

Welcome to the New Mexico Early Childhood Data Convening.

We'll get started soon.
(plus, grab some coffee in the back!)



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Resources available online

Convening Resources

Day-of Materials

Day 1, Morning 1 Slides

Three Horizons Cheat Sheet

healthychild.ucla.edu/dataconvening

Welcome to the New Mexico Early Childhood Data Convening.

Initial Takeaways



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What Excites You?

1. Data & Evidence Leadership
2. Equity & Community Commitment
3. Systems & Policy Vision
4. Capacity & Leadership Building
5. Organizations Serving as Connectors

Data & Evidence Leadership

Organizations present are generating useful and new data and knowledge products that power research and provide value to a variety of stakeholders (funders, front-line staff, policymakers, researchers).

Equity & Community Commitment

Organizations present are not only committed to, but are actively working with tribal nations, rural communities, families, and children 0-5.

Systems & Policy Vision

Evidence and work presented today have a clear connection to long-term, structural, or generational investments and strategies that move beyond single programs.

Capacity & Leadership Building

Organizations are equipping grantees, developing assessment tools, running leadership cohorts, and building community-level capacity to use data to enhance their work.

Organizations Serving as Connectors

Several are already working to identify gaps, convene networks, and act as “thoughtful funders.” Connections exist and are being made across sectors/silos.

How can we collaborate?

1. Data Sharing & Analysis
2. Equity Partnerships
3. Policy & Advocacy Alignment
4. Capacity Building, Together
5. Integration Opportunities through Coalitions

Data Sharing & Analysis

Opportunity to share data sets, align evaluation tools, and learning from each other.

Equity Partnerships

Opportunity and need to better engage tribal communities to ensure awareness of funding opportunities, leverage cultural knowledge, and co-design equity strategies.

Opportunity to expand who is at the table

Policy & Advocacy Alignment

Desire to partner around advocacy efforts, peer models, and system-level strategies.

Capacity Building, Together

Shared learning – support each other feedback, training, and sharing organization successes, challenges, and strategies to overcome challenges

Integration Opportunities through Coalitions

Opportunity to leverage ECECD Coalitions to stay connected and provide value at a community level.

2nd Session - Organization Intros

- | | |
|---|---|
| 1. New Mexico Public Education Department | 7. UNM Family Development Program |
| 2. New Mexico Higher Education Department | 8. UNM Prevention Research Center |
| 3. New Mexico Voices for Children | 9. UCLA Center for Healthier Children, Families & Communities |
| 4. Prenatal to Five Fiscal Strategies | |
| 5. RS21 | |
| 6. UNM Cradle to Career Policy Institute | 10. Verite Educational Services |



Organization Introductions

1. What is the name of your Organization?
2. What is the most important big project that you're working on or responsibility that has to do with data on children in New Mexico?
3. What is your hope for how it promotes or sustains the flourishing of children in New Mexico?

1st Horizon

1. What are the key characteristics of the current Early Childhood data system(s) in New Mexico?
 - How are these data used?
 - How does it inform/contribute to Learning, Policy, Investments, Research, Well-being for the Youngest children in New Mexico?
 - Are they disconnected or integrated? And where are they?
 - Who has access? Who has Control? Who has ownership?
2. How did we get here?
 - What values, cultures, paradigms, practices, events, etc. led to the current business as usual?
3. Why is/are the current Early Childhood Data System(s) failing to promote flourishing for all kids?
 - Be specific and explicit (this is not a time to be polite or political)
 - What changes are required to facilitate advancement and transformation of New Mexico's Early Childhood data system(s)?
4. What gives you hope and inspiration in the current state of New Mexico's Early Childhood data system(s)?
5. What do you want to preserve?

Break

Next horizon to come. We'll start again at 2:40.



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3rd Horizon

1. What is/are the Early Childhood Data System(s) that we want to bring about?
 - How will it transform/advance Learning, Policy, Investments, Research, Well-being for the Youngest children in New Mexico?
 - How will it support community engagement, collaborations, and the construction of new knowledge and paradigms?
 - What are the core features?
2. What seeds exist in the present, and how can we cultivate them to bear fruit?
3. How do we integrate data systems across the life course to sustain the positive results in the first years of life?
4. How can we honor the histories, cultures, and efforts that contributed to this new vision?
5. Are there any competing visions that we need to integrate, work with, or work around?
 - Is collaboration possible?
 - Are these visions incompatible?

2nd Horizon

1. Which innovations in New Mexico portend a brighter future for New Mexico's Early Childhood Data System(s)?
2. What is being disruptive (technological, political, cultural, ecological, financial, social/relational)?
 - Consider the roots of those disruptions what would it look like to be captured or harnessed?
 - Captured: Used to preserve status quo
 - Harnessed: Used to get to the third horizon
3. How can we support innovators and entrepreneurs to thoughtfully foster the emerging future?
 - What kind of training and capacity building is being deployed?
 - What kind of training and capacity building is needed?
 - How do we build in flexibility so that innovations can be harnessed to catalyze transformation?
 - Who can we attract as allies?
4. How do we foster collaboration and connection to maximize the vision behind current data projects?