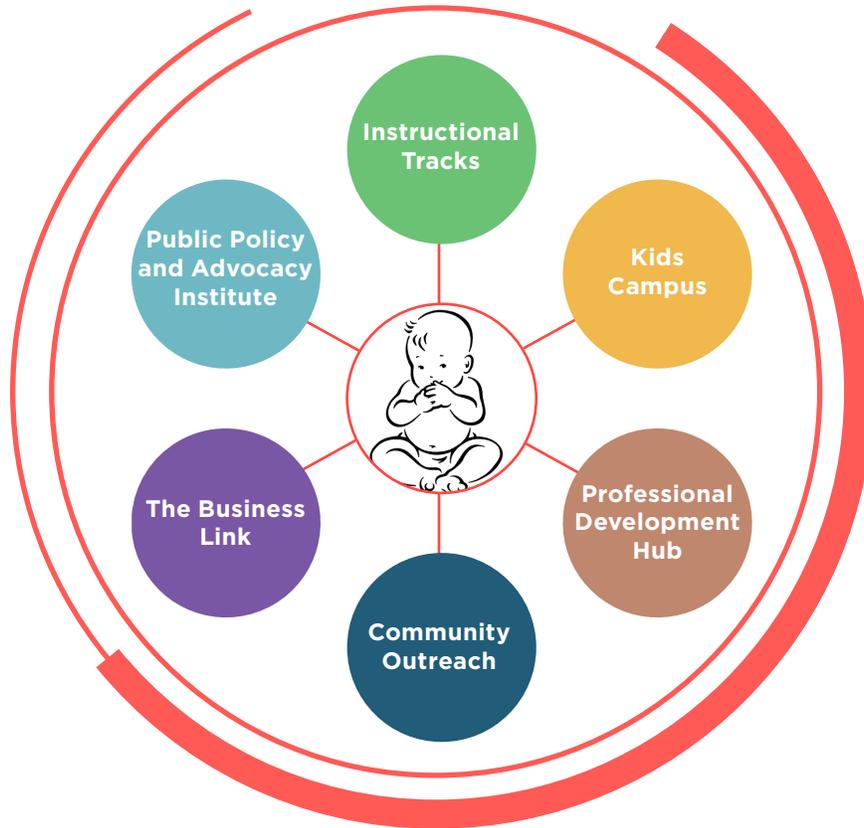


EARLY CHILDHOOD CENTER OF EXCELLENCE



Business Plan



Prepared by
Shaening and Associates, Inc. in
collaboration with
The Santa Fe Community College
Early Childhood Advisory Council
December 2014

INTRODUCTION

This document sets forth the business plan for the Santa Fe Community College (SFCC) Early Childhood Center of Excellence (ECCOE), expected to begin phasing in operations in early 2015. The ECCOE will ultimately house six programs as described later in this plan. Establishing the ECCOE will keep SFCC at the forefront of early childhood efforts in the community in coordination with the Mayor's Children's Cabinet, the Santa Fe Public Schools, the Baby Fund and the Birth 2 Career (B2C) Initiatives of the Santa Fe Community Foundation, the Early Childhood Development Partnership, and others.

The idea to establish the ECCOE via this business plan came from the Early Childhood Advisory Council hosted by SFCC. The Council served as advisors to the business planning process. Members are listed in Attachment One to this plan.

PURPOSE

The purpose of the Early Childhood Center of Excellence is to enhance all aspects of the early childhood sector in our community by providing affordable high quality education and professional development through multiple tracks and opportunities; demonstrating and replicating high quality early childhood services through Kids Campus; supporting new and existing early childhood businesses to function at the highest quality with sustainable business models; and advocating for policies and funding to support the sector and invest in our children and their early childhood development.

THE BIG PICTURE

The Early Childhood Advisory Council conducted an environmental scan in conjunction with other research activities to create a context for this business plan. Several themes emerged from this work (with additional detail to be found in Attachment Two):

- o The benefits of early childhood education are well established
- o Brain research has clearly established the need for quality early care and education
- o Early Care and Education makes a significant contribution to NM's economy
- o Early Care and Education provides a sizeable return on investment
- o The field is professionalizing
- o The field is slowly being embraced in multidisciplinary models and systems of care
- o Major new investment is needed in early childhood

MARKET AND NEEDS ANALYSIS

Child Care Capacity and Current Census

As part of the development of this Business Plan, a brief telephone survey of licensed child care centers and family homes in Santa Fe County was conducted. The results of the Provider Survey are included in Attachment Three to this plan. According to data in that report, there is a combined licensed capacity of 1996 for children age 2 and over in licensed centers and family and group child care homes. The combined licensed capacity for children under age 2 is 379. By contrast, the current combined census of children age 2 and over is 1320 and for children under age 2, it is 268. In addition, according to CYFD, 27 registered child care homes have a combined approved capacity of 162.

Table 1
Licensed Capacity and Current Census in Santa Fe County
By Provider Type and Age Group

Type of Provider	# Included	Age 2 and Over		Under 2	
		Lic. Cap.	Current Census	Lic. Cap.	Current Census
1 Star Center	1	44	26	0	0
2 Star Center*	20	936	578	71	30
3 Star Center	3	83	30	56	40
4 Star Center	6	227	183	24	20
5 Star Center	2	101	89	45	50
5 Star FOCUS Center	8	508	346	136	97
Total Centers	40	1899	1252	332	237
1 Star Family Child Care Home	2	8	8	4	4
1 Star Family Child Care Home	4	32	21	16	12
2 Star Family Child Care Home	5	24	21	12	11
2 Star Family Child Care Home	4	33	18	15	4
Total Family Homes	11	97	68	47	31
Grand Total	51	1996	1320	379	268

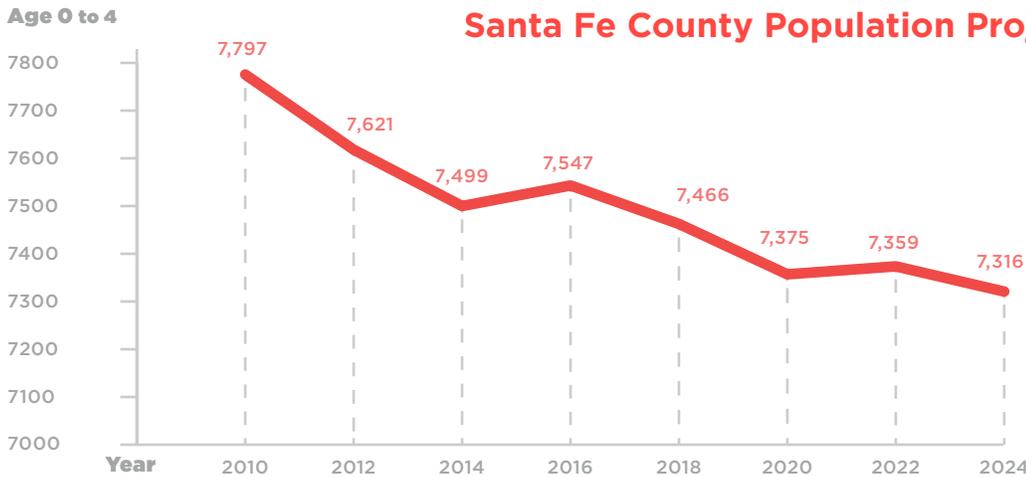
Despite the low census numbers, 12 centers and five of the 11 homes included in the survey reported they maintain a waiting list. The five child care homes have a total of 21 on their lists. Ten of the 12 centers specified the numbers on their lists, ranging from 2 to 223 and totaling 248. In addition, PMS maintains one combined waiting list for their 10 programs. In terms of centers, several possibilities for this seeming contradiction have been

suggested. It may be that spaces are available for one age group but not for older or younger children. Other factors include the demands of student-teacher ratios, the scheduling conflicts that arise from full time versus part time children, and the credential requirements of staff. Or, as is the case with Kids Campus, centers may be licensed for more children than they are currently able to accept due to other financial or logistical limitations.

Population Trends and Child Care Needs

Population trends provided by Geospatial and Population Studies at UNM’s Institute for Applied Research Services (IARS) generally show a somewhat declining market over the next 20 years in terms of the number of children 0-4 years. As is evidenced in the table below, the number of children in this age group is projected to drop approximately 6% between 2010 (the last census) and 2025. (The obvious limitation to this analysis for purposes of this plan is that the age cohort does not include five year olds.)

Table 2
Santa Fe County Population Projections Age 0 - 4



These data can be used to project child care needs based on two assumptions. According to Resource Connections (“Quality in Family, Friends and Neighbor Child Care Settings,” Susman-Stilman, Amy; Resource Connections; National Center for Children in Poverty and the Inter-university Consortium for Political and Social Research, May 2011):

- it can be assumed that 60% of children under five will be in some form of non-parent out-of-home childcare, and
- of these 33% - 53% will be in unregistered/ unlicensed settings.

The table below applies these assumptions to the data provided by IARS for 2014 as well as projecting to 2016 and 2020.

Table 3

New Mexico Population Projections in Terms of Child Care Need

	2014	2016	2020
Total projected population <5	7499	7547	7375
In out-of-home care (60%)	4499	4528	4425
In unregulated care (33-53% of above)	1485 - 2384	1494 - 2400	1460 - 2345
In registered/licensed settings	2115 - 3014	2128 - 3034	2080 - 2965

Looking at 2014, if the Resource Connections assumptions are valid, between 2115 and 3014 children would need placements in registered/licensed settings. As discussed above, the current licensed capacity with licensed or registered providers is 2537. There are an additional 425 spaces available in the Santa Fe

Public Schools Pre-K programs, for a total of 2962. However, as seen in the survey findings above, the current census is considerably below that, with 1588 in licensed programs and 335 in SFPS Pre-K. (The current census in registered homes is not known.) For the sake of argument, if all the approved slots in registered homes were full, that would be 162, which combined with licensed programs and Pre-K would total 2085. It would seem, then, that current capacity is adequate to meet 2014 needs. And yet, there are waiting lists totaling 248 children. And the common perception is that there is minimum availability of child care for children under two. There is no obvious explanation for these seemingly contradictory findings.

