

## **New Mexico**

# ***Overview of Save the Children NM Programs - Delivering Success for Native American Children***

**Indian Affairs Committee July 15, 2013**

***Rich Bland – Senior Director, Policy and Advocacy, Save the Children***

***Tony Archuleta, Principal, San Diego Riverside Elementary School, Pueblo of Jemez***

***JD Bullington – Legislative Liaison, Save the Children, NM***

# Presentation Summary



## **Part One:**

Background on Save the Children

## **Part Two:**

Answers to 3 key questions:

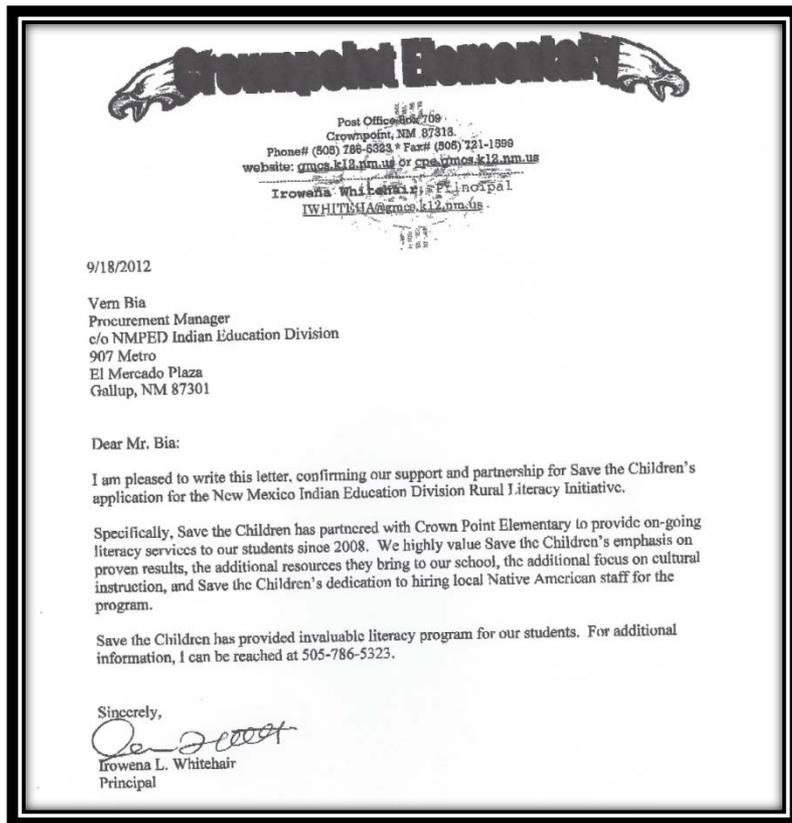
- (1) Service to Native American communities?
- (2) Results for Native American children?
- (3) Enhanced Cultural Enrichment since last year?



## **Part Three:**

- (1) Feedback and Q&A

# Key Local Support



*"I am pleased to write this letter..."*

*"Save the Children has partnered with Crown Point Elementary to provide on-going literacy services to our students since 2008."*

*"We highly value Save the Children's emphasis on **proven results**, the **additional resources** they bring to our school, the additional focus of **cultural instruction**, and Save the Children's dedication to hiring **local Native American staff** for the program."*

*"Save the Children has provided invaluable literacy programs for our students."*

- Irowena Whitehair  
Principal, Crownpoint Elementary

# International

Leading independent organization creating lasting change for children

Founded in U.S. in rural Appalachia in 1932, celebrating over 80 years of service to children

- Now in more than 120 countries, including 15 states in the US
- Serve more than 37 million children worldwide



# United States

Here in the US, programs focused on 3 areas:

(1) Early Childhood:

