



## FINAL REPORT

March 28 - 29, 2017

Las Cruces, NM - Las Cruces Convention Center

### CONVENERS AND PARTNERS

City of Las Cruces, Doña Ana County and Paso Del Norte Health Foundation

### FACILITATOR

New Mexico First



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# EXECUTIVE SUMMARY

Doña Ana County and the City of Las Cruces seek to improve the health and wellness of area families. They have been engaged in intensive efforts to improve quality of life in the region, and in March 2017 they took their commitment one step further by convening the Live Well Summit in Las Cruces, NM. This report details the summit recommendations and will help inform future city and county funding, as well as possible state or foundation dollars, for the next three to five years.

The two-day summit aimed to improve the health of Doña Ana County residents by developing community-wide, cross-sector priorities based on the understanding that multiple factors directly impact a person's health. Some of these social determinants of health include housing, transportation, education, family and social support, and economic and workforce development. Summit discussions were organized around these topics.

Most summit participants represented nonprofit organizations or government entities that provide direct family and community services. Some attendees were local government officials and a few represented business and economic development interests.

During the summit, participants developed recommendations, each with specific strategies, to address summit goals. Participants prioritized the recommendations using electronic polling devices. Separately, they voted on which strategies were most likely to create the greatest impact in reducing poverty and improving the health of Doña Ana County residents.

The top two recommendations focused on housing: 1) increasing support for current affordable housing plans and 2) creating innovative, affordable and supportive housing partnerships. Also in the top tier was a call to finance cross-sector workforce development within city and county governments, and the recommendation to develop wellness hubs that provide wrap-around services based on the needs of the community.

The most popular strategies centered on education and included expanding community schools, providing social justice education for school stakeholders and law enforcement, and developing a comprehensive community-based workforce training system. Also in the top tier was the strategy to direct the city council and county commission to adopt a Health in All Policies (HiAP) resolution that would bring together government, university and nonprofit entities as well as the broader community to agree on community needs and hold community leaders accountable for addressing those needs.

Prior to the summit, participants received a background report on regional housing, transportation, education, family and social support, and economic and workforce development sectors – all framed by their connection to residents' health and economic security. The [Live Well Summit Background Report, housed at nmfirst.org](#), also included examples of innovative and effective community-based solutions.

# FOREWORD

## Purpose of the Event

The two-day Live Well Summit aimed to improve the health of Doña Ana county residents by developing cross-sector priorities. These priorities will be used to help direct city and county, and possible state and foundation, funding for the next three to five years.

## Conveners

This event was jointly convened by **Doña Ana County's Health and Human Services Department** (HHS) and the **City of Las Cruces**. The HHS Department works to improve quality of life in the county by identifying and addressing unmet needs. Efforts address mental health, reduction of premature death or disability, healthcare safety net services, as well as educational, social and recreational opportunities.

The City of Las Cruces is dedicated to providing responsive, cost effective and high quality services to its citizens. The city and its partners aim to implement a *Health in All Policies* approach that aims to ensure health and economic equality for all. Governmental partners and stakeholders in this effort are poised to integrate improved health of residents with other community goals like job creation.<sup>1</sup>

Doña Ana County and Las Cruces take a preventive approach to advancing health equity by considering factors like social disadvantage, risk exposure, and social inequities.<sup>2</sup> Both have been engaged in intensive efforts to improve quality of life in the region. And both participate in a range of innovative efforts:

- Funded by the Partnership for Sustainable Communities, the Viva Doña Ana regional planning project sought to create jobs, economic opportunities and increased quality of life. Though the grant has ended, community members are moving forward to the next phase of discussion.
- Supported by the New Mexico Health Equity Partnership, the Doña Ana Communities United team addresses the root causes of health inequities through community-based collaborations.
- In September 2016, the California Health in All Policies Task Force provided a Health in All Policies (HiAP) Learning Institute for city, county and community leaders in Las Cruces.

## This Report

This report details the summit recommendations and strategies developed and voted on by summit participants.

## Facilitator

**New Mexico First** 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 [nmfirst.org](http://nmfirst.org).

Our state's two U.S. Senators – Tom Udall and Martin Heinrich – serve as New Mexico First's honorary co-chairs. The organization was co-founded in 1986 by U.S. Senators Jeff Bingaman and Pete Domenici (retired).

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<sup>1</sup> (Smart Growth America, 2015, p. 47)

<sup>2</sup> (Bharmal, 2015)

# INTRODUCTION

City and county organizers selected speakers to set the stage for the summit. Four roundtable discussion panelists from the Doña Ana County region, as well as guest speaker Arthur Kaufman, MD, of the University of New Mexico (UNM), addressed the group. Roundtable panelists included:

- Srijana Basnyat – Senior Planner, City of Las Cruces
- Abel Covarrubias – CEO, Aprendamos for Family and Social Support
- Davin Lopez – CEO, Mesilla Valley Economic Development Alliance
- Mary Alice Scott – Assistant Professor, Public Health Sciences and Department of Anthropology, NMSU

All speakers agreed that people do not always link wellness to other aspects of the community. Each suggested ideas for moving beyond the missions of the sector they represent, identifying ways to work together to promote regionwide health and wellness.

