

# Early Childhood Services: How Data Can Help Us Understand What We Have and What We Need

Prepared For  
The New Mexico Health and Human Services Committee  
Senator Dede Feldman, Chair  
Representative Danice Picraux, Vice-Chair  
Albuquerque New Mexico, October 6, 2011

Presented By  
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UNM Center For Education Policy Research

# Acknowledgements

- The Department of Children, Youth, and Families  
Department, The Early Childhood Services Division
- The Department of Health, Public Health Division
- The Public Education Department
- The Early Learning Advisory Council
- The Legislative Finance Committee

# The Presentation

- The Importance of Collective Effort And A Common Agenda
- A Timely Opportunity
  - SB 120: Early Childhood Care & Education Act
  - Race To The Top Early Learning Challenge Grant
- Three Central Policy Questions
  - Where are children most at risk?
  - Which children have access to high-quality early childhood programs?
  - How do we use our early childhood resources most efficiently and effectively?
- Early Childhood Programs: A System of Systems
  - Home Visiting
  - Head Start
  - Early Head Start
  - Pre-K
  - High Quality Childcare
  - Entitlement Programs (includes Early Intervention; Family, Infant, and Toddler (FIT Program), Early Childhood Special Education)
- In Summary

# The Importance Of A Common Agenda For Collective Impact

- One of the most important lessons in current research is that large scale social change requires broad cross-sector coordination, yet this kind of collaborative effort is rare, especially in education. Kania & Kramer (2011) argue that **Collective Impact** – the commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem – is essential to long-term sustainable change.
- If New Mexico is going to improve its education system, then it is important to align our efforts around a common agenda that spans the education system.
- Kania & Kramer cite the Strive Project in Cincinnati as a powerful example of collective impact. Strive uses a common agenda that is useful for New Mexico:
  - **Goal 1:** Every Child Will Be Prepared For School.
  - **Goal 2:** Every Student Will Be Supported In and Out of School.
  - **Goal 3:** Every Student Will Succeed Academically.
  - **Goal 4:** Every Student Will Enroll In College Or Continuing Education.
  - **Goal 5:** Every Student Graduates And Enters A Career.
- Our focus this morning is on Goal 1, but it is important to see that Goal 1 is the first step in a larger common agenda.

Source: Kania, J., & Kramer, M. (Winter, 2011). *Collective Impact*. Stanford Social Innovation Review

# The Time For Effective Data Systems Is Now

- SB 120: The Early Childhood Care and Education Act identifies a number of essential elements of the system including:
  - It should be data-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.
  - It should be aligned within communities to ensure the most efficient and effective use of resources to support young children.
- U.S. ED Race To the Top Early Learning Challenge Grant draft guidelines identifies essential selection criteria including :
  - The extent to which the State has in place, or has a High-Quality Plan to build, an extension to the State's existing Statewide Longitudinal Data System or a separate, but coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System, and that such system --
    - Enables uniform data collection by state agencies and participating programs;
    - Facilitates the exchange of data among state agencies;
    - Generates information that is timely, relevant, accessible, and easy for educators to use for continuous improvement and decision-making;
    - Is supported by high-quality professional development for educators on the access and use of data; and
    - Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.

# Every Child Will Be Prepared For School

- Are children, birth to age 5, on track to succeed when they enter school and beyond?
- Where are children most at risk in New Mexico?
- Which children have access to high-quality early childhood health, development, care and education programs? Which children do not?
- Do early childhood educators have timely, relevant, accessible, and easy to use information that they can use for continuous improvement and decision making?
- Do parents have accessible, timely and useful information that they can use to rate the quality of early learning programs?
- Is the quality of these early childhood health, development, care and education programs improving?
- How prepared is the early childhood health, development, 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?
- Are the state agencies that operate data systems related to early child health, development, care and education cooperating effectively with each other and their respective clients and partners?
- How do we use our early childhood education resources most efficiently and effectively?
- Are New Mexico's financial investments in early childhood health, development, care and education systems producing the desired outcomes?

# The Three Key Questions For This Presentation

1. WHERE ARE CHILDREN MOST AT RISK?
2. WHICH CHILDREN CURRENTLY HAVE ACCESS TO HIGH QUALITY EARLY CHILDHOOD PROGRAMS?
3. HOW DO WE USE LIMITED EARLY CHILDHOOD RESOURCES MOST EFFICIENTLY AND EFFECTIVELY?

# How Do We Know What We Have?

## How Do We Know What We Need?

We believe the state can improve its capacity to efficiently and effectively address the education and public health needs of young children by using information in a more transparent manner. In particular, we believe that we can:

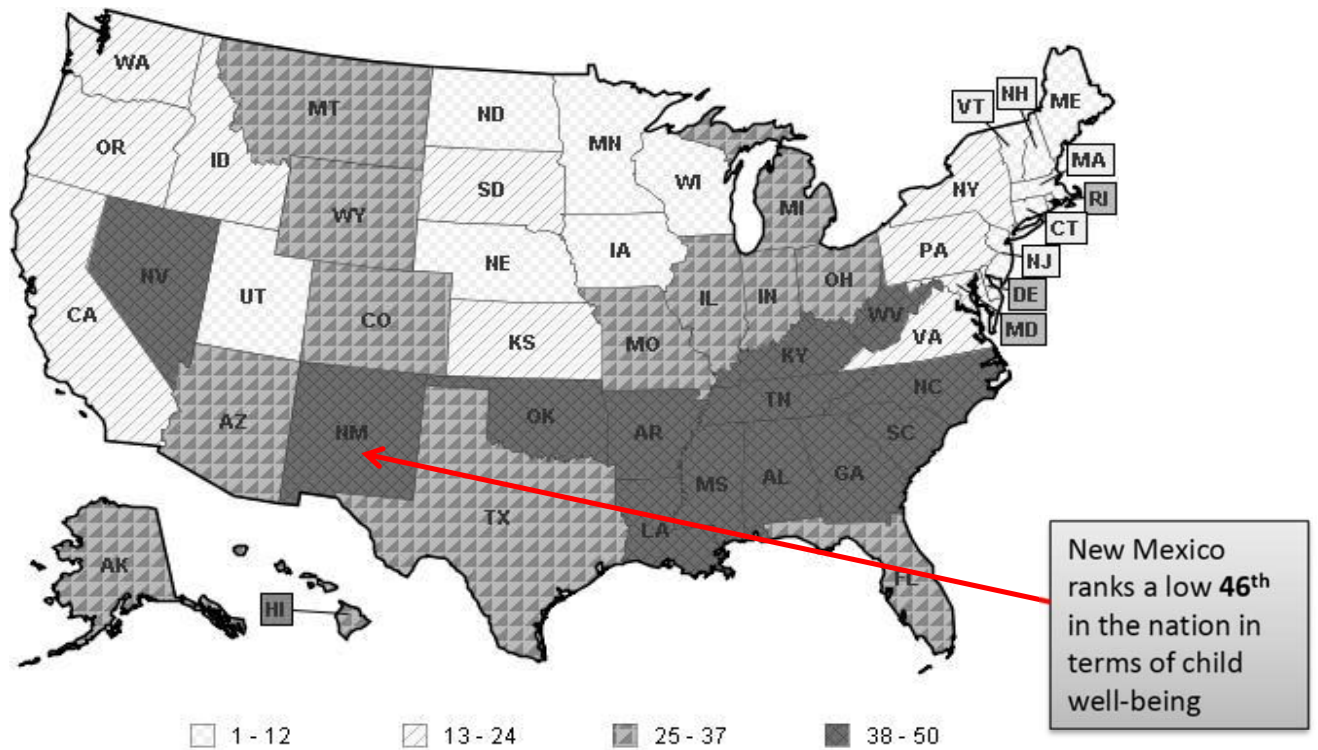
1. Map and aggregate indicators of risk by community.
2. Rank order communities where young children are at greatest risk for school failure and/or public health issues with the understanding that all New Mexico communities have critical needs.
3. Map the early learning programs currently being provided by each community. These early learning services include:
  - a) Home Visiting
  - b) Head Start
  - c) Early Head Start
  - d) PreK
  - e) High Quality Childcare
4. Determine gaps in early learning and other support services for each community.
5. Determine the cost to fill the identified gap in early learning and support services for communities with the highest risk; communities with moderate risk, and communities with least risk.



# This Approach Builds On Proven Practice

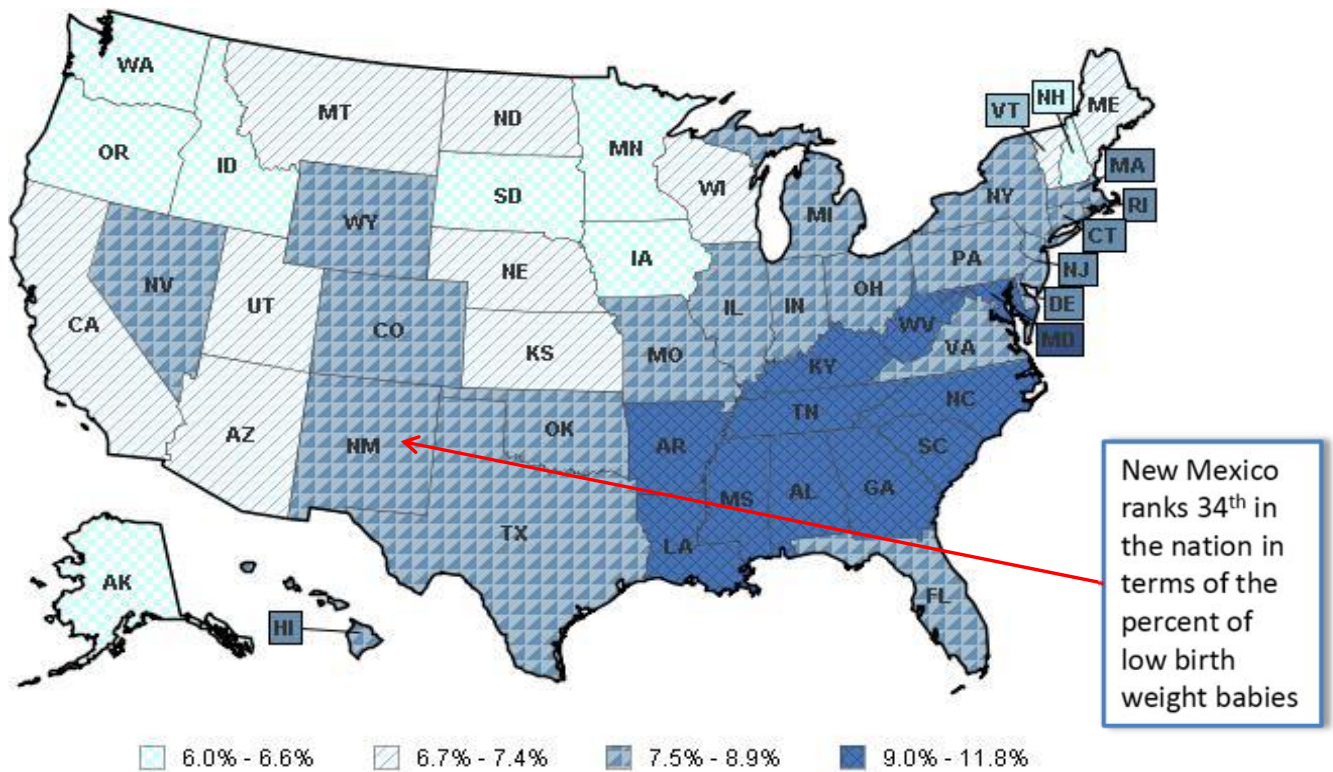
- The study of public health uses a number of frameworks and tools that are also very useful for early childhood education. In particular, epidemiology – the study of the distribution and determinants of health-related states or events in specified populations and the application of this study to control health problems. Epidemiology provides us with some powerful ways to learn more about the early childhood services gaps and needs across the state.
- The use of Geographic Information Systems (GIS) has a long and successful history of use in public health.
- CYFD, DOH, and UNM have been using these maps to learn more about what is available and what is needed in early childhood services.
- Aligning CYFD and other agencies' early childhood care and education efforts with the DOH enables us to consider early childhood issues as a component of public health and builds on an existing data initiative within DOH that is comprehensive and exemplary.
- Finally, viewing early childhood as a component of public health ensures that all data fall under the Health Insurance Portability and Accountability Act (HIPAA) privacy protection.

