FINAL REPORT

- Taos, October 18
- Farmington, October 20
- Las Cruces, November 1
- Clovis, January 12

CONVENERS
New Mexico Early Childhood Development Partnership
New Mexico Children, Youth and Families Department
New Mexico Business Roundtable

SPONSOR
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ORGANIZER
New Mexico First
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INTRODUCTION

In 2011, the Early Childhood Care and Education Act was signed into law to establish an early childhood system across the state and support quality programs for our state’s youngest children. High quality early childhood care and education is vital to ensuring all New Mexico’s children can enter kindergarten ready to learn and succeed. Achievement of this goal will substantially influence the success of our youngest children and reap the economic success this will bring to our state. We now know that 85% of the brain develops before the fifth year of life. We also know the economic burden that every New Mexico taxpayer bears because of inadequate preparation of more than a third of New Mexico’s pre-school age children.1

This report summarizes the results from a series of Early Childhood Development Community Meetings. The goal of each meeting was to enable parents, early childhood providers, civic leaders, business people, and policymakers to share ideas about how the Early Childhood Care and Education Act can link to needs in their communities and provide opportunities for our state’s greatest asset for the future—our youngest children and their families.

Key Outcomes

Participants from the communities of Clovis, Farmington, Las Cruces, and Taos attended the Early Childhood Development Community Meetings held in October 2011 through January 2012. These participants saw the need for a commitment to the holistic needs of children and families that is community-based, culturally competent, and championed by leaders from all sectors of the community. They proposed ideas regarding ways to:

• Provide support to families of young children
• Encourage involvement of local businesses and business leaders in early childhood care and education issues
• Identify, recruit, and retain qualified and inspired caregivers and teachers for our youngest children
• Improve collaboration among initiatives and programs that support New Mexico families with young children

These community-based ideas will strengthen the statewide plan to ensure a comprehensive early childhood care and education system in New Mexico.

The results of the community meetings will be submitted to the Early Childhood Care and Education Implementation Team and the Early Childhood Learning Advisory Council and will inform their plans to establish an aligned early childhood system across the state. The 122 community members who participated in the meetings represented business, early childhood providers and advocates, education, healthcare, government and legislative staff, and elected officials.

1 New Mexico Early Childhood Development Partnership website at http://nmecdp.org/
**Conveners**
State legislators from around the state joined the **New Mexico Early Childhood Development Partnership**, **New Mexico Children, Youth and Families Department** and **New Mexico Business Roundtable** to host the community meetings.

![Senator Carlos Cisneros](image1.png)
![Senator Stephen Fischmann](image2.png)
![Senator Clinton Harden, Jr.](image3.png)

![Senator Cynthia Nava](image4.png)
![Representative Thomas Taylor](image5.png)
![Representative Ray Begaye](image6.png)

The **New Mexico Early Childhood Development Partnership** is a public-private partnership founded to advocate for the creation, adoption, and implementation of robust, effective, and proven early childhood programs that are available to all children, birth to five in New Mexico. NMEDCP’s mission is to create statewide awareness, support, and understanding of the overwhelming benefits of early childhood development programs, and the positive effect on future generations of New Mexicans.

The **New Mexico Children, Youth, and Families Department** provides an array of prevention, intervention, rehabilitative, and after-care services to New Mexico children and their families. CYFD partners with communities to strengthen families in New Mexico to be productive and self-sufficient. The organization respectfully serves and supports children and families and supervises youth in a responsive, community-based system of care that is client-centered, family-focused, and culturally competent.

The **New Mexico Business Roundtable** was founded on the belief that businesses should play an active and effective role in the formation of public policy in the areas of education and economic growth. The organization is a statewide association of executives from leading companies, small business owners, executives of trade organizations, and foundations that believe effectiveness is rooted in the direct, personal participation of its investors, who present government with reasoned alternatives and positive policy suggestions.

