



STEPS, ACTIVITIES AND A RESULT-FOCUSED PROCESS

Task Force on Early Childhood Learning Program

Pilot site version. Draft for in-house review.



TASK FORCE ON FAMILY- CENTERED SCHOOLS

Connecting the 10 dots.

Explore our ten interrelated Task Forces. We're upgrading the communities our children and parents live, learn and work in.

SERVICES FOR SURVIVING

- behavioral health care
- medical/dental care
- food
- housing
- transportation

SERVICES FOR THRIVING

- **early childhood programs**
- parent supports
- youth mentoring
- family-centered schools
- job training

The Resilience Leaders Task Forces are data-driven and result-focused.

WELCOME

Congratulations on completing the Resilience Leaders course, with an understanding of the four phases of continuous quality improvement (CQI): assessing, planning, acting and evaluating. CQI will guide all your local community projects and innovations.

The following ten Task Force steps may be taken simultaneously after Step 1 has been completed to set Task Force ground rules for working together.

The following steps and activities are provided to guide your work. If needed, they may be changed to achieve your initiatives' goals. If you have any questions, ideas or concerns or proposed additions or deletions, please contact the Resilience Leader program director.

TASK FORCE STEPS

Step 1: Ensure that your Resilience Leaders Task Force has a clear vision, goals, shared understanding of data use and other components of the collective impact process.

Activities include:

- 1a. Creating vision statement
- 1b. Creating measurable goals
- 1c. Describing how data will be collected, analyzed, protected and shared
- 1d. Describing how all innovations and activities will be measured
- 1e. Describing how you can acquire institutional support (funder or sponsors) for your activities, innovations, and task force work
- 1f. Designing a process for group facilitation, managing conflict, documenting your work, and reporting out results.

Step 2: Assess the degree to which parents have access to early childhood learning program (using the Resilient Community Experience Survey or other tools).

Activities include:

- 2a. Conducting Resilient Community Experience Survey with parents
- 2b. Conducting an assessment of current public and private early childhood learning programs (focused on surveying providers)
- 2c. Identifying other sources of data to inform the gaps in services

2d. Analyzing the data and prioritizing communities with the highest need

2e. Consult with a person with experience in surveying to ensure the surveying process can identify where the highest needs of parent supports are for parents and youth (potential partners could include the NM Public Health Department and local universities)

2f. Ensuring that all Task Force members have a shared understanding of early childhood learning of early childhood learning programs.

Step 3: Identify who in your county is already working on increasing early childhood learning programs.

Activities include:

- 3a. Assessing what the city is currently funding and planning
- 3b. Assessing what the county is currently funding and planning
- 3c. Assessing what the school board is currently funding and planning
- 3d. Assessing community-run campaigns/coalitions
- 3e. Assessing private and public hospitals
- 3f. Mapping your findings to illustrate gaps in service
- 3g. Assessing state agencies and associations who may be promoting policies and programs
- 3h. Assessing existing programs for alignment and overlap

3i. Focusing on solutions, assessing private sector products and services (Artificial Intelligence/ Apps-Mentors for Moms and children, Video Conferencing with early childhood learning specialists, etc.)

Step 4: Identify how many of your public schools, colleges and community centers offer early childhood learning program.

Activities include:

4a. Assessing level, quality and quantity of early childhood learning programs in your community (including target audiences to ensure services meet needs of all parents)

4b. Assessing level of school-based early childhood learning programs

4c. Assessing the amount of services for non-English speakers or special audiences

4d. Collecting names and email addresses of all known early childhood learning programs staff and educators and agencies sponsoring early childhood learning programs in the community

Step 5: Identify how many private sector agencies provide early childhood learning programs – and accept sliding fee-scale (no one turned away for lack of funds) and/or accept Medicaid.

Activities include:

5a. Assessing use of technology that allows clients to rate early childhood learning programs (websites, rating systems like Trip Advisor)

5b. Assessing waiting time for getting access to early childhood learning programs

5c. Assessing use of technology to address early childhood learning needs (TeleMed model)

5d. Collect names and email addresses of all known community agencies providing early childhood learning programs and related services

Step 6: Create an email list of key elected officials and stakeholders that allows you to promote early childhood learning, build relationships and increase dialogue.

Activities include:

6a. Identifying mayor, councilors, and city manager

6b. Identifying county commissioners and county manager

6c. Identifying school board members and superintendent

6d. Identifying state lawmakers

6e. Identifying university staff working to promote early childhood learning

6d. Identifying the school community who may be able to promote early childhood learning and related services

6e. Identifying existing non-profit agencies and coalitions focused on early childhood learning

6f. Identifying state program managers working in early childhood learning (such a child welfare or public health)

6g. Engaging in dialog with identified officials on performance measures related to current funded early childhood learning programs. Performance measures could focus on accessibility, affordability, cultural relevance, and quality

6h. Collecting names and email addresses of all identified stakeholders (and identify all stakeholder agency websites)

Step 7: Create a sense of community awareness of the causes, costs, and prevention of ACEs and family trauma.

Activities include:

7a. Producing forums/engagement events for all those involved in early childhood learning

7b. Producing forums/engagement events for parents and family members

7c. Producing forums/engagement events for business community members

7d. Producing forums/engagement events for legislators

7e. Sharing updates on task force activities and articles posted on social media and emails

Step 8: Provide the Resilience Leaders course to agency leaders who are providing early childhood learning and seek to innovate and address gaps in services and quality issues.

Activities include:

8a. Identifying trainers for Resilience Leaders course

8b. Recruiting participants for the course

8c. Serving as coaches or mentors for course participants

8d. Supporting all graduates of the course in their innovation development (these are local projects focused on increasing the quality of services and quantity of services to meet the needs of children, youth and parents)

8e. Identify local professionals to provide technical assistance to agencies needing help improving quality

8f. Showcasing the best practice models that are presented in the course

8g. Getting on the same page with course participants and graduates, ensuring a shared understanding of ACEs, CQI concepts, and using data to inform action

Step 9: Use technology to support all Resilience Leaders innovations, and communicating with the other Resilience Leaders Task Forces (and other county work that aligns with Resilience Leaders).

Activities include:

9a. Providing opportunities to network via Zoom, Skype, Facetime

9b. Providing opportunities for professional development with web-based learning experiences

9c. Sharing and housing promotional and educational materials in a product management system (such as Google Forms, Basecamp/project management system)

9d. Highlighting innovation in social media and creating youtube channels to showcase solutions

9e. Researching the “Uber-ization” of early childhood learning (Artificial Intelligence-Apps-Mentors for Mom and kids, Virtual Parent Coaches, Video conferencing with early childhood learning specialists, parent educators, life coaches and therapists)

Step 10: Collect data in order to create a yearly process for evaluating measurable and meaningful progress toward goals.

Activities include:

10a. Publishing a yearly report on all activities and innovations (the report should answer the following question: precisely how far did we move the needle on improving the quality of services and quantity of services to meet the needs of children, youth and parents?)

10b. Creating events to showcase progress made, successes and challenges

10c. Communicating with other Resilience Leaders programs within your locality to transfer learning

10d. Communicating with other Resilience Leaders programs outside your locality to transfer learning

10e. Creating a retreat for Task Force Members to reflect on progress and rethink next year's activities, focus and innovations

10f. Identifying new recruits for task force to avoid stagnation and increase innovation

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