Smart Money, Smart Moves: New Mexico's Targeted Investments In Early Childhood

Prepared By The UNM Center for Education Policy Research:
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Data... Insight... Impact

New Mexico's Targeted Investments In Early Childhood Education
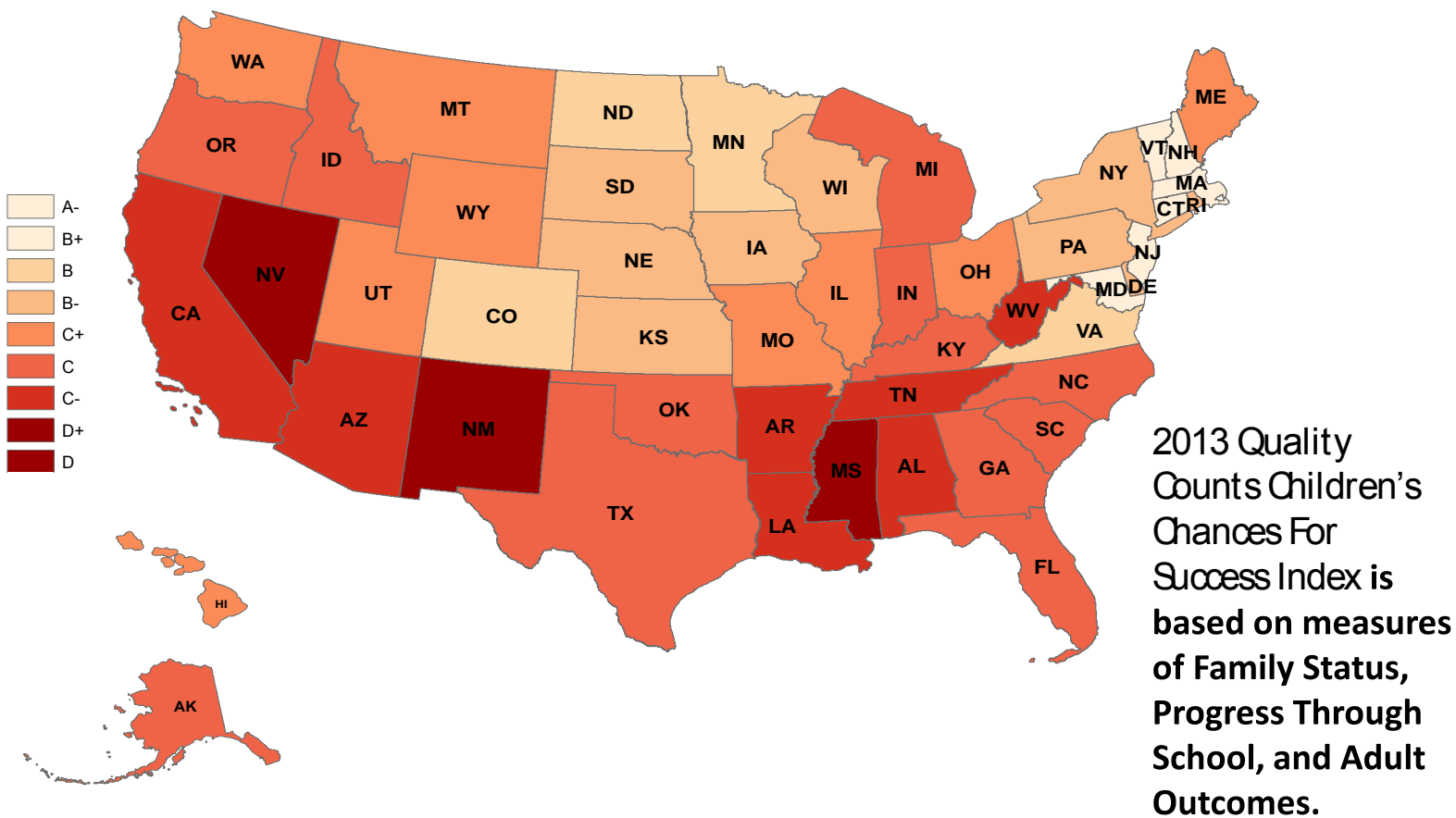
Welcome To
Education Reform
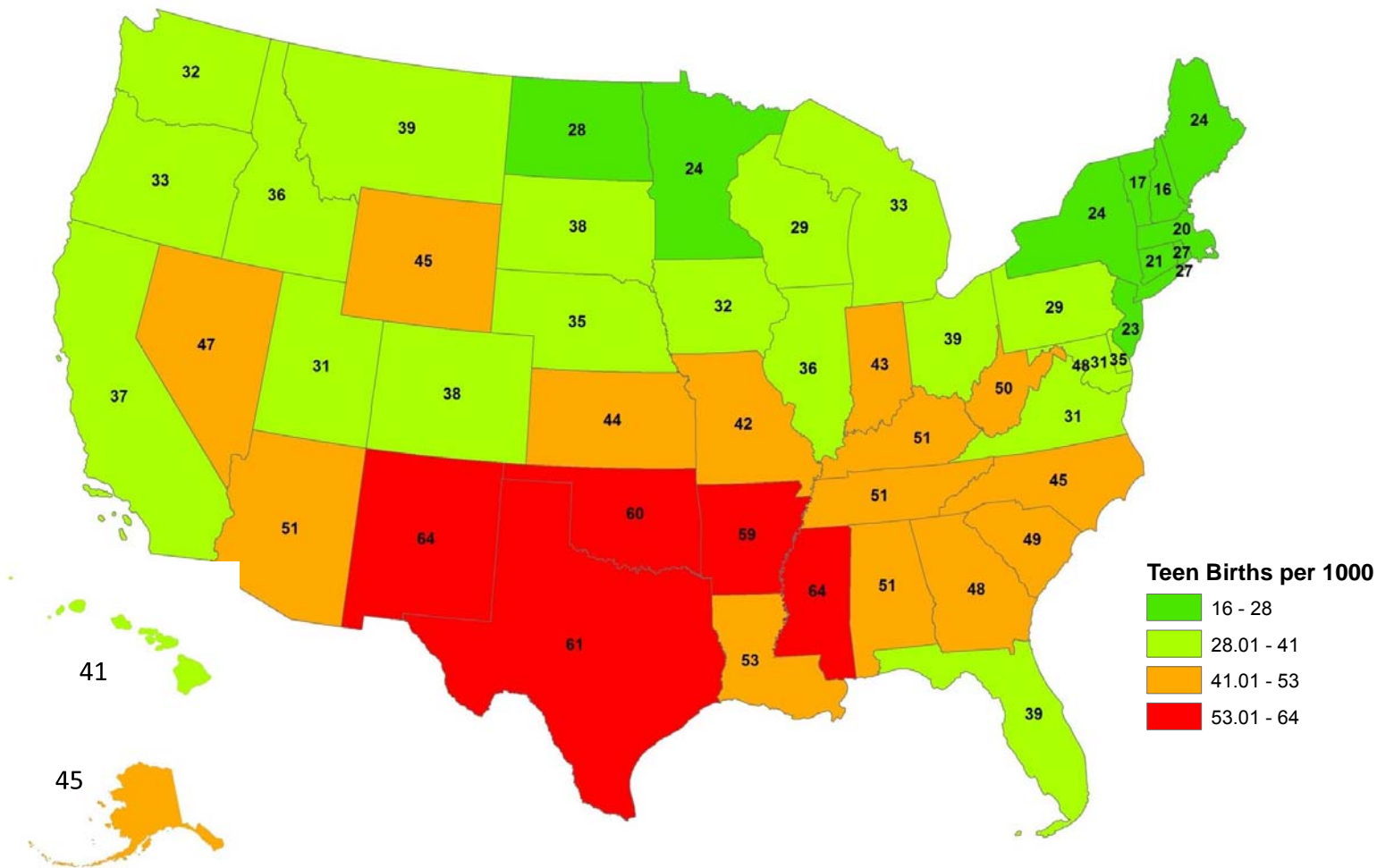
Early Childhood & The Importance Of Common Ground

Good people from all sides of the political spectrum are concerned about poverty, inequality, and social mobility. There is agreement about the problem, and a real prospect of consensus around the importance of early childhood.

- Governor & Executive Branch (CYFD, DOH, PED)
- Legislature (Republicans & Democrats, House & Senate)
- EC Associations & Advocates
- Business & Community Leaders

- Families
- EC Providers
- Local Governments
- Universities
- Foundations
- Federal Government

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

Legend:
- A-
- B+
- B
- B-
- C+
- C
- C-
- D+
- D

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

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Early Foundations: Teen Births Per 1000, 2009

Teen Births per 1000
- 16 - 28
- 28.01 - 41
- 41.01 - 53
- 53.01 - 64

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Data from Annie E. Casey Foundation website: http://datacenter.kidscount.org/data/ for 2009.
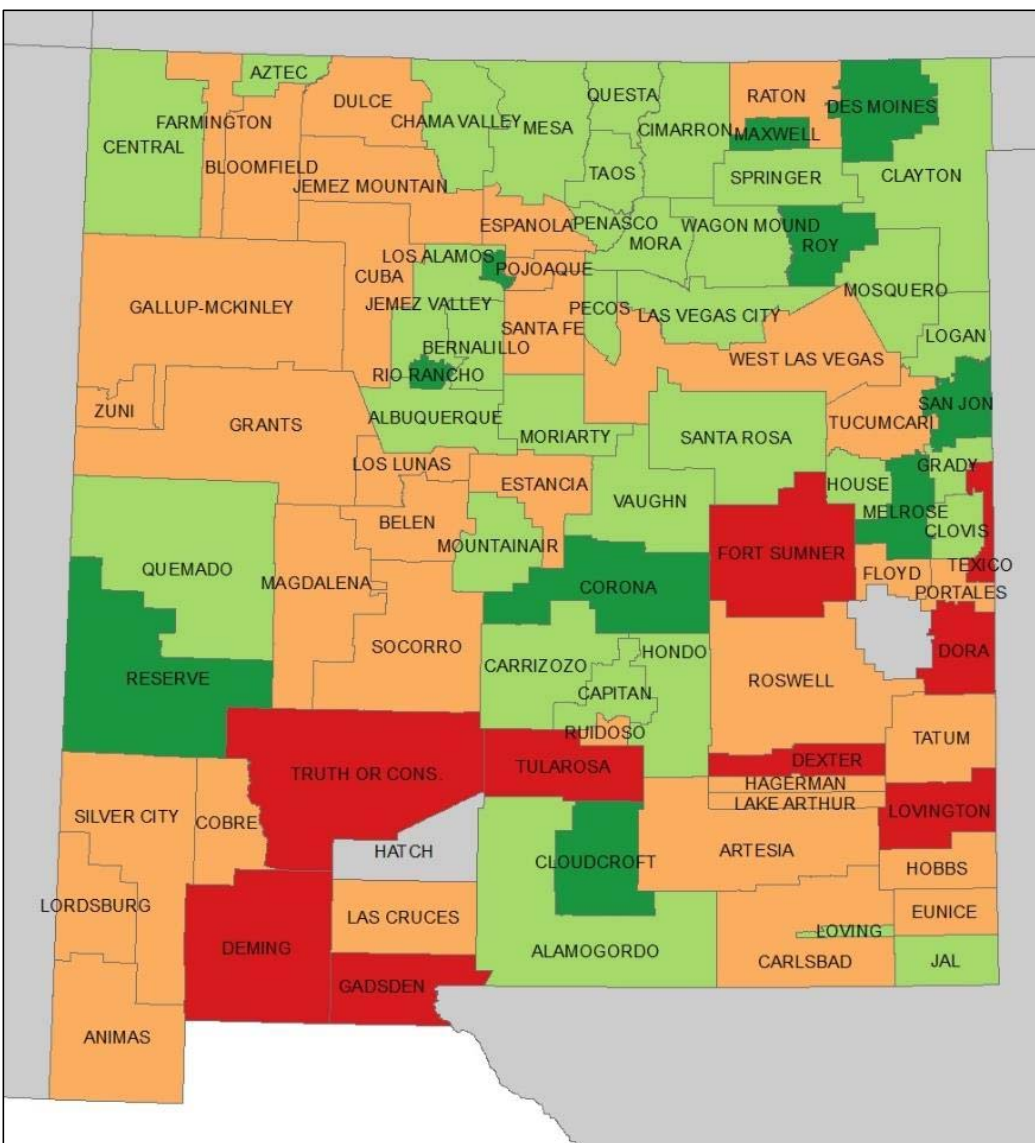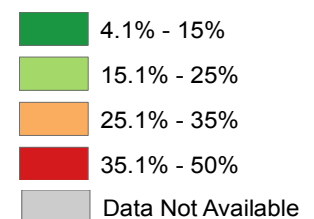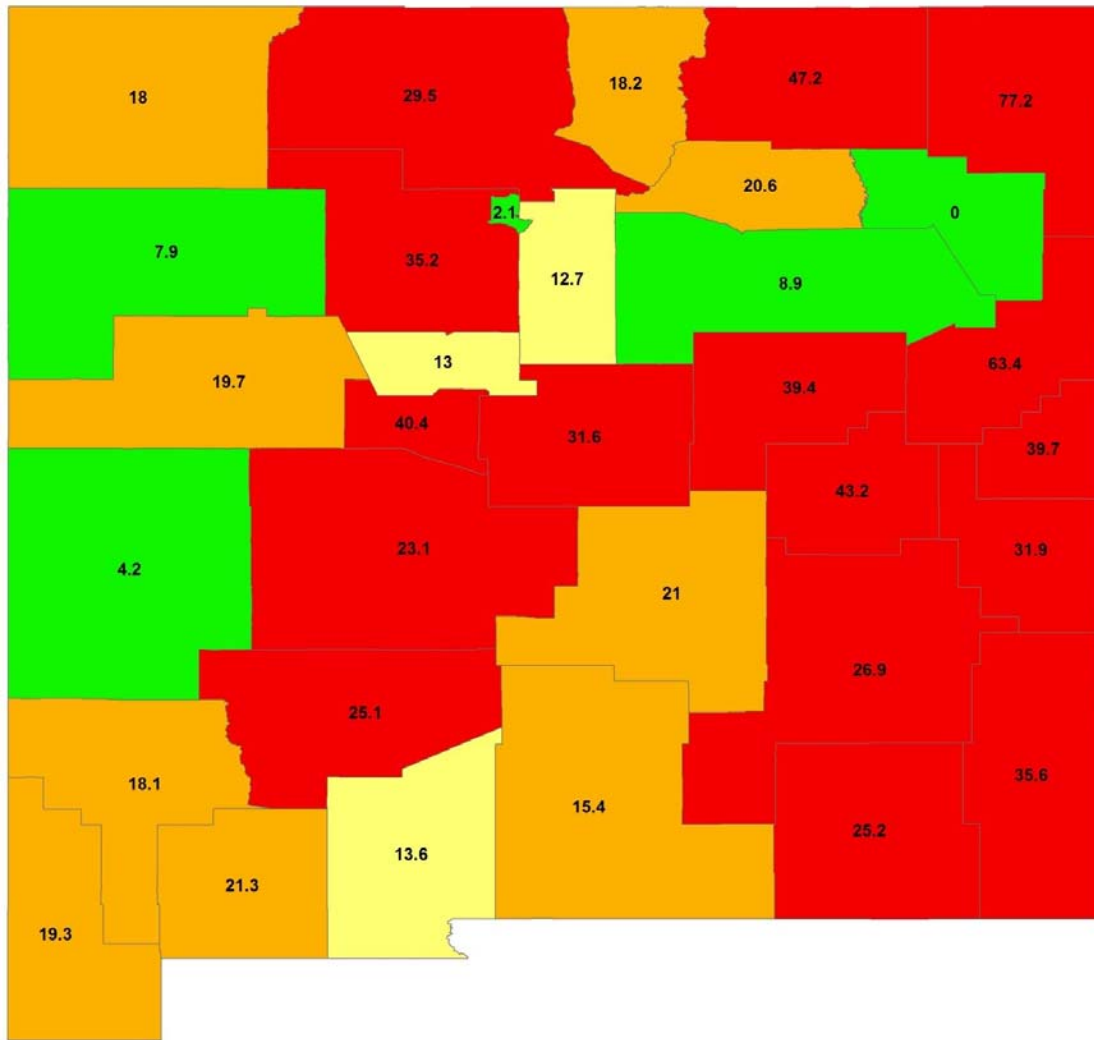
Percentage of Birth Mothers Without a High School Diploma, by New Mexico School District

