



Using Equity Focused Data to Close the Opportunity Gap

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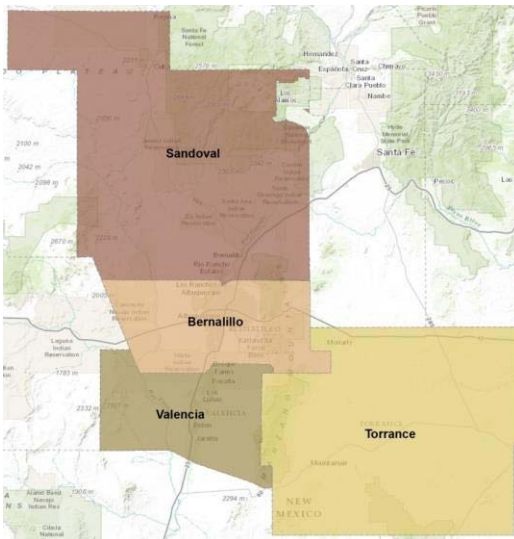
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UNM Center for Education
Policy Research

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What is *Mission: Graduate*?



Mission: Graduate is a **cradle-to-career education partnership** in Central New Mexico, which includes the counties of Bernalillo, Sandoval, Torrance, and Valencia.

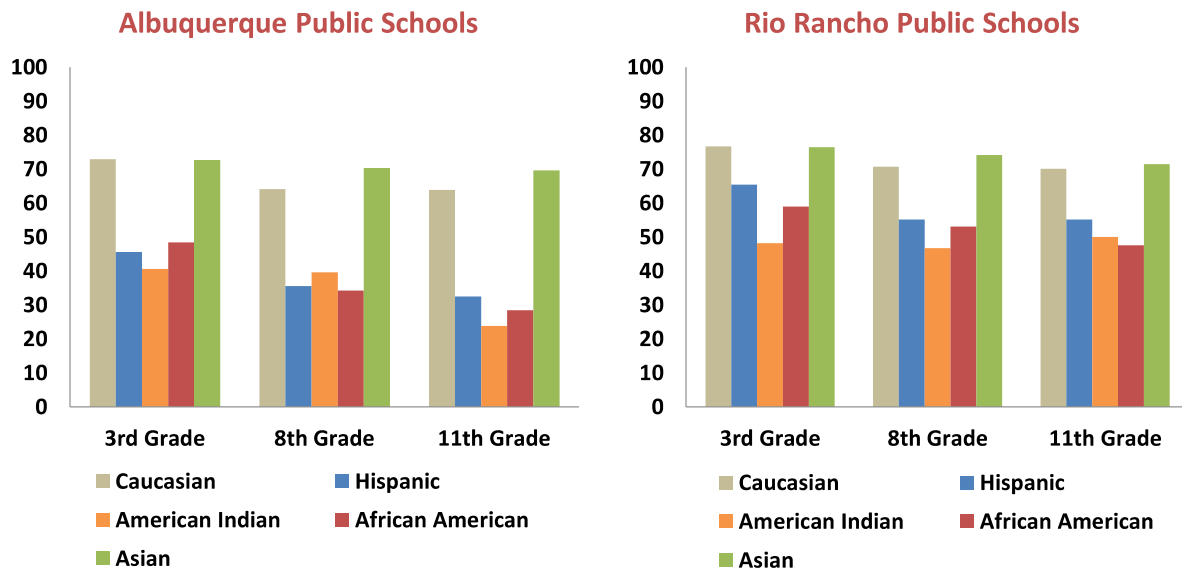
- These four counties are home to **218,422 children under 18 years of age**, or 42% of all children and youth living in New Mexico in 2010.
- The region is also home to **887,077 people of all age groups**, which is about 43% of New Mexico's total population.

Our Goal
60,000 New College Degrees and Credentials by 2020



The “Achievement Gap” is One of Our Greatest Challenges

Percentage of Students Proficient or Advanced in Math,
By Grade Level and Subgroup

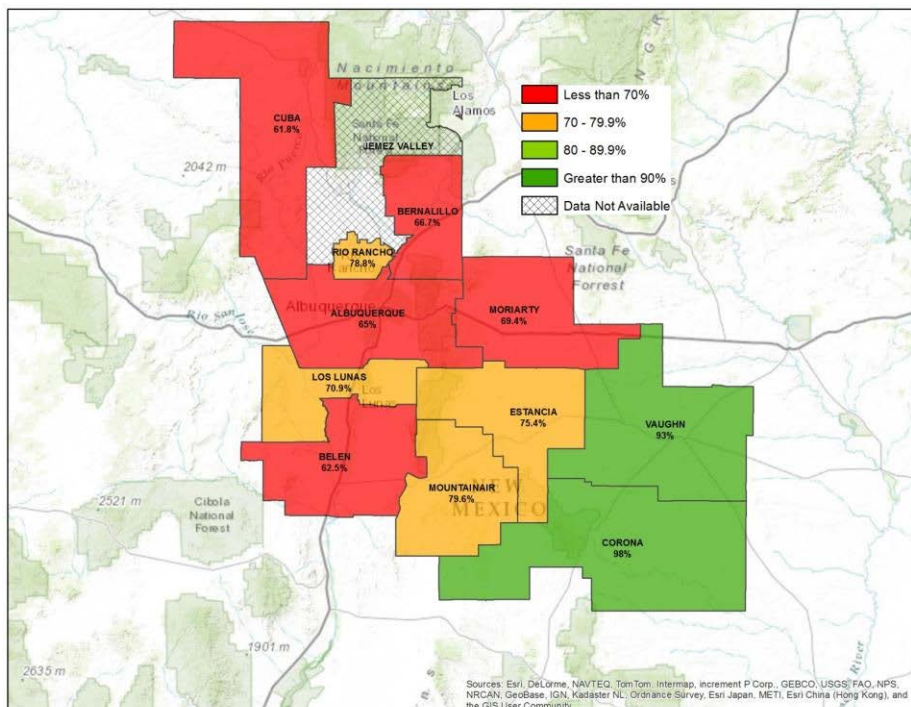


Source: Standards Based Assessment, 2011-2012, NM Public Education Department.

MISSION: GRADUATE
YOU MUST COMPLETE TO COMPLETE

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High School Graduation Rates Are Too Low for All Students



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

Districts in **red**
have graduation
rates less than
70%.

Districts in
orange have
graduation rates
between 70% and
80%.

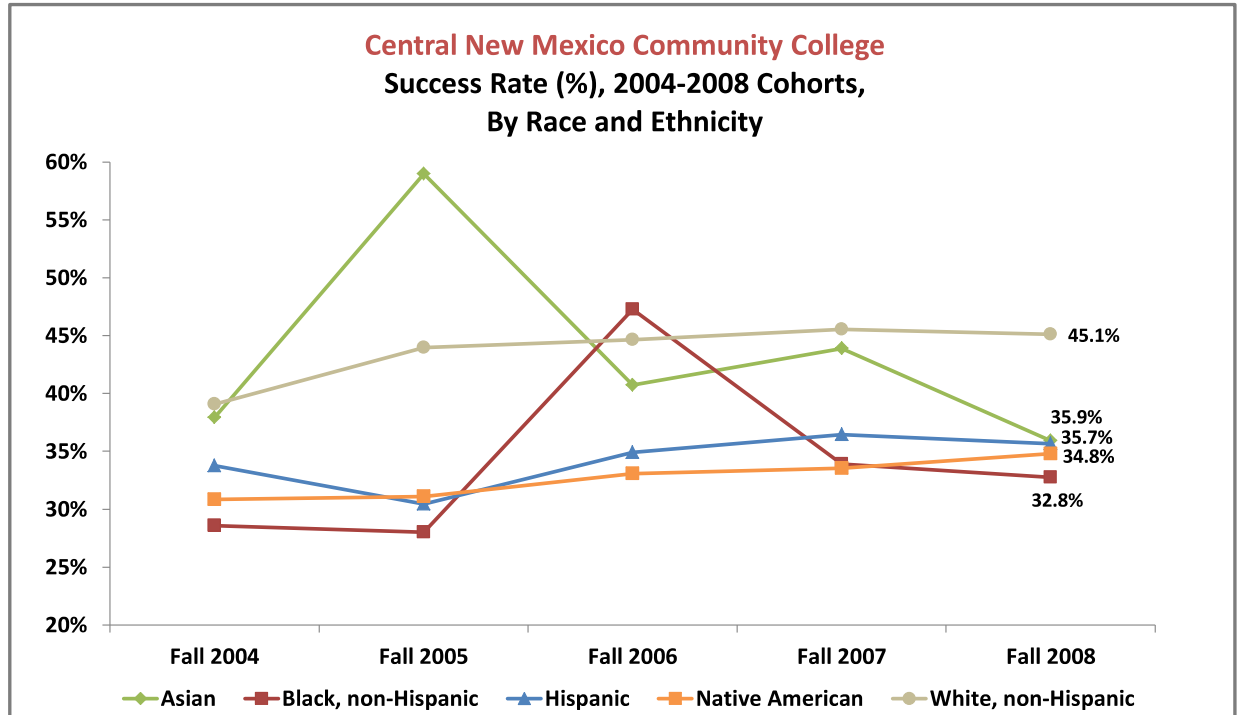
Sources: Esri, DeLorme, NAVTEQ, TomTom, Intermap, increment P Corp., GEBCO, USGS, FAO, NPS, NRCAN, GeoBase, IGN, Kadaster NL, Ordnance Survey, Esri Japan, METI, Esri China (Hong Kong), and the GIS User Community.

Source: NM Public Education Department, 4-Year Cohort High School Graduation Rate, Class of 2012.

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The Gaps Persist Into Higher Education

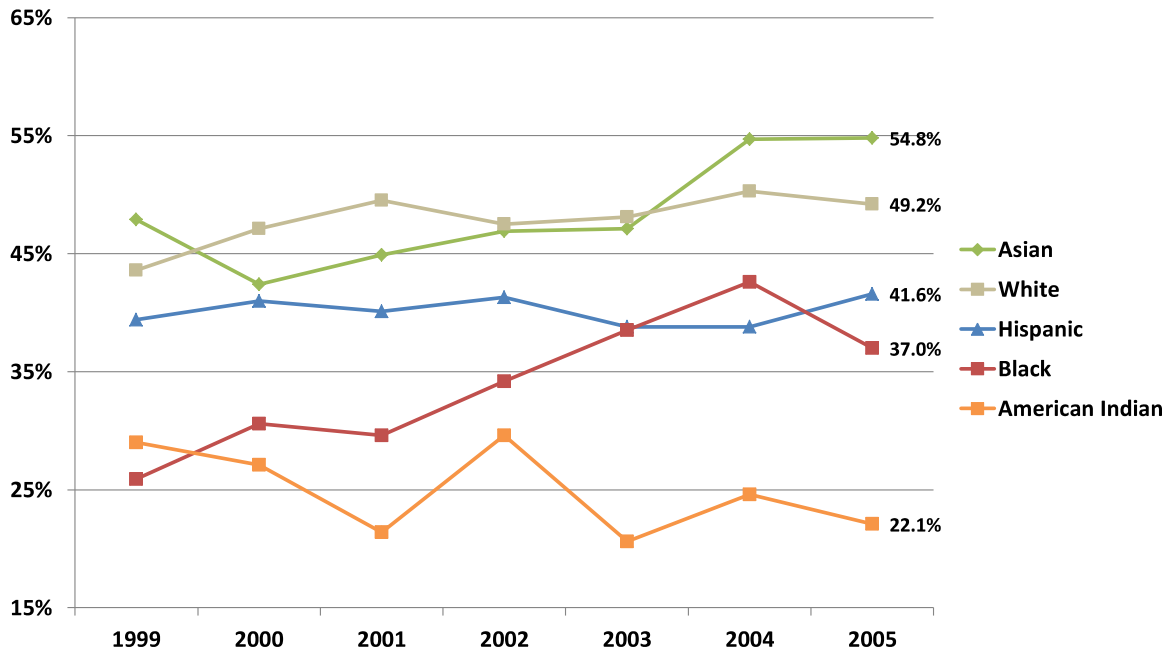


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University of New Mexico-Main Campus Six-Year Graduation Rate (%), By Race and Ethnicity



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LITERATURE REVIEW

“While some young Americans—most of them white and affluent—are getting a truly world-class education, those who attend schools in high poverty neighborhoods are getting an education that more closely approximate school in developing nations.”

