

# 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 issues 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?

(Kania, J., & Kramer, M. (Winter, 2011). *Collective Impact*. Stanford Social Innovation Review.)

# 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**

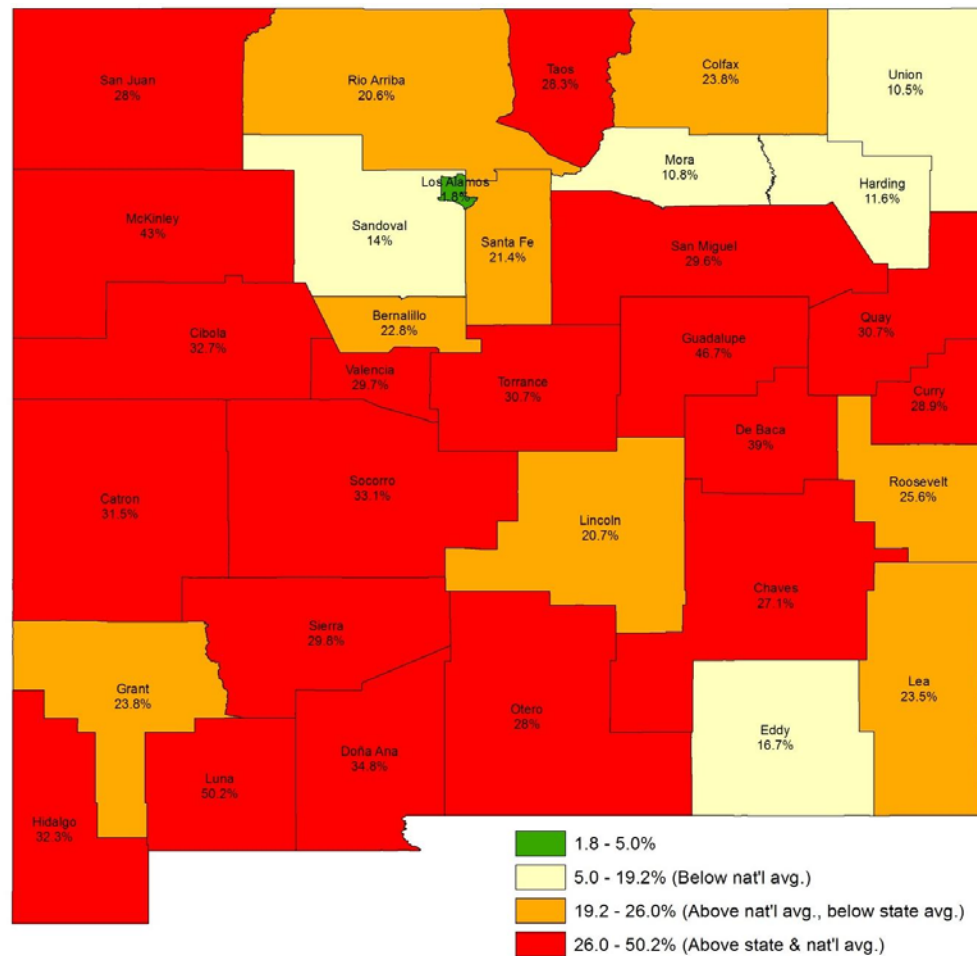
**New Mexico is  
ranked 49<sup>th</sup> in  
the country for  
overall risks to  
children.**



# INCOME AND EDUCATION



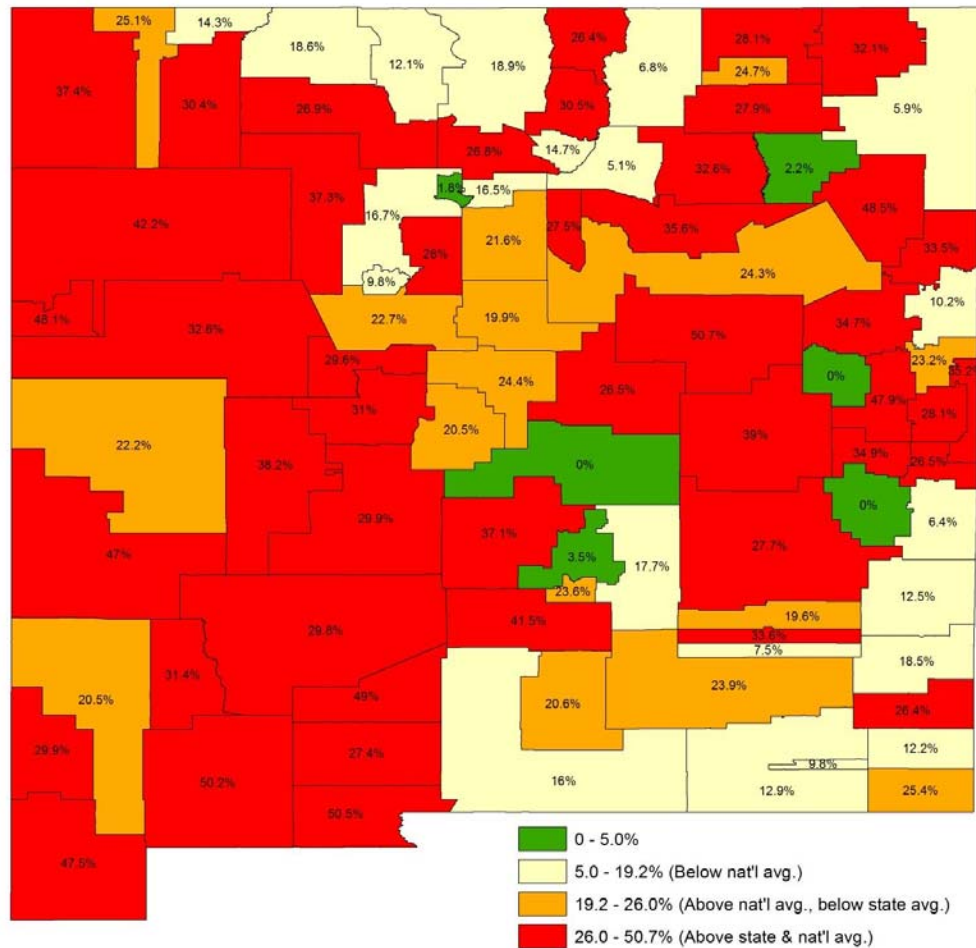
# Percentage of Children Under 18 in Poverty, By County



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 Children Under 18 in Poverty, By School District



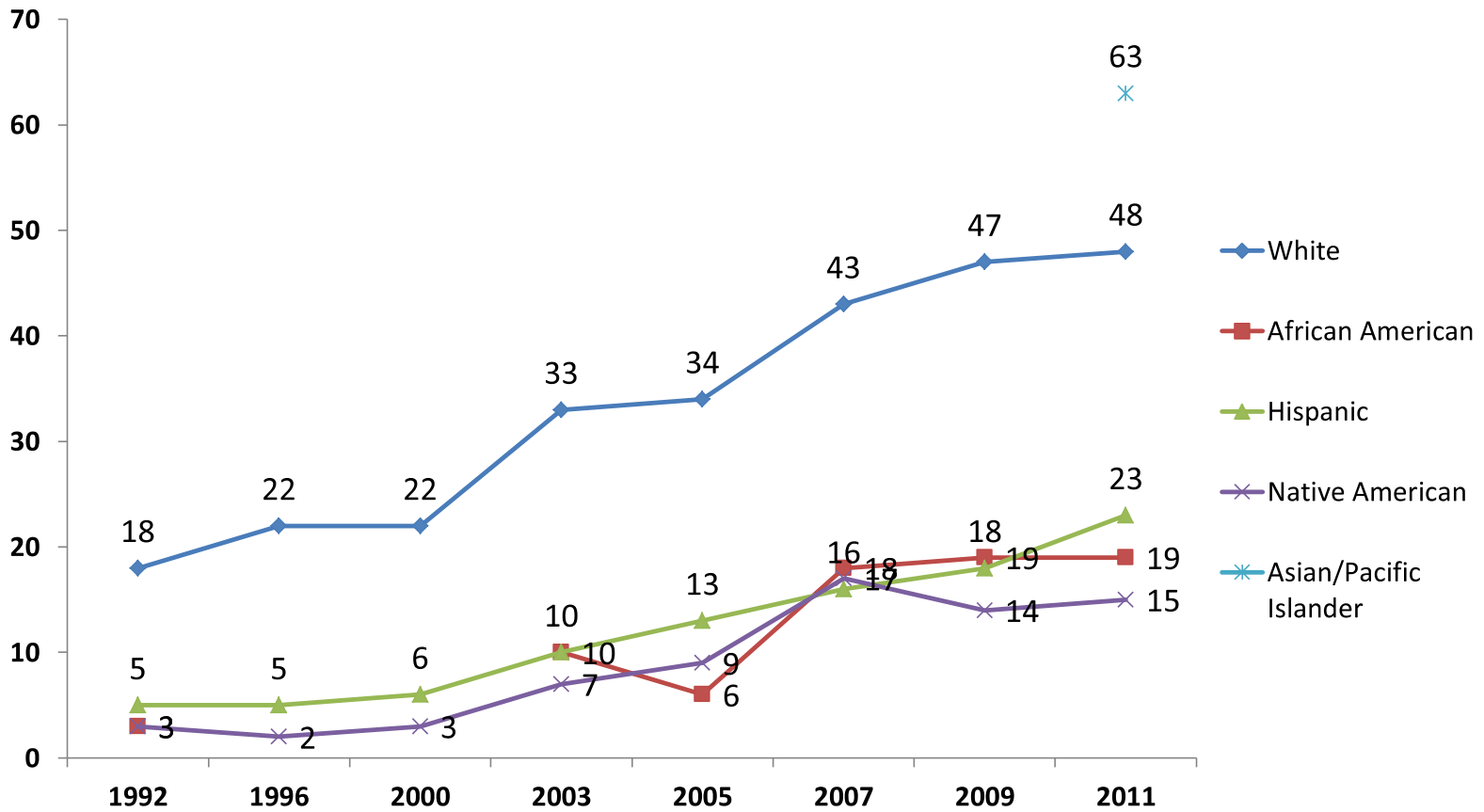
Source: U.S. Census, American Community Survey, 2006-2010 Five-Year Estimates. In 2010, the weighted average poverty threshold for a family of four was **\$22,314** (<http://www.census.gov/hhes/www/poverty/data/threshld/>). State and national averages taken from the 2010 American Community Survey (state avg. = 26.0%; national avg. = 19.2%).

# 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

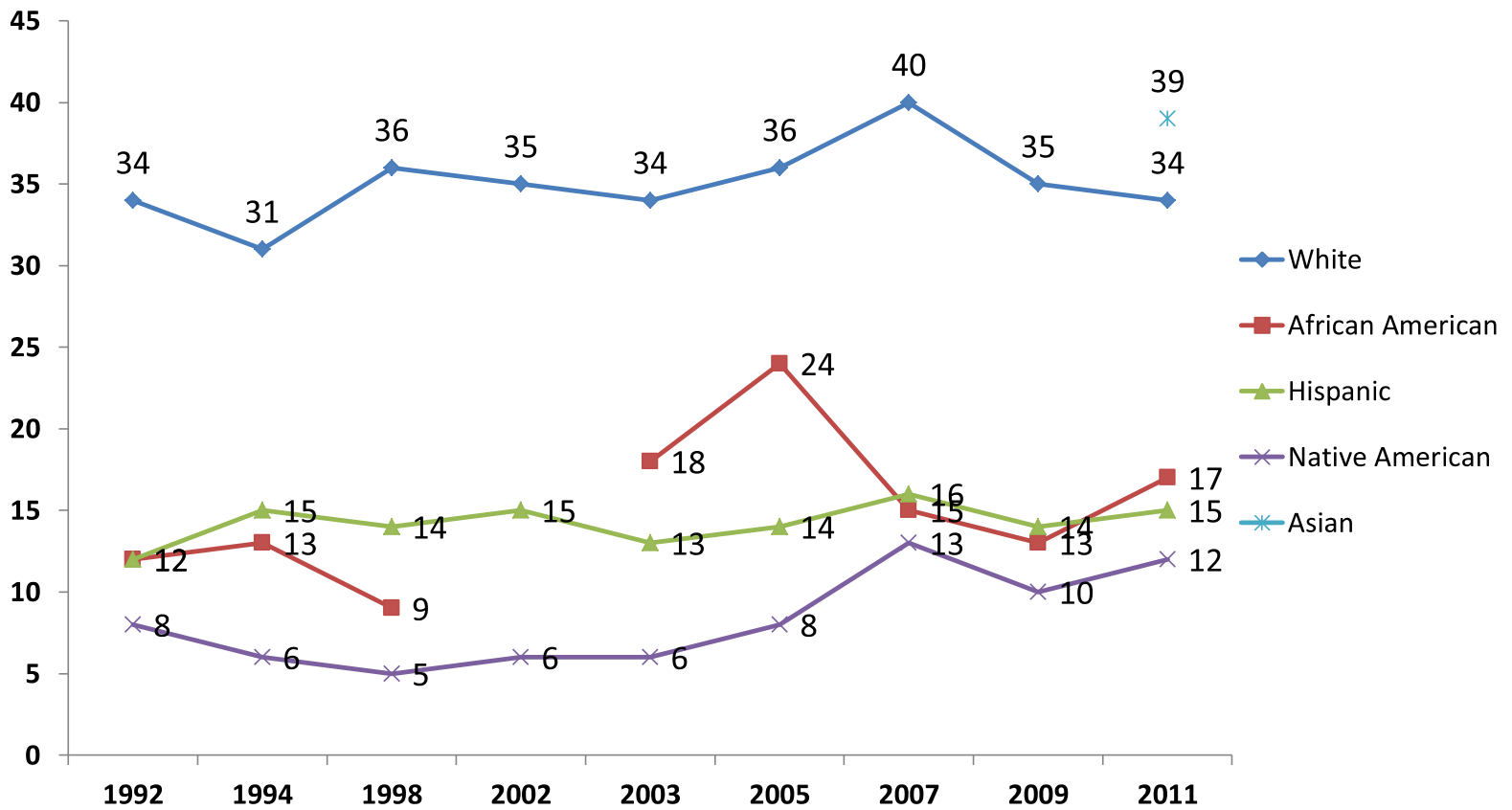
# ACADEMIC ACHIEVEMENT

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



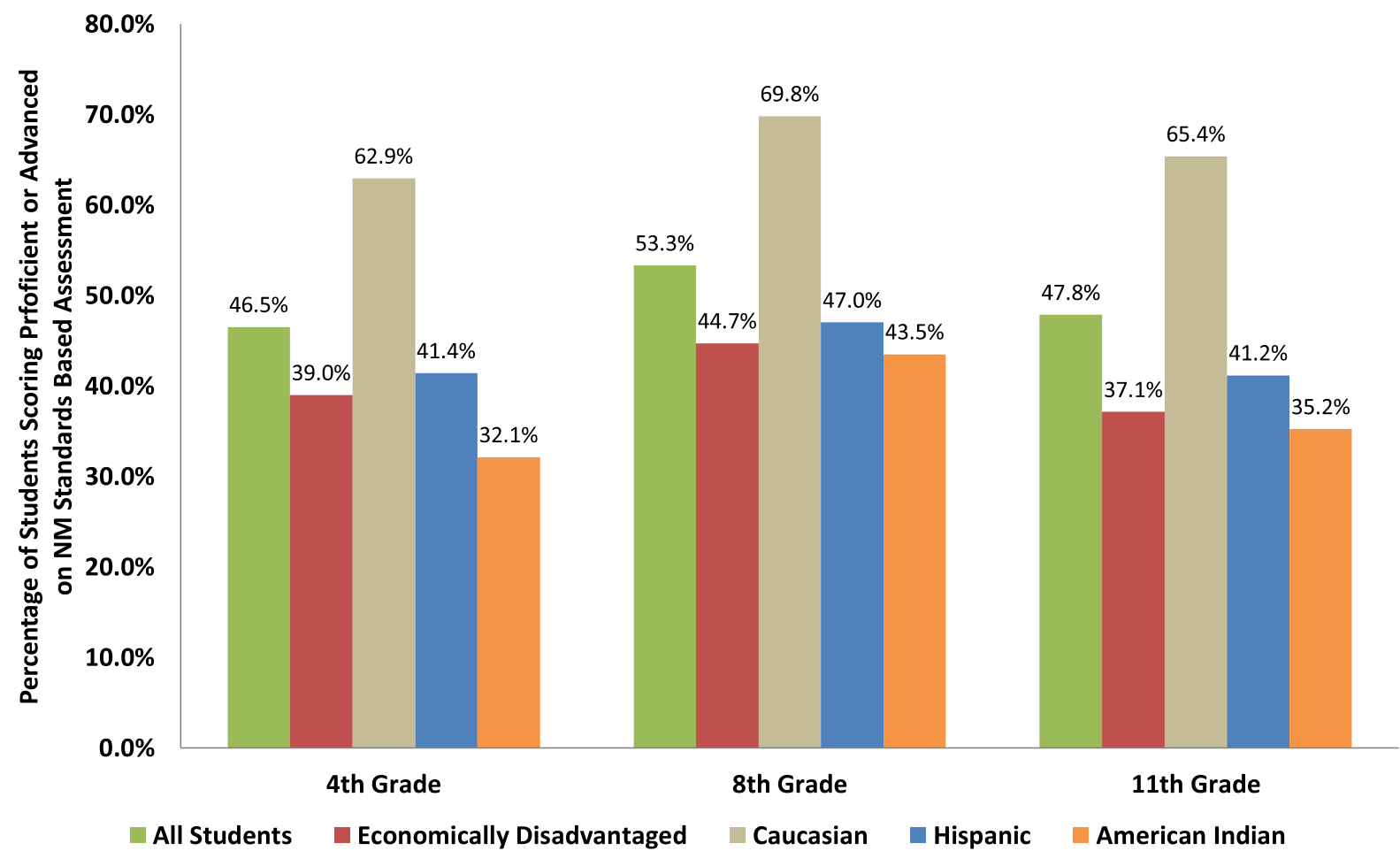
Source: National Assessment of Educational Progress (NAEP), 1992-2011. Asian/Pacific Islander is not reported in all years because NAEP reporting standards have not been met. African American data is not reported in all years because NAEP reporting standards have not been met.

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

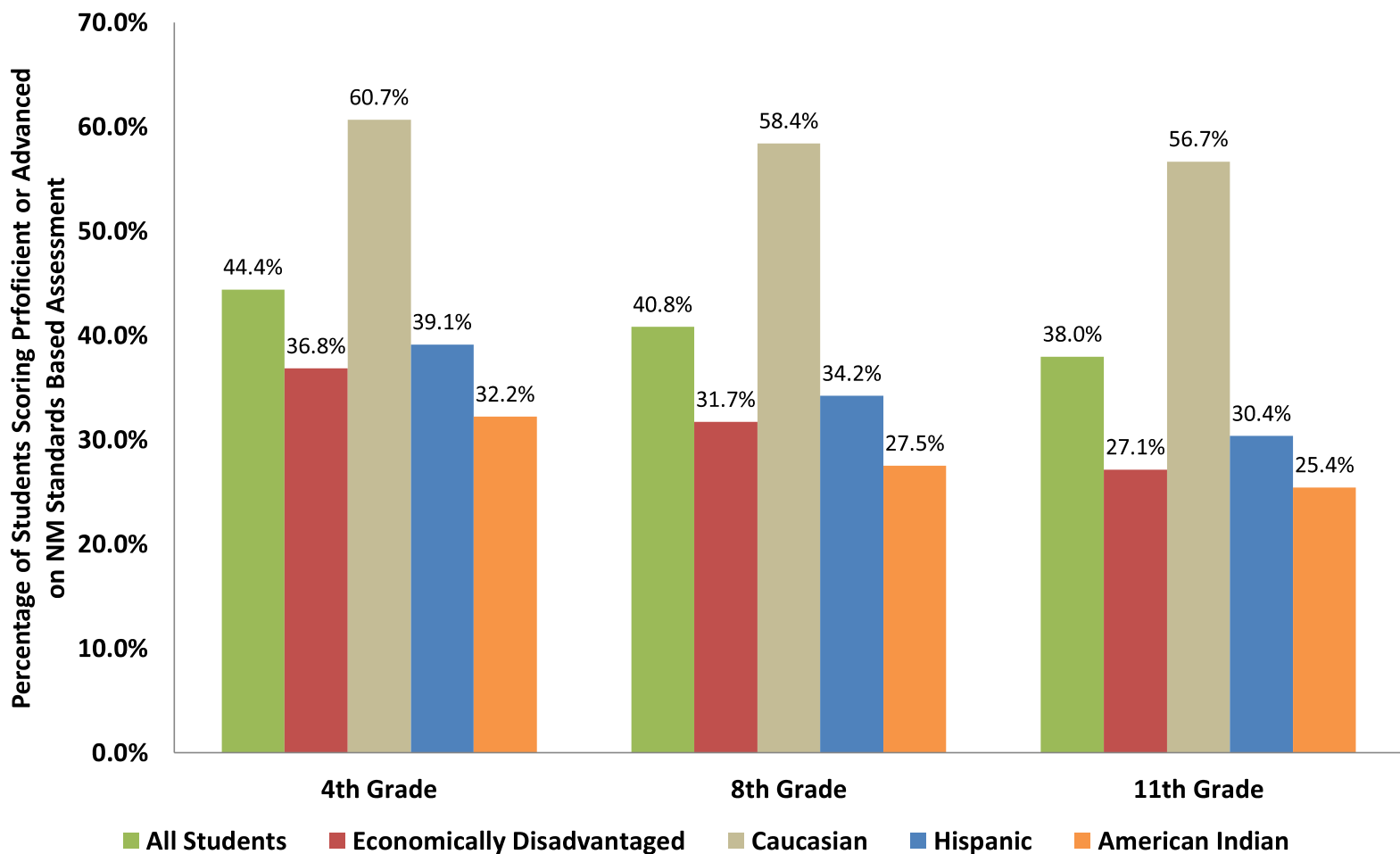


Source: National Assessment of Educational Progress (NAEP), 1992-2011. Asian/Pacific Islander is not reported in all years because NAEP reporting standards have not been met. African American data is not reported in all years because NAEP reporting standards have not been met.

# Percentage of New Mexico Students Proficient or Above in Reading, By Grade Level and Subgroup



# Percentage of New Mexico Students Proficient or Above in Math, By Grade Level and Subgroup



All Students

Economically Disadvantaged

Caucasian

Hispanic

American Indian

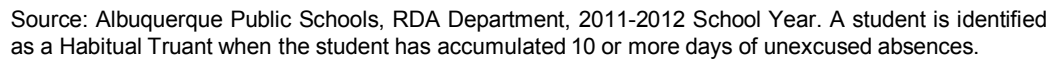
## Selected Research on the “Achievement Gap”

- **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 home work.
  - 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.
  - “The oft bigotry of low expectation” – George W. Bush.

