The Future of Education In New Mexico: Why Should You Care and What Should You Do About It?

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WHAT DOES THE FUTURE HOLD?

Whereof what’s past is prologue, what to come in your and my discharge
(Shakespeare, The Tempest)

Don’t know much about history
Don’t know much about biology
Don’t know much about a science book
Don’t know much about the French I took

But I do know that I love you
And I know that if you love me too
What a wonderful world this would be
(Sam Cooke)

But past performance is not as important as you may think... As with any investment... past performance is no guarantee of... future success.
(The U.S. Securities and Exchange Commission)
Education In America

“... wherever the people are well informed, they can be trusted with their own government ...if a nation expects to be ignorant & free, in a state of civilization, it expects what never was & will never be.”
(Thomas Jefferson)

“A child born to a black mother in a state like Mississippi ... has the same rights as a white baby born to the wealthiest person in the United States. It's not true, but I challenge anyone to say it is not a goal worth working for.”
(Justice Thurgood Marshall)

“Democracy does not give the people the most skillful government, but it produces what the ablest governments are frequently unable to create; namely, an all-pervading and restless activity, a superabundant force, and an energy which is inseparable from it, and which may, however unfavorable circumstances may be, produce wonders. These are the true advantages of democracy.”
(De Tocqueville)
• Free people should choose for themselves
• People are responsible for their own actions and their consequences
• Redistribution of income or wealth is unfair, and creates disincentives for hard work

• Grave inequalities keep people from being meaningfully free to choose for themselves
• Fairness and justice require a safety net with a livable minimum of housing, income, food, education, healthcare, and equal opportunity

In Many Ways, Policy Debates in the United States are Centered on Questions of “Who Deserves at?” and “What Values Should Honor?”

These Debates Are Everywhere:

<table>
<thead>
<tr>
<th>Healthcare</th>
<th>Unemployment Insurance</th>
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<tbody>
<tr>
<td>Gun Control</td>
<td>Minimum Wage</td>
</tr>
<tr>
<td>Immigration</td>
<td>Marijuana</td>
</tr>
<tr>
<td>Taxes and the Rich</td>
<td>Food Stamps</td>
</tr>
</tbody>
</table>
The National Debates About Inequality

Should We Focus on Equity of Opportunity or of Outcomes?

Did We Win The War on Poverty?

Is Encouraging Marriage a Useful Way to Lessen Poverty?

Is Pre-K the Cure for Stalled Social Mobility?

What are the Mental Health Costs of Inequity?
Where Do We Agree?

Both major U.S. political parties have begun to speak about poverty, inequality, and social mobility. There is agreement about the problem, although sharp divisions remain about what is to be done.

“...we have to fight for better ideas to make sure that we realize the American experiment. What is that to me? The condition of your birth does not determine the outcome of our life.”

-Rep. Paul Ryan

“...we won’t promise equal outcomes, we have strived to deliver equal opportunity — the idea that not everyone should start life with wealth or privilege, it depends on effort and merit.”

-President Barack Obama
What Should We Do?

• Bipartisan support for pre-school has emerged nationwide. President Obama has made it a priority, and conservative states like Oklahoma and Georgia have become leaders in pre-k access and quality.

• Conservative thinkers argue that the federal government has lost the War on Poverty, in part because Washington is ill-suited to the task. They often advocate for state-based solutions.

• Conversely, many liberal thinkers contend that poverty would be much worse without War on Poverty programs, and those programs should be kept, improved, and expanded.
The Debates About Education

• One useful way to think about the current education debates in the United States and in New Mexico is to consider these two overarching philosophies:
  – One philosophy holds that children who come from impoverished homes face a host of day-to-day traumas and obstacles that inhibit their learning. This group tends to focus on student support services and parent engagement as key reform strategies.
  – The second philosophy holds that poverty should not be used as an excuse for poor performance, and tends to focus on teacher quality and other reform strategies directed at schools and classrooms, rather than the tu ent’ life out i e of c ool.
We Believe There is Common Ground

New Mexico is stronger when we bridge this divide, and find common ground between the two approaches. We can do this by recognizing the devastating effects of poverty, but also recognizing that our schools can and must do much better for our students than they do today.