—The Equity and Excellence Commission Report

Addressing the equity issue is key to the competitiveness of the future labor force of the United States.



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OUR APPROACH

Mission: Graduate has chosen to address the
Opportunity Gap
rather than the
Achievement Gap

Why?

This perspective puts the responsibility to provide adequate structures and systems on the ADULTS to for student achievement, rather than on our children.



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LITERATURE REVIEW

Opportunities to Close the *Opportunity Gap*

1. Address Individual Needs of Students
2. Provide Rich, Engaging In-School and Out-of-School Learning Opportunities and Resources
3. Build on the Cultural and Linguistic Backgrounds of Students
4. Provide Stable and Diverse Communities

(National Education Policy Center)



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About the Student Success Roadmap

- The **Goal** of *Mission: Graduate* is to produce 60,000 new postsecondary degrees and credentials in Central New Mexico by 2020.
- To achieve this Goal, we will work toward the following **Results**:
 1. Children and youth excel and succeed from early childhood through high school;
 2. Youth and adults graduate with a postsecondary degree or credential;
 3. Graduates enter a career of their choosing in Central New Mexico; and
 4. All members of the community work to close the opportunity gap.

Note: Following the conventions of Results-Based Accountability (RBA), a Result is defined as "a condition of well-being for children, adults, families, or communities," and an Indicator is a "measure that helps quantify the achievement of a result."



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About the Student Success Roadmap, Cont'd

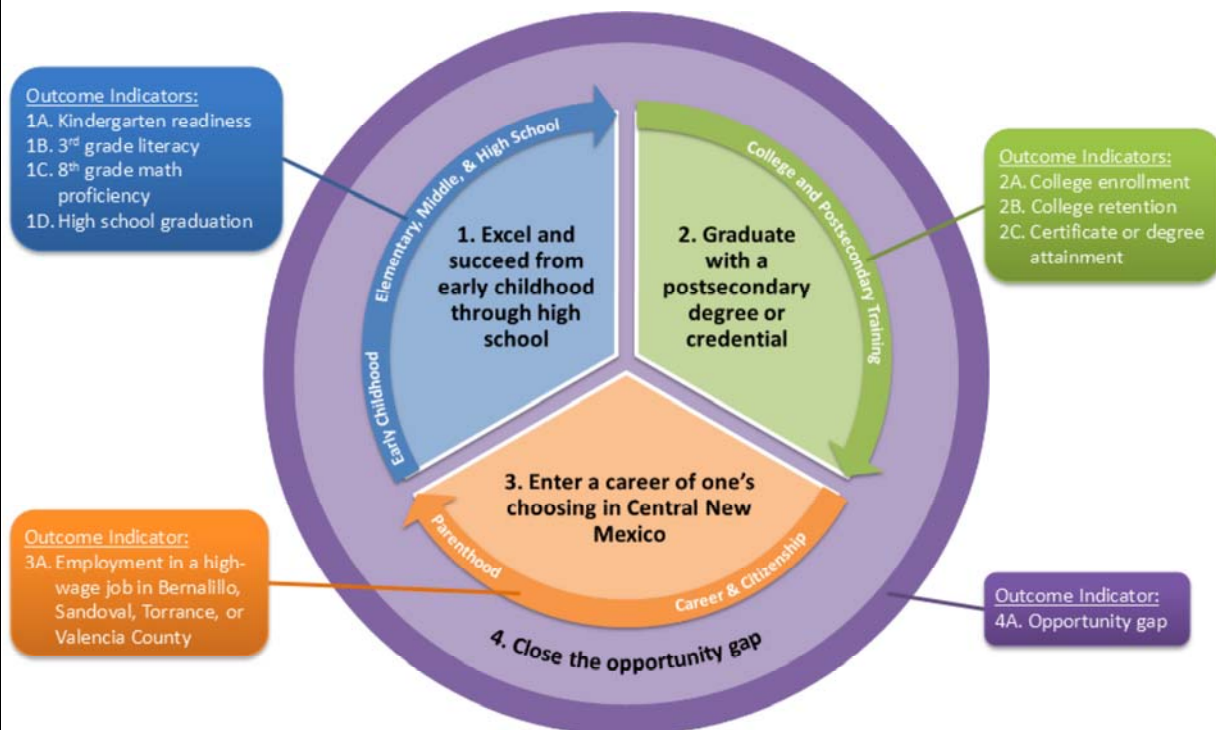
- To measure these results, we will track three types of **Indicators**:
 - Outcome Indicators: Observed or measured outcomes directly tied to the results;
 - Contributing Indicators: Observed or measured factors that contribute to the improvement of each outcome indicator.
- The following Student Success Roadmap depicts the results and indicators, from cradle to career, that we will use to assess the impact of *Mission: Graduate* toward meeting our goal.
- Each indicator will be disaggregated to the extent possible to track outcomes by race and ethnicity, gender, and other subpopulations.**

Note: Following the conventions of Results-Based Accountability (RBA), a Result is defined as "a condition of well-being for children, adults, families, or communities," and an Indicator is a "measure that helps quantify the achievement of a result."



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Student Success Roadmap



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Outcome Indicators

Result	General Outcome Indicator	Detailed Outcome Indicator
1. Excel and succeed from early childhood through high school	A. Kindergarten readiness	% of children who are ready for Kindergarten, by district
	B. 3 rd grade literacy	% of children proficient or advanced in 3 rd grade reading, by district
	C. 8 th grade math proficiency	% of youth proficient or advanced in 8 th grade math, by district
	D. High school graduation	% of students who graduate from high school in 4 years and 5 years, by district
2. Graduate with a post-secondary degree or credential	A. College enrollment	% of high school graduates who enroll in postsecondary education at any time the year after graduation
	B. College retention	% of first-time, full-time college students who enroll in the fall semester after their first year
	C. Certificate or degree attainment	i. # of students who attain a certificate, associate's, bachelor's, or graduate degree annually ii. % first-time, full-time students who attain a certificate within 2 years iii. % of first-time, full-time students who attain an associate's degree within 3 years iv. % of first-time, full-time students who attain a bachelor's degree within 6 years v. Highest level of education completed, ages 25-64
3. Enter a career of one's choosing in Central NM	A. Employment in a high-wage job in Bernalillo, Sandoval, Torrance, or Valencia County	i. % of job openings in central New Mexico that require post-secondary education ii. Median family income, by county
4. Close the opportunity gap	A. Opportunity gap	Highest level of education completed, ages 25-64, by race and ethnicity

Outcome Indicators are observed or measured outcomes directly tied to the Results.



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Contributing Indicators Related to Closing the Opportunity Gap

Result	General Contributing Indicator	Detailed Contributing Indicator
4. Close the opportunity gap	A. Access to and participation in high-quality early care and education programs	i. % of children enrolled in Early Head Start, Head Start, and pre-Kindergarten, by county ii. Ratio of children enrolled in 4- 5 star child care centers to those enrolled in 1-3 star & registered centers, by county
	B. Access to and participation in high-quality afterschool, summer learning, and extracurricular activities	i. % of middle and high school students involved in group activities outside of school and home, by county ii. % of middle and high school students involved in extracurricular activities, by county iii. # and type of no-cost programs available by district and county
	C. Access to and utilization of health and social services	i. Proportion of students that received health and wellness services, by school ii. Ratio of health and wellness staff (available to work with all students) to student enrollment, by school iii. Amount (rate) of health and wellness services, by school
	D. Access to and participation in college preparatory courses.	i. % of high school students enrolled in Honors, Advanced Placement, International Baccalaureate, and college dual enrollment courses, by school ii. # and type of Honors, Advanced Placement, and International Baccalaureate courses offered, by school
	E. Access to and participation in college courses in high school	% of high school students enrolled in college dual enrollment courses, by school
	E. Support from caring adults	% of students who report having caring adults in their lives, including parents, teachers, and other adults outside of school or home.
	F. Access to and utilization of high-quality language support services	i. Ratio of bilingual and TESOL-endorsed teachers to the number of enrolled English Language Learners ii. % of English Language Learners served and successful (needs refinement)
	G. Access to and utilization of financial support services in higher education	i. Child care (to be developed) ii. Transportation (to be developed) iii. Asset development and management (to be developed)

Contributing Indicators are observed or measured factors that contribute to the improvement of each Outcome Indicator.



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MAPPING OPPORTUNITY



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We Also Believe That Geospatial Mapping Is A Powerful Tool For Helping Our Community Understand The Opportunity Gap And Why It Must Be Addressed

- **Description:** Making the data accessible to all audiences
 - Revealing geographic disparities
- **Analysis:** Making sense of the data
 - Identifying gaps in resources
 - Conducting disparate impact analyses
 - Measuring impact
 - Mapping assets
- **Action:** Using data for change
 - Providing a basis for advocacy
 - Strengthening public engagement
 - Supporting collective impact



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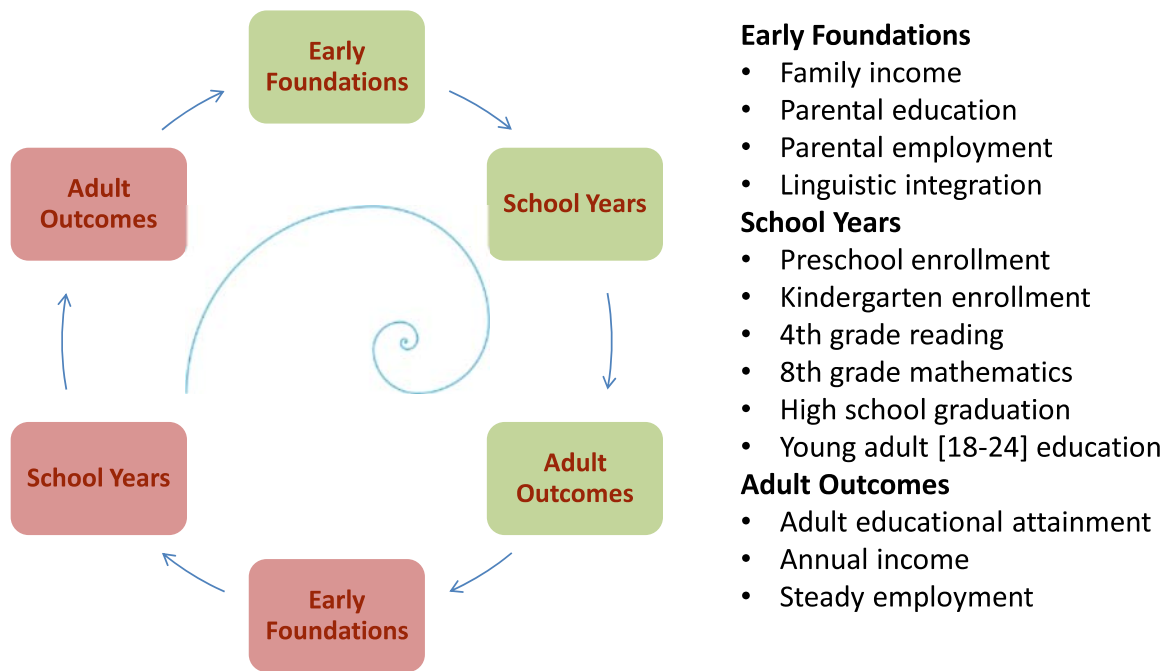
DESCRIPTION