Research has shown a link between parental education levels and child outcomes such as educational achievement and attainment.
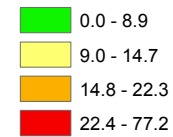
🟩	4.1% - 15%
🟢	15.1% - 25%
🟧	25.1% - 35%
🟥	35.1% - 50%
⬜	Data Not Available

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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.
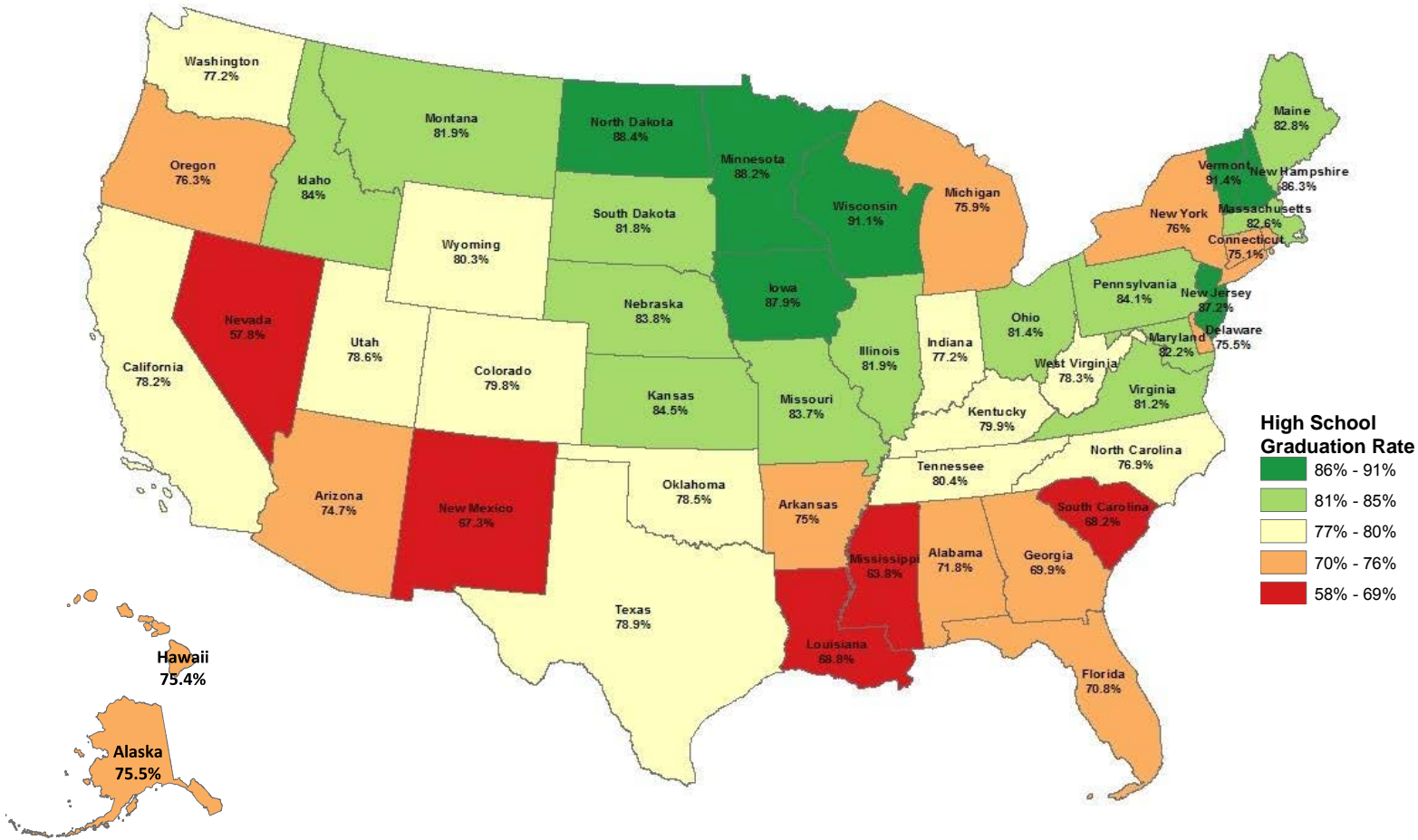
Child Abuse Allegations per 1,000 Children

- 0.0 - 8.9
- 9.0 - 14.7
- 14.8 - 22.3
- 22.4 - 77.2

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
http://ibis.health.state.nm.us/indicator/view_numbers/ChildAbuse.Total.Cnty.html

School Years: High School Graduation Rates, By State 2009-2010

High School Graduation Rate

- 86% - 91%
- 81% - 85%
- 77% - 80%
- 70% - 76%
- 58% - 69%

Washington 77.2%
Oregon 76.3%
Montana 81.9%
Idaho 84%
North Dakota 88.4%
Minnesota 88.2%
Michigan 75.9%
Maine 82.8%
Vermont 91.4%
New Hampshire 86.3%
New York 76%
Massachusetts 82.6%
Connecticut 75.1%
Wyoming 80.3%
South Dakota 81.8%
Wisconsin 91.1%
Nevada 57.8%
Utah 78.6%
Colorado 79.8%
Nebraska 83.8%
Iowa 87.9%
Pennsylvania 84.1%
New Jersey 87.2%
California 78.2%
Illinois 81.9%
Indiana 77.2%
Ohio 81.4%
Maryland 82.2%
Delaware 75.5%
West Virginia 78.3%
Virginia 81.2%
Kansas 84.5%
Missouri 83.7%
Kentucky 79.9%
Arizona 74.7%
New Mexico 67.3%
Oklahoma 78.5%
Arkansas 75%
Tennessee 80.4%
North Carolina 76.9%
South Carolina 68.2%
Mississippi 63.8%
Alabama 71.8%
Georgia 69.9%
Texas 78.9%
Louisiana 68.8%
Florida 70.8%
Hawaii 75.4%
Alaska 75.5%

3rd Grade Reading Proficiency, by Ethnic Group

Caucasian

Hispanic

Native American

African American

Legend:
- 80.1% - 90%
- 70.1% - 80%
- 60.1% - 70%
- 50.1% - 60%
- Less Than 50%
- No Data

Source: New Mexico Public Education Department, NMSBA Proficiencies By Grade, All Students, School Year 2011-2012.

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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.

4-Year High School Graduation Rate,
All Students, By District, Class Of 2012

Legend:
- Greater than 90%
- 81% - 90%
- 71% - 80%
- Less than 70%
- No Data

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Source: New Mexico Public Education Department, 4-Year Cohort High School Graduation Rate, Class of 2012.
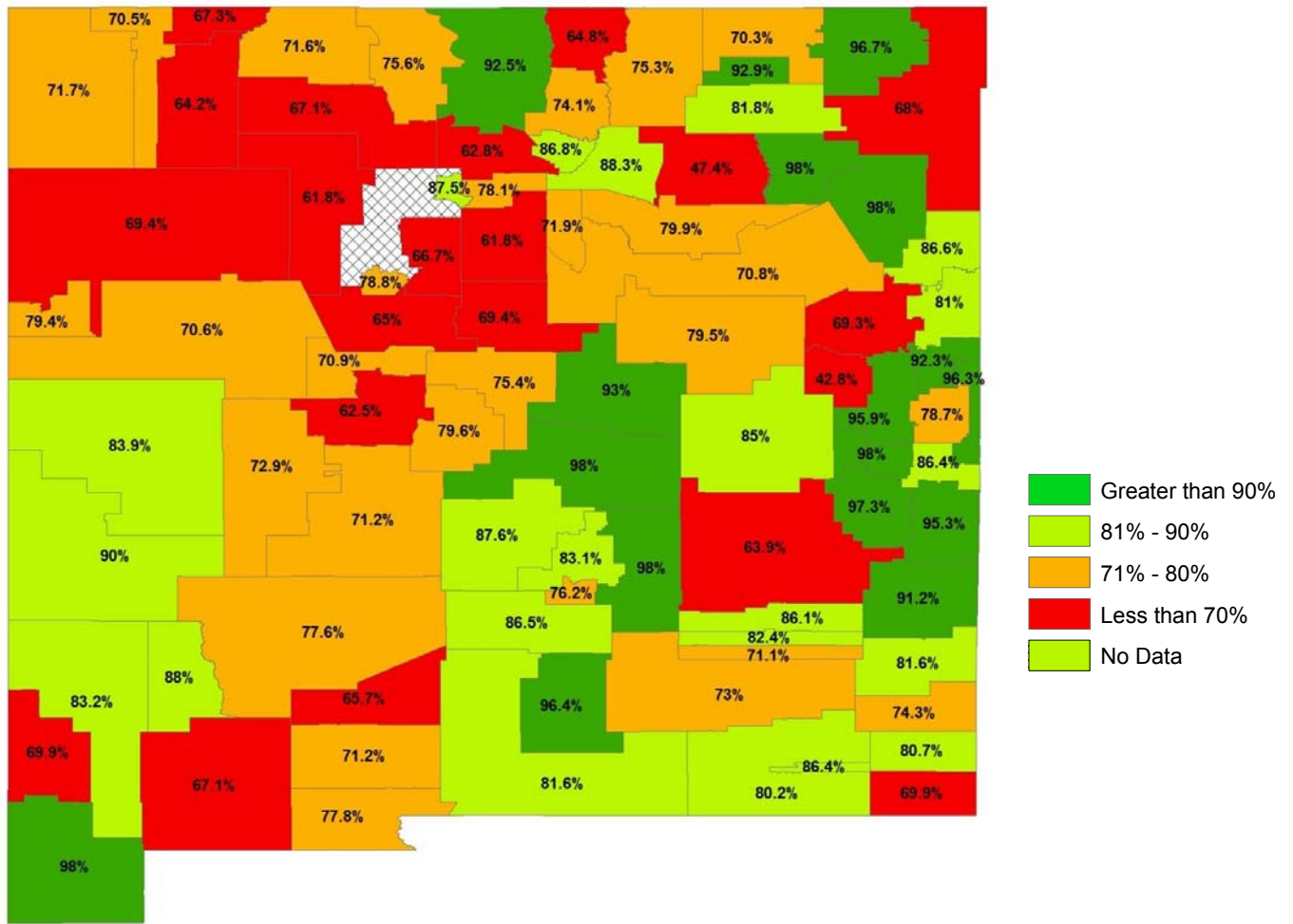
Families Living Below the Poverty Line

Washington 9.4%
Montana 9.7%
North Dakota 7.9%
Minnesota 7.6%
Maine 9.3%
Oregon 11.9%
Idaho 11.6%
South Dakota 9.6%
Wisconsin 8.8%
Michigan 12.5%
Vermont 6.9%
New Hampshire 5.6%
Wyoming 7.9%
New York 12.3%
Massachusetts 8.3%
Connecticut 7.9%
Nevada 11.9%
Utah 10.4%
Colorado 9.1%
Nebraska 9.1%
Iowa 8.1%
Ohio 12%
Pennsylvania 9.6%
New Jersey 7.8%
California 12.4%
Kansas 9.2%
Missouri 11.5%
Illinois 11%
Indiana 11.7%
West Virginia 13.7%
Maryland 7.1%
Virginia 8.2%
Arizona 14.1%
New Mexico 16.6%
Oklahoma 12.8%
Arkansas 14.9%
Kentucky 14.7%
Tennessee 13.7%
North Carolina 13.2%
South Carolina 14.3%
Texas 14.4%
Mississippi 17.4%
Alabama 14.9%
Georgia 14.7%
Louisiana 16.1%
Florida 12.4%

Hawaii 8.6%

Alaska 6.9%

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.

◆ < -1.5 Std. Dev.
◆ -1.5 - -0.50 Std. Dev.
◆ -0.50 - 0.50 Std. Dev.
◆ 0.50 - 1.5 Std. Dev.
◆ 1.5 - 2.2 Std. Dev.

