



Accelerator
a CHCFC Social Impact Lab

Welcome to the Accelerator Team.

The Clyde Hotel

Albuquerque, New Mexico



In partnership with





Accelerator
a CHCFC Social Impact Lab

Jenifer Ramos

Cohort Coordinator

Chandler Beck

Program Manager



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The Center for
Healthier Children,
Families & Communities



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NEW MEXICO

Early Childhood

Education & Care Department

Community Offering

- Let this be a safe and honest space where we can learn and be open to unlearning together.
- Language is constantly evolving, so if we or someone else in the room doesn't use what we think is the most up-to-date language, let's practice grace with ourselves and others.
- Learn into humility. Let's recognize that everyone in this room has knowledge and experiences that may differ from our own. Let's humbly listen to each other.



Convening Objectives



To support you to lead the interpretation and analysis of your early childhood data



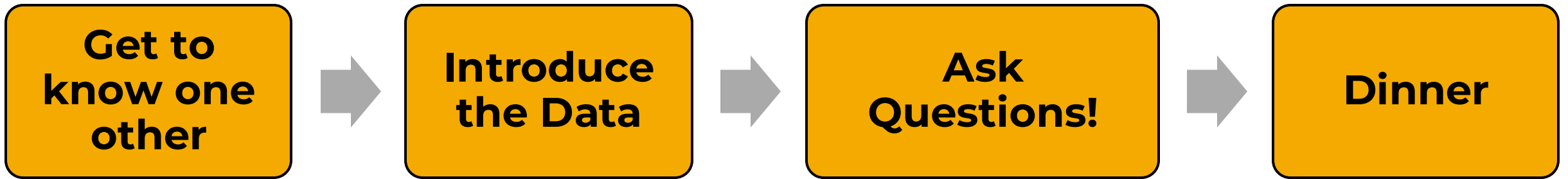
Connect you with others that are also interested in what's going on in New Mexico's Early Childhood space



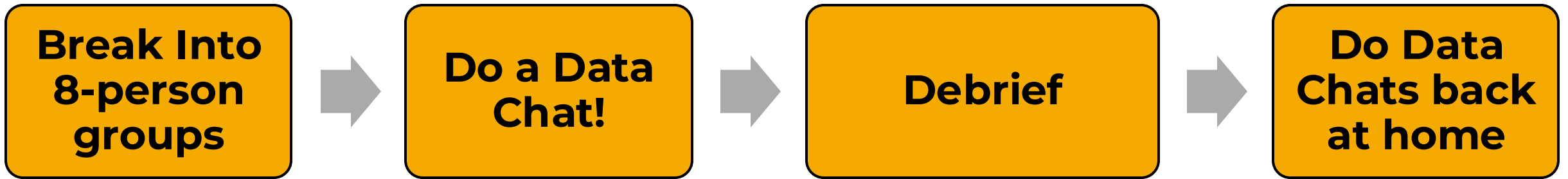
Help you conduct your own Data Chats



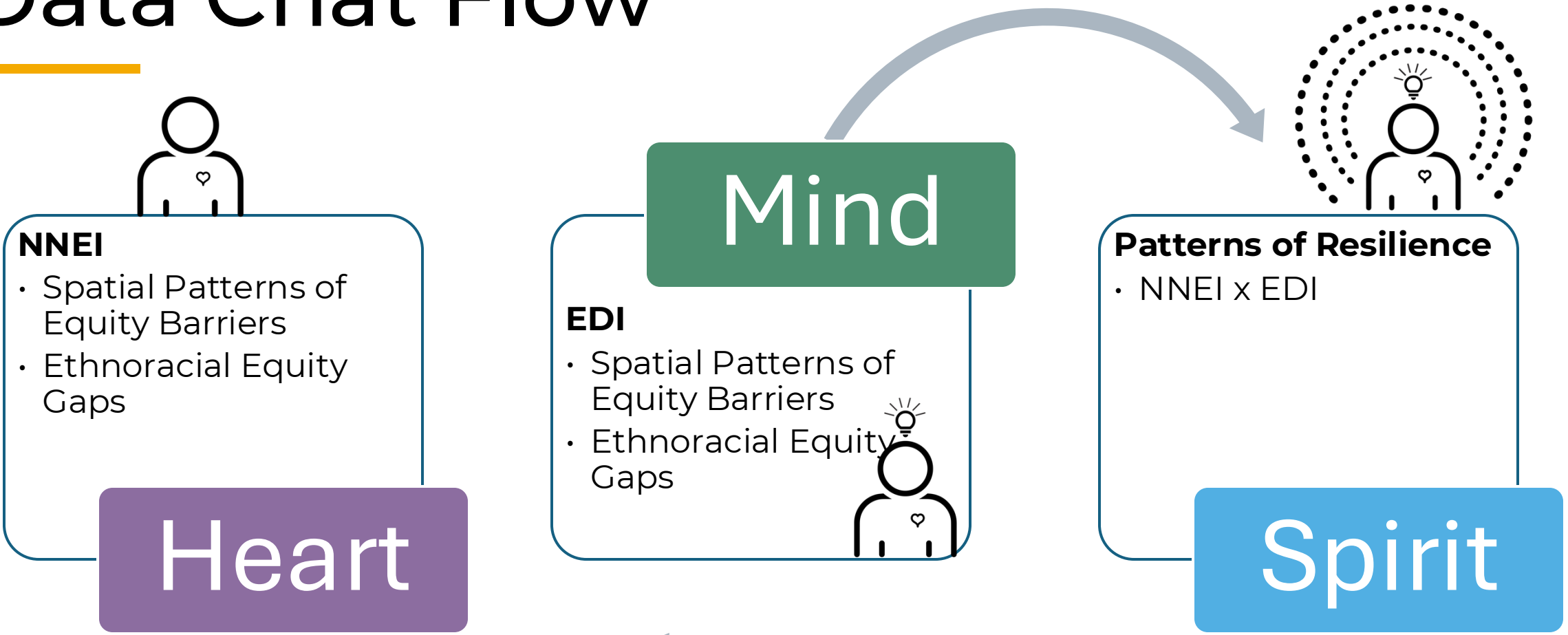
Day 1



Day 2



Data Chat Flow



Purpose:

An appeal to justice to spark commitment

Generate thinking on what the ecosystem produces

Promote a sense of optimism that promoting flourishing is possible





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Use of Technology



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Roots of Purpose



The Center for
Healthier Children,
Families & Communities



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Instructions

- You all have 20 minutes to think of a moment or memory that inspired or motivated you to pursue the work you are doing today.
- This could be a moment from early childhood, life experiences, or influences that shape an individual's purpose.
- Using the handout that was provided, write or draw something to represent that memory or motivation.





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Overview of the Accelerator



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Understanding Current Ecosystem

Strategic Objectives

- Understand how the early childhood ecosystem functions and performs
- Equipping Problem Solvers with new tool, data, narratives, possibilities

Transforming the Ecosystem

Strategic Objectives

- Learn how to Transform the system
- Build collaborative learning muscles
- Shift power and reposition problems solvers
- Sustain motivation, boost momentum

Dynamic Adaptive Governance of the Ecosystem

Strategic Objectives

Sustainable change in culture and practice.

