New Mexico is home to a diverse population and has a significant Hispanic population that grows each year. Below is race and ethnicity data for the City of Albuquerque.

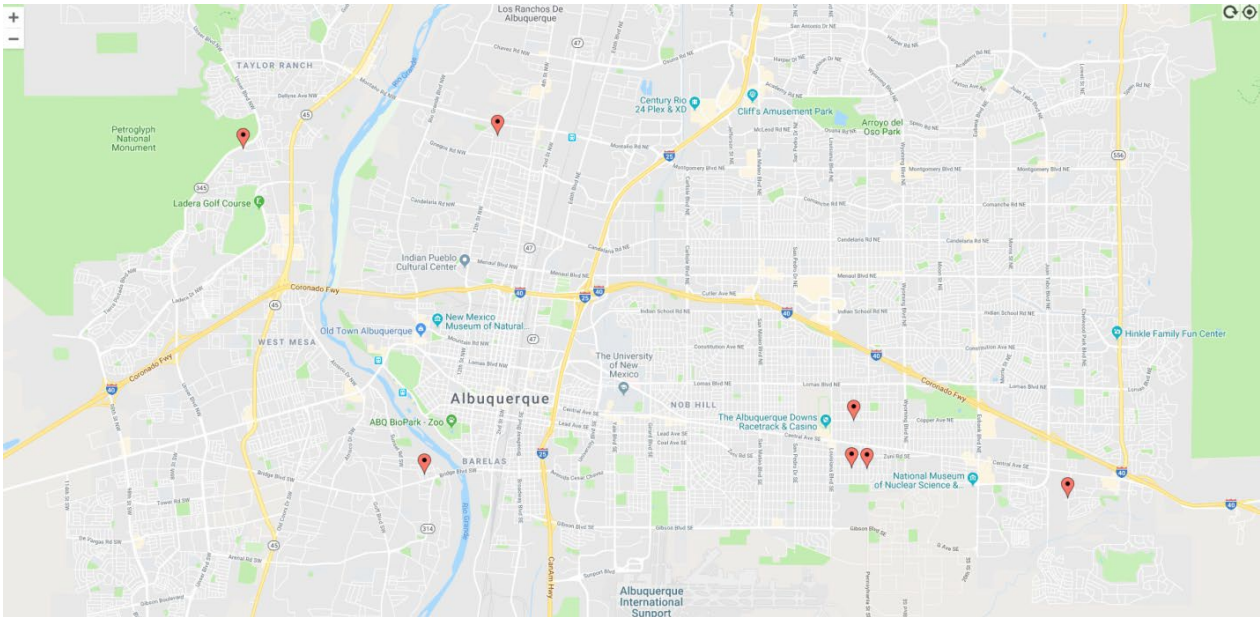
Race and Ethnicity in the City of Albuquerque, per US Census ACS 5 yr. Estimates						
Race and Ethnicity	2017 Population	2017 Percentage	2016 Population	2016 Percentage	2015 Population	2015 Percentage
Hispanic	270,215	48.5%	266,937	47.9%	265,097	47.7%
Non-Hispanic	286,503	51.5%	289,922	52.1%	290,995	52.3%
	556,718	100%	556,859	100%	556,092	100%
<i>Breakdown of Non-Hispanic Total Above</i>						
White	222,796	40%	226,255	40.6%	227,571	40.9%
Asian	14,214	2.6%	13,716	2.5%	13,634	2.5%
Native Hawaiian / Pacific Islander	389	0.1%	429	0.1%	379	0.1%
Some Other Race Alone	1,671	0.3%	1,780	0.3%	1,665	0.3%
African American	15,710	2.8%	15,756	2.8%	16,005	2.9%
American Indian or Alaska Native	21,346	3.8%	21,837	3.9%	21,109	3.8%
Two or More Races	10,377	1.9%	10,149	1.8%	10,632	1.9%
Total	286,503	51.5%	648,770	52%	650,227	52.4%

Source: U.S. Census Bureau ACS 5-year estimates for 2013-2017, 2012-2016, and 2011-2015

New Mexico is a multicultural state and the languages spoken reflect that multiculturalism. According to the Statistical Atlas website based on 2012-2016 US Census Data, New Mexico has the third highest rate of Spanish speakers in the home, after Texas and California. In Bernalillo County, Spanish is the primary language for 24.3% of households, and 4.4% report a primary language other than English or Spanish.

The sites for the COA EHS centers are located in various areas of the City of Albuquerque that have a demonstrated need for services, and are located in or near Elementary Schools with a

Title I designation with more than 50% of the student population qualifying for free or reduced school lunch. This designation indicates that the area is home to a high concentration of poverty. The following map shows the 7 Early Head Start center sites operated by the COADivision of Child and Family Development Administrative Office.



The following chart displays poverty levels for each neighborhood containing a City of Albuquerque EHS center site. Most centers serve a wide area of the city and not just the area served by the local elementary school

Median Income and Poverty % by Center Location			
COA Early Head Start Center	Median Income	Poverty %	Poverty under 5
Plaza Feliz	\$20,772	44.3%	57.1%
Sing. Arrow	\$26,662	37.2%	60.1%
Trumbull	\$20,772	44.3%	57.1%
School on Wheels	\$36,250	26.5%	34.8%
MacArthur	\$41,107	20.1%	12.3%
La Mesa	\$25,116	30.0%	17.3%
Western Trail	\$58,750	10.1%	27.0%

Source: U.S. Census 2017

c) Partnership Slots.

City of Albuquerque EHS does not currently have any child care partners.

2. Needs of Children and Families

a) Eligible Children Under 5 Years of Age and Pregnant Women by Geographic Location, Race, Ethnicity, and Spoken Language, Homelessness, Foster Care, Dual Language Learners, and Disabilities

The number of children in Albuquerque who could be eligible to participate in Head Start/Early Head Start was derived from the number of children under age five who live below the Federal Poverty Level as reported by the U.S. Census Bureau 5-year estimates. During the previous three years for which data is available, an average of 10,500 children under age 5 would be eligible due to a persistently high poverty rate of nearly 30% for young children.

Child Population and Poverty Rates in Albuquerque			
	3-year average	2017	2016
Albuquerque Child Population Under age 5	35,397	34,565	35,225
Poverty Rate	29.7%	29.6%	30.5%
Eligible children under age 5	10,516	10,247	10,731

Source: U.S. Census Bureau American Community Survey 5-Year Estimates for 2011-2015, 2012-2016, and 2013-2017

New Mexico is home to a diverse population and has a significant Hispanic population that grows each year. Below is race and ethnicity data for the City of Albuquerque.

Race and Ethnicity in the City of Albuquerque, per US Census ACS 5 Yr Estimates						
Race and Ethnicity	2017 Population	2017 Percentage	2016 Population	2016 Percentage	2015 Population	2015 Percentage
Hispanic	270,215	48.5%	266,937	47.9%	265,097	47.7%
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Two or More Races	10,377	1.9%	10,149	1.8%	10,632	1.9%
Total	286,503	51.5%	648,770	52%	650,227	52.4%

Source: U.S. Census Bureau ACS 5-year estimates for 2013-2017, 2012-2016, and 2011-2015

Data from the Program Information Report on women and children served indicates that the percentage of minority women and children served by COA EHS Program is higher than the overall rates for the city.

Race						
Year	% Native American	% Asian	% Black	% White	% bi or multiracial	other
PY 18	6.19	4.42	2.65	69.47	17.26	
PY 19	4.98	6.33	9.05	64.26	14.93	.45
PY 20	3.96	3.47	7.92	67.33	15.84	1.49

Source: COA EHS Program Information Reports

Ethnicity		
Year	% Hispanic	% Non- Hispanic
PY 18	79.2	20.8
PY 19	71.04	28.96
PY 20	74.26	25.74

Source: COA EHS Program Information Reports

New Mexico is a multicultural state and the languages spoken reflect that multiculturalism. According to the Statistical Atlas website based on 2012-2016 US Census Data, New Mexico has the third highest rate of Spanish speakers in the home, after Texas and California. In Bernalillo County, Spanish is the primary language for 22.9% of households, and 5.9% report a primary language other than English or Spanish.

Language spoken at home (other than English) 457,167 only speak English, of a total county of 642,294, age 5 and over	Bernalillo County, NM (% speaking noted language at home)	Bernalillo County, NM (Number of persons speaking noted language at home)
Spanish	22.9%	147,027
Asian and Pacific Island	2.2%	14,057
Other Indo European	1.6%	10,404
Other Languages	2.1%	13,639

Source: U.S. Census Bureau American Community Survey, 1-Year Estimate for 2019

The following chart illustrates the languages spoken in the homes of families with children and infants served by the COA Early Head Start program. Although English is the most common primary language, Spanish is spoken at high rates in the home.

