

# Kindergarten through Care Strategic Planning Data

Doña Ana County

October 20, 202

NMSU's Center for Community Analysis

<https://cca.nmsu.edu/>





 **Welcome!** 



**SUCCESS**

**PARTNERSHIP**

**Kinder to Career Coalition**

**Strategic Planning**

Thank you to our generous funders:



# Identifying & Defining Common Terms

Ideas generated in groups on Jam Board during last Coalition Meeting.

What is a healthy school?

- Safety
- Community Connection
- Diversity, Equity, and Inclusion
- Welcoming
- Student Engagement/Involvement
- Holistic
- Health

What is academic success?

- Student Engagement
- Student Supports
- Curriculum
- Life Skills
- Assessments

What do equitable access and success in higher education mean?

- K-12 Exposure
- Student and Family Supports
- Making Higher Education More Equitable
- Outreach and Awareness

What do equitable access and success in a career mean?

- Community Involvement
- Worker Supports
- Knowledge of Career Path Options





# Doña Ana County Kindergarten-Career Coalition Goals:

- 1 Children Succeed Academically in Healthy Schools
- 2 Equitable Access and Success in Higher Education and Careers



# Goal 1A:

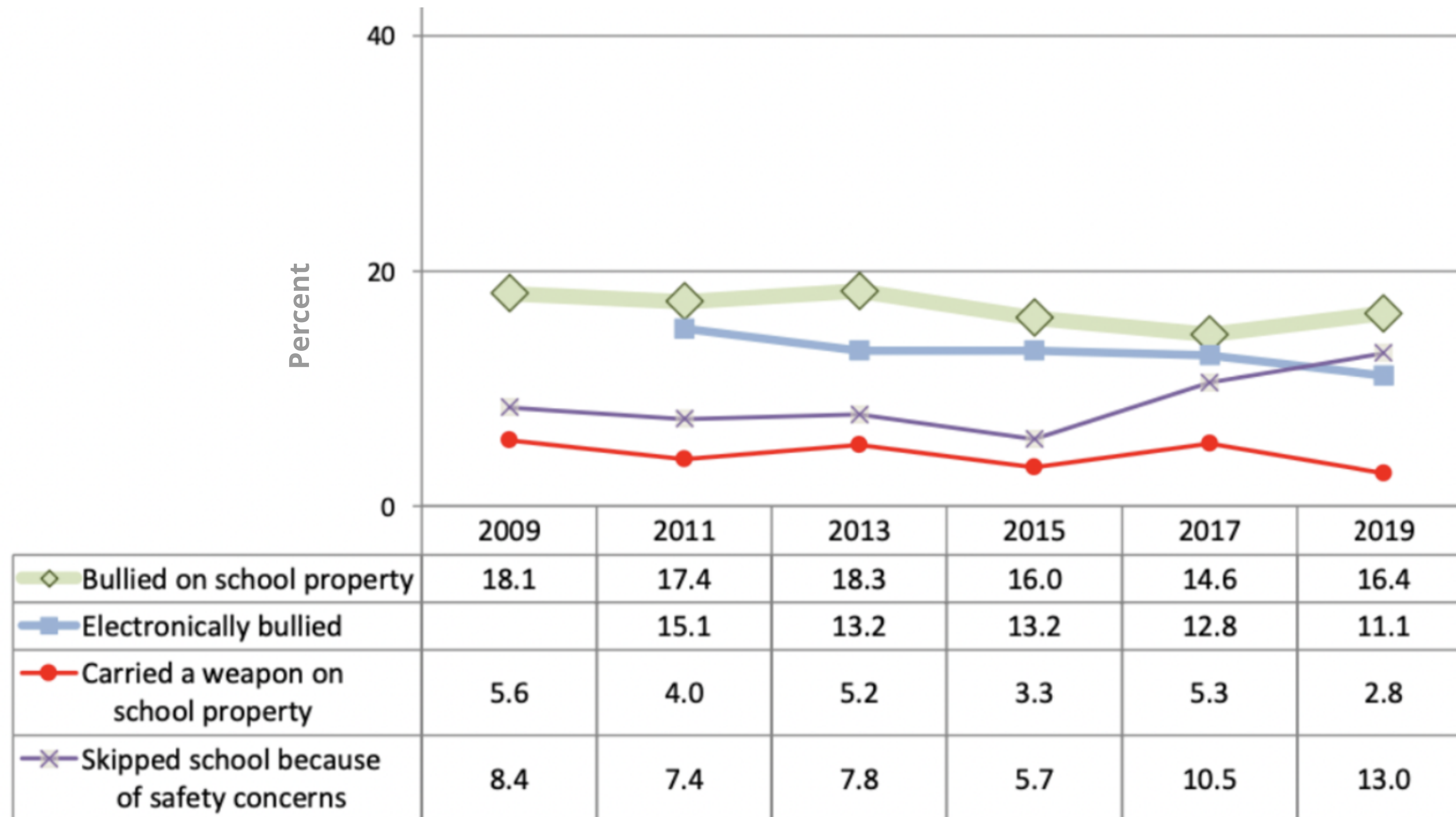
## Healthy Schools





# Bullying and School Violence

Bullying and School Violence by Year, Doña Ana County Grades 9-12, 2009-2019

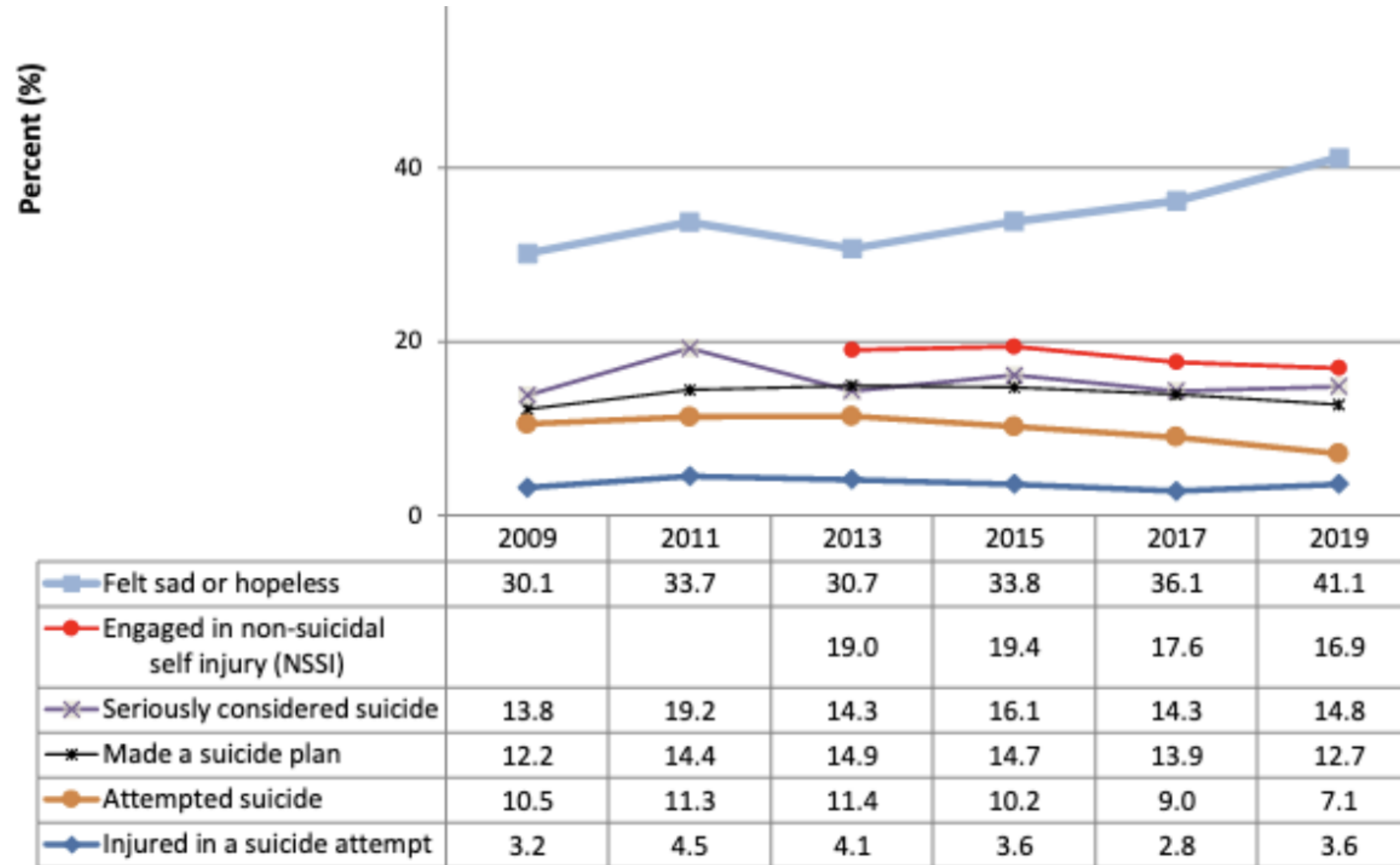


Source: New Mexico Department of Health, Youth Risk and Resiliency Survey (YRRS), Doña Ana County 2019.



