

Navarro County ECC Charter and Bylaws

Est. Jan 2020, bylaws written Jan 2024



“Our vision is to be a community in which every child experiences well-being, is connected, and is ready to thrive by age 5.”

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I. Overview

Texas is ranked 43rd in the country for children's well-being. Did you know 25% of the 12,000 children in Navarro County live in families with incomes below the official federal poverty threshold? In addition, 38% of the children in Navarro County age 17 and younger live in single-parent households.

Data from 2019 collected by the University of Texas Health Science Center at Tyler informed our community that children in Navarro County were at a comparatively high risk for maltreatment compared to other children their ages across the state of Texas. Data from the study shared that factors that contribute to heightened risk included:

- high emergency room use by infants
- non-abuse related injuries
- low daycare enrollment
- smoking during pregnancy
- low breastfeeding rates

The Navarro County Early Childhood Coalition was formed in January of 2020 to address these and other concerns across the community as a way to work together to move the needle in Navarro County. Research shows that the first five years of a child's life are the most important and most impactful for a child's foundation for life. Early experiences provide the base for the brain's organizational development and functioning throughout life. These experiences also have a direct impact on how children develop learning skills as well as social and emotional abilities. The Navarro County Early Childhood Coalition exists to organize a diverse group of early childhood leaders and stakeholders to turn the curve in regards to safety, health, connection, and school readiness for young children in Navarro County.

II. Early Childhood Coalition

a. Purpose/Vision

“Our vision is to be a community in which every child experiences well-being, is connected, and is ready to thrive by age 5.”

Our 3 focus areas and desired results:

- 1 Health**-Every child in Navarro County is physically and mentally healthy and has access to care.
- 2 Safety/Connection**-Every child in Navarro County experiences physical and emotional safety and is connected to their caregiver and local resources.
- 3 School Readiness**-Every child in Navarro County is school ready and assisted to meet their full potential

b. Group Agreements

Coalition members and leaders met on January 23, 2020 to determine group agreements that everyone agrees to abide by as we do community work together. We ask that all members agree to these "ground rules" of participation.

- 1) We embrace change
- 2) We respect members' ideas, time, and perspectives
- 3) We have a mindset of unity
- 4) We view our community from a strengths' perspective
- 5) We protect confidentiality

c. Membership

The membership of the ECC will include representatives from the agencies involved in the coalition. Members are asked to serve on at least one of the RBA Teams (Health, Safety/Connection, and School Readiness). Each agency is asked to have at least one representative present for at least 4 out of the 6 meetings in a year. A roster of members and the organizations they represent is maintained by the ECC Chair.

d. Voting and conflict resolution

This coalition uses the **Continuum of Support** in decision-making processes to allow all members to vote using **Mentimeter** and select how they feel about the issue from *wholeheartedly support to reject it*. Ideally, we would like for everyone in our coalition to be at a "can live with it" level for us to move forward. If a majority of members fall below "can live with it" the decision will go back to the Advisory Board for deliberation



e. Leadership

Leadership for the Navarro County Early Childhood Coalition is overseen by the PCHAS Growing Together program that holds the HOPES contract. The Growing Together Program Director is responsible for oversight and operation of the Navarro County Early Childhood Coalition and serves as the Chair of the coalition.

The Co-Chair position is held by a community member in good standing in the coalition body. As a Co-Chair term ends, the Chair will ask coalition members to "self-nominate" via a self-nomination form. The outgoing Co-

Chair and Chair will vet nominations and talk with potential Co-Chairs and put together their recommendation to the Advisory Board to be voted on.

Chair-

Responsibilities include:

- Setting agenda for each meeting
- Lead committee work
- Oversee RBA Team Captains
- Facilitate coalition meetings
- Communicate with coalition members for requests for feedback and volunteers for events
- Oversee Advisory board alongside Co-Chair
- Preparing budget report for coalition activities to review with membership

Co-Chair-

Responsibilities include:

- Working with the coalition chair and PCHAS representative to set agenda for each meeting
- Co-lead committee work
- Lead certain agenda items at coalition meetings
- Meet with the Chair on a monthly basis to review ongoing tasks and projects
- They will be available by email or text to share feedback with Chair and PCHAS staff in regards to coalition on an as needed basis.
- They will also be available to co-lead each listed general coalition meeting and advisory board meetings
- Attendance is expected at some coalition events as available

****serves three-year term**

Secretary-

Responsibilities include:

- Taking notes at all meetings
- Supplying formal minutes to Chair and Co-Chair to review at future meeting

- Providing minutes to be placed on coalition website
- Taking attendance for coalition meetings via sign-in sheets

**Growing Together Administrative Specialist may serve in Secretary role or can be a volunteer from coalition.

f. Advisory Board

The Advisory Board of the ECC is made up of at least 10 and no more than 15 Early Childhood professionals in the Navarro County community who are passionate about the work of the ECC and community collaboration. AB members are nominated by the Chair and Co-Chair as well as the AB members. Advisory Board members serve three year terms. Members can serve consecutive terms if participation is active. At the end of each calendar year, the AB meets for an End of Year review and nominates at least 2 new potential AB members. The AB is the decision-making body of the ECC and resolves any ongoing disputes using the continuum of support model as described above. Advisory Board meetings happen in Feb, April, June, August, October, and December on Zoom or in person.

