

A Path Forward for New Mexico's Children:
The Case for Funding Pre-K through the School
Funding Formula

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Six lessons we learned

1. Benefits of Pre-K

Summary

Increased readiness for kindergarten

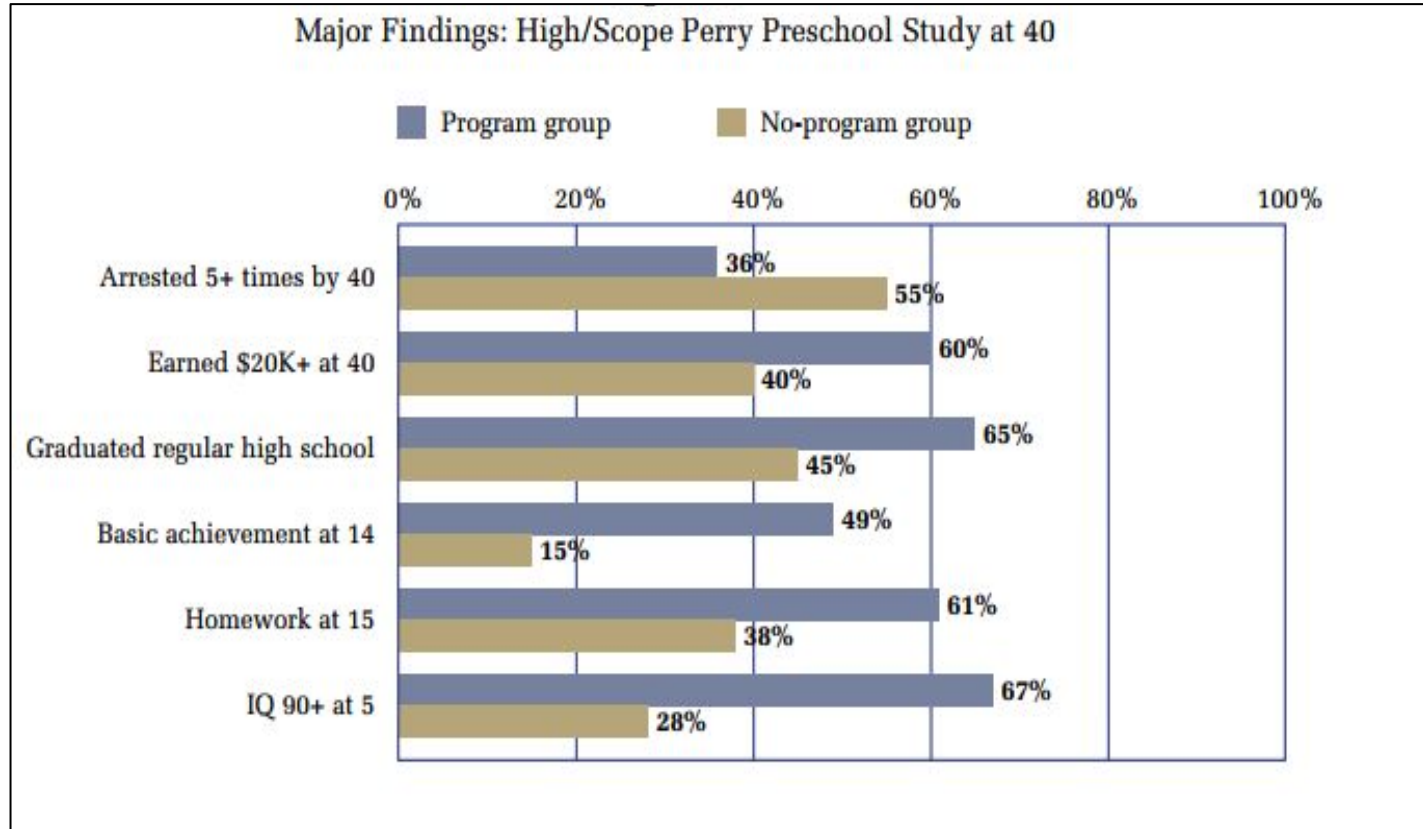
Lower rates of special education and grade retention

Lower rate of juvenile and violent arrests

Higher rates of high school graduation and college enrollment

Stronger and more skilled workforce

\$7.30:\$1 return on investment



2. Unique needs of tribal children

- Importance of Native language inclusion
- Flow of funding that respects self-governance and self-determination
- Opportunities for peer learning and best practices

