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**Purpose:** Explore the components of expanding prekindergarten services in New Mexico.

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**Expected Outcome:** Better understanding of the necessary components of prekindergarten expansion, both programmatic and capital, to maintain quality.

## Prekindergarten Expansion: Quality Initiatives and Facility Needs

### Background

Numerous national studies have shown that quality prekindergarten has long-term positive impacts, particularly for students from groups traditionally considered at-risk, such as English learners and low-income and minority students. In FY17, New Mexico served 9,287 4-year-olds in state-funded prekindergarten and 1,092 3-year-olds in New Mexico early prekindergarten, according to the Children, Youth, and Families Department (CYFD) and the Public Education Department (PED). Additionally in FY17, federally funded Head Start and Early Head Start served 7,652 students birth to 5 years of age.

Families are eligible for Head Start or Early Head Start if their family's income meets the federal poverty guidelines determined by the federal government every year. The 2018 poverty guidelines for a family of four is \$25,100, according to the U.S. Department of Health and Human Services.

In New Mexico, the Legislative Finance Committee (LFC) has found positive effects lasting through fifth grade for students participating in quality prekindergarten, including higher student achievement, lower special education identification, and reduced retention rates. The LFC has also found that prekindergarten programs offer New Mexico taxpayers a positive return on investment, based on improvement in student test scores. According to *New Mexico PreK Program Annual Report for School Year 2016-2017*, published by CYFD and PED, over 86 percent of children in state-funded prekindergarten programs showed progress on all domains measured by the New Mexico PreK Child Observational Assessment Tool.

**FY16 Kindergarten Observation Tool Statewide Distribution of Children, by Performance Level**

Domain	Developing	Demonstrating	Exceeding
General Knowledge and Skills	35.3%	62.9%	1.8%
Academic	40.7%	57.5%	1.8%
Learning and Social Skills	29.8%	67.1%	3.1%

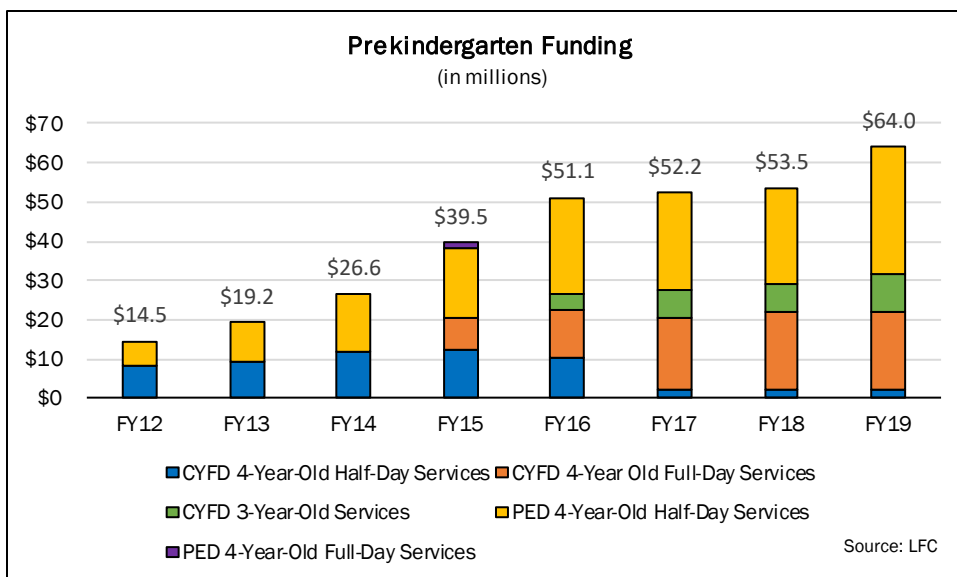
Source: PED

New Mexico began its voluntary prekindergarten program in the 2005-2006 school year with the enactment of the Pre-Kindergarten Act of 2005. According to PED, the purpose of New Mexico prekindergarten is to increase access to voluntary high-quality prekindergarten programs, provide developmentally appropriate activities for New Mexico children, expand early childhood community capacity, support linguistically and culturally appropriate education, and focus on school readiness. PED and CYFD jointly administer prekindergarten for 4-year-olds for half-day and full-day services; CYFD administers programs for 3-year-olds. Currently, eligibility largely depends on the income level of the community. Prekindergarten funding is allocated to communities with Title I public

