

# **Income Dynamics for New Mexico Families Receiving Child Care Assistance, 2013-2018**

**An Analysis of Changes in Earnings by Qualifying Activity and Subsidy Duration**

**November 2024**



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## **An Analysis of Changes in Earnings by Qualifying Activity and Subsidy Duration**

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**CRADLE TO CAREER  
POLICY INSTITUTE**

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## Introduction

The high cost of child care in the United States has a variety of documented impacts on family well-being. Care costs strain the budgets of families who pay for care, while some families avoid paid care costs but limit their labor market participation and career advancement.<sup>1</sup> By one estimate, full-time center-based infant care in New Mexico costs an average of \$9,135 per year, which is about 41% of the median income for a single-parent family.<sup>2</sup> Child care assistance, administered in New Mexico by the Early Childhood Education and Care Department, aims to reduce that strain by subsidizing the cost of care for eligible families. The program provides families with a voucher to defray their care costs, and is funded by a combination of state funds and funds from the federal Child Care and Development Fund (CCDF) block grant. During the years reflected in these analyses, New Mexico families were eligible for initial enrollment in child care assistance if their household incomes were below 150% of the federal poverty level (FPL), or \$30,240 annually for a family of three in 2016.<sup>3</sup> Once enrolled, families remained income-eligible until their incomes exceeded 200% FPL. Additional eligibility criteria required that household adults participate in a qualifying activity such as employment, education or job training.

Nationwide, child care assistance has been found to provide a number of economic benefits to families, including increased earnings and increased months worked,<sup>4</sup> with decreased child care costs associated with increased maternal employment.<sup>5</sup> Subsidy receipt has also been associated with increased educational outcomes.<sup>6</sup> Research suggests that parents who exhibit either moderate or high initial disadvantage when they first enroll in subsidies—as measured by education level, earnings, and welfare receipt—are most positively affected by program participation.<sup>7</sup> Within New Mexico, the Legislative Finance Committee’s (LFC) evaluation unit found in 2019 that child care assistance enrollment was associated with an increase in income for participating families.<sup>8</sup> Using data from the state’s Tax and Revenue Department, analysts matched families’ child care records with their tax information, finding that families who filed taxes and who received assistance between 2013 and 2017 saw an average increased income of \$3,500 per year, an amount that exceeded the growth that would be expected based on inflation. The LFC also found that the majority of families (57%) experienced income increases, while about a third reported income decline and very few reported no change.

This analysis examines income changes for families enrolled in child care subsidy from 2013 to 2018, based on the income that participating families report to the Early Childhood Education and Care Department—a data source that allows for the inclusion of families who may not appear in state tax data. In examining income based on a different data source and disaggregating it by key indicators, this analysis seeks to build on the existing evidence base about how and whether families enrolled in child care assistance experience income growth, with particular attention to their length of time enrolled, their household income at the start of enrollment, and whether the adults in the family are working or in school. Findings aim to guide New Mexico policymakers to identify the characteristics of families who benefit most from assistance, and of those who may require additional supports and connections to job skills training and other opportunities in order to move toward self-sufficiency.

## Analytic Approach

Analyses in this report are based on 14,116 de-identified families in administrative data provided by the New Mexico Early Childhood Education and Care Department. The data included variables such as county, race/ethnicity, family size, and age of primary child in care, and represented families enrolled from July 2013 through June 2018. Data were analyzed using detailed descriptive analyses and logistic and ordinary least squares regression. Full methods and robustness checks are provided as appendices. The logic of our analyses classified families based on two entry characteristics: their qualifying reason for care and their income as a percentage of that year’s federal poverty guidelines. We then investigated how long families stayed enrolled in the subsidy program, measured as the number of observed months that a child care provider received a subsidy payment on the family’s behalf. Our primary income measure examines how much families’ monthly income did or did not change by the time they exited the assistance program. We also investigated factors associated with income change and exit income.

**Families included in this analysis have not been compared with families who did not receive child care assistance, and the income changes reported here do not control for the overall economic environment in New Mexico during the years being examined. Findings provide a rich, descriptive portrait of income dynamics among subsidy-receiving families, but should not be used to make claims about the program’s effectiveness as an income support.**

### *Income as a Percentage of the Federal Poverty Level*

*This brief characterizes household income at child care assistance entry as a percentage of the federal poverty level (FPL). The FPL is an income threshold released annually by the federal government, which increases with household size. The FPL bands described in our study therefore represent different income ranges depending on the size of the family and the year families entered the assistance program. For general reference, key FPL thresholds for a family of three in 2016 (around the middle of our study window) were:*

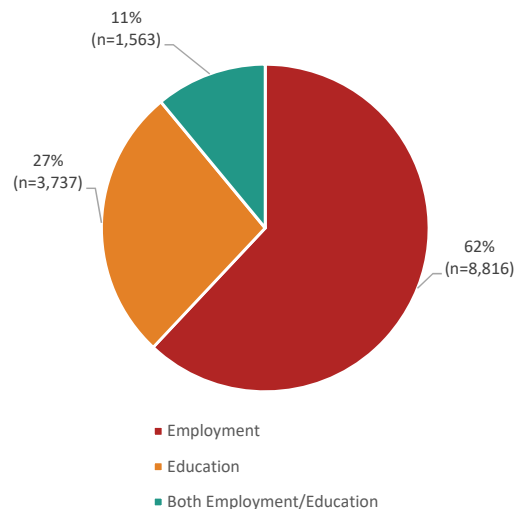
50% FPL: \$10,080

100% FPL: \$20,160

150% FPL: \$30,240

## Sample Characteristics

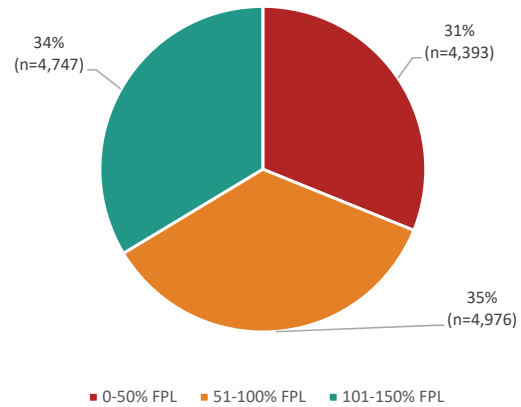
Just under two-thirds of families in the sample (62%) qualified for assistance based on adult employment. Families qualifying through adult education made up just over one quarter of participants (27%), while those qualifying via both activities were a minority at 11% (see Figure 1). Summary statistics and outcomes for this 11% were compared with those of employment-only families and found to be very similar. Therefore, some analyses consolidate qualifying care reason into just two categories: employment or education only.



**Figure 1. Family qualifying reason for care (n=14,116)**

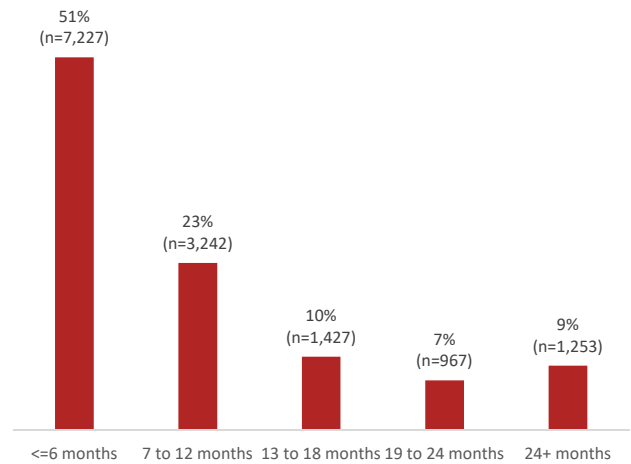
**All families in the sample entered the program with incomes of 150% of the federal poverty level (FPL) or less** (see Figure 2).

This means these families had incomes below approximately \$30,240 for a family of three, using the 2016 poverty guidelines.<sup>9</sup> Within this sample, 31% of families were in the lowest income band with incomes below 50% FPL, or \$10,080 for a family of three. The remaining 69% were split evenly across the other two income brackets.



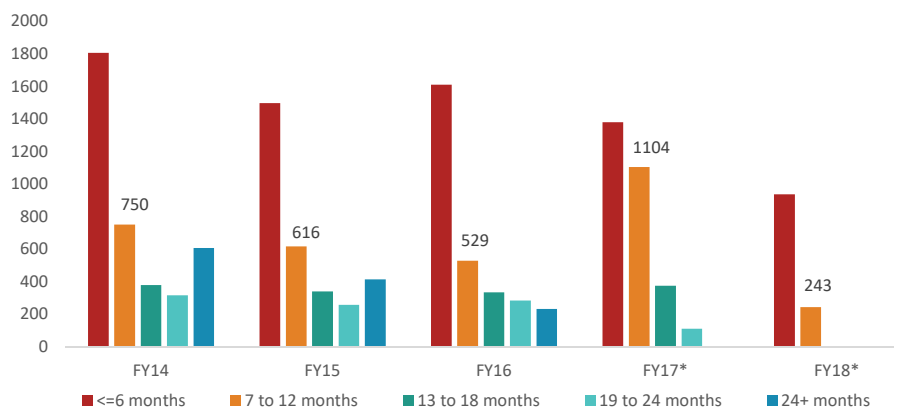
Across all years of data in the sample, **74% of families received child care assistance for a year or less.** About 51% of families stayed in the program for six months or less, while 23% were enrolled from seven months to a year. Another 17% remained enrolled between one year to two years, and 9% stayed in the program for two years or more. Overall, 26% of participants received more than one year of assistance (see Figure 3).