We believe our future depends on whether good Americans from every political point of view can find that common ground.
The Politics Of Education In New Mexico

• One of New Mexico’s strengths is its abundance of engagement stakeholders who wish to improve the education system.
• These stakeholders bring a variety of ideas to the table, which are often in conflict with each other. Nationally and in New Mexico, the education policy arena has become increasingly polarized.
• One of New Mexico’s weaknesses is the lack of clear agreement about how to measure academic success, the effectiveness of educational reforms, and the return on financial investments.
• The lack of clear data and the polarization of educational policy does not bode well for the future.
The Debates Are Fierce Because
The Issues Are Complex
Education in the United States (1960-2011)

- High school graduates (% of age 25–34)
  - 1960: 11.0%
  - 1970: 15.5%
  - 1980: 23.3%
  - 1990: 22.7%
  - 2000: 27.5%
  - 2005: 29.9%
  - 2010: 31.3%
  - 2011: 31.5%

- College graduates (% of age 25–34)
  - 1960: 58.1%
  - 1970: 71.5%
  - 1980: 84.2%
  - 1990: 84.1%
  - 2000: 83.9%
  - 2005: 86.4%
  - 2010: 87.2%
  - 2011: 87.9%

Life Expectancy in the United States (1960-2011)

Income in the United States (1960-2011)

- 1960: $12,457
- 1970: $17,450
- 1980: $21,716
- 1990: $27,132
- 1995: $28,724
- 2000: $33,272
- 2005: $36,100
- 2010: $37,242
- 2011: $37,463

Real disposable income per capita average (2011 dollars)

Civilian Unemployment Rate in the United States (1960-2012)

Poverty in the United States (1995-2011)

- Poverty rate (%)
- Food-insecure households (% of all households)

1995: 13.8%
2000: 11.3%
2005: 12.6%
2010: 15.1%
2011: 14.9%

Comparing New Mexico with Nations & Other States in the Percentage of Young-Adult Degree Attainment (ages 25-34)

<table>
<thead>
<tr>
<th>United States</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Massachusetts</td>
<td>56</td>
</tr>
<tr>
<td>North Dakota</td>
<td>54</td>
</tr>
<tr>
<td>Minnesota • New York</td>
<td>52</td>
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<tr>
<td>Connecticut • Iowa • New Hampshire • New Jersey</td>
<td>50</td>
</tr>
<tr>
<td>Maryland</td>
<td></td>
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<tr>
<td>Nebraska • South Dakota • Vermont</td>
<td>48</td>
</tr>
<tr>
<td>Illinois • Pennsylvania • Rhode Island</td>
<td>46</td>
</tr>
<tr>
<td>Virginia</td>
<td></td>
</tr>
<tr>
<td>Colorado • Hawaii • Kansas</td>
<td>44</td>
</tr>
<tr>
<td>Wisconsin</td>
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<tr>
<td>Washington</td>
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<tr>
<td>Utah</td>
<td></td>
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<tr>
<td>Missouri</td>
<td></td>
</tr>
<tr>
<td>California • Delaware • Indiana • Maine • Montana • Michigan • Ohio • North Carolina • Oregon</td>
<td>36</td>
</tr>
<tr>
<td>Florida</td>
<td></td>
</tr>
<tr>
<td>Georgia • Idaho • South Carolina • Wyoming</td>
<td>34</td>
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<tr>
<td>Alabama • Kentucky • Mississippi</td>
<td>32</td>
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<tr>
<td>Arizona • Tennessee • Texas</td>
<td>30</td>
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<tr>
<td>Alaska • Oklahoma</td>
<td></td>
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<tr>
<td>NEW MEXICO</td>
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<tr>
<td>Louisiana • Nevada • West Virginia</td>
<td>28</td>
</tr>
<tr>
<td>Arkansas</td>
<td>26</td>
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<td></td>
<td>24</td>
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<td>22</td>
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<tr>
<td></td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