Primary Language						
Year	# served	%English	% Spanish	% Middle Eastern	%East Asian	% Other
PY 18	226	81.86	12.34	3.54	2.21	
PY 19	221	70.59	18.56	4.52	2.71	3.62
PY 20	202	71.29	19.80	4.95	0.99	2.97

Source: COA EHS Program Information Reports

The Albuquerque Public Schools (APS) capture comprehensive student and family data. The Title I Office Homeless Project provides homeless student data in accordance with the McKinney-Vento Act. APS defines children and youth as experiencing homelessness if they:

- A. Live in transitional or emergency shelters
- B. Live in motels, cars, abandoned buildings or other inadequate accommodations

C. Are doubled up (two or more families in same household)

D. Are runaways or youth rendered homeless by their parents

2017-2018 APS Data	Homeless Students Enrolled	Unsheltered	Doubled Up	Staying in hotels/motels	Unaccompanied without a guardian
	4,245	883	1,997	206	818

Source: COA Homeless Coordinating Council Framework document, ABQ Public School Data

The City of Albuquerque EHS program is currently recruiting at a city homeless shelter on the west side of Albuquerque.

According to the Kids Count Report, the number of New Mexico children in foster care had increased steadily from 2012 (1,918 total children) to 2017 (2,656 total children); however, the 2018 figure shows a slight decrease overall to 2,506. The rate in under age 1 has maintained at 5%, while the 2018 rate from ages 1 to 5 had a notable decrease..

New Mexico Children in Foster Care			
	2018	2017	2016
Ages <1	137 (5%)	132 (5%)	143 (5%)
Ages 1-5	857 (34%)	981 (37%)	1,010 (39%)

Source: Annie E. Casey Foundation, Kids Count

The City of Albuquerque Early Head Start program has served a significant number of children in foster care. The data indicate that child welfare agencies are referring families to the Early Head Start program, with variability in numbers year to year. Below is the data from the COA Program Information Reports.

Foster Care and Child Welfare at COA EHS			
	PY20	PY19	PY18
Number of children enrolled in Foster Care	10	13	10
Families referred by Child Welfare Agencies	1	1	5

Source: COA EHS Program Information Reports

Infants and toddlers with disabilities in New Mexico are served through IDEA Part C services. In New Mexico, The Part C program is known as the Family Infant Toddler Program (FIT) and is administered by the NM Department of Health. When children turn 3, if they are eligible for IDEA Part B services, they are then transitioned to the Public Education Department(Part B) services and may receive special education services in a variety of preschool settings including public education preschools, Head Start, or other preschool settings. Infants and toddlers with special needs are eligible for FIT services based on four eligibility categories: Developmental Delay of at least 25%, Established Condition, Medical Risk, and/or Environmental Risk. Early Head Start children are served via the NM FIT program (Part C). PartC Early Intervention services are provided in the home or in the classroom with other children present. According to the NMFIT Report to the Public July 2015 through June 2016, 4.48% of children 0-3 in Bernalillo County have Individual Family Service Plans (IFSPs) with Part C agencies.

In addition to the data regarding percent of children served by special education programs, the Kids Count data sponsored by the Annie E. Casey Foundation report (updated November 2014) shows that additional children age birth to five are at risk for developmental delays. The data included in the New Mexico Kids Count data center states that 23% of all NewMexico children under age six are identified as being at risk via a survey of Parental Predictive Concerns.

Percentage of COA EHS Children Served with IFSPs		
Year	Children Served	% w/ IFSP
PY 18	219	33.33%
PY 19	213	23.94%
PY 20	194	26.29%

Source: COA EHS Program Information Reports

b) Data Regarding the Education, Health, Nutrition, Social Service, Child Care, ParentSchedules and Other Service Needs

Education levels of families enrolled in the City of Albuquerque EHS program demonstrate an upward trend, but are still lower than the overall averages for Albuquerque and Bernalillo County. The percentage of parents with BA or Advanced degrees has grown significantly in recent years. Program design and structure of the EHS program allows families to pursue opportunities to further formal education, thus increasing economic stability and upward mobility.

Highest education level per family at COA EHS					
Year	# families	% < HS	% HS/GED	% some college	% BA/Advanced

PY 18	206	25.75	11.88	48.51	11.88
PY 19	201	15.42	22.39	44.28	17.91
PY 20	176	16.48	23.30	38.64	21.59

Source: COA EHS Program Information Reports

Access to healthcare is critical in the early years. Access to healthcare remains a priority for the COA EHS program. At enrollment, each child is provided required screenings within the mandatory 45-day period and resources are provided for those lacking a medical or dental home. Most children and pregnant women come to the program with a medical home, unless they have just moved to the area. However, many children do not have a dental home. COA EHS is partnering with dental providers and the Department of Oral Health to educate parents on the importance of dental care for children over 12 months of age.

Health Status Information at COA EHS							
Year	# children served	%with dentist at start of year	% with dentist at end of year	% UTD Immuniz. at start of year	% UTD Immuniz. at end of year	% with doctor at start of year	% with doctor at end of year
PY 18	219	36.97%	49.77%	93.61%	95.43%	92.69%	90.87%
PY 19	213	33.80%	59.62%	90.61%	94.84%	93.43%	93.43%
PY 20	194	44.85%	61.34%	90.72%	94.85%	95.36%	95.36%

Source: COA EHS Program Information Reports

COA EHS Program Information Report data indicates that most children, as well as pregnant women, have health insurance, with the largest numbers of women and children accessing insurance through state funded Medicaid. The chart below displays information on insurance coverage for children enrolled in the City of Albuquerque Early Head Start program.

Number of Children with Health Insurance at COA EHS			
	PY 20	PY 19	PY 18
Total Children	194	213	219
Medicaid/CHIP	182	206	207
Private	7	4	6
Other	0	2	3
No Insurance	5	1	3

Source: COA EHS Program Information Reports

The profiles of COA EHS parents indicate a variety of interesting information with regard to whether the child(ren) are living in single or two parent families, and whether the parents are enrolled in school/job training, working, or staying home. The number of children living in single parent homes has trended down steadily, while the number of two parent households has also trended up.

Single Parent Families at Enrollment at COA EHS					
Year	# of single parent homes	% employed	% not employed	% in school	% not in school
PY 18	101	60%	40%	25%	75%
PY 19	93	59%	41%	29%	71%
PY 20	65	55%	45%	18%	82%

Source: COA EHS Program Information Reports

Two Parent Families at Enrollment at COA EHS							
Year	# of two parent homes	% both employed	% 1 employed	% neither employed	% both in school	% 1 in school	% neither in school
PY 18	105	47%	45%	8%	14%	36%	50%
PY 19	108	39%	45%	16%	17%	28%	56%
PY 20	111	41%	47%	12%	20%	20%	60%

Source: COA EHS Program Information Reports

Data on parents of children enrolled in the COA EHS program from the Program Information Report indicate that significant numbers of parents work or attend school vs staying home. These parents find it difficult to afford high cost child care; therefore, the need of parents for affordable, quality Early Childhood Programming becomes more urgent. This further demonstrates the need that exists among families receiving services through the Early HeadStart program.

The following chart captures a snapshot of the types of family services provided by referral to partner agencies or by the program to families enrolled the COA EHS program from the last three program years (note: some families requested multiple services or more than one referral by category). This gives a good indication of the types of services needed by families.

Percentage of COA EHS families receiving services by program year						
Service	2017 interest/ need	2017 received	2018 interest/ need	2018 received	2019 interest/ need	2019 received
crisis intervention	19	22	17	20	4	7
Housing assistance	20	19	20	16	5	7
mental health	5	5	3	4	4	4
ESL	0.8	1	0.5	1	2	4
Adult education	10	10	1	2	20	3
job training	7	8	1	2	6	0
Substance abuse prevention	2	6	1	2	2	1
substance abuse treatment	3	3	1	2	2	1
child abuse and neglect	3	5	2	2	1	2
domestic violence	2	3	1	1	0	1
child support assistance	25	6	1	2	2	4
health education	25	61	10	48	2	64
assist families of incarcerated	2	2	2	0.5	0	0
parenting education	28	46	24	29	31	61
marriage education	2	2	6	4	2	0
asset building	5	7	15	12	3	4
# families w/ at least 1	36	68	33	61	51	97

Source: COA EHS Program Information Reports

c) Availability of Other Programs and Approximate Number of Eligible Children Served

The New Mexico KIDS website is a resource for families and providers related to childcare services in New Mexico. One of the resources provided on this website is a child care search database. According to the NM KIDS Child Care search database, as of March 15, 2021, there

were 20 Registered Family Child Care Homes in the City of Albuquerque (within a 10 mile radius). In addition, Albuquerque has 63 Licensed Family Child Care homes. There are a total of 193 centers providing care for children 1 through age 5 excluding HS and NM PreK programs.