# Where Are New Mexico's Children Based On National Measures?



### KIDS COUNT overall rank (Number) – 2011

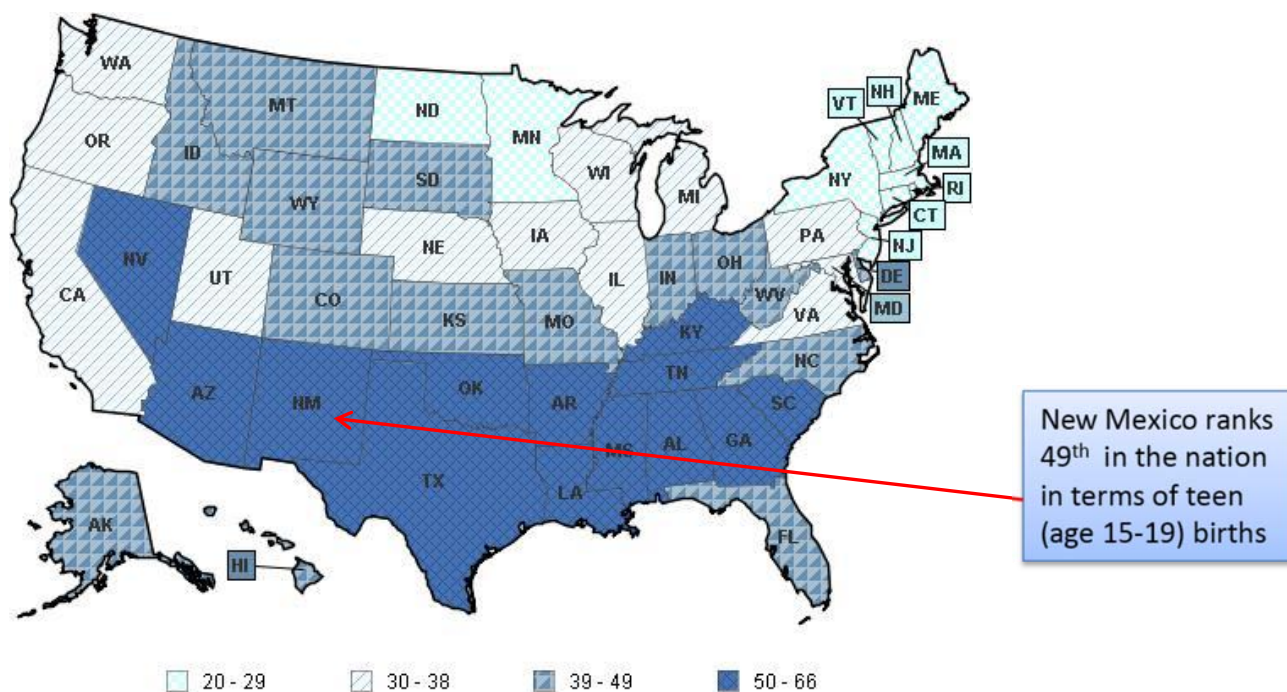
KIDS COUNT Data Center, [www.kidscount.org/datacenter](http://www.kidscount.org/datacenter)  
A Project of the Annie E. Casey Foundation



### Low-birthweight babies (Percent) – 2008

KIDS COUNT Data Center, [www.kidscount.org/datacenter](http://www.kidscount.org/datacenter)

A Project of the Annie E. Casey Foundation



### Teen births by age group: 15 to 19 (Rate per 1,000) – 2008

KIDS COUNT Data Center, [www.kidscount.org/datacenter](http://www.kidscount.org/datacenter)  
A Project of the Annie E. Casey Foundation

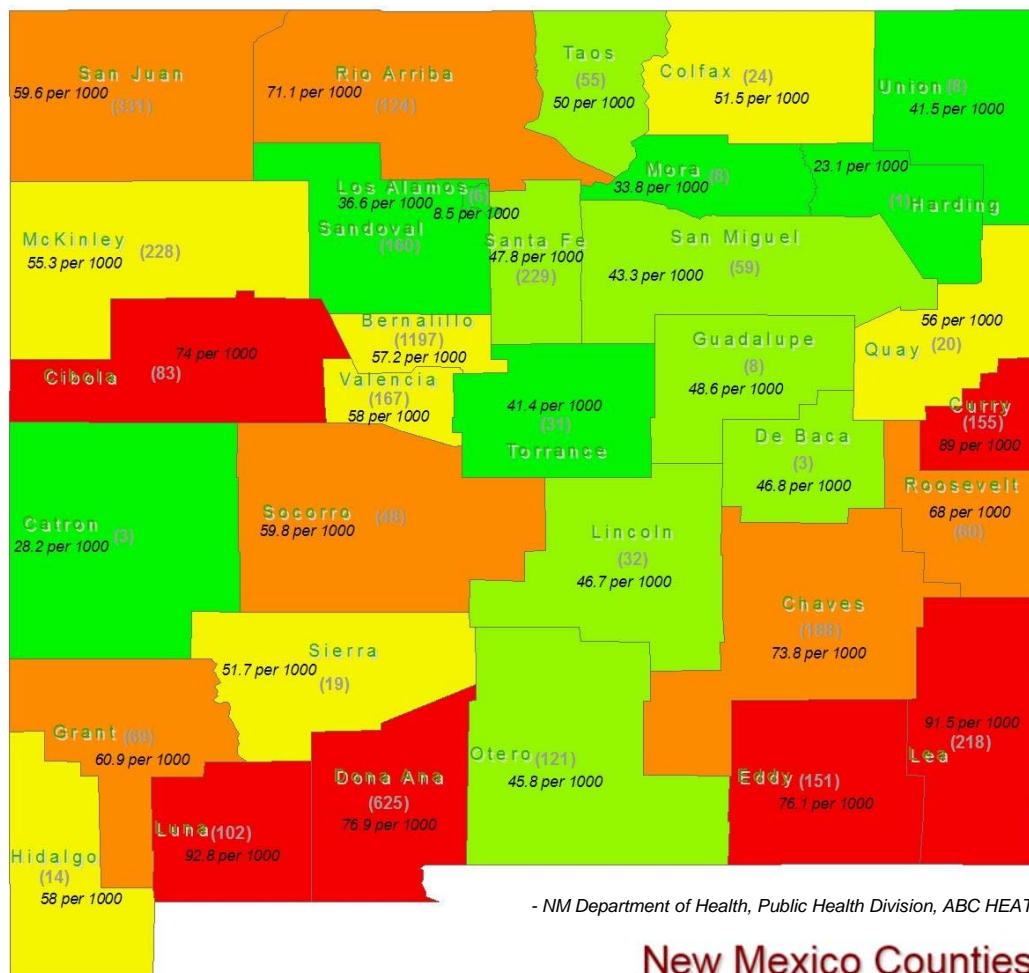




**KIDS COUNT Data Center, [www.kidscount.org/datacenter](http://www.kidscount.org/datacenter)**  
A Project of the Annie E. Casey Foundation

# Where Are New Mexico's Children Most At Risk - Based On Individual Measures?

# Where Are Children At Risk Based On Teen Births?



**Teen Births, 2003-07**  
 Rate per 1000 women 15-19 yrs  
 Number of Teens Giving Birth (4560/yr)  
 Source: NM DOH, Vital Records, NM IBIS

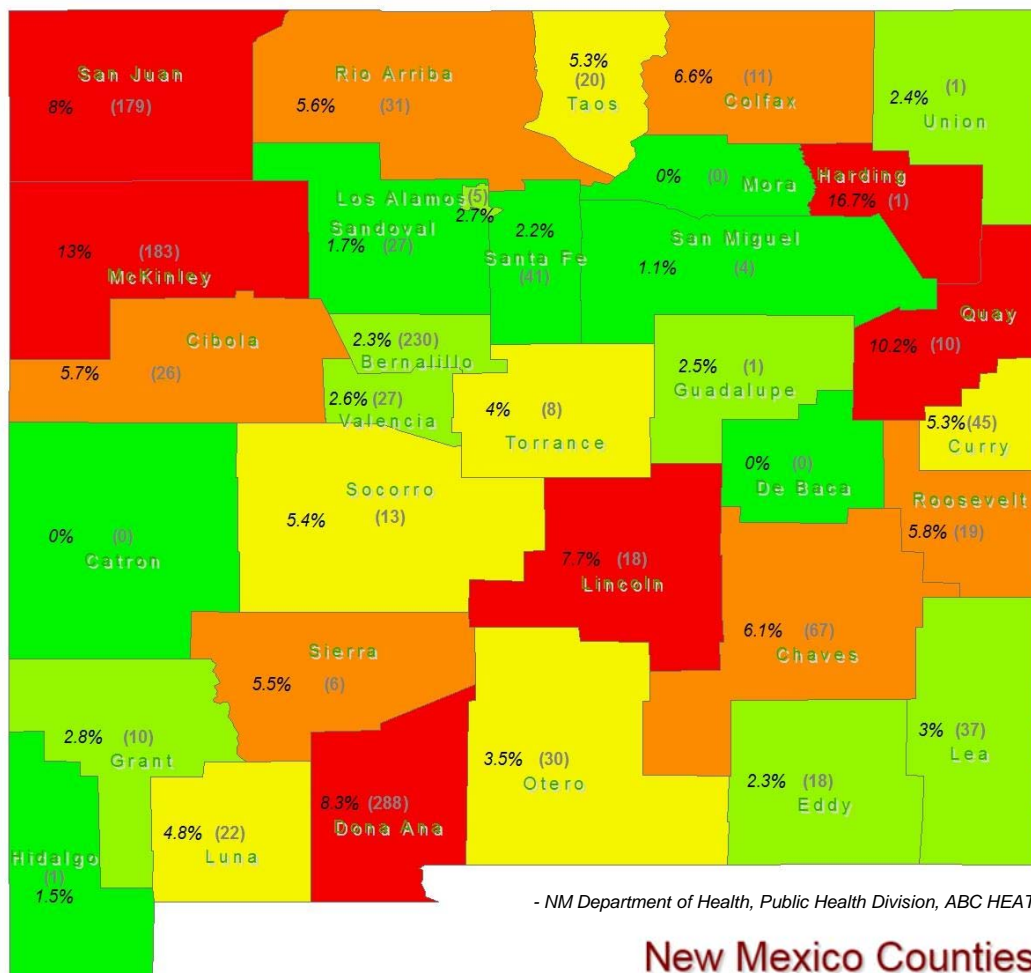
- Less than 41.5 per 1000
- 41.6 - 50.0
- 50.1 - 58.0
- 58.1 - 73.8
- 73.9 or greater