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Percentage of Children Under 18 in Poverty, By County

US Average = 20.8%
New Mexico Average = 27.7%

Values in Red are Above National Average

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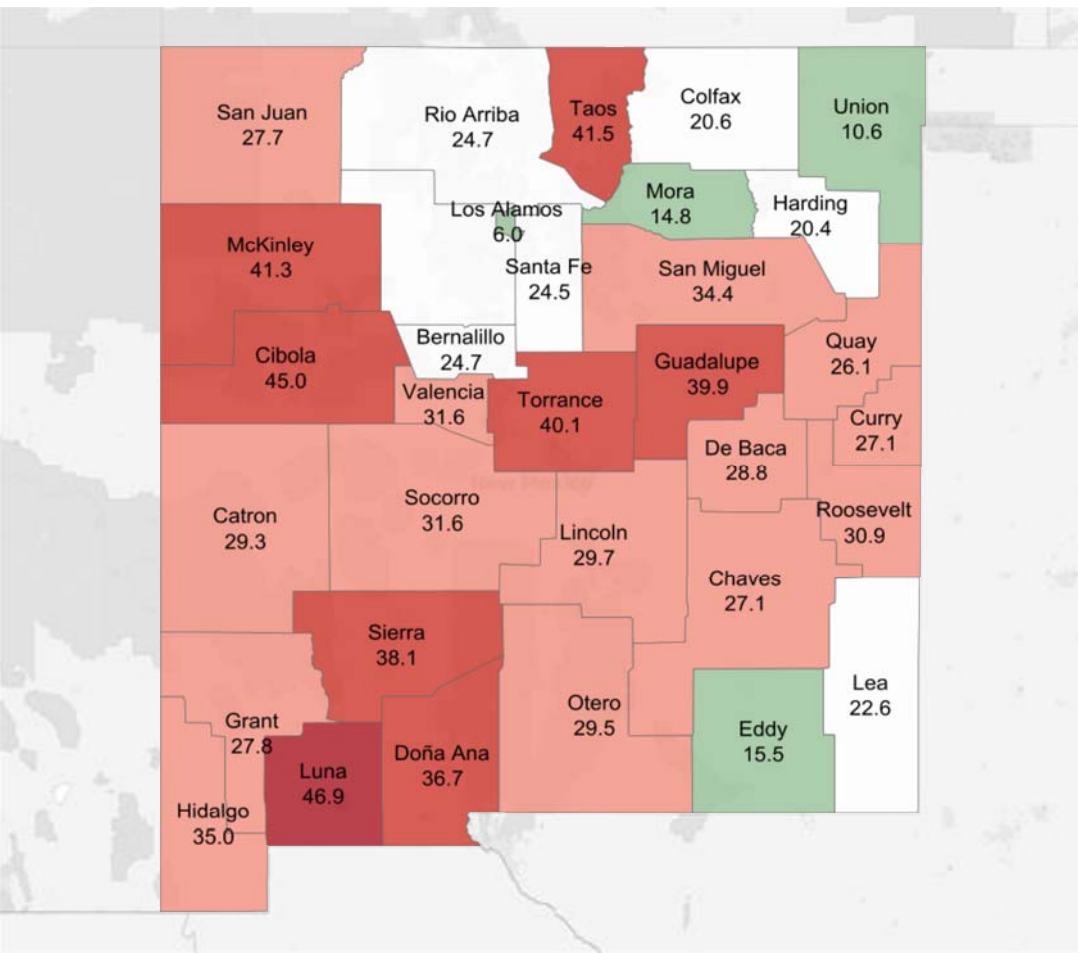
New Mexico High School Drug Abuse, 2009
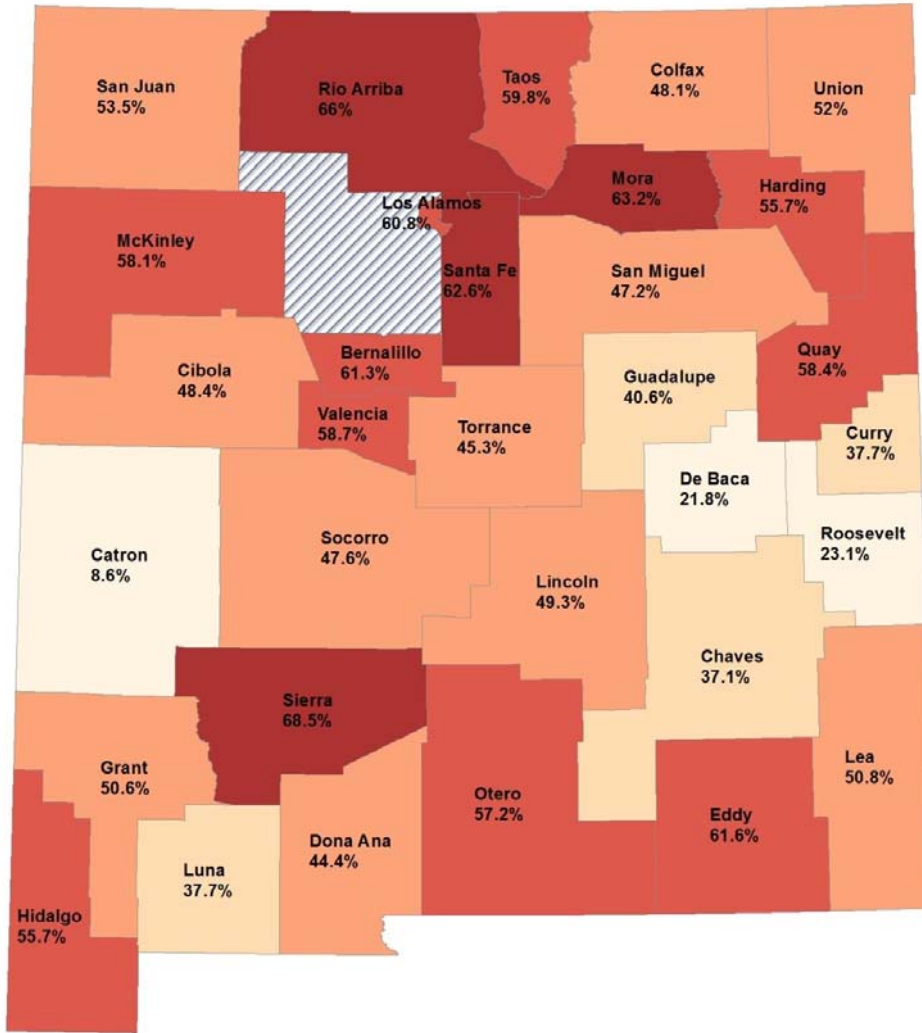
This map shows the percentage of New Mexico high school students reporting heroin, cocaine, methamphetamine, or marijuana use.

Percent of Students Reporting Drug Use

- 8.6% - 23.1%
- 23.2% - 40.6%
- 40.7% - 53.5%
- 53.6% - 61.6%
- 61.7% - 68.5%
- No Data

Map labels:

- San Juan 53.5%
- Rio Arriba 66%
- Taos 59.8%
- Colfax 48.1%
- Union 52%
- Mora 63.2%
- Harding 55.7%
- Los Alamos 60.8%
- McKinley 58.1%
- Santa Fe 62.6%
- San Miguel 47.2%
- Cibola 48.4%
- Bernalillo 61.3%
- Guadalupe 40.6%
- Quay 58.4%
- Valencia 58.7%
- Torrance 45.3%
- Curry 37.7%
- De Baca 21.8%
- Catron 8.6%
- Socorro 47.6%
- Roosevelt 23.1%
- Lincoln 49.3%
- Chaves 37.1%
- Sierra 68.5%
- Grant 50.6%
- Lea 50.8%
- Otero 57.2%
- Eddy 61.6%
- Dona Ana 44.4%
- Luna 37.7%
- Hidalgo 55.7%

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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.

Youth Suicide Rate, 15-19 Years of Age, by County

Suicide Deaths Per 100,000 Population Ages 15-19

🟩	5.0 - 7.6
🟧	7.7 - 18.3
🟥	18.4 - 162.6
⬜	Data Not Available
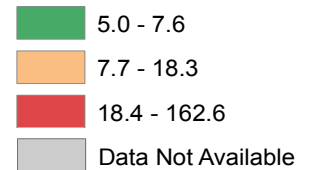
Counties shaded **green** have rates below the national average of 7.6. Counties shaded **orange** have rates above the national average but below the state average of 18.3. Counties shaded **red** have rates above both the state and national averages.

Map labels:
- San Juan 35
- Rio Arriba 51.4
- Taos 26
- Colfax 21.3
- Union
- Mora
- Harding
- Los Alamos 8.6
- McKinley 30.2
- Sandoval 16.2
- Santa Fe 21.3
- San Miguel 7.8
- Cibola 5
- Bernalillo 17.6
- Guadalupe
- Quay 15.7
- Valencia 24.8
- Torrance 8.3
- Curry
- Catron 162.6
- Socorro 26.5
- De Baca
- Lincoln 17.1
- Roosevelt
- Chaves 16.2
- Sierra 16.8
- Grant 20
- Otero 20.2
- Eddy 19.7
- Lea 14.1
- Dona Ana 6.8
- Luna 15.4
- Hidalgo 23.8

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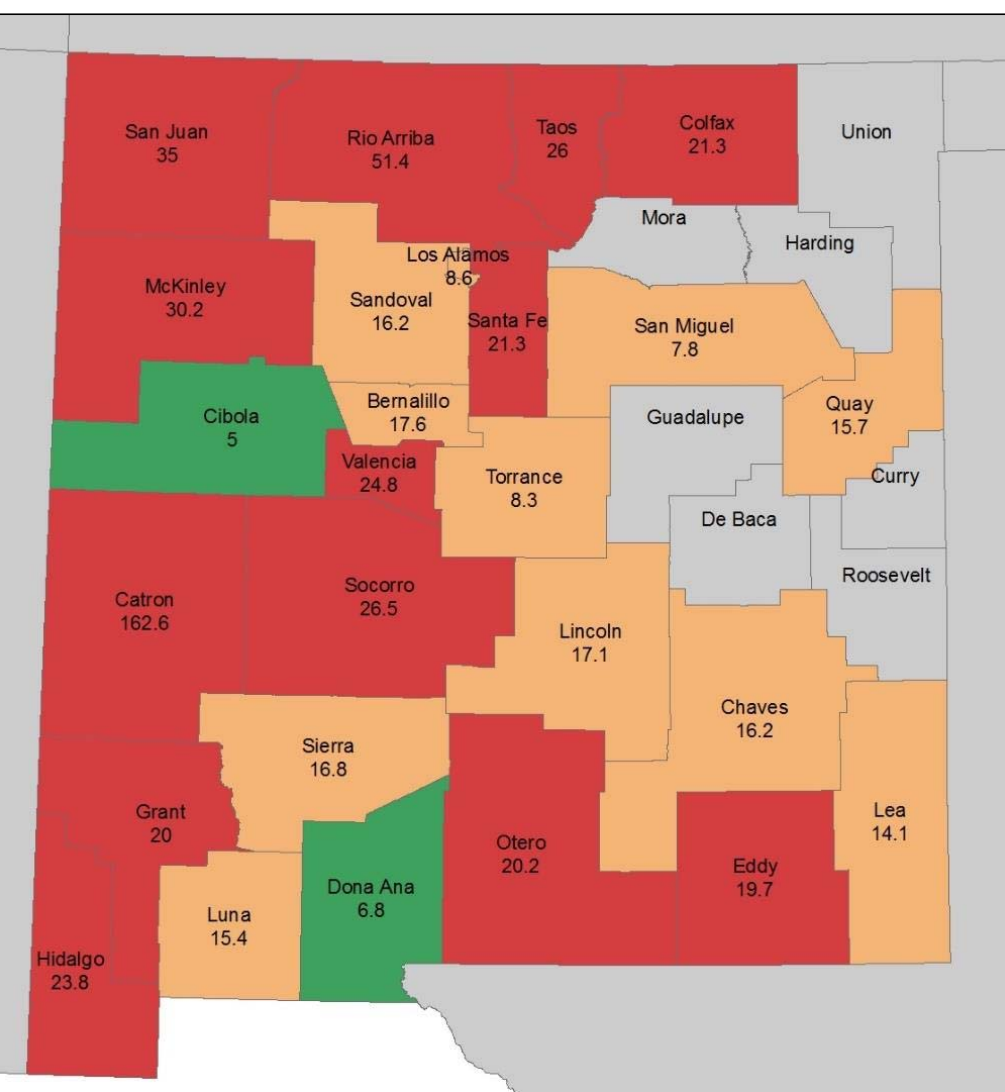
Source: New Death Certificate Database, Bureau of Vital Records and Health Statistics, New Mexico Department of Health. The suicide rate for each county is averaged over the time period 2003 to 2012 and includes all New Mexico residents, ages 15-19. The national average is based on data from the Centers for Disease Control and Prevention over the time period 1999 to 2007 and includes all youth, ages 15-19.

School Years: New Mexico's College Graduation Rates 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%.

Legend:
- 26.9% - 40%
- 40.1% - 55.4% (Below nat'l avg.)
- 55.5% - 60.2% (Above nat'l avg.)
- 60.3% - 69.2%

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Source: The National Center For Higher Education Management Systems Information Center for Higher Education Policymaking and Analysis.

Adult Outcomes: Persons 18-24 Not In Labor Force Or School, No Degree Above HS, 2010

Washington 17%
Montana 15%
North Dakota 7%
Minnesota 11%
Maine 15%
Oregon 17%
Idaho 16%
Vermont 12%
New Hampshire 12%
Wisconsin 13%
Michigan 18%
New York 16%
Massachusetts 11%
Connecticut 13%
South Dakota 13%
Wyoming 15%
Pennsylvania 14%
New Jersey 14%
Nevada 24%
Utah 15%
Colorado 14%
Nebraska 10%
Iowa 10%
Ohio 17%
Maryland 14%
Delaware 16%
California 17%
Kansas 11%
Missouri 16%
Illinois 15%
Indiana 17%
West Virginia 22%
Virginia 14%
Kentucky 21%
Arizona 22%
New Mexico 21%
Oklahoma 17%
Arkansas 22%
Tennessee 21%
North Carolina 17%
South Carolina 19%
Mississippi 23%
Alabama 21%
Georgia 21%
Texas 18%
Louisiana 22%
Florida 19%

Hawaii 17%

Alaska 20%

This map shows percent of population that is not in the labor force or attending school, with no degree beyond high school.

Colors indicate distance from national mean with redder states having higher rates of unemployed persons not attending school or having beyond a high school degree.

- ◆ < -1.5 Std. Dev.
- ◆ -1.5 - -0.50 Std. Dev.
- ◆ -0.50 - 0.50 Std. Dev.
- ◆ 0.50 - 1.5 Std. Dev.
- ◆ 1.5 - 2.2 Std. Dev.

