Why Babies Matter: The Data We Have And The Stories They Tell

A Presentation Prepared For
A Seminar Hosted By The New Mexico Association of Grantmakers,
The Brindle Foundation, And The Los Alamos National Laboratory Foundation
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Española, New Mexico

Prepared By The University Of New Mexico Center For Education Policy Research:
Peter Winograd, Dana Bell & Amy Ballard
What Stories Do We Tell Our Babies?

In America, you can go to school, work hard and grow up to be anything you want to be.
Sadly, The Data In New Mexico Tell A Different Story About Our Children And The Challenges They Face
A Child's Chance For Success: Impact The Generations That Follow For Better Or Worse

Early Foundations
- Family income
- Parental education
- Parental employment
- Linguistic integration

School Years
- Preschool enrollment
- Kindergarten enrollment
- 4th grade reading
- 8th grade mathematics
- High school graduation
- Young adult [18-24] education

Adult Outcomes
- Adult educational attainment
- Annual income
- Steady employment

New Mexico Children’s Chances For Success Are Among The Worst In The Nation, 2013

2013 Quality Counts Children’s Chances For Success Index is based on measures of Family Status, Progress Through School, and Adult Outcomes.

Families Living Below the Poverty Line

This map shows percent of population living below the federal poverty line. Colors indicate the distance from the national mean, with redder states having elevated levels of families in poverty.

Source: U.S. Census Bureau, 2011 American Community Survey 1-Year Estimate.
Supporting documentation on code lists, subject definitions, data accuracy, and statistical testing can be found on the American Community Survey website in the Data and Documentation section.
Source: U.S. Census, American Community Survey, 2006-2010 Five-Year Estimates. In 2010, the weighted average poverty threshold for a family of four was $22,314 (http://www.census.gov/hhes/www/poverty/data/threshld/). State and national averages taken from the 2010 American Community Survey (state avg. = 26.0%; national avg. = 19.2%).
This map shows the percentage of children experiencing food insecurity in 2010.

Food insecurity is an index calculated based on an index of food cost vs. household income.

This map shows the percentage of the population experiencing food insecurity in 2011.

Food insecurity is an index calculated based on an index of food cost vs. household income.

Teen Births Per 1000, 2009

[Map showing Teen Births per 1000, 2009 with colors indicating different ranges of births per 1000 population.]

No Prenatal Care or 3rd Trimester Only

These data reflect the number of women not receiving early prenatal care as a percentage of total birth mothers, averaged over the period from 2000-2011.

Research has shown a link between parental education levels and child outcomes such as educational experience, attainment, and academic achievement.

Child Abuse Allegations Per 1,000 Children

Ratio of Total Substantiated Child Abuse Allegations per 1,000 Children in the Population by County, 2010. The state average is 18.5 with a lower and upper confidence level of 14.8 and 22.2, respectively.

Data Notes: It is possible that one investigated report may include multiple types of substantiated abuse of one or more children in a family. In addition, it is possible for an individual child to have more than one substantiated investigation of abuse or neglect for a single reporting period.

Source: New Mexico Department of Health Data IBIS
3rd Grade Reading Proficiency, All Ethnic Groups

Caucasian

Hispanic

Native American

African American

Source: New Mexico Public Education Department, NM59A Proficiencies By Grade, All Students, School Year 2011-2012.
Percent of students who reported having been physically forced to have sex during the last 12 months.

Source: New Mexico Youth Risk and Resiliency Survey, New Mexico Departments of Health and Public Education and U.S. Centers For Disease Control and Prevention, 2011. Students were asked, “During the past 12 months, have you ever been physically forced to have sexual intercourse?” The percentage reported here reflects respondents who answered, “yes.”

NOTE: Moderately low reliability for Otero, Roosevelt, Sandoval, and Sierra Counties, unreliable data for Chaves County, and very low reliability for Dona Ana and Eddy Counties.
Percentage Of High School Students Who Were Habitually Truant, By School District In 2011-2012

Source: New Mexico Public Education Department, 2009-2010 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more of unexcused absences.
This map shows the percentage of New Mexico high school students reporting heroin, cocaine, methamphetamine, or marijuana use.

Source: New Mexico Youth Risk and Resiliency Survey, New Mexico Departments of Health and Public Education and U.S. Centers For Disease Control and Prevention, 2009.
Counties shaded green have rates below the national average of 7.6. Counties shaded orange have rates above the national average but below the state average of 18.29. Counties shaded red have rates above both the state and national averages.

Source: New Death Certificate Database, Bureau of Vital Records and Health Statistics, New Mexico Department of Health. The suicide rate for each county is averaged over the time period 1999 to 2010 and includes all New Mexico residents, ages 15-19. The national average is based on data from the Centers for Disease Control and Prevention over the time period 1999 to 2007 and includes all youth, ages 15-19.
4-Year High School Graduation Rate, All Students, By District, Class Of 2012

Source: New Mexico Public Education Department, 4-Year Cohort High School Graduation Rate, Class of 2012.
Percentage Of 16-19 Year Olds Not In School Or Labor Force

New Mexico’s College Graduation Rate Are Among The Worst In The Nation

The 2009 six-year graduation rates of bachelor degree students by state for the entering cohort of 2003. The average college graduation rate for the U.S. is 55.5%.