Staffing

The licensed centers included in the Provider Survey employ a total of 277 staff in various capacities, not including administrative, food service, and other support staff. These included 32 Directors/Supervisors, 65 Lead Teachers, 115.5 Teachers, 55 Teacher Assistants, and 9.5 “Other.”

Education and training requirements for these staff varied considerably. Not surprisingly perhaps, centers with higher Star ratings were somewhat more likely to require BAs or higher degrees for directors/supervisors. About half of the 16 one and two Star Centers require certification or an AA, while 8 of the 9 centers with three Star or higher ratings who specified their requirements require degrees. This pattern was not seen as clearly in other job categories.

Four centers reported staff vacancies, one with three vacancies and three with one each. In addition, SFCC Kids Campus has 11 temporary positions, but the permanent positions (while technically vacant) are currently frozen. Twenty-two of the licensed centers and all of the family child care homes and group child care homes reported no problems recruiting and retaining staff. The remaining 17 centers reported a range of issues, especially low salaries and difficulties hiring for part-time positions. PMS Head Start specifically cited competition from new Pre-K programs.

The issue may be more one of quality than quantity. Per Kelly O’Donnell and the work of the NM Early Childhood Development Partnership, “New Mexico has a severe deficit of qualified early childhood educators that will only worsen as the demand for early childhood education increases. New Mexico’s ECE workforce shortage results from socioeconomic and market factors and persists despite the state’s proactive implementation of numerous policies and best practices in workforce development. At this point, the only way to significantly increase the supply of qualified educators is to dramatically improve compensation, but New Mexico’s child care market cannot currently support such an increase. In fact many parents, including those of moderate or even middle income, are already on the cusp of being priced out of the market for regulated child care entirely. Thus, if access to high quality ECE in New Mexico is to improve, it is incumbent upon the public sector to fill the gap between the cost of sustaining a qualified ECE workforce and what the market can bear. This can be accomplished either by markedly increasing the bonuses in the state’s quality rating improvement system (FOCUS) or by subsidizing the pay of qualified educators either through direct grants or tax incentives.”

Students

Data provided by the Office of Planning and Institutional Effectiveness on student majors and degrees for 2009-2013 and partial year 2014 appear below. As is evident in the table, the number of students with relevant majors is high, while figures on certificates and degrees are rather low.

Table 4

SFCC Student Majors and Certificates & Degrees Majors / Certificates or Degrees

ACAD YEAR	AA-Early Childhood Education		AA-Early Childhood Multicultural Education		AAS-Early Childhood Education		Certificate-Early Childhood Development		Certificate-Early Childhood Birth-3rd Grade	
	AA ECED	AA ECME	AA ECED	AA ECME	AAS ECED	AAS ECME	CERT ECDC	CERT ALC	CERT ECDC	CERT ALC
	Majors	Degree	Majors	Degree	Majors	Degree	Majors	Cert	Majors	Cert
2009	37	2	7	4	10	0	0	0	10	4
2010	77	9	12	0	17	0	0	0	16	7
2011	64	7	6	2	22	0	0	0	17	6
2012	45	15	13	0	16	2	0	17	18	0
2013	74	6	7	0	29	1	7	13	18	2
2014	149	1	17	0	50	0	17	0	45	2

Financial Issues

CYFD Child Care Assistance: The 10 PMS Head Start programs do not charge tuition and do not accept CYFD child care assistance. Of the remaining 29 centers included in the Provider Survey, 24 accept assistance and five do not. Eight of the 11 child care homes and group homes accept assistance. Respondents were typically unable to give accurate numbers of families receiving assistance, saying it varies from week to week. According to CYFD Early Childhood Services, 278 families and 414 children in Santa Fe County were receiving assistance in November 2014.

Similarly it was difficult to arrive at reliable estimates of the proportion of costs that are covered by assistance. However, according to the “Child and Family De-

velopment Center Business Plan” published by San Juan College (SJC) in March 2014, “CYFD tuition (assistance) rates are below average market value for comparable centers in New Mexico for all age groups.” The short table below, adapted from the SJC business plan, shows the difference between the average market rate for 2 Star, 3 and 4 Star, and 5 Star Centers by age group and the CYFD reimbursement rate for metro centers. These differences will change if proposed new rates go into effect. Those rates are \$720.64 for infants, \$589.55 for toddlers, and \$457.61 for pre-school. For five-star centers, a \$250 premium is added to each of these rates.

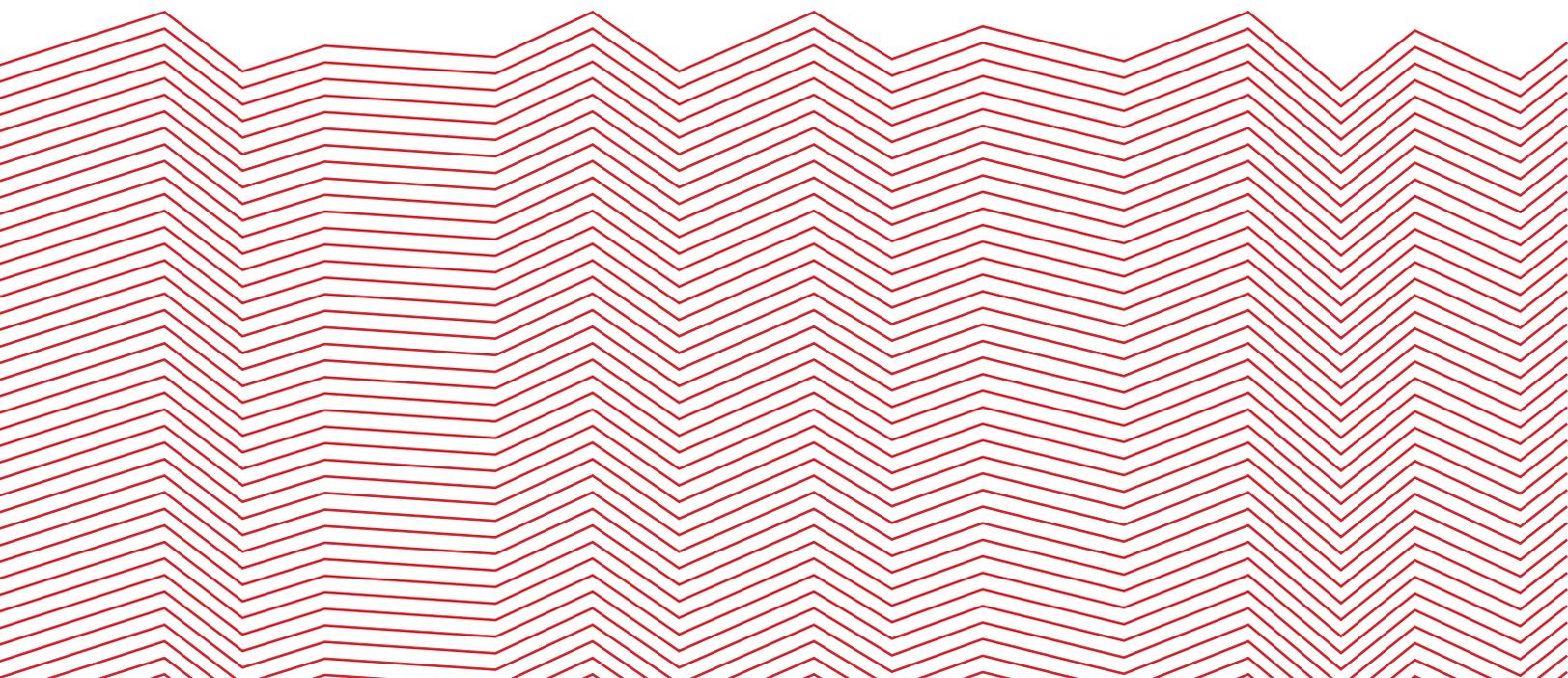
Table 5

Difference between Average Monthly Market Rate and CYFD Reimbursement Rate

	2 Star	3-4Star	5 Star
Infant			
Average Market Rate	617.27	713.13	728.94
CYFD Rate	521.37	608.62	653.37
Toddler			
Average Market Rate	625.81	646.96	675.26
CYFD Rate	470.72	557.97	602.72
Pre-School			
Average Market Rate	603.27	594.92	650.91
CYFD Rate	440.01	527.26	572.01

The New Mexico Early Childhood Development Partnership’s “Early Care and Education Cost Model” (December 2013) provides a detailed analysis of the financial challenges facing the sector. Several scenarios are presented in this model with variations on sizes of centers, ages of children, income mix of families, enrollment levels, and bad debt. While there are multiple findings for multiple scenarios in this model, the general conclusion is that break-even potential is at Star Level 3, balancing the number of classrooms with the relative percentage of children receiving child care assistance.

Of the 40 survey respondents who do not already have Five Star ratings, 28 providers (including 8 of the 11 child care home providers) said they were not interested in going for a higher rating. In general they didn’t see the need, thought it was too much trouble, and reported they were satisfied with their current rating.



THE EARLY CHILDHOOD CENTER OF EXCELLENCE

The ECCOE is an exemplary project for SFCC that will eventually parallel the efforts of the other two centers of excellence on campus. The ECCOE will make substantive contributions to workforce development, business development and sustainable business practices, and critical early education opportunities for the community. The ECCOE will develop an evaluation system to track and report outcomes resulting from each of these goals.