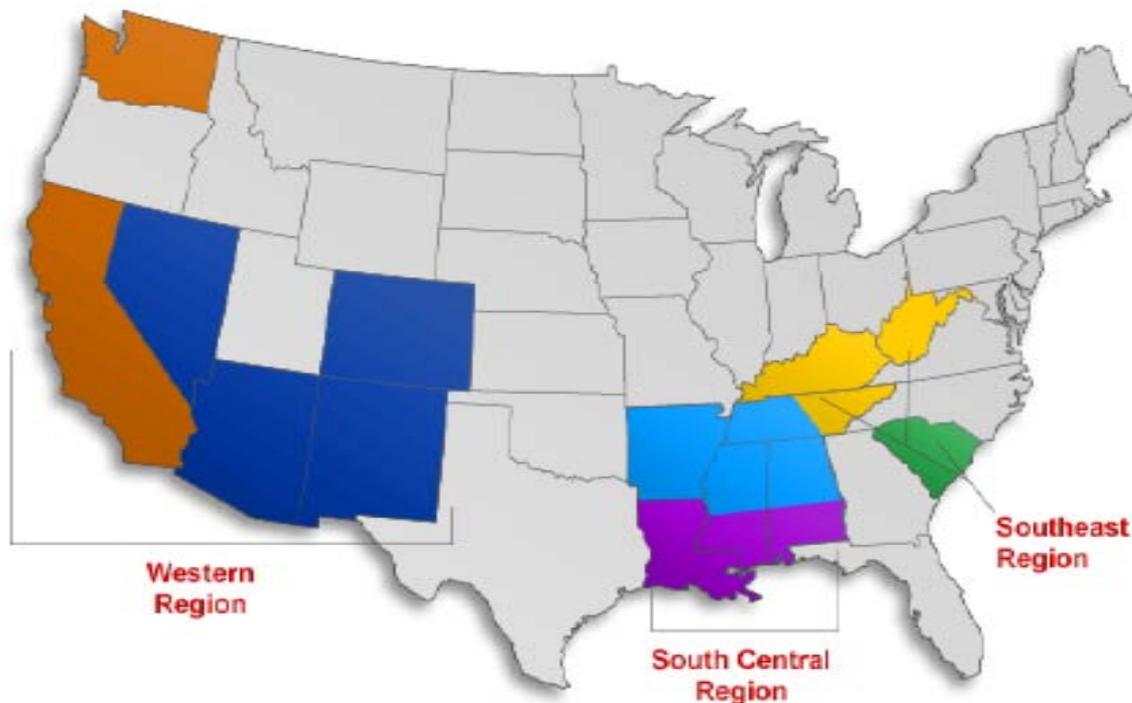
*Early Steps to School Success (ESSS) – rural home-visiting*

(2) Literacy in School:

*Reading Improvement by 3d Grade*

(3) Emergencies:

Response to disasters with *Child Friendly Spaces*



# Serving the “Under-served”

Organizing principle for 70 years in U.S. is to Target Children by those most in need...

- High % of poverty
- Isolation
- High unemployment
- Lack of community resources
- Receive less per capita federal funds and private charitable funding than urban areas
- Parents have limited formal education
- Transportation issues
- High risk factors



# Seven Decades of Service to New Mexico



- Work in NM began in response to the Navajo Blizzard of 1948
- Ongoing partnerships have included nutrition, education, childcare support, etc.
- Multiple generations of *sponsored* children
- 2004-2005 evolved to the current literacy-focused school partnerships
- Serve more than 2,300 Native American children per year in this unique partnership Native American communities and the State of New Mexico



# Funding & Results in New Mexico

## HISTORY

- 70 years of STC in New Mexico
- Literacy since 2006



Counties with Save the Children programs

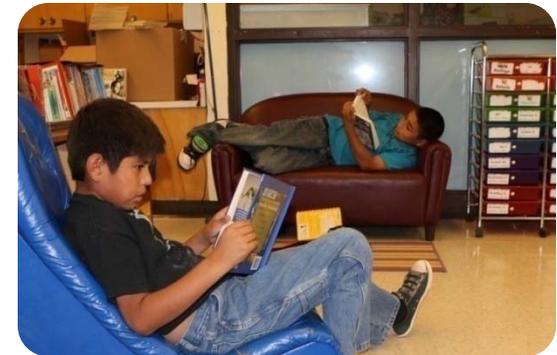
## FUNDING

- **2012-2013 Program Year 2 to 1 Match by STC**
  - NM Contributed \$300,000 and STC contributed \$601,324
- **Since 2006- \$6,200,000 Funding Investment total**
  - ✓ State of New Mexico investment: **\$3,175,646**
  - ✓ STC privately raised investment: **\$3,028,199**
  - ✓ 1 to 1 match since 2006 (with out of state investment)



## RESULTS

- Return on Investment: incredibly strong results
  - Average equivalent to 3.3 months of additional schooling
  - Average of 52 books read by each student
  - 62% of Students showed significant reading improvement

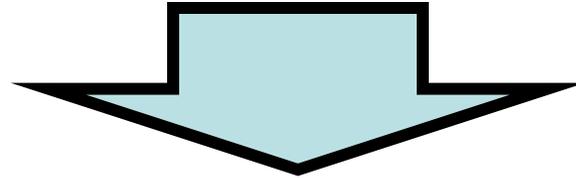


→ **NOTE: all slide pictures and results are from the actual schools**

Two Critical Partnerships: Public-Private and National-Local (each essential, if one missing, it doesn't work)



\$3M STC Funding → Public/Private Resources ← \$3M NM Funding



**LOCAL STRENGTH:**

Tutors, literacy coordinators, and all other on-site program staff locally hired and encouraged to bring their own perspectives, creativity, and energy.