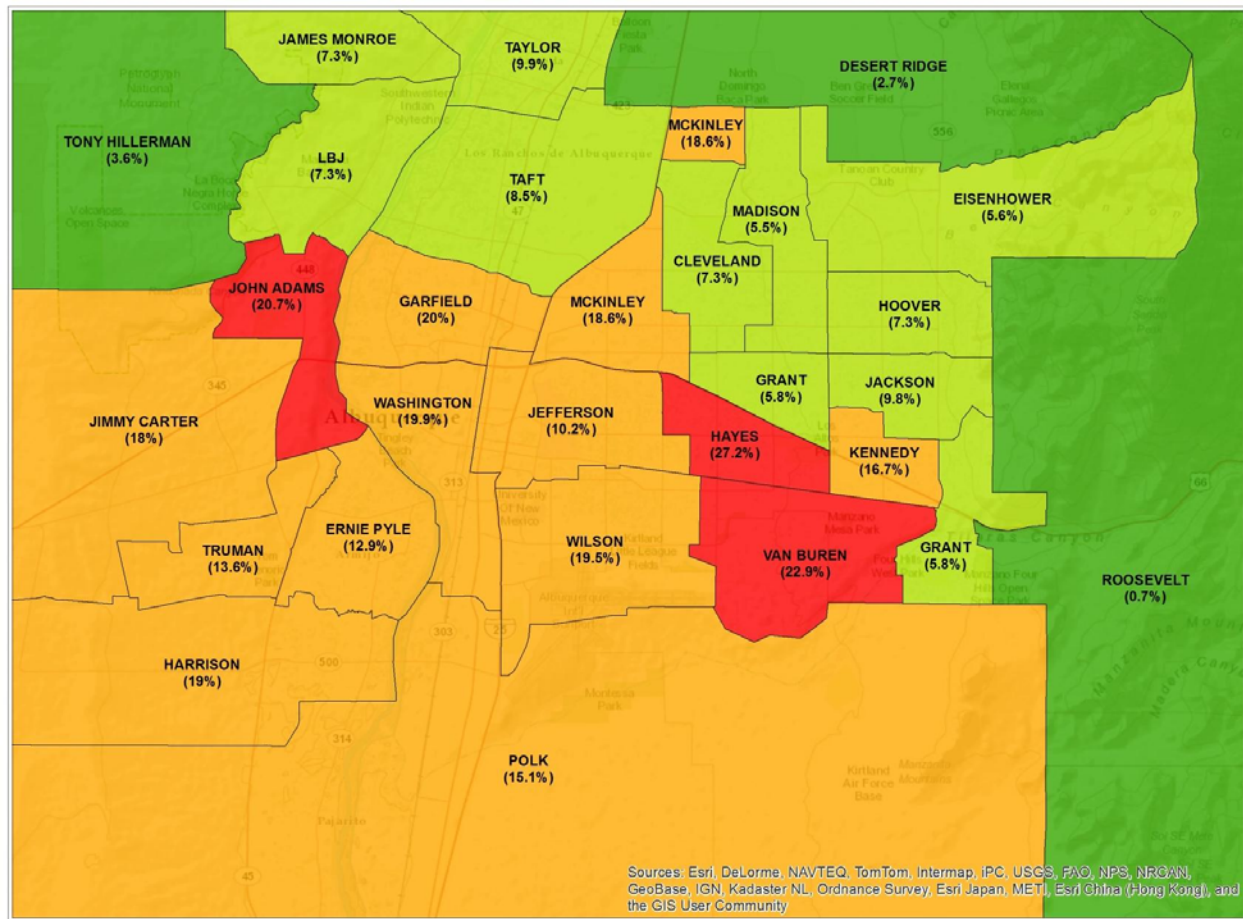


# TRUANCY AND HIGH SCHOOL GRADUATION

## 22



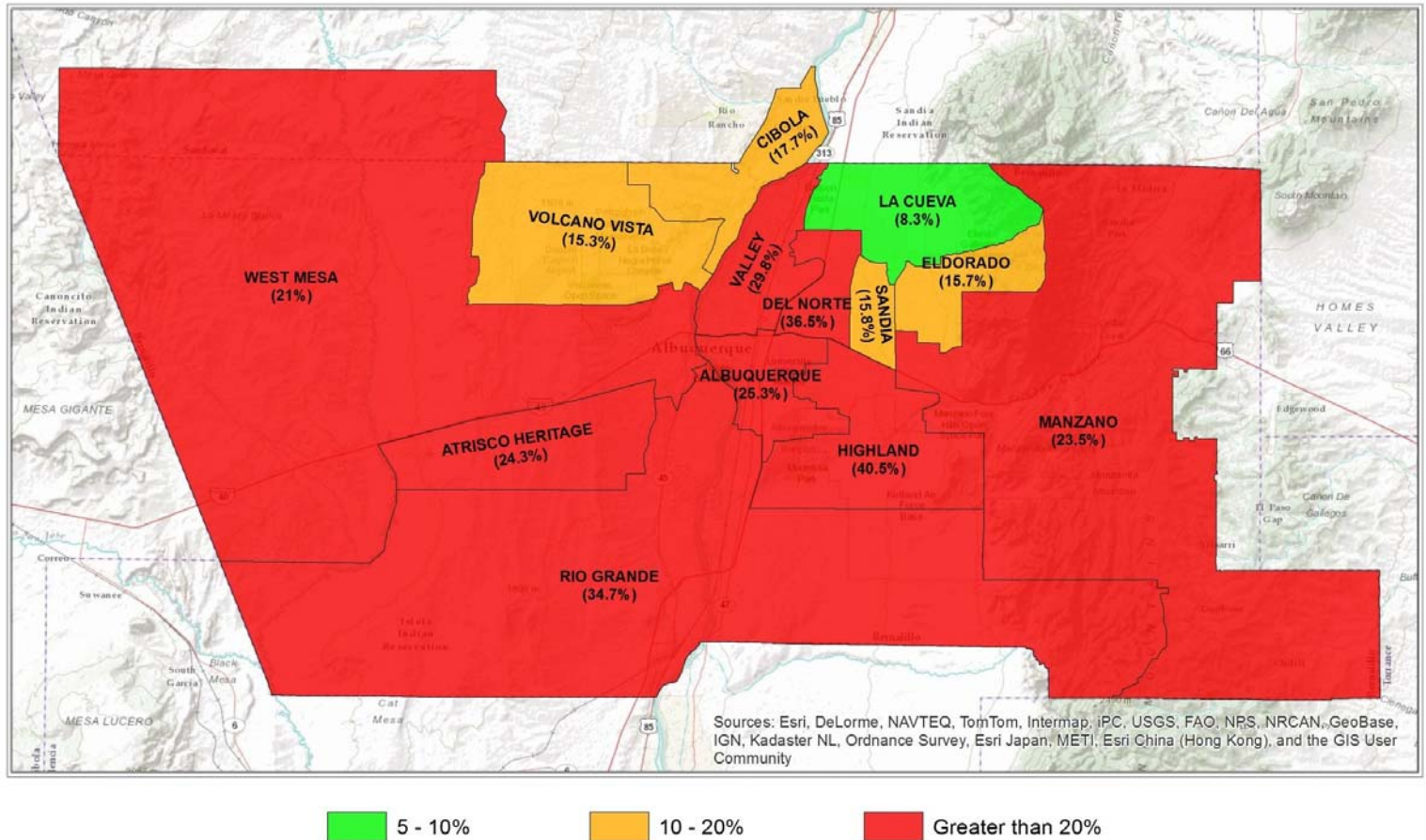
# Percentage of Middle School Students Who Are Habitually Truant In 2011-2012



0 - 5%      5 - 10%      10 - 20%      Greater than 20%

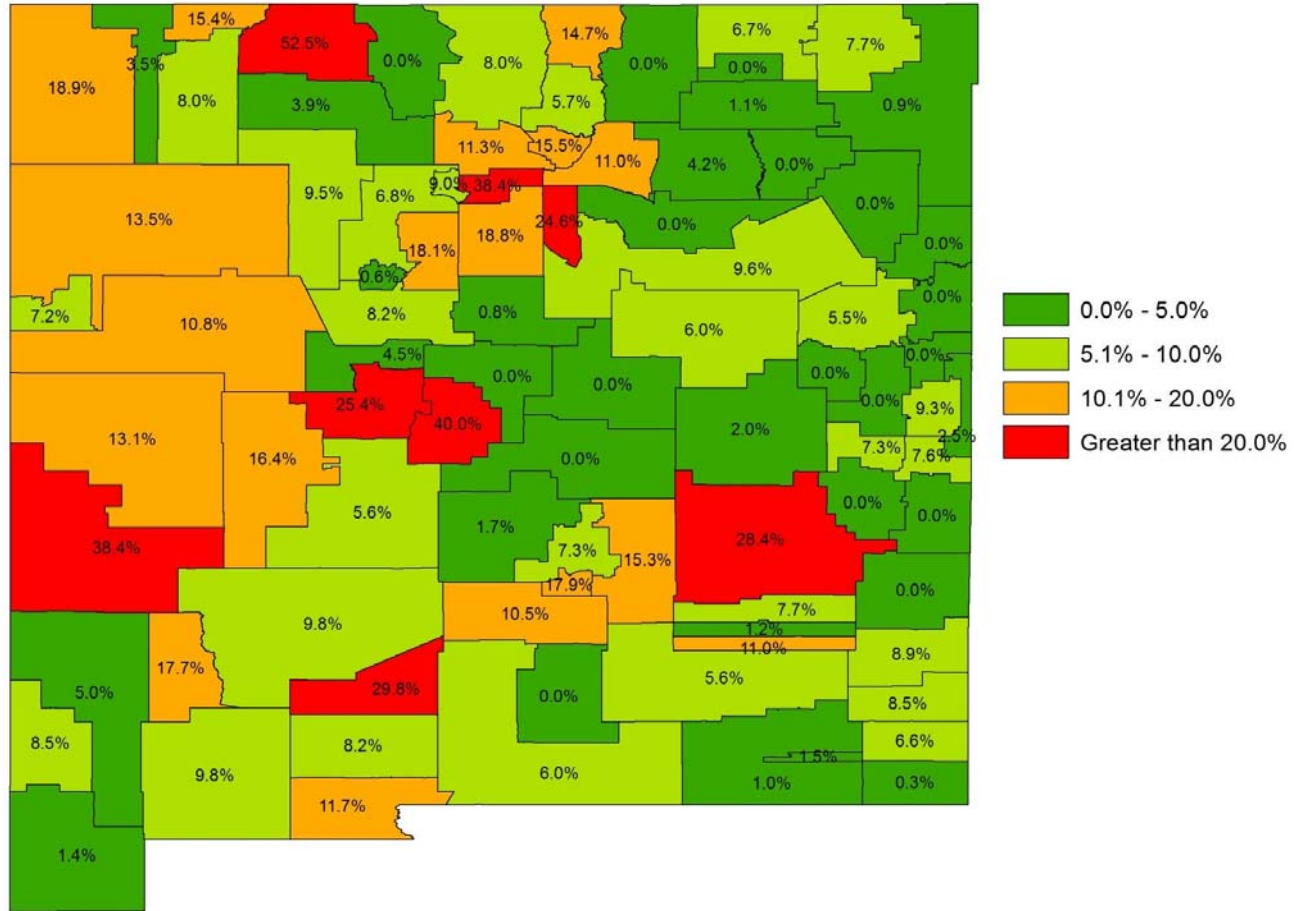
Source: Albuquerque Public Schools, RDA Department, 2011-2012 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days of unexcused absences.

# Percentage of High School Students Who Are Habitually Truant In 2011-2012

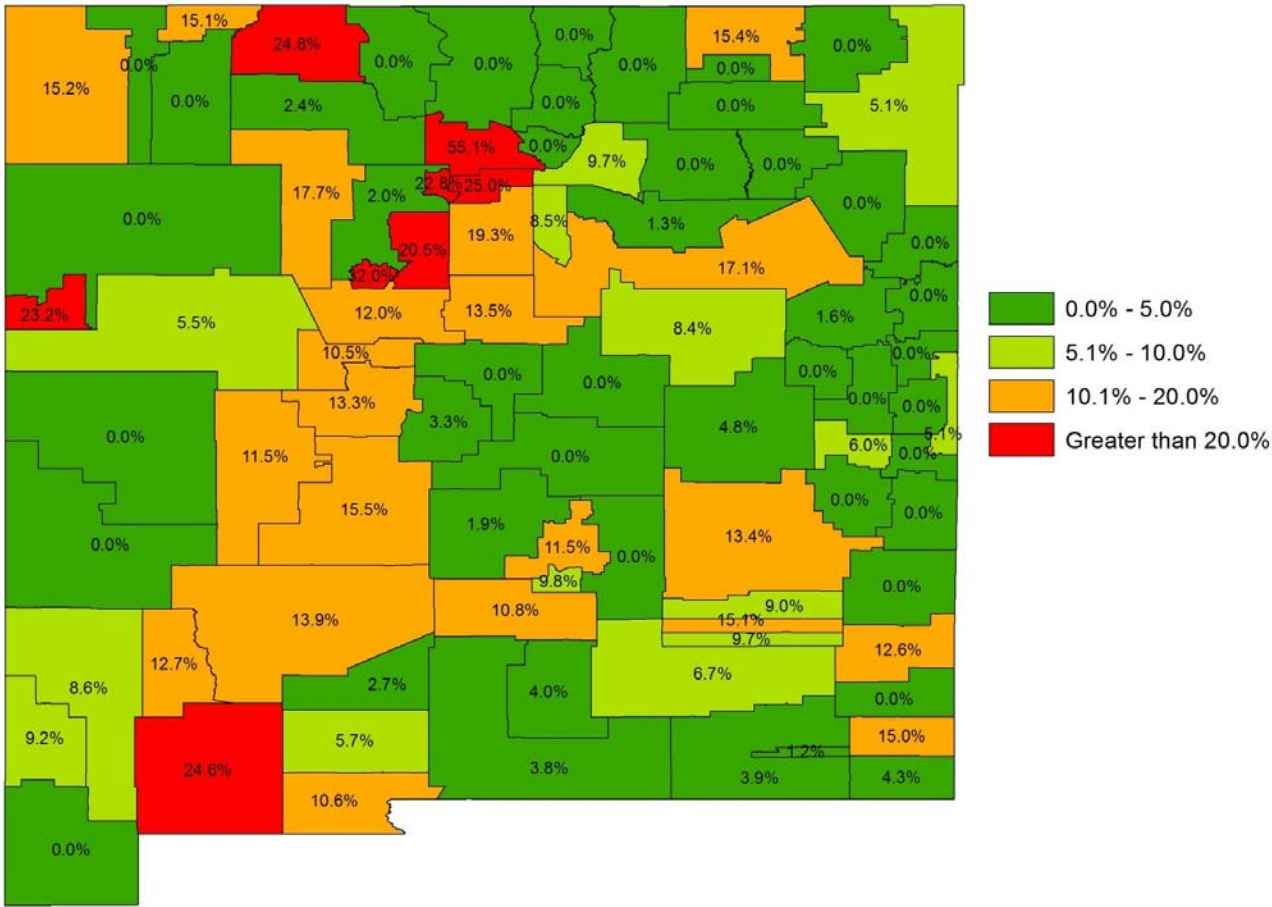




# Percentage of Elementary School Students Who Were Habitually Truant, By School District



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



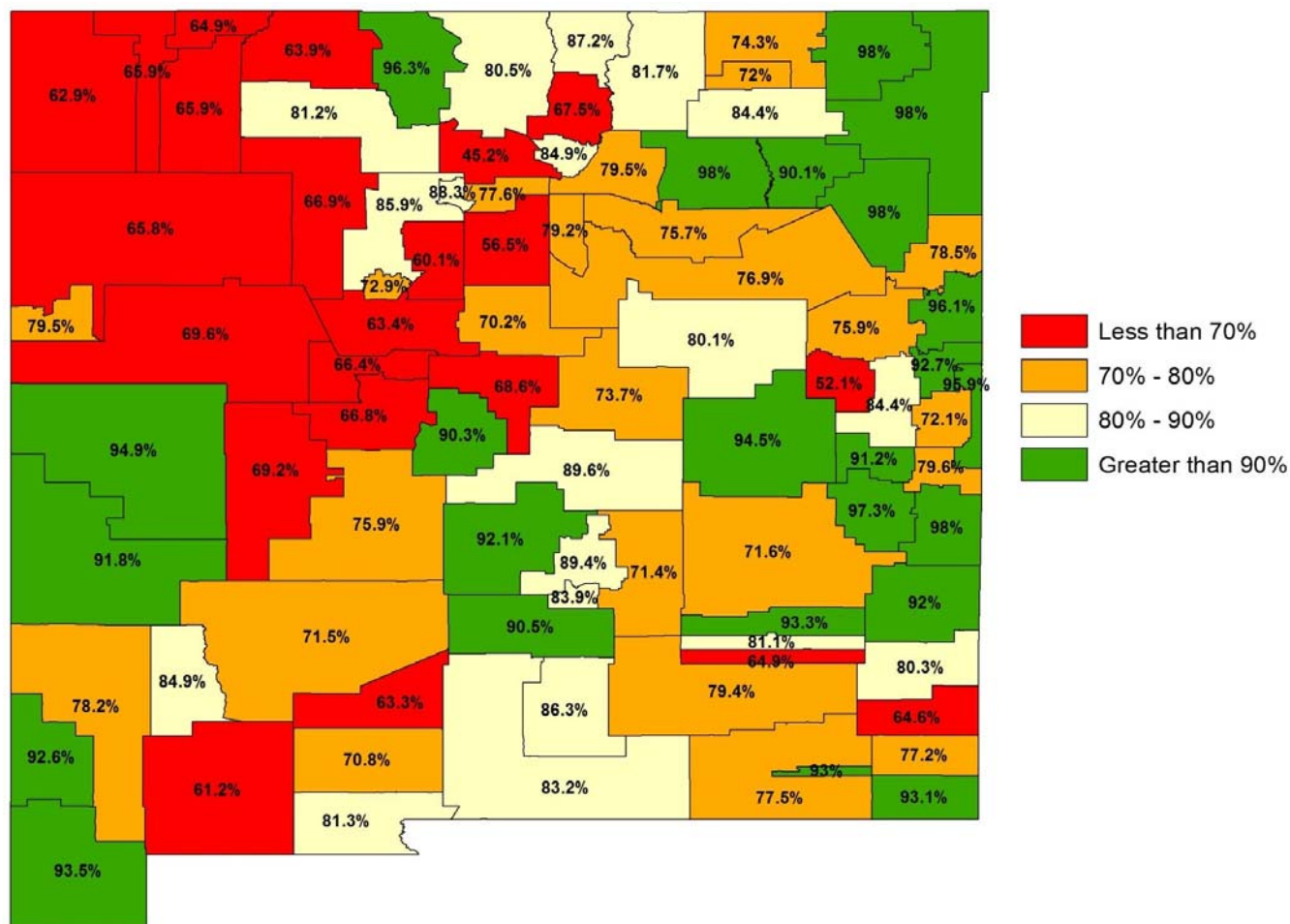
[illegible]

## Selected Research on Truancy

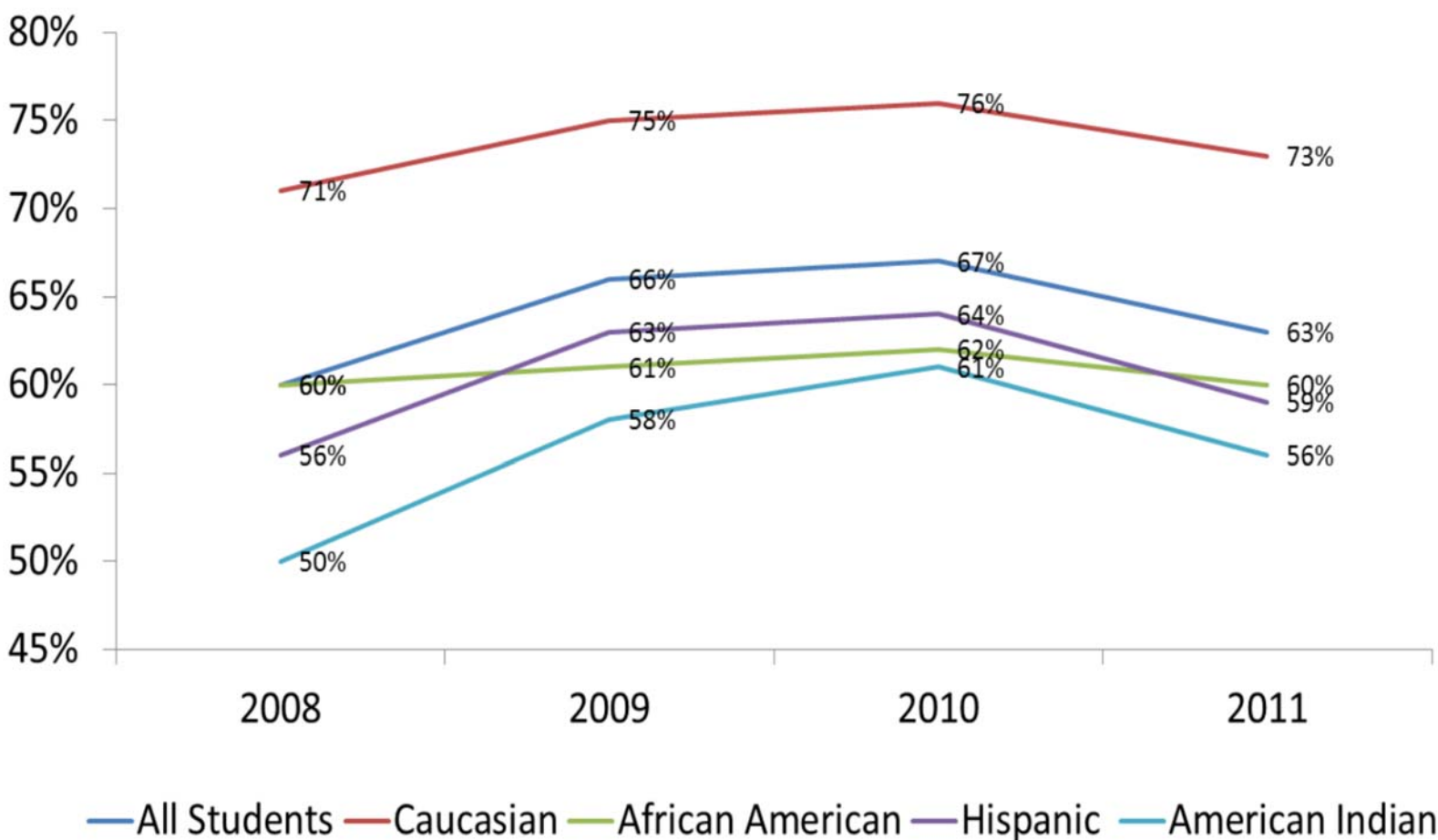
- Prior research indicates that high truancy rates are associated with high poverty.
- Student Factors
  - Truancy is associated with a decrease in pupil motivation, falling behind academically, losing interest, and avoiding class.
- School Factors
  - Truancy is higher in schools where there is inconsistent 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

