

**SB 465 COLLECT PARENT/GUARDIAN EDUCATIONAL ATTAINMENT IN
K-12 & HIGHER EDUCATION**

1. Who are we serving? How many Hispanic, Native American, Black, White, Asian children who grew up in a household where no parent/guardian had the opportunity to earn a 4-yr college degree are graduating high school, enrolling in college, earning undergraduate and graduate degrees compared to their cousins who may have grown up in a household where one parent/guardian earned a 4-year degree? Research shows that data on parent/guardian educational attainment will help us meet the needs of students who grew up in families from all education levels (Connelly, Gayle, & Lambert, 2016; López et al., 2018; Collins & Bilge 2016). Ten to twenty years from now, we will know if we have been successful, when we are able to show that we are providing opportunity to all.
2. Needs Assessment and Distribution of Resources: Parent/Guardian educational attainment data can help guide the implementation of remedies as per the Martinez/Yazzie ruling, as well as Black Education Act (BEA), Hispanic Education Act (HEA), Indian Education Act (IEA), among other interventions designed to help us serve students from all family backgrounds (Ives & Castillo-Montoya 2020).
3. Return on Investment: Data collection on parent/guardian education will have a substantial return on investment. It will help us apply for federal matching funding for underserved communities; it can also help us apply for other competitive grants that bring resources to New Mexico (Toutkoushian, Stollberg, & Slaton 2018).
4. Workforce Development and Training: Data on parent/guardian educational attainment can help us enhance workforce development opportunity programs, strengthening our career beginnings internships. This data will also help us catalyze mobility ladders for children and youth from all family backgrounds (Morgan et al., 2022).

Thank you for the opportunity to share some of the main ways that this bill can help create a stronger New Mexico. The consequences of not enacting this bill are consequential for our ability to serve students from all family backgrounds. I hope NM will lead the country as the first state law in the nation to collect this critical data point for improving education.

REFERENCES

- Collins, P.H., & Bilge, S. (2016). Intersectionality. John Wiley and Sons.
- Connelly, R., Gayle, V., & Lambert, P. S. 2016. A review of educational attainment measures for social survey research. *Methodological Innovations*, 9, 2059799116638001.
- Ives, J., & Castillo-Montoya, M. (2020). First-generation college students as academic learners: A systematic review. *Review of Educational Research*, 90(2), 139-178.
- López, N., Erwin, C., Binder, M., & Chavez, M. J. (2018). Making the invisible visible: Advancing quantitative methods in higher education using critical race theory and intersectionality. *Race Ethnicity and Education*, 21(2), 180-207.
- Morgan, A. C., LaBerge, N., Larremore, D. B., Galesic, M., Brand, J. E., & Clauset, A. (2022). Socioeconomic roots of academic faculty. *Nature Human Behaviour*, 1-9.
- Toutkoushian, R. K., Stollberg, R. A., & Slaton, K. A. (2018). Talking 'bout my generation: Defining "first-generation college students" in higher education research. *Teachers College Record*, 120(4), 1-38.

GLOSSARY

- First-Generation College Student = student grew up in a household where no parent earned a 4-year college degree in the U.S. or abroad when the student was age 16.
- Continuing-Generation College Student= student who grew up in a household where one parent/guardian earned a 4-year college degree in the U.S. or abroad or higher when the student was age 16.
- Intersectionality = the idea that in order to understand inequalities in education and other policy arenas, we must consider race, gender, class as measured by educational attainment as simultaneous categories of experience.

VIDEO

- Nancy López. chair. Data Working Group Proposal, NM Gov Advisory Racial Justice Council Recommendations, Nov. 8, 2020 (8 minutes) Dr. Nancy López presenting: <https://www.youtube.com/watch?v=lsGNEGkvJcA>
- Nancy López. Presenter. “Can Intersectional Analysis of Graduation Advance Race-Gender-Class Equity in Higher Education? Evidence from a Hispanic Serving Institution (HSI) in the Southwest, National Association of Diversity Officers in Higher Education, March 2021 (virtual presentation, 40 min.), Video: <https://www.youtube.com/watch?v=caRvrK5uMZI>

SAMPLE ANALYSIS USING PARENT/GUARDIAN EDUCATIONAL ATTAINMENT FOR REPORTING FIVE-YEAR GRADUATION AT THE UNIVERSITY OF NEW MEXICO BY HISPANIC ETHNICITY AND RACE (UNM), 2015-2020 Source: UNM Institutional Analytics:

For Black Students (Non-Hispanic):

- 26% of Black first-generation college women graduated
- 28% of Black continuing-graduation women graduated
- 0% of Black first-generation college men graduated
- 60% of Black continuing-generation men graduated

For Hispanic Ethnicity Students (includes all races; may look different if disaggregated by race):

- 38% of Hispanic first-generation college women graduated
- 53% of Hispanic continuing-graduation women graduated
- 35% of Hispanic first-generation college men graduated
- 47% of Hispanic continuing-graduation men graduated

For White Students (non-Hispanic):

- 44% of White first-generation college women graduated
- 61% of White continuing-graduation women graduated
- 33% of White first-generation college men graduated
- 49% of White continuing-graduation men graduated

For Native American Students (non-Hispanic):

- 26% of Native American first-generation college women graduated
- 38% of Native American continuing-graduation women graduated
- 23% of Native American first-generation college men graduated
- 33% of Native American continuing-graduation men graduated

For Asian Students (non-Hispanic):

- 65% of Asian first-generation college women graduated
- 64% of Asian continuing-graduation women graduated
- 50% of Asian first-generation college men graduated
- 53% of Asian continuing-graduation men graduated

This data was useful in UNM application for \$3 million National Science Foundation (NSF) grant for a community of practice for student success in undergraduate STEM programs in Hispanic Serving Institutions (UNM partnership with New Mexico State University, Center New Mexico Community College and City University of New York; PI: Dr. Nancy López, UNM, under review).

