Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

The Covid-19 pandemic significantly reduced young children’s access to EI and ECSE. Black children suffered the largest decreases in access to ECSE. The pandemic also reduced the percentage of young children served in inclusive settings. Learn more on page 16 of this report.

NEW MEXICO

STATE PROFILE: 2020–2021

New Mexico

Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021

STATE FACTS

New Mexico

Fast Facts

- State uses developmental delay for Early Childhood Special Education eligibility
- State uses “at-risk” for Early Intervention eligibility
- State uses low birth weight as eligibility criteria for Early Intervention
- State uses prematurity as eligibility criteria for Early Intervention
- State bills private insurance for Early Intervention
- State charges family fees for Early Intervention
- Primary funding source for Early Intervention

NEW MEXICO

STATE PROFILES

Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services

- Early Intervention
- Early Childhood Special Education
RACE & ETHNICITY

Black and Hispanic/Latino children are less likely to receive EI and ECSE than White children nationally and in many states.

Learn more on page 18 of this report.

State Profiles: New Mexico 2020-2021

Percentage of Children within each Race/Ethnicity Receiving Early Intervention

- All children
- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- Two or More Races
- White

Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

- All children
- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- Two or More Races
- White

State Variation

Whether children’s needs for EI and ECSE are met should not depend on their state’s wealth. Yet, access varies inversely with state median income. Children in lower-income states tend to have lower enrollment rates in EI and ECSE than those in higher-income states.

Learn more on page 22 of this report.
## Suspension of Preschoolers in Public Schools (2017-2018)

<table>
<thead>
<tr>
<th>Gender</th>
<th>Preschoolers with a Disability</th>
<th>Total Preschoolers</th>
<th>National Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>0.01%</td>
<td>0.064%</td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>0.15%</td>
<td>0.115%</td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>0.00%</td>
<td>0.000%</td>
<td></td>
</tr>
</tbody>
</table>

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

Learn more on page 20 of this report.
The state where a child lives strongly determines access to EI and ECSE services and whether those services are received alongside non-disabled peers. Some states provide services much more equitably than others. A national commission to address inequity in access to EI and ECSE should convene states for a national discussion of best policies and practice.

**STATE VARIATION**

Learn more on page 22 of this report.

### Transition Out of Early Intervention

<table>
<thead>
<tr>
<th>BY RACE/ETHNICITY</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>National Average</td>
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<tr>
<td>All children</td>
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<tr>
<td>American Indian or Alaska Native</td>
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<td>Black or African American</td>
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<td>Hispanic or Latino</td>
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<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
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<tr>
<td>Two or More Races</td>
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<td>White</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>BY GENDER</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>Girls</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Eligible for Part B (ECSE)
- Not Eligible for Part B (ECSE) or Completed IFSP
- Part B (ECSE) eligibility not determined
- Withdrawn from EI or parent contact unsuccessful
- Deceased or Moved out of state

### Children's Developmental Outcomes

#### EARLY INTERVENTION

**PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3**

- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

<table>
<thead>
<tr>
<th></th>
<th>0%</th>
<th>10%</th>
<th>20%</th>
<th>30%</th>
<th>40%</th>
<th>50%</th>
<th>60%</th>
<th>70%</th>
<th>80%</th>
<th>90%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-4-year-olds who attended State-Funded Preschool</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30%</td>
<td>45%</td>
<td>49%</td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

### EARLY CHILDHOOD SPECIAL EDUCATION

**PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6**

<table>
<thead>
<tr>
<th></th>
<th>0%</th>
<th>10%</th>
<th>20%</th>
<th>30%</th>
<th>40%</th>
<th>50%</th>
<th>60%</th>
<th>70%</th>
<th>80%</th>
<th>90%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-4-year-olds who attended Head Start</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30%</td>
<td>45%</td>
<td>42%</td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

**Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool**

35%

**Percentage of 3- & 4-year-olds with an IEP who Attended Head Start**

16%