

Celebrating 30 years

NEW MEXICO
VOICES
FOR CHILDREN

KIDS COUNT

in New Mexico

2016
DATA BOOK



NM VOICES
FOR CHILDREN
CHILDREN'S CHARTER:

Our Vision for the Next Generation

1. All children and their families are economically secure.
2. All children and their families have a high-quality cradle-to-career system of care and education.
3. All children and their families have quality health care and supportive health programs.
4. All children and their families are free from discrimination based on race, ethnicity, religion, disability, gender, sexual orientation, or country of origin.
5. All children and their families live in safe and supportive communities.
6. All children and their families' interests and needs are adequately represented in all levels of government through effective civic participation and protection of voters' rights.
7. All children and their families' needs are a high priority in local, state, and federal budgets and benefit from a tax system that is fair, transparent, and that generates sufficient revenues.



ACKNOWLEDGMENTS

Production of New Mexico Voices for Children's annual KIDS COUNT data book would not be possible without the generous support of the Annie E. Casey Foundation and other donors. Other contributors to this year's publication include: Eric Griego, Firestik Studio, and Ms. Print.

This research analysis was funded by the Annie E. Casey Foundation. We thank them for their support but acknowledge that the findings and conclusions presented in this report are those of the author(s) alone, and do not necessarily reflect the opinions of the Foundation.

NEW MEXICO VOICES FOR CHILDREN STAFF

James C. Jimenez, MPA Executive Director
James Aranda Health Matters NM Director
Gerry Bradley, MA Senior Researcher and Policy Analyst
Stephanie Brinker, Ph.D. Volunteer
Armelle Casau, Ph.D. Research and Policy Analyst
Cathy Cavin Fund Development Support
Martha Files Operational Support Specialist
Bill Jordan, MA Senior Policy Advisor/Government Relations Officer
Sharon Kayne Communications Director
Raphael Pacheco, MBA State Priorities Partnership Fellow
Brian Urban Operations Manager
Amber Wallin, MPA New Mexico KIDS COUNT Director

NEW MEXICO VOICES FOR CHILDREN BOARD OF DIRECTORS

OFFICERS

Board Co-Chairs **Donald Simonson, Ph.D.** International Banking & Finance Advisor
Fred Harris, J.D. Director, UNM Fred Harris Congressional Internship
Vice-Chair **Patricia Rodriguez, Ph.D.** Early Childhood Education Specialist, STG International, Inc.
Treasurer **Robert P. McNeill, J.D.** Robert P. McNeill Law Offices
Secretary **Kenneth J. Martinez, Psy.D.** Principal Researcher, American Institutes for Research

MEMBERS

Javier Aceves, M.D. General Pediatrician, Young Children's Health Center, UNM
Debra L. Baca, MA Vice President of Early Childhood Education and Family Development, Youth Development, Inc.
Nathan Cote, Ph.D. New Mexico state Representative (retired)
Kimberly Curry, J.D. Family immigration and criminal defense attorney
Polly Dement Author, *Mississippi Entrepreneurs*
R. Antonio Granillo Community advocate, Partnership for Community Action
Susan Herrera Founding director, Los Alamos National Laboratory Foundation (retired)
Marilyn Hill, MPA Principal, Hill2Consulting/Marilyn Pettes Hill Realty
Cindy Nava Graduate student and research assistant, Center for Education Policy Research and Robert Wood Johnson Center for Health Policy, UNM
Gloria Rendon, Ed.D. Executive director, New Mexico Coalition of Educational Leaders (retired)
Diana Valdez, Ph.D. Psychologist, Bernalillo Public Schools
Luis Vargas, Ph.D. Psychotherapist, UNM Children's Psychiatric Hospital

Table of Contents

INVESTING IN TOMORROW MEANS STARTING TODAY	4
---	----------

TRENDS AND RANKINGS	8
----------------------------	----------

ECONOMIC WELL-BEING

Children in Poverty	8
Parents without Secure Employment	10
Families Burdened by High Housing Costs	12
Disconnected Youth	14

EDUCATION

Young Children Not in School	16
Reading and Math Proficiency	18
On-Time Graduation Rates	20

HEALTH

Low-Birthweight Babies	22
Children without Health Insurance	24
Child and Teen Death Rates	26
Teen Alcohol and Drug Abuse	28

FAMILY AND COMMUNITY

Children in Single-Parent Families	30
Parents without a High School Diploma	32
High-Poverty Areas	34
Teen Birth Rate	36





TABLES AND GRAPHS 40

ECONOMIC WELL-BEING

Income and Poverty:

Population (All Ages) Living in Poverty by Year	40
Population (All Ages) Living in Poverty by Race and Ethnicity	40
Selected Indicators of Economic Well-Being by County	41

Food Insecurity:

Households Receiving SNAP Assistance by Race and Ethnicity	42
Households Receiving SNAP Assistance by County	42

Tribal Areas:

Selected Indicators of Economic Well-Being by Tribal Area	43
---	----

EDUCATION

Enrollment:

Total Enrollment and Percentage of Students Eligible for Free or Reduced-Price Meals by Public School District	44
--	----

Reading and Math Proficiency:

Students Meeting or Exceeding Expectations on New Mexico's PARCC English Language Arts and Math Assessments by Public School District	46
---	----

Attendance:

Habitual Truancy and Dropout Rates by Public School District	48
--	----

Graduation Rates:

High School Graduation Rates by Selected Status and Public School District	50
--	----

HEALTH

Prenatal Care:

Births to Women Receiving No Prenatal Care by Selected Status and County	52
Women Receiving No Prenatal Care by Race and Ethnicity	53
Women Receiving Prenatal Care in the First Trimester by Race and Ethnicity	53

Infant Mortality:

Infant Mortality Numbers and Rates by County	54
--	----

Child Health Insurance:

Children without Health Insurance by Income Level and County	55
Children and Youth (Younger than 21 Years) Enrolled in Medicaid by County	55

Child Abuse:

Substantiated Child Abuse Allegations and Investigations by Type of Abuse and County	56
--	----

FAMILY AND COMMUNITY

Population:

Population by Age and County	57
Child Population by Race and Ethnicity	57

Types of Families:

Families by Householder Type and County	58
Families by Householder Type and Tribe or Pueblo	59

Adult Education:

Adults (Ages 25 and Older) by Educational Attainment Level and County	60
Adults (Ages 25 and Older) by Educational Attainment Level and Tribe or Pueblo	61

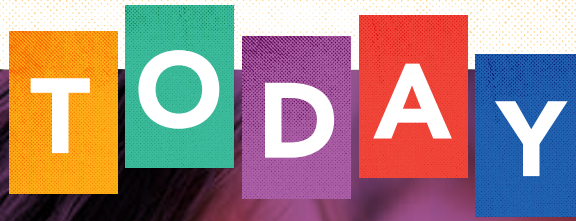
METHODOLOGY 64

MAJOR DATA SOURCES 66

OTHER DATA SOURCES 68

Investing in Tomorrow

Means Starting



All children, regardless of where they live, how much money their parents make, or the color of their skin, should have the best possible opportunities to reach their full potential. And if our state is to prosper, we need to make sure all children can develop intellectually, socially and emotionally.

When children have the opportunities they need to achieve their full potential, we all benefit as they become the doctors, teachers, artists, inventors, and entrepreneurs of tomorrow.

Brain science research tells us that the foundations for lifelong success are built early—in the first few years of life. We also know that adverse childhood experiences such as poverty, hunger, homelessness, and abuse weaken those foundations.

Investing in our young children is good stewardship of our current and future resources as these investments have been shown to save money down the line while improving outcomes in the short and long terms. And while New Mexico has made strides in increasing investments in the services proven to

help kids build strong foundations, we fall short of meeting the need. Unfortunately, the current budget situation in New Mexico is bad and may not improve for the foreseeable future.

But failing to make these investments in our young children will hurt our state and our economy in the long run. It means missing out on the opportunity to prevent problems now that will only become more costly down the road. New Mexicans understand and support the importance of these investments so in this document we present data to give more context on their importance. This data book tells the story of child well-being in New Mexico. It shows us where we stand, where we're doing better, and where we need to improve. It serves as a tool and a resource for policy-makers, journalists, advocates, and other stakeholders to ensure kids' needs are taken into account when decisions that impact them are being made. We invite readers to join us in harnessing the power of data in the fight to improve opportunities for New Mexico's kids and families.



NEW MEXICO'S KIDS COUNT STORY

Each year, the Annie E. Casey Foundation's national KIDS COUNT program ranks the 50 states in terms of child well-being. States are measured on 16 indicators organized into four domains: economic well-being, education, health, and family and community. In 1995, New Mexico was ranked 40th among the states for child well-being—the best our state has fared. By 2009, we had dropped to 43rd. In 2013, for the first time ever, we were ranked last in the nation for child well-being. Every year since then, including this year, New Mexico has ranked 49th among the states on overall child well-being.

This report shines a light on our rankings indicator by indicator, shows how the data in each area have changed over time, takes a look at how counties, tribal areas, school districts, and racial and ethnic groups fare in the measures, and recommends some proven steps that we can take to improve the future for our kids and our state.

INVESTING IN CHILDREN

Too often and for too long, New Mexico's children have finished as runners-up in the race to be a high priority in policy decisions. We cannot invest in our children unless we have the funding to do so. A strong economy is more likely to produce the revenue we need, but New Mexico's economy has still not recovered from the Great Recession. For too long, New Mexico has tried to pursue prosperity by offering tax cuts in hope that something good will happen. Clearly this approach has failed. Growth takes investment, which is why you can't tax-cut your way to broad-based prosperity and good-paying jobs. Our children cannot afford to wait for the promised spoils of tax-cut economics to trickle down to them. New Mexico's children—the state's future workforce and leaders—are in crisis now. We must put kids first in policy decisions.

Children's chances of being healthy, doing well in school, and growing up to be productive and contributing members of society are tied to their experiences in the early years. Good and nurturing experiences lead to good foundations for success. Sustained bad experiences detract from it. And in New Mexico, too many children suffer from too much of the later and not enough of the former. They don't always have enough to eat, too often live in poverty, and many don't benefit from high-quality early childhood care and education services.

Evidence suggests that poverty and low socioeconomic status are linked to poor health and educational outcomes and may have particularly long-lasting and powerful effects on children. Damage from bad conditions can begin even before birth and continue through the school years and into adulthood. By the same measure, positive child development is linked to improved health and education outcomes, and it is key to successful community and economic development. Knowing this, we cannot afford to allow nearly a third of our children to face such adversity and possibly fail to meet their full potential. Their futures and ours depend too much upon it.

Luckily, we know what works. Early childhood programs like home visiting, child care assistance, and pre-kindergarten lead to improved child well-being and are linked to significant long-term improvements for children and cost savings for states. So first and foremost, we must invest more in these early childhood programs now. Each year that we don't invest means another year we've failed to prevent the problems that will arise from kids entering school unprepared to learn.

We also need to sufficiently fund K-12 education and support community schools and school-based health centers, particularly in low-resource communities. We need to make college affordable—not just in the future but now—so today's parents and parents-to-be can gain the education and skills they need to get jobs that pay family-sustaining wages. And we need to particularly target children in those groups that have largely been left behind—children from low-income families and diverse racial and ethnic groups.

Figure 1: New Mexico Child Population by Race and Ethnicity, 2015

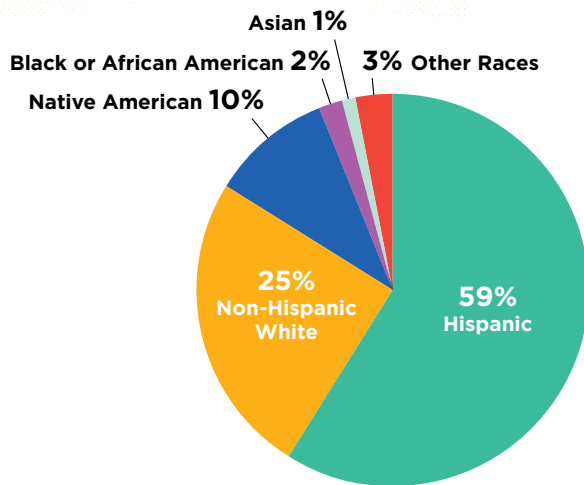
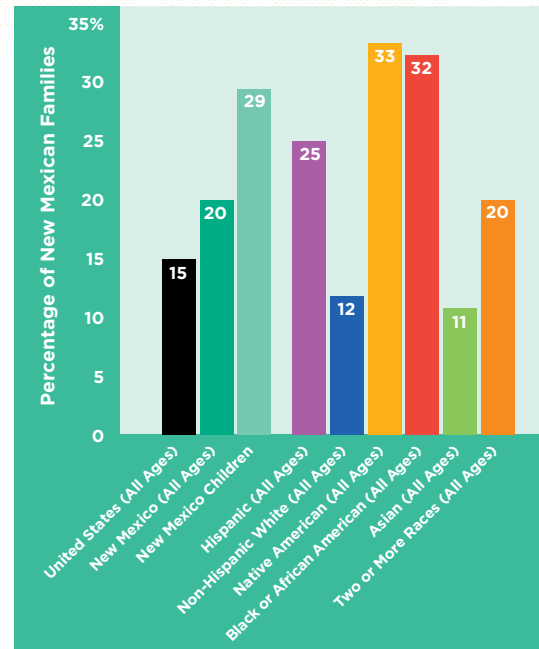


Figure 1 Source: U.S. Census Bureau, Population Division, 2015; aside from Hispanic, all races are non-Hispanic. Figure 2 Source: U.S. Census Bureau, American Community Survey, 2015, Table S1701.

Figure 2: New Mexicans Living in Poverty by Age, Race and Ethnicity, 2015



INVESTING IN EQUITY

Laying the foundation for a prosperous future for our state requires us to ensure that we adequately prepare all of our children to become thriving, contributing members of our communities. In order to do this, we have to acknowledge that too often, children of color face higher hurdles to success, hurdles that are products of generations of policy choices. Equality of opportunity is not something that just happens: it is a product of systems, policies, and programs that work together to create an atmosphere and foundation for all people to have an equal chance to participate and strive for success in society.

In New Mexico, children of color face serious challenges at much greater rates than do many of their peers. They tend to have worse outcomes in economic well-being, education, and health, and in fact, racial and ethnic disparities exist in nearly every indicator of child well-being. Children of color are more likely to live in poverty and in high-poverty areas and are less likely to have access to health insurance and high-quality early educational opportunities.

Racial and ethnic disparities are of a particular concern in New Mexico because 75 percent of New Mexico's children are children of color (see Figure 1). When disparities are evident among such a big portion of the population, the economic and social price of letting any group fall behind is high and—as demographics become increasingly more diverse—will only continue to grow.

We need to pay particular attention to the systems—such as education, foster care, and juvenile justice—that fail these children. We must ensure, for example, that the least-experienced teachers are not all deployed to the schools with the most minority children, as is often the case. We need to determine why minority kids are placed in foster care more often than are white children who come from similar situations. And why minority kids are more often suspended from school, and treated more harshly within the criminal justice system, than white children who commit the same infractions. Preventing these disparities will improve how these systems work for all kids and it will improve outcomes for all of our communities.

Equality of opportunity is not something that just happens: it is a product of systems, policies, and programs that work together to create an atmosphere and foundation for all people to have an equal chance to participate and strive for success in society.

In order to better understand and address racial and ethnic inequity, we need to collect and analyze racial and ethnic data and use it to inform policies and decision making. In order to ensure we're receiving the greatest return on our investments, we must implement and continue to invest in proven, evidence-based programs that are inclusive of and focused on improving outcomes for children of color.

INVESTING IN FAMILIES

A child's well-being is strongly tied to his or her family's stability and resources. Therefore these data show that, in addition to championing policies that invest in New Mexico's kids, we must also promote strategies that strengthen New Mexico parents and families. Though life can be hectic for all families, low-income families often live on the edge of financial crisis. A sick child can mean lost work and wages for low-income parents. Living in substandard housing or high-poverty neighborhoods can put them and their children at environmental, health, and safety risk. High-quality early care is out of reach on their limited wages, so their children may bounce from family, to friends, to unlicensed care centers so parents can work. A job loss or a major car repair can sink them into poverty, food insecurity, or even homelessness.

New Mexico's high poverty rate—more than 20 percent of New Mexicans live at or below the poverty level—is one of the state's most challenging problems (see Figure 2). While most other states have recovered from the recession, New Mexico has not. Just as our state cannot thrive when so many of our families are struggling economically, children are more likely to face stressors and adverse childhood experiences that negatively affect their brain development, long-term health, and socio-emotional well-being when their parents struggle.

However, there are common-sense solutions to our economic problems and to the crisis that our kids and families are facing. In order to give New Mexico families and kids more opportunities to succeed, we must bring together programs for children and adults and take a deliberate and coordinated two-generational approach. All programs that seek to improve child outcomes should be coordinated with improvements in services that address the needs of parents. This two-generational approach is critical.

Programs like child care assistance, for example, provide direct benefits to children by ensuring they are in safe places to learn, grow, and be nurtured, while also offering low-income parents an affordable option for quality child care while they work. However, our child care assistance program is not well aligned with other programs that help parents go to school or get job training. Without this key bridge between programs, parents are less likely to be able to improve their long-term situation for their kids and families.

Tax credits for low-income parents such as the Earned Income Tax Credit and New Mexico's Working Families

Tax Credit boost the incomes of working families to help them afford child care, transportation, housing and food. These credits are proven two-generational solutions that reward work and lift tens of thousands of New Mexico kids and families out of poverty each year. New Mexico should increase the value of its Working Families Tax Credit. New Mexico should also require large employers—particularly those that receive tax breaks—to offer their employees paid family, maternity, and sick leave as well as family-friendly scheduling so working parents can take care of newborns and sick children without the threat of losing employment and a secure source of income for their families.

CONCLUSION

In the following pages, you'll find more information on how New Mexico's children and families fare in the 16 KIDS COUNT indicators. In tracking outcomes, we show differences across races, ethnicities, and counties, note some encouraging signs as well as outcomes that continue to be discouraging. We encourage you to use this data to help advocate for better outcomes for our state. All children should have access to opportunities and resources they need to reach their full potential. By investing in New Mexico's kids and families, we can make our communities, our economy, and our state stronger. We're all in this together, and investing in New Mexico kids is not just the right and the moral thing to do—it is also the smartest course of action to guarantee our state's future success.



Economic Well-Being:

CHILDREN IN POVERTY

THE EXTENT OF THE PROBLEM

New Mexico's future economic success and the quality of our future workforce is determined, in large part, by what sorts of opportunities our children have today. Children who live in poverty—such as the 141,000 children in New Mexico—have access to fewer of the resources that all children need to help them thrive, succeed, and achieve their full potential. Evidence suggests being born into and growing up in poverty and low socioeconomic status can have long-lasting and powerful effects on children. Childhood poverty is linked to a variety of health, cognitive, and emotional risk factors for children, and children in poverty are more likely to be food insecure, to suffer from adverse childhood experiences like abuse and homelessness, and to live in poverty as adults.

TRACKING CHANGE

Though both the rate and number of children living in poverty decreased slightly from 2014 to 2015, New Mexico is—at 29 percent—second worst in the nation for childhood poverty, with rates particularly high among Hispanic and Native American children. Just as importantly, New Mexico's child poverty has worsened over time. Twenty-two thousand more kids live in poverty now than in 2008—an 18 percent increase. While most other states have recovered from the recession, New Mexico's economic recovery has flat-lined, which means fewer families have the opportunity to lift themselves out of poverty. In addition to a slow economic recovery, income inequality has worsened over time, and the state has seen few policy improvements to address this issue.

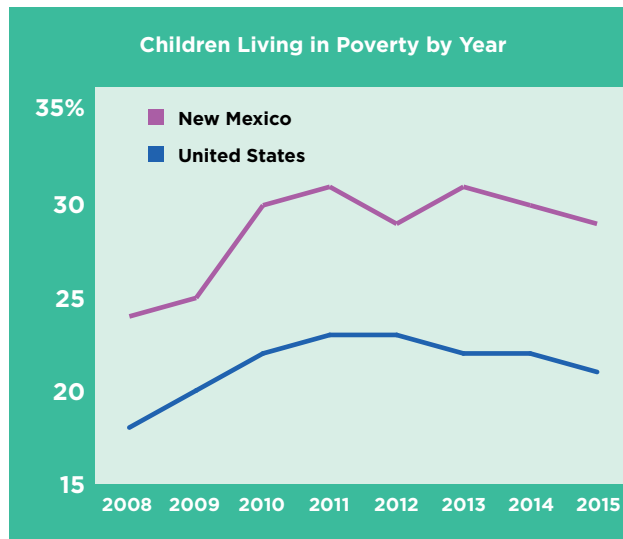
POLICY SOLUTIONS FOR ADDRESSING CHILDREN IN POVERTY

- Support two-generation approaches so that there is better coordination of health, education, housing, and food programs for both parents and children.
- Restore eligibility levels for child care assistance to pre-recession levels (200 percent of the federal poverty level).
- Raise the state's minimum wage and index it to rise with inflation; and raise the tipped wage to 60 percent of the minimum wage.
- Increase refundable tax credits like the Working Families Tax Credit (WFTC) and the Low Income Comprehensive Tax Rebate (LICTR), and enact a more progressive income tax system so low-income families do not bear a disproportionate responsibility for funding our state.
- Protect SNAP (Supplemental Nutrition Assistance Program) from eligibility changes that would decrease the number of children receiving these benefits.
- Enact tougher restrictions on predatory loans (payday, car title loans, etc.), which can trap poor and low-income families in an endless cycle of increasing debt.
- Ensure that all workers can earn at least one week of paid sick leave.
- Enact policies to end wage theft.
- Support and promote the availability of resources and assistance for grandparents helping to raise their grandchildren, including access to financial resources, legal services, food and housing assistance, medical care, and transportation.
- Fund navigators to ensure that kinship foster care families have access to the public benefits for which they are eligible.



New Mexico's future economic success is determined, in large part, by what sorts of opportunities our children have today.

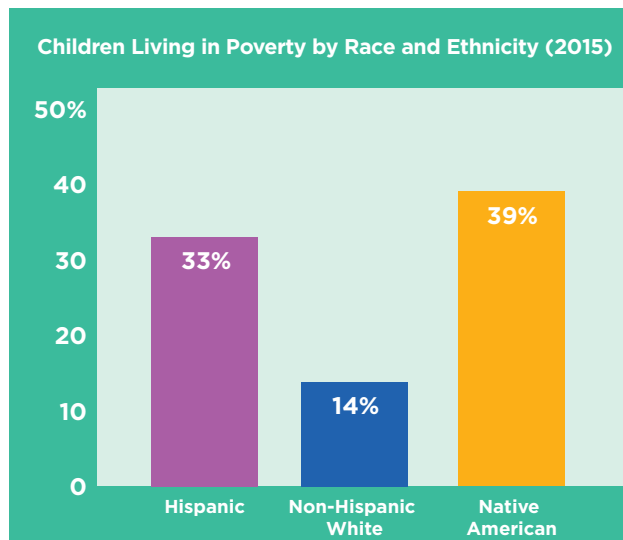
TRENDS



Source: U.S. Census Bureau, American Community Surveys from 2008 to 2015, Table S1701.

Note: Unless otherwise noted in this and in other indicators "children" refers to ages 0-17. The poverty level for a family of two adults and two children was below \$24,250 in 2015.

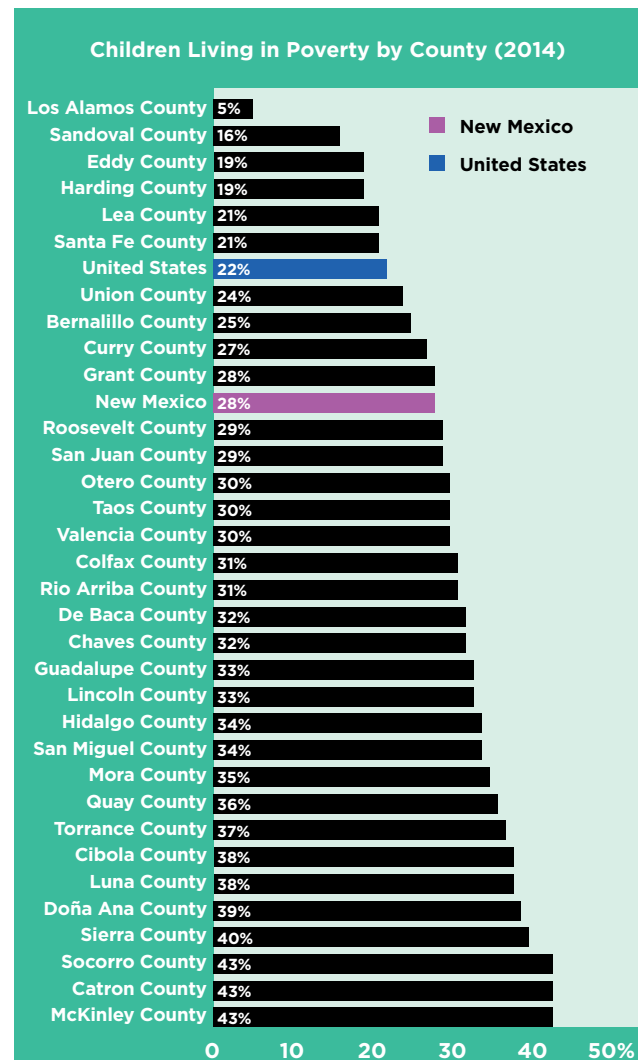
RACE AND ETHNICITY



Source: U.S. Census Bureau, American Community Survey, 2015, Tables C17001.

Note: Estimates for other races and ethnicities suppressed because the confidence interval around the percentage is greater than or equal to 10 percentage points.

RANKINGS



Source: U.S. Census Bureau, Small Area Income and Poverty Estimates, 2014

Economic Well-Being: PARENTS WITHOUT SECURE EMPLOYMENT



THE EXTENT OF THE PROBLEM

More than a third of New Mexico's children live in families where no parent has secure (meaning full-time and year-round) employment, with Hispanic and Native American children most likely to be at risk. Parents who lack secure employment may be employed part time or seasonally because there aren't enough jobs available (New Mexico has the highest rate of long-term unemployment, or residents who are persistent in looking for work, but unable to find it). Other parents may not have the education or skills to qualify for the jobs that are available. These parents are more likely to live in poverty and less likely to have access to jobs that pay a living wage or provide benefits such as health insurance and sick leave, which hurts both them and their families.

