

Doña Ana County ECE Coalition

Strategic Plan, 2023-2028



Photos by: Michelle Simon



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



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OVERVIEW



WHO WE ARE

The Early Childhood Education (ECE) Coalition is part of the Doña Ana County 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. In 2019, the seven goals and Action Networks were re-organized into three.

VISION AND MISSION OF THE COALITION

As a Coalition, our vision is that family with young children in Doña Ana County (DAC) has access to quality early childhood education and experiences. As a coalition, our mission is to improve educational outcomes for young children (0-8 years old) through cross-sector collaboration. This is accomplished through our focus on three primary goals, operationalized by three Action Networks:

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

STRUCTURE, GOVERNANCE & DECISION MAKING



Coalition members & partner organizations

In 2021, the Doña Ana ECE Coalition partnered with the former Gadsden ECE 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 voted to become a Chapter of the Doña Ana ECE Coalition. When the ECE Coalition was awarded the grant, we hired a Southern DAC Coordinator to focus on the specific needs of the southern part of the County.

The Coalition is comprised of 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 other cross-sector partners.

Leveraging resources and funding for the work

The Coalition leverages funding from multiple sources. 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, McCune Foundation, federal family engagement funds, the local community foundation, and other sources. For specific activities or initiatives, various community partners contribute their resources, whether in the form of funding, person-power, or tangible resources such as supplies or venue space.

Regular Meetings

The full ECE Coalition meets quarterly in February, May, August, and November. The Action Networks meet monthly in between the full Coalition meetings to work on their projects. Some projects have their own committees, as needed. For example, the Children's Museum project has a volunteer committee comprised of community members, the Success Partnership Backbone team, and partners from the ECE Coalition.

Lead Ambassadors

Each Action Network is led by Lead Ambassadors, local early ECE partners who have committed their expertise to realizing the goals and strategies of the Action Network. The ECE Coordinators and backbone team work with the Lead Ambassadors and Action Networks to decide how available resources, such as funding, will be used.

Backbone Liaisons

Each Action Network has a backbone liaison, a member of the Success Partnership backbone team, who helps coordinate logistics necessary for the Action Network to function.

Gadsden Chapter Leadership Team

Like the Action Networks, the Gadsden Chapter of the ECE Coalition meets monthly in between the full ECE Coalition meetings to address the specific needs of southern DAC. They are led by the ECE partners who began the former Gadsden ECE Coalition, and supported by the Southern DAC ECE Coordinator, along with the Lead ECE Coordinator.

STRUCTURE, GOVERNANCE & DECISION MAKING



COALITIONS

Early Childhood Education
Coalition & Gadsden Chapter

Kinder - Career Coalition

ACTION NETWORKS

Children are
born into
healthy homes

Children are
ready for
school

ECE workforce
is supported

Students succeed
academically in
healthyschools

Equitable access and
success in higher
education & career

LEAD AMBASSADORS

Local partners who lead the work of Action Networks

BACKBONE TEAM

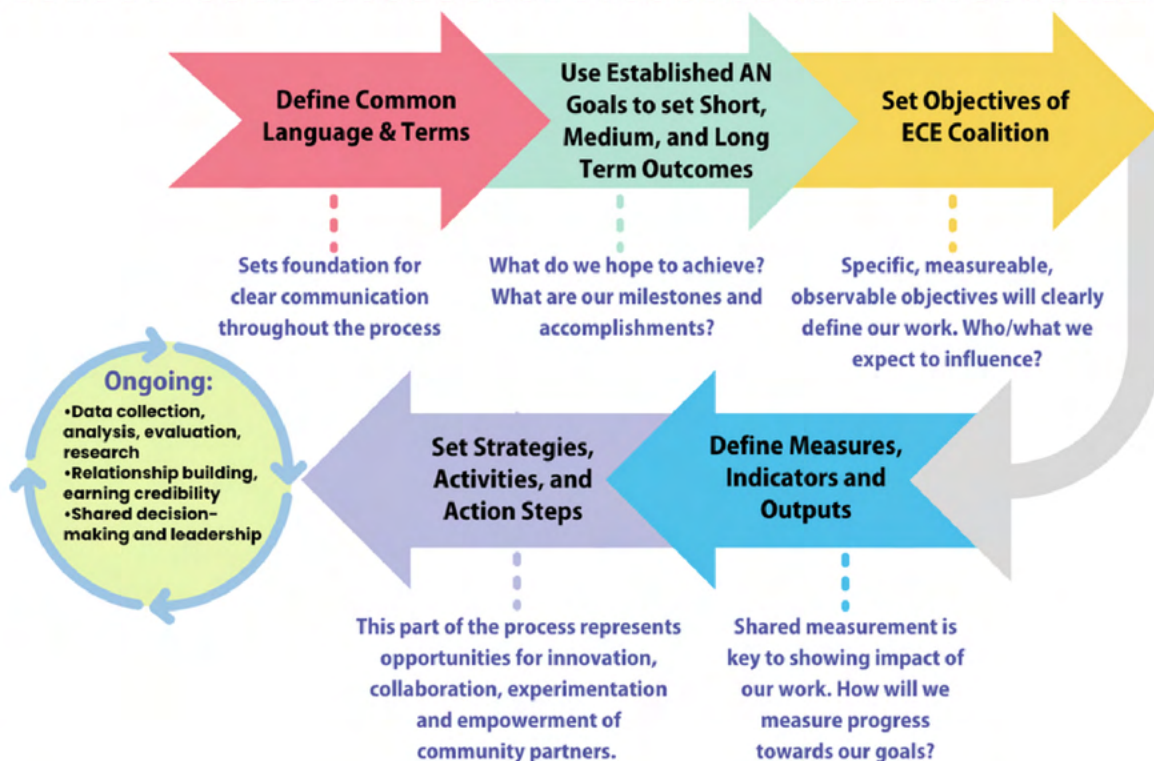


STRATEGIC PLANNING PROCESS



After completing the Community Needs Assessment (CNA) in September 2022, the ECE Coalition held a series of Coalition and Action Network meetings to define outcomes, objectives, and strategies to define the priorities of the Coalition through a strategic plan.