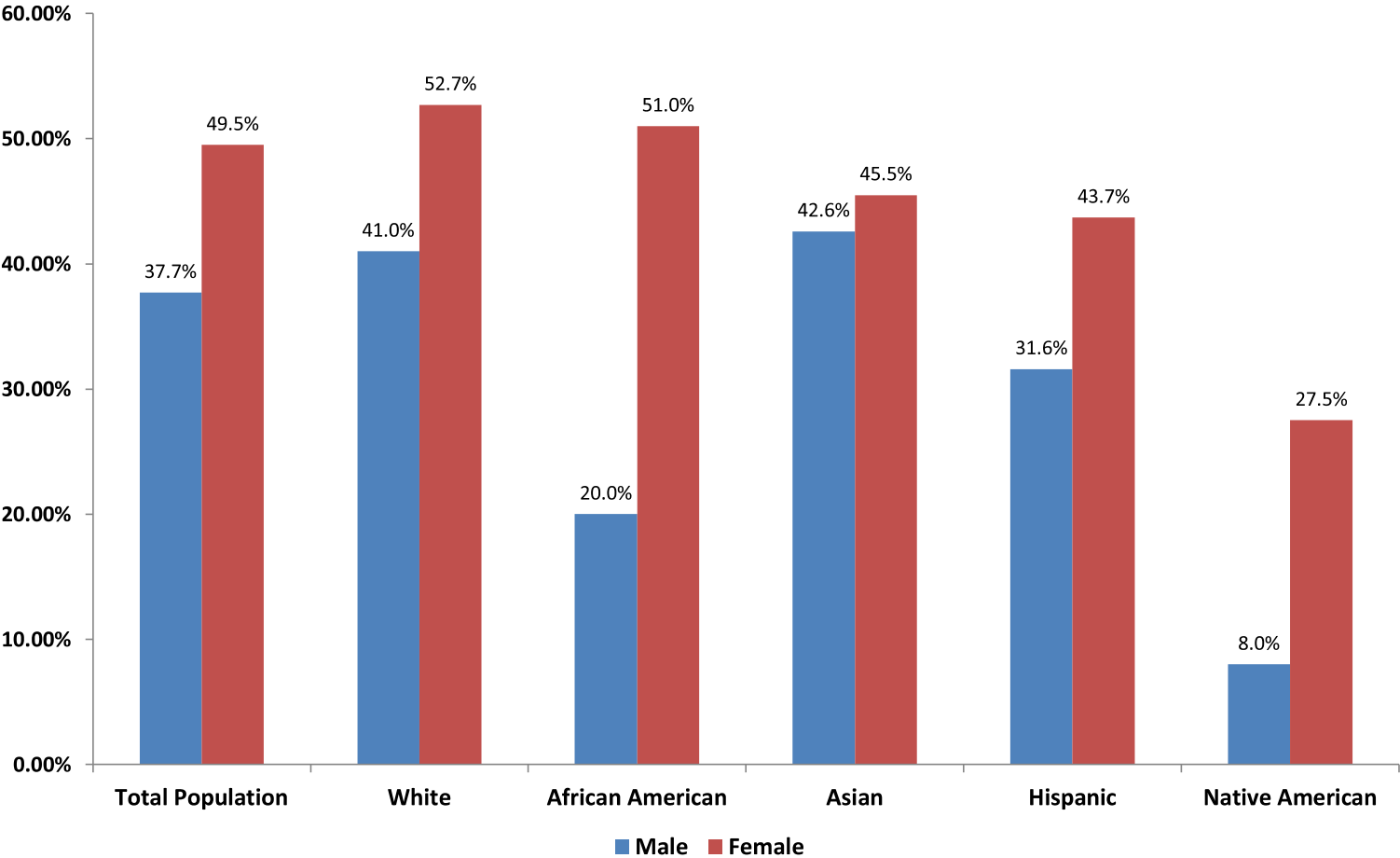


# Statewide Four-Year High School Graduation Rate, 2008-2011, By Race and Ethnicity

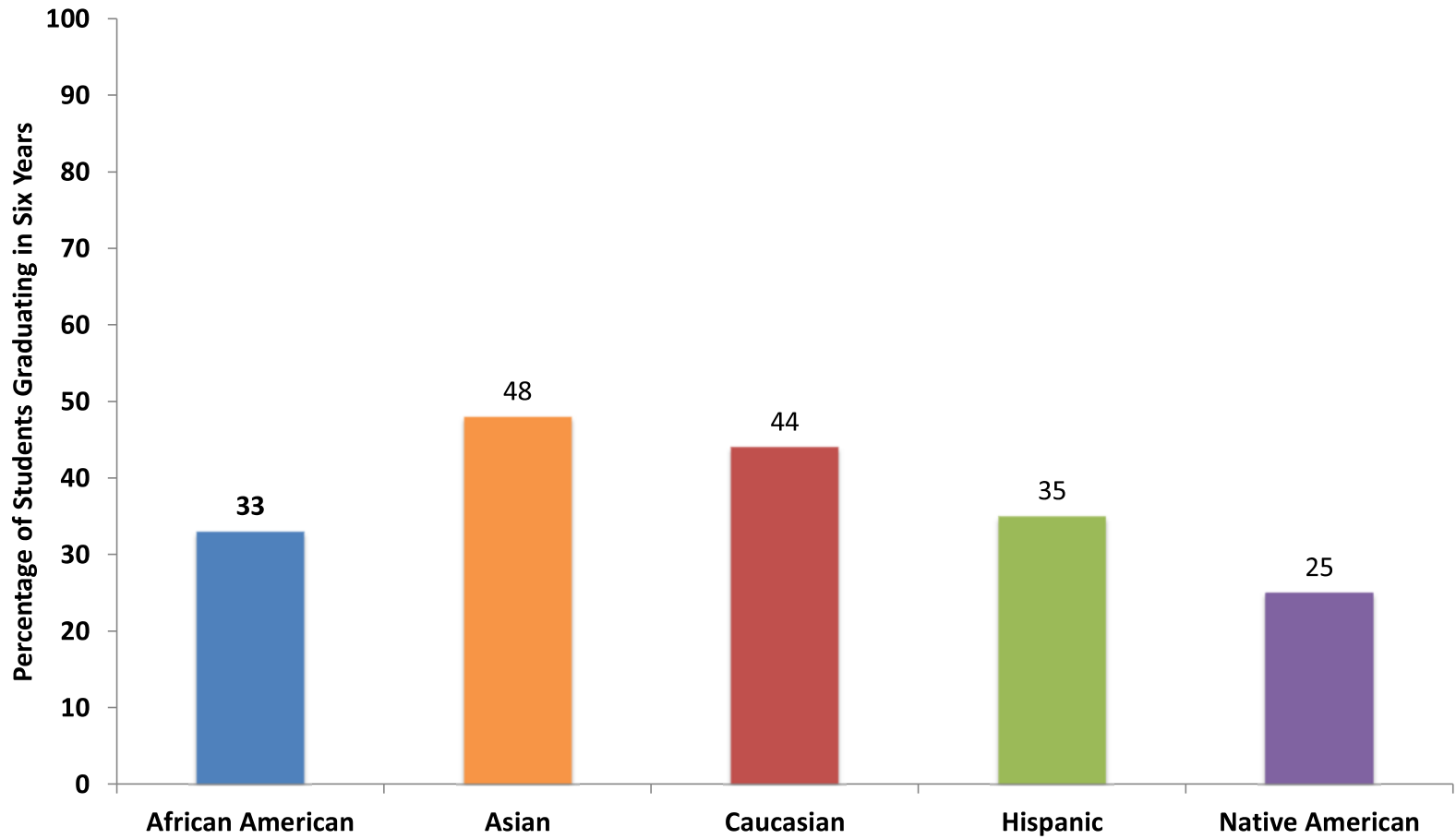


# HIGHER EDUCATION

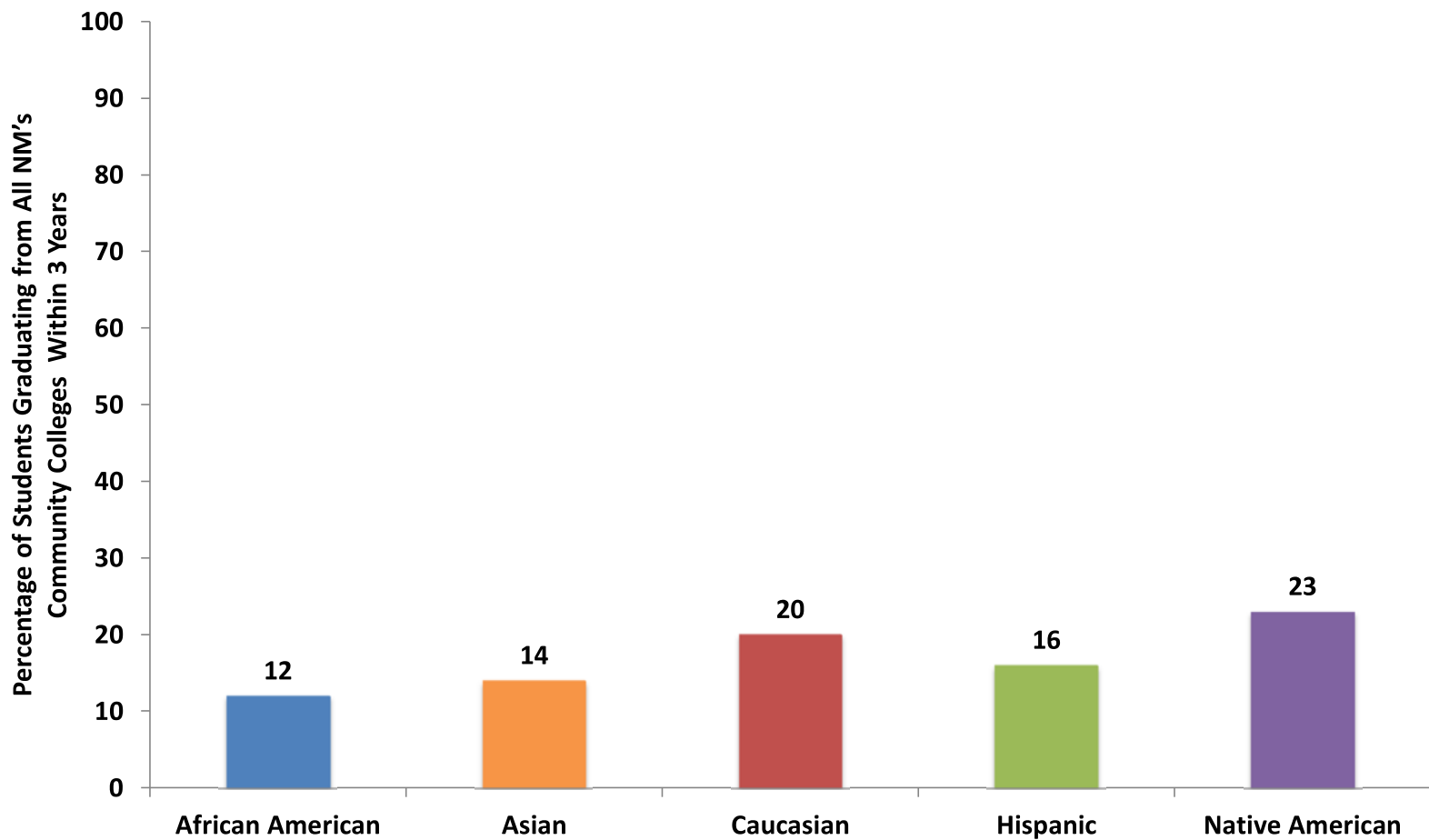
# UNM Six-Year Graduation Rate, Graduation Gap, 2004 Cohort



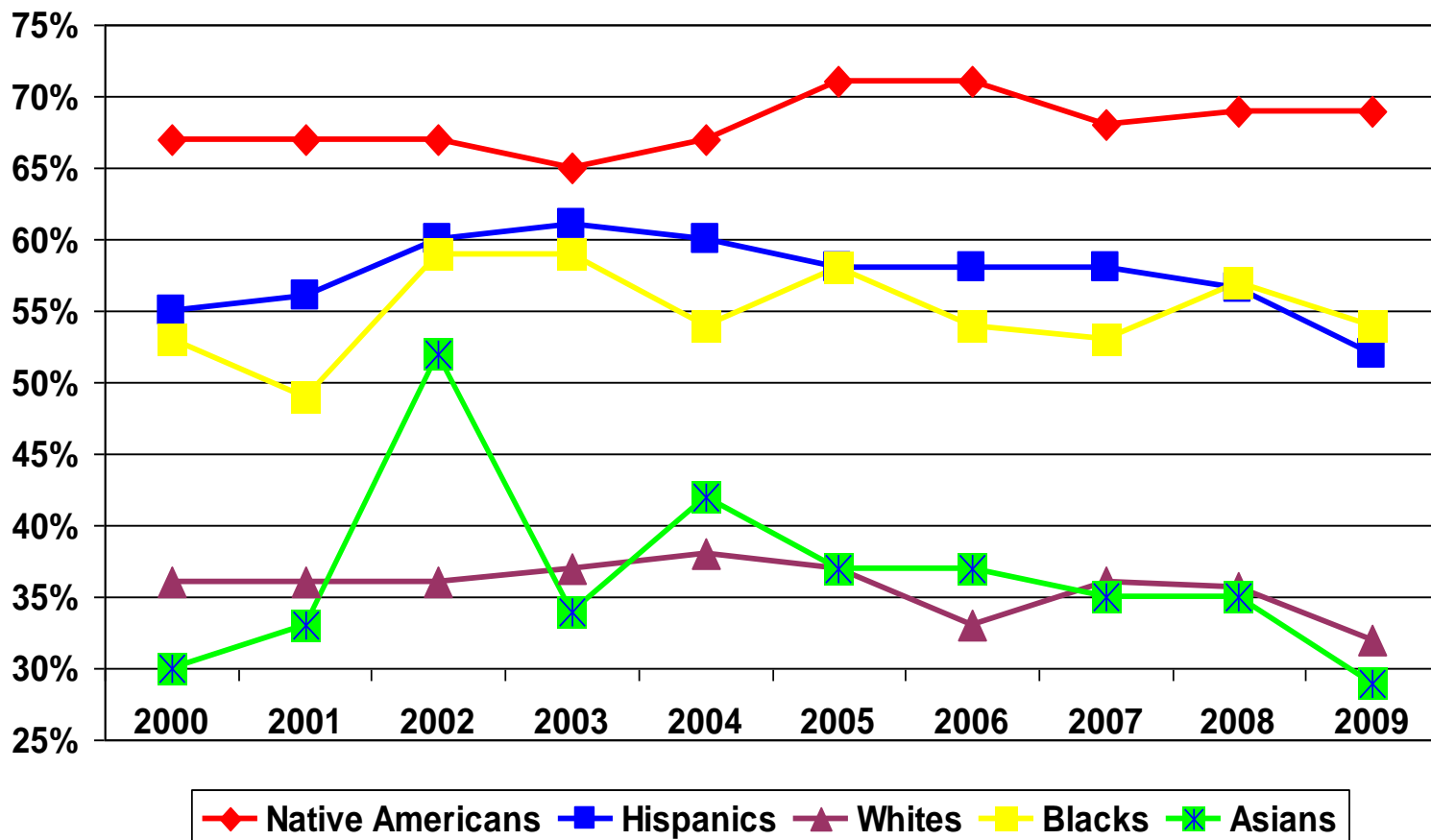
# Percentage of Students Graduating Within Six Years From All NM Four-Year Universities, By Race and Ethnicity



# Percentage of Students Graduating Within Three Years From All NM Two-Year Community Colleges, By Race and Ethnicity

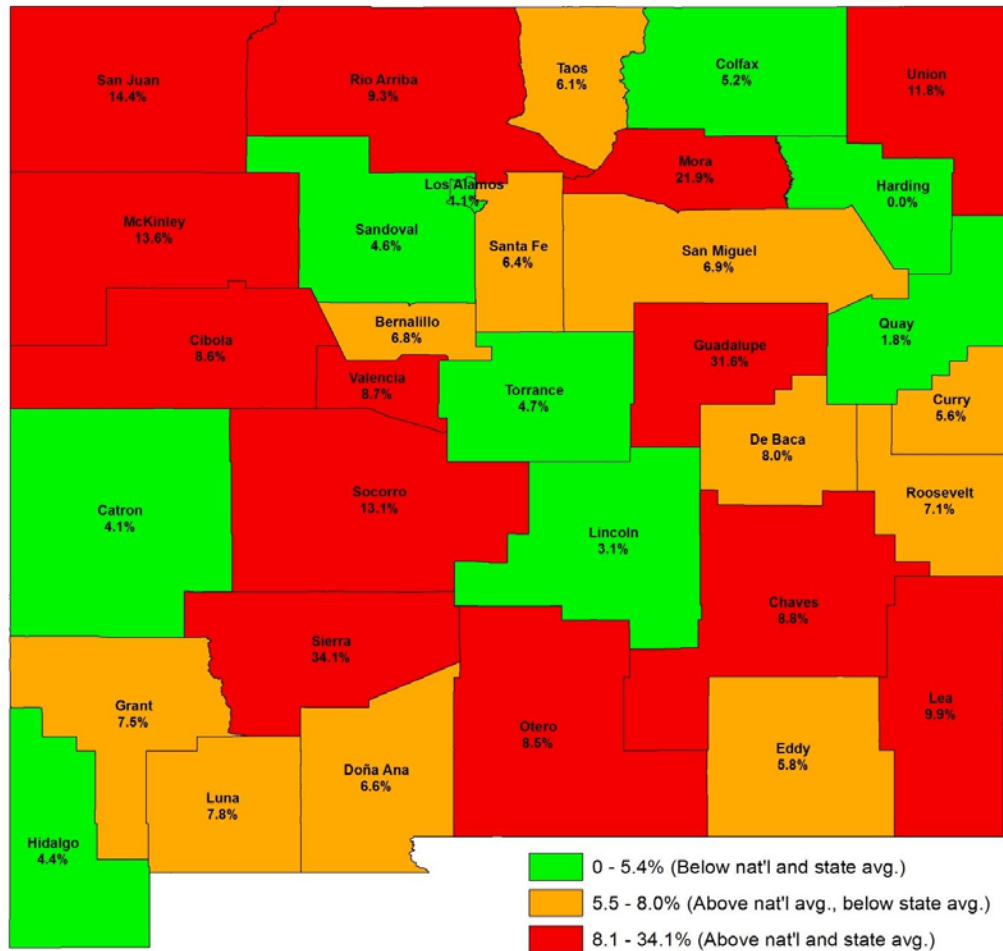


# Percentage of New Mexico Public High School Graduates Attending New Mexico Colleges Who Took Remedial Classes, By Race and Ethnicity



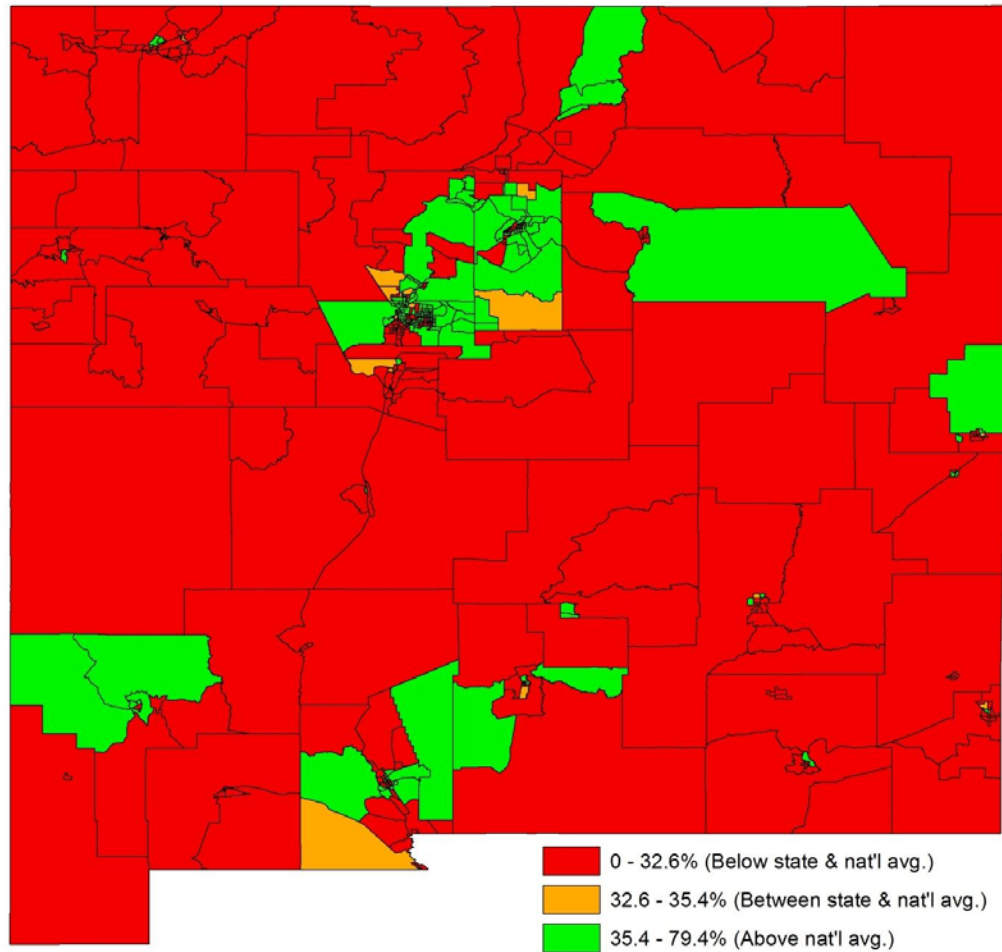
Source: "Ready For College? A Report on New Mexico's High School Graduates Who Take Remedial Courses In College," June 2010, New Mexico Office of Education Accountability. Data do not include charter or alternative schools.

# 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

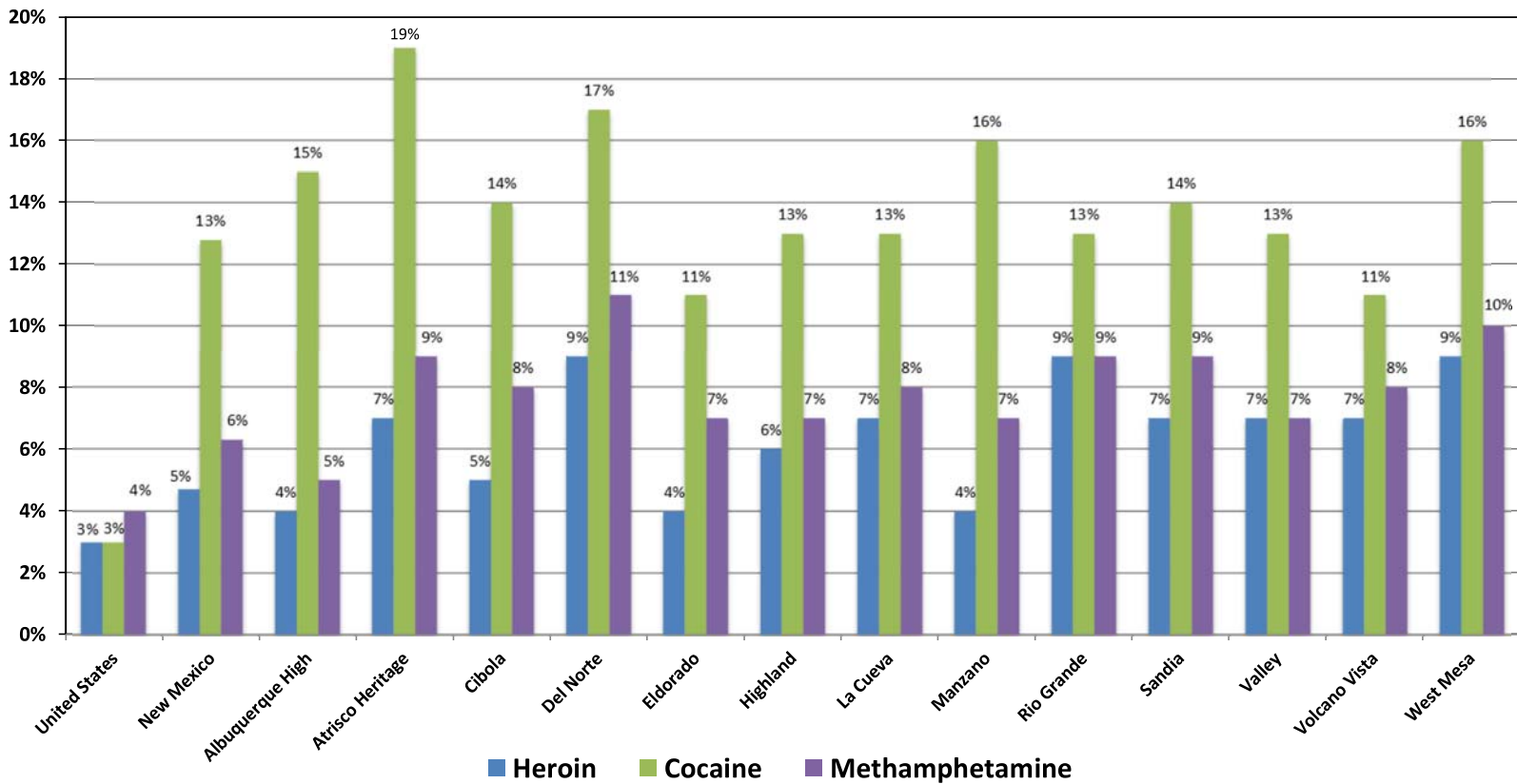


Source: U.S. Census, American Community Survey, 2006-2010 Five-Year Estimates. Rates are reported by census tract. State and national averages taken from the 2010 American Community Survey (state avg. = 32.6%; national avg. = 35.4%).