TRACKING CHANGE

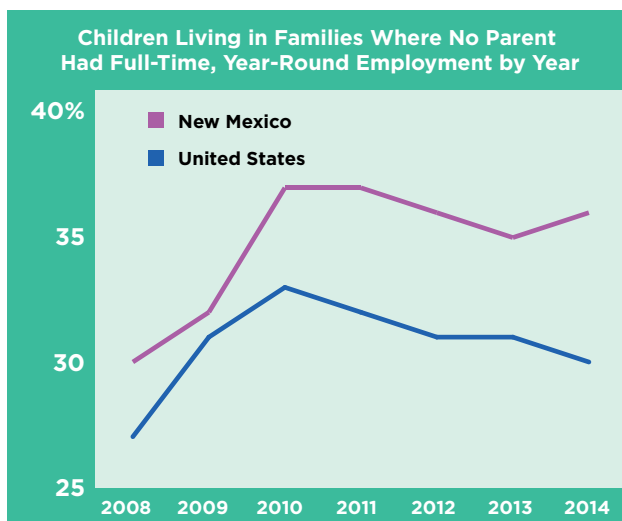
Though the nation saw a slight improvement in this indicator from 2013 to 2014, New Mexico actually grew worse, and we are now ranked 48th nationally on this indicator. Notably, we've also seen this indicator worsen over the long-term, with a 22 percent increase since 2008 in the number of kids living in families where no parent has secure employment.

POLICY SOLUTIONS FOR ADDRESSING PARENTS WITHOUT SECURE EMPLOYMENT

- Restore eligibility levels for child care assistance to pre-recession levels (200 percent of the federal poverty level).
- Protect unemployment insurance and reinstate benefits for child dependents to help tide over families during a rough economic patch. Before the recession, those receiving unemployment benefits received a small additional benefit for each dependent child, but this support was cut in 2011.
- Enact narrow, targeted economic development initiatives that require accountability for tax breaks to corporations so that tax benefits are only received if quality jobs are created. Tax breaks that do not clearly create jobs should be repealed so the state can invest more money in support services for our parents who need help improving their family's economic situation.
- Expand access to high school equivalency, adult basic education (ABE), job training, and career pathways programs.

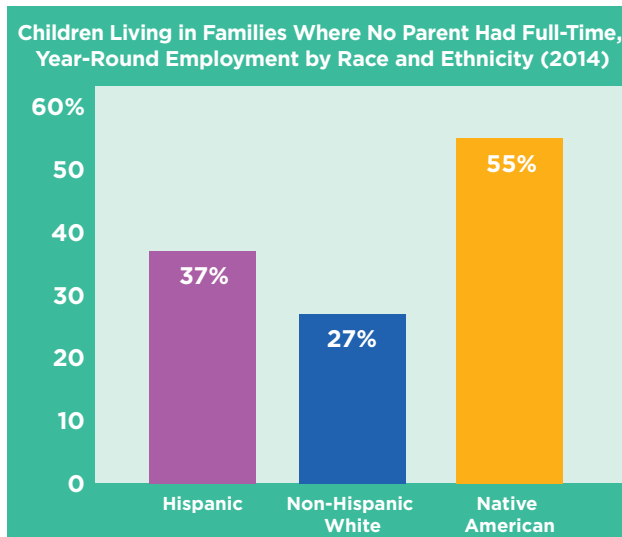
Parents without secure employment are more likely to live in poverty and less likely to have access to jobs that pay a living wage or provide benefits.

TRENDS



Source: U.S. Census Bureau, American Community Survey, Surveys from 2008 to 2014, 1-year microdata

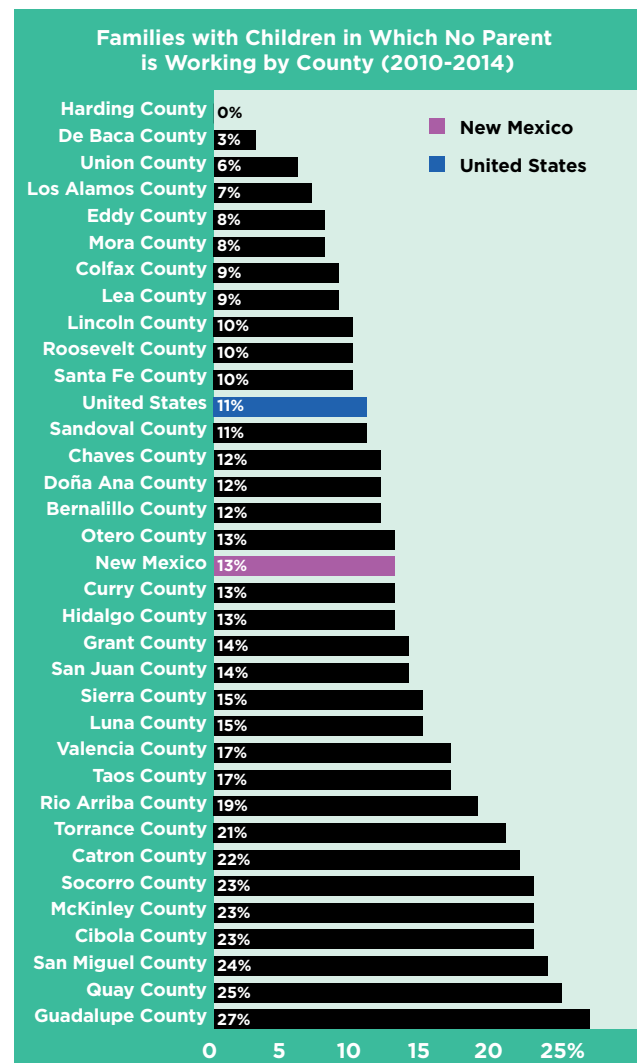
RACE AND ETHNICITY



Source: Population Reference Bureau analysis of data from the U.S. Census Bureau, American Community Survey, 2014.

Note: Estimates for other races and ethnicities suppressed because the confidence interval around the percentage is greater than or equal to 10 percentage points.

RANKINGS



Source: U.S. Census Bureau, American Community Survey, 2010-2014, Table B23007

Economic Well-Being:

FAMILIES BURDENED BY HIGH HOUSING COSTS

THE EXTENT OF THE PROBLEM

Thirty-one percent of New Mexico kids live in households that have a high housing cost burden, meaning their families spend 30 percent or more of their income on housing. The rate is even higher among Hispanic children (36 percent). High housing cost burdens can push families into substandard housing, and mean that many—especially low-income families—have little to spend on food, health services, utilities, and child care. Substandard housing units are also more likely to be hazardous, in unsafe areas, or pose health risks (such as radon, mold, or asbestos) for the families living in them.

TRACKING CHANGE

New Mexico saw a slight improvement in this indicator from 2013 to 2014, with the rate of children in families burdened by high housing costs dropping from 33 percent to 31 percent, or 13,000 fewer children. Rates improved from 2013 to 2014 among all racial and ethnic groups. These improvements mean that New Mexico is now ranked 20th instead of 29th in this indicator among the 50 states. Unfortunately, the number of children living in households with a high housing cost burden has seen no real change over a longer time period.

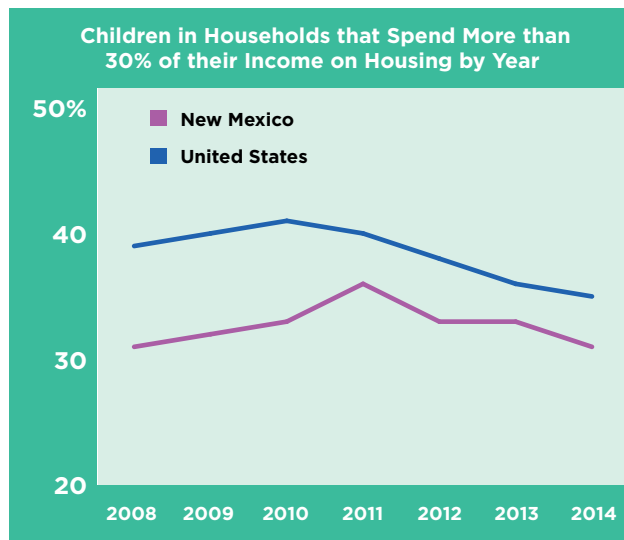


POLICY SOLUTIONS FOR FAMILIES BURDENED BY HIGH HOUSING COSTS

- Increase funding for the Housing Trust Fund so more quality housing for low- and moderate-income families can be built, providing more children with stable, safe homes.
- Save the Home Loan Protection Act from repeal or reduction to protect more families from predatory lending practices that can lead to home foreclosure.
- Enact a rate cap of 36 percent APR (including fees) on all lending products so that families are not caught in cycles of increasing debt and can save for home purchases.
- Increase funding for the Low Income Home Energy Assistance Program (LIHEAP) tax credit.

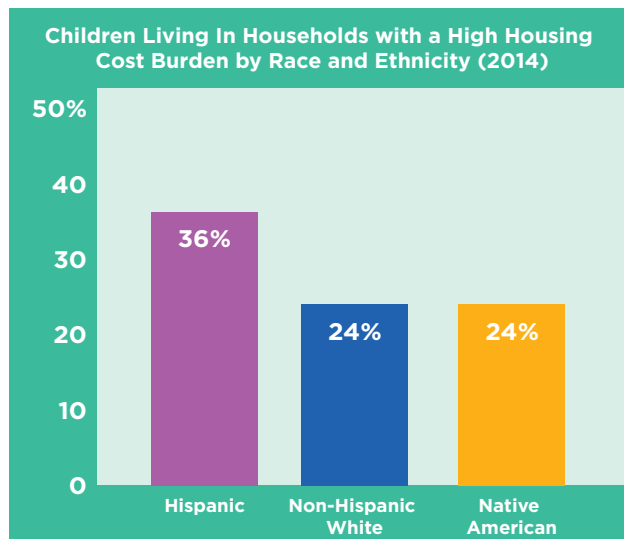
High housing cost burdens can push families into substandard housing and leave little to spend on food, health services, utilities, and child care.

TRENDS



Source: U.S. Census Bureau, American Community Surveys from 2008 to 2014, 1-year microdata

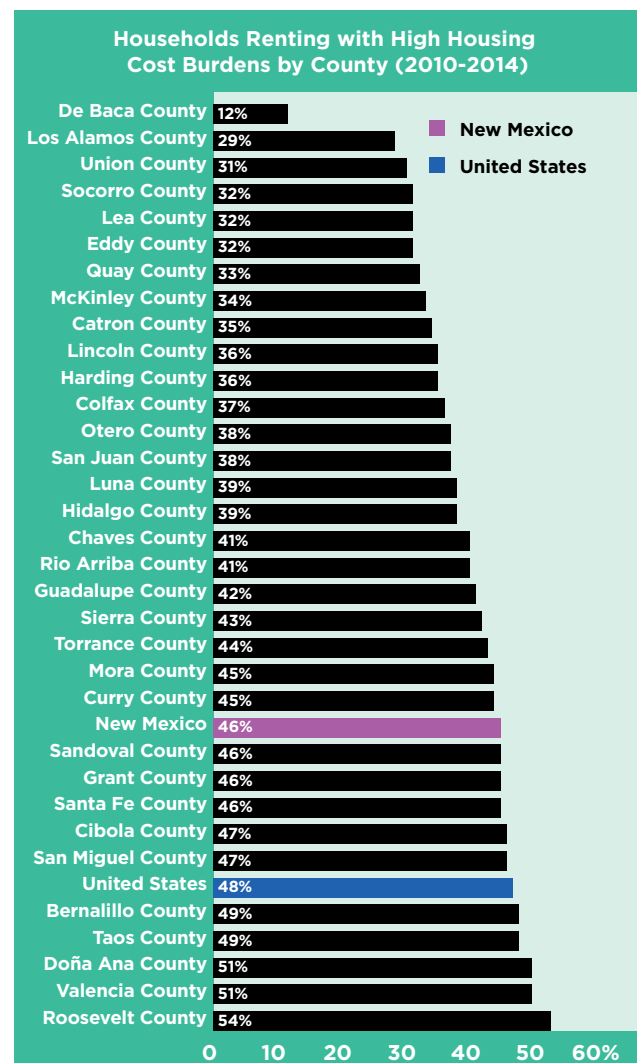
RACE AND ETHNICITY



Source: Population Reference Bureau analysis of data from the U.S. Census Bureau, American Community Survey, 2014.

Note: Estimates for other races and ethnicities suppressed because the confidence interval around the percentage is greater than or equal to 10 percentage points.

RANKINGS



Source: U.S. Census Bureau, American Community Survey, 2010-2014, Table B25070

Economic Well-Being: DISCONNECTED YOUTH

THE EXTENT OF THE PROBLEM

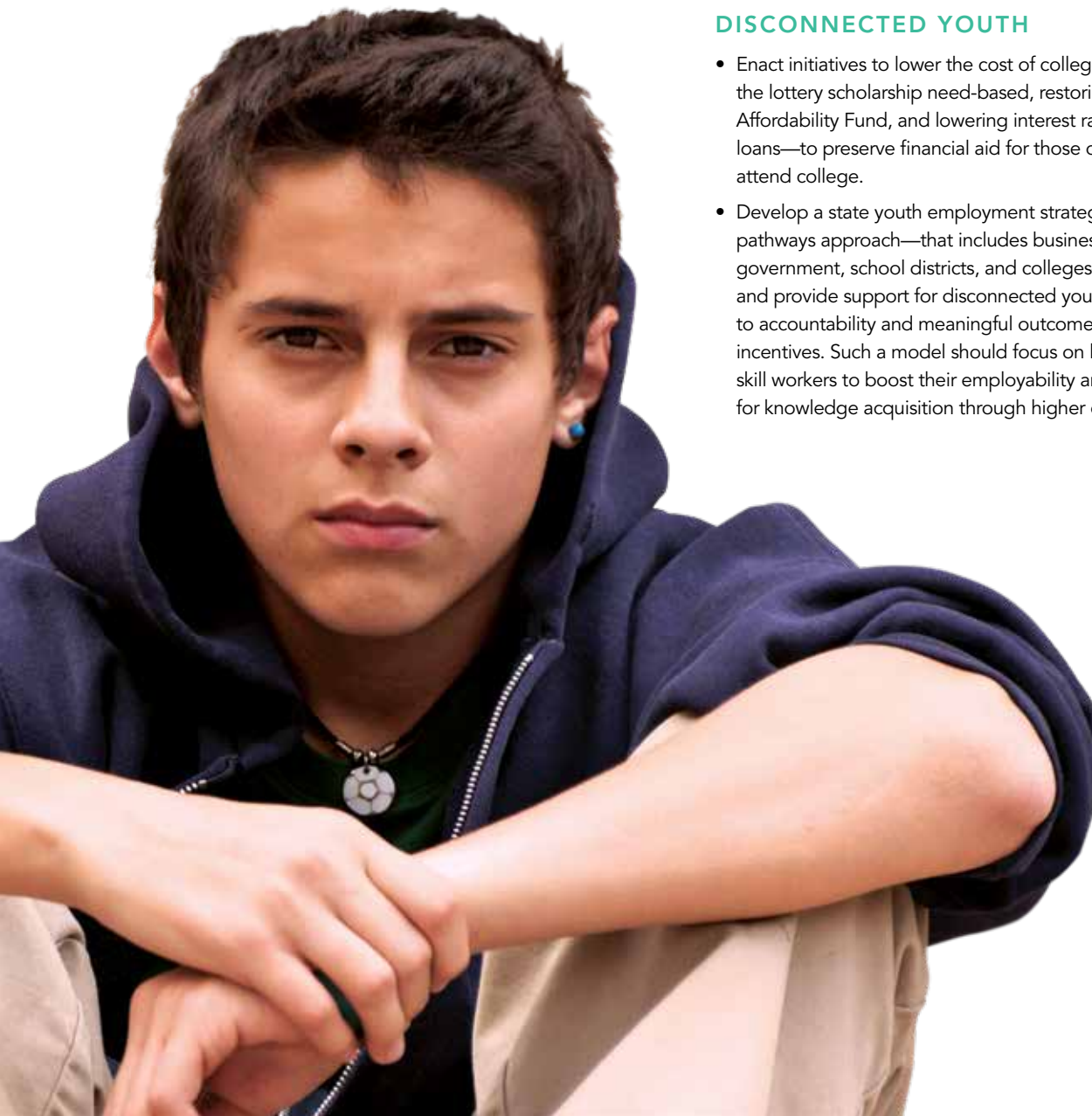
Nine percent of New Mexico's teens (ages 16-19) are not in school and not working (often referred to as "disconnected"). These disconnected youth tend to be low-income and members of racial and ethnic minority groups. Disconnected teens are at risk for poor health and economic outcomes as adults, have less access to comprehensive health care (including mental health services), and are more likely to miss out on the social and emotional supports that can increase their chances of economic success and overall well-being.

TRACKING CHANGE

New Mexico is still ranked 40th among the states on the percentage of teens (ages 16-19) who are not in school and not working. Though we saw no overall progress in this indicator from 2014 to 2015, rates have dropped significantly among Hispanic and Native American teens. Additionally, significant improvements on this indicator over time among all teens in New Mexico mean that we are finally back to pre-recession levels.

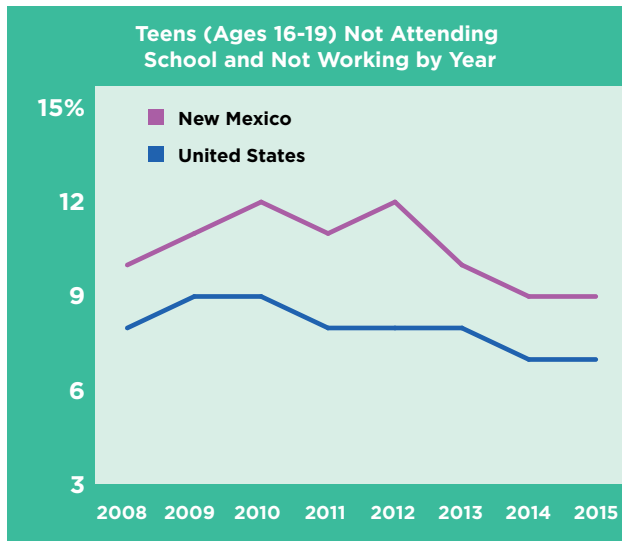
POLICY SOLUTIONS FOR ADDRESSING DISCONNECTED YOUTH

- Enact initiatives to lower the cost of college—such as making the lottery scholarship need-based, restoring the College Affordability Fund, and lowering interest rates for student loans—to preserve financial aid for those otherwise unable to attend college.
- Develop a state youth employment strategy using a career pathways approach—that includes business, non-profits, government, school districts, and colleges—to help identify and provide support for disconnected youth, link funding to accountability and meaningful outcomes, and create incentives. Such a model should focus on low- and moderate-skill workers to boost their employability and opportunities for knowledge acquisition through higher education.



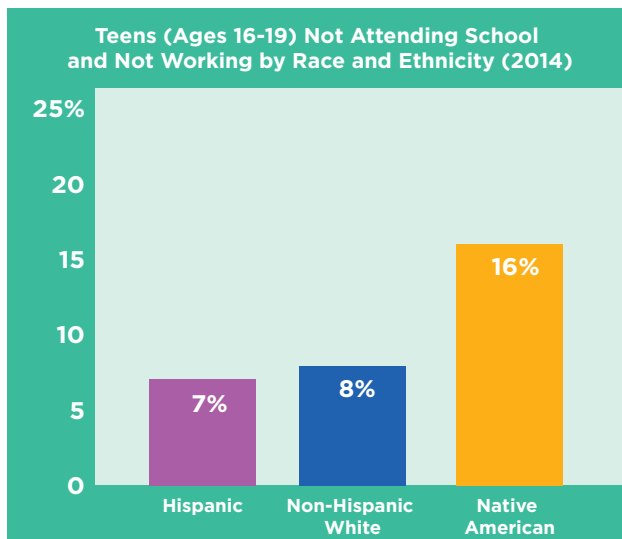
Disconnected teens are at risk for poor health and economic outcomes as adults, and often miss out on essential social and emotional supports.

TRENDS



Source: U.S. Census Bureau, American Community Surveys from 2008 to 2015, Table B14005

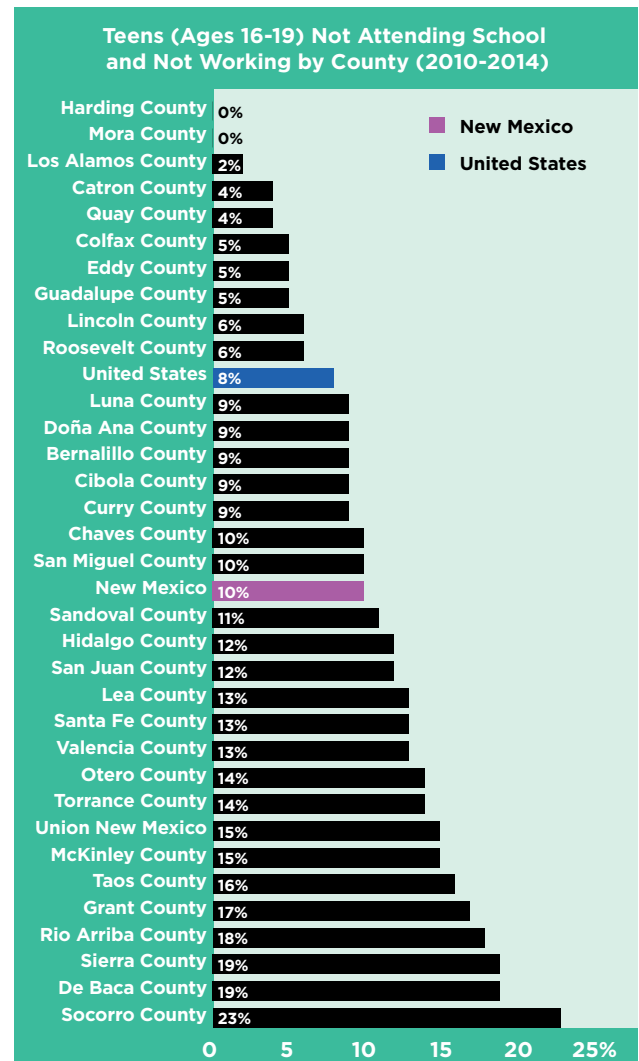
RACE AND ETHNICITY



Source: Population Reference Bureau analysis of data from the U.S. Census Bureau, American Community Survey, 2014.

Note: Estimates for other races and ethnicities suppressed because the confidence interval around the percentage is greater than or equal to 10 percentage points.

RANKINGS



Source: U.S. Census Bureau, American Community Survey, 2010-2014, Table B14005

Education: YOUNG CHILDREN NOT IN SCHOOL

THE EXTENT OF THE PROBLEM

Children's chances of being healthy, doing well in school, and growing up to be productive and contributing members of society are tied to their experiences in the earliest years. Children learn more quickly during their early years, and the first five years of a child's life are particularly important because that is when 90 percent of the brain's neurological foundation is built. Research shows that safe, secure, nurturing, and non-stressful environments during the first five years are essential to the positive development and healthy growth that will set children up for success later in life. High-quality early childhood programs like home visiting, child care assistance, and pre-K lead to improved child well-being and are linked to significant long-term improvements for children and savings for states. Yet, 59 percent of New Mexico's young children ages three to four did not attend some form of preschool or school program in 2014, with rates even higher among Hispanic children.

TRACKING CHANGE

Between 2013 and 2014, 2,000 more young children in New Mexico were enrolled in school than previously, and the percent of young children not in school improved slightly, dropping from 60 percent to 59 percent. However, the number has not changed over the long term, and is actually the same as it was in 2009. Continual expansions to the NM Pre-K program mean that more children are able to attend pre-K each year, but cuts to the child care assistance program mean fewer children are eligible for child care in a setting that is education-oriented. Research and public opinion clearly support the need for expanded early childhood programs, and while policy-makers have made improvements and increases in some areas, they are not sufficient to adequately address the great, pressing needs in this policy area.

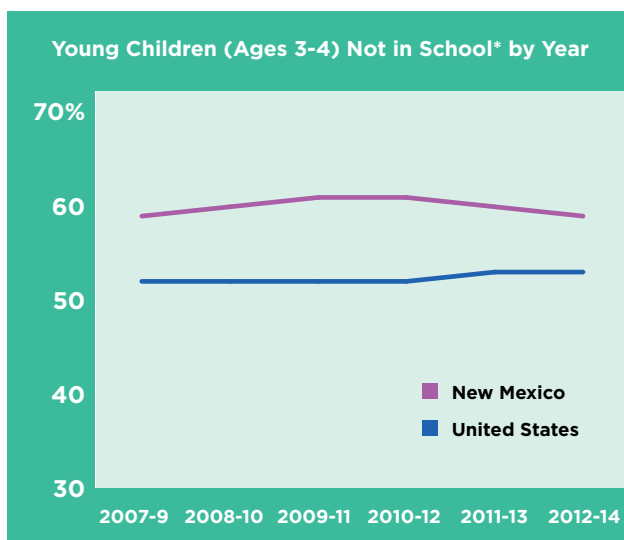
POLICY SOLUTIONS FOR ADDRESSING PRESCHOOL ENROLLMENT

- Increase general fund spending for early care and learning services and pass a constitutional amendment to support these programs with a small percentage of the income generated from the state's Land Grant Permanent School Fund.
- Increase spending on high-quality pre-K so it is available to all 4-year-olds.
- Restore eligibility for child care assistance to its pre-recession level, so higher-quality services can reach many more low-income families and the thousands of children currently on the waiting list.
- Increase spending on high-quality home visiting.
- Increase funding for child care to incentivize and adequately compensate for quality.
- Increase training, technical assistance, compensation, and retention incentives for early learning providers.
- Increase funding for the Family Infant Toddler (FIT) program.



