



**Early Childhood  
Development**  
Community Meetings

# **New Mexico's Young Children: Their Needs, Our Future**

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## This Report

The New Mexico Children, Youth, and Families Department (CYFD), the New Mexico Department of Health (DOH), and the University of New Mexico Center For Education Policy Research (CEPR) are working together to gather information about the strong work and continuing challenges that young children, their families and communities face across the state.

We are gathering information about where programs like Home Visiting, Child Care, Head Start, Early Head Start, and PreK are located in communities across the state. With this information, we are developing maps that show where communities are facing the most risks, where programs are currently operating, the quality of these programs, and where there are gaps that need to be filled. We believe that this is information the state needs to make financial and other policy decisions to support young children, families and communities in an systematic and effective way.

The data we present and the maps we develop are not complete. Every community in New Mexico has strengths that we do not capture in our maps or needs that we have to recognize. One of our goals during these regional meeting is to learn more about your current work and future vision in supporting the children, families, and communities in your region of the state. What local influences affect early childhood development? What local efforts are successfully supporting young children, their families and communities?



# New Mexico's Children, Families and Communities: A long and proud heritage

- New Mexicans are deeply committed to our children, families, and communities.
- In the past two decades, we have been strengthening our collaboration among state agencies and private enterprise in early childhood support and development.
- Together, we face tough challenges that can weaken our families and communities and threaten our future:
  - **Percent of low-birthweight babies**
  - **Infant mortality rate**
  - **Child death rate**
  - **Teens death rate**
  - **Teen birth rate**
  - **Percent of teens not in school and not high school graduates**
  - **Percent of teens not attending school and not working**
  - **Percent of children living in families where no parent has full-time, year-round employment**
  - **Percent of children in poverty**
  - **Percent of children in single-parent families**

**46<sup>th</sup>**

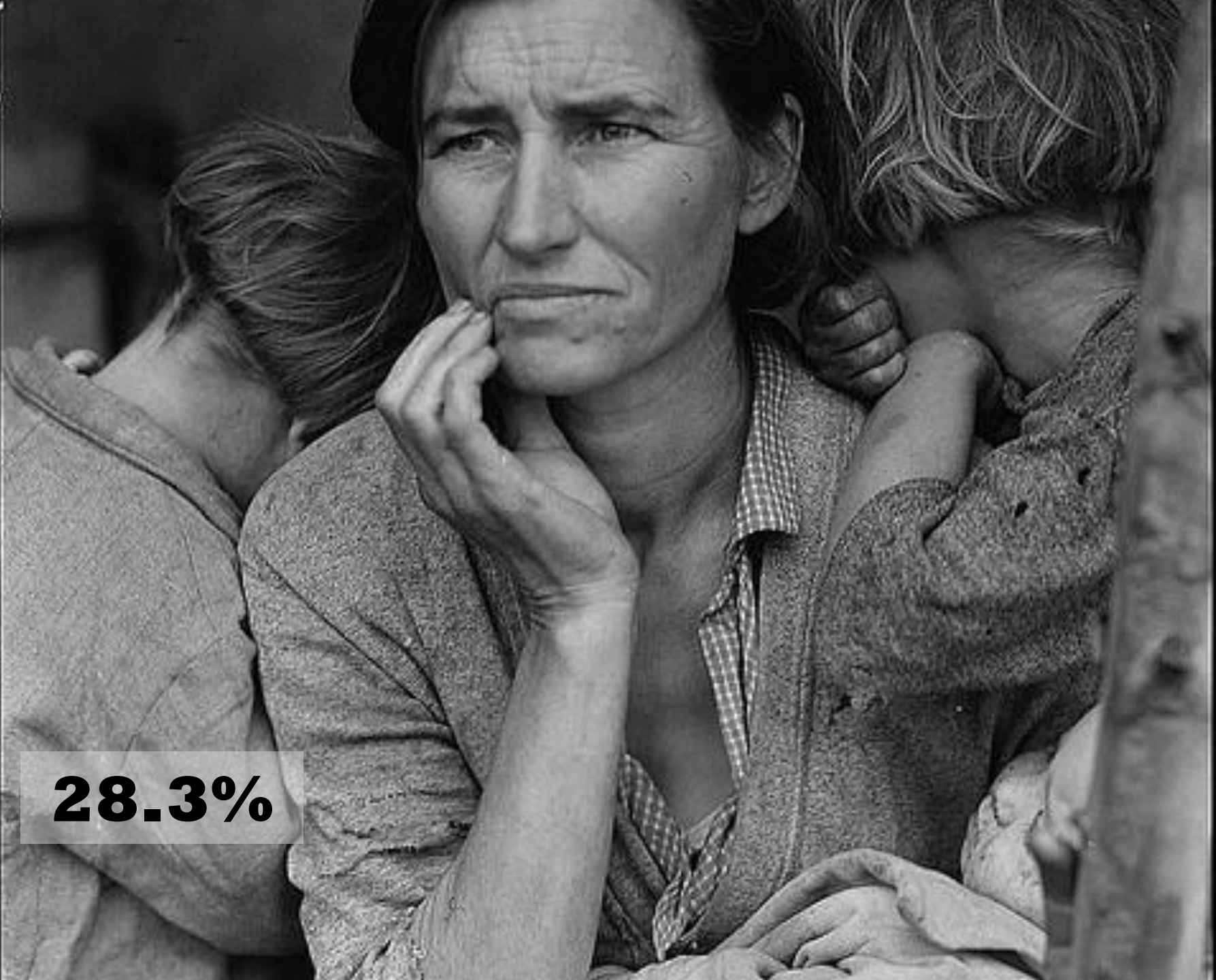


**23,868**



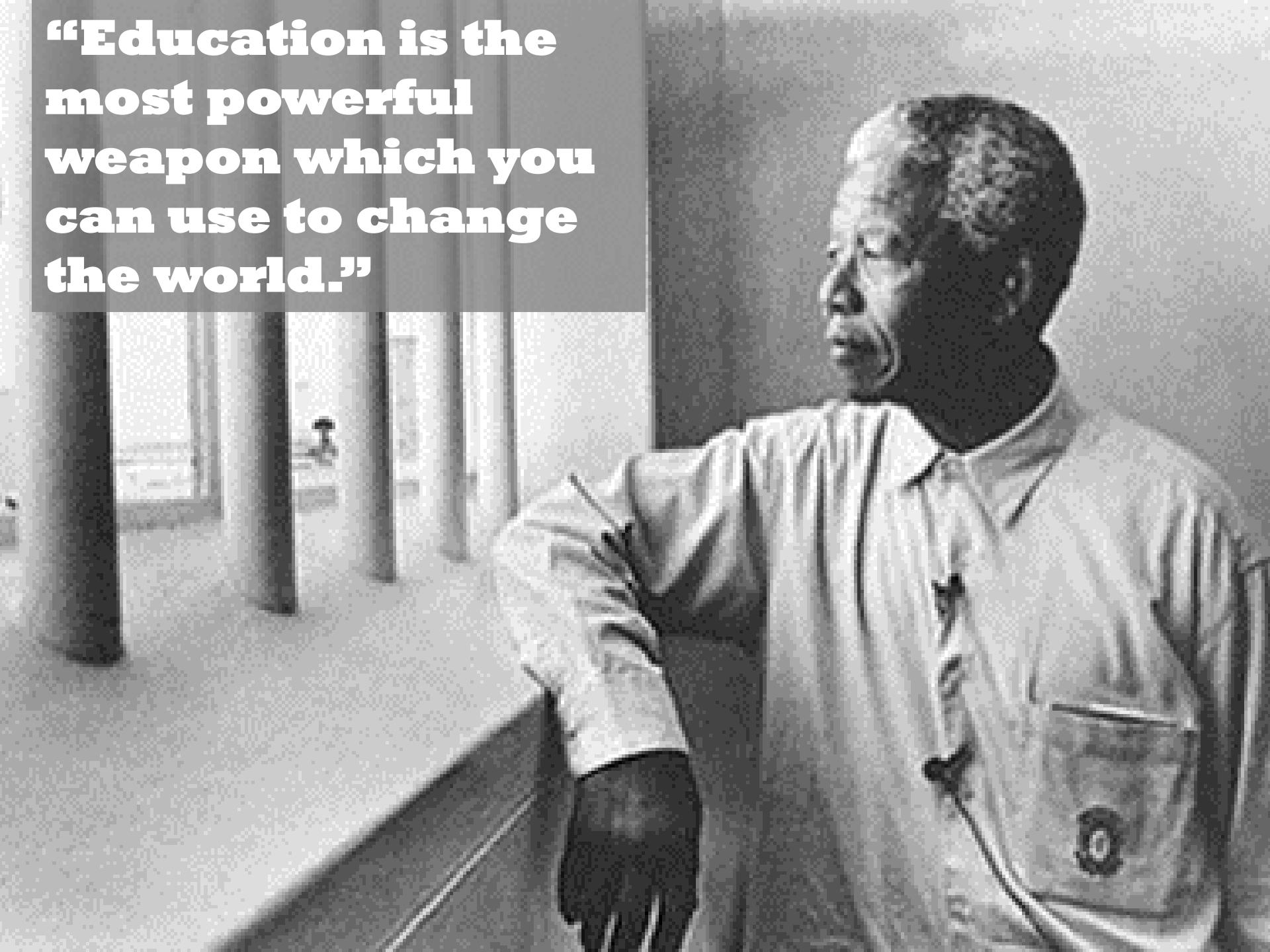


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**28.3%**

**“Education is the most powerful weapon which you can use to change the world.”**



# How New Mexicans are Strengthening Their Support For Young Children, Families, and Communities Across New Mexico

- SB120: The Early Childhood Care and Education Act and the Race To The Top Early Learning Challenge Grant:
  - Align public and private early childhood programs around the state
    - Expand partnerships and collaboration at local and state levels
    - Continue to strengthen our tiered quality rating and improvement system to support high quality, accountable programs
    - Develop and use assessments that measure kindergarten readiness
    - Coordinate early learning data systems
  - Create an early childhood education workforce development plan
  - Define early learning and development outcomes for children, and measure progress towards these
  - Develop early childhood investment zones



# New Mexico's Children, Families and Communities: Creating a System of Support



This system relies on early childhood program coordination among state agencies, community organizations, and private enterprise, including:

