Health and Academic Success Through Policy Implementation

A Presentation Prepared For The Partners in Prevention, Education, and Research (PIPER) Committee
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Data... Insight... Impact
Overview

• Introductions
• Our Approach To Dealing With The Education And Health Issues Facing New Mexico’s Students
• Some Key Elements of Policy
• The Notion of Collective Impact
• Data For Advocacy
• Data For Accountability
• How Do We Make A Difference?
• Table Discussions
• Report Out
Some Key Elements of Policy

- Understanding the **problems** that the state needs to solve.
- Respecting the **value** of diverse cultural, economic, and **political perspectives**.
- Establishing relationships with **power** organizations and understanding issue networks.
- Understanding **budgets** and who controls **appropriations** and **spending**.
- Examining the **laws, regulations, standards** and **policy frameworks** currently in place.
- Examining **practices** and **behaviors** currently in place.
- Understanding the **fears** and **hopes** associated with data, laws, regulations, and budgets.
- Using **data** for **advocacy** and **accountability**.
Why Do Data Matter in Policy and Advocacy?

• Data provide us with insight into the education, health, and economic issue facing New Mexico’s children families and communities.

• Data provide us with a basis for advocacy and enable partnerships to come to consensus on pragmatic ways to address critical challenges including disparities in racial, cultural, economic, and political equality.

• Data enable us to ask better questions about the challenges we face; the laws, regulations, budgets, programs and policies we pass; and the barriers that keeps us from working collaboratively.

• Data help us prioritize limited resources by identifying where our citizens are most in need, how our sources of support are deployed, and where the gaps remain.

• Data help us hold each other accountable by tracking the outcomes that matter and by providing fair and independent information that people of good will can use to strengthen their efforts.
Collective Impact

One important lesson in current research is that large scale social change requires broad cross-sector coordination, yet this kind of collaborative effort is rare, especially in education. Kania & Kramer (2011) argue that Collective Impact — the commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem — is essential to long-term sustainable change. Kania & Kramer identify five critical conditions of collective success:

1. Do the partners have a common agenda?

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?

Data For Advocacy
Understanding The Challenges Our Children Face
Our Schools Work For Many Of Our Children
But We Need To
Make Them
Work For All Of
Our Children
The Challenges Are Daunting

New Mexico is ranked 49th in the country for overall risks to children.
INCOME AND EDUCATION
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%).
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The Relationship Between Family Income and Education

- Significant numbers of children in New Mexico live in families with income below the federal poverty level.
- Prior research points to a strong direct relationship between family income (poverty) and student success.
- “Poverty” is too broad a term. We need to unpack the concept to understand the many ways in which poverty impinge upon a child’s ability to succeed in school and out of school.
- The effects of poverty are felt in multiple ways, including:
  - Access to quality child care
  - Academic achievement
  - Truancy
  - Student and family mobility
  - High school graduation
  - Hunger
  - Access to health care
  - Parental involvement
  - Access to quality out-of-school-time programs and activities
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 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 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.
Selected Research on the “Achievement Gap”

• **Societal Factors**: Income, Socioeconomic Status (SES), Health & Environment
  
  – Achievement gap highly correlated with income, socioeconomic background of families.
  
  – For example, higher income, more educated parents read to their children more, have higher expectation of their children’s school performance, are more comfortable challenging teachers, and are more able to help with homework.
  
  – Poor health can affect school performance of low-income students (e.g., vision impairments, asthma, hunger, etc.).

• **School Factors**: School Inequality, Institutional Racism
  
  – Inadequate school funding, inequitable distribution of effective teachers and school leaders, inferior curriculum, and insufficient technology and textbooks all contribute to the achievement gap.
  
  – “TThe oft bigotry of low expectation” – George W. Bush.
TRUANCY AND HIGH SCHOOL GRADUATION
Source: Albuquerque Public Schools, RDA Department, 2011-2012 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days of unexcused absences.
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Percentage of High School Students Who Are Habitually Truant In 2011-2012

Source: Albuquerque Public Schools, RDA Department, 2011-2012 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days of unexcused absences.
Percentage of Elementary School Students Who Were Habitually Truant, By School District

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.
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Percentage of High School Students Who Were Habitually Truant, By School District

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 of unexcused absences.
Selected Research on Truancy

• Prior research indicates that high truancy rates are associated with high poverty.

