Race to the Top – Early Learning Challenge Grant

Building a Strong Foundation for New Mexico
Building Community Access for Early Care and Education

Supporting New Mexico Communities
Early Childhood Investment Zones, Data Visualization and Communication

New Mexico’s Race To The Top
Early Learning Challenge Summit
December 8, 2017
Albuquerque, NM
Investing in Communities
A Statewide Initiative for Early Childhood Investment Zones

Lois Vermilya, Director
Vision

New Mexico is committed to creating and sustaining an early learning system that focuses on building high-quality, comprehensive, community programs that form a continuum of integrated services.

Early Childhood Investment Zones will address community-identified early childhood needs that improve outcomes for young children and their families.
ECIZ Map

Initial Sites Identified

Risk Factor Analysis

- Birth Factors
- Family Factors
- Educational Factors
- Economic Factors
Demonstration

13 Communities Engaged through Contracts Funded by MIECHV and RTT Early Learning Challenge Grant
Goals

Design an adaptive community-based model to...

• ADDRESS GAPS: Discover local solutions to address gaps in the early childhood system

• STRENGTHEN COLLABORATION: Establish sustainable early childhood coalitions

• TAKE ACTION TOGETHER: Achieve positive results for young children and families
Leadership Development

Comprehensive leadership training and follow-up coaching for collaboration and coalition-building
Mind in the Making

Learning series to build a common language for early learning quality and social-emotional development

Coalitions use FREE Mind in the Making resources for family engagement

- First Books
- Prescriptions for Learning
- VROOM
Coalition-Building Strategies

Reflective Practice Tool for...

- Self-Assessment
- Planning
- Leadership Development

<table>
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<tr>
<th>Stages of Development</th>
<th>Stages of Coalition-Building Strategies</th>
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<tr>
<td>STAGE 1</td>
<td>1. Building a Cross-Sector Team of Committed Members</td>
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<td>STAGE 2</td>
<td>2. Developing Strategies to Recruit and Welcome New Members</td>
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<td>STAGE 3</td>
<td>3. Creating a Shared Vision and Agreed Upon Purpose for Our Coalition</td>
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<td>STAGE 4</td>
<td>4. Developing Collaborative Leadership Skills and Practices</td>
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<td>STAGE 5</td>
<td>5. Addressing Collaborative Decision-Making and Conflict-Resolution</td>
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<td>6. Understanding and Using Early Childhood Data for Planning and Decision-Making</td>
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<td>7. Developing a Long Term Strategic Plan with Goals and Objectives</td>
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<td>8. Creating Short Term Action Plans To Achieve Results</td>
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<td>9. Contributing to Quality Results that Make a Difference for Children and Families</td>
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<td>10. Putting Accountability Systems in Place for Improving Work Together</td>
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<td>11. Gaining Community Visibility and Support from New Champions</td>
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<td>12. Increasing Funding and Access to Early Childhood Resources</td>
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</table>
Cross Sector Engagement

- Home Visiting
- FIT Part C
- Head Start
- Early Head Start
- Early Learning & Care
- Local School District
- Health Coalition
- Health Educators
- WIC
- Public Health
- Medical Providers
- Library

- Early Literacy Program
- Parks & Recreation
- Nonprofit Organizations
- Subsidized Housing
- Child Abuse
- Domestic Violence
- Faith Community
- Business Leaders
- Family Members
- Community Leaders
- Civic Groups
- Local Government
Data-Informed Dialogue

Coalitions were regularly engaged in data review and discussion to inform their planning decisions.
Planning and Taking Action

Long-Term Strategic Planning

RBA: Results-Based Accountability
Results

• Increased collaboration across programs:
  - helped fill home visiting slots
  - reinforced common messages for family support
  - improved referrals among providers
  - built trust for larger collective initiatives
  - shared resources across system

• Early literacy projects used free MITM resources
• Family engagement for learning & healthy child development
• Successful funding of early childhood projects
• Established weekly prenatal care service in one community
• Several community EC resource and referral guides
Early Childhood Investment Zones: A Learning Approach for Authentic Community Engagement
ECIZ Sustainability Summit
November 8-10, 2017