3. Strengthening the public/private delivery system

- Current system is public/private
- Private centers provide wraparound and summer programming, in addition to quality care
- We can bring thousands of new three-year-olds to private providers

4. Funding mechanisms in other states

Common Sources

Federal funding: Head Start, Preschool Development Grants

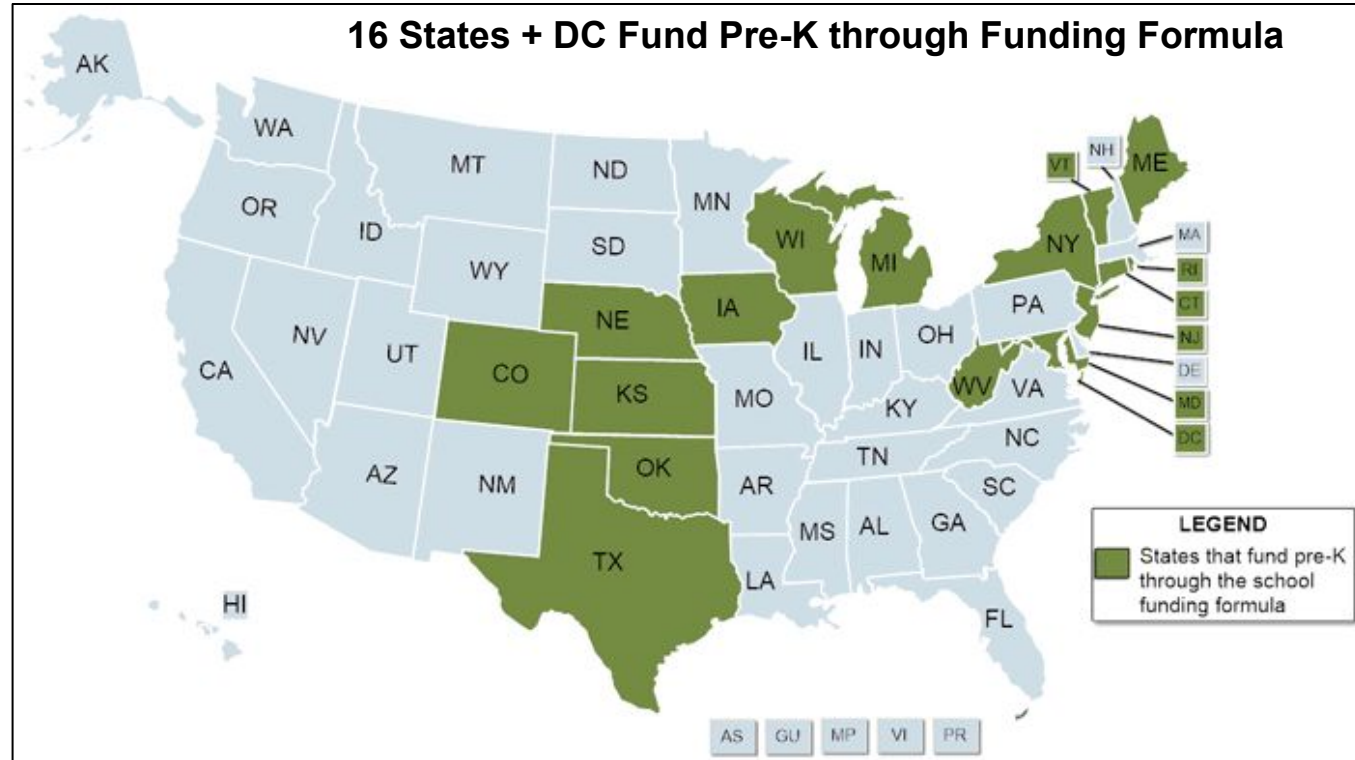
Local funding: general funds, property tax

