



Welcome

Home Visiting Program for Underserved Families (for Administrators)

November 7, 2011

We will begin promptly at 1:00pm EDT



Event Host

Molly Meinbresse, MPH

National Health Care for the Homeless Council, Inc.

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Health Care and Housing are Human Rights





Presenter



Soledad Martinez LISW, IMH-E ® IV
Early Childhood Program Manager
Children, Youth and Families Department
Santa Fe, New Mexico



Overview

- Explain the developmental process undertaken in New Mexico to establish a Home Visiting Program
- Describe decisions by policymakers that impacted implementation of program
- Share how New Mexico continues to build on basic infant mental health practices and service delivery models



State of New Mexico

Children, Youth and Families Department



EARLY CHILDHOOD SERVICES
NEW MEXICO HOME VISITING

www.cyfd.org

+ Home Visiting Program



Mission

- Home visitors partner with families to promote child development and confident parenting by supporting the relationship among the family, home visitor, and the community.

Vision

- New Mexico families are supported to raise children who are resilient and loved for generations to come.

+ Finding a “Good” Home



Where the program is housed must match the program:

- ❖ Goals
- ❖ Mission
- ❖ Vision

It is important that people in leadership positions understand infant mental health principles.

+ Funding



1. Universal or targeted
2. Funding agency must think through how contractors will be reimbursed
 - ❖ Hourly per home visit
 - ❖ Discreet amount per family (line item)
 - Accountability for dosage