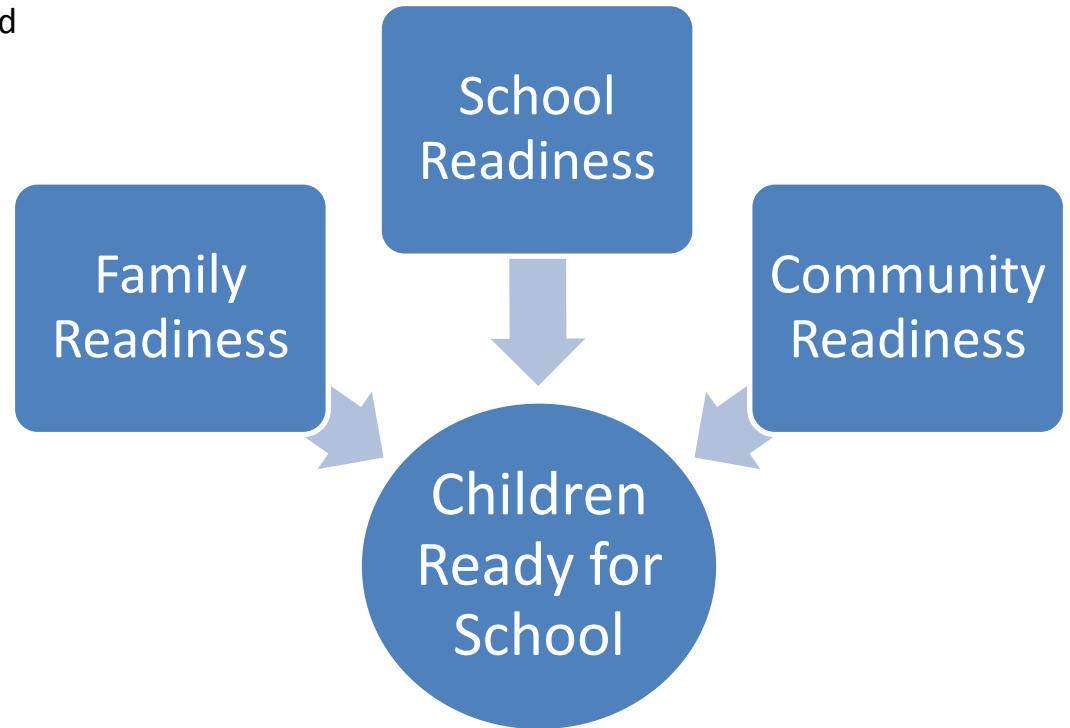
- Child, Youth & Family Department (CYFD)
- Head Start / Early Head Start
- Family & Community Initiatives
- Department of Health (DOH)
- Public Education Department (PED)
- Local Private Initiatives

Photo: Farmington Public Schools, Early Childhood Programs.

<http://www.farmington.k12.mi.us/district/ecc/>

# The Five Domains of Children's School Readiness

- 1. Physical Well-Being and Motor Development:** Health, growth, and disabilities; gross and fine motor skills; and conditions before, at, and after birth.
- 2. Social and Emotional Development:** The ability to interact with others, self-regulation, children's perceptions of themselves, understand the feelings of others, and interpret and express their own feelings.
- 3. Approaches to Learning:** The inclination to use skills and knowledge, enthusiasm, curiosity, and persistence on tasks.
- 4. Language Development:** Listening, speaking, vocabulary, print awareness, story sense, early writing, and the connection of letters to sounds.
- 5. Cognition and General Knowledge:** Thinking, problem-solving, knowledge about particular objects and the way the world works, mathematical knowledge, abstract thought, and imagination.



## **An Important Note About This Report**

- **The data we present and the indicators we have placed into the maps we will show are initial attempts and are not complete.**
- **Every community in New Mexico has strengths we do not capture in our maps and needs that we have yet to recognize.**
- **One of our goals during these regional meetings is to learn more about your current work and future vision in supporting the young children in your region of the state, and their families and communities.**
- **We look forward to a lively conversation today about early childhood efforts and needs in Northeast New Mexico. This presentation begins today's conversation. We hope to continue these conversations into the future.**

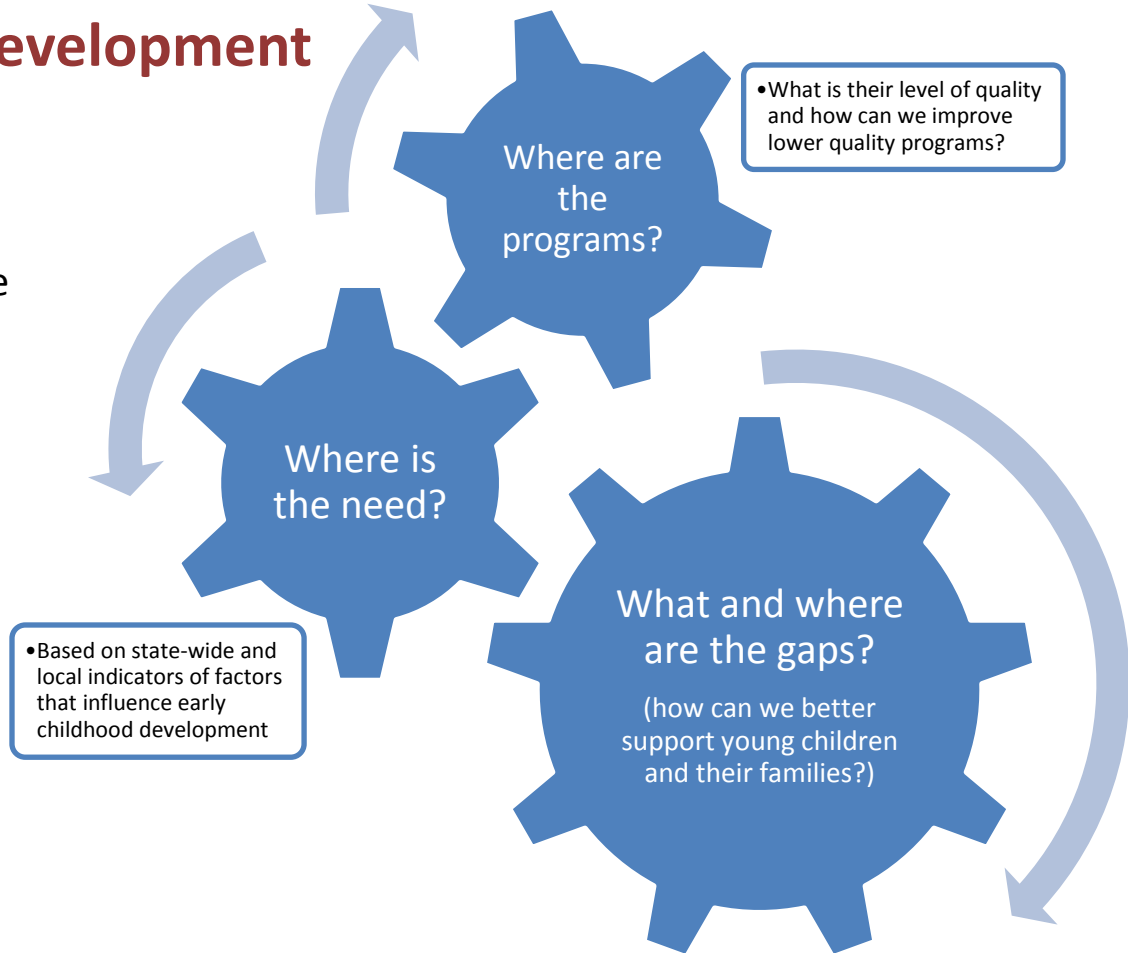
# Using Maps to Understand New Mexico's Challenges in Early Child Development

## Our method:

1. We gather information about where programs are located in communities across the state.
2. We develop maps that show where communities face different challenges to children's individual, family and community development.
3. We layer maps on top of maps to understand where programs are in relation to need, and locate the gaps.

## Our goals:

Collect necessary information about our families, communities and the state to make programmatic, financial and other policy decisions to strengthen our support of young children and their families and communities in a systematic and effective way.



# “Measuring” Child Development in Health and Education: Many Approaches To Take

We are beginning to define some of the many ways to measure early childhood development and indicators that signal challenges to development.

## Individual Indicators

- Define indicators of child development that are important to measure:
  - In Health
  - In Education
  - Economic aspects of life
- Which indicators are most applicable in this region?

## “Combined Risk Factor Index”

- We show you four health indicators:
  - Children born to teen mothers
  - Mothers receiving late prenatal care
  - Children with low weight at birth
  - Families with an income below poverty

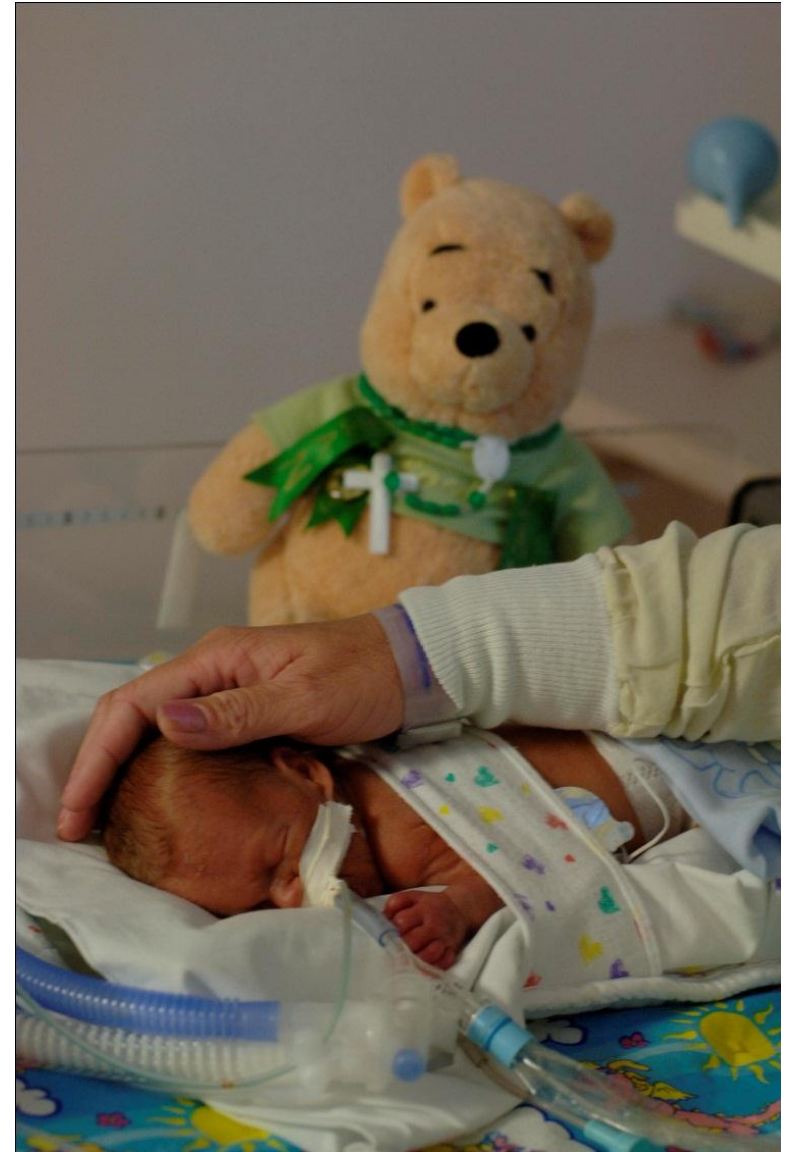
## Combine Indicators with Program Availability

