

New Mexico's Hispanic Students: Their Future Is Our Future

**A Presentation Prepared For
Hispanic Education/Achievement
Gap Task Force Meeting**

**April 23, 2012
Las Cruces, New Mexico**



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Data... Insight... Impact

Overview

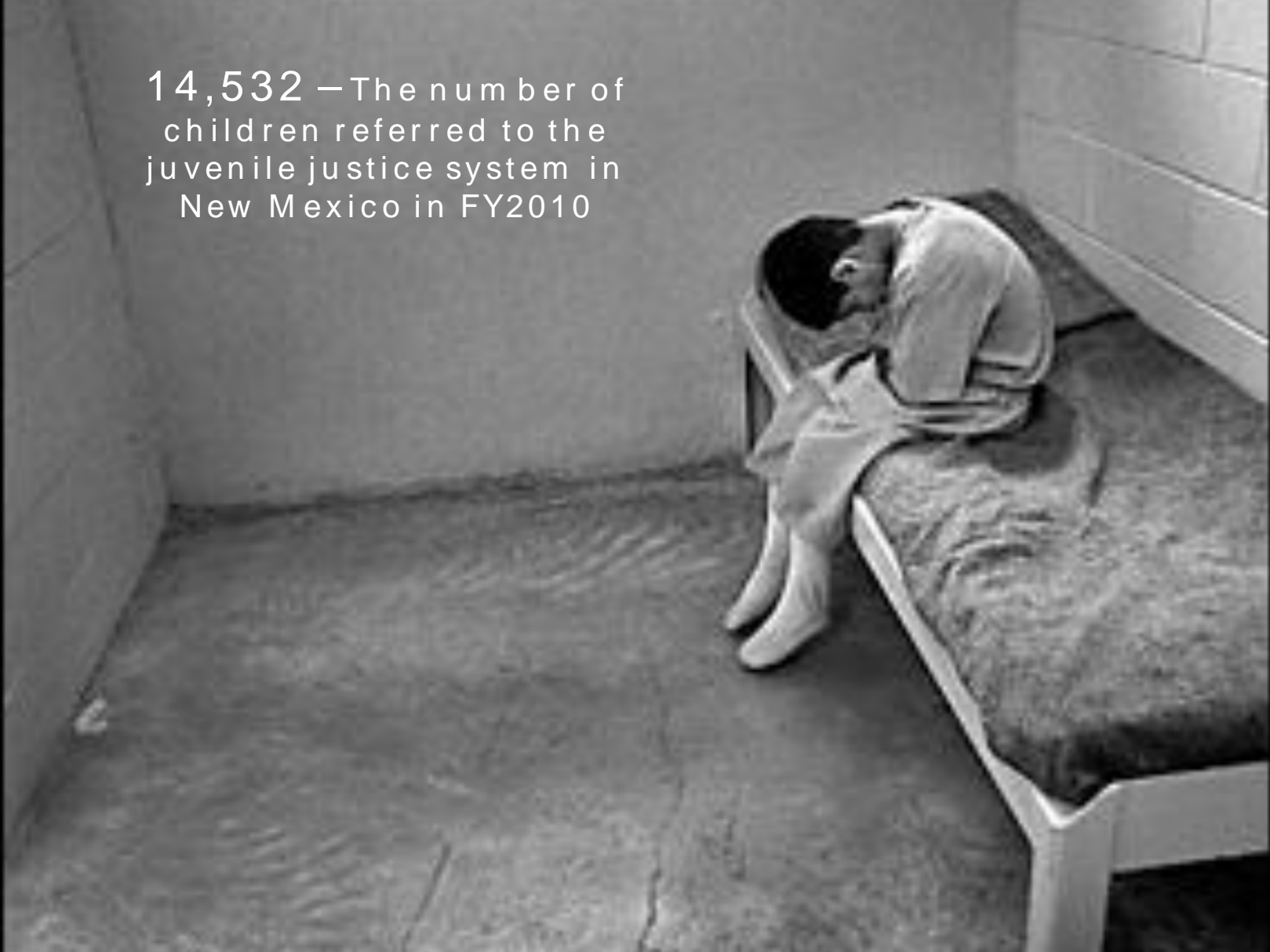
- Helping Hispanic Students Should Transcend Politics.
- The Word “Gap” Is Too Benign; The Issue Is Inequality.
- Hispanic Students Face Many Kinds of Inequalities Including Disparities In Economic Opportunities, Health, Social Support, and Academic Achievement And Attainment.
- Good People Can Debate The Cause And Effect Relationships Among These Inequalities And The Ways That We Address Them.
- Few Can Argue, However, About The Destructive Effects These Inequalities Have On Children, Families, Communities, and The Future.
- Dealing With These Inequalities And The Damage They Do To Our Children Requires Pragmatic Answers, Partnerships, and Collective Action.
- The Potential Power Of The Hispanic Education Act.

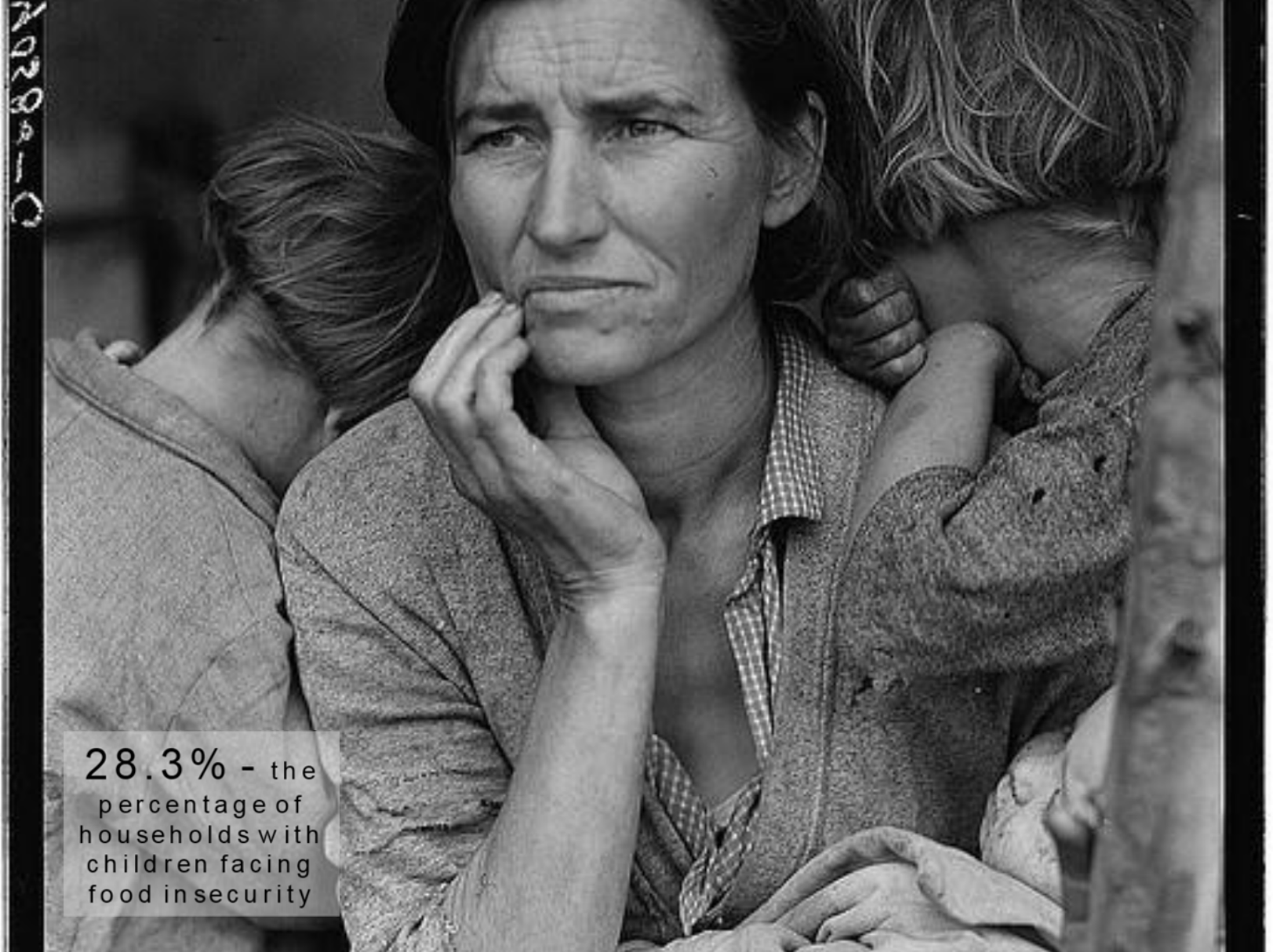
Our Challenges

New Mexico is
ranked 46th in the
country for overall
risks to children.



14,532 — The number of
children referred to the
juvenile justice system in
New Mexico in FY2010





28.3% - the
percentage of
households with
children facing
food insecurity

**39% of New
Mexico Students
Graduate From
College**

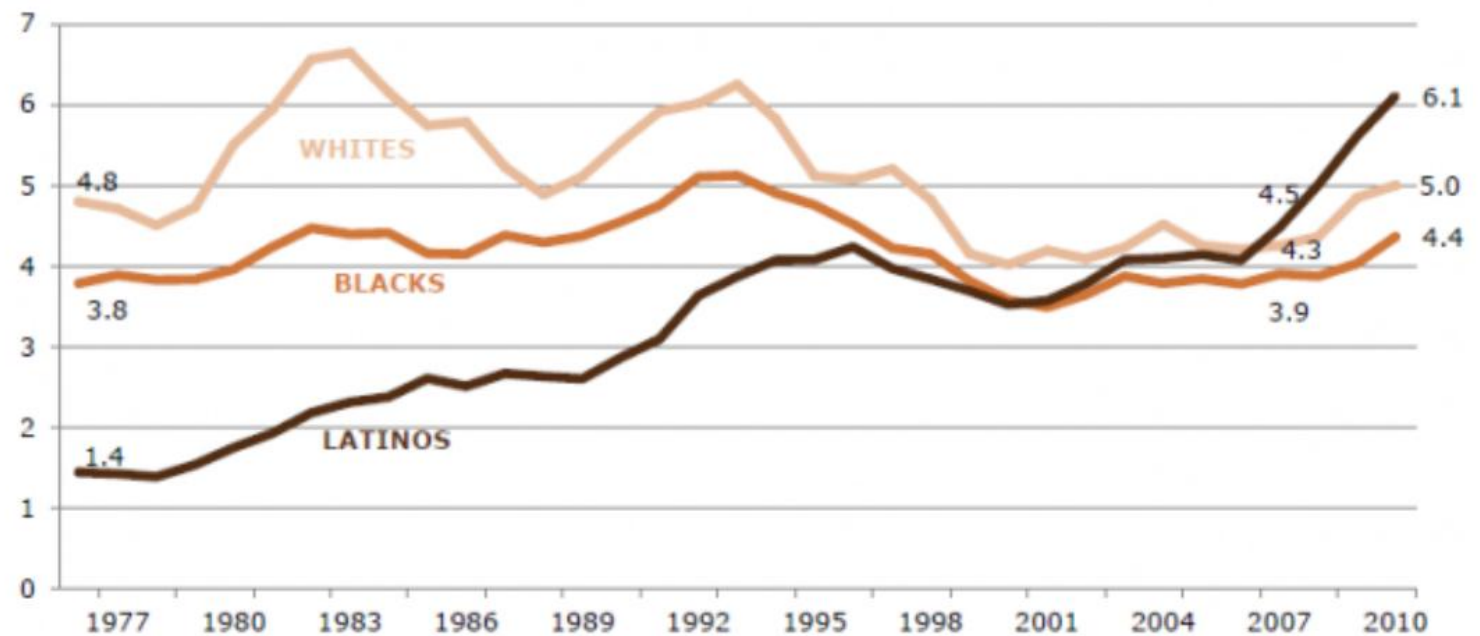


What Do We Know About Hispanic Students Nationally?

Figure 1

Number of Children in Poverty, by Race and Ethnicity, 1976-2010

(in millions)



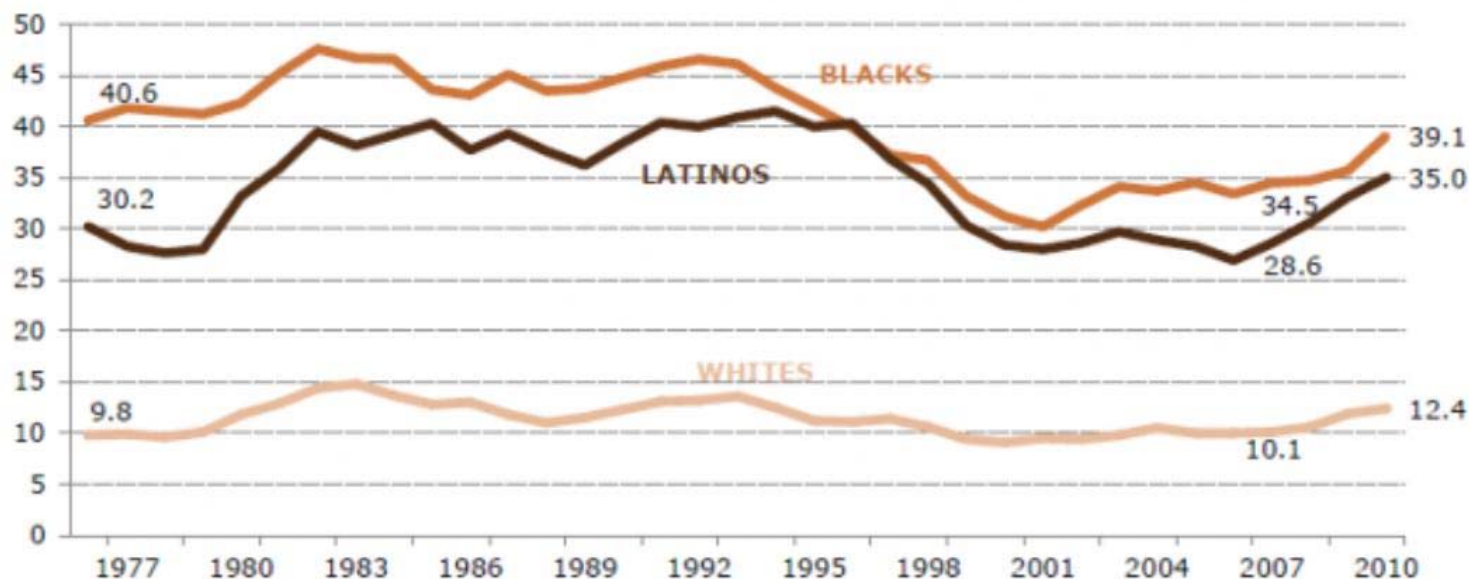
Notes: Children include all individuals younger than 18. Whites include only non-Hispanic whites. Blacks include both Hispanic and non-Hispanic components of the black population.

Source: U.S. Census Bureau <http://www.census.gov/hhes/www/poverty/data/incpovhlth/2010/index.html>

PEW RESEARCH CENTER

Source: <http://www.pewhispanic.org/2011/09/28/childhood-poverty-among-hispanics-sets-record-leads-nation/>

Figure 2
Poverty Rate of Children, by Race and Ethnicity, 1976-2010
 (%)



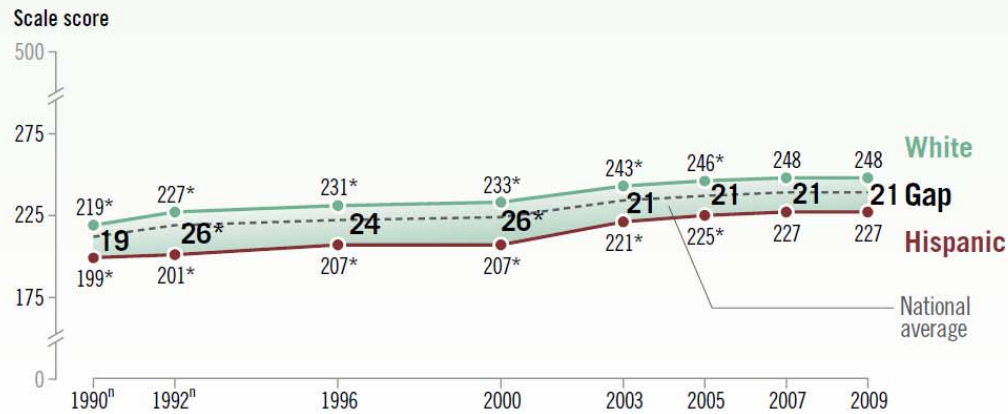
Notes: Children include all individuals younger than 18. Whites include only non-Hispanic whites. Blacks include both Hispanic and non-Hispanic components of the black population.

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PEW RESEARCH CENTER

Source: <http://www.pewhispanic.org/2011/09/28/childhood-poverty-among-hispanics-sets-record-leads-nation/>

Figure 5. Mathematics achievement score gaps between Hispanic and White public school students at grade 4: Various years, 1990–2009



ⁿ Accommodations were not permitted for this assessment.

* Significantly different ($p < .05$) from 2009.

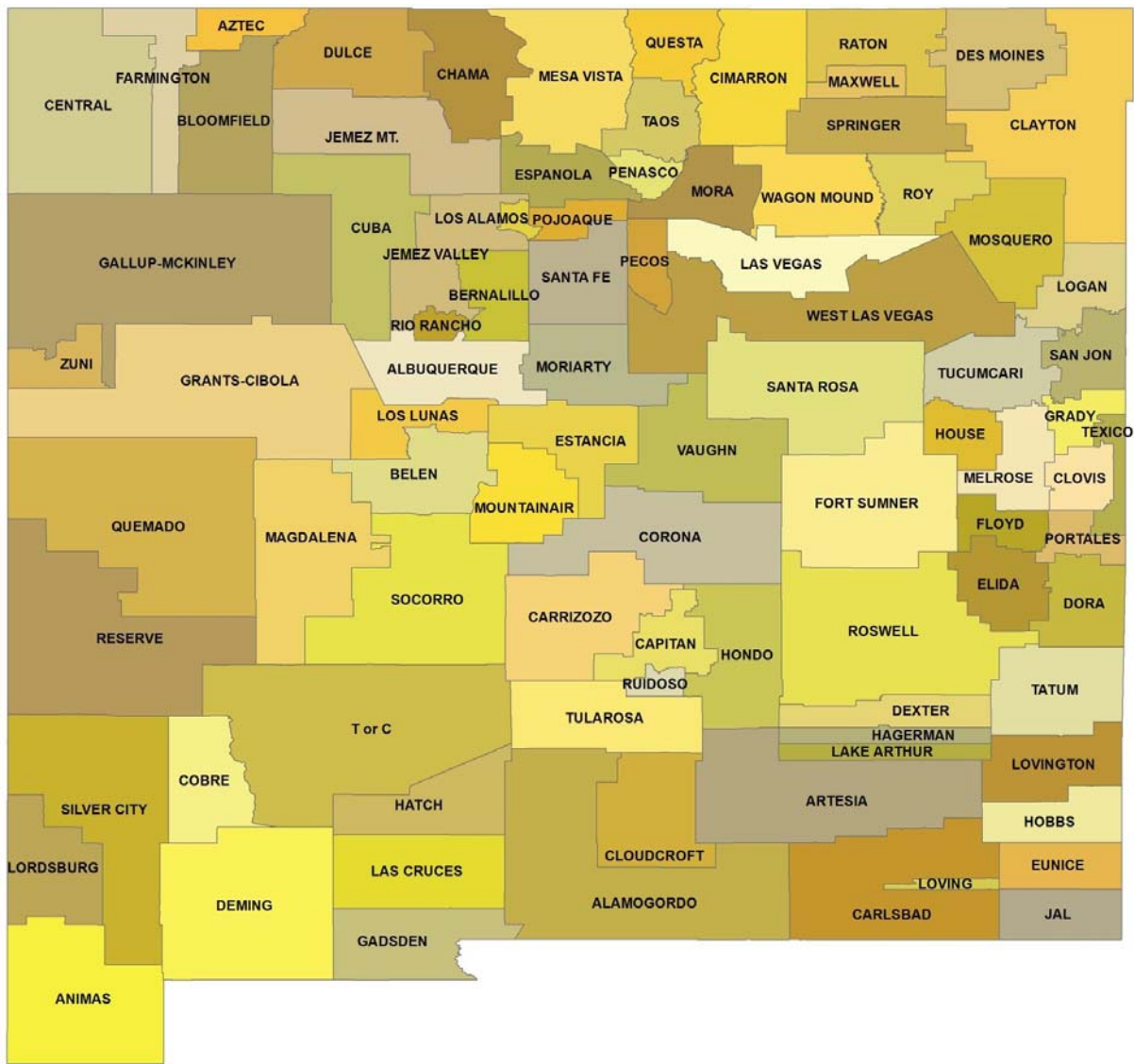
NOTE: Score gaps are calculated based on differences between unrounded average scores.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years 1990–2009 Mathematics Assessments.

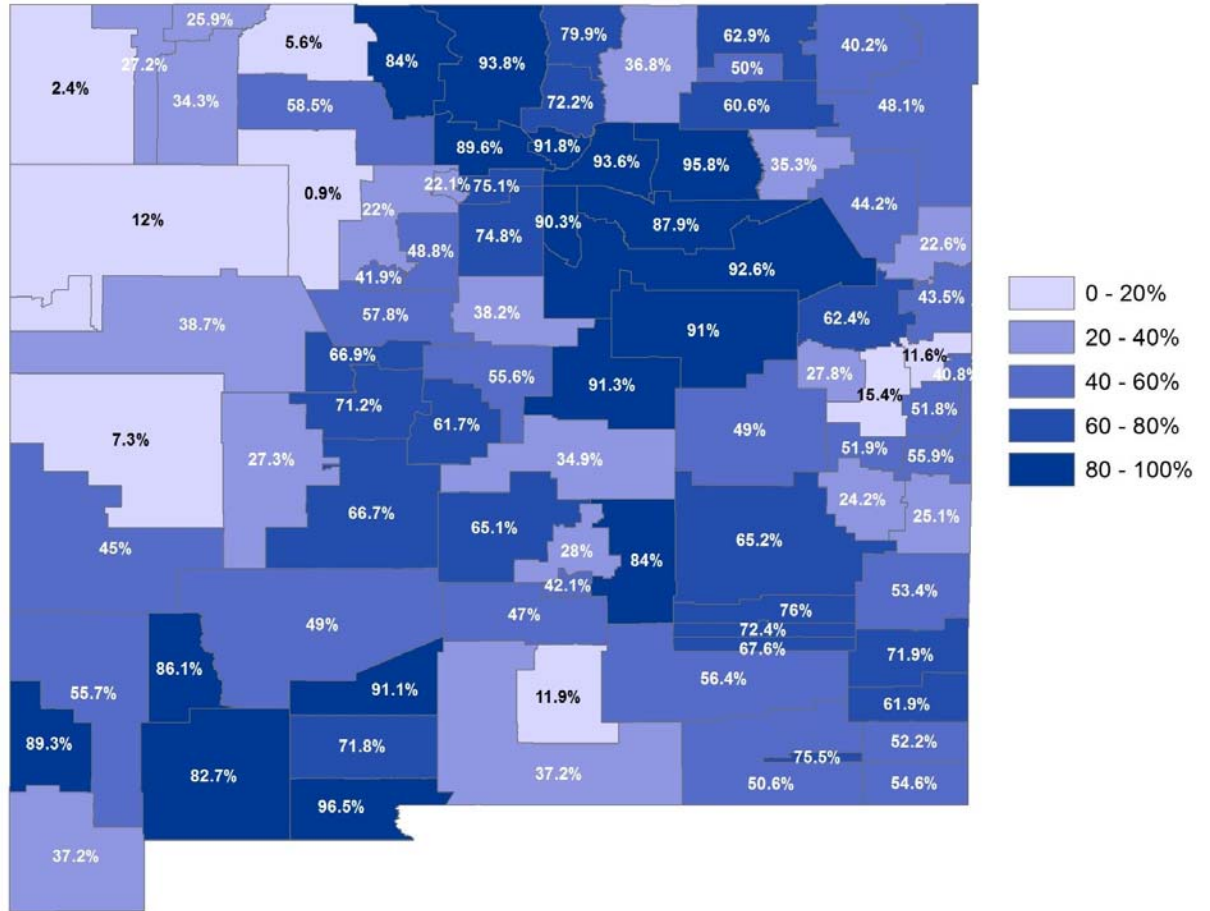
Source: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011459>

What Do We Know About Hispanic Students In New Mexico?

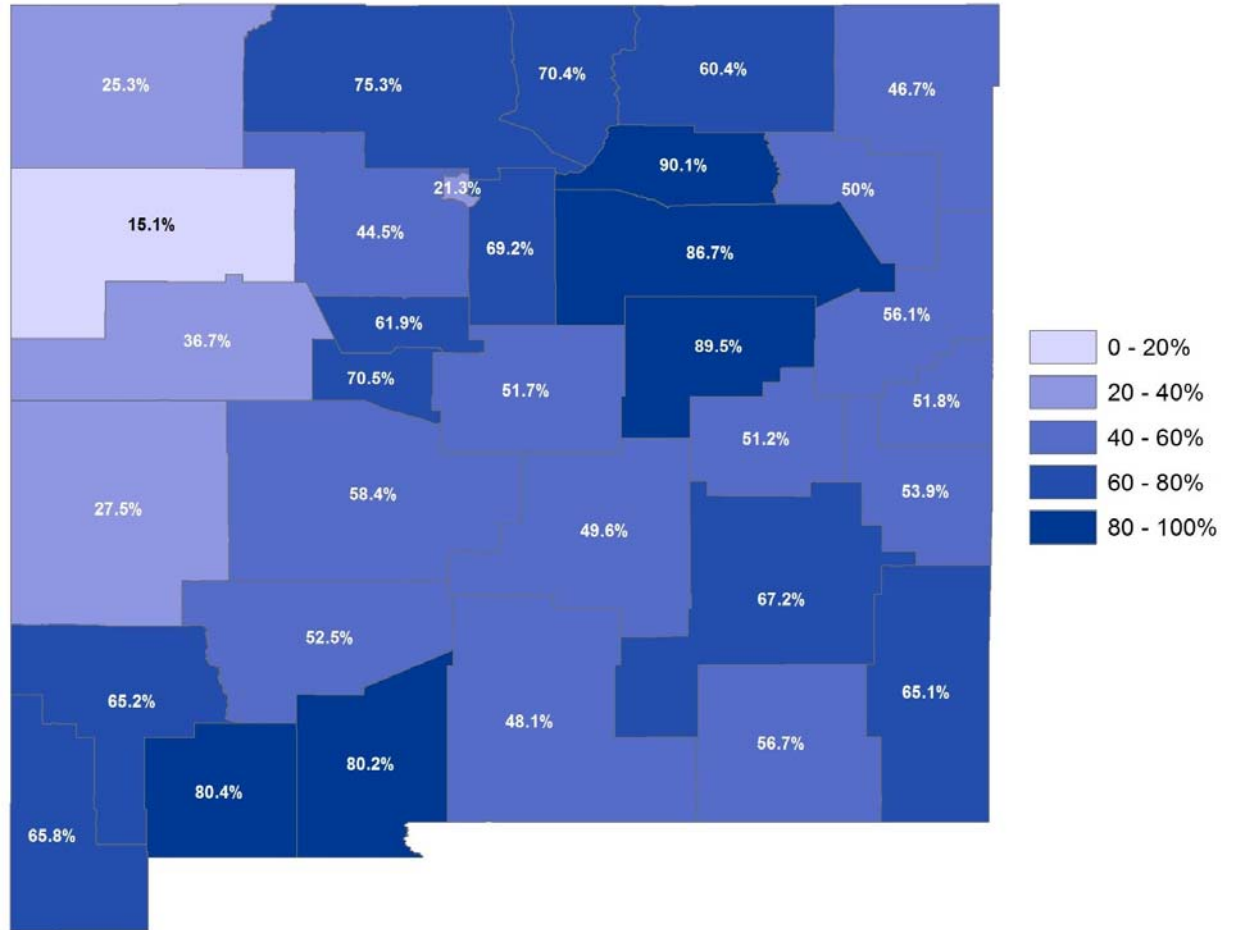
New Mexico Has 89 School Districts



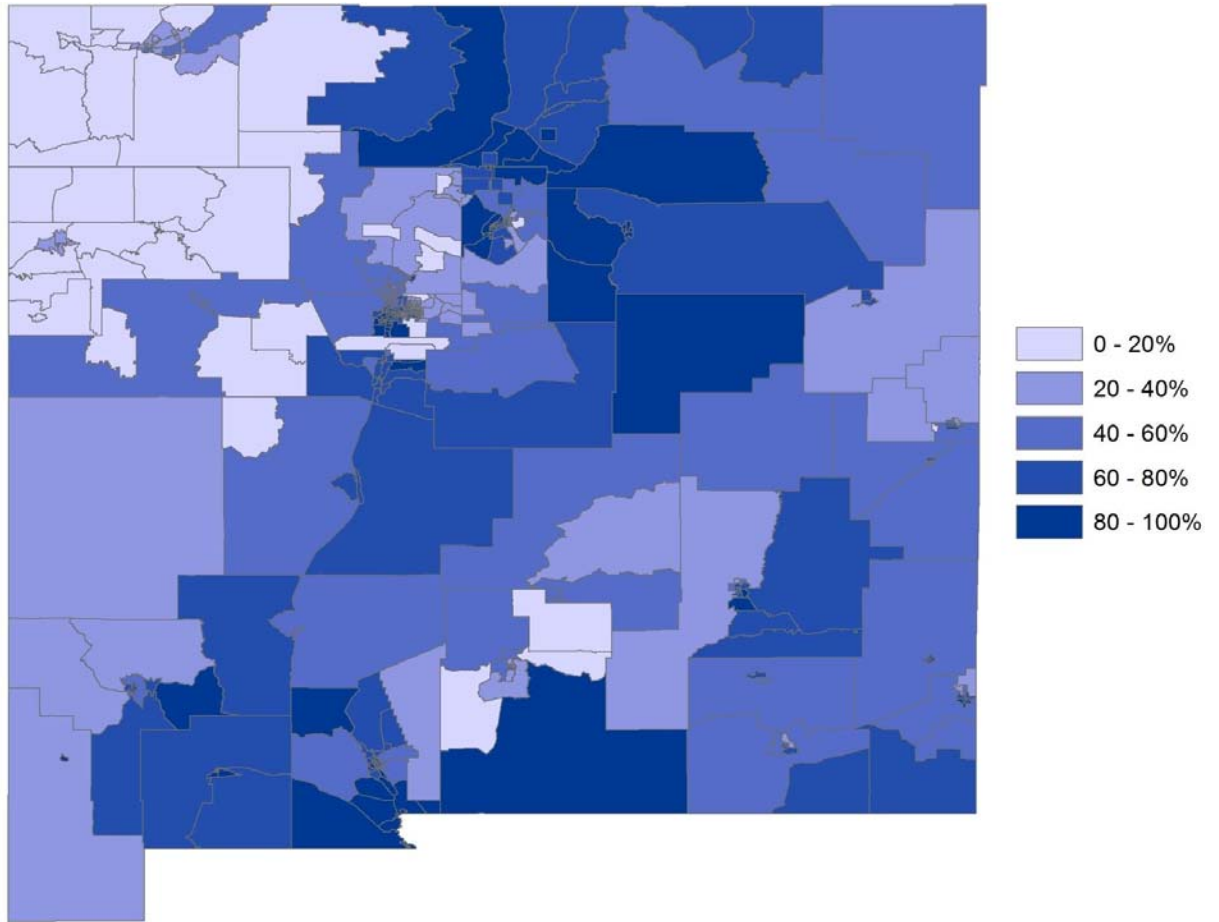
Hispanics as a Percentage of Students Enrolled in Public Schools, By School District



