Education in Albuquerque: Where We Are And How We Can Do Better

Prepared By
Peter Winograd, Director, CEPR
Kevin Stevenson, Associate Director for Finance & Development, CEPR
Angelo Gonzales, Associate Director For Community Engagement, CEPR
Tenley Ruth, Policy Analyst, CEPR

UNM CENTER for EDUCATION POLICY RESEARCH

Data... Insight... Impact

Today We Will Consider Two Kinds Of Questions For Examining Education Impact

How Are The Students Doing?

1. How are young children and their families doing?
2. How are elementary, middle, and high school students and schools doing?
3. How are young adults doing when they make the transition to college and the workforce?

How Are The Adults Doing?

1. What is the purpose of education in Albuquerque?
2. What does Albuquerque owe to its young children, students, and young adults?
3. How do we cultivate a community that addresses the tough questions together?
4. How might Rotary with its commitment to "Service Above Self" make a difference?

2

Measures Of Student Progress

The importance of measures of student progress at key points in their development from birth to adulthood:

- Are young children prepared for school?
- Are students successful in elementary, middle, and high school?
- Are students supported in and out of school?
- Do students graduate from high school ready for college and/or careers?
- Do students enroll in post-secondary education?
- Do students succeed in post-secondary education ready for careers, transfer, or degrees?
- Are students successfully entering into careers?

Sources :http://www.edweek.org/media/ew/qc/2007/17shr.nm.h26.pdf; http://www.strivetogether.org
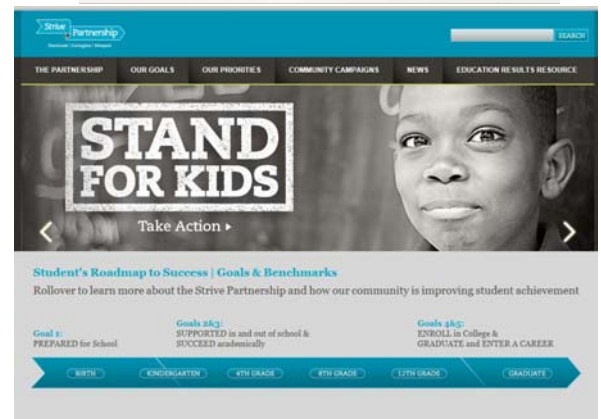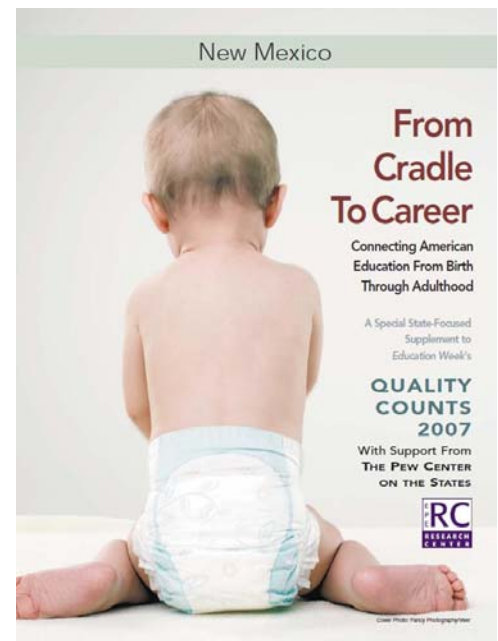
Measures Of Collective Impact

The importance of measuring collaboration among key educational partners: :

1. Do the partners have a common agenda around student success?
2. Do the partners have shared measurement systems so they can agree how success will be measured and reported?
3. Are the partners engaged in specific activities which mutually support and reinforce each other?
4. Are the partners communicating with each other enough to develop trust that their interests will be treated fairly?
5. Do the partners have the organizational capacity to focus people's attention, create a sense of urgency, apply pressure to stakeholders without overwhelming them, frame issues as opportunities as well as difficulties, and mediate conflicts among stakeholders?

Collective Impact: The commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem.

