

Toward A Consensus Vision for Early Childhood Development in New Mexico



The New Mexico Child Care Education Association (NMCCEA)
The New Mexico Association for the Education of Young Children (NMAEYC)
The New Mexico Association for Infant Mental Health (NMAIMH)
Southern New Mexico Early Childhood Alliance
Community Partnership for Children
Montessori Network of New Mexico
Businesses, Educators, & Families Organizing to Reform Education (BEFORE)
WNMU Early Childhood Programs
NM Early Childhood Council

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About This Report

In too many child well-being indicators, New Mexico ranks last among all states. Throughout 2018, various groups have offered their thoughts to strengthen early childhood services. Most recently, the federal government has posted a funding opportunity for states to apply to develop a birth to five needs analysis and strategic plan.

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Toward A Consensus Vision for Early Childhood Development in New Mexico

Executive Summary

Throughout New Mexico, the stars are aligning toward a consensus vision for early childhood development.

During the past year, Early Learning New Mexico released the “Sustainability Report: A Vision for Early Learning New Mexico,” the New Mexico Early Childhood Funders Group¹ released a “*Business Plan for Early Childhood in New Mexico*” and New Mexico Now² released, “*A Path Forward for New Mexico’s Children: The Case for Funding Pre-k through the School Funding Formula.*” In September, the U.S. Department of Health and Human Services announced a new funding competition, the Preschool Development Grant B-5,³ which offers states a grant to both conduct and strengthen strategic plans related to birth to 5 early childhood services alignment, coordination, and integration.

These plans provide an opportunity to reframe the discussion and set a course of action toward developing a unifying vision for early childhood services throughout the state.

The recommendations we offer are intended to help guide that discussion and to ensure that any strategies related to expanding early childhood services also take into consideration the impact of such strategies on child care centers within communities. The conversation is not about whether to expand publicly funded Pre-k, but how to do so in a manner that builds on community capacity and avoids pitting programs against each other, which undermines the overall goal of supporting families better.

Children live in families. Working parents need access to high-quality child care within their community in order to obtain and retain employment. Service delivery within the state is currently based on funding stream or program rather than community need or vision. Our recommendations provide a pathway for policymakers and the public to embark on the next steps building on community strengths.

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Continuing the conversation toward a consensus vision for early childhood that:

- **Creates strong coordination with clear and focused leadership from an Executive between all departments that govern services related to young children**
 - Requires strategic, intentional coordination by one Executive between currently fragmented programs across the Children, Youth, and Families Department (CYFD), the Public Education Department (PED), and the Department of Health (DOH),
 - Consolidates all birth to five services within CYFD’s Early Childhood Services Division since CYFD administers the majority of services,
 - Creates a new Department of Early Learning that consolidates all birth to five services within the new department, or
 - Reinstates the New Mexico Children’s Cabinet (requires strong leadership from the Executive Office) that will ensure that all agencies are coordinating all birth to five services.

- **Connects the overall state vision to the impact on the ground of early childhood services**

- Requires local coordinating councils to conduct an annual review within communities to promote coordination and integration of services that build on community strengths (i.e., does not negatively impact community-based child care where capacity exists to offer public Pre-k)
- Meets the needs of young children (as well as their families) and supports professional development for the early education workforce
- **Prioritizes talent development strategies to strengthen the early education workforce**
 - Triples the number of new T.E.A.C.H. scholarship recipients over the next five years to promote access and completion of higher education coursework (AA, BA, and higher degrees)
 - Increases wage supplements tied to higher education achievement (INCENTIVE\$ and refundable tax credits) to incent professional development and retain individuals with higher education credentials in the field
- **Grows the expansion of current early childhood services to promote the healthy development and school readiness of children under age five (including infants and toddlers)**
 - Enables parents to work and children to learn by doubling the percentage of eligible children under age 5 who receive child care assistance and supports them in 4- and 5-star quality care
 - Requires the review of public pre-k expansion to ensure that pre-k expansion through public schools does not supplant services provided by existing community-based programs
 - Requires the review and prevention of the reversion of home visiting funds
- ✓ **Utilizes federal resources through the Preschool Development Grant B-5 to conduct a comprehensive needs analysis**
 - Reviews the need for child care assistance compared to eligible children who receive assistance
 - Reviews the impact of school-based Pre-k on community child care centers before further expansion of Pre-k slots
 - Supports parent choices and family needs, particularly low-wage working families, based on community strengths, not funding streams
- ✓ **Supports data-driven strategies through public access to an early childhood integrated data system (ECIDS)**
 - Shows a comparison of the number of children receiving services compared to those who are eligible to receive services by program
 - Shows a comparison of the number of children receiving services segregated by age by program
 - Provides data visualization through mapping with cross-agency data by program to show communities by poverty level, services available, gaps between services provided and percentage of eligible children served

A more comprehensive set of detailed recommendations are included in the report conclusion.

Toward A Consensus Vision for Early Childhood Development in New Mexico

The Vision for Early Childhood in New Mexico

Consensus is building across the state to better align, coordinate and integrate early childhood services to better meet the needs of New Mexico families with young children.

In 2018, several reports have provided thoughtful approaches accompanied by cost estimates to pursue effective strategies to serve children birth to age five, which provide an opportunity to reframe the discussion and set a course of action toward developing a unifying vision for early childhood throughout the state.

In March of 2018, the *“Sustainability Report: A vision Forward for Early Learning New Mexico,”*⁴ was released to continue improvements made in agency coordination and early childhood programs achieved through the Race to the Top – Early Learning Challenge (RTT-ELC) grant, which ended in December of 2017. Release of that report was followed by reports from the Early Childhood Funders Group⁵ and New Mexico Now,⁶ both of which also recommended a vision that recognizes the importance of a child’s earliest experiences in life and that all children should have access to high-quality and affordable early learning and development services.

The RTT-ELC grant sustainability report recommended formalizing a governance structure through a Memorandum of Understanding (MOU) or other interagency agreement.⁷ The Early Childhood Funders Group recommended *“establishing a senior-level executive leadership position with the authority and capacity to facilitate and enforce coordination across agencies.”*⁸ The New Mexico Now report recommended creating a new *“Department of Early Learning to consolidate all 0-3-year-old programming”*⁹ and a new *“division within the Public Education Department (PED) for 4-8 year-olds.”*¹⁰

While alignment, coordination and integration have improved, it is our view that much more work needs to be done. The larger vision is a more seamless integration of all birth to age five services at the state and local level. Either appointing one early childhood executive tasked with coordination across agencies, consolidating all birth to five services within CYFD, consolidating all birth to five services within a new department, or reinstating the New Mexico Children’s Cabinet to ensure that all agencies are coordinating all birth to five services will best enable the state to achieve the overall vision.

Splitting children by age across departments will only serve to further fragment an already disjointed system undermining the vision to ensure that all children, birth to age five, have access to high-quality early learning and development services.

Young Children in New Mexico

154,455	Children under age 6
26,290	Children age 4
75,820	Children under age 3
88,322	Children under 6 with working parents
84,002	Children under 6 below 200% poverty
67,534	Children under 6 below 150% poverty

Source: U.S. Census Bureau, 2017 ACS 1 year estimates

Currently, services for children from birth to age five are fragmented across three agencies:

The Department of Children, Youth, and Families (CYFD)¹¹

- Child Care Services, including child care subsidy and quality initiatives, such as FOCUS, the state’s tiered quality rating and improvement system
- Child Care Licensing
- CYFD public Pre-k

- Child and Adult Care Food Program (CACFP, nutritious meals and snacks for children in child care settings),
- Home Visiting, and
- The Head Start Collaboration Office

The Public Education Department (PED)¹²

- PED public Pre-k
- Preschool-age Special Needs (IDEA Part B, Section 619 for children age 3-5 with disabilities)

The Department of Health¹³

- Women, Infants, and Children Program (WIC)
- Family Infant Toddler (IDEA Part C – early intervention for infants and toddlers/special education funding)

In addition, separate from all of the above agencies is the Early Learning Advisory Council (ELAC),¹⁴ required under the federal Head Start School Readiness Act of 2007 (P.L. 110-134),¹⁵ charged with reviewing the early childhood education landscape and making periodic recommendations to better integrate early childhood services.

