



**New Mexico State University**

**Anna, Age Eight Institute**

# **100% New Mexico Initiative**

A photograph of a laptop on a wooden desk. The laptop screen shows a video conference with many participants in a grid layout. In the foreground, there is a green ceramic mug. A text overlay is present in the lower-left area of the image.

**PART ONE**

**Why did the initiative start?**

# **Anna, Age Eight**

**The data-driven prevention  
of childhood trauma  
and maltreatment**

**Katherine Ortega Courtney, PhD and Dominic Cappello**





"For all of us who believe that we can make everyone's health, safety, resilience and readiness for crisis a priority, this book shows the way."

— Dr. Bill Soules,  
New Mexico State Senator

# 100% Community

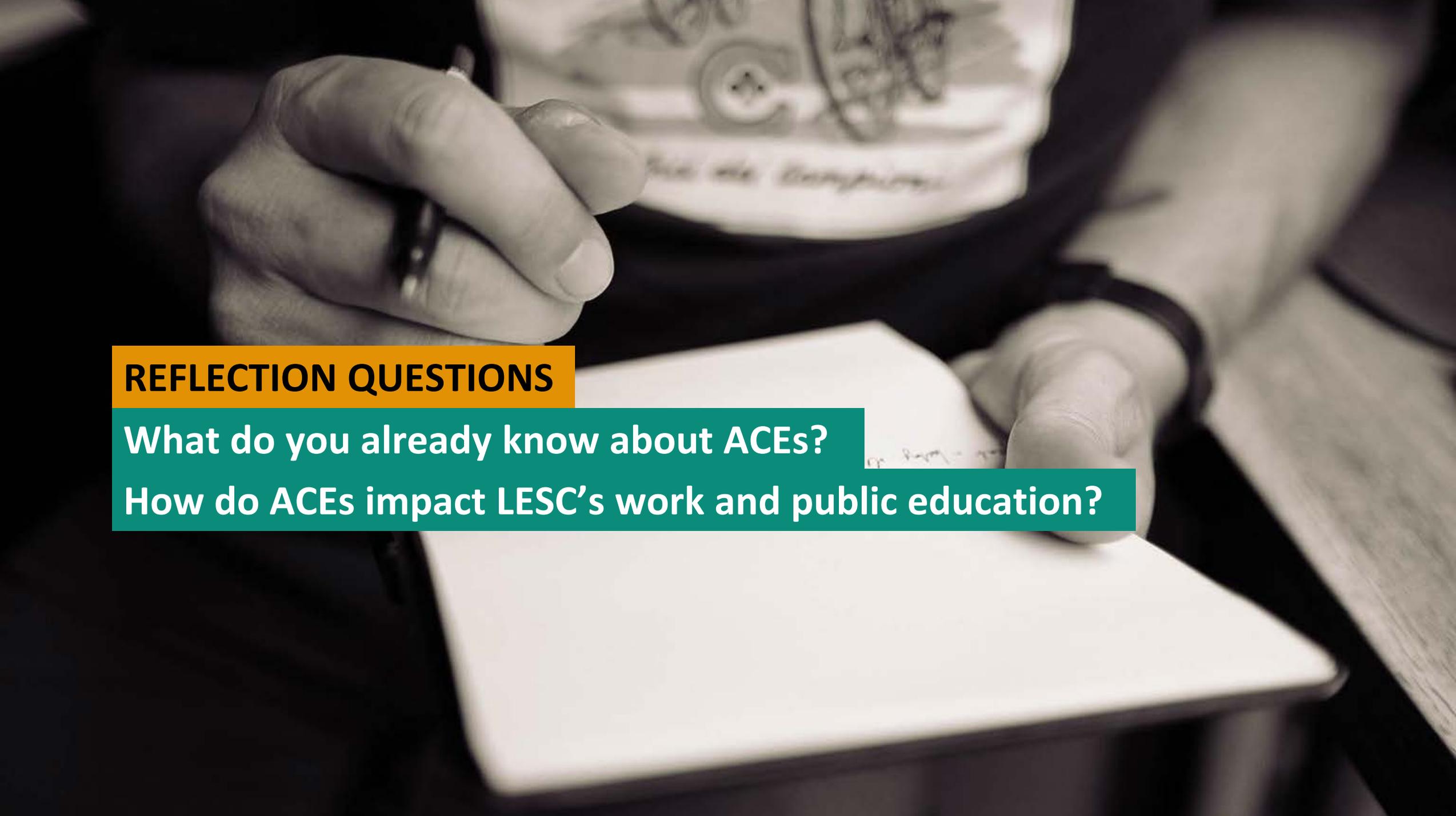
**Ensuring 10 Vital Services for  
Surviving and Thriving**

**Katherine Ortega Courtney, PhD and Dominic Cappello**



**10 vital services for 100% of families**



A close-up, black and white photograph of a person's hands writing in a notebook. The person is wearing a dark long-sleeved shirt and a watch on their left wrist. The notebook is open, and the person is holding a pen in their right hand, writing on the left page. The background is slightly blurred, showing a white t-shirt with a logo and some text. The overall mood is focused and professional.