ECE Coalition Strategic Planning Roadmap



STRATEGIC FOCUS: PLANNING WITH AN EQUITY LENS



Family Dialogue Circles conducted during the needs assessment revealed the deep need for increasing equity in our community. The Coalition is committed to focusing on equity within health and educational environments, and equitable working conditions for our ECE workforce. With this in mind, the Coalition has embedded strategies focused on equity throughout the strategic plan so all community members thrive.

FAMILY VALUES, SENSE OF COMMUNITY, AND COST OF LIVING

Families reported that several members of their extended family (e.g., cousins, aunts, grandparents) and community members have worked to build their community to be safe and secure. Participants mentioned “teachers, neighbors, friends, church, school librarians” as key connections to building rapport with the community. However, families also reported negative experiences, such as parents feeling a lack of community and negative experiences related to racism and a lack of values/morals. Several parents also highlighted the housing and food insecurity in our community, related to parents’ educational and employment opportunities that impact their ability to earn an equitable working wage to support their families. **The Coalition plans to conduct outreach through trusted community members to ensure inclusivity and direct resources to those most in need.**

HEALTH (PHYSICAL, MENTAL, SOCIAL, & EMOTIONAL)

Many families 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. **The Action Networks will be connecting with medical and mental health providers and implementing activities that will support the medical and mental health needs of the community.**

NEED FOR FAMILY ENGAGEMENT WITH THE SCHOOL AND COMMUNITY

Parents reported feeling ignored by local government 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. **The Coalition plans to increase family engagement strategies, increase the bilingual ECE workforce, and train educators on culturally responsive and affirming teaching methods.**

EQUITY FOR THE ECE WORKFORCE

The early childhood education industry is mostly comprised of women of color. Increasing wages for early childhood educators not only helps close wage disparities between industries, but also helps decrease gender wage gaps. In Doña Ana County, a child care 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. Parents suggested wage increases 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 child care centers and early education programs. **The Coalition supports better wages and benefits for the workforce through advocacy and training, and plans to work with local government and workforce stakeholders on strategies to increase access to providers.**