The Data Tell Stories About The Critical Impact Of Early Childhood Education
The Research On Early Childhood Education Is Compelling

Figure 19: Returns to a Unit Dollar Invested

Source: Heckman and LaFontaine (2007).
Early Childhood Experiences
Last A Lifetime

Adverse Childhood Experiences (ACE) Study

ACE Home
About ACE
Pyramid
Major Findings
Questionnaires
Data and Statistics
Related Links
Publications

Pyramid

The ACE Pyramid represents the conceptual framework for the study. During the time period of the 1990s, it was observed that risk factors for disease had been widely researched and included into public education and prevention programs. However, it was also clear that risk factors, such as smoking, alcohol abuse, and sexual behaviors for many chronic diseases had not been consistently distributed in the population. In fact, it was found that risk factors for many chronic diseases were related. The ACE Pyramid takes into account a wide range of risk factors, including those that are more commonly recognized as risk factors for disease, including mental health and social factors.

Because of this knowledge, the ACE Study was designed to assess what we consider to be "scientific gaps" about the origins of risk factors. These gaps are addressed in the two items linking adverse childhood experiences to risk factors that influence the health and social consequences higher up the pyramid. Specifically, the study was designed to provide data that could help answer the question: "If risk factors for disease are also important for the development of these childhood experiences, how do these childhood experiences influence the health and social outcomes of these childhood experiences?"

The ACE Study includes a wide range of risk factors, including those that are more commonly recognized as risk factors for disease, including mental health and social factors.

Correlation

Adverse Childhood Experiences

ACE Home
About ACE
Pyramid
Major Findings
Questionnaires
Data and Statistics
Related Links
Publications

Major Findings

Adverse childhood abuse (neglect, exposure to other traumatic stressors) has strong effects on outcomes in young adulthood. About half of our study participants reported at least one ACE, and more than one in five reported three or more ACEs. The short- and long-term outcomes of these childhood exposures include a multitude of health and social problems.

The ACE Study used the ACE Score, which is a count of the total number of ACEs experienced. The ACE Score is used to assess the total amount of stress during childhood and has demonstrated that as the number of ACEs increases, the risk for the following health problems increases in a strong and graded fashion:

- Alcoholism and alcohol abuse
- Chronic obstructive pulmonary disease (COPD)
- Depression
- Low birth weight
- Health-related quality of life (HRQoL)
- Obesity
- Ischemic heart disease (IHD)
- Liver disease
- Risk of intimate partner violence
- Multiple sexual partners
- Sexually transmitted diseases (STDs)
- Smoking
- Suicide attempt
- Unintended pregnancies
- Early initiation of smoking

Prevalence of Individual Adverse Childhood Experiences

ACE Study Participant Demographics

Data and Statistics

Prevalence of Individual Adverse Childhood Experiences

Collected between 1995 and 1997, the prevalences (%) presented below are estimated from the entire ACE Study sample (n=47,337). Individual research papers that use only Wave 1 data or Wave 2 data will contain slightly but not significantly different prevalence estimates for individual ACE.

<table>
<thead>
<tr>
<th>ACE Category</th>
<th>Women (N =)</th>
<th>Men (N =)</th>
<th>Total (N =)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abuse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Abuse</td>
<td>13.1</td>
<td>7.6</td>
<td>10.8</td>
</tr>
<tr>
<td>Physical Abuse</td>
<td>17.6</td>
<td>29.0</td>
<td>28.3</td>
</tr>
<tr>
<td>Sexual Abuse</td>
<td>24.7</td>
<td>16.0</td>
<td>20.7</td>
</tr>
<tr>
<td>Neglect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Neglect*</td>
<td>10.7</td>
<td>12.4</td>
<td>14.3</td>
</tr>
<tr>
<td>Physical Neglect*</td>
<td>9.2</td>
<td>10.7</td>
<td>9.9</td>
</tr>
<tr>
<td>Household Dysfunction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mother Treated Violently</td>
<td>13.7</td>
<td>11.5</td>
<td>12.7</td>
</tr>
<tr>
<td>Household Substance Abuse</td>
<td>28.5</td>
<td>23.8</td>
<td>25.9</td>
</tr>
<tr>
<td>Household Mental Illness</td>
<td>23.3</td>
<td>14.8</td>
<td>19.4</td>
</tr>
<tr>
<td>Parental Separation or Divorce</td>
<td>24.5</td>
<td>21.8</td>
<td>23.0</td>
</tr>
<tr>
<td>Incarcerated Household Member</td>
<td>5.2</td>
<td>4.3</td>
<td>4.7</td>
</tr>
</tbody>
</table>

* Some ACE categories were defined using items adapted from other questionnaires. These were the Conflict Tactics Scale® (physical abuse, witnessing intimate partner violence, and emotional abuse), the Child Trauma Questionnaire® (emotional and physical neglect), and questions from K6™ (sexual abuse).