Revealing Geographic Disparities



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A Child's Chances For Success Impact The Generations That Follow For Better Or Worse

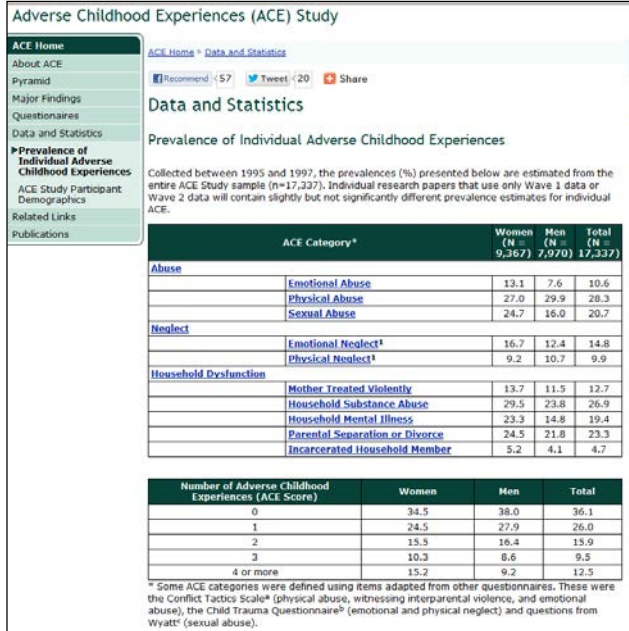
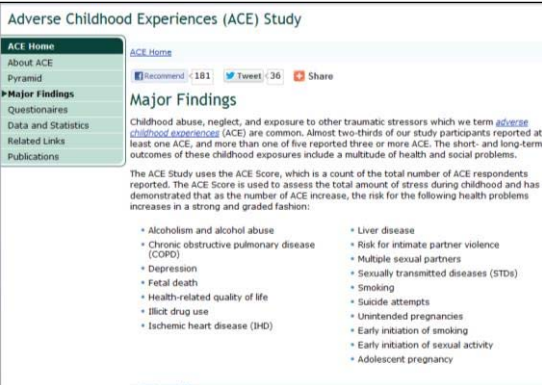
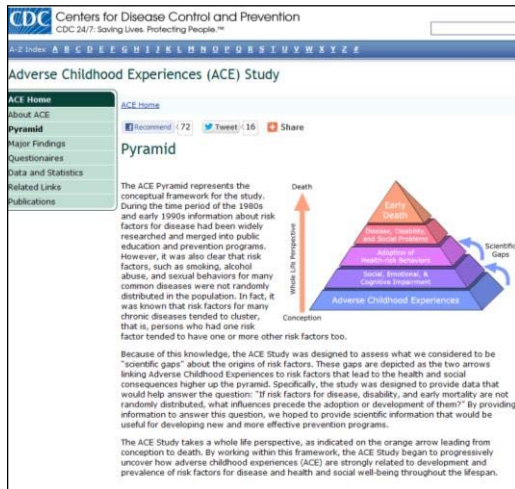


Source: Education Week, Quality Counts, <http://www.edweek.org/ew/qc/index.html>.



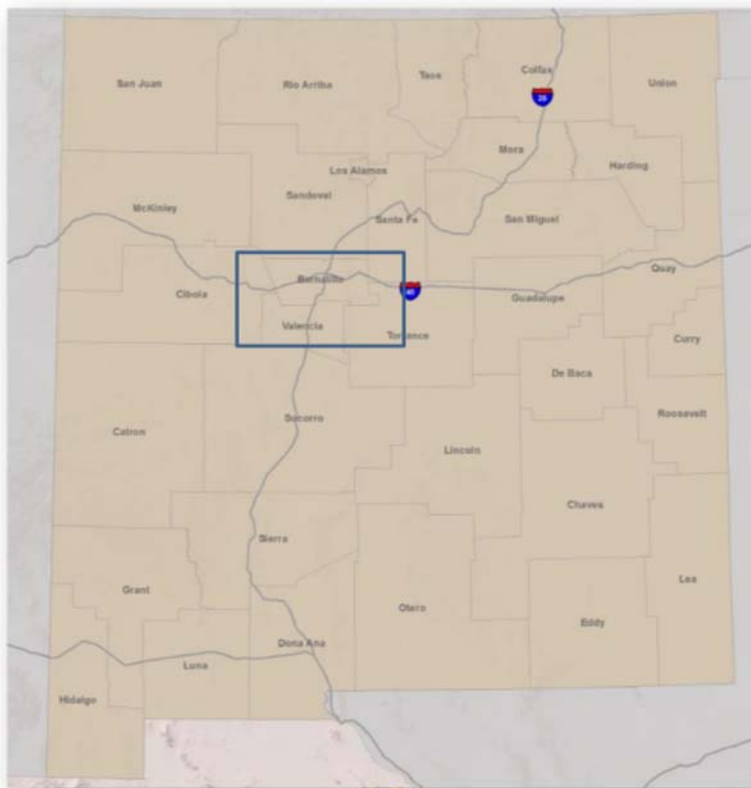
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The Impact Of Disparities Lasts A Lifetime



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New Mexico Counties



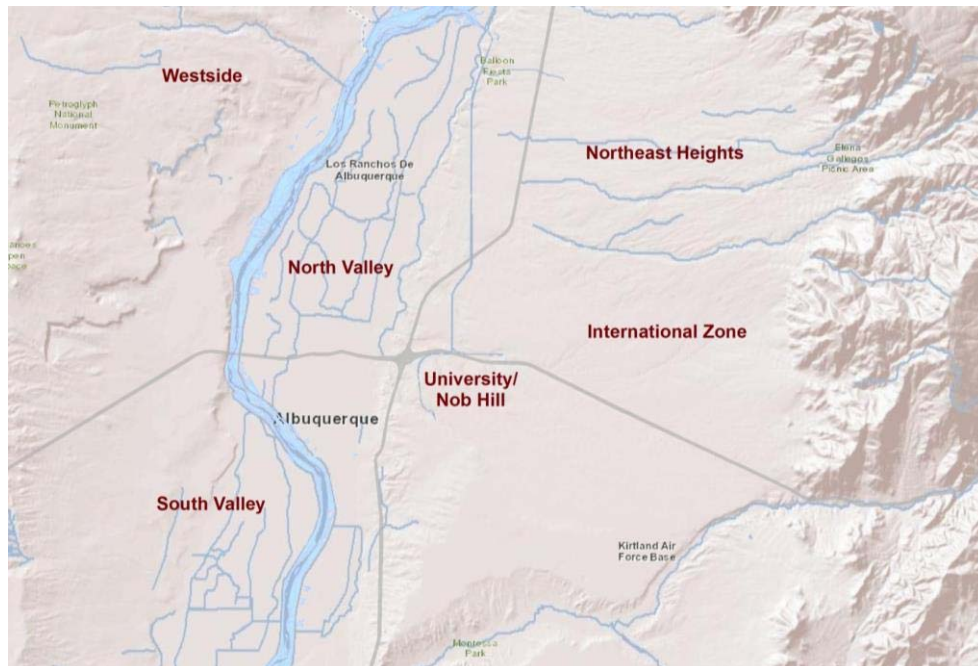
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Albuquerque And Local Communities With Census Tracts



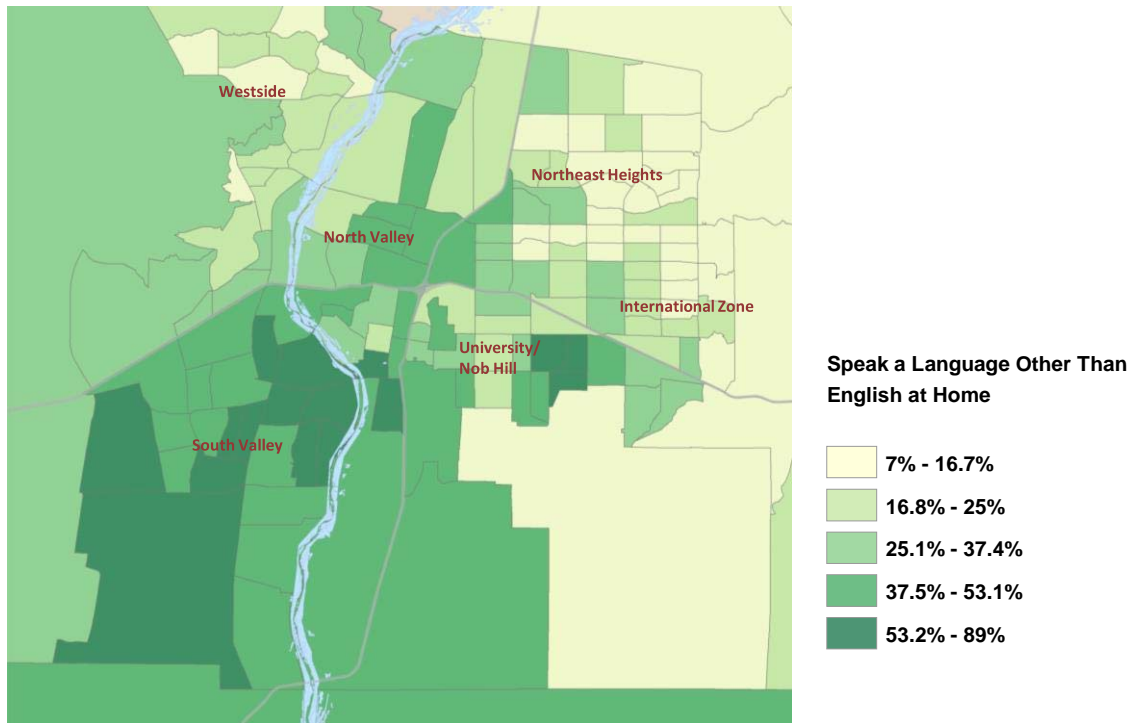
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Albuquerque Neighborhoods: The Soul Of Our City



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Percent of Individuals Who Speak a Language Other Than English at Home, Bernalillo County