Data

>>

Information

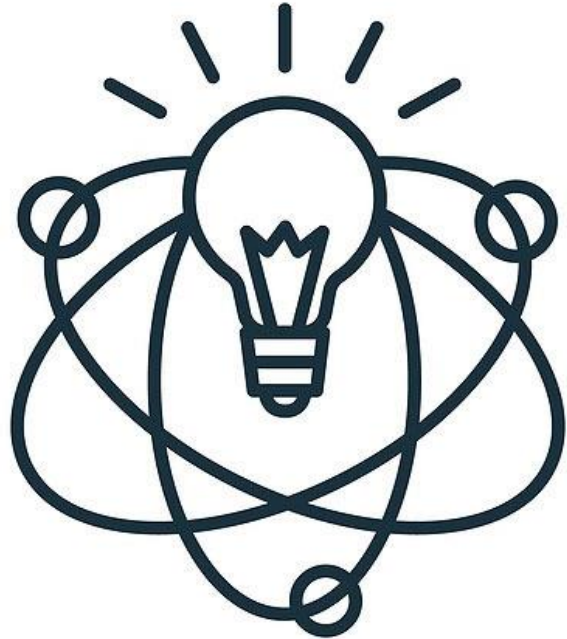
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Knowledge

>>

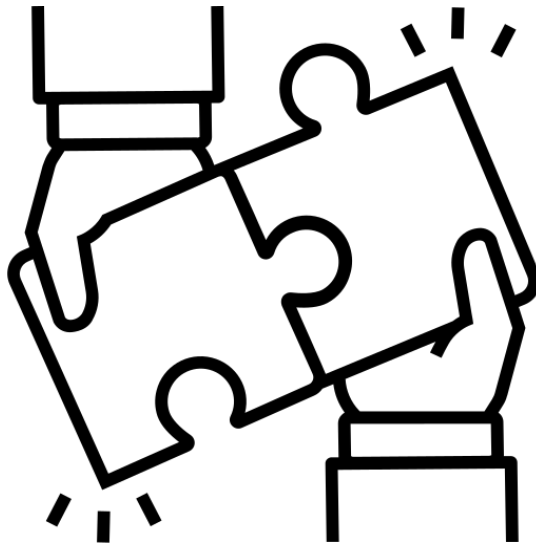
Wisdom

3-Dimensional Community-Led Movement



Innovation

Collaboration



Learning





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Data Overview



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efren aguilar

Accelerator Director



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Welcome to the Team Data Chat.



Survey

Scan the QR Code
or go to

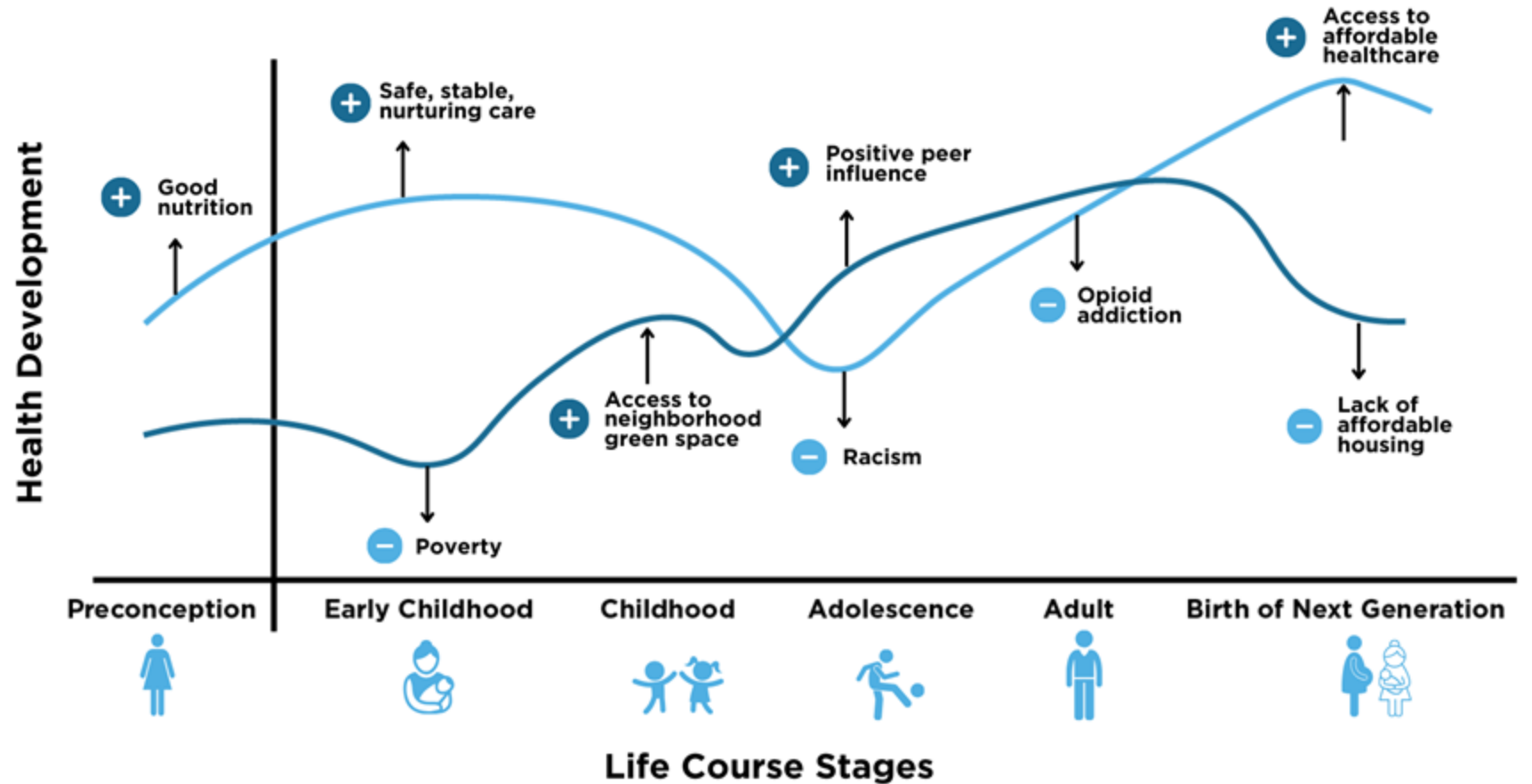
bit.ly/nm-dc1



Key Concepts

Lifecourse Health Trajectories

Health development is a dynamic process that begins before conception and continues throughout the lifespan.



Importance of Mapping Data at the Neighborhood Level

What does this look like at a neighborhood level?



Importance of Mapping Data at the Neighborhood Level

Which raises questions around equity?





Reviewing the Data: NNEI, EDI, Resilience Maps

The EDI



Early Development Instrument

- Holistic, population measure of children's developmental outcomes and school readiness.
- Reflects how well 0-5 systems are supporting children.
- Allows stakeholders to:
 - Look Back: To improve children's outcomes before they arrive at kindergarten.
 - Look forward: To understand incoming kindergarten cohort and support them as they progress thru school.

Developed at the Offord Center for Child Studies at McMaster University

Nuts and Bolts of the EDI



What is the EDI?

Developmental checklist
5 developmental domains



How was it completed?

Teachers watched 30-minute
training video then completed one
EDI per student based on recall



Who completed it?

Kindergarten teachers complete on
all their students.



What doesn't it do?

Not reported at student or teacher
level



When was it completed?

April – May 2024



5 Developmental Areas of the EDI



Physical Health
and Wellbeing

The child can hold
a pencil and
sustain energy
throughout the full
school day.



Emotional
Maturity

The child pays
attention to
directions and is
willing to help
others.



