

ECE Coalition of Doña Ana County

Community Needs Assessment, 2022



Photo by: Mi Pham



Report prepared by:
BE BOLD. Shape the Future.
Center for Community Analysis



Doña Ana County ECE Coalition Community Needs Assessment

OVERVIEW



Who we are

The ECE (Early Childhood Education) Coalition is part of the prenatal to career education initiative called the SUCCESS Partnership. The first convening on Early Childhood Education was held in 2014, leading to the formation of a county-wide strategic plan and the ECE Coalition. Initially, the county-wide plan consisted of seven goals and seven action networks. In retrospect, we realized that some of the goals were overlapping, and unintentionally, we created silos within our network and work.

Purpose and goals of the coalition

As a Coalition, we aim to ensure every child in Doña Ana County has access to quality early childhood education. Within that mission, the original 7 goals have been condensed to 3 overarching goals that are represented by the 3 Action Networks:

- Children are born into healthy homes
- Children are ready for school
- The early childhood workforce is supported

Coalition members & partner organizations

In 2021, we partnered with the former Gadsden Coalition and wrote the Early Childhood Education and Care Department (ECECD) Local Early Childhood Systems Building Grant. As part of this agreement, the Gadsden Coalition became a Chapter of the Doña Ana ECE Coalition, and we hired a second coordinator to focus on the southern part of Doña Ana County.

The Coalition comprises non-profit organizations, school districts, early intervention, home visiting providers, Pre-K, Head Start, parent education programs, child care providers, community members, legislative officials, and cross-sector partners.

Leveraging resources and funding for the work

We leverage funding from our WKKF Kellogg grant and other grants like Ngage's 21st Century Afterschool programming. In addition, key backbone members of the Coalition bring funding to support the work of the ECE Coalition from the W.K. Kellogg Foundation. Ngage has leveraged funds from the Daniels Fund, federal family engagement funds, and other grants. For activities or initiatives, various community partners contribute their resources, whether in the form of funding, person-power, or tangible resources such as supplies.

Coalition backbone partnerships

Our work is centered in the framework of Collective Impact. Four backbone organizations support our efforts and collaborate on different projects. Our backbone partners are the Community Action Agency of Southern NM (CAA), La Clinica de Familia Family Services (LCDFFS), NMSU Center for Community Analysis (CCA), and Ngage NM.

The CAA supports our work by employing the Communications Coordinator and Marketing Specialist Team. This team creates our marketing materials, communicates with the SUCCESS Partnership partners, and manages the partnership's social media accounts.

La Clinica de Familia employs the DAC Lead Early Childhood Coordinator and houses the DAC Southern Coordinator. The ECE Coordinators organize the early childhood efforts of the partnership, including the Coordination of the DAC ECE Coalition.

The Center for Community Analysis at NMSU is our data backbone partner and is responsible for analyzing data, assisting with evaluation, and ensuring data guides our work and is available to the public.

Ngage NM is the primary backbone support of the partnership and is responsible for convening, providing support, and coordinating events and meetings.

Purpose of the Community Needs Assessment (CNA)

The CNA provides updated data that will be used to inform the strategic plan and will direct our priorities and efforts for the next 5 years. We will utilize the CNA to ensure our strategic plan and goals are data-driven.

We also wanted to identify what has changed in early childhood in Doña Ana since COVID-19 and to what degree our community has recovered from the pandemic. We seek to better understand where our community stands now and what impact the ECE Coalition has had. We wanted data that would inform our efforts moving forward and help us identify how to better measure our work.

Indicators and top priorities

Indicators of interest are related to the 3 Action Network goals.

1. Children are Born into Healthy Homes. Data presented on infant and maternal health and access to services. This section highlights several essential data points that reflect the overall **health of a home and community, including the following needs:**

- to connect mothers to early prenatal care.
- access to health insurance and benefits, like paid leave.
- to **improve equitable access** to quality, affordable childcare, including during non-traditional hours.
- connect families to home visiting programs and other family resources.
- to enhance parents' awareness of and benefits of services.
- alleviate impacts of poverty- housing protections, safer neighborhoods.

2. Children are Ready for School. The differences in children funded for ECE by age demonstrated a remarkable lack of service availability for children ages 2 and under. Kindergarten readiness data is presented from 3 school districts in Doña Ana County, including nontraditional educational settings, such as local charter schools. **Data highlights include the following needs:**

- more high-quality early childhood education opportunities.
- to improve the percentage of kindergartners meeting expectations in social development, math, and reading literacy.

3. Early Childhood Workforce is Supported. It is important to look at the compensation of different early childhood workers and the numbers of recent graduates with a credential in Education. Data presented on the **ECE workforce revealed the following needs:**

- better pay and benefits: childcare workers' salaries are far below the income needed to meet a household's basic needs. Most ECE professionals likely live below the federal poverty level.
- recruit and support students to meet the demand for ECE: the number of students completing degrees in early childhood or elementary education is steadily declining.
- support the ECE workforce and job security.
- increased security and safety in schools. Including talking about difficult issues like racism.
- More bilingual teachers.

The Family Dialogue Circles provided rich storytelling and data directly from families with young children in the county. In addition, the Depth of Relationships survey demonstrates how the relationships between early childhood partners in Doña Ana County have grown since the Coalition was formed in 2014 and the impact the ECE Coalition has had on the local early childhood ecosystem.

Data gathering team

Backbone team members Cesia Otero from La Clinica De Familia, Lori Martinez from Ngage NM, and Erica Surova from the Center for Community Analysis at NMSU met regularly to strategize on the format of the CNA and which data points to include. The CCA staff gathered and analyzed quantitative data and prepared the CNA report. The Coalition coordinators gathered qualitative data from the family dialogue Circles.

The inclusion of family voices

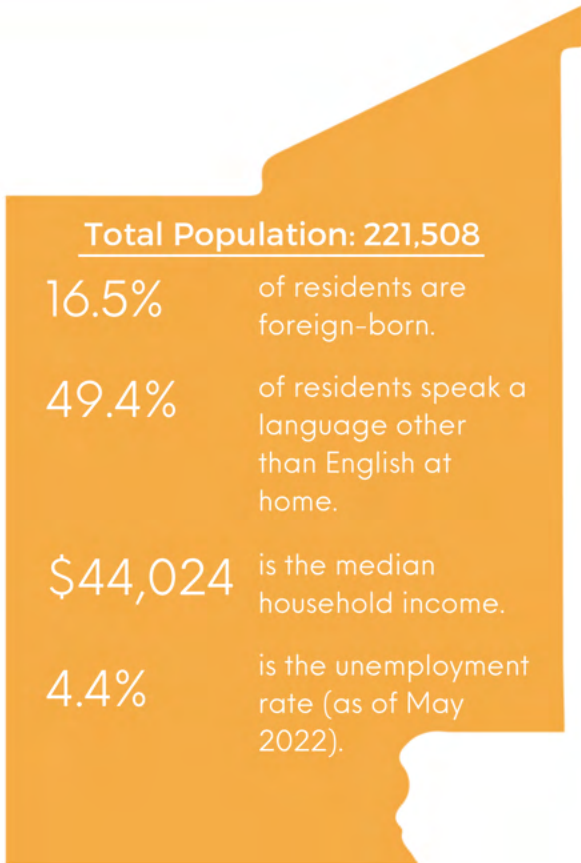
We used the Family Dialogue Circles (FDC) to obtain family voices. We partnered with early childhood programs to host and facilitate the FDC series with the families enrolled in their programs. Our ECE partners were Jardin de Los Ninos, Little Playmates, Best of the Southwest Daycare, Kelly's Learning Academy, Thriving Kids Home Visiting, The Toy Box, Palmas Palmitas, LCDF Early Head Start, and Little Footprints in Hatch. We completed 9 FDC sessions throughout the county and had participation from 48 families. The participating families received a stipend of \$75 for their participation. Local ECE Partners stepped up to host the FDCs, and some received the training to facilitate them. Cesia Otero and Esther Hernandez from the SUCCESS Partnership backbone team facilitated most of the FDCs, consolidated the raw data, and handled much of the logistical work associated with completing the Dialogue Circles.

Next steps

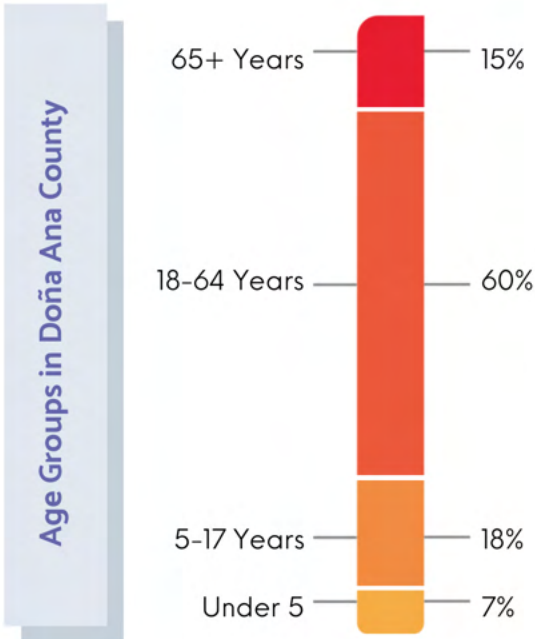
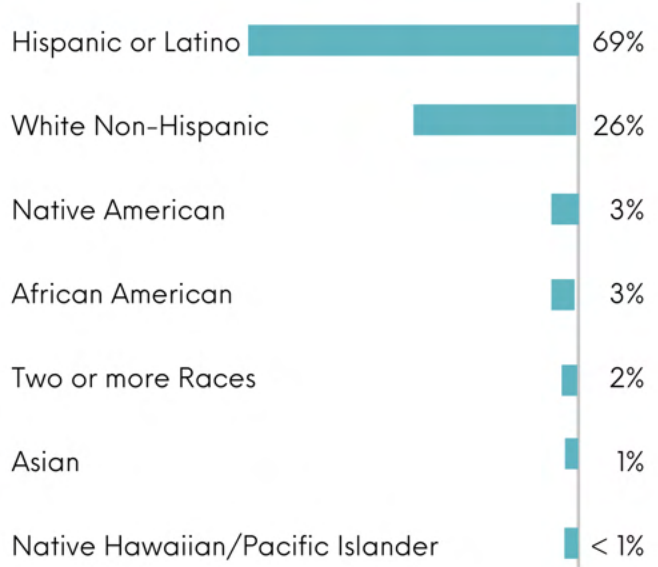
At our quarterly Coalition meeting in September 2022, our backbone partner, the Center for Community Analysis, presented the results of the CNA and integrated the data from the Family Dialogue Circles. Our next steps are to incorporate the data from the CNA into our Action Networks and Gadsden Chapter to guide the direction of our strategic plan and help us produce an Evaluation Plan to assess the Coalition's progress. The Center for Community Analysis will analyze the data on a finer geographic level to better understand the needs of different regions in the county.

Moving forward with the information gathered

The CNA will be a guide for the ECE Coalition as a whole as we embark on setting priorities and strategies for the coming years. It will also be a resource community, as the data completed by NMSU CAA is public and made available to our community. We know the data published by NMSU CAA is also utilized by ECE programs and other initiatives to meet individual programs' goals. For example, the Depths of Relationship survey provides rich data for measuring the impact of the Coalition and is useful for sustainability efforts when pursuing grants and other funding sources. We've heard from Coalition members that they use the data from the Depths of Relationships Survey as proof of their collaborative efforts when applying for grants. The Coalition's next steps will be outlined in the strategic plan.



Demographic Profile



Children under 5 years old...

- 13,908** children under 5 live in the county
- 38%** live in a single parent home
- 30%** live with a foreign-born parent*
- 39%** live in poverty
- 66%** live below 200%* of the federal poverty line

Notes: *Data represent children under 6 living with at least one foreign-born parent and children under 6 living below 200% FPL.