**NATIONAL EXPERTISE:**

Training, program design, technical assistance, and evaluation from Save the Children's state and national team.

# Cultural Emphasis



Ongoing challenge of STC Pgm time/resources spent on:

Literacy Results and Cultural enrichment

→ *ideal is to foster both – and for them to **benefit** each other*

→ *but can be at cross-purposes (ongoing challenge)*

→ The primary concern of the Indian Education Advisory Committee (IAEC) and the Indian Education Division (IED) was for STC to prove that IEF funding was spent in service to Native American children, hiring Native-American staff, and enhance cultural enrichment  
+ thus you will see the breakdown of children served, staff hired and cultural activities for each school

→ Primary concern of the New Mexico Public Education Department (NM PED) was for STC to prove there was reading improvement for the children we served  
+ thus you will see breakdown of literacy results for each school

- More than **95%** children served are Native American
- More than **65%** of staff hired are Native American.



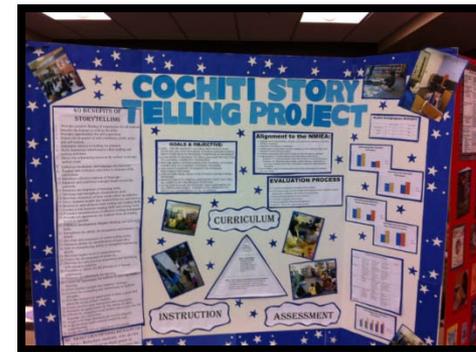
# Program Improvement

- Presented to the **Indian Education Advisory Committee (IAEC)**, at SIPI (June 2013)
  - (1) **Asked to come back with increased cultural enrichment offerings in our programs**
    - ✓ 2012: Summit on Cultural Education for all partner schools, Gallup (Dec. 2012)
    - ✓ 2013: enhanced cultural enrichment offerings in 2012-2013
  - (2) **Asked to come back with numbers of Native American children served and staff hired**
    - ✓ 2013: More than 95% children served are Native American
    - ✓ 2013: More than 65% of staff hired are Native American.
  - (3) **Asked to come back with total dollar amounts of STC investment**
    - ✓ 2013: STC invested \$601,324 in NM
    - ✓ 2013: 2 to 1 match for NM \$300,000



# Enhanced Cultural Enrichment

- Hosted a “**Summit on Culturally Based Education**” in Gallup, NM (Dec. 2012)
  - An all-day summit convened by STC with the Indian Education Division
  - Brought STC partner schools together on the topic of “*What is Culturally Based Education (CBE) and how can it be brought into The Save the Children Literacy Program?*” (presented in Partnership with the Indian Education Division of PED)



# Examples of Cultural Education

## Church Rock

### Elementary:

- + Cradleboard Construction
- + Hogan Construction



## Crownpoint

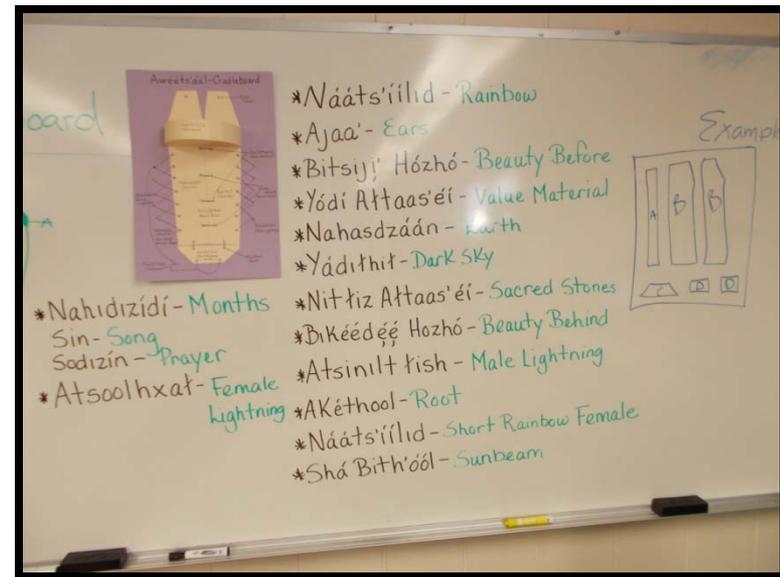
### Elementary :