- NM Department of Health, Public Health Division, ABC HEAT

New Mexico Counties

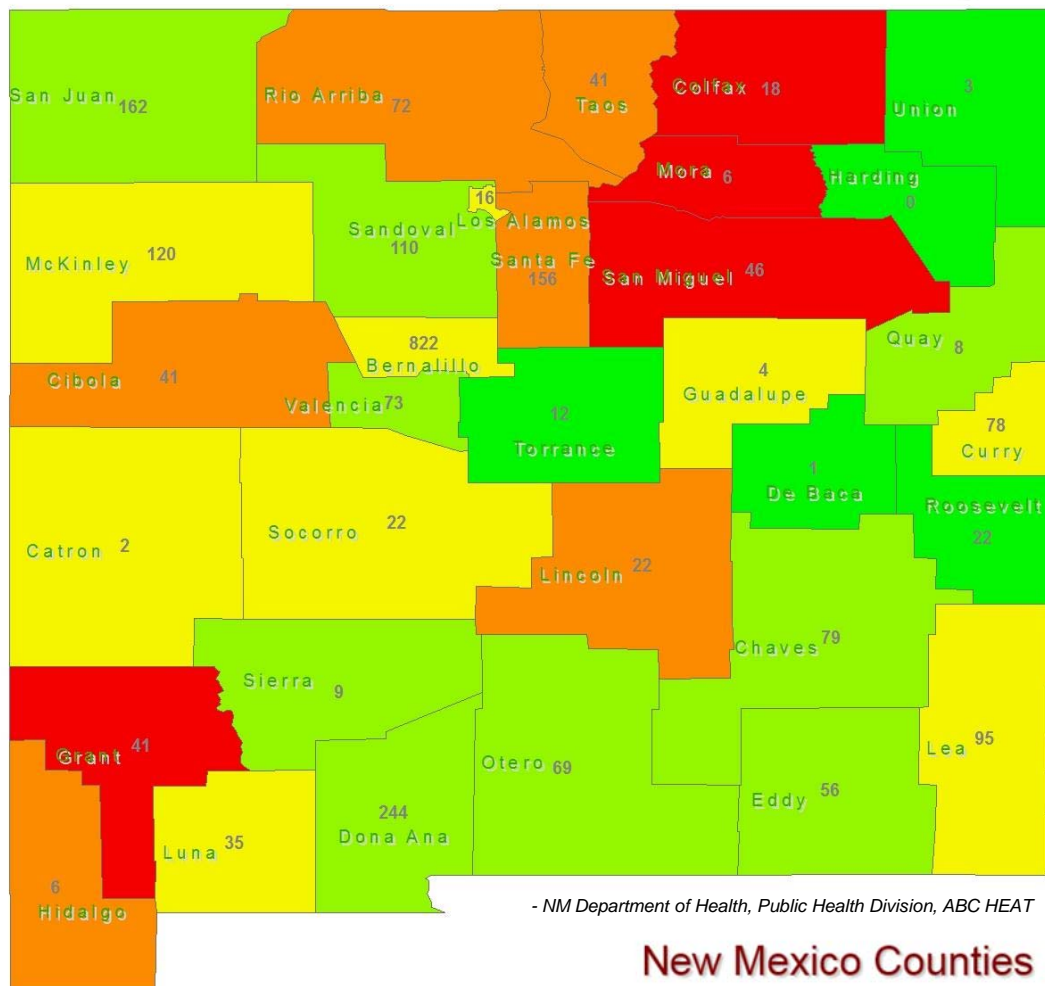


# Where Are Children At Risk Based On Late Pre-Natal Care?



New Mexico Counties

# Where Are Children At Risk Based On Low Birth Weights?



## Low & Very Low Birth Weight Births, 2003-07

Percent of all Births

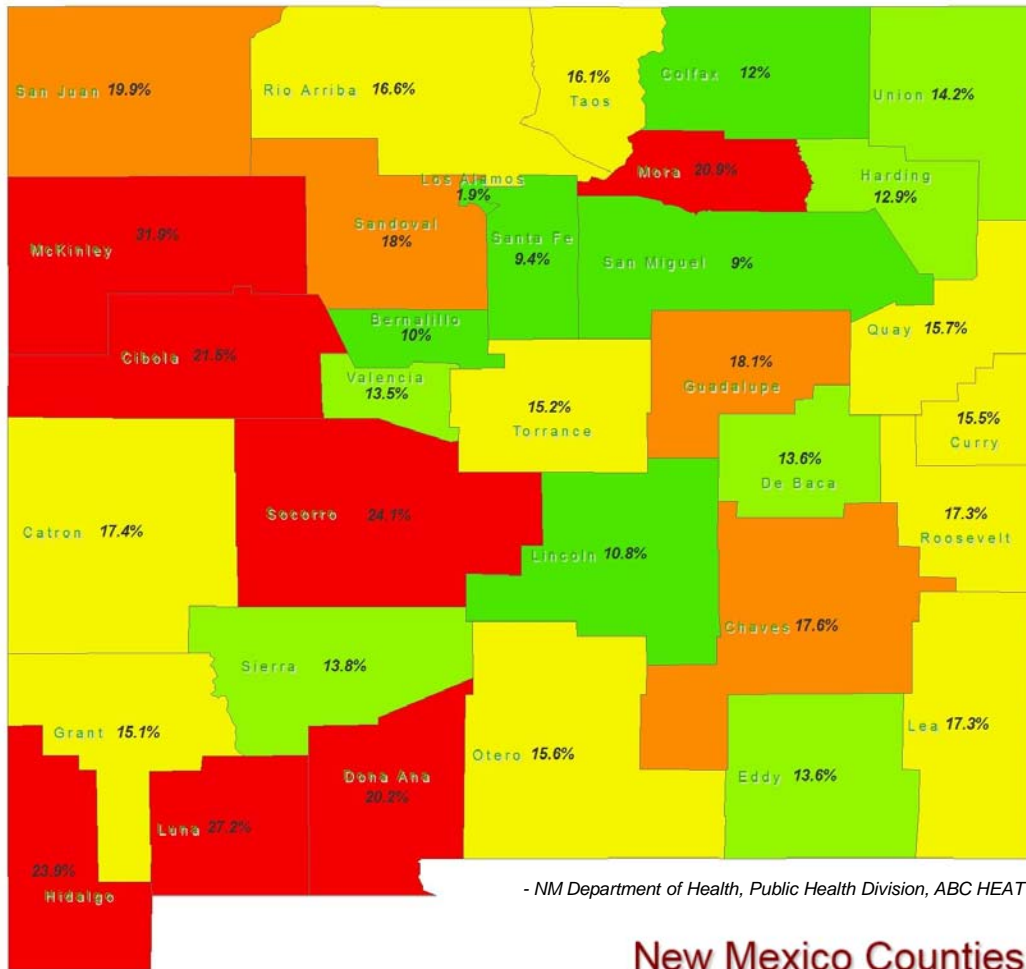
**Average Annual Low & Very Low Birth Weight Births (2490/yr)**

Source: NMDOH, Vital Records, NM IBIS

- Less than 7% of births
- 7.1% - 8%
- 8.1% - 9%
- 9.1% - 11%
- 11.1% or greater

- NM Department of Health, Public Health Division, ABC HEAT

## Where Are Children At Risk Based On % Of Families In Poverty?



### Families Under 100% of Federal Poverty Level, 2008

Source: US Census, ACS, 2008

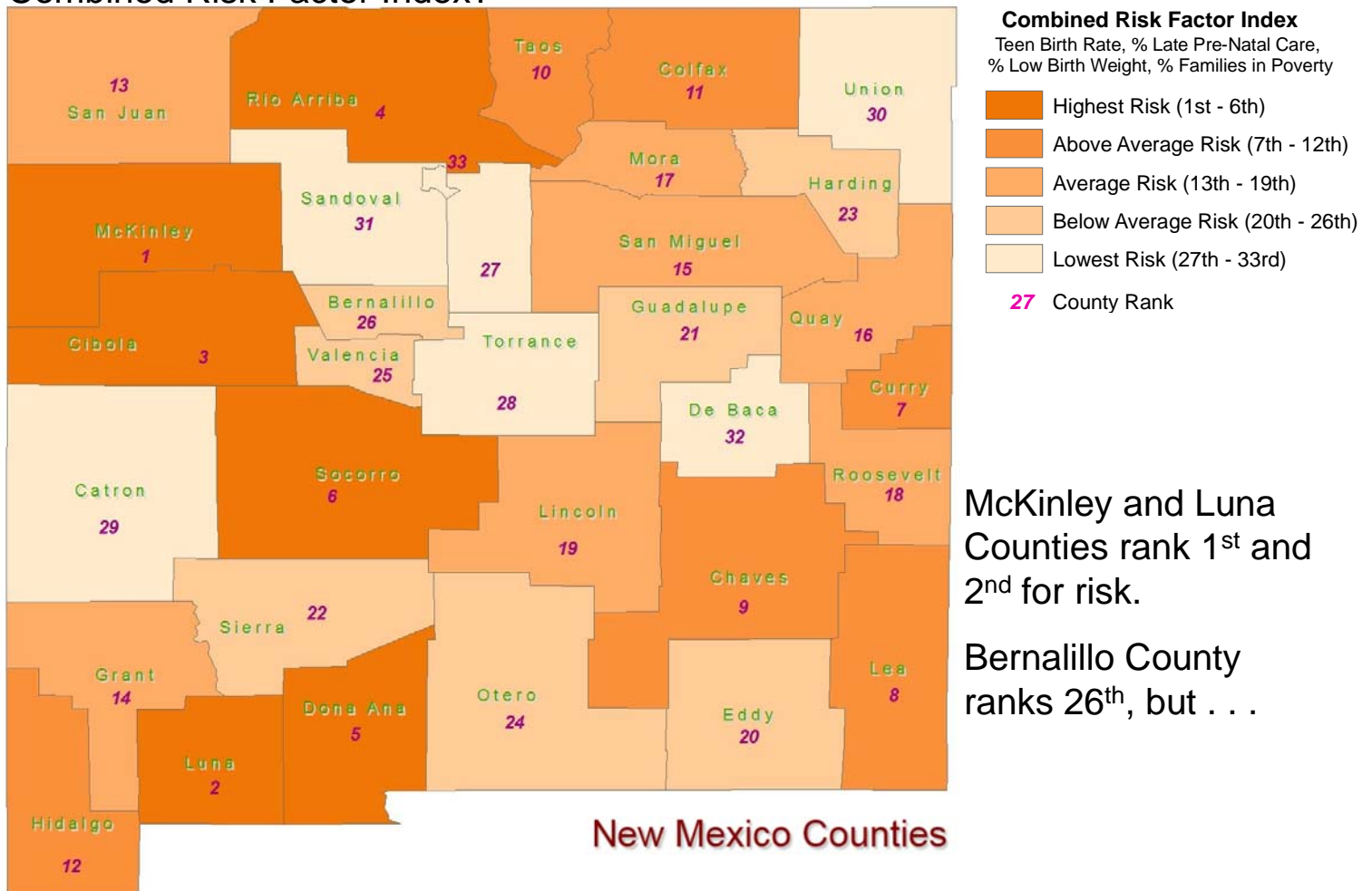
- Less than 12.5%
- 12.6% - 15%
- 15.1% - 17.5%
- 17.6% - 20%
- 20.1% or greater

