



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

Mayor Timothy M. Keller

**INTER-OFFICE MEMORANDUM**

April 30, 2026

**TO:** Klarissa J. Peña, President, City Council

**FROM:** Timothy M. Keller, Mayor



**SUBJECT:** EC Early Head Start Quarterly Report for January 2026 through March 2026

The Early Head Start Quarterly Report covers the time period of January 2026 through March 2026, and includes Program Compliance, Expenditures, Program Information and Updates.

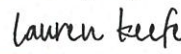
This EHS Quarterly Report was reviewed by the EHS Governance Advisory Committee in accordance with Council Bill No. O-14-16 Enactment No. O-2014-016 during the quarterly meeting held on April 23, 2026.

Legislation Title: EC Early Head Start Quarterly Report for January 2026 through March 2026.

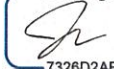
Approved:

  
Dr. Samantha Sengel      Date  
Chief Administrative Officer

Approved as to Legal Form:

DocuSigned by:  
      5/3/2026 | 6:57 PM MDT  
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Lauren Keefe, JD      Date  
City Attorney

Recommendation:

  
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Jess Martinez, Director  
Youth & Family Services

5/1/2026 | 2:47 PM MDT  
Date

## **Cover Analysis**

**1. What is it?**

The Early Head Start Quarterly Report covers the time period of January 2026 through March 2026, and includes Program Compliance, Expenditures, Program Information and Updates

**2. What will this piece of legislation do?**

This piece of legislation will serve as Executive Communication, reporting the status of the Early Head Start Program from January 2026 through March 2026.

**3. Why is this project needed?**

This Quarterly Report is in response to 2-6-12-1 through 2-6-12-6 ROA 1994.

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

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

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

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

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

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

**7. Is this service already provided by another entity?**

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

**Early Head Start Quarterly Report to  
City Council for  
January through March 2026**

**I. MAJOR EARLY HEAD START PROGRAM EVENTS:**

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

➤ January 2026

- The Early Head Start program launched Q1 2026 with full-service delivery across all three center-based sites and the home-based option, sustaining comprehensive programming in all required content areas despite entering the quarter with 10 unfilled classroom positions across the three sites. The program's ability to open the new year fully operational reflects strong site leadership and a direct service team that maintained quality and continuity under significant staffing pressure.
- The Winter In-Service training on December 29 and 30, 2025, reported in January, represented the program's most significant professional development investment of the first half of the program year. Nine sessions across two days covered the full range of EHS content areas, and the multi-domain, all-staff design produced a workforce that entered January with shared knowledge, shared language, and a shared understanding of program expectations — a foundation that benefits every child and family served.
- The annual Eligibility Selection Committee affirmed the program's family prioritization criteria on January 26, 2026, with no changes required. This outcome reflects a program whose intake and eligibility systems are stable, well-calibrated, and aligned with federal expectations — allowing the program to direct its enrollment resources toward the families who most need them.
- The Parent, Family and Community Engagement Specialist delivered three significant community resource actions in January: securing 60 winter jackets through the Coats for Kids partnership with KOAT 7, completing and distributing the EHS Family Recipe Book, and restocking the Plaza Feliz lending library with 100 books. These efforts address material barriers to family stability and development and reinforce the program's identity as a hub of tangible, community-connected support for enrolled families.
- In-Kind contributions totaled \$38,334.74 in January, generated through family participation, volunteer hours, and rent contributions across all five caseloads. Family Strength and Needs Assessments were completed at 100% across all caseloads, and parenting curriculum engagement included 13 families at Plaza Feliz completing 59 videos, 10 at School on Wheels completing 79, and 8 at Trumbull completing 58 — establishing a strong baseline for the quarter.

➤ February 2026

- The program maintained full-service delivery in February across all content areas despite the ongoing staffing vacancies and the highest In-Kind collection month of the quarter. Center-based enrollment grew to 37, reflecting the ERSEA Specialist's rapid and effective backfilling of the seven center-based dis-enrollments from January — an intake performance that directly demonstrates the program's capacity to maintain enrollment continuity under pressure.
- The EHS Recruitment Committee's February 2 brainstorming session produced a coordinated outreach strategy for the remainder of the program year, and School

Choice Fair tabling at the Berna Facio Professional Development Center extended the program's visibility to families actively evaluating early childhood options. These recruitment investments in February directly inform the program's capacity to sustain and grow enrollment .

- Winter School Readiness Goals checkpoint data was completed and aggregated in February, revealing three objectives exceeding the 85% target and two showing strong growth trajectories. The most striking result was Objective 9a (Use an Expanding Expressive Vocabulary), which grew 21 percentage points — a direct, measurable outcome of the language-focused professional development delivered in the Winter In-Service. Objective 3b (Solve Social Problems) declined and was identified as the program's primary instructional focus area heading into Spring.
  - In-Kind contributions reached \$47,669.97 in February — the quarterly peak — reflecting strong family participation and the cumulative effect of the PFCE Specialist's sustained collection strategies. Family Strength and Needs Assessments remained at 100% completion, and parenting curriculum completions grew at both Plaza Feliz and School on Wheels, signaling deepening family investment in the program's learning model.
  - The Health Coordinator completed training on Substance Use, Children, and Families on February 26, extending the program's professional development into a domain with direct relevance to the high-need families enrolled in EHS. This training reflects a leadership approach that invests in staff capacity to respond to the full complexity of families' lives — not just their children's developmental needs.
- March 2026,
- On March 24 and 25, 2026, the program received a Training and Technical Assistance visit from the Office of Head Start. The purpose of the visit was to provide in-person training and technical assistance support to the new EHS Director.
  - All EHS program staff participated in a three-day Spring In-Service training, March 31 through April 2, 2026. Key training topics included a review of the program philosophy, content-area compliance, credentialing, and professional development systems.

## **ENROLLMENT UPDATE**

### **January, February, and March 2026**

- **January 2026:** the total reportable enrollment (actual + withdrawn/dropped in last 30 days) for Early Head Start was **43**.
  - ✓ The City-operated Early Head Start Center-Based enrollment is 35 out of 40.
  - ✓ Home-Based enrollment was 16 out of 24.
- **February 2026:** the total reportable enrollment (actual + withdrawn/dropped in the last 30 days) for Early Head Start was **48**:
  - ✓ The City-operated Early Head Start center-based enrollment was 36 out of 40
  - ✓ Home Based enrollment was 12 out of 24
- **March 2026:** the total reportable enrollment (actual + withdrawn/dropped in last 30 days) for Early Head Start was: **50**

- ✓ The City-operated Early Head Start center-based enrollment was 37 out of 40
- ✓ Home Based enrollment was 13 out of 24

- 1.) Pursuant to Head Start Program Performance Standard (HSPPS) Enrollment 1302.15, vacancies are not reported to the Office of Head Start until the enrollment slot has been vacant for over 30 days.
- 2.) Recruitment efforts are underway to fill vacant slots. Many families are voicing the need for Center-Based services opposed to Home-Based services, which sheds light on the higher number of vacant slots associated with home visiting services. With the greater need for center-based services, the Division of Child & Family Development leadership has requested guidance from the Office of Head Start Program Specialist on the process for converting (8) home-based slots to an EHS classroom. This redesign of slots will enable the program to increase the number of center-based slots available to prospective families.