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Source: Annie E. Casey Foundation, KIDS COUNT Data Center, www.kidscount.org .
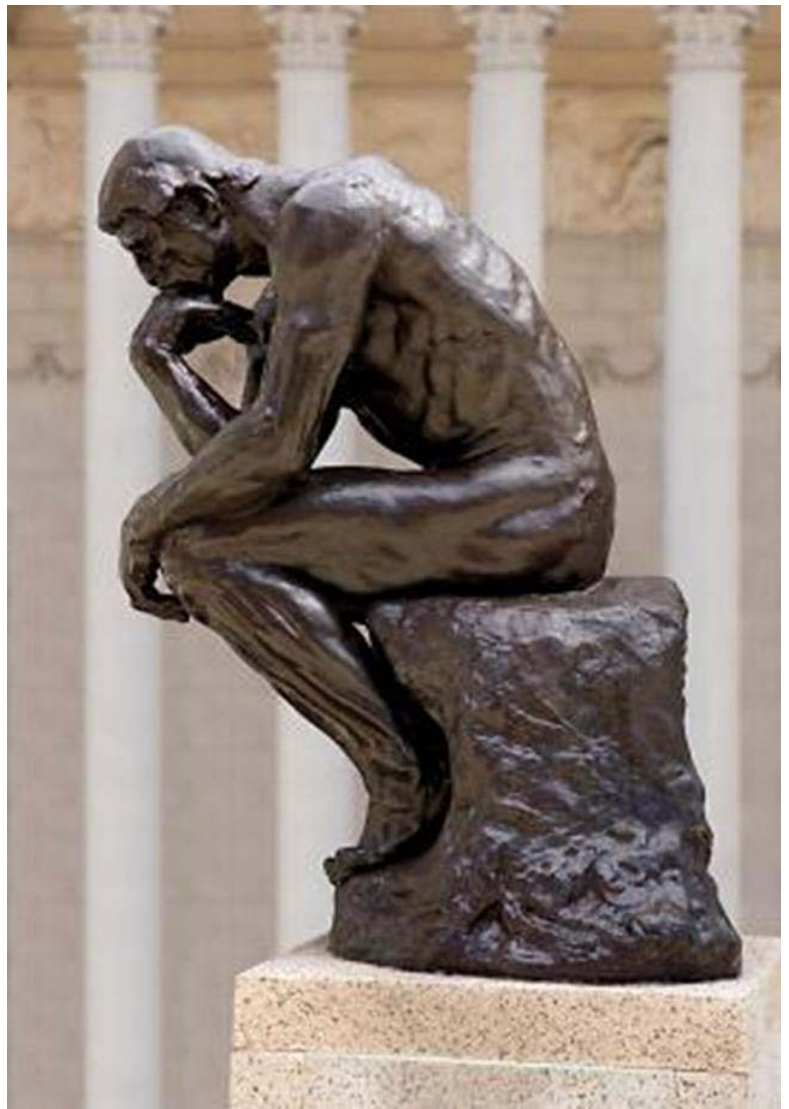
Percentage of 16-19 Year Olds Not in School or Labor Force, By County

US Average = 7.6%
New Mexico Average = 5.4%
Values in Red are Above National Average

County	Value
San Juan	13.6
Rio Arriba	14.8
Taos	4.8
Colfax	6.8
Union	9.9
Los Alamos	1.4
Mora	15.9
Harding	0.0
McKinley	12.7
Santa Fe	6.7
San Miguel	9.4
Cibola	10.6
Bernalillo	6.8
Quay	5.5
Valencia	9.4
Guadalupe	17.2
Torrance	6.3
Curry	2.8
De Baca	0.0
Catron	4.8
Socorro	16.6
Lincoln	2.6
Roosevelt	3.6
Chaves	8.9
Sierra	25.8
Grant	7.1
Otero	9.1
Eddy	3.7
Lea	9.7
Luna	7.8
Doña Ana	3.7
Hidalgo	0.0

0.0 — 18.0

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So Many Issues
So Little Money
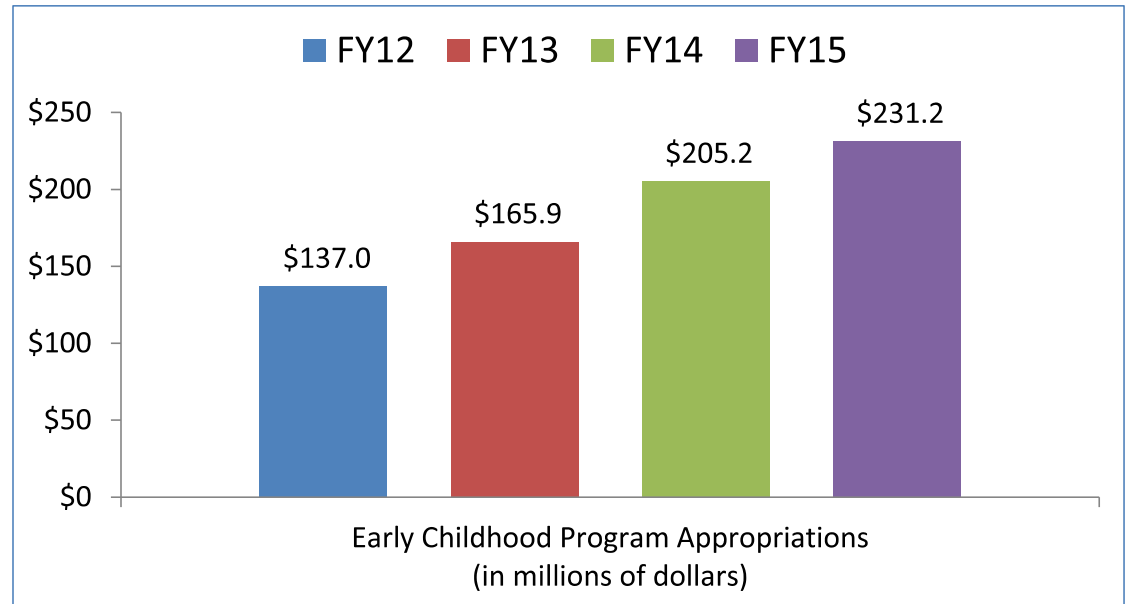
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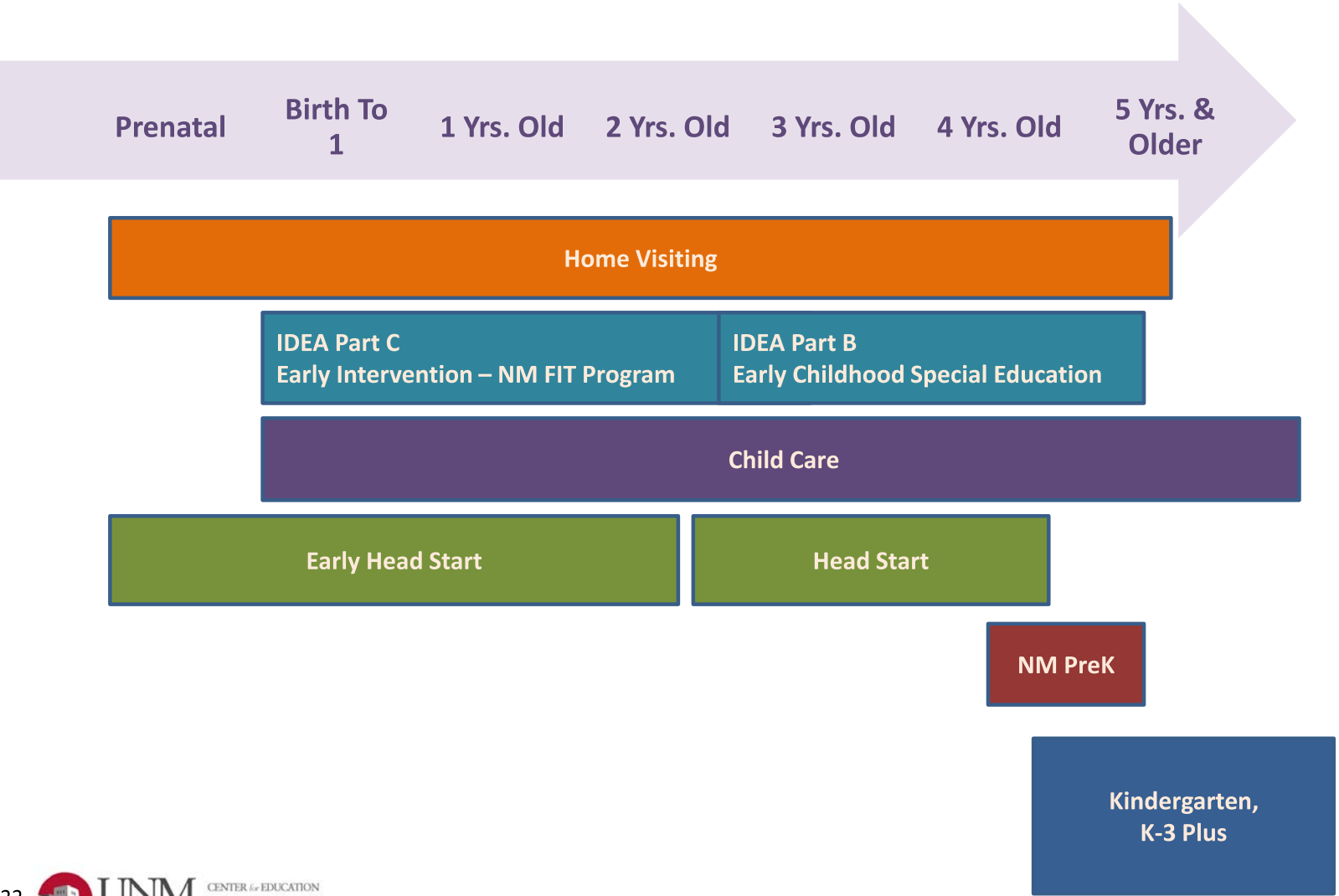# New Mexico Has Focused On Early Childhood Education

- 2000: Full Day Kindergarten
- 2005: The Prekindergarten Act
- 2011: The Early Childhood Care and Education Act
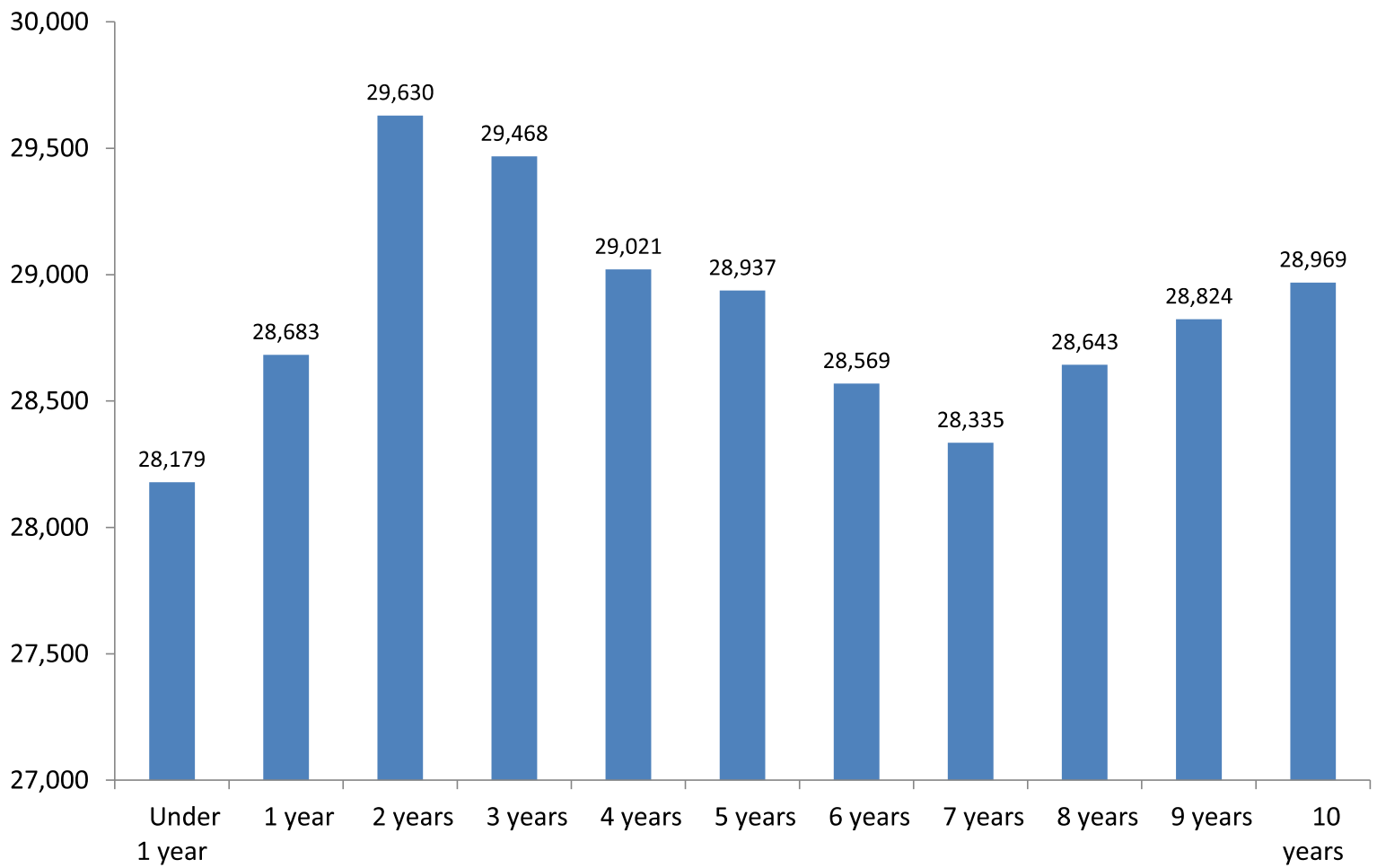- 2013: The Home Visiting Accountability Act
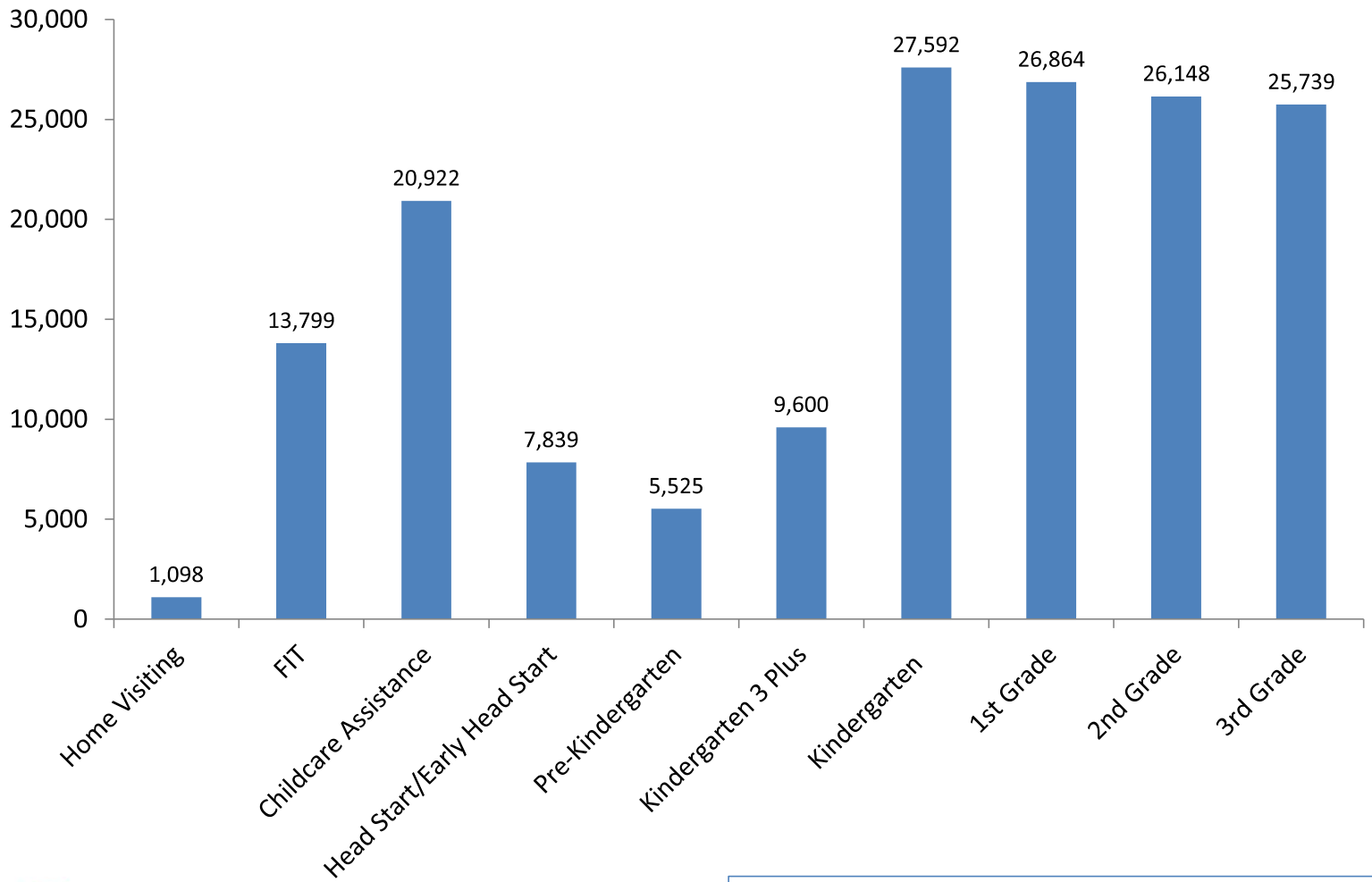
In Statute