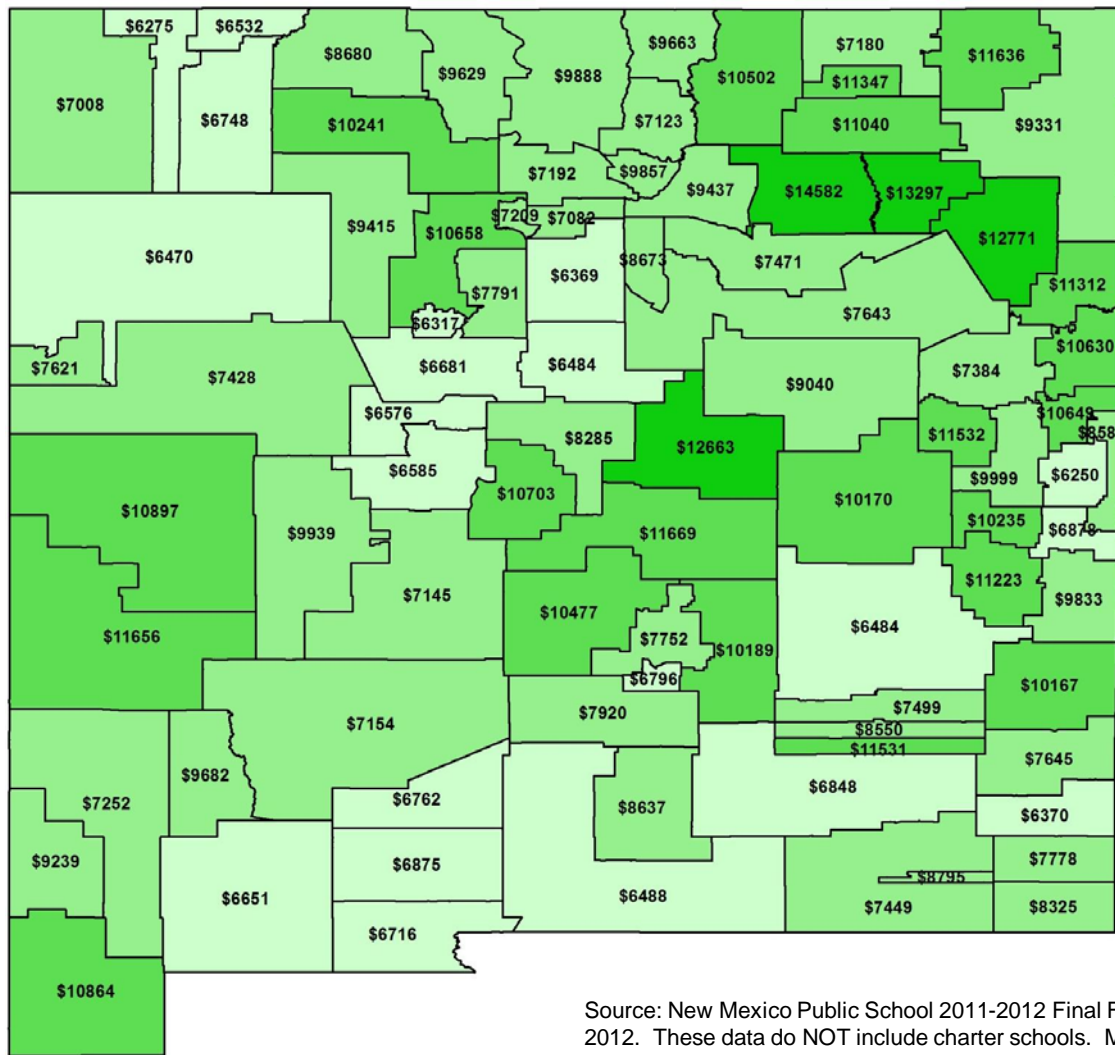
Hispanics as a Percentage of Individuals Under 18 Years of Age, By County



Hispanics as a Percentage of Individuals Under 18 Years of Age, By Census Tract



District Program Costs Per Pupil 2011-2012



New Mexico Funds Schools Based On A Formula That Calculates Program Costs For Each District. This Map Shows The Program Costs Per Membership For Each District. The Program Costs Per MEM range from \$14,582 for Wagon Mound to \$6,250 for Clovis. The state average is \$6,940.

Legend

Program Costs Per Student

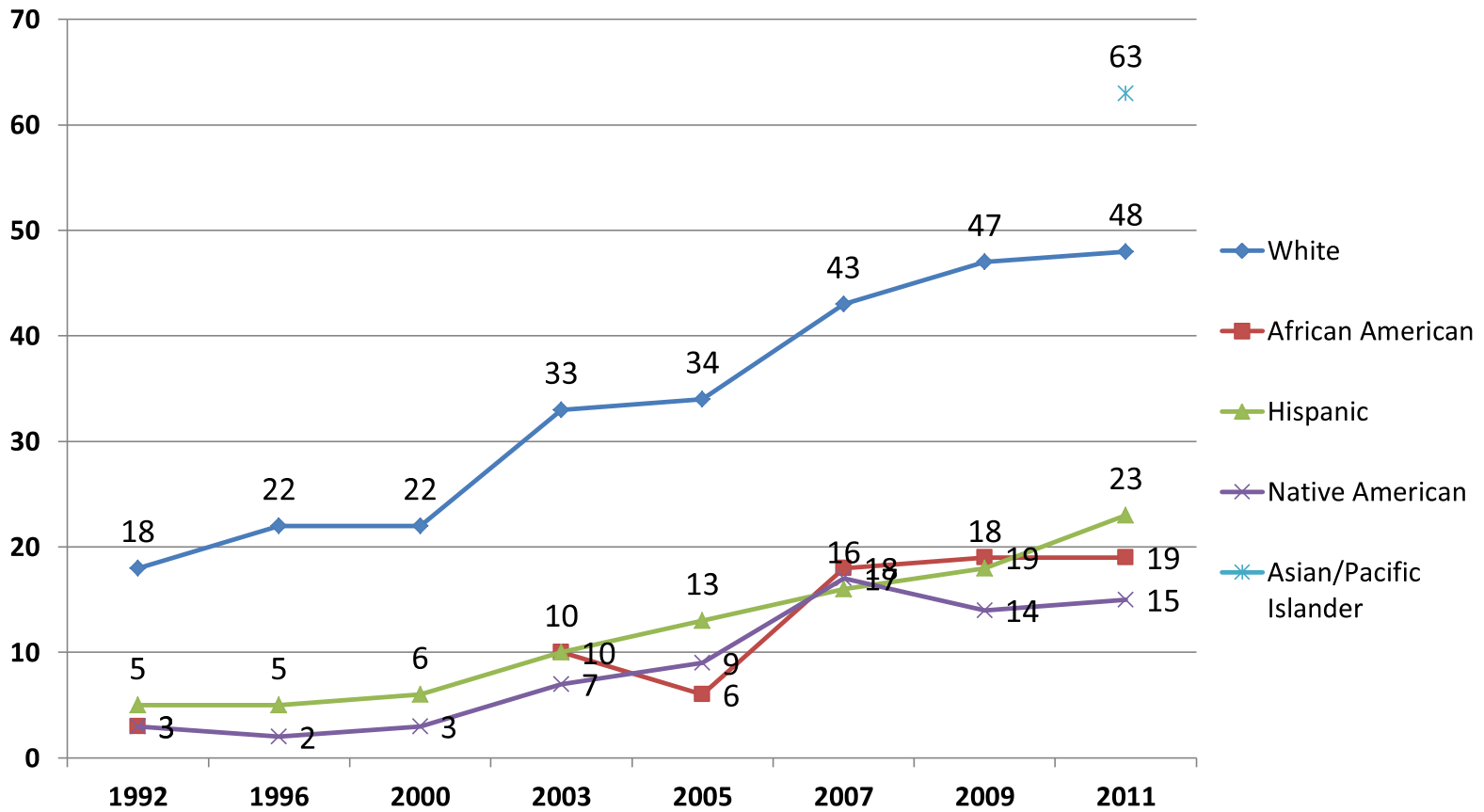
	\$12,000.01 - \$14,582.00
	\$9,999.01 - \$12,000.00
	\$6,939.01 - \$9,999.00
	\$6,250.00 - \$6,939.00

Source: New Mexico Public School 2011-2012 Final Funded Run, February 2012. These data do NOT include charter schools. Membership is defined as the total enrollment of qualified students on the current roll of a class or school on a specified day (22-8-2. 2011 NMSA 1978)

What Do We Know About The Kinds Of Inequalities That Face Hispanic Students In New Mexico?

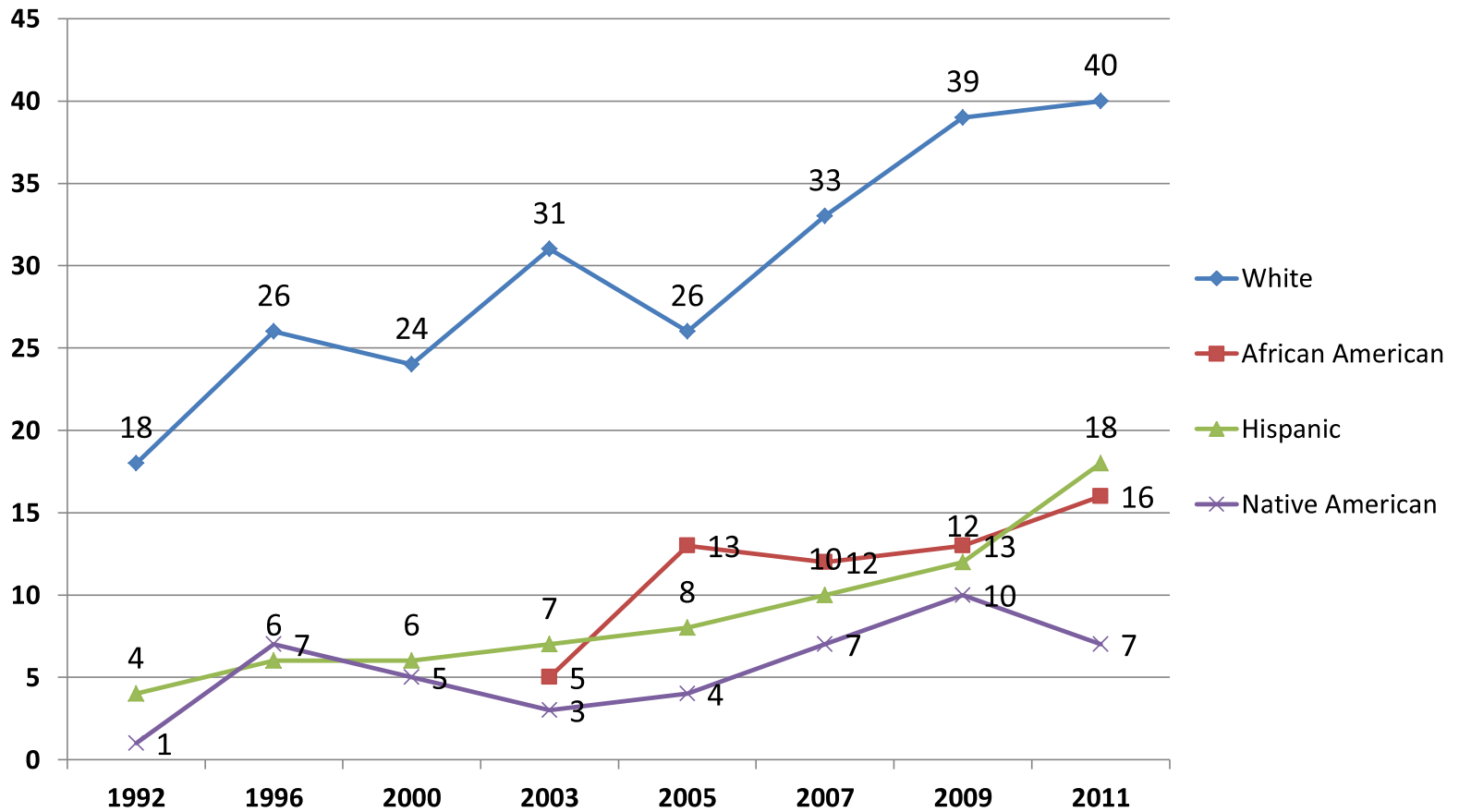
The Following Slides Offer A Sense Of The Difficult Paths Hispanic Students Must Take Both In And Out Of School, And From Early Childhood To Successful Adulthood

Percentage of NM 4th Grade Students Scoring At or Above Proficient in Math, By Race/Ethnicity



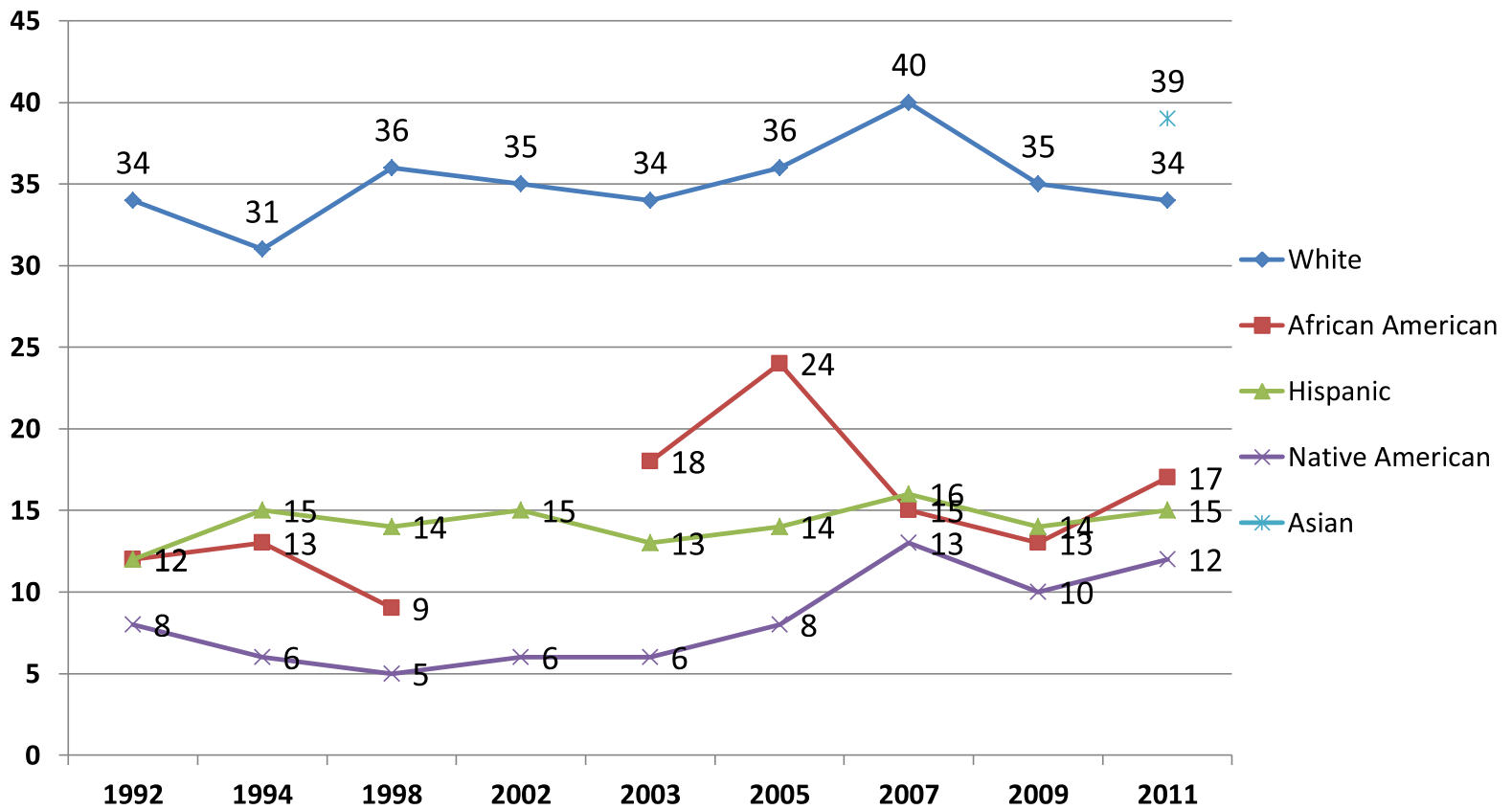
Source: National Assessment of Educational Progress (NAEP), 1992-2011. Asian/Pacific Islander is not reported in all years because NAEP reporting standards have not been met. African American data is not reported in all years because NAEP reporting standards have not been met.

Percentage of NM 8th Grade Students Scoring At or Above Proficient in Math, By Race/Ethnicity



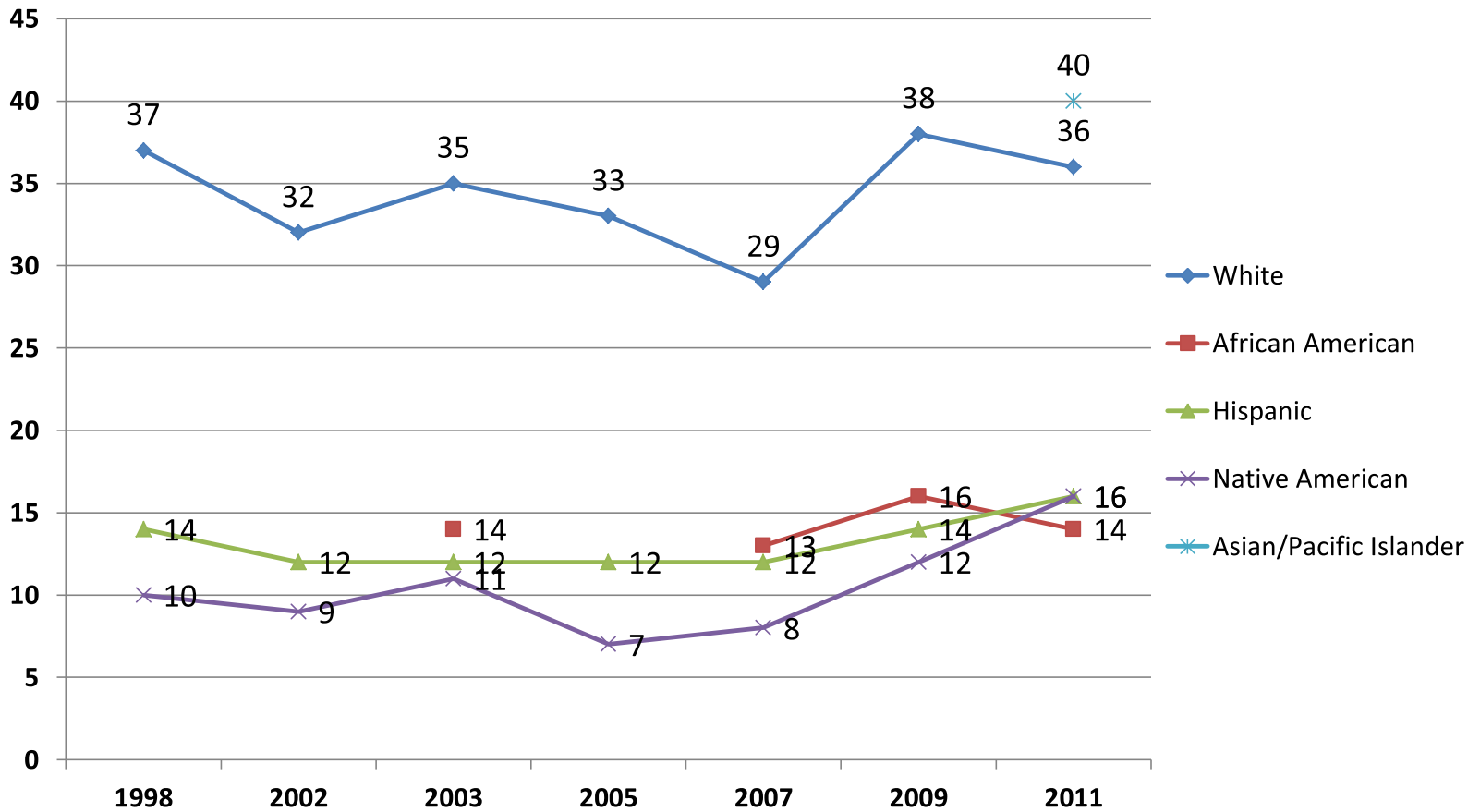
Source: National Assessment of Educational Progress (NAEP), 1992-2011. Asian/Pacific Islander is not reported in all years because NAEP reporting standards have not been met. African American data is not reported in all years because NAEP reporting standards have not been met.

Percentage of NM 4th Grade Students Scoring At or Above Proficient in Reading, By Race/Ethnicity



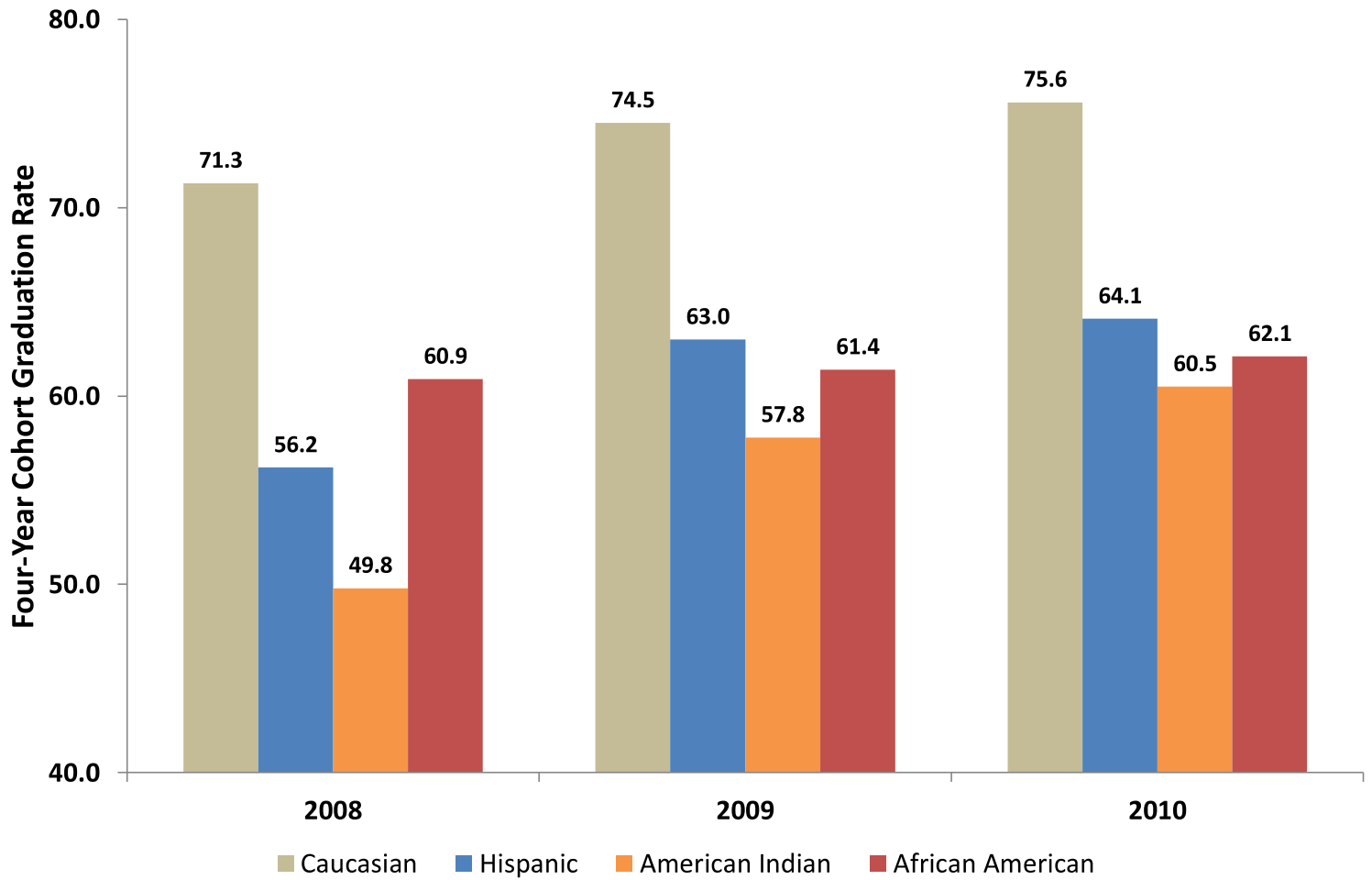
Source: National Assessment of Educational Progress (NAEP), 1992-2011. Asian/Pacific Islander is not reported in all years because NAEP reporting standards have not been met. African American data is not reported in all years because NAEP reporting standards have not been met.

Percentage of NM 8th Grade Students Scoring At or Above Proficient in Reading, By Race/Ethnicity

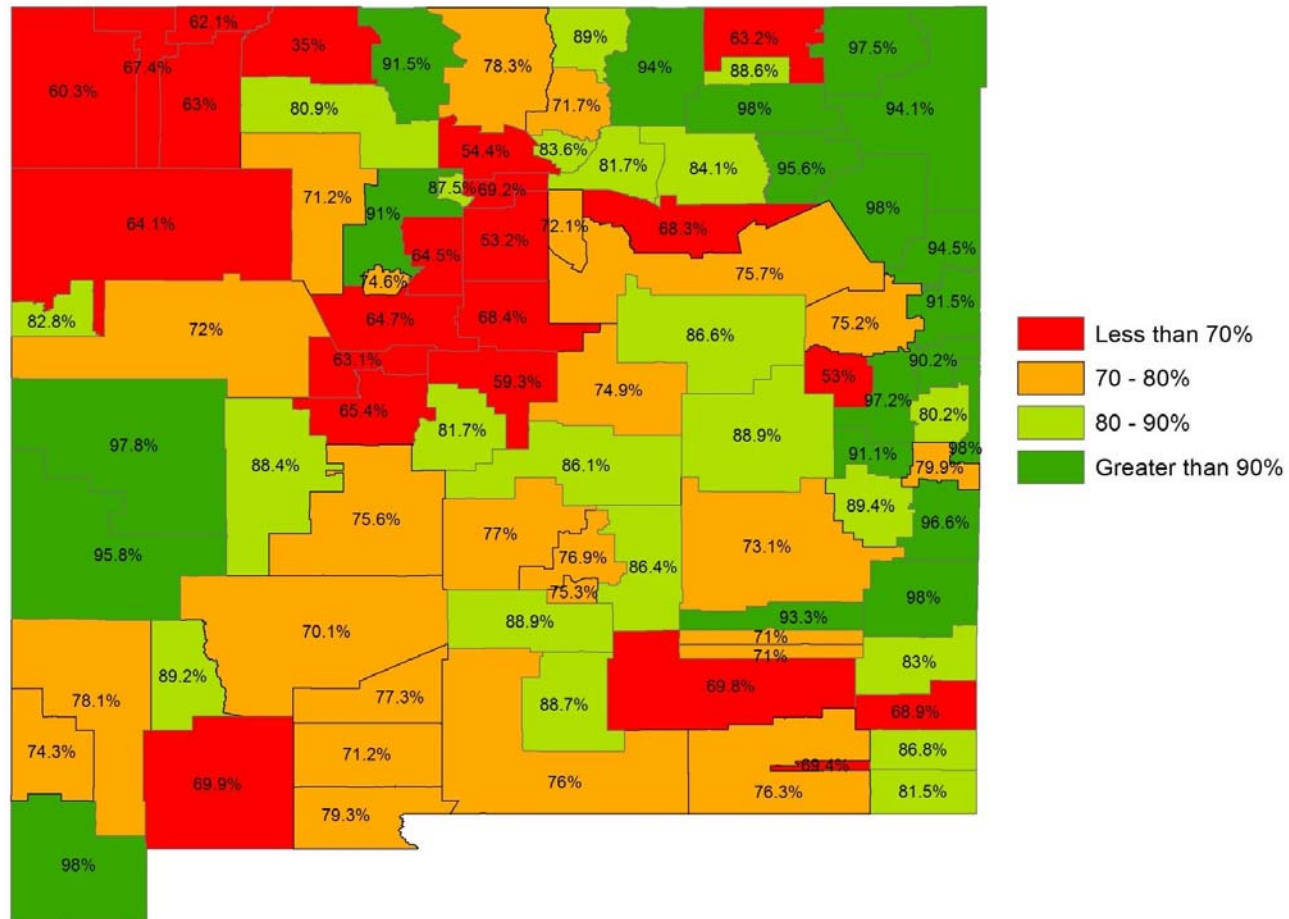


Source: National Assessment of Educational Progress (NAEP), 1992-2011. Asian/Pacific Islander is not reported in all years because NAEP reporting standards have not been met. African American data is not reported in all years because NAEP reporting standards have not been met.