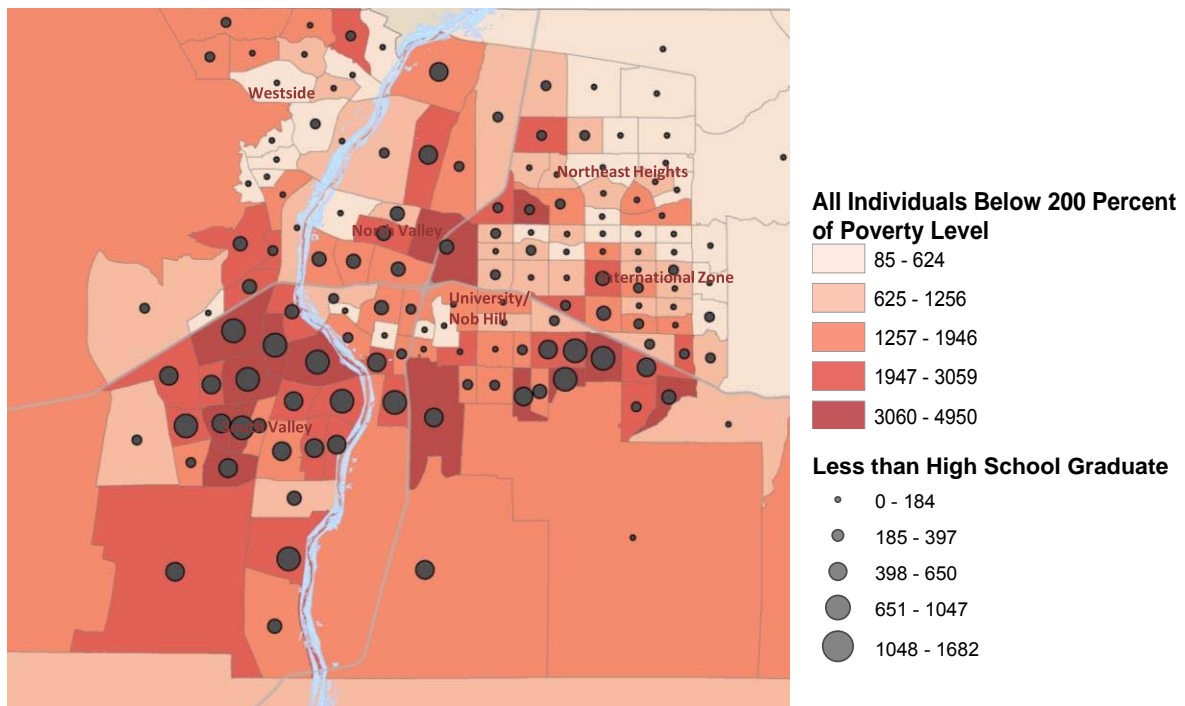


Source: U.S. Census Bureau American Community Survey 5-Year Estimates 2007 - 2011



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Individuals Living Below 200 Percent of Poverty Level with Less than High School Education

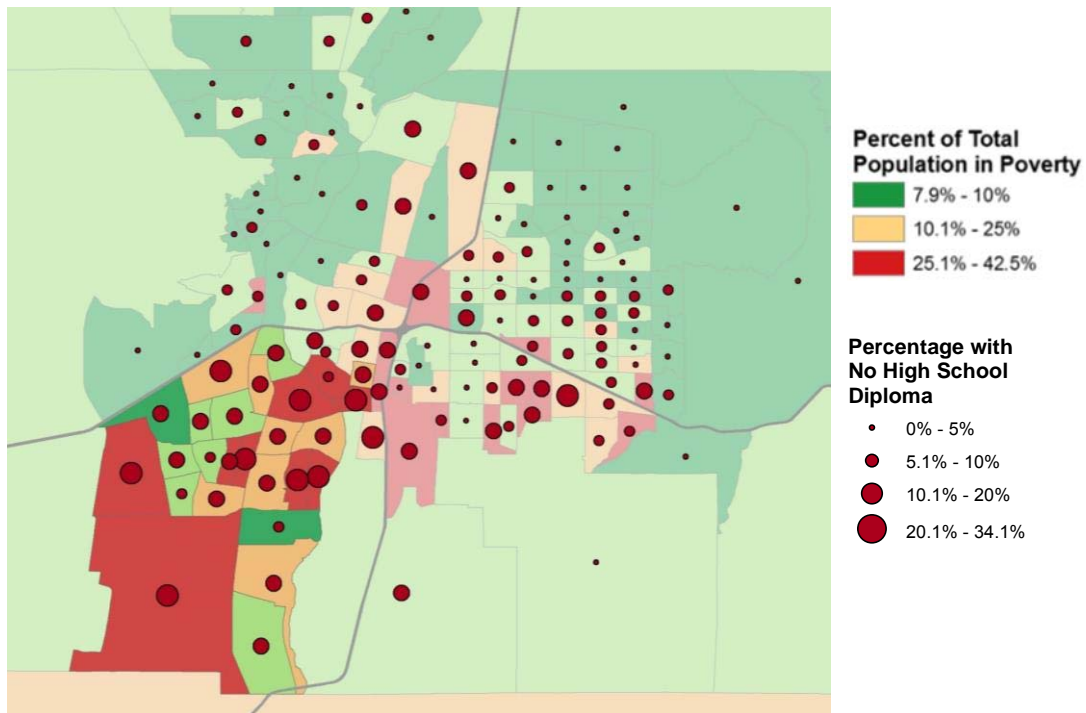


Source: U.S. Census Bureau American Community Survey 5-Year Estimates 2007 - 2011



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Percentage of Individuals Living Below Poverty Level with Less than High School Education

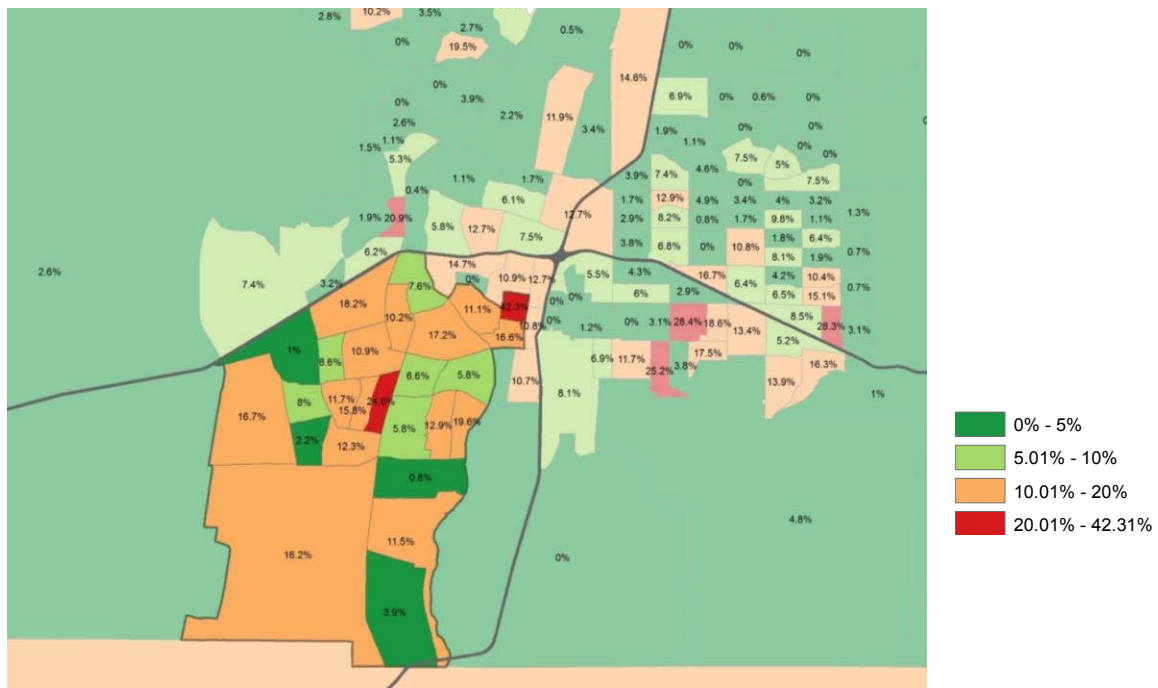


Source: U.S. Census Bureau American Community Survey 5-Year Estimates 2007 - 2011



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Percentage of Single Female Householders with No Husband Present Living Below Federal Poverty Level

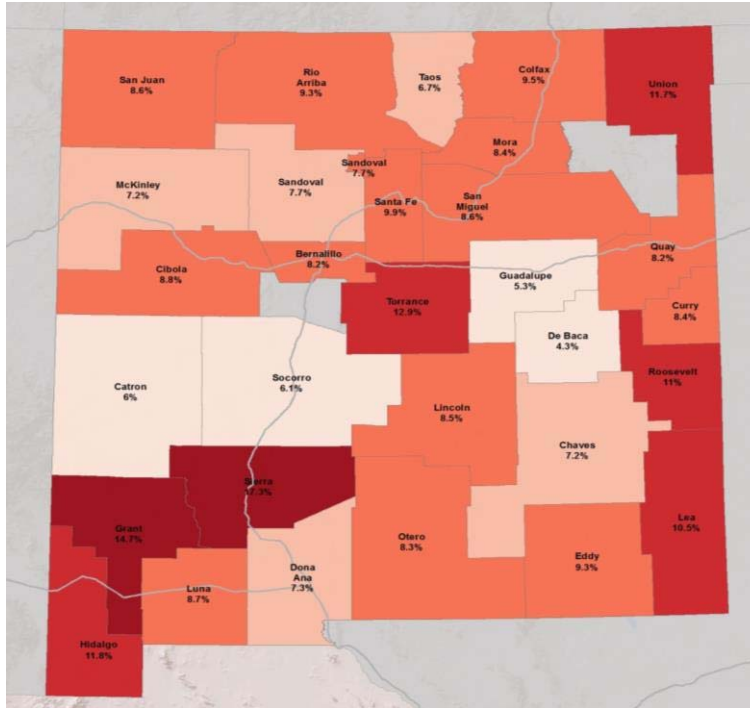


Source: U.S. Census Bureau American Community Survey 5-Year Estimates 2007 - 2011; Table Table 87010_16E, Single Female Householder Living Below Poverty Level



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Measures Of Risk And Resiliency: Sexual Coercion Among High School Students, 2011

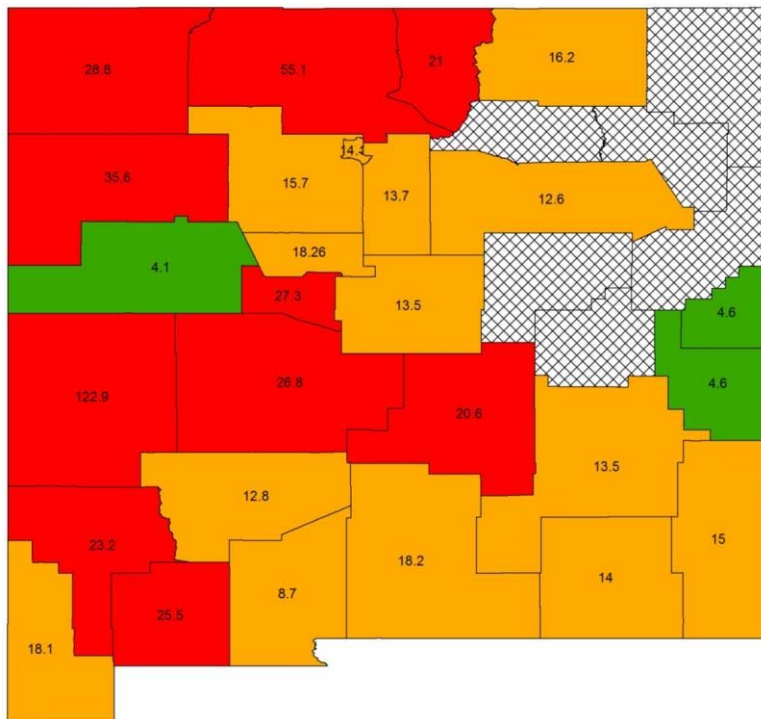


Source: New Mexico Youth Risk and Resiliency Survey, New Mexico Departments of Health and Public Education and U.S. Centers For Disease Control and Prevention, 2011. Students were asked, "During the past 12 months, have you ever been physically forced to have sexual intercourse?" The percentage reported 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.