## REFLECTION QUESTIONS

What do you already know about ACEs?

How do ACEs impact LESC's work and public education?

A close-up, low-angle shot of a worn, grey stuffed animal lying on a paved surface. The animal has a white face and a dark brown nose. It appears to be a small bear or similar creature. The background is blurred, showing a white wall and a red door. The overall mood is somber and evocative.

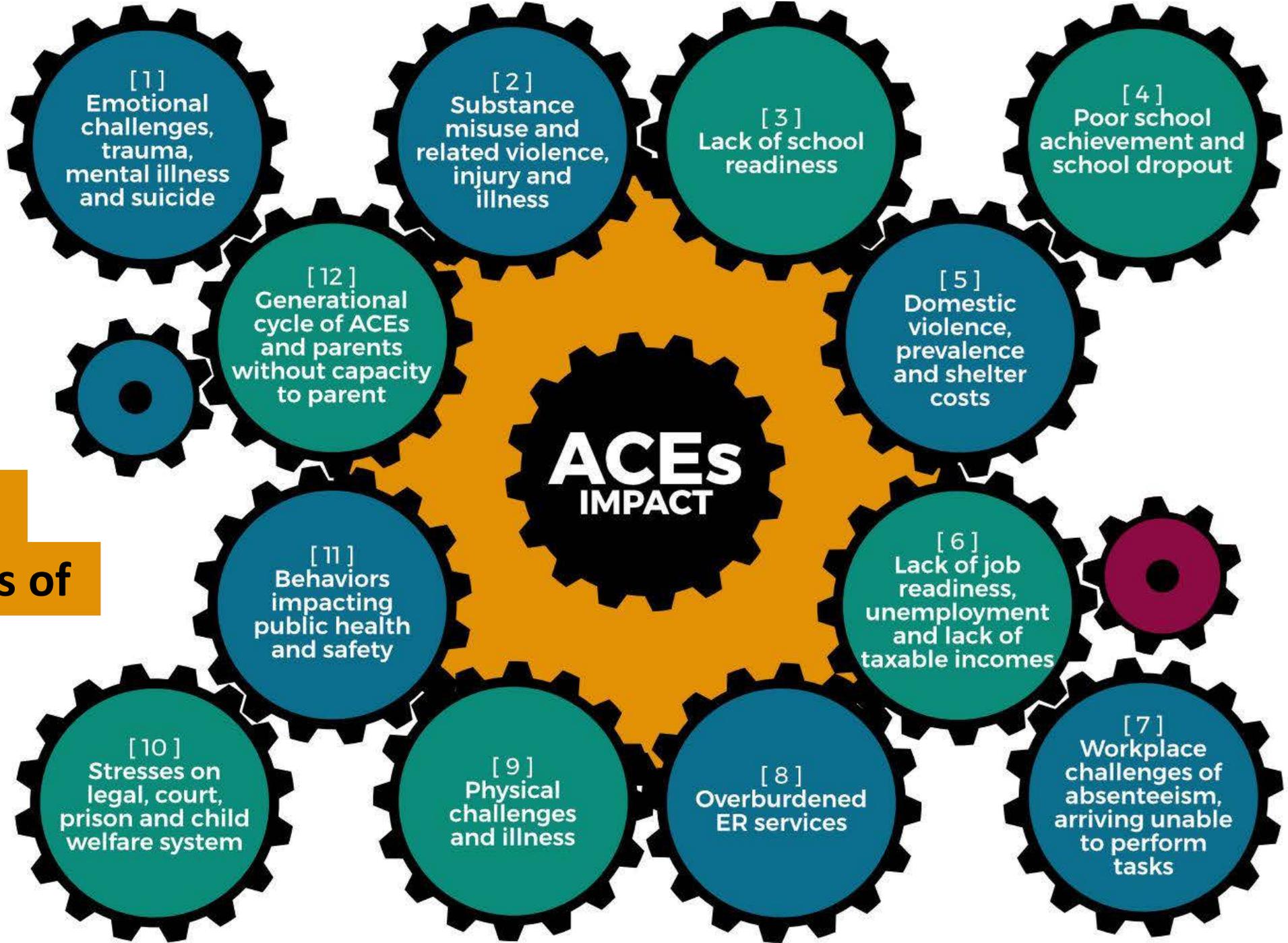
**PART TWO**

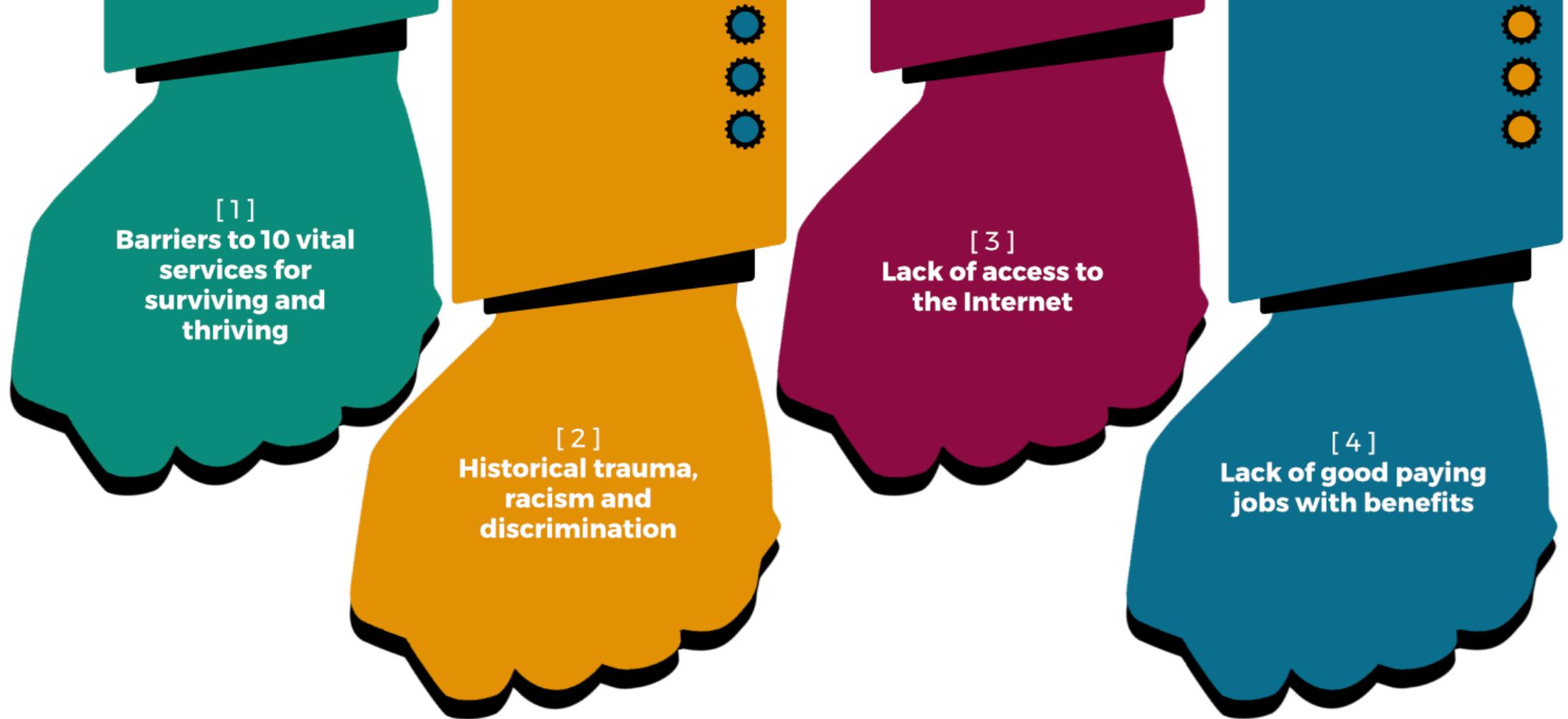
# **Adverse Childhood Experiences**



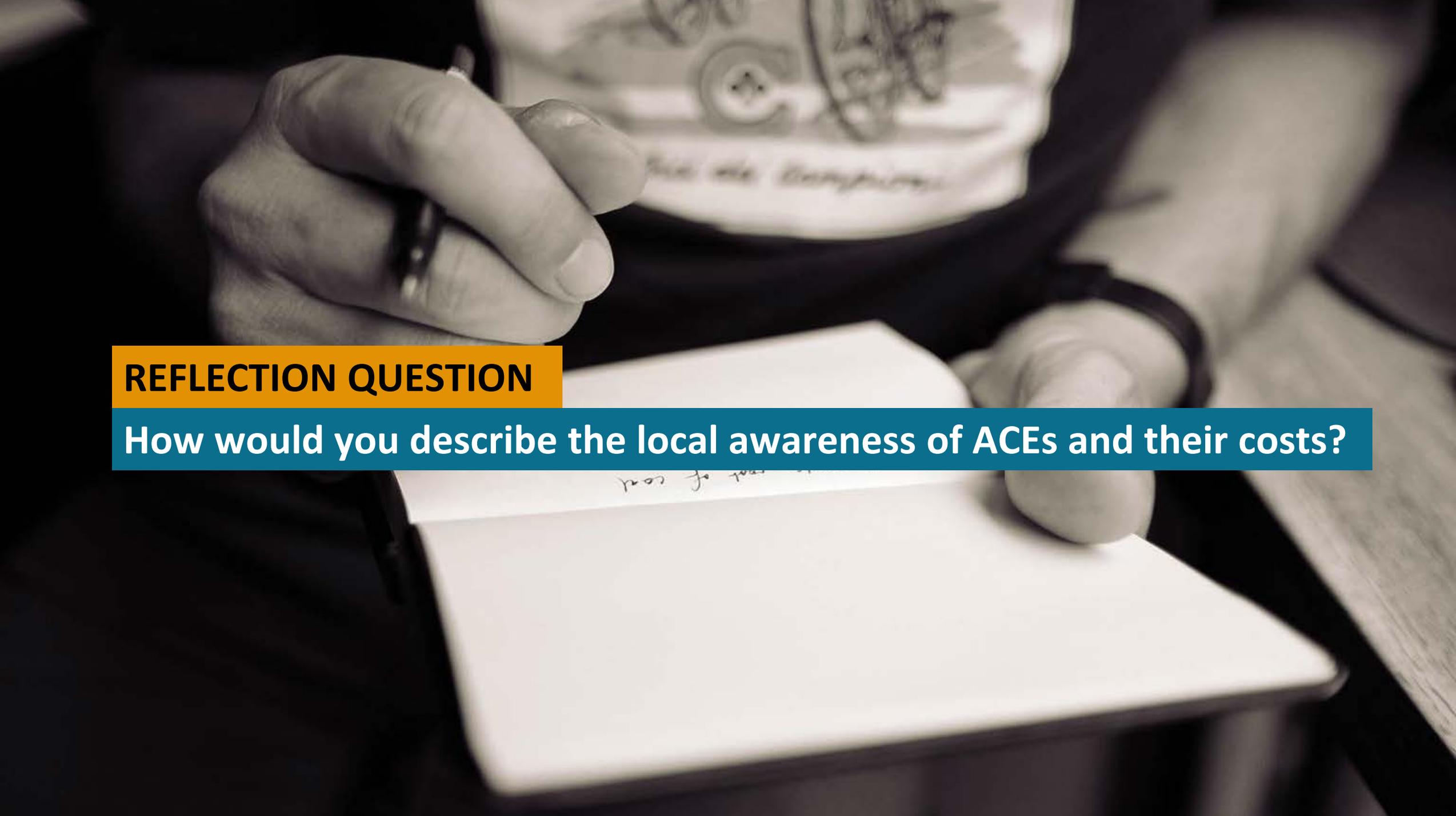
## What are ACEs?

What are the consequences of ACEs?





