



**Accelerator**  
a CHCFC Social Impact Lab

# Welcome to the Accelerator Team.

---

**The Clyde Hotel**

Albuquerque, New Mexico



The Center for  
Healthier Children,  
Families & Communities



In partnership with



NEW MEXICO

**Early Childhood**

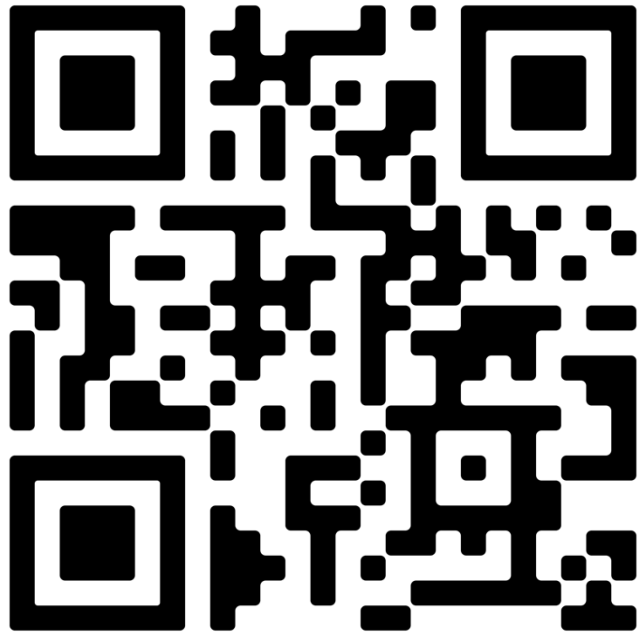
Education & Care Department

# 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.







**Discord**

---

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

# What You're (Maybe) Missing

 **@chandler** • Has there been a reliability study done on the EDI? How long does the EDI take to administer and...

 **Leila Espinosa** Yesterday at 11:03 PM  
There have been multiple reliability and validity studies on the EDI, both internationally and for the US. You can find an extensive bibliography of articles related to the EDI here: <https://edi.offordcentre.com/resources/bibliography-of-the-edi/>.

As mentioned during the panel, the EDI is not a test administered to a student. It is a survey that teachers fill out based on observational recall of students skills and behaviors. This is why it is recommended that the survey is filled out only after teachers have been in the classroom with the students for at least one month prior to filling it out.


+ 🔄 📺 Message "Data Chat D..." 🗨️ 🎤


 **Kristine Alosco** Yesterday at 10:01 PM



👍 1 😊

Here's a pic of my baby reminding me to feed the dog!

 **Lindsey** Yesterday at 7:00 PM  
**@Jenifer** are we sharing pics of our pups or what?!?!



😍 1 😊

Macho Man ❤️





**Accelerator**  
a CHCFC Social Impact Lab

# Feedback!

---



The Center for  
Healthier Children,  
Families & Communities



In partnership with



NEW MEXICO

**Early Childhood**

Education & Care Department





**Accelerator**  
a CHCFC Social Impact Lab

# PEOPLE BINGO

---



In partnership with



# Instructions

---

- Each of you has a unique bingo card with unique fun facts.
- Find people that fit the fact in the square!
- One person can sign no more than two (2) squares per card!!