**Figure 2. Family household income at child care assistance entry, as % of the federal poverty level (FPL)**



**Figure 3. Families by duration of enrollment in child care assistance**

Duration in child care assistance for this sample changed markedly in state fiscal year 2017<sup>1</sup> (FY17), when New Mexico extended its subsidy recertification period from 6 months to 12 months. Following new requirements of the federal CCDF block grant, New Mexico began authorizing 12 months of assistance to families, rather than six, before requiring them to redetermine their eligibility. Figure 4 shows that the number of families who reached the 7-to-12-month enrollment benchmark increased substantially after implementation of this policy change. In FY16, 529 families stayed enrolled for 7 to 12 months, while in the following year, that amount doubled to 1,104 families. Note that the analysis does not show enrollment that continues beyond two years for families who first enrolled in FY17 or FY18 because of the end of the data analysis window (see Appendix A for more detail).



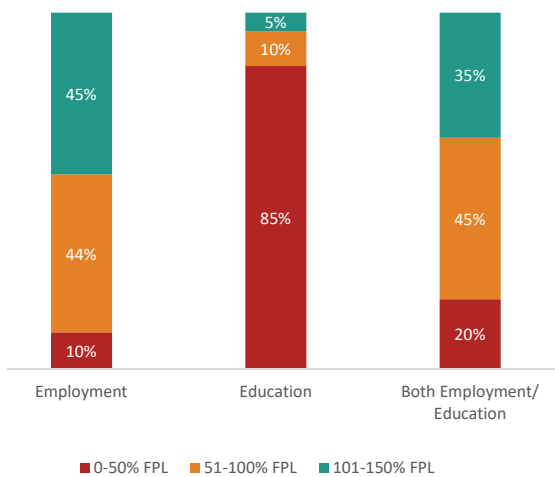
\*Families enrolled for two years or more not shown for FY17 or FY18 due to end of data window.

**Figure 4. Number of families reaching enrollment benchmarks, by fiscal year (FY)**

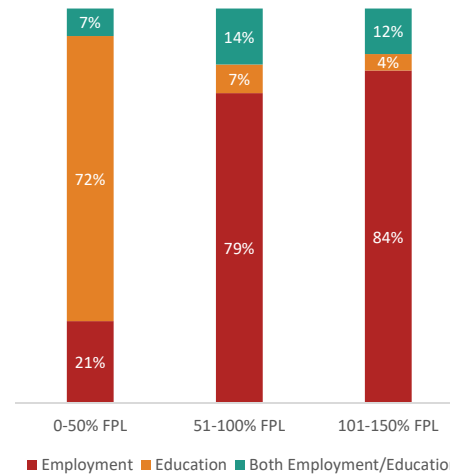
<sup>1</sup>New Mexico's state fiscal year runs from July 1 to June 30.

## Intersection of qualifying reason for care, income at entry, and time in enrollment

The data demonstrate a high degree of correlation between qualifying reason for care and entry income. **In particular, families who entered with incomes of 0-50% FPL were primarily student parents**, as illustrated by Figures 5 and 6. Approximately 85% of those qualifying via education had incomes of 0-50% FPL, and 72% of the 0-50% FPL group were students. Students were disproportionately low-income (or no income) at entry compared to working parents. Employed parents primarily had entry incomes at 50-150% FPL, with only 1 in 10 entering with incomes less than 50% FPL.



**Figure 5. Household entry income band as percentage of the federal poverty level (FPL), by qualifying activity**



**Figure 6. Qualifying activity by household entry income band as a percentage of the federal poverty level (FPL)**

### Fast Facts: Families who Qualified for Child Care Assistance Through Employment

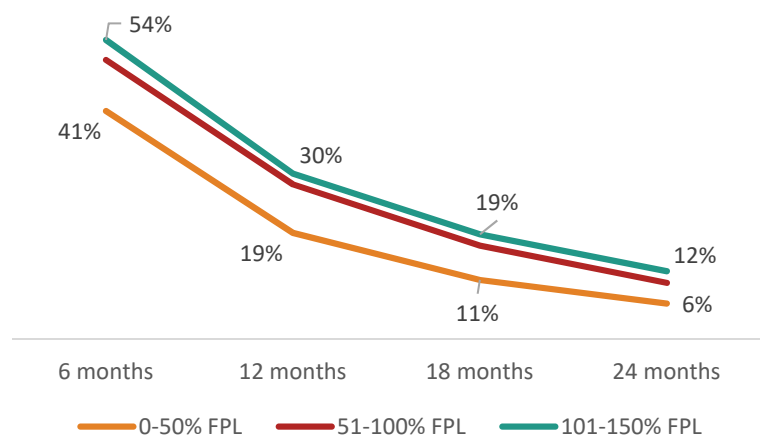
- About 73% of families in the study sample qualified for child care assistance through employment. About 62% qualified through employment only, and another 11% qualified through both employment and education or training.
- Families qualifying through only employment saw average income gains of \$48 per month between entry and exit from the child care assistance program. On average, employed families' monthly income increased from \$1,598 to \$1,646.
- Just more than half (51%) of employment-qualified families' incomes remained static during their child care assistance enrollment. About 28% experienced income gains and 21% experienced an income decline.
- Gains were greater among families who received child care assistance for longer. Average monthly income gains increased to \$105 for families who received assistance for 13 to 18 months, and to \$159 monthly for families enrolled for 24 months or more.
- Families qualifying through employment remained enrolled in assistance for 10.5 months on average, and 28% of them remained enrolled for a year or more.
- Income gains were greatest for the lowest income families. Families who entered child care assistance with incomes between 0-50% of the federal poverty level (FPL) saw income gains of \$154 on average at exit. However, this income band represents only 12% of employment-qualified families.
- Workers who entered assistance with incomes greater than 50% FPL comprised 88% of employment-qualified families. These families experienced smaller income gains on average (\$55 average monthly gains for those with entry incomes of 51-100% FPL, and \$19 more per month for those with entry incomes between 101-150% FPL).

**Fast Facts: Families who Qualified for Child Care Assistance  
Through Education or Job Training**

- About 27% of families in the study sample qualified for child care assistance exclusively through education or job training, without qualifying employment.
- Families who qualified through education exited the subsidy program with incomes that increased \$155 per month on average over their starting incomes. The average monthly starting income for this group increased from \$329 to \$484.
- About 73% of education-qualified families in the sample saw no change to their income at subsidy exit; 20% showed income growth and 7% reported a decrease in income.
- Average increases for this population were driven primarily by families who entered with zero income and exited with income. Nearly half (48%) of education-qualified families entered the child care assistance program reporting zero income.
- Approximately 85% of families who qualified for child care assistance through education or job training had entry incomes below 50% of the federal poverty level (FPL).
- Families in this population remained in the subsidy program for 8.1 months on average, which was shorter than the average for families qualifying through employment. About 62% of these families received six months of subsidized care or less, and just 19% of student-headed families stayed enrolled in assistance for longer than a year.
- Income gains were minimal for families who received assistance for less than six months, then grew markedly with time. These gains increased from \$189 monthly among those who received assistance for 7 to 12 months, up to an average increase of \$732 in monthly income for those who qualified through education and received child care assistance for more than 24 months.

Roughly 13% (n=1,841) of the approximately 14,000 families in the sample reported no income at entry. **This 13% with no income at entry was almost entirely students (97%), though families qualifying through education made up only 27% of all families.** Just under half (48%) of students entered the subsidy program reporting no income.

**Employed parents also stayed enrolled slightly longer on average than student parents (10.5 months compared to 8.1 months).** Only 19% of students stayed enrolled longer than a year, while that figure was 28% for employed parents. Similarly, **more than half (62%) of student parents stayed enrolled for six months or less.** This finding corresponds to an overall finding that families with lower incomes at program entry remained in the program for fewer months, on average (see Figure 7).



**Figure 7. Percentage of families who reached key enrollment benchmarks, by household income at entry**

## Changes in Family Income

**Overall, families gained on average \$79 per month in income by the end of their enrollment.** However, this average masks substantial variation in family income gains depending on how long they received assistance, their starting income at program entry, and whether they qualified for assistance through employment or education. More than half of all families (56%) in the sample reported no change to their income during their enrollment in child care assistance, in part because families exited after relatively short spells of assistance.

### Duration of Assistance

Congruent with prior studies<sup>10</sup>, we found a positive association between months enrolled in assistance and average income gained.

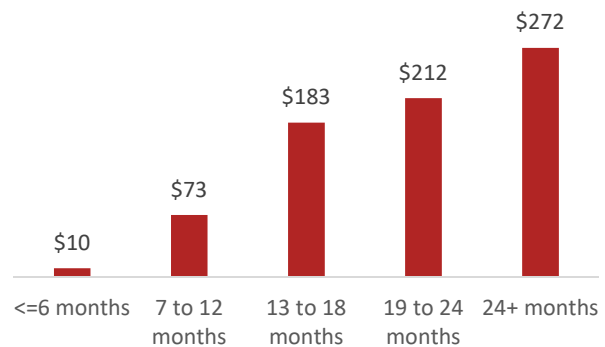
**Specifically, we found that enrollment spells of six months or less were not associated with substantial income gain on average, while spells of up to a year were associated with mean gains of about \$73 more per month. More significant mean income gains were identified for families who stayed enrolled for more than a year** (see Figure 8).

Families enrolled in assistance for 13 to 18 months saw average income gains of about \$183 per month, and average gains increased to \$272 per month for families who remained enrolled for two years or more.

In general, families with longer spells of assistance experienced more changes to their income than families with shorter spells. **Of families enrolled for six months or less, 88% had no income changes.** In contrast, of those families staying in the program between 13-18 months, only 10% reported no income changes. The relationship between months in assistance and the odds of families experiencing an income change is statistically significant ( $p \leq .001$ , see Appendix B for full regression results). Note that our study data did not include income measures for families after they exited the subsidy system. The relationship between time enrolled and income change may therefore simply reflect that family income changes with the passage of time, regardless of subsidy receipt.