And In Funding

Legend: FY12 | FY13 | FY14 | FY15

	FY12	FY13	FY14	FY15
Appropriations	$137.0	$165.9	$205.2	$231.2

Early Childhood Program Appropriations
(in millions of dollars)

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New Mexico's Early Childhood Care and Education System

Prenatal	Birth To 1	1 Yrs. Old	2 Yrs. Old	3 Yrs. Old	4 Yrs. Old	5 Yrs. & Older

Home Visiting

**IDEA Part C
Early Intervention – NM FIT Program**

**IDEA Part B
Early Childhood Special Education**

Child Care

Early Head Start

Head Start

NM PreK

Kindergarten, K-3 Plus

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Number of Children In New Mexico By Age

Bar chart showing number of children in New Mexico by age:
- Under 1 year: 28,179
- 1 year: 28,683
- 2 years: 29,630
- 3 years: 29,468
- 4 years: 29,021
- 5 years: 28,937
- 6 years: 28,569
- 7 years: 28,335
- 8 years: 28,643
- 9 years: 28,824
- 10 years: 28,969

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Source: 2010 Census

Number of Clients/Children By Program And Grade
FY13 & SY2012-2013

Bar chart showing number of clients/children by program and grade:
- Home Visiting: 1,098
- FIT: 13,799
- Childcare Assistance: 20,922
- Head Start/Early Head Start: 7,839
- Pre-Kindergarten: 5,525
- Kindergarten 3 Plus: 9,600
- Kindergarten: 27,592
- 1st Grade: 26,864
- 2nd Grade: 26,148
- 3rd Grade: 25,739

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New Mexico's Targeted Investments

- **Early Childhood and The Developmental Cycle**

- **Investments In High-Need Communities**

- Investments in Time

- Investments In Scale

- Investments In Sustainability

- Investments In Impact and Accountability

- Investments In Quality

- Investments In The Workforce

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Early Childhood And The Developmental Cycle

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Adverse Childhood Experiences Last A Lifetime
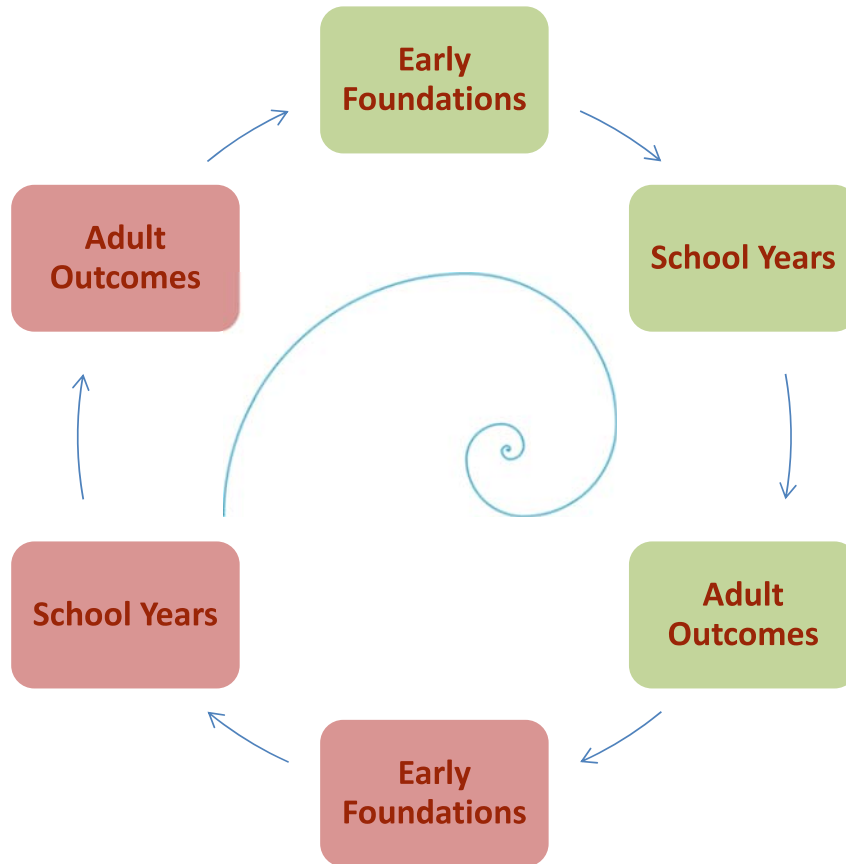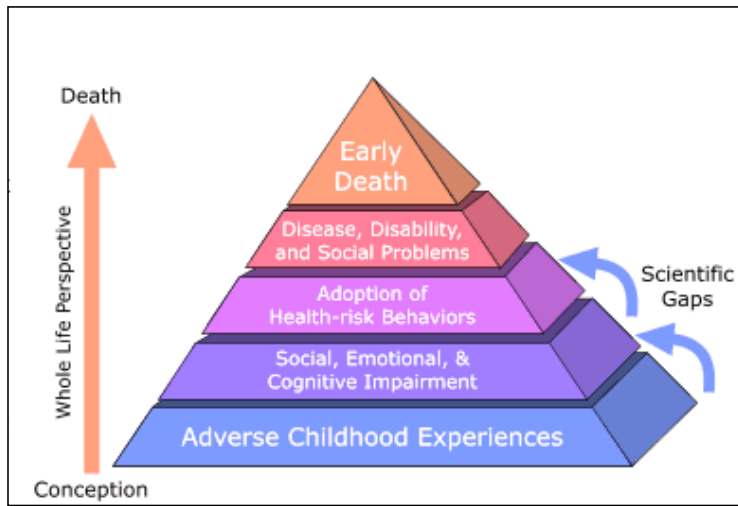
Major Findings

Childhood abuse, neglect, and exposure to other traumatic stressors which we term *adverse childhood experiences* (ACE) are common. Almost two-thirds of our study participants reported at least one ACE, and more than one of five reported three or more ACE. The short- and long-term outcomes of these childhood exposures include a multitude of health and social problems.

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

- Alcoholism and alcohol abuse
- Chronic obstructive pulmonary disease (COPD)
- Depression
- Fetal death
- Health-related quality of life
- Illicit drug use
- Ischemic heart disease (IHD)

- Liver disease
- Risk for intimate partner violence
- Multiple sexual partners
- Sexually transmitted diseases (STDs)
- Smoking
- Suicide attempts
- Unintended pregnancies
- Early initiation of smoking
- Early initiation of sexual activity
- Adolescent pregnancy

Prevalence of Individual Adverse Childhood Experiences

Collected between 1995 and 1997, the prevalences (%) presented below are estimated from the entire ACE Study sample (n=17,337). 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.

ACE Category*		Women (N = 9,367)	Men (N = 7,970)	Total (N = 17,337)
Abuse				
	Emotional Abuse	13.1	7.6	10.6
	Physical Abuse	27.0	29.9	28.3
	Sexual Abuse	24.7	16.0	20.7
Neglect				
	Emotional Neglect[1]	16.7	12.4	14.8
	Physical Neglect[1]	9.2	10.7	9.9
Household Dysfunction				
	Mother Treated Violently	13.7	11.5	12.7
	Household Substance Abuse	29.5	23.8	26.9
	Household Mental Illness	23.3	14.8	19.4
	Parental Separation or Divorce	24.5	21.8	23.3
	Incarcerated Household Member	5.2	4.1	4.7

Number of Adverse Childhood Experiences (ACE Score)	Women	Men	Total
0	34.5	38.0	36.1
1	24.5	27.9	26.0
2	15.5	16.4	15.9
3	10.3	8.6	9.5
4 or more	15.2	9.2	12.5

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Early Childhood Investment Zones (ECIZ)

New Mexico' objec ive i o e abli Early C ild ood Inve men one by identifying and prioritizing communities where:

1. Children are at the greatest risk of school failure, <u>as determined</u> by aggregating and ranking community adverse childhood experiences;

<u>And</u>

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

The goal i for e e "ready communi ie " o e abli communi y-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.

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New Mexico's Early Childhood Investment Zones

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:

Child Health (Counties):

- Premature Births

- Low Birth Weight Infants

- Infant Mortality

- Juvenile Arrests

- Child Maltreatment

- Domestic Violence

- Adolescent Births

- Failure to Graduate on Time

- Unemployment

- Poverty

Education (School Districts):

- Not Proficient in Math & Reading

- Failure to Graduate On Time

- Population over 25 without HS or GED

- Schools without Health Centers

- Girls without Parenting Services

- Births to Mothers without HS or GED

- Title 1 (High Poverty) Schools

- Free or Reduced Price Meals

- Per Pupil Expenditures

- Schools Graded D or F

Source: Scharmen, T., New Mexico Department of Health; Haggard, D. and Rebolledo Rea, A., New Mexico Children, Youth and Families Department. New Mexico Early Childhood Data Warehouse: Community Assessment for Participatory Planning. Presented to the New Mexico Early Learning Advisory Council, July 2012.

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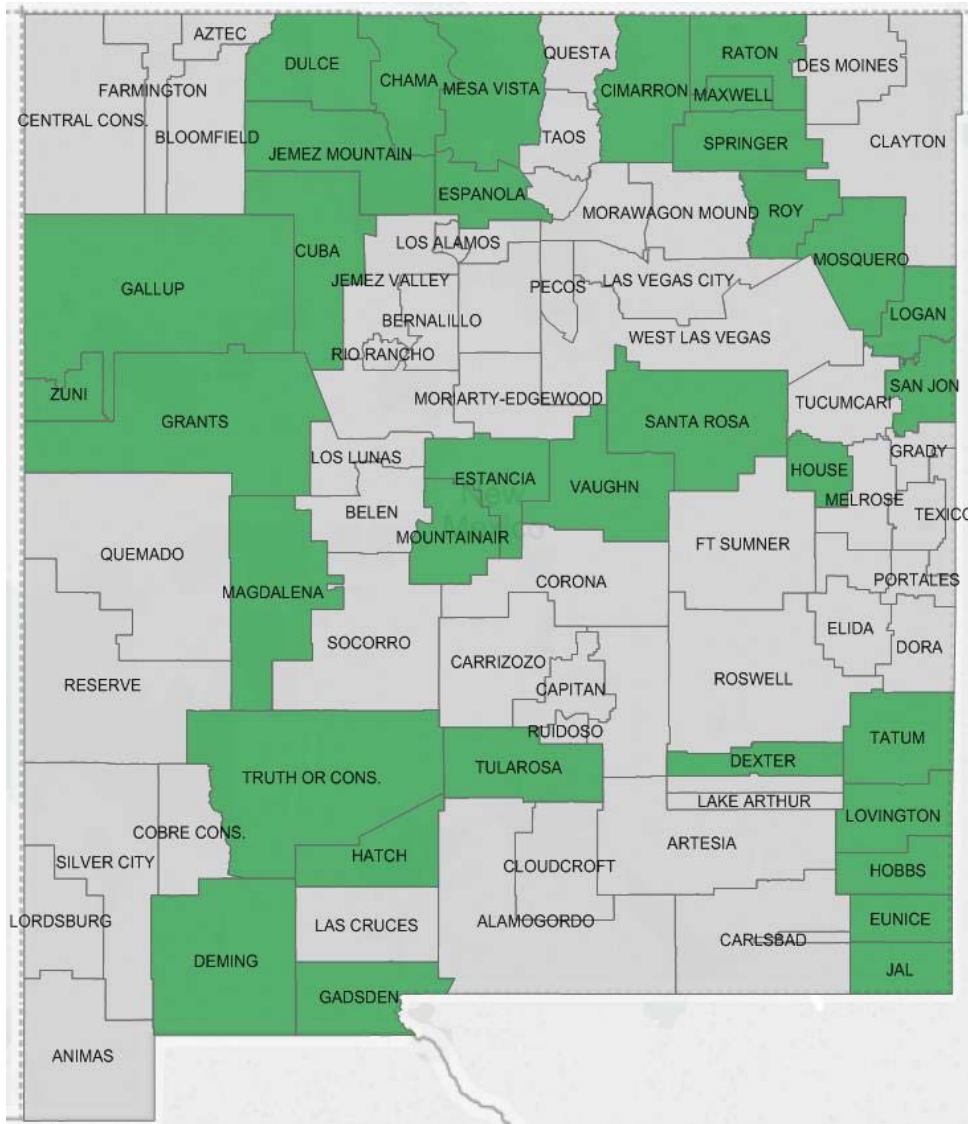
Source: State of New Mexico Race To the Top Early Learning Challenge Application For Phase 2 Funding, 2012.