- Map a grouping of indicators
- Map the programs that exist
- Analyze where the gaps exist
- Discuss how to address those gaps with available resources

## Questions to Keep in Mind:

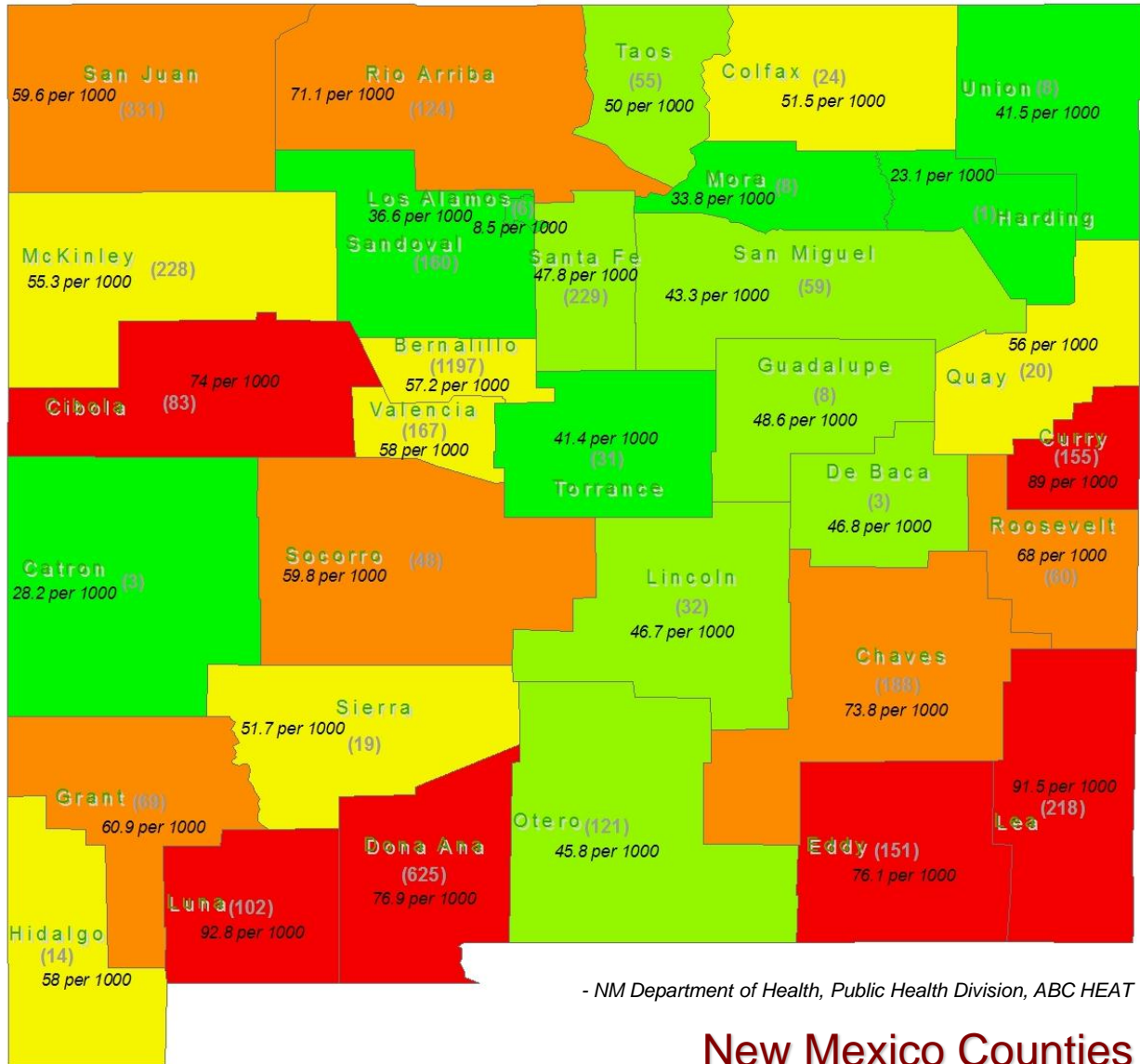
- What measures of healthy early childhood development are important in your community and region?
- What indicators signal challenges to children’s development in your community and region?

Where are New Mexico's children and communities living with a high incidence of conditions that affect individual and community development?





# Children Born To Teen Mothers, 2003-2007



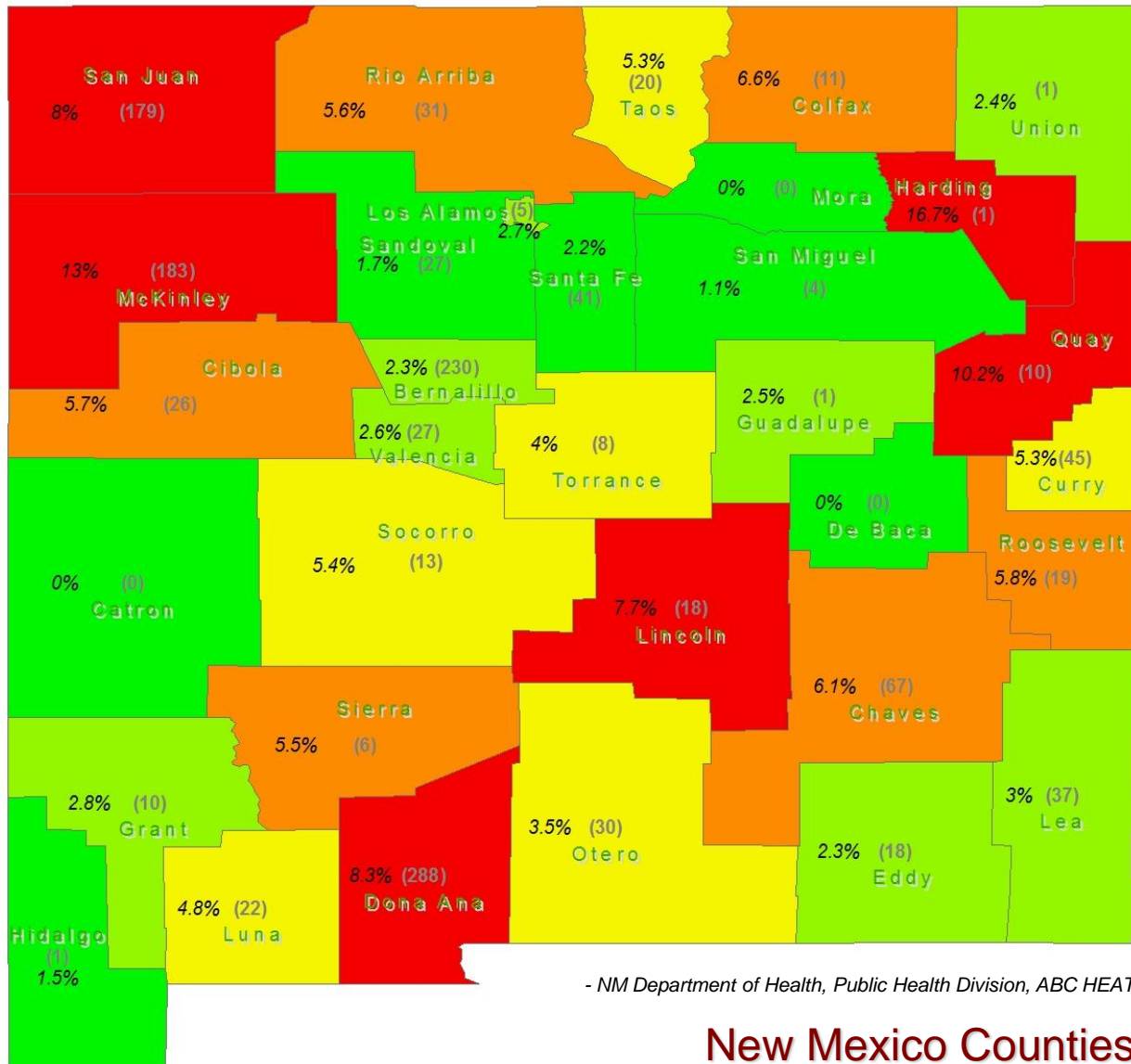
**Teen Births, 2003-07**  
 Rate per 1000 women 15-19 yrs  
 Number of Teens Giving Birth (4560/yr)  
 Source: NM DOH, Vital Records, NM IBIS

- Less than 41.5 per 1000
- 41.6 - 50.0
- 50.1 - 58.0
- 58.1 - 73.8
- 73.9 or greater

- NM Department of Health, Public Health Division, ABC HEAT

New Mexico Counties

# Mothers Receiving Late Pre-Natal Care, 2007



## Prenatal Care Start in the Third Trimester, 2007

Percent of Women Giving Birth  
Number of Women Starting  
Care in 3rd Trimester (1379)

