

2017  
NEW MEXICO KIDS COUNT DATA BOOK






NM Voices for Children Children's Charter

# Our Vision for the Next Generation





- 
- All children and their families are economically secure.
  - All children and their families have a high-quality cradle-to-career system of care and education.
  - All children and their families have quality health care and supportive health programs.
  - All children and their families are free from discrimination based on race, ethnicity, religion, disability, gender, sexual orientation, or country of origin.
  - All children and their families live in safe and supportive communities.
  - 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.
  - 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

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# At the Crossroads: Choosing the Path to Child Well-being in New Mexico

When children are healthy, happy, and doing well in school, the future is brighter for all of us. All children—regardless of where they live, of how much money their parents make, or of the color of their skin—should have the best possible opportunities to reach their full potential. And it’s in everyone’s best interest to ensure that they do. Laying the foundation for a prosperous future for our state requires us to adequately prepare all of our children to become thriving, contributing New Mexicans.

In New Mexico, sadly, too many children lack access to even the most basic resources needed in order to thrive. Child poverty is high. Child well-being is poor. The Land of Enchantment ranks at or near the bottom of the states in too many respects—job growth, wages, worker benefits like paid sick leave, substance abuse, crime, and unfortunately, child well-being.

We see disparities along racial and ethnic lines in nearly every indicator of child well-being. This problem exists across the nation, but what makes this a more pressing issue in New Mexico is that 75 percent of our children are children of color. While the child population in the rest of the nation is moving rapidly toward a minority-majority status, New Mexico is well ahead of the curve, and how we tackle disparities and tear down barriers

to success for our children of color will either be an example for other states to follow or a cautionary tale of what to avoid.

New Mexico is at a crossroads. At the national level, we’re seeing a style of governing that is as unpredictable as it is unprecedented. Many of the federally funded programs that New Mexico families rely upon are in grave danger of sharp and sustained budget cuts. We may be daunted by what is happening in Washington, but we are not powerless. At the state level, we are poised to elect a new governor and to choose New Mexico’s House of Representatives. We can choose candidates who stick to the current path or we can empower candidates who opt for a new direction and a commitment to improving conditions for New Mexico’s kids





and families. And then we can hold them—and all of our elected policymakers—accountable.

We live in a state of extraordinary natural beauty, diverse cultures and traditions, and extremely resilient people. We know which public policies work to strengthen families and improve child outcomes. We do not have to accept poor child well-being as our fate. But we have to demand change.

## NEW MEXICO'S KIDS COUNT STORY

KIDS COUNT is a nationwide effort to track the status and well-being of children across the nation and in each state in four areas of well-being: economic well-being, education, health, and family and community. KIDS COUNT is driven by research showing that the consequences of the events kids experience in childhood are carried with them the rest of their lives. Children's chances of being healthy, doing well in school, and growing up to be productive and contributing members of society are tied most profoundly to their experiences in the early years. Statistics reported in the New Mexico KIDS COUNT Data Book show us where we stand, where we're doing better, and where and how we need to improve. At its heart though, KIDS COUNT tells a story. It tells a story of child well-being and a story of the opportunities that are available to our kids. Unfortunately, in New Mexico, that story isn't as positive as it should be.

In New Mexico, the data show that we're not doing a very good job at ensuring adequate opportunities for all of our kids to thrive and succeed, and as a result, too many of our kids are struggling. We rank 49th in the nation in overall child well-being according to the KIDS COUNT index. In only one other state are conditions worse for kids. Just as alarming is the fact that we rank poorly in each of the four KIDS COUNT domain areas. We're 48th in economic well-being; this past year we fell to 50th in education; we've made many gains in the health area, and so we are now ranked 37th in this domain; and we are 49th in the family and community domain.

Within these domains are some more alarming parts of the story of child well-being in our state. We have the worst rate of child poverty in the nation, and there are now tens of thousands more New Mexico kids in poverty than there were prior to the Great Recession. Our poverty rate among young children is not only the worst in the nation—and worse than for any other age group in our state—but it continues to worsen. We have the second worst rate of childhood food insecurity. We have high child abuse rates, low reading and math scores, and we rank poorly on access to high-quality early childhood education and care services.

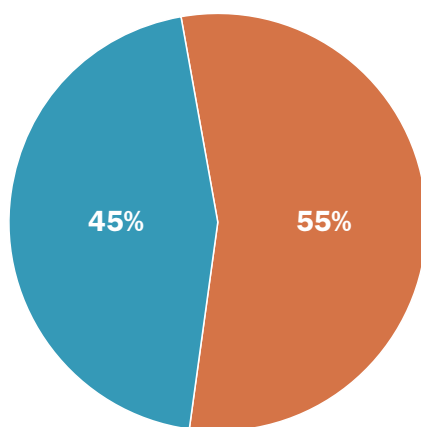
Not only are overall rates problematic across most domains, but disparities exist in nearly every indicator we track with



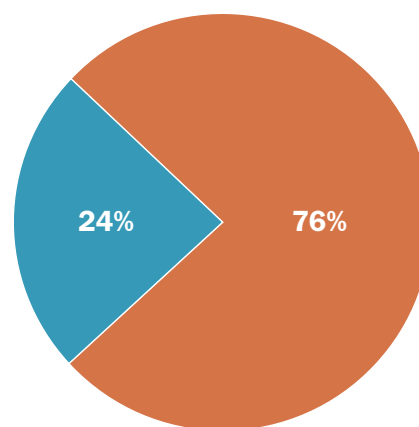
## Child Population by Race

- Non-Hispanic White
- Children of Color

**SOURCES:** U.S. Census Bureau, Population Division, Population Projections 2014 and U.S. Census Bureau, Population Division, 2016. **NOTE:** "Children of color" includes all other racial and ethnic classifications as well as children who identify as more than one race.



United States (Estimated, 2030)



New Mexico (Actual, 2016)

children of color more likely to live in poverty and in high-poverty areas, less likely to have health insurance, less likely to have access to early childhood education, and more likely to be hungry. Unfortunately in New Mexico, children of color, especially Hispanic and Native American children, have higher hurdles to success and face serious challenges at much higher rates than do many of their peers.

While it is predicted that nationally, racial or ethnic minority children will make up 55 percent of the child population by 2030, we're way ahead of that trend. In fact, three-quarters of our kids are children of color. So while our minority child population is strong in number, and our cultural diversity is one of the things that makes New Mexico such a unique and enchanting place, many of our children lack the opportunities they need to flourish.

But equality of opportunity is not something that just happens: it is a product of systems, policies, and programs that work together to lay a foundation for all people to have an equal chance to participate and strive for success in society. This is an area where we can't make progress for all kids without a deliberate focus on examining the systems that impact kids' lives and improving resources for kids who are being left behind.

The good news for all of our kids is that we know what works. Simply put, policy matters. Research shows that positive experiences and conditions can have powerful and sustained benefits for kids from birth to adulthood—and they can be supported through targeted public policies. In fact, positive and comprehensive support systems during childhood are associated with better health outcomes, improved test scores, higher graduation rates, and cost savings in remedial education. Again and again, evidence shows that making kids a priority in our

budgets matters. Access to health care matters. Home visiting matters. Pre-K matters. Child care assistance and dropout prevention programs matter. Adequately staffing and paying our teachers and our guidance counselors and our protective service caseworkers matters. Tax credits that help hard-working New Mexico families put food on the table matter. And all of these things matter not just for the good they do, but for the harm they prevent and the money they save. In short, we know that investing in our kids and families pays dividends multiple times over for our communities and our state.

We've seen first-hand how positive policy changes can improve lives for New Mexico kids in a very concrete way. Thanks to the Affordable Care Act in New Mexico, more than 30,000 more kids now have access to health insurance. Thanks to ongoing efforts of advocates and to commitment on the part of legislators, this year 4,100 more New Mexico kids will benefit from NM Pre-K than did five years ago, and 3,700 more families will have state-funded home visiting services. We're also seeing significant long-term improvements in teen birth rates, teen drug and alcohol abuse rates, and the percent of teens not in school and not working.

In fact, most of New Mexico's child well-being indicators are improving. While there is still a long way left to go, and while policy change is rarely quick, simple, or easy, there are many areas where we're making progress, and these areas show that we have the power to make positive changes for our kids through policy. Our amazing state shouldn't and doesn't have to be at the bottom of the rankings in child well-being. We can do better. We must do better. There are common-sense solutions to the crises that our kids and families are facing. Each year that we do not invest in those solutions, in our assets, and in our best chances for future success means thousands more

New Mexico kids go without the crucial opportunities they need to thrive, to succeed, and to turn the tide for our state.

For far too long, there's been too much of a focus on asking what we can do for the richest and most powerful among us, for the biggest corporations, but we need to be talking about what we can do for New Mexico families and New Mexico's kids.

This year is the perfect time to have that conversation. The elections of 2018 are a chance to refocus and bolster our commitment to children and to rewrite the story of child well-being in our state. They are a chance to make children a priority in policy decisions, a chance to ask candidates what they will be doing to strengthen opportunities for our communities, a chance to put policymakers in power who will enact evidence-based policies that can help New Mexico kids succeed.

Because who are we if we don't prioritize our kids? Nelson Mandela said that "there can be no keener revelation of a society's soul than the way in which it treats its children." New Mexico is ranked 49th in the nation in child well-being. What does that say about our soul, about what we value? The elections are a chance to demand that we treat our children better, to demand that policymakers fully commit to improving opportunities for our kids to thrive. New Mexico has a long and proud history of community, culture, and of innovation. Child well-being is one more area where we need to apply and showcase these strengths in order to improve the story about child well-being in our state.

In the following pages, you'll find more information on how New Mexico's children and families fare in the KIDS COUNT indicators of well-being. In tracking outcomes, we show differences across races, ethnicities, counties, school districts, and tribal areas, note some encouraging signs as well as outcomes that continue to be discouraging, and outline some proven policy steps that can lead to improvements. The New Mexico KIDS COUNT Data Book serves as a tool and a resource for policymakers, journalists, advocates, and other stakeholders to ensure kids' needs are taken into account when decisions that impact them are being made.

By both creating opportunities for families to pull themselves up and to share in economic prosperity and also strengthening the programs that provide a safety net for families when they fall on difficult times, we can ensure that all New Mexicans can strive for and achieve success. All children deserve the opportunities and resources they need to thrive and reach their full potential. We're all in this together, and prioritizing New Mexico kids will make our communities, our economy, and our state stronger. It's not just the right and the moral thing to do—it is also the smartest possible investment we can make in our state's future success.

“Each year that we do not invest in those solutions, in our assets, and in our best chances for future success means thousands more New Mexico kids go without the crucial opportunities they need to thrive, to succeed, and to turn the tide for our state.”



# Economic Well-Being: Children Living in Poverty

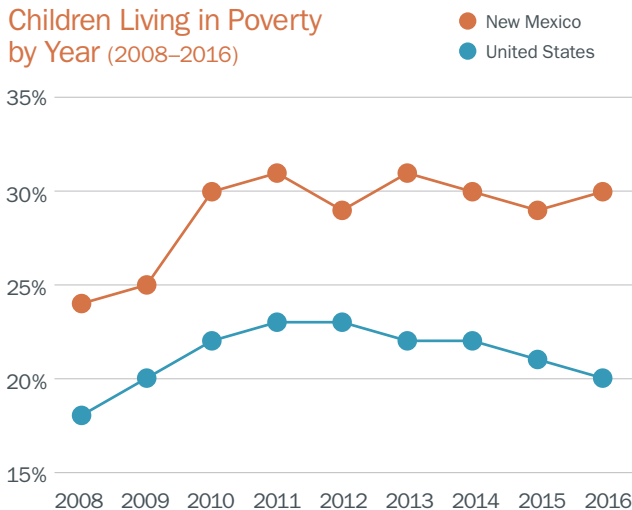
## The Extent of the Problem

New Mexico's future economic success and the quality of our future workforce are determined, in large part, by what sorts of opportunities our children have today. Children who live in poverty—such as the 145,000 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 that being born into and growing up in poverty can have long-lasting and powerful negative 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 hunger and homelessness, and to live in poverty as adults.