- + Sand Art fundamentals
- + Feathers importance in art

## Thoreau

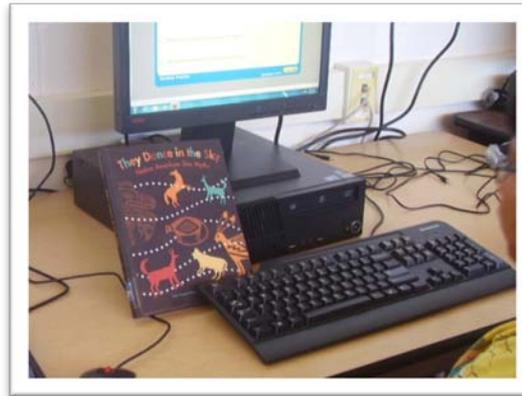
### Elementary:

- + Dream Catcher Construction
- + Mask Construction



# Enhanced Cultural Education

- Activities include hiring local storytellers, incorporating local traditions into curriculum
- Local hiring brings local perspectives, ownership and individualized instruction for each tribe.
- Portion of funding for books is dedicated specifically to culturally-designed materials →



# Sites & Children Served in New Mexico

## 2012–2013 EDUCATION AND HEALTH PARTICIPATION

School by County	Children Served	Literacy	Healthy Choices
Cibola County	204		
Cubero Elem.		✓	✓
Dona Ana County	988		
Berino Elem.		✓	✓
Mesquite Elem.		✓	✓
McKinley County	2097		
Ashiwi Elem.		✓	
Church Rock Elem.		✓	✓
Crownpoint Elem.		✓	✓
Dowa Yalanne Elem.		✓	
Thoreau Elem.		✓	✓
Tohatchi Elem.		✓	✓
Twin Lakes Elem.		✓	✓
Sandoval County	102		
San Diego Riverside Charter		✓	✓



■ Counties with Save the Children programs

Total children served in schools: 3,217\*

Total NA children enrolled in pgms: 2,308

Total NA staff hired: 22

# Pgm Results showing reading improvement

## **Significant Reading Improvement Shown:**

→62 percent of regular program participants demonstrated, through norm-referenced standardized testing, significant improvement in literacy skills.

- Norm-referenced standardized testing of literacy improvement:
  - “STAR” testing using “NCEs” (Normal Curve Equivalencies) –
    - » to gauge reading improvement STC conducts standardized testing, measuring a child’s reading proficiency using the STAR reading assessment
    - » Outputs are measured in Normal Curve Equivalencies (NCEs) – a gain of two or more points represents an increase in reading proficiency beyond what would be expected if the child JUST attended school
    - » Attendance is controlled (child must attend our program for at least 55 days)

## • **Goal of *improvement*:**

- The goal is to take a child who began the program reading below grade level and have them achieve a gain of two or more NCEs during the course of the program
  - **Control for attendance** child must attend our program for at least 55 days
  - **Control for growth** – so even if starting way below reading at grade level we can show percentage that made significant progress (w/ NCEs) AND show those who rose above grade level sufficiency
- Therefore we can say the goal (and likely result of our program) *is to increase the number of children reading at or above grade level.*

# STC Pgm Results showing reading improvement

STATE	School	# of children	STAR Results: 2 NCEs			Ave NCE
			% of all participating children <b>GOAL=69%</b>	% of regularly attending children (55 days) <b>GOAL=74%</b>	% of target population <b>GOAL=76%</b>	
NM	ASHIWI	71	64.79%	61.54%	66.67%	4.16
NM	CHURCH ROCK	95	63.16%	68.33%	68.97%	5.71
NM	CROWNPOINT	64	79.69%	79.25%	82.00%	14.75
NM	CUBERO	63	65.08%	76.47%	80.00%	5.08
NM	DOWA YALANNE	94	64.89%	68.35%	68.42%	5.61
NM	SAN DIEGO RIVERSIDE	46	45.65%	51.43%	54.84%	2.18
NM	THOREAU	72	75.00%	81.82%	86.00%	9.35
NM	TOHATCHI	33	30.30%	18.18%	23.53%	0.79
NM	TWIN LAKES	38	60.53%	60.53%	62.16%	3.47

