

Head Start by the Numbers

New Mexico

This fact sheet is based on the 2006 Program Information Report (PIR) data, which all Head Start programs are required to complete on an annual basis.¹ For more information on the PIR and national Head Start or Early Head Start data, visit www.childcareandearlyed.clasp.org.

Programs

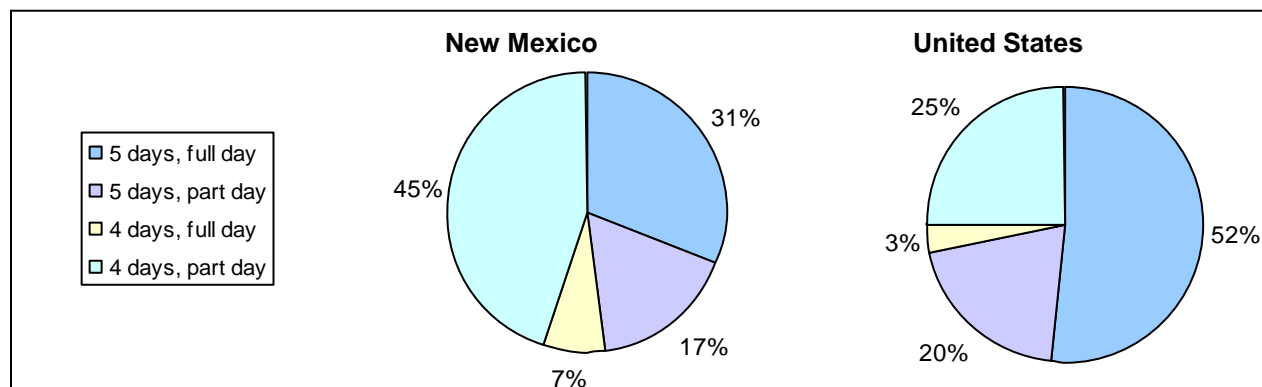
Total number of grantees: 42
Number of Early Head Start grantees: 9
Number of preschool grantees: 33
Number of Migrant/Seasonal grantees: 0

Total number of slots: 9,138
ACF-funded slots: 9,114²
Slots funded through other sources: 24³

Participants served, by program option

	New Mexico	U.S.
Center-based	94%	92%
Home-based	5%	5%
Family child care	0%	1%
Combination	0%	1%
Locally-designed	1%	1%

Operating schedule for center-based programs⁴



Participants

Total actual enrollment 10,569⁵
Number of children enrolled: 10,401
Number of pregnant women enrolled: 168

Primary language spoken in the home⁶

	New Mexico	U.S.
English	74%	71%
Spanish	18%	25%
Native North American or Alaska Native Languages	4%	<1%
Native Central American, South American, and Mexican Languages	1%	<1%
All other languages	3%	4%

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Race and Ethnicity⁷

	New Mexico	U.S.
Hispanic (any race)	63%	34%
White	50%	40%
Unspecified	23%	14%
American Indian or Alaskan Native	21%	4%
Bi-racial or Multi-racial	4%	6%
Black or African American	2%	31%
Asian	<1%	2%
Native Hawaiian or Pacific Islander	<1%	1%