Infant care is slightly more limited, whether it is family home care or center-based care. Albuquerque has a total of 186 locations (counting both centers, and licensed and registered homes) that provide infant care. Since high quality infant care is essential to optimal developmental outcomes, it is also important to consider quality ratings of infant care. New Mexico uses a “Star” system to rate child care quality with 5 Stars being the highest. (5 Star Centers have standards and practices in place that are similar to EHS/HS standards including lower ratios, higher qualifications for teachers and use of educational curriculums.) The New Mexico KIDS website also provides star levels of available child care locations throughout New Mexico. According to the New Mexico KIDS database, of those locations that provide infant care, Albuquerque has a total of 80 that have achieved at least a 4-star level of quality.

County	Ratio	Total capacity licensed childcare facilities for age 5 and under	Estimated population of children age 5 and under
Bernalillo, NM	0.6	24,617	40,842

Source: NM Public Health IBIS Data

Numbers of child care locations do not provide the full picture--it is also important to look at the number of available “seats” per child. Unfortunately, seats for children under the age of 6 with working parents are scarce in general in New Mexico, including Bernalillo County. NM IBIS data available March 2021 reflects this data via a ratio, per the above chart —low ratios indicate that there are few childcare seats per child. Higher ratios indicate that there are more seats

available (and when the ratio is greater than 1, there are actually more seats than children. In addition, access to these seats is limited for low-income families due to prohibitive cost. This data tells us that there is a significant need to provide center-based Early Head start services, along with other high quality, center-based early education experiences for young children.

The number of home visiting slots offered COA EHS has decreased over time due to the increasing number of home visiting programs in Bernalillo County and the increased interest in and need for the center-based option for families working and/or attending school.

3. Proposed Program Option(s) and Funded Enrollment Slots

a) Proposed Program Option(s)

The COA EHS proposes a program option that includes both center-based and home-based services based on Head Start Performance Standards (HSPPS) 1302.20 Determining Program Structure and 1302.11 Determining community strengths, needs, and resources. These program options are the most appropriate to meet the needs of children and families in Bernalillo County as demonstrated by data from the 2019 EHS Community Assessment.

The City of Albuquerque operates 7 Early Head Start centers serving 104 infants and toddlers as well as a home-based option serving 24 pregnant women, infants, and toddlers. All City of Albuquerque Early Head Start Centers are located on or near Elementary Schools with a Title I designation with more than 50% of the student population qualifying for Free/Reduced lunch. This designation indicates that the area is home to a high concentration of poverty.

City of Albuquerque EHS program will meet the needs of working families and those attending school by providing EHS services for 6.5 hours per day, 225 days per year for a total of 1,462.5 annual program hours. This exceeds the EHS Program Performance Standards (1302.21) – Center based option (c) Service duration (1) Early Head Start.

The COA EHS home-based services will be provided to each family for 1.5 hours per week with a minimum of 46 visits per year. In addition, 22 group socialization opportunities for families will be offered annually in accordance with the EHS Program Performance Standards (1302.22) Home-based option (c) Service duration (1) Early Head Start. Pregnant women will receive services in their homes based on a schedule appropriate to their individual needs. Pregnant women will be assisted to locate and access a medical home for ongoing health care, oral health care, nutrition assistance, mental health services, substance abuse prevention and treatment (if needed), and emergency shelter or transitional housing in cases of domestic violence. Pregnant women will also be included in and encouraged to attend all parent engagement activities including socializations.

b) Locally Designed Program Option Variation (LDP) Waiver under 1302.24 (c)

The City of Albuquerque Early Head Start program is not requesting a waiver at this time.

c) How Program Option(s) Will Meet Needs of Children and Families

Center based services reflect the PIR data demonstrating a significant number of parents who are either working or attending school and require full-day year-round care. Furthermore, the 2020 EHS Community Assessment and PIR data indicate a high need for center-based EHS services in Bernalillo County with almost half of children under the age of 5 lacking access to EHS services and/or other high quality, center-based early education opportunities for young children. Finally, the 2020 annual family survey indicated that 72% of families responding reported that if the EHS center-based program was not available, they would be unable to work or attend school.

While several other home-based providers exist in Bernalillo County, there is a continued unmet need for services specific to infants and toddlers. Continued EHS home-based services will ensure pregnant women access to prenatal education and reduce the social determinants of health associated with poverty, as well as related health outcomes such as preterm birth, low birthweight, and infant death, especially for babies born to teen mothers. Home-based services allow families who prefer to receive EHS services in their home the continued opportunity to do so. While the number of home-based slots available to families has been reduced over time, the City of Albuquerque EHS program continues this program option to meet the needs of families who prefer home-based services. Home-based services are also available for pregnant women, increasing access to resources and supports including prenatal education and care proven to increase rates of healthy pregnancies and deliveries.

The need for full-day, year-round services in Bernalillo County is demonstrated by the 2020 EHS Community Assessment data, annual PIR trends, and family survey results. The vast majority of EHS parents are employed, seeking employment, and/or attending school. Furthermore, while unemployment rates in Bernalillo County have decreased, rates remain higher than the national average. Thus, families require full-day, year-round services in order to maximize their employment and/or educational opportunities.

d) Funded Enrollment Changes

The COA EHS program is not proposing to change or convert the number of funded enrollment slots for center or home based at this time.

4. Centers and Facilities:

a) Additions, Deletions, or Changes

The COA EHS program is not proposing any additions, or changes to the current service locations, including partnerships for the center or home-based program options.

b) Minor Renovations and Repairs

The COA EHS program is not proposing any minor renovations and repairs for the center or home-based program options.

5. Eligibility, Recruitment, Selection, Enrollment, and Attendance

a) Recruitment Process

The COA EHS uses the Community Needs Assessment to discover areas of the city that have the most families living under the Federal Poverty Line. This data provides focus areas for recruitment. Examples include Walmart in the Southeast area of Albuquerque and City of Albuquerque public libraries in low-income neighborhoods. The COA EHS program conducts recruitment activities during family events that bring together all types of families in the city. Examples include Expo NM Flea Market, the NM State Fair, Hispanic Cultural Center's Halloween Trunk or Treat, and Grower's Market. Additionally, the program continues to collaborate with other agencies in the community that provide family focused services to low income families. Examples include: The City of Albuquerque's Multi Service Centers, University of New Mexico Southwest Mesa Health Clinic, US Marines "Toys for Tots", City of Albuquerque Summer Lunch Program, Rio Grande Food Project and the Public Service Company of New Mexico Good Neighbor Fund. During weekly management meetings, the team continually analyzes recruitment strategies that are used, redirecting efforts as appropriate to reach the most eligible families within the City of Albuquerque.

i. Specific efforts and expected challenges to actively locate, recruit, and enroll vulnerable children, including children with disabilities, children experiencing homelessness, and children in foster care

The COA EHS program has developed effective and collaborative relationships with the Part C (Early Intervention) agencies for referrals and services. The COA EHS program partners with Part C agencies such as Alta Mira, Inspirations, FOCUS, Liferoots, Peanut Butter and

Jelly, and NAPPR. There is currently an existing MOU in place with NAPPR and many in development with other Part C agencies. Additional referrals are received from CYFD (Children Youth and Families Department) of families involved with Child Protective Services. The COA EHS program partners with Heading Home (an agency that works with The City of Albuquerque's population that are experiencing homelessness) to enroll families and by going to the Westside Emergency Shelter to meet with the families in need. Some of the challenges in working with the most vulnerable population, especially families experiencing homelessness is the transient nature of the population.

b) Program Strategy to Promote Regular Attendance

All Early Head Start staff will promote the importance of regular attendance. The center will attempt to contact the parent for the safety of the child, if there is no contact from the parent within one hour of the start time. The center will work to directly contact the family and assist the family in resuming attendance, if there are two consecutive unexcused absences. The COA EHS management information system is able to track attendance of children as well as the reasons for the absences. The data for the reasons for low attendance is analyzed during weekly management meetings when the average daily attendance falls below 85%.

The COA EHS program supports families by assisting them in increasing attendance. Staff discusses the reasons for the chronic absenteeism, individualizes the issue and sets goals to increase the attendance with families. For example, if the problem is transportation, bus passes are provided to the parent. Every effort (direct contact or mail) is made to contact the family if a child stops attending to ensure that the child resumes regular attendance.