Given the importance of a child’s earliest years, it is time to break down the siloed administration of these related funding streams. This can be done by assigning a senior executive to oversee the coordination and alignment, or consolidating programs within CFYD’s Early Childhood Services Division, or consolidating all birth to five services within a new department, or reinstating the New Mexico Children’s Cabinet to ensure that all agencies are coordinating all birth to five services. Alignment, coordination, and integration can be challenging under the best of circumstances but one way to reduce administrative challenges is to put one person in charge.

Breaking down barriers to coordination among state, tribal, and local entities starts at the top.

State Models: Birth to 5 Integrated Administration

Integrated administration of early childhood services looks different across the country. The governance structure matters for program alignment, coordination, and monitoring (which too often occurs by funding stream)¹⁶ that can inadvertently lead to confusion and frequent program disruptions on the ground. Several models of birth to age five administration:

- **In Arkansas,**¹⁷ the Department of Human Services administers child care services (licensing, subsidy, and quality rating and improvement system-QRIS), Pre-k, CACFP, IDEA Part C for infant and toddler early intervention, and also houses the State Early Care and Advisory Council and the Head Start Collaboration Office.
- **In the District of Columbia,**¹⁸ the Office of the State Superintendent of Education administers child care services (licensing, subsidy, and QRIS), Pre-k, CACFP, IDEA Part C for early intervention, and IDEA Part B, Section 619 for children age 3-5 with disabilities, and also houses the State Early Care and Advisory Council and the Head Start Collaboration Office.
- **In Georgia,**¹⁹ the Department of Early Care and Learning administers child care services (licensing, subsidy, and QRIS), Pre-k, CACFP, and also houses the State Early Care and Advisory Council and the Head Start Collaboration Office.
- **In Maryland,**²⁰ the Department of Education administers child care services (licensing, subsidy, and QRIS), Pre-k, CACFP, IDEA Part C for early intervention, and IDEA Part B, Section 619 for children age 3-5 with disabilities, and also houses the State Early Care and Advisory Council and the Head Start Collaboration Office.
- **In Pennsylvania,**²¹ the Office of Child Development and Early Learning administers child care services (licensing,

subsidy, and QRIS), Pre-k, IDEA Part C for infant and toddler early intervention, and IDEA Part B, Section 619 for children age 3-5 with disabilities, and also houses the State Early Care and Advisory Council and the Head Start Collaboration Office – under a joint memorandum of understanding (MOU) between the Department of Human Services and Department of Education.

Connecting the Vision on the Ground: Understanding the impact of public Pre-k expansion on community child care centers

Throughout New Mexico, there are reports of Head Start agencies and child care centers closing. Between January 1, 2018 and August 31, 2018, 21 child care centers closed.²² What practitioners on the ground report is that the programs compete for 4 year-old children as public Pre-k expands through local school systems. Despite CYFD regulations²³ and PED regulations²⁴ that require coordination and collaboration between the departments, the reality is that school-based Pre-k programs can jeopardize the economic viability of community-based child care centers if not preceded by a local landscape review and impact analysis on community-based programs such as child care and Head Start.

This is disturbing news because working families throughout the state depend on child care. The most recent Census data shows that 88,322 children under age 6 in New Mexico have working parents, 62% of all children under age 6.²⁵ Many of these children spend time every week in some type of child care arrangement. When a child care center closes, families with young children of all ages are affected.

Whether a child care program is non-profit or tax-paying, it's a business. And, the economic reality is that infant and toddler care (while more expensive than care for a 3 year-old or 4 year-old) is still subsidized or underwritten by the number of preschool-age children. The reason for that is that the ratio of adults to children is far greater for infants and toddlers

than for older preschool-age children and child care personnel represent the largest single cost to child care centers.

Years of research show the importance of low adult to child ratios for healthy development of infants and toddlers. However, the economic viability of operating a child care program to serve younger children is directly affected when public school Pre-k programs pull away the 4 year-old children. For this reason, it is critical that local community needs assessments be conducted in full coordination and collaboration with child care centers, Head Start, and any public school that desires to operate a public Pre-k program. Public Pre-k expansion should not be guided by the owner of the funding stream, but rather, local community need.

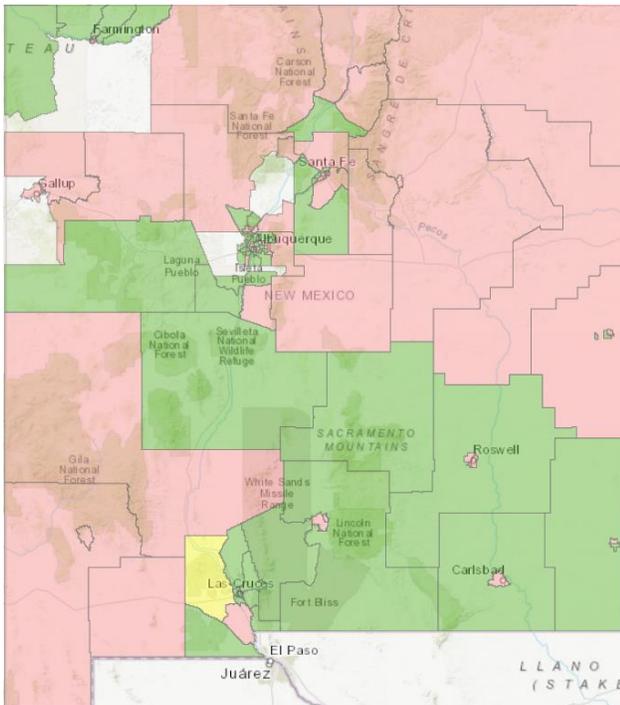
While New Mexico Pre-k applications already require local early childhood coordination, in practice it is not working. State agencies aren't coordinating; site selection or expansion occurs without an understanding about the impact on local community-based child care settings. And, child care centers are closing.

Since 2015, as major investments have been made in public Pre-k, 129 child care centers throughout the state have closed.²⁶ While there are some communities where licensed child care capacity has increased, there are many areas throughout the state where licensed capacity has declined.

In order to obtain and retain employment, working parents need child care. Already there is a shortage of infant and toddler care throughout the state. Therefore, when a child care center closes, the shortage of infant and toddler care is further exacerbated.

When public Pre-k is expanded, particularly in a way that pulls 4 year-old children out of community child care to fill public school Pre-k classrooms, the risk of collapsing the local child care market is real.