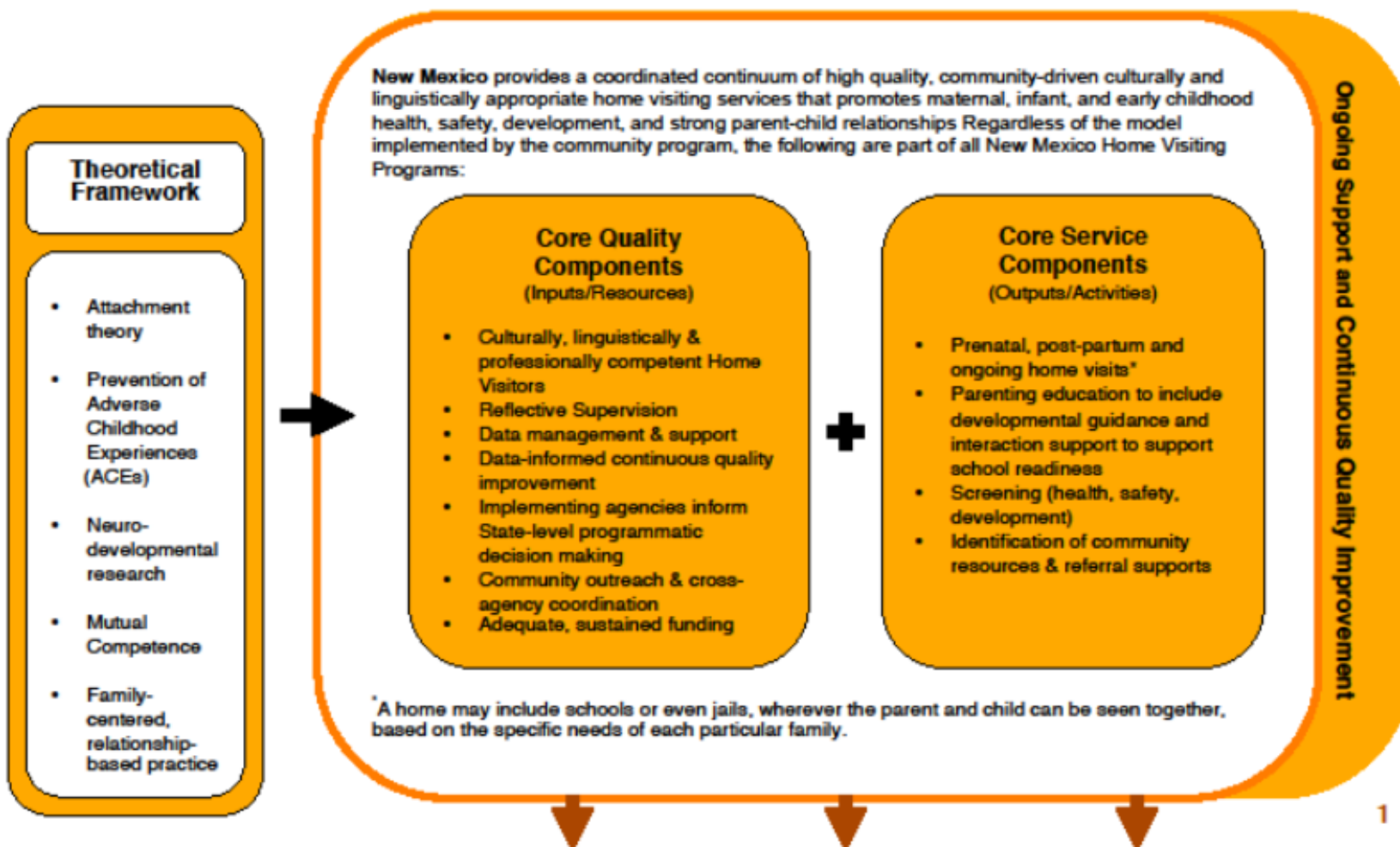


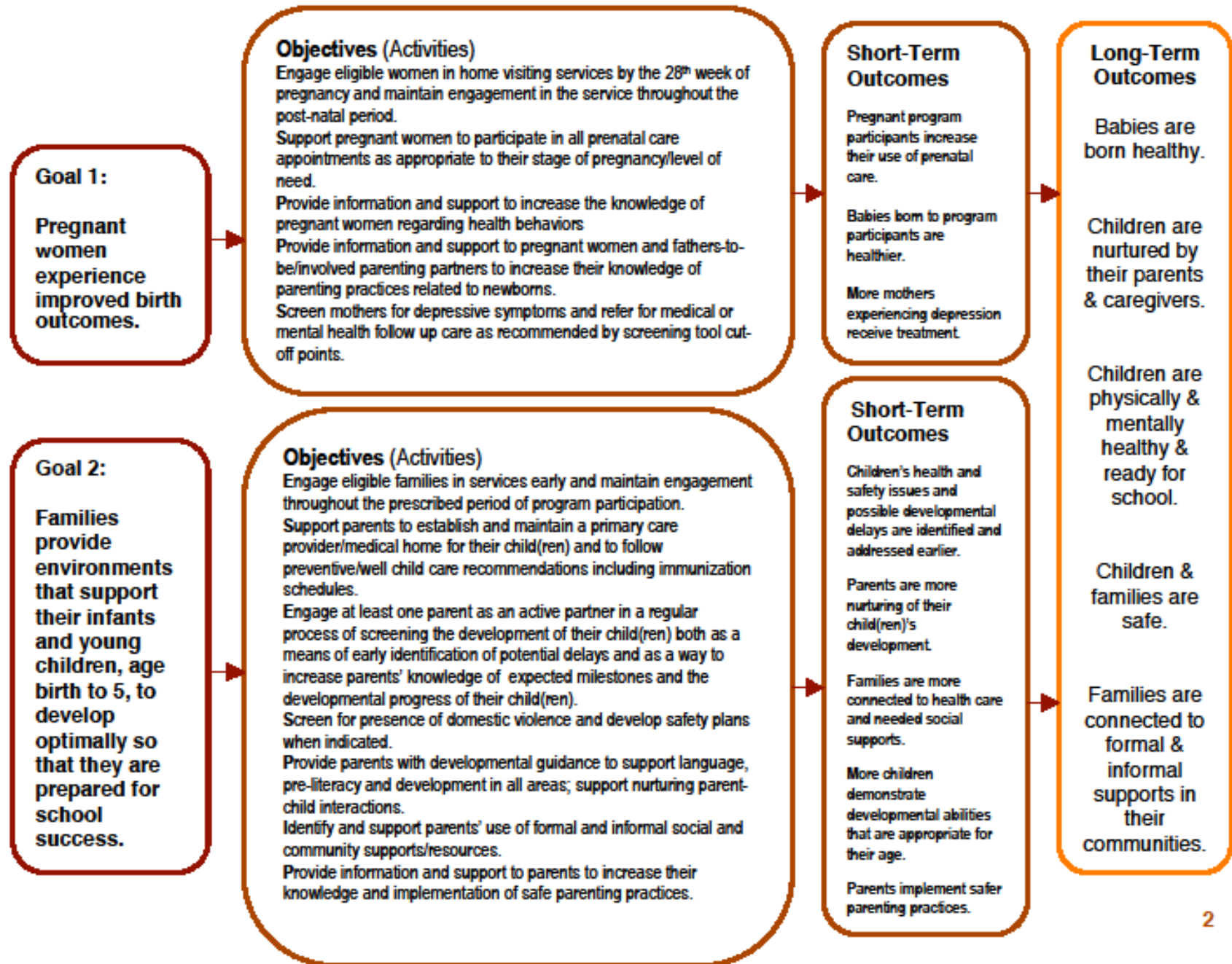
New Mexico Home Visiting Program Logic Model