## II. GOVERNANCE

### Early Head Start Policy Council – January, February, and March 2026

- A. January Policy Council- quarterly hybrid meeting held
  - The Early Head Start Policy Council reviewed the following:
    - a) **Enrollment**-Total funded enrollment of 64 slots, 40 for center-based and 24 for home based. Total reportable enrollment at **48**.
    - b) **Enrollment Vacancies** - includes 4 vacant slots for the center-based program and 10 vacant slots for home-based. Vacancies are not reported to the Office of Head Start until the enrollment slot has been vacated over 30 days; Head Start Program Performance Standard (HSPPS) Enrollment 1302.15.
    - c) **Enrollment Monthly Summary.**
      - New Enrollment-families (4), children (3), pregnant moms (1), number of children born (0); total new enrollment (4).
      - Total leaving program (2) – children aged out (0), pregnant moms giving birth (0), children leaving before turning 3 (2), pregnant moms leaving before having baby (0).
      - Children up to date on Immunizations (42), children up to date as possible on immunizations (1), children not up to date (4).
    - d) **Eligibility Category** – income eligible (6), Temporary Assistance for Needy Families (TANF) / Supplemental Security Income (SSI) (31), Foster Child (1), Homeless (8). Over income (2), Over 130% (0), Children with Individualized Family Service Plans (IFSPs) (22).
    - e) **Attendance** – Head Start Program Performance Standard (HSPPS) Attendance 1302.16 (b) indicates 85% attendance rate or better for center-based program. City operated Early Head Start centers classroom attendance rates:
      - ☑ Plaza Feliz 72.94%
      - ☑ School on Wheels 78.08%
      - ☑ Trumbull 87.18%

**Overall center-based program attendance totals – 77.66%; total number of absences during the reporting month was 132.**

f) **Meal Counts** –Total number of meals served (1,253)

- Breakfast-(419)
- Am Snack- N/A
- Lunch-(448)
- PM Snack-(386)
- Supper- N/A

g) **School Readiness Goals:**

The Child Development and Education Program Specialist conducted a structured review with Head Teachers across all center-based sites to assess the progress of School Readiness Goal (SRG) data collection for the Winter checkpoint period. This check-in was designed to ensure that all teaching staff were documenting child progress accurately and consistently within the Teaching Strategies GOLD (TSG) assessment system, and that no site would fall behind the approaching checkpoint deadline.

Head Teachers were reminded of the Winter checkpoint deadline of February 6, 2026, and confirmed their commitment to ensuring complete and timely data submission across all classrooms. Establishing this expectation in January — well ahead of the deadline — reflects a proactive data management approach that treats child outcome information as a program priority, not an afterthought.

The January review also served as an opportunity to reinforce the connection between daily classroom documentation practices and the program's broader School Readiness Goals framework. When teachers understand why data is being collected and how it informs program-level decisions, their investment in documentation quality increases a dynamic that ultimately produces more accurate and actionable child outcome data.

h) **Content Areas**

**1. Education:**

- The Winter In-Service training held December 29 and 30, 2025 reported in the January period brought all EHS staff together for nine professional development sessions spanning CPR/First Aid renewal, Community Art, Active Supervision, Powerful Interactions, Trauma Informed Practice, Data Literacy, Attendance Standardization, Language and Communication in Early Head Start Classrooms, and In-Kind Classroom Procedures. The multi-domain design of this training reflects a leadership philosophy that program quality is not siloed — a teacher who understands data literacy documents more accurately, a staff member trained in language development interacts more intentionally, and a team trained in active supervision creates safer environments for children.
- Staffing vacancies were documented at all three center-based sites in January: Plaza Feliz carried 3 vacant teacher positions and 1 vacant Head Teacher position, School on Wheels carried 4 vacant teacher positions, and Trumbull carried 2 vacant teacher positions. Program leadership actively managed these gaps to protect required teacher-to-child ratios, though sustained vacancies of this scale place disproportionate demands

on existing staff and require ongoing mitigation to prevent further attrition.

- Multiple classroom closures were documented in January due to staffing callouts affecting required ratios. School on Wheels experienced closures on January 5 (both infant and toddler rooms), January 9 (infant room), and Plaza Feliz experienced closures on January 12, 13, and 14 in the infant room. In each instance, families were notified by Head Teachers and closures were fully documented, reflecting the program's commitment to transparent family communication even during operational disruptions.
- The School Readiness Goal Committee was unable to convene in January due to scheduling conflicts. The Child Development and Education Program Specialist used the month to meet with Head Teachers regarding the progression of data collection and to confirm that all sites were on track to meet the Winter checkpoint deadline of February 6, 2026. This proactive check-in ensured that no site would fall behind on documentation during the final stretch of the checkpoint window.
- Center-based and home-based promising practices in January reflected strong, relationship-centered teaching across all sites. In home base, a Family Development Specialist partnered with a family to create a sensory calm-down space for a child working on self-regulation, with the child actively participating in decorating and selecting items for the space. At School on Wheels, staff demonstrated exemplary developmentally appropriate mealtime independence practices, including child-sized utensils, self-service routines, and child-directed cleanup. Plaza Feliz teachers used structured small group activities to develop turn-taking skills. Trumbull implemented a dinosaur-themed approach to toilet learning using visual floor cues, music, and bathroom décor to build children's comfort and routine.

## **2. Support Services (Mental Health and Disabilities):**

- Mental Health and Disabilities Program Coordinator conducted weekly site visits across Plaza Feliz, School on Wheels, and Trumbull throughout the month, providing real-time behavioral consultation and individualized coaching to classroom staff. This sustained presence ensured that teaching teams were equipped to recognize early indicators of developmental delay and respond with strategies aligned to each child's individualized plan — intervening during the most neurologically sensitive period of a child's development.
- In January, 16 center-based children held active IFSPs across the three EHS sites, with an additional 3 children served through the home-based option, keeping the program at or above the federally required 10% disability enrollment threshold. This outcome reflects not just compliance monitoring but an active commitment to ensuring that children with the highest developmental needs have full and equitable access to EHS services.

- ASQ-3 (Developmental) and ASQ-SE (Behavioral) screening completion was monitored across all sites in January, with Plaza Feliz carrying one missing screener in each category. The delay was attributed to families not yet returning forms. A plan of correction was implemented immediately, including direct family outreach via phone and text and targeted coaching to site staff on screener collection practices — ensuring that no child's developmental status went unmonitored due to an administrative gap.
- The monthly collaboration with the Small Steps mental health consultant continued in January, focusing on building home-based visitors' capacity to use a relationship-focused, co-regulatory approach with infants and toddlers within the family context. This partnership directly strengthens the program's ability to support children's social-emotional development through the parent-child relationship — the most powerful developmental context available to a child under three.
- Monthly wellness emails were distributed to all EHS staff in January, delivering targeted content on morale, mental health, and positive self-care. This practice reflects the program's recognition that staff well-being is not a peripheral concern — it is a direct determinant of the quality of responsive caregiving that children experience every day.