# Mental Health in the Schools

Mental Health by Year, Doña Ana County Grades 9-12, 2009-2019

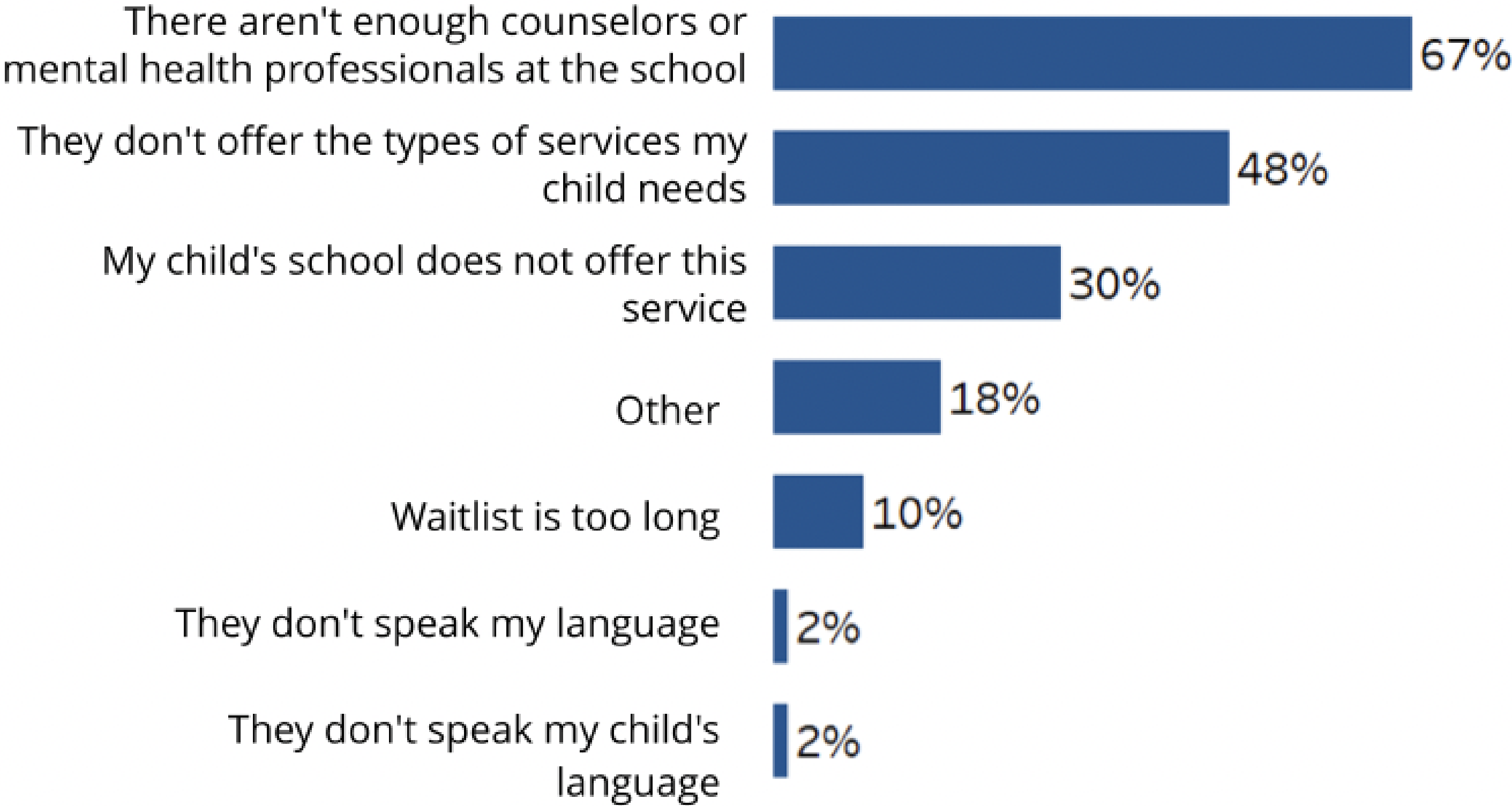




# School-Based Mental Health

67% of respondents who needed school-based mental health services for their child said there weren't enough mental health care professionals at their child's school, and nearly half (48%) said the school did not offer the types of services their child needed.

## Difficulties accessing school-based mental health services:





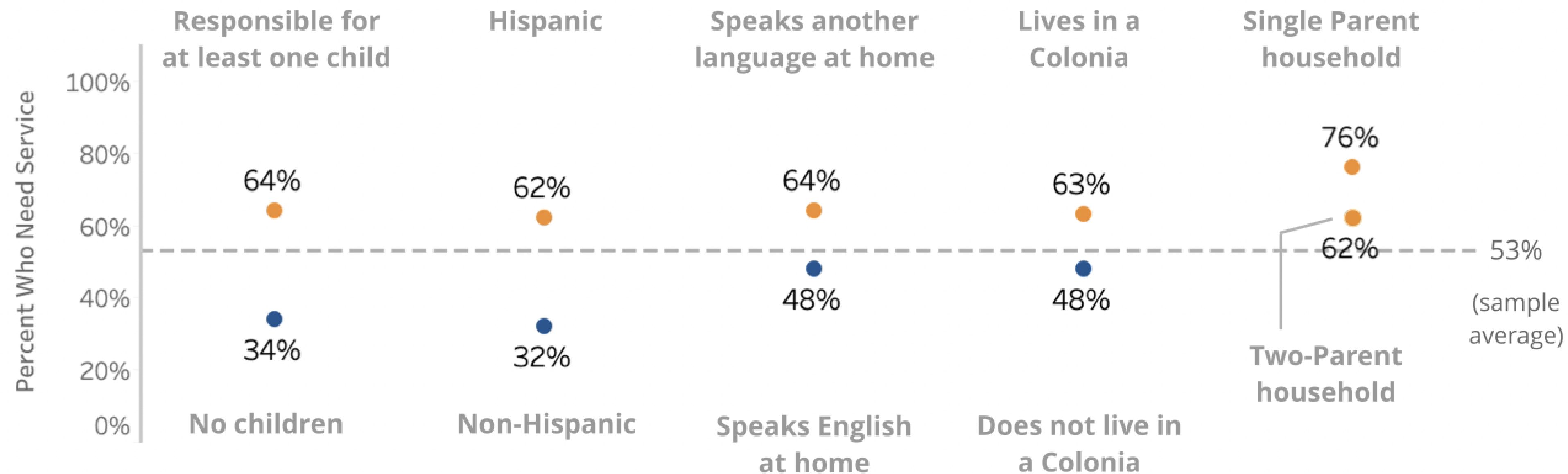
# Food Assistance

53% of participants reported needing food assistance services, such as WIC, food stamps, Roadrunner Food Bank).

76% of single-parent households and 64% of respondents speaking a language other than English reported needing these services.

Who reported need for food assistance?

All group differences are statistically significant at  $\alpha=0.05$





# Reflection and Group Discussion 1A: **What Makes a Healthy School?**

Things to consider in your groups:

What attitudes, behaviors, and practices need to change or be developed to see improvement?

**5 MINUTES**



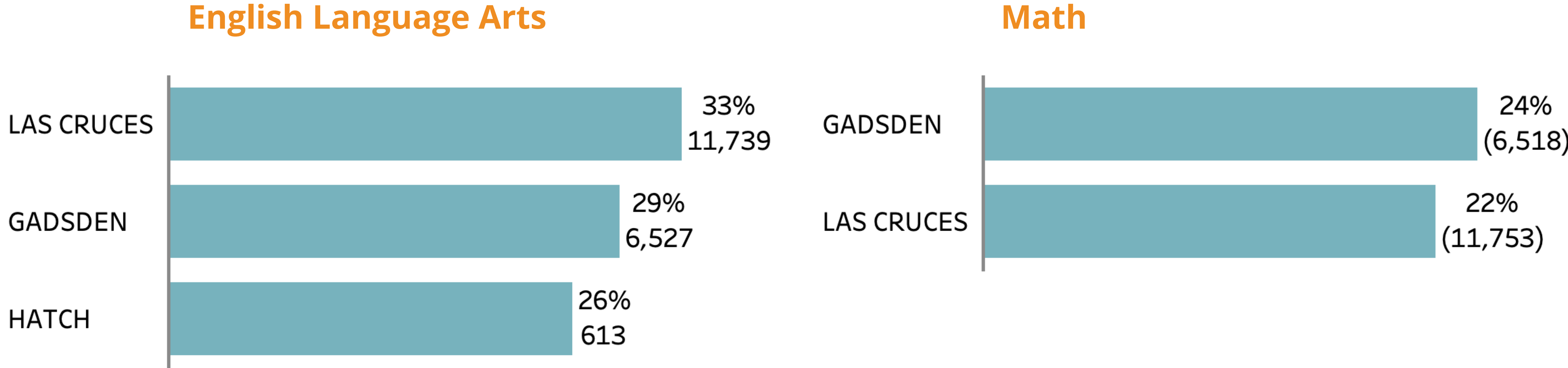


**Goal 1b:**  
(Re)Defining  
Academic  
Success



# Language Arts & Math Assessment

Percentage and number of students proficient or above in English Language Arts and Math by school district, 2022