Purpose
A strengths-based planning process to exchange lessons learned across coalitions as collaborative support to keep moving forward
Lessons Learned

• COMMUNITY-BASED COMMITMENT: Teams from all ECIZ attended
• EARLY REPLICATION: New coalition forming in San Juan County
• ACTIVE VOLUNTEERISM: Coalitions meet regularly, plan, take action
• INNOVATIONS IN PRACTICE: Rotate leadership
  - Share transportation across programs
  - Rotate meeting location for program learning
• CAPACITY-BUILDING: Adapt Tool Kit activities for leadership development
• FAMILY ENGAGEMENT PRIORITY: All coalitions are sustaining collaborative, cross-sector learning activities for and with families
Next Steps: Building Collaborative Leadership Capacity

Purpose

Strengthen collaborative leadership skills, strategic planning capacity and shared understanding of foundational research for high quality early learning as a strong foundation for FOCUS in support of the NM Statewide Comprehensive Early Learning Training and Consultation System.
Seeing ALL Educators - Families - Children as Leaders

Strengthening...

• Collaborative Leadership
• Collaborative Learning
• Collaborative Engagement

Working together to reach the promise of New Mexico FOCUS Guiding Principles and Goals
Contact Information

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Advocacy and leadership “from the ground up” - start with families and move out into the community.

Quote from Parent Leaders Roadmap, Korimi Cooperativa, ECIZ Sustainability Summit
New Mexico Department of Health, Epidemiology and Response Division

- New Mexico Indicator-based Information System (NM-IBIS)
  - Data visualization
  - Data stories

- Geocoding
  - Protocol
  - Tools, resources
  - Activities
Welcome to NM-IBIS - New Mexico's Public Health Data Resource

Create your own maps and charts for data:

- Cigarette Smoking
- Teen Births
- select from ALL DATASET QUERIES...

NM-IBIS is your source for data and information on New Mexico's priority public health issues. The mission of the New Mexico Department of Health is to promote health and wellness, improve health outcomes, and assure safety net services for all people in New Mexico. NM-IBIS provides access to the data that can help provide answers to realize the health goals of New Mexico.

Watch the YouTube Video
You can watch a short video of NM-IBIS that provides an overview of the site.
New Mexico Race to the Top, Early Learning Challenge Measures

The links on this page will take you to the NM-IBIS indicator report or query result for each topic.

**Population Characteristics**
- New Mexico Population Demographics - Children Under Age 5
- Children Under Age 18 Living in Poverty
- Children Under Age 5 Living in Poverty

**School-aged Children (Age 5-17) Living in Poverty**
- Young Children with Parents in the Workforce
- Birth Mothers' Educational Attainment: High School Degree or Higher
- Adults Lacking High School Diploma
- Adults with Bachelor's Degree or Higher
- Teen Birth Rate
- English Not Spoken at Home
- Low Birth Weight Infants

**Child Home Visiting Measures**
- Child Home Visiting Program

**Public Education Department (PED) Public Education Measures**
- Math Proficiency
- Reading Proficiency
- Science Proficiency
- School Grades
- Habitual Truancy
- High School Graduation Rate
- Free and Reduced-price Lunch Program Eligibility

The content presented on this web page were developed under a grant from the Department of Education (CFDA Number: 84.412). However, this content does not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. The New Mexico Race to the Top, Early Learning Challenge project is a collaborative effort of the New Mexico State Children, Youth and Families Department, Department of Health and Public Education Department.

Please feel free to contact us if you have questions, or suggestions for additions or improvements to this web page or the NM-IBIS website.
Children Age 5-17 Living in Poverty by Year, New Mexico and U.S., 1995-2015
In 2015, an estimated 91,400 New Mexico school-aged children, 5 to 17 years old, were in families living in poverty.
Important Facts for New Mexico Population - Poverty Among Children Age 5-17

Definition
The estimated percentage of children under age 5-17 living in households whose income is at or below the federal poverty level.

Numerator
Estimated number of children under age 5-17 living in households whose income is at or below the federal poverty level.

Denominator
The estimated number of children under age 5-17 in the population.