#### 4. Health/Nutrition:

- The Health, Nutrition, and Safety Coordinator conducted monthly on-site visits to all three EHS centers in January, functioning as the program's primary quality assurance mechanism for health and safety compliance. These visits produced real-time identification of concerns, immediate staff coaching, and documented verification that program practices met federal Head Start Performance Standards — ensuring that no compliance gap persisted unaddressed into the February reporting period.
- Height and weight screenings (due within 45 days of enrollment) were completed for nearly all enrolled center-based children in January, with only isolated gaps at Trumbull (3 of 7 missing) and School on Wheels (1 of 13 missing). The Health Coordinator's plan of correction included utilizing WIC appointments and well-child check visits as alternative completion opportunities, reducing the logistical burden on families and leveraging health appointments they were already attending.
- Vision screenings showed minor gaps at Trumbull (2 of 7 missing) and School on Wheels (1 of 13 missing) in January. The program's partnership with Part C agencies and UNM College of Nursing provided a critical resource for children who were difficult to screen in a center setting, ensuring that vision concerns were not left undetected due to behavioral factors alone.
- Hearing screenings represented the most consistent 45-day gap at center-based sites in January, with 2 missing at Plaza Feliz, 2 at School on Wheels, and 2 at Trumbull. Documented barriers included children

- refusing to stay still or crying during the screening process and family absences on scheduled screening dates — challenges inherent to screening very young children that require adaptive strategies rather than simple compliance enforcement.
- Home-based 45-day screening completion showed broader delays than center-based in January, with 7 of 13 children missing all four screening categories. The Health Coordinator's limited capacity to accompany all home visitors and home-based families' inability to attend health screening socializations were the primary drivers. A plan to train home visitors to conduct screenings directly during home visits was initiated, creating a structural solution that embeds health screening into the existing service model.
- In the 90-day category, dental screening completion was the most significant challenge in January. Plaza Feliz carried 5 of 10 dental screenings missing, School on Wheels carried 10 of 12, Trumbull carried 5 of 6, and home-based carried 8 of 8 eligible children without dental completion. The structural driver is that many children do not have an established dental home when they become eligible for dental exams at 12 months of age. The Health Coordinator responded with individualized family referrals to local pediatric dentists for all children identified as lacking a dental home.
- Medical exam completion in January varied significantly by site: Plaza Feliz carried 3 of 10 missing, School on Wheels 1 of 12, Trumbull 5 of 6, and home-based 5 of 9. A recurring barrier was primary care provider resistance to transmitting records despite signed family releases, requiring the program to pursue hard copies directly from families and providers.
- Hemoglobin and lead screening completion was significantly below target in January across all sites. Trumbull carried 6 of 6 children missing both categories. Home-based carried 7 of 8 missing hemoglobin and 7 of 8 missing lead. The shared barrier was provider resistance to transmitting results even when families had signed releases. The Health Coordinator developed a plan to partner with UNM nursing students to conduct both screenings on-site — an approach that would eliminate provider dependence as a variable entirely.
- Nutritional Assessments were completed for all enrolled children at all three center-based sites in January, reflecting full classroom-level compliance. One home-based assessment remained outstanding due to the family repeatedly canceling home visits, with the home visitor designated to carry the form on the next available visit.
- All CACFP compliance indicators were met in full in January. Menu record books were completed daily, food portions and nutritional components were correct, Family Style Dining was practiced consistently, and the Health and Nutrition Coordinator conducted a monthly on-site review. All center safety practices were also maintained in full — fire drills were completed, detectors and extinguishers were inspected, and Safety and

- SDS binders were current at all sites.
- No staff training specific to Health, Nutrition, and Safety was documented in the January reporting period.

#### **5. Family and Community Partnerships:**

- Monthly Center Parent Committee meetings were held at all three EHS sites in December, reported in the January period, with Cold Season Health Tips as the topic across Plaza Feliz (4 families), School on Wheels (3 families), and Trumbull (7 families). These meetings function as a structured platform for family leadership and program transparency, ensuring that health priorities are communicated consistently and that families have a voice in the program that serves their children.
- Family Strength and Needs Assessments were completed at 100% across all center-based and home-based caseloads in January, with zero missing assessments recorded at any site or on either home-based caseload. Complete assessment data means that every family's barrier, strengths, and individualized goals are documented and actively informing the services they receive — a foundation without which meaningful family partnership cannot be practiced.
- Parenting curriculum participation in January included 13 families at Plaza Feliz completing 59 videos, 10 families at School on Wheels completing 79 videos, and 8 families at Trumbull completing 58 videos. The PFCE Specialist reinforced participation through promotion at parent meetings and integration into monthly activity calendars, establishing early-quarter momentum for sustained engagement.
- The S.M.I.L.L.E. (Significant Men in Little Lives Everywhere) initiative was active at all three center-based sites in January, with snowball art at Plaza Feliz on January 22, sensory bottle making at School on Wheels on January 20, and a 2026 handprint craft at Trumbull on January 21. These hands-on activities create structured opportunities for fathers and positive male role models to engage in their child's early learning — an outcome consistently linked in research to improved cognitive and social development in young children.
- Home-based socializations in December included a Chill-Out Winter Fun event at the administrative office and a Letters to Santa event at the library, both facilitated by home visitors Krystin and Tamara. While attendance was limited, the consistent offering of structured social opportunities reflects the program's commitment to reducing isolation for home-based families and building the kind of community connection that supports family well-being.
- The PFCE Specialist secured 60 winter jackets for enrolled families through the Coats for Kids partnership with KOAT 7, completed and distributed the EHS Family Recipe Book, and restocked the Plaza Feliz lending library with 100 books — all within the January reporting period. Each of these efforts addresses a concrete barrier to family stability: warmth, healthy nutrition knowledge, and access to books in the home.

- These tangible resources reinforce the program's identity as a hub of genuine, community-connected support for families.
- In-Kind contributions for January totaled \$38,334.74 across all five caseloads, generated through family volunteer hours, rent contributions, and classroom participation. Strategies to increase In-Kind included monthly parent recognition, flyer posting in high-visibility areas, and ongoing staff coaching on collection procedures.

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

- Center-based enrollment in January stood at 34 against a funded level of 40, and home-based enrollment stood at 14 against a funded level of 24. Every unfilled slot represents a child and family who qualified for services and did not receive them — a framing that drives ERSEA work not as an administrative function but as a direct equity and access responsibility.
- January dis-enrollments were the highest of the quarter, totaling seven center-based and one home-based. Reasons included three children aging out of the program, one family relocating to California, one child moving without access to transportation, and two inter-program transfers — one from Plaza Feliz to School on Wheels and one from Plaza Feliz to the home-based option. The fact that two dis-enrollments were transfers rather than program exits reflects the program's ability to retain families within the EHS system by offering flexible service options that adapt to changing family circumstances.
- No involuntary disenrollments were recorded in January, and no enrolled children were found to be over income guidelines. These outcomes reflect rigorous eligibility documentation at intake and a consistent family communication approach that maintains compliance without creating unnecessary barriers for families navigating complex life circumstances.
- The annual Eligibility Selection Committee meeting was held on January 26, 2026, to review the program's selection criteria and confirm their continued alignment with the federal requirement to prioritize the most vulnerable and highest-need families. No changes were made to the criteria, affirming that the existing framework continues to direct program resources appropriately.
- Center-based attendance in January reflected meaningful variation across sites. Trumbull achieved 92.13%, well above program targets reflecting strong site culture and family investment. Plaza Feliz achieved 80.63% and School on Wheels achieved 77.55%. Home-based attendance was 42%, driven by family cancellations due to medical and social service reasons and staff cancellations due to the holiday period and mandatory training days.
- January recruitment efforts included a table at the Coats and Cocoa event at Thomas Bell Community Center on December 20, outreach at the Gateway Family Shelter on Gibson on December 23 and January 13, and flyer distribution to CYFD staff and the First Nation Community