- NM Department of Health, Public Health Division, ABC HEAT

New Mexico Counties

# Where Are New Mexico's Children Most At Risk - Based On Combined Measures?

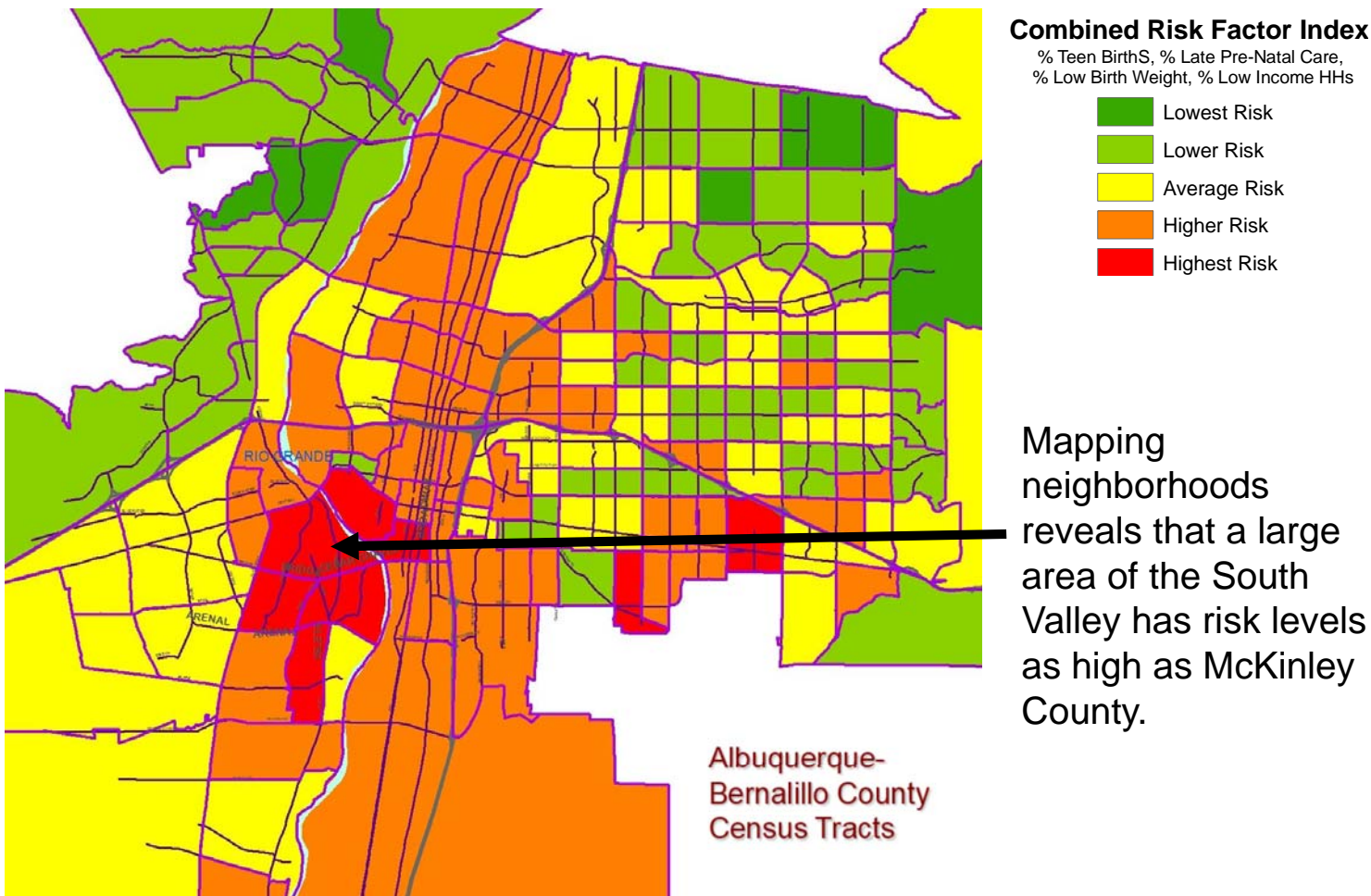
# In which *NM Counties* are children and their families most at risk based on a Combined Risk Factor Index?



McKinley and Luna Counties rank 1<sup>st</sup> and 2<sup>nd</sup> for risk.

Bernalillo County ranks 26<sup>th</sup>, but . . .

In which *Bernalillo County neighborhoods* are they most at risk?

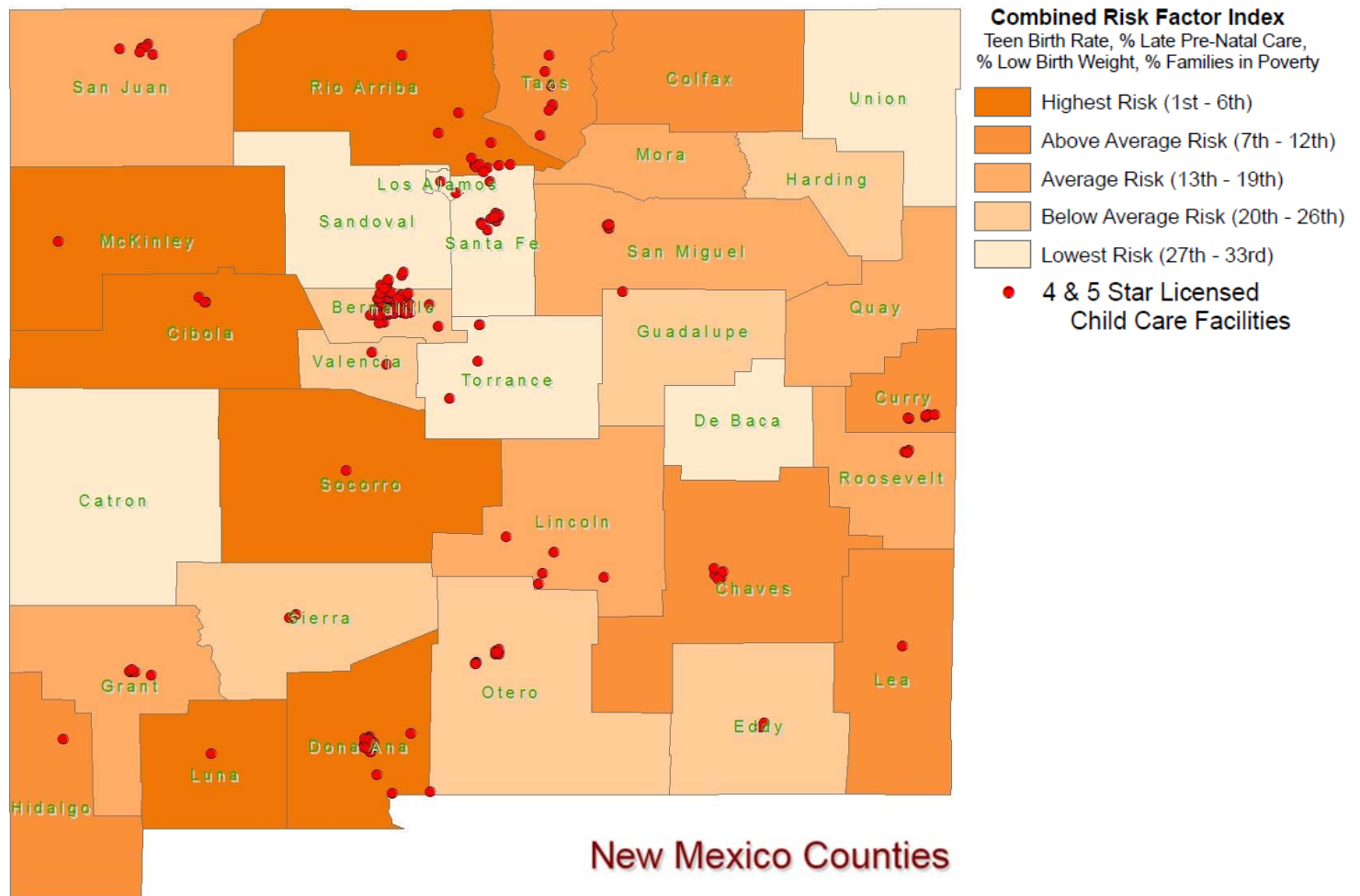


An index combining 4 key factors was used to identify 6 contiguous South Valley and South Central Albuquerque census tracts with the highest need. This slide shows all Albuquerque census tracts evaluated for those 4 risk factors. The numbers on the map represent the relative level of risk. The northern and southern white areas are tribal or federal lands suppressed due to DOH policy or small numbers; the western white area represents new developments on the West side of Albuquerque with no reliable underlying population counts.

Example 1. Where Are The  
High Quality Child Care  
Services Located?  
What Are The Gaps?