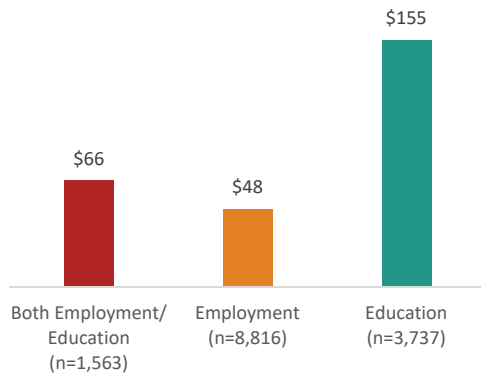
### Qualifying Activity

**On average, the income gained for student parents was about three times that for working parents. Still, students started and finished with lower incomes than working parents** (see Figures 9 and 10). Lower relative increases for working families were correlated with higher average starting incomes. Of special note in the 0-50% FPL category are those who enter the program reporting no income—a group comprised almost entirely of those qualifying through education. These individuals had the most “room” to grow their incomes and contributed to some of the largest income gains observed in the data.

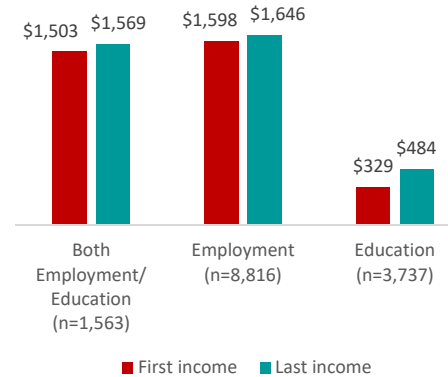


*Figure 8. Average change in monthly income by duration of enrollment in child care assistance*



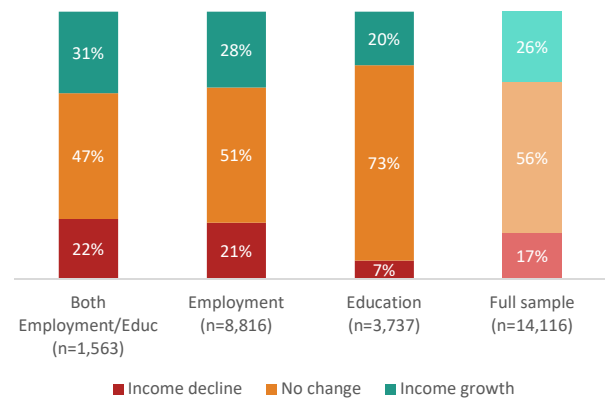


**Figure 9. Average difference at exit in family monthly income, by qualifying activity**



**Figure 10. Average entry and exit monthly household income, by qualifying activity**

Additionally, families enrolled in school were significantly less likely than working families to see any change at all to their income while enrolled in assistance. However, those education-qualified families who did experience a change in income were more likely than working families to experience income gains rather than losses ( $p = .001$ , see Appendix B for regression results). While their income growth was more dramatic when it occurred, 73% of education-qualified families in the sample saw no change to their income at subsidy exit; 20% showed income growth and 7% reported a decrease in income. This is compared to the 51% of working families whose incomes remained static during their child care assistance enrollment and 28% of working families who saw income gains (see Figure 11).



**Figure 11. Change in income, by qualifying activity**

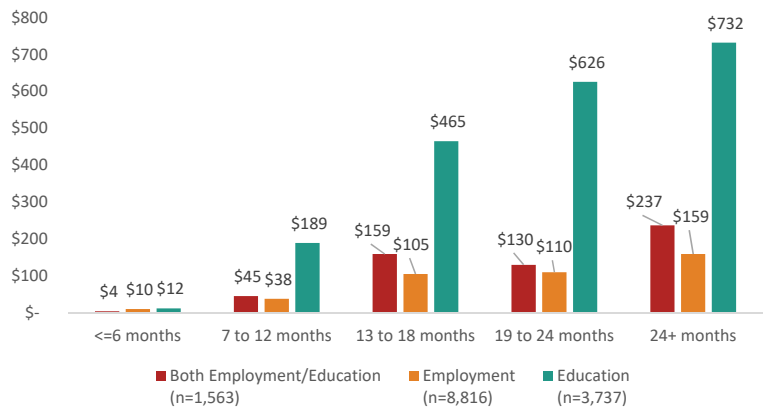
## Intersection of Duration and Qualifying Activity

**Regardless of qualifying activity, families with program duration of six months or shorter showed almost no change in income on average. Among families enrolled for longer than six months, student parents showed substantially more growth in mean monthly income than those qualifying through employment.** For instance, students staying longer than six months but less than a year saw an average income gain of about \$189 per month, compared to \$38 for those qualifying through employment. These higher average income gains likely reflect the 48% of students who entered assistance with no income transitioning to income-earning status. Notably, this analysis cannot capture parents' earnings before they enrolled in school and so cannot determine whether their earning potential was improved by their schooling, only that they reported a household income increase during the study window. For the two-thirds of families who qualified via employment only, income gains were more modest. Nearly all of these families enrolled with some type of income from their job (mean

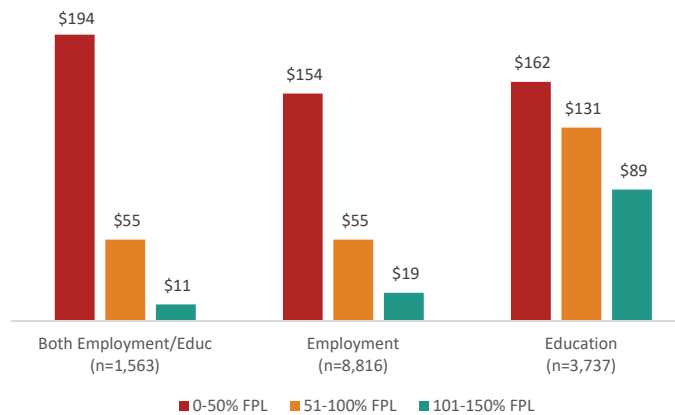
starting income is roughly \$1,600 a month), so gains are necessarily more limited before families begin nearing the income eligibility limits for the program. **Figure 12 shows how student parents with relatively longer durations in subsidized care drove average income growth in the sample.**

### Family Income at Program Entry

The relationship between income growth and initial income varied markedly depending on whether participants were working or in school. Figure 13 shows mean income differences broken out by entry income categories within care reasons, and demonstrates three key results. First, the 0-50% FPL group showed the highest income gain across all care reasons, which as noted before, was likely related to their low or zero starting income. Second, **mean monthly income differences were notably less stratified by FPL for students compared to workers.** That is, FPL at entry was less important as a predictor of income gain for students than for working parents, because students at all FPL levels benefited more evenly than their working peers. Third, **for the bulk of working families who had incomes between 50% and 150% FPL (56% of all families in the data, and 90% of working families), mean monthly income growth was modest—around \$37 monthly on average.** In regression modeling, the relationship between family income and income gains was complex. Higher entry income was significantly associated with having some change in income between program entry and exit (including negative change). However, within families who experienced some income change, lower entry income was a significant predictor that income change would be positive. Put another way, families who entered with higher incomes were more likely to experience variability in their earnings, but *lower* income families were more likely to see gains, not losses, when their income did change (see Appendix B for full regression results).



**Figure 12. Average change in monthly income, by qualifying activity and duration of assistance**



**Figure 13. Average change in monthly income, by qualifying activity and entry income**

## Intersection of Entry Income, Duration, and Qualifying Activity

### *Employed Families (including those qualified as both working and in school)*

**Dollar income gains for families with any type of employment were highest for the lowest-income families who stayed enrolled in assistance for at least six months** (see Figure 14).

Working parents in this 0-50% FPL category were a smaller group (12% of working families) than those entering at 51-100% FPL (44%) or 101-150% FPL (44%). **Working families who qualified with incomes at 51-150% FPL and stayed enrolled in assistance for a year or less (63% of all working families), realized relatively modest or sometimes negative mean income differences.** Working participants entering at 51-100% FPL who stayed enrolled for more than a year experienced average monthly income increases between \$89 and \$154, depending on how long they stayed. However, 101-150% FPL employed participants saw virtually no gains unless

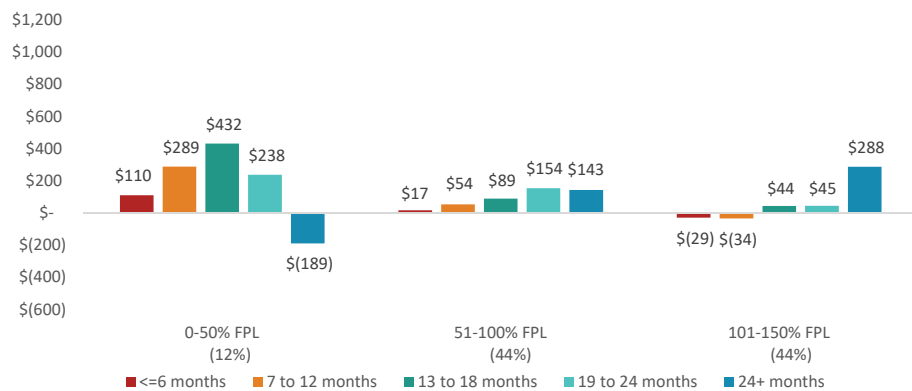
they stayed enrolled for two years or more. Families who entered with the lowest incomes showed greater gains within the first year of enrollment, compared to families in higher income bands who showed no substantial gains until they were enrolled for 18 months, or for two years. In a

puzzling finding, **families in the lowest FPL bracket who stayed enrolled the longest**

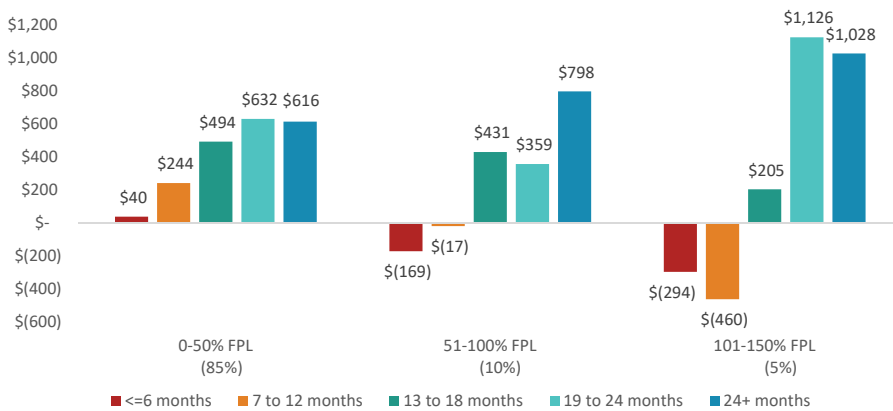
**actually showed declines in income**, while this is not the case for the longest stayers in the 51-100% FPL and 101-150% FPL groups. The reason for this finding is unclear from the data used for this study. In some cases, large income drops among enrolled families coincide with a change in their activity status from employment to schooling, suggesting participants may have left the workforce to pursue a degree or credential. However, it is unclear to what extent this accounts for the income drops observed for some groups in the sample.

