AFTERSCHOOL INVESTMENTS

NEW MEXICO

The Afterschool Investments project is developing profiles for each state to provide a snapshot of the "state of afterschool," as well as an opportunity to compare afterschool activities across the country. This profile provides key data and descriptions of the afterschool landscape, which includes a range of out-of-school time programming that can occur before and afterschool, on weekends, and during summer months. It is designed to serve as a resource for policymakers, administrators, and providers.

Statewide Initiatives

- **Statewide Network for Afterschool.** In 1999, efforts to create a designated youth development trust fund with New Mexico's tobacco settlement money highlighted the need for coordination and collaboration in the youth development field. Spurred by the McCune Charitable Trust and the Daniels Fund, state agencies, local governments, nonprofits, educational institutions, and service providers joined the foundations in forming the New Mexico Forum for Youth in Community (NMFYC). The Forum established the New Mexico Out of School Time Network (NMOSTN) in 2000, and in 2003 NMOSTN received funding from the Mott Foundation to build a statewide network supporting school-based and school-linked afterschool programs and school-community partnerships. The Forum and the Network coordinate efforts on capacity building and technical assistance, policy and legislation, and communications. The groups hosted a statewide Youth in Community Summit in December 2003 and are establishing partnerships with Regional Point Organizations to address local needs for school-age care in different areas of the state.
- **Out of School Programs Study.** In the 2003 session, the state legislature enacted a joint memorandum (Senate Joint Memorial 5) commissioning a detailed assessment of afterschool programs in the state to gain a complete and accurate picture of the level of public investment. The Children, Youth, and Families Department and the departments of Education, Labor, and Health were directed to identify dollars being expended to support local community, school, or nonprofit organizations that operate out-of-school time programs. An advisory

Quick Facts

Demographics

Total population: 1,819,046

Number of children ages 5-12: 231,047

Percent of population: 13%

Percent of students eligible for free and reduced-price lunch: 54.7%

Percent of K-12 students in Title I "Schoolwide" schools: 37.8%

For more demographic information, visit http://nccic.org/statedata/statepro/newmexic.html

Child Care and Development Fund (CCDF)

- **CCDF Administrative Overview**

Administering agency: New Mexico Children, Youth, and Families Department

Total estimated FFY03 federal and state CCDF funds: $44,077,634

FFY03 total federal share: $37,618,014

FFY03 state MOE plus match: $6,459,620

School Age & Resource and Referral Earmark: $163,839

FFY02 Total Quality Expenditures: $1,979,380

Percent of children receiving CCDF subsidies who are ages 5-12: 44.8%

U.S. Department of Health and Human Services
Administration for Children and Families, Child Care Bureau

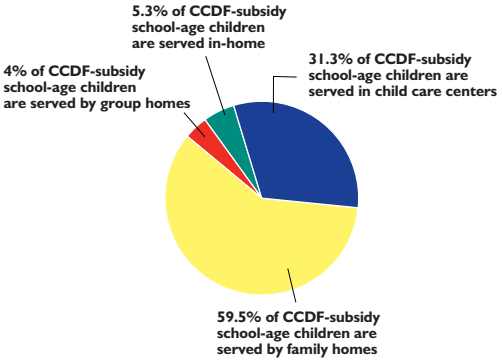
Child Care Bureau

committee conducted a study detailing overall purpose, key activities, participants served, and federal and state dollars invested for each program and to issue a summary report and recommendations to the Legislative Education Study Committee in January 2004. The report outlined the state's multi-departmental resources for direct child care services, workforce development, substance abuse prevention, 21st Century Community Learning Centers, tutoring services, and meal and snack reimbursements, totaling over $42 million.

- **School Age Care and Family Support Program.** The New Mexico Human Services Department, in conjunction with the Public Education Department, allocates a portion of federal Temporary Assistance for Needy Families (TANF) block grant funds to the School Age Care and Family Support Program. The program, which totaled $2.4 million in Fiscal 2003, provides academic enrichment and arts and recreation activities to students ages 5 to 8 whose parents are in the New Mexico Works/TANF program. Begun in 1999, the program serves over 3,000 students at 70 sites before and after school and during summers and holidays. Public elementary schools apply through their districts for competitive awards and can partner with nonprofit community-based agencies, community colleges, or universities. Programs are literacy and arts based and must include parent education and involvement as well as meet state education Content Standards and Benchmarks. The Public Education Department contracts with cultural agencies such as the Museum of New Mexico and the Santa Fe Opera to provide arts programming components and also provides training and technical assistance to providers through workshops, monitoring visits, and publications on best practices and curricula.
- **AIM HIGH.** Targeted at homes, centers, or school-age programs that serve recipients of child care subsidies, AIM HIGH is a professional development initiative funded by the Child Care and Development Fund quality improvement earmark. Programs that are licensed or registered and whose clientele consists of at least 25 percent state subsidy recipients are eligible to participate. AIM HIGH is operated by ten Early Childhood Training and Technical Assistance programs, which are New Mexico's child care resource and referral agencies. After conducting a needs assessment for each provider and establishing quality improvement goals that are tied to higher reimbursement levels, program staff train providers directly and help them identify, access, and fund appropriate training opportunities, including college classes and development workshops.
- **Children's Cabinet.** Governor Bill Richardson created the Children's Cabinet in 2003 to increase interaction among agencies dealing with children. Chaired by Lieutenant Governor Diane Denish and consisting of 11 state cabinet secretaries and a youth policy director, the Cabinet was directed to streamline services and track health, education, safety, and economic indicators related to child well-being so as to inform child, youth, and family policy. The Children's Cabinet is looking across the developmental spectrum from ages 0 through 24 in order to collectively address the multiple needs, services, and systems that support their overall success. Though the first cross-sector initiative of the Children's Cabinet will focus on early childhood development, afterschool programming and opportunities remain a priority. New Mexico's Youth Alliance, a project of the Children's Cabinet, is convening 112 youth age 14 to 19 to provide input on state policy and to contribute to a statewide youth report on community issues and needs that will be presented to the Governor, Children's Cabinet, and State Legislature.