Stanford SOCIAL INNOVATION REVIEW

Collective Impact
By John Kania & Mark Kramer

Stanford Social Innovation Review
Winter 2011

Copyright © 2011 by Leland Stanford Jr. University
All Rights Reserved

Stanford Social Innovation Review
Email: info@ssireview.org, www.ssireview.org

Source: http://www.ssireview.org/articles/entry/collective_impact/

Some Current Efforts Aimed At Collaborative Impact

Albuquerque and New Mexico are fortunate to have a number of organizations that recognize the need to collaborate to improve child and youth outcomes from cradle to career. The challenge, of course, is whether or not these organizations can collaborate with each other. The following initiatives are some of current educational efforts underway in New Mexico and the greater Albuquerque area:


- Albuquerque-Bernalillo County Community Schools Partnership
- Albuquerque Business Education Compact
- Albuquerque Dropout Prevention Action Team
- APS/CNM/UNM
- Bernalillo County Early Childhood Action Partnership
- Birth to Five New Mexico
- Golden Apple
- Innovate+Educate
- New Mexico Business Roundtable For Educational Excellence
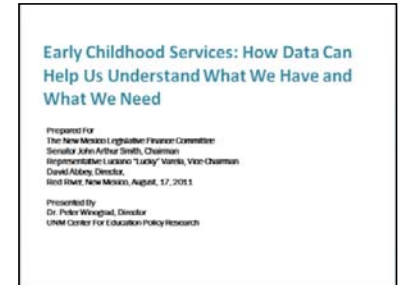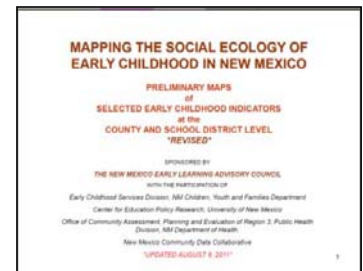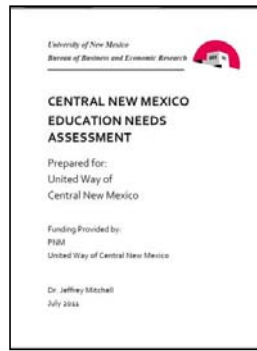
- New Mexico Community Data Collaborative
- New Mexico Early Childhood Development Partnership
- New Mexico Information Commons
- New Mexico First
- New Mexico School Leadership Institute
- New Mexico Voices For Children
- United Way Education Initiative
- UNM Family Development Program
- UNM P-20 Network for Education Renewal
- Youth Development, Inc.

