Rio Arriba County Early Childhood Collaborative (RACECC) Plan
- Serving the Families of Northern New Mexico -
This Early Childhood Plan was developed by the Rio Arriba County Early Childhood Collaborative (RACECC) in partnership with a team of community leaders who gave of their time, expertise and input on the content and structure of this plan. By seeking collective solutions to persistent challenges that exist in Rio Arriba County and surrounding areas, we hope to see a shift in these challenges through collective advocacy, shared vision and leadership, collaborative strategic planning and greater alliance within and among organizations working with families in our county.

I would like to especially thank Las Cumbres Community Services; Rio Arriba County Health and Human Services Department; and NGAGE New Mexico of Dona Ana County for sharing their vision and their own Early Childhood Plans. These plans were aligned with the work we are doing with the Rio Arriba Early Childhood Collaborative.

I am grateful for the collaboration of the following organizations who partnered with the LANL Foundation Early Childhood team to develop this strategy to benefit Rio Arriba County’s youngest children and their families.

Anna Age Eight Institute
Breath of My Heart
Creative Kids Care Center
Espanola Public Schools
Eight Northern Indian Pueblos Council, Inc
Family Learning Center
Rio Arriba First Born Home Visiting
Grandparents Raising Grandchildren
LANL Foundation
Las Cumbres Community Services
Luz Del Sol, LLC
McCurdy Ministries
Moving Arts Espanola
NM House of Representatives, District 41
Northern New Mexico College
Ohkay Owingeh School Board
Presbyterian Española Hospital
Rio Arriba County Health and Human Services
Santa Cruz Farms
United Way of Northern New Mexico
YDI Head Start
2E Consults, LLC

Furthermore, I would also like to acknowledge with much appreciation the crucial role of the LANL Foundation Early Childhood Program staff: RJ Martinez and Evelyn Juarez, and the President & CEO of the LANL Foundation, Jenny Parks, who helped assemble the parts, gave guidance, suggestions and provided us with unlimited administrative support. Last, but not least, this work would not have been possible without the financial support of the Delle Foundation, the Brindle Foundation, and the McCune Charitable Foundation who provided the funding to move this project forward.

The Early Childhood Program at the LANL Foundation is honored to help provide the platform to amplify the voices, capability, and knowledge of the Rio Arriba County community members. Our evolving goal for this project is to support meaningful change and help increase the amount of quality early childhood educational opportunities for children between the ages of 0-5, their families and their communities.

With deep gratitude,

Anna Marie Garcia, Vice President of Early Childhood Education | LANL Foundation
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In August of 2018, the LANL Foundation’s Early Childhood Program began a community collaboration process with stakeholders from Rio Arriba County and surrounding areas in Northern New Mexico. The collaborative became known as the **Rio Arriba County Early Childhood Collaborative (RACECC)** and began meeting to discuss how to improve the lives of children from 0-5 years of age and their families. The goal of the collaborative was to gather authentic community input and information, including that from tribal communities, and to develop an actionable Early Childhood Plan for children 0-5 and their families.

Through this process, the partnership committed to focusing on the existing strengths within the community, while embracing the idea of "collective impact" as a strategy to address community challenges with social determinants of health.* From the initial meeting, local organizations expressed a strong desire to work together to breakdown institutional barriers and committed to building bridges of hope and efficiency for all children and families within the community.

The dedicated group of community members met monthly to share, learn and develop together through extensive, and sometimes challenging, conversations regarding the following themes: the existing opioid crisis within the community; the loss of traditional language and culture; the need to map current early childhood services throughout the county and surrounding areas; the importance of engaging the whole family in the education of children, the need for additional workforce development opportunities, and to the division that has been part of our communities for far too long. Through authentic sharing, discussion, and storytelling, RACECC members were successful in developing the Early Childhood Plan that follows….a plan that illustrates unmatched passion, dedication, creativity and community expertise.

This plan is a testament to the hard work and vision of RACECC members.

* Social determinants of health (SDOH) are defined by the Centers for Disease Control (CDC) as “the conditions in the places where people live, learn, work, worship, and play which affect a wide range of healthy, functioning and quality-of-life risks and outcomes.”