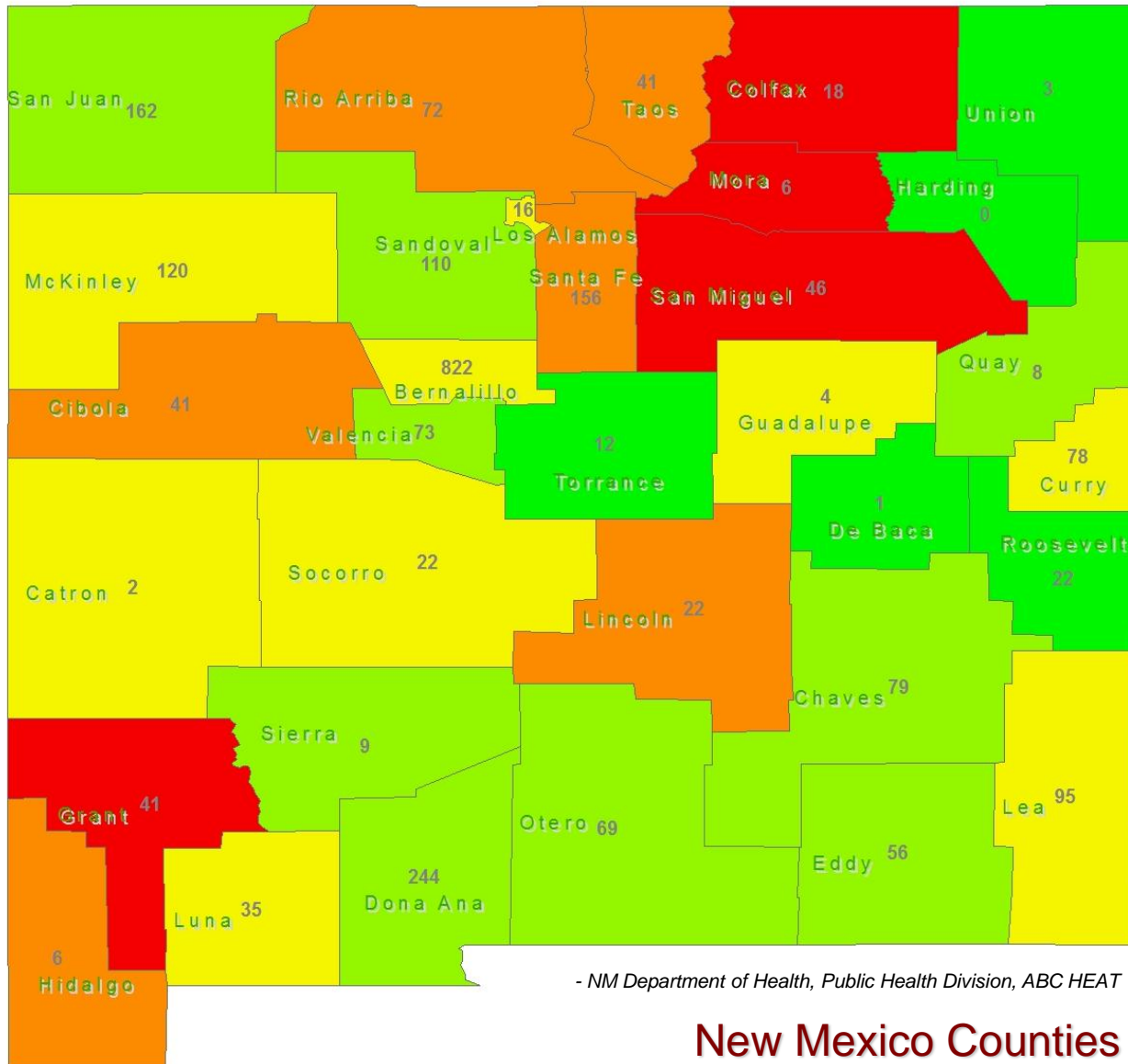
Source: NMDOH, Vital Records, NM IBIS

- Less than 2.2%
- 2.3% - 3%
- 3.1% - 5.4%
- 5.5% - 6.6%
- 6.7% or greater

- NM Department of Health, Public Health Division, ABC HEAT

New Mexico Counties

# Children With Low Weight At Birth, 2003-2007



## Low & Very Low Birth Weight Births, 2003-07

Percent of all Births

Average Annual Low & Very Low Birth Weight Births (2490/yr)

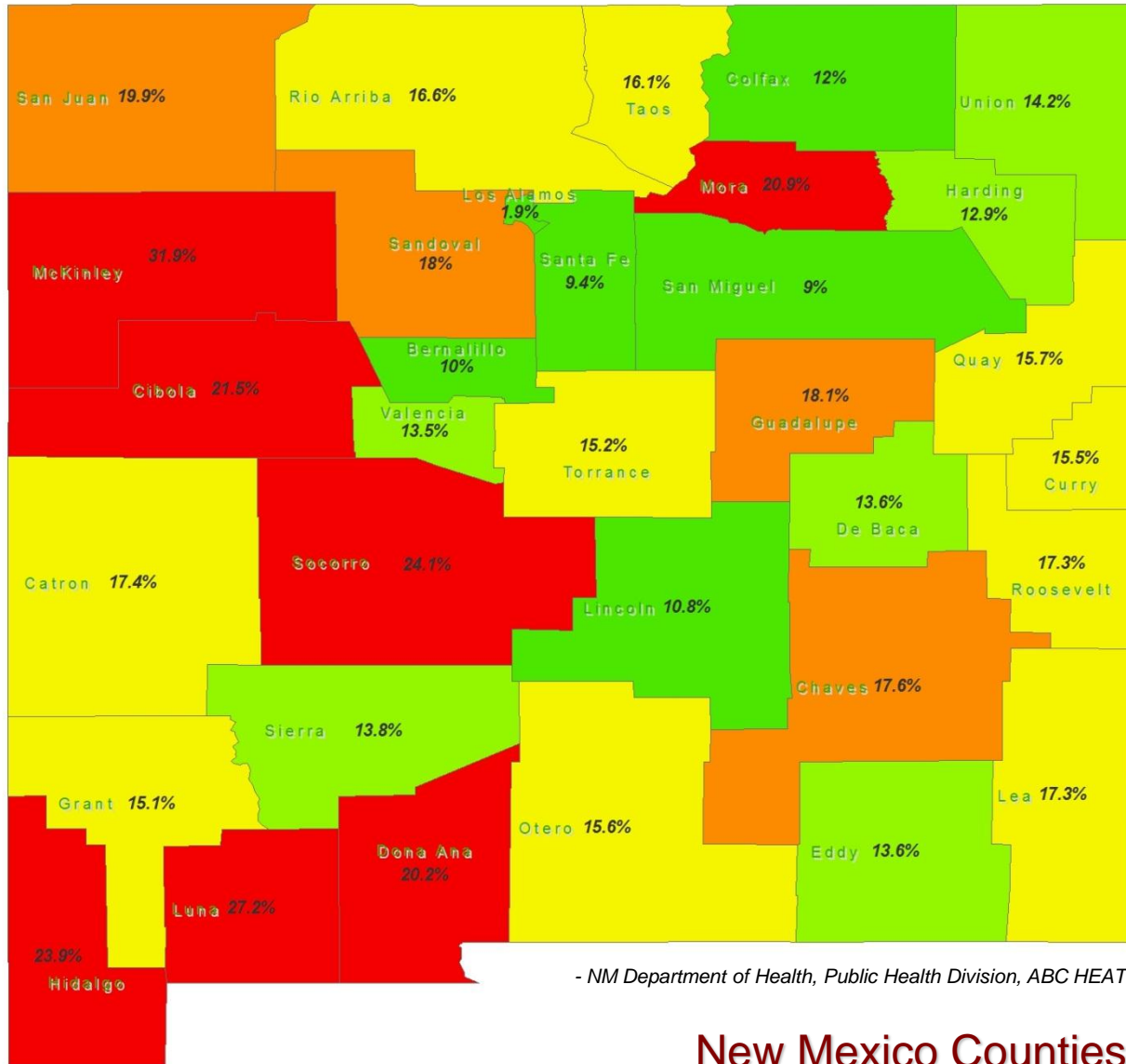
Source: NMDOH, Vital Records, NM IBIS

- Less than 7% of births
- 7.1% - 8%
- 8.1% - 9%
- 9.1% - 11%
- 11.1% or greater

- NM Department of Health, Public Health Division, ABC HEAT

## New Mexico Counties

# % Of Families With Income Below The Poverty Level in 2008\*



## Families Under 100% of Federal Poverty Level, 2008

Source: US Census, ACS, 2008

- Less than 12.5%
- 12.6% - 15%
- 15.1% - 17.5%
- 17.6% - 20%
- 20.1% or greater

- NM Department of Health, Public Health Division, ABC HEAT

## New Mexico Counties

\*Note: Federal poverty level for a family of four in 2008 was \$21,200. For a family of three it was \$17,600.

# Our Initial “Combined Risk Factor Index”

## “Combined Risk Factor Index”

For our example, we have used four health indicators:

- Children born to teen mothers
- Mothers receiving late prenatal care
- Children with low weight at birth
- Families with an income below poverty

- **An explanation**

New Mexico has one of the highest poverty rates in the nation and our communities face numerous challenges in supporting individual and community development.

When we try to rate “risk” - or a concentrated number of factors that could negatively affect children’s development - we understand that what we term “average risk” and “lowest risk” on the rating scale in the following maps is specifically in relation to “highest risk.”

These levels of risk in no way mean to project that individuals in communities or communities in counties of “average” or “lowest” risk do not face exceptional challenges.



