

Education in Doña Ana County: The Challenges, The Choices, The Future

A Report Prepared for
The Bridge of Southern New Mexico
Tracey Bryan, President & CEO
Las Cruces, New Mexico
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This Report Is Version 1.0

One of the most important lessons we have learned in developing these reports is that no matter how much we proof them, careful readers find errors. We appreciate hearing about those errors and we will correct them as soon as soon as you tell us. Please send any information for correcting these errors to Peter Winograd (pkwinograd@yahoo.com)

The Background

The Bridge of Southern New Mexico is a public-private partnership among the top leaders in business, economic development, government, and education that promotes community-wide collaboration aimed at improving excellence and strengthening the workforce in Doña Ana County.

The Bridge has two key goals:

1. Achieve the highest high school graduation rate in New Mexico by 2016.
2. Optimize career and technical education opportunities for students to satisfy the needs of business in Doña Ana County.

In 2012, The Bridge commissioned a collaborative study to be conducted by the UNM Center for Education Policy Research, the NMSU Center for Research and Outreach, and the NMSU Arrowhead Center. The two overarching research questions are:

1. How can business, education, and communities collaborate to increase the number of high school graduates who are career and college ready?
2. How can The Bridge facilitate this effort in Doña Ana County by providing additional education, training, and interventions to address workforce development?



We believe that one of the most important tools for addressing the challenges we face is information. The purpose of this report is to provide an introductory analysis of current education and economic issues facing Doña Ana County. We hope that these data will be used to:

- Gain insight into the challenges facing the students, families, and communities across Doña Ana County.
- Serve as the basis for advocacy and strengthen efforts to come to consensus on how these critical challenges can be addressed.
- Enable the citizens of Doña Ana County to ask better questions about the impact of current programs, policies, and budgets and how they can be improved.
- Prioritize limited resources by identifying where students are most in need, how sources of support are deployed, and where the gaps remain.
- Provide fair and independent information that can enable people of good will to hold each other accountable by tracking the outcomes that matter.

Acknowledgements

This report was a team effort and we gratefully acknowledge the important contributions of these committed professionals:

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Veronica Journey, The Bridge of Southern New Mexico

Jordan Sullivan, Arrowhead Center at New Mexico State University

This report includes a number of slides from reports and studies currently being conducted by researchers at UNM and NMSU. We have cited the source of these slides whenever appropriate and appreciate the opportunity to share that work with a wider audience.

Executive Summary

The Bridge of Southern New Mexico has two specific goals: 1) achieve the highest high school graduation rate in New Mexico by 2016; and 2) optimize career and technical education opportunities for students to satisfy the needs of business in Doña Ana County. This report provides data on the current status of education and workforce needs in the region and provides some recommendations for how The Bridge can achieve its important and ambitious goals. The key findings include:

- The Las Cruces, Gadsden, and Hatch school districts vary in how their high school graduation rates for different subgroups of students compare to other districts in the state. The three districts are above the state average in many cases, but achieving the highest graduation rates in the state will take more work from both schools and communities all along the educational pipeline from early childhood to elementary, middle, and high school and beyond into higher education and careers.
- Doña Ana County's rates of college completion, workforce readiness, and adult education attainment vary across communities in the region. The Bridge has made important strides in identifying the gaps between education and the workforce and these efforts should play an important role in state-wide conversations about how to improve the alignment between education and economic development.
- The potential return on investment (ROI) gained by devoting additional time and resources in education and economic improvement in Doña Ana County is a powerful incentive for sustaining The Bridge's efforts. Indeed, Doña Ana must continue these efforts or face a bleak future.
- Two of The Bridge's educational initiatives (dual credit and the Arrowhead Park Early College High School) have shown very promising results and deserve to be fully supported.
- The partners involved in The Bridge face a number of important challenges including:
 - Ensuring that more students benefit from The Bridge's initiatives.
 - Establishing procedures for sharing data.
 - Implementing a focused and strategic data agenda.
 - Ensuring stability across leadership transitions.
 - Fostering statewide conversations about education and New Mexico's future.

The Bridge's Goals

- 1. Achieve The Highest High School Graduation Rate In New Mexico By 2016.**
- 2. Optimize Career And Technical Education Opportunities For Students To Satisfy The Needs Of Business In Doña Ana County.**

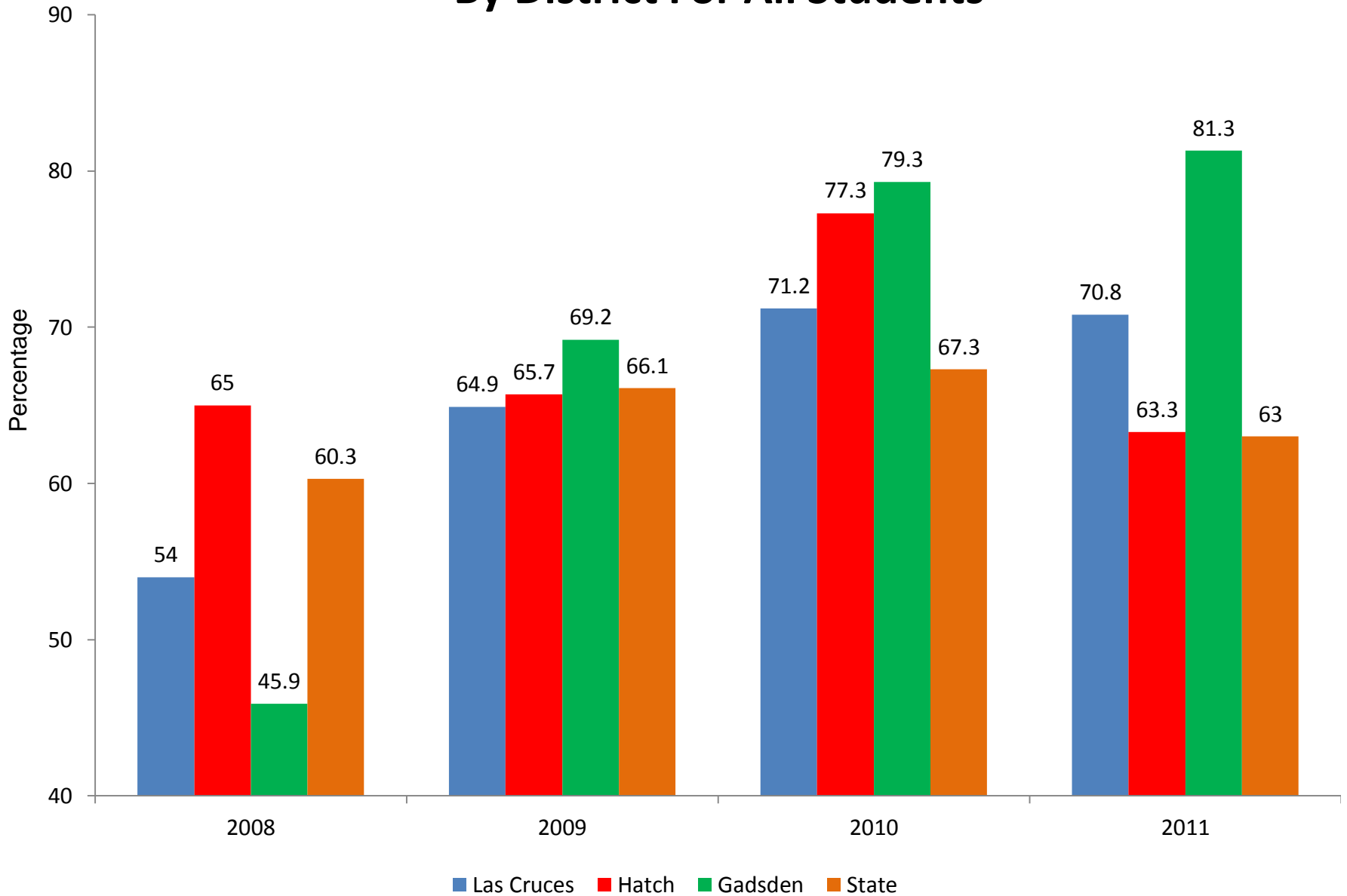
Where Is Doña Ana Now?

What Will It Take To Achieve These Goals?

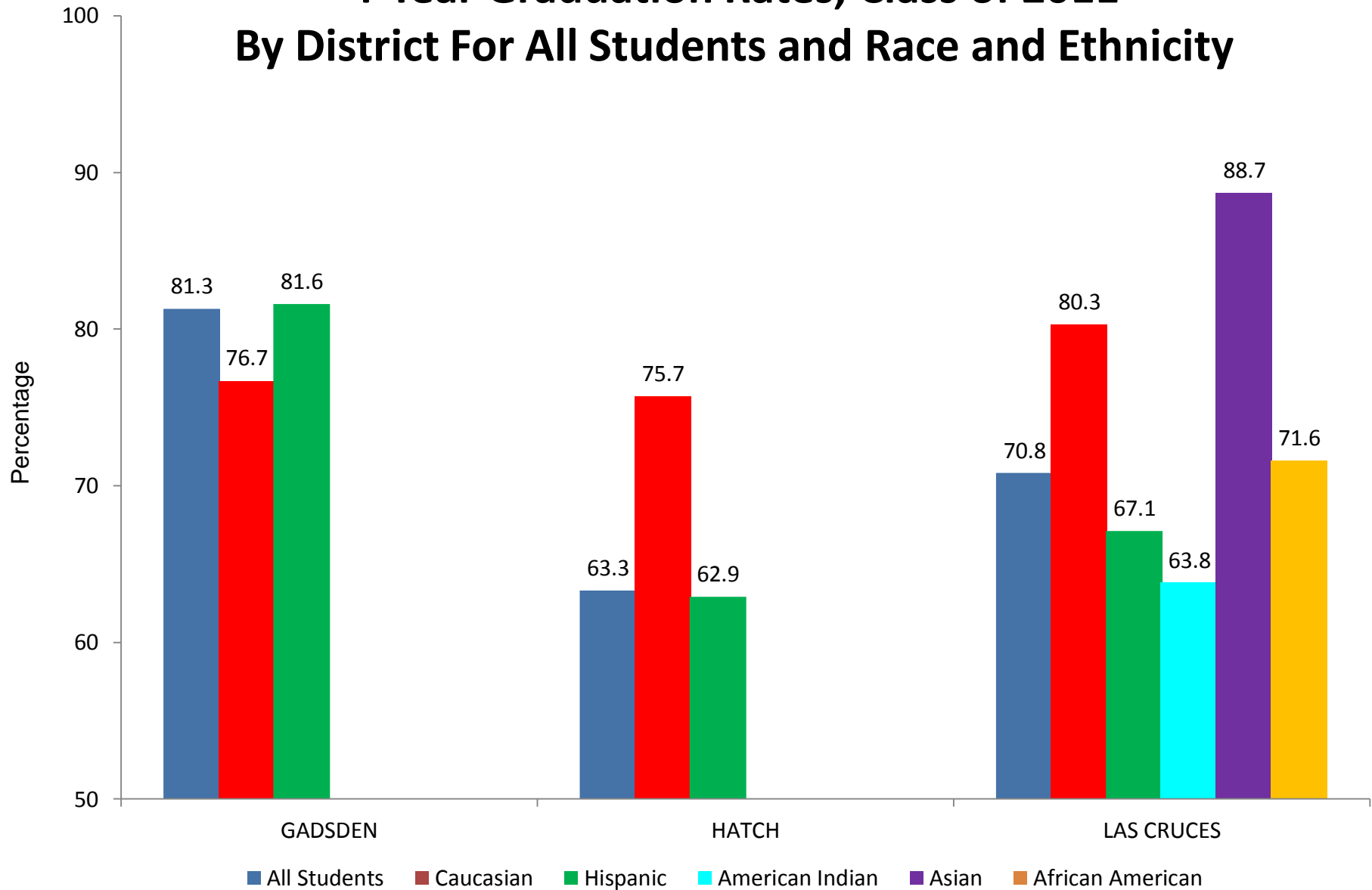
The Current Status of Graduation Rates in Doña Ana County

- New Mexico calculates its graduation rates by using a “cohort” method which tracks the number of students who enter in 9th grade and graduate within 4 years.
- New Mexico reports the graduation rates for All Students and 8 subgroups: Hispanic Students, Caucasian Students, African American Students, Native American Students, Asian Students, Economically Disadvantaged Students, English Language Learners, and Students with Disabilities. The graduation rates for these subgroups vary widely, and any initiative to improve graduation rates must consider these differences.
- The following slides provide information on the current status of Gadsden, Las Cruces, and Hatch’s graduation rates and comparisons with other school districts by All Students and each of the subgroups.

4-Year Graduation Rates, Change Over Time By District For All Students

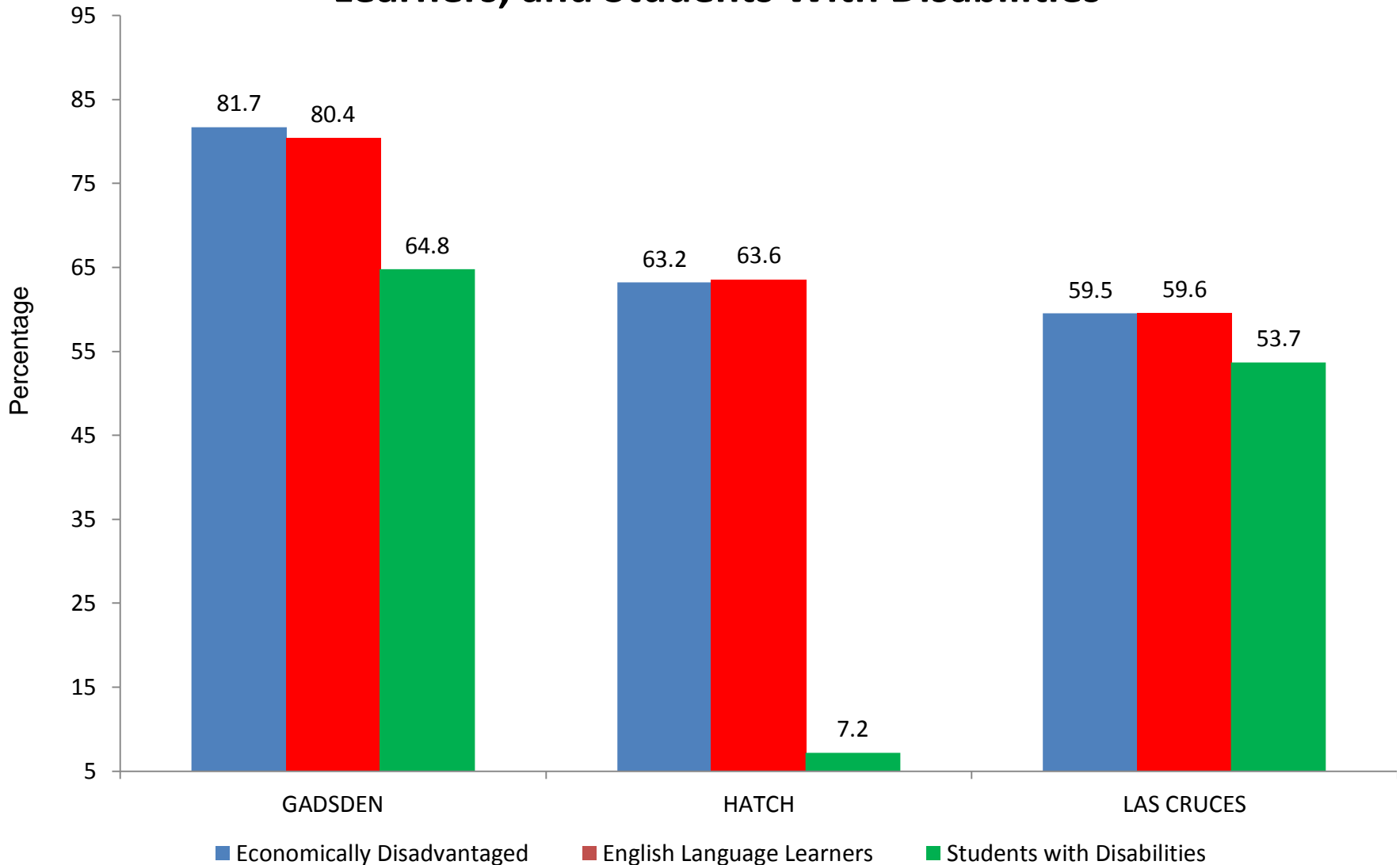


4-Year Graduation Rates, Class of 2011 By District For All Students and Race and Ethnicity

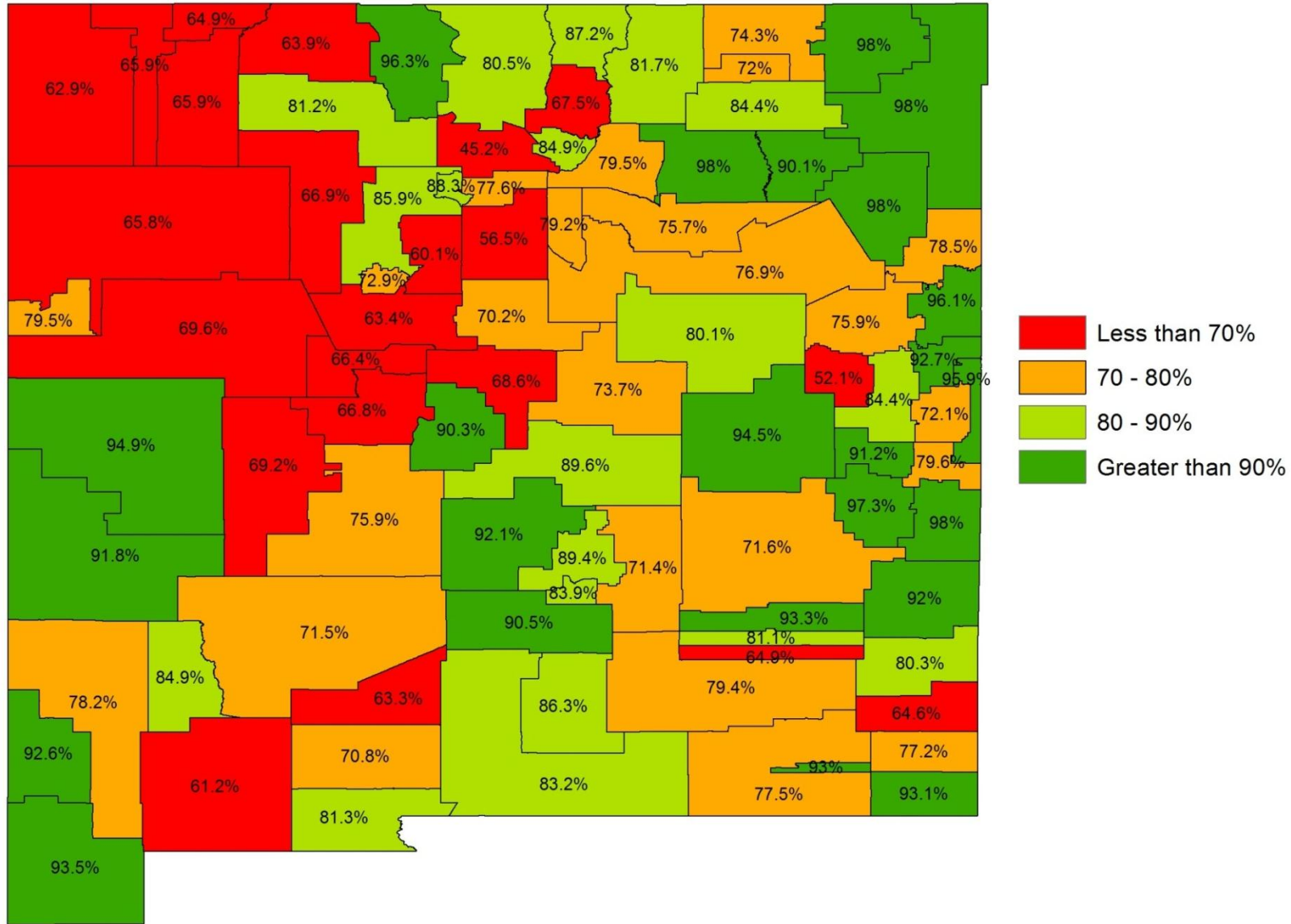


4-Year Graduation Rates, Class of 2011

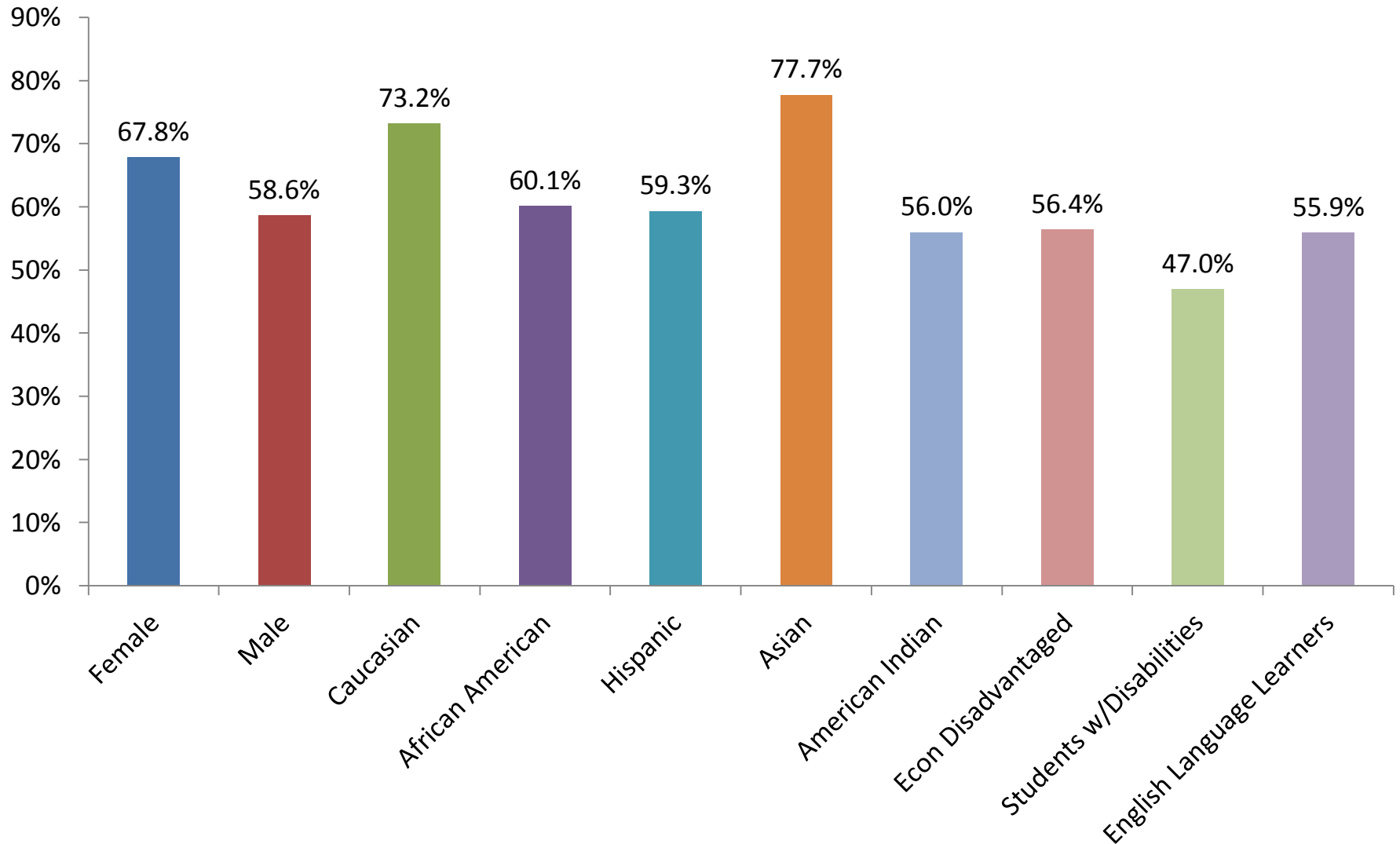
By District For Economically Disadvantaged Students, English Language Learners, and Students With Disabilities



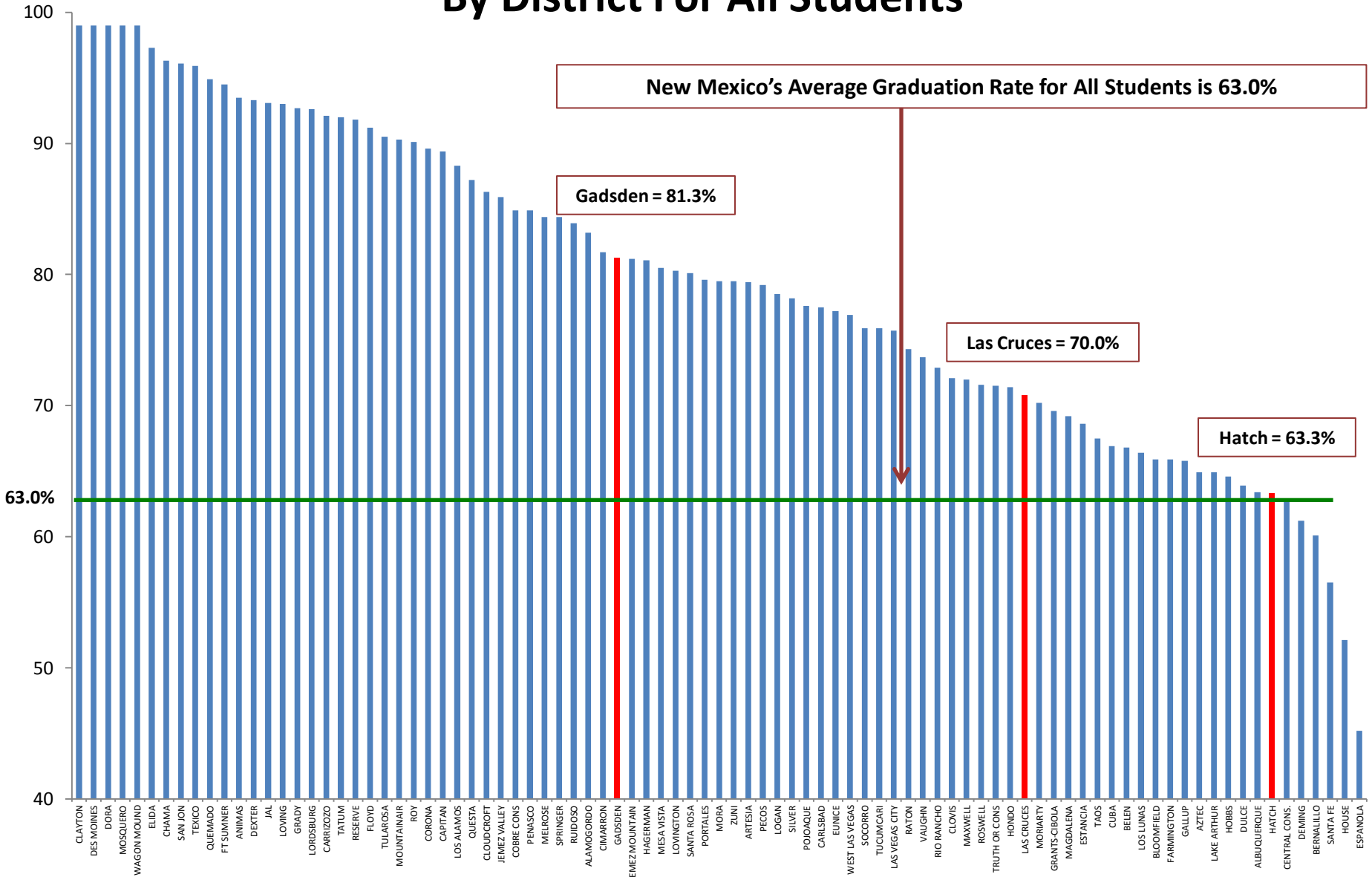
4-Year High School Graduation Rate, All Students, By District, Class of 2011



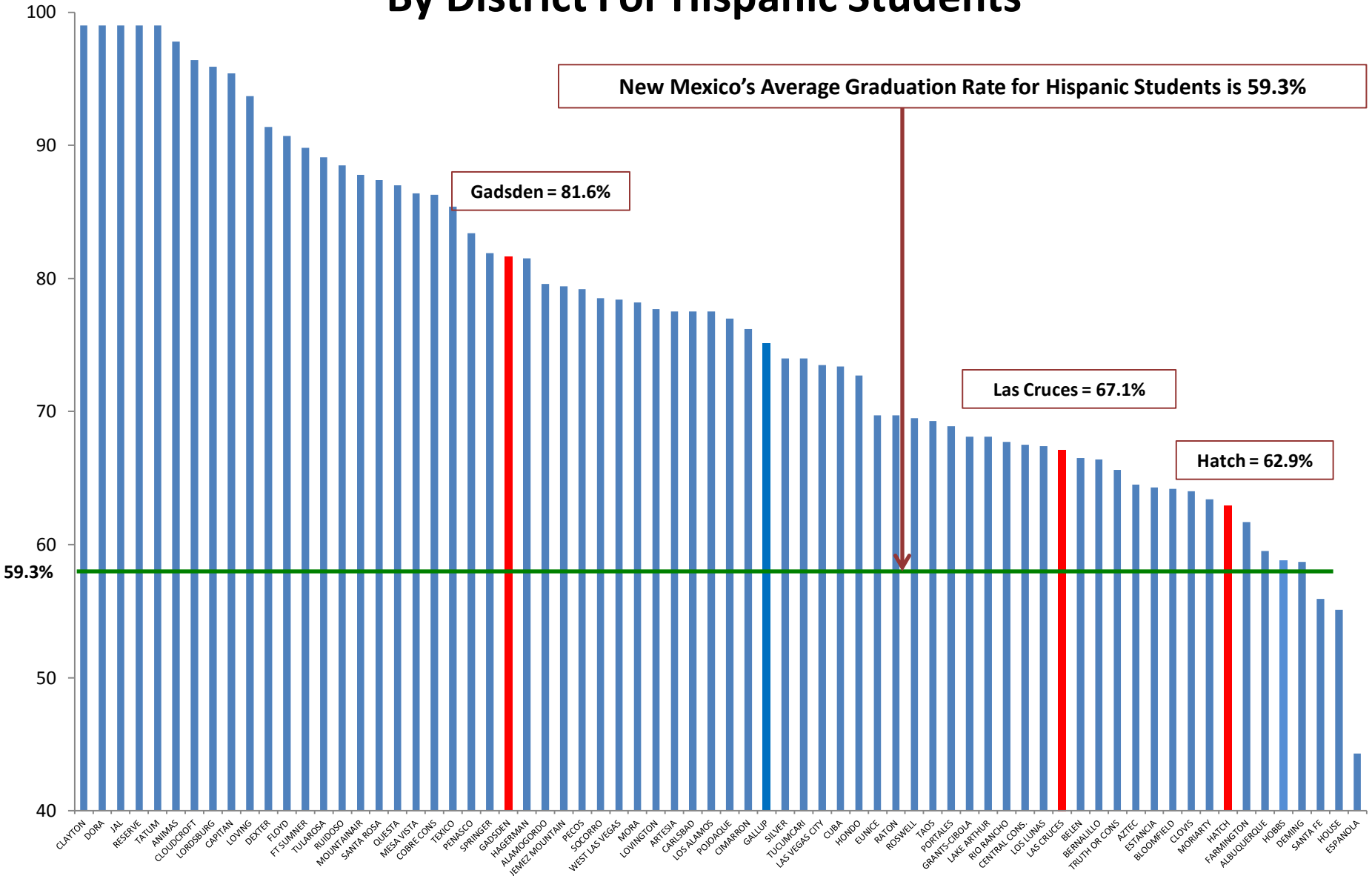
Statewide Graduation Gap, Class of 2011



4-Year High School Graduation Rates, Class of 2011 By District For All Students

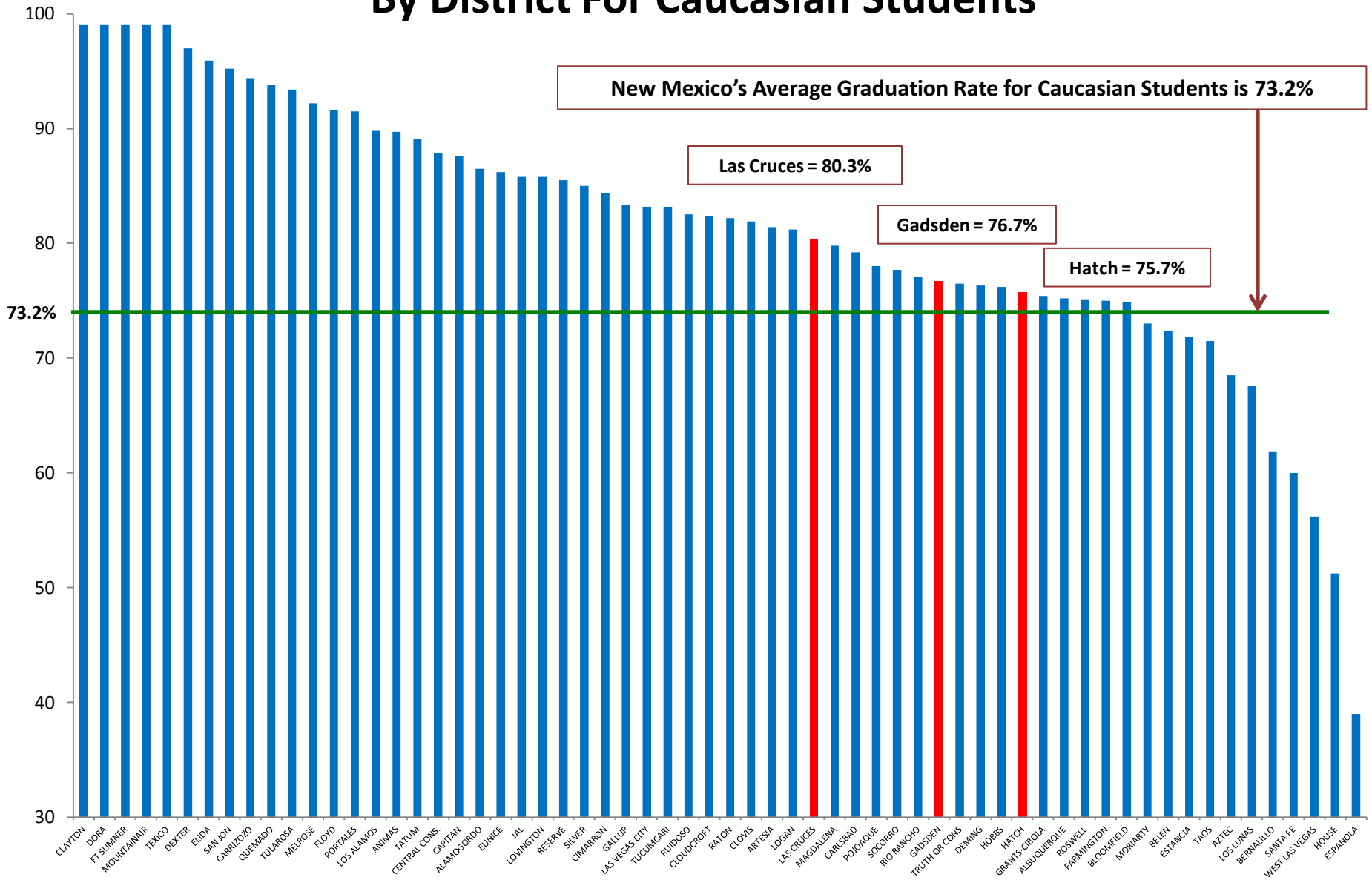


4-Year High School Graduation Rates, Class of 2011 By District For Hispanic Students



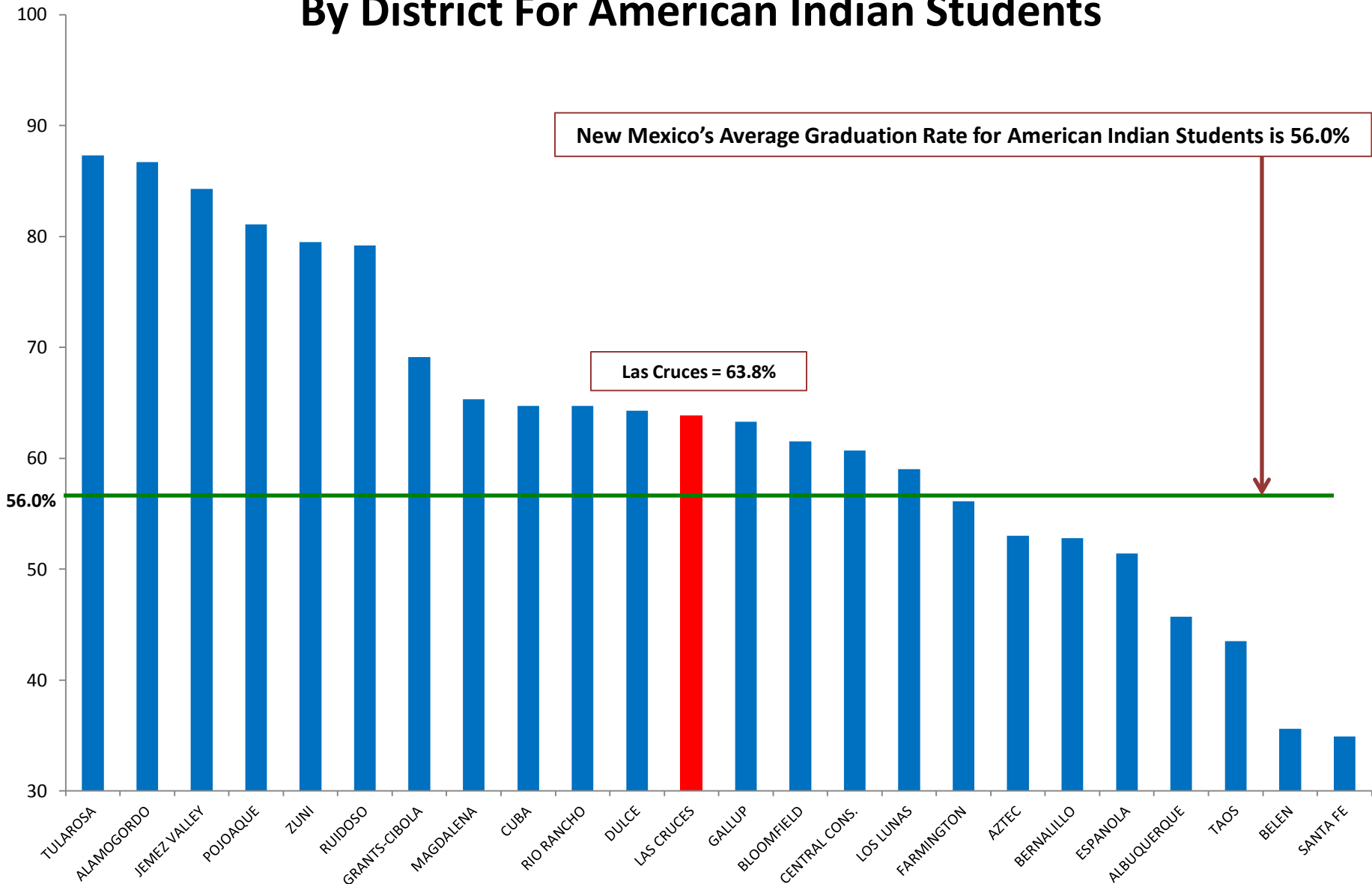
Source: NM Public Education Department 4-Year Graduation Rates, Class of 2011.
Note: Districts with <10 students in subgroups are not included in analyses

4-Year High School Graduation Rates, Class of 2011 By District For Caucasian Students



Source: NM Public Education Department 4-Year Graduation Rates, Class of 2011.
Note: Districts with <10 students in subgroups are not included in analyses

4-Year High School Graduation Rates, Cohort of 2011 By District For American Indian Students

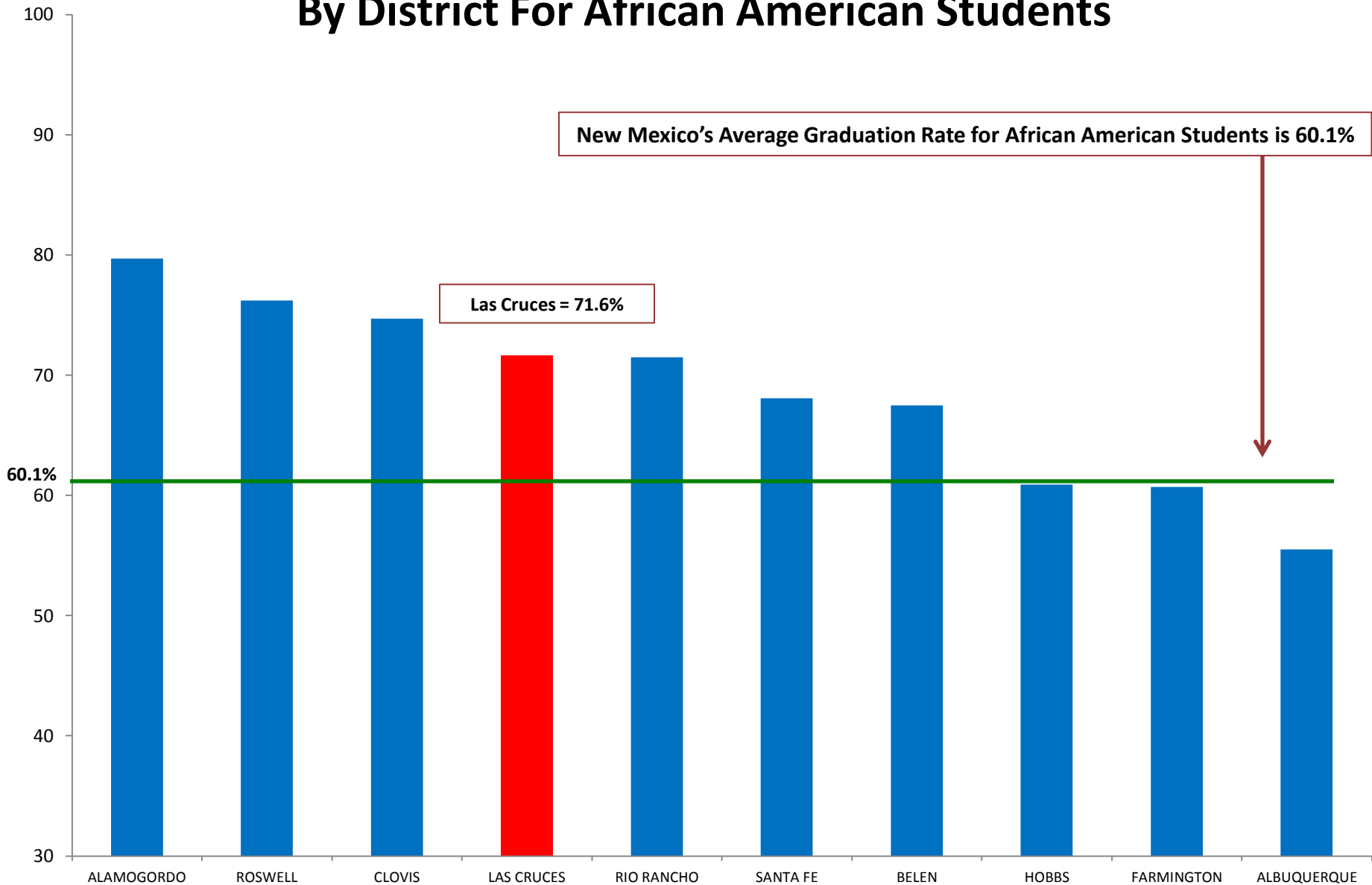


New Mexico's Average Graduation Rate for American Indian Students is 56.0%

Las Cruces = 63.8%

Source: NM Public Education Department 4-Year Graduation Rates, Class of 2011.
Note: Districts with <10 students in subgroups are not included in analyses

4-Year High School Graduation Rates, Class of 2011 By District For African American Students

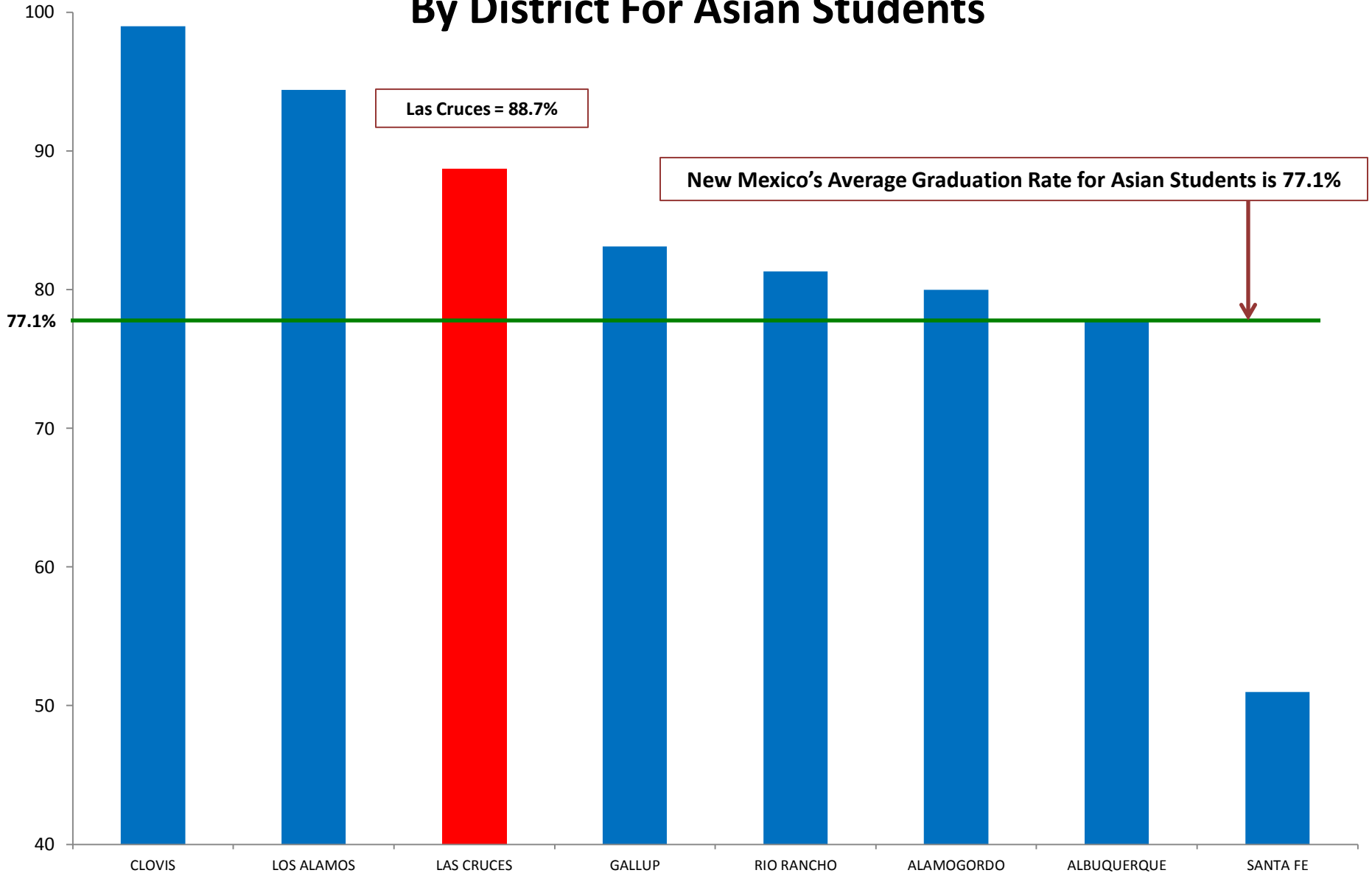


New Mexico's Average Graduation Rate for African American Students is 60.1%

Las Cruces = 71.6%

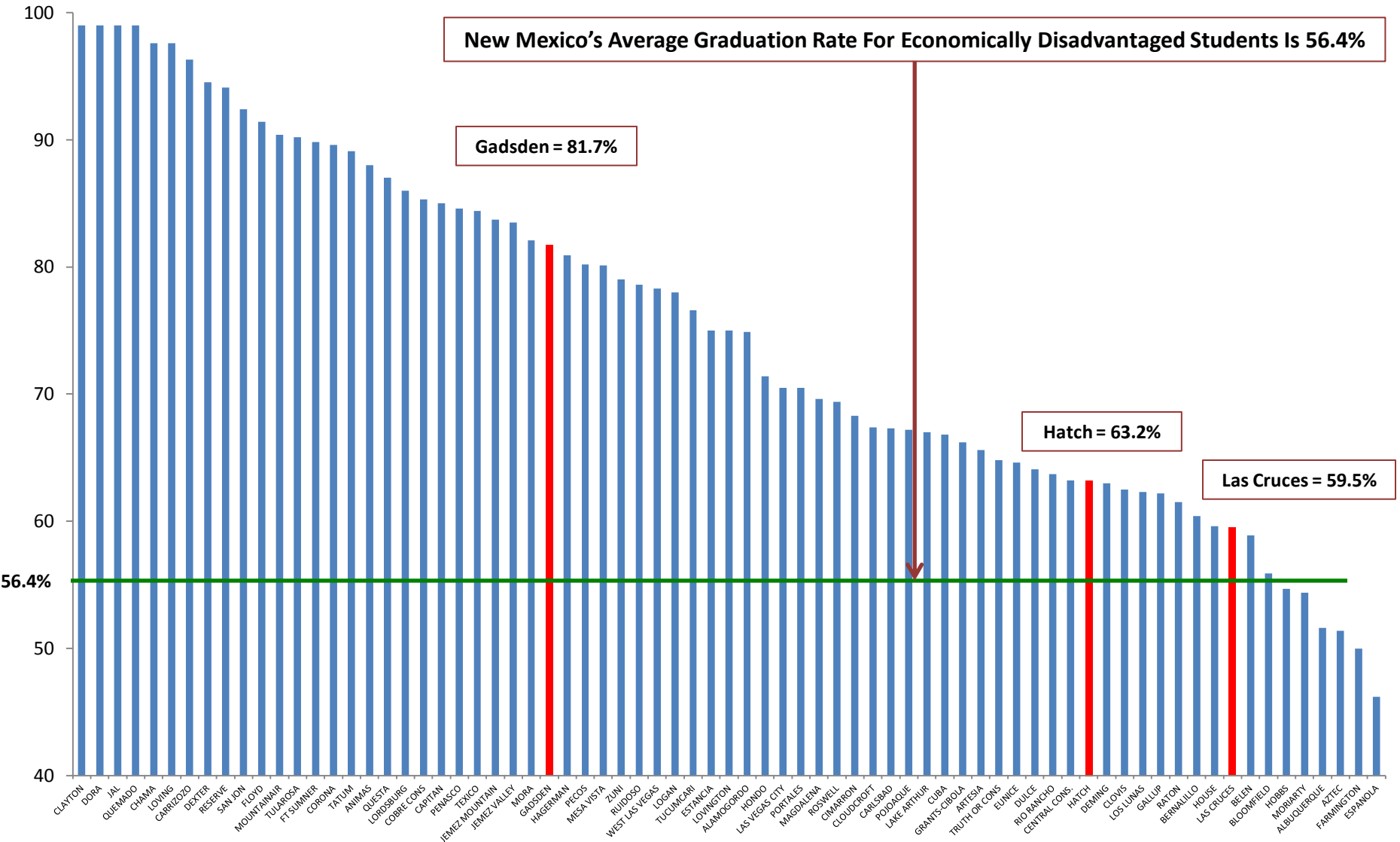
Source: NM Public Education Department 4-Year Graduation Rates, Class of 2011.
Note: Districts with <10 students in subgroups are not included in analyses

4-Year High School Graduation Rates, Cohort of 2011 By District For Asian Students



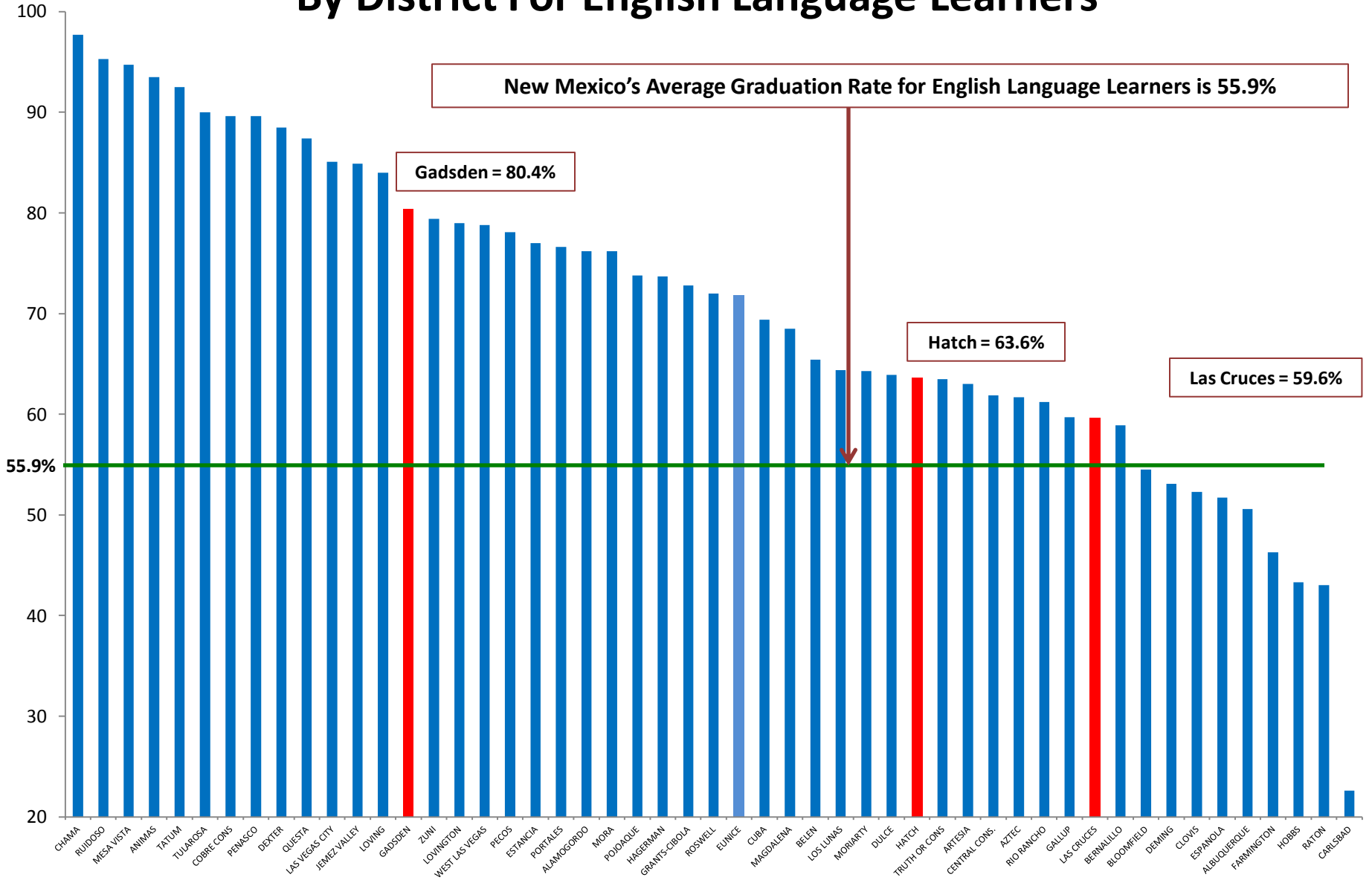
Source: NM Public Education Department 4-Year Graduation Rates, Class of 2011.
Note: Districts with <10 students in subgroups are not included in analyses

4-Year High School Graduation Rates, Class of 2011 By District For Economically Disadvantaged Students



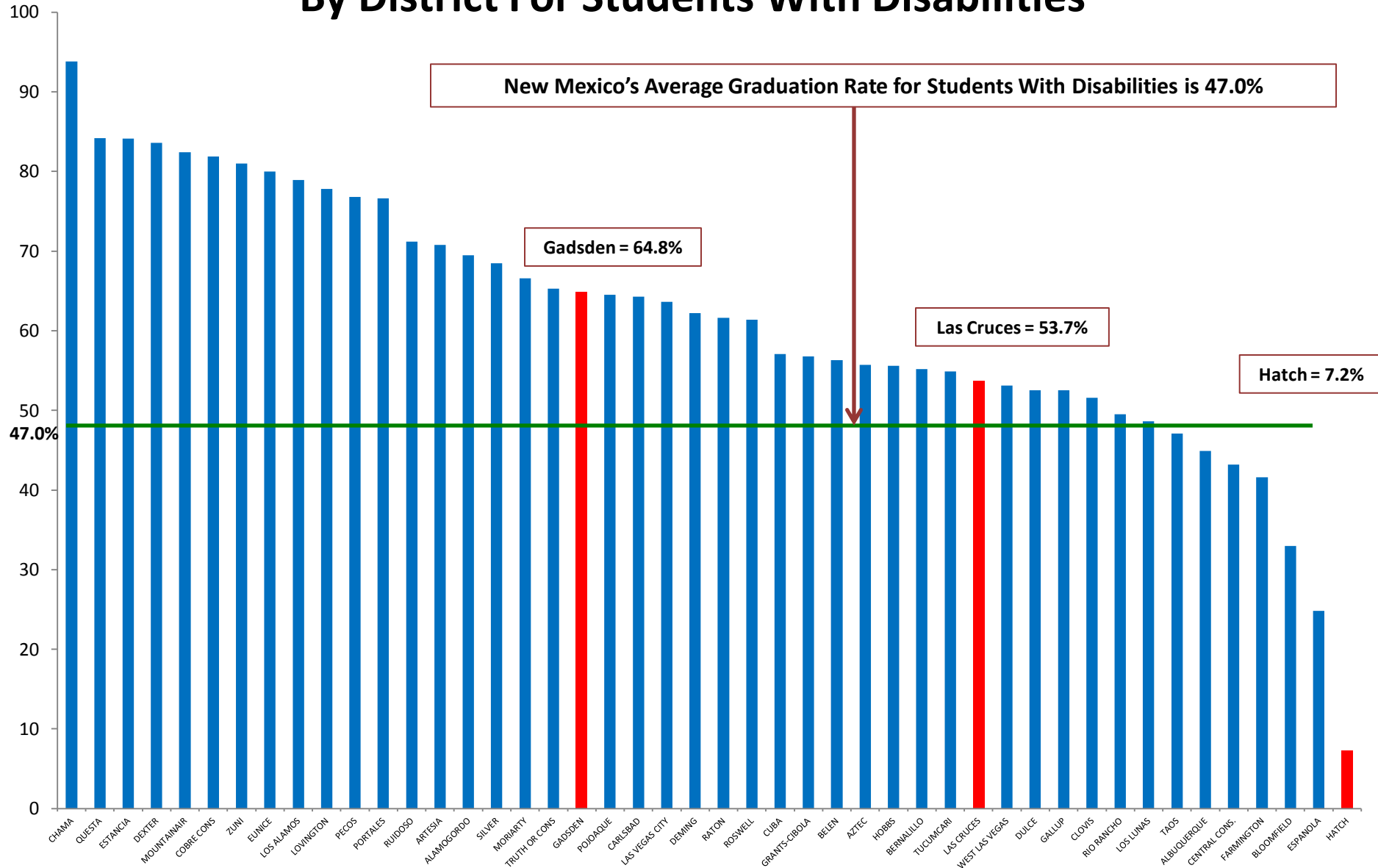
Source: NM Public Education Department 4-Year Graduation Rates, Class of 2011.
Note: Districts with <10 students in subgroups are not included in analyses

4-Year High School Graduation Rates, Class of 2011 By District For English Language Learners



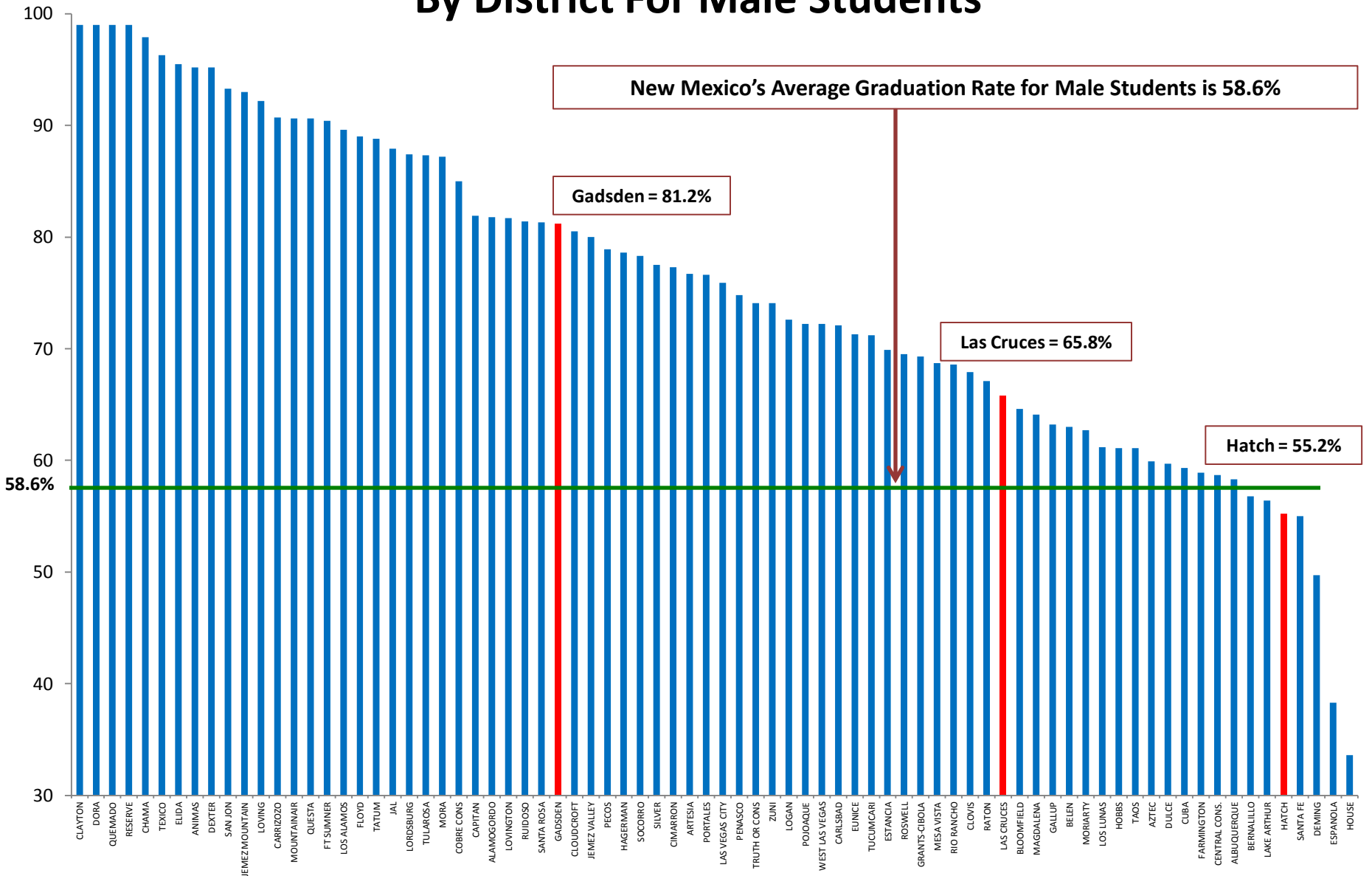
Source: NM Public Education Department 4-Year Graduation Rates, Class of 2011.
Note: Districts with <10 students in subgroups are not included in analyses

4-Year High School Graduation Rates, Class of 2011 By District For Students With Disabilities



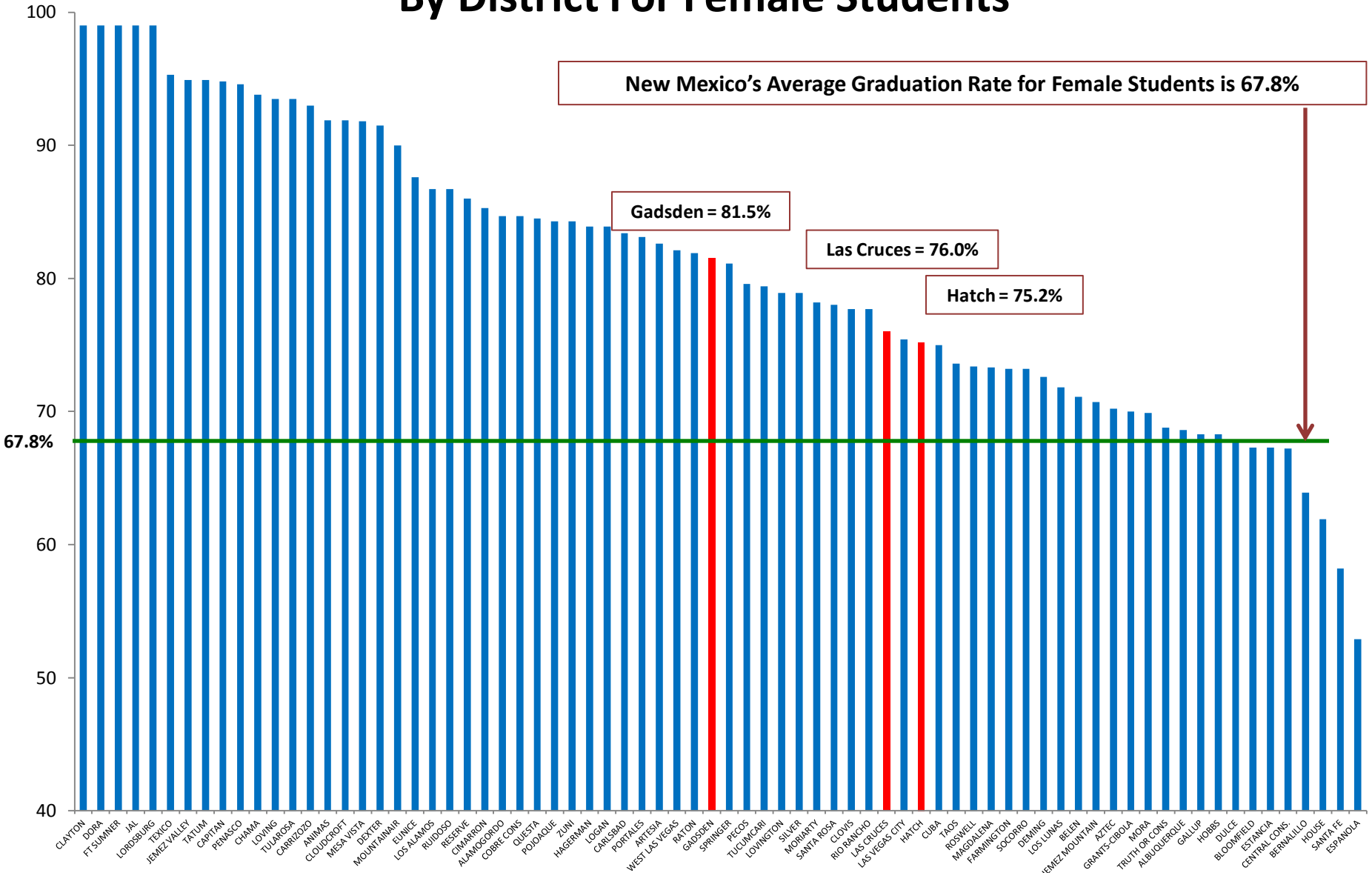
Source: NM Public Education Department 4-Year Graduation Rates, Class of 2011.
Note: Districts with <10 students in subgroups are not included in analyses

4-Year High School Graduation Rates, Class of 2011 By District For Male Students



Source: NM Public Education Department 4-Year Graduation Rates, Class of 2011.
Note: Districts with <10 students in subgroups are not included in analyses

4-Year High School Graduation Rates, Class of 2011 By District For Female Students



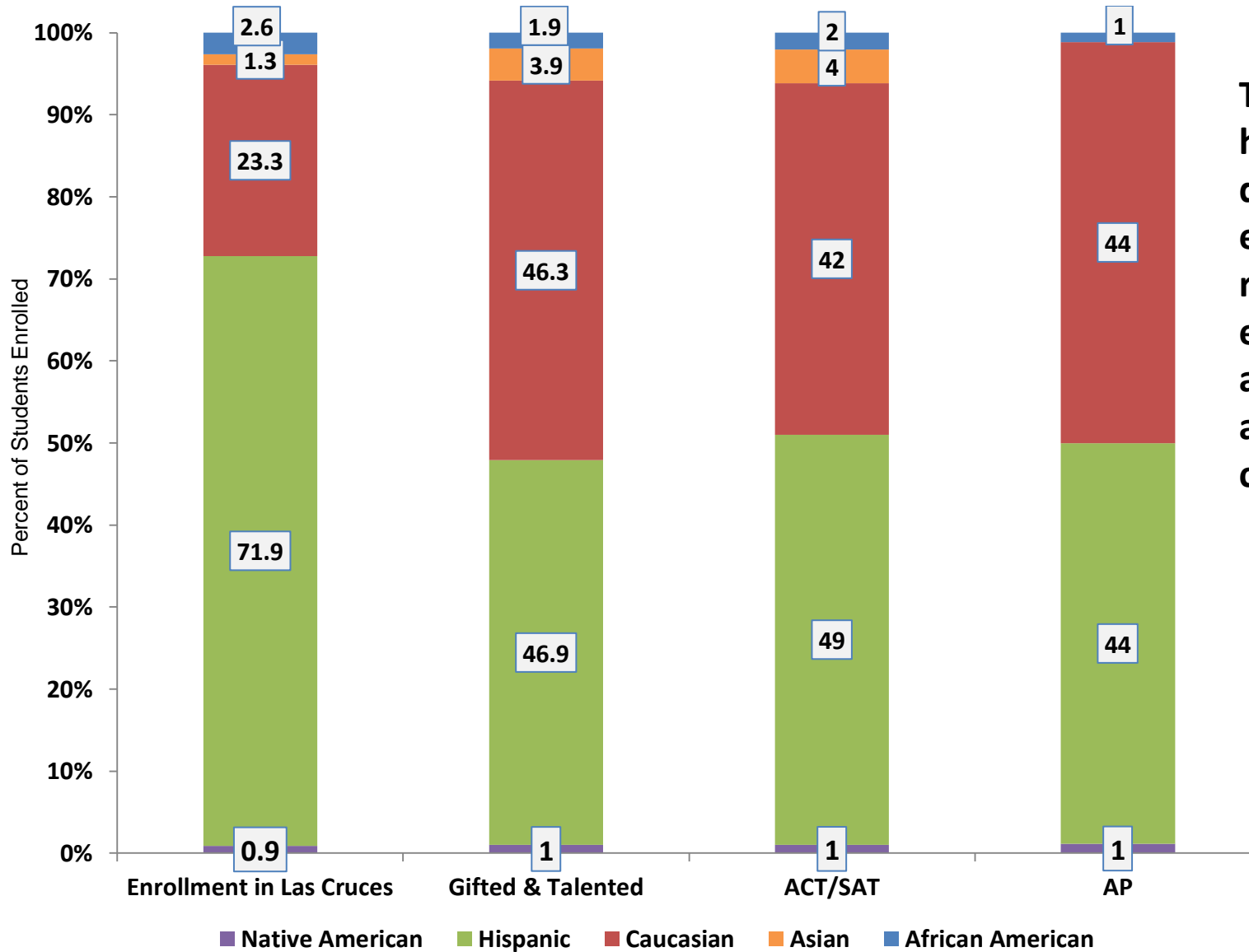
Source: NM Public Education Department 4-Year Graduation Rates, Class of 2011.
Note: Districts with <10 students in subgroups are not included in analyses

The Current Status of College & Career Readiness in Doña Ana County

- We use a variety of methods to measure college readiness, including the number of students who take the ACT; the percentage of recent high school graduates who take remedial classes once they enter college; and the graduation rates from NMSU and Doña Ana Community College.
- Measuring students' readiness for careers is more difficult. We use two approaches:
 - The Lumina Foundation Goal 2025 framework and benchmarks, which aim to increase the proportion of Americans with high-quality degrees and credentials to 60 percent by the year 2025 (<http://www.luminafoundation.org>).
 - The Brookings study on Education, Job Openings, and Unemployment in Metropolitan America (<http://www.brookings.edu/research/papers/2012/08/29-education-gap-rothwell#M10420>).
- The following slides provide information on the current status of Doña Ana County, and Gadsden, Las Cruces, and Hatch's school districts on these measures of college and career readiness.