- Healthsource Truman Clinic. These placements reflect a deliberate strategy of entering spaces where families are already seeking health, child welfare, and community support — meeting eligible families at the point of need rather than waiting for them to discover the program independently. Recurring outreach at the City of Albuquerque New Employee Orientation and the Rio Grande Food Project Food Distribution continued in January, maintaining the program's consistent presence at high-value community access points.
- The Early Head Start program entered Q1 2026 operating across two complementary service delivery models — center-based care at Plaza Feliz, School on Wheels, and Trumbull EHS, and a home-based option serving families across the greater Albuquerque area. This dual-option design reflects a programmatic commitment to equity: the inability to access a physical classroom does not prevent a family from receiving the full range of Early Head Start services.
- Home visitors provided weekly 90-minute home visits and facilitated monthly socializations for all home-based families in January, building parent capacity as the child's primary educator and creating consistent developmental support within the family's own environment. Each visit is structured not to replace the parent but to invest in the parent-child relationship — the most powerful developmental context available to an infant or toddler.
- The Winter In-Service training, held December 29 and 30, 2025 and reported in the January period, brought all EHS staff together for nine coordinated professional development sessions spanning education, health, data systems, family engagement, and program operations. The design of this training reflects a systems-level understanding of program quality — one that recognizes that the strength of every child's daily experience in EHS is ultimately determined by the collective competency of the people who serve them.
- The annual Eligibility Selection Committee meeting was held on January 26, 2026, affirming that the program's family selection criteria continue to appropriately prioritize the most vulnerable and highest-need families. No changes were made to the criteria, reflecting a stable and well-calibrated eligibility framework that does not require revision.
- Center-based staffing vacancies across all three sites — a total of 10 unfilled classroom positions — required active management by program leadership to maintain required teacher-to-child ratios and protect the quality of daily programming. These vacancies represent the program's most significant operational challenge of the quarter, and their resolution is a prerequisite for sustained service quality and staff well-being.
- Multiple classroom-level closures in January due to staffing callouts at School on Wheels and Plaza Feliz were managed with full documentation and prompt family notification by Head Teachers. The program's ability to handle unplanned disruptions without compromising family trust or regulatory standing reflects the maturity of its site leadership and the

strength of its communication infrastructure.

**7. Construction Projects:**

- No construction projects are underway.

**8. New Hires as of January 31, 2026:**

- N/A This reporting period

**9. Involuntary Terminations:**

- N/A This reporting period.

i) **Budget**

Federal Grant-year to date (YTD) expenditures \$742,894.22.

Training/Technical Assistance-(T/TA)-year-to-date expenditures \$543.00

City Match-year to date (YTD) expenditures: \$(184.23)

**P-Card Expenditures**

Amazon	\$1,070.05	Supplies for Classroom Operations
Red Cross	\$168.00	First Aid/CPR Training Materials
City of Albuquerque	\$205.50	Health Permit Renewal
<b>Total P-Card Purchases: \$1,443.55</b>		

A. February Policy Council-No Quarterly Meeting Scheduled

- February 2026 – Informational Packets sent to Policy Council Members

- a) **Enrollment-** Total funded enrollment of 64 slots, 46 for center-based and 24 for home based. Total reportable enrollment for this reporting period was **46**.
- b) **Enrollment Vacancies** – includes 4 vacant slots for the center-based program and 11 vacant slots for home-based. Vacancies are not reported to the Office of Head Start until the enrollment slot has been vacated over 30 days; Head Start Program Performance Standard (HSPPS) Enrollment 1302.15.
- c) **Enrollment Monthly Summary.**
  - New Enrollments-families (1), children (1), pregnant moms (0), number of children born (0); total new enrollment (1).
  - Total leaving program (3) – children aged out (1), pregnant moms giving birth (0), children leaving before turning 3 (2), pregnant moms leaving before having baby (0).
  - Immunizations: Children up to date on Immunizations (40), children up to date as possible on immunizations (2), children not up to date (4).
- d) **Eligibility Category** – income eligible (7), TANF/SSI (28), Foster Child (1), Homeless (8). Over income (2), Over 130% (0), Children w/IFSPs (20).
- e) **Attendance** – Head Start Program Performance Standard (HSPPS) Attendance 1302.16 (b) indicates 85% attendance rate or better for center-based program.  
City operated Early Head Start centers classroom attendance rates:
  - Plaza Feliz 69.92%
  - School on Wheels 77.83%

Trumbull 84.15%

**Overall center-based program attendance totals – 75.05%; total number of absences - 135.**

f) **Meal Counts** –Total number of meals served (1,102)

- Breakfast-(376)
- AM Snack- N/A
- Lunch-(384)
- PM Snack-(342)
- Supper- N/A

g) **School Readiness Goals:**

Winter term checkpoints were completed on schedule across all center-based sites, with aggregated data analyzed across six School Readiness Goal objectives. Of the six objectives tracked, three exceeded the program's 85% benchmark, two demonstrated meaningful growth without yet reaching the target, and one showed a decline requiring focused instructional attention and programmatic response.

Objective 3a (Balance the Needs and Rights of Self and Others) exceeded the 85% target, growing from 84% in the Fall checkpoint to 88% in Winter. This gain reflects strengthening social-emotional competency across the EHS classroom population — a foundational skill for children's ability to function in group learning environments, navigate sharing and turn-taking, and form positive peer relationships that support long-term social development.

Objective 11c (Solves Problems) also exceeded the 85% target, growing from 82% to 88% among checkpoints. Growth in problem-solving at the infant-toddler level indicates that children are developing the cognitive flexibility and persistence that underpin later academic success and school readiness and reflects classroom environments where children are given space to work through challenges with adult scaffolding rather than immediate intervention.

Objective 15a (Notices and Discriminates Rhyme) achieved the highest performance of all tracked objectives, holding at 94% across both the Fall and Winter checkpoints. This sustained, high-level performance signals that EHS classroom instruction consistently incorporates language-rich, phonological awareness activities that are developmentally appropriate for infants and toddlers and strongly predictive of early literacy outcomes in later school years.

Objective 5 (Demonstrate Balancing Skills) did not meet the 85% target but showed significant growth from 70% in the Fall to 81% in Winter — an 11-percentage-point gain that places the program close to the threshold and within reach of the target by the Spring checkpoint. This growth reflects the impact of intentional gross motor programming and developmentally appropriate physical activity embedded in daily classroom routines across all three sites.

Objective 9a (Use an Expanding Expressive Vocabulary) did not meet the 85% target but demonstrated the most substantial growth of any objective across the quarter, increasing

from 44% in the Fall to 65% in Winter — a 21-percentage-point gain. This improvement reflects the direct impact of language-focused professional development, including the Language and Communication in Early Head Start Classrooms training delivered during the Winter In-Service, and reinforces the program's investment in building staff capacity to serve as intentional language models and conversation partners for very young children throughout the daily routine.

Objective 3b (Solve Social Problems) did not meet the 85% target and showed a decline from 81% in the Fall to 66% in Winter — a 15-percentage-point drop that warrants the most focused instructional response of any objective this quarter. The decline may reflect the developmental variability inherent in the infant-toddler age range, shifts in classroom enrollment that brought in younger children, or insufficient embedding of conflict resolution and peer negotiation strategies within daily classroom interactions. This objective will require targeted curriculum planning, intentional instructional coaching, and site-level strategy alignment heading into the Spring checkpoint period.