SNAPSHOT: STRATEGIC PLANNING TEAM



3

Action
Networks



200+
Coalition
Members



4

Backbone
Partners



2

ECE Coalition
Coordinators



6

ECE Lead
Ambassadors



52

Convenings



3,000+

Hours of
Planning



1

Collective
Impact Initiative

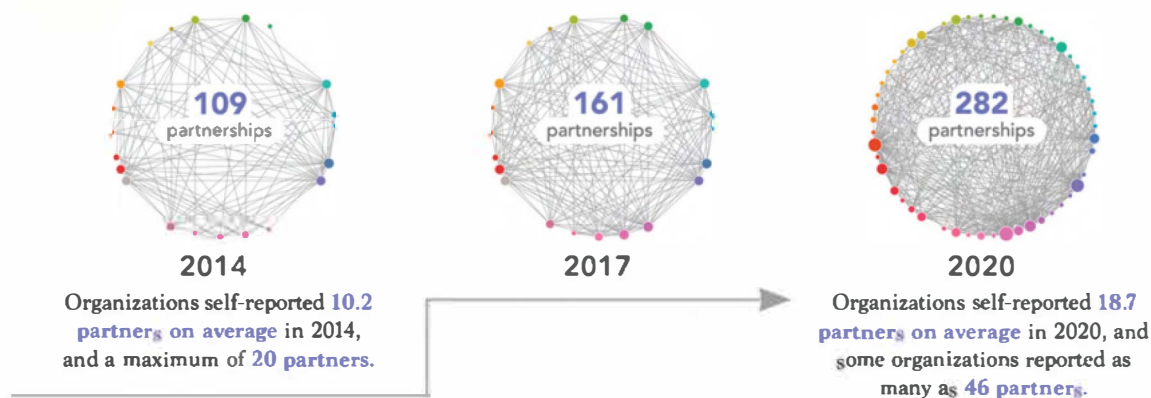


SNAPSHOT: BUILDING CAPACITY & TRACKING IMPACT

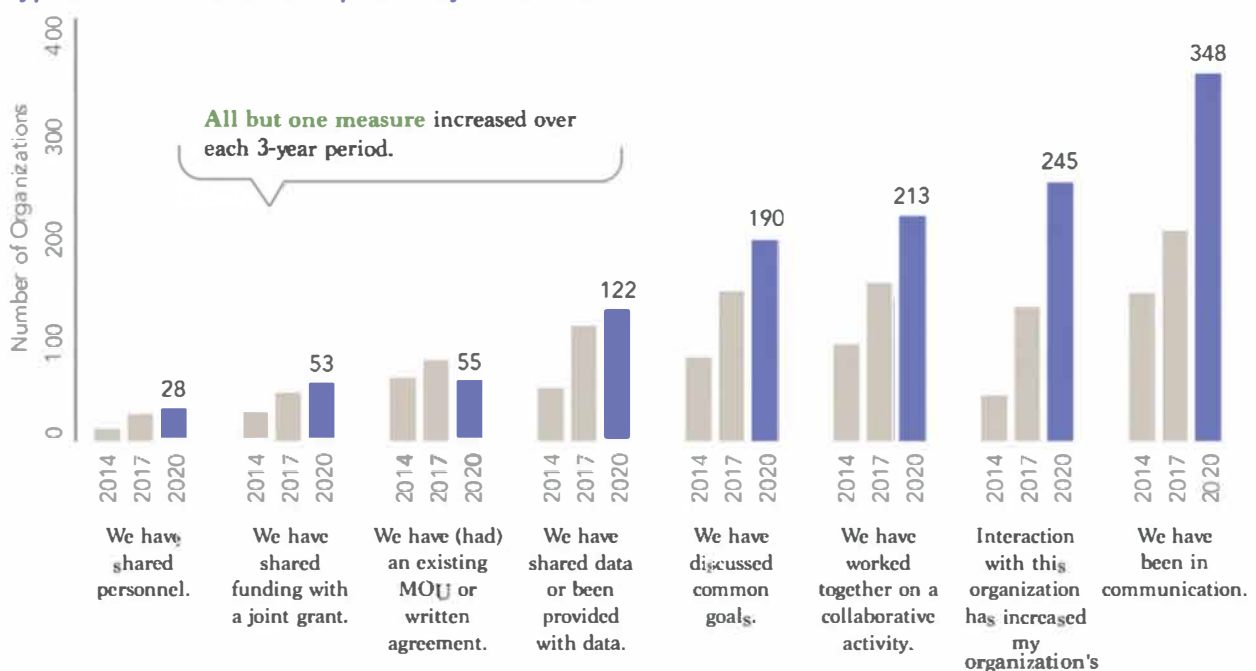
2020 DEPTHS OF RELATIONSHIPS SURVEY:

In 2020, the Doña Ana County Early Childhood Education Coalition partnered with 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 of 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%**:



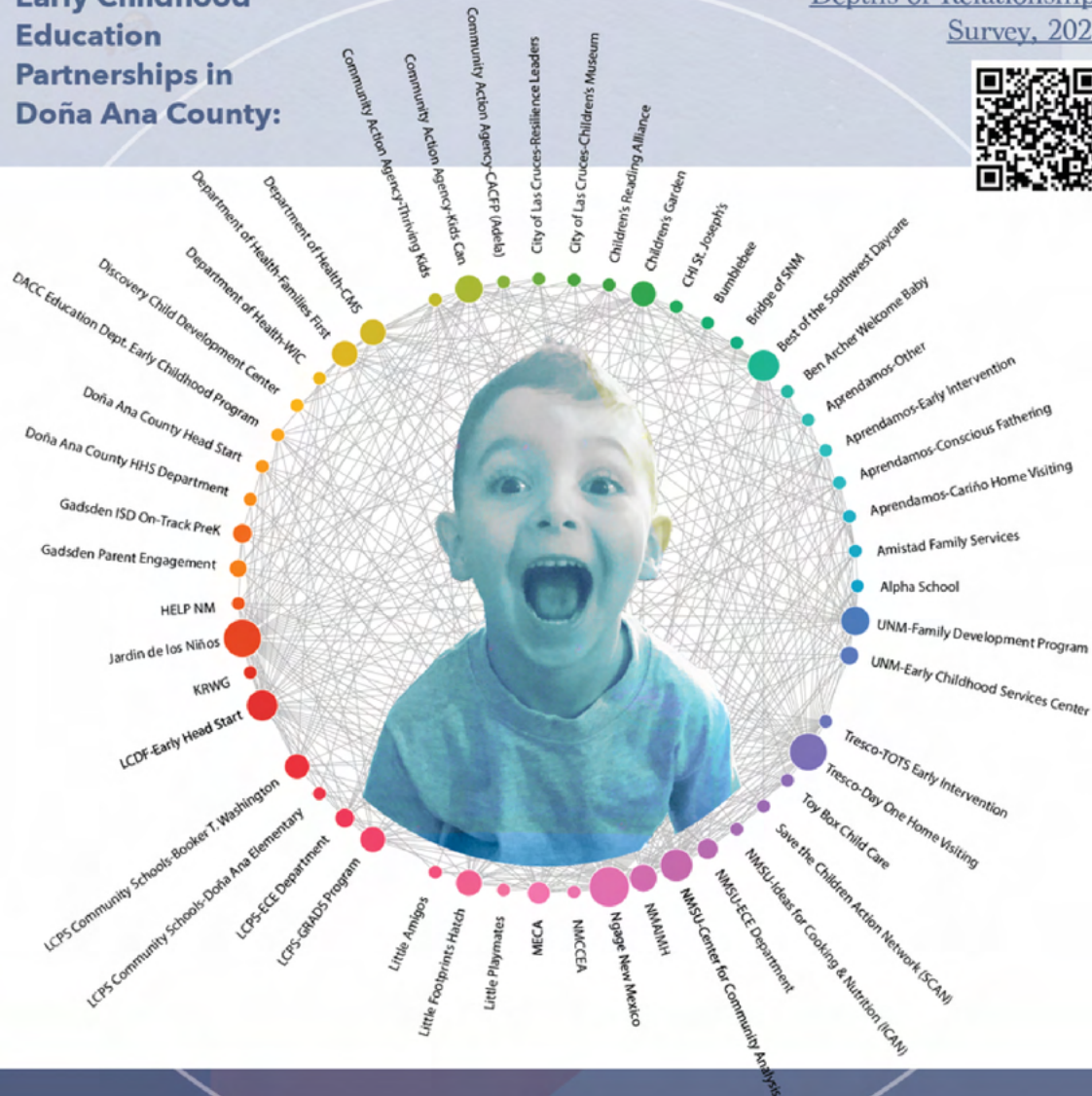
Types of Collaborations Reported by Partners in 2020:



SNAPSHOT: BUILDING CAPACITY & TRACKING IMPACT

Early Childhood Education Partnerships in Doña Ana County:

Depths of Relationships Survey, 2020



51

local organizations reported

282*

partnerships to strengthen early childhood education in Doña Ana County in 2020.

*Note: The total number of partnerships amounts to 282 when subdivisions of the same organization are grouped (such as Tresco TOTS Early Intervention and Tresco Day One Home Visiting). Before grouping, the total is 349.

COALITION GOALS, OBJECTIVES, AND INDICATORS OVERVIEW



The CNA provides updated data that was used to inform the strategic plan, and helped direct the priorities and efforts of the ECE Coalition for the next 5 years.

Throughout our work, we have been cognizant of the need 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.

Indicators and top priorities

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

1. [Children are Born into Healthy Homes](#)

Data was 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 family and medical 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 families' awareness of and benefits of services.
- Alleviate impacts of poverty, such as housing protections and 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 was 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-emotional 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 **Early Childhood 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 Early Childhood 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 Early Childhood workforce and job security.
- Increased security and safety in schools. Including talking about difficult issues like racism.
- More bilingual teachers.

DOÑA ANA COUNTY ECE 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 and affordable, accessible early learning opportunities that prepare them for kindergarten.



**Children are
Ready for School**



**Children are Born
Into Healthy Homes**



**Early Childhood
Workforce is Supported**

GOAL 1: CHILDREN ARE BORN INTO HEALTHY HOMES



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 spectrum. Our work is centered on ensuring mothers have access to prenatal care, and that families are supported and connected to community resources that will strengthen the parenting journey. By ensuring children are born into healthy homes, we will create a multigenerational ripple effect that will set children up for a lifetime of success.

OUTCOMES AND ALIGNMENT

LONG-TERM OUTCOME 1

Success at five years

Outreach increases, and families and community understand the benefits of, and where to access ECE for children 0-3

Mid-Term Outcomes

Success at three years

- Those conducting outreach consistently seek parent input and consult with cultural and community organizations that partner with diverse families
- Childcare centers dedicate staff or hire (or otherwise engage) family liaisons or parent ambassadors
- The coalition uses a variety of communication channels and media based on family preferences, reaching the maximum amount of people in the community
- A data-informed outreach plan is embedded into the community's overall communication plan

Short-Term Outcomes

Success at one year

- The Coalition and partners build a shared understanding of data-informed, consistent (yet flexible), sustainable, creative, and holistic outreach messaging and planning
- The Coalition partners with parents and community organizations that serve diverse families to gather input for messaging

ALIGNMENT WITH ECECD STRATEGIC PLAN (FLORECER)

Goal 4, Objective 4.1

The prevention, intervention and promotion of health and well-being of children, families and communities is equitably supported through use of early childhood cross-agency resources and expertise.

Goal 2, Objective 2.1 A framework for family engagement and leadership is developed & implemented.

OBJECTIVES, ACTIVITIES, & MEASURES

LONG-TERM OUTCOME 1

Outreach increases, and families and community understand the benefits of, and where to access ECE for children 0-3

Objectives

- 1.1** Childcare centers will have family liaisons or parent ambassadors
- 1.2** The coalition has a consistent message for outreach & distributes outreach materials to inform the community of ECE programs
- 1.3** The coalition has an established tracking system to measure county-wide outreach and parent input
- 1.4** The Coalition has an outreach plan developed with input from the community and families
- 1.5** The Coalition has representation & active participation from parents

Activities

- Develop opportunities for parents to participate in Coalition & leadership roles
- Assist in developing a plan and sources of funding to support the role of family liaison/parent ambassador
- Develop common talking points and a common flyer to share the goals and objectives of the Coalition
- Develop videos for common messaging
- Build a repository of information
- Develop and adopt a common survey to identify the outcomes of recruitment efforts

PRIMARY MEASURES

- # of childcare centers with family liaisons or parent ambassadors increases
- # of families accessing liaisons/ambassadors increases
- Tracking system/tool created
- Outreach plan and materials developed with community
- # of parents participating in the Coalition increases
- The extent to which families feel the liaisons/ambassadors meet their needs increases
- Increased # of local/state policies and programming supporting ECE
- % of Coalition members representative of the larger community increases
- % of families knowing where to access services increases
- % of children 0-3 accessing free or subsidized, high-quality ECE increases

OUTCOMES AND ALIGNMENT

LONG-TERM OUTCOME 2

Success at five years

The number of healthy children increases

Mid-Term Outcomes

Success at three years

- Increase the number of women/birthing parents receiving prenatal care within the first trimester
- Improved healthy eating among children & reduced food insecurity
- Increase access to family support groups
- Increased access to health services in ECE centers and schools (for students, families, and community)

Short-Term Outcomes

Success at one year

- Partnerships developed between schools/centers and community organizations (e.g., community garden experts, nutritionist, etc.)
- Increased awareness of healthy foods/healthy activities. Increased health awareness (including social emotional well-being) among students, families, and staff at schools
- Local ECE community and families are empowered and able to implement practices that support infant & child mental health

ALIGNMENT WITH ECECD STRATEGIC PLAN (FLORECER)

Goal 1, Objective 1.2

Support for the social and emotional development of children will be enhanced through the Infant Early Childhood Mental Health Consultation Initiative.