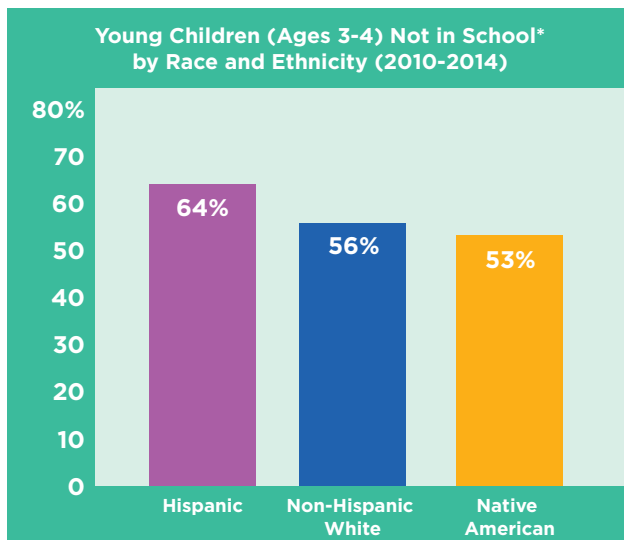
Children's chances of being healthy, doing well in school, and growing up to be productive members of society are tied to their experiences in the earliest years.

TRENDS



Source: Population Reference Bureau analysis of data from the U.S. Census Bureau, American Community Survey, pooled estimates from 2007 to 2014

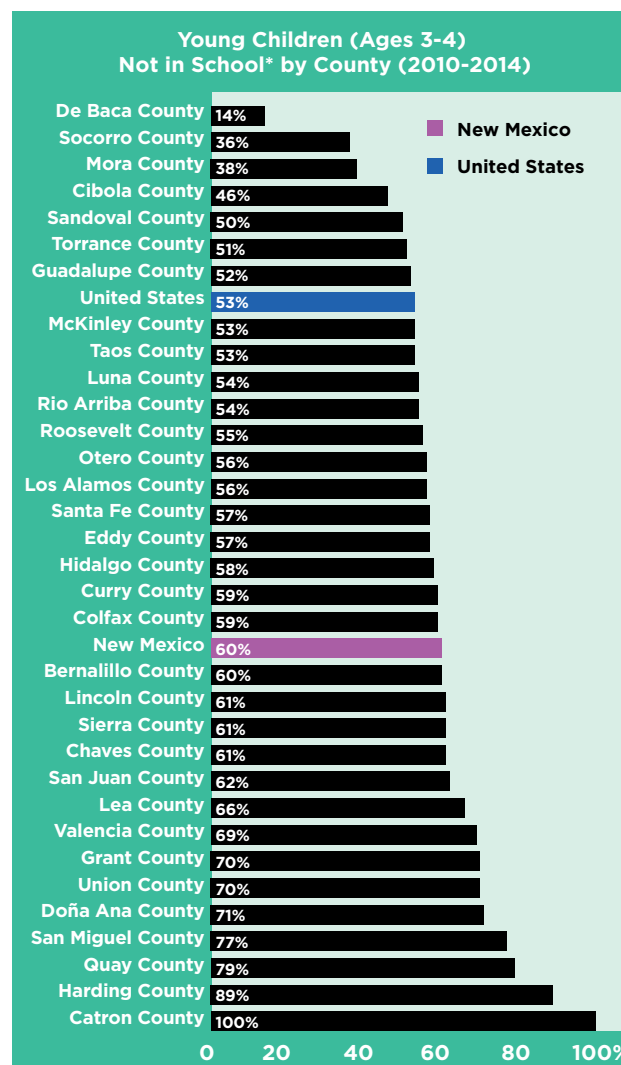
RACE AND ETHNICITY



Source: Population Reference Bureau analysis of data from the U.S. Census Bureau, American Community Survey, 2010-2014.

Note: Estimates for other races and ethnicities suppressed because the confidence interval around the percentage is greater than or equal to 10 percentage points.

RANKINGS



Source: U.S. Census Bureau, American Community Survey, 2010-2014, Table B14003

*** Note:** For this measure, "school" includes any group or class of institution providing educational experiences for three to four year old children and includes nursery school, preschool, pre-K, Head Start, and kindergarten. Places where instruction is an integral part of the program are included, but private homes that primarily provide custodial care are not included.

Education:

READING AND MATH PROFICIENCY

THE EXTENT OF THE PROBLEM

Reading proficiency is a crucial element of scholastic success, but in New Mexico, 77 percent of our children are not proficient in reading by the fourth grade. Children need to be able to read proficiently by fourth grade in order to be able to use their reading skills to learn other school subjects. Children who cannot read proficiently will fall further and further behind as reading-based curricula move increasingly out of their reach. In fact, kids who are not reading at grade level by this critical point are more likely to drop out of school and less likely to go to college. As has been the case in the past, boys, children of color, and low-income children have proficiency rates that are below the state average in fourth grade reading.

The 79 percent of New Mexico eighth graders who are behind in math also face risks: they lack the required skills to do well in high school and college math courses. As more and more jobs in today's increasingly high-tech work environment depend on science, technology, engineering, and math (STEM) skills, students not proficient in math are at a real disadvantage. Girls, children of color, and low-income children are even more at risk of falling behind because they have lower proficiency rates than the state average on this indicator.



TRACKING CHANGE

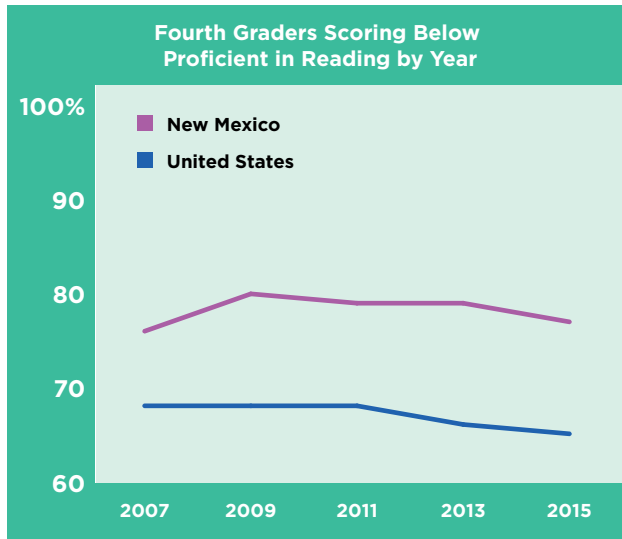
Though the state still performs slightly worse in the percentage of fourth graders who score below proficient on reading than it did in 2007, this indicator has continued to improve since 2009. Rates among Native American students in New Mexico improved the most—by three percentage points—from 2013 to 2015. When it comes to eighth grade math proficiency, the percentage of students who are proficient has worsened since 2013, but has improved over the long-term, with Hispanic and Native American students showing the most improvement from 2007 to 2015.

POLICY SOLUTIONS FOR IMPROVING READING AND MATH PROFICIENCY LEVELS

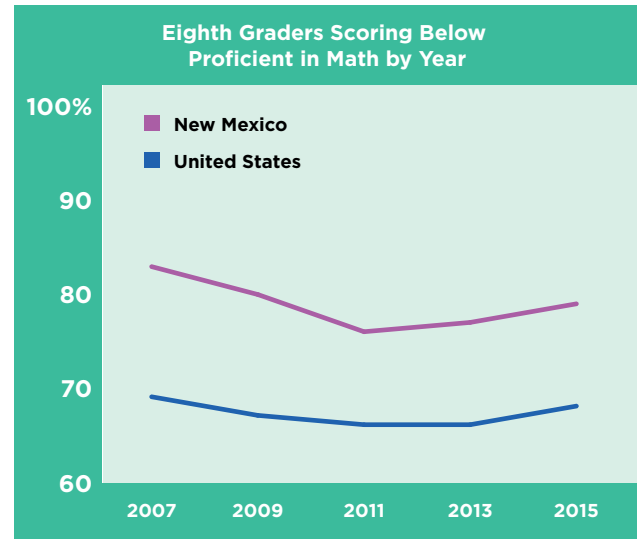
- Expand high-quality early childhood care and education services to help prepare children for school and increase the likelihood they will reach grade-level benchmarks on time.
- Increase K-12 per-pupil funding to help schools decrease over-crowding in classrooms, provide resources for learning needs, and mitigate the problems associated with poverty.
- Expand funding for K-3 Plus so more low-income students will have the additional quality instructional time they need to bring them up to grade level.
- Expand K-3 Plus to a K-8 Plus program because children in low-income families still need extra supports beyond third grade.
- Expand quality before- and after-school, mentorship, and tutoring programs to provide added academic assistance to low-income and low-performing students, or those whose parents may not be able to help them with their homework.
- Increase the availability of reading coaches and support evidence-based reading initiatives.
- Provide math coaches and professional development for math teachers.
- Reduce class sizes for children in high-poverty areas.
- Raise compensation for teachers, principals, and other student support staff.
- Revisit zero-tolerance policies and penalties in order to keep more students in school.
- Increase the at-risk factor in New Mexico's state equalization guarantee education funding formula.

Children who are not reading at grade level by fourth grade are more likely to drop out of school and less likely to go to college.

TRENDS

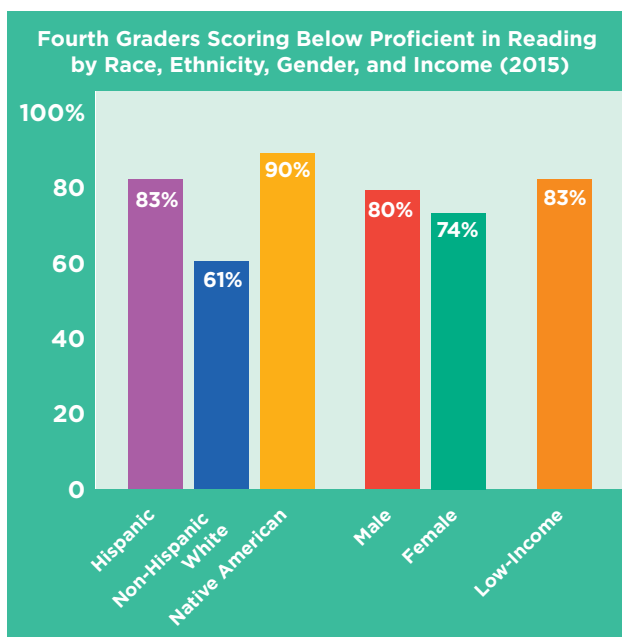


Source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP)



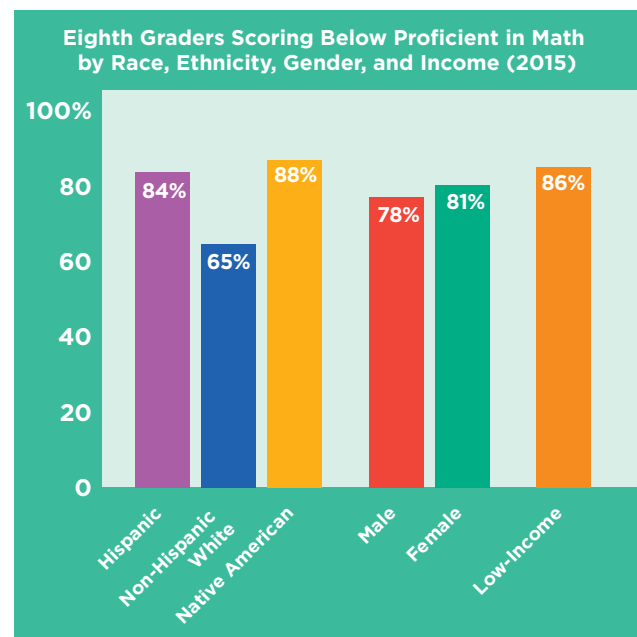
Source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP)

RACE AND ETHNICITY



Source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015.

Note: Estimates for other races and ethnicities suppressed because the confidence interval around the percentage is greater than or equal to 10 percentage points. "Low-income" students in this measure are those who are eligible for free or reduced-price school lunches.



Source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015.

Note: Estimates for other races and ethnicities suppressed because the confidence interval around the percentage is greater than or equal to 10 percentage points. "Low-income" students in this measure are those who are eligible for free or reduced-price school lunches.



Education: ON-TIME GRADUATION RATES

THE EXTENT OF THE PROBLEM

Twenty-eight percent of New Mexican high-schoolers do not graduate on time. This rate is significantly worse than the national average of 18 percent. Rates are best among Asian American high-schoolers in New Mexico (5 percent do not graduate on time), but worse than average among African Americans (35 percent), Hispanics (32 percent), and Native American students (28 percent). New Mexico is ranked 47th among the states on this indicator, which is concerning because students who don't graduate on time are more likely to drop out, less likely to go on to college, and more likely to be unemployed or employed in low-paying jobs.

TRACKING CHANGE

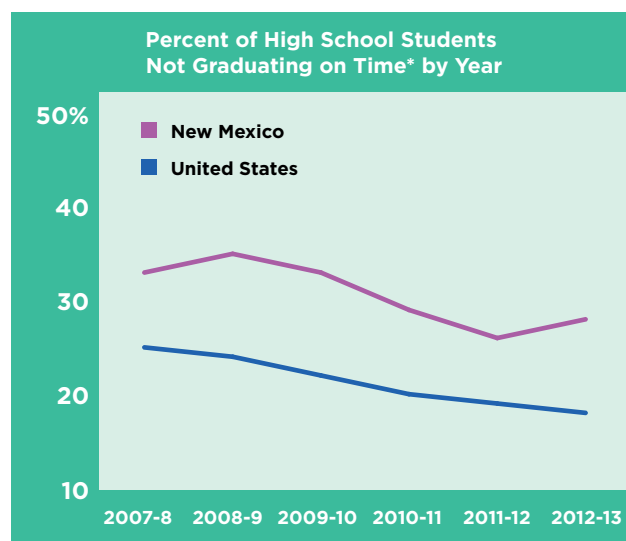
Following a nationwide trend, the percentage of New Mexico students not graduating on time improved significantly from the school year ending in 2008 to the school year ending in 2013 (the last year that data were reported for this indicator). Though New Mexico ranks poorly among the states on this measure, and though we saw a slight increase in the percent of students not graduating on time from 2012 to 2013, New Mexico has made improvements in this indicator over the long term, going from 33 percent of students not graduating on time in 2008 to 28 percent not graduating on time in 2013. The biggest improvements in this indicator over that time period were seen among Native American and Hispanic students.

Students who don't graduate on time are more likely to drop out, less likely to go on to college, and more likely to be unemployed or have low-paying jobs.

POLICY SOLUTIONS FOR IMPROVING ON-TIME GRADUATION RATES

- Provide more school counselors.
- Identify students in ninth grade who require additional learning time and provide free summer school, after-school, and online learning opportunities.
- Provide relevant learning opportunities through service learning and dual credit parity to better prepare students for career or college.
- Provide professional development for teachers on the use of technology.
- Support dropout prevention and recovery programs.
- Provide support for vulnerable students (those experiencing homelessness, who are incarcerated, need special education, are English language learners, etc.) who are at risk for dropping out.
- Increase funding for evidence-based teen pregnancy prevention programs.
- Ensure support for community schools, which provide students with services shown to increase academic performance—school-based health centers, quality before- and after-school programming, service learning, and classes for parents.
- Reduce class sizes for children in high-poverty areas.
- Raise compensation for teachers, principals, and other student support staff.
- Revisit zero-tolerance policies and penalties in order to keep more students in school.
- Increase the at-risk factor in New Mexico's state equalization guarantee education funding formula.

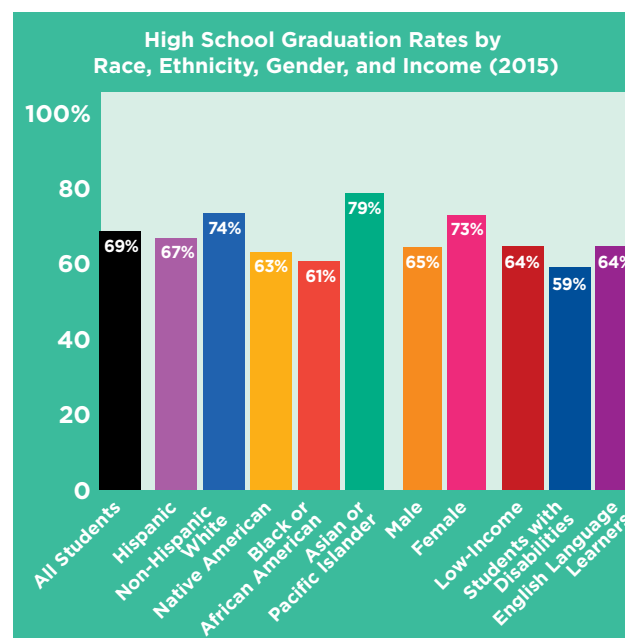
TRENDS



Source: Population Reference Bureau analysis of data from the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD)

* **Note:** The percentage of high school students not graduating on time is the percentage of a freshman class not graduating in 4 years; this measure is not the same as the percentage of students who drop out.

RACE AND ETHNICITY



Source: NM Public Education Department, 4-Year Cohort Graduation Rates, 2015.

Note: "Low-income" students in this measure are those who are eligible for free and reduced-price school lunches.

Health: LOW-BIRTHWEIGHT BABIES

THE EXTENT OF THE PROBLEM

In 2014, 8.8 percent of New Mexico babies were born at a low birthweight—meaning they weighed 5.5 pounds or less—ranking us 38th in the nation on this indicator. Rates of low-birthweight babies in New Mexico are highest among African Americans (15 percent), and Asians and Pacific Islanders (9 percent). Babies born at a low birthweight are at greater risk for developmental delays, disabilities, chronic conditions, and early death. Mothers giving birth to low-birthweight babies are more likely to: live in poverty; give birth at a young age; use drugs and alcohol during pregnancy; receive late or no prenatal care; and/or not have enough to eat during pregnancy.

TRACKING CHANGE

Though New Mexico's rate of low-birthweight babies has increased slightly since 2008, the state saw a slight improvement in our rate of low-birthweight babies from 2013 to 2014, with rates improving most among African Americans (whose rate dropped from 16.7 percent to 14.7 percent) and Native Americans (whose rate dropped from 8.3 percent to 7.3 percent) during this time.

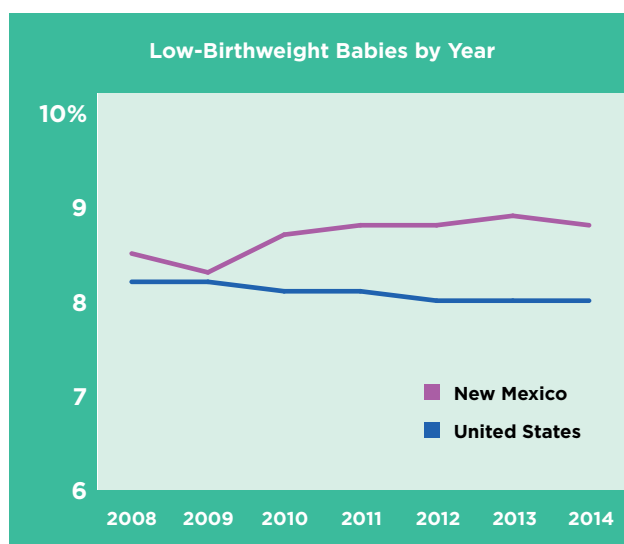


POLICY SOLUTIONS FOR LOWERING THE RATE OF LOW-BIRTHWEIGHT BABIES

- Expand outreach to pregnant women to enroll them in Medicaid early in their pregnancy so more prospective mothers get full-term pre-natal care that can help prevent low birthweight.
- Provide adequate funding for more programs for new parents, including home visiting programs that begin prenatally, so more women can be served during their pregnancy.
- Expand and fully fund health and nutrition programs for pregnant teens.
- Support the creation of and funding for county and tribal health councils.
- Fund home visiting under a Medicaid waiver to draw down federal funding.

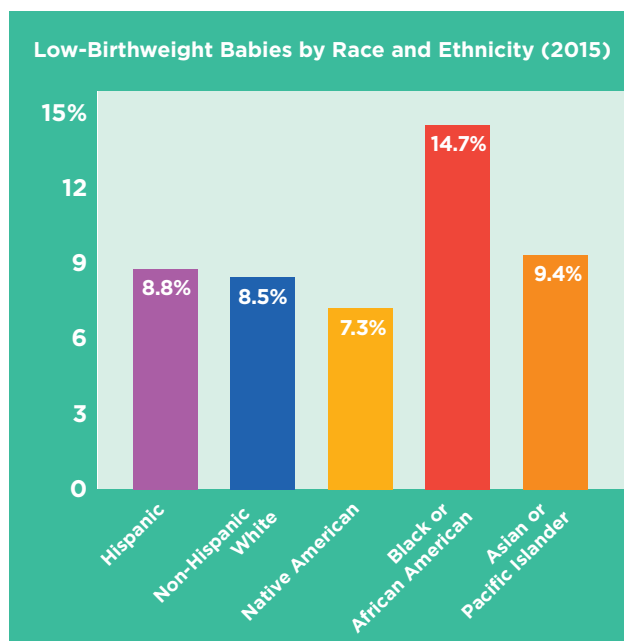
Babies born at a low birthweight are at greater risk for developmental delays, disabilities, chronic conditions, and early death.

TRENDS



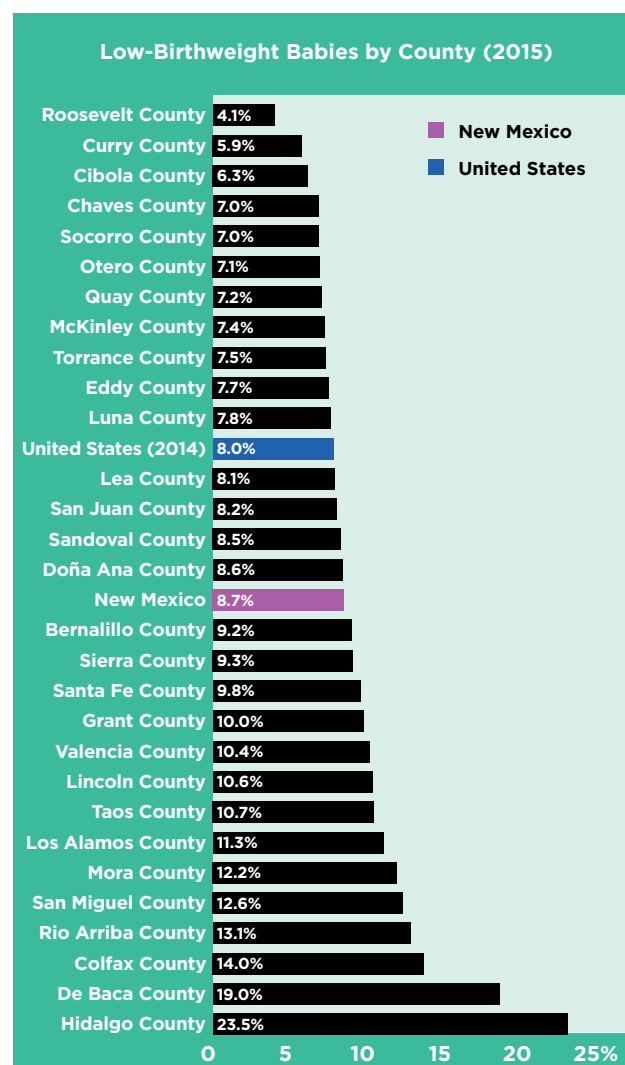
Source: Centers for Disease Control and Prevention, National Center for Health Statistics (NCHS), National Vital Statistics Reports, 2008-2014

RACE AND ETHNICITY



Source: New Mexico Department of Health, Indicator-Based Information System for Public Health (IBIS). Retrieved November 8, 2016 from <http://ibis.health.state.nm.us>

RANKINGS



Source: New Mexico Department of Health, Indicator-Based Information System for Public Health (IBIS).

Note: Rates of zero low-birthweight babies were reported for Catron and Harding counties. The count or rate for certain counties for certain indicators are suppressed by the NM Dept. of Health because the observed number of events is very small and not appropriate for publication. For survey queries, percentages calculated from fewer than 50 survey responses are suppressed. For this measure, low-birthweight rates for Guadalupe and Union counties are suppressed.

Health:

CHILDREN WITHOUT HEALTH INSURANCE

THE EXTENT OF THE PROBLEM

New Mexico children face some major challenges, but ensuring that they have health insurance and access to preventive care options can help address a number of these other issues that can threaten children's health and well-being. The 4 percent of New Mexico children without health insurance are less likely to get well-baby and well-child visits, less likely to receive immunizations, and more likely to deal with untreated developmental delays and chronic conditions that can hinder healthy growth and learning. Native American children in New Mexico, with uninsured rates around 9 percent, are at the greatest risk of being uninsured.

TRACKING CHANGE

From 2008 to 2015, the percentage of children without health insurance improved from 14 percent to 4 percent. New Mexico ranks better than the national average on this indicator, and thanks to the expansion of Medicaid under the Affordable Care Act (ACA), New Mexico has seen some of the biggest improvements in the nation in the percentage of the child population without health insurance. Notably, the biggest improvements in this measure have been among Native American and Hispanic children.

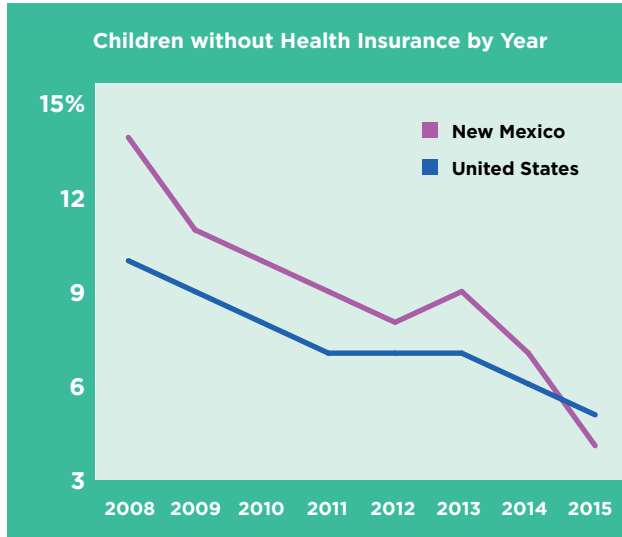
POLICY SOLUTIONS FOR LOWERING THE RATE OF CHILDREN WITHOUT HEALTH INSURANCE

- Restore outreach and enrollment programs for Medicaid for children to help cover those children who are eligible for Medicaid but still not enrolled.
- Integrate the health insurance marketplace with Medicaid so there is "no wrong door" for enrollment to help low-income parents who are getting coverage for themselves enroll their Medicaid-eligible children at the same time.
- Simplify the Medicaid enrollment and recertification process for children, and enact express-lane enrollment, which would help the state identify eligible children using information from other programs like Head Start and SNAP (food stamps).