#### h) **Content Areas**

##### **1. Education:**

- No new staff training was delivered in the February reporting period specific to education. The Education Specialist continued to monitor implementation of Winter In-Service content across sites through regular check-ins and classroom observations, ensuring that professional development translated into sustained practice change rather than a one-time training event.
- Staffing vacancies remained unchanged from January across all three sites, with Plaza Feliz, School on Wheels, and Trumbull each carrying the same number of unfilled positions. Additional classroom closures were documented: School on Wheels experienced closures on January 21 and January 28 in the infant room and February 3 in the toddler room due to staffing callouts affecting ratios. Each closure was documented and families were notified, maintaining the transparency and accountability standards established in January.
- Winter term checkpoints were completed across all center-based sites, with aggregated School Readiness Goal data revealing the following outcomes: Objective 3a (Balance the Needs and Rights of Self and Others) exceeded the 85% target, growing from 84% to 88%. Objective 11c (Solves Problems) exceeded the target, growing from 82% to 88%. Objective 15a (Notifies and Discriminates Rhyme) held at 94% across both Fall and Winter checkpoints — the strongest performance of any tracked objective. Objective 5 (Demonstrate Balancing Skills) showed growth from 70% to 81% without reaching the target. Objective 9a (Use an Expanding Expressive Vocabulary) showed the most dramatic growth of any objective — a 21-percentage-point increase from 44% to 65% — a direct reflection of the program's investment in language-focused professional development. Objective 3b (Solve Social Problems) declined

- from 81% to 66%, representing the program's most urgent instructional priority.
- In home base, a Family Development Specialist partnered with a family to build early literacy skills through a name-letter activity using popsicle sticks, engaging the child in pointing to and naming each letter of her own name. This relationship-centered, family-embedded literacy strategy reflects the program's model of building parent capacity as the child's primary teacher rather than positioning the program as the exclusive site of learning.

## **2. Support Services (Mental Health and Disabilities):**

- Weekly site visits continued at all three center-based locations throughout February, with the Mental Health and Disabilities Coordinator maintaining a consistent on-the-ground presence to support staff in applying behavioral observation strategies and individualized plan implementation. Continuity of these visits across months ensures that coaching is cumulative and responsive to evolving classroom dynamics rather than episodic
- The program-maintained disability enrollment above the federal 10% threshold in February, with the same center-based and home-based IFSP caseloads active from January. Ongoing engagement with Early Intervention partners and proactive family communication ensured that children with active IFSPs continued receiving coordinated services across the program and the broader service system.
- The monthly Small Steps mental health consultation continued in February, with ongoing focus on strengthening home visitors' relational practice with families. The consistency of this partnership — meeting monthly regardless of competing program demands — signals to the home-based team that mental health and social-emotional development are non-negotiable program priorities, not optional additions.
- The February wellness email was distributed to all EHS staff, continuing the Coordinator's practice of addressing the emotional and psychological demands of working with infants, toddlers, and high-need families. A workforce that receives consistent, genuine investment in its own well-being is more likely to extend the same quality of care to the children and families it serves.

## **3. Health/Nutrition:**

- The Health, Nutrition, and Safety Coordinator conducted monthly on-site visits to all three centers in February, maintaining the program's primary quality assurance mechanism and providing continuity of oversight across the reporting period.
- Height and weight screening completion improved significantly at Trumbull in February, dropping from 3 of 7 missing in January to 1 of 6 missing — a result of the Health Coordinator's plan of correction utilizing WIC and well-child check appointments. Plaza Feliz and School on Wheels

- achieved full height and weight completion in February. Home-based maintained gaps at 6 of 12 missing across all four 45-day categories,
- consistent with the structural challenges documented in January.
  - Hearing screenings showed slight increases in February, with Plaza Feliz carrying 3 of 14 missing (up from 2), School on Wheels carrying 2 of 13 missing (unchanged), and Trumbull carrying 2 of 6 missing (unchanged). The persistence of hearing gaps across both months, despite active plans of correction, underscores the need for a more structural approach — such as partnering hearing screening appointments with other scheduled center activities to minimize scheduling barriers for families.
  - Dental screening completion remained the most significant challenge in February, with School on Wheels increasing to 11 of 13 eligible children without dental completion, Plaza Feliz carrying 8 of 13, and Trumbull carrying 5 of 6. Home-based carried 7 of 7 eligible children without dental completion. Individualized pediatric dental referrals continued to be sent to families of all children without a dental home, as documented in the February child-level health tracking data.
  - Medical exam completion improved at Trumbull in February, dropping from 5 of 6 missing to 2 of 6 — the most significant improvement of any 90-day category across any site in the quarter. Home-based improved from 5 of 9 missing to 4 of 8. Provider barriers persisted across all sites, with plans of correction continuing to require families to bring hard copies of documentation from recent well-child visits.
  - Hemoglobin and lead screening gaps remained elevated in February. Trumbull carried 6 of 6 missing in both categories for the second consecutive month. Home-based carried 6 of 7 missing hemoglobin and 6 of 7 missing lead. The UNM nursing student partnership plan remained in development as a structural solution to provider-dependent screening barriers.
  - Nutritional Assessments were completed at 100% at all three center-based sites in February. One home-based assessment remained outstanding for the same family as January due to continued cancellations, with the plan of correction designating the assessment for the next available visit.
  - All CACFP compliance indicators were met in full in February, with menu record books completed daily, food portions correct, and Family Style Dining practiced consistently across all classrooms. All center safety practices were also maintained — monthly fire drills completed, safety equipment inspected, and Safety and SDS binders current.
  - Staff training in February included a session on Substance Use, Children, and Families on February 26, 2026. This training extended the Health Coordinator's professional development into one of the most consequential intersections in infant-toddler work. A meaningful proportion of EHS-enrolled families navigate substance use as a household reality, and staff equipped to understand its developmental impact — rather than simply recognize it as a risk factor — are better

positioned to respond with the empathy, skill, and appropriate referral that children and families in these circumstances deserve.

#### 4. Family and Community Partnerships:

- Monthly Center Parent Committee meetings were held in late January and reported in the February period, with all three sites hosting sessions focused on strategies for increasing children's language development at home — Plaza Feliz on January 27 (3 families), School on Wheels on January 29 (5 families), and Trumbull on January 28 (2 families). The language development topic reflected a direct alignment between parent meeting content and the program's School Readiness Goal focus on expressive vocabulary — connecting what families hear in meetings to what their children are being assessed on in classrooms.
- Family Strength and Needs Assessments remained at 100% completion across all center-based and home-based caseloads in February. This consistent, full completion across two consecutive months reflects a family engagement infrastructure that does not allow assessment completion to slip during busy operational periods — ensuring that individualized family support plans remain current and actionable regardless of other program demands.
- Parenting curriculum participation grew in February, with Plaza Feliz families completing 74 videos, School on Wheels completing 92 videos, and Trumbull maintaining 58 videos. The increase at Plaza Feliz and School on Wheels reflects the PFCE Specialist's sustained promotion of the curriculum and the deepening investment of families in their role as their child's primary educator.
- The S.M.I.L.L.E. activities documented in January were reported with attendance data in February: Plaza Feliz recorded 5 attending fathers, School on Wheels recorded 0, and Trumbull recorded 1. While attendance varied, the program's commitment to offering these opportunities consistently — regardless of turnout — reflects an understanding that father engagement is built over time through repeated invitation, not single high-attendance events.
- Home-based socializations in January included a Penguin-Themed Courtyard Storytime on January 21 and a Winter Warm Up Clothing Exchange on January 28. The clothing exchange served a dual purpose — providing families with practical resources while creating a shared community experience that builds social connection among home-based families who might otherwise experience the program in isolation.
- PFCE staff training in February included two OHS-aligned professional development sessions: Transitions into Fatherhood and OHS Family Services On Job Roles and Responsibilities. These trainings directly reinforced the program's S.M.I.L.L.E. initiative and strengthened the PFCE Specialist's capacity to support families through major life transitions — a skill with direct relevance to the high-need, high-change populations enrolled in EHS.
- In-Kind contributions for February totaled \$47,669.97 — the highest