• Student Factors
  — Truancy is associated with a decrease in pupil motivation, falling behind academically, losing interest, and avoiding class.

• School Factors
  — Truancy is higher in schools where there is inconsistent enforcement of truancy policies, poor interaction between parents and school personnel, unsupportive teachers, uncertified teachers, and low sensitivity to diversity issues.

• Family and Parental Factors
  — Parental involvement is strongly correlated with socioeconomic status (SES). Higher income parents tend to be more involved in their children’s education in numerous ways.

• Neighborhood and Community Factors
  — Lower SES neighborhoods tend to experience higher truancy rates due to inadequate youth support systems.
  — Higher SES neighborhoods tend to invest more in community and youth development because there is less residential mobility and a higher degree of home ownership.
Four-Year High School Graduation Rate, Class of 2011, All Students, By District

Source: New Mexico Public Education Department, 4-Year Cohort High School Graduation Rate, Class of 2011.
Statewide Four-Year High School Graduation Rate, 2008-2011, By Race and Ethnicity

Source: NM Public Education Department, 4-Year Cohort High School Graduation Rate.
HIGHER EDUCATION
UNM Six-Year Graduation Rate,
Graduation Gap, 2004 Cohort

Sources: UNM OIR Freshman Tracking Cohort Report; UNM Division of Equity & Inclusion
Percentage of Students Graduating Within Three Years From All NM Two-Year Community Colleges, By Race and Ethnicity

Percentage of New Mexico Public High School Graduates Attending New Mexico Colleges Who Took Remedial Classes, By Race and 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.
Percentage of Individuals, 16-19 Years of Age, Who Are Not Enrolled in School and Not in the Labor Force

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%).
RISK FACTORS

Drugs, Hunger Suicide, Bullying, Physical Fighting Obesity, Sexual Intercourse
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:

1. “During your life, how many times have you used any form of cocaine, including powder, crack, or freebase?”
2. “During your life, how many times have you used heroin (also called smack, junk, or China White)?”
3. “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.
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/.
Percentage of High School Students with Not Enough Food to Eat, By County

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.”
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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.”
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.
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.
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.
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.
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 Students Who Actually Attempted Suicide

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, “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 Were in a Physical Fight on School Property

Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, "During the past 12 months, how many times were you in a physical fight on school property?" The percentage reported here reflects respondents who answered one or more times.
3rd Grade Students – Overweight And Obese – 2009-2010

APS HEALTHY WEIGHT

PANAC, MARCH 2011
Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, "During your life, with how many people have you had sexual intercourse?" The percentage reported here reflects respondents who answered one or more people.
Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, "During your life, with how many people have you had sexual intercourse?" The percentage reported here reflects respondents who answered one or more people.
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).

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.
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.
The Percentage of Birth Mothers Without A High School Diploma By New Mexico School District

Research has shown a link between parental education levels and child outcomes such as educational experience, attainment, and academic achievement.

Legend
Percent of Birth Mothers Without A High School Diploma

- No Data
- 1.0% - 17.65%
- 17.66% - 27.29%
- 27.3% - 38.3%
- 38.31% - 50.37%

RESILIENCY FACTORS

Relationships with Caring Adults
In-School and Out-of-School Activities
Relationships with Parents and Adults in the Home: Percentage of NM Students Responding “Pretty True” or “Very True”

Source: New Mexico Department of Health, New Mexico Youth Risk and Resiliency Survey, 2011.
Relationships with Adults Outside the Home: Percentage of NM Students Responding “Pretty True” or “Very True”

Source: New Mexico Department of Health, New Mexico Youth Risk and Resiliency Survey, 2011.
Percentage of NM High School Students Experiencing Various Risk Factors, By High & Low Levels of Caring and Supportive Relationships With Parents, 2009

Source: New Mexico Epidemiology, 2010. (http://nmhealth.org/erd/HealthData/pdf/ER%20YRRS%20092410.pdf)
Percentage of NM High School Students Experiencing Various Risk Factors, By High & Low Levels of Caring and Supportive Relationships With Teachers, 2009

Percentage of NM High School Students Experiencing Various Risk Factors, By High & Low Levels of Caring and Supportive Relationships With Adults in the Community, 2009