Number of Adverse Childhood Experiences (ACE Score)

<table>
<thead>
<tr>
<th>ACE Score</th>
<th>Women</th>
<th>Men</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>34.5</td>
<td>38.0</td>
<td>36.1</td>
</tr>
<tr>
<td>1</td>
<td>24.5</td>
<td>27.9</td>
<td>26.0</td>
</tr>
<tr>
<td>2</td>
<td>15.5</td>
<td>16.4</td>
<td>15.9</td>
</tr>
<tr>
<td>3</td>
<td>10.3</td>
<td>8.6</td>
<td>9.5</td>
</tr>
<tr>
<td>4 or more</td>
<td>15.2</td>
<td>9.2</td>
<td>12.5</td>
</tr>
</tbody>
</table>
New Mexico Pre-K: Studies of Effectiveness

State evaluators and a major external study have both concluded that New Mexico Pre-K produces consistent and meaningful educational benefits for children who participate, and that both the public and private providers in New Mexico’s statewide Pre-K mixed delivery model achieve these positive impacts:

- A 2012 Legislative Finance Committee evaluation of the impact of the State’s Pre-K program on early literacy concluded a “investment in Pre-K have resulted in measureable, significant effects on 3rd-grade reading proficiency”.
- Evaluators found that, “In 2011, 3rd-graders who attended state-funded Pre-K were proficient at nearly identical rates (52%) as the overall population of NM 3rd-graders (53%). This is remarkable because these PreK programs serve higher percentages of Hispanic, Native American, ELL, and FRL students than the overall population of 3rd-grader.”
- A 2009 National Institute for Early Education Research study found that over a 3-year period, NM Pre-K produced significant impact on children’s readiness for kindergarten in key academic areas - early language, literacy, and math skills.
- Further, the NIEER report found that children showed similar meaningful growth in these domains across both PED (school-based) and CYFD (private and community-based) Pre-K programs.

The Data Remind Us To Think Wisely About The Goals Of Early Childhood Education

1. Babies Are Born Healthy
2. Children Are Nurtured By Their Parents And Caregivers
3. Children Are Physically And Mentally Healthy
4. Children Are Ready For School
5. Children And Families Are Safe
6. Families Are Connected To Formal And Informal Supports In their Communities

Source: SB 365 The Home Visiting Accountability Act
The Data Also Tell Valuable Stories About The Gaps Between Our Needs And Our Resources
Percentage of Children from Low-Income Families, Ages 0-3, Served by State Home Visiting Program, 2010 and 2012

Low-Income is defined as having an income of up to 200% of the Federal poverty rate.

Sources: State of New Mexico Race to the Top – Early Learning Challenge Application, 2012. Numbers of children served are from Table A1-5, from Children, Youth and Families Department, Home Visiting Database, State FY11 and State FY 12. 2010 data is from QT-P2 2010 Census Summary File 2, Single Years of Age and Sex, 2010 and B17024 2006-2010 ACS Survey 5-Year Estimates, Age by Ratio Income to Poverty Level in the Past 12 months. 2012 data is from B09001 2009-2011 American Community Survey 3-Year Estimates, Population Under 18 Years By Age. For both years, poverty level data were used to estimate numbers of children ages 0-3 in low-income households.
Percentage Of High School Students Who Have Had Sexual Intercourse

Source: New Mexico Youth Risk and Resiliency Survey, 2009, New Mexico Departments of Health and Public Education and U.S. Centers for Disease Control and Prevention (CDC). Students were asked, "During your life, with how many people have you had sexual intercourse?" The percentage reported reflects respondents who answered one or more people.
Teen Birth Rate, Ages 15-19

The data point in each census tract represents the number of live births to teen women per 1000 teen women, over the period 2001-2005.

For example, the census tract in the center with a teen birth rate of 106.4 means that there were 106 live births to teen women for every 1000 teen women who live in the census tract.

Source: New Mexico Community Data Collaborative. The rates shown here reflects the average number of children per 1000 women born to teen mothers (ages 15-19) between 2001 and 2005. Rates are reported by census tract; high school boundaries are overlaid to provide perspective. In 2005, the statewide teen birth rate was 62 per 1000, and the nationwide rate was 40 per 1000 (Kids Count Data Center, http://datacenter.kidscount.org).
Capacity Of 4- And 5-Star Licensed Child Care Centers

Source: New Mexico Community Data Collaborative, December 2010. Enrollment data are reported by program site. Elementary school boundaries are overlaid to provide perspective.
The Data Provides Us With Opportunities To Broaden Our Definitions Of What Needs And Resources Mean In New Mexico’ Diverse Communities
Community Assets: Multi-Generational Households

Number of Hispanic Children Under Age 5
- 4 - 85
- 86 - 185
- 186 - 325
- 326 - 525
- 526 - 761

Number of Multi-Generational Households in PUMA
- 945 - 1039
- 1040 - 1586
- 1587 - 2171
- 2172 - 2769
- 2770 - 4055

Source: American Community Survey Public Use Microdata Sample, 2011. Multi-generational households include households with at least 3 generations living in the same dwelling.
Data Help Us Better Understand What Families Need

Child Maltreatment Risk Factors And Opportunity Mapping In Bernalillo County

The CDC has identified several factors related to high risk for child maltreatment. The following maps show areas where risks for these factors are lower and higher in Bernalillo County. The goal is to introduce a possible technique for identifying neighborhoods that may benefit from resources.