► 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 \$24,300 in 2016.

### TRENDS

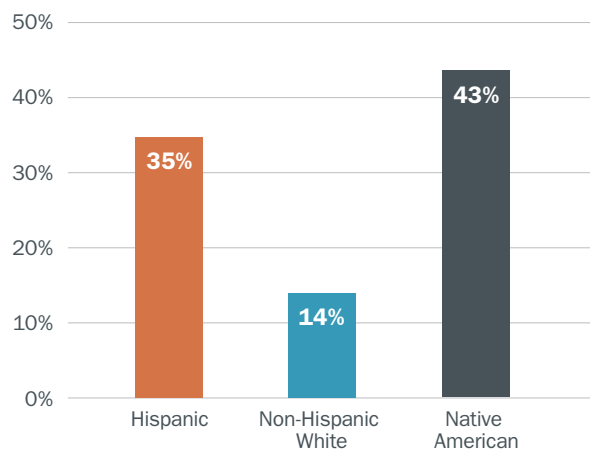
Children Living in Poverty  
by Year (2008–2016)



**SOURCE:** U.S. Census Bureau, American Community Surveys, 2008 through 2016, Table S1701.

### RACE & ETHNICITY

Children Living in Poverty  
by Race and Ethnicity (2016)



**SOURCE:** U.S. Census Bureau, American Community Survey, 2016, Table 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.

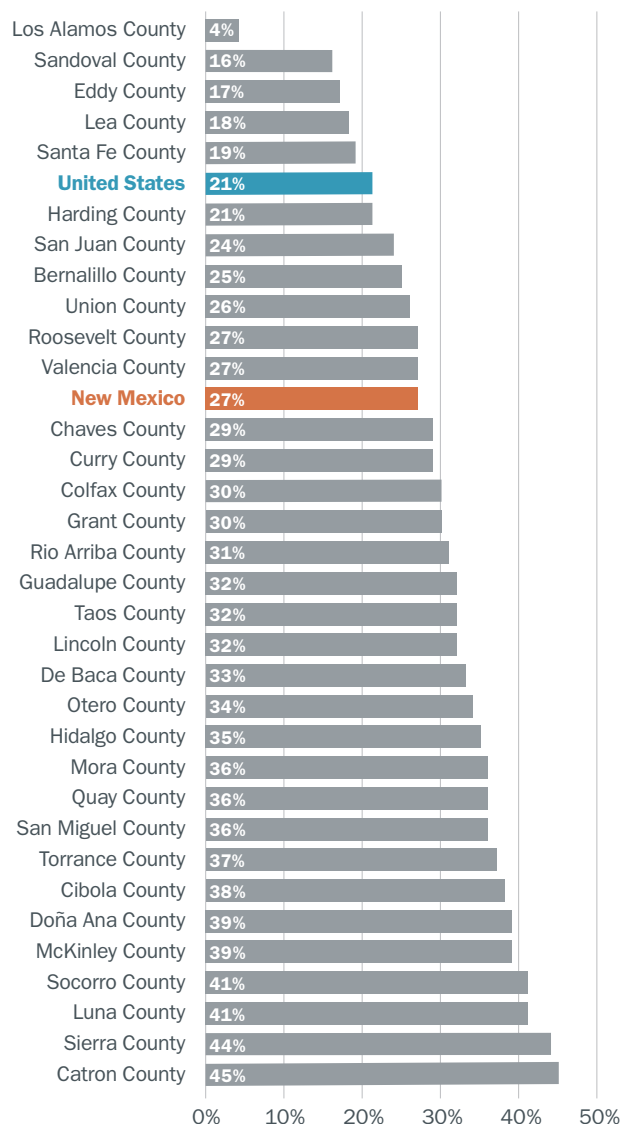


## Tracking Change: Worsened

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.

### RANKINGS

#### Children Living in Poverty by County (2015)



SOURCE: U.S. Census Bureau, Small Area Income and Poverty Estimates, 2015.

### POLICY SOLUTIONS

#### To Decrease Child Poverty:

- Support two-generational approaches so that there is better coordination of health, education, housing, and food services 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 food benefits.
- At 175 percent APR, interest rates on predatory loan products (payday, car title loans, etc.) are better than they once were, but more needs to be done to protect poor and low-income families from getting trapped in an endless cycle of increasing debt.
- Ensure that all workers can earn at least one week of paid sick leave.
- Enact and enforce 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.





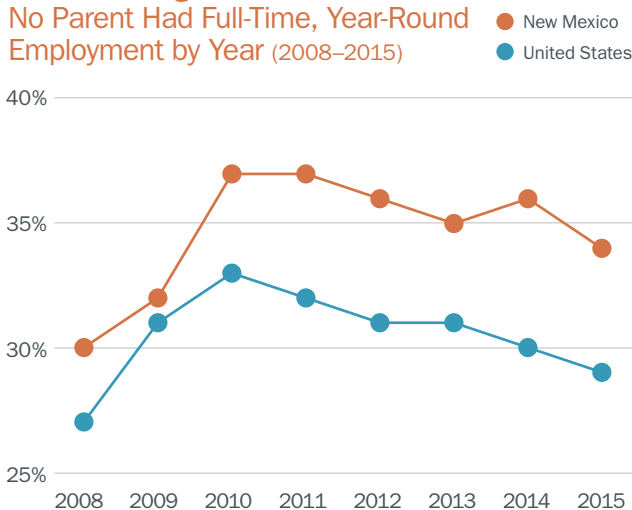
# Economic Well-Being: Parents without Secure Employment

## 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). 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.

## TRENDS

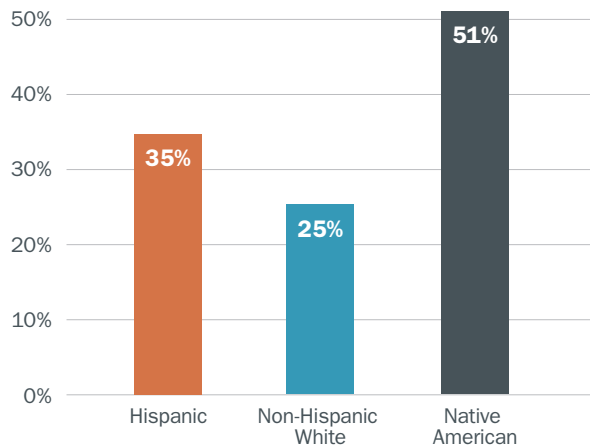
Children Living in Families Where No Parent Had Full-Time, Year-Round Employment by Year (2008–2015)



**SOURCE:** Population Reference Bureau analysis of data from the U.S. Census Bureau, American Community Surveys, 2008 through 2015.

## RACE & ETHNICITY

Children Living in Families Where No Parent Had Full-Time, Year-Round Employment by Race and Ethnicity (2015)



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

*Parents who lack secure employment may be employed part time or seasonally because there aren't enough jobs available or they may not have the education or skills needed to qualify for the jobs that are available.*



### Tracking Change: Improved

New Mexico saw a slight improvement in this indicator from 2014 to 2015, mirroring a national trend. We are now ranked 44th nationally on this indicator, an improvement from last year's 48th ranking. However, this indicator has worsened over the long-term, with a 14 percent increase since 2008 in the number of kids living in families where no parent has secure employment.

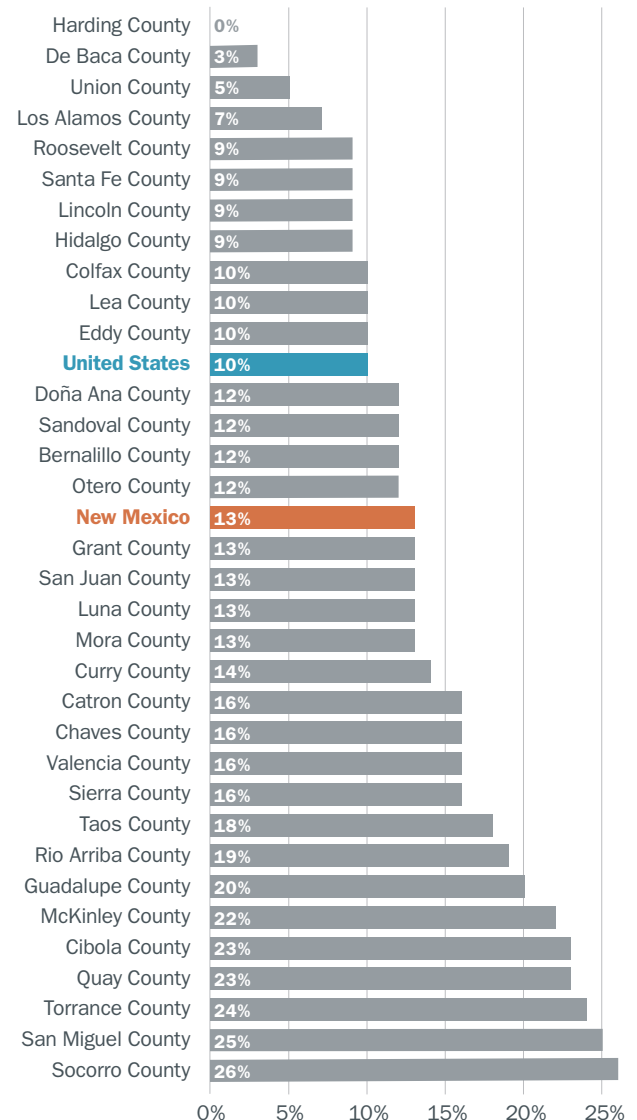
### POLICY SOLUTIONS

#### To Help Parents find 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 the 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 to build our workforce.

### RANKINGS

#### Families with Children in Which No Parent is Working by County (2011–2015)



SOURCE: U.S. Census Bureau, American Community Survey, 2011-2015, Table B23007.





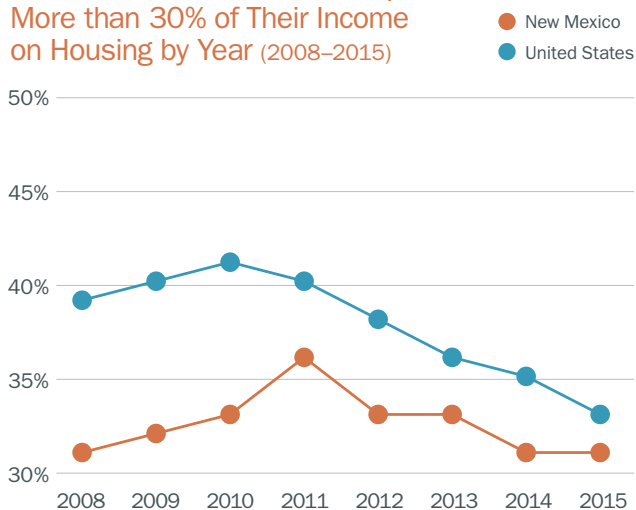
# Economic Well-Being: High Housing Cost Burdens

## 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 (35 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.

### TRENDS

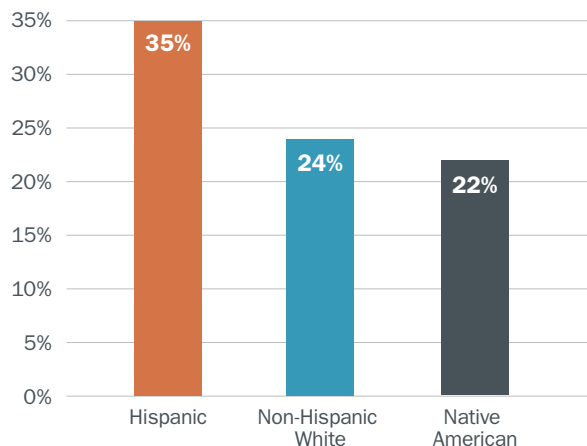
Children in Households that Spend More than 30% of Their Income on Housing by Year (2008–2015)



**SOURCE:** Population Reference Bureau analysis of data from the U.S. Census Bureau, American Community Surveys, 2008 through 2015.