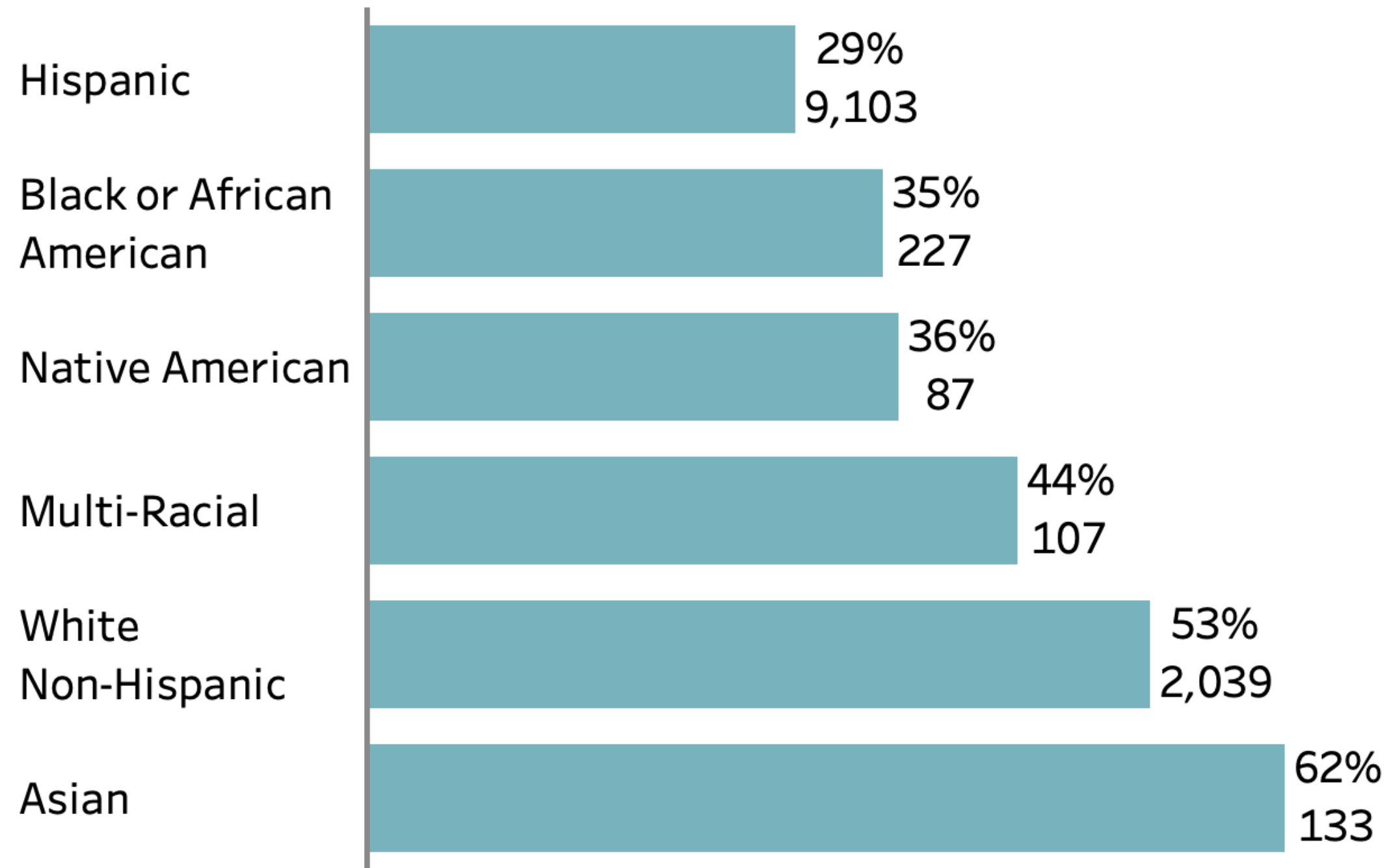
Notes: 20% or less of Hatch students were proficient in Math. In order to meet confidentiality requirements, information is not shown for groups with fewer than 6 students. **These outcomes reflect:** MSSA (grades 3 - 8); SAT (high school); DLM (Alternative Assessment); SBA Spanish (high school). Source: New Mexico Public Education Department, SY 21-22.



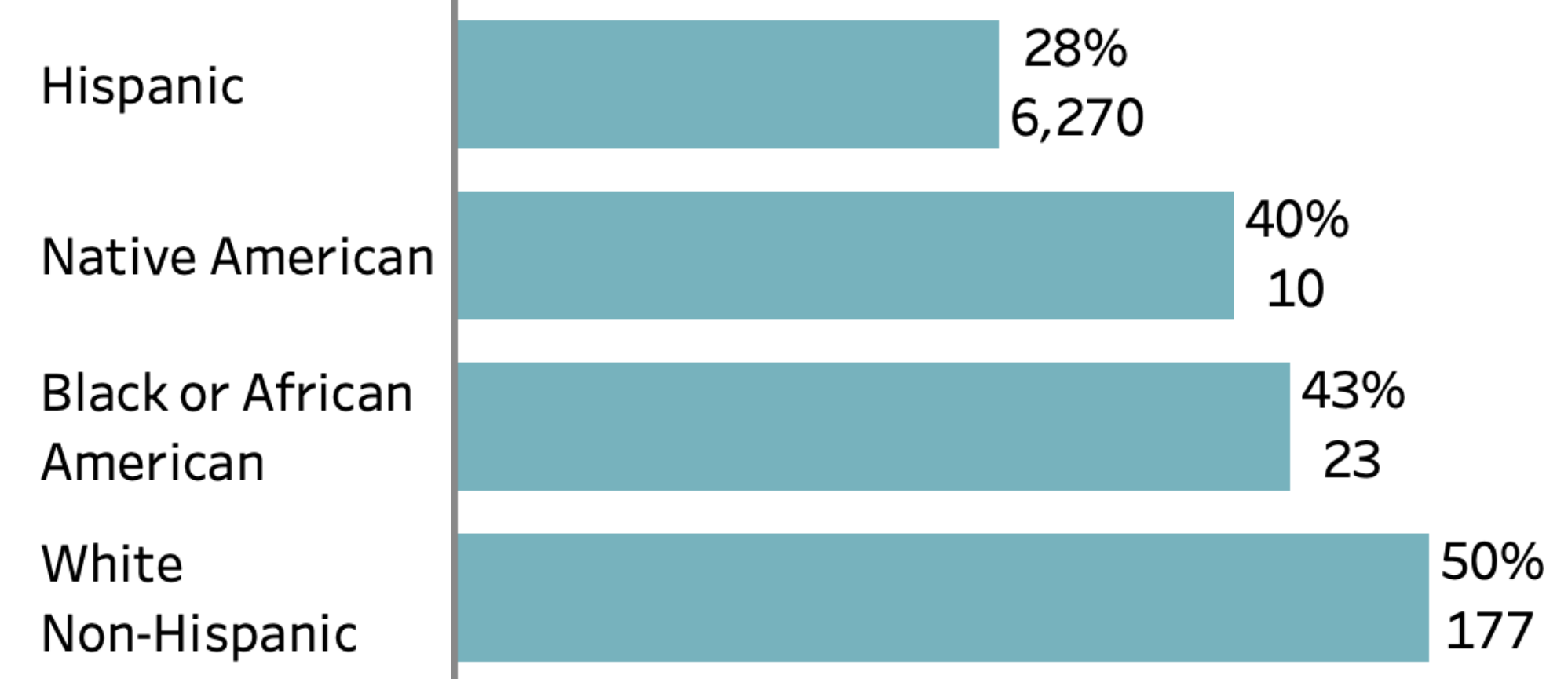
# Assessments by School District and Student Demographics

Percentage and number of students proficient or above in English Language Arts by district and race and ethnicity , 2022

