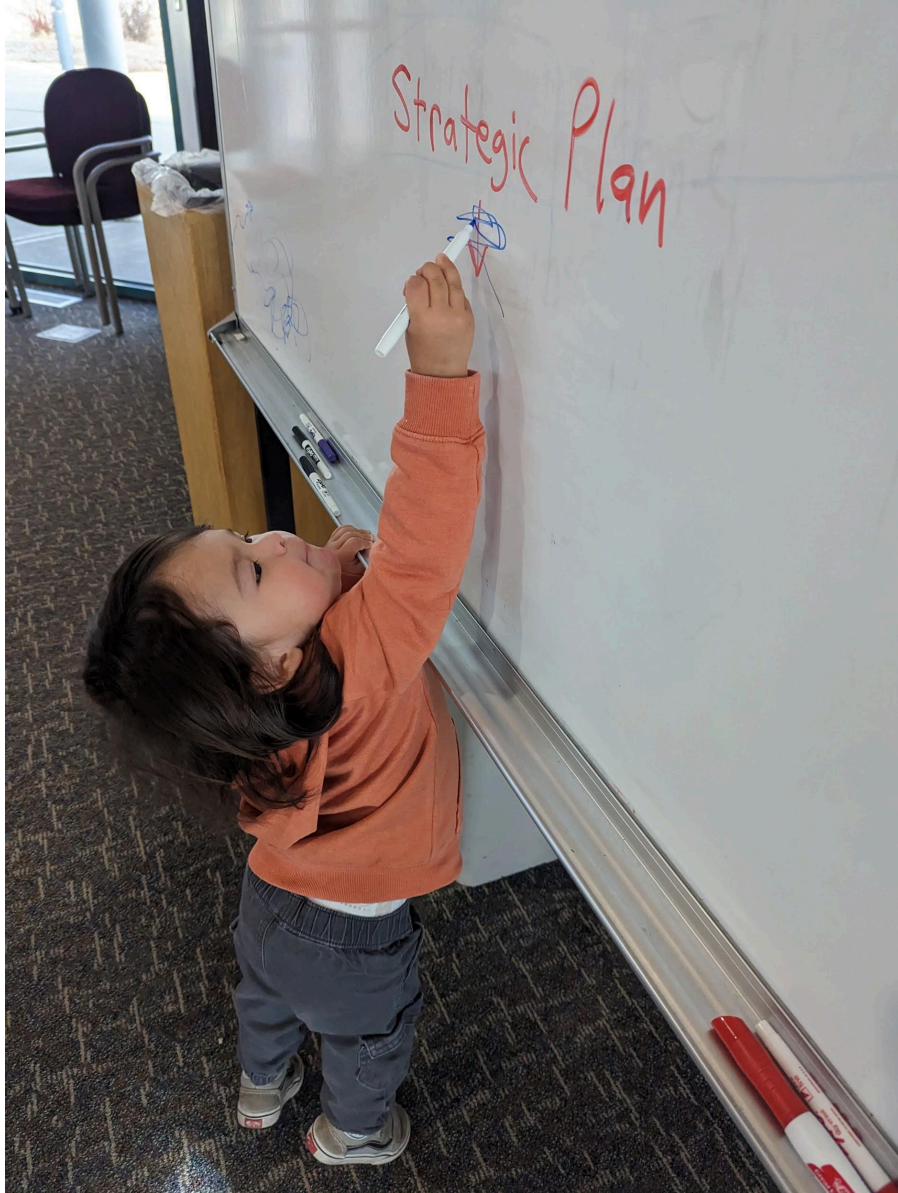


**San Juan County Early Childhood Coalition Strategic Plan
March 2023**

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**San Juan Early Childhood Coalition
San Juan County, New Mexico
March 2023**

Strategic Planning Process

The San Juan County Early Childhood Coalition wrote an iterative needs assessment in September 2022. The needs assessment gathered up-to-date quantitative data as well as qualitative feedback from 37 unique families, representative of our county demographics. The needs assessment identified five areas of focus for this strategic plan:

1. Address barriers to accessing **mental health services** postpartum
2. Mitigate **transportation** barriers among rural and tribal community members
3. Standardize the quality of **healthcare** provided across private and public (IHS) facilities
4. Improve accessibility of **social services**, particularly for older caregivers, lower literacy levels and families living in rural/tribal areas
5. Improve awareness of and accessibility to **fresh and locally grown foods**

Based on these findings, the coalition engaged with a variety of stakeholders to solicit more specific feedback on how to address these issues. First, coalition members, who at the time largely represented providers across our local early childhood resources, reviewed the findings from the needs assessment. Coalition and community members gathered early in the new year to participate in *The Art of Partnering with Families*, hosted by the University of New Mexico Family Development Program. The coalition simultaneously began planning an in-person Retreat to gain further insight into how findings from the needs assessment could be addressed through this strategic plan. Participants in the retreat were composed of local family representatives, staff from local early childhood resources and current coalition members. All coalition members and retreat attendees were invited to participate in one final review of the drafted strategic plan, to provide comment and confirmation that the items detailed in this plan are in alignment with their perspectives, recommendations and needs. Continued input from all stakeholders will be maintained through monthly coalition meetings as well as ongoing virtual and in-person meetings specifically designed to support family/parent leadership, separate from coalition meetings.

Vision Statement

The purpose of San Juan County Early Childhood Coalition (SJCECC) is to engage multiple stakeholders and community voices to work collaboratively and collectively in support of children and families within our community. We believe in the shared strengths that we create and the transformative vision we each possess. SJCECC is an action network that engages in a broad base of early childhood leadership from the county to create a common vision, common outcomes and comprehensive aligned strategies to ensure all young children thrive in strong families and in healthy neighborhoods, no matter where they reside in our community. We strive to create a community of partnership where family partnership is elevated and at the center of all decision making.

Mission Statement

SJCECC is a group of organization and community representatives who voluntarily come together to work for systems change in our community. The mission of SJCECC is to create a coalition to improve equity, communications, and initiate a transformative process for our community.

Equity Goals

The San Juan Early Childhood Coalition operations are based on the following values and are held together by a set of agreements between and amongst members and the following operational procedures. SJCECCC is not an independent legal entity, but rather a group of organizations and community representatives who voluntarily come together to work for systems change in our community. Participants assert their commitment by signing the MOU agreement and agreeing to the following principles. These principles are living and will continue to evolve as the coalition grows.

SJCECC believes in a community that is:

Agile: able to respond to changing conditions; focused on projects and best practices' using contractors and partnering with members to accomplish objectives; structured virtually, and in-person, creating minimal overhead.

Innovative: using new technology; knowing best practices; searching for cutting edge systems ideas and upstream solutions.

Supplemental to these guiding principles, SJCECC has also adopted the [Prenatal to Three Guiding Principles for Equity](#), which were established by a diverse group of providers, advocates, activists and community members across the state of New Mexico in 2022. We adhere to the following Equity Principles in our coalition practice:

FAMILY VOICE, POWER, AND SHARED DECISION-MAKING LEADS TO EQUITABLE SERVICES

We respect, trust, and build relationships with families as the basis for quality services. Safe spaces, partnerships, and shared decision-making include hearing the voices of a child and their caregiver. Equitable services stem from engagement that is family-determined, individualized, flexible, and meaningful.

RESPECT AND CELEBRATE LANGUAGE AND CULTURE

We support and uplift diverse families and communities. This includes multigenerational and multi-cultural parenting practices, and diverse parenting roles and abilities. Efforts are made to support a family's and community's native or preferred language identities.

SELF-AWARENESS AND REFLECTION LEADS TO HEALING INTERACTIONS AND RELATIONSHIPS

We address our own assumptions, beliefs, privileges, and biases to build self awareness and reflection. We actively engage in opportunities for listening, healing, and being mindful of our own power and privileges with humility.