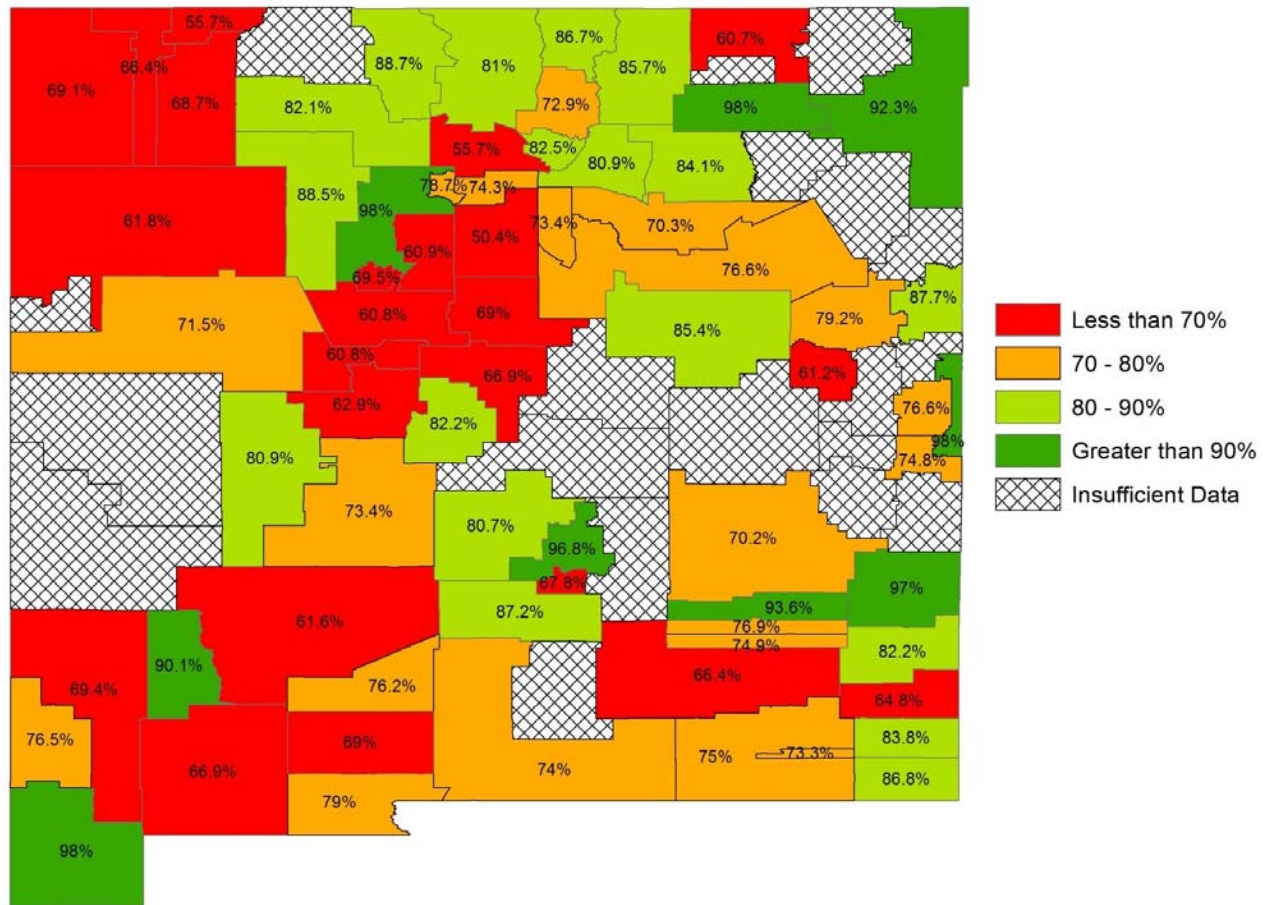
Four-Year High School Graduation Rate, Graduation Gap Between Caucasians and Students of Color



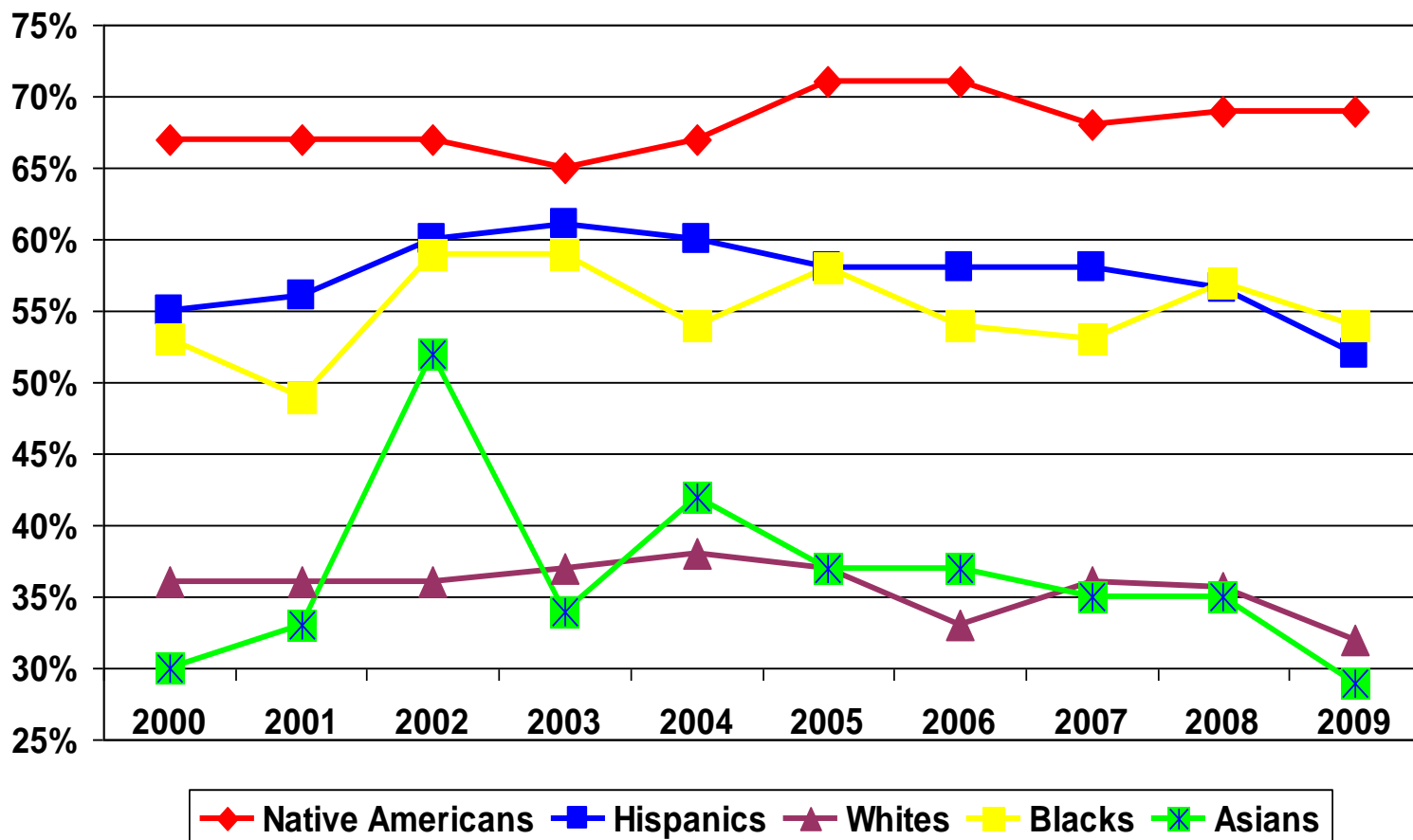
Four-Year High School Graduation Rate, All Students, By District



Four-Year High School Graduation Rate, Hispanics, By District

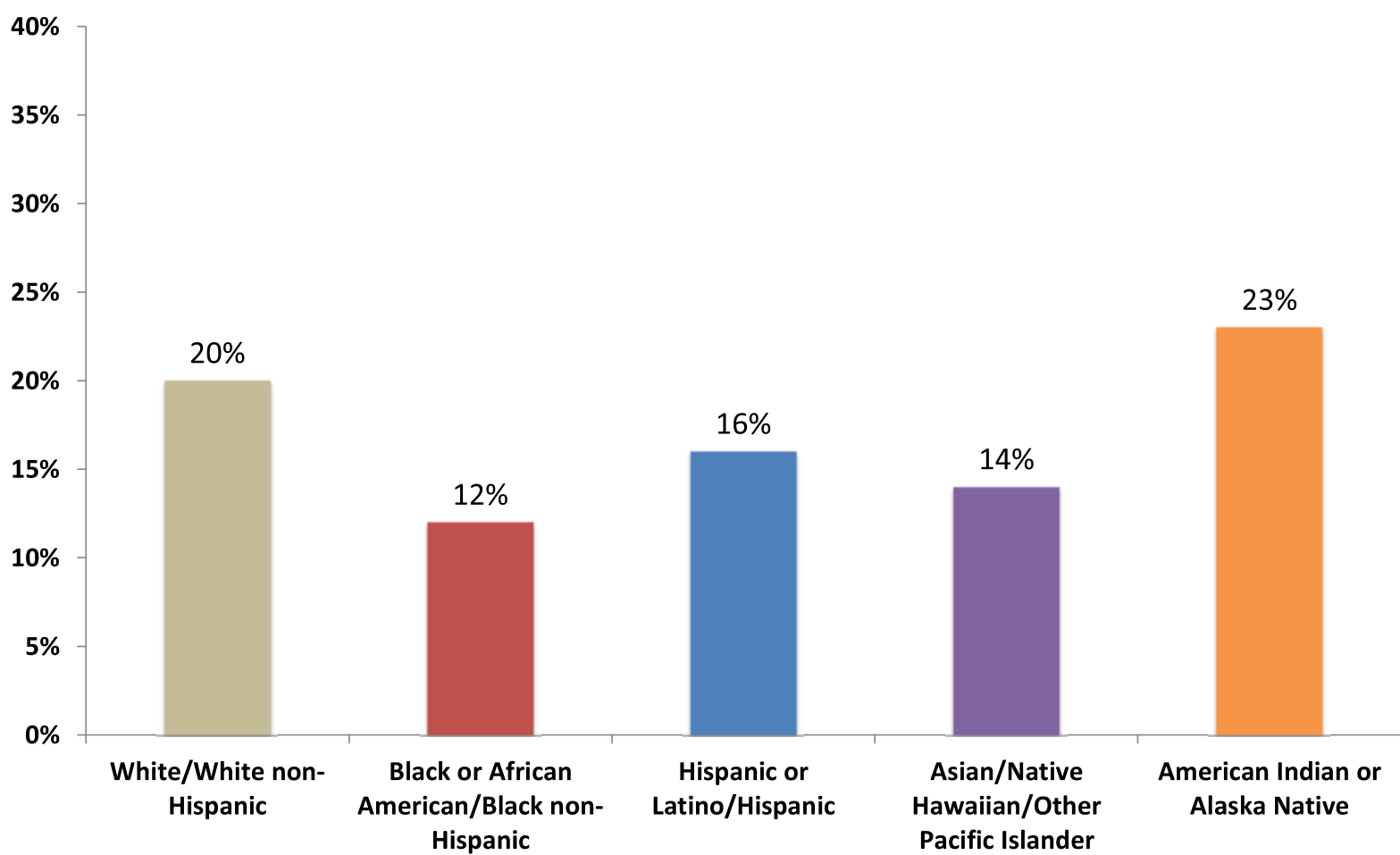


Percentage of New Mexico Public High School Graduates Attending New Mexico Colleges Who Took Remedial Classes, 2000-2009, By Race/Ethnicity

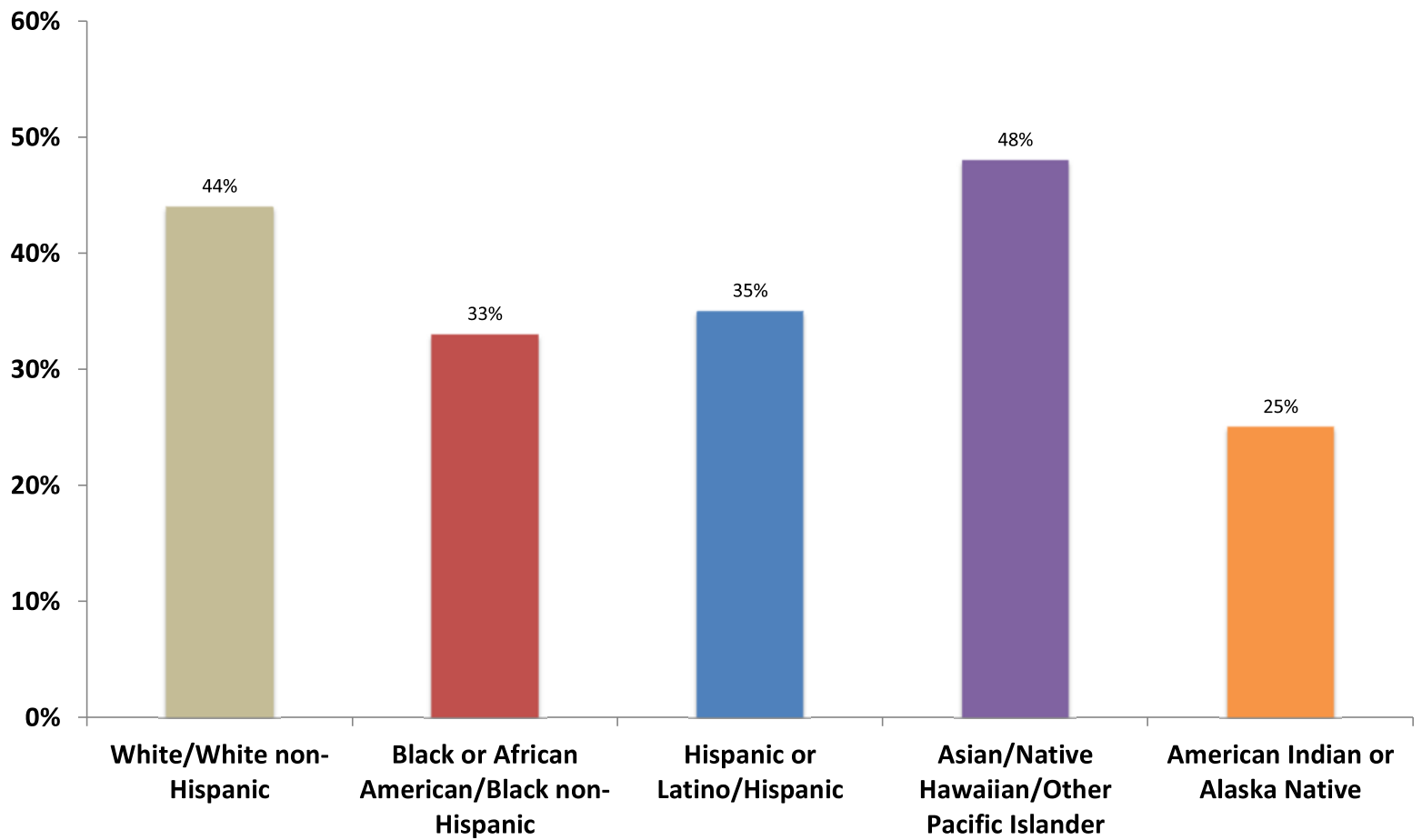


Source: "Ready For College? A Report on New Mexico's High School Graduates Who Take Remedial Courses In College," June 2010, New Mexico Office of Education Accountability. Data do not include charter or alternative schools.

NM Community College Three-Year Graduation Rates

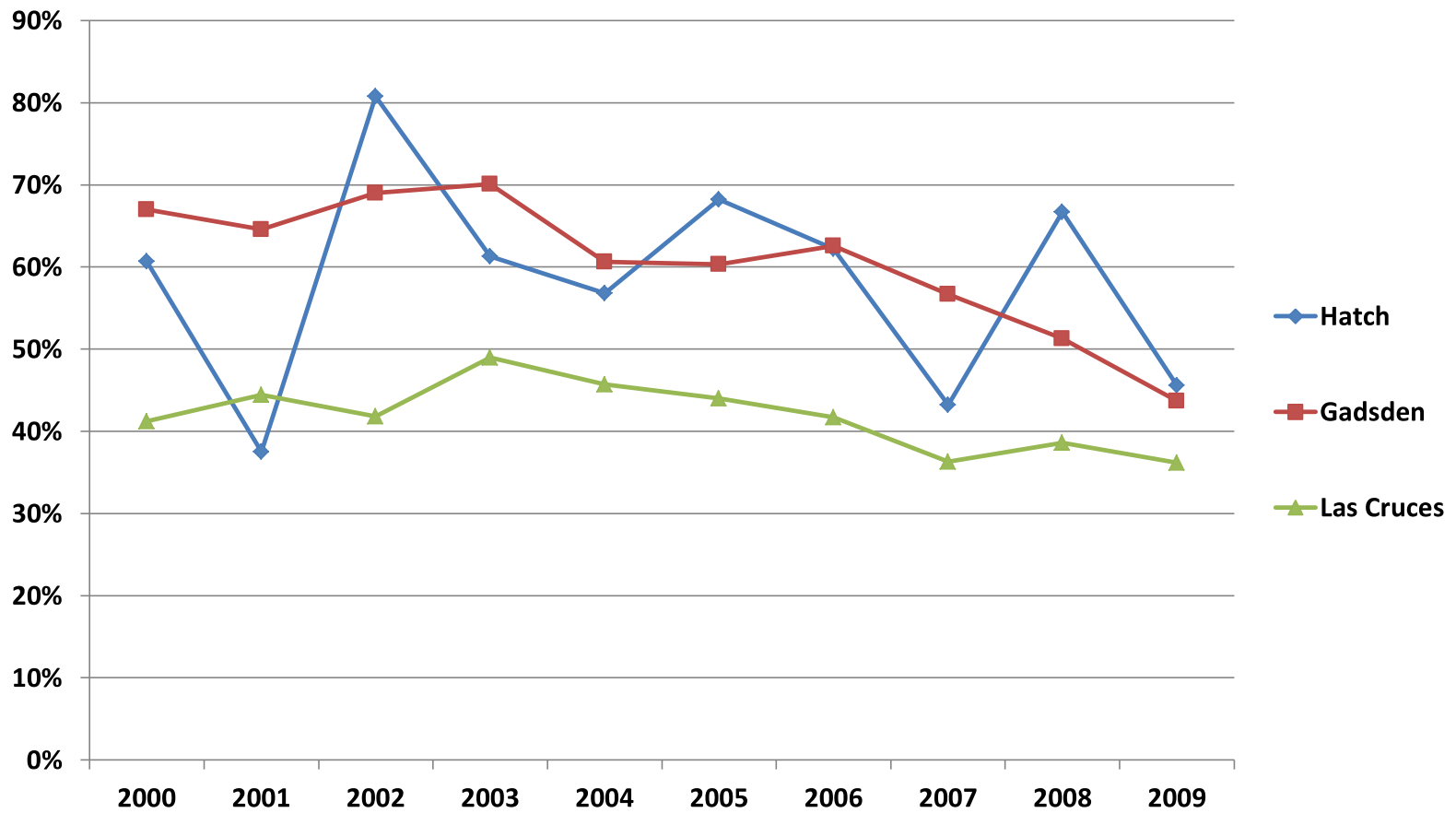


NM University Six-Year Graduation Rates

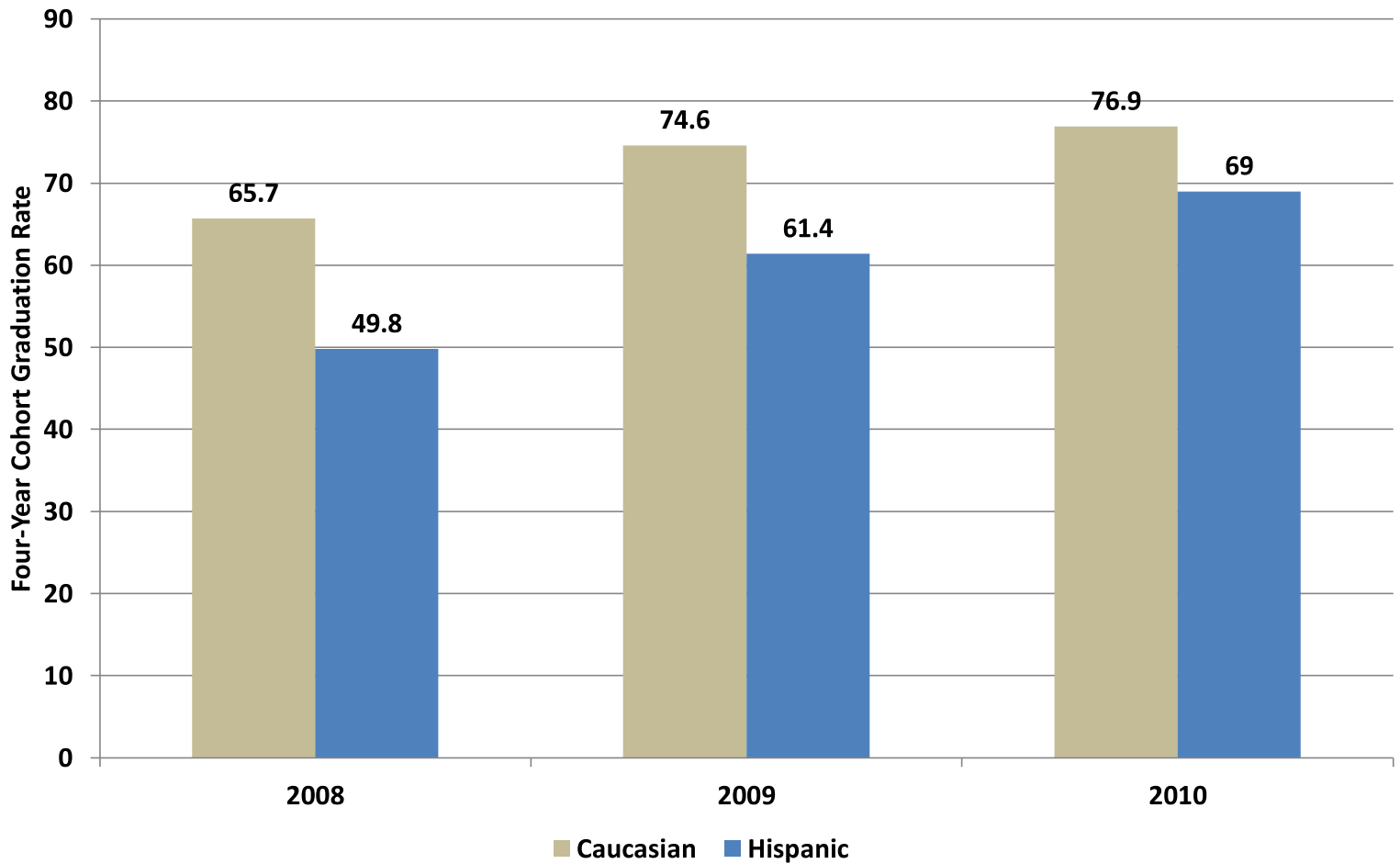


What Do We Know About Hispanic Students In Dona Aña County?