Abel Covarrubias suggested home visiting programs as key to connecting families to necessary resources. Access to resources allows parents to enter and remain in the workforce because their basic needs of housing, child care, food and transportation are being met, offered Covarrubias. He also suggested that businesses could create spaces for caregivers to interact with their children at work.

Another point was the value of transportation. “Transportation connects people’s lives to their livelihood,” shared Srijana Basnyat. “Many of our residents cannot afford a car. We are perpetuating poverty if don’t address the practicality of using public transportation.” Basnyat also suggested community schools as an example of how to optimally design a community’s physical environment so that family can access multiple amenities in one location, reducing reliance and spending on cars or public transportation and potentially improving air quality.

“If we understand the linkages between sectors better, we will be able to expand jobs and opportunities,” added Davin Lopez. Lopez pointed to a direct link between economic development and how the community educates its unemployed youth population. With unemployment a contributing factor to poor health, he suggested, “Let’s rethink higher education, taking it one step further by painting a picture for youth about all the career paths available to them. People say there are no jobs, but there are.”

Mary Alice Scott agreed with this suggestion and urged the community to change the way it trains the healthcare workforce to include the social determinants of health. She further suggested that a team approach to care should include members from multiple disciplines who collectively provide healthcare as well as wrap around services.

Scott’s suggestion was in line with the work being done by Art Kaufman and his department at UNM. For decades, healthcare providers have known that a person’s social needs are as important as medical conditions and contribute to a person’s health. However, providers did not know what to do about it, shared Kaufman. For example, increasing graduation rates can save as many lives as reducing the number of people who smoke, he said. In response, his department instituted the use of a “social determinant prescription pad” in which healthcare providers can “prescribe” that a patient be referred to a community health worker to assist with food, housing, transportation, education, child care, legal matters, substance abuse or domestic abuse. As trusted members of the community, these health workers are key team members in improving health outcomes, he added.

Kaufman also linked the healthcare workforce to economic development, sharing that for rural areas, a practicing physician generates an average of one million dollars annually to the community, creating 18 jobs directly and indirectly related to the physician’s practice.

# RECOMMENDATIONS

The summit recommendations and strategies, and support received for each, reflect the experience, expertise and deliberations of summit participants. For a list of participants, please see Appendix D.

While the summit produced both highly supported recommendations and strategies, the most popular recommendations did not necessarily include the most popular strategies. This result can be interpreted several ways. For example, who is in the room matters (i.e. what experience and interests are represented by the participants). Also, perhaps a topic is popular generally, but its strategies for some reason do not excite participants as much as other strategies. In this case, one option might be to seek ways to integrate the most popular strategies into the most popular recommendations for a more comprehensive solution. Some stand-alone strategies might also be integrated into current programs outside of a broader campaign. Ultimately, the results of the summit provide policymakers and community leaders with many options that can be evaluated through the lenses of public support, impact and feasibility.

For a listing of the recommendations grouped by priority, as well as the level of support for strategies individually, please see Appendices A and B.

## Housing and Neighborhoods

Where people live influences multiple aspects of their lives. Families thrive when they inhabit safe and affordable homes, in secure neighborhoods, with established community support. However, when those factors are not in balance – and families do not have safe places to live – physical and mental health deteriorates. Over 50 percent of Doña Ana County residents are “housing cost- burdened” and thus may have difficulty paying for necessities like food, clothing, transportation and medical care.<sup>3</sup> Homelessness has a detrimental impact on children’s physical and psychological well-being, negatively impacting their academic achievement.<sup>4</sup> Over 600 Las Cruces Public School students reported experiencing homelessness at some time during the 2015-2016 school year. In addition, those with serious mental illness are often disproportionately affected by homelessness.

Below are summit recommendations and strategies focused on housing.

### RECOMMENDATION 1

Support level: 98%

**ACTION:** Support the development of affordable housing opportunities in accordance with city and county Affordable Housing Plans.

#### STRATEGIES:

- a) Maximize use of existing resources by eliminating redundancies, building collaborations, and developing creative funding such as private/public partnerships, general obligation bonds, etc.
- b) Promote the linkage of supportive services and the Housing First<sup>5</sup> model.
- c) Explore creative, “outside the box” housing options.