Program Vision: New Mexico families are supported to raise children who are healthy, happy and successful.

Program Goals: 1 Pregnant women who live in the selected high-risk communities and participate in the home visiting program during their pregnancies experience improved birth outcomes; and 2) Families who live in the selected high-risk communities and participate in the home visiting program provide environments that support their infants and young children age birth to 5 to develop optimally so that they are prepared for school success.







Evaluation



1. Set aside dollars for evaluation
2. Know what you will evaluate
3. Create a workable logic model
4. Decide on tools that will assist in the evaluation
5. Set up a database that will gather the necessary data to inform the evaluation



Program Components



Screening Tools

- ❖ Edinburg Post Partum Depression
- ❖ WAST-Short (Screening for Partner Violence)
- ❖ Ages and Stages Questionnaire
- ❖ Ages and Stages Social Emotional
- ❖ Knowledge of Infant Development
- ❖ Social Support Index
- ❖ New Mexico Medical Assistance Developmental Guidance

+ Reflective Supervision



Reflective supervision as part of the contract:

- Articles
- Groups
- Database
- Retention
- Administrative staff
- Relationship/community

+ Professional Development

- Thoughtful approach to professional development using face-to-face and on line methods
- Prioritize trainings
- Identify goals
- Build professional sophistication over time
- Promote infant mental health endorsement (New Mexico Association for Infant Mental Health Endorsement for *Culturally Sensitive, Relationship-Based Practice Promoting Infant Mental Health*)
- Understand programs developmental stage



+ Communication Structures



- Site visit reviews
- Ask the manager
- Quarterly meetings
- Quarterly reports
- Availability and accessibility of program manager

+ Clear Scope of Work



- Target Population
 - ❖ Age
 - ❖ Prenatal
 - ❖ Universal/at risk
- Specific work
 - ❖ Prenatal
 - ❖ Infants
 - ❖ Toddler