# Pgm Results

## helping with NM PED 3d Grade Reading Goal

Site	Total # of 3rd Graders	First STAR Test - # of 3rd Graders at Grade Level	First STAR Test - % of 3rd Graders at Grade Level	Last STAR Test - # of 3rd Graders at Grade Level	Last STAR Test - % of 3rd Graders at Grade Level
A:shiwi (K-2 school)	0	0	0%	0	0%
Church Rock	37	3	8%	3	8%
Crownpoint	30	0	0%	11	37%
Cubero	12	5	42%	6	50%
Dowa Yalanne	38	5	13%	10	26%
San Diego Riverside	6	2	33%	0	0%
Thoreau	24	3	13%	6	25%
Tohatchi	15	3	20%	4	27%
Twin Lakes	18	1	6%	2	11%
<b>Totals: NM PED Funded</b>	<b>180</b>	<b>22</b>	<b>12%</b>	<b>42</b>	<b>23%</b>
Berino	23	2	9%	3	13%
Mesquite	27	2	7%	4	15%
<b>Totals: All of New Mexico</b>	<b>230</b>	<b>26</b>	<b>11%</b>	<b>49</b>	<b>21%</b>

# School Breakdown

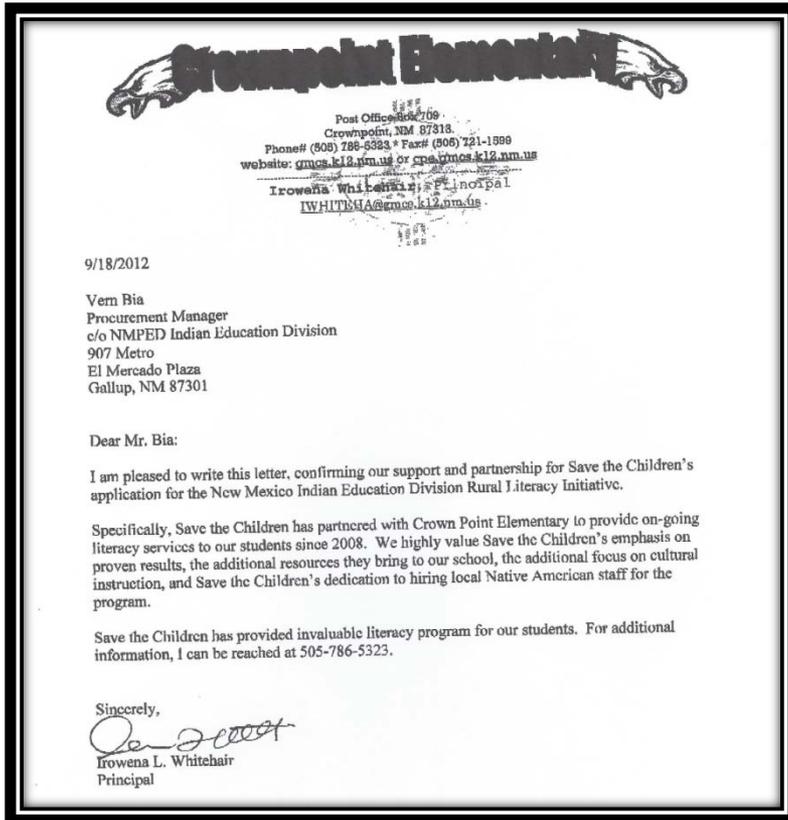
## **Each School Slide with eight metrics:**

- (1) # Total children helped by STC at school
- (2) # Total children directly enrolled in pgm
- (3) # Native American children enrolled in pgm
- (4) # Total STC local staff
- (5) # Native American staff
  
- (6) \$ Direct investment in school
  
- (7) # Average books read per child
- (8) % Significant reading progress = 80%

# Local Support

- Widespread support of parents, teachers, Principals and Superintendents
- Examples:
  - San Diego Riverside, Pueblo of Jemez
    - Principal Tony Archuleta (here today)
  - Crown Point Elementary, Crown Point
    - Principal Irowena Whitehair
  - Gallup McKinley Superintendent, Gallup
    - Superintendent Raymond Arsenault

# Key Local Support



*"I am pleased to write this letter..."*

*"Save the Children has partnered with Crown Point Elementary to provide on-going literacy services to our students since 2008."*

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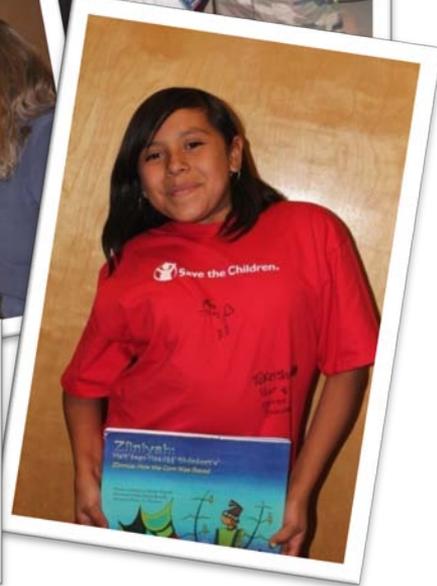
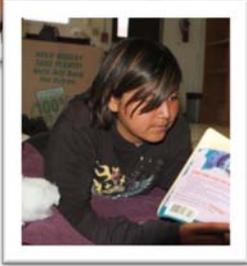
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- Irowena Whitehair  
Principal, Crownpoint Elementary

