



NEW MEXICO

Early Childhood Education & Care Department

Early Childhood Education & Care Department
Advisory Council Meeting- Public Session
October 16, 2020, 12:30-1:40pm
DRAFT MEETING NOTES

Advisory Council Membership in Attendance: Alma Martell, Anita Rios, Anna Marie Garcia, Barbara Tedrow, Candace Keams-Benally, Catron Allred, Dana Bell, Elizabeth Beers, Franz Joachim, Gil Vigil, Janis Gonzales, Joan Baker, Julie Lucero, Kara Masteller, Lori Martinez, Maria Elena Salazar, Meighen Nieto, Meribeth Densmore, Michael Armendariz, Noemi Langley, Rebecca Dow, Ruth Ortiz, Sally Green, Taylor Etchemendy, Trisha Moquino

Early Childhood Education and Care Department (ECECD) Attendees: Cabinet Secretary Elizabeth Groginsky, Assistant Secretary Jovanna Archuleta, Deputy Secretary Jennifer Duran-Sallee, Claire Dudley-Chavez, Alejandra Rebolledo-Rea, Rhonda Montoya (ECECD Support)

Facilitation Team: Zach Taylor, Patricia Bowie, Elena Fiallo, Liz Welch, Viola Clark

Public Allies in Attendance: April Spaulding, Baji Rankin, Becky Fox, Brenda Kofahl, Charlene, Erica Gallegos, Gillian Gansler, Janine Austin, Jose Viramontes, Luis Q, Monica, NM CDC Center for Health Innovation, Olga Valenzuela-Zavala, Pam Remstein, Sophie Bertrand, Susan Perry, Tracy
[Note: Members of the public were able to join the meeting via Zoom or by viewing the Facebook Live broadcast. A recording of the session is available on the New Mexico Early Childhood Education and Care Department Facebook page.]

Introduction/Opening

- Welcome from Claire Dudley Chavez: Director of Policy, Research and Quality Initiatives
- Introductions of Advisory Council Members, Public Allies and Facilitators
- Mindfulness Practice

Recap of Morning Session and Overview of Graphic Harvesting

The Journey of the morning started with the North Star, “equitable access to high quality early childhood opportunities”, in mind; adding in equity, inclusion and social justice, and changing the outcome for children and young people, families and communities. Key themes/ideas of the journey that were heard included:

- being committed to hearing all the voices
- eye opening, insightful learning
- mindful, intentional process
- work for sharing and support
- open constructive conversation
- support, challenge and inspire us
- we need to continue the conversation

Review of Recommendations, Key Aims and Guiding Steps from the Workgroups:

Sustainability

- ECECD establishes equitable and widespread access to high quality programs and services
- ECECD uses data informed decision making to continuously improve to meet outcomes/targets



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- ECECD is aligned across sectors to create a coherent comprehensive system for child, family and community wellbeing
- ECECD is sustained by robust and resilient resources

Workforce

- Increase quality and align early childhood provider professional development to set and meet NM standards
- Increase the early childhood workforce in NM
- Create a wage structure that offers living wages for early childhood providers with increases to honor experience and professional growth

Reflections on Transformation, considering, "Are we moving in the right direction and how do we recognize the shift."

- Working together: collaboration and coordination, communication among providers
- Strengthen: Message, vision, communities
- Establish a strong model and culture of leadership for family and community engagement
- Care and recovery
- Provider training and collaboration to meet geographic and family needs
- Focus on intentional actions to support equity, eliminate stigma and look at our own racial identity development
- Support, empower and engage families as true partners
- Stress lifelong learning
- Clarify the career ladder and give clear guidance
- Sustainable funding for key aims
- Align education as a continuum and life course
- Integration of systems

Data Reflections: Workgroup Discussions

Review and discussion of previous responses to two key data questions:

- How do we share data that is actionable?
- How do we turn information into action?

Additional comments and thoughts to add included:

- Building the comfort and capacity of families and community leaders to bring their own data to the conversation but be able to consume data and make sense of it. People may need training/opportunities to learn about what the different data are and make use of it. Value both qualitative and quantitative data.
- Take the time to determine what the different areas and arenas are that fall under ECECD and what systems for data collection exist and how they will interface to communicate across the different sectors. There needs to be an evaluation of what is existing and collection of data sources. Inventory where you're at.



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- ECIDS consideration as part of the rollout; communication of source data
- What about data driving action? Looking across systems to inform action and decisions. There is a cause and effect when looking at data in a silo. Example: children receiving the same screening multiple times from different programs. There needs to be an integration of data so it all speaks to each other and informs policy/investment decisions.
- Ensure confidentiality of data collected
- What is useful data? Consider actionable data and perhaps the possibility of shared measures and how that data can be used. Consider a shared data system so children/families don't have to provide the same information numerous times.
- Is the wording user friendly? Not everyone has same language, needs to be easy, user friendly across systems.
- Conditions (positive interaction and relationships) create more positive outcomes of children and families. We need to look at child outcomes but we sometimes miss measuring/learning from their situations and environments. This warrants evaluating the current system in FOCUS criteria and PreK standards, consider the qualitative data of relationship versus where they fall on a rubric and checking boxes of 3,4,5 star.
- Prioritize data elements, there can be data overload so prioritize elements instead of collecting everything.
- Create data dashboards to drive better planning and decision making but also public facing dashboards for transparency. Allowing access for others to use for informing decisions (county, city level); using information to take action.
- Use information from previous work to inform next steps. Refer to prior ELAC work that was done to define quality, create a common language and build the quality rating system.
- Need to look at work with a multi-generational lens and be responsive across all systems.

Key Themes:

- Identification of service and definitions of quality
- Identifying platforms
- Reflection and Interpretation of Data
- Integration of Data
- Sharing and Informing

Whole Group: Comments/Reflections

Comment: Hearing the need for social workers/nurse in every school. Not to replace LOEs but we need to support the workforce in its entirety.

Response: Need to look at data visual as a whole, this is the need for a data dashboard.

Integrated notion of things being tied together and interdependency of what's being worked toward to achieve. For building capacity, have we put the right foundations in place?



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Brief report out from other workgroup and overview of next steps.

Comment: In regard to building capacity to create and sustain a workforce to become endorsed. NMAIMH needs to think about building capacity internally to support the needs across the state.

Comment: Sharing data and making it actionable to the public. Summary of the history and work of the NM Early Childhood Data Warehouse. The website contains interactive data maps covering a range of target areas.

Comment: It's important to recognize that data can include things like story-telling, reflective practice and documentation beyond the numbers.

Closing Remarks from Claire Dudley Chavez

THANK YOU!

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