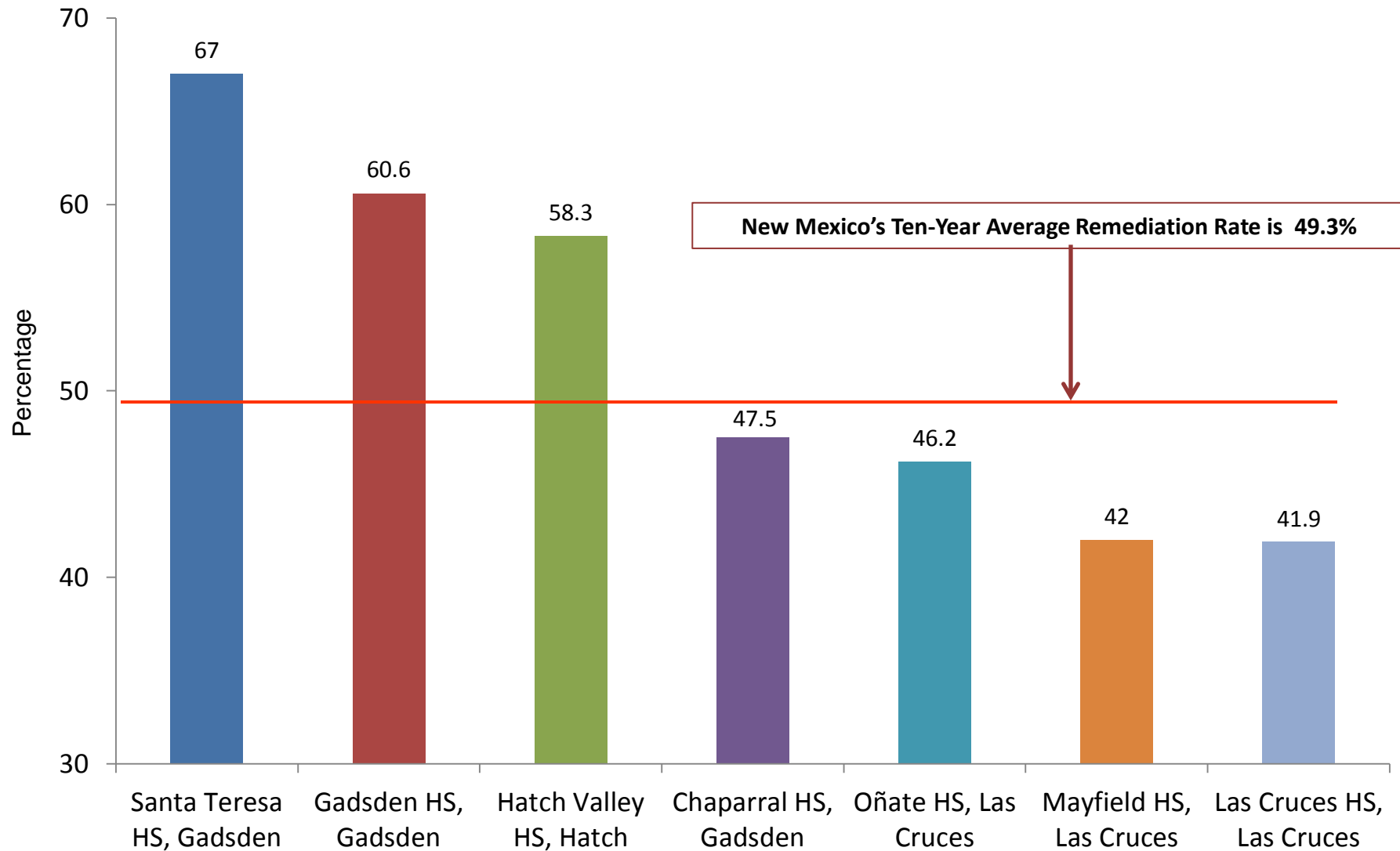
Las Cruces Public Schools

Gifted and Talented, ACT/SAT, and AP Enrollment, By Race and Ethnicity



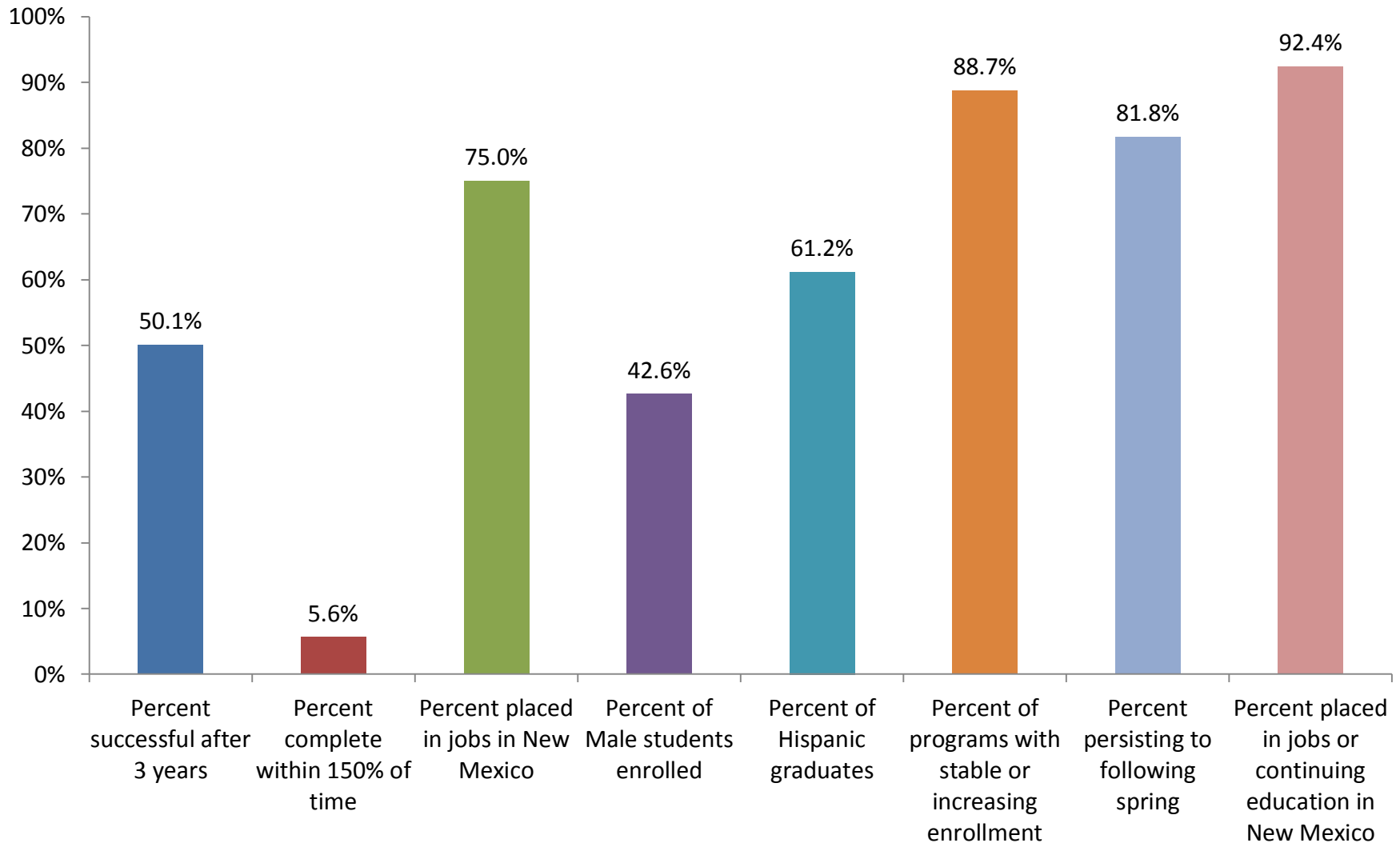
These data highlight the disproportionate enrollment by race and ethnicity in advanced and accelerated classes.

Percentage of High School Graduates Who Took Remediation Classes in Math and/or Reading in New Mexico Colleges (10 Year Averages, 2000-2009)

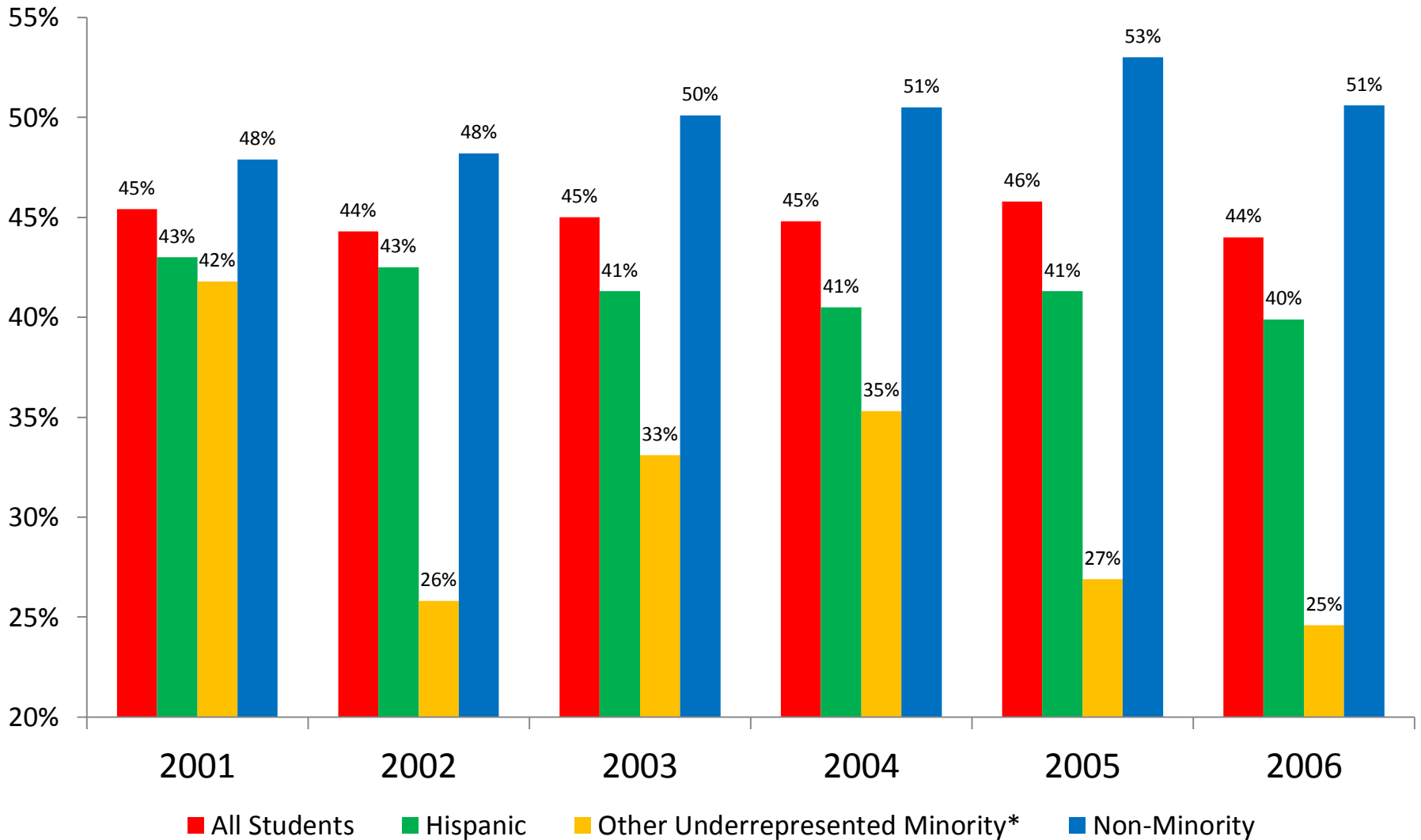


Doña Ana Community College

Selected Performance Based Indicators, FY10

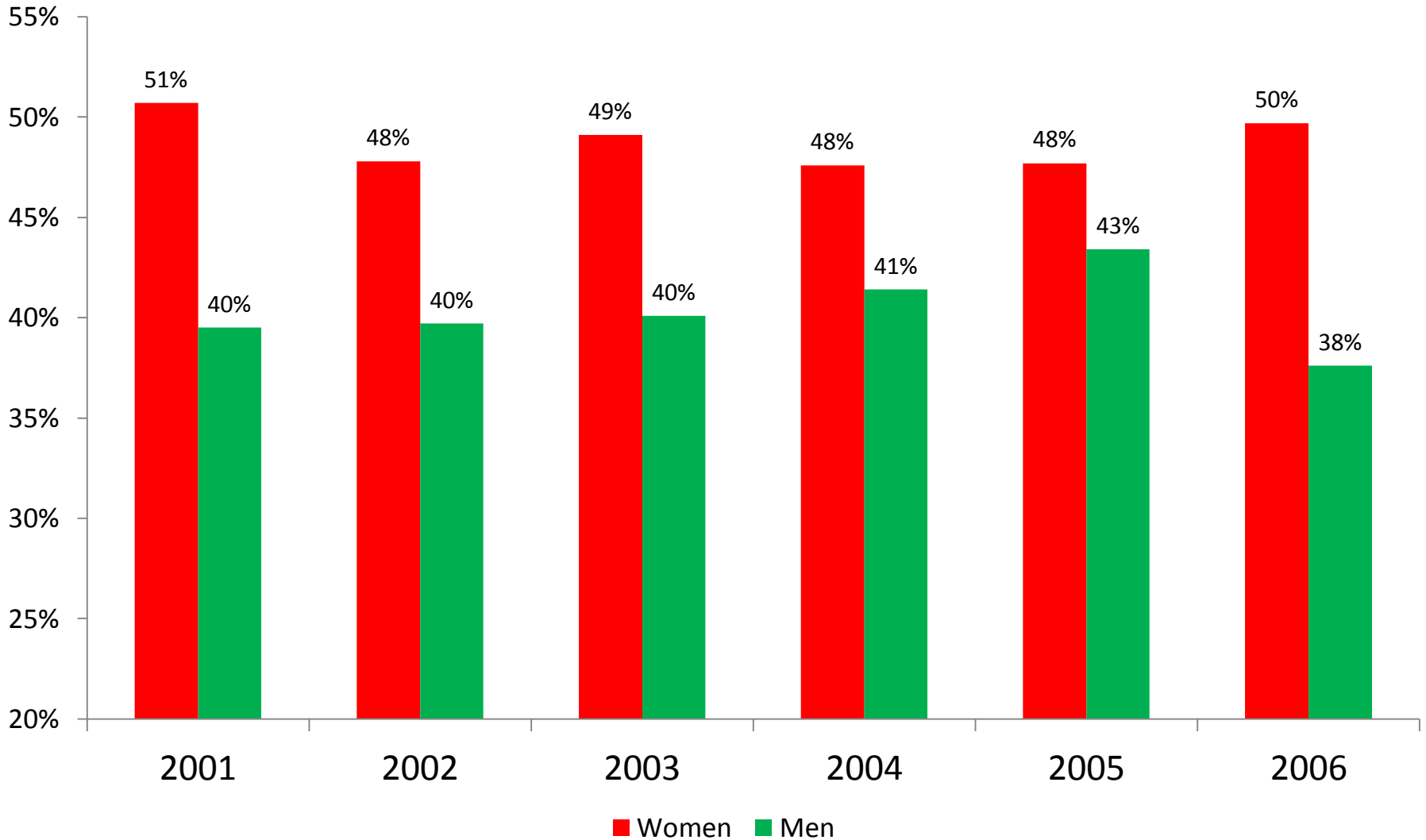


NMSU Six-Year Graduation Rates For Full-Time, First-Time Entering Student Cohort By All Students And Ethnicity



Source: NMSU Office of Institutional Analysis.
 Note: * includes American Indian, Black, Hawaiian Pacific

NMSU Six-Year Graduation Rates For Full-Time, First-Time Entering Student Cohort By Gender



Lumina Foundation Framework

The mission of Lumina Foundation is to expand access and success in education beyond high school, particularly among adults, first-generation college-going students, low-income students, and students of color. This mission is directed toward a single, overarching big goal – to increase the percentage of Americans with high-quality degrees and credentials to 60 percent by the year 2025. This goal is a national priority because:

- Higher education is a prerequisite to success in a knowledge-based society and economy.
- The social and economic opportunities facing our country can best be addressed by educating many more people beyond high school. As we attain the goal, we improve the economy, strengthen civic engagement and reduce the costs of crime, poverty, and health care and, in short, improve the human condition.
- Higher education attainment rates among adults, first-generation college-going students, low-income students, and students of color are significantly lower than those of other students. This gap has endured for decades and is now widening. This attainment gap is alarming given the country's demographic trends.

New Mexico

Return To National Map

Compare States

Select a State

HERE'S HOW NEW MEXICO STACKS UP

33.08%

Current % of adults with college degrees (2010)

60%

Goal for 2025

35.8%

Projected rate in 2025

24.2%

Projected gap for 2025

41st

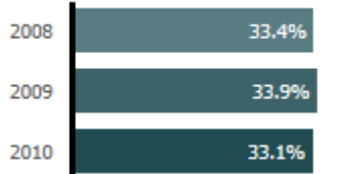
Rank among states in terms of college attainment

58%

Percentage of jobs requiring a college credential by 2018

TRACKING THE TREND IN NEW MEXICO

33.08% of the state's 1.1 million working-age adults (25-64 years old) hold at least a two-year degree.

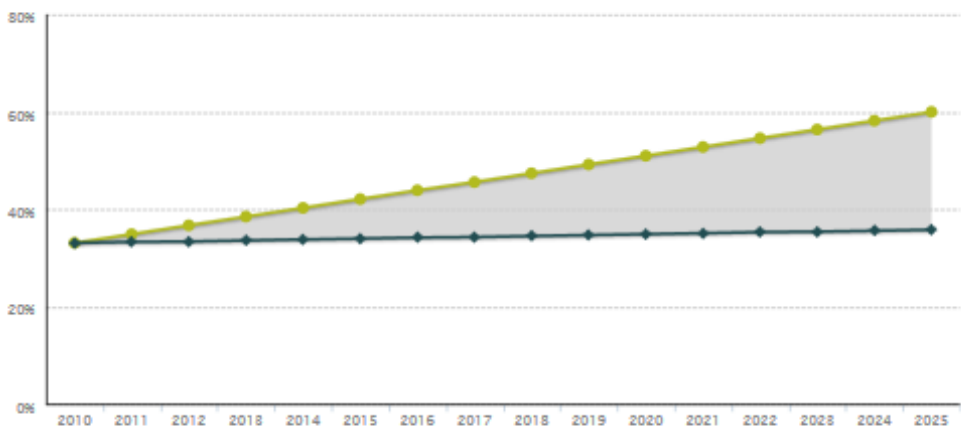


The national average is **38.3%** (According to 2010 Census data).



Projected Degree Gap

Trend Projected for 2025 Goal



THE QUICK BREAKDOWN

60%
Goal for 2025

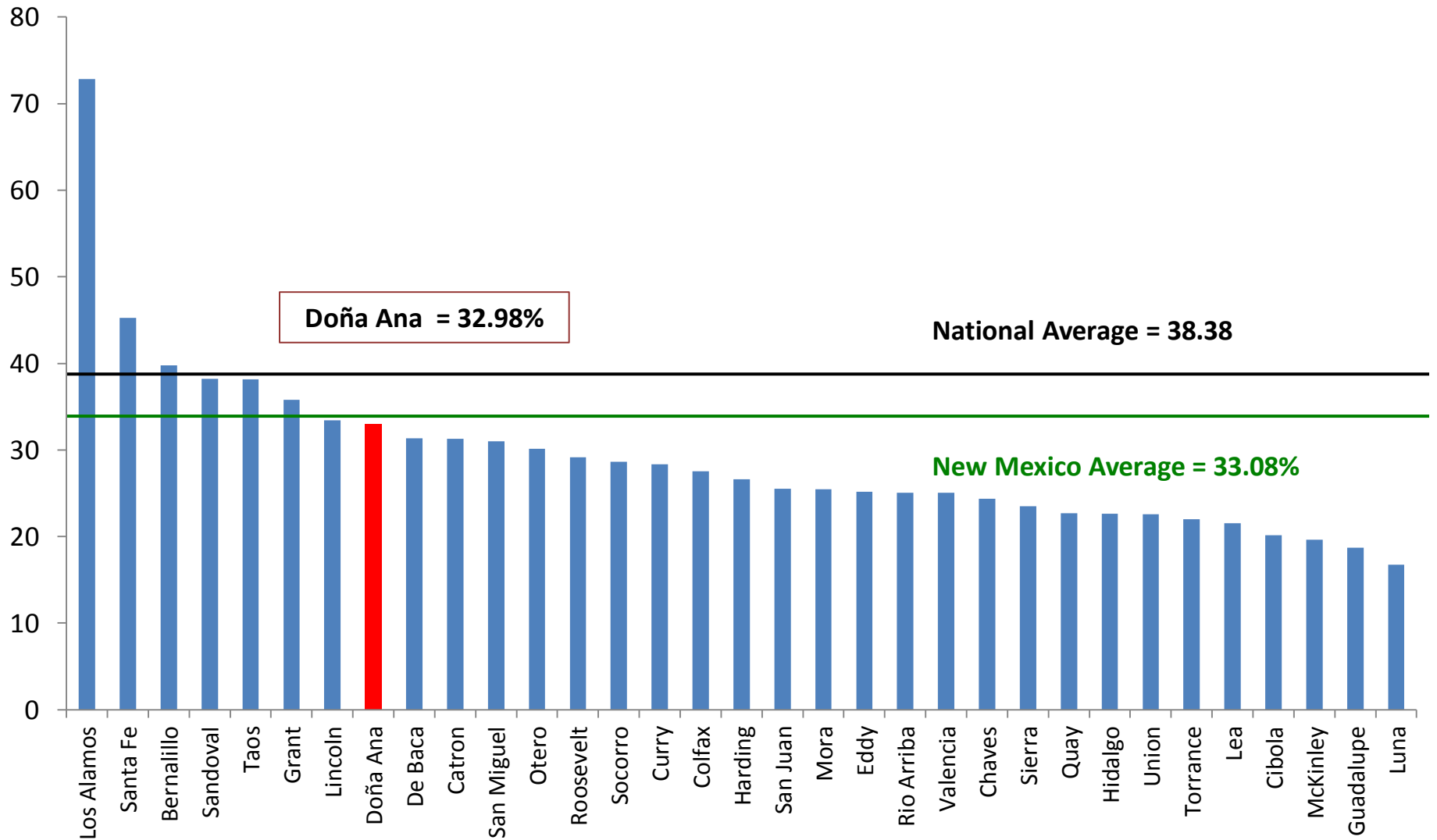
24.2%
Projected gap

234,830
Additional degrees required to meet workforce needs in 2025

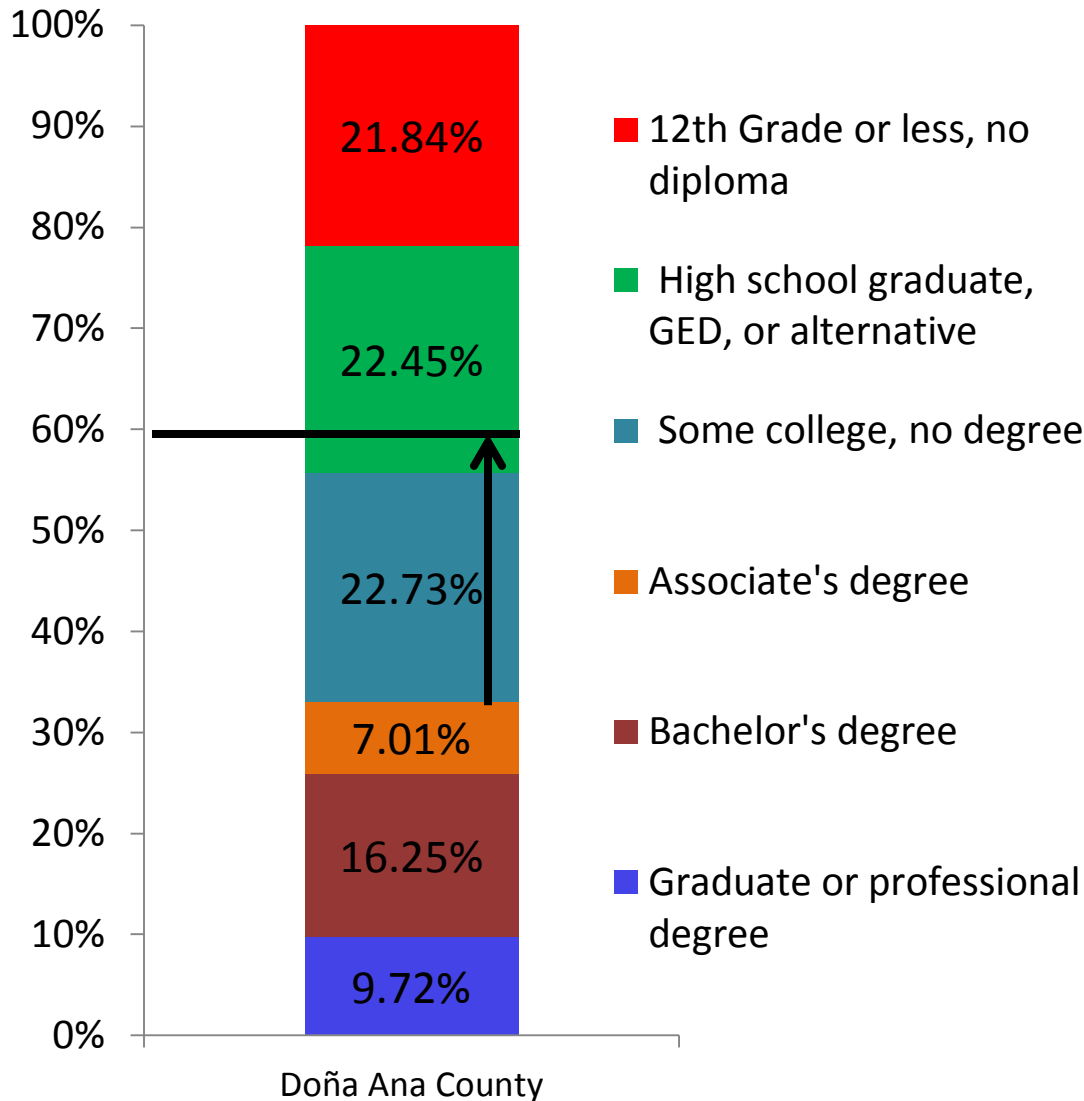
35.8%
Projected rate in 2025

The Lumina Foundation Estimates That 58% Of Jobs Will Require A College Degree By 2018

Percentage of Working-Age Adults, 25-64, With an Associate's, Bachelor's, or Graduate Degree, 2010

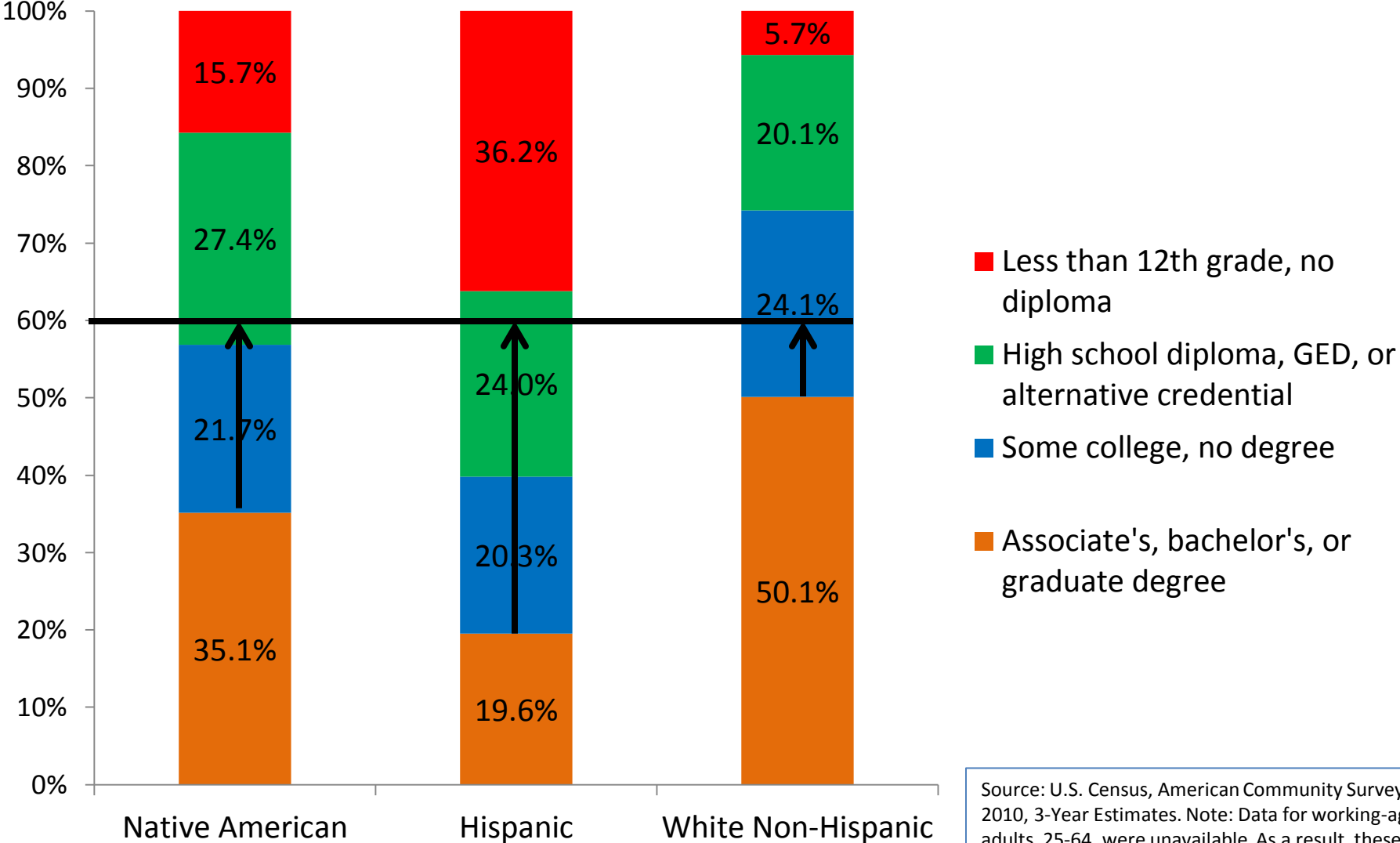


What Would It Take to Raise Educational Attainment Rates to 60% for Working Adults, 25-64, in Doña Ana County?



Currently, about 31,751 working adults, 25-64 (or 33% of Doña Ana's total adult working population of 96,267), have an Associate's Degree or higher. Increasing that percentage to 60% would mean that an additional 26,000 adults (or 27%) would need to earn their Associate's, Bachelor's, Graduate or Professional Degrees.

What it Would Take to Raise Educational Attainment Rates to 60%, Adults 25 and Over, in Doña Ana County, By Race and Ethnicity



Source: U.S. Census, American Community Survey 2010, 3-Year Estimates. Note: Data for working-age adults, 25-64, were unavailable. As a result, these data probably slightly underestimate educational attainment rates because the rate of higher educational attainment is generally lower for older Americans.

Brookings Study of Education, Job Openings, and Unemployment in Metropolitan America

The Brookings study on adult educational attainment, occupations, and job openings in the 100 largest metropolitan areas from 2006 to 2012 found that:

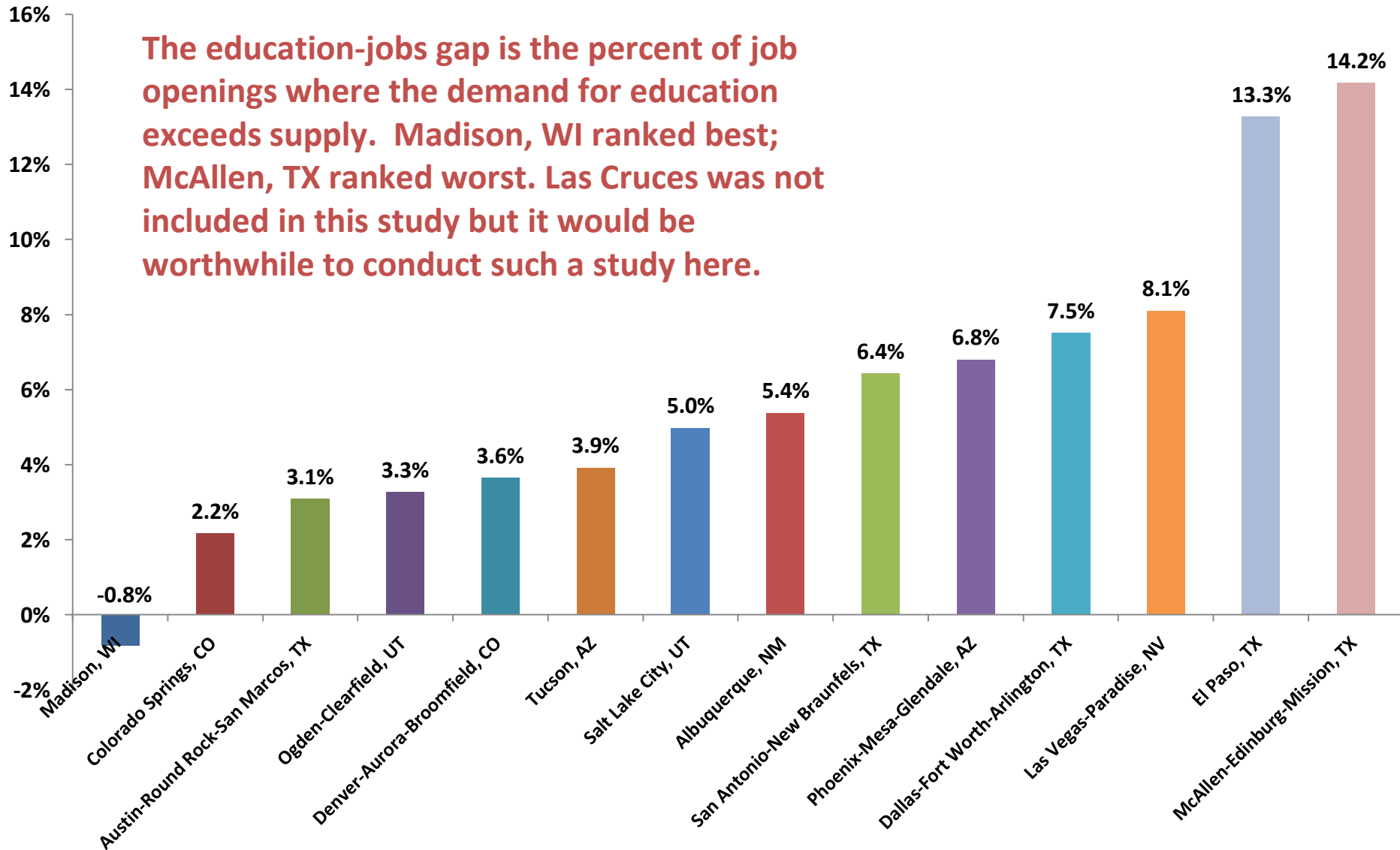
- Advertised job openings in large metropolitan areas require more education than all existing jobs, and more education than the average adult has attained.
- Metro areas vary considerably in the level of education required by job openings posted online.
- Unemployment rates are 2 percentage points higher in large metro areas with a shortage of educated workers relative to demand and have been consistently higher since before the recession.
- Declines in industry demand and housing prices explain most of the recent cyclical increases in metropolitan unemployment rates, but education gaps explain most of the structural level of metropolitan unemployment over the past few years.
- Metro areas with higher education gaps have experienced lower rates of job creation and job openings over the past few years.

Source: Rothwell, J. (August, 2012) Education, Job Openings, and Unemployment in Metropolitan America, Brookings. <http://www.brookings.edu/metro>.

The Education-Jobs Gap

In Selected Metropolitan Statistical Areas, 2012

The education-jobs gap is the percent of job openings where the demand for education exceeds supply. Madison, WI ranked best; McAllen, TX ranked worst. Las Cruces was not included in this study but it would be worthwhile to conduct such a study here.



Source: Rothwell, J. (August, 2012) Education, Job Openings, and Unemployment in Metropolitan America, Brookings. www.brookings.edu/metro.

Return On Investment (ROI)

The Costs Of Dropping Out Of School Have Been Calculated In A Number Of Ways Including Lost Wages, Missed Opportunities, Additional Social and Health Burdens And Other Consequences That Affect Individuals, Families, Communities, And Future Generations.

Return On Investment (ROI)

The National View

The Economic Impacts of Low Student Success

- Nationwide, approximately 1.3 million students from the high school class of 2010 did not graduate. The lost revenues of those dropouts are staggering:
 - \$15.2 billion in lost earnings
 - \$11.2 billion in lost spending
 - \$4 billion in lost investing
 - 108,000 lost jobs and \$19.2 billion in lost economic growth
 - \$1.4 billion in lost state tax revenues

Source: Alliance for Excellent Education *Education and the Economy: Boosting the Nation's Economy by Improving High School Graduation Rates*

The Social Impacts of Low Student Success

- In recent years, due to rising healthcare costs, states have begun to spend more money on healthcare than any other single budget item – including education!
- Research has shown that for each high school student who graduates, rather than dropping out, will save \$13,706 in Medicaid and expenses for uninsured care over the course of their lifetime.
- If all of the dropouts in the class of 2005 had graduated, states would be projected to save over \$17 billion.

Source: Alliance for Excellent Education *Healthier and Wealthier: Decreasing Health Care Costs by Increasing Educational Attainment*

The Civic Impacts of Low Student Success

- The overwhelming majority of incarcerated Americans did not complete high school:
 - 75% of state prison inmates
 - 59% of federal prison inmates
 - 69% of jail inmates
- High school dropouts are more likely to be arrested and incarcerated than their high school graduate peers.
- A 5% increase in the male high school graduation rate would save the nation close to \$5 billion.

Source: Alliance for Excellent Education *Saving Futures, Saving Dollars; The Impact of Education on Crime Reduction and Earnings*

An Poorly Prepared Workforce Costs Business

“The stakes are high for everyone involved. Students who dropout suffer lifetime consequences that range from limited earning potential and dependence on social services to life-long health and wealth issues. Schools operating on reduced budgets lose even more when students walk out and don’t come back. Business ultimately absorbs the costs of an unqualified, underprepared workforce on their bottom line:

- *U.S. companies spend \$1 billion a year on turnover and costs to replace an employee*
- *According to the U.S. Department of Labor, the cost of mis-hiring (based on wasted salary, benefits, severance pay, headhunter fees, training costs, and hiring time) are:*
- *Entry Level - \$5,000-\$7,000 after three months*
- *Supervisor -- \$20,000 salary costs \$40,000 over a year*
- *Manager -- \$100,000 salary costs \$300,000 over a year”*

Source: Tracey Bryan. The Bridge of Southern New Mexico. The Bottom Line: Business ‘ Investment and Involvement In Education Can Lead To Big Rewards. July 8, 2011.
http://www.thebridgeofsnm.com/blog/the_bottom_line_business_investment_and_involvement_in_education_can_lead_to_big_rewards/

Weaker Start

College dropouts are more likely than graduates to be unemployed, earn less and default on loans.

Unemployment rates for ages 25-34 October 2012



Annual earnings of Americans ages 25-34 employed full-time, year-round (2010 data)



Default rate on student debt (2009 data)



Source: Labor Department

The Wall Street Journal

The Costs Of Dropping Out Of College On Employment, Annual Earnings, and Student Debt

Source: Wall Street Journal. The Cost of Dropping Out: Millions Struggle With High College Debt and No Degree. November 22, 2012

Return On Investment (ROI)

The New Mexico View

New Mexico Invests Substantial Financial Resources to Provide Educational Opportunities to its Citizens

- On average, New Mexico spends an estimated \$90,000 per student on a K-12 education.
 - An average of \$6,940 per student per year
- On average, New Mexico spends an estimated \$51,300 per student on a four-year college education.
- New Mexico consistently ranks amongst the highest in the nation in per capita spending on higher education (\$581 in FY08)

Boosting New Mexico's Economy by Increasing Student Success

- A 1% increase in the high school graduation rate would likely produce the following contributions to the state economy:
 - \$2.8 Million in Increased Earnings
 - \$2.1 Million in Increased Spending
 - \$668,000 in Increased Investing
 - \$3.7 Million in Economic Growth and 27 New Jobs as a result of increased spending & investing
 - \$200,000 in Increased Tax Revenues

Source: Alliance for Excellent Education *Education and the Economy: Boosting the New Mexico's Economy by Improving High School Graduation Rates*

Boosting New Mexico's Economy by Increasing Student Success

- A 1% increase in the high school graduation rate would likely produce the following contributions to the state economy:
 - \$7.6 Million reduction in crime-related spending
 - \$4.1 Million reduction in Medicaid/uninsured care spending

Sources: Alliance for Excellent Education *Saving Futures, Saving Dollars: The Impact of Education on Crime Reduction and Earnings* and *Healthier and Wealthier: Decreasing Health Care Costs by Increasing Educational Attainment*

Explore how education affects us all.

Education benefits all of us. More education leads to better jobs and higher incomes. But education is about more than jobs and wages. Educational attainment is also linked to health, life expectancy, voter turnout, incarceration, self-worth and dignity, and prospects for one's children. [Learn more.](#)

United Way and the **American Human Development Project** have created a tool to forecast how things might change in your community if educational outcomes were better. Click your state to get started!

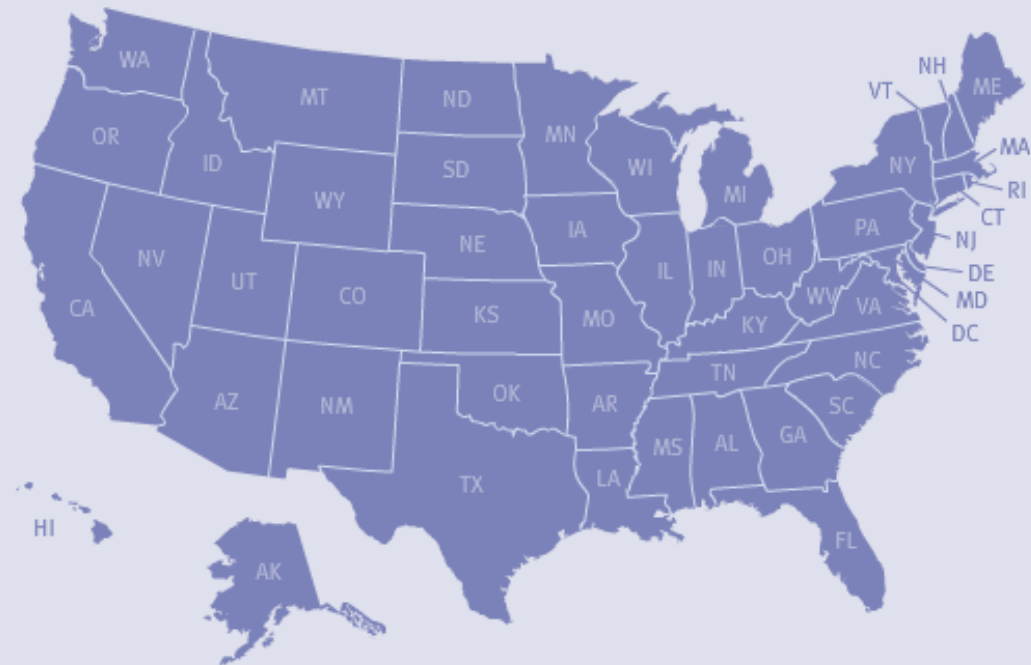
Select a State

Select a State



Select a County (optional)

Submit



Projected Changes In Key Measures Of The Common Good, Based On Projected Increases In Educational Attainment

Measures Of The Common Good	United States	Current New Mexico	Projected New Mexico	% Change
Health (Survive and Thrive)				
Life Expectancy (Years)	78.2	77.9	78.6	+0.9%
Murders (per 100,000)	6.1	8.3	6.7	-19.3%
Low Birthweight	8.2%	8.4%	8.3%	-1.2%
Obesity	25.8%	24.8%	24.0%	-3.2%
Financial Stability (Work & Dignity)				
Median Personal Earnings	\$34,159	\$28,987	\$31,103	+7.3%
Unemployment Rate	5.7%	5.2%	4.5%	-13.5%
Poverty Rate	10.3%	14%	11.2%	-20.0%
Education (Kids' Achievement)				
Eighth Grade Reading Proficiency	29.6%	20.3%	22.0%	+8.4%
Community Involvement (Civic Participation)				
% of Voting-Age Population Who Voted	58.3%	56%	60.9%	+8.0%
Incarceration (Per 100,000)	629	640	440	-31.3%

Source: United Way Common Good Forecaster. <http://apps.unitedway.org/forecaster>.

Notes On The United Way Common Good Forecaster Data

Settings	Less than high school	High school, including GED	Some College or Assoc. Deg	College Grad or More
Current Status	18%	27%	30%	25%
Projected Status	5%	30%	35%	30%
Change	-13%	3%	5%	5%

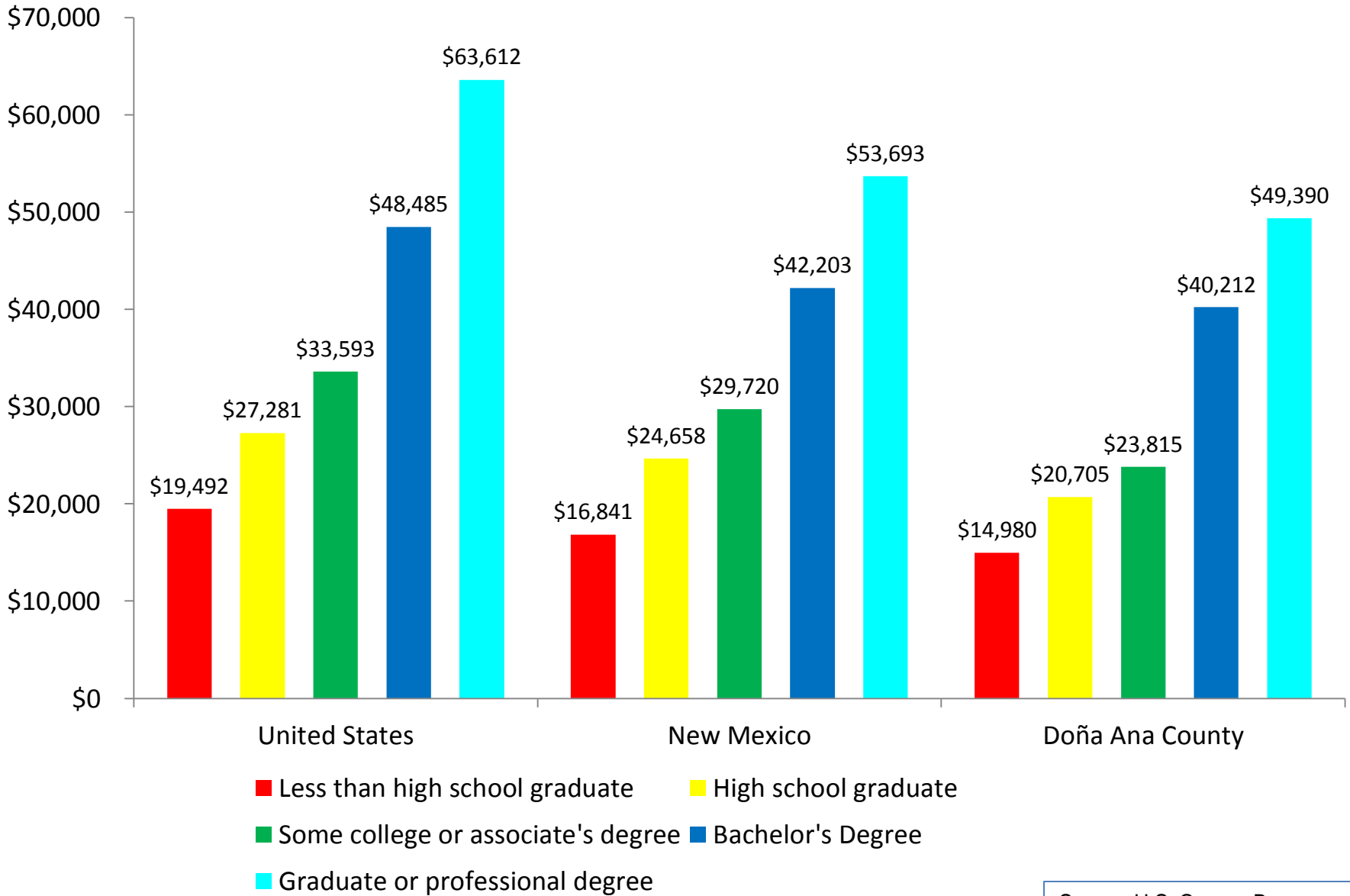
AREA	INDICATOR	SOURCE	COVERAGE
EDUCATIONAL ATTAINMENT:	Less than High School; High School, including GED; Some College/Associate's Degree; College Grad. or More	U.S. Census Bureau, American Community Survey, 2005-2009.	States and counties
HEALTH : <i>survive & thrive</i>	Life Expectancy at Birth	American Human Development Project calculations using data from the Centers for Disease Control and Prevention, National Center for Health Statistics, Compressed Mortality File, 2005-2007.	States and counties
	Low Birthweight	Centers for Disease Control and Prevention, National Center for Health Statistics, VitalStats, 2008.	States
	Murder	Centers for Disease Control and Prevention, National Center for Health Statistics, 2002-2007.	States and counties
	Obesity	Centers for Disease Control and Prevention, 2009 Behavior Risk Factor Surveillance System.	States
FINANCIAL STABILITY: <i>work & dignity</i>	Median Personal Earnings	U.S. Census Bureau, American Community Survey, 2005-2009.	States and counties
	Unemployment Rate	U.S. Census Bureau, American Community Survey, 2005-2009.	States and counties
	Poverty Rate	U.S. Census Bureau, American Community Survey, 2005-2009.	States and counties
EDUCATION: <i>kid's achievement</i>	8th Grade Reading	U.S. Department of Education, 2009 National Assessment of Educational Progress Reading Test, Eighth-Grade Reading Proficiency.	States
COMMUNITY INVOLVEMENT: <i>civic participation</i>	Voting	Atlas of U.S. Presidential Elections, 2008.	States and counties
	Incarceration	U.S. Department of Justice, Bureau of Justice Statistics, 2004.	States

Source: United Way Common Good Forecaster. <http://apps.unitedway.org/forecaster>.

Return On Investment (ROI) The Doña Ana View

The Bridge And Its Partners Have Conducted A Number Of Studies On The Costs Of Dropping Out In Doña Ana County. A Sample Of That Work Is Available In Appendices C.

The Financial Benefits Of Educational Attainment



Source: U.S. Census Bureau.
2006-2010 ACS

ROI: The Bottom Line

What Choice Will Doña Ana Make?

“A successful city neighborhood is a place that keeps sufficiently abreast of its problems so that it is not destroyed by them. An unsuccessful neighborhood is a place that is overwhelmed by its defects and progressively more helpless before them. Our cities contain all degrees of success and failure. But on the whole we Americans are poor at handling cities’ neighborhoods as can be seen by the long accumulation of failures in our great gray belts on one hand, and the Turfs of rebuilt city on the other hand.”

Source: Jacobs, J. (1992). The death and life of great American cities (2nd ed.). New York, NY: Vintage Books.

**What Will It Take To Achieve The Bridge's Goals Of Raising
High School Graduation Rates?**

**What Will It Take To Improve College & Career Readiness
In Doña Ana County?**

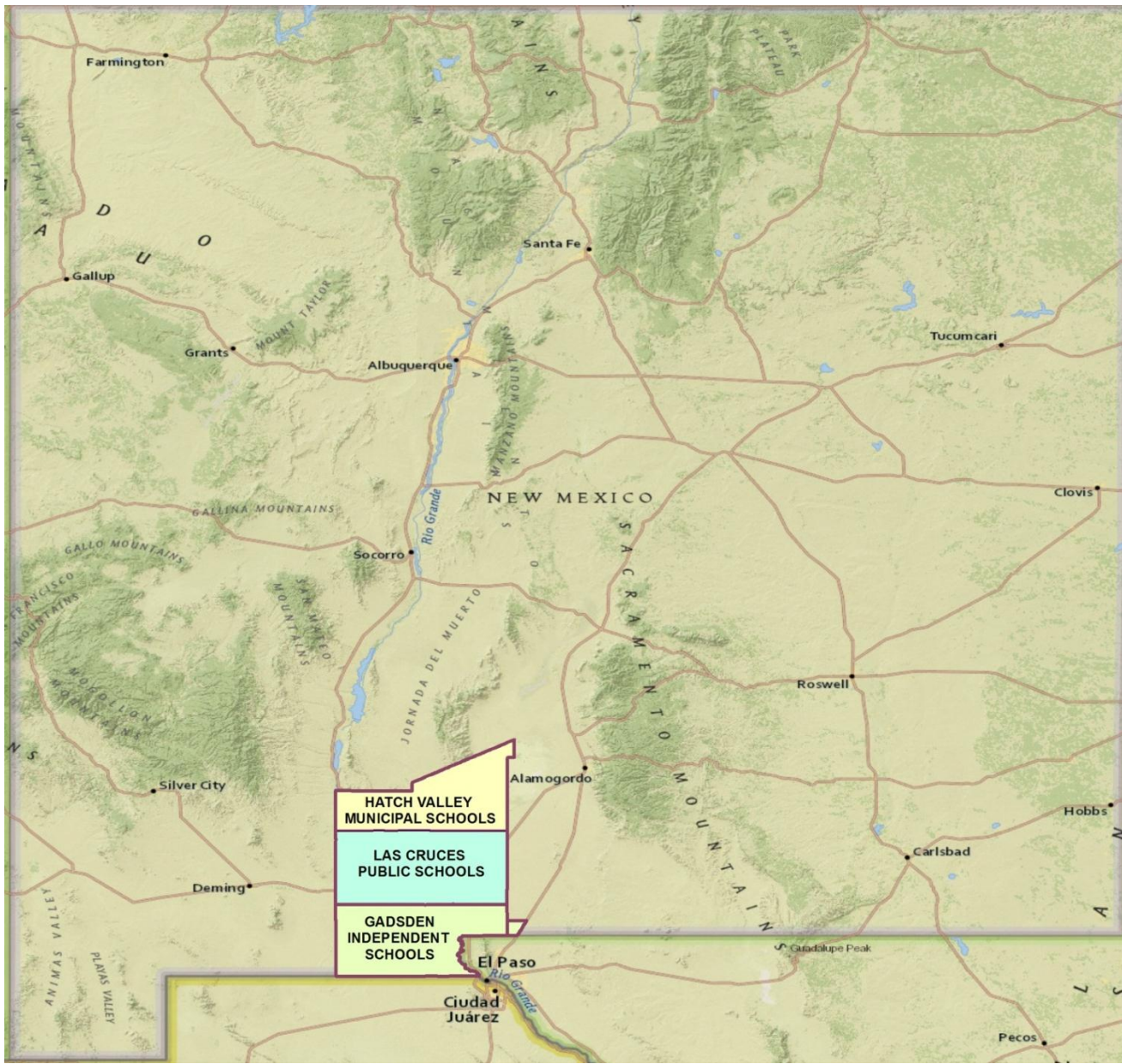
**What Will It Take To Get A Meaningful Return On
Investment In Education?**

**We Believe These Questions Can Best Be Answered By
Committed Partners Engaged In Thoughtful Conversations**

**Here Are Some Stories And Data To Help Inform Those
Conversations**

Story 1: The Landscape of Doña Ana County

**Doña Ana County Is Unique Because Of Its
Diverse Population and Geographic Location.
Understanding Both People And Place
Is Important If We Are To
Meet Challenges And Seize Opportunities**



**Three School Districts
Are Located In Doña
Ana County:
Hatch Valley
Municipal Schools,
Las Cruces Public
Schools, and
Gadsden Independent
Schools.**

**In 2011-12, these
three districts served
approximately 41,000
(12%) students out of
New Mexico’s 337,225
students.**

Per Capita Income In New Mexico

Per Capita Income is a frequently-used way to measure a community's economic health. The per capita income in most of New Mexico's communities is below the state average of \$22,966 and the national average of \$27,334.

Legend

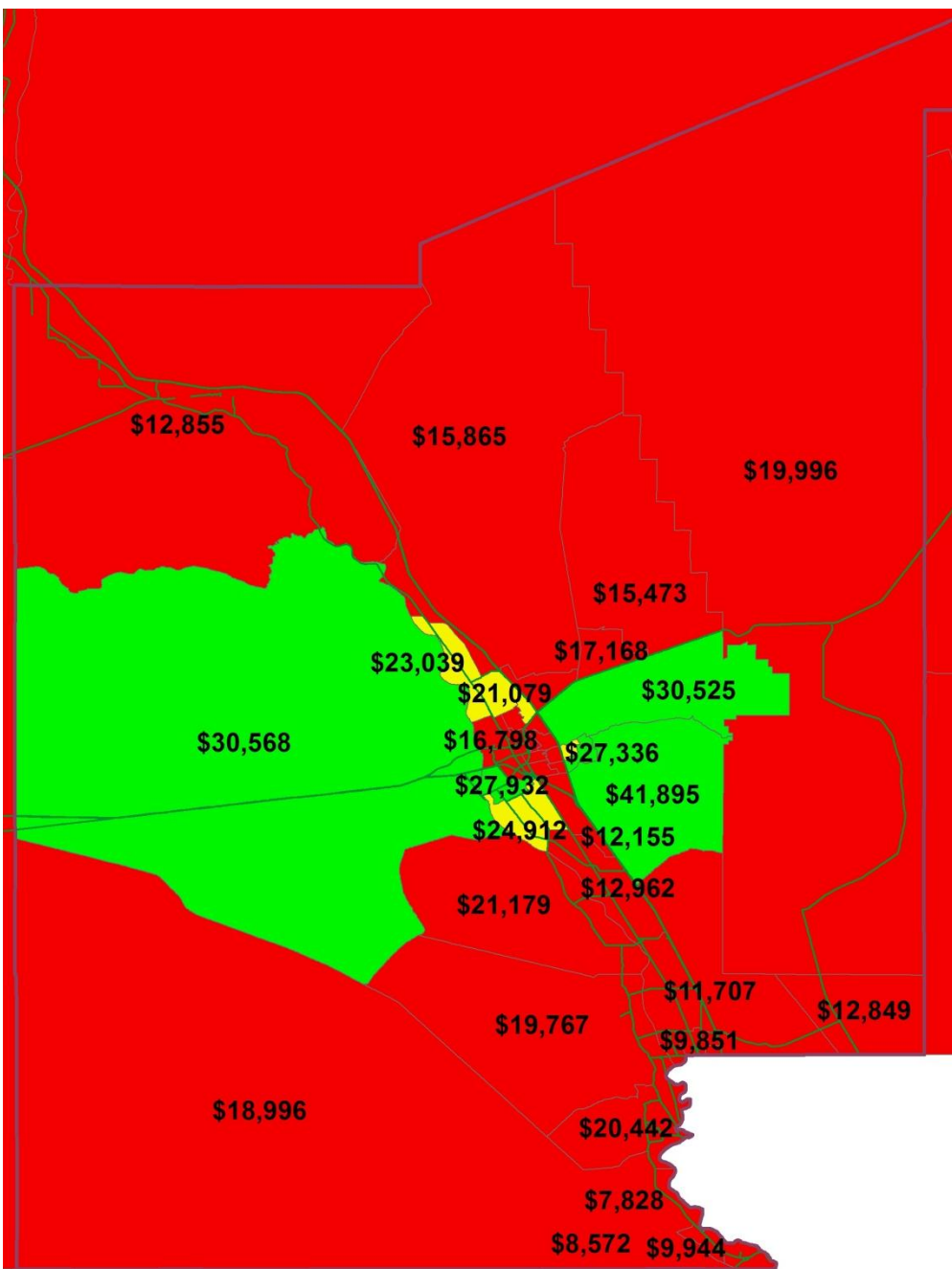
Per Capita Income
in the Last 12 Months
(in 2010 Inflation-Adjusted
Dollars)

- \$2,077.00 - \$22,966.00 (Below state & nat'l avg.)
- \$22,966.01 - \$27,334.00 (Between state & nat'l avg.)
- \$27,334.01 - \$81,545.00 (Above nat'l avg.)

Source: U.S. Census Bureau, 2006-2010 American
Community Survey

Per Capita Income In Doña Ana County

The Per Capita Income in Doña Ana County ranges from \$7,828 to \$41,895. Recall that the New Mexico state is \$22,966 and the U.S. national average is \$27,334.



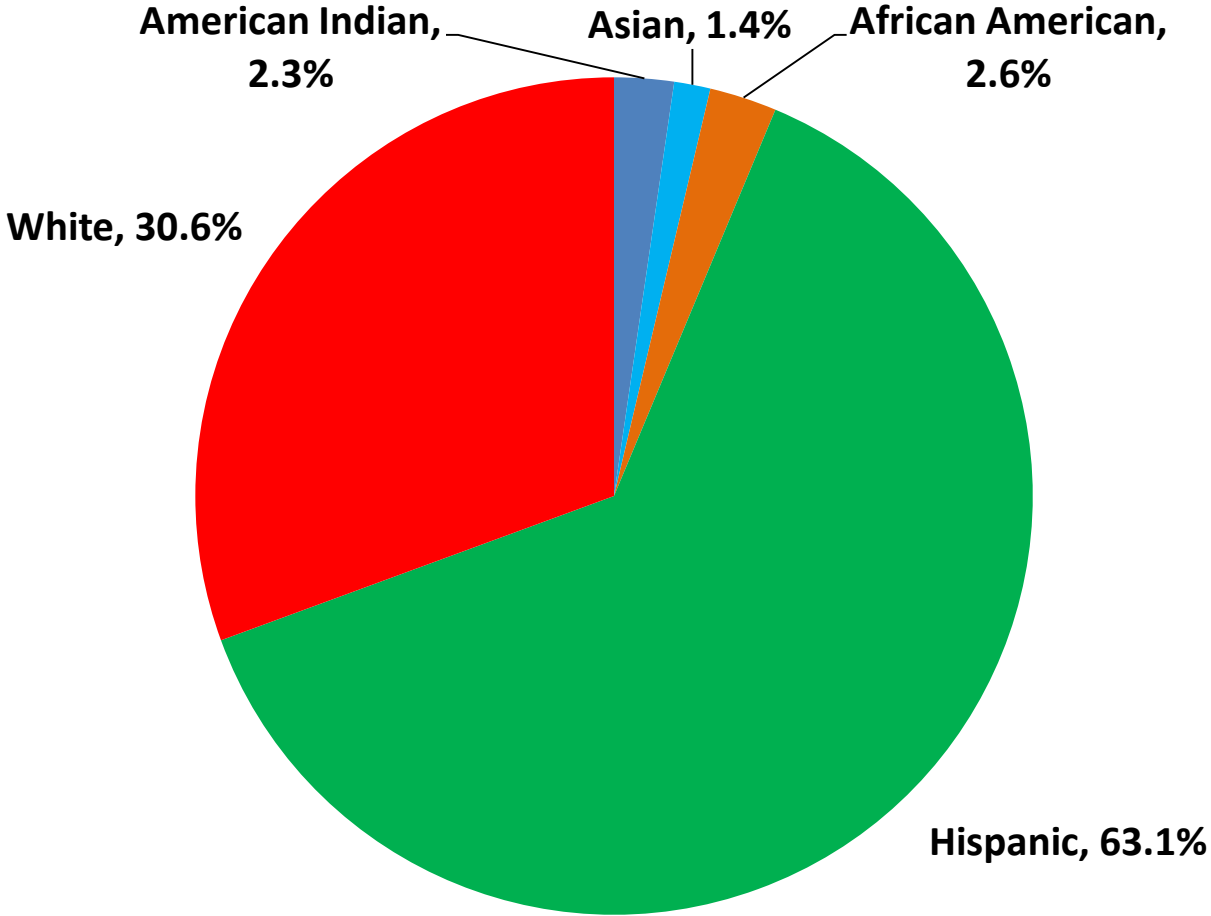
Legend

Per Capita Income in the Last 12 Months (in 2010 Inflation-Adjusted Dollars)

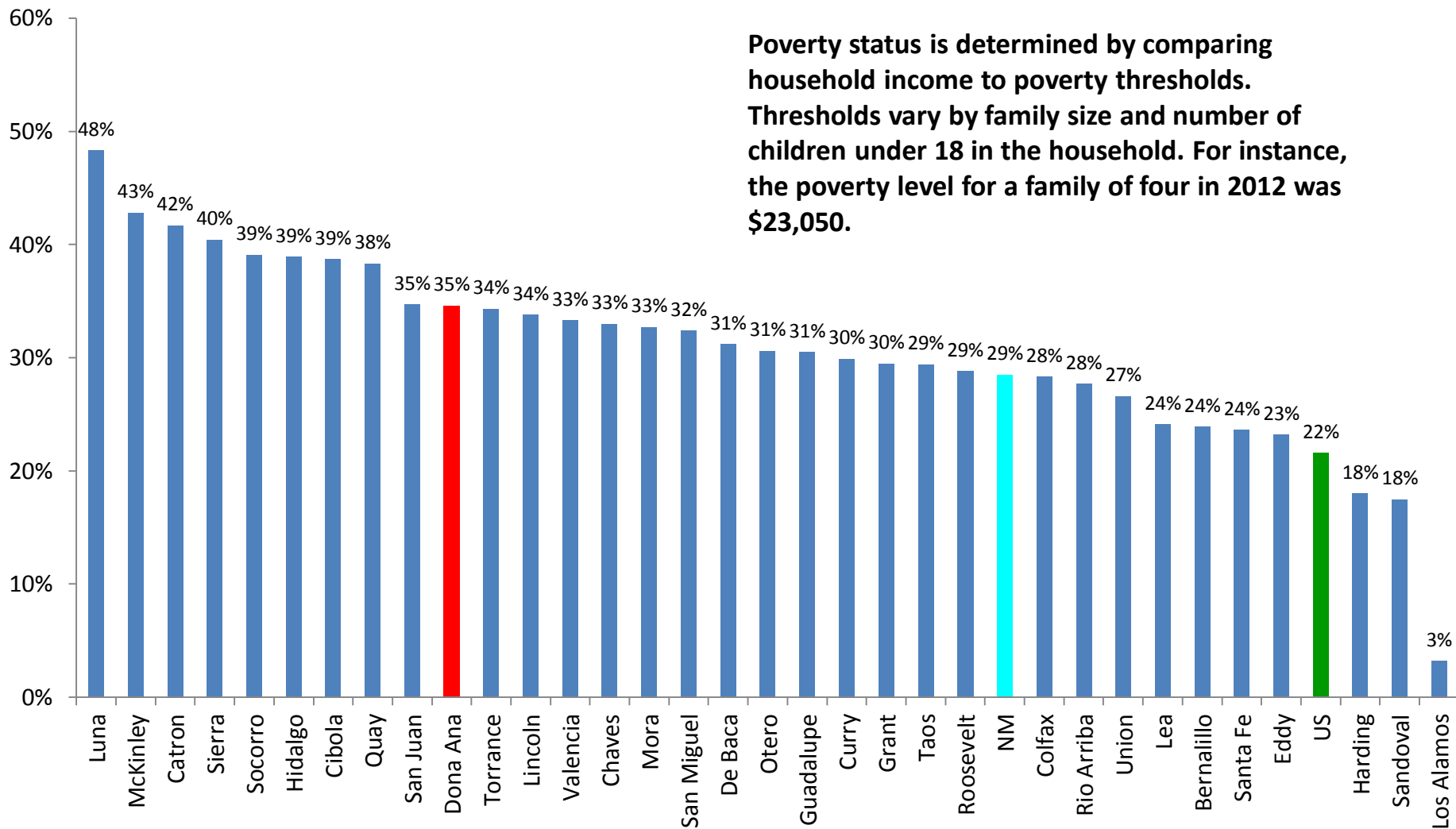
- \$2,077.00 - \$22,966.00 (Below state & nat'l avg.)
- \$22,966.01 - \$27,334.00 (Between state & nat'l avg.)
- \$27,334.01 - \$81,545.00 (Above nat'l avg.)

Source: U.S. Census Bureau, 2006-2010 American Community Survey

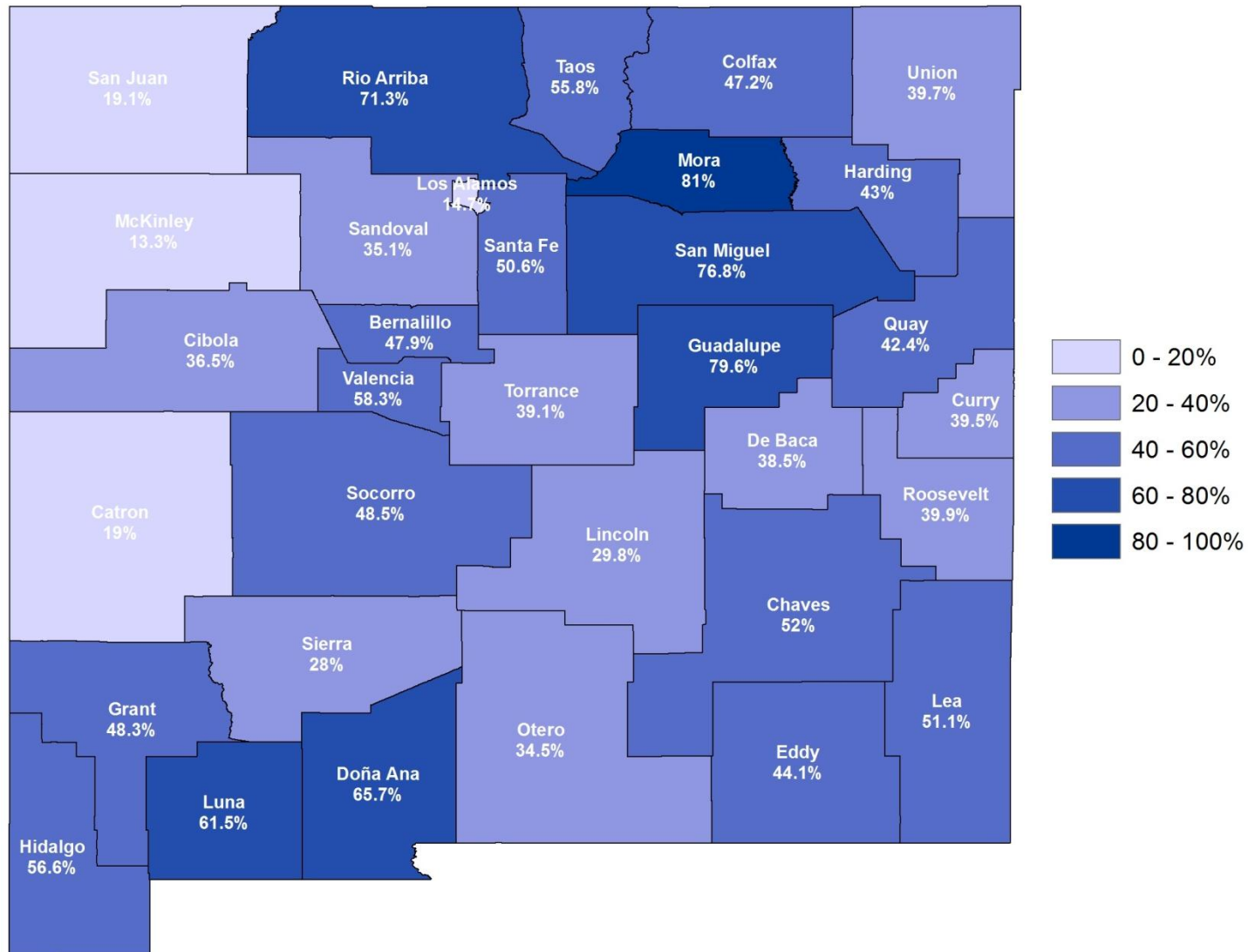
Percentage Distribution Of The Total Population In Dona Ana County By Race & Ethnicity, 2010



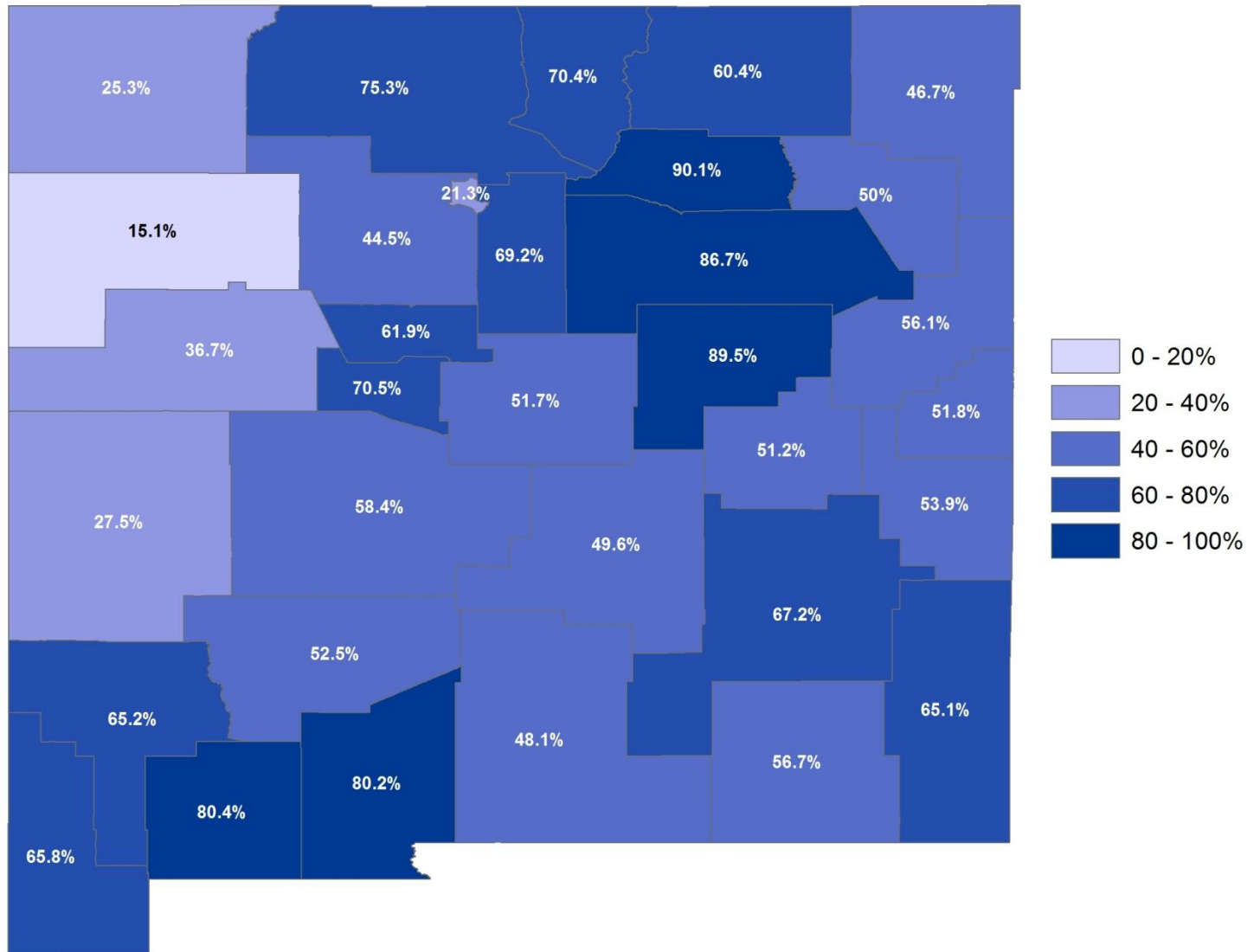
Percentage Of Children Under Age 18 Living in Poverty by County 2010



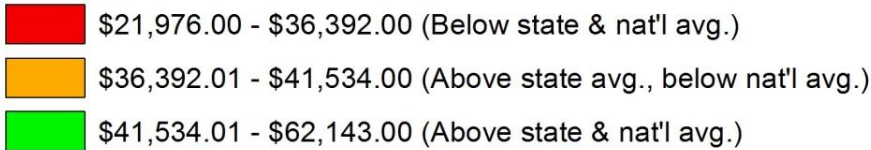
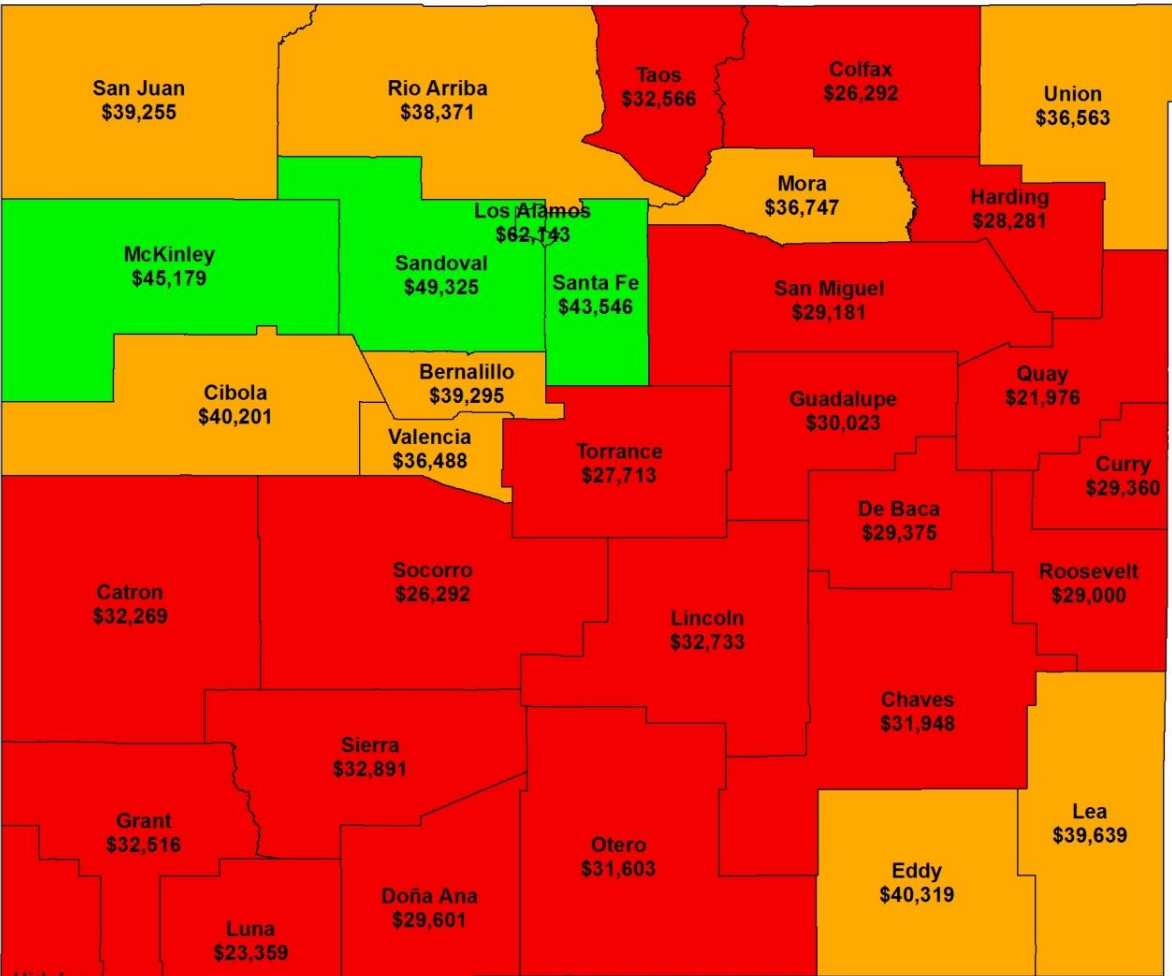
Hispanics as a Percentage of the Total Population, All Ages, By County



Hispanics as a Percentage of Individuals Under 18 Years of Age, By County

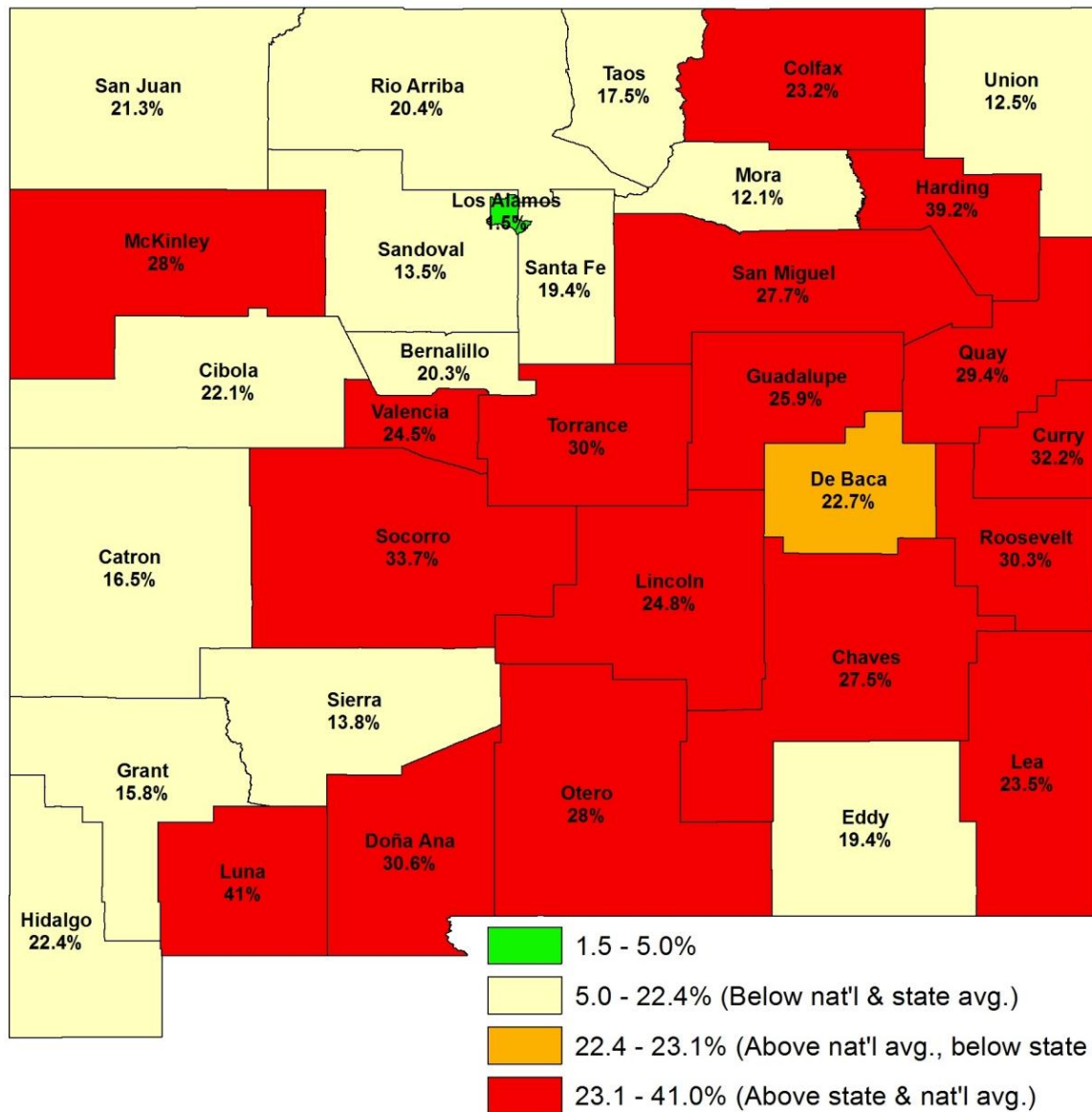


Median Income for the Hispanic Population, By County

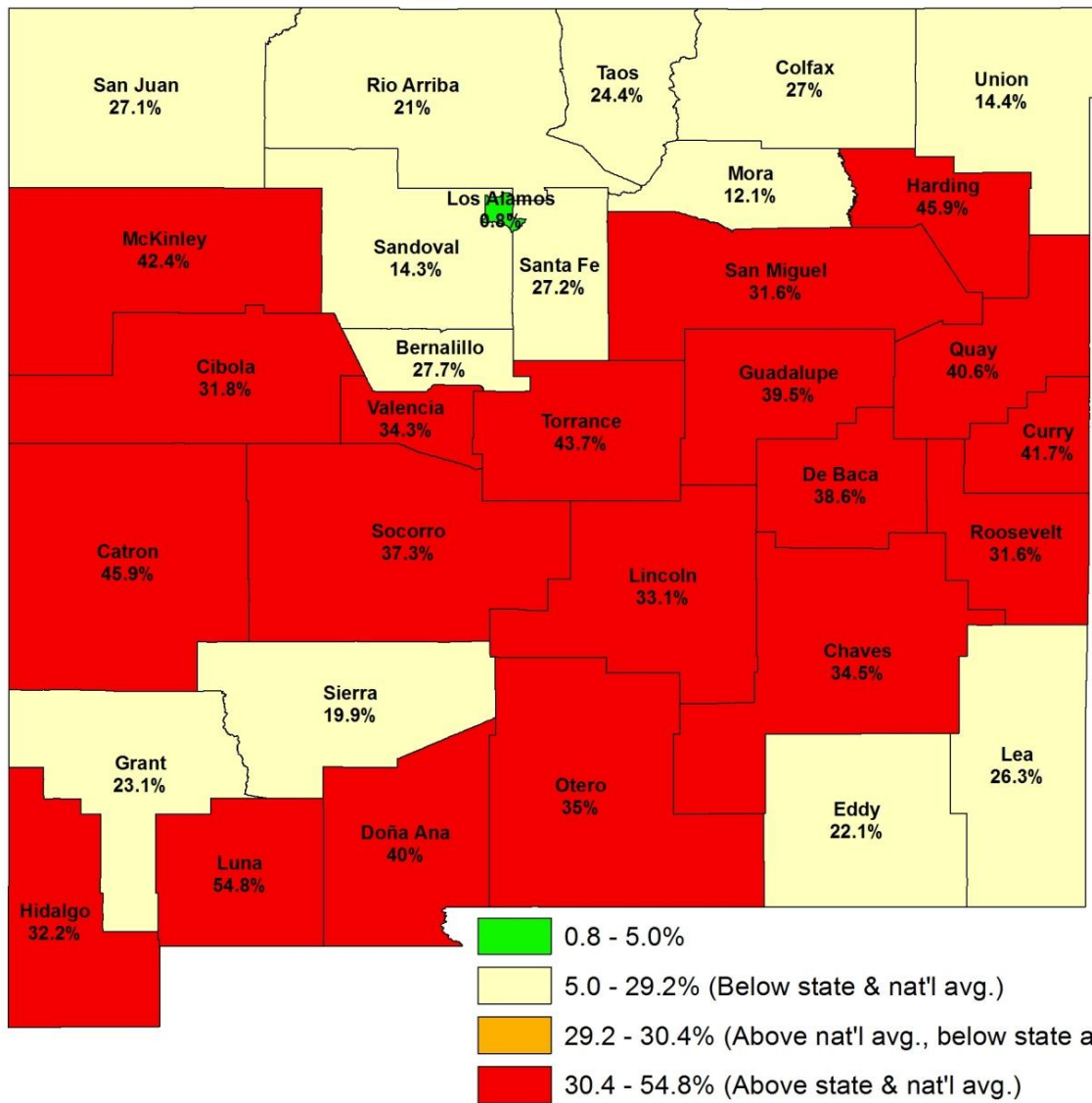


Source: U.S. Census, American Community Survey, 2006-2010 Five-Year Estimates. State and national averages for Hispanics are from the 2010 American Community Survey (state avg. = \$36,392; national avg. = \$41,534). The average median income for the total population is \$43,820 (state) and \$51,914 (nation).

