

## 2015 Accountability Report

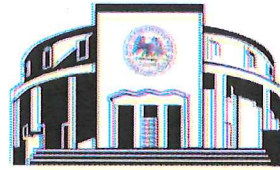
# Early Childhood

Early childhood initiatives have the potential for widespread economic and social benefits, however, children in New Mexico rank low in many basic well-being indicators. Services for improving the health, safety, stability, and education of New Mexico's children span several state agencies, including the Children, Youth and Families Department (CYFD), the Department of Health (DOH), the Human Services Department (HSD), and the Public Education Department (PED). Recently, concerns regarding low or declining performance in key indicators such as the rate of repeat child maltreatment, immunization, and reading proficiency of low-income children have been raised. With this knowledge the Legislature has invested in multiple prevention and intervention strategies such as home visiting and prekindergarten (PreK).

The Early Childhood Accountability Report is intended to provide a system-wide look at key early childhood indicators across state agencies and consolidate information regarding expenditures and outcomes; however, this first report only provides baseline data for some new measures.

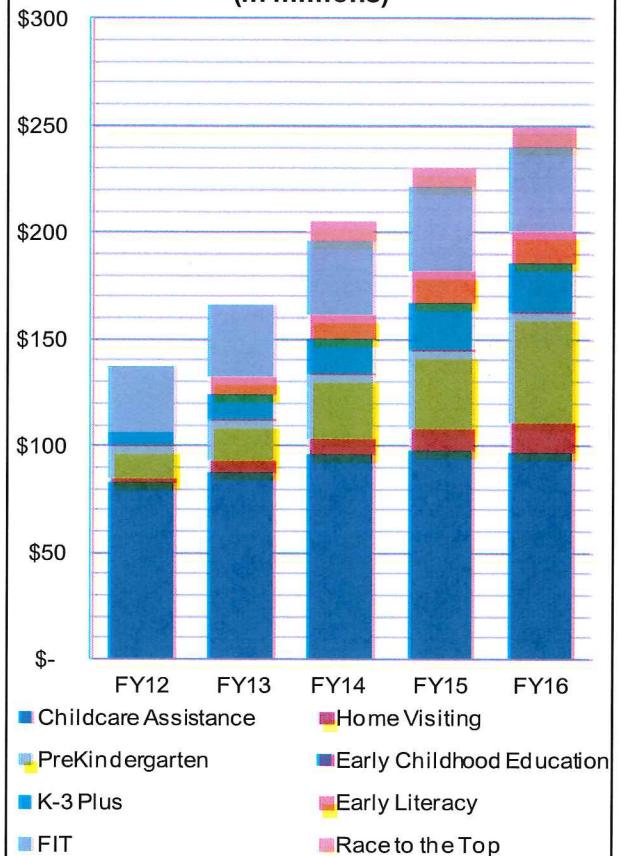
State-wide early public education data shows mixed results; third grade students are improving their math skills over time, however reading skills are declining. Health and safety indicators continue to show low performance. Children in New Mexico are experiencing higher rates of maltreatment and repeat maltreatment than in previous fiscal years and above national averages.

Given the state's significant investment in programs to improve early childhood health and educational outcomes, analysis of key indicators is vital to ensure investments are meeting their intended goals.