ACTIVELY TRANSFORMING SYSTEMS IS ESSENTIAL

We work to transform systems of racism and oppression at all levels to grow trust, address inequities, dismantle power differences, and remove harmful policies and practices where

racism is entrenched. We trust and support families and communities to determine needs, allocate resources, and identify strategies for progress.

RESPECT AND INCLUDE TRIBES AND TRIBAL SOVEREIGNTY

We recognize, acknowledge, and respect the identity and ancestry of tribes, tribal citizens and their descendants, and support their dual-citizenship (as citizens of the state and their respective sovereign tribes). We respectfully seek to understand the historical relationships and uniqueness of each tribe as sovereign nations, each with their own ways of knowing, living, governing, and valued language and culture.

VALUE DIVERSE COMMUNITY KNOWLEDGE AND EXPERIENCE

We value and seek to understand diverse community knowledge and experience to address multi-layered barriers, oppressions, and all forms of racism. Communities are co-creators and partners in the development of research, data interpretation, and narratives. Community specific ways to grow knowledge, strength, and healing are respected and valued.

Coalition Structure, Governance, and Decision-Making Processes

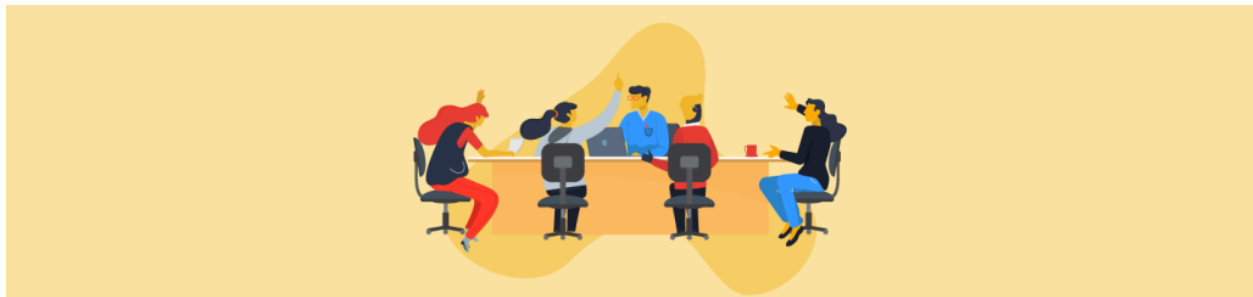
The San Juan Early Childhood Coalition has adopted the New Mexico Prenatal to Three Community Agreements. We use these to set expectations at the beginning of our gatherings.

As a coalition, we agree that:

1. We are present to the discussion and task at hand. We listen actively to understand, not necessarily to respond.
2. We are all learners, we are all teachers.
3. We practice self-reflection and are mindful of the space we occupy, both physically and virtually.
4. We are brave and trust intent. We are open with each other, point out areas for growth, and are open to change.
5. We engage meaningfully in discussion, in which we ensure everyone has a chance to participate.
6. We acknowledge the presence of inequities in our discussions among each other.
7. We understand there is No Quick Fix.
8. We will actively work to acknowledge and mitigate power differentials in our processes and interactions with each other.
9. We acknowledge and collectively work to dismantle inequities and power differentials that currently exist.
10. We see disagreement as healthy, while monitoring and acknowledging our own perspectives and experiences, and the impact they have on each other.
11. We work to recognize and investigate our own privileges, bias, alignments, etc.
12. We honor experiences and perspectives while not expecting validation from others in return.
13. We incorporate these practices into our daily life.

SJCECC is currently composed of roughly 70 members, including child care providers, home visiting programs, early childhood researchers, child health advocates, family leaders, public

health practitioners, and community members. The coalition operates under a Shared Leadership Structure, wherein we solicit input in a non-vertical format, but more of a collective manner. According to the book “[Shared Leadership](#)” comprised of a collection of articles from leadership experts, “shared leadership models propose that success in knowledge-based environments, where complex problem solving is required (e.g. product or IT development), depends less on the heroic actions of a few individuals at the top and more on interdependent, coordinative leadership practices distributed throughout an organization. Group members hold different capabilities that are potentially of value in producing jointly desired outcomes.” “The shared leadership model conceptualizes leadership as a set of shared practices that can and should be enacted by people at all levels. Leadership is understood as a dynamic and multi-directional group process rather than a role exercised by a select few at the top. As such, the shared leadership model is well suited for enabling continuous and inclusive organizational change. By shifting the perspective from viewing leadership as a single-person activity to viewing it as collective construction processes, space opens up for all participants to express their agency at every stage of the change process, from ideation to implementation” ([Forbes, 2018](#)).



In an effort to create and sustain this shared leadership model, SJCECC utilizes one paid, part-time Coalition Coordinator as well as one volunteer Coalition Facilitator who organize coalition gatherings, maintain coalition records and facilitate discussions and consensus building. While these two positions serve as main points of contact for coalition activities, they are not primary or sole decision makers. All coalition members have the opportunity to share information via email with the coalition listserv, or provide feedback on topics discussed and action steps by utilizing circle keeping at the end of every meeting. During the circle keeping, each member of the coalition is provided time to share input, share a decision or vote on an issue. Members may also refrain from providing input or request more time to deliberate. All members must speak and provide at least one form of feedback. This expectation allows for all members to have an equitable opportunity to lead the coalition forward. We believe that this ties directly back into the first PN-3 Equity Principle that family voice, power and shared decision making lead to equitable services.

SJCEC Coalition Retreat: A Strategic Planning Event

In addition to regular monthly coalition meetings, the SJCECC held an in-person strategic planning retreat with both coalition members and families. The University of New Mexico Family Development Program was instrumental in co-creating the agenda and facilitating the event. The goal of this strategic planning event was to review the community needs assessment and build off of those findings to create a comprehensive and achievable strategic plan.

Agenda

The agenda for this event can be found detailed in Appendix A. The expected outcomes included: seeing ourselves as family and community leaders, exploring and learning new skills for collaboration and developing reflective and practical skills for family partnership. This retreat gave participants a time to come together, engage in community learning, review the needs assessment findings and brainstorm solutions that informed the development of this strategic plan. The event was held on Saturday, March 4th, 2023 at the San Juan College Zia Conference Room from 9am-3:30pm. Breakfast, Snack, Lunch and Beverages were provided by San Juan College throughout the day.

Attendance

This retreat was open to all current coalition members as well as community and families. We had 30 participants register, and 17 attend in person.



(Retreat attendees, large group sharing and introductions)

Guiding Principles and Community Agreements

The group read the PN-3 Equity Principles and Community agreements aloud. Table groups reflected and discussed the principles and agreements. Participants volunteered to share reflections and additions with the large group.

- One participant recommended adding verbiage to Guiding Principle 5: Respect and Include Tribes and Tribal Sovereignty. This participant shared personal experiences she had with her father growing up, pushing for her to pursue education as a key to self determination. Although indigenous communities have struggled with embracing education, due to boarding schools that were used for cultural genocide, when education is used in a positive manner, they can integrate tribal values and epistemology into schools and early childhood education.
- Another participant reflected on their participation in the retreat, stating that it makes them nervous to come to different groups/coalitions, but that by building connections and relationships with other like-minded individuals, their strength of family

empowerment is able to shine. In that regard, Guiding Principle 1: Family Voice, Power and Shared Decision Making Leads to Equitable Services resonated with this participant.

- A third participant voiced the importance of land acknowledgements. We should acknowledge where we are when we gather, in observance of Guiding Principle 5: Respect and Include Tribes and Tribal Sovereignty. Additionally, within this acknowledgement, it is also important to move beyond acknowledgement into action. We should also recognize the importance of self care, knowing your limits and understanding the “power of ‘no’” to prevent becoming overwhelmed when discussing systems level issues.