Are there high quality Child Care programs in the areas most at risk in Albuquerque?
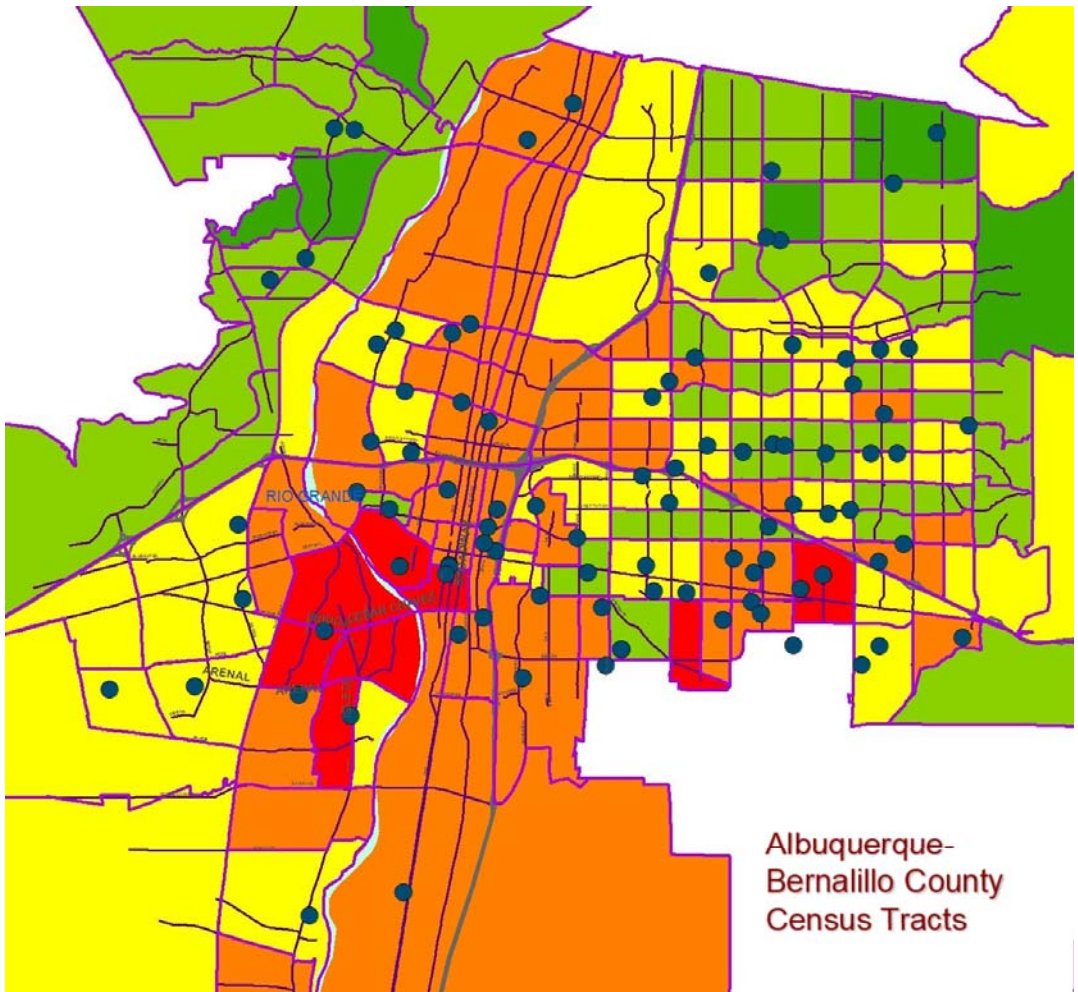
Combined Risk Factor Index

% Teen BirthS, % Late Pre-Natal Care,
% Low Birth Weight, % Low Income HHs

- Lowest Risk
- Lower Risk
- Average Risk
- Higher Risk
- Highest Risk

(4 & 5 Star Licensed
Child Care Facilties

The Albuquerque neighborhood of highest risk (with a population of 35,000) is served by 1 high quality child care program, 1 City of Albuquerque pre-school, and 4 Head Start programs.

Albuquerque-
Bernalillo County
Census Tracts

- NM Department of Health, Public Health Division, ABC HEAT

The northern and southern white areas are tribal or federal lands suppressed due to DOH policy or small numbers; the western white area represents new developments on the West side of Albuquerque with no reliable underlying population counts.

FOURTH GRADE READING SCORES (% PROFICIENT)