The goals of the ECCOE are as follows:

- 1** Expand programs, enrollment, and matriculation tracks in early childhood education, including dual credit options for high school students
- 2** Further develop Kids Campus as a lab and demonstration site
- 3** Create a Professional Development Hub that directly provides or otherwise facilitates professional development opportunities to persons working in the early childhood sector
- 4** Conduct community outreach activities to engage family, friend and neighbor early childhood providers and the families who use their services
- 5** Create a Business Link that provides business services and supports for new start-ups and existing providers and new early childhood providers
- 6** Create a public policy function that will research and advocate for improved policy and increased funding for early childhood education

In working towards these goals, the ECCOE will follow several important operating principles:

The ECCOE will maximize student engagement in learning, teaching, outreach, marketing, materials development, etc. Students will come from all departments within the SFCC.

The ECCOE will maintain an interdisciplinary focus and seek campus wide engagement and ownership. Early childhood content will be incorporated in collateral programs and relevant classes.

The ECCOE will strive to be culturally responsive in all of its activities.

To the extent possible, materials, presentations and classes will be developed and delivered in both English and Spanish.

The ECCOE will take every opportunity to educate the community about the importance of early care and education and the need for quality services

The ECCOE will employ Continuous Quality Improvement practices

Each of these goals is further described in terms of objectives, services and strategies in the sections that follow.

GOALS, OBJECTIVES, SERVICES, AND STRATEGIES



Expand programs, enrollment and matriculation

GOAL 1

Expand programs, enrollment, and matriculation tracks in early childhood education, including dual credit options for high school students

Objectives

Expand the Certificate program to qualify for Pell grants and parallel the Certificate provided by CYFD

Develop and provide an AA/AAS in the FIT (Family, Infant, Toddler) track

Increase the number of students who enroll in Certificate, AA, and AAS early childhood education programs

Increase the number of students who graduate from Certificate, AA, and AAS early childhood education programs

Create a career pathway/dual credit program for high school students in Certificate, AA, and AAS early childhood education programs

Increase the number of students linked to four-year Bachelor's programs in early childhood education

Develop community health worker training in early childhood

Services and Strategies:

Expand the Certificate program to qualify for Pell grants and parallel the Certificate provided by CYFD

- Work with CYFD to secure their approval and acceptance of a Certificate that matches the one they offer
 - Add the three-credit course in “Guiding Young Children” and a two credit practicum (that includes competencies from CYFD’s Workbook) to the current Certificate program
 - Market the availability of this enhanced Certificate to current and prospective students
-

GOAL 1 | Expand programs enrollment and matriculation

Develop an AA/AAS in the FIT (Family, Infant, Toddler) track

- Develop/adopt the three 3-credit courses and two 2-credit practicums as required in NM's Professional Pathways/Career Ladder.
- Offer new courses along with the five Common Core Courses (16 credits total) and 35 general education credits (or fewer general education credits for the AAS)

Continue to provide Certificate, AA, and AAS programs

Create at least one new FTE faculty position in Early Childhood

Expand recruitment of adjunct faculty

- Create non-monetary incentives to serve as adjunct faculty, e.g., access to SFCC amenities such as the fitness center, reduced rates for non-credit program participation, etc.
- Advertise opportunities among existing providers – early childhood as well as FIT related programs
- Reach out to faculty in four year programs

Expand recruitment efforts (overlaps with Community Outreach and Professional Development Hub)

- Develop new brochures and flyers for broad distribution in the community advertising the availability of all instructional programs
- Develop social media recruitment strategies
- Recruit students from multiple sources including but not limited to existing providers (including Head Start), high school students, Teen Parent Centers, YouthWorks, FFN outreach, etc.

Expand counseling and advisement services for students in early childhood programs to encourage those pursuing a certificate to consider an AA/AAS and those pursuing an AA/AAS to consider a four year program.

Expand intern placement opportunities for students not already employed in the sector at Kids Campus and at other providers in the community

Create Dual Credit opportunities for high school youth

- Make a formal request to the Santa Fe Public Schools to consider a dual credit program in early childhood at the Early College Program at Santa Fe High perhaps starting with an introductory course in Fall 2015 and expanding the curriculum to create a Certificate by Fall 2016
- Work with the Larragoite Academy to strengthen and adapt the early childhood career pathway so that more students achieve certification

- Reach out to Capital High School to explore opportunities for a career pathway at their site or to facilitate interested students participating in the Early College Program once established at Santa Fe High School
- Explore possible collaboration with Thornburg and the Health Leadership High School.
- Advertise on campus dual credit opportunities leading to certification and AA/AAS with other post-secondary schools (private as well as charter)
- Continue to offer early childhood classes on campus that qualify for dual credit

Further develop Kids Campus

GOAL 2

Further develop Kids Campus as a sustainable lab and demonstration site

Objectives

Extend opportunities for Kids Campus to serve as a lab site at the College

Formalize demonstration of best practices in high quality early childhood

Expand revenues and reduce the subsidy provided by SFCC

Services and Strategies:

Extend opportunities for Kids Campus and other venues to serve as a lab site at the College

- Continue to provide Kids Campus as a living lab and practicum site where people can engage in excellence in teaching and learning
- Explore formalizing a high quality apprenticeship program at Kids Campus
- Explore options for Kids Campus serving as a lab and practicum site for other disciplines such as dental, nursing and other health sciences, etc.
- Credit revenue for practicum services to the Kids Campus budget
- Develop agreements to have the Early Childhood Center at Agua Fria and the Pre-K program at Aspen School serve as lab sites

GOAL 2 | Further develop Kids Campus

Formalize demonstration of best practices in high quality early childhood

- Continue to demonstrate early childhood practices in strict conformity to the NM Early Learning Guidelines with a developmental focus
- Seek funding to adopt and demonstrate one or more additional best practices such as Reggio Emilio inspired practice
- Seek funding to develop and demonstrate a therapeutic nursery, a service not currently offered in Santa Fe County
- Seek funding for replication of best practices in other centers in the community

Seek new revenues to support Kids Campus and reduce the SFCC subsidy

- Raise tuition fees for private pay clients
- Raise registration, materials, afterschool, before school and wraparound fees
- Open one more classroom - either two year olds with 14 children or three year olds with 18 children (apparently there is only room for one more classroom)
- If demand is there, expand infant care with therapeutic services in an inclusion model perhaps provided in conjunction with Las Cumbres
- Provide full day Pre-K if wraparound/aftercare can be covered by CYFD
- Collaborate with Presbyterian Medical Services to add a Head Start and/or Early Head Start program at Kids Campus
- Establish a childcare scholarship fund at the SFCC Foundation
- Continue to seek federal funding opportunities such as CCAMPIS

Consider developing social enterprise activities to create new revenues

- Provide wraparound like services on a drop in basis and charge a substantial hourly rate
- Seek business partners who would purchase full or partial slots as an employee benefit (if partial slots, employee could pay remainder on a pre-tax basis)
- Evaluate the feasibility of a satellite center on-site or off-site at one or more major employers where all children would be self-pay; work with Thornburg on this
- Evaluate the feasibility of a satellite center on-site at the Higher Education Center

Conduct due diligence studies on developing a shared services model with United Way of Santa Fe County to initially include Kids Campus, the Early Childhood Center at Agua Fria, and the Pre-K at Aspen School

Engage in discussions with SFCC leadership and Board about the ethical and other pros and cons of other options to create additional revenues.

- Look at revised scheduling practices to fill all classrooms five days/week, meaning students with two-day subsidies would have to enroll and find payment for five days
- Re-balance ratio of paid and child-care assisted – currently about 40-50% receive childcare assistance and this could be reduced to a smaller percentage. However children receiving childcare assistance are mostly children of students and staff. It is also estimated that about half of the families on the waiting list are students and staff
- Consider lowering Star Level to improve financial margins

Create a Professional Development Hub

GOAL 3

Create a Professional Development Hub that directly provides or otherwise facilitates professional development opportunities for persons working in early childhood¹

Objectives

Increase the professionalism of people working in early childhood and collateral fields

Provide networking and community building opportunities

Increase community awareness of the importance of early childhood

Disseminate information about new trends, new knowledge, and new requirements in the early childhood sector

Services and Strategies:

Create a marketing strategy and calendar of events

- Manage a constantly updated email list of persons who would be interested in professional development opportunities – early childhood provider directors and staff, persons working in collateral fields, etc.
- Post events on the SFCC website
- Post events on partner websites and newsletters
- Other outreach and marketing activities

¹Professional Development activities are grounded in the philosophy: “Cultivate your own intellect and nourish the life of your own mind. For teachers, this intellectual cultivation is as important as growing our capacities for compassion and caring--not less, not more, but equally important. In other words, we must tell students to see themselves as developing professionals; they must become students of their own teaching, and remain so throughout their careers.” (Our Inquiry, Our Practice, Gail Perry, Barbara Henderson, * Daniel R Meier, Eds, 2012)

GOAL 3 | Create a Professional Development Hub

Coordinate and deliver professional development events

- Conduct a needs assessment every other year to identify the professional development needs of persons working in early childhood
- Working with an advisory group, decide which professional development topics should be included in annual calendars; recruit speakers/presenters (SFCC EC staff and students as well as people in the field in NM and nationally)
- Solicit professional development opportunities from elsewhere in SFCC (e.g., La Familia on dental health; Culinary Arts on making baby food, sustainability program on family and community gardens; fitness programs and self care for providers, etc.)
- Identify sites and arrange logistics
- Arrange for education credits where applicable
- Recruit participants
- Develop and analyze participant evaluations

Host professional development events provided by partners

- Co-host professional development events provided by TTAP
- Create a network of other partners that offer professional development activities including but not limited to the Baby Fund, Circle of Security trainers, United Way of Santa Fe County, CYFD, PED, NMAEYC, Santa Fe Birth to Career (B2C) Collaboration, Kellogg funded programs, First Born, NMSU, NMHU, UNM, the NM Early Childhood Community, the Higher Education Task Force on Early Childhood, the NMECDP, etc.
- Reach out to the network to offer facilitation and hosting of their events
- Identify sites and arrange logistics
- Arrange for education credits where applicable
- Recruit participants
- Coordinate participant evaluations

Organize networking and community building events

- Identify sites and arrange logistics
- Identify sponsors to provide refreshments
- Recruit participants

Develop a plan, with the Baby Fund, for a pool of substitutes who could be deployed to free staff for professional development and longer term, for other staffing needs. This will involve working with CYFD to create a licensing option for the pool itself so as to obviate the need for multiple background checks. (Preliminary discussions between the Baby Fund and CYFD indicate an openness to exploring regulatory

changes that would allow a substitute to have one background check rather than one for every placement.)