# (1) Cubero Elementary (Cibola County)



- Total children helped by STC at school = 200
- Total children directly enrolled in pgm = 63
- NA children enrolled in pgm = 55
- Total STC local staff = 3
- NA staff = 2
  
- Direct investment in school = \$76,759
  
- Average # books read per child = 40
- % Significant reading progress = 80%



## (2) A:shiwí Elementary (McKinley County)



- Total children helped by STC at school = 345
- Total children directly enrolled in pgm = 71
- NA children enrolled in pgm = 70
- Total STC local staff = 5
- NA Staff = 5
  
- Direct investment in school = \$78,743
  
- Average # books read per student = 45
- % Significant reading progress = 67%

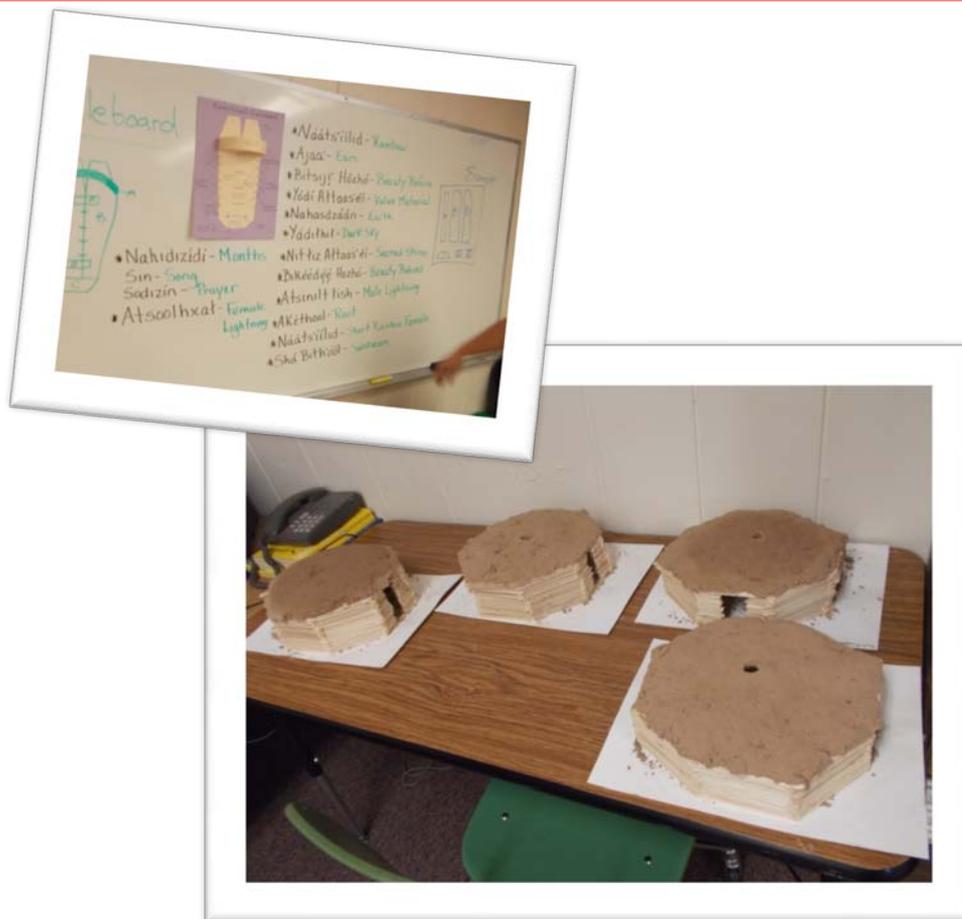


### (3) Church Rock Elem. (McKinley County)



- Total children helped by STC at school = 277
- Total children directly enrolled in pgm = 95
- NA children enrolled in pgm = 94
- Total STC local staff = 4
- NA staff = 2
  
- Direct investment in school = \$106,178
  
- Avg # books read= 65
- % Sig reading progress = 69%

### (3) Church Rock – Cultural Enhancement



#### Enhanced Cultural Education at Church Rock

- **Cradleboard construction** – including lessons and explanations of the symbolism of each part.
- **Hogan Construction** - including lessons and explanations of the symbolism of each part