## 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

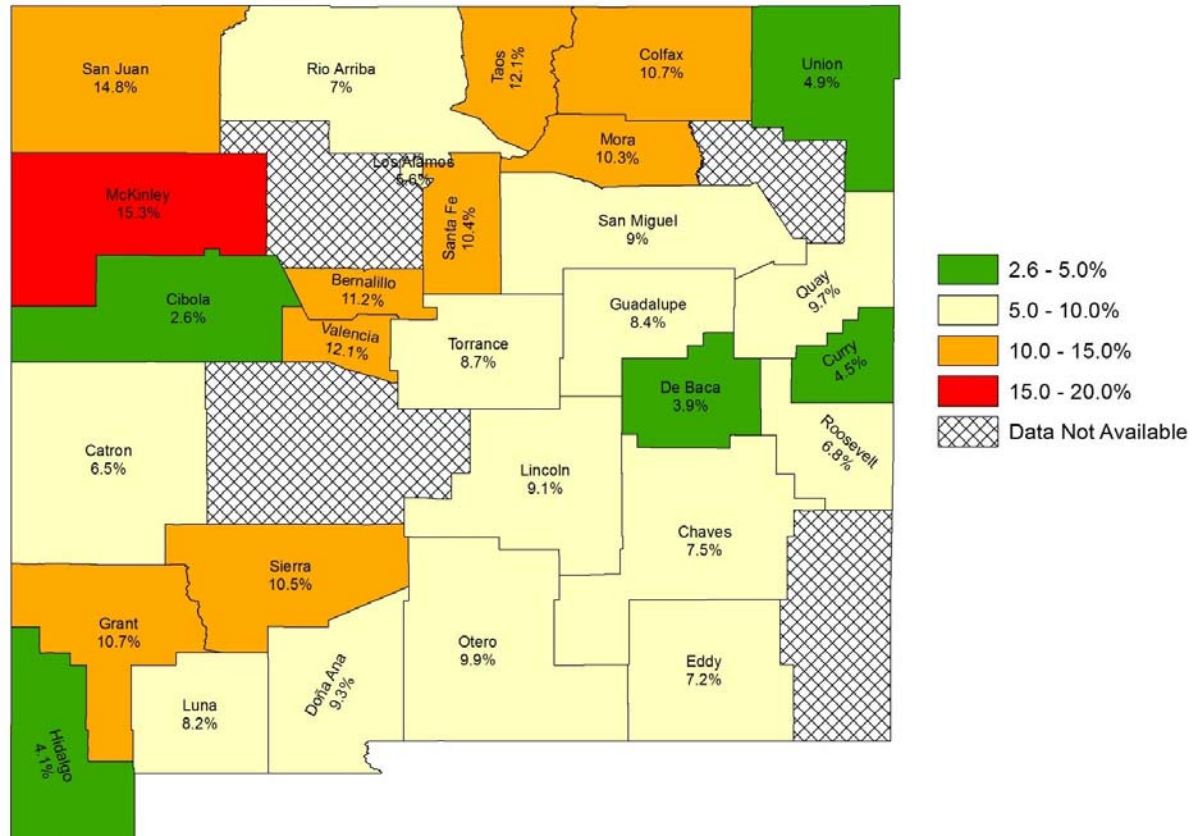


Source: APS and state high school data taken from New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked the following three questions: "During your life, how many times have you used any form of cocaine, including powder, crack, or freebase?" "During your life, how many times have you 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 Middle School Students with Not Enough Food to Eat, By County

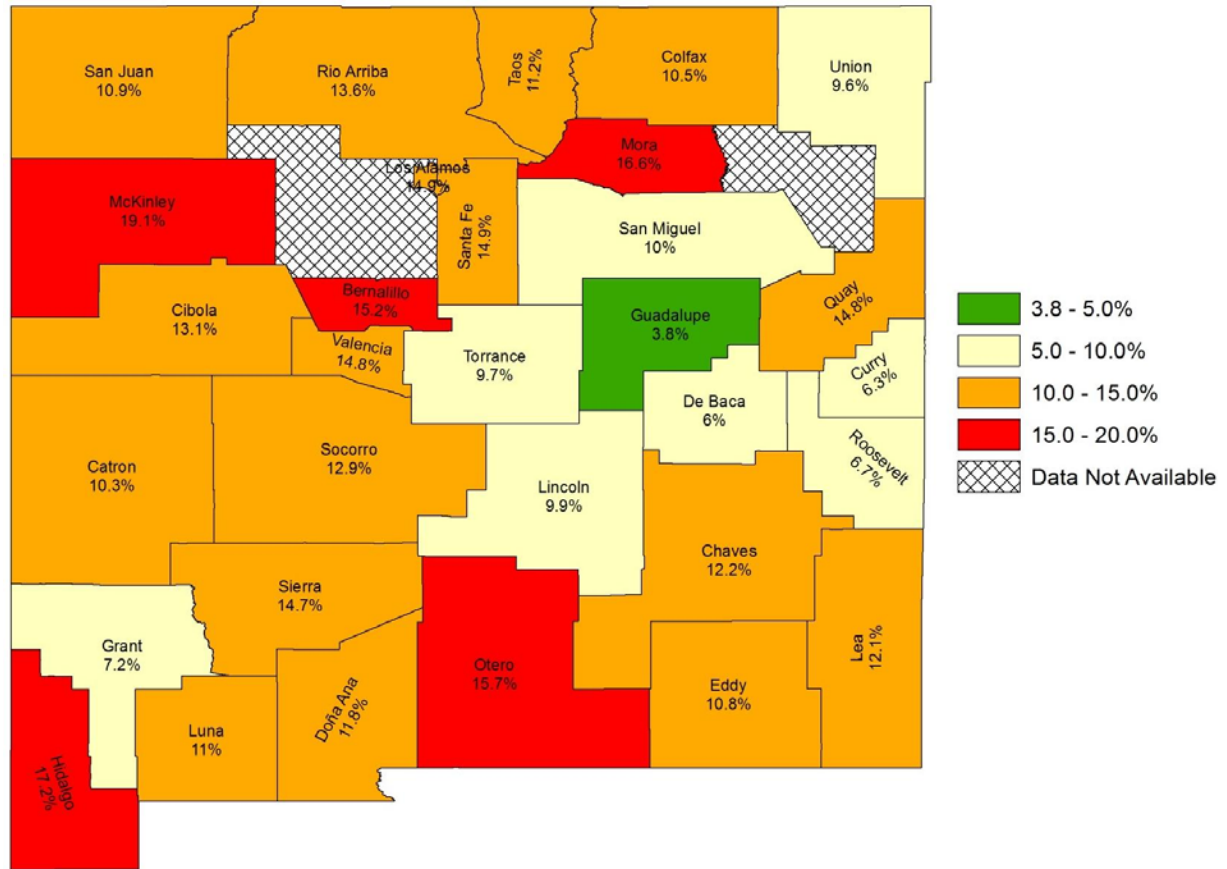
According to the U.S. Department of Agriculture, **14.5% of U.S. households** were food insecure at some time during 2010.

**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

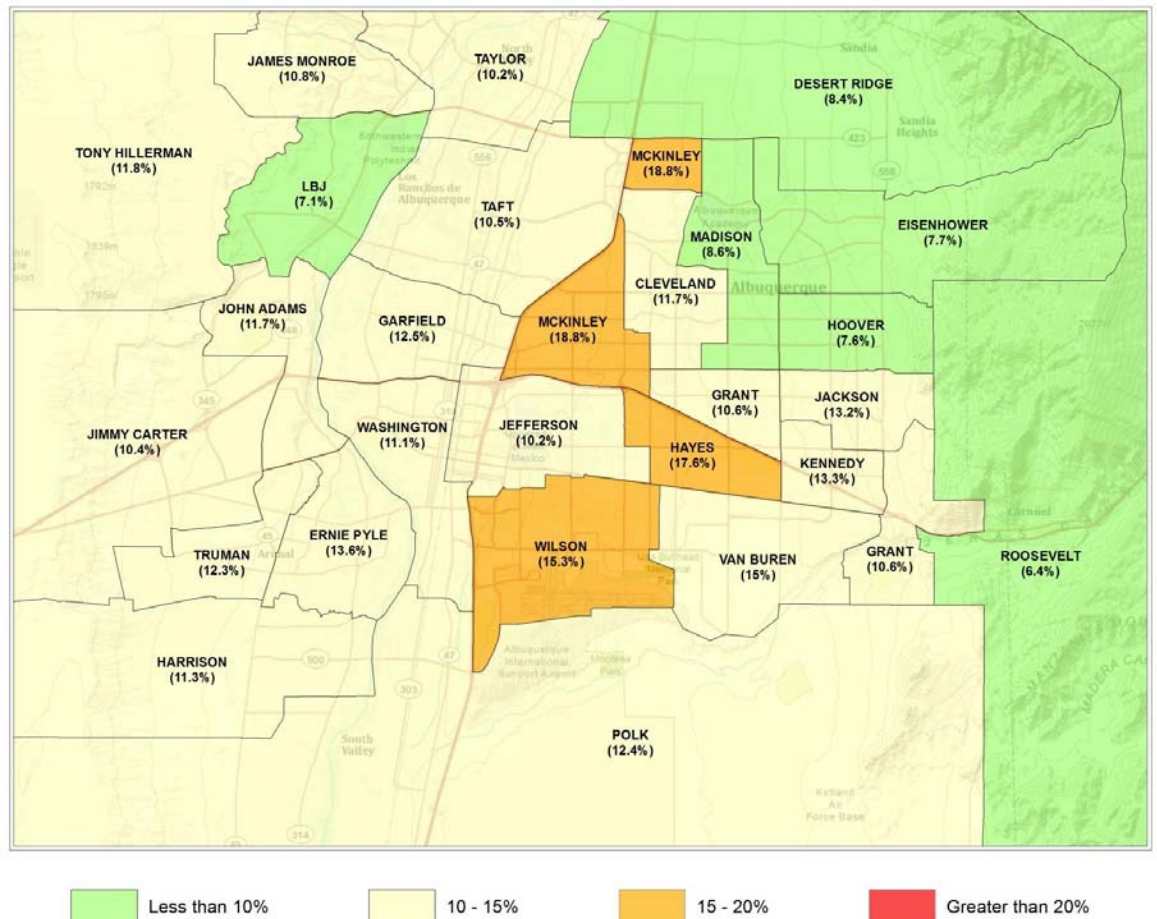


Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, "During the past 12 months, which of the following statements best describes the food eaten by you and your family?" The percentage reported here reflects respondents who answered "Sometimes not enough food to eat" and "Often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

# Percentage of Middle School Students with Not Enough Food to Eat

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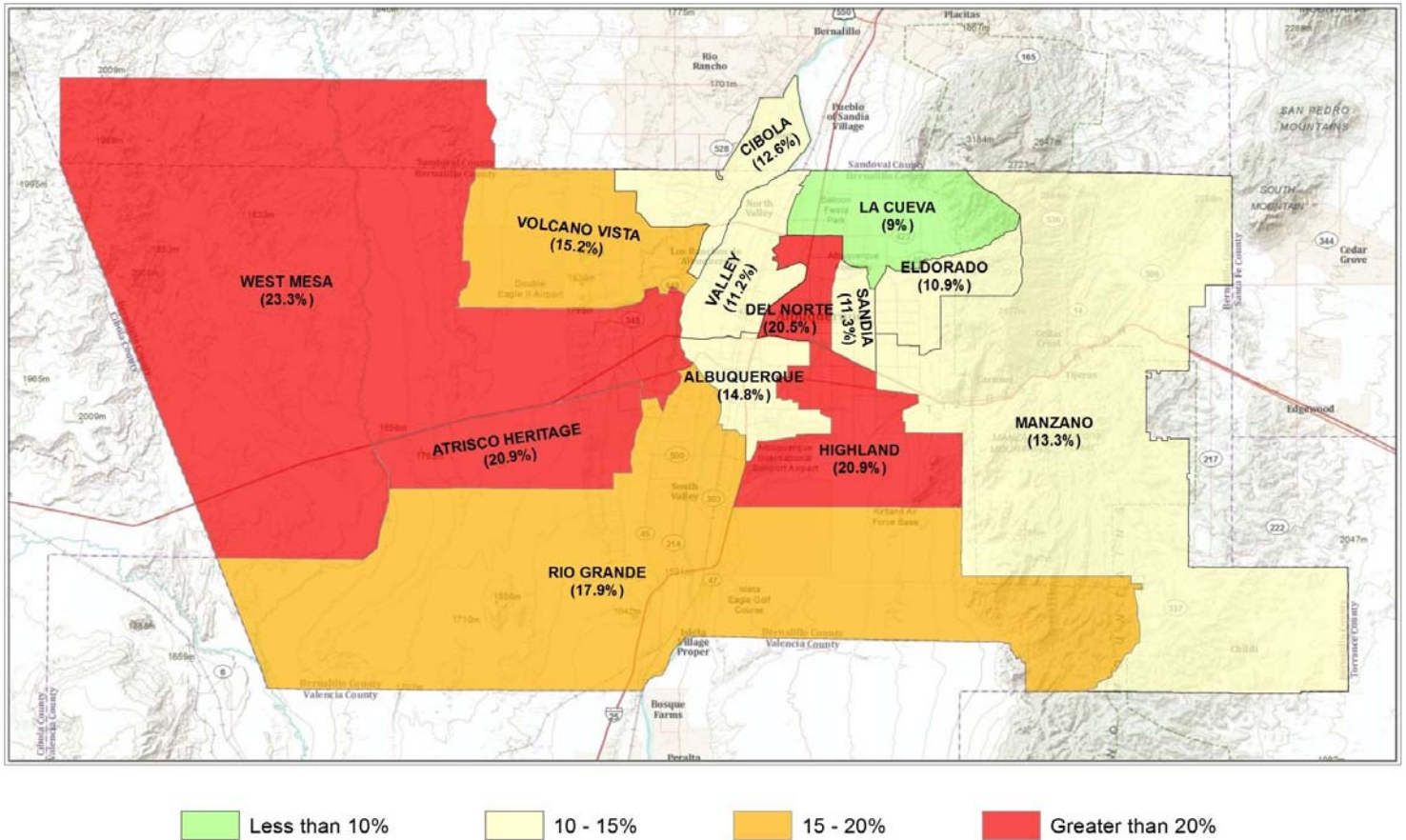
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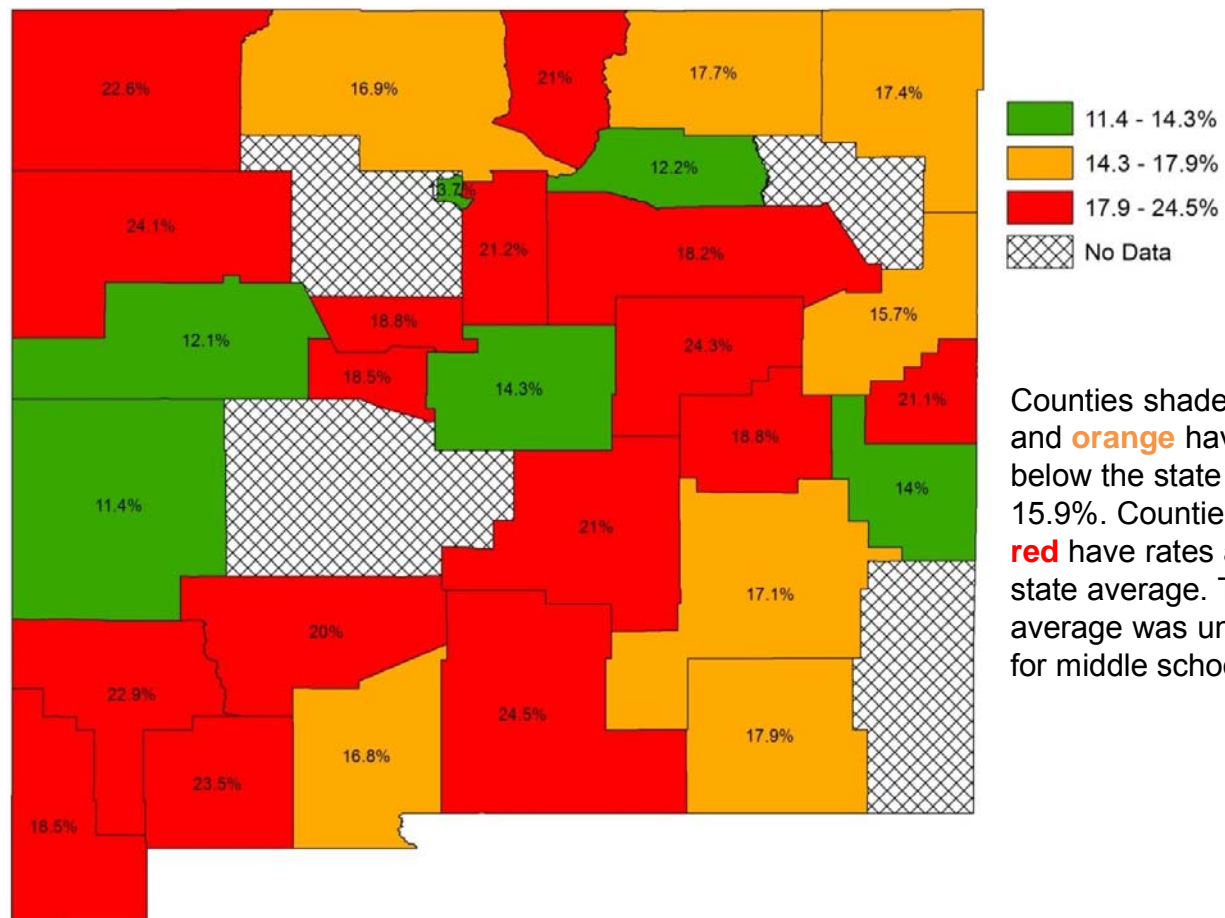


# Percentage of High School Students with Not Enough Food to Eat



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

# Percentage of Middle School Students Who Seriously Considered Attempting Suicide



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."



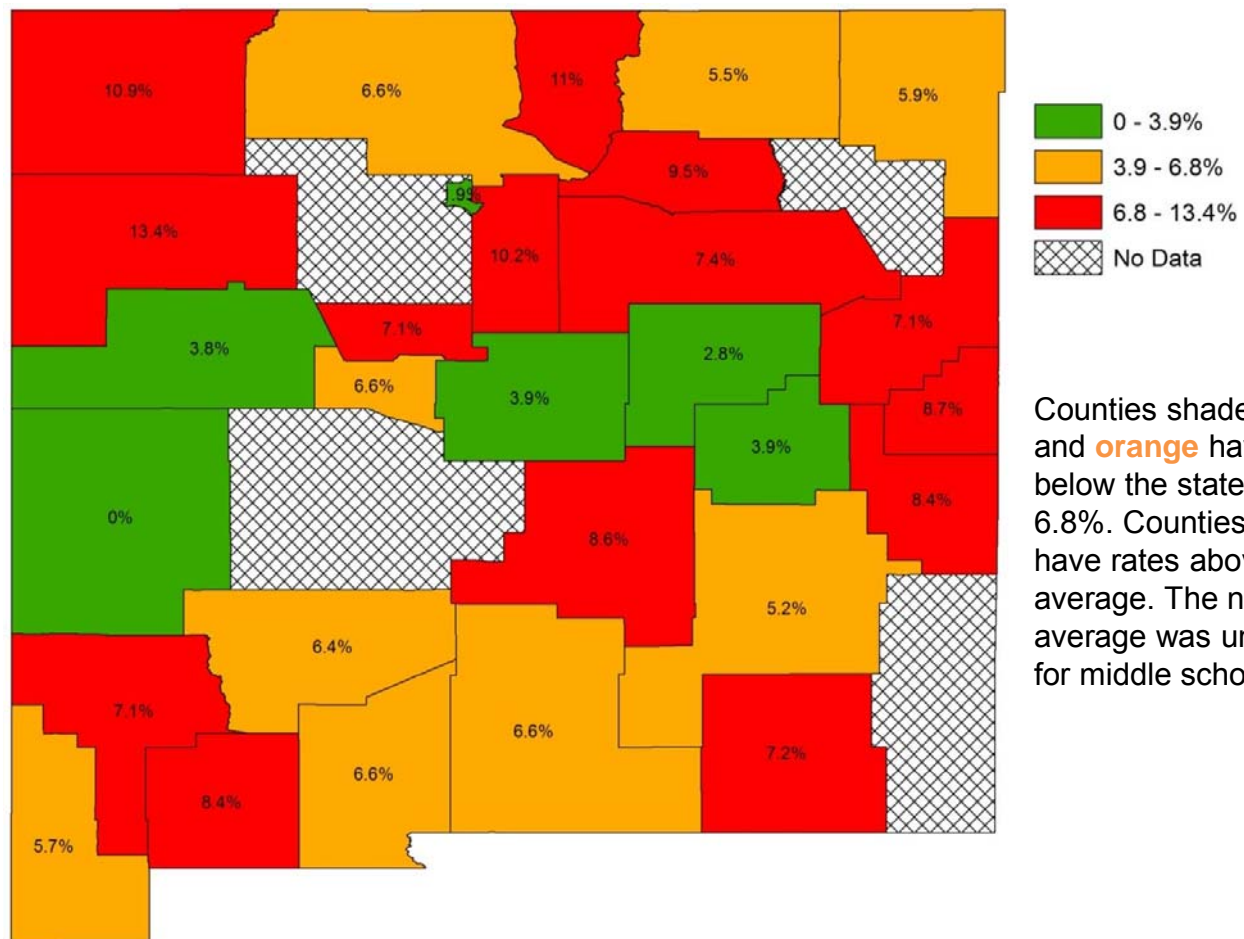
## Percentage of High School Students Who Seriously Considered Attempting Suicide



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.

