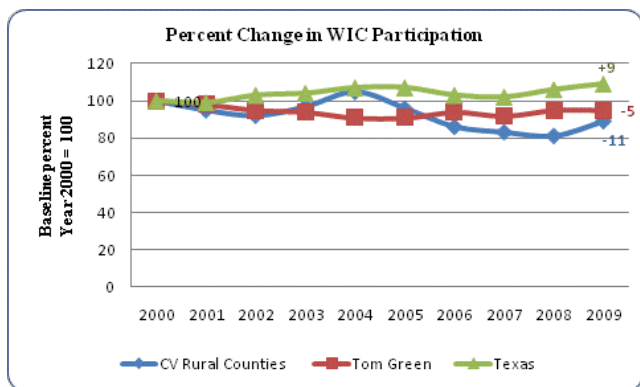


Women, Infants and Children (WIC)

Dee Fuqua

An amendment to the Child Nutrition Act of 1966 created the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC), a program that has greatly expanded since its inception. In Texas, the Department of State Health Services administers WIC and provides funds to Texas agencies that operate local WIC offices. The WIC Program provides a combination of direct nutritional supplementation, nutrition education and counseling, and increased access to health care and social service providers for pregnant, breastfeeding, and postpartum women; infants; and children up to the age of five years. WIC seeks to improve fetal development and reduce the incidence of low birth weight, short gestation, and anemia through intervention during the prenatal period. Infants and children with nutritional or health risks receive food supplements, nutrition education, and access to health care services to maintain and improve their health and development.



The chart reflects a steady downward trend in the percent change in infant and children WIC participants for Tom Green County. For the decade, the county experienced a five percent decrease in participation since 2000. Like Tom Green County, the average percentage of infant and children participants in the rural Concho Valley counties experienced an 11 percent decrease since the baseline year of the study. Texas, unlike the Concho Valley, experienced a nine percent increase in the WIC participation rate.

It is interesting to note that while WIC participation declined throughout the decade in all Concho Valley counties, participation in the Supplemental Nutrition Assistance Program (SNAP) saw dramatic increases for the decade. The WIC and SNAP programs provide recipients with the resources to buy the food they need for good health. SNAP benefits, however, primarily help adults regardless of gender, while a major goal of WIC is to prevent infant and child mortality by addressing the nutritional needs of pregnant women, children and infants. WIC participation may be on the decline in the Concho Valley because of the periodic requirement to test the iron level of infants, to fill-out questionnaires dealing with nutritional practices, and to attend classes that deal with child safety and nutrition.

Definition: The number and percent of infants and children combined (ages 0-4) that receive assistance through the Women, Infants, and Children food program.

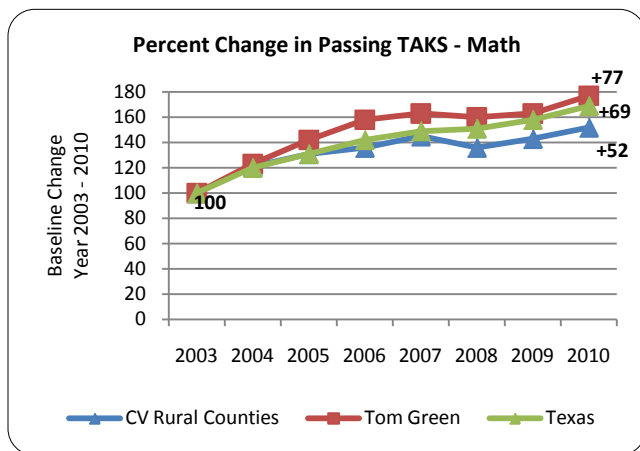
Data Source: Texas Department of State Health Services



Economically Disadvantaged Students Passing TAKS across Grades - Math

Children who reside in low-income residences are often at a disadvantage and face numerous barriers to life's basic needs. There is a strong correlation between family income of the parents and their socioeconomic status. Students are more likely to live in unsafe neighborhoods, experience hunger and homelessness, and go without shelter. Their ability to solve mathematical problems by understanding theory and application is essential not only to their academic progress but also to personal contributions to the world's social and economical growth.

Federal law mandates that all students must be included in a state assessment program. The yearly assessment program for Texas is known as the Texas Assessment of Knowledge and Skills (TAKS) test. The test measures how well a child incorporates the knowledge delivered by our educators under the guidance of the Texas Essential Knowledge and Skills (TEKS) initiative. Teachers Education Association (TEA) is mandated by Texas legislature to measure and capture TAKS data. The data presented symbolizes an economically disadvantaged population of 3rd through 11th grade students that reside in low-income households.