Policy makers expanded prekindergarten services in FY16 to include 3-year-olds and in FY15 to authorize extended day (full-day) services for 3- and 4-year-olds. Half-day programs provide 450 hours of classroom services, and full-day programs provide 900 hours of classroom services.

schools (schools that have 40 percent of enrolled students eligible for free or reduced-fee lunch) with priority given when at least 66 percent of the children served live within the attendance zone of the Title I school where they receive services.

According to the National Institute of Early Education Research’s (NIEER’s) *The State of Preschool 2017* report, nearly 70 percent of school districts in New Mexico offered prekindergarten. In the 2016-2017 school year, 35 percent of 4-year-olds were enrolled in prekindergarten programs in New Mexico, and 4 percent of 3-year-olds were enrolled in CYFD early prekindergarten. Nationally, 33 percent of 4-year-olds and 5 percent of 3-year-olds were enrolled in prekindergarten. New Mexico ranked 15th for 4-year-old and 18th for 3-year-old access to prekindergarten services. According to the NIEER report, New Mexico also compares favorably with other states in prekindergarten funding. In 2017, New Mexico spent an average of \$5,040 per child enrolled in prekindergarten. In 2017, the national average state spending per child enrolled was \$5,008. New Mexico ranked 20th for state spending. New Mexico also met nine out of 10 benchmarks on NIEER’s prekindergarten quality standards checklist.



The Legislature has steadily increased appropriations for prekindergarten programs over the last eight years. See **Attachment 1, Early Childhood Appropriations from FY12 through FY19**. In FY19, the Legislature appropriated \$64 million for prekindergarten programs to serve an estimated 5,340 students in half-day programs at an average cost of \$4,101 per student, and an estimated 4,095 students served in full-day programs at an average cost of \$7,786 per student, according to LFC. See **Attachment 2, Early Childhood Programs: FY18 and FY19 Enrollment and Estimated Funding Needed for Statewide Programs**.

## Expanding Prekindergarten Services in New Mexico

The Legislature has focused on prekindergarten expansion as a means of ensuring students are ready for kindergarten, particularly at-risk students. However,

differences in licensure requirements for teachers in PED and CYFD programs, a limited workforce qualified in early childhood education, and program quality disparities raise concerns about the continued positive impact of prekindergarten programs if not addressed. Additionally, expansion may be hampered by available facility space that is appropriate for 3- and 4-year-olds, particularly in public school programs.

## Quality Initiatives

According to NIEER, successful prekindergarten programs require robust, aligned early childhood system infrastructure at the state and local levels to enable coordinated service delivery, and the use of data to support ongoing improvement and efficient allocation of resources. However, New Mexico's prekindergarten governance structure is fragmented between CYFD, PED, the Department of Health (DOH), and the Human Services Department (HSD). Program requirements can differ between agencies and programs. While there are initiatives to promote coordination and alignment between agencies, there is still room for improvement. The complexity of the system creates challenges to the implementation of a cohesive and coordinated system, both at the state and local level.

**Collaboration.** Standardization between agencies ensures equal quality for students and families. While there are instances of collaboration across agencies – for example, CYFD and PED meeting annually to discuss prekindergarten awards – increased collaboration could yield many benefits. For example, in FY19, Las Cruces Public Schools is beginning to work on braiding Head Start and New Mexico prekindergarten funding to create a unified Las Cruces prekindergarten system. This will ensure students are not segregated into Head Start or New Mexico prekindergarten classrooms based on their family's income. Braided funding is only possible with collaboration between agencies. Collaboration between CYFD, PED, DOH, and HSD should be prioritized with the goal of standardizing similar services and data collection as much as possible as well as to target funding decisions and identify additional opportunities to best serve all kids.