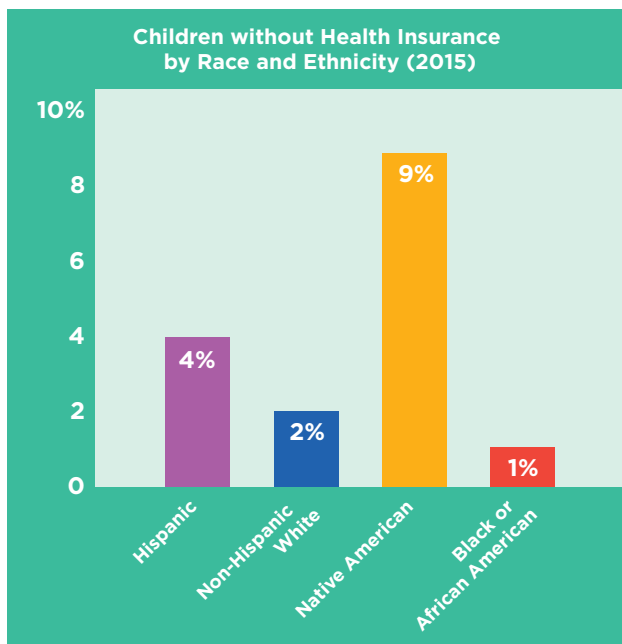
Children without health insurance or access to preventive care face a number of issues that threaten their health and well-being.

TRENDS



Source: Population Reference Bureau analysis of data from the U.S. Census Bureau, American Community Surveys from 2008 to 2015, Table C27001

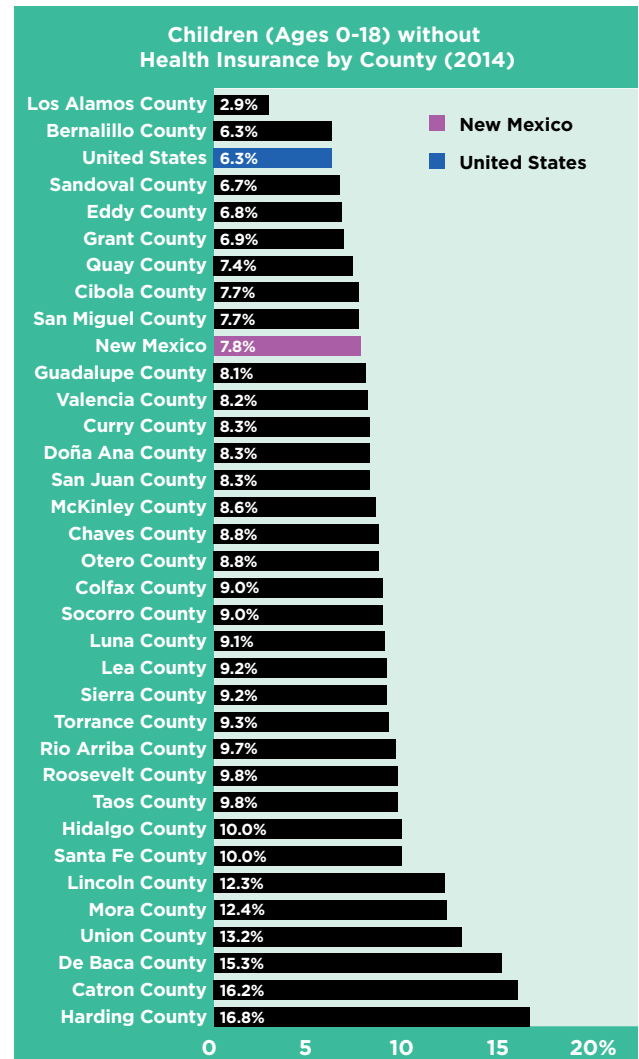
RACE AND ETHNICITY



Source: Population Reference Bureau analysis of data from the U.S. Census Bureau, 2015 American Community Survey, Table C27001.

Note: Estimates for other races and ethnicities suppressed because the confidence interval around the percentage is greater than or equal to 10 percentage points.

RANKINGS



Source: U.S. Census Bureau, Small Area Health Insurance Estimates, 2014

Health:

CHILD AND TEEN DEATH RATES

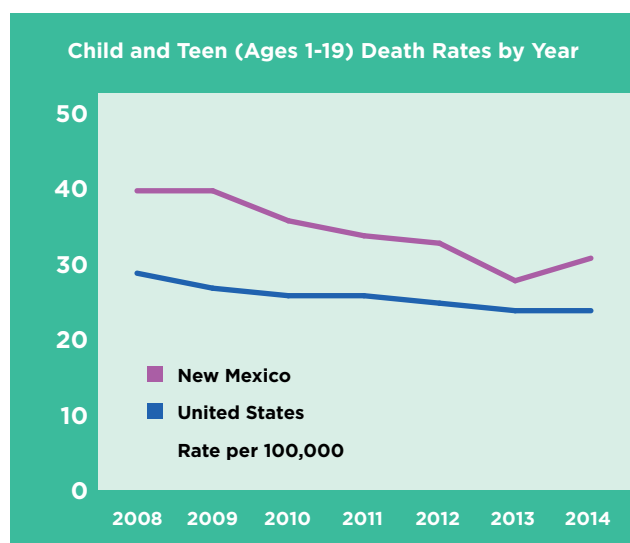
THE EXTENT OF THE PROBLEM

New Mexico's child and teen death rate is 31 deaths per 100,000 children aged 1 to 19. This is significantly worse than the U.S. average rate of 24 per 100,000, and ranks New Mexico 40th among the states on this measure. Rates among Native American children in New Mexico (at 42 per 100,000) are significantly higher than the state and national averages on this indicator. Most youth deaths are preventable and caused by accidents, homicide, or suicide. Ensuring that New Mexico children and teens live in safe, supportive homes and communities and have access to safe public spaces and to a full range of physical and mental health care services can help improve rates in this area.

TRACKING CHANGE

From 2008 to 2014, New Mexico's child and teen death rate decreased from 40 to 31 deaths per 100,000 children and teens, following a national trend of gradual improvement in this indicator. Improvements were greatest among Native American children and teens during this time period. However, New Mexico's child and teen death rate went from 28 to 31 per 100,000 children and teens between 2013 and 2014, with rates increasing significantly among Native American and non-Hispanic White children and teens in that time.

TRENDS

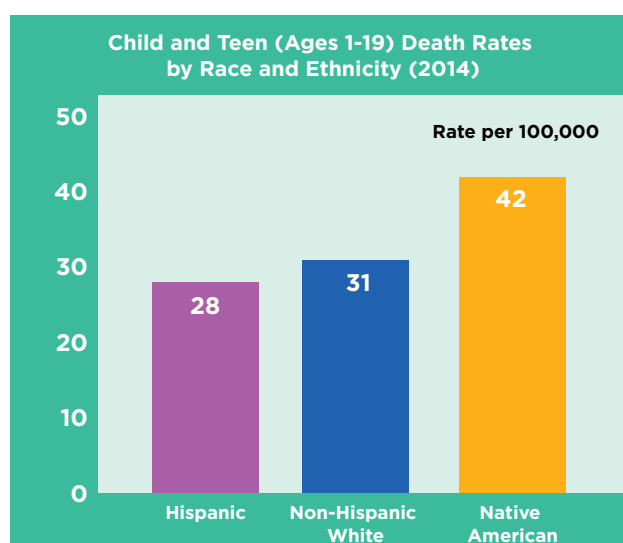


Source: Population Reference Bureau, analysis of data from the Centers for Disease Control and Prevention, National Center for Health Statistics, Multiple Causes of Death Public Use Files for 2008-2014

POLICY SOLUTIONS TO ADDRESS CHILD AND TEEN DEATH RATES

- Support and expand quality home visiting for families identified as high risk for child abuse and neglect in order to help improve social and physical outcomes for infants and young children.
- Expand funding for suicide prevention programs to provide youth with supportive adults, strategies to cope with difficult situations, and a sense of hope.
- Enact stronger gun safety laws to limit unauthorized child access to guns in order to lower the number of accidental gun deaths.
- Adequately fund evidence-based child abuse prevention programs and strengthen the role of prevention at the Children, Youth and Families Department (CYFD).
- Increase funding for child protective services in order to increase staff and reduce caseloads.
- Create a citizen oversight or review board for all CYFD child abuse cases that result in death.

RACE AND ETHNICITY

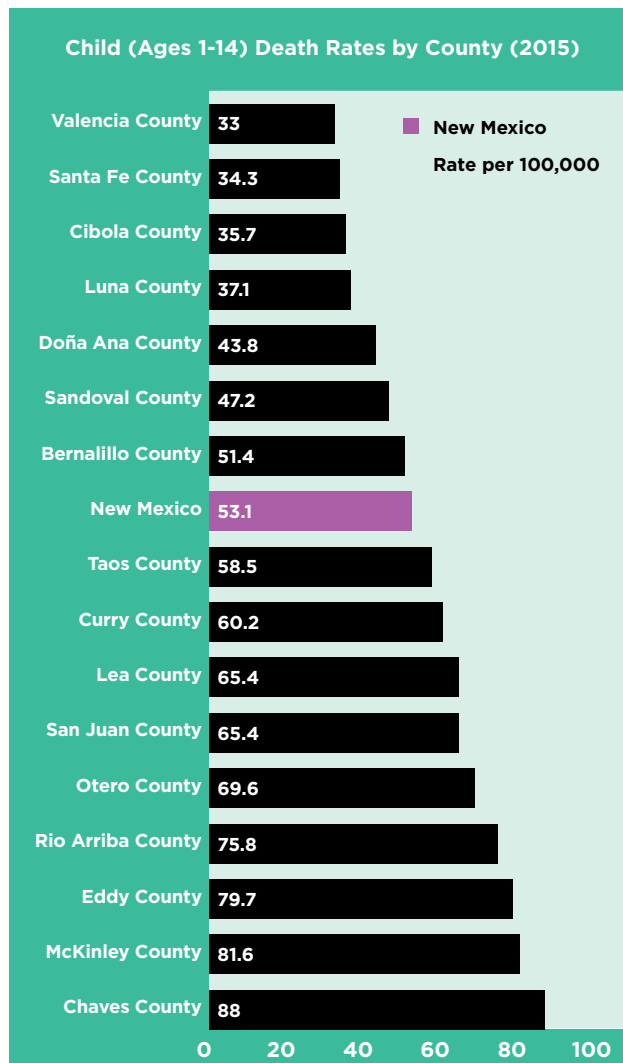


Source: Population Reference Bureau, analysis of data from the Centers for Disease Control and Prevention, National Center for Health Statistics, Multiple Causes of Death Public Use Files for 2014.

Note: Estimates for other races and ethnicities suppressed because the confidence interval around the percentage is greater than or equal to 10 percentage points.

Ensuring that New Mexico children and teens live in safe, supportive homes and communities and have access to a full range of health care services can help improve rates in this area.

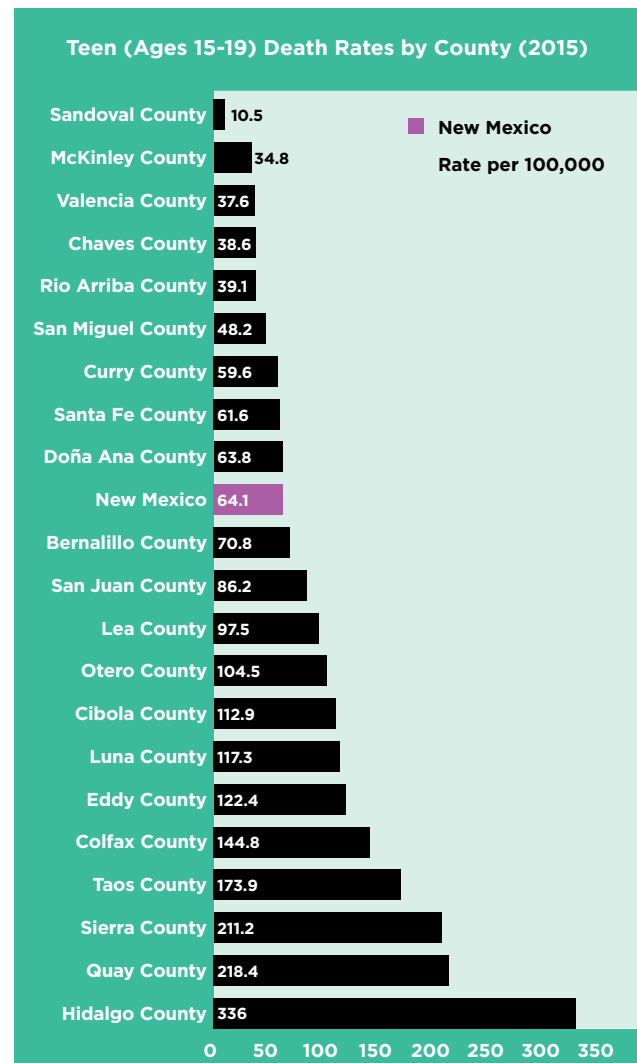
RANKINGS



Source: New Mexico Department of Health, Indicator-Based Information System for Public Health (IBIS). Retrieved November 9, 2016 from <http://ibis.health.state.nm.us>.

Note: The rate for certain counties is suppressed by the NM Dept. of Health because the observed number of events is very small and not appropriate for publication. For survey queries, rates calculated from fewer than 50 survey responses are suppressed. For this measure, child death rates for De Baca, Grant, Guadalupe, Lincoln, Mora, San Miguel, and Sierra counties are suppressed.

RANKINGS



Source: New Mexico Department of Health, Indicator-Based Information System for Public Health (IBIS), custom data request received 11/11/2016.

Note: The following counties had teen death rates of zero: De Baca, Grant, Guadalupe, Harding, Lincoln, Los Alamos, Catron, Mora, Roosevelt, Socorro, Torrance, and Union.

Health:

TEEN ALCOHOL AND DRUG ABUSE

THE EXTENT OF THE PROBLEM

Approximately 9,000 or 5 percent of New Mexico teens ages 12 to 17 abused drugs or alcohol from 2013 to 2014. This ties New Mexico for 4th best in the nation on this indicator, though there is still work to be done. Within New Mexico, African American and Hispanic teens are most likely to have engaged in binge drinking. Teen alcohol and drug abuse is associated with increased risks in a number of other areas. Teens who abuse alcohol or drugs are more likely to be convicted of a crime, drive under the influence, do poorly in school, drop out of school, or become teen parents. Alcohol and drug abuse can also lead to mental and physical health problems, the effects of which may carry over into adulthood.

TRACKING CHANGE

The number of teens abusing alcohol or drugs has improved in recent years from 10 percent in 2008-2009 to 5 percent in 2013-2014. This means that 8,000 fewer New Mexico teens are abusing alcohol and drugs than were in 2008-2009. The percent of teens that engaged in binge drinking also decreased in the most recent measure, going from 17 percent in 2013 to 15 percent in 2015. The biggest improvements in this indicator were among Hispanic teens, 20 percent of whom reported binge drinking in 2013, versus 16 percent reporting the same in 2015.

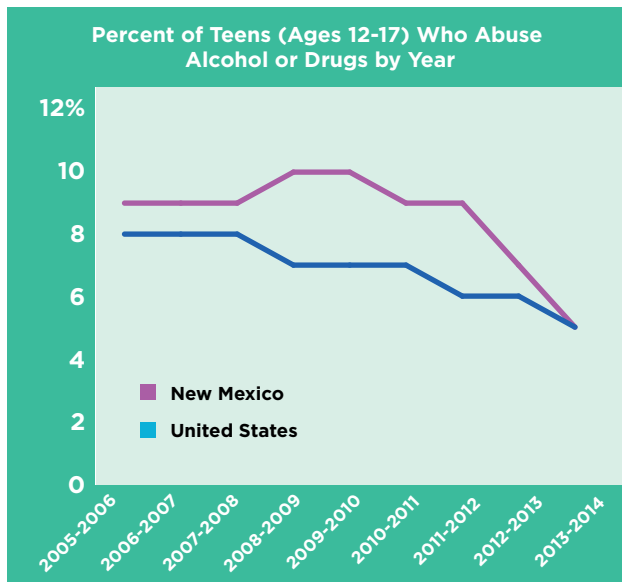


POLICY SOLUTIONS FOR ADDRESSING TEEN ALCOHOL AND DRUG ABUSE

- Expand funding and support for school-based health centers so students have access to physical and mental health services they might not otherwise get, including confidential and developmentally appropriate behavioral health services in a safe, accessible place.
- Expand mental health programs for children, youth and families.
- Support the creation of and funding for county and tribal health councils in order to better reach young people who are attempting to self-medicate an untreated mental health problem with alcohol and drugs.
- Fund drug and alcohol rehabilitation services for youth, especially at an early intervention stage—as opposed to incarcerating youth for alcohol-related offenses—to help prevent further problems and reduce high rates of recidivism.

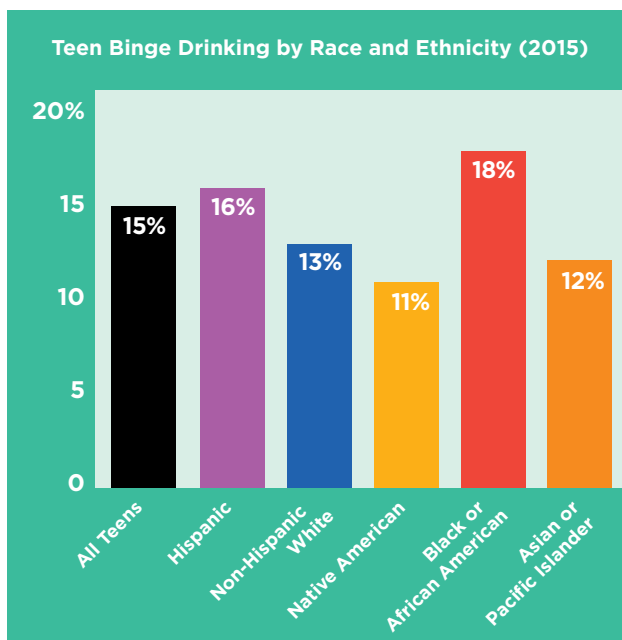
Teens who abuse alcohol or drugs are more likely to be convicted of a crime, drive under the influence, do poorly in school, drop out of school, or become teen parents.

TRENDS



Source: National Survey on Drug Use and Health 2005-06 to 2013-2014, Substance Abuse and Mental Health Services Administration

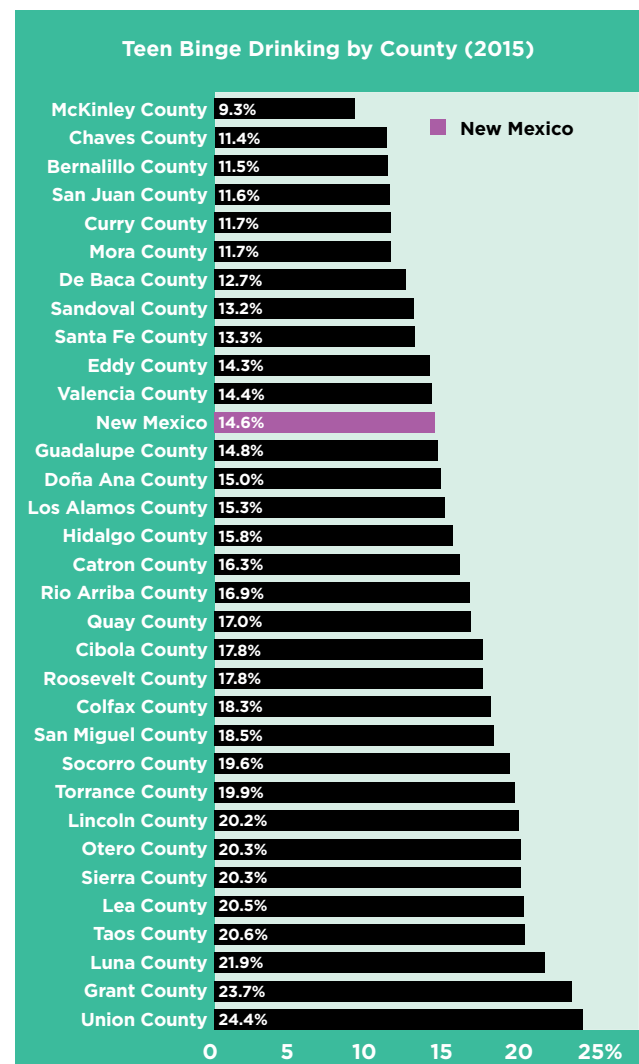
RACE AND ETHNICITY



Source: New Mexico Youth Risk and Resiliency Survey (YRRS), 2015.

Note: Binge drinking is different from overall drug and alcohol abuse and is defined as having had five or more drinks of alcohol in a row, within a couple of hours, on one or more of the 30 days prior to taking the YRRS.

RANKINGS



Source: New Mexico Youth Risk and Resiliency Survey (YRRS), 2015.

Note: Harding County is not listed because no data were available.

Family and Community:

CHILDREN IN SINGLE-PARENT FAMILIES

THE EXTENT OF THE PROBLEM

Forty-one percent of New Mexico children live with a single parent. New Mexico's rate is much higher than the national average of 35 percent, and it ranks us 46th among the states on this measure. Single-parent families tend to have lower incomes and less access to employer-sponsored benefits like health insurance and paid days off than do two-parent households. Parents in single-parent families (who are often headed by single mothers) may have to work two jobs or overtime hours just to provide basic necessities for their families, and may have trouble affording enriching experiences for their children like high-quality child care, which costs more than attending college in New Mexico. Although children can be better off without a problem parent in the household, children in single-parent families often have less access to emotional supports and economic resources than do children in two-parent families. Children of color are more likely to live in single-parent households, with 43 percent of the state's Hispanic children and 67 percent of Native American children in New Mexico living in single-parent families.

TRACKING CHANGE

The rate of children living in single-parent families improved from 43 percent in 2013 to 41 percent in 2014 and 2015—a difference of 17,000 children. In fact, the rate in New Mexico has continued to improve since 2012. Rates of children living in single-parent families have improved for both Hispanic and Native American children in New Mexico in both the short- and long-term. However, the overall rate is still slightly higher than the 40 percent rate that New Mexico saw in 2008. This long-term worsening of the rate of New Mexico children living in single-parent families mirrors a national trend, though it is particularly problematic in New Mexico because so many of our children already live in poverty, are food insecure, and face many educational and health challenges. Two-generation approaches that create opportunities simultaneously for both parents and children—and in doing so address both groups' needs—are crucial for improving indicators like this one.

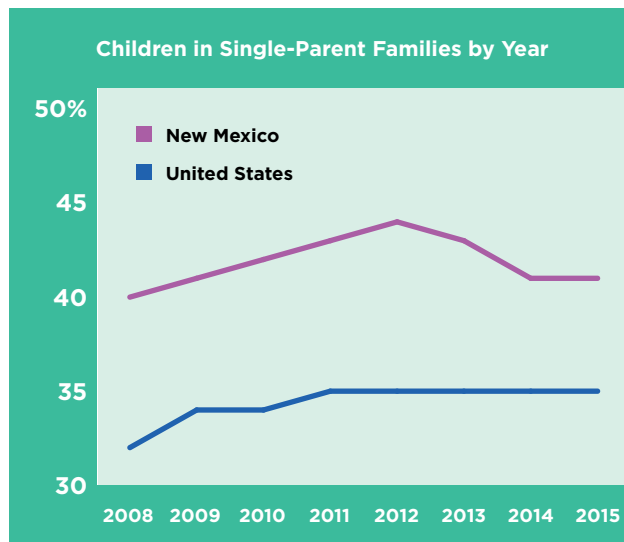
POLICY SOLUTIONS FOR ADDRESSING CHILDREN IN SINGLE-PARENT FAMILIES

- Expand funding for home visiting programs, especially for teen parents. Home visiting provides parents with early emotional support, parenting skills, developmentally appropriate activities, and aid in accessing community economic, health, and educational resources.
- Restore eligibility for child care assistance to twice the federal poverty level, so greater numbers of low-income families headed by single parents can afford child care. As most single parents work, child care for them is a necessity.
- Expand funding for mentorship and other pregnancy prevention programs for teens. Mentorship programs can help young women delay child bearing until they are older by fostering self-confidence and helping them work toward a future career.
- Support career pathways approaches that better align adult education with post-secondary education opportunities and industry needs while providing a clearer ladder to economic self-sufficiency.
- Maintain current Medicaid eligibility for family planning services.



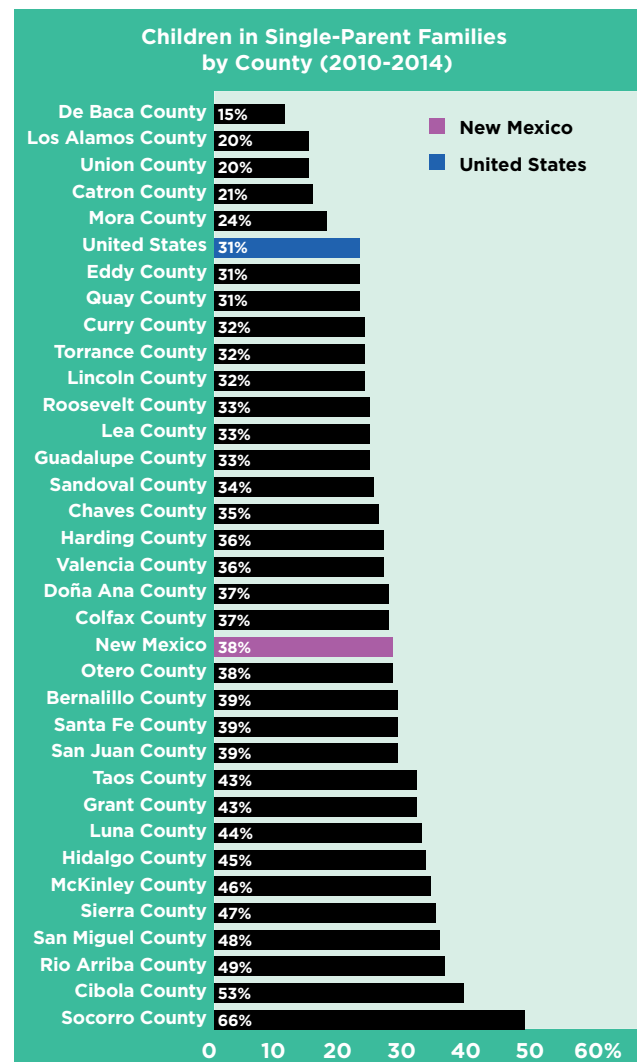
Single-parent families tend to have lower incomes and less access to employer-sponsored benefits like health insurance and paid days off than do two-parent households.

