



Education Context Report

Doña Ana County, 2020

Photo by
Felipe Salgado
@fesaza



BE BOLD. Shape the Future.
Center for Community Analysis



Education Context Report

Doña Ana County, 2020



BE BOLD. Shape the Future.
Center for Community Analysis

This report was made possible through support from the [W.K. Kellogg Foundation](#).

Introduction

The SUCCESS Partnership is a prenatal-to-career education initiative committed to transforming education outcomes in Doña Ana County so that all children have a foundation from which to thrive in school and life. As a partnership, we embrace the idea that “education is a shared responsibility.” The Partnership is composed of residents, parents, students, teachers, elected officials, businesses, school administrators, faith-based representatives, professors, nonprofits, and community leaders.

Here in the SUCCESS Partnership, we are committed to data-informed decision-making as a primary strategy for our work. Good data tells us important things about our community, like what we are doing well, where we need to improve, and what kinds of changes are happening over time. The numbers give us a baseline so we know where we are starting from when we talk about our focus areas. Finally, this information helps us keep our eyes on the big picture – why we do the work that we do.

The purpose of this Education Context Report is to provide our partners and community with data across the education spectrum in Doña Ana County. We are immensely grateful to Erica Surova and her team at the NMSU Center for Community Analysis (CCA) for their research and compilation of the report that follows. The Center for Community Analysis is a backbone partner of the SUCCESS Partnership and compiled the first Education Context Report that the SUCCESS Partnership published in 2016.

As key collaborators in the SUCCESS Partnership, the CCA has consistently shown their commitment to the integrity of the data analysis process and the creation of shared measurement systems from which all of us who work in education can benefit.

For the last five years, the SUCCESS Partnership has focused largely on early childhood education, community schools, and parent/community engagement in the K-12 realm. As the SUCCESS Partnership embarks on our next five years, we look forward to integrating the data from this report to build on existing collaborations and forge new partnerships across the prenatal-to-career continuum. To learn more about the SUCCESS Partnership, go to www.successdac.org.

Sincerely,

Lori Martinez, Executive Director
Ngage New Mexico



Community Goals, Values, and Supports of the SUCCESS Partnership

In 2015, at the first SUCCESS Education Summit, students, teachers, and community leaders came together and developed a community agenda with a focus on 10 areas:

1. Improve Early Childhood Education
2. Increase High School Completion
3. Post-secondary Access and Success
4. Increase Career Opportunities for Graduates
5. Enhance Support for Educators
6. Ensure Equitable Education Resources
7. Ensure Parent, Student, and Community Voice
8. Improve Whole Child Wellbeing
9. Ensure Creative Student Centered Education
10. Ensure Cultural and Bilingual Competency



This Education Context Report provides data on each of the above areas.

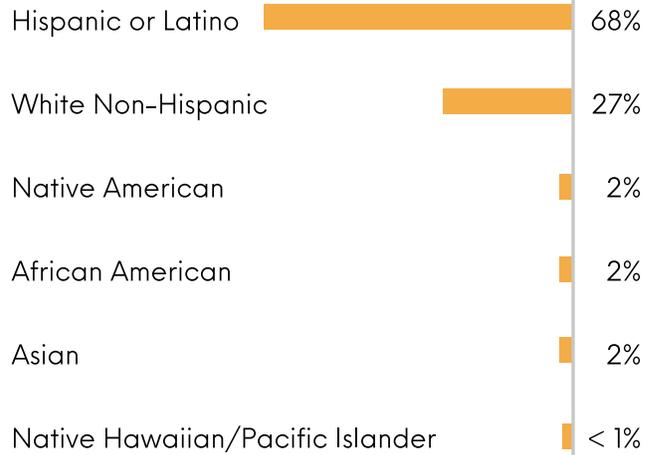
SNAPSHOT: Population in Doña Ana County

Total Population:
218,836*

- 17.2%** of residents are foreign-born.
- 51.3%** of residents speak a language other than English at home.
- \$40,973** is the median household income.
- 7.1%** is the unemployment rate (as of Nov. 2020).

* (+4% from 2010 to 2019)

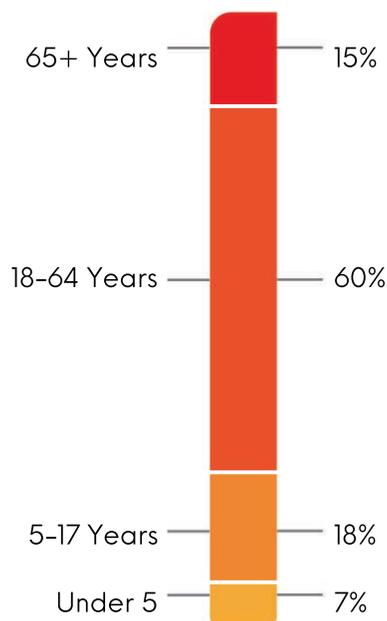
Demographic Profile



Children under 18 years old...

- 42%** live in a single parent home
- 36%** live with a foreign-born parent
- 38%** live in poverty
- 64%** live below 200% of the federal poverty line

Age Groups in Doña Ana County



Sources: United States Census Bureau Quickfacts; American Community Survey (ACS) 2019 5 year estimates; New Mexico Department of Workforce Solutions; and the New Mexico Indicator-Based Health System (NM-IBIS) (<https://ibis.health.state.nm.us/query/result/pop/PopCnty/Count.html>).



This report is dedicated to the memory of Thomas Scharmen, a great teacher, visionary, and public health advocate who shared his passion for open data through his work at the New Mexico Community Data Collaborative.

Table of Contents

Children's Success	pg. 8
Early Childhood Success	pg. 9
K-12 Success	pg. 17
Post-Secondary Access and Success	pg. 30
Career Opportunities for Graduates	pg. 34
Community Support	pg. 39
Support for Educators	pg. 40
Equitable and Sufficient Resources	pg. 42
Parent, Student, and Community Voice	pg. 47
Community Values	pg. 50
Whole Child Well Being	pg. 51
Creative, Student-Centered Education	pg. 59
Cultural and Bilingual Competency	pg. 62
Appendix	pg. 66
About the SUCCESS Partnership	pg. 69



Children's Success

At the heart of the SUCCESS! Partnership is the drive to make a difference in the lives of children in our county.

The following sections paint a picture of children's educational success throughout the continuum of prenatal to career, broken into four sections that correspond with each of the four "Children's Success" goals from the community agenda. These sections integrate data from a multitude of sources to illustrate both our victories and our challenges. Overall, these sections affirm the need for our community to collectively support children so they can succeed in school and life.

- 1** Early Childhood Success **pg. 9**
- 2** K-12 Success **pg. 17**
- 3** Post-Secondary Access and Success **pg. 30**
- 4** Career Opportunities for Graduates **pg. 34**

Early Childhood SUCCESS

Our early childhood education plan focuses on three goals essential for ensuring that every child in Doña Ana County is born into a healthy home, within a broader community where families are supported and all children have access to free, early learning opportunities that prepare them for kindergarten.

SUCCESS GOALS:

Children Are Born into Healthy Homes

Children Are Ready for School

Early Childhood Workforce is Supported



SNAPSHOT:

Early Childhood Education in Doña Ana County



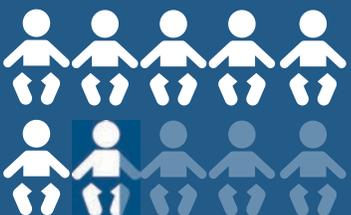
The **FASTEST RATE** of brain development in a human lifespan happens between **BIRTH and AGE 3**.

13,817

children under 5 live in Doña Ana County



40% of children under 5 live below 100% of the federal poverty level (compared to only 31% statewide and 20% nationwide)



67% of children under 6 live below 200% of the federal poverty level (which is the maximum threshold to qualify for free or reduced price childcare or early learning programs)

Only

35%

of our children under 5 are funded for early childhood education, however...

...We have seen improvement in funding for early childhood education since the **SUCCESS Partnership baseline in 2017**, through hard work and advocacy by early childhood stakeholders!

(See page 14 for details.)

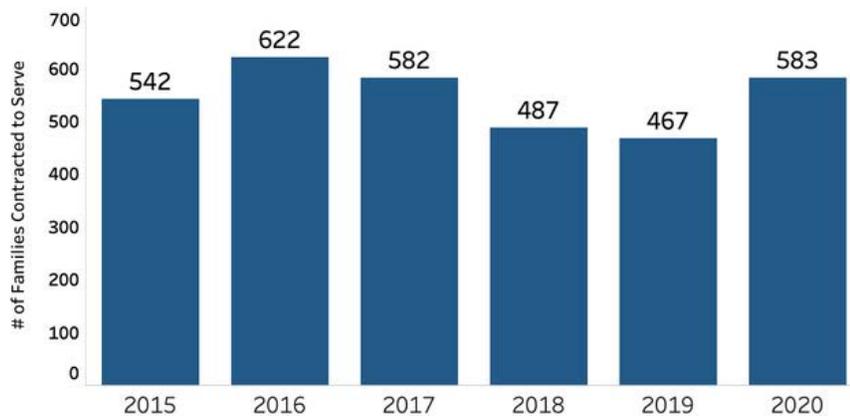
Sources: New Mexico Department of Health (NMDOH); New Mexico Indicator-Based Information System (NM-IBIS); and State of New Mexico Report of the Legislative Finance Committee to the Legislature Vol. 3 2017 - 2020

Children Born Into Healthy Homes

Education-based home visiting programs provide services for children from birth up to age 3. Home visitors partner with families to promote child development and confident parenting by supporting the relationship among the family, home visitor, and the community. Home visiting programs have

been shown to effectively reduce child abuse and improve child health. This service provides basic parenting skills critical to improving childhood outcomes during pregnancy and through the first few years of a child's life.

Number of Families Contracted for Education-Based Home Visiting Programs in Doña Ana County (2015-2020)



Who Uses Home Visiting Services?

35% of Doña Ana County parents report using home visiting services.

41% of Doña Ana County parents who speak a non-English language at home report using home visiting services.

Who Provided Home Visiting in 2020?

- Aprendamos Parents as Teachers
- Ben Archer
- Community Action Agency of Southern New Mexico
- La Clinica de Familia
- MECA
- Tresco, Inc.
- Region IX Educational Coop

Note: Home visiting data from Region IX Educational Coop includes counts from Otero and Luna Counties, Ben Archer data is from 2015-2017 includes children from Luna and Otero Counties.

Sources: State of New Mexico Legislating for Results: Supplemental Charts and Graphs; Legislative Finance Committee Reports 2015-2020; and Doña Ana County 100% Community Survey Report 2020 (<https://webcomm.nmsu.edu/cca/wp-content/uploads/sites/72/2020/09/100Community-Dona-Ana-Report-9.22.2020.pdf>).

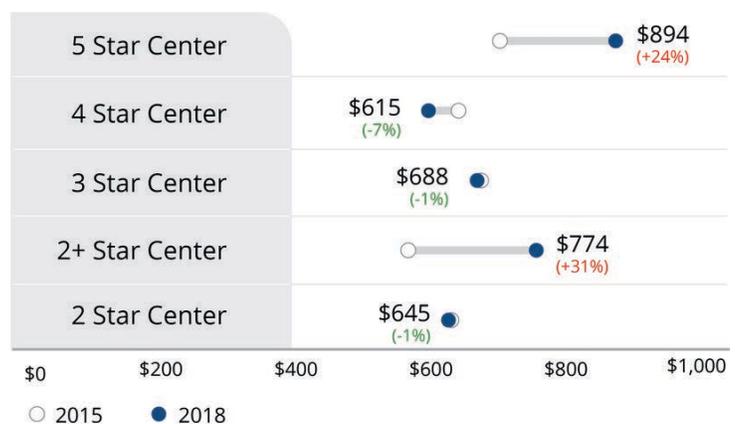
Access to Child Care

Affordability significantly affects the ability of low-income families to access childcare and other evidence-based early childhood education programs. Child care is important for economic progress because, without it, many parents are unable to work or return to school. Results from the 100% Community Survey revealed that nearly 1 out of every 4

parents (24%) who had difficulty accessing job training services reported, "I don't have anyone to watch my child during training." Survey results also show that accessible childcare is especially important to single parents, with over half of single parents (55%) reporting need for childcare.

Recent results from the 2020 100% Community Survey Report in Doña Ana County suggest that mid-to-low-income families face the most difficulty in accessing childcare, with 91% of families earning between \$25,000 and \$54,999 reporting difficulty, compared to 75% of families earning \$55,000 or more and 70% of families earning below \$25,000.

Median Monthly Cost to Enroll an Infant in a Child Care Center, 2018 vs. 2015, by STAR Rating



Types of Child Care in New Mexico

Licensed Childcare

(provided by a family home, group home, or childcare center)

- Licensed childcare providers must follow New Mexico's child care licensing regulations, and are given a STAR level quality rating.

Registered Home Care

(provides child care to less than four non-residential children and are not required to become licensed)

- Registered home providers are not required to meet the same standards of quality, health, and safety as a licensed childcare provider but are required to participate in the Child and Adult Care Food Program (CACFP). They can be an affordable alternative to licensed care and may offer more flexible hours.

Sources: University of New Mexico (UNM) Center for Education Policy Research 2015 Child Care Market Rate Survey; New Mexico Children, Youth & Families Department (CYFD) 2018; Child Care Market Rate Survey; Doña Ana County 100% Community Survey Report 2020 (<https://webcomm.nmsu.edu/cca/wp-content/uploads/sites/72/2020/09/100Community-Dona-Ana-Report-9.22.2020.pdf>); and New Mexico State University (NMSU) Center for Community Analysis Education Context Report 2016.

Child Care Assistance Subsidies

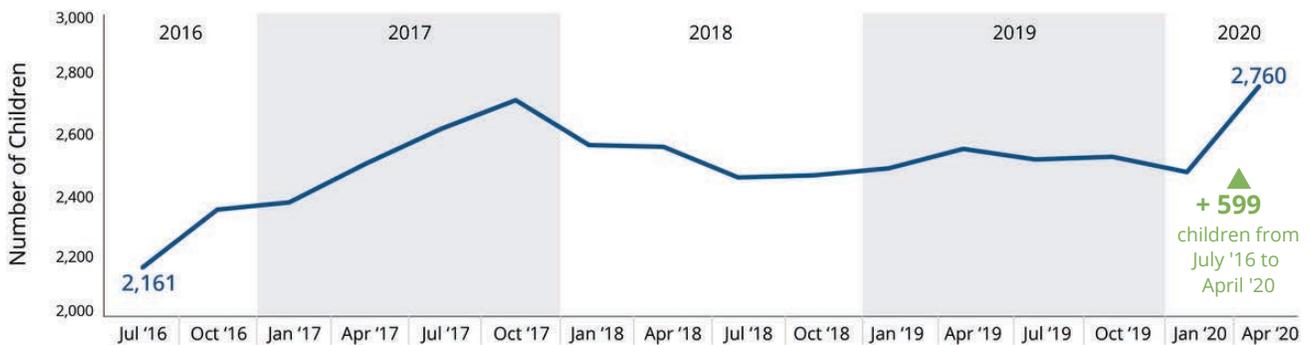
Child Care assistance subsidies help low-income families pay for infant, toddler, preschooler, and before-and-after school age care for children between the ages of 6 weeks and 13 years. These subsidies are funded through a combination of federal block grants and state appropriations.

To qualify for childcare assistance, families must make less than 200 percent of the federal poverty level (e.g., \$52,400 for a 4-person family or \$34,480 for a single parent and child) and are either working and/or in school.

Once determined eligible for Child Care Assistance, families can remain eligible up to 250% of the federal poverty level (e.g., \$65,500 for a 4-person family or \$43,100 for a single parent and child).

These subsidies are crucial to childcare access, especially for single parents. Results from the 100% Community Survey revealed that cost is one of the greatest barriers to childcare for Doña Ana parents, as 3 in 4 parents (76%) who reported difficulty accessing childcare responded that child care, "costs too much."

Number of Children under 6 years old in Doña Ana County receiving a Childcare Assistance Subsidy** (2016-2020)



**Note: Y-axis begins at 2,000 children; as a result, [differences may appear exaggerated](#). Timeline includes quarterly headcounts from July 2016 to April 2020.

Approximately 15% of children receiving a childcare assistance subsidy in Doña Ana County receive care from a registered home provider compared to only 6% of children statewide (source: ECECD)

22%

of children under 6, living below 200% of the federal poverty level, received subsidized childcare in 2020.

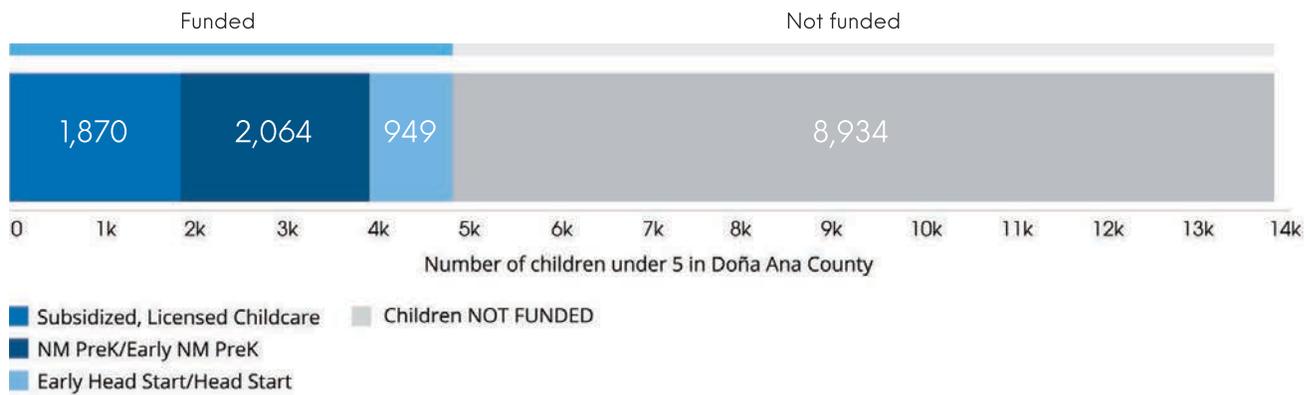
Sources: New Mexico Children, Youth & Families Department (CYFD); New Mexico Legislative Finance Committee 2018 Accountability Report: Early Childhood (https://www.nmlegis.gov/Entity/LFC/Documents/Early_Childhood_And_Education/2019%20Accountability%20Report%20-%20Early%20Childhood.pdf); and 100% Community Report Doña Ana County 2020 (<https://cca.nmsu.edu/wp-content/uploads/sites/72/2020/09/100Community-Dona-Ana-Report-9.22.2020.pdf>).