**Organizer**
The meetings were organized by **New Mexico First** an organization that engages people in important issues facing their state or community. Established in 1986, the public policy organization offers unique town halls and forums that bring together people from all walks of life to develop their best ideas for policymakers and the public. New Mexico First also produces nonpartisan public policy reports on critical issues facing the state. These reports – on topics like water, education, healthcare, the economy, and energy – are available at www.nmfirst.org.
COMMUNITY DISCUSSION RESULTS

During the meetings, participants heard a keynote presentation from a local early childhood care and education expert who outlined the key issues that young children and their families face in the community and the surrounding area. They also reviewed statewide information that showed where communities face the most risks, where programs currently operate, the quality of these programs, and where gaps need to be filled. This information can help the state make financial and other policy decisions to support young children, families, and communities in a systematic and effective way.

Participants also engaged in small group discussions in which they answered four key questions. These questions were drawn from previous research done by NMECDP and other nonprofit organizations that have been canvassing the state in the past two years. The questions address four issues that still seem to be key to aligning an early childhood system across the state:

• In our community, what are practical ways of providing support to families of young children?
• How can we more directly include and encourage involvement of our local businesses and business leaders in early childhood care and education issues?
• Within our community, what are ideas for identifying, recruiting, and retaining qualified and inspired caregivers and teachers for our youngest children?
• What can be done in this region to improve collaboration among initiatives and programs that support New Mexico families with young children?

The following outlines the results of the participants’ conversations, both the similarities among the communities and the differences.

Supported Families

The participants emphasized the need to respect each parent’s role and knowledge of their children and to remember that all parents care and want their children to be successful. However, in a complex society, some parents need support in fulfilling their role. Sometimes, participants agreed, the community needs to step in and provide support for families.

Members in each community acknowledged what one community called “adverse childhood experiences”

as very relevant challenges to the lives of young children and their families. These experiences include recurrent physical or emotional abuse, chronic substance abuse, someone in the household who is incarcerated for extended periods, access to affordable housing and transportation, etc. Community members from the law enforcement and judicial system, as well as early childhood providers, stressed the need to look at adolescent and adult indicators such as relationships between siblings, high school graduation rates, college graduation rates, teen pregnancy, gang crime, and unemployment. Participants agreed that these conditions influence the needs of young children and their families. The chronic nature of some of these indicators is another reason why a family support system, broader than just early childhood development, is so important to communities. One childcare center cannot fix or respond to the needs of children who grow up in an environment with chronic stressors.

2 The Taos community uses the Adverse Childhood Experiences Study http://www.acestudy.org/ as one resource to guide their early childhood care and education planning.
Community members agreed that young children and their families need services that address a host of needs in their lives. Communities can best support families by using a holistic approach and combining mental, behavioral, physical health, and wellness programs with childcare and education programs. The programs need to respond to the needs of adults as well as their children. The challenge is maintaining funding that will allow successful programs to expand and serve more families (e.g., home visiting, behavioral health, pre-school beyond special education) or allow the establishment of programs that serve unmet needs (e.g., marriage skills education, parenting education, child crisis centers, transportation to access services). Affordable, as well as free, programs are needed in communities.

In addition to the state-sponsored programs of Early Head Start, Head Start, and Early Intervention, participants identified a number of specific programs that support families. A list of these programs is provided in Appendix A.

All communities saw the need to educate community members regarding early childhood issues and conduct outreach to families. Identifying points of contact within communities and collaborating among existing services seem to be the key to outreach. Community members mentioned the value of public schools, healthcare clinics, healthcare providers/promodoras, libraries, faith-based organizations, tribal chapter houses, childcare and recreation centers, civic and nonprofit organizations, employers, and frequently visited businesses like grocery stores.

One challenge is to create a referral system that is aligned with these natural points of contact or is a one-stop Parent Resource Center that can connect families to services and support. This referral system must also be parent-friendly, cultural competent, and use supportive language (i.e., first time parent rather than teen parent).