### *Families in School or Training*

Income gains for families who initially qualified for assistance through school or training were generally larger than gains for employed parents (see Figure 15). These averages, however, reflect a pool that includes both the 20% of students who see gains—some large—and the nearly three quarters with no income change and who in many cases reported zero income throughout. A substantial majority of the education-qualified group (85%) entered assistance with incomes between 0 and 50% FPL, while about 10% entered at 51-100% FPL and only 5% joined at 101-150% FPL. **Of the 85% of students who enrolled in the lowest income band, 65% received six months or less of child care assistance and reported an average of \$40 more income per month at exit. This short-term, low-income category encompasses most students in the sample.** The next biggest subset of students were those who entered at



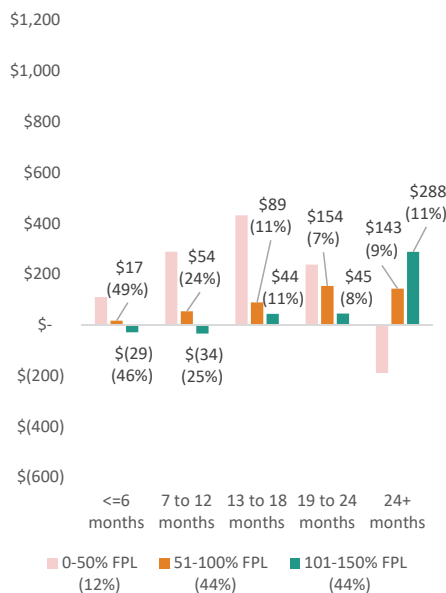
**Figure 14. Average change in monthly income by duration in assistance and entry income, employed families only**



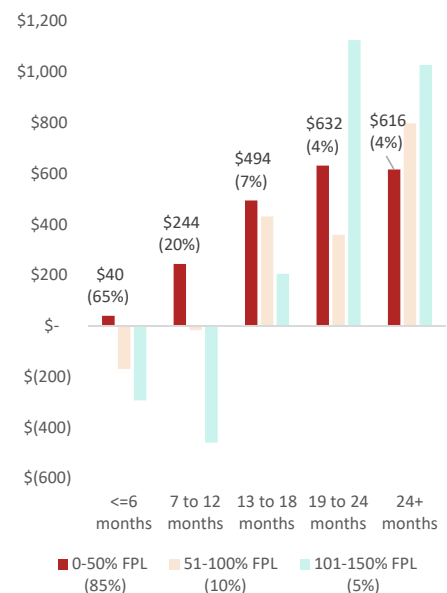
**Figure 15. Average change in monthly income by duration in assistance and entry income, student families only**

0-50% FPL and stayed for seven months to a year. This group reported more substantial income growth of \$244 per month on average. The smaller groups of students who entered assistance with incomes greater than 50% FPL tended to show declines or no movement to their earnings in their first year receiving assistance, shifting to substantial average gains after one year of enrollment.

To emphasize the family profiles that are most common in the data, Figures 16 and 17 use darkened bars to represent these largest groups. **Orange and green bars represent working parents with typical incomes and red bars represent student parents with typical incomes. Together, these represent more than 84% of the entire sample.** The lighter bars show income differences for the much smaller portion of the samples that fall outside these dominant trends. Percentages under each mean income difference value represent the proportion of that FPL group who reached the respective enrollment spell category, and these percentages sum to 100. Similarly, percentages under FPL categories in the legend represent the proportion of working or student parents in that category, also summing to 100. For working parents in the dominant 51-150% FPL categories, 71% (46% + 25%) to 73% (49% + 24%) of families exited assistance within a year and had minimal income gains on average. For typical students at 0-50% FPL, 65% exited assistance within 6 months and 85% exited within a year.



**Figure 16: Mean monthly income differences by duration of assistance and entry FPL group for all employed parents**



**Figure 17: Mean monthly income differences by duration of assistance and entry FPL group for student parents**

## Other Key Factors

These analyses focus on qualifying entry activity, income at entry, and duration of subsidy receipt. For our supplemental regression modeling (see appendices for detail), we included some key contextual control variables including race/ethnicity and county, to assess whether these had predictive power over the presence and direction of income differences. These factors were generally not found to exert any significant independent effects on income gains, with some exceptions. Analyses revealed a statistically significant impact for child age, with families with older children (three years or older) having greater odds of experiencing any change in income, as well as income growth, relative to those with infants and toddlers. We also found suggestive racial/ethnic associations ( $p < .05$ ). Specifically, within the pool of families experiencing some income change by their subsidy exit, non-Hispanic Black parents on average saw \$113 less in monthly income gains compared to Hispanic parents. Non-Hispanic Black parents also had 36% higher odds of reporting income decline compared to Hispanic parents. Finally, non-Hispanic White parents were linked with slightly higher exit income than Hispanic parents within the pool of families whose final income was not \$0. See Appendix B for further detail.

## Summary of Key Findings

- Overall, families gained on average \$79 per month in income by the end of their child care assistance enrollment.
- Average income gains were driven by the gains of 26% of the overall sample, with the remaining 74% of families seeing incomes that either didn't change (56%) or decreased (18%).
- Income gains differ significantly depending on how long families remained enrolled in assistance, their income at entry, and whether they qualified for assistance through employment or education.
- Specifically, the highest income dollar gains were largely realized by those who received more than a year of assistance.
- Families who entered assistance with higher starting incomes and who were employed tended to stay enrolled longer than those with lower starting incomes and those who were students.
- Families headed by student parents started and finished their child care assistance spells with lower average incomes than working parents. On average, these families were less likely to increase their incomes while enrolled in assistance. When they did, however, income gains were double or more the size of gains seen by working families. These gains were largely driven by change from having zero reported income as a student to having some reported income.
- Among families who qualified for assistance through employment, families who entered with the lowest incomes (below 50% of the federal poverty level) experienced the greatest income gains. Working families with incomes above 50% FPL—who comprised 88% of the employed sample—experienced more modest gains on average.

## Implications

- **The finding that most income gains were not realized until families received at least one year of assistance underscores the importance of policies that support continuity of assistance benefits for families.** This analysis affirms other findings that families' average length of assistance enrollment increased in FY17 after New Mexico adopted 12-month recertification policies.<sup>11</sup> These policies allow families to keep their benefits for 12 months after establishing initial eligibility.
- **Relatively unchanged income for the majority of working families in the sample indicates a need for broader economic mobility policies** that promote wage growth opportunities for families with incomes between 50% and 150% FPL—a band that comprised most of the sample but saw less income growth than families at the lower end of the distribution.
- **The findings highlight opportunities for further research focused on student parents.** On average, families qualifying through education enter the data with the lowest incomes and have the shortest spells of assistance. Yet when their income does increase, it increases dramatically. Higher education can be a powerful tool for upward mobility, and supports to help student parents remain continuously enrolled in assistance may pay especially high dividends in terms of income growth.
- **New Mexico's child care subsidy policies have changed dramatically since the years reflected in these data.** Families can now remain eligible for subsidies until their incomes reach 425% FPL, or \$109,735 in 2024 for a family of three. By contrast, a family of three in 2016 would have become ineligible when their household income reached \$40,320. This may have depressed the amount of income growth families could realize before becoming ineligible for the program. Additional research is needed to understand whether the current policy environment has resulted in different income dynamics for families, and these analyses may serve as a useful baseline for understanding income dynamics under more limited eligibility.

## **Appendix A: Data Procedures and Limitations**

Researchers received five years' worth of administrative data from ECECD on families who were enrolled in New Mexico's Child Care Assistance program from July 2013 to June 2018. These datasets are referred to as ACF-801 data, and are a standardized format used by all states that receive funding from the federal Child Care and Development Block Grant to help fund their state's child care subsidy program. Each fiscal year of data is formatted as its own Excel workbook, with months as selectable tabs within the workbook. In each month, records consist of families who were enrolled in that month and who used their benefit with a participating provider who billed the state for that family's care. Indicators in the data include: county of residence, zip code, whether the participating parent is a single head of household, qualifying reason for care, reported monthly income, and the race/ethnicity of children receiving subsidized care. All months were appended, creating an unbalanced panel dataset of family-months whereby families' duration of subsidy assistance could be observed.

### **Data Procedures**

We began with 37,425 families who were enrolled in child care assistance at some point between July 2013 and June 2018. Though families can cycle in and out of the assistance program with multiple case opening and closure dates, we focused on the 83% of families with only one enrollment date. We also checked the different date variables used in the data to ensure that families with anomalous values such as nonsensical future enrollment start dates were dropped from analyses. In total, 6,454 families had either more than one enrollment date or an illogical future enrollment date, so these families were dropped, leaving 30,971 families.