4th Grade Reading
% Proficient 06-07
Elementary School Boundaries

Less than 36%
36 to 47%
47 to 57%
57 to 68%
68 to 88%
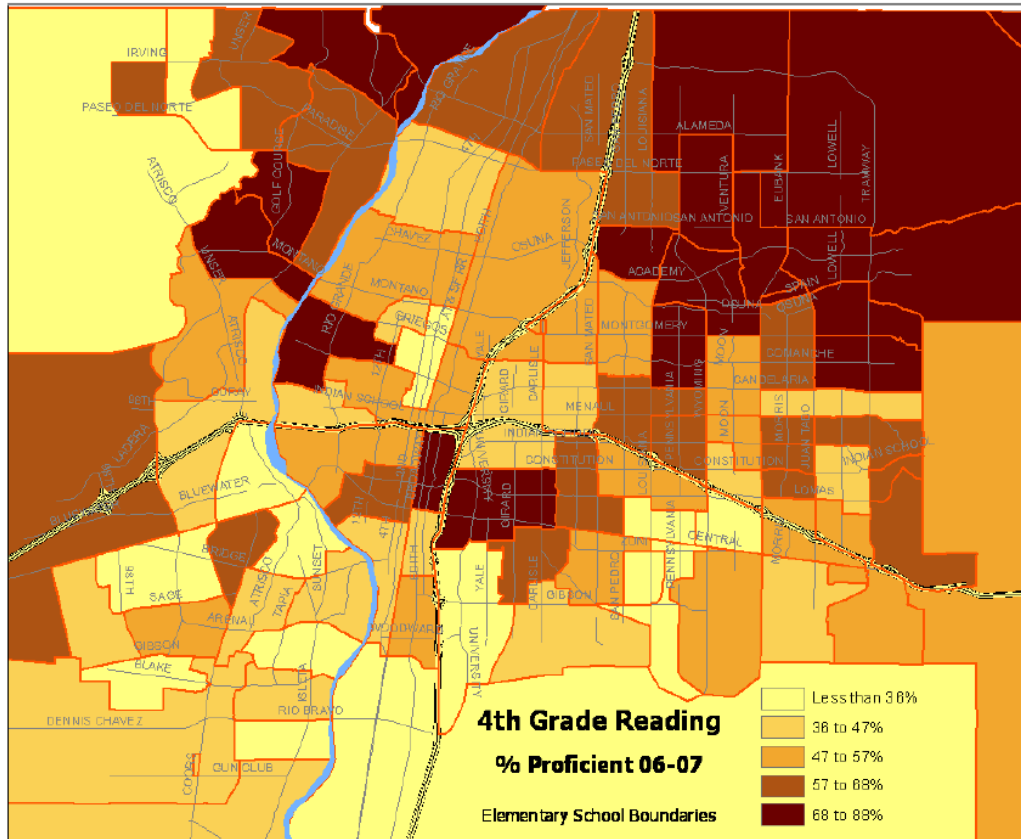
Source: Albuquerque Public Schools

BERNALILLO COUNTY PLACE MATTERS TEAM - - - - - HEALTH EQUITY ASSESSMENT TOOL
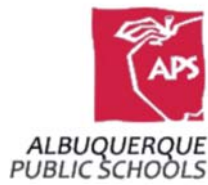
The Education Impact Of The APS/CNM/UNM Partnership: Current Results & Future Visions

A Preliminary Report Prepared For
Superintendent Winston Brooks, Albuquerque Public Schools
President Kathie Winograd, Central New Mexico Community College
President David Schmidly, The University of New Mexico

Prepared By
Peter Winograd, Director, CEPR
Kevin Stevenson, Associate Director for Finance & Development, CEPR
Vicky Morris-Dueer, Institutional Researcher, UNM
Alexis Kerschner, Director of Marketing and Public Relations, CNM

Presented At
The Economic Forum
Albuquerque, New Mexico
August 18, 2011

Data... Insight... Impact

How Is The Partnership Working In Terms Of Student Progress?

This chart shows selected measures for APS, CNM, and UNM, as well as measures that provide a sense of the transition among the three partners. It reports institutional statistics and trends on 13 measures (2 unique to each institution, and 7 shared measures).

Information listed in the "Current" column represents data for the most recent year available.

Information listed in the "Baseline" is the average of the previous three years of data (with the exception of the APS 4-year graduation rate, which is the average of two years, due to PED changing the method of calculation in 2008).

The arrows depicted in the "Trend" column refer to the overall trend over time. For this preliminary analysis, we have used as much information as available to determine the direction of each of the trends. Future analyses will include statistical tests of significance.