Another challenge is reaching hard to reach parents. A public awareness campaign was mentioned as a valuable tool using all forms of public communication such as social networking, newspapers, billboards, and media. The need to have one voice/one message to illustrate the importance of parent engagement in the lives of their children was also mentioned. Several communities advocated for reaching out to parents before they leave the hospital with their newborn so that they learn parenting tips and about the community services available. Others suggested working with employers to reach employees, especially recent immigrants. One community suggested providing a parenting hotline to support parents in need and provide service referrals. Another community suggested looking at the ideas documented by the Framework Institute (www.frameworkinstitute.org), an organization that seeks to advance public conversations about social problems.

Two communities, Taos and Farmington, saw the need to focus on education opportunities and economic development to ensure higher paying jobs are available for parents. An increased focus on vocational programs that fit the interests of the region, financial support for higher education, job training and assistance in successfully applying for jobs, and financial literacy were seen as important needs.

Farmington and Las Cruces expressed the importance of supporting families in their native language as well as understanding community members’ culture and systems in order to ensure trust and more in-depth knowledge of the barriers families face. One community suggested using the Funds of Knowledge (www.learnnc.org) approach which incorporates the cultural and cognitive resources of parents.

Community members from Clovis and Farmington mentioned the need to counter the mistrust that some parents feel towards government agencies and schools. Seeing more collaboration between all levels of government, establishing a team approach when working with families, and providing better tools to help parents navigate the system of services available were mentioned as ways of building a culture of trust.
Involved Businesses
Participants recognized that those who live and work with children everyday see investments in early childhood development can pay huge dividends. Participants stressed the need to involve all sectors of the community, both public and private, in making the success of children a priority.

Members in each community saw the need to educate business leaders regarding the relevance of early childhood issues to the economic well being of the community. Community members acknowledged that better communication is needed regarding the importance of these issues and the outcomes for businesses. Sharing data supporting the return on investment in early childhood development would be helpful. Partnering with local Chambers of Commerce and Community Colleges to sponsor round table discussions and community dialogues could also be helpful. Establishing a local NM Business Roundtable chapter was also suggested.

Community members acknowledged the key was conducting effective outreach to a diverse group of business leaders within the community. Identifying a convener or convening group willing to bring key influencers together was seen as an important first step. Natural leaders or groups mentioned include local councils of government or elected officials, the Chamber of Commerce, and civic groups such as the Kiwanis and Rotary Clubs. Leaders should be drawn from a community’s largest employers (e.g., banks, hospitals, schools) and small businesses. Law enforcement, church leaders, and early childhood small businesses should also be engaged. Integrating discussions of early childhood issues into scheduled business meetings at the chamber and at civic group meetings was suggested. One community suggested that meeting invitations could come from young children themselves.

All communities suggested ways businesses could directly support early childhood development issues. Ideas mentioned include:
- Allow employees time to volunteer in early childhood programs such as child care centers, immunization programs, etc.
- Conduct education programs or brown bag lunch seminars for employees (e.g., family budgeting, healthy living, parent mentoring)
- Offer scholarships to sponsor children for child care services
- Offer employee incentives to help employees with child care expenses
- Provide on-site child care services
- Directly fund successful, community-based early childhood care and education programs and services

Clovis, Farmington, and Las Cruces suggested that businesses institute family-friendly practices for their employees as a way of supporting early childhood needs. Ideas include:
- Releasing parents from work to participate in important child-related activities
- Allowing flex schedules
- Allowing personal days for child care emergencies
- Recognizing employees as good parents
- Providing a menu of employee benefits, including child care support options, and allowing employees to choose those benefits most important to them

Quality Child Care Workforce
Participants agreed that dedicated early childhood professionals know that working in quality settings can support a child’s success and development into adulthood. Participants saw that recruiting a local workforce and developing their skills and loyalty to the field is an important community asset for families and businesses.
Members in each community recognized the need to provide funding support for education in early childhood development. The most frequently mentioned suggestions for community action include degree scholarships, tuition reimbursement, education loan forgiveness for service, TEACH program expansion, and government funding for mandated staff certification requirements.

Each community also believed wage and benefit levels is the greatest barrier to retaining a qualified early childhood workforce. Many members suggested creating incentives for quality improvement, continued professional development, and tenure as retention strategies. A suggestion from one community was to pay more for teachers in kindergarten and lower elementary school grades.