Social
Competence

The child gets
along with others
and follow rules
and instructions.



Language and
Cognitive
Development

The child knows
how to handle a
book and can
attach sounds to
some letters.

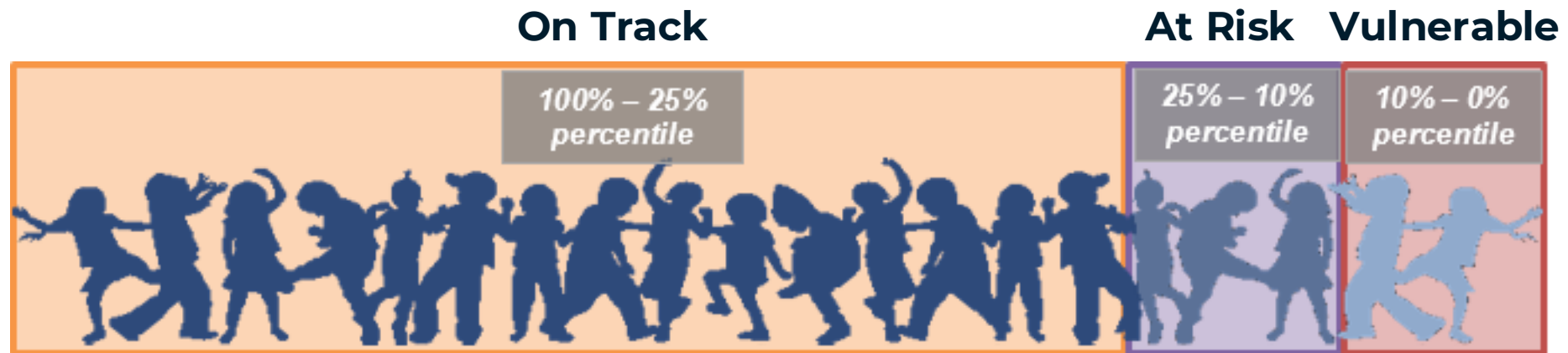


Communication
Skills and
General
Knowledge

The child can
communicate his
or her needs and
takes part in
imaginative play.



EDI Early Development Instrument



Calculating Ethnoracial Equity Gap

Pct. Vulnerable for all
Ethnoraces

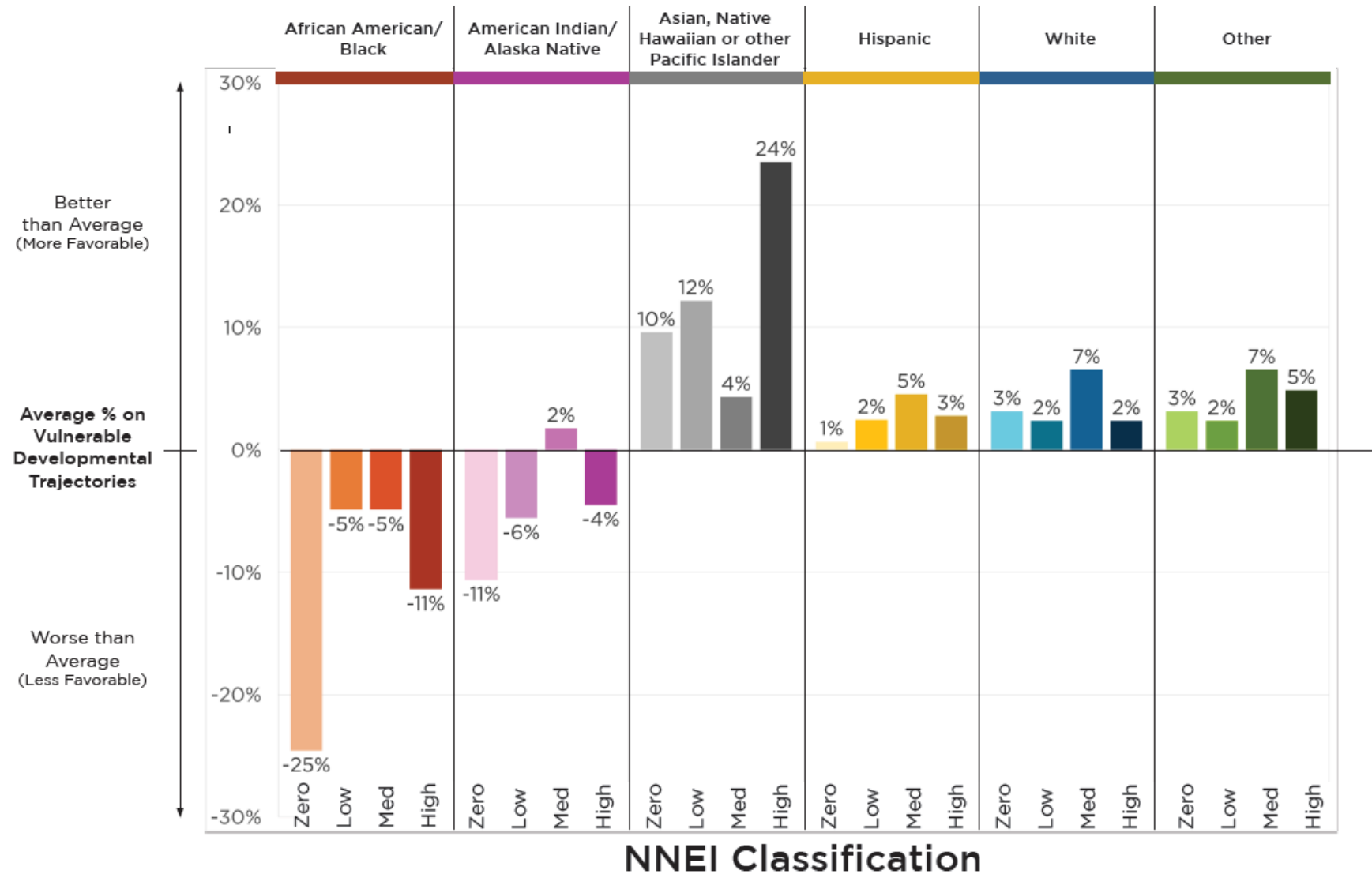
— Pct. Vulnerable for any given
Ethnorace