Expectations of Advisory Board members include the following:

- Attend Coalition general meetings, attend every other month Advisory Board meetings
- Participate in coalition committees
- Lead small groups in coalition meetings
- Share about coalition in community
- Share feedback with coalition advisory board on agenda items
- Participate in decision making for strategic coalition goals and activities

g. PAC

The Parent Advisory Committee (PAC) is a group of parents, grandparents, and caregivers from the community. Its purpose is to provide input to the Navarro County Early Childhood Coalition on designing programs and services that meet the needs of families in Navarro County. Parents are

selected through an open self-nomination process outlined in the PAC policies and procedures.

Duties

- Respect and consider other people's opinions.
- Participate in a minimum of **eight out of twelve** regular monthly meetings held on the second Thursday of each month. Meetings will alternate monthly from in-person meetings from 5:30 pm -6:30 pm and virtual meetings from 6:00 pm to 7:00 pm.
- Suggest ideas and agenda items, plan activities such as holiday celebrations, outings and other special projects.
- Participate in leadership, teamwork and advocacy training.
- Represent the Navarro County Early Childhood Coalition to the community and help promote Navarro County Early Childhood Coalition activities.

Benefits

- Free dinner and childcare during in-person PAC meetings.
- \$50 gift card for meetings attended
- Meeting new friends in the neighborhood and being able to receive support from them.
- Gaining different skills and experiences: communication, leadership, teamwork, etc. (These skills will help you better prepare your children to succeed.)

*See PAC policies and procedures for more details on Parent Advisory Council roles and responsibilities. The **Parent Groups Coordinator** at*

PCHAS is the staff liaison for the PAC and works with PAC leadership to maintain PAC budget and participation.

h. Acronyms list

- PCHAS-Presbyterian Children’s Homes and Services
- GT-Growing Together
- EDI-Early Development Instrument
- RBA-Results-Based Accountability
- CAC-Child Advocacy Center
- PEI-Prevention and Early Intervention
- HHSC-Health and Human Services Commission
- DFPS-Department of Family and Protective Services
- ECC-Early Childhood Coalition
- CPS-Child Protective Services
- PAC-Parent Advisory Council
- AB-Advisory Board
- BOJ-Bundle of Joys
- ECE-Early Childhood Educators

III. RBA Teams

Results-Based Accountability Team Descriptions

- Each team will meet on the off months of the coalition to update and continue the work of the Results-Based Accountability process for their focus area (i.e. Health, Safety/Connection, School Readiness). Teams meet in **February, April, June, August, October, and December**.
- Each meeting will begin with the teams updating their scorecards and reviewing strategies meant to “**turn the curve**” on their indicator (health, safety/connection, and school readiness).
- You can find the scorecard at this link: [Navarro County: Results & Headline Indicators \(clearimpact.com\)](https://clearimpact.com/Navarro-County-Results-Headline-Indicators)
- Teams may spend time updating latest data on indicators as well as updating strategy scorecards to reflect current work and connect with local partners to get data on current programming.

- In addition, each team has leadership over **specific coalition events** as outlined below. Teams are led by the **ECC Co-Chairs and the RBA Team Captains** who are appointed by the **ECC Advisory Board**.

a. Health Team:

RBA Result- ***Every child in Navarro County is physically and mentally healthy and has access to care.***

Strategies for this team:

- *Engage medical insurance providers/agents to share their services with parents and families in Navarro County*
- *Ensure women know they are pregnant earlier in their pregnancy*
- *Provide postpartum and perinatal mental health services to parents*
- *Host health fairs and events where parents connect to medical professionals to understand the value of well checks on an annual basis for their children*
- *Encourage participation in developmental support services*
- *Increase family food supplies with weekend, evening, and/or holiday meals*
- *Initiate a Public Health Campaign (leveraging social media and traditional media) to educate the public on health resources*

Events/initiatives this team oversees:

1. Child Development Days

2. Bundle of Joys

3. Bright By Text/Help Me Grow Partnership

- Co-Captains: Pam Crawford and Betsy Stroder
 - Standing meeting date: 2nd Tuesday of month at 11AM

b. Safety/Connection Team:

RBA Result- ***Every child in Navarro County experiences physical and emotional safety and is connected to their caregiver and local resources.***

Strategies for this team:

- *Increase awareness in Navarro County on how to respond to potential child abuse and neglect (through training and PSAs)*
- *Empower parents through SMS platform with parenting tips, important resources, etc.*
- *Provide practical reporting tips training to local schools*
- *Raise awareness amongst parents and caregivers by highlighting specialized child safety concerns (e.g., car seat safety, safe sleep, water safety, etc.)*
- *Encourage participation in Parent Support Groups and Parenting Programs*
- *Develop Parent Advisory Council to survey needs of parents and have continuous feedback*
- *Create opportunities for families to enjoy FREE activities with their children to have fun and connect with community resources*

Events/initiatives this team oversees:

1. Child Safety Days

2. Child Abuse Prevention Month (April)

3. Family Fun Days (Movie Nights)

- Co-Captains: Valorie Horn, Maybeth Arredondo, Bernadette Rosas
 - Standing meeting date: 3RD Tuesday of month at 11AM

c. School Readiness Team:

RBA Result- ***Every child in Navarro County is school ready and assisted to meet their full potential.***

Strategies for this team:

- *Connect parents to local resources through distributing materials to help children be ready for school*
- *Engage the NC Parent Advisory Council on School Readiness strategies and supports*
- *Empower parents to make informed decisions about child care options through the creation and distribution of resource guide*
- *Implement sex education program for teens and parents as child's first educator*

- *Conduct a series of events where caregivers of young children and community members can come for information about Kindergarten Readiness*
- *Build Little Free Libraries throughout Navarro County*

Events/initiatives this team oversees:

- 1. Little Free Libraries-Rewards and Scavenger Hunts**
- 2. Early Childhood Educators Appreciation Week/Outreach**
- 3. Parent Advisory Council**
 - Co-Captains: Katy Andrews and Deb Tamez
 - Standing meeting date: 4TH Tuesday of month at 11AM

School Readiness subcommittees:

i. Little Free Libraries Committee

The Little Free Library committee sits under the School Readiness Team but is open to all members. This group meets on an as needed basis when funds are available for new LFL locations. They also meet to plan LFL events such as scavenger hunts or holiday Elf hunts. This team uses data from the 2022 Early Development Instruments maps to determine best locations for Little Free Libraries.

Sites agree to the following roles through a site agreement that is signed by the site and ECC Co-Chair.

- Make sure that library is in keeping with local zoning laws
- Check with electric and utility companies before digging into the ground to place boxes
- Assist in advertising Little Free Library on premises
- Check on box at least once a week for any potential issues such as: restock needed on books, any water damage to inside of library, repairs needed, etc. and report those to PCHAS.
- Maintain yard and property around the Little Library to keep it welcoming to those who would like to use it. This includes making sure lawn is mowed and making sure nothing is blocking the library's visibility.
- Participate in a photo opportunity for a media release about the library openings

- Work with the NCECC and steward assistant to agree on a location on the site's property that will be easily accessible to families searching for books

The ECC agrees to the following terms through the site agreement for upkeep of LFLs.

- Keep signage in library up to date with any important announcements or instructions related to community news or guidance such as COVID-19 related procedures
- Keep library stocked with books
- Be financially responsible for any repairs needed to library box, post, paint, or other façade issues.
- Deal with any vandalism to libraries
- Check on boxes once a quarter to check for any potential issues such as: restock needed on books, any water damage to inside of library, repairs needed, etc.

See all Little Free Library locations here: [LITTLE FREE LIBRARIES | NAVARRO COUNTY EARLY CHILDHOOD COALITION](#)

ii. EDI Committee

The EDI committee meets on an as needed basis during years when the EDI is being administered county wide. This committee sits underneath the School Readiness team but is open to all members. This group meets to assist PCHAS and ECC leadership in getting buy in from school districts to participate in the EDI assessment and mapping project. They also assist in putting together additional questions to be added to the assessment for our specific community (allowed up to 5).

Appendix and Supporting Data

I. SWOT Analyses

At the first meeting of the ECC in January of 2023, leaders were asked to work through a SWOT analyses of Navarro County in regards to our early childhood systems. See below for results.

What are the strengths, weaknesses, opportunities, and threats to our Early Childhood system in Navarro County?

Strengths

- Community value of education— Scholarships, Backpacks of Love, etc.
- Fine arts programs and cultural events
- Prevalence of faith communities
- Family centered community— outdoor and community space
- Non-profits focused on supporting young families

Weaknesses

- Lack of Spanish speaking helping professionals
- Transportation
- Lack of mental health/special needs resources
- Parent lack of education that they are their child's first teacher
- Low daycare enrollment and capacity/early childhood workforce challenges
- Drug use by parents/lack of services for those parents
- Cultural competency
- Lack of fatherhood programs/men in coalition
- Affordable/adequate housing

Opportunities

- Community Pride—Netflix Cheer
- Census in 2020-more \$ possible
- Generous trusts and foundations
- Garner buy-in from local childcare providers to collaborate and grow
- New programs for this age group— New Life, Hope Center, YMCA, Growing Together
- Empower individuals who work in early childhood space
- Engaging secondary communities outside of Corsicana

Threats

- Mental health/parent support stigma
- Community Trust with diverse populations
- Healthy relationships/social isolation
- Duplicated services
- Communication between non-profits and govt/funders
- Lack of data/making data accessible and applicable

II. EDI Data

During the 2021-2022 school year, the Navarro Co ECC completed the Early Development Instrument Mapping project in connection with UCLA and United Way of Navarro County. Below is a high-level report on the results.

A SNAPSHOT OF YOUNG CHILDREN'S DEVELOPMENT NAVARRO COUNTY, TEXAS

Thanks to the support of local teachers, Navarro County recently collected population level data on children's developmental and school readiness outcomes using the Early Development Instrument (EDI). This report summarizes findings from the EDI, both for the community as a whole and for local neighborhoods. We hope this report will serve as a catalyst for bringing together individuals, organizations and community leaders who are working to improve conditions and create better environments for young children and their families.

The EDI is a population measure of child development and school readiness, which means that it collects information about kindergarten age children in participating geographic areas and creates an overall snapshot of their developmental progress. The EDI does not label or identify individual children with specific problems. Instead, it looks at how experiences at home and in the community can help prepare children for the school environment.

The EDI provides local leaders with the information they need to evaluate school readiness,

plan how to improve programs and supports, and better coordinate services to help children develop and learn before and during their school years.