Why Is This Important?
Research suggests that living in poverty during early childhood is associated with lower than average academic performance that begins in kindergarten(1) and extends through elementary and high school. Living in poverty during early childhood is associated with lower than average rates of school completion.(2)

Other Objectives
New Mexico Early Learning Indicator

How Are We Doing?
In 2015, an estimated 91,400 New Mexico school-aged children, 5 to 17 years old, were in families living in poverty.

How Do We Compare With the U.S.?
In 2015, the U.S. poverty rate for school-age children was 19.5% compared to the New Mexico rate of 25.6%. The poverty rates among the states ranged from 9.8% in New Hampshire to 30.1% in Mississippi.
## Community Snapshot for Socorro Consolidated Schools New Mexico School District

### OUTCOMES

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Community Data</th>
<th>Comparison Values</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Percentage of 6th-Grade Students Scoring 'Proficient' or Above on a Standardized Math-Skills Assessment, 2015-2016</strong> (Percentage of Students Proficient or Above in Math) The percentage of students who scored 'Proficient' or above on a standardized, grade-level assessment for math skills.</td>
<td>13.3% (8.0% - 18.6%)</td>
<td>!</td>
</tr>
<tr>
<td><strong>The Percentage of 3rd-Grade Students Scoring 'Proficient' or Above on a Standardized Reading-Skills Assessment, 2015-2016</strong> (Percentage of Students Proficient or Above in Reading) The percentage of students who scored 'Proficient' or above on a standardized, grade-level assessment for English reading skills.</td>
<td>19.1% (12.8% - 25.3%)</td>
<td>!</td>
</tr>
<tr>
<td><strong>The Percentage of 11th-Grade Students Scoring 'Proficient' or Above on a Standardized Science-Skills Assessment, 2015-2016</strong> (Percentage of Students Proficient or Above in Science) The percentage of students who scored 'Proficient' or above on a standardized, grade-level assessment for science skills.</td>
<td>41.4% (31.0% - 51.7%)</td>
<td>≈</td>
</tr>
</tbody>
</table>

### RISK AND RESILIENCY FACTORS

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Community Data</th>
<th>Comparison Values</th>
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</thead>
<tbody>
<tr>
<td><strong>The Percentage of Students Eligible for the Free and Reduced Price Lunch Program, 2016-2017</strong> (Eligible for Free and Reduced Lunch) The percentage of students eligible for the Free and Reduced Price Lunch program.</td>
<td>82.8% (81.0% - 84.6%)</td>
<td>!</td>
</tr>
<tr>
<td><strong>The Percentage of Students Classified as Habitually Truant, 2014-2015</strong> (Habitually Truant Students) The percentage of students classified as habitually truant. Habitually truant refers to a student who has accumulated the equivalent of ten or more unexcused absences within a school year. Unexcused absence is an absence from school or a class for which the student does not have an allowable excuse.</td>
<td>16.2% (14.5% - 17.8%)</td>
<td>DNA</td>
</tr>
</tbody>
</table>
What is geocoding and why is it important?

- Geocoding allows us to provide communities and school districts with their own data.
- It allows community members to see their own data in visually engaging and meaningful ways.
- Community engagement is key!

Bernalillo County 9.01

Value: 77.3%
Peer Group: 5
Lower Limit: 74.6%
Upper Limit: 80.0%
Numerator: 716
Denominator: 927

Percentage of Children with All Parents in Labor Force

- No Data
- 0.0% - 30.2%
- 30.2%+ - 48.4%
- 48.4%+ - 61.8%
- 61.8%+ - 76.1%
- 76.1%+ - 100.0%

Grouping: Jenks Natural Breaks
Low ratios indicate that there are few licensed child-care seats per child. Higher ratios indicate that there are more seats available (and when the ratio is greater than 1, there are actually more seats than children). Areas with a high ratio of child care capacity to young children are more likely to offer convenient child care alternatives.
THANK YOU!

