

members appointed by the CYFD secretary, and include representation from Head Start, licensed early childhood care providers, parents, community organizations, public postsecondary institutions, tribal education institutions, current childhood care worker, and the CYFD secretary or the secretary's designee.

HB623 would create a new section of the Early Childhood Care and Education Act to require CYFD to publish a request for proposals or applications for early childhood care services and evaluate these proposals or applications. An eligible provider's proposal or application would have to include how the services provided would meet CYFD standards, the number of eligible children that would be served, facilities information, a description of the early childhood care workers qualifications and work requirements, professional development plans, parental involvement plans, how services meet the continuum of services to children, and any other relevant information requested by CYFD. HB623 would require CYFD to develop funding criteria based on current operating costs of an eligible provider and whether the provider satisfies the high-quality curricular, employment, and professional standards developed by the early childhood care workforce review board. Contracts with eligible providers would have to ensure funds are not used for any religious, sectarian or denominational purposes, instructional or material.

HB623 would also create the early childhood care workforce fund as a nonreverting fund in the state treasury to be administered by CYFD to carry out the provisions of the voluntary early childhood care providers program.

Early Childhood Issues. Early childhood providers are asked to have a complex understanding of child development and provide rich, meaningful educational experiences for the children and families in their care. Research overwhelmingly shows that most professional development has negligible effects, however, research also indicates that coursework and coaching and mentoring opportunities do improve the effectiveness of early childhood providers.

Substantial evidence demonstrates experiences in early childhood are critical for brain development, and children who participate in high-quality early learning programs have better health, social-emotional, and cognitive outcomes than students who do not participate. Recent advances in neuroscience have shown early childhood years also provide the foundation for literacy skills.

The National Conference of State Legislatures international study of world-class educational systems, *No Time to Lose*, identified four common elements for educational success, the first of which is students come to school ready to learn, with extra support given to struggling students so all students have the opportunity to achieve high standards. High-performing countries also feature coordinated early childhood education systems that emphasize program quality.

The first three years of a child's life are critical for brain development; during this time the brain creates 1 million connections every second that will establish pathways for future development, according to the Center on the Developing Child at Harvard University. When children have adverse childhood experiences (ACEs) or do not have adequate opportunities to create these connections, their future educational achievement and life outcomes are negatively impacted. According to Child Trends, a nonpartisan research center, 18 percent of children in New Mexico experienced three or more ACEs, outpacing the national average of 11 percent. However, early childhood education can reduce the impact of ACEs by providing children with rich social experiences needed to succeed in school and families with supports and resources.

RELATED BILLS

HB173, Child & Family Databank Act, would create a child and family statewide integrated data system.

HB197, Early Childhood Shared Service Integration, would require CYFD to establish a shared service integration model that improves the effectiveness of and minimizes duplication of early childhood education programs statewide.

HJR1, Permanent Funds for Early Childhood, CA, would amend the Constitution of the State of New Mexico to increase annual distributions from the Land Grant Permanent Fund by 1 percent for early childhood services.

SB202, Child & Family Databank Act, a duplicate of HB173.

SOURCES OF INFORMATION

- LESC Files

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