Can New Mexico Answer The Critical Questions About Its Young Children?

**A Report Presented To
The New Mexico Early Learning Advisory
Committee
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The Bottom Line

Communities → Early Childhood → K-12 Education → College and/or Careers → Families → Communities

THE FUNDEMENTAL QUESTIONS

1. How Are Our Children And Families Doing At Each Step Along The Way?

2. What Do We Need To Do To Make Things Better?

CAN OUR DATA SYSTEMS HELP ANSWER THESE QUESTIONS?

1. YES

2. NO

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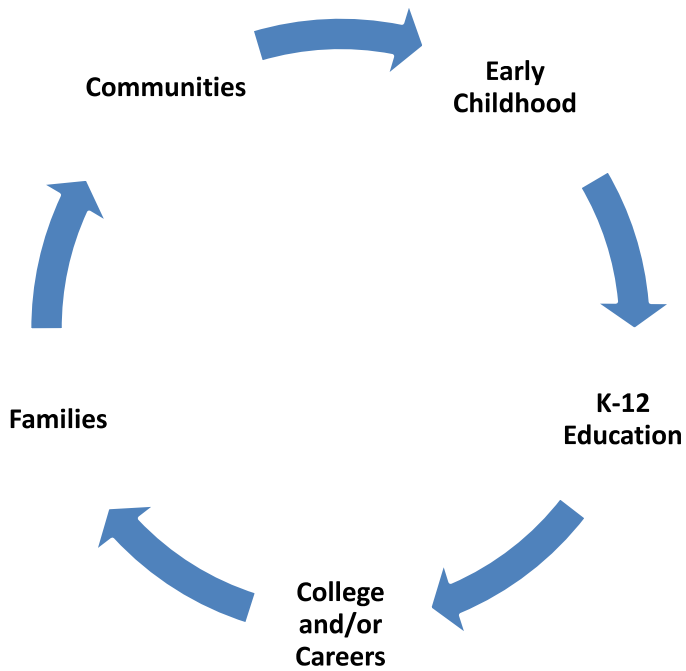
New Mexico Has The Laws It Needs: HB70

In 2010: HB70 -The Education Data Warehouse defines the "data system council" as representatives from PED, HED, CYFD, DWS, DED, DOIT, HSD, DOH, OEA, Office of the Governor, PSFA, Economic Development, the Department of Information, public postsecondary educational institutions, public school districts, charter schools, the LESC, and the LFC. The law outlines a number of responsibilities including establishing a data system that can:
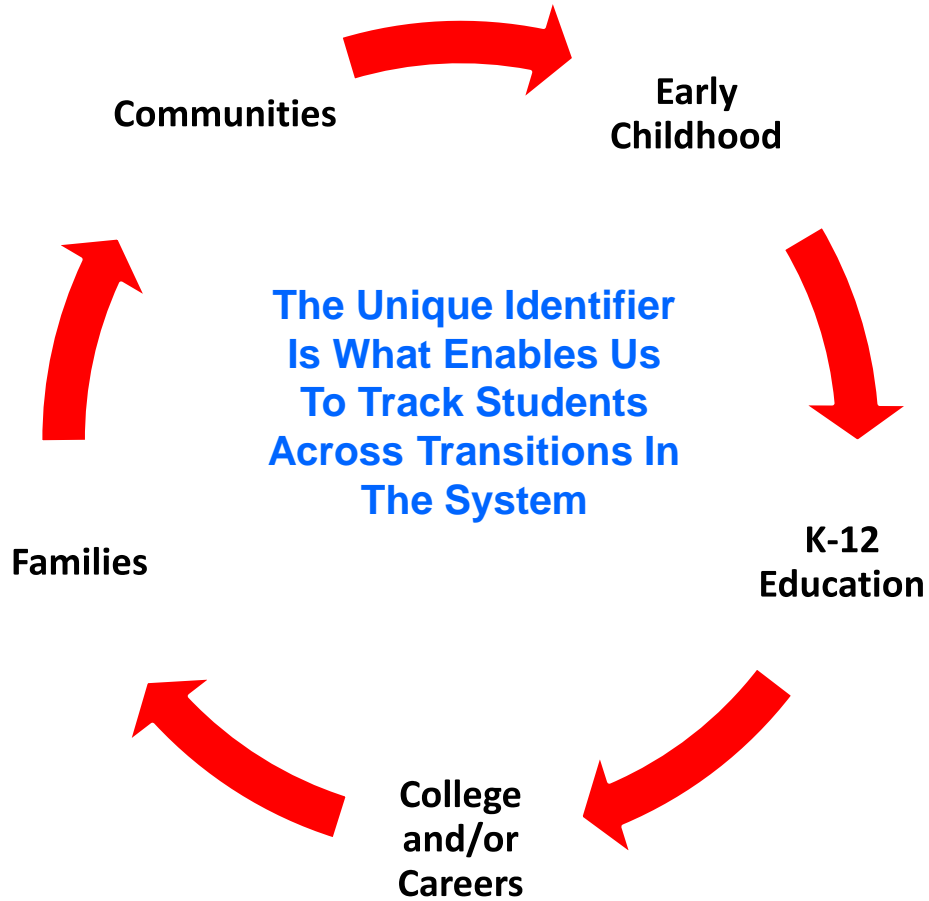
- connect P-20 student records and public school educators to student data;
- match individual public school student test records;
- report the number and percentage of untested public school students by district, school, ethnicity; special education status, poverty status, and gender;
- report high school graduation and dropout data;
- provide postsecondary remediation, remedial course, and retention data;
- report freshman-year outcomes of New Mexico public high school students under certain conditions;
- include postsecondary outcomes data of students who have earned a general educational development (GED) certificate;
- provide data collected for the teacher education accountability reporting system;
- report P-20 graduate student-level data, including enrollment, demographics, program participation, and transcript information;
- connect performance with financial information;
- establish and maintain a state data audit system; and
- provide other student-level and educator data necessary to assess the performance of the P-20 system.