**Workforce Qualifications, Pay, and Expansion.** New Mexico does not have consistent education qualification requirements for prekindergarten teachers. The only benchmark not met on NIEER's annual *State of Preschool* report was the requirement that all prekindergarten teachers have a bachelor's degree. Currently, lead teachers in public school programs must have a bachelor's degree and licensure in early childhood education, but lead teachers in private prekindergarten programs administered by CYFD do not. CYFD prekindergarten lead teachers are required to take at least six college credits annually with an approved professional development plan to complete a degree in early childhood education. Assistant teachers for both CYFD and PED are expected to have an associate's degree in early childhood education, but may be hired without an associate's degree, and are required to take at least six college credits annually towards the requirement with an approved professional development plan. Prekindergarten expansion should include implementing consistent education requirements for prekindergarten teachers to

### NIEER's *State of Preschool* Quality Standards Checklist

- Early learning and development standards
- Curriculum supports
- Teacher degree
- Teacher specialized training
- Assistant teacher degree
- Staff professional development
- Maximum class size
- Staff to child ratio
- Screening and referral
- Meals
- Monitoring and continuous quality improvement system

ensure equity for students. However, one barrier to degree attainment in both systems is teacher pay, which must also be considered in prekindergarten expansion.

Prekindergarten expansion will require workforce expansion, as there are not enough licensed teachers in New Mexico now. The exact number of teachers needed depends on the goal of expansion. For example, the *Business Plan for Early Childhood in New Mexico* set a goal of 80 percent of 4-year-olds served and 25 percent of 3-year-olds served, while New Mexico Now's *A Path Forward for New Mexico's Children: The Case for Funding Pre-K through the School Funding Formula* set a goal of 80 percent of 4-year-olds and 50 percent of 3-year-olds to be served. In addition, the number of teachers needed depends on the number of students served in half- or full-day programs. Regardless, the exact number of teachers needed depends on individual school district staffing decisions, for example, how many assistant teachers as well as lead prekindergarten teachers are hired to fulfill state prekindergarten class size requirements and how programs are split between PED and CYFD (schools and private providers).

**State Prekindergarten Class Size Requirements**

<b>Minimum Class Size</b>	
3-year-olds	16
4-year-olds	20
<b>Child-staff ratio</b>	
3-year-olds	8:1
4-year-olds	10:1

Source: CYFD and PED

As there are not enough prekindergarten teachers with a bachelor's degree and licensure in early childhood education to meet current demand, initiatives will have to be put in place to facilitate growth in the prekindergarten teacher workforce. Teacher Education and Compensation Helps (T.E.A.C.H.) scholarships offer financial support for tuition, books, release time from work, and bonuses or raises for staff currently working in an early childhood program who wish to pursue an associate-, bachelor-, or graduate-level degree in early childhood education. According to CYFD and PED, turnover of staff who have received T.E.A.C.H. scholarships was 5.5 percent in 2017. Turnover is defined as leaving after the first year of a scholarship and not fulfilling the commitment to continue working after a year (or more) of the scholarship. CYFD and PED maintain that this shows the success of the T.E.A.C.H. program in retaining early childhood educators, as teacher turnover in early childhood education is as high as 30 or 40 percent nationwide because of low pay and a lack of benefits. The success of the T.E.A.C.H. program in workforce retention highlights the importance of incentives in attracting and retaining early childhood educators. Other models, such as loan for service or loan repayment, could also be considered to expand New Mexico's early educator workforce. Loan for service programs typically offer students an opportunity to obtain a degree in exchange for a promise to practice in the field of study, and for every year of service, a portion of the loan is forgiven. Generally, if the entire service agreement is fulfilled, the entire loan is eligible for forgiveness, although penalties are often assessed if the service agreement is not satisfied. Loan repayment programs typically offer employees the opportunity to have a portion of their education loans forgiven in exchange for a service agreement.

