

New Mexico Early Childhood Higher Education Task Force 2025-2026 SCOPE OF WORK

Overview

The New Mexico Early Childhood Higher Education Task Force (NMECHETF) will lead a statewide **review and revision of the *New Mexico Early Childhood Education and Development Articulation Catalog of Courses and Programs*** (“Articulation Catalog,” last updated 2020). The goal is to ensure the Catalog accurately reflects current degree and certificate offerings, aligns with the revised New Mexico Early Childhood Common Core Competencies (NMCCCs), and strengthens clear, equitable pathways for students pursuing early childhood education.

Approach

The revision will include:

- **Data collection** from all relevant higher-education institutions.
- **Alignment checks** with state policy, administrative code, and competency frameworks.
- **Collaborative review** with faculty and institutional representatives.
- **Final approval and dissemination** through established state channels.

Guiding Focus Areas

The updated Articulation Catalog will represent New Mexico’s higher-education system and the families, children, and communities served by early childhood programs. To achieve this, NMECHETF will engage partner organizations, draw on historical context, and coordinate with state strategic plans and professional standards. The work will be organized around **three key focus areas** that will guide the revision process: competency alignment, consideration of early childhood literacy and math instruction initiatives, and early childhood wage scale and career lattice shifts across birth to eight early childhood programming in New Mexico. Each focus area’s purpose is described in the table below.

Focus Area	Purpose
Competency Alignment	Ensure every course and program in the Articulation Catalog reflects the New Mexico Early Childhood Competencies, the New Mexico Early Childhood Common Core Competencies (NMCCCs), and the competencies embedded in the state’s wage-scale framework for birth-to-three systems, while amplifying inclusive early childhood practices across all preparation pathways.

Early Literacy and Mathematics Instruction	Ensure that all courses and field experiences embed research-based practices in early literacy and mathematics and promote culturally and linguistically sustaining, developmentally appropriate approaches that align with New Mexico’s teacher-education requirements for early childhood teachers.
Wage Scale, Career Lattice, and Workforce Data	Align licensure pathways and articulation agreements with a transparent, equitable career lattice that supports workforce advancement, incorporates a clear understanding of early childhood enrollment, persistence, and graduation, and addresses the effects of expanded child care and preschool access on higher education pipelines and career lattice progression, while amplifying inclusive early childhood opportunities.

Key Actions

Focus Area 1

- Maintain regular communication with the NMCCC Working Group and the team responsible for NM Early Childhood Competencies and wage-scale competencies for birth-to-three programs.
- Review program descriptions and course content to confirm alignment with all three competency frameworks.
- Develop a crosswalk of courses and competencies to highlight where updates or additions are needed.
- Identify and address areas where inclusive early childhood practice and special-education competencies can be strengthened with an effort to ensure programs are preparing an early childhood workforce to work with children with and without disabilities.

Focus Area 2

- Maintain dialogue with NM legislative and policy representatives to stay informed on requirements while prioritizing evidence-based practice.
- Review and revise literacy and mathematics syllabi to reflect current research and culturally/linguistically sustaining practices.
- Recommend adjustments to field experiences to ensure strong preparation in early literacy and math using research-supported methods.
- Integrate the *Early Childhood Literacy Framework for NM Education and Care Providers* into articulation materials.

Focus Area 3

- Develop recommendations for updates to the 2025–26 ECECD Professional Development Pathways.

- Document current credentialing options and multiple entry points into higher education.
- Examine and report on credit-for-prior-learning practices across institutions.
- Collaborate with the Cradle to Career Policy Institute (CCPI) to gather and analyze workforce data and trends, including early-childhood enrollment and graduation patterns and the impact of child care/PreK expansion.
- Identify gaps between academic offerings and career-lattice levels, recommending improvements.
- Highlight and strengthen inclusive early childhood preparation and advancement across the lattice.

Phased Work Plan

The revision will proceed through clearly defined phases, each with scheduled checkpoints and full Task Force review:

1. Competency Matrix & Crosswalk Development

- Build a matrix mapping courses and programs to the New Mexico Early Childhood Competencies, the NMCCCs, and birth-to-three wage-scale competencies.
- Conduct an individual line-item review for alignment.
- Review relevant sections of the New Mexico Administrative Code to verify that course requirements meet current regulatory standards.

2. Comprehensive Course & Program Review

- Examine course numbering and credit hours (e.g., Professionalism level, Nutrition credit hours) for statewide consistency.
- Review field experiences (e.g., Birth-to-4 ECED 2120) to confirm integration of inclusive practices and updated research.
- Update course-based research references as needed.

3. Tiered Revision

- Establish working sub-groups focused on specific sets of courses (e.g., birth-to-three coursework, upper-division practica, literacy/mathematics methods).
- Each subgroup will propose revisions, circulate drafts for collective feedback, and ensure that updates reflect inclusive early childhood practice and compliance with the New Mexico Administrative Code.

4. Front Matter & Finalization

- Draft front matter including the Purpose and Scope, Overview of State Competencies and NMCCCs, and an Explanation of Transfer and Articulation Processes.
- Conduct a consistency check of terminology, formatting, and course/program listings.
- Verify hyperlinks, resources, and references, and ensure accessible digital formatting that meets state standards.

- Approve the final document through a full Task Force vote prior to dissemination.

5. Institutional Preparation for Adoption

- Collaborate with institutions of higher education to review proposed curricular changes.
- Identify any internal approval steps (e.g., faculty senate or curriculum committee processes) needed for adoption.
- Provide guidance and documentation to support smooth implementation once the revised Catalog is finalized.

Deliverable

The final deliverable of this Scope of Work is the 2025–26 *New Mexico Early Childhood Education and Development Articulation Catalog of Courses and Programs*, produced in an accessible digital format.