• The best opportunity for children to grow up without becoming victims of maltreatment include:
  – Having parents with higher education levels;
  – Living in a household with 2 parents;
  – Living in a household with income above poverty level;
  – Living in a household with fewer dependent children;
  – Living in neighborhoods with low unemployment;
  – Living in neighborhoods where people have lived at least a year in the same house;
  – Living in neighborhoods with a lower density of alcohol outlets.

Where are these areas in Bernalillo County?

Source: http://www.cdc.gov/violenceprevention/childmaltreatment/riskprotectivefactors.html
Based on the CDC factors, tracts with a higher score have fewer child maltreatment indicators.

Source: Unemployment, family size, single parent household, household mobility, family poverty model input layers from the U.S. Census Bureau, 2010 Decennial Census, census tract level. Alcohol license data from New Mexico Community Data Collaborative, compiled by New Mexico Department of Health.
Using The Maps To Address Issues Of Community Equity: Where Are The Hispanic Children In Relation To Opportunity?

This map clearly shows the concentration of Hispanic children under the age of 5 in lower opportunity areas.

Opportunity Score
- High
- Moderately high
- Average
- Moderately low
- Low

Number of Hispanic Children Under Age 5
- 4 - 85
- 86 - 185
- 186 - 325
- 326 - 525
- 526 - 761

Source: Unemployment, family size, single parent household, household mobility, family poverty model input layers from the U.S. Census Bureau, 2010 Decennial Census, census tract level. Alcohol license data from New Mexico Community Data Collaborative, compiled by New Mexico Department of Health.
Establishing Early Childhood Investment Zones

New Mexico faces the heart-wrenching challenge of overwhelming needs and limited resources. The data and maps presented throughout this report illustrate the daunting challenges that too many of our young children, our families, and our communities face.

One of the strategies for meeting these challenges is to prioritize investments based on a combination of risk and readiness, through the creation of Early Childhood Investment Zones.

Source: State of New Mexico Race To The Top Early Learning Challenge Application For Phase 2 Funding, 2012.
Prioritizing Early Childhood Investment Zones

New Mexico’s successful application for the second round of the Race To The Top Early Challenge Learning Grant includes a clear description of this strategy:

New Mexico’s objective is to establish Early Childhood Investment Zones by identifying and prioritizing communities where:

1. Children are at the greatest risk of school failure by aggregating and ranking community adverse childhood experiences;
   And

2. The community demonstrates the greatest will and capacity for creating a continuum of high-quality early learning programs.

The goal is for the “ready community” to build community-specific capacity building, infrastructure development and comprehensive integrated early childhood care, health and education services in ways that can be used as models by other communities across the state.

Source: State of New Mexico Race To the Top Early Learning Challenge Application For Phase 2 Funding, 2012.
New Mexico’s Early Childhood Investment Zone

A taskforce comprised of staff from the Children, Youth and Families Department (CYFD), the Department of Health (DOH), and the Public Education Department (PED) conducted a detailed analysis of risk factors at both the county level and school district level. These risk factors include:

<table>
<thead>
<tr>
<th>Child Health (Counties):</th>
<th>Education (School Districts):</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Premature Births</td>
<td>• Not Proficient in Math &amp; Reading</td>
</tr>
<tr>
<td>• Low Birth Weight Infants</td>
<td>• Failure to Graduate On Time</td>
</tr>
<tr>
<td>• Infant Mortality</td>
<td>• Population over 25 without HS or GED</td>
</tr>
<tr>
<td>• Juvenile Arrests</td>
<td>• Schools without Health Centers</td>
</tr>
<tr>
<td>• Child Maltreatment</td>
<td>• Girls without Parenting Services</td>
</tr>
<tr>
<td>• Domestic Violence</td>
<td>• Births to Mothers without HS or GED</td>
</tr>
<tr>
<td>• Adolescent Births</td>
<td>• Title 1 (High Poverty) Schools</td>
</tr>
<tr>
<td>• Failure to Graduate on Time</td>
<td>• Free or Reduced Price Meals</td>
</tr>
<tr>
<td>• Unemployment</td>
<td>• Per Pupil Expenditures</td>
</tr>
<tr>
<td>• Poverty</td>
<td>• Schools Graded D or F</td>
</tr>
</tbody>
</table>

Potential Investment Zones

The NM Department of Health; the Children, Youth and Families Department and the Public Education Department collaborated to identify potential investment zones based on analysis of high-risk counties and high-risk school districts.