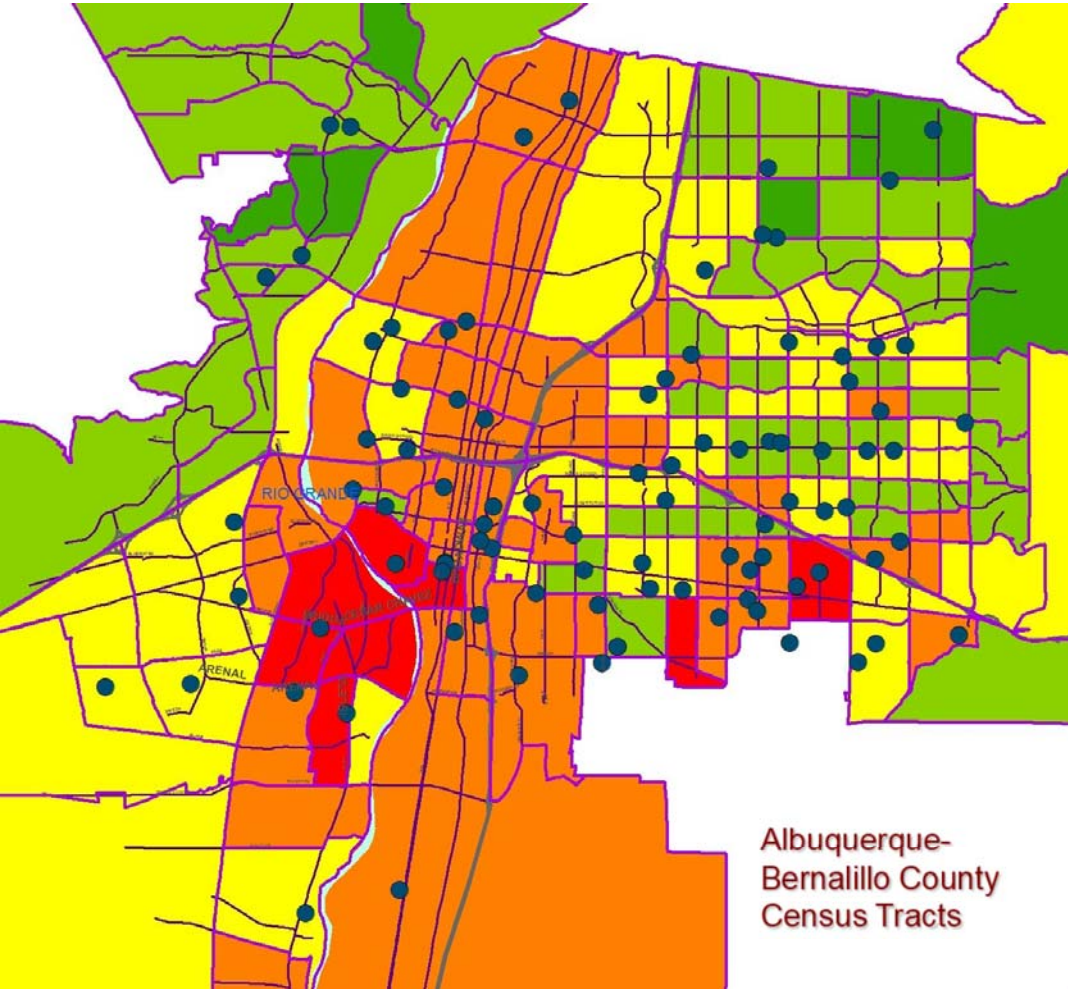
# Are there high quality Child Care programs in the areas most at risk?



NEW MEXICO COMMUNITY DATA COLLABORATIVE  
Analysis contributed by: NMDOH-CYFD



Are there high quality Child Care programs in the areas most at risk in Albuquerque?



**Combined Risk Factor Index**  
% Teen Births, % Late Pre-Natal Care,  
% Low Birth Weight, % Low Income HHs

- Lowest Risk
- Lower Risk
- Average Risk
- Higher Risk
- Highest Risk

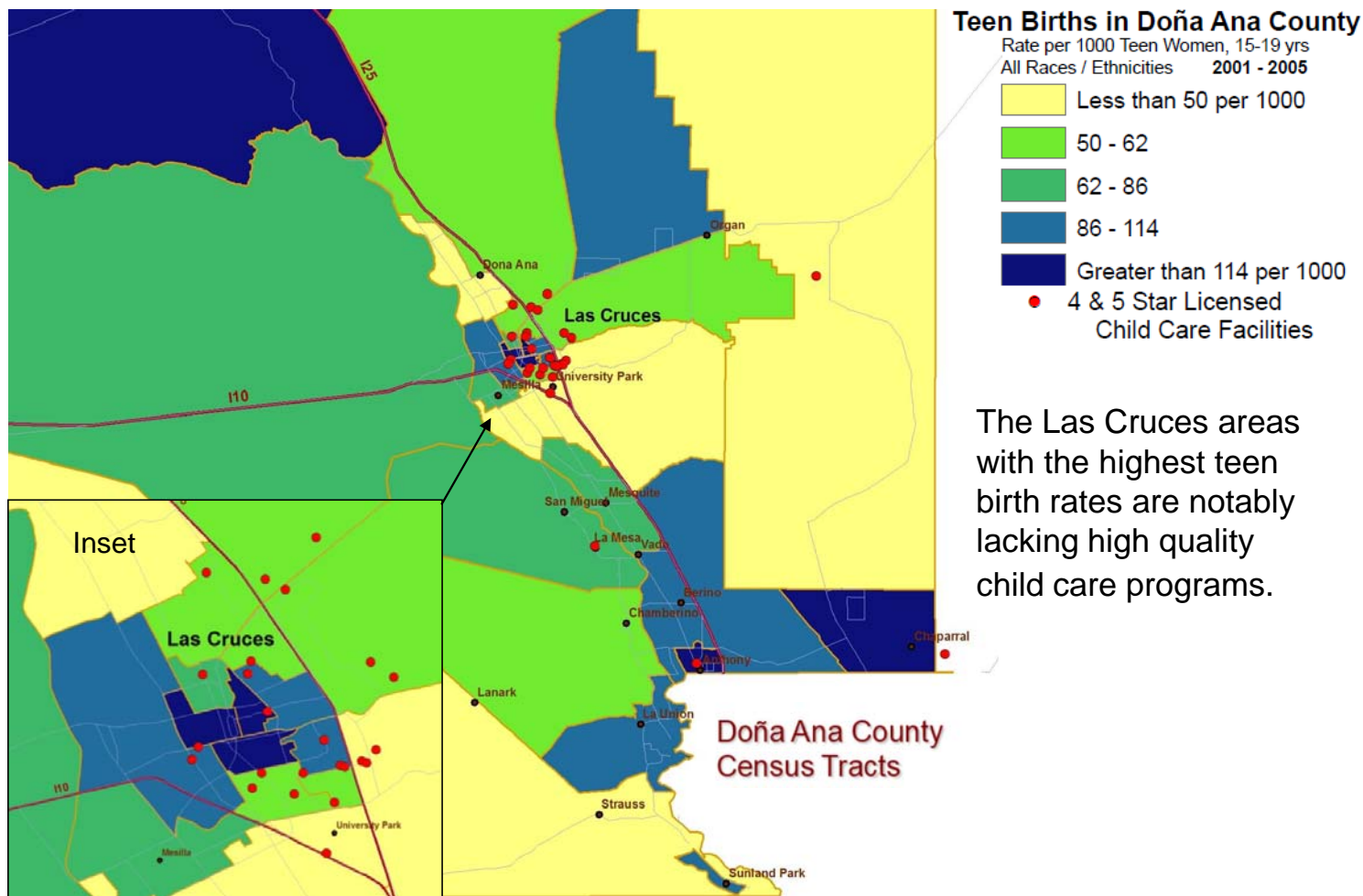
● 4 & 5 Star Licensed Child Care Facilities

The Albuquerque neighborhood of highest risk (with a population of 35,000) is served by 1 high quality child care program, 1 City of Albuquerque pre-school, and 4 Head Start programs.

- NM Department of Health, Public Health Division, ABC HEAT

The northern and southern white areas are tribal or federal lands suppressed due to DOH policy or small numbers; the western white area represents new developments on the West side of Albuquerque with no reliable underlying population counts.

## Are there high quality Child Care programs in the areas at risk in Las Cruces?

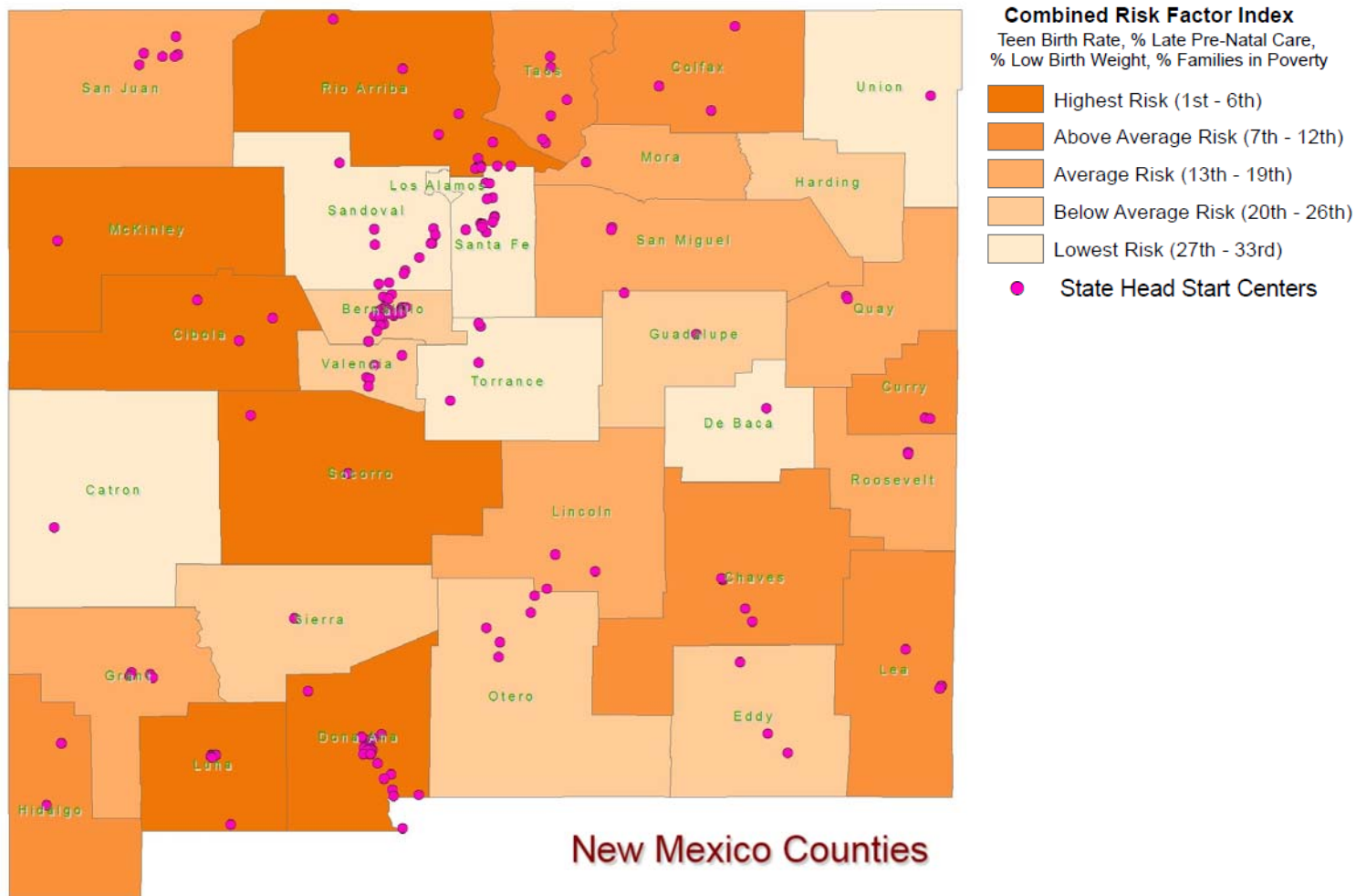


- NM Department of Health, Public Health Division, ABC HEAT

- By mapping risk indicators with program information, we are led to ask a number of policy questions:
  - How do we support and incentivize the development of high quality child care programs in the communities where children are at greatest risk?
  - How do we prioritize where limited resources go in a strategic manner so that we address communities most in need and then ensure that all communities are supported?
  - How do we link child care with other early care and education programs in high risk communities to get the greatest benefit from public investments?

