Mapping the Landscape of AfterSchool in New Mexico

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Overview

• New Mexico children and youth face a number of challenges both in school and out of school.
• High-quality afterschool programs are associated with positive outcomes for children and youth across a wide range of academic and non-academic indicators.
• Too many New Mexico students do not participate in high-quality afterschool programs.
• As a state, we need to do more to:
  — Ensure that every child has the opportunity to participate in a high-quality after school program;
  — Encourage stronger partnerships between schools, afterschool providers, and families; and
  — Encourage and support afterschool programs to raise the level of quality of the services they provide.
• New Mexico has historically been at the forefront of the nation in providing substantial support for afterschool enrichment programs, but funding was zeroed out last year.
• HB 278 would provide funding for afterschool enrichment at the 2008 level of support (but below the high-level mark of 2009).
WHY AFTERSCHOOL MATTERS
Quality Afterschool Programs Are Associated With Positive Outcomes for Children and Youth

- High-quality afterschool programs are a critical part of the solution to many of the challenges we face in New Mexico.
- High-quality afterschool programs:
  - Mitigate the effects of poverty by providing a **safe space** for students to go during non-school hours where they can eat a healthy snack or meal, while engaging in productive activities that keep them out of trouble;
  - Provide **academic enrichment** opportunities to help children and youth succeed in school;
  - **Decrease school truancy rates** by providing an incentive for students to show up and stay in school all day;
  - **Engage students** in nontraditional forms of learning;
  - Provide **youth development** opportunities to help children and youth cultivate their leadership abilities; and
  - Connect children and youth to **meaningful relationships with caring adults**, who can help curtail many forms of risk behaviors.

Note: There is now extensive research about the impact of afterschool programs on student success. The best overview of the state of the field can be found in: Peterson, T.K. ed., 2010. Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success. Washington, DC: Collaborative Communications Group.
How to read this chart: Among middle school students who said it was “not true at all” that “outside home and school, I am a part of group activities,” 9.4% tried to commit suicide (compared to 5.3% of students who reported being very involved in such activities).

Source: Green D, Peñaloza L, and FitzGerald C. 2012. New Mexico Youth Risk & Resiliency Survey: Middle School Survey Results 2011. Epidemiology and Response Division, New Mexico Department of Health, School and Family Support Bureau, New Mexico Public Education Department, and University of New Mexico Prevention Research Center.
How to read this chart: Among high school students who said it was “not true at all” that “outside home and school, I am a part of group activities,” 35.7% reported persistent sadness or hopelessness (compared to 23.6% of students who reported being very involved in such activities).

Source: Green D, Peñaloza L, and FitzGerald C. 2012. New Mexico Youth Risk & Resiliency Survey: High School Survey Results 2011. Epidemiology and Response Division, New Mexico Department of Health, School and Family Support Bureau, New Mexico Public Education Department, and University of New Mexico Prevention Research Center.
THE STATE OF AFTERSCHOOL IN NEW MEXICO
Middle School Participation in Out-of-School Activities

New Mexico Youth and Resiliency Survey, 2011
Participation in Out-of-School Activities, All New Mexico Middle Students, 2011

“Outside of school I am a part of a club, team, church/temple, or other group activity.”

Participation in Out-of-School Activities,
All New Mexico Middle School Students, 2011

“Oui, il est vrai que je passe du temps en dehors de l’école, par exemple en club, équipe, groupe de loisirs ou autre activités.”

Source: New Mexico Youth Risk and Resiliency Survey, 2011, New Mexico Departments of Health and Public Education and U.S. Centers for Disease Control and Prevention (CDC). 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.”
High School Participation in Out-of-School Activities

New Mexico Youth and Resiliency Survey, 2011
Participation in Out-of-School Activities, All New Mexico High School Students, 2011

“Out of school I am a part of club or team, church/temple, or other group activity.”

Percentage

<table>
<thead>
<tr>
<th>High School</th>
<th>Very much true</th>
<th>Pretty much true</th>
<th>A little bit true</th>
<th>Not true at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>39.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Participation in Out-of-School Activities, All New Mexico High School Students, 2011

“Of the time I spend outside of school, I am a part of a club or group activity.”