Federal Grants Opportunities:

- <https://www.grants.gov/learn-grants/grant-making-agencies/department-of-education.html>
- <https://www.dol.gov/grants>
- <https://www.ojp.gov/funding/explore/current-funding-opportunities>
- <https://www.cdc.gov/nchs/index.htm>

Other Grant Opportunities:

Gates Foundation; Lumina Foundation; WT Grant Foundation; Hewlett Foundation; Spencer Foundation

Open recovered workbooks? Your recent changes were saved. Do you want to continue working where you left off?

Race, Ethnicity, Sex by Educational Attainment for the Population 25 Years and Over in NM and US: Source American Community Survey (ACS) 2021																		
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
B15002	2021																	
2021 ACS 1 Year Estimates	Native Hawaiian and other Pacific																	
	White Alone		Black or African American Alone		American Indian and Alaska Native Alone		Asian Alone		Islander Alone		Some Other Race Alone		Two Or More Races		White Alone, Not Hispanic or Latino		Hispanic or Latino	
	US	NM	US	NM	US	NM	US	NM	US	NM	US	NM	US	NM	US	NM	US	NM
Total:	147,546,439	723,979	26,363,583	29,106	1,970,054	127,473	13,771,086	24,659	394817	-	14,556,739	198,704	23,590,746	345,493	141,967,368	590,972	36,598,855	647,485
Male:	72,324,616	351,835	12,280,957	15,793	989,699	60,549	6,415,436	11,174	194118	-	7,429,319	101,154	11,627,888	171,222	69,619,868	292,453	18,352,480	317,886
Less than 9th grade	1,687,137	8,111	454,385	280	116,929	3,321	421,037	424	12088	-	1,558,870	10,713	1,248,210	14,741	1,382,306	4,156	3,101,096	29,773
9th to 12th grade, no diploma	3,477,001	13,876	1,192,352	1,758	123,757	6,807	275,265	595	12631	-	990,359	14,648	1,145,978	17,987	3,196,409	9,202	2,247,679	37,451
Regular high school diploma	16,376,778	66,074	3,556,428	2,349	255,769	20,990	768,408	1,879	65517	-	1,919,907	28,544	2,669,367	46,508	15,739,856	50,037	4,543,366	88,780
GED or alternative credential	3,277,083	18,016	730,328	1,199	71,482	2,560	106,736	79	7358	-	365,605	8,412	561,220	8,169	3,123,764	12,061	901,775	22,586
Some college, no degree	14,256,434	77,444	2,757,307	4,226	218,101	14,622	719,526	1,140	46170	-	1,150,001	20,249	2,219,764	35,789	13,727,872	65,229	3,127,882	64,073
Associate's degree	6,030,854	28,229	940,186	2,682	64,355	6,070	391,860	1,159	16547	-	408,879	5,133	865,645	13,009	5,826,809	24,053	1,162,897	20,988
Bachelor's degree	16,747,315	67,980	1,715,598	2,134	90,619	4,365	1,899,121	2,504	22144	-	714,614	7,609	1,879,310	21,666	16,348,970	59,539	2,200,325	34,041
Graduate or professional degree	10,472,014	72,105	934,373	1,165	48,687	1,814	1,833,483	3,394	11663	-	321,084	5,846	1,038,394	13,353	10,273,882	68,176	1,067,460	20,194
Female:	75,221,823	372,144	14,082,626	13,313	980,355	66,924	7,355,650	13,485	200699	-	7,127,420	97,550	11,962,858	174,271	72,347,500	298,519	18,246,375	329,599
Less than 9th grade	1,509,664	7,102	467,212	182	99,649	3,512	632,764	790	12458	-	1,422,763	9,685	1,217,204	14,819	1,231,554	2,446	2,888,590	28,709
9th to 12th grade, no diploma	2,895,433	14,213	1,052,620	482	103,345	7,939	354,573	659	10397	-	809,239	13,590	969,161	14,897	2,654,940	9,405	1,866,631	32,124
Regular high school diploma	16,537,535	57,639	3,387,819	1,902	222,382	17,271	959,429	1,787	61983	-	1,683,661	24,539	2,462,741	38,211	15,934,583	43,893	4,104,061	75,019
GED or alternative credential	2,501,848	10,454	521,654	576	53,417	2,100	110,139	273	6177	-	295,443	6,312	460,130	6,466	2,378,934	7,825	735,199	15,454
Some college, no degree	14,801,096	92,080	3,344,239	4,217	230,621	20,355	765,157	2,110	51273	-	1,174,235	18,663	2,315,017	37,534	14,191,515	72,548	3,266,394	73,256
Associate's degree	7,658,172	39,256	1,404,833	1,414	93,459	7,028	497,761	803	20293	-	504,372	7,814	1,075,019	19,139	7,391,025	30,361	1,438,219	33,212
Bachelor's degree	17,657,978	79,455	2,256,758	2,302	117,059	5,879	2,320,857	3,231	26821	-	840,714	9,192	2,193,152	25,307	17,174,906	67,848	2,611,579	41,479
Graduate or professional degree	11,660,097	71,945	1,647,491	2,238	60,423	2,840	1,714,970	3,832	11297	-	396,993	7,755	1,270,434	17,898	11,390,043	64,193	1,335,702	30,346
"-"	Non-disclosure																	
Source: U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates																		