Our Community, Our Future, Our Focus

Presented to the UWCNM Board by Dr. Kathie Winograd & Jim Hinton, Education Support Initiative Co-Chairs
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Please Let Our Future Be Better Than Our Past
Our Future

• Everyone in this room is concerned about the future of our community and our economy.
• The future of our community and our economy depends on education.
• Too many of our students don’t graduate.
• We want to increase the number of students who graduate from the high schools, community colleges, and universities in central New Mexico.
• We must work together to achieve this goal.
Our Focus

• Education is complex and there are so many possible issues to address.

• We are focusing on improving graduation rates because:
  • All of the complex issues in education result in too few students graduating.
  • Improving graduation is a shared goal of the school districts and higher education institutions in central New Mexico.

• Our focus is on all 4 counties and 12 school districts in central New Mexico. We have more detailed data on Albuquerque now, but we are in the process of gathering similar data for all of our communities.
Percentage of Individuals Over 25 Years of Age With an Associates Degree or Higher, By Census Tract

Source: U.S. Census, American Community Survey, 2006-2010 Five-Year Estimates. Rates are reported by census tract. State and national averages taken from the 2010 American Community Survey (state avg. = 32.6%; national avg. = 35.4%).
Percentage of Individuals Over 25 Years of Age With an Associates Degree or Higher, By Census Tract

Source: U.S. Census, American Community Survey, 2006-2010 Five-Year Estimates. Rates are reported by census tract; high school boundaries are overlaid to provide perspective. State and national averages taken from the 2010 American Community Survey (state avg. = 32.6%; national avg. = 35.4%).
Adults 25 And Over With 9th to 12th Grade But No Diploma In Bernalillo County

<table>
<thead>
<tr>
<th>Percent of Adults Over 25</th>
<th>With 9 To 12th Grade But No Diploma</th>
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<tbody>
<tr>
<td>0% - 5.8%</td>
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<tr>
<td>5.9% - 11.2%</td>
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<tr>
<td>11.3% - 18%</td>
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<td>18.1% - 34.1%</td>
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Bernalillo County has an estimated 423,230 adults 25 years of age and older. An estimated 32,877 (8%) of these adults have a 9th to 12th grade education but no diploma.

Percentage of Individuals with Income Less than 100% of the Federal Poverty Level

Source: U.S. Census, American Community Survey, 2006-2010 Five-Year Estimates. Rates are reported by census tract; high school boundaries are overlaid to provide perspective. In 2009, the weighted average poverty threshold for a family of four was $22,314 (http://www.census.gov/hhes/www/poverty/data/threshld/). State and national averages taken from the 2010 American Community Survey (state avg. = 18.4%; national avg. = 13.8%).
Our Background
How did we begin exploring an Education Support Initiative?

- **UWCNM Strategic Plan**
- **UNM BBER Study + Exploration of Community Groups & Collaborations**
- **Community Fund changes to implement measurable goals for Issue Areas**
  - Led by volunteer Community Impact Council, Pam Schneider, Chair
  - Funded by Community Fund Issue Area grant dollars
- **Community-wide Education Initiative to help kids stay in school, happy, healthy and ready to learn**
  - Led by volunteer Education Initiative Committee, Kathie Winograd and Jim Hinton, Co-chairs
- **Some programs funded by the Community Fund will relate to the community-wide Education Initiative**
- **Funded by Community Building dollars**
UWCNM serves four counties: Bernalillo, Sandoval, Torrance, and Valencia.

These four counties are home to 887,077 people which is about 43% of the 2,059,179 people living in New Mexico in 2010.
The four counties in UWCNM’s Service Area include 12 school districts. These 12 districts served about 133,000 students during the FY12 school year. This is about 41% of New Mexico’s 325,542 students.
What are the Challenges Our Students Face In and Out of School and All Along the Path From Early Childhood to Adulthood?
New Mexico is ranked 46\textsuperscript{th} in the country for overall risks to children.
Teen Birth Rate, Ages 15-19

The data point in each census tract represents the number of live births to teen women per 1000 teen women, over the period 2001-2005.

For example, the census tract in the center with a teen birth rate of 106.4 means that there were 106 live births to teen women for every 1000 teen women who live in the census tract.