According to the Center for the Study of Child Care Employment, addressing compensation needs is essential to attracting and retaining a skilled prekindergarten workforce. The prekindergarten workforce earns considerably less than those working with kindergarten students. A 2015 study on factors motivating teaching staff in early childhood programs to stay in the field found that better pay and benefits mattered at almost double the rate of the third most important factor in retention (professional growth opportunities). Thus, increasing prekindergarten

workforce compensation is a necessary part of prekindergarten expansion to attract and retain a skilled workforce.

**Earnings of New Mexico's Early Educators**

	2017 Median Hourly Wage	Percent Change Since 2015 (Adjusted for Inflation)
Child Care Worker	\$9.66	3%
Prekindergarten Teacher	\$12.89	-2%
Child Care/Prekindergarten Center Director	\$19.87	-2%
Kindergarten Teacher	\$33.35	6%

Source: Center for the Study of Child Care Employment

**Program Quality.** FOCUS is New Mexico’s Tiered Quality Rating and Improvement System (TQRIS), based on a star level approach to measure, rate, and communicate the quality of prekindergarten programs on a five-star scale. Since 2012, FOCUS has provided early childhood program personnel with the criteria, tools, and resources needed to improve the quality of programs. This rating system allows preschool programs to know what quality improvements they need to implement to achieve five-star rating. TQRIS measures criteria such as family engagement, inclusive practices for children with disabilities, support of dual language learners, social-emotional development, health and developmental screenings, student assessment, professional qualifications, and student to teacher ratios and group size.

New Mexico’s FOCUS-TQRIS was developed through federal Race to the Top Early Learning Challenge grant funding intended to enhance and support the infrastructure of New Mexico’s early learning system.

While all CYFD and PED prekindergarten programs must participate in FOCUS-TQRIS, ratings vary between prekindergarten programs. PED requires all prekindergarten programs to achieve a five-star rating within two years, thus, they refer to their system simply as QRIS, since their program quality is not tiered. However, CYFD does use TQRIS, so that successfully completing the criteria at FOCUS Levels three, four, and five correspond to receiving three, four, or five stars respectively on a program’s license. However, CYFD does require programs to have a TQRIS rating of 3, 4, or 5 to receive funding. These requirements impact the disparity between the quality of prekindergarten programs offered by CYFD and PED.

**Facility Needs**

As the Legislature continues to fund program expansion, it should consider annual capital outlay funding to expand classrooms. The Public School Facilities Authority (PSFA) estimates 631 existing classrooms would need remodeling at an estimated cost of \$251 million and 1,791 new classrooms would need to be built at an estimated cost of \$623.5 million to serve 100 percent of all 3- and 4-year-olds who currently are not served in prekindergarten programs. However, PSFA’s figures are likely significantly high because they assume all unserved children would be served in public school programs; the delivery model the state currently employs requires 50 percent of funds to be allocated to public school prekindergarten programs and the remaining 50 percent to go to private providers funded through CYFD programs. Additionally,



an assumed uptake rate of 100 percent of 3- and 4-year-olds is also likely too high. Even if PSFA's figures are high, there will likely be significant capital needs with continued expansion of prekindergarten funding, especially as the state moves from funding half-day programs to funding full-day programs. Half-day programs require half the total space because a single classroom is used for one cohort in the morning and another cohort in the afternoon while full-day programs use a classroom for a single cohort each day.

**Prekindergarten  
Facility Funding**  
(in millions)

FY07	\$2.0
FY08	\$1.5
FY09	\$3.0
FY10	\$2.0
FY11	\$2.0
FY12	\$0.0
FY13	\$2.5
FY14	\$2.5
FY15	\$2.5
FY16	\$1.0*
FY17	\$5.0

\* Reverted in Laws 2016, Chapter 5 (S.S.).

Source: PED

Over the past 12 years, the Legislature has made \$23 million in direct capital outlay appropriations to PED and the Public School Facilities Authority (PSFA) for prekindergarten space. PSFA currently has \$5 million for prekindergarten classrooms that was originally appropriated to PED in 2016 but reauthorized and granted to PSFA during the 2018 legislative session. Prekindergarten capital award applications were released by PSFA in January 2018 with PSCOC approval and PSFA received 15 applications from 10 school districts with the potential state match for the total requests exceeding the \$5 million appropriation. As applications submitted outpaced available funding, additional prekindergarten capital funding is required just to meet current funding requests.