**The forms of social adversity families may face in the community environment**

A close-up photograph of a person's hands writing in a notebook. The person is wearing a dark long-sleeved shirt and a watch on their left wrist. The notebook is open, and the person is holding a pen in their right hand. The background is slightly blurred, showing a white cup with a logo and some text. The overall tone is professional and focused.

**REFLECTION QUESTION**

**How would you describe the local awareness of ACEs and their costs?**



**PART THREE**

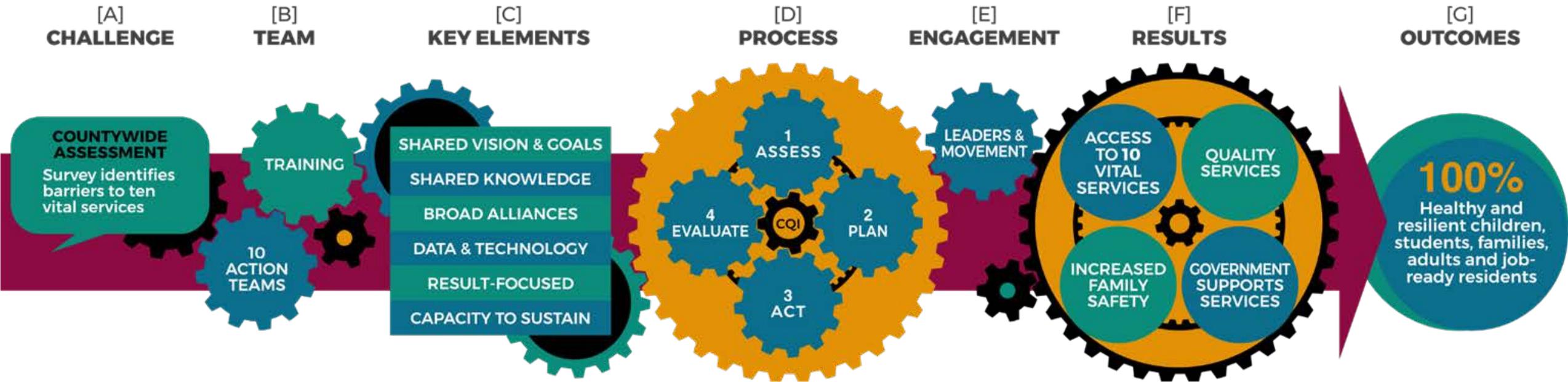
**What is our strategy?**

**The social determinants of health**



**The Social-Ecological Model**





**100% New Mexico: Framework for Change**

## Connecting ACEs to Support

### Instructions:

Break into small groups

Choose one of the case studies to focus on

Based on ACEs, which of the 10 vital services can help prevent and treat challenges?

What are the barriers to services in your community?

## ACEs and Trauma: **Our Kid's Stories**

These are stories about adverse childhood experiences (ACEs). Most of these adverse experiences fly under the radar of child protective services and the schools. These are fictional cases informed by our experiences working with families, students, child welfare, health care providers and community agencies.