The EDI provides information about children in five developmental areas that are known to affect well-being and school performance:

- Physical health and well-being
- Social competence
- Emotional maturity
- Language and cognitive skills
- Communication skills and general knowledge

The Snapshot includes a summary of the EDI results for Navarro County and provides tips for interpreting tables and maps as a first introduction to the EDI.

UNDERSTANDING EDI RESULTS

EDI results are reported as the percentage of children who are developmentally "vulnerable," "at-risk," and "on track" in each of the five areas. Children who score at or below the 10th percentile of the national EDI population in each area are considered developmentally vulnerable. Children who score above the 10th percentile but at or below the 25th percentile are considered at-risk for

becoming vulnerable, and those who score above the 25th percentile in each area are considered on track

The results in this Snapshot reflect data collection by participating kindergarten teachers during the 2021-2022 school year. In addition, 2021-2022 data were combined with data that were collected in the prior two school years, if applicable. Lastly, this Snapshot reflects all valid records for children who live or go to school in the community.

Figure 1 shows that EDI data were reported for 636 children in Navarro County. It also provides some additional background information about the children surveyed.

Figure 1: Children’s Background Information – Navarro County (2022)

School Information	
Participating school districts	7
Participating schools	11
Classrooms collecting EDI information	44
Community Information	
Children	636
Children who are English Language Learners (ELL)	22%
Children who have an Individualized Education Program (IEP) for children with disabilities	9%
Race/Ethnicity:	
African-American, Black	12%
Asian, Native Hawaiian or other Pacific Islander	3%
Hispanic, Latino/a	11%
White	62%
Other	12%

Figure 2 summarizes results from the EDI. The figure describes each of the five developmental areas assessed by the EDI and, for each, displays the percentage of children who are developmentally vulnerable (red portion of the bar), at risk (purple) or on track (orange) against the results from our national convenient sample from 2021.

The bottom two bars represent a composite measure across all domains that divide the population of children into one of the following three, mutually exclusive, categories:

- Red: The number and percentage of children vulnerable (at or below the 10th percentile) on one or more developmental domains;
- Purple: The number and percentage of children at-risk (above the 10th percentile on all domains but at or below the 25th percentile) on one or more domains; and
- Orange: The number and percentage of children on track (above the 25th percentile) on all valid domains.

Small percentages are better in the red series and large percentages are better in the orange series.

Figure 2: Summary of EDI Results by Developmental Area – Navarro County (2022)