Goal 4, Objective 4.1

The prevention, intervention, and promotion of the health and well-being of children, families, and communities is equitably supported through the use of early childhood cross-agency resources and expertise.

OBJECTIVES, ACTIVITIES, & MEASURES

LONG-TERM OUTCOME 2

The number of healthy children increases

Objectives

2.1 The Coalition will develop relationships with prenatal care providers and work together on an outreach plan to increase the number of women/birthing parents who can access prenatal care in the first trimester

2.2 The Coalition builds & increases the number of partnerships with health/medical providers, schools/child care centers

2.3 The Coalition identifies family support groups available and collaborates to increase the number of families accessing these groups for support

2.4 Trainings or educational opportunities for the community about how to implement practices that support infant & child mental health are made available

Activities

- Engage with health and medical field providers to bring them into the Action Networks
- Increase outreach and community partnerships with Early Childhood Community Based Centers
- Increase car seat safety education and access to car seats and other safety prevention materials
- Partner & develop campaigns with organizations that promote the importance of prenatal care
- Distribute diapers and essential items to families in need
- Establish parenting supports for a healthy pregnancy & healthy baby
- Continue to build partnerships with UNM Family Development Program & the New Mexico Association for Infant Mental Health

PRIMARY MEASURES

- % of mothers accessing prenatal care in the first trimester increases
- % of children who are food insecure decreases
- # of parents reporting access to parent support groups increases
- Children and families with awareness of healthy foods/healthy activities increases
- # of schools/centers partnering with community organizations focused on healthy food systems and access increases
- # of ECE community and families reporting knowledge of the importance of infant and child mental increases.
- # of IMH trainings with ECE providers increases
- # of partnerships with health care providers increases
- # of ECE centers and schools with health services for students, families, and the community increases
- # of children and families accessing health services through ECE centers and schools increases

OUTCOMES AND ALIGNMENT

LONG-TERM OUTCOME 3

Success at five years

All children are screened early for developmental delays and given referrals when needed

Mid-Term Outcomes

Success at three years

- ECE workers receive compensated professional development training in learning differences and neurodiversity
- Screening for developmental delays or learning differences is implemented in schools, centers, and homes

Short-Term Outcomes

Success at one year

- Coalition partners with professionals trained in neurodiversity and child development
- ECE workers are fully trained on how to conduct child development screeners and know where to refer

ALIGNMENT WITH ECECD STRATEGIC PLAN (FLORECER)

Goal 1, Objective 1.2

Support for the social and emotional development of children will be enhanced through the Infant Early Childhood Mental Health Consultation (IECMHC) Initiative.

Goal 1, Objective 1.4

Knowledge and use of trauma-responsive practice is integrated across all prenatal-to-five services.

Goal 4, Objective 4.3

ECECD'S professional development and technical assistance system builds the capacity of early childhood professionals to support high quality, equitable, equitable services that are aligned to the early learning guidelines and meet the geographic, cultural, and linguistic diversity of programs and communities.

OBJECTIVES, ACTIVITIES, & MEASURES

LONG-TERM OUTCOME 3

All children are screened early for developmental delays and given referrals when needed

Objectives

- 3.1** Coalition partners will be trained in neurodiversity and child development
- 3.2** More children referred to Early intervention by ECE workers (or, referred for screening by ECE workers, parents, and medical providers)

Activities

- Offer ASQ trainings to childcare centers staff, parents, and medical providers
- Neurodiversity and child development training for ECE professionals and explore the possibility of providing compensation

PRIMARY MEASURES

- # of workers receiving paid professional development training increases
- # of Coalition partners and professionals trained in neurodiversity and child development increases
- # of ECE workers fully trained on how to conduct child development screening increases
- # of children screened for developmental delays or learning differences increases
- # of ECE professionals using the referral system increases
- # of children referred to needed services increases

GOAL 2: CHILDREN ARE READY FOR SCHOOL



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. Though it will affect many outcomes addressed in the strategic plan, 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.

OUTCOMES AND ALIGNMENT

LONG-TERM OUTCOME 1

Success at five years

Families have expanded access to and participation in programs that promote school readiness

Mid-Term Outcomes

Success at three years

- Families engage in activities in the home and community that promote school readiness
- Increase in parents accessing home visiting services
- Ongoing awareness campaign efforts implemented by Coalition
- Increase in Family child care providers (registered/licensed) using high-quality school-readiness activities/techniques

Short-Term Outcomes

Success at one year

- Families and communities know the importance of activities supporting positive brain development
- Families have increased awareness of programs that promote school readiness
- ECE professionals gain awareness of high-quality school readiness activities and their impact on brain development/social-emotional learning

ALIGNMENT WITH ECECD STRATEGIC PLAN (FLORECER)

Goal 2, Objective 2.2

Collaboration occurs with families, community-based organizations, providers, Head Start, and schools that support families to engage and foster their children's learning and development.

Goal 6, Objective 6.4

The New Mexico Roadmap to School Readiness is finalized and disseminated.