We further limited the sample to just those with observed enrollment start dates in July 2013 or later. This is in accordance with established practice in analyzing enrollment and outcomes change in child care assistance,<sup>12</sup> in order to most accurately capture income at families' true date of program entry. Allowing those with unobserved enrollment dates prior to the study window to remain in analyses could bias estimated entry income upward, since families with prior months in the program may have already experienced an impact on their earnings. This exclusion further reduced the analytic sample to 23,058 families. In preparation for analyses that focused on income as a dependent variable, we then examined histograms and percentile distributions to assess the presence of outliers. Using all observations of a family, we computed their average income, then dropped 230 families with an average monthly income beyond the 99th percentile (>\$4266 a month). Next, we examined the raw monthly income variable at the observation level and marked cases for whom monthly income was ever beyond the 99th percentile. This dropped 972 families who ever reported a monthly income of more than \$4026. These steps resulted in a cleaned analytical sample of 21,856 families.

Our data window ended in June 2018, which is approximately when New Mexico transitioned to a new data management system for child care assistance. At this time, state officials began enrolling new applicants and re-enrolling continuing families under the new data

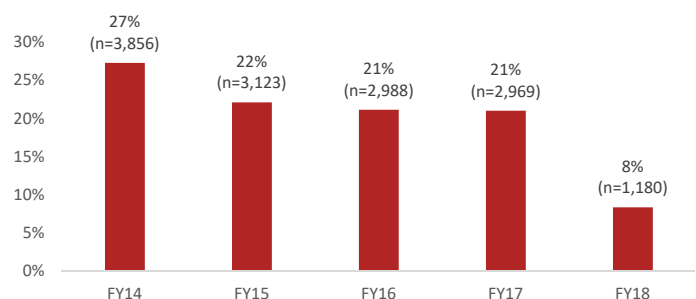
system with new identification numbers. Due to this transition, family IDs were not able to be reconciled between the two data systems. Therefore, families who were still enrolled in June 2018 have their true exit income censored from observation. To improve the internal homogeneity of the sample and our ability to draw conclusions about families’ final income upon leaving the program, we limited the sample to those families who had exited enrollment by May of 2018 and who were not present in the final month of our data. This meant we dropped 6,722 families who were present in the June 2018 data and whose true exit income was not known, leaving us with 15,134 remaining families.

Finally, we limited the remaining sample to those families with entry incomes at or below 150% of the federal poverty level (FPL). This reflects eligibility requirements during the time period covered by the data. Families with incomes from 151-200% FPL could be enrolled during this period during a process of discretionary clearing of the subsidy waitlist, as funding permitted. Some initial analyses were conducted that included these higher income families, which identified extremely high average income growth among a small group of student-led families in this income band. To prevent their particular income dynamics from distorting overall trends, we limited the sample to families who were eligible under standard policies during the study period. Just over 1,000 families (n=1,018) with entry incomes greater than 150% FPL were dropped, leaving a final sample of **14,116 families**.

### Key Data Limitations

Enrollment spell data presented in the report do not address the ceiling created by the end of our data observation window in June 2018. To assess enrollment spells more accurately, Figure A1 examines the fiscal years in which a family first enrolled, to understand the pattern of enrollment for families who started near the beginning of the observation window, and whose true enrollment behavior was the least censored. Families starting in later years were increasingly right-censored in the data, since families who enrolled in FY17 and FY18 had less observable time to accumulate enrollment time than families who started toward the beginning of the data window.

Though the underlying data are essentially panel data at the family-month level, we conducted and present analyses at the family level. Family-level analyses are well-suited for the research questions at hand, which aim to know “what ultimately happened” as compared to “what happened along the way.” Our analyses used only one observation for each family, which we computed to capture each family’s total months enrolled, their final reported income, and the calculated difference between the family’s entry income and their exit income. Our analyses categorized families into subgroups based on their characteristics at entry.



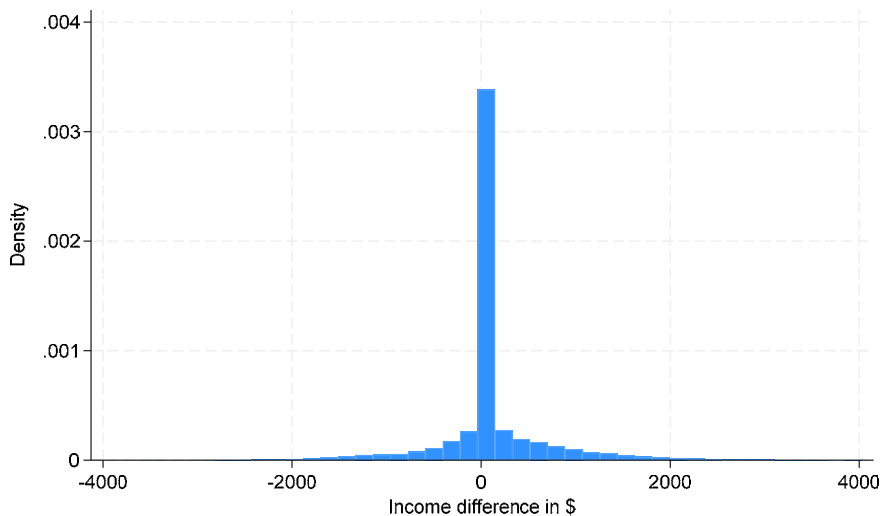
**Figure A1: Families enrolled per fiscal year, exiting child care assistance by June 2018 (n=14,116)**



Prior research suggests much of the relationship between receipt of child care subsidy and increased income stems from unemployed people becoming employed, more than from those already employed increasing their pay<sup>13</sup>. We may therefore expect that transitions from “student” to “both student/employed” or just “employed” are key status changes associated with the biggest income changes. Since our analyses did not focus on status changes along the way in the qualifying reason variable, we did not directly estimate this effect (as one would do in a panel model, or multi-level/random effects model). In other words, we only looked at entry income and exit income, and did not model any changes in other variables that coincided with income changes during enrollment.

## Appendix B: Regression Procedures and Outputs

Slightly more than half (56%) of the sample had no change in income by their final observation (n=7,929). The remainder of the sample (44%) experienced some change (n=6,187). Of those reporting a change, 60% (n=3,732) reported a positive income gain, while 40% (n=2,455) reported an income decline. In other words, just over one quarter (26%) of the sample showed income gain, while 17% reported income decline. See Figure B1.



**Figure B1: Distribution of income difference variable (n=14,116)**

Modeling the income data as a dependent variable raised some methodological issues due to the zero-inflated nature of the distribution. Typical ordinary least squares (OLS) regressions are not entirely appropriate for such a sample. To examine the above variable as an outcome, we took the following logic with its distribution: First, since more than half the sample shows zero income change, we examined households whose income did not

change, comparing them to those with change. We then ran a logistic regression to see how differences in summary statistics were or were not significant predictors of income change. We then took the same approach for those reporting any change, comparing summary statistics for those reporting positive or negative change, then running OLS regression predicting the direction and extent of that change, since the above variable with the zeros removed is a typical normal distribution of continuous numbers.

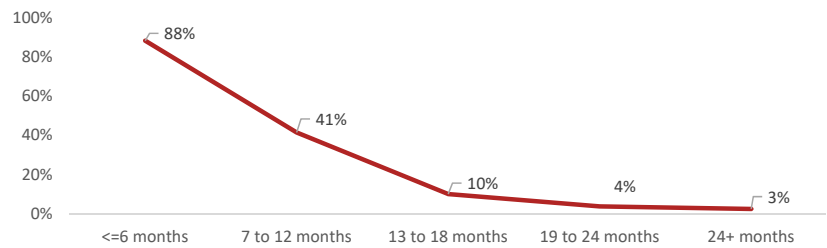
We then compared these analyses with a similar model specification (a two-part model) estimating the logit and OLS regression simultaneously. These alternate analyses used final income as a dependent variable instead of income difference, because this simultaneous estimation method requires an outcome variable with no negative values.

All regression models used an interaction between care reason and enrollment duration in months as a predictor variable. That is, we posited that each outcome (income change or not, extent of income change, likelihood of it being positive or negative, and final observed income) could be better predicted by allowing these factors to be interdependent. Likelihood ratio testing with a model lacking this interaction term confirmed final model specifications for all regression models.

### How are income changers different from non-changers?

The likelihood of reporting no income change decreased with extended enrollment time, and histograms of final income differences by longest enrollment spell categories confirm there is more variation in the values of income difference the longer families are enrolled. Figure B2 shows the proportion of families reporting no change in income, by the length of their enrollment spell. Of families staying six months or less, almost 90% had no income changes, while for families staying 13-18 months, only 10% had no income change. This offers suggestive affirmation of prior evidence that enrollment spells of six months or less may be too short to be associated with any change in income<sup>14</sup>.

Table B1 presents summary statistics for those with any income change compared to those with none. Those reporting no change were more likely to: have spent less time enrolled, have lower entry FPL and entry income, and qualify through education instead of employment. Of the 56% of households in our sample reporting no change, the mean length of stay was less than five months, while for those reporting a change, the mean enrollment was nearly 17 months—about three to four times as long. And while students made up 35% of those reporting no change, they were half as prevalent in the income changers pool (16%).