### RACE & ETHNICITY

Children Living in Households with a High Housing Cost Burden by Race and Ethnicity (2015)

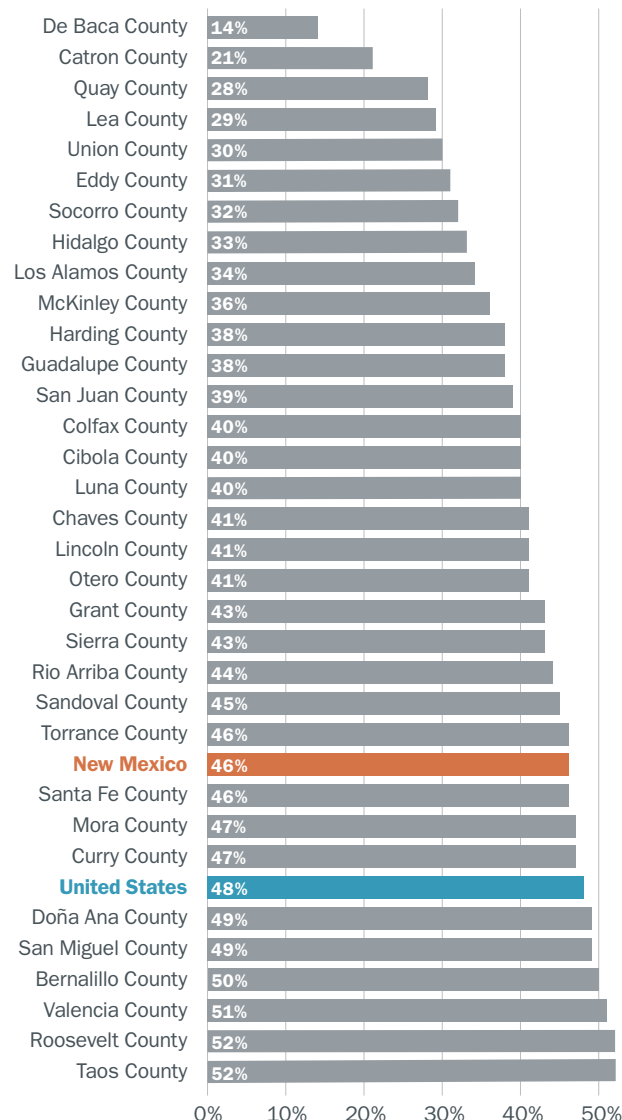


**SOURCE:** Population Reference Bureau analysis of data from the U.S. Census Bureau, American Community Survey, 2015. **NOTE:** Estimates for other races and ethnicities suppressed because the confidence interval around the percentage is greater than or equal to 10 percentage points.

*High housing cost burdens can push families into substandard housing, and mean that many 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 for the families living in them.*

## RANKINGS

### Households Renting with High Housing Cost Burdens by County (2011–2015)



SOURCE: U.S. Census Bureau, American Community Survey, 2011–2015, Table B25070.

## Tracking Change: No Change

Though the number of children in burdened families dropped by 3,000 from 2014 to 2015, New Mexico's rate of children in families burdened by high housing costs remained flat at 31 percent. As most other states saw improvement over this same time period, New Mexico is now ranked 27th instead of 20th in this indicator among the 50 states. Though the number of children living in households with a high housing cost burden has improved since its worst point in 2011, we've seen no real improvements over a longer time period.

## POLICY SOLUTIONS

### To Help 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.





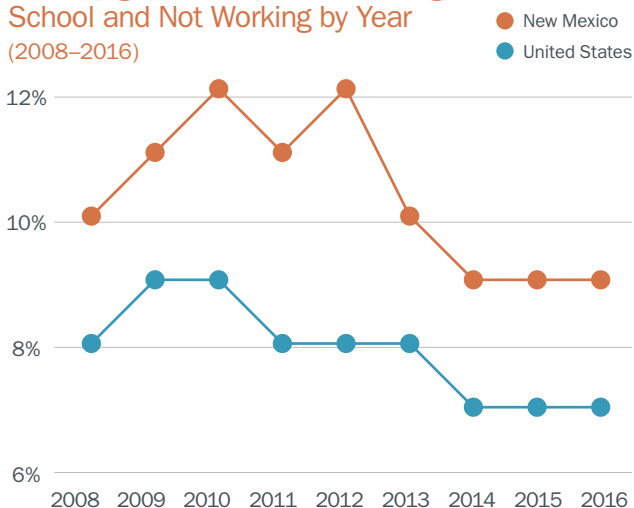
# Economic Well-Being: Disconnected Youth

## 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 are often people of color. Disconnected teens are at risk for poor health and economic outcomes as adults, they 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.

### TRENDS

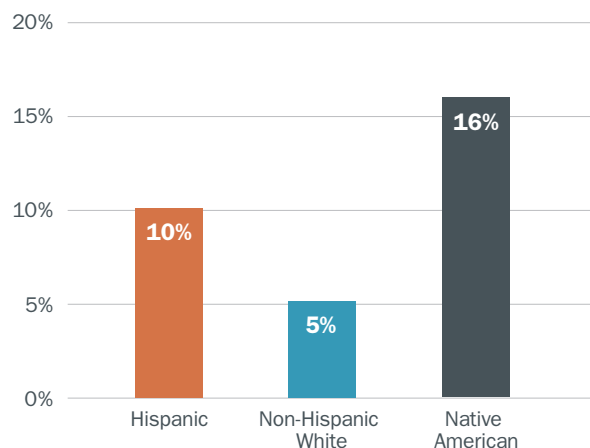
Teens (Ages 16–19) Not Attending School and Not Working by Year (2008–2016)



**SOURCE:** U.S. Census Bureau, American Community Surveys, 2008 through 2016, Table B14005.

### RACE & ETHNICITY

Teens (Ages 16–19) Not Attending School and Not Working by Race and Ethnicity (2015)



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

*Disconnected teens are at risk for poor health and economic outcomes as adults, they 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: No Change

New Mexico saw no overall progress in this indicator from 2015 to 2016 and is still ranked 40th among the states on the percentage of teens (ages 16-19) who are not in school and not working. Over this time period, rates worsened among Hispanic teens and improved for non-Hispanic white teens in New Mexico. Though our rate of teens not in school and not working has been relatively flat for a number of years, significant improvements on this indicator over time among all teens in New Mexico mean that we are finally back to pre-recession levels.

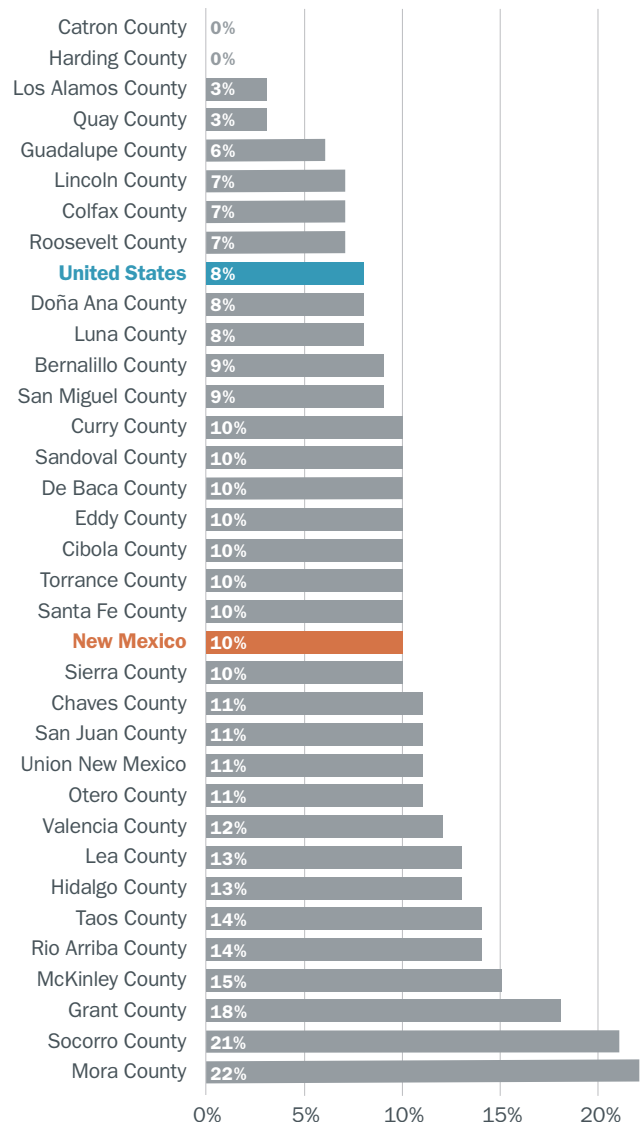
### POLICY SOLUTIONS

#### To Engage 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.

### RANKINGS

#### Teens (Ages 16–19) Not Attending School and Not Working by County (2011–2015)



SOURCE: U.S. Census Bureau, American Community Survey, 2011-2015, Table B14005.





# Education: Young Children Not in School

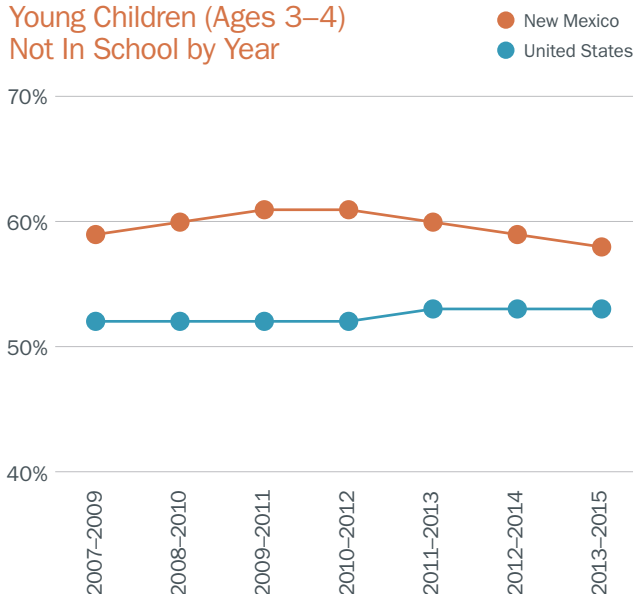
## The Extent of the Problem

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 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, 58 percent of New Mexico's young children (ages three and four) did not attend some form of preschool or school program in 2015, with rates even higher among Hispanic children.

► For this measure, "school" includes any group or class of institution providing educational experiences for 3- to 4-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.

### TRENDS

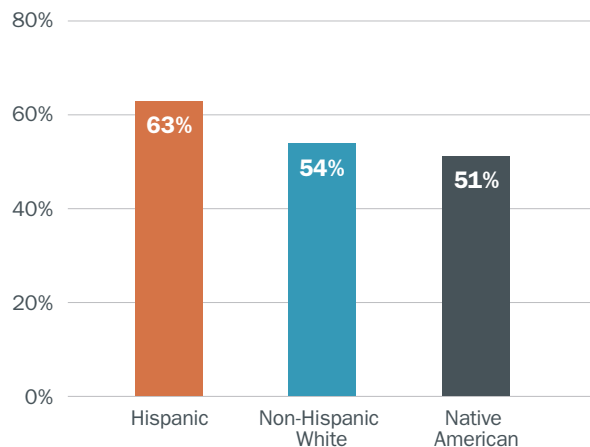
Young Children (Ages 3–4)  
Not In School by Year



**SOURCE:** Population Reference Bureau analysis of data from the U.S. Census Bureau, American Community Survey, pooled estimates from 2007 to 2015.