Sources: United States Census Bureau Quickfacts; US Census Bureau 2020 American Community Survey (ACS) 5-year estimates; New Mexico Department of Workforce Solutions; and the New Mexico Indicator-Based Health System (NM-IBIS)

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Doña Ana County Early Childhood Education **COALITION GOALS**

At the heart of the SUCCESS Partnership is the drive to make a difference in the lives of children in our county.

Our early childhood education plan focuses on three goals essential for ensuring that every child in Doña Ana County is born into a healthy home, within a broader community where families are supported and all children have access to free, early learning opportunities that prepare them for kindergarten.

- 1** Children are Born Into Healthy Homes
- 2** Children are Ready for School
- 3** Early Childhood Workforce is Supported

CHILDREN ARE BORN INTO HEALTHY HOMES

A child's home environment can play an important role in preparing them for a successful future. Since children are natural observers, having a healthy home environment can set a child up for success. Some important success indicators include a decrease in teen parenthood, high school graduation, and an increased chance at adult employment. A healthy home also promotes and protects the health of children. Our assessment revealed the following:

NEEDS

- Early prenatal care
- Home visiting awareness and services
- Developmental screenings before age 3
- Increased benefits
- Housing & Food Security
- Safe neighborhoods
- High-Quality Childcare
- Childcare for 2-year-olds and younger
- Socio-emotional support for children

SOLUTIONS

- Education and public outreach
- Housing equity and protections
- Referral system to connect families to services
- Recreational opportunities
- Parenting classes
- Mobile health clinics
- Health equity and benefits
- Promotoras/Community health workers

46%

of children have received a developmental screening by age 3

97%

of children under 6 are covered by health insurance



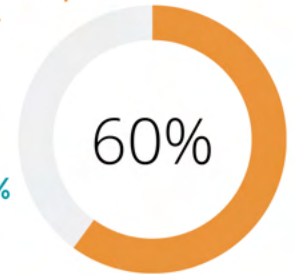
The Coalition's Healthy Homes Action Network strives to take a strengths-based and proactive approach to support and elevate families along the prenatal to career pipeline. Our work is centered on ensuring mothers have access to prenatal care, families are supported, and connecting with hospitals and other health care providers. By ensuring children are born into healthy homes, we hope to create a multigenerational ripple effect throughout the entire pipeline continuum of education.

MATERNAL & CHILD HEALTH

Only 60% of pregnant mothers received prenatal care for the first time in their first trimester. In comparison, approximately 3.4% of mothers received no prenatal care during pregnancy (2019). Receiving prenatal care in any trimester has a positive impact on the weight of an infant when born. Mothers without access to prenatal care are more than twice as likely as women with 1st trimester prenatal care to have a low-birthweight baby. In Doña Ana County (2020), **7%** of mothers who had access to prenatal care in the first trimester bore a low-birth-weight baby (under 2500 grams), whereas **16.5%** of mothers **who did not have prenatal care bore a low-birth-weight baby**. The Doña Ana County Early Childhood Education Coalition aims for 80.5% of mothers to access prenatal care.

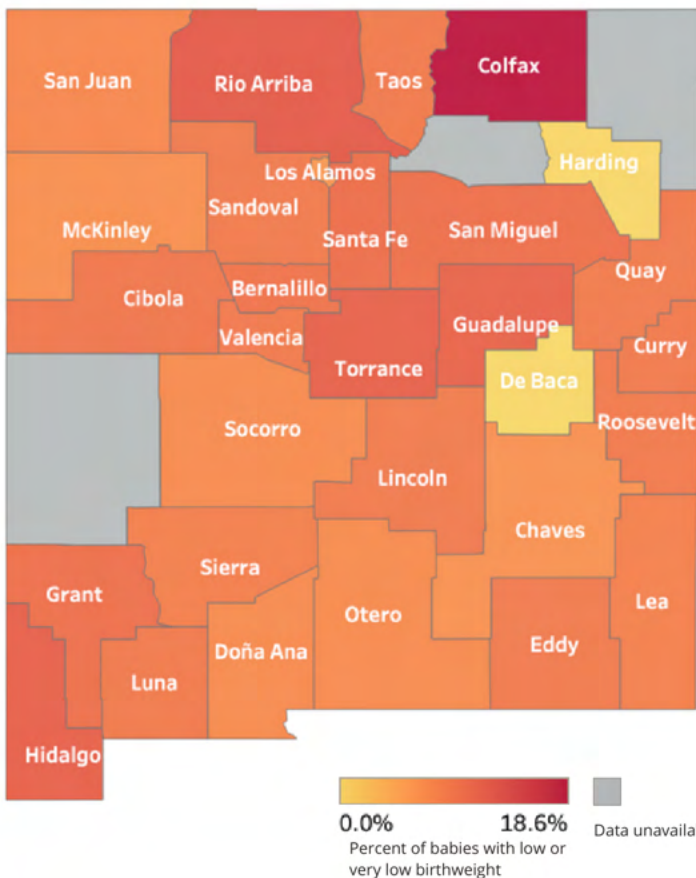
60% of mothers have prenatal care in their 1st trimester (n=1,567)

Target: 80.5%



3.4% of mothers in Doña Ana County have no prenatal care.

Percent of Babies with Low or Very Low Birthweight (2020)



7.6%

of babies in Doña Ana County were born with low or very low birth-weight in 2020.



That's nearly **1 in every 13,**

but may indicate improvement from the 2015 low birthweight rate of 8.6%.


1. Statewide, Doña Ana County data is not available (2019).
 2. Target set by the ODPHP Healthy People 2030 project (<https://health.gov/healthypeople/objectives-and-data/browse-objectives/pregnancy-and-childbirth/increase-proportion-pregnant-women-who-receive-early-and-adequate-prenatal-care-mich-08>); New Mexico Department of Health, New Mexico's Indicator-Based Information System (NM-IBIS); and CDC Pregnancy Risk Assessment and Monitoring System (PRAMS).

INSURANCE & PAID TIME OFF POSTPARTUM

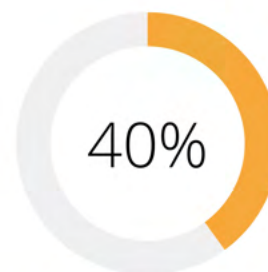
In the United States, disparities in access to perinatal insurance coverage disproportionately affect Indigenous, Hispanic, Black, and African American women. Lack of access particularly affects women of color, and the consequences are grave. Black and Indigenous women are 2 to 4 times more likely than White non-Hispanic women to die from pregnancy-related causes. Health insurance is needed to access quality health care before, during, and after pregnancy.

Similar disparities exist in New Mexico. In 2019, 9.6% of women in the state lacked insurance coverage before pregnancy. However, Hispanic mothers are three times as likely as non-White Hispanic mothers to be uninsured before pregnancy. Many birthing parents also lack access to essential benefits like paid time off.

Paid time off is crucial for the health of parents and their babies. Individuals need to recover after pregnancy and giving birth, care for their newborn, adjust, and get postpartum and well-child care. Paid time off is necessary for those recovering from stillbirth, miscarriage, or other pregnancy complications. Paternal leave allows fathers to bond with their newborns and increase gender equality. Studies show that paid time off improves maternal, paternal, and infant health and well-being. In addition, women who receive paid leave have a decreased chance of reporting intimate partner violence. Paid leave reduces infant mortality rates and lowers parents' stress and potentially abusive behaviors.

15% 
of Hispanic mothers in NM
were uninsured before
pregnancy compared to

5% 
of non-Hispanic White
mothers. (2019)



40%
of mothers in NM who
took paid leave after
delivering a baby (2019)

Paid Leave Improves the Health of Mothers and Babies

- Paid maternity leave boosts maternal and infant health, including physical health and well-being.
- Mothers who receive paid leave have a lower chance of reporting intimate partner violence.
- There is a decrease in infant mortality rates when there is increased paid parental and/or maternity leave.
- Paid leave lowers the levels of stress and abusive behavior of parents.

HOME VISITING

The first few months and years of a child’s life lay the foundation for future success and well-being. Home visiting services work to assist new and existing parents through their journey of raising a child. These services are beneficial not only to the child but also to parents that need a little extra help or support. Home visiting provides services in the home for children from birth to 3 years of age. In FY21, approximately 835 children in Doña Ana County were funded for home visiting services. We estimate that 3,025 children would potentially benefit* from home visiting services meaning only 27% of the potential need is met for home visiting services in Doña Ana County. Results from the 100% Community Survey in Doña Ana County indicate that 35% of parents reported needing home visiting services for their children, and among those needing services, 14% had difficulty obtaining them. The **top three reported challenges were not qualifying for services, long wait lists, and not knowing about services.**

How many children are currently funded for home visiting services? FY21

835 children

How many children would potentially benefit* from home visiting services?

3,025 children

How much of the potential need for home visiting services is currently met?



(i.e., 835 out of the 3,025 children identified as potential recipients)

In 2019, 35% of parents surveyed reported "needing" home visiting services for their child.

Home visiting has many benefits, such as reduced child abuse and neglect, improved birth outcomes (decreases in pre-term births and low birth weight), improved school readiness for children, and increased high school graduation rates for mothers in the program.

Reported Child Abuse and Neglect Rate FY 21

**16.1 incidents per
1,000 children under 18 (1,035 victims)**

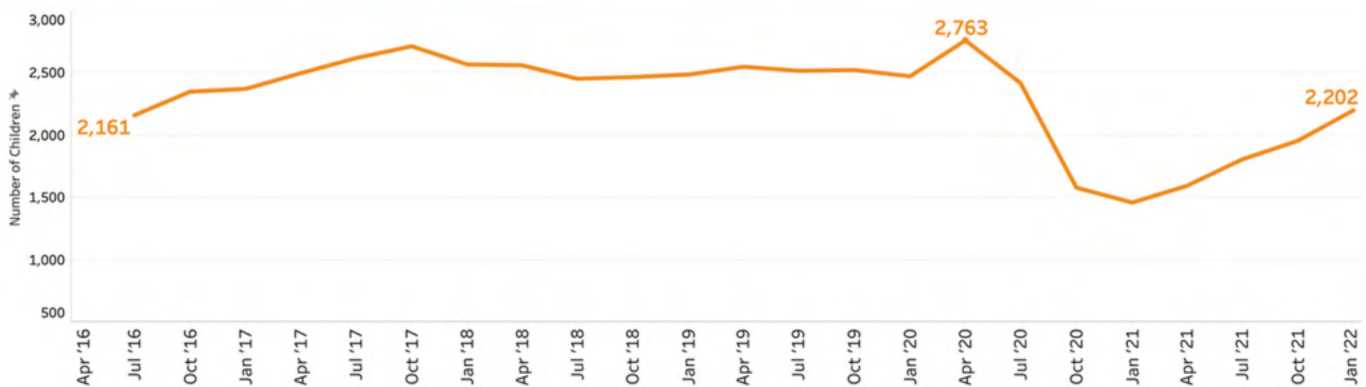
Note: Programs include NICU. *Estimate based on the measure of unmet need established by the New Mexico Birth-Five Early Childhood Needs Assessment. Unmet need is estimated using the "universal access" method: 80% of annual births and 40% of previous year births. Children funded for home visiting do not include private providers (for example, CHI). Funded for services data is from FY 21.

Sources: New Mexico Legislative Finance Committee, Report to the 55th Legislature, Volume 3, January 2022 FY23; La Clínica de Familia; 100% Community Survey Doña Ana County 2020, Resilience Leaders and Anna, Age Eight Institute.