## (4) Crownpoint Elem. (McKinley County)



- Total children helped by STC at school = 250
- Total children directly enrolled in pgm = 64
- NA children enrolled in pgm = 63
- Total STC local staff = 3
- NA Staff = 2
  
- Direct investment in school = \$104,587
  
- Avg # books read= 44
- % Sig reading progress = 82%

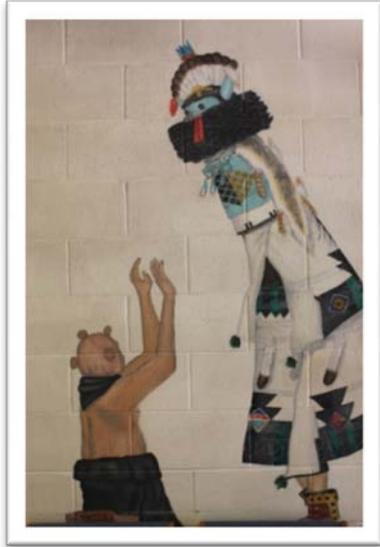
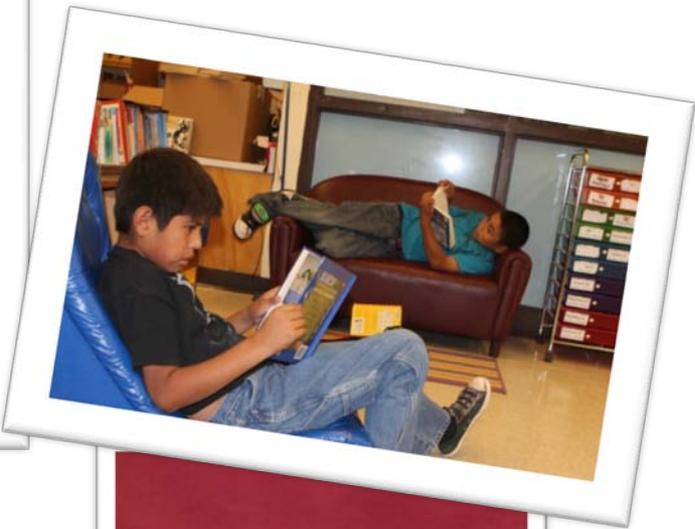
## (4) Crownpoint Elem. – Cultural Enrichment



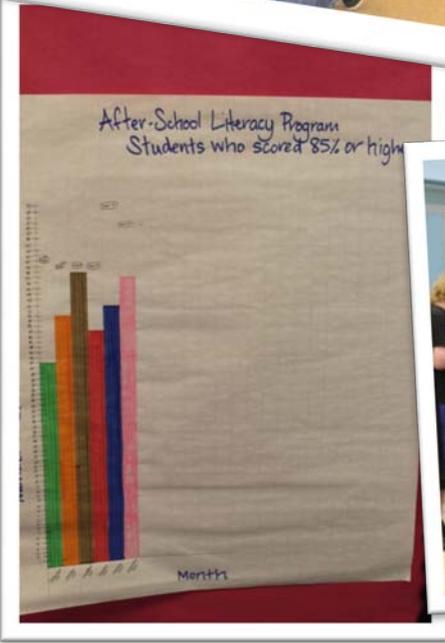
### Enhanced Cultural Education at CrownPoint

- **Community Involvement** – Sharing RAvFL reader's theater with Elders at the senior center.
- **Crafts with feathers** – including lessons on the significance of feathers to native people.
- **Sand Art** – including lessons on the symbolism and significance of this art form.

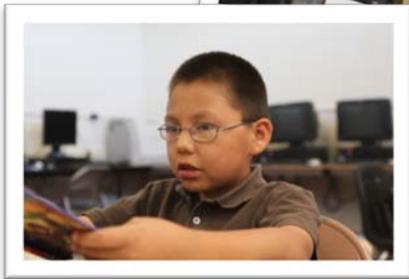
# (5) Dowa Yalanne Elem., McKinley County



- Total children helped by STC at school = 305
- Total children directly enrolled in pgm = 94
- NA children enrolled in pgm = 94
- Total STC local staff = 4
- NA staff = 3
  
- Direct investment in school = \$78,463
  
- Avg # books read= 29
- % Sig reading progress = 68%



## (6) Thoreau Elementary (McKinley County)



- Total children helped by STC at school = 303
- Total children directly enrolled in pgm = 72
- NA children Served= 67
- Total STC local staff = 4
- NA staff = 0
  
- Direct investment in school = \$81,325
  
- Avg # books read= 80
- % Sig reading progress = 86%

## (6) Thoreau Elementary: Cultural Enrichment



### Enhanced Cultural Education at Thoreau Elementary

- **Dance bells construction** – including lessons on the significance and symbolism of dance to native people.
- **Crafts with feathers** – including lessons on the significance of feathers to native people.
- **Dream Catcher Construction** - including lessons on the significance and symbolism of dream catchers to native people.
- **Mask construction** – including lessons on the history of masks in native cultures.
- **Sculptures in Clay** – Including lessons on traditional Navajo figurines.