OBJECTIVES, ACTIVITIES, & MEASURES

LONG-TERM OUTCOME 1

Families have expanded access to and participation in programs that promote school readiness

Objectives

- 1.1** Campaigns about school readiness are implemented in DA
- 1.2** The number of children ready for kindergarten will increase in DAC
- 1.3** The Coalition will distribute materials/kits/trainings for professionals and families on healthy brain development, SEL, and school readiness

Activities

- Educate & inform health providers & community about home visiting and partner with them to refer families to home visiting programs before birth
- More free/low-cost trainings for families and ECE workers to educate on the importance of activities supporting brain development and techniques/activities they can implement
- Children's Museum Project: Phase 1 Vamos Niños traveling children's museum and Phase 2 Brick and Mortar museum

PRIMARY MEASURES

- # of materials/kits/trainings for professionals and families on healthy brain development, SEL, and school readiness distributed
- # of families with an increased awareness of programs that promote school readiness increases
- # of ECE professionals with an awareness of high-quality school readiness activities and their impact on brain development/social-emotional learning increases
- % of children/parents receiving home visiting services increases
- % of licensed child care centers with 4-5 Star ratings increases
- % of children participating in NM Pre-K increases
- % of children ready for kindergarten in the 3 DAC school districts increases (KOT)

OUTCOMES AND ALIGNMENT

LONG-TERM OUTCOME 2

Success at five years

Increased access to & participation in high-quality ECE for children ages 0-3

Mid-Term Outcomes

Success at three years

- Expansion of child care facilities and improved maintenance of existing centers. More quality training and education for ECE workers who care for children ages 0-3, and more comprehensive training in infant health and other fields
- Expanded access to & participation in high-quality ECE for children ages 0-3. More employment opportunities for the ECE workforce that works with children ages 0-3

Short-Term Outcomes

Success at one year

- Awareness of lack of child care and ECE options for children ages 0-3, and awareness of the benefits of early education & school readiness
- Local ECE community and families are empowered and able to implement practices that support infant & child mental health

ALIGNMENT WITH ECECD STRATEGIC PLAN (FLORECER)

Goal 1, Objective 1.5

Quality, universal accessible, and affordable early care and education is available for all families and children.

Goal 1, Objective 1.2

Support for the social and emotional development of children will be enhanced through the Infant Early Childhood Mental Health Consultation Initiative.

OBJECTIVES, ACTIVITIES, & MEASURES

LONG-TERM OUTCOME 2

Increased access to & participation in high-quality ECE for children ages 0-3

Objectives

- 2.1** The Coalition implements activities each year to recruit more people to work with children ages 0-3
- 2.2** The percent of children two and under in high-quality child care increases
- 2.3** Campaigns/outreach/advocacy about the lack of child care and ECE options for children under 2 are created

Activities

- Distribute materials/kits/trainings for professionals and families healthy brain development, SEL and school readiness
- Implement an equity-minded approach to develop materials for outreach & trainings
- Engage in advocacy efforts to expand child care for children under three
- Establish a toy lending library in Southern DAC

PRIMARY MEASURES

- # of ECE professionals for children ages 0-3 increases
- # of ECE professionals with IMH certificates increases
- % of children 2 years old and younger who are funded for free or reduced-priced high-quality ECE increases
- % of ECE providers offering high-quality child care for children 0-3 increases
- # of campaigns/outreach/advocacy about the lack of child care and ECE options for children distributed

OUTCOMES AND ALIGNMENT

LONG-TERM OUTCOME 3

Success at five years

Families with young children feel safe in their communities, schools, and child care centers

Mid-Term Outcomes

Success at three years

- Guardians advocate for their children's safety, and parents and guardians have resources (e.g., child care courses, CPR for caregivers). Children know what a "safe adult" is
- ECE educators are implementing classroom strategies that embrace diversity, equity, and inclusion. Students feel a sense of belonging

Short-Term Outcomes

Success at one year

- Guardians and children know how to advocate for their children's safety/their safety
- Quality staff and faculty trained in DEI. Teachers and staff trained on culturally and linguistically relevant pedagogy. Students are screened for learning delays or differences, teacher/staff are trained in neurodiversity. School-community partnerships developed to foster DEI

ALIGNMENT WITH ECECD STRATEGIC PLAN (FLORECER)

Goal 5, Objective 5.1

A staffed department-wide justice, equity, diversity, and inclusion initiative (JEDI) is fully implemented.

OBJECTIVES, ACTIVITIES, & MEASURES

LONG-TERM OUTCOME 3

Families with young children feel safe in their communities, schools, and child care centers

Objectives

- 3.1** Campaigns/outreach about public safety advocacy are implemented by the Coalition
- 3.2** Community conversations around DEI, community needs, and understanding of barriers are implemented in partnership with other organizations
- 3.3** Classes/activities will be offered to the community on safety resource topics (First Aid, Safe Adults, violence prevention, etc.)

Activities

- Create partnerships with organizations that focus on public safety
- Conduct community conversations
- Conduct a DEI needs assessment
- Develop/Implement classes and activities

PRIMARY MEASURES

- # of families participating in parenting classes and training increases
- Student-centered curriculum, and cultural competency materials developed
- # of classrooms implementing student-centered, culturally and linguistically relevant pedagogy increases
- # of students receiving dual language classes increases.
- Anti-racism and anti-oppression materials are created and maintained in school classrooms.
- # of ECE educators implementing classroom strategies that embrace diversity, equity, and inclusion increases
- Fewer parents reporting racism in the schools

SPECIAL PROJECT

Children's Museum Project

The children's museum project came about as a project of the Doña Ana County Early Childhood Education Coalition, which is part of the Success Partnership. Early on, the intention was to create an early learning hub for the county to connect families with young children to early childhood resources and supports. The idea evolved into developing a children's museum as the means to that end, and creating opportunities for play, interactive fun and learning, and family engagement as key elements to extending opportunities for quality early childhood experiences to families.