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RTT Communications
Early Learning NM

Andy Gomm, Department of Health
Child & Family Supports Bureau Chief
The challenge... eligibility criteria, age limits, funding sources, program type present a challenge for families to access quality early learning experiences for their young child and supports for their family.
...A reminder of our early learning system in NM

<table>
<thead>
<tr>
<th>Ages</th>
<th>Prenatal</th>
<th>Birth to One</th>
<th>One</th>
<th>Two</th>
<th>Three</th>
<th>Four to Kindergarten Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Visiting</td>
<td>IDEA Part C</td>
<td>Early Intervention – NM FIT PROGRAM</td>
<td>IDEA Part B</td>
<td>EC Special Education</td>
<td>Child Care</td>
<td>Early Head Start</td>
</tr>
</tbody>
</table>
Need for Communications:

• Providers - need access to information and resources.

• Parents and referral sources - need to know how to access services for young children.

• Policy makers, managers, funders and stakeholders need access to information and data on NM’s early learning system.
Website: www.earlylearningnm.org

- RTT Projects
- Early Learning programs
- Early Learning Advisory Council (ELAC)
- Resources
- News & Events

Adding data dashboard
Focusing on Young Children’s Learning & Supporting Families

FOCUS on Young Children’s Learning

How is FOCUS working to support children, families, teachers and programs?

FOCUS is New Mexico’s Tiered Quality Rating and Improvement System (TQRIS). It offers a framework for quality improvement in early care and education programs. FOCUS provides criteria that defines what high-quality programs can do to support children and their families. FOCUS also provides makers program with consultants available to who can help their program staff understand and meet the quality criteria. Child Trends has been contracted to conduct an evaluation of FOCUS that will inform continuous improvement of the system. Child Trends is addressing the following research questions:

* What are the experiences of directors and teachers who receive FOCUS consultation?
* What activities in FOCUS are working well to support programs?
Factsheets and videos:

- A number of factsheets highlighting RTT work.
- Videos of presentations made at RTT conference 2016.
Resource and Referral [www.newmexicokids.org](http://www.newmexicokids.org)

**Begin Your Child Care Search**

Search for a child care program or call the NewMexicoKids Statewide Resource and Referral office at 1-800-691-9067. We receive calls Monday through Friday from 9AM - 4PM.

Search by City: [Input] OR by Zip Code: [Input]

FIND CHILD CARE

* A 10 miles buffer (greyed circle) will be created from the geographic center of the selected Zip Code or City to display your results. Please use the “Distance” drop down on the right to change this value.

**Some Useful Resources:**
- Building Your Children’s Self Esteem
- New Mexico State Regulations
- Parent Brochure
- Parent Brochure (Spanish)
- Reporting Child Abuse and Neglect

You may **REFINE YOUR SEARCH** options below:
- Refining your search will limit the number of programs available.
- Once you refine your search, please click on the “FIND CHILD CARE” button again to refresh your search results.

- **Distance**
- **Type of Care**
- **Quality Rating**
- **Ages Served**
- **Child Care Assistance**
- **Hours of Care**
- **Special Needs**

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**PULLTOGETHER.ORG**

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**Services Provided by:**
- [Children’s Health & Services Department](http://www.chsd.org)

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**BY NMDOE, NMSHA**
Resource and Referral

- Plan to expand to searchable database for all early learning programs
Resource and Referral

SEARCH RESULTS
Listed below are programs matching your search criteria. Click on More Info to see program details. Please refine your search in the right sidebar.

*Attention Child Care Providers: If your program information is incorrect or you cannot find your program name, please contact NMKids CCR&R at 1-800-691-9067.

• Programs are geocoded to show their location
Sustainability and Next Steps:

• Communications lead assigned
• Identify Joint agency funding
• Update website – From RTT project – topics (e.g. Quality – FOCUS; ECIDS data dashboard, etc.)
• Materials for families (cross program brochures)
• Comprehensive Resource and Referral (including search and mapping)
• Social media?
Table Activity

Discuss at your table the following questions

• **What did you hear?** - *What was new or surprised you?*
• **What do you recommend?** - *What should the state early learning team consider moving forward?*
  – There are 2 index cards at your table, write your table’s comments on the card.
  – Please leave your comments and recommendations card on the table.
  – The RTT Leadership Team will take them and as a team review and analyze in the coming weeks.
  – Outcomes will be posted in the Early Learning NM website.
Thank you!