Curriculum



- Evidence-based
- Documentation of use
- Supplemental curriculum

+ Service Definition Manual

- Program ownership
- Revised with provider input

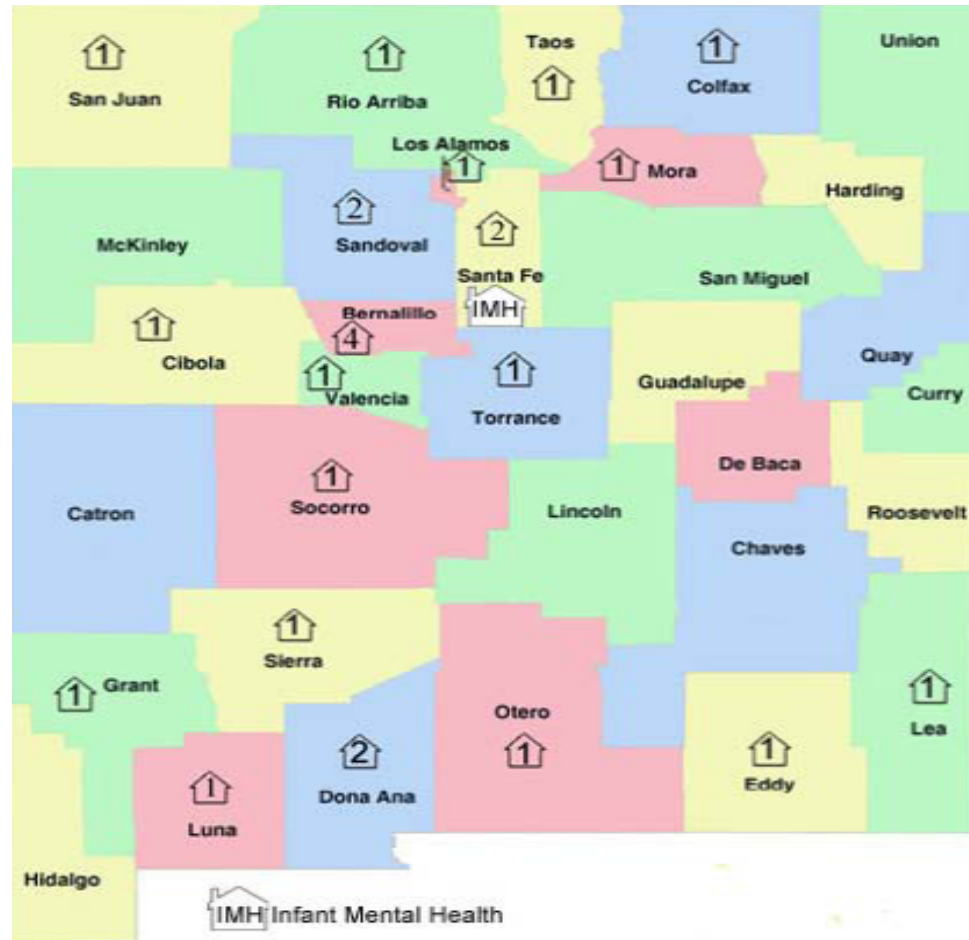


Program Site Visit



- Approach the site visit as technical assistance
- Assess the programs developmental status
- Have all staff connected to home visiting as part of the entrance and exit meeting
- Share all findings with all the staff (unless personnel issues included)
- Address manager capacity to manage all aspects of the program

Location of Home Visiting Programs in New Mexico





Infant Mental Health Teams

(Tulane Model)



Outcomes

- Reduce length of time infant is in foster care
- Reduce maltreatment recidivism rates of infants involved with Infant Team
- Improve psychological/developmental care to infants and toddlers
- Improve quality of information provided to courts regarding infants/toddlers, biological parents, relatives and foster parents as it pertains to welfare of infant
- Assist foster parents in management of maltreated infants/toddlers



Measures

- Diagnostic Classification: Zero to Three R (DC:0-3)
- Developmental Assessment tools including the Bayley Scales of Infant Development, 3rd Edition
- Crowell: Adult Attachment Assessment
- Social and emotional assessment tools including:
 - Infant-Toddler Social-Emotional Assessment (ITSEA)
 - Functional Emotional Assessment Scale (FEAS)
 - Functional Emotional Assessment Scale (FEAS)
 - Parent-Infant Relationship Global Assessment Scale PIR-GAS (DC:0-3)



Measures (continued)

- Life Skills Progression Instrument
- Working Model of the Child Interview
- Parenting Stress Index
- Other trauma assessments as necessary
- Substance abuse assessment for parents
- Circle of Security Interview