Community members in Farmington, Las Cruces, and Taos recognized the need to provide multiple education choices in order to support those who want to explore the early childhood development field and enter the early childhood workforce. Participants suggested that local colleges and universities could partner with high schools to establish an early childhood development career pathway and provide the opportunity to earn dual credit for coursework. In addition, child care centers could provide service learning opportunities and internships for students. Another need expressed by participants is flexible course scheduling for those who want to pursue a career while working or raising a family (e.g., evening classes, distance learning programs, online courses, etc.). Creating opportunities for parents to become providers by offering on-the-job training and mentoring was also mentioned as a strategy.

Participants acknowledged that the primary challenges to recruiting a qualified workforce include the low high school graduation rate and the time it takes to finish a degree program. Pueblos are challenged in hiring qualified native teachers. Some native communities are recruiting and working with senior citizens and foster grandparents to expand their early childhood workforce.

Clovis, Farmington, and Las Cruces suggested that those in the early childhood development field need more professional development. Key topics mentioned include cultural competence, leadership and administration, and early intervention.

Providing community recognition for early childhood providers was mentioned in Farmington and Las Cruces as a recruiting and retention strategy. Community members believed that early childhood caregivers and providers should be held in high regard and recognized in their communities for the critical role they play.

Community members in Taos recommended that state regulations for opening and operating a childcare center should be reviewed and streamlined. This action could lead to more available centers and shorter waiting lists for admission. Reimbursement policy was also seen as an obstacle.

Collaborative Efforts
Participants viewed making young children a community priority as a practical step to achieving community goals for education, economic development, and overall quality of life. This focus, however, would take collaborative effort in order to have maximum impact.

All communities believed that key stakeholders needed to be engaged in this effort over an extended period of time. Each community had experienced the challenge of sustaining group collaborations. They saw the need to recruit a champion or group of champions who consistently and persistently convene meetings to inform, educate, and ultimately engage a diverse group of community members who would make a commitment to having collective impact. This meant getting to know community members, relating to their sense of responsibility, and being willing to keep the conversation going until consensus could be developed for action plans. The communities saw the need to think and act with a system’s orientation (i.e., taking into consideration all aspects of the issue—family environment, health, education, law enforcement, workforce and economic development, etc.) rather than operate in individual silos. They saw collective action as a much more efficient and effective use of funds and resources.
Creating public-private partnerships or networks was seen as the best approach to collaborative action. These networks would need to include a broad spectrum of expertise: parents, healthcare professionals, educators at all levels, business leaders, community funders, and city/county elected officials. To encourage a think-tank approach, participants suggested bringing in specialists at the local and state level when needed.

Each community also saw the need to continuously review and communicate relevant local data regarding the issues. Understanding data at the community or county level (e.g., needs, gaps, program evaluations, return on investment) would help focus collective effort. Continuous learning from the review of best practices in other communities and states would help inform decisions and actions. Promoting a unified message that shows the community cares about children and families could leverage the decisions and actions of the collaborative effort.

Members in each community agreed that the services and programs in the community need to be aligned in order to have collective impact. This would mean all sectors of the community agreeing to collaborate in their community assessment, strategic initiatives, program linkages, referral systems, and resource sharing.

The need for some level of funding to support the communications and convening aspects of the collaboration was also viewed as important by each community. Beyond the operations of the public-private partnership, participants saw the need to hold community forums in order to develop a shared vision, create a strategic plan, and implement action plans with each community sector taking responsibility for tasks and activities. Assessment, data, and evaluation expenses would also need to be supported. Suggestions were made to pool and share resources in order to leverage the funding required.