During the 2019 legislative session, the legislature may consider making another direct capital outlay appropriation to the Public School Capital Outlay Council to continue expanding the number of prekindergarten classrooms in the state. Additionally, the legislature may consider including prekindergarten classrooms in the adequacy standards so prekindergarten space is an eligible systems- or standards-based project. This may require an update to the adequacy planning guide, as it does not currently address prekindergarten space. PED and PSCOC have relied on the kindergarten adequacy standards when making prekindergarten space awards, and it is unclear if those are appropriate for 4-year-olds.

## Conclusion

As the Legislature expands prekindergarten services, it must braid expansion with quality improvements. Increased collaboration between agencies will help identify opportunities to better serve all students, such as data sharing and braided funding, and standardization will ensure students have equal access to quality prekindergarten. A coordinated early childhood governance structure is also essential to success. Workforce expansion must also be considered, as well as programs to ensure all lead prekindergarten teachers have a bachelor's degree and licensure in early childhood education. The T.E.A.C.H. program may have to be expanded, or possibly combined with other grow-your-own programs, to meet workforce demand for prekindergarten expansion. Increased compensation also needs to be considered. All prekindergarten programs should achieve five-star criteria to serve New Mexico students equitably and prekindergarten expansion must consider program quality. For example, funding could be targeted to prioritize high-quality services. No matter the strategy, the goal should be equitable prekindergarten program quality for all students, regardless of income or geography. If prekindergarten expansion is undertaken with care to ensure program quality and equity, New Mexico will be well poised to improve our educational system through investments in early learning.

## Early Childhood Appropriations from FY12 through FY19

(in millions of dollars)