Database Management

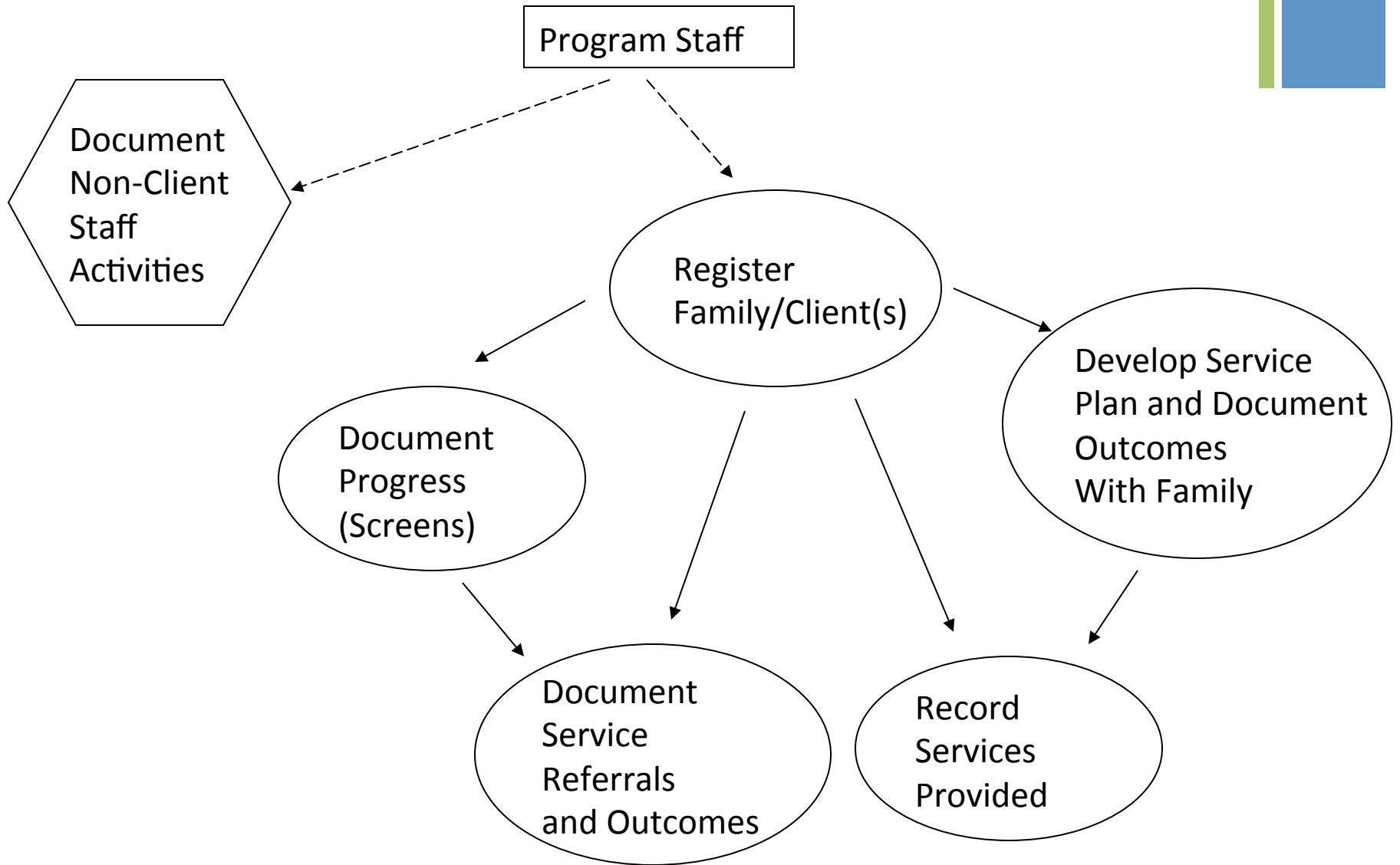
+ Home Visiting Database Users

- All home visiting use the Children, Youth and Families Department (CYFD) database
 - ❖ State funded
 - ❖ Federally funded

- Users include
 - ❖ CYFD program manager
 - ❖ CYFD data analyst
 - ❖ Home Visiting Program coordinators
 - ❖ Home Visiting Program home visitors