Source: New Mexico Community Data Collaborative. The rates shown here reflects the average number of children per 1000 women born to teen mothers (ages 15-19) between 2001 and 2005. Rates are reported by census tract; high school boundaries are overlaid to provide perspective. In 2005, the statewide teen birth rate was 62 per 1000, and the nationwide rate was 40 per 1000 (Kids Count Data Center, http://datacenter.kidscount.org).
Capacity of 4- and 5-Star Licensed Child Care Centers

Source: New Mexico Community Data Collaborative, December 2010. Enrollment data are reported by program site. Elementary school boundaries are overlaid to provide perspective.
Percentage of NM 8th Grade Students Scoring At or Above Proficient in Math, By Race/Ethnicity

Source: National Assessment of Educational Progress (NAEP), 1992-2011. Asian/Pacific Islander is not reported in all years because NAEP reporting standards have not been met. African American data is not reported in all years because NAEP reporting standards have not been met.
Percentage of 8th Grade Students Proficient or Advanced in Math

Source: Standards Based Assessment, 2010-2011, NM Public Education Department.
14,532 children were referred to the juvenile justice system in New Mexico in FY2010.
Percentage of Elementary School Students Who Are Habitually Truant

Source: Albuquerque Public Schools, RDA Department, 2010-2011 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days truant.
Percentage of Middle School Students Who Are Habitually Truant

A student is identified as a Habitual Truant when the student has accumulated 10 or more days truant.

Source: Albuquerque Public Schools, RDA Department, 2010-2011 School Year.
Percentage of High School Students Who Are Habitually Truant

A student is identified as a Habitual Truant when the student has accumulated 10 or more days truant.

Source: Albuquerque Public Schools, RDA Department, 2010-2011 School Year.
Percentage of High School Students Who Reported Using Heroin, Cocaine, or Meth at Least Once in their Lives

Source: APS and state high school data taken from New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked the following three questions: “During your life, how many times have you used any form of cocaine, including powder, crack, or freebase?” “During your life, how many times have you used heroin (also called smack, junk, or China White)?” “During your life, how many times have you used methamphetamines (also called speed, crystal, crank, or ice)?” The percentages reported here reflect respondents who reported using the given drug one or more times. National data taken from High School Youth Risk Behavior Survey, 2009, Centers for Disease Control & Prevention.
28.3% of New Mexico households with children face food insecurity.
Percentage of High School Students with Not Enough Food to Eat

Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, “During the past 12 months, which of the following statements best describes the food eaten by you and your family?” The percentage reported here reflects respondents who answered “Sometimes not enough food to eat” and “Often not enough food to eat.”
Percentage of Albuquerque Public Schools High School Students Not Involved in Group Activities Outside of School or Home

Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, “Outside of my home and school, I am a part of clubs, sports teams, church/temple, or other group activities.” The percentage reported here reflects respondents who answered “Not true at all.”
Percentage of Albuquerque Public Schools High School Students **Not** Involved in School Sports, Clubs, or Activities

Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, “At school I am involved in sports, clubs, or other extra-curricular activities (such as band, cheerleading, or student council).” The percentage reported here reflects respondents who answered “Not true at all.”
Percentage of Students Who Report Not Having a Parent or Adult at Home Who is Interested in Their School Work

Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked to comment on the statement, “In my home, there is a parent or some other adult who is interested in my school work.” The percentage reported here reflects respondents who answered, “Not true at all.”
Key Outcomes of High School Students Experiencing High & Low Levels of Caring and Supportive Relationships With Parents, New Mexico, 2009

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<tr>
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<th>Students Experiencing High Levels of Care</th>
<th>Students Experiencing Low Levels of Care</th>
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<tbody>
<tr>
<td>Cigarette Smokers</td>
<td>18.3%</td>
<td>34.8%</td>
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<tr>
<td>Binge Drinkers</td>
<td>19.7%</td>
<td>34.3%</td>
</tr>
<tr>
<td>Marijuana Users</td>
<td>21.4%</td>
<td>40.5%</td>
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<tr>
<td>Cocaine Users</td>
<td>3.5%</td>
<td>10.9%</td>
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<tr>
<td>Suicide (past 12 months)</td>
<td>4.9%</td>
<td>24.3%</td>
</tr>
<tr>
<td>Physical Fight</td>
<td>53.4%</td>
<td></td>
</tr>
<tr>
<td>Overweight or Obese</td>
<td>25.3%</td>
<td>36.6%</td>
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Percentage of Students Who Report Not Having a Teacher or Some Other Adult Who Cares About Them at School

Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked to comment on the statement, "At my school, there is a teacher or some other adult who really cares about me." The percentage reported here reflects respondents who answered, "Not true at all."
Key Outcomes of High School Students Experiencing High & Low Levels of Caring and Supportive Relationships With Teachers, New Mexico, 2009