Children Are Ready for School

Among the 13,817 children under 5 years old living in Doña Ana County, 4,883 (35%) are funded for free or subsidized evidence-based Early Childhood Education (ECE) programs. This leaves **8,934 children who are not funded** and whose parents would potentially need to

pay out-of-pocket to access similar services in the county. Three and four-year-olds make up the largest percentage of children funded (64%), while only 14% of children two years old and younger are funded for free or subsidized ECE.

Number of Children Funded for Free or Subsidized Evidence-Based Early Childhood Education Programs Doña Ana County, FY 20



Percent of Children Funded By Age, FY 20

35% of total children under 5

64% of children 3 to 4 years old

14% of children 2 years old and younger

Since the 2017 SUCCESS Partnership Baseline...



Access to ECE in Doña Ana County increased by

809
children

Children who attend high-quality ECE programs are:

- less likely to be placed in special education
- less likely to be retained in a grade
- more likely to graduate from high school

Source: Harvard Graduate School of Education

Notes: "Funded children" represents number of funded slots in programs. Counts are not unduplicated and children may occupy slots in more than one program.

Sources: New Mexico Department of Health (NMDOH); New Mexico Indicator-Based Information System (NM-IBIS); State of New Mexico Report of the Legislative Finance Committee to the Legislature Vol. 3 2017 - 2020; and New Mexico State University (NMSU) Center for Community Analysis Gap Analysis.

Funded Enrollment in Early Childhood Education

	FY17	FY20	
Children under 5 in ECE	Population	14,329	13,817 ▼
	Number of children funded	4,074	4,883 ▲
	Percent of children	28%	35% ▲

	FY17	FY20	
Children aged 3 to 4 in ECE	Population	5,753	5,795 ▲
	Number of children funded	3,020	3,729 ▲
	Percent of children	52%	64% ▲

	FY17	FY20	
Children 2 years and under in ECE	Population	8,576	8,022 ▼
	Number of children funded	1,054	1,154 ▲
	Percent of children	12%	14% ▲



To learn more about the number of children funded for Early Childhood Education in Doña Ana County, visit our website:

<https://cca.nmsu.edu/interactive-data-dashboards/dac-children-funded-ece/>

Sources: New Mexico State University (NMSU) Center for Community Analysis Gap Analysis.

ECE Workforce is Supported

The early childhood education industry was hit particularly hard during the pandemic when centers closed down or had to operate at reduced capacity. In response, the New Mexico Early Childhood Education and Care Department (ECECD) offered incentive pay to support early childhood professionals who continued working during the public health crisis. Full-time early childhood workers were eligible for \$700 per month, and part-time

workers were eligible for \$350 per month in pay for each month worked from April - June. New Mexico received approximately \$29.4 million in CARES Act funding towards the Child Care and Development Block Grant (CCDBG). This grant served to prevent providers from going out of business and assist families and essential workers with much-needed child care.

Annual Median Wages for Early Childhood Educators in Doña Ana County, FY 2020



Child Care Workers
\$19,140



Preschool Teacher*
\$23,500



Kindergarten Teacher
\$41,863

The people we trust to keep our children safe and provide them with loving care and early education, which is crucial in the early years, are among the lowest-paid workers in our community. Child care workers earn less than nearly every occupation in the county, even less than fast-food cooks who earn a median wage of \$22,380 per year.

We must pay our early childhood professionals a fair wage that reflects the great importance they have in our community.

Notes: Mean wages for child care workers and preschool teachers are from the New Mexico Department of Workforce Solutions 2019. *Preschool Teacher salary is for teachers not working in a school district. Mean wage for kindergarten teachers was estimated from the average salaries for first year kindergarten teachers in county school districts from the 2019 Legislative Education Study Committee Annual Report.

Sources: New Mexico Department of Workforce Solutions 2019; and 2019 Legislative Education Study Committee Annual Report (<https://www.krwg.org/post/new-mexico-launches-incentive-pay-program-support-child-care-professionals>).

K-12 SUCCESS

K-12 education is a foundation that provides children with knowledge of how to become responsible citizens and creates a pathway for higher education and success in the workplace. Our K-12 goals are to ensure students receive support, succeed academically, are prepared for college, and have equal access to higher education.

SUCCESS GOALS:

Students Are Supported in Healthy Schools

Students Succeed Academically

Equitable Access to Higher Education Opportunities

Students Graduate Prepared for College



SNAPSHOT:

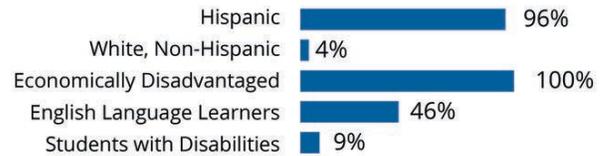
K-12 Demographics in Doña Ana County



3 Public School Districts:

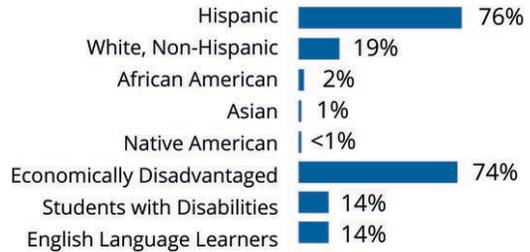
Hatch Valley Municipal Schools

1,243 Students Total



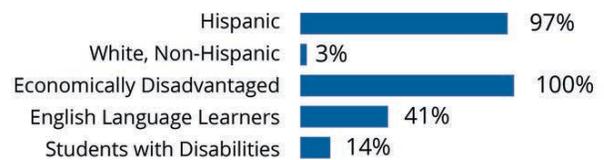
Las Cruces Public Schools

24,371 Students Total



Gadsden Independent Schools

13,359 Students Total



In Doña Ana County, there are...

38,973
Students K-12

42
Public Elementary Schools

12
Public High Schools

12
Public Middle Schools

6
Charter Schools

8
Private Schools

Notes: Total students K-12 was calculated using district enrollment data for Doña Ana County
Sources: New Mexico Public Education Department (NMPED) (<https://newmexicoschools.com/districts>); National Center for Education Statistics (NCES); and Public Charter Schools of New Mexico (<https://publiccharterschoolsofnewmexico.org/find-a-school/>).

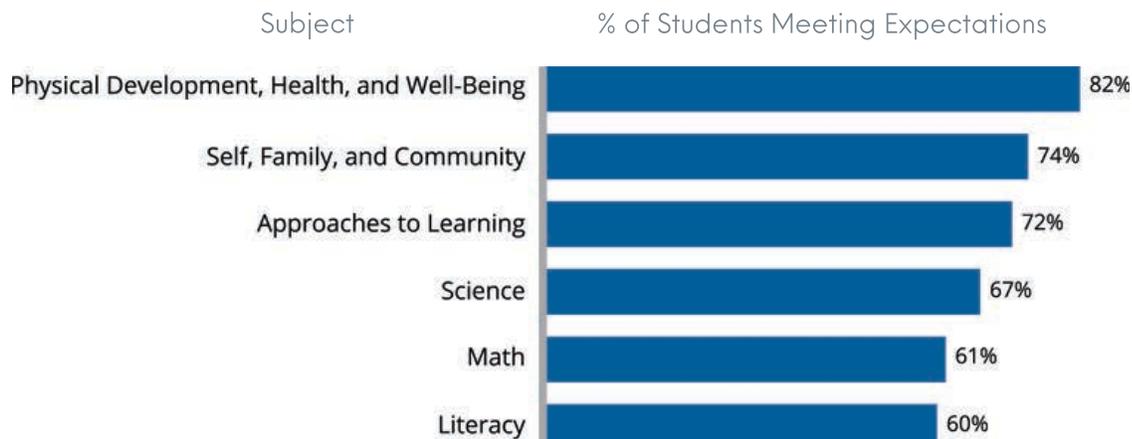
Children Ready for Kindergarten

Kindergarten Readiness - What does it mean and why is it important?

Although kindergarten readiness is a factor for academic success, it encompasses so much more than learning the basics of letter and number recognition or reading skills. Being prepared also means the ability to focus, demonstrate self-control, and interact socially with new peers and adults. The Kindergarten Observation Tool (KOT)

taken within the first 60 days of kindergarten indicates that approximately 60% of students in the county are meeting age-level expectations for Reading and Math, and 82% are meeting expectations for Physical Development, Health, and Well-Being.

Percentage of Kindergarten Students Meeting Age-Level Expectations, Doña Ana County, (KOT) FY 19



By the time they enter kindergarten, most kids should be able to:

- Use mathematical language such as "bigger" and identify their age.
- Match quantities to their names, such as matching two objects to the word "two".
- Engage in realistic role play and use appropriate toys.
- Use art tools like crayons, construction paper, and pencils.
- Show interest in letters and sounds.
- Enjoy reading books with others.
- Use language to describe things, tell stories, and ask questions.
- Display curiosity by asking questions about their environment.
- Show an interest in animals and nature.

Sources: Kindergarten Observation Tool (KOT); New Mexico Public Education Department (NMPED); and LeapFrog Pre-K Learning Stages (<https://www.leapfrog.com/en-us/learning-path/articles/ready-for-pre-k-academic-milestones>).

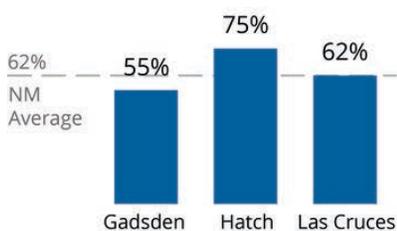
Kindergarten Readiness by School District

Kindergartners in Las Cruces Public Schools follow similar trends as the state in nearly all 6 KOT domains, except for science, where students are 8% more proficient than their peers. Hatch Valley kindergartners outperform kindergartners statewide in every domain. It should be noted that the K-5 Plus program funds 92% of Hatch Valley students in grades K-5. Gadsden follows state trends in most domains except literacy and math, where they lag

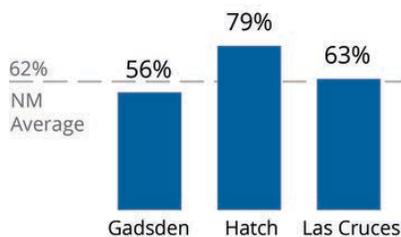
below the state average. Regardless of the slow start, by third-grade, students from Gadsden consistently receive some of the highest reading and math scores in the entire state, and in 2018 they were awarded \$2.6 million from the New Mexico Public Education Department to support their success. The district attributes its success to teaching methods and parental engagement.

Percentage of Kindergarten Students Meeting Age-Level Expectations - By District, Doña Ana County, (KOT) FY 19

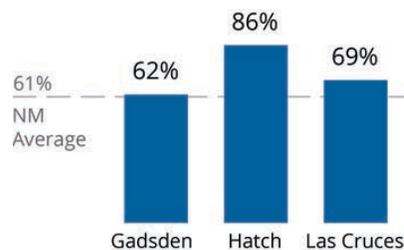
Literacy



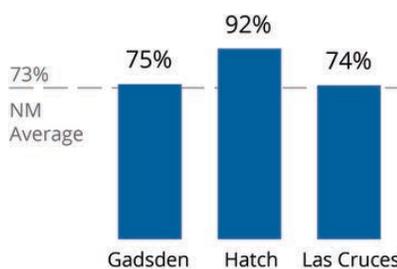
Math



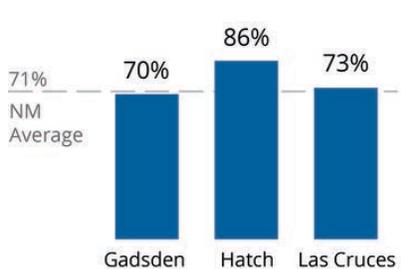
Science



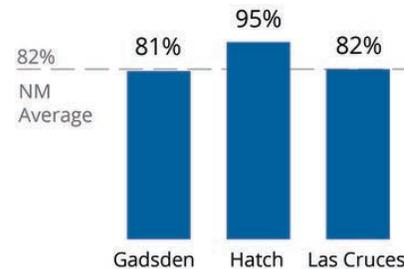
Approaches to Learning



Self, Family, and Community



Physical Development, Health, and Well-Being



Notes: The Kindergarten Observation Tool (KOT) is a measure of students' knowledge and skills completed at the beginning of the year. Sources: New Mexico Public Education Department (NMPED); Kindergarten Observation Tool (KOT); and (<https://www.lcsun-news.com/story/news/education/2018/07/16/new-mexico-education-secretary-ruszkowski-celebrates-parcc-gadsden-independent-school-district/790488002/>).

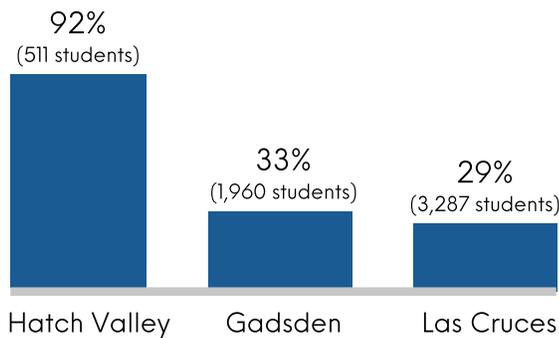
K-3 Plus and K-5 Plus

Considering the high rates of disadvantage in our county, extra support for early childhood education must continue even after children are age-eligible for kindergarten to create a seamless transition from ECE to public school education. Kindergarten Plus began as a pilot program in the 2004-2005 school year in Albuquerque, Gallup-McKinley, Gadsden, and Las Cruces school districts. The program extended the school year by up to four months.

In 2007 the K-3 Plus program was established statewide as a 6-year pilot project that permitted schools with high numbers of at-risk students to begin the school year 25 days earlier for kindergarten through third grade. The increased instructional time was meant to

narrow the opportunity gap between students and to increase cognitive skills and higher achievement scores for all participants. In 2018 the K-3 Plus program was expanded to K-5 Plus, to include kindergarten students through fifth grade. Plus programs are conducted in high-poverty public elementary schools in which either 80% or more of the students are eligible for free or reduced-price lunch, or the school has earned a D or F school grade the previous year. All students within eligible schools can attend the Plus programs. Studies show that participation in K-5 Plus programs has resulted in positive academic outcomes and has helped reduce the opportunity gap for some students.

Percentage of Elementary Students Funded for K-5 Plus in 2020, By District, Doña Ana County



K-3 Plus and K-5 Plus Program Enrollment* 2020 vs 2015, By District, Doña Ana County

	2015: K-3 Plus Enrollment	2020: K-5 Plus Enrollment
Hatch Valley	158	511 ▲
Gadsden	1,365	1,960 ▲
Las Cruces	2,079	3,287 ▲

*Note: The 2015 program served students in grades K-3 while the 2020 program also included students in 4th and 5th grades.

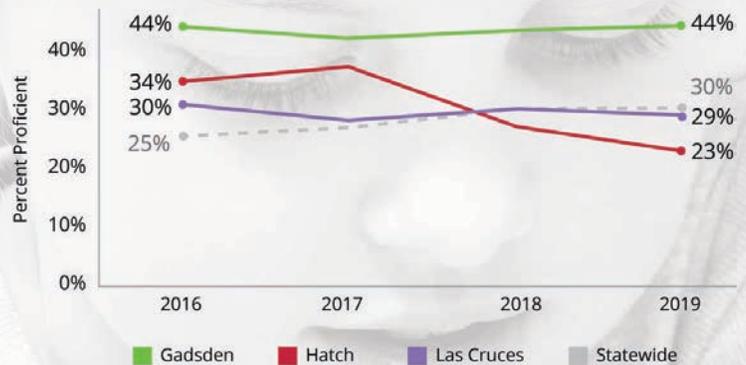
Notes: K-3 Plus was expanded to K-5 Plus in 2018.
 Sources: K-3 Plus: Program History and Summer 2017 Awards (<https://www.nmlegis.gov/handouts/ALESC%20061417%20Item%206%20LESC%20K-3%20PLUS%20BRIEF.pdf>); New Mexico Legislative Finance Committee: Instructional Time and Extended Learning Opportunities in Public Schools 2018 (https://www.nmlegis.gov/Entity/LFC/Documents/Program_Evaluation_Reports/Instructional%20Time%20and%20Extended%20Learning%20Opportunities%20in%20Public%20Schools.pdf); and New Mexico Public Education Department (NMPED) (<https://webnew.ped.state.nm.us/wp-content/uploads/2019/06/K-5-Plus-TAG-2019.pdf>).

3rd Grade Reading Proficiency

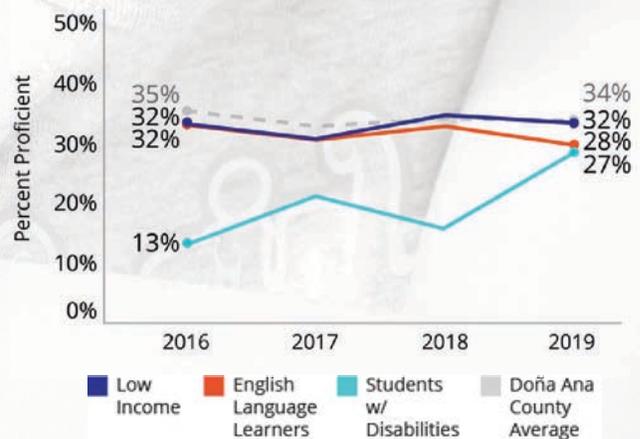
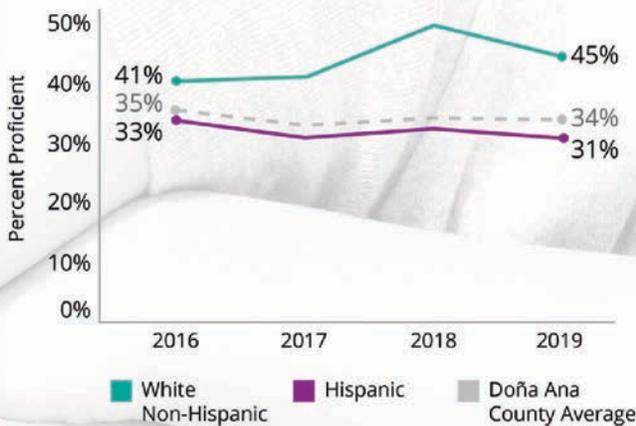
Reading at grade level is one of the strongest predictors of future academic success, with data showing the association between gaps in early literacy and persistent achievement gaps.