Percentage of Hispanics Living Below the Poverty Line, By County



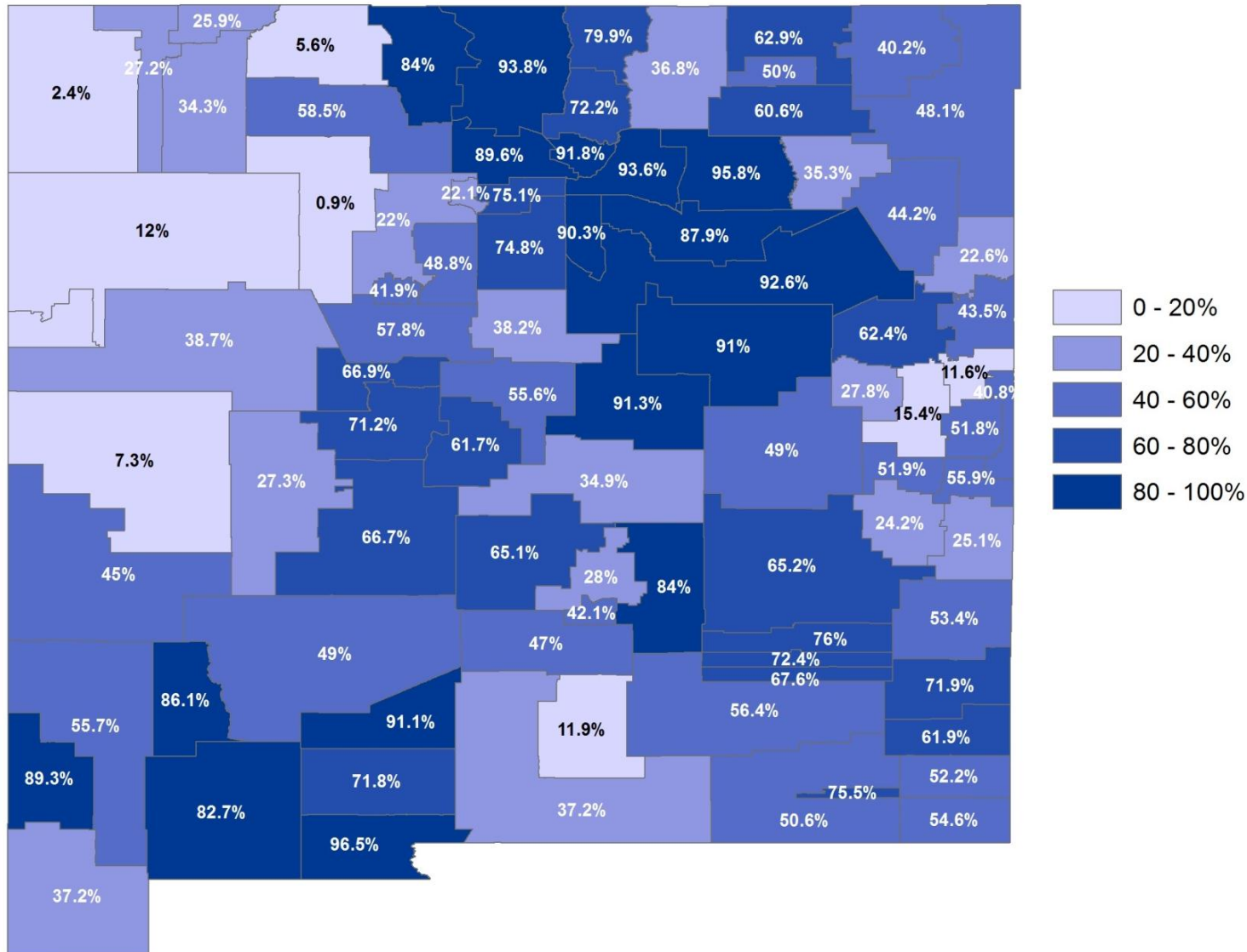
Source: U.S. Census, American Community Survey, 2006-2010 Five-Year Estimates. In 2010, the weighted average poverty threshold for a family of four was **\$22,314** (<http://www.census.gov/hhes/www/poverty/data/threshld/>). State and national averages for Hispanics are from the 2010 American Community Survey (state avg. = 23.1%; national avg. = 22.4%). The percentage of the *total* population living in poverty is 18.4% (state) and 13.8% (nation).



Percentage of Hispanic Children Under 18 Years of Age Living Below the Poverty Line, By County

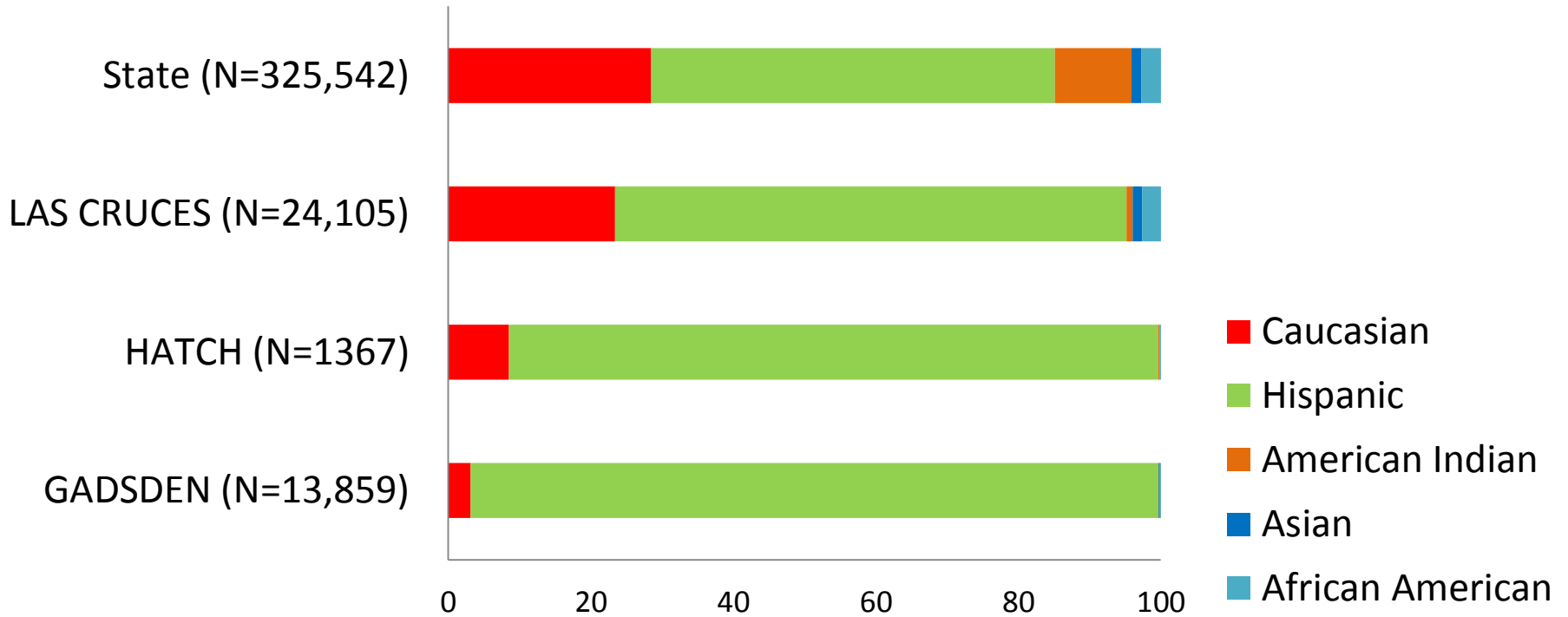
Source: U.S. Census, American Community Survey, 2006-2010 Five-Year Estimates. In 2010, the weighted average poverty threshold for a family of four was **\$22,314** (<http://www.census.gov/hhes/www/poverty/data/threshld/>). State and national averages are from the 2010 American Community Survey (state avg. = 30.4%; national avg. = 29.2%). The percentage of the *total* child population living in poverty is 26.0% (state) and 19.2% (nation).

Hispanics as a Percentage of Students Enrolled in Public Schools, By School District



Source: New Mexico Public Education Department, 2009-2010 School Year. Enrollment is based on the 40-day count. Note that state-chartered charter schools are not included in these calculations.

Enrollment By District, By Race and Ethnicity (%) In 2009-2010



	GADSDEN (N=13,859)	HATCH (N=1367)	LAS CRUCES (N=24,105)	State (N=325,542)
Caucasian	3.15	8.49	23.35	28.48
Hispanic	96.54	91.15	71.83	56.67
American Indian	0.04	0.22	0.84	10.73
Asian	0.13	0.00	1.32	1.41
African American	0.13	0.15	2.66	2.68

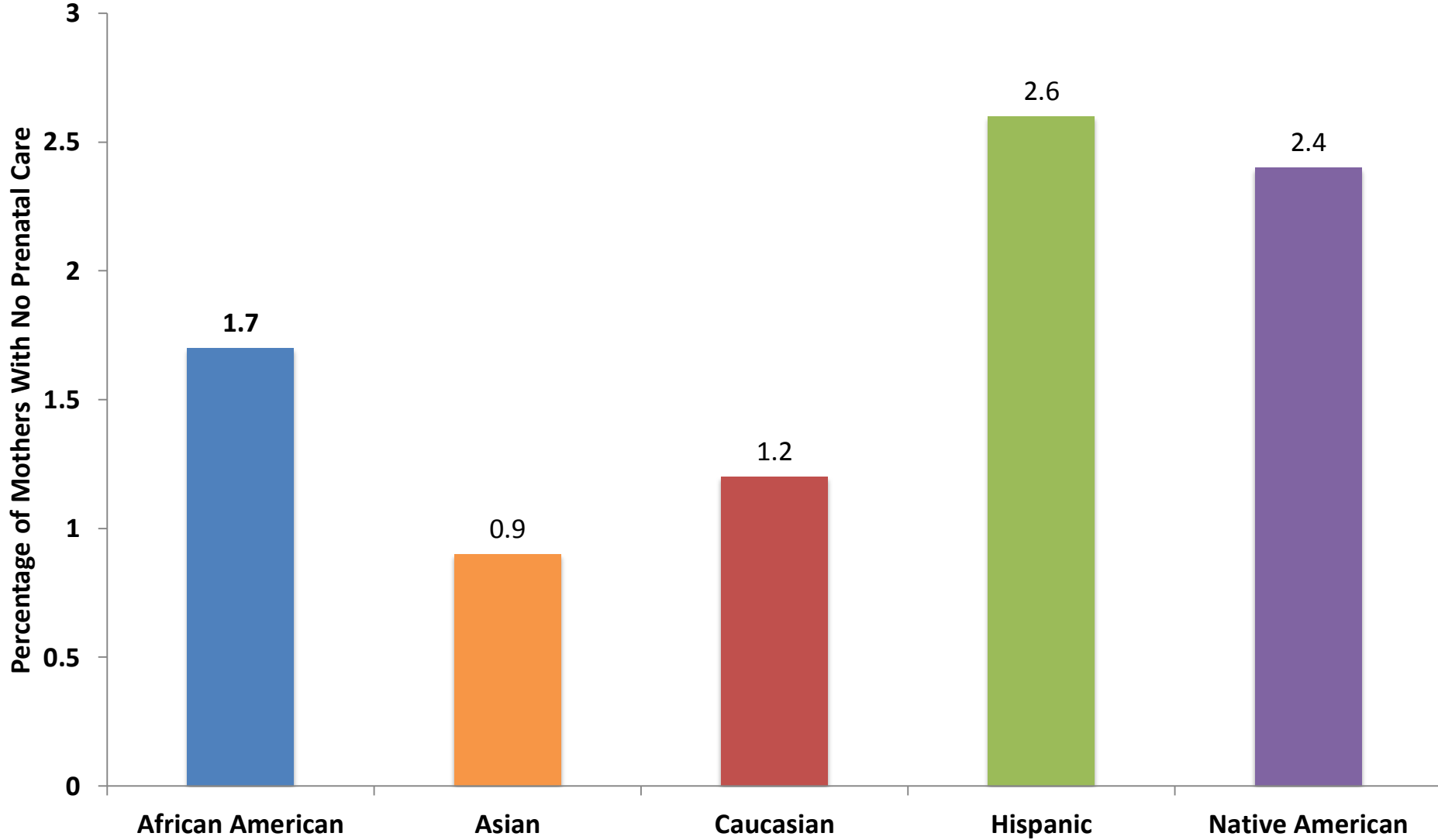
Source: NM Public Education Department Enrollment by Ethnicity 2009-10. Number of students enrolled in New Mexico public schools on the 40th day of the school year, as submitted by districts to the Student Teacher Accountability Reporting System (STARS).

Story 2: The Path To High School Graduation

**Graduation From High School Is The Culmination
Of A Journey From Early Childhood Through Kindergarten,
Elementary, Middle, and High School.
But It Is Clear That Too Many Children And Their
Families Face Challenges That Lead To Deep
Disparities In Academic Achievement And
Economic Well-Being.**

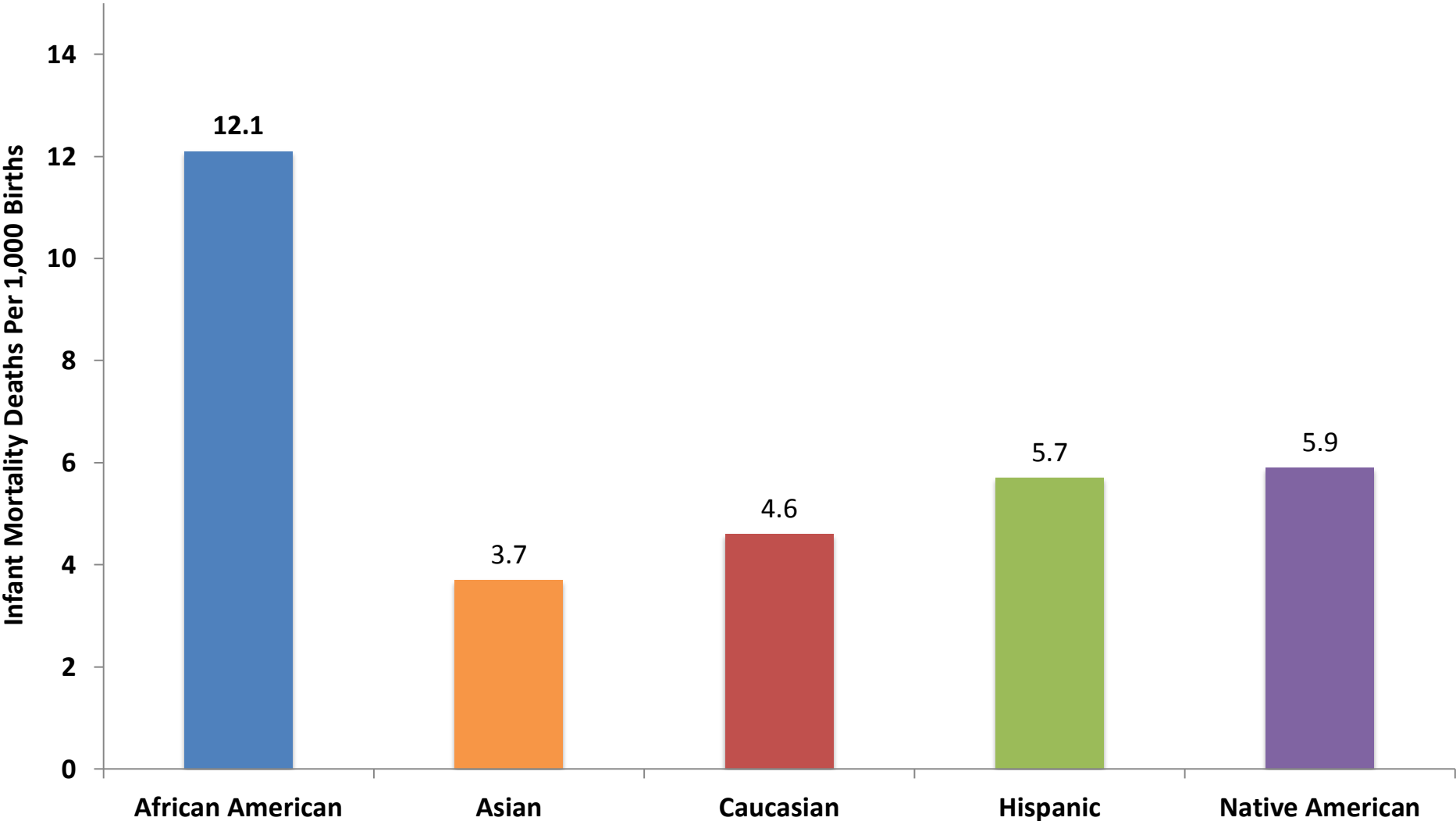
The Disparities Start Early

Percentage of New Mexican Mothers With No Prenatal Care, By Race And Ethnicity



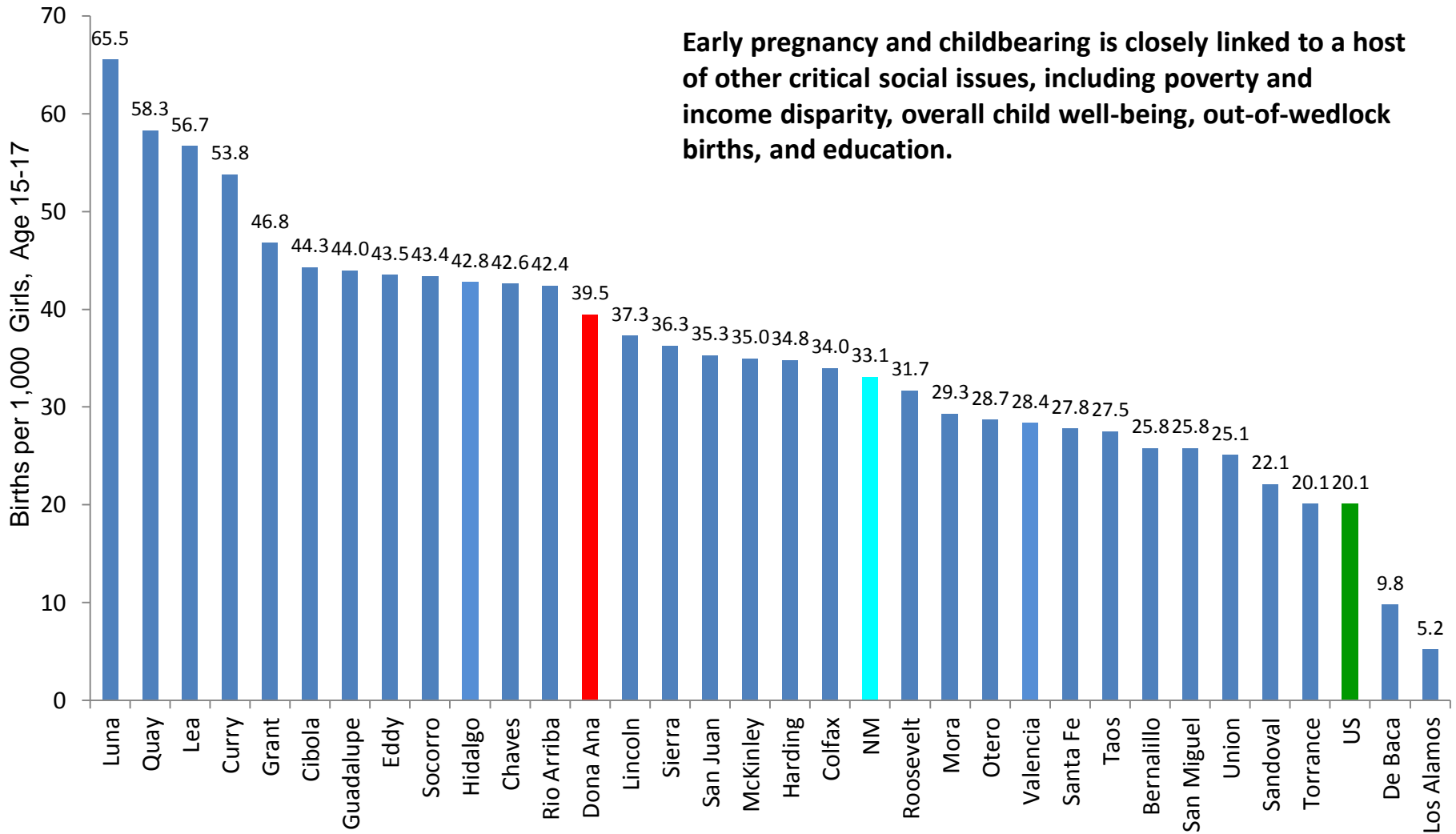
Source: Centers for Disease Control and Prevention (CDC). Behavioral Risk Factor Surveillance System Survey Data, 2006-2010. Atlanta, Georgia: U.S. Department of Health and Human Services, Center for Disease Control and Prevention, with New Mexico Department of Health. Notes: Doctors recommend that mothers-to-be see their health care provider before the 13th week of pregnancy and to go back for at least 13 visits before birth.

New Mexico Infant Mortality, Deaths Per 1,000 Births, By Race and Ethnicity



Source: Centers for Disease Control and Prevention (CDC). Behavioral Risk Factor Surveillance System Survey Data, 2006-2010. Atlanta, Georgia: U.S. Department of Health and Human Services, Center for Disease Control and Prevention, with New Mexico Department of Health.

Teen Birth Rate - Girls Age 15-17, by County 2008-2010

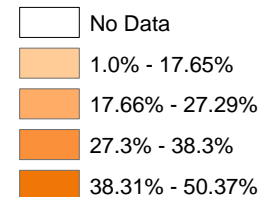


The Percentage of Birth Mothers Without A High School Diploma By New Mexico School District

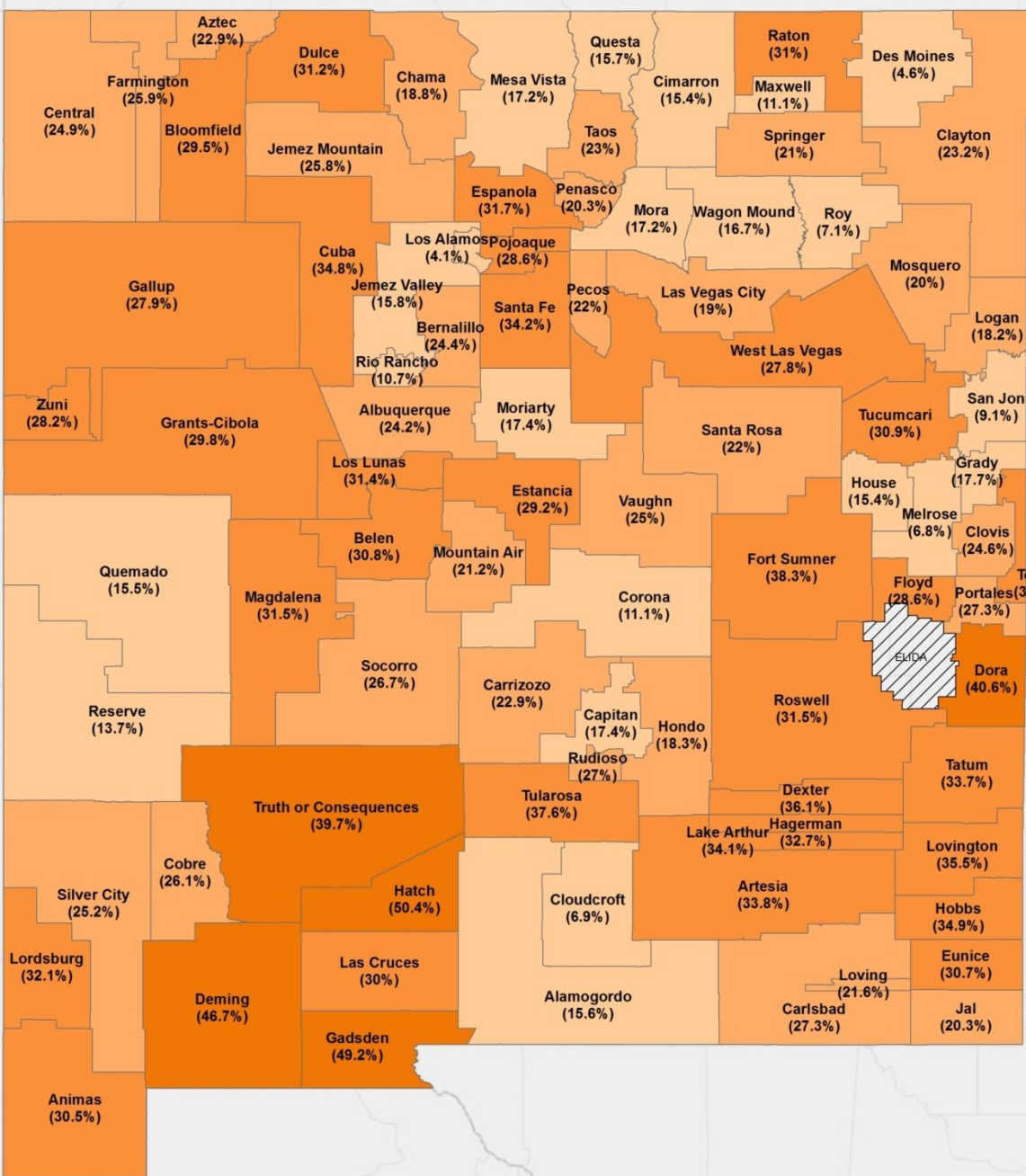
Research has shown a link between parental education levels and child outcomes such as educational experience, attainment, and academic achievement.

Legend

Percent of Birth Mothers Without A High School Diploma



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

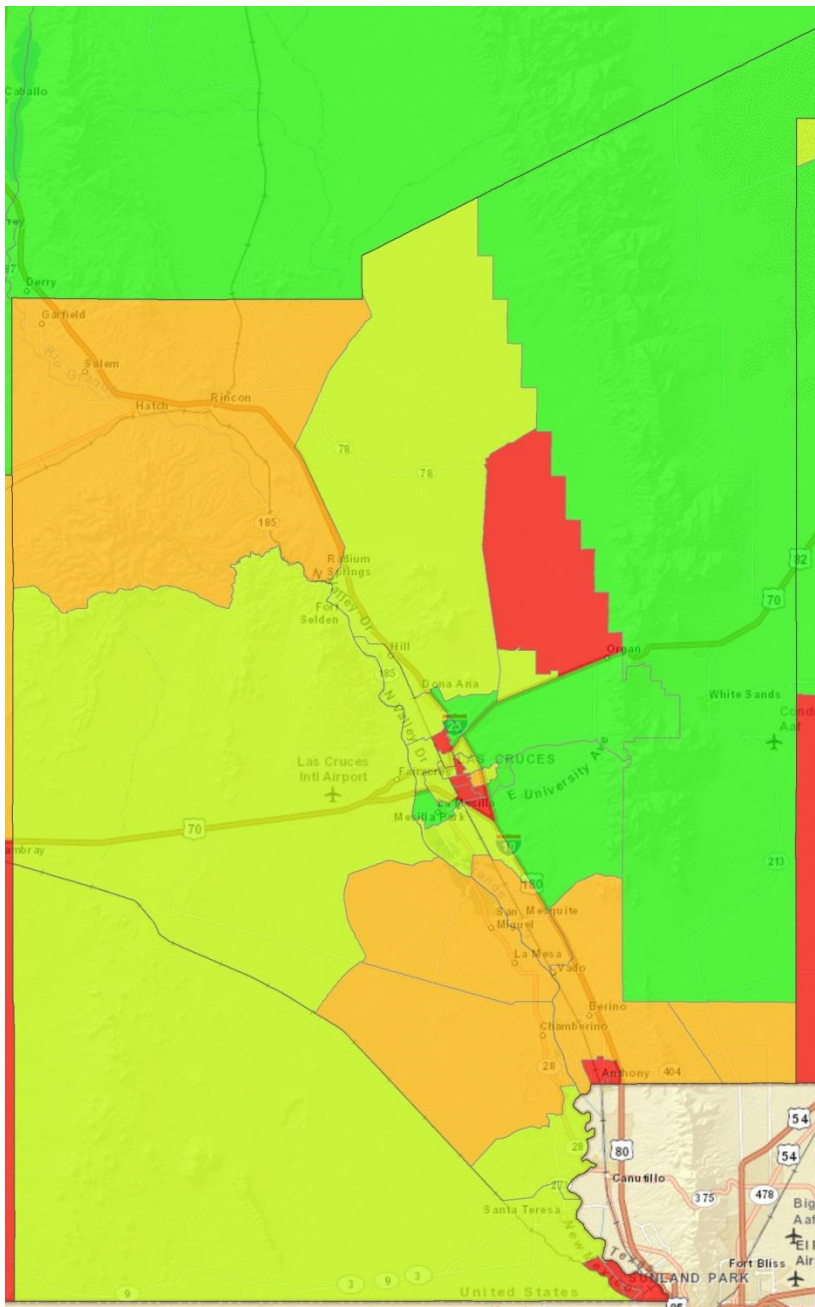
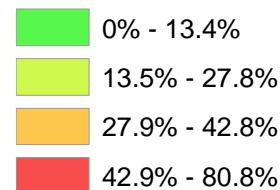


Families With Children In Poverty In Doña Ana County

In 2010, Doña Ana County had 15,483 children under the age of five, which made up 7.4% of Doña Ana County's total population of 209,233. Approximately 40% of families with related children under five years of age in Doña Ana County had an income less than the federal poverty level. 100% of poverty for a family of four in 2010 was \$22,314. In 2010, the US average poverty rate was 15.7%; New Mexico State average was 22%.

Legend

Percent Of Families With Children In Poverty



Source: Population data from U.S. Census 2010.

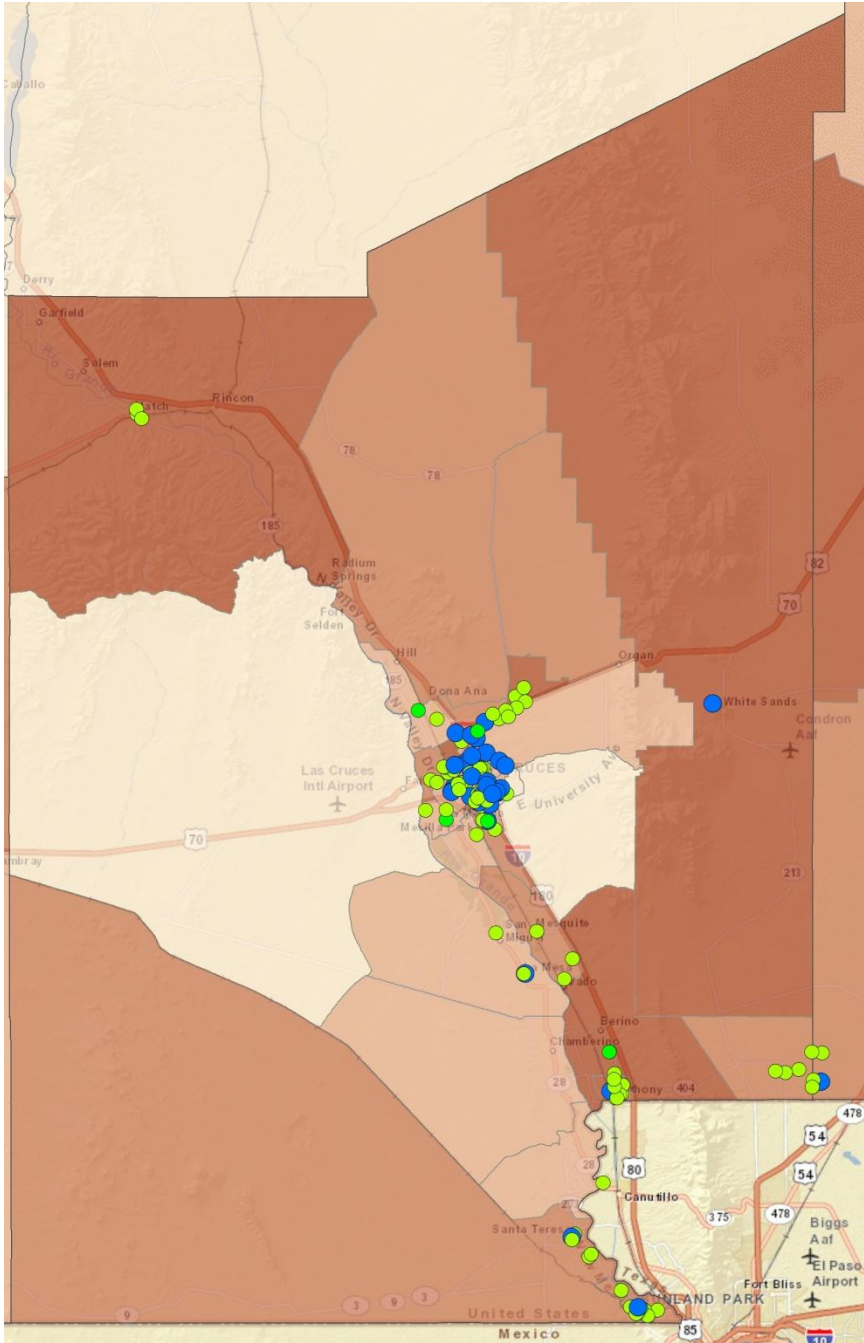
Licensed Child Care Centers in Dona Ana County

Child Care Centers

- 1 - 3 Star Licensed
- 4 - 5 Star Licensed

Percentage of Pop. Under 5 Years

- 0.7% - 4.8%
- 4.9% - 7%
- 7.1% - 9.3%
- 9.4% - 16.4%



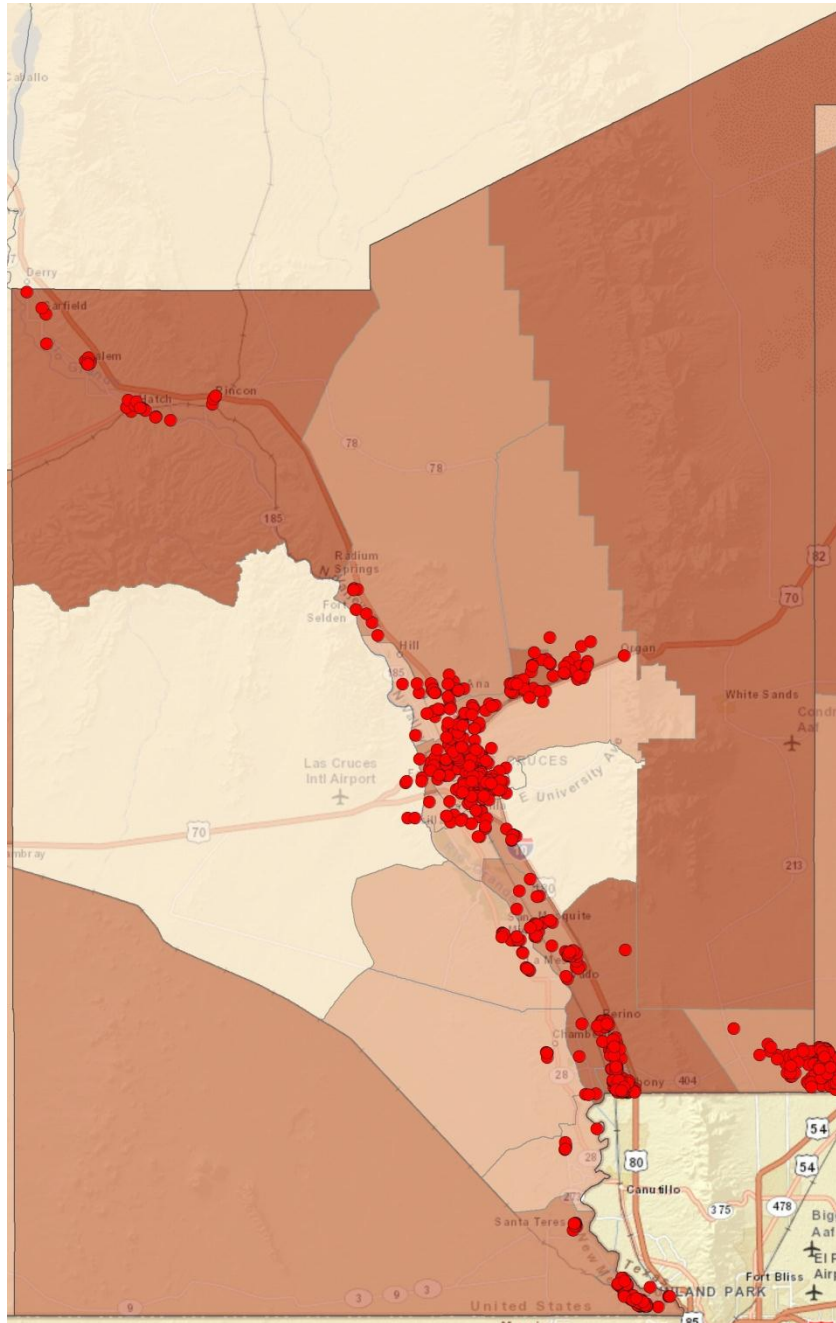
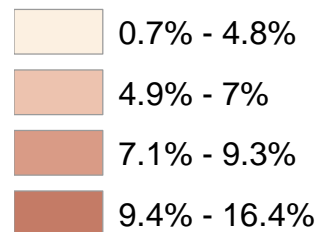
Source: New Mexico Community Data Collaborative, December 2012. Population data from U.S. Census 2010.

Registered Child Care Centers in Dona Ana County

Child Care Centers

● Registered

Percentage of Pop. Under 5 Years



Source: New Mexico Community Data Collaborative, December 2012. Population data from U.S. Census 2010.

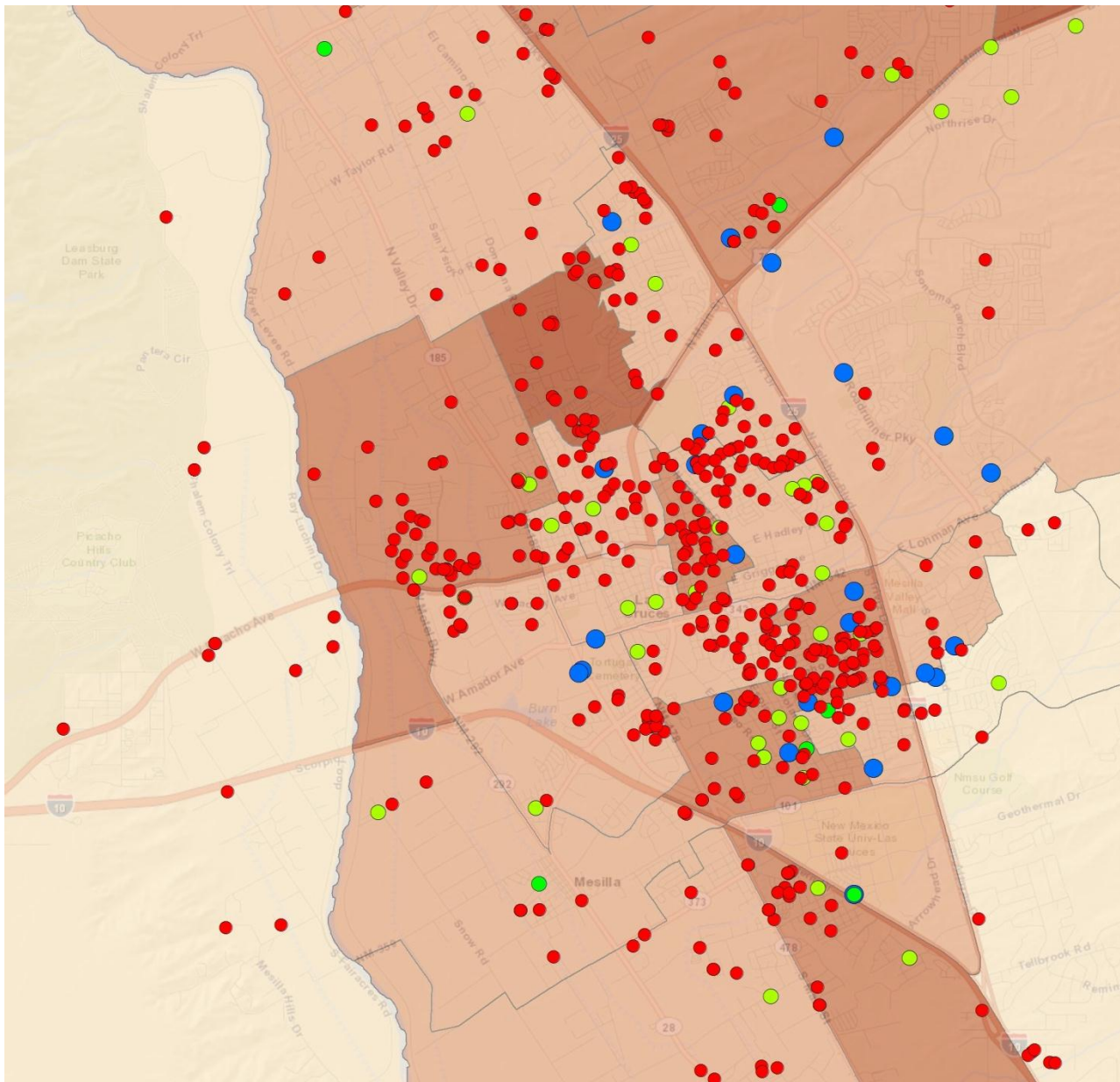
Registered and Licensed Child Care Centers in Las Cruces

Child Care Centers

- Registered
- 1 - 3 Star Licensed
- 4 - 5 Star Licensed

Percentage of Pop. Under 5 Years

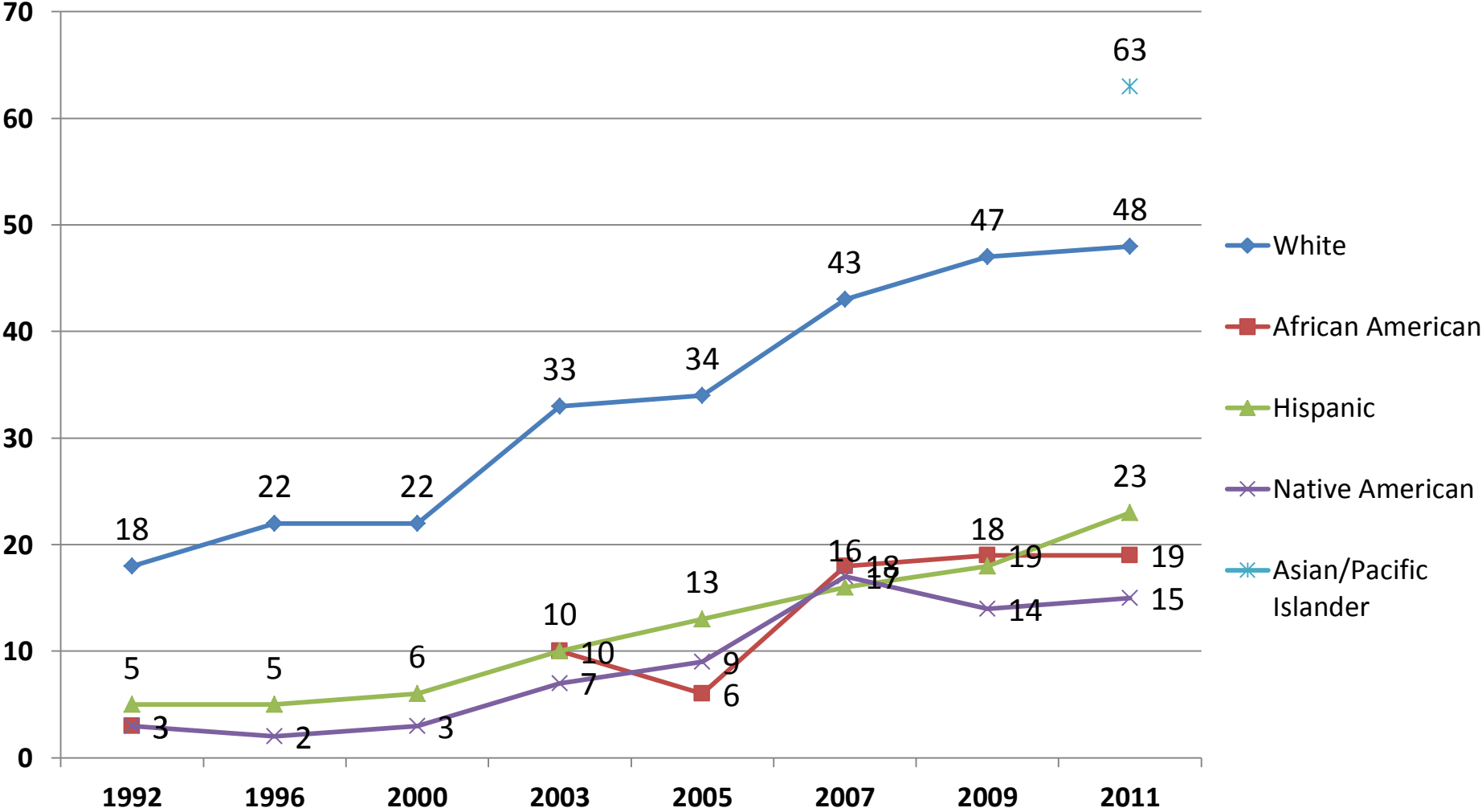
- 0.7% - 4.8%
- 4.9% - 7%
- 7.1% - 9.3%
- 9.4% - 16.4%



Source: New Mexico Community Data Collaborative, December 2012. Population data from U.S. Census 2010.

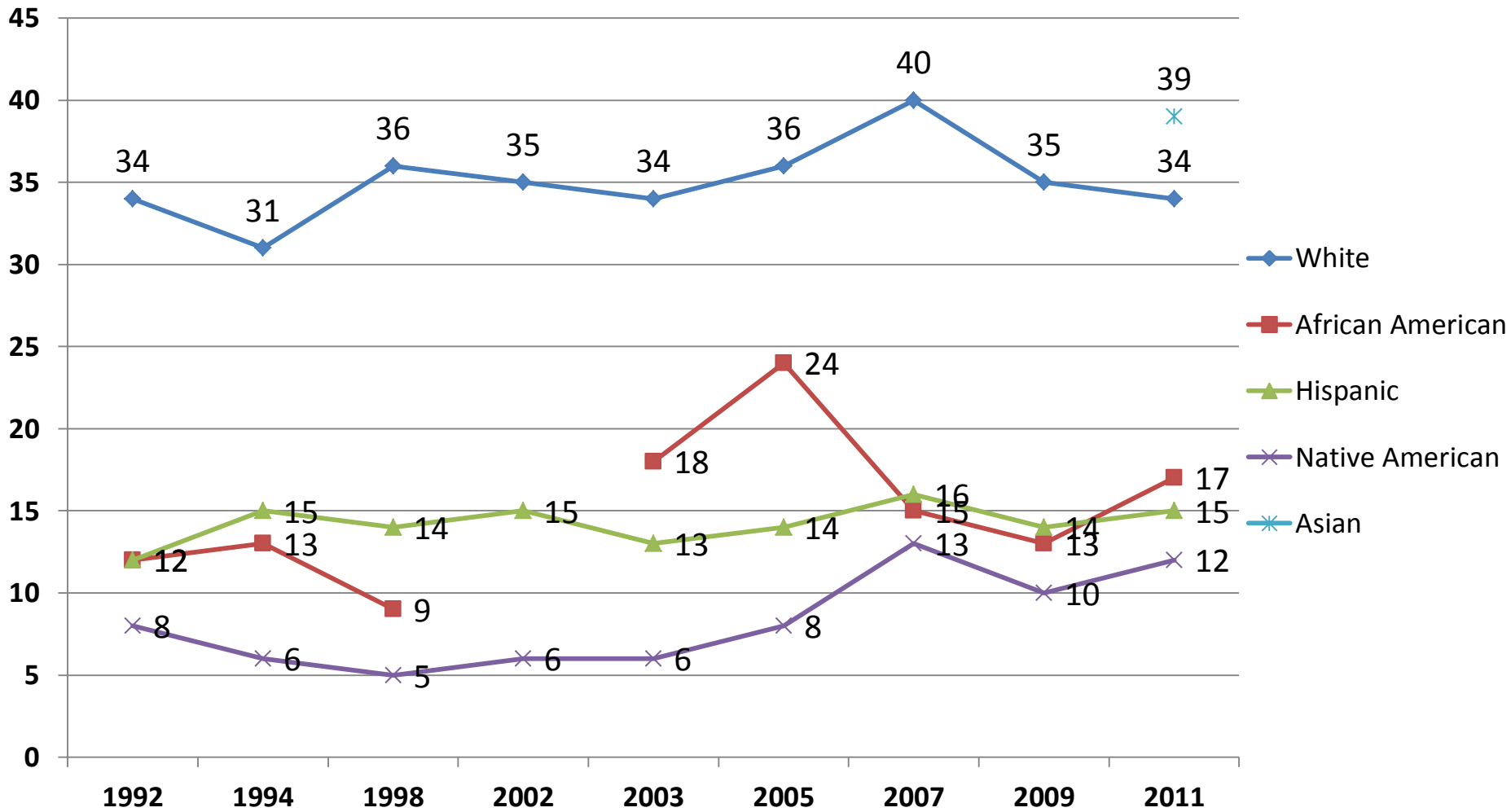
The Disparities Are Evident In Measures Of Academic Achievement

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



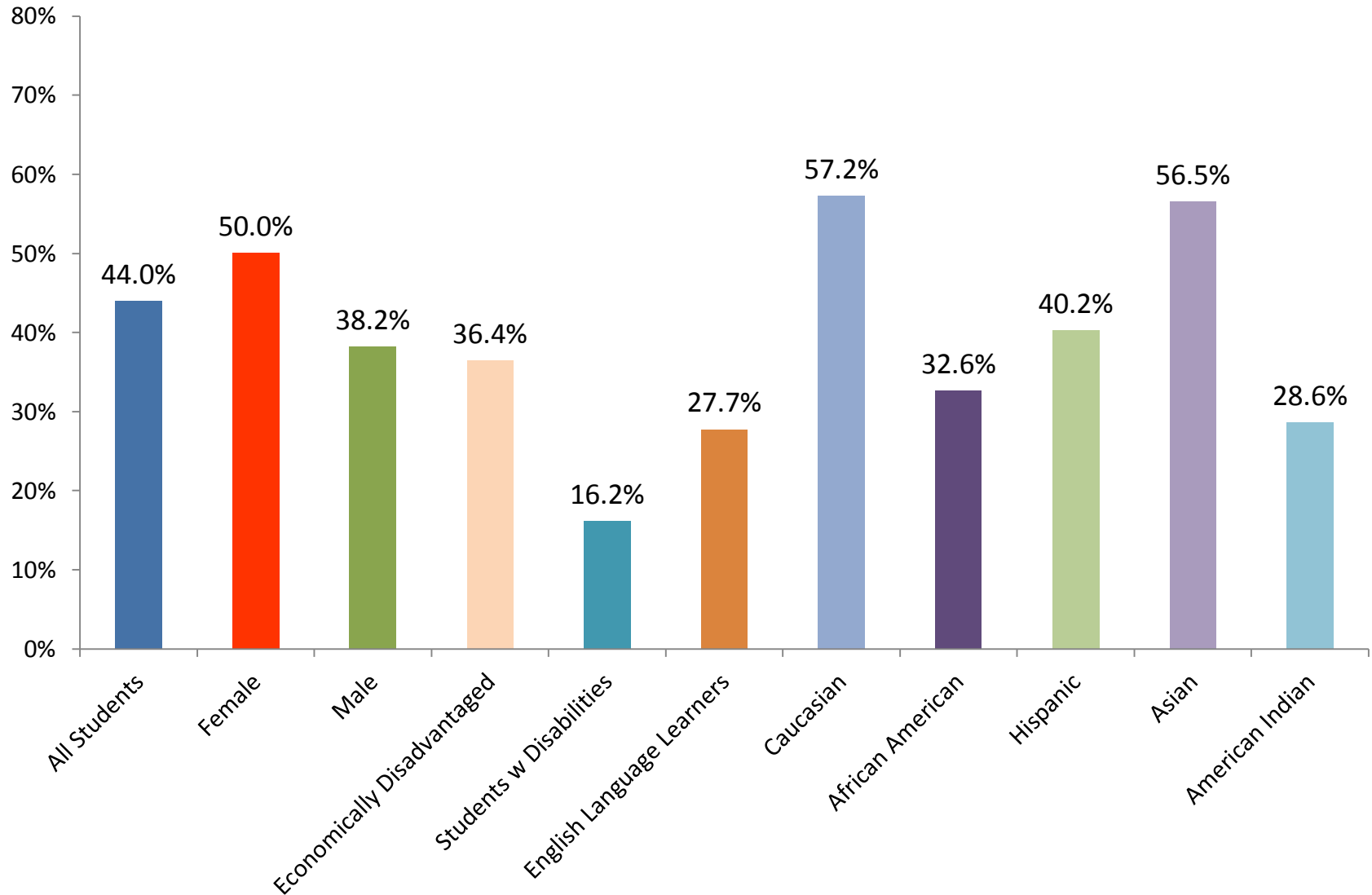
Source: National Assessment of Educational Progress (NAEP), 1992-2011. Asian/Pacific Islander is not reported in all years because NAEP reporting standards have not been met. African American data is not reported in all years because NAEP reporting standards have not been met.

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



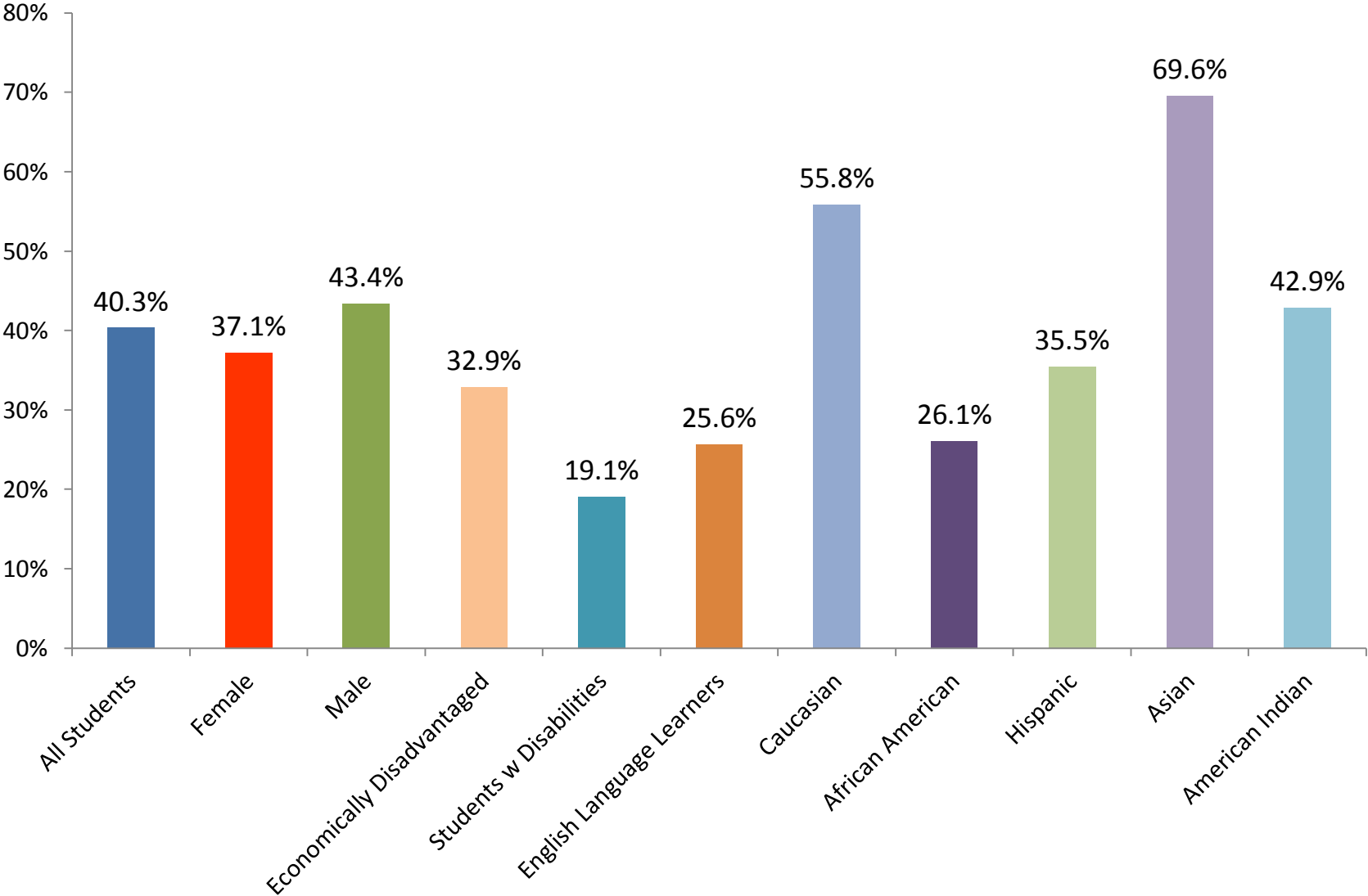
Source: National Assessment of Educational Progress (NAEP), 1992-2011. Asian/Pacific Islander is not reported in all years because NAEP reporting standards have not been met. African American data is not reported in all years because NAEP reporting standards have not been met.

Percentage of Las Cruces 4th Grade Students Proficient or Advanced in Reading, 2010-2011



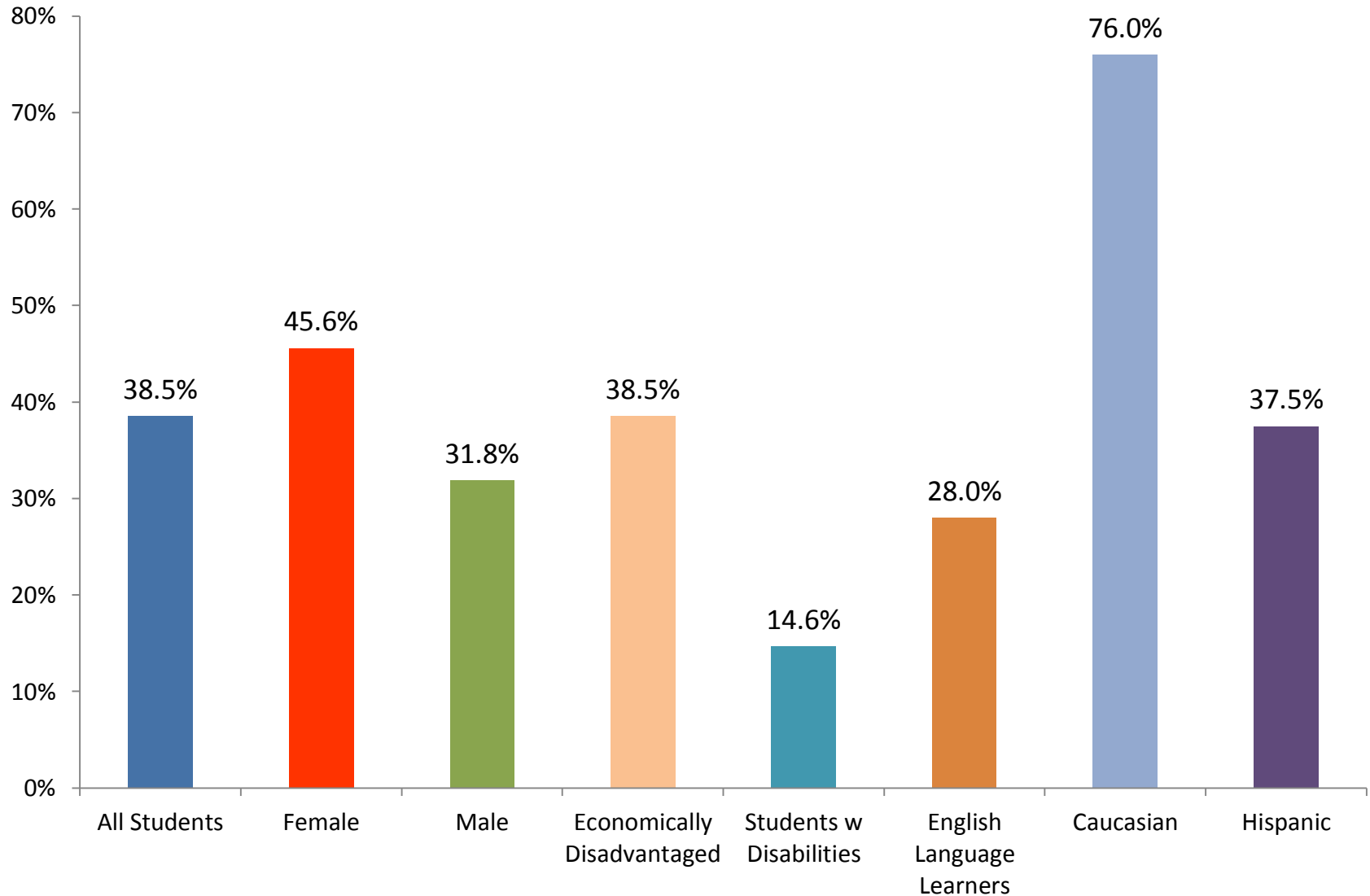
Source: NM Public Education Department Proficiencies By Grade on 2011 New Mexico Standards Based Assessment. Note: Subgroups with <10 students are not included in analyses

Percentage of Las Cruces 4th Grade Students Proficient or Advanced in Math, 2010-2011



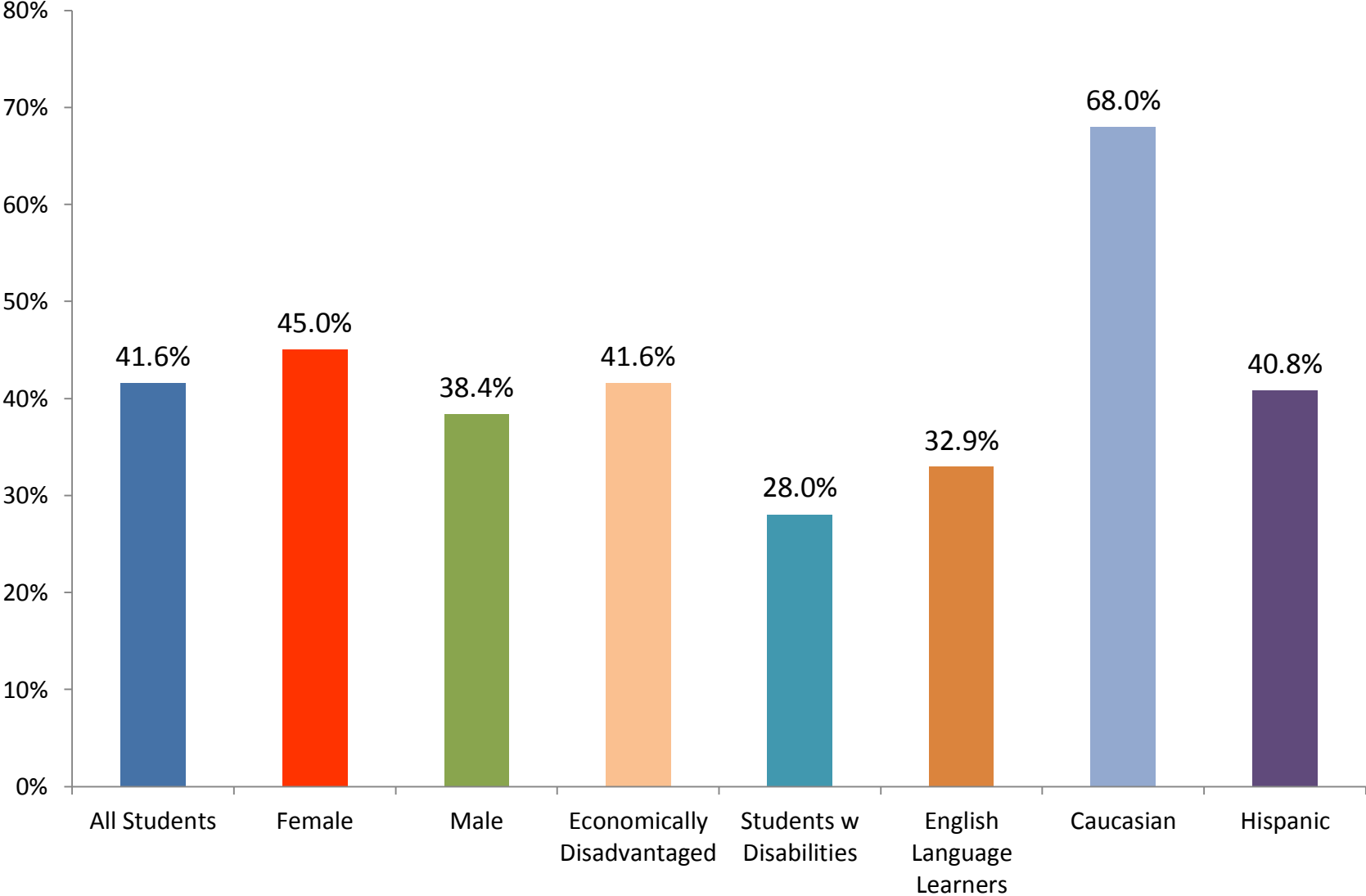
Source: NM Public Education Department Proficiencies By Grade on 2011 New Mexico Standards Based Assessment. Note: Subgroups with <10 students are not included in analyses

Percentage of Gadsden 4th Grade Students Proficient or Advanced in Reading, 2010-2011



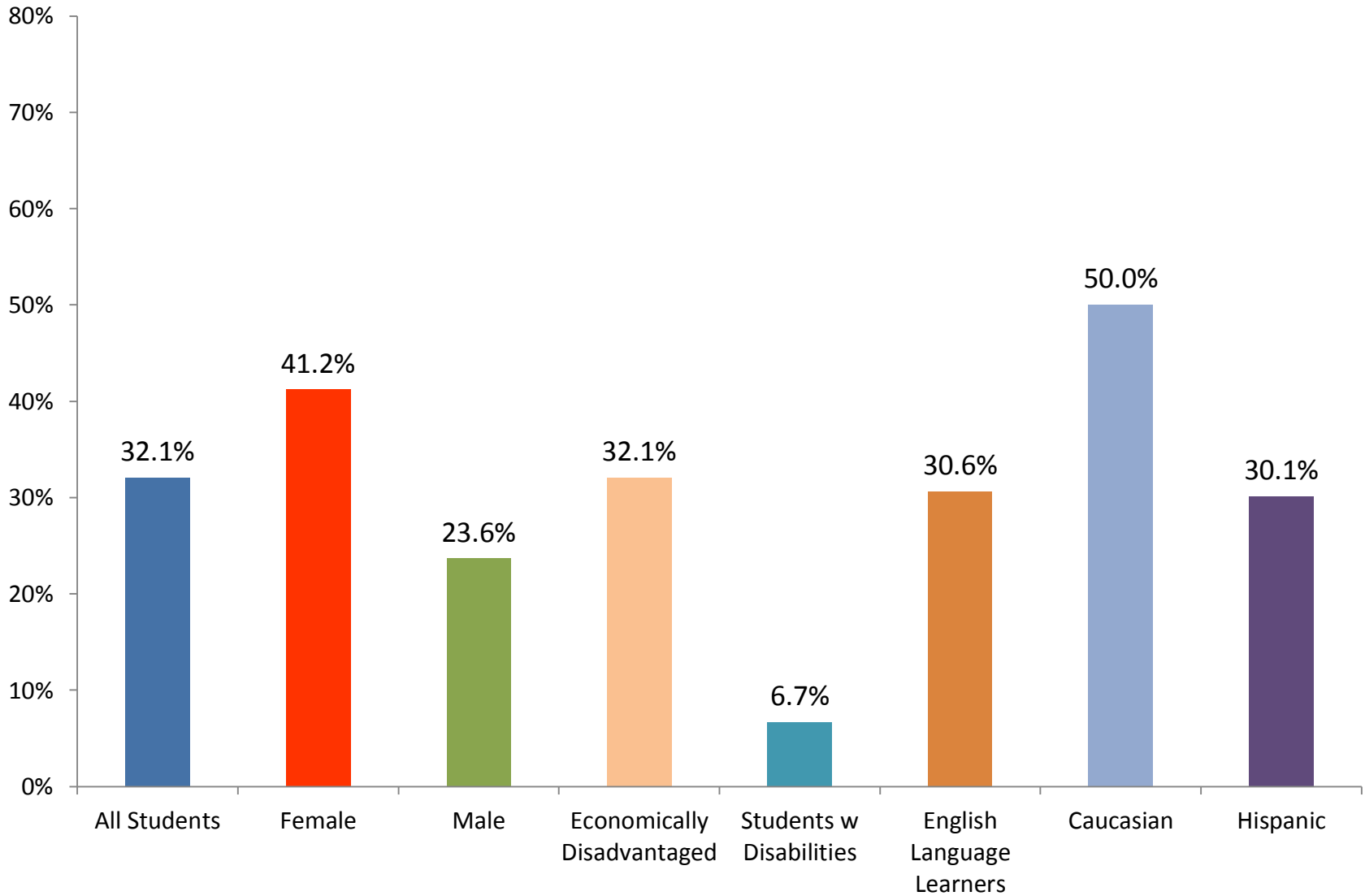
Source: NM Public Education Department Proficiencies By Grade on 2011 New Mexico Standards Based Assessment. Note: Subgroups with <10 students are not included in analyses

Percentage of Gadsden 4th Grade Students Proficient or Advanced in Math, 2010-2011



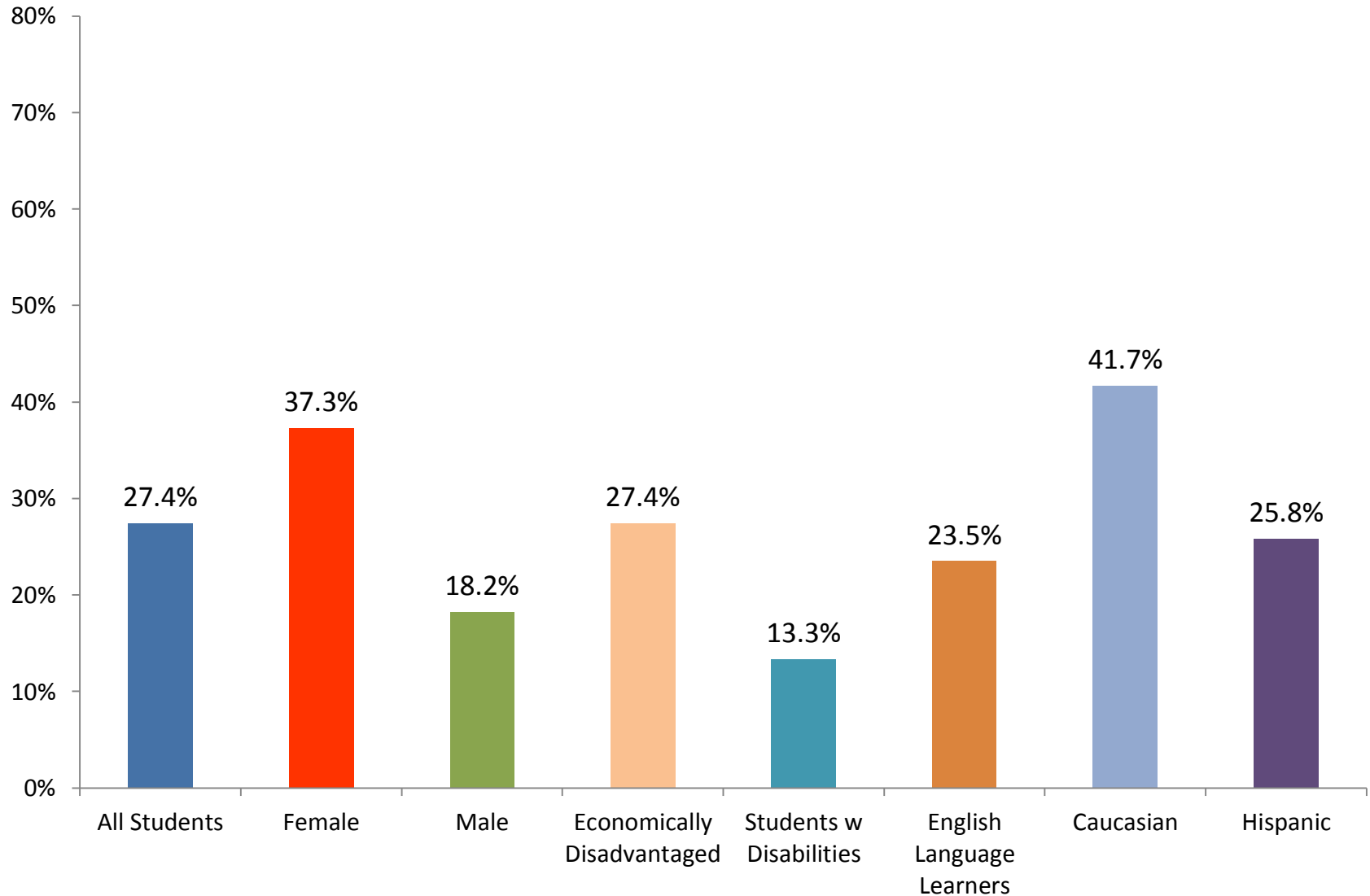
Source: NM Public Education Department Proficiencies By Grade on 2011 New Mexico Standards Based Assessment. Note: Subgroups with <10 students are not included in analyses

Percentage of Hatch 4th Grade Students Proficient or Advanced in Reading, 2010-2011



Source: NM Public Education Department Proficiencies By Grade on 2011 New Mexico Standards Based Assessment. Note: Subgroups with <10 students are not included in analyses

Percentage of Hatch 4th Grade Students Proficient or Advanced in Math, 2010-2011



Source: NM Public Education Department Proficiencies By Grade on 2011 New Mexico Standards Based Assessment. Note: Subgroups with <10 students are not included in analyses

One Of The Most Important Disparities In Doña Ana Are The Differences Between The Academic Proficiency Levels Of Students Who Are English Language Learners (ELL) And Other Students. The Ability To Speak Dual Languages Is A Unique New Mexican Asset To Be Cultivated.