Snowball Activity

Participants were prompted to write down **things that they love about their community** on a blank sheet of paper. Participants then crumbled up their papers into snowballs and had a snowball fight. After a few minutes, each participant selected one snowball and read it out loud to the group. The following statements and reflections were shared:

- The parks and activities for children in Farmington
- [Image] Traditional values, living in harmony, practicing ceremony
- I love how all surrounding areas act as one. Everyone knows everyone and families have been here for generations. The history of Farmington alone has so much knowledge and insight on how the town has grown.
- I love individuals who care - with so much to offer; Diversity; Outdoor spaces; Ability to connect with nature
- The beauty of the landscape: scenery, live off the land, so many activities, different languages, cultures, tribes and races.
- Giving back to the community in terms of donations, clothing drives, food boxes and providing free meals to the homeless. Providing these trainings to the community such as the veteran showdown.
- The diversity: we are surrounded by different cultures that we can learn from; The landscape
- Connections and familiarity
- The resources for new/expecting moms; The diversity
- I appreciate the generosity and kindness. I have experienced the San Juan county beauty.
- FACE program is well recognized in my community
- Our community is close and friendly
- The diversity; The resources that are available; Community Events
- Family, culture and outdoors; Connections, resources and activities
- Being from NM, the land of the Dine, Ute, Apache and Pueblo people, has taught me a lot. You experience a unique upbringing in present day NM. I like to think it's a vortex of languages, cultures, foods, sunsets and stories. So, to say the least, I love the diversity.
- The many ways to enjoy the outdoors. The love for sports (support/fans).

This activity clearly highlighted a few recurring themes. Attendees consistently stated that the diversity of community members (6), sense of connectedness (6), beautiful outdoor landscape



representation of their community, inclusive of places where families and young children get together. A representative from each table shared the different components of their maps with the larger group.

Table one created a makeshift hogan as the foundation of their map. This was to embody the concept of “home.” Natural elements including sun and water (San Juan River) were prominent to highlight the concept of “water is life.” Different colored caps represented outreach resources (WIC, San Juan Center for Independence, etc.), support

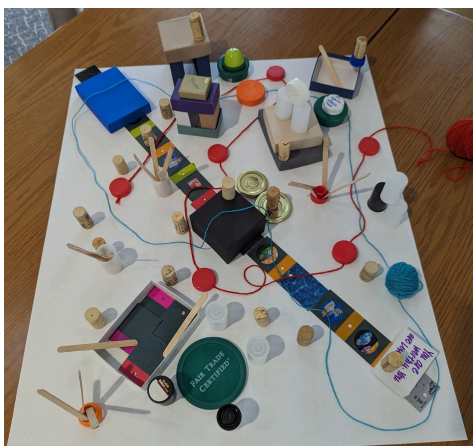
for high risk community members (shelters, PATH, etc.), and safe spaces for family activities (boys and girls club, etc.). Dominos represented counseling centers for mental health wellness. Gold pieces represented community leaders helping the community. Pen caps were different members of the community gathered around, engaging in services.

Table 2 mapped four distinct communities within San Juan County: Bloomfield, Aztec, Shiprock and Farmington. This group depicted the San Juan River running through all four communities. Within the Shiprock community, the chapter house/community center, “church” (meant to represent all denominations as well as traditional practices), and Nizhoni Park were seen as highly utilized resources among families. Bloomfield schools were highlighted as primary sources of not only education, but family and community events. San Juan Regional Hospital was centralized on the map to depict the importance of healthcare access across all 4 communities.



Berg Park was highlighted in Farmington as a community park that hosts events and is located in close proximity to the walkway near the river. Bridges were incorporated into the map to show connection between each community over the San Juan River as it flowed from Aztec down to Shiprock.

Table 3 discussed resources in Bloomfield, Aztec and Farmington, including pools, community centers and schools. They highlighted how, in rural communities such as ours, schools often generate the most amount of events for children. Because of that, schools are one of the most prominently featured resources across all communities. This group utilized yarn to connect resources and community members.



Community Mapping Reflections

After each group had an opportunity to share their maps, the large group shared reflections, noting similarities and identified themes. It was immediately recognized that all maps had depicted the San Juan River in a meaningful way; a way that not only placed our community geographically, but also connected each major community within the county (Aztec, Bloomfield, Farmington, Shiprock). The group felt these bridges connected each respective side of the river, while finding ways to come together, as a community yearning for human connection. All of the maps also had resources and programs for families. Some members shared that this activity has an active reminder to them of what positive resources we have in each community, and to partake in them more often. Similar to the “Hands on” activity (where participants shared it was difficult to identify strengths about themselves) participants also noted that oftentimes we are critical of our communities and can much more easily point out the flaws and gaps. Focusing on the strengths of both individual coalition members and of our county/communities, we were able to build off of these strengths to develop this strategic plan.

Community Goal Development



Community Goal Development Flipcharts

To wrap up this event, participants were prompted to reflect back on the Community Needs Assessment findings and priority areas. Attendees were given an opportunity to add any overarching priority areas, and were then prompted to add both short and long term solutions to addressing each area with sticky notes. Once participants had ample time to provide feedback on solutions that they would like to see the SJCECC work over the next 3-5 years, they were given three stickers and were told to stick the three stickers on their first, second and third priority areas. This supported participants to select priority areas that they felt were most pressing, despite the fact that the coalition would like to address all areas. A detailed list of priority areas and solutions can be found in Appendix C.

Coalition Goals, Objectives, and Evaluation Plan

Goals and Objectives

In alignment with our coalition vision and mission, we are utilizing the information gathered from coalition members, community stakeholders and families to set our goals and objectives. Building off of the mixed methods data that we gathered during the Community Needs Assessment, our monthly coalition meetings and in-person retreat allowed us to focus in on 8 primary goals:

1. Access to Mental Health Services
2. Access to Parent Education Services

3. Improve/Standardize Quality of Healthcare
4. Improve Accessibility to Fresh and Local Foods
5. Improve Accessibility of Social Services
6. Access to Recreational Spaces
7. Cross Community Collaboration
8. Mitigate Transportation Barriers Among Tribal/Rural Members

Objectives detailed in the matrices below fall within the parameters of these overarching goals. They also align strategically with the Local Early Childhood Systems Building (LECSB) grant to support local systems building, as well as the [100% Community efforts in San Juan County](#), the state Early Childhood Work Group priorities and the [ECECD FY22-27 Strategic Plan](#). Members of SJCECC jointly developed and reviewed the matrices independently as well as part of a large group virtual gathering.

Goal	Objective
LECSBG Priority: Increase parent and caregiver awareness of early childhood services	
Access to Mental Health Services	Increase parent/caregiver participation in existing mental health support services (i.e. home visiting programs, San Juan County Behavioral Health, Indian Health Service, 638 clinics, other community events/classes)
Access to Parent Education Services	Increase parent/caregiver participation in leadership and advocacy skill building through the establishment of a local (San Juan County) Family Leadership group within the SJCECC.
Access to Parent Education Services	Develop handouts and social media to share information on a variety of topics, including: support for teen parents, substance use issues, internet safety, cradleboards for safe sleep, accessing higher education, social emotional support and supporting children with different abilities.
Standardize Quality of Healthcare	Increase parent/caregiver participation in local home visiting programs to ensure connection with quality healthcare services, including prenatal care, in/out-of-hospital birth support, postpartum support, parenting classes and paternal supports.
Improve Accessibility of Social Services	Increase parent/caregiver awareness of resources and support to access resources through open coalition