Ethnoracial Equity Gap

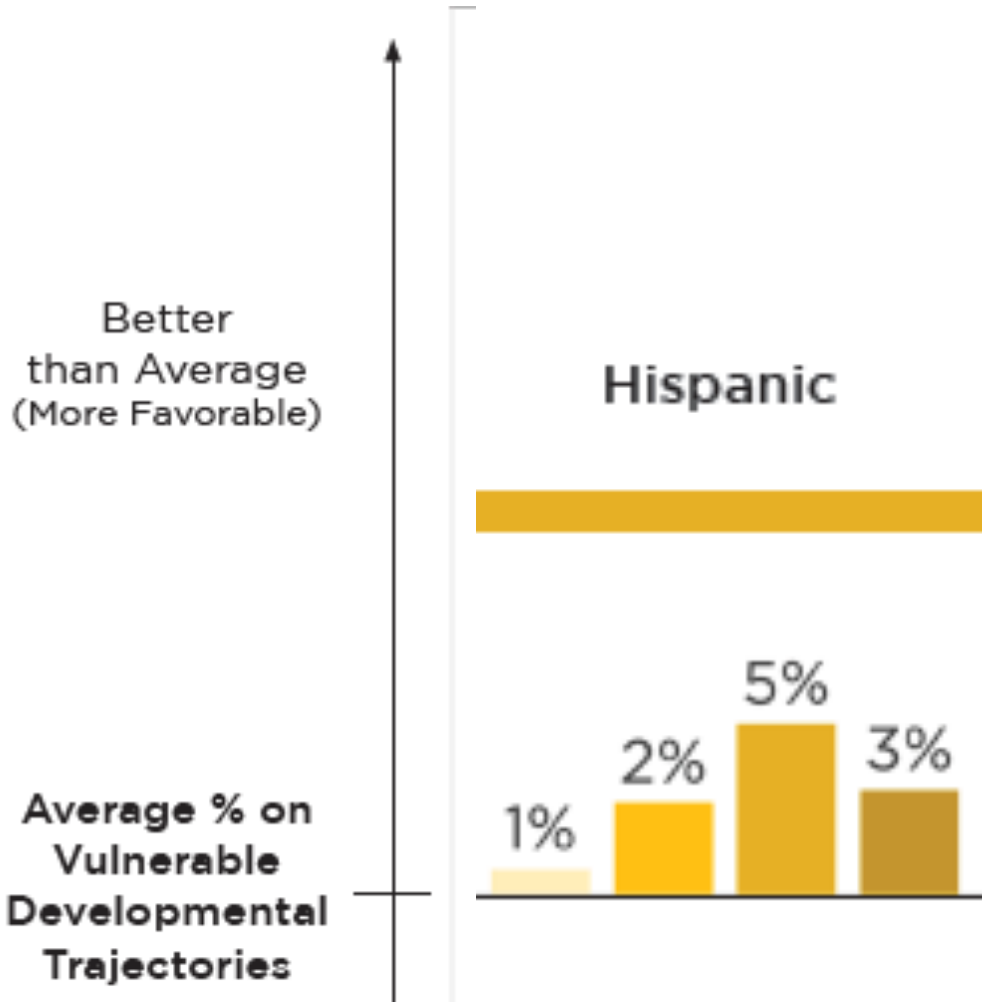
NNEI: High Equity Barriers (6+ barriers)				
	# Vulnerable	Total	% Vulnerable	Gap
All Ethnoraces	513	1,573	33%	
African American/Black	11	25	44%	-11%
American Indian/Alaska Native	131	353	37%	-4%
Asian, Native Hawaiian, or other Pacific Islander	1	11	9%	24%
Hispanic	234	784	30%	3%
White	36	119	30%	2%
Other	78	281	28%	5%



Graphing Ethnoracial Equity Gaps



Graphing Ethnoracial Equity Gaps

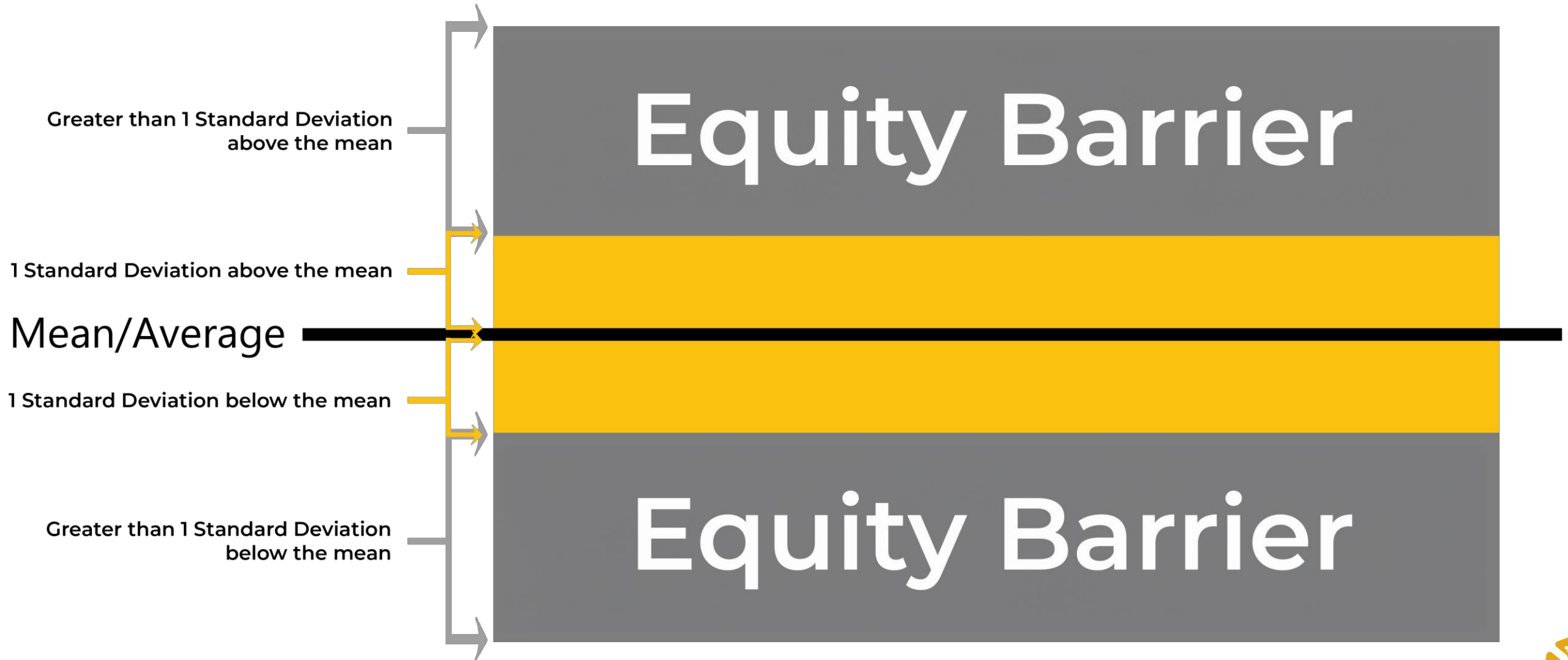


NNEI – National Neighborhood Equity Index

Category	Census Indicator
Educational	<ul style="list-style-type: none">• Population without a High School Diploma (Ages 25 and Older)• Population with a College Degree (Ages 25 and Older)
Economic	<ul style="list-style-type: none">• Households with Wage Income• Families with Children in Poverty• Households with Public Assistance Income
Social	<ul style="list-style-type: none">• Single Parent Family Households• Limited English-Speaking Households• Disconnected Youth (Ages 16-19; Unemployed and not in School)• Children Enrolled in Preschool/Nursery School
Wealth	<ul style="list-style-type: none">• Owner-occupied Housing• Households with Interest, Rent, or Dividend Income