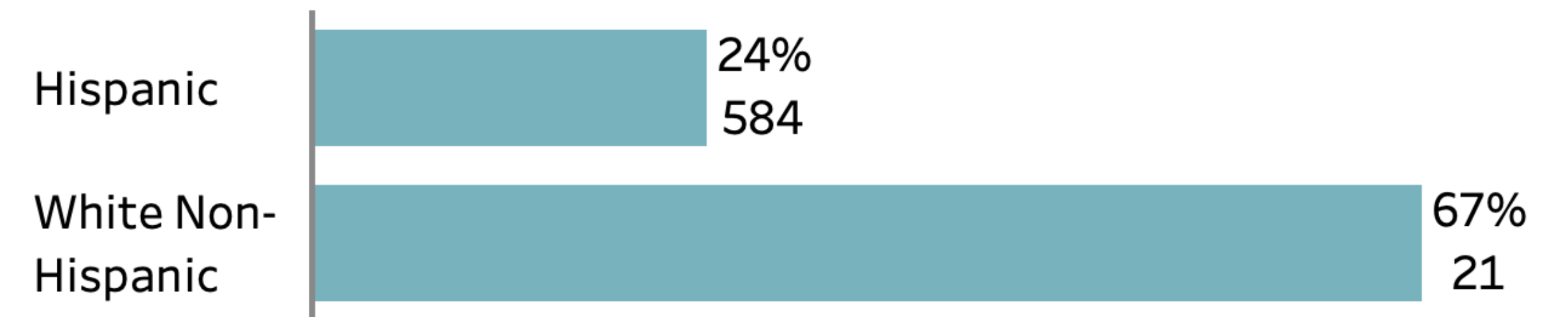
## LCPS



## GISD



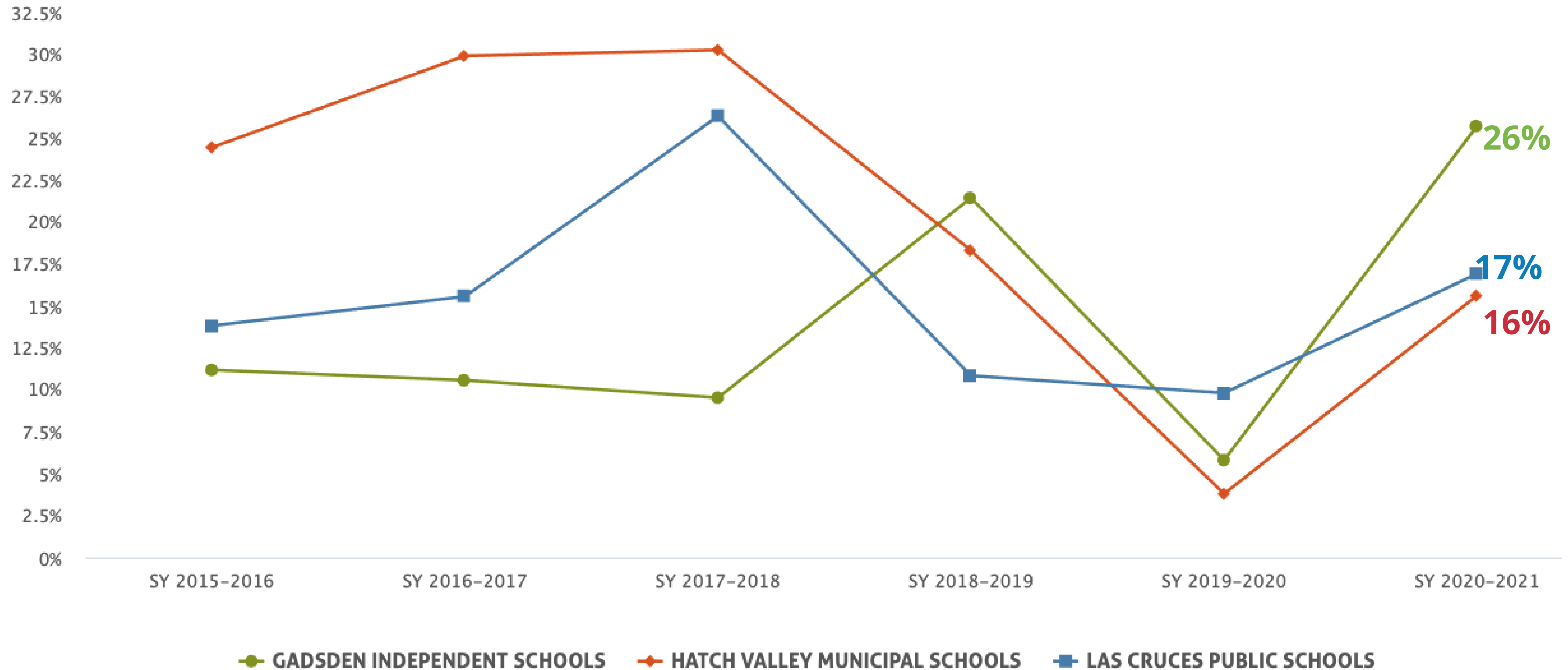
## Hatch





# Student Engagement

## Habitual Truancy Rates by district, 2015-2021

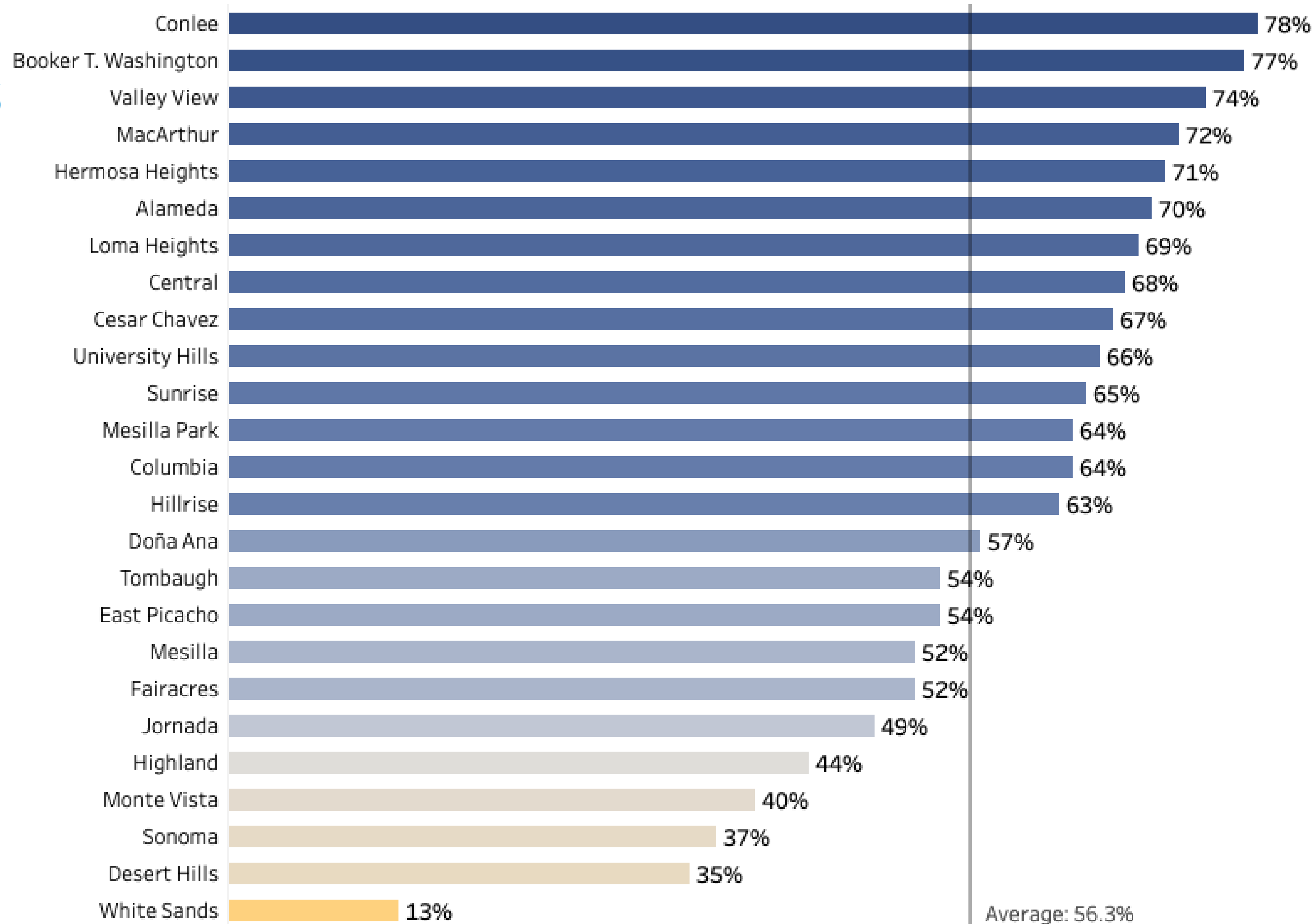


Notes: Data reflect the number of habitually truant students enrolled in Charter, Off-Site, Public, and State-Supported schools. A student is identified as a Habitual Truant when the student has accumulated 10 or more days truant. Both half and full day truancy are used by the PED to calculate truancy rates. Source: New Mexico Voices for Children Data obtained by custom data request from the New Mexico Public Education Department (NMPED).