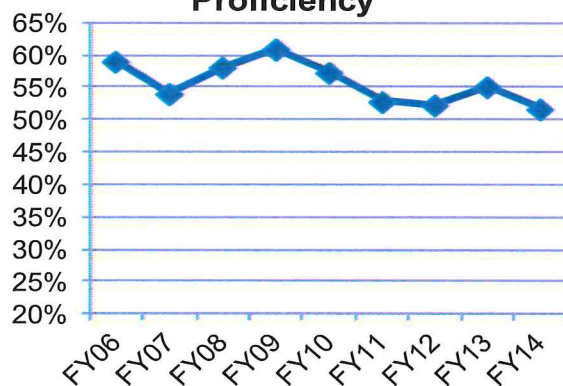


NEW MEXICO  
LEGISLATIVE  
FINANCE  
COMMITTEE

**Early Childhood Education  
Funding History  
(in millions)**



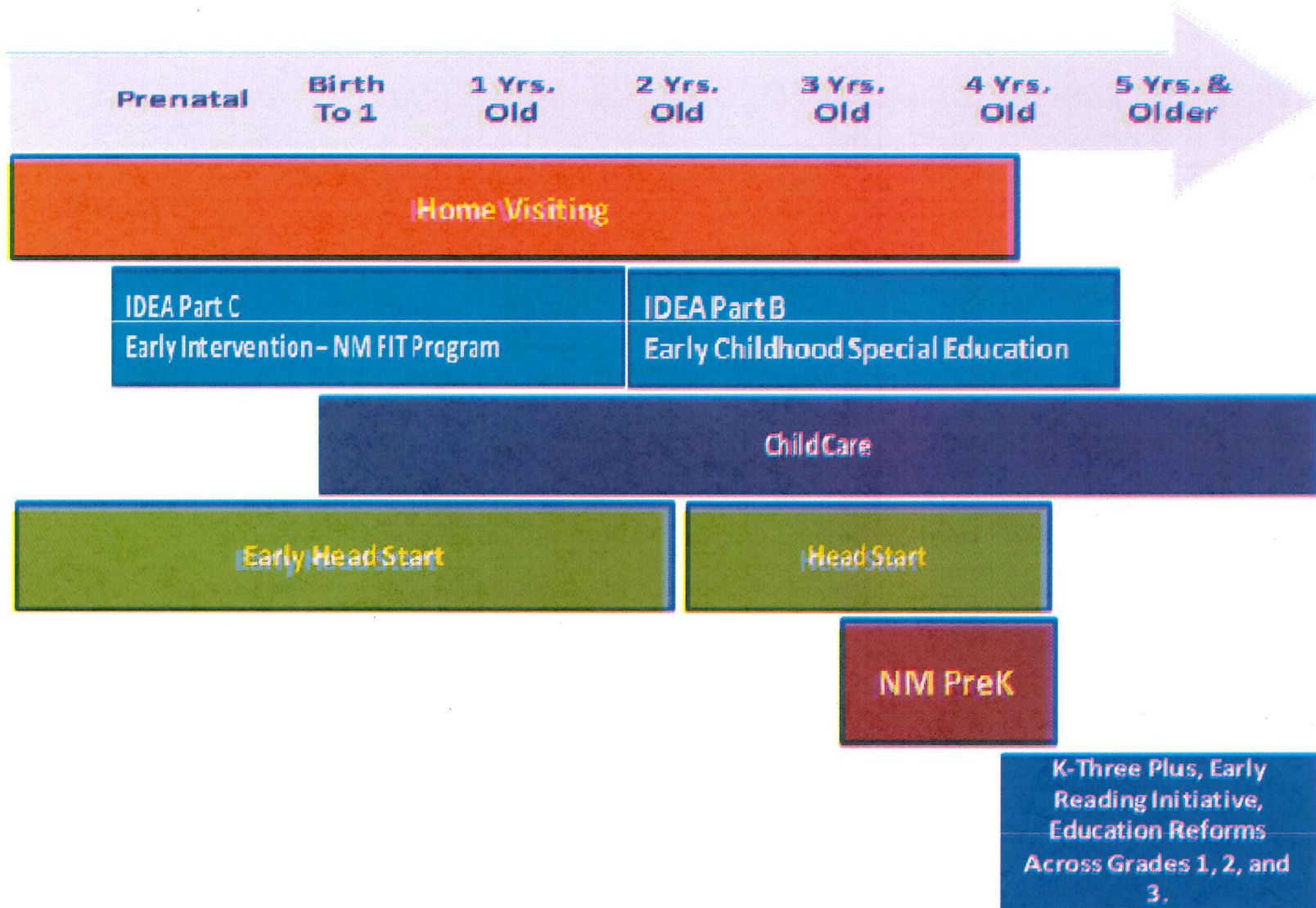
**Third-Grade Reading  
Proficiency**



Source: PED

**The Science.** Research indicates the most rapid period of brain development occurs in the first few years of life. During this time, the basic architecture of a child's brain starts to form with ongoing implications into adulthood. This means the earliest years may present the most significant opportunity but also the highest risk. Brain development is slowed for children in less stimulating emotional and physical environments, leading to cognitive and social delays. Additionally, research also shows later interventions may be less successful. As a result, programs that identify and support children and families who are most at-risk for experiencing highly stressful environments can reduce or avoid the need for more costly and less effective remediation and support programs later.