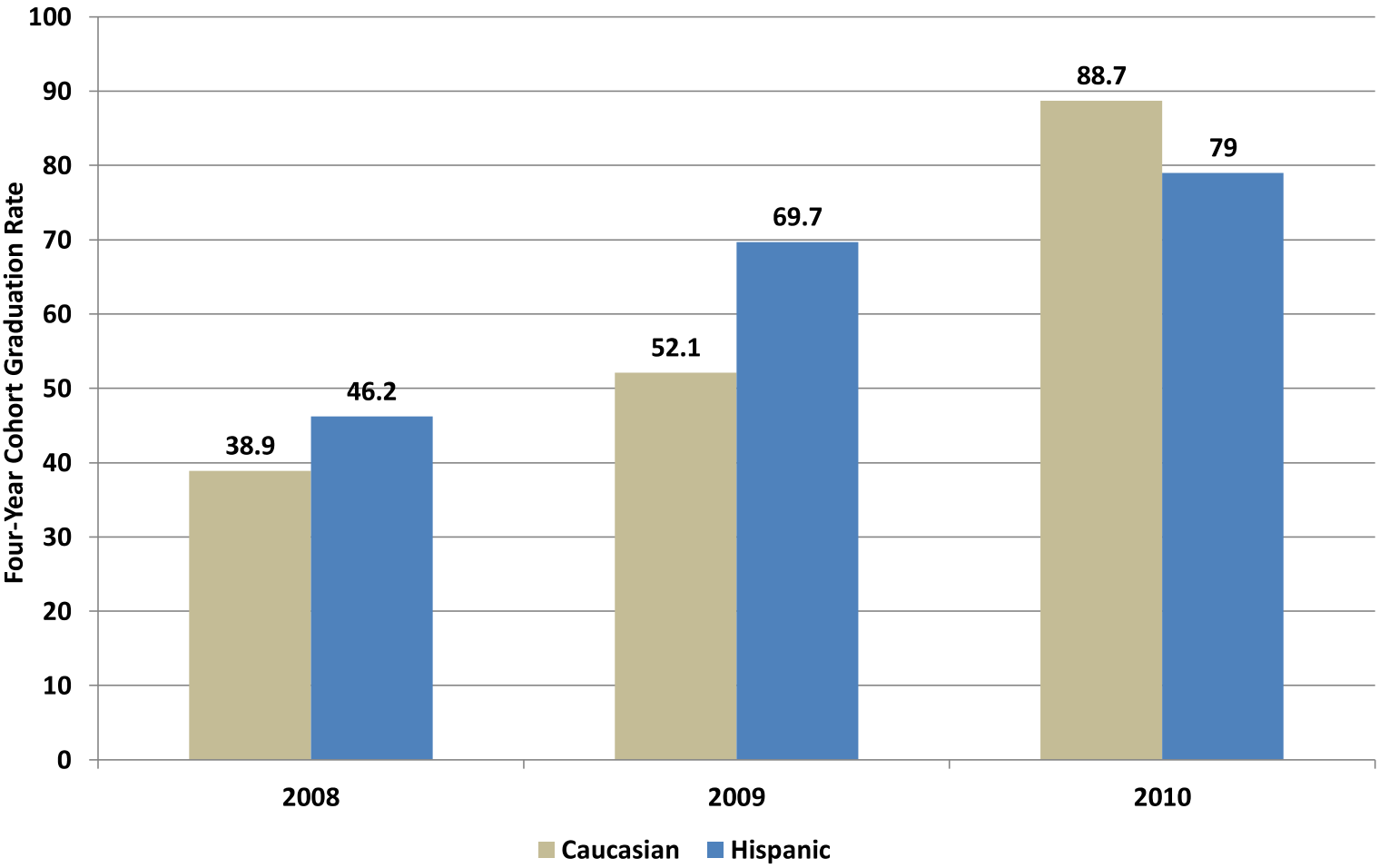
Percentage of Students Attending New Mexico Colleges Who Took Remedial Classes, Doña Ana County School Districts



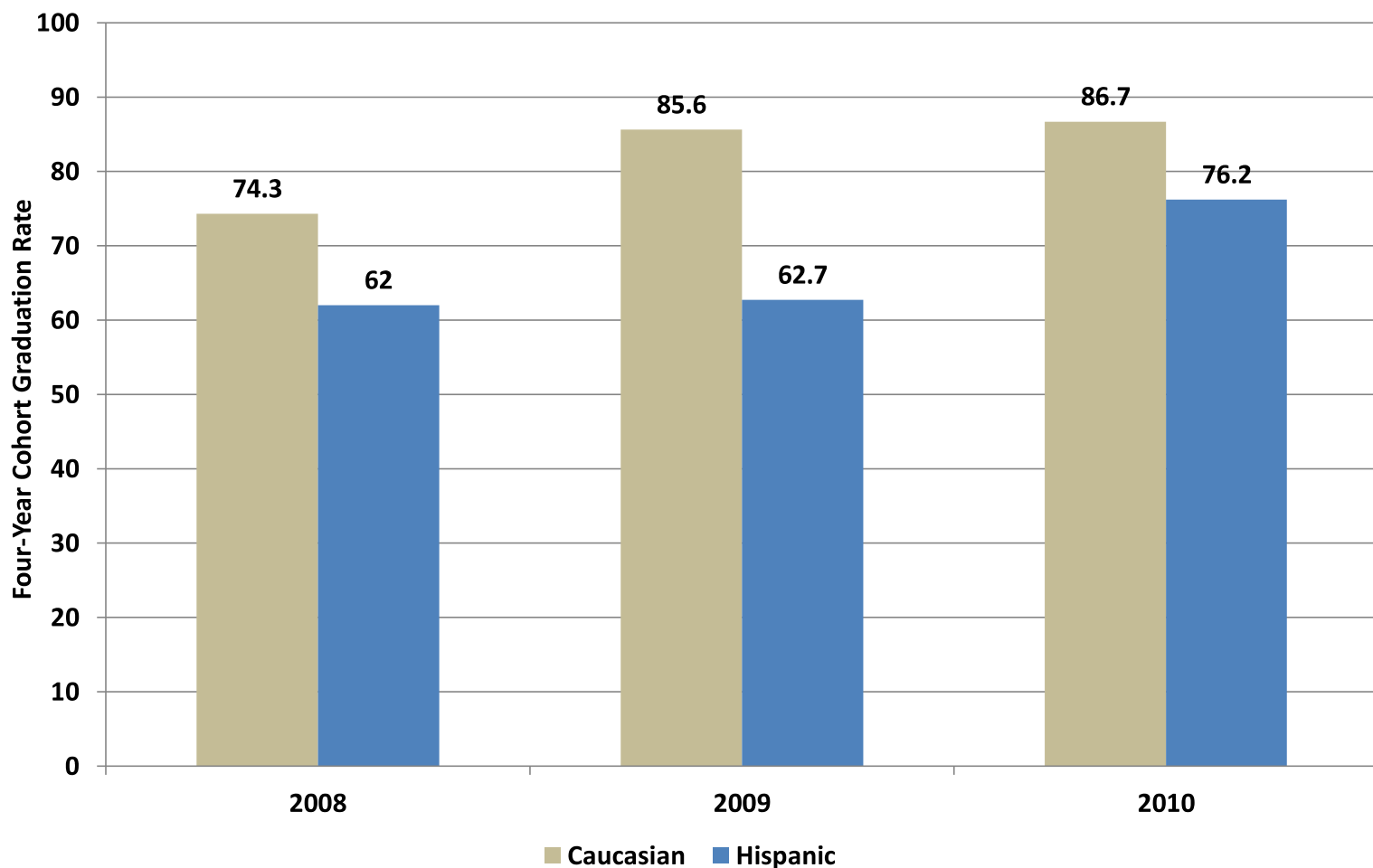
Las Cruces Public Schools Four-Year Graduation Rate, Graduation Gap Between Caucasians and Hispanics



Gadsden Independent School District Four-Year Graduation Rate, Graduation Gap Between Caucasians and Hispanics

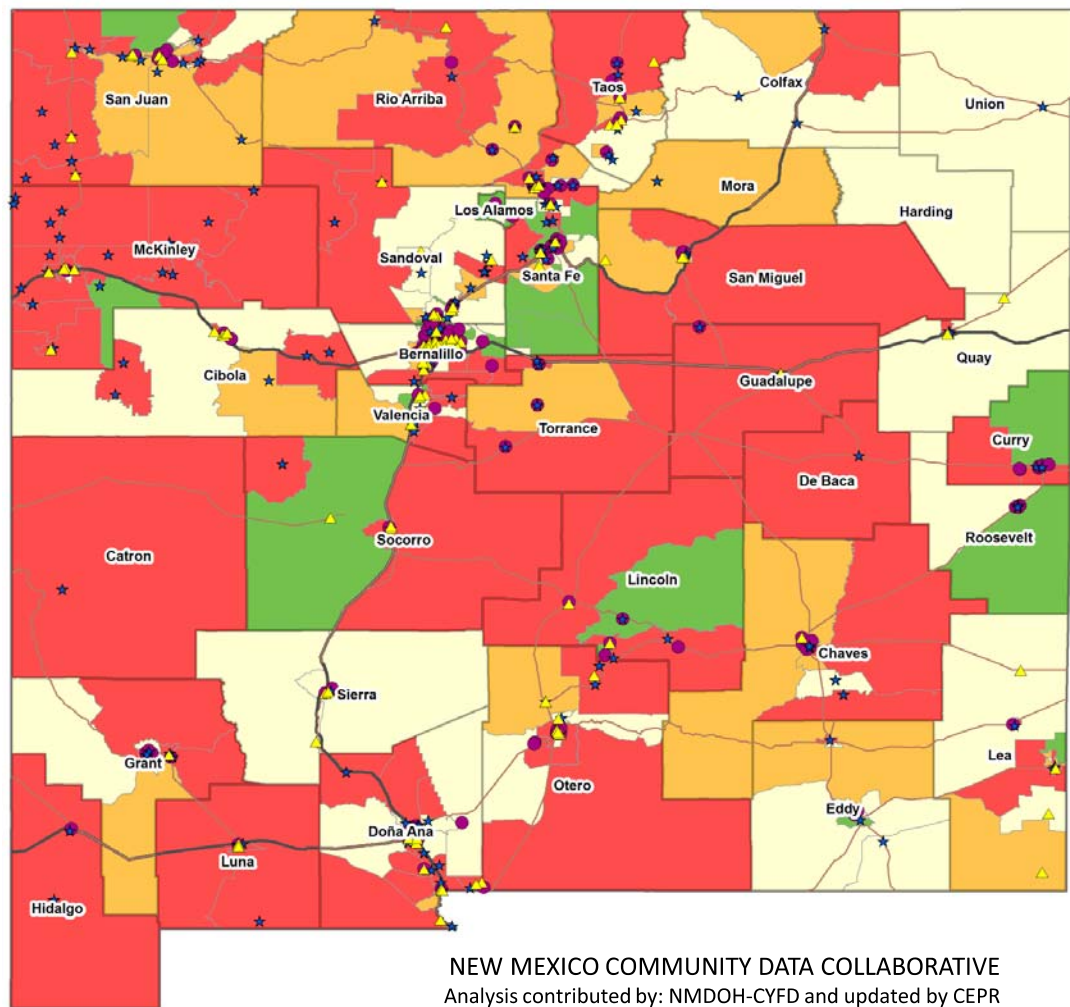


Hatch Valley Public Schools Four-Year Graduation Rate, Graduation Gap Between Caucasians and Hispanics



Early Childhood

Head Start, Pre-Kindergarten and Child Care Sites in New Mexico



NEW MEXICO COMMUNITY DATA COLLABORATIVE
Analysis contributed by: NMDOH-CYFD and updated by CEPR

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

- Less than 5%
- 5.1 - 15.7% (Below nat'l avg.)
- 15.8 - 22.0% (Above nat'l avg.)
- Greater than 22% (Above nat'l and state avgs.)

- ▲ Pre-Kindergarten Sites
- ★ Head Start Centers
- 4 & 5 Star Licensed Child Care Facilities

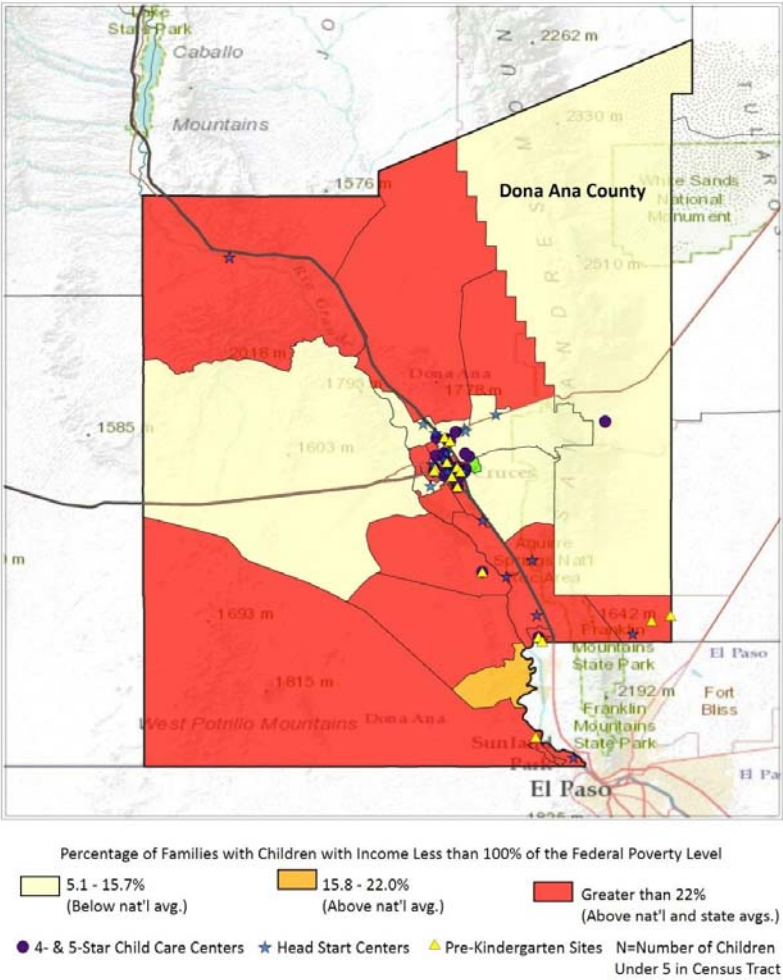
Source: U.S. Census, American Community Survey 2010, Five Year Estimates. National Average = 15.7%; State Average=22%. Children defined as under 18 years of age.

DOÑA ANA COUNTY

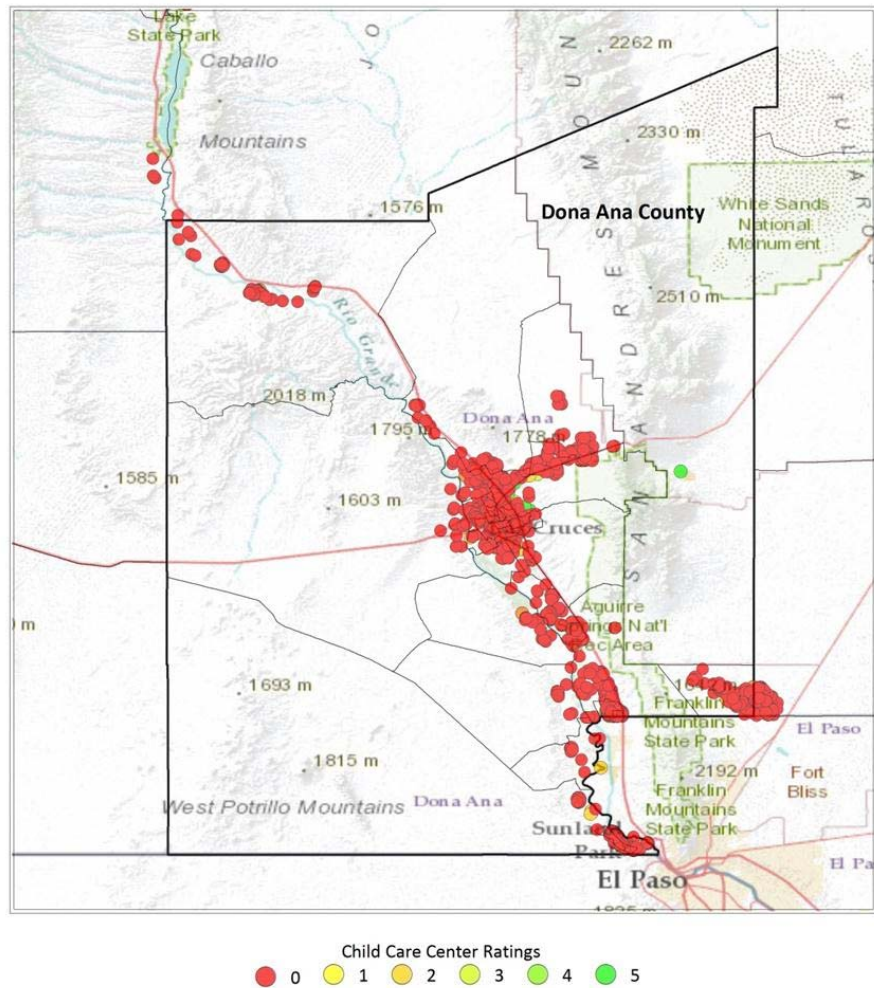
Head Start, Pre-K & Child Care Centers in Doña Ana County

In 2010, Doña Ana County had 15,483 children under the age of five, which made up 7.4% of Doña Ana County's total population of 209,233. Approximately 40% of families with related children under five years of age in Doña Ana County had an income less than the federal poverty level.

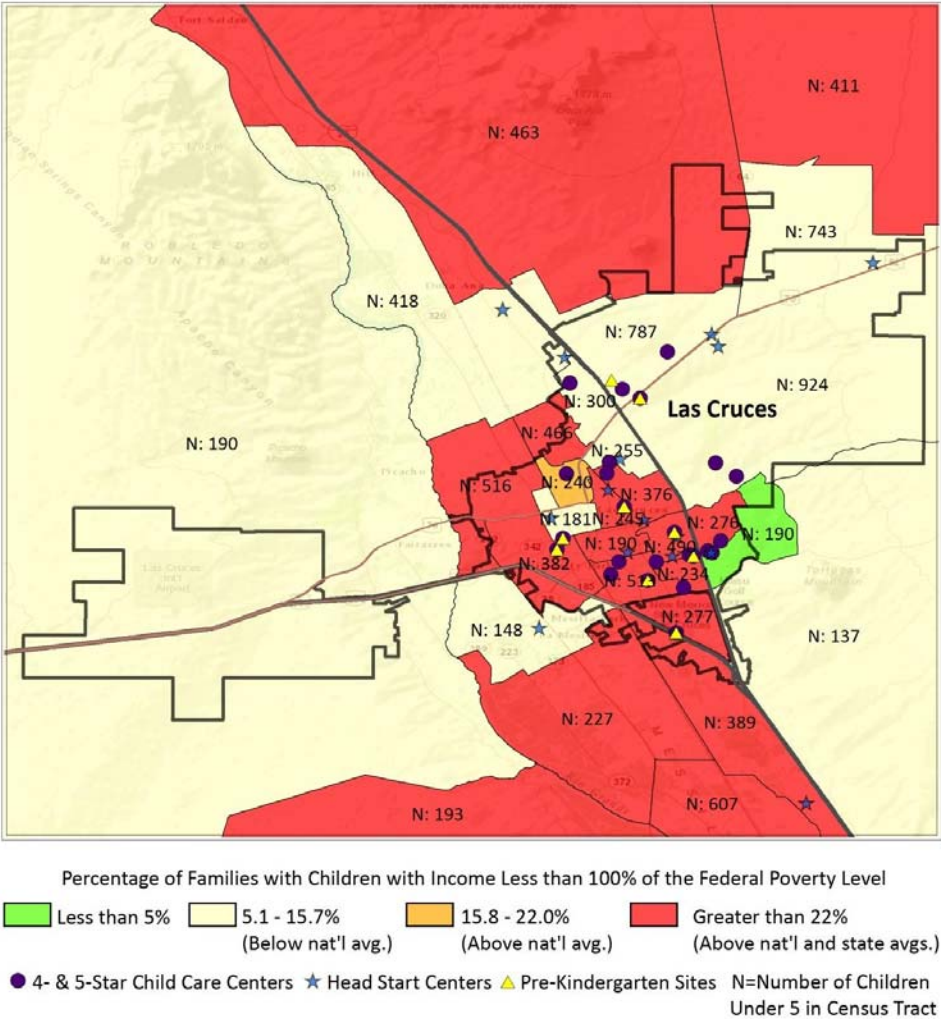
This map shows where 4- & 5-Star Child Care Centers, Head Start Centers, and Pre-Kindergarten sites are located in Doña Ana County.



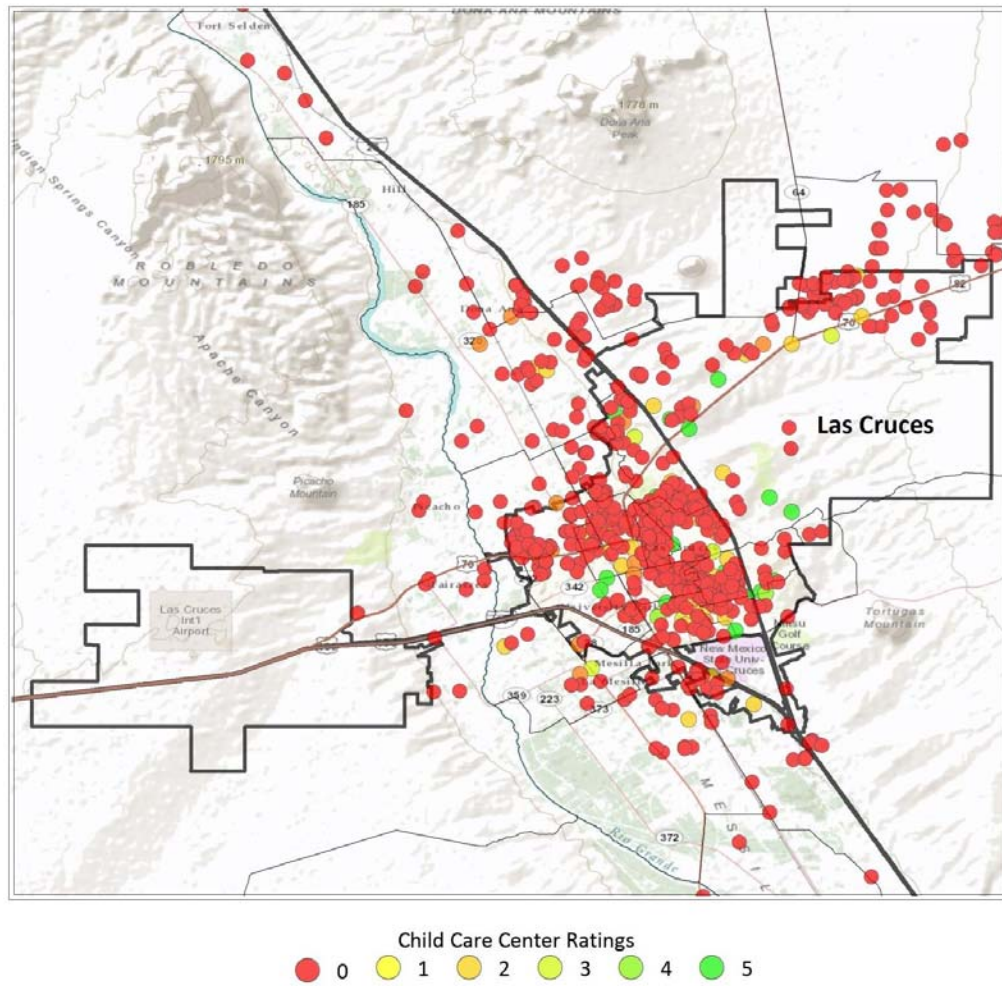
Child Care Centers & Ratings in Doña Ana County



Head Start, Pre-K & Child Care Centers in Las Cruces



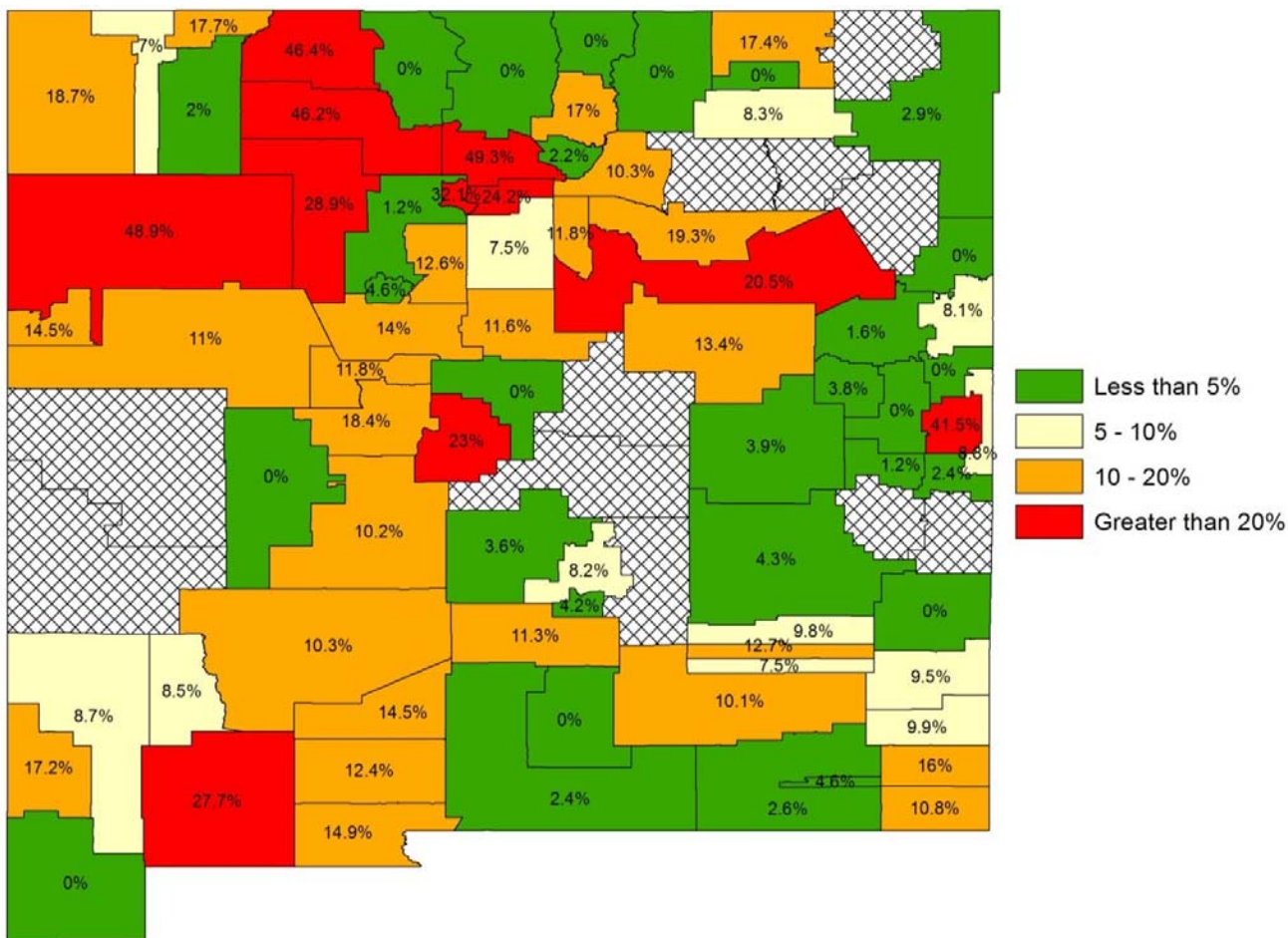
Child Care Centers & Ratings in Las Cruces



Truancy

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 days of unexcused absences.

Percentage of Middle & Junior High School Students Who Were Habitually Truant, By School District



This map displays the percentage of the population aged 18 and over who are married across the United States. The data is presented by county, with percentages ranging from 0% to 60.8%. The color scale indicates the following ranges:

- Red: 30% and above
- Orange: 20% to 29.9%
- Yellow: 10% to 19.9%
- Light Green: 0% to 9.9%
- Dark Green: 10% and above

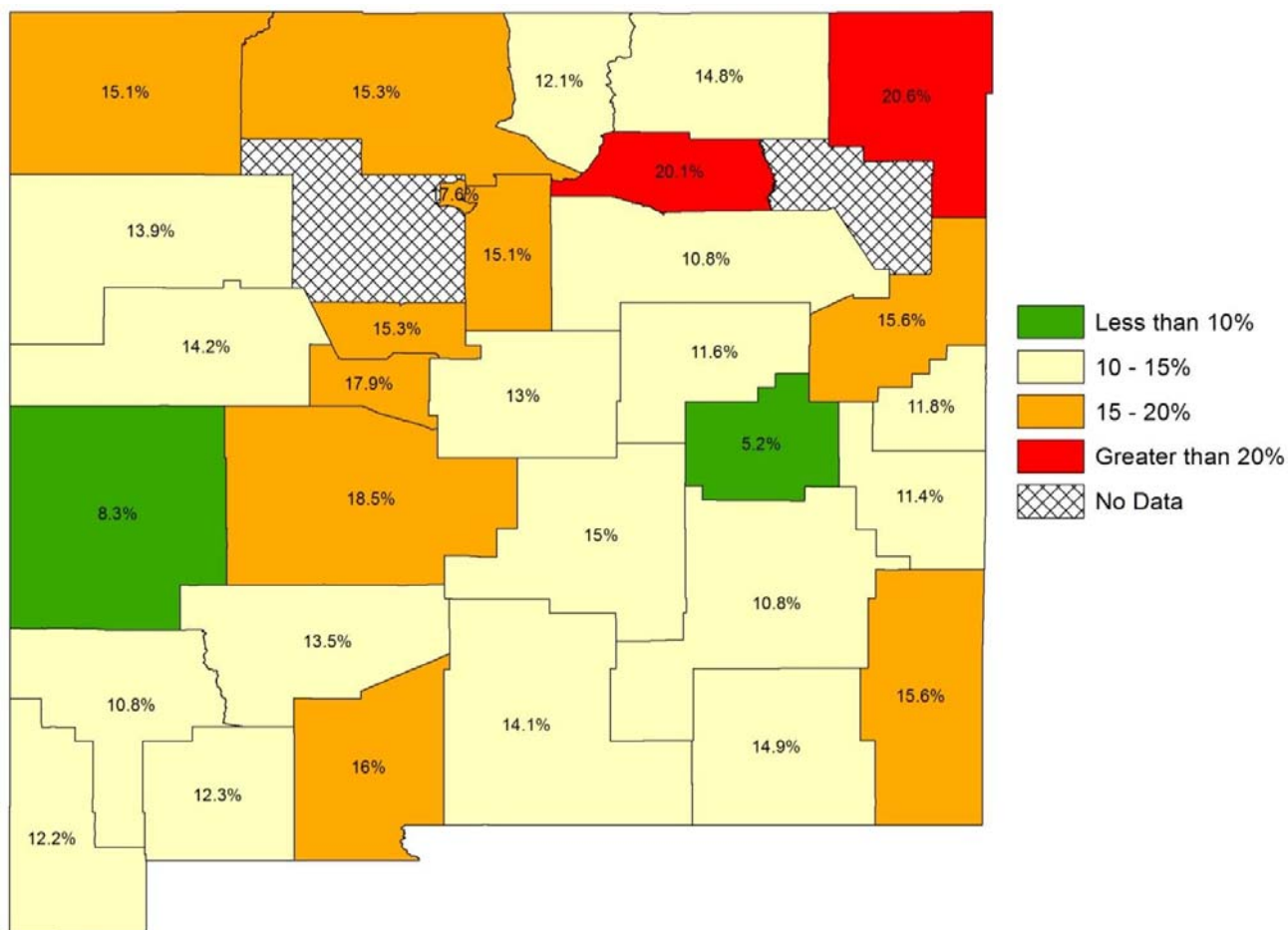
Key observations from the map include:

- High Marriage Rates (Red):** Concentrated in the Northeast (e.g., New York, New Jersey, Pennsylvania), the Midwest (e.g., Ohio, Michigan, Indiana), and parts of the South (e.g., Alabama, Georgia, South Carolina).
- Low Marriage Rates (Yellow/Light Green):** Found in the Mountain West region (e.g., Nevada, Idaho, Utah, Wyoming, Colorado), the Great Plains (e.g., North Dakota, South Dakota, Nebraska, Kansas, Oklahoma), and parts of the West (e.g., California, Arizona, New Mexico).
- Regional Variations:** The map shows significant regional differences, with the highest rates often found in the Northeast and Midwest, and the lowest rates often found in the Mountain West and Great Plains regions.