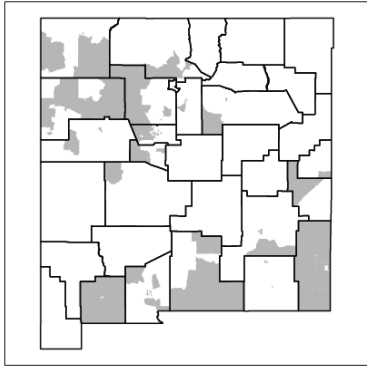
Explaining the NNEI



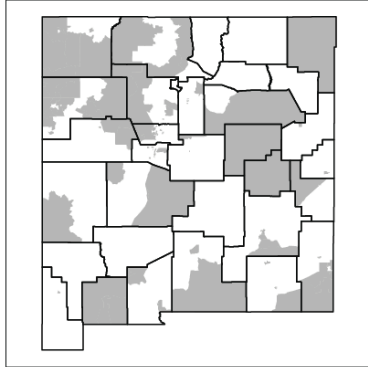
Explaining the NNEI

Educational

High School Diploma

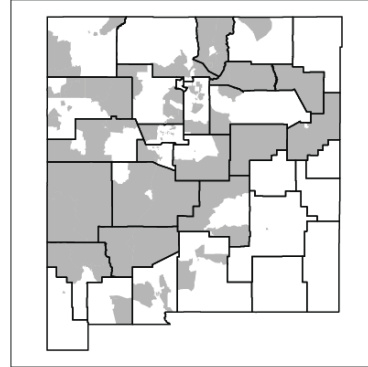


College Degree

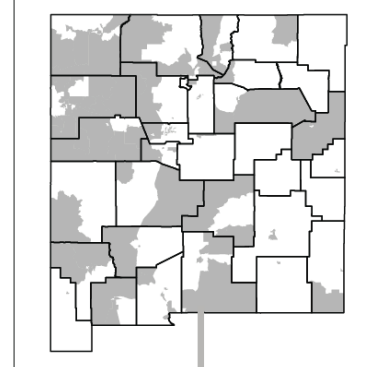


Economic

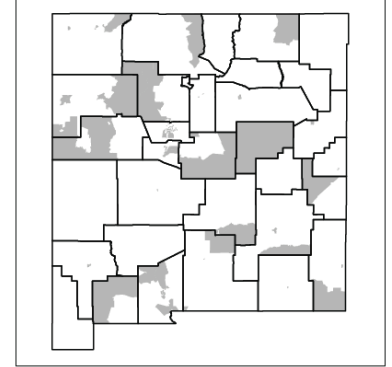
Wage Income



Children in Poverty

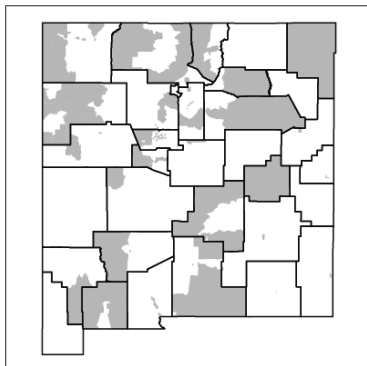


Public Assistance

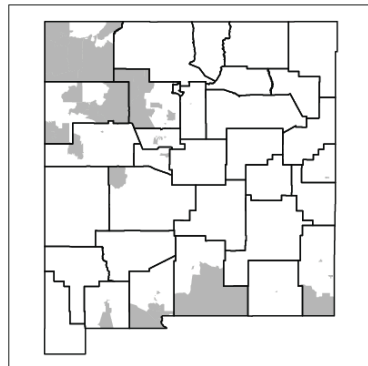


Social

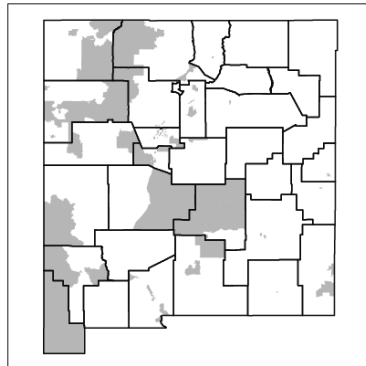
Single Parent Families



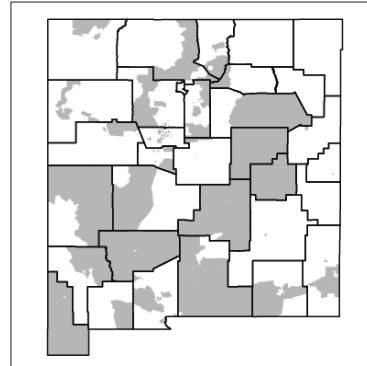
Lim. English Proficiency



Disconnected Youth

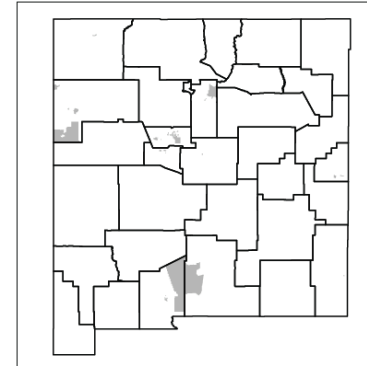


3-4 Year Olds Enrolled in Nursery School

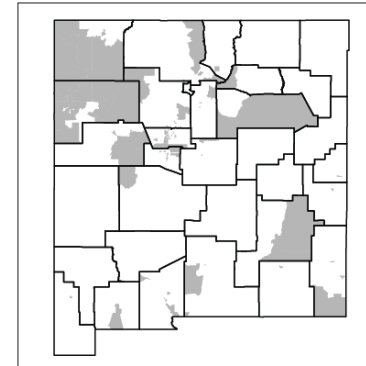


Wealth

Owner Occupied Housing

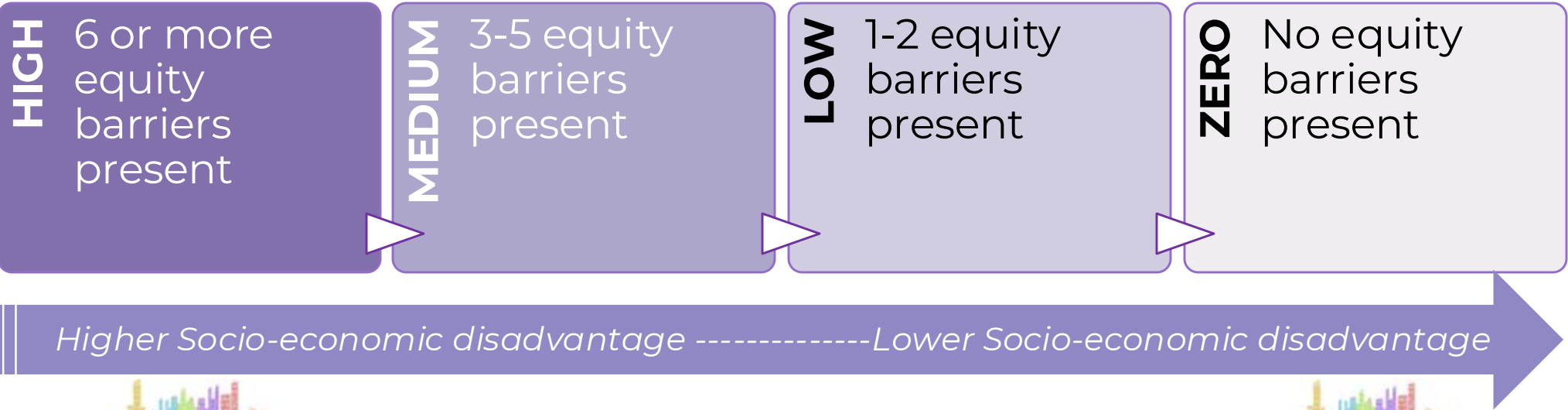


Interest, Dividend, or Rent Income



NNEI – National Neighborhood Equity Index

- Neighborhoods are categorized into one of 4 possible levels based on the number of equity challenge indicators present



NNEI and EDI are related:

Odds Ratios of kids on vulnerable developmental trajectories by Domain	Low (1-2 Equity Barriers)			Medium (3-5 Equity Barriers)			High (6-11 Equity Barriers)		
1 or More	1.318	32%		1.693	69%		1.840	84%	
Physical Health and Wellbeing	1.226	23%		1.598	60%		1.673	67%	
Social Competence	1.257	26%		1.535	54%		1.630	63%	
Emotional Maturity	1.208	21%		1.378	38%		1.514	51%	
Language and Cognitive Development	1.552	55%		2.160	116%		2.496	150%	
Communication and Gen Knowledge	1.433	43%		1.864	86%		1.822	82%	



NNEI and EDI are related:

Kids in neighborhoods with *High* equity barriers are **84% more likely to be vulnerable on one or more EDI domains compared those in neighborhoods with *Zero* barriers.**

Odds Ratios of kids on vulnerable developmental trajectories by Domain	Low (1-2 Equity Barriers)			Medium (3-5 Equity Barriers)			High (6-11 Equity Barriers)		
1 or More	1.318	32%		1.693	69%		1.840	84%	





Resilience

Using the EDI to measure Development

Early Development Instrument



Context Matters

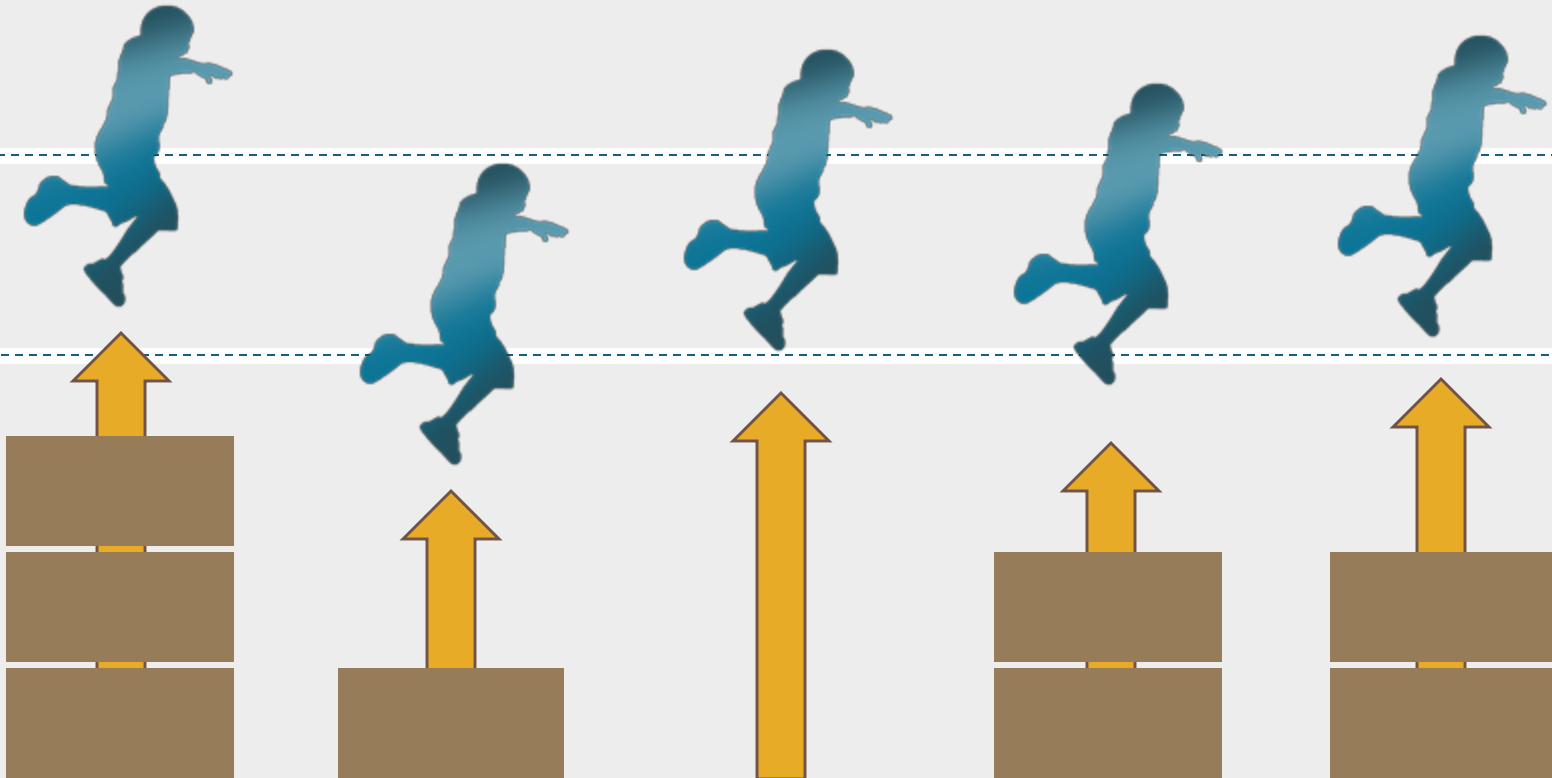
Which leap is most impressive?