A detailed definition of each measure is located on pages 15-17. Additional information and historical trends can be found in the Appendix.
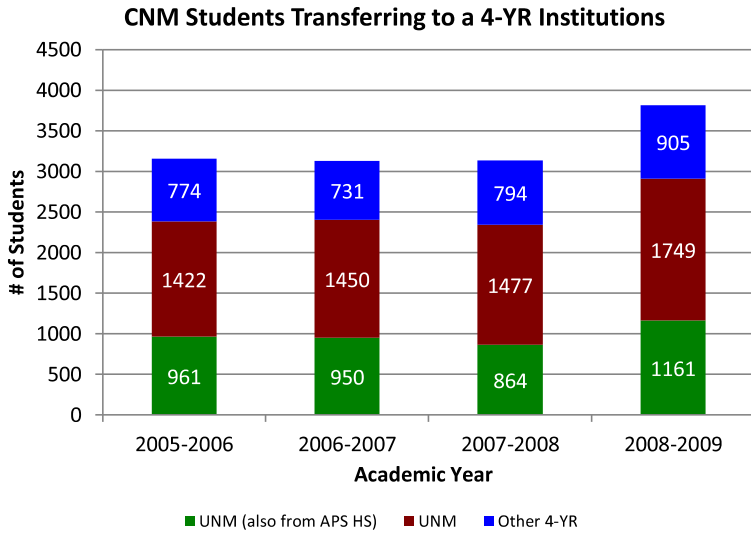
Note: The APS/UNM Remediation Rate is a negative upward trend, and is labeled "red" accordingly.

Measures of Student Success

MEASURE	CURRENT	BASELINE	TREND
APS 4 Year High School Graduation Rate	64.7%	64.2%	⬆
% of APS Students Taking the ACT	65%	57%	⬆
CNM 3 Year Graduation/Success Rate	38.7%	36.2%	⬆
CNM 1 Year (2nd Fall) Retention Rate	58.8%	57.2%	➡
UNM 6 Year Graduation Rate	44.5%	43.9%	➡
UNM 1 Year (2nd Fall) Retention Rate	78.3%	77.7%	⬆
APS/CNM Remediation (% of APS Students Taking at Least 1 Remedial Course)	76.7%	76.2%	➡
APS/CNM Dual Credit (# of APS Students)	784	647	⬆
APS/UNM Remediation (% of APS Students Taking at Least 1 Remedial Course)	36.9%	35.5%	🔴⬆
APS/UNM Dual Credit (# of APS Students)	85	14	⬆
CNM/UNM Shared Enrollment (# of Students Enrolled at both CNM & UNM)	2,133	1,681	⬆
CNM/UNM Annual Transfers (Number of CNM Students Transferring to UNM Per Year)	2,910	2,365	⬆
CNM/UNM Transfer (2+2) Agreements (Number of Total Departmental Agreements)	14	6	⬆

Why The APS, CNM, UNM Partnership Is Important To Students

While the previous page demonstrated the strength of the partnership through enrollment, it is important to highlight that the relationship remains strong throughout the higher education portion of the pipeline, as depicted in the charts below. . The chart on the left shows the significant relationship between CNM and UNM in regards to transfer students, with over 76% of all transferring CNM students in 2010 enrolling at UNM. The chart on the right is a snapshot of UNM 2009-10 Bac elor' egree recipien a ow e break own of graduates who attended APS, CNM or both.