# School Equity: Concentrations of Poverty in LCPS Elementary Schools

How do school demographics compare?  
% Economically Disadvantaged in Elementary Schools | 2021



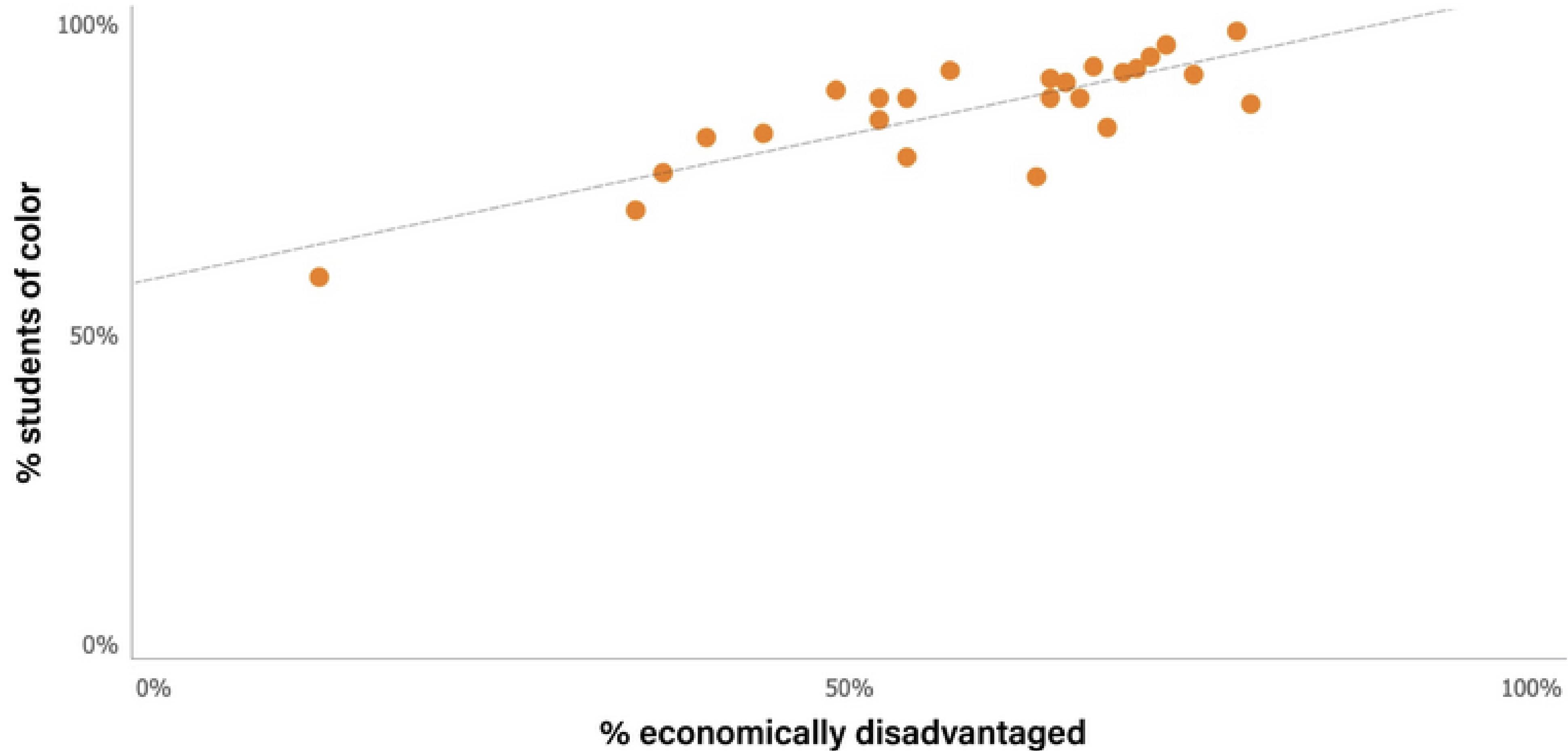
% difference between the school with the highest % of students in poverty and the lowest % of students in poverty:

**65%**



**LCPS schools with the greatest proportion of economically disadvantaged students also have the most students of color.**

**( $R^2 = 0.69$ )**



LCPS Elementary Schools (orange dots) by Race and Income Status



# Reflection and Group Discussion 1B:

## **How do you define Academic Success?**

### **Things to consider in your groups:**

Are "traditional" measures of student success still relevant for estimating students future abilities or success?

What factors or assessments should be considered when defining academic success?