Third-grade reading proficiency in Gadsden Public Schools remains one of the highest proficiency rates in the state. Students from Las Cruces and Hatch remain at or just below state proficiency levels.

Percentage of 3rd Grade Students Proficient in Reading Doña Ana County School Districts and New Mexico, (PARCC) FY 16-19



Percentage of 3rd Grade Students Proficient in Reading - By Demographic, Doña Ana County Average (PARCC) FY 16-19

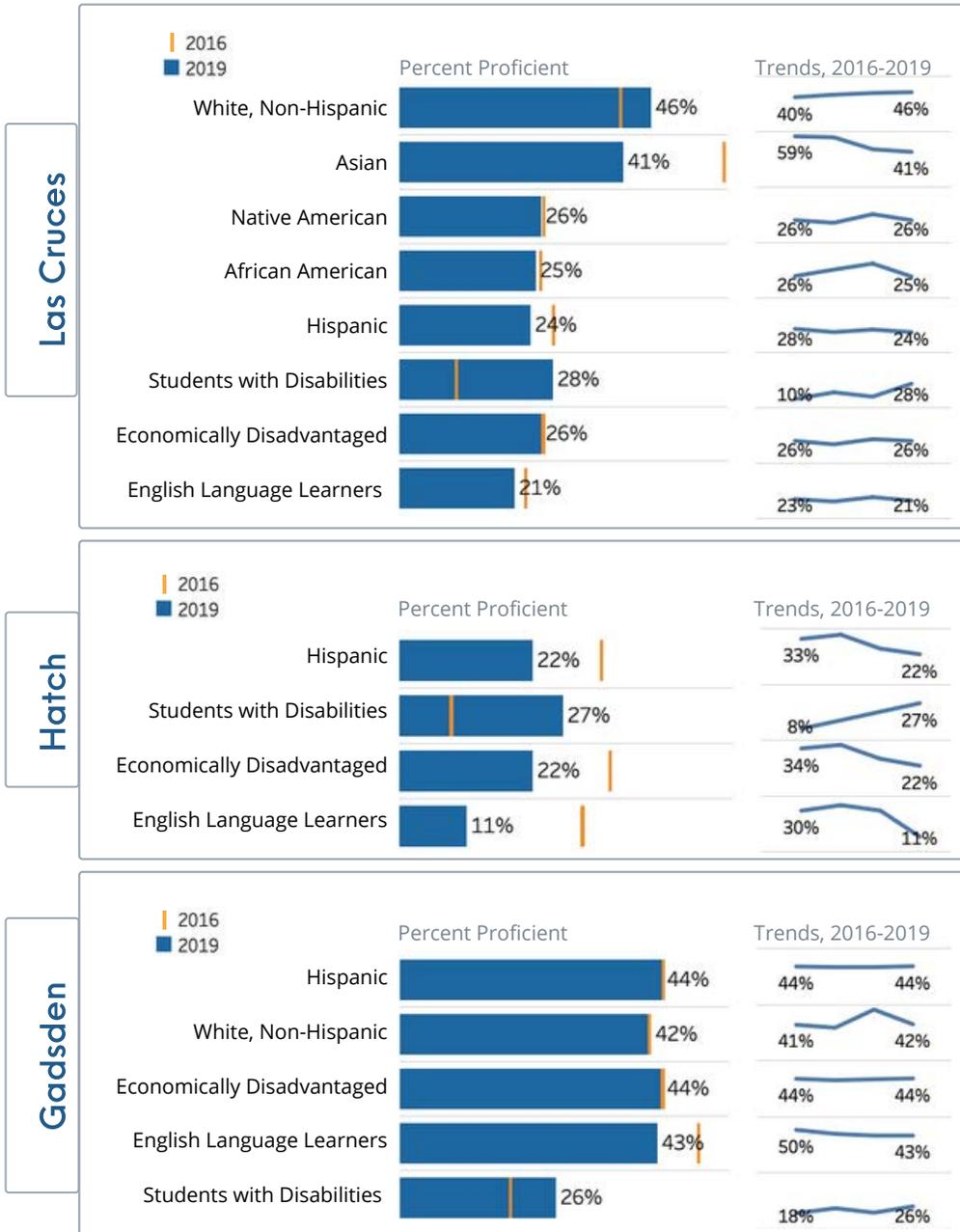


Although proficiency rates have increased for students with disabilities in Doña Ana County, the opportunity gap between Hispanic and white Non-Hispanic students increased by 6 percentage points between 2016 and 2019.

Note: Low income (economically disadvantaged) is defined as students receiving free or reduced-price lunch. To view interactive dashboard, please visit: <https://cca.nmsu.edu/interactive-data-dashboards/academic-proficiency-dona-ana-county/>
 Source: New Mexico Public Education Department (NMPED) Webfiles 2015-2019; and Partnership for Assessment of Readiness for College and Careers (PARCC).

3rd Grade Reading Proficiency by Demographic

3rd Grade Reading Proficiency (2019), Compared to Baseline (2016), based on PARCC Scores



Are We Closing the Gap?

Since 2016, 3rd-grade reading proficiency rates have increased dramatically for students with disabilities across all three school districts. However, rates for students from other disadvantaged groups have either dropped or remained steady. Most notably, Hatch's English language learners show a need for more instructional support and opportunities for success.

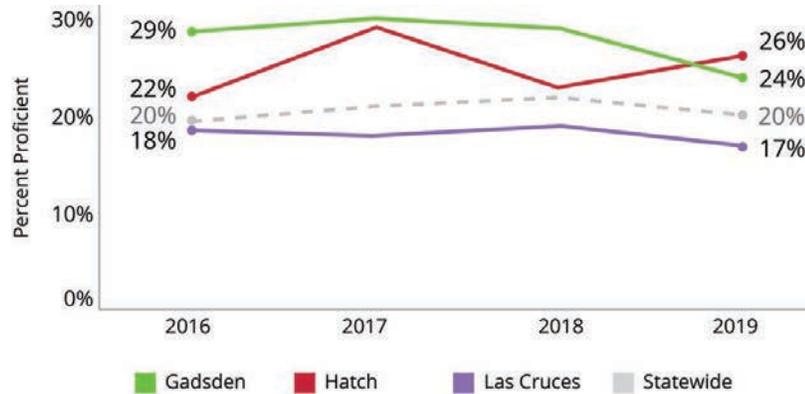
Aside from students with disabilities, only white non-Hispanic students in Las Cruces Public Schools have seen an increase in 3rd-grade reading proficiency since 2016. This indicates a great need to increase educational opportunities for all students, regardless of race, ethnicity, ability, or income level. Participation in early childhood education, K-5 Plus programs, implementing culturally relevant curriculum, and additional instructional support can reduce these gaps.

For more information on reading proficiency, visit our website:
<https://cca.nmsu.edu/interactive-data-dashboards/academic-proficiency-dona-ana-county/>

Sources: New Mexico Public Education Department (NMPED) Webfiles 2015-2019; and Partnership for Assessment of Readiness for College and Careers (PARCC).

8th Grade Math Proficiency

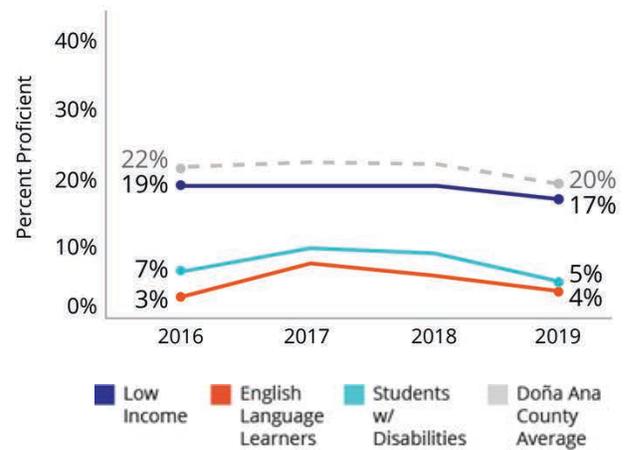
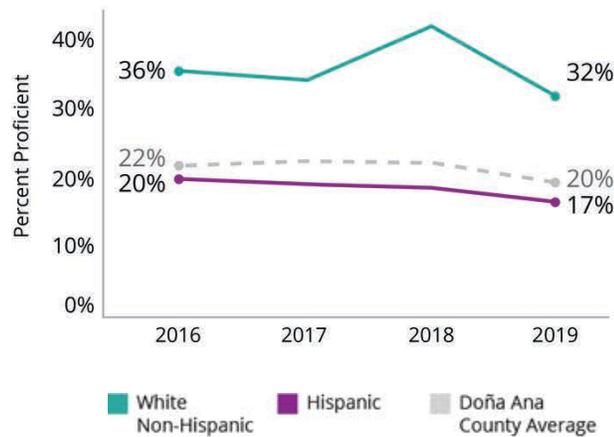
Percentage of 8th Grade Students Proficient in Math Doña Ana County and New Mexico (PARCC) FY 16-19



"8th grade achievement displays a stronger relationship with 11th or 12th grade ACT scores, and therefore with college and career readiness, than does any other factor—more than students' family background, high school coursework, or high school grade point average."

Source: www.act.org

Percentage of 8th Grade Students Proficient in Math - By Demographic Doña Ana County, (PARCC) FY 16-19



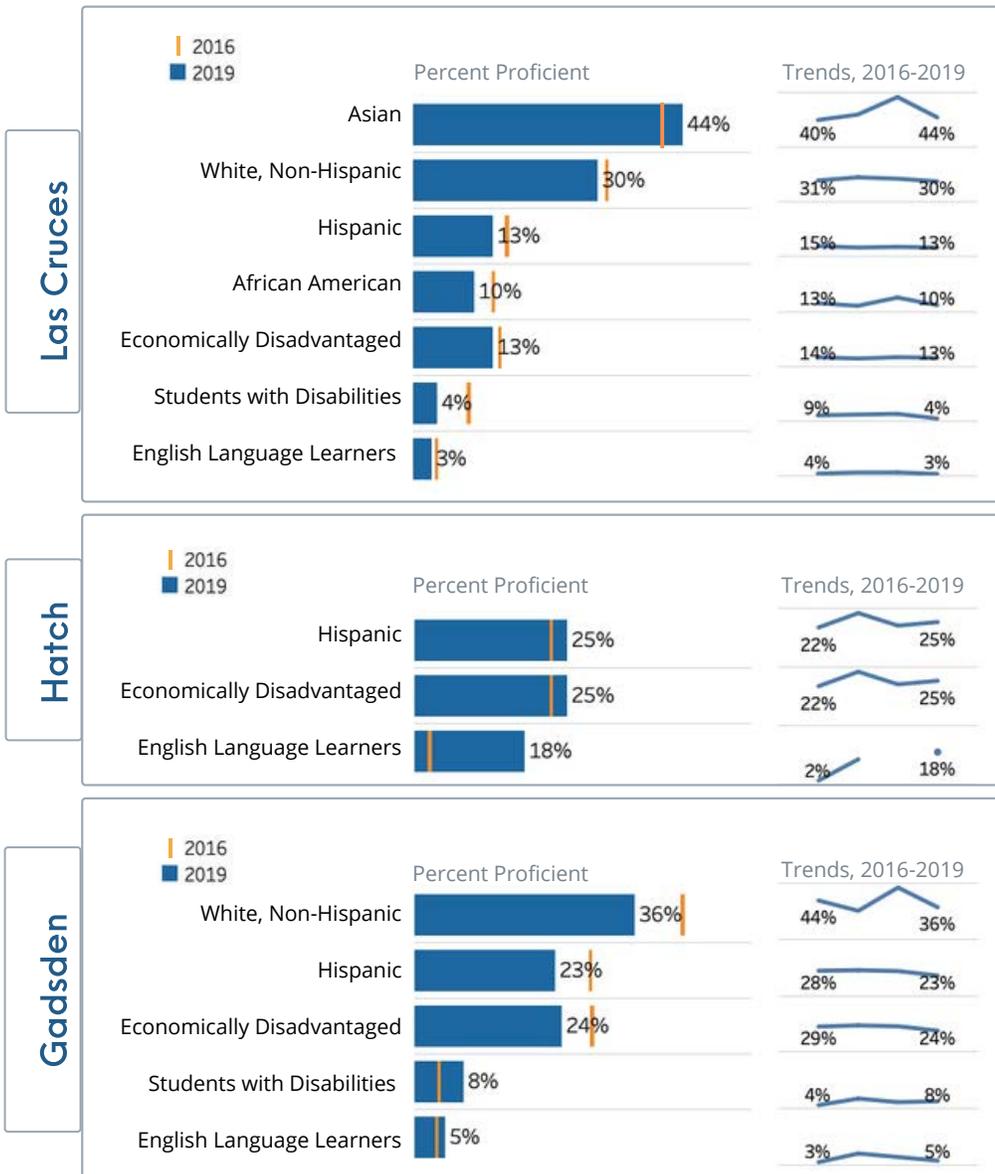
Data suggests that in Doña Ana County, Hispanic or Latino students, English language learners, low-income, and/or students with a disability face enormous gaps in opportunities to succeed in Math compared to white Non-Hispanic students.

Note: Data for some subgroups are not represented because the populations are too small. Low income is defined as students receiving free or reduced-price lunch.

Sources: New Mexico Public Education Department (NMPED) Webfiles 2015-2019; and Partnership for Assessment of Readiness for College and Careers (PARCC).

8th Grade Math Proficiency by Demographic

8th Grade Math Proficiency (2019), Compared to Baseline (2016), based on PARCC Scores



Room For Change

Students from across Las Cruces and Hatch have shown little change in 8th-grade math proficiency since 2016. In Gadsden, 8th-grade math proficiency has decreased overall, but students with disabilities have seen improvement. In every district, the data suggests English language learners and students with disabilities face enormous gaps in opportunities to succeed. In Las Cruces-Hispanic, African American, and economically disadvantaged students currently do not have the support they need to reach math proficiency.

Research shows that differences in academic outcomes are related to disparities in opportunities. Many students, especially those belonging to disadvantaged groups, are often exposed to low school expectations and beliefs about their potential success. These students often lack access to grade-level or advanced curriculum and classes, computers, exposure to effective or culturally relevant instruction, highly qualified teachers, and additional instructional supports (Flores, 2007).

For more information on math proficiency, visit our website:
<https://cca.nmsu.edu/interactive-data-dashboards/academic-proficiency-dona-ana-county/>

Sources: New Mexico Public Education Department (NMPED); Partnership for Assessment of Readiness for College and Careers (PARCC) Webfiles 2016-2019; Examining disparities in mathematics education: Achievement gap or opportunity gap? 2007 (<https://www.nctm.org/Standards-and-Positions/Position-Statements/Closing-the-Opportunity-Gap-in-Mathematics-Education/>).

High School Graduation Rates in Doña Ana County

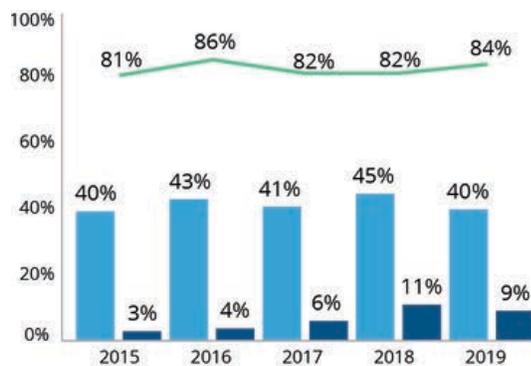
High school graduation rates in the county have increased considerably, with all districts meeting or exceeding the state average of 75% in 2019. LCPS rates are the same as the national average (85%) and GISD is just under (84%). Yet academic achievement in 11th grade has seen little change, except for 11th-grade reading scores in Hatch. Although the reasons behind the increase in graduation rates are unknown, LCPS, in particular, has experienced increases in credit recovery participation over the years, possibly contributing to the rise in graduation rates.

Graduation Rate Differences Since SUCCESS Partnership Baseline

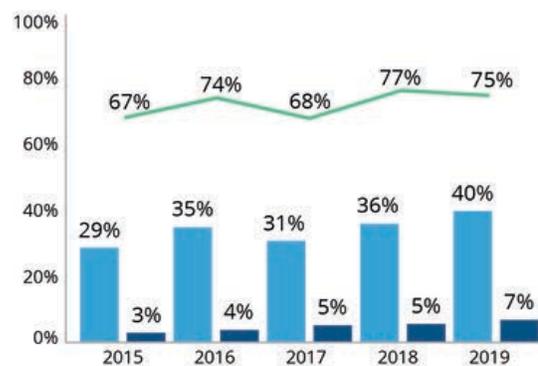
	2015	2019	Difference
New Mexico	69%	75%	▲ +6%
Gadsden	81%	84%	▲ +3%
Las Cruces	75%	85%	▲ +10%
Hatch	67%	75%	▲ +8%

4-Year Graduation Rates Compared to 11th Grade PARCC Scores, 2015-2019, by District

Gadsden Independent Schools



Hatch Valley Public Schools



Las Cruces Public Schools



To explore graduation rates by demographics, please visit:

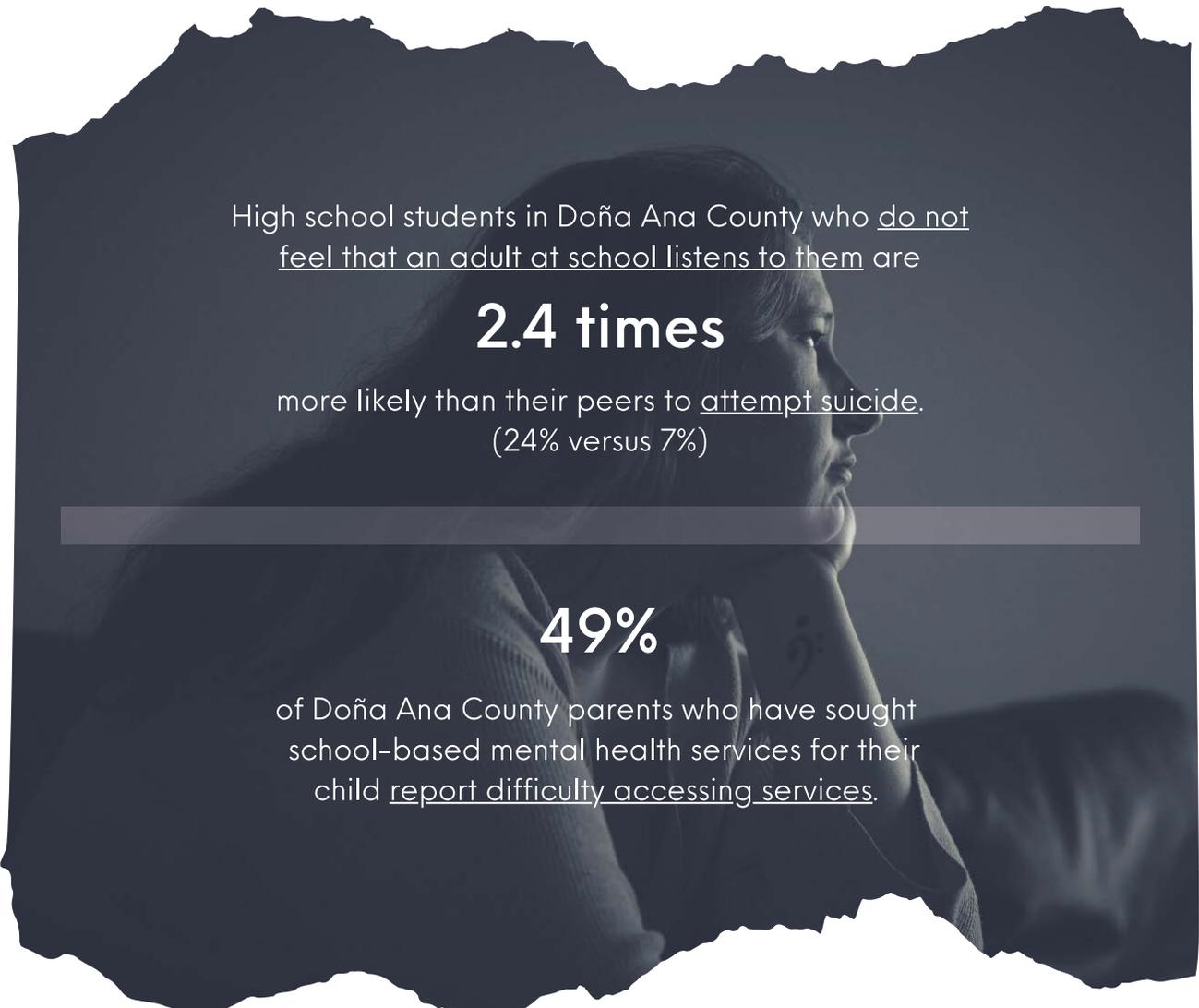
cca.nmsu.edu/interactive-data-dashboards/high-school-graduation-rates-in-dona-ana-county

Note: The national graduation rate (85%) is from 2018, the latest year the data was available. Sources: New Mexico Public Education Department (NMPED); Partnership for Assessment of Readiness for College and Careers (PARCC) Proficiencies; and National Center for Education Statistics (NCES).