	FY12 Actuals	FY13 Actuals	FY14 Actuals	FY15 Actuals	FY16 Actuals	FY17 Actuals	FY18 OpBud	Chapter 73, Laws 2018
<b>Children, Youth and Families Department - Early Childhood Services Programs</b>								
<b>Childcare Assistance</b>								
General Fund	\$ 26.8	\$ 29.8	\$ 33.3	\$ 30.3	\$ 30.0	\$ 30.6	\$ 30.6	\$ 52.6
Federal Funds	\$ 30.4	\$ 31.6	\$ 15.1	\$ 23.9	\$ 36.0	\$ 51.4	\$ 54.9	\$ 47.2
OSF	\$ 0.8	\$ 1.4	\$ 0.8	\$ -	\$ -	\$ -	\$ -	\$ 0.9
USDA E&T	\$ 0.6	\$ 0.6	\$ 0.6	\$ -	\$ -	\$ -	\$ -	\$ -
TANF	\$ 24.3	\$ 23.8	\$ 23.2	\$ 30.5	\$ 30.5	\$ 30.5	\$ 30.5	\$ 33.5
<b>Total Childcare Assistance</b>	<b>\$ 82.9</b>	<b>\$ 87.2</b>	<b>\$ 73.0</b>	<b>\$ 84.7</b>	<b>\$ 96.5</b>	<b>\$ 112.5</b>	<b>\$ 116.0</b>	<b>\$ 134.2</b>
<b>Home Visiting</b>								
General Fund	\$ 2.3	\$ 3.2	\$ 4.5	\$ 6.3	\$ 7.3	\$ 3.2	\$ 8.6	\$ 10.1
Federal Funds	\$ -	\$ 2.7	\$ 2.5	\$ 3.3	\$ 3.7	\$ 5.3	\$ 5.1	\$ 5.1
TANF	\$ -	\$ -	\$ -	\$ 2.0	\$ 4.5	\$ 5.0	\$ 5.0	\$ 5.0
Tobacco Settlement Fund	\$ -	\$ -	\$ 1.1	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Home Visiting</b>	<b>\$ 2.3</b>	<b>\$ 5.9</b>	<b>\$ 8.1</b>	<b>\$ 11.6</b>	<b>\$ 15.5</b>	<b>\$ 13.5</b>	<b>\$ 18.7</b>	<b>\$ 20.2</b>
<b>Early Childhood Professional Development</b>								
General Fund	\$ 0.5	\$ 0.5	\$ 0.5	\$ 1.0	\$ 1.3	\$ 0.9	\$ 1.3	\$ 1.4
<b>Prekindergarten: Four Year Old Basic Services</b>								
General Fund	\$ 8.2	\$ 9.2	\$ 8.5	\$ 6.4	\$ 4.2	\$ 1.8	\$ 2.1	\$ 2.1
TANF	\$ -	\$ -	\$ -	\$ 6.1	\$ 6.1	\$ 0.1	\$ 0.1	\$ 0.1
Fund Balance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 0.1	\$ 0.1	\$ 0.1
Tobacco Settlement Fund	\$ -	\$ -	\$ 3.1	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	<b>\$ 8.2</b>	<b>\$ 9.2</b>	<b>\$ 11.6</b>	<b>\$ 12.5</b>	<b>\$ 10.3</b>	<b>\$ 2.0</b>	<b>\$ 2.3</b>	<b>\$ 2.3</b>
<b>Prekindergarten: Four Year Old Extended Day Services</b>								
General Fund	\$ -	\$ -	\$ -	\$ 7.8	\$ 6.8	\$ 6.7	\$ 7.8	\$ 7.8
TANF	\$ -	\$ -	\$ -	\$ -	\$ 5.5	\$ 11.5	\$ 11.5	\$ 11.5
Fund Balance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 0.4	\$ 0.4	\$ 0.4
<b>Total</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 7.8</b>	<b>\$ 12.3</b>	<b>\$ 18.6</b>	<b>\$ 19.7</b>	<b>\$ 19.7</b>
<b>Prekindergarten: Three Year Old Services</b>								
General Fund	\$ -	\$ -	\$ -	\$ -	\$ 2.0	\$ 4.7	\$ 3.3	\$ 5.8
TANF	\$ -	\$ -	\$ -	\$ -	\$ 2.0	\$ 2.0	\$ 2.5	\$ 2.5
Fund Balance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 0.4	\$ 1.2	\$ 1.2
<b>Total</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 4.0</b>	<b>\$ 7.1</b>	<b>\$ 7.0</b>	<b>\$ 9.5</b>