6. Education and Child Development

a) Center Based Curriculum:

Creative Curriculum is implemented in the center-based program option to support children's development and learning and to guide teaching practices. Creative Curriculum is a research-based curriculum which focuses on children's daily routines and experiences as an important part of their learning and development. Children can initiate their own learning through play and interactions with caregivers and their environment. Teaching practices and responsive caregiving with a focus on current learning theories and practices are outlined. Creative Curriculum also provides a description of developmental scope and sequence in their objectives for learning and development. These objectives align with the learning domains in the Head Start Early Learning Outcomes Framework (HSELOF). Together, these components help teachers respond and nurture infants and toddlers' rapid growth and development, and meet the individual learning needs of children.

b) Home Based Curriculum:

The COA EHS home based program utilizes the Parents as Teachers (PAT) curriculum which includes milestones assessments, prenatal education, post-partum education, child development activities, and parenting education.

Parents as Teachers is a research-based curriculum that has an organized developmental scope and sequence that includes plans and materials for learning experiences based on developmental progressions and how children learn. PAT focuses on domain specific, developmentally appropriate content and skills that contribute to children's later development in that domain. PAT addresses all areas of the HSELOF and promotes measurable progress towards goals outlined in the Framework. The curriculum is delivered to parents as the primary audience with development-centered parenting, is intended for parents, and provides parent and child opportunities to practice activities. PAT also focuses on the family's traditions, culture, values, and beliefs.

The COA EHS will provide ongoing training and professional development that includes both introductory and advanced trainings on the curriculum based on needs identified by homevisiting staff and recommendations by Parents as Teachers.

The City of Albuquerque's EHS program provides 22 socializations per year. Socializations provide opportunities for families to engage with other families and provide experiences related to their child's learning and development. Activities offered have included Museum of Natural History, Explora children's science center, A Park Above, ABQ Bio Park Aquarium, and the Albuquerque Zoo and focus on all domains of the Head Start Early Learning Outcomes Framework. Socializations also support family well-being and include educational

topics such as financial literacy, household safety, oral health, “Dad’s Day” and “Plan Your Child’s Future” (Head Start, Early Pre-K, Preschool and Pre-K).

The COA EHS *School Readiness Goals Alignment Chart* is attached to demonstrate the alignment with the Early Learning Outcomes Framework (ELOF), NM Early Learning Guidelines(NMELGs), Creative Curriculum for center based, and Parents as Teachers (PAT) for the home-based program.

By ensuring the curriculum is responsive to children’s and family’s strengths and needs, culture and language, and the educator’s intended use, the City of Albuquerque Early Head Start Program is able to support staff in implementing the Creative Curriculum with fidelity. The COA EHS also uses observational checklists, staff assessments, and professional development plans to evaluate on how the curriculum is being used and if any changes and improvements need to be made. This information also guides planning for staff development and trainings. The COA EHS also uses the Creative Curriculum’s rating scale, Coaching with Fidelity, as part of the program improvement process and school readiness goals.

c) Developmental Screenings and Assessments

The COA EHS program uses the Ages and Stages Questionnaire as the developmental screening tool. The ASQ-3 and ASQ/SE is used to identify the developmental milestones for each child, support parents in their child’s learning, and celebrate their developmental achievements. Children with possible developmental delays are identified and referred for further evaluation and services via Part C agencies and supported through educational goals and learning activities. The ASQ tools allow teachers and parents to plan for their child’s

learning and support their progress. The ASQ is culturally sensitive and is available in many different languages.

The COA EHS uses My Teaching Strategies[®] as the on-going assessment. Creative Curriculum and My Teaching Strategies[®] connect the curriculum and assessment to intentional and responsive teaching by aligning the curriculum's objectives and dimensions. This allows teachers to monitor the progress of a child's development and learning across the continuum of development. Parents are invited to participate in their child's assessment process by providing information, sharing experiences, and their expectations. Together, parents and teachers develop educational goals and activities to help their child grow and learn.

In conjunction with the Parents as Teachers (PAT) curriculum, the Milestones by School Readiness Domain is utilized for the home-based program assessment tool for obtaining and using data on children's developmental progress. The five domains and areas on the Milestones by School Readiness Domain align with the five essential domains in the Early Learning Framework Outcomes (ELOF) in language and literacy, cognition and general knowledge, physical development/health, social and emotional development, and approach toward learning. Additionally, the Milestones by Age are consistent for language, cognitive, social-emotional, and motor.

Parents provide feedback and ask questions on the selected screening and assessment during home visits, parent teacher conferences, everyday communication, parent meeting, Policy Council, and other communication opportunities.

7. Health

a. i. Health Status, Ongoing Care, and Timely Follow-Up Care

During the intake process, families are asked about insurance and medical and dental homes. When a family is offered a slot in a center, the ERSEA specialist confirms the medical information and notifies the lead teacher if the child lacks insurance, does not have a medical home, or is over 12 months of age and does not have a dental home. The teaching staff work with the family at the time of enrollment in the center and provide a listing of community resources. If the child's immunizations are not up to date, the teaching staff talk to the parent about getting the missing immunizations before the child starts at the center in accordance with New Mexico licensing regulations. Additionally, the teaching staff have the parent sign a release of information for the child's doctor and dentist (if applicable) to acquire medical records and establish whether or not the child is up to date..

Furthermore, the COA EHS program requests medical records at regular intervals to ensure that children remain up to date with medical and dental care. The program also reminds parents before their child is due for a dental or medical checkup, and when a child's immunizations are not up to date. Teachers and home visitors follow up with the family to find out if an appointment has been made and that the child has received the checkup.

a. ii. Mental Health and social emotional well-being:

If a parent shares concerns about their child's mental health or social and emotional well-being, the teaching staff or home visitors first share their observations of the child and offer input on bonding, attachment, parenting etc. If the teacher or home visitor has additional

concerns, they will discuss their concerns with the parent as well. If the concerns are not resolved, with parent permission, the teacher or home visitor will refer the parent to the mental health services offered by the UNM Center for Development and Disability. In somecases, Part C agencies may also be able to support children and families with services. If parents request mental health services for themselves, the COA EHS will refer them to an agency from the resource book and provide a warm handoff during the referral process.

The COA EHS program is in the process of identifying a partner organization to providethe services described in 1302.45. The COA EHS program is currently exploring community partnerships and funding sources to meet this need.

8. Family and Community Engagement

a) Program Strategies for Building Relationships with Families

The COA EHS home visitors work with families to schedule regular weekly appointmentsat the same day and time each week to assist parents in establishing consistency, although there is flexibility in scheduling when needed. In all environments, home visitors show respect by being open minded and adaptable and displaying comfort in each family's home as well as honoring cultural traditions followed in the home. Home visitors respectfully ask questions about a family's culture as appropriate so they can better understand the family and be sensitive to the family's cultural traditions. During home-based program events, cultural differences and needs are taken into account when selecting the food that is provided. Home visitors take time to understand and build relationships with families before addressing any difficult topics. These topics can be addressed more effectivity when families trust home visitors and home visitors can figure out the best way to approach the topic when they have a trusting and positive relationship with the family. Fathers are encouraged to participate in all

activities provided by the home-based program. Spanish-speaking families are assigned to a bilingual home visitor, and curriculum materials and handouts are available in Spanish.

The COA EHS Randolph main office location has been reconfigured and has a family and child friendly room where individual families or small groups can meet privately with program staff. This room has toys and books, and items are labelled with names in English and Spanish to promote literacy. Families who speak other languages are encouraged to share words for the items as well.

b) Engagement Activities

The COA EHS home based program uses Parents as Teachers curriculum. PAT activities engage parents and support parent/child relationships. Home visitors use PAT milestones to assess children's development. PAT also includes plans and materials for learning experiences to support and extend children's learning at various levels of development. Socializations also provide opportunities that strengthen parent/child relationships and support child development. Parents as Teachers curriculum encourages book sharing and home visitors swapbooks with families to encourage literacy. Home visitors provide activities that encourage singing nursery rhymes, and naming objects, people, places, textures, colors, and feelings. Parents as Teachers also provides parent handouts and activities in English and Spanish.

c) Research Based Parenting Curriculum

The COA EHS program has selected the Parents as Teachers curriculum as the research-based parenting curriculum. The PAT curriculum promotes the role of parents as their child's first educator. Home visitors use the PAT milestones by domains assessment for each child in the home-based program. Parents select goals for their children based on the child's current stage of

development, and home visitors provide activities from the PAT curriculum for parents to do with their children that support the attainment of that goal. The educational handouts provided to parents are also selected based on each family's interests and needs.