# New Mexico's Early Childhood Care and Education System





<b>HEALTHY</b>	<b>Infant Mortality</b>	<b>Low Birth Weight</b>	<b>Immunization Rate</b>	<b>Early Access to Prenatal Care</b>
	2013	2013	2013	2014
	<b>5.4</b>	<b>8.9%</b>	<b>66%</b>	<b>64%</b>
	Per 1,000 children U.S. – 6.0 Better	2,331 children No Change	U.S. – 71% Worse	N=25,985 mothers No Change
	2012 6.9	2012 8.8%	2012 72%	2013 63%

<b>SAFE</b>	<b>Rate of Child Deaths (to 14)</b>	<b>Rate of Child Maltreatment</b>	<b>Rate of Foster Care Placement</b>	<b>Repeat Maltreatment</b>
	2011	2014	2013	2015
	<b>24</b>	<b>16.7</b>	<b>3.7</b>	<b>11%</b>
	Per 100k children 96 children Worse	Per 1,000 children 9,412 victims Worse	Increasing	No Change
	2010 20	2013 13.6	2012 3.4	2014 11%

<b>READY TO LEARN BY KINDERGARTEN</b>	<b>All Kids</b>	<b>Kids From Low-Income Families</b>	<b>Kids Funded to Participate in Early Childhood</b>	<b>Low-Income 4-Year Olds in High Quality Early Education</b>
	Year	Year	2016	2014
	<b>44%</b>	<b>N/A</b>	<b>75,131</b>	<b>69%</b>
	N=23,209 children Baseline	# children	children Better	N= 19,919 children Baseline
			2015 66,455	

<b>EDUCATED 3<sup>rd</sup> Grade</b>	<b>Reading – All Kids</b>	<b>Reading – Low-Income Kids</b>	<b>Math – All Kids</b>	<b>Math – Low-Income Kids</b>
	2014	2014	2014	2014
	<b>52%</b>	<b>45%</b>	<b>50%</b>	<b>42%</b>
	N= 25,462 Worse	N=18,926 Worse	N=25,467 No Change	N=18,927 Better
	2013 55%	2013 48%	2013 51%	2013 44%



HOME VISITING		Average Percent of Family Goals Met	Mothers Initiating Breast Feeding	Average Number of Home Visits	Well – Child Exams
FY15	FY16	FY14	FY14	FY14	FY14
\$10.6	\$14.3	26%	84%	14	96%
2,788	3,762	N= 1,957 families	N=884	N= 1,957 families	N= 1,180
		Baseline	Better	Baseline	Baseline
			2013 72%		

**Home Visiting.** Home visiting is an intensive parent education program shown to effectively reduce child abuse and improve health. This voluntary program provides family support and basic parenting skills critical to improving childhood outcomes during pregnancy and through the first few years of a child's life. Research shows early family support programs are an effective system of early intervention for at-risk families.

In FY16, the LFC estimates about 3,700 families will receive state-funded home visiting services, but an estimated 7,000 eligible families will go without these services. Strategically, policymakers have continued incremental increase funding of home visiting services to allow communities time to develop quality infrastructure for programming. The second annual home visiting report released last fall highlighted low engagement rates by families for additional services recommended by home visitors. This is significant and may hinder outcomes if families do not connect with additional services. However, a positive performance outcome is the percent of children in home visiting who receiving well-child visits is significantly higher than children on Medicaid who do not participate in home visiting services.

CHILD CARE ASSISTANCE		Kids Attending 4 or 5 Star Center	Enrolled 9 or More Months	Kids Ready at Kindergarten	Low Income Kids Proficient by 3 <sup>rd</sup> Grade
FY15	FY16	FY14	FY14	FY12	FY12
\$97.7	\$96.6	27%	34%	29%	46%
20,248	18,721				
		Baseline	Baseline	Baseline	Baseline

**Child Care Assistance.** Administered by the Children, Youth, and Families Department (CYFD), the Childcare Assistance Program in New Mexico serves about 18 thousand children up to age 13 at a cost of \$97 million annually. The program subsidizes the cost of child care for families with incomes at or below 200 percent of the federal poverty level (FPL), or about \$48 thousand annually for a family of four. As of November 2013, all participating families at 150 percent of the FPL receive automatic assistance. Recently, CYFD also opened enrollment for families on the waiting list between 151 and 200 percent FPL.