**I'm Nathan.** I live in a home where my parents fought loudly for a long time and now they are divorced. We don't always have enough food to eat at the end of the month. **My ACEs score is 2.**



**I'm Kirsty.** I live in a home where a parent is a problem drinker, a parent is very sad and depressed and I sometimes feel afraid of my parents when they drink. **My ACEs score is 3.**



**I'm Pauline.** I live in a home where my mother was grabbed and bruised by my dad. When I got really sick I never saw a doctor. Sometimes my grandma who lives with us scares me when she screams out when her moods change. I feel that nobody in my family looks out for me. **My ACEs score is 4.**



**I'm Ed.** I live in a household where my mom was so sad she talked about ending her life. My parents abuse alcohol and prescription drugs. My dad insults me when he's drunk. I sometimes don't get food to eat at home. I was hit by my dad and it left marks. I have no one to protect me. Now my dad moved out. **My ACEs score is 7.**



**I'm Sandy.** My family is very loving. My best friend and neighbor **Amy** lives in a house where she feels that no one in her family cares about her. One night her mom's boyfriend touched her in a sexual way and scared her. She lives with a problem drinker. An adult household member is depressed. **My ACEs score is 0. Amy's score is 4.**

# 100% Socorro County Survey Report: Identifying Barriers to Vital Services, 2020

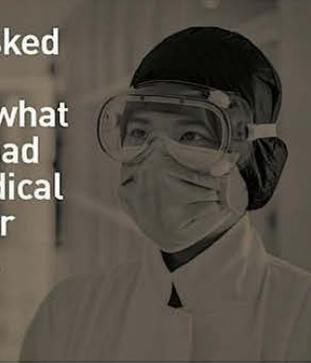


**We can ask your parents and youth about their access to vital services**



## Survey results at a glance

Our survey asked parents and guardians to what degree they had access to medical care and other vital services.



Socorro County, New Mexico, is a place of natural beauty, rich cultures and community-minded residents, with a history of challenges, successes and resilience. This survey asked residents about their access to the ten vital services for surviving and thriving—including timely medical care. As state, county and city leaders work to strengthen public health and economic stability, this report serves to identify barriers to the services that keep residents healthy, safe, self-sufficient and empowered to thrive. See **7 Steps to 100%** on page 14 for a plan to act on this information.



**30%**  
of those reporting needing the service reported difficulty accessing medical care:  
see page 4.



**38%**  
of those reporting needing the service reported difficulty accessing behavioral health care:  
see page 5.



**27%**  
of those reporting needing the service reported difficulty accessing food security programs:  
see page 6.



**65%**  
of those reporting needing the service reported difficulty accessing housing security programs:  
see page 7.



**65%**  
of those reporting needing the service reported difficulty accessing transportation:  
see page 8.



**49%**  
of those reporting needing the service reported difficulty accessing child care services:  
see page 9.



**14%**  
of those reporting needing the service reported difficulty accessing early childhood education:  
see page 10.



**50%**  
of those reporting needing the service reported difficulty accessing mental health services at school:  
see page 11.



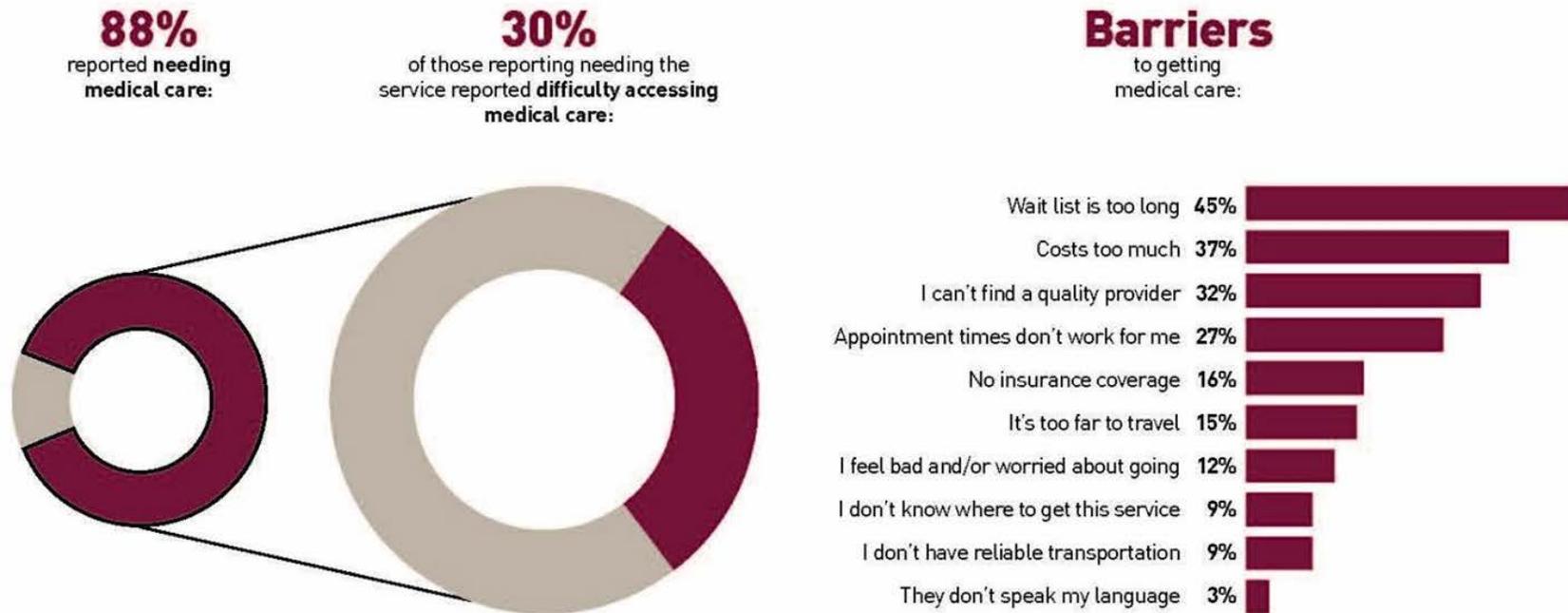
**59%**  
of those reporting needing the service reported difficulty accessing youth mentors:  
see page 12.