d) Program Strategies for Family Partnership Services

The COA EHS program values the relationship with parents. The COA EHS program's approach to family growth, development, and self-sufficiency is based on family-centered practices which embrace the concept of healthy child and family development to support school readiness. In conducting the family assessment, a strength-based approach is utilized to identify family strengths and needs in the development of family and individualized goals for children. These goals are monitored for progress and completion. In some instances, the goals may be redirected or new goals may be developed and evaluated as part of the Individualized Family Partnership Agreement (IFPA) process. Center based teaching staff complete the Strength Needs Assessment every 3 months and the home visiting program every 6 months. The COA EHS teachers and home visitors review and discuss the family and child outcomes with parents at weekly home visits and monthly family socializations, center-based home visits, parent-teacher conferences and center meetings, and during daily interactions as part of the communication process with parents on the center based daily sheets.

e) Examples of Community Partnerships

The COA EHS program is charged with ensuring community engagement is continually emerging in areas of health, early intervention, and social services. Through collaborative efforts with community-based agencies, children and families are afforded every opportunity for success in life. Several community partnership members also serve as content experts on the EHS Health Services Advisory Committee (HSAC) or EHS Policy Council as community

representatives. A tremendous benefit to the program is the provision of professional development training to EHS administration, teaching, and home visiting staff on health and safety practices, child development and school readiness, and other topics facilitated by these content experts. One of the many robust community partnerships with the COA EHS program is the New Mexico Department of Health/Public Health Division – Office of Oral health and the Women, Infants, & Children’s (WIC) program.

Through ongoing collaborative and networking efforts, the Office of Oral Health continues to be instrumental in providing professional development training on oral health education and preventive care to EHS center-based teaching, home visiting, and EHS administrative staff. Topics include Baby Bottle Tooth Decay, Teething, the importance of 1st Dental Visits and Identifying a Dental Home, Pregnancy and Oral Health, Tooth Eruption Charts, and Substance Abuse. Trainings are conducted in both English and Spanish to support dual language families, promote the importance of oral health and its impact on early learning and child development, and help ensure that quality comprehensive services are provided to families with children zero to three years in age in support of school readiness. Another highlight of the partnership with the Office of Oral Health is parent education and training to include hands-on activities that promote oral health and preventive care for the EHS center and home-based program.

The COA EHS partnership with WIC allows teaching staff, home visitors, and EHS administrative staff access to resources in several languages on nutrition education and information pertaining to specific infant/toddler feeding patterns or concerns, changes to current WIC scope of services and eligibility, peer counseling, parent access to online training resources on nutrition, breastfeeding, meal preparation & cooking, importance of physical activity, food

purchases, and how nutrition plays an important factor in school readiness. Through this partnership, families that receive WIC services are referred to EHS and vice versa, sharing the responsibility of recruitment of eligible families which benefits both EHS and WIC programs, increase in parent's knowledge base on nutrition, meal preparation, and understanding the connection of school readiness and overall health.

A collaboration with the University of New Mexico College of Nursing provides a screening fair on site at no charge. Screenings for hearing, vision, lead, hemoglobin and height/weight were provided for COA EHS children.

9. Services for Children with Disabilities

a) Full Participation in Program Services under IDEA for Children with an IFSP or IEP

The COA EHS program has been providing services in Bernalillo County for 24 years with a history of serving infants/toddlers with disabilities in the EHS program. According to the current COA EHS ERSEA plan, children with disabilities receive additional selection criteria points.. COA EHS has consistently met and will continue to not only meet but exceed the requirement that at least 10% of its funded enrollment slots are filled by children with disabilities. COA EHS is able to achieve this through strong relationships with local Part C providers. The COA EHS Program Manager participates in extensive networking in the Part C community to help ensure the 10% requirement is met, and this strategy will continue. The COA EHS meets with Part C providers to share information and updates regarding COA EHS services and includes Part C providers in the Health Services Advisory Committee (HSAC). COA EHS also participates in regional New Mexico transition team meetings for children transitioning from Part C to Part B services.

The New Mexico Family Infant Toddler (FIT) program of the NM Department of Health is the

lead agency for Part C. FIT providers serving infants and toddlers with disabilities provide services in home and community-based settings and work in close collaboration with EHS and child care providers. In Bernalillo County, there are seven FIT providers (some of which provideservices to specialized populations, e.g., infants/toddlers who are at environmental risk), and one additional FIT provider that serves children/families statewide, along with the NM State Schools for the Deaf and for the Visually Impaired. COA EHS will continue and renew relationships with Part C providers that serve Bernalillo County via individual meetings with representatives from each FIT program. Since programs go through changes in personnel and internal processes, these meetings will ensure that all FIT providers serving children enrolled in COA EHS are familiar with COA EHS services and that COA EHS is kept abreast of referral requirements and services of the FIT providers.

b) Individualization for Children with Disabilities

COA EHS will continue to refer infants and toddlers enrolled in EHS services to Part C services for developmental evaluations when concerns are identified. Concerns are typically identified via the ongoing developmental screening and assessment process.. Additionally, a parent, teacher, or home visitor may note a concern during the course of day-to-day interactions. Once a concern is identified, concerns will be discussed with the child's parent(s), and upon consent, a referral to the appropriate FIT provider will be made. The decision regarding which FIT provider COA EHSrecommends for referral will be based on parent preference, specific need/concern related to the child (since some providers serve specialized populations) and the ability of the provider to respond quickly to a referral. If an infant or toddler with a previously identified disability and an IFSP is enrolled in COA's EHS program, FIT services are provided to the child/family, as appropriate, in the setting where the child receives EHS services (e.g. family home, EHS center).

Based on the child's needs and goals identified in the IFSP, children may receive specialized services such as Speech, Physical, and Occupational Therapy Services, Music Therapy, Social Work, Infant Mental Health, Nursing, Nutrition and other services designed specifically to meet the child/family IFSP outcomes.

10. Transitions

A child's transition into the COA EHS program begins at the initial intake. Families who meet the eligibility criteria choose the EHS centers that best meets their needs and the needs of their child. They are also provided assistance in completing all required documentation for the center or home-based program including updated immunizations or establishing a medical or dental home.

The intake specialist informs families when a space is available at a center. Families call the center and set up an appointment for center enrollment. The teacher at each center completes the enrollment process, reviews procedures, and completes additional documentation with families. Families tour the center and meet the teaching staff. A date is set for a transition day for child to begin attending the center. On this transition day, the child will attend a half day of class. A parent will stay with the child in the class for two hours, and observe and participate in classroom activities, such as breakfast and diaper changes. Parents are encouraged and supported, as they participate in these activities. After the two hours, parents leave and the child stays with the teaching staff. The child is picked up after lunch and parents can ask questions or discuss any concerns with their child's teacher at this time. If the parents and child are ready, the child can start attending for the full day.

Children and families are also supported during the transition out of the COA EHS program. A transition meeting is held six months before the child ages out. Parents share where

they would like their child to attend when they age out of the program. Parents are provided resources and information to ensure a smooth transition. The teaching staff also provides information for state subsidy if needed. If a family chooses to attend another COA program, staff work with the enrollment office to support families. A similar process is used when families choose to attend another program or move out of state.

11. Services to Enrolled Pregnant Women

a) Access to Ongoing Care for Enrolled Pregnant Women

Albuquerque offers many resources for health care, and under the Affordable Care Act, Medicaid is available to almost all families who qualify for the EHS program. In the event that a woman should enter the program without insurance, home visitors aid the woman in qualifying for Medicaid. If she does not qualify for Medicaid, home visitors consult with community partners and other Head Start programs in the area to locate a source of affordable health care. If she does not have a primary care doctor, the home visitors provide assistance in identifying a provider. Home visitors also encourage pregnant women to seek dental care during their pregnancy and provide dental resources. The COA EHS program facilitates access to ongoing care for enrolled pregnant women through utilization of a systems referral approach.

f) Program Strategy to Provide Prenatal and Post-Partum Information, Education and Services

Home visitors conduct monthly home visits with pregnant women utilizing the Parents as Teachers curriculum which covers topics including fetal development, nutrition, risks of alcohol and drugs, post-partum recovery, infant care and safe sleep practices.

12. Transportation

The COA EHS program understands that transportation may be a barrier for some

families receiving center and/or home-based program services. Families are provided free bus tokens for use of public transportation services to attend program meetings and activities, medical appointments, and to meet family daily needs. Bus tokens are available for both center and home-based families. In addition to bus tokens, the COA EHS program owns a 14-passenger van designated to transport home-based families to monthly socializations, policy council meetings, parent trainings, and program events.