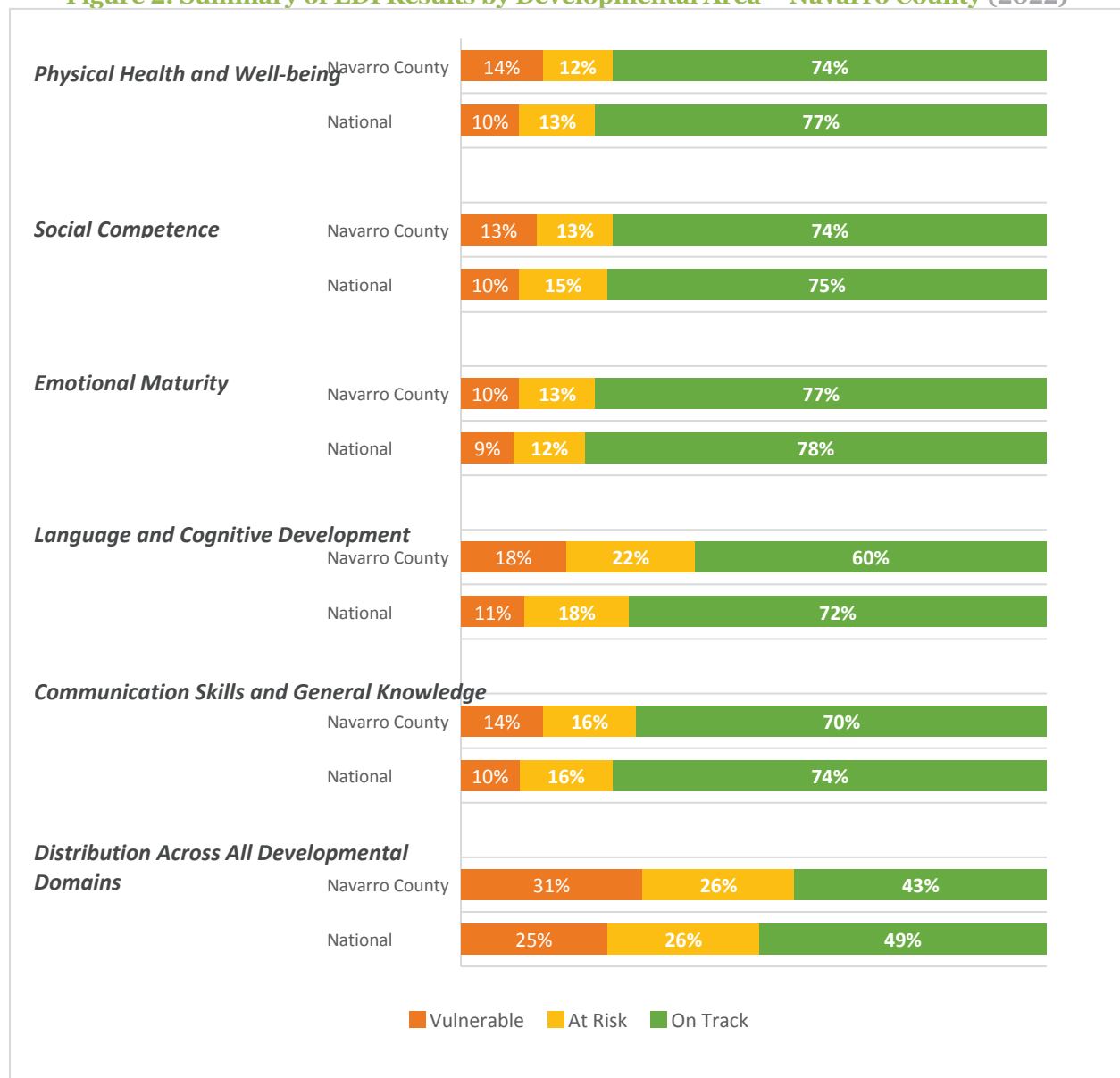


Figure 3. Columns 1-7 show, by neighborhood, the number (N) and percentage of children by EDI domain that are considered developmentally vulnerable. Columns 8-10 provide the composite measure described on the previous page across all domains that divide the population of children into one of the following three, mutually exclusive, categories:

- 1) The number and percentage of children vulnerable on one or more developmental domains;
- 2) The number and percentage of children at-risk on one or more domains; and
- 3) The number and percentage of children on track on all valid domains.

Figure 3: Summary of EDI Results by Domain and by Neighborhood – Navarro County (2022)

(1) Neighborhoods	(2) Number of surveys'	Percent of Children Developmentally Vulnerable by Area					Distribution Across All Developmental Areas		
		(3) Physical Health and Well-being	(4) Social Competence	(5) Emotional Maturity	(6) Language and Cognitive Development	(7) Communication and General Knowledge	NOT ON TRACK		ON TRACK
							(8) Developmentally Vulnerable on One or More Developmental Areas	(9) Developmentally At Risk on One or More Developmental Areas	(10) Developmentally On Track on All Developmental Areas
Neighborhood A	42	7%	7%	7%	20%	24%	33%	31%	36%
Neighborhood B	23	17%	13%	13%	18%	17%	30%	26%	43%
Neighborhood C	17	6%	12%	6%	21%	24%	29%	35%	35%
Neighborhood D	26	4%	12%	8%	4%	0%	12%	27%	62%
Neighborhood E	26	15%	12%	8%	14%	4%	19%	42%	38%
Neighborhood F**	22	14%	9%	5%	25%	14%	32%	14%	55%
Neighborhood G**	28	14%	29%	21%	33%	29%	43%	25%	32%
Neighborhood H**	30	7%	3%	7%	20%	10%	23%	20%	57%
Neighborhood I	21	10%	0%	0%	10%	14%	14%	43%	43%
Neighborhood J	18	11%	17%	11%	39%	17%	50%	11%	39%
Neighborhood K**	15	27%	33%	20%	20%	13%	53%	7%	40%
Neighborhood L	39	13%	10%	13%	8%	10%	33%	28%	38%
Neighborhood M	25	16%	16%	0%	13%	16%	36%	32%	32%
Neighborhood N	35	20%	14%	11%	15%	11%	26%	29%	46%
Neighborhood O**	16	13%	19%	19%	0%	6%	25%	31%	44%
Neighborhood P**	13	8%	8%	0%	0%	0%	8%	23%	69%
Neighborhood Q**	12	25%	17%	25%	20%	17%	33%	42%	25%
Neighborhood R	26	27%	23%	19%	15%	19%	35%	27%	38%
Neighborhood S	23	17%	17%	17%	26%	22%	43%	22%	35%



Neighborhood T	22	9%	5%	0%	16%	9%	27%	27%	45%
Neighborhood U	17	29%	12%	12%	19%	12%	29%	29%	41%
Neighborhood V	18	28%	17%	6%	47%	0%	44%	39%	17%
Neighborhood W	30	7%	17%	10%	15%	17%	27%	13%	60%
Neighborhood X	35	11%	17%	17%	24%	26%	43%	20%	37%
Neighborhood Y	23	9%	4%	9%	22%	13%	26%	26%	48%
Neighborhood Z	15	7%	0%	7%	27%	0%	27%	13%	60%
Neighborhood-wide³	617	14%	13%	10%	18%	14%	31%	26%	43%
Community-wide⁴	636	14%	13%	10%	18%	14%	31%	26%	43%

Data Source: Teacher Reported EDI Checklist. Children who score at or below the 10th percentile of the national EDI population in each area are considered developmentally vulnerable, those who score above the 10th percentile but at or below the 25th percentile in each area are considered at risk, and those who score above the 25th percentile in each area are considered on track.

¹N is the number of valid records by neighborhood. The actual N for each domain may be lower. (Refer to Tables 5-9 in the EDI Table Book for the N by domain.)

²N of Developmentally On Track on All Domains refers to children on track on all valid domains. A record may be valid with as few as four completed domains.

³ N reflects both mapped and suppressed EDI records that have valid addresses in one of the identified neighborhoods within the target geography.

⁴ N includes EDI records for all children who attend school and/or live in the community.

** Data do not meet the EDI participation rate threshold for neighborhoods of this size, therefore additional consideration is warranted as the data may not be representative of all children living there.