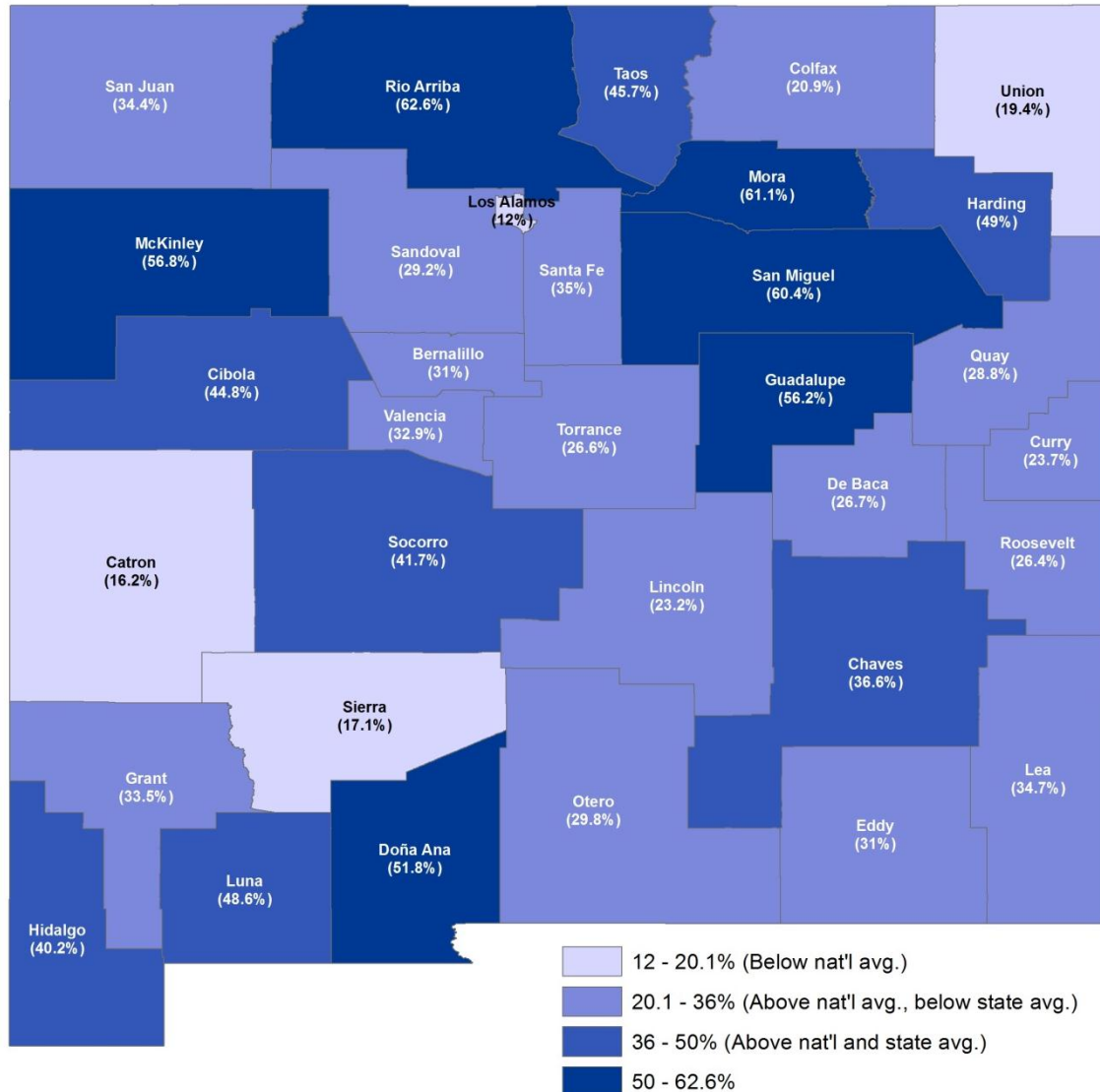
Human Capital Development In The Paso del Norte Region

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

The Paso del Norte Region



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



New Mexico is Rich in Languages:

In **New Mexico**, **36%** of individuals speak a language other than English at home, compared to **20.1%** in the **United States**.

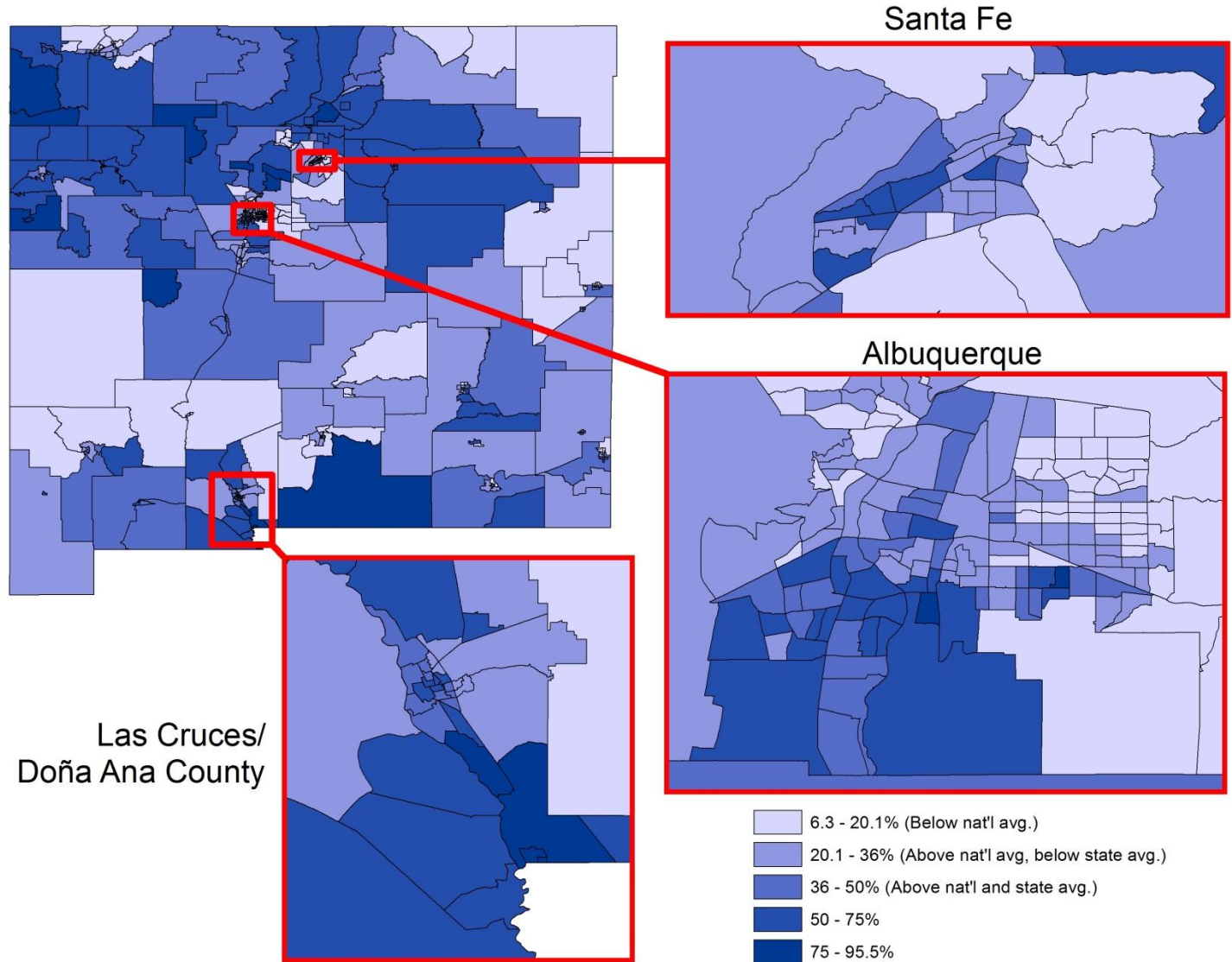
Rio Arriba County, at **62.6%**, has the highest concentration of residents in New Mexico who speak a language other than English at home. **Los Alamos County**, at **12%**, has the smallest concentration.

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

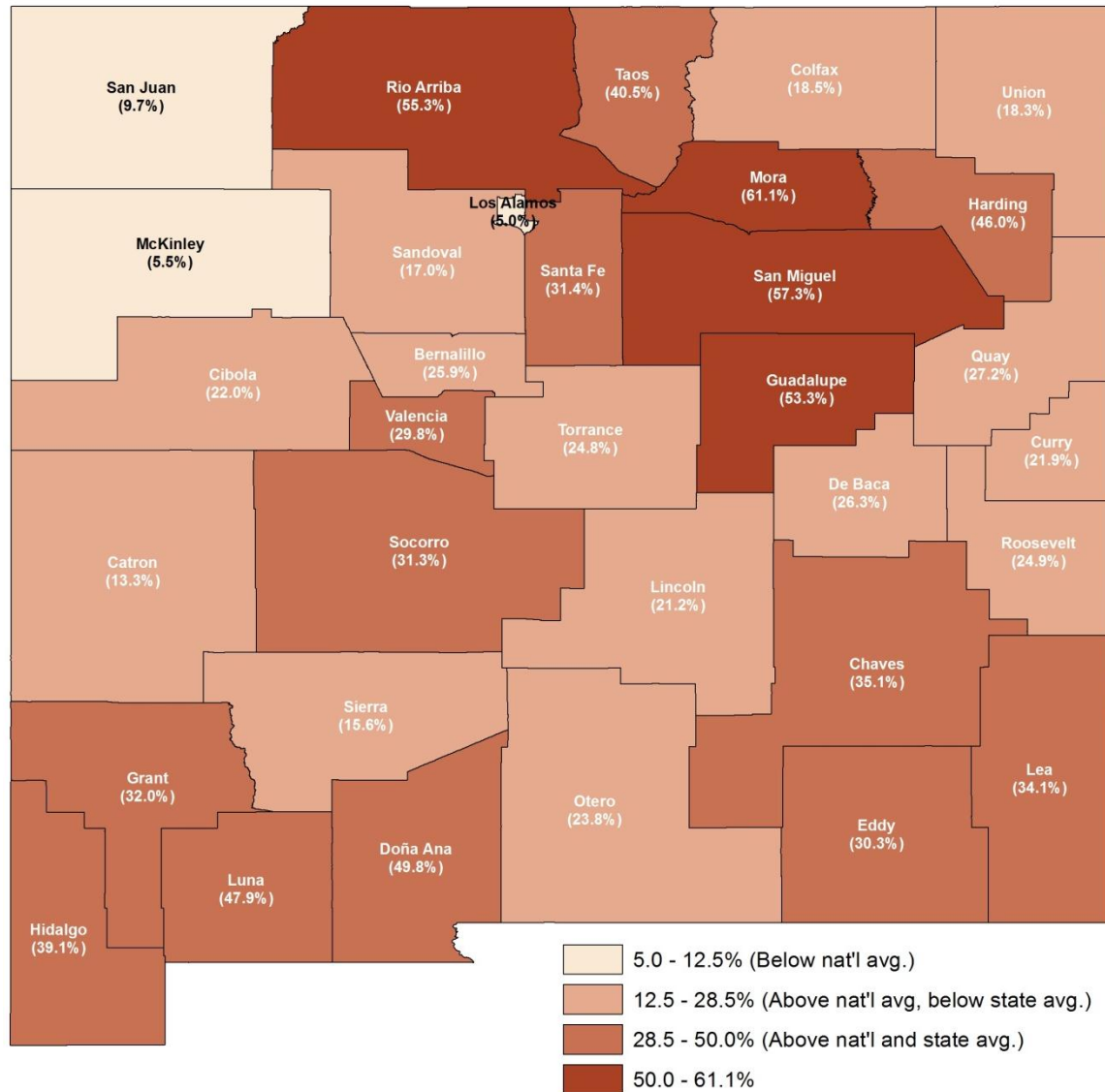
20 census tracts in 8 counties have populations in which greater than 75% speak a language other than English at home.

Those counties are:

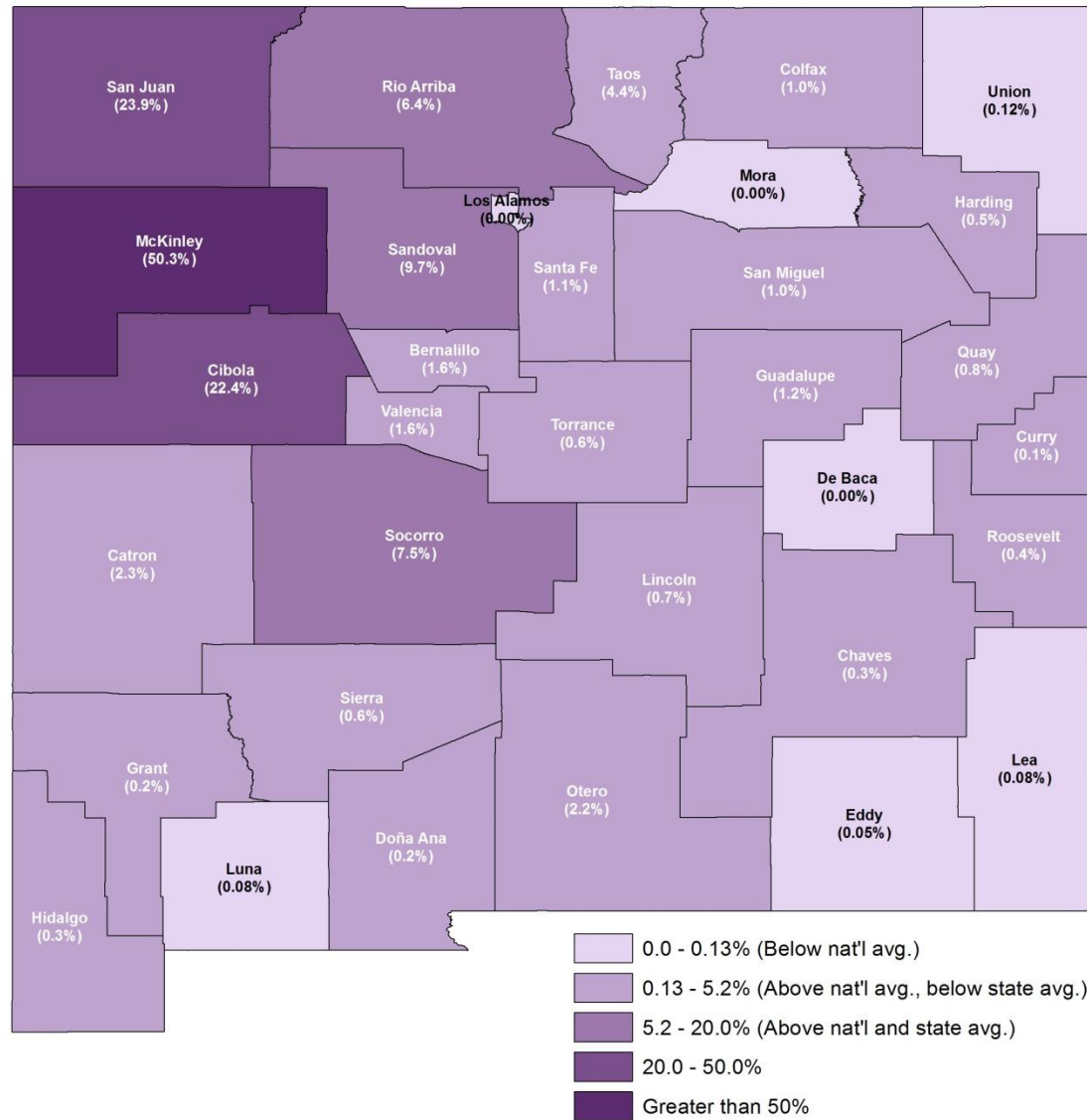
1. Doña Ana (7)
2. Sandoval (4)
3. McKinley (2)
4. Bernalillo (2)
5. San Juan (2)
6. Otero (1)
7. Rio Arriba (1)
8. Socorro (1)



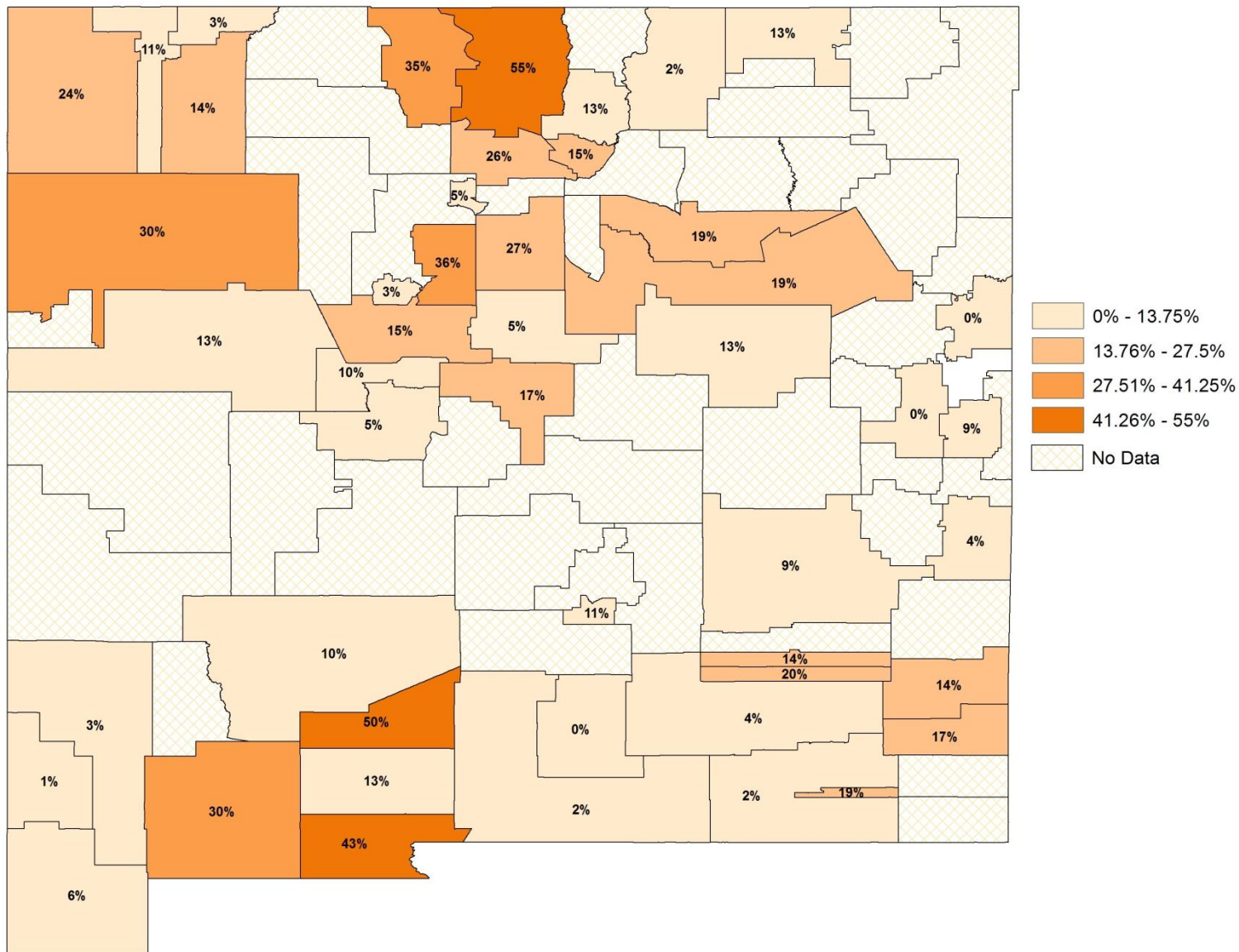
Percentage of Individuals Who Speak Spanish at Home, By County



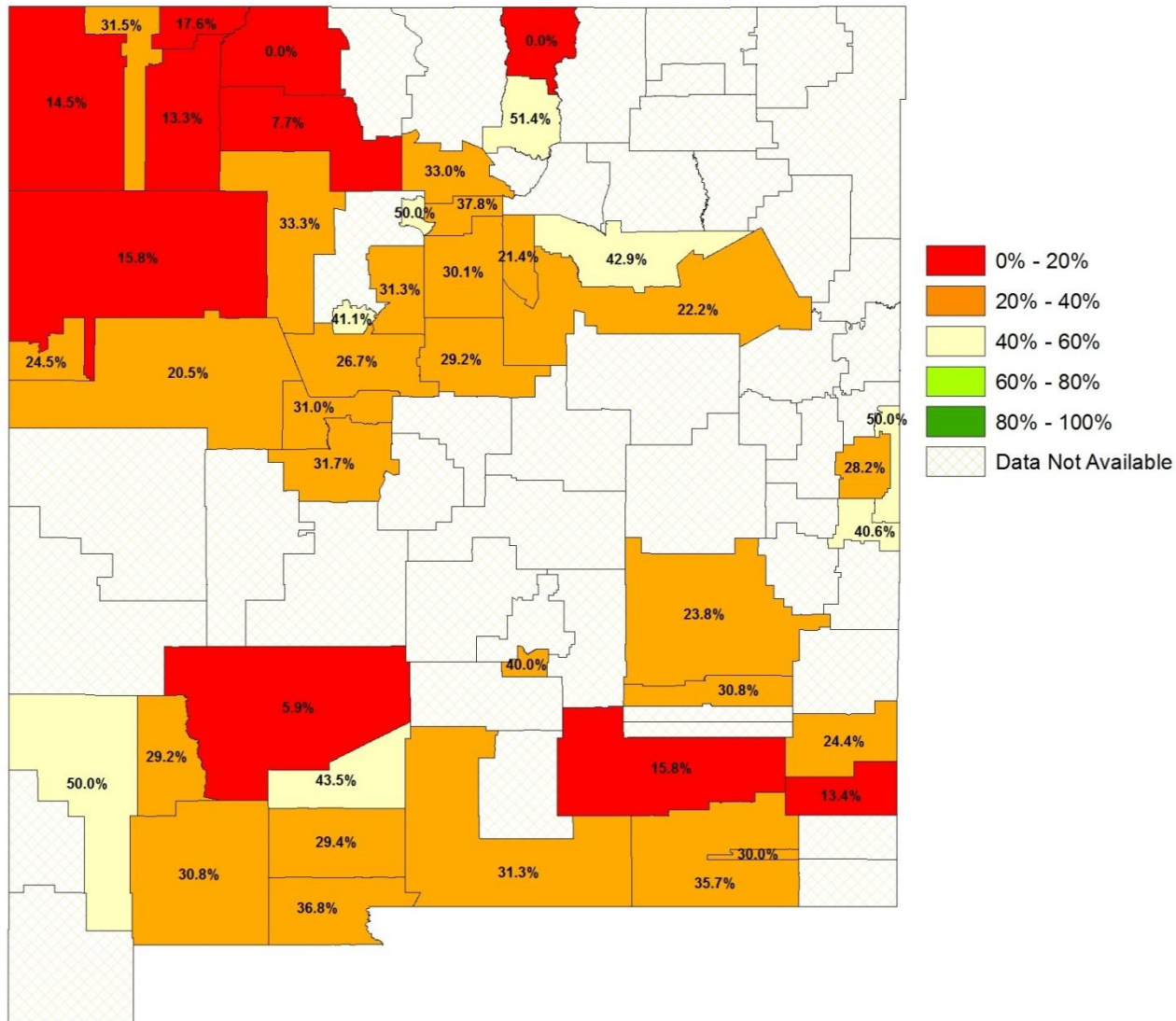
Percentage of Individuals Who Speak a Native North American Language at Home, By County



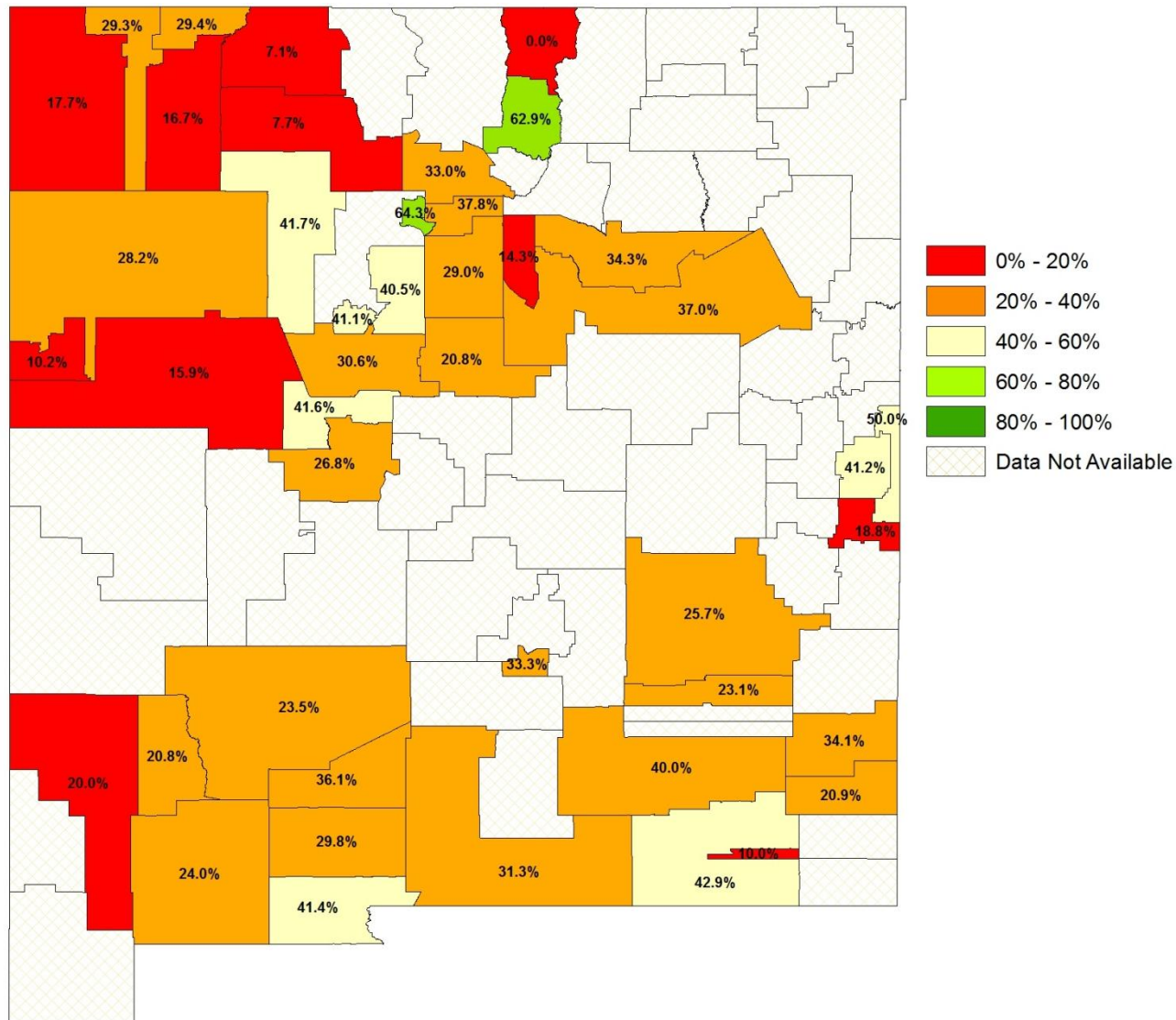
Percentage of Students Classified As Limited English Proficient (LEP), By School District, 2009



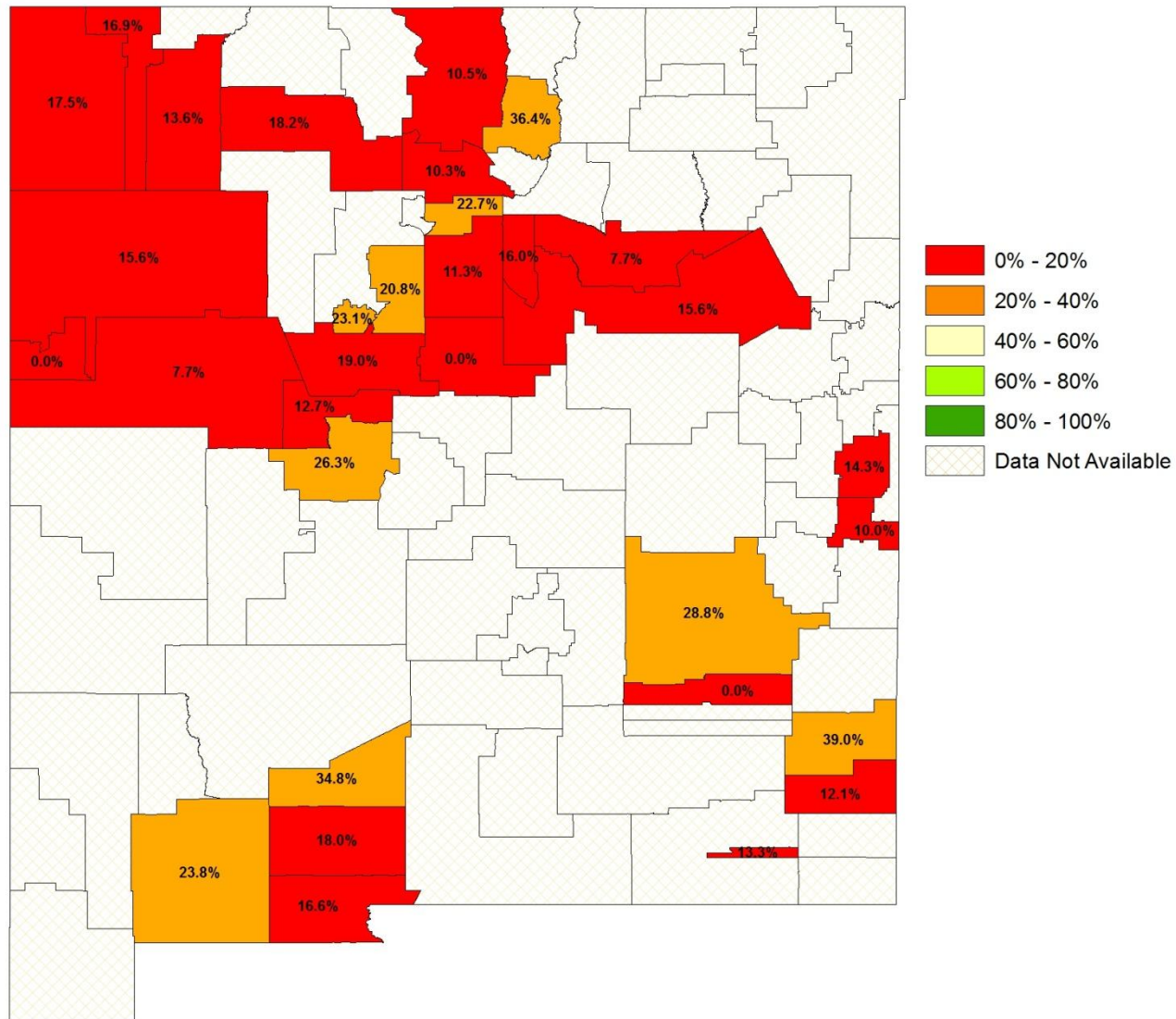
Percentage of 3rd Grade English Language Learner (ELL) Students Proficient or Advanced in Reading, By School District



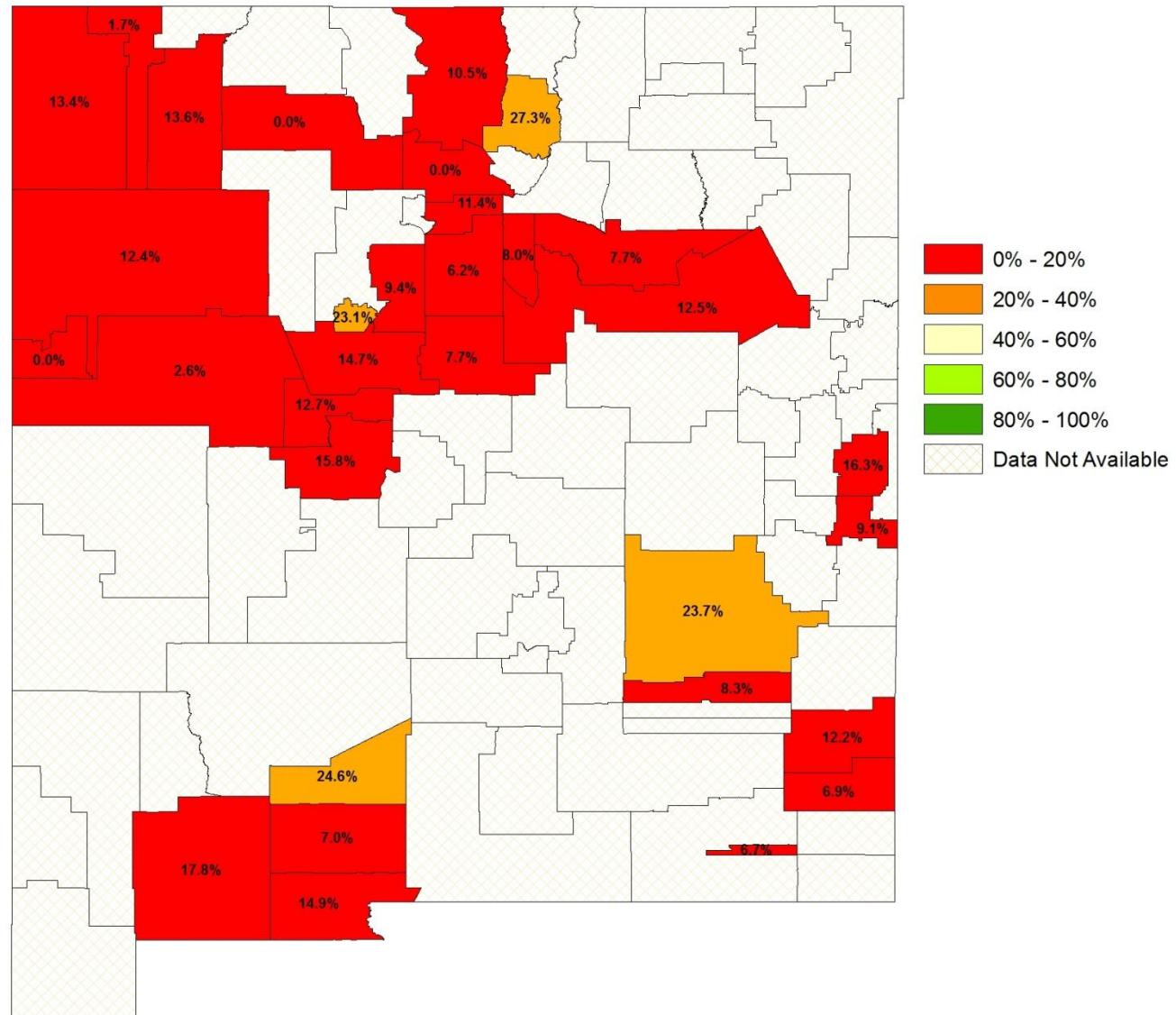
Percentage of 3rd Grade English Language Learner (ELL) Students Proficient or Advanced in Math, By School District



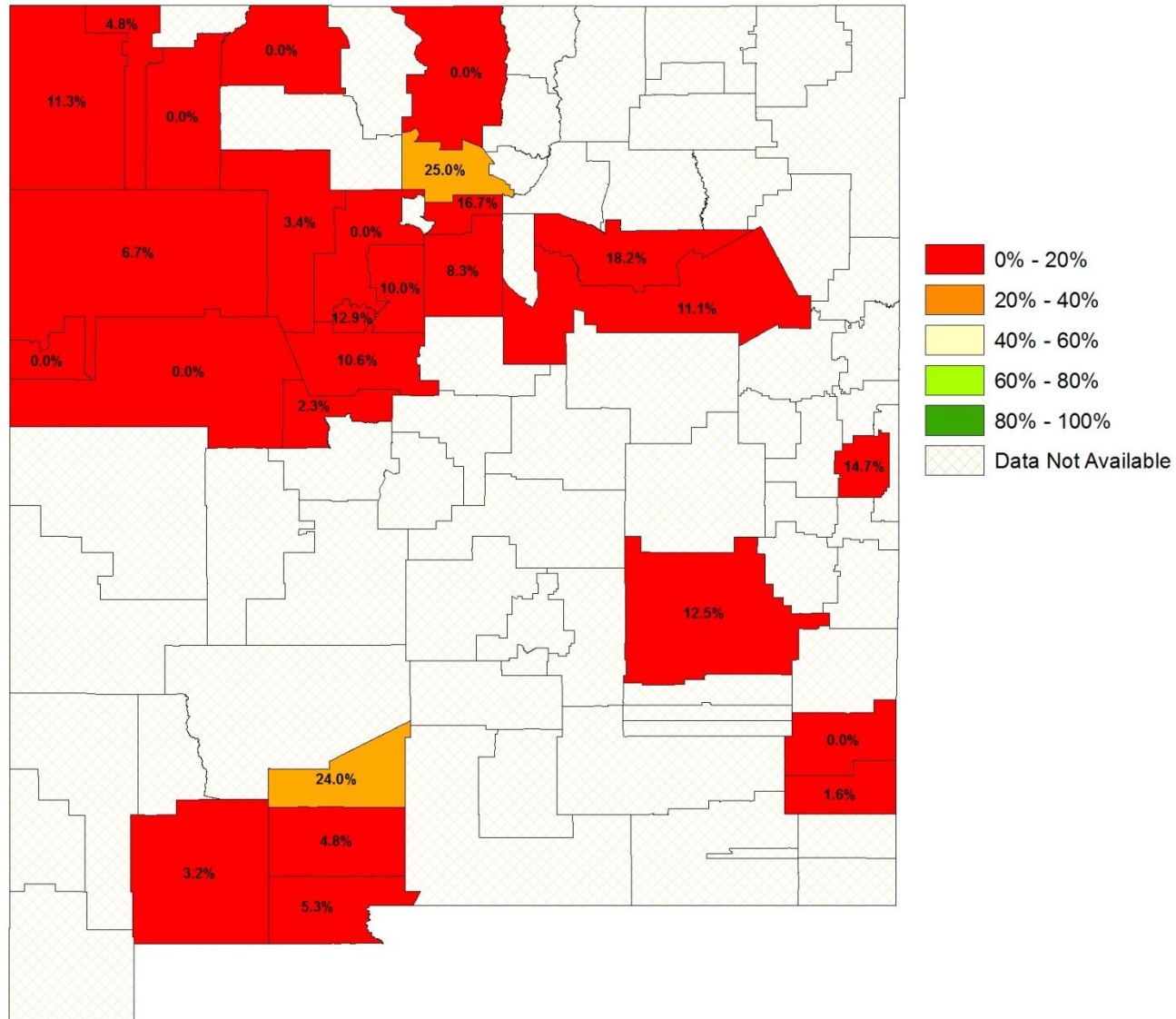
Percentage of 8th Grade English Language Learner (ELL) Students Proficient or Advanced in Reading, By School District



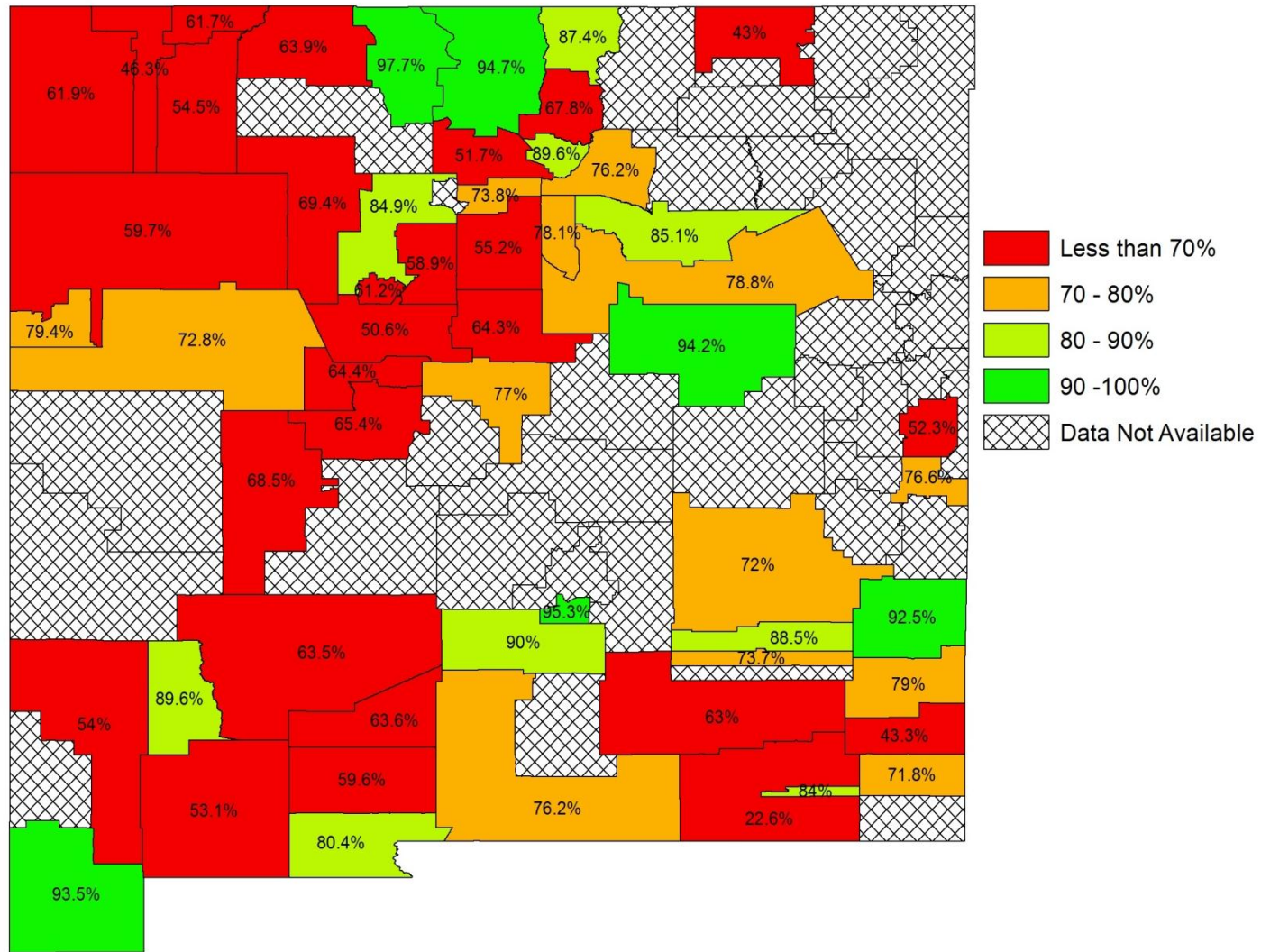
Percentage of 8th Grade English Language Learner (ELL) Students Proficient or Advanced in Math, By School District



Percentage of 11th Grade English Language Learner (ELL) Students Proficient or Advanced in Reading, By School District

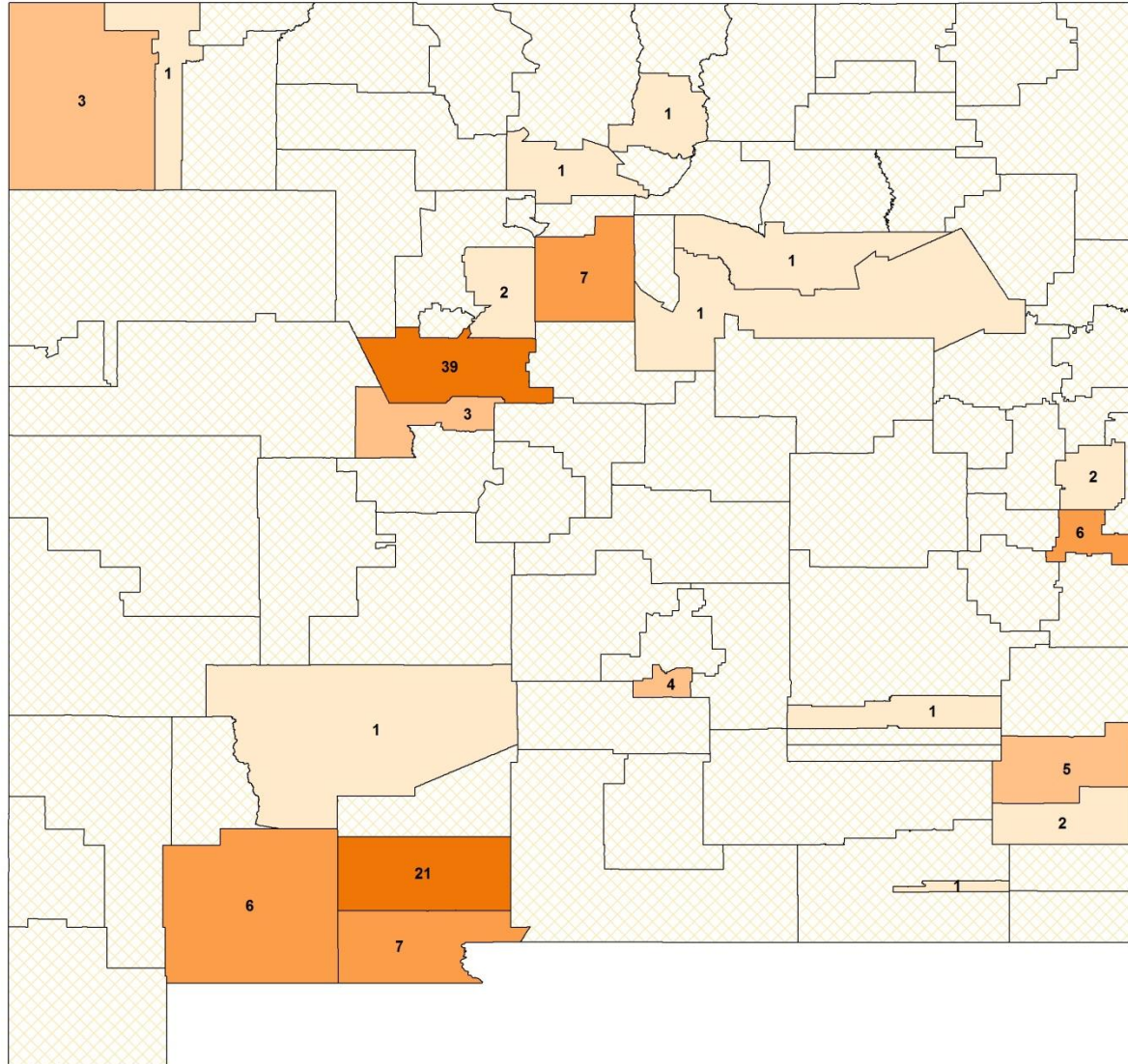
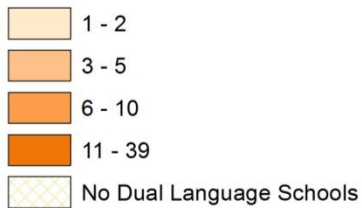


Four-Year High School Graduation Rate, English Language Learners (ELLs), Class of 2011, By School District



During the 2011-2012 School Year, There Were Only 115 Schools In 21 School Districts With Dual Language Programs

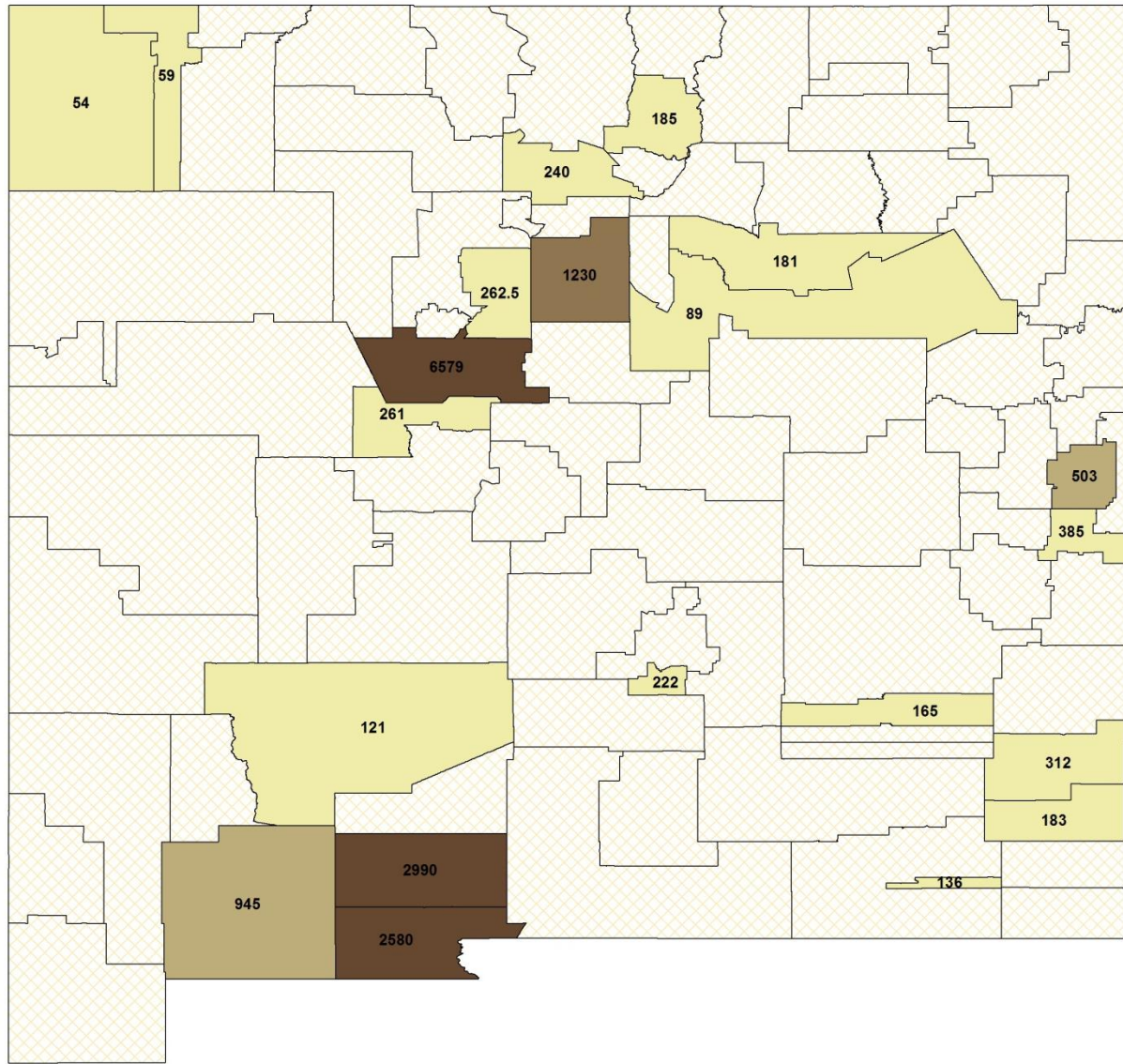
**Number of
Dual
Language
Programs,
By School
District**



Many school districts with substantial numbers of ELL students had no dual language programs at all.

Dual Language Programs Served 17,682 ELL and Non-ELL Students During the 2011-2012 School Year

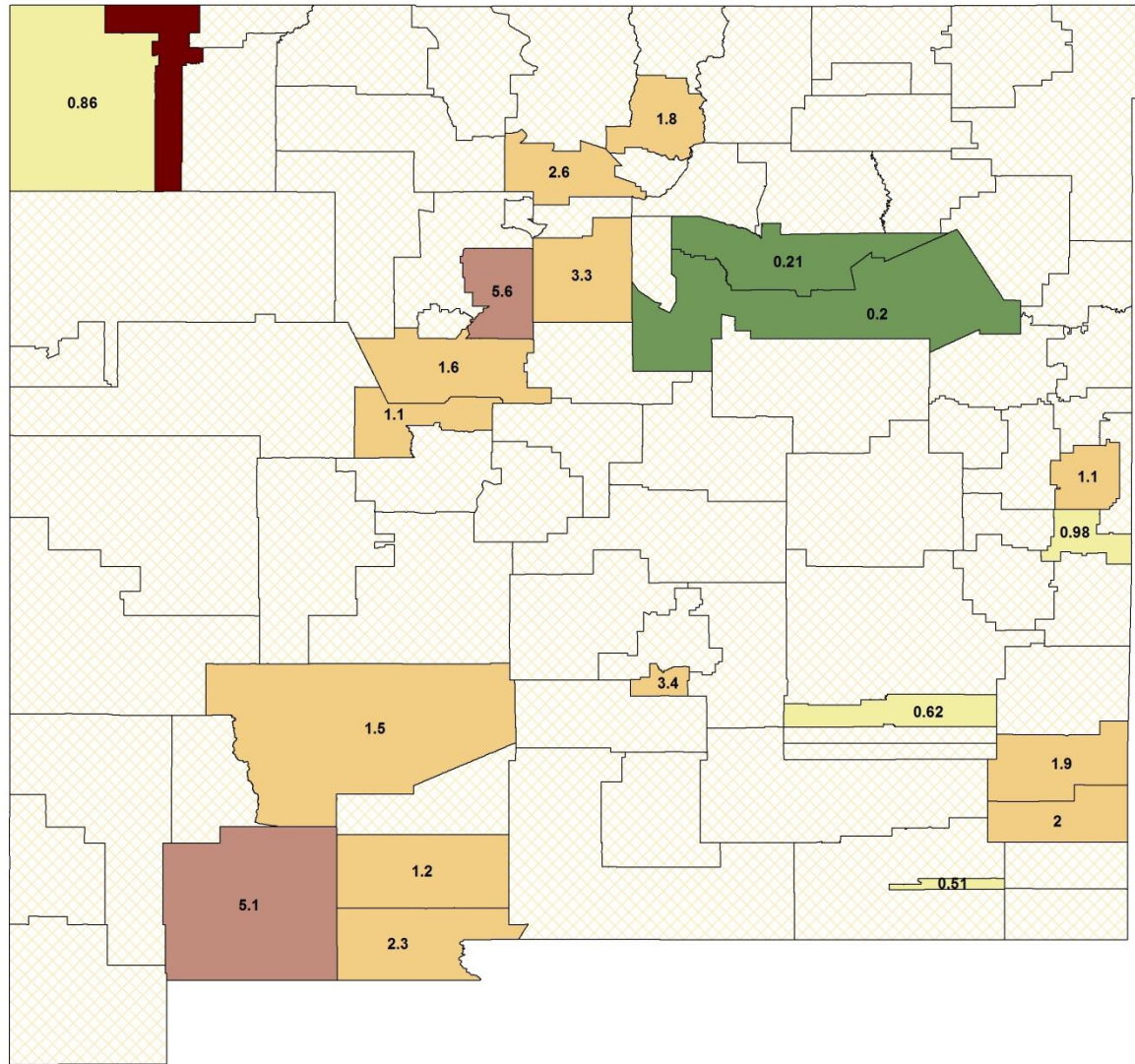
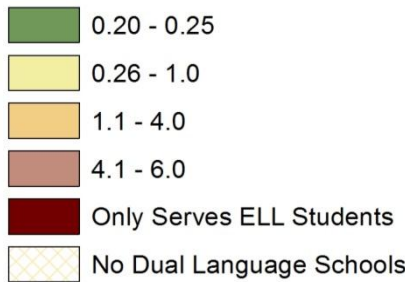
Number of Students Enrolled in Dual Language Programs, By School District



Students in dual language programs comprised **5.4%** of the state's 329,573 students enrolled in K-12 schools.

Dual Language Programs Are Not Just for English Learners

Ratio of ELL to Non-ELL Students Served in Dual Language Programs, By School District, 2011-2012 School Year

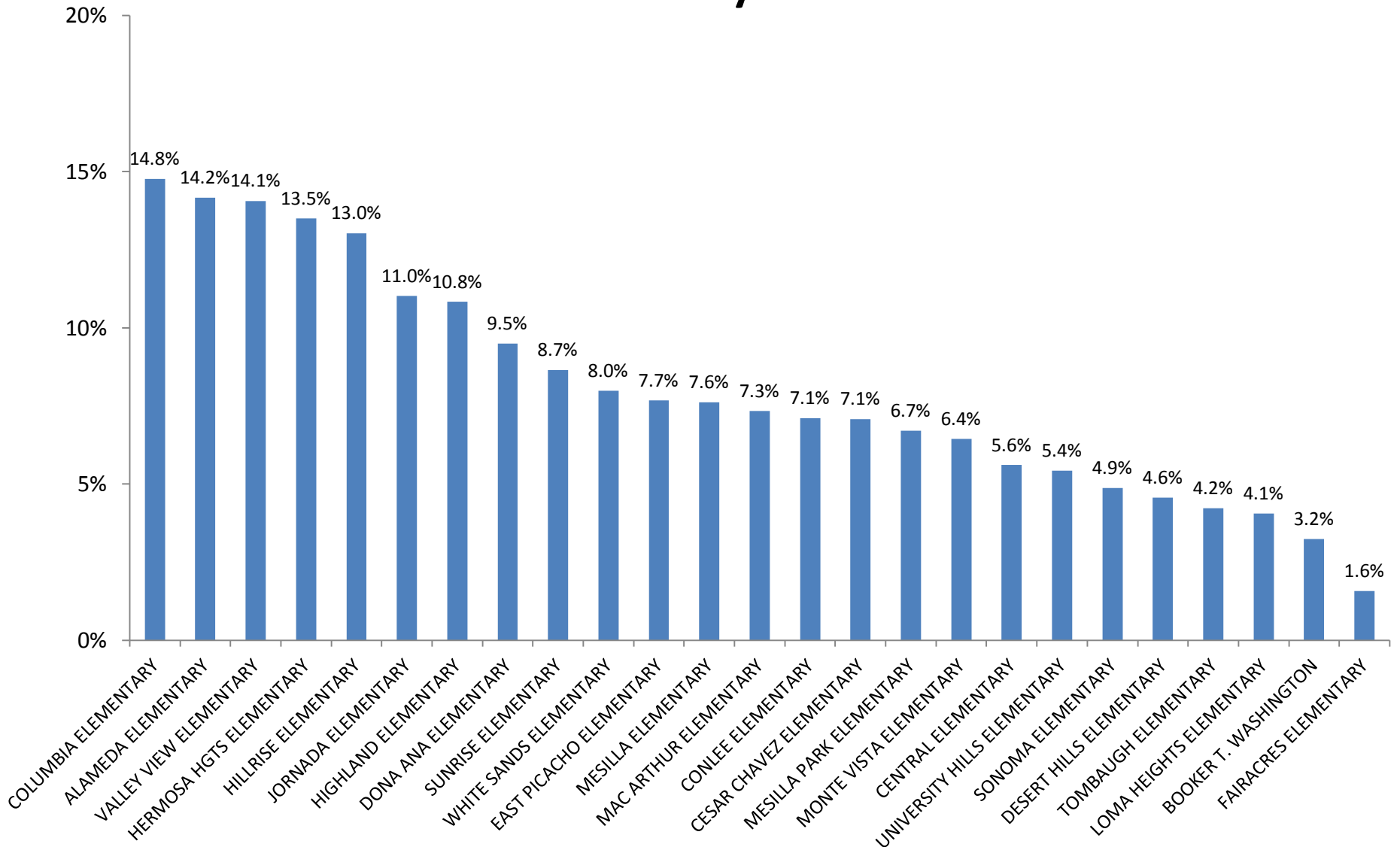


A ratio of **less than one** means that non-ELL students outnumbered ELL students in the district's dual language programs.

A ratio of **greater than one** means that ELL students outnumbered non-ELL students.

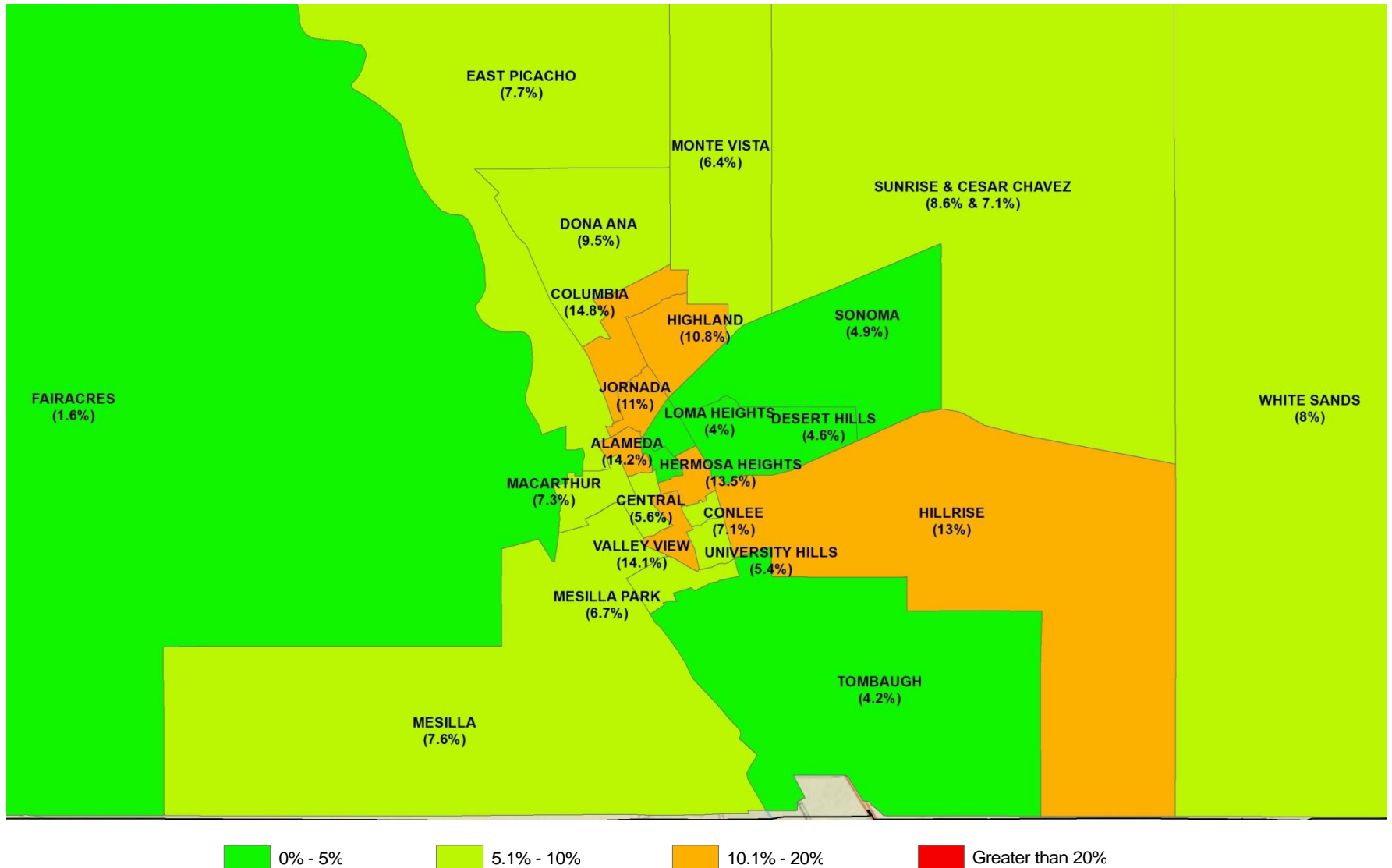
**The Disparities Are Evident In
Measures Of Truancy;
Measures Of Risks Including Hunger And Suicide
And Measures Of Resiliency
Including Afterschool Activities
And Relationships With Caring Adults.**

Percentage of Students Who Were Habitually Truant In Las Cruces Elementary Schools In 2011-2012



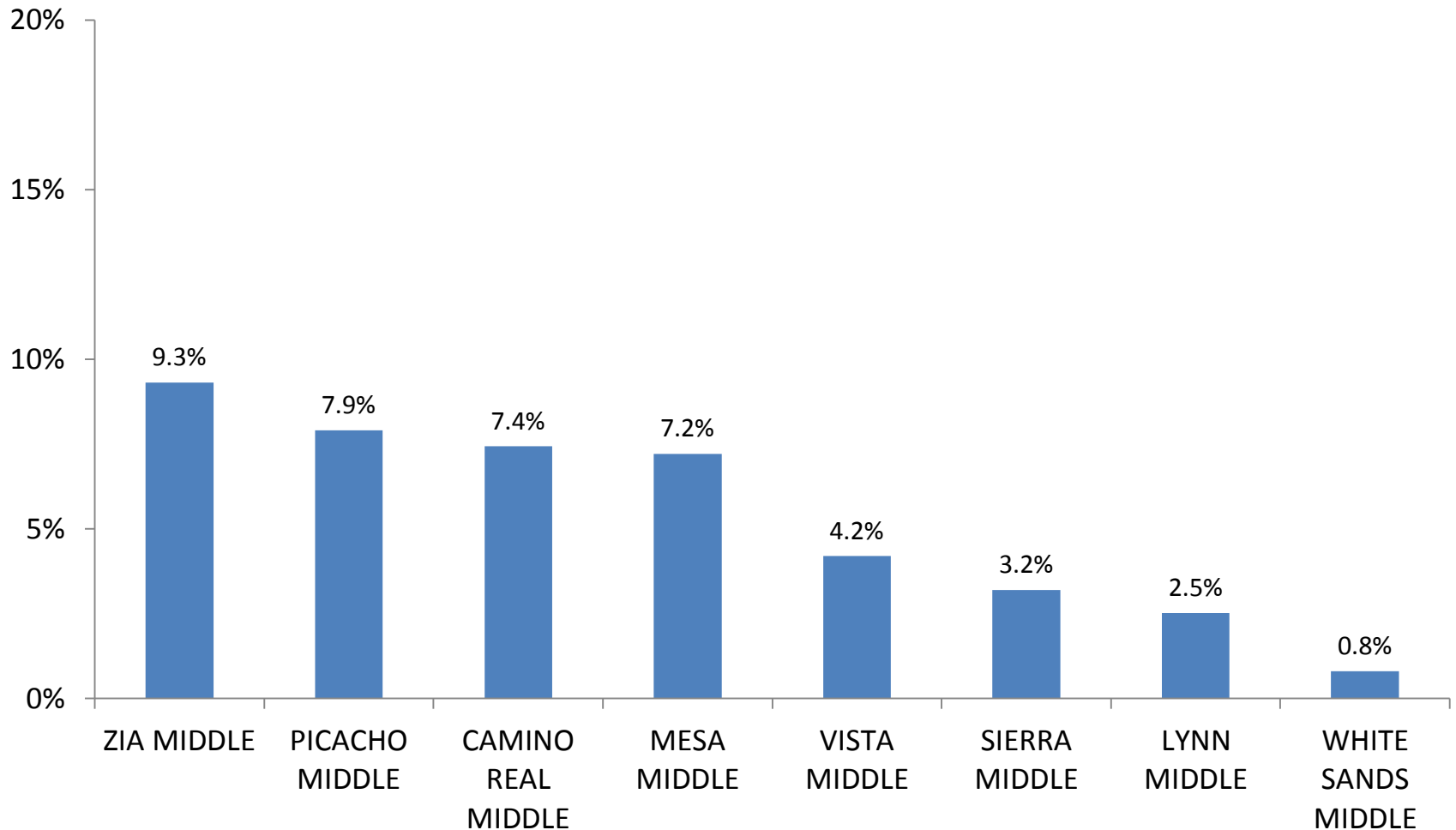
Source: Las Cruces Public Schools, 2011-2012 School Year. Note: A student is identified as a Habitual Truant when the student has accumulated 10 or more days of unexcused absences.

Percentage of Las Cruces Elementary School Students Who Were Habitually Truant in 2011-2012



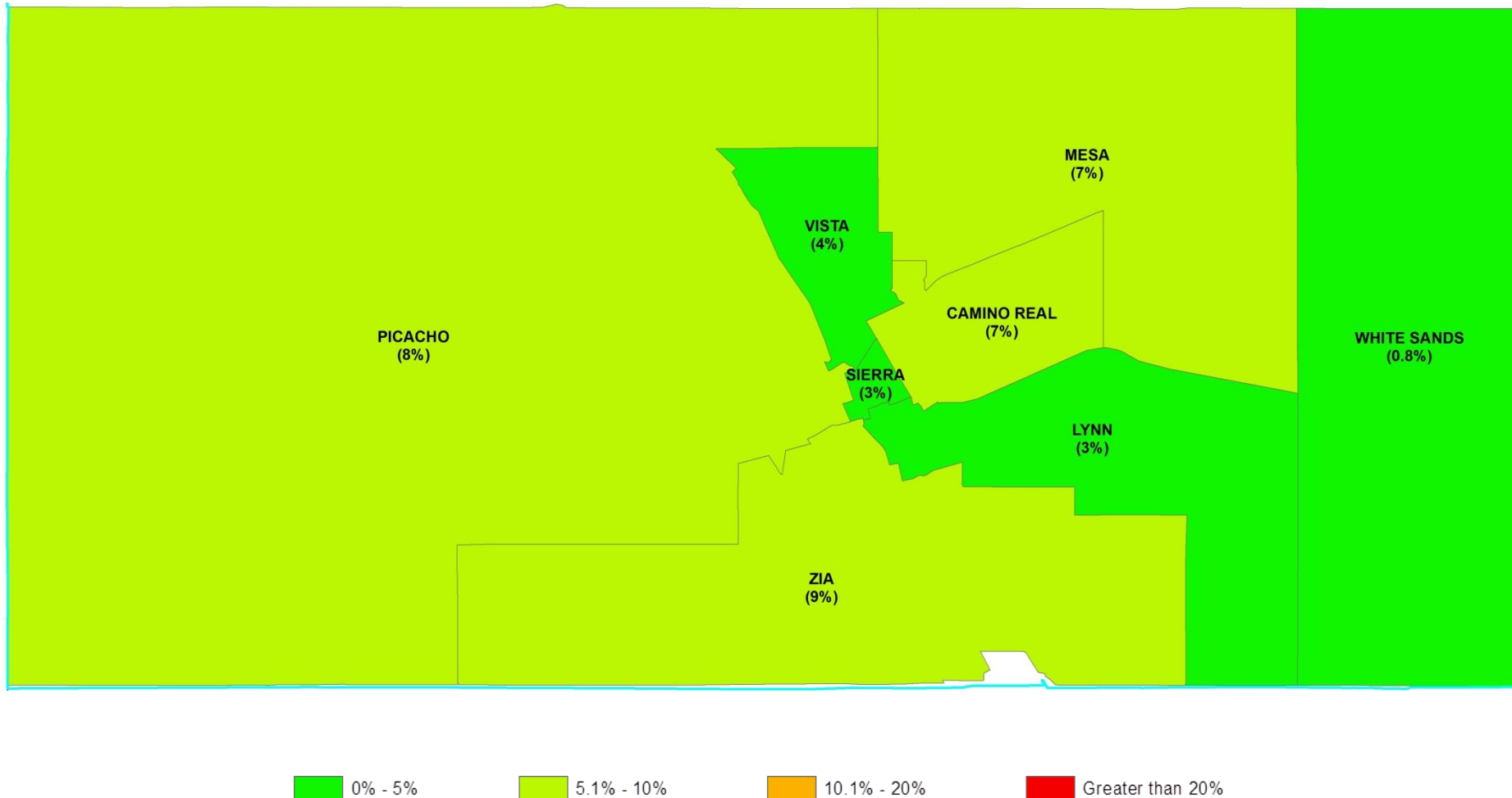
Source: Las Cruces Public Schools, 2011-2012 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days truant.