Sub-Section C: Governance, Organizational, and Management Structures

1. Governance

Structure

The governing authority for the COA EHS program is the nine (9) member Albuquerque City Council. “The Albuquerque City Council has the power to adopt all ordinances, resolutions, or other legislation conducive to the welfare of the people of the city” (2018, www.CABQ.gov). The Council is elected on staggered terms, with four or five district City Councilors elected every two years. City Council districts are geographically distributed throughout the city limits and are designed for representation based on the diverse community served. This also ensures that the diversity of the City’s Early Head Start program governing body is representative of children and families served.

The program is governed by the EHS Governance Advisory Committee as well as the EHS Policy Council. Members of the Governance Advisory Committee and the Policy Council reflect the community and bring strong experience and expertise to the EHS program.

The EHS Governance Advisory Committee was enacted via City Council legislation (O-18-4). As outlined in the legislation, this group is to meet quarterly and is charged with fulfilling a range of federally-mandated governance functions. The Advisory Committee undertakes thorough review of EHS documents, program reports and information prior to making recommendations to the City Council.

The composition of the Advisory Committee is stipulated in the legislation and includes the following:

- One member must have fiscal/accounting background and expertise;
- One member must have early childhood education and development background;
- One member must be a licensed attorney;
- Two members must reflect the community served and include parents of children who are, or were formally, enrolled in the EHS program.

The Policy Council consists of a representative from each classroom, as well as one from the home-based option and two community representatives. A Council Policy Analyst who works with the city council is a non-voting participant in Policy Council meetings and serves as a liaison between the governing body and the Policy Council.

Processes

Members of the City Council receive key program information in a number of ways. First, a Council Policy Analyst who works with the city council is a non-voting participant on the Governance Advisory Committee as well as on the Policy Council, and serves as a liaison between Policy Council and the governing board. Second, Early Head Start program staff remain in frequent communication with staff from the City Council to respond to questions and keep them updated on program progress. Third, the City Council is provided a quarterly report

on all program activities. The Director of the Family & Community Services Department presents the report to members of the Council on a quarterly basis. Fourth, the program releases an annual report that is presented to the Council. Anything requiring the approval of the governing body is also shared with them.

The EHS Governance Advisory Committee undertakes thorough review of EHS documents, program reports and information prior to making recommendations to the City Council. On a quarterly basis, the EHS Governance Advisory Committee reviews program information summaries submitted to the Mayor and the City Council in the form of executive communication reports. These executive communication reports include data on school readiness, enrollment, attendance, family engagement and financial status. Based on the data for each program content area, the EHS Governance Advisory Committee makes recommendations to City Council Pursuant to federal regulation §1301.3, the COA EHS program has a Policy Council, which is comprised of parents of children enrolled or formerly enrolled in the EHS program, a City Council Liaison, and community representatives. The COA EHS Policy Council meets monthly and adheres to its by-laws, which were established by the Policy Council. The Policy Council guides activities and operations of the COA EHS program as specified in section 642(c)(2)(D) of the Head Start Act. Agendas and minutes from Policy Council meetings are maintained by City staff. At the Policy Council meetings, members are provided with reports that include attendance and meal counts, data on enrollment, eligibility and disabilities, financial and school readiness reports. Members are also provided any relevant information such as copies of new policies or procedures, grant applications or reports requiring their approval. All these materials are emailed to them 3-5 days prior to the meeting in accordance with the Open Meetings Act.

The Policy Council is active in planning and decision-making to support the COA EHS program and helps to establish processes for setting and monitoring overall priorities and operational systems. Ideas and suggestions for priorities and operational system improvements frequently come from the grassroots level of the program. Parents and/or staff members may have an idea or a question that triggers a conversation. For example, a parent may bring a concern to a staff member, who brings it to the Program Manager. The Program Manager may bring that issue up at the Policy Council meeting, and, after discussion, the Policy Council may decide that a new policy is required.

Each EHS center has regular parent meetings where topics, issues and potential concerns are discussed. Policy Council representatives share information with the other parents at these meetings. If the Policy Council representatives from that center are not in attendance, the information is relayed to them. Parent meetings, and the interaction between Policy Council representatives and other parents, are a core strategy to include parents in the decision-making process.

Communication with the Policy Council takes place via email before the monthly meetings, at the monthly meetings, and by phone when things need to be acted on quickly.

Relationships

Members of the Governance Advisory Committee and the Policy Council receive an orientation session that outlines the mission, program goals, eligibility requirements, service area, service hours, content areas, and program options. By-laws have been established to guide the Governance Advisory Committee and the Policy Council. A manual has been

developed for members of the Policy Council. Members of the Governance Advisory Committee and the Policy Council take part in training on parliamentary procedures, Robert's Rules of Order, the Open Meetings Act and Inspection of Public Records Act (IPRA). They also receive training on budgeting and various Early Head Start content areas by key management staff. Governance Advisory Committee members and members of the Policy Council are welcome to request and participate in additional training and technical assistance opportunities. Every effort is made to ensure that members of the City Council do not have a conflict of interest with Early Head Start and partners/vendors, but because the members are elected officials; therefore, the COA EHS program does not have complete control over this. Members of the Governance Advisory Committee and the Policy Council are asked to complete disclosure and conflict of interest forms, and are not selected if there is a conflict of interest. Policy Council makes recommendations for program changes and the Governance Advisory Committee reviews these recommendations and provides advisement to City Council. Information flows between all three branches of program governance via the City Council Liaison. Members of the Governance Advisory Committee and the Policy Council receive the same written materials. A joint meeting of the Governance Advisory Committee and the Policy Council is held on an annual basis.

2. Human Resources Management

The COA EHS program offers staff training to meet federal, state, and local requirements.

A minimum of 24 clock hours of training are provided to meet New Mexico licensing and federal requirements. Health and safety trainings are scheduled to reoccur annually, for example, handling abuse and neglect, first aid, CPR, blood borne pathogens, and accident reporting. Trainings are planned to support staff development and improve children and family

outcomes. These trainings include topics such as, child development and learning, curriculum, assessment, supporting families, mental health, staff wellness, and the Head Start Early Learning Outcomes Framework (HSELOF). The COA EHS is in the implementation process of the Practice-Based Coaching approach. With ongoing support from Teaching and Technical Assistance, the COA EHS is developing program policies and procedures. The Practice-Based Coaching strategy has been reviewed with staff and coaches have been identified. Staff have completed the Infant/Toddler Classroom Staff Skill Profile to identify. This assessment will assist in identifying, teaching staff who may need support in coaching. Staff can also request to participate in coaching. The COA EHS plans to begin with the peer coaching delivery method, and as competency increases, implement the expert and self-coaching delivery method. As part of the peer coaching delivery, a small number of individual teachers will be identified and the Education Specialist will collaborate with them in their classrooms. As teachers become more comfortable with coaching, an on-line communication platform will be implemented through the Coaching Companion.

3. Program Management and Quality Improvement

The COA EHS implements on-going monitoring systems to ensure the program is meeting local, state, and federal requirements. These systems assist in identifying oversights, corrections, and progress that affect the COA EHS program's goals and quality. Necessary steps are taken to plan for improvements and identify program strengths. Reports from local regulating agencies, such as state licensing, environmental health, City risk management, and fire marshals are reviewed to identify oversights and corrections that require immediate action. The COA EHS program triages the situation and develops an action plan to resolve the findings. Active supervision is utilized to ensure federal and state safety requirements are met

in the classrooms and playgrounds. The centers also complete daily, weekly, and monthly safety checklists. Examples include playground checklists, daily classroom checklists, daily food and refrigerator temperatures, and daily sheets. Effective teaching is promoted through staff surveys, assessments, coaching, training and professional development plans. The COA EHS promotes use of the Head Start Early Learning Outcomes framework, Framework of Effective Practice, and New Mexico Early Learning Guidelines as part of the foundation of effective teaching. Monitoring of systems and safety practices continue throughout the program year.

The COA EHS management processes and systems include regular reporting to Policy Council and City Council. This governance structure includes decision making, support in the planning process, and final approval on program changes and planned areas or items for improvement.

Data is collected from meeting minutes, program self-assessment, the community needs assessment, PIR information, progress reviews, coaching, supervision, and monitoring. The information assists in identifying areas of need and practices support individual staff in their professional development. The COA EHS program encourages staff to apply for the ECECD Scholarship to continue their education, and educational leave is available to staff as needed. The COA EHS has also recently collaborated in a cohort with the local community college, where interested teachers are able to obtain their New Mexico Child Development Certificate and work towards their Associate degree. Staff trainings are planned to meet requirements and improve staff instruction and practice.