<table>
<thead>
<tr>
<th>Race</th>
<th>Not true at all</th>
<th>A little bit true</th>
<th>Pretty much true</th>
<th>Very much true</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian</td>
<td>46.4</td>
<td>14.3</td>
<td>14.0</td>
<td>25.3</td>
</tr>
<tr>
<td>Hispanic</td>
<td>37.3</td>
<td>13.2</td>
<td>14.3</td>
<td>35.3</td>
</tr>
<tr>
<td>American Indian</td>
<td>31.6</td>
<td>16.6</td>
<td>14.4</td>
<td>37.4</td>
</tr>
<tr>
<td>African American</td>
<td>42.1</td>
<td>17.3</td>
<td>12.0</td>
<td>28.6</td>
</tr>
<tr>
<td>Asian</td>
<td>35.6</td>
<td>15.0</td>
<td>18.7</td>
<td>30.7</td>
</tr>
</tbody>
</table>

Percentage of High School Students Not Involved in Group Activities Outside of School or Home, 2011

Source: New Mexico Youth Risk and Resiliency Survey, 2011, New Mexico Departments of Health and Public Education and U.S. Centers for Disease Control and Prevention (CDC). 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.”
High School Participation in Extracurricular Activities

New Mexico Youth and Resiliency Survey, 2011
Participation in Extracurricular Activities, All New Mexico High School Students, 2011

“A cool I am involve in por club or o the er ex ra-curricular activities (such as band, cheerleading, or student council).”

Participation in Extra-Curricular Activities, All New Mexico High School Students, 2011

“A cool I am involved in por dub or o er ex ra-curricular activities (such as band c eerlea ing or u en council).”

Source: New Mexico Youth Risk and Resiliency Survey, 2011. New Mexico Departments of Health and Public Education and U.S. Centers for Disease Control and Prevention (CDC). Students were asked to respond to the statement, “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.”
A Note About Elementary School

- The New Mexico Youth and Resiliency Survey only collects data from middle and high school students.
- Unfortunately, we do not currently have a good data source to measure all elementary school student participation in afterschool programs across the state of New Mexico.
- The lack of data in this report is not meant to imply that elementary school students don’t already have significant out-of-school-time needs.
- In the future, we hope to tell a comprehensive story about the need for afterschool for our youngest children.
HISTORICAL FUNDING FOR AFTERSCHOOL ENRICHMENT IN NEW MEXICO
New Mexico State Funding for Afterschool Enrichment

Source: New Mexico Public Education Department.
APPENDIX

A Brief Look at the Challenges Facing New Mexico Children and Youth
Source: U.S. Census, American Community Survey, 2006-2010 Five-Year Estimates. In 2010, 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. = 26.0%; national avg. = 19.2%).
Percentage of New Mexico Students Proficient or Above in Reading, By Grade Level and Subgroup

Source: Standards Based Assessment, 2010-2011, NM Public Education Department.
Percentage of New Mexico Students Proficient or Above in Math, By Grade Level and Subgroup

Source: Standards Based Assessment, 2010-2011, NM Public Education Department.
Source: New Mexico Public Education Department, 2011-12 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days of unexcused absences.
Source: New Mexico Public Education Department, 2011-12 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days of unexcused absences.
A student is identified as a Habitual Truant when the student has accumulated 10 or more unexcused absences.

Source: New Mexico Public Education Department, 2009-2010 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more unexcused absences.
According to the U.S. Department of Agriculture, 14.5% of U.S. households were food insecure at some time during 2010.

In New Mexico, 15.4% of households were food insecure from 2008 through 2010.

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.” USDA data taken from http://www.ers.usda.gov/Briefing/FoodSecurity/.
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.”
Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, “During the past 12 months, did you ever seriously consider attempting suicide?” The percentage reported here reflects respondents who answered “Yes.”

Counties shaded green and orange have rates below the state average of 15.9%. Counties shaded red have rates above the state average. The national average was unavailable for middle school students.
Counties shaded **green** and **orange** have rates below the state average of 6.8%. Counties shaded **red** have rates above the state average. The national average was unavailable for middle school students.

Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, “During the past 12 months, how many times did you actually attempt suicide?” The percentage reported here reflects respondents who answered one or more times.
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."
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."
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."
For More Information

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