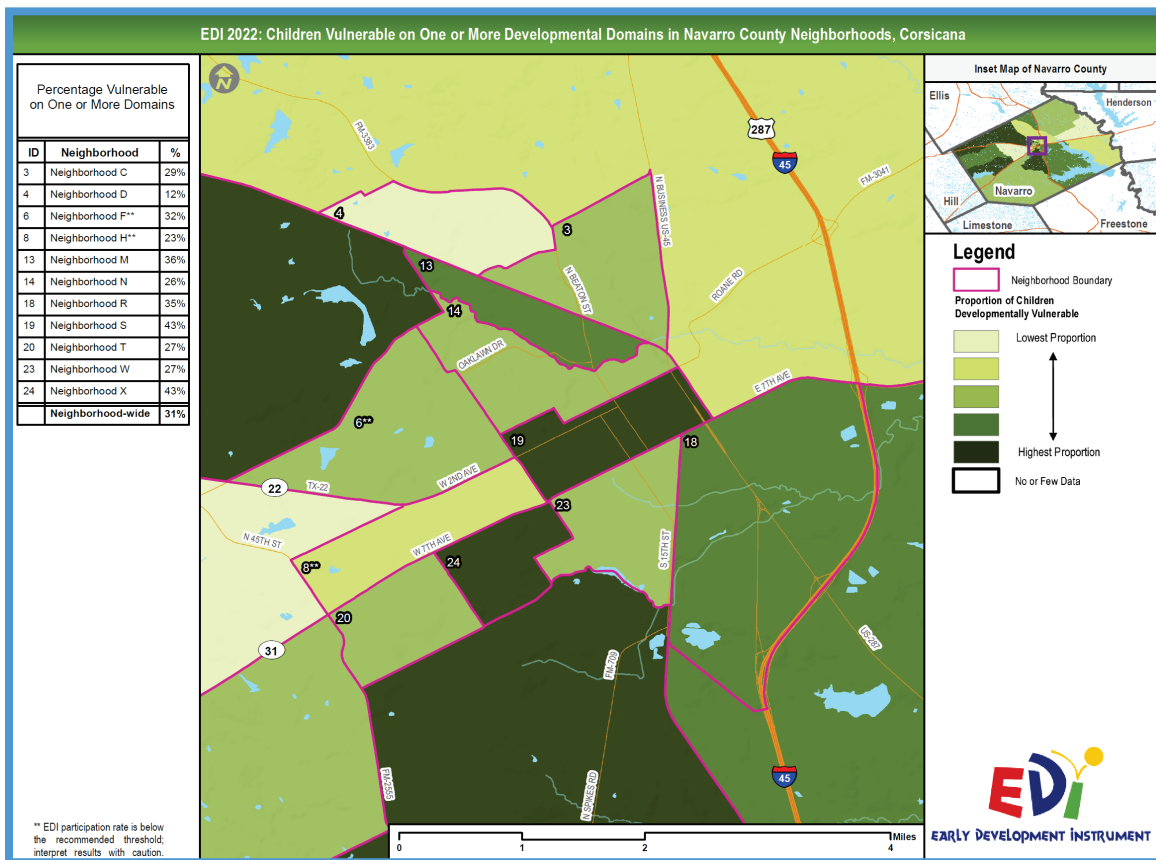


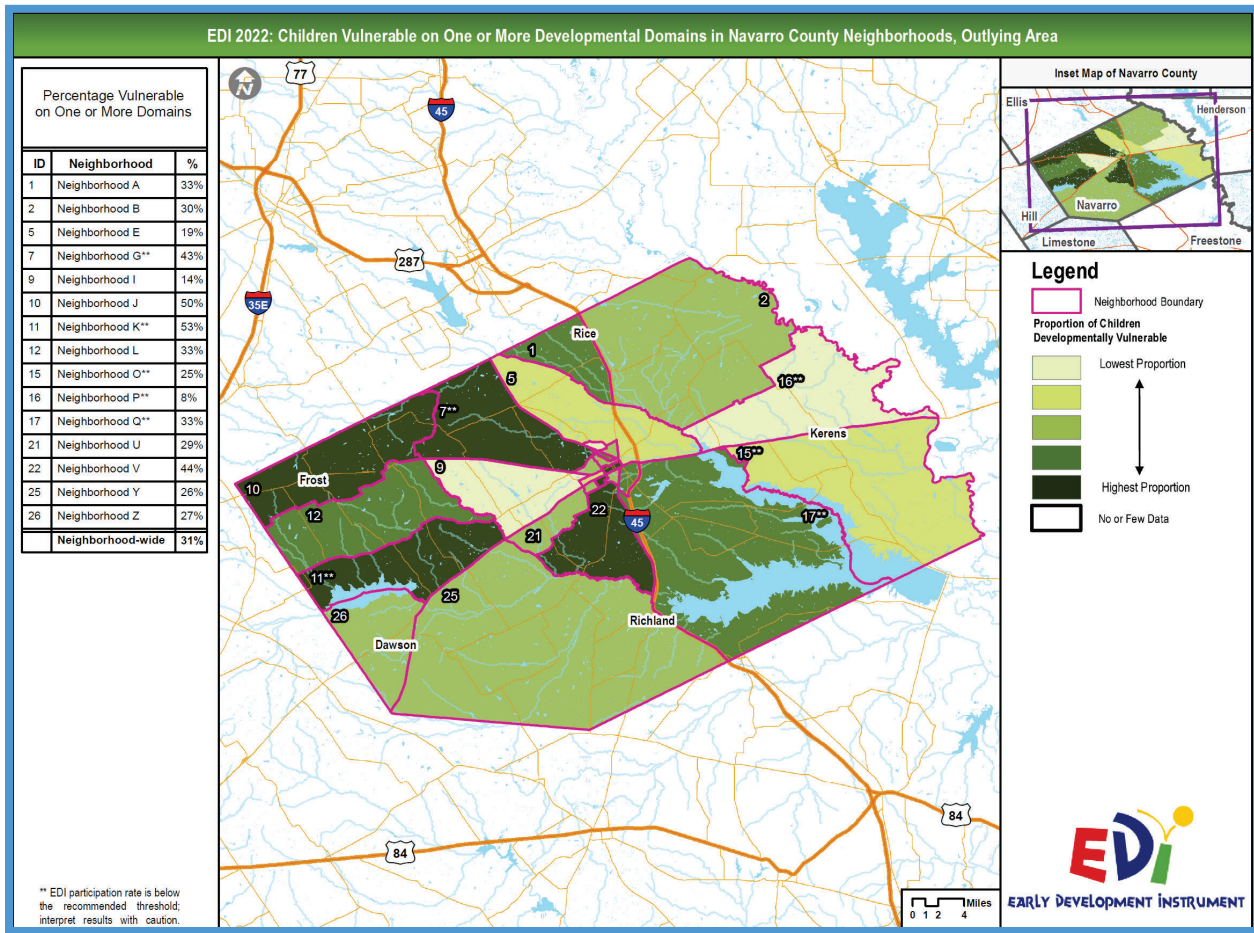
When exploring the neighborhood level findings, it's important to consider both the percentages and the number of children surveyed. High rates of vulnerability may translate to a small number of children vulnerable because few children live in the neighborhood. In contrast, moderate rates of vulnerability may translate to a large number of children vulnerable when many children live in the neighborhood. Consideration should also be given to the reasons some communities may have lower vulnerability. It may be that they have achieved positive results because of sustained and effective prevention and intervention programs.