State general funds

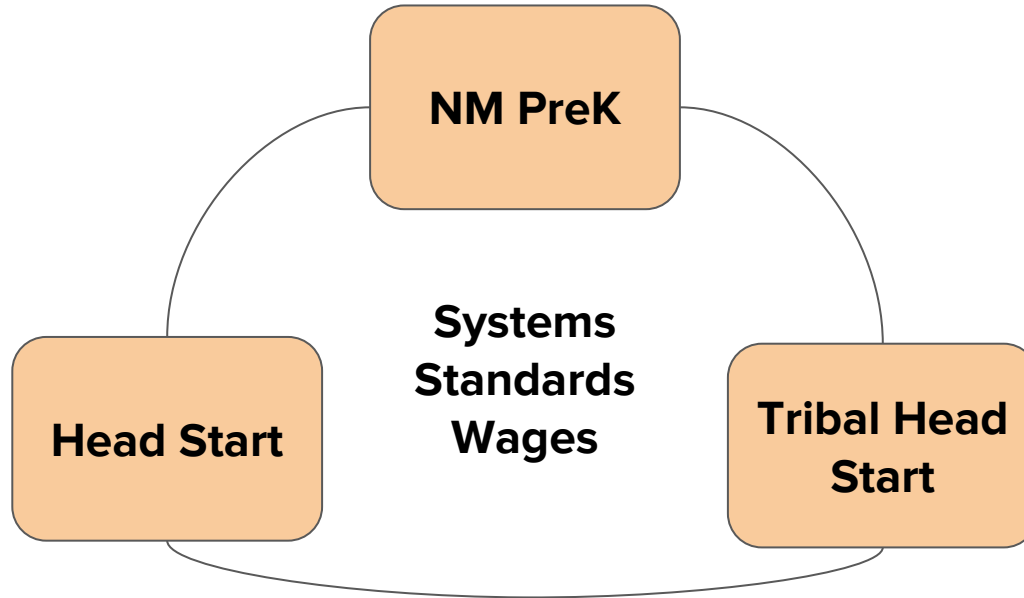
Block grants

Dedicated revenue: lottery, tobacco, gaming, etc.

Social impact bonds (Pay for Success)



5. Better align systems, standards, and wages



6. Develop infrastructure and workforce on a parallel track

- Multi-year phase-in, such as the Abbott model in New Jersey, creates a parallel track to create workforce and capital improvements
- Capital improvements needed for private and public facilities
- Lab schools and Higher Ed are ready to help produce a workforce and align trainings, professional development, and course work

The challenge

How can we...

- Fund 80 percent of four-year-olds and 50 percent of New Mexico's three-year-olds in full-day, free, voluntary, high-quality pre-K within the next five years?
- Continue to utilize private and public providers?
- Create more stability in funding for pre-K?
- Begin to align systems, standards, and wages across state-funded pre-K programs as a first step toward increased alignment with tribal and non-tribal Head Start programs?
- Support all pre-K professionals with training, professional development, and wage parity?

A proposal

Fund 80% of Four-Year-Olds and 50% of Three-Year-Olds in High-Quality PreK, within 5 Years

1. Governance

- Department of Early Learning for 0-3 year-old programs
- New division within PED for 4-8 year-olds [0-8 continuum]
- Divisions of tribal early learning in PED and new Department

2. Funding

- 80% of four-year-olds through Public School Funding Formula
- 50% of three-year-olds through new Dept. & private providers

Estimating Unmet Need

	3 & 4 Year-Olds	3 Year-Olds	4 Year-Olds
3 and-4-year olds (total)	52,436	26,178	26,258
80% of 3 and-4-year olds	41,949	20,942	21,006
LESS			
NM PreK full day	4,574	685	3,889
NM PreK part day	2,402	132.5	2269
Head Start*	4,671	2,183	2,488
Public Education Funds	1904	1107	798
City of Albuquerque	357	214	143
CYFD CCA Full Day, 4 or 5 Star	1,352	676	676
Total unmet need	26,689	15,945	10,744
NM Now Goal	18,969	8,105	10,845