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<sup>3</sup> (NM Voices for Children, 2015)

<sup>4</sup> (Hart-Shegos, 1999)

<sup>5</sup> Housing First is an approach that offers permanent, affordable housing for individuals and families experiencing homelessness, and then provides the supportive services and connections to the community-based supports people need to keep their housing. (National Alliance to End Homelessness, 2016)

**RECOMMENDATION 2**

Support level: 90%

**ACTION:** Create and maintain innovative partnerships for affordable and supportive housing.

**STRATEGIES:**

- a) Promote private/public partnerships for affordable housing development.
- b) Implement the Affordable Housing Plans and engage the public's participation.
- c) Facilitate strategic alliances between city, county, funders, providers, and stakeholders.



### **RECOMMENDATION 3**

Support level: 77%

**ACTION:** Allocate annually a minimum of \$1 million each to the city’s affordable housing trust fund and the county’s affordable housing loan fund to finance affordable housing development.

**STRATEGIES:**

- a) Fund supportive housing for special needs populations, such as people who are homeless and housing insecure. Services should include youth who are living independently and people with mental illness.
- b) Fund and support rental assistance programs for low to moderate income households including permanent and transitional housing programs.
- c) Develop, implement and fund a transit-oriented development in the Santa Teresa/Las Cruces corridor or the El Paso/Las Cruces corridor. (Independent analysis would determine which.)

## **Transportation**

Transportation is one of the key economic and social factors that influences people’s health and the health of a community.<sup>6</sup> Government investments in roads, parks, transportation systems, school buildings, water systems and other essential infrastructure promote and improve health and equity. When communities can offer good transportation choices, people can more feasibly travel to school and work, poverty is often reduced, and health outcomes improve.<sup>7</sup> Reduced emissions – resulting from fewer drivers or converting buses to electric – can also improve public health. Currently, some area residents cannot access reliable transportation during the hours they need it for school, work, healthcare or other public services.

Below are summit recommendations and strategies focused on transportation.

### **RECOMMENDATION 4**

Support level: 81%

**ACTION:** Develop an active transportation<sup>8</sup> system; stop car-first design.<sup>9</sup>

**STRATEGIES:**

- a) Pilot and implement innovative bike and car-sharing programs.
- b) Add and retrofit sidewalks and bike paths into green corridors to increase connectivity.
- c) Integrate irrigation laterals and river areas into a trail system.

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<sup>6</sup> (Robert Wood Johnson Foundation, 2012)

<sup>7</sup> (Doña Ana County Board of County Commissioners, Planning and Zoning Commission, and Camino Real Consortium, 2015, p. viii)

<sup>8</sup> Active transportation - any self-propelled, human-powered mode of transportation, such as walking or bicycling. (Centers for Disease Control and Prevention, n.d.)

<sup>9</sup> Participants provided clarifying definitions for the following terms: Car-first design is transportation planning that focuses on automobile transportation first instead of other modes of transportation. Green corridors are shaded pathways that supports pedestrian and bike use.

## RECOMMENDATION 5

Support level: 73%

**ACTION:** Create socially and economically inclusive, mixed-use neighborhoods; support and strengthen existing communities.

**STRATEGIES:**

- a) Fund and actively acquire easements and/or rights-of-way necessary to close gaps in connectivity between the spaces where people live, work and play in the Las Cruces metropolitan area and rural communities. Improve road conditions for emergency response and connectivity to rural communities. Roads must be lit, paved and suitable for ambulances, buses, pedestrians and bikes.
- b) Support and strengthen existing communities by creating centrally located community centers that offer popular education and serve as community schools or wellness hubs in each of our urban and rural areas.<sup>10</sup>
- c) Create new zoning and design standards to encourage multi-use development. Create and support a tactical urbanism program and toolkit to test out incremental changes to the physical environment and empower the community to take ownership of public spaces in their own neighborhoods.<sup>11</sup>

## RECOMMENDATION 6

Support level: 75%

**ACTION:** Establish and support a network of policy experts to create and implement a framework to ensure the success of the 2017 Live Well Summit recommendations and strategies.

**STRATEGIES:**

- a) Research all applicable policies and offer recommendations.
- b) Conduct health or related impact assessments, and identify shared measurement systems.
- c) Pursue and develop partnerships with subject matter experts.

## Education

Educational attainment has a clear impact on both income and health. Those with education degrees beyond high school are more likely to have a higher, steadier income and better health including fewer acute or chronic diseases, less anxiety or depression, and reduced risks of heart disease and diabetes. While the region's high school graduation rates have increased, having a high school diploma or equivalent is no longer sufficient for getting ahead. In addition, access to early childhood education improves the long-term health and welfare of children and their families. However, Doña Ana County lags in early childhood education enrollment with only 29 percent of three- and four-year-olds enrolled in preschool programs.<sup>12</sup>

Summit recommendations and strategies focused on education follow.