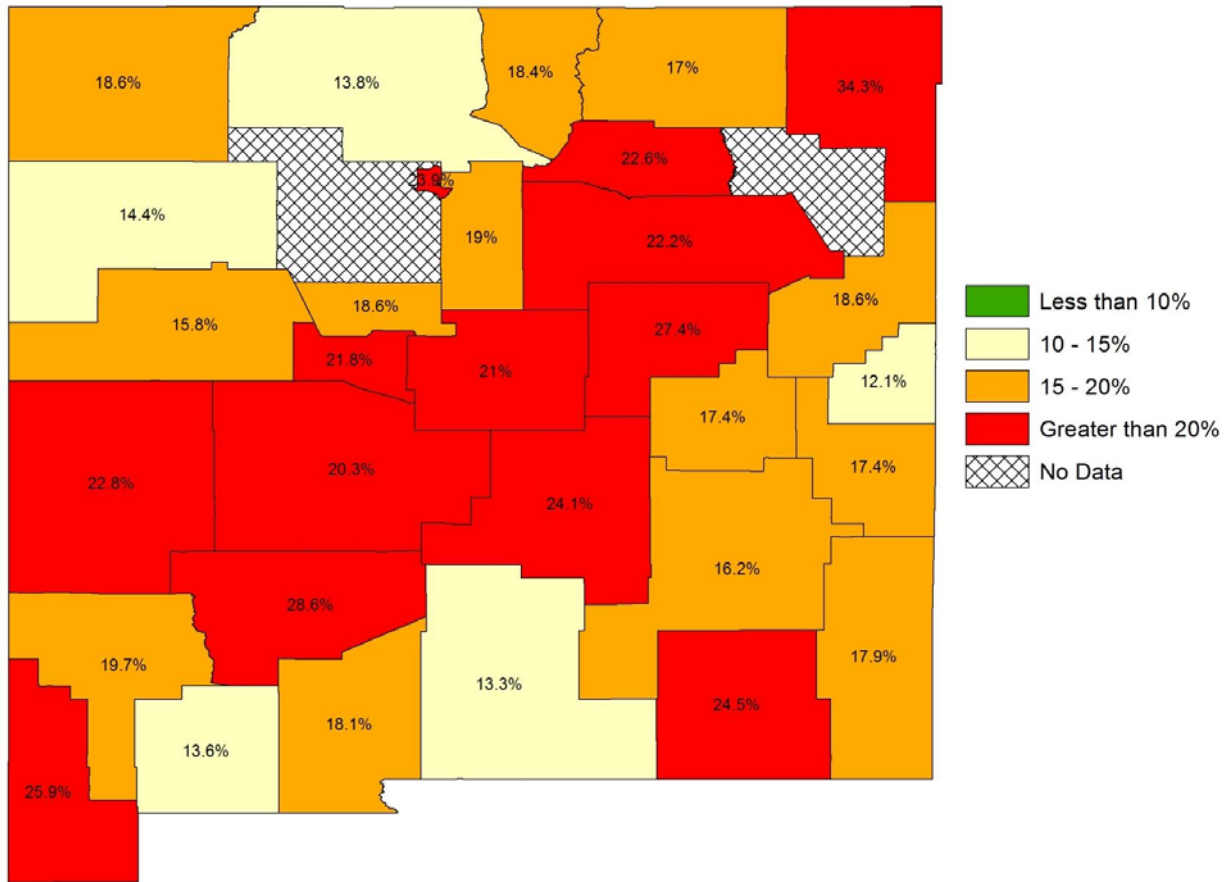
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POLICY RESEARCH

Teen Safety & Suicide

Percentage of High School Students Who Were in a Physical Fight on School Property, By County

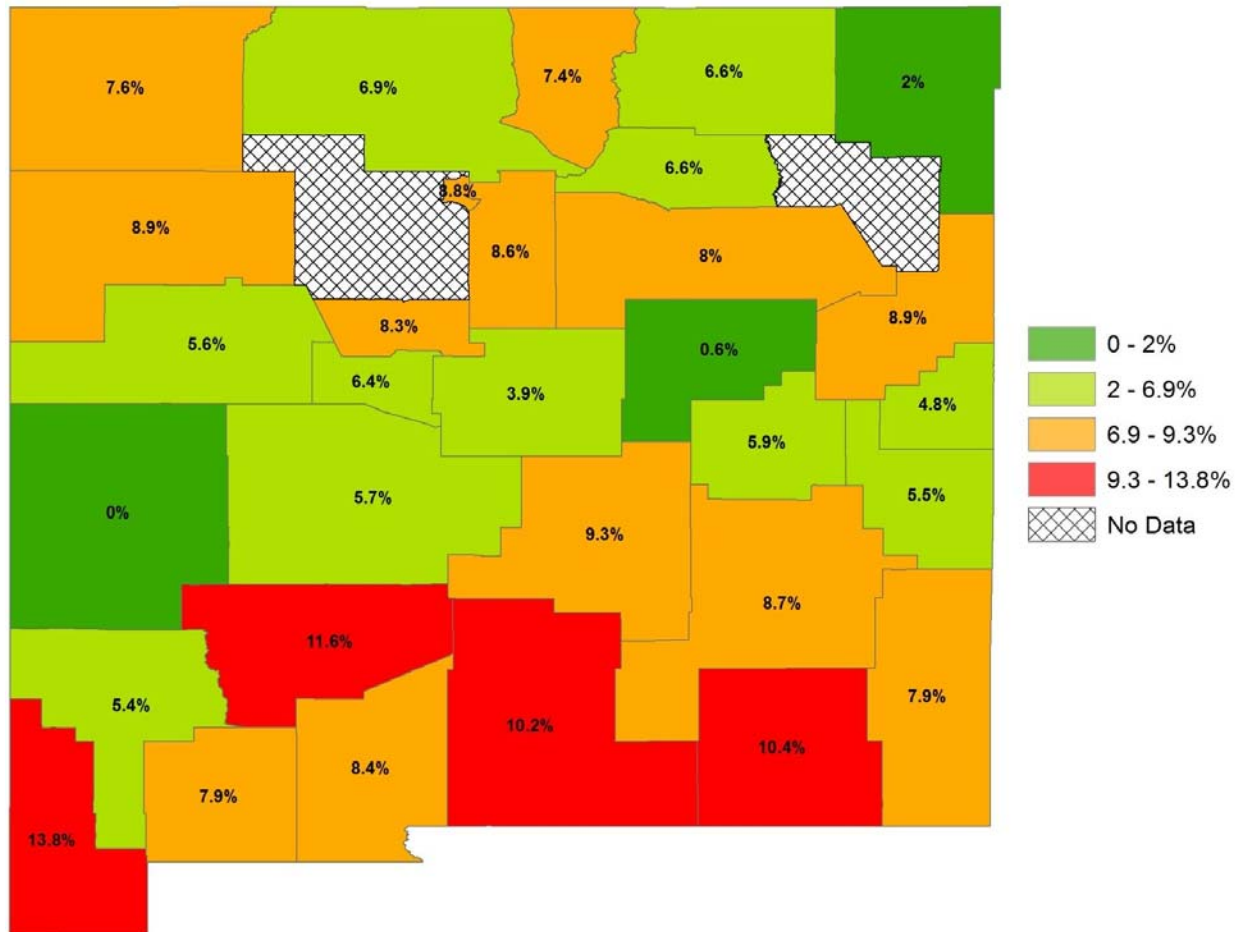


Percentage of High School Students Who Were Bullied on School Property, By County



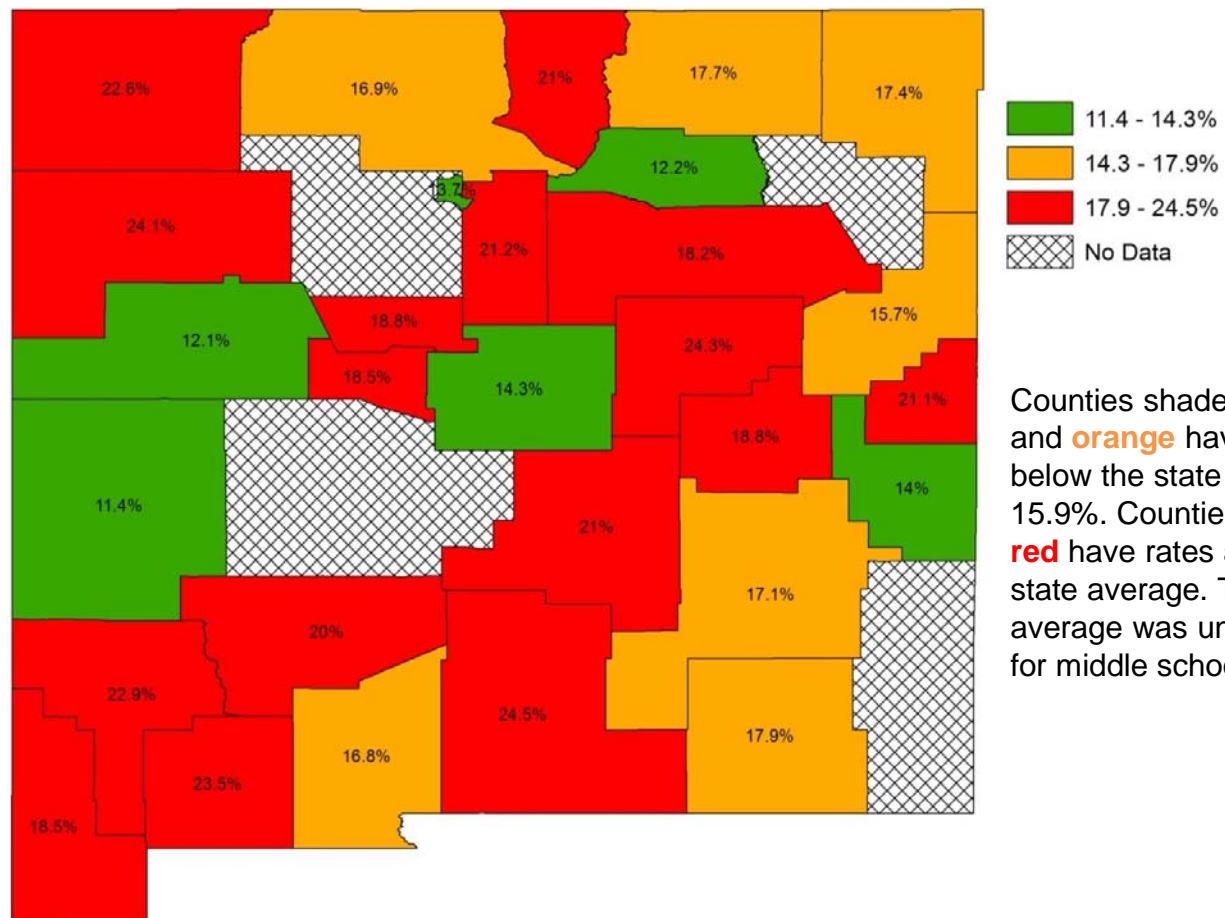
Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, "During the past 12 months, have you ever been bullied on school property?" The percentage reported here reflects respondents who answered "Yes." According to the survey, "bullying is when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. It is not bullying when two students of about the same strength or power argue or fight or tease each other in a friendly way."

Percentage of High School Students Who Didn't Go To School Because They Felt Unsafe, By County



Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, "During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?" The percentage reported here reflects respondents who answered one or more days.

Percentage of Middle School Students Who Seriously Considered Attempting Suicide



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.

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."

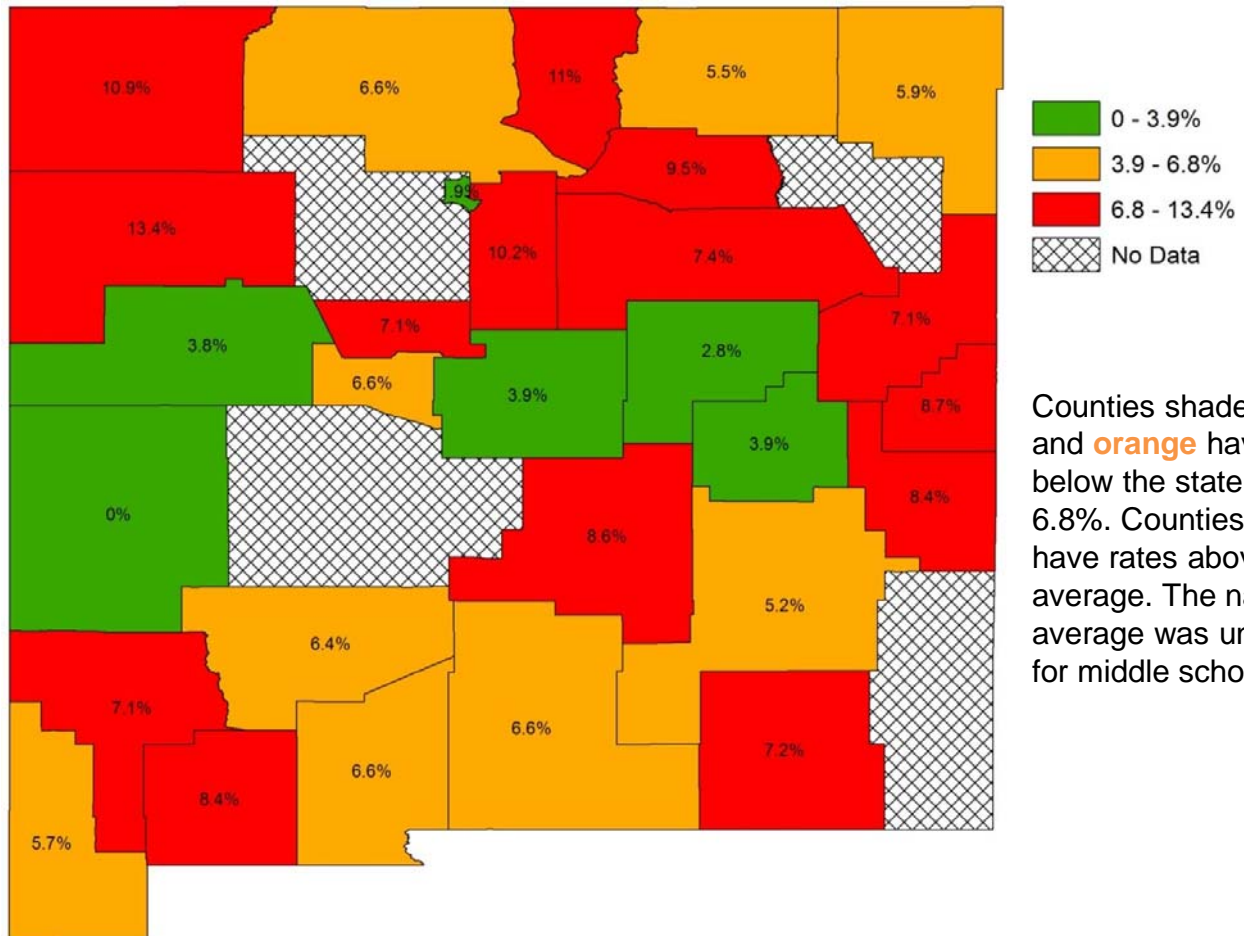
Percentage of High School Students Who Seriously Considered Attempting Suicide



Counties shaded **green** have rates below the national average of 13.8%. Counties shaded **orange** have rates above the national average but below the state average of 15.9%. Counties shaded **red** have rates above both the state and national averages.

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.” The national rate of 13.8% is drawn from the Youth Risk and Behavior Surveillance System survey, Centers for Disease Control and Prevention, 2009.

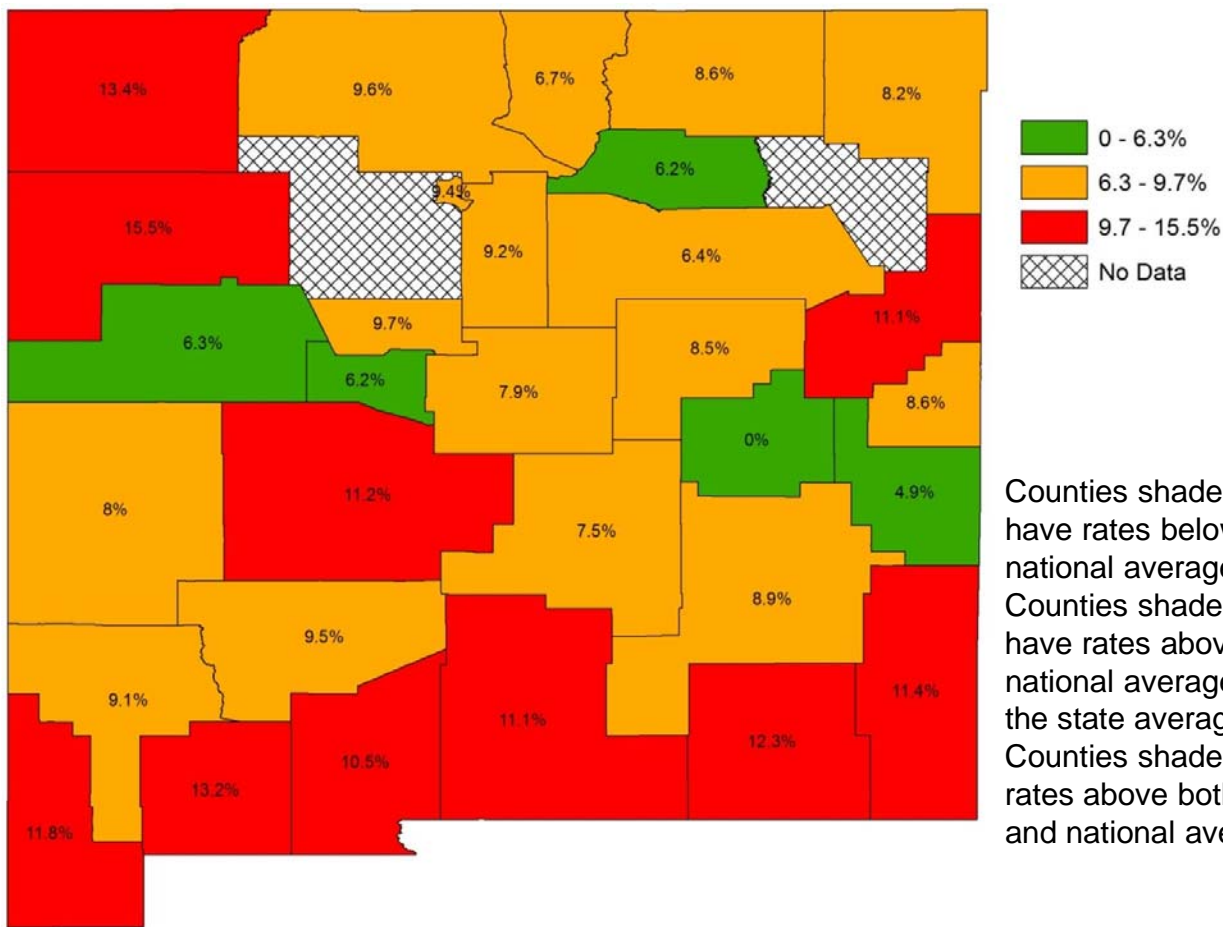
Percentage of Middle School Students Who Actually Attempted Suicide



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.

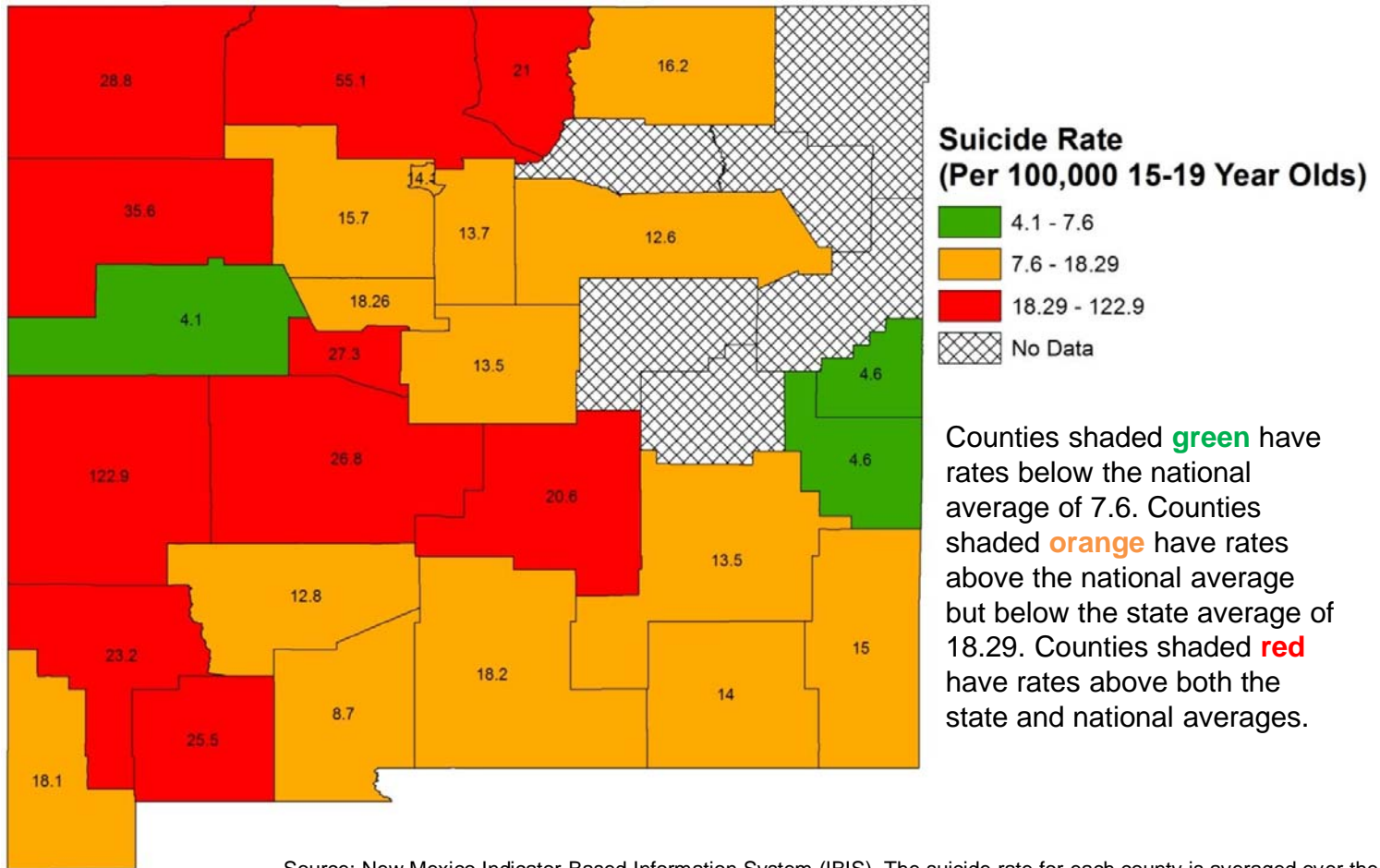
Percentage of High School Students Who Actually Attempted Suicide



Counties shaded **green** have rates below the national average of 6.3%. Counties shaded **orange** have rates above the national average but below the state average of 9.7%. Counties shaded **red** have rates above both the state and national averages.

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. The national rate of 6.3% is drawn from the Youth Risk and Behavior Surveillance System survey, Centers for Disease Control and Prevention, 2009.

Youth Suicide Rate, 15-19 Years of Age, By County

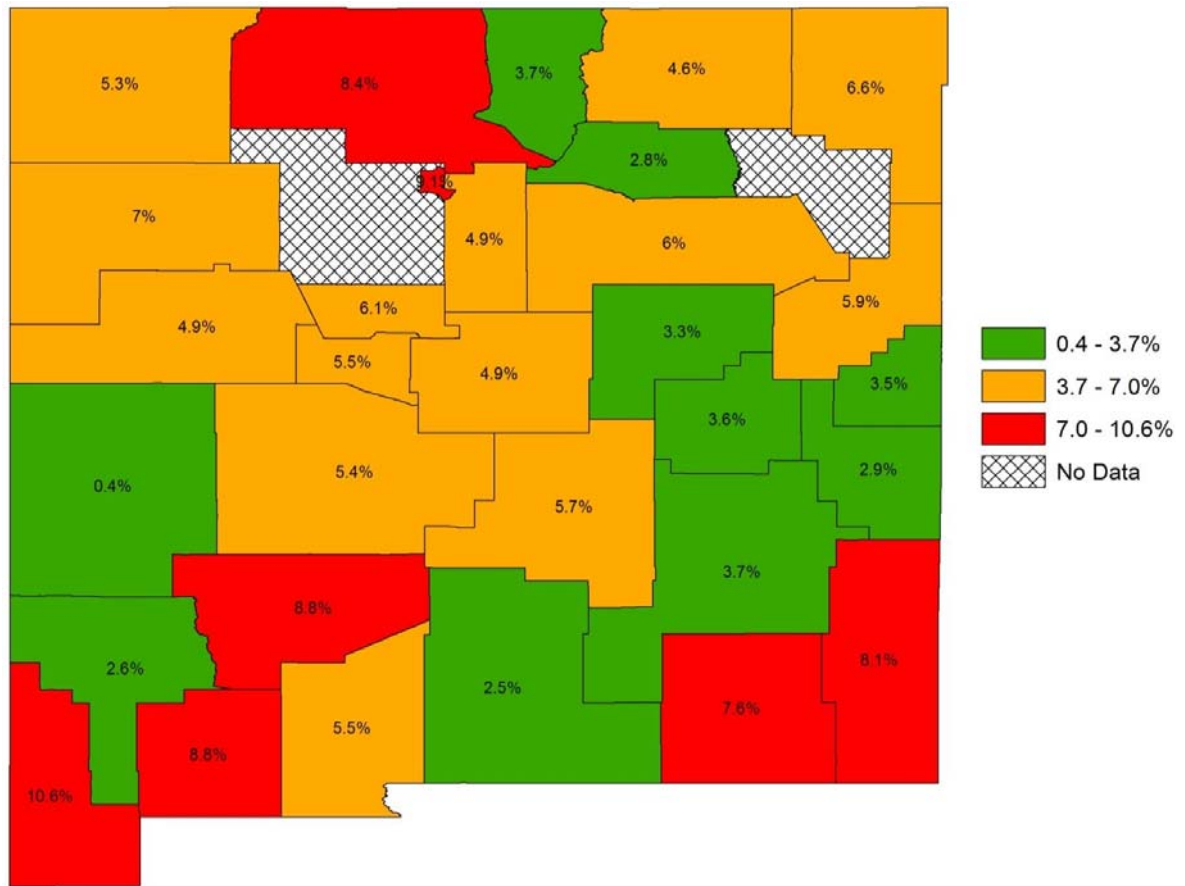


Source: New Mexico Indicator-Based Information System (IBIS). The suicide rate for each county is averaged over the time period 1999 to 2010 and includes all New Mexico residents, ages 15-19 years of age. The national average is based on data from the Centers for Disease Control and Prevention over the time period 1999 to 2007 and includes all youth, ages 15-19 years of age.