# Video: Thoreau Elem. (before)

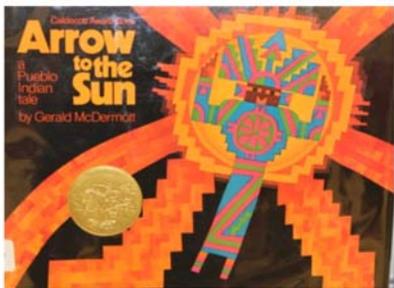


# Video: Thoreau (after)



## (7) Tohatchi Elementary (McKinley County)

- Total children helped by STC at school = 254
- Total children directly enrolled in pgm = 33
- NA children Served= 32
- Total STC local staff = 4
- NA staff = 4
  
- Direct investment in school = \$82,304
  
- Avg # books read= 52
- % Sig reading progress = 24%



# (7) Tohatchi Elementary: Cultural Enrichment

## Enhanced Cultural Education at CrownPoint

### **Making Blue Corn Mush**

**Tamales** – including lessons on the history and significance of corn to native people.

- **Miss Navajo** - Interviews and sharing



## (8) Twin Lakes Elem. (McKinley County)



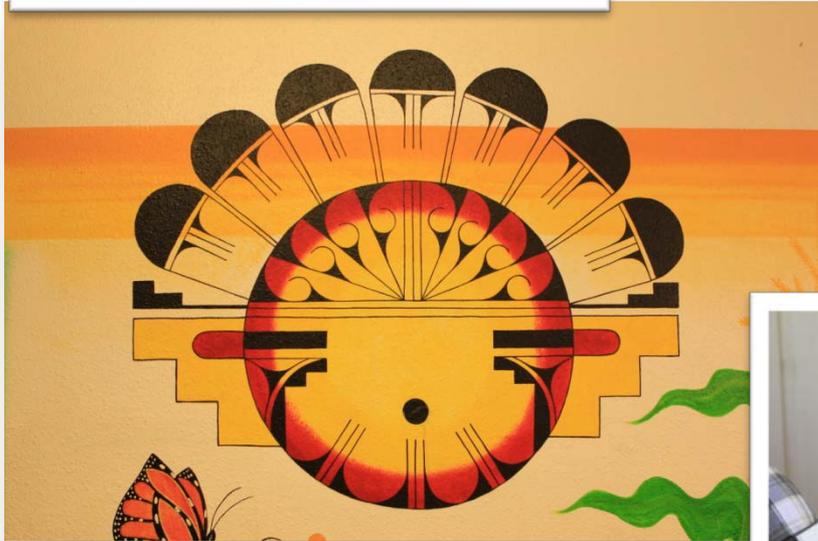
- Total children helped by STC at school = 215
- Total children directly enrolled in pgm = 38
- NA children enrolled in pgm = 37
- Total STC local staff = 4
- NA staff = 2
  
- Direct investment in school = \$83,000
  
- Avg # books read= 79
- % Sig reading progress = 62%



## (9) San Diego Riverside (Sandoval County)



- Total children helped by STC at school = 105
- Total children directly enrolled in pgm = 46
- NA Children enrolled in pgm = 45
- Total STC local staff = 3
- NA Staff = 2
  
- Direct investment in school = \$79,272
  
- Avg # books read= 28
- % Sig reading progress = 55%



# Recap: Funding & Results in New Mexico

## HISTORY

- 70 years of STC in New Mexico
- Literacy since 2006



Counties with Save the Children programs

## FUNDING

- **2012-2013 Program Year** → 2 to 1 Match by STC
  - STC contributed \$601,324 and NM Contributed \$300,000
- **Since 2006** → **\$6,200,000** Funding Investment total
  - ✓ State of New Mexico investment: **\$3,175,646**
  - ✓ STC privately raised investment: **\$3,028,199**
  - ✓ 1 to 1 match since 2006 (with out of state investment)



## RESULTS

- Return on Investment: incredibly strong results
  - Average equivalent to 3.3 months of additional schooling
  - Average of 52 books read by each student
  - Students showed significant reading improvement and average results shown by school
- Enhanced cultural enrichment at all schools