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New Mexico Has The Laws It Needs: SB120

In 2011: SB120 -The Early Childhood Care And Education Act was passed by the Legislature and signed by Governor Martinez. The bill highlighted the importance of data when is stated, "The legislature further finds that, to be successful, an early childhood care and education system should be: … (2)   ata-driven, including the identification and prioritization of communities most at risk while striving to make the system universally available to all those who wish to participate; (3) accountable through developmentally appropriate methods of measuring, reporting and tracking a child's growth and development and the improvement of the system's programs;"

SB 120 also created the Early Learning Advisory Council (ELAC) and its duties include considering "how to develop and manage effective data collection systems to support the necessary functions of a coordinated system of early childhood care and education and track children through the education system from prenatal to early childhood to kindergarten to higher education, in order to enable accurate evaluation of the impact of early childhood care and e ucation."

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The Unique Identifier

Communities

Early Childhood

The Unique Identifier Is What Enables Us To Track Students Across Transitions In The System

Families

K-12 Education

College and/or Careers

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Data and ELAC

- Develop an ECE data system that gathers, stores, analyses, and disseminates information that is useful to policy-makers, state agencies, practitioners, parents and other stakeholders.
- Establish an effective link between the ECE data system and the P-20 data system.
- Strengthen New Mexico's capacity to use data to gain insights, advocate for change, address key policy questions, prioritize resources, and hold adults accountable.

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We Believe That ELAC Has
Two Immediate Tasks

- Push for the full <u>implementation</u> of the ECE data system, the unique identifier, and the linkage to the P-20 data systems.

AND – AT THE SAME TIME

- Use current data to address the key questions that will enable New Mexicans to gain insights, advocate for change, prioritize resources, and hold adults accountable.

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What Are Some Of The Key Questions?

I. How Are Our Children And Families Doing At Each Step Along The Way?

Are children, birth to age 5, on track to succeed when they enter school and beyond?
How well is NM ECE system supporting the diversity, cultural heritage and strengths of the families and communities of the state?

II. What Do We Need To Do To Make Things Better?

Which children have access to high-quality early care and education programs?
How can the data system help us understand which communities are facing the greatest risk, where programs are currently operating, the quality of those programs, the child outcomes for participating children, and where there are gaps.
How will information from the data system help parents make informed choices about their children's education and care?
Is the quality of programs improving?
What are the characteristics of effective programs?
How will information improve the practice of providers?
How prepared is the early care and education workforce to provide effective education and care for all children?
What policies and investments lead to a skilled and stable early care and education workforce?
Why is immediate investment in an integrated early childhood data system fundamental to implementation of an integrated early childhood system in NM?
What can the data system tell us about prioritization of funding?
Can the data system measure the return on investment of high quality programs? (Are child outcomes better in a Five Star center than a 3 star center?)

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One Way To Think About Data

Jeff Mitchell at BBER makes an important distinction between different kinds of data for different purposes. We want to build on his model for our purposes here.

	<u>Administrative</u>	<u>Policy Guidance</u>
<u>Population</u>	**Actual count of entire population with detailed data on all important elements**	**Summary data on entire population related to key questions**
<u>Sample</u>	**Actual counts of sub-groups or populations served with detailed data on all important elements**	**Estimates of population, sub-groups, and populations served. Summary data related to key questions**

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Using Current Data Now

Communities → Early Childhood → K-12 Education → College and/or Careers → Families → Communities

We Have The Data To Begin To Answer These Key Questions

- Are children, birth to age 5, on track to succeed when they enter school and beyond?
- Which children have access to high-quality early care and education programs?
- Is the quality of programs improving?
- What are the characteristics of effective programs?
- How prepared is the early care and education workforce to provide effective education and care for all children?

- Ready For College Reports
- Dual Credit Reports

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We Recommend That ELAC Ask For These Kinds of Reports Now

- Are children, birth to age 5, on track to succeed when they enter school and beyond?
- Which children have access to high-quality early care and education programs?
- Is the quality of programs improving?
- What are the characteristics of effective programs?
- How prepared is the early care and education workforce to provide effective education and care for all children?

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ELAC's Development Of
Specific Focused Reports
Focused On Key Policy Questions
Using Current Data Will Help
Us Better Understand What It
Will Take To Ensure That
New Mexico Can Answer The
Critical Questions About Its
Young Children

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