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



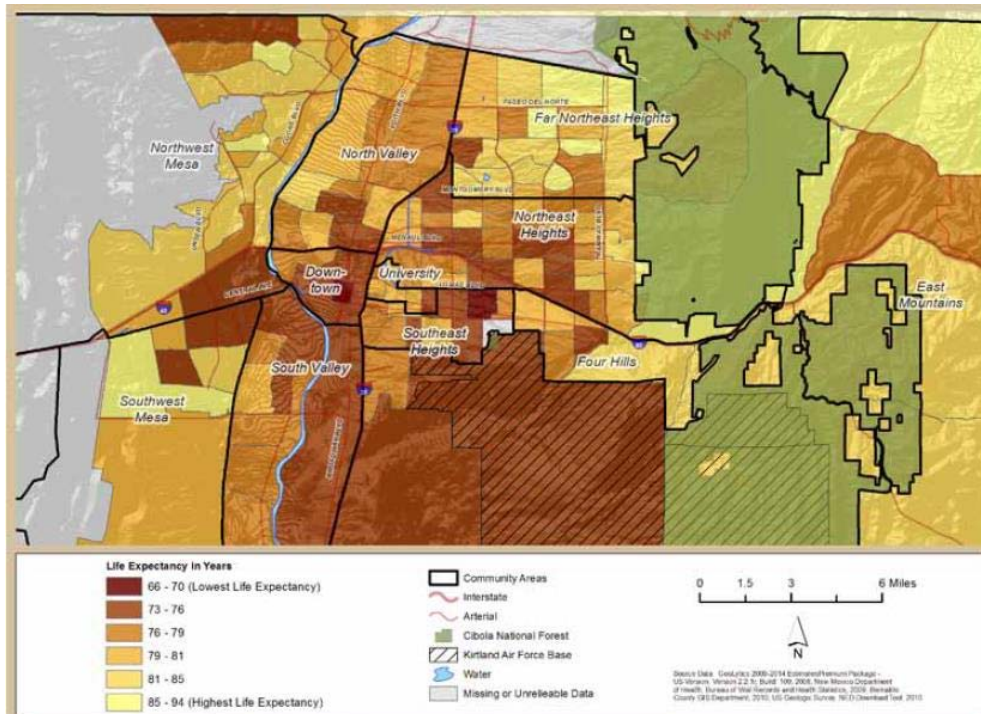
Counties shaded **green** have rates below the national average of 7.6. Counties shaded **orange** have rates above the national average but below the state average of 18.29. Counties shaded **red** have rates above both the state and national averages.

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.



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

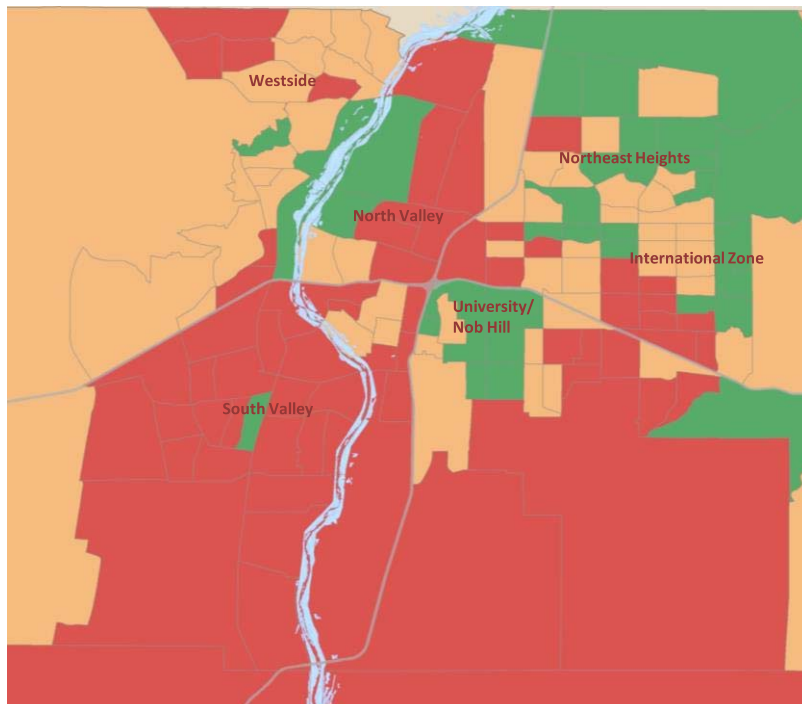


This powerful map by the Joint Center For Political and Economic Studies shows that life expectancy can vary by 28 years depending on where one lives in Bernalillo County.



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Percentage of Individuals 25 and Older With a Bachelor's Degree or Higher, Bernalillo County



source: U.S. Census Bureau American Community Survey 5-Year Estimates 2007 - 2011



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ANALYSIS

Making Sense Of The Data



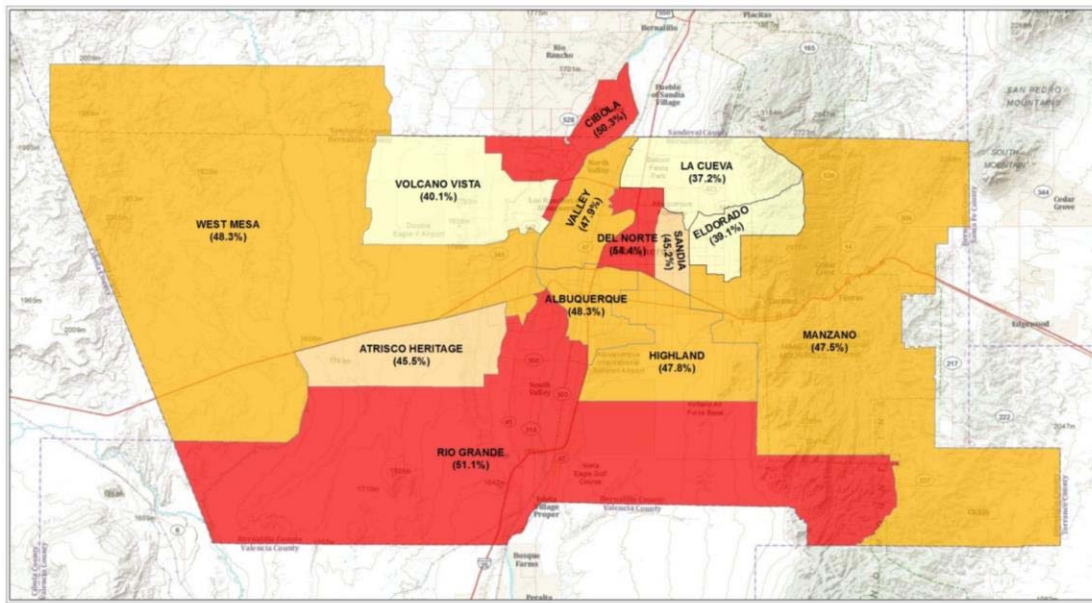
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Identifying Gaps In Resources



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Percentage Of High School Students Who Have Had Sexual Intercourse

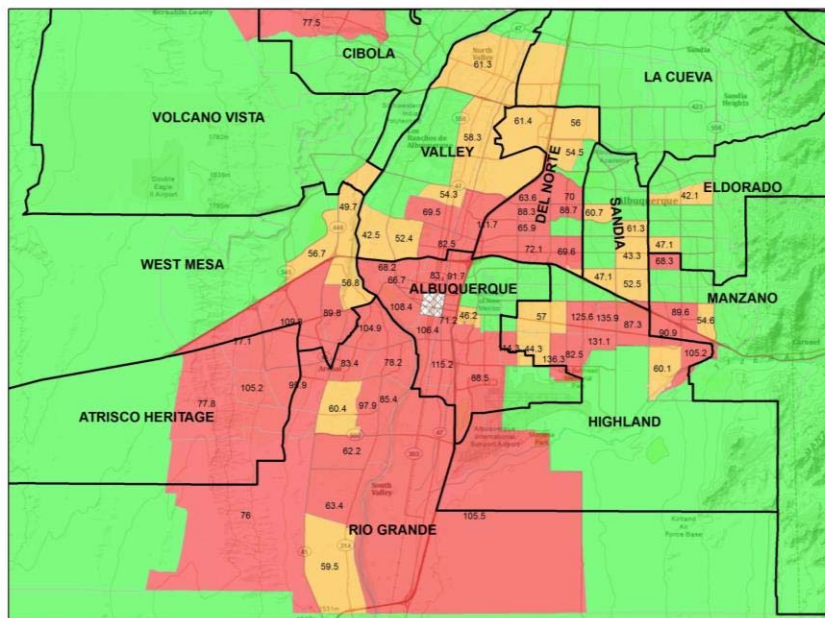


Source: New Mexico Youth Risk and Resiliency Survey, 2009, New Mexico Departments of Health and Public Education and U.S. Centers for Disease Control and Prevention (CDC). Students were asked, "During your life, with how many people have you had sexual intercourse?" The percentage reported here reflects respondents who answered one or more people.

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Teen Birth Rate, Ages 15-19



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.

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 avgs)

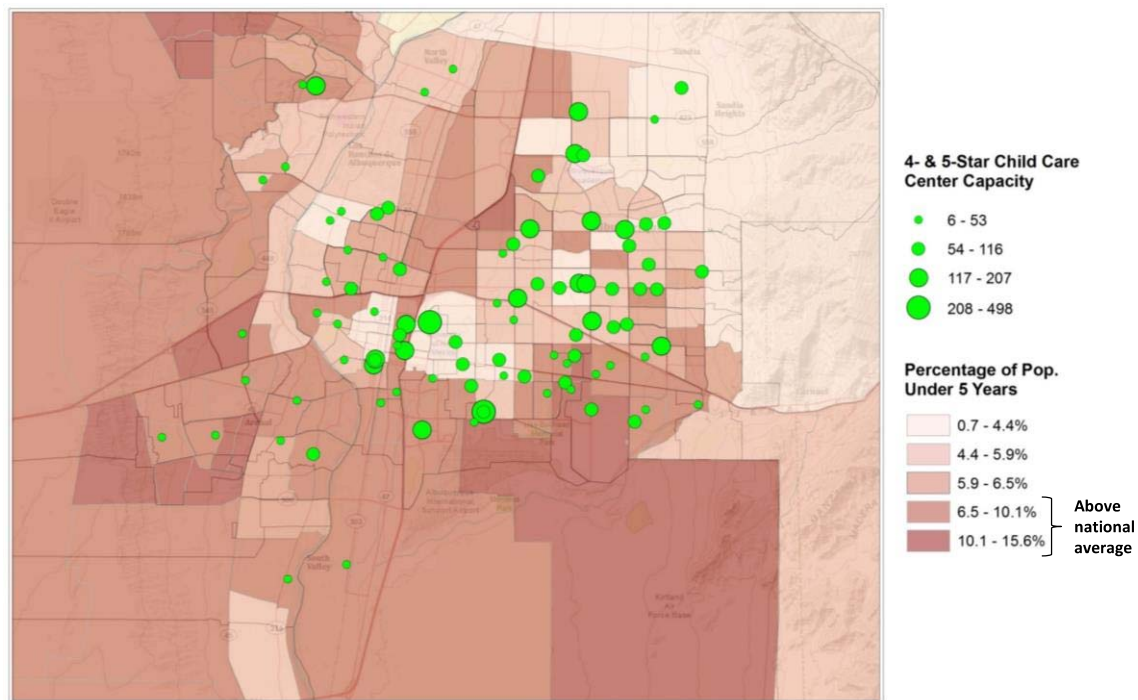
Poor Data Quality

Source: New Mexico Community Data Collaborative. The rates shown here reflects the average number of children per 1000 women born to teen mothers (ages 15-19) between 2001 and 2005. Rates are reported by census tract; high school boundaries are overlaid to provide perspective. In 2005, the statewide teen birth rate was 62 per 1000, and the nationwide rate was 40 per 1000 (Kids Count Data Center, <http://datacenter.kidscount.org>).