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The Importance Of Looking At **Specific** Communities
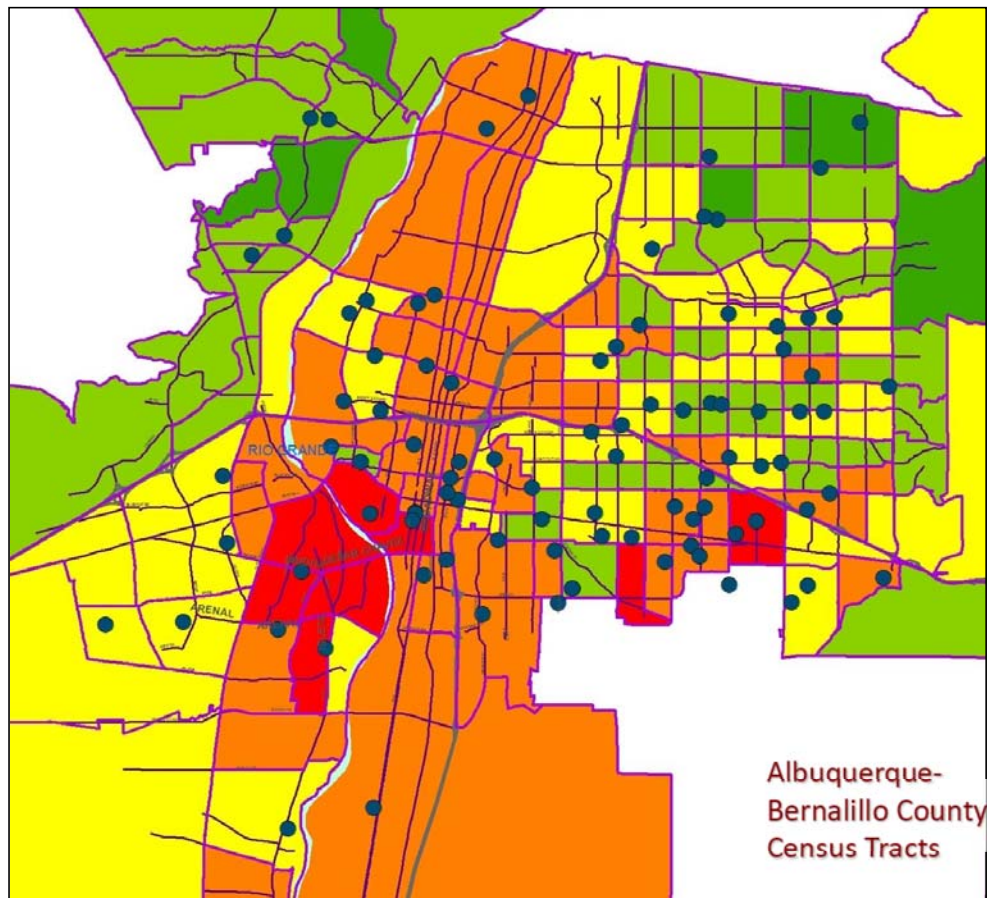
Combined Risk Factor Index
% Teen BirthS, % Late Pre-Natal Care,
% Low Birth Weight, % Low Income HHs

- Lowest Risk
- Lower Risk
- Average Risk
- Higher Risk
- Highest Risk

(4 & 5 Star Licensed
  Child Care Facilties

The Albuquerque neighborhood of highest risk (with a population of 35,000) is served by 1 high quality child care program, 1 City of Albuquerque pre-school, and 4 Head Start programs.

Albuquerque-Bernalillo County Census Tracts

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

Source: Tom Scharmen, NM Dept. of Health; Dan Haggard & Alejandra Rebolledo Rea, NM Children Youth and Families Dept.

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Percentage Of Albuquerque High School Students
Who Have Had Sexual Intercourse
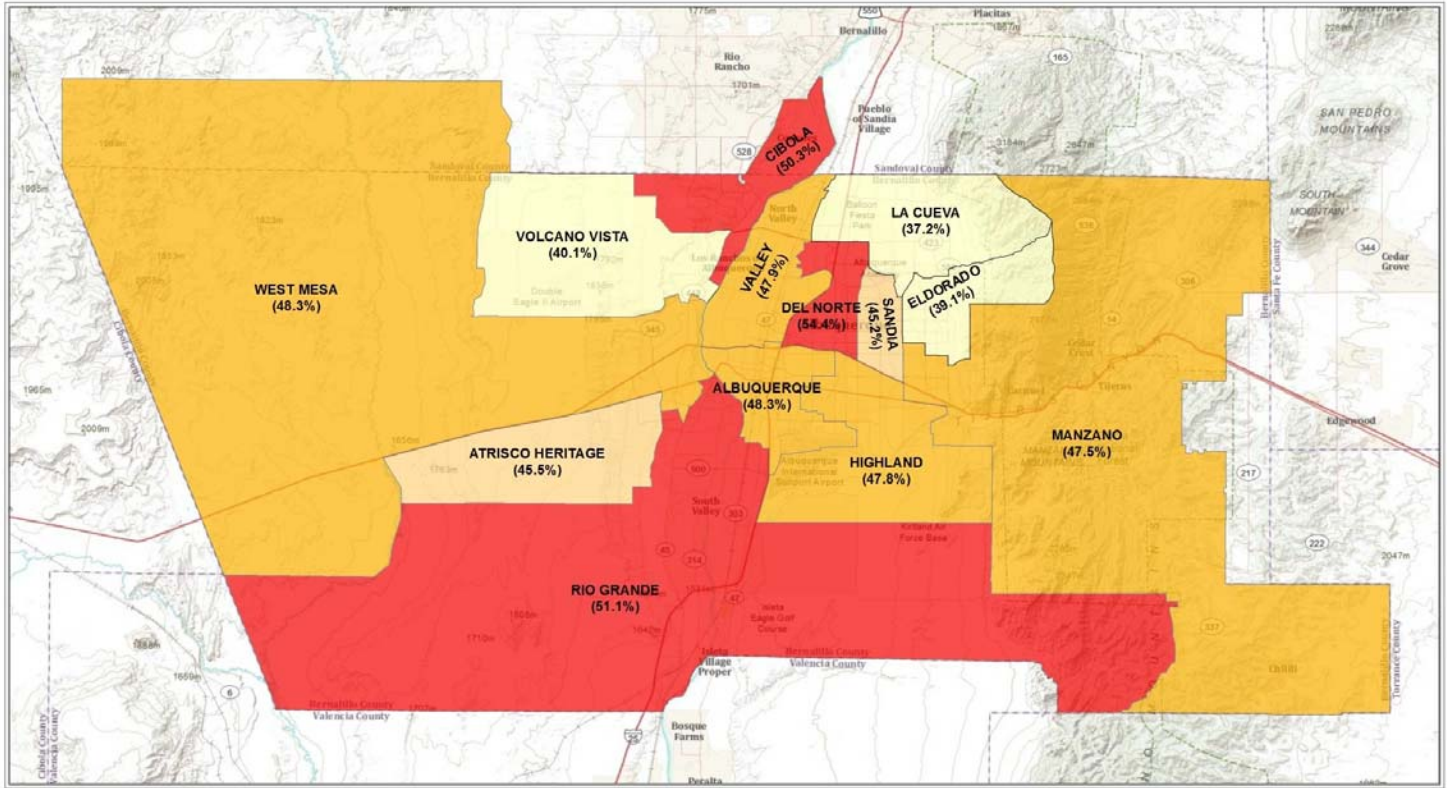
☐ 37.2 - 40.1%	☐ 40.1 - 45.5%	☐ 45.5 - 48.3%	☐ 48.3% - 54.4%

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 here reflects respondents who answered one or more people.

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Teen Birth Rate In Albuquerque, 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.
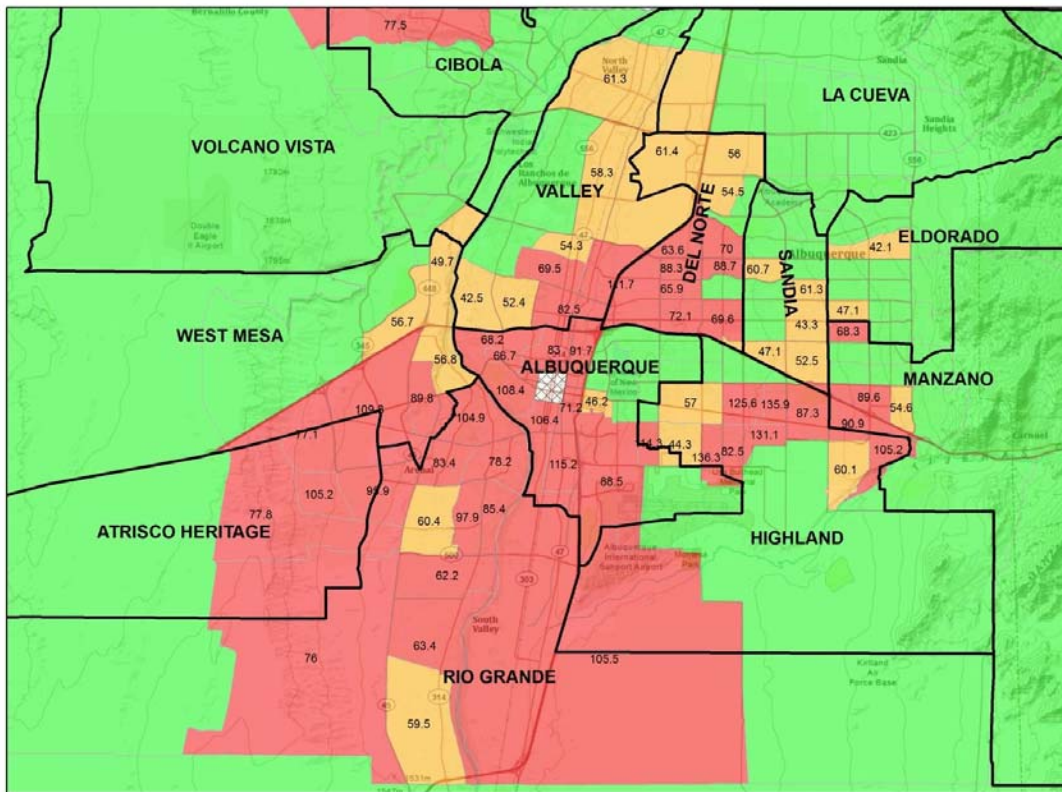
Less than 40 per 1000 (below nat'l avg.)   40 - 62 per 1000 (above nat'l avg.)   Greater than 62 per 1000 (above state & nat'l avgs)

Poor Data Quality

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).

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Capacity Of 4- And 5-Star Licensed Child Care Centers In Albuquerque