Trends in Child Care Program Capacity, 2010-2018



Source: Licensed Child Care Provider Sites, 2015-2017 Overview Data Visualization, New Mexico Community Data Collaborative (NMCDC)

Lessons Learned from other states and communities

In Oklahoma, 99% of school districts provide free preschool to 4 year-old children with about 73% of all 4 year-olds enrolled.²⁷ At the same time, since 2005, 43% of all licensed child care programs in Oklahoma have closed.²⁸ According to the Oklahoma Department of Human Services, there are 3,321 child care centers today compared to 5,887 in 2005.²⁹ Since 2013, DHS has received 682 complaints of unlicensed child care programs. In 280 of those cases, the complaint was substantiated and in 9 cases- all of them in unlicensed child care homes, a child died.³⁰

Within the last decade in Tulsa, costs for child care have increased by 33% overall with

increases in infant and toddler care of up to 55% according to a *Tulsa World* analysis of tuition in the Tulsa and Oklahoma City metro areas. Tulsa parents pay more than \$8,000 annually for center-based infant care.³¹

Fort Worth, Texas

The Fort Worth Independent School District (FWISD) is implementing universal Pre-k for all 4 year-old children. A 2014, Center for Nonprofit Management report, *“Impact of Universal Pre-Kindergarten on Community Child Care Providers in the Fort Worth Independent School District,”* estimated that the gross economic impact of the Fort Worth universal Pre-k program on child care providers totaled \$404,000 in lost revenue in 2013 and an estimated \$799,000 in lost revenue in 2014. Providers reported an increase in after-school care enrollment of 105 students that generated \$292,000, which brought the net economic loss to child care providers in 2014 to \$507,000. Most child centers responding to a survey (80%) indicated that the expansion of public Pre-k had a strong or moderate impact on financial stability of their child care program.

What Economists Say

“Pre-k initiatives that lack strong ties to the child care industry can lead to higher child care costs, reduced employment, and lower lifetime earnings for parents with young children. If public pre-kindergarten programs crowd out the private child care industry, many of the near-term gains to the parents of 4 year-olds could be offset by losses to the parents of children 3 years old or younger.”

Lori Taylor, Director of the Mosbacher Institute for Trade, Economics, and Public Policy at the Bush School of Governance and Public Service, Texas A&M University.

Source: The Impact of Universal Pre-k on Child Care Providers in Fort Worth Independent School District, 2014.

Illinois

From July 1999 through December 2004, 610 child care programs serving children under age 6 closed (11% of child care centers operating in 2004).³² The closed programs had capacity to serve more than 30,100 children. An Illinois Action for Children report, *“Why Have Illinois’ Child Care Centers Closed?”* found that low enrollment and/or financial distress as a result of competition from the Illinois Pre-Kindergarten program was responsible for the majority of closures.³³ Centers with smaller than average capacities were more likely to close than larger centers.

What is needed both at the state level and within communities is to understand the impact of public Pre-k on the child care community BEFORE further expanding public Pre-k.

This is not a debate about whether to expand public Pre-k, but rather, it’s a conversation about how to expand public Pre-k.

It makes no sense to pit programs against each other and undermine an industry that is vital to both parent employment and healthy child development. Children live in families and parent employment supports those households. Devastating the child care market undermines parent employment and affects not only parents and their children, but also employers who depend on working parents.



There are many models for early childhood local coordinating councils where a community needs assessment is a core function. For example, according to a March 2017 survey by the Center on Enhancing Early Learning Outcomes (CEELO),³⁴

- 10 states (Arizona, Connecticut, Colorado, the District of Columbia, Idaho, Iowa, Kentucky, Maryland, Michigan, Oregon, and Wisconsin) have local early childhood related councils. (In Arizona, Colorado, and Oregon, they are legislatively mandated).
- 7 states (Colorado, the District of Columbia, Florida, Iowa, Nebraska, Oregon, and Washington) operate regional councils as public-private partnerships, funded through grants.
- 7 states (California, Idaho, Kentucky, Maryland, Michigan, Vermont, and Wisconsin) fund local early childhood councils through several state agencies, or blend/braid state and federal grants.
- 1 state (Idaho) has regional Infant Toddler Coordinating Councils in 7 regions funded through IDEA Part C.

Louisiana passed legislation in 2012,³⁵ which required the creation of local early childhood networks comprised of child care, Head Start, and publicly-funded Pre-k in public and non-public schools, which is related to the administration of public subsidies and the implementation of the Classroom Assessment Scoring System (CLASS™), rather than a broad landscape analysis of services for both private-pay and families receiving a subsidy.³⁶

Local coordinating councils should be tasked with reviewing the community landscape for access to child care, Head Start (or Early Head Start), and home visiting for eligible infants and toddlers to ensure that parents have choices among programs and services.

The review should also include an impact analysis to better understand the impact of

expanding public school-based Pre-k on the child care market.

Child care centers are responsive to community needs. They offer full-day care, which meets the needs of working families. Research shows that fewer transitions in a child's care are best for child development³⁷ and that full-day programs yield better outcomes for children.^{38, 39}

While there may be communities without capacity within the child care field to operate public Pre-k, local coordinating councils can best assess how to expand public Pre-k without undermining the viability of child care programs.

The point of the landscape review is not about whether to expand public Pre-k, but how to do so (i.e., in community-based child care settings where capacity exists rather than in public schools based on funding stream availability rather than local need).

Local coordinating councils should also be tasked with developing strategies to inform families about the availability of assistance and how to access it. Recent reports about home visiting funds that have been reverted back to the State due to low use are troubling.⁴⁰

Census data shows 101,855 children under age 4 in New Mexico⁴¹ (with 75,820 children under age 3).⁴² With the poverty rate for children under age 5 at 36.2%,⁴³ that could mean that about 36,871 of the state's youngest children are living in poverty – yet only a small fraction are served through child care subsidy or Head Start/Early Head Start, or home visiting programs.

The Legislative Finance Committee's 2018 Child Care Assistance Accountability Report⁴⁴ provides much needed overall child care subsidy data, however, it is not currently possible (from publicly available resources) to disaggregate the data for children under age 5 or for infants and toddlers.

For example, the report cites an average monthly child care assistance enrollment of 20,488 for FY2018⁴⁵ (but doesn't further segment the proportion of the caseload under age 5 or segment for infants and toddlers). It would be helpful to also have the same data by star level, although it is great to see the progress being made where currently 60% of children on subsidy are in higher quality care 3-, 4-, and 5- star programs).



With the requirement under the federal Child Care and Development Block Grant (CCDBG) reauthorization of 2014 (P.L. 113-186)⁴⁶ to ensure that children are eligible for assistance for 12 months (to promote continuity of care critical during a child's earliest years), it would be good to have a better understanding about why the duration of child care assistance per child enrolled for nine or more months declined between FY2017 (49%) and FY2018 (47%).⁴⁷ This type of data disaggregation could help local communities better target local needs, particularly for the youngest children.

Another reason to better understand the data (in general, and as it pertains to local communities) is that studies show that a child's earliest experiences affect their growth and outcomes in public Pre-k.⁴⁸

Children are not born at age four, therefore, understanding access to early childhood programs and services prior to public Pre-k is critical.