- Cigarette Smokers: 18.6% (High), 33.2% (Low)
- Binge Drinkers: 21.0% (High), 33.7% (Low)
- Marijuana Users: 38.8% (High), 31.3% (Low)
- Cocaine Users: 3.7% (High), 9.3% (Low)
- Suicide (past 12 months): 21.9% (High), 31.3% (Low)
- Physical Fight: 48.6% (High), 35.7% (Low)
- Overweight or Obese: 23.8% (High), 35.7% (Low)

Percentage of Students Who Report Not Having an Adult Outside of Home or School Who Cares About Them

Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked to comment on the statement, “Outside of my home and school, there is an adult who really cares about me.” The percentage reported here reflects respondents who answered, “Not true at all.”
Key Outcomes of High School Students Experiencing High & Low Levels of Caring and Supportive Relationships With Adults in the Community, New Mexico, 2009

![Bar chart showing outcomes](chart.png)

- **Cigarette Smokers**: 21.5% (High Levels) vs. 28.6% (Low Levels)
- **Marijuana Users**: 23.2% (High Levels) vs. 34.0% (Low Levels)
- **Cocaine Users**: 3.8% (High Levels) vs. 8.7% (Low Levels)
- **Suicide (past 12 months)**: 7.0% (High Levels) vs. 18.3% (Low Levels)
- **Physical Fight**: 45.3% (High Levels) vs. 33.7% (Low Levels)
- **Overweight or Obese**: 24.4% (High Levels) vs. 37.0% (Low Levels)

Only 39% of New Mexico students graduate from college.
New Mexico Four-Year High School Graduation Rate
Graduation Gap Between Caucasians and Students of Color

Source: NM Public Education Department, 4-Year Cohort High School Graduation Rate, Classes of 2008-2010.
Early Warning Indicator:
Percentage of Students Entering 9th Grade with One or More F grades and 5 or More Absences in 8th Grade Core Courses

Source: Albuquerque Public Schools, School Max, 2011-2012 School Year. Data provided by APS RDA Department. Analysis performed by CEPR.
According to the Alliance for Excellent Education, there are nearly 2000 high schools nationally that graduate less than 60% of their students within four years. These schools disproportionately produce 51% of the nation’s dropouts.

APS has four high schools with less than a 60% graduation rate.

Source: NM Public Education Department, 4-Year Cohort High School Graduation Rate, Class of 2011. Data were unavailable for Atrisco Heritage Academy High School, which did not have a graduating class in 2011. Alliance for Excellent Education statistics taken from http://www.all4ed.org/about_the_crisis/schools/dropout.
Percentage of Students Attending New Mexico Colleges Who Took Remedial Courses, 2000-2009, By Sending High School

Source: “Ready For College? A Report on New Mexico’s High School Graduates Who Take Remedial Courses In College,” June 2010, New Mexico Office of Education Accountability. Data were unavailable for Volcano Vista & Atrisco Heritage Academy.
CNM Success Rate, by Sending High School

Source: CNM Office of Institutional Research, Fall 2006 Cohort. The success rate measures each cohort of new students taking nine or more credit hours who are successful after three years. Success is defined as earning a degree, earning a certificate, or transferring. (Data for students from Atrisco Heritage Academy and Volcano Vista were unavailable.)
UNM Six-Year Graduation Rate, by Sending High School

Source: UNM Office of Institutional Research. The six-year graduation rate is the percentage of first-time, full-time, degree seeking students each Fall semester who graduate with a Bachelors degree or PharmD degree, or who are enrolled in the fourth fall of the PharmD Program within six years (this is the definition of Graduation Rate as reported to the Federal Department of Education IPEDS system). The data reported here are for the 2004 student cohort.
It Is Time To Break The Cycle
How Do We Make A Difference?
How does our community currently support students?

FIGURE 8: SYSTEMS OF EDUCATION SERVICE FUNDING AND PROVISION

A. Current System

B. Cross-Sector Partnership

United Way of Central New Mexico
How can we work together as a community to align and coordinate services to keep kids in school, happy, healthy and ready to learn?