### RACE & ETHNICITY

Young Children (Ages 3–4) Not In School  
by Race and Ethnicity (2011–2015)



**SOURCE:** Population Reference Bureau analysis of data from the U.S. Census Bureau, American Community Survey, 2011-2015. **NOTE:** Estimates for other races and ethnicities suppressed because the confidence interval around the percentage is greater than or equal to 10 percentage points.

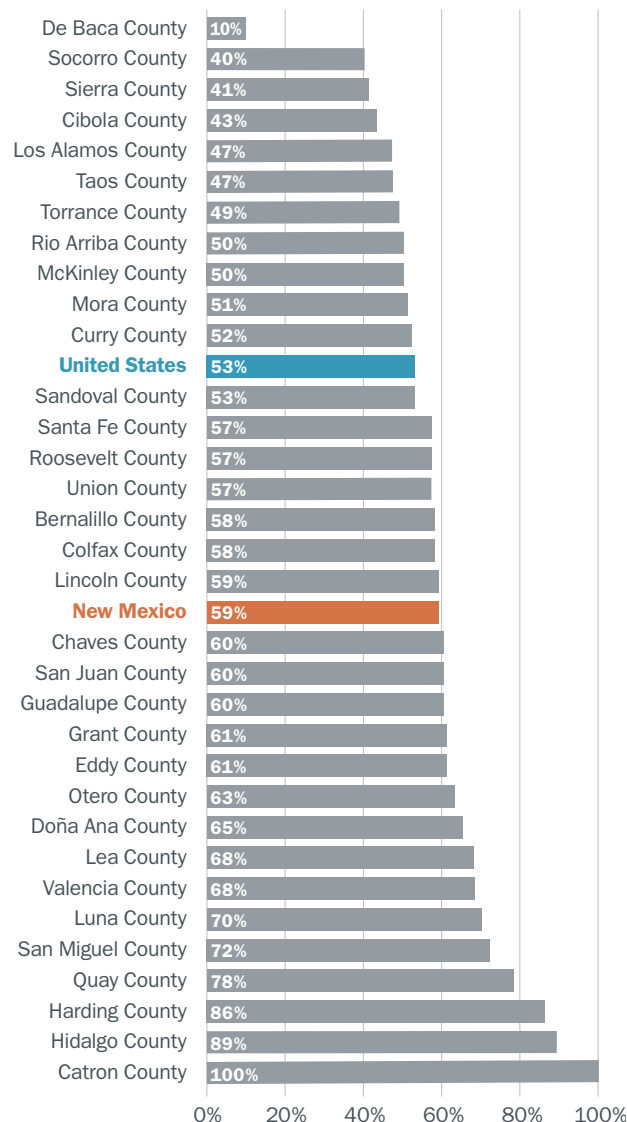


## Tracking Change: Improved

Between 2014 and 2015, 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 59 percent to 58 percent. We are now ranked 33rd in the nation on this measure, an improvement from last year's 38th ranking. However, New Mexico's rate of young children enrolled in preschool has not changed much over the long term, and is actually only slightly better than it was in 2009. Continued expansion of NM Pre-K means that more children are able to attend pre-K each year, but significant enrollment cuts in the child care assistance program mean fewer families are able to afford 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, those increases have not been sufficient to adequately address the pressing needs in this policy area.

### RANKINGS

#### Young Children (Ages 3–4) Not In School by County (2011–2015)



SOURCE: U.S. Census Bureau, American Community Survey, 2011–2015, Table B14003.

### POLICY SOLUTIONS

#### To Increase 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 NM Pre-K so it is available to all 4-year-olds and available as a full-day program.
- 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.





# Education: Reading and Math Proficiency

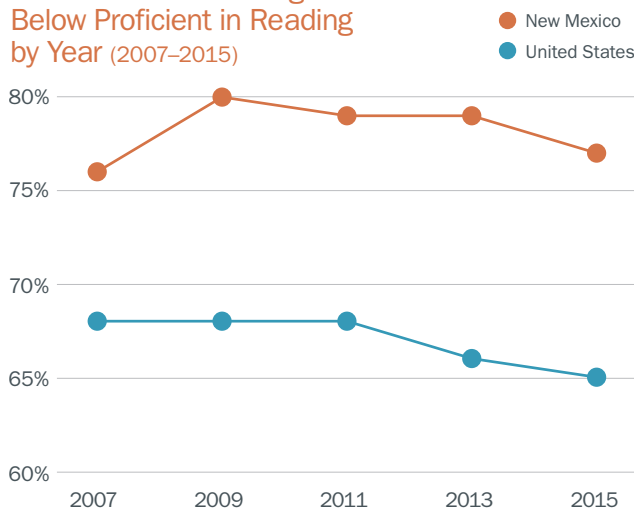
## The Extent of the Problem

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.

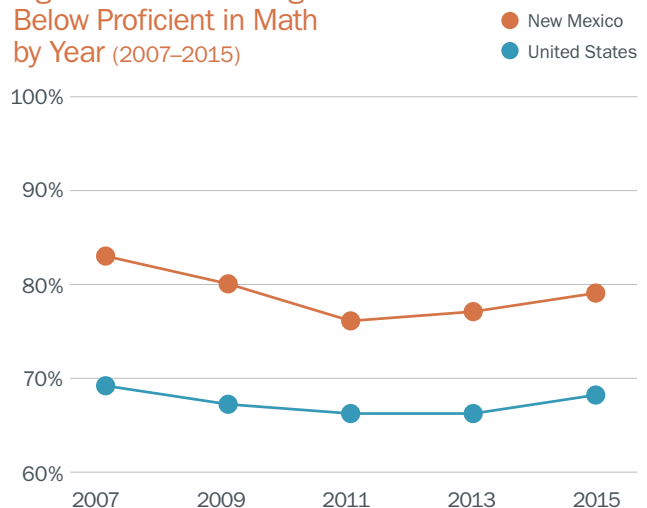
## TRENDS

Fourth Graders Scoring Below Proficient in Reading by Year (2007–2015)



**SOURCE:** National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

Eighth Graders Scoring Below Proficient in Math by Year (2007–2015)



**SOURCE:** National Center for Education Statistics, National Assessment of Educational Progress (NAEP).



## Tracking Change: Improved

New Mexico ranks 50th in reading proficiency and 47th in math proficiency among the states. And 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.

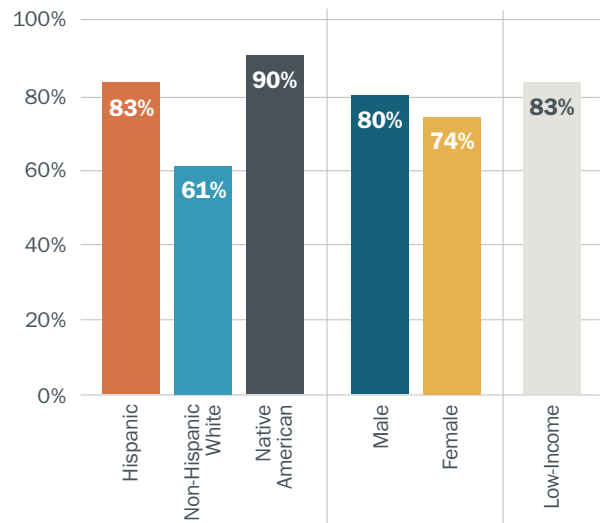
## POLICY SOLUTIONS

### To Improve Reading and Math Proficiency Levels:

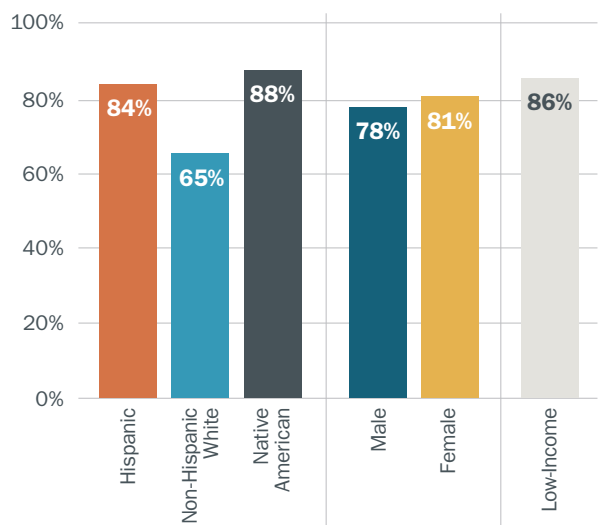
- Expand high-quality early childhood care and education services to help prepare children for school and increase the likelihood they will reach grade-level benchmarks on time.
- Increase K-12 per-pupil funding to help schools decrease over-crowding in classrooms, provide resources for learning needs, and mitigate the problems associated with poverty.
- Restore the funding that was cut from K-3 Plus and expand it 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.

## RACE & ETHNICITY

### Fourth Graders Scoring Below Proficient in Reading by Race, Ethnicity, Gender, and Income (2015)



### Eighth Graders Scoring Below Proficient in Math by Race, Ethnicity, Gender, and Income (2015)



**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

Thirty-one percent of New Mexican high-schoolers do not graduate on time. This rate is significantly worse than the national average of 17 percent. Graduation rates are best among Asian American high-schoolers in New Mexico, but worse than average among African Americans and Native American students. New Mexico is ranked 50th 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-wage jobs.

► 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.

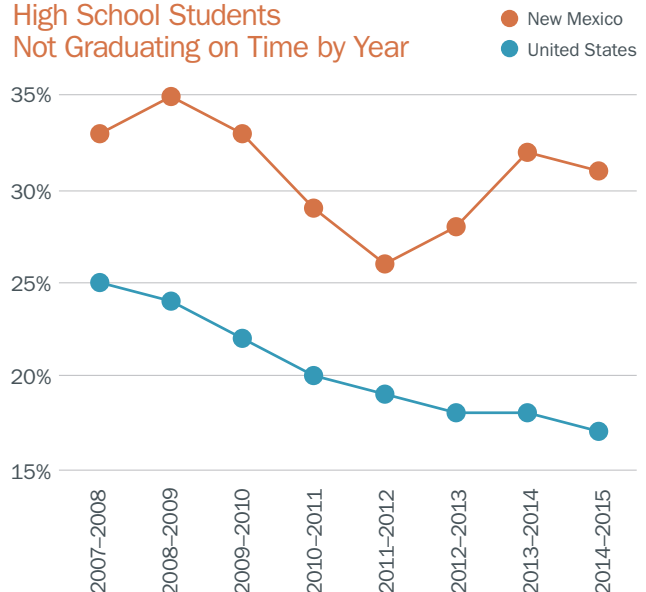


### Tracking Change: Improved

Following a nationwide trend, the percentage of New Mexico students not graduating on time improved slightly from the school year ending in 2014 to the one ending in 2015. Though New Mexico continues to rank very poorly among the states on this measure, the state has made improvements in this indicator over the long term, going from 33 percent of students not graduating on time in 2008 to 31 percent not graduating on time in 2015. The biggest improvements in this indicator over that time period were seen among Native American and Hispanic students.