Resiliency

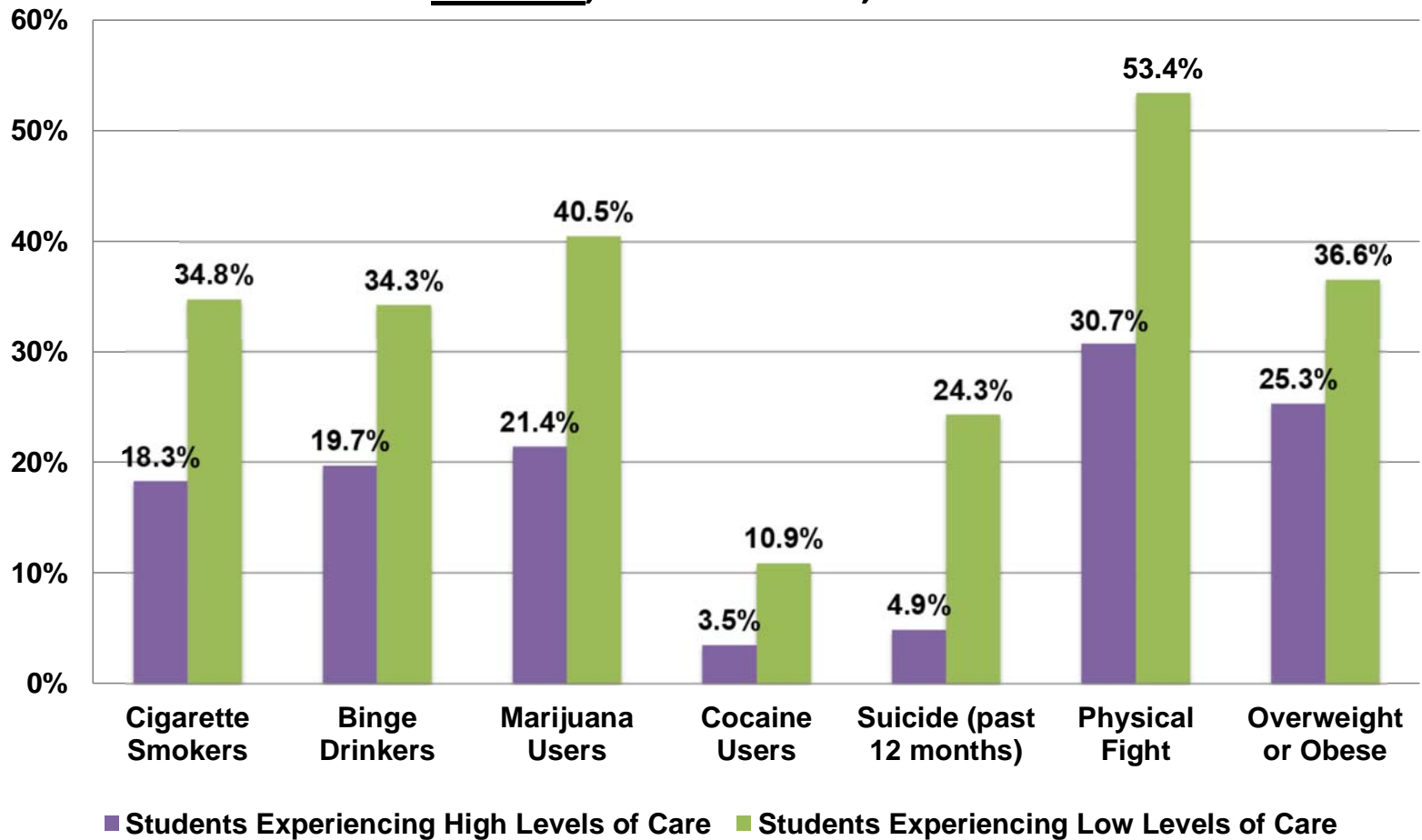
Caring Adults &
Out-of-School Supports

Percentage of High School Students Who Report Not Having a Parent or Adult at Home Who is Interested in Their School Work

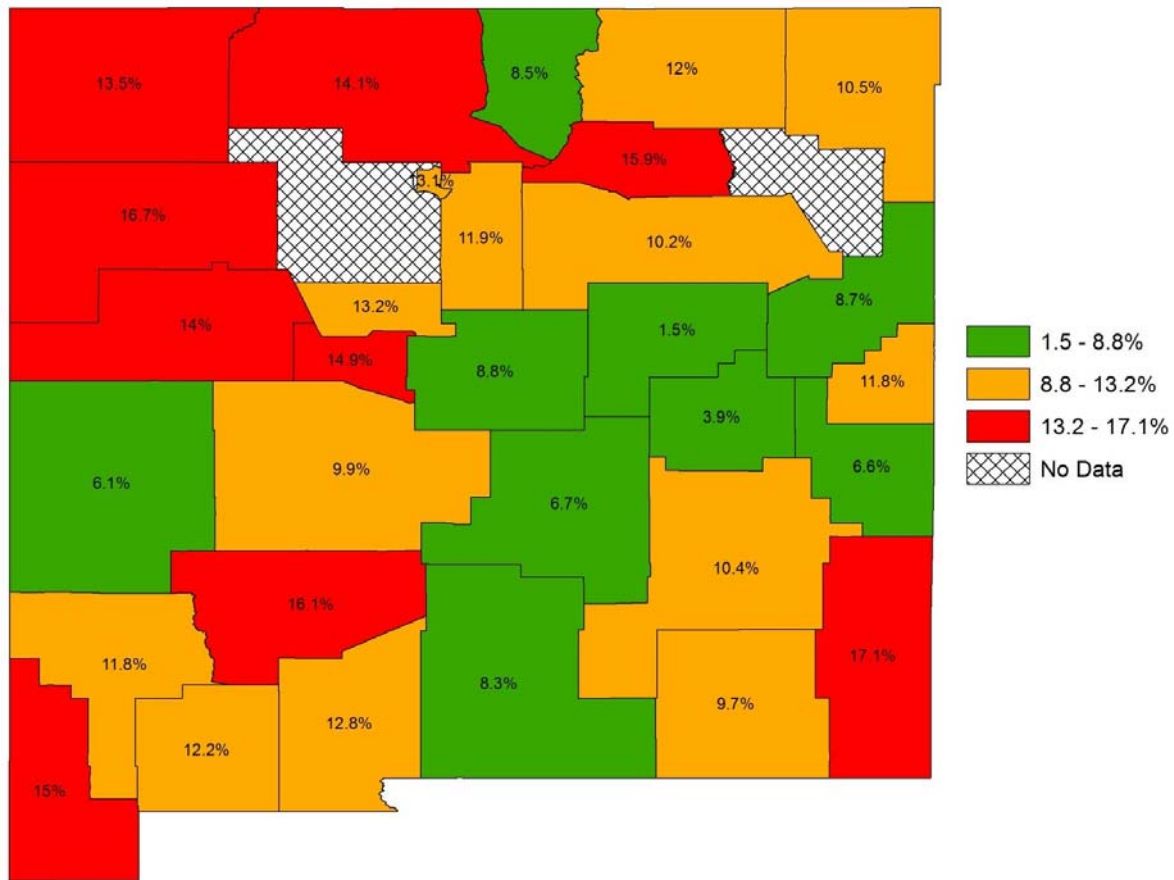


Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked to comment on the statement, "In my home, there is a parent or some other adult who is interested in my school work." The percentage reported here reflects respondents who answered, "Not true at all."

Key Outcomes of High School Students Experiencing High & Low Levels of Caring and Supportive Relationships With Parents, New Mexico, 2009

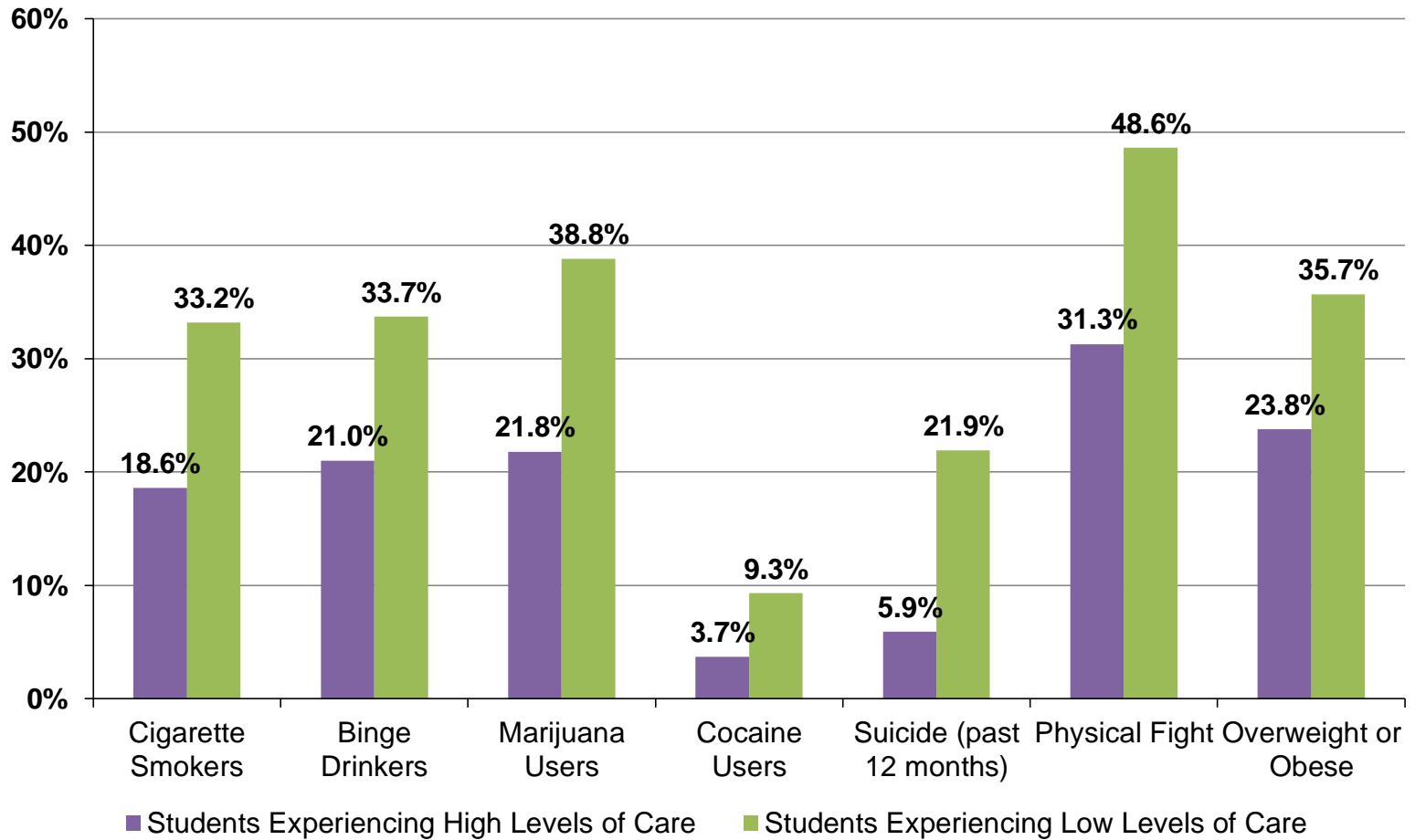


Percentage of High School Students Who Report Not Having a Teacher or Some Other Adult Who Cares About Them at School

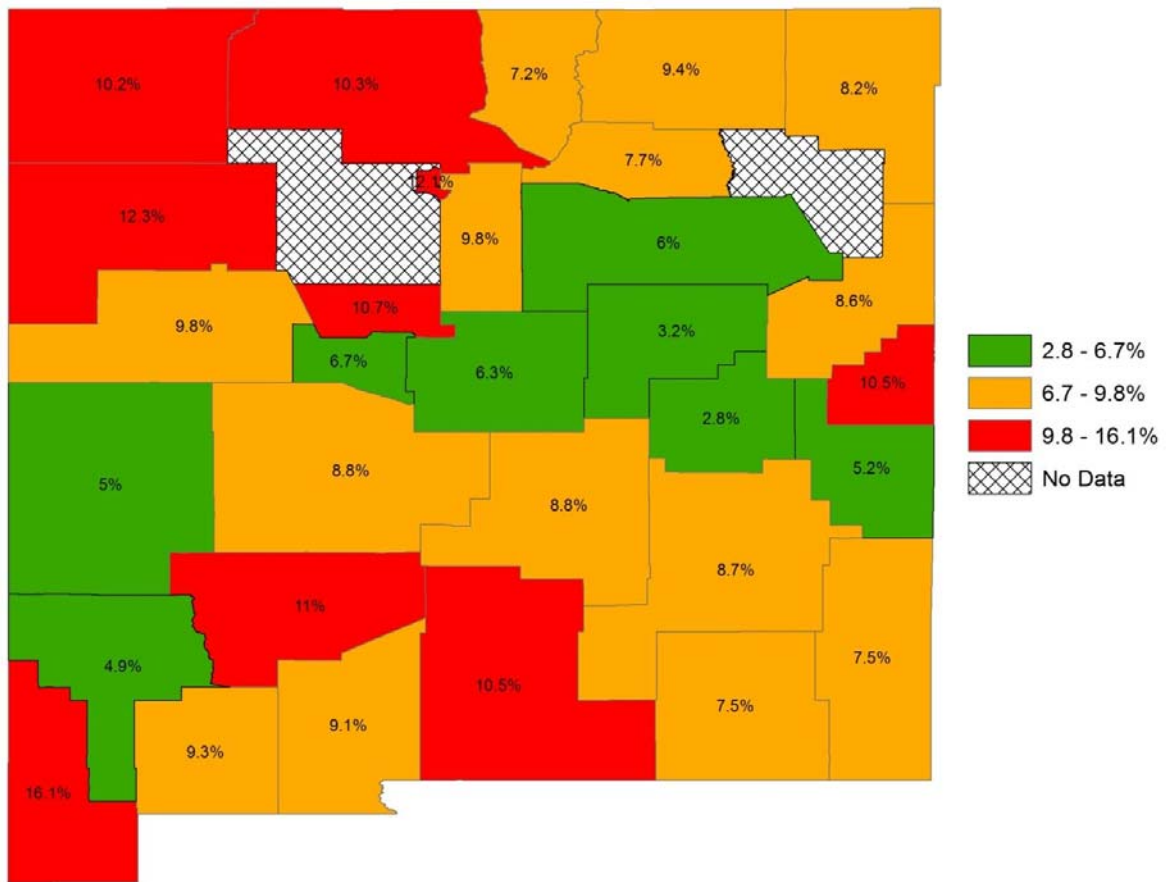


Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked to comment on the statement, "At my school, there is a teacher or some other adult who really cares about me." The percentage reported here reflects respondents who answered, "Not true at all."

Key Outcomes of High School Students Experiencing High & Low Levels of Caring and Supportive Relationships With Teachers, New Mexico, 2009

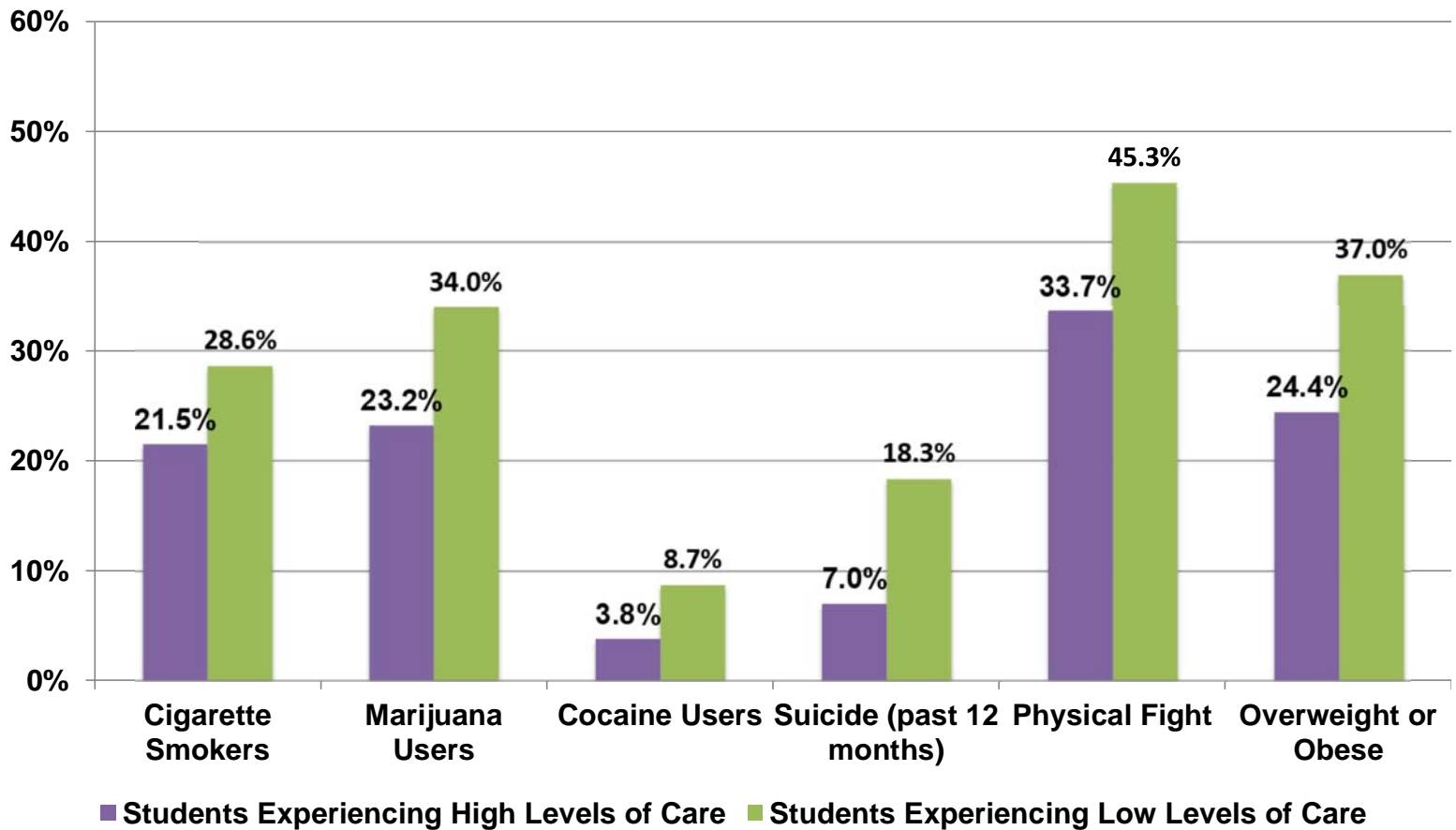


Percentage of High School Students Who Report Not Having an Adult Outside of Home or School Who Cares About Them



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



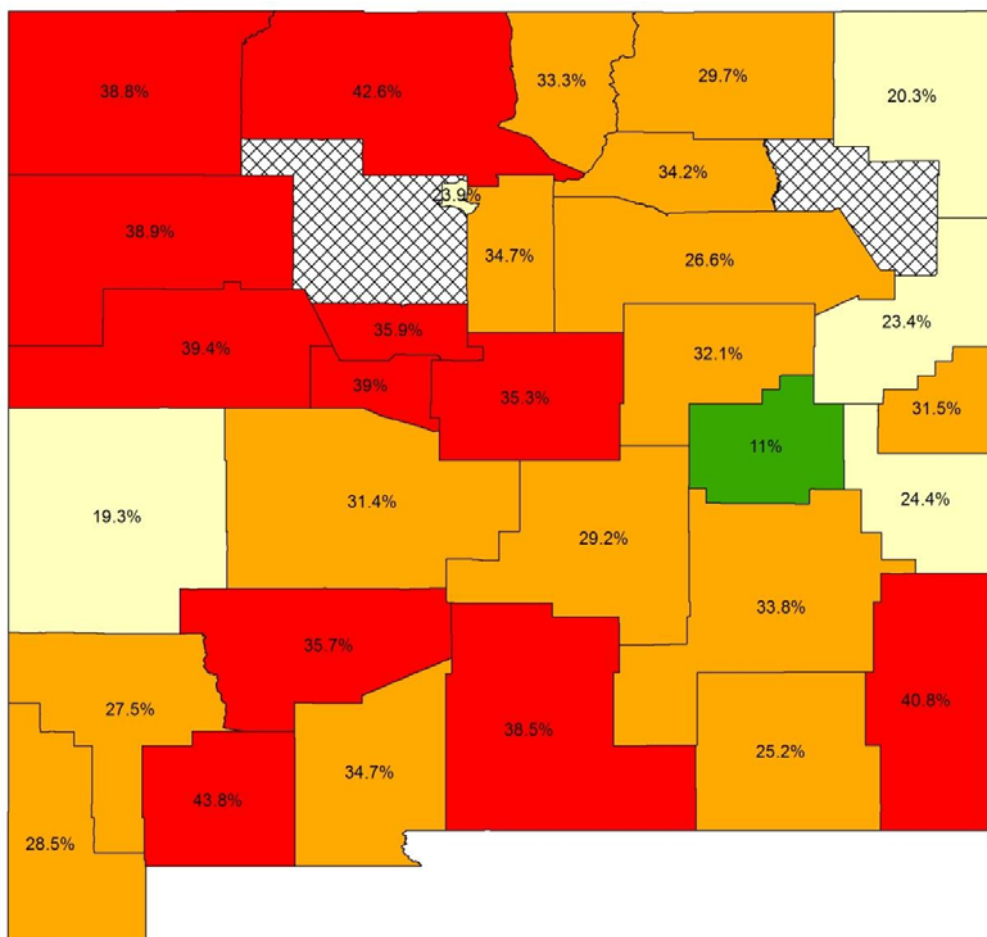
Map of the United States showing the percentage of the population aged 18 and over who are married. The map is color-coded by percentage ranges: Less than 15% (dark green), 15 - 25% (light yellow), 25 - 35% (orange), 35 - 45% (red), and No Data (cross-hatched). Percentages are labeled on each state. For example, the highest percentage is 36.9% in the Northeast, and the lowest is 9% in the West.

State	Percentage
Alaska	20.7%
Arizona	25.8%
Arkansas	27.5%
California	20.9%
Colorado	20.9%
Connecticut	36.9%
Delaware	27.2%
District of Columbia	20.9%
Florida	20.5%
Georgia	25.9%
Hawaii	9%
Idaho	27.9%
Illinois	26.8%
Indiana	27.6%
Iowa	22.7%
Kansas	22.3%
Kentucky	20.1%
Louisiana	20.1%
Maine	21.5%
Maryland	20.1%
Massachusetts	36.9%
Michigan	20.1%
Minnesota	20.1%
Mississippi	20.1%
Missouri	20.1%
Montana	20.1%
Nebraska	20.1%
Nevada	20.1%
New Hampshire	20.1%
New Jersey	20.1%
New Mexico	20.1%
New York	36.9%
North Carolina	20.1%
North Dakota	20.1%
Ohio	20.1%
Oklahoma	20.1%
Oregon	20.1%
Pennsylvania	20.1%
Rhode Island	20.1%
South Carolina	20.1%
South Dakota	20.1%
Tennessee	20.1%
Texas	20.1%
Utah	20.1%
Vermont	20.1%
Virginia	20.1%
Washington	20.1%
West Virginia	20.1%
Wisconsin	20.1%
Wyoming	20.1%

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."

Map showing the percentage of the population aged 18 and over who are married, by state. The percentages are labeled on the map.

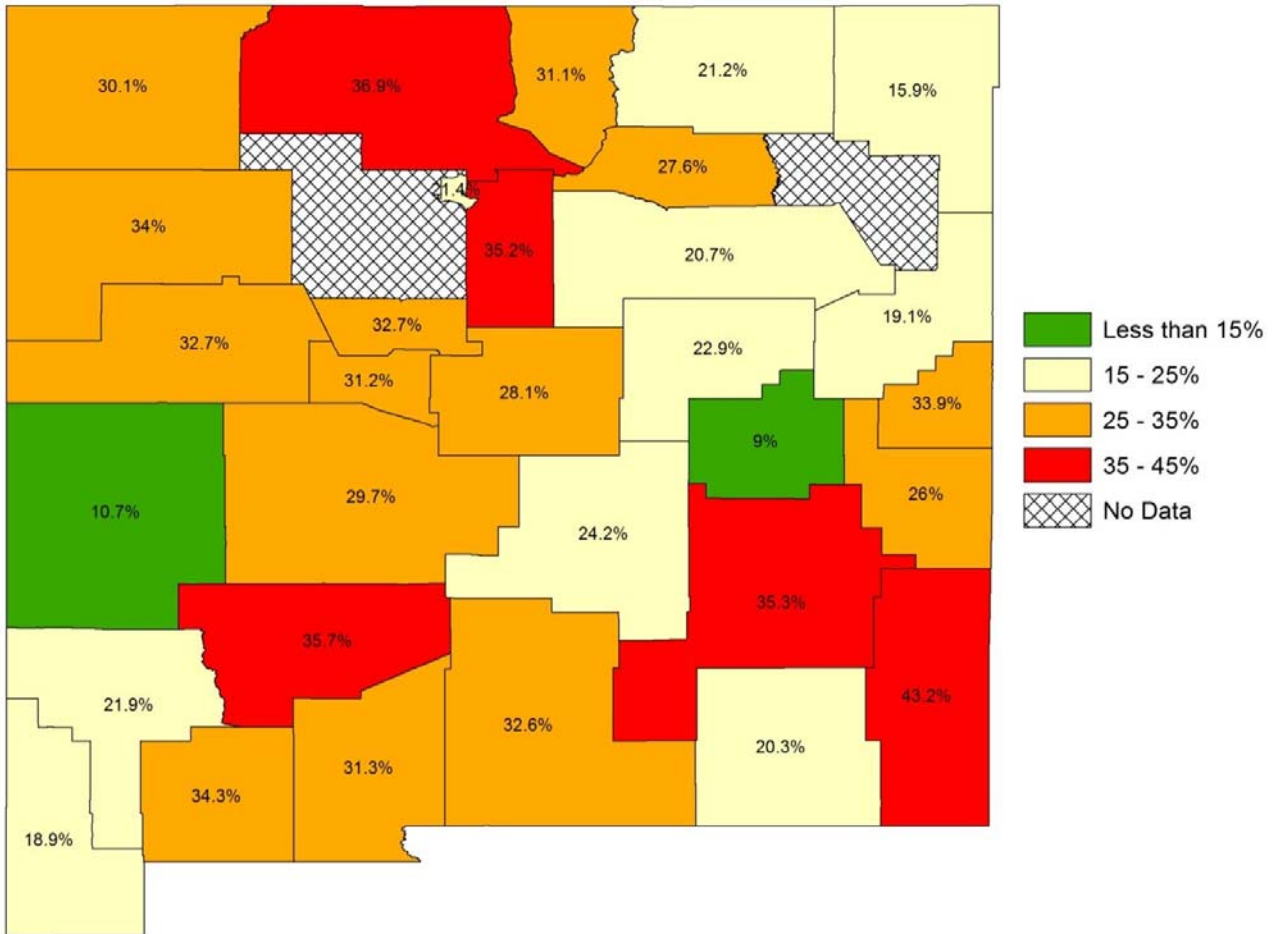
State	Percentage
Alaska	38.8%
Arizona	42.6%
California	33.3%
Colorado	29.7%
Connecticut	20.3%
Delaware	34.2%
District of Columbia	43.9%
Florida	38.9%
Georgia	34.7%
Hawaii	26.6%
Idaho	39.4%
Illinois	35.9%
Indiana	39%
Iowa	35.3%
Kansas	32.1%
Kentucky	23.4%
Louisiana	31.5%
Maine	19.3%
Maryland	31.4%
Massachusetts	29.2%
Michigan	11%
Minnesota	24.4%
Mississippi	33.8%
Missouri	25.2%
Montana	40.8%
Nebraska	35.7%
Nevada	27.5%
New Hampshire	28.5%
New Jersey	43.8%
New Mexico	34.7%
New York	38.5%
North Carolina	39.5%
North Dakota	31.4%
Ohio	35.3%
Oklahoma	35.7%
Oregon	38.5%
Pennsylvania	38.5%
Rhode Island	38.5%
South Carolina	38.5%
South Dakota	38.5%
Tennessee	38.5%
Texas	38.5%
Utah	38.5%
Vermont	38.5%
Virginia	38.5%
Washington	38.5%
West Virginia	38.5%
Wisconsin	38.5%
Wyoming	38.5%



Map showing the percentage of the population aged 18 and over who are married, by state. The percentages are as follows:

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Alaska	38.8%
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Washington	38.5%
West Virginia	38.5%
Wisconsin	38.5%
Wyoming	38.5%

Percentage of High School Students Not Involved in School Sports, Clubs, or Activities, By County

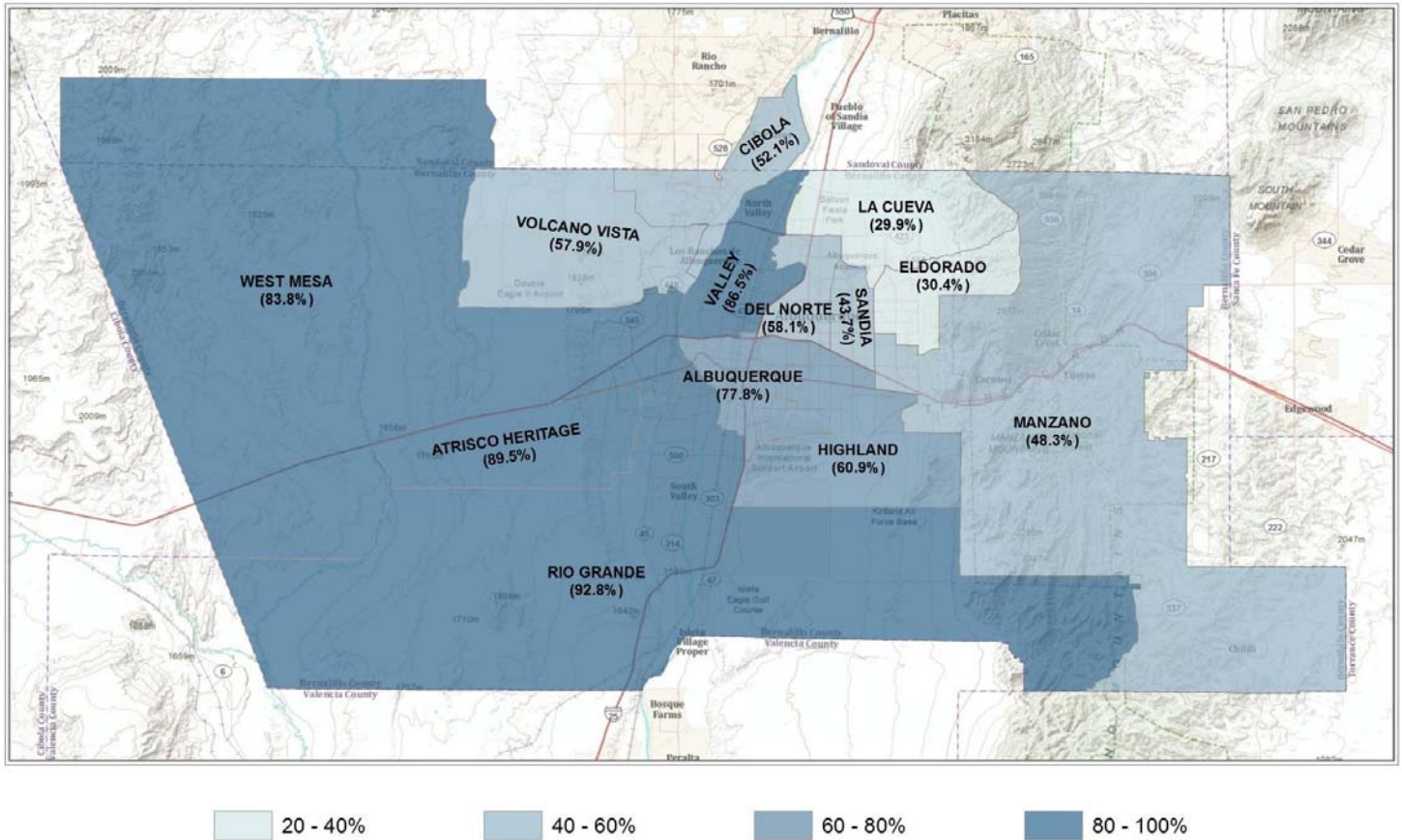


Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked to respond to the statement, "At school I am involved in sports, clubs, or other extra-curricular activities (such as band, cheerleading, or student council)." The percentage reported here reflects respondents who answered "Not true at all."