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Capacity Of 4- And 5-Star Licensed Child Care Centers

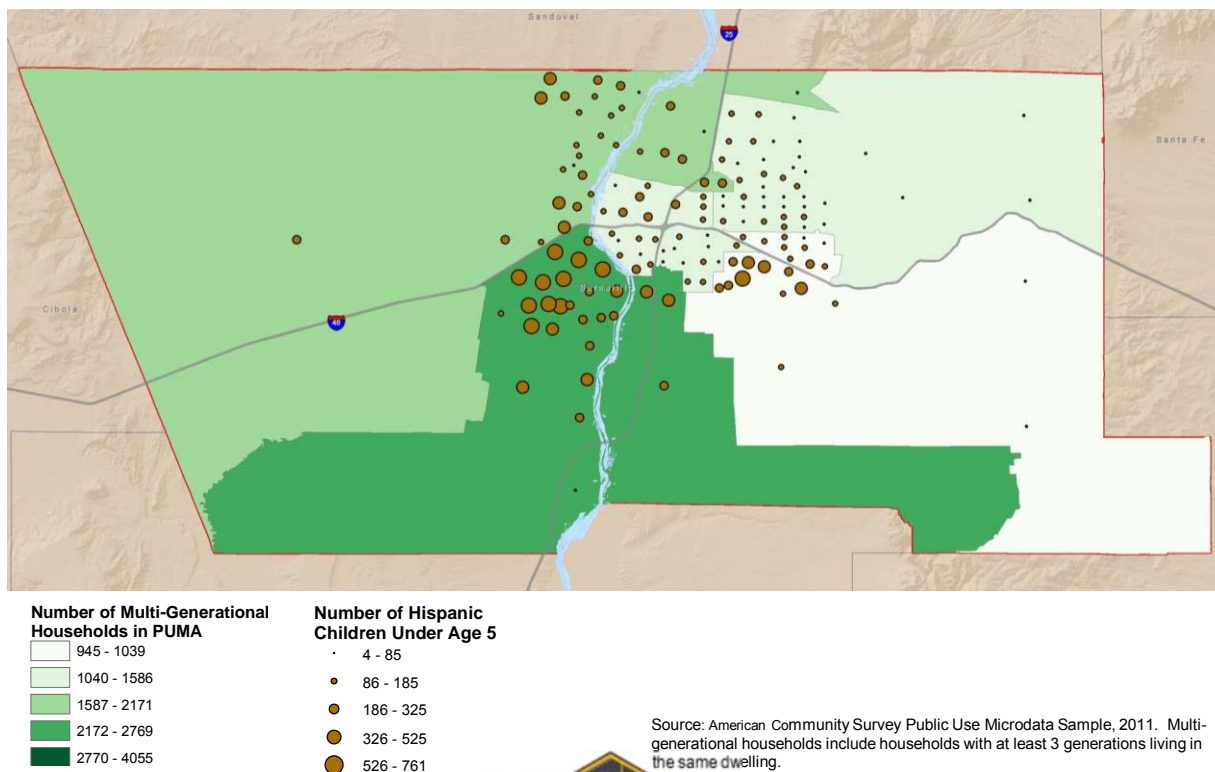


Source: New Mexico Community Data Collaborative, December 2010. Enrollment data are reported by program site.

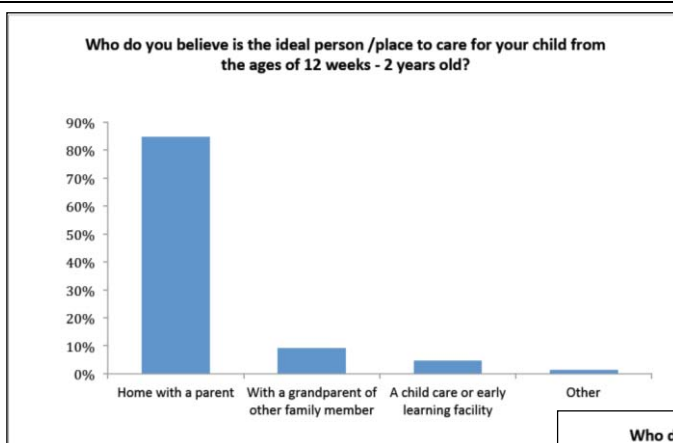


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Community Assets: Multi-Generational Households

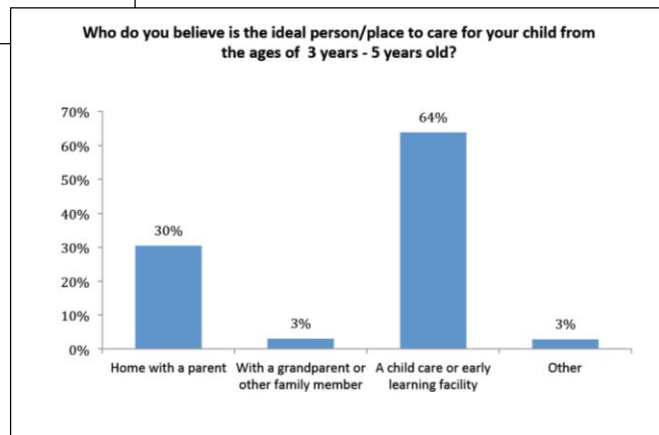


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Data Help Us Better Understand What Diverse Families Value

Source: Tefera, A. & Heredia Griego, M. (2012). Using Community-based Participatory Research and ArcGis Mapping To Understand Parent Engagement and Decision-Making in Early Childhood Education in South West Albuquerque. Partnership for Community Action & The UNM Center For Education Policy Research



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Child Maltreatment Risk Factors And Opportunity Mapping In Bernalillo County

The CDC has identified several factors related to high risk for child maltreatment. The following maps show areas where risks for these factors are lower and higher in Bernalillo County. The goal is to introduce a possible technique for identifying neighborhoods that may benefit from resources.

- The best opportunity for children to grow up without becoming victims of maltreatment include:
 - Having parents with higher education levels;
 - Living in a household with 2 parents;
 - Living in a household with income above poverty level;
 - Living in a household with fewer dependent children;
 - Living in neighborhoods with low unemployment;
 - Living in neighborhoods where people have lived at least a year in the same house;
 - Living in neighborhoods with a lower density of alcohol outlets.

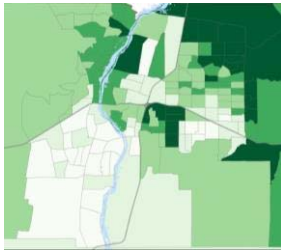
Where are these areas in Bernalillo County?

Source:
<http://www.cdc.gov/violenceprevention/childmaltreatment/riskprotectivefactors.htm>



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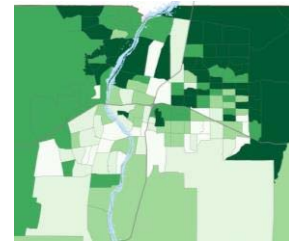
Individual Child Maltreatment Risk Mitigation Factors



**Education Greater Than
AA Degree**



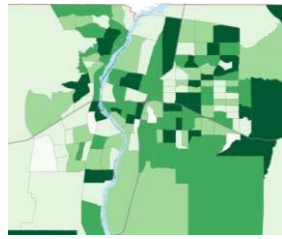
**Few Single Parent
Households**



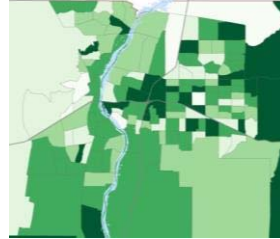
**Few Families Living
Under Poverty Level**



Low Residential Mobility



Low Unemployment



Smaller Family Size



Few Alcohol Licenses

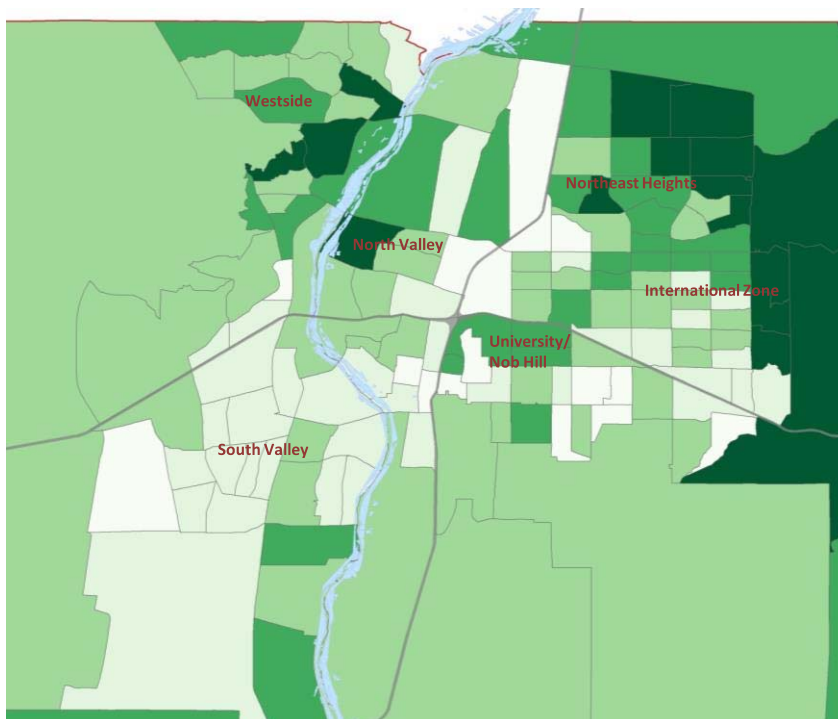
Source: Unemployment, family size, single parent household, household mobility, family poverty model input layers from the U.S. Census Bureau, 2010 Decennial Census, census tract level. Alcohol license data from New Mexico Community Data Collaborative, compiled by New Mexico Department of Health.

Opportunity Score



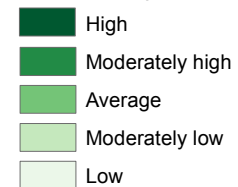
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Opportunity For A Safe Childhood



Based on the CDC factors, tracts with a higher score have fewer child maltreatment indicators.