	meets, development of educational materials, referrals to local early childhood organizations and active social media outreach.
Access to Recreational Spaces	Increase parent/caregiver participation in local events/activities by sharing in coalition meetings and through social media. Brainstorm opportunities to create partnerships and offer more outdoor activities, summer camps and other family events.
LECSBG Priority: Strengthen partnerships at the state and local levels to effectively use all available resources across the mixed-delivery system (e.g., public schools, private early care and education agencies, and Tribal and non-Tribal Head Start grantees)	
Access to Mental Health Services	Advocate with local state, tribal and county stakeholders to provide accessible and affordable housing options for families.
Access to Mental Health Services	Advocate with local state, tribal and county stakeholders to provide transitional housing and inhouse treatment/detox with parenting classes for community members struggling with substance use disorders.
Access to Parent Education Services	Ensure coalition members are actively incorporating community and family feedback into their programming (i.e. increasing availability of requested classes, educational materials, etc.)
Standardize Quality of Healthcare	Establish strong relationships with departments within local healthcare providers to share coalition and family feedback, reduce turnover, and increase availability of high quality services (including but not limited to lactation services, out-of-hospital birth options, doula support, paternal health resources)
Improve Accessibility to Fresh & Local Foods	Partner with ECECD FNP, WIC, SNAP, schools and local farmers markets/food hubs to host joint events in which early childhood resources are shared and community members register for/use Double Up Food Bucks and/or the Farmers Market Nutrition Program.
Improve Accessibility of Social Services	Advocate at county, state and tribal levels to reduce barriers in qualifying for/accessing resources, including but not limited to WIC benefits, foster care resources,

	childcare (for children with different abilities) and affordable housing.
Access to Recreational Spaces	Advocate at county, state and tribal levels to update local playgrounds and establish more family event centers/spaces
Mitigate Transportation Barriers Among Tribal/Rural Members	Advocate at county, state and tribal levels to increase availability and accessibility of public transportation options, including but not limited to: more free/reduced cost bus passes, adding routes to fresh food access points, adding routes to tribal communities, payment for delivery of needed items rather than public transport to pick them up, etc.
LECSBG Priority: Maximize and leverage all possible funding	
Access to Parent Education Services	Promote ECECD scholarships and other scholarship opportunities to pursue higher education in Early Childhood, counseling and other related fields.
Access to Recreational Spaces	Leverage available local, state, tribal or private funding to support free/reduced cost after school activities and camps
Cross Community Collaboration	Consider the development of a cooperative and/or 501c3 (or continued fiscal sponsorship) to address priority areas and leverage additional funding. Dedicate at least 15 hours annually to grant writing.

Evaluation Plan

In order to self-assess and ensure that our coalition is progressing towards achieving these goals and objectives, we plan to utilize the following matrices. Each matrix has an overarching goal, followed by each objective, its alignment with ECECD’s strategic plan, specific activities and evaluation plan. This coalition self assessment, using a results based accountability framework, will be formally reviewed (with a written report) semi-annually to determine progress and support revision of the coalition’s work.

Goal: Access to Mental Health Services		Goal Overview: Increase awareness of and equitable access to mental and behavioral health services across SJC		
Strategic Plan			Evaluation Plan	
Objective	Alignment with ECECD Strategic Plan	Activities	1 Year/3 Year Accomplishments	Success Measurements
Increase parent/caregiver participation in existing mental health support services (i.e. home visiting programs, San Juan County Behavioral Health, Indian Health Service, other community events/classes)	<p>2.1.3: Develop a family leadership council representative of ECECD programs</p> <p>2.1.5: Convene a family summit on a regular basis</p> <p>2.4.1: Identify unserved communities and identify and address obstacles so that all communities have an early childhood coalition</p>	<p>1. Establish a parent/caregiver group within the coalition and provide orientation to the coalition and deliverables.</p> <p>2. Organize regular meetings (outside of monthly coalition meetings) to discuss priorities</p> <p>3. Engage in regular and ongoing recruitment, prioritizing mental & behavioral health specialists in schools and PED programs</p> <p>4. Advocate with SPED office for additional behavioral health</p>	<p>Year 1: Creation of parent/caregiver working group with regular convenings. Development of working groups to identify solutions to improve mental/behavioral health services</p> <p>Year 3: Consistent gatherings of working groups. Participation in local, state and tribal mental health initiatives.</p>	<p>Documentation of attendance (sign in sheets) for coalition meetings and working group meetings.</p> <p>Documentation of attendance (sign in sheets, reports, photos, etc.) at local, state and tribal mental health opportunities</p> <p>Email communication and calendar invites to document advocacy efforts (meetings, hearings, etc.)</p>

		specialists to support children in early childhood settings		
Advocate with local state, tribal and county stakeholders to provide accessible and affordable housing options for families.	3.1.3: Establish the Early Childhood Tribal Advisory Coalition that will provide policy, budget and advocacy recommendations to the agency	<p>1. Invite local housing stakeholders to coalition meetings regularly</p> <p>2. Attend local, state and tribal housing advocacy opportunities to share SJCECC feedback</p>	<p>Year 1: Invite housing stakeholders to present at 1-2 coalition meetings. Form working group to focus on advocacy for affordable housing.</p> <p>Year 3: Working group is meeting regularly (monthly) and attending local, state and tribal housing advocacy events to provide feedback and recommendations</p>	<p>Documentation of stakeholder presentations in coalition meeting notes on Google Drive.</p> <p>Documentation (sign in sheets) of regular working group meetings.</p> <p>Documentation (agendas, reports, photos) of participation in local, county, state and tribal events.</p>
Advocate with local county, state and tribal stakeholders to provide transitional housing and inhouse treatment/detox with parenting classes for community	3.1.3: Establish the Early Childhood Tribal Advisory Coalition that will provide policy, budget and advocacy recommendations to the agency	1. Meet with coalition members and working groups to determine needs and recommendations on transitional housing, treatment options, and	<p>Year 1: Working group to address substance use/ mental health issues is established and meets regularly (monthly). Recommendations are formed.</p> <p>Year 3: Working</p>	<p>Documentation (sign in sheets, notes) of working group and coalition meetings.</p> <p>Documentation (reports, photos) of external</p>

<p>members struggling with substance use disorders.</p>		<p>parenting classes within substance use programs.</p> <p>2. Meet with coalition members and working group to discuss Infant/Toddler Mental Health and social emotional learning advocacy</p> <p>3. Meet with local county, state and tribal stakeholders, including the DA office, to share recommendations</p> <p>4. Provide resources (in local languages) to coalition, working group and community members about ACEs (preventing and addressing) both during meetings and via social media</p>	<p>group is meeting regularly, attending monthly coalition meetings and actively engaging with local county, state and tribal stakeholders and/or public events to address substance use issues.</p>	<p>meetings with stakeholders and public events.</p> <p>Regular social media posts sharing information on ACEs are logged on each page with timestamps.</p>
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Goal: Access to Parent Education Services		Goal Overview: Increase community awareness of and equitable access to parent education services across SJC		
Strategic Plan			Evaluation Plan	
Objective	Alignment with ECECD Strategic Plan	Activities	1 Year/3 Year Accomplishments	Success Measurements
Disseminate ECECD wage increase, scholarships and other scholarship opportunities to pursue higher education in Early Childhood, Counseling and other related fields.	<p>1.1.2: Identify and support accelerated, and supported pathways to credentials and degrees for early childhood professionals</p> <p>3.4.5: Provide equitable access to professional supports (e.g., scholarships, wage supplement, pay parity, internships)</p> <p>3.4.6 Create a marketing campaign to recruit more indigenous early childhood educators</p>	<p>1. Meet with ECECD leadership to understand the current scope of funding pathways for students.</p> <p>2. Promote scholarship options (in local languages) within coalition/working group meetings and on social media platforms.</p> <p>3. Promote higher professional wages for EC career paths</p>	<p>Year 1: Coalition members met with ECECD to understand funding parameters. Social media is established.</p> <p>Year 3: Scholarships to support increased early childhood workforce are actively shared within coalition, working groups and publicly via social media.</p>	<p>Documentation (sign in sheets/attendance log, notes, reports) of external, coalition and working group meetings, stored in Google Drive.</p> <p>Regular social media posts sharing information, scope, due dates, etc. are logged on each page with timestamps.</p>
Increase parent/caregiver participation in leadership and advocacy skill building through the	2.1.3: Develop a family leadership council representative of ECECD programs	<p>1. Establish a parent/caregiver group within the coalition.</p> <p>2. Organize regular meetings</p>	Year 1: Creation of parent/caregiver working group with regular convenings. Development of	Documentation of attendance (sign in sheets) for coalition meetings and working group meetings.