**Figure B2: Proportion of families reporting no income change, by enrollment spell length**

**Table B1: Comparing families with no income change to those with some income change**

	No income change (n=7,929)	Income growth or decline (n=6,187)
	Mean (SD) / N (%)	Mean (SD) / N (%)
Enrolled spell in months	4.5 (3.9)	16.8 (10.9)
Entry income as percent of FPL	66% (48%)	83% (40%)
Entry income	\$1,146 (\$885)	\$1,386 (\$750)
Family size	3.2 (1.2)	3.1 (1.2)
Entry qualifying care reason		
Employment	4,461 (56%)	4,355 (70%)
Education	2,732 (35%)	1,005 (16%)
Both Employment and Education	736 (9%)	827 (14%)
Race/ethnicity		
Hispanic, any race	5,277 (67%)	4,267 (69%)
Non-Hispanic White	1,198 (15%)	947 (15%)
Non-Hispanic Native American	725 (9%)	462 (7%)
Non-Hispanic Black	261 (3%)	205 (3%)
Non-Hispanic, no race selected	275 (3%)	169 (3%)
Non-Hispanic other (Asian, Pacific Islander, or Multi-racial)	193 (2%)	137 (2%)

*Table B1: Comparing families with no income change to those with some income change (continued)*

		No income change (n=7,929)	Income growth or decline (n=6,187)
		Mean (SD) / N (%)	Mean (SD) / N (%)
Primary child age in years			
	Birth through two	3,285 (41%)	2,598 (42%)
	Three through five	2,682 (34%)	2,164 (35%)
	Six and older	1,950 (25%)	1,416 (23%)
County			
	Bernalillo	2,785 (35.19%)	2,058 (33.30%)
	Catron	3 (0.04%)	5 (0.08%)
	Chaves	289 (3.65%)	241 (3.90%)
	Cibola	100 (1.26%)	89 (1.44%)
	Colfax	25 (0.32%)	27 (0.44%)
	Curry	232 (2.93%)	149 (2.41%)
	De Baca	27 (0.34%)	26 (0.42%)
	Dona Ana	1,443 (18.23%)	1,099 (17.78%)
	Eddy	137 (1.73%)	109 (1.76%)
	Grant	95 (1.20%)	99 (1.60%)
	Guadalupe	20 (0.25%)	14 (0.23%)
	Hidalgo	11 (0.14%)	8 (0.13%)
	Lea	342 (4.32%)	273 (4.42%)
	Lincoln	76 (0.96%)	51 (0.83%)
	Los Alamos	17 (0.21%)	18 (0.29%)
	Luna	72 (0.91%)	73 (1.18%)
	McKinley	174 (2.20%)	109 (1.76%)
	Mora	21 (0.27%)	13 (0.21%)
	Otero	212 (2.68%)	198 (3.20%)
	Out of Count	4 (0.05%)	2 (0.03%)
	Out of State	18 (0.23%)	13 (0.21%)
	Quay	16 (0.20%)	8 (0.13%)
	Rio Arriba	83 (1.05%)	77 (1.25%)
	Roosevelt	75 (0.95%)	60 (0.97%)
	San Juan	498 (6.29%)	419 (6.78%)
	San Miguel	94 (1.19%)	103 (1.67%)
	Sandoval	340 (4.30%)	265 (4.29%)
	Santa Fe	266 (3.36%)	261 (4.22%)
	Sierra	38 (0.48%)	30 (0.49%)
	Socorro	39 (0.49%)	24 (0.39%)
	Taos	91 (1.15%)	61 (0.99%)
	Torrance	37 (0.47%)	31 (0.50%)
	Union	6 (0.08%)	9 (0.15%)
	Valencia	229 (2.89%)	158 (2.56%)

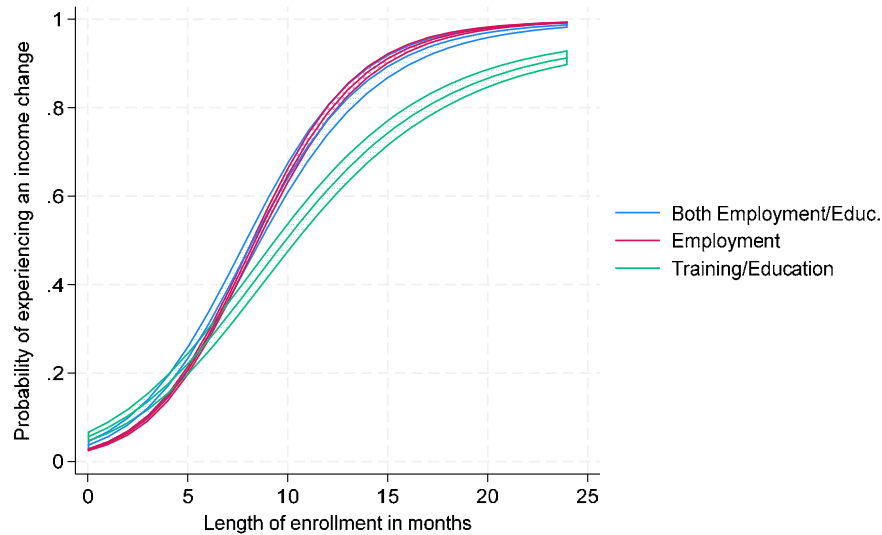
Table B2 shows odds ratios from a logistic regression analogous to the above comparison of summary statistics, predicting whether a case will report an income difference by the end of their enrollment. Figure B3 depicts the estimated slopes for the interaction effect between qualifying reason and enrollment duration on the probability of an income change. All else equal, students appear to have slightly lower probabilities than employed parents of reporting an income difference for enrolled spells of longer than 6 months. For spells shorter than 6 months, all three qualifying reasons show overlapping, similarly low probabilities of

an income change. Entry income as a percent of FPL had a strong positive relationship with the likelihood that income difference is not zero. Compared to parents with the youngest children, those with older children aged three through five had slightly higher odds of an income change, controlling for other factors. The regression’s pseudo r-squared is a relatively high 47%, indicating fairly good model fit.

**Table B2: Logistic regression predicting whether a family will experience an income change**

Variable	Odds Ratio
Enrolled spell in months	1.63***
Entry qualifying care reason	
Employment	(reference)
Education	2.23***
Both Employment and Education	1.43*
Enrolled spell length # Entry qualifying reason	
Employment	(reference)
Education	0.87***
Both Employment and Education	0.96*
Enrolled spell length squared	0.99***
Entry income as percent of FPL	24.55***
Entry income as percent of FPL squared	0.17***
Race/ethnicity	
Hispanic, any race	(reference)
Non-Hispanic White	0.98
Non-Hispanic Native American	1.01
Non-Hispanic Black	1.15
Non-Hispanic, no race selected	0.75
Non-Hispanic other (Asian, Pacific Islander, or Multi-racial)	1.05
Primary child age in years	
Birth through two	(reference)
Three through five	1.12*
Six and older	1.04
Intercept	0.01***

N=14,074  
Legend: \* p<0.05; \*\* p<0.01; \*\*\* p<0.001  
County variable included in model but not tabulated.



**Figure B3: Predicted probability of experiencing an income change by the end of enrolled spell duration, by entry qualifying reason**

## How are those with positive change different from those with negative change?

We then compared summary statistics for those with positive income difference reported and those with negative income changes (see Table B3). Those reporting positive differences by end of enrollment had remained enrolled slightly longer (17.6 months compared to 15.6) and had lower entry FPL and income (80% compared to 89%, \$1,211 compared to \$1,652). Those reporting income gains were more likely to have entered as a student (20% compared to 10%) than those reporting declines. Similarly, those reporting declines were slightly more likely to have qualified via employment (75% vs. 67%).

As before, an analogous regression was fit to analyze differences within the pool of those reporting any change. An OLS regression and accompanying graph are presented below as Table B4 and Figure B4, predicting final observed income differences for those who reported any change. Income differences appear to significantly depend on qualifying care reason. The increased slope for student parents suggests that their income differences were predicted to rise significantly more with increased months of enrollment, compared to those who qualified through employment. Employed parents' income differences were never predicted to be negative even with the shortest spells. We also found

**Table B3: Comparing families with income growth vs. income decline**

		Income growth (n=3,732)	Income decline (n=2,455)
		Mean (SD) / N (%)	Mean (SD) / N (%)
Enrolled spell in months		17.6 (11.1)	15.6 (10.5)
Entry income as percent of FPL		80% (43%)	89% (35%)
Entry income		\$1,211 (\$743)	\$1,652 (\$679)
Family size		3.1 (1.1)	3.2 (1.2)
Entry qualifying care reason			
	Employment	2,504 (67%)	1,851 (75%)
	Education	751 (20%)	254 (10%)
	Both Employment and Education	477 (13%)	350 (14%)
Race/ethnicity			
	Hispanic, any race	2,553 (68%)	1,714 (70%)
	Non-Hispanic White	591 (16%)	356 (15%)
	Non-Hispanic Native American	286 (8%)	176 (7%)
	Non-Hispanic Black	109 (3%)	96 (4%)
	Non-Hispanic, no race selected	114 (3%)	55 (2%)
	Non-Hispanic other (Asian, Pacific Islander, or Multi-racial)	79 (2%)	58 (2%)
Primary child age in years			
	Birth through two	1,589 (43%)	1,009 (41%)
	Three through five	1,302 (35%)	862 (35%)
	Six and older	835 (22%)	581 (24%)
County			
	Bernalillo	1,274 (34.19%)	784 (31.95%)
	Catron	3 (0.08%)	2 (0.08%)
	Chaves	148 (3.97%)	93 (3.79%)
	Cibola	49 (1.32%)	40 (1.63%)
	Colfax	16 (0.43%)	11 (0.45%)
	Curry	91 (2.44%)	58 (2.36%)
	De Baca	10 (0.27%)	16 (0.65%)
	Dona Ana	676 (18.14%)	423 (17.24%)
	Eddy	62 (1.66%)	47 (1.92%)
	Grant	60 (1.61%)	39 (1.59%)
	Guadalupe	9 (0.24%)	5 (0.20%)
	Hidalgo	2 (0.05%)	6 (0.24%)
	Lea	143 (3.84%)	130 (5.30%)
	Lincoln	29 (0.78%)	22 (0.90%)
	Los Alamos	9 (0.24%)	9 (0.37%)
	Luna	45 (1.21%)	28 (1.14%)
	McKinley	69 (1.85%)	40 (1.63%)
	Mora	6 (0.16%)	7 (0.29%)
	Otero	109 (2.93%)	89 (3.63%)
	Out of Count	1 (0.03%)	1 (0.04%)
	Out of State	9 (0.24%)	4 (0.16%)
	Quay	5 (0.13%)	3 (0.12%)
	Rio Arriba	38 (1.02%)	39 (1.59%)
	Roosevelt	39 (1.05%)	21 (0.86%)
	San Juan	244 (6.55%)	175 (7.13%)
	San Miguel	64 (1.72%)	39 (1.59%)
	Sandoval	156 (4.19%)	109 (4.44%)
	Santa Fe	160 (4.29%)	101 (4.12%)
	Sierra	16 (0.43%)	14 (0.57%)
	Socorro	16 (0.43%)	8 (0.33%)
	Taos	39 (1.05%)	22 (0.90%)
	Torrance	23 (0.62%)	8 (0.33%)
	Union	5 (0.13%)	4 (0.16%)
	Valencia	101 (2.71%)	57 (2.32%)

suggestive evidence that non-Hispanic Black parents showed smaller income differences compared to Hispanic parents, at least for those families who did report an income change.