Participate in related community groups and initiatives including but not limited to various task forces, the Mayor’s Children’s Cabinet, the Santa Fe Birth to Career (B2C) Collaboration, the NMECDP, etc.

Monitor existing listserves and websites on what is happening in the field – new knowledge and new best practices, new policies and regulations, changes in federal and state laws, funding priorities, etc. Topics could become professional development offerings or items discussed at networking and community building events.

Link participants to job posting sites at NMAEYC and NMKids.Org

Conduct community outreach

GOAL 4

Conduct community outreach activities to engage family, friend and neighbor (FFN) early childhood providers and the families who use their services

Objectives

Increase the number of unregistered homes who become registered or licensed homes (overlaps with goal in The Business Link)

Improve the quality of services provided by currently unregistered family, friend, and neighbor (FFN) providers by providing materials, supports, training, and networking

Support parents and other caregivers, including grandparents, in developing skills and accessing resources

Services and Strategies:

Reach out to currently unregistered family, friend, and neighbor (FFN) providers and the families who use their services with a variety of activities to “go where the families are,” such as:

- Connect with neighborhood and community leaders, including the immigrant community, in developing outreach strategies
- Engage community health workers, CIS (Communities in Schools) staff, home visitors, other publicly funded programs/providers, and others who connect with community to assist in outreach

GOAL 4 | Conduct community outreach

- Evaluate the feasibility and develop a work plan to reinstitute the Toy Lending Library; evaluate the feasibility of deploying a “Toy-Mobile” that would go to parks, community centers, large shopping venues such as Wal-Mart, etc.
- Evaluate the feasibility and develop a work plan to collaborate with La Familia to periodically place a Community Health Worker in a kiosk at Wal-Mart to distribute written bilingual information and to engage families and FFN providers in discussions about how to find and how to provide quality early childhood care; information on accessing other health and social services could also be distributed; approach Wal-Mart to provide gift cards for families who later come to networking and information meetings.
- Provide education on early childhood to Community Health Workers in other settings so that they can provide information to families and FFN providers and link them to services and supports
- Collaborate with United Way of Santa Fe County on their home visiting initiative designed to connect with unregistered family, friend, and neighbor (FFN) providers
- Use other home visiting initiatives as a conduit to currently unregistered family, friend, and neighbor (FFN) providers - possibilities include working with CYFD to expand their FFN outreach project to Santa Fe County whereby home visitors would identify where families are going for early childhood care and then sending home visitors to the FFN site to engage them in quality improvement activities.
- Place bilingual information for families and FFN providers in health clinics, pediatrician offices, public health sites, income assistance offices, libraries, etc.

Develop a range of educational and informational materials for unregistered family, friend, and neighbor (FFN) providers and the families who use their services (to be used in the activities listed above)

- Develop bilingual information on how to find and how to provide quality early childhood care, child development, school readiness, etc.
 - Create “boxes” of developmentally appropriate toys and “manipulatives” with guidelines on their use for lending to unregistered family, friend, and neighbor (FFN) providers and the families who use their services
 - Offer business start-up and certificate programs in Spanish at least once per year
 - Initiate Play and Learn Groups, Literacy Groups, and Training Groups for currently unregistered family, friend, and neighbor (FFN) providers and the families who use their services
 - Solicit specialized workshop opportunities from elsewhere in SFCC for family, friend, and neighbor (FFN) providers and the families who use their services (e.g., La Familia on dental health; Culinary Arts on making baby food, Sustainability program on family and community gardens; fitness programs and self care, etc.)
-

Evaluate the feasibility and develop a work plan to bring up an Abriendo Puertas/ Opening Doors program in Santa Fe County. [“Abriendo Puertas is a national, evidence-based, peer-to-peer training program that seeks to improve the outcomes of our nation’s Latino children by focusing on building the capacity and confidence of parents to be strong and powerful advocates in the lives of their children.”]

~~Continue to explore the Kellogg-funded initiative with the Carino TTAP and CNM in Albuquerque’s South Valley as a model for outreach to families and FFN. This program is developing an Early Childhood Family Resource Center at the CNM South Valley campus to serve as a centralized hub to help families navigate the system with regard to the various programs they could access for assistance and support, provide parent education, facilitate playgroups, provide storytelling, and include a Toy and Resource Lending Library for parents/families and family child care home providers.~~

Create a Business Link

GOAL 5

Create a Business Link that provides business services and supports for new start-ups and existing early childhood providers

Objectives

Increase the number of unregistered homes who become registered or licensed homes

Increase the number of new registered homes, licensed homes, and licensed centers

Increase the financial viability of early childhood providers

Increase the operational efficiency of early childhood providers

Services and Strategies:

With the SFCC based Small Business Development Center (SBDC), develop and deliver “X” number of 1-2 day trainings per year in “How to Start a Early Childhood Business”

- Incorporate information from the standard SBDC course on Starting a Small Business
- Enlist CYFD to provide training on CYFD licensing and other regulatory matters; enlist City and County officials to assist on codes and other requirements
- Create a Toolbox for new providers

GOAL 5 | Create a Business Link

- Post trainings on the SFCC website
- Post trainings on partner websites and newsletters
- Develop and analyze participant evaluations

Recruit participants from currently unregistered homes, YouthWorks, Teen Parent Centers, the Transitional Education Program (TEP) at Zona del Sol, SFCC students, and additional sources

- Develop marketing materials and arrange for presentations in conjunction with the Community Outreach component of the Early Childhood Center of Excellence
- Working with the early childhood instructional program, facilitate enrollment of participants in the early childhood certificate or AA program
- Evaluate the feasibility of re-creating the Amanecer project, formalizing the engagement of FFN providers in both business startup activities and instruction programs with perhaps 15 individuals per cohort

Provide supports for existing early childhood businesses (NOTE: the information for providers could be delivered through information dissemination channels – websites, newsletters, etc.; it could also be disseminated through Networking meetings sponsored by the Professional Development Hub.)

- Research new business models in early childhood and provide information to existing providers
- Research shared business services models in early childhood and provide information to existing providers
- Create information on budget management for early childhood providers
- Create information on enrollment and scheduling systems for early childhood providers
- Create information on marketing and recruitment for sustainability for early childhood providers
- Explore creating a certificate for businesses successfully completing programs with the SBDC

Working with the Chamber of Commerce and other organizations, explore opportunities to promote “Family Friendly Businesses” that include providing or subsidizing early childhood education for their employees

Work with the Business Department to incorporate content on Early Childhood Business into their classes

- Create agreement for SBDC to do short presentations in existing business classes
 - Explore the possibility of an “Ed-To-Go” module on early childhood business
-

Create a Research, Policy and Advocacy Institute

GOAL 6

Create a Research, Policy and Advocacy Institute that will research and advocate for improved policy and increased funding for early childhood care and education

Objectives

Create new/improved public policies in support of early childhood care and education

Expand funding for early childhood care and education

Services and Strategies:

Participate in established groups working to improve policy and funding for early childhood care and education, e.g., the Mayor's Children's Cabinet, the Santa Fe Birth to Career (B2C) Collaboration, the Early Childhood Development Partnership, the Early Learning Advisory Council, the National Association for the Education of Young Children, NM Voices for Children, and many others.

Sponsor a Summer Public Policy Conference with NMAEYC and others (this could be organized to correspond to Legislative Education Study Committee summer meetings)

Participate with the New Mexico Community Data Collaborative, Early Child Data Warehouse (NM Early Learning Advisory Council); map Santa Fe County in terms of risks, services, and related data elements (<http://www.cdd.unm.edu/cms/Programs/ecln/FIT/pdfs/OnlineMaps.pdf>)

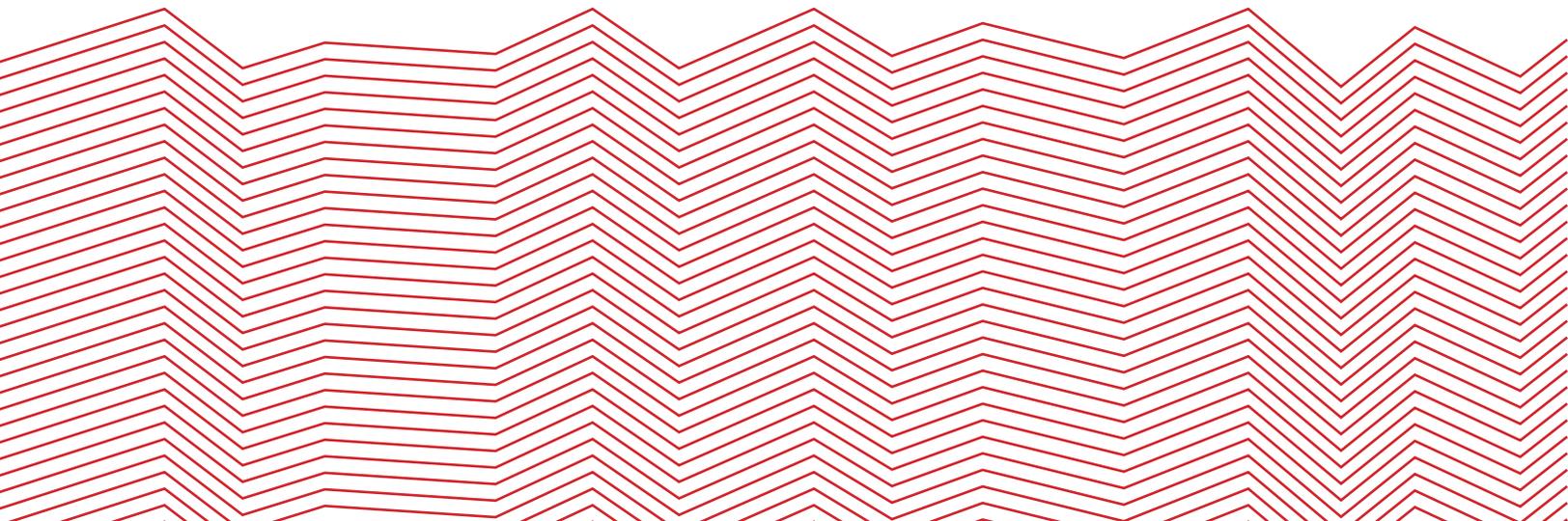
Work with other Community Colleges in New Mexico, and with various foundations and funders, to expand services and collectively advocate for more financial and other support of the sector.