Source: State of New Mexico Race To the Top Early Learning Challenge Application For Phase 2 Funding, 2012.
But The Data Also Tell A Story Of Courage About The Adults Who Know That Babies Matter
Policies That Make A Difference

• Full Day Kindergarten - 2000
• The Prekindergarten Act - 2005
• The Early Childhood Care & Education Act - 2011
• The Home Visiting Accountability Act - 2013
A State Full Of Passionate Advocates For Early Childhood
The Foundations That Care

Brindle Foundation
Carl C. Anderson, Sr. and Marie Jo Anderson Charitable Foundation
Central New Mexico Affiliate of Susan G. Komen for the Cure
Chamiza Foundation
City of Santa Fe Arts Commission
Con Alma Health Foundation
Daniels Fund
Enchanted Life Foundation (ELF)
Eric Oppenheimer Family Foundation
GROW Santa Fe Community College Foundation
J. F Maddox Foundation
Jessica's Love Foundation
Lannan Foundation
Livingry Foundation

Los Alamos National Laboratory Foundation
McCune Charitable Foundation
New Mexico Arts
New Mexico Community Foundation
New Mexico Komen’ Foundation
Nirvana Mñana Institute
Partners in Education Foundation for the Santa Fe Public Schools
Santa Fe Community Foundation
Seabury Foundation
Simon Charitable Foundation
The Needmor Fund
Taos Community Foundation
W.K. Kellogg Foundation
Wallace Genetic Foundation
Witter Bynner Foundation for Poetry, Inc.
CEPR is developing an interactive Education Atlas for New Mexico to help set priorities, target resources and track results.
Finally, The Data Tell A Story Of A Journey Started

How do we build an effective system of support to ensure that all of New Mexico’s babies have the nurturing they need to grow up and be everything they want to be?
Home Visiting Programs
<table>
<thead>
<tr>
<th>Home Visiting Program</th>
<th>Approximate Number Of Families Funded In FY2013</th>
<th>Counties Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ben Archer Health Center Welcome Baby Program</td>
<td>69</td>
<td>Dona Ana, Luna, Otero, Sierra</td>
</tr>
<tr>
<td>Colfax County</td>
<td>17</td>
<td>Colfax</td>
</tr>
<tr>
<td>Espanola Hospital Presbyterian Health Center First Born</td>
<td>36</td>
<td>Rio Arriba</td>
</tr>
<tr>
<td>Gila Regional First Born</td>
<td>60</td>
<td>Grant</td>
</tr>
<tr>
<td>Holy Cross Hospital First Steps</td>
<td>90</td>
<td>Colfax, Mora, Taos</td>
</tr>
<tr>
<td>La Clinica de la Familia</td>
<td>70</td>
<td>Dona Ana</td>
</tr>
<tr>
<td>Las Cumbres Rio Arriba Community Infant Program</td>
<td>17</td>
<td>Rio Arriba</td>
</tr>
<tr>
<td>Las Cumbres Santa Fe Community Infant Program</td>
<td>18</td>
<td>Santa Fe</td>
</tr>
<tr>
<td>Los Alamos Hospital First Born</td>
<td>27</td>
<td>Los Alamos</td>
</tr>
<tr>
<td>Native American Professional Parent Resources, Inc.</td>
<td>35</td>
<td>Bernalillo, Cibola, Sandoval, Valencia</td>
</tr>
<tr>
<td>Peanut Butter &amp; Jelly Therapeutic Family Services</td>
<td>37</td>
<td>Bernalillo, Sandoval</td>
</tr>
<tr>
<td>Presbyterian Medical Services</td>
<td>75</td>
<td>Chaves, Eddy, Lea, San Juan</td>
</tr>
<tr>
<td>Socorro Hospital First Born</td>
<td>57</td>
<td>Socorro</td>
</tr>
<tr>
<td>Torrance County Amigas de la Familia</td>
<td>61</td>
<td>Torrance</td>
</tr>
<tr>
<td>United Way of Santa Fe First Born</td>
<td>71</td>
<td>Santa Fe</td>
</tr>
<tr>
<td>UNM Center for Development and Disability</td>
<td>27</td>
<td>Bernalillo</td>
</tr>
<tr>
<td>UNM Young Children’s Health Center</td>
<td>33</td>
<td>Bernalillo</td>
</tr>
</tbody>
</table>

**Federal MIECHV (Maternal, Infant and Early Childhood Home Visiting) Programs:**

<table>
<thead>
<tr>
<th>Program</th>
<th>Number</th>
<th>County</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gallup-McKinley County Schools</td>
<td>80</td>
<td>McKinley</td>
</tr>
<tr>
<td>UNM Center for Development and Disability</td>
<td>50</td>
<td>Bernalillo</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>930</strong></td>
<td></td>
</tr>
</tbody>
</table>

Source: Children, Youth and Families Department, 2013. Programs listed are funded with State general funds or with federal funds granted to the state.
Home Visiting Programs Funded by the State, by County, FY13

*Some counties may be served by home visiting providers from outside of county.