Percentage of Students Who Were Habitually Truant In Las Cruces Middle Schools In 2011-2012



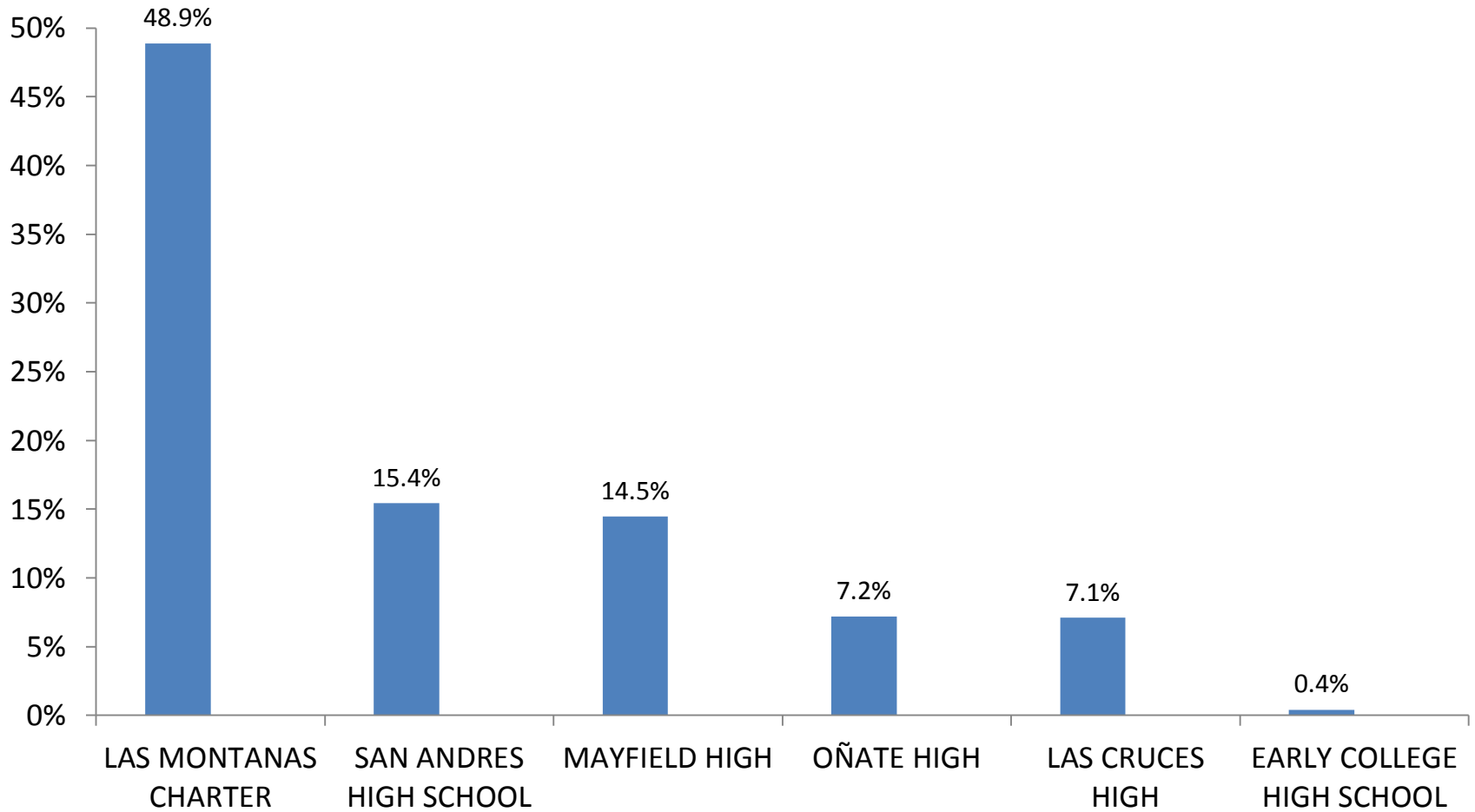
Source: Las Cruces Public Schools, 2011-2012 School Year. Note: A student is identified as a Habitual Truant when the student has accumulated 10 or more days of unexcused absences.

Percentage of Las Cruces Middle School Students Who Were Habitually Truant in 2011-2012



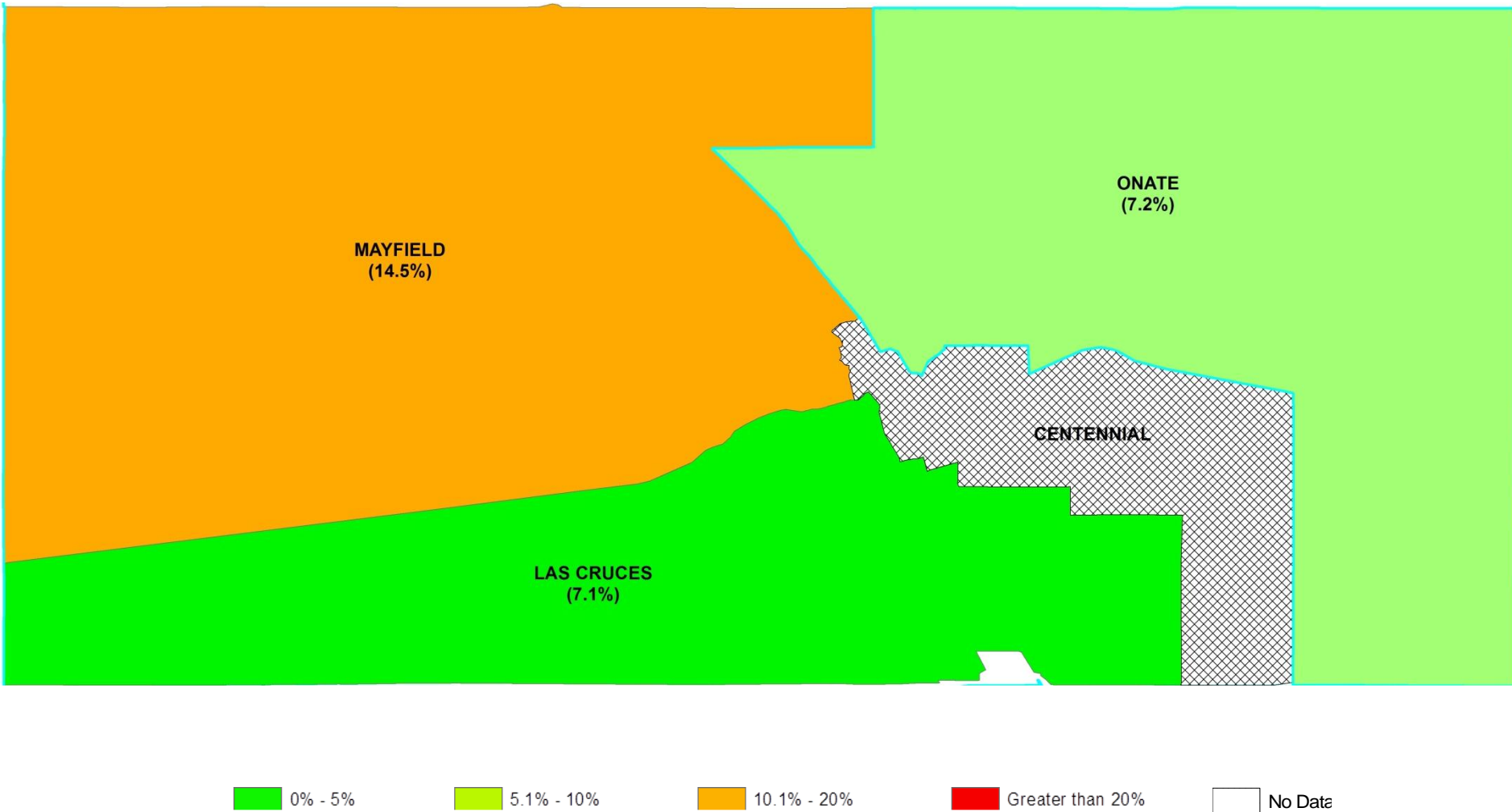
Source: Las Cruces Public Schools, 2011-2012 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days truant.

Percentage of Students Who Were Habitually Truant In Las Cruces High Schools In 2011-2012



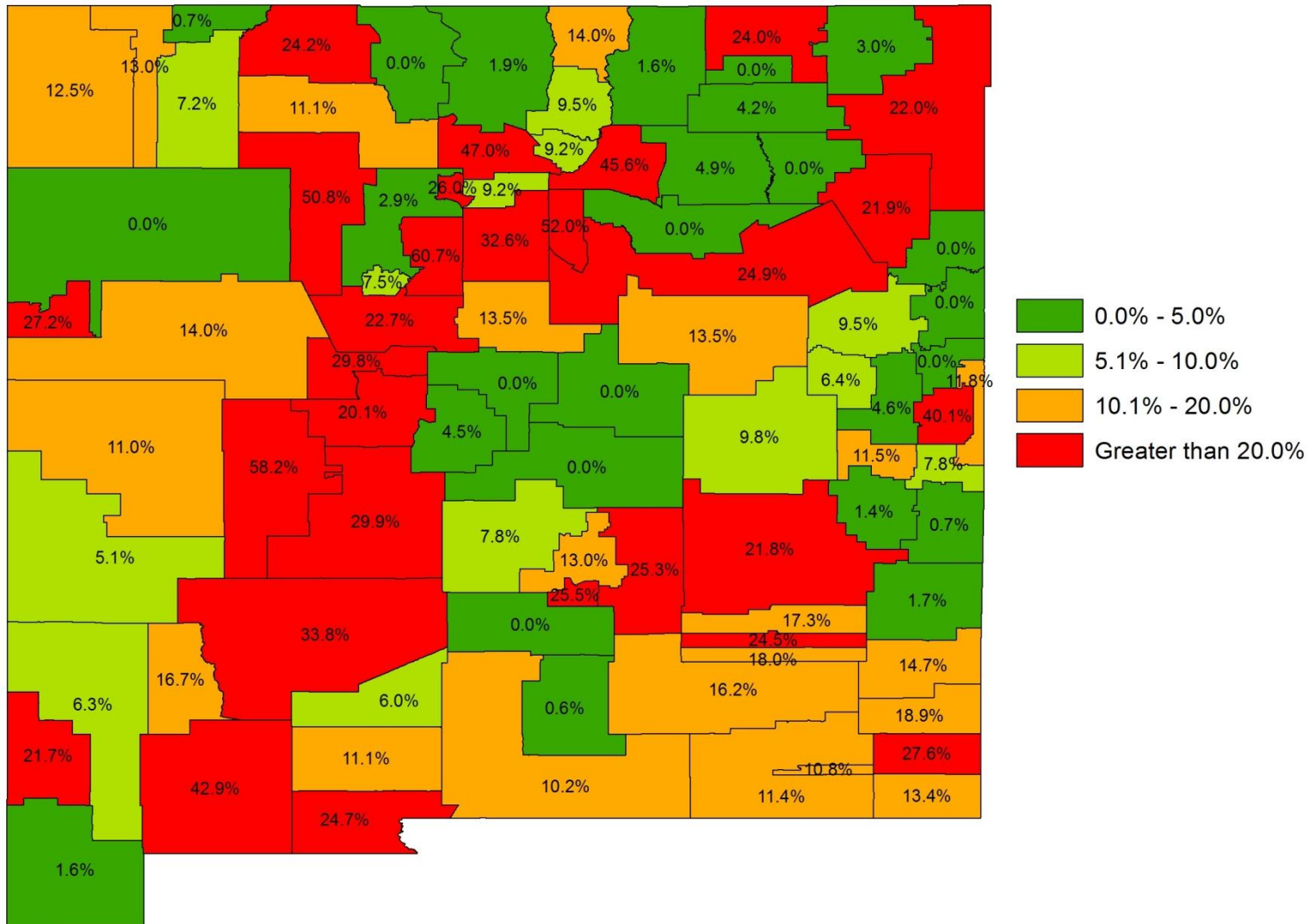
Source Las Cruces Public Schools, 2011-2012 School Year. Note: A student is identified as a Habitual Truant when the student has accumulated 10 or more days of unexcused absences.

Percentage of Las Cruces High School Students Who Were Habitually Truant in 2011-2012



Source: Las Cruces Public Schools, 2011-2012 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days truant.

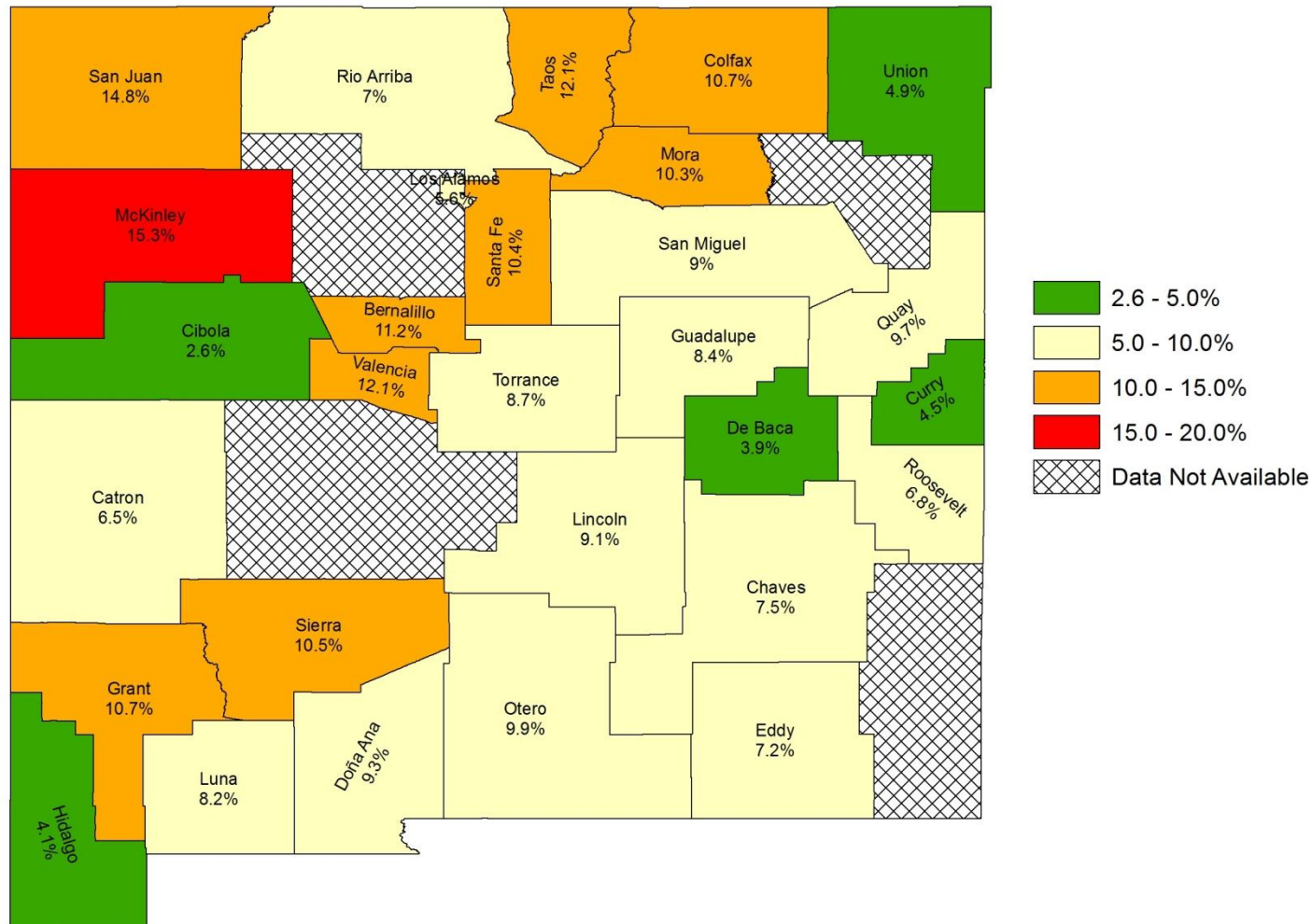
Percentage of High School Students Who Were Habitually Truant, By School District in 2011-2012



Percentage of Middle School Students with Not Enough Food to Eat, By County

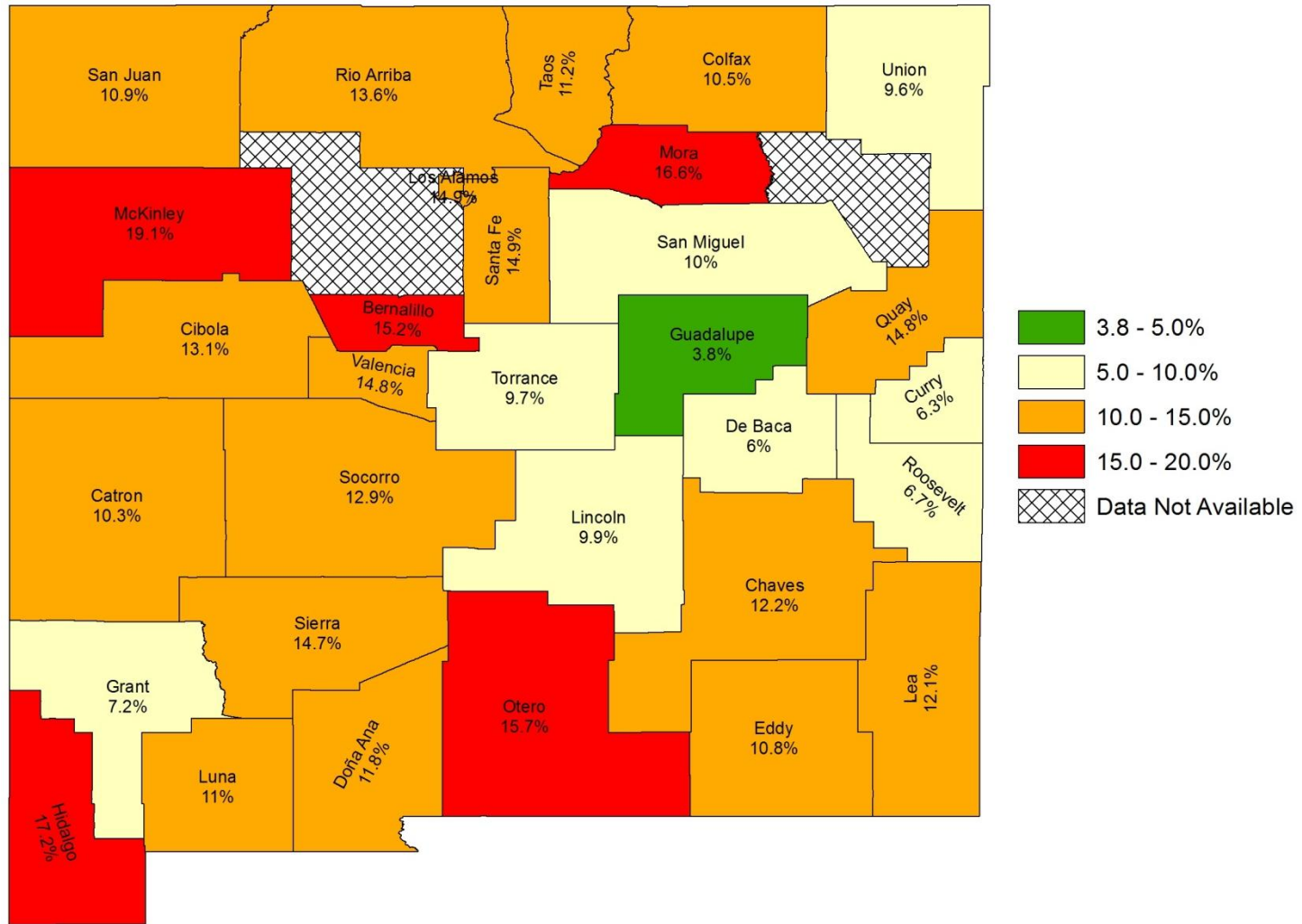
According to the U.S. Department of Agriculture, **14.5% of U.S. households** were food insecure at some time during 2010.

In New Mexico, 15.4% of households were food insecure from 2008 through 2010.



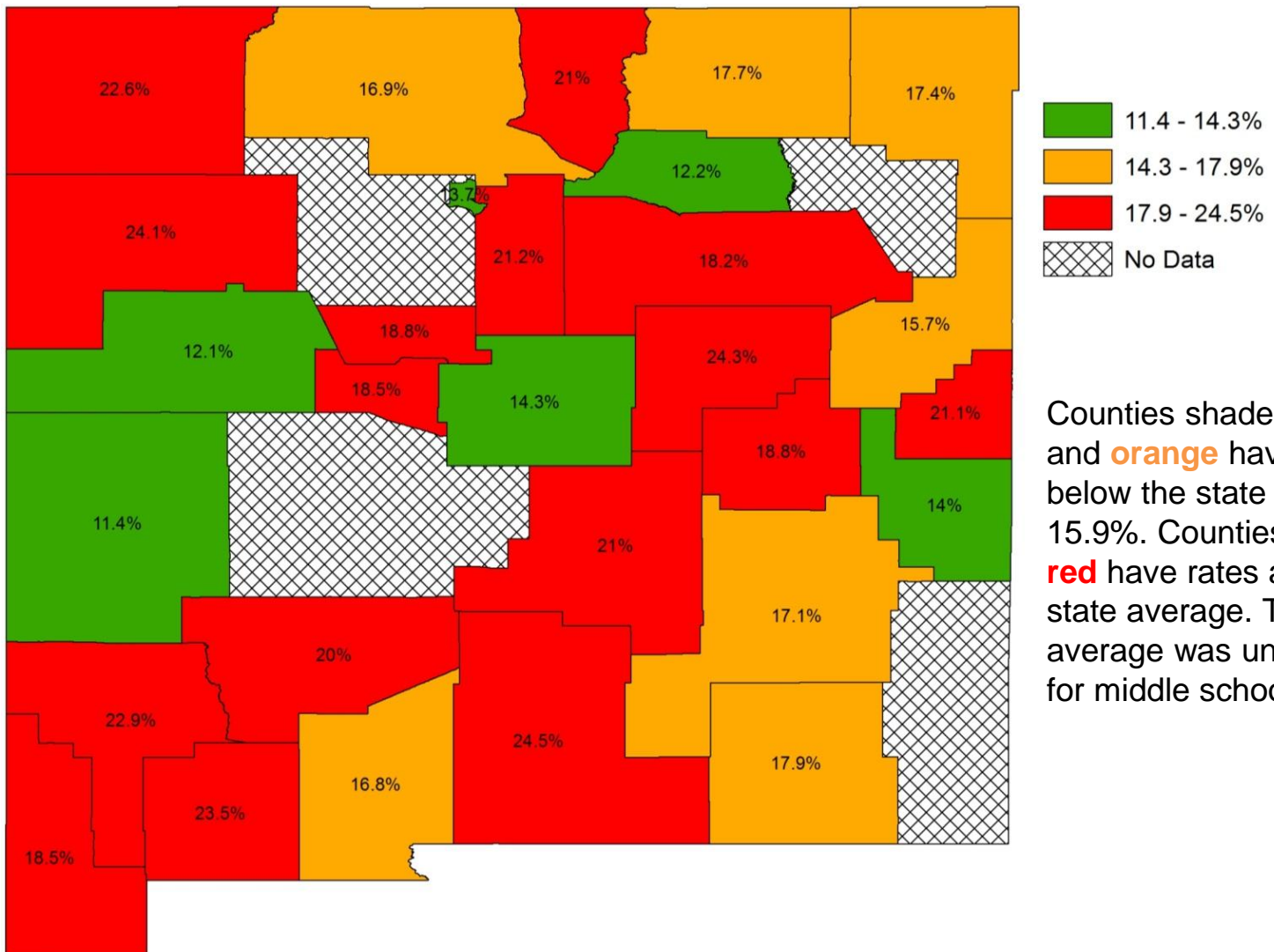
Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, "During the past 12 months, which of the following statements best describes the food eaten by you and your family?" The percentage reported here reflects respondents who answered "Sometimes not enough food to eat" and "Often not enough food to eat." USDA data taken from <http://www.ers.usda.gov/Briefing/FoodSecurity/>.

Percentage of High School Students with Not Enough Food to Eat, By County



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

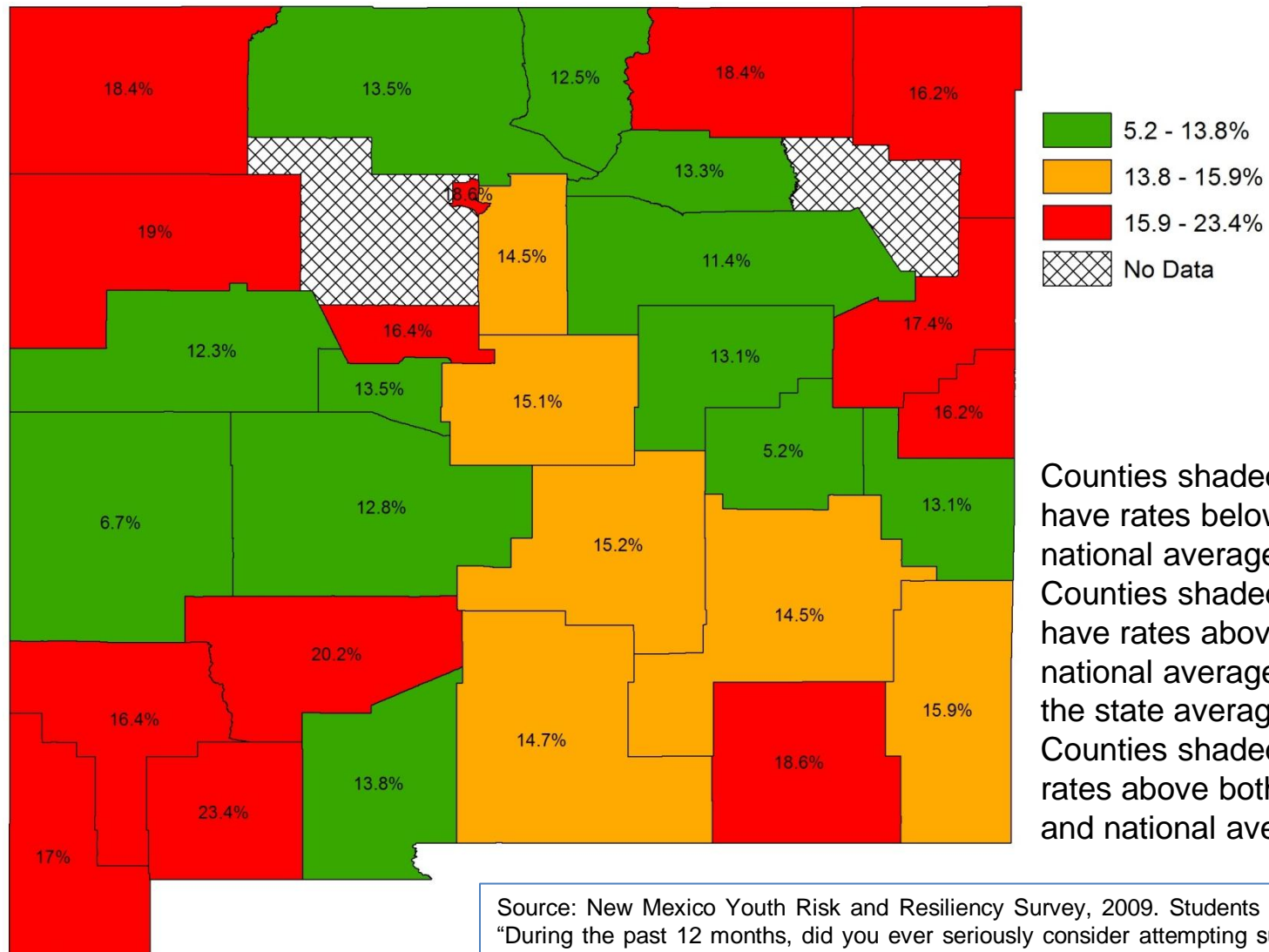
Percentage of Middle School Students Who Seriously Considered Attempting Suicide



Counties shaded **green** and **orange** have rates below the state average of 15.9%. Counties shaded **red** have rates above the state average. The national average was unavailable for middle school students.

Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, "During the past 12 months, did you ever seriously consider attempting suicide?" The percentage reported here reflects respondents who answered "Yes."

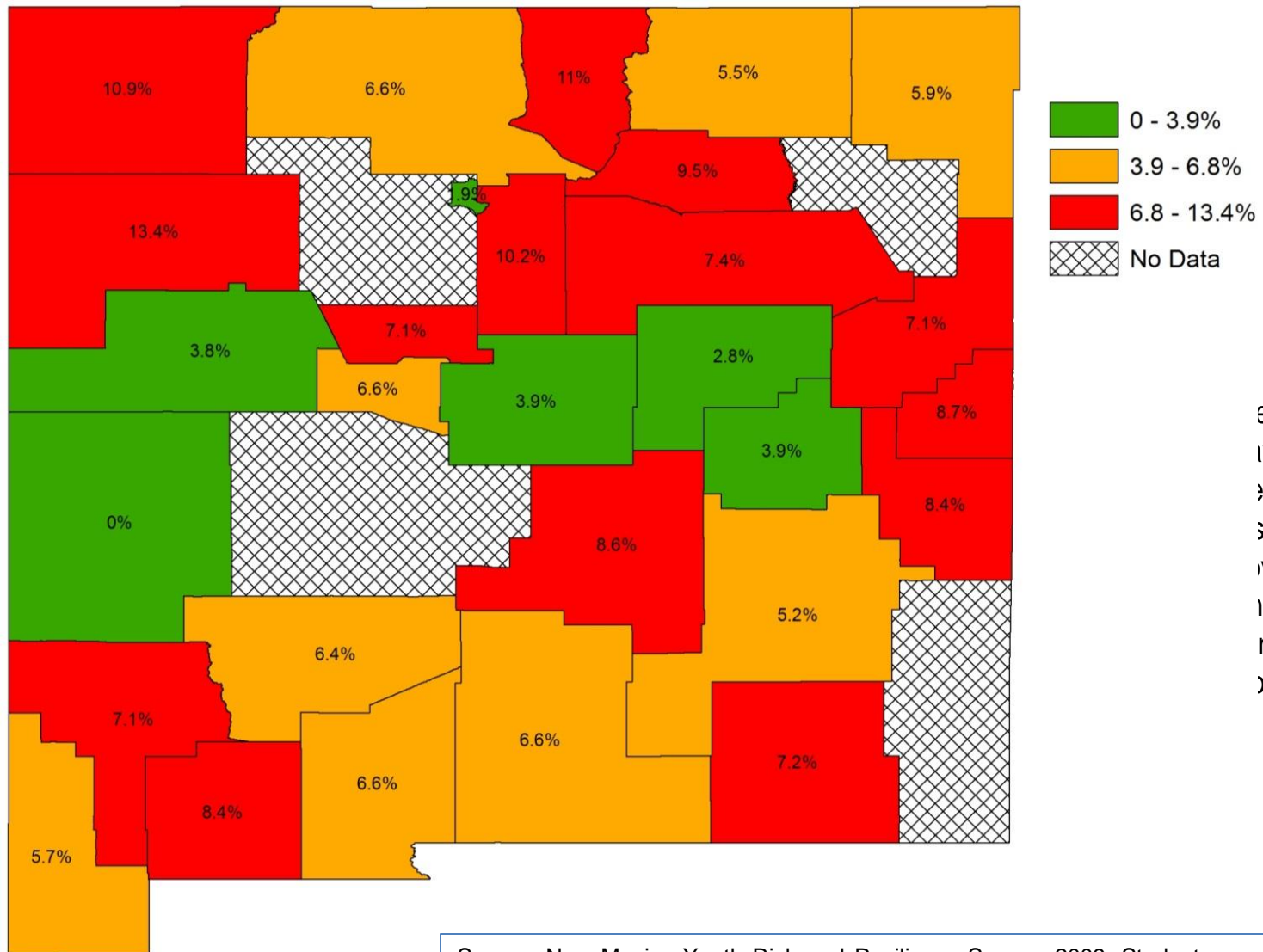
Percentage of High School Students Who Seriously Considered Attempting Suicide



Counties shaded **green** have rates below the national average of 13.8%. Counties shaded **orange** have rates above the national average but below the state average of 15.9%. Counties shaded **red** have rates above both the state and national averages.

Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, "During the past 12 months, did you ever seriously consider attempting suicide?" The percentage reported here reflects respondents who answered "Yes." The national rate of 13.8% is drawn from the Youth Risk and Behavior Surveillance System survey, Centers for Disease Control and Prevention, 2009.

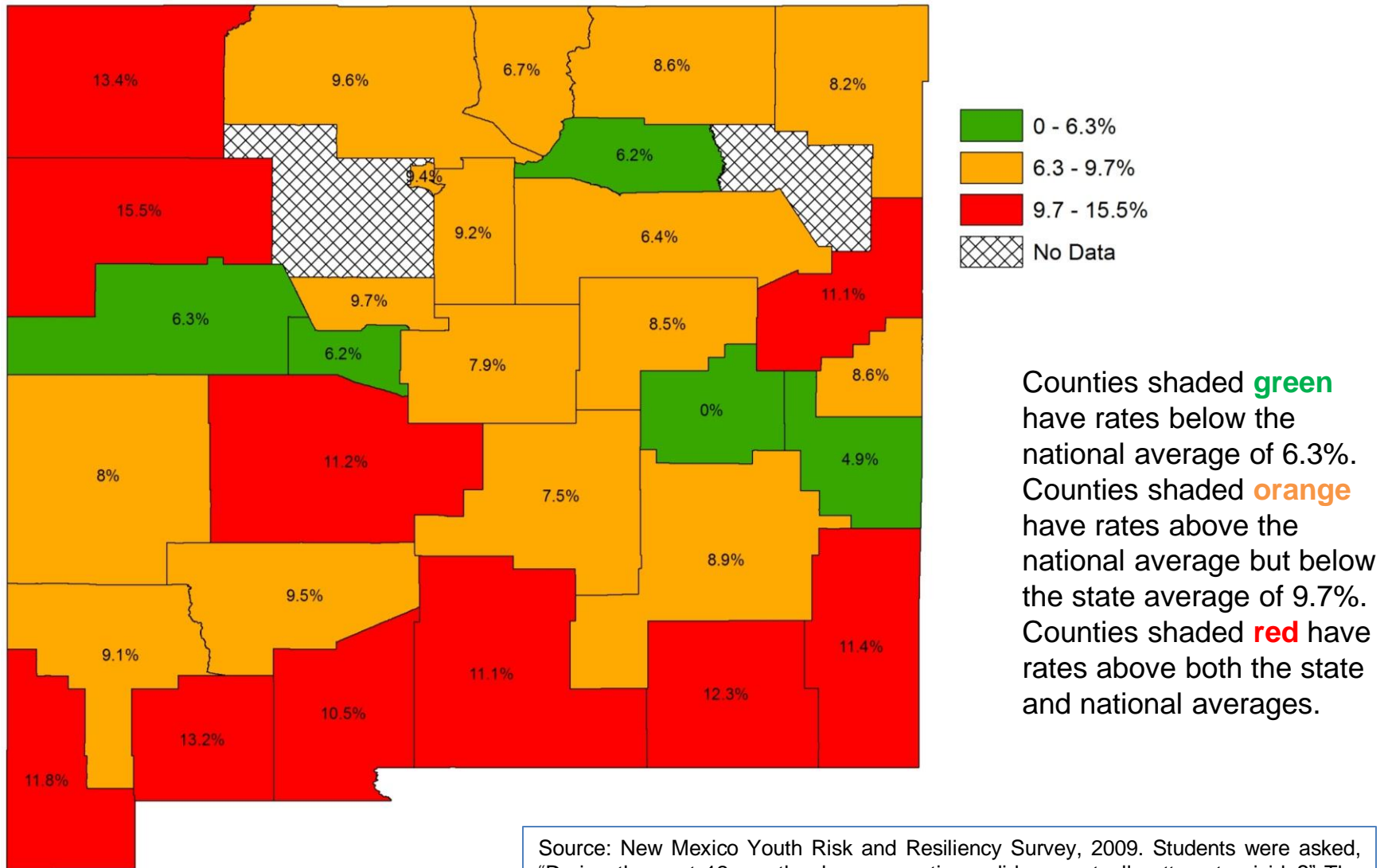
Percentage of Middle School Students Who Actually Attempted Suicide



ed **green**
ive rates
average of
shaded **red**
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available
ool students.

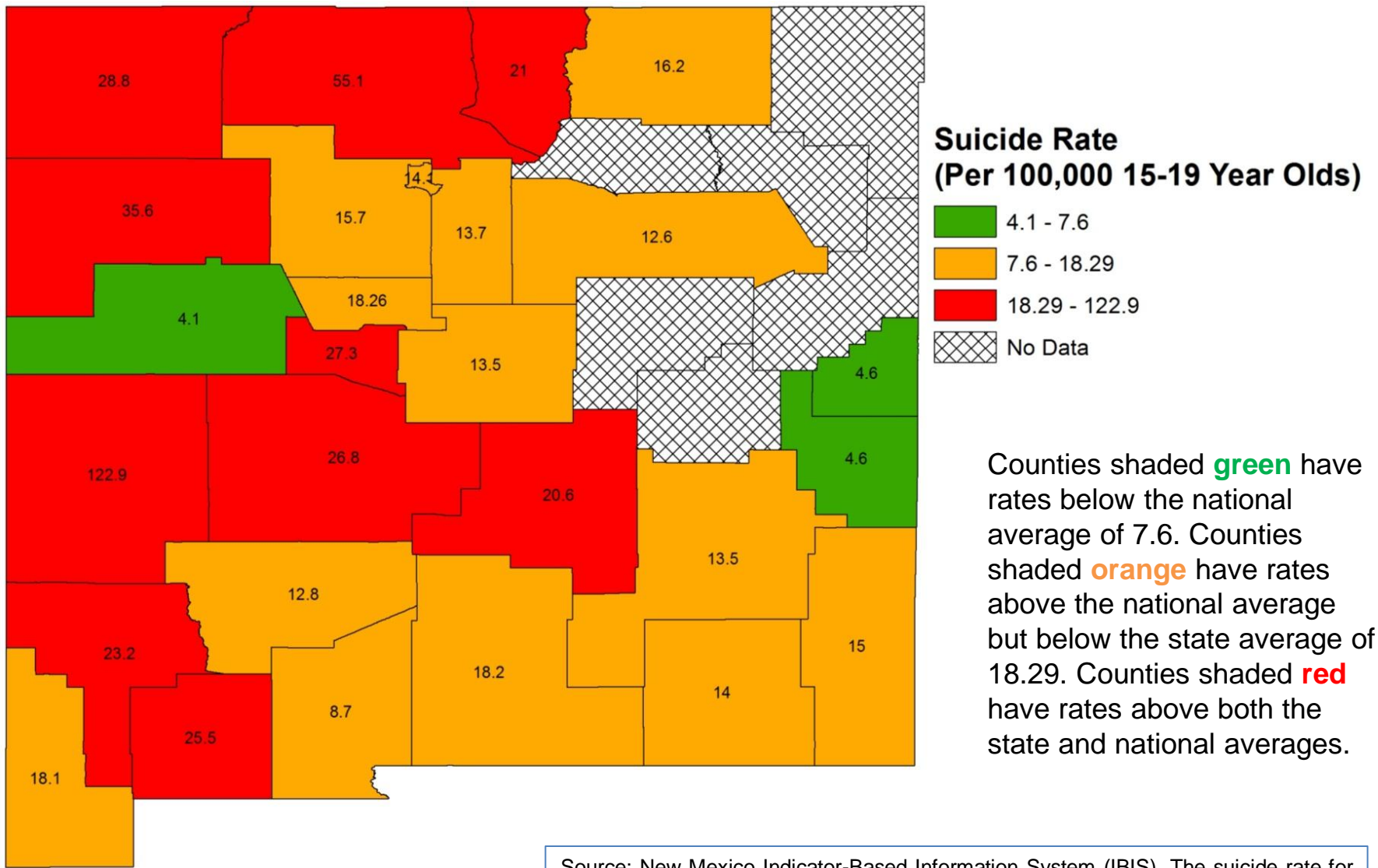
Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, "During the past 12 months, how many times did you actually attempt suicide?" The percentage reported here reflects respondents who answered one or more times.

Percentage of High School Students Who Actually Attempted Suicide



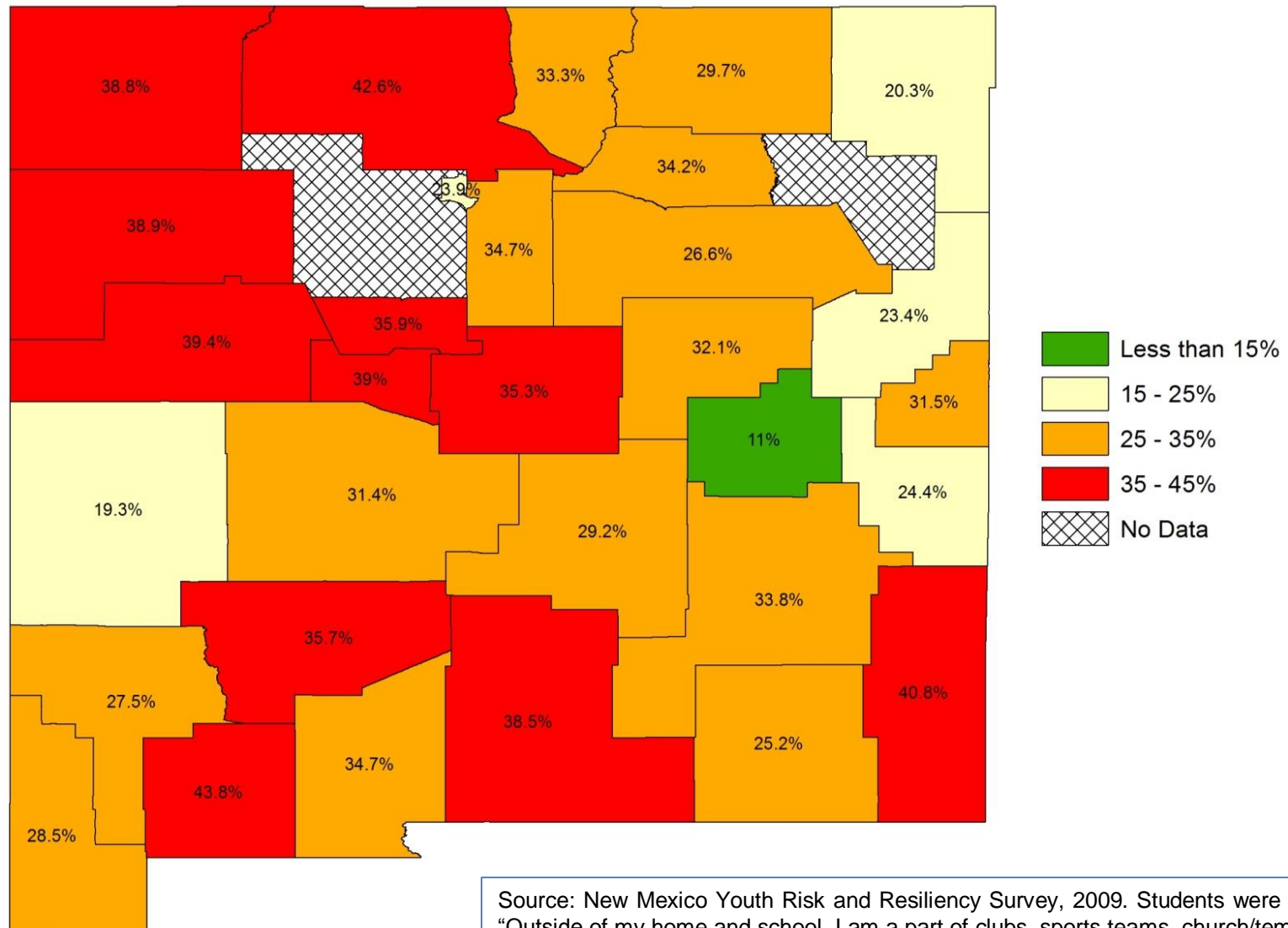
Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, “During the past 12 months, how many times did you actually attempt suicide?” The percentage reported here reflects respondents who answered one or more times. The national rate of 6.3% is drawn from the Youth Risk and Behavior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

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



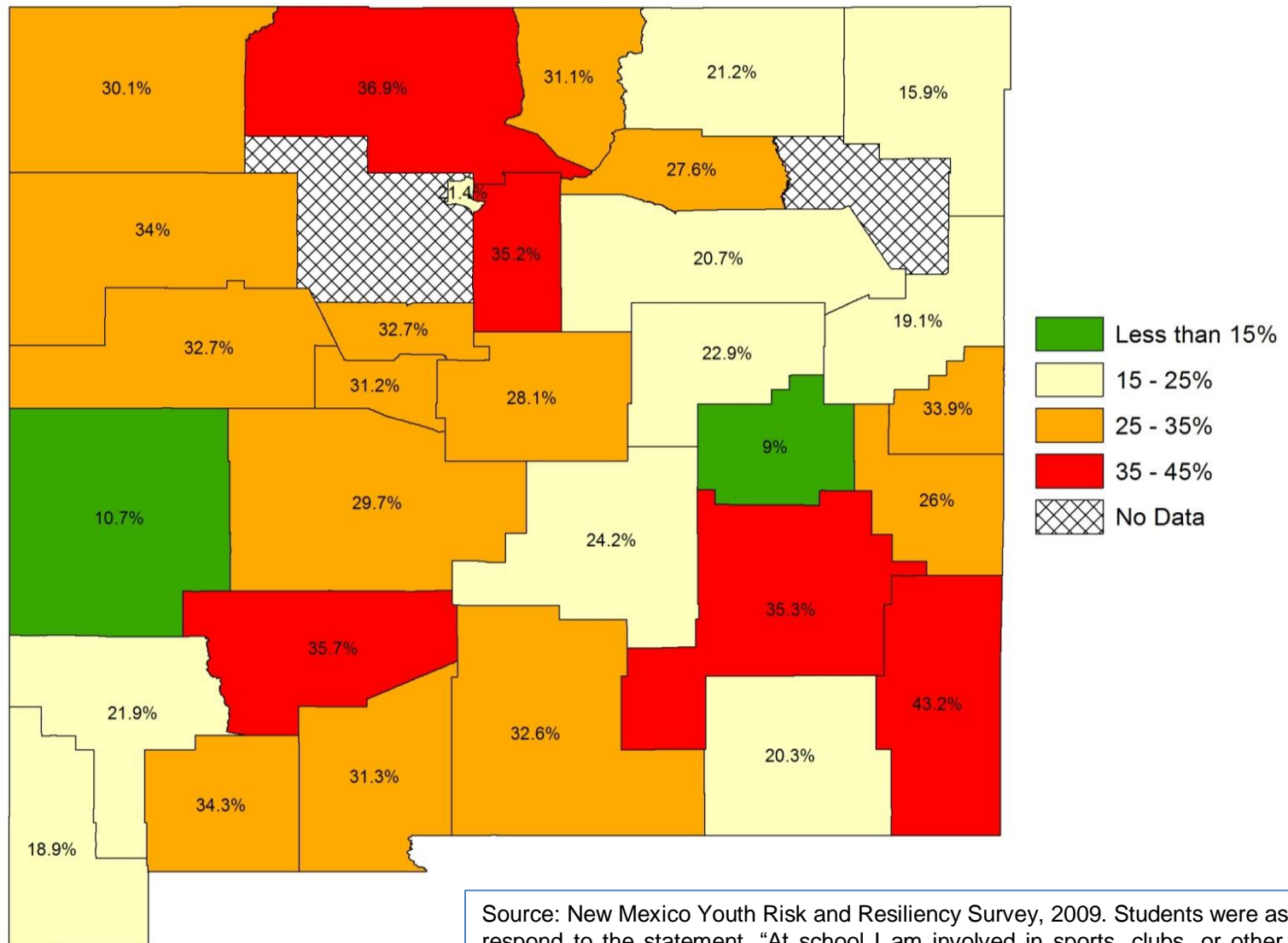
Source: New Mexico Indicator-Based Information System (IBIS). The suicide rate for each county is averaged over the time period 1999 to 2010 and includes all New Mexico residents, ages 15-19 years of age. The national average is based on data from the Centers for Disease Control and Prevention over the time period 1999 to 2007 and includes all youth, ages 15-19 years of age.

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



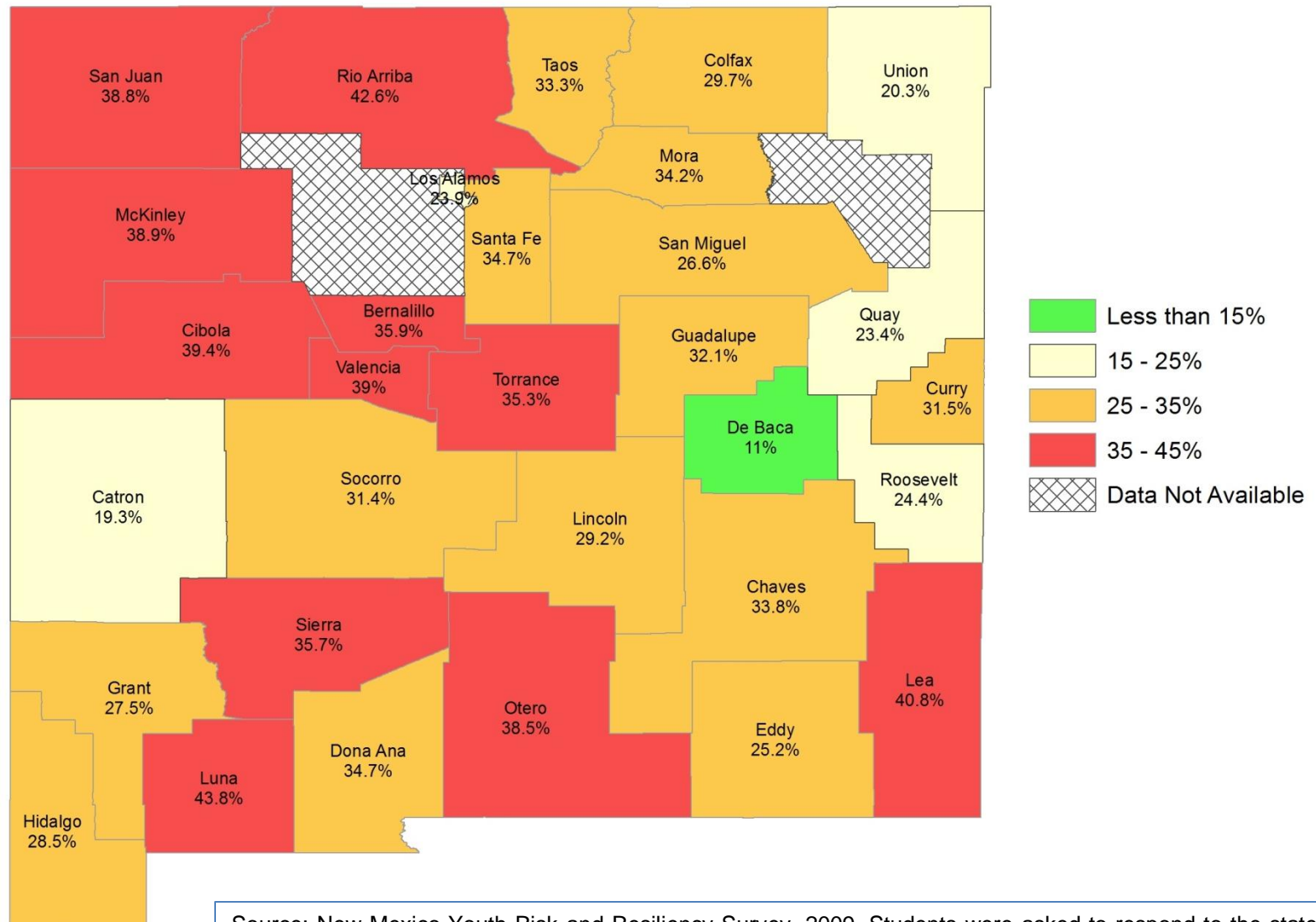
Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, "Outside of my home and school, I am a part of clubs, sports teams, church/temple, or other group activities." The percentage reported here reflects respondents who answered "Not true at all."

Percentage of High School Students Not Involved in School Sports, Clubs, or Activities, By County



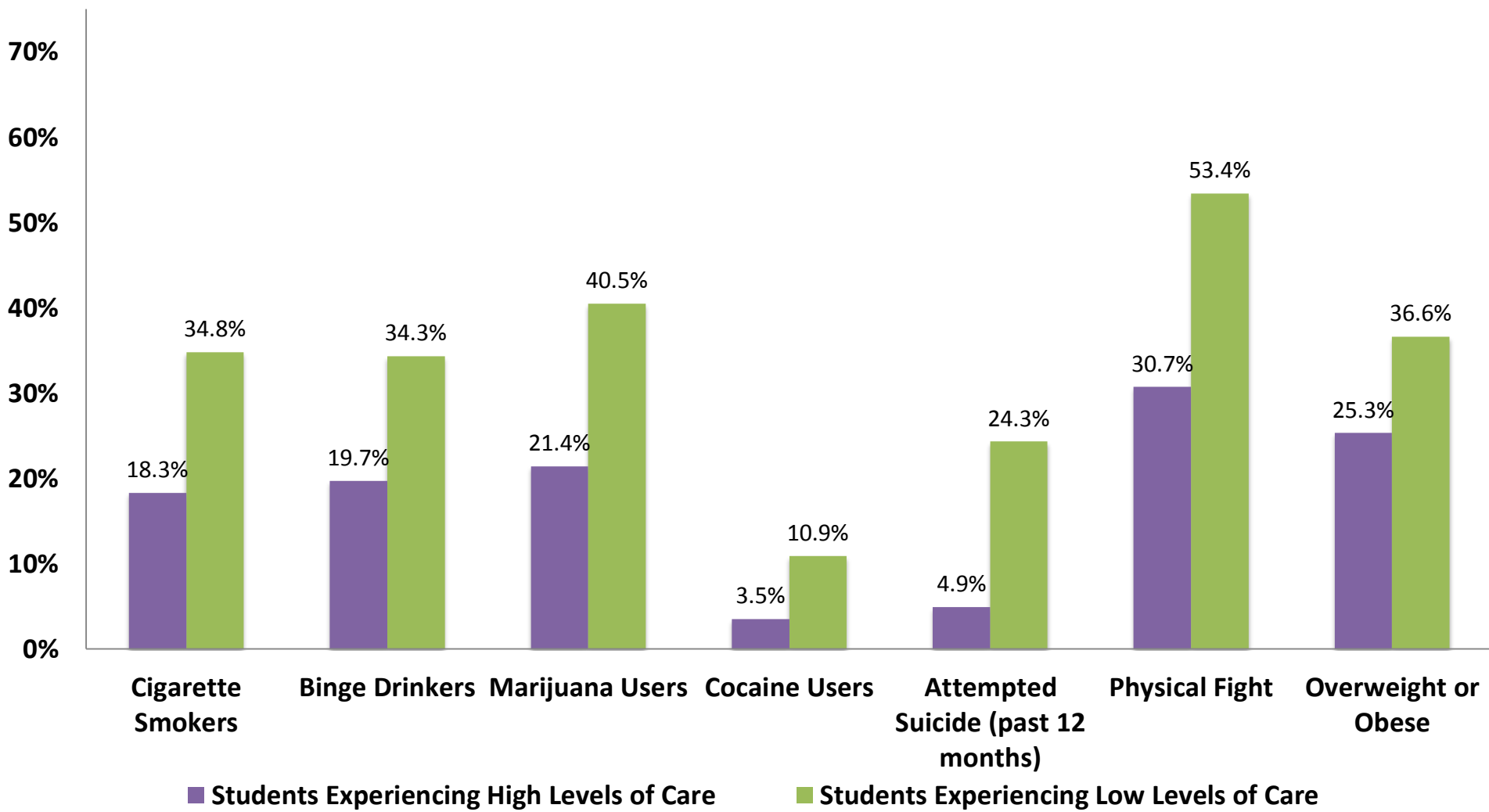
Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked to respond to the statement, "At school I am involved in sports, clubs, or other extra-curricular activities (such as band, cheerleading, or student council)." The percentage reported here reflects respondents who answered "Not true at all."

Percentage of High School Students Not Involved in School Sports, Clubs, or Activities



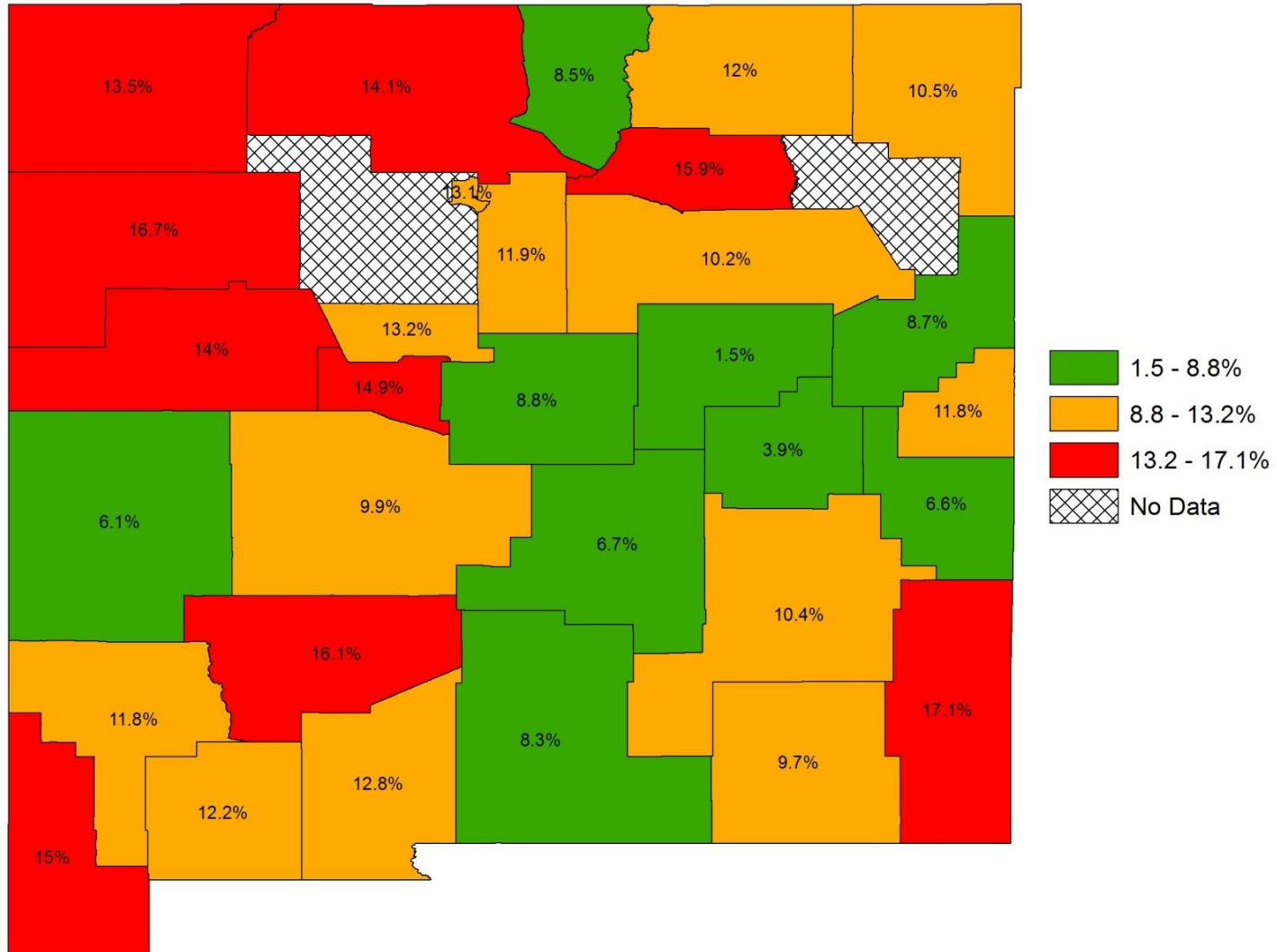
Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked to respond to the statement, "At school I am involved in sports, clubs, or other extra-curricular activities (such as band, cheerleading, or student council)." The percentage reported here reflects respondents who answered "Not true at all."

Key Outcomes of High School Students in New Mexico Experiencing High & Low Levels of Caring and Supportive Relationships with Parents



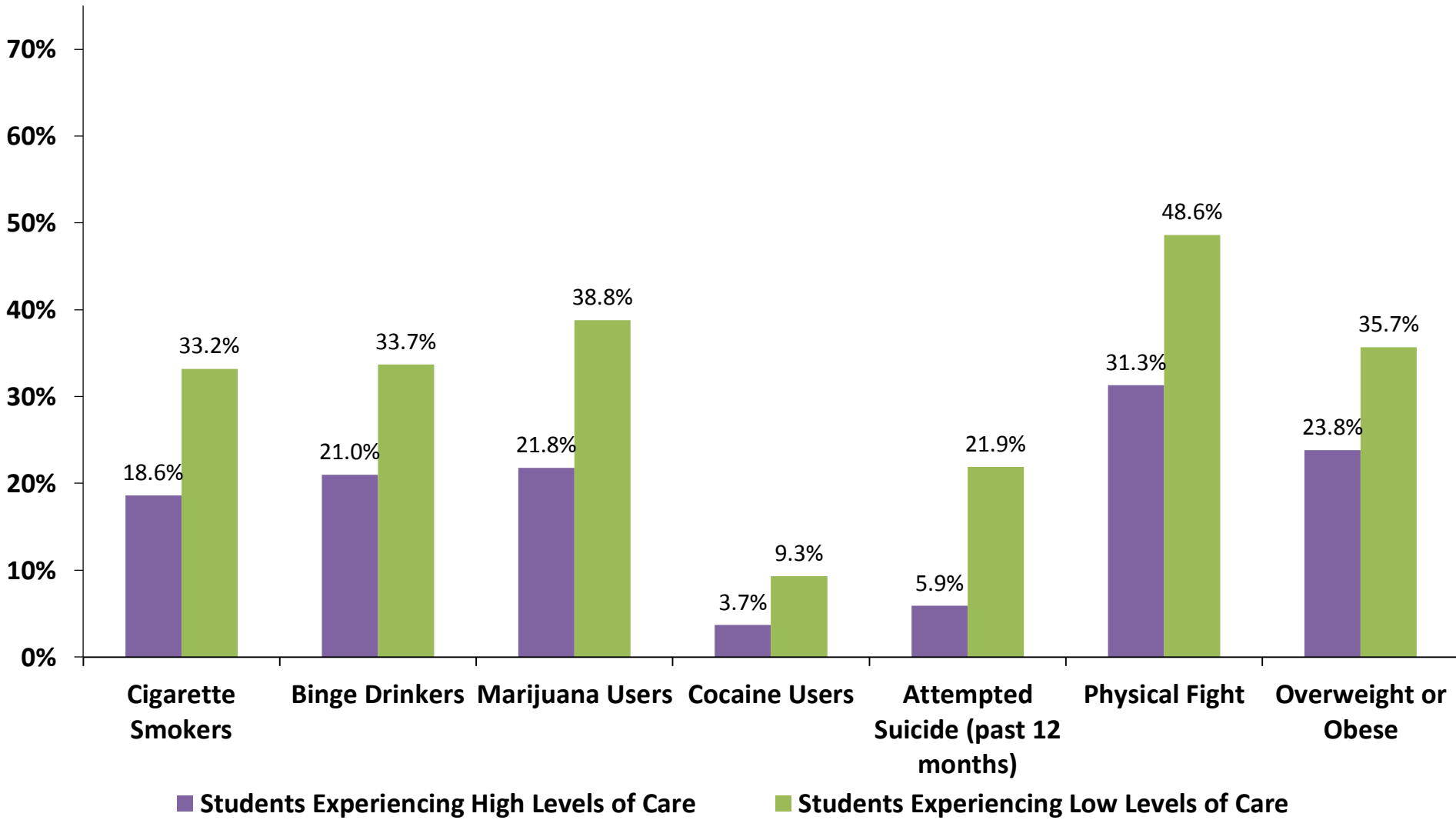
Source: N.M. Epidemiology, 2010. (<http://nmhealth.org/erd/HealthData/pdf/ER%20YRRS%20092410.pdf>). National data taken from High School Youth Risk Behavior Survey, 2009, Centers for Disease Control & Prevention.

Percentage of High School Students Who Report Not Having a Teacher or Some Other Adult Who Cares About Them at School



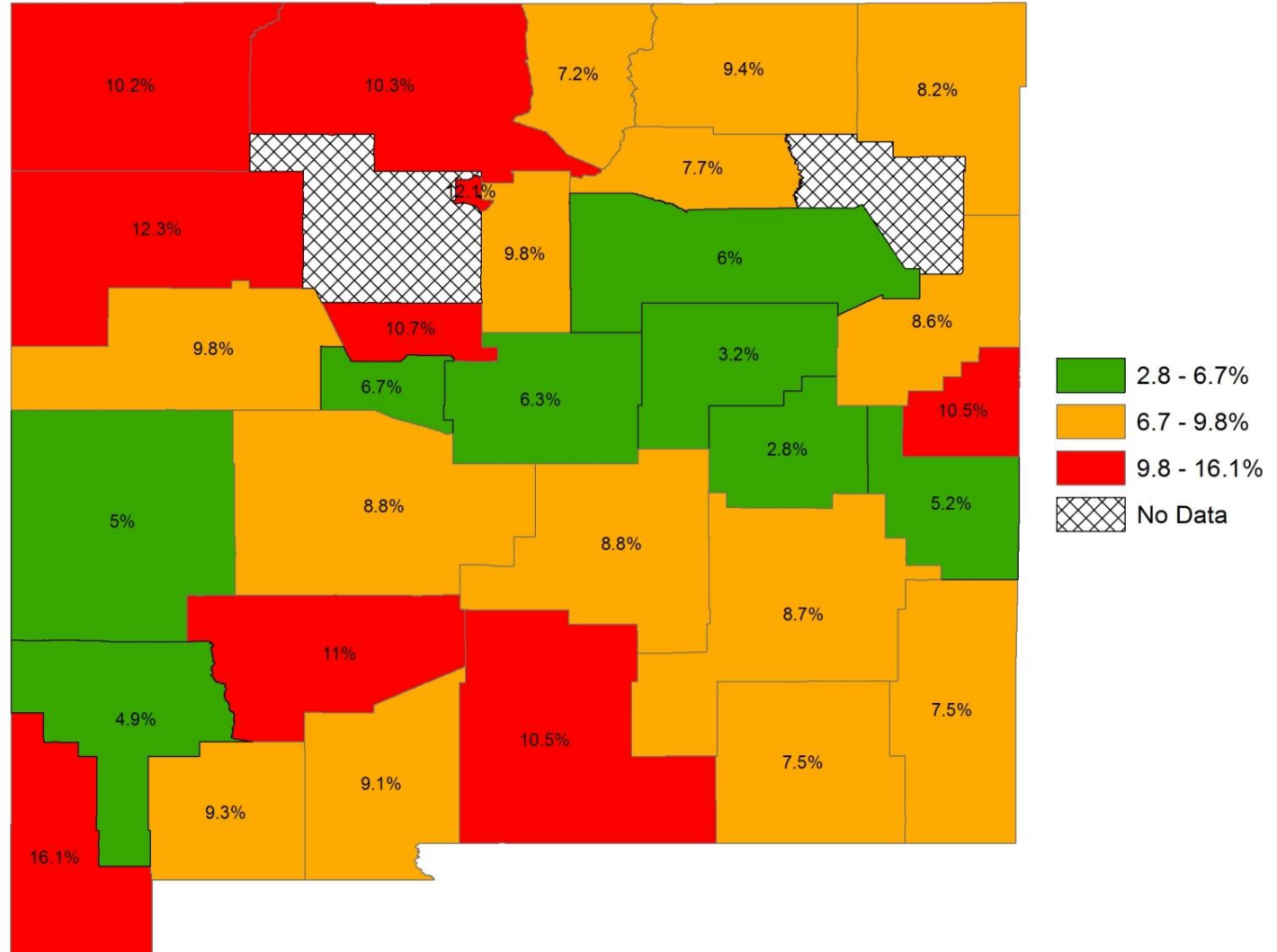
Source: N.M. Youth Risk and Resiliency Survey, 2009. Students were asked to comment on the statement, "At my school, there is a teacher or some other adult who really cares about me." The percentage reported here reflects respondents who answered, "Not true at all."

Key Outcomes of High School Students in New Mexico Experiencing High & Low Levels of Caring and Supportive Relationships with Teachers



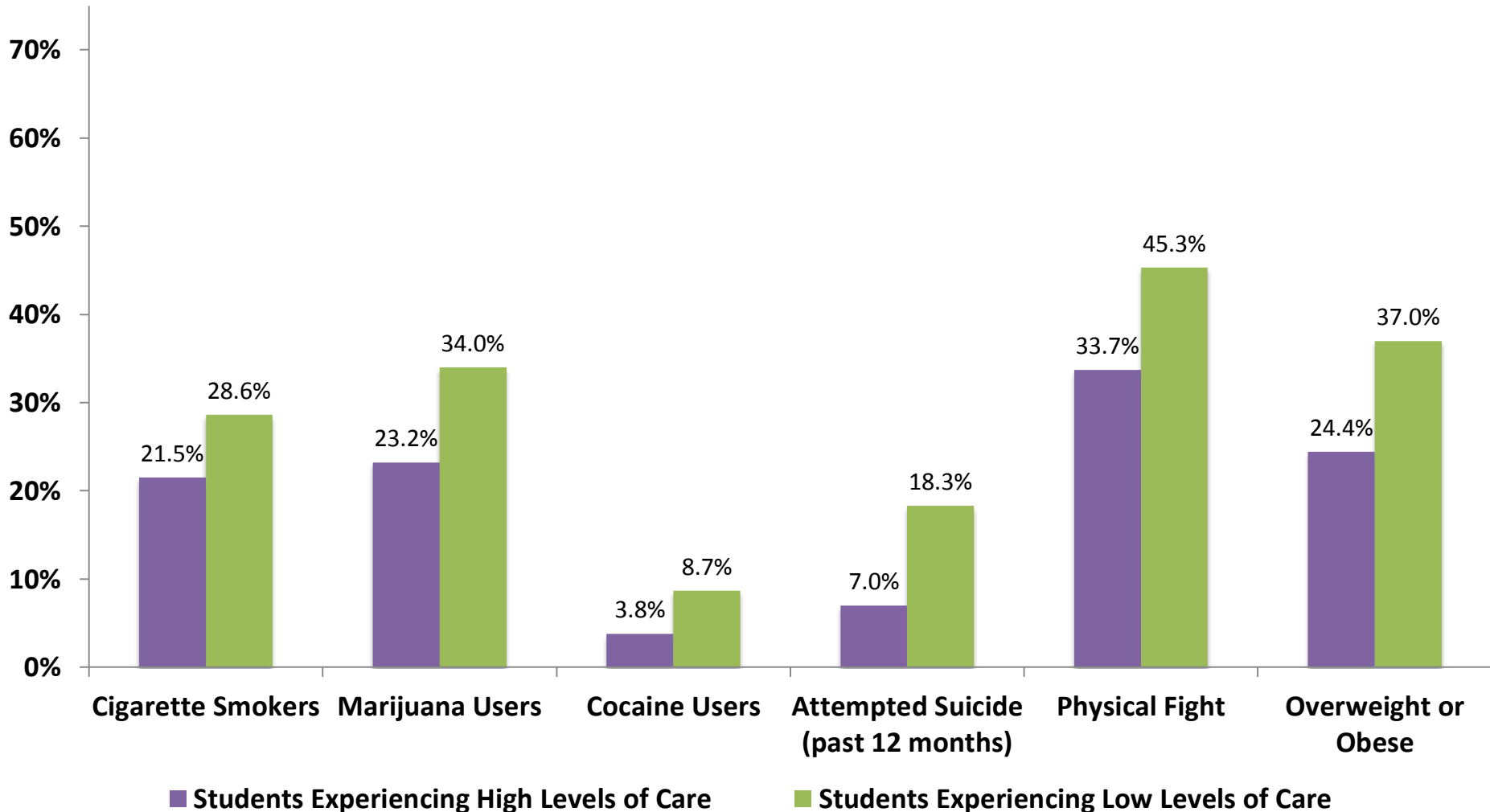
Source: N.M. Epidemiology, 2010. (<http://nmhealth.org/erd/HealthData/pdf/ER%20YRRS%20092410.pdf>). National data taken from High School Youth Risk Behavior Survey, 2009, Centers for Disease Control & Prevention.

Percentage of High School Students Who Report Not Having an Adult Outside of Home or School Who Cares About Them



Source: N.M. Youth Risk and Resiliency Survey, 2009. Students were asked to comment on the statement, "Outside of my home and school, there is an adult who really cares about me." The percentage reported here reflects respondents who answered, "Not true at all."

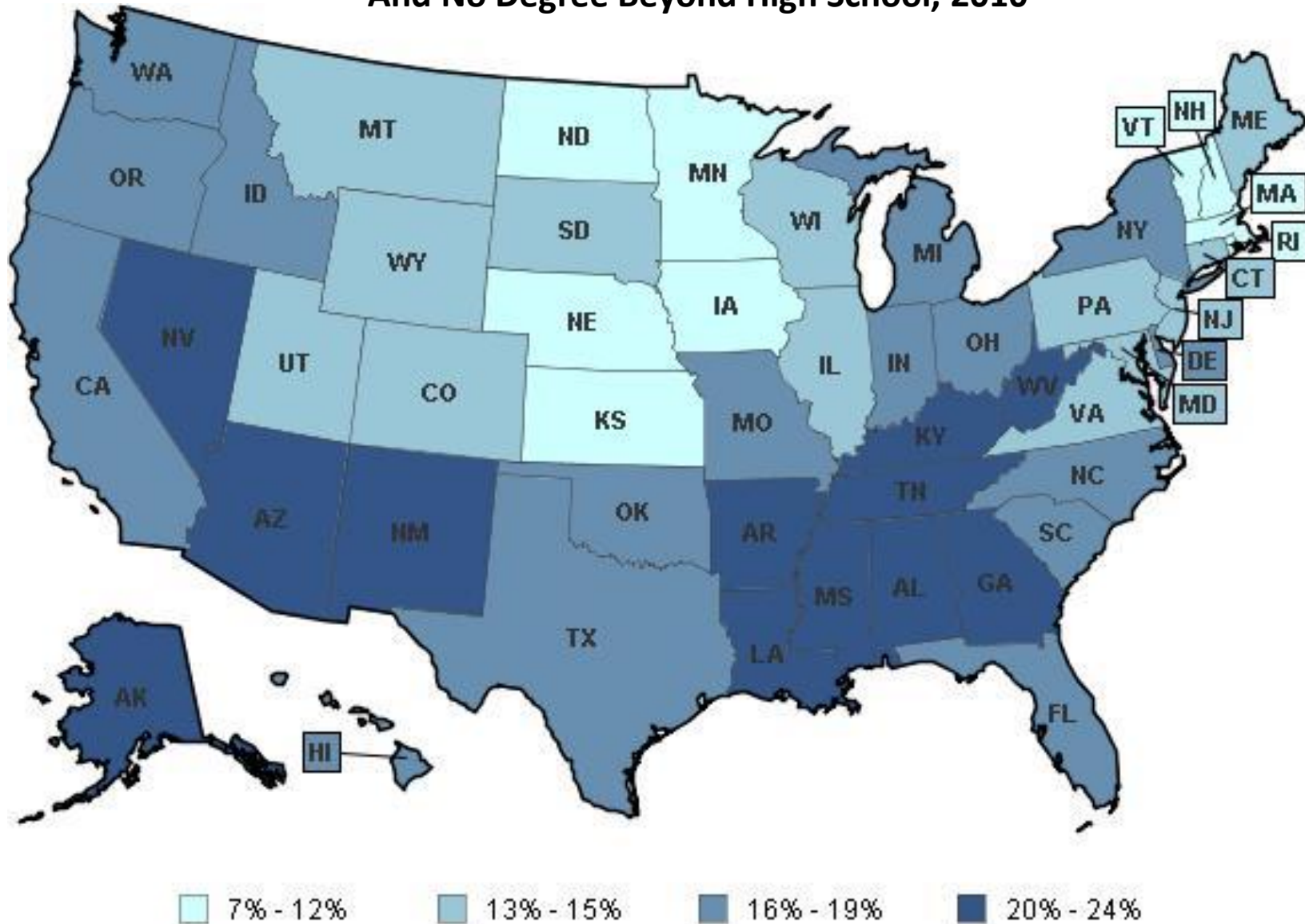
Key Outcomes of High School Students in New Mexico Experiencing High & Low Levels of Caring and Supportive Relationships with Adults in the Community



Source: N.M. Epidemiology, 2010. (<http://nmhealth.org/erd/HealthData/pdf/ER%20YRRS%20092410.pdf>). National data taken from High School Youth Risk Behavior Survey, 2009, Centers for Disease Control & Prevention.