Conduct research and prepare white papers and other documents on key policy and funding issues, e.g., new public-private financing models such as social impact bonds and tax credits, new business models for providing services, emerging evidence-based programs, etc

GOAL 6 | Create a Business Link

- Train students in doing research on emerging trends and best practices
- Train students in doing advocacy work
- Collaborate with UNM MPH students on doing advocacy

Evaluate outcomes and overall impact of the ECCOE; provide workshop(s) in other evaluation services in the sector



ORGANIZATION AND MANAGEMENT OF THE CENTER OF EXCELLENCE

It is anticipated that the Early Childhood Center of Excellence (ECCOE) will be housed at Kids Campus. The ECCOE will ultimately consist of six organizational units/programs as described throughout this plan: Instructional Programs; Kids Campus; the Professional Development Hub; Community Outreach; the Business Link; and a Research, Policy and Advocacy Wing. The ECCOE will be built in two phases with Instructional Programs, Kids Campus, and the Professional Development Hub being the first priority, and Community Outreach, The Business Link, and Research, Policy and Advocacy to follow. In order to begin the process, grant funds will be sought to hire and support an ECCOE Director for the first 2-3 years. The

ECCOE Director could serve as the Chair of Early Childhood Instructional Programs and could also serve as a faculty member, teaching perhaps one course per semester. During Phase One, the ECCOE Director would supervise the Kids Campus Director and an Administrative Assistant who could serve part time as the Professional Development Hub Coordinator. The ECCOE Director would also supervise a contractor to develop the AA/AAS FIT Curriculum and program and would work with existing faculty and staff to expand the Certificate program. Once established, the ECCOE could apply for Research and Public Service funding from the Higher Education Department.

TASK-TIMELINE

PHASE ONE

Launch the Early Childhood Center of Excellence

Secure funding to hire a Director and Administrative Assistant	<i>February 2015</i>
Hire the ECCOE Director and Administrative Assistant	<i>March 2015</i>
Secure funding for operational costs - materials and expenses	<i>February 2015</i>
Design and implement an evaluation of the ECCOE	<i>June 2015</i>

Expand programs, enrollment, and matriculation tracks in early childhood education, including dual credit options for high school students

Develop new strategies for recruiting early childhood students	<i>April 2015 & Ongoing</i>
Expand internship opportunities	<i>July 2015 & Ongoing</i>
Launch dual credit program at Santa Fe High	<i>August 2015</i>
Expand Certificate Program	<i>August 2015</i>

Secure funding for AA/AAS in the FIT track	<i>August 2015</i>
Develop curriculum, secure adjuncts, recruit students for AA/AAS - FIT	<i>October 2015</i>
Launch the AA/AAS - FIT program	<i>January 2015</i>

Further develop Kids Campus as a sustainable lab and demonstration site

Develop cost model with new revenue streams and fees	<i>January 2015</i>
Organize a Kids Campus Sub-committee under the auspices of the EC Advisory Council	<i>January 2015</i>
With Kids Campus Sub-committee, develop plan to add classrooms (therapeutic nursery, 3 year old, head start, and/or full day pre-K)	<i>May 2015</i>
With Kids Campus Sub-committee, explore options for social enterprise activities	<i>May 2015</i>
Expand internships at Kids Campus and other community providers	<i>July 2015</i>
Secure funding for demonstration & replication of one or more exemplary practices	<i>August 2015</i>

Create a Professional Development Hub that directly provides or otherwise facilitates professional development

Assign coordinator duties to Administrative Assistant	<i>April 2015</i>
With the Baby Fund, organize a Substitute Pool so staff from throughout the community can attend professional development events	<i>May 2015</i>
With the EC Advisory Council, create plan for initial calendar of events offered by SFCC and numerous partners	<i>July 2015</i>
Develop marketing strategy	<i>July 2015</i>

PHASE TWO

Conduct community outreach activities to engage family, friend and neighbor providers and the families who use their services

Develop outreach strategy with partners in the community	January 2016
Develop educational and informational materials	January 2016
Initiate groups and community conversations	March 2016
Develop and deliver workshops	May 2016

Create a Business Link that provides business services and supports for new start-ups and existing early childhood providers

With the Small Business Development Center, develop and deliver “How to Start an Early Childhood Business;” recruit participants	January 2016
Develop and deliver a range of business services and supports for early childhood businesses	March 2016
Work with community organizations on promoting “Family Friendly Business” strategies that include providing or subsidizing early childhood services for employees	March 2016

Create a Research, Policy, and Advocacy Institute that will research and advocate for improved policy and increased funding for early childhood care and education

Partner with established groups doing policy and advocacy work	January 2016
Sponsor a Summer Public Policy Institute with partners	August 2015
Partner with other community colleges on policy and advocacy work	January 2016
Conduct research and write policy papers	June 2016 & ongoing

FUNDING AND OTHER RESOURCES NEEDED



Financial resources for start-up of ECCOE will largely be sought from external sources. Funding is needed for the following for at least the first 2-3 years:

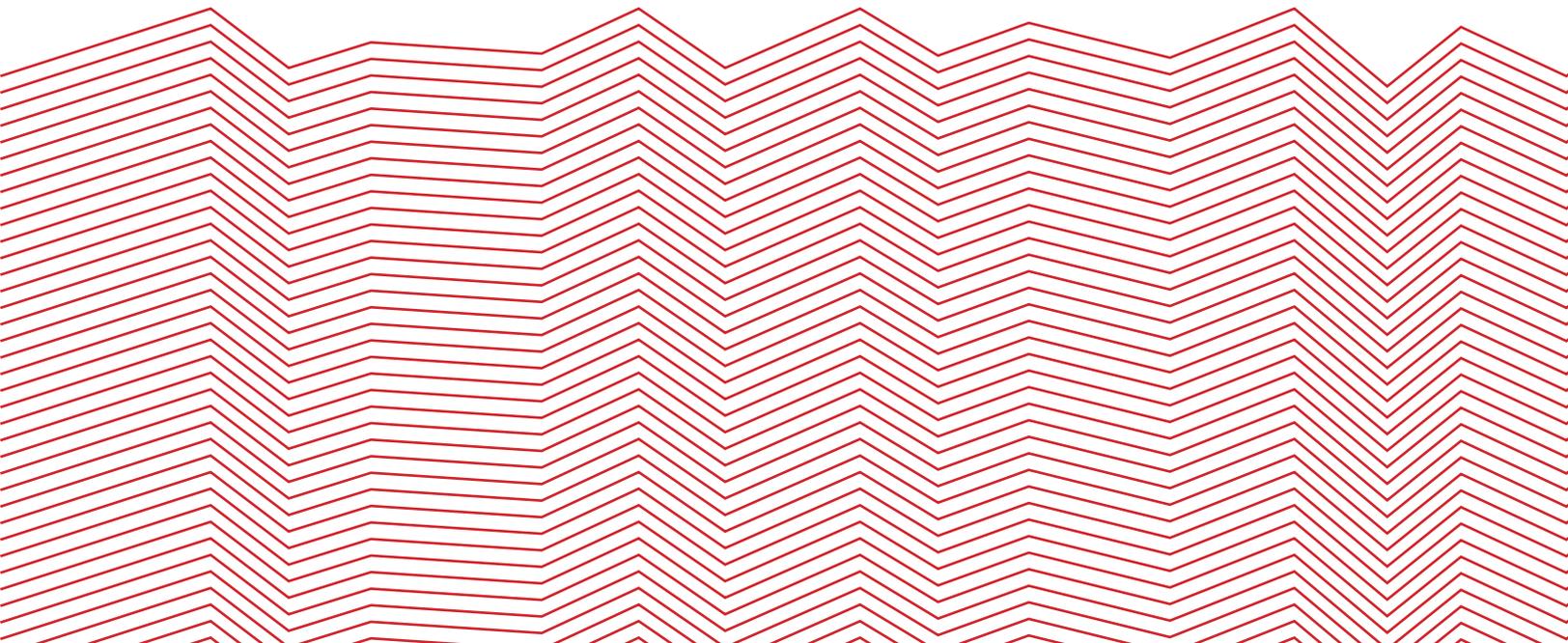
- ECCOE Director and Administrative Assistant
- Start-up funds for the new AA/AAS FIT instruction program: a contractor to develop the curriculum and funds to cover adjunct faculty expenses, recruitment of students, etc.
- Budget for materials and other expenses of the ECCOE
- Grant support for demonstrating and disseminating best practices at Kids Campus
- Possible funding through McCune grant to support 30 new homes/centers (multiple counties) through two-day trainings for current non-registered home providers who will be provided stipends to attend