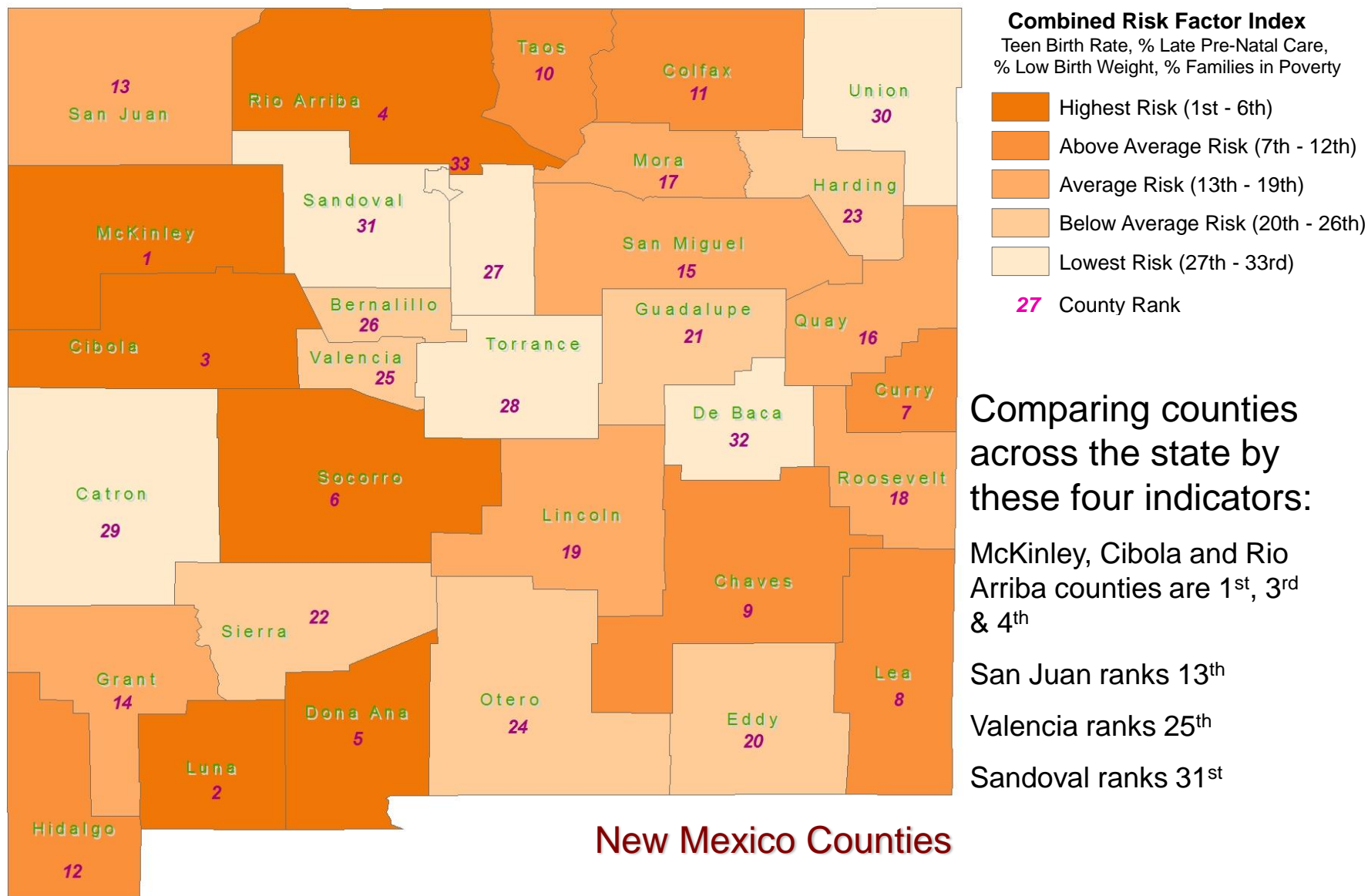
1. Where do New Mexico children and communities live with a high incidence of conditions that affect individual and community development, measured by a “Combined Risk Factor Index”?



2. Where do New Mexico children and communities live with lower incidences of these same conditions?



# New Mexico Counties By Combined Risk Factor Index



Comparing counties across the state by these four indicators:

McKinley, Cibola and Rio Arriba counties are 1<sup>st</sup>, 3<sup>rd</sup> & 4<sup>th</sup>

San Juan ranks 13<sup>th</sup>

Valencia ranks 25<sup>th</sup>

Sandoval ranks 31<sup>st</sup>

## New Mexico Counties

# Combining indicators to understand our current situation and make good decisions

## Combining Indicators with Program Availability

- Map a grouping of indicators
- Map the programs that exist
- Analyze where the gaps exist
- Discuss how to address those gaps with available resources

We can ask some of the difficult questions, and begin to have the data help us answer them

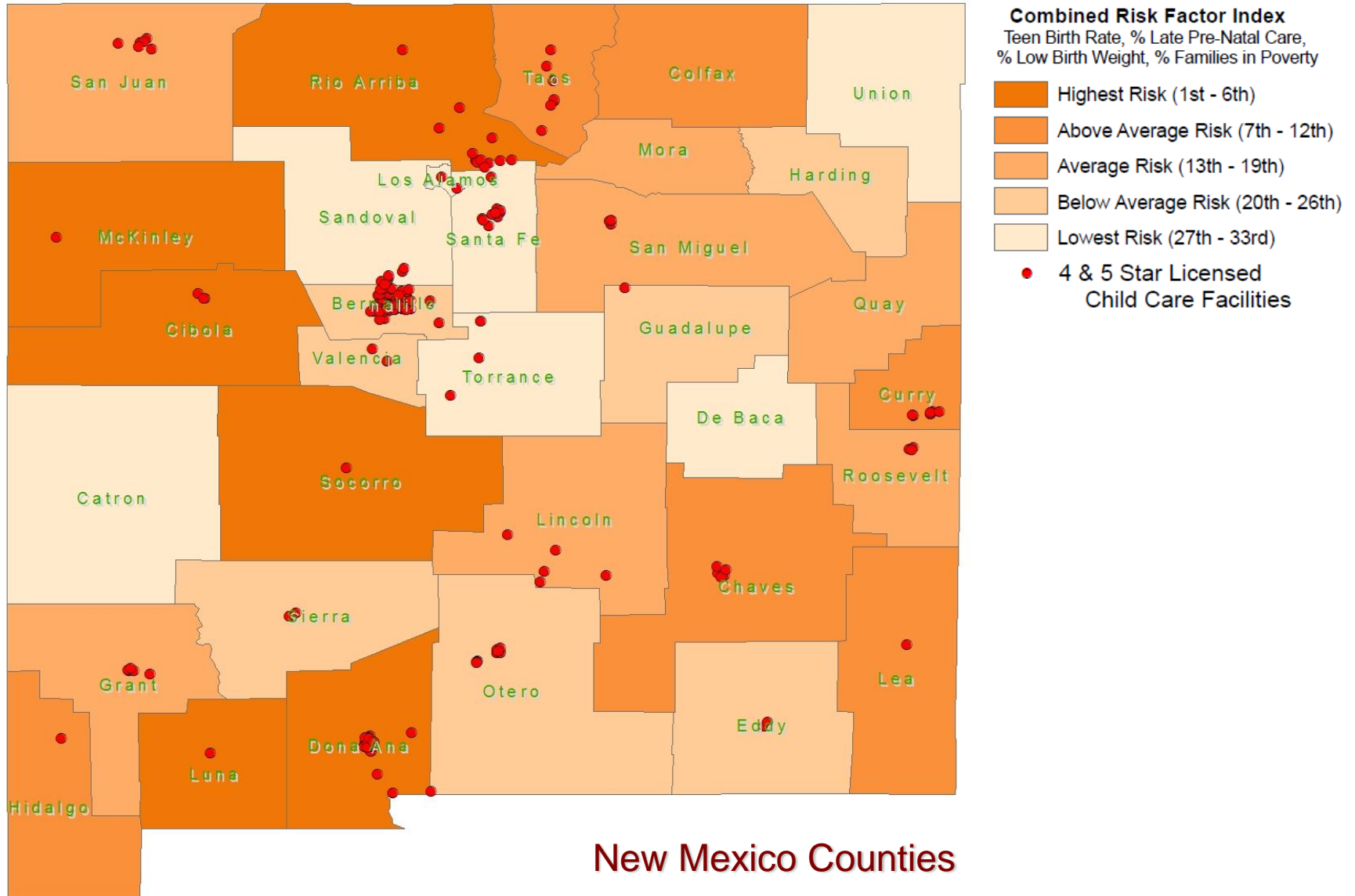
- Where are there gaps in the services we provide to young children in this region and around the state?
- How do we use New Mexico's limited resources effectively?

1. Where Are The High Quality Child Care Services Located?

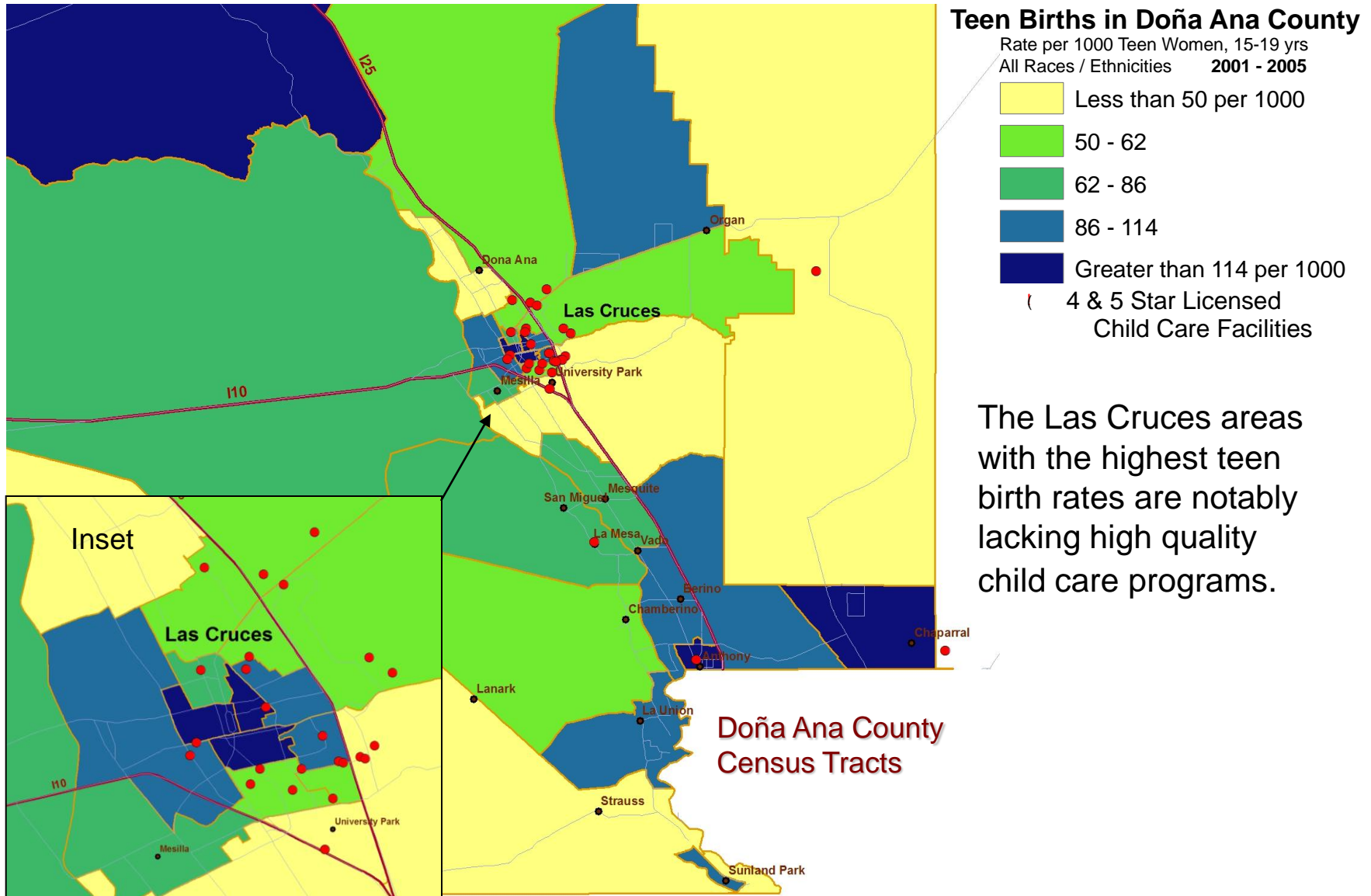
2. What Are The Gaps?