Quick Facts (continued)

- **Settings**



- **Uses of CCDF Earmarks and Quality Dollars for Afterschool**

"Resource and referral and school-age" earmark:
Funds may support higher reimbursement rates paid to providers serving school age children.

Other quality activities:
Data not available

- **Provider Reimbursement Rates and Family Copayments**

Label assigned by state for school-age rate category: .....6 years or more

Maximum rate for center-based school-age category: $337.11/month

Notes: Rates vary by metro and rural areas. Rates for metro given.

Standardized monthly center-based school-age rate $253

Is "time in care" a factor in determining family copayment for school-age care? .....No

Notable Features of Rate System:
Rates are higher for infant, toddler, and afterschool rates to reflect high demand for these services. Rates are also higher for accredited providers.

Temporary Assistance for Needy Families (TANF) and Child Care

FFY02 state TANF transfer to CCDF: $29,370,826

FFY02 TANF direct spending on child care: .....$ 0

Notable Local Initiatives

- **Save the Children Web of Support.** As part of the work of its Western Area office, Save the Children has partnered with 22 programs in 14 rural New Mexico communities to provide funding and technical assistance for out-of-school care. Web of Support is a programmatic approach for children ages 5 to 18 that focuses on out-of-school time. Save the Children trains providers and volunteers and also facilitates volunteer partnerships with organizations such as Americorps and Foster Grandparents. Emphasis is placed on building community and corporate partnerships and on addressing challenges unique to rural areas and to New Mexico's American Indian, Hispanic, and homeless populations. Notable programs include: Eyes on the Future, which partners with health care providers and corporations to provide vision screening and eyeglass prescriptions for Navajo and Zuni children; the Crownpoint/ Navajo Office of Dine Youth program, which developed a unique curriculum to address the community's high rates of alcohol abuse; and the Kirtland Central High School Bronco News Program, which trains students to produce a newscast using state-of-the-art technology.

Statewide Organizations

National School Age Care Alliance Affiliate:
New Mexico School Age Care Alliance
Family Resource and Referral
PO Box 3038
Roswell, NM 88202
Phone: 505-623-9438
Fax: 505-622-3067

Statewide Child Care Resource & Referral Network:
Family Resource & Referral, Inc
704 S. Sunset, Suite A
Roswell, NM 88203
Phone: 800-447-9000
Fax: 505-622-3067

Additional Resources

State Child Care Administrators:
http://nccic.org/statedata/dirs/devfund.html

State TANF Contacts:
http://www.acf.hhs.gov/programs/ofa/hs_dir2.htm

21st Century Community Learning Centers Contacts:
http://www.ed.gov/programs/21stcclc/contacts.html

Quick Facts (continued)

Program Licensing and Accreditation Policies

Are there separate school-age licensing standards? .....No

Are school-operated programs exempt from licensing standards? .....No

Ratio of children to adults in school-age centers: 15:1

Number of National AfterSchool Association (NAA) accredited programs: 7

21st Century Community Learning Centers (21st CCLC)

FY02 state formula grant amount: $2,381,312

Applications funded:
Data not available

Program locations:
Data not available

Licensing required? .....No

Notes and Sources

Demographics

Total population: *Demographic Profiles: Census 2000,* U.S. Census Bureau, as cited in *State Child Care Profiles,* National Child Care Information Center, available at: *http://nccic.org/statedata/statepro/index.htm*.

Number of children ages 5-12: *Census 2000 Summary File (SF-3) Sample Data,* Table P8, Sex by Age (79), U.S. Census Bureau.

Percent of students eligible for free and reduced-price lunch rate: *Overview of Elementary and Secondary Schools and Districts: School Year 2001-02* (Table 10), National Center on Education Statistics, May 2003. Because data from School Year 2001-02 was unavailable for Wyoming, data from School Year 2000-01 was used. Data was unavailable for either school year for Arizona, Connecticut, and Tennessee.