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3 Peanut Butter & Jelly in Albuquerque and the Dallas Foundation funding model were mentioned as best practice organizations.
APPENDIX A: PROGRAMS THAT SUPPORT FAMILIES

Cross-cutting Services

- The Home Visiting Program is provided statewide through CYFD to parents, prenatally and with children birth to age three, to enhance the child-parent relationship, create home environments that positively impact children’s social and emotional development, and provide information and referrals to community resources.
- The First Born Program is a home visiting program offered to women pregnant for the first time and first-time families. It provides a comprehensive set of topics that families learn as well as specific tools, activities, and educational materials that can be adapted to each family’s needs. It is offered in many northern New Mexico counties and Grant County.
- The Paso a Paso Network bridges the gap between health, education, and social service organizations in Taos and the surrounding areas and trains parents to be advocates for their children.
- Promotoras are community health leaders who assist Latina women in Las Cruces share health information and develop leadership skills.
- IREACH is a nonprofit organization that provides quality home and community-based services centered around the needs of people with disabilities in Las Cruces.
- NonviolenceWorks, Inc. is a Taos nonprofit organization that provides mentors to fatherless children and helps men become better fathers and husbands through nonviolence.
- The Weed and Seed Program is offered in many New Mexico communities and is sponsored by the US Department of Justice as a collaboration of law enforcement agencies and prosecutors. It aims to "weed out" criminals who participate in violent crime and drug abuse while attempting to prevent their return to the targeted area. It also "seeds" bring human services to the area, encompassing prevention, intervention, treatment, and neighborhood revitalization using community-orientated policing.

Health Services

- Healthy Start is a free health insurance program for pregnant, uninsured, low-income women that offers early prenatal care, two months of postpartum care, family planning services, counseling, and referrals.
- The Children’s Health Program is a no-cost or low-cost Medicaid/CHIP program which provides health coverage for children for routine check-ups, immunizations, dental care, doctor visits, prescription medications, and hospital care.
- Casa de Corazon provides mental health services in Taos and Espanola.
- The Full Engagement Training program teaches nutrition, exercise, and energy management. It is currently offered by the San Juan Regional Medical Center.
- Health Councils in many communities provide mother-child health and breast feeding counseling during home visiting.
- Teen pregnancy prevention is a statewide, volunteer-based program provided by the NM Department of Heath and focuses on the responsibility of young men.
- Somos Familia is an emergency shelter in Las Vegas.
- Passport for Health is an online service that provides a confidential repository for health, emergency contact, and other key information for families and health practitioners that is available 24/7.
- Health Provider Directories are distributed to residents in many communities.
Education Programs

- The GRADS Program is a high school-based program for pregnant students in Las Cruces.
- Childbirth programs are offered in some communities.
- READY! for Kindergarten teaches parents how to talk, sing, read, and play with children in simple ways that foster essential pre-literacy, pre-math, and social-emotional skills.
- The Parents as Teachers Program teaches parenting skills, life skills, and financial literacy skills.
- Public libraries in Farmington and Las Cruces, offer reading readiness programs for children, parents, and early childhood providers and reach children who are not enrolled in formal early childhood programs (e.g., Every Child Reads, Books for Babies, Children’s Reading Foundation, etc.)
- PASSport to Success is a training program developed for parents to help their children develop a positive attitude toward learning and create a productive home learning environment.
- The Strengthening Families through Early Care and Education Initiative is an approach to preventing child abuse and neglect by supporting families through childcare programs developed by the The Center for the Study of Social Policy.
- The Juvenile Diversion Program provides young offenders with a positive alternative to the court system by participating in structured activities intended to improve their understanding of the legal system and law enforcement, increase their self-esteem, teach better methods of communication, and improve decision-making skills.
APPENDIX B: MEETING LEADERSHIP

Speakers
Dr. Betsy Cahill, Associate Professor, New Mexico State University (Las Cruces)
Kathy Namba, Community Outreach Manager, Holy Cross Hospital (Taos)
Barbara Tedrow, Owner, A Gold Star Academy and Child Development Center (Farmington)
Dr. Robin Wells, Associate Professor, Eastern New Mexico University (Clovis)
Dr. Peter Winograd, Director, UNM Center for Education Policy Research

Leadership Team
The following people served on the Leadership Team to support and facilitate the session.
Heather Balas, Facilitator
Katherine Freeman, Discussion Leader
Gina Maes, Registrar
Lillian Montoya-Rael, Discussion Leader
Charlotte Pollard, Facilitator
Melanie Sanchez Eastwood, Registrar
Marsha Wright, Discussion Leader
APPENDIX C: MEETING PARTICIPANTS

