



Strategies & Actions

Action Network 1 - Children Succeed Academically in Healthy Schools

Long Term Outcome # 1: Schools fully embrace diversity, equity, and inclusion

Objective #1: By 2025, a fully encompassing Diversity, Equity & Inclusion (DEI) needs assessment, will be developed for the County districts.

Strategy	Action Steps
<p>1. Establish relationships so we can begin to gather information on current DEI assessments that have been or are being conducted in the County. (Three districts, charter, partners, etc.)</p>	<p>Check District websites to see DEI strategies. Websites are out of date.</p>
	<p>Identify why there is no school representation in larger community meetings and create solutions to bring them in.</p>
	<ul style="list-style-type: none"> -Create a list of navigator roles -Create focus groups with them in all 3 districts. - Bring in Amy [lead of social workers in LCPS], Ray from McKinney-Vento, use leads of diff. systems for a smaller focus group to start.
	<p>Define DEI assessment goals before asking for data given that their goals may be different [some agencies may be experts]</p>
	<p>Create alignment - develop surveys that can be used across multiple districts</p>
	<p>FYI+ [Jolene collects info], Community Foundation, NMSU has DEI office,</p>
	<p>Bring school districts together so they can see what the other districts are doing so they can collaborate and be on the same page, what is their interpretation? Reps from all districts should sit down together and discuss.</p>
	<p>Meet with school district superintendents, reps from charter schools, private schools, Erica/NMSU CAA - do we want to include private schools?</p> <p>Compile a list of all education institutions and invite</p>

	Coordinate with district equity councils
	Daisy Maldonado can collect info to see what is being used.
2. Establish a county DEI assessment (like the ECE Needs Assessment) that pulls together data and includes community voice from focus groups (this would be the main focus of this objective)	Look into “Diversity” (FYI DEI assessment recently used)
	encourage universal usage of established DEI assessment.
	Disseminate DEI assessment to community and identify ways to integrate findings into the 3 districts and the Success Partnership
	Research DEI needs assessments and that data points that are included

Long Term Outcome # 1: Schools fully embrace diversity, equity, and inclusion

Objective #2: By 2028, districts will have an increased number of education navigators to help underserved families (e.g. immigrant families, SWD, and other underserved populations) navigate the school system

Strategy	Action Steps
1. Identify and assess who the navigators are in the districts (LCPS Welcome Centers, McKinney-Vento staff, migrant education staff, community school staff, etc)	Define what a navigator is and what they do and don't do.
	School districts identify who is doing this work in their school(s)
	Create combined contact list
2. Identify the DEI Assessments/Agencies that have been used and create list	Center of Community Analysis (Erica). “Diversity” [hire to do the assessment].
	Café, Coalitions, family dialogue circles.
	Ideas of entities to reach out: NMSU Borderland & Ethnic Studies, Border Servant Corps, LC3, Resilience Leaders, etc.) <i>Other governmental, University/higher ed, nonprofit, and/or business's DEI agencies?</i>
3. Coordinate the one stop shops (100% Community Center - Resilience Leaders), Vamos Niños, FYI, etc.)	
4. Utilize Symbify to connect programs in one online platform	

Long Term Outcome # 2: Students' basic needs are met, so they are ready to learn

Objective #1: By 2025, more parents in the county will be equipped to navigate the education system/supports (e.g., IEP development/testing, mentors, etc)

Strategy	Action Steps
1. Implement and support family engagement programs countywide that empower families to speak up for their children and navigate education systems in multiple languages	Identify who in the schools is already helping parents navigate the school system.
	Determine what the barriers and capacity are for families to join existing programs.
2. Create plan to get classes to families and underserved populations throughout the county	-Create network of parents who train/mentor other parents -What are the needs/objectives of the different programs to target the correct families to participate?
3. Support existing groups/efforts and coordinate their efforts (integrate faith-based communities, other places parents are already comfortable). Parents Reaching Out, 21st Century funds to do parent/adult learning events.	Identify what parent groups already exist
	Create spaces for these groups to come together, events
	Emulate GISD family institute program for for a regional program
	Connect with LCPS and other bilingual support communities: https://www.facebook.com/people/LCPS-Bilingual-Community-Outreach/100063706852248/
4. Increase families accessibility to One Stop Shop resource centers.	Explore barriers keeping families from accessing resources.
5. Pursue funding sources for outreach, training and support services to alleviate barriers to participation (i.e mentoring, IEP, etc.)	
6. Map out the GISD, HVPS, and LCPS afterschool programs: -Cover more ground -Offer the right programs at different schools -Data-informed program placement, work with NMSU STEM Outreach on this	

Long Term Outcome # 2: Students' basic needs are met, so they are ready to learn

Mid Term Outcomes (success at 3 years):

Short Term Outcomes (success at 1 year): There are clear pathways for accessing schools in each district for entities who want to partner

Objective #2: By 2028, districts will have an increase in wraparound support centers (e. g., food bank, clothes bank, job training programs, etc.)

Strategy	Action Steps
<p>1. Identify which wraparound supports are most critical by:</p> <ul style="list-style-type: none"> - analysis of any existing data; - student, family, and district engagement through surveys, focus groups, and other identified methods. 	<p>Teachers Union, Social Workers [national association], student governments.</p>
<p>2. Identify clear pathways and strategies between districts and outside entities (nonprofits, community partners)</p> <ul style="list-style-type: none"> - How to access facilities, reach parents - Identify points of contact in different departments to overcome access barriers. 	<p>Create points of contact within each district</p>
<p>3. Identify and work with federal programs staff, Community School coordinators, school administrators (Principals) and similar district staff to design strategy around wrap-around supports in the districts</p>	
<p>4. Coordinate with One Stop Shops (Vamos Niños, Resilience), Symbify, and other related services to ensure districts can use them as resources, and to coordinate wraparound efforts.</p>	
<p>5. Map out the GISD, HVPS, and LCPS afterschool programs to identify where students have access to these programs</p>	<ul style="list-style-type: none"> - Data-informed program placement, work with NMSU STEM Outreach on this
<p>6. Engage with students throughout county (or in each district) to integrate their needs into wrap-around supports</p>	
<p>7. Engage in policy advocacy for wraparound services</p>	

Long Term Outcome # 3: Improved mental and behavioral health among students, staff, and families

Mid Term Outcome

Short Term Outcome(s): The Coalition has an understanding of what SEL programs exist in the districts

Objective # 1: By 2025, Social Emotional Learning (SEL) curriculum/programs (e.g., Raising Healthy Children, trauma-informed instructional practices, restorative practices, etc.) will be implemented in the Doña Ana County (DAC) school districts.

Strategy	Action Steps
1. Identify who the lead social workers/counselors are for each district.	Meet with them to understand the needs <ul style="list-style-type: none"> - how many mental/behavioral health staff are in the schools - what are their primary roles - what are the gaps that need to be filled
2. Identify curriculum and practices that already exist in local schools and are working (Zen Zones, outdoor learning, Teacher Hubs, etc.)	
3. Identify and carry out necessary SEL professional development opportunities that are needed <ul style="list-style-type: none"> - Work with district teachers, behavioral health staff - Work with relevant stakeholders to identify and prioritize SEL best practices to communicate and advocate to districts 	Explore collaboration between PED & schools for incentivized training opportunities, see what is already in place
4. Identify and engage in policy advocacy needed to increasing SEL resources	

Long Term Outcome # 3: Improved mental and behavioral health among students, staff, and families

Objective # 2: By 2028, students will have increased access to behavioral health services in the schools (the % of students feeling sad or hopeless in Doña Ana County reporting will decrease).

Strategy	Action Steps
1. Identify how this objective overlaps with goals/objectives of LC3 and partner to combine our efforts	K-Career Coordinator or K-Career members attend LC3 meetings
2. Meet with lead social workers/counselors for each district, plus SEL4NM and other resources to understand needs and best practices regarding this objective <ul style="list-style-type: none"> - how many mental/behavioral health staff are in the schools - what are their primary roles - what are the gaps that need to be filled 	
3. Work with community to increase screening for mental/behavioral health concerns <ul style="list-style-type: none"> - Through existing Mental Health staff - Through partnership with Mental Health providers in community 	
4. Explore bringing therapeutic and wellness services into schools as self-care for students/teachers/staff <ul style="list-style-type: none"> - Yoga, mindfulness, massage, acupuncture, etc - Regularly offer an educational series / after school services to students in mental and behavioral health subjects - Pair local artists with clinicians to explore alternative types of therapeutic services to offer - Identify online resources and methods (including gaming) for students to have regular access to resources for mental health and well-being 	
5. Work with Adult Learning and Family Engagement programming to work together on how to integrate parent support for their children’s mental/behavioral health	Coordinate existing family engagement curriculum programs - First Teacher, Family Leadership Institute, Abriendo Puertas

Long Term Outcome # 3: Improved mental and behavioral health among students, staff, and families

Objective # 3: By the end of 2026, parents/families will have increased awareness re: mental/behavioral health issues from a culturally responsive lens & in a format that is language accessible (Ex: signs/symptoms, where to go/what to do).

Strategy	Action Steps
1. Work with LC3 on what is already happening in this area and how we can work together	Meet with Rose Ann and Logan from FYI to get up to speed on where LC3 is currently
2. Work with SEL4NM on this objective - utilize their expertise in best practices. Also Casel	
3. Coordinate and increase access to Adult Learning and Family Engagement programming (Abriendo Puertas, FLI, etc.) to incorporate mental health components that help increase awareness	
4. Coordinate with one stop shops to make sure parents have access to info about resources	
5. Use pre and post test (surveys), and other appropriate measures to demonstrate any changes in awareness	

Long Term Outcome # 4: Students have equitable access to resources and student supports.

Objective # 1: By 2026, school-based mentoring and individualized advising will be developed at more middle and high schools.

Strategy	Action Steps
1. Identify district advising and mentoring staff working on these areas, and talk to them about their needs	
2. Identify the best ways to reach retired professionals and recruit to help serve in this area - mentor middle and high school students	

<ul style="list-style-type: none"> - use CommunityShare to share their knowledge / experience 	
<p>3. Work with districts on peer mentoring supports</p> <ul style="list-style-type: none"> - what is already available, - what are the needs - implement what is needed for each district 	
<p>4. Partnership with DACC & NMSU to explore mentorship options</p> <ul style="list-style-type: none"> - eg. providing credit to college students for mentoring district students 	
<p>5. Work with business industry to develop increased awareness of various fields through:</p> <ul style="list-style-type: none"> - mentorship - after school programs - supporting existing programs (eg. KidsCan) 	

Long Term Outcome # 4: Students have equitable access to resources and student supports.

Objective # 2: By 2025, the # of businesses/community organizations and industries connected to schools in the county will increase.

Strategy	Action Steps
1. Identify what CTE programs: <ul style="list-style-type: none"> - are already doing - what the gaps are - how the Success Partnership can mobilize the community to help. 	Contact LCPS, Hatch, Gadsden CTE and Career related staff - recruit for involvement in this objective. Share WBL outcomes from strategic plan with district and school leadership (for buy-in)
2. Strategize with Chambers to increase business participation and develop regular opportunities for businesses to join with districts and build business/student mentorship	
3. Identify the best ways to reach retired professionals and recruit them to help serve in this area (mentor middle and high school students, use CommunityShare to share their knowledge/experience)	
4. Connect with new industry to be involved with the schools (Ex: 828 Productions for film/media mentoring). Normalize involvement/connection between new industry and the schools <ul style="list-style-type: none"> - giving to schools - involvement in the partnership - providing experiential learning opportunities - getting plugged into CommunityShare, etc 	
5. Work with Workforce Talent Collaborative (WTC) on what is already happening in this area and how we WTC and Success Partnership can collaborate	
6. Identify how best to partner with local Workforce Connections offices and understand and access the resources they offer the community	
7. Research youth development programs to increase connections between students and community	