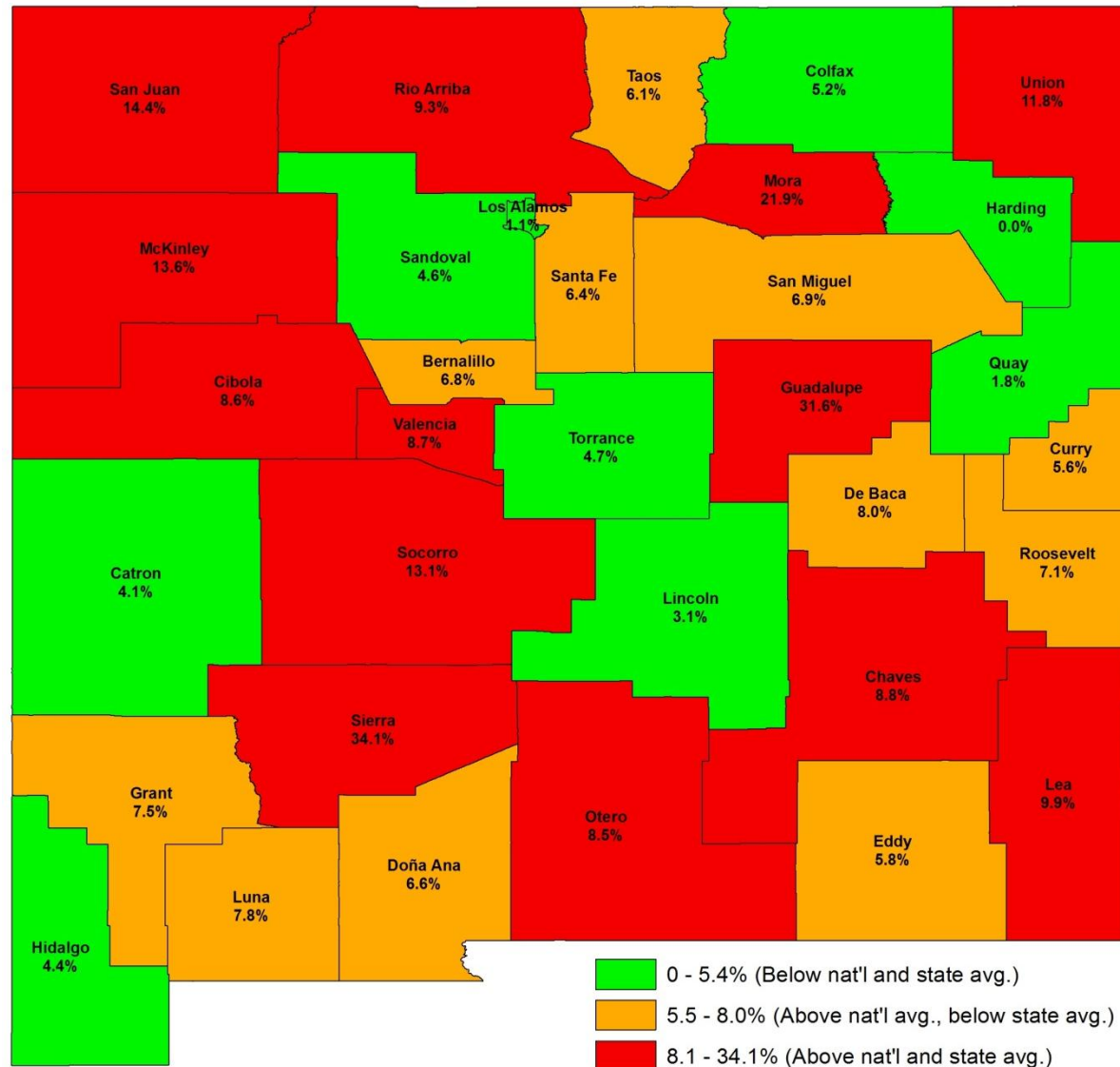
Story 3:
The Path To College Completion
The Disparities Are Evident In Measures Of
College Readiness, College Graduation,
And Educational Attainment

Persons Age 18-24 Not Attending School, Not Working And No Degree Beyond High School, 2010

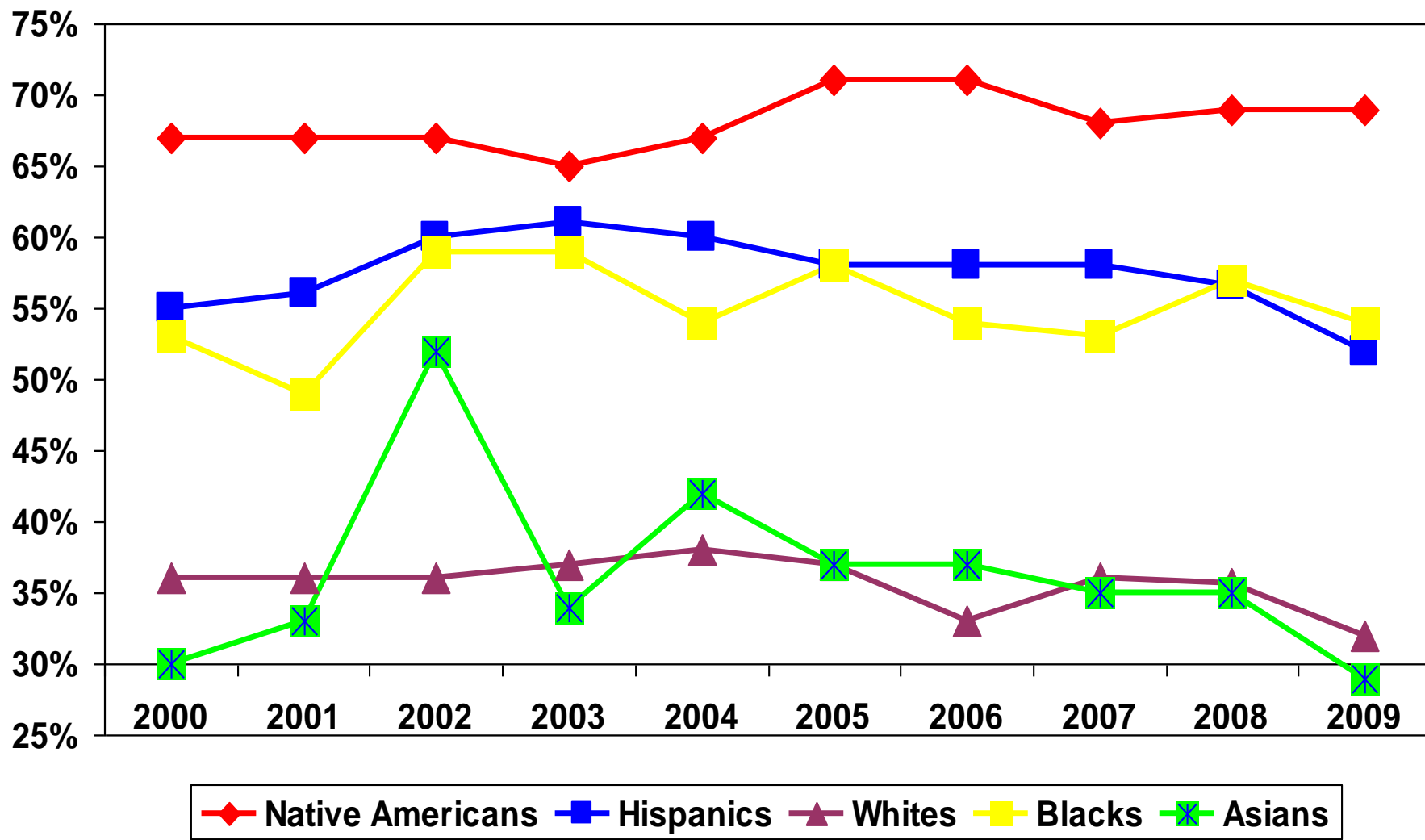


The Annie E. Casey Foundation, KIDS COUNT Data Center, www.kidscount.org/datacenter

Percentage of Individuals, 16-19 Years of Age, Who Are Not Enrolled in School and Not in the Labor Force

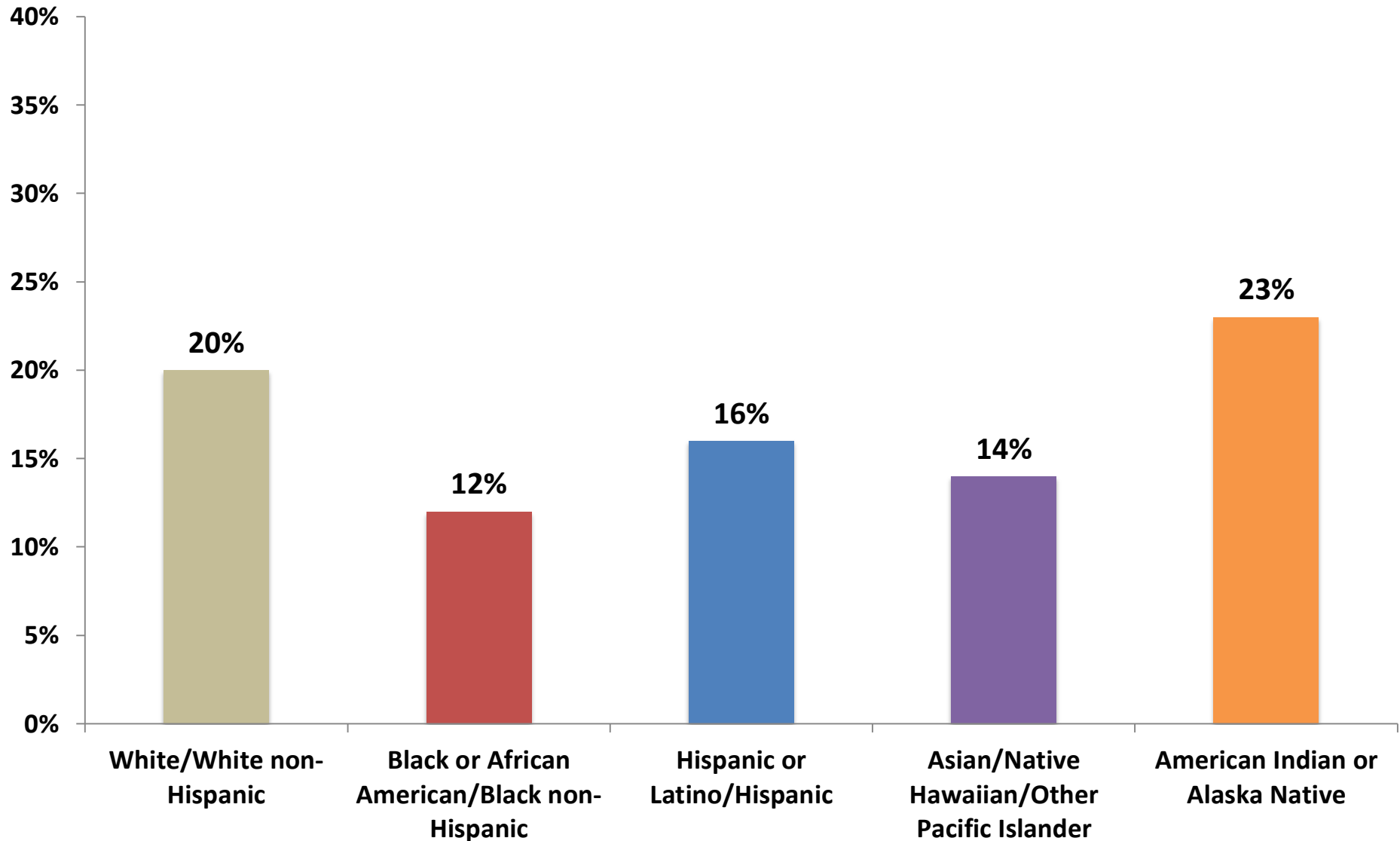


Percentage of New Mexico Public High School Graduates Attending New Mexico Colleges Who Took Remedial Classes, By Race/Ethnicity

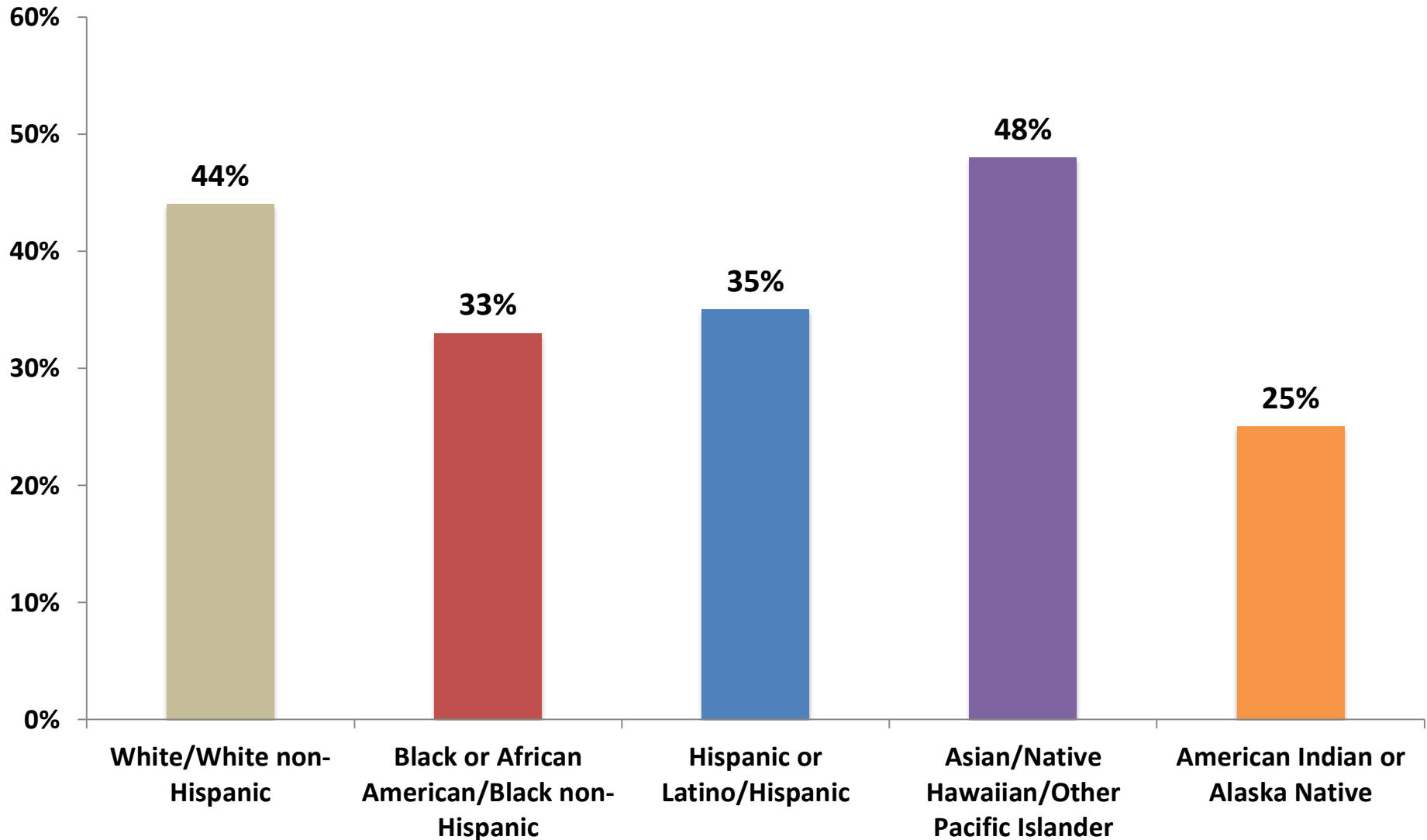


Source: "Ready For College? A Report on New Mexico's High School Graduates Who Take Remedial Courses In College," June 2010, New Mexico Office of Education Accountability. Data do not include charter or alternative schools.

Three-Year Graduation Rates, All New Mexico Community Colleges



Six-Year Graduation Rates, All New Mexico Universities



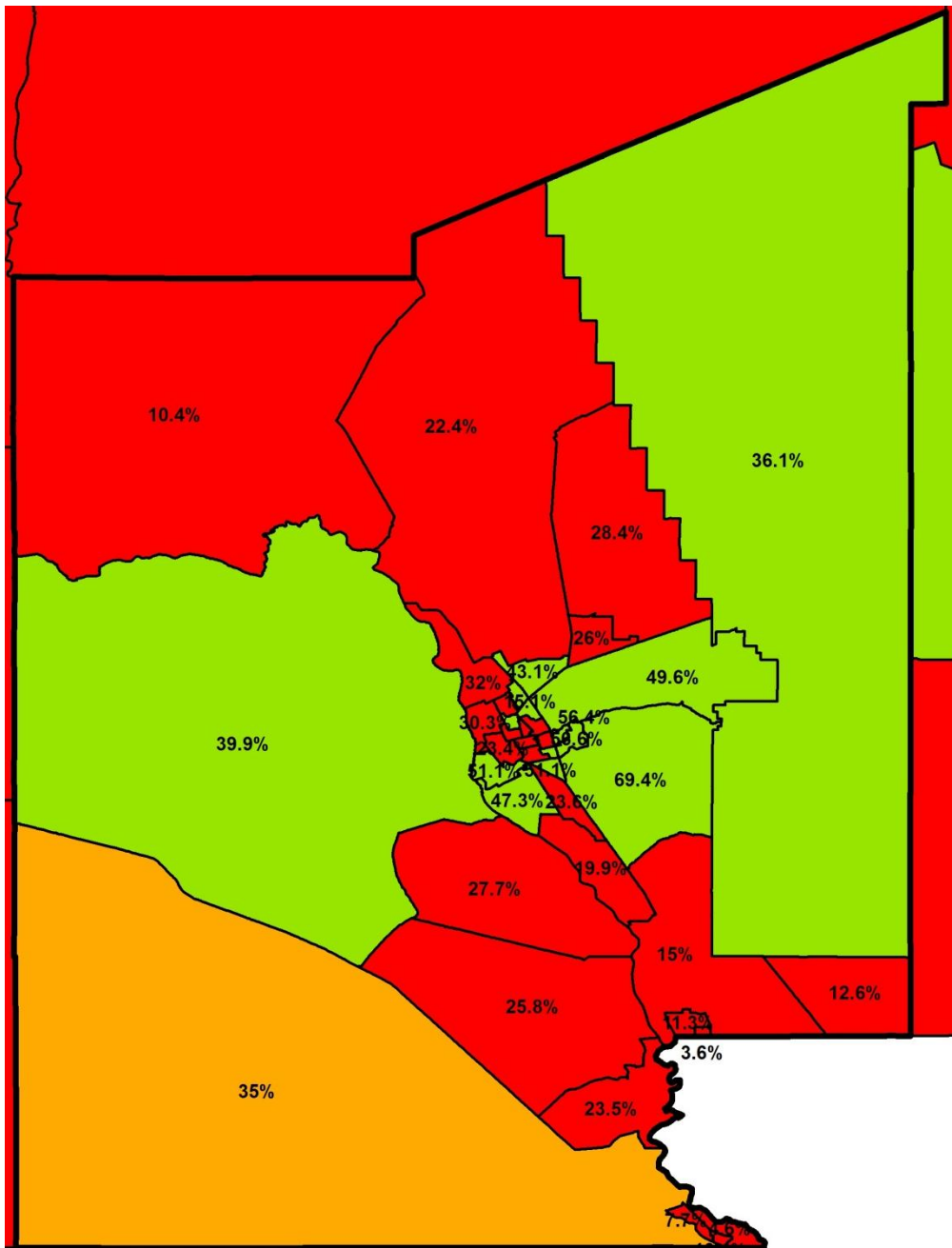
Source: IPEDS National Data Center Profile For New Mexico, 2009

Story 4: The Path To Careers

**The Disparities That Impact Education Achievement
And Educational Attainment Are Also Evident In
Workforce And Career Readiness And Economic Status**

**It Is Also Clear That These Economic Disparities Persist
From Generation To Generation And The Cycle Of Poor
Academic Achievement Continues**

Percentage of Individuals Over 25 Years of Age With an Associates Degree or Higher, By Census Tract in Doña Ana County



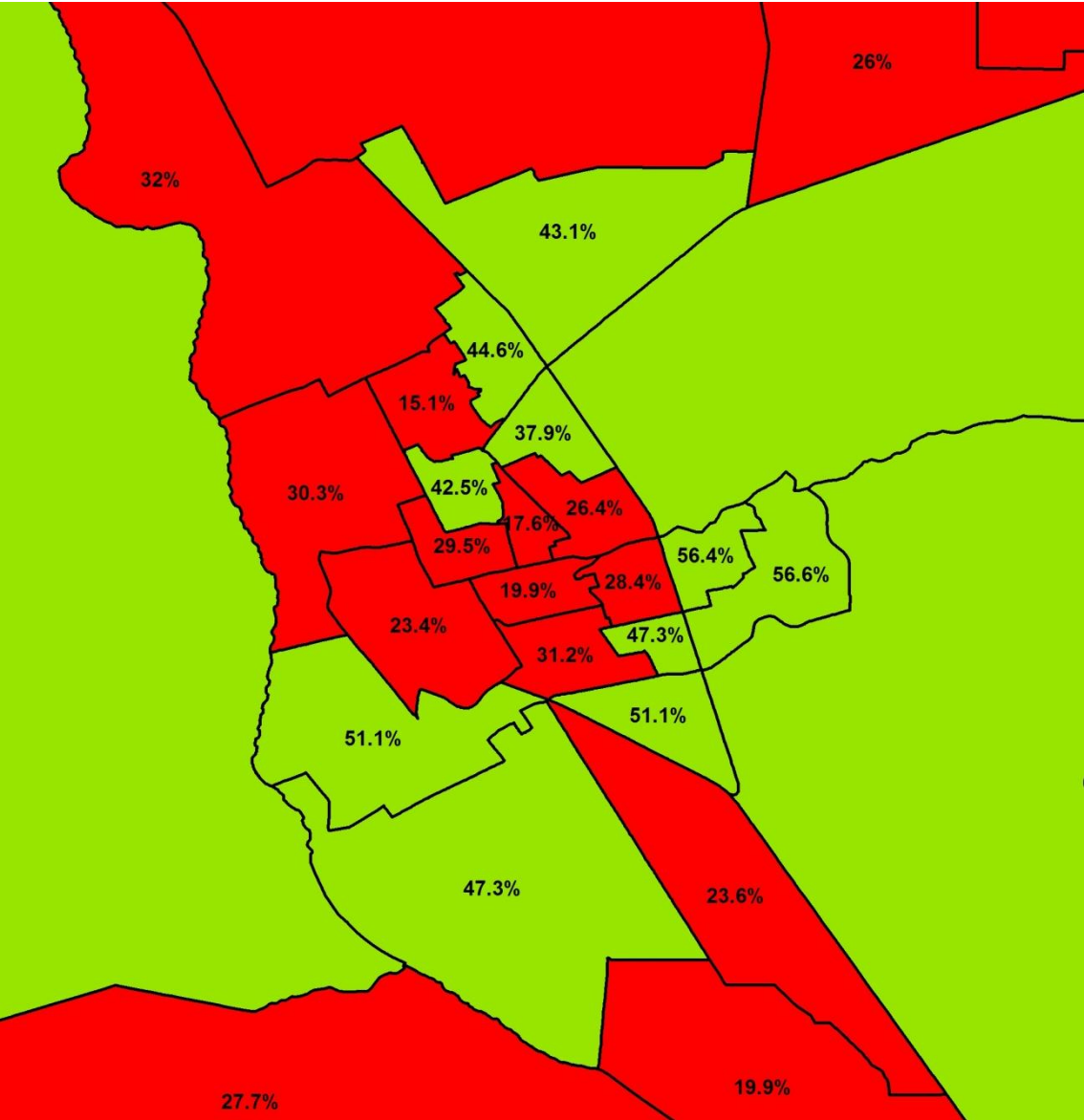
Legend

Percentage of Adults With An AA Degree or Higher

- 0 - 32.6% (Below state & nat'l avg.)
- 32.7% - 35.4% (Between state & nat'l avg.)
- 35.5% - 79.4% (Above nat'l avg.)

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

Percentage of Individuals Over 25 Years of Age With an Associates Degree or Higher, By Census Tract in Doña Ana County



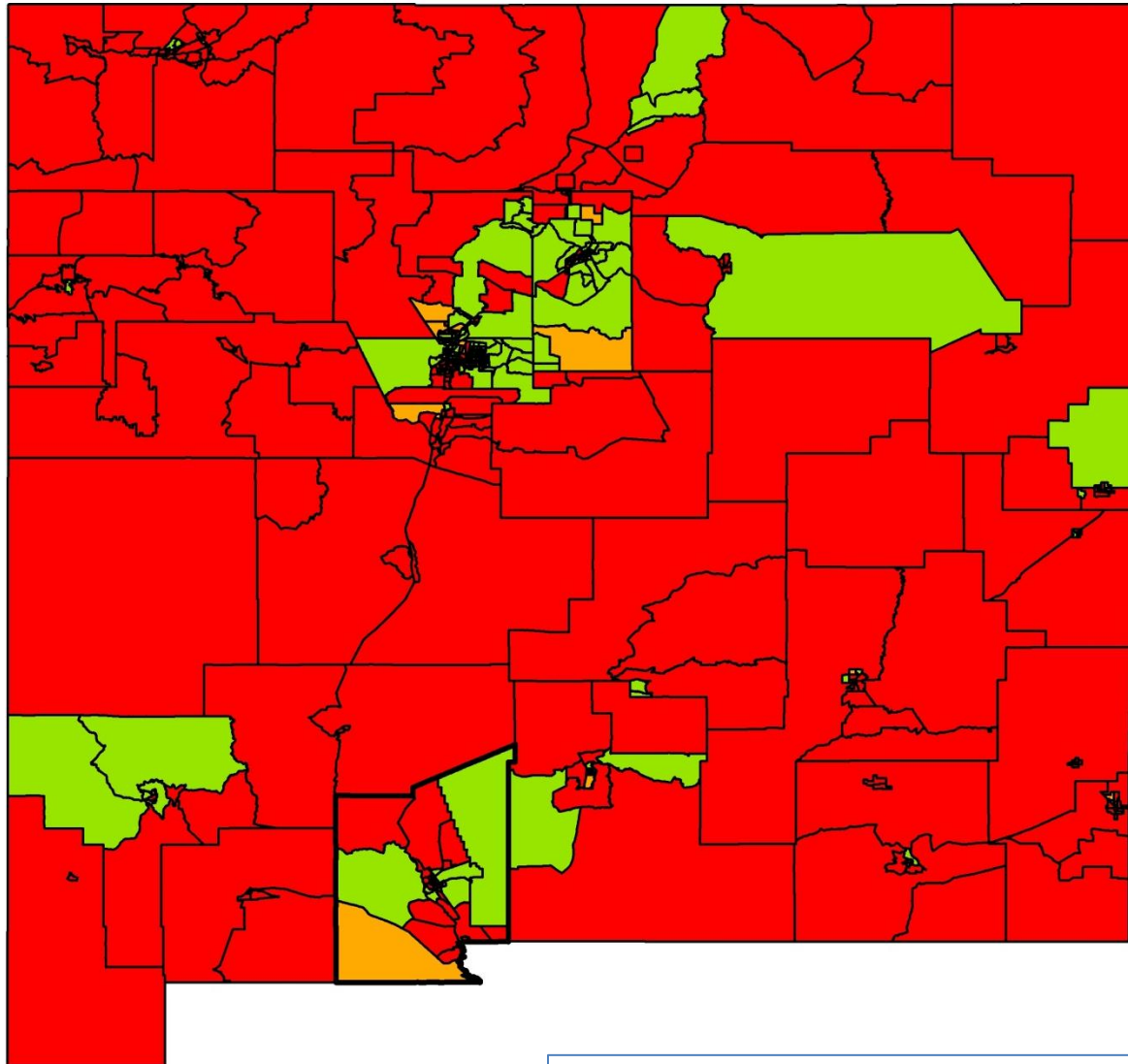
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Percentage of Individuals Over 25 Years of Age With an Associates Degree or Higher, By Census Tract



Legend

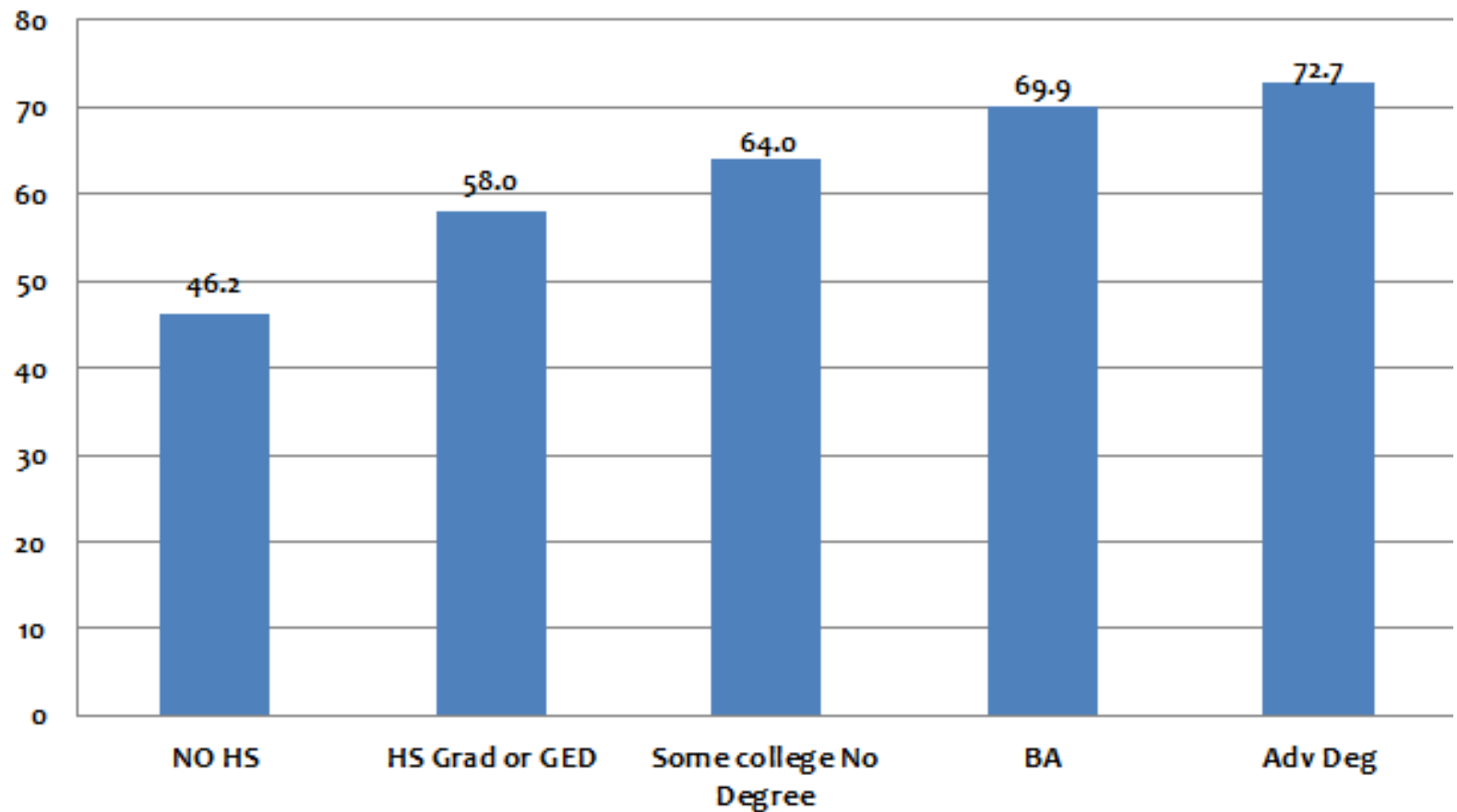
Percentage of Adults With An AA Degree or Higher

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

New Mexico Labor Force Participation Rates by Educational Attainment: 2010

Percent



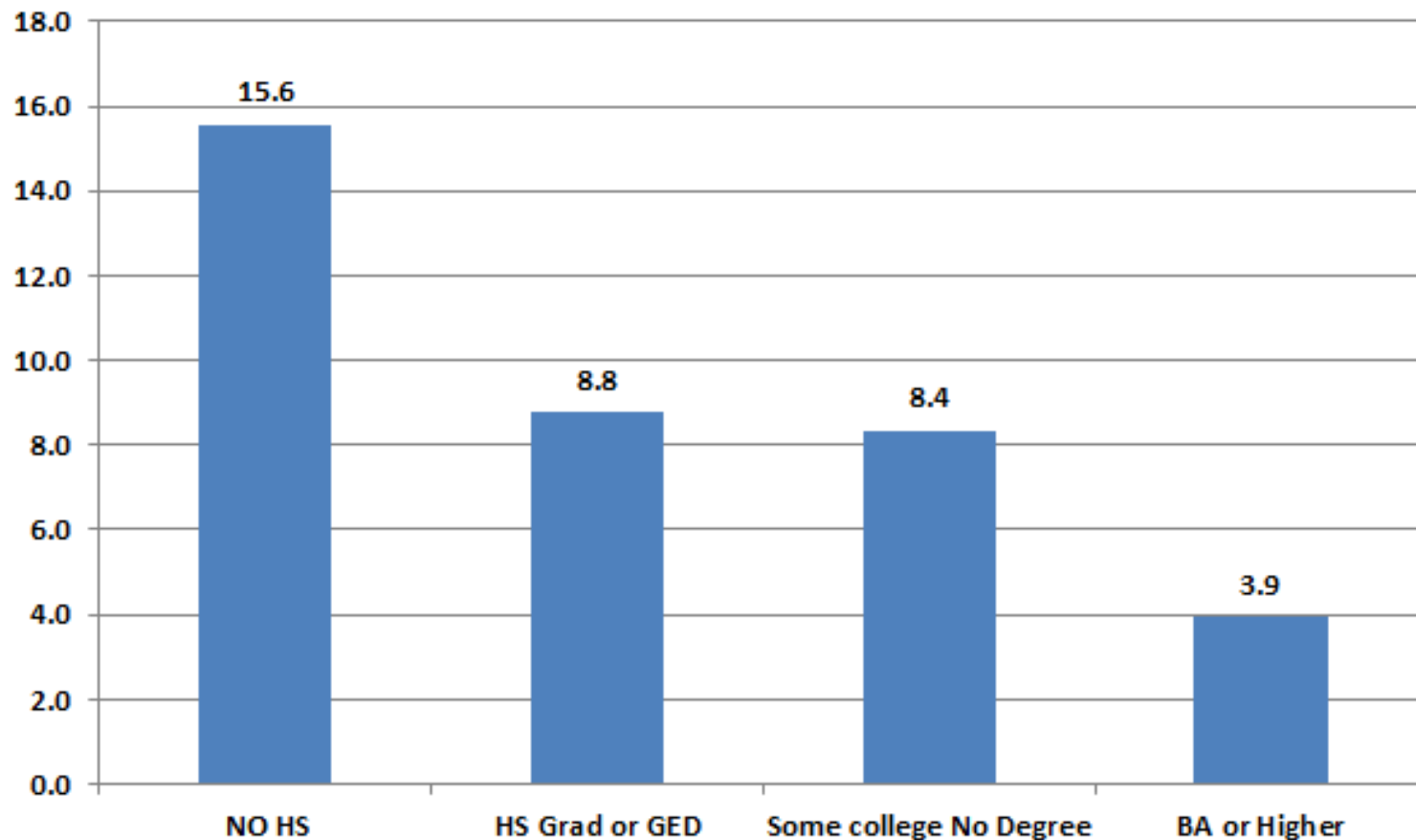
Source: Author Computations from American Community Survey (PUMS 2010) data



Source: Dr. J Peach (May, 2012). New Mexico's Workforce and Educational Needs Presentation to the Legislative Finance Committee, Deming, New Mexico

New Mexico Unemployment Rates by Educational Attainment (2010)

Percent



Source: Author Computations from American Community Survey (PUMS 2010) data



Source: Dr. J Peach (May, 2012). New Mexico's Workforce and Educational Needs Presentation to the Legislative Finance Committee, Deming, New Mexico

If More Students Graduate From High School and College, What Will They Do?

**What Jobs Are
Available In Doña Ana County?**

What Jobs Will Be Available?

What Jobs Could Be Available?

The 2018 Las Cruces MSA Employment Projections

Las Cruces MSA Employment Projections by Major Occupation Category				
Occupational Category	2008 Annual Employment	2018 Projected Employment	Employment Change 2008-2018	Percent Change 2008-2018
Food Preparation & Servers	6,840	8,130	1,280	18.8%
Education, Training & Library	3,530	4,680	1,160	32.8%
Office & Administrative Support	10,590	11,510	920	8.7%
Business & Financial Operations	4,210	5,010	800	19.0%
Sales & Related	8,720	9,490	770	8.8%
Healthcare Practitioners & Technical Management	3,410	4,140	730	21.5%
Community & Social Services	6,720	7,410	700	10.4%
Healthcare Support	3,500	4,170	670	19.0%
Building & Grounds Cleaning	1,910	2,560	650	33.9%
Construction & Extraction	3,160	3,680	520	16.4%
Personal Care & Service	4,690	5,150	460	9.9%
Computer & Mathematical	2,360	2,740	380	16.3%
Transportation & Material Moving	1,180	1,520	340	29.2%
Protective Service	2,020	2,290	270	13.1%
Installation, Maintenance & Repair	990	1,240	250	24.9%
Life, Physical & Social Science	1,790	2,020	240	13.3%
Arts, Design & Entertainment	1,210	1,420	220	17.9%
Architecture & Engineering	2,130	2,270	130	6.2%
Production	850	970	120	13.9%
Legal	1,560	1,670	110	6.9%
Farming, Fishing & Forestry	590	640	50	7.8%
Total, All Occupations	72,120	82,890	10,770	14.9%

Source: www.dws.state.nm.us/dws-lmi.html.

What Will Graduates Do?

Fastest Growing Occupations 2008-2018

Las Cruces MSA	%
Occupational Title	Change
Home Health Aides	51.1%
Combined Food Preparation & Servers	30.0%
Security Guards	29.5%
Customer Service Representatives	28.4%
Teacher Assistants	27.6%
Registered Nurses	26.1%
Accountants & Auditors	22.3%
Management Analysts	21.2%
Nursing Aides, Orderlies & Attendants	21.0%
1st-Line Spvrs of Food Prep & Servers	20.9%
Janitors & Cleaners	20.6%
Executive Secretaries & Admin Assistants	19.6%
Cooks, Restaurant	19.0%
Construction Managers	18.8%
Medical & Public Health Social Workers	18.0%

Occupations with Most Annual Openings 2008-2018

Las Cruces MSA	Total Annual
Occupational Title	Openings
Retail Salespersons	144
Cashiers	104
General & Operations Managers	76
Combined Food Prep & Servers	51
Accountants & Auditors	48
Home Health Aides	46
Registered Nurses	41
Teacher Assistants	38
Bookkeeping, Accounting & Auditing Clerks	38
Cooks, Restaurant	36
Management Analysts	34
Janitors & Cleaners	33
Office Clerks, General	33
Customer Service Representatives	30
Receptionists & Information Clerks	29

Many of the jobs with the most openings and fastest growing require little education and training. Unfortunately, the wages for most are lower than the statewide average. On a positive note, registered nurses, accountants & auditors, and management analysts are in the top 15 for both lists, and wages for these occupations exceed \$40,000/year. Although not included in the top 15, jobs such as administrative service managers (ranked 22nd for most annual openings) and clinical, counseling & school psychologists (ranking 17th for fastest growing and 18th for most annual openings) are well-paying jobs.

Questions For Consideration

- How can The Bridge align the efforts to graduate more students with other economic development initiatives currently taking place in New Mexico and beyond?
- How can The Bridge align the efforts to graduate more students with the jobs that Doña Ana has now and those that are projected for the future?
- How can The Bridge align the efforts to graduate more students with the jobs that Doña Ana wants to have in the future or those that we have yet to imagine?
- How can The Bridge align the efforts to graduate more students with the broader visions of what Dona Aña County could be in 2025?

Promising Practices

**The Bridge of Southern New Mexico
Was Instrumental In Calling For
A Study Of The Impact of Dual Credit
On Students Across New Mexico.**

**That Study Has Been Presented To The U.S.
Senate Committee On Health, Education, Labor & Pensions;
The New Mexico Legislative Finance Committee;
The New Mexico Education Study Committee; And Many
Other Forums.**

Here Are Selected Slides From Study

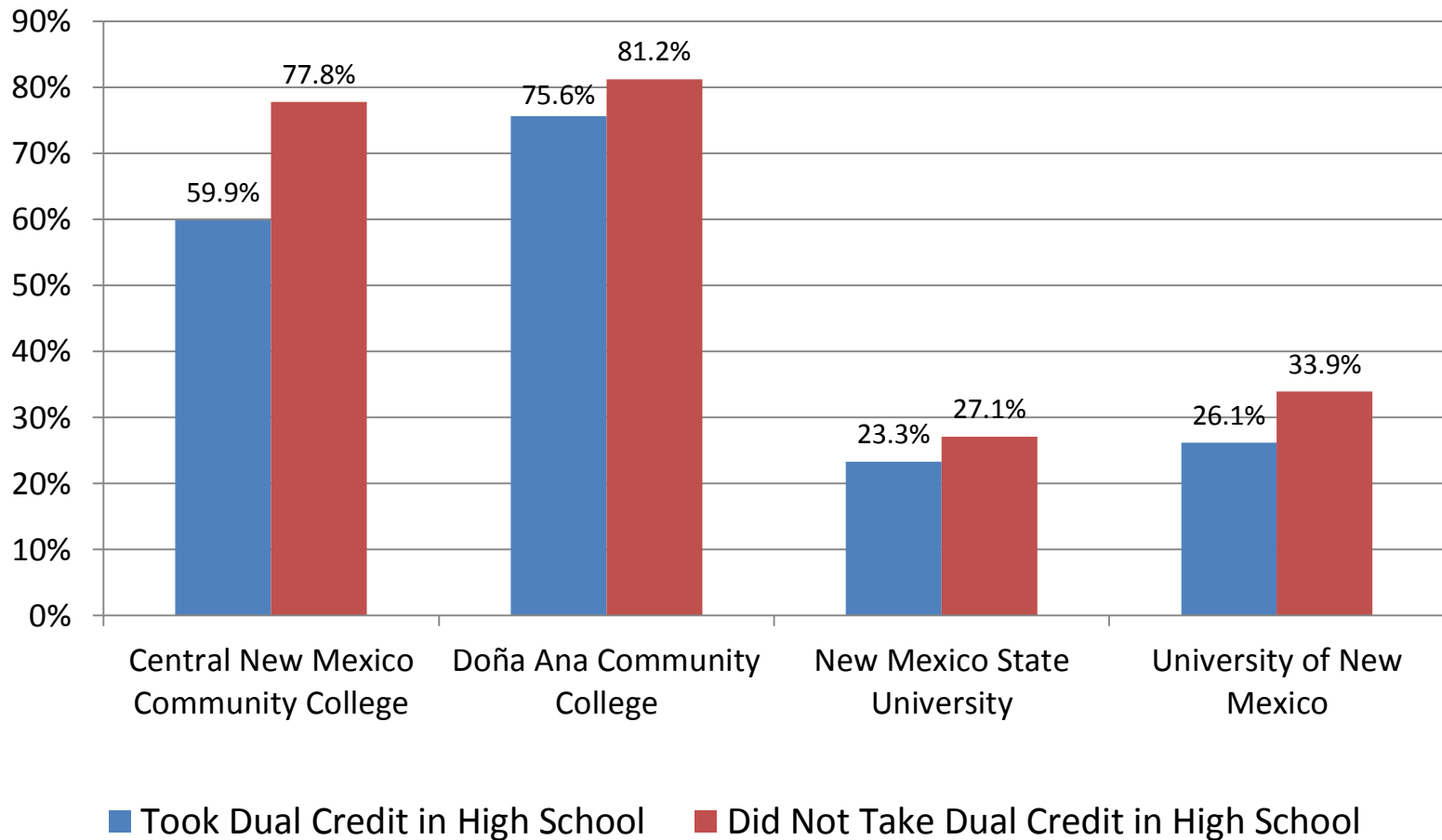
A Full Copy of the Report Is Available In Appendix A

Dual Credit Program Review: Executive Summary

1. New Mexico's state-wide dual credit programs appear to be an effective large scale policy initiative aimed at improving student success.
2. Dual credit programs appear to be associated with increased levels of student performance in both high school and higher education.
3. Dual credit appears to reduce the long-term costs of education and provide potential benefits on students' life earnings.
4. High schools and higher education institutions can, in fact, work together.
5. The content and delivery of dual credit programs needs to be refined to ensure consistency and rigor across a large statewide program.
6. Dual credit programs must overcome a number of fundamental issues if they are to make a permanent difference for large numbers of students.
7. We need to ensure equity and accessibility of accelerated learning programs to all students.

Dual Credit is Associated with a Reduced Need of Remediation

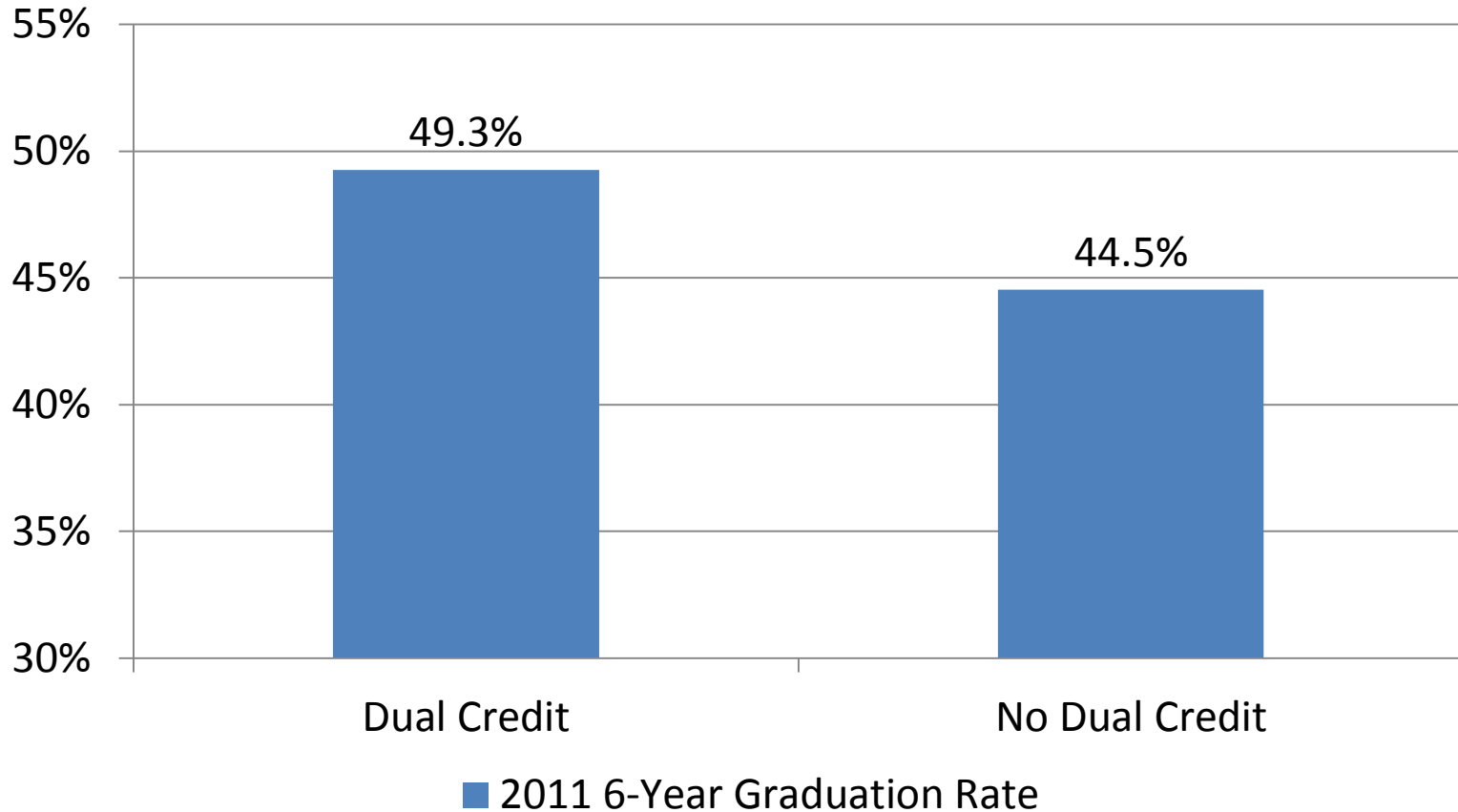
Comparison of Remediation Rates



Remediation rates are the percentage of students taking at least one remedial or developmental course from Fall 2009 to Fall 2010. Sources: CNM, DACC, NMSU, and UNM Offices of Institutional Research

Dual Credit is Associated with Higher College Graduation Rates

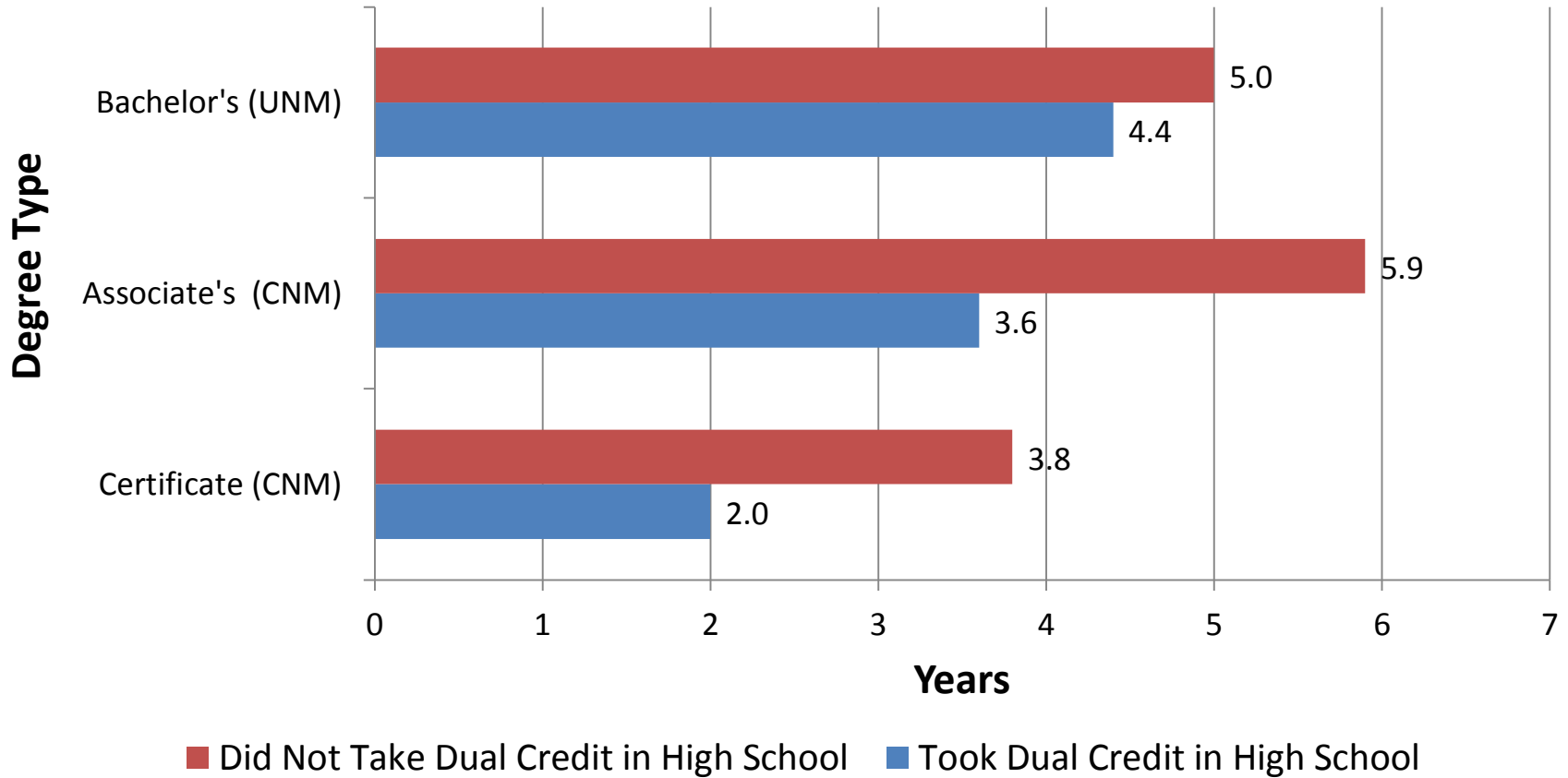
University of New Mexico 6-Yr Graduation Rates



Graduation rates are the percentage of first-time, full-time freshmen in Fall 2005 who graduated with a bachelor's degree or enrolled in the 3rd semester of the PharmD program by the spring semester of 2011. Source: UNM Division of Enrollment Management

Dual Credit is Associated with Shorter Time to Graduation

Average Years to Graduation by Degree Type



Data are from 2008-10 graduates at CNM and UNM. Years to graduation are calculated by subtracting the semester and year of first enrollment from the semester and year of graduation. The CNM sample consists of 1265 Dual Credit and 5696 non-Dual Credit students. The UNM sample consists of 639 Dual Credit and 8944 non-Dual Credit students. Source: UNM Office of Enrollment Management and CNM Office of Institutional Research

Gains in Student Performance Have the Potential to Reduce State Expenditures

Lookback Analysis – Average Credit Hours Attempted

	Non-DC Students (SCH)	DC Students (SCH)	Difference (credit hours)	Est. Formula Savings per Student
CNM Certificate Graduates	52	44	(8)	\$1,520
CNM Associate's Graduates	96	93	(3)	\$570
UNM Bachelor's Graduates	167	160	(7)	\$1,330

Data are from 2008-10 graduates at CNM and UNM. Years to graduation are calculated by subtracting the semester and year of first enrollment from the semester and year of graduation. The CNM sample consists of 1265 Dual Credit and 5696 non-Dual Credit students. The UNM sample consists of 639 Dual Credit and 8944 non-Dual Credit students. Formula savings based on estimated cost of \$190/SCH. Source: UNM Office of Enrollment Management and CNM Office of Institutional Research

Gains in Student Performance Have the Potential to Save Students and Families Money

Lookback Analysis – Average Years to Graduation

	Non-DC Students (Years)	DC Students (Years)	Difference (Years)	Tuition & Fees Savings per Student
CNM Certificate Graduates	3.8	2.0	(1.8)	\$432
CNM Associate's Graduates	5.9	3.8	(2.3)	\$2,663
UNM Bachelor's Graduates	5.0	4.4	(.6)	\$4,356

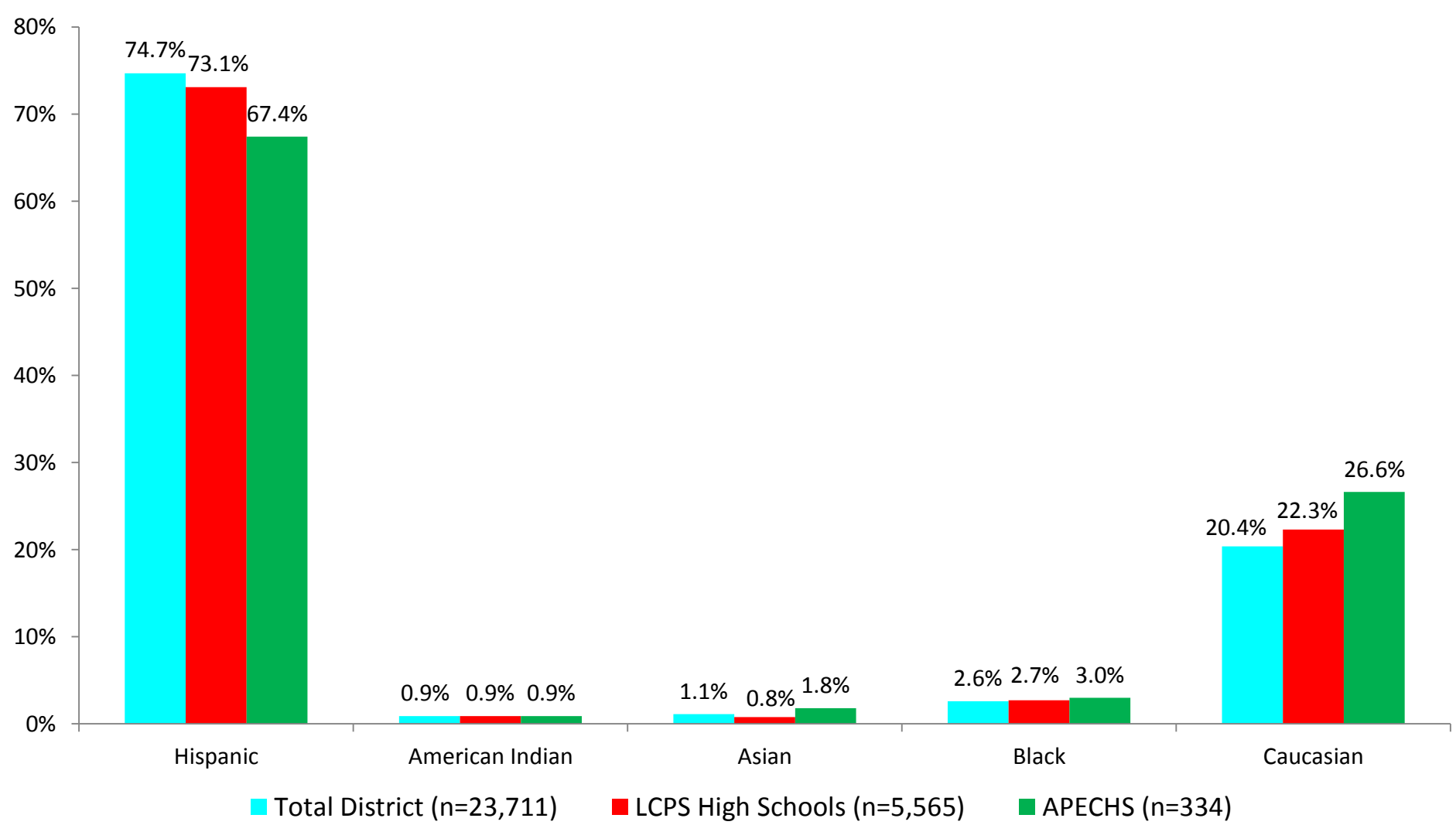
Data are from 2008-10 graduates at CNM and UNM. Years to graduation are calculated by subtracting the semester and year of first enrollment from the semester and year of graduation. The CNM sample consists of 1265 Dual Credit and 5696 non-Dual Credit students. The UNM sample consists of 639 Dual Credit and 8944 non-Dual Credit students. Tuition saving estimates based on CNM and UNM 2010-11 tuition costs. Source: UNM Office of Enrollment Management and CNM Office of Institutional Research

**Las Cruces Public Schools, Doña Ana Community College,
New Mexico State University And The Other Partners In
The Bridge of Southern New Mexico Established
The Arrowhead Park Early College High School (APECHS)
In 2010.**

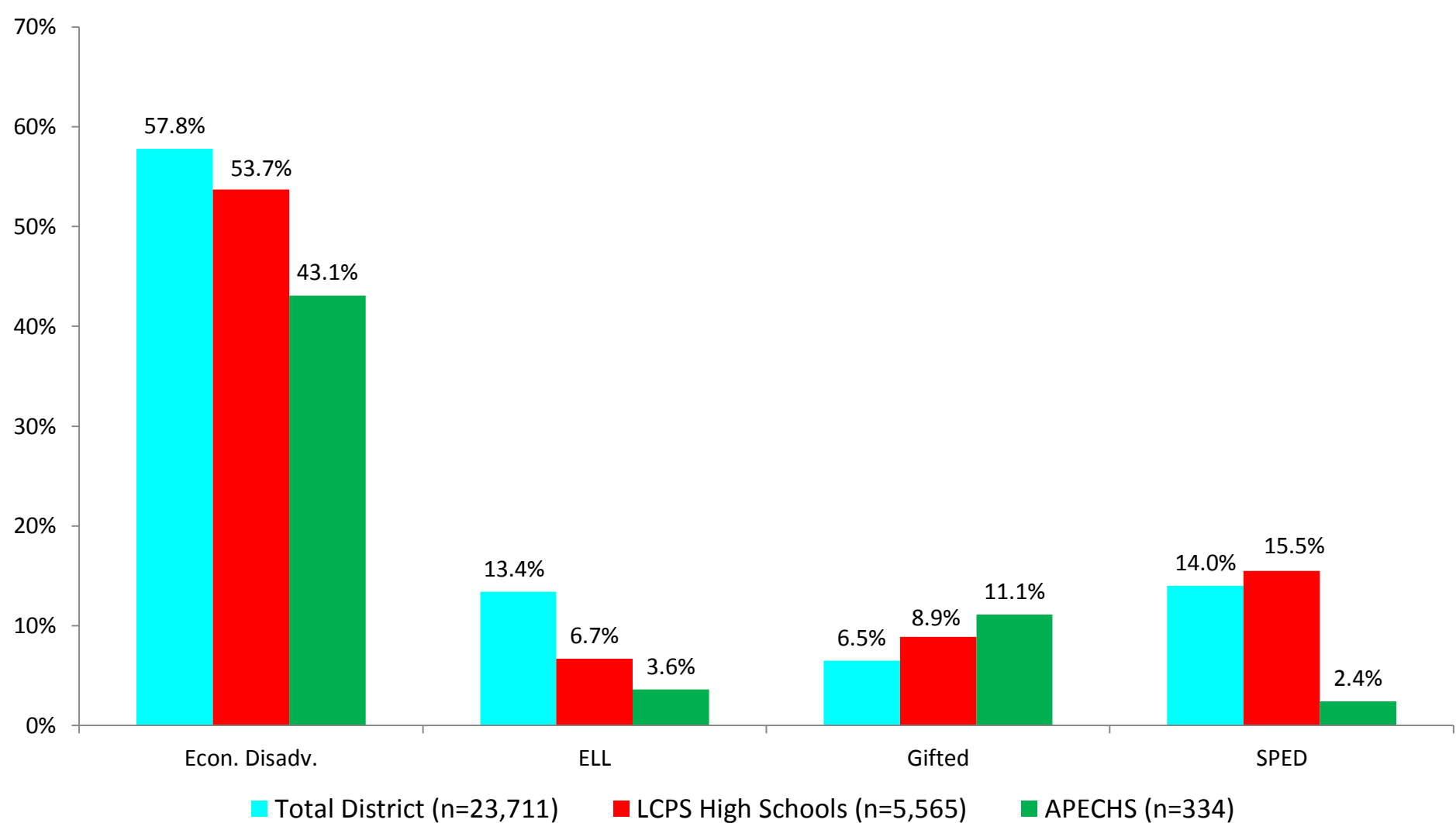
**More Information On APECHS Can Be
Found In Appendix B**

Here Is An Overview Of Current Results

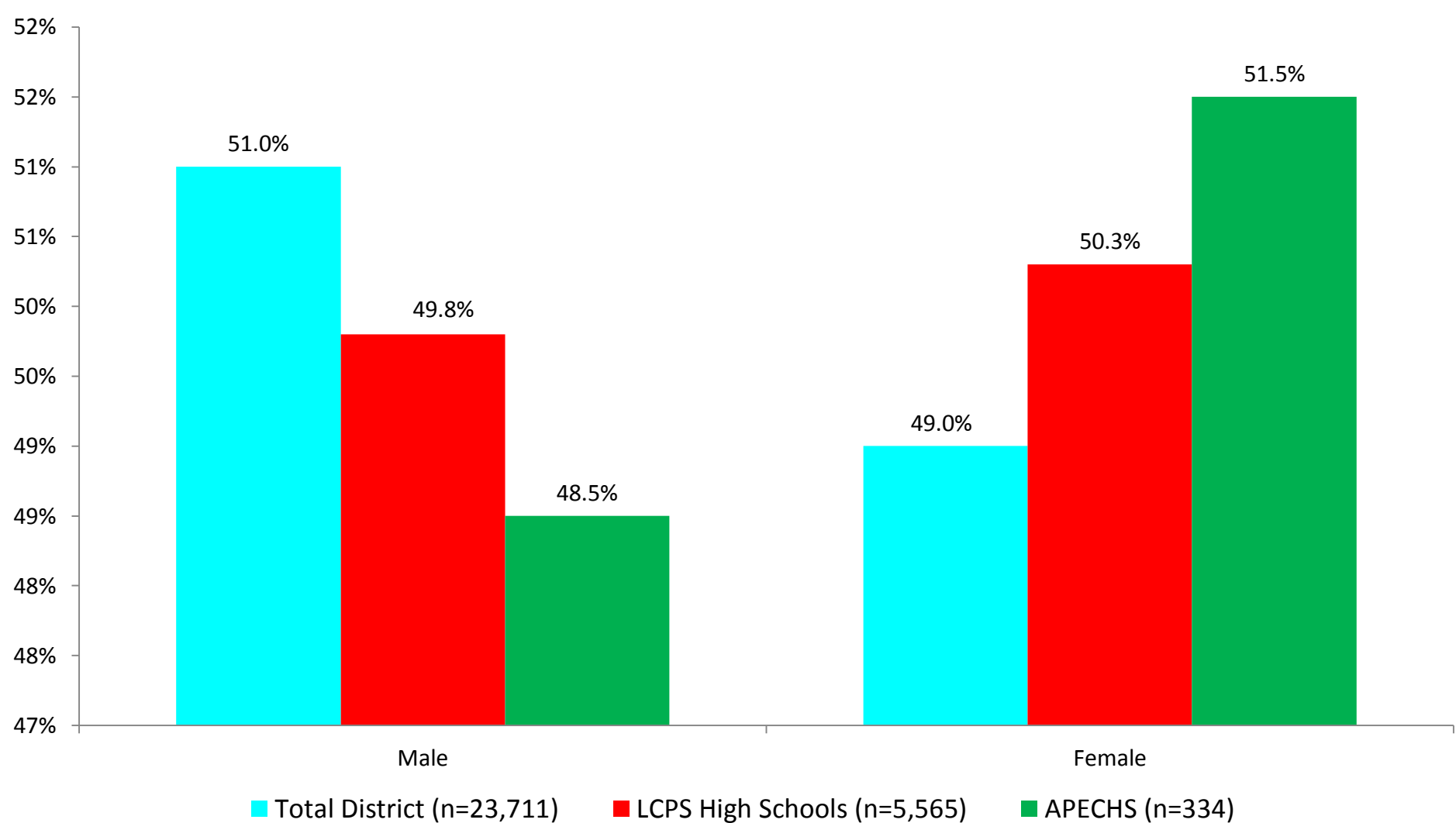
What Do We Know About Student Demographics At Arrowhead Park Early College High School, 2012?



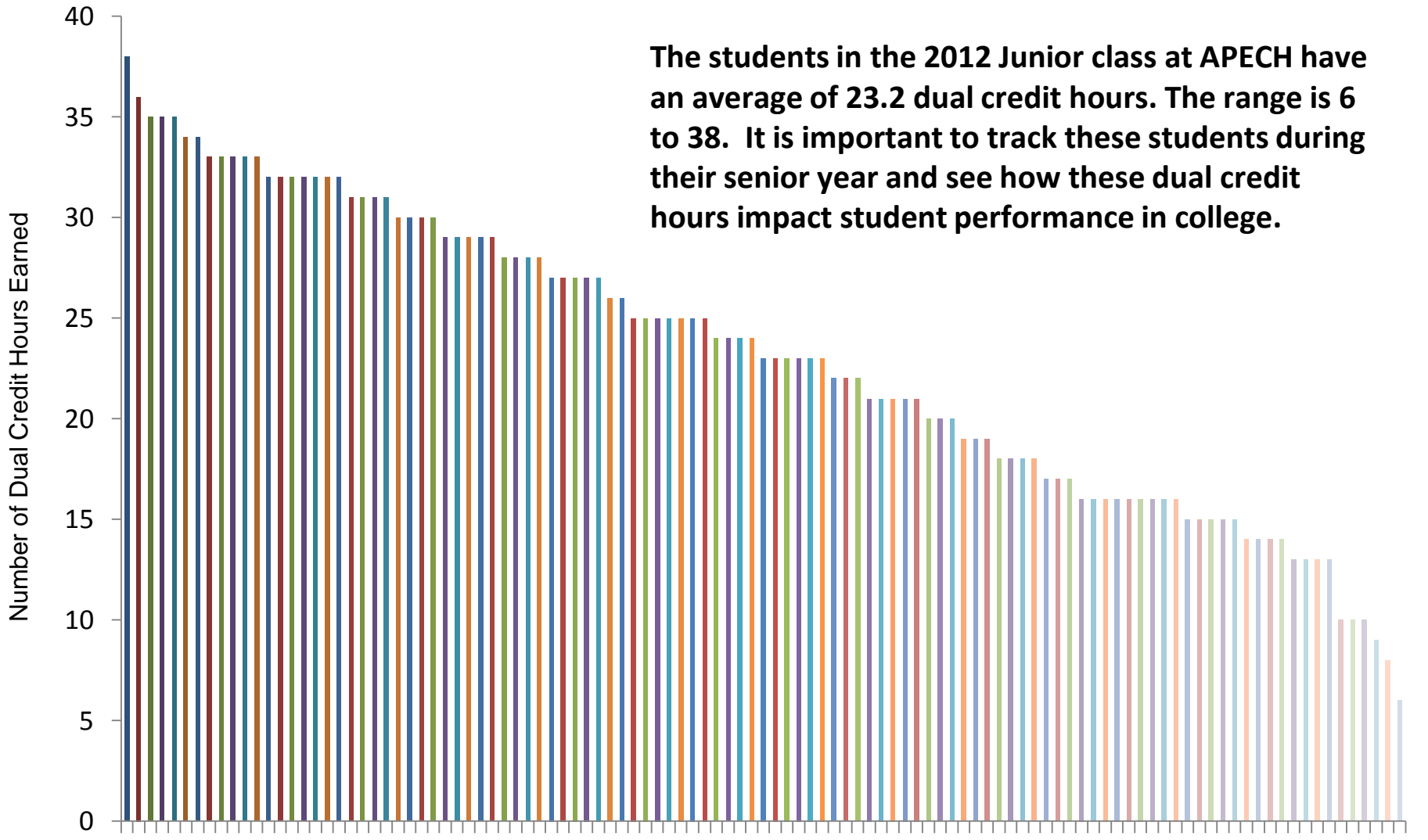
What Do We Know About Student Demographics At Arrowhead Park Early College High School, 2012?



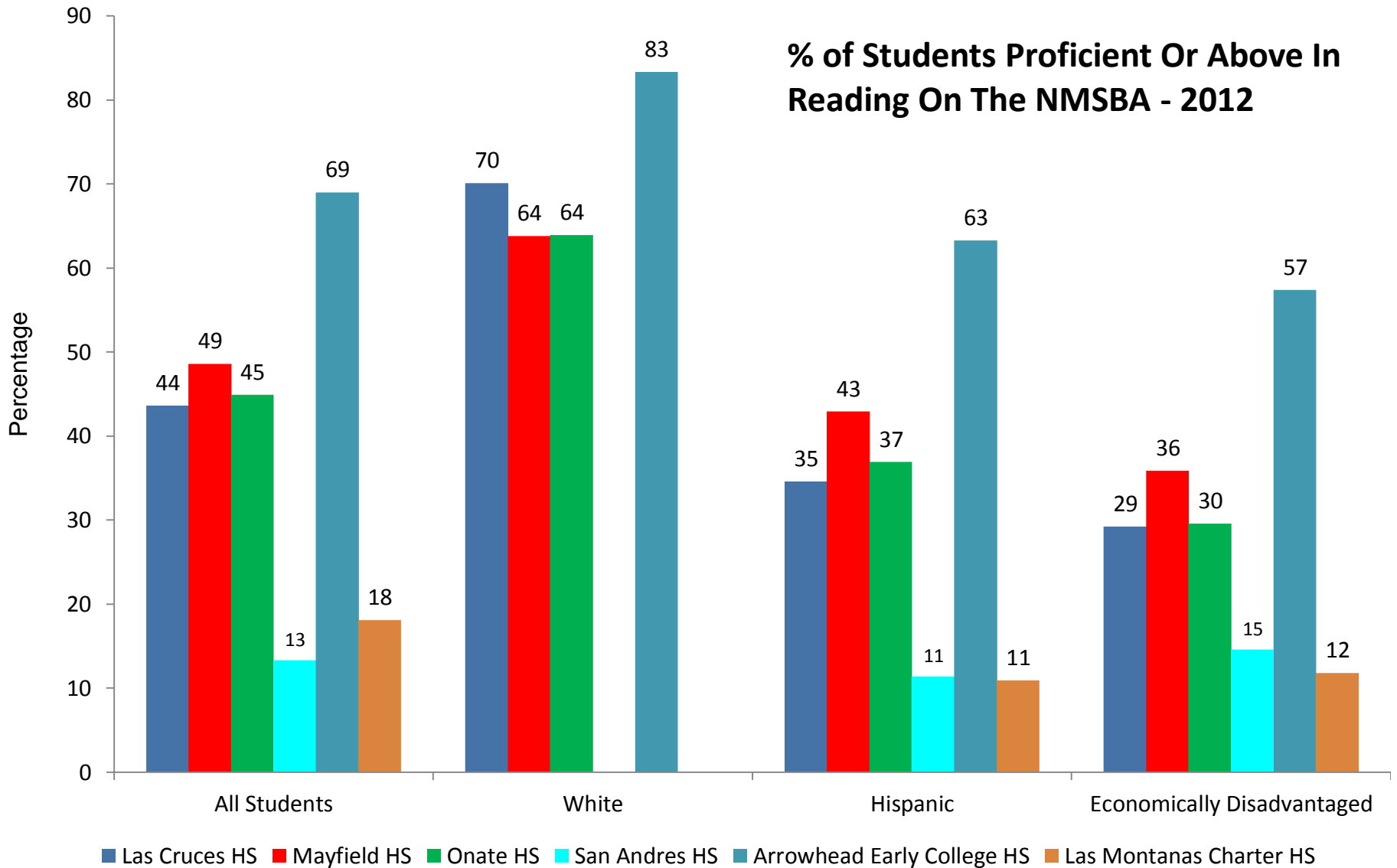
What Do We Know About Student Demographics At Arrowhead Park Early College High School, 2012?