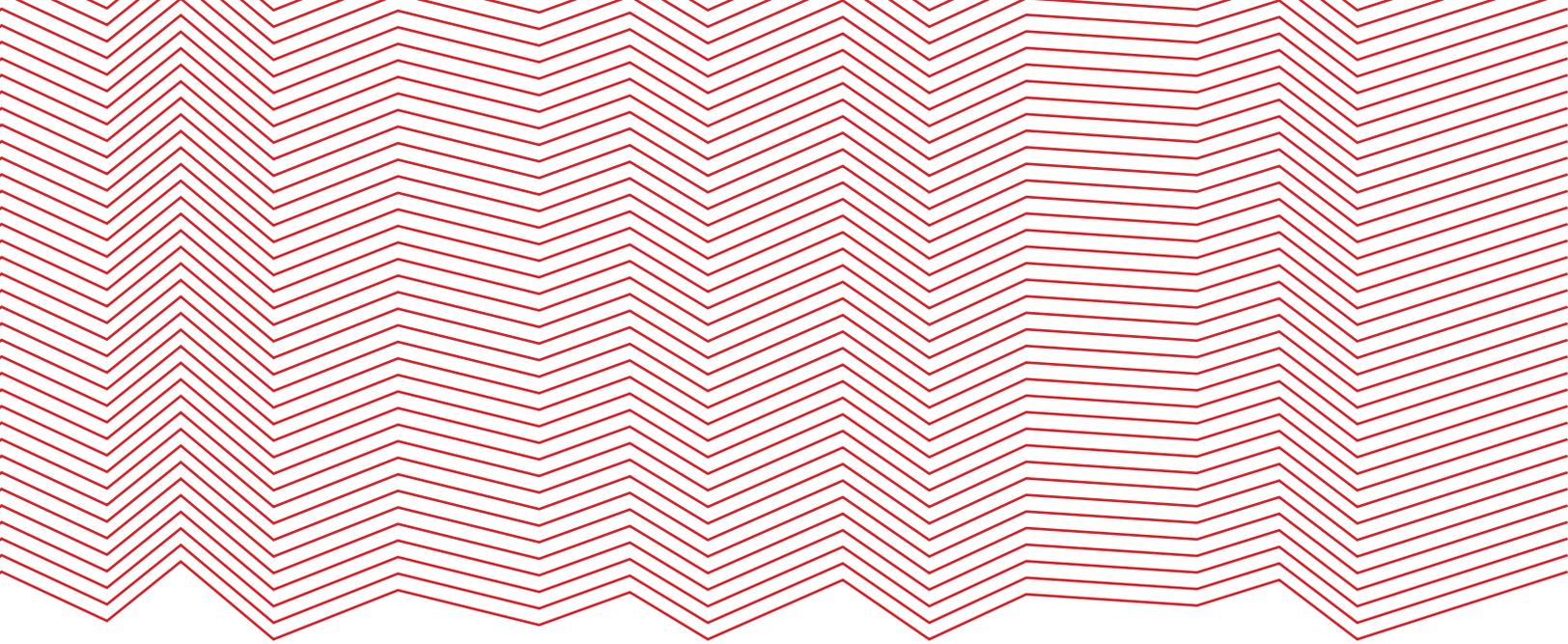
Resources from within the SFCC that could be brought to the ECCOE include:

- Current faculty and staff to assist on expanding Certificate program and other ECCOE activities
- Students from early childhood and other programs at SFCC who could serve as interns under the ECCOE Director
- Development of a Kids Campus Sub-committee under the auspices of the EC Advisory Council
- Media Arts students who could develop materials for outreach – pamphlets, website, class materials, etc.
- Assistance from SFCC staff in pursuing dual credit opportunities
- Support and assistance from the SBDC in Phase Two for the Business Link, including delivery of the existing curriculum “Steps to Starting a Small Business”

Resources that could be garnered through partnerships include:

- Partnership with the NMECDP to secure technical assistance in building the financial model for Kids Campus
- Partnerships for the Professional Develop Hub with the Baby Fund, Circle of Security trainers, CYFD, PED, NMAEYC, Santa Fe Birth to Career (B2C) Collaboration, Kellogg funded programs, First Born, NMSU, NMHU, UNM, the NM Early Childhood Community, the Higher Education Task Force on Early Childhood, the United Way, the NMECDP, etc.
- Partnerships with the United Way, Las Cumbres, and others on community outreach activities in Phase Two
- Partnership with CYFD to secure staff to work with the SBDC on presenting material to potential new start-ups on licensing, participation in the food program, FOCUS and TQRIS, etc. in conjunction with the existing curriculum “Steps to Starting a Small Business”
- Partnerships with community organizations and businesses in developing social enterprise activities for Kids Campus





ATTACHMENT ONE

MEMBERS OF THE SFCC EARLY CHILDHOOD ADVISORY COUNCIL

Randy Grissom, President, SFCC

MaryAnn Nothwang, SF Training and Technical Assistance Program, Retired

Carolyn Newman, Chair, Early Childhood Education, NMHU

Peggy Trumble, Director, Vista Grande & Adjunct Faculty in Early Childhood Education

Tish Wilson, Vice-President, Community Development Institute

Dan Ritchey, Director, T.E.A.C.H. Early Childhood NM Scholarships, NM Association for the Education of Young Children

Elizabeth Ruiz, Instructor, Kids Campus

Suzie Baca, Instructor, Kids Campus

Linda Pena, Parent, Kids Campus

Ann MacVicar, SF Training and Technical Assistance Program, SFCC Early Childhood Adjunct Professor, Retired

Nan Schwanfelder, President, Brindle Foundation

Kim Straus, Manager, Brindle Foundation

Margaret Zenn, SFCC Early Childhood Adjunct Professor

Katie Dry, Director, SF Baby Fund, SF Community Foundation

Ellen Perez, Interim Director, Kids Campus & Adjunct Faculty Alternative Licensure, SFCC

Margaret Peters, Vice President for Academic Affairs, SFCC

Deborah Boldt, Executive Director, SFCC Foundation

Annabelle Black, Assistant Professor, Early Childhood Education and Supervised Field Experience Coordinator

Carmen Gonzales, Vice President for Student Success, SFCC

Leigh Fernandez, Training Specialist, Northern NM Training and Technical Assistance Program

Dawn Wink, Interim Director, Department of Teacher Education, SFCC

Debbie Collins, Interim Director, Small Business Development Center, SFCC

ATTACHMENT TWO

THE BIG PICTURE

The Early Childhood Advisory Council conducted an environmental scan in conjunction with other research activities to create a context for this business plan. Several themes emerged from this work as follows.

Early Care and Education makes a significant contribution to NM's economy

According to a report issued by the Insight Center for Community Economic Development (“The Economic Impact of Early Care and Education in New Mexico,” December 2010), the Early Care and Education (ECE) sector contributes to New Mexico’s economy in the following ways:

“ECE is a critical support for the current workforce. More than 68 percent of families with children ages birth through twelve in New Mexico rely on ECE of some form to work and/or attend school. Approximately eighteen percent of the labor force (over 161,000 workers) live in households with children under the age of thirteen and where all parents work. In total, these families earn almost \$4.9 billion annually in New Mexico.

“ECE is a major industry in New Mexico in its own right. Research presented in this report demonstrates, for the first time in the state of New Mexico, that ECE is a significant income-generating industry. The industry generates more annual gross receipts (\$421 million) and employs more people (11,936) than many other leading industries in New Mexico. In terms of receipts this is more than industries such as: performing arts, spectator sports, and related industries; credit unions; machinery manufacturing; outpatient care centers; and publishing industries. In terms of employment this is more than industries such as: Utilities; Mining, Oil & Gas Extraction; Real Estate (Rental and Leasing services); and Agriculture, Forestry, Fishing & Hunting.

“ECE is linked to the rest of the local economy through a number of avenues, reflecting the fact that establishments purchase supplies from other businesses and the industry’s employees spend their earnings in part on locally produced goods and services. A 2004 study of state childcare multipliers demonstrates that indirect and induced effects for childcare in New Mexico are significantly higher than in other states. More importantly, the study finds that in comparison to other industries, multipliers for childcare are high. These high economic linkages support efforts to target economic development investments to the sector.² If you apply output and employment multipliers to Insight Center’s gross receipts and employment estimates, you find that the ECE industry creates an additional \$416.7 million in induced and indirect output (revenue) and 7,496 indirect and induced jobs.