Please see Appendix B for additional information on SDOH.
Overview

Guided by a deep understanding of the community, an awareness of best practices, including the latest research, and by the ultimate desire to ensure health and access to educational opportunities for all young children and their families, RACECC developed the following statements to reflect their intent and guide the work of the group:

Vision

Rio Arriba County is a place where all children are safe, healthy, supported and successful. Families are strong, and are solution-oriented; languages, cultures and traditions are honored and respected; children are ready for schools, and schools and communities are ready for children.

Mission

To model excellence and innovation in early childhood care and education (ages 0-5), and to strengthen families in an effort to make Rio Arriba County the best possible environment for healthy growth, strong child development where all children have equal access to quality early childhood services and are supported in authentic relationships, so they may become successful, life-long learners.

Purpose Statement

The Rio Arriba County Early Childhood Collaborative (RACECC) consists of parents, educational, non-profit, health care and philanthropic stakeholders dedicated to improving the quality of learning and lives of the county’s young children and their families. The Collaborative stakeholders work together with other community partners to:

• Support efforts that engage and strengthen families with young children

• Provide education for families and community members on EC issues that may include though not be limited to topics such as brain development, childhood growth and development, impact of toxic stress, positive guidance of children, etc.

• Develop a plan to prevent Adverse Childhood Experiences (ACE’s)

• Support groups working toward goals that enable children and families to be safe and thrive

• Conduct a mapping of existing family support services within the county
Methods, Process, and Summary

It was clear from the beginning that the group of early childhood professionals assembled illustrated clear understanding of current community conditions, and further expressed passion and desire to improve the experiences of children and families within Rio Arriba County.

RACECC began to assess the needs within the county by asking the following questions:

What is working?

What is not working?

In an ideal world, what does a thriving community/child look like?

Multiple ideas were brought forth by members of the collaborative, and through review of these ideas, common themes were observed. These themes became the foundation of the plan and influenced the development of the detailed strategies and actionable items contained within.

When examining the challenges in our community, it is important to look beyond the surface issues in an effort to identify the root causes; it is equally important, however, to look at the resources currently available to help promote positive change and wellness.

Further, when talking about resources, we are not only speaking about local organizations, but rather the people who work throughout the community to champion for the individuals and families they serve.
Rio Arriba County Demographics

“By education I mean an all-round drawing out of the best in the child and man; body, mind and spirit.”
Mahatma Gandhi

Rio Arriba County is a community rich in tradition and culture, though it is no secret that the county and surrounding areas has its share of challenges with opioid abuse, high unemployment, and lack of access to community resources. While these challenges may seem daunting to overcome, the resilience and sense of community within Rio Arriba County provide courage and hope for a stronger, sustainable future.

The following table provides extensive detail regarding a variety of indicators that describe the children and families in Rio Arriba County. Nevertheless, the following data are only intended to provide context for consideration. The RACECC believes strongly that community members, especially the children, must not be defined by the data that may currently describe us.

### Rio Arriba County Demographics

#### Child Outcomes

<table>
<thead>
<tr>
<th>County</th>
<th>NM</th>
</tr>
</thead>
<tbody>
<tr>
<td>White/Caucasian (non-Hispanic)</td>
<td>71.0%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>7.2%</td>
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<tr>
<td>Black/African American</td>
<td>17.2%</td>
</tr>
<tr>
<td>Hispanic/Latinx</td>
<td>4.7%</td>
</tr>
<tr>
<td>Other</td>
<td>5.1%</td>
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</tbody>
</table>

#### Education

<table>
<thead>
<tr>
<th>County</th>
<th>NM</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td>24.7%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
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</tr>
<tr>
<td>Black/African American</td>
<td>6.7%</td>
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<tr>
<td>Hispanic/Latinx</td>
<td>4.2%</td>
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<tr>
<td>Other</td>
<td>11.1%</td>
</tr>
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</table>

#### Employment

<table>
<thead>
<tr>
<th>County</th>
<th>NM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peñasco</td>
<td>5.5%</td>
</tr>
<tr>
<td>Ojo Caliente</td>
<td>6.3%</td>
</tr>
<tr>
<td>Taos</td>
<td>6.1%</td>
</tr>
<tr>
<td>Taos Pueblo</td>
<td>6.0%</td>
</tr>
<tr>
<td>Cochiti Pueblo</td>
<td>5.9%</td>
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#### Family Context