Students Supported in Healthy Schools

School-based health and mental health services can directly benefit students by increasing access to health care and preventative services (such as mental health screening or pregnancy prevention), decreasing absences and tardiness, and reducing reliance on more expensive and sometimes unnecessary services from emergency departments and other inpatient centers outside of school. Results from the 2020 100% Community Survey showed that in

Doña Ana County, 31% of parents reported that their child had needed school-based health services, and 23% reported that their child had needed school-based mental health services. Nearly half of respondents who said their child needed mental health services reported difficulty accessing them. Sixty-seven percent of parents cited a shortage of in-school mental and behavioral health services as a primary source of the difficulty.



High school students in Doña Ana County who do not feel that an adult at school listens to them are

2.4 times

more likely than their peers to attempt suicide.
(24% versus 7%)

49%

of Doña Ana County parents who have sought school-based mental health services for their child report difficulty accessing services.

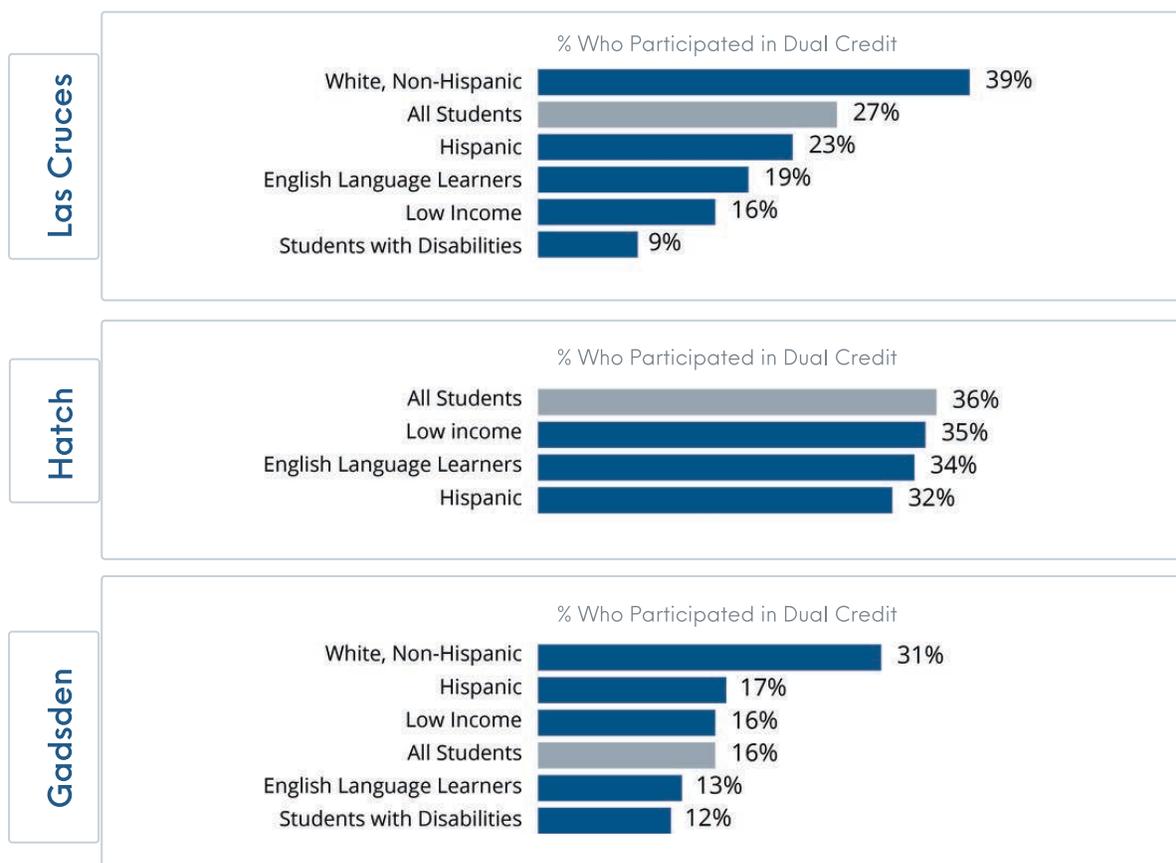
Sources: New York School-Based Health Alliance (<https://nysbha.org/about-sbhcs/benefits-of-sbhc>); New Mexico Youth Risk and Resiliency Survey (YRRS) 2017; and Doña Ana County 100% Community Survey 2020 (<https://cca.nmsu.edu/wp-content/uploads/sites/72/2020/09/100Community-Dona-Ana-Report-9.22.2020.pdf>).

Equitable Access to Higher Education Opportunities

Dual Credit (DC) courses allow students to earn simultaneous high school and college credit. Research has shown that students who take DC courses graduate from high school at a higher rate than their peers, require less first-semester remediation in college, and are more likely to enroll in college and earn a degree. These courses have been a popular method to increase college access for traditionally underserved students. However, gaps in access to DC are common. In Las Cruces Public Schools and Gadsden Independent School District, white

non-Hispanic students participate in dual credit at 1.7 to 1.8 times the rate of Hispanic student participation. Across Doña Ana, students with disabilities, low-income students, and English language learners are among the least likely to participate in DC. Possible obstacles to enrollment include grade-point average requirements, lack of transportation to post-secondary institutions, lack of internet access, computers, and other common opportunity gap factors.

Percentage of Students from the 2018 Graduating Cohorts Who Participated in Dual Credit, By District and Demographic Group



Notes: In 2018, the demographics for Las Cruces Public Schools high school students were: 74% Hispanic, 20% white Non-Hispanic, and 53% Low Income. Among GISD high school students: 98% Hispanic, 2% white Non-Hispanic, and 100% Low income. Sources: National Center for Education Statistics (NCES); Rodríguez, Highes, & Belfield: Using Dual Enrollment to Enhance Career and Technical Bridging College and Careers: Education Pathways; Pierson & Hodara: Expanding Underrepresented Students' Access to and Enrollment in Dual-Credit Courses; and New Mexico Public Education Department (NMPED) College and Career Readiness files FY18.

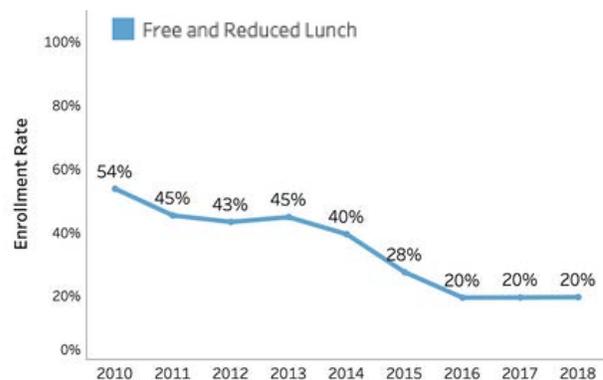
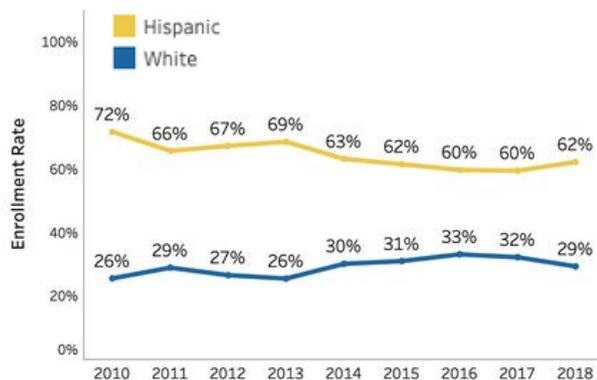
Early College High School Enrollment Demographics

Early College High Schools (ECHS) were established as a transformative intervention model to simultaneously offer first-generation students the opportunity to earn a high school diploma and a college-level credential and/or degree. According to the NMPED, these schools focus on "low-income youth, first-generation college-goers, English Language Learners, ethnically diverse students, and other young people underrepresented in higher education." Alta Vista ECHS in the Gadsden district

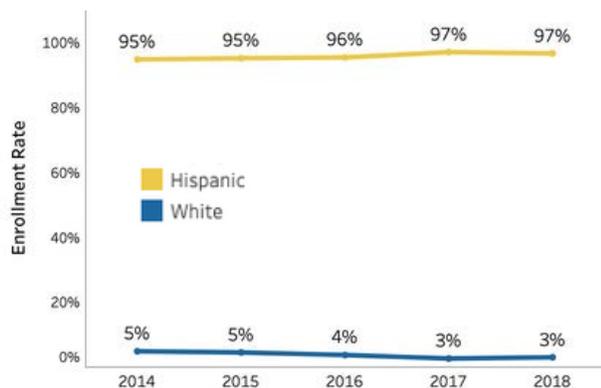
consistently enrolls Hispanic or Latino students from economically disadvantaged backgrounds. However, Arrowhead Park ECHS and Medical Academy in Las Cruces has experienced a 10% decrease in Hispanic or Latino students between 2010 to 2018. More striking is the 34% decrease in low-income students attending the school. Only 20% of ECHS students come from low-income families compared to 75% of students attending traditional high schools in Las Cruces. How can we ensure all students have equal access?

Early College High School Enrollment Demographics, By School and Demographic Group

Arrowhead Early College High School + Medical Academy (Las Cruces)



Alta Vista Early College High School (Gadsden)



Notes: In 2018, the demographics for Las Cruces Public Schools high school students were: 74% Hispanic, 20% White Non-Hispanic, and 53% Low Income. Among GISD high school students: 98% Hispanic, 2% White Non-Hispanic, and 100% Low income. Sources: National Center for Education Statistics (NCES).

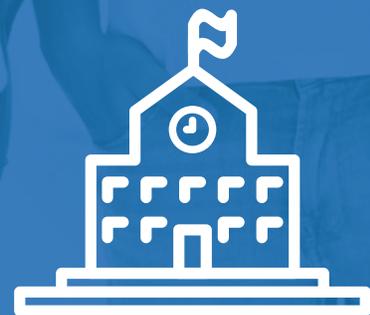
Post-Secondary Access and Success

Higher education, whether it is vocational training or college, is essential for earning a livable wage and competing in a global economy. Every child should have the opportunity to go to college, and we should support our students so they emerge with a degree instead of being mired with debt.

SUCCESS GOALS:

Students Enroll in College

Students Complete College



Students Enroll in College

Home to both New Mexico State University and Doña Ana Community College, it is no surprise that college enrollment in Doña Ana County is higher than the rest of the state. Nearly half of college-aged DAC residents (47%) were enrolled in college or graduate school in 2019, compared to 32% throughout the state of New Mexico and 42% in the United States. While we appear to be doing well in terms of enrollment, some students may still be slipping through the cracks; in 2017, an

estimated 82% of high school students in Doña Ana County planned on enrolling in higher education after high school—far greater than the actual enrollment rate. How can we close the gap between educational aspirations and enrollment? Barriers to consider center around a lack of proper academic preparation and guidance in high school, difficulty navigating the college enrollment process, and financial hardship.

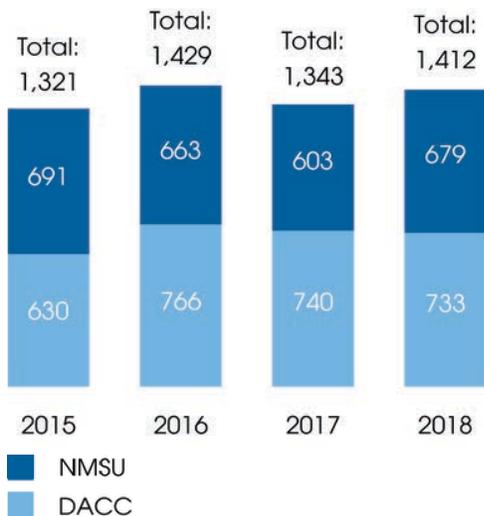
47%

of all college-aged residents (18-24) of Doña Ana County were enrolled in college or graduate school in 2019.

32%

of all college-aged residents (18-24) of New Mexico were enrolled in college or graduate school in 2019.

Number of Full-Time, First-Time Freshmen from Doña Ana County High Schools, Enrolled at NMSU & DACC, Fall 2015-2018



82%

of high school students in Doña Ana County plan to go to college or some other school after high school.

In 2017:

40%

of undergraduate students at NMSU were admitted from Doña Ana County.

[33% were admitted from another county within New Mexico, and 27% were admitted from another state or country.]

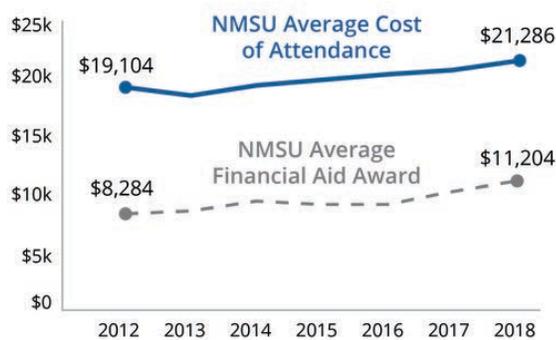
Sources: United States Census Bureau American Community Survey (ACS) 1-year estimates 2019; New Mexico Youth Risk and Resiliency Survey (YRRS) 2017; New Mexico State University (NMSU) Office of Institutional Analysis Factbook; and Center for American Progress (https://consortium.uchicago.edu/sites/default/files/2018-10/CAP_ChicagoSchools-1.pdf).

Financial Aid at NMSU and DACC

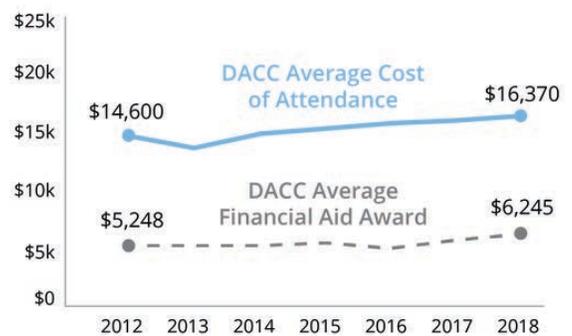
Between Fall 2012 and Fall 2020, total undergraduate enrollment at NMSU dropped by 19% (2,701 students); at DACC, undergrad enrollment dropped by 12% (1,155 students) between Fall 2012 and Fall 2019. This may be due in part to economic factors. In recent years, the average cost of attendance for undergraduates at NMSU and DACC has risen at about the same pace as the average

financial aid award amounts; however, the total percentage of undergraduate students receiving aid has decreased. Furthermore, household income has remained relatively flat compared to rising costs, possibly influencing students' perceived return on investment when it comes to a college education.

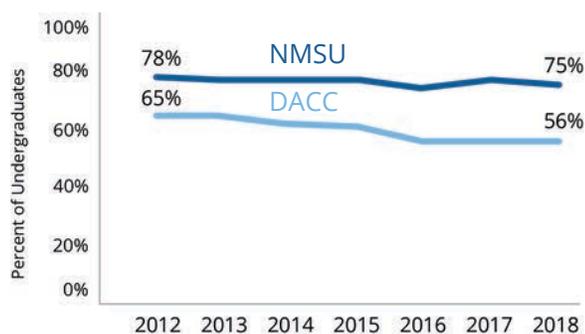
Undergraduate Cost of Attendance vs. Financial Aid at NMSU, 2012-2018



Undergraduate Cost of Attendance vs. Financial Aid at DACC, 2012-2018



Percent of Undergraduate Students Receiving Financial Aid, NMSU & DACC, 2012-2018

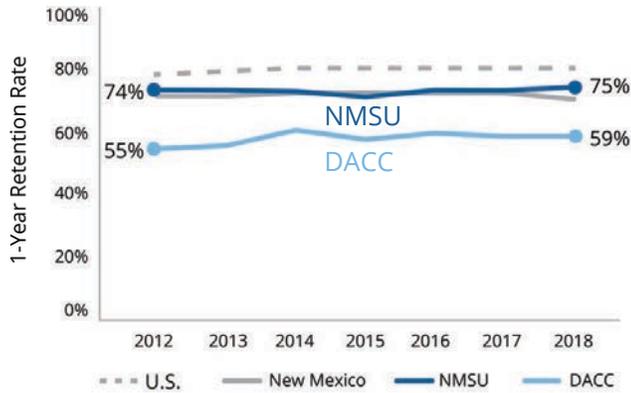


While the average financial aid award amount has increased for both NMSU and DACC undergraduate students, the total percentage of undergraduate students receiving aid has decreased.