The chart reflects a steady upward trend in the percent change in passage of TAKS test for Math for economically disadvantaged students in Tom Green County. For the past seven years, the county experienced a seventy-seven percent increase in the passage rate across all grades. Like Tom Green County, the average percentage of TAKS passage in the rural Concho Valley counties reflects a 52 percent increase since the baseline year of the study. Texas, like the Concho Valley, also experienced an increase in the passage rate for Math TAKS testing.

Programs such as “Springboard ASU for 2011”, a dual-course initiative for highschool students struggling to meet highschool graduation requirements, is a community effort shared by Angelo State University and a number of area school districts. Students struggling with math, work with educators during the summer months. SNAP, reduced-lunch and free-lunch programs, and faith based and tutoring are other resources that provide additional support affording students the opportunity to focus more on school work. Continued emphasis on culture, language and social welfare projects will help the Concho Valley and Texas maintain the increase in the TAKS passage rate for economically disadvantaged students.

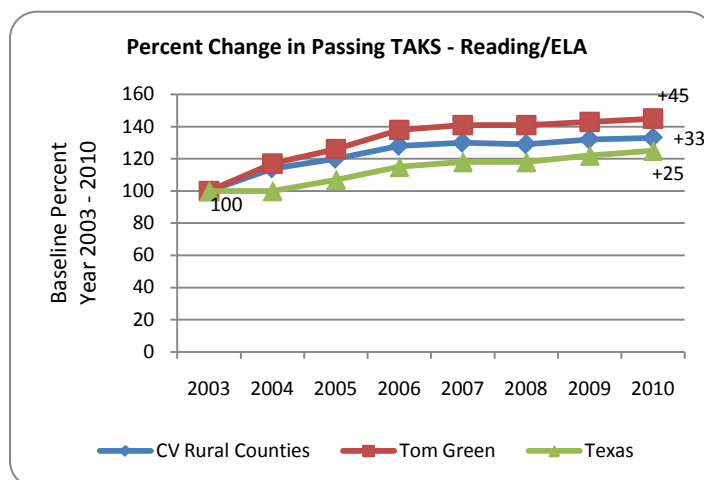
Data Source: The Annie F. Casey Foundation, Kids Count Data Center Kids Count Data, Texas Education Agency (TEA), and the Texas Kids Count Project, Center for Public Policy Priorities, Austin, TX



Economically Disadvantaged Students Passing TAKS across Grades - Reading/ELA

Children who reside in low-income residences are often at a disadvantage and face numerous barriers to life's basic needs. There is a strong correlation between family income of the parents and their socioeconomic status. Students are more likely to live in unsafe neighborhoods, experience hunger and homelessness, and go without shelter. Their ability to read effectively and understand the English language is essential to their academic progress and future employment.

Federal law mandates that all students must be included in a state assessment program. The yearly assessment program for Texas is known as the Texas Assessment of Knowledge and Skills (TAKS) test that measures how well a child incorporates the knowledge delivered by our educators under the guidance of the Texas Essential Knowledge and Skills (TEKS) initiative. Teachers Education Association (TEA) is mandated by Texas legislature to measure and capture TAKS data. The data presented symbolizes an economically disadvantaged population of 3rd through 11th grade students that reside in low-income households.



The chart reflects a steady upward trend in the percent change in passage of TAKS test for Reading/ELA for economically disadvantaged students in Tom Green County. For the past seven years, the county experienced a forty-five percent increase in TAKS passage rate. Like Tom Green County, the average percentage of student TAKS passage in the rural Concho Valley counties experienced a 33 percent increase since the baseline year of the study. Texas also experienced an increase in the passage rate for Reading/ELA

TAKS testing.

Programs such as promoting literacy within the San Angelo Independent School District (SAISD) looks for opportunities to reach out to those students who do not have the resources to assist them. Programs like SNAP, reduced-lunch and free-lunch programs provide nourishment to students thereby allowing them to focus more on school work. Continued emphasis on culture, language and social welfare projects will help the Concho Valley and Texas maintain the increase in the TAKS passage rate for economically disadvantaged students.

Data Source: The Annie F. Casey Foundation, Kids Count Data Center Kids Count Data, Texas Education Agency (TEA), and the Texas Kids Count Project, Center for Public Policy Priorities, Austin, TX