



New Mexico's Race To the Top Early Learning Challenge Summit

Celebrating Today • Building for Tomorrow

December 8, 2017

9:00 a.m. – 4:00 p.m.

Albuquerque Convention Center
401 2nd Street NW
Albuquerque, NM

The first five years form a foundation for success in life

Welcome to the *Race to the Top Early Learning Challenge Summit* as we celebrate today's accomplishments and continue building for tomorrow.

New Mexico's commitment to improve the quality of life for every child includes building an early learning system of the highest quality. This commitment is reflected in the accomplishments that emerged from the *Race to the Top – Early Learning Challenge* (RTT–ELC) grant, which was awarded in January 2013 and continues through the end of this year, to ensure all children enter Kindergarten ready to learn, grow and succeed in life.

Today's event provides an overview on the accomplishments realized thus far through the Early Learning Challenge projects and outlines a roadmap to continue the journey on behalf of our youngest citizens and their families. Through the \$37.5 million grant, New Mexico has built a strong foundation where more young children enter school ready to learn and, over time, will be reading at grade-level, graduating from high school and growing into engaged citizens and productive workers.

What began as a commitment to improve our early learning system through the help of the RTT–ELC grant, has evolved into a promise to sustain these efforts well into the future to ensure that each child in New Mexico has the opportunity to fulfill his or her potential.

AGENDA

- 8:00 – 9:00 **Registration**
- 9:00 – 10:00 **Welcome**
- 10:00 – 10:45 **Keynote Address: *Embracing the Early Learning Challenge***
Libby Doggett, Ph.D.
Strategic Change Leader for Early Learning
- 10:45 – 11:00 **NM RTT–ELC Projects and Sustainability Structure**
- 11:00 – 11:45 **Access**
- Investment Zones
- Communications – *Early Learning New Mexico*
- 12:00 – 1:00 **Lunch**
- 1:00 – 1:30 **Luncheon Keynote Address**
José-Luis Orozco
Bilingual Educator, Children’s Author and Recording Artist
- 1:30 – 2:30 **Quality**
- FOCUS
- Standards
- Professional Development
- 2:30 – 3:30 **Accountably**
- Data (ECIDS)
- KOT/ECOT
- Transparency (Dashboard)
- 3:30 – 4:00 **Closing**
Sustainability Plan and Recommendations
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Keynote Speakers

Libby Doggett, Ph.D.



Libby Doggett is leveraging her 40 plus years of leadership and management skills honed through work in schools, Head Start and child care with children with and without disabilities, to build public will and improve children’s readiness for Kindergarten. Most recently, Doggett served as the Deputy Assistant Secretary for Policy and Early Learning at the US Department of Education overseeing both the Race to the Top–Early Learning Challenge and the Preschool Development Grant Programs. In that role, Doggett provided birth to age eight expertise and policy guidance to the Secretary and served as ED’s early learning liaison to the White House, the Department of Health and Human Services and other federal and state agencies. Prior to returning to ED where in the nineties Doggett served as executive director of the Federal Interagency Coordinating Council for infants, toddlers and preschoolers with disabilities and their families, Doggett worked with the Pew Charitable Trusts. Prior to that, Doggett directed Pre-K Now, a 10-year campaign to advance high-quality, voluntary pre-kindergarten for all three- and four-year-olds in states across the country. Doggett also worked for the National Head Start Association, directing their *HeadsUp!Reading* program to improve literacy instruction in early learning classrooms across the country. She began her career as a bilingual first grade teacher at Ortega Elementary School in Austin, and holds a doctorate from the University of Texas in early childhood special education.