Source: Children, Youth and Families Department, 2013.
There are 42 federal, municipal, and district-funded providers offering home visiting services to families in 16 counties. Programs shown receive no state funding.

Source: Children, Youth and Families Federal Home Visiting Program; New Mexico Home Visiting Needs Assessment, App. C; New Mexico Early Childhood Development Partnership; Parents as Teachers: parentsasteachers.org/resources/locations; First Born of Northern New Mexico: firstbornprogram.org.
There are 24 providers offering home visiting services to Native American families in 8 New Mexico counties.
## Privately-Funded Home Visiting Programs by County, FY13

<table>
<thead>
<tr>
<th>Home Visiting Program</th>
<th>Approximate Number Of Families Funded In FY2013</th>
<th>Counties Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Joseph Community Health</td>
<td>600</td>
<td>Bernalillo, Valencia, Sandoval (urban areas only)</td>
</tr>
<tr>
<td>First Born Northern New Mexico/Las Vegas</td>
<td>28</td>
<td>San Miguel, Mora, Guadalupe</td>
</tr>
<tr>
<td>First Born McKinley-San Juan Counties</td>
<td>200 <em>(projected, to start later in 2013)</em></td>
<td>McKinley, San Juan</td>
</tr>
<tr>
<td>First Born Santa Fe</td>
<td>* see State-funded programs</td>
<td>Santa Fe</td>
</tr>
<tr>
<td>* in final year of private LANL funding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Born Rio Arriba County</td>
<td>* see State-funded programs</td>
<td>Espanola</td>
</tr>
<tr>
<td>* in final year of private LANL funding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Born Los Alamos</td>
<td>* see State-funded programs</td>
<td>Los Alamos</td>
</tr>
<tr>
<td>* in final year of private LANL funding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Born, Hidalgo Medical Services/Lordsburg</td>
<td>20 <em>(projected, to start later in 2013)</em></td>
<td>Hidalgo</td>
</tr>
</tbody>
</table>

**Total # of Families Served Solely through Private Funding:** 848

*Source: First Born of Northern New Mexico: firstbornprogram.org; Los Alamos National Laboratory Foundation; St. Joseph Community Health.*
There are 5 completely privately-funded providers offering home visiting services to families in 5 New Mexico counties.

- Privately-funded home visiting provider
- County not served by state-funded home visiting agency

Source: S. Joep, Community Health; Alamo National Laboratory Foundation; First Born of Northern New Mexico: firstbornprogram.org.
## LANL-Funded First Born Home Visiting Programs by County, FY13

<table>
<thead>
<tr>
<th>Home Visiting Program</th>
<th>Approximate Number Of Families Funded In FY2013</th>
<th>Counties Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Born, Hidalgo Medical Services (Lordsburg)</td>
<td>20 (projected to start early 2013)</td>
<td>Hidalgo</td>
</tr>
<tr>
<td>First Born Northern New Mexico/Las Vegas</td>
<td>28</td>
<td>San Miguel, Mora, Guadalupe</td>
</tr>
<tr>
<td>First Born McKinley-San Juan Counties</td>
<td>200 (projected, to start later in 2013)</td>
<td>McKinley, San Juan</td>
</tr>
<tr>
<td>First Born Santa Fe</td>
<td>71 (estimated 100 families served) * final year of LANL funding; phasing in to all state funded</td>
<td>Santa Fe</td>
</tr>
<tr>
<td>First Born Rio Arriba County</td>
<td>36 (estimated 40 families served) * final year of LANL funding; phasing in to all state funded</td>
<td>Espanola</td>
</tr>
<tr>
<td>First Born Los Alamos</td>
<td>32 * final year of LANL funding; phasing in to all state-funded</td>
<td>Los Alamos</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>387</strong></td>
<td></td>
</tr>
</tbody>
</table>

Source: First Born of Northern New Mexico: firstbornprogram.org; Los Alamos National Laboratory Foundation.
The LANL Foundation currently supports 6 First Born Programs, which serve families in 9 New Mexico counties.

Source: Los Alamos National Laboratory Foundation; First Born of Northern New Mexico: firstbornprogram.org.
LANL-Funded First Born Programs and Number of First Births, by County, 2011

Number of First Births, 2011

- 3 - 80
- 81 - 300
- 301 - 700
- 701 - 1300
- 1301 - 4000

Number of Families Funded

- 20
- 21 - 28
- 29 - 100
- 101 - 600

Child Care Programs
Children Under 6 Below 200% FPL

- 18.9% - 40%
- 40.1% - 55%
- 55.1% - 65%
- 65.1% - 75%
- 75.1% - 86.4%

Licensed Child Care Programs 2013 (1 STAR – 5 STAR)

Blue number indicates number of programs in County.