On a quarterly basis, the EHS Governance Advisory Committee reviews program information summaries submitted to the Mayor and City Council in the form of executive

communication reports. These executive communication reports include aggregate performance data summaries showing Program progress in meeting school readiness, enrollment, attendance reports, family engagement activities and financial information. Based on the aggregate data for each program content area, goals and objectives are adjusted to ensure alignment with the HSPPS, Head Start Act, and Uniform Guidance and responsive to the needs of the children and families. At the program level for ongoing monitoring and program improvements, a strength based approach is utilized demonstrating what works well, to identify challenges, and program redirection with an established timeline to evaluate progress. For example, if a need to evaluate learning environments due to an increased rate in child and staff accidents is identified, the data is reviewed (classroom hazard mapping, number of accidents, prevalence of occurrences to name a few sources) and adjustments made to the classroom to ensure safety of staff and children. Redirection of any program components is shared with staff, parents, community partners, stakeholders and approval is secured through the Policy Council and Governing Board. Training is provided to staff, parents, stakeholders, and community partners.

Another example is school readiness, The COA EHS has established goals for improving school readiness program-wide. A team has been established to meet periodically throughout the year to review goals, data, and processes, and to ensure progress towards established goals. Children's progress will be assessed on an on-going basis. The staff is responsive to children's needs and development and will meet with parents to discuss their child's learning goals. Data related to school readiness will be collected throughout the year and reviewed for analysis during the annual management meeting, including the school readiness team. The data and information will be examined and analyzed to develop and implement plans for improvement. Policy Council

and governing board have regular opportunities to review school readiness data. The following goals are intended to improve the City's overall ability to meet School Readiness Goals:

- Meeting periodically to review information, to include the School Readiness Team.
- Requesting technical assistance to ensure School Readiness goals meet federal requirements.
- Planning program-wide strategies.
- Hiring and training qualified staff.
- Providing planning time for teaching staff to plan daily activities and implement School Readiness Goals, curriculum, screenings, assessments, and comprehensive services for children and families.
- Meeting mandated teacher: child ratios.
- Providing training to support staff learning, instruction, and professional development.
- Improving individual child instruction.
- Improving technological infrastructure and availability of technologies, such as, computers, iPads, internet, and program electronic databases, to allow staff to gather data.

SECTION II. Budget and Budget Justification Narrative

1. Detailed Budget Narrative

The City's budget narrative/justification provides a detailed explanation of costs by object classcategory; including significant adjustments for personnel and fringe benefits. The budget narrative/justification aligns with the total amounts

2. Delegate Agencies: Not Applicable (N/A).

3. Cost of Living Adjustments:

A detailed explanation for the cost-of-living adjustment (COLA) funds is outlined in the budget narrative; please refer to the attached *Budget Justification 2021-Final* document.

4. Key Features of Financial and Property Management System:

A detailed explanation is provided in the attached *Oversight of Federal Awards* document.

5. Non-Federal Math Source:

A detailed explanation is provided in the attached *Oversight of Federal Awards* document.

6. Not Applicable (N/A)

7. Not Applicable (N/A)

8. Not Applicable (N/A)

9. Not Applicable (N/A)

10. Not Applicable (N/A)

11. Procurement Procedures:

A detailed explanation is provided in the attached *City Purchases, Property and Sales* document.



City of Albuquerque
Department of Family and Community Services
Carol M. Pierce, Director

Timothy M. Keller, Mayor

Interoffice Memorandum

March 10, 2021

TO: Sarita M. Nair, Chief Administrative Officer

FROM: Carol M. Pierce, Director

SUBJECT: IDOH Waiver Request for 2022 Early Head Start (EHS) Grant

The Department of Family and Community Services (FCS) is in the process of applying for the 2022 Early Head Start Grant from the Department of Health and Human Services. The grant application will be submitted on April 1, 2021.

A mix of federal and city funds would provide Early Head Start (EHS) services for 128 slots available to income eligible expectant women and infants and toddlers birth to age 3. The funded enrollment will be allocated to serve 104 center-based children and 24 home-based children and expectant women.

The federal grant request is \$2,012,979 to include \$1,968,073 for program operations and \$44,906 for Training and Technical Assistance. This Federal grant requires a 20% non-federal share match of the total approved project cost totaling \$492,018.

Of this federal grant, \$2,167,876 covers personnel costs including salary and fringe. This IDOH added to the actual administrative costs would exceed the federal 15% cap on administrative costs by \$163,287.

The Department believes the cost of paying the current 7.2% IDOH rate for the proposed EHS grant places an excessive fiscal burden on an already tight General Fund budget. I therefore, respectfully request a waiver of the IDOH rate in the 2022 Early Head Start Grant.

Approved:

DocuSigned by:



3/31/2021 | 11:34 AM MDT

Sarita M. Nair

Date

Chief Administrative Officer

BUDGET JUSTIFICATION 2022

A. PERSONNEL COSTS

Child Health and Developmental Services Personnel:

(1) **Content Area Experts (2 Positions):** One Education Specialist and one Mental Health and Disabilities Specialist at a mid-management level with M-14 ranking under the City of Albuquerque personnel classification system. The Education Specialist has the primary responsibility for planning, implementing, monitoring and tracking of core services provided through the Early Head Start program, to include implementing the educational content area mandates, as required by the Head Start Program Performance Standards (HSPPS). The Mental Health and Disabilities Specialist has the primary responsibility for planning, implementing, monitoring and tracking of core services provided through the Early Head Start program, to include implementing both the mental health and disabilities content area mandates, as required by the Head Start Program Performance Standards (HSPPS). The amount budgeted for these positions is **\$ 96,553** allocated to the federal share.

Federal	Match	T&TA
\$72,415	24,138	

(2) **Teachers/Infant Toddler Teachers**

a. **Head Teacher (5 full-time positions):** The Early Head Start Head Teachers, at a mid-management level with M-13 rankings within the City’s personnel classification system. The Head Teacher serves as the center site supervisor and is directly responsible for the day-to-day operation of the infant toddler center as required by the Head Start Program Performance Standards (HSPPS). Head Teachers may also supervise a minimum of four to six staff depending on center capacity, oversee classroom instruction, and has direct involvement with parents. The position of Head Teacher ensures that the center is in compliance with federal and state licensing regulations. The position pays a minimum of **\$39,541** annually. The total amount budgeted for the five positions is **\$205,858** with 100% allocated to the federal share.

b. **Teacher (9 full-time positions):** Within the City of Albuquerque’s personnel classification system, teachers are considered para-professionals with M12 ranking. Their primary responsibility is to assist the Head Teacher in the daily center operations and classroom instruction to infants and toddlers as required by the Head Start Program Performance Standards (HSPPS). This position has direct responsibility over children in the Infant/Toddler classroom. They also oversee center operations, supervision of staff in the absence of the Head Teacher, and are directly involved with parents. The Teacher position requires the minimum of a High School Diploma or GED, two years’ experience working with children and a Child Development Associate (CDA) with an infant/toddler endorsement. The position pays a minimum of **\$34,424**. The total amount budgeted for the nine positions is **\$309,816** with 100% allocated to the federal share.

c. **Teaching Assistant (17 full-time positions available):** Teaching Assistant positions are para-professionals with C26 rankings within the City of Albuquerque’s personnel classification system. The primary responsibility of the Teaching Assistants is direct provision of classroom instruction and serve as the second Teacher in a classroom over a group of infants and toddlers, as required by the Head Start Program Performance Standards (HSPPS). The Teaching Assistant is also directly involved with the

parents. The Teaching Assistant position requires the minimum of a High School Diploma or GED, two years' experience working with children and a Child Development Associate (CDA) with an infant/toddler endorsement. This position pays a minimum of **\$30,264** annually. The amount budgeted for seventeen positions is **\$514,488** with 100% allocated to the federal share.

Federal	Match	T&TA
\$1,030,162		

(3) Family Services and Enrollment Specialist (1 Position): The Family Services and Enrollment Specialist, with M13 ranking within the City's personnel classification system is responsible for managing the eligibility of families and enrollment of children within the centers and home-based program. This position plays a crucial role in recruitment of eligible families and community outreach, monitors attendance of staff/children in the centers, and ensures the selection criteria utilized for eligibility is reflective of current community needs and trends for families. The salary for this position is **\$48,069**. The position is allocated to the City cash match from City of Albuquerque general operating funds.

Federal	Match	T&TA
	\$48,069	

(4) Home Visitors (2 Positions): Family Development Specialists, as Para-professionals, with M-12 rankings within the City's personnel classification system. The primary responsibility of the Family Development Specialist is to deliver home-based child development and parenting education and information to support school readiness for enrolled Early Head Start families. They also are responsible for the delivery of integrated, comprehensive health and education services to all home based families; 100% of their time is directly allocated to the home based program. The position pays a minimum of **\$34,424**. The two positions are budgeted at a cost of **\$80,642** and allocated to the federal share. .