José-Luis Orozco



Mr. Orozco is a bilingual educator, children’s author, and recording artist who has dedicated his life to creating quality bilingual music, books and videos for children. He encourages learning of the Spanish language and promotes Latin American culture through his art. His rich catalog includes 15 CDs, a DVD, and 3 award-winning songbooks – a collection that has garnered over 2 million in sales. Each year, he shares his music in live performances for over 100,000 educators at education conferences nationwide who then integrate his music into their classroom curriculum. In 2013, he celebrated a career milestone, his 40-year anniversary creating bilingual children’s music, with a Fall Tour, an online contest, and a new 20-track compilation album titled *Favorite Spanish Songs for Kids with José-Luis Orozco*. It was released in partnership with the Duck Duck Moose label, featuring some of the most beloved and popular children’s songs, like “Itsy Bitsy Spider” and “Old MacDonald” in Spanish.

Sustaining the Early Childhood Initiatives Implemented under New Mexico's Race To the Top—Early Learning Challenge Grant

RTT–ELC funding was used to implement several projects to improve New Mexico's early care and education learning system.

New Mexico's RTT–ELC grant ends on December 31, 2017. In the months prior to the end of the grant, the New Mexico RTT–ELC leadership team worked to identify ways in which the projects initiated through the grant could be sustained and enhanced.

Stakeholder Survey May 2017

A key step in developing a sustainability plan is to seek input from the state's early childhood stakeholders. A survey was disseminated to the New Mexico early childhood community. Respondents represented a wide array of organizations and roles within New Mexico's early childhood community.

FOCUS

A high percentage of respondents (between 76 and 82 percent) reported a positive impact for FOCUS overall, and professional development supporting FOCUS had one of the highest average positive ratings. There was a strong recommendation to assess the amount of documentation required for FOCUS participation, so that it does not displace time and resources that might otherwise be spent directly on children.

PROFESSIONAL SUPPORTS

Most respondents (between 80 and 89 percent) reported a positive impact for the professional supports overall, including the T.E.A.C.H. Scholarship. A recommendation was made to develop individualized, scaffolded training with opportunities for early childhood professionals at every level. Training opportunities should be expanded to make sure they are accessible to rural communities around the state.

INVESTMENT ZONES

Most respondents (between 76 and 89 percent) reported a positive impact for the Investment Zones project overall, highlighting increased collaboration and early childhood program alignment within Investment Zone communities. Recommendations were made to expand the work in other New Mexico Communities to better leverage the funding available and to provide support for state-level initiatives.

EARLY CHILDHOOD INTEGRATED DATA SYSTEM

At the time of the survey, ECIDS was not yet active so participants were asked to rate how useful they thought the data system *will be* once operational. Respondents indicated that the data system would be very useful. Potential uses of data identified in the comments included longitudinal data, providing families with information about programs, understanding availability and uptake of services across the state, and school readiness data.

KINDERGARTEN OBSERVATION TOOL

Most respondents (between 75 and 82 percent) reported a positive impact for the KOT overall, reporting that the KOT helped teachers better understand children's strengths and needs, thereby improving the effectiveness of instruction. The next step for the state is implementation support to ensure the tool is being used with fidelity by kindergarten teachers, creating a greater connection between early childhood programs and kindergarten and more consistency in developmental expectations.

Building Community Access for Early Care and Education

Early Childhood Investment Zones

A unique community-level initiative funded under New Mexico's RTT-ELC grant was the creation of Investment Zones.

- Using community-level data, the state identified 11 counties and 35 priority school districts
- Engaged in intensive systems building work that included the creation of a cross-sector local coalition, implementation of a community-wide self-assessment and action plan, leadership coaching, and the implementation of a Results-Based Accountability (RBA) process.
- The work done as part of the Investment Zones provided a foundation for the successful, coordinated implementation of other RTT-ELC initiatives in the most at-risk counties and communities in the state.
- Creation of community-level coalition-building and common visioning is essential for successful implementation and an early learning system that promotes positive child development outcomes.
- Strategies are being created to expand the concept to other communities in New Mexico

Data Visualization

The Department of Health's Epidemiology division developed data visualization/maps with New Mexico's Indicator Based Information System (IBIS) using geocoding.