Opportunity Score

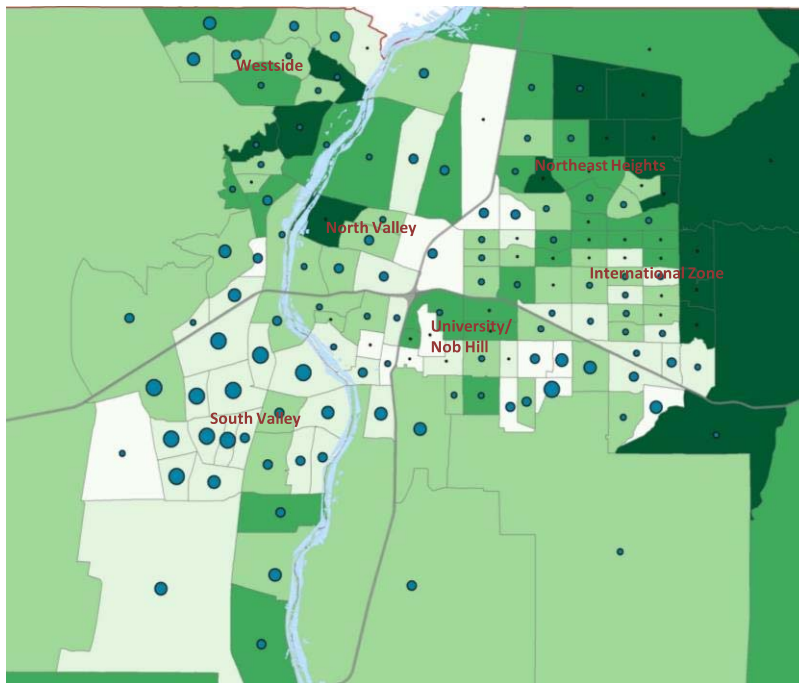


Source: Unemployment, family size, single parent household, household mobility, family poverty model input layers from the U.S. Census Bureau, 2010 Decennial Census, census tract level. Alcohol license data from New Mexico Community Data Collaborative, compiled by New Mexico Department of Health.



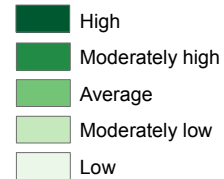
45

Using The Maps To Address Issues Of Community Equity: Where Are The Hispanic Children In Relation To Opportunity?

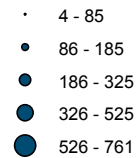


This map clearly shows the concentration of Hispanic children under the age of 5 in lower opportunity areas.

Opportunity Score



Number of Hispanic Children Under Age 5



Source: Unemployment, family size, single parent household, household mobility, family poverty model input layers from the U.S. Census Bureau, 2010 Decennial Census, census tract level. Alcohol license data from New Mexico Community Data Collaborative, compiled by New Mexico Department of Health.



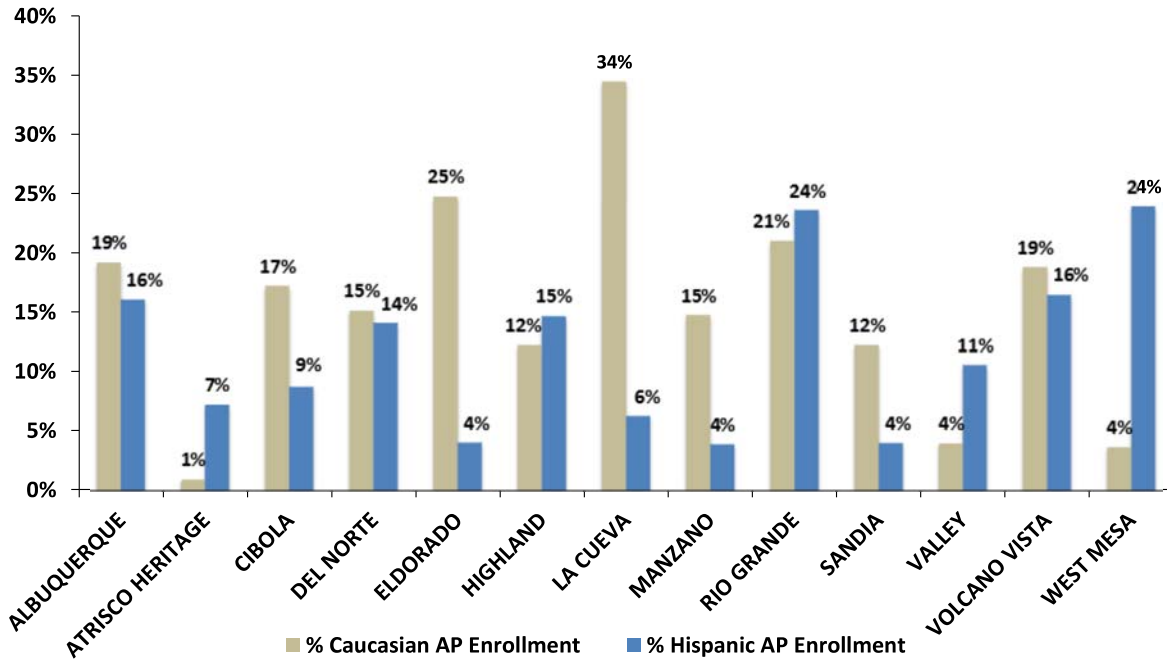
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Disparate Impact



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Percentage of APS **Caucasian** & **Hispanic** Students Enrolled in Advanced Placement Courses by High School, 2009-2010

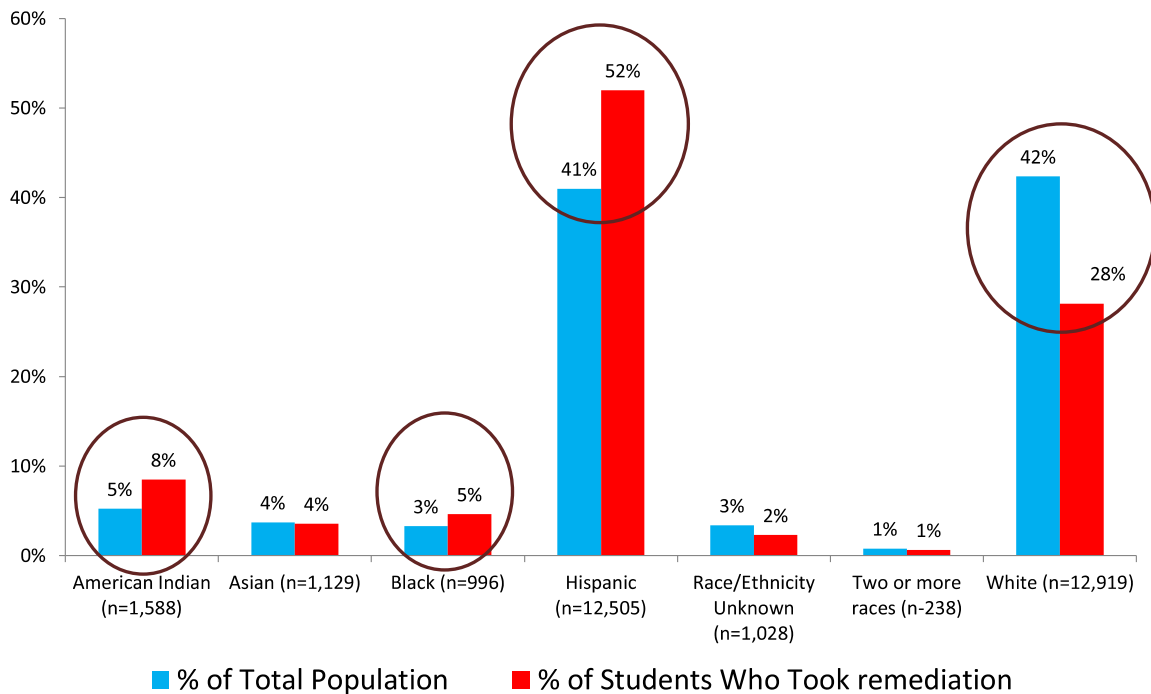


Source: "AP Enrollment & Exam Score Report for District & Schools: Five-Year Trend, 2006-2010," November 2010, Albuquerque Public Schools.



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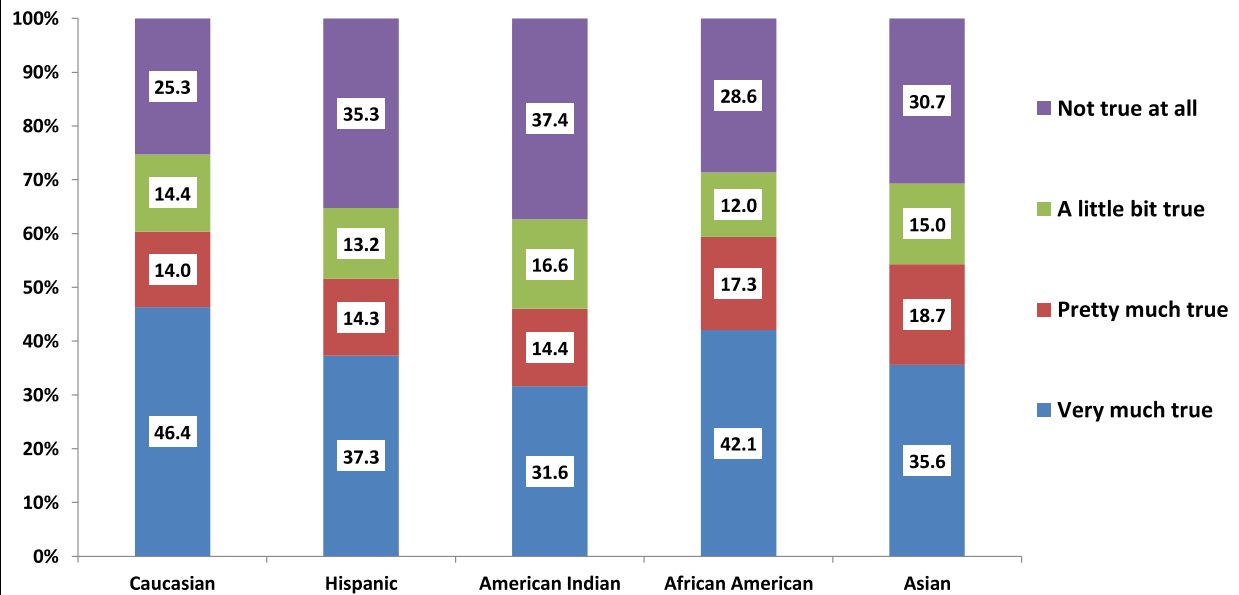
Race And Ethnicity Had A Disparate Impact On UNM Freshman Students Who Took Remedial Courses