**Accelerator**  
a CHCFC Social Impact Lab

# Welcome to the Data Chat.

---



The Center for  
Healthier Children,  
Families & Communities



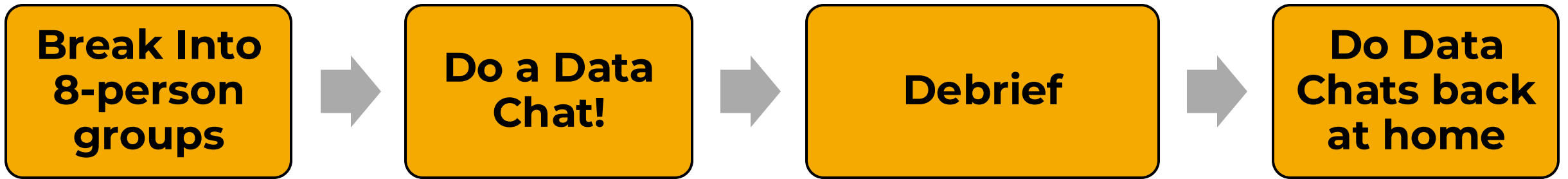
In partnership with



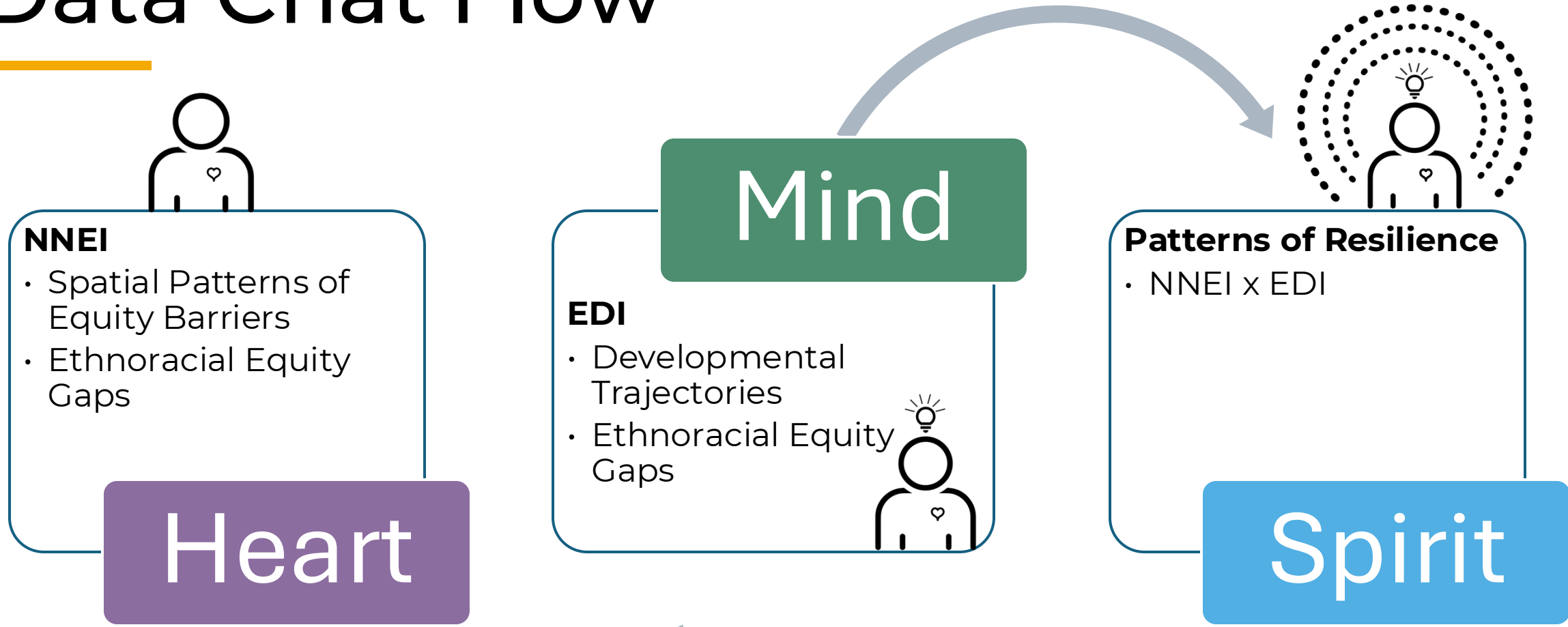
NEW MEXICO  
**Early Childhood**  
Education & Care Department

# 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





**Accelerator**  
a CHCFC Social Impact Lab

# Key Themes + Debrief

---



The Center for  
Healthier Children,  
Families & Communities



In partnership with



NEW MEXICO  
**Early Childhood**  
Education & Care Department



# Complexity and Historical Context

---

Participants pointed out that understanding resilience and vulnerability requires a nuanced look at **historical and social contexts**, which often shapes current patterns. They highlighted how historic oppression and migration impact family structures and community resilience.

- “Rural isolation, historical oppression, resulting in limited access and opportunities...these need to be considered when looking at community resilience.”



# Emotional Impact

---

The data resonated emotionally for many participants, especially concerning stories of migrant families and youth. **Some shared that visualizing data through maps and stories brings a new awareness to issues they had known but not deeply considered.**

- “Some of the data and stories shared were hard to take in...migrant family children having to catch their bus at 5:30 am or families unable to attend school events due to checkpoints.”



# Variability within Communities

---

**Some noted the importance of recognizing differences even within the same community or neighborhood, where specific areas might have unique challenges or assets.**

- “The map shows that within a single county, some neighborhoods are better equipped than others...this insight is crucial for targeting support.”





**Accelerator**  
a CHCFC Social Impact Lab

# Mind: Early Development Instrument

---



In partnership with



# Resource Access and Geographical Isolation

---

Many pointed out that resource access is heavily influenced by geography, with rural and tribal areas facing unique barriers.

**Participants noted that isolation from urban centers often limits services and support.**

- “Rural and tribal areas lack access to basic services that many urban areas take for granted, affecting the resilience of families there.”



# Intergenerational Impact on Developmental Trajectories

---

Respondents suggested that cycles of poverty, lack of access to services, and educational disparities contribute to developmental challenges that affect **multiple generations** within families.

- “The data highlights issues that don’t start or stop with one generation...these are long-standing issues affecting families.”



# Surprises in Community Resilience

---

Participants were often surprised by areas of resilience within communities that they considered disadvantaged, **showing how strong local culture or support networks can counteract vulnerability.**

- “High resilience in high vulnerability areas was surprising—it really shows how resilient some communities are even with limited resources.”





**Accelerator**  
a CHCFC Social Impact Lab

# Spirit: Patterns of Resilience

---



In partnership with



# Community-Driven Solutions

---

Participants strongly valued the role of local communities in driving resilience, **emphasizing that local knowledge and initiatives often yield more sustainable support structures than outside interventions.**

- “For some areas, it's the strength of local communities. They know best what's needed to support each other.”



# Hope in Cultural Richness

---

Respondents found optimism in the cultural diversity and richness within New Mexico's communities, seeing these as **valuable assets that contribute to resilience and cohesion.**

- “The diverse cultural heritage across areas brings people together... it's a source of strength and pride that we can build on for future resilience.”



# Environmental and Land-Based Resilience

---

**Many noted that environmental and land resources, such as family-owned lands or protected tribal areas, serve as a foundation for community resilience, particularly in rural areas where land is central to livelihood and identity.**

- “Land ownership and the ability to live off the land have been core to resilience here...it's part of what keeps communities grounded.”



# Optimism Rooted in Youth and Education

---

**Participants shared a hopeful vision of the future** focused on the youth of New Mexico, seeing investment in education and empowerment as the path forward for lasting resilience.

- “I’m hopeful about what our young people can achieve with the right support...education and community engagement are key.”





**Accelerator**  
a CHCFC Social Impact Lab

# What's Coming Next

---



In partnership with





**Accelerator**  
a CHCFC Social Impact Lab

# Sara Mickelson

## Deputy Secretary

---



In partnership with





**Accelerator**  
a CHCFC Social Impact Lab

# Thank you!

---



The Center for  
Healthier Children,  
Families & Communities



In partnership with



NEW MEXICO

**Early Childhood**

Education & Care Department