CHILDCARE ASSISTANCE SUBSIDIES

Childcare assistance subsidies help low-income families pay for infant, toddler, preschooler, and before-and-after school-age care for children between the ages of 6 weeks and 13 years. These subsidies are funded through federal block grants and state appropriations. Childcare is essential for working parents; without it, many parents cannot work or return to school. While the benefits of early childhood education are well-established, ECE can be prohibitively expensive or even unobtainable for many families. Childcare assistance subsidies help parents afford it. Data reveals that the number of children under 6 receiving subsidies reached a high of 2,763 in April 2020 and dramatically decreased as the COVID-19 pandemic hit. Many providers could not stay open or needed to reduce the number of children served dramatically. In addition, some parents kept their children at home for health or economic reasons. However, since the rates of COVID infection have decreased, more children are getting services, and we are slowly inching toward pre-pandemic numbers

Number of Children under 6 years old in Doña Ana County receiving a Childcare Assistance Subsidy, 2016-2022



In 2019–2020, the 100% Community Survey of Doña Ana County found that **47% of parents surveyed needed childcare services, and among those who needed it, 31% had difficulty getting services.** The cost of childcare was the greatest barrier to obtaining services. Of those who reported difficulty getting services, about 3 in 4 (76%) cited high costs as a barrier. Other commonly mentioned difficulties were the inability to find a quality provider, long wait lists, and scheduling conflicts

Results also highlighted the essential role child care plays in parents accessing other services. Nearly 1 out of every 4 parents (24%) who had difficulty accessing job training services reported, "I don't have anyone to watch my child during training." The high cost of child care was a common barrier. 76% of those facing difficulty accessing child care reported, "it costs too much." Childcare subsidies are crucial to access, especially for single parents. **44% of single-parent households reported receiving a subsidy compared to 27% of two-parent households.**

Sources: NM ECECD and 100% Community Survey Doña Ana County 2020, Resilience Leaders and Anna, Age Eight Institute, and Center for Community Analysis (<https://cca.nmsu.edu/documents/100Community-Dona-Ana-Report-9.22.20201.pdf>).

CHILDCARE ASSISTANCE SUBSIDIES

Licensed and Registered Providers

Statewide		
	% Children in Licensed Care	% Children in Registered Care
Jun-17	91.07%	8.93%
Jun-18	93.30%	6.70%
Jun-19	Unavailable	Unavailable
Jun-20	92.33%	7.67%
Jun-21	93.23%	6.77%
Jan-22	94.69%	5.31%
Doña Ana County		
	% Children in Licensed Care	% Children in Registered Care
Jun-17	78.72%	21.28%
Jun-18	82.00%	18.00%
Jun-19	Unavailable	Unavailable
Jun-20	82.28%	17.72%
Jun-21	84.15%	15.85%
Jan-22	87.65%	12.35%

Registered childcare providers have long been an essential part of childcare access in Doña Ana County, with higher rates of subsidized children accessing these services compared to other parts of the state. In January 2022, approximately 12% of children receiving a childcare assistance subsidy in Doña Ana County receive care from a registered home provider compared to only 5% of children statewide. Data indicate that the percentage of subsidized children receiving registered childcare has steadily decreased from 2017 to 2022, while the rate of children in licensed childcare has increased. While this may indicate that children are receiving more services with an evidence-based curriculum, it may also mean less access to services in more rural areas of the county or during evenings and weekends. Registered providers are an essential source of child care in rural areas. Registered providers may also have more flexible hours than licensed providers, who may only be open during traditional business hours.

Approximately 12% of children receiving a childcare assistance subsidy in Doña Ana County receive care from a registered home provider compared to only 5% of children statewide (source: ECECD)

19% of children under 6, living below 200% of the federal poverty level, received subsidized childcare in January 2022.

TYPES OF CHILD CARE IN NEW MEXICO

Licensed Childcare
(provided by a family home, group home, or childcare center)

- Licensed childcare providers must follow New Mexico's childcare licensing regulations, and are given a STAR level quality rating.

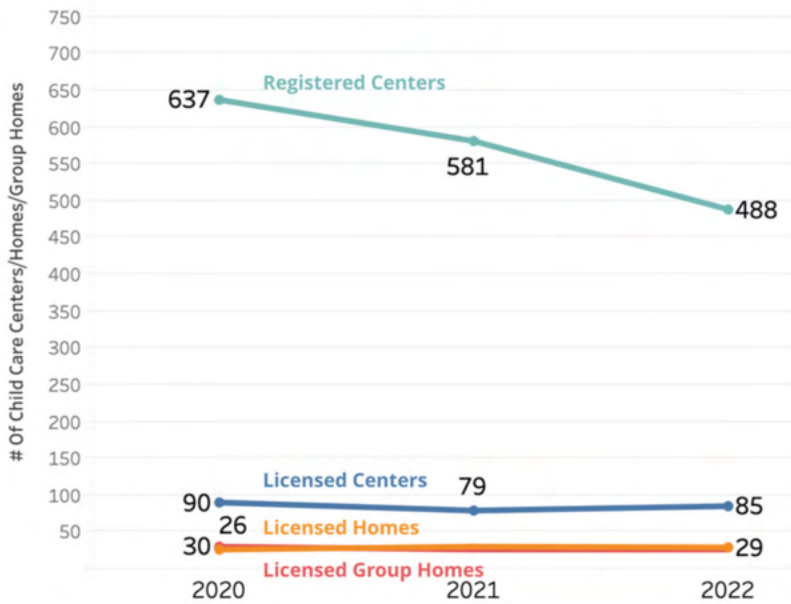
Registered Home Care
(provides child care to less than four non-residential children and are not required to become licensed)

- Registered home providers are not required to meet the same standards of quality, health, and safety as licensed childcare providers but are required to participate in the Child and Adult Care Food Program (CACFP). They can be an affordable alternative to licensed care and may offer more flexible hours.

CHILDCARE ASSISTANCE SUBSIDIES

Number of Providers and Capacity

Number of Licensed and Registered Childcare Centers and Homes in Doña Ana County, 2020-2022



The number of registered providers decreased by 23% during the pandemic, while the number of licensed providers changed little. Providers provided anecdotal information during the CNA that provided context to the data. Conversations with people in the field indicated that home providers may have closed or decreased services due to a lack of communication/coordination and overly burdensome requirements.

In addition, our analysis found that while the number of slots in the county could meet 77% of the need, most of those slots are for children over 2 years old. We know from prior research that waitlists are long for high-quality, evidence-based, free programs like Head Start, indicating a need for more high-quality programs and programs that are geographically accessible. Further analysis will examine this.

Capacity in Licensed and Registered Childcare Centers and Homes in Doña Ana County 2022:

If every child under 5 needed childcare there would be space for approximately

77%
of children

22%

of all childcare spaces could potentially be filled by children 2 years old or younger. The remainder (78%) is for children over 2 years old.

PARTICIPANTS REPORTED THE REALITY OF OUR COMMUNITY NEEDS INCLUDE:

Recreational parks are no longer maintained or cleaned; needles have been found and playground parts broken/torn. Some parks we refer to them as the needle parks.

Falta de informacion. Falta de recursos y no respeto por el idioma o cultura.*

No bus drivers/ poor public transportation.

Escasez de luces en las calles que traen inseguridad.*

Unemployment. High cost of living.

El precio de gasolina y comida siguen subiendo.*

No real consequences when breaking the law. No respect for authority. Lack of faith-no regard for what's right and wrong. No sense of community.

Los horarios que se ofrecen estos servicios no son accesibles para padres que trabajan.*

*English translations: 1. "Lack of information. Lack of resources and no respect for language or culture." 2. "Lack of lighting in our streets making it unsafe. No bus drivers/transportation." 3. "Gas and food prices going up." 4. The hours that these services are offered are not accessible to working parents."

FAMILY DIALOGUES

Reality of our Community

FAMILY VALUES AND SENSE OF COMMUNITY

Participants reported that several members of their extended family (e.g., cousins, aunts, grandparents) and members of the community have worked to build the community to be safe and secure. Participants mentioned people in the community like "teachers, neighbors, friends, church, school librarians" as key connections to building rapport with the community. However, many organizations reported negative experiences, such as parents feeling a lack of community and reporting negative experiences with others in the community related to racism and values/morals.

PARENT'S EMPLOYMENT AND EDUCATION: HOUSING, COST OF LIVING, HOMELESSNESS

Several highlighted the housing and food insecurity our community is experiencing, related to family income and parents' educational and employment opportunities to earn an equitable working wage to support their families. Responses suggest that our community has an increasing cost of living while the quality of housing and healthy food options remain stalled. As a result, our community is experiencing high rates of homelessness, unemployment, and food scarcity.

HEALTH (PHYSICAL, MENTAL, SOCIAL, & EMOTIONAL)

Many people mentioned that accessing quality, affordable healthcare in our community can be challenging. The most common comments highlighted the lack of quality providers in mental and physical health fields; primary care providers, dentists, caregivers, allergy specialists, and therapy specialists. Vulnerable populations (elderly, young, disabled, etc.) suffer the greatest from a lack of services. Participants commented that services are only available when parents work, and if they have to take their children to therapy, they risk missing work and losing their jobs.

LACK OF COMMUNITY AND PUBLIC SPACES

Community and public spaces in our community were mentioned frequently as key components to children being born into healthy homes. Comments made were requests for maintenance and new builds of public spaces (including parks, libraries, and museums). Others reflected on the poor public safety in our community related to the lack of maintenance of public spaces, including roads, parks, and streetlights. Other public safety concerns mentioned were gun violence and petty crime in the community. Police staffing is in shortage, and as a community, the police feel unsupported, leading to a lack of morale and trust in the community.

PARTICIPANT'S HOPES AND DREAMS OF OUR COMMUNITY INCLUDE:

Una comunidad equitativa que valore respete e incluya las culturas diversas que existen aqui. Que los niños sientan el orgullo de sus raíces y no sean atacados por tener diferentes creencias u otros idiomas.*

Oportunidades de crecimiento a pequeños negocios. Oportunidad de trabajo para familias.*

Parent led projects-incentives; set funding towards parents willing to lead the efforts Give time to encourage people to attend meetings where decisions can be made.

More locations for breastfeeding moms. More Pediatric Clinics. More resources to help families struggling with drug & alcohol, child abuse, etc.

Clases de educación para padres: manualidades, zumba, nutrición, temas de salud mental provisto por especialistas, computación, inglés.*

*English translations: 1. "An equitable community that values, respects, and includes the diverse cultures that exist here. Children feel pride in their roots and not be attacked for having different beliefs or other languages." 2. Growth opportunities for small businesses. Job opportunity for families" 3. "Parent education classes: crafts, Zumba, nutrition, mental health topics provided by specialists, computers, English."

FAMILY DIALOGUES

Parent's Hopes and Dreams for Children in our Ideal Community

FAMILY VALUES AND SENSE OF COMMUNITY

Parents wanted their children to adapt to family values, be happy and prosperous, and pursue their passions in life. They want their children to:

- o Be outgoing, self-confident, and have a sense of self-control
- o Have strong religious beliefs
- o Be humble and intuitive; to find joy and peace in their lives
- o Have a strong sense and connection to family
- o Live in an equitable community that values and respects diversity

IMPROVED EMPLOYMENT AND EDUCATION OPPORTUNITIES

Parents desire improved employment opportunities in the community and to be able to provide a safe and happy home for their children. Families want food and housing security and more resources for families and grandparents who care for their grandchildren.

IMPROVED COMMUNITY HEALTH (PHYSICAL & MENTAL)

Parents want improved knowledge about resources and expansion in healthcare options.

- o More dentists, pediatricians, women's health services, and mental health services).
- o More quality healthcare providers and specialists servicing the community, particularly elderly communities.
- o More services and education programs; early intervention, home visiting programs, and drug and alcohol abuse resources.

FAMILY ENGAGEMENT IN THE COMMUNITY AND INCREASED PUBLIC SPACES WITH THINGS TO DO

Parents hope for safer, family-friendly community spaces, services, and education. This includes more free recreational activities for families that encourage family engagement and build a sense of community. Some parents wanted community watch programs or neighborhood patrol. Parents want affordable extracurricular activities and things to do, such as:

- o Parent classes.
- o Crafting classes and activities.
- o Family cinema and movie nights.
- o Large, free community center with events.
- o Community gardens
- o Shaded playgrounds and community spaces with grills, tables, and clean public bathrooms.
- o Amusement parks and museums

CHILDREN ARE READY FOR SCHOOL

The healthy development of children is related to school readiness before a child enters school. The support of healthy children in healthy homes continues to support learning throughout childhood and later life. School readiness begins with physical, mental, and family health.