What Do We Know About The Kinds Of Inequalities That Face Hispanic Students When We Have The Data To Look At Communities?

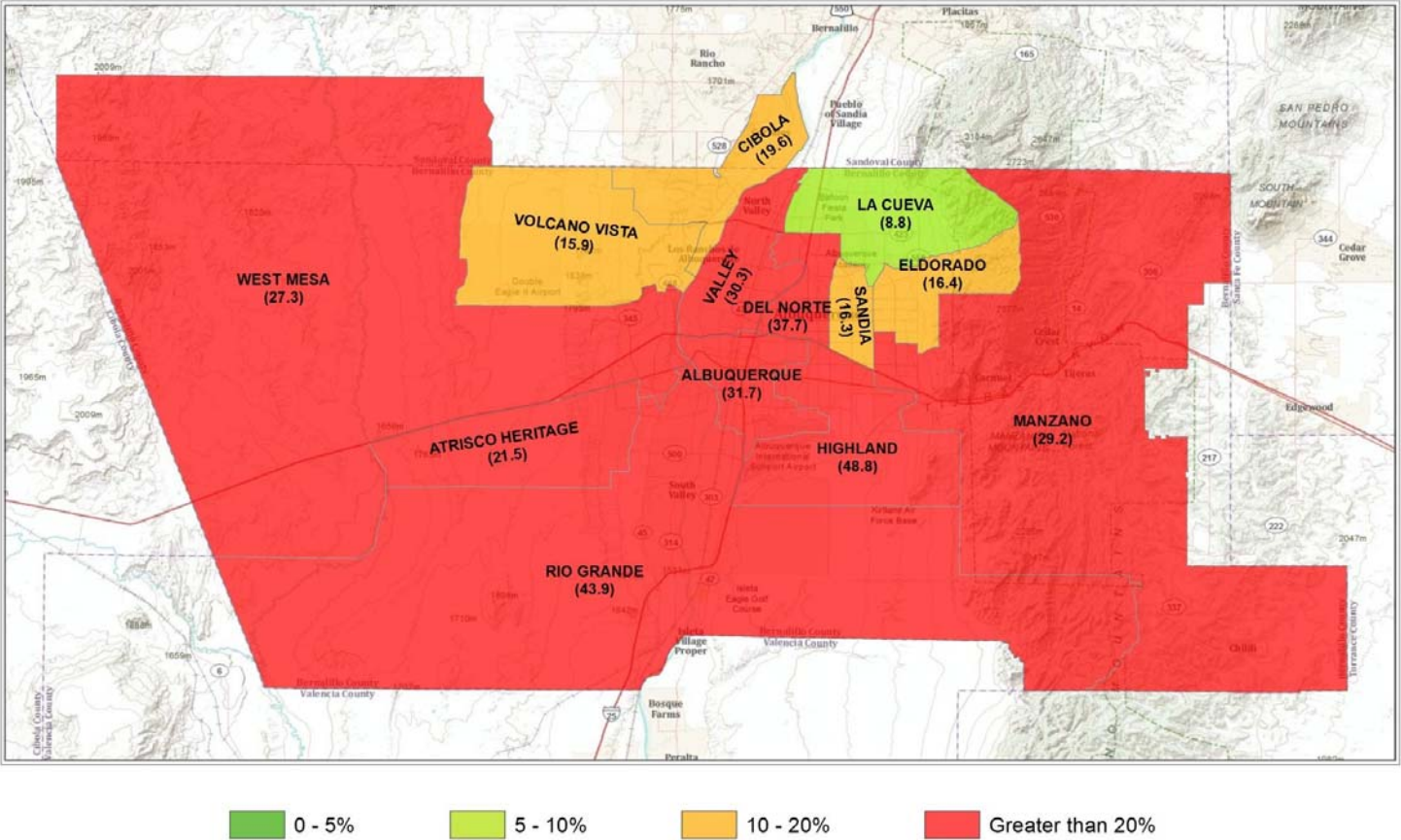
**The Following Slides Offer A Sense
Of What We Need To Do For All Of
New Mexico's Communities**

Hispanics as a Percentage of All Students Enrolled in Albuquerque Public Schools, By High School

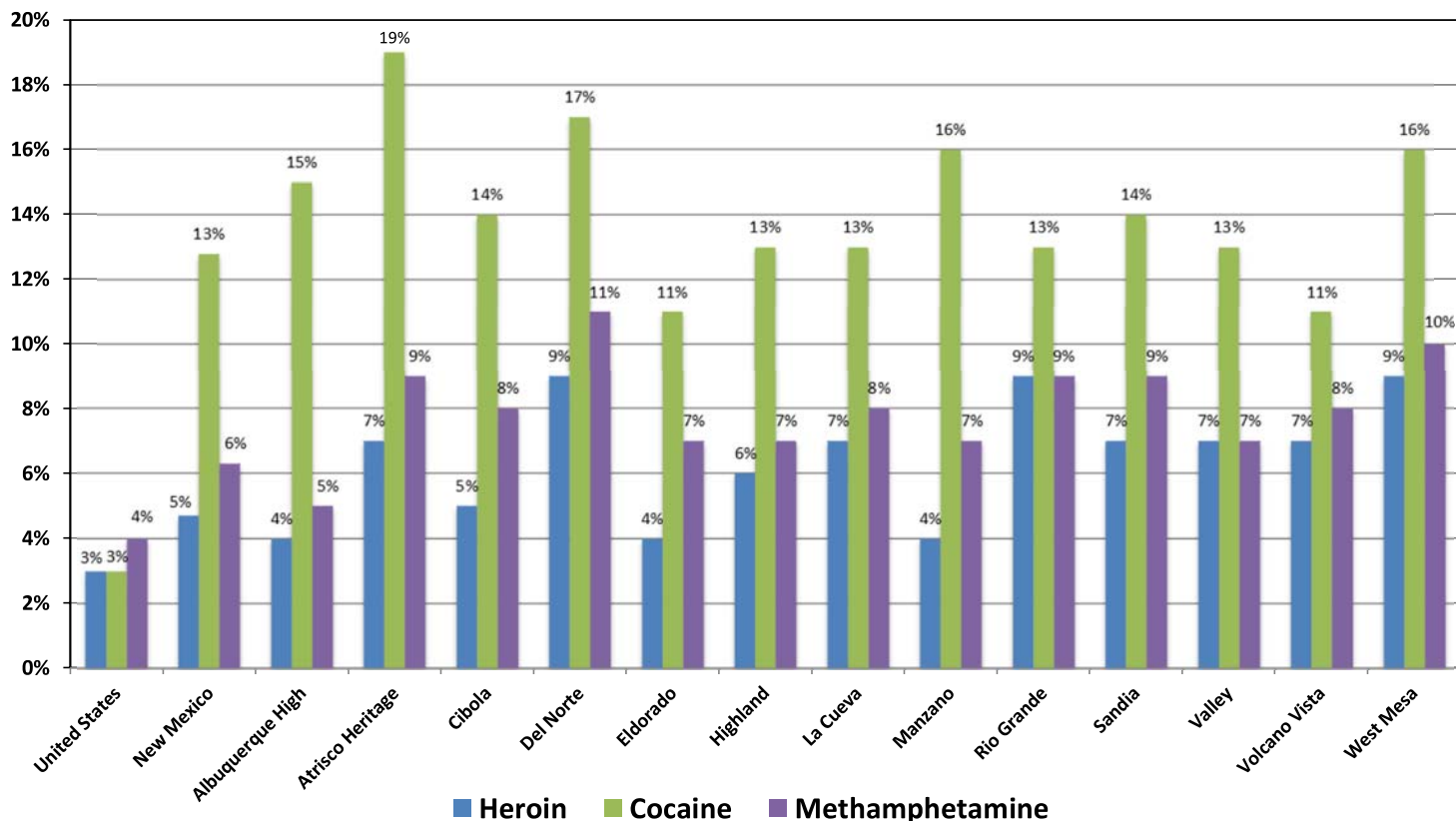


Source: National Center for Education Statistics, 2009-2010 School Year. The average for all APS high schools combined was 62.4%.

Percentage of All Students Who Are Habitually Truant, By APS High School

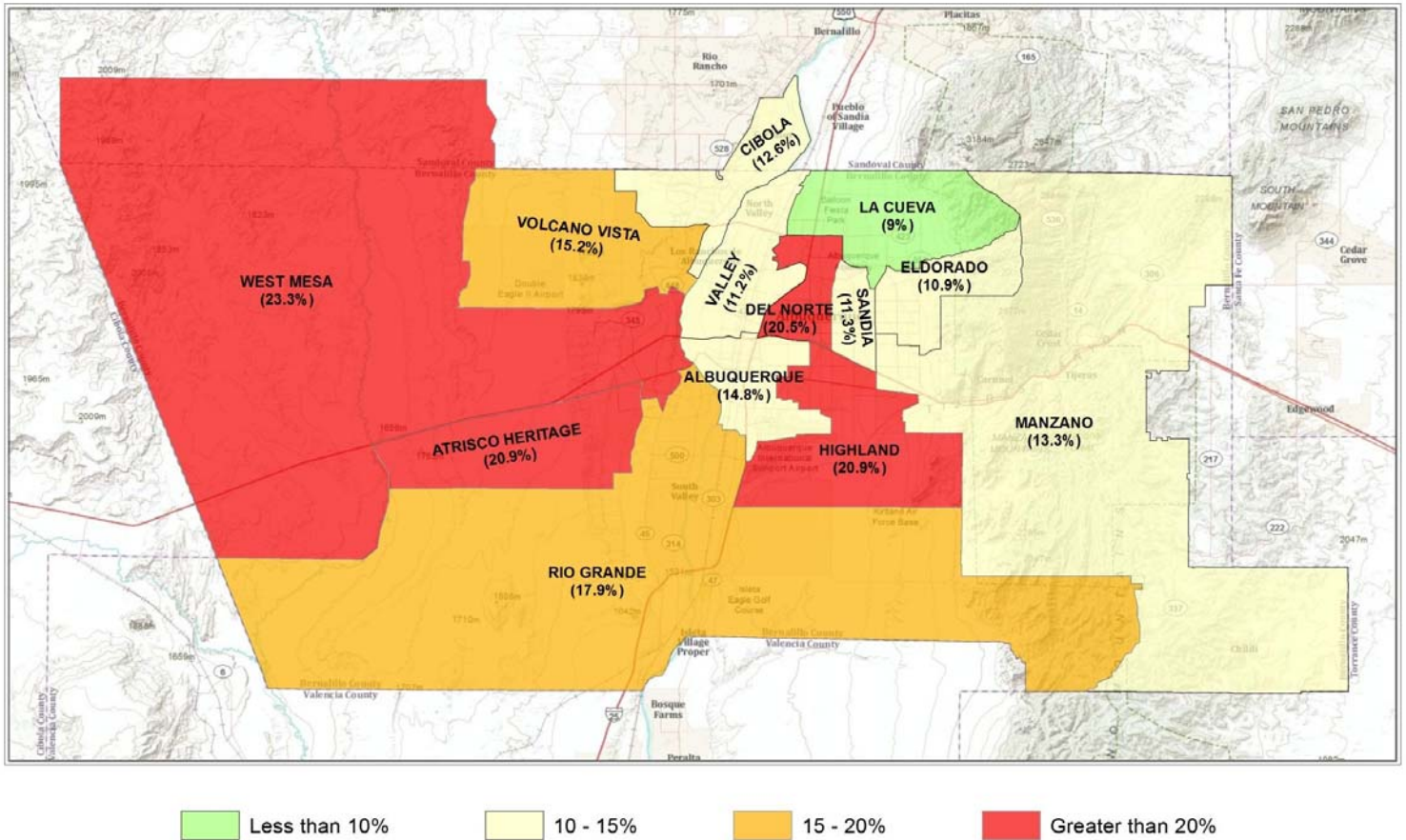


Heroin, Cocaine, & Meth Usage (Lifetime), By APS High School



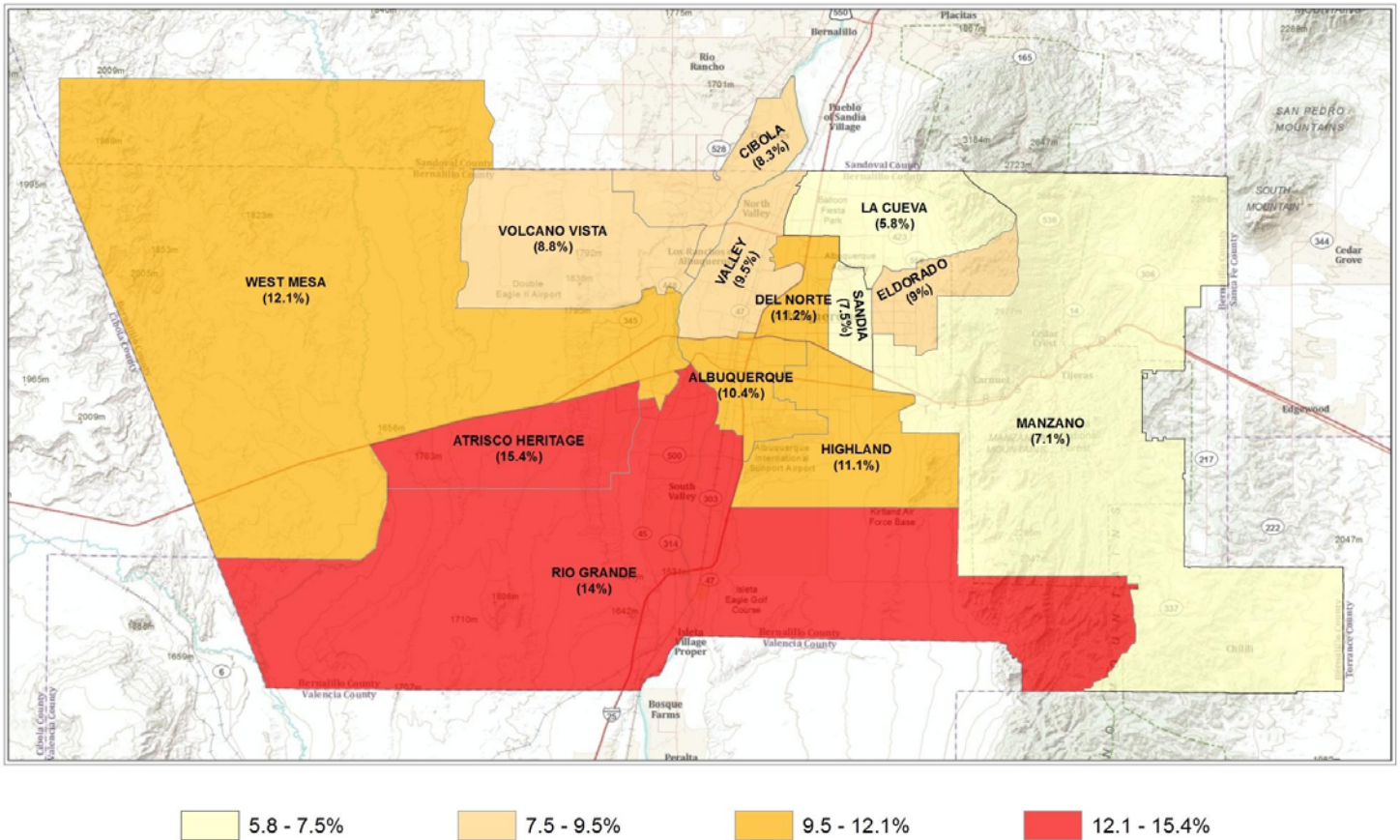
Source: APS and state high school data taken from New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked the following three questions: "During your life, how many times have you used any form of cocaine, including powder, crack, or freebase?" "During your life, how many times have you 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.

Percentage of All Students with Not Enough Food to Eat, By APS High School



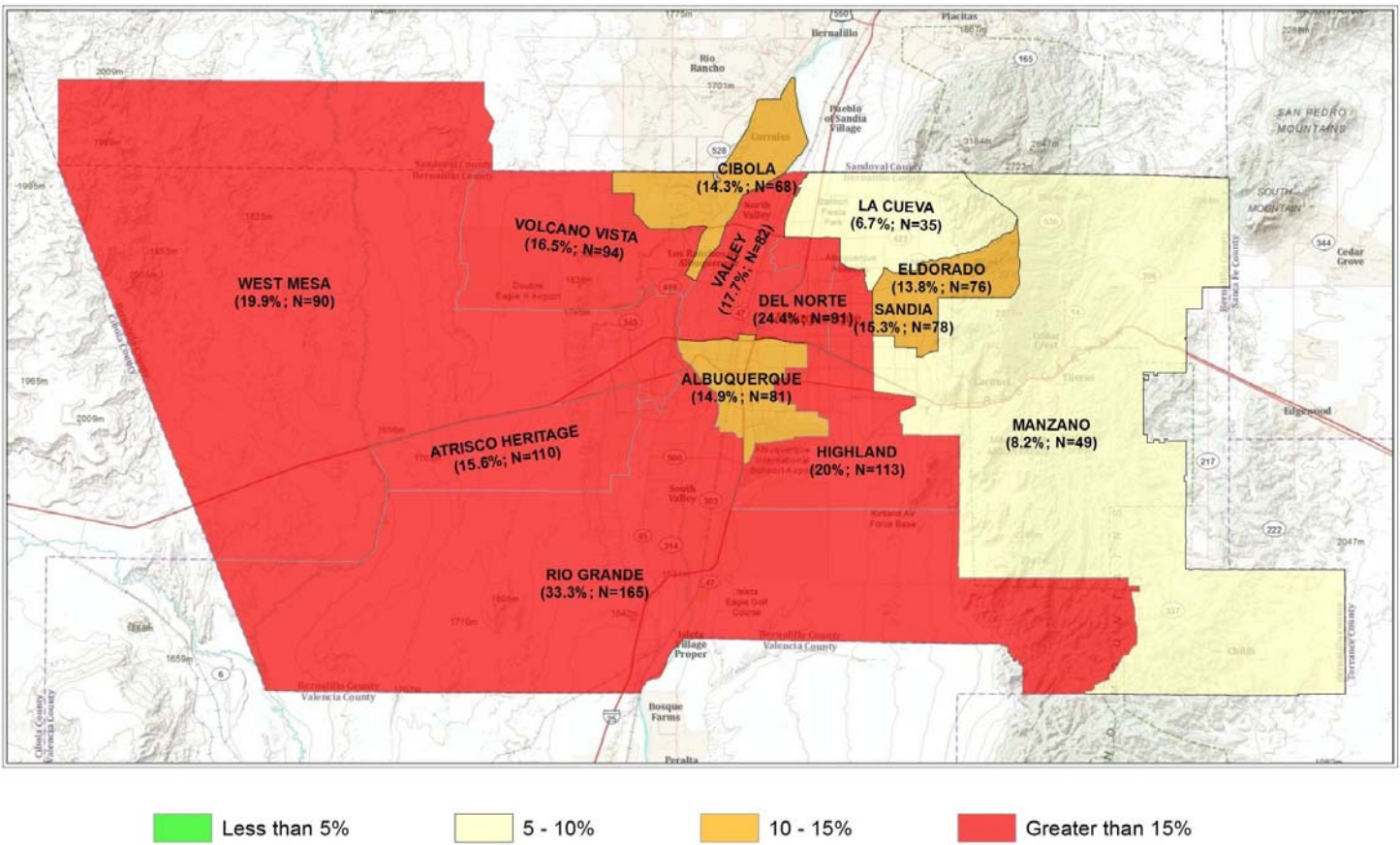
Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, "During the past 12 months, which of the following statements best describes the food eaten by you and your family?" The percentage reported here reflects respondents who answered "Sometimes not enough food to eat" and "Often not enough food to eat."

Percentage of All Students Who Attempted Suicide, By APS High School

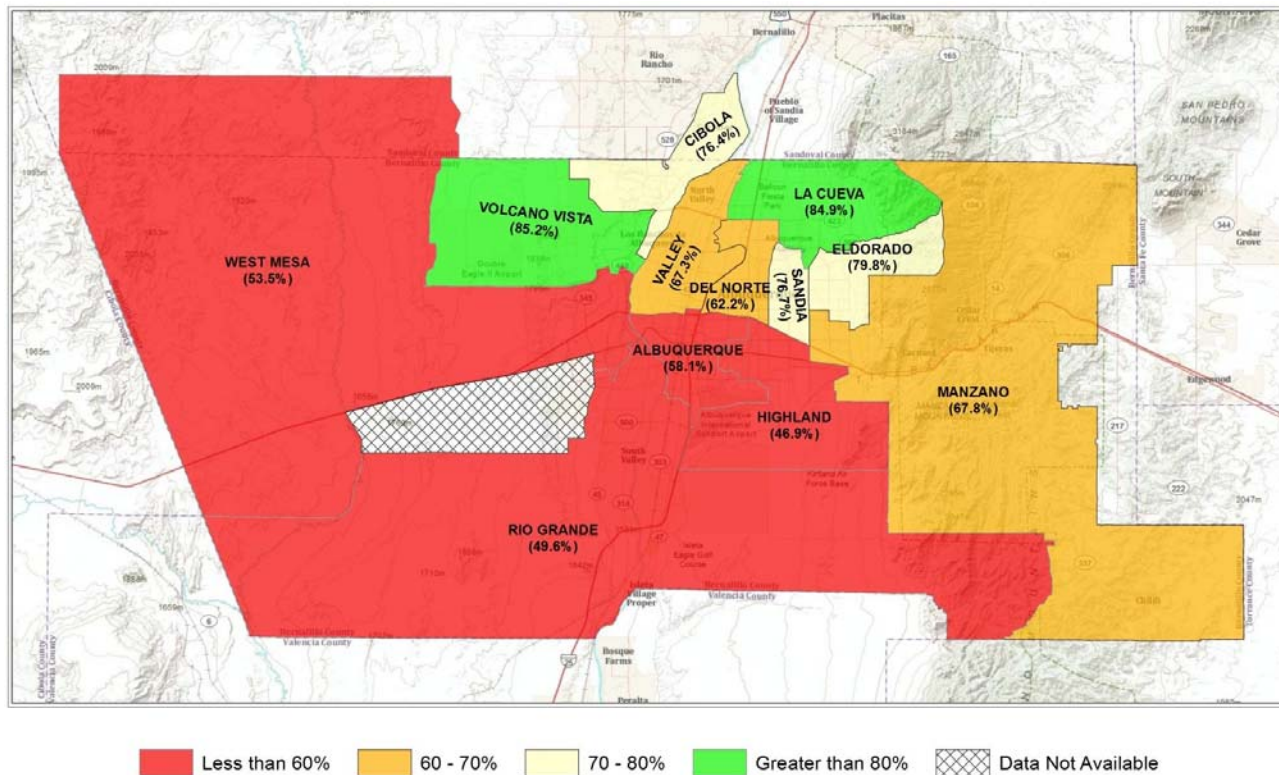


Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, "During the past 12 months, how many times did you actually attempt suicide?" The percentage reported here reflects respondents who answered one or more times.

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, By APS High School



Four-Year High School Graduation Rate, All Students, By APS High School



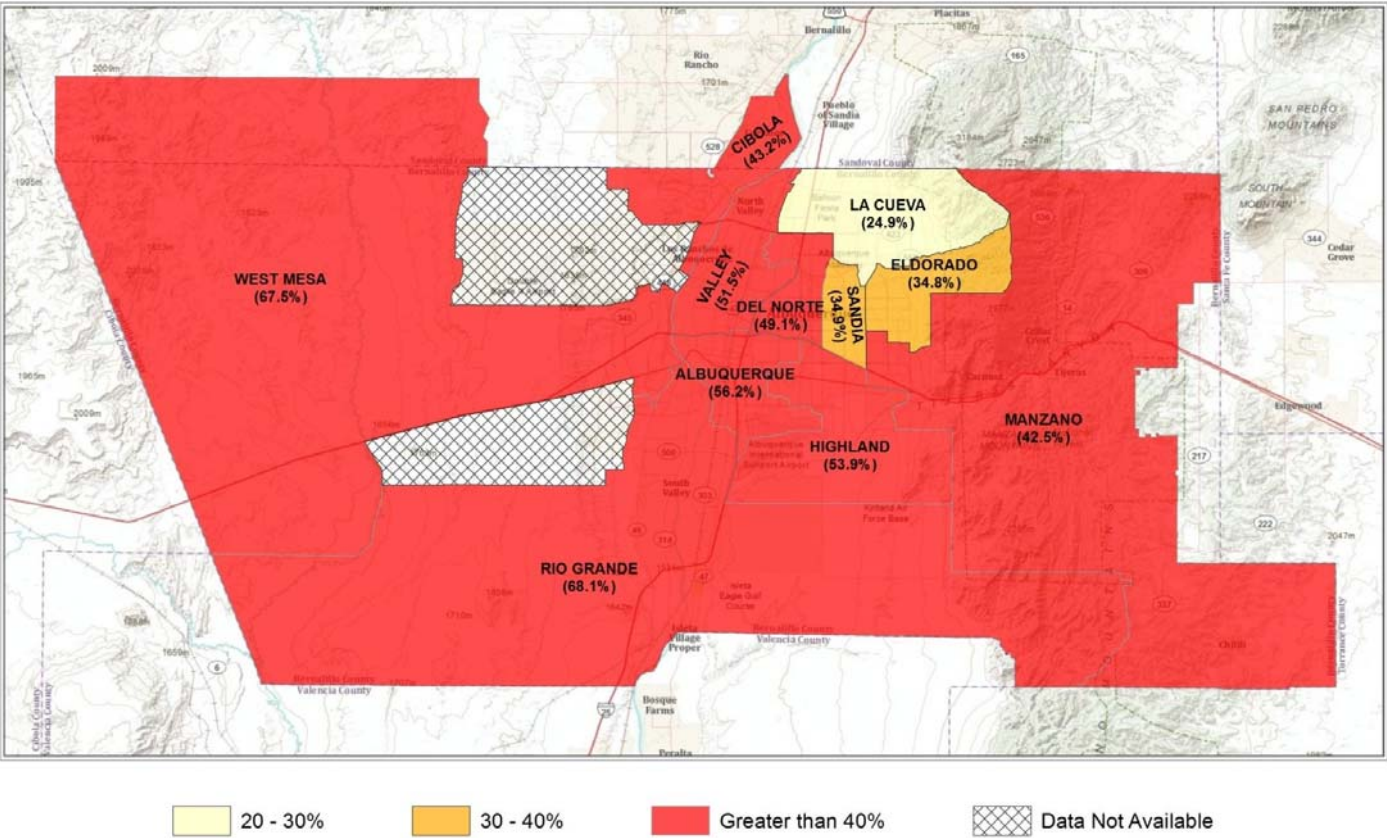
According to the Alliance for Excellent Education, there are **nearly 2000 high schools nationally that graduate less than 60% of their students within four years.**

These schools disproportionately **produce 51% of the nation's dropouts.**

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

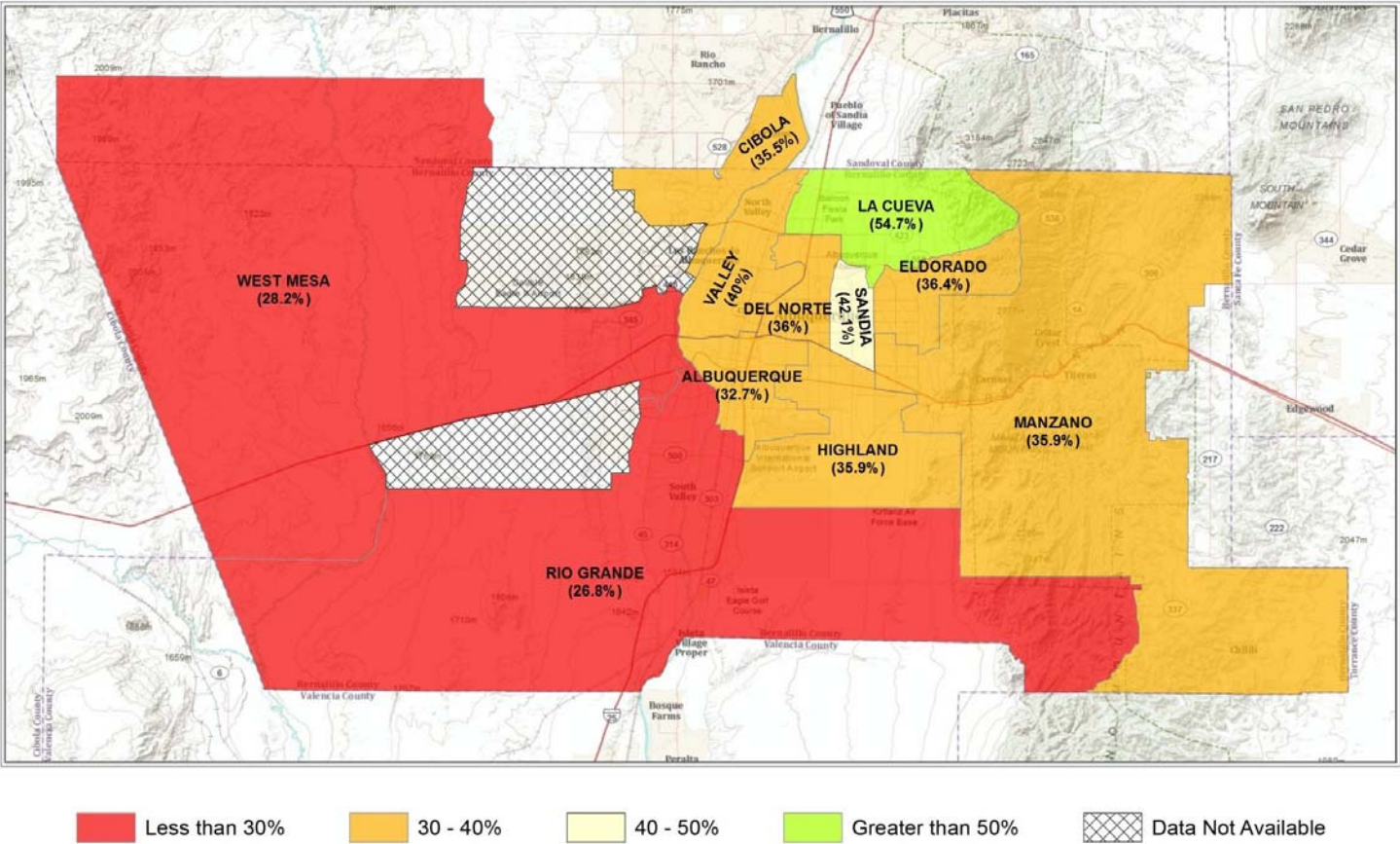
Source: NM Public Education Department, 4-Year Cohort High School Graduation Rate, Class of 2010. Data were unavailable for Atrisco Heritage Academy High School, which did not have a graduating class in 2010. Alliance for Excellent Education statistics taken from http://www.all4ed.org/about_the_crisis/schools/dropout.