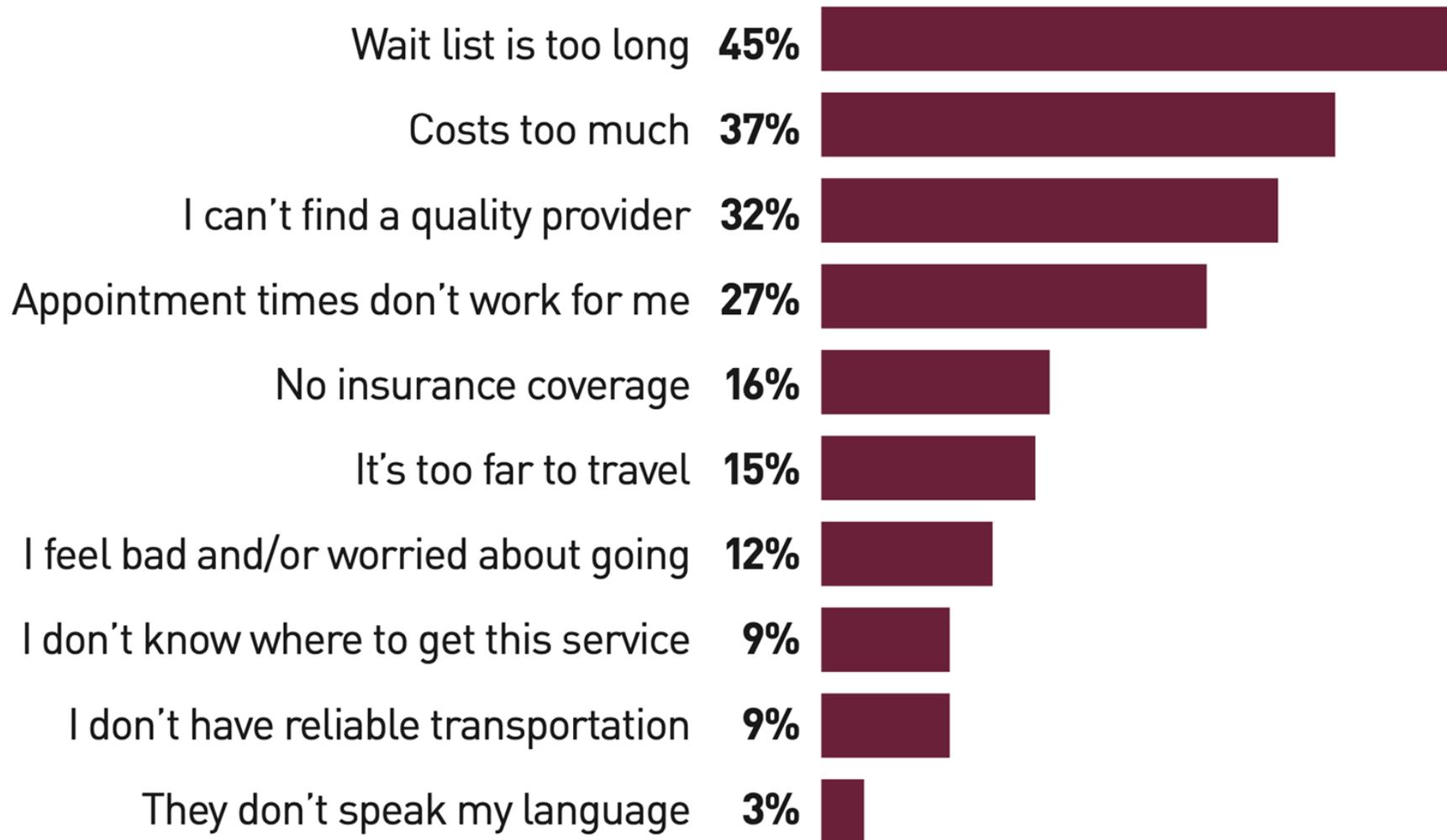
**57%**  
of those reporting needing the service reported difficulty accessing job training:  
see page 13.