### TRENDS

#### High School Students Not Graduating on Time by Year



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

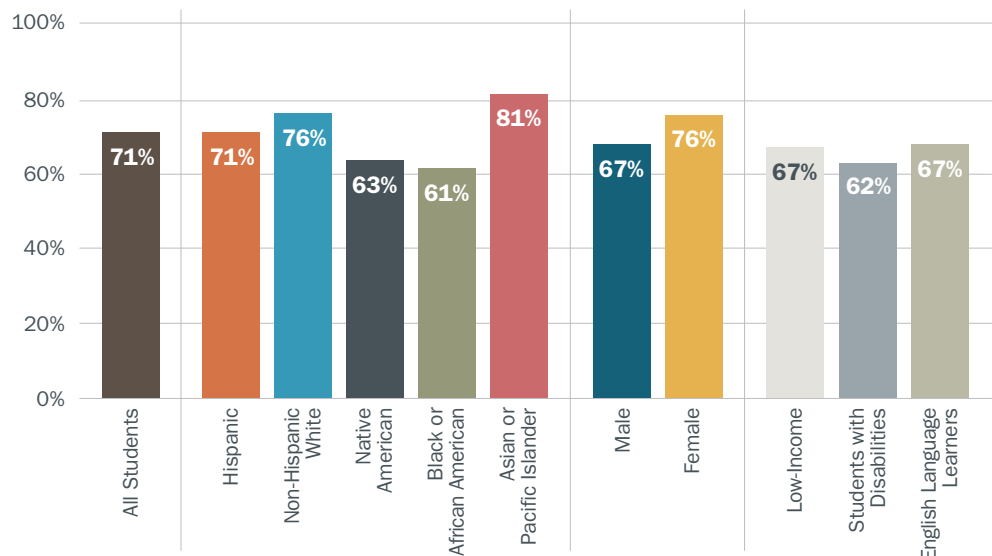
*Students who don't graduate on time are more likely to drop out, less likely to go on to college, and more likely to be unemployed or employed in low-wage jobs.*



## RACE & ETHNICITY

### High School Graduation Rates by Race, Ethnicity, Gender, and Other Factors (2016)

**SOURCE:** NM Public Education Department, 4-Year Cohort Graduation Rates, 2016. **NOTE:** "Low-income" students in this measure are those who are eligible for free or reduced-price school lunches.



## POLICY SOLUTIONS

### To Improve 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.
- 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.
- Support dropout recovery programs.
- 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.



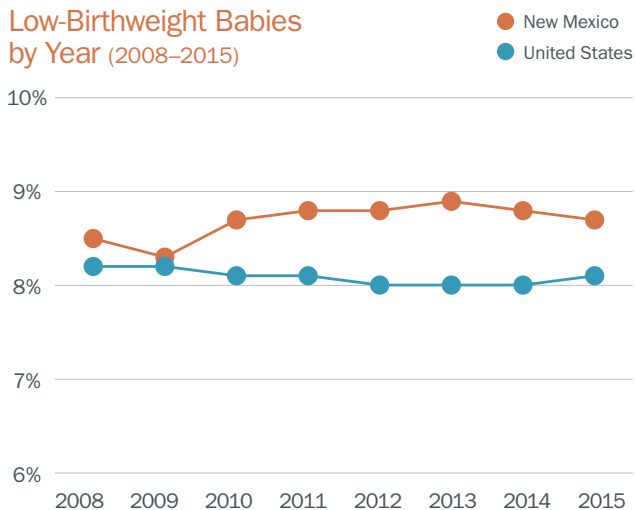
# Health: Low-Birthweight Babies

## The Extent of the Problem

In 2015, 8.7 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 (11.9 percent) and Hispanics (9.4 percent). Babies born at a low birthweight are at greater risk for developmental delays, disabilities, chronic conditions, and early death. Mothers who live in poverty, give birth at a young age, use drugs and alcohol during pregnancy, receive late or no prenatal care, or do not have enough to eat during pregnancy are at the highest risk for giving birth to low-birthweight babies.

### TRENDS

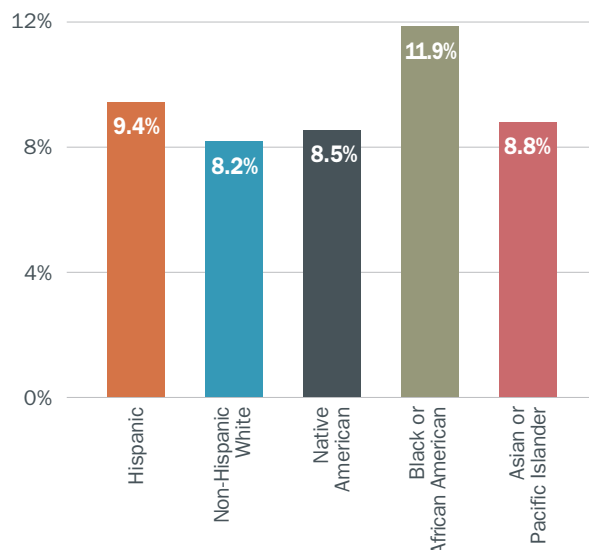
Low-Birthweight Babies  
by Year (2008–2015)



**SOURCE:** Centers for Disease Control and Prevention, National Center for Health Statistics (NCHS), National Vital Statistics Reports, 2008 through 2015.

### RACE & ETHNICITY

Low-Birthweight Babies  
by Race and Ethnicity (2016)



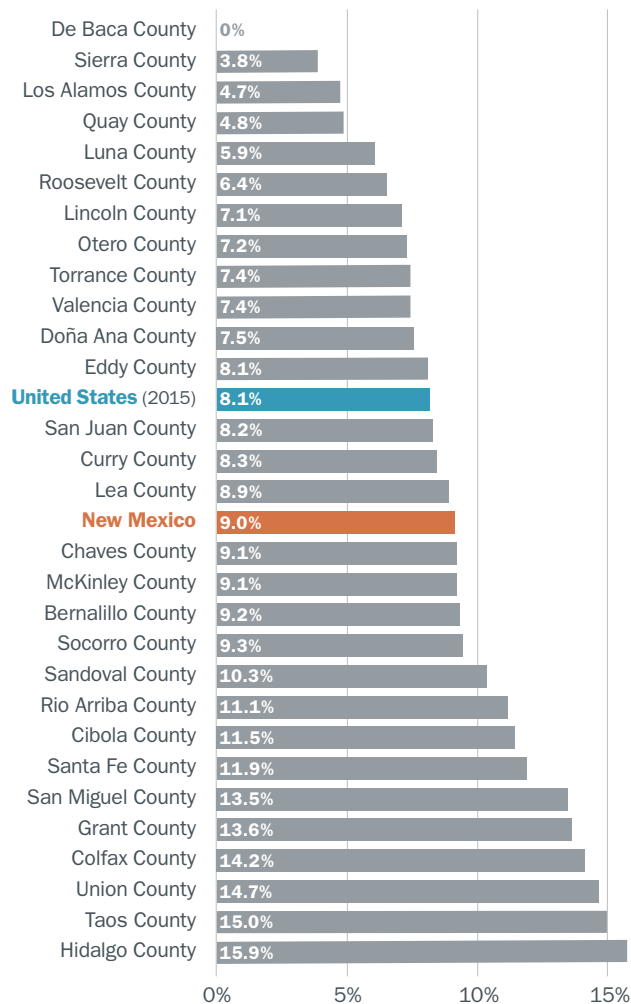
**SOURCE:** New Mexico Department of Health, Indicator-Based Information System for Public Health (IBIS). Retrieved October, 2017 from <http://ibis.health.state.nm.us>



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

## RANKINGS

### Low-Birthweight Babies by County (2016)



**SOURCE:** New Mexico Department of Health, Indicator-Based Information System for Public Health (IBIS). Retrieved October, 2017 from <http://ibis.health.state.nm.us>

**NOTE:** 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 Catron, Guadalupe, Harding, and Mora counties are suppressed.



### Tracking Change: Improved

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 birth-weight babies from 2014 to 2015, with rates improving most among African Americans (whose rate dropped from 14.7 percent to 11.9 percent) during this time.

## POLICY SOLUTIONS

### To Decrease 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.
- The state has permission to fund home visiting under a Medicaid waiver beginning in 2019. This will allow the state to draw down federal Medicaid funding. The state should stick to this plan and use it to significantly increase this highly valuable program.



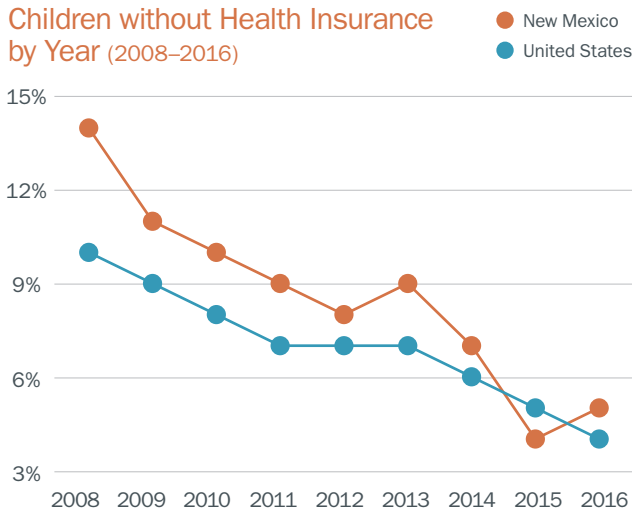
# Health: Children without Health Insurance

## 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 5 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 of about 13 percent, are at the greatest risk of being uninsured.

### TRENDS

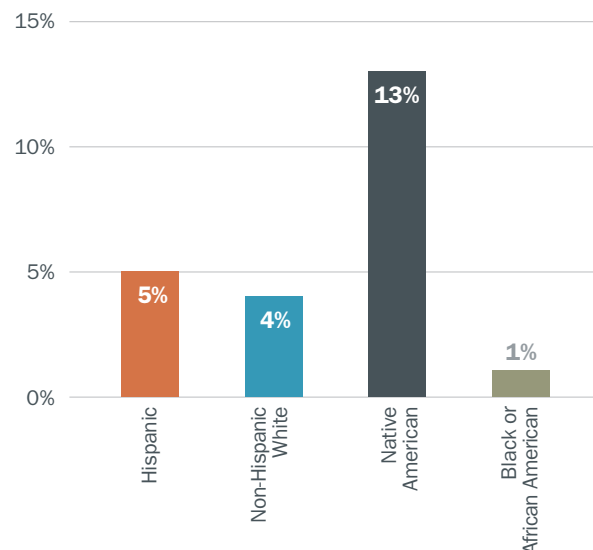
Children without Health Insurance by Year (2008–2016)



**SOURCE:** U.S. Census Bureau, American Community Surveys, 2008 through 2016, Table C27001.

### RACE & ETHNICITY

Children without Health Insurance by Race and Ethnicity (2016)

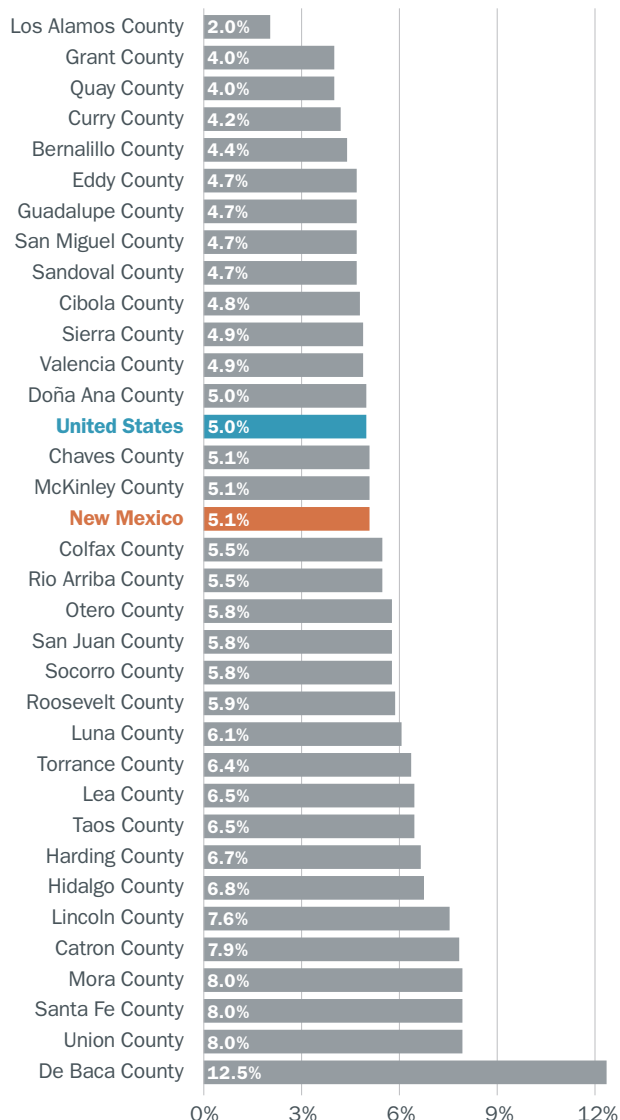


**SOURCE:** U.S. Census Bureau, 2016 American Community Survey, Table C27001.  
**NOTE:** Estimates for other races and ethnicities suppressed because the confidence interval around the percentage is greater than or equal to 10 percentage points.