“Quality ECE programs ensure a strong future workforce. Recent research on early brain development provides conclusive evidence that high-quality ECE for children from birth through age five is a critical

²Zhlin, L. Ribeiro, R. and Warner, M. (2004) “Child Care Multipliers: Analysis from Fifty States.” Retrieved December 13, 2010: <http://government.cce.cornell.edu/doc/pdf/50States.pdf>

³R.J. Coley. *An Uneven Start. Educational Testing Service, Princeton, N.J., 2002. As cited in Kids Can’t Wait to Learn: Achieving Voluntary Preschool for All in California*, Preschool California, 2004.

foundation for future academic and workforce success. The quality of early education opportunities is linked to positive outcomes in school for children in all income brackets. Some studies have shown particularly striking findings in children from low-income families.³ Three separate longitudinal studies of targeted, intensive intervention programs for low-income children have indicated significant and positive long-term outcomes in areas such as grade repetition and special education needs, higher educational attainment and home ownership in adulthood. Many of the outcomes reduce future public spending in such areas as K-12 education, criminal justice and welfare assistance.”⁴

Early Care and Education provides a sizeable return on investment

The Intercultural Development Research Association (IDRA) provides an extensive summary of the research on the return on investment (ROI) from Early Care and Education. Their premise is simply that “today’s economy depends on human capital. When you invest in early education, you invest in the future workers for your community.” Their summary includes the following:

- Each dollar invested in quality early childhood education results in a \$7 return. – Early Childhood Education brief, National Dropout Prevention Center/Network, 2012
- Because quality early education increases a child’s likelihood to do well in school, graduate high school, and attend college or job training, quality early education can increase a child’s potential earnings as an adult by up to 60 percent. – Summary by the Pennsylvania Early Learning Investment Commission
- A key factor in economic growth is the quality of the workforce. Children who attend quality pre-kindergarten are more likely to be employed and have higher earnings, thus positively contributing to the tax base. Annual rates of return on preschool investments are estimated at 10 percent or higher each year over the students’ lifetimes, exceeding the 6 percent to 7 percent average rate of return typically expected of government programs and the stock market. – The Economic Promise of Investing in High Quality Preschool, Committee for Economic Development, Pew Charitable Trusts, 2006
- In the short-term, access to free or low-cost reliable childcare increases the employment rates of parents up to 20 percent. – Summary by the Pennsylvania Early Learning Investment Commission

The benefits of early childhood education are well established

The Intercultural Development Research Association (IDRA) also provides critical information on the benefits of early childhood education

- “67 percent of all children and 85 percent of children from low-income families who attend high-poverty schools are not prepared to meet “proficiency” standards on NAEP fourth grade reading tests. – Early Warning: Why Reading by the End of Third Grade Matters, A 2010 Kids Count Special Report, Annie E. Casey Foundation, 2010

⁴Art Rolnick and Rob Grunewald. *Early Childhood Development: Economic Development with a High Public Return*. Fedgazette. Minneapolis, Minn., Federal Reserve Bank of Minneapolis, January 2003. Analysis was based on the High/Scope Perry Preschool Project in Michigan.

- “If children are not proficient readers by third grade, they struggle to catch up for years to come – and often never do. One in six children who are not proficient third grade readers will not graduate from high school on time – a rate four times higher than that of proficient readers. – Early Warning: Why Reading by the End of Third Grade Matters, A 2010 Kids Count Special Report, Annie E. Casey Foundation, 2010
- “Quality early education has an immediate impact on both the hard skills – language, numeracy, higher cognitive thinking – and the soft skills – social skills – that last a lifetime. – Summary by the Pennsylvania Early Learning Investment Commission
- “Children who receive high-quality early education:
 - Earn higher cognitive test scores from the toddler years to age 21.
 - Complete more years of education and were more likely to attend a four-year college.
 - Had higher academic achievement in both reading and math from the primary grades through young adulthood.

Summary by the Pennsylvania Early Learning Investment Commission

- “Children who attend high-quality pre-k programs do better in school from the first day of kindergarten through their post-secondary years. Compared with peers who have not had pre-k, they have higher achievement test scores; they repeat grades far less often; they need less special education; they graduate from high school at substantially higher rates; and they are more likely to attend college. – Early Warning: Why Reading by the End of Third Grade Matters, A 2010 Kids Count Special Report, Annie E. Casey Foundation, 2010)
- “Low-income and English language learners demonstrate the highest gains and greatest reductions in achievement gaps, which yield some of the most substantial improvements in school performance. – Early Warning: Why Reading by the End of Third Grade Matters, A 2010 Kids Count Special Report, Annie E. Casey Foundation, 2010”

Brain Research has clearly established the need for quality early care and education

We now know pretty conclusively that 75% of children’s brains develop during their first five years. “The brain develops in response to the environment in which the child lives and grows. A child who spends the first few years in an enriched environment with engaging relationships will have a brain more apt to manage complex thinking and planning. This brain will assess incoming data accurately and will allow the growing child to make considered decisions. The child who grows up in an impoverished environment and/or with unstable or unresponsive relationships will develop a brain that is less ‘wired’. This child is more likely to be reactive, will have more difficulty with complex thinking and is far more likely to have impaired learning and social skills.” (Leelanau Children’s Center)

“The quality of experiences and relationships in the first three years of life has a deep and lasting impact on how the brain develops. The richer the environment, the greater the number of interconnections that are made. The larger the number of interconnections, the faster and more meaningful learning will be. Interactions (relationships) also shape children’s brains. During the first year of life, trust develops. Trust

is the foundation for all relationships. The more loving and responsive the caregiver is, the greater the foundation for later social interaction. Experiences and interactions shape children’s brains and design the neural architecture that will influence how they will handle all future experiences. If an infant gets too little stimulation, affection, language, and human contact, the development of the brain that depends on those experiences will be deterred or will fail to progress.” (Southern Early Childhood Association)

Major new investment is needed in early childhood

Professionals in the field are generally underpaid and often without benefits, and providers find it challenging to break even and stay in business. Low pay and lack of benefits creates recruitment and retention problems for providers of all types, with Head Start probably the most challenged. Providers without some sort of programmatic subsidy find it hard to balance their budgets. Centers looking to raise their quality ratings find that the higher the quality rating, the more rigorous the staff-child ratios and thus the more difficult to realize financial sustainability. The reality of struggling centers and underpaid staff compel new business models, increased engagement of employers in supporting early care and education, and major new policy and advocacy to increase the investment in early childhood. The New Mexico public has begun to understand and support this. In fact an Albuquerque Journal survey showed 66% of the responding public think we should tap the permanent fund for early childhood.

The field is professionalizing

We have come a long way from the days when there were barely any credentials or other requirements to work with young children. Today, Associates and Bachelor’s degrees are being recommended or required for many positions, particularly in conjunction with provider accreditation. There are new professions as well – home visitors, infant mental health workers, and other specialists in infant and toddler services. These trends portend great opportunities for SFCC in terms of its workforce development mission as well as its role in strengthening the community.

The field is slowly being embraced in multidisciplinary models and systems of care

Managed care organizations that oversee Medicaid are hiring Community Health Workers to work alongside primary care providers to help families navigate toward services when they need them. There is growing support to have these Community Health Workers trained in early childhood development (UNM is already developing a certificate program with the NM Department of Health). SFCC is also engaged in the education of Community Health Workers and could readily be positioned to create some depth in early childhood development as part of their program.

The Santa Fe Public Schools also has a “Communities in Schools” program with case manager staff who work with families in a handful of schools to link them to services. Again, there is the opportunity to work with these staff and create some basic knowledge and skill in terms of addressing early childhood.

As an added benefit, these Community Health Workers and Community in Schools staff could be conduits to unregistered family, friend, and neighbor (FFN) providers and the families who use their services. We need to promote this kind of multidisciplinary collaboration where health, education, and overall well-being are addressed in a holistic, child and family centered manner.

The trend is to push pre-K but we can't lose sight of our babies

Per Tish Wilson, the Community Development Institute is seeing, nationally, more emphasis on Pre-K, especially those associated with schools. There is thus less space available with the trend to eliminate other school related early childhood programs in favor of locating Pre-K programs. This situation occurs in New Mexico as well, underscoring the need to support new and existing centers, especially those serving infants and toddlers, with staff adequately educated and credentialed to provide that care. There is also a need to recognize that working families need full-day care, not half or even full school days of Pre-K.

ATTACHMENT THREE

SURVEY OF LICENSED CHILD CARE PROVIDERS IN SANTA FE COUNTY

As part of the development of this Business Plan, two student interns from SFCC conducted a brief telephone survey of licensed child care centers and family homes in Santa Fe County. This attachment provides the results of this survey.

I. PROVIDERS INCLUDED

A list of licensed providers was received from CYFD through a public information request. CYFD also provided a list of 27 registered homes; however they were not included in the survey. In an early attempt to reach registered homes, five said they were no longer registered providers, seven had disconnected or incorrect phone numbers or declined to participate. Of the seven who could be reached by phone, six were grandparents caring for one or two grandchildren or nieces for a limited period of time for whom the remaining questions on the survey were not relevant. Some additional information about registered providers is included at the end of this report.

The number of licensed providers on CYFD's list by category and the number included in survey are presented in Table 1 below.

Table 1
Programs Included in Survey

Type of Provider	# on List	# Included	Explanation for Exclusions
1 Star Center	1	1	
2 Star Center	31	19	11 programs are After-School programs and beyond the scope of this study; 1 chose not to participate
3 Star Center	3	3	
4 Star Center	6	6	
5 Star Center	2	2	
5 Star FOCUS Center	9	8	1 program has shut down
Total Centers	52	39	
1 Star Family Child Care Home	2	2	
1 Star Family Child Care Home	4	2	1 provider could not be reached; 1 chose not to participate
2 Star Family Child Care Home	5	5	
2 Star Family Child Care Home	5	2	1 program had shut down; 2 providers could not be reached
Total Family Homes	16	11	

II. STAFFING

a. Current Staffing - Licensed Centers

A variety of titles are used in licensed child care centers. Most staff (other than directors or managers) are referred to as teachers or educators. Some are specifically “lead teachers” while others are “teacher assistants.” Some programs have designated “floaters” who go to classrooms when a teacher is absent, needs additional help, etc.

Table 2
Total Staff in Licensed Centers
Participating in Survey

Title	#
Directors/Supervisors	32
Lead Teachers	65
Teachers	115.5
Teacher Assistants	55
Other	9.5

Staff Education and Training Requirements: Requirements for staff by position are summarized below. In addition to (or in some cases, instead of) the requirements listed below, Waldorf and Montessori Centers have training requirements unique to those programs.

Directors: Most centers (29 of 39) have designated Directors or Supervisors, 23 of which identified their minimum qualifications: all are required to have the 45 hour entry level training, and in three, that was sufficient. Three specified AAs are required, while 15 require BAs or higher degrees. These 29 centers employ 32 staff designated as directors or co-directors.