Historically, child care has been viewed as a welfare support program, allowing low-income parents to work. However, since 2004, LFC evaluations emphasized quality initiatives intended to improve outcomes and recommended shifting funding toward more costly, high quality programs. As a result, CYFD increased provider rates an average of 27 percent in FY15. Additionally, in 2017 CYFD will implement Focus, the state's new tiered quality rating and improvement system (TQRIS). Implementation of Focus is essential to ensuring the largest early childhood program in the state improves school readiness.



NEW MEXICO PRE-K		Pre-K Kids Ready at Kindergarten	Pre-K Kids Proficient by 3 <sup>rd</sup> Grade - Reading	Pre-K Kids Proficient by 3 <sup>rd</sup> Grade - Math	4-Year Olds in NM Pre-K
FY15	FY16	FY13	FY14	FY14	FY14
\$39.6	\$51.1	39%	59%	58%	17%
10,500	12,938	N=471	N=3,309	N=3,309	
		Baseline	Baseline	Baseline	Baseline
			Low 54%	Low 54%	
			Income	Income	

**Prekindergarten.** New Mexico prekindergarten (PreK) is an early education program for 3 and 4-year-olds implemented by CYFD and the Public Education Department (PED). The program is available to families for half-day or extended-day services, and a recent LFC evaluation found prekindergarten (PreK) had a significant impact on math and reading proficiency for low income 4-year-olds and lowered special education and retention rates. In FY15, CYFD and the Public Education Department (PED) provided almost 7,500 children with PreK services, including about 1,800 slots for extended day services. Prior to FY16, PreK was only available to 4-year-olds but policymakers expanded services for 3-year-olds to support continued gains in student achievement outcomes.

However, 3-year-old PreK is only implemented by CYFD-funded private child care programs; PED raised concerns regarding the infrastructure and capacity of schools to expand PreK to earlier ages and instead chose to focus on expansion of extended-day prekindergarten for 4-year-olds.

K-3 PLUS EXTENDED SCHOOL YEAR		Eligible Students Enrolled	Kids Ready at Kinder. or 1 <sup>st</sup> Grade	Kids Proficient by 3 <sup>rd</sup> Grade - Reading	Kids Proficient by 3 <sup>rd</sup> Grade - Math
FY15	FY16	FY14	FY13	FY14	FY14
\$21.2	\$23.7	26%	45%	39%	39%
18,854	19,154	N=70,646	N=6,806	N=2,330	N=2,330
		Better	Baseline	Baseline	Baseline

**K-3 Plus.** Research has identified “time-on-task”, the time students spend in the classroom actively engaged in learning, as a practice that has the greatest impact on student learning. To that end, the state implemented the K-3 Plus program – an extended school year program for kindergarten through third grade students – in 2007. The program extends the school year for a minimum of 25 instructional days beginning before students start for students at high-poverty or low-performing elementary schools who choose to participate. A federally funded study underway led by Utah State University indicates students who are participating in K-3 Plus are making educational gains that outpace their peers that are not participating in the program.

During the summer of 2014, 18,056 students participated in the program. For the summer 2015 program, school districts applied to serve 25,650 students; however, the amount of funding appropriated for K-3 Plus limited the number of students awarded 21,059 students, or 30 percent of eligible students. Almost 71 thousand students are eligible to participate in the program.