Figure 4 provides a visual snapshot of children's developmental status in different neighborhoods. The shading on the map represents the range of developmental vulnerability. Areas with lighter shading have a lower percentage of developmentally vulnerable children, while areas with darker shading have a higher percentage of developmentally vulnerable children.

Your community has also been provided indicator maps to complement the EDI maps and provide additional contextual information to help understand the underlying neighborhood conditions that may be influencing child development outcomes.

Figure 4: Map of EDI Results – Navarro County (2022)





COMMUNITY USE OF THE EDI TO CREATE POSITIVE CHANGE FOR YOUNG CHILDREN

This EDI Snapshot gives individuals, organizations and community leaders the information they need to work more effectively to improve the lives of young children. Communities are using EDI results in many creative ways, including:

- Identifying and/or increasing awareness of local needs, assets and other important indicators
- Providing baseline information on the readiness of children entering kindergarten to inform curriculum and program needs
- Improving or creating initiatives and programs
- Strengthening coordination and alignment of services
- Supporting applications for public and private funding opportunities
- Engaging communities in mapping local assets
- Building a framework for understanding child development and the importance of investing in young children
- Taking collective actions to meet the developmental needs of children
- Building networks of school readiness advocates and creating partnerships between organizations
- Improving professional development opportunities and supports for those caring for young children
- Assisting with strategic planning for organizations and community initiatives
- Learning from differences in strengths and needs between local neighborhoods



ABOUT US AND WHO TO CONTACT

This effort to track and improve conditions for young children is led by the **The United Way of Navarro County and The Navarro County Early Childhood Coalition** which aims to create a community where every child experiences well-being, is connected, and is ready to thrive by age 5. This local effort is part of a national EDI learning community hosted by the UCLA Center for Healthier Children, Families and Communities to improve early childhood eco-systems. Since 2008, the EDI has spread to over eighty communities nationwide.