Talent Development: The Core of Building a High-Quality Early Learning Workforce

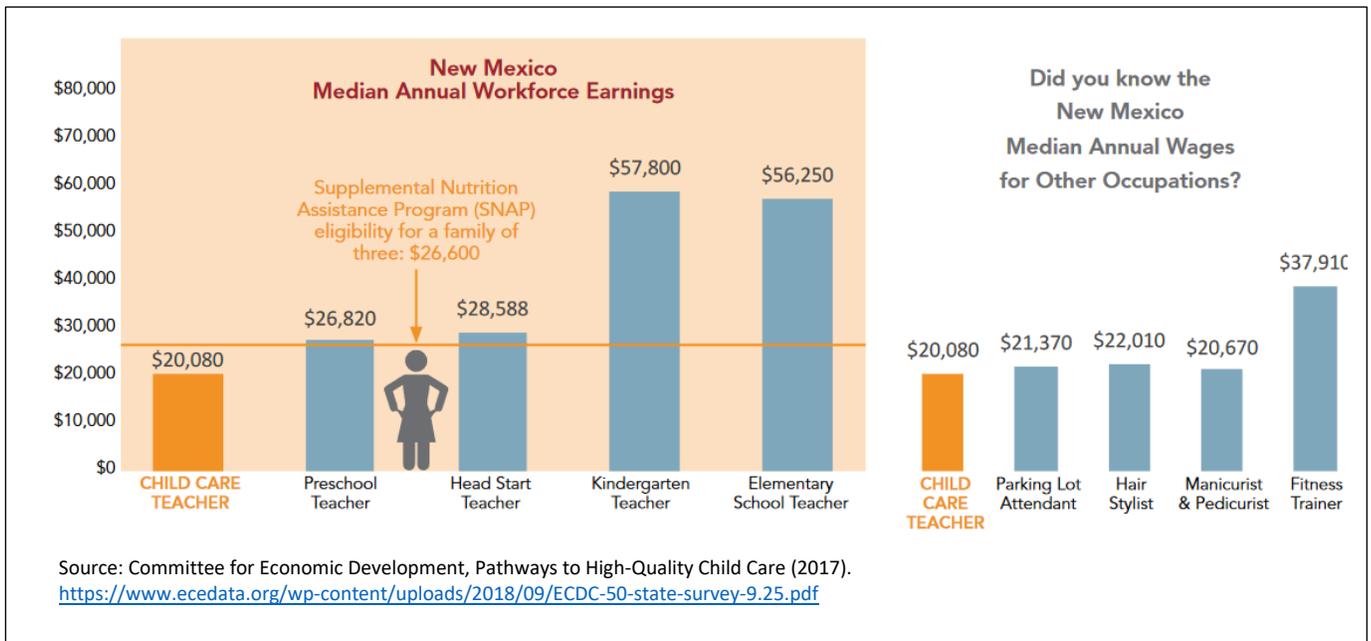
The Early Learning New Mexico RTT-ELC grant sustainability report, the Early Childhood Funders Group, and the New Mexico Now reports recognize that a high-quality early learning workforce is necessary for children to have access to high-quality programs.

The New Mexico 2018 Child Care Market Rate Survey Report⁴⁹ lists 502 child care centers, 121 Head Start providers, 107 family child care

homes, 124 licensed group homes, and 77 registered homes.

The most recent workforce data, from a 2015 Early Childhood Comprehensive Needs and Cost Analysis by the Center for Health Policy at the University of New Mexico,⁵⁰ shows about 15,281 individuals working in child care, Head Start, Pre-k, and home visiting.

Workforce requirements and wages vary by setting.



First, an early educator workforce study is needed so that specific strategies can be based on the current composition of the workforce.

The 2015 Early Childhood Comprehensive Needs and Cost Analysis report contains educational attainment data for the New Mexico ECE workforce, however, that data is based on the Census Bureau Public Use Micro-Sample for New Mexico between 2009-2013.⁵¹

It is time to update our understanding of the ECE workforce through a statewide survey, which can then be used to inform state and local ECE workforce strategies.

Second, there is consensus that strategies are needed to incent professional development and increase compensation, particularly for early educators working in child care settings.

Based on the 2015 Early Childhood Comprehensive Needs and Cost Analysis, 41% of the child care workforce has a high school degree or less, 32% has some college (but less than an AA), 11% of early educators have an AA degree, 13% have a BA, 3% have a master’s degree, and 1% have some other graduate degree.

All efforts to increase child care provider participation in FOCUS and to ensure that programs participate at the highest levels (4- and 5-star care), should be linked to significant

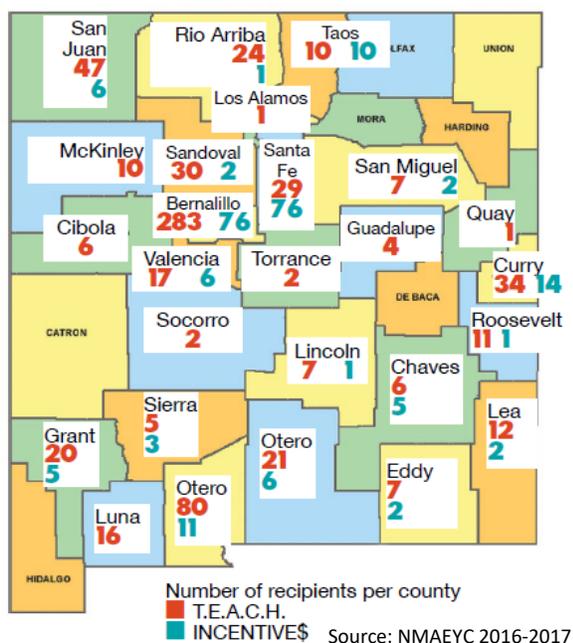
increases in workforce development funding-supports to obtain an AA and/or BA (or higher degree) in early childhood or a related concentration and wage supplements (linked to higher education) to retain the workforce in birth to five settings.

Scholarships and Wage Supplements. Between 2003 and 2018, T.E.A.C.H. scholarships were administered by the New Mexico Association for the Education of Young Children (NMAEYC), which covered costs related to tuition and books for working early educators (including public Pre-k teachers) and provided counselor support to help the workforce access and complete higher education coursework and degrees or certifications (i.e., to stay on track and graduate, which can be challenging for those in low-wage jobs trying to balance work, family, and education). T.E.A.C.H. awards also covered completion bonuses, teacher substitute pay, and travel stipends. The 2016-2017 NMAEYC T.E.A.C.H. & INCENTIVE\$ annual report showed 699 early educators received scholarships, which involved more than 5,500 credit hours.⁵²

directors and family child care providers based on their level of education and coursework completed. Supplements increased based on educational credentials and degrees achieved. The 2016-2017 NMAEYC T.E.A.C.H. & INCENTIVE\$ annual report showed 171 early educators in 103 programs received wage supplements ranging from \$600 to \$5,000.⁵³

T.E.A.C.H. scholarships and INCENTIVE\$ were motivating to the early learning workforce and should be continued to ensure that early educators are better able to support themselves (professionally and financially) and be better able to support New Mexico’s young children.

Based on the 699 T.E.A.C.H. recipients in FY 18 and tripling the number of new T.E.A.C.H. recipients to 2,100 over five years (plus increasing the value of T.E.A.C.H. scholarships from \$1,500 to \$3,000 per year), the cost for both T.E.A.C.H. and INCENTIVE\$ would rise from \$5.3 million in year 1 to \$18.4 million in year 5 (i.e., by year 5, increase T.E.A.C.H. scholarships to \$6.7 million and INCENTIVE\$ to \$11.7 million).



Tax Credits for FOCUS Participation & Workforce Professional Development. Since 2007, Louisiana has embedded refundable tax credits in the state’s early learning infrastructure. While there are five components of the Louisiana School Readiness Tax Credit,⁵⁴ the workforce component links educational achievement (certifications and higher education degrees) to a refundable tax credit that increases as the level of educational achievement increases. In this manner, there is an economic incentive for higher education because tax credits accompany achievements.

This type of credit could be customized for use in New Mexico. The credit could be limited to teachers working in FOCUS participating programs as an additional incentive for programs to participate in the state’s tiered quality rating system. Unlike an increase in the minimum wage, tax credits are earned through individual educational achievement.

Between 2010 and 2018, INCENTIVE\$ awards (salary supplements for early educators), were also administered by NMAEYC, to teachers,

The value of the credit could be scaled based on current wages and more competitive market wages to attract and retain a high-quality workforce. In July of 2018, the Committee for Economic Development hosted a panel presentation at the 2018 BUILD conference to share lessons learned from the Louisiana tax credit approach and ways in which the credit can be customized in states.⁵⁵ A current workforce study would help inform the construct of a cost model for this initiative.