Source: Addresses of childcare programs from CYFD, from "Active Provider with Placement", May 2013, provided July 2013. Addresses geocoded to point. Any points located to zip code only were checked against census-based places layer and assigned to named place location. Points may not represent precise street address location. Poverty data from U.S. Census ACS 5-year Summary data, 2007-2011, Table B17024.
Children Under 6
Below 200% FPL

- 18.9% - 40%
- 40.1% - 55%
- 55.1% - 65%
- 65.1% - 75%
- 75.1% - 86.4%

Licensed Child Care Programs 2013 (1 STAR – 5 STAR)

Blue number indicates number of programs in County. Points show locations of programs. One point may represent more than one program.

Children Under 6 Below 200% FPL

Source: Addresses of childcare programs from CYFD, from "Active Provider with Racemen ", May 2013, provided July 2013. Addresses geocoded to point. Any points located to zip code only were checked against census-based places layer and assigned to named place location. Points may not represent precise street address location. Poverty data from U.S. Census ACS 5-year Summary data, 2007-2011, Table B17024.
Registered Family Child Care Homes, 2013

Red number indicates number of Registered Homes in County.

**Children Under 6 Below 200% FPL**

- 18.9% - 40%
- 40.1% - 55%
- 55.1% - 65%
- 65.1% - 75%
- 75.1% - 86.4%

Source: Addresses of Registered Homes from CYFD, from "Active Provider w/ Placement", May 2013, provided July 2013.
Addresses geocoded to point. Any points located to zip code only were checked against census-based places layer and assigned to named place location. Points may not represent precise street address location. Poverty data from U.S. Census ACS 5-year Summary data, 2007-2011, Table B17024.
Registered Family
Child Care Homes, 2013

Red number indicates number of Registered Homes in County. Points show locations of Homes. One point may represent more than one Registered Home.

Children Under 6
Below 200% FPL

- 18.9% - 40%
- 40.1% - 55%
- 55.1% - 65%
- 65.1% - 75%
- 75.1% - 86.4%

Source: Addresses of Registered Homes from CYFD. Addresses geocoded to point. Any points located to zip code only were checked against census-based places layer and assigned to named place location. Points may not represent precise street address location.
Poverty data from U.S. Census ACS 5-year Summary data, 2007-2011, Table B17024.
## 2013 Child Care Programs by Type and Capacity

<table>
<thead>
<tr>
<th></th>
<th>Number of Providers</th>
<th>TOTAL CAPACITY</th>
<th>Capacity: Under Age 2</th>
<th>Capacity: Over Age 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Licensed Center</strong></td>
<td>738</td>
<td>52,091</td>
<td>8,722</td>
<td>43,369</td>
</tr>
<tr>
<td>1 Star</td>
<td>34</td>
<td>2,100</td>
<td>294</td>
<td>1,806</td>
</tr>
<tr>
<td>2 Star</td>
<td>415</td>
<td>26,799</td>
<td>3,895</td>
<td>22,904</td>
</tr>
<tr>
<td>3 Star</td>
<td>41</td>
<td>3,803</td>
<td>856</td>
<td>2,947</td>
</tr>
<tr>
<td>4 Star</td>
<td>71</td>
<td>4,277</td>
<td>979</td>
<td>3,298</td>
</tr>
<tr>
<td>5 Star</td>
<td>177</td>
<td>15,112</td>
<td>2,698</td>
<td>12,414</td>
</tr>
<tr>
<td><strong>Licensed Family Home</strong></td>
<td>124</td>
<td>752</td>
<td>260</td>
<td>492</td>
</tr>
<tr>
<td>1 Star</td>
<td>12</td>
<td>74</td>
<td>26</td>
<td>48</td>
</tr>
<tr>
<td>2 Star</td>
<td>99</td>
<td>600</td>
<td>206</td>
<td>394</td>
</tr>
<tr>
<td>3 Star</td>
<td>3</td>
<td>18</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>4 Star</td>
<td>8</td>
<td>48</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td>5 Star</td>
<td>2</td>
<td>12</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td><strong>Licensed Group Home</strong></td>
<td>162</td>
<td>1,916</td>
<td>634</td>
<td>1,282</td>
</tr>
<tr>
<td>1 Star</td>
<td>5</td>
<td>60</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>2 Star</td>
<td>125</td>
<td>1468</td>
<td>490</td>
<td>978</td>
</tr>
<tr>
<td>3 Star</td>
<td>7</td>
<td>84</td>
<td>28</td>
<td>56</td>
</tr>
<tr>
<td>4 Star</td>
<td>16</td>
<td>196</td>
<td>64</td>
<td>132</td>
</tr>
<tr>
<td>5 Star</td>
<td>9</td>
<td>108</td>
<td>32</td>
<td>76</td>
</tr>
<tr>
<td><strong>Registered Family Home</strong></td>
<td>3,707</td>
<td>22,257</td>
<td>7,418</td>
<td>14,839</td>
</tr>
<tr>
<td>Child Care Reg. No SSN-Food Only</td>
<td>216</td>
<td>1,296</td>
<td>432</td>
<td>864</td>
</tr>
<tr>
<td>Child Care Reg. Self-Cert Exempt</td>
<td>174</td>
<td>1,044</td>
<td>348</td>
<td>696</td>
</tr>
<tr>
<td>Child Care Reg. Self-Cert Part</td>
<td>3,317</td>
<td>19,917</td>
<td>6,638</td>
<td>13,279</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4,731</td>
<td>77,016</td>
<td>17,034</td>
<td>59,982</td>
</tr>
</tbody>
</table>