4- & 5-Star Child Care Center Capacity

- 6 - 53
- 54 - 116
- 117 - 207
- 208 - 498

Percentage of Pop. Under 5 Years

- 0.7 - 4.4%
- 4.4 - 5.9%
- 5.9 - 6.5%
- 6.5 - 10.1% } **Above national average**
- 10.1 - 15.6%
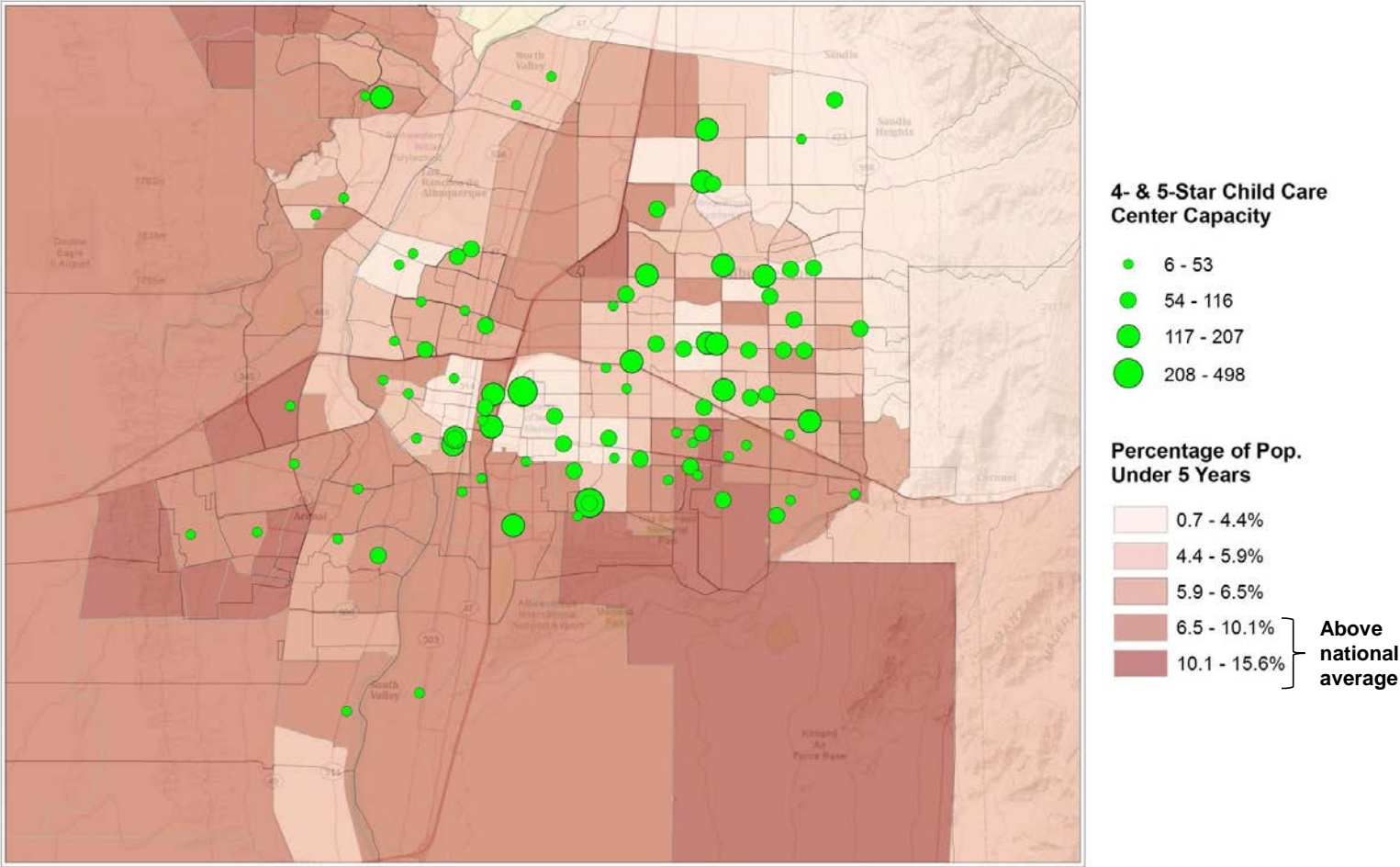
Source: New Mexico Community Data Collaborative, December 2010. Enrollment data are reported by program site. Elementary school boundaries are overlaid to provide perspective.

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Current and Future Investment Zones

The NM Children, Youth and Families Department is currently working with communities in four sites: McKinley, Luna, and Quay Counties, and Albuquerque's South Valley. Future sites include communities in Rio Arriba, Cibola, Doña Ana and Lea Counties

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Investment Zones: The Work to Date and Recommendations

The Work To Date:

- Worked toward system change by creating or strengthening local coalitions of EC stakeholders

- Developed and implemented strategic plans, owned by the coalitions and intended to:

  - improve the local continuum of family support services and

  - address weaknesses or gaps identified by data-informed planning

Recommendations:

- Fund a coordinator and create policy priorities in each IZ

- Realign & combine resources to fill gaps and maximize impact

- Develop cross-agency approaches to address locally identified issues and priorities including:

  - Teen pregnancy prevention and support to complete HS

  - Parenting skills training

  - Substance abuse treatment

  - Access to prenatal and well-baby care

  - Intervention resources for infant mental health needs

  - Access to high quality child care-early learning programs

Source: Dan Haggard & Jesse Leinfelder, CYFD; Michael Coop, Coop Consulting. Early Childhood Investment Zones New Mexico Children, Youth and Families Dept., Approach – Recommendations July 2014

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New Mexico's Targeted Investments

- Early Childhood and The Developmental Cycle
- Investments In High-Need Communities
- **Investments in Time**
- **Investments In Scale**
- **Investments In Sustainability**
- **Investments In Impact and Accountability**
- Investments In Quality
- Investments In The Workforce

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Investments In Time: New Mexico's K-3 Plus

K-3 Plus was originally developed in 2003 to narrow the achievement gap by extending the school year in high need schools with a focus on kindergarten to third grade. The main components include:

- A minimum of 25 additional full days
- Instruction focused on literacy, math, social skills, arts, and P.E.
- Provision of transportation, breakfast and lunch
- Professional development in literacy
- Parental involvement

In summer of 2013, K-3 Plus was in about 75 schools in 20 districts across New Mexico. Early results are positive and $15.3 million Investing In Innovation (I^3) federal grant is currently underway to examine the effects of providing more school time to young children.

Estimated Number Of Students Enrolled In K-3 Plus
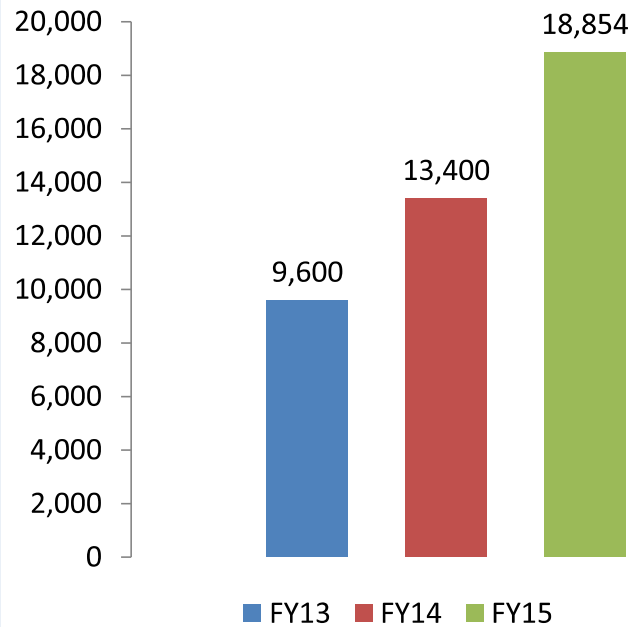
Source: LFC, January 2014, Post Session Review.

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Clients Served In FY13 Compared To Estimates Of Total Eligible Clients
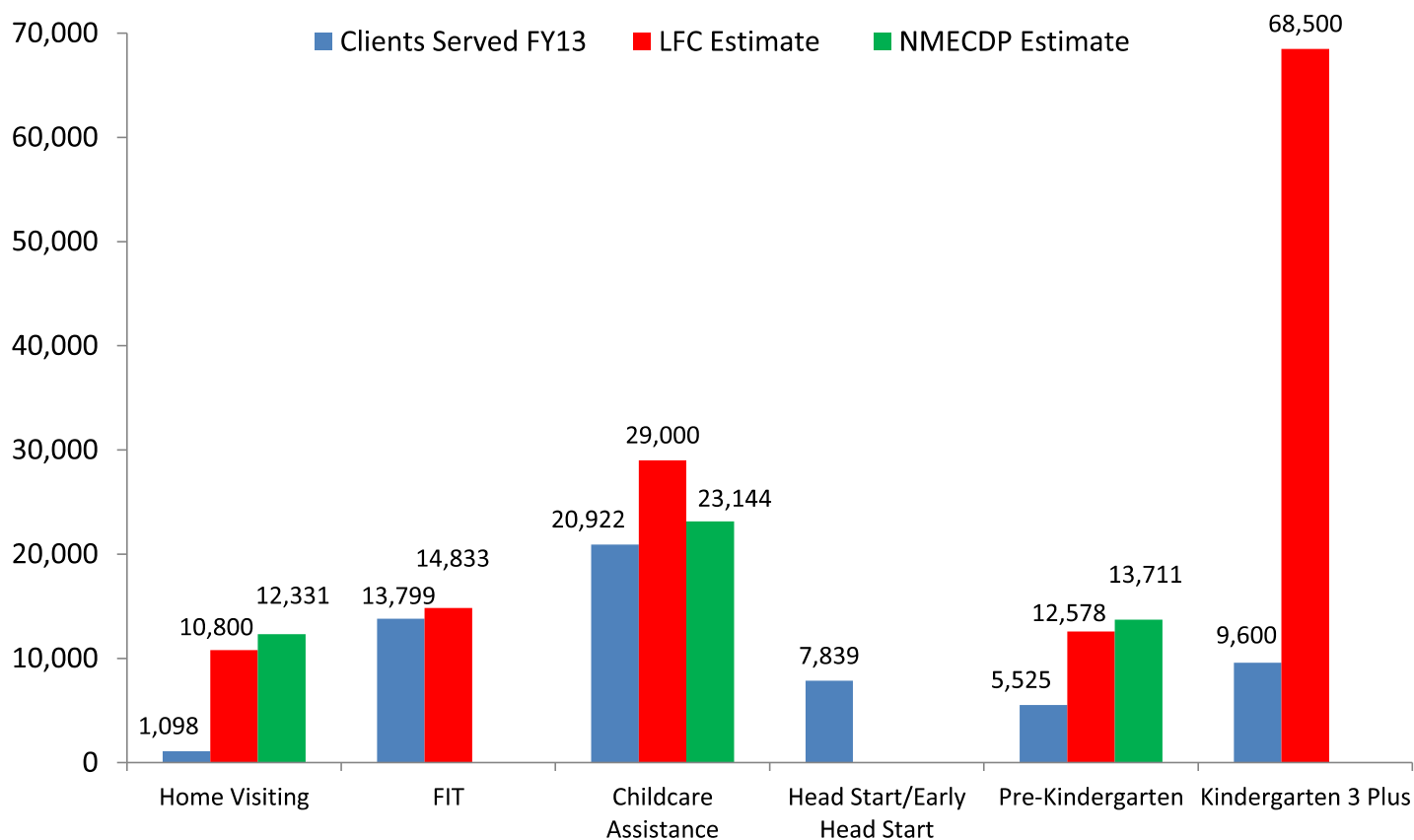
Legend: ■ Clients Served FY13 ■ LFC Estimate ■ NMECDP Estimate

Category	Clients Served FY13	LFC Estimate	NMECDP Estimate
Home Visiting	1,098	10,800	12,331
FIT	13,799	14,833	
Childcare Assistance	20,922	29,000	23,144
Head Start/Early Head Start	7,839		
Pre-Kindergarten	5,525	12,578	13,711
Kindergarten 3 Plus	9,600	68,500	

Sources: LFC, January 2014, Post Session Review; New Mexico Early Childhood Development Partnership Early Childhood Education Cost Analyses & Recommendations, December 2013

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FY15 Appropriations And Estimated Funding Needed For Full Enrollment
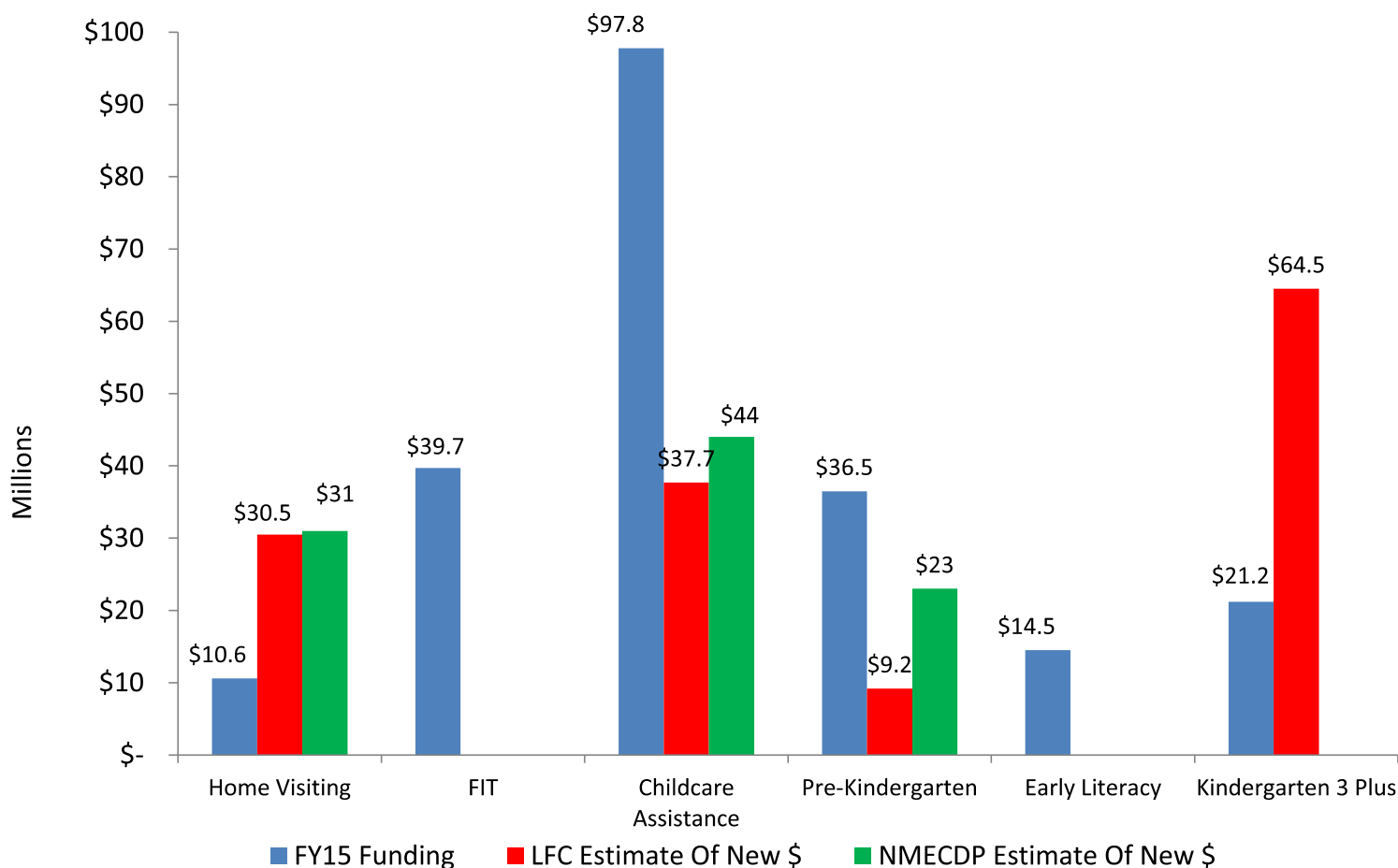
Sources: LFC, January 2014, Post Session Review; New Mexico Early Childhood Development Partnership Early Childhood Education Cost Analyses & Recommendations, December 2013

New Mexico Home Visiting Annual Outcomes Report, Fiscal Year 2013

Prepared by the University of New Mexico Center for Education Policy Research and the Center for Rural and Community Behavioral Health for the New Mexico Children, Youth and Families Department

JANUARY 1, 2014

Introduction

This first Annual Home Visiting Outcomes Report presents aggregate data about the outcomes for all Children, Youth and Families Department (CYFD)-administered home visiting programs funded by the State of New Mexico in Fiscal Year 2013 (FY13). The report was prepared according to the requirements of NMSA 1978, Sections 32A-23B-1 (2013), referred to here as the "Home Visiting Accountability Act," and is designed to inform policymakers and practitioners about the impact of the state's Home Visiting System on families and children in New Mexico.