Early Development Instrument

On Track

At Risk

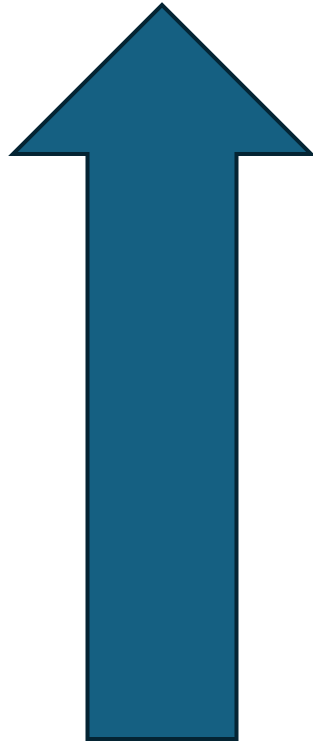
Vulnerable



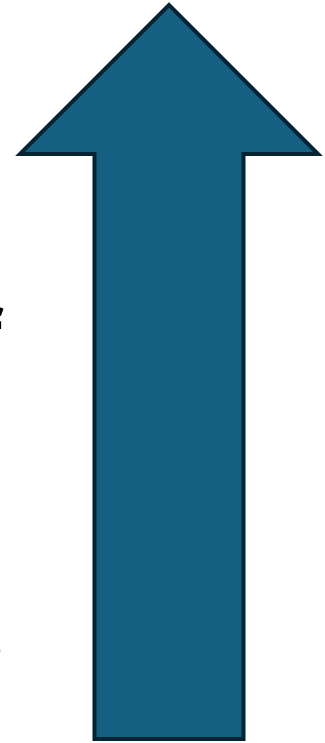
Patterns of Resiliency

**In
neighborhoods...**

**as the
number of
equity
barriers
increases**

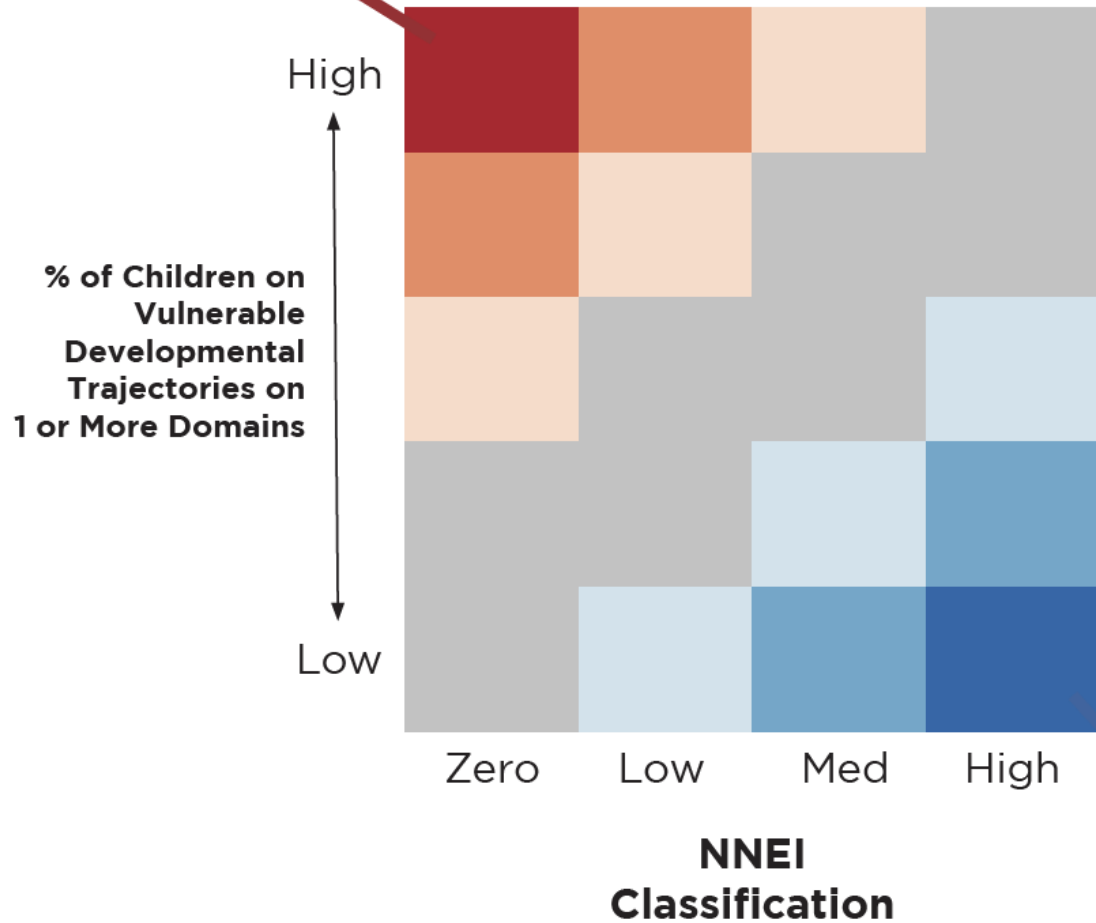


**the
percentage of
children on
vulnerable
developmental
trajectories
increase**



Patterns of Resiliency

Performing worse than expected (negative deviance)