- The information entered in the system allows for an interactive process for users to access community-based information
 - The Early Childhood Integrated Data System (ECIDS) will be feeding information to the system to align data projection and mapping with accurate and comprehensive early childhood information
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Improving Program Quality

FOCUS New Mexico's Early Childhood Tiered Quality Rating and Improvement System

FOCUS, New Mexico's Tiered Quality Rating and Improvement System, became a process to promote quality for all of New Mexico's Early Learning programs.

- Define criteria that identifies program quality with a stronger focus on child development and early learning
- The New Mexico FOCUS criteria was developed under the RTT–ELC grant.
- The quality criteria are customized for the unique needs of different types of early learning programs in a community.
- The primary goal is to improving children's growth, development, and learning as defined by the *New Mexico Early Learning Guidelines*.
- The essential elements of quality are informed by the *FOCUS Criteria* and aligned to the state's professional development process.

Supporting Professional Development

New Mexico's RTT–ELC grant funded initiatives impacting the early childhood professionals working New Mexico communities.

- Onsite trainers and consultants supported early childhood professionals in the implementation of research-based practices
 - Initiatives such as Video-based consultation were piloted with some programs and expanded throughout diverse communities
 - In an effort to provide a common foundation for consultants working with the different sectors, RTT–ELC funds were used to provide train of trainers opportunities for consultants, coaches and trainers in the Foundations for Social-Emotional Support using New Mexico's Pyramid Framework, the New Mexico Integrated Learning Approach and Supports for Dual Language Learners
 - RTT–ELC grant funded scholarships to child care teachers, PreK teachers, early intervention practitioners, Home Visitors and trainers through the T.E.A.C.H. Early Childhood Scholarship program.
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Program Accountability

Kindergarten Observation Tool (KOT)

New Mexico's RTT–ELC grant funded the development of the KOT, which is now being used in every public kindergarten classroom in the state to measure the developmental level of children when they enter kindergarten.