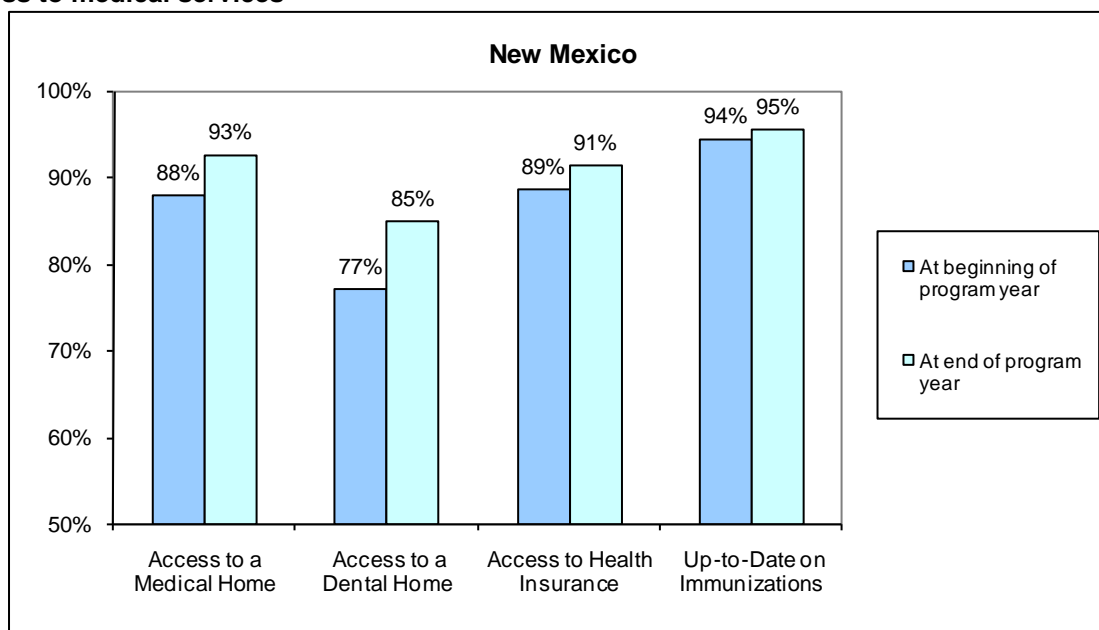
Medical screenings⁸

<i>Percent screened</i>	89%
<i>Of children screened, percent requiring follow-up treatment</i>	13%
<i>Of children requiring further treatment, percent receiving follow-up treatment</i>	89%

Disability Services

<i>Percent of children diagnosed as having a disability</i>	15%
<i>Of children with a disability, percent of children diagnosed during the program year</i>	48%
<i>Of children with a disability, percent of children diagnosed prior to this program year</i>	52%

Access to medical services⁹



Families

Total number of families:

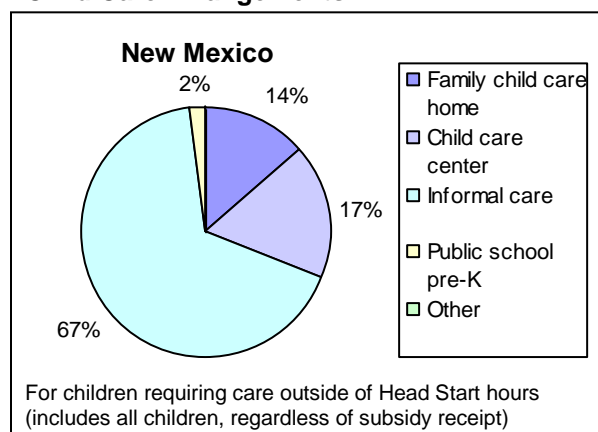
	New Mexico	U.S.
Single-parent families	52%	57%
Two-parent families	48%	43%
Families with at least one employed parent	77%	70%
Families with at least one parent in school/ job training	17%	14%
Families receiving TANF	14%	18%
Families receiving WIC	48%	50%

Head Start Family Services

<i>Percent of families who received:</i>	
Parenting education	31%
Health education	21%
Transportation assistance	11%
Adult education	8%
Emergency/crisis intervention services	7%
Mental health services	7%
Housing assistance	6%
Job training	4%
ESL services	3%
<i>Percent of families who accessed at least one family service through Head Start</i>	60%



Child Care Arrangements



Percent of children receiving a child care subsidy: 5%

Percent of children in Head Start programs operating at least eight hours per day: 4%