Taos Community Meeting, October 18, 2011

Rick Anglada
Taos
Taos Police Department

Randi Archuleta
Ranchos de Taos
UNM Taos

John Avila
Albuquerque
Village of Corrales

Carlos Cisneros
Questa
New Mexico Legislature

Brandy Corry
Taos
Taos/Colfax Early Childhood Training & TA Program

Rebecca Corry
Arroyo Honda
Paso a Paso Network & NM Start Smart

Elizabeth Crittenden Palacios
Taos
Taos Community Foundation

Yolanda Cruz
Las Vegas
San Miguel County Family & Community Health Council

Donald Gallegos
Taos
District Attorney

Stella Gallegos
Arroyo Seco
Taos Municipal School Board

Carmen Gonzales
Santa Fe
The Education Center

Judy Hofer
Taos
UNM Taos The Literacy Center

Peter Hofstetter
Taos
Holy Cross Hospital

Tracy Jaramillo
Ranchos de Taos
UNM Taos Kids Campus

Rebecca Latham
Red River
Town of Red River

Margaret Mactavish
El Prado
UNM

Melanie Maestas
Taos
Taos Pueblo Head Start and My 1st School

David Maggio
Taos
Taos Police Department

Alison McPartlon
Taos
UNM Taos Kids Campus

Kathy Namba
Taos
Holy Cross Hospital Taos First Steps

Barbara Perea-Casey
Las Vegas
CASA 4th Judicial District

Roxanne Rane
Taos
Holy Cross Hospital Taos Health Systems

Baji Rankin
Taos
NM Association for the Education of Young Children

John Rice
Santa Fe
Coca-Cola Bottling Co.

Michele Scott
El Prado
Anansi Day School

Kelley Tredwin
Taos
Taos Health Systems
Farmington Community Meeting, October 20, 2011

Ann Anthony
Farmington
NM Department of Health

Ray Begaye
Shiprock
New Mexico Legislature

Terri Benn
Kirtland
Ruth Bond Elementary

Lorna Bulwan
Farmington
Bloomfield Schools

Arlene Chacon
Farmington
Farmington Special Preschool

Chuck Culpepper
Bloomfield
Bloomfield Schools

Dan Darnell
Farmington
City of Farmington

Hazel Darnell
Farmington

Jim Dumont
Farmington
Office of U.S. Senator Jeff Bingaman

Heather Ellison
Farmington
PMS-Children’s Services-Head Start

Nila Hamblin
LaPlata
Central Consolidated School District

Michelle Hill-Jack
Kirtland
The Learning Circle Daycare and Preschool

Sabrina Hood
Aztec
Aztec Public Library

Carrie Hubbard
PMS head Start

Michael Isaacson
Farmington
Farmington Municipal Schools

Nina Johnson
CYFD

Olivia Kien
Shiprock
Central Consolidated School District

Ann Kluth-Clark
Fruitland
Central Consolidated School District

Don Levinski
Shiprock
Business

Gayla McCulloch
Farmington
City of Farmington

Margaret McDaniel
Farmington
San Juan Economic Development Service

Melissa Meechan
San Juan College

Ron Price
Farmington
Four Corners Coalition for Marriage & Family

Joshua Ray
Aztec
City of Aztec

Tommy Roberts
Farmington
City of Farmington

Sandy Schumacher
Farmington School Board

Karen Smith
Bloomfield
Bloomfield Schools

Peggy Soria
Kirtland
Central Consolidated School District

Tom Taylor
Farmington
New Mexico Legislature

Barbara Tedrow
Farmington
A Gold Star Academy

Robert Tedrow
Farmington
11th Judicial District Attorney’s Office

GloJean Todacheene
San Juan County

Flo Trujillo
Farmington
Farmington Public Library

Lois Weigand
Farmington
Emmanuel Baptist C D C and Academy
Las Cruces Community Meeting, November 1, 2011