TRENDS



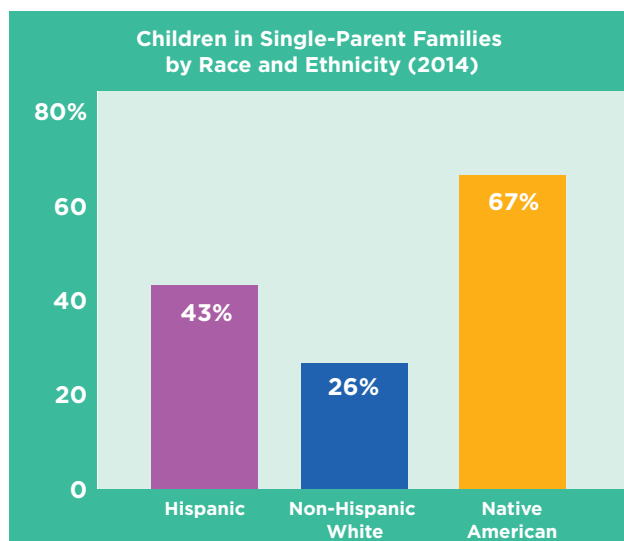
Source: U.S. Census Bureau, American Community Surveys, 2008 through 2015, Table B09002

RANKINGS



Source: U.S. Census Bureau, American Community Survey, 2010-2014, Table B09002

RACE AND ETHNICITY



Source: Population Reference Bureau analysis of U.S. Census Bureau, American Community Survey Supplementary Survey data from 2014.

Note: Estimates for other races and ethnicities suppressed because the confidence interval around the percentage is greater than or equal to 10 percentage points.

Family and Community: PARENTS WITHOUT A HIGH SCHOOL DIPLOMA

THE EXTENT OF THE PROBLEM

In 2014, 18 percent of New Mexico children—or 89,000 New Mexico kids—lived in families where the head of the household lacked a high school diploma. These numbers rank New Mexico 47th in the nation on this indicator. Rates were higher among children of color, with 24 percent of the state's Hispanic children and 19 percent of Native American children in New Mexico living in families in which the household head lacked a diploma. Parents with higher levels of education are more likely to be employed, to have higher incomes, to have access to a full range of employer health and leave benefits (that also benefit their families), and to be able to afford high-quality child care and other enriching opportunities for their children. Research shows that because of these and other factors, the educational level of a parent—especially the education level of a mother—is a strong predictor of how far a child will go in school. Two-generation approaches that create opportunities simultaneously for both parents and children—and in doing so address both groups' needs—are crucial for improving this indicator.

POLICY SOLUTIONS TO INCREASE THE NUMBER OF PARENTS EARNING A HIGH SCHOOL DIPLOMA

- Expand access to high school equivalency programs, adult basic education, post-secondary education, and job training through a career pathways approach.
- Provide need-based financial assistance for low-income and low-skilled adults seeking entry into these programs. Need-based financial aid is vital for returning students because they do not qualify for the lottery scholarship and may have a family to support while they advance their education.
- Expand funding and access for English as a Second Language (ESL) classes to help parents increase their levels of education that, in turn, has a positive impact on their children. Children whose parents do not speak English fluently can be disadvantaged when seeking assistance with their schoolwork and getting a parent involved in advocating for their children.

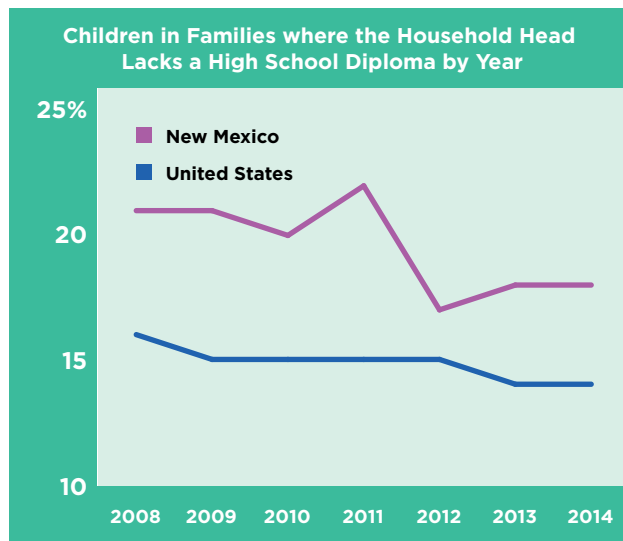
TRACKING CHANGE

Though New Mexico saw no gains in this indicator from 2013 to 2014, the rate of children whose parents lack a high school diploma has been decreasing in New Mexico and nationwide since 2008. In fact, from 2008 to 2014, the rate of children living in families headed by a parent without a high school diploma improved from 21 percent to 18 percent. In New Mexico, the biggest improvements in this indicator since 2008 have been among Hispanic and Native American children.



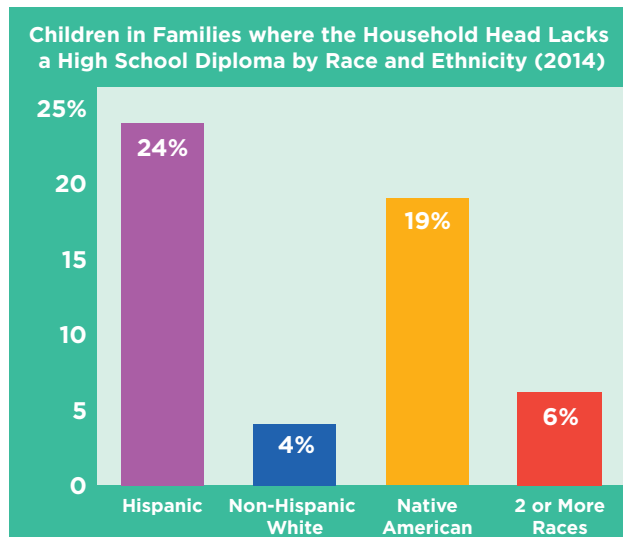
The educational level of a parent—especially the education level of a mother—is a strong predictor of how far a child will go in school.

TRENDS



Source: Population Reference Bureau analysis of U.S. Census Bureau, American Community Survey, 2008-2014

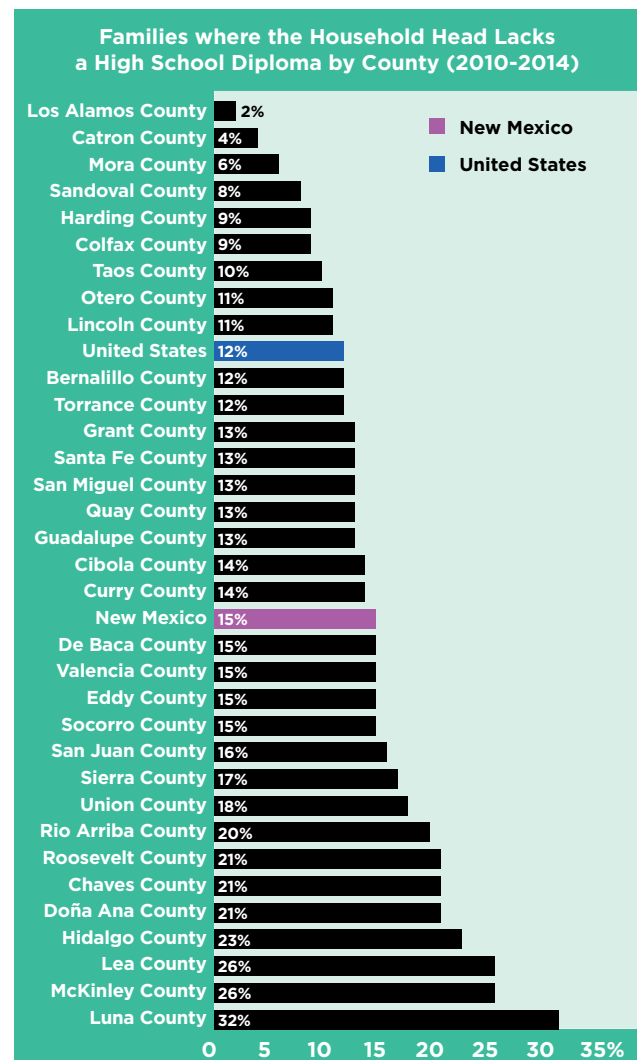
RACE AND ETHNICITY



Source: Population Reference Bureau analysis of U.S. Census Bureau, American Community Survey, 2014.

Note: Estimates for other races and ethnicities suppressed because the confidence interval around the percentage is greater than or equal to 10 percentage points.

RANKINGS



Source: U.S. Census Bureau, American Community Survey, 2010-2014, Table B17018

Family and Community:

HIGH-POVERTY AREAS

THE EXTENT OF THE PROBLEM

Twenty-six percent of New Mexico children live in high-poverty areas, which are areas where the overall poverty rate is 30 percent or higher. New Mexico's rate is much higher than the national average of 14 percent, and ranks our state 49th in the nation on this indicator. Regardless of their own family's income, children who grow up in neighborhoods where poverty rates are high are more likely to be exposed to drugs and be victims of violent crime. They are less likely to have access to fresh, healthy food, adequate high-quality housing, and community resources like great schools and safe places to play. Studies show that children in high-poverty areas are more likely to start school behind and will need more individual attention. All of these factors can negatively impact their health and development. Native American children in New Mexico are most likely to live in high-poverty areas (at 64 percent), followed by Hispanic children (at 28 percent). Non-Hispanic White children in New Mexico are least likely to live in high-poverty areas (10 percent).

TRACKING CHANGE

While most states and the nation as a whole have continued to recover from the Great Recession, New Mexico's economic recovery has flat-lined, and that fact is especially apparent in how we fare on poverty-related indicators. The number of children living in areas of concentrated poverty has been increasing steadily over time. Between 2013 and 2014, 10,000 more New Mexico kids fell into this category, and 35,000 more New Mexico children lived in high-poverty areas in 2014 than did in 2010. Though rates have increased among all racial and ethnic groups of children since 2010, rates have worsened most significantly among Native American and Hispanic children in New Mexico.

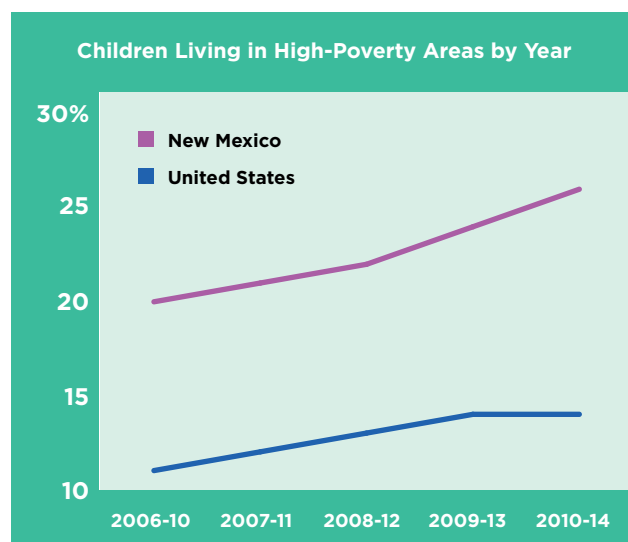
POLICY SOLUTIONS TO ADDRESSING HIGH-POVERTY AREAS

- Increase access to affordable housing in safe areas with prospects of work for low-income families, especially families of color. One way to do this is to create or expand incentives for developers to build mixed-income housing developments.
- Promote community change efforts that integrate physical revitalization with human capital development. Combining investment in early childhood care and education programs for children with workforce development and asset-building activities for parents can benefit lower-income families.
- Increase funding for Individual Development Accounts (IDAs), which help parents and children save money for buying a home or paying for college. Children in families who own a home do better in school, and families feel more invested in their neighborhoods.
- When possible, target school funding towards schools in high-poverty areas.
- Reduce class sizes for children in high-poverty areas.
- Enact targeted economic development initiatives to communities that need them most and require accountability for tax breaks to corporations so that tax benefits are only received if corporations create quality jobs with decent wages and benefits for New Mexico residents. Tax breaks that do not create jobs should be repealed so the state can invest more money in support services for our children.
- Target WIOA (Workforce Innovation and Opportunity Act) and TANF (Temporary Assistance for Needy Families) funds to support education and job training programs that help parents increase their educational attainment and workforce skills that create pathways out of poverty.



Children raised in high-poverty areas are more likely to be exposed to drugs and be victims of violent crime. They have less access to healthy food, adequate housing, and community resources.

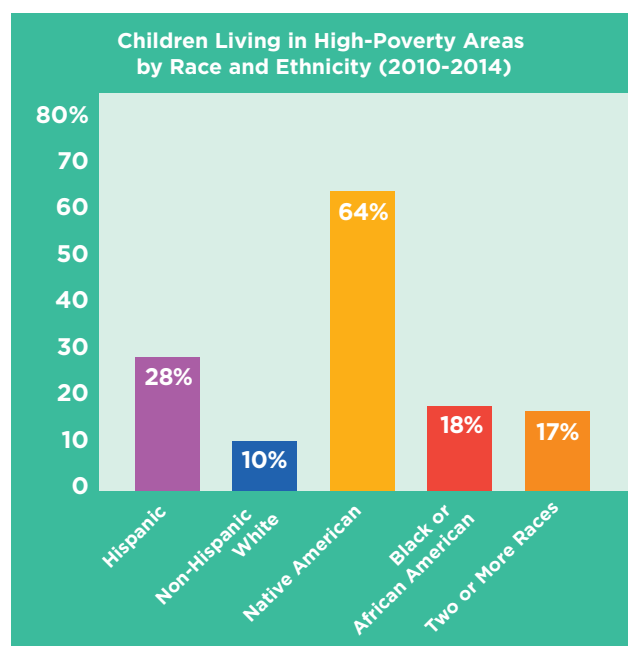
TRENDS



Source: U.S. Census Bureau, American Community Survey 5-year summary files released from 2008 to 2014.

Note: "High-poverty areas" are Census tracts with overall poverty rates greater than or equal to 30 percent.

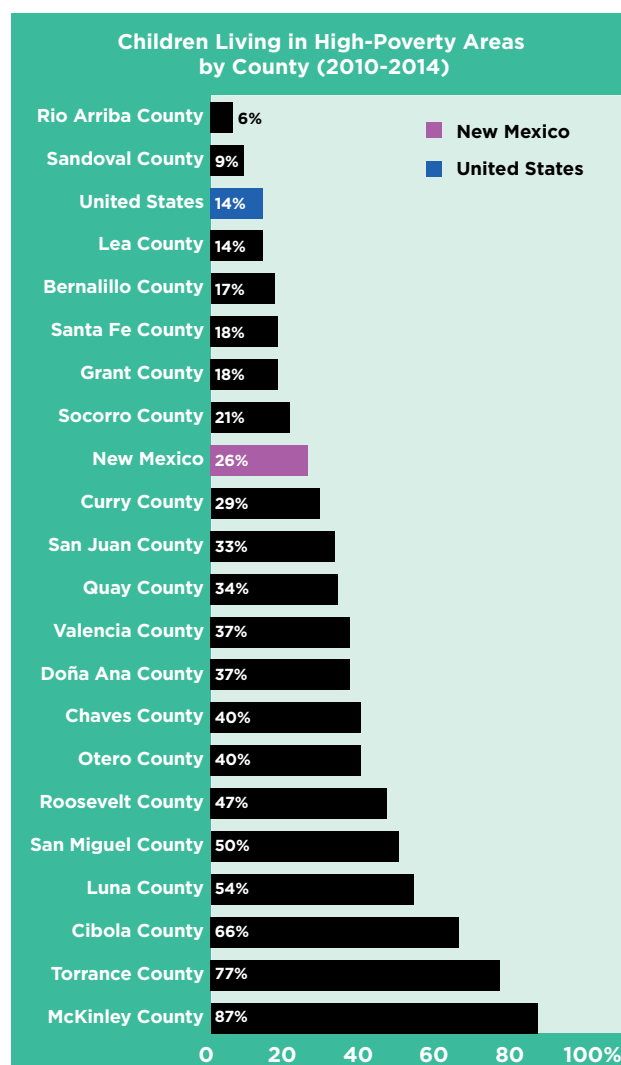
RACE AND ETHNICITY



Source: Population Reference Bureau analysis of U.S. Census Bureau, American Community Survey, 2010-2014.

Note: Estimates for other races and ethnicities suppressed because the confidence interval around the percentage is greater than or equal to 10 percentage points.

RANKINGS



Source: Population Reference Bureau analysis of U.S. Census Bureau, American Community Survey, 2010-2014.

Note: Catron, Colfax, De Baca, Eddy, Guadalupe, Harding, Hidalgo, Lincoln, Los Alamos, Mora, Sierra, Taos, and Union counties are estimated to have zero Census tracts where poverty is more than 30 percent.

Family and Community: TEEN BIRTH RATE

THE EXTENT OF THE PROBLEM

The teen birth rate is the number of births per 1,000 females ages 15 to 19. In New Mexico this rate is 38—higher than the U.S. average of 24 per 1,000 female teens, ranking New Mexico 46th among the states on this measure. Teen births are associated with negative impacts for both mothers and children. Teen mothers are less likely to graduate high school, to receive adequate prenatal care, and to be economically secure. Babies born to teen mothers are more likely to be born at a low birthweight, to be malnourished, to face developmental delays, to do poorly in school, to become teen parents themselves, and to live in poverty. Far from being an isolated issue, teen births affect the well-being of mothers, children, and society as a whole. Teen birth rates are lower among New Mexico's non-Hispanic White, African American, and Asian populations, and higher among Hispanics and Native Americans.

TRACKING CHANGE

Following a national trend, the teen birth rate in New Mexico has improved significantly over time, going from 61 per 1,000 female teens in 2008 to 38 per 1,000 in 2014. This represents a 44 percent improvement, and it moved New Mexico from 49th to 46th among the states on this indicator. Teen birth rates have improved across all races and ethnicities, but have improved most dramatically among Hispanics and Native Americans in New Mexico.

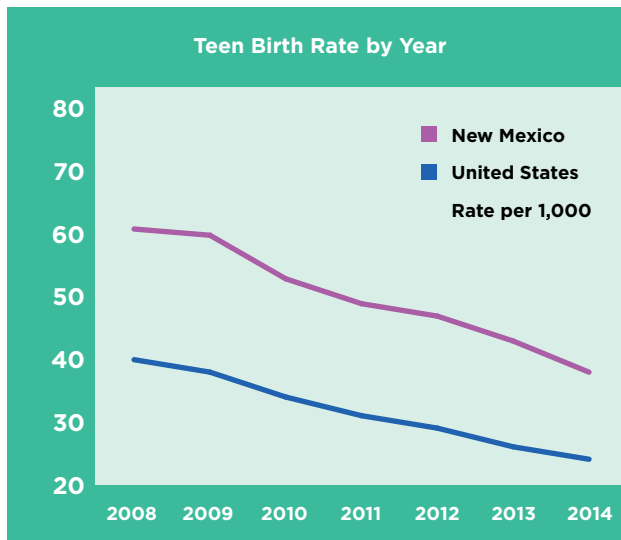
POLICY SOLUTIONS FOR LOWERING THE TEEN BIRTH RATE

- Increase funding for teen pregnancy prevention and support programs to help at-risk young women avoid pregnancy, and see alternative opportunities for their future. Parenting support programs such as home visiting also help young mothers delay second pregnancies, improve their parenting, get a high school diploma, and access community supports.
- Expand funding and support for school-based health centers. Students reaching sexual maturity need access to health professionals to help them make informed decisions.
- Expand evidence-based, age-appropriate sex education to help youth avoid pregnancy, and defund abstinence-only programs.
- Fund service learning programs that provide students with civic engagement and work-related experience and have been linked to decreases in teen pregnancy rates.
- Support the creation of and funding for county and tribal health councils in order to better integrate health care with social, emotional, behavioral and cognitive development for teens.



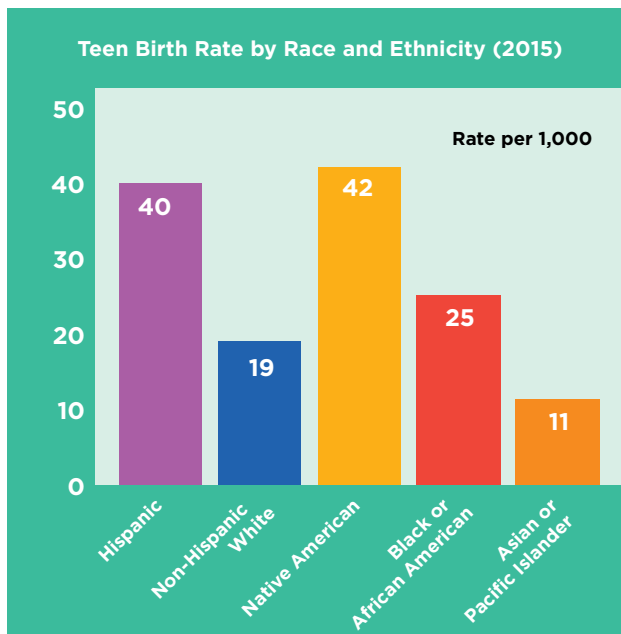
Teen mothers are less likely to graduate high school, to receive adequate prenatal care, and to be economically secure. Their children are more likely to do poorly in school, to become teen parents themselves, and to live in poverty.

TRENDS



Source: Population Reference Bureau analysis of Centers for Disease Control and Prevention, National Center for Health Statistics VitalStats birth data from 2008 through 2014

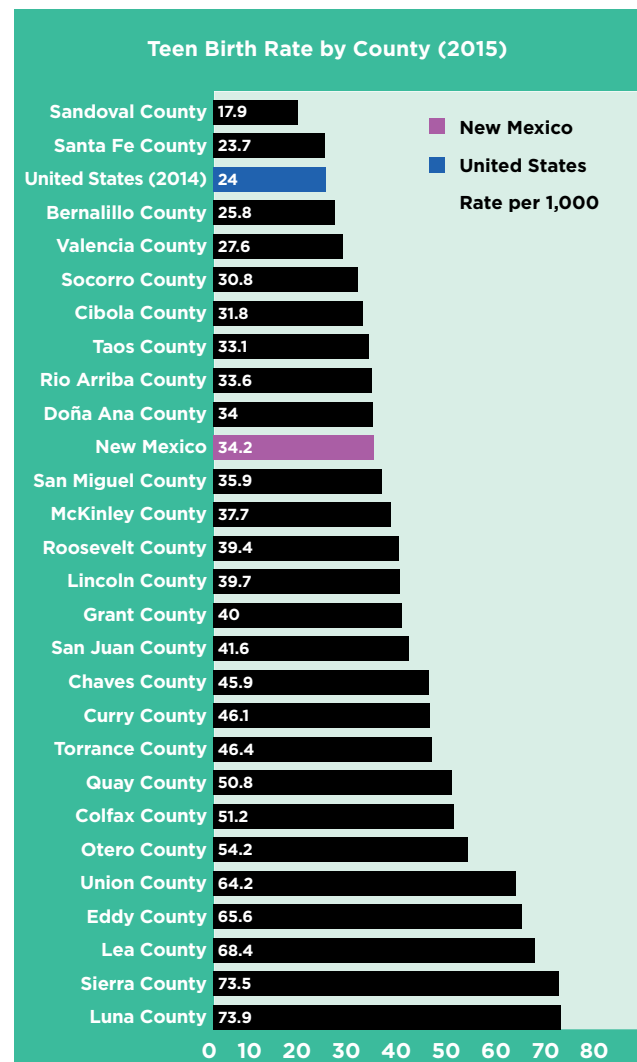
RACE AND ETHNICITY



Source: New Mexico Department of Health, Indicator-Based Information System for Public Health (IBIS). Retrieved November 10, 2016 from <http://ibis.health.state.nm.us>.

Note: Data for other races and ethnicities suppressed due to small numbers of cases

RANKINGS



Source: New Mexico Department of Health, Indicator-Based Information System for Public Health (IBIS). Retrieved November 10, 2016 from <http://ibis.health.state.nm.us>

Note: Rates of zero teen births were reported in De Baca and Harding counties. The rate for certain counties is suppressed by the NM Dept. of Health because the observed number of events is very small and not appropriate for publication. For survey queries, rates calculated from fewer than 50 survey responses are suppressed. For this measure, teen birth rates for Catron, Guadalupe, Hidalgo, Los Alamos, and Mora counties are suppressed.



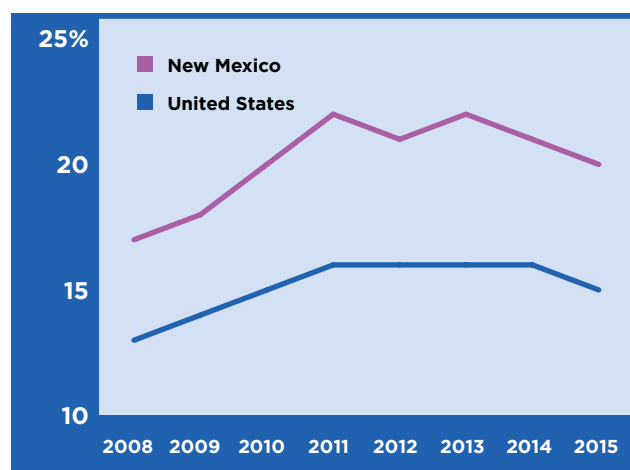


Laying the foundation for a prosperous future for our state requires us to ensure that we adequately prepare all of our children to become thriving, contributing members of our communities.