What Do We Know About Dual Credit At Arrowhead Park Early College High School, 2012?

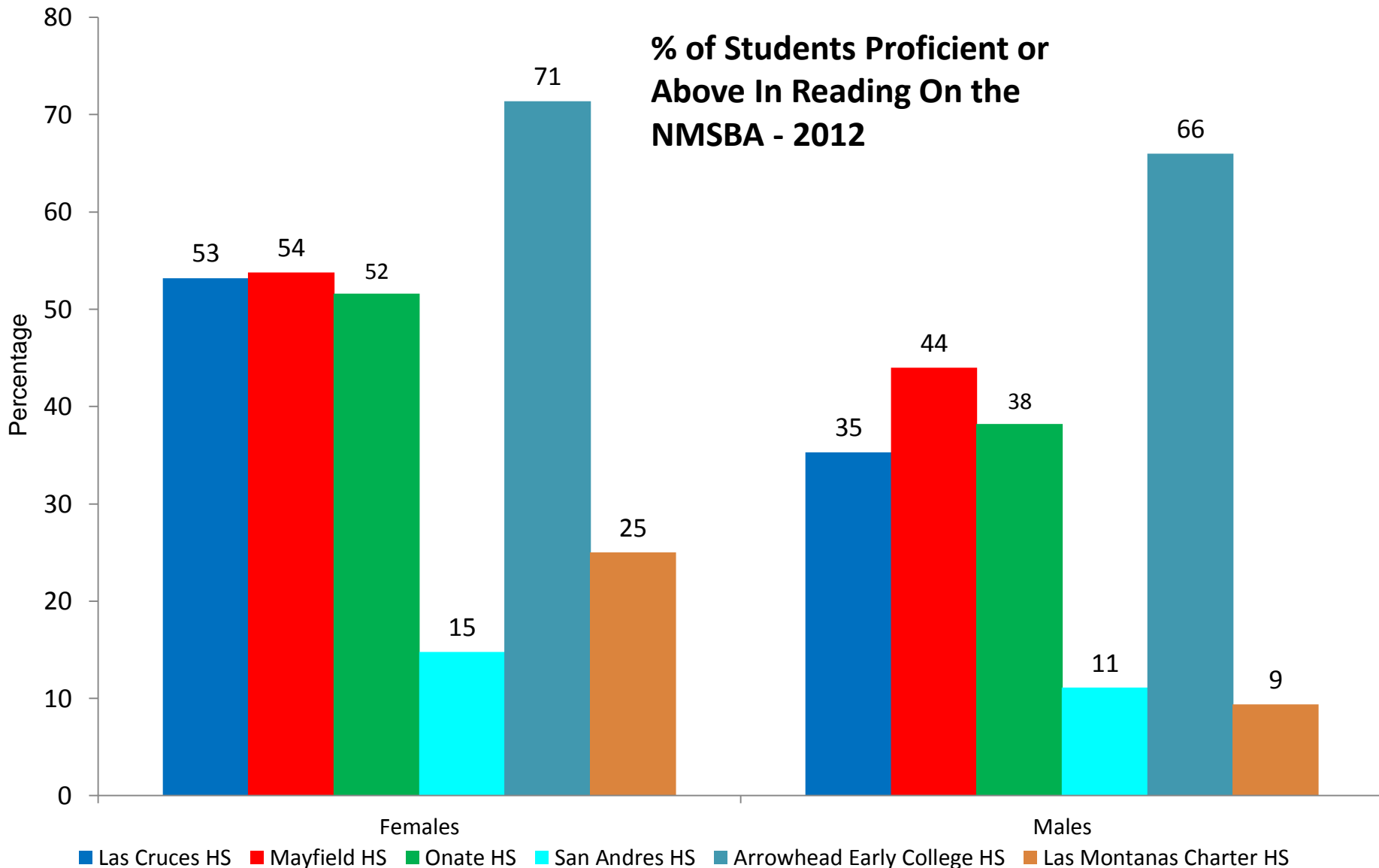


What Do We Know About Student Performance At APECHS?

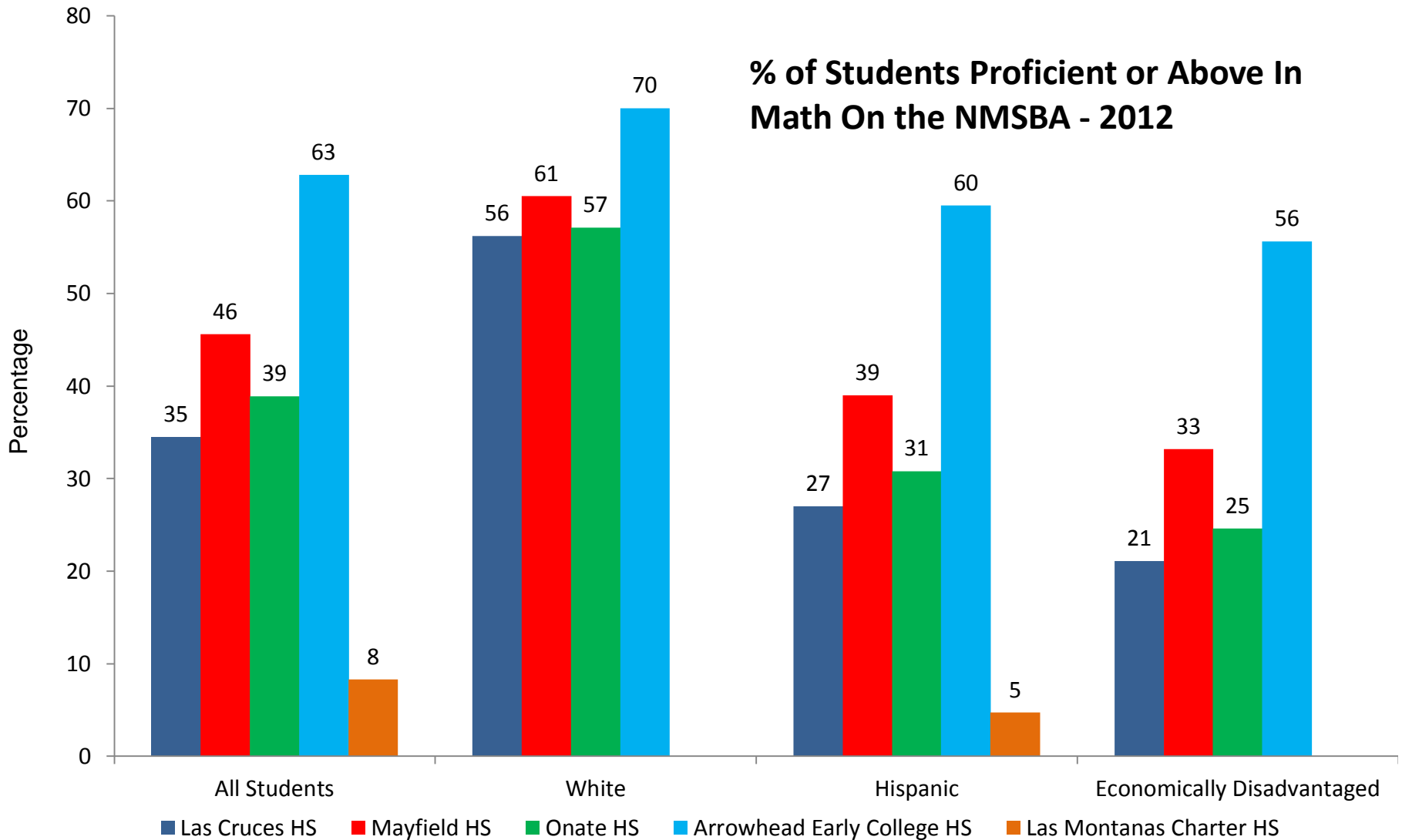


Source: IEMS, New Mexico State University. Note: Schools and subgroups with <10 students are not included in analyses.

What Do We Know About Student Performance At APECHS?

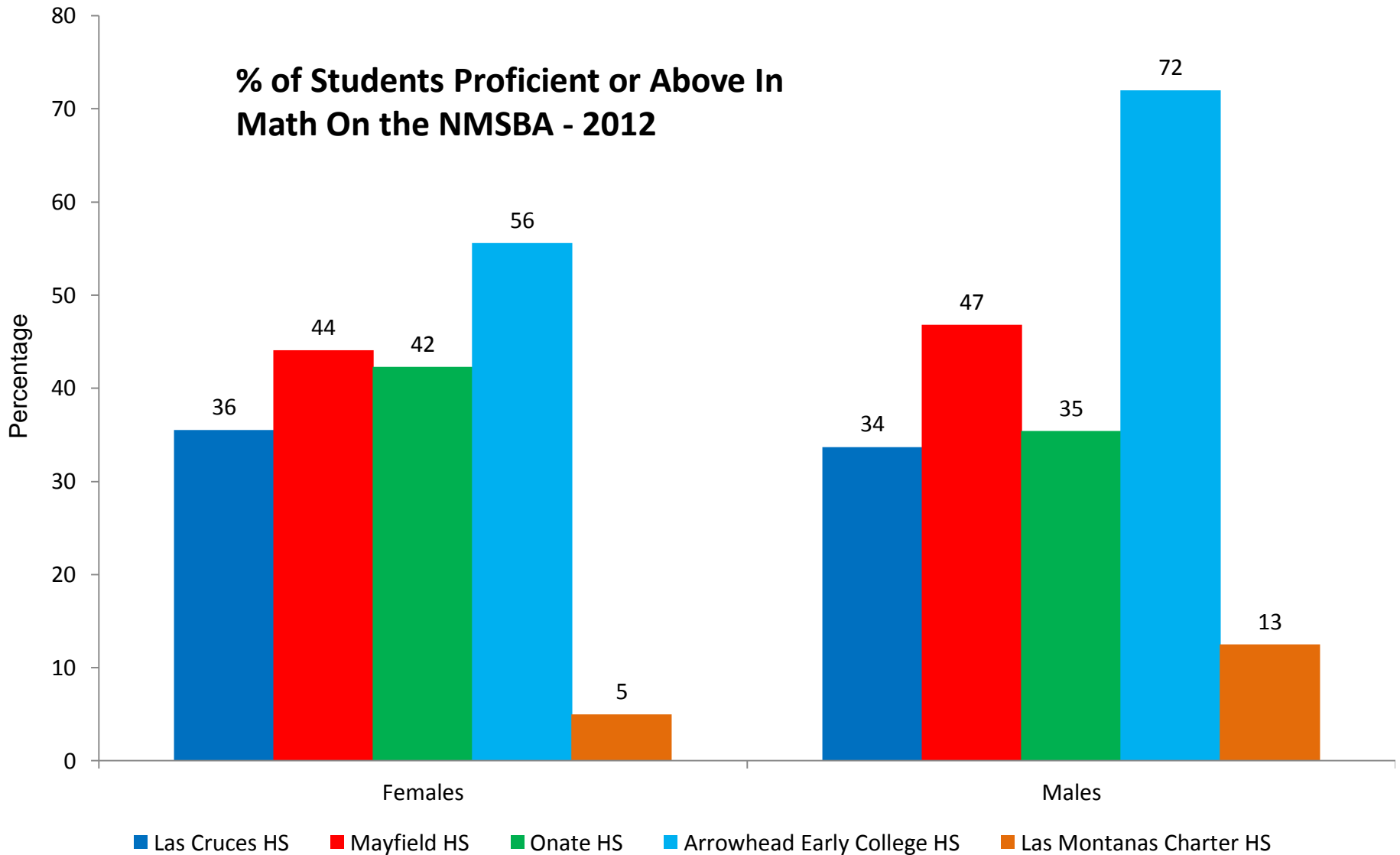


What Do We Know About Student Performance At APECHS?



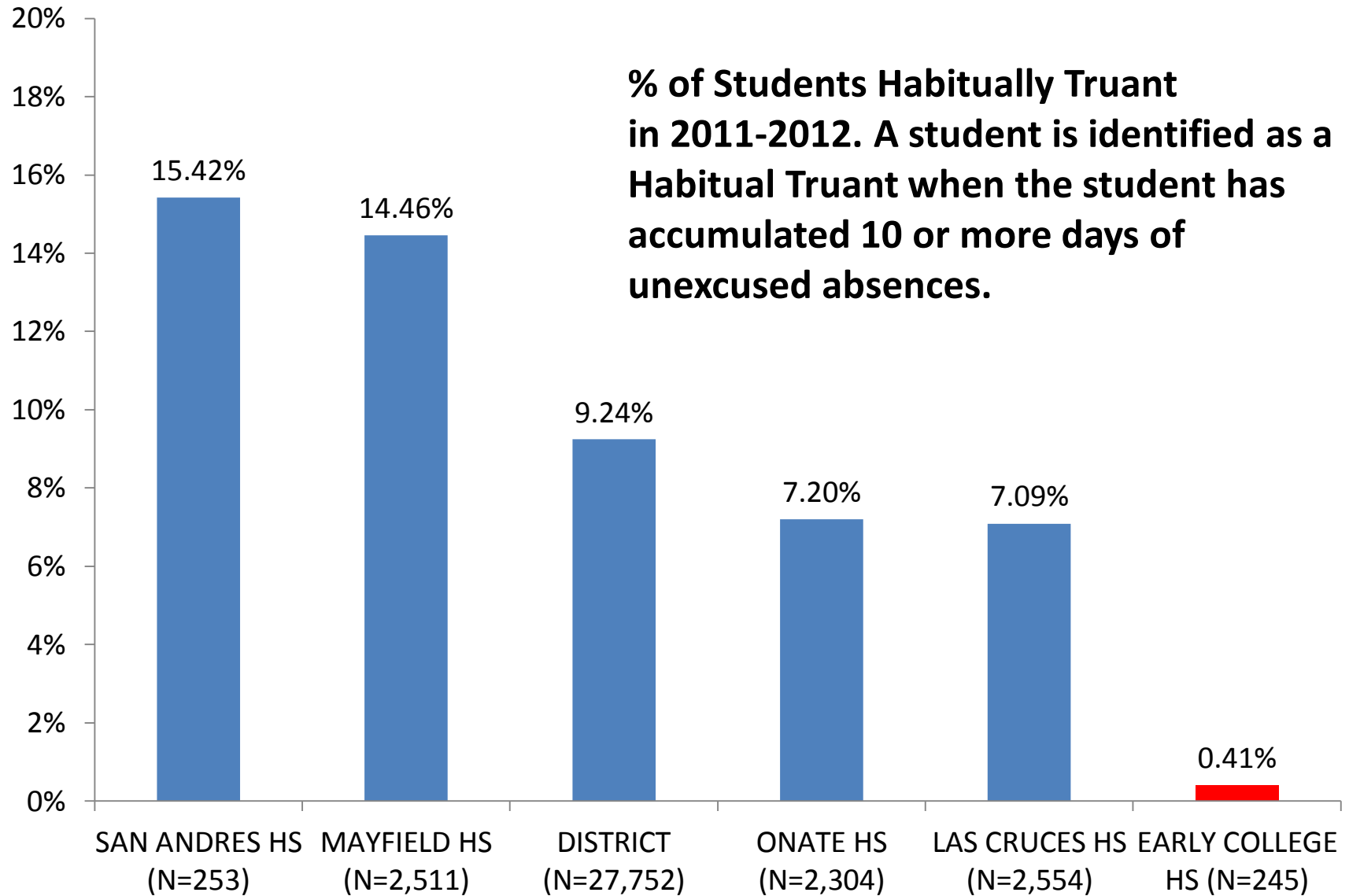
Source: IEMS, New Mexico State University. Note: Schools and subgroups with <10 students are not included in analyses.

What Do We Know About Student Performance At APECHS?



Source: IEMS, New Mexico State University. Note: Schools and subgroups with <10 students are not included in analyses.

What Do We Know About Student Performance At APECHS?



What Will It Take To Scale Up These Promising Practices?

The public-private partnership established by The Bridge of Southern New Mexico is a powerful example of what can happen when leaders collaborate to address the challenges that face their community. We believe that The Bridge faces five critical challenges:

1. Ensuring That More Students Benefit From These Innovations
2. Establishing Procedures For Sharing Data
3. Implementing A Focused And Strategic Data Agenda
4. Ensuring Stability Across Leadership Transitions
5. Fostering Statewide Conversations About Education And New Mexico's Future

Ensure That More Students Benefit From Innovative Practices

Statewide, approximately 12% of high schools students were enrolled in dual credit programs in 2011-2012. This year, that number is likely to increase because all high school students must now take a dual credit, online, advanced placement or honors courses as part of their graduation requirements. In addition, the 334 students enrolled in Arrowhead Park Early College High School represent about 3% of the approximately 11,000 high school students enrolled in Gadsden, Hatch, and Las Cruces School Districts.

The important point is that we must think carefully about ensuring that all 41,000 elementary, middle, and high school students in Doña Ana County have access to high-quality, innovative programs that meet their needs and help develop their unique talents. We recommend that The Bridge explore more fully the full range of innovative and successful programs that are available across the county; identify which students have access and which students do not have access to those programs, and then prioritize their efforts.

Establish Procedures For Sharing Data

The partners involved in The Bridge should establish a shared and institutionalized procedures for sharing data among the three school districts, DACC, NMSU, and workforce agencies that enables all of the partners to track the success of Dona Aña students through the pipeline from P-12 to higher education to the workforce.

These procedures for sharing data must protect the privacy of individual students, of course. However, The Bridge and the leaders of Doña Ana County face the same challenges faced by other communities across New Mexico. It is very difficult to gather and share the data about the impact of initiatives like dual credit and the Arrowhead Early College High School. In addition, the lack of specific data makes it more difficult for leaders to develop pragmatic, shared and concrete solutions to getting organizations, institutions, and agencies to work together. If The Bridge can establish an effective procedure for sharing data in Doña Ana County, then it could prove to be a model for other communities across the state.

Implement A Focused And Strategic Data Agenda

The dual credit and Arrowhead Park Early College High School initiatives are important and deserve to be carefully studied and thoughtfully supported. Preskill & Beer (2012) argue that important social innovations should be studied using a Developmental Evaluation Framework. The results can then be used to refine and support the implementation process. Here are some of the kinds of questions that are used in Developmental Evaluation:

- What is developing or emerging as the innovation takes shape?
- What variations in effects are we seeing?
- What do the initial results reveal about expected progress?
- What seems to be working and not working?
- What elements merit more attention or changes?
- How is the larger system responding to the innovation?
- How should the innovation be adapted in response to changing circumstances?
- How can the project adapt to the context in ways that are within the project's control?

Source: Preskill, H. & Beer T. (2012) Evaluating Social innovation. FSG Center for Evaluation Innovation

Implement A Focused And Strategic Data Agenda

Here are some specific data questions gathered and tracked over time:

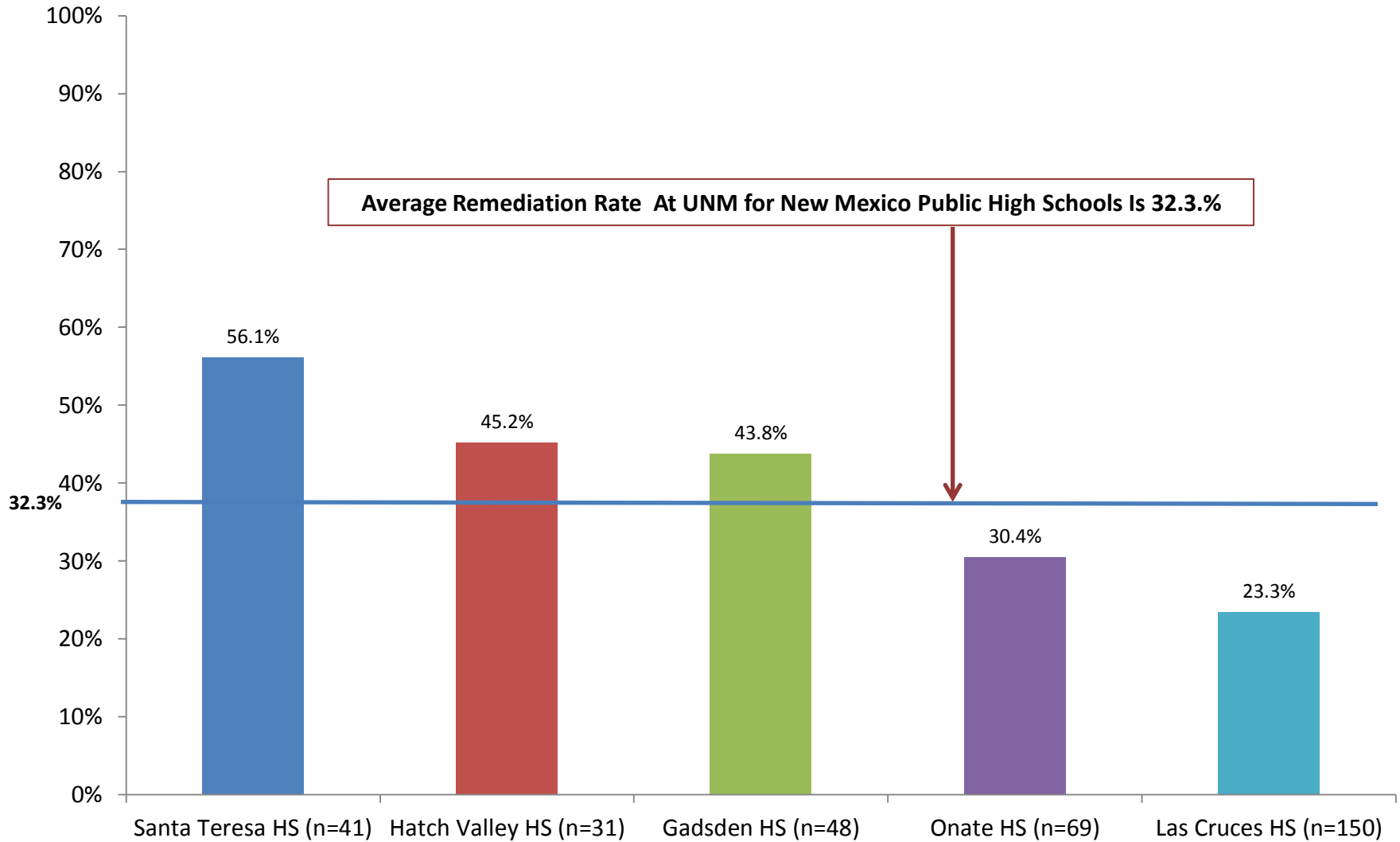
1. How do Doña Ana students who take dual credit compare to students who don't take dual credit on measure of key indicators of success (lower truancy, higher graduation rates, college graduation, workforce readiness)?
2. Which students are taking dual credit and which students are not? What are the reasons for the differences?
3. How do students who attend Arrowhead Park Early College High School compare to other students in measures of key indicators of success (lower truancy, higher graduation rates, college graduation, workforce readiness)?
4. How many of the dual credit hours earned by high school students transfer when these students enroll in higher education and what impact does that have on time to graduation from college?
5. What timely, specific and local workforce data can be gather that will help strengthen the alignment between education and workforce in Doña Ana County?

Implement A Focused And Strategic Data Agenda

The next set of slides are examples of the kinds of data analyses that could be completed to track the performance of Las Cruces, Gadsden, and Hatch high school graduates when they enter DACC and NMSU.

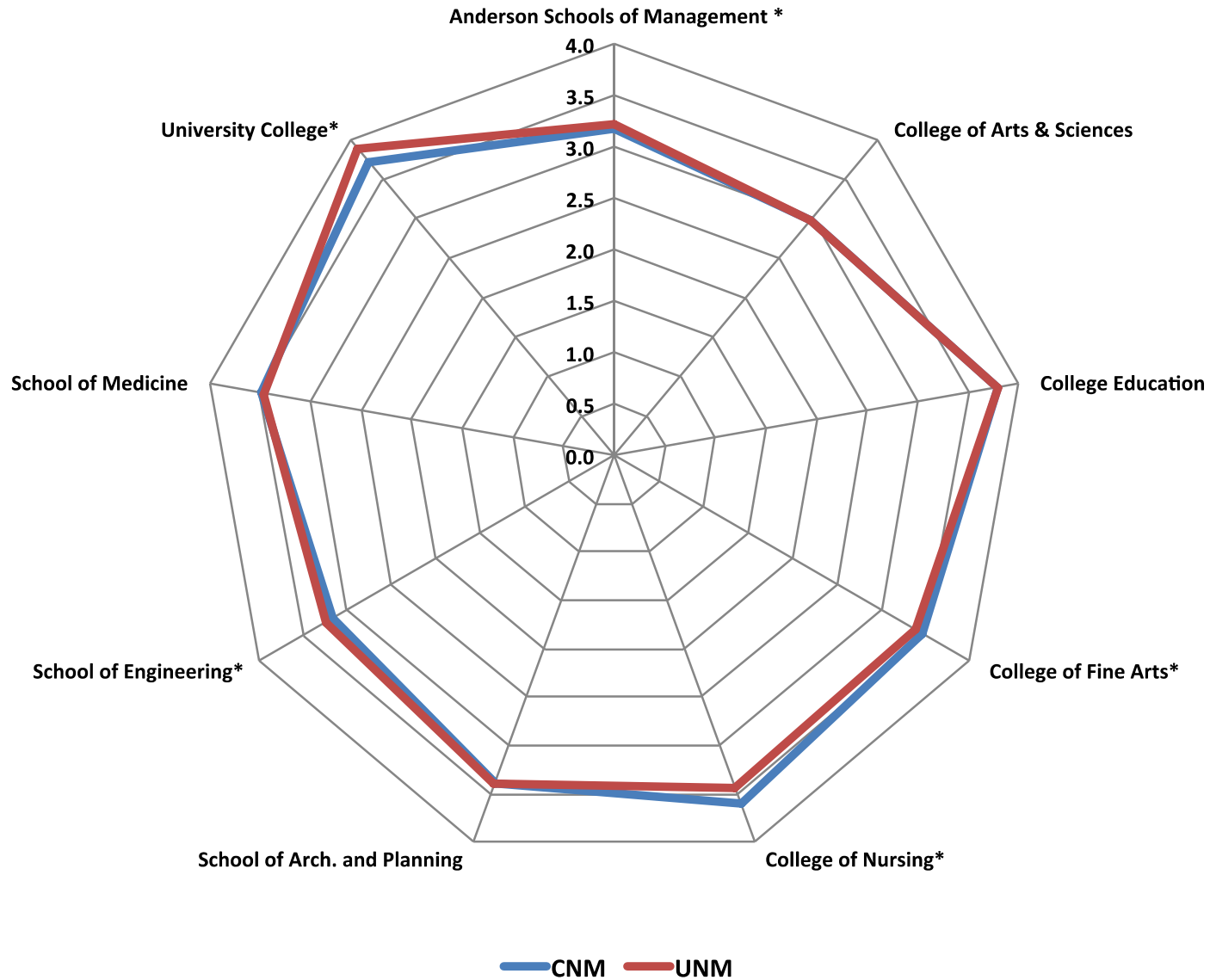
Every college and university is struggling to gain a better understanding of how the Preschool – High School pipeline impacts student success in higher education. The partners in The Bridge have much to contribute to that effort.

Percent of New Mexico Public High School Graduates Taking Remedial Courses at the University of New Mexico: 2002-2011



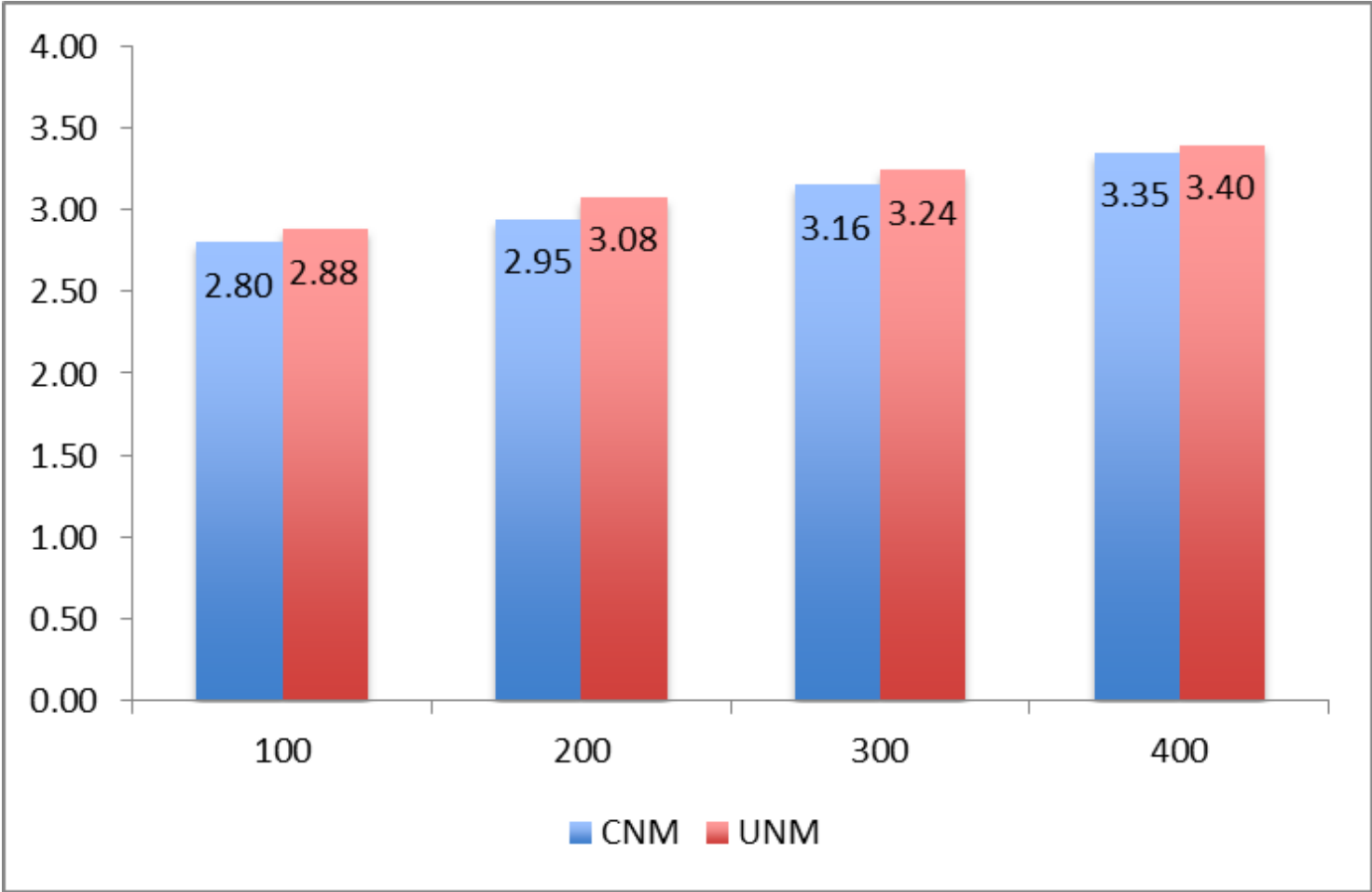
Note: (n=) is the number of students included in this study. Data does not include NM public high schools with less than 10 students in this study.

Comparison of Course Performance by College



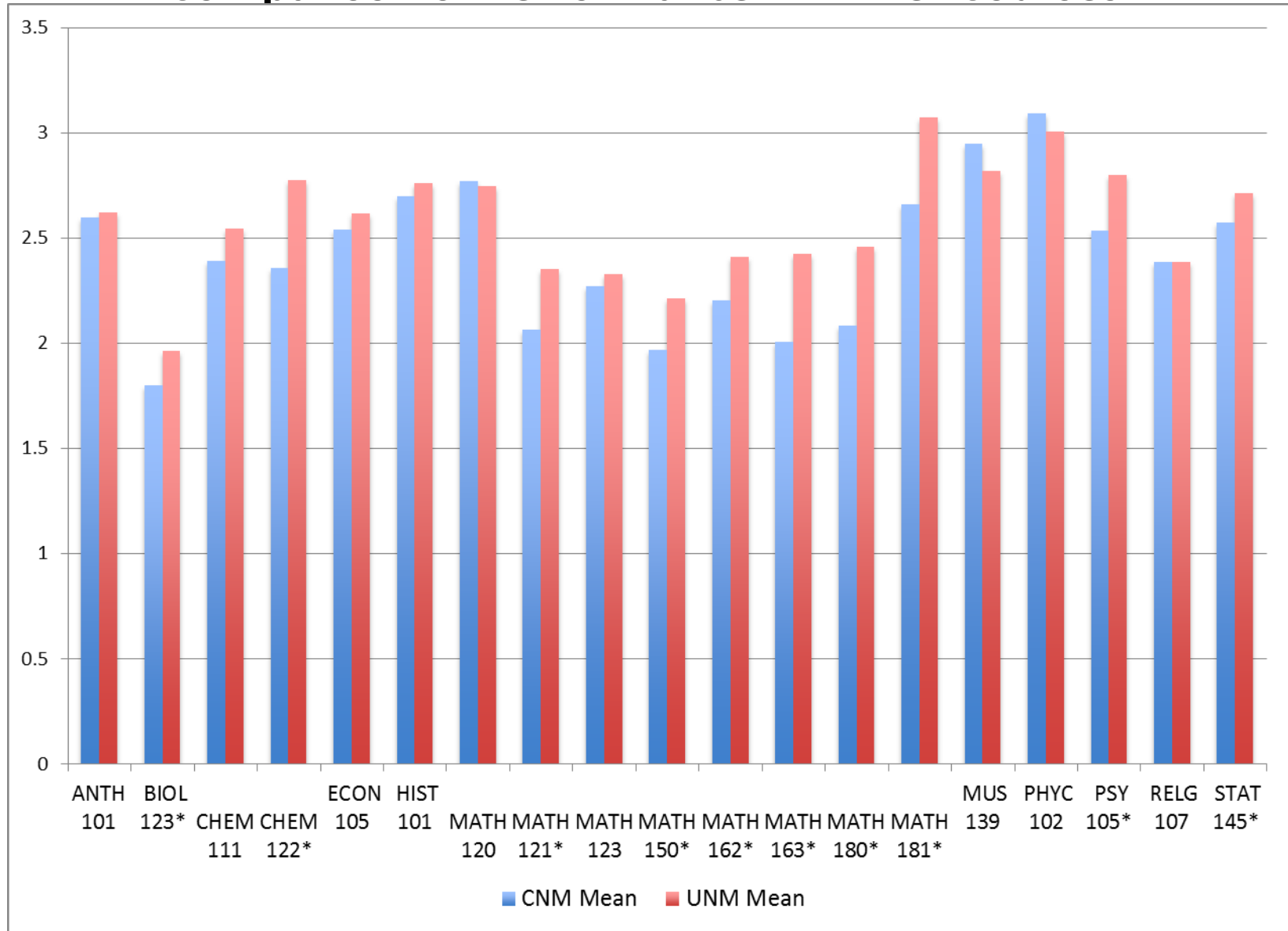
Mean course GPA by course college. Difference for colleges marked with an * are significant for $p < .05$.

Comparison of Performance by Course Level



Course performance in the mean course GPA on a 0-4.33 scale. These differences are significant for $p < .05$.

Comparison of Performance in “Killer Courses”



Mean GPA, by course, of a subset of UNM Killer Courses. Each course listed has enrollments of larger than 100 students and failure rate of above 20%. Difference for courses marked with an * are significant for $p < .05$.

Ensure Stability Across Leadership Transitions

The most important initiatives take time and commitment across inevitable transitions in leadership. The current literature on collective impact provides a useful framework for thinking about sustainability. The Bridge and its partners have made important progress on three of the five essential conditions of collective impact:

1. **Common Agenda:** Shared vision, common understanding of the problem, and a joint approach to solving the problem.
2. **Continuous Communication:** Consistent and open communication to: build trust, assure mutual objectives, and create common motivation.
3. **Backbone Support:** An organization to coordinate the overall initiative and the participating organizations.

We believe that the remaining two conditions would strengthen The Bridge's impact over time:

4. **Shared Measurement:** Collecting data to measure results on a regular basis so that participants can hold each other accountable.
5. **Mutually Reinforcing Activities:** Coordinated, but differentiated activities among the participant organizations.

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

Ensure Stability Across Leadership Transitions

We believe that strengthening the conditions of Shared Measurement and Mutually Reinforcing Activities will help The Bridge ensure that its efforts are sustainable. In earlier slides, we stress the importance of a shared data system and a focused data agenda.

Now we stress the importance of written agreements and shared work among Dona Ana's public school systems, DACC, NMSU, and workforce agencies. Currently, the partners in The Bridge have good communication and strong personal relationships. But new leadership often brings new priorities. If the work of The Bridge and its partners is to be permanent, it should be institutionalized through shared written agreements that emphasize the importance of these efforts to everybody at every level of each organization. We recommend that The Bridge and its partners consider where and what kinds of written agreements would be most beneficial and then get those agreements in place.

Continue To Focus The Conversation About Education and New Mexico's Future

The public-private partnership established by The Bridge of Southern New Mexico is a powerful example of what can happen when leaders collaborate to address the challenges that face their community. In addition, dual credit and the Arrowhead Park Early College High School are important innovations. But New Mexico's public education system and higher education system are large, complex, and difficult to change. Moreover, New Mexico faces daunting social, economic and health challenges. Bridging the gap between education and New Mexico's future will take more work for sure.

The conversations that take place under the auspices of The Bridge are exactly the kinds of conversations that take place in some communities across New Mexico and need to take place everywhere. We believe that The Bridge should continue to use its political expertise to help the Governor, state agencies (including PED, HED, DWS), and the Legislature focus their efforts on ensuring that New Mexico's education system prepares students for the future they and their communities face.

Next Steps?

We hope you find this report helpful in thinking about the next steps The Bridge and its partners will take. Clearly, the data in this report raise more questions than they answer. We look forward to working with you to make a difference for students in Doña Ana County and across the New Mexico.

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Appendices

Appendix A: CEPR & LFC Dual Credit Study

New Mexico's Dual Credit Program: A Joint Study of Student Outcomes and Cost Effectiveness

A Presentation To:

New Mexico Legislative Finance Committee

Senator John Arthur Smith, Chairman

Representative "Lucky" Varela, Vice-Chairman

David Abbey, Director

July 12, 2012

Rio Rancho, New Mexico

Prepared By:

Kevin Stevenson, UNM, Center for Education Policy Research

Peter Winograd, UNM, Center for Education Policy Research

Angelo Gonzales, UNM, Center for Education Policy Research

Valerie Crespin-Trujillo, NM Legislative Finance Committee

Charles Sallee, NM Legislative Finance Committee



Presentation Overview

- Executive Summary
- Why is Dual Credit Important?
- Dual Credit Student Performance
- Dual Credit Cost Effectiveness
- Dual Credit: The Challenges Ahead
- Next Steps and Further Research

Executive Summary

1. New Mexico's state-wide dual credit programs appear to be an effective large scale policy initiative aimed at improving student success.
2. Dual credit programs appear to be associated with increased levels of student performance in both high school and higher education.
3. Dual credit appears to reduce the long-term costs of education and provide potential benefits on students' life earnings.
4. High schools and higher education institutions can, in fact, work together.
5. The content and delivery of dual credit programs needs to be refined to ensure consistency and rigor across a large statewide program.
6. Dual credit programs must overcome a number of fundamental issues if they are to make a permanent difference for large numbers of students.
7. We need to ensure equity and accessibility of accelerated learning programs to all students.

A Note on the Data in this Presentation

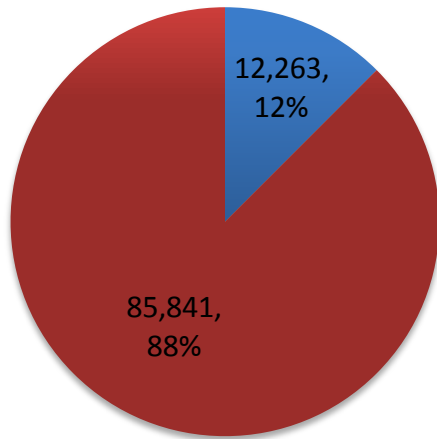
- We would like to thank all those who contributed data and analysis for this research study, including Albuquerque Public Schools, Central NM Community College, Doña Ana Community College, Las Cruces Public Schools, NM Higher Education Department, NM Legislative Finance Committee, NM Public Education Department, New Mexico State University, and the University of New Mexico.
- Although the official New Mexico dual credit program is relatively new, students have been participating in dual and concurrent enrollment programs at New Mexico colleges for more than a decade. The data contained in our analyses include the results of both state-sponsored dual credit, as well as other dual and concurrent enrollment programs taking place prior to the 2007-08 school year. Thus, our analyses of student performance and program effects are based on the multiple datasets available to us. What follows are some lessons learned from our analyses of approximately 20,000 high school seniors, 6,000 community college students, and 6,000 university students.

DUAL CREDIT: STUDENT PERFORMANCE

We examined the dual credit data from several public schools, community colleges, and universities using a variety of analyses. It is encouraging that, in all cases, students who took dual credit courses showed higher levels of student performance. It is too early in our research to draw causal connections, but the initial results are promising.

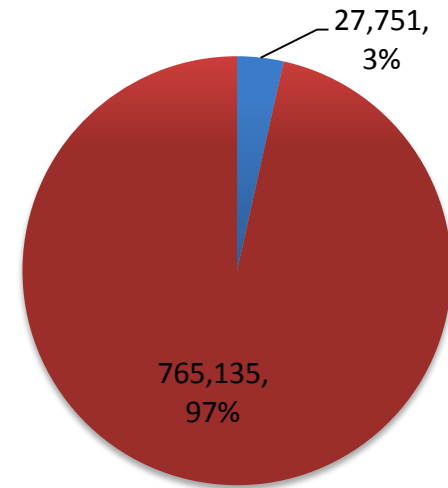
Despite Recent Growth, Dual Credit Accounts for a Small Portion of High School Students and a Very Small Portion of High School Courses

Number of Dual Credit Students



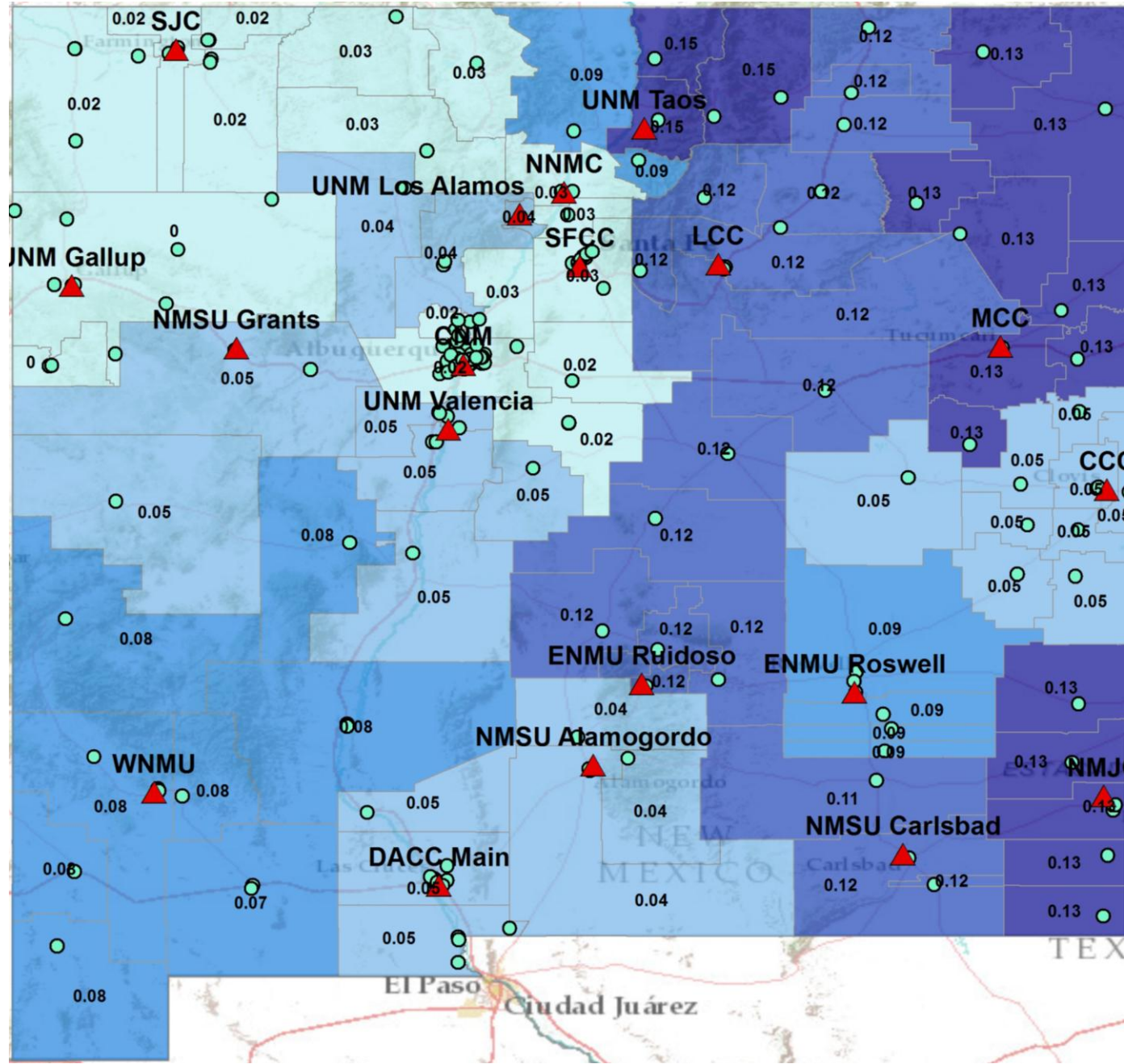
■ Enrolled in Dual Credit ■ Not Enrolled in Dual Credit

Number of Dual Credit Courses



■ Dual Credit ■ Not Dual Credit

Despite Recent Growth, Dual Credit Courses Still Comprise A Small Percentage Of College Enrollments



Dual Credit as a % of Total Enrollment

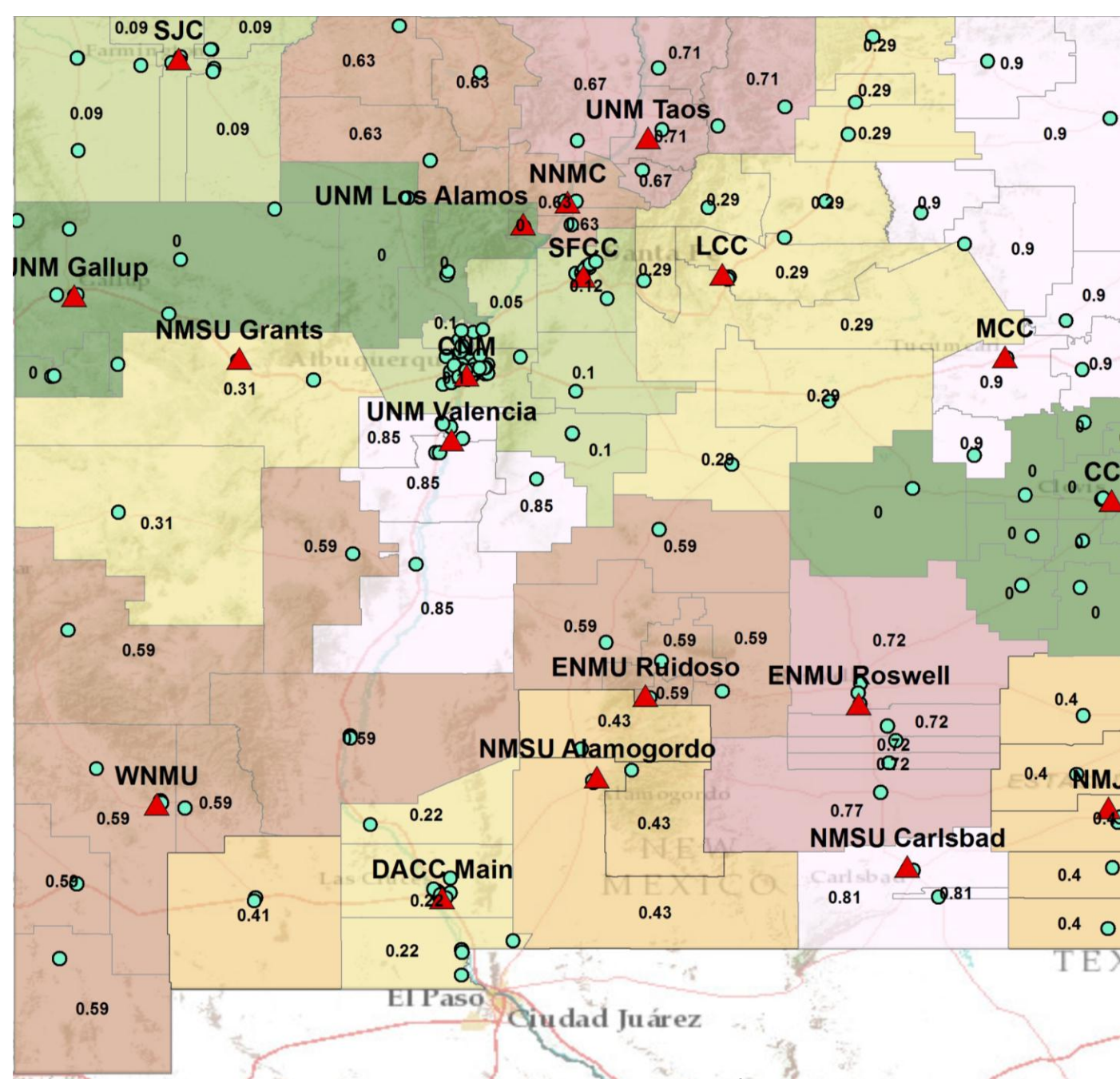
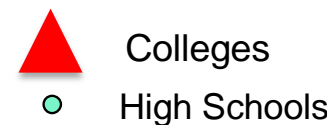
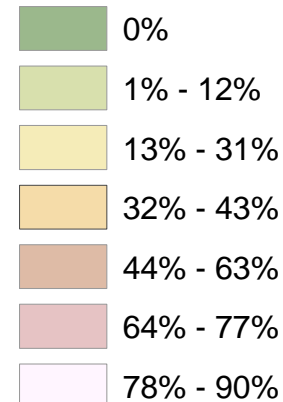
- 0% - 3%
- 4% - 6%
- 7% - 9%
- 10% - 12%
- 13% - 15%

- ▲ Colleges
- High Schools

This map shows dual credit courses as a percentage of total community college enrollment, organized by community college geographic area of responsibility. Source: NM Higher Education Department

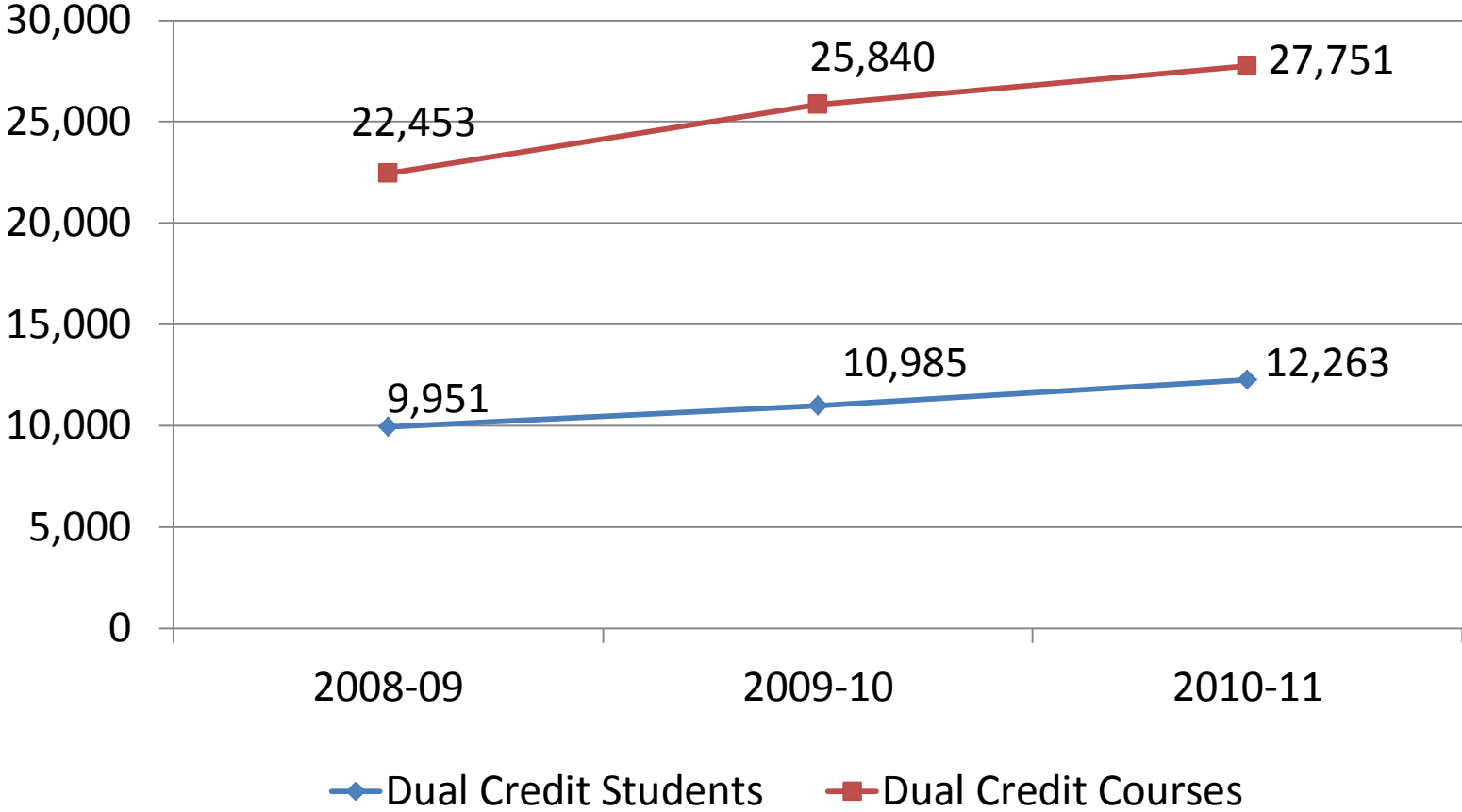
Most Colleges Offering Dual Credit Courses Primarily on High School Campuses have Large Geographic Areas of Responsibility

% of Dual Credit Courses Taught on HS Campus

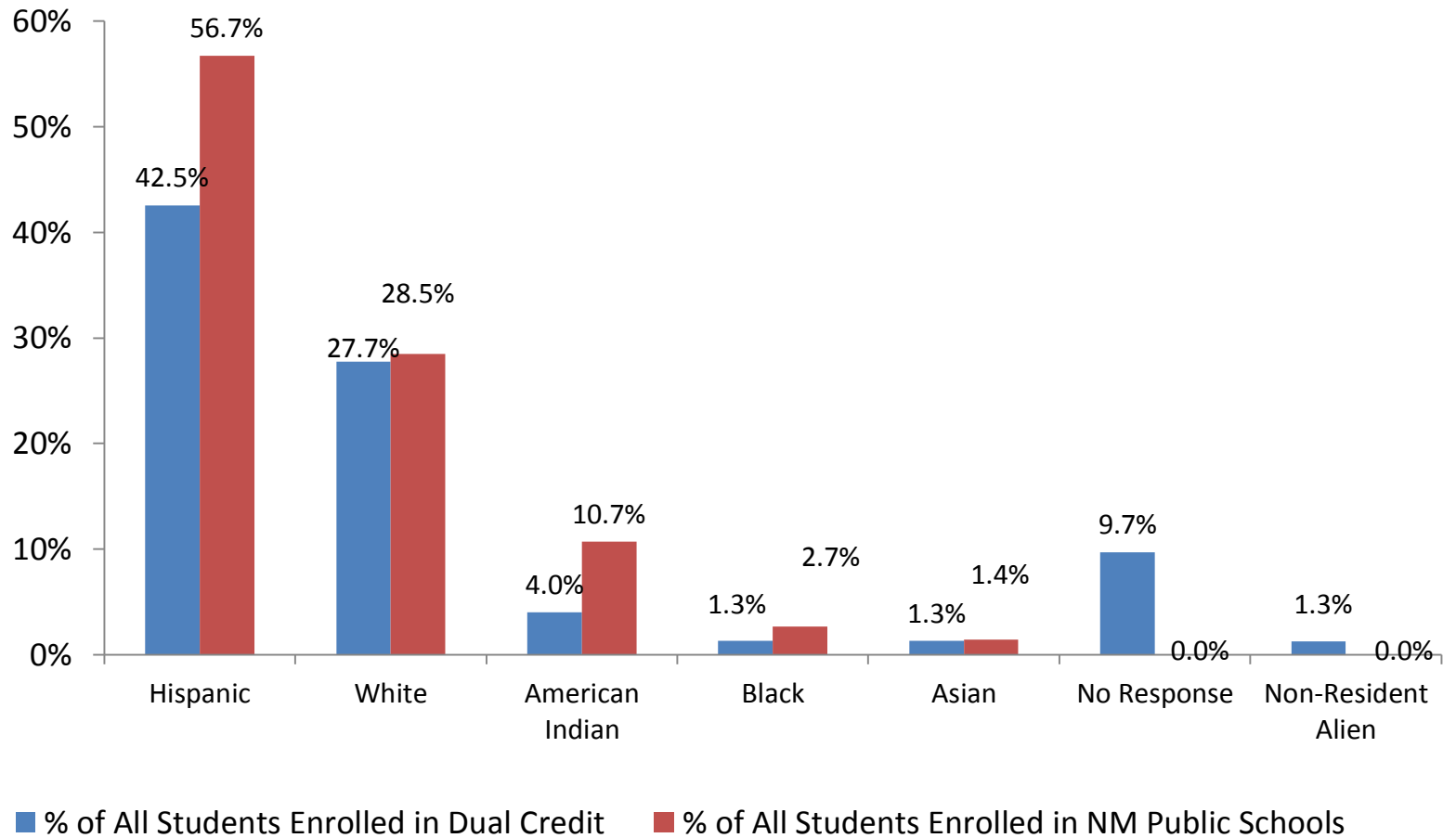


This map shows the percentage of individual colleges dual credit courses taught on high school campus, organized by community college geographic area of responsibility. Source: NM Higher Education Department

New Mexico Dual Credit Program Growth



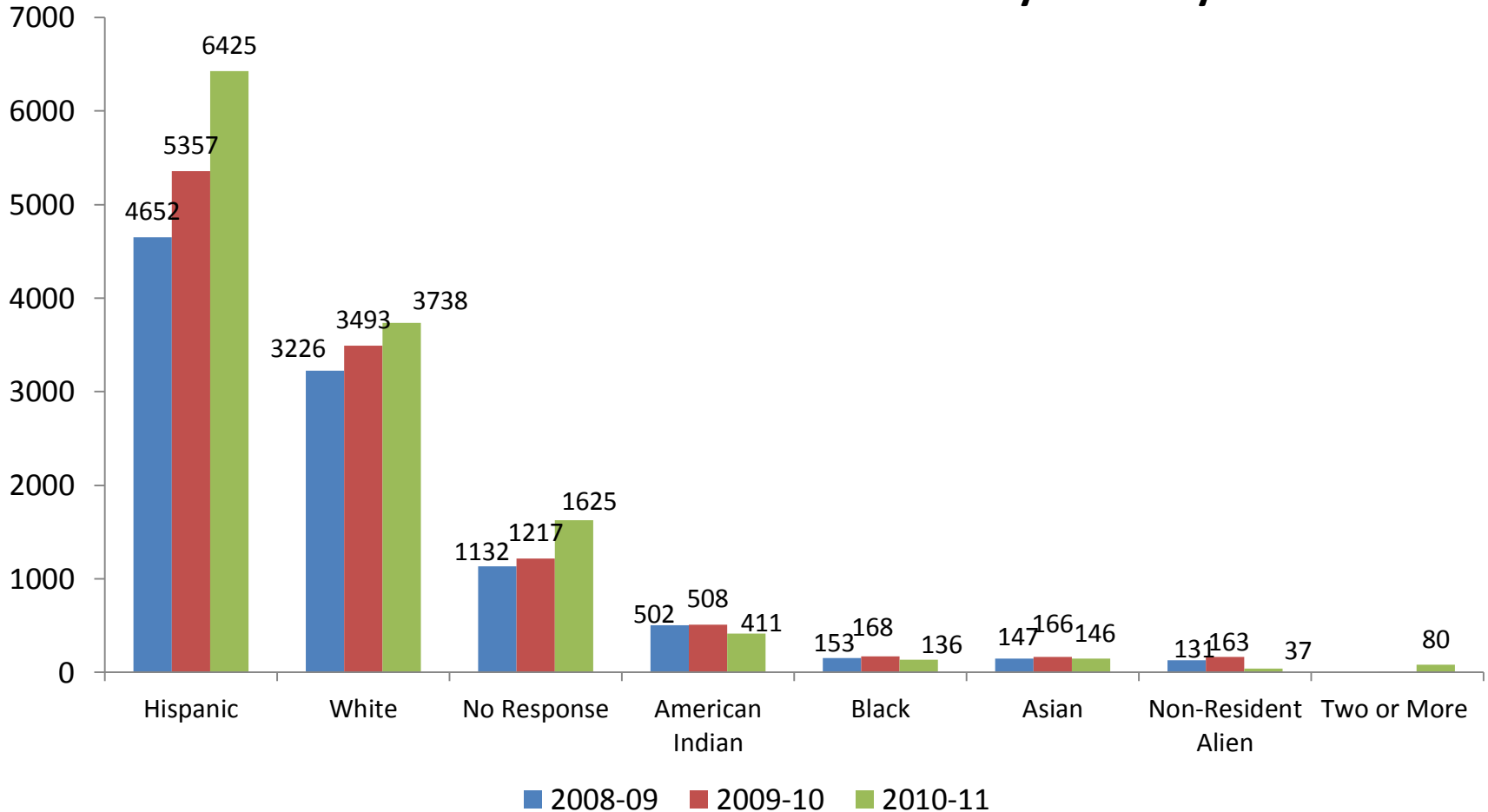
Underrepresentation of Minority Students in Dual Credit Programs, Academic Year 2009-10



This chart shows the underrepresentation of minority students in dual credit programs. Source: New Mexico Higher Education and Public Education Departments

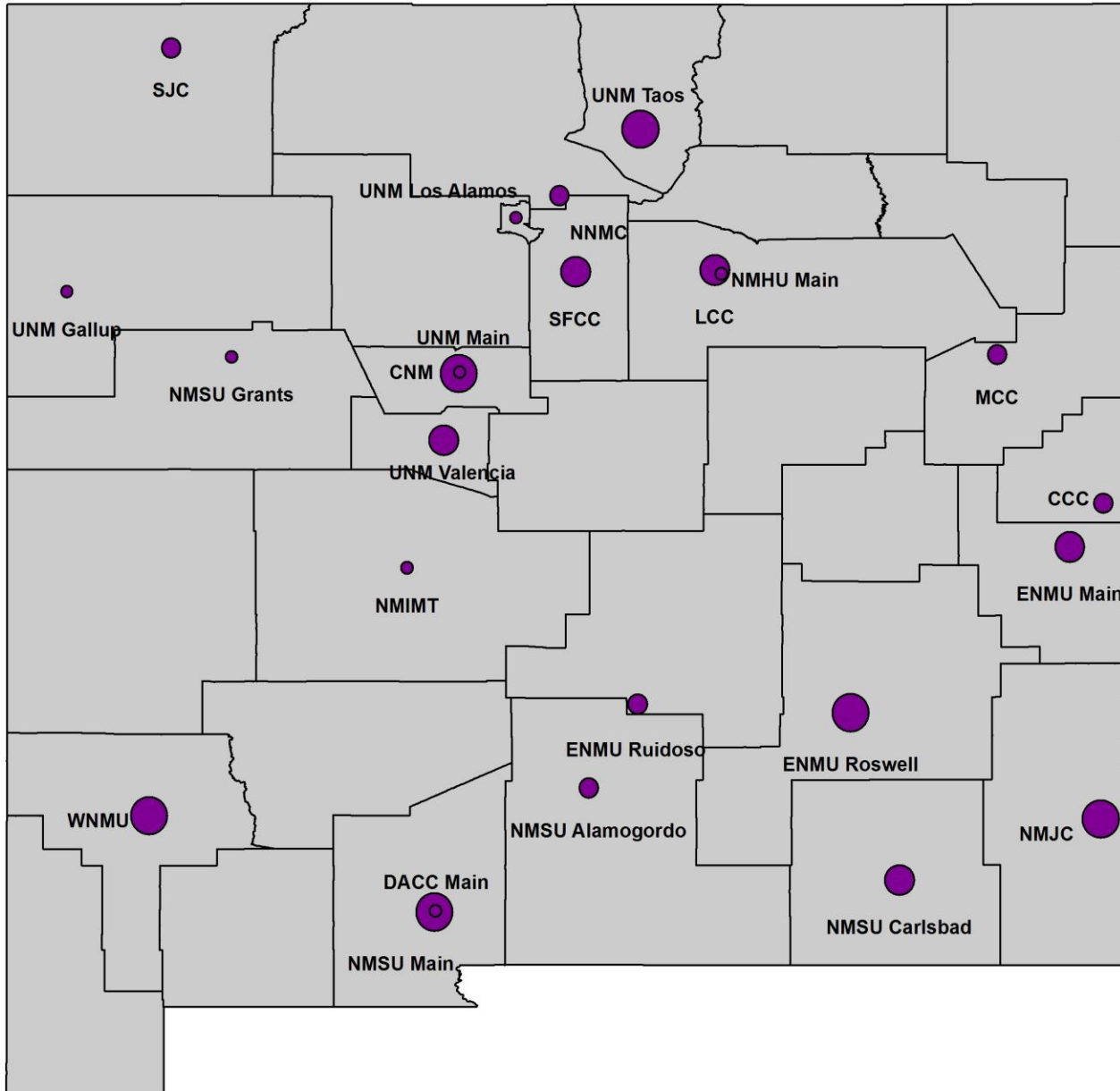
Though Still Underrepresented, Hispanic Student Dual Credit Enrollment is Growing Steadily Each Year

NM Dual Credit Enrollment Growth by Ethnicity



This chart shows New Mexico statewide enrollment by ethnicity of students taking dual credit courses each year. Source: New Mexico Higher Education Department

New Mexico's Dual Credit Program Provides Opportunities for Students Across the State



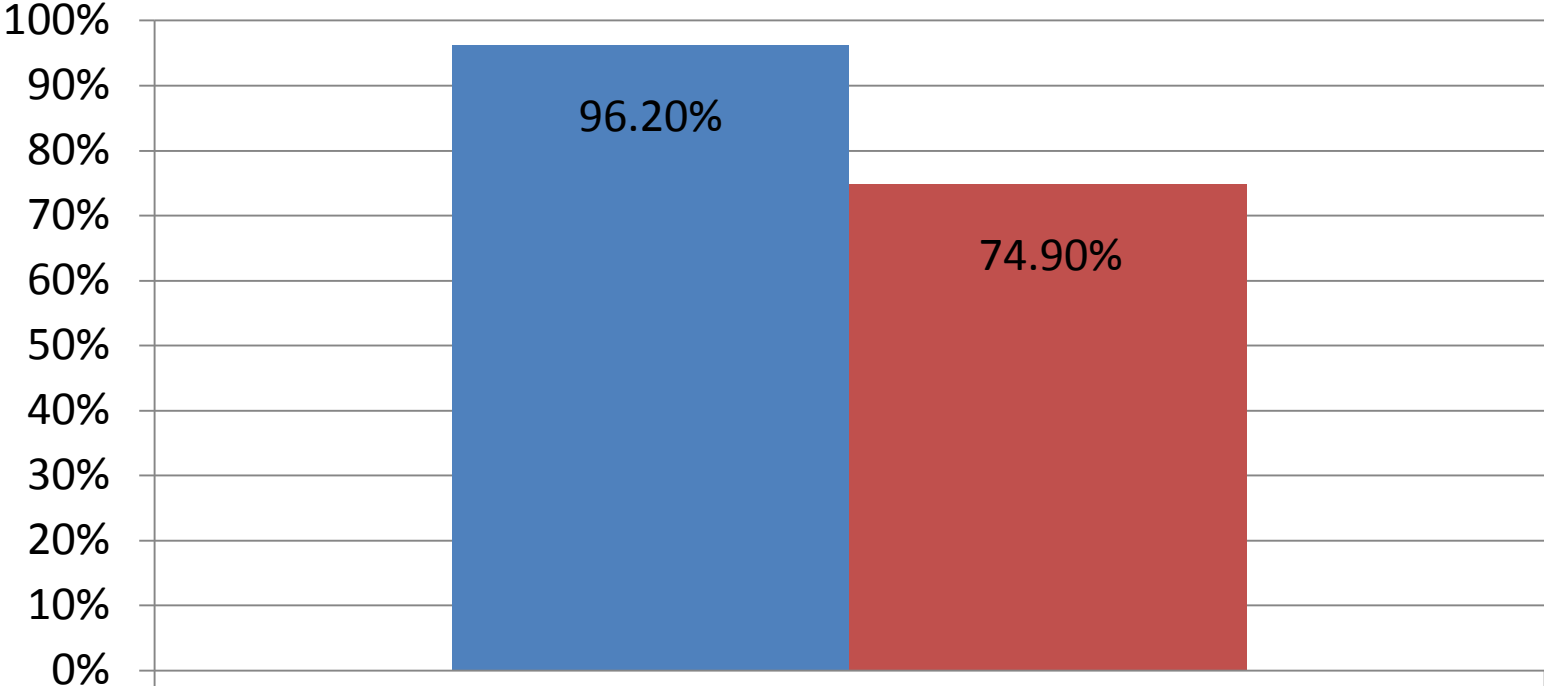
Number of Students Enrolled in Dual Credit, 2010-2011

- Less than 500
- 500 - 1000
- 1000 - 1500
- Greater than 1500

This map shows dual credit enrollments at each public college in New Mexico, with larger circles indicating higher enrollments. Source: New Mexico Higher Education Department

Dual Credit is Associated with Increased High School Completion Rates

Albuquerque Public Schools Completion Rates



% of 11th Grade Students Completing High School

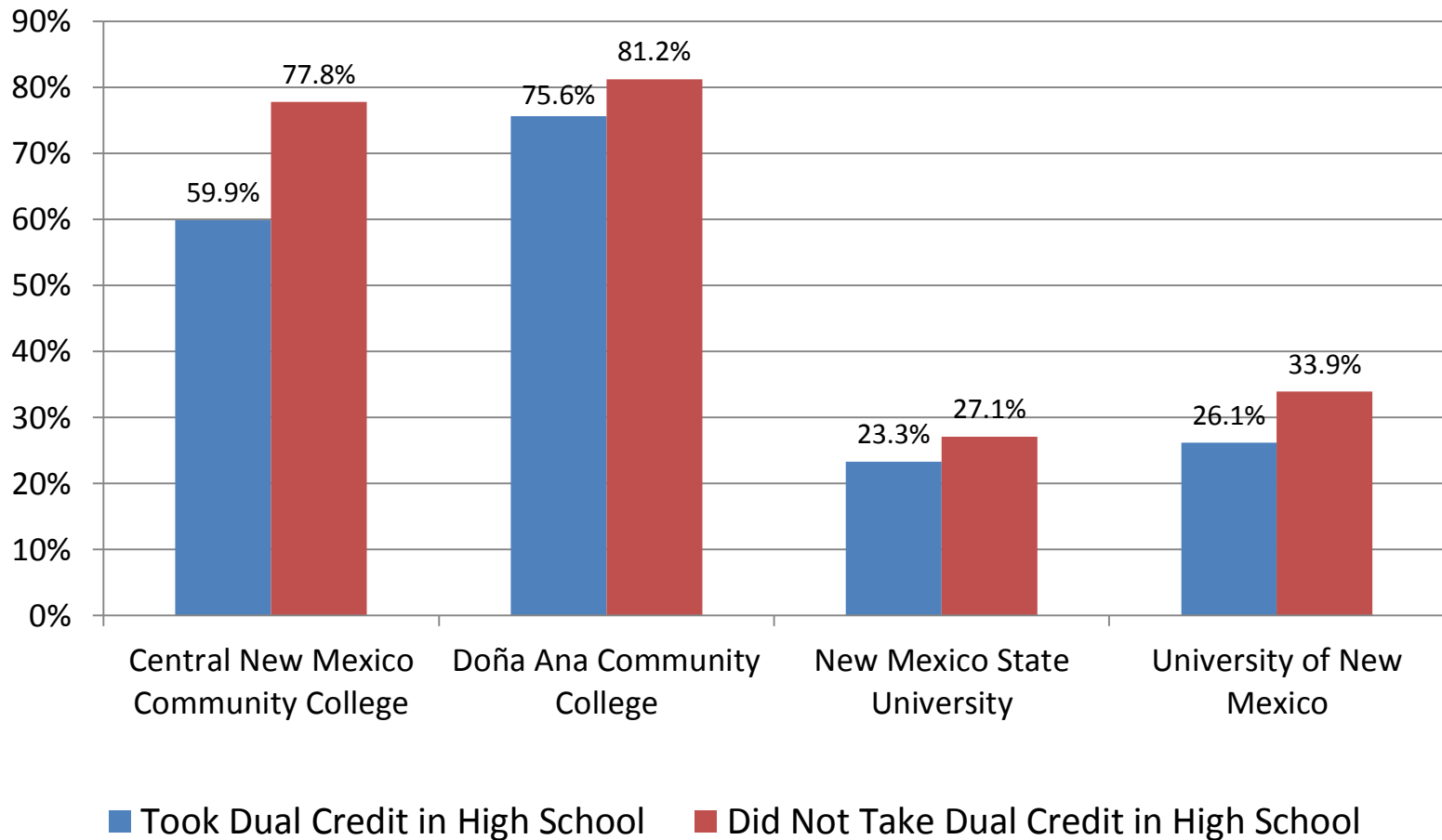
■ Took at Least One Dual Credit Course ■ Did Not Take a Dual Credit Course

Dual Credit is Associated with Increased High School Completion Rates

Albuquerque Public Schools Dual Credit Completion Rates by Socioeconomic Status			
	Took a Dual Credit Course	Did Not Take a Dual Credit Course	Total
Participated in a Free/Reduced Lunch Program	86.8% (N=91)	44.6% (N=1,227)	47.5% (N=1,318)
Did Not Participate in a Free/Reduced Lunch Program	98.2% (N=442)	85.6% (N=3,463)	87.0% (N=3,905)
Total	96.2% (N=533)	74.9% (N=4,690)	77.0% (N=5,223)