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<sup>10</sup> Popular education - an approach to education where participants engage each other and the educator as co-learners to critically reflect on the issues in their community and then take action to change them. (Practicing Freedom, n.d.)

<sup>11</sup> Tactical urbanism – a collection of low-cost, temporary changes to the built environment, usually in cities, intended to improve local neighborhoods and city gathering places. (Pfeifer, 2013)

<sup>12</sup> (Willis, Report: Doña Ana County children still plagued by poverty, 2017)

### **RECOMMENDATION 7**

Support level: 79%

**ACTION:** Fully fund and expand effective community-based empowerment education at multiple levels (i.e. education deploying responsive models for children and families tailored to where they live and what they need).<sup>13</sup>

**STRATEGIES:**

- a) Develop and expand community schools as described by the Center for Popular Democracy.<sup>14</sup>
- b) Implement parent empowerment education.
- c) Develop, recruit and retain faculty and mentors from sectors throughout the community who reflect the community's diversity.

### **RECOMMENDATION 8**

Support level: 80%

**ACTION:** Return control of curriculum choices to local school boards and reduce the emphasis on standardized testing.

**STRATEGIES:**

- a) Collaborate with local teachers to develop pilot programs to evaluate alternative forms of assessment.
- b) Expand our definition of success for schools by using health indicators for students, staff, family and community.

### **RECOMMENDATION 9**

Support level: 78%

**ACTION:** Stop the school-to-prison pipeline.

**STRATEGIES:**

- a) Fund and provide training in social justice education (e.g., human rights, anti-racism, and criminal justice reform) for all school stakeholders including school personnel and law enforcement.
- b) Fund Participatory Action Research (PAR) to develop youth engagement and leadership in issues that matter to them.<sup>15</sup>
- c) Revise school discipline policies and provide training on restorative justice.

## **Family and Social Support**

Each day, poor families in the region struggle to overcome poverty, unemployment, barriers to education, access to medical care, crime, and the stresses of managing a family amid seemingly insurmountable challenges. Family and social support programs help families navigate through these daily struggles, prevent family crises, and promote economic security, positive health outcomes and healthy family functioning.<sup>16</sup> Doña Ana County and Las Cruces support programs may need to adapt to address changing family dynamics including an increase in the number of single-parent, immigrant and grandparent head-of-household families, LGBT parents, and families of color. One of the primary concerns for the community is ensuring that one generation's health and economic inequities do not continue into the next.

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<sup>13</sup> Community empowerment, as defined by the World Health Organization, refers to the process of enabling communities to increase control over their lives.

<sup>14</sup> See bibliography for link to Center for Popular Democracy resources.

<sup>15</sup> See bibliography for link to further information on PAR. (National Institutes of Health, U.S. National Library of Medicine, n.d.)

<sup>16</sup> (Practice Notes, 2000)

Summit recommendations and strategies focused on family and social support follow.

**RECOMMENDATION 10**

Support level: 82%

**ACTION:** Expand and support the current Doña Ana Wellness Institute to bring stakeholders and funding together to meet the specific needs of the community and as an advisory board to the city and county leadership.

**STRATEGIES:**

- a) Develop a mechanism for collaboration and networking across sectors, professions and agencies including development of a resource list for the community.
- b) Perform updated needs assessment and evaluate the current strategic plan with emphasis on family, social support and community participation.
- c) Form a subcommittee to address family and social support issues.

**RECOMMENDATION 11**

Support level: 88%

**ACTION:** Develop wellness hubs that provide wrap-around services based on the needs of the individual community to include education, health care, mental health, social support services and others.

**STRATEGIES:**

- a) Identify best practice models for these hubs through research and site visits.
- b) Present identified research to a subcommittee for it to assemble a working model for Doña Ana County.
- c) Set up a pilot location and roll out science, technology, engineering, art and design, and math (STEAM) programs at the hub locations.

**RECOMMENDATION 12**

Support level: 86%

**ACTION:** Direct city, county, NMSU, DACC and other anchor institutions' leadership to use a Health in all Policies (HiAP)/Collective Impact Framework to create and implement a comprehensive live-well plan for our community, using cutting-edge wellness strategies such as active transportation and wellness hubs, guided and held accountable by local community advisory councils.

**STRATEGIES:**

- a) Direct the city council and county commission to adopt an HIAP resolution and fund the Board of Wellness to be able to work with the city, county, NMSU, and DACC to formulate a plan to deploy into the community to get constituent participation and community advisory councils to come to consensus about individual needs that would then inform and hold the leadership accountable.
- b) Develop a standardized Service Support System Survey (S-Quad) computer program that follows an algorithm to determine where the missing social determinants of health are for a person, regardless of where they are seeking services.
- c) Prioritize and restrict funding toward health initiatives based on the community's needs as determined by the advisory council and both government agencies while identifying and utilizing grassroots representatives and community health workers to disseminate and gather information from the communities with emphasis on consumer needs.