**Early Childhood Program Appropriations**  
(in millions of dollars)

		FY12 Actuals	FY13 Actuals	FY14 Actuals	FY15 Operating	HAFC	Laws 2015, Chapter 101
1	<b>Children, Youth and Families Department - Early Childhood Services Programs</b>						
2	<b>Childcare Assistance</b>						
3	General Fund	\$ 26.8	\$ 29.8	\$ 33.3	\$ 30.3	\$ 30.3	\$ 30.0
4	Federal Funds	\$ 30.4	\$ 31.6	\$ 15.1	\$ 36.4	\$ 36.1	\$ 36.1
5	OSF	\$ 0.8	\$ 1.4	\$ 0.8	\$ 0.8	\$ -	\$ -
6	USDA E&T	\$ 0.6	\$ 0.6	\$ 0.6	\$ -	\$ -	\$ -
7	TANF	\$ 24.3	\$ 23.8	\$ 23.2	\$ 30.5	\$ 30.5	\$ 30.5
8	<b>Total Childcare Assistance</b>	<b>\$ 82.9</b>	<b>\$ 87.2</b>	<b>\$ 73.0</b>	<b>\$ 97.9</b>	<b>\$ 96.9</b>	<b>\$ 96.6</b>
9	<b>Home Visiting</b>						
10	General Fund	\$ 2.3	\$ 3.2	\$ 4.5	\$ 7.5	\$ 7.5	\$ 7.5
11	Federal Funds	\$ -	\$ 2.7	\$ 2.5	\$ 2.5	\$ 2.3	\$ 2.3
12	TANF	\$ -	\$ -	\$ -	\$ 2.0	\$ 4.5	\$ 4.5
13	Tobacco Settlement Fund	\$ -	\$ -	\$ 1.1	\$ -	\$ -	\$ -
14	<b>Total Home Visiting</b>	<b>\$ 2.3</b>	<b>\$ 5.9</b>	<b>\$ 8.1</b>	<b>\$ 12.0</b>	<b>\$ 14.3</b>	<b>\$ 14.3</b>
15	<b>Early Childhood Professional Development</b>						
16	General Fund	\$ 0.5	\$ 0.5	\$ 0.5	\$ 1.1	\$ 1.1	\$ 1.4
17	<b>Prekindergarten: Four Year Old Basic Services</b>						
18	General Fund	\$ 8.2	\$ 9.2	\$ 8.5	\$ 4.6	\$ 3.3	\$ 3.3
19	TANF	\$ -	\$ -	\$ -	\$ 6.1	\$ 6.1	\$ 6.1
20	Tobacco Settlement Fund	\$ -	\$ -	\$ 3.1	\$ -	\$ -	\$ -
21	<b>Prekindergarten: Four Year Old Extended Day Services</b>						
22	General Fund	\$ -	\$ -	\$ -	\$ 8.4	\$ 8.4	\$ 8.4
23	TANF	\$ -	\$ -	\$ -	\$ -	\$ 5.5	\$ 5.5
25	<b>Prekindergarten: Three Year Old Services</b>						
26	General Fund	\$ -	\$ -	\$ -	\$ 1.3	\$ 1.3	\$ 1.3
27	TANF	\$ -	\$ -	\$ -	\$ -	\$ 2.0	\$ 2.0
29	<b>Total CYFD PreK</b>	<b>\$ 8.2</b>	<b>\$ 9.2</b>	<b>\$ 11.6</b>	<b>\$ 20.4</b>	<b>\$ 26.6</b>	<b>\$ 26.6</b>
30	<b>Planning Grant: High Quality Early Childhood Development Centers</b>						
31	General Fund	\$ -	\$ -	\$ -	\$ 0.5	\$ -	\$ -
32	<b>TOTAL CYFD</b>	<b>\$ 93.9</b>	<b>\$ 102.8</b>	<b>\$ 93.1</b>	<b>\$ 131.9</b>	<b>\$ 138.9</b>	<b>\$ 138.9</b>
33	<b>Public Education Department - Special Appropriations *</b>						
34	<b>Prekindergarten: Four Year Old Basic Services</b>						
35	General Fund	\$ 6.3	\$ 10.0	\$ 15.0	\$ 17.7	\$ 19.5	\$ 21.0
36	Fund Balance <sup>1</sup>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
38	TANF	\$ -	\$ -	\$ -	\$ -	\$ 3.5	\$ 3.5
39	<b>Prekindergarten: Four Year Old Extended Day Services</b>						
40	General Fund	\$ -	\$ -	\$ -	\$ 1.5	\$ 1.5	\$ -
41	<b>Total</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1.5</b>	<b>\$ 1.5</b>	<b>\$ -</b>
42	<b>Prekindergarten: Three Year Old Services</b>						
43	General Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
44	<b>Total</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
45	<b>Total 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>
46	<b>K-3 Plus</b>						
47	General Fund	\$ 5.3	\$ 11.0	\$ 16.0	\$ 21.2	\$ 22.2	\$ 23.7
48	<b>Total</b>	<b>\$ 5.3</b>	<b>\$ 11.0</b>	<b>\$ 16.0</b>	<b>\$ 21.2</b>	<b>\$ 22.2</b>	<b>\$ 23.7</b>
49	<b>Early Literacy</b>						
50	General Fund	\$ -	\$ 8.5	\$ 11.5	\$ 14.5	\$ 15.0	\$ 15.0
51	<b>TOTAL PED</b>	<b>\$ 12.1</b>	<b>\$ 29.5</b>	<b>\$ 42.5</b>	<b>\$ 54.9</b>	<b>\$ 61.7</b>	<b>\$ 63.2</b>
52	<b>Department of Health</b>						
53	<b>FIT (birth to 3)</b>						
54	General Fund	\$ 14.5	\$ 14.0	\$ 14.5	\$ 20.1	\$ 20.0	\$ 20.5
55	all other funds	\$ 16.5	\$ 19.6	\$ 19.6	\$ 19.6	\$ 19.6	\$ 19.8
56	<b>Total FIT</b>	<b>\$ 31.0</b>	<b>\$ 33.6</b>	<b>\$ 34.1</b>	<b>\$ 39.7</b>	<b>\$ 39.6</b>	<b>\$ 40.3</b>
57	<b>Human Services Department</b>						
58	<b>Evidenced-Based Home Visiting (prenatal to 3)</b>						
59	General Fund	\$ -	\$ -	\$ -0.5	\$ -0.5	\$ -	\$ -
60	Federal Funds	\$ -	\$ -	\$ -	\$ 1.1	\$ -	\$ -
61	<b>TOTAL HSD</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
62	<b>Race to the Top- Early Learning Challenge</b>						
63	Federal Funds	\$ -	\$ -	\$ 9.4	\$ 9.4	\$ 9.4	\$ 9.4
64							
65	<b>Early Childhood Programs Grand Total</b>	<b>\$ 137.0</b>	<b>\$ 165.9</b>	<b>\$ 179.1</b>	<b>\$ 236.0</b>	<b>\$ 249.6</b>	<b>\$ 251.8</b>