NEEDS

- Increased access to high-quality ECE, especially for children 0-2
- Parenting classes
- High-Quality Teaching
- More children prepared for Kinder

SOLUTIONS

- Professional development & recruitment
- Parenting Classes/ First-teacher programs
- Classroom Supports
- Increased funding
- Public awareness
- Referral System

This Action Network addresses the building blocks that contribute to school readiness. This includes increasing access to quality, evidence-based early childhood services for young children and their families. It also includes preventative efforts, such as reducing Adverse Childhood Experiences (ACEs), which can impact a child's readiness to learn when they enter school. The Children's Museum Project is associated with this action network, which will come first in the form of a mobile unit that will travel the county.

36%

of children under 5 are funded for free or subsidized ECEC

29%

of children are ready for kindergarten in literacy and math



CHILDREN WHO ATTEND HIGH-QUALITY ECE PROGRAMS ARE*:

- *Less likely to be placed in special education*
- *Less likely to be retained in a grade*
- *More likely to graduate from high school*

SNAPSHOT: EARLY CHILDHOOD IN DOÑA ANA COUNTY

The **FASTEST RATE** of brain development in a human lifespan happens between **BIRTH and AGE 3**.



13,498

children under 5 live in Doña Ana County



39% of children under 5 live below 100% of the federal poverty level (compared to only 30% statewide and 19% nationwide)



66% of children under 6 live below 200% of the federal poverty level (which is the maximum threshold to qualify for free or reduced price childcare or early learning programs)

Only

36%

of our children under 5 are funded for early childhood education, however...

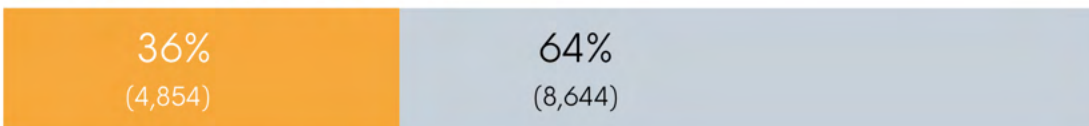
...We have seen improvement in funding for early childhood education since the SUCCESS Partnership baseline in 2017, through hard work and advocacy by early childhood stakeholders!

FUNDED ENROLLMENT IN EARLY CHILDHOOD EDUCATION

Among the 13,498 children under 5 years old living in Doña Ana County, 4,854 (36%) are funded for free or subsidized evidence-based Early Childhood Education (ECE) programs. This leaves 8,644 children who are not funded and whose parents would potentially need to pay out of pocket to access similar services in the county. Three and four-year-olds make up the largest percentage of children funded (67%), while only 14% of children two years old and younger are funded for free or subsidized ECE.

Number of Children Funded for Free or Subsidized Evidence-Based Early Childhood Education Programs Doña Ana County, FY 22

Children under 5 years old, FY22



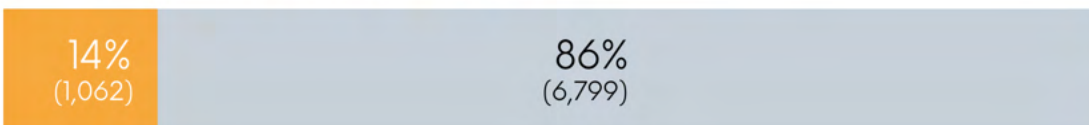
Between 2017 and 2022, the number of children **under 5 years old** funded for ECE increased by **8 percentage points**.

Children 3 & 4 years old, FY22



Between 2017 and 2022, the number of children **3 & 4 years old** funded for ECE increased by **16 percentage points**.

Children 2 years old and younger, FY22



Between 2017 and 2022, the number of children **0 to 2 years old** funded for ECE increased by **3 percentage points**.

■ Children funded
 ■ Children not funded



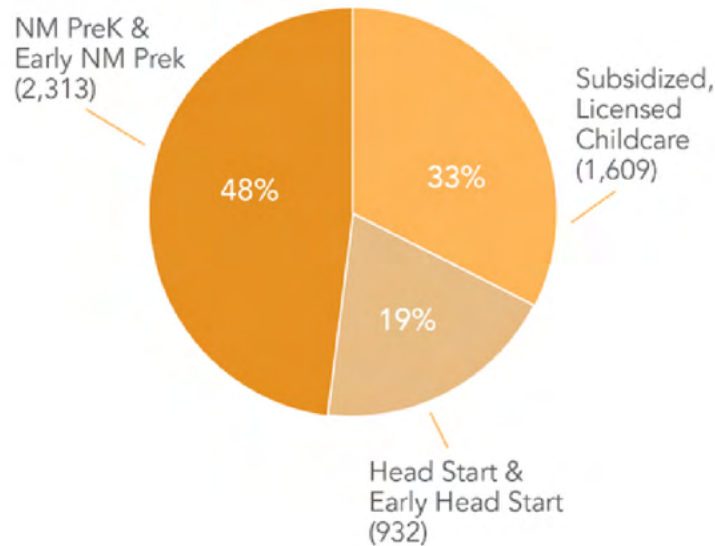
To learn more about the number of children funded for Early Childhood Education in Doña Ana County, visit our website:

<https://cca.nmsu.edu/dashboards-list/children-funded.html>

Note: "Funded children" represent number of funded slots in programs. Counts are not unduplicated and children may occupy slots in more than one program.

DAC CHILDREN FUNDED FOR ECE, BY PROGRAM :

Children under 5 years old, FY 2022



Currently, 48% of the total enrollment in evidence-based, free, or subsidized ECE is in NM PreK or NM Early PreK programs, 33% is in licensed childcare, and 19% is in Head Start or Early Head Start programs.

The New Mexico Preschool Initiative (NM PreK) provides two state-funded, Pre-Kindergarten programs for children 3 and 4 years old. NM Early PreK serves 3-year-olds, and NM PreK serves children who turn 4 before September 1st and are not age-eligible for kindergarten. The program is not based on income eligibility; however, priority is given to programs in communities with Title I elementary schools, with at least 66% of the children served living within a Title I elementary school attendance zone (NMPED 2016).

Early Head Start (EHS) and Head Start (HS) are programs funded by the United States Department of Health and Human Services. They provide comprehensive early childhood education, health, nutrition, and parent involvement services to low-income children and their families.

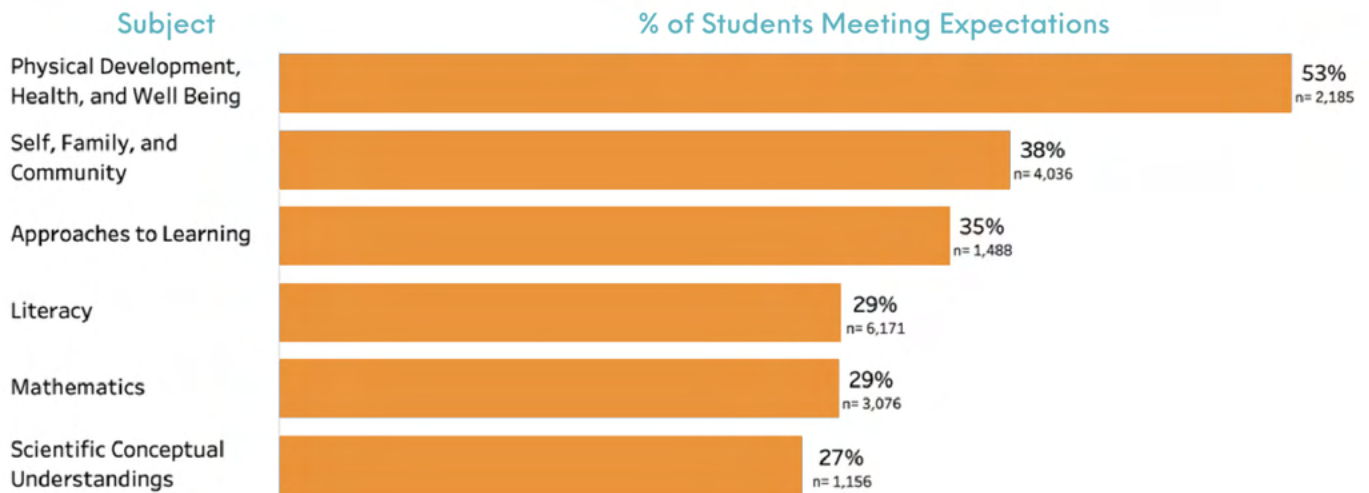
Children who receive subsidized early learning experiences with childcare providers are licensed. Licensed providers are more regulated than registered providers and follow a quality rating structure. A licensed program can be a child care center, a licensed home, or an after-school program that follows New Mexico's child care licensing regulations. Licensed programs follow a STAR level quality rating.

CHILDREN READY FOR KINDERGARTEN

Although kindergarten readiness is a factor for academic success, it encompasses so much more than learning the basics of letter and number recognition or reading skills. Being prepared also means the ability to focus, demonstrate self-control, and interact socially with new peers and adults. The Kindergarten Observation Tool (KOT)

taken within the first 60 days of kindergarten indicates that only 29% of students in the county are meeting age-level expectations for Reading and Math, and 53% are meeting expectations for Physical Development, Health, and Well-Being. This indicates a need to better prepare children for kinder.

Percentage of Kindergarten Students Meeting Age-Level Expectations, Doña Ana County, (KOT) 2022



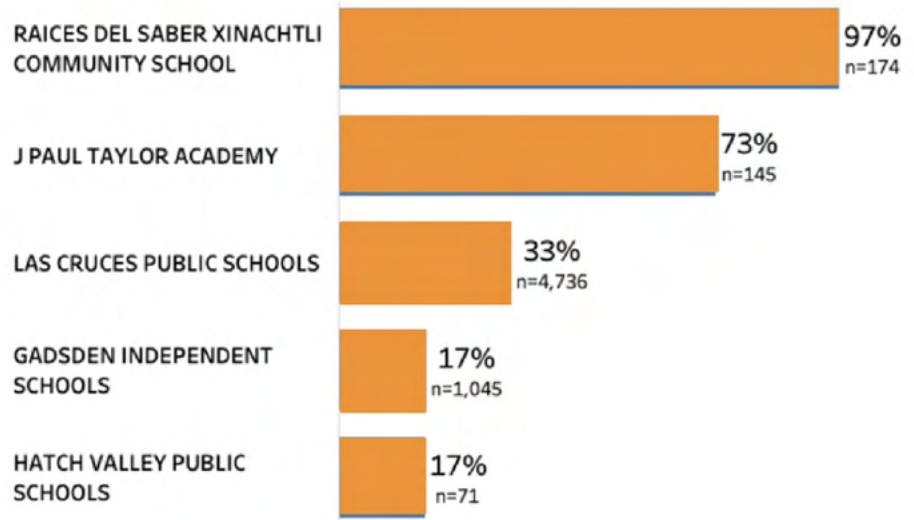
By the time they enter kindergarten, most kids should be able to:

- Use mathematical language such as "bigger" and identify their age.
- Match quantities to their names, such as matching two objects to the word "two".
- Engage in realistic role play and use appropriate toys.
- Use art tools like crayons, construction paper, and pencils.
- Show interest in letters and sounds.
- Enjoy reading books with others.
- Use language to describe things, tell stories, and ask questions.
- Display curiosity by asking questions about their environment.
- Show an interest in animals and nature.