CNM Students Transferring to a 4-YR Institutions

% of 2009-10 UNM Bachelor's Degree Recipients Who Attended APS or CNM

This chart shows CNM students transferring to a four-year institution. In 2008-09, 76% of these transferring students enrolled at UNM (combination of the green and red bars). Additionally, a significant portion of these UNM transfers are from an APS high school. A transfer is defined as a CNM student who stops enrolling at CNM for three consecutive semesters, and during that time enrolls at a four year institution. The year in which transfers are counted is the Academic Year of the final semester of enrollment at CNM. Student transfer definitions and data provided by CNM Office of Institutional Research.
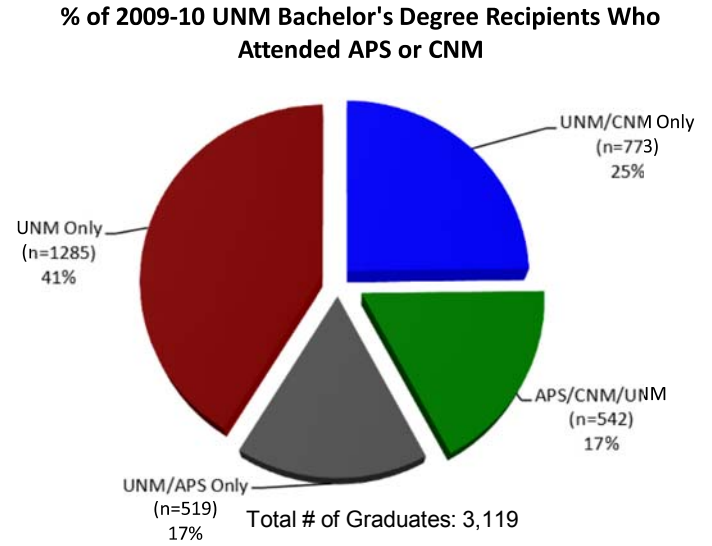
This chart demonstrates the complexity of the 21st Century student pipeline. As shown above, 42% of 2009-10 UNM graduates had course credit from CNM. Additionally, 34% of these graduates are also graduates of an APS high school. Information on UNM graduates provided by UNM Division of Enrollment Management. Bachelors recipients listed in each category may also have earned college credit at other institutions (i.e. the UNM Only category includes students with transfer credit from colleges other than CNM).

Do APS, CNM, and UNM Have Shared Measurement Systems?

Collective Success Condition 2 – **Shared Measurement Systems:** "Agreement on a common agenda is illusory without agreement on the ways that success will be measured and reported." [5]

Preliminary Analyses: The APS/CNM/UNM MOA commits the partners to sharing data to improve and coordinate policy decisions that support student success. Each of the organizations has staff and departments dedicated to data collection, analyses, and reporting which require them to meet intense compliance requirements. Additionally, each of the organizations share data on a regular but informal basis. It is unclear whether the three institutions, or individual departments within the institutions, have agreed upon ways of defining, measuring, or reporting success.
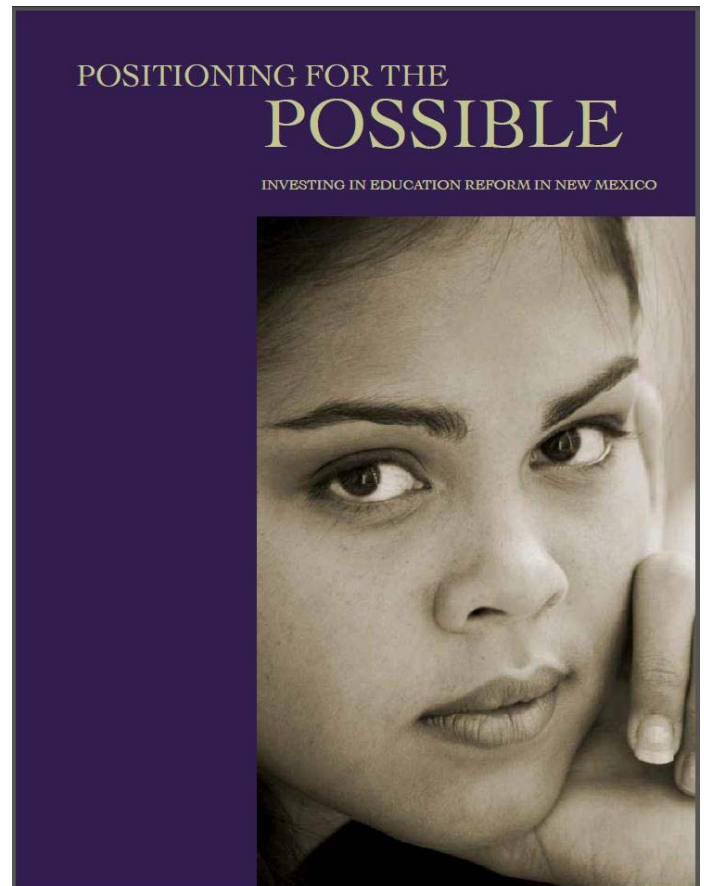
Preliminary Comments: It appears that a significant amount of the success relating to data sharing, measurement, and reporting across the institutions is a result of the strong relationships between staff members at each institution. It appears that formalizing these existing yet informal relationships may be beneficial. One specific example of an area where further thought and perhaps standardization is needed is definition and methodology for collecting data and reporting on common terms.