# High Quality Child Care Programs By Combined Risk Factor Index



# High quality child care programs in Las Cruces





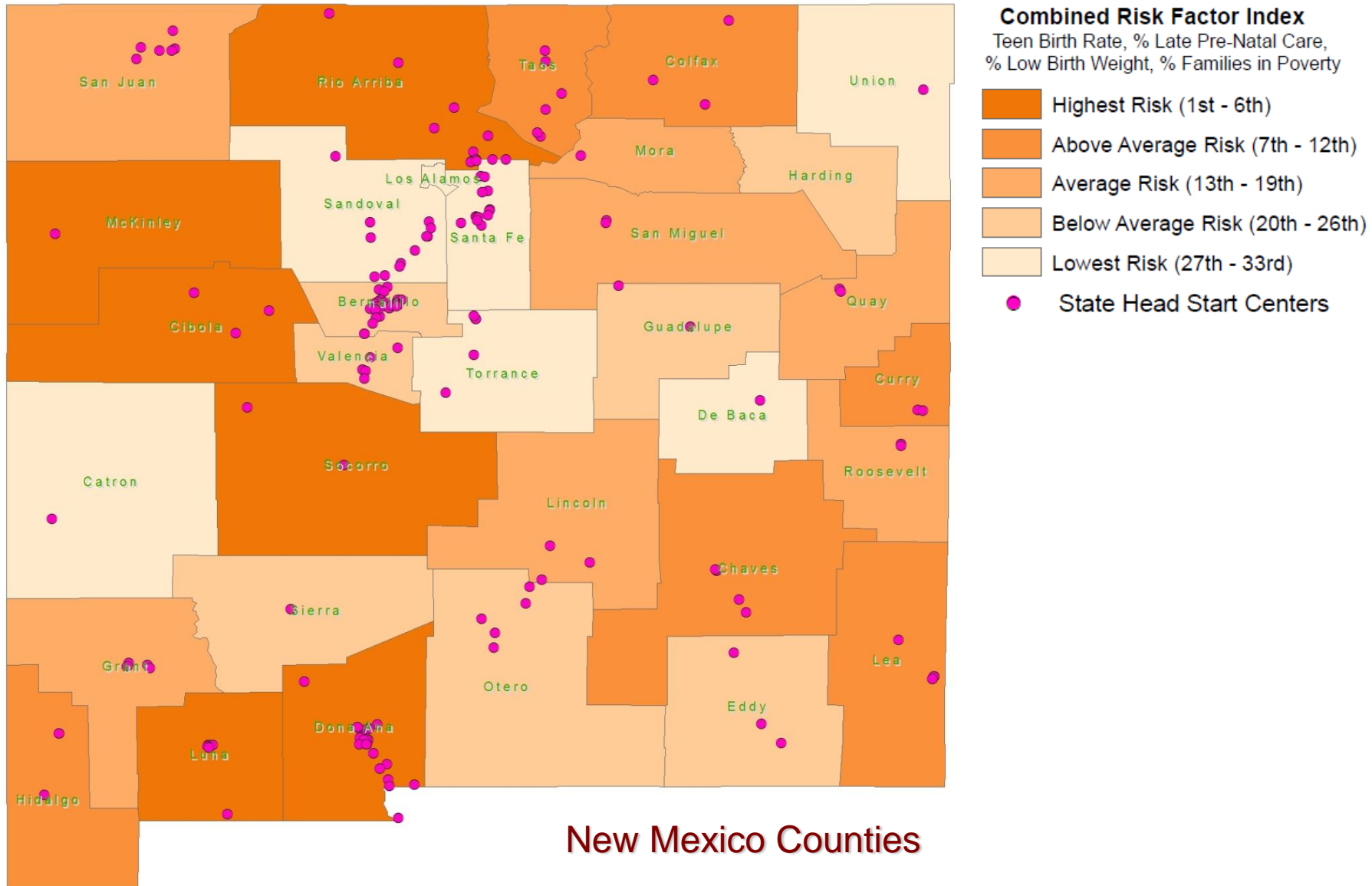
**1. Where Are  
The Federally-  
Funded Head  
Start Programs  
Located?**

**2. What Are  
The Gaps?**

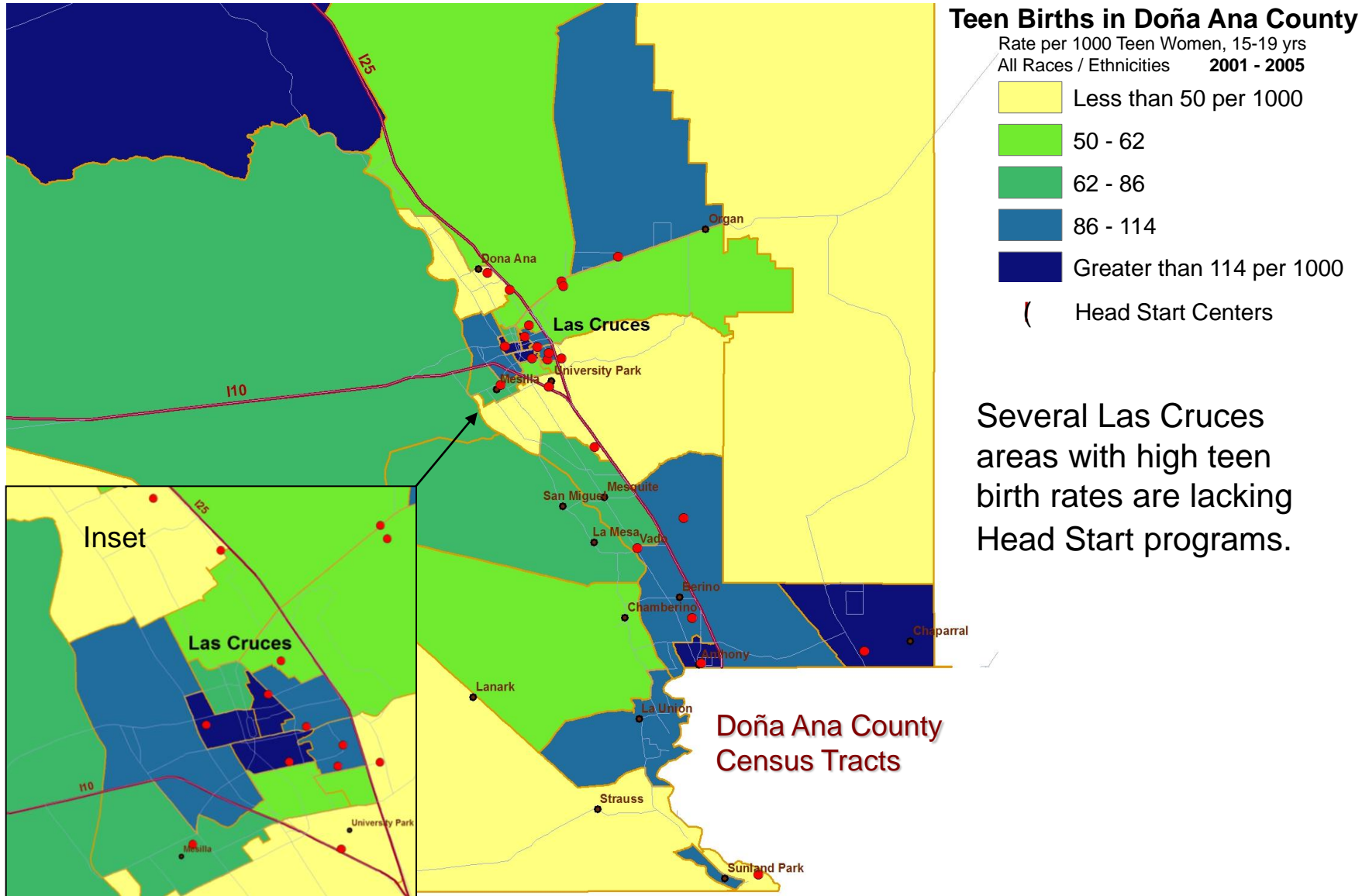




# Head Start programs By Combined Risk Factor Index



# Head Start programs in Las Cruces



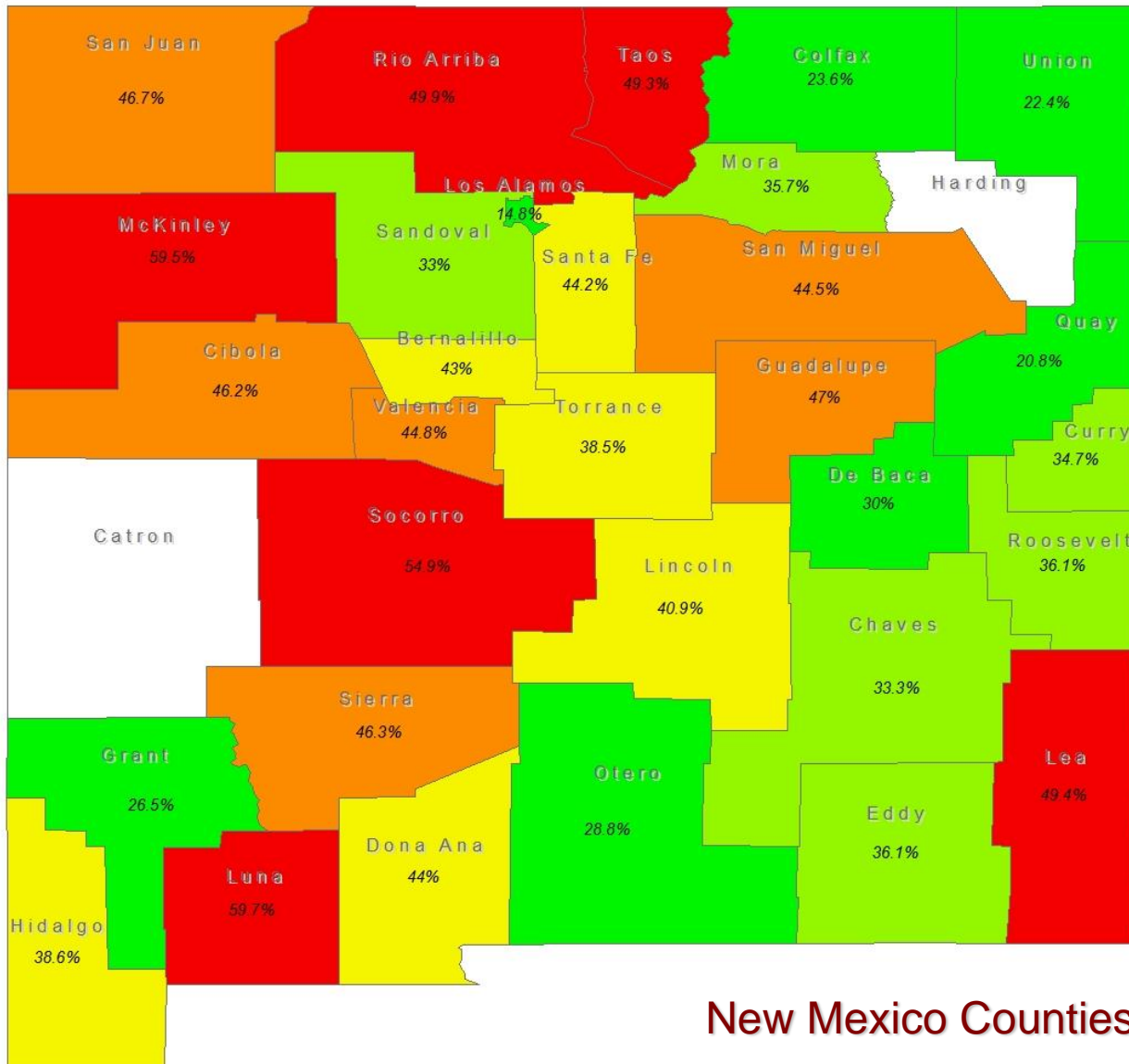
1. How Many Young Children Are On Track For Success In School?