Example 2. Where Are The  
Federally-Funded Head Start  
Programs Located?  
What Are The Gaps?

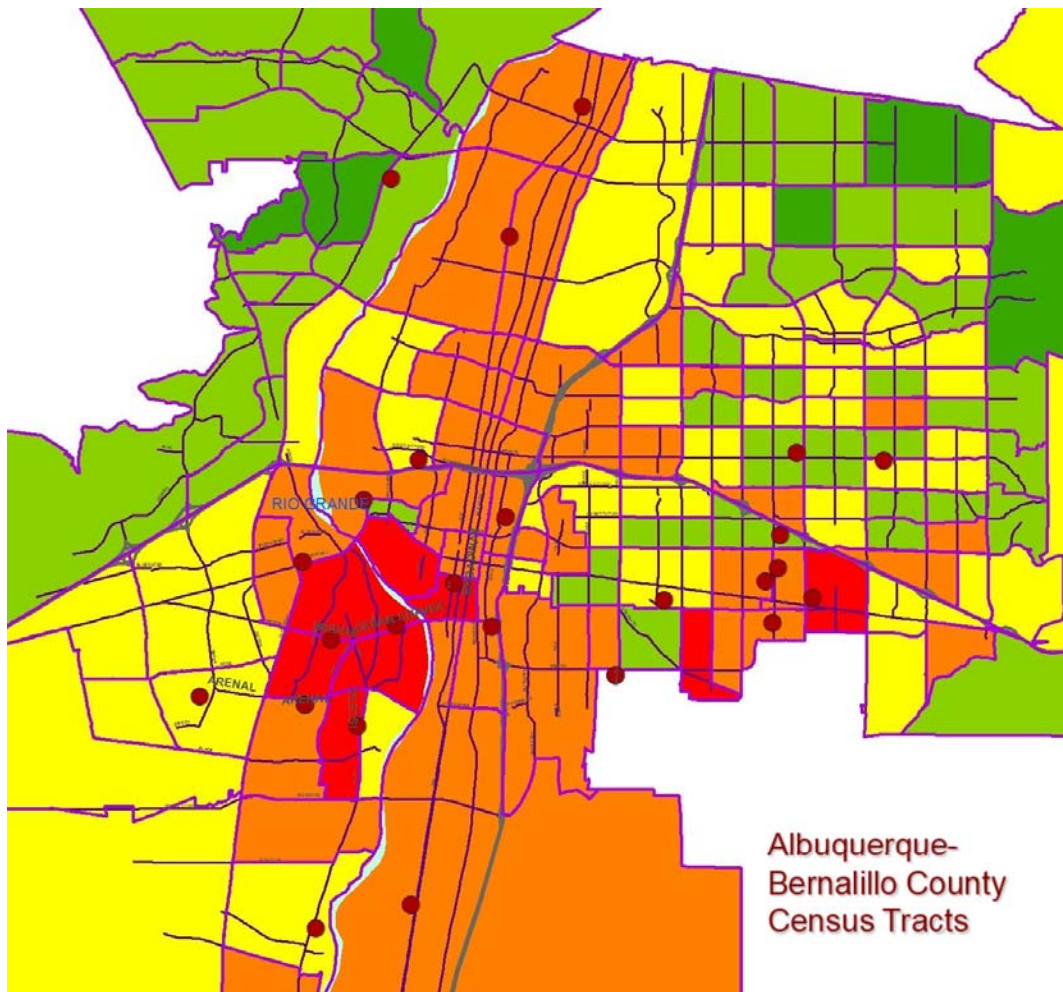
## Are there Head Start programs in the areas most at risk in NM counties?



NEW MEXICO COMMUNITY DATA COLLABORATIVE  
Analysis contributed by: NMDOH-CYFD



## Are there Head Start programs in the areas most at risk in Albuquerque?



### Combined Risk Factor Index

% Teen Births, % Late Pre-Natal Care,  
% Low Birth Weight, % Low Income HHs

- Lowest Risk
- Lower Risk
- Average Risk
- Higher Risk
- Highest Risk
- Head Start Centers

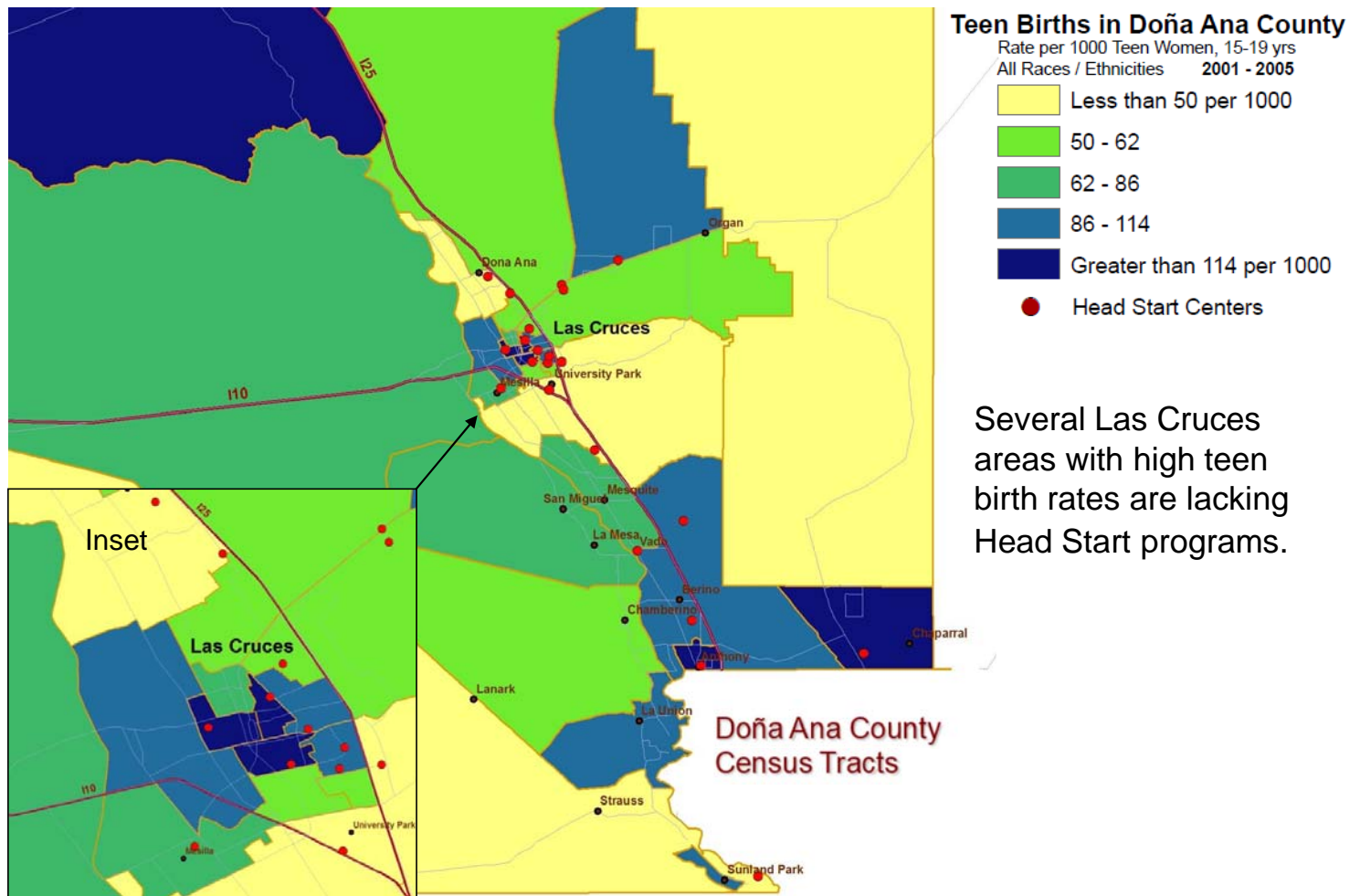
The Albuquerque neighborhood of highest risk (with a population of 35,000) is served by 1 high quality child care program, 1 City of Albuquerque pre-school, and 4 Head Start programs.

Albuquerque-  
Bernalillo County  
Census Tracts

- NM Department of Health, Public Health Division, ABC HEAT

The northern and southern white areas are tribal or federal lands suppressed due to DOH policy or small numbers; the western white area represents new developments on the West side of Albuquerque with no reliable underlying population counts.