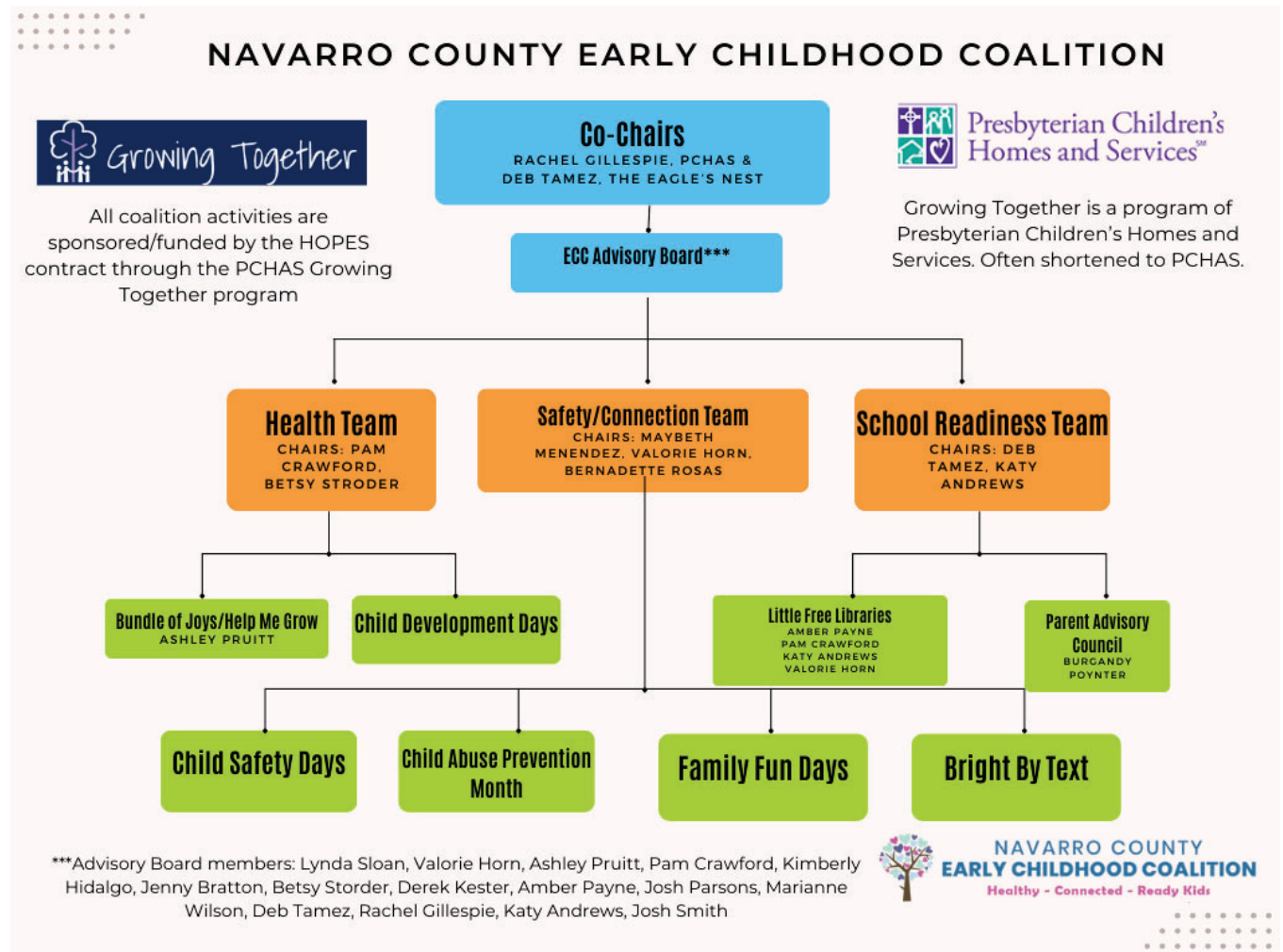
For questions about the local initiative or to receive the full EDI Community Profile, please contact **Rachel Gillespie** at Rachel.gillespie@pchas.org or visit www.navarrocountyearly.org For questions about the national EDI effort, email usedi@mednet.ucla.edu.

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III. Coalition structure



IV. RBA Scorecard



Our coalition takes a **data-informed approach** to “turning the curve” in our community. We look at local data at each meeting around health, safety, and school readiness to inform the work we do in the community. As we track data, we also identify strategies to change the story in our community. We use Clear Impact’s scorecard to record our work and analyze trends in data over time.

Check out our coalition’s website to explore the scorecard at www.navarrocountyearly.org (click on scorecard on the right-hand side)

Navarro County: Results & Headline Indicators

Result: Every child in Navarro County experiences well-being, is connected, and is ready to thrive by age 5.

Health				
	Time Period	Current Actual Value	Current Trend	Baseline % Change
R Every child in Navarro County is physically and mentally healthy and has access to care.				
I Indicator 1.1: % of uninsured children	2020	12.0%	↓ 1	-14%
I Indicator 1.2: % of women who receive late or no prenatal care	2019	41.0%	↓ 3	-20%
I Indicator 1.3: % of children who attend well child visits annually	—	—	—	—
I Indicator 1.4: % of children experiencing food insecurity	2021	18.7%	↓ 3	-35%
I % of kindergarteners assessed as “on track” on the EDI’s Physical Health and Well-being domain	2022	74%	→ 0	0%
I % of kindergarteners assessed as “on track” on the EDI’s Social Competence readiness domain	2022	74%	→ 0	0%
I % of kindergarteners assessed as “on track” on the EDI’s Emotional Maturity readiness domain	2022	77%	→ 0	0%
I % of kindergarteners assessed as “on track” on the EDI’s Language and Cognitive Development readiness domain	2022	60%	→ 0	0%
Safety & Connection				
R Every child in Navarro County experiences physical and emotional safety and is connected to their caregiver and local resources.				
I Indicator 2.1: # of confirmed child abuse victims per year	2023	89	↓ 2	-21%
I Indicator 2.2: # of children removed from the home by CPS per year	2023	15	↑ 1	-12%
I Indicator 2.4: # of preschoolers under stress	2019	994	↑ 1	39%
School Readiness				
R Every child in Navarro County is school ready and assisted to meet their full potential.				
I Indicator 3.1: % of children ready for school across the county (disaggregated by ISD and race/ethnicity)	2019	35.9%	↓ 1	14%
I Indicator 3.2: % of 3 and 4 year olds enrolled in some type of school	2021	31%	↓ 1	65%
I Indicator 3.3: # of births to teen parents	2020	14	↓ 4	-88%
I Indicator 3.4: % of Kindergarteners Assessed as “Very Ready” in Four or More EDI Domains	2022	43.0%	→ 0	0%