**5 MINUTES**



## Goal 2A:

Equitable  
Access and  
Success in  
Higher  
Education

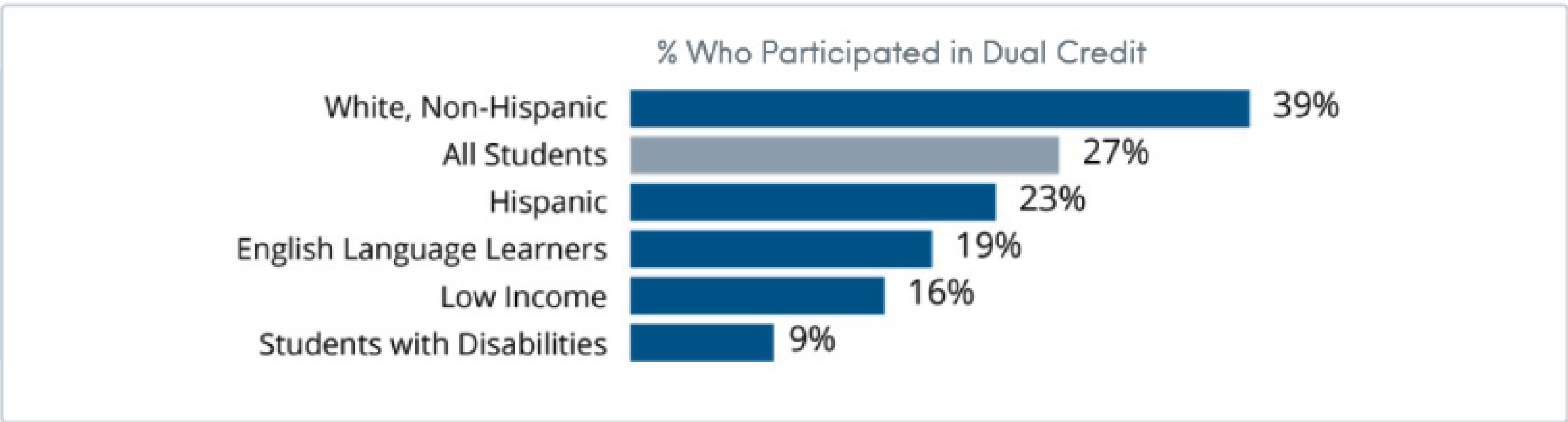




# Equitable Access

## Percentage of Students from the 2018 Graduating Cohorts who participated in Dual Credit

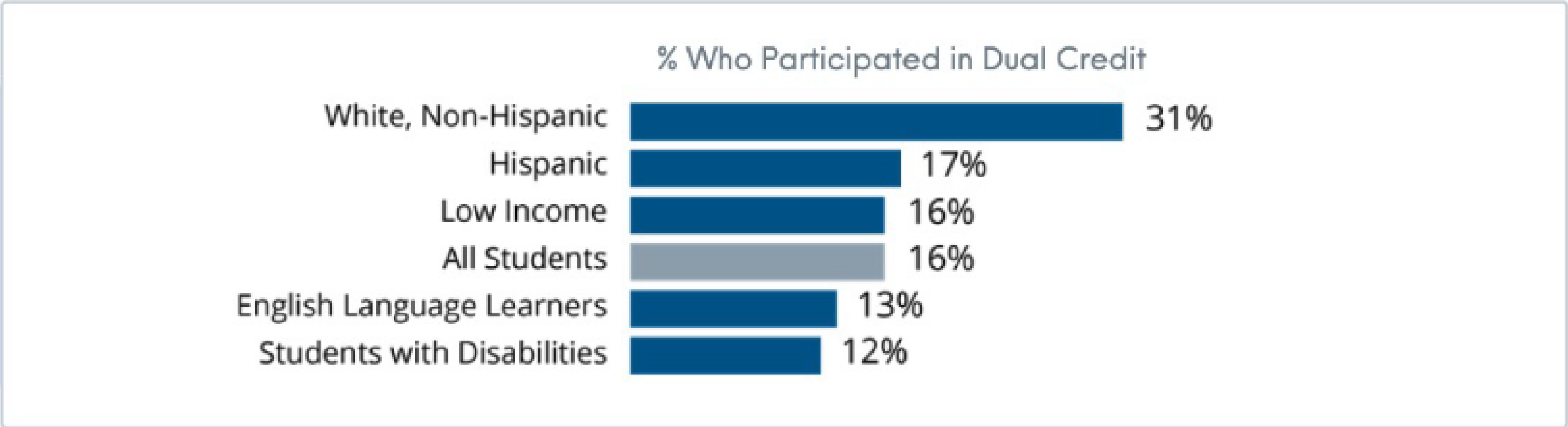
Las Cruces



Hatch



Gadsden

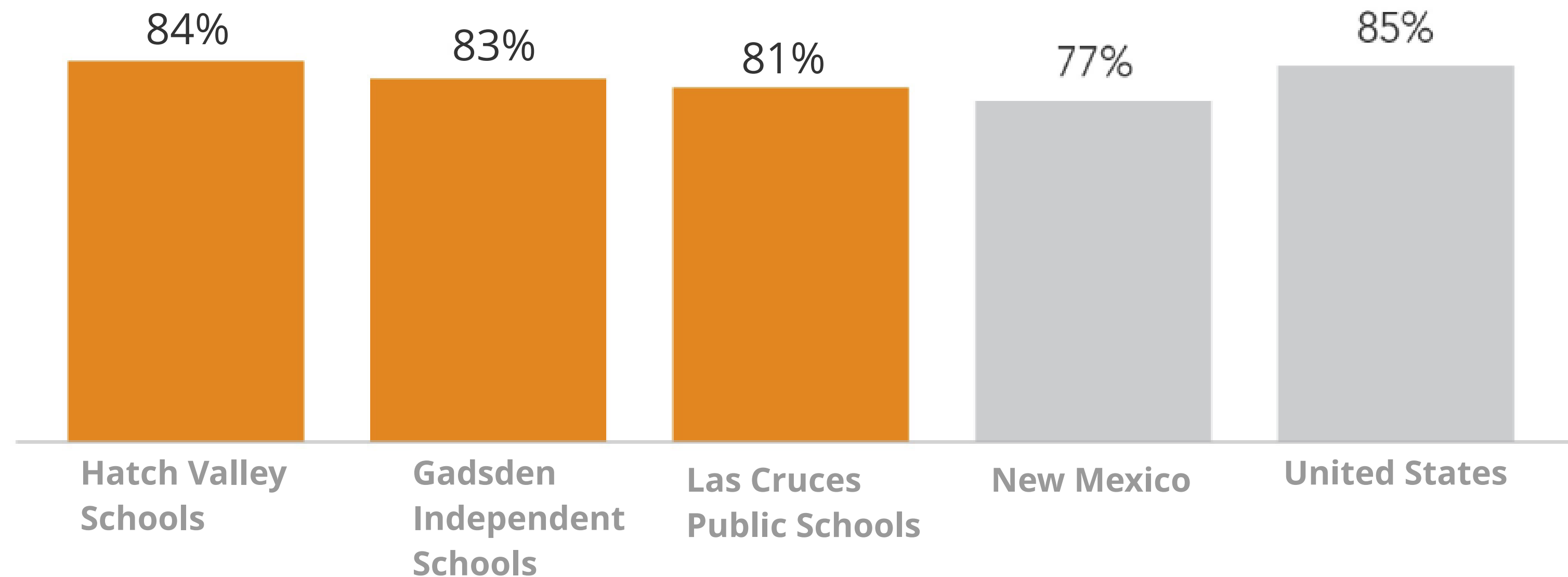




# Are Students Graduating Ready for College?

## Doña Ana County High School Graduation Rates, by District, Compared to State and National Rates:

4-Year High School Graduation Rates, 2021



**4-Year graduation rate for Students with Disabilities:  
79% in Hatch, 73% in GISD, and 73% in LCPS**

# College Success

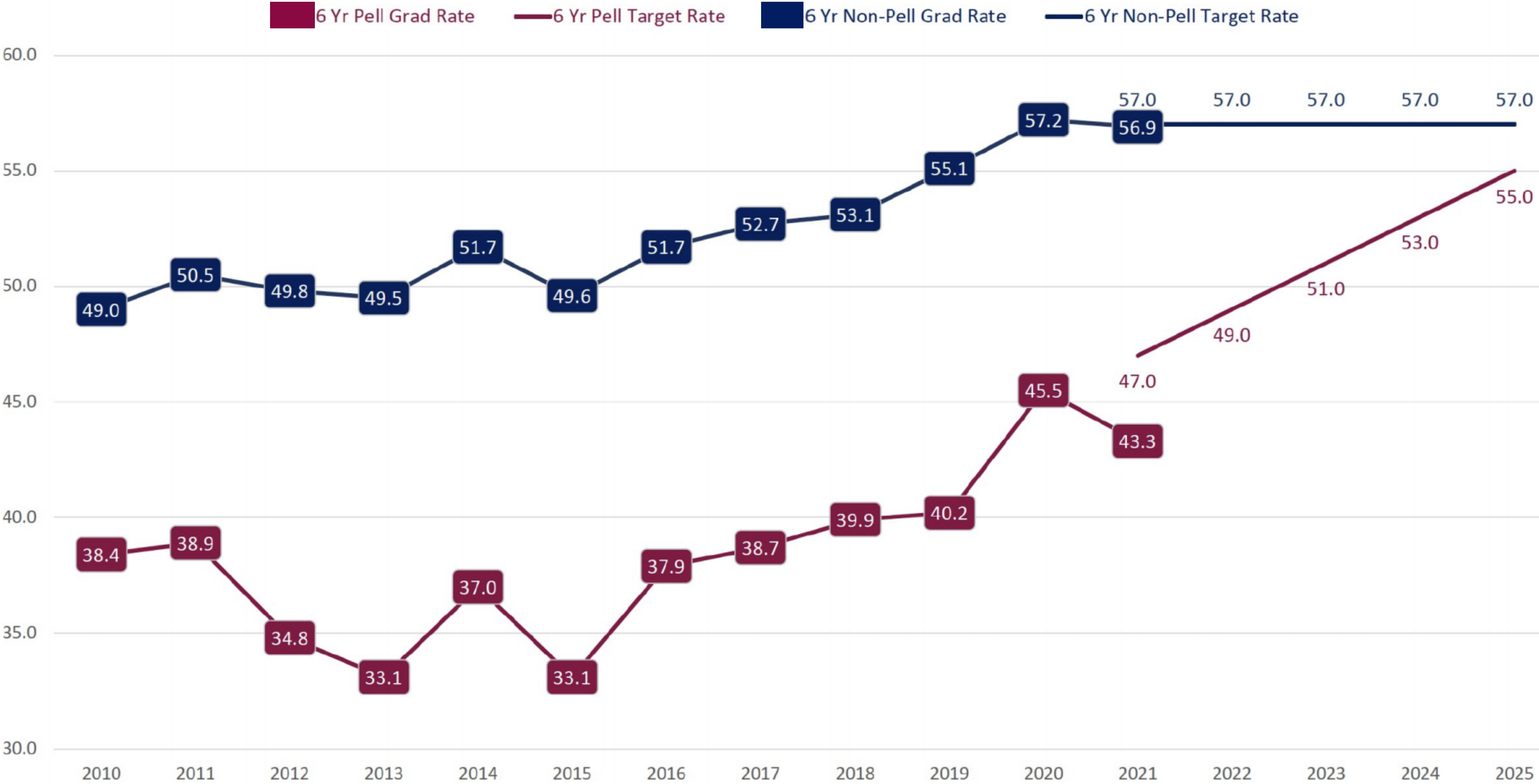
## Food & Housing Insecurity

**43%** of NMSU students reported experiencing Housing Insecurity

**36%** of NMSU students reported experiencing Food Insecurity



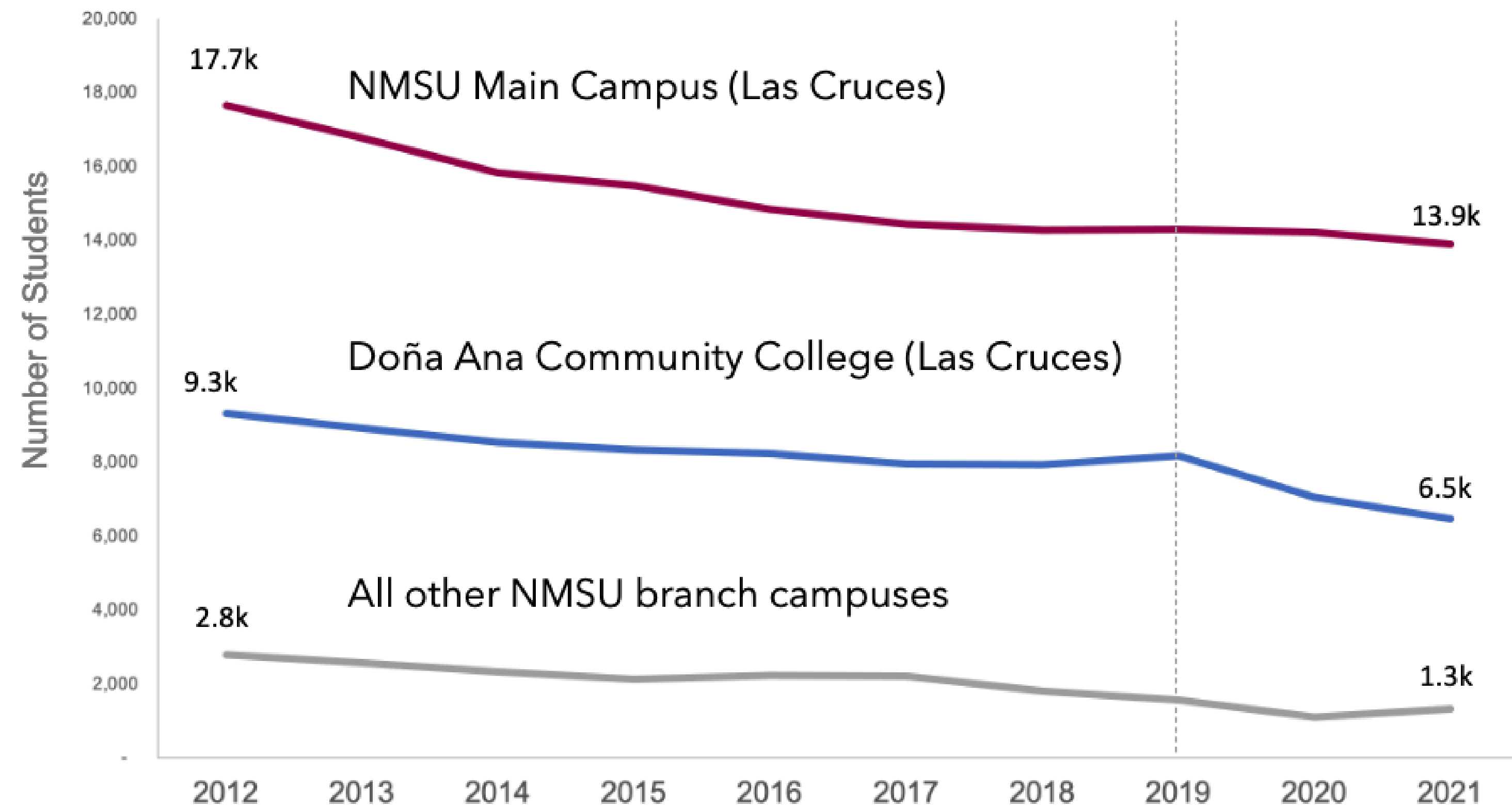
# Closing the Achievement Gap at NMSU, Graduation Rates and Leads 2025 Aspirations