## Are there Head Start programs in the areas most at risk in Las Cruces?



- NM Department of Health, Public Health Division, ABC HEAT

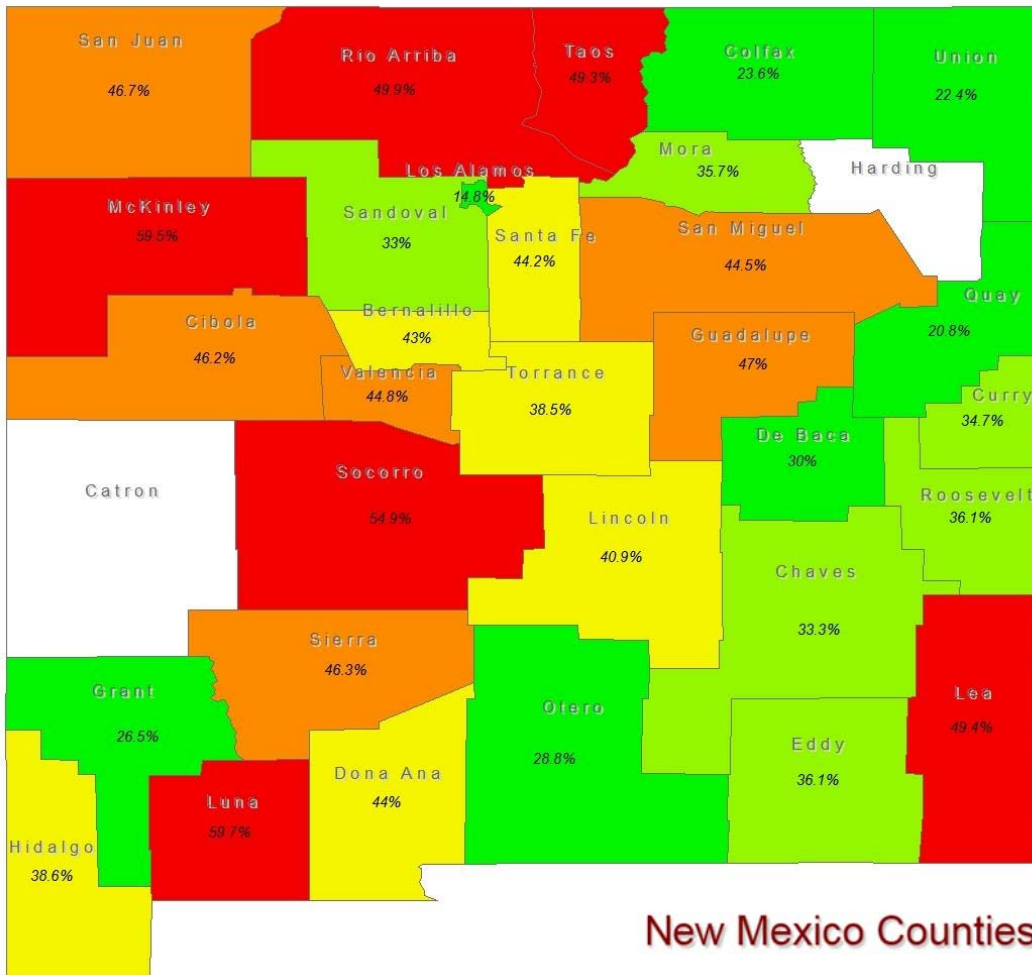
## Example 3. Are Young Children On Track For Success In School?



# Are Young Children On Track For Success In School?

- One of New Mexico's education goals is ensuring that children can read proficiently by 3<sup>rd</sup> grade.
- Statewide, 42.5% of 25,674 3<sup>rd</sup> graders scored below proficiency on New Mexico's Standards-Based Assessments in 2009-2010.
- Children who can not read proficiently at 3<sup>rd</sup> grade rarely catch up to their peers and experience more of the life-long problems associated with poor academic achievement.
- New Mexico's children who attend the state-funded Pre-K program have been found to have achieved significant positive effects in vocabulary, math, and literacy skills at the beginning of kindergarten. (Hustedt, Barnett, Jung, Friedman, 2010, The New Mexico PreK Evaluation: Impacts From the Fourth Year (2008-2009) of New Mexico's State-Funded PreK Program. National Institute on Early Education Research)

# Where are the children who are having the most trouble reading?



## 3rd Grade Reading Proficiency

Percent of children at beginning steps and nearing proficiency

- 14.8% - 30% not proficient
- 30.1% - 36.1%
- 36.2% - 44.2%
- 44.3% - 47%
- 47.1% - 59.7%

Source: CYFD, NM PED

Statewide, 42.5% of 25,674 3rd graders scored below proficiency on New Mexico's Standards-Based Assessments in 2009-2010

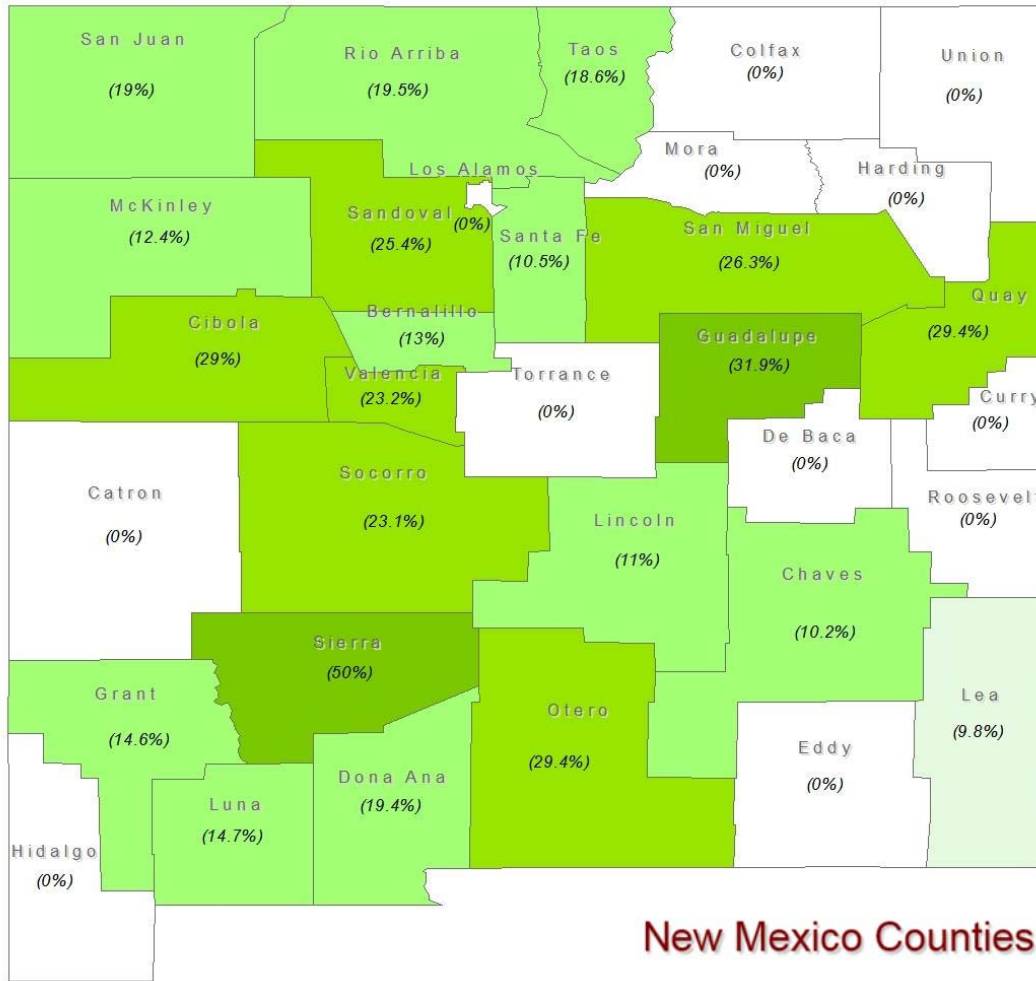
New Mexico Counties

Note: The numbers were suppressed in the two counties in white (Catron & Harding) due to small numbers of children assessed.

NEW MEXICO COMMUNITY DATA COLLABORATIVE

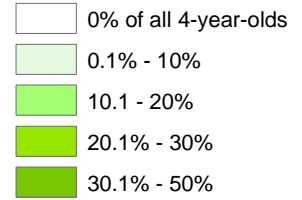
Analysis contributed by: NMDOH-CYFD-CEPR

## Where are the most 4-year-olds enrolled in NM Pre-Kindergarten?



### Capacity of Pre-Kindergarten

Percent of 4 Year Old Children Enrolled in Pre-Kindergarten



Source: CYFD, NM PED

Only 9 counties have more than 1 in 5 four-year-olds enrolled in PreK;

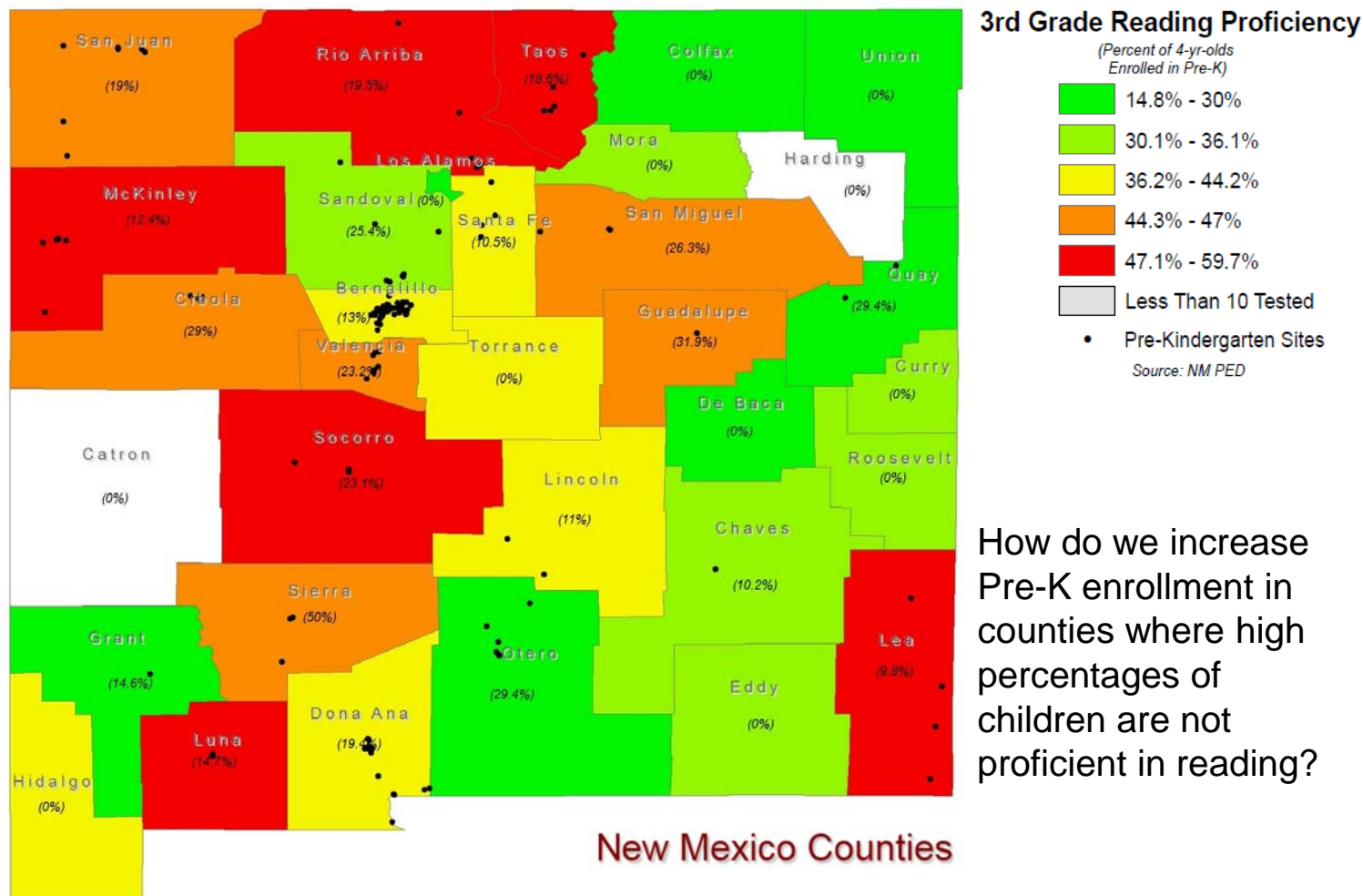
11 counties have no children enrolled in Pre-K.