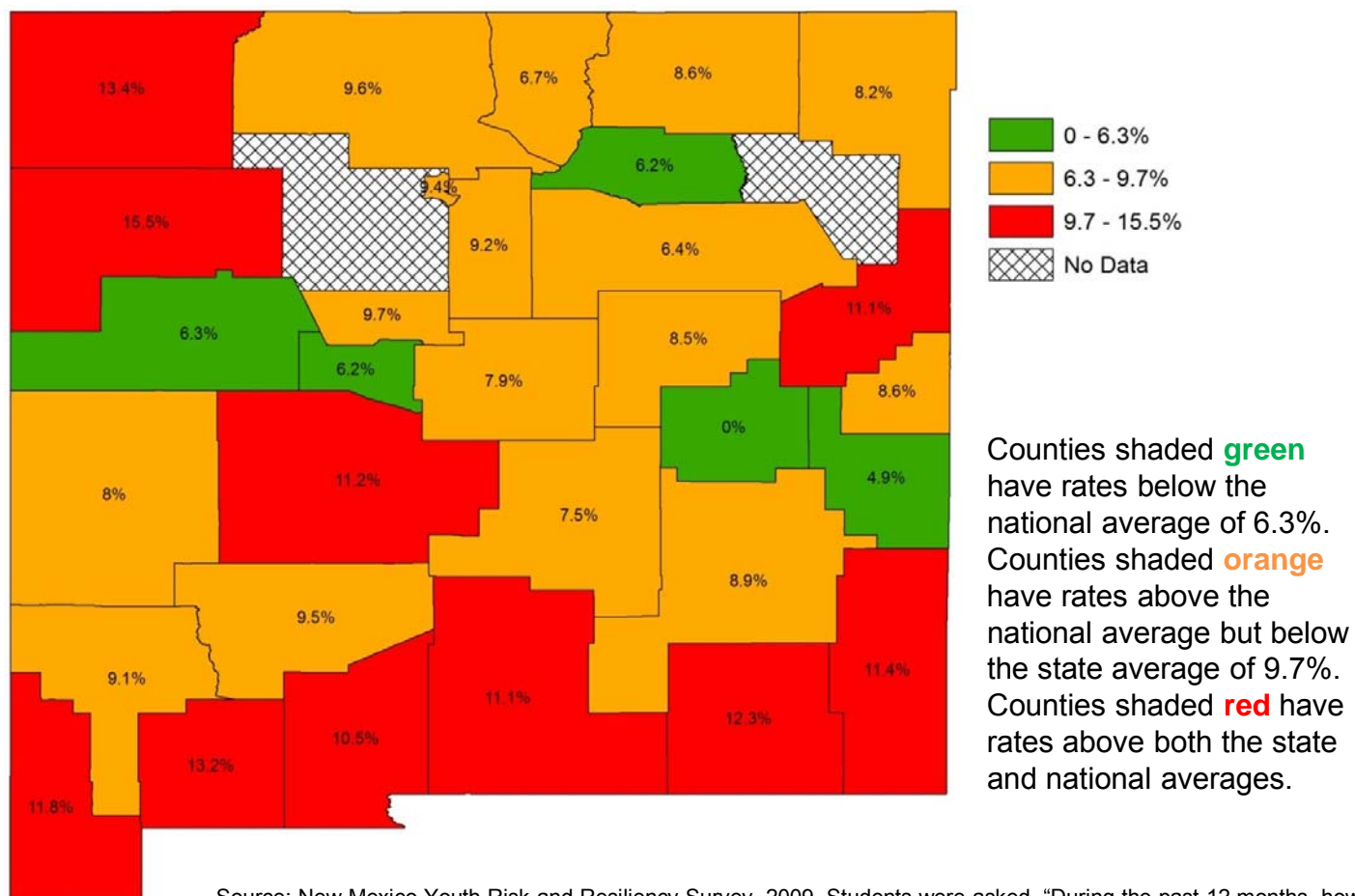
# Percentage of Middle School Students Who Actually Attempted Suicide



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.

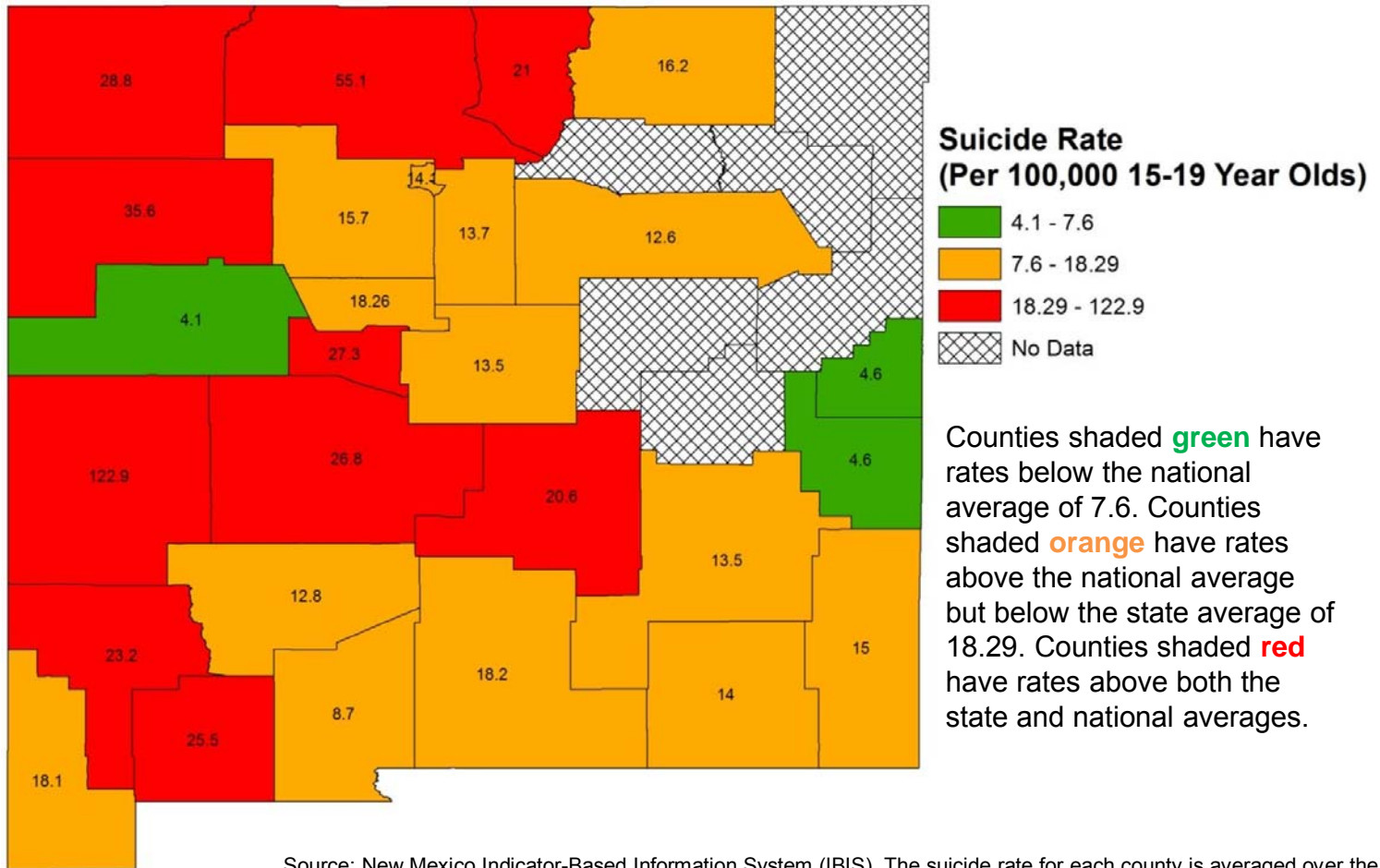
Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, "During the past 12 months, how many times did you actually attempt suicide?" The percentage reported here reflects respondents who answered one or more times.

## Percentage of High School Students Who Actually Attempted Suicide



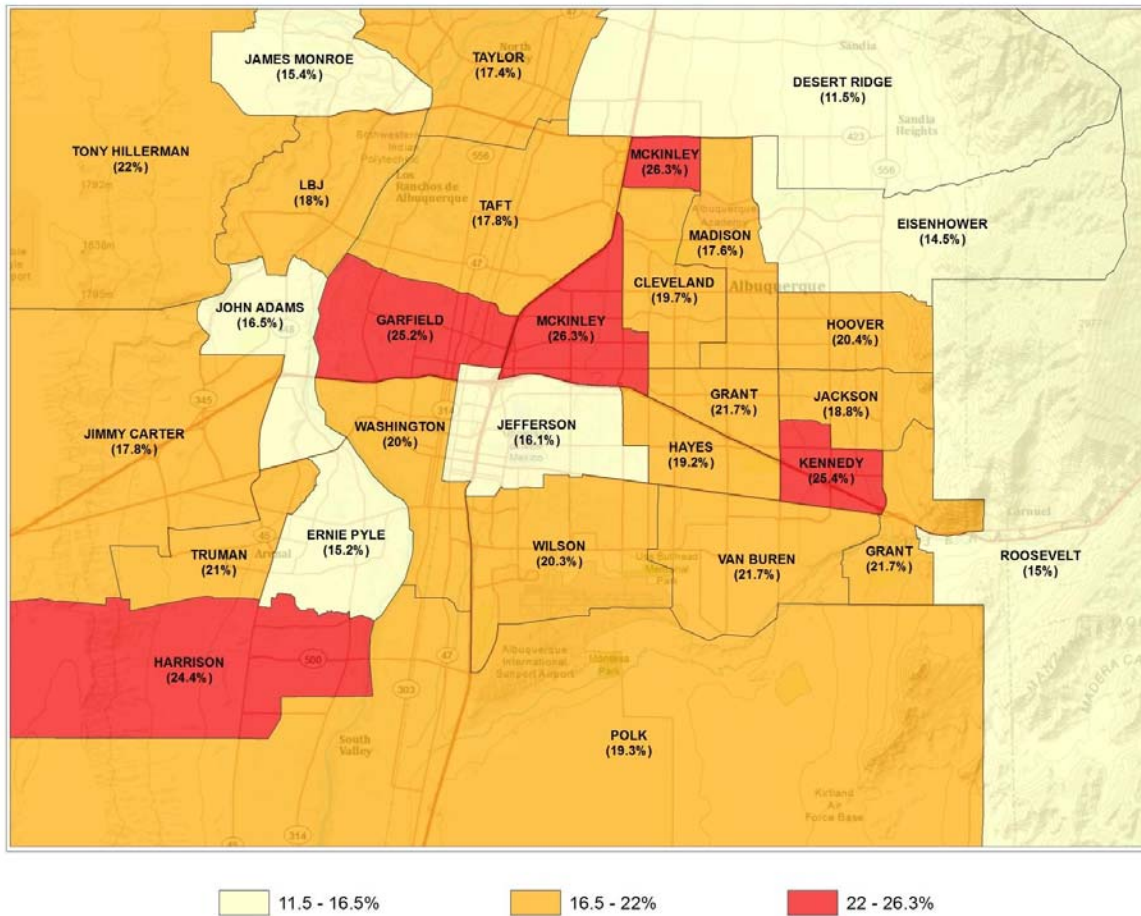
Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, "During the past 12 months, how many times did you actually attempt suicide?" The percentage reported here reflects respondents who answered one or more times. The national rate of 6.3% is drawn from the Youth Risk and Behavior 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.

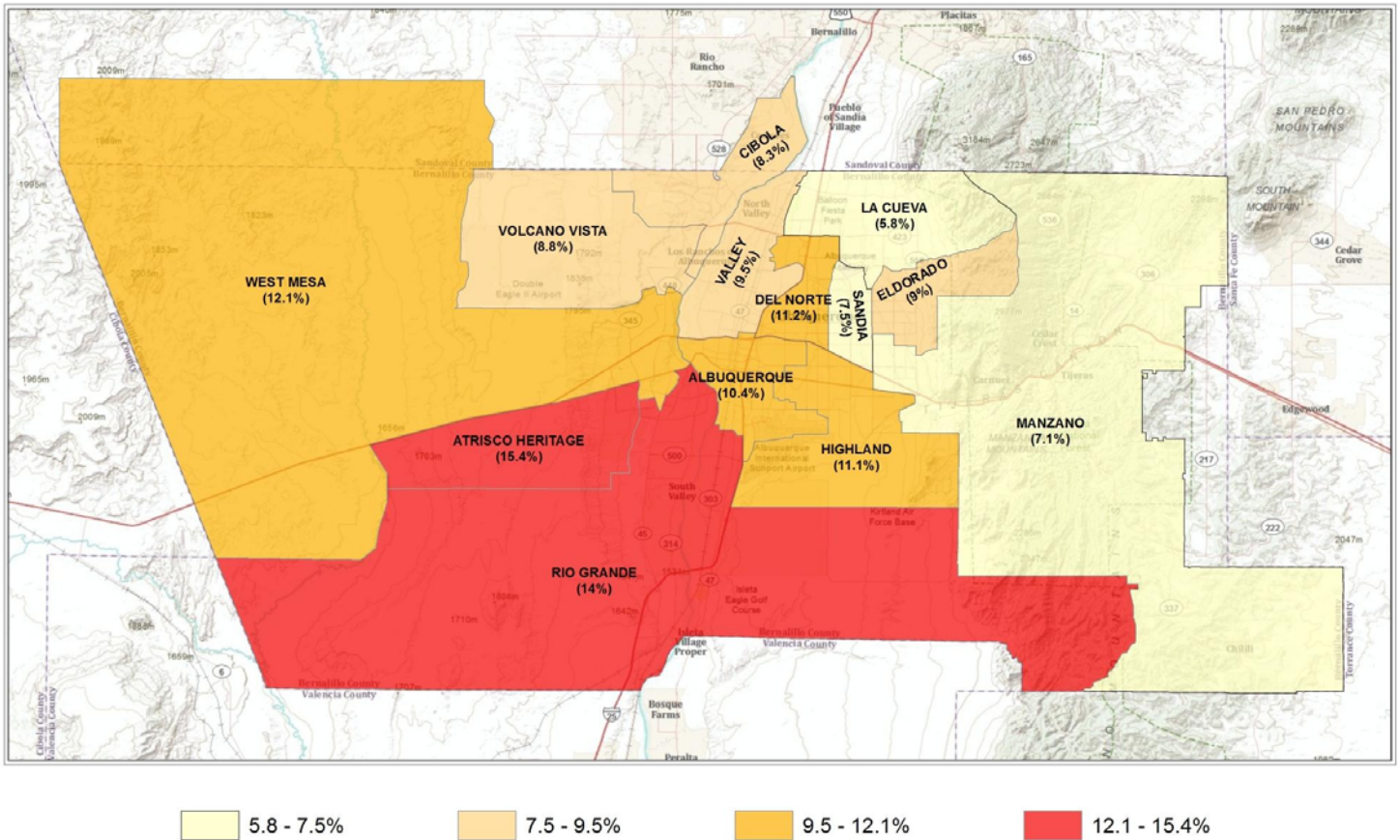
# Percentage of Middle School Students Who Seriously Considered Attempting Suicide



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."

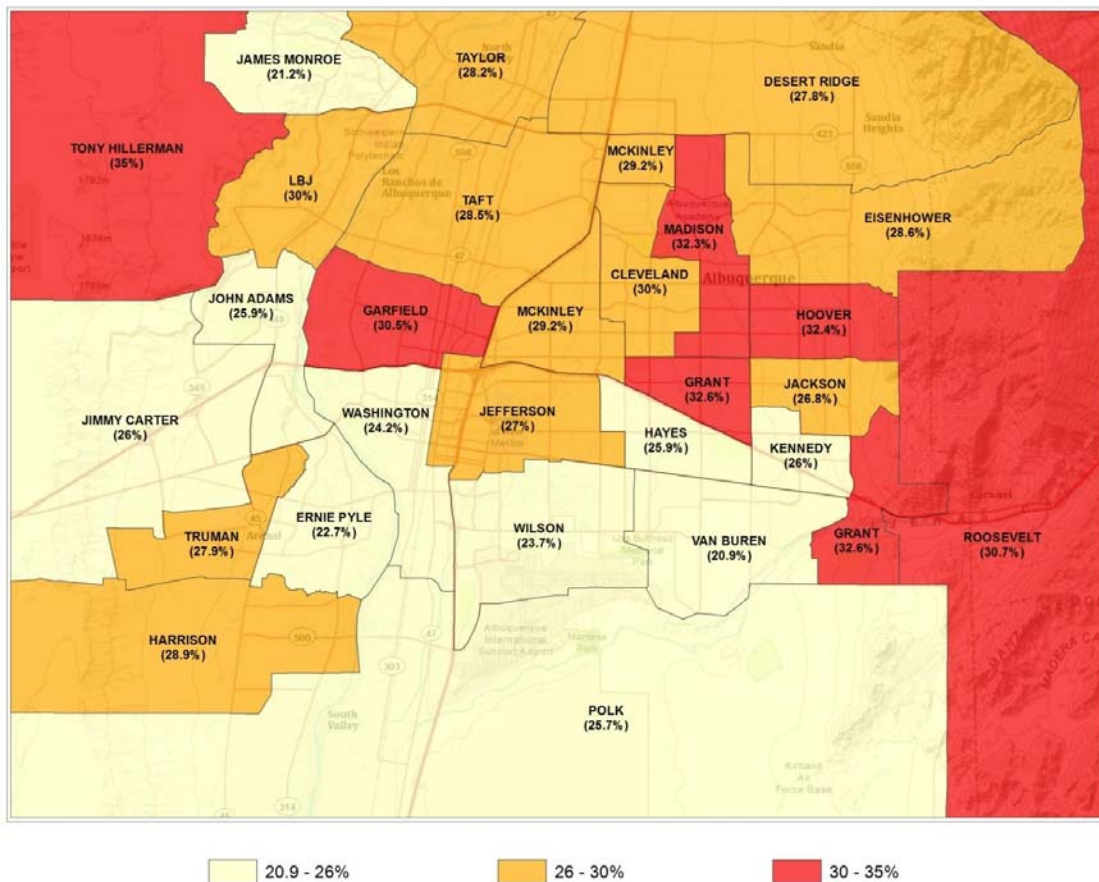


# Percentage of Students Who Actually Attempted Suicide



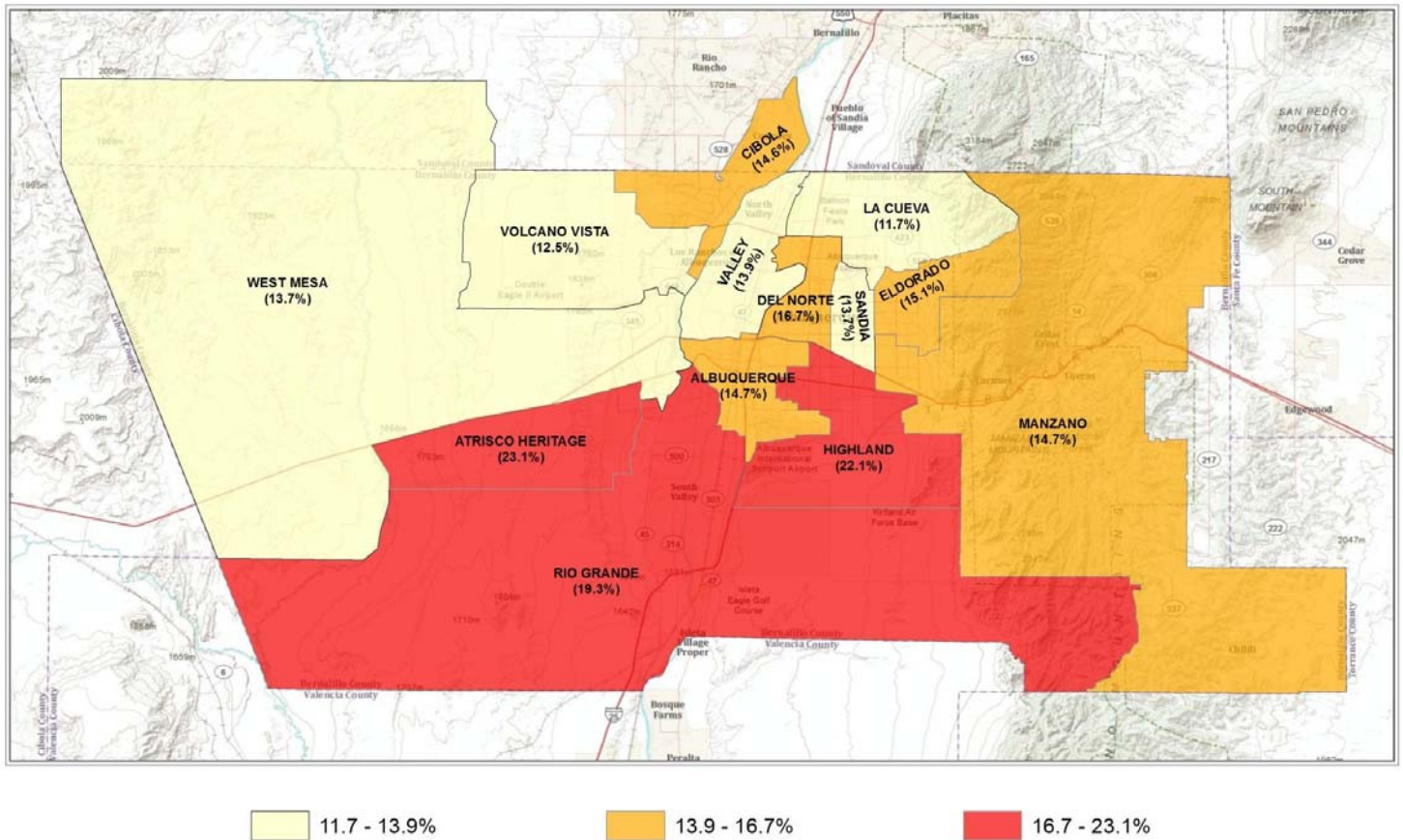
Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, "During the past 12 months, how many times did you actually attempt suicide?" The percentage reported here reflects respondents who answered one or more times.

# Percentage of Middle School Students Who Were Bullied on School Property



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."

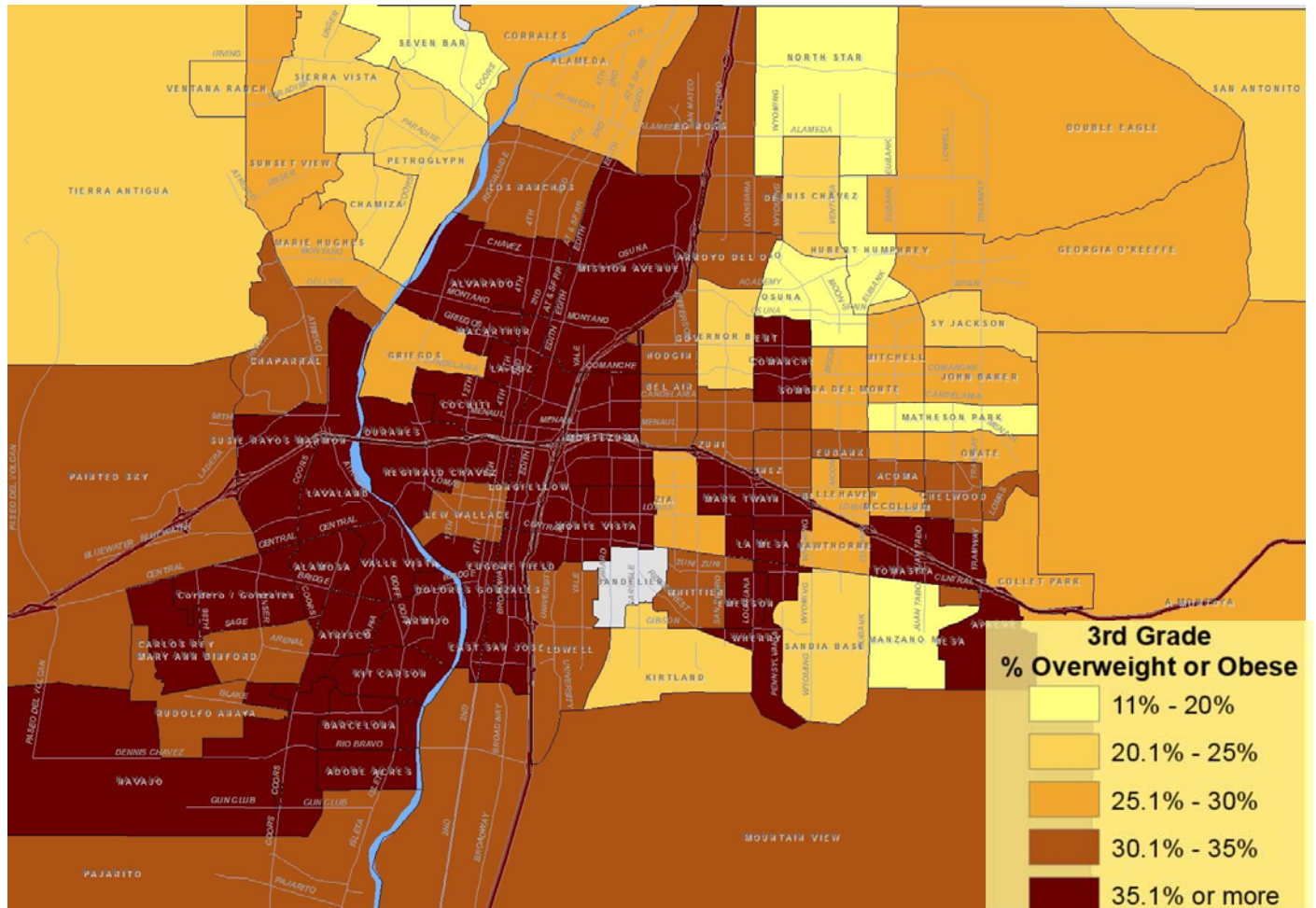
# Percentage of High School Students Who Were in a Physical Fight on School Property



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.