Source: OECD Education at a Glance 2009

OECD Counties

Canada • Korea
Japan
Massachusetts
North Dakota
New Zealand
North Dakota
New York
Connecticut • Iowa • New Hampshire • New Jersey
Maryland
Nebraska • South Dakota • Vermont
Illinois • Pennsylvania • Rhode Island
Virginia
Colorado • Hawaii • Kansas
Wisconsin
Washington
Utah
Missouri
Ireland
Maryland
Norway
North Dakota
Australia • Belgium • France
New Zealand
New York
Denmark • Sweden • UNITED STATES
Netherland • United Kingdom
New York
Luxembourg
Australia • Belgium • France
Switzerland
Pennsylvania • Nebraska
Austria • Italy • Mexico
Delaware
Poland
Slovak Republic (17%)
United States % OECD Counties

Czech Republic (15%)
Turkey (14%)
The Urgency of Increasing College Attainment, Post Recession

Source: Dr. James L. Applegate, Vice President, Lumina Foundation
New Mexico’s Gaps in Academic Achievement & Attainment
2013 Education Rankings (index of preschool enrollment, NAEP proficiency rates and graduation rates)

State Rankings
1 - 10
11 - 20
21 - 30
31 - 40
41 - 50

Percent of NM Students Graduating From High School by Ethnicity

Source: PED 4 Year Website Graduation Rates
3rd Grade Reading Proficiency, by Ethnic Group

Caucasian

Hispanic

Native American

African American

Source: New Mexico Public Education Department, NMSBA Proficiencies By Grade, All Students, School Year 2011-2012.
Percent of NM Fourth Grade Students Scoring at or Above Proficient in Reading, by Ethnicity*
(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.
Student Achievement Comparisons:
Percentage of Fourth-grade Students At or Above Proficient in Reading (NAEP)
Percent of NM Fourth Grade Students Scoring at or Above Proficient in Math by Ethnicity* (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.
Student Achievement Comparisons:
Percentage of Fourth-grade Students At or Above Proficient in Math (NAEP)

*Florida data in the year 2000 was unavailable as of 11.11.11
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.
Percentage of APS Elementary School Students Who Were 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 APS Middle School Students Who Were 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 APS High School Students Who Were 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.
4-Year High School Graduation Rate, All Students, by District, Class Of 2012

Source: New Mexico Public Education Department, 4-Year Cohort High School Graduation Rate, Class of 2012.
New Mexico’s College Graduation Rates are Among the Worst in the Nation

The 2009 six-year graduation rates of bachelor degree students by state for the entering cohort of 2003. The average college graduation rate for the U.S. is 55.5%.

- **26.9% - 40%**
- **40.1% - 55.4%** (Below nat'l avg.)
- **55.5% - 60.2%** (Above nat'l avg.)
- **60.3% - 69.2%**

New Mexico’s Gaps in Child Health & Well-Being
2013 Overall Child Well-Being Ranking

State Rankings

Families Living Below the Poverty Line

This map shows percent of population living below the federal poverty line. Colors indicate the distance from the national mean, with redder states having elevated levels of families in poverty.

Source: U.S. Census Bureau, 2011 American Community Survey 1-Year Estimate.
Supporting documentation on code lists, subject definitions, data accuracy, and statistical testing can be found on the American Community Survey website in the Data and Documentation section.
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. State and national averages taken from the 2010 American Community Survey (state avg. = 26.0%; national avg. = 19.2%).
Percentage of Individuals Living Below Poverty Level with Less than High School Education

Source: U.S. Census Bureau American Community Survey 5-Year Estimates 2007 – 2011, Table S1501, Percentage Less than high school graduate.
### 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 achievement and attainment.

<table>
<thead>
<tr>
<th>Percent of Birth Mothers Without a High School Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Data</td>
</tr>
<tr>
<td>1.0% - 17.65%</td>
</tr>
<tr>
<td>17.66% - 27.29%</td>
</tr>
<tr>
<td>27.3% - 38.3%</td>
</tr>
<tr>
<td>38.31% - 50.37%</td>
</tr>
</tbody>
</table>

This map shows the percentage of The population experiencing food insecurity in 2011.

Food insecurity is an index calculated based on an index of food cost vs. household income.

Measures of Risk and Resiliency:
Sexual Coercion Among High School Students, 2011

Percent of students who reported having been physically forced to have sex during the last 12 months.