## Economic and Workforce Development

A community's economic performance and health outcomes are linked. Residents of communities that have steady, mid to high income jobs have better health outcomes. On the flip side, chronic illness and disease in a community hinders business' performance, discourages adult career development and training, damages productivity, and creates a barrier to a vibrant local economy.<sup>17</sup> Communities with weak health and education conditions find it harder to achieve sustained economic growth.<sup>18</sup> While Doña Ana County's economy is one of the fastest-growing in the state, challenges remain including a static unemployment rate and poor health among a large percentage of the population.<sup>19</sup>

Below are summit recommendations and strategies focused on economic and workforce development.

### RECOMMENDATION 13

Support level: 88%

ACTION: Finance a cross-sector workforce development strategy within the city and county governments.

#### STRATEGIES:

- a) Develop a comprehensive community-based workforce training system including partnering with schools in Doña Ana County to provide career and technical education and soft skills training. (Examples include: Partner with AmeriCorps, Department of Vocational Rehabilitation (DVR), Workforce Innovation and Opportunities Act (WIOA), Veteran Affairs, Workforce Connection, Department of Aging Long Term Services, and DACC)
- b) Launch a community-wide "Hire Me First" campaign for which Credentials would be Work Keys or Career and Technical Education Proficiency. The campaign would also enable young people to receive "soft skills" training and a baseline of skills that demonstrate a person is qualified for job.
- c) Strengthen the health career pipeline, including developing a cadre of young people to enter health careers. Utilize county and city funds such as Medicaid matching dollars to expand family medicine and psychiatric medical training, and expand the community health worker workforce by using local public dollars for Medicaid matching funds to expand social support services access. (Example: the five-point pipeline model in Silver City, NM)

### RECOMMENDATION 14

Support level: 58%

ACTION: Invest in alternative economic models.

#### STRATEGIES:

- a) Develop programs, all of which enable communities to directly decide what they need, such as:
  - worker/consumer/housing cooperatives
  - public banks (i.e. banks operated in the public interest through institutions owned by the people through their representative governments)
  - microloans (i.e. a small sum of money lent at low interest to a new business)
  - time banking (i.e. an exchange of time for services)
  - neighborhood self-help associations (i.e. a local community organization that helps address a local need)

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<sup>17</sup> (Frenk, 2004)

<sup>18</sup> (Frenk, 2004)

<sup>19</sup> (Organ Mountains Desert Peaks National Monument, n.d.)

- savings and credit associations (i.e. a group of individuals who agree to meet for a defined period to save and borrow together)
  - collective kitchens (i.e. community members come together pooling time money and abilities to make healthy, economical meals they can bring home to their families)
  - mutual-aid associations (i.e. community members come together providing resources and services to help those community members facing hardships)
  - participatory budgeting (i.e. community member directly decide how to spend part of a public budget)
  - community currencies (i.e. alternative community currency model that can be traded for goods/services that can be used in the community)
  - social enterprises (i.e. an organization that applies commercial strategies to maximize improvements in human and environmental well-being)
  - impact investment (i.e. investments made to companies, organizations and funds with the intention of generating a measurable, beneficial social or environmental impact and financial return)
- b) Develop a network of these community-based projects.
- C) Invest in and incentivize different forms of capital (e.g. social, financial, cultural, environmental).

**RECOMMENDATION 15**

Support level: 71%

ACTION: Incentivize high-quality early childcare and learning environments (e.g. Chambliss Childhood Center, Chattanooga, TN as a 24-hour model)<sup>20</sup>

**STRATEGY:**

Develop cross-sector support.

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<sup>20</sup> (Chambliss Center for Children, n.d.)

# CONCLUSION

The March 2017 Live Well Summit resulted in concrete recommendations and strategies on how the county and city should deploy resources to support the health and wellness of area residents. The event focused on addressing the region's social determinants of health including housing, transportation, education, family and social support, and economic and workforce development. Most of the participants were support services providers, and they offered confirmation of current programs that they recommend be expanded. They also offered cross-sector solutions that promote equity, optimal health, wellness and economic security for all area residents.

Like the Organ Mountains that frame this community, the climb to the ideal future is steep. Some residents believe that education, jobs, good schools, health and safe housing are out of reach for them. Hanging in the balance is nothing short of the region's future. But together, the people of Las Cruces and Doña Ana County, can find the path forward for bringing improved health outcomes and wellbeing to the community.

# APPENDICES

## Appendix A: Summit Recommendations, Level of Support

Recommendations are ranked in order of percentage of highest to lowest support received by summit participants.