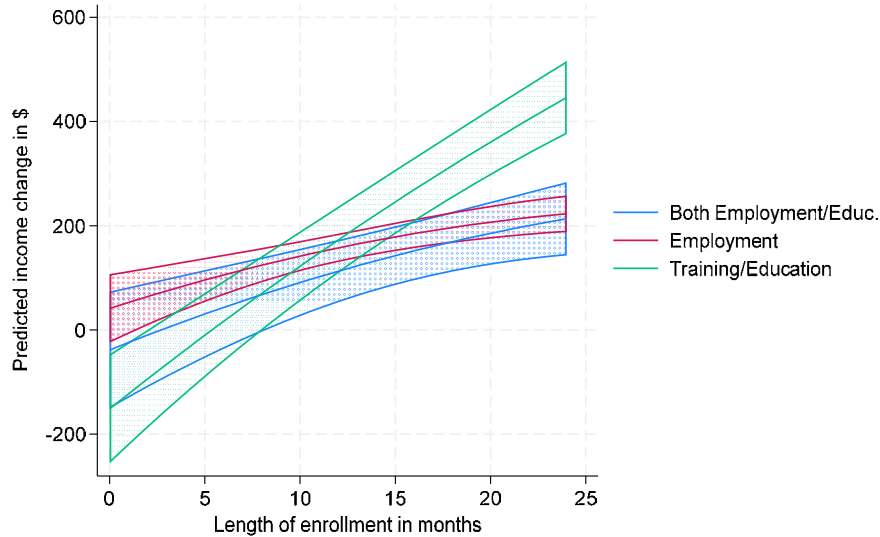
**Table B4: OLS regression predicting income difference for those reporting an income change**

Variable	Coefficient
Enrolled spell in months	11.81***
Entry qualifying care reason	
Both Employment and Education	-79.83
Employment (reference)	
Education	-192.69***
Enrolled spell length # Entry qualifying reason	
Both Employment and Education	2.92
Employment (reference)	
Education	17.32***
Enrolled spell length squared	-0.18**
Entry income as percent of FPL	-1374.90***
Entry income as percent of FPL squared	728.22***
Race/ethnicity	
Hispanic, any race (reference)	
Non-Hispanic White	37.3
Non-Hispanic Native American	1.56
Non-Hispanic Black	-113.31*
Non-Hispanic, no race selected	4.37
Non-Hispanic other (Asian, Pacific Islander, or Multi-racial)	17.03
Primary child age in years	
Birth through two (reference)	
Three through five	31.68
Six and older	-6.21
Intercept	710.38***

N=6,171

Legend: \* p<0.05; \*\* p<0.01; \*\*\* p<0.001

County variable included in model but not tabulated.



**Figure B4: Predicted income difference by the end of enrolled spell for those reporting an income change, by entry qualifying reason**

## Predicting income decline, no change in income, and income growth

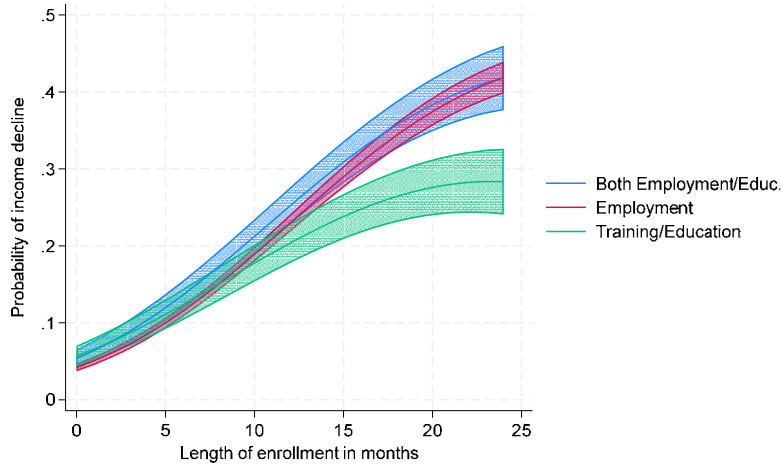
Table B5 reports odds ratios from three separate logistic regressions predicting the different possible income outcomes for families: experiencing a decline, no change, or growth. In Figures B5, B6 and B7 below, we see interaction effects from these models predicting how duration of assistance was associated with different outcomes, depending on qualifying care reason. Students had a lower probability of income decline than employed parents, since many started at zero. The likelihood of decline grew with time, but noticeably more for employed parents. We also found that non-Hispanic Black parents were estimated to have 36% higher odds of income decline than Hispanic parents. Students had slightly higher chances of experiencing no income change, which again is linked to starting with zero income and shorter enrollment spells in general. The likelihood of non-change decreased with time, as the proportion reporting the same income as when they started dropped with extended time in the program. Finally, both students and employed parents had similar predicted probabilities of experiencing income growth with extended time in the program. Enrollments of six months were associated with no higher than a 15% chance of income growth, while enrollments of a year were associated with roughly a 30% probability of income growth.

**Table B5: Logistic regressions predicting income outcomes by end of enrollment**

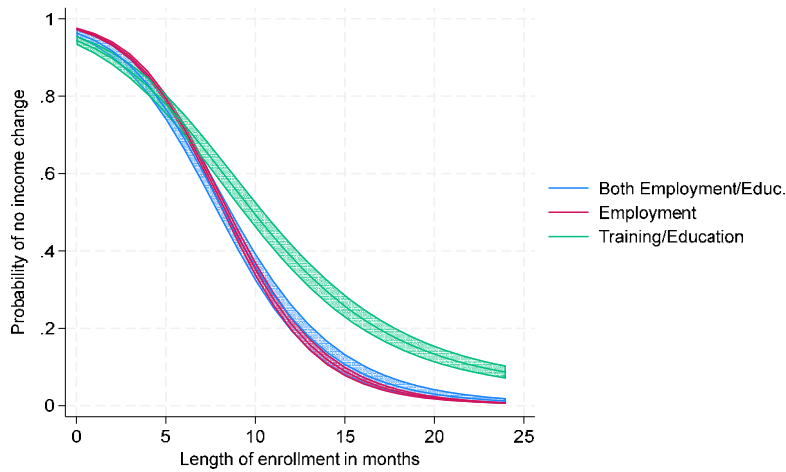
Variable	Income decline (n=2,455) 17%	No change (n=7,929) 56%	Income growth (n=3,732) 26%
	Odds Ratio	Odds Ratio	Odds Ratio
Enrolled spell in months	1.23***	0.61***	1.31***
Entry qualifying care reason			
Both Employment and Education	1.30*	0.70*	1.09
Employment	(reference)	(reference)	(reference)
Education	1.38*	0.45***	0.46***
Enrolled spell length # Entry qualifying reason			
Both Employment and Education	0.99	1.04*	0.99
Employment	(reference)	(reference)	(reference)
Education	0.96***	1.15***	1.04***
Enrolled spell length squared	1.00***	1.01***	1.00***
Entry income as percent of FPL	55.09***	0.04***	0.98
Entry income as percent of FPL squared	0.10***	5.75***	1.15
Race/ethnicity			
Hispanic, any race	(reference)	(reference)	(reference)
Non-Hispanic White	0.9	1.02	1.09
Non-Hispanic Native American	0.95	0.99	1.06
Non-Hispanic Black	1.36*	0.87	0.88
Non-Hispanic, no race selected	0.70*	1.33	1.1
Non-Hispanic other (Asian, Pacific Islander, or Multi-racial)	1.09	0.95	0.93
Primary child age in years			
Birth through two	(reference)	(reference)	(reference)
Three through five	0.99	0.89*	1.18**
Six and older	0.95	0.96	1.12
Intercept	0.01***	124.54***	0.04***

Legend: \* p<0.05; \*\* p<0.01; \*\*\* p<0.001  
County variable included in models but not tabulated.