Dual Credit is Associated with a Reduced Need of Remediation

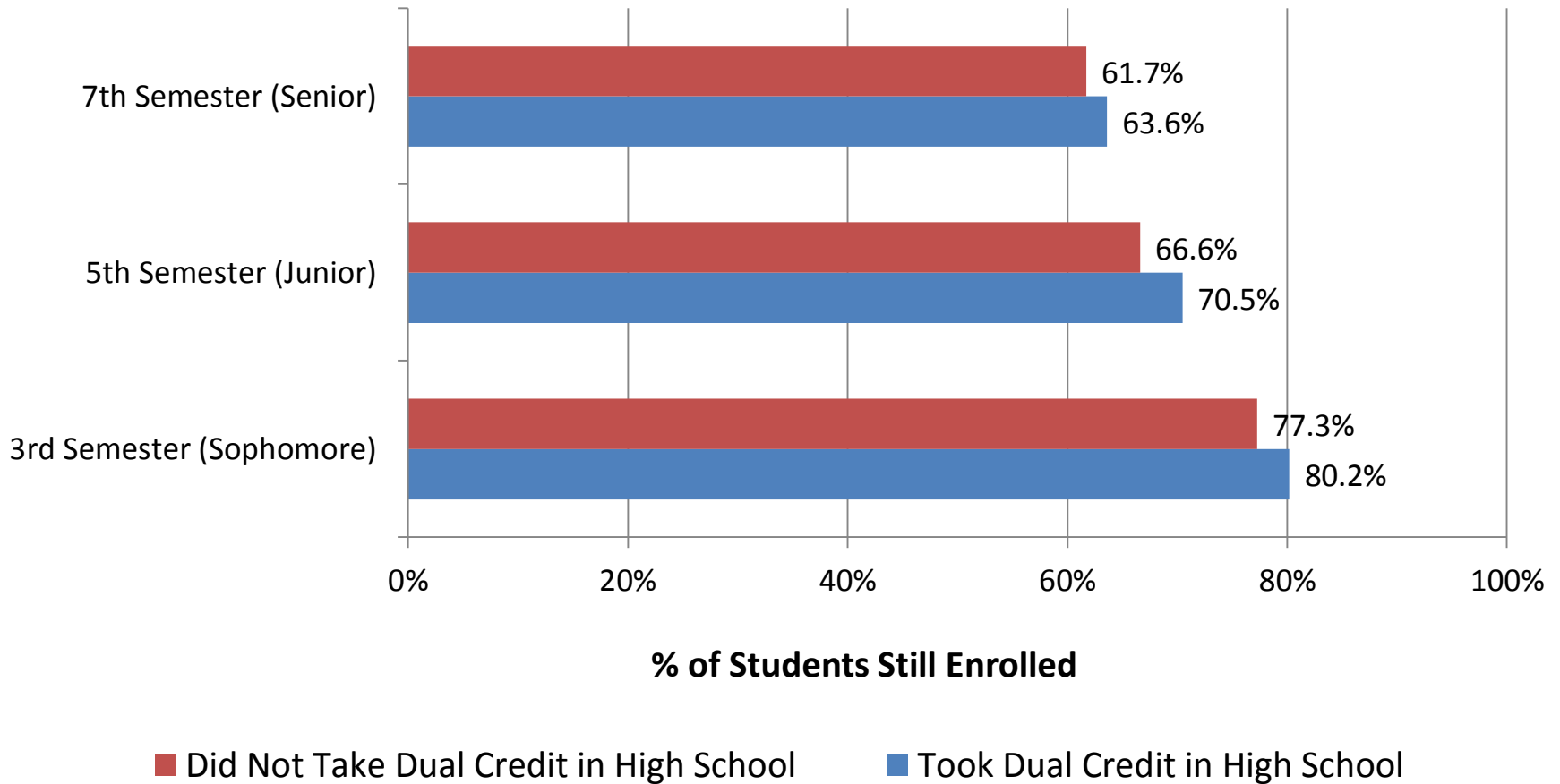
Comparison of Remediation Rates



■ Took Dual Credit in High School ■ Did Not Take Dual Credit in High School

Dual Credit is Associated with Increased Student Persistence

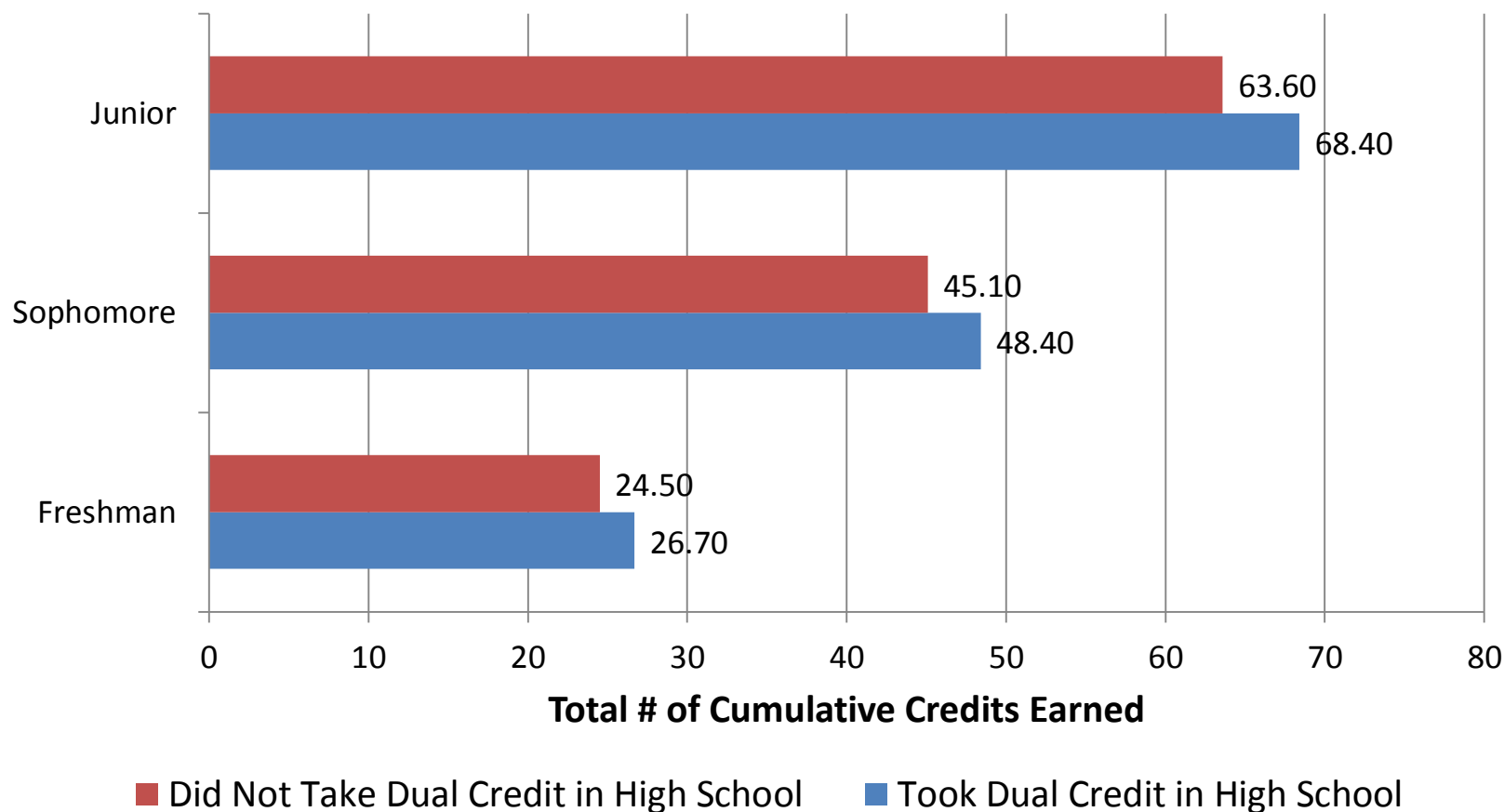
UNM Student Persistence Rates



Persistence is defined as students who were still enrolled at the census date of the specified semester. These data are for UNM full-time, first-time entering freshmen in Fall 2007 and Fall 2008. Sample consists of 904 Dual Credit and 5220 non-Dual Credit students. Source: UNM Office of Institutional Research

Dual Credit is Associated with Students Earning Credits Faster

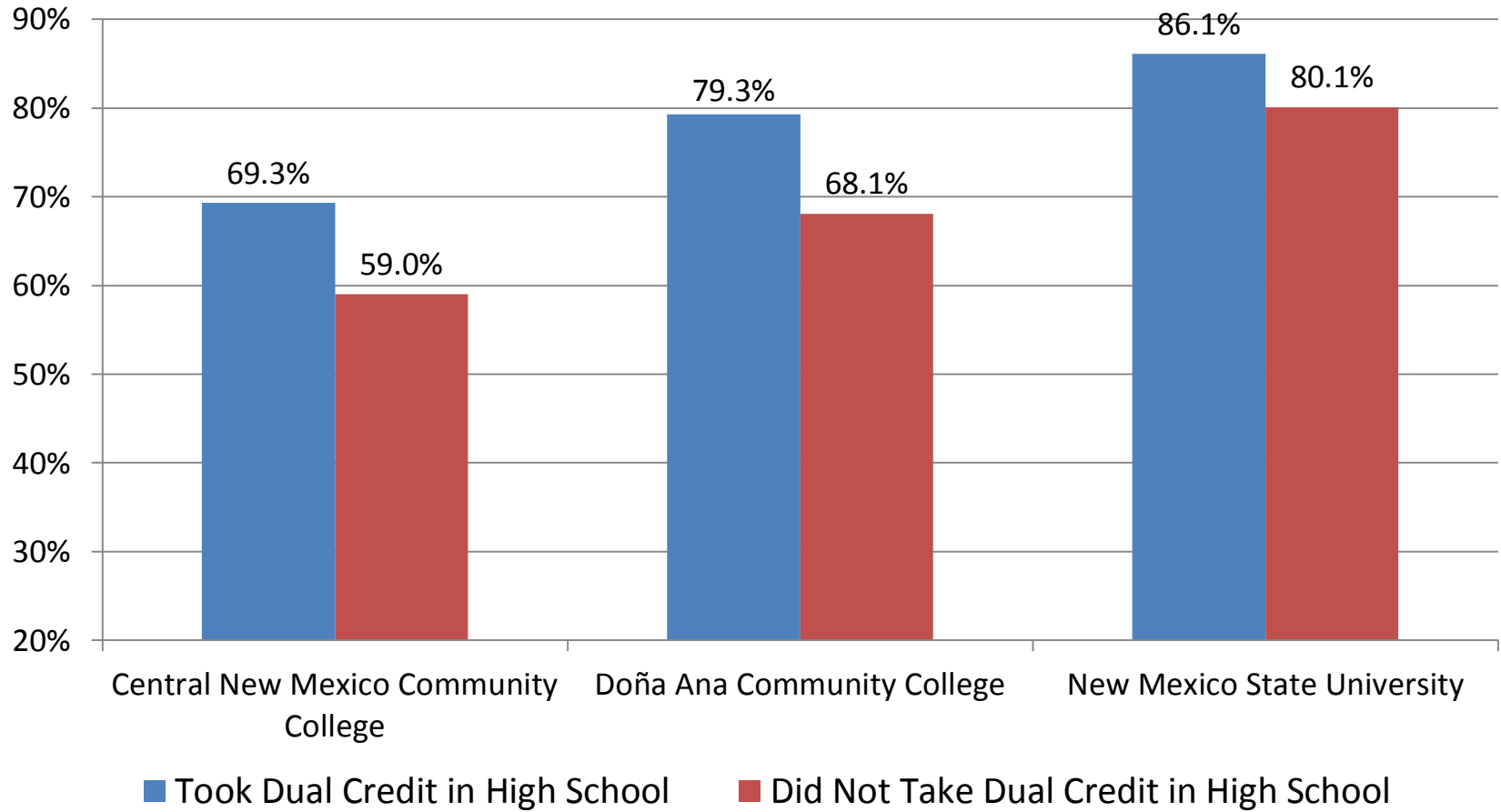
UNM Cumulative Credit Hours Earned



This chart shows the number of cumulative credit hours earned by the end of the spring semester of each year. These data are for UNM full-time, first-time entering freshmen in Fall 2007 and Fall 2008. Sample consists of 904 Dual Credit and 5220 non-Dual Credit students. Source: UNM Office of Institutional Research

Dual Credit is Associated with Increased Student Persistence

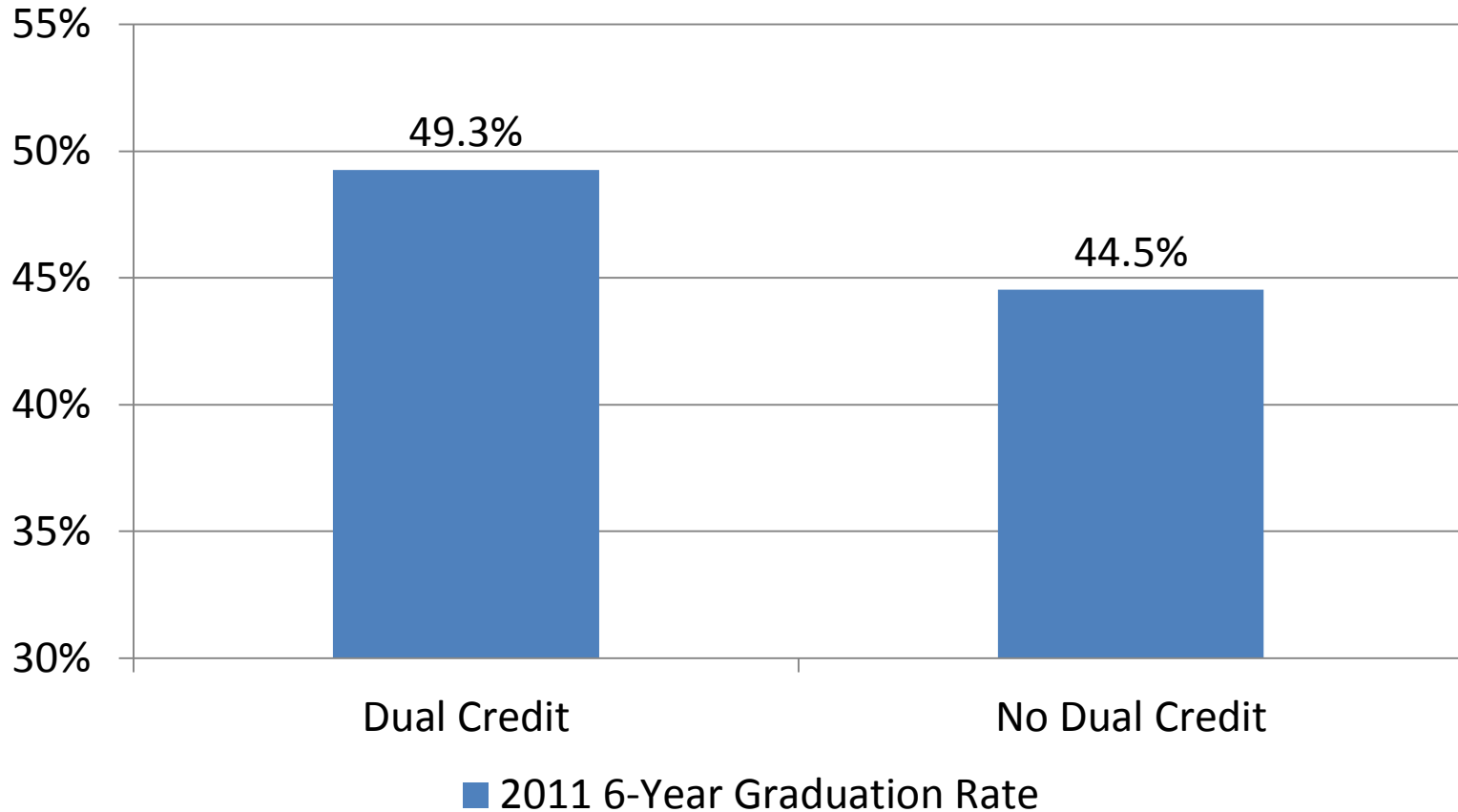
Comparison of Persistence to the Sophomore Year



Retention rates are based on the percentage of first-time, full-time students in fall 2009 re-enrolling during the fall 2010 semester. DACC and NMSU retention rates include students retained at any campus in the NMSU system. Source: CNM, DACC, and NMSU Office of Institutional Research

Dual Credit is Associated with Higher College Graduation Rates

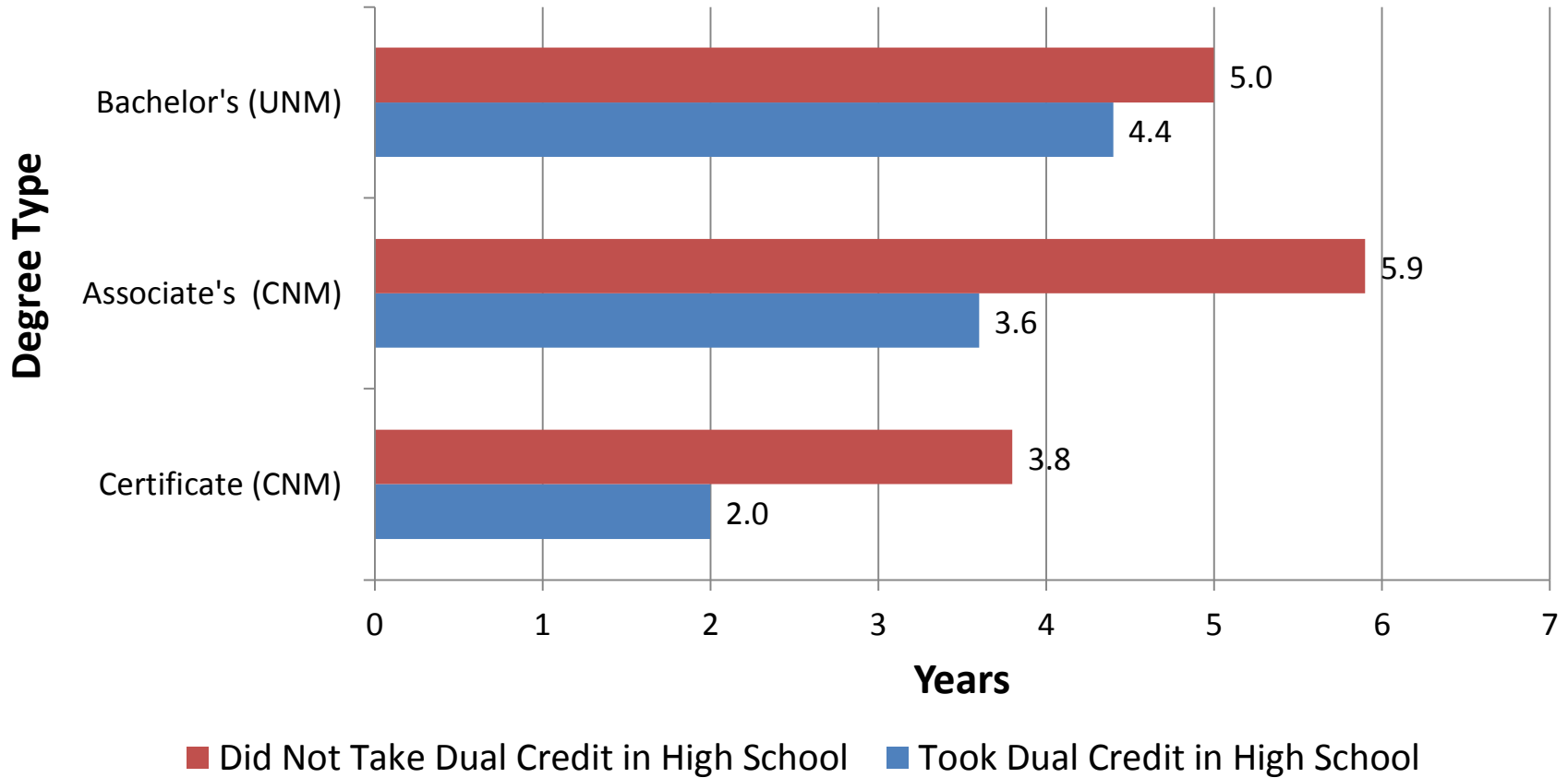
University of New Mexico 6-Yr Graduation Rates



Graduation rates are the percentage of first-time, full-time freshmen in Fall 2005 who graduated with a bachelor's degree or enrolled in the 3rd semester of the PharmD program by the spring semester of 2011. Source: UNM Division of Enrollment Management

Dual Credit is Associated with Shorter Time to Graduation

Average Years to Graduation by Degree Type



Data are from 2008-10 graduates at CNM and UNM. Years to graduation are calculated by subtracting the semester and year of first enrollment from the semester and year of graduation. The CNM sample consists of 1265 Dual Credit and 5696 non-Dual Credit students. The UNM sample consists of 639 Dual Credit and 8944 non-Dual Credit students. Source: UNM Office of Enrollment Management and CNM Office of Institutional Research

Dual Credit Students Show Quicker Times to Graduation Across Differing Levels of Academic Preparation

UNM Average Years to Graduation Comparison of Dual Credit versus Non-Dual Credit Students			
HS Grade Point Average	Took a Dual Credit Course in High School	Did Not Take a Dual Credit Course in High School	Dual Credit Student Difference
Less than 2.5	*	5.66 years (n=65)	*
2.5 – 2.99	5.28 years (n=31)	5.24 years (n=644)	About the Same
3.0 – 3.49	4.60 years (n=123)	5.02 years (n=1,377)	1 Semester Faster
3.5 – 3.99	4.20 years (n=217)	4.55 years (n=1,591)	1 Semester Faster
Greater than 4.0	3.87 years (n=127)	4.18 years (n=593)	1 Semester Faster

This table shows a comparison of the average years to degree for UNM Bachelor degree recipients who took dual credit in high school compared to those who did not take dual credit. Data includes students who graduated in 2009-2011 who also started at UNM as first-time freshman. Years to Graduation are calculated as follows: Fall semester = .4 years, Spring semester = .4 years, Summer semester = .2 years
 *Data masked due to n<10.

DUAL CREDIT: COST EFFECTIVENESS

New Mexico has one of the most generous dual credit programs in the nation, resulting in minimal, if any, financial barriers to entry for students. The state also provides full funding to both the high school and college for the dual credit course, independent of the course location or delivery method. The rapid growth in participation in dual credit has created concern among policy makers that some institutions are taking advantage of the program, and that continued enrollment increases will further drive up costs. We must understand how to balance the immediate costs with its potential long-term benefits and structure the programs accordingly.

Despite Enrollment Growth, Dual Credit Programs Still Comprise a Small Portion of NM Education Spending

Estimated Total State Funding for Dual Credit				
	Est. Average Cost Per Course	# of Courses	Total DC Funding	% of Total Budget [^]
Public Education	\$684	25,840	\$17.7M	1.2%
Higher Education	\$570	25,840	\$14.7M*	1.6%
Instructional Materials	\$40	25,840	\$1.04M	n/a
Total	\$1,294		\$33.44M	

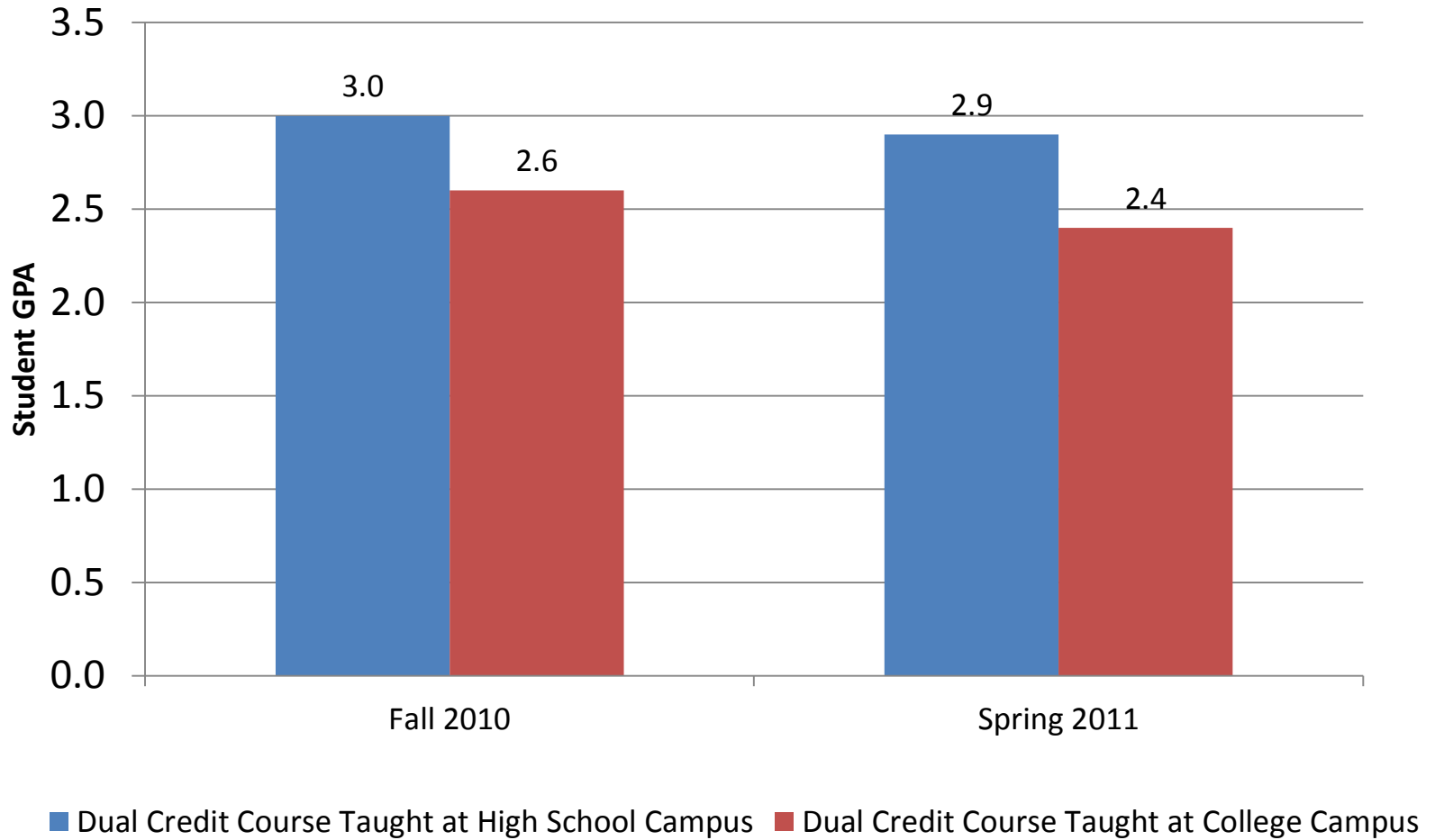
Amount of “double” funding

* Estimated HED funding based on FY10 SCH. Actual funds would not be appropriated until FY12 due to the “lag” associated with the funding formula.

[^] % of total budget based on PED dual credit expenses as a portion of PED operating expenses for instruction / total HED funding

Source: CEPR analysis of HED and PED data. PED per course funding based on \$4,480 in SEG funding per student with an average course load of 6.56 courses. HED per course funding based on CEPR estimated \$190 per SCH for a 3-hour course.

Comparison of Grades by Dual Credit Course Location



This chart shows the average GPA (on a 4-point scale) of students taking dual credit courses at a college campus compared to at a high school campus. For this analysis, online or distance education courses are categorized as being offered at the college campus. Source: New Mexico Higher Education Department

Gains in Student Performance Have the Potential to Reduce State Expenditures

Lookback Analysis – Average Credit Hours Attempted

	Non-DC Students (SCH)	DC Students (SCH)	Difference (credit hours)	Est. Formula Savings per Student
CNM Certificate Graduates	52	44	(8)	\$1,520
CNM Associate's Graduates	96	93	(3)	\$570
UNM Bachelor's Graduates	167	160	(7)	\$1,330

Data are from 2008-10 graduates at CNM and UNM. Years to graduation are calculated by subtracting the semester and year of first enrollment from the semester and year of graduation. The CNM sample consists of 1265 Dual Credit and 5696 non-Dual Credit students. The UNM sample consists of 639 Dual Credit and 8944 non-Dual Credit students. Formula savings based on estimated cost of \$190/SCH. Source: UNM Office of Enrollment Management and CNM Office of Institutional Research

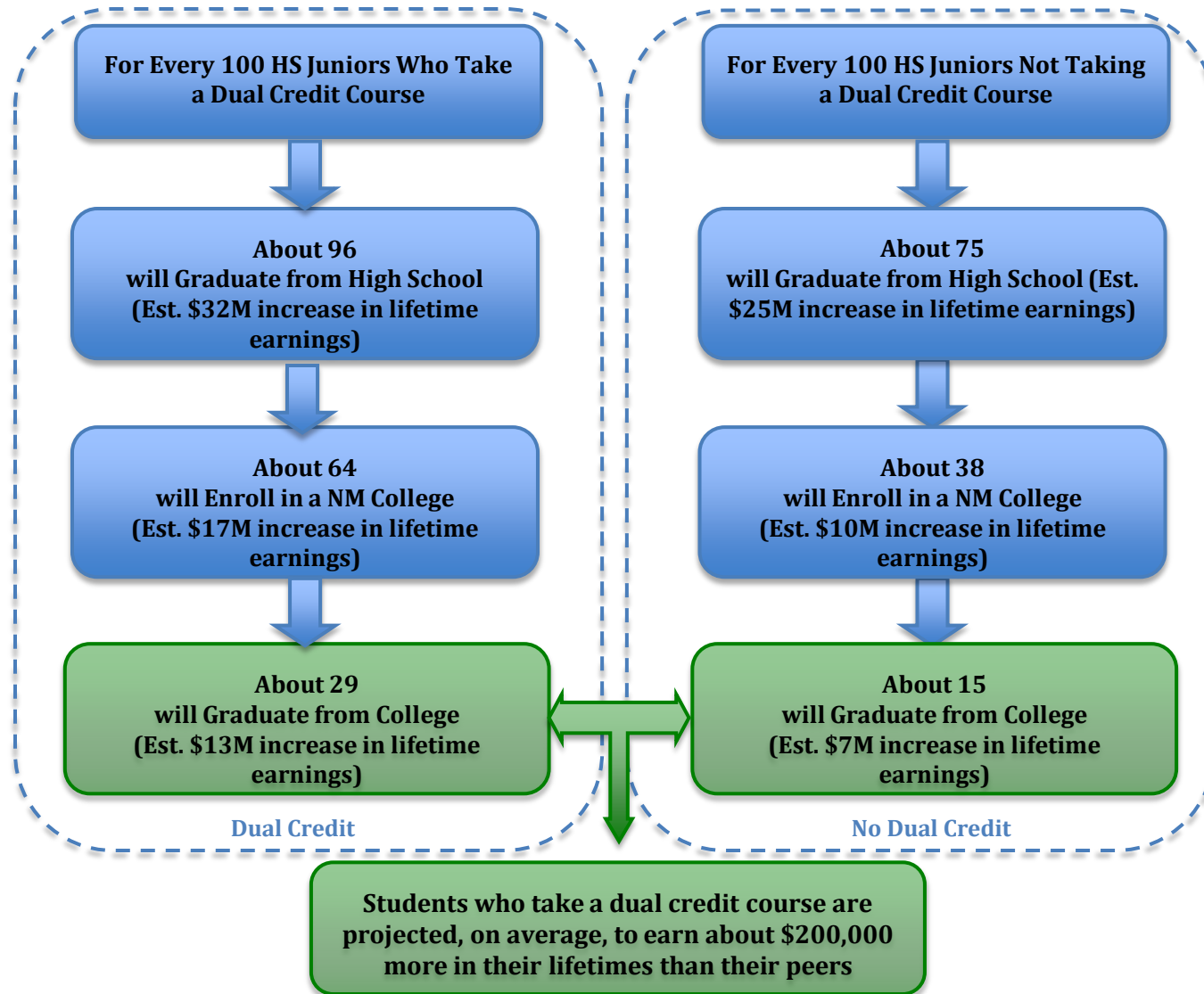
Gains in Student Performance Have the Potential to Save Students and Families Money

Lookback Analysis – Average Years to Graduation

	Non-DC Students (Years)	DC Students (Years)	Difference (Years)	Tuition & Fees Savings per Student
CNM Certificate Graduates	3.8	2.0	(1.8)	\$432
CNM Associate's Graduates	5.9	3.8	(2.3)	\$2,663
UNM Bachelor's Graduates	5.0	4.4	(.6)	\$4,356

Data are from 2008-10 graduates at CNM and UNM. Years to graduation are calculated by subtracting the semester and year of first enrollment from the semester and year of graduation. The CNM sample consists of 1265 Dual Credit and 5696 non-Dual Credit students. The UNM sample consists of 639 Dual Credit and 8944 non-Dual Credit students. Tuition saving estimates based on CNM and UNM 2010-11 tuition costs. Source: UNM Office of Enrollment Management and CNM Office of Institutional Research

Gains in Student Performance Have the Ability to Increase Lifetime Earnings



Information in this chart is based on CEPR analysis of multiple data sources. High school completion rates based on APS class of 2011 11th grade completions; College enrollment rate based on *Ready for College 2010* (Winograd, Garcia, & Florez, 2010), College graduation rate based on NCES IPEDS statewide data and UNM graduation rate data. Lifetime earning estimates from *The College Payoff* (Carnevale, Rose, & Cheah) Data provided by: APS RDA, UNM Division of Enrollment Management, and NCES IPEDS State Profile.

DUAL CREDIT: THE CHALLENGES AHEAD

Dual Credit programs must overcome a number of fundamental issues if they are to make a permanent difference for large numbers of students. The central issue here is ensuring that public schools, higher education, and state agencies work collaboratively for the good of the students. New Mexico's state-wide dual credit initiative can teach us much about how to make our state's education system more flexible and responsive to the needs of all of our students. In addition, we believe that there is widespread agreement that the silos surrounding early childhood programs, K-12 education, higher education, and workforce development need to come down. Dual credit programs can teach us how to help different parts of the education system work together.

Challenges To Address

- **Collaboration.** Collaboration between the K-12 public schools and higher education institutions is a much more difficult challenge than it appears. The alignment of high school graduation standards and college admission standards, articulation agreements about which courses will count for what kinds of credit, concerns about college reputations and status, concerns about younger high school students attending college campuses with older students, regulations about which colleges can offer dual credit in which geographic regions of the state, and the practice of blaming public schools for the poor performance of students in higher education are some of the issues potential partners must resolve if they are going to work together.
- **Funding.** Most current funding mechanisms rely heavily on student enrollments and thus pit high schools and colleges against one another in terms of who gets the credit for dual credit students. These same funding mechanisms can pit high schools, community colleges, universities and families against one another because it may be less expensive to take some courses as dual credit rather than waiting until the student has graduated from high school and is attending a college or university. In addition, in these tight budget times, some legislators and educators are concerned about “double-funding” programs, in that both high schools and colleges would get funding credit for the same students. Finally, it is important to consider how the costs of transportation, technology, and instructional materials will be covered when public schools, colleges, and families are struggling to make ends meet.

Challenges To Address

- **Quality and Accountability.** High schools and higher education institutions often bicker about which courses can be taught at what locations and by whom and they use the issue of quality to mask a wide range of concerns. In addition, it is very difficult to get the data needed to assess the impact of these programs. A number of states have developed effective strategies for overseeing dual credit programs and we think these are promising strategies that should be expanded.
- **The Value of a College Degree.** Some of the most interesting debates about dual credit programs come from the differences in people's deeply-held beliefs about the purposes of high school and college. Although most New Mexicans agree that all students should graduate from high school, there is less agreement that all students should go to college. We don't think that everybody needs a four-year college education, but we also don't think that the staggering disparities in educational attainment related to race, ethnicity, and socio-economic status should go unchallenged.
- **Ensuring Equity and Accessibility to Dual Credit Programs.** One of the most disheartening findings to come out of our research is that dual credit, Advanced Placement, and other accelerated learning programs come too late for too many minority and high poverty students. We lose too many children to poor health care and lack of developmental support in the four or five years before they get to school, and we continue to lose them in elementary and middle schools. Even the most effective accelerated learning programs are limited to the students who make it through the system to high school and are prepared enough to take advantage of these more rigorous learning opportunities.

**Appendix B:
Las Cruces
Early College High School Presentation
This Presentation Is Available At**

<http://www.lcps.k12.nm.us/departments/Instruction/echs/index.asp>

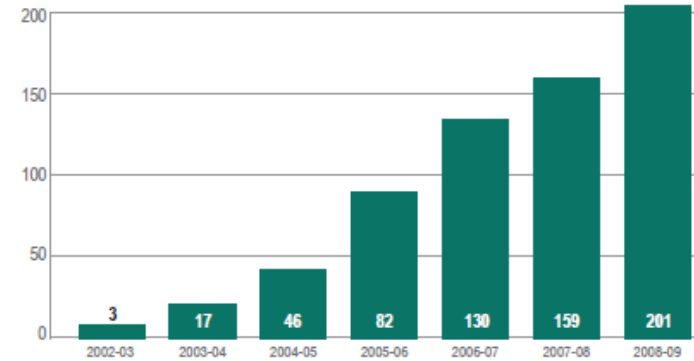
Las Cruces Early College High School

Jennifer Amis, Principal, LCPS
John Walker, DACC

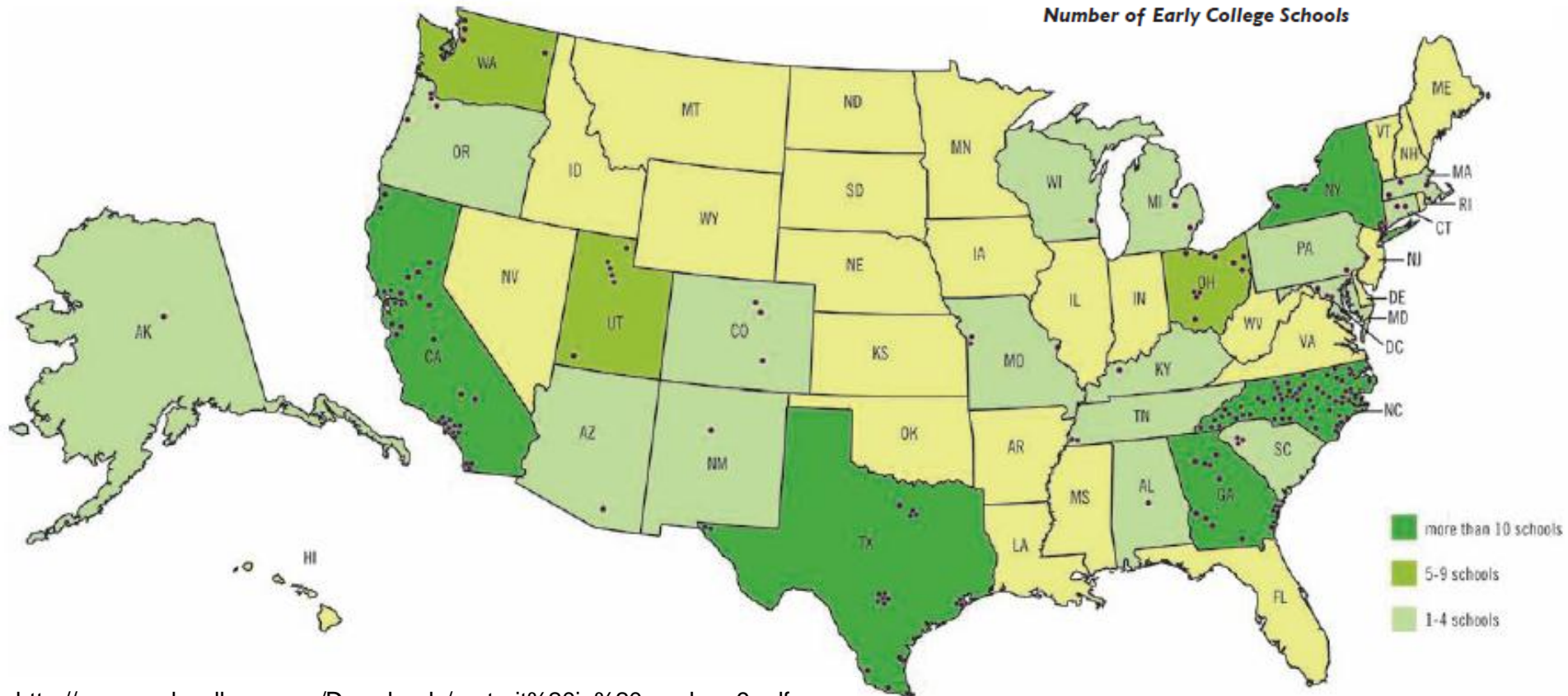


A portrait of U.S. ECHS

There are over 200 Early College High Schools and growing.



Number of Early College Schools



Is there evidence that ECHSs work?

Yes. Unlike many schools targeting low-income students, the 92 percent graduation rate (calculated using the U.S. Department of Education's methodology) for the first sizable early-college high school cohort suggests that the schools significantly reduce typical dropout rates for underserved youths, by more than 70 percent on average.

Source: <http://www.edweek.org/ew/articles/2009/06/11/35hoffman.html>



Transmountain ECHS video (click to play)



Las Cruces Early College High School

Multiple pathways to success

Jennifer Amis, Principal
 575.527.5889
 jamis@lcps.k12.nm.us

HS and College Coursework at DACC

HS Diploma and 2yr Associates Degree

Careers and/or Additional College

Coordinated calendar: Summer Term: July 6 - August 9 (25 Days)
 Fall Term: August 19 - December 14 (74 Days)
 Spring Term: January 14 - May 11 (77 Days)

Shaded blocks designate dual credit courses which fulfill high school graduation requirements and earn college credit.

9th Grade Summer	9th Grade Fall/Spring	10th Grade Summer	10th Grade Fall/Spring	11th Grade Summer	11th Grade Fall/Spring	12th Grade Summer	12th Grade Fall/Spring
Jumpstart Honors English I	Day 1 Honors English III	Jumpstart Honors English I/IV	Day 1 Honors English III	Jumpstart English	ENGL110 Theories and Composition I	ENGL120 Theories and Composition II	ENGL120 and Scientific Comm. II
Jumpstart Honors Algebra I or Honors Geometry	Day 4 Technical Writing	Jumpstart Honors Geometry or Honors Algebra	Day 4 Technical Writing	Jumpstart Mathematics	COMM250 COMM 250 I	COMM250 COMM 250 II	ENGL115 Fine Reading for Honors I
Prerequisite Education	Day 1 Honors Algebra I or Honors Geometry	ENGL110 Critical Reasoning Certification Preparation (I)	Day 1 Honors Geometry or Honors Algebra II	ENGL115 Mathematics Operation and Safety (I)	ENGL120 Intermediate Algebra or Honors (I)	ENGL120 Honors Algebra or Honors (I)	ENGL120 Honors Algebra or Honors (I)
Day 2 Honors Engineering Bridge	ENGL110 Honors Math (I)	Day 2 ENGL110 Applied Math Practices (I)	ENGL115 Honors Basic & Economics (I)	ENGL120 Honors Aerospace Workshop (I)	ENGL120 Honors Aerospace Workshop (I)	ENGL120 Honors Aerospace Workshop (I)	ENGL120 Honors Aerospace Workshop (I)

NOTE: This is one possible pathway. Each student will develop an individualized plan with some variations that align with their academic and career goals.

Associate of Applied Science Degree Aerospace Technology Option Certification: Space TEC



Las Cruces Early College High School

Multiple Pathways to Success

Jennifer Amis, Principal
 575.527.5889
 jamis@lcps.k12.nm.us



Pathway	Degree Focus	Certificate
Apprenticeship Programs	Associate of Applied Science •Electrical Apprenticeship •Machinist Apprenticeship	Certificates of Completion: Electrical Apprenticeship, Machinist Apprenticeship, Electrical Line worker
Automation and Manufacturing	Associate of Applied Science •Automation and Manufacturing Technology	
Automotive Technology	Associate of Applied Science •Automotive Technology	Certificate of Completion
Computer and Information Technology	Associate of Applied Science •IT Specialists •Networking •Programming	Certificates of Completion: Industry certifications: Microsoft, Linux/Unix, Cisco Network, Computer Maintenance, Internet Tech, Computer Programming
Creative Media Technology	Associate of Applied Science •Creative Media Technology •Digital Graphics Technology	Certificates of Completion: Digital graphics, Digital Video, Film Crew Training, Game Design, Graphics and Animation, Web Design
Drafting and Design Technologies	Associate of Applied Science •Architecture Technology •Civil/Survey Technology •Mechanical Drafting and Solid Modeling •Pre-Architecture	Certificates of Completion: Architectural Technology, Civil/Survey Technology, Drafting and Graphics Technology, Mechanical Drafting and Solid Modeling

Las Cruces Early College High School

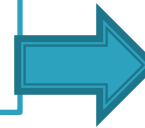
Multiple Pathways to Success

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 575.527.5889
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HS and College
 Coursework at DACC



HS Diploma and
 2yr Associates Degree



Careers and/or
 Additional College

Electronics Technology	Associate of Applied Science <ul style="list-style-type: none"> •Electronics Technology •General Electronics •Biomedical Electronics •Aerospace Technology 	Certificate of Completion
Water Technology (EPA State Environmental Training Program)	Associate of Applied Science <ul style="list-style-type: none"> •Water Utility Operation 	Certificate of Completion
Welding Technology	Associate of Applied Science	Certificate of Completion
Business Administration and Management	Associate of Business Occupations <ul style="list-style-type: none"> •Finance & Banking •General Management 	
	Associate of Business Office Technology <ul style="list-style-type: none"> •Accounting •Legal •Medical •Administrative 	Bilingual Office Specialists Medical Billing Medical Transcription
	Associate Degree: Pre-Business	

Sample student schedule at LC-ECHS

Coordinated Calendar - Summer Term: July 6 - August 9 (25 Days)
Fall Term: August 19 - December 14 (78 Days)
Spring Term: January 14 - May 11 (77 Days)



Shaded Blocks designate dual credit courses which fulfill **high school** graduation requirements and earn **college credit**.



**Associate of Applied Science Degree
 Creative Media Technology
 Certification: Adobe Master User**

NOTE: This is one possible pathway. Each student will develop an individualized plan with some variations that align with their academic and career goals.

9 th Grade Summer	9 th Grade Fall/Spring	10 th Grade Summer	10 th Grade Fall/Spring	11 th Grade Summer	11 th Grade Fall/Spring	12 th Grade Summer	12 th Grade Fall/Spring
Jumpstart Honors English I	Day 1 Honors English I/II	Jumpstart Honors English III/IV	Day 1 Honors English II/III	Jumpstart English	Eng111G Rhetoric and Composition (3)		ENG232 Script Development and Storyboarding
Jumpstart Honors Algebra I or Honors Geometry	Day 2 Technical Writing	Jumpstart Honors Geometry or Honors Algebra II	Day 2 Eng 116 Perspectives on Film	Jumpstart Mathematics	COMM253G or COMM 265G (3)		CMT elective (3)
Physical Education	Day 1 Honors Algebra I or Honors Geometry	OETS102 Career Readiness Certification Preparation (1)	Day 1 Honors Geometry or Honors Algebra II	CMT 180 Prin of Media Design	MAT120 Intermediate Algebra or MAT121 College Algebra (3)	PSY201G Intro to Psychology or SOC101G Intro Sociology (3)	CMT elective (3)
	Day 2 CMT 120	CMT 100	Day 2 CMT 140	CMT 195 Digital Video	CMT 292 Creative Media	PHYS 120G Introduction	CMT elective (3)

Sample Student Schedule

More dual credit opportunities each year

	9 th Grade Summer	9 th Grade Fall/Spring	10 th Grade Summer	10 th Grade Fall/Spring	11 th Grade Summer	11 th Grade Fall/Spring	12 th Grade Summer	12 th Grade Fall/Spring
Jumpstart Honors English I		Day 1 Honors English I/II	Jumpstart Honors English III/IV	Day 1 Honors English II/III	Jumpstart English	Eng111G Rhetoric and Composition (3)		ENG232 Script Development and Storyboarding
Jumpstart Honors Algebra I or Honors Geometry		Day 2 Technical Writing	Jumpstart Honors Geometry or Honors Algebra II	Day 2 Eng 116 Perspectives on Film	Jumpstart Mathematics	COMM253G or COMM 265G (3)		CMT elective (3)
Physical Education		Day 1 Honors Algebra I or Honors Geometry	OETS102 Career Readiness Certification Preparation (1)	Day 1 Honors Geometry or Honors Algebra II	CMT 180 Prin of Media Design	MAT120 Intermediate Algebra or MAT121 College Algebra (3)	PSY201G Intro to Psychology or SOC101G Intro Sociology (3)	CMT elective (3)
		Day 2 CMT 130 *Web Design I	CMT 160 Modeling and Design	Day 2 CMT 146 Digital Foundations (4)	CMT 195 Digital Video Editing 1	CMT 292 Creative Media Studio	PHYS 120G Introduction to Acoustics (4)	CMT elective (3)
		Day 1 Honors Physical Science		Day 1 Honors Biology or BIOL101G (4)		CMT 295 Portfolio Development and Design		CMT elective (3)
		Day 2 CMT 150 2D Animation		Day 2 CMT 190 Digital Video Production I		CMT 206 Principals of Sound		CMT elective (3)
		Day 1 New Mexico History (1 semester) &		Day 1 World History or HIST101G (3)		U.S. History HIST 201G Early America History (3)		Government/ Economics GOVT110 American National Government (3)
		Art 110 Visual Concepts OR Art 150 Drawing I				CMT elective		
		Day 2 Student Academic Support/ Student Club/ and Advisory		Day 2 Student Academic Support/ Student Club/ and Advisory		Student Academic Support/ Student Club/ and Advisory/		Student Academic Support/ Student Club/ and Advisory
						Work Based Learning (3)		Work Based Learning (3)

*Articulated courses

Las Cruces Early College High School

Multiple Pathways to Success

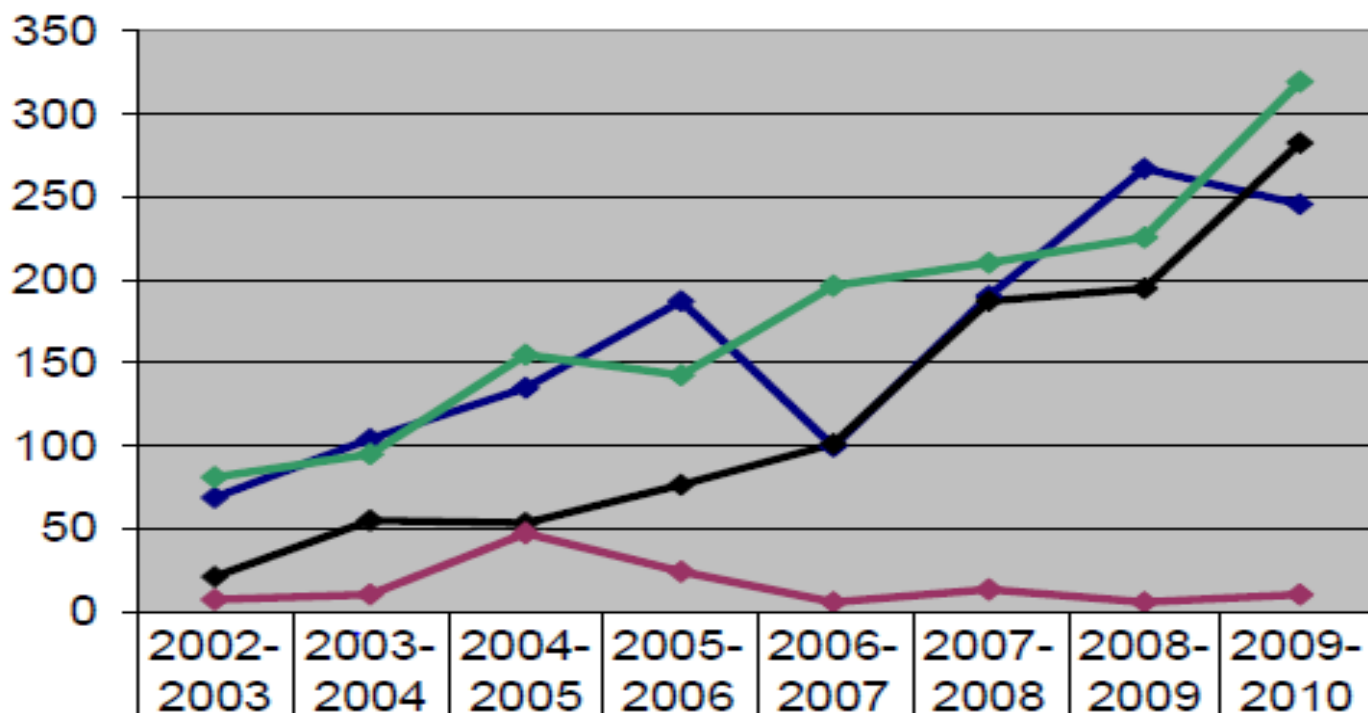
Jennifer Amis, Principal
575.527.5889
jamis@lcps.k12.nm.us



Every Graduate Must Be:

- A critical thinker
- A problem solver
- An Innovator
- An effective communicator
- An effective collaborator
- A self-directed learner
- Information and media literate
- Globally aware
- Civically engaged
- Financially and economically literate

Dual Credit Growth & Success in LCPS



	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
LCHS	69	104	135	187	100	191	267	246
MHS	81	95	155	142	197	210	226	320
OHS	22	56	53	77	101	188	195	283
SALC	7	10	47	24	6	14	6	11

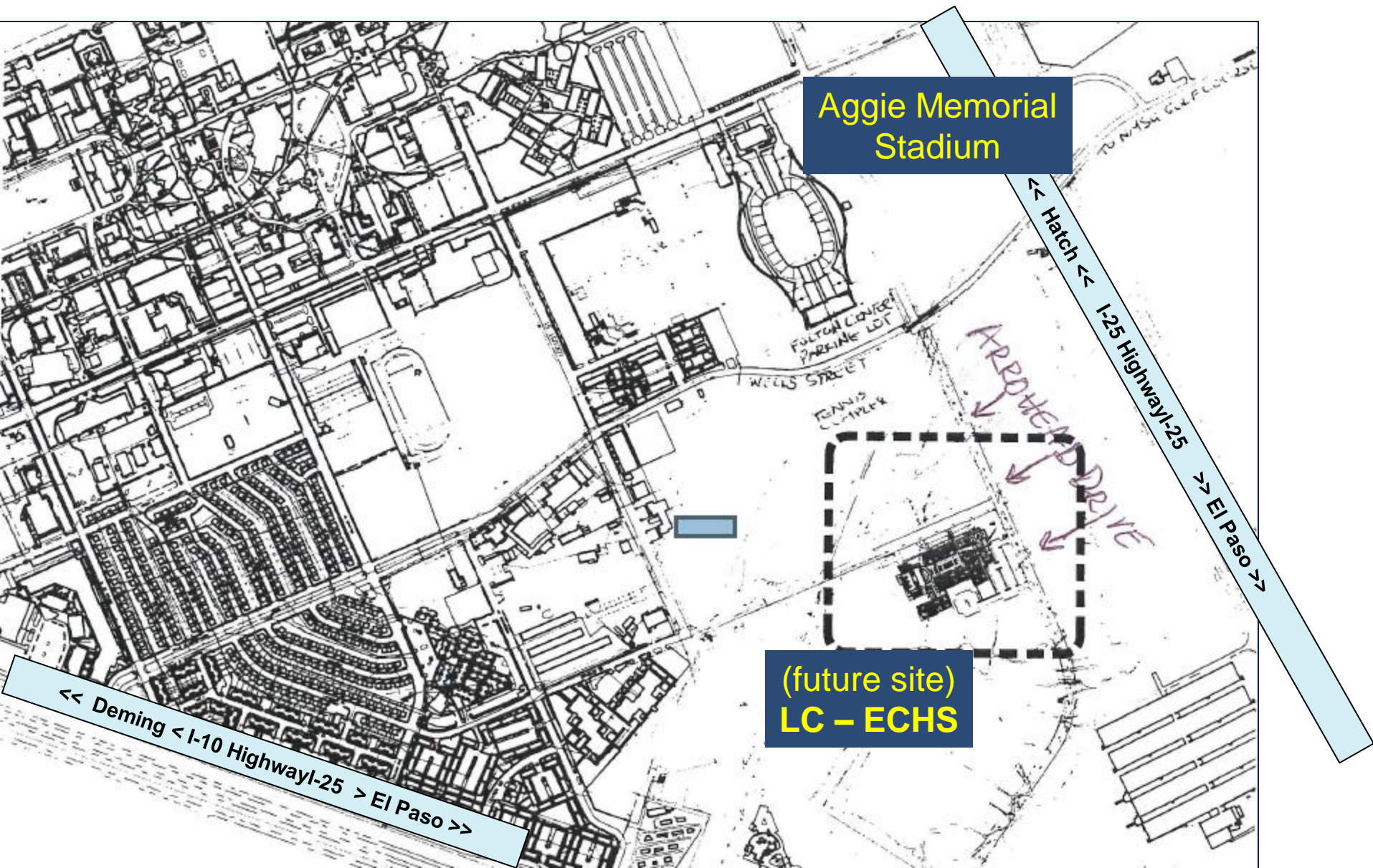
Success Rate



Classes/Grades

	FA 07	SP 08	FA 08	SP 09	FA 09
Classes	355	450	457	549	554
Pass Rate	95%	94%	90%	89%	92%

Future Location of LC-ECHS



Apply online or on paper

www.lcps.k12.nm.us



LAS CRUCES EARLY COLLEGE HIGH SCHOOL (ECHS)

Application for Admission

Open to 2009/2010 8th Grade Students, Las Cruces Public Schools

Submission Deadline: April 15, 2010 or until filled

Turn in all completed pages (Parts I-V) to your middle school counselor.

Part I: Applicant Information (Please PRINT)

1. Student Name: _____
Last First Middle
2. Preferred Name: _____
3. Date of Birth: ____/____/____ Gender: M F Student ID# _____

**Appendix C:
The Bridge Presentation
At The Work Force Summit
December 2011**

**This Presentation Is Available At
<http://www.thebridgeofsnm.com/>**



The Drop-Out Crisis

in Doña Ana County

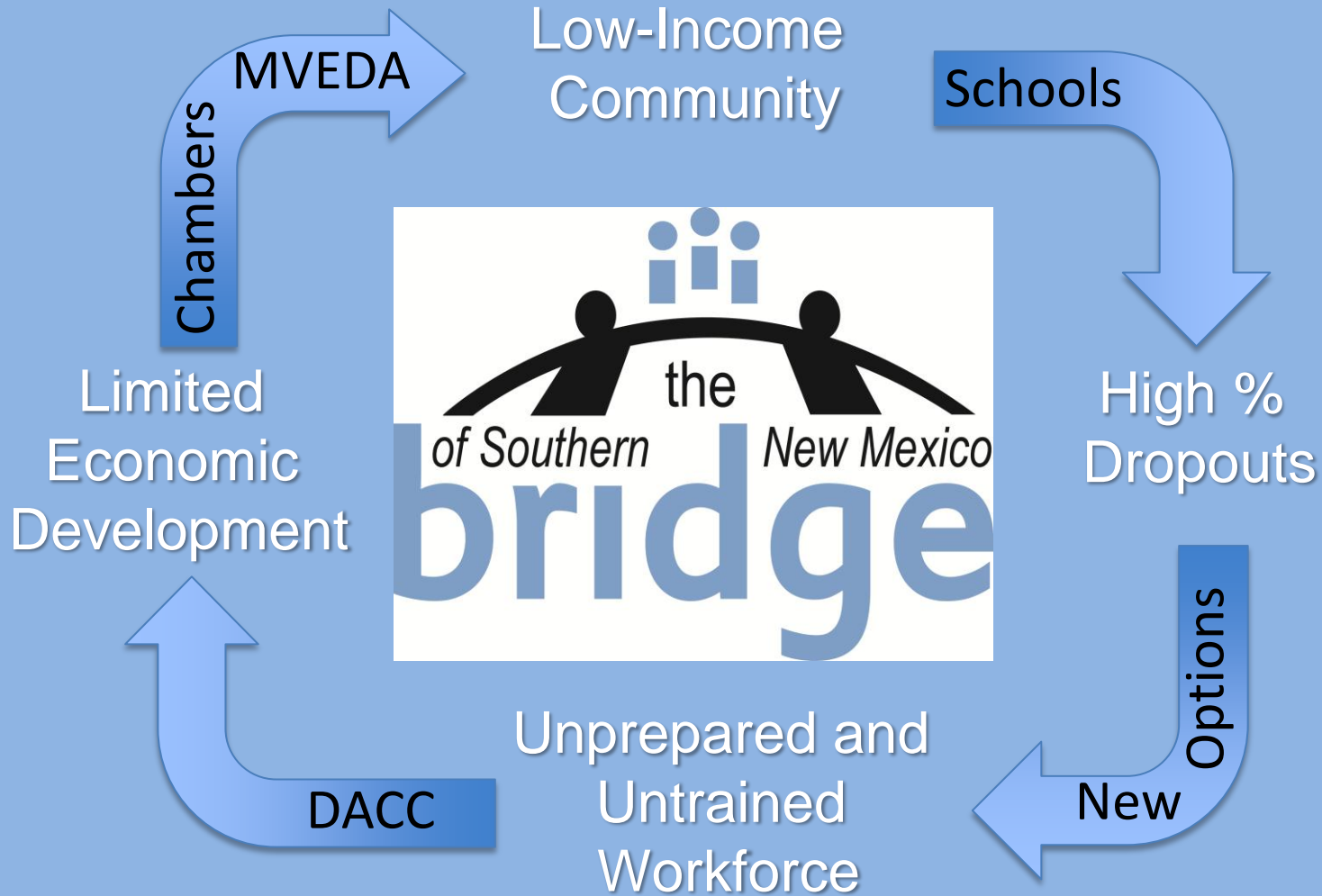
**33% of students
don't graduate**

Down from 49% in 2008

*Source: Annie E. Casey Foundation
KIDS COUNT
Data Center 2008-2009 data*



Breaking the Downward Spiral



The Drop-Out Crisis

National Statistics

1 student drops out every **26 seconds**

1.2 million dropouts/year

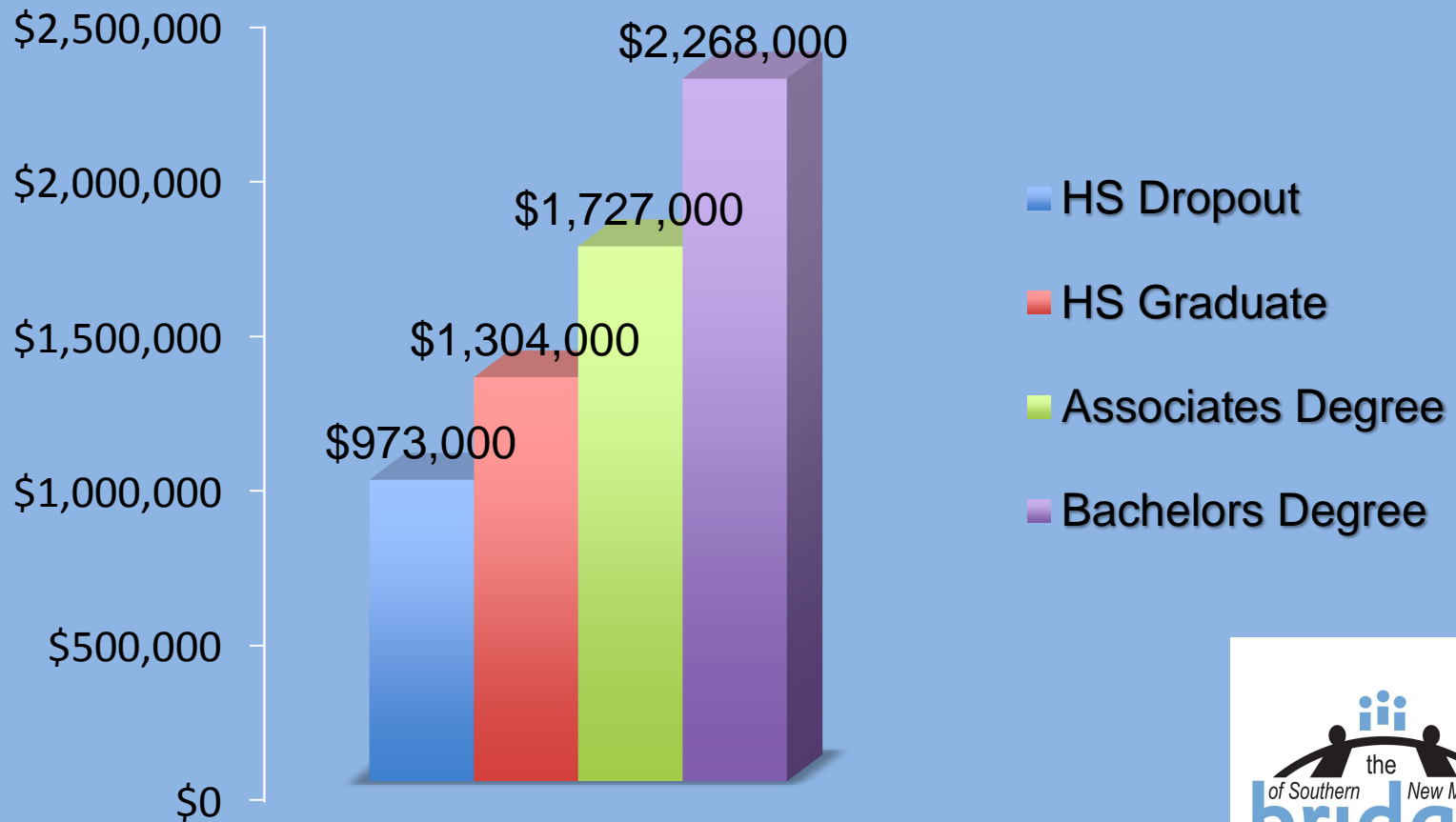
Lifetime cost of a dropout on society:

\$250,000-\$450,000



The Value of Education

Impact of Attainment on Lifetime Income



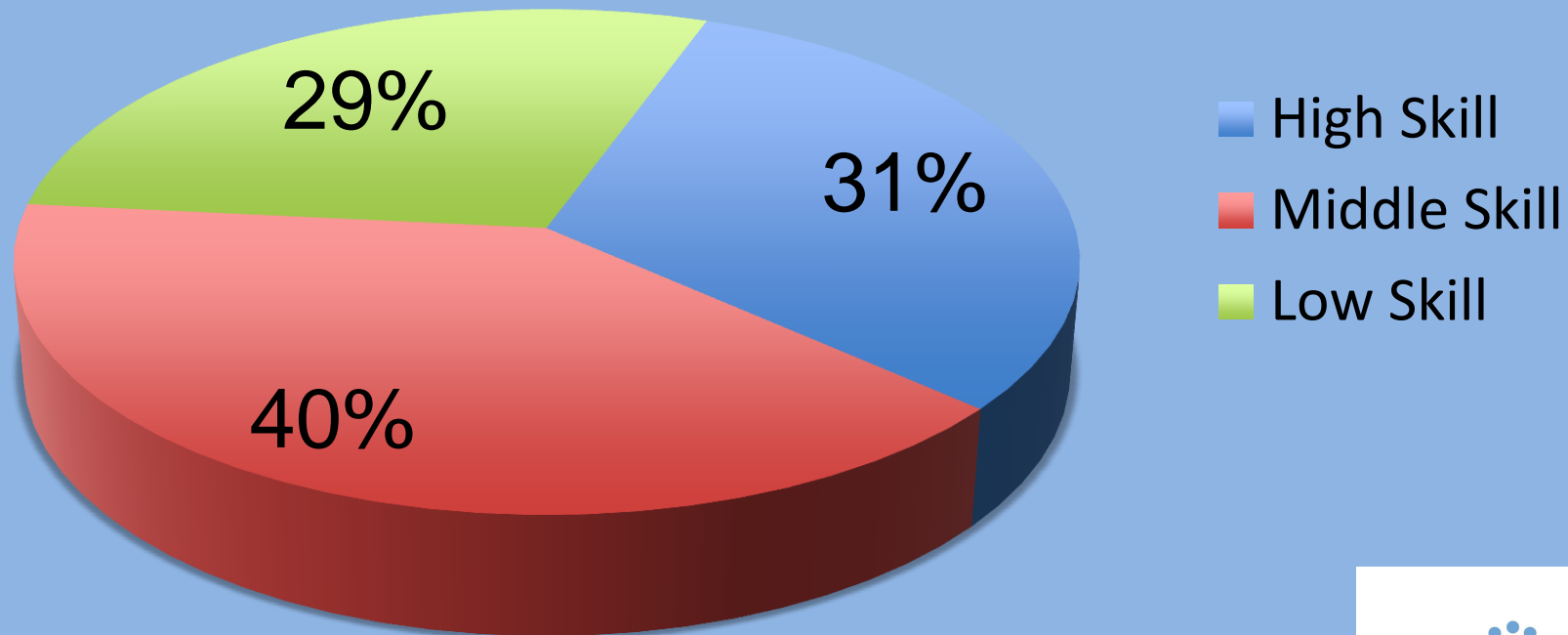
Source: *The College Payoff*,

Georgetown University Center on Education and the Workforce



A Holistic Workforce

Opportunity At All Levels of the Workforce



Source: *New Mexico's Forgotten Middle Skills Jobs*



Building The Bridge

for Student Success

Mission:

To facilitate collaboration and leverage resources between public and private sectors to support educational excellence and optimize the county's workforce.

Vision:

All students in Doña Ana County graduate with skills to compete in an international workforce.



Cross-Sector Leaders

at the Same Table to Solve the Same Problem

A Unique Public-Private Partnership:

- Economic Development
- Business Sectors
- Government
- Education



Building Support

for a Public-Private Partnership

Improving Education



To Prepare a Well-Qualified Workforce



For a Stronger Economic Future
for Doña Ana County





EARLY COLLEGE HIGH SCHOOL : CONCEPTS



What We Set Out to Do

New Mexico's First Early College High School

Benefits of the Early College High School:

- 90% national graduation rate
- STEM curriculum prepares students for growing industries in the county
- Earn HS diploma/2-year college degree



What We Set Out to Do

New Mexico's First Early College High School

Impact Those “At Risk”:

- First generation college attendees
- Strengthen high school-to-college pipeline
- Improve graduation rates
- Reduce need for remediation
- Improve workforce preparedness



Early Signs of Impact

New Mexico's First Early College High School

Celebrating Student Success:

- 230 students - majority are first generation college attendees
- **NOT ONE STUDENT DROPPED OUT!**
- Inaugural Class 2010-2011:
 - 100% passed first Dual Credit Course
 - 3.167 class average GPA
 - 96% passed Algebra I
 - District-leading attendance rates



Economic Impacts

Arrowhead Park Early College High School

No Dropouts Equals:

- \$7 million in lifetime U.S. economic impact

County:

- \$99,000 - \$383,795 more income per year
- \$90,000 - \$350,000 in additional spending and investing



Economic Impacts

Arrowhead Park Early College High School

Increased ROI on Tax Dollars for Education:

- 16% savings in construction costs per student (\$42 million)
- Half the cost per square foot of comprehensive high school
- 18-months from concept to completion
- Ed spec process
- Maximize assets between LCPS, DACC, NMSU



Economic Impacts

New Mexico's First Early College High School

- **Eliminates Need for Remedial Courses**
 - NM Saves \$250,000 When Students Graduate
- **Four More in Planning**
 - Allied Health
 - BIA – STEM/Manufacturing
 - Chaparral
 - Hatch



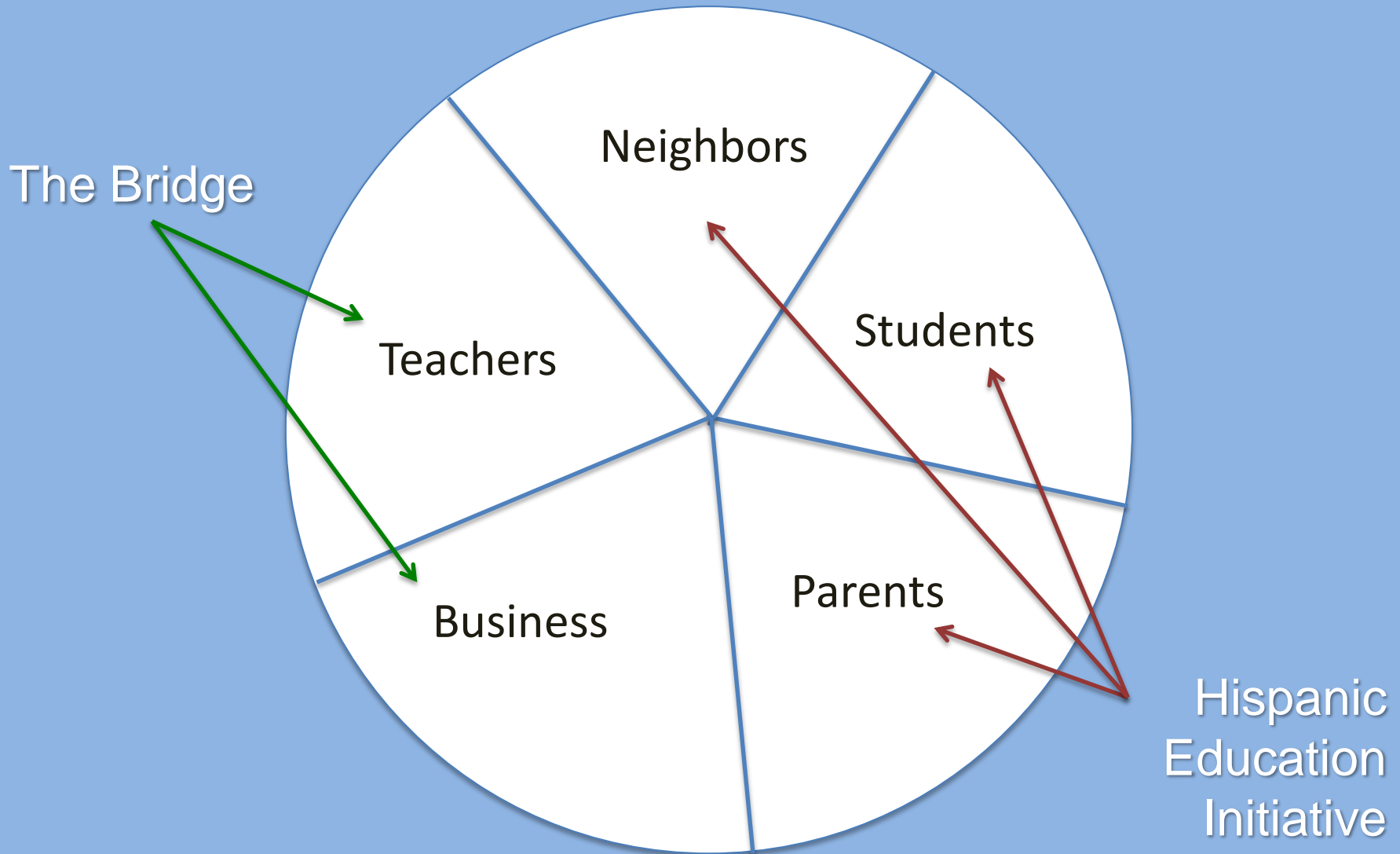
Early Signs of Impact

Dual Credit Students on the Rise

- **Students Taking Dual Credit Doubled and Tripled**
- **Predictor of Future Success**
 - 91% of Seniors taking DC graduate
 - 67% attended college the next fall
 - 65% did not need remediation
 - Meaningful integration into CTE Pathways



Creating a Community of Mentors to Support Students in Doña Ana County



Business Internships

Matching Learning with ROI

- **Building an Internship Pipeline**
 - High School to Community College to University
- **Defining the Needs**
 - Business Survey
 - Focus Groups
 - Revise or Retool Existing Programs



Statewide Collaboration

Connecting Cabinets, Affecting Communities

- **Working Together**
 - Public Education Department
 - Higher Education Department
 - Workforce Solutions
 - Economic Development Department
- **Identifying Communities Ready for Collaboration**



Economic Impacts

Cutting Doña Ana County's Drop-Out Rate in Half

Increase in Annual Earnings:

\$7,483 per H.S graduate

x 578 freshmen

\$4,325,174

\$24,593 per College graduate

x 578 freshmen

\$14,214,754



Economic Impacts

Cutting Doña Ana County's Drop-Out Rate in Half

Increase in Yearly Disposable Income:

\$6,817 per H.S. Graduate

x 578 freshmen

\$3,940,226

\$22,404 per College Graduate

X 578 freshmen

\$12,949,512



Economic Impacts

Cutting Doña Ana County's Drop-Out Rate in Half

Increase in Home Values

\$73,587 increase per H.S. graduate

x 578 freshmen

\$42,533,286

H.S. Graduates Can Afford

Twice the Home



Economic Impacts

Cutting Doña Ana County's Drop-Out Rate in Half

Increase in Annual Tax Revenue:

Federal - \$816 per H.S. grad

x 578 freshmen

\$471,648

State - \$479 per H.S. grad

x 578 freshmen

\$276,862