# EARLY CHILDHOOD PROGRAMS: FY15 and FY16 ENROLLMENT AND ESTIMATED FUNDING NEEDED FOR STATEWIDE PROGRAMS

	Criteria For Services	Home Visiting	Family, Infant, Toddler (FIT) Program	Childcare Assistance	Head Start/ Early Head Start (EHS)	Prekindergarten		Kindergarten Three Plus
		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 olds 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.	Basic (Half-Day)	Extended (Full-Day)	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.
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14								

Source: CYFD, PED, DOH, and LFC Files

## Home Visiting Notes:

Estimate of total eligible clients statewide is based on a 20 percent uptake of all children birth to two years old ((27,000X2)x.80). Average cost per client of home visiting is per family. Costs of home visiting vary greatly depending on the model used.

## Family, Infant, Toddler Notes:

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 FY15 and FY16 estimate of total eligible clients statewide is based on 2 percent growth. The FIT Program is an entitlement and does not have a waiting list for services. The program is expected to continue to grow at a rate of 2 percent annually with 261 additional clients projected in FY16.

## Childcare Assistance Notes:

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 estimated by CYFD.

## Head Start and Early Head Start Notes:

The FY15 estimate of children served was provided by the NM Head Start Collaboration Director. Head Start (HS) and Early Head Start (EHS) are completely federally funded. According to CYFD, HS and EHS are expected to continue experiencing decreased funding in FY15. HS and EHS funding and provider counts do not include tribal government or consortium or migrant/seasonal programs.

## Prekindergarten Notes

The estimate of total eligible clients statewide is based on an 80 percent uptake rate of the total number of 4-year-olds currently served by Title 1 schools (87 percent of 27,700) less 4-year-olds who attend Head Start programs (5,700) and special education prekindergarten (2,446). The LFC estimated number of clients to be served in basic programs in FY16 includes approximately 957 authorized slots for 3-year-old students. The estimated funding need to serve 12,762 4-year-olds in extended-day prekindergarten programs after FY16 totals 20.6 million (\$68.4 million less \$47.8 million appropriated in FY16 for prekindergarten programs for 4-year-olds).

## Kindergarten-Three-Plus Notes:

K-3 Plus eligibility is based on the total number of students statewide attending schools with 80 percent or more of the students eligible for free or reduced-fee lunch (FRL) and schools with a D or F letter grade. For 2014 summer programs, PED used \$3.2 million in fund balance. For summer 2015 K-3 Plus programs, PED budgeted \$3.5 million in fund balance not included in the FY16 estimates.