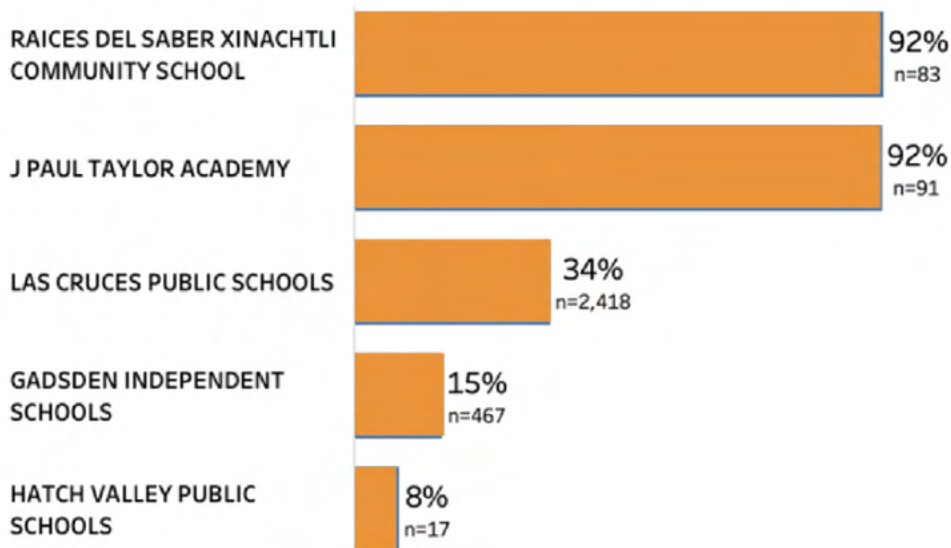
GOAL 2: CHILDREN ARE READY FOR SCHOOL

Nearly all kindergarteners attending small charter schools (Raices del Saber and JPTA) met age-level expectations in literacy and math compared to the larger traditional public school districts. Many factors may contribute to these differences; possibly more individualized attention is given to children attending smaller schools, the demographic differences of children attending schools or districts, and the vast differences in sample sizes. Regardless, the data reveals much more needs to be done to help children reach their full potential.

Percentage of Kindergarten Students Meeting Age-Level Expectations in Literacy by District, Doña Ana County, (KOT) 2022



Percentage of Kindergarten Students Meeting Age-Level Expectations in Math by District, Doña Ana County, (KOT) 2022



Note: *Raices Del Saber Xinachtli and J. Paul Taylor are charter schools. Las Cruces, Gadsden, and Hatch are traditional, comprehensive public school districts. Source: New Mexico Public Education Department, Kindergarten Observation Tool (KOT) results.

PARTICIPANTS REPORTED THE REALITY OF OUR COMMUNITY NEEDS INCLUDE:

It's really expensive to have your children in sports and other curricular activities, as a parent you have to choose between paying your bills and having your kids in sports.

Is hard to find qualified staff to work in child care-which makes it hard for families to find child care.

As parents we feel ignored by our city council and school system when we have concerns such as school shootings and bullying.

El racismo principalmente en las escuelas es alarmante, bullying, violencia y lenguaje ofensivo.*

"Alcohol and marijuana businesses near public schools and are easily accessible to children/youth."
"Problemas en las escuelas con estudiantes que "vapean."*

Lack of free childcare programs for children under 3 years.

FAMILY DIALOGUES

Reality of our Community

LACK OF QUALITY EDUCATION AND CHILDCARE

Many parents expressed the frustration of finding quality and affordable childcare that worked with their work schedule. Some mentioned the lack of programs for young children and the overall lack of community space made the community feel unsafe for young children. Responses also highlighted the shortage of quality ECE and other essential workers, access to childcare and educational programs, violence and discrimination in the community, and the need for more family resources.

NEED FOR EXTRACURRICULAR ACTIVITIES AND OPPORTUNITIES

Sports and other extracurricular activities are expensive, and participation is limited by parents' ability to afford costs and flexibility in their schedules to allow for hobbies. In general, the reality of this community is that many parents lack access to funds for extracurriculars and/or do not qualify for assistance. Many parents expressed their frustration with the lack of affordable and quality early childhood education programs, childcare, and extracurricular opportunities for children in our community.

NEED FOR FAMILY ENGAGEMENT WITH THE SCHOOL AND COMMUNITY

Parents reported feeling ignored by the city council and school systems when they voiced their concerns about school shootings and bullying. There is a need for more family engagement opportunities with the community and the schools and space for parents' voices to be heard. In general, many parents requested for more information to be shared with them and the public about family resources and ways to get involved.

CONCERNS FOR SCHOOL AND COMMUNITY SAFETY

Bullying, violence, and the use of offensive and discriminating language in the community and schools are prevalent concerns for parents. Several indicated that discrimination and violence in schools are motivated by racism, particularly against the Hispanic community. Several parents voiced concerns about gun violence and safety concerns related to schools and the community. There is a need for physically safer schools with less bullying and violence and emotionally safe spaces and opportunities to participate in community events or activities, where families are not discriminated against because of their race.

*English translations: 1. "Racism mainly in schools is alarming, bullying, violence and offensive language." 2. "Problems in the schools with students vaping."

PARTICIPANT'S HOPES AND DREAMS OF OUR COMMUNITY INCLUDE:

Community outreach for all the children. Opportunities for children to feel supported to following their dreams.

Mas flexibilidad en los horarios de programas.*

Safe schools no violence or bullying.

Talleres para jovenes y mas actividades recreacionales. Crear oportunidades artisticas para jovenes.

Recursos para ninos como salud mental y terapia despues de los 5 anos.*

Que ninos con discapilidades tengan la oportunidad de hacer una carrera y ser alguien en la vida.*

Que esten seguros en la escuela y comunidad. Que se sientan libres culturalmente hablando. Trato de equipo.*

FAMILY DIALOGUES

Parent's Hopes and Dreams for Children in our Ideal Community

ACCESS TO QUALITY EDUCATION AND CHILDCARE

Access to high-quality education is improved. Schools and childcare centers adopt more flexible hours in their schedules and extend childcare hours for working parents. Parents hope for increased facilities and improved maintenance of existing childcare centers and schools.

Parents also expressed the need to expand the ECE workforce and types of programs for their children in the community, such as more early education programs. Some parents said they hoped for better education and career opportunities for children with disabilities. Parents called for the expansion of early education programs such as head start, cultural programs, and curriculums that focus on the needs of the children.

AFFORDABLE EXTRACURRICULAR ACTIVITIES & OPPORTUNITIES

Several parents hoped for more free and affordable extracurricular activities for children and teens. Many parents desired improved accessibility for their children to be active in sports. In general, families wanted more activities and things to do for all family members.

FAMILY ENGAGEMENT IN SCHOOLS & THE COMMUNITY

Many parents wanted more engagement with the school and the community. Some suggested creating parent support groups that meet regularly. Parents want to feel empowered and trust that the schools and the community will respect their opinions. They want representation in schools and to become more involved in their children's lives, such as helping with their homework and being engaged with the school.

Parents hope to advocate for continued safety at schools and improved outreach. They want their children to feel supported by their family and community to pursue their dreams and passions and the career they want. Parents dream their children are happy and confident in their abilities, have all their needs met, feel supported to follow their dreams, and develop family morals.

HEALTHY AND SAFE SCHOOLS AND COMMUNITY

Parents want safe schools and to feel their children are protected. Parents also want an improved sense of belonging and no bullying in schools. Parents dream of schools that respect diversity and inclusion. They hope their children feel free to express their culture without fear of discrimination or racism. They want students with disabilities to have the same opportunities as their peers. Parents hope for increased services for underrepresented students, such as Native American, Asian, and LGBT communities.

*English translations: 1. "More flexibility in program schedules." 2. "Workshops for young people and more recreational activities. Create artistic opportunities for youth." 3. "Resources for children such as mental health and therapy after 5 years." 4. "That children with disabilities have the opportunity to make a career and be someone in life." 5. "That they are safe in the school and community. That they feel free, culturally speaking."

ECE WORKFORCE IS SUPPORTED

This Action Network works towards elevating and empowering our dedicated early childhood educators by creating and supporting opportunities for professional development, increasing awareness of the field, and advocating on their behalf for better support and resources.

NEEDS

- Well-Compensated Workforce
- Credentialed Workforce
- Bilingual Teachers
- Classroom Supports
- Home Care Provider

SOLUTIONS

- Pay Parity & Pay Equity
- Professional Development
- Incentives for Bilingual Teachers

The people we trust to keep our children safe and provide them with loving care and early education, which is crucial in the early years, are among the lowest-paid workers in our community. **We must pay our early childhood professionals a fair wage that reflects the great importance they have in our community.**

Besides advocating for higher pay, we recognize our early childhood educators benefit from professional development opportunities and incentives. One out of every six children in New Mexico has multiple ACES. The likelihood that young children with ACES will exhibit symptoms through challenging behaviors is extremely high.

1 OUT OF EVERY 4
*children have multiple Adverse
Childhood Experiences (ACES)*

\$22,190

*annual salary of childcare
workers in DAC*



The reality is that some of our early childhood education & care (ECEC) staff may not be fully prepared to support these children from a trauma-informed perspective. Offering scholarships for infant mental health Endorsement® in Dona Ana County is necessary. **Now more than ever, we need to provide additional knowledge and skills training through a lens of infant mental health.**

In addition, nearly half of the population in our county speaks a language other than English in their homes, yet ECECD providers have a shortage of bilingual staff. **Offering professional development and bonuses to educators to become certified bilingual would help us meet the needs of all our children.**

ECE WORKFORCE

The early childhood education industry was hit particularly hard during the pandemic when centers closed down or had to operate at reduced capacity. In response, the New Mexico Early Childhood Education and Care Department (ECECD) offered incentive pay to support early childhood professionals who continued working during the public health crisis. Full-time early childhood workers were eligible for \$700 per month, and part-time

workers were eligible for \$350 per month in pay for each month worked from April - June. New Mexico received approximately \$29.4 million in CARES Act funding for the Child Care and Development Block Grant (CCDBG). This grant served to prevent providers from going out of business and assist families and essential workers with much-needed child care.

Annual Median Wages for Early Childhood Educators in Doña Ana County, 2021



Child Care Workers

\$22,190



Preschool Teacher*

\$26,640



Kindergarten Teacher

\$60,040



Fast Food Cooks

\$22,220

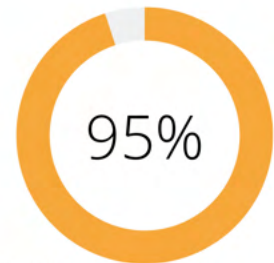
The people we trust to keep our children safe and provide them with loving care and early education, which is crucial in the early years, are among the lowest-paid workers in our community. Child care workers earn less than nearly every occupation in the county, even less than fast-food cooks who earn a median wage of \$22,220 per year.

We must pay our early childhood professionals a fair wage that reflects the great importance they have in our community.

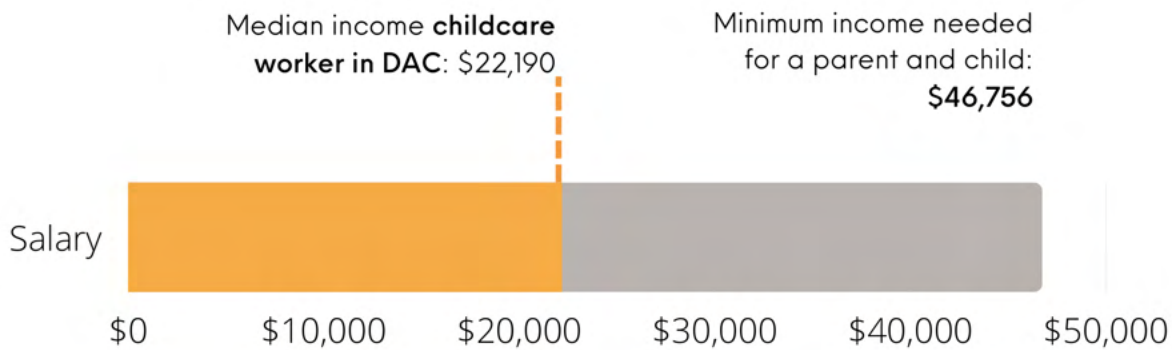
Notes: Mean wages for child care workers and preschool teachers are from the New Mexico Department of Workforce Solutions 2021. *Preschool Teacher salary is for teachers not working in a school district. Mean wage for kindergarten teachers was estimated from the average salaries for first year kindergarten teachers in county school districts from the 2019 Legislative Education Study Committee Annual Report.