<p>establishment of a local (San Juan County) Family Leadership working group within the SJCECC.</p>	<p>2.1.5: Convene a family summit on a regular basis</p> <p>2.4.1: Identify unserved communities and identify and address obstacles so that all communities have an early childhood coalition</p>	<p>(outside of monthly coalition meetings) to discuss priorities and attend leadership/advocacy trainings</p> <p>3. Invite local stakeholders and leaders to meet with the working group, including but not limited to schools, childcare providers, PED, home visiting programs, tribal programs, etc.</p>	<p>working groups to address priority goals.</p> <p>Year 3: Consistent gatherings of working groups. Completion of leadership/advocacy training. Participation in local, state and tribal early childhood advocacy initiatives.</p>	<p>Documentation of attendance (sign in sheets) of leadership and advocacy trainings for working groups</p> <p>Documentation of attendance (sign in sheets, reports, photos, etc.) at local, state and tribal early childhood advocacy opportunities</p>
<p>Develop handouts and social media to share information on a variety of topics, including: support for teen parents, substance use issues, internet safety, cradleboards for safe sleep, social emotional support and supporting children with different abilities.</p>	<p>2.4.3: Demonstrate the impact and accomplishments of the early childhood coalitions and share widely</p> <p>4.1.5: Develop shared impact measures with internal and external stakeholders to measure the impact of prevention, intervention, and promotion</p>	<p>1. Delegate local experts, coalition members and community stakeholders to develop educational materials on requested topics annually.</p> <p>2. Develop social media platforms to share and distribute information (in local languages) . Post weekly at minimum.</p>	<p>Year 1: Build coalition participation and solicit feedback on educational material topics and social media strategy.</p> <p>Year 3: Materials are developed and distributed within the SJCECC network regularly via monthly newsletters, emails and social media.</p>	<p>Coalition meeting notes document feedback on materials.</p> <p>Coalition Google Drive houses materials with dates distributed.</p> <p>Social media page(s) document items shared with timestamp.</p>

	of health and well-being of children, families, and communities		Social media posts are consistently shared weekly/biweekly	
Ensure coalition members are actively incorporating community and family feedback into their programming (i.e. increasing availability of requested classes, educational materials, etc.)	<p>2.1.3: Develop a family leadership council representative of ECECD programs</p> <p>2.4.1: Identify unserved communities and identify and address obstacles so that all communities have an early childhood coalition</p>	Established working groups and parent/caregiver participants have designated time during the coalition meeting agenda to share feedback.	<p>Year 1: Recruit more parents/caregivers to participate in coalition meetings and/or working groups.</p> <p>Year 3: Working groups are established and parent/caregiver feedback is incorporated consistently within coalition meetings.</p>	A minimum of 15 minutes is designated on all monthly coalition meeting agendas (saved in Google Drive) to hear from each working group and/or parent/caregiver attendees regarding their insights on current accessibility to resources and programs.

Goal: Standardize Quality of Healthcare Provided		Goal Overview: Ensure that healthcare for children and families is high quality and consistent across SJC.		
Strategic Plan			Evaluation Plan	
Objective	Alignment with ECECD Strategic Plan	Activities	1 Year/3 Year Accomplishments	Success Measurements
Increase parent/caregiver participation in local home visiting programs to ensure connection with quality healthcare services, including prenatal care, in/out-of-hospital birth support, postpartum support, parenting classes and paternal supports.	<p>4.5.1: Partner with New Mexico health care agencies to ensure early childhood providers are a key constituency for health care coverage</p> <p>4.5.2: Map out a system of coverage for Early Childhood Education professionals to include Healthcare Exchange, Medicaid, and High Risk Insurance Pool to identify and enroll eligible professionals</p> <p>3.3.1 Identify dedicated options for sustainable funding sources through the Early Childhood Trust Fund and</p>	<p>1. Ensure participation of local home visiting programs in coalition meetings.</p> <p>2. Increase parent/caregiver participation in working groups and coalition meetings.</p> <p>3. Discuss quality healthcare services at monthly coalition meetings</p> <p>4. Share home visiting and healthcare resources (in local languages) via social media</p> <p>5. Determine unmet need of home visiting and advocate at state and tribal</p>	<p>Year 1: Working group is formed and meeting regularly. Coalition meetings are consistent and include healthcare providers. Social media platforms are established and used weekly to share resources.</p> <p>Year 3: Home visiting capacity and enrollment has increased 20%. Coalition and working groups continue to meet regularly, including healthcare topics on meeting agendas and including healthcare providers at meetings. Working group members have engaged in</p>	<p>Working group and coalition meeting agendas, notes and attendance documentation are maintained in Google Drive.</p> <p>Presentations and other educational materials re: home visiting and healthcare resources are documented in Google Drive and shared via social media posts (timestamped)</p> <p>Feedback via verbal or written updates by home visiting programs and healthcare providers will indicate increase in</p>

	other future funding sources	levels for additional funding to increase capacity		capacity, enrollment, referral and engagement of home visiting and healthcare resources.
<p>Establish strong relationships with departments within local healthcare providers to share coalition and family feedback, reduce turnover, and increase availability of high quality services (including but not limited to lactation services, out-of-hospital birth options, doula support, paternal health resources)</p>	<p>4.5.1: Partner with New Mexico health care agencies to ensure early childhood providers are a key constituency for health care coverage</p> <p>4.5.2: Map out a system of coverage for Early Childhood Education professionals to include Healthcare Exchange, Medicaid, and High Risk Insurance Pool to identify and enroll eligible professionals</p> <p>4.4.1 Increase knowledge of ECECD staff about understanding and using family centered and trauma-informed</p>	<p>1. Invite local healthcare providers to coalition meetings, to both participate, receive feedback and present on various topics (i.e. turnover updates, new available resources, etc.)</p> <p>2. Conduct virtual and in person outreach to “asset map” current providers and services across healthcare facilities (private and public) in San Juan County</p> <p>3. Share map and ongoing healthcare resources (in local languages) via social media</p>	<p>Year 1: At least one healthcare provider from each major hospital and private clinic participate in coalition meetings.</p> <p>Year 3: A comprehensive and up to date map (documenting healthcare resources and recommended providers) has been created and shared publicly</p>	<p>Coalition meeting notes and attendance sheets document healthcare provider participation.</p> <p>By the end 2026, a comprehensive healthcare resources map has been created (stored and timestamped in Google Drive)</p> <p>Social media posts document sharing of healthcare resources map and other healthcare related content</p>