2. How Are Our Schools Doing In Helping Students Be Successful in School?

3. How Are Our Communities Doing In Helping Students Be Successful in School?

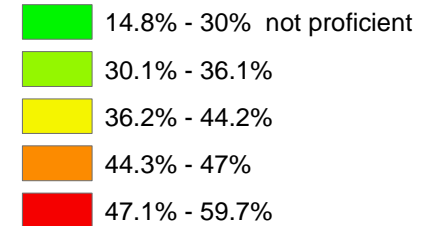


# Third Grade Students Scoring Below Proficiency on NM State Assessments



## 3rd Grade Reading Proficiency

Percent of children at beginning steps and nearing proficiency



Source: CYFD, NM PED

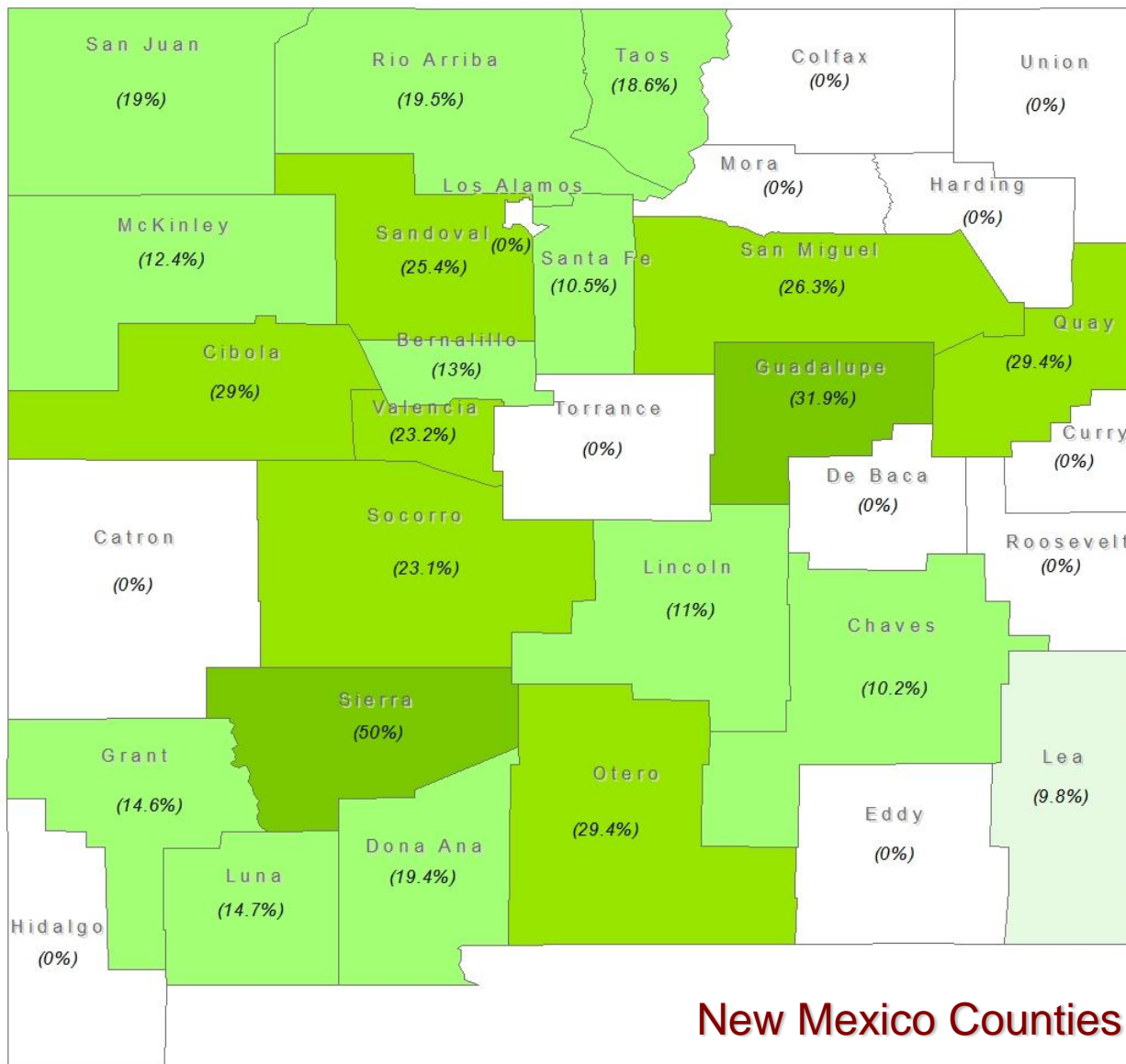
Statewide, 42.5% of 25,674 3rd graders scored below proficiency on New Mexico's Standards-Based Assessments in 2009-2010

## New Mexico Counties

Note: The numbers were suppressed in the two counties in white (Catron & Harding) due to small numbers of children assessed.

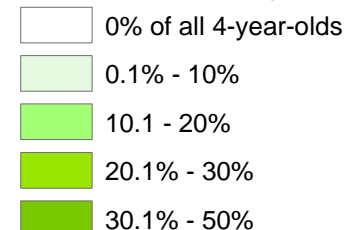


# Four Year-Olds Enrolled in NM Pre-Kindergarten



## Capacity of Pre-Kindergarten

Percent of 4 Year Old Children Enrolled in Pre-Kindergarten



Source: CYFD, NM PED

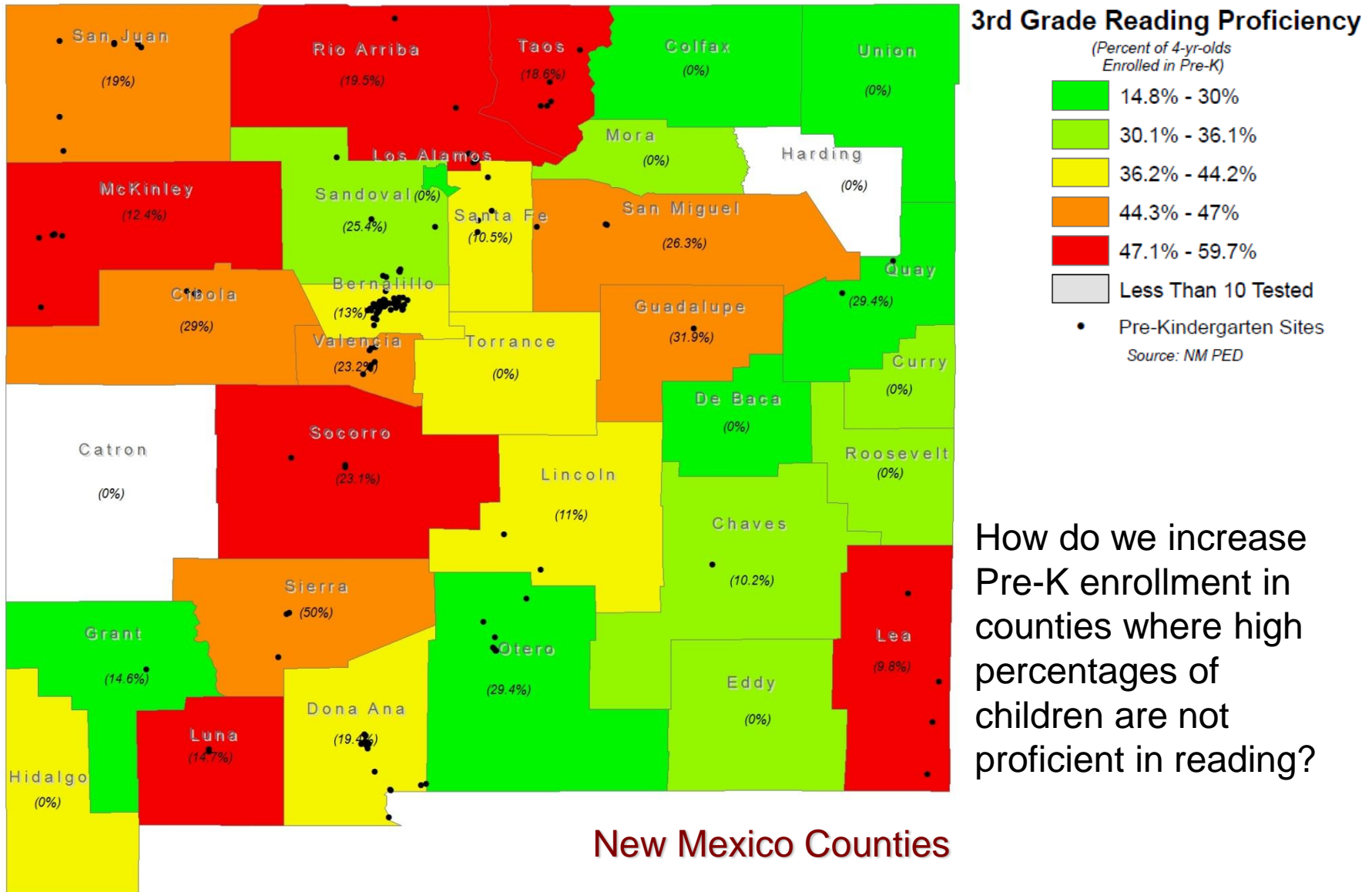
Only 9 counties have more than 1 in 5 four-year-olds enrolled in PreK.