Percent of K-12 students in Title I "schoolwide" schools: *Overview of Elementary and Secondary Schools and Districts: School Year 2001-02* (Table 9), National Center on Education Statistics, May 2003. The federal Title I program provides funding to local school districts and schools with high percentages of poor children to help ensure that all children meet challenging state academic content and student academic achievement standards. Schools enrolling at least 40 percent of students from poor families are eligible to use Title I funds for schoolwide programs that serve all children in the school.

Child Care and Development Fund

The Child Care and Development Fund (CCDF) is the largest federal funding source for child care. States receive a funding allocation determined by formula and have broad flexibility to design programs that provide child care subsidies for low-income children under the age of 13 and to enhance the quality of child care for all children. Federal CCDF funding consists of mandatory, matching, and discretionary funds. Federal law requires that states spend at least 4 percent of their CCDF funds as well as additional earmarks on activities to improve the quality and availability of child care. CCDF administrative data in this and the following sections is from the U.S. Department of Health & Human Services, Administration for Children and Families, Child Care Bureau, as reported by States, unless otherwise noted.

FFY03 state MOE plus match: In order to receive Federal matching funds, a state must expend Maintenance of Effort funds. Note that this does not capture actual expenditures, only the minimum required to draw down all available federal funds.

FFY02 total quality expenditures: Many states spend more than the required minimum 4 percent on quality expansion activities. Note that this data includes FY02 funds expended for quality activities from each of the CCDF funding streams (mandatory, matching, and discretionary) and expenditures under earmarks for quality, infant and toddler, and school-age and resource and referral. This figure provides information obtained from state financial reports submitted for FY02. States continue to report on their expenditures of FY02 funds until expended; therefore, these numbers are subject to annual updates.

Uses of CCDF Earmarks and Quality Dollars for Afterschool: Portions of CCDF discretionary funds are earmarked specifically for resource and referral and school-age child care activities as well as for quality expansion. (These funds are in addition to the required 4 percent minimum quality expenditure.)

Maximum rate for school-age category: Rate listed applies to center-based care; where rates vary by region or county, the rate for the most populated urban area is given.

Standardized monthly school-age rate: Monthly rate for a child, age 8, in care after school during the school year at a center in the most costly district for four hours per day, 20 days per month. Calculated (in the lowest tier of a tiered system) using information from the FY2004-2005 State CCDF Plan, including rate structures, as submitted to the U.S. Department of Health & Human Services, Administration for Children and Families.

Temporary Assistance for Needy Families (TANF) and Child Care

In addition to spending TANF funds directly on child care, a state may transfer up to 30 percent of its TANF grant to CCDF. Expenditures represent TANF funds spent in FY02 that were awarded in FY02 and prior years. Data from the U.S. Department of Health and Human Services, Administration for Children and Families.

Program Licensing and Accreditation Policies

Ratio of children to adults in school-age setting: Data from National Resource Center for Health and Safety in Child Care, available at: *http://nrc.uchsc.edu*.

Number of NAA-accredited programs: Data from the National AfterSchool Association, April 2004, available at: *http://www.nsaca.org/accredited.htm*.

21st Century Community Learning Centers

The No Child Left Behind Act of 2001 converted the 21st Century Community Learning Centers' authority to a state formula grant. In past years, the U.S. Department of Education made competitive awards directly to school districts. Under the reauthorized law, funds will flow to states based on their share of Title I, Part A funds. States will use their allocations to make competitive awards to eligible entities. 1999, 2000, and 2001 grants will continue to be administered by and receive funding through the U.S. Department of Education.

FFY02 formula grant amount: Data from the U.S. Department of Education 21st Century Community Learning Centers Office. Available at: *http://www.ed.gov/about/overview/budget/statetables/04stbypr.xls*.

Applications funded: Data from *State Administration of the 21st Century Community Learning Centers Program*. Compiled by Learning Point Associates, September 8, 2003.

In 2003, the Child Care Bureau awarded a three-year technical assistance contract to The Finance Project and their partner, the National Governors Association Center for Best Practices, for the Afterschool Investments project. The goals of the Afterschool Investments project include:

- Identifying ways that states and communities are using Child Care and Development Fund (CCDF) subsidy and quality dollars to support out-of-school time programs, and sharing these practices and approaches with other states;
- Identifying administrative and implementation issues related to CCDF investments in out-of-school time programs, and providing information and context (about barriers, problems, opportunities) as well as practical tools that will help CCDF administrators make decisions; and
- Identifying other major programs and sectors that are potential partners for CCDF in supporting out-of-school time programs and providing models, strategies, and tools for coordination with other programs and sectors.

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The Afterschool Investments project's State Profiles are designed to provide a comprehensive overview of noteworthy State and local initiatives across the country. Inclusion of an initiative in the Profiles does not represent an endorsement of a particular policy or practice.