Staff

Total number of staff: 2,208

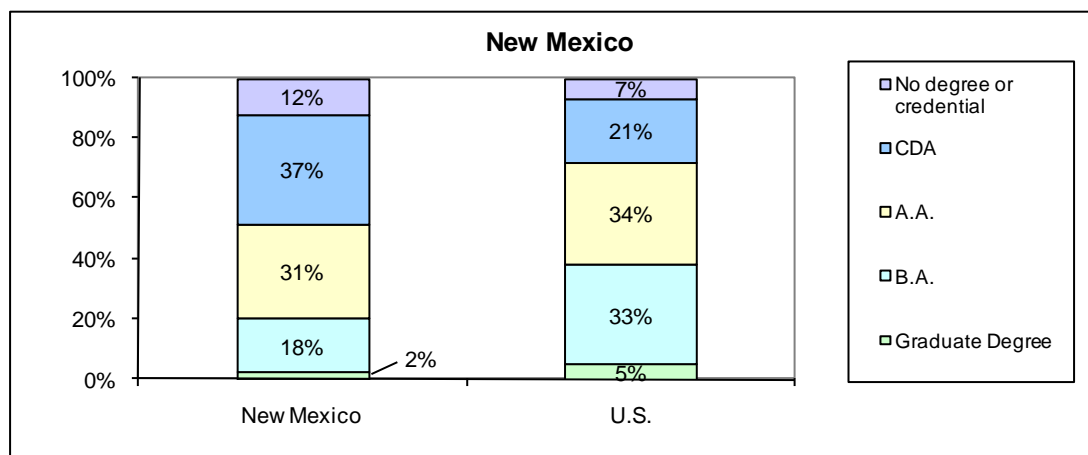
Total number of teachers: 602

Percent who left the program during the year: 18%

Percent of staff who are current or former Head Start parents: 36%

Average teacher salary: \$22,811¹⁰

Teacher Education Level



Endnotes

¹ Data includes all Head Start programs in the state, including Head Start preschool, Early Head Start, Migrant and Seasonal Head Start, and American Indian and Alaskan Native programs.

² Includes slots funded by the U.S. Department of Health and Human Services, Administration for Children and Families.

³ Includes slots funded by all sources other than ACF (for example, states or school districts).

⁴ The PIR defines “full day” programs as those operating at least six hours per day and “part day” programs as those operating less than six hours per day. Percentages may not add to 100 percent due to rounding.

⁵ The PIR collects data on all children and pregnant women enrolled at any point, including those who do not complete the year. Since some participants drop out during the program year and are replaced, the number of total actual participants exceeds the number of Head Start slots.

⁶ Head Start collects data on various language groups. In New Mexico, no primary language category within “All other languages” was reported for more than 1 percent of Head Start participants. In 2006, across the United States, the PIR reported that the primary language spoken in the home for 1 percent of all Head Start participants was a Middle Eastern/South Asian language, for 1 percent was an East Asian language, and for 1 percent was a European/Slavic language. Less than 1 percent of all participants were reported in each of the following primary language categories: Native Central American, South American, and Mexican languages; Caribbean languages; Native North American/Alaskan Native languages; Pacific Island languages; and African languages. The primary language spoken in the home could also be reported as “other” or “unspecified,” and across the U.S., less than one percent of Head Start participants were reported in each of these categories. Nationwide, the PIR reported the primary home language to be Spanish for 25 percent of participants and English for 71 percent.

⁷ Percentages do not add up to 100 percent because persons of Hispanic ethnicity may be of any race. In 2005, race categories on the PIR were changed. The “Hispanic” category, previously included as a race category, was moved to a separate question that asks for the number of children and pregnant women who were of Hispanic origin, regardless of racial background. Head Start participants whose race is “unspecified” may reflect confusion about the new race and ethnicity categories.

⁸ The PIR includes all children who were enrolled in Head Start at any point during the program year, including those who dropped out before 45 days of enrollment, the time frame during which Head Start programs are required to provide medical and dental screenings.

⁹ “Up-to-date on immunizations” includes those children who are not on the schedule recommended for their age group but who have been brought up to date to the extent possible given the late start on their immunization schedule.

¹⁰ This average includes all programs in the state, including part-day programs, programs that operate for a short period of time such as Migrant and Seasonal Programs, and programs that may only operate for part of a week. Therefore, the range of teacher salaries may vary greatly throughout the state.