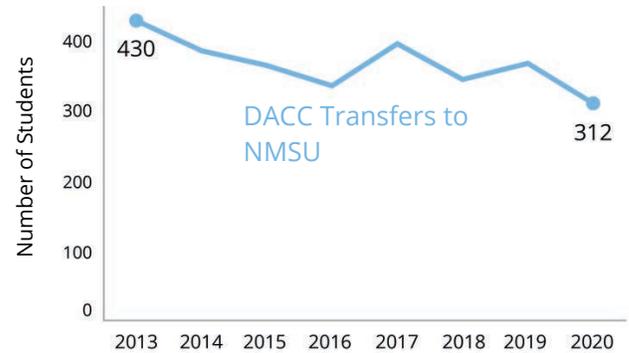
Notes: "Financial aid" includes any grant or scholarship aid awarded from the federal government, a state or local government, the institution, and other sources known by the institution. "Undergraduate" refers to students enrolled in a 4- or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate level.
Sources: New Mexico State University (NMSU) Office of Institutional Analysis; National Center for Education Statistics (NCES); and Haley Trost: College Enrollment is Down: Three Reasons Why (<https://www.signalvine.com/admissions/college-enrollment-down>).

Students Complete College

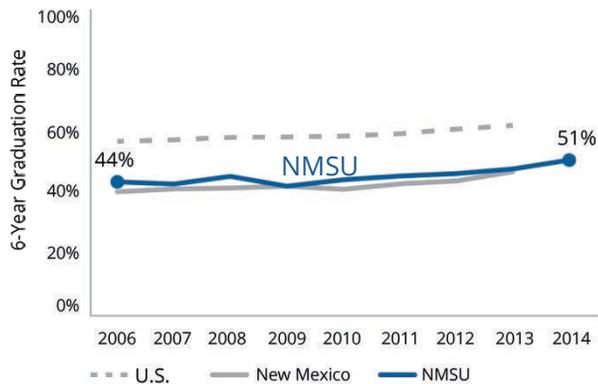
First-Year Retention Rates, NMSU, DACC, Statewide, and U.S., by Cohort Year



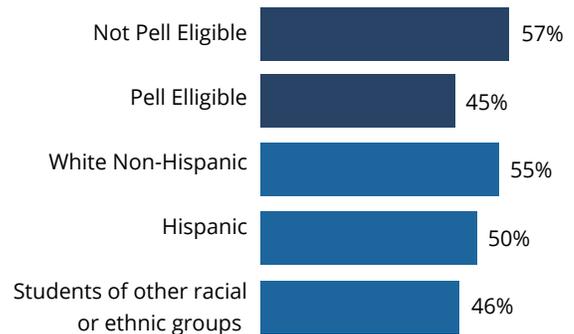
Number of DACC Students who Transferred to NMSU, 2013-2020



6-Year Graduation Rates*, NMSU, Statewide, and U.S., by Cohort Year



6-Year Graduation Rates by Demographic, NMSU, 2014 Cohort



*The 6-year graduation rate shows how many of those undergraduate students who enrolled in a given cohort year had graduated within the following 6 years. For example, of all NMSU undergraduate students who enrolled in 2014, 51% had graduated by 2020. The 2014 statewide and nationwide graduation rates are currently unavailable.

Notes: Retention rates are Fall to Fall. "Students of other racial and ethnic groups" include: Black or African American, Asian, Native Hawaiian or Pacific Islander, and Native American or Alaska Native. Disaggregated data is not available for these groups. Sources: New Mexico State University (NMSU) Office of Institutional Analysis; and Doña Ana Community College (DACC) Office of Institutional Analysis.

Since 2006, pell-eligible students, Hispanic students, and other historically marginalized students at NMSU have consistently graduated at a lower rate compared to traditionally advantaged students. Action must be taken to ensure that all students have the same opportunity to graduate.

Career Opportunities for Graduates

College and vocational school graduates expect to enter the workforce upon completion of their education and training requirements. Rewards for their efforts should include fair and equitable wages and the ability to provide for themselves and their loved ones. Our goals are that our graduates are able to find career opportunities in our communities that pay a livable wage and allow for social mobility.

SUCCESS GOALS:

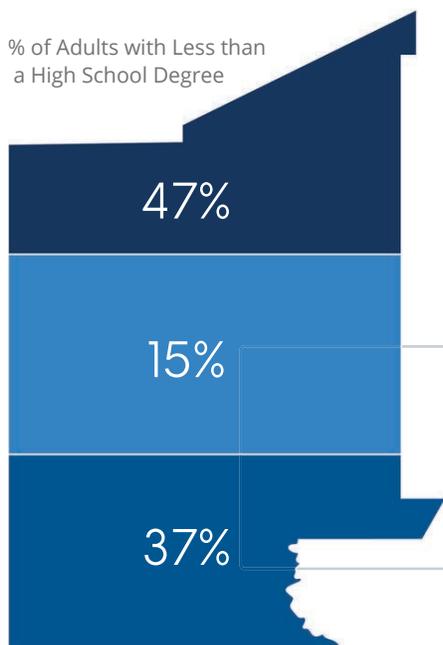
Equitable Access to Self-Sustaining Careers

Careers That Match Local Needs



Equitable Access to Careers: Educational Attainment

Percent of Adult Population over 25 years old with Less Than a High School Diploma, by School District, Doña Ana County (2019)



- Hatch Valley Public Schools
- Las Cruces Public Schools
- Gadsden Independent School District

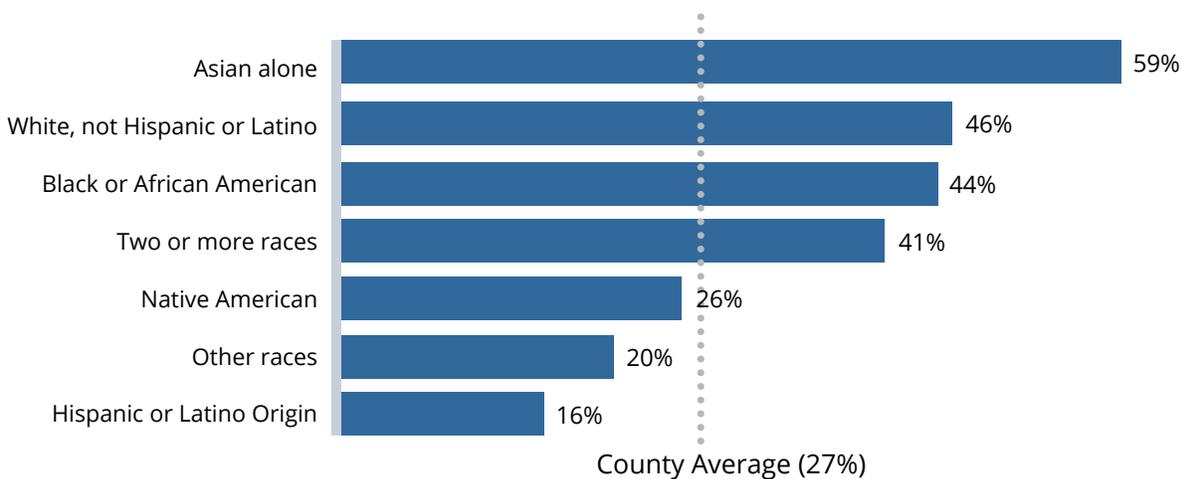
5.4%

The U.S. unemployment rate for adults with less than a high school diploma in 2019 (compared to the average population unemployment rate of 3.0%).

7.1% ▲

The current (November 2020) unemployment rate in Doña Ana County (compared to 5.7% in 2019).

Population over 25 years old with a Bachelor's Degree or Higher within Doña Ana County, by Race/Ethnicity (2019):



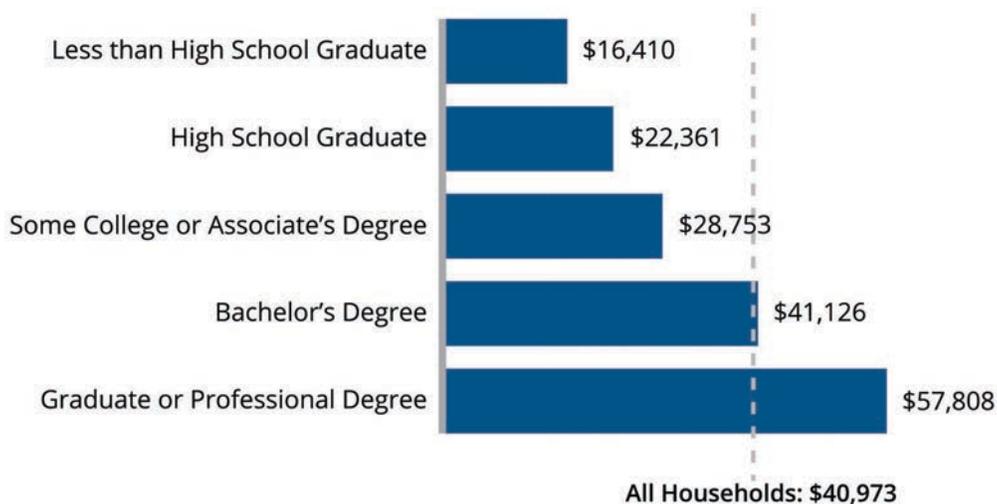
Notes: "Native American" includes Alaska Natives. Sources: United States Census Bureau American Community Survey (ACS) 5-year estimates 2019; New Mexico Department of Workforce Solutions; and United States Bureau of Labor Statistics.

Median Earnings According to Educational Attainment

The median household income as of 2019 for all Doña Ana County residents is \$41k, about \$9k below the median income for New Mexico and about \$22k below that for the United States. Predictably, the median earnings of Doña Ana residents increase with higher educational attainment. Those with a graduate or professional degree show the

highest median income at about \$58k annually (approximately \$17,000 more than the next highest education bracket). Residents with less than a high school degree earn a potentially unlivable wage, with a median income of less than \$17k per year.

Median Annual Household Income by Educational Attainment, Doña Ana County (2019)



Median Annual Household Income, Doña Ana County and United States (2019)



Sources: United States Census Bureau American Community Survey (ACS) 5-year estimates 2019.

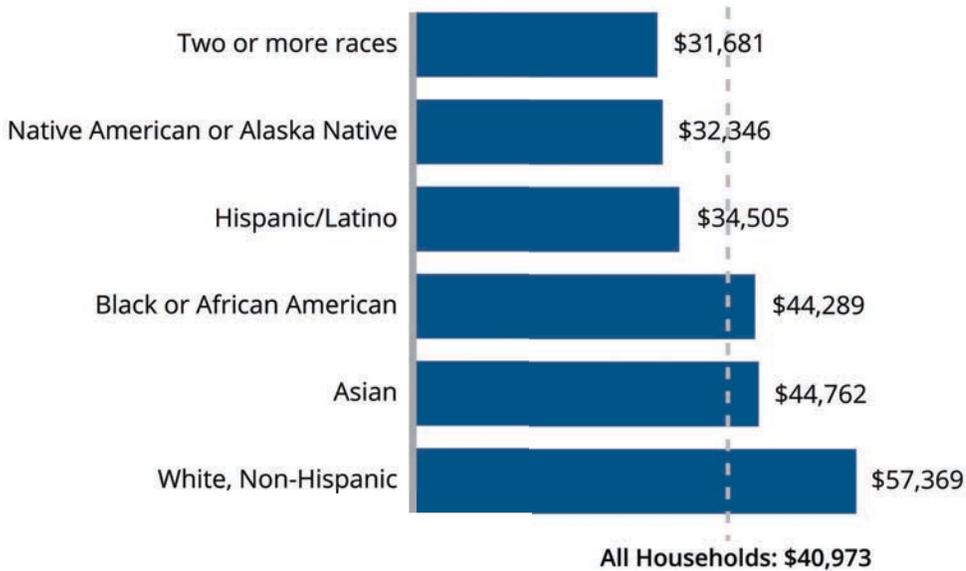
Median Earnings According to Race, Ethnicity, and Other Demographic Factors

Wage disparities are evident in Doña Ana County, as white, non-Hispanic residents earn about \$16k more than the general population. Those who are Hispanic/Latino, Native American or Alaska Natives, or two or more races fare the worst, earning between \$6k to \$9k less than the general population and

between \$23k to \$26k below white non-Hispanic residents.

Differences also exist by family type, with unmarried mothers in Doña Ana County earning less than half of the median income of the general population.

Median Annual Household Income by Race and Ethnicity, Doña Ana County (2019)



Median Annual Household Income by Presence of Children and Sex, Doña Ana County (2019)

\$18,881

The median income of **unmarried mothers** in Doña Ana County. (Compared to \$26,492 for unmarried fathers)

\$35,756

The median income of unmarried women **without any children** present in the household, in Doña Ana County.

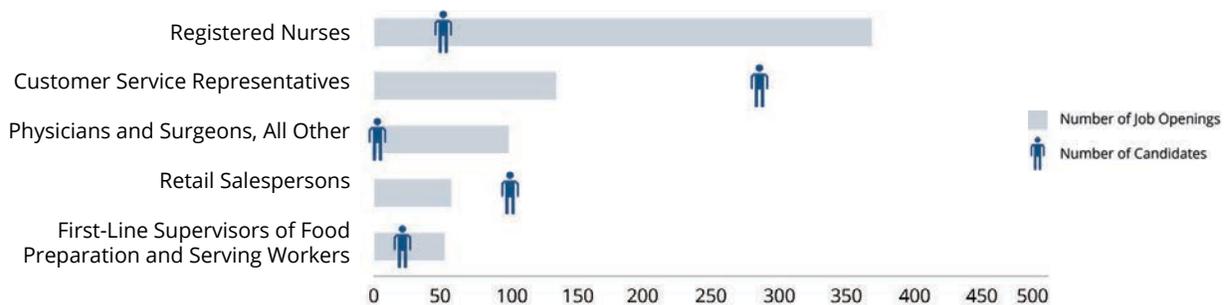
Sources: United States Census Bureau American Community Survey (ACS) 5-year estimates 2019.

Careers that Match Local Needs

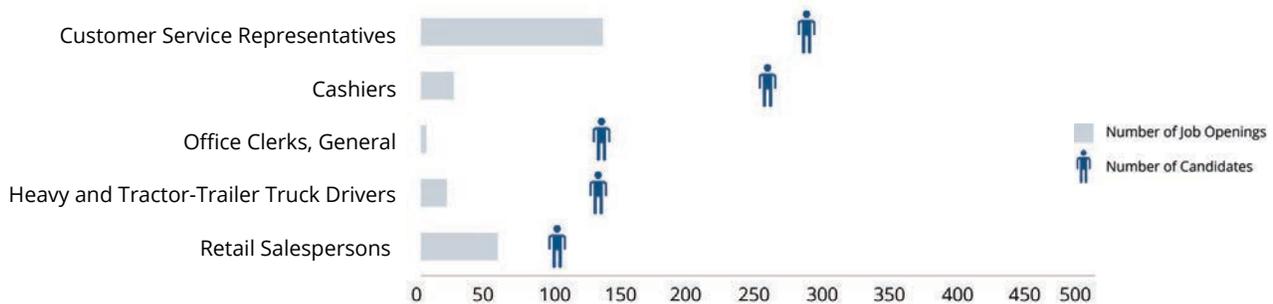
Doña Ana County currently has an excess of job openings for registered nurses, with over 6 times more unfilled positions than potential job candidates. Customer service representatives show the second-highest number of job openings, but with twice as many candidates as job openings in October 2020, about 150 customer service representatives were left potentially unemployed or underemployed. In general, the most abundant employment opportunities in Doña Ana tend to exceed the general population's education and experience levels. Each of the top 5 careers most frequently sought by local candidates in October 2020

had a shortage of job openings, whereas many of the careers with an excess of open positions required years of advanced education, training, and specialization (e.g., physicians and other medical specialists, lawyers, computer systems administrators, physicists, etc.). As a result, rather than hiring within our community, some of the biggest employers in Doña Ana have little choice but to recruit candidates from outside the county. The Workforce Talent Collaborative is actively working to combat this problem through workforce development, early college high schools, dual credit programs, and career and technical education pathways.

Top 5 Careers With Job Openings, Doña Ana County, October 2020



Top 5 Careers Sought by Job Candidates, Doña Ana County, October 2020



View this dashboard online: <https://cca.nmsu.edu/interactive-data-dashboards/ratio-of-jobs-to-candidates/>

Sources: New Mexico Department of Workforce Solutions (NMDWS); and Economic Research & Analysis Bureau; the Bridge of Southern NM and the Workforce Talent Collaborative: <https://thebridgeofsnm.org/how-we-do-it/>.



Community Support

The SUCCESS! Partnership recognizes that to move the needle for children in our county, we must consider the various structural factors that could offer systemic explanations for our current educational reality.

Considering these structural pieces, such as equitable funding, support for educators, and opportunities for community voice in education, helps to emphasize the role our broader community can play in creating an educational ecosystem where all children can thrive. This section presents data on the three "Community Support" goals from the community agenda.

-  **1** Support for Educators **pg. 40**
-  **2** Equitable and Sufficient Resources **pg. 42**
-  **3** Parent, Student, and Community Voice **pg. 47**

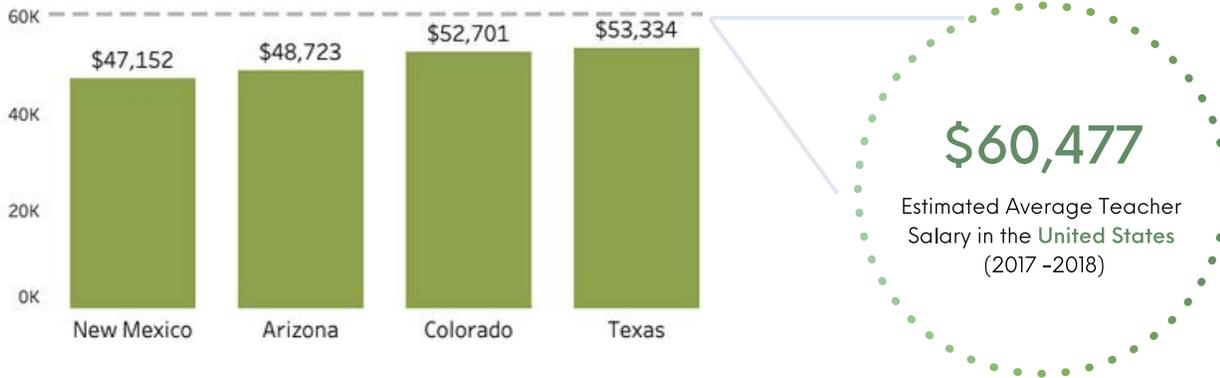
Support for Educators

Teachers are the biggest in-school factor influencing student success. Our state is in the bottom five states in the country for teacher pay. How will we attract and retain talented and committed educators?