EQUITY FOR THE ECE WORKFORCE

The early childhood education industry is mostly comprised of women. Increasing wages for early childhood educators not only help close wage disparities between industries but also helps decrease gender wage gaps. In Doña Ana County, a childcare worker with one child makes so little that they would be unable to meet the minimum standard of living required to live comfortably and raise a child. Paying a livable wage is crucial if we care about women and children. It is vital to decreasing academic gaps in education and helping lift communities out of poverty.



95% of childcare workers are women



1 hour of paid sick leave for every 30 hours worked

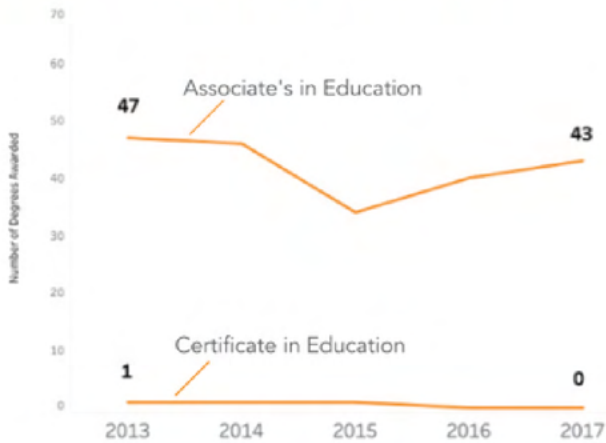
In April 2021, New Mexico passed the Healthy Workplaces Act (effective July 1, 2022), requiring private employers with at least one employee to provide paid sick leave at one hour for every 30 hours worked. This legislation is **one of the strongest paid-sick leave policies in the nation.**

GROWING THE WORKFORCE

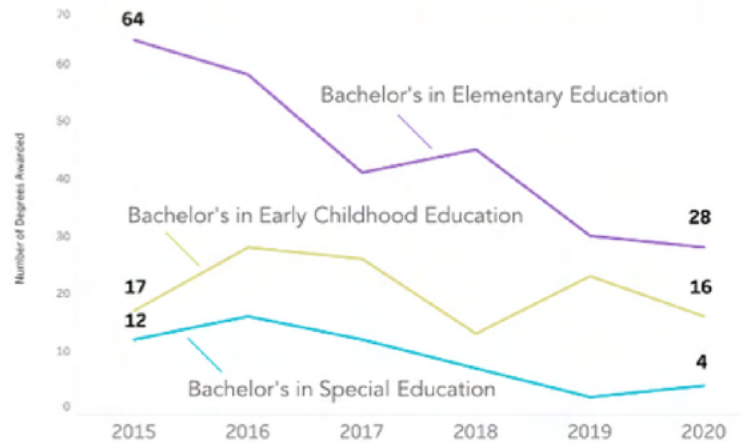
It is well-established that high-quality ECE improves long-term academic outcomes for children. However, increasing access to high-quality early childhood education depends on recruiting and increasing the number of educators receiving advanced training and professional development. In addition, obtaining a college degree in the early childhood education industry increases opportunities for higher pay. However, the number of students completing education degrees has not risen at our local colleges. Causes for this include low enrollment patterns and, in some cases, students obtaining alternative licensures in the case of bachelor's degrees in elementary education.

Education Degrees Awarded in Doña Ana County

Number of Education Degrees awarded at DACC, 2013-2017:



Number of Education Degrees awarded at NMSU, 2015-2020: (Bachelor's degrees only)



Source: Office of Institutional Analysis, New Mexico State University.



PARTICIPANTS REPORTED THE REALITY OF OUR COMMUNITY NEEDS INCLUDE:

Need for free childcare programs for children under 3 years, safe spaces (parks), security/safety (police programs/neighborhood watch), schools, informal community halls/meetings.

Shortage of police officers, teachers, nurses, senior caregivers that affect the safety & proper care of the vulnerable.

Con tanta balasera en las escuelas y en la vecindad, tenemos miedo.*

Aun existe el rasismo en las escuelas hacia la gente Hispana.*

*English translations: 1. "With so much shooting in the schools and in the neighborhood, we are afraid." 2. "There is still racism in schools towards Hispanic people."

FAMILY DIALOGUES

Reality of our Community

TEACHERS AND STAFF ARE PERCEIVED AS SAFE COMMUNITY MEMBERS

Several parents reported they perceive teachers and school staff (e.g., school librarians) as safe and secure community members.

SHORTAGE OF QUALITY TEACHERS, NURSES, CAREGIVERS, AND CHILDCARE WORKERS

Much like the nation, our community is experiencing a shortage of quality teachers, nurses, caregivers, and childcare workers.

EXPERIENCING FEAR RELATED TO GUN SAFETY AND VIOLENCE IN SCHOOLS

Many parents reported experiencing fear for safety related to gun violence on school campuses. There is a need from the community to increase safety and parent participation in our community and the schools.

PARTICIPANT'S HOPES AND DREAMS OF OUR COMMUNITY INCLUDE:

Daycares enough space for all kids.

Mental Health resources for families and teachers.

Protection in schools.

Have more quality childcare facilities.

Enough focus on the needs of children and less on curriculum.

Trained educators and increased pay for school teachers.

Programs partnering with NMSU-Head Start and cultural programs.

FAMILY DIALOGUES

Parent's Hopes and Dreams for Children in our Ideal Community

TEACHERS AND SCHOOL STAFF ARE PERCEIVED AS ESSENTIAL MEMBERS OF THE COMMUNITY

Parents and families continue to perceive teachers and school staff as safe and secure community members and families foster a sense of community within the schools.

THE SHORTAGE OF QUALITY ECE WORKERS IS EFFECTIVELY ADDRESSED

Addressing the community's shortage of quality ECE workers is no easy task. Fortunately, parents voiced many ideas for supporting the ECE workforce, including building new facilities and improving the maintenance of existing childcare centers and schools. Parents suggested a wage increase and increased opportunities for benefits, such as mental health resources and healthcare. Parents also expressed the need for the expansion of the ECE workforce in the community, such as more childcare centers and early education programs.

A more comprehensive range of programs and curriculums would provide more opportunities for our children and give ECE workers a wider range of career options and specializations in different disciplines. Specifically, parents suggested expanding access to early education programs such as head start, cultural programs, and curriculums that focus on the needs of the children.

SAFETY IN THE COMMUNITY & SCHOOLS

Parents hope the protection and a sense of safety in schools have increased for staff and students alike. This would relieve pressures educators feel for the safety of their students while they are in the school's care.

BUILDING COMMUNITY

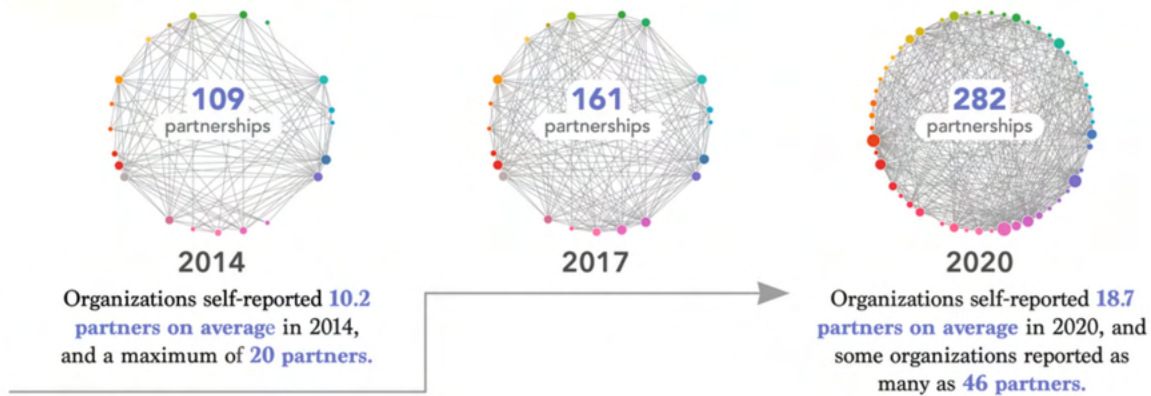


successdac.org/ececoalition

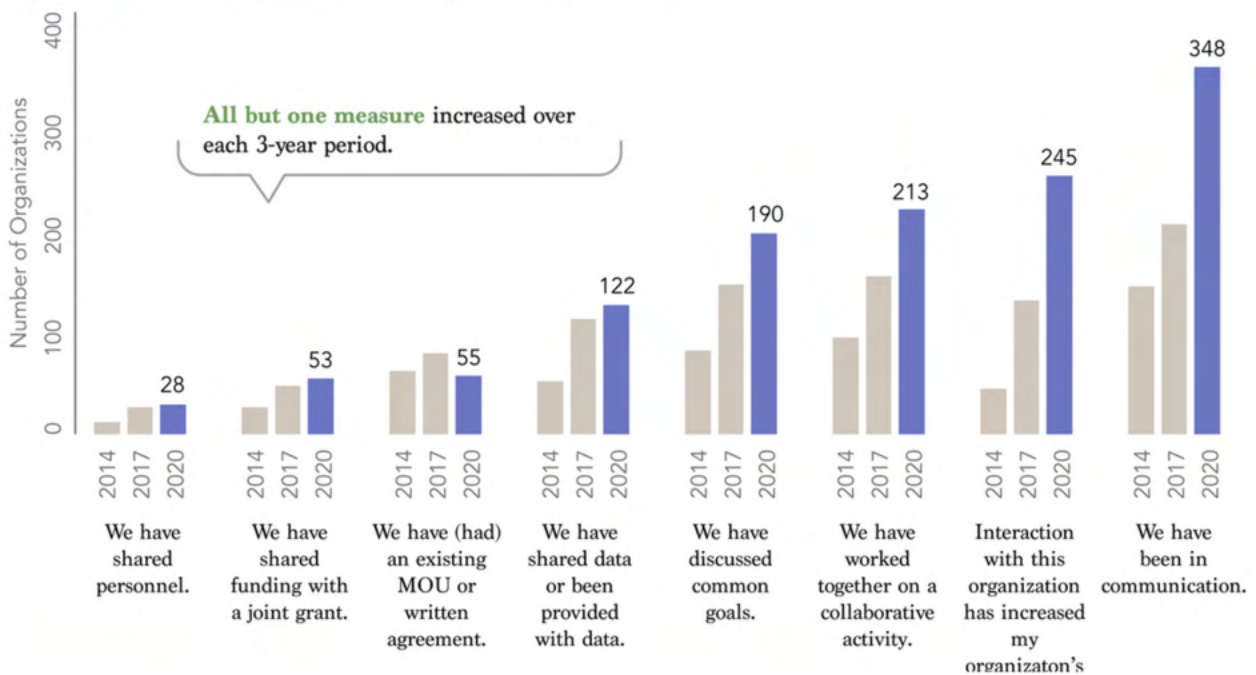
2020 Depths of Relationships Survey:

In 2020, the Doña Ana County Early Childhood Education Coalition partnered with the NMSU Center for Community Analysis to measure growth in collaborations and partnerships across local organizations that support or directly provide early childhood education (ECE) in Doña Ana County. Comparing the types and counts of partnerships and collaborations in 2020 to data from 2014 and 2017 reveals huge progress.

Between 2014 and 2020, the total number of partnerships increased by **159%**:



Types of Collaborations Reported by Partners in 2020:



Sources: New Mexico State University (NMSU) Center for Community Analysis Depths of Relationships Survey dashboard (<https://cca.nmsu.edu/dashboards-list/depths-ece.html>) and report (https://cca.nmsu.edu/documents/DOR-2014-2020_web.pdf).



APPENDIX

ADDITIONAL DATA

- Additional Early Childhood Services
- Median Earnings According to Educational Attainment
- Median Earnings According to Race, Ethnicity, and Other Demographic Factors
- Food Insecurity in Doña Ana County
- Teen Birth Rates and Access to School-Based Health Centers
- About the Success Partnership
- Backbone Organizations
- Success Partnership Structure
- Community Drawings

ADDITIONAL EARLY CHILDHOOD SERVICES

in Doña Ana County



15
pediatricians



14
nurse
pediatricians



11
midwives



2
birthing
hospitals



3
Family,
Infant, and
Toddler (FIT)
programs



28
community
health centers

Sources: Internet searches.