<b>Subtotal CYFD PreK</b>								
	\$ 8.2	\$ 9.2	\$ 11.6	\$ 20.4	\$ 26.6	\$ 27.8	\$ 29.0	\$ 31.5
<b>Planning Grant: High Quality Early Childhood Development Centers</b>								
General Fund	\$ -	\$ -	\$ -	\$ 0.5	\$ -	\$ -	\$ -	\$ -
<b>TOTAL CYFD</b>	<b>\$ 93.9</b>	<b>\$ 102.8</b>	<b>\$ 93.1</b>	<b>\$ 118.2</b>	<b>\$ 139.8</b>	<b>\$ 154.8</b>	<b>\$ 164.9</b>	<b>\$ 187.3</b>
<b>Public Education Department - Special Appropriations *</b>								
<b>Prekindergarten: Four Year Old Basic Services</b>								
General Fund	\$ 6.3	\$ 10.0	\$ 15.0	\$ 17.7	\$ 21.0	\$ 21.0	\$ 21.0	\$ 29.0
TANF	\$ -	\$ -	\$ -	\$ -	\$ 3.5	\$ 3.5	\$ 3.5	\$ 3.5
<b>Total</b>	<b>\$ 6.3</b>	<b>\$ 10.0</b>	<b>\$ 15.0</b>	<b>\$ 17.7</b>	<b>\$ 24.5</b>	<b>\$ 24.5</b>	<b>\$ 24.5</b>	<b>\$ 32.5</b>
<b>Prekindergarten: Four Year Old Extended Day Services</b>								
General Fund	\$ -	\$ -	\$ -	\$ 1.5	\$ -	\$ -	\$ -	\$ -
<b>Subtotal PED PreK</b>	<b>\$ 6.3</b>	<b>\$ 10.0</b>	<b>\$ 15.0</b>	<b>\$ 19.2</b>	<b>\$ 24.5</b>	<b>\$ 24.5</b>	<b>\$ 24.5</b>	<b>\$ 32.5</b>
<b>K-3 Plus</b>								
General Fund	\$ 5.3	\$ 11.0	\$ 16.0	\$ 21.2	\$ 23.7	\$ 22.6	\$ 23.7	\$ 30.2
<b>Early Literacy</b>								
General Fund	\$ -	\$ 8.5	\$ 11.5	\$ 14.5	\$ 15.0	\$ 14.1	\$ 12.5	\$ 8.8
<b>TOTAL PED</b>	<b>\$ 11.6</b>	<b>\$ 29.5</b>	<b>\$ 42.5</b>	<b>\$ 54.9</b>	<b>\$ 63.2</b>	<b>\$ 61.2</b>	<b>\$ 60.7</b>	<b>\$ 71.5</b>
<b>Department of Health</b>								
<b>Family, Infant and Toddlers Program (Birth to 3)<sup>2</sup></b>								
General Fund	\$ 14.5	\$ 14.0	\$ 14.5	\$ 20.1	\$ 19.7	\$ 19.4	\$ 19.4	\$ 20.7
All other funds	\$ 16.5	\$ 19.6	\$ 19.6	\$ 19.6	\$ 23.0	\$ 24.3	\$ 24.3	\$ 24.0
<b>TOTAL DOH</b>	<b>\$ 31.0</b>	<b>\$ 33.6</b>	<b>\$ 34.1</b>	<b>\$ 39.7</b>	<b>\$ 42.7</b>	<b>\$ 43.7</b>	<b>\$ 43.7</b>	<b>\$ 44.7</b>
<b>Human Services Department</b>								
<b>Home Visiting</b>								
General Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 0.8
All other funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1.8
<b>TOTAL HSD</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 2.6</b>
<b>TOTAL RECURRING EARLY CHILDHOOD PROGRAMS</b>								
	\$ 136.5	\$ 165.9	\$ 169.7	\$ 212.8	\$ 245.7	\$ 259.7	\$ 269.3	\$ 306.1
<b>Race to the Top- Early Learning Challenge</b>								
Federal Funds	\$ -	\$ -	\$ 9.4	\$ 7.8	\$ 14.0	\$ 6.2	\$ -	\$ -
<b>GRAND TOTAL EARLY CHILDHOOD PROGRAMS</b>								
	\$ 136.5	\$ 165.9	\$ 179.1	\$ 220.6	\$ 259.6	\$ 265.9	\$ 269.3	\$ 306.1