What is clear is that the median income for an individual in New Mexico with an AA degree is \$31,378.⁵⁶ However, the median income for a child care worker in New Mexico is \$20,080 – a difference of \$11,298.⁵⁷ To strengthen the workforce, both incentives for higher education and wage increases linked to those achievements are necessary.

Third, a related but distinctly separate strategy is needed for wage and compensation parity for public Pre-k lead teachers.

Year after year, the National Institute for Early Education Research (NIEER), praises New Mexico’s public Pre-k program, but the state always falls short on educational qualifications for lead Pre-k teachers because the bar is set higher for Pre-k teachers in public schools compared to Pre-k teachers in private community-based settings.⁵⁸ While public school Pre-k teachers must have a bachelor’s degree and state licensure in early childhood education, Pre-k lead teachers in child care centers need only be working toward a degree in early childhood education.

From an economic standpoint, the current policy is understandable because the operating budgets of private child care centers simply can’t match the salary and compensation offered by the public school system. Therefore, even if it were possible to attract lead teachers with some type of pay parity structure, the entire compensation package (e.g., health care, retirement, life insurance, etc.) makes it difficult to hire and retain similarly credentialed

candidates for Pre-k lead teacher positions in non-public school settings.

It is more challenging in New Mexico because the bar is set high – a teacher license for public school settings, whereas many state Pre-k programs require only a Bachelor’s Degree, an Associate’s Degree, or less (particularly in private community-based settings).⁵⁹ However, there are models for parity compensation (pay and benefits) that New Mexico could review to structure a better aligned public Pre-k lead teacher system.



For example, the North Carolina Pre-k program (similarly to New Mexico’s public Pre-k program as administered in public schools) requires a BA plus a Birth-Kindergarten teacher license for Pre-k lead teachers in both public schools and community-based public Pre-k programs.⁶⁰ To support lead Pre-k teachers in obtaining teacher licensure (for those individuals employed in non-public school settings), the NC Department of Health and Human Services (DHHS), within the Division of Child Development and Early Education (DCDEE), created the Early Educator Support, Licensure and Professional Development (EESLPD) Office, which acts as a local educational agency (LEA) to ensure teachers working in non-public schools attain and maintain the NC B-K teacher license.⁶¹ This pathway helps to ensure credential parity between public and private settings offering the state Pre-k program.

With regard to compensation, local communities are encouraged to match public school salaries and benefits. Each county has supplemental policies to match local teacher compensation.

For example, in Mecklenburg County North Carolina, beyond state dollars allocated for NC Pre-K, the county supplements teacher compensation to match public school salaries based on credentials and years of experience. In addition, lead Pre-k teachers in non-public school settings receive up to \$375 per month for health insurance (\$200 from the county and up to \$175 by private providers), 3% of wages toward retirement, and up to \$10 per month for life insurance.⁶² The policy is designed to attract and retain similarly credentialed teachers in private settings recognizing that a center's budget alone (without a supplement) can't match the salary and benefits offered by public schools.

To support a pathway for a BA and teacher license for individuals in non-public school programs, credential and compensation strategies could be aligned similarly to Mecklenburg County to ensure that all publicly-funded Pre-k programs (public school and non-public school) have highly qualified lead teachers and compensation parity.

In the event that the public school funding formula or investing the Land Grant Permanent Fund in ECE programs (including community-based child care) come to fruition in New Mexico, a New Mexico office like the NC EESLPD (which acts as an LEA) could be a conduit to support lead teachers in non-public school settings (e.g., in North Carolina, the EESLPD office is within the Department of Human Services, Division of Child Development and Early Education).

Last but not least, lead teachers with scholarship assistance should be allowed to pursue as many credit hours per semester as they deem feasible in order to expedite degree attainment.

The Vision: Early Learning Program Expansion

The Early Childhood Funders Group and New Mexico Now reports both have strong numeric goals and cost estimates for increasing Pre-k participation (for both 4 year-old and 3 year-old children). The Early Childhood Funders Group also sets a target for families supported by home visiting and includes a corresponding cost estimate. Neither report sets a target for child care subsidy receipt (either for children under age 5 or infants and toddlers).

Child care assistance is a dual generation strategy – child care helps support working parents and ensures that the children of working parents are in settings to promote their healthy development. A 2015 economic impact study related to the child care industry's impact on the New Mexico economy⁶³ found that child care industry revenue of \$205.3 million led to another \$140 million in spillover impact on local economies.⁶⁴ The \$111.4 million in employee and proprietors' earnings within the child care industry generated \$70 million in additional earnings throughout the state.⁶⁵

The reality is that child care is an early learning setting for children as much as it is tied to family support and local economic growth and vitality.

Yet child care is expensive and difficult for many families, particularly low wage families, to afford. According to Child Care Aware of America's 2017 child care cost report,⁶⁶ the annual cost in New Mexico for center-based infant care averages \$7,851 and the annual cost for center-based preschool-age care averages \$7,663. For low wage families, the price of child care often means that the licensed market (let alone the market involving FOCUS participating providers) is simply out of reach. That's why the availability of child care subsidies is so important.

In looking at the universe of children in families below 150% of the federal poverty level (the entry level cap for receiving child care subsidy in

the state), potentially 67,534 children under age 5 would be in eligible families.⁶⁷ If the universe were broadened to include the 16,468 additional children who live in families between 150% of the federal poverty level and 200% of the federal poverty level,⁶⁸ there would be 84,002 children potentially eligible for child care subsidy in total.



In general, the Legislative Finance Committee FY2018 child care accountability report shows that on average about 20,468 children each month receive child care subsidy.⁶⁹ From publicly available FY2016 child care data (as reported by the U.S. Department of Health and Human Services), about 46% of New Mexico’s caseload represented children in families below age 5.⁷⁰ For a ballpark estimate, if the same percentage holds true against the FY2018 caseload, about 9,424 children under age 5 receive child care assistance on average each month, which represents about 11.2% of children living in families below 200% of the federal poverty level.

To support working families and the healthy development of young children, the percentage of eligible children receiving child care assistance should be doubled to at least 20% of eligible children under age 5 (an increase of 9,004 children), all of whom should be served in 4- or 5-star care).

A full understanding of the impact of public school Pre-k expansion on local community child care should occur before any significant expansion of public school-based Pre-k.

In September, the U.S. Department of Health and Human Services posted a funding announcement⁷¹ for states to apply for a new competitively awarded program – Preschool Development Grants B-5. This grant is an opportunity for states to conduct a comprehensive needs analysis, a strategic plan, and to make recommendations to promote a mixed delivery birth to 5 system for early childhood services (which includes child care, public Pre-k, home visiting, and other services).

Congress was purposeful in redesigning (or reauthorizing) the grant. Congress switched the administering agency from the Department of Education to the Department of Health and Human Services. Congress switched the focus from public Pre-k to a mixed delivery system for children from birth to 5. States must address all five activities called for in the grant, which includes a comprehensive needs assessment as well as a strategic plan.



Under activity one, states are to “conduct or update a periodic, statewide birth through five needs assessment of the availability and quality of existing programs in the State, including such programs serving the most vulnerable or underserved populations and children in rural areas, and, to the extent practicable, the unduplicated number of children being served in existing programs and, to the extent practicable, the unduplicated number of children awaiting service in such programs.”