	<p>d and trauma-responsive principles and practices</p> <p>6.1.4 Partner with pediatricians and hospitals to disseminate information on services provided by ECECD linking them back to HH2020</p>			
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Goal: Improve Accessibility of Fresh and Local Foods		Goal Overview: Increase the equitable accessibility of fresh and locally grown foods in early childhood across SJC.		
Strategic Plan			Evaluation Plan	
Objective	Alignment with ECECD Strategic Plan	Activities	1 Year/3 Year Accomplishments	Success Measurements
Partner with ECECD FNP, CACFP, WIC, SNAP and local farmers markets/food Hub to host joint events in which early childhood resources are shared and community members register for/use Double Up Food Bucks and/or the Farmers Market Nutrition Program benefits.	6.3.3 Work directly with community providers to develop program-specific cost modeling tools	<p>1. Conduct outreach to County and Tribal WIC programs, SNAP Double Up Food Buck Program and Northwest NM Farmers Markets. Invite to participate in the coalition to share updates.</p> <p>2. Host 1-2 joint events with all stakeholders to increase enrollment and participation in the Double Up Food Bucks (DUFb) and Farmers Market Nutrition Program (FMNP)</p> <p>3. Share best practices with state and tribal agencies to develop cost benefit modeling tools</p>	<p>Year 1: local WIC programs and farmers market staff/farmers will participate in monthly coalition meetings. Food programs and farmers will share insights and/or presentations on DUFb and FMNP programs, along with information on registration.</p> <p>Year 3: Enrollment in DUFb and FMNP increases by 20%. Best practices for increasing enrollment and access to fresh, locally grown foods will be shared with state and tribal agencies.</p>	<p>Coalition meeting notes and attendance sheets document food programs and farmer/farmers market staff participation.</p> <p>DUFb/FMNP enrollment events are documented through flyers, social media advertisements , sign up forms and photos.</p> <p>Data provided from food programs and farmers markets (DUFb and FMNP enrollment, benefits redemption, etc.) shows a 20% increase by 2026 (compared to</p>

		<p>4. Develop a map and/or resource tool (in local languages) to help families navigate DUFB and FMNP</p> <p>5. Host Child and Adult Care Food Program (CACFP) training for local providers to increase the amount of childcare programs offering free/ reduced cost food</p>		<p>2023).</p> <p>Best practices report is drafted by coalition members and shared with local food stakeholders as well as state and tribal agencies.</p> <p>Map or resource document is drafted and shared monthly throughout the growing season (July-Oct) on social media.</p> <p>Sign in sheet from CACFP training captures participation and interest from local providers in implementing CACFP in their programs</p>
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Goal: Improve Accessibility of Social Services		Goal Overview: Increase participation in cross-sector social service resources across SJC.		
Strategic Plan			Evaluation Plan	
Objective	Alignment with ECECD Strategic Plan	Activities	1 Year/3 Year Accomplishments	Success Measurements
Increase parent/caregiver awareness of resources and support to access to resources through open coalition meetings, development of educational materials, referrals to local early childhood organizations and active social media outreach.	<p>2.1.3: Develop a family leadership council representative of ECECD programs</p> <p>2.4.1: Identify unserved communities and identify and address obstacles so that all communities have an early childhood coalition</p>	<p>1. Host monthly coalition and working group meetings that are open to community participation. Meeting agendas should include dedicated time to share program updates, information on local early childhood resources and educational materials.</p> <p>2. Maintain consistent social media posts (biweekly at minimum) to increase community engagement and awareness of resources (in local languages).</p> <p>3. Share San Juan County</p>	<p>Year 1: Working Groups formed and meeting regularly. Coalition meetings occurring monthly. Social media page(s) established and Coalition Coordinator is posting weekly (at minimum)</p> <p>Year 3: Community members participate in coalition meetings frequently. Social media pages have significant following and engagement.</p>	<p>Working group and coalition meeting agendas, notes and attendance show consistency (documented in Google Drive).</p> <p>Social media page(s) gain increasing following and engagement, resulting in at least 2,000 followers in each platform.</p> <p>Written communication (emails, newsletters, social media) will document frequency of information sharing.</p> <p>Attendance sheets and/or photos will</p>

		Family Resources Directory via coalition emails, newsletters, social media and printed at local events.		document attendance at local community events where information is disseminated.
Advocate at county, state and tribal levels to reduce barriers in qualifying for/accessing resources, including but not limited to WIC benefits, foster care resources, childcare (for children with different abilities) and affordable housing.	<p>2.2.3 Work in partnership with school districts, Head Start, PED, families, and community organizations to fully implement federal early childhood coordination requirements</p> <p>3.3.2 Conduct individual meaningful consultation with the 23 Tribal Leaders that will be on an ongoing basis to identify and support the vision of each Tribe, Pueblo, and Nation in prenatal-to-age-five services and programs</p> <p>3.3.4 Evaluate existing legislation and amend if</p>	1. Draft a short annual report for state and tribal agencies documenting barriers reported by community members, families and coalition members. Meet with state and tribal agencies to explain current barriers to help inform and amend legislation and other requirements.	<p>Year 1: Coalition will start to draft annual reports (based on feedback documented from working group meetings, coalition meetings and other data gathering events).</p> <p>Year 3: Coalition will have successfully implemented the annual report process and identified state and tribal agency representatives to share the report and engage in feedback sharing processes.</p>	<p>Documentation from working group meetings, coalition meetings and other data gathering events will be used to draft an annual report. Reports will be filed (timestamped) in Google Drive.</p> <p>Reports are sent annually (at the beginning of each year, summarizing findings from the previous year, i.e. Jan-Dec of the previous year will be shared January the year following). Both state and tribal agencies receive copies</p>

	needed			of the report. Coalition members meet with at least one state and tribal representative annually to share findings from the annual report.
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Goal: Access to Recreational Spaces		Goal Overview: Increase availability of and equitable accessibility to recreational and family centered spaces across SJC.		
Strategic Plan			Evaluation Plan	
Objective	Alignment with ECECD Strategic Plan	Activities	1 Year/3 Year Accomplishments	Success Measurements
Increase parent/caregiver participation in local events/ activities by sharing in coalition meetings and through social media. Brainstorm opportunities to create partnerships and offer more outdoor activities, summer camps and other family events.	<p>2.2.1: Identify and implement a framework to foster and facilitate collaboration aimed at family support for children’s learning and development</p> <p>2.4.1: Identify unserved communities and identify and address obstacles so that all communities have an early childhood coalition</p>	<p>1. Host monthly working group and coalition meetings to discuss overarching goals and objectives, including recreational spaces.</p> <p>2. Invite members of the All Abilities Park Committee to coalition meetings to share insights and identify ways to collaborate.</p> <p>3. Share resources and fliers (in local languages) for community events via social media regularly (weekly at minimum)</p>	<p>Year 1: Working group is established and coalition meetings occur monthly. Social media page(s) established.</p> <p>Year 3: Working group and coalition meetings occurring monthly with dedicated time to discuss updates regarding recreational spaces and activities. Social media page(s) have at least 2000 followers and increasing engagement.</p>	<p>Working group and coalition meeting agendas, notes and attendance are documented in Google Drive.</p> <p>Social media pages are established and show increasing following and engagement (reaching at least 2000 followers by year 3).</p>
Advocate at county, state	2.4.1 Identify unserved	1. Solicit feedback from	Year 1: Working groups and	Working group and coalition

<p>and tribal levels to update local playgrounds and establish more family event centers/spaces</p>	<p>communities and identify and address obstacles so that all communities have an early childhood coalition</p>	<p>working group and coalition members regarding needed recreational and family spaces</p> <p>2. Share data on recreational and family spaces in annual report</p> <p>3. Share annual report findings with local, state and tribal stakeholders</p> <p>4. Strategically identify state and tribal agencies responsible for updates and implementation of recreational and family spaces. Meet with agencies to advocate for updates and establishment of new resources.</p>	<p>coalition meetings solicit regular feedback on recreational and family spaces. Annual report template is developed to include insights on recreational and family spaces in San Juan County.</p> <p>Year 3: Annual report is shared with state and tribal stakeholders. Meetings with at least 1 state and 1 tribal agency responsible for updates and implementation of recreational and family spaces are held.</p>	<p>meeting agendas, notes and attendance are documented in Google Drive.</p> <p>Annual reports sent by February of each subsequent fiscal year. Reports include information regarding recreational and family spaces.</p> <p>Coalition members meet with at least one state and tribal representative annually to share findings from the annual report.</p>
<p>Leverage available local, state, tribal or private funding to support free/reduced cost after school activities and</p>	<p>3.3.5 Create ongoing funding opportunity for Tribes, Pueblos, and Nations to apply for as needs arise</p>	<p>1. Utilize working group and coalition meetings to share funding opportunities at local, state and tribal levels, as</p>	<p>Year 1: Working groups and coalition meet regularly and add funding opportunities to the agenda as they arise. Fiscal</p>	<p>Working group and coalition meeting agendas, notes and attendance are documented in Google Drive.</p>