Source: CYFD Active Child Care Providers with Placements, May 2013; provided July 2013.
<table>
<thead>
<tr>
<th>2013 Child Care Programs by Type and STAR Quality Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Licensed Center</strong></td>
</tr>
<tr>
<td>Registered</td>
</tr>
<tr>
<td>5 Star</td>
</tr>
<tr>
<td>4 Star</td>
</tr>
<tr>
<td>3 Star</td>
</tr>
<tr>
<td>2 Star</td>
</tr>
<tr>
<td>1 Star</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

Source: CYFD Active Child Care Providers with Placements, May 2013; provided July 2013.
PreK Programs
2014 Pre-K Program Sites in New Mexico Counties and School Districts

- PED Pre-K Sites
- CYFD Pre-K Sites

Children Under 6 Below 200% FPL

- 18.9% - 40%
- 40.1% - 55%
- 55.1% - 65%
- 65.1% - 75%
- 75.1% - 86.4%

Source: PED and CYFD, July 2013.
CYFD addresses geocoded to point. Any points located to zip code only were checked against census-based places layer and assigned to named place location. Points may not represent precise street address location.
PED programs joined to school point locations from NM Public Schools Facilities Authority.
Poverty data from U.S. Census ACS 5-year Summary data, 2007-2011, Table B17024.
2014 PreK Program Sites in New Mexico Counties

CYFD Pre-K Sites

Children Under 6 Below 200% FPL

- 18.9% - 40%
- 40.1% - 55%
- 55.1% - 65%
- 65.1% - 75%
- 75.1% - 86.4%

Source: CYFD July 2013.
CYFD addresses geocoded to point. Any points located to zip code only were checked against census-based places layer and assigned to named place location. Points may not represent precise street address location.
Poverty data from U.S. Census ACS 5-year Summary data, 2007-2011, Table B17024.
2014 PreK Program Sites in New Mexico Counties and School Districts

PED Pre-K Sites

White outlines indicate district boundaries

**Children Under 6 Below 200% FPL**

- **18.9% - 40%**
- **40.1% - 55%**
- **55.1% - 65%**
- **65.1% - 75%**
- **75.1% - 86.4%**

Source: PED, July 24, 2013. PED programs joined to school point locations from NM Public Schools Facilities Authority. Poverty data from U.S. Census ACS 5-year Summary data, 2007-2011, Table B17024.
## 2014 PreK Funded Slots by Agency and by County

<table>
<thead>
<tr>
<th>County</th>
<th>CYFD</th>
<th>PED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>3,468</td>
<td>4,230</td>
</tr>
<tr>
<td>Bernalillo</td>
<td>1,140</td>
<td>916</td>
</tr>
<tr>
<td>Chaves</td>
<td>68</td>
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<tr>
<td>Cibola</td>
<td>40</td>
<td>80</td>
</tr>
<tr>
<td>Curry</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>DeBaca</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Doña Ana</td>
<td>680</td>
<td>470</td>
</tr>
<tr>
<td>Grant</td>
<td>40</td>
<td>120</td>
</tr>
<tr>
<td>Guadalupe</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>Hidalgo</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Lea</td>
<td>20</td>
<td>148</td>
</tr>
<tr>
<td>Lincoln</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Luna</td>
<td>123</td>
<td>80</td>
</tr>
<tr>
<td>McKinley</td>
<td>77</td>
<td>209</td>
</tr>
<tr>
<td>Otero</td>
<td>226</td>
<td></td>
</tr>
<tr>
<td>Quay</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Rio Arriba</td>
<td>117</td>
<td>48</td>
</tr>
<tr>
<td>Roosevelt</td>
<td>20</td>
<td>26</td>
</tr>
<tr>
<td>San Juan</td>
<td>354</td>
<td>760</td>
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<tr>
<td>San Miguel</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Sandoval</td>
<td></td>
<td>481</td>
</tr>
<tr>
<td>Santa Fe</td>
<td>136</td>
<td>255</td>
</tr>
<tr>
<td>Sierra</td>
<td>35</td>
<td>60</td>
</tr>
<tr>
<td>Socorro</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>Taos</td>
<td>55</td>
<td>73</td>
</tr>
<tr>
<td>Valencia</td>
<td>343</td>
<td>160</td>
</tr>
</tbody>
</table>

There are currently no NM PreK programs in Catron, Colfax, Eddy, Harding, Los Alamos, Mora, Torrance or Union Counties.