Activity one should include:

- An inventory of the number of licensed child care programs, Head Start programs, and public Pre-k programs, which includes their geographic location, the ages of children served, and the impact school-based Pre-k expansion could have on the child care community.
- Beyond mapping the locations for data visualization, the needs assessment should include the number of children under age 5, the number of eligible children for each program, the percentage of eligible children served, and progressive goals for serving a greater proportion of eligible children within each program (e.g., not just an expansion of public Pre-k and home visiting).
- An assessment of facility needs, which also includes the impact on community child care programs if public funds were used to remodel and construct new public school Pre-k classrooms (e.g., the Public School Facilities Authority (PSFA) estimates 631 classrooms need remodeling at an estimated cost of \$251 million and 1,791 new classrooms would need to be built at a cost of \$623.5 million to serve 100% of all 3 and 4 year-old children not currently in public Pre-k.⁷² What would the impact of this funding be on the child care industry? How could these funds be better used to serve children in community-based child care programs or be invested in strategies to strengthen the ECE workforce?)
- An updated survey of the early childhood services workforce to better understand the composition of the workforce, their levels of education (and credentials), years of experience, compensation (including wages and benefits) and employment setting.

Under activity two, states are to “develop or update a strategic plan that recommends

collaboration, coordination, and quality improvement activities (including activities to improve children's transition from early childhood care and education programs into elementary schools) among existing programs in the State and local educational agencies.

Such a plan shall include information that identifies opportunities for, and barriers to, collaboration and coordination among existing programs in the State, including among State, local, and tribal (if applicable) agencies responsible for administering such programs.

The strategic plan shall recommend partnership opportunities among Head Start providers, local educational agencies, State and local governments, Indian tribes and tribal organizations, and private entities (including faith and community-based entities) that would improve coordination, program quality, and delivery of services.

The strategic plan shall build on existing plans and goals with respect to early childhood care and education programs, including improving coordination and collaboration among such programs, of the State Advisory Council while incorporating new or updated Federal, State, and local statutory requirements including the requirements of the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858 et seq.) and, when appropriate, information found in the report required under section 13 of the Child Care and Development Block Grant Act of 2014 (Public Law 113-186; 128 Stat. 2002).

Finally, the strategic plan describes how accomplishing each of these previously mentioned requirements will better serve children and families in existing programs and how such activities will increase the overall participation of children in the State.”

Activity two should include:

- Strategies to promote child care participation (both center-based and home-based care) in FOCUS, increase

program participation at higher levels (4- and 5-star) and ensure more eligible children both receive child care assistance and are in higher quality care.

- Collaboration and coordination at the state and local level should be improved to ensure that public school-based Pre-k expansion does not impact the viability of local child care programs.

Under activity five, states recommend strategies to *“improve the overall quality of early childhood care and education programs in the State, including, but not limited to, developing and implementing evidence-based practices, improving professional development for early childhood care and education providers, and enhancing learning opportunities for children”* based on the completion of activities one and two.

Activity five should include:

- Strategies to support working families by strengthening neighborhood and community child care centers that are responsive to family needs.
- Significant investments in a high-quality workforce to produce the child outcomes New Mexico needs (including both scholarship assistance to access higher education and compensation linked to educational achievements such as through INCENTIVE\$ and refundable tax credits).
- Strategies to ensure that no funds are reverted back to the state (or the federal government). New Mexico children and families need every possible dollar made available.

With regard to both the PDG B-5 grant proposal and the pathway forward for a unifying vision for early childhood services (which must be an aligned strategy), access to child care subsidies for low-wage working families should be as much a part of the vision as expanding publicly-funded Pre-k and home visiting. All are important supports for families.

Support for Data-Driven Strategies: Public Access to the Early Childhood Integrated Data System (ECIDS)

Some of the young children eligible for child care subsidy may be served in public Pre-k (e.g., the Legislative Education Study Committee estimates that in FY2017, 10,379 children 3 and 4 years of age participated in Pre-k programs administered by CYFD and PED).⁷³ And, some of those children may participate in Head Start (e.g., FY2017 Head Start data shows funded enrollment of 9,215 children, of which 49.3% were served in full day programs. Enrollment also reflects 117 pregnant women who received services and 170 infants and toddlers served in Early Head Start-Child Care Partnership programs).⁷⁴



What is known from the Legislative Finance Committee FY2018 child care accountability report is that in FY2018, 60% of children on subsidy were served in 3-, 4-, and 5 star programs.⁷⁵ And, from the CYFD Key Quarterly Performance Measures Report for the 4th quarter of FY2018, the percentage of licensed child care programs participating at higher quality levels within FOCUS has grown to 38.2% (with additional targeting outlined to increase participation).⁷⁶

It is unclear from data currently available in the public domain to see gaps between the universe of children who may be eligible for services in the state and the universe of children served (e.g., a child in publicly-funded Pre-k could have wrap-around child care or a child in Head Start could also be in a publicly-

funded Pre-k program and could be receiving wrap-around child care). There are several sources of public data, each of which is helpful, but none yet provides the type of transparency needed.

New Mexico's Early Childhood Integrated Data System, <http://llama.ecids.c66.me/>, developed with RTT-ELC grant funds, will be really helpful to better understand data at the child, program, and community level in an integrated manner. While one of the first indicators shows the demographics of the children and families being served by early learning programs and services across the state, it doesn't compare the number of children served to those eligible for such services.⁷⁷ It should.

Another site, the New Mexico Community Data Collaborative, <http://www.nmcdcmaps.org/>, includes information about child care licensed capacity trends, and data visualization for a list of early childhood services (which are shown on the map with a poverty overlay so that it is possible to see not only the geographic distribution of programs but also the poverty level within those communities). The maps under the NMCDC web site show information not currently displayed through ECIDS, however, PED data on public Pre-k sites should also be included.⁷⁸

A third web site, New Mexico's Indicator-Based Information System (NM-IBIS) operated by the Department of Health, includes mapping on child care center capacity by geographic location and child population.⁷⁹

While it is great to have these tools, equally important is the ability to understand how services compare to need (or against the number of eligible children or families).

Conclusion

It is an exciting time to see so many voices supporting a unifying vision for early childhood services in New Mexico. Let's make sure that the series of reports produced in 2018 culminate in conversations about next steps

and build on community strengths. Parents, advocates, and policymakers should want no less. The vision is within our reach.



Recommendations in Detail

Continuing the conversation toward a consensus vision for early childhood that:

- **Creates strong coordination with clear and focused leadership from an Executive between all departments that govern services related to young children** (i.e., requires strategic, intentional coordination by one Executive between currently fragmented programs across the Children, Youth, and Families Department (CYFD), the Public Education Department (PED), and the Department of Health (DOH), consolidates all birth to five services within CYFD's Early Childhood Services Division since CYFD administers the majority of services, consolidates all birth to five services within a new Department of Early Learning, or reinstates the New Mexico Children's Cabinet to ensure that all agencies are coordinating all birth to five services);
- **The Children Youth and Families Department (CYFD):** child care services (licensing, subsidy, FOCUS tiered quality rating system), public Pre-k, Child and Adult Care Food Program (CACFP), home visiting, and the Head Start Collaboration Office.

- **The Public Education Department (PED):** Public Pre-k and IDEA Part B, Section 619 (services for children age 3-5 with disabilities).
- **The Department of Health (DOH):** the Women, Infants and Children Program (WIC) and Family Infant Toddler (IDEA Part C – early intervention for infants and toddlers)
- Early Learning Advisory Council (ELAC)
- **Connects the overall state vision to the impact on the ground of early childhood services by requiring local coordinating councils to conduct an annual review within communities to promote coordination and integration of services that build on community strengths (i.e., expands public pre-k in a way that does not negatively impact community-based child care where capacity exists to offer public Pre-k) to better meet the needs of young children and to support professional development for the early education workforce;**



- Review the impact of school-based Pre-k on child care centers within the community before site selection for school-based Pre-k expansion.
- Conduct a local needs assessment, to promote coordination, identify challenges and strategies to address them, and to improve access to ensure

that funding sources do not cause a collateral negative impact on community programs.