“Could someone help me with these? I’m late for math class.”
Five Conditions for Collective Success

1. Common Agenda
2. Shared Measurement
3. Mutually Reinforcing Activities
4. Continuous Communication
5. Backbone Organization
What is the opportunity for UWCNM to be part of a Collective Impact effort to support our students so they can succeed?
UWCNM Campaign Totals 2007-2011

Source: UWCNM Projections for Funds Disbursement (2011 Community Fund results partially projected)

Resources under management: Community Fund Grants and Community Building Initiatives
UWCNM Designations 2011

- Faith-Based Organizations: 32%
- Health & Human Services: 27%
- Education: 13%
- International Affairs: 1%
- Environment & Wildlife: 1%
- Arts & Culture: 2%
- Civic: 5%
- Animal: 2%
- To Be Determined by Donors: 17%

Source: Chief Financial Officer Board presentation March 2011
Relationships (Donors, Volunteers, Community)

Financial Resources (Donations, Grants)

Collective Impact: Working Together to Improve our Community
How Does our Community Support Students in Central New Mexico?

Educational Excellence

Student and Family Support

*We can Align and Coordinate the Social Services that help students stay in school, happy, healthy and ready to learn.*
STRIVE aligns SUPPORT from Cradle to Career

Learning Roadmap to Success: Examples of Key Strategies

**Success By 6**
Ultimate Outcome: Readiness for Kindergarten
- Home Visitation
- Quality Early Childhood Education
- Resiliency Collaboratives

**School District Initiatives**
Ultimate Outcome: 4th and 8th Grade Math and Reading Scores & High School Graduation Rate
- Teacher/Principal Quality
- Math & Science and Literacy
- Portfolio of High Performing Schools

**College Access**
Ultimate Outcome: ACT Scores, College Enrollment

**Financial Stability**
Ultimate Outcome: Percent of People in Poverty

**Workforce Network**

**Career Pathways in High Demand Sectors & Hard-2-Hire Network of Employment Support Services to High Need Populations**

**Support Services Aligned to Support Learning**
- Use Community Learning Centers model incorporate student services into learning through networks of high quality services providers:
  - Mentoring
  - Physical/Mental Health
  - After-School
  - Tutoring
  - Arts Education
  - Family Engagement
  - Youth Employment

**Academic Dropout Recovery**

**Student and Family Support**
Pre-Conditions for beginning Collective Impact

1. An **influential champion** who commands the respect of and can bring together cross-sector leaders in the community.

2. Adequate **financial resources** to sustain the collective impact initiative for at least the first two years. In many cases, an **anchor funder** is involved in the startup.

3. The **urgency for change** around an issue or a set of issues.

The Opportunity is HERE and NOW

There are many local efforts underway using a Collective Impact model to align and coordinate services in sub-categories of the Cradle to Career continuum.  

*UWCNM is a part of those efforts.*

United Way Worldwide is working with STRIVE to support development efforts in local communities.  

*UWCNM and our local community agencies could benefit through financial and other supports.*

The community, through the development of our Strategic Plan, has asked us to help students succeed.  

*UWCNM has the experience in Collective Impact work through the building of the Family Advocacy Center.*
Why This Effort Is Different

• This is a focused effort with pragmatic goals that are central to the survival of public schools, community colleges, and universities, and the larger community.
• This is a shared effort with everyone coming to the table with an understanding that each of us have our own difficult responsibilities to address and respect for the challenges faced by others.
• We have the opportunity to develop shared measurements and shared accountability along the entire continuum of education and through multiple efforts and programs.
• We have backbone organization supporting, but not forcing, broad community engagement. Everyone can be involved, working toward the same goals.
• This effort spans the entire cradle to career continuum, with the primary focus on students and their families VS individual programs or a search for a single silver bullet.
NEXT STEPS

1. Volunteer Group, co-chaired by Kathie Winograd and Jim Hinton, will meet to confirm
   • Formal Name of Initiative
   • Mission
   • Vision
   • Goals
   • Potential Workgroups aligned to goals

2. Workgroups and lead Volunteer Group will complete STRIVE Readiness Assessment this summer.
   • UWCNM and UNM CEPR staff will be eligible to attend September conference.
   • UWCNM can work with United Way Worldwide for support in developing the STRIVE model locally.
   • Evaluate UWCNM’s role as the Backbone Support for this effort.
Your Part

• Role up your sleeves and help ensure that our student’s education is the top priority of this whole community.
• The time for criticism is over. The time for defensiveness is over. The time for collective action is here.
• Be informed. Ask questions. Learn more at uwcnm.org. We will continue to report progress to you.
• Be involved. Come to other meetings or contribute your ideas via email to jennifer.mastripolito@uwcnm.org.
• Be an advocate. Know what UWCNM’s Education Support Initiative is and spread the word.
The Value of Doubt

William Miller, President, Wallace Foundation