*The five 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.*

## RANKINGS

### Children (Ages 0–18) without Health Insurance by County (2015)



SOURCE: U.S. Census Bureau, Small Area Health Insurance Estimates, 2015.



### Tracking Change: Worsened

The percentage of children without health insurance got slightly worse from 2015 to 2016, going from 4 percent to 5 percent. However, from 2008 to 2016, the percentage improved from 14 percent to 5 percent. Thanks to the expansion of Medicaid under the Affordable Care Act (ACA), New Mexico has seen some of the biggest improvements over time in the nation in the percentage of the child population without health insurance. Notably, the biggest improvements over time in this measure have been among Native American and Hispanic children.

## POLICY SOLUTIONS

### To Lower the Rate of Children without Health Insurance:

- Implement aggressive 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).





# Health: Child and Teen Death Rates

## The Extent of the Problem

New Mexico's child and teen death rate is 34 deaths per 100,000 children aged 1 to 19. This is significantly worse than the U.S. average rate of 25 per 100,000, and ranks New Mexico 41st among the states on this measure. Most alarming, rates among Native American children in New Mexico (at 39 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.

► For this measure, child death rates are the number of deaths per 100,000 children ages 1 to 14 years old. Teen death rates are the number of deaths per 100,000 children ages 15 to 19 years old.

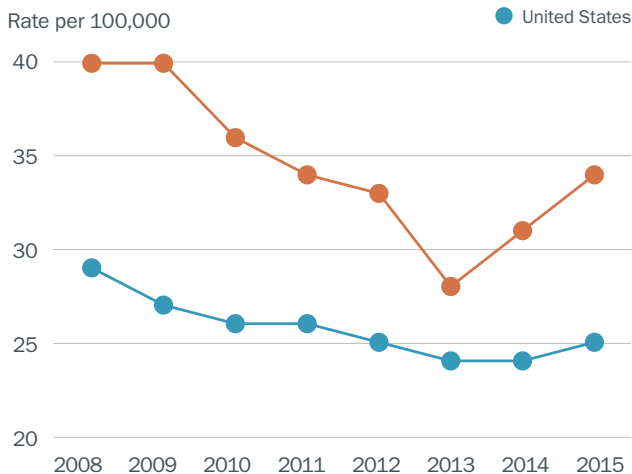


## Tracking Change: Worsened

From 2008 to 2015, New Mexico's child and teen death rate decreased from 40 to 34 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. In the shorter term, however, New Mexico's child and teen death rate went from 31 to 34 per 100,000 children and teens between 2014 to 2015—the second consecutive year that this measure worsened.

### TRENDS

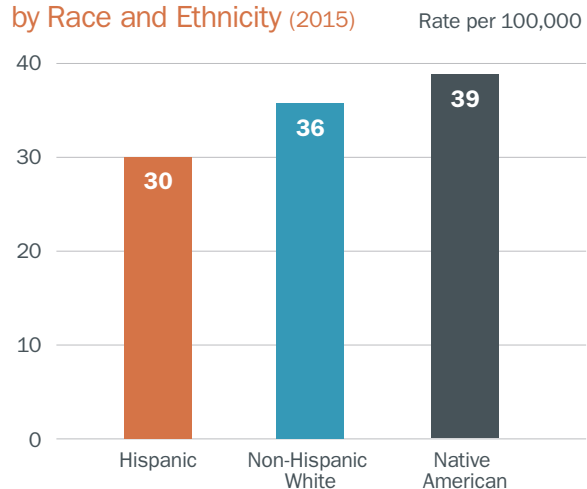
#### Child and Teen Death Rates by Year (2008–2015)



**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 2008–2015.

### RACE & ETHNICITY

#### Child and Teen Death Rates by Race and Ethnicity (2015)



**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 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.

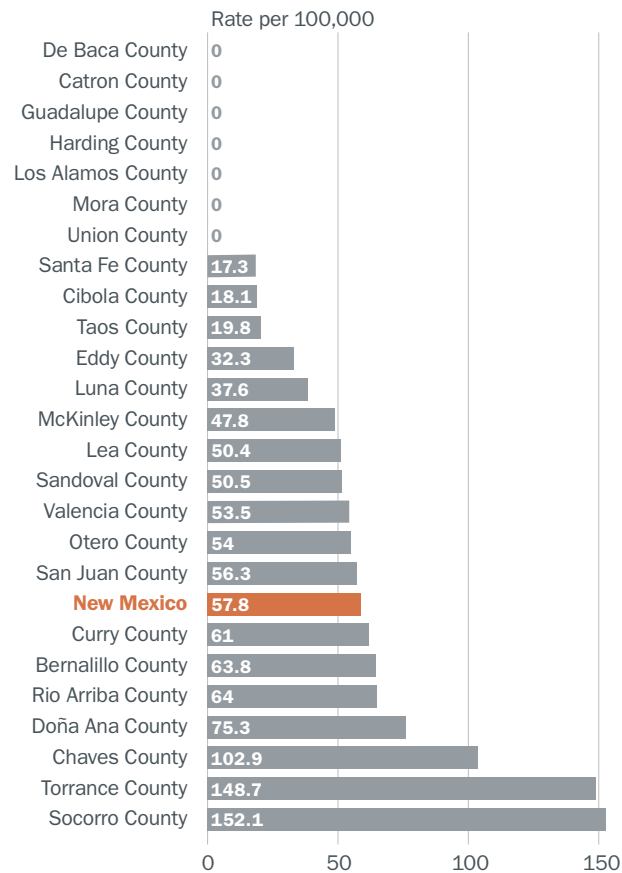
## POLICY SOLUTIONS

### To Lower 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.
- 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.
- Enact stronger gun safety laws to limit unauthorized child access to guns in order to lower the number of accidental gun deaths.
- Expand funding for suicide prevention programs to provide youth with supportive adults, strategies to cope with difficult situations, and a sense of hope.
- Adequately fund evidence-based child abuse prevention programs and strengthen the role of prevention at the Children, Youth and Families Department (CYFD).

## RANKINGS

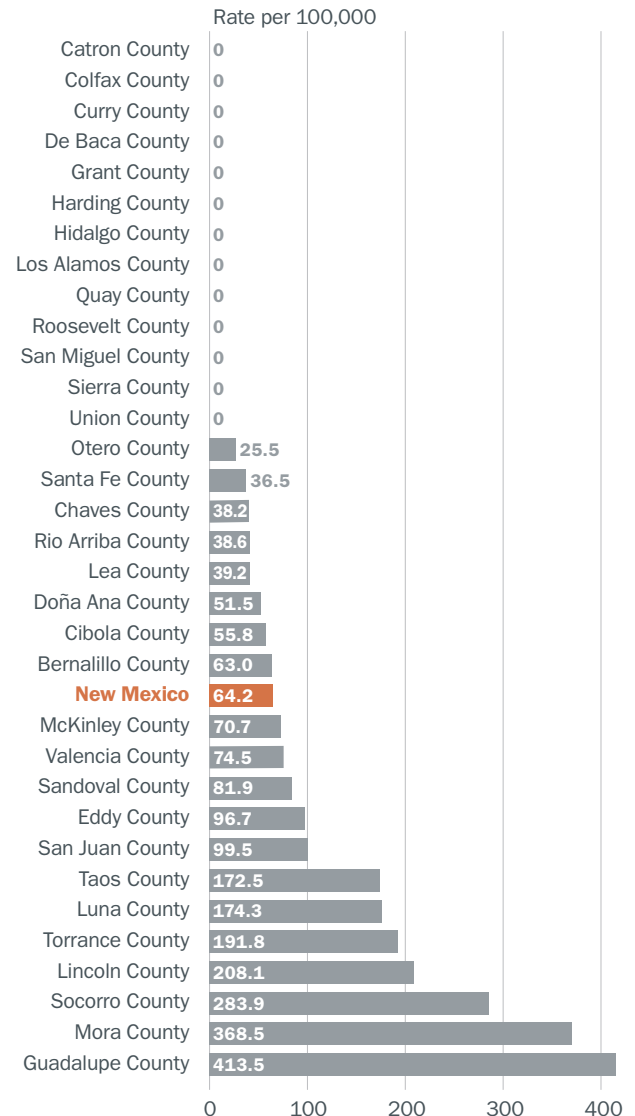
### Child (Ages 0-14) Death Rates by County (2016)



**SOURCE:** New Mexico Department of Public Health, Indicator-Based Information System for Public Health (IBIS). Retrieved October, 2017 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 Colfax, Grant, Hidalgo, Lincoln, Quay, Roosevelt, San Miguel, and Sierra counties are suppressed.

### Teen (Ages 15-19) Death Rates by County (2016)



**SOURCE:** New Mexico Department of Public Health, Indicator-Based Information System for Public Health (IBIS), custom data request received November, 2017.

# Health: Teen Alcohol and Drug Abuse

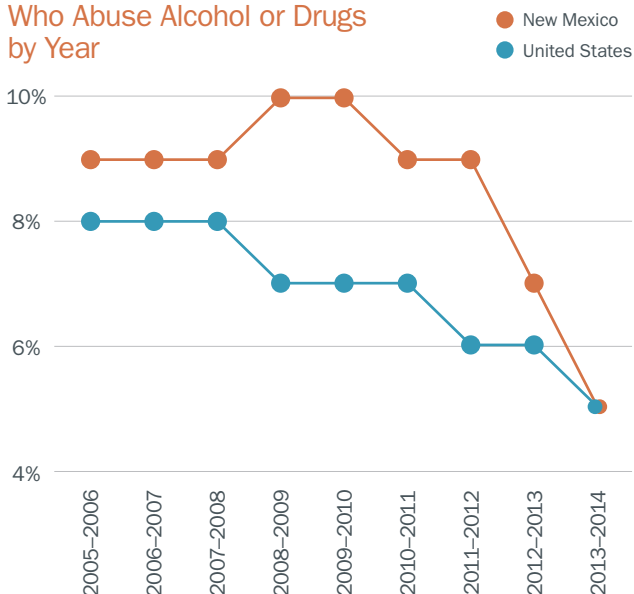
## The Extent of the Problem

Approximately 9,000 or 5 percent of New Mexico teens ages 12 to 17 abused drugs or alcohol from 2013 to 2014, the most recent year for which these data are available. 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 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.

► 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.

### TRENDS

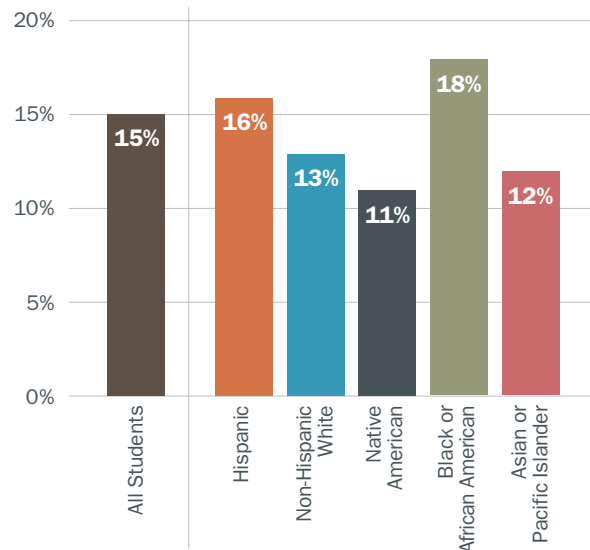
Percent of Teens (Ages 12-17)  
Who Abuse Alcohol or Drugs  
by Year



**SOURCE:** National Survey on Drug Use and Health 2005-06 to 2013-2014, Substance Abuse and Mental Health Services.

### RACE & ETHNICITY

Teen Binge Drinking  
by Race and Ethnicity (2015)



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



*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: Improved

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.