Vamos Niños: Play to Learn

Vamos Niños: Play to Learn, our mobile museum and resource center will be a place that connects families to resources as they engage with their children in a fun-filled space designed for play, exploration and learning. We recognize that early childhood resources are not distributed equally, and that challenges such as limited public transportation and high poverty are barriers to access. The mobile museum will travel throughout Doña Ana County, and is intended to bring access not only to the more populated regions, but particularly to underserved rural areas and colonias. We are hopeful that Vamos Niños will be rolling by end of 2023!

Our Approach:

- The RV's exhibits must be interactive and encourage play and exploration between children and their caregivers
- Exhibits should incorporate play and activities that are open-ended, encourage creative thinking and foster bonds between children and their caregivers
- Activities and exhibits must offer opportunities for creativity and imagination and encourage exploration



Vamos Niños: Play to Learn is a program of Ngage New Mexico and a project of the Success Partnership and the Doña Ana County Early Childhood Education Coalition.



Brick & Mortar Children's Museum

Ngage New Mexico lobbied for Capital Outlay funds from the State of New Mexico to support the planning and design of a brick and mortar children's museum in Doña Ana County. As a result of those funds, Ngage has partnered with the City of Las Cruces. Through that partnership, work has begun on a feasibility study, being completed by M. Goodwin Museum Planning, to explore the potential scale, scope, and location of a Children's Museum to be located in the City of Las Cruces. The feasibility study is expected to be completed by the end of 2023.

GOAL 3: EARLY CHILDHOOD WORKFORCE IS SUPPORTED



The people we trust to keep our children safe and provide them with loving care and early education are among the lowest-paid workers in our community. This Action Network advocates for fair wages and benefits that reflect the great importance early childhood educators have in our community. Besides advocating for higher pay, we advocate for increased professional development opportunities and incentives. In addition, offering professional development that focuses on culturally relevant and linguistically responsive pedagogy would help meet the unique needs of the children of Doña Ana County.

OUTCOMES AND ALIGNMENT

LONG-TERM OUTCOME 1

Success at five years

The ECE Coalition takes an active role in effectively advocating for living wages for Early Childhood workers, and implements local community supports for Early Childhood workers

Mid-Term Outcomes

Success at three years

- Early Childhood workforce is supported with higher wages for entry-level positions and are equitably provided bonuses/pay increases based on experience, education, and continued training
- Early Childhood positions have benefits, and financial incentives cut turnover rates in ECE fields. Community advocates for better wages and benefits for the Early Childhood workforce
- Pay parity and wage incentives increase for Early Childhood professionals, and sustainable strategies exist for maintaining pay parity and wage incentives over the long term

Short-Term Outcomes

Success at one year

- Community and decision-makers have a better understanding of the realities of the duties and compensation that childcare workers and preschool teachers receive
- Local ECE Coalition provides relevant supports for Early Childhood workers to support self-care, professional development, and retention in the field

ALIGNMENT WITH ECECD STRATEGIC PLAN (FLORECER)

Goal 1, Objective 1.1

All early childhood professionals are supported by a fully implemented equitable career and compensation system.

Goal 4, Objective 4.5

New Mexico health care agencies partner with ECECD to support early childhood professionals in accessing publicly-supported health care coverage.

OBJECTIVES, ACTIVITIES, & MEASURES

LONG-TERM OUTCOME 1

The ECE Coalition takes an active role in effectively advocating for living wages for ECE workers, and implements local community supports for Early Childhood workers

Objectives

- 1.1** The ECE Coalition takes part in local and state policy initiatives to improve wages, benefits, and working conditions for Early Childhood workers
- 1.2** The coalition identifies and/or offers trainings in infant toddler care & education, and other relevant topics to Early Childhood providers
- 1.3** The Coalition implements community supports for home visitors, early interventionists, and other Early Childhood workers to support self-care and retention in ECE work in the Gadsden area

Activities

- Advocacy for living wages across early childhood funding sources
- Improvement of education preparation for educators of 0-2 year-old children
- Professional Development opportunities are offered by the Coalition
- Wellness Hubs are established in rural areas of Southern DAC

PRIMARY MEASURES

- # of Early Childhood workers with improved wages, benefits, and working conditions
- # of Early Childhood workers in Doña Ana County increases
- Early Childhood workforce in the Gadsden area reports more worker support, improved self-care, and improved work/life balance
- Higher Early Childhood workforce retention in the Gadsden area

OUTCOMES AND ALIGNMENT

LONG-TERM OUTCOME 2

Success at five years

The County's Early Childhood workforce reflects the population that serves; more Spanish speaking ECE professionals with equitable advancement opportunities and higher education credentials

Mid-Term Outcomes

Success at three years

- Spanish-speaking early childhood professionals have opportunities to attain a greater variety of early childhood credentials, including but not limited to Associates and/or Bachelor's Degrees in Early Childhood Education and New Mexico Early Childhood Development Certificates
- Incentives are given to Spanish-speaking (and those speaking a language other than English) ECE professionals
- Tuition waivers and wraparound supports are given to increase the number of students who speak languages other than English (or ECE staff) enrolling in certificates and degrees in ECE and elementary education

Short-Term Outcomes

Success at one year

- Recruitment strategies developed to increase the number of Spanish-speaking early childhood professionals
- Funding found to incentivize enrollment and completion of ECE certificates and degrees

ALIGNMENT WITH ECECD STRATEGIC PLAN (FLORECER)

Goal 4, Objective 4.3

ECECD'S professional development and technical assistance system builds the capacity of early childhood professionals to support high quality, equitable services that are aligned to the early learning guidelines and meet the geographic, cultural, and linguistic diversity of programs and communities.