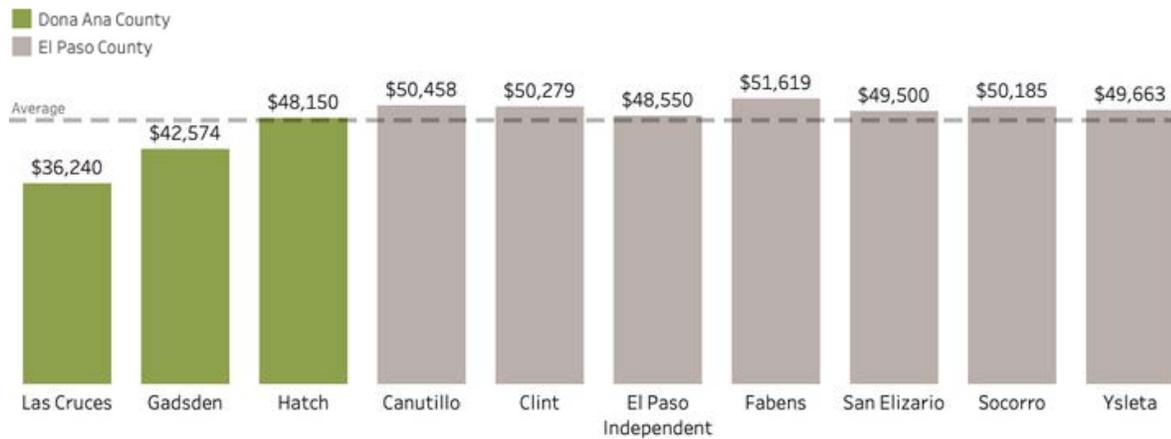


Teacher Salaries

Average Salaries for Teachers in New Mexico and Surrounding States (2017-2018)



Average Salaries for Entry-Level Teachers in Doña Ana County and El Paso County School Districts (2018-2019)



\$47,152

Average Teacher Salary
in New Mexico
(2017-2018)

48th: New Mexico's Rank for Average Teacher Salary in the United States (2017-2018)

Note: An entry-level teacher is defined as a teacher with a Bachelor's degree and under 6 years of experience. Sources: Doña Ana County and El Paso County School District Websites; State of New Mexico Legislative Education Study Committee Report: Teacher Retention, Financial Incentives for Teacher Retention January 2020; and the National Education Association (NEA).

Equitable and Sufficient Resources

Our school system's funding in the state has still not been restored to pre-recession levels, and our schools are chronically under-funded. It is essential we develop a more equitable distribution of resources and that we concentrate on students in need.



Education Equity For All Children

Regardless of Race, Ethnicity, Class, Language, or Disability

Yazzie/Martinez vs. the State of New Mexico

In 2014, a joint lawsuit representing 62 families was filed to address New Mexico's failure to provide students, specifically those that are low-income, Native American, English language learners, and have disabilities. Programs and services that were in place to help students succeed and prepare them for college or a career were not being adequately funded.

July 20, 2018: In a landmark decision, it was ruled that "the state of New Mexico violated students' fundamental rights by failing to provide a sufficient public education, as required under the state constitution." This was supported with evidence of low graduation rates, low proficiency rates in reading and math, and higher rates of college remediation.

March 4, 2020: The state of New Mexico files a motion to dismiss, arguing that the state's Public Education Department had made sufficient changes, including funding and programs for English Learner and Special Education students, to satisfy the Court's final judgment.

June 29, 2020: Judge Matthew Wilson denies New Mexico's motion to dismiss Yazzie/Martinez vs. the State of New Mexico, ruling that the public school system should remain under the court's oversight until long-term reforms are implemented.

December 15, 2020: As remote learning continues due to COVID-19, the NM Center on Law and Poverty files a motion on behalf of the Yazzie plaintiffs to require the state to address the lack of computers and high-speed internet access to at-risk students, particularly Native American students in rural school districts who lack these resources.



Wilhelmina Yazzie of Gallup, New Mexico was a plaintiff in the Yazzie Martinez case.

It was ruled that New Mexico has not complied with state and federal laws such as:

- The New Mexico Indian Education Act
- Bilingual Multicultural Education Act
- Hispanic Education Act

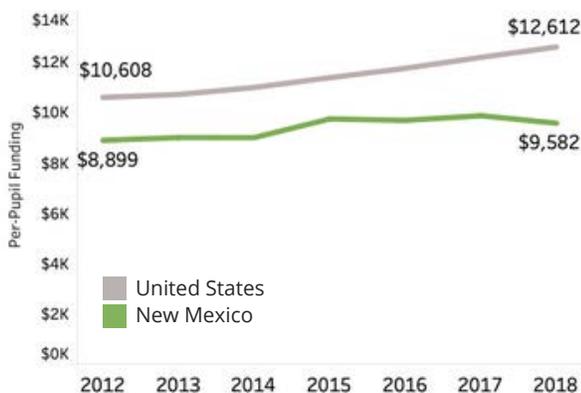
Programs and services that were lacking or nonexistent:

- Quality PreK
- K-3 Plus
- Extending learning
- Dual language
- Culturally and linguistically relevant education
- Social services
- Small class sizes
- Sufficient funding for teacher recruitment, retention, and training
- Technology

Sources: Yazzie Martinez Case (<http://nmpovertylaw.org/wp-content/uploads/2018/09/Graphic-Yazzie-Martinez-Decision.pdf>); and (<https://www.maldef.org/2019/10/martinez-v-new-mexico-timeline/>); <http://nmpovertylaw.org/wp-content/uploads/2020/12/Yazzie-Tech-Motion-With-Exhibits-1-6-Final.2020-12-15.pdf>.

Per-Pupil Funding in Public Schools

Per Pupil Funding Trends (2012-2018)



What do per-pupil funding amounts include?

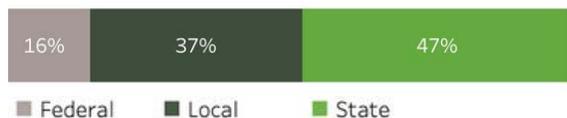
Teachers salaries, employee benefits, guidance counseling, administration, transportation, plant operation and maintenance, food services, and other support services.

Percentage of Public Education Funding by Revenue Source (2016-2017)

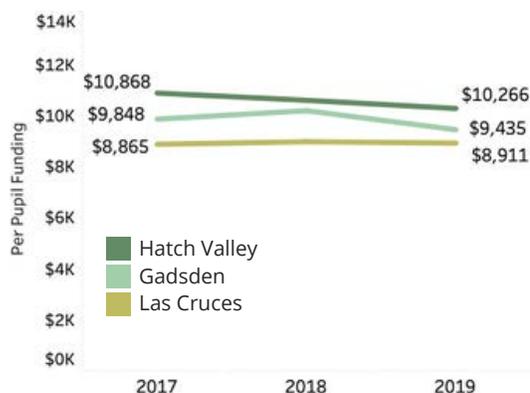
New Mexico



United States



District Per Pupil Spending Trends (2017-2019)



What factors influence per-pupil funding?

Places with high cost-of-living and higher property taxes generally have more money to spend per student. Large school districts with large class sizes generally mean there is less money available per student. Policies, such as mandates around special education or other requirements, can also affect how much districts spend per student.

Revenue sources also play a large role in per-pupil spending. Schools more dependent on state funding rather than local property taxes, typically have less funding available per student. For example, in New Mexico, 68% of revenue comes from state sources, 14% from local, and 18% from federal sources. Many states have more access to local funding sources. The average distribution across the United States is 47% (state), 37% (local), and 16% (federal) respectively.

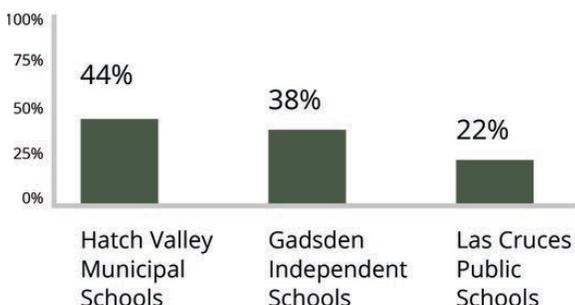
Sources: United States Census Bureau 2012-2018; National Center for Education Statistics (NCES) Public School Revenue Sources (https://nces.ed.gov/programs/coe/indicator_cma.asp).

Equitable Access to Technology by District

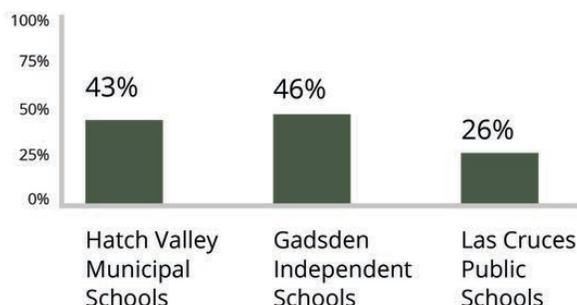
Inequitable access to the internet and technology, otherwise known as the “digital divide” has long signaled one of the great inequities in education. Research shows the divide differs significantly according to the students’ race/ethnicity and is even further compounded when the student lived in a rural community. The Urban Institute found eighth-grade students without access to computers or the internet were more than two years behind their classmates academically.

Districts were forced to address this inequity when schools switched to remote learning in response to COVID-19 in March 2020. The following charts show a baseline of access to technology before the pandemic. Since then local districts have provided thousands of students with internet and laptops but gaps still exist in parts of the county lacking high-speed internet.

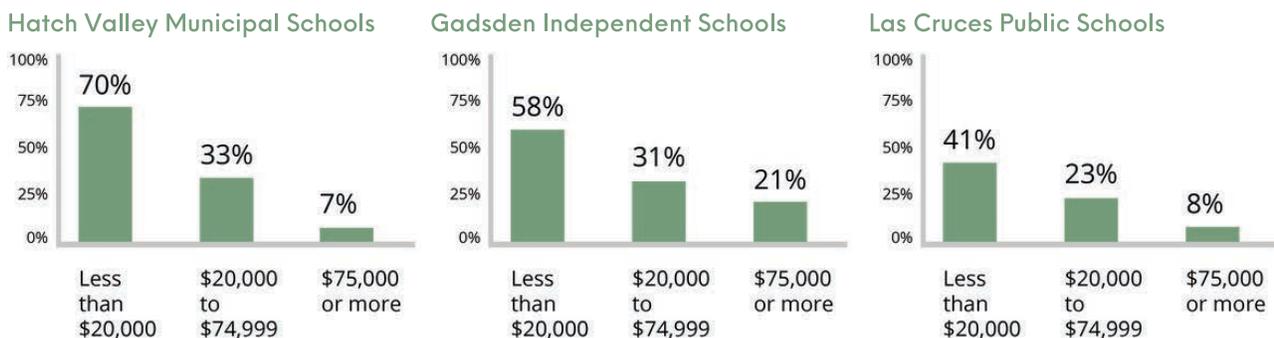
Percent of Households Without an Internet Subscription (2019)



Percent of Households Without a Desktop or Laptop Computer (2019)



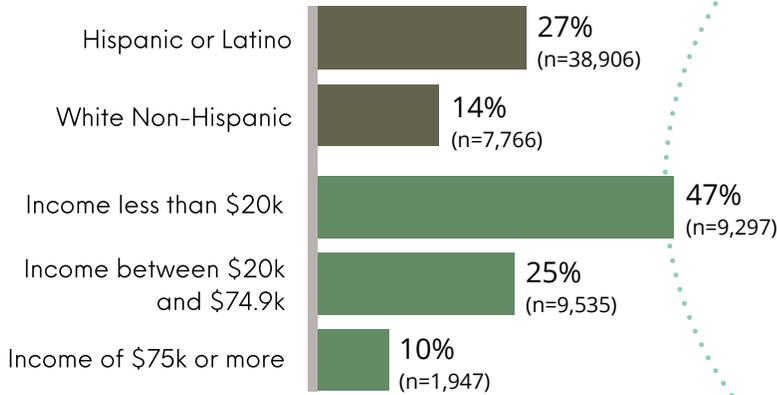
Percent of Households Without an Internet Subscription, by Income Level (2019)



Sources: United States Census Bureau 5-year estimates 2019.

Equitable Access to Technology in Doña Ana County

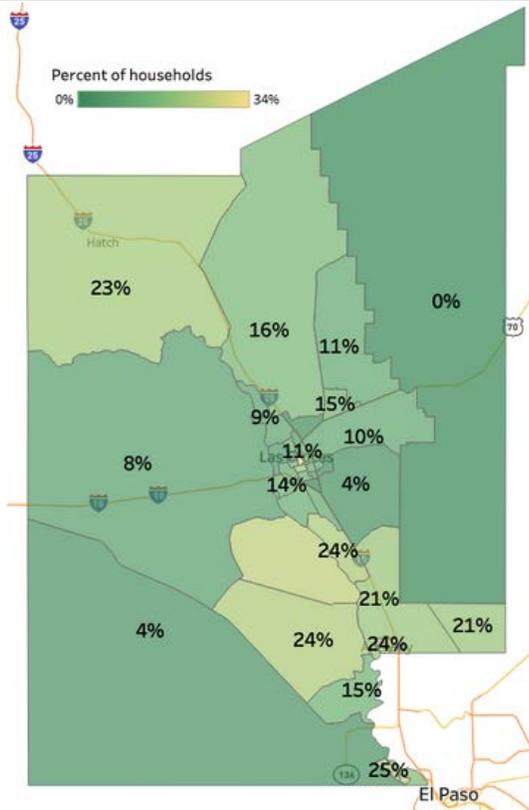
Percent of the Population in Doña Ana County with No Internet Subscription or No Computer, by Race/Ethnicity and Household Income, (2019)



Hispanics or Latinos in Doña Ana County are nearly **2 times** as likely as white non-Hispanics to lack access to the internet or a computer.

Approximately **1 in 2** households with an annual income less than \$20,000 have no internet subscription or no computer.

Percent of Households with No Computer or Other Device (including Smartphones), Doña Ana County, (2019)



To view an interactive dashboard of access to technology in New Mexico, please visit:

<https://cca.nmsu.edu/interactive-data-dashboards/access-to-technology-within-nm/>

Notes: Computer includes other computing devices such as smartphones, tablets, etc. Internet subscription includes all types of broadband, dial-up, satellite internet, and cellular data plans. Other racial and ethnic groups not included due to unreliable data/small sample sizes. Sources: United States Census Bureau American Community Survey (ACS) 5-year estimates 2019.

Parent, Student, and Community Voice

It is critically important that we include the voices of parents, students, and the community-at-large in our efforts to create an equitable, fair, and just system for all individuals to thrive. The ability to unite for a common cause is powerful and can effect change.



Racial Healing and Justice: Renaming Oñate High School

The death of George Floyd at the hands of 4 police officers in the summer of 2020 reinvigorated the Black Lives Matter social movement across the country. This resulted in numerous protests and a growing awareness of structural racism. Individuals called for defunding the police and demanded the dismantling of confederate statues and racist symbols. Locally, this revived the debate over the controversial school name, Oñate High School in Las Cruces. The school is named after the Spanish conquistador and former colonial governor of Nuevo México, Juan de Oñate. Oñate was known for ordering the 1599 Acoma Massacre in which 800 men, women, and children were killed.

A district survey for Las Cruces Public Schools found that 75.3% of recipients did not want the name of the school changed. Along with this survey, there were board meetings to discuss the name change along with petitions both opposing and supporting the changing of the name.

It's a correction of 400 to 500 years of the indigenous people in this area being dismissed.

On July 14, 2020, the Public School board voted 3-1 to change the name of the school. The controversy around the decision immediately followed. One reason cited was the cost of implementing the change which some estimated to be as high as \$208,500, an unwelcome cost in the middle of the economic crisis triggered by COVID-19.

Board Vice President Sra. Maria Flores explained her vote to change the name, "It's a correction of 400 to 500 years of the indigenous people in this area being dismissed. Oñate was a symbol of hate, and right now is the time of purging ourselves of all these symbols of power and (allowing) the other side (to) be represented."

On August 4, 2020, the Las Cruces Public School Board voted unanimously to change the name of Oñate High School to Organ Mountain High School, a popular choice suggested by the community. The name change will take effect in July 2021.



Acoma Dance Group from the Acoma Pueblo. In 1599, hundreds of natives from the Acoma Pueblo were massacred under Juan de Oñate's orders. (Photo from the Indian Pueblo Cultural Center)

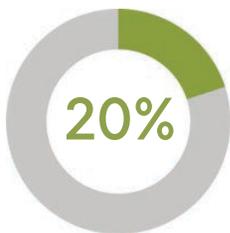
Sources: (<https://kvia.com/news/education/2020/07/14/las-cruces-school-board-to-discuss-renaming-onate-high/>); (<https://www.lcsun-news.com/story/news/local/community/2020/06/26/las-cruces-onate-high-school-board-discuss-name-change/3261211001/>); (<https://www.lcsun-news.com/story/news/local/community/2020/07/14/no-more-onate-school-board-votes-change-name/5438260002/>); (<https://www.lcsun-news.com/story/news/education/lcps/2020/08/04/onate-high-school-las-cruces-vote-name-remain-board-new-mexico/3293827001/>); and Las Cruces Public Schools (LCPS) Community Schools Board Report 2020.

Parent Voice

Parent feedback from the 100% Community Survey

The 2020 100% Community Survey in Doña Ana County gave parents an opportunity to voice their opinions about school services, including preschool services and school-based health and behavioral health services. Exactly half of the parents surveyed reported that they needed preschool services; of those, 1 in 5 (20%) reported difficulty obtaining said services. Parents specified that long waitlists are a huge problem when seeking preschool services. Many parents also mentioned an absence of specialists qualified to work with special needs children. Similar shortages were indicated by parents'

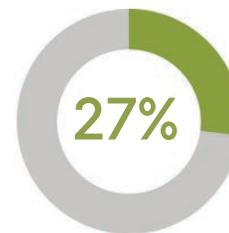
responses to questions about school-based health and mental health services. Over one-third of parents who had difficulty getting health services reported that their child's school does not offer any health services, or that their child's school does not offer the right types of health services. About two-thirds of parents who had difficulty with school-based mental health services reported that there are not enough mental health professionals at their child's school. Three in ten parents rated their children's school-based mental health services as bad or very bad.