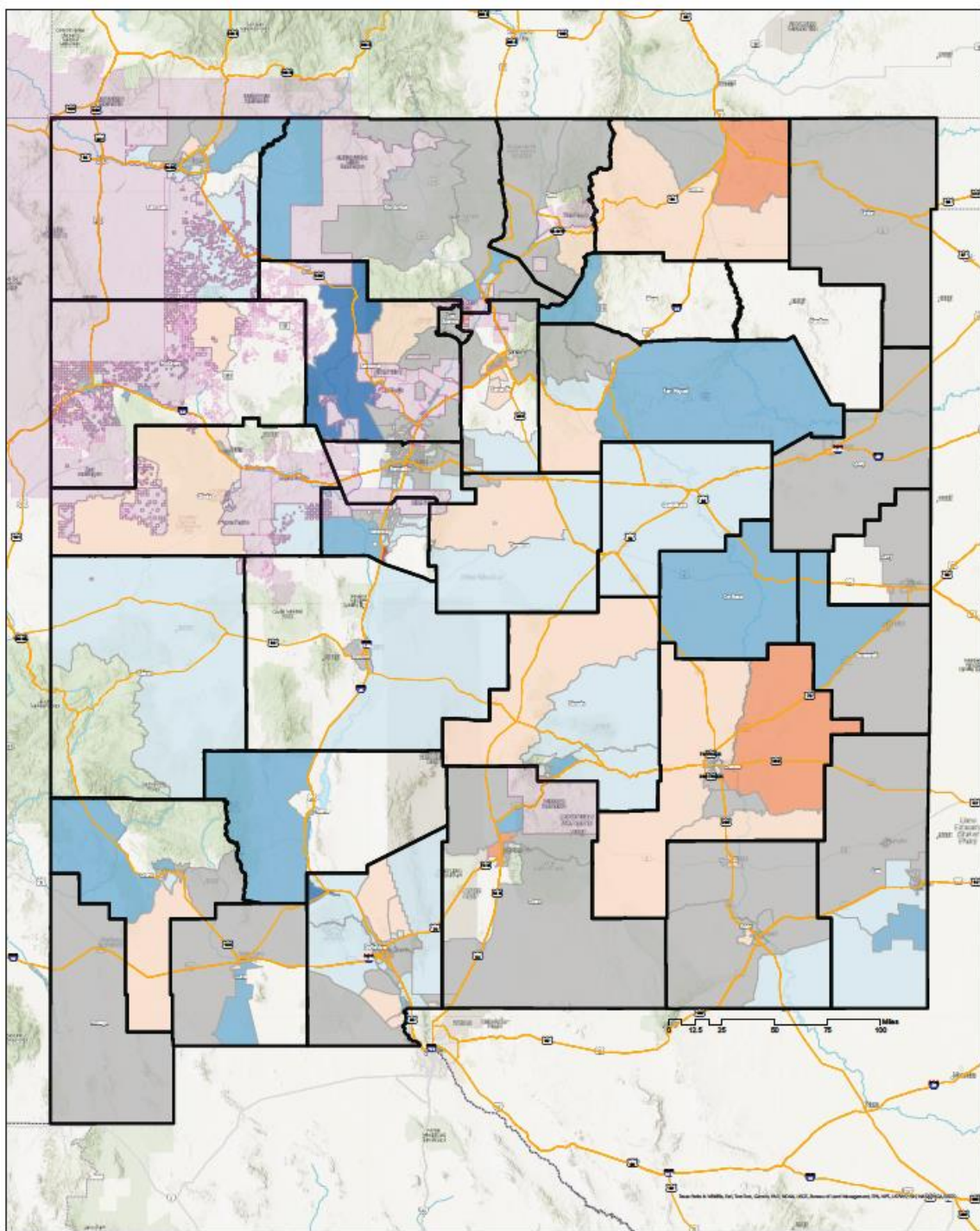


National Sample

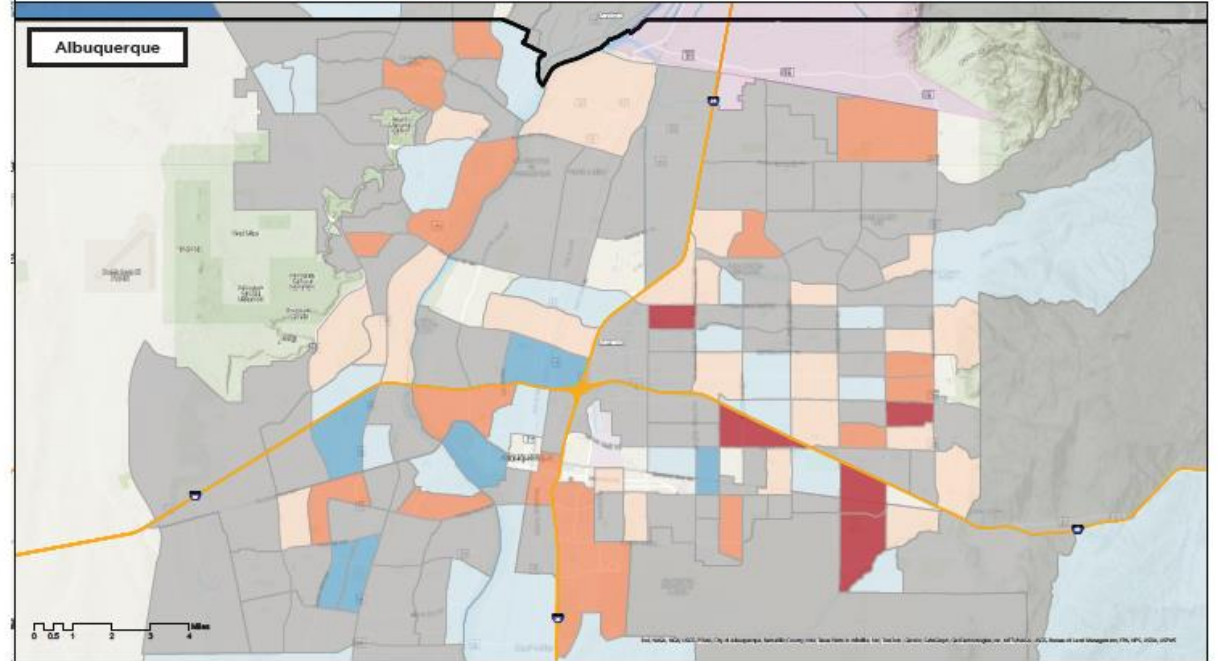
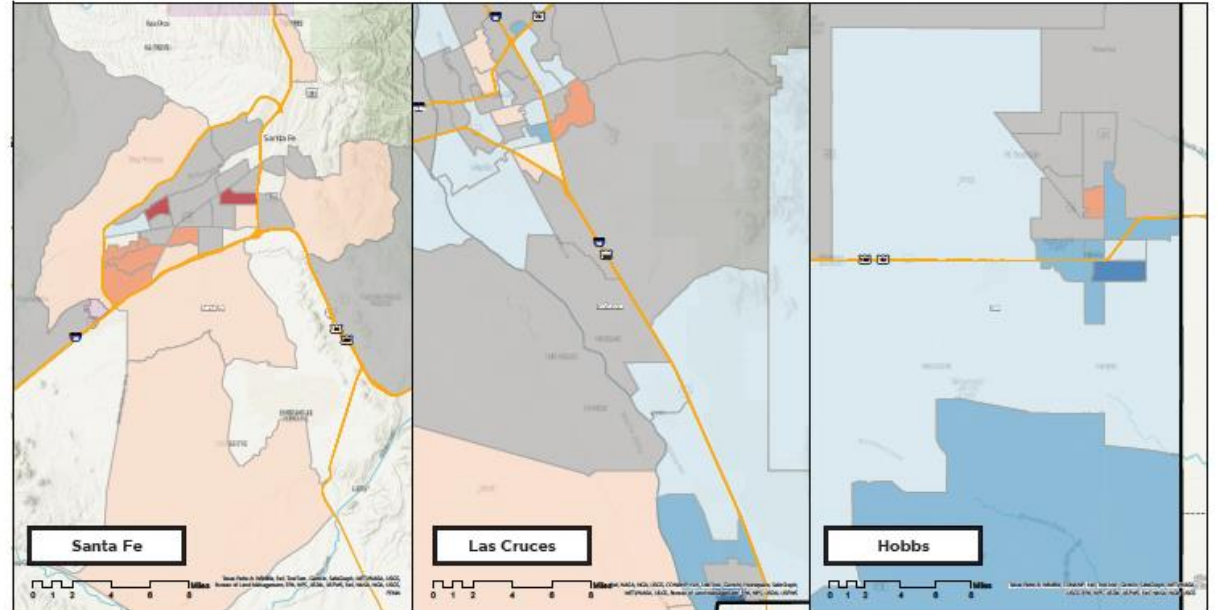
	CTs	%
Dark Red	46	2%
Orange	146	5%
Light Orange	371	14%
White	1,469	55%
Light Blue	417	16%
Blue	176	7%
Dark Blue	43	2%

Performing better than expected (positive deviance)





Highlighted Areas



Team Data Chat: Panel



Scan the QR Code
or go to
bit.ly/nm-dc2

Questions

Josh Bader
Leila Espinosa
Efren Aguilar



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What's Coming on Day 2



The Center for
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Day 1

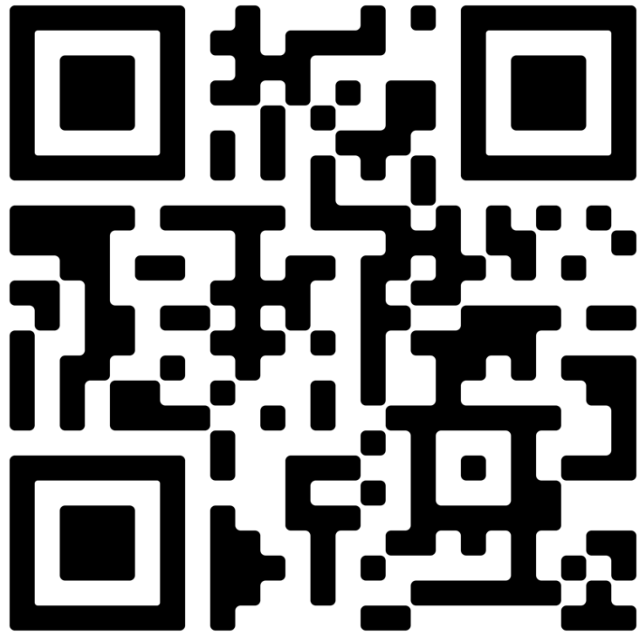
- Dinner tonight at 5:30 – we'd love for you to stay!



Day 2

- Breakfast begins at 8:00 am, sessions at 9:00 am.
- Check-out of room before 11:00 – we suggest before the Energizer at 9:00 am
- Parking – if you are not staying overnight, remember to grab a parking voucher from our team

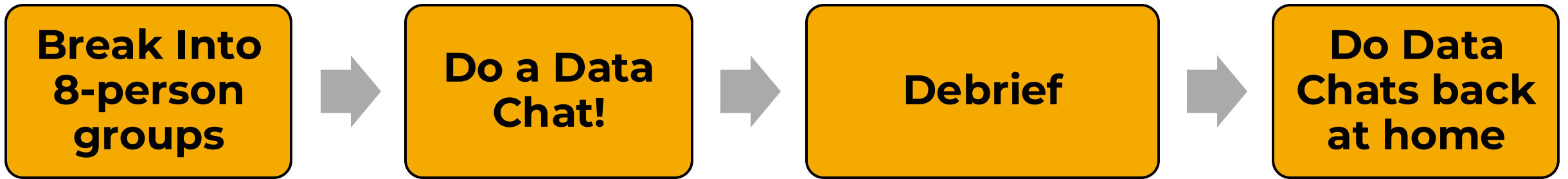




Discord

Join us on Discord! Get announcements, share resources, and get to know your fellow team members.

Day 2



Day 1 Survey



Day 1 Survey

Josh Bader
Leila Espinosa
Efren Aguilar

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