Perhaps not surprisingly, centers with higher Star ratings were somewhat more likely to require BAs or higher degrees for directors/supervisors. About half of the 16 one and two Star Centers require certification or an AA, while 8 of the 9 centers with three Star or higher ratings who specified their requirements require degrees. This pattern was not seen as clearly in other job categories.

Lead Teachers: 25 centers have designated Lead Teachers. Only 12 programs specified requirements beyond the mandatory 45 hour training: 6 require at least an AA and 6 require a BA or above. In nine programs, all teachers (numbering 3, 7, 1, 3, 5, 3, 1, 1, 3) are considered lead teachers; seven of those have teaching assistants. Only two of those programs require an AA or BA. These 25 centers employ 65 lead teachers.

Teachers: 27 centers have staff designated as “teacher” or “educators” with numbers ranging from 1 to 14 (average: 4.3). Eleven have only 1 or 2 teachers. Eight centers specify requirements beyond the 45 hour training; 3 require an AA and 5 require a BA or MA. In all, these 27 centers employ 115.5 teachers.

Teacher Assistants: 23 centers have at least a part-time teacher assistant, typically 1 or 2. Two programs have 3 and one program each has 5, 8, and 9.5. Two centers require AAs and two require BAs. There are 55 teacher assistants employed by these 23 centers.

Other: 11 centers have a total of 9.5 staff FTEs (including seven part time) in some other designation, typically “floaters.” Four require AAs or BAs.

Vacancies: Four centers reported staff vacancies, one with three vacancies and three with one each. In addition, SFCC Kids Campus has 11 temporary positions, but the permanent positions (while technically vacant) are currently frozen.

b. Staffing - Licensed Family Homes and Family Group Homes

Six of the seven providers of family child care have no staff other than themselves. One has a part-time assistant. All are only required to have the 45 hour training.

Of the four group child care homes, one has no additional staff, two have one additional teacher, and one has two additional teachers. One program requires an AA for both teachers.

c. Difficulties Recruiting and Retaining Staff

Twenty-two of the licensed centers and all of the family child care homes and group child care homes reported no problems recruiting and retaining staff. The remaining 17 centers reported a range of issues, especially low salaries and difficulties hiring for part-time positions. PMS Head Start specifically cited competition from new Pre-K programs.

III. TRAINING

a. Challenges in Obtaining Training Required for Licensure

Most programs, including home based providers, reported no problems obtaining training required for licensure, although six mentioned not having enough time to go to training and two said there were not enough opportunities in Santa Fe. Six providers expressed a desire for more variety in training, not just the same topic offered over and over again.

b. Where Training Is Obtained

In terms of both annual training and additional professional development, most providers replied they obtained their training through SFCC (presumably both the academic programs and the TTAP).

For annual training, in addition to SFCC, 19 centers offer in-house training opportunities (where program staff provide training), 8 receive training in Albuquerque (2 specified AppleBuam Training Institute), 7 use on-line sources, and 5 bring in outside trainers.

For professional development, in addition to SFCC, 8 specified UNM, five have in-house training, 5 receive training through NMAEYC, 6 use on-line sources, 4 attend conferences, and various other sources will identified.

IV. CHILDREN SERVED

a. Licensed Capacity and Current Census

The following table presents the combined licensed capacity and current census by age group (2 and over and under 2) for each category of licensed provider participating in the survey.

Table 3
Licensed Capacity and Current Census by Age Group

Type of Provider	# Included	Age 2 and Over		Under 2	
		Lic. Cap.	Current Census	Lic. Cap	Current Census
1 Star Center	1	44	26	0	0
2 Star Center*	20	936	578	71	30
3 Star Center	3	83	30	56	40
4 Star Center	6	227	183	24	20
5 Star Center	2	101	89	45	50
5 Star FOCUS Center	8	508	346	136	97
Total Centers	40*	1899	1252	332	237
1 Star Family Child Care Home	2	8	8	4	4
1 Star Family Child Care Home**	4	32	21	16	12
2 Star Family Child Care Home	5	24	21	12	11
2 Star Family Child Care Home**	4	33	18	15	4
Total Family Homes	11	97	68	47	31

* Counts are included from CYFD Early Childhood Services for one center which chose not to participate in the study,

**Counts are included from CYFD Early Childhood Services for one home care provider who chose not to participate and three home care providers who could not be reached.

In addition to the licensed centers, family, and group homes included in Table 3, CYFD included 27 providers on their list of registered child care homes. They had a combined approved capacity of 162. A breakdown by age group and current census counts is not available.

As seen in the table above, total licensed capacity exceeds total current census in each age group for all categories of providers except the two 1 Star Family Child Care Homes. In terms of centers, 34 of 39 have fewer children age 2 and over than they are licensed for, two have the same number, and two are over their licensed capacity (this could be due to part-time children being included in the count). Of the 12 centers licensed to take children under age 2, 9 are under their licensed capacity, one is even, and two are over (again, this may be due to part-time children in the count). One 2 Star center, although licensed for 20 children under 2, does not now and never has served children in that age group.

b. Waiting Lists

Despite the low census numbers, 12 centers and five of the 11 homes included in the survey reported they maintain a waiting list. The five child care homes have a total of 21 on their lists. Ten of the 12 centers specified the numbers on their lists, ranging from 2 to 223 and totaling 248. In addition, PMS maintains one combined waiting list for their 10 programs. In terms of centers, a couple possibilities for this seeming contradiction have been suggested. It may be that spaces are available for one age group but not for older or younger children. Or, as is the case with Kids Campus, centers may be licensed for more children than they are currently able to accept due to financial or logistical limitations.

c. CYFD Child Care Assistance

The 10 PMS Head Start programs do not charge tuition and do not accept CYFD child care assistance. Of the remaining 29 centers, 24 accept assistance and five do not. Eight of the 11 child care homes and group homes accept assistance. Respondents were typically unable to give accurate numbers of families receiving assistance, saying it varies from week to week. According to CYFD Early Childhood Services, 278 families and 414 children in Santa Fe County were receiving assistance in November 2014.

Similarly it was difficult to arrive at reliable estimates of the proportion of costs that are covered by assistance. However, according to the “Child and Family Development Center Business Plan” published by San Juan College in March 2014, “CYFD tuition (assistance) rates are below average market value for comparable centers in New Mexico for all age groups.” The short table below, adapted from the SJC business plan, shows the difference between the average market rate for 2 Star, 3 and 4 Star, and 5 Star Centers by age group and the CYFD reimbursement rate for metro centers. (Note: CYFD rates are scheduled to increase in the near future.) The proposed rates are \$720.64 for infants, \$589.55 for toddlers, and \$457.61 for pre-school. For five-star centers, a \$250 premium is added to each of these rates.

Table 4
Difference between Average Monthly Market Rate and
CYFD Reimbursement Rate

	2 Star	3-4Star	5 Star
Infant			
Average Market Rate	617.27	713.13	728.94
CYFD Rate	521.37	608.62	653.37
Toddler			
Average Market Rate	625.81	646.96	675.26
CYFD Rate	470.72	557.97	602.72
Pre-School			
Average Market Rate	603.27	594.92	650.91
CYFD Rate	440.01	527.26	572.01

https://www.newmexicokids.org/content/caregivers_and_educators/resources/docs/CYFD_Market_Rate_Survey_2013_Final_Results.pdf

STAR RATING

Most of the providers included in this survey (19 centers and 7 child care homes) have two Star ratings. Ten centers have five Star ratings (8 are five Star FOCUS programs). Most of the providers responding (34) said they have no problems maintaining their rating. Two said it requires a lot of time and effort, and two said it can be hard to find qualified teachers.

Going for a Higher Rating

Of the 40 survey respondents who do not already have Five Star ratings, 28 providers (including 8 of the 11 child care home providers) said they were not interested in going for a higher rating. Four (including one home care provider) said maybe. Eight (including two home care providers) said yes.

Challenges Anticipated: For those providers who plan to seek a higher rating, many felt there would be no serious challenges, but others cited needing time to train their staff, needing additional funds, and needing more variety in training, including training targeting home care providers.

Why Not? For the most part, providers who didn't plan to go for a higher rating said either it was "not worth the trouble" or they were satisfied with their current rating.

SERVICES AND SUPPORTS RE: STAFFING

Most of the comments in terms of what services and supports would help the programs in terms of their staff focused on training, including more variety of topics and more training opportunities at night and on weekends. Seven respondents mentioned having a substitute pool, and three would like to see some kind of job pool for hiring purposes. Three cited a need for more funding, and two would like to have interns from SFCC placed with their programs.

SERVICES AND SUPPORTS RE: MANAGING THE BUSINESS

Many of the comments in terms of what services and supports would help in terms of managing their business also addressed training, with some providers requesting training in leadership, management, supervision and computer skills. Four see a need for more funding; two noted they need to be able to offer (or take) time off; and one said they needed better benefits. Two respondents specified a need for a shared service model.

REGISTERED HOMES

As noted above, in the early stages of this study an attempt was made to reach registered child care homes. Only seven were available, and six of those said they were caring for one or two grandchildren or nieces. They were not interested in licensure and did not see the need for it. The seventh provider, who did not specify that the children in her care were relatives, said she used to be licensed but is no longer interested because there are too many inspections and regulations.

According to CYFD Early Childhood Services staff, some registered providers may be interested in licensing, but probably not many. Most of them become registered in order to be eligible for the food program and/or child care assistance.

Registered caregivers are required to receive six hours of training annually. All caregivers must receive first aid training during the first year of registration, and those caring for infants must receive two hours of infant-specific training within six months of registration and annually thereafter. According to CYFD, two hours of training is provided annually by the Child and Adult Food Program. In addition, the regional TTAPs are now required to provide training for registered providers, including an 18-hour course offered in nine two-hour sessions.