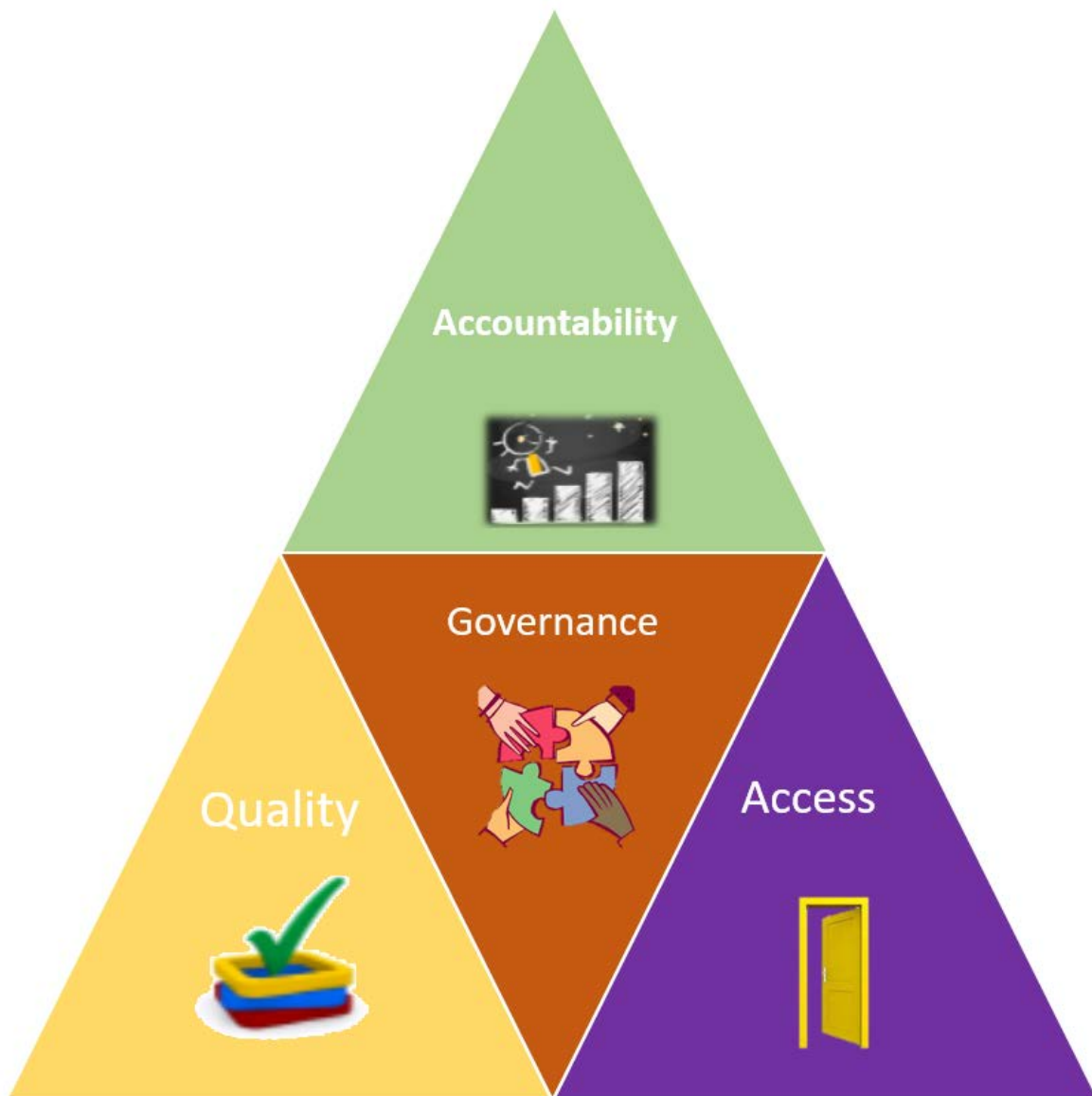
- The KOT is a comprehensive assessment of child development and learning and is appropriate for assessing the diverse population of New Mexico kindergarteners.
- Findings from the tool help inform curriculum and instructional planning and provide valuable information to the state on the school readiness of children as they walk through the kindergarten door.
- The initiative was a key part of the RTT–ELC grant as it connects the early childhood and K–12 systems and provides important information about the development and learning of the children transitioning from the state's early care and education programs. As part of the KOT, teachers use a rubric to observe student behaviors and skills in the natural classroom and school environments. All PED preschool programs will now have access to the same online tool that the kindergarten teachers have to record, track, and submit their observations.

Early Childhood Integrated Data System (ECIDS)

New Mexico's RTT–ELC grant funded the development of a system to establish a unique identifier for children and the integration of data from several different systems across public agencies, including DOH, PED, and CYFD.

- The ECIDS warehouse provides the infrastructure needed to support the secure transfer, storage and reporting of ECIDS data.
 - ECIDS data informs policy and funding decisions impacting young children in New Mexico.
 - ECIDS is designed to:
 - Expand and align data systems across agencies.
 - Inform early childhood policy and outcomes.
 - Provide data to support an early childhood workforce development plan.
 - Create a data warehouse and reporting mechanism to support policy decisions.
 - Track the efficacy of early learning programs as evidenced by longitudinal tracking of child outcomes
 - Help determine where there are gaps in services for early learning, target investments accordingly, and assist with planning for the supply and demand of key services.
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Race to The Top – Early Learning Challenge Sustainability Plan



QUALITY: Developing the *'FOCUS on young children's learning'* system to improve the quality of all early childhood programs. The FOCUS Tiered Quality Rating and Improvement System (TQRIS) provides a shared quality improvement framework and quality standards to promote young children's learning.



Accomplished: Common and aligned framework for program quality, providing professional development and other supports to help programs achieve a higher level of quality.

Current Status: Over 900 early childhood programs across: Child Care; NM PreK; Head Start; Title I; 619 Preschool Special Education; Home Visiting; Early Intervention (Family Infant Toddler Program) are participating in FOCUS. More than 700 early childhood professionals received TEACH scholarships and more than 1,000 early childhood educators received research-based training geared to improve quality practices.