During the course of the study, it became apparent that CNM and UNM both report on students who "Transfer" from CNM to UNM. However, they define "transfer" differently, and use different data collection methodologies. Both institutions' definitions and methodologies are sound, and serve the purpose of their internal use. However, because of these differing methodologies, a comparison of CNM and UNM transfer student data is difficult. This example reinforces the importance of and need for shared measurement systems among all three institutions.

11

What Are The Challenges The Adults Face?

1. Low expectations
2. Lack of urgency about education in local communities
3. The assumption that poverty is the cause of low academic achievement
4. There is no authorized body with the capacity to develop an overall strategic vision that can guide the state in its efforts.
5. The state lacks a clear way to measure academic success and progress in implementing reforms.
6. Although the prevailing mindset is to turn to the state for leadership, New Mexico's strong focus on "local control" is creating a policy gridlock.
7. The sense that the status quo was being held in place by a combination of the lack of demand for improvement by community members and the advocacy of the education establishment.
8. The lack of transparency and candidness from state education agency leadership undermines all reform efforts.

POSITIONING FOR THE
POSSIBLE
INVESTING IN EDUCATION REFORM IN NEW MEXICO

Source: http://nmag.org/take-note/positioning-possible-investing-education-reform-new-mexico/7/20/2011

What Are The Challenges The Adults Face?

1. **Family Perspective:** Some families do not value education achievement; some families find access to services too complex or unwelcoming; students disengage from schools because they fail to see the relevance to their own lives.
2. **Provider Perspectives:** Funding mechanisms encourage silos rather than collaboration; professional culture and training contribute to the separation of services; providers lack a systematic approach to identifying populations most in need of services.
3. **Policy Perspective:** Funders lack a wide-system perspective and an institutional framework necessary to promote coordination and collaboration; funders tend to work in isolation of each other; funders fail to require or support data collection

University of New Mexico
Bureau of Business and Economic Research

CENTRAL NEW MEXICO EDUCATION NEEDS ASSESSMENT

Prepared for:
United Way of
Central New Mexico

Funding Provided by:
PNM
United Way of Central New Mexico

Dr. Jeffrey Mitchell
July 2011

Source: Mitchell, J. (2011) http://bber.unm.edu/pubs/EducNeedsAssess.pdf

We Have The Information To Answer The Easy Questions

1. How are young children and their families doing?

2. How are elementary, middle, and high school students and schools doing?

3. How are young adults doing when they make the transition to college and the workforce?

14

The Critical Role Of Rotary

The main objective of Rotary is service —in the community, in the workplace, and throughout the world. Rotarians develop community service projects that address many of today's most critical issues, such as children at risk, poverty and hunger, the environment, illiteracy, and violence. They also support programs for youth, educational opportunities and international exchanges for students, teachers, and other professionals, and vocational and career development. The Rotary motto is *Service Above Self*.

So How Do We Address The Hard Questions?

1. **What is the purpose of education in Albuquerque?**

    • **Should all students graduate from high school?**

    • **Should all students be ready for college?**

2. **What do we owe to the young children, students, and young adults?**

    • **What responsibility do students themselves carry?**

    • **Do we spend enough on education?**

3. **How do we cultivate a community that addresses the tough questions together?**

4. **How might Rotary with its commitment to "Service Above Self" make a difference?**

The UNM Center For Education Policy Research (CEPR)

CEPR mission is to **research** education policy topics of interest in New Mexico; **communicate** knowledge about education policy to diverse audiences; **collaborate** with policy makers and other researchers on systemic policy change; and **educate** researchers and policy makers about the value of data-driven policy making.

Center for Education Policy Research
College of Education
Manzanita Hall, Room 119
MSC 05 3040
University of New Mexico
Albuquerque, NM 87131-0001
505-277-1180 (phone)
cepr@unm.edu(email)
http://cepr.unm.edu