Percentage of Students Attending New Mexico Colleges Who Took Remedial Courses, 2000-2009, By Sending APS High School



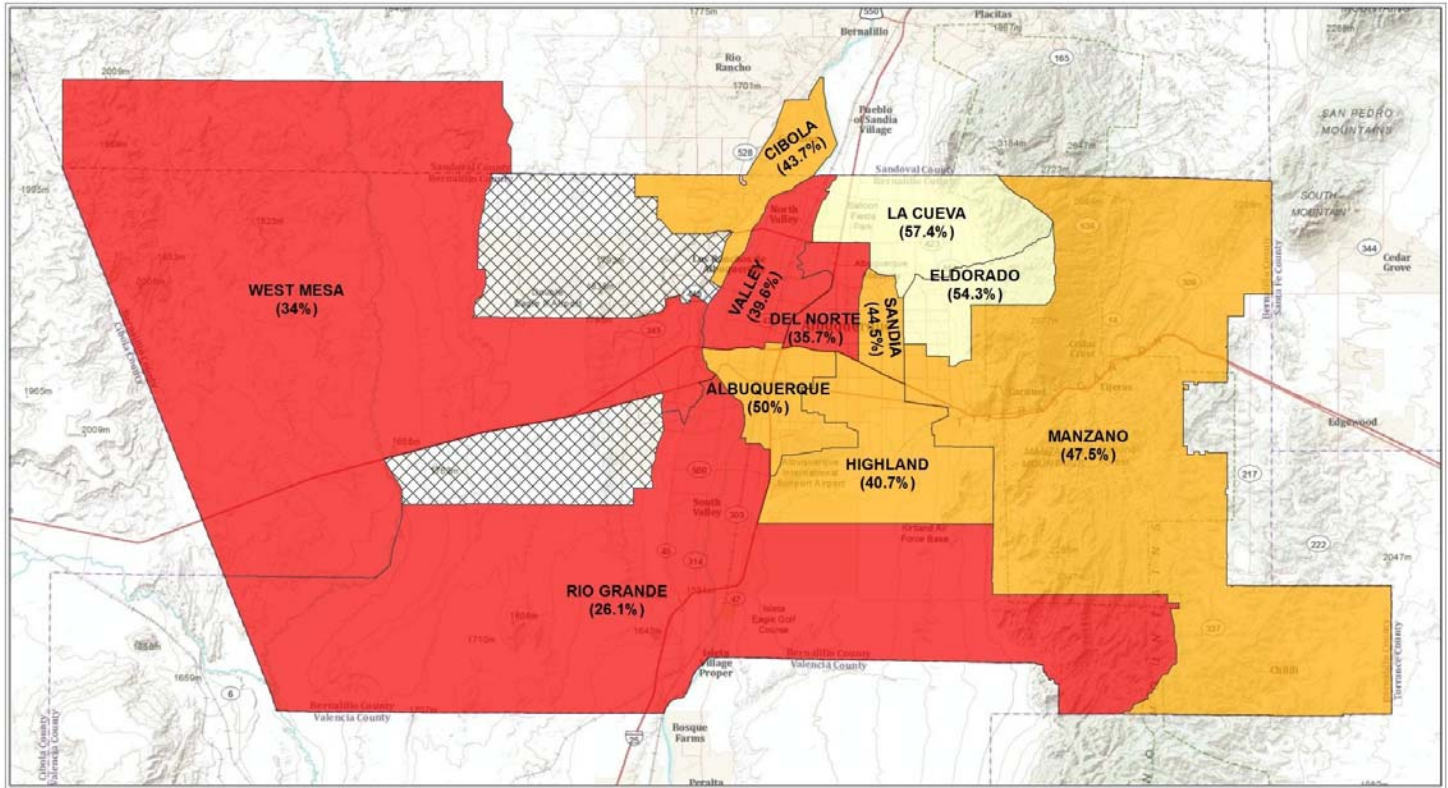
Source: "Ready For College? A Report on New Mexico's High School Graduates Who Take Remedial Courses In College," June 2010, New Mexico Office of Education Accountability. Data were unavailable for Volcano Vista & Atrisco Heritage Academy.

CNM Success Rate by Sending APS 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.)

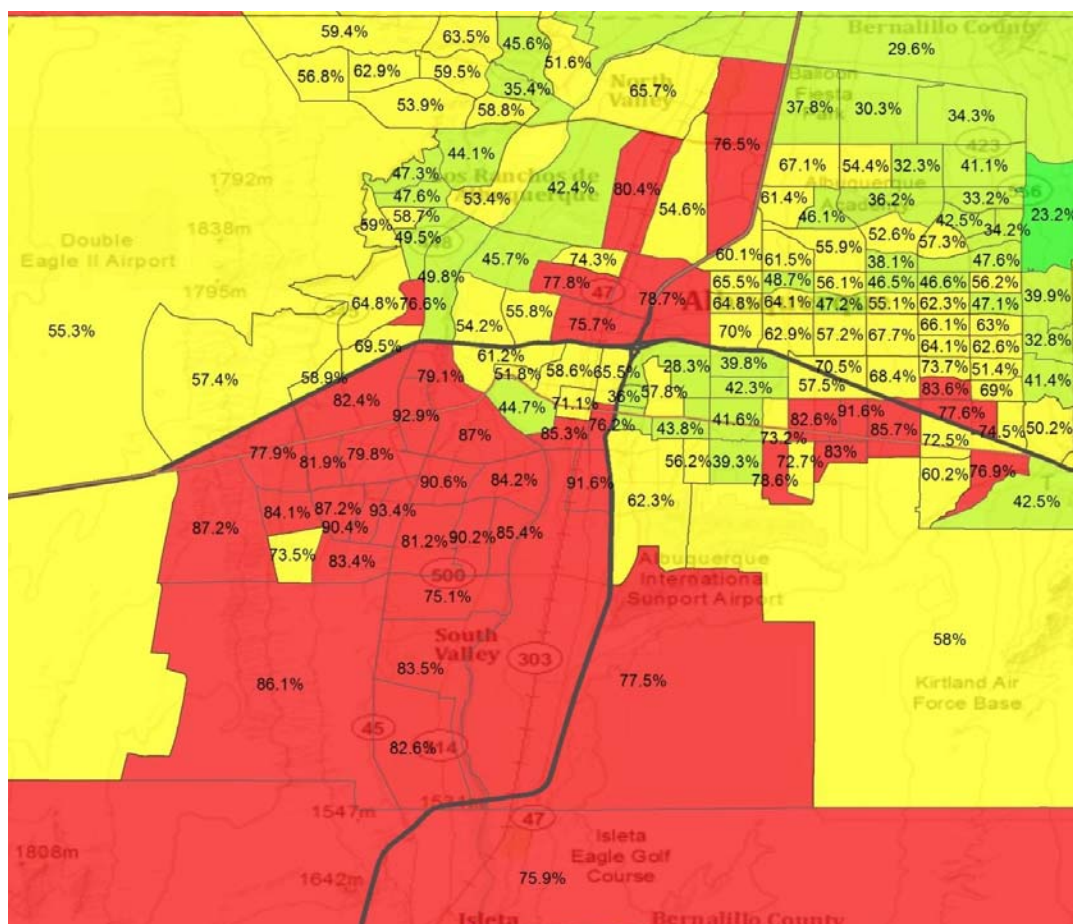
UNM Six-Year Graduation Rate, by Sending APS High School



Less than 40%
 40 - 50%
 50 - 60%
 Data Not Available

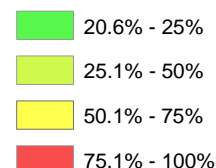
Source: UNM Office of Institutional Research. The six-year graduation rate is the percentage of first-time, full-time, degree seeking students each Fall semester who graduate with a Bachelors degree or PharmD degree, or who are enrolled in the fourth fall of the PharmD Program within six years (this 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.

Percentage of Adults 25 And Over With No College Degree In Bernalillo County, By Census Tract

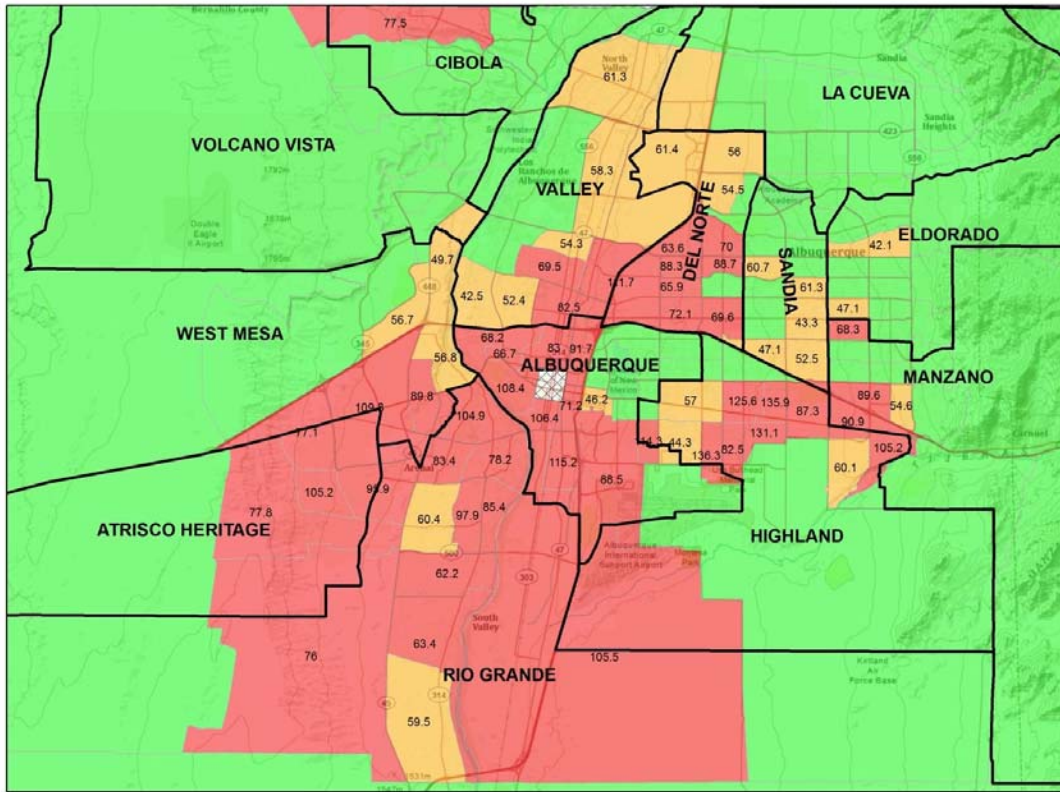


Bernalillo County has an estimated 423,230 adults 25 years of age and older. An estimated 260,571 (62%) of these adults do not have a college degree (Associate, Bachelor, Graduate or Professional)

Percent of Adults Over 25 With No College Degree

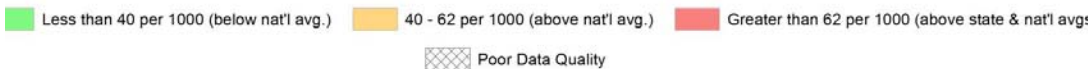


Teen Birth Rate in Bernalillo County, By Census Tract (Number of Children Born per 1000 Teen Women)



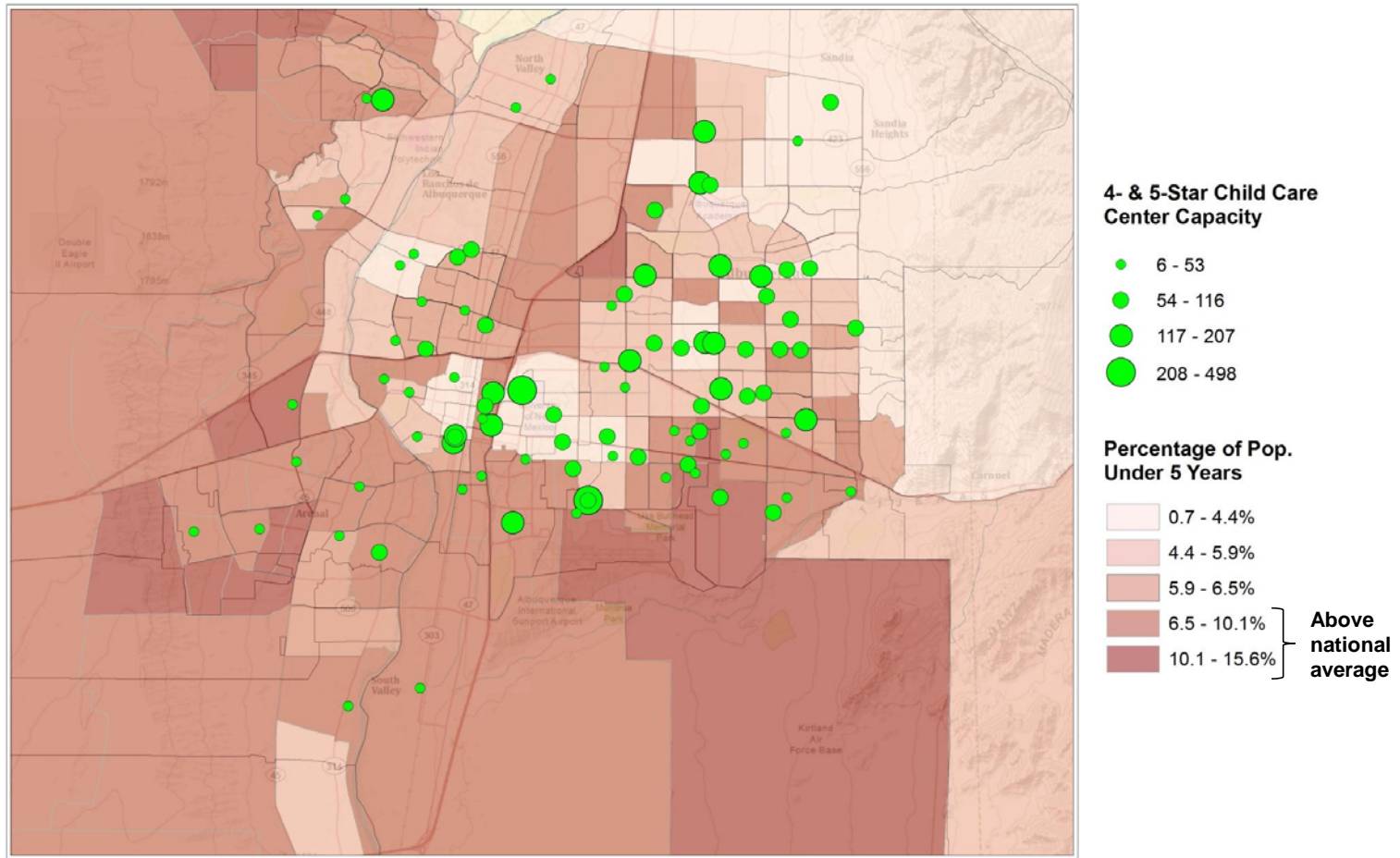
The data point in each census tract represents the number of live births per 1000 teen women, over the period 2001-2005.

For example, the census tract in the center with a teen birth rate of 106.4 means that 106 of every 1000 babies in this tract were born to women between the ages of 15 to 19.



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 in Bernalillo County



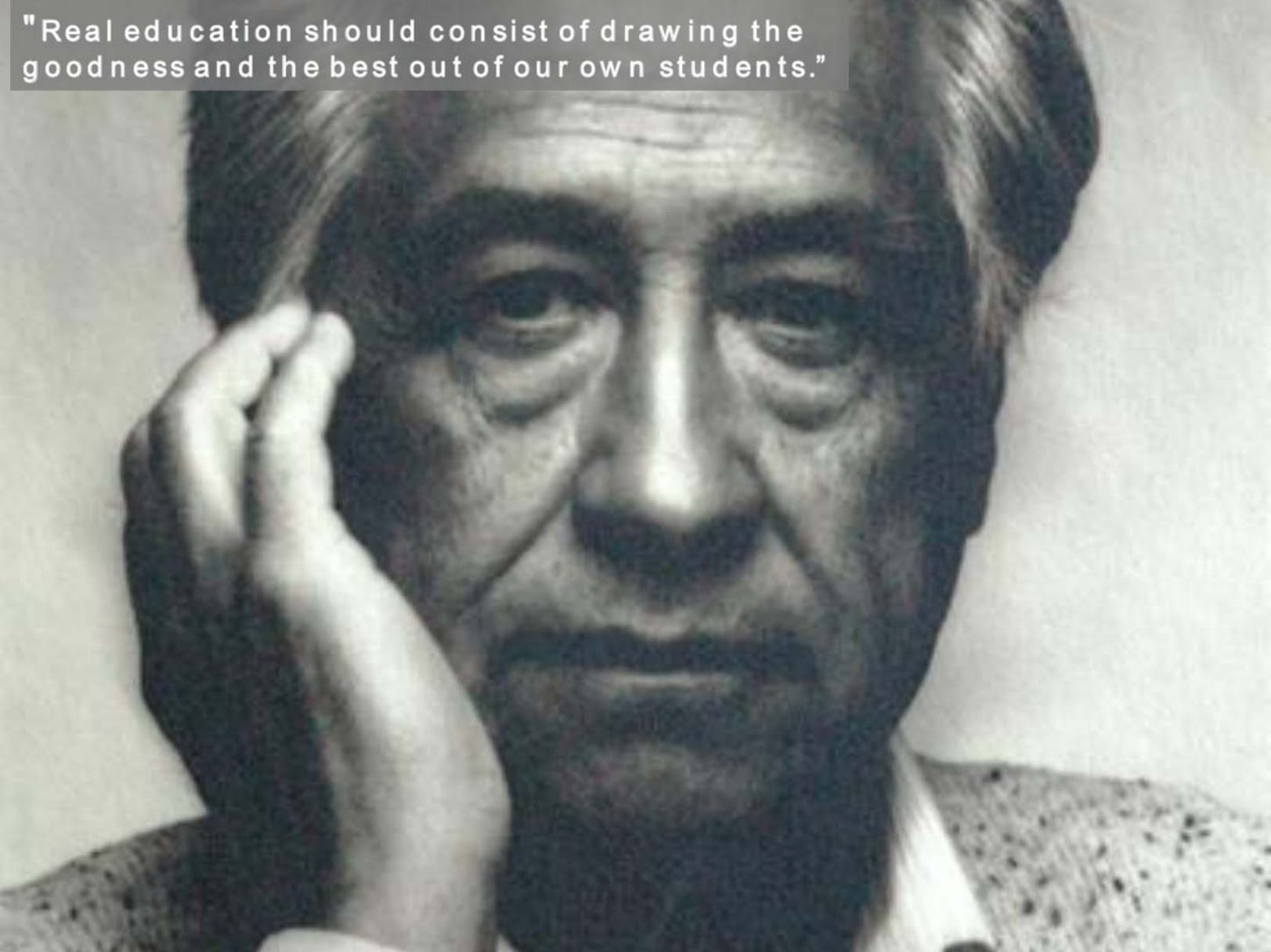
Source: New Mexico Community Data Collaborative, December 2010. Enrollment data are reported by program site. Elementary school boundaries are overlaid to provide perspective.

**It Is Clear That Hispanic Students
Face Enormous Challenges Both In
And Out Of School And All Along
The Journey From Childhood To
Adulthood.**

**One Of Our Deepest Convictions Is
That Education Is the Path To A
Better Life**

“ Education is the
m o s t p o w e r f u l
w e a p o n w h i c h y o u
c a n u s e t o c h a n g e
t h e w o r l d . ”

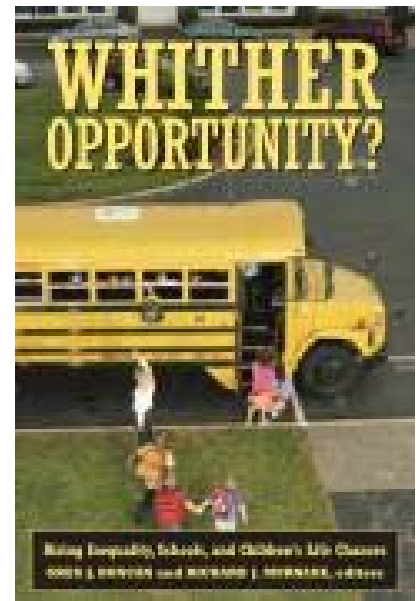
"Real education should consist of drawing the goodness and the best out of our own students."



But Two National Trends Are Threatening Our Hopes For Education

The Education Gap Is Growing Between The Rich And The Poor

It Is Harder For Americans To Rise From The Lower Rungs Of The Economic Ladder



Martin Luther King delivered his “I Have A Dream Speech” in 1963. The Civil Rights Act was passed in 1964. The Selma to Montgomery marches took place in 1965.



**The Berlin Wall fell in 1989.
Communism ended in Europe
between 1989-1991.**



**Apartheid
ended in
South Africa
in 1991.
Nelson
Mandela
becomes
President in
1994.**

Our History Is Filled With Daunting Challenges, Crises Unmet, and Audacious Responses

How Will New Mexico Respond To The Challenges We Face?

The Purposes Of The Hispanic Education Act

- **Study, develop, and implement education systems** that affect the educational success of Hispanic students to close the achievement gap and increase graduation rates.
- **Encourage and foster parental involvement** in the education of their children.
- **Provide mechanisms to work together** for parents, community, and business organizations, public schools, school districts, charter schools, public post-secondary educational institutions, the Public Education Department, and state and local policymakers to improve educational opportunities for Hispanic students for the purpose of closing the achievement gap, increasing graduation rates, and increasing post-secondary enrollment, retention, and completion.

The Potential Power Of The Hispanic Education Act

- Good legislation is only the first step. Policies need to be implemented fully and wisely if they are to have their intended effects.
- One purpose of the Hispanic Education Act is to provide parents, communities, business organizations, educators, and policy makers with information about Hispanic students. Another is to provide mechanisms for New Mexicans to work together to improve the opportunities for Hispanic students to succeed.
- Our deepest hopes for the future rest on the successful implementation of the Hispanic Education Act, the Indian Education Act, and the other policies New Mexicans have passed to address the inequalities that face too many of our students.
- We believe that powerful data and collaborative efforts are crucial to making the difference in the lives of Hispanic students and we look forward to supporting your work in any way we can.

The Potential Power Of Collective Impact

- The approach and the term were made popular by Kania and Kramer, in a 2011 Stanford Social Innovation Review article.
- Defined as **“the commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem.”**
- The initial article was based largely on the experience of the “Strive” initiative in Cincinnati, but a follow-up article draws from multiple collective impact initiatives across the nation.

The Five Conditions of Collective Impact

1. Common Agenda

Shared vision, common understanding of the problem, and a joint approach to solving the problem.

2. Shared Measurement

Collecting data to measure results on a regular basis so that participants can hold each other accountable.

3. Mutually Reinforcing Activities

Coordinated, but differentiated activities among the participant organizations.

4. Continuous Communication

Consistent and open communication to: build trust, assure mutual objectives, and create common motivation.

5. Backbone Support

A separate organization to coordinate the overall initiative and the participating organizations.

Source: Hanleybrown, Kania, & Kramer. 2012. "Channeling Change: Making Collective Impact Work." *Stanford Social Innovation Review*.

Preconditions for Collective Impact

- An **influential champion** who commands the respect of and can bring together cross-sector leaders in the community.
- 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.
- The **urgency for change** around an issue or a set of issues.

Source: Hanleybrown, Kania, & Kramer. 2012. "Channeling Change: Making Collective Impact Work." *Stanford Social Innovation Review*.

Collective Impact Takes Time to Achieve and Requires a Phased Approach

Governance & Infrastructure	Strategic Planning	Community Involvement	Evaluation and Improvement
Phase I: Initiate Action			
Champions, cross-sector groups	Map the landscape, use data to make case	Community outreach	Baseline data to identify key issues, gaps
Phase II: Organize for Impact			
Infrastructure (backbone)	Common agenda (goals, strategy)	Engage community, build public will	Shared metrics
Phase III: Sustain Action and Impact			
Facilitate and refine	Support implementation (alignment)	Further engagement, advocacy	Collect and track data and report progress

Source: Hanleybrown, Kania, & Kramer. 2012. "Channeling Change: Making Collective Impact Work." *Stanford Social Innovation Review*.

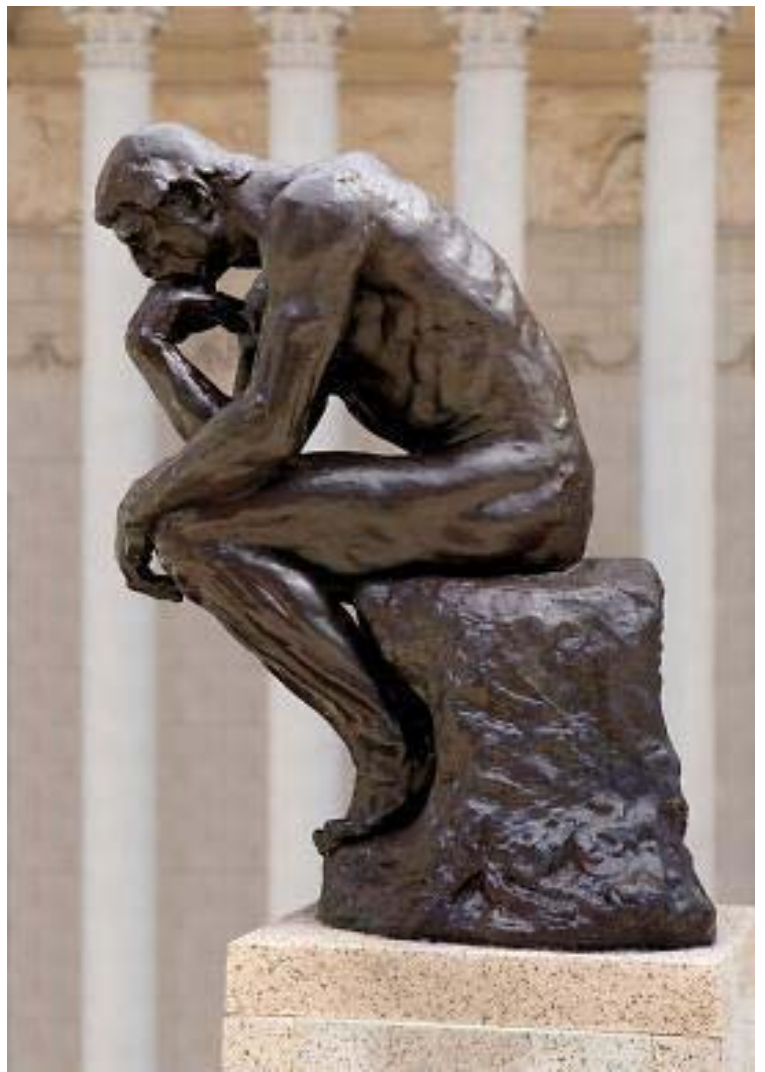
How Do We Develop The Collective Will To Focus On Hispanic Students?

We believe that we can help state and local communities develop the capacity for collective impact by:

- Creating a sense of urgency;
- Creating a cohesive and well articulated statewide vision for addressing the inequalities;
- Focusing people's attention to those areas they can impact;
- Applying pressure to and holding stakeholders accountable;
- Framing issues as opportunities as well as difficulties;
- Bringing constituency groups together to work constructively and offer solutions;
- Working together and mediating conflicts when they occur.

The Value of Doubt

William Miller, President,
Wallace Foundation



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