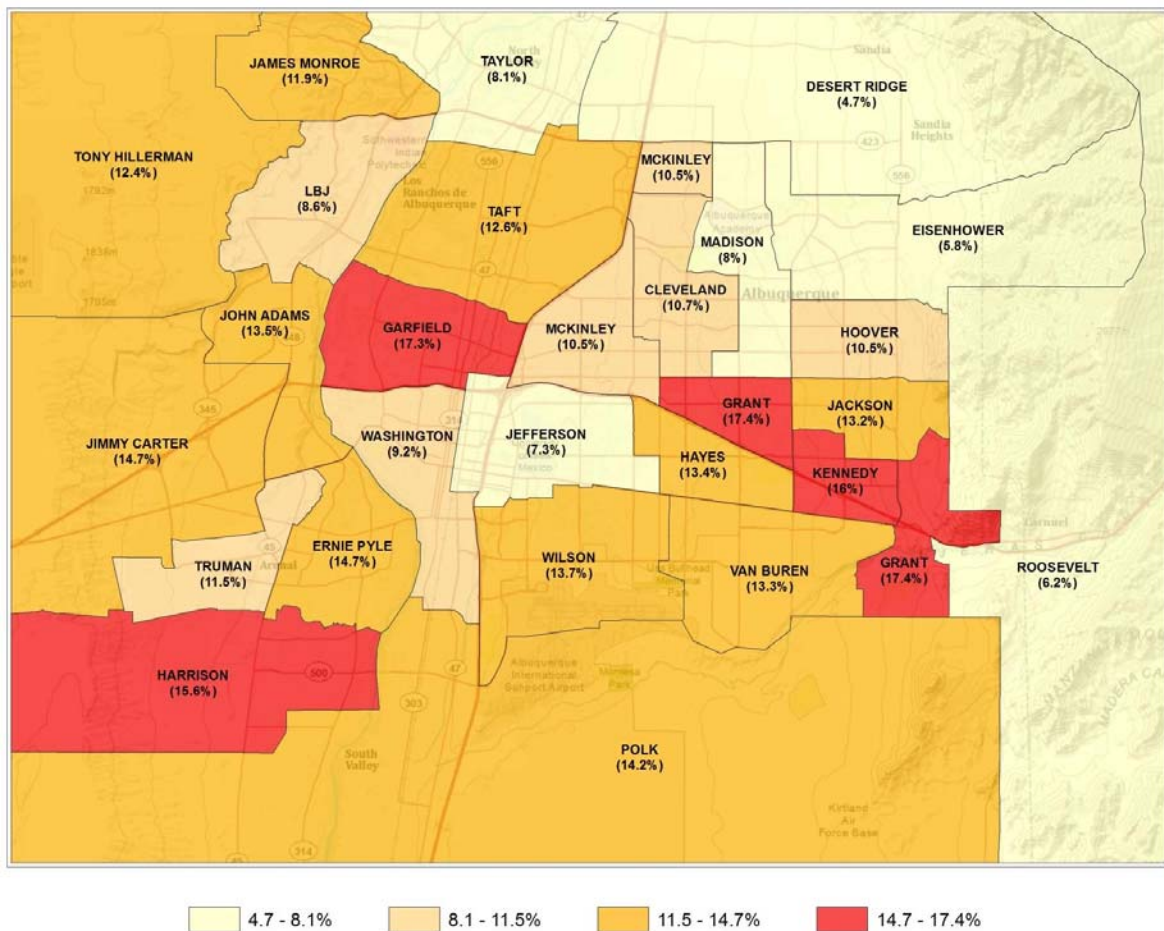
# 3<sup>rd</sup> Grade Students – Overweight And Obese – 2009-2010



APS HEALTHY WEIGHT

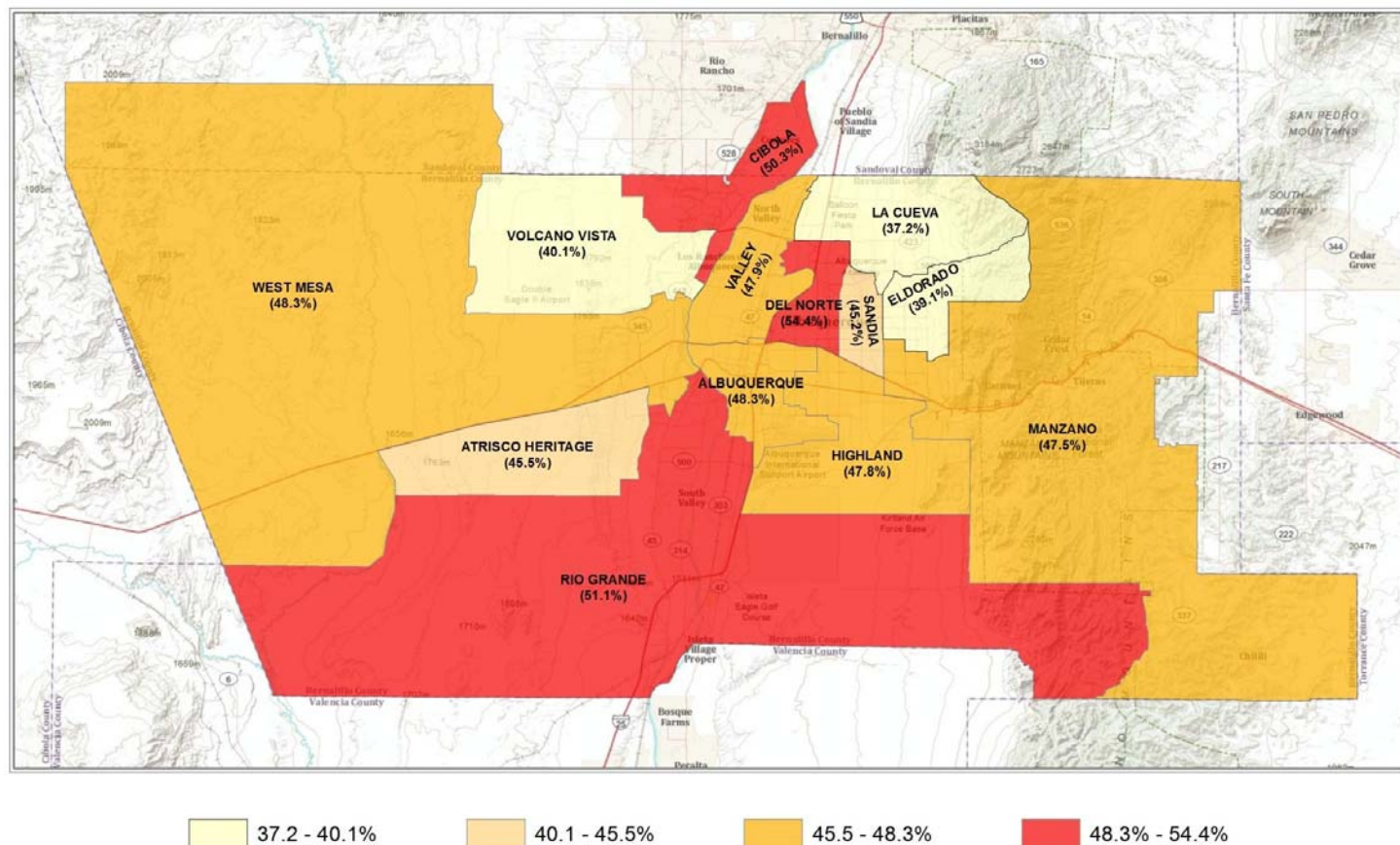
PANAC, MARCH 2011

# Percentage of Middle School Students Who Have Had Sexual Intercourse



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.

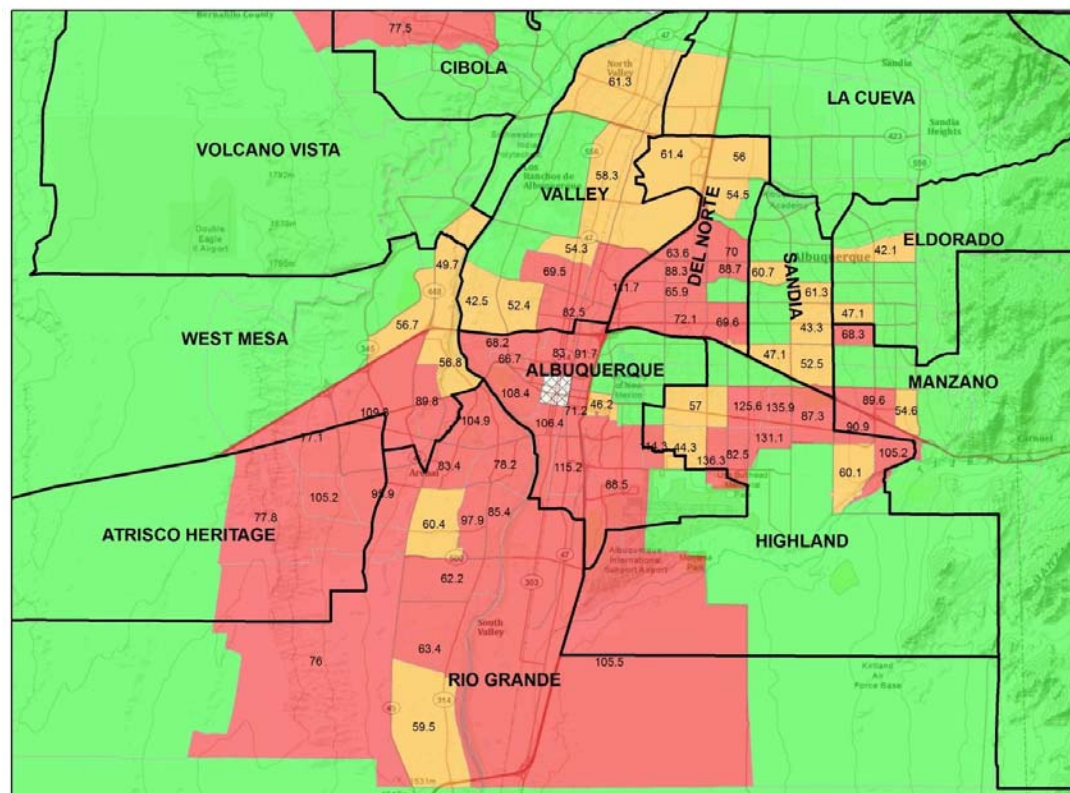
# Percentage of High School Students Who Have Had Sexual Intercourse



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.



# Teen Birth Rate, Ages 15-19



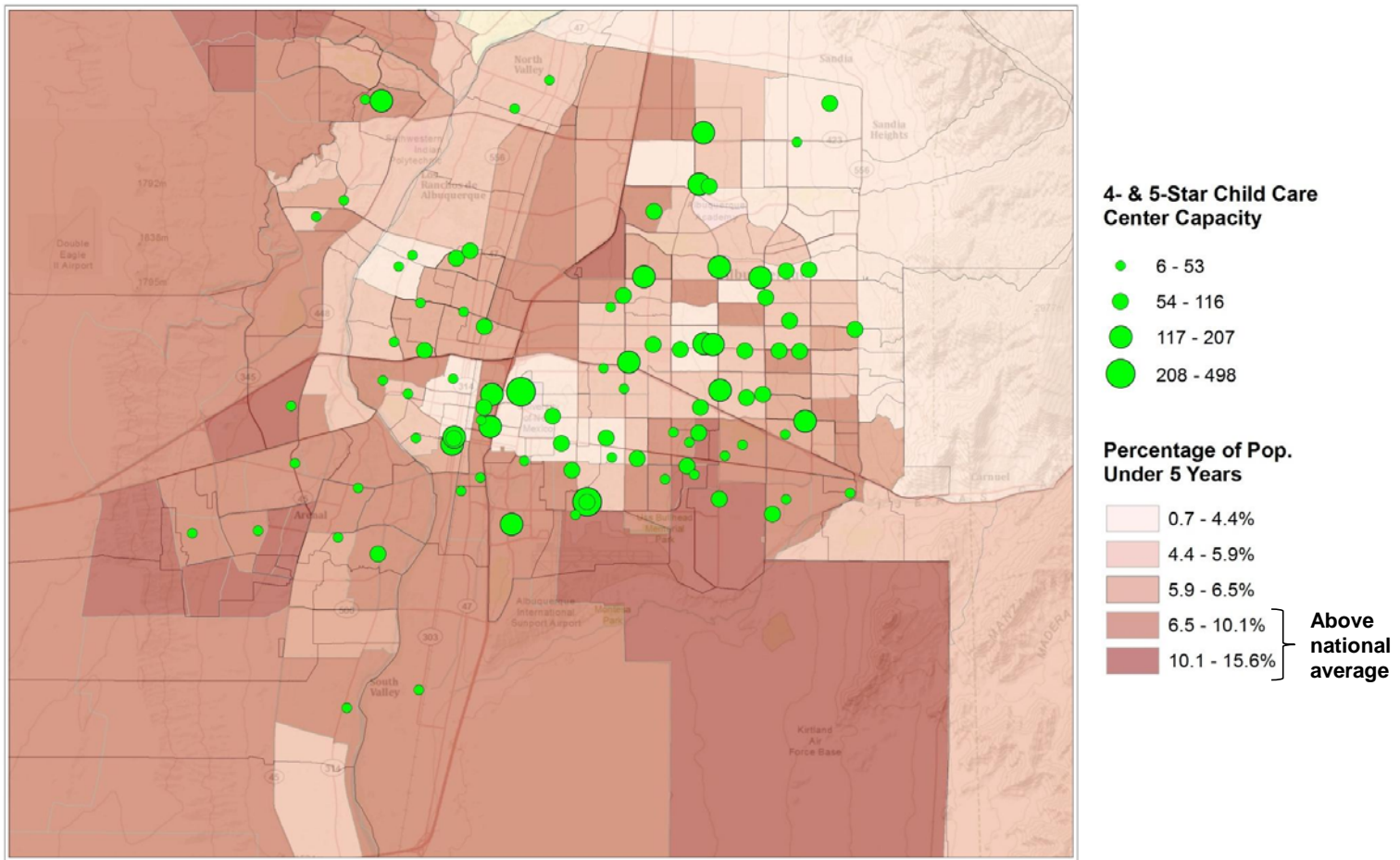
■ Less than 40 per 1000 (below nat'l avg.) 
 ■ 40 - 62 per 1000 (above nat'l avg.) 
 ■ Greater than 62 per 1000 (above state & nat'l avg.)  
 Poor Data Quality

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

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

Source: New Mexico Community Data Collaborative. The rates shown here reflect 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>).

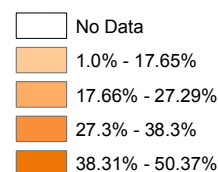
# Capacity of 4- and 5-Star Licensed Child Care Centers



## 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

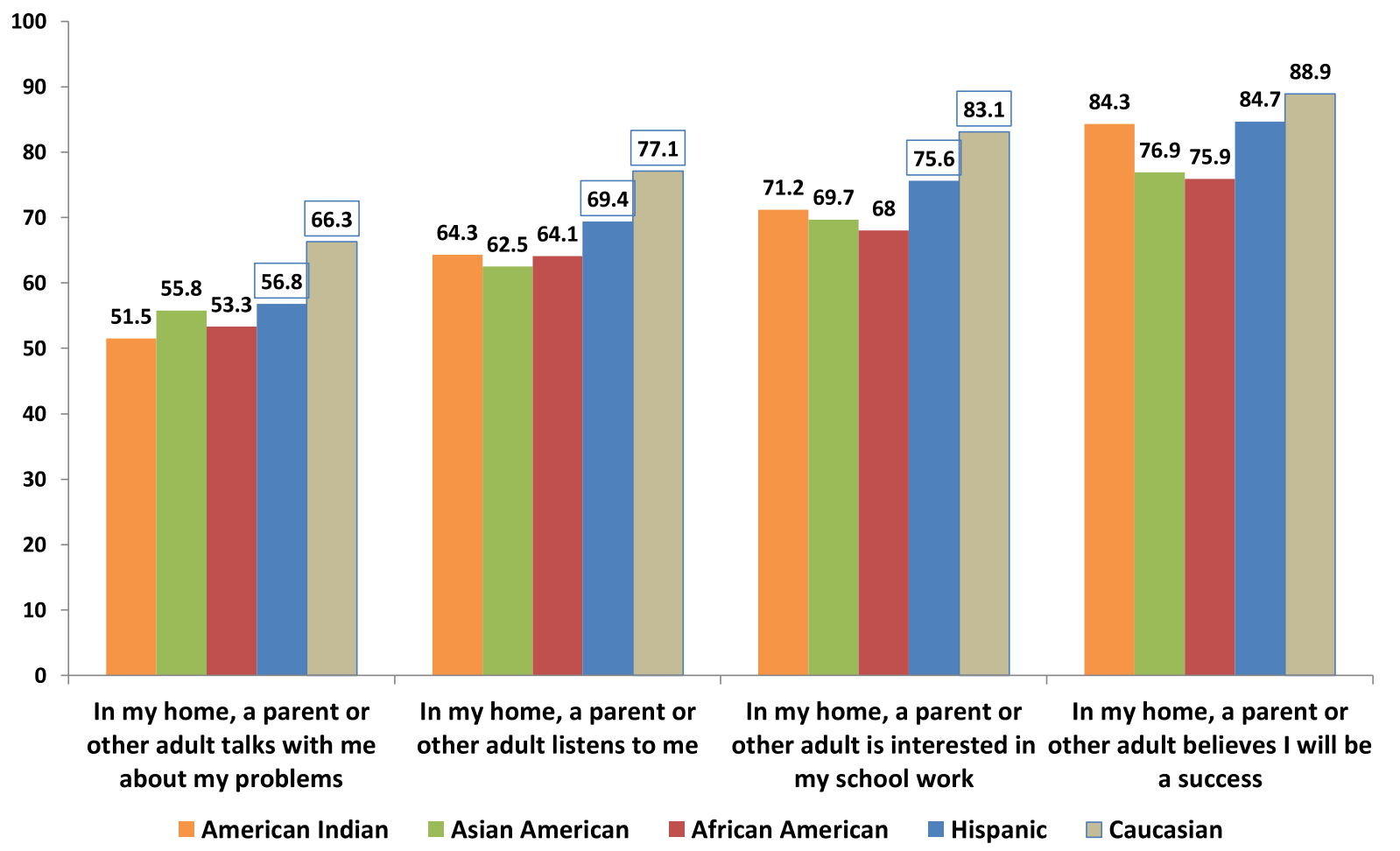


Source: Data is drawn from the New Mexico Community Data Collaborative.  
<http://nmcddc.maps.arcgis.com/home/webmap/viewer.html?webmap=3c17241be29e48a4a3159dcf4c10a151>.  
 Research citations include Status and Trends in the Education of Racial and Ethnic Minorities, July 2010.  
<http://nces.ed.gov/pubs2010/2010015/index.asp>

# RESILIENCY FACTORS

Relationships with Caring Adults  
In-School and Out-of-School Activities

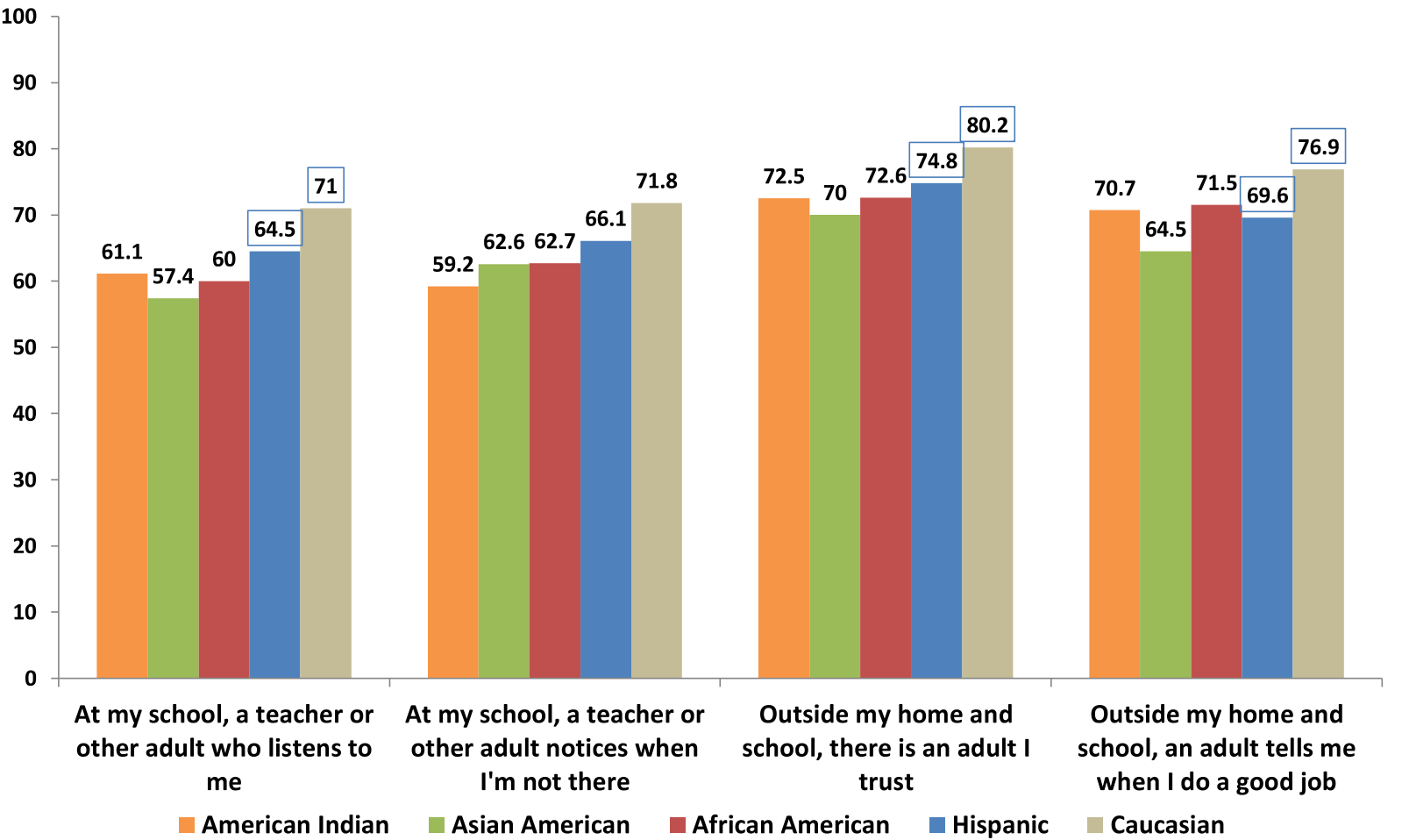
# Relationships with Parents and Adults in the Home: Percentage of NM Students Responding “Pretty True” or “Very True”