- Review the decline in duration of child care assistance receipt despite 12 month eligibility required by federal law.
- **Prioritizes talent development strategies** to incent professional development and higher education for the early education workforce linked to compensation increases;
- Conduct a current ECE workforce study to better understand the composition of the early educator workforce.
- Ensure that strategies to increase participation in FOCUS and to ensure that programs participate at the highest levels (4- and 5-star care) include significant increases in workforce development funding – supports to obtain higher education and wage supplements tied to higher education to retain these individuals in the field.
- Triple the number of T.E.A.C.H. scholarships to 2,100 annually over five years, increase T.E.A.C.H. scholarships to \$3,000 per year, and allow recipient discretion on the number of credit hours that can be taken to promote educational advancement on an expedited basis increasing T.E.A.C.H. scholarship funding gradually over five years to \$6.7 million.
- Increase INCENTIVE\$ awards gradually over five years to \$11.7 million to incent and reward higher education achievements, particularly to retain Bachelor level teachers in programs serving children ages birth to five.
- Create a refundable tax credit strategy to link higher education achievement

with an ongoing meaningful increase in wages such as the School Readiness Credit in Louisiana achieves.

- Create a wage and compensation supplement for lead Pre-k teachers in non-public school settings such as the supplement package allocated to lead Pre-k teachers in community-based settings in Mecklenburg County, North Carolina.
- **Grows the expansion of current early childhood services** to promote the healthy development and school readiness of children under age five (including infants and toddlers), which also enables parents to work to better support their families at a rate that does not supplant services provided by existing community-based programs;
- Gradually double the percentage of children under age 5 who receive child care assistance (in addition to increasing the number of children receiving child care assistance in programs participating in the highest levels of FOCUS). Doubling the percentage of children under age 5 served would increase subsidy receipt by an additional 9,004 children under age 5, each of whom would be served in 4- or 5-star care with an increase in funding in year 1 of \$20.3 million increasing to \$101.5 million in year 5.
- Upon review to avoid a negative impact of school-based Pre-k expansion on community child care centers, expand full day public Pre-k to 80% of 4 year-old children and 50% of 3 year-old children (to be served in community-based child care wherever possible).
- After sufficient review to better understand and prevent the recent reversion of home visiting funds,

expand home visiting initiatives to serve more eligible families.



- ✓ **Utilizes federal resources through the Preschool Development Grant B-5 to conduct a more comprehensive needs analysis, which includes a review of the need for child care assistance compared to eligible children who receive assistance and the impact of school-based Pre-k on community child care centers before further expansion of Pre-k slots.**
 - **Under activity one**, inventory and map licensed child care programs, Head Start programs, and public Pre-k programs, identify the ages of children served, and the impact of school-based Pre-k on child care centers. Show the number of children and percentage of eligible children served for each program. Conduct a facility needs assessment, which includes the impact on child care centers if public funds as estimated by the Public Schools Facilities Authority (PSFA) are invested to remodel or construct public schools to expand school-based Pre-k. Update the early childhood services workforce survey to better understand the composition of the workforce, their levels of education (and credentials), years of experience, compensation (including wages and benefits) and employment setting.
 - **Under activity two**, identify strategies in the strategic plan to promote center

participation in FOCUS, increase FOCUS program participation at higher levels (4- and 5 star) and ensure more eligible children needing child care assistance receive it (including goals that identify strategies to ensure increased numbers of children receiving child care assistance are in programs at the highest quality levels). Strengthen collaboration and coordination at the state and local level to ensure that public school-based Pre-k expansion does not impact the viability of local child care programs.

- **Under activity five**, support working families by strengthening neighborhood and community child care centers that are responsive to family needs. Significantly increase investments in a high-quality workforce to produce the child outcomes New Mexico needs (including both scholarship assistance to access higher education and compensation linked to educational achievements such as through INCENTIVE\$ and refundable tax credits, which sustain compensation increases). Support strategies to ensure that no funds are reverted back to the state (or the federal government).
- **Supports data-driven strategies** through public access to an early childhood integrated data system (ECIDS).
 - Ensure that the new ECIDS public dashboard goes beyond the integration of data related to services provided to also show a comparison to the percentage of eligible children receiving assistance by program (or family in the case of home visiting).
 - Segment the data in the Legislative Finance Committee Child Care Accountability Annual Reports to also show the number of children under age 5 (and percentage of eligible children

under age 5) who receive child care subsidy.

- Segment the data in the Legislative Finance Committee Child Care Accountability Annual Reports to also show the number of infants and toddlers (and percentage of eligible infants and toddlers) who receive child care subsidy.
- Update the New Mexico Community Data Collaborative maps to include PED data on public school-based Pre-k sites.



Workforce Investments to Better Support Children in High-Quality Early Learning Settings

Investments in T.E.A.C.H. scholarships and INCENTIVE\$ Rewards					
Talent Development: Investments in Workforce (T.E.A.C.H. and INCENTIVE\$)	Year 1	Year 2	Year 3	Year 4	Year 5
Assumes tripling the current number of T.E.A.C.H. scholars to 2,100 by year 5 and increasing the value of T.E.A.C.H. scholarships to \$3,000 annually (from \$1,500)	\$3,150,000	\$4,111,800	\$5,115,600	\$5,997,600	\$6,720,000
INCENTIVE\$ Awards (Includes annual INCENTIVE\$ steps of \$800, \$1,650, \$2,500, \$3,750, and \$5,000 for current T.E.A.C.H. participants and graduates)	\$2,179,200	\$3,636,100	\$5,725,850	\$8,617,950	\$11,716,700
Total of T.E.A.C.H and INCENTIVE\$	\$5,329,200	\$7,747,900	\$10,841,450	\$14,615,550	\$18,436,700

Doubling the Percentage of Eligible Children Under Age 5 Below 200% of Poverty Receiving Child Care Assistance Over 5 Years (By age and Cost, Based on 2018 Payments)						
Age of Children Receiving Subsidy and Related Costs	Year 1	Year 2	Year 3	Year 4	Year 5	Growth in Children by Year 5 by Age
Average net annual increase for infants and toddlers (served in 4- and 5-star care)	\$7,112,228	\$14,224,456	\$21,336,683	\$28,448,911	\$35,561,139	2,611
Average net annual increase for 2 year-old children (served in 4- and 5-star care)	\$4,993,181	\$9,986,362	\$14,979,543	\$19,972,724	\$24,965,905	2,071
Average net annual increase for children between age 3 and age 5 (served in 4- and 5-star care)	\$8,201,322	\$16,402,644	\$24,603,965	\$32,805,287	\$41,006,609	4,322
Total New Children Served	1,801	1,801	1,801	1,801	1,801	9,004
Total net increase per year	\$20,306,731	\$40,613,461	\$60,920,192	\$81,226,922	\$101,533,653	

Note: Estimates are based on 2018 FOCUS star level payments by age and percentage of the caseload at each age level as reflected in FY2016 CCDF data as published by the U.S. Department of Health and Human Services.