Federal	Match	T&TA
\$80,642		

(5) Teacher Aides and Other Educational Personnel: N/A

(6) Health/Mental Health Services Personnel: N/A

(7) Disabilities Services Personnel: N/A

(8) Nutrition Services Personnel: N/A

(9) Other Child Services Personnel: Data Specialist (1 Position): The Data Specialist with M14 ranking within the City's personnel classification system is responsible for ensuring that all program data is collected, tracked, aggregated, analyzed, and maintained in the program's Management Information System (MIS). This position is also responsible for ensuring staff accessibility and training on the program's education assessment and data management systems. This position will be responsible for compilation of all required program data reports. The position is budgeted in the amount of **\$48,277** and allocated to the City cash match from City of Albuquerque general operating funds.

Federal	Match	T&TA
	\$48,277	

Family and Community Partnerships Personnel:**(10) Program Managers and Content Area Experts:****(11) Community Partnership Personnel**

a. Family & Community Engagement Specialist (1 Position): The Family & Community Engagement Specialist with M-13 ranking within the City's personnel classification system is responsible for supporting program staff and families in the implementation of the relationship-based competencies to support family engagement in parent-child interactions, family well-being and goal setting, comprehensive health services, and school readiness. Such activities include monthly family socialization activities, center based parent meetings, parent education and training opportunities, and to support and provide resources to parents and children with special needs; 100% of the Family & Community Engagement Specialist's time is devoted to the program. The position is budgeted in the amount of **\$39,541** and allocated to the federal share.

Federal	Match	T&TA
\$39,541		

Program Design and Management Personnel:**(12) Executive Director/Other Supervisor of HS Director: N/A**

(13) Head Start/Early Head Start Director (1 Position): The Early Head Start Director with E-16 ranking within the City's personnel classification system is a senior staff position immediately below the level of City Division Manager (Executive Director). The Early Head Start Director is responsible for the day-to-day administration of the Early Head Start program and is responsible for program planning and continuous improvements, program evaluation, monitoring and reporting, fiscal management and program administration and staff development and supervision; 100% of the Director's time is devoted to the program. The position is **budgeted in the amount of \$54,766 and allocated to the City cash match from City of Albuquerque** general operating funds.

Federal	Match	T&TA
	\$54,766	

(14) Managers: N/A**(15) Staff Development: Contract**

(16) Clerical (Administrative Assistant) (1 Positions): The Administrative Assistant serves as clerical support to administrative Early Head Start staff, seven Early Head Start center sites, and to the home based program. The position is budgeted in the amount of **\$28,600** is allocated to the City cash match from City of Albuquerque general operating funds.

Federal	Match	T&TA
	\$28,600	

(17) Fiscal Positions (1 P/T Positions): The Accountant Assistant has been assigned to one part-time position for the Early Head Start program with M15 ranking within the City's personnel classification system, as duties are comparable to a Fiscal Analyst position with grant administration

responsibilities. The part-time position is budgeted in the amount of **\$29,000** and is allocated to the City cash match from City of Albuquerque and general operating funds.

Federal	Match	T&TA
	\$29,000	

(18) Other Administrative Personnel (.5 Position): N/A
Other Personnel:

(20) Transportation Personnel (Bus Driver) (1 Position): N/A

B. Fringe Benefits: A total of **\$598,464** is allocated to the federal share and **\$113,803** is allocated to the City's cash match for a total of **\$712,267** for fringe benefits. Fringe benefits are calculated on the current rate for employees at 48.9342% of salaries and wages. Rates include costs for FICA/Medicare 7.65%, PERA 20.33%, Retirement health 2% and group health insurance that include Health Dental and life at 17.7792%

Federal	Match	T&TA
\$598,454	\$113,803	

C. Travel

(1) Staff Out-of-Town Travel: Out-of-town travel is budgeted in the amount of **\$10,000**. **\$5,000** is allocated to the federal share under T & TA and **\$5,000** allocated to the City's cash match. Travel estimates are based on required travel for 4 trips to the National Head Start Conference, 6 trips to Regional Training Conferences for parents and designated program staff, and other conferences/trainings for staff that may be scheduled throughout the program year.

Federal	Match	T&TA
	\$5,000	\$5,000

D. Equipment

\$50,000 is allocated to the federal share to purchase equipment.

Federal	Match	T&TA
\$35,000	\$15,000	

E. Supplies

(1) Office Supplies: A total of **\$33,071** is budgeted to purchase general office supplies for administrative Early Head Start staff, seven center sites, and home based program. The total amount of **\$15,000** is allocated to federal share and **\$18,071** is allocated to the City cash match,

(2) Child and Family Services Supplies: A total of **\$58,826** will be budgeted for supplies to service our families and children. **\$15,000** will be charged to the federal share. This will include classroom educational materials, center operational supplies, such as diapers, wipes and gloves; materials and food needed for family socializations; Policy Council meetings; parent meetings/trainings; and other program-wide family events, such as program picnics, zoo day, and trips to the Bio-Park. **\$43,826** is allocated to the City cash match.

(3) Food Services Supplies: The cost of food **\$35,000** is budgeted for center and program operations. **\$10,000** is allocated to the federal share and **\$25,000** is allocated to the City cash match.

(4) **Supplies for Training and Technical Assistance: \$23,363** is allocated for supplies to be used for training of staff, parents, and other program functions. **\$12,368** is allocated to the federal share and **\$10,995** is allocated to the City cash match.

Federal	Match	T&TA
\$52,368	\$97,892	

F. Contractual:

(1) **HEALTH COORDINATOR:** N/A

(2) **DISABILITIES COORDINATOR:** N/A

(3) **MENTAL HEALTH:** N/A

(4) **NUTRITIONIST:** N/A

(5) **TRANSLATOR: \$3,000** is budgeted for professional translation services for non-English speaking parents and dual language learners. The amount of **\$3,000** is allocated to federal share.

(6) **Training and Staff Development: \$42,977** is budgeted for one early childhood Coach to assist with (PBC) staff development and program alignment with the Head Start Program Performance Standards (HSPPS), New Mexico Early Learning Guidelines (NMELGs), Head Start Early Learning Framework Outcomes (ELOF), staff scholarships to support continuing education per Head Start Program Performance Standards (HSPPS), and professional development training opportunities in health and safety, family and community engagement, education and child development, and other content areas for staff, and parent trainings and education opportunities. **\$28,071** is allocated to the federal share and **\$14,906** is allocated to the federal T & TA.

(7) **Employment Education/Male Involvement Coordinator.** N/A

Total Contractual	Federal	Match	T&TA
	\$31,071		\$ 14,906

Other Contracts: N/A

G. Other

(1) **Rent:** The City of Albuquerque and its community partners provide the use of all facilities as non-federal share match. This consists of the La Mesa EHS, Plaza Feliz EHS, MacArthur EHS, Western Trails EHS, and School on Wheels EHS. A certified appraisal with market rent with services was completed at all sites. The total market value of **\$122,750** will be used for Match in-kind. Main office space, on 1820 Randolph.

(2) **Utilities / Telephone:** Utilities of **\$3,973** is allocated to the City cash match. Telephone services are budgeted in the amount of **\$3,000**; **\$1,500** is allocated to the federal share and **\$1,500** is allocated to the City cash match.

(3) **Building Maintenance:** **\$22,410** is budgeted for Early Head Start center and facility repairs to include indoor classroom and outdoors play areas. **\$10,410** is allocated to federal share and **\$12,000** is allocated to the City cash match.

(4) **Local Travel:** Local travel costs include transportation expenses for all Early Head Start staff as required per job duties. The total cost **\$6,500** is based on an estimated 11,200 miles of travel at the City's rate for mileage reimbursement of **\$0.58** per mile. **\$6,500** is allocated to the federal share.

(5) **Volunteers:** N/A

(6) **Publications/Advertising/Printing:** **\$35,000** is budgeted for program marketing and community outreach initiatives to include publication of program brochures and flyers, program visual aids and other materials used in the learning environments, recruitment events, staff/parent trainings, intake and enrollment, and other program related activities. **\$10,000** is allocated to the federal share, **\$15,000** is allocated to the federal T & TA and **\$10,000** is allocated to the City cash match.

(7) **Training & Technical Assistance:** **\$10,000** is designated for onsite training & technical assistance for EHS administrative, center, and home based staff. The amount of **\$10,000** is allocated to the federal T & TA.

(8) **Parent Services:** N/A

(9) **Other / Donations:** N/A

H. **Indirect:** N/A

TOTAL COSTS

<u>FEDERAL</u>	<u>MATCH</u>	<u>T&TA</u>
<u>\$1,968,073</u>	<u>\$492,018</u>	<u>\$44,906</u>