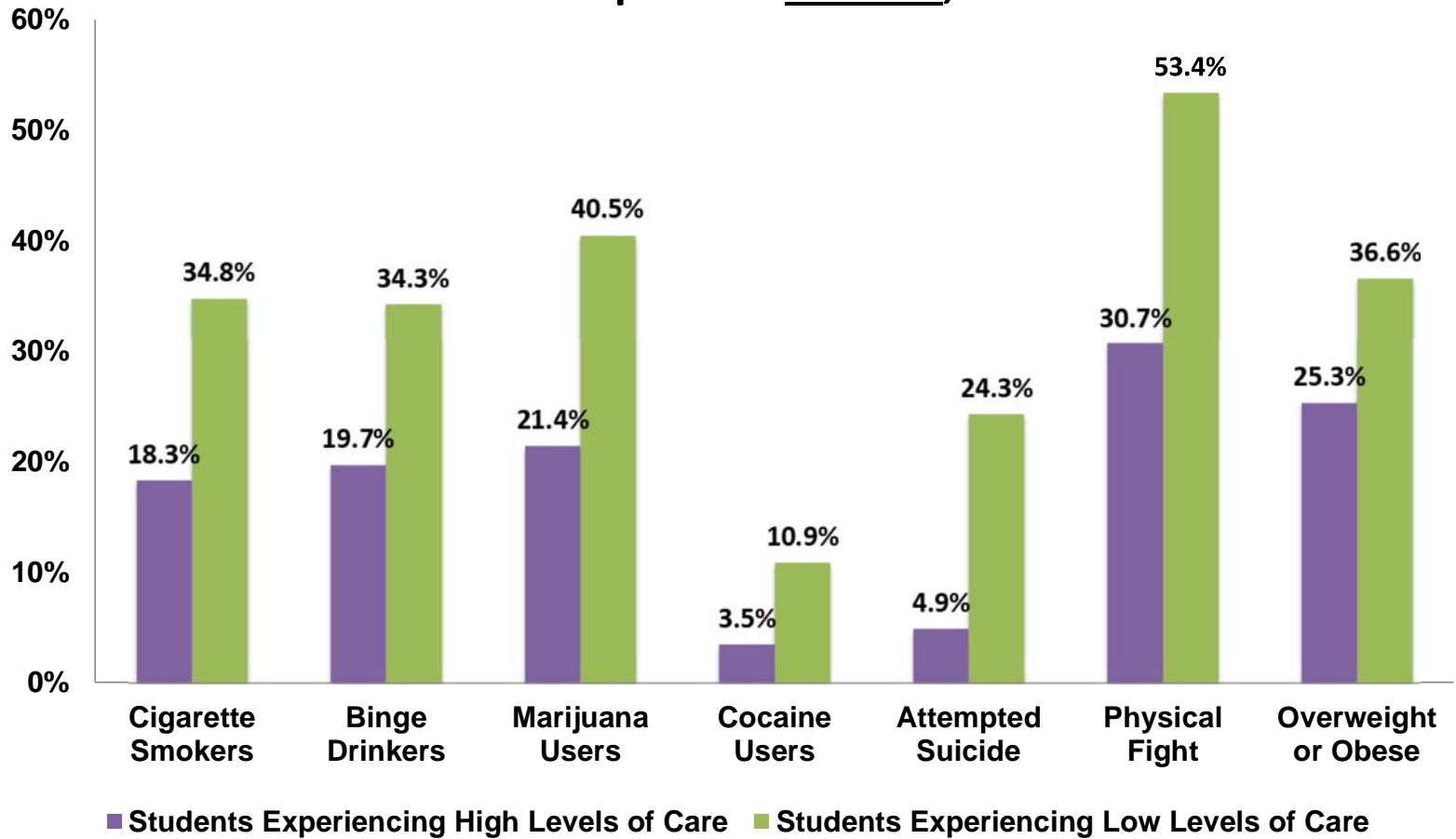


# Relationships with Adults Outside the Home:

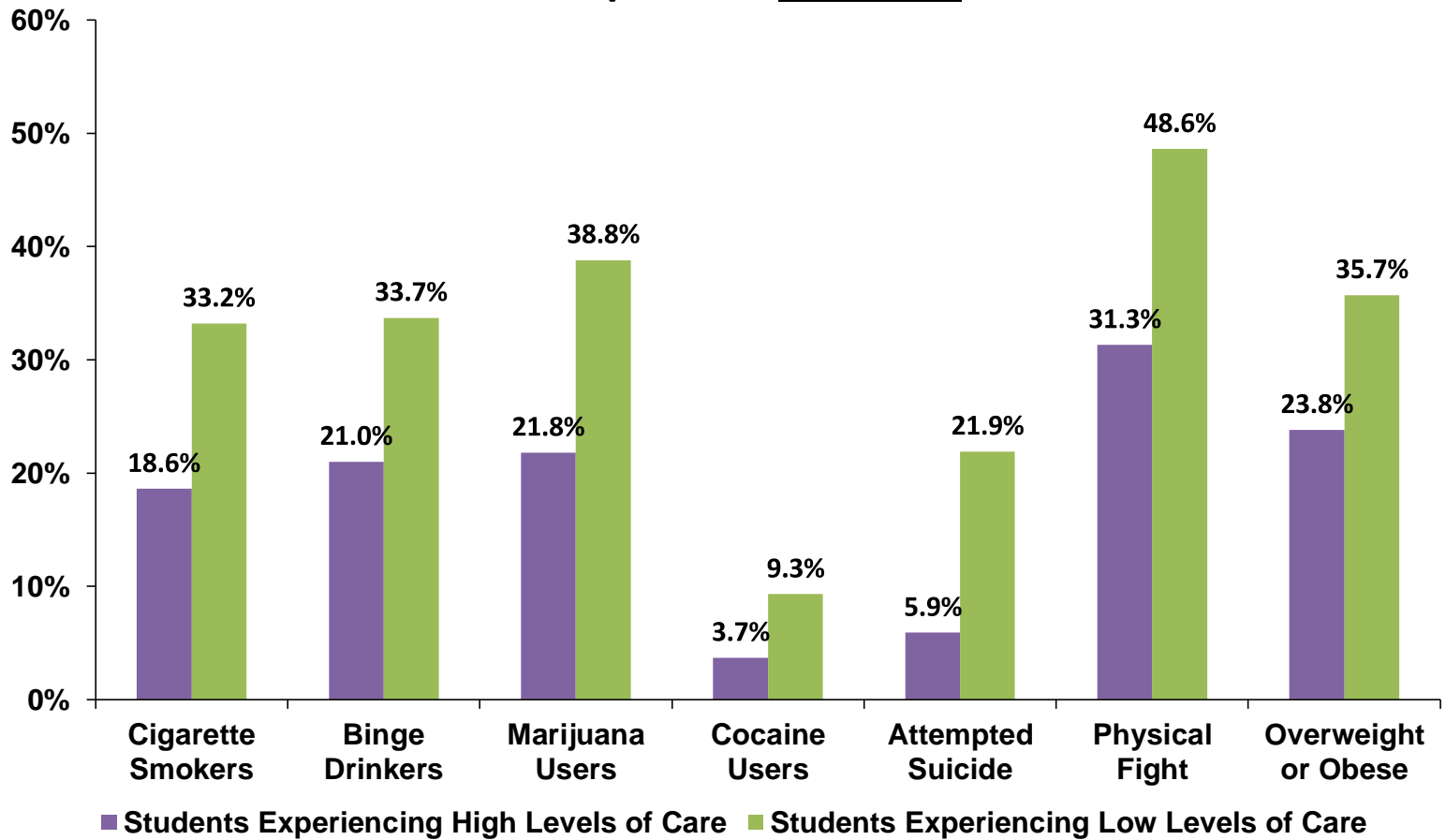
## Percentage of NM Students Responding “Pretty True” or “Very True”



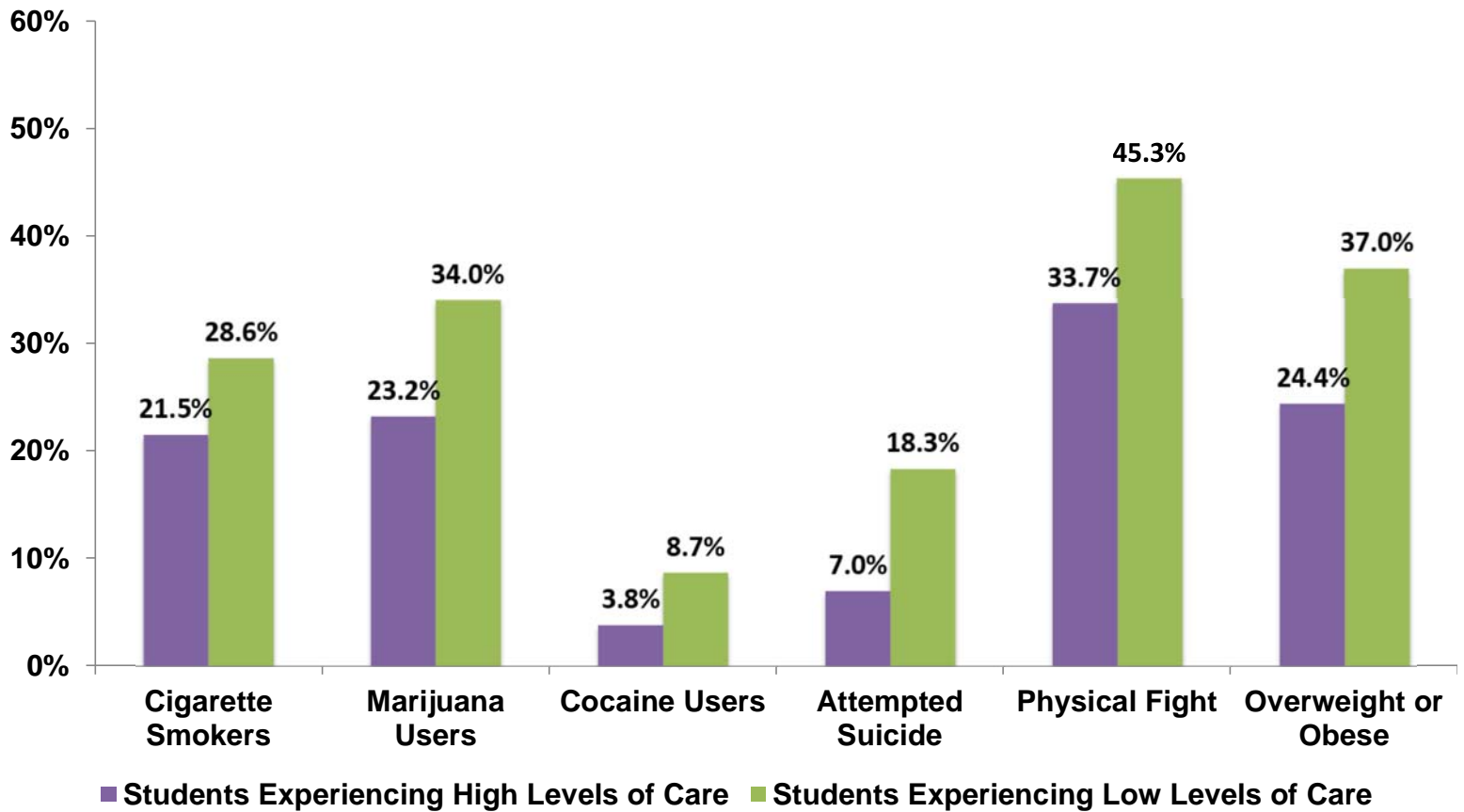
# Percentage of NM High School Students Experiencing Various Risk Factors, By High & Low Levels of Caring and Supportive Relationships With Parents, 2009



# Percentage of NM High School Students Experiencing Various Risk Factors, By High & Low Levels of Caring and Supportive Relationships With Teachers, 2009

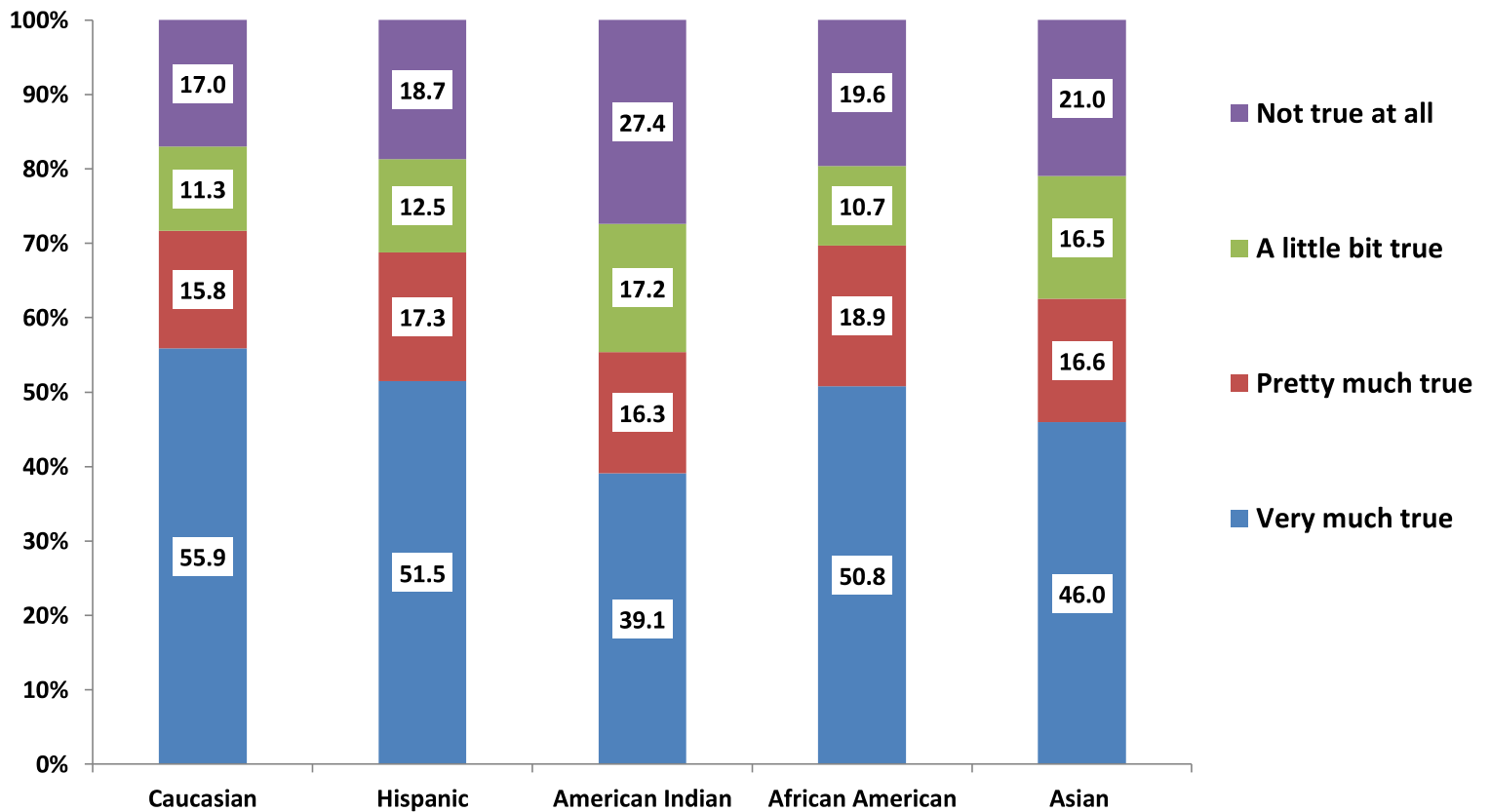


# Percentage of NM High School Students Experiencing Various Risk Factors, By High & Low Levels of Caring and Supportive Relationships With Adults in the Community, 2009

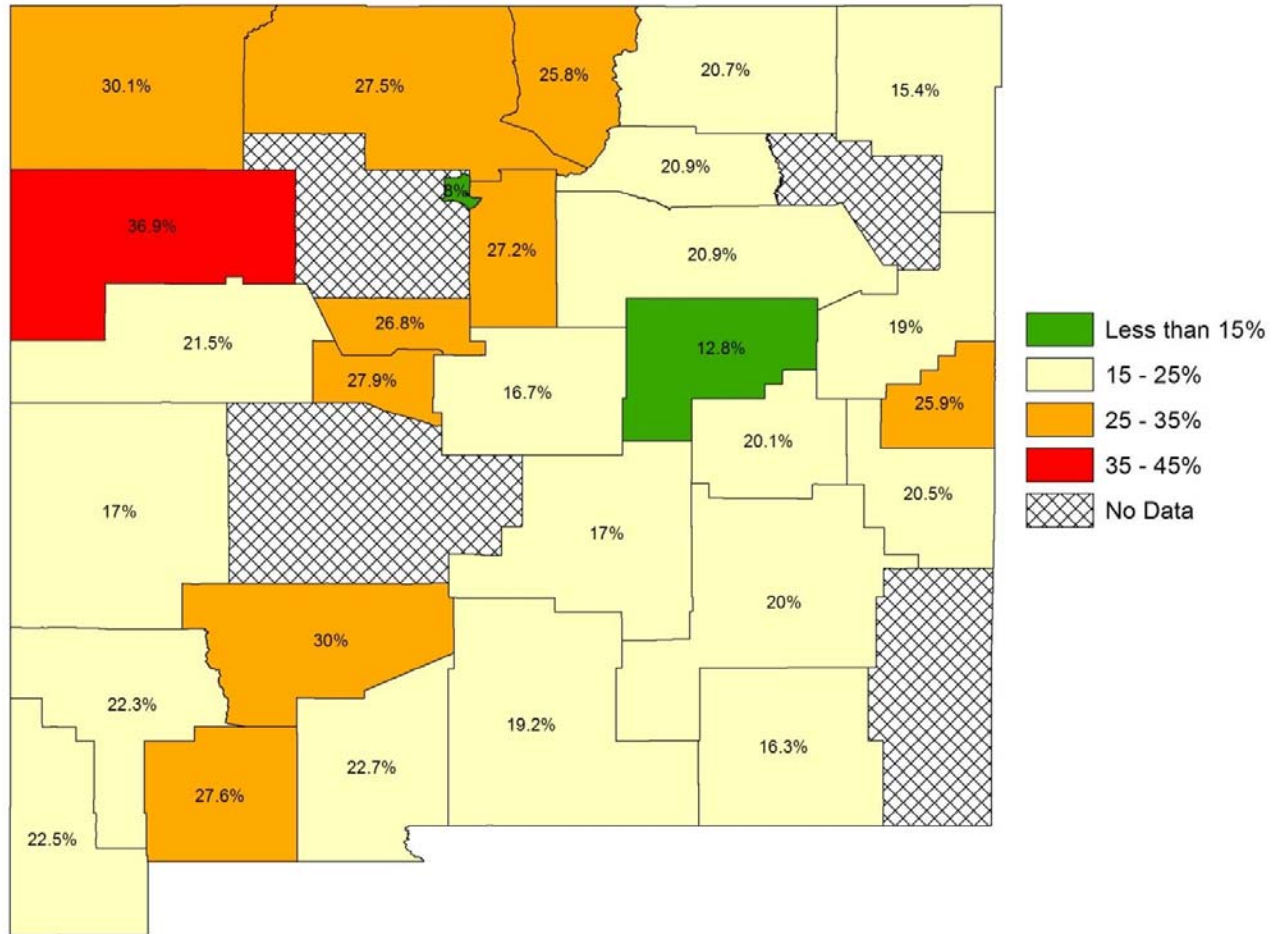


# Participation in Out-of-School Activities, New Mexico Middle School Students, 2011

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



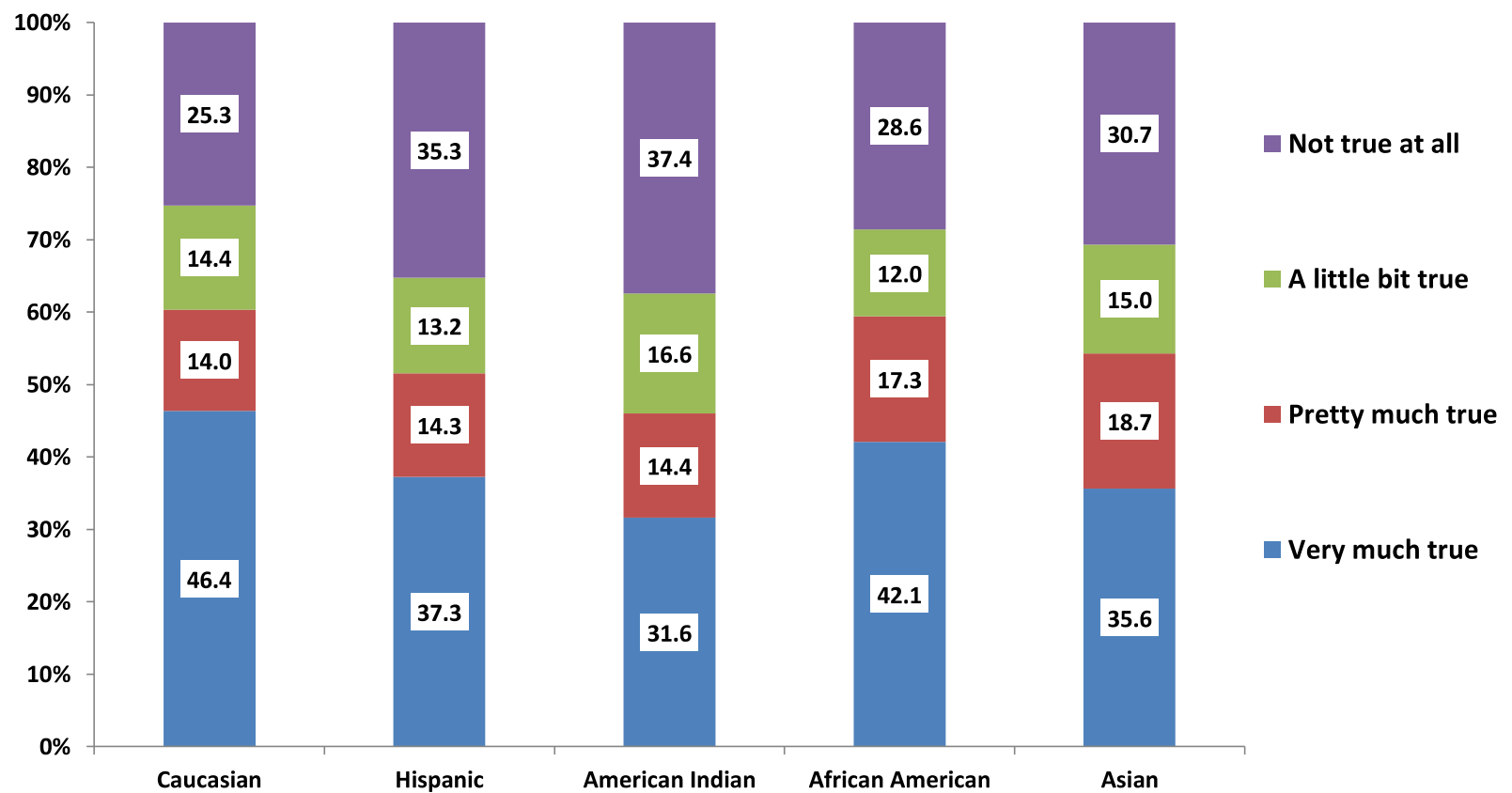
# Percentage of Middle School Students Not Involved in Group Activities Outside of School or Home, By County, 2009



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."