Next Steps: Full implementation of FOCUS for Registered Child Care Programs, Early Intervention and Home Visiting ♦ Expand and align professional development opportunities for the early childhood workforce.

ACCESS: Developing the *Early Learning New Mexico* system to ensure that each child has access to quality services and supports that acknowledge his/her uniqueness in order for them to succeed in school and in life and to support the needs of families.

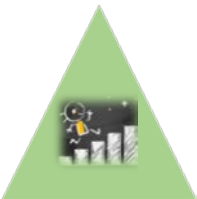


Accomplished: Support to identified 'Early Learning Investment Zones' covering 11 counties and 35 priority school districts through a community systems-building process that includes cross sector leadership building and community development planning systems. Development of aligned 'Early Learning New Mexico' (www.earlylearningnm.org) communications.

Current Status: Designing an ongoing system for implementation focusing on collaborative leadership skills, strategic planning capacity.

Next Steps: Develop a comprehensive community assessment for all communities, assess and leverage current resources, prioritize funding to meet communities' needs ♦ Establish a coordinated early learning 'Resource and Referral system', including ability for families to search online or call to find local early learning programs.

ACCOUNTABILITY: Developing the *Early Childhood Integrated Data System (ECIDS)* across public early learning systems serving young children and their families, workforce development, report on program outcomes and assess gaps and opportunities for services in different communities.



Accomplished: Development of a unique identifier for children and the integration of data across public agencies, including DOH, PED, and CYFD. Development and validation of a **PED-PreK and Kindergarten Observation Tool (KOT)**.

Current Status: PED-PreK and kindergarten teachers in every classroom statewide utilize the KOT to record, track, and submit their observations. ECIDS data are being collected and validated.

Next Steps: Develop reporting processes and data visualization to enable planning, decision making and improve program quality ♦ Use of KOT scores to measure success in school readiness as a result of early learning opportunities ♦ Expand ECIDS to include Head Start and tribal data.

GOVERNANCE: Developing a strong system for collaboration, planning and decision making across the state agencies implementing federal and state early learning programs to ensure program alignment and efficiencies, and promotes a continuum of services for New Mexico's young children and their families.



Accomplished: Implementation of a shared leadership structure as part of the Race To the Top – Early Learning Challenge (RTT-ELC) grant.

Current Status: Developing a roadmap for a continuous shared governance structure beyond the end of the RTT-ELC grant.

Next Steps: Develop a formal agreement between state agencies for shared governance and decision making ♦ Establish a formal Early Learning advisory body.

Resources

Statewide-multiagency resources:

<https://pulltogether.org/>

<https://www.earlylearningnm.org/>

FOCUS:

PED FOCUS/PreK Website: <https://prek.ped.state.nm.us/>

PED FOCUS at UNM-Center for Development and Disability: <http://www.cdd.unm.edu/ecln/ped-focus/>

FOCUS Criteria Center-Based English: http://www.newmexicokids.org/wp-content/uploads/2015/05/FOCUS_Criteria_Essential_Elements_of_Quality_01222015.pdf

FOCUS Centros de Cuidado Infantil Español http://www.newmexicokids.org/wp-content/uploads/2015/05/FOCUS_Criteria_Essential_Elements_of_Quality_Spanish_08212014.pdf

FOCUS Family Child Care English: <http://www.newmexicokids.org/wp-content/uploads/2016/03/FINAL-Focus-Home-Eng-3-3-16.pdf>

FOCUS Cuidado Infantil Familiar: <http://www.newmexicokids.org/wp-content/uploads/2016/03/FCC-Spanish.pdf>

Resource and Referral, Training and Consultation:

<https://www.newmexicokids.org/>

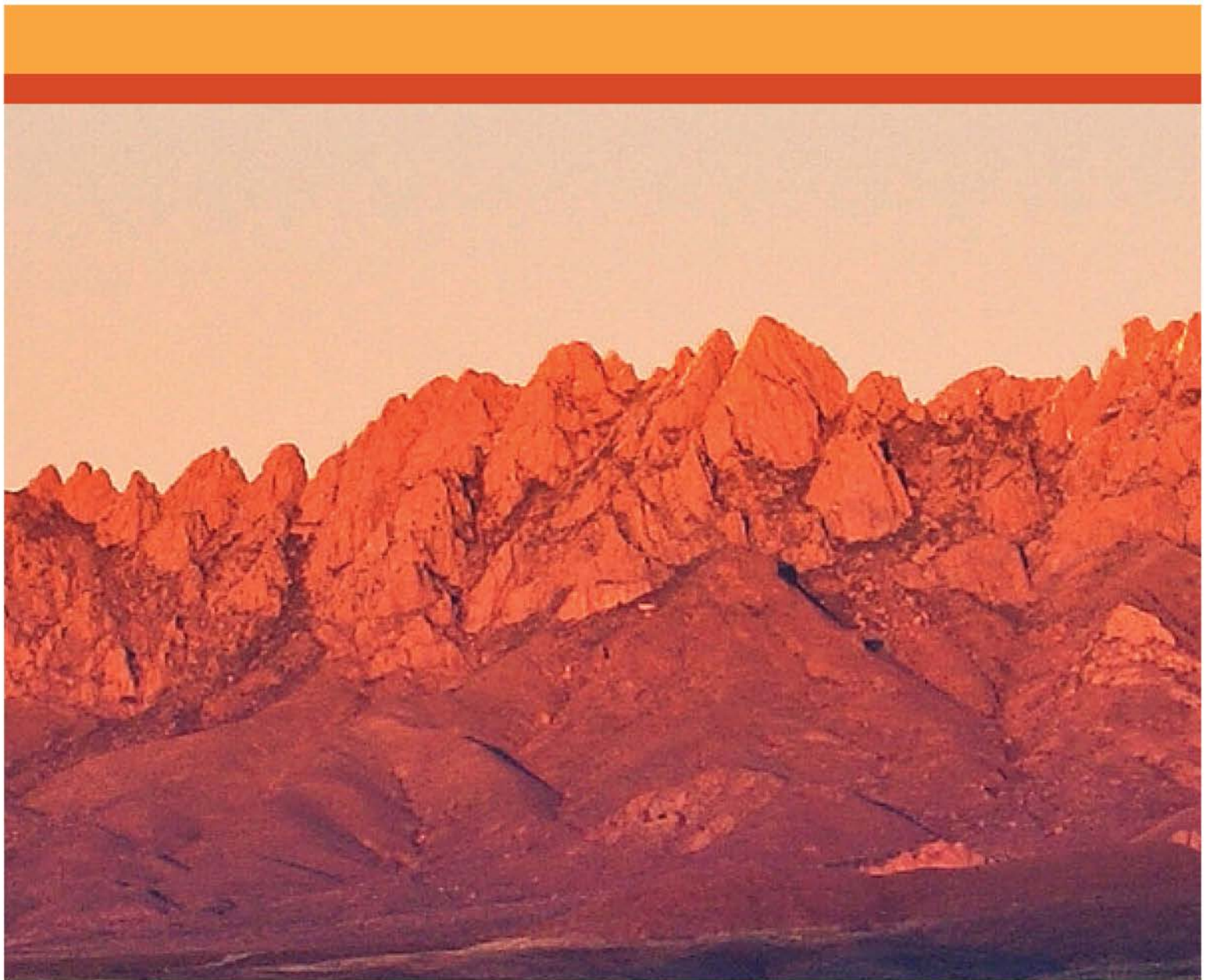
<https://www.earlylearningnm.org/pyramid-framework-partnership>

<https://www.earlylearningnm.org/early-learning-guidelines>

<http://www.nmaeyc.org/professional-development/teach>

<http://www.cdd.unm.edu/ecln/FIT/index.html>

<http://www.cdd.unm.edu/ecln/HVT/index.html>



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