Rec #	Recommendations	Highly Support	Moderately Support	Do not Support	Don't Know	Total Support
Rec 1 Housing	ACTION: Support the development of affordable housing opportunities in accordance with city and county Affordable Housing Plans.	58%	40%	2%	0%	98%
Rec 2 Housing	ACTION: Create and maintain innovative partnerships for affordable and supportive housing.	43%	47%	9%	0%	90%
Rec 13 Economic and Workforce Development	ACTION: Finance a cross-sector workforce development strategy within the city and county governments.	38%	50%	12%	0%	88%
Rec 11 Family and Social Support	ACTION: Develop wellness hubs that provide wrap-around services based on the needs of the individual community to include education, health care, mental health, social support services and others.	60%	28%	12%	0%	88%
Rec 12 Family and Social Support	ACTION: Direct city, county, NMSU, DACC and other anchor institutions' leadership to use a Health in all Policies (HiAP)/Collective Impact Framework to create and implement a comprehensive live-well plan for our community, using cutting-edge wellness strategies such as active transportation and wellness hubs, guided and held accountable by local community advisory councils.	66%	20%	20%	4%	86%
Rec 10 Family and Social Support	ACTION: Expand and support the current Doña Ana Wellness Institute to bring stakeholders and funding together to meet the specific needs of the community and as an advisory board to the city and county leadership.	63%	19%	25%	2%	82%



Rec #	Recommendations	Highly Support	Moderately Support	Do not Support	Don't Know	Total Support
Rec 4 Transportation	ACTION: Develop an active transportation <sup>21</sup> system; stop car-first design. <sup>22</sup>	56%	25%	19%	0%	81%
Rec 8 Education	ACTION: Return control of curriculum choices to local school boards and reduce the emphasis on standardized testing.	50%	30%	20%	0%	80%
Rec 7 Education	ACTION: Fully fund and expand effective community-based empowerment education at multiple levels (i.e. education deploying responsive models for children and families tailored to where they live and what they need). <sup>23</sup>	52%	27%	20%	2%	79%
Rec 9 Education	ACTION: Stop the school-to-prison pipeline.	55%	23%	23%	0%	78%
Rec 3 Housing	ACTION: Allocate annually a minimum of \$1 million each to the city's affordable housing trust fund and the county's affordable housing loan fund to finance affordable housing development.	53%	24%	22%	0%	77%
Rec 6 Transportation	ACTION: Establish and support a network of policy experts to create and implement a framework to ensure the success of the 2017 Live Well Summit recommendations and strategies.	35%	40%	25%	0%	75%
Rec 5 Transportation	ACTION: Create socially and economically inclusive, mixed-use neighborhoods; support and strengthen existing communities.	53%	20%	27%	0%	73%

<sup>21</sup> Active transportation - any self-propelled, human-powered mode of transportation, such as walking or bicycling. (Centers for Disease Control and Prevention, n.d.)

<sup>22</sup> Participants provided clarifying definitions for the following terms: Car-first design is transportation planning that focuses on automobile transportation first instead of other modes of transportation. Green corridors are shaded pathways that supports pedestrian and bike use.

<sup>23</sup> Community empowerment, as defined by the World Health Organization, refers to the process of enabling communities to increase control over their lives.

Rec #	Recommendations	Highly Support	Moderately Support	Do not Support	Don't Know	Total Support
Rec 15 Economic and Workforce Development	ACTION: Incentivize high-quality early childcare and learning environments (e.g. Chambliss Childhood Center, Chattanooga, TN as a 24-hour model) <sup>24</sup>	39%	32%	25%	5%	71%
Rec 14 Economic and Workforce Development	ACTION: Invest in alternative economic models.	24%	34%	37%	5%	58%

<sup>24</sup> (Chambliss Center for Children, n.d.)

## Appendix B: Strategies, Level of Support

Strategies are ranked in order of highest to lowest number of votes received by summit participants.

Blue – Economic and Workforce Development

Green – Education

Yellow – Family and Social Support

Orange – Housing

Red – Transportation

Strategy	Number of Votes
Green 1a - Develop and expand community schools as described by the Center for Popular Democracy. <sup>25</sup>	31
Green 3a - Fund and provide training in social justice education (e.g., human rights, anti-racism, and criminal justice reform) for all school stakeholders including school personnel and law enforcement.	31
Yellow 3a - Direct the city council and county commission to adopt an HIAP resolution and fund the Board of Wellness to be able to work with the city, county, NMSU, and DACC to formulate a plan to deploy into the community to get constituent participation and community advisory councils to come to consensus about individual needs that would then inform and hold the leadership accountable.	29
Blue 1a - Develop a comprehensive community-based workforce training system including partnering with schools in Doña Ana County to provide career and technical education and soft skills training. (Examples include: Partner with AmeriCorps, Department of Vocational Rehabilitation (DVR), Workforce Innovation and Opportunities Act (WIOA), Veteran Affairs, Workforce Connection, Department of Aging Long Term Services, and DACC.)	28
Orange 3a - Fund supportive housing for special needs populations, such as people who are homeless and housing insecure. Services should include youth who are living independently and people with mental illness.	27
Green 2a - Collaborate with local teachers to develop pilot programs to evaluate alternative forms of assessment.	23
Red 2a - Fund and actively acquire easements and/or rights-of-way necessary to close gaps in connectivity between the spaces where people live, work and play in the Las Cruces metropolitan area and rural communities. Improve road conditions for emergency response and connectivity to rural communities. Roads must be lit, paved and suitable for ambulances, buses, pedestrians and bikes.	22
Yellow 1a - Develop a mechanism for collaboration and networking across sectors, professions and agencies including development of a resource list for the community.	22