Of parents had difficulty getting preschool services for their child.



Of parents had difficulty getting school-based mental health services for their child.



Of parents had difficulty getting school-based health services for their child.

Parents' Comments from the 100% Community Survey:

"We need more mental health support in the schools by qualified professionals not guidance counselors."

"The nurse doesn't listen to what I have to say and goes completely off of doctor's orders, which hinders my child's health at school."

"Communication from school districts is very minimal."

"I tried 3 [preschools] and found that the teachers do not have training for differently-abled children."

Sources: Doña Ana County 100% Community Survey 2020 (<https://webcomm.nmsu.edu/ccg/wp-content/uploads/sites/72/2020/09/100Community-Dona-Ana-Report-9.22.2020.pdf>). Resilience Leaders of Doña Ana County and the Anna, Age Eight Institute



Community Values

Focusing exclusively on education outcomes could leave out the essential elements of how our education system looks and feels from the perspective of students and families.

In our county, the community has expressed a clear desire for a system that values the whole child, is student-centered, and respects students' culture and language. These community values are central to student success and ensure that our children develop into healthy, well-rounded adults who will positively impact our community.



Whole Child Well-Being

pg. 51



Creative, Student-Centered Education

pg. 59



Cultural and Bilingual Competency

pg. 62

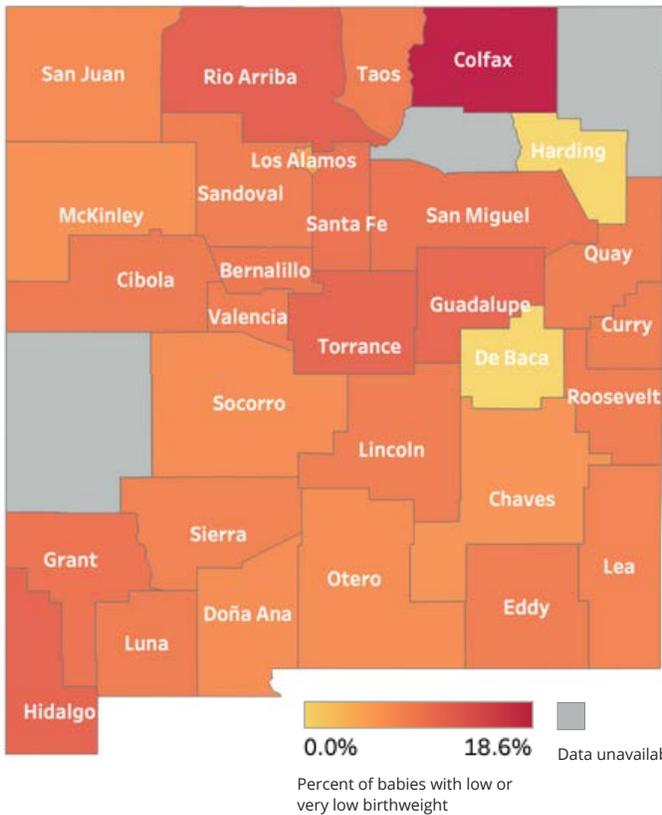
Whole Child Well-Being

It is essential we develop and maintain a system that cares about the whole child. This includes their social and emotional well-being, physical health, and economic security. This will enable our children to come to school ready to learn and be happy, healthy community members.



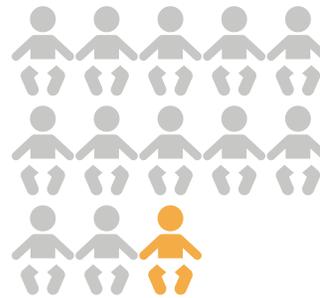
Infant and Toddler Health

Percent of Babies with Low or Very Low Birthweight (2018)



7.5%

of babies in Doña Ana County were born with low or very low birthweight in 2018.

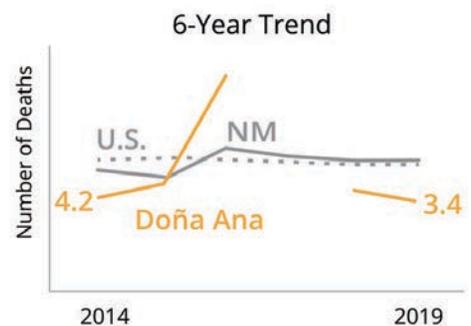
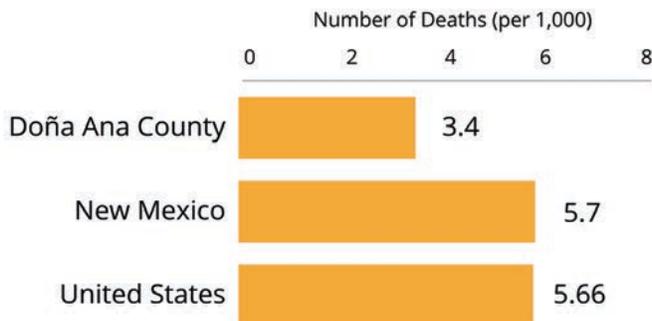


That's nearly

1 in every 13,

but may indicate improvement from the 2015–2017 low birthweight rate of 8.3%.

Infant Mortality Rate: Number of deaths per 1,000 infants (2019)



(Note: 2017 infant mortality data is unavailable for Doña Ana County)

Sources: New Mexico's Indicator-Based Information System (NM-IBIS); the National Center for Health Statistics (NCHS) National Vital Statistics Reports 2020; Centers for Disease Control and Prevention <https://www.cdc.gov/nchs/data/nvsr/nvsr69/NVSR-69-7-508.pdf>

Physical, Mental, and Social Health

Obesity rates have declined by 3.6% among 2 to 4 years olds enrolled in WIC (2010-2016) in New Mexico.

Obesity Rate in 2010: 15.7% of children aged 2-4 enrolled in WIC in New Mexico
 Obesity Rate in 2016: 12.1% of children aged 2-4 enrolled in WIC in New Mexico

12.3 ▼ Compared to 13.2 per 1,000 in 2014

The number of substantiated individual victims of child abuse or neglect per 1,000 children under the age of 18. (2019)

Source: CYFD

15.3% ▼ Compared to 19.7% in 2015

Percent of high school students in Doña Ana County who ate five or more servings of fruits or vegetables per day. (2019)

Source: YRRS

72% ▼ Compared to 76% in 2014

Percentage of children in New Mexico aged 19-35 months fully immunized. (2014)

Source: IBIS

13.9% ▲ Compared to 12.8% in 2014

Percentage of children with no prenatal care in Doña Ana County. (2019)

Source: IBIS

41% ▲ Compared to 34% in 2015

Percent of youth in New Mexico that had feelings of sadness or hopelessness (almost everyday for 2 or more weeks in the past 12 months) grades 9-12. (2019)

Source: YRRS

7.4 ▼ Compared to 12.0 in 2014

Number of deaths attributed to suicide among persons 15-24 years per 100,000 of the age group population in Doña Ana County. (2019)

Source: IBIS

90% ► Compared to 90% in 2015

Doña Ana County students in grades 9-12 who reported they had a caring and supportive relationship in the family. (2019)

Source: IBIS

59.6% ▼ Compared to 63.1% in 2014

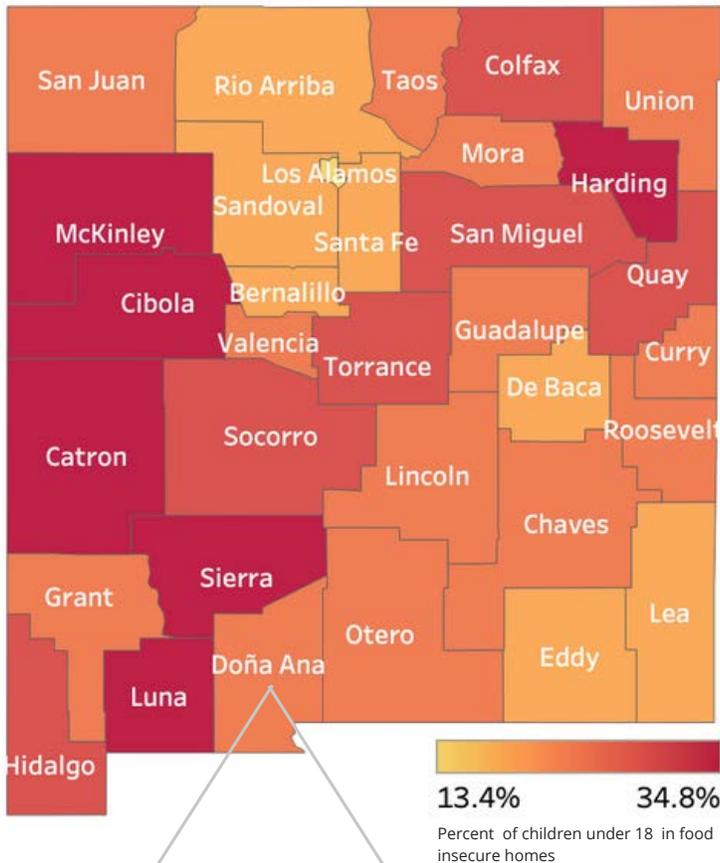
Percentage of mothers in Doña Ana County who received prenatal care in their first trimester of pregnancy. (2019)

Source: IBIS

Sources: New Mexico Childhood Obesity (<https://stateofchildhoodobesity.org/states/nm>); New Mexico Children, Youth & Families Department (CYFD); New Mexico's Indicator-Based Information System (NM-IBIS) Community Snapshot for Doña Ana County-Health Indicators; and New Mexico Youth Risk and Resiliency Survey (YRRS).

Food Insecurity in Doña Ana County

**Percent of Children Under 18 in Food Insecure Homes
New Mexico, (2018)**



In 2018, over 1 in 4 children in Doña Ana County were living in food insecure homes. Of these food insecure children, 79% were considered income eligible for nutrition programs (i.e., income at or below 185% of poverty level).

That leaves approximately **21%** of food insecure children likely ineligible for assistance.

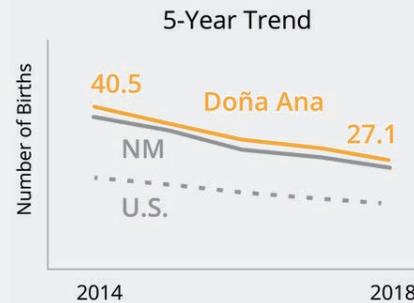
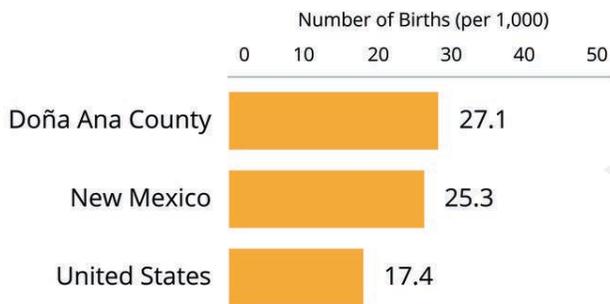
26%
of children in Doña Ana County are in food insecure homes.

79%
of food insecure children are eligible for nutrition programs in Doña Ana County.

Sources: Map the Meal Gap 2018: Food Insecurity Estimates at the County Level; and Feeding America 2018.

Teen Birth Rates and Access to School-Based Health Centers

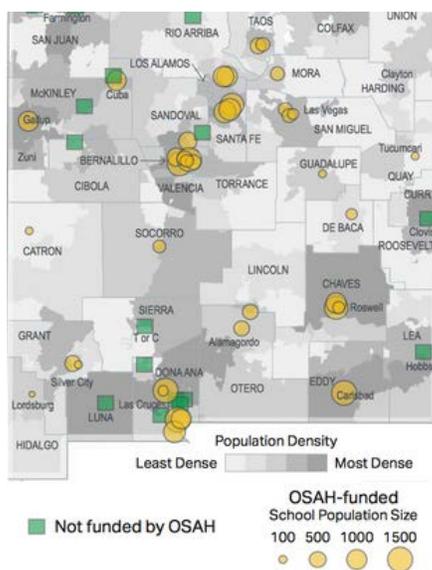
Number of Births per 1,000 female teens ages 15-19 (2018)



17.1%
of Doña Ana County mothers ages 15-50 who gave birth between 2015 and 2019 had less than a high school diploma.

20.2%
of Doña Ana County sexually active high school students reported that they used no birth control method. (2019)

22 of 33 NM Counties
have OSAH-funded SBHCs



Schools in Doña Ana County with School Based Health Centers:

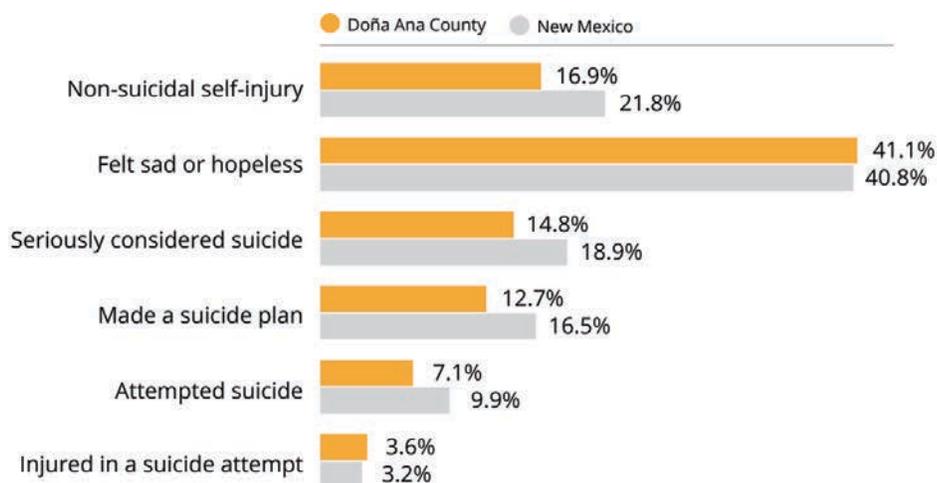
- Arrowhead Park Early College High School
- Centennial High School
- Las Cruces High School
- Lynn Middle School
- Mayfield High School
- Oñate High School
- Rio Grande Preparatory School
- Hatch Valley High School
- Gadsden High School
- Chaparral High School
- Santa Teresa High School

Notes: OSAH = Office of School and Adolescent Health. SBHC = School-Based Health Center

Sources: United States Census Bureau American Community Survey (ACS) 5-Year Estimates 2019; New Mexico Department of Health (NMDOH); New Mexico Alliance for School-Based Health Care (<https://www.nmasbhc.org/school-based-health-centers/sbhc-directory/>); New Mexico Risk and Resiliency Survey (YRRS) 2019; and New Mexico School Based Health Care Report 2018 (<https://www.nmasbhc.org/wp-content/uploads/sites/32/2019/02/SBHC-annual-report-2017-2018.pdf>).

Suicide and Depression, High School

Mental Health Indicators, NM & Doña Ana County, Grades 9-12 (2019)



According to the NM Youth Risk and Resiliency Survey, suicide is a leading cause of death among adolescents in New Mexico.

7.1% ▼

Suicide attempt rate in Doña Ana County high schools (2019)
(Compared to 9.0% in 2017)

22.3% of females ▶
grades 9-12 engaged in non-suicidal self injury (2019)
(Compared to 23.8% in 2017)

11.9% of males ▶
grades 9-12 engaged in non-suicidal self injury (2019)
(Compared to 11.4% in 2017)

53.9% of females ▲
felt sad or hopeless (2019)
(Compared to 46.2% in 2017)

29.0% of males ▲
felt sad or hopeless (2019)
(Compared to 26.1% in 2017)

Sources: New Mexico Youth Risk and Resiliency Survey (YRRS) 2019 and 2017, New Mexico Department of Health.

Bullying and Violence in Doña Ana County, Middle Schools

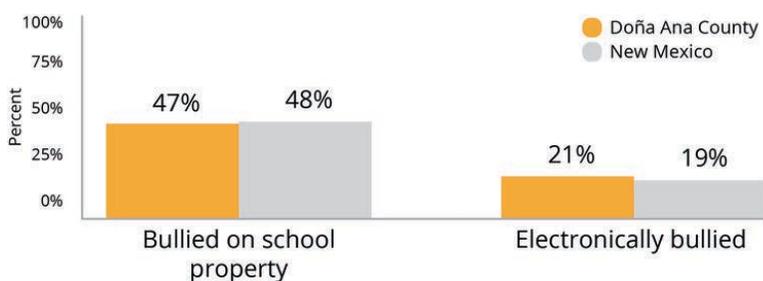
The American Psychological Association defines bullying as "a form of aggressive behavior in which someone intentionally and repeatedly causes another person injury or discomfort." Bullying behavior can include physical contact, words, or other actions and can be in person or online (cyberbullying).

Bullying can have long-term effects on children's health and academic performance, potentially impacting them into adulthood. Those who are bullied are more likely to experience depression, anxiety, negative emotions, and loss of interest in activities.

Perpetrators of bullying are less likely to consume healthy foods and more likely to abuse alcohol and drugs, get into fights, and engage in criminal and abusive behavior as adults. Bullying is also associated with a higher risk of dropping out for both the perpetrator and the victim.

Zero tolerance policies have proven ineffective for bullying prevention. Instead, prevention measures must involve the entire school community, from students and teachers to bus drivers and cafeteria staff, collectively establishing a culture of respect.

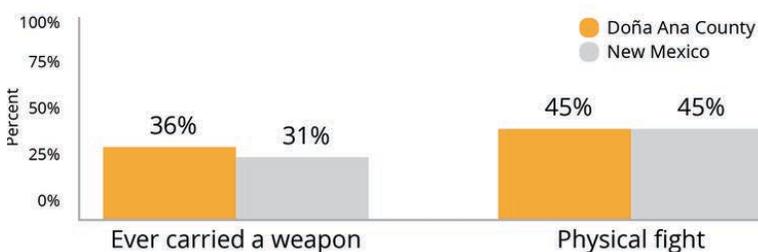
Bullying in New Mexico and Doña Ana County, Grades 6-8, (2017)



25.3%

of female students in Doña Ana County middle schools reported being bullied electronically, compared to 13.2% of male students. (2017)

Behaviors Associated with Violence in New Mexico and Doña Ana County, Grades 6-8, (2017)



58.8%

of male students in Doña Ana County middle schools reported that they had been in a physical fight, compared to 30.8% of female students. (2017)

Sources: New Mexico Youth Risk and Resiliency Survey (YRRS) 2017, New Mexico Department of Health; Stop Bullying (<https://www.stopbullying.gov>); American Psychological Association (<https://www.apa.org/topics/bullying>); and Health-related Risks for Involvement in Bullying among Middle and High School Youth 2018 (<https://link.springer.com/article/10.1007/s10826-018-1260-8>).