Comparison of Early Childhood Services Concepts				
	Data	New Mexico Funders Group	New Mexico Now	NMCCEA, NMAEYC & NMAIMH
Child Care				
Goal/Expansion of Children		0	0	Double % under 5
Current Population Under 6	154,455 ¹			
Currently Eligible (under 6 below 200% of FPL)	84,002 ²			
Currently Served	9,424 ³			Serve 9,004 additional children. \$101.5 million/Yr. 5
% of eligible children served	11.20%			
Goal/FOCUS levels	60% of children on subsidy in 4- and 5-star care	Increase % in 4- and 5-star care	Increase % in 4- and 5-star care	100% in 4- and 5- star care
Pre-k				
Goal/Expansion of Children		Yes	Yes	Review & Better Coordinate
Current Population age 4	26,290 ¹			
Current Population age 3	26,035 ¹			
Currently served age 4	9,287 ⁴	Expand to 80%	Expand to 80%	Review local impact on child care, expand Pre-k building on community strengths
Currently served age 3	1,092 ⁴	Expand to 50%	Expand to 50%	
Expand to full-day Pre-k		Yes	Yes	Yes
Home Visiting				
Goal/Expansion of Families		Expand	0	Review reversions
Current Population	10,800 ⁴			
Currently Served	4,452 ⁴	11,500 families	0	Review reversions
ECE Workforce: Talent Development				
Current ECE Workforce	15,281 ⁵	Data Needed	Data Needed	Workforce Study
T.E.A.C.H. scholarships	700	Expand	Expand	\$6.7 million/Yr. 5
Expand INCENTIVE\$	239	Expand	Expand	\$11.7 million/Yr. 5
Tax credits/Louisiana type model		Yes	School Formula	Yes
Wage enhancements		Yes	Yes	Yes
Integrated Data System				
Child, program, system integration	In progress	Develop	Develop	Develop

Notes:

¹ U.S. Census Bureau, Annual Estimates of the Resident Population by Single Year of Age and Sex for the United States, States, and Puerto Rico Commonwealth: April 1, 2010 to July 1, 2017. Table PEPSYASEX 2017 Population Estimates, New Mexico.

https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=PEP_2017_PEPSYASEX&prodType=table

² U.S. Census Bureau, Table B17024, Age by Ratio of Income to Poverty Level in the Past 12 Months, Universe: Population for whom poverty status is determined 2017 American Community Survey 1-Year Estimates.

https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_17_1YR_B17024&prodType=table

³ Estimate based on 46% under age 6 in FY2016/applied to FY2018 average monthly caseload of 20,488

⁴ Legislative Education Study Committee, August 2018, <https://www.nmlegis.gov/handouts/ALESC%20081518%20Item%205%20.1%20-%20PreK%20Expansion%20Brief.pdf>

⁵ Early Childhood Comprehensive Needs and Cost Analysis, Winter 2016. Center for Health Policy, University of New Mexico.

https://www.nmecfg.org/uploads/4/4/8/2/44820203/early_childhood_comprehensive_needs_and_cost_analysis_12january16_current.pdf

* U.S. Department of Health and Human Services Program Information Report (PIR) data shows that Head Start and Early Head Start served 9,215 children birth to five participated in FY2017 (of which 49.3% were served in full-day programs). The Legislative Education Study Committee report from August 2018 shows that 14,921 infants and toddlers received early intervention services in FY2018.

Endnotes.

¹ The New Mexico Early Childhood Funders group is a collaborative of eight private and public charitable foundations: the Brindle Foundation, McCune Foundation, Los Alamos National Laboratory Foundation, W.K. Kellogg Foundation, Santa Fe Community Foundation, JF Maddox Foundation, Keeler Foundation, and the Thornburg Foundation.

² <https://www.nmlegis.gov/handouts/ALESC%20081518%20item%208%20.1%20-%20NM%20Now%20Pre-K%20Presentation.pdf>

³ U.S. Department of Health and Human Services, Preschool Development Grant B-5, https://ami.grantsolutions.gov/files/HHS-2018-ACF-OCC-TP-1379_1.pdf

⁴ Early Learning New Mexico, Sustainability Report A Vision Forward for Early Learning New Mexico, March 2018.

<https://www.earlylearningnm.org/media/files/NM%20RTT-ELC%20Sustainability%20Report%20-%20Final.pdf>

⁵ A Business Plan for Early Childhood in New Mexico, Bellweather and the Early Childhood Funders Group, Spring 2018.

⁶ A Path Forward for New Mexico's Children: The Case for Funding Pre-K through the School Funding Formula, New Mexico Now, July 2018.

⁷ Early Learning New Mexico, Sustainability Report A Vision Forward for Early Learning New Mexico, March 2018.

<https://www.earlylearningnm.org/media/files/NM%20RTT-ELC%20Sustainability%20Report%20-%20Final.pdf>

⁸ A Business Plan for Early Childhood in New Mexico, Bellweather and the Early Childhood Funders Group, Spring 2018.

⁹ A Path Forward for New Mexico's Children: The Case for Funding Pre-K through the School Funding Formula, New Mexico Now, July 2018.

¹⁰ Ibid.

¹¹ <https://cyfd.org/>

¹² <https://webnew.ped.state.nm.us/>

¹³ <https://nmhealth.org/>

¹⁴ <https://www.earlylearningnm.org/elac>

¹⁵ <https://eclkc.ohs.acf.hhs.gov/policy/head-start-act>

¹⁶ U.S. Department of Health and Human Services and U.S. Department of Agriculture Joint Policy Statement, Coordinated Efficiencies in Monitoring and Oversight of Early Care and Education Program, 2016.

https://www.acf.hhs.gov/sites/default/files/ecl/final_hhs_usda_joint_monitoring_policy_statement.pdf

¹⁷ <https://humanservices.arkansas.gov/>

¹⁸ <https://osse.dc.gov/>

¹⁹ <http://decal.ga.gov/>

²⁰ <http://marylandpublicschools.org/Pages/default.aspx>

²¹ <http://www.dhs.pa.gov/learnaboutdhs/dhsorganization/officeofchilddevelopmentandearlylearning/>

²² Children, Youth, and Families Department, October 3, 2018.

²³ <https://www.newmexicoprek.org/download/204/english/2054/cyfd-prek-rules-8-18-2-nmac.pdf>

²⁴ <https://www.newmexicoprek.org/download/204/english/2053/ped-prek-rules-6-30-9-nmac.pdf>

²⁵ U.S. Census Bureau, Table B23008, Age of Own Children under 18 Years in Families and Subfamilies by Living Arrangements by Employment Status of Parents, 2017 American Community Survey 1-Year Estimates.

https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_17_1YR_B23008&prodType=table

²⁶ Licensed Child Care Provider Sites, 2015-2017 Overview Data Visualization, New Mexico Community Data Collaborative (NMCDC) web site <http://nmcddc.maps.arcgis.com/home/item.html?id=e51f0be798f74bc58f99d9dd2860c902#data>; and Children, Youth, and Families Department, October 3, 2018 email exchange.

²⁷ National Institute for Early Education Research (NIEER), Oklahoma Pre-K Profile. (2017). http://nieer.org/wp-content/uploads/2018/04/Oklahoma_YB2017.pdf

²⁸ 9 Investigates: State Of Oklahoma Seeing Decline In Daycares, October 2017. <http://www.news9.com/story/36567450/9-investigates-state-of-oklahoma-seeing-decline-in-daycares>

²⁹ Ibid.

³⁰ Ibid.

³¹ Costs for child care skyrocket, Ginnie Graham, World Staff Writer, September 14, 2018. https://www.tulsaworld.com/news/local/costs-for-child-care-skyrocket/article_ba7a2285-057e-5ed2-a645-a9d58cd3c289.htm

³² Why Have Illinois' Child Care Centers Closed? Illinois Action for Children. (2005). http://www.actforchildren.org/wp-content/uploads/2016/02/Center_Closing_Study_FINAL.pdf

³³ Ibid.

³⁴ State Approaches to Regional Early Childhood Councils, Center on Enhancing Early Learning Outcomes, CEELo, as part of Preschool Development Grant Technical Assistance (PDG TA), March 2017. http://ceelo.org/wp-content/uploads/2017/08/ceelo_listserv_summary_regionalcouncils_final_web.pdf

³⁵ <http://bese.louisiana.gov/current-initiatives/act-3-early-childhood-education>

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