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

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



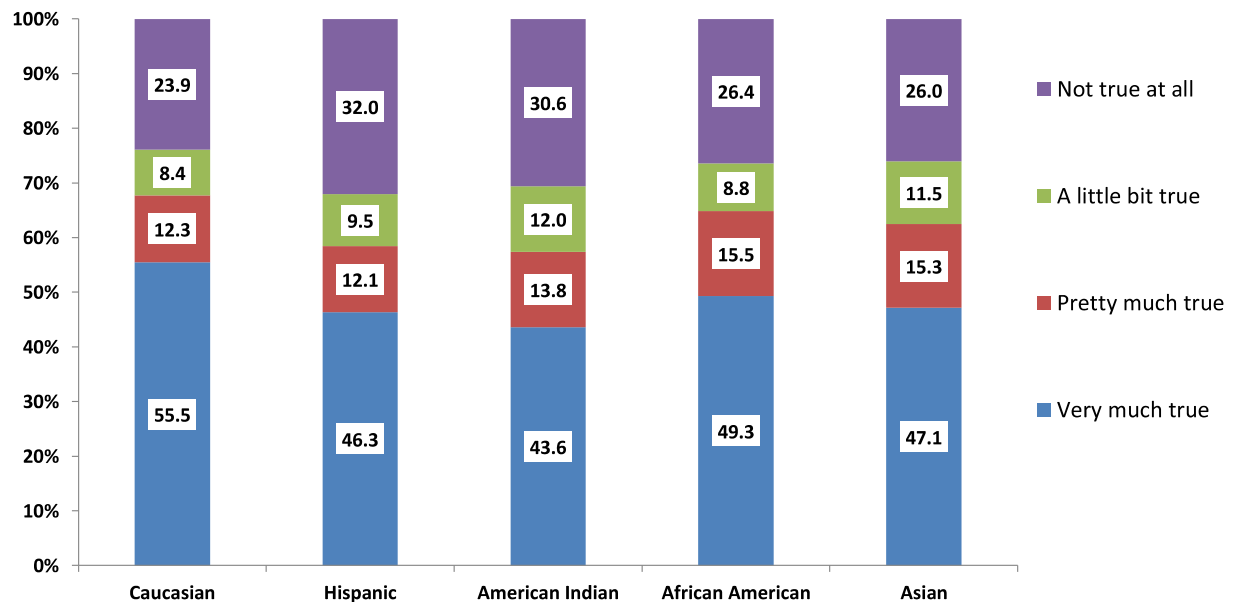
Source: New Mexico Department of Health, New Mexico Youth Risk and Resiliency Survey, 2011.



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

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

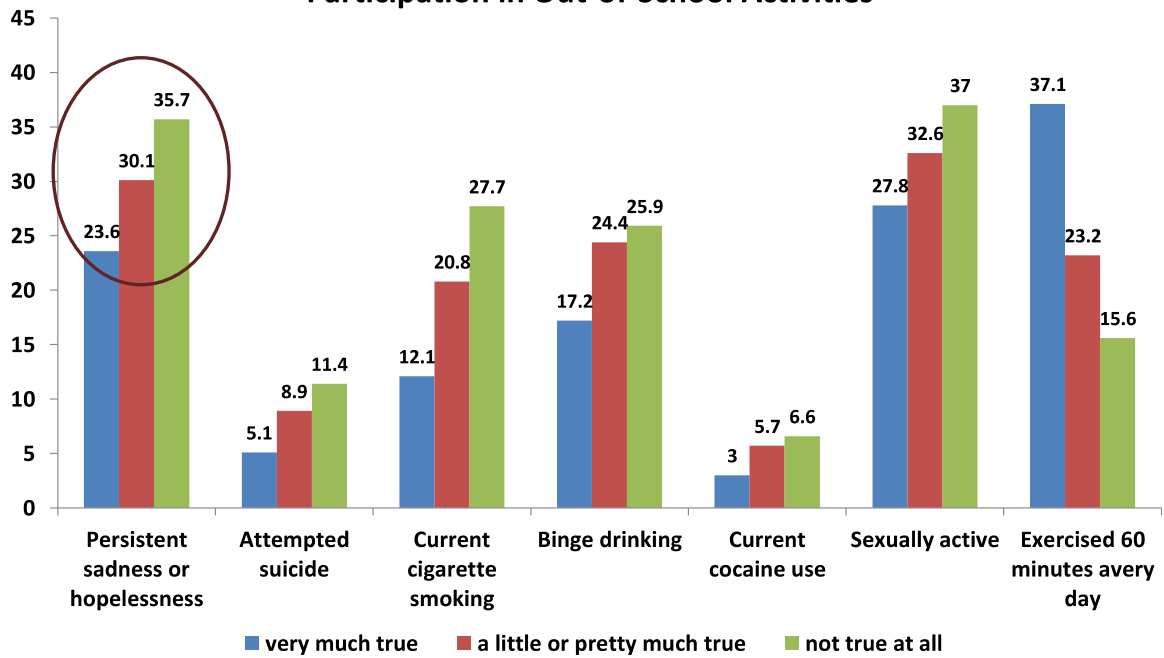


Source: New Mexico Department of Health, New Mexico Youth Risk and Resiliency Survey, 2011.



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New Mexico High Schools Selected Risk Factors By Participation in Out-of-School Activities



Source: Green D, Peñaloza L, and FitzGerald C. 2012. New Mexico Youth Risk & Resiliency Survey: High School Survey Results 2011. Epidemiology and Response Division, New Mexico Department of Health, School and Family Support Bureau, New Mexico Public Education Department, and University of New Mexico Prevention Research Center.



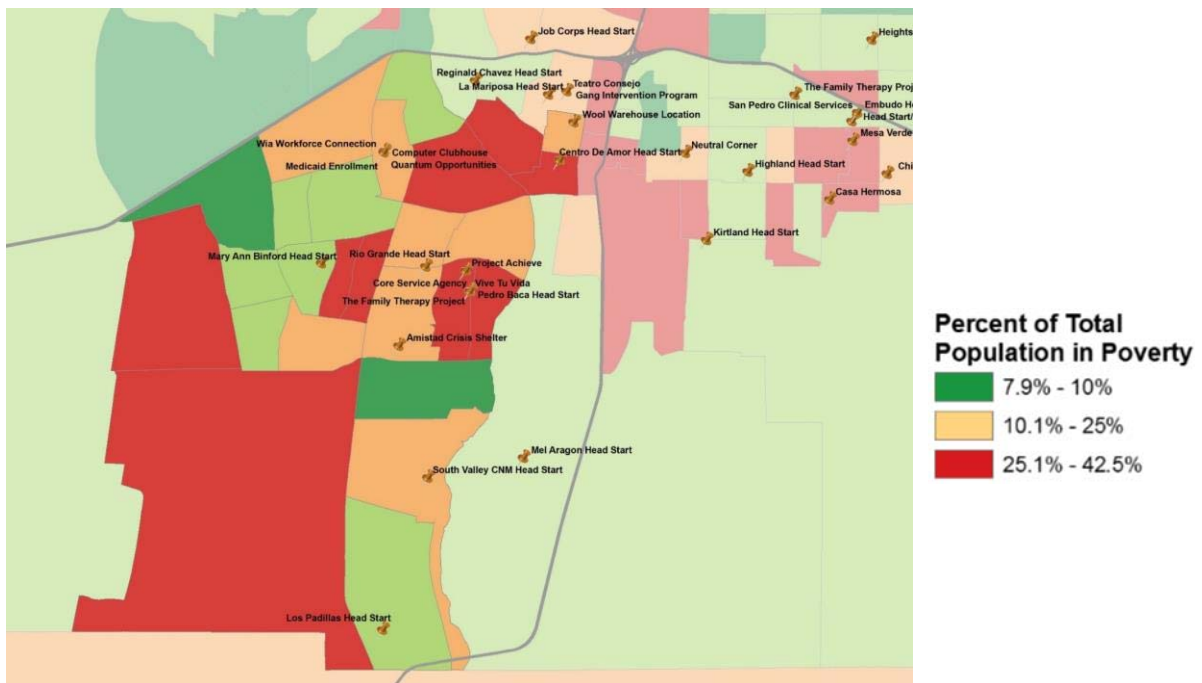
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Mapping Assets



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YDI Head Start Programs: Barelmas, South Valley, Southwest Mesa and Beyond With Percentage of Population Living in Poverty



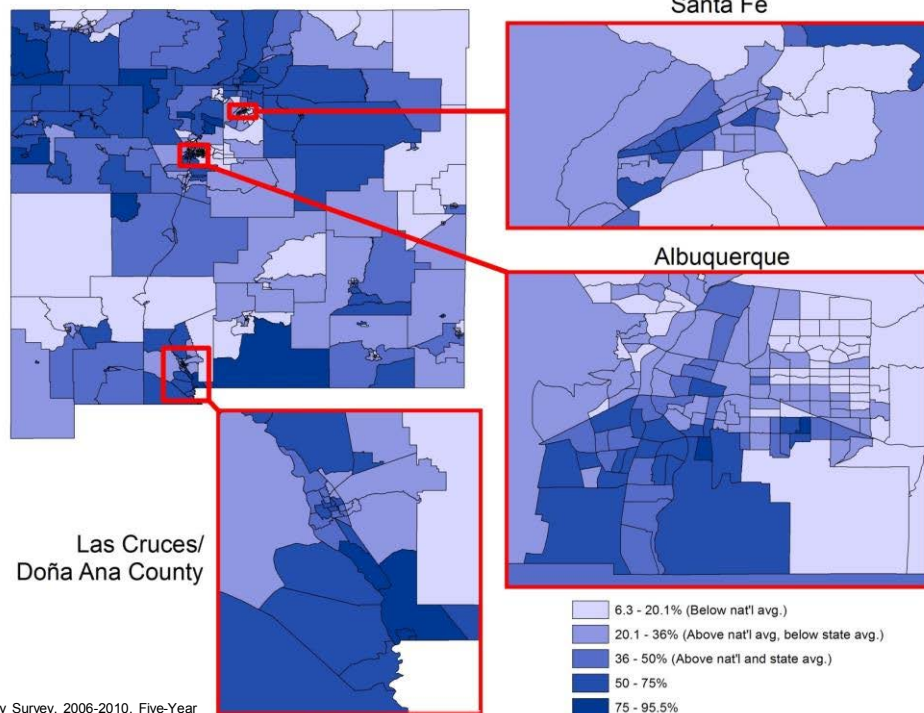
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Percentage of Individuals Who Speak a Language Other Than English at Home, By Census Tract

20 census tracts in 8 counties have populations in which greater than 75% speak a language other than English at home.

Those counties are:

1. Doña Ana (7)
2. Sandoval (4)
3. McKinley (2)
4. Bernalillo (2)
5. San Juan (2)
6. Otero (1)
7. Rio Arriba (1)
8. Socorro (1)



Source: U.S. Census, American Community Survey, 2006-2010, Five-Year Estimates.



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One Of The Most Striking Disparities In New Mexico Is The Difference Between The Academic Proficiency Levels Of Students Who Are English Language Learners (ELL) And Other Students.

The Ability To Speak More Than One Language Is A Unique New Mexican Asset To Be Cultivated.

Human Capital Development In The Paso del Norte Region

“The ability to fuel local growth by cultivating relevant skills is the best guarantee that the region will thrive in the future. A region that wants to be globally competitive needs to have a highly skilled workforce and knowledge-based economy In order to break out of the low wage equilibrium. The Paso del Norte Region needs to improve the educational attainment levels and widen access to higher education ...” (p. 17, The Paso Del Norte Region, Mexico and the United States. OECD, 2010)

UNM & NMSU: The Bridge Report - Education in Doña Ana County

The Paso del Norte Region



Source: The Paso Del Norte Region, Mexico and the United States. OECD, 2010

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