Economic Well-Being: INCOME AND POVERTY

NEW MEXICANS (ALL AGES) LIVING IN POVERTY BY YEAR (2008-2015)

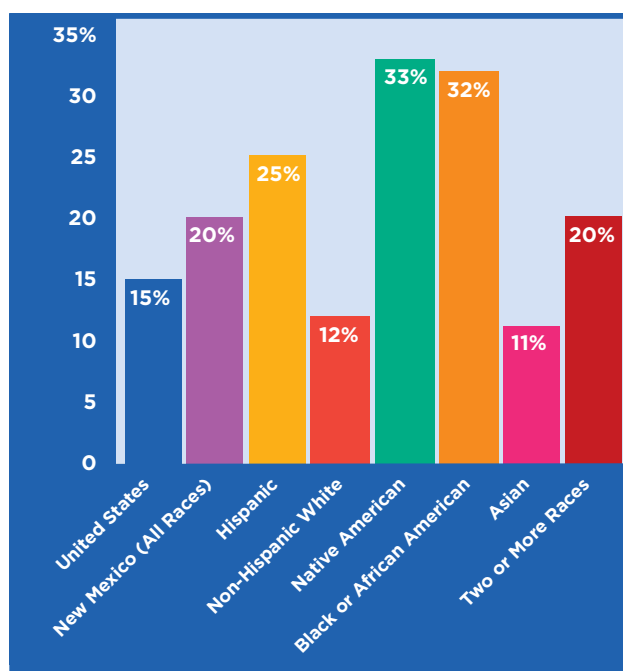
One in five New Mexicans lives in poverty—earning just \$24,250 for a family of four in 2015. New Mexico has the next-to-worst poverty rate in the nation. This rate has continued to climb since 2008 and is much higher than the U.S. average.



Source: U.S. Census Bureau, American Community Surveys from 2008 to 2015, Table S1701

NEW MEXICANS (ALL AGES) LIVING IN POVERTY BY RACE AND ETHNICITY (2015)

The rates of poverty among most populations of color such as Hispanics, Native Americans, and African Americans, are considerably higher than those of non-Hispanic Whites.



Source: U.S. Census Bureau, American Community Survey, 2015, Table S1701

SELECTED INDICATORS OF ECONOMIC WELL-BEING BY COUNTY (2010-2014)

The overall median household income in New Mexico is about 16 percent lower than the national average. However, median household income fluctuates widely by county, with three counties—Lea, Sandoval and, most notably, Los Alamos—having higher rates than the national average. These differences are related in large part to the kinds of industries and employers there. While median incomes rose from 2014 to 2015 in both the U.S. and in New Mexico, gains averaged more than \$2,000 for the rest of the nation, while New Mexico saw an average increase of less than \$600 in median income.



Location	Median Household Income	Poverty Rate (All Ages)
United States	\$53,482	16%
New Mexico	\$44,968	21%
Bernalillo County	\$48,390	19%
Catron County	\$39,342	25%
Chaves County	\$40,541	22%
Cibola County	\$36,279	29%
Colfax County	\$35,189	19%
Curry County	\$40,318	20%
De Baca County	\$37,961	22%
Doña Ana County	\$38,426	28%
Eddy County	\$51,303	13%
Grant County	\$38,923	20%
Guadalupe County	\$27,957	15%
Harding County	\$31,500	18%
Hidalgo County	\$35,048	23%
Lea County	\$55,248	16%
Lincoln County	\$41,710	16%
Los Alamos County	\$105,989	6%
Luna County	\$28,489	30%
McKinley County	\$29,812	37%
Mora County	\$24,425	22%
Otero County	\$40,614	22%
Quay County	\$29,042	20%
Rio Arriba County	\$38,635	23%
Roosevelt County	\$36,567	28%
San Juan County	\$48,824	22%
San Miguel County	\$28,292	29%
Sandoval County	\$57,092	15%
Santa Fe County	\$52,958	17%
Sierra County	\$28,855	18%
Socorro County	\$33,570	25%
Taos County	\$35,823	24%
Torrance County	\$34,720	29%
Union County	\$36,176	14%
Valencia County	\$42,012.00	25%

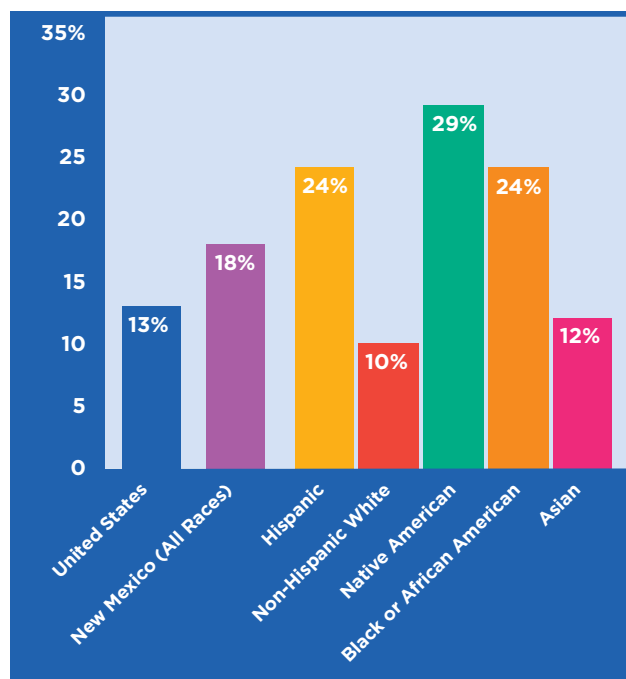
Sources: U.S. Census Bureau, American Community Survey, 2010-2014, Table B19013 (median income) and Table S1701 (poverty).

Economic Well-Being:

FOOD INSECURITY

HOUSEHOLDS RECEIVING SNAP ASSISTANCE BY RACE AND ETHNICITY (2015)

The percentage of households receiving Supplemental Nutrition Assistance Program (SNAP) benefits is a key indicator of food insecurity, and New Mexico's high SNAP recipient percentages reflect our state's major challenges around food insecurity. New Mexico has a higher hunger rate, food insecurity rate, and SNAP reciprocity rate than the U.S. average, and SNAP rates are highest among Native Americans.



Source: U.S. Census Bureau, American Community Survey, 2015, Tables B22003, B22005B, B22005C, B22005D, B22005H, and B22005I

HOUSEHOLDS RECEIVING SNAP ASSISTANCE BY COUNTY (2010-2014)

Location	Percentage
United States	13%
New Mexico	15%
Bernalillo County	14%
Catron County	9%
Chaves County	19%
Cibola County	22%
Colfax County	14%
Curry County	16%
De Baca County	13%
Doña Ana County	19%
Eddy County	13%
Grant County	18%
Guadalupe County	20%
Harding County	11%
Hidalgo County	22%
Lea County	13%
Lincoln County	14%
Los Alamos County	2%
Luna County	26%
McKinley County	23%
Mora County	20%
Otero County	17%
Quay County	18%
Rio Arriba County	16%
Roosevelt County	17%
San Juan County	14%
San Miguel County	21%
Sandoval County	12%
Santa Fe County	10%
Sierra County	17%
Socorro County	24%
Taos County	17%
Torrance County	19%
Union County	9%
Valencia County	20%

Source: U.S. Census Bureau, American Community Survey, 2010-2014, Table DP03

Economic Well-Being:

TRIBAL AREAS

SELECTED INDICATORS OF ECONOMIC WELL-BEING BY TRIBAL AREA (2010-2015)

Tribal areas in New Mexico generally fare worse in traditional measures of economic well-being than does the state as a whole. Median income in all but seven of the 23 tribal areas is lower than the state average, and all tribal areas have lower median incomes than the U.S. average. Interestingly, high median incomes do not translate to lower poverty rates in some of these pueblos, most notably Jemez and San Felipe.

Location	Median Household Income	Poverty Rate	
		All Ages	Child
United States	\$53,482.00	16%	22%
New Mexico	\$44,968.00	21%	29%
Acoma Pueblo	\$36,094.00	31%	41%
Cochiti Pueblo	\$48,264.00	20%	32%
Isleta Pueblo	\$39,229.00	22%	28%
Jemez Pueblo	\$46,696.00	27%	42%
Jicarilla Apache	\$39,688.00	24%	29%
Laguna Pueblo	\$31,895.00	34%	51%
Mescalero Apache	\$33,125.00	43%	49%
Nambe Pueblo	\$51,250.00	13%	14%
Navajo	\$25,439.00	43%	53%
Ohkay Owingeh Pueblo	\$36,292.00	25%	25%
Picuris Pueblo	\$30,875.00	22%	28%
Pojoaque Pueblo	\$53,281.00	15%	19%
Sandia Pueblo	\$38,750.00	28%	38%
San Felipe Pueblo	\$45,556.00	31%	37%
San Ildefonso Pueblo	\$46,875.00	14%	23%
Santa Ana Pueblo	\$48,594.00	13%	15%
Santa Clara Pueblo	\$40,563.00	25%	40%
Santo Domingo Pueblo	\$40,846.00	35%	35%
Taos Pueblo	\$36,111.00	21%	34%
Tesuque Pueblo	\$41,563.00	22%	35%
Zia Pueblo	\$38,750.00	28%	27%
Zuni Pueblo	\$30,169.00	40%	47%

Source: U.S. Census Bureau, American Community Survey, 2010-2014, Tables DP03, B19013, and B17020.

Note: Only data for tribal residents living on New Mexico reservation land are included, and data include off-reservation lands held in trusts.

Education:

ENROLLMENT

TOTAL ENROLLMENT AND PERCENTAGE OF STUDENTS ELIGIBLE FOR FREE OR REDUCED-PRICE MEALS BY PUBLIC SCHOOL DISTRICT

Students qualify for free meals if their families live at or below 130 percent of the federal poverty level (\$26,117 for a family of three in the 2015-2016 school year) and reduced-price meals if their families live at or below 185 percent of the federal poverty level (\$37,167 for a family of three). Children in these families are considered low-income, and they make up a large portion of the students in New Mexico. In fact, New Mexico has the second highest rate (67 percent) in the nation of public school students who qualify for free or reduced-price lunches.



School District	Total Enrollment (2015-2016)	Students Eligible for Free/Reduced-Price Meals (2013-2014)
Alamogordo Public Schools	5,759	61%
Albuquerque Public Schools	90,237	63%
Animas Public Schools	152	64%
Artesia Public Schools	3,887	47%
Aztec Municipal Schools	3,215	54%
Belen Consolidated Schools	4,007	75%
Bernalillo Public Schools	2,956	79%
Bloomfield Municipal Schools	3,002	72%
Capitan Municipal Schools	490	67%
Carlsbad Municipal Schools	6,548	56%
Carrizozo Municipal Schools	144	91%
Central Consolidated Schools	6,006	77%
Chama Valley Independent Schools	379	74%
Cimarron Public Schools	445	66%
Clayton Public Schools	489	64%
Cloudcroft Municipal Schools	333	38%
Clovis Municipal Schools	8,190	61%
Cobre Consolidated Schools	1,194	75%
Corona Municipal Schools	78	73%
Cuba Independent Schools	530	77%
Deming Public Schools	5,377	79%
Des Moines Municipal Schools	93	63%
Dexter Consolidated Schools	954	76%
Dora Consolidated Schools	256	48%
Dulce Independent Schools	684	76%
Elida Municipal Schools	115	61%
Española Municipal Schools	3,893	71%
Estancia Municipal Schools	654	78%
Eunice Municipal Schools	762	59%

School District	Total Enrollment (2015-2016)	Students Eligible for Free/Reduced-Price Meals (2013-2014)	School District	Total Enrollment (2015-2016)	Students Eligible for Free/Reduced-Price Meals (2013-2014)
Farmington Municipal Schools	11,386	51%	Mosquero Municipal Schools	43	49%
Floyd Municipal Schools	206	76%	Mountainair Public Schools	235	81%
Fort Sumner Municipal Schools	294	55%	Pecos Independent Schools	583	74%
Gadsden Independent Schools	13,403	93%	Peñasco Independent Schools	334	86%
Gallup-McKinley County Schools	11,313	84%	Pojoaque Valley Public Schools	1,885	66%
Grady Municipal Schools	114	53%	Portales Municipal Schools	2,744	64%
Grants-Cibola County Schools	3,695	75%	Quemado Independent Schools	123	83%
Hagerman Municipal Schools	452	81%	Questa Independent Schools	403	81%
Hatch Valley Municipal Schools	1,267	95%	Raton Public Schools	941	73%
Hobbs Municipal Schools	9,757	64%	Reserve Independent Schools	128	82%
Hondo Valley Public Schools	135	87%	Rio Rancho Public Schools	16,697	43%
House Municipal Schools	61	35%	Roswell Independent Schools	10,170	73%
Jal Public Schools	464	54%	Roy Municipal Schools	43	50%
Jemez Mountain Public Schools	266	86%	Ruidoso Municipal Schools	1,952	69%
Jemez Valley Public Schools	408	86%	San Jon Municipal Schools	135	60%
Lake Arthur Municipal Schools	103	88%	Santa Fe Public Schools	13,332	69%
Las Cruces Public Schools	23,970	60%	Santa Rosa Consolidated Schools	623	83%
Las Vegas City Public Schools	1,630	72%	Silver City Consolidated Schools	2,869	55%
Logan Municipal Schools	299	50%	Socorro Consolidated Schools	1,733	74%
Lordsburg Municipal Schools	482	72%	Springer Municipal Schools	152	78%
Los Alamos Public Schools	3,547	11%	Taos Municipal Schools	2,843	65%
Los Lunas Public Schools	8,308	70%	Tatum Municipal Schools	356	48%
Loving Municipal Schools	574	90%	Texico Municipal Schools	523	60%
Lovington Public Schools	3,657	56%	Truth or Consequences Schools	1,272	85%
Magdalena Municipal Schools	348	82%	Tucumcari Public Schools	937	83%
Maxwell Municipal Schools	108	70%	Tularosa Municipal Schools	907	71%
Melrose Public Schools	205	44%	Vaughn Municipal Schools	74	79%
Mesa Vista Consolidated Schools	317	78%	Wagon Mound Public Schools	55	86%
Mora Independent Schools	429	83%	West Las Vegas Public Schools	1,551	82%
Moriarty Municipal Schools	2,515	60%	Zuni Public Schools	1,274	87%

Source: New Mexico Public Education Department, "Enrollment by District by School for Public and Charter Schools 2015-2016" and "Free and Reduced Eligible October 2013 (SY2014)." Retrieved November, 2016 from <http://www.ped.state.nm.us/it/schoolfactsheets.html>

Note: Only kindergarten through 12th grade enrollment data are included in these counts. Public Education Department pre-K enrollment is not included.

Education:

READING AND MATH PROFICIENCY

STUDENTS MEETING OR EXCEEDING EXPECTATIONS ON NEW MEXICO'S PARCC ENGLISH LANGUAGE ARTS AND MATHEMATICS ASSESSMENTS BY PUBLIC SCHOOL DISTRICT (2015-2016)

Twenty-seven percent of New Mexico students met or exceeded expectations in English Language Arts in the 2015-2016 school year, and 20 percent of New Mexico students met or exceeded expectations in math. The results published here are the second year of results from New Mexico's Partnership for Assessment of Readiness for College and Careers (PARCC) assessment and cannot be compared to results from the previous test (SBA) used by PED to measure proficiencies. The scores listed here are composite scores for all grades in which the PARCC tests are administered; scores by grade level are not available for the 2015-2016 year. The PARCC English Language Arts assessments are administered in grades 3-11; the PARCC mathematics assessments are administered in grades 3-8. The PARCC tests were developed to attempt to measure the full extent to which students are demonstrating mastery of the New Mexico Common Core State Standards (NMCCSS) and were first implemented in the 2014-2015 school year.

School District	Percent Meeting or Exceeding Expectations	
	English Language Arts	Mathematics
New Mexico	27%	20%
Alamogordo Public Schools	35%	27%
Albuquerque Public Schools	28%	21%
Animas Public Schools	43%	≥ 31%
Artesia Public Schools	35%	27%
Aztec Municipal Schools	28%	21%
Belen Consolidated Schools	20%	≥ 14%
Bernalillo Public Schools	20%	10%
Bloomfield Municipal Schools	18%	11%
Capitan Municipal Schools	41%	≥ 19%
Carlsbad Municipal Schools	24%	≥ 16%
Carrizozo Municipal Schools	14%	≤ 10%
Central Consolidated Schools	20%	≥ 12%
Chama Valley Independent Schools	≥ 26%	12%
Cimarron Public Schools	37%	≥ 19%
Clayton Public Schools	30%	≥ 27%
Cloudcroft Municipal Schools	59%	31%
Clovis Municipal Schools	27%	26%
Cobre Consolidated Schools	≥ 19%	12%
Corona Municipal Schools	≥ 49%	≥ 42%
Cuba Independent Schools	≥ 17%	NA
Deming Public Schools	14%	≥ 11%
Des Moines Municipal Schools	≥ 49%	≥ 45%
Dexter Consolidated Schools	≥ 18%	≥ 17%
Dora Consolidated Schools	53%	40%
Dulce Independent Schools	NA	3%
Elida Municipal Schools	≥ 30%	≥ 24%
Española Municipal Schools	16%	≥ 10%
Estancia Municipal Schools	≥ 24%	≥ 16%
Eunice Municipal Schools	≥ 19%	≥ 10%

School District	Percent Meeting or Exceeding Expectations	
	English Language Arts	Mathematics
Farmington Municipal Schools	36%	25%
Floyd Municipal Schools	25%	≥ 18%
Fort Sumner Municipal Schools	≥ 30%	≥ 27%
Gadsden Independent Schools	28%	24%
Gallup-McKinley County Schools	18%	≥ 12%
Grady Municipal Schools	≥ 52%	≥ 20%
Grants-Cibola County Schools	21%	≥ 13%
Hagerman Municipal Schools	NA	≥ 17%
Hatch Valley Municipal Schools	33%	17%
Hobbs Municipal Schools	23%	14%
Hondo Valley Public Schools	NA	NA
House Municipal Schools	≥ 29%	≥ 32%
Jal Public Schools	11%	NA
Jemez Mountain Public Schools	≥ 20%	12%
Jemez Valley Public Schools	≥ 11%	NA
Lake Arthur Municipal Schools	NA	≤ 12%
Las Cruces Public Schools	28%	19%
Las Vegas City Public Schools	22%	14%
Logan Municipal Schools	≥ 40%	≥ 29%
Lordsburg Municipal Schools	≥ 27%	≥ 21%
Los Alamos Public Schools	56%	53%
Los Lunas Public Schools	31%	20%
Loving Municipal Schools	NA	16%
Lovington Public Schools	23%	21%
Magdalena Municipal Schools	≥ 15%	12%
Maxwell Municipal Schools	≤ 21%	≤ 12%
Melrose Public Schools	52%	NA
Mesa Vista Consolidated Schools	≥ 12%	6%
Mora Independent Schools	NA	≥ 13%
Moriarty Municipal Schools	33%	20%

School District	Percent Meeting or Exceeding Expectations	
	English Language Arts	Mathematics
Mosquero Municipal Schools	≤ 62%	NA
Mountainair Public Schools	≥ 24%	≥ 7%
Pecos Independent Schools	≥ 23%	≥ 16%
Peñasco Independent Schools	≥ 18%	8%
Pojoaque Valley Public Schools	26%	≥ 13%
Portales Municipal Schools	30%	22%
Quemado Independent Schools	≥ 35%	≥ 21%
Questa Independent Schools	≥ 21%	NA
Raton Public Schools	19%	≥ 17%
Reserve Independent Schools	≥ 30%	≥ 31%
Rio Rancho Public Schools	38%	29%
Roswell Independent Schools	25%	21%
Roy Municipal Schools	NA	≤ 52%
Ruidoso Municipal Schools	27%	≥ 18%
San Jon Municipal Schools	≥ 40%	NA
Santa Fe Public Schools	25%	17%
Santa Rosa Consolidated Schools	32%	≥ 16%
Silver City Consolidated Schools	23%	18%
Socorro Consolidated Schools	19%	14%
Springer Municipal Schools	≥ 32%	≤ 6%
Taos Municipal Schools	28%	15%
Tatum Municipal Schools	31%	≥ 22%
Texico Municipal Schools	49%	≥ 30%
Truth or Consequences Schools	24%	≥ 20%
Tucumcari Public Schools	≥ 21%	18%
Tularosa Municipal Schools	≥ 18%	≥ 15%
Vaughn Municipal Schools	≥ 21%	NA
Wagon Mound Public Schools	≤ 28%	≤ 22%
West Las Vegas Public Schools	17%	13%
Zuni Public Schools	12%	6%

Source: New Mexico Public Education Department, "NM PARCC Proficiencies 2016." Retrieved November, 2016 from <http://ped.state.nm.us/ped/NMPARCCIndex.html>

Education:

ATTENDANCE

HABITUAL TRUANCY AND DROPOUT RATES BY PUBLIC SCHOOL DISTRICT (2014-2015)

New Mexico's habitually truant rate decreased from 16 percent in 2013-2014 to 14 percent in 2014-2015. However, many school districts in New Mexico have unacceptably high levels of habitual truancy, with at least one out of three students in the Belen, Bernalillo, Des Moines, Lake Arthur, Mountainair, and Taos school districts habitually truant. New Mexico's dropout rate remained constant at four percent from 2013-2014 to 2014-2015, though a handful of school districts such as Eunice, House, and Reserve have dropout rates at least twice the state average.

School District	Percent of Students Habitually Truant	Student Dropout Rate
New Mexico	14%	4%
Alamogordo Public Schools	3%	4%
Albuquerque Public Schools	14%	6%
Animas Public Schools	4%	0%
Artesia Public Schools	8%	3%
Aztec Municipal Schools	14%	3%
Belen Consolidated Schools	38%	4%
Bernalillo Public Schools	34%	5%
Bloomfield Municipal Schools	0%	3%
Capitan Municipal Schools	11%	1%
Carlsbad Municipal Schools	10%	6%
Carrizozo Municipal Schools	6%	3%
Central Consolidated Schools	22%	3%
Chama Valley Independent Schools	12%	1%
Cimarron Public Schools	14%	1%
Clayton Public Schools	4%	1%
Cloudcroft Municipal Schools	1%	0%
Clovis Municipal Schools	21%	3%
Cobre Consolidated Schools	15%	1%
Corona Municipal Schools	0%	0%
Cuba Independent Schools	27%	3%
Deming Public Schools	21%	5%
Des Moines Municipal Schools	49%	3%
Dexter Consolidated Schools	8%	2%
Dora Consolidated Schools	3%	0%
Dulce Independent Schools	32%	1%
Elida Municipal Schools	0%	0%
Española Municipal Schools	25%	7%
Estancia Municipal Schools	2%	3%
Eunice Municipal Schools	18%	8%
Farmington Municipal Schools	11%	3%
Floyd Municipal Schools	6%	0%
Fort Sumner Municipal Schools	2%	3%
Gadsden Independent Schools	18%	1%



School District	Percent of Students Habitually Truant	Student Dropout Rate
Gallup-McKinley County Schools	15%	7%
Grady Municipal Schools	1%	0%
Grants-Cibola County Schools	9%	4%
Hagerman Municipal Schools	17%	2%
Hatch Valley Municipal Schools	15%	3%
Hobbs Municipal Schools	6%	2%
Hondo Valley Public Schools	6%	5%
House Municipal Schools	10%	16%
Jal Public Schools	4%	0%
Jemez Mountain Public Schools	11%	2%
Jemez Valley Public Schools	20%	2%
Lake Arthur Municipal Schools	42%	6%
Las Cruces Public Schools	10%	2%
Las Vegas City Public Schools	17%	4%
Logan Municipal Schools	2%	1%
Lordsburg Municipal Schools	18%	2%
Los Alamos Public Schools	1%	1%
Los Lunas Public Schools	7%	2%
Loving Municipal Schools	9%	2%
Lovington Public Schools	0%	4%
Magdalena Municipal Schools	22%	3%
Maxwell Municipal Schools	0%	0%
Melrose Public Schools	0%	1%
Mesa Vista Consolidated Schools	5%	1%
Mora Independent Schools	0%	3%
Moriarty Municipal Schools	10%	3%
Mosquero Municipal Schools	4%	0%
Mountainair Public Schools	59%	3%

School District	Percent of Students Habitually Truant	Student Dropout Rate
Pecos Independent Schools	30%	5%
Peñasco Independent Schools	24%	1%
Pojoaque Valley Public Schools	15%	2%
Portales Municipal Schools	5%	3%
Quemado Independent Schools	9%	2%
Questa Independent Schools	0%	4%
Raton Public Schools	9%	3%
Reserve Independent Schools	18%	8%
Rio Rancho Public Schools	0%	1%
Roswell Independent Schools	8%	4%
Roy Municipal Schools	0%	0%
Ruidoso Municipal Schools	19%	2%
San Jon Municipal Schools	1%	2%
Santa Fe Public Schools	24%	5%
Santa Rosa Consolidated Schools	10%	3%
Silver City Consolidated Schools	23%	1%
Socorro Consolidated Schools	16%	6%
Springer Municipal Schools	12%	1%
Taos Municipal Schools	39%	3%
Tatum Municipal Schools	2%	2%
Texico Municipal Schools	4%	6%
Truth or Consequences Schools	17%	3%
Tucumcari Public Schools	8%	3%
Tularosa Municipal Schools	17%	2%
Vaughn Municipal Schools	4%	4%
Wagon Mound Public Schools	0%	0%
West Las Vegas Public Schools	22%	6%
Zuni Public Schools	21%	6%

Sources: New Mexico Public Education Department, "Habitual Truant Students by District and School Type, 2014-2015" and "2014-2015 Dropout Final Rates." Retrieved November, 2016 from <http://www.ped.state.nm.us/it/schoolfactsheets.html>

Note: According to the NM PED, "habitually truant" means a student who has accumulated the equivalent of ten or more unexcused absences within a school year. (Source: Title 6 Primary and Secondary Education, Chapter 10 Public School Administration--Procedural Requirements, Part 8 Compulsory School Attendance). The term "dropout" refers to a student that was enrolled during the previous school year, but is not enrolled at the beginning of the current school year, and does not meet any exclusionary conditions. Dropout rates are not related to cohort on-time graduation rates; and dropout rates and non-graduate rates are not equivalent and do not represent the same measure. In other words, if you subtract the rate of non-graduates from those who graduate on time, you do not get the same rate as the dropout rate. In addition, unlike on-time graduation rates, dropout rates are calculated each year.