- Cigarette Smokers: 21.5% (High), 28.6% (Low)
- Marijuana Users: 23.2% (High), 34.0% (Low)
- Cocaine Users: 3.8% (High), 8.7% (Low)
- Attempted Suicide: 7.0% (High), 18.3% (Low)
- Physical Fight: 33.7% (High), 45.3% (Low)
- Overweight or Obese: 24.4% (High), 37.0% (Low)

Source: New Mexico Epidemiology, 2010. (http://nmhealth.org/erd/HealthData/pdf/ER%20YRRS%20092410.pdf)
Participation in Out-of-School Activities, New Mexico Middle School Students, 2011

“Outside home and school, I am a part of group activities”

Source: New Mexico Department of Health, New Mexico Youth Risk and Resiliency Survey, 2011.
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.”
Participation in Out-of-School Activities, New Mexico High School Students, 2011

“Outside home and school, I am a part of group activities”

Source: New Mexico Department of Health, New Mexico Youth Risk and Resiliency Survey, 2011.
Participation in Out-of-School Music, Art, Sports, or Hobbies, New Mexico High School Students, 2011

“Outside home and school, I am involved in music, art, sports, or a hobby”

Source: New Mexico Department of Health, New Mexico Youth Risk and Resiliency Survey, 2011.
Percentage of High School Students Not Involved in Group Activities Outside of School or Home, By County, 2009

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

“At school I am involved in sports, clubs, or other extra-curricular activities”

Source: New Mexico Department of Health, New Mexico Youth Risk and Resiliency Survey, 2011.
Data For Accountability: A Case Study of School Wellness Policy Implementation
School Wellness Policies: A Brief History

- Child Nutrition and WIC Reauthorization Act of 2004: unfunded mandate
- Child Nutrition Reauthorization 2010: implementation, periodic assessment, and public updates
Accountability Issue: What’s our policy?
Accountability Issue: Who is the “enforcer”? 
Competitive foods: 50/50?

Slim Jims, giant pickles, chocolate chip cookies

Cheese/peanut butter crackers/dipping sticks, salted peanuts, Capri Sun, Bottled water

And, because of data collection...no nachos
Accountability Issue: The Easy Target

After data collection…positive changes
Accountability Issue: The World Outside

Food or drink items that middle school students report buying most often as an afterschool snack

- **Food**: Funyons, pizza, muffin, chips, candy, burritos, pizza, chicken nuggets, ice cream, burgers, cotton candy, chimichanga, french toast sticks, hot fries, jerky, brownies

- **Drinks**: Gatorade/Powerade/sports drinks, Arizona tea, Pepsi, Cherry Vanilla Dr. Pepper, Coke, Strawberry Limeade, coffee, Sprite, Monsters, Rockstars, Red Bull

Nutrition Environment Measurement Survey Training
The Socioecological Model: A Wider Perspective

Wellness Policy Implementation: School Level

Facilitators
- Improve nutritional quality of competitive foods
- Closed campus lunch policies*
- Dedicated fiscal/program support*
- Staff professional development in nutrition/PA*
- Technical assistance*
- Evaluation/accountability*
- Social marketing

Barriers
- Competitive foods
- Financial constraints
- Limited staff training/knowledge
- Resistance to change
- Lack of accountability
- Fresh food storage
- Focus on competing pressures
- Lack of nutrition education/promotion

How Can You Use Your Data To Make A Difference?
Table Discussions
Instructions and Guiding Questions

• Given the presentations you have just seen, please take 45 minutes to discuss the following questions. One person should serve as the recorder for the group. Please be as clear and concise as possible in formulating your responses.

  1. What are your **initial impressions** of the data? (5 min.)
  2. Which data are **most useful** for you? (5 min.)
  3. What are some **possible explanations** for the data? (5-7 min.)
  4. What can **you** do to address these issues? (5-7 min.)
  5. What can **PIPER** do? (5-7 minutes)
  6. What **other data** should you/PIPER gather? (5-7 min)
  7. Who should be **accountable** for **on-going monitoring/evaluation** of the issues? (5-7 min)

• Pay particular attention to questions 4, 5, 6 and 7. We are most interested in your **proposed solutions**.