Source: NMSU Office of Institutional Analysis and NMSU LEADS 2025: <https://leads2025.nmsu.edu/goal-1/documents/Goal-1-2022-05182020-12.pdf>

# College Enrollment

Fall Student Headcount at NMSU Campuses



Question:  
Why would DACC enrollment decrease more dramatically during the pandemic?



# Reflection and Group Discussion 2A:

**How can we make access to higher education more affordable and equitable?**

**Things to consider in your groups:**

What barriers still exist for students to succeed in higher education?

What are some of the good things being done that you hope to see developed and continued to promote equitable access in education?

**5 MINUTES**



# Goal 2b:

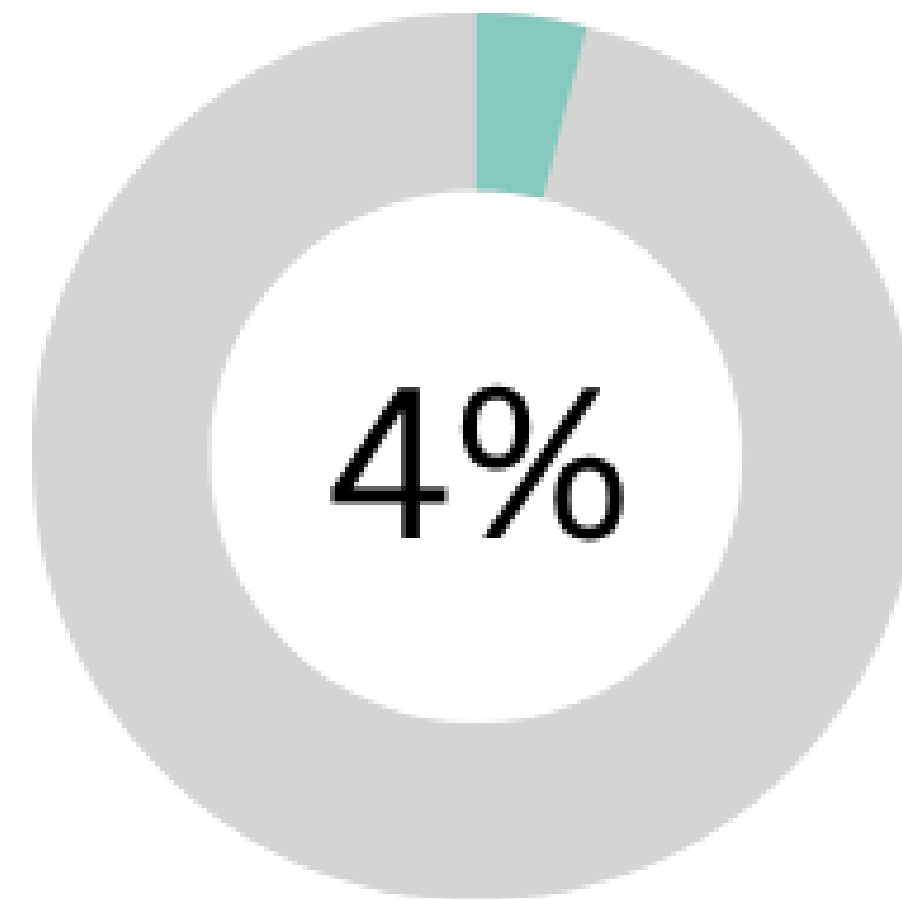
Equitable  
Access and  
Success in  
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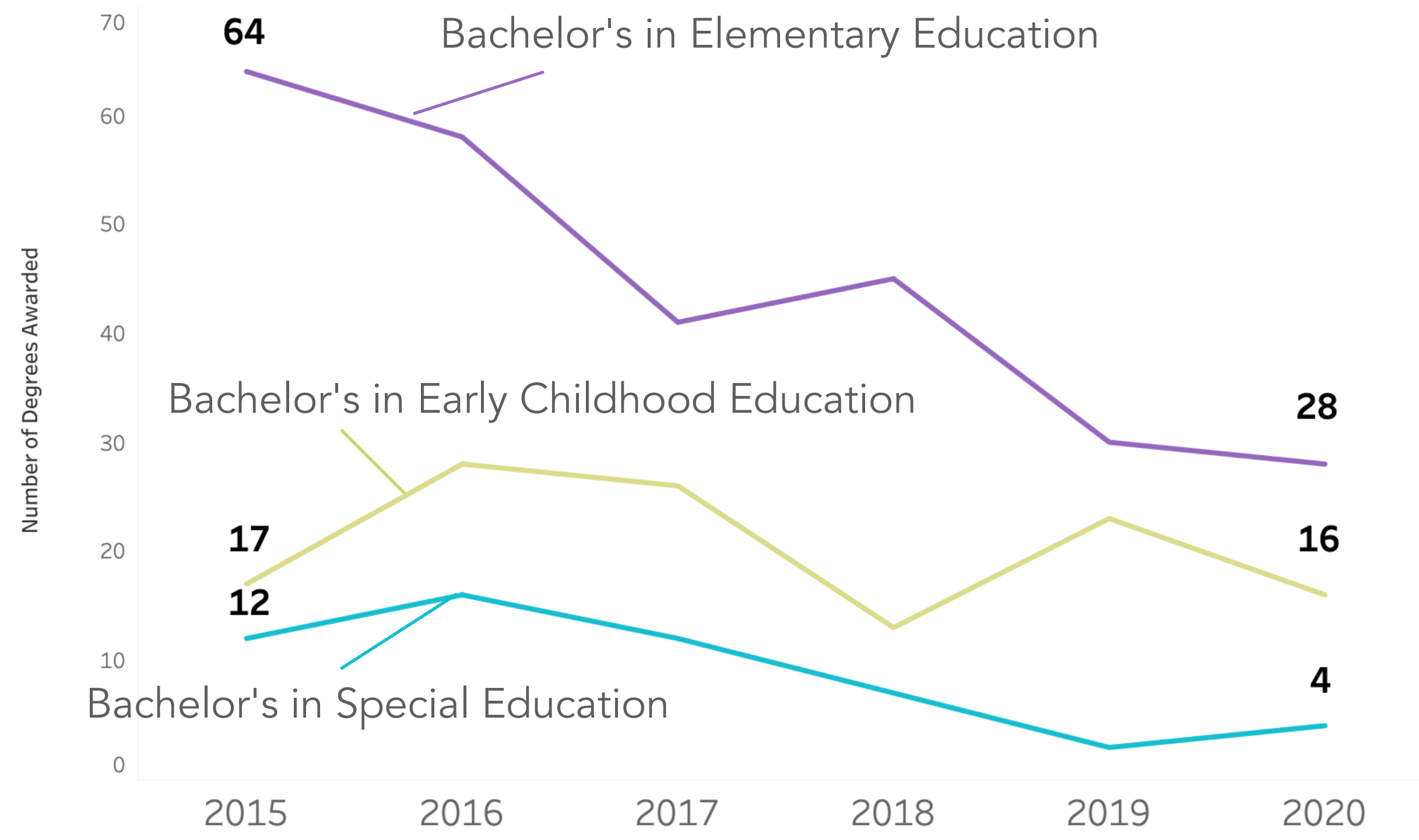
# Access to Careers