<sup>25</sup> See bibliography for link to Center for Popular Democracy resources.

Orange 3b - Fund and support rental assistance programs for low to moderate income households including permanent and transitional housing programs.	20
Red 2c - Create new zoning and design standards to encourage multi-use development. Create and support a tactical urbanism program and toolkit to test out incremental changes to the physical environment and empower the community to take ownership of public spaces in their own neighborhoods. <sup>26</sup>	20
Orange 1a - Maximize use of existing resources by eliminating redundancies, building collaborations, and developing creative funding such as private/public partnerships, general obligation bonds, etc.	19
Blue 1c – Strengthen the health career pipeline including developing a cadre of young people to enter health careers. Utilize county and city funds such as Medicaid matching dollars to expand family medicine and psychiatric medical training, and expand the community health worker workforce by using local public dollars for Medicaid matching funds to expand social support services access. (Example: the five-point pipeline model in Silver City, NM)	18
Red 1b - Add and retrofit sidewalks and bike paths into green corridors to increase connectivity.	18
Blue 2a - Develop programs, all of which enable communities to directly decide what they need, such as: <ul style="list-style-type: none"> <li>• worker/consumer/housing cooperatives</li> <li>• public banks (i.e. banks operated in the public interest through institutions owned by the people through their representative governments)</li> <li>• microloans (i.e. a small sum of money lent at low interest to a new business)</li> <li>• time banking (i.e. an exchange of time for services)</li> <li>• neighborhood self-help associations (i.e. a local community organization that helps address a local need)</li> <li>• savings and credit associations (i.e. a group of individuals who agree to meet for a defined period to save and borrow together)</li> <li>• collective kitchens (i.e. community members come together pooling time money and abilities to make healthy, economical meals they can bring home to their families)</li> <li>• mutual-aid associations (i.e. community members come together providing resources and services to help those community members facing hardships)</li> <li>• participatory budgeting (i.e. community member directly decide how to spend part of a public budget)</li> <li>• community currencies (i.e. alternative community currency model that can be traded for goods/services that can be used in the community)</li> <li>• social enterprises (i.e. an organization that applies commercial strategies to maximize improvements in human and environmental well-being)</li> <li>• impact investment (i.e. investments made to companies, organizations and funds with the intention of generating a measurable, beneficial social or environmental impact and financial return)</li> </ul>	16

<sup>26</sup> Tactical urbanism – a collection of low-cost, temporary changes to the built environment, usually in cities, intended to improve local neighborhoods and city gathering places. (Pfeifer, 2013)

Green 2b - Expand our definition of success for schools by using health indicators for students, staff, family, and community.	16
Red 2b - Support and strengthen existing communities by creating centrally located community centers that offer popular education and serve as community schools or wellness hubs in each of our urban and rural areas. <sup>27</sup>	15
Yellow 3c - Prioritize and restrict funding toward health initiatives based on the community’s needs as determined by the advisory council and both government agencies while identifying and utilizing grassroots representatives and community health workers to disseminate and gather information from the communities with emphasis on consumer needs.	15
Green 3c - Revise school discipline policies and provide training on restorative justice.	14
Blue 1b - Launch a community-wide “Hire Me First” campaign for which Credentials would be Work Keys or Career and Technical Education Proficiency. The campaign would also enable young people to receive "soft skills" training and a baseline of skills that demonstrate a person is qualified for job.	13
Orange 1b - Promote the linkage of supportive services and the Housing First <sup>28</sup> model.	13
Yellow 2c - Set up pilot location and roll out science, technology, engineering, art and design, and math (STEAM) programs at the hub locations.	13
Green 1b - Implement parent empowerment education.	12
Yellow 1b - Perform updated needs assessment and evaluate the current strategic plan with emphasis on family, social support and community participation.	12
Orange 2a - Promote private/public partnerships for affordable housing development.	11
Yellow 2a - Identify best practice models for these hubs through research and site visits.	11
Green 3b - Fund Participatory Action Research (PAR) to develop youth engagement and leadership in issues that matter to them. <sup>29</sup>	10
Yellow 2b - Present identified research to a subcommittee for it to assemble a working model for Doña Ana County.	10
Yellow 3b - Develop a standardized Service Support System Survey (S-Quad) computer program that follows an algorithm to determine where the missing social determinants of health are for a person, regardless of where they are seeking services.	10
Orange 1c - Explore creative, “outside the box” housing options.	8
Orange 2b - Implement the Affordable Housing Plans and engage the public’s participation.	8
Blue 2b - Develop a network of these community-based projects.	7

<sup>27</sup> Popular education - an approach to education where participants engage each other and the educator as co-learners to critically reflect on the issues in their community and then take action to change them. (Practicing Freedom, n.d.)