OBJECTIVES, ACTIVITIES, & MEASURES

LONG-TERM OUTCOME 2

The County's Early Childhood workforce reflects the population that serves; more Spanish speaking ECE professionals with equitable advancement opportunities and higher education credentials

Objectives

- 2.1** ECE courses beyond the associate level are offered in Spanish
- 2.2** Increase in the number of DAC Spanish-speaking professionals with a greater variety of early childhood credentials, including but not limited to Associates and/or Bachelor's degrees in ECE, and New Mexico Early Childhood Development Certificates
- 2.3** ECE Coalition participates in local and statewide efforts to implement and sustain incentives for bilingual ECE professionals

Activities

- Early childhood degrees beyond AA are offered in Spanish by higher education entities
- Work to increase variety of professional development opportunities offered in Spanish
- Identify/provide culturally and linguistically sustaining bilingual professional development opportunities

PRIMARY MEASURES

- Pathways to certificates and Bachelor's degrees in ECE for Spanish speakers are developed
- # of ECE courses beyond the associate level offered in Spanish increases at NMSU/DACC
- # of Spanish-speaking ECE professionals getting a Bachelor's in ECE increases
- the demographics of ECE professionals (by race/ethnicity/language) match community demographics

OUTCOMES AND ALIGNMENT

LONG-TERM OUTCOME 3

Success at five years

ECE educators facilitate academic success rooted in strong culturally and linguistically pedagogy

Mid-Term Outcomes

Success at three years

- Faculty, teachers, teaching assistants, home visitors, and administrators in birth through 3rd grade are implementing culturally and linguistically sustaining programming
- There is improved acceptance of Spanish in classrooms and support for bilingual and diverse educators
- Innovative practices are scaled. The community appreciates educators—more support for bilingual and diverse ECE workforce
- College and university faculty support a bilingual workforce informed about culturally and linguistically sustaining pedagogy
- Increase in community trainings. College and university curriculum and teaching supports courses/programs for speakers of languages other than English, including offerings during non-traditional hours

Short-Term Outcomes

Success at one year

- Faculty, teachers, teaching assistants, home visitors, and administrators in birth through 3rd grade have a strong understanding of early childhood pedagogy that is culturally and linguistically sustaining
- Teachers have options for continued education or training relevant to the current times and have cultural significance and/or updates to equitable practices. (How to support social-emotional development, cognitive development, language, and literacy)
- A stronger relationship between the community and DACC/NMSU supports the development of a bilingual workforce informed about culturally and linguistically sustaining pedagogy

ALIGNMENT WITH ECECD STRATEGIC PLAN (FLORECER)

Goal 4, Objective 4.3

ECECD'S professional development and technical assistance system builds the capacity of early childhood professionals to support high quality, equitable, equitable services that are aligned to the early learning guidelines and meet the geographic, cultural, and linguistic diversity of programs and communities.

OBJECTIVES, ACTIVITIES, & MEASURES

LONG-TERM OUTCOME 3

ECE educators facilitate academic success rooted in strong culturally and linguistically pedagogy

Objectives

- 3.1** The coalition completes an inventory of culturally and linguistically relevant practices in existing ECE coursework
- 3.2** The coalition partners with higher Education to implement training in culturally and linguistically sustaining pedagogy
- 3.3** Increase in the number of ECE educators who report implementing culturally and linguistically sustaining methods into their work

Activities

- Advocacy for play-based learning (Culturally and linguistically relevant)
- Research and identify existing culturally and linguistically relevant practices
- Implement play-based learning trainings for educators and administrators

PRIMARY MEASURES

- # of bilingual faculty teaching ECE at the college and university increases
- # of trainings provided by higher education professionals on culturally and linguistically sustaining pedagogy. Increased culturally and linguistically sustaining curricula in higher education coursework
- # of ECE educators who report implementing culturally and linguistically sustaining methods into their work increases
- # of ECE classrooms implementing culturally and linguistically sustaining pedagogy increases
- # of ECE classrooms using Spanish in the classroom increases
- More children and families report an increased sense of belonging, and bilingualism is celebrated



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 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 New Mexico

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 provides facilitation, coordination of partnership activities, guidance, and logistical support.



www.ngagenm.org
(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

www.cca.nmsu.edu
(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

www.laclinicadefamilia.org/lcdf/early-head-start
575-532-2002

ECE Coalition of Doña Ana County

www.succesdac.org/ece
575-644-2016
Email: cgillard@lcdfnm.org

Community Action Agency of Southern New Mexico

The Success Partnership Communications Team is housed under the Community Action Agency of Southern New Mexico (CAASNM). CAASNM is a nonprofit that enhances sustainability through asset-building programs and connecting clients to care. CAASNM serves five southwestern counties within New Mexico, including Doña Ana County. The Communications Team provides support by way of design, video, photography, and continuity of branding & messaging



www.CAASNM.org

(575) 527-8799
To email the Comms Team:
sommer@ngagenm.org
michelle@ngagenm.org