**We can see what percentage of residents struggle with service barriers.**

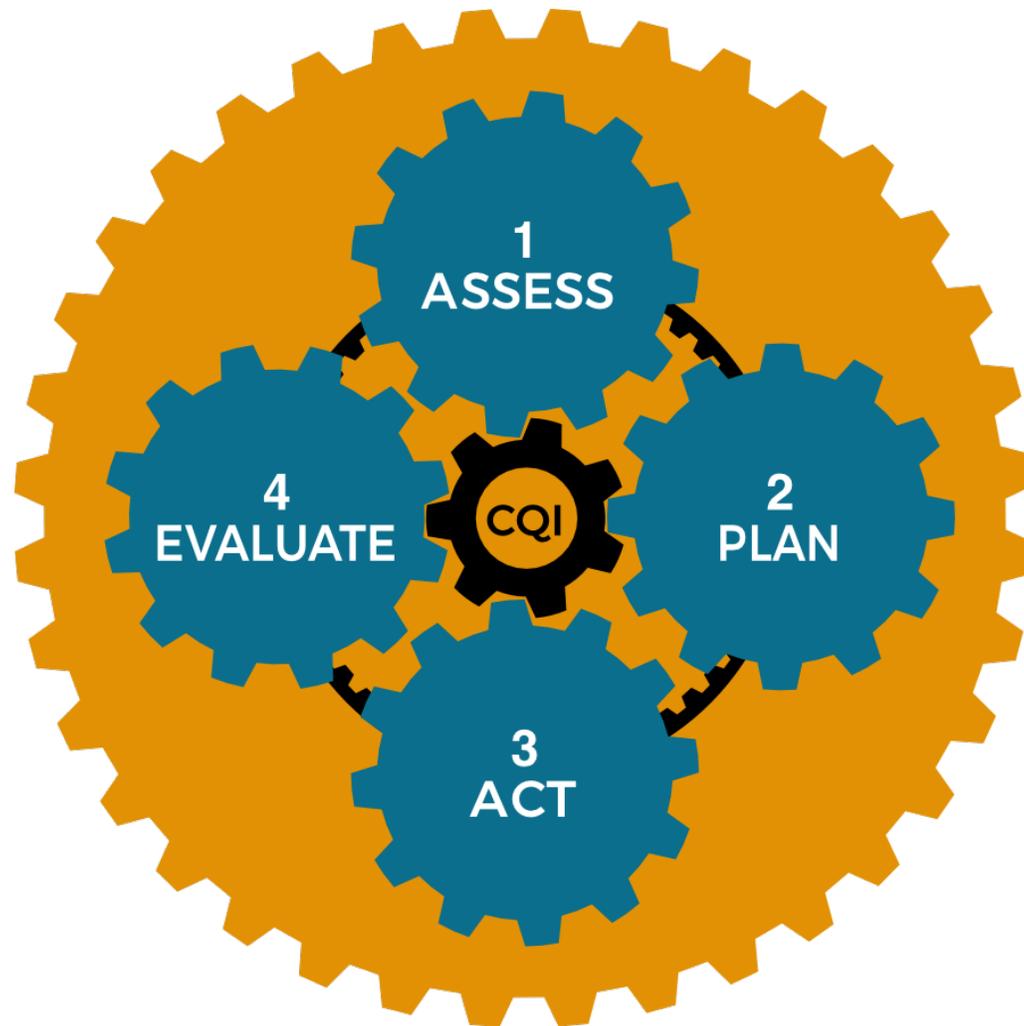
# Medical Care: 30% of those needing care reported difficulty accessing it, citing waiting lists and cost as the biggest barriers



We ask about need, challenges and barriers in ten service sectors.



**INSTRUCTIONS: We analyze data to identify barriers and set priorities. Based on these data, which barriers would you prioritize for solving?**