11 counties have no children enrolled in Pre-K.

## New Mexico Counties

Note: The eleven counties in white are listed as having 0% capacity because there are no state-funded Pre-Kindergarten programs in these counties.

# Pre-K Sites By Third Grade Reading Proficiency



How do we increase Pre-K enrollment in counties where high percentages of children are not proficient in reading?

Note: The numbers of Pre-K children in the two white counties (Catron & Harding) were suppressed due to small numbers of children assessed.

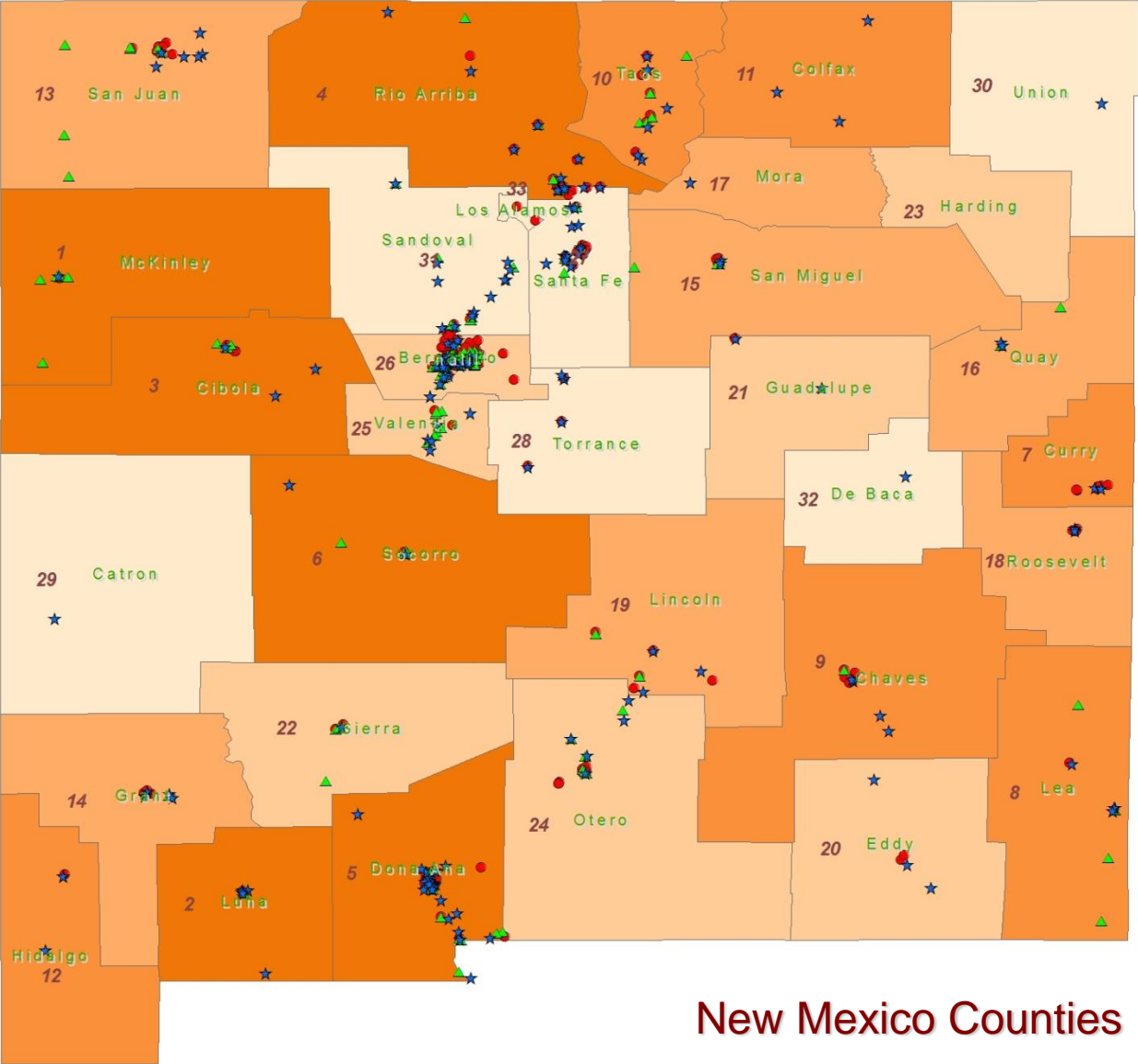


1. Where Are The Gaps In The Early Childhood “System Of Systems”?

2. Which Counties Have Several Programs and Which Have None?



# Head Start, Pre-Kindergarten and Child Care sites in New Mexico.



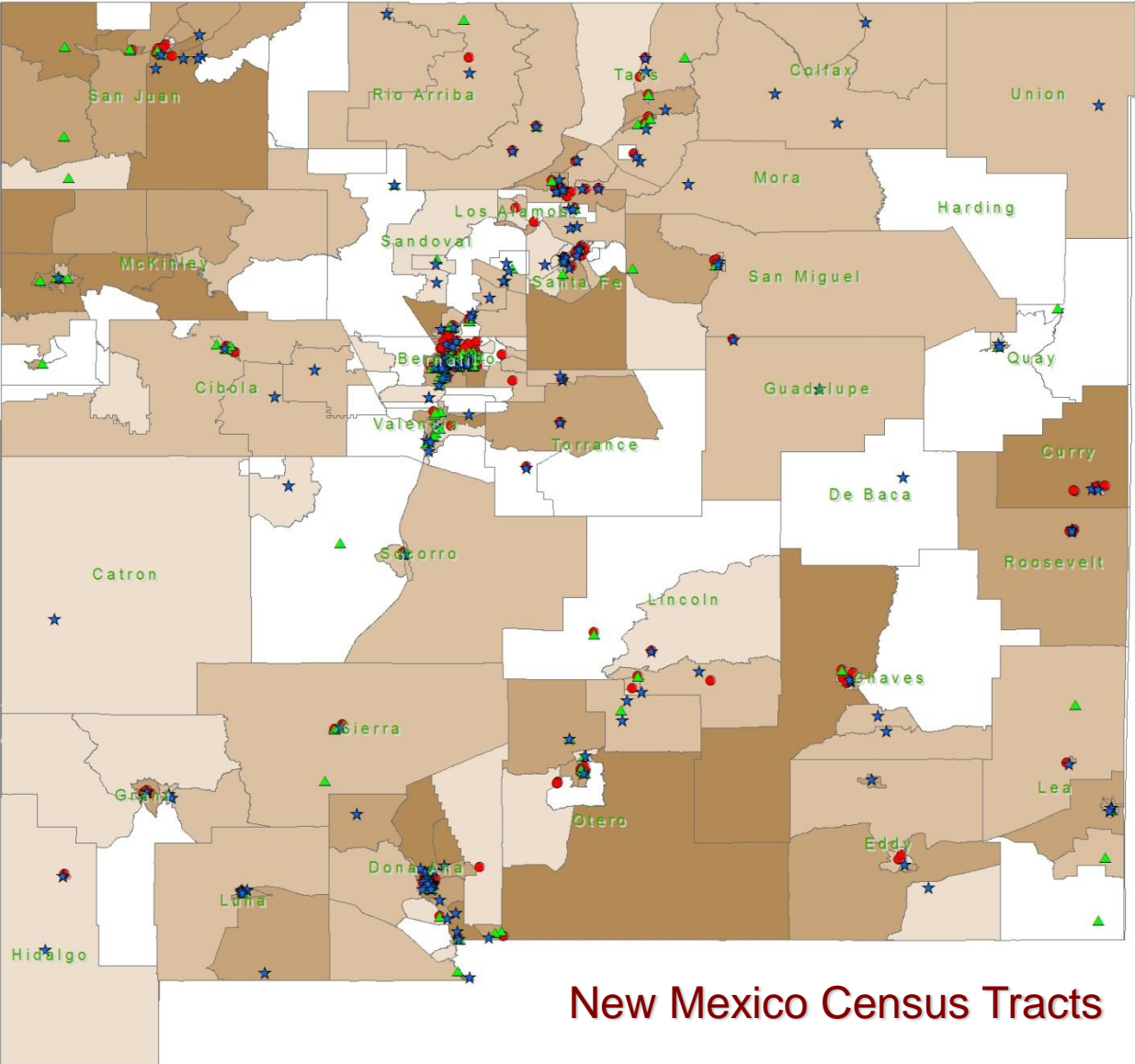
**Combined Risk Factor Index**  
 Teen Birth Rate, % Late Pre-Natal Care,  
 % Low Birth Weight, % Families in Poverty

- Highest Risk (1st - 6th)
- Above Average Risk (7th - 12th)
- Average Risk (13th - 19th)
- Below Average Risk (20th - 26th)
- Lowest Risk (27th - 33rd)

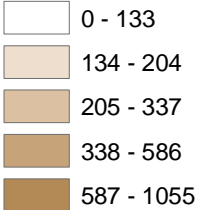
- ▲ Pre-Kindergarten Sites
- ★ State Head Start Centers
- 4 & 5 Star Licensed Child Care Facilities

## New Mexico Counties

# Head Start, Pre-Kindergarten and Child Care sites in New Mexico.



## Number of Children Under 5 NM Census Tracts 2005



- ▲ Pre-Kindergarten Sites
- ★ State Head Start Centers
- 4 & 5 Star Licensed Child Care Facilities

## New Mexico Census Tracts



## In Summary

The information and maps presented in this report are meant to support the conversation regarding how to continue to strengthen people's understandings of how much work is being done to support young children's development around the state and how we must focus more attention on the challenges facing our children, their families and communities.

We need your support, ideas and questions. What more information do we need to support our communities and healthy children?



**What factors and measures of healthy early childhood development are important in your community? In your region of the state? What local early childhood programs and partnerships should we include? What data do you have available about your community's early childhood programs?**

**In this region of New Mexico, what is "educational readiness"? Readiness for what? What does it mean to help children become ready for school and ready for life?**

**How should we develop "zones of investment" in early childhood during these times of fiscal crisis? Who else should participate in these ongoing conversations? What other questions should we be asking?**

## Contact Information

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