<sup>28</sup> Housing First is an approach that offers permanent, affordable housing for individuals and families experiencing homelessness, and then provides the supportive services and connections to the community-based supports people need to keep their housing. (National Alliance to End Homelessness, 2016)

<sup>29</sup> See bibliography for link to further information on PAR. (National Institutes of Health, U.S. National Library of Medicine, n.d.)

Green 1c - Develop, recruit and retain faculty and mentors from sectors throughout the community that reflects the community's diversity.	7
Red 3b - Conduct health or related impact assessments, and identify shared measurement systems.	7
Red 1a - Pilot and implement innovative bike and car-sharing programs.	6
Red 3a - Research all applicable policies and offer recommendations.	6
Yellow 1c - Form a subcommittee to address family and social support issues.	6
Blue 3a - Develop cross-sector support.	5
Red 1c - Integrate irrigation laterals and river areas into a trail system.	4
Orange 2c - Facilitate strategic alliances between city, county, funders, providers, and stakeholders.	3
Orange 3c - Develop, implement and fund a transit-oriented development in Santa Teresa/Las Cruces corridor or El Paso/Las Cruces corridor. (Independent analysis would determine which.)	2
Red 3c - Pursue and develop partnerships with subject matter experts.	2

## Appendix C: Education Group Additional Statement

The summit Education Group voluntarily drafted the document below to provide further context and direction for expansion of the community school model in the community. The document below is offered as a courtesy to policymakers and other interested stakeholders.

### Group Statement

In recognizing the complexity of community education and health initiatives, our group decided that it was pertinent to include a brief description of the other components necessary to the success of our community approach aside from our action item and the subsequent strategies. These additional components are organized based on the six pillars of community schools derived from the Center for Popular Democracy, and are designed to provide an integrated strategy that fully captures our group's vision for education in our community.

We support the development of community schools by funding community school coordinators and providing them with a budget that would enable the creation and implementation of the action items present in the following six pillars that make up our understanding of community schools:

1. **A culturally relevant and student centered.** This curriculum should be location-based and culture-based and acknowledges that experiences and histories that learners bring with them to class are pertinent to the education process. It naturally includes components of social/restorative justice education, multicultural education, and participatory action research (PAR) curriculum and training for community residents, teachers, and students. Schools could also plant a tree grove to encourage active living and outdoor activity and plant vegetable gardens at every public school campus; improve the quality of lunches; teach nutrition and cooking; get family consumer sciences in the schools; partner with existing programs; incorporate park access into school curriculum. Make school a fun welcoming place where all kids belong; prioritize the arts that represent local cultures; Pay for college tuition through volunteer hours; Pipeline school-to-work program -- where is the passion where are the needs?
2. **Wrap-Around Supports** for students, staff, and families. Use schools to expand early childhood education and development from pre-K up; Develop a resource bank; fund a person to maintain it. Family support all around; home visits; Universal data bank for county and city, including resources.
3. **Authentic Family Engagement.** Reading Alliance: teach parent the importance of reading to their children at an early age and provide them with books; Stipends for community education advocates to get the message out and bring people to the table using the *Promotores* model.
4. **Shared leadership and decision making.** Facilitative Dialogue could be used to at the school community level to drive decision making and local understanding of educational success. Develop a socio-ecological model for moving the momentum forward and staying within the mission and vision. Create a child and youth services task force at the school level (stakeholder group) and the city/county level (include city, county, boys and girls club, university; etc.).
5. **Restorative Practices.** Training to eliminate institutionalized racism; human rights training; Restorative justice practice; look at root causes; look at restoring harmony rather than just punishing. Stop the school-to-prison pipeline. Stop locking so many folks up in jail. Invest more in our kids; engage kids in care for animals, specifically for youth.
6. **Emphasis on High Quality Teaching, not high stakes testing:** Increase available paid planning time for teachers; Empowering educators to be change agents; teachers participate in Live Well Summit and other community events (give them autonomy and support)

Additionally, we recommend the use of the PAR process for all data collection and research strategies proposed by participants at the Live Well summit. This encourages and enables public voice and involvement in the development of policies that impact the entirety of our community.

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