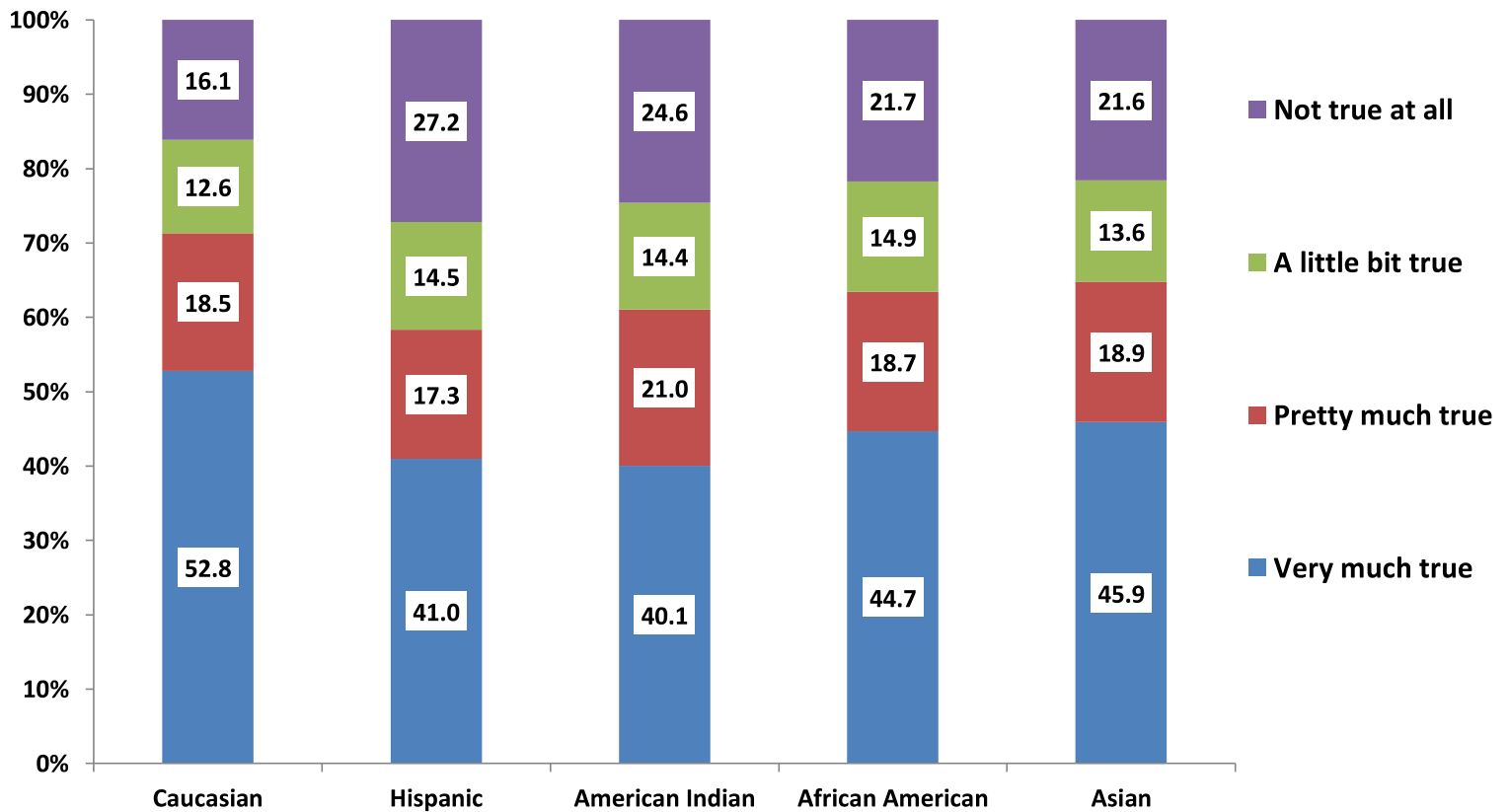
# Participation in Out-of-School Activities, New Mexico High School Students, 2011

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



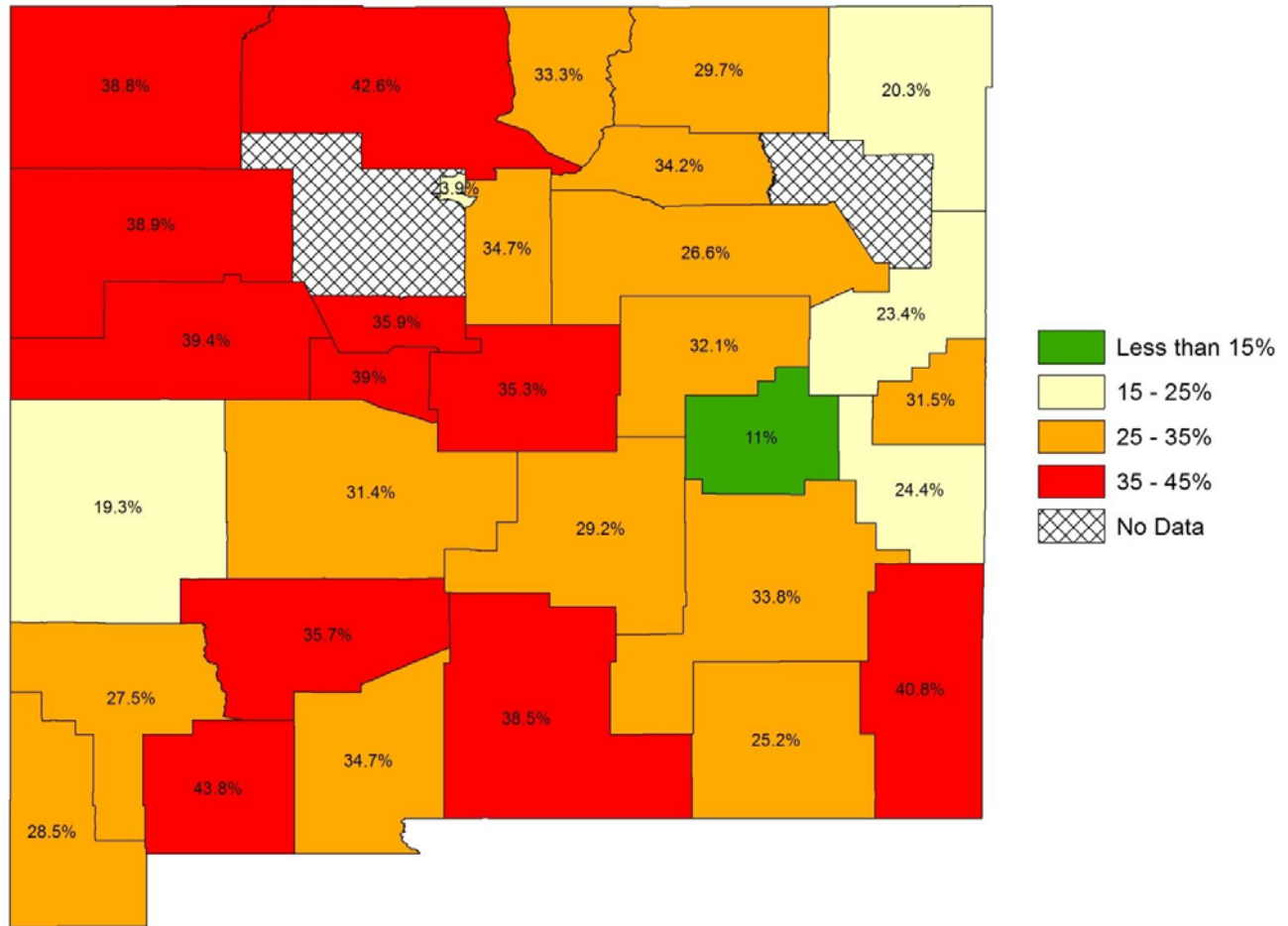
# Participation in Out-of-School Music, Art, Sports, or Hobbies, New Mexico High School Students, 2011

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





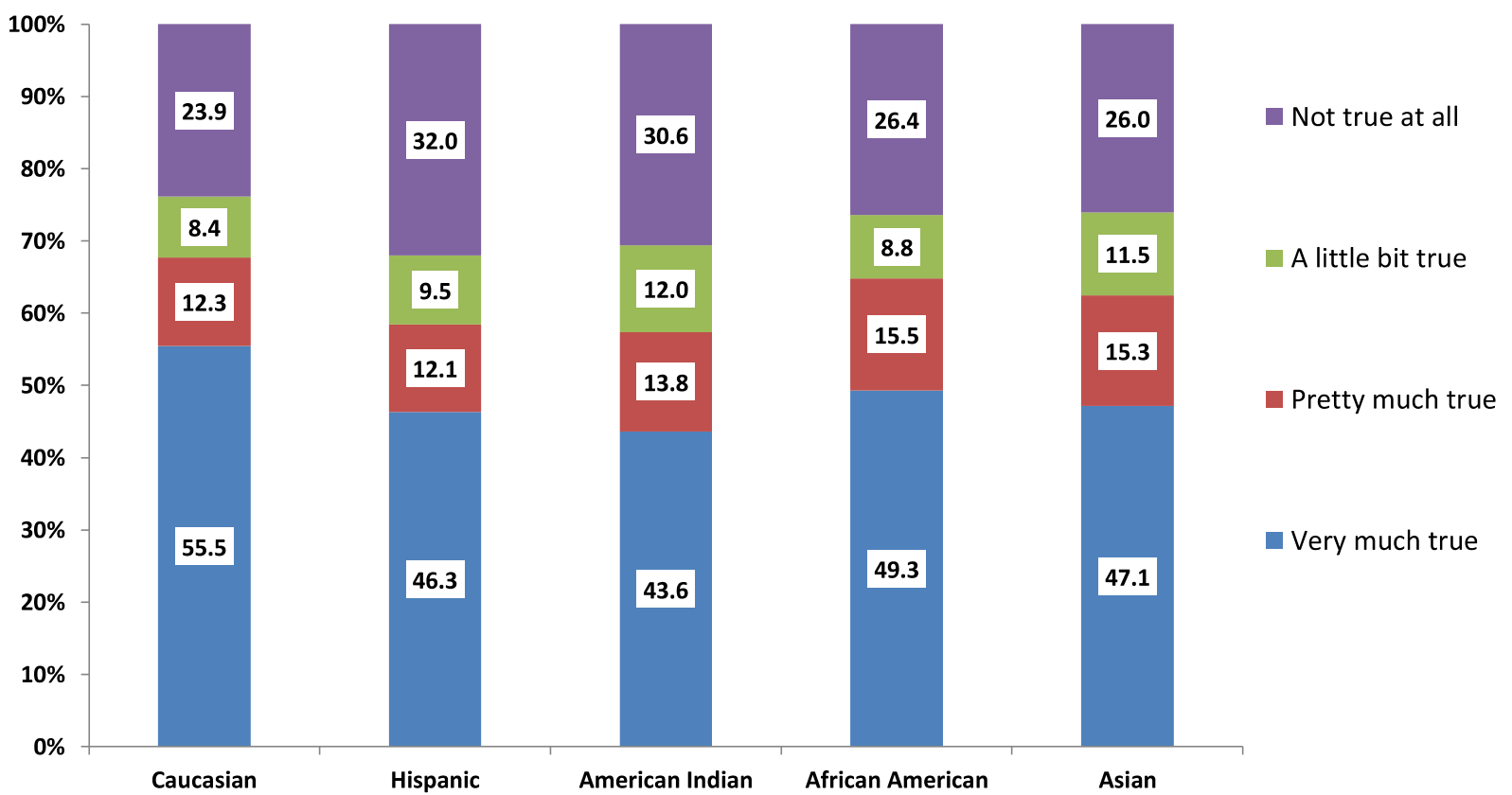
# Percentage of High School Students Not Involved in Group Activities Outside of School or Home, By County, 2009



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

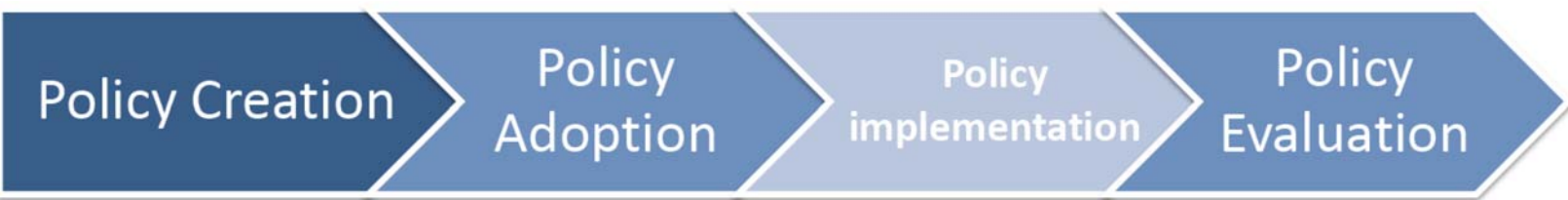
**“At school I am involved in sports, clubs, or other extra-curricular activities”**



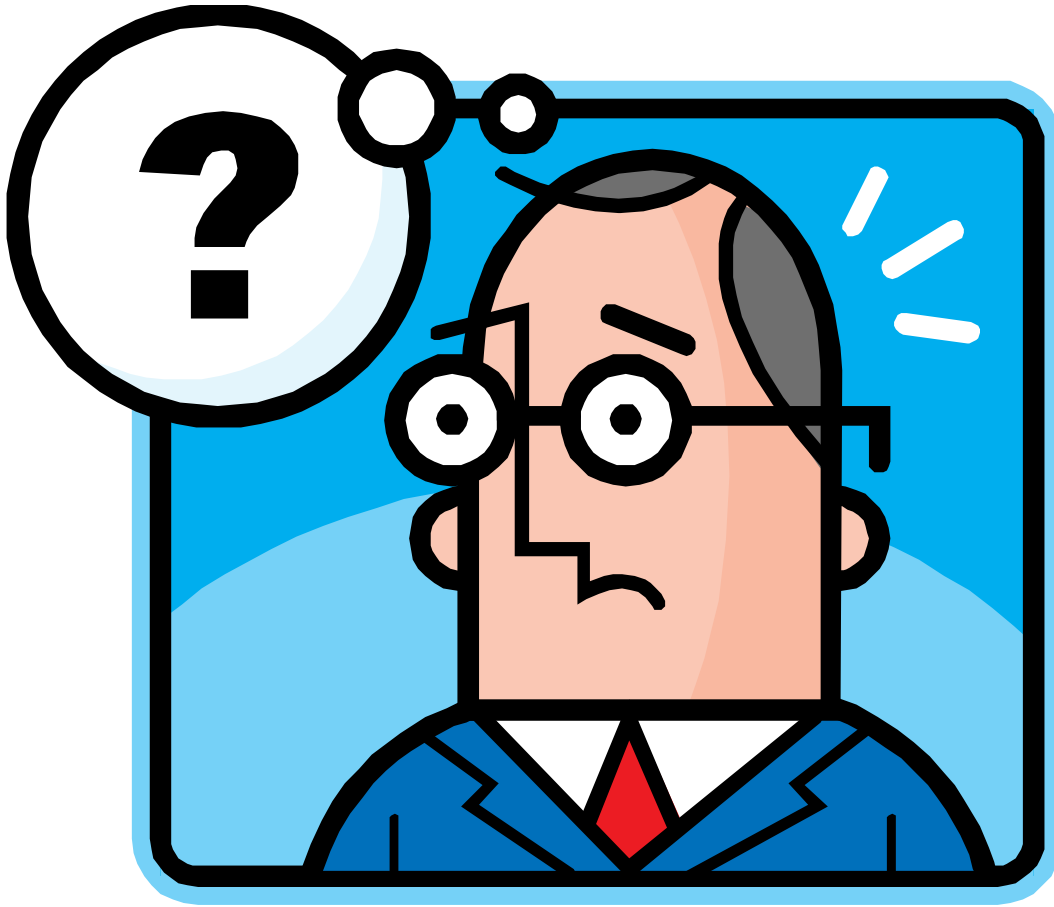
# **Data For Accountability: A Case Study of School Wellness Policy Implementation**

# 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?



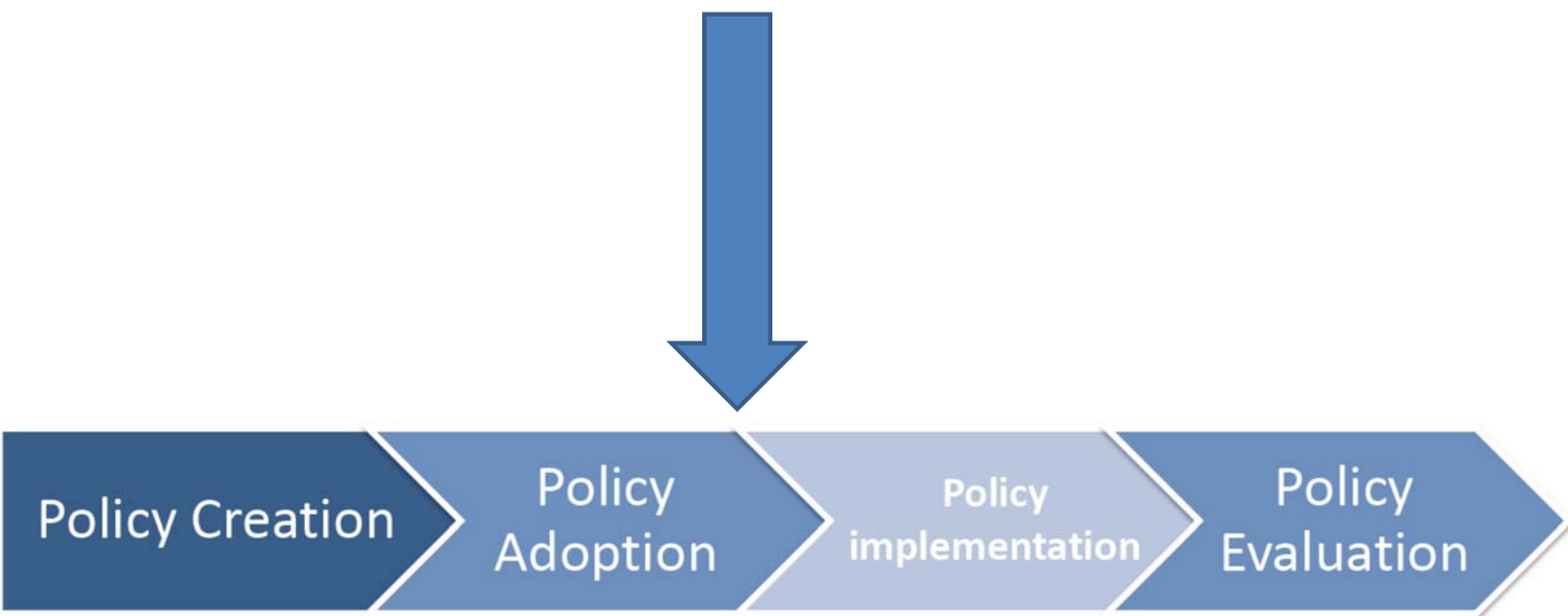
Slim Jims, giant pickles, chocolate chip cookies



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

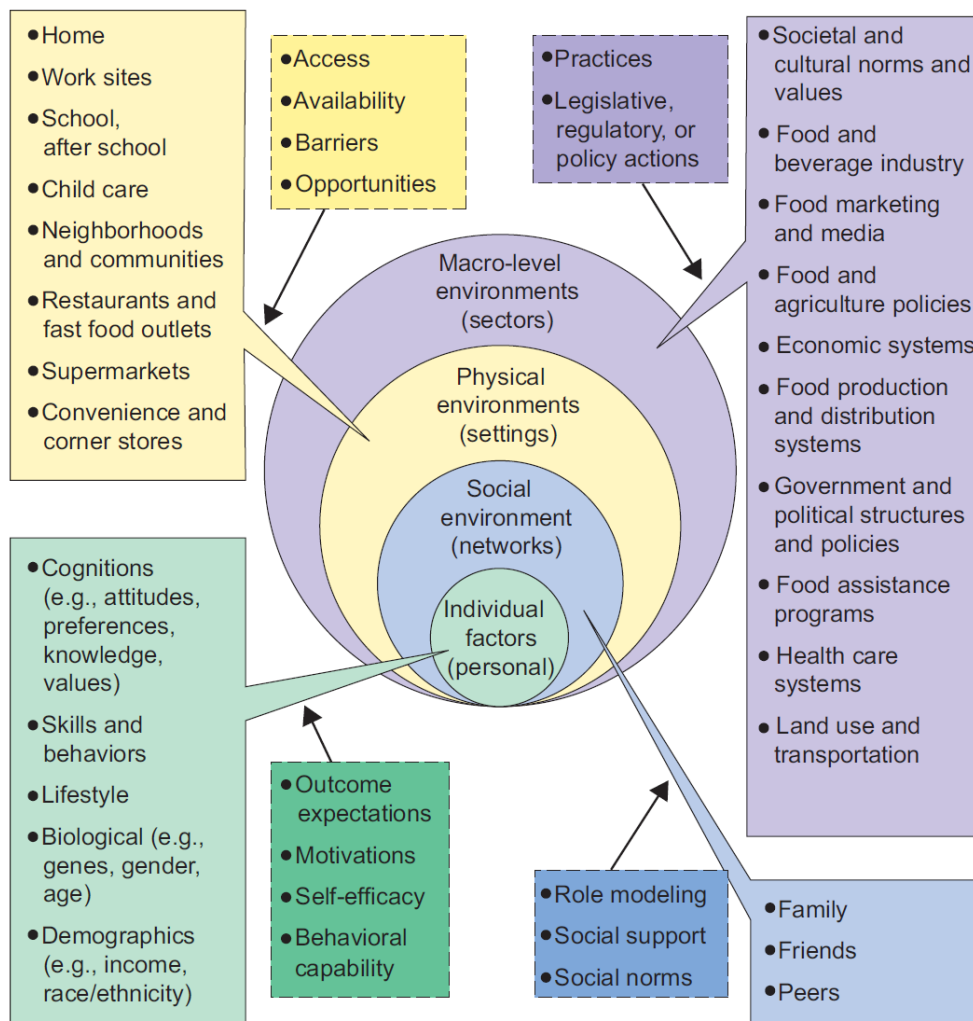
# Accountability Issue: The World Outside

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



Source: Story M, Kaphingst KM, Robinson-O'Brien R, Glanz K. Creating Healthy Food and Eating Environments: Policy and Environmental Approaches. *Annu Rev Public Health*. 2008; 29: 253-72.

# 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

Sources: Downs et al, 2012; Sanchez-Vaznaugh et al, 2012; Agron et al, 2010; Belansky et al, 2009; Longley and Sneed, 2009; Chriqui, 2011; Pitt Barnes et al, 2011; Probart et al, 2008; Beaulieu, 2012; Roseman et al, 2011; Gaines et al, 2011; Brener et al, 2012

# 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**.



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