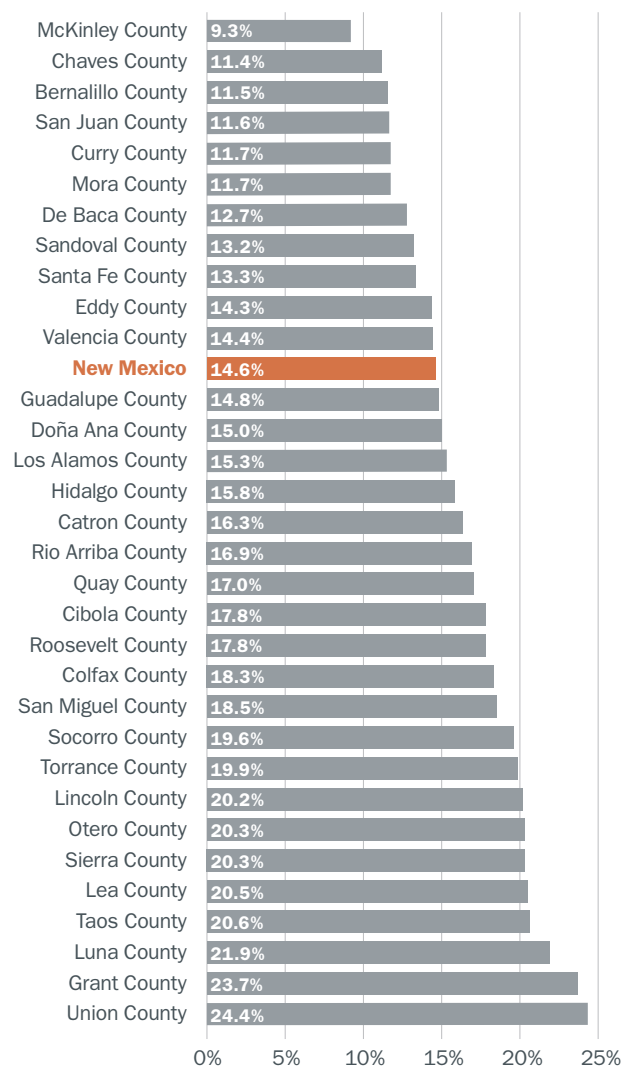
### POLICY SOLUTIONS

#### To Address Teen Alcohol and Drug Abuse:

- Expand mental health programs for children, youth and families.
- 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.
- 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.

### RANKINGS

#### Teen Binge Drinking by County (2015)



**SOURCE:** New Mexico Youth Risk and Resiliency Survey (YRRS), 2015. **NOTE:** No data were available for Harding County.



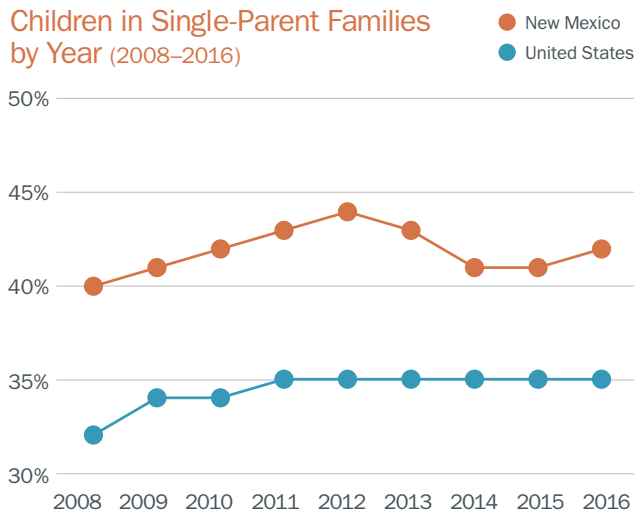
# Family and Community: Children in Single-Parent Families

## The Extent of the Problem

Forty-two 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 we are currently ranked 48th 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 tuition at a New Mexico university. 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 than are their non-Hispanic white peers, with 42 percent of the state's Hispanic children and 61 percent of Native American children in New Mexico living in single-parent families, compared to 30 percent of non-Hispanic white children.

### TRENDS

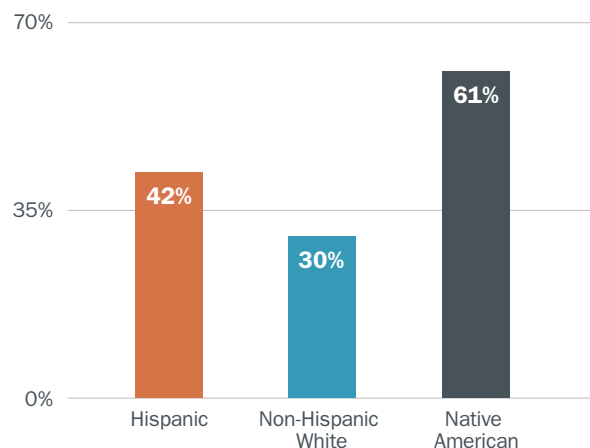
Children in Single-Parent Families  
by Year (2008–2016)



**SOURCE:** U.S. Census Bureau, American Community Surveys, 2008 through 2016, Table B09002.

### RACE & ETHNICITY

Children in Single-Parent Families  
by Race and Ethnicity (2015)



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

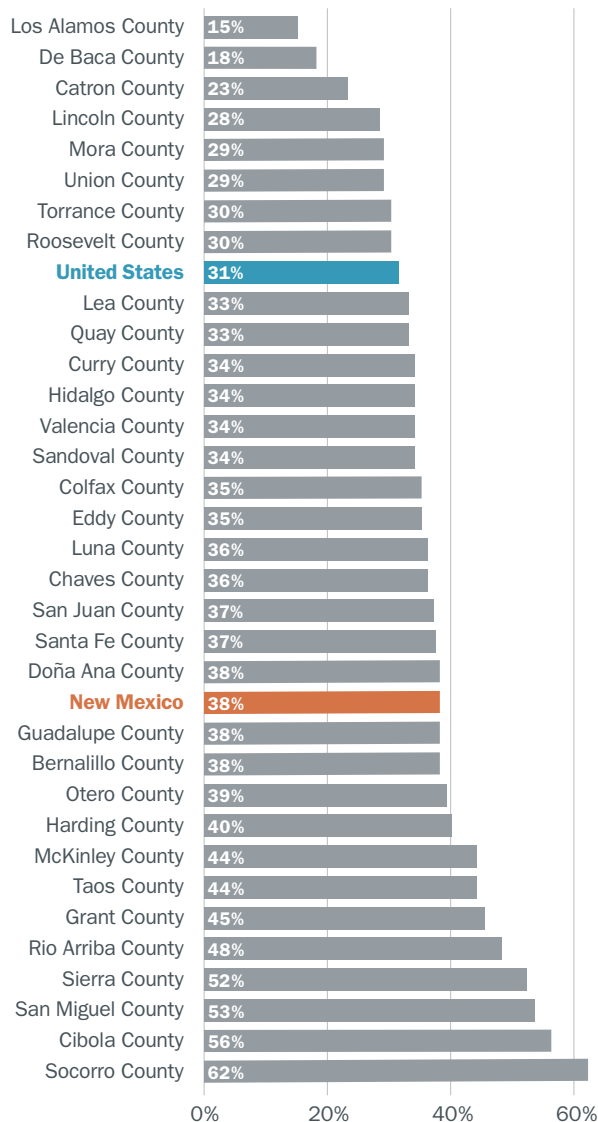


## Tracking Change: Worsened

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 rate of all children living in single-parent families worsened slightly from 41 percent in 2015 to 42 percent in 2016, and 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-generational approaches that create opportunities simultaneously for both parents and children, and in doing so address both groups' needs, are crucial for improving indicators like children in single-parent families.

### RANKINGS

#### Children in Single-Parent Families by County (2011–2015)



SOURCE: U.S. Census Bureau, American Community Survey, 2011–2015, Table B09002.

### POLICY SOLUTIONS

#### To Support 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 families of limited means 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 more accessible ladder to economic self-sufficiency.
- Maintain current Medicaid eligibility for family planning services.





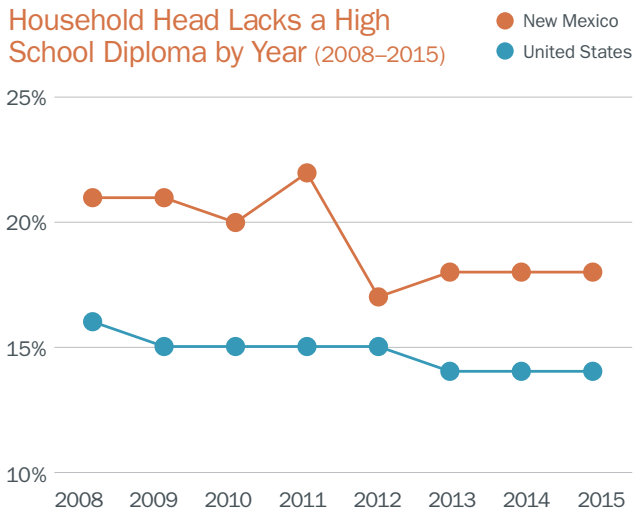
# Family and Community: Parents Without a High School Diploma

## The Extent of the Problem

In 2015, 18 percent of New Mexico children—or 89,000 kids—lived in families where the head of the household lacked a high school diploma. These numbers rank New Mexico 46th in the nation on this indicator. Rates are 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 educational level of a mother—is a strong predictor of how far a child will go in school. Two-generational approaches that create opportunities simultaneously for both parents and children—and in doing so address both groups' needs—are crucial for improving this indicator.

### TRENDS

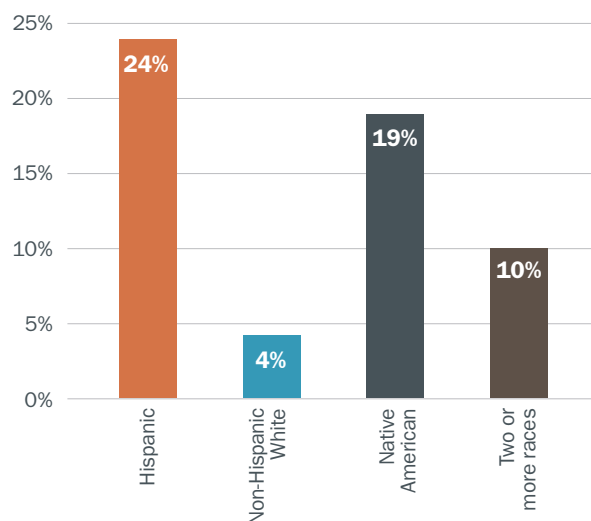
Children in Families where the Household Head Lacks a High School Diploma by Year (2008–2015)



**SOURCE:** Population Reference Bureau analysis of U.S. Census Bureau, American Community Surveys, 2008 through 2015.

### RACE & ETHNICITY

Children in Families where the Household Head Lacks a High School Diploma by Race and Ethnicity (2015)



**SOURCE:** Population Reference Bureau analysis of U.S. Census Bureau, American Community Survey, 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.

*The educational level of a parent—especially the education of a mother—is a strong predictor of how far a child will go in school. Two-generational approaches that create opportunities simultaneously for both parents and children—and in doing so address both groups’ needs—are crucial for improving this indicator.*

### Tracking Change: No Change

Though New Mexico has seen no real change in this indicator over the past couple of years, the long-term rate of children whose parents lack a high school diploma has been improving in New Mexico and nationwide since 2008. In fact, from 2008 to 2015, 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.