Note: The eleven counties in white are listed as having 0% capacity because there are no state-funded Pre-Kindergarten programs in these counties.

NEW MEXICO COMMUNITY DATA COLLABORATIVE

Analysis contributed by: NMDOH-CYFD-CEPR

# Are we funding Pre-K where children are at greatest academic risk?



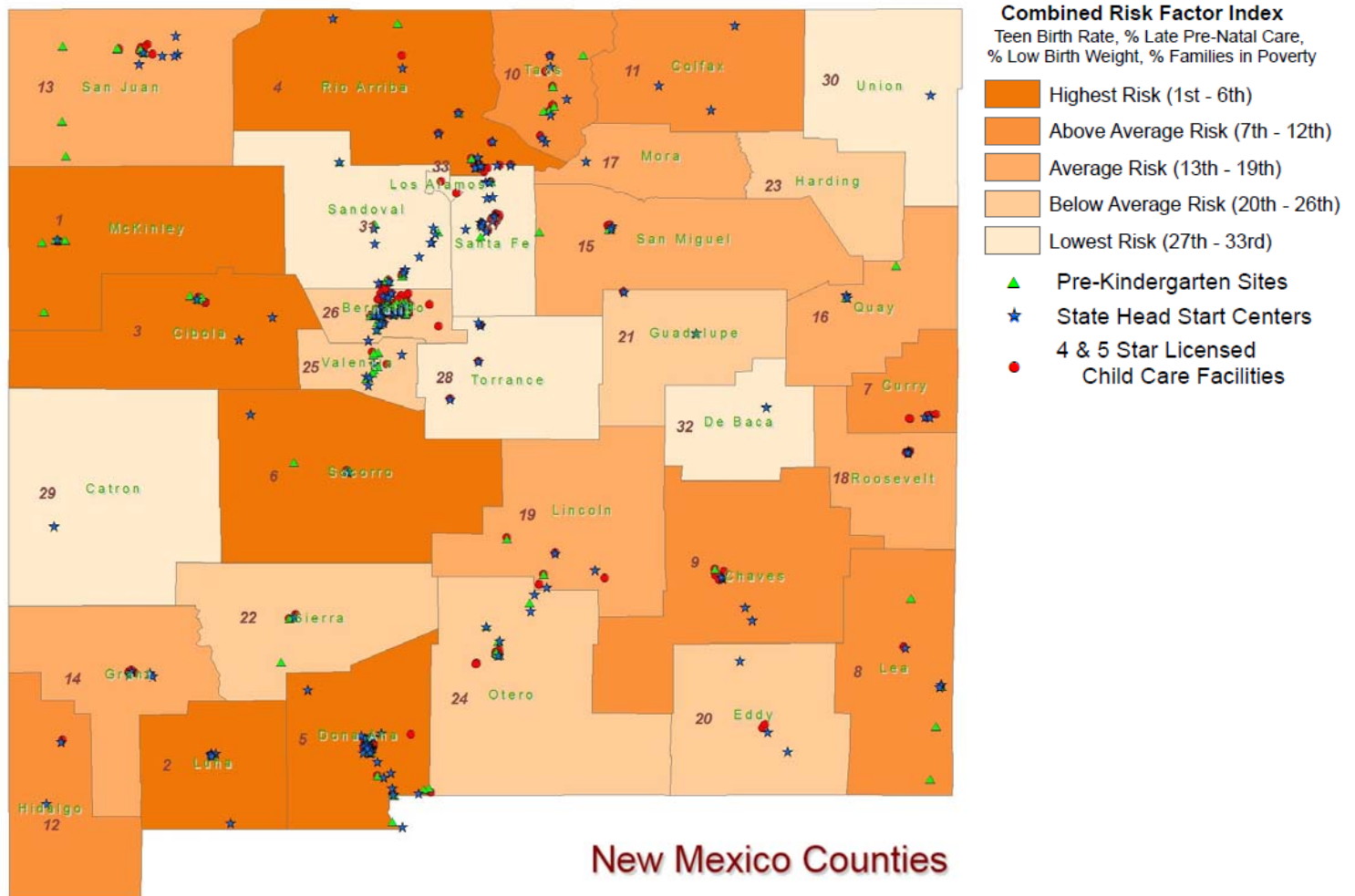
How do we increase Pre-K enrollment in counties where high percentages of children are not proficient in reading?

Note: The numbers of Pre-K children in the two white counties (Catron & Harding) were suppressed due to small numbers of children assessed.

NEW MEXICO COMMUNITY DATA COLLABORATIVE  
Analysis contributed by: NMDOH-CYFD-CEPR

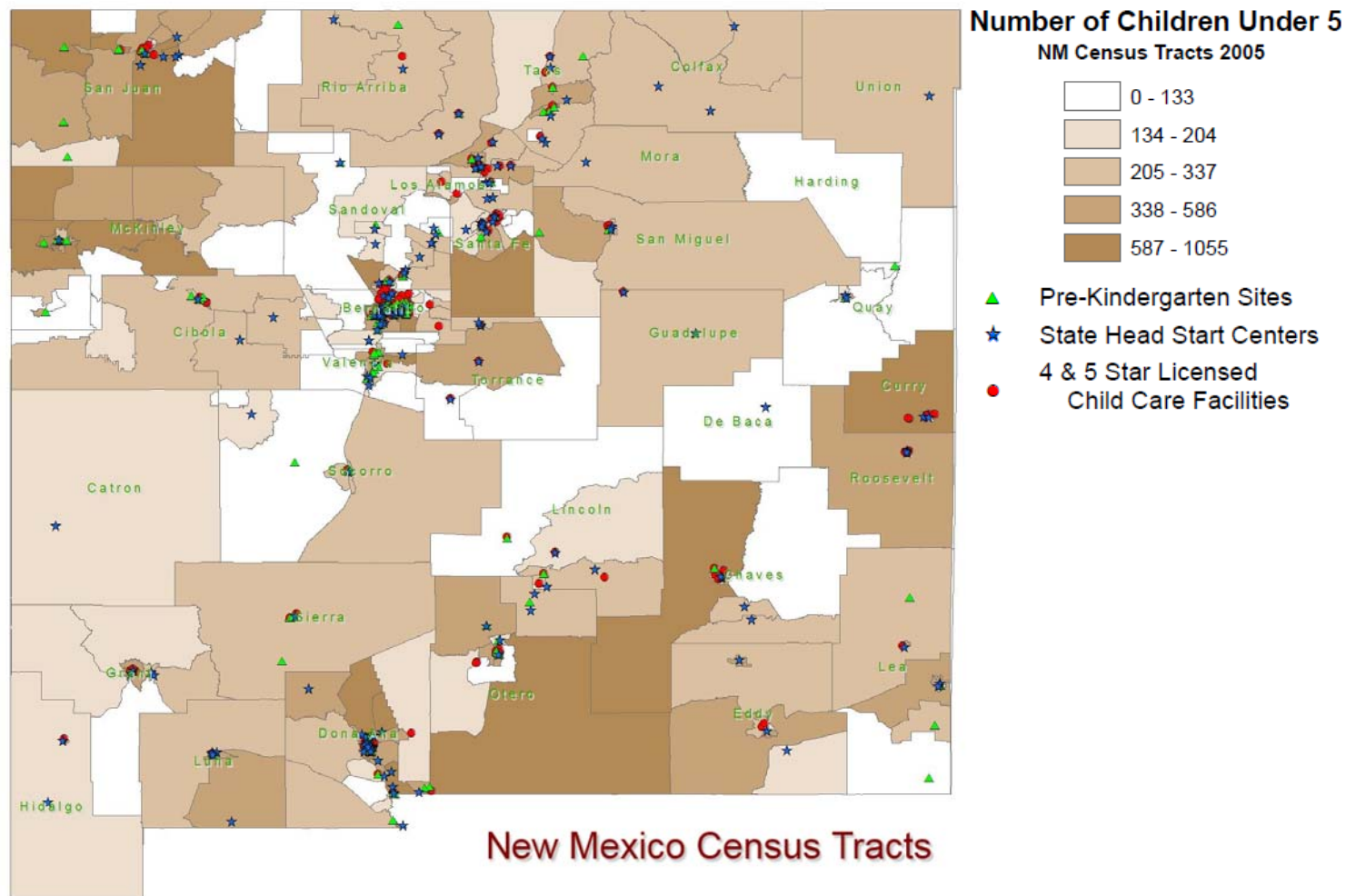
Example 4. Where Are The  
Gaps In The Early  
Childhood “System Of  
Systems”?  
Which Counties Have  
Several Programs and  
Which Have None?

# Head Start, Pre-Kindergarten and Child Care sites in New Mexico.



NEW MEXICO COMMUNITY DATA COLLABORATIVE  
Analysis contributed by: NMDOH-CYFD

## Head Start, Pre-Kindergarten and Child Care sites in New Mexico.



NEW MEXICO COMMUNITY DATA COLLABORATIVE  
Analysis contributed by: NMDOH-CYFD

These Four Examples Provide You With A Sense Of  
What We Could Do.

We Need Your Support To Make Sure That New  
Mexico Has The Data Systems That Can Produce  
These Reports And The Others Needed To Answer  
The Key Questions Asked By Policy Makers,  
Educators, and Families



# With Your Support, We Can Strengthen New Mexico's Capacity To Use Resources Efficiently and Effectively

## Measures of Risk

- Poverty
- Unemployment
- Low Birth Weight
- Adolescent Births
- Domestic Violence
- Substance Abuse
- Child Abuse
- Juvenile Arrests
- High School Drop-Out
- 3rd Graders not Proficient

## Early Childhood Programs

- Home Visiting
- Early Interventions / FIT
- Early Head Start
- Head Start
- Child Care
- Early Childhood Special Education
- New Mexico Pre-Kindergarten

## In Summary

- Now is the time to strengthen New Mexico's statewide longitudinal data systems.
- Both SB 120 and the Race To The Top emphasize the importance of data that can answer the most important questions asked by policy makers, educators, families, and program providers.
- We know how to identify communities at risk, which will help inform policy makers about how to use their limited resources in the most effective way.
- We need your support in developing an early childhood data system (including a unique identifier for children) that links to the P-20 Education Data System Council created in statute [22-1-11, 2010 NMSA 1978] that will enable us to:
  - Track children from early childhood through K-12 and higher education so that we can understand the impact of our education programs.
  - Avoid the unnecessary duplication of services.
  - Target interventions in a more effective and efficient manner.

## Contact Information

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