Shelly Almaguer  
*Las Cruces*  
Community Action Agency of Southern New Mexico

Steve Fischmann  
*Las Cruces*  
New Mexico Legislature

Grace Legarreta  
*Las Cruces*  
Aprendamos

Rosa Apodaca  
*Las Cruces*  
Dona Ana Elementary

Maria Flores  
*Las Cruces*  
Children’s Reading Foundation

Lynn Lewis  
*Las Cruces*  
Dona Ana Community College

Jane Asche  
*Las Cruces*  
Retired

Gloria Gonzales  
*Las Cruces*  
NMSU La Vida Institute

Judith Lujan  
*Las Cruces*  
NMSU

Deanna Balderrama  
*Las Cruces*  
Las Cruces Public Schools Head Start

Tamara Gantzler-Woods  
Dona Ana Community College

Fernando Macias  
*Las Cruces*  
Third Judicial District Court

Rosa Barraza  
*Alamogordo*  
NM Early Care and Learning Association

Bobbie Grace  
*Las Cruces*  
Alameda Elementary

Maria Mercado  
*Las Cruces*  
New Mexico State University

Shannon Bracamonte  
*Las Cruces*  
UNM Continuing Education

Kim Grinder  
*Las Cruces*  
The Toy Box Preschool

Lauren Michael  
*Las Cruces*  
New Mexico PreK

Travis Brown  
*Las Cruces*  
City of Las Cruces Fire Department

Barbara Hall  
*Las Cruces*  
Las Cruces Public Schools

Cynthia Nava  
*Las Cruces*  
New Mexico Legislature

Dr. Betsy Cahill  
*Las Cruces*  
New Mexico State University

Julie Hernandez  
*Las Cruces*  
NMSU

Lupe Nevarez  
*Las Cruces*  
The Children’s Garden Child Development Center

Sue Cain  
*Las Cruces*  
League of Women Voters

Ray Jaramillo  
*Las Cruces*  
Alpha School

Connie Phillips  
*Las Cruces*  
Las Cruces Public Schools Board of Education

Catherine Christmann  
*Las Cruces*  
Thomas Branigan Memorial Library

Melissa Jozwiak  
*Las Cruces*  
New Mexico State University

Louis Reyes  
*Las Cruces*  
NMSU

Mickey Curtis  
*Las Cruces*  
Families and Youth, Inc.

Albert Kissling  
*Las Cruces*  
Retired Clergy - Early Childhood Education

Stan Rounds  
*Las Cruces*  
Las Cruces Public Schools

Bernadine Dallago  
*Las Cruces*  
Child Crisis Center SNM

Larry Langley  
*Albuquerque*  
NM Business Roundtable

Molly Sanchez  
*Las Cruces*  
La Clinica de Familia Early Head Start
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<th>Lynette Schurdevin</th>
<th>Xochitl Torres Small</th>
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Clovis Community Meeting, January 12, 2012

April Cortez  
Clovis  
Dona Ana County Head Start

Diane Edwards  
Clovis  
Eastern New Mexico University

Loretta Fogerson  
Clovis  
My School Daycare, Inc.

Jamie Garcia  
Clovis  
Toriland Preschool

Amanda Gibson-Smith  
Clovis  
Dona Ana County Head Start

Gene Hendrick  
Clovis  
Clovis Business Incubator

Fidel Madrid  
Clovis  
City of Clovis

Roger Maya  
Clovis  
Dona Ana County Head Start

Raymond Mondragon  
Clovis  
Eastern Plains Council of Governments

Shane Nelson  
Clovis  
Clovis Family YMCA

Myra Pancrazio  
Clovis  
Estancia Valley Economic Development Association

Joyce Pollard  
Clovis  
Retired Educator

Gordon Smith  
Clovis  
SBDC@Clovis Community College

Erica Stubbs  
Clovis  
Presbyterian Medical Services

Francine Stuckey  
Clovis  
Eastern New Mexico University

Michelle Terry  
Clovis  
ENMU Early Childhood and Technicals Assistance Program

Robin Wells  
Clovis  
Eastern New Mexico University

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