Source: New Mexico Youth Risk and Resiliency Survey, New Mexico Departments of Health and Public Education and U.S. Centers For Disease Control and Prevention, 2011. Students were asked “During the past 12 months have you ever been physically forced to have sexual intercourse?” The percentage reported here reflects respondents who answered, “Yes.” NOTE: Moderately low reliability for Otero, Roosevelt, Sandoval, and Sierra Counties, unreliable data for Chaves County, and very low reliability for Dona Ana and Eddy Counties.
Counties shaded green have rates below the national average of 7.6. Counties shaded orange have rates above the national average but below the state average of 18.29. Counties shaded red have rates above both the state and national averages.

Source: New Death Certificate Database, Bureau of Vital Records and Health Statistics, New Mexico Department of Health. The suicide rate for each county is averaged over the time period 1999 to 2010 and includes all New Mexico residents, ages 15-19. 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.
Percentage of 16-19 Year Olds Not in School or Labor Force

Life Expectancy By Census Tract, Bernalillo County, NM (2001-2005)

This powerful map by the Joint Center For Political and Economic Studies shows that life expectancy can vary by 28 years depending on where one lives in Bernalillo County.

Source: Map produced by Joint Center For Political and Economic Studies (September, 2012) Place Matters For Health In Bernalillo County: Ensuring Opportunities For Good Health For All.
Life Expectancy At Birth, By Years Of Education At Age 25, By Race And Sex, 2008

Connect the Dots

Education matters to health, and so do the conditions in neighborhoods and communities that harm the health of young children, trigger unhealthy or risky behaviors and undermine the success of students and schools. Policies that address early child care, housing, transportation, food security, unemployment, and economic development are important to both education and health.

Compared To Those With A College Education, Americans With Less Education:

- Die earlier
- Live with greater illness
- Generate higher medical care costs
- Are less productive at work
- Experience more psychological distress
- Have less health lifestyle

New Mexico’s Gaps in Education and Economic Viability
The education/jobs gap is the percent of job openings where the demand for education exceeds supply. Madison, WI is ranked best in the study; McAllen, TX is ranked worst.

Educational Attainment in Central New Mexico
Adults 25 and Over, With an Associate’s, Bachelor’s, or Graduate Degree, 2011

Source: U.S. Census, American Community Survey 2011, 5-Year Estimates
How Does Albuquerque Compare to Other Communities?

Percentage of the Population, 25-64 Years of Age, With an Associate's Degree or Higher

<table>
<thead>
<tr>
<th>Area</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Jose-Sunnyvale-Santa Clara, CA Metro Area</td>
<td>54.3%</td>
</tr>
<tr>
<td>Raleigh-Cary, NC Metro Area</td>
<td>52.5%</td>
</tr>
<tr>
<td>Seattle-Tacoma-Bellevue, WA Metro Area</td>
<td>48.1%</td>
</tr>
<tr>
<td>Austin-Round Rock-San Marcos, TX Metro Area</td>
<td>47.3%</td>
</tr>
<tr>
<td>Colorado Springs, CO Metro Area</td>
<td>46.1%</td>
</tr>
<tr>
<td>Portland-Vancouver-Hillsboro, OR-WA Metro Area</td>
<td>43.6%</td>
</tr>
<tr>
<td>Salt Lake City, UT Metro Area</td>
<td>40.3%</td>
</tr>
<tr>
<td>Ogden-Clearfield, UT Metro Area</td>
<td>40.2%</td>
</tr>
<tr>
<td>Tucson, AZ Metro Area</td>
<td>38.6%</td>
</tr>
<tr>
<td>Albuquerque, NM Metro Area</td>
<td>38.0%</td>
</tr>
<tr>
<td>Oklahoma City, OK Metro Area</td>
<td>35.4%</td>
</tr>
<tr>
<td>Tulsa, OK Metro Area</td>
<td>35.3%</td>
</tr>
<tr>
<td>Reno-Sparks, NV Metro Area</td>
<td>35.2%</td>
</tr>
<tr>
<td>Las Vegas-Paradise, NV Metro Area</td>
<td>29.6%</td>
</tr>
<tr>
<td>El Paso, TX Metro Area</td>
<td>27.8%</td>
</tr>
<tr>
<td>McAllen-Edinburg-Mission, TX Metro Area</td>
<td>20.9%</td>
</tr>
</tbody>
</table>

What Does The Future Hold?
The Challenge Facing The American Dream

“In America, you can go to school, work hard, and grow up to be anything you want to be.”