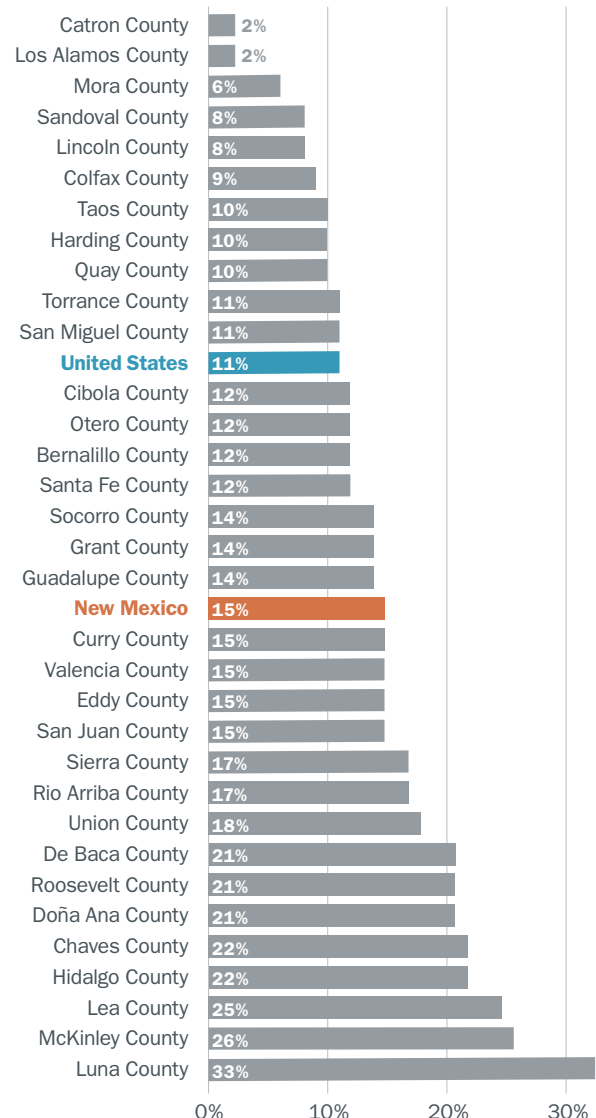
### POLICY SOLUTIONS

#### 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 employability skills. Children whose parents do not speak English fluently can be disadvantaged when seeking assistance with their schoolwork and parents who do not speak English fluently may be less likely to be involved in advocating for their children.

### RANKINGS

#### Families where the Household Head Lacks a High School Diploma by County (2011–2015)



SOURCE: U.S. Census Bureau, American Community Survey, 2011–2015, Table B17018.



# Family and Community: Children Living in High-Poverty Areas

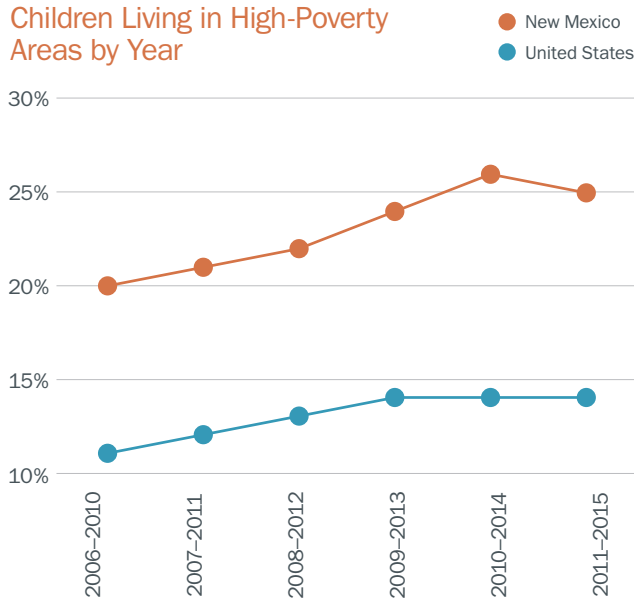
## The Extent of the Problem

Twenty-five percent of New Mexico children live in high-poverty areas, which are areas where the 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. High poverty areas tend to lack jobs that pay family-sustaining wages, are more likely to experience drug problems, and often lack basic infrastructure. Children in high-poverty areas 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 55 percent), followed by Hispanic children (at 27 percent). Non-Hispanic white children in New Mexico are least likely to live in high-poverty areas (10 percent).

➤ For this measure, "high-poverty areas" are Census tracts with poverty rates greater than or equal to 30%.

### TRENDS

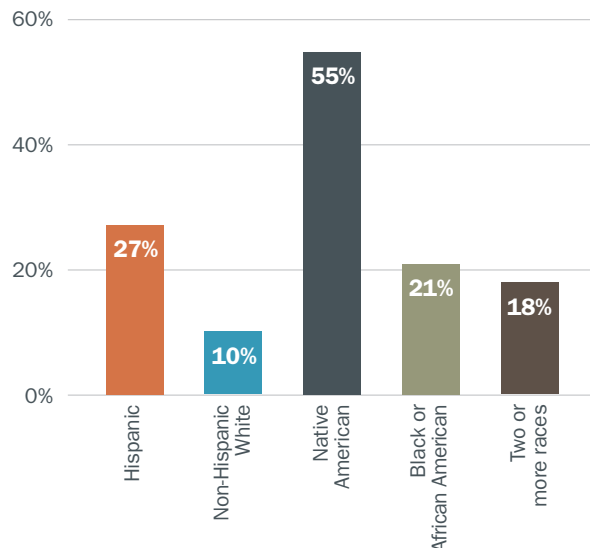
Children Living in High-Poverty Areas by Year



**SOURCE:** U.S. Census Bureau, American Community Surveys 5-year summary files released from 2008 to 2015.

### RACE & ETHNICITY

Children Living in High-Poverty Areas by Race and Ethnicity (2011-2015)



**SOURCE:** Population Reference Bureau analysis of U.S. Census Bureau, American Community Survey, 2011-2015. **NOTE:** Estimates for other races and ethnicities suppressed because the confidence interval around the percentage is greater than or equal to 10 percentage points.





## Tracking Change: Improved

Reflecting a nationwide trend, New Mexico saw a slight improvement from 2014 to 2015 in the number of children living in high-poverty areas, decreasing from 26 to 25 percent of children in these areas, a difference of approximately 7,000 children. However, the number of children living in areas of concentrated poverty has been increasing steadily over the long term—28,000 more New Mexico children lived in high-poverty areas in 2015 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.

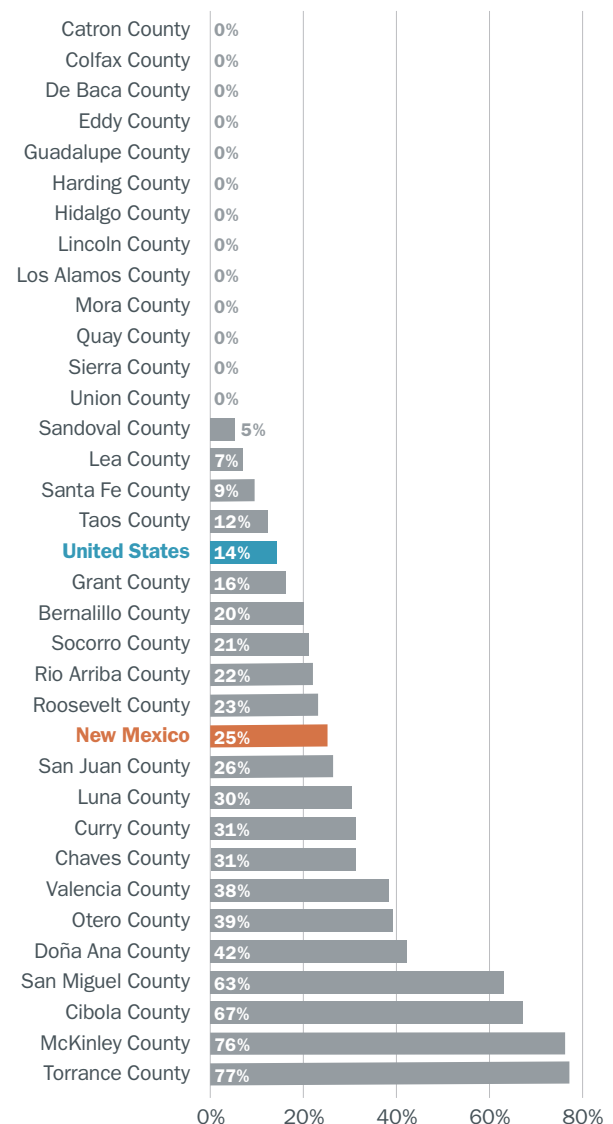
## POLICY SOLUTIONS

### To Address 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 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 economic development initiatives targeted 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 federal Workforce Innovation and Opportunity Act (WIOA) and Temporary Assistance for Needy Families (TANF) funds to support education and job training programs that help parents increase their educational attainment and workforce skills that create pathways out of poverty.

## RANKINGS

### Children Living in High-Poverty Areas by County (2011–2015)



**SOURCE:** Population Reference Bureau analysis of U.S. Census Bureau, American Community Survey, 2011–2015.



# Family and Community: Teen Birth Rate

## The Extent of the Problem

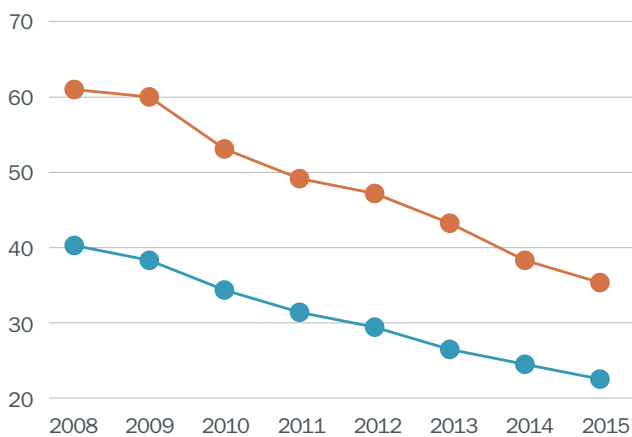
The teen birth rate is the number of births per 1,000 females ages 15 to 19. In New Mexico this rate was 35 in 2015—higher than the U.S. average of 22 per 1,000 female teens, ranking New Mexico 46th among the states on this measure. Teen births are associated with negative impacts for both mothers and 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 face developmental delays, do poorly in school, and become teen parents themselves. 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 and African American populations.

► The teen birth rate is the number of births per 1,000 females ages 15 to 19.

### TRENDS

#### Teen Birth Rate by Year (2008–2015)

Rate per 1,000

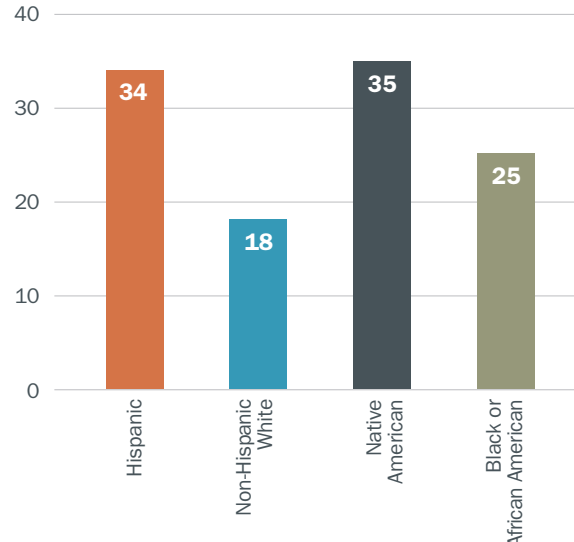


**SOURCE:** Population Reference Bureau analysis of Centers for Disease Control and Prevention, National Center for Health Statistics, 2008–2015.

### RACE & ETHNICITY

#### Teen Birth Rate by Race and Ethnicity (2016)

Rate