Education:

GRADUATION RATES

HIGH SCHOOL GRADUATION RATES BY SELECTED STATUS AND PUBLIC SCHOOL DISTRICT (2014-2015)

Sixty-nine percent of New Mexico high school students graduate in four years, with graduation rates lower among English language learners and economically disadvantaged students (those that qualify for free or reduced-priced meals). New Mexico's overall graduation rate remained unchanged between the school year ending in 2014 and the one ending in 2015; though the rate got slightly better among economically disadvantaged students and worsened slightly for English language learners during that same time.



School District	Percent of Students Who Graduate in Four Years		
	All Students	Economically Disadvantaged Students	English Language Learners
New Mexico	69%	64%	64%
Alamogordo Public Schools	69%	55%	80%
Albuquerque Public Schools	62%	55%	53%
Animas Public Schools	98%	NA	NA
Artesia Public Schools	68%	50%	66%
Aztec Municipal Schools	77%	70%	68%
Belen Consolidated Schools	72%	76%	63%
Bernalillo Public Schools	68%	69%	69%
Bloomfield Municipal Schools	66%	61%	48%
Capitan Municipal Schools	82%	88%	NA
Carlsbad Municipal Schools	63%	50%	40%
Carrizozo Municipal Schools	94%	94%	NA
Central Consolidated Schools	72%	73%	72%
Chama Valley Independent Schools	98%	98%	98%
Cimarron Public Schools	77%	69%	NA
Clayton Public Schools	96%	89%	NA
Cloudcroft Municipal Schools	95%	81%	NA
Clovis Municipal Schools	77%	72%	73%
Cobre Consolidated Schools	92%	93%	NA
Corona Municipal Schools	98%	NA	NA
Cuba Independent Schools	59%	61%	54%
Deming Public Schools	66%	69%	67%
Des Moines Municipal Schools	NA	NA	NA
Dexter Consolidated Schools	68%	61%	74%
Dora Consolidated Schools	78%	81%	NA
Dulce Independent Schools	72%	72%	65%
Elida Municipal Schools	81%	NA	NA
Española Municipal Schools	62%	57%	66%
Estancia Municipal Schools	70%	65%	NA
Eunice Municipal Schools	70%	63%	NA

School District	Percent of Students Who Graduate in Four Years		
	All Students	Economically Disadvantaged Students	English Language Learners
Farmington Municipal Schools	72%	59%	64%
Floyd Municipal Schools	92%	97%	NA
Fort Sumner Municipal Schools	90%	89%	NA
Gadsden Independent Schools	81%	81%	81%
Gallup-McKinley County Schools	67%	65%	65%
Grady Municipal Schools	96%	NA	NA
Grants-Cibola County Schools	68%	71%	54%
Hagerman Municipal Schools	76%	76%	82%
Hatch Valley Municipal Schools	67%	69%	70%
Hobbs Municipal Schools	85%	77%	83%
Hondo Valley Public Schools	80%	80%	NA
House Municipal Schools	60%	55%	NA
Jal Public Schools	77%	70%	NA
Jemez Mountain Public Schools	93%	93%	89%
Jemez Valley Public Schools	90%	97%	NA
Lake Arthur Municipal Schools	68%	67%	NA
Las Cruces Public Schools	75%	64%	69%
Las Vegas City Public Schools	67%	51%	58%
Logan Municipal Schools	62%	82%	NA
Lordsburg Municipal Schools	61%	45%	73%
Los Alamos Public Schools	87%	84%	89%
Los Lunas Public Schools	76%	70%	79%
Loving Municipal Schools	89%	89%	83%
Lovington Public Schools	76%	69%	75%
Magdalena Municipal Schools	84%	84%	NA
Maxwell Municipal Schools	89%	NA	NA
Melrose Public Schools	84%	86%	NA
Mesa Vista Consolidated Schools	91%	91%	91%
Mora Independent Schools	77%	76%	59%
Moriarty Municipal Schools	70%	53%	62%

School District	Percent of Students Who Graduate in Four Years		
	All Students	Economically Disadvantaged Students	English Language Learners
Mosquero Municipal Schools	81%	NA	NA
Mountainair Public Schools	72%	77%	NA
Pecos Independent Schools	63%	64%	58%
Peñasco Independent Schools	80%	83%	92%
Pojoaque Valley Public Schools	77%	71%	73%
Portales Municipal Schools	82%	79%	70%
Quemado Independent Schools	92%	88%	NA
Questa Independent Schools	79%	79%	NA
Raton Public Schools	69%	69%	58%
Reserve Independent Schools	54%	NA	NA
Rio Rancho Public Schools	83%	70%	72%
Roswell Independent Schools	68%	66%	67%
Roy Municipal Schools	98%	NA	NA
Ruidoso Municipal Schools	70%	59%	69%
San Jon Municipal Schools	84%	NA	NA
Santa Fe Public Schools	67%	66%	56%
Santa Rosa Consolidated Schools	76%	78%	NA
Silver City Consolidated Schools	86%	83%	84%
Socorro Consolidated Schools	61%	60%	NA
Springer Municipal Schools	94%	95%	NA
Taos Municipal Schools	60%	56%	41%
Tatum Municipal Schools	80%	68%	NA
Texico Municipal Schools	98%	93%	NA
Truth or Consequences Schools	63%	66%	81%
Tucumcari Public Schools	60%	61%	58%
Tularosa Municipal Schools	81%	82%	NA
Vaughn Municipal Schools	68%	NA	NA
Wagon Mound Public Schools	60%	62%	60%
West Las Vegas Public Schools	69%	70%	74%
Zuni Public Schools	65%	67%	65%

Source: New Mexico Public Education Department, "Cohort of 2015 4-Year Graduation Rates." Retrieved November, 2016 from http://ped.state.nm.us/ped/Graduation_data.html

Health:

PRENATAL CARE

BIRTHS TO WOMEN RECEIVING NO PRENATAL CARE BY SELECTED STATUS AND COUNTY (2015)

The rates of women receiving no prenatal care while pregnant increased from 2014 to 2015. Rates are higher among teen mothers and among mothers with less than a high school diploma. Read this table as: "Of all mothers under the age of 20 who had a live birth, 3.8 percent of them received no prenatal care for that birth."

Location	Number of Live Births to Women Who Received No Prenatal Care	Percent of Women Who Received No Prenatal Care		
		All Live Births	Teen Mothers (Younger than Age 20)	Mothers with Less than a High School Diploma
New Mexico	978	3.8%	5.8%	6.3%
Bernalillo County	330	4.2%	6.1%	5.5%
Catron County	**	**	0.0%	0.0%
Chaves County	32	3.4%	4.6%	6.0%
Cibola County	18	5.2%	**	10.3%
Colfax County	9	6.6%	**	**
Curry County	11	1.2%	**	3.2%
De Baca County	0	0.0%	**	0.0%
Doña Ana County	120	4.2%	8.1%	8.9%
Eddy County	19	2.1%	**	3.1%
Grant County	**	**	**	**
Guadalupe County	**	**	0.0%	0.0%
Harding County	0	0.0%	**	
Hidalgo County	**	**	0.0%	**
Lea County	112	9.2%	12.2%	15.3%
Lincoln County	**	**	0.0%	0.0%
Los Alamos County	**	**	0.0%	0.0%
Luna County	22	5.2%	7.8%	5.3%
McKinley County	22	2.1%	3.6%	4.3%
Mora County	0	0.0%	0.0%	0.0%
Otero County	19	2.0%	**	4.8%
Quay County	4	4.8%	0.0%	**
Rio Arriba County	21	3.9%	**	6.4%
Roosevelt County	7	2.6%	**	**
San Juan County	51	2.8%	**	3.9%
San Miguel County	7	2.4%	**	**
Sandoval County	48	3.4%	6.1%	5.0%
Santa Fe County	27	2.2%	**	**
Sierra County	5	4.6%	**	16.0%
Socorro County	5	2.5%	**	**
Taos County	14	5.0%	**	18.8%
Torrance County	19	11.0%	**	15.6%
Union County	**	**	0.0%	**
Valencia County	43	5.1%	6.8%	6.8%

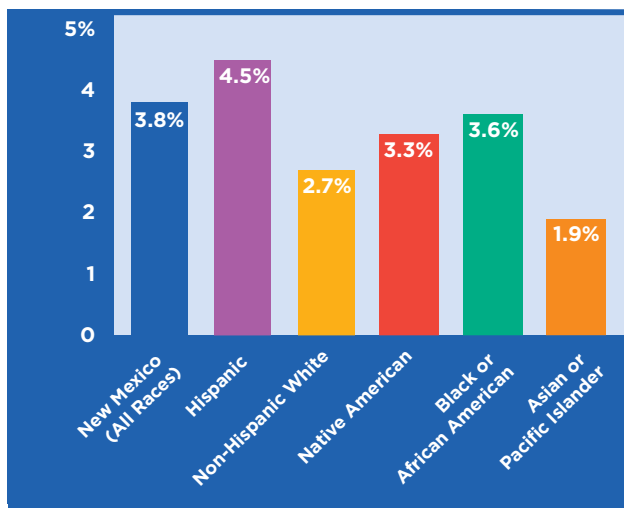
Source: New Mexico Department of Health, Bureau of Vital Records and Health Statistics. Retrieved from the NM DoH Indicator-Based Information System for Public Health (IBIS), November, 2016 from <http://ibis.health.state.nm.us>.

Note: Low birth counts may result in rates and percentages that are not indicative of the normal rate for that county and that may fluctuate widely over time due to random variation or chance. The rate for certain counties is suppressed by the NM Dept. of Health because the observed number of events is very small and not appropriate for publication, and for survey queries, rates calculated from fewer than 50 survey responses are suppressed. For this measure, suppressed rates for counties are designated by the ** symbol.

Hispanic and African American women in New Mexico are the least likely to receive prenatal care during pregnancy. Non-Hispanic White mothers in New Mexico are the most likely to receive prenatal care early on in pregnancy. Babies born to mothers who do not receive prenatal care or to those who receive prenatal care only late in pregnancy are more likely to be born at a low birthweight, to have complications during birth, and to die during or immediately following birth than those born to mothers who received comprehensive prenatal care.

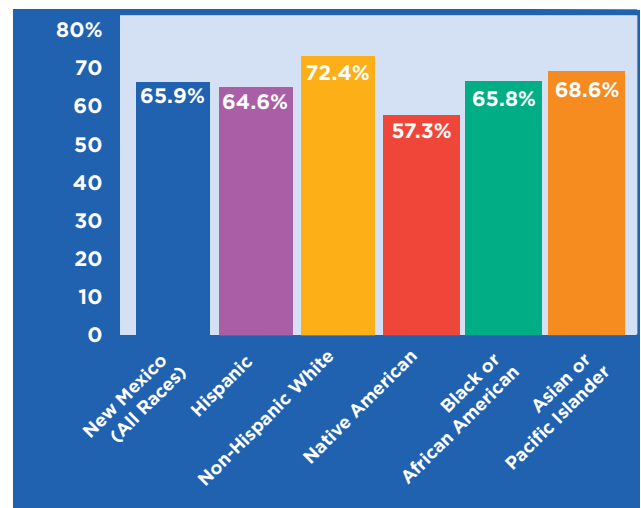


WOMEN RECEIVING NO PRENATAL CARE BY RACE AND ETHNICITY (2015)



Source: New Mexico Department of Health, Indicator-Based Information System for Public Health (IBIS). Retrieved November, 2016 from <http://ibis.health.state.nm.us>

WOMEN RECEIVING PRENATAL CARE IN THE FIRST TRIMESTER BY RACE AND ETHNICITY (2015)



Source: New Mexico Department of Health, Indicator-Based Information System for Public Health (IBIS). Retrieved November, 2016 from <http://ibis.health.state.nm.us>

Health:

INFANT MORTALITY

INFANT MORTALITY NUMBERS AND RATES BY COUNTY (2015)

Location	Number of Infant Deaths	Infant Mortality Rate (Deaths per 1,000 Births)
New Mexico	132	5.1
Bernalillo County	39	5
Catron County	0	0
Chaves County	6	6.4
Cibola County	0	0
Colfax County	0	0
Curry County	5	5.6
De Baca County	0	0
Doña Ana County	14	4.8
Eddy County	7	7.7
Grant County	**	**
Guadalupe County	0	0
Harding County	0	0
Hidalgo County	0	0
Lea County	8	6.6
Lincoln County	**	**
Los Alamos County	0	0
Luna County	**	**
McKinley County	7	6.7
Mora County	**	**
Otero County	7	7.4
Quay County	0	0
Rio Arriba County	**	**
Roosevelt County	0	0
San Juan County	11	6
San Miguel County	0	0
Sandoval County	10	7.1
Santa Fe County	5	4
Sierra County	**	**
Socorro County	0	0
Taos County	**	**
Torrance County	0	0
Union County	0	0
Valencia County	4	4.8

Health:

CHILD HEALTH INSURANCE

Children without health insurance are less likely to get well-child visits, less likely to receive immunizations, and more likely to deal with untreated developmental delays and chronic conditions that can hinder healthy growth and learning. Low-income children—who are the majority (54 percent) of children in New Mexico—are less likely to have access to health insurance.



Source: New Mexico Department of Health, Office of Vital Records and Statistics, New Mexico Death Certificate Database. Retrieved from the NM DoH Indicator-Based Information System for Public Health (IBIS), November, 2016 from <http://ibis.health.state.nm.us>

Note: The infant mortality rate is the number of infants per 1,000 live births who die within the first year after birth. Low birth counts may result in rates and percentages that are not indicative of the normal rate for that county and that may fluctuate widely over time due to random variation or chance. The rate for certain counties is suppressed by the NM Dept. of Health because the observed number of events is very small and not appropriate for publication, and for survey queries, rates calculated from fewer than 50 survey responses are suppressed. For this measure, suppressed rates for counties are designated by the ** symbol.

CHILDREN WITHOUT HEALTH INSURANCE BY INCOME LEVEL AND COUNTY (2014)

Location	All Income Levels	Low Income
New Mexico	7.8%	9.6%
Bernalillo County	6.3%	8.4%
Catron County	16.2%	18.8%
Chaves County	8.8%	10.4%
Cibola County	7.7%	7.6%
Colfax County	9.0%	11.2%
Curry County	8.3%	10.5%
De Baca County	15.3%	18.1%
Doña Ana County	8.3%	9.7%
Eddy County	6.8%	9.6%
Grant County	6.9%	8.8%
Guadalupe County	8.1%	9.2%
Harding County	16.8%	25.4%
Hidalgo County	10.0%	13.0%
Lea County	9.2%	12.5%
Lincoln County	12.3%	14.0%
Los Alamos County	2.9%	13.8%
Luna County	9.1%	9.6%
McKinley County	8.6%	6.8%
Mora County	12.4%	16.0%
Otero County	8.8%	10.3%
Quay County	7.4%	7.9%
Rio Arriba County	9.7%	10.5%
Roosevelt County	9.8%	11.7%
San Juan County	8.3%	8.5%
San Miguel County	7.7%	9.1%
Sandoval County	6.7%	9.7%
Santa Fe County	10.0%	13.9%
Sierra County	9.2%	10.0%
Socorro County	9.0%	9.2%
Taos County	9.8%	10.8%
Torrance County	9.3%	10.4%
Union County	13.2%	17.5%
Valencia County	8.2%	9.5%

Source: U.S. Census Bureau, Small Area Health Insurance Estimates, 2014

Note: The low-income threshold used in the table is 200 percent of the federal poverty level for 2014, which was \$47,700 for a family of four.

CHILDREN AND YOUTH (YOUNGER THAN 21 YEARS) ENROLLED IN MEDICAID BY COUNTY (OCTOBER, 2016)

Location	All Youth	Native American Youth
New Mexico	344,611	53,452
Bernalillo County	95,037	8,252
Catron County	278	19
Chaves County	13,329	81
Cibola County	5,785	3,370
Colfax County	1,886	30
Curry County	8,520	70
De Baca County	328	4
Doña Ana County	44,420	361
Eddy County	9,658	85
Grant County	4,146	63
Guadalupe County	760	3
Harding County	33	1
Hidalgo County	696	4
Lea County	14,328	79
Lincoln County	2,926	203
Los Alamos County	390	9
Luna County	6,441	59
McKinley County	17,720	15,618
Mora County	477	9
Otero County	8,236	1,351
Quay County	1,463	14
Rio Arriba County	8,566	1,461
Roosevelt County	3,239	47
San Juan County	24,337	13,559
San Miguel County	4,139	125
Sandoval County	19,198	4,966
Santa Fe County	21,160	1,662
Sierra County	2,149	19
Socorro County	3,041	790
Taos County	4,937	404
Torrance County	3,448	101
Union County	316	5
Valencia County	12,982	601

Source: New Mexico Human Services Department, Medicaid Eligibility Reports: "October-All Children under 21 by County" and "Native Americans by County"; columns titled "Children including CHIP and not in another category." Retrieved November, 2016 from <http://www.hsd.state.nm.us/LookingForInformation/medicaid-eligibility.aspx>

Health:

CHILD ABUSE

SUBSTANTIATED CHILD ABUSE ALLEGATIONS AND INVESTIGATIONS BY TYPE OF ABUSE AND COUNTY (FY 2016)

A child abuse allegation is substantiated when it is determined that the victim(s) is under the age of 18, a parent or caretaker has been identified as the perpetrator and/or identified as failing to protect the victim(s), and credible evidence exists to support the conclusion by the investigation worker that the child has been abused and/or neglected as defined by the New Mexico Children's Code.

The data provided here should be read as follows: "In Fiscal Year 2016 (from July 1, 2015-June 30, 2016), approximately 16.7 children in every 1,000 children under the age of 18 in New Mexico were abused or neglected." The percentages should be read as follows: "In Fiscal Year 2016, of all substantiated allegations of child abuse, 24 percent were for physical abuse, 2 percent were for sexual abuse, and 75 percent were for physical neglect."

Location	Substantiated Child Abuse Victim Rate (per 1,000 Children)	Percent of Substantiated Abuse that is:		
		Physical Abuse	Sexual Abuse	Physical Neglect
New Mexico	16.7	24%	2%	75%
Bernalillo County	15.6	26%	2%	72%
Catron County	0	0%	0%	0%
Chaves County	15.1	20%	2%	78%
Cibola County	15.7	25%	6%	69%
Colfax County	59	26%	2%	72%
Curry County	19.6	18%	0%	82%
De Baca County	0	0%	0%	0%
Doña Ana County	14.7	24%	2%	73%
Eddy County	13.6	10%	1%	89%
Grant County	38.9	24%	0%	76%
Guadalupe County	24	19%	2%	79%
Harding County	0	0%	0%	0%
Hidalgo County	13.6	46%	0%	54%
Lea County	16.7	20%	1%	79%
Lincoln County	18	15%	2%	83%
Los Alamos County	3	21%	4%	75%
Luna County	22.4	26%	4%	70%
McKinley County	12	30%	2%	69%
Mora County	0	0%	0%	0%
Otero County	16.7	13%	2%	86%
Quay County	17.3	6%	0%	94%
Rio Arriba County	28.1	15%	0%	85%
Roosevelt County	22.8	27%	4%	70%
San Juan County	13.1	32%	3%	65%
San Miguel County	44.4	29%	2%	68%
Sandoval County	9.2	30%	1%	69%
Santa Fe County	17.1	22%	0%	78%
Sierra County	51.2	15%	2%	83%
Socorro County	24.1	22%	3%	75%
Taos County	32.7	19%	1%	80%
Torrance County	25.2	20%	1%	79%
Union County	8.7	0%	0%	100%
Valencia County	18.7	24%	1%	75%

Source: New Mexico Children Youth and Families Department (CYFD), "360 YEARLY" state and county profiles, FY 2016. Retrieved November, 2016. https://cyfd.org/docs/360ANNUAL_FY16_FINAL.pdf

Note: The substantiated child abuse victim rate is the number of victims of substantiated child abuse allegations per 1,000 children in New Mexico.

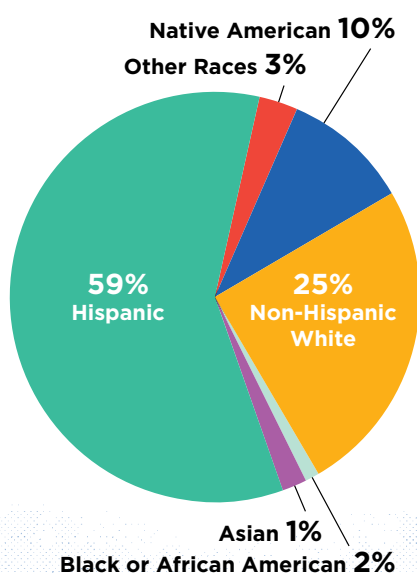
Family and Community:

POPULATION

POPULATION BY AGE AND COUNTY (2010-2014)

New Mexico is ahead of the nation in having what is often referred to as a “minority-majority” child population, where the majority of the child population is not white. The U.S. child population is not expected to become minority-majority until at least 2020, but approximately three quarters of children in New Mexico are racial or ethnic minorities, with Hispanic children making up the largest racial or ethnic group. Because children of color generally—and Hispanic children specifically—tend to fare worse in measures of child well-being, it is critical that policies are implemented that focus on racial and ethnic equity and that promote opportunities for children of color.

CHILD POPULATION BY RACE AND ETHNICITY (2015)



Source: U.S. Census Bureau, Population Division, 2015; aside from Hispanic, all races are non-Hispanic

Location	Total Population (All Ages)	Children Ages 0-19	Children Younger than Age 5
United States	314,107,084	82,643,483	19,973,711
New Mexico	2,080,085	570,058	140,022
Bernalillo County	671,429	174,988	43,843
Catron County	3,651	549	20
Chaves County	65,850	20,268	4,990
Cibola County	27,392	7,339	1,851
Colfax County	13,264	2,929	660
Curry County	50,173	15,263	4,311
De Baca County	1,967	508	39
Doña Ana County	212,942	63,993	15,652
Eddy County	54,834	15,645	3,775
Grant County	29,303	7,064	1,708
Guadalupe County	4,594	986	195
Harding County	655	129	30
Hidalgo County	4,734	1,291	320
Lea County	66,876	21,961	5,790
Lincoln County	20,162	4,009	971
Los Alamos County	17,974	4,696	894
Luna County	24,947	7,329	1,798
McKinley County	73,082	25,021	6,406
Mora County	4,722	1,226	276
Otero County	65,415	17,870	4,941
Quay County	8,822	2,236	517
Rio Arriba County	40,155	10,890	2,799
Roosevelt County	20,065	6,375	1,550
San Juan County	127,358	38,913	9,751
San Miguel County	28,899	7,144	1,579
Sandoval County	135,191	38,017	8,423
Santa Fe County	146,361	32,879	7,648
Sierra County	11,774	1,981	430
Socorro County	17,608	5,150	1,015
Taos County	32,956	7,106	1,717
Torrance County	16,037	3,903	822
Union County	4,413	922	228
Valencia County	76,480	21,478	5,073

Source: U.S. Census Bureau, American Community Survey, 2010-2014, Tables B01003 and DP05

Family and Community:

TYPES OF FAMILIES

FAMILIES BY HOUSEHOLDER TYPE AND COUNTY (2010-2014)

LocationTotal Households		Of All Households, the Percent that are:		
		Married-Couple Families	Single-Male Householder Families	Single-Female Householder Families
		and with Own Children Younger than Age 18		
United States	116,211,092	20%	2%	7%
New Mexico	764,684	17%	3%	8%
Bernalillo County	263,719	17%	3%	8%
Catron County	1,440	8%	1%	2%
Chaves County	23,506	20%	3%	10%
Cibola County	8,354	11%	6%	9%
Colfax County	5,369	13%	2%	8%
Curry County	18,223	22%	3%	9%
De Baca County	601	14%	2%	2%
Doña Ana County	74,623	19%	3%	10%
Eddy County	20,190	20%	4%	7%
Grant County	12,229	13%	2%	7%
Guadalupe County	1,269	12%	2%	10%
Harding County	212	8%	3%	2%
Hidalgo County	1,858	13%	2%	9%
Lea County	21,331	25%	5%	8%
Lincoln County	8,640	14%	1%	6%
Los Alamos County	7,495	22%	2%	5%
Luna County	9,120	13%	2%	8%
McKinley County	17,862	16%	3%	10%
Mora County	1,525	15%	1%	4%
Otero County	23,907	18%	2%	8%
Quay County	3,319	11%	2%	6%
Rio Arriba County	14,245	12%	3%	8%
Roosevelt County	7,198	20%	4%	8%
San Juan County	40,693	19%	4%	9%
San Miguel County	11,306	10%	4%	9%
Sandoval County	47,965	20%	4%	7%
Santa Fe County	61,313	14%	3%	7%
Sierra County	4,686	7%	1%	4%
Socorro County	5,161	7%	3%	7%
Taos County	13,239	11%	2%	8%
Torrance County	5,656	14%	1%	7%
Union County	1,602	19%	3%	5%
Valencia County	26,828	19%	3%	8%

Source: U.S. Census Bureau, American Community Survey, 2010-2014, Table DP02

Note: "Households" include all people who live in a housing unit, while the term "families" refers to households in which at least some members are related to each other (see methodology section for more detailed definitions). The numbers in these rows do not add up to 100 percent because there are other types of household structures besides families with children, including families and households without children and households where no one is related.