Percentage of New Mexico high school students who participated in courses identified as **work-based learning** in 2019-20:



# Education Degrees Awarded in Doña Ana County: Workforce Matches Local Needs

Number of Education Degrees awarded at NMSU, 2015-2020: (Bachelor's degrees only)

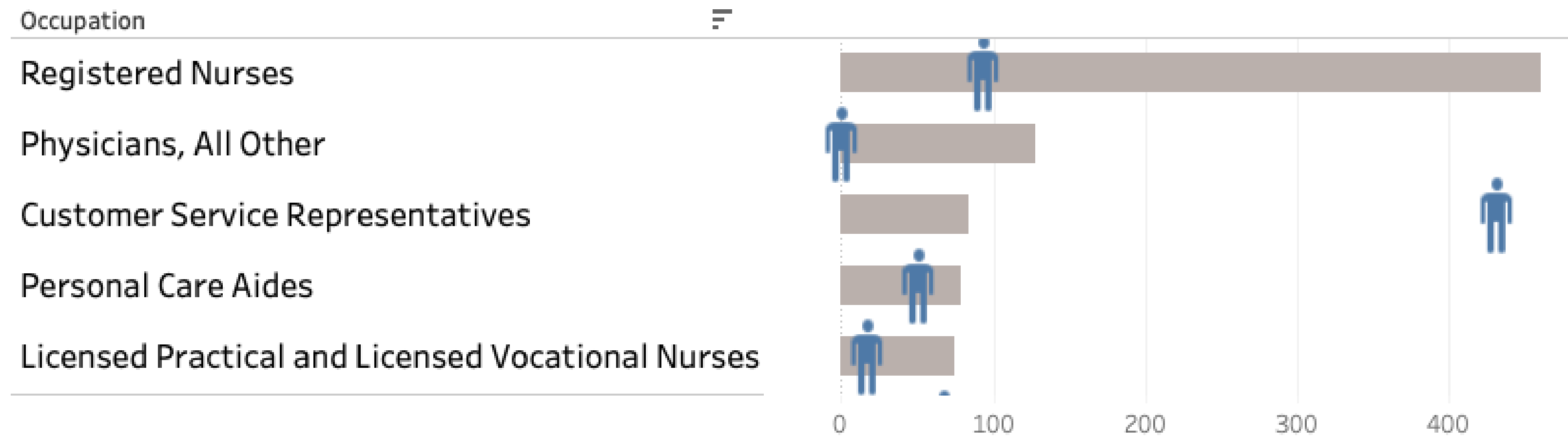


Source: Office of Institutional Analysis, New Mexico State University



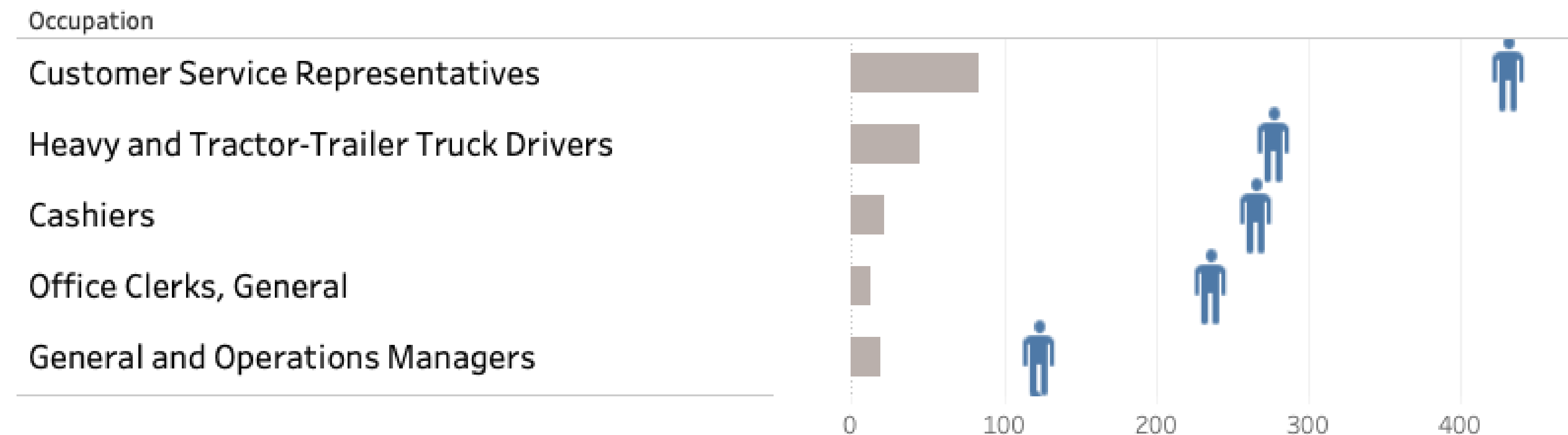
# Workforce Matches Local Needs

## Top 5 Careers **With Job Openings**, Doña Ana County, June 2022



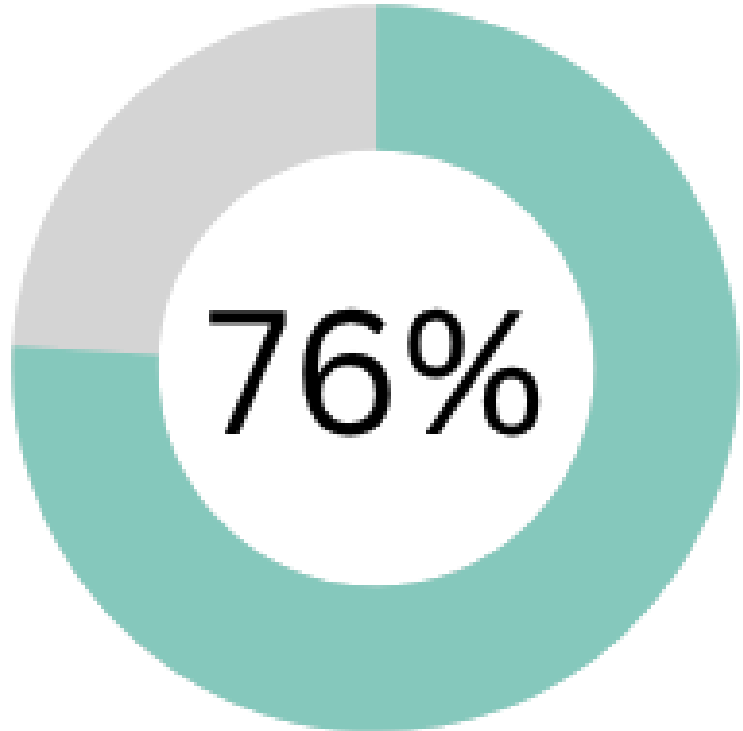
■ Job Openings  
■ Potential Candidates

## Top 5 Careers **Sought by Job Candidates**, Doña Ana County, June 2022

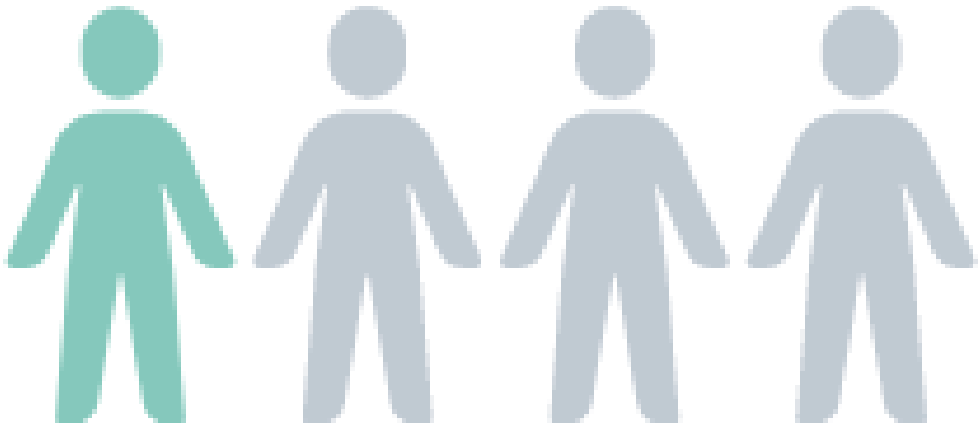


# Worker Supports

Results from the 100% Community Survey in Doña Ana County, 2020



of parents facing difficulty getting child care said "it costs too much"



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.**"



# Reflection and Group Discussion 2B:

## **How can we make access to the workforce for equitable in our community?**

**Things to consider in your groups:**

**How can we better support working parents?**

**What does our local workforce need and do our job training/education opportunities match?**

**5 MINUTES**

**Thank you for participating and for  
all you do for students and families!**



For more data & research please visit:



**BE BOLD.** Shape the Future.  
**Center for Community Analysis**

<https://cca.nmsu.edu/>