**Action is part of continuous quality improvement (CQI).**

**CQI guides all the work of project development to reduce barriers.**

①



**10 Vital Services  
Central Hub**

②



**Community  
School-Based**

③



**Web-Based  
Services**

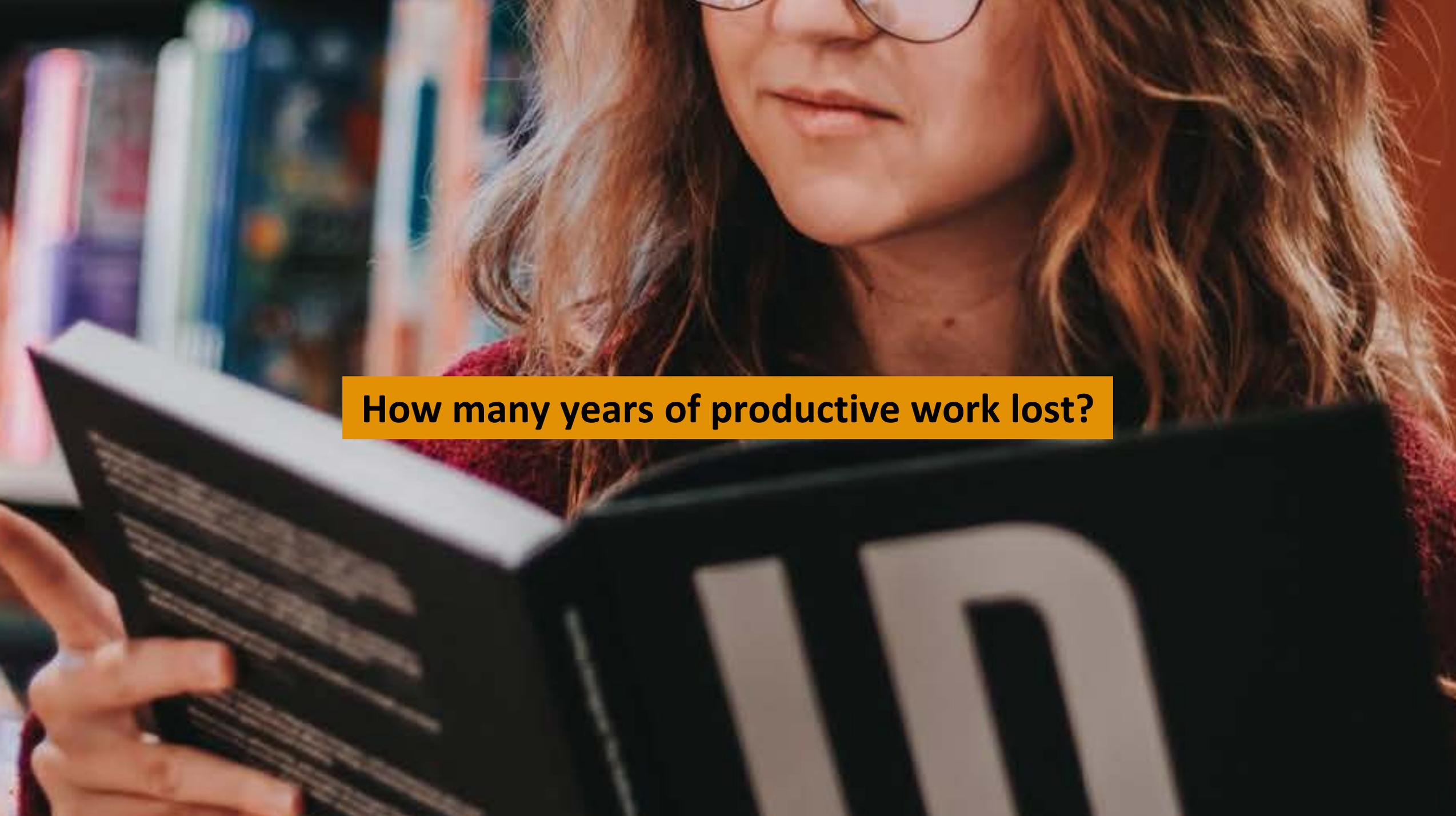
**Action teams work to support our three key strategies.**



**How many years of healthy childhood development lost?**



**How many years of productive schooling lost?**

A close-up photograph of a woman with long, wavy brown hair and glasses, wearing a red sweater, reading a book. The book is open, and the left page shows a list of text, while the right page features large, bold, grey letters. The background is a blurred bookshelf filled with books of various colors. A yellow rectangular box is overlaid on the image, containing the text "How many years of productive work lost?".

**How many years of productive work lost?**

A close-up photograph of a man with a beard and mustache, wearing a white tank top and a red baseball cap. He is leaning his head against a silver metal railing. His right arm is raised, resting on the railing, and he is wearing a silver metal-link watch. The background is blurred, showing what appears to be a car. A yellow rectangular text box is overlaid on the image, containing the text "How many years of life lost?".

**How many years of life lost?**



**CHOICE**

**Getting back to “normal”**

**ACEs & Adversity**



**Designing a new “normal”**

**100% Can Thrive**



**100% New Mexico County Initiative Partners**

A close-up, black and white photograph of a person's hands writing in a notebook. The person is wearing a dark long-sleeved shirt and a watch on their left wrist. The notebook is open, and the person is using a pen to write on the right page. The left page has some faint handwriting. In the background, a white mug with a logo and the text "New Mexico State University" is visible. The overall scene suggests a focused, reflective activity.

**REFLECTION QUESTION**

**How can the 100% New Mexico model impact education?**



**ANNA,  
AGE EIGHT  
INSTITUTE**

**100%  
NEW MEXICO  
INITIATIVE**

**NM  
STATE**

**BE BOLD. Shape the Future.**  
**College of Agricultural, Consumer  
and Environmental Sciences**  
Cooperative Extension Service  
Extension Family and Consumer Sciences