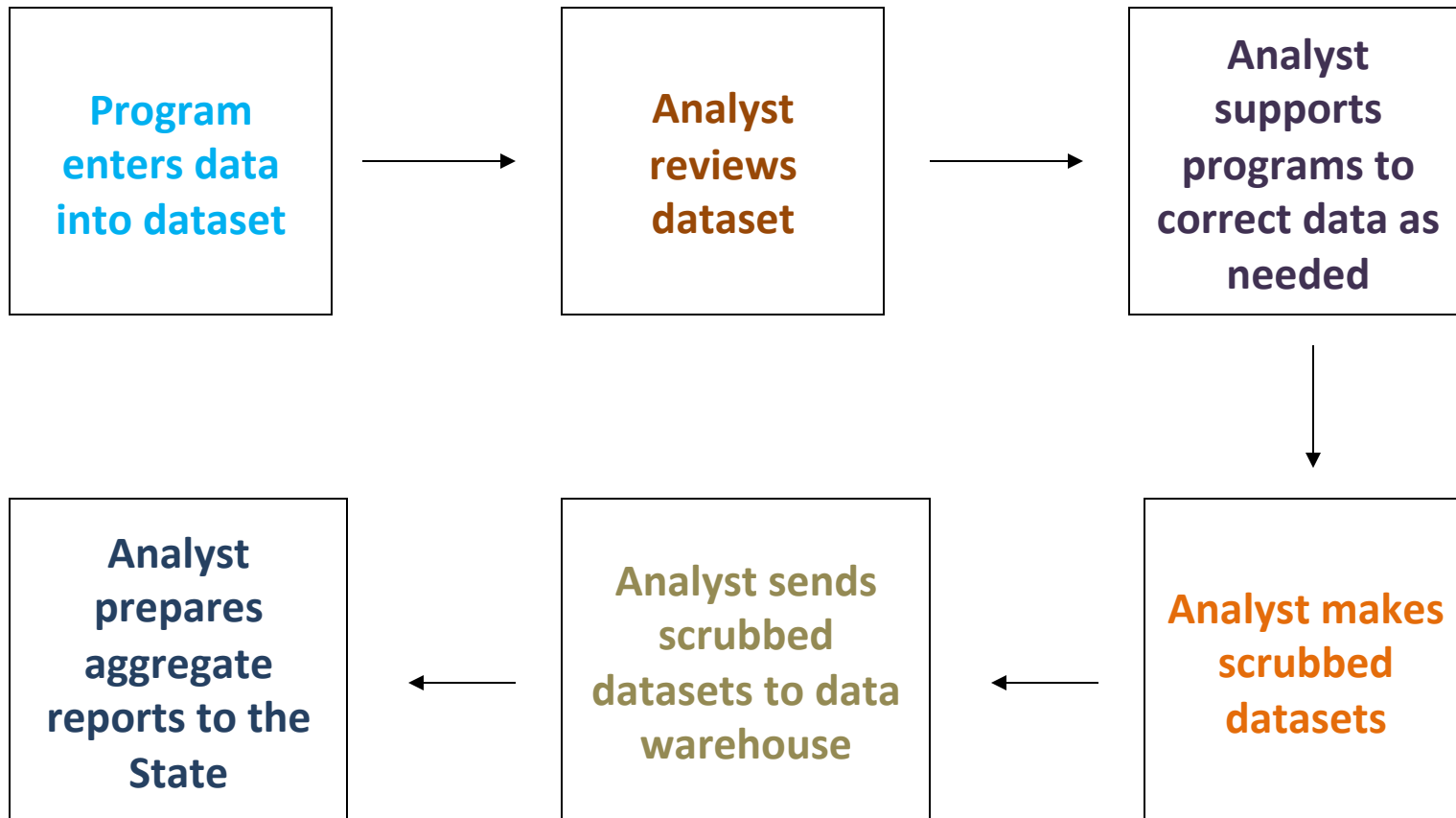


Data Management Work Flow





Data Recording, Reviewing & Reporting Process



+ Access and Purpose – Individual Program Dataset

The individual program dataset contains live data that are strictly for the program use and for compliance monitoring conducted by Soledad Martinez, Home Visiting Program Manager

- Each program has secure tunnel to its own dataset on one of the three servers to enter and utilize data as appropriate
- Each user has his/her login and password to the server and to the dataset to enter and utilize data as appropriate

+ Access and Purpose (continued)

- At CYFD, Soledad Martinez has access to program's dataset to monitor program activity
- At University of New Mexico, the data analysts have access to the program dataset to:
 1. Download/upload state student ID
 2. Review data and provide feedback to programs on data integrity,
 3. Provide support to program individuals in data entry and management,
 4. Export data to CYFD data warehouse
- At SymServe, Gary Kammeraad, database developer, has access to the program dataset only by invitation of the program individuals through Webex online support to provide technical assistance as needed



Resources

Early Childhood Services
Office of Child Development
Home Visiting
www.cyfd.org

Mette Pedersen
Division Director
Early Childhood & Specialized Personnel Development
Center for Development & Disability University of New Mexico
Albuquerque, NM
mpedersen@salud.unm.edu

+ Resources (continued)

Eleana Shair
Program Coordinator
New Mexico Home Visiting Database
eshair@unm.edu

Deborah Harris, LISW, IMH-E® (IV)
Infant Mental Health Mentor
Early Childhood Mental Health Consultation and Training
Santa Fe, NM
debharris@newmexico.com

+ Questions & Answers



Soledad Martinez LISW, IMH-E® IV

Early Childhood Program Manager
Children, Youth and Families Department
Santa Fe, New Mexico

soledadp.martinez@state.nm.us

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