New Mexico's Home Visiting System, FY13

New Mexico's 20 home visiting programs serve 22 of New Mexico's 33 counties.
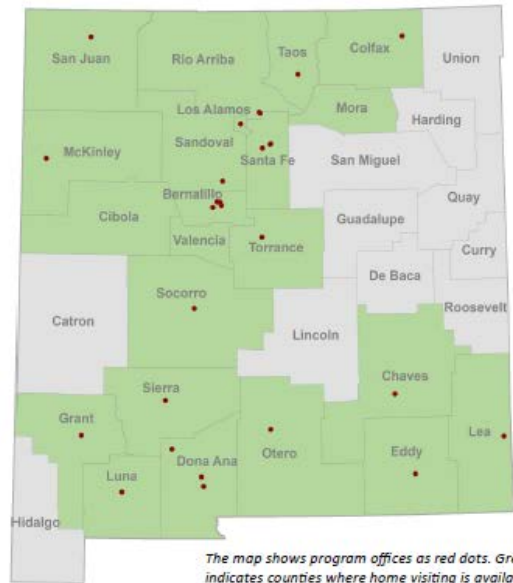
The map shows program offices as red dots. Green indicates counties where home visiting is available.

Home Visiting in FY13, At a Glance:

Programs: 20

Counties Served: 22

Families Funded: 1,005

Home Visits: 20,224

Home Visitors: 144

HOME VISITING NEW MEXICO

CYFD

The First Annual New Mexico Home Visiting Annual Outcomes Report, Fiscal Year 2013

Prepared by the University of New Mexico's Center for Education Policy Research and Center for Rural and Community Behavioral Health

New Mexico's Investment In Home Visiting

$10.6m

$8.1m
1,891 slots

$5.9m
1,005 slots

$2.3m
645 slots
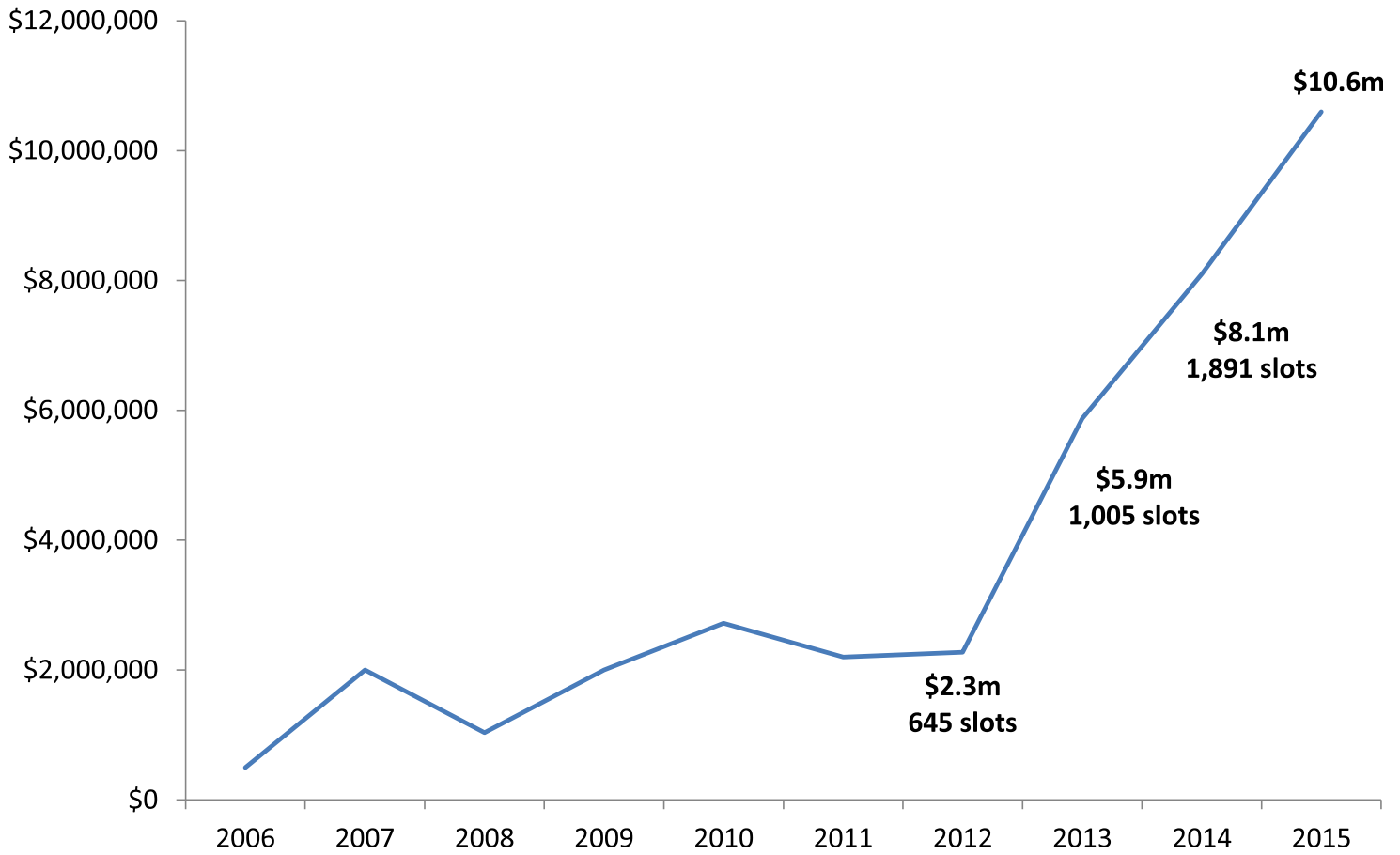
Source: LFC post-session reviews and budget documents. Includes state and federal funding sources.

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Summary of Findings: Home Visiting Goal Outcomes

Goal 1: Babies Are Born Healthy:

- Pregnant women in home visiting accessed prenatal care earlier and more often than pregnant women statewide.
- Research shows that children of depressed mothers face increased difficulties in health, cognition, and emotional development.
- In FY13, 75.3% of eligible mothers identified as having symptoms of postpartum depression were referred for services, where available, and more than half of those mothers engaged in referral supports.

Goal 2: Children Are Nurtured

- A new, research-validated tool was piloted for use in promoting and measuring nurturing parenting interactions in the Home Visiting System in FY13. All programs were trained, and full data is being collected for reporting in FY14.

Goal 3: Children Are Physically and Mentally Healthy

- 85% of eligible children who received at least five home visits were screened for potential delay in development using the Ages & Stages Questionnaire. Of the 16% identified as having possible characteristics of delay, 60% were referred to early intervention services. 68% of those referred are recorded as having engaged with services.

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Summary of Findings: Home Visiting Goal Outcomes

Goal 4: Children Are Ready For School

- The existing ASQ screening and referral data show that crucial early connections were made between families of infants and young children and early intervention services.

- Tracking the impact of home visiting out to the point of school entry will require continued state development of a kindergarten readiness assessment and an effective system for tracking children through early childhood into K-12 education.

Goal 5: Children and Families Are Safe

- Domestic violence risk screens were administered to 1,092 caregivers. Of these, 9% scored at risk on the Woman Abuse Screening Tool (WAST). Of these, 26% were referred for services and 50% of these were recorded as engaging in services.

- Efforts to measure decreases in child maltreatment or abuse will require continued development of protocols for sharing data across state systems.

Goal 6: Families Are Connected To Formal And Informal Community Supports

- Key screens of potential risk to children and families guide home visitors to identify where additional supports may be needed. Those supports may be connections to formal social or clinical service agencies, where available in a given community. The highest rates of referral to available formal supports were to early intervention for infants and young children (59.8%) and postpartum depression services for mothers (75.3%).

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How New Mexico Is Investing In Quality

New Mexico is rolling out its third generation of voluntary Tiered Quality Rating and Improvement Systems (TQRIS). All licensed childcare providers get support, but those with higher quality ratings get higher reimbursements:

- 1995-1998: Bronze, Silver, and Gold License Levels
- 1999 – 2017: Aim High
  - Five Star Levels (1 Star = program meets basic licensing requirements. 5 Stars = program has received national accreditation)
  - Registered Homes care for no more than 4 non-resident children in their own home
- Pilot In Process: FOCUS
  - 3, 4, and 5 Star designations
  - Providers can reach 5 Stars by achieving the FOCUS Star 5 Criteria OR by being accredited by one of the national accrediting bodies recognized by CYFD

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New Mexico Has Invested Over $363 Million
In Funding For Childcare Assistance Over The Last 4 Years

Childcare Assistance
(in millions of dollars)
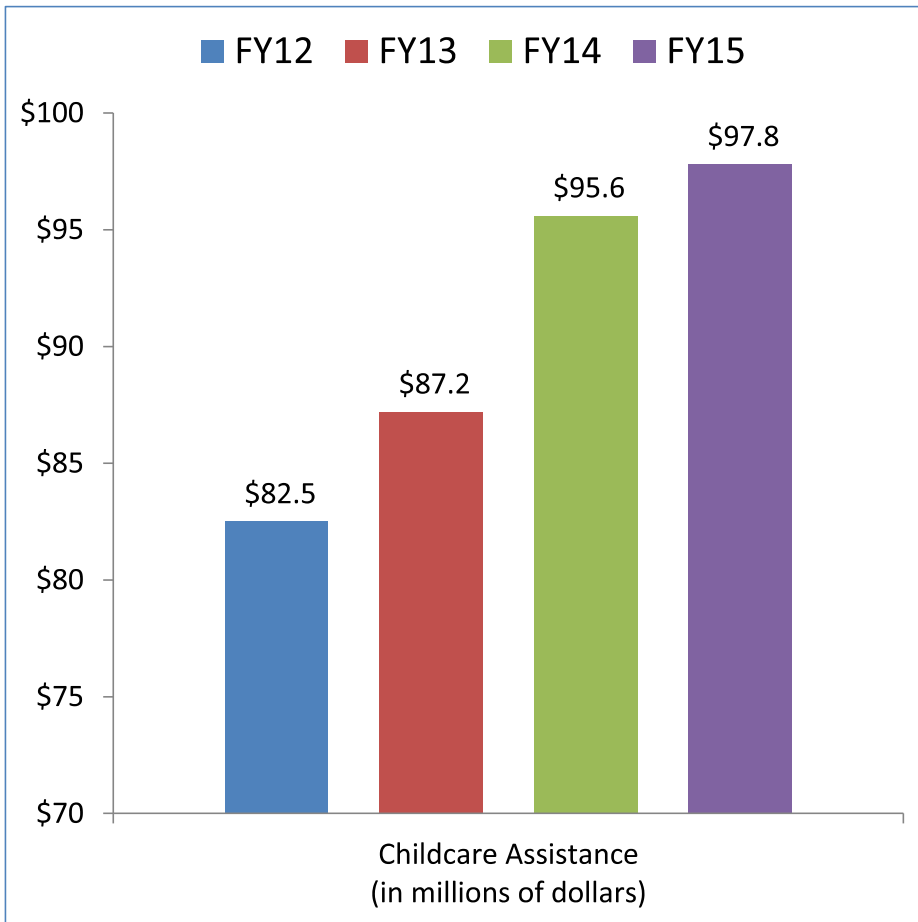
New Mexico has approximately 4,000 childcare providers :

- **About 25% of the providers are involved in the 1-5 star rating system.**
- **About 5% of the providers are accredited.**

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How New Mexico Is Investing In
The Early Childhood Workforce

A 2010 survey of child care workers found that:

- 97% of the teachers were female and 52% were Hispanic
- Average hourly wage was $9.98 (about $18,600 annually)
- 76% had completed some courses after high school but very few had a degree or certificate program in early childhood education
- 30% received financial assistance including TANF, child care, housing and food assistance
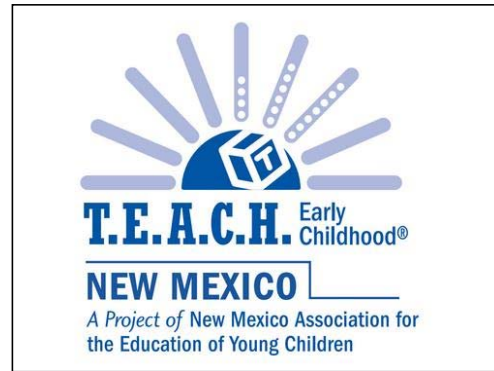
T.E.A.C.H. helps teachers working in early childhood programs get degrees (AA, BA, & MA) WHILE they are working. Since 2004, more than 217 EC degrees have been awarded.

Source: The Child Care Workforce In New Mexico. Krause, K. (2010) Prepared For the NM Children, Youth, and Families Department

Source: http://www.nmaeyc.org/professional-development/teach

Smart Money, Smart Moves
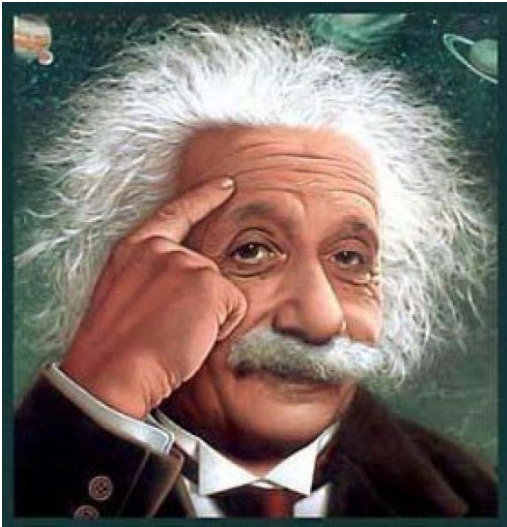
- **Early Childhood and The Developmental Cycle**
- **Investments In High-Need Communities**
- **Investments in Time**
- **Investments In The Workforce**

- **Investments In Quality**
- **Investments In Scale**
- **Investments In Sustainability**
- **Investments In Impact and Accountability**

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