- monthly total of the quarter — across all five caseloads. School on Wheels' toddler room generated \$11,031.74 and Trumbull generated \$10,141.34, reflecting strong site-level participation and the cumulative
- effect of the Parent, Family, Community Engagement Specialist's ongoing collection strategies. Advance flyer distribution to families via Tadpoles two to three weeks before parent meetings was added as a new strategy to increase parent meeting attendance.

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

- Center-based enrollment grew to 37 in February — a net gain of three slots from January — demonstrating the ERSEA Specialist's effectiveness in rapidly backfilling the seven center-based dis-enrollments from January. Home-based enrollment increased slightly to 15, reflecting one new enrollment against zero dis-enrollments in that month.
- February recorded only one dis-enrollment — a single child aging out of center-based — with no home-based dis-enrollments. This was the most enrollment-stable month of the quarter and reflects the downstream benefit of January's rapid intake activity and the program's ongoing family communication practices.
- The Recruitment Committee convened a formal brainstorming meeting on February 2, 2026, to generate new outreach and recruitment strategies for the remainder of the program year. Structured recruitment planning of this kind produces more targeted, efficient, and community-responsive outreach than ad hoc approaches — and reflects a program that treats enrollment management as a strategic function requiring intentional planning.
- Center-based attendance in February showed some softening compared to January. Plaza Feliz dropped to 73.56%, School on Wheels held at 78.34%, and Trumbull achieved 83.5%. Home-based attendance was 47%, with family cancellations due to medical and social service reasons, holiday-related staff cancellations, and a small number of temporarily unreachable families documented as contributing factors.
- February recruitment included the recurring City of Albuquerque New Employee Orientation, Rio Grande Food Project Food Distribution, and Gateway Family Shelter outreach, supplemented by tabling at the School Choice Fair at the Berna Facio Professional Development Center. Presence at an education-focused fair positions EHS alongside other early childhood options and ensures that families actively evaluating programs for their young children have full knowledge of what Early Head Start offers.
- Home visitors continued weekly home visits and monthly socializations for all home-based families in February. The consistent delivery of these services — through a month that included holiday-related cancellations and reduced home-based attendance — reflects the program's commitment to maintaining service continuity even when participation is

disrupted by external factors.

- A formal Recruitment Committee meeting was convened on February 2, 2026, producing a coordinated set of outreach and recruitment strategies for the remainder of the program year. This structured planning approach ensures that recruitment is not reactive — responding to vacancies after they occur — but proactive, building consistent community visibility and family pipeline before enrollment gaps develop.
- Staffing vacancies persisted unchanged across all three center-based sites in February, and additional classroom closures at School on Wheels were documented and managed with family notification. The February plumbing closure at School on Wheels — requiring a full-day center shutdown — was the most operationally complex disruption of the quarter, resolved through rapid family communication and full documentation.
- All CACFP, licensing, and safety compliance indicators were maintained in full across all three sites in February, reflecting operational stability at the site level even amid staffing and attendance challenges. Compliance maintenance during a difficult operational month is a meaningful indicator of the program's underlying infrastructure strength

**6. Construction Projects:**

- No construction projects are underway.

**7. New Hires as of February 28, 2026:**

- N/A This reporting period

**8. Involuntary Terminations:**

- N/A This reporting period

**i) Budget**

Federal Grant – year to date (YTD) expenditures \$109,870.19

Training/Technical Assistance (T/TA) – year to date expenditures \$609.00

City Match – year to date expenditures \$429.42

**P-Card Expenditures-**

Amazon	\$341.99	Classroom Supplies for Daily Operations
Fun Express	\$153.80	School at the Zoo Event
Council, Prof. Recogn.	\$525.00	English CDA Application Fee
<b>Total P-Card Purchases: \$1,020.79</b>		

**B. March Policy Council—No Quarterly Meeting Scheduled**

- March 2026 – Informational Packets provided to all Policy Council Members:
  - a) **Enrollment-** Total funded enrollment of 64 slots, 40 for center-based and 24 for home based. Total reportable enrollment at 47; center-based 36, and home-based 11.
  - b) **Enrollment Vacancies** – includes 4 vacant slots for the center-based program and 13 vacant slots for home-based. Vacancies are not reported to the Office of Head Start until the enrollment slot has been vacated over 30 days; Head Start Program

Performance Standard (HSPPS) Enrollment 1302.15.

c) **Enrollment Monthly Summary.**

- New Enrollments- families (1), children (1), pregnant moms (0), number of children born (0); total new enrollment (1).
  
- Total leaving program (8) – children aged out (3), pregnant moms giving birth (0), children leaving before turning 3 (5), pregnant moms leaving before having baby (0).
- Immunizations: Children up to date on Immunizations (35), children up to date as possible on immunizations (0), children not up to date (4).

d) **Eligibility Category** – income eligible (6), TANF/SSI (27), Foster Child (1), Homeless (3). Over income (2), Over 130% (2), Children w/IFSPs (22).

e) **Attendance** – Head Start Program Performance Standard (HSPPS) Attendance 1302.16 (b) indicates 85% attendance rate or better for center-based program. City operated Early Head Start centers classroom attendance rates:

- Plaza Feliz- 79.93%
- School on Wheels- 73.09%
- Trumbull- 88.78%

**Overall center-based program attendance totals – 78.64%; total number of absences - 138.**

f) **Meal Counts** –Total number of meals served (1395)

- Breakfast-(469)
- AM Snack- N/A
- Lunch-(492)
- PM Snack-(434)
- Supper- N/A

g) **School Readiness Goals**

The Child Development and Education Program Specialist completed a thorough review of the Winter checkpoint data in March and began the process of preparing findings for presentation to the full School Readiness Committee. This review ensured that data was accurately interpreted at the program level before being brought to the broader leadership team, and that any site-level variations in performance were understood in context rather than in isolation.

A formal School Readiness Committee meeting was scheduled for April 13, 2026, to convene program leadership, education staff, and content area coordinators around a shared review of the Winter data. The committee structure ensures that the program's response to child outcome data is coordinated and consistent across all sites, rather than addressed through individual classroom-level reactions that may lack alignment with the broader program strategy.

The scheduling of the April 13 committee meeting reflects the program's commitment to a data-driven continuous improvement cycle — one in which checkpoint results are not simply filed but actively used to inform instructional priorities, coaching focus areas, and programmatic adjustments that will directly

shape child outcomes in the Spring term and beyond.