Early Childhood Programs: FY18 and FY19 Enrollment and Estimated Funding Needs for Statewide Programs

Criteria For Services	Home Visiting	Family, Infant, Toddler (FIT) Program	Childcare Assistance	Head Start/ Early Head Start (EHS)	Prekindergarten		Public School Funding Formula Units for Three-Year-Olds	Public School Funding Formula Units for Four-Year-Olds	Kindergarten Three Plus
					Basic (Half-Day)	Extended (Full-Day)			
1	Priority eligibility for first time expectant mothers; first time parents of infants and toddlers zero to three; first time caregivers of infants and toddlers zero to three; adoptive parents of infants and toddlers zero to three, and teen parents.	Birth to children age three with or at risk for developmental delays and disabilities based on comprehensive multidisciplinary evaluation.	6 week to 12 year-old children whose families are at or below 200 percent of the federal poverty level that are working and/or in school.	Head Start/EHS is free for children birth to five years of age whose family income meets the federal poverty guidelines. The poverty guidelines are determined by the federal government each fiscal year.	Communities with Title I public schools (40 percent students eligible for free or reduced-fee lunch), priority where a minimum of 66 percent of the children served live within the attendance zone of a Title I school.	A portion of the state equalization guarantee received by public schools through the funding formula is based on the number of three and four-year-olds with developmental disabilities	A portion of the state equalization guarantee received by public schools through the funding formula is based on the number of three and four-year-olds with developmental disabilities	A portion of the state equalization guarantee received by public schools through the funding formula is based on the number of three and four-year-olds with developmental disabilities	Public elementary schools with 80 percent or more of the enrolled students eligible for free or reduced-fee lunch or elementary schools receiving a D or F school grade at time of application.
2									
3									
4	\$ 18,700,000	\$ 43,700,000	\$ 116,007,000	\$ 68,816,968	\$ 21,900,000	\$ 31,600,000	\$ 15,217,714	\$ 18,228,391	\$ 23,700,000
5	4,452	14,921	18,070	7,433	5,340	4,059	1,863	2,231	15,049
6	\$ 4,200	\$ 2,929	\$ 6,420	\$ 9,258	\$ 4,101	\$ 7,786	\$ 8,169	\$ 8,169	\$ 1,235
7									
8	\$ 22,600,000	\$ 44,700,000	\$ 134,191,300	Programs are funded with federal revenue only and amount is currently unknown.	\$ 27,500,000	\$ 36,500,000	\$ 15,392,261	\$ 18,436,884	\$ 30,200,000
9	5,381	14,921	20,786	N/A	6,706	4,688	1,863	2,231	22,121
10	\$ 4,200	\$ 2,986	\$ 6,456	N/A	\$ 4,101	\$ 7,786	\$ 8,263	\$ 8,263	\$ 1,248
11									
12	10,800	14,921	29,000	N/A	12,278	12,278	N/A	N/A	64,887
13	5,419	0	8,214	N/A	1,179	4,532	N/A	N/A	42,766
14	\$ 22,760,000	\$ -	\$ 53,032,700	N/A	\$ 4,836,796	\$ 20,614,900	N/A	N/A	\$ 53,362,089
<p><b>Home Visiting Notes:</b>                      Estimate of total eligible clients statewide is estimated flat with FY18. Average cost per client of home visiting is per family. Costs of home visiting vary greatly depending on the model used. Includes \$2.6 million at the Human Services Department to pilot Medicaid funded home visiting services in FY19. Total appropriations may not reflect contracted slots due to annual RFP responses received by agency.</p> <p><b>Family, Infant, Toddler Notes:</b>                      The FIT appropriations and LFC recommendation above are total funds. Cost per child is based on total expenditures from all revenue sources: 1) SGF; 2) Private insurance; 3) Federal IDEA Grant; 4) Federal Medicaid. The FY18 and FY19 estimate of total eligible clients statewide used a baseline of 14,921 clients. The FIT Program is an entitlement and does not have a waiting list for services.</p> <p><b>Childcare Assistance Notes:</b>                      Estimate of total eligible clients statewide assumes the number of children on the childcare assistance waitlist up to 200 percent of the federal poverty level. Cost per child ranges significantly depending on the age of the child and quality level of services.</p> <p><b>Head Start and Early Head Start Notes:</b>                      Head Start (HS) and Early Head Start (EHS) are completely federally funded. According to CYFD, HS and EHS are expected to slightly increase in FY19. HS and EHS funding and provider counts do not include tribal government or consortium or migrant/seasonal programs.</p> <p><b>Prekindergarten Notes:</b>                      The FY19 recommendation for basic and extended-day prekindergarten programs totals \$61 million, includes funding for 3-year-olds, and assumes PED and CYFD allocate funding for basic and extended-day programs in the same proportion of FY18 awards. The estimated number of clients to be served in basic programs in FY19 includes authorized slots for 3-year-old students.</p> <p><b>K-3 Plus Notes:</b>                      Estimated number of clients to be served FY18 is based on the latest available information on K-3 Plus funded slots for summer 2017. Likewise, the estimate for FY19 is based on summer 2018 projected participation. Estimated average cost per client is computed as 30 percent of the latest unit value of the denoted fiscal year. Estimates do not include adjustments for fourth and fifth grade participants or carryover funding from prior fiscal years.</p>									