Poverty in Doña Ana County, New Mexico, and the U.S.

38.3% ▶

Percentage of children under the age of 18 in Doña Ana County living in poverty (2015–2019)

(Down 0.6% compared to 38.9% in 2010–2014)

26.7% ▼

Percentage of children under the age of 18 in New Mexico living in poverty (2015–2019)

(Down 2.7% compared to 29.4% in 2010–2014)

18.5% ▼

Percentage of children under the age of 18 in the United States living in poverty (2015–2019)

(Down 3.4% compared to 21.9% in 2010–2014)

26.4% ▼

Percent of Persons in Poverty in Doña Ana County

(2015–2019)

(Down 1.4% compared to 27.8% in 2010–2014)

19.1% ▼

Percent of Persons in Poverty in New Mexico (2015–2019)

(Down 1.8% compared to 20.9% in 2010–2014)

\$40,973

Median Household Income in Doña Ana County (2015–2019)

\$49,754

Median Household Income in New Mexico (2015–2019)

Creative, Student-Centered Education

Creative, student-centered education empowers students to take control of their education and become passionate, life-long learners. Learning is more meaningful when topics are relevant to students' lives, interests, and needs. When students are actively engaged in creating, understanding, and connecting to knowledge, they become motivated to succeed in school and life. Ultimately, these students will make a positive mark on society.



Community Schools in Doña Ana County

What is a Community School?

"Using public schools as hubs, community schools bring together many partners to offer a range of supports and opportunities to children, youth, families, and communities. Partners work to achieve a set of results through an integrated focus on academics, health and social services, youth and community development, and community engagement."

Doña Ana County is home to 5 community schools, 4 in Las Cruces Public Schools and 1 charter school in Las Cruces.

Community Schools in Las Cruces Public Schools, Year Established

2017	Lynn Community Middle School
2020	Booker T. Washington Community Elementary School
2020	Doña Ana Community Elementary School
2020	MacArthur Community Elementary School
2020	Raices del Saber Xinachtli Community School

Booker T. Washington Community Elementary School



Lynn Community Middle School



Doña Ana Community Elementary School

Source: Community Schools Definition (<http://www.communityschools.org/assets/1/AssetManager/Defining%20a%20Community%20School.pdf>); and Las Cruces Community Schools (<https://www.lcsun-news.com/story/news/local/community/2020/02/29/las-cruces-launches-three-new-community-schools/4912162002/>).

Charter Schools in Doña Ana County

Alma d'arte

Arts based high school in Las Cruces

Developed in 2004



- Programs include media, visual, performing literary, and culinary arts.
- Free public school available to all students living in the district.
- Small class sizes
- Works to prepare students for college or the workforce upon graduation.
- Advanced Placement, dual credit, and honors courses.
- Free lunches.
- Special education services, English Language Learners assistance, etc.

J. Paul Taylor Academy

Charter school in Las Cruces

Developed in 2011



- Began serving kindergarten through 6th grade and later added 7th (2012-2013) and 8th grade (2013-2014).
- Project-based learning approach.
- Focus on Spanish language acquisition.
- Teachings that align with a "love and logic" classroom.
- Teachings that involve topics of social justice.
- A diverse school that aims to serve many students.

Las Montañas Charter High School

Charter school in Las Cruces

Developed in 2007



- Free public school.
- Serves grades 9-12.
- Specializes in serving students who are challenged by barriers to academic and life success.
- Provides supplemental counseling.
- Operates on a 4-day school week, Monday to Thursday.
- Offers online and distance education courses.
- Provides supplemental instruction to educationally disadvantaged students.
- Uses a non-traditional school model wherein students rotate through eight 18-day terms rather than traditional semesters.

Bilingual Charter Schools:

- Raíces del Saber Xinachtli Community School
- La Academia Dolores Huerta
- New America School



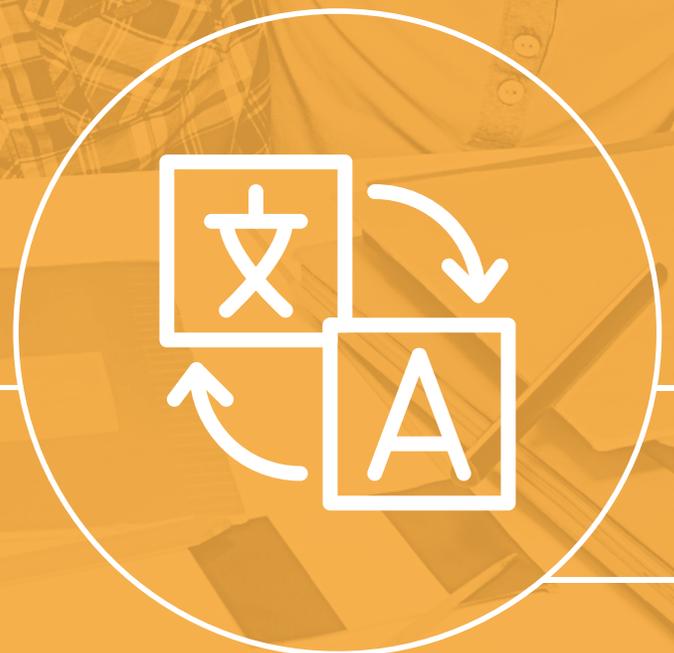
See page 65 for more information on these schools.

Sources: Alma d'arte (<https://www.almadarte.org>); J. Paul Taylor Academy (<http://www.jpaultayloracademy.org>); and Las Montañas Charter High School (<https://www.lasmontanashigh.com>).

Cultural and Bilingual Competency

Supporting bilingual competency and cultural awareness supports our diverse borderland community. This ensures every person, regardless of background, has the opportunity to succeed.

Bilingualism is also a window into two worlds, encouraging creative talents and self-esteem in students. Imagine the comparative advantage our region would have if every high school student graduated speaking two languages.



Dual Language and Bilingual Programs

Dual Language and Bilingual Program Models

Dual language and bilingual programs are important for the success of students. Besides the lifelong cognitive benefits of bilingualism, incorporating multiple languages into the curriculum recognizes New Mexico as a multilingual population. Eighty-four percent of Doña Ana County students are Hispanic, and nearly a quarter are English language learners. Bilingualism

validates and embraces the culture of our students and community.

Additionally, these programs are beneficial to all students, even if they are not English learners, as they prepare students for language requirements in high school and entering a globalized workforce.

Traditional Model

For English language learners. The goal is proficiency in oral and written English. The native language is used in the beginning years of instruction and then phased out for all English instruction.

Dual Language Model

Instructed 50% in English and 50% in Spanish at LCPS elementary schools. Studies are instructed in both languages during their core classes.

Heritage Model

For students who are English speakers with some proficiency or a cultural connection to the language they want to learn. Programs vary from slow learning to full immersion with the aim for proficiency.

Newcomer Program

Designed for new immigrants to the United States who are English language learners. Students have special classes until they can join regular classes.

Dual Language and Bilingual Programs by District

Las Cruces Public Schools

20 / 25

elementary schools utilize the Dual Language model

1,060

English learners in Dual Language

24 / 25

elementary schools provide some type of Bilingual program

7 / 9

middle schools provide some type of Bilingual program

537

Non-English learners in Dual Language

809

Maintenance (English learners) in Dual Language

99

students received a Seal of Biliteracy in 2018

Hatch Valley Public Schools

Transitioned from the Traditional model to the Heritage Model

73

middle school students in bilingual programs

209

elementary school students in bilingual programs

49

high school students in bilingual programs

10

students received a Seal of Biliteracy in 2018

Gadsden Independent School District

1,895

elementary school students in dual language programs

6

secondary new comers bilingual programs

430

students in new comer bilingual programs at the 3 middle and 3 high schools

2,915

students in Bilingual programs at the 22 schools

590

students in transitional bilingual programs in elementary school

26

students received a Seal of Biliteracy in 2018

Sources: School District Bilingual Program Directors; (https://www.edweek.org/ew/articles/2019/11/13/las-cruces-school-district-wants-to_ap.html); and Seal of Biliteracy (<https://sealofbiliteracy.org/doc/2019-National-Seal-of-Biliteracy-Report-Final.pdf>).

Charter Schools With Dual Language and Bilingual Programs

Raíces Del Saber Xinachtli Community School

Public charter high school based in Las Cruces

Developed in 2019

- Serves grades kindergarten through 2nd.
- Bilingual-biliterate environment.
- Uses a dual language two-way immersion 90/10 model.
- Mesoamerican Indigenous knowledge is used in the curriculum.
- Nahuatl language is used to promote appreciation of cultural heritage.

- Bilingual teachers.
- Small class size-20 students per classroom.
- Offers an Out of School Time Program that works to teach students real-life problem-solving skills.
- Has a parent council.
- Believes in restorative practices and social-emotional learning.

La Academia Dolores Huerta

Dual language charter middle school based in Las Cruces

Developed in 2004

- Serves grades 6th through 8th.
- The mission is to create an engaging, culturally diverse education program of the arts and languages.
- Enrolls 120 students.
- Alternate the instructional language by week, teaching in both English and Spanish.

- Traditional core classes are provided.
- Also provide electives such as; PE, Ballet Folklorico, Mariachi, Conjunto, and Art.

New America School

Public charter high school in Las Cruces

Developed in 2004

- Serves grades 9th to 12th.
- The mission is to empower new immigrants, English language learners, and academically underserved students.
- Enrolls more than 300 students.
- Extended school day (8 am-8:30 pm) and four day school week.
- Free tutoring and credit recovery program.

- Small class size.
- Free adult English classes.
- Dual enrollment with DACC.
- Provides traditional classes required in New Mexico to obtain a diploma.
- Provide electives such as; Honors Spanish, math and reading intervention courses, creative writing, journalism, and student government.

Appendix



Definitions

- **Child Abuse:** A child abuse allegation is substantiated when it is determined that the victim is under the age of 18, a parent or caretaker has been identified as the perpetrator and/or identified as failing to protect the victim, and credible evidence exists to support the conclusion by the investigator that the child has been abused and/or neglected as defined by the New Mexico Children's Code. Types of child abuse include physical abuse, sexual abuse, and physical neglect.
- **Educational Attainment:** Percent with less than a high school degree or higher.
- **Federal Revenue:** Includes direct grants-in-aid to schools or agencies, funds distributed through a state or intermediate agency, and revenues in lieu of taxes to compensate a school district for nontaxable federal institutions within a district's boundary.
- **Food Insecurity:** A household uncertain of having, or unable to acquire, at some time during the year, enough food to make the needs of all their members because they had insufficient money or other resources for food. Also includes households with low and very low food security.
- **Head Start:** A federally funded preschool program for children between 3-5 years old from low-income families. The majority of programs are half-day (three and a half hours), 4 days a week although a few sites do provide full-day programs (6 and a half hours).
- **Licensed Center:** Provides center-based care, must follow state licensing guidelines.
- **Licensed Family Home:** Provides home-based care for up to 6 children, must follow state licensing guidelines.
- **Licensed Group Home:** Provides home-based care for up to 12 children, must follow state licensing guidelines.
- **Licensed Program:** A child care center, licensed home, and some after-school programs that follow New Mexico's child care licensing regulations. Licensed programs post their license indicating their STAR level (quality rating).
- **Local Revenue:** Includes revenues from such sources as local property and nonproperty taxes, investments, and student activities such as textbook sales, transportation and tuition fees, and food service revenues.

Definitions

- **NM Pre-K:** Provides state-funded Pre-K and is not based on income eligibility. However, many programs are located in communities with public elementary schools that are designated Title I schools.
- **Non-Suicidal Self Injury:** Intentional self-harm without trying to attempt suicide (cutting/burning).
- **PARCC:** (Partnership for Assessment of Readiness for College and Careers). An assessment that measures student preparedness for college and career placement and opportunities.
- **Poverty:** The estimated number and percentage of children under age 5 living in households with income below 100% of the federal poverty level as defined by the U.S. Department of Health and Human Services.



About the SUCCESS Partnership

The SUCCESS Partnership is an education initiative founded in 2013. It is a diverse group of over 100 cross-sector organizations comprised of parents, education professionals, nonprofit organizations, businesses, regional partners, and prestigious community leaders committed to providing education in Doña Ana County. The collaboration serves to achieve improved outcomes in education from prenatal to career readiness. The Partnership is supported by four backbone organizations.

Backbone Organizations

Ngage NM

Ngage New Mexico is a nonprofit organization that focuses on education and nonprofit capacity-building. Ngage embraces collaboration, consensus building, social justice, racial equity, and data-informed solutions to better our community. Ngage is the primary support organization for the Doña Ana County SUCCESS Partnership education initiative, and they provide facilitation, coordination of partnership activities, guidance, and logistical support.



Website: www.ngagenm.org
Phone: (575) 521-1957
Email: info@NgageNM.org

Center for Community Analysis at NMSU

The Center for Community Analysis (CCA) at New Mexico State University was established in 2016 through a W.K. Kellogg Foundation grant to strengthen education and community advocates' data analysis capacity. The Center collaborates with partners to gather data that is often hard-to-find or spread across many organizations and gather data through surveys and assessments. This collective effort allows the CCA to centralize, analyze, and disseminate data to the community to improve evidence-based decision making. The CCA is the backbone data partner for the SUCCESS Partnership.



BE BOLD. Shape the Future.
Center for Community Analysis

Website: cca.nmsu.edu
Phone: (575) 646-3352
Email: surova@nmsu.edu

La Clinica de Familia Early Head Start

La Clinica de Familia Early Head Start houses the Doña Ana County Early Childhood Education (ECE) Coalition. Over 60 ECE leaders, parents, childcare providers, and community leaders formed the Coalition in 2014 to improve children's lives from ages 0-8. The ECE Coalition is committed to three overarching goals; children are born into healthy homes, children are ready for school, and the early childhood workforce is supported.



LCDF Early Head Start

Website: laclinicadefamilia.org/lcdf/early-head-start

Phone: 575-532-2002

ECE Coalition of Doña Ana County

Website: earlychildhooddac.org

Phone: (575) 644-2016

Email: cgillard@lcdfnm.org

Community Action Agency of Southern New Mexico

The SUCCESS Partnership Communications Team is housed under the Community Action Agency of Southern New Mexico (CAASN). CAASN is a nonprofit that enhances sustainability through asset-building programs and connecting clients to care. CAASN serves five southwestern counties within New Mexico, including Doña Ana County.



Website: caasnm.org

Phone: (575) 527-8799

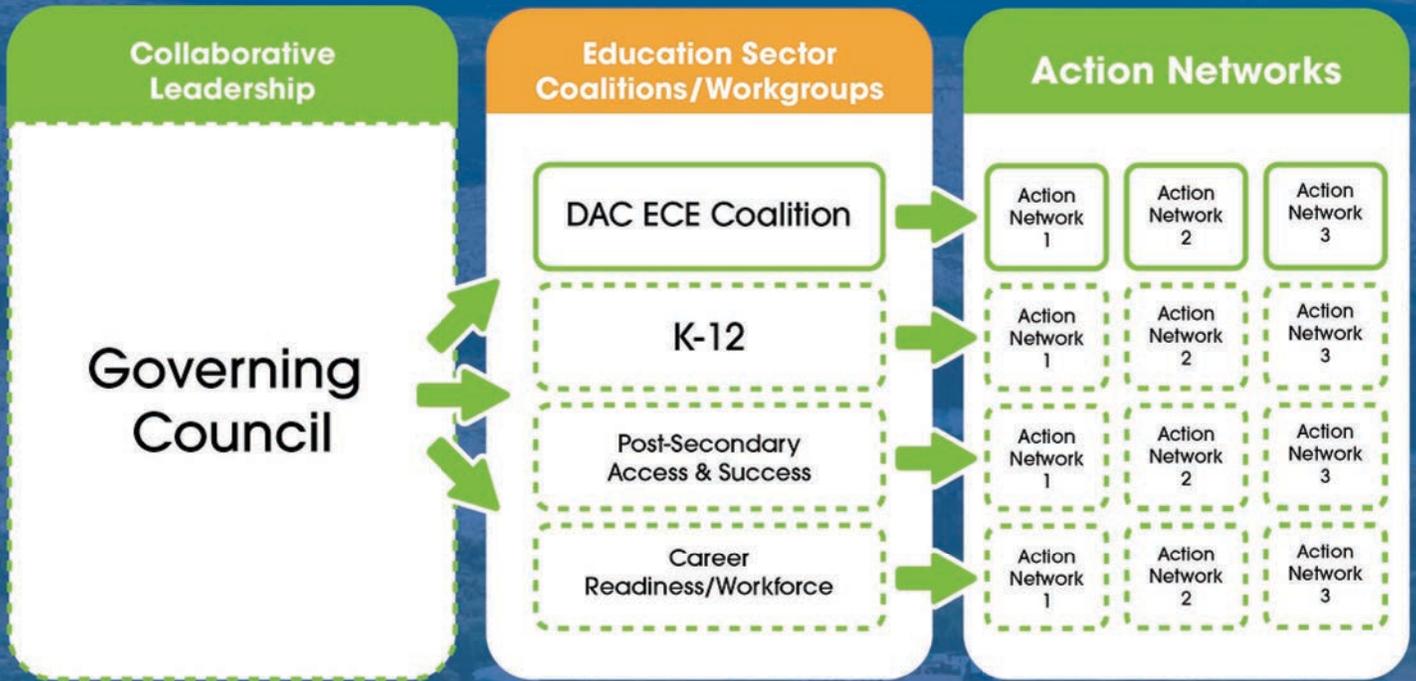
To email the comms team:

sommer@ngagenm.org

brooke@ngagenm.org



SUCCESS Partnership Structure



Leaders Circle, with Elected Steering Team

Backbone Team



— : Established

- - - : Coming Soon

Acknowledgments

Special thanks go to the authors of this report; the Center for Community Analysis team:

Erica Surova, Director
Hallie Keller, Research Assistant
Sheila Prados, Research Assistant
Amaris Wisener, Graduate Research Assistant
Shuan Li, Graduate Research Assistant
Zoey Le, Student Research Assistant

We would also like to acknowledge the W.K. Kellogg Foundation for their support in creating this report.