FAMILIES BY HOUSEHOLDER TYPE AND TRIBE OR PUEBLO (2010-2014)

Location	Total Households	Of All Households, the Percent that are:		
		Married-Couple Families and with Own Children Younger than Age 18	Single-Male Householder Families	Single-Female Householder Families
United States	116,211,092	20%	2%	7%
New Mexico	764,684	17%	3%	8%
Acoma Pueblo	697	9%	7%	7%
Cochiti Pueblo	591	12%	2%	7%
Isleta Pueblo	1,343	12%	6%	13%
Jemez Pueblo	455	8%	6%	6%
Jicarilla Apache	883	14%	4%	12%
Laguna Pueblo	1,065	10%	5%	6%
Mescalero Apache	797	11%	4%	22%
Nambe Pueblo	746	11%	4%	7%
Navajo	16,544	14%	4%	12%
Ohkay Owingeh Pueblo	2,279	15%	6%	11%
Picuris Pueblo	705	11%	2%	6%
Pojoaque Pueblo	1,487	15%	5%	7%
Sandia Pueblo	1,637	17%	3%	11%
San Felipe Pueblo	878	11%	5%	9%
San Ildefonso Pueblo	698	14%	4%	8%
Santa Ana Pueblo	185	21%	3%	8%
Santa Clara Pueblo	4,383	13%	3%	9%
Santo Domingo Pueblo	565	14%	5%	15%
Taos Pueblo	2,094	10%	3%	9%
Tesuque Pueblo	265	14%	4%	4%
Zia Pueblo	202	14%	4%	9%
Zuni Pueblo	1,919	15%	2%	5%

Source: U.S. Census Bureau, American Community Survey, 2010-2014, Tables DP02 and B11016

Note: "Households" include all people who live in a housing unit, while the term "families" refers to households in which at least some members are related to each other (see methodology section for more detailed definitions). The numbers in these rows do not add up to 100 percent because there are other types of household structures besides families with children, including families and households without children and households where no one is related. Only data for tribal residents living on New Mexico reservation land are included, and data include off-reservation lands held in trusts.

Family and Community:

ADULT EDUCATION

ADULTS (AGES 25 AND OLDER) BY EDUCATIONAL ATTAINMENT LEVEL AND COUNTY (2010-2014)

Research shows that the educational level of a parent—especially the education level of a mother—is a strong predictor of how well a child will do in school and whether they will complete high school and go to college. Higher levels of education means parents are likely to have lower levels of unemployment, earn higher wages, and have more benefits such as health insurance and paid leave. Clearly, one way to improve school and life outcomes for children is to ensure that their parents have the resources to gain more education themselves.

Location	No High School Diploma	High School Graduate (includes equivalency)	Associate's Degree	Bachelor's Degree	Graduate or Professional Degree
United States	14%	28%	8%	18%	11%
New Mexico	16%	26%	8%	15%	11%
Bernalillo County	12%	24%	8%	18%	14%
Catron County	9%	33%	5%	11%	10%
Chaves County	22%	26%	8%	12%	6%
Cibola County	20%	36%	9%	8%	4%
Colfax County	13%	33%	7%	14%	6%
Curry County	18%	26%	10%	13%	8%
De Baca County	18%	36%	6%	7%	4%
Doña Ana County	22%	22%	7%	16%	11%
Eddy County	18%	34%	8%	10%	7%
Grant County	15%	27%	8%	12%	13%
Guadalupe County	25%	40%	4%	8%	5%
Harding County	11%	44%	6%	17%	7%
Hidalgo County	23%	31%	5%	10%	6%
Lea County	29%	30%	7%	8%	5%
Lincoln County	13%	27%	9%	18%	8%
Los Alamos County	3%	11%	8%	25%	39%
Luna County	31%	33%	6%	8%	6%
McKinley County	27%	33%	6%	7%	5%
Mora County	20%	41%	8%	3%	5%
Otero County	15%	30%	9%	10%	7%
Quay County	19%	36%	6%	9%	5%
Rio Arriba County	21%	31%	8%	9%	7%
Roosevelt County	19%	25%	7%	13%	10%
San Juan County	18%	32%	10%	9%	6%
San Miguel County	18%	30%	7%	11%	9%
Sandoval County	9%	26%	10%	17%	12%
Santa Fe County	12%	21%	6%	21%	19%
Sierra County	15%	36%	6%	14%	5%
Socorro County	22%	34%	5%	12%	8%
Taos County	13%	24%	10%	17%	12%
Torrance County	17%	33%	9%	10%	6%
Union County	20%	36%	5%	11%	8%
Valencia County	19%	31%	7%	11%	6%

Source: U.S. Census Bureau, American Community Survey, 2010-2014, Table DP02

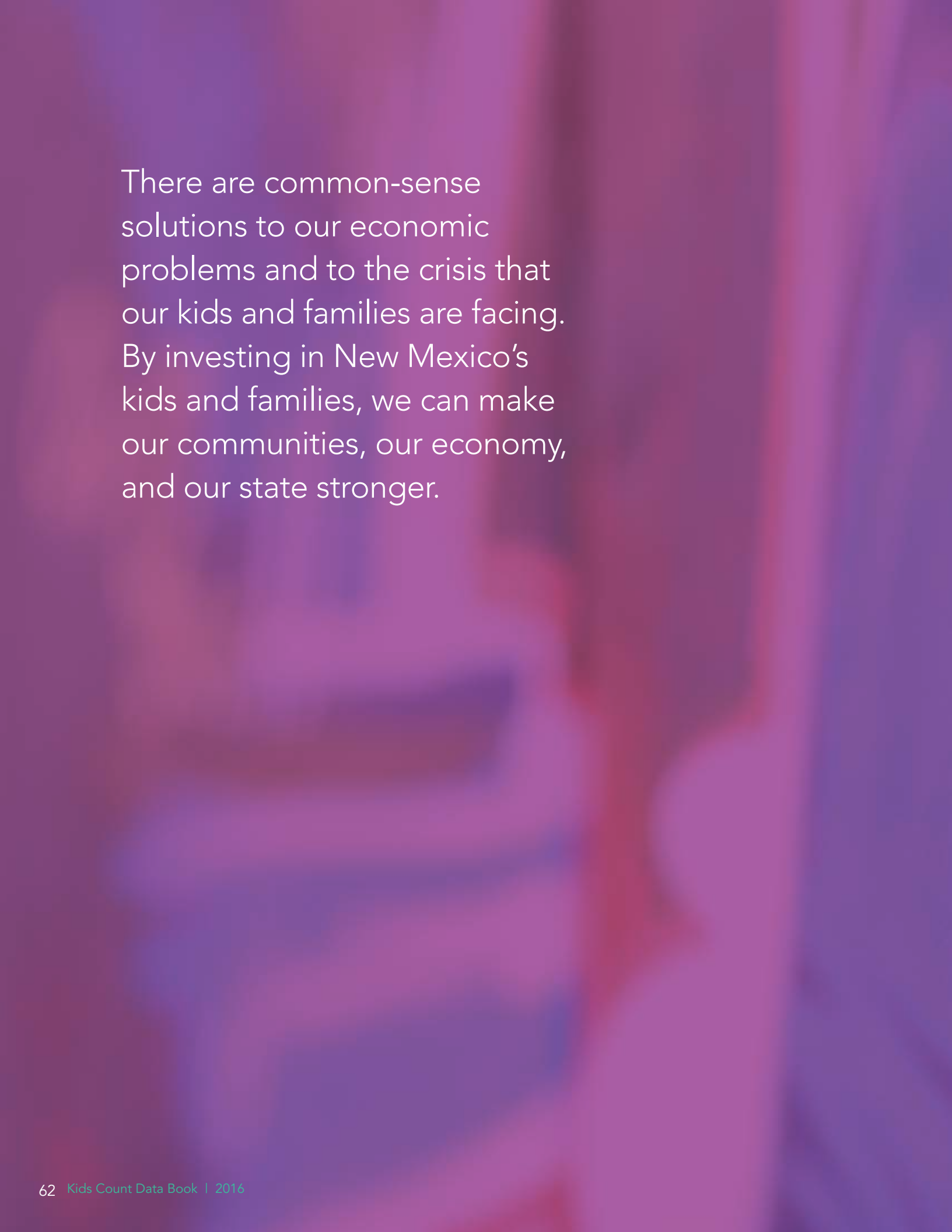
Note: The numbers in these rows do not add up to 100 percent because some educational attainment levels are not included here, such as "some college, no degree."

ADULTS (AGES 25 AND OLDER) BY EDUCATIONAL ATTAINMENT LEVEL AND TRIBE OR PUEBLO (2010-2014)

Location	No High School Diploma	High School Graduate (includes equivalency)	Associate's Degree	Bachelor's Degree	Graduate or Professional Degree
United States	14%	28%	8%	18%	11%
New Mexico	16%	26%	8%	15%	11%
Acoma Pueblo	14%	44%	9%	5%	2%
Cochiti Pueblo	11%	28%	10%	13%	8%
Isleta Pueblo	13%	41%	11%	9%	2%
Jemez Pueblo	11%	35%	6%	7%	3%
Jicarilla Apache	18%	40%	7%	6%	2%
Laguna Pueblo	12%	44%	8%	8%	3%
Mescalero Apache	23%	36%	7%	4%	3%
Nambe Pueblo	12%	28%	8%	19%	11%
Navajo	29%	35%	8%	4%	2%
Ohkay Owingeh Pueblo	27%	33%	7%	7%	3%
Picuris Pueblo	21%	33%	9%	9%	5%
Pojoaque Pueblo	12%	30%	7%	15%	9%
Sandia Pueblo	24%	36%	6%	7%	4%
San Felipe Pueblo	27%	39%	5%	6%	3%
San Ildefonso Pueblo	14%	36%	8%	12%	10%
Santa Ana Pueblo	6%	29%	11%	12%	3%
Santa Clara Pueblo	19%	29%	9%	11%	8%
Santo Domingo Pueblo	29%	34%	8%	4%	2%
Taos Pueblo	15%	24%	8%	20%	9%
Tesuque Pueblo	24%	25%	6%	15%	11%
Zia Pueblo	16%	42%	13%	4%	1%
Zuni Pueblo	25%	39%	4%	5%	2%

Source: U.S. Census Bureau, American Community Survey, 2010-2014, Tables DP02 and B11016

Note: The numbers in these rows do not add up to 100 percent because some educational attainment levels are not included here, such as "some college, no degree." Only data for tribal residents living on New Mexico reservation land are included, and data include off-reservation lands held in trusts.



There are common-sense solutions to our economic problems and to the crisis that our kids and families are facing. By investing in New Mexico's kids and families, we can make our communities, our economy, and our state stronger.



Methodology

Data Sources: At this time, the New Mexico KIDS COUNT program does not design or implement primary research in the state. Instead, the program uses and analyzes secondary data and study findings provided by credible research and data collection institutions both in the state and the nation, such as the U.S. Census Bureau. The New Mexico KIDS COUNT staff make every effort to confirm that the data gathered and used are the most reliable possible. However, we rely on the data collection and analysis skills of those institutions providing this information. More information on data sources can be found in the “Major Data Sources” section of this publication.

Data Conditions: Some tables in this report do not provide data for all New Mexico counties or school districts. In order to provide the most up-to-date information possible we make every effort to utilize the most recent U.S. Census Bureau data sets (generally the American Community Survey, or ACS). Given this, however, a certain trade-off takes place, as data are not always available in certain time frames for certain geographic areas, like counties with smaller population sizes. For example, one-year estimates such as the 2015 ACS are released earlier in the year in 2016 and provide the most current data available, but are only published for geographic areas with a population of 65,000 or more. ACS five-year estimates (such as for 2010-2014) provide data for areas with fewer than 20,000 people (as well as for all larger areas), because in five years a large enough sample has been accumulated to provide accurate estimates for those areas. However, five-year estimates are released later in the year than one-year estimates. For these reasons, the New Mexico KIDS COUNT Data Book often includes state-level estimates that are more current than county-level estimates. In this year's book,

most state-level data reported are from the 2015 one-year ACS, while most county and tribal data reported are from the 2010-2014 five-year ACS. It should be noted that a previously available three-year ACS was discontinued in 2015, so data from that series will no longer be used moving forward and should also not be considered for past years as part of a time series comparison.

The data presented in the various tables and graphs in this report are often not comparable to each other. This is due to several factors. These data come from a variety of sources that may use different sample sizes in their research and data collection methods. Data may also be derived from surveys or questionnaires that apply different definitions to key, measurable terms—such as “family” versus “household” (see blue box at right). In addition, statistics, such as percentages or rates, may be calculated for certain populations based on different universes (the total number of units—e.g., individuals, households, businesses—in the population of interest). The universe generally serves as the denominator when a percentage or rate is calculated. A percentage is a measure calculated by taking the number of items in a group possessing a certain quality of interest and dividing by the total number of items in that group, and then multiplying by 100. A rate is the number of items, events or individuals in a group out of a number—generally 1,000 or 100,000—that fall into a certain category. Rates are determined by dividing the number of items possessing a certain quality of interest (like teens ages 15-19 giving birth) by the total number of items in the group (all teen females ages 15-19), and then multiplying the answer by 1,000. A rate is stated as the number “per 1,000” or “per 100,000.”



KEY U.S. CENSUS DEFINITIONS TO HELP IN UNDERSTANDING CERTAIN TABLES AND GRAPHS

A **household** includes all the people who occupy or live in a housing unit (apartment, house, mobile home, etc.) as their usual place of residence. A **householder** is the person in whose name the home is owned, mortgaged or rented. Households are classified by the gender of the householder and the presence of relatives, such as: married-couple family; male householder, no wife present; female householder, no husband present with own children; same sex couple households; and the like.

A **family** includes a householder and people living in the same household who are related to that householder by birth, marriage or adoption and regarded as members of his or her family. A family household *may include people not related to the householder, but they are not included as part of the householder's family in Census tabulations.*

- So, though the number of families equals the number of family households, *family households* may include more members than do families.
- Families are classified as "Married-Couple Family," "Single-Parent Family," "Stepfamily," or "Subfamily."

Total income is the sum of the amounts reported separately for wages, salary, commissions, bonuses, or tips; self-employment income from one's own non-farm or farm businesses, including proprietorships and partnerships; interest, dividends, net rental income, royalty income, or income from estates and trusts; Social Security or Railroad Retirement income; Supplemental Security Income (SSI); any public assistance or welfare payments from the state or local welfare office; retirement, survivor, or disability pensions; and any other sources of income received regularly, such as Veterans' (VA) payments, unemployment compensation, child support, or alimony.

- **Household Income**, which is a summed number, includes the income of the householder and all other individuals aged 15 years and older in the household, whether they are related to the householder or not.
- **Family Income** includes the summed incomes of all members aged 15 years and older related to the householder; this summed income is treated as a single amount.

Median income divides households or families evenly in the middle with half of all households and families earning more than the median income and half of all households and families earning less than the median income. The U.S. Census Bureau considers the median income to be lower than the average income, and thus, a more accurate representation.

Poverty level can be difficult to interpret. The Census Bureau uses a set of income thresholds known as the Federal Poverty Guidelines, which vary by family size and composition, in order to determine who is poor. If total income for a family or individual falls below the relevant poverty threshold or the Federal Poverty Level (FPL), then the family or individual is classified as living "at or below the poverty level." However, the poverty level is generally far below what a family actually needs in order to live at a bare minimum level (i.e., have sufficient food, a safe place to live, transportation, and health care). The poverty levels used in 2016 New Mexico KIDS COUNT Data Book are for 2014 and 2015. In 2014 the FPL was \$11,670 for one person; in 2015 it was \$11,770 for one person. For a family of four, the FPL was \$23,850 in 2014 and \$24,250 in 2015. However, a family of four at double (200 percent) the Federal Poverty Level (\$47,700 in 2014 and \$48,500 in 2015) is considered to be "low-income," earning just enough to cover basic family living expenses.

Race and Hispanic Origin: The U.S. Census uses six race categories: White, Black or African American, American Indian/Alaska Native, Asian, Native Hawaiian/Other Pacific Islander, and Some Other Race. The term *origin* is used to indicate a person's (or the person's parents) heritage, nationality group, lineage, or country of birth. In addition, the Census uses two ethnic categories: Hispanic and Non-Hispanic. Hispanic (or Latino) refers to a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. People who identify their origin as Spanish or Hispanic may be of any race.

Major Data Sources

AMERICAN COMMUNITY SURVEY, U.S. CENSUS BUREAU

The majority of the data in the 2016 New Mexico KIDS COUNT Data Book come from the American Community Survey (ACS). The ACS provides annual data on demographic, social, housing, and economic indicators. The ACS samples nearly 3 million addresses each year, resulting in approximately 2 million final interviews. After a broad nationwide data collection test conducted between 2000 and 2004, full implementation of the survey began in 2005, with the exception of group quarters (such as correctional facilities, college dorms, and nursing homes), which were first included in the 2006 ACS. Certain changes were made to the ACS questionnaire on health insurance coverage, veteran's service-connected disability, and marital history at the beginning of 2008. Each year, the ACS releases data for geographic areas with populations of 65,000 residents or more, and collects a sample over a five-year period to produce estimates for smaller geographic areas. In the late summer of 2016, one-year estimates for 2015 were released. The five-year estimates for 2015 are released in December of 2016 (after this data book has gone to press). It should be noted that a previously available three-year ACS survey was discontinued in 2015, so data from that series will no longer be used moving forward and should also not be considered for past years as part of a time series comparison.

American Community Survey data can be found on the U.S. Census website known as "American FactFinder" at: factfinder.census.gov.

CENSUS 2010, U.S. CENSUS BUREAU

The federal government implements a national census every decade; the official 2010 Census results (known as "Census 2010") were released in 2011. Census data are collected from the entire population rather than a sample that is representative of the entire population (such as with the American Community Survey). Census data serve as the basis for redrawing federal congressional districts and state legislative districts under Public Law 94-171. Data from the U.S. Census can be accessed from the same FactFinder website as that of the American Community Survey (above) or from its own website: census.gov.

SMALL AREA HEALTH INSURANCE ESTIMATES, U.S. CENSUS BUREAU

The Small Area Health Insurance Estimates (SAHIE) program provides health insurance estimates for all states and counties. At the county level, data are available on health insurance coverage by age, sex, and income. All SAHIE data can be found at: census.gov/did/www/sahie.

SMALL AREA INCOME AND POVERTY ESTIMATES, U.S. CENSUS BUREAU

The Small Area Income and Poverty Estimates (SAIPE) program, conducted by the U.S. Census Bureau with support from other federal agencies, provides selected income and poverty data for states, counties, and school districts. Data are used for the administration of federal programs and allocation of federal funds to localities, and can be found at: census.gov/did/www/saipe.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS, NATIONAL CENTER FOR EDUCATION STATISTICS, U.S. DEPARTMENT OF EDUCATION

The National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. Results from mathematics and reading assessments are based on representative samples of approximately 279,000 fourth-graders and 273,000 eighth-graders across the nation. Results are reported for public school students in all 50 states, the District of Columbia, and Department of Defense schools. Results from NAEP allow for comparison across states and between different racial, ethnic, gender, and income groups within states. While state measures of reading and math proficiency may change, NAEP allows for a consistent measure across time periods, so that progress in a state can be tracked over time.



DATA COLLECTION BUREAU, NEW MEXICO PUBLIC EDUCATION DEPARTMENT (PED)

The Data Collection Bureau gathers data from public school districts throughout New Mexico. The data collected include the percentage of students receiving free and reduced-price lunches, student enrollment figures, student-to-teacher ratios, high school graduation rates, and more. Key internet addresses include: ped.state.nm.us/ped/Graduation_data.html, ped.state.nm.us/IT/schoolFactSheets.html, ped.state.nm.us/nutrition/index.html, and ped.state.nm.us/assessmentaccountability/AcademicGrowth/NMSBA.html.

Starting in the 2014–2015 school year, the NM PED started measuring reading and math proficiency using a different test than in years past. The New Mexico Standards Based Assessment (SBA) was replaced with the New Mexico Partnership for the Assessment of Readiness of College and Careers (NMPARCC) tests that were developed to measure the mastery of the New Mexico Common Core State Standards (NMCCSS). Because assessments for reading (now measured as “English Language Arts”) and math are different than in previous years, the NM PED test score data from the 2014–2015 school year cannot be directly compared with test scores from previous years. PARCC information and data can be found at: ped.state.nm.us/ped/NMPARCCindex.html.

MEDICAL ASSISTANCE DIVISION, NEW MEXICO HUMAN SERVICES DEPARTMENT (HSD)

New Mexico Centennial Care was implemented on January 1, 2014 as a replacement to the outdated New Mexico Medicaid system. The program is administered by the NM HSD’s Medical Assistance Division. The intent of the Centennial Care redesign was to modernize the Medicaid program without cutting back on eligibility or necessary services—especially for children under age 21—or hurting state providers. Medicaid enrollment numbers are reported for children under age 21 (including Native American children) by county. Medicaid eligibility reports, including those used in the 2016 New Mexico KIDS COUNT Data Book, can be found at: hsd.state.nm.us/LookingForInformation/medicaid-eligibility.aspx.

BUREAU OF VITAL RECORDS AND HEALTH STATISTICS, NEW MEXICO DEPARTMENT OF HEALTH (DOH)

The New Mexico Bureau of Vital Records and Health Statistics tabulates vital records data to analyze the health status of New Mexicans. The two major data systems are the files for births and deaths. The birth file contains data on demographic characteristics of newborns and their parents. Data on mothers’ pregnancy history and medical risk factors are included. The death file contains demographic data on decedents, which are provided by funeral directors, and the causes of death, which are provided by physicians or medical investigators. These data can be accessed on the NM DOH’s Indicator-Based Information System (IBIS) website at: ibis.health.state.nm.us/query.

EPIDEMIOLOGY AND RESPONSE DIVISION, NEW MEXICO DEPARTMENT OF HEALTH

The Epidemiology and Response Division of the NM DOH maintains the public health data resource called NM-IBIS (New Mexico’s Indicator-Based Information System). This database provides up-to-date statistics from a variety of state health department divisions, including birth, death, disease prevalence, and incidence data. There is a health status indicator report section, as well as a direct query section where users can define their specific data requests and get responses in tabular and graph formats. Data are, in general, now available in table, chart, and geo-mapped formats. Internet address: ibis.health.state.nm.us

RESEARCH, ASSESSMENT, AND DATA BUREAU OF THE PROTECTIVE SERVICES DIVISION (PSD), NEW MEXICO CHILDREN, YOUTH & FAMILIES DEPARTMENT (CYFD)

The Protective Services Division is the state agency designated to administer child welfare services in New Mexico. PSD strives to enhance the safety, permanency, and well-being of children and families in New Mexico by receiving, investigating, and taking action on reports of children in need of protection from abuse and/or neglect by their parent, guardian or custodian. PSD’s Research, Assessment, and Data Bureau collects and reports Protective Services Division data. The “360 Yearly” Annual Report is published for the state fiscal year, and contains annual child abuse and neglect data by state and county. PSD publications, including the “360 Yearly” report, can be found here: cyfd.org/about-cyfd/publications-reports.

OFFICE OF SCHOOL AND ADOLESCENT HEALTH (OSAH), NEW MEXICO DEPARTMENT OF HEALTH

The Office of School and Adolescent Health works to improve student and adolescent health through integrated school-based or school-linked health services. OSAH also engages in adolescent health promotion and disease prevention activities directly and through collaboration with public and private agencies across New Mexico. Its website is: nmhealth.org/about/phd/hsb/osah. The office oversees and provides data from the biannual high school and middle school Youth Risk and Resiliency Survey, which covers risk behaviors and resiliency factors (youthrisk.org).

THE ANNIE E. CASEY FOUNDATION

The Annie E. Casey Foundation has funded the KIDS COUNT initiative since 1990 and publishes an annual data book highlighting the well-being of children around the country. The Foundation also provides expert data analysis and supports custom data requests from KIDS COUNT organizations across the country. Using data from the U.S. Census Bureau, and National Center for Health Statistics, and other national data sites, the Foundation also provides information at its online data center for each state, the District of Columbia, and Puerto Rico. Topics include immigration, poverty, education, employment, income, and more. The KIDS COUNT Data Center provides mapping, trend and bar charting, and other services relevant to the data presented. It can be found at: aecf.org and datacenter.kidscount.org.

Other Data Sources

The **New Mexico Community Data Collaborative (NMCDC)**—a geo-mapping data site that is connected to and intended to be integrated with the NM-IBIS system—can be found at: nmcdd.maps.arcgis.com/home/index.html. A network of public health analysts and advocates from a dozen or more state agencies and non-government agencies, the NMCDC operates an interactive website at ArcGIS Online where users share extensive data sets from multiple sources in the state. It is meant to share neighborhood-level data with local organizations that promote community assessment, child health, and participatory decision-making in the state. NMCDC maps contain aggregated data for more than 1,000 indicators organized by sub-county areas such as census tract, zip code, school districts, and other administrative boundaries. In addition, users will find site-specific information for public schools, licensed facilities, and other public services.

The statewide website **SHARE New Mexico** is an easy-to-use, customizable site that allows users to find relevant data in chart, graph and mapped formats. Users can also locate services and organizations throughout the state,

download research and reports from the site's library, and access a centralized directory of goods and services where organizations can post their needs and where New Mexicans can volunteer and/or get involved in their communities and/or state issues. Internet address: sharenm.org/communityplatform/newmexico.

The **Economic Policy Institute (EPI)** is a nonprofit, non-partisan organization that produces reports about conditions facing low- and middle-income families in the areas of education, the economy, living standards, and the labor market, publishing the highly respected annual report *The State of Working America*. Internet address: epi.org.

The **U.S. Department of Health and Human Services** provides poverty guidelines that are a simplified version of the federal poverty thresholds and are used for determining eligibility for various federal programs. The poverty thresholds are issued by the U.S. Census Bureau to calculate poverty population statistics (e.g., the percentage or number of people living in poverty in a particular area). Internet address: hhs.gov.

MUCH MORE NEW MEXICO DATA
ARE AVAILABLE AT THE

KIDS COUNT Data Center

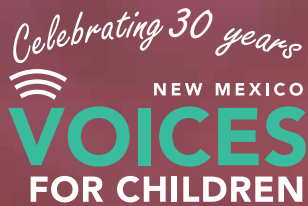
Search BY LOCATION, TOPIC OR KEYWORD

Create CUSTOM MAPS, TABLES AND GRAPHS

Compare STATES, COUNTIES, CITIES, TRIBAL AREAS,
SCHOOL DISTRICTS AND CONGRESSIONAL DISTRICTS



datacenter.kidscount.org



NEW MEXICO KIDS COUNT

NEW MEXICO VOICES FOR CHILDREN

625 Silver Ave. SW, Suite 195, Albuquerque, NM 87102

505-244-9505 | www.nmvoices.org | <http://datacenter.kidscount.org/data#NM>

Contact: Amber Wallin, New Mexico KIDS COUNT Director

505-244-9505, ext. 107 | awallin@nmvoices.org