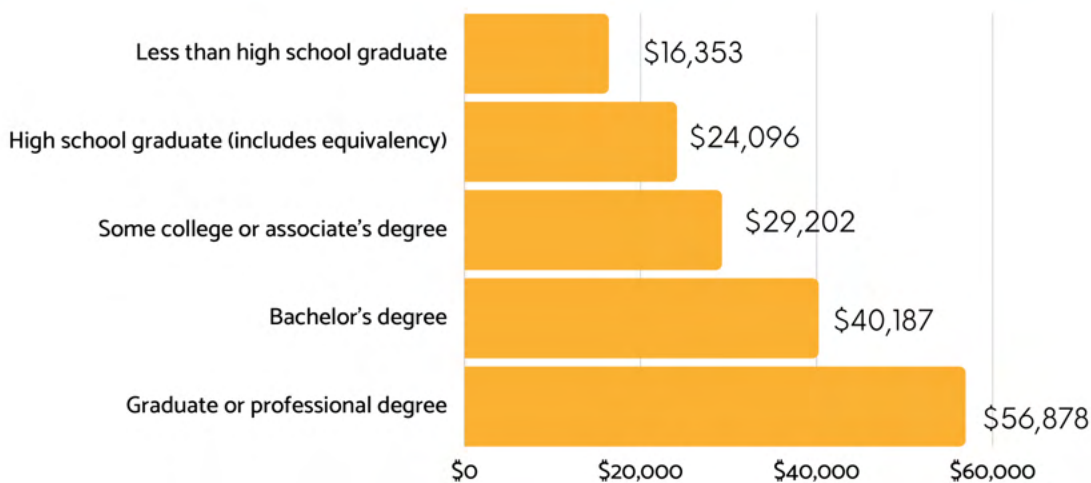


MEDIAN EARNINGS ACCORDING TO EDUCATIONAL ATTAINMENT

The median household income as of 2020 for all Doña Ana County residents is \$44k, about \$7k below the median income for New Mexico and about \$21k below that for the United States. Predictably, the median earnings of Doña Ana residents increase with higher educational attainment. Those with a graduate or professional degree show the

highest median income at \$56,878 annually (almost \$17K more than the next highest education bracket). Residents with less than a high school degree earn a potentially unlivable wage, with a median income of less than \$17k per year.

Median Annual Household Income by Educational Attainment, Doña Ana County (2020)



Median Annual Household Income, Doña Ana County, New Mexico, and United States (2020)

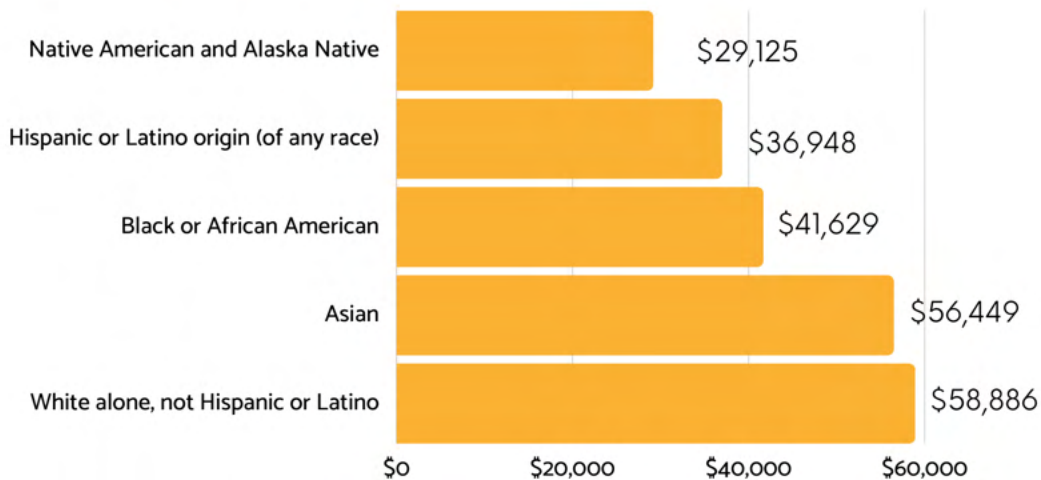


MEDIAN EARNINGS ACCORDING TO RACE, ETHNICITY, AND OTHER DEMOGRAPHIC FACTORS

The racial wealth gap is very present in Doña Ana County, as White, non-Hispanic residents earn about \$15k more than the general population. Hispanic/Latinos, Native American or Alaska Natives, or African Americans make approximately \$2k to \$15k less than the general population and \$17k to \$35k below White non-Hispanic residents.

Differences also exist by family type. 50% of female householders with no spouse live in poverty compared to only 21% of married-couple households. Homeownership is also related to poverty. 60% of female households with no spouse present and who rent live in poverty. In comparison, only 24% of those women living in owner-occupied homes live in poverty.

Median Annual Household Income by Race and Ethnicity, Doña Ana County (2020)



Poverty among female householders with no spouse present, Doña Ana County (2020)

50%

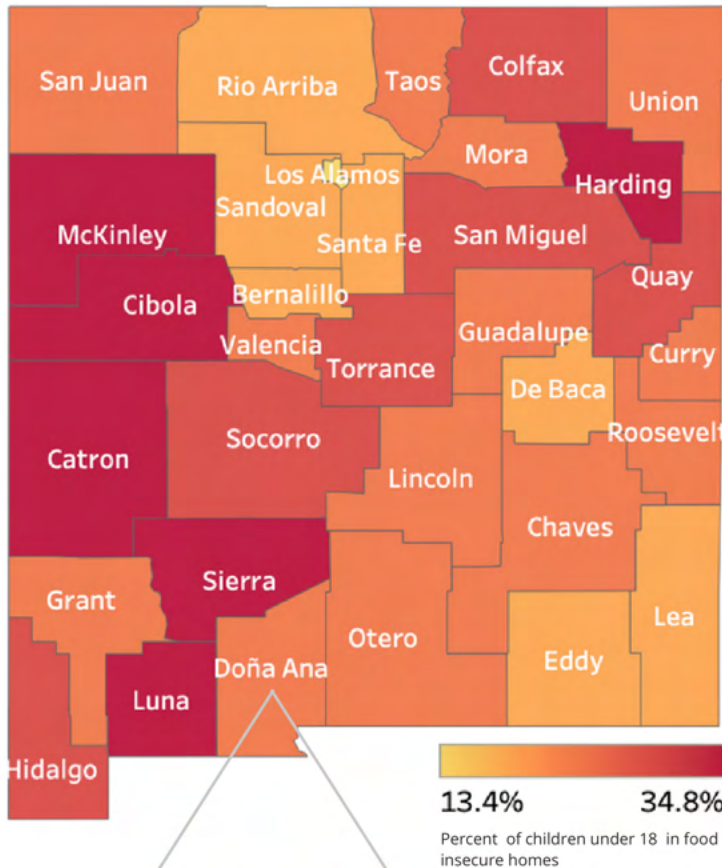
of female householders with no spouse present live below 125% of the federal poverty level. (Compared to 21% of married-couple families.)

60%

of female householders with no spouse present and who rent live below the poverty level. (Compared to 24% of single female householders with no spouse present and who live in an owner-occupied home.)

FOOD INSECURITY IN DOÑA ANA COUNTY

Percent of Children Under 18 in Food Insecure Homes
New Mexico, (2019)



In 2019, 1 in 4 children in Doña Ana County were living in food insecure homes. Of these food insecure children, 84% were considered income eligible for nutrition programs (i.e., income at or below 185% of poverty level).

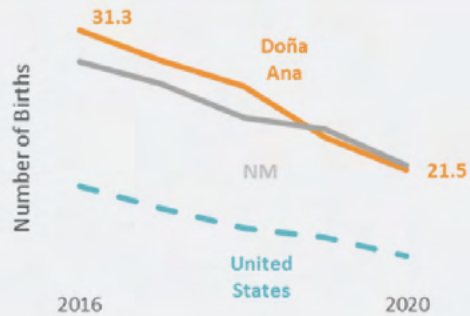
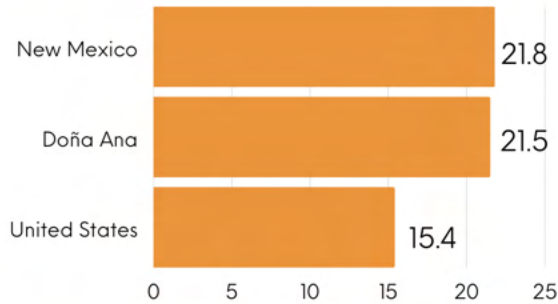
That leaves approximately **16%** of food insecure children likely ineligible for assistance.

25%
of children in Doña Ana County are in food insecure homes.

84%
of food insecure children are eligible for nutrition programs in Doña Ana County.

TEEN BIRTH RATES AND ACCESS TO SCHOOL-BASED HEALTH CENTERS

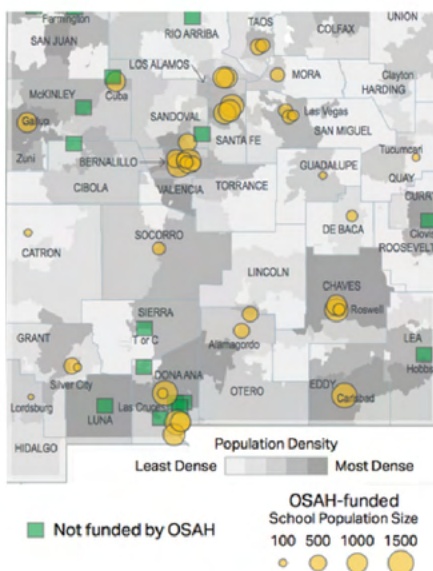
Number of Births per 1,000 female teens ages 15-19 (2020)



10% of Doña Ana County mothers ages 15-50 who gave birth between 2016 and 2020 had less than a high school diploma.

35% of Doña Ana County sexually active high school students reported that they used an effective birth control method.