<table>
<thead>
<tr>
<th>County</th>
<th>NM</th>
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</thead>
<tbody>
<tr>
<td>NM DOH PRAMS, 2012-2017</td>
<td>4.5%</td>
</tr>
<tr>
<td>NM DOH PRAMS, 2013-2017</td>
<td>4.6%</td>
</tr>
<tr>
<td>NM DOH PRAMS, 2014-2017</td>
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</tr>
<tr>
<td>NM DOH PRAMS, 2015-2017</td>
<td>4.8%</td>
</tr>
<tr>
<td>NM DOH PRAMS, 2016-2017</td>
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</tr>
<tr>
<td>NM DOH PRAMS, 2017-2018</td>
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</table>

#### Health

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<tr>
<th>County</th>
<th>NM</th>
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<tbody>
<tr>
<td>Neonatal Abstinence Syndrome Rates, per 1,000 live births</td>
<td>0.6%</td>
</tr>
<tr>
<td>Neonatal Abstinence Syndrome Rates, per 1,000 live births</td>
<td>0.7%</td>
</tr>
<tr>
<td>Neonatal Abstinence Syndrome Rates, per 1,000 live births</td>
<td>0.8%</td>
</tr>
<tr>
<td>Neonatal Abstinence Syndrome Rates, per 1,000 live births</td>
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</tr>
<tr>
<td>Neonatal Abstinence Syndrome Rates, per 1,000 live births</td>
<td>1.0%</td>
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<tr>
<td>Neonatal Abstinence Syndrome Rates, per 1,000 live births</td>
<td>1.1%</td>
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#### Income

<table>
<thead>
<tr>
<th>County</th>
<th>NM</th>
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<tbody>
<tr>
<td>Income</td>
<td>$33,422</td>
</tr>
<tr>
<td>Income</td>
<td>$34,422</td>
</tr>
<tr>
<td>Income</td>
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</tr>
<tr>
<td>Income</td>
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<td>$37,422</td>
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<tr>
<td>Income</td>
<td>$38,422</td>
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#### Race/Ethnicity of Children Under 6 in Poverty (%)

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>County</th>
<th>NM</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td>64.0%</td>
<td></td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>64.1%</td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td>64.2%</td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latinx</td>
<td>64.3%</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>64.4%</td>
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#### Unemployment Rate for Population Under 20

<table>
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<tr>
<th>County</th>
<th>NM</th>
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</thead>
<tbody>
<tr>
<td>Unemployment Rate for Population Under 20</td>
<td>5%</td>
</tr>
<tr>
<td>Unemployment Rate for Population Under 20</td>
<td>6%</td>
</tr>
<tr>
<td>Unemployment Rate for Population Under 20</td>
<td>7%</td>
</tr>
<tr>
<td>Unemployment Rate for Population Under 20</td>
<td>8%</td>
</tr>
<tr>
<td>Unemployment Rate for Population Under 20</td>
<td>9%</td>
</tr>
<tr>
<td>Unemployment Rate for Population Under 20</td>
<td>10%</td>
</tr>
</tbody>
</table>

#### Transportation

<table>
<thead>
<tr>
<th>County</th>
<th>NM</th>
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</thead>
<tbody>
<tr>
<td>Public Transportation</td>
<td>5%</td>
</tr>
<tr>
<td>Public Transportation</td>
<td>6%</td>
</tr>
<tr>
<td>Public Transportation</td>
<td>7%</td>
</tr>
<tr>
<td>Public Transportation</td>
<td>8%</td>
</tr>
<tr>
<td>Public Transportation</td>
<td>9%</td>
</tr>
<tr>
<td>Public Transportation</td>
<td>10%</td>
</tr>
</tbody>
</table>

#### Violence

<table>
<thead>
<tr>
<th>County</th>
<th>NM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Violence Rates per 1,000</td>
<td>0.1%</td>
</tr>
<tr>
<td>Domestic Violence Rates per 1,000</td>
<td>0.2%</td>
</tr>
<tr>
<td>Domestic Violence Rates per 1,000</td>
<td>0.3%</td>
</tr>
<tr>
<td>Domestic Violence Rates per 1,000</td>
<td>0.4%</td>
</tr>
<tr>
<td>Domestic Violence Rates per 1,000</td>
<td>0.5%</td>
</tr>
<tr>
<td>Domestic Violence Rates per 1,000</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