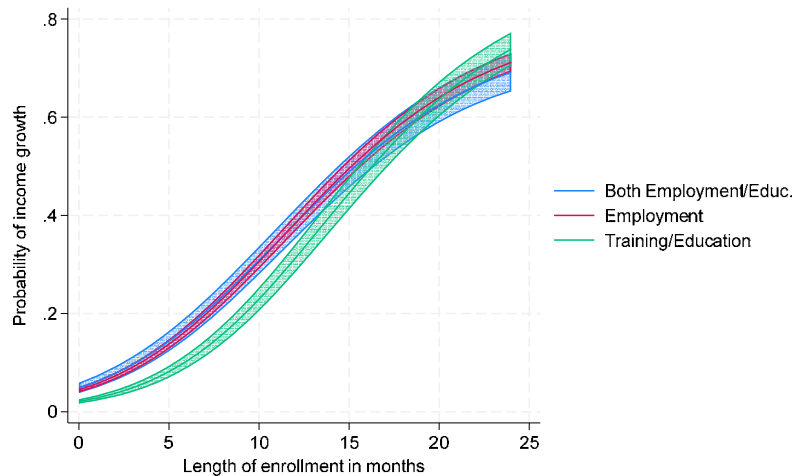




**Figure B5: Predicted probability of income decline by end of enrollment, by qualifying care reason**



**Figure B6: Predicted probability of no income change by end of enrollment, by qualifying care reason**



**Figure B7: Predicted probability of income growth by end of enrollment, by qualifying care reason**

## Predicting final income with simultaneous modeling

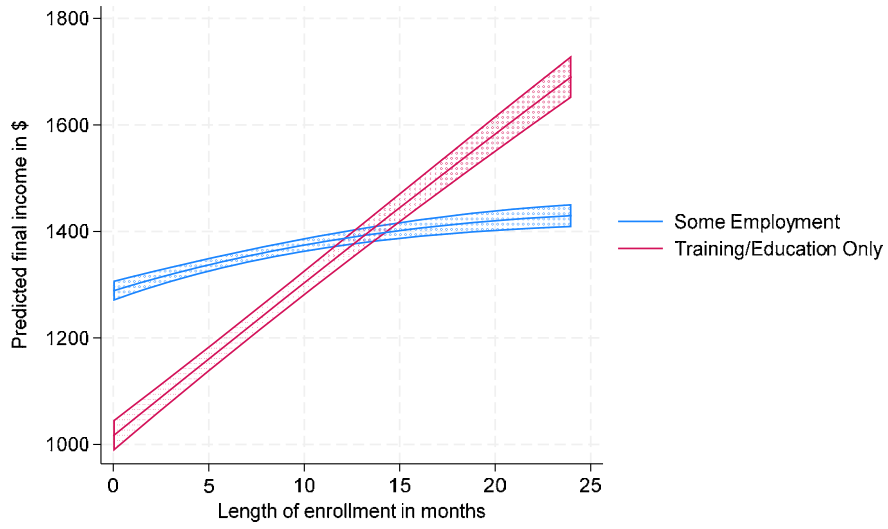
In our final regression model presented in Table B6, we predicted families’ final observed income (not income difference) using our usual covariate specifications. Here, we combined those qualifying via both education and employment into the employment category. The interaction effect depicted in Figure B8 generally aligns with prior analyses. Students’ final income can be expected to grow much more than employed parents’ income with every additional month enrolled. Students experiencing a year or less of assistance can be predicted to have final incomes below those of employed parents who stayed the same amount of time, while this is reversed for enrollment spells longer than a year.

**Table B6: Two-part model predicting whether final income is 0, and value of final income if not 0**

		Step 1: Logit predicting lastincome 0 or not 0 (n=14,068)	Step 2: Regress predicting lastincome if not 0 (n=12,321)
		Coefficient	Coefficient
Enrolled spell in months		-0.09***	13.69***
Entry qualifying care reason			
	Employment	(empty)	(empty)
	Education	-1.87***	-243.74***
Enrolled spell length # Entry qualifying reason			
	Employment	(empty)	(empty)
	Education	0.13***	19.19***
Enrolled spell length squared		0.00**	-0.19***
Entry income		0.00***	0.68***
Family size		-0.19***	50.11***
Race/ethnicity			
	Hispanic, any race	(empty)	(empty)
	Non-Hispanic White	-0.09	30.46*
	Non-Hispanic Native American	0.04	19.14
	Non-Hispanic Black	-0.02	-28.51
	Non-Hispanic, no race selected	0.02	19.56
	Non-Hispanic other (Asian, Pacific Islander, or Multi-racial)	0.1	16.84
Primary child age in years			
	Birth through two	(empty)	(empty)
	Three through five	0.38***	-15.18
	Six and older	0.25*	-30.73*
Intercept		1.17***	299.62***

Legend: \* p<0.05; \*\* p<0.01; \*\*\* p<0.001

County variable included in model but not tabulated.



*Figure B8: Predicted final income by end of enrollment, by qualifying care reason*

## Appendix C: Data Tables

**Table C1: Summary statistics for full sample (N=14,116)**

	N (%) / Mean (SD)
<i>Qualifying reason at entry</i>	
Employment	8,816 (62%)
Education	3,737 (27%)
Both Employment/Education	1,563 (11%)
Entry income as percent of FPL	74% (45%)
Observed months enrolled	9.9 (9.9)
Change in monthly income	\$79 (\$564)

**Table C2: Summary statistics by entry qualifying care reason**

	Employment (n=8,816)	Education (n=3,737)	Both Employment/Educ (n=1,563)
	Mean (SD)	Mean (SD)	Mean (SD)
Entry income as percent of FPL	94% (33%)	22% (32%)	84% (37%)
Observed months enrolled	10.5 (10.2)	8.1 (8.8)	10.9 (9.7)
Change in monthly income	\$48 (\$536)	\$155 (\$592)	\$66 (\$628)

**Table C3: Summary statistics for employed parents (n=8,816)**

	N (%)	Mean observed months enrolled (SD)	Mean change in monthly income (SD)
<i>Entry income as percent of FPL</i>			
0-50% FPL	3177 (85%)	7.2 (7.5)	\$162 (\$512)
51-100% FPL	362 (10%)	12.6 (12.6)	\$131 (\$751)
101-150% FPL	198 (5%)	13.0 (14.4)	\$89 (\$1,173)

**Table C4: Summary statistics for student parents (n=3,737)**

	N (%)	Mean observed months enrolled (SD)	Mean change in monthly income (SD)
<i>Entry income as percent of FPL</i>			
0-50% FPL	3177 (85%)	7.2 (7.5)	\$162 (\$512)
51-100% FPL	362 (10%)	12.6 (12.6)	\$131 (\$751)
101-150% FPL	198 (5%)	13.0 (14.4)	\$89 (\$1,173)

**Table C5: Summary statistics for parents with both  
education and employment activities (n=1,563)**

	N (%)	Mean observed months enrolled (SD)	Mean change in monthly income (SD)
<i>Income as percent of FPL</i>			
0-50% FPL	307 (20%)	10.7 (9.3)	\$193 (\$733)
51-100% FPL	707 (45%)	10.5 (9.5)	\$55 (\$599)
101-150% FPL	549 (35%)	11.4 (10.2)	\$11 (\$593)

**Table C6: Mean income differences by enrollment spell length and entry FPL, for employed parents (incl. both education and employment)**

	Obs	Mean	Std. dev.	Min	Max
<b>&lt;=6 months</b>					
0-50% FPL	595	\$ 110	\$ 466	\$ (2,253)	\$ 3,504
51-100% FPL	2,247	\$ 17	\$ 297	\$ (1,898)	\$ 2,580
101-150% FPL	2,077	\$ (29)	\$ 293	\$ (2,890)	\$ 1,935
<b>7 to 12 months</b>					
0-50% FPL	261	\$ 289	\$ 672	\$ (2,240)	\$ 2,723
51-100% FPL	1,123	\$ 54	\$ 556	\$ (2,677)	\$ 2,948
101-150% FPL	1,125	\$ (34)	\$ 541	\$ (2,465)	\$ 1,948
<b>13 to 18 months</b>					
0-50% FPL	148	\$ 432	\$ 975	\$ (2,384)	\$ 3,007
51-100% FPL	497	\$ 89	\$ 724	\$ (2,073)	\$ 3,137
101-150% FPL	500	\$ 44	\$ 691	\$ (2,666)	\$ 2,893
<b>19 to 24 months</b>					
0-50% FPL	81	\$ 238	\$ 905	\$ (1,634)	\$ 2,928
51-100% FPL	345	\$ 154	\$ 742	\$ (3,423)	\$ 2,332
101-150% FPL	354	\$ 45	\$ 738	\$ (2,298)	\$ 2,240
<b>24+ months</b>					
0-50% FPL	131	\$ (189)	\$ 1,074	\$ (3,544)	\$ 2,510
51-100% FPL	402	\$ 143	\$ 775	\$ (2,361)	\$ 2,674
101-150% FPL	493	\$ 288	\$ 746	\$ (2,567)	\$ 2,991

**Table C7: Mean income differences by enrollment spell length and entry FPL, for student parents**

	Obs	Mean	Std. dev.	Min	Max
<b>&lt;=6 months</b>					
0-50% FPL	2,054	\$ 40	\$ 273	\$ (1,893)	\$ 3,887
51-100% FPL	159	\$ (169)	\$ 491	\$ (2,587)	\$ 1,593
101-150% FPL	95	\$ (294)	\$ 844	\$ (2,692)	\$ 2,838
<b>7 to 12 months</b>					
0-50% FPL	630	\$ 244	\$ 588	\$ (774)	\$ 3,646
51-100% FPL	72	\$ (17)	\$ 870	\$ (1,643)	\$ 3,466
101-150% FPL	31	\$ (460)	\$ 1,037	\$ (2,667)	\$ 2,451
<b>13 to 18 months</b>					
0-50% FPL	221	\$ 494	\$ 837	\$ (933)	\$ 4,025
51-100% FPL	42	\$ 431	\$ 694	\$ (670)	\$ 2,579
101-150% FPL	19	\$ 205	\$ 1,078	\$ (2,216)	\$ 1,687
<b>19 to 24 months</b>					
0-50% FPL	141	\$ 632	\$ 815	\$ (1,307)	\$ 3,503
51-100% FPL	31	\$ 359	\$ 843	\$ (1,101)	\$ 2,271
101-150% FPL	15	\$ 1,126	\$ 1,480	\$ (2,277)	\$ 3,416
<b>24+ months</b>					
0-50% FPL	131	\$ 616	\$ 867	\$ (1,750)	\$ 2,976
51-100% FPL	58	\$ 798	\$ 646	\$ (718)	\$ 2,868
101-150% FPL	38	\$ 1,028	\$ 1,126	\$ (1,697)	\$ 2,846

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