22 of 33 NM Counties have OSAH-funded SBHCs



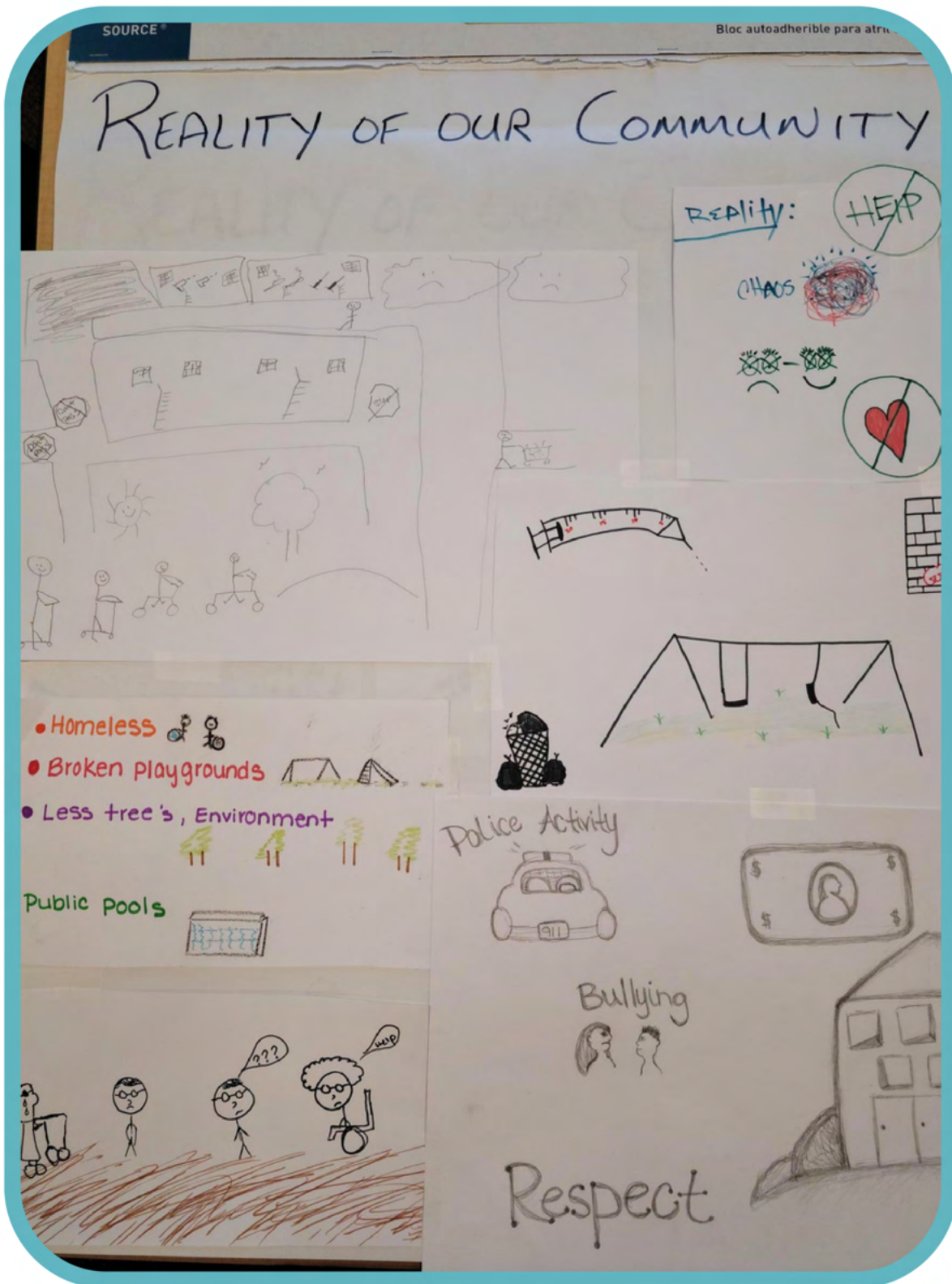
Schools in Doña Ana County with School Based Health Centers:

- Arrowhead Park Early College High School
- Centennial High School
- Las Cruces High School
- Lynn Middle School
- Mayfield High School
- Oñate High School
- Rio Grande Preparatory School
- Hatch Valley High School
- Gadsden High School
- Chaparral High School
- Santa Teresa High School

Notes: OSAH = Office of School and Adolescent Health. SBHC = School-Based Health Center

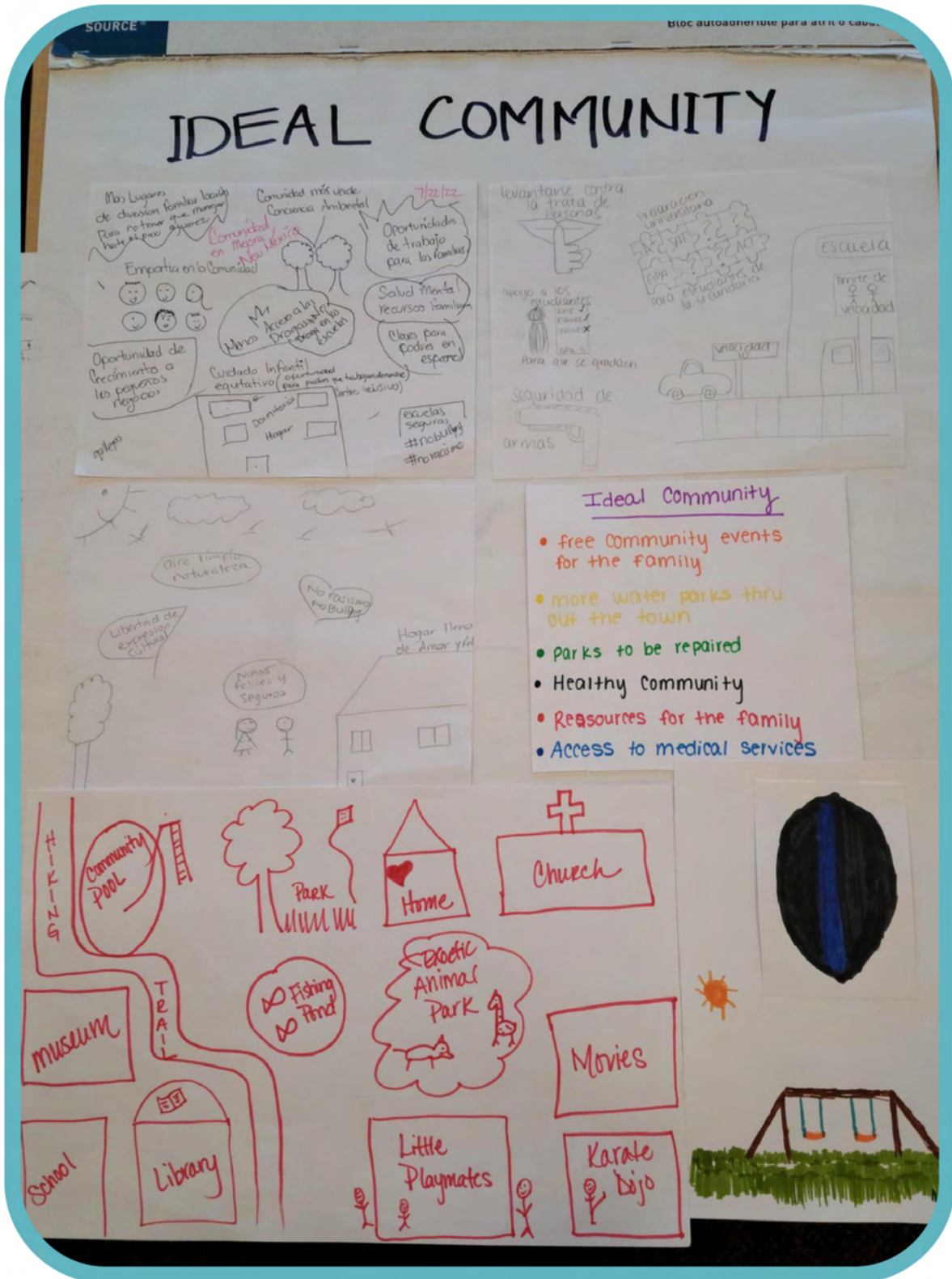
COMMUNITY DRAWINGS

Source: Drawn during the Family Dialogue Community Assessments



COMMUNITY DRAWINGS

Source: Drawn during the Family Dialogue Community Assessments





About the SUCCESS Partnership

The SUCCESS Partnership is an education initiative founded in 2013. It is a diverse group of over 100 cross-sector organizations comprised of parents, education professionals, nonprofit organizations, businesses, regional partners, and prestigious community leaders committed to providing education in Doña Ana County. The collaboration serves to achieve improved outcomes in education from prenatal to career readiness. The Partnership is supported by four backbone organizations.

Backbone Organizations

Ngage NM

Ngage New Mexico is a nonprofit organization that focuses on education and nonprofit capacity-building. Ngage embraces collaboration, consensus building, social justice, racial equity, and data-informed solutions to better our community. Ngage is the primary support organization for the Doña Ana County SUCCESS Partnership education initiative, and they provide facilitation, coordination of partnership activities, guidance, and logistical support.



Website: www.ngagenm.org
Phone: (575) 521-1957
Email: info@NgageNM.org

Center for Community Analysis at NMSU

The Center for Community Analysis (CCA) at New Mexico State University was established in 2016 through a W.K. Kellogg Foundation grant to strengthen education and community advocates' data analysis capacity. The Center collaborates with partners to gather data that is often hard to find or spread across many organizations and collects data through surveys and assessments. This collective effort allows the CCA to centralize, analyze, and disseminate data to the community to improve evidence-based decision-making. The CCA is the backbone data partner for the SUCCESS Partnership.



BE BOLD. Shape the Future.
Center for Community Analysis

Website: cca.nmsu.edu
Phone: (575) 646-3352
Email: surova@nmsu.edu

La Clinica de Familia Early Head Start

La Clinica de Familia Early Head Start houses the Doña Ana County Early Childhood Education (ECE) Coalition. Over 60 ECE leaders, parents, childcare providers, and community leaders formed the Coalition in 2014 to improve children's lives from ages 0-8. The ECE Coalition is committed to three overarching goals; children are born into healthy homes, children are ready for school, and the early childhood workforce is supported.



LCDF Early Head Start

Website: laclinicadefamilia.org/lcdf/early-head-start

Phone: 575-532-2002

ECE Coalition of Doña Ana County

Website: earlychildhooddac.org

Phone: (575) 644-2016

Email: cgillardelcdfnm.org

Community Action Agency of Southern New Mexico

The SUCCESS Partnership Communications Team is housed under the Community Action Agency of Southern New Mexico (CAASN). CAASN is a nonprofit that enhances sustainability through asset-building programs and connecting clients to care. CAASN serves five southwestern counties within New Mexico, including Doña Ana County.



Website: caasnm.org

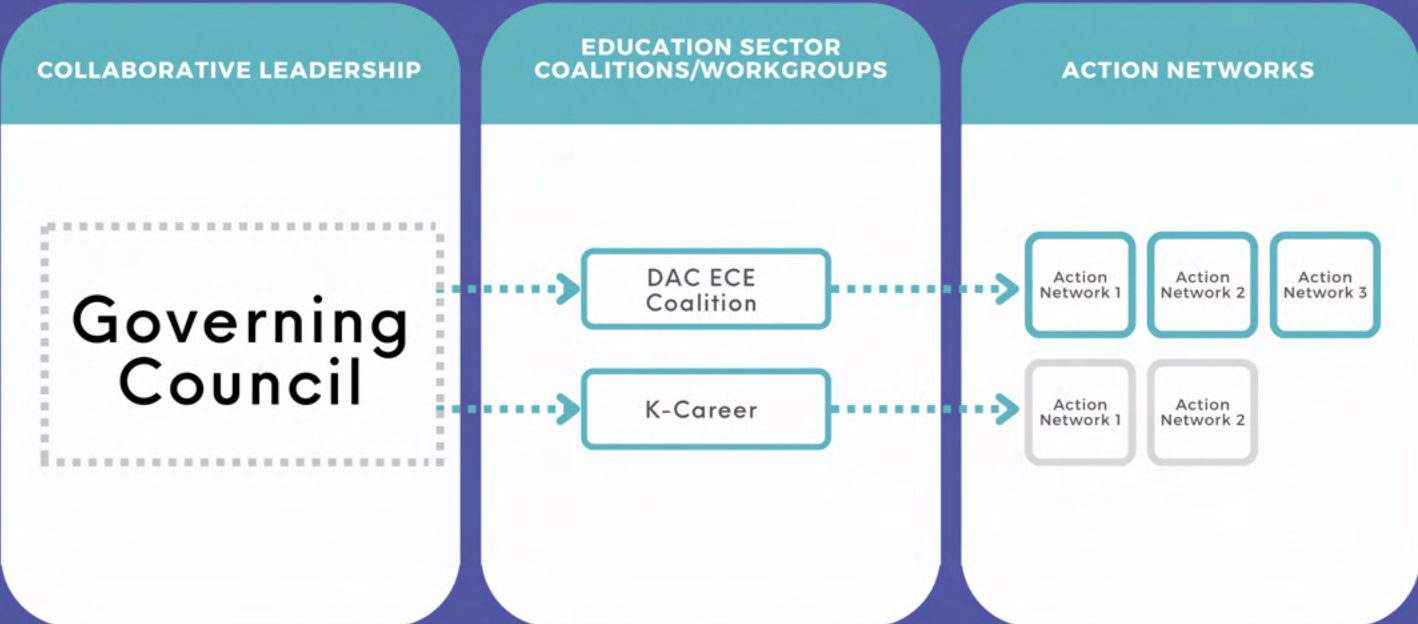
Phone: (575) 527-8799

To email the comms team:

sommer@ngagenm.org

michelle@ngagenm.org

SUCCESS Partnership Structure



Leaders circle, with elected steering team



— Established
— Coming Soon