#### Youth

<table>
<thead>
<tr>
<th>County</th>
<th>NM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth</td>
<td>5%</td>
</tr>
<tr>
<td>Youth</td>
<td>6%</td>
</tr>
<tr>
<td>Youth</td>
<td>7%</td>
</tr>
<tr>
<td>Youth</td>
<td>8%</td>
</tr>
<tr>
<td>Youth</td>
<td>9%</td>
</tr>
<tr>
<td>Youth</td>
<td>10%</td>
</tr>
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By: New Mexico Department of Health, Children’s Bureau
The following illustration provides an overview of early childhood care and education services currently available within the county as of January 2020:

“We worry about what a child will become tomorrow, yet we forget that he is someone today.”

*Stacia Tauscher*
Early Childhood Strategic Action Plan

“You cannot make people learn. You can only provide the right conditions for learning to happen.”
Vince Gowman

RACECC is committed to ensuring that all children – and their families – in Rio Arriba County and surrounding areas are provided with the right conditions to learn. Further, we understand that learning is only possible when children – and their families – feel safe, are holistically healthy, and possess adequate support from their service providers and other community members.

We understand that grief, trauma, exposure to adverse childhood experiences (ACEs) and poverty are at the root of many community struggles, and we believe in the power of healing.

Further, we look to our young children and families as equal partners to assist us in building conditions that promote and nurture wellness and learning for all.

The following information illustrates the foundation of our collective beliefs and is intended to guide our collaborative work over the next 1-3 years

Core Values

We Believe…..
- Children are born ready to learn
- Children have agency
- ACEs (adverse childhood experiences) are preventable

We Are…….
- Relationship based (with nature and with one another)
- Asset/Strength-based
- Responsible for one another
- Reflective
- Connected and committed to each other
- Compassionate
- People who strive to be non-judgmental
- Life-long learners
- More effective when we collaborate
- Family-centered

Guiding Principles…… We work together to:
- Align existing resources;
- Respect language, culture and diversity;
- Ensure equity in all the work we do;
- Include all people as stakeholders and leaders in our community work. All voices are heard.
- Rural, tribal, intergenerational, gender, immigrant
- Share decision-making and collective power by using community-informed data; and
- Strengthen learning communities.
Areas of Focus and Goals

1. Alignment, Coordination and Collaboration

Goal 1A: RACECC members work together to strengthen their capacity to promote a resilient, resourceful and thriving community.

2. Equitable Access to Early Childhood Services

Goal 2A: All children and their families, prenatal to age 5, have equal access to a full continuum of high-quality early care and education services.

3. Community Resilience Development/Trauma Prevention

Goal 3A: The community is educated in early childhood issues to include topics as follow: the role of trauma and ACEs on the developing brain; healthy child and family development; guidance with care; trauma-informed care; and building healthy family relationships.

4. Public Awareness, Education and Professional Development

Goal 4A: Plans and resources exist to support families to be well-nourished in all ways – physically, emotionally, socially, spiritually, and financially.
The Power of Collaboration

The outcome of any collaborative effort is dependent upon well-developed personal relationships among participants. Through a generous grant from the Delle Foundation, Brindle Foundation, and the McCune Charitable Foundation, the LANL Foundation worked to form the Rio Arriba County Early Childhood Collaborative, which brought together key stakeholders from throughout the County to create an actionable Early Childhood plan.

The Collaborative’s work gave voice to Early Childhood professionals on how best to tackle the challenges in the community. The Collaborative served as an integral part of the planning process and brought forward a powerful approach to addressing the challenges of the community.

Guided by the latest research, an understanding of community challenges, and promoting best practices, the Collaborative created a resource forum for one another and lasting connections and partnerships.
Appendix A

Participants in the Rio Arriba County Early Childhood Collaborative

2E Consults LLC
• Layne Kaibfleisch, Education Psychologist; layne.2e@gmail.com

Anna Age Eight Institute
• Katherine Ortega Courtney, Co-Director; kocourtney@nmecdp.org
• Jennifer Manzanares, County Director; jennjmanzanares71@gmail.com

Breath of My Heart
• Jessica Goodfriend, Midwife/Executive Director; jessica@breathofmyheart.org

Creative Kids Child Care Center
• Marcie Davis, Director; marcie818@windstream.net

Espanola Public Schools
• Deirdra Montoya, Director of Student Services & Wellness; Deirdra.Montoya@k12espanola.org
• Wilmer Chavarria, Principal, Fairview Elementary; wilmer.chavarria@k12espanola.org
• Janelle Lujan, Early Childhood Coordinator; Jannelle.lujan@k12espanola.org
• Kiva Duckworth-Moniton, Principal, Alcalde Elementary; kivan.duckworth@k12espanola.org

Eight Northern Indian Pueblos Council, Inc (ENIPC)
• Gil Vigil, Executive Director; gvigil@enipc.org

Family Learning Center
• Cathy Berryhill, Director; cathybflc@gmail.com
• Carmella Salinas; carmellassalinas73@gmail.com

Grandparents Raising Grandchildren
• Delfinia Romero, Director; delfinia.romero50@gmail.com

Las Cumbres Community Services
• Patty Shure, Clinical Social Worker; pshure@windstream.net
• Johonna R. Aguino, Conjunto Preschool Director; Johonna.Aguino@lccs-nm.org
• Megan Delano, Former Executive Director
• Linnea Moreno, Director of Community Infant and Early Childhood Programs; Linnea.Moreno@lccs-nm.org

LANL Foundation, Espanola, NM
• Anna Marie Garcia, Vice President of Early Childhood Education; annamg@lanlfoundation.org
• RJ Martinez, Early Childhood Project Coordinator; rj@lanlfoundation.org
• Evelyn Juarez, Early Childhood Program Associate; evelyn@lanlfoundation.org
• Jenny Parks, Chief Executive Officer; jenny@lanlfoundation.org
• Denise Thronas, Former Board Member; thronasd@yahoo.com

Luz del Sol, LLC
• Marisol Atkins, Consultant; marisol.atkins@gmail.com

McCurdy Ministries
• Patsy Alvarado, Director; pialvarado@mccurdy.org
• Amanda Trujillo-Gonzales, Therapist; agonzales@mccurdy.org

Moving Arts Espanola/ United Way of Northern NM
• Roger Montoya, Co-Founder; Rogeremontoya@gmail.com
• Saul Ruiz, Co-Founder

Northern New Mexico College
• Rick Bailey, President; rick.bailey@nnmc.edu

NM State Representative
• Susan Herrera, District 41; susan.herrera@nmlegis.gov

Presbyterian Espanola Hospital
• Brenda Romero; Administrator; bromero@phs.org

Rio Arriba County Health & Human Services
• Lauren Reichelt, Director; LMRreichelt@rio-arriba.org
• Michelle Peixinho, Program Coordinator; mpeixinho@rio-arriba.org

Santa Cruz Farms
• Don Bustos; santacruzfarm1@gmail.com

YDI Head Start
• Stephanie Martinez, Associate Director; sbaca@ydinm.org
Appendix B

Social Determinants of Health

The Social Determinants of Health (SDOH), as defined by the Centers for Disease Control (CDC) include intangible factors such as political, socioeconomic, and cultural constructs, as well as place-based conditions, including accessible health-care and education systems, safe environmental conditions, well-designed neighborhoods, and availability of healthy food.

Examples of SDOH

- Income level
- Educational opportunities
- Occupation, employment status, and workplace safety
- Gender
- Racial segregation
- Access to nutritious foods
- Access to safe housing and utility services
- Early childhood experiences
- Social support and community inclusivity
- Crime rates and exposure to violent behavior
- Availability of transportation
- Neighborhood conditions and physical environment
- Access to safe drinking water, clean air, and toxic-free environments

The World Health Organization notes that these tangible and intangible conditions are shaped by the distribution of money, power and resources at global, national and local levels. The SDOH are mostly responsible for health inequities – the unfair and avoidable differences in health status seen within and between countries.

*Family Connects International, 2019, Duke University, Durham NC*
## Appendix C

### Strengths Discussed by Stakeholders

**Community**
- 4-H Programs
- Faith-based programs (Sikh, Christian, Muslim & monasteries, etc.)
- Schools with free meals
- Strong pocket of programs- Community Health Council
- Pre-K programs
- Breast feeding support for mothers (cultural assets)
- EC Educators who know children and community
- Early Childhood programs
- Accredited, licensed and 5-star
- Family Centered
- Several home visiting programs II
- Some parent education on family skills
- County has a relatively small population
- Continuity of Care 0-5
- Gun Reform
- Medicare reimbursement
- Libraries
- Increase in Min Wage
- RIO GRANDE Heritage
- Community Sports
- RA Arts Center

**Traditions**
- Land, culture, and farming (agrarian)
- People’s relationship to the land
- Rich in traditions
- Strong knowledge of herbs- Natural remedies
- Community members who speak Spanish and Tewa, Tiwa, Towa
- Often funding limitations limit the number of people who can be served

### Challenges Discussed by Stakeholders

**Social Concerns**
- Systems, both outside and external sources that impact families.
- Market driven forces that play a role with families.
- The reason for silo is the issue of scarcity
- What is being taught to the children is not what they are seeing being practiced outside of the classroom.
- Lack of support for treatment- mental, drug, alcohol
- Workforce for early childhood
- 61% of children raised by extended families but lack of responses to address the child
- Gentrification local communities

**Education**
- Patch work of school systems. Family core values get lost in the education models
- Culturally trained teachers K-12

**Health**
- Lack of food security
- Market driven MCH System health that undermines mothers

**Politics**
- Silo(ing) of programs
- How do we support families to be families?
- Profit driven decision making at upper levels /Bad Politics
- Permeant fund not being used for EC.

**People**
- Thoughtful and committed champions of children and families
- Love of kids and know the kids
- Resources shared by word of mouth
- Elders as resources to teach children
- Inspirational people/programs
- Mid-wife care- local nurses/ Doulas
- Community champions who truly care
- Intact pueblo communities rich in culture and traditions and language
- Strong military families
- Increase in tax credit increase from 10 to 17

**Programs**
- Moving Arts
- Barrios Unidos
- RA Boys and Girls Club
- Honor our Pueblo Existence
- Tewa Women United
- Ghost Ranch Retreat Center
- San Martin de Porres Soup Kitchen
- Northern New Mexico College
- McCurdy Ministries Cariño Program
- Head Start (with training)
- Strong EC programs (trying to teach parents to be advocates for their children) – FB HV Program
- Food distribution sites
- Food coop/ CC Food
- Great Teen Homeless program/ Teen Homeless program
- LANL Foundation
- FB Program
- Reroute Program

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**Appendix C**

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## Challenges Discussed by Stakeholders

### Social Concerns
- Systems, both outside and external sources that impact families.
- Market driven forces that play a role with families.
- The reason for silo is the issue of scarcity.
- What is being taught to the children is not what they are seeing being practiced outside of the classroom.
- Lack of support for treatment- mental, drug, alcohol.
- Workforce for early childhood.
- 61% of children raised by extended families but lack of responses to address the child.
- Gentrification local communities.

### Education
- Patch work of school systems. Family core values get lost in the education models.
- Culturally trained teachers K-12.

### Health
- Lack of food security.
- Market driven MCH System health that undermines mothers.

### Politics
- Silo(ing) of programs.
- How do we support families to be families?
- Profit driven decision making at upper levels /Bad Politics.
- Permeant fund not being used for EC.
## Appendix D

### Early Childhood Services in Rio Arriba County

#### Mapping Resources

<table>
<thead>
<tr>
<th>Name</th>
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<th>State</th>
<th>Type of Care</th>
<th>Age Range</th>
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<td>Creation Station Daycare &amp; Development Center</td>
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<td>(505) 614-6949</td>
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<td>Little Creations</td>
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<td>First Born Program (UWSFC)</td>
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<td>Home Visiting</td>
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<td>First Steps (Taos Holy Cross Medical Center)</td>
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<td>Las Cumbres Community Services – Confident Parenting &amp; Que Cute Home Visiting</td>
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<td>Kha’p’o Community School FACE Program</td>
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<td>Southwest Pueblo Consulting &amp; Counseling Services</td>
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<td>Birth-5</td>
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*Note: Phone numbers are provided for contact purposes.*