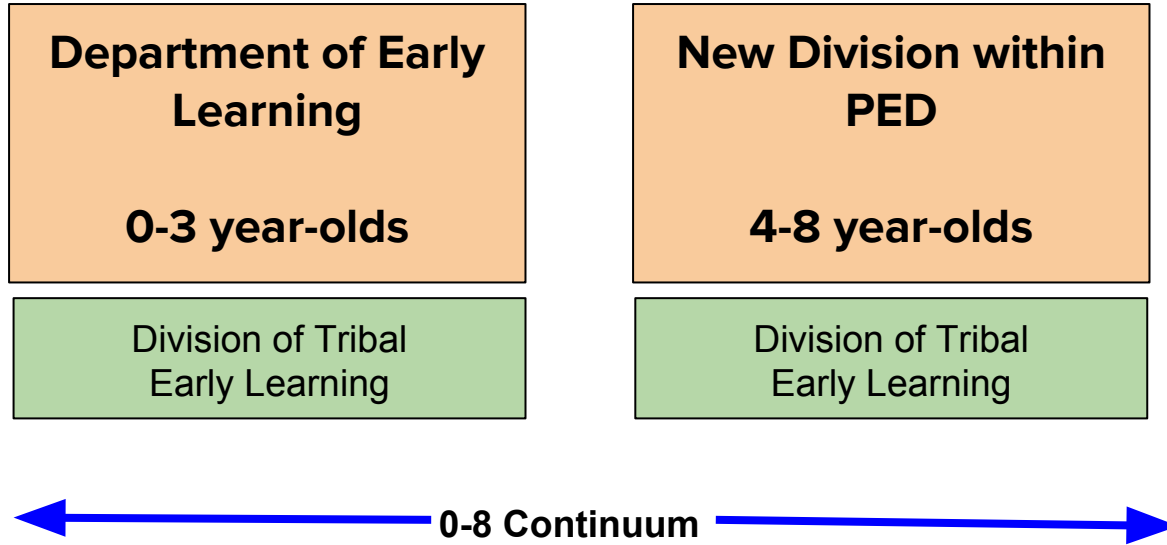
Per Student Cost (does not include capital)

Reimbursement	Transportation	Consultation	Administrative Cost @ 10%	Total Cost
\$8,000	\$148	\$200	\$835	\$9,183

Cost Estimate Summary (\$ millions)

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Operations	\$34.84	\$34.84	\$34.84	\$34.84	\$34.84	\$174.19
Workforce	\$0.23	\$0.46	\$0.69	\$0.92	\$1.15	\$3.44
Capital	\$7.93	\$7.93	\$7.93	\$7.93	\$7.93	\$39.65
Total	\$43.00	\$43.23	\$43.46	\$43.69	\$43.92	\$217.29

Governance



Summary

From this month's news...

*“Last year, the LCPS Head Start program received more than **700 applications for its 413 spots**...Erica Surova, director of the Center for Community Analysis at New Mexico State University, has been tracking access to early childhood services in Doña Ana County for the Success Partnership, which has been working toward universal access in the county. ‘I’m glad that they’re increasing it by 124 students, but I wish it was a lot more,’ she said. ‘It’s a good start.’”*

*

*“As a former Kindergarten teacher, principal and now district administrator, [Jennifer Cole, Roswell’s director of federal programs at Roswell Independent School District,] Cole can see a path toward universal access to early childhood education. She believes an 80 percent participation rate in early childhood programs — about double what it is now — will be a game changer in Roswell, setting students up to succeed in later grades. In Chaves County, in 2016 there were only **260 pre-K slots for nearly 1,500 3- and 4-year olds**, according to the New Mexico Early Childhood Development Partnership.”* *

* Sylvia Ulloa, *New Mexico in Depth*, August 2-3, 2018

The debate over Full-Day Kindergarten, 2000

- *“Are we going to pay for kids to play and take naps?”*
- *“This program is too expensive--we should only fund it a little bit a time.”*
- *“We don’t really know if educating kids so early will help.”*
- *“We need to fix the school system first, so kids are coming into schools that works.”*

This proposal would...

- Fund 80 percent of New Mexico's four-year-olds and 50 percent of three-year-olds in voluntary, free, full-day, high-quality pre-K
- Strengthen the public/private delivery system
- Create more stability in funding for pre-K
- Begin to align systems, standards, and wages across state-funded pre-K programs as a first step toward increased alignment with tribal and non-tribal Head Start programs.
- Support all pre-K professionals with training, professional development, and wage parity

For continued discussion

Discussion Questions

- How can we maintain the public/private delivery system?
- How would children living in tribal communities be impacted by NM PreK expansion?
- How can we develop workforce and capital needs in time for expansion?
- Is there a role for community schools in NM PreK?
- How can we ensure high-quality pre-K as the system expands?
- Should pre-K be a half-day or full-day program?
- Should three-year-olds attend pre-K?