Sadly, the evidence tells a different story about our children and the future in front of them.

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.
What You Can Do
"Those who expect to reap the blessings of freedom must...undergo the fatigue of supporting it."
(Thomas Paine)

“You can always count on Americans to do the right thing – after they've tried everything else.”
(Winston Churchill)

“Freedom is never more than one generation away from extinction. We didn't pass it to our children in the bloodstream. It must be fought for, protected, and handed on for them to do the same, or one day we will spend our sunset years telling our children and our children's children what it was once like in the United States where men were free.”
(Ronald Reagan)

“To save man from the morass of propaganda, in my opinion, is one of the chief aims of education. Education must enable one to sift and weigh evidence, to discern the true from the false, the real from the unreal, and the facts from the fiction.”
(Martin Luther King)
New Mexico’s Efforts to Improve Early Childhood Education are Among the Best in the Country
Meeting Children’s Needs In and Out of School

A Strategy not a Program
Mission: Graduate

Central New Mexico faces daunting educational and economic challenges, now and in the future. We know that more of our young men and women need to graduate from high school and from college if they are to have the kinds of careers that will be fulfilling to them, their families, and our community. The challenges are daunting, but we are a community of hope and action.

In January 2013 a group of our community’s top leaders signed the Central New Mexico Education Compact, which articulates the vision, goal, and key objectives for Mission: Graduate. That Compact declares our confidence that, working together, we can develop thoughtful solutions, both in school and out of school, to improve educational attainment for all residents of Central New Mexico. The Compact also commits us to the bold goal of producing 60,000 new graduates with college degrees and certificates in Central New Mexico by 2020.

http://MissionGraduateNM.org
Higher Education and Albuquerque’s Future

Innovate ABQ

Innovate ABQ, a collaborative initiative among UNM-CTE, government, and business communities, is an idea whose time has come. This at-risk neighborhood has become a highly connected community when people can then work and play innovate ABQ helps to put these resources at the center of the city by emphasizing entrepreneurial and established business communities to create new companies, grow existing ones and affect more sustainable business.

The essence of the initiative is to create an integrated community of multi-dimensional Research and Development, science and technology companies, education programs, business services, support services, and communities of all business sectors that work and business initiatives that allow people to work together as they work and to share ideas and problems.

This is a critical step in our approach to ensure that a vibrant, healthy and innovative city is developed. We need a strong, vibrant community to thrive. This project is intended to create a strong, vibrant community and to create a vibrant community in which people can work together.

Innovate ABQ works to provide an example of how to work together as a community and to create a strong, vibrant community that can thrive.

The mission of the initiative is to stimulate the economic growth in the whole area, the region, the state and the country.

Innovate ABQ is a collaborative initiative among UNM-CTE, government, and business communities. We need a strong, vibrant community to thrive. This project is intended to create a strong, vibrant community in which people can work together as a community.

THE UNIVERSITY OF NEW MEXICO

UNM School of Law

UNM Law School Ranked Among Top Schools

Last year, a closely followed survey by a law school rankings group, US News & World Report, evaluated the top law schools in the country. The UNM School of Law was ranked among the top 20% in the nation. This is no surprise, given the school's reputation for excellence and quality. The school has a strong faculty, a dedicated student body, and a vibrant community. This ranking is an important recognition for the school and its students.
Our Request of You

• The issues are complex. We need people to carefully consider the issues, and then argue their perspectives in constructive ways.

• How do we ensure that our community can talk about the most challenging topics in civil ways?

• We believe successful education reform must emphasize factors both inside and outside of school.

• Many New Mexicans have not made up their minds about education policy. This is an area where good discussion can make a difference.
Education in New Mexico: What Does the Future Hold?