**h) Content Areas**

**1. Education:**

- The Education Specialist submitted the Spring In-Service Training agenda for administrative approval on March 13, 2026, completing the planning and coordination work needed to deliver a three-day professional development event before the close of the program year. The submission of a fully developed, approved agenda months before the December in-service pattern reflects a more structured and forward-looking approach to professional development planning.
- Staffing vacancies continued unchanged at all three sites in March. School on Wheels experienced additional closures — February 17 (toddler room, staffing callout), February 27 (full center closure due to plumbing emergency, families notified via phone), and March 3 (infant room, staffing callout with Head Teacher family notification). The full-center plumbing closure at School on Wheels represented the most significant unplanned operational disruption of the quarter, managed with prompt family communication and full documentation.
- The Child Development and Education Program Specialist completed a systematic review of lesson plans across all center-based sites in March and identified specific areas for revision ahead of the 2026/2027 program year. This planning investment — made before the current year closes — reflects a continuous improvement orientation that treats the transition between program years as an opportunity to build a stronger instructional foundation rather than simply reset.
- The Education Specialist reviewed the full Winter SRG checkpoint dataset and scheduled a formal School Readiness Committee meeting for April 13, 2026, to bring together program leadership, education staff, and content area coordinators around a collective data review. This committee model ensures that child outcome data produces coordinated, cross-site instructional action rather than isolated responses at the classroom or site level.
- Center-based promising practices in March reflected continued strength across all sites. In home base, a Family Development Specialist aligned home visit activities directly to parent-identified language goals, working alongside the family to encourage the child to repeat words and participating in activities that produced observable growth the family recognized and celebrated. At Trumbull, the Head Teacher collaborated with the child's Early Intervention team to develop an individualized nap-time strategy and provided coaching to staff on licensing requirements regarding quiet alternatives. School on Wheels successfully supported a child in achieving full potty training after staff discovered the child was already using regular underwear at home and coordinated with the family to extend that practice to the center. Plaza Feliz staff partnered with the Safety Coordinator to ensure every child has a properly fitted

- helmet for outdoor gross motor play.
- Plaza Feliz and Trumbull maintained active NAEYC accreditation (Program

ID 722473, expiration 10/1/2026) throughout the quarter. All three centers held current Child Care Licensing operator licenses — Plaza Feliz at 5-star (exp. 09/02/2026), School on Wheels at 2-star (exp. 06/13/2026), and Trumbull at 2-star (exp. 10/15/2026). Renewal activity was initiated via email contact in February and a purchase request was submitted in March, keeping the renewal process on track ahead of expiration dates.

## **2. Support Services (Mental Health and Disabilities)**

- Weekly site visits were sustained across all three center-based sites in March, with the Mental Health and Disabilities Coordinator continuing to provide real-time consultation and behavioral observation support. These visits contributed directly to the positive findings reported during the OHS monitoring visit on March 24 and 25, reflecting a program whose mental health infrastructure is visible, functional, and aligned with federal performance expectations.
- Center-based IFSP enrollment increased to 17 children in March, with 3 home-based children continuing to hold active IFSPs — representing continued growth in the program's disability enrollment and an ongoing commitment to equitable access. This increase reflects both the Coordinator's active engagement with Early Intervention referral pathways and a program culture in which identifying and serving children with disabilities is understood as a core program value.
- ASQ-3 and ASQ-SE screening gaps persisted at Plaza Feliz in March, with one screener missing in each category — the same gap documented in January. While a plan of correction remained active, the recurrence across multiple months signals the need for a more structural approach to screener collection at that site, including embedding screener return into the enrollment and family communication workflow rather than relying solely on family initiative.
- The monthly Small Steps consultation and staff wellness email practice were both sustained in March, maintaining the program's commitment to mental health as a whole-system priority — one that encompasses the social-emotional development of enrolled children, the capacity of home visitors to support family relationships, and the well-being of the staff who deliver services every day..

## **3. Health/Nutrition:**

- The Health, Nutrition, and Safety Coordinator conducted the monthly on-site visit to all three center-based sites in March, maintaining the program's primary quality assurance mechanism for health and safety compliance.
- Health screening monitoring continued in March across all three federally mandated deadline windows. While the March-specific monthly report was not available for this review, the child-level health tracking data from

the February tracker indicates that several children across Plaza Feliz, School on Wheels, Trumbull, and home base carried ongoing past-due statuses in dental, hemoglobin, and lead categories — gaps that the Health Coordinator continued to address through individualized family outreach, provider follow-up, and referrals to local pediatric dentists for children without an established dental home.

- The structural dental access challenge documented in January and February persisted into March, with a meaningful number of center-based and home-based children remaining without a completed dental exam due to the absence of an established dental home at 12 months of age. The Health Coordinator's ongoing practice of sending direct pediatric dental referrals to families of affected children continued as the primary plan of correction, representing a family-centered approach that treats access as a service problem rather than a compliance failure.
- The UNM nursing student partnership plan for on-site hemoglobin and lead screenings — developed in response to persistent provider-dependence barriers documented across January and February — remained in development in March. Progress on this partnership represents one of the program's most consequential pending health infrastructure improvements, as its implementation would eliminate the single most consistent barrier to hemoglobin and lead screening completion across all sites and caseloads.
- All CACFP compliance indicators were maintained in full at all three center-based sites in March. Menu record books were completed daily, food portions and nutritional components were served correctly, and Family Style Dining was practiced consistently across all classrooms. The Health and Nutrition Coordinator's monthly review process continued to provide documented oversight that supports the program's ability to demonstrate continuous CACFP compliance to federal and state monitors.
- Monthly fire drills were completed at all three center-based sites in March, and smoke and carbon monoxide detectors and fire extinguishers were inspected and documented. Safety Binders and Safety Data Sheet binders were maintained and current at all sites. These sustained safety practices — carried out without interruption through a month that included an OHS monitoring visit — reflect a program-wide culture of physical safety and institutional preparedness that does not depend on external accountability to function.
- The plumbing emergency that caused a full-day closure at School on Wheels on February 27 was resolved ahead of the March reporting period, with the center returning to normal operations. The health and safety implications of a plumbing failure in a facility serving infants and toddlers — including handwashing access, diapering sanitation, and food preparation — were managed appropriately, and the center's ability to resume full operations without further disruption reflects adequate facility response coordination between program leadership and the City of Albuquerque's facilities infrastructure.
- The Spring In-Service Training scheduled for March 31 through April 2

included a dedicated CPR and First Aid certification and recertification session on April 2, facilitated by the Health, Nutrition, and Safety Coordinator. Connie Lopez, Allison Schacht, and Kaylee Maldonado were identified for re-certification and initial certification respectively. Planning and preparation for this session — including identification of staff needing certification, coordination of the two-part training format, and alignment with the broader three-day in-service agenda — was completed in March, reflecting a Health Coordinator who operates as an active contributor to program-wide professional development, not solely a compliance monitor.

- Staff wellness and health preparedness remained a program priority in March, building on the Substance Use, Children, and Families training completed in February. The Health Coordinator's role in the Spring In-Service — delivering the Document It! Health, Nutrition, and Safety Expectations session on April 1 — reflects a professional development approach that embeds health content into the broader organizational learning agenda, ensuring that all direct service staff enter Q2 with clear, current expectations for health documentation across all program areas.

#### **4. Family and Community Partnerships:**

- Monthly Center Parent Committee meetings in February — reported in the March period — featured oral health education in partnership with the Albuquerque Department of Oral Health at all three sites: Plaza Feliz on February 27 (4 families), School on Wheels on February 26 (9 families, the highest single-meeting attendance of the quarter), and Trumbull on February 25 (3 families). The partnership with the Department of Oral Health extended the program's reach by bringing a credentialed community partner into the parent meeting space, reinforcing EHS's role as a connector between families and the broader health and service system.
- One Family Strength and Needs Assessment remained pending at Trumbull in March for a newly enrolled child. All other caseloads maintained 100% completion. The single outstanding assessment reflects expected program dynamics around newly enrolled families rather than a systemic gap, and the plan of correction designated immediate completion as the new child was fully onboarded.
- Parenting curriculum participation reached its quarterly peak in March, with Plaza Feliz families completing 127 videos across 14 participating families and School on Wheels completing 121 videos across 13 participating families. Trumbull maintained 58 videos across 8 families. The growth at Plaza Feliz and School on Wheels over the course of the quarter — from 59 to 127 and 79 to 121 respectively — represents more than doubled engagement with the parenting curriculum, a result that directly reflects the PFCE Specialist's consistent and strategic promotion efforts.
- No S.M.I.L.L.E. activities were held in the March reporting period. PFCE staff training in March included Building Responsive Partnerships with Fathers through OHS, deepening the PFCE Specialist's knowledge base for

re-engaging fathers and male role models in the S.M.I.L.L.E. initiative in Q2.

- Home-based socializations in February included a Playtime event at the Central Library on February 5 and a Multicultural Friendship Day gathering at the administrative office on February 11. The Multicultural Friendship Day event reflected the program's commitment to celebrating the cultural diversity of enrolled families — creating a space where different backgrounds, languages, and traditions are affirmed rather than treated as neutral background.
- The PFCE Specialist developed a new streamlined In-Kind tracking form in March to reduce the documentation burden on direct service staff while improving data accuracy and consistency across all five caseloads. This operational improvement reflects a management philosophy that administrative systems should serve the people who use them — and that when they do not, redesigning them is a leadership responsibility, not a staff adaptation challenge.
- In-Kind contributions for March totaled \$34,126.11, with School on Wheels again generating significant contributions across both the infant room (\$7,892.96) and toddler room (\$11,175.91). Monthly parent recognition for In-Kind contributions continued as an engagement strategy, reinforcing families' sense of investment and ownership in the program they are helping to sustain.

#### **5. Program Design/Management:**

- Center-based enrollment held at 37 in March, maintaining February's level against a funded capacity of 40. Home-based enrollment declined to 12 — the lowest point of the quarter — following three dis-enrollments in March. The gap between home-based actual enrollment (12) and funded capacity (24) represents the program's most significant enrollment management challenge and the primary ERSEA priority heading into Q2.
- March home-based dis-enrollments included one child aging out, one family withdrawing due to a work scheduling conflict, and one family that became unreachable without formal withdrawal. The loss of contact with a home-based family without a formal withdrawal is treated as a follow-up signal — families who disengage without notice often do so because of a crisis, not a lack of interest, and proactive outreach reflects the program's commitment to not abandoning families because they have become hard to reach.
- Center-based attendance in March showed continued variation. Trumbull achieved 93% — the highest attendance of any site for the entire quarter — reflecting a site culture of consistent family engagement and stability. Plaza Feliz achieved 76% and School on Wheels achieved 72%, with illness, contagious illness, family obligations, and out-of-town travel documented as primary absence reasons. Home-based attendance dropped to 28% in March, reflecting the combined impact of family cancellations, staff scheduling constraints, and the dis-enrollment of three families mid-month.

- March recruitment expanded to the broadest set of community locations of the quarter, including Albuquerque Community Safety, Barret House Foundation and Shelter, Van Cleave Mobile Home Park, Sunrise Estates Mobile Home Park, East Gate Mobile Home Park, and the Jeanne Bellamah Community Center. Outreach at mobile home parks and emergency shelters reflects a strategic prioritization of families in transitional or unstable housing — a population disproportionately represented among EHS-eligible families and disproportionately underserved by traditional outreach methods. Recurring outreach at the City of Albuquerque New Employee Orientation, Rio Grande Food Project, and Gateway Family Shelter continued in March.
- In March 2026, the ERSEA Specialist completed onboarding into the Universal Home Visiting Centralized Intake and Referral System (UHVCIRS), with an associated MOU currently under review by the City of Albuquerque's Legal Department. Once executed, this integration will allow the program to receive home visiting referrals directly through a centralized cross-agency platform — eliminating the need for families to self-identify and navigate enrollment independently, and creating a more equitable and efficient pathway into the home-based option for the families who need it most.
- The Spring In-Service Training was delivered March 31 through April 2, 2026, bringing all direct service employees and supervisors together across three days of structured professional development. March 31 featured a two-part training on the 5Rs for Early Learning Programs at the DCFD Administrative Office, followed by an afternoon session at the Goodwill Opportunity Center Community Room including a Discount School Supply Make and Take and a CNM Early Education Fast Track presentation by CNM Program Manager Laly Reyes. April 1 delivered six content-area sessions including How to Read an IFSP, Fostering Positive Goal-Oriented Relationships, Health Nutrition and Safety Documentation Expectations, EHS Requirements and Their Purpose, Transitions for Early Head Start, and PDIS Overview and Next Steps. April 2 was dedicated to CPR and First Aid certification and recertification, with non-attending staff completing PDIS requirements at their home centers. The three-day design reflects a leadership approach that treats in-service training as a vehicle for organizational alignment — not a compliance calendar obligation.
- The Child Development and Education Program Specialist completed a structured review of lesson plans across all sites in March, identifying revision opportunities in preparation for the 2026/2027 program year. This planning investment reflects a continuous improvement orientation that uses the final months of the current year to build a stronger instructional foundation for the next.
- The School Readiness Committee was scheduled to convene on April 13, 2026, to collectively review Winter checkpoint data and determine coordinated instructional responses. The committee model ensures that child outcome data produces aligned, cross-site action rather than isolated reactions — and that the program's response to what children

need is unified, strategic, and grounded in evidence.

- The PFCE Specialist developed a new streamlined In-Kind tracking form in
  
- March, reducing documentation burden on direct service staff while improving data accuracy across all five caseloads. This operational improvement reflects a broader management principle: administrative systems should serve the people who use them, and when they create unnecessary burden, redesigning them is a leadership responsibility.
- The program completed onboarding into the UHVCIRS in March, with an MOU under City legal review. This systems-level infrastructure improvement will fundamentally change how home-based referrals reach the program — moving from family self-identification to cross-agency connection — and represents the most consequential structural improvement to the program's enrollment pipeline undertaken this quarter.

**6. Construction Projects**

- N/A this reporting period

**7. New Hires as of March 31, 2026**

- N/A This reporting period

**8. Involuntary Terminations:**

- N/A This reporting period.

**9. Budget**

Federal Grant-year to date (YTD) expenditures \$23,335.80

Training/Technical Assistance-(T/TA)-year to date expenditures \$0

City Match Funding (YTD) expenditures \$3,427.54

**P-Card Expenditures-**

Amazon	\$461.79	Classroom supplies
E3 Diagnostics	\$619.95	Health Screening Fees

**Total P-Card Purchases: \$1,078.74**