camps		<p>well as private funding.</p> <p>2. Maintain fiscal sponsorship to ensure capacity to receive funding.</p> <p>3. Develop grant applications through a shared leadership approach as funding opportunities arise.</p>	<p>sponsorship is maintained to ensure capacity to receive additional funding.</p> <p>Year 3: Coalition members form grant writing teams and solicit feedback from all working group and coalition members during the grant writing process. SJCECC applies for all eligible grants related to recreational and family spaces.</p>	<p>Fiscal sponsorship MOA is renewed (or established with new entity) annually</p> <p>At least one grant application for additional funding to support recreational and family spaces is submitted between FY 23-26. Grant applications will be saved in Google Drive.</p>
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Goal: Cross Community Collaboration		Goal Overview: Increase connectedness of communities and programs/resources across SJC.		
Strategic Plan			Evaluation Plan	
Objective	Alignment with ECECD Strategic Plan	Activities	1 Year/3 Year Accomplishments	Success Measurements
Consider the development of a cooperative and/or 501c3 (or continued fiscal sponsorship) to address priority areas and leverage additional funding. Dedicate ___ hours annually to grant writing.	3.4.1 Research strategies for establishing a Tribal Education Cooperative that is dedicated to supporting the Tribes, Pueblos, and Nations in early childhood education and care	<ol style="list-style-type: none"> 1. Invite owners of local cooperatives to share insights at coalition meetings 2. Brainstorm benefits of fiscal sponsorship vs. 501c3 or cooperative establishment 3. Develop resource list for community members interested in creating a cooperative model for early childhood initiatives 4. Continue quarterly meetings of county EC Directors Network to deepen relationships, share information, and 	<p>Year 1: Identify local cooperative owners who present at a coalition meeting.</p> <p>Year 3: In collaboration with local cooperative owners, a resource list is created and shared to support the development of more cooperative model early childhood services (i.e. child care, food access, etc.)</p>	<p>Working group and coalition meeting agendas, notes and attendance are documented in Google Drive.</p> <p>Resource list is created and shared with coalition members on email listserv as well as social media.</p> <p>Agenda and notes will be stored from quarterly EC Directors meetings in Google Drive</p>

		support the childcare industry.		
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Goal: Mitigate Transportation Barriers Among Tribal/Rural Members		Goal Overview: Increase availability of and equitable accessibility to transportation in order to improve participation in community resources.		
Strategic Plan			Evaluation Plan	
Objective	Alignment with ECECD Strategic Plan	Activities	1 Year/3 Year Accomplishments	Success Measurements
Advocate at county, state and tribal levels to increase availability and equitable accessibility of public transportation options, including but not limited to: more free/reduced cost bus passes, adding routes to fresh food access points, adding routes to tribal communities, payment for delivery of needed items rather than public transport to pick them up, etc.	2.4.1 Identify unserved communities and identify and address obstacles so that all communities have an early childhood coalition	<p>1. Working groups and coalition meetings include time to discuss transportation issues and proposed solutions.</p> <p>2. Annual report includes a section on transportation barriers and solutions.</p> <p>3. Local, state and tribal entities are identified. Annual report is shared and meetings are established to share coalition concerns and recommendations.</p>	<p>Year 1: Working groups and coalition will meet monthly and include transportation as an agenda item. Annual report template will be developed and will include a section on transportation issues and proposed solutions.</p> <p>Year 3: Annual reports will be shared with local, state and tribal agencies. Meetings between agencies and coalition members will take place annually to discuss transportation issues and proposed solutions.</p>	<p>Working group and coalition meeting agendas, notes and attendance are documented in Google Drive.</p> <p>Annual report is drafted and stored in Google Drive.</p> <p>Annual report is shared with at least one state and tribal agency.</p> <p>Meeting notes will document meetings with agencies.</p>

Summary

The SJCECC has completed a detailed strategic plan that will help guide coalition efforts over the next 3 years. Approximately 30 active members of the coalition provided direct input on the matrices, and all members were given 2 weeks to review and share final comments. In summary, the SJCECC identified 8 primary goal areas, including: Access to Mental Health Services, Access to Parent Education Services, Improve/Standardize Quality of Healthcare, Improve Accessibility to Fresh and Local Foods, Improve Accessibility of Social Services, Access to Recreational Spaces, Cross Community Collaboration and Mitigate Transportation Barriers Among Tribal/Rural Members. Within these 8 goal areas, 17 strategic objectives were identified and detailed in the above matrices. The SJCECC will use this self assessment and results based accountability model in our evaluation efforts, to ensure progress and growth, and will reflect on activities and outcomes annually.

Appendix A: SJCEC Coalition Retreat Agenda

Saturday, March 4th, 2023

9:00am-3:30pm

San Juan College, Zia Conference Room

Building a Culture of Authentic Partnership

- Expected Outcomes: See yourself as family and community Leaders
- Exploring and learning new skills for collaboration
- Developing reflective and practical skills for family partnership

Welcome & Introduction

- Welcome and Opening Remarks
- Retreat Purpose and Expected Outcomes
- Community of Practice – Community Agreements
 - Borrowed from Prenatal –to – three Guiding Principles for Equity
- Please share ideas about what feels supportive for you.
- How can we be supportive of one another?

Building the Foundation: It all starts with relationships

Opening Reflection:

- Take some time to think about one thing you love about your community.

Snowball Activity

Celebrating Our Strengths

- A Hands On Activity
- Pair share

Collaboration Squares

- Finding success collectively and as individuals

Thinking Deeply About Our Community

Community Mapping of Strengths

- Using Weimagination Materials build a representation of your community
 - Where do families with young children get together
 - Where are the gathering places? Think about playgrounds, walking areas, gardens, business, parks, laundromats or other community spots.

- Where are the main organizations that serve families with very young children?

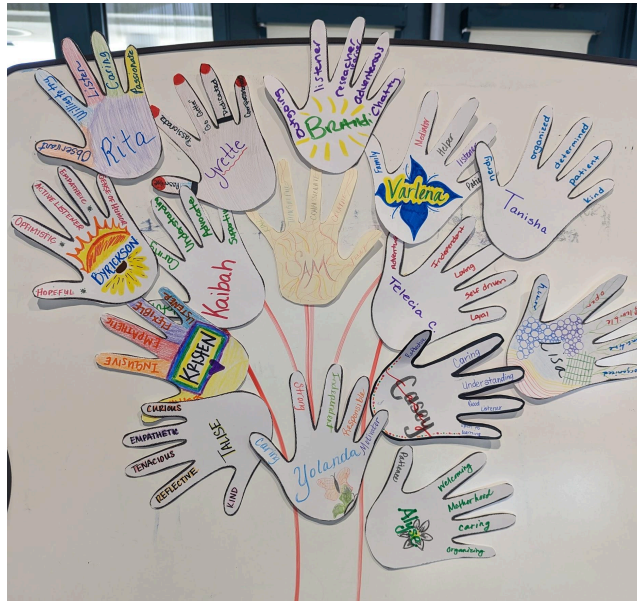
Community Goal Development

- Exploring what we have learned from the data
- What do we see as opportunities for transformation?

Closing the Circle

- How can your strength support the change you want to see in San Juan County?

Appendix B - "Hands On" Activity Results



Participants were promoted to use a blank paper handprint to document their personal characteristics. Participants were paired off to discuss their traits. Each pair shared about their partner's characteristics. Above is a photo of the final products, and below is a summarized list of each participants characteristics

Name	Characteristics	Pair Sharing Summary
Rita	Observant, Willing to Try, Listen, Caring, Passionate	Rita is passionate about working with families.
Byrickson	Hopeful, Optimistic, Active Listener, Empathetic, Sense of Humor	*Partner stepped out during share back
Kaibah	Hopeful, Caring, Understanding. Advocate, Supportive	Kaibah is an advocate and has a big family. You have to be understanding in big family settings where you are always expected to help. Setting boundaries is important. She is a very caring person.
Kristen	Sense of Humor, Inclusive, Empathetic, Flexible, Listener	Kristen is easy going, flexible and lets things roll off her back. She is welcoming and attentive. Shows eye contact when having a conversation. She loves to laugh.
Talise	Kind, Reflective, Tenacious, Empathetic, Curious	Talise is tenacious. She had a sensitive nature growing up which she felt sheltered her, but she wants to be

		different and is determined to go after what she wants. Talise is empathetic and a curious learner, which is a trait she thinks she got from her dad.
Yolanda	Caring, Strong, Independent, Responsible, Motivator	Yolanda is very independent and it is important to her that her children learn how to be that way too.
Yvette	Assertive, Passionate, "Go Getter," Dedicated, Compassionate	When inspired, Yvette just goes for things.
Sam	Funny, Creative, Compassionate, Thoughtful, Kind	*Facilitating
Brandi	Outgoing, Listener, Researcher/Learner, Adventurous, Chatty	Brandy has a strength of being outgoing, which is very opposite of her sister. She uses her outgoing personality to support people like her sister who are naturally more reserved.
Varlena	Family, Mediator, Helper, Listener, Patient	Valena's patience is a strength that enhances her work with families.
Tanisha	Nerdy, Organized, Determined, Patient, Kind	Tanisha is determined (aka "Stubborn") when she puts her mind to something. She is very organized and uses tools to get where she needs to go.
Telecia	Adventurous, Independent, Loving, Self Driven, Loyal	Talisha does not shy away from adventures and learning opportunities. She is the eldest of 6 siblings (5 brothers). She is very loyal to people she is close with.
Lisa	Humor, Open, Flexible, Sunshine, Organized	Lisa is very sensitive and thinks about others often. As an empath, she takes on/feels what others are going through, which has helped her as a social worker.
Casey	Reflective, Caring, Understanding, Good Listener, Open to Learning	Casey enjoys writing and thinking about what she can change. She is empathetic and a hard worker. Very passionate about the 0-5 "creation" years.
Alyse	Patience, Welcoming, Motherhood, Caring, Organizing	Alyse tailors her patience to the needs of her children, understanding each child and how to adopt parenting styles for each.

Appendix C - Community Goal Development Feedback

Priority Areas

Access to Mental Health Services (17)

- Social Emotional support
 - Bonding classes/info
 - Mommy & Me
 - Swimming for Baby
 - Parents with young children
- Scholarships for school (counseling degrees)
- Transition from school to adulthood
- Self-care support groups for parents/children
- Pediatric Mental Health (robust care, funding, long term)
- Parent Education Opportunities
- Family/Parental Support Groups
- Mental Health for Young
 - Postpartum
 - Transitioning to parenthood
 - Place to explore feelings
- Educate parents that its ok that mental health is needed
- Normalize talking about mental health (provide class/workshop on how to start conversation)
- Build or invest in homeless shelters
- More stable recovery units in every community with support
- Health classes (physical act. for brain)
- Halfway House/Transitional housing
 - Addressing substance use
 - Addressing mental health
 - Resources to be productive citizens
 - Parenting classes
 - school/job opportunities
- Inhouse treatment/detox centers
- Shelters for homeless and families

Access to Parent Education Services (16)

- Legislation Advocacy Training/support
- Parent education on ways to navigate difficult conversations
- Shared handouts in school settings or during parent teacher conferences
- Access to support for prenatal families/Teen pregnancies
- Education on contraception
- Substance use/abuse education
- Internet safety for children and families
- Cradleboards for safe sleep
- More parenting classes
- Support groups for parents esp. With children with disabilities and behavioral issues

- More training for teachers on how to deal with challenging behaviors
- Community Sign Language classes

Standardize Quality of Healthcare provided (14)

- Access to local homebirth available
- Access to breast/chest feeding counseling services
- Childbirth classes & lactation support postpartum
- Support healthcare burnout
- Quality of education without borders and access to maternal/paternal health resources
- Trauma informed care
- Birth centers for home/out-of-hospital options
- Free doulas
- Integrating more holistic/cultural health practices. This could be something as simple as yoga in hospitals, schools and community health/wellness centers
- Provide children and family native american health at affordable cost. Free for low income or foster children
- Build relationships with doctors family so they establish in the community and don't leave to go to bigger cities (to address the lack of access to care/turnover)
- Paternal health resources
 - Father involvement is critical to prenatal to 5 development
 - Traditional teachings have balance
 - Dymantle gender roles

Improve Accessibility to Fresh and Local Foods (8)

- Classes: food nutrition, teaching hydroponics, gardening
- ECECD offers food nutrition classes
- Insourcing food instead of outsourcing
- Echo offers classes
- Access to local food/produce
- Increase hours of farmers markets
- Increase advertisement for farmers markets and other access to education on how to farm locally
- SJC Food HUB growth \$25 food boxes vs. \$10 for SJC students
- Farmer involvement
- Other HUBs in other areas to access fresh food all year
- Enriching food systems by involving students, younger generation in growing crops
- Create and cherish natural resources. Education about nutrition and the value of local food crops
- Utilizing local farmers for food production. This calls for change in policy on tribal land

Improve accessibility of social services (7)

- Affordable housing: we see it as a need at Preschool level
- Homeless population
- A way to know about resources - common access (social media)

- Need for more foster care resources and homes
- Building education around communication tools
- Common database to support social systems
- Childcare not willing to take kids with disabilities (behavior)
- Partnering with CHR (community health representatives) in tribal areas to model that approach for rural communities
- Communication between communities
- Middle class guidelines- more accessible resources
- Access to private adoption resources
- Facebook page for community outreach
- Build the following similar to the community watch page
- It is hard to qualify

Access to Recreational Spaces (6)

- Safe 'park'
- Maintained community
- Safer community (police)
- Better use of community
- Move accessible stores- grocery stores
- Home for women/children
- Free group activities (besides outside activities)
- Scholarships for sports clubs
- Collaboration advertising
- Better advertisement for recreational activities
- Free summer programs, esp in rural areas (i.e. weaving, farming, horse care, butchering)
- Local club to take on sports scholarships
- Funding drivers education
- School fees- band
- Field trip support
- Leadership free camps- STEM
- Updated playground/park (Bloomfield)
- Youth friendly facility (boys & girls clubs)
- Health Center (Urgent care)
- Family event center for all ages (spaces for special events like birthdays, celebrations)
- Career exposure to younger children (i.e. Chipotle offers mentorship on food prep)
- Transportation to events, parks, etc
- Awareness to access, BLM for hikes, hunting, breath of fresh air
- Summer youth programs across the county (exploring places, rural areas)
- Family oriented centers (age appropriate)

Cross Community Collaboration (5)

- Enhance tribal community through co-op model. Use the model to address needs & issues within rural and tribal regions

- Increase awareness on racial diversities and come to an understanding then move forward to collaborate in creating a community of health/wellness.
- Build events that incorporate each community strengths- highlight events in each community
- Create a connections of communities
- Chambers in the county collaborating to help bring communities together

Mitigate Transportation Barriers Among Tribal/Rural Members (0)

- Bus transportation from public to community based Prek
- Delivery service of food/household necessities/medication to rural areas (i.e. DoorDash)
- Public transportation to/from fresh food access points
- Subway transportation
- Working towards policies regarding tribal and county land
- Offer more free bus passes
- Medicaid shouldnt be the only transportation plan
- 1-2 free trips for family needs
- Joint effort between state and tribal government to address infrastructure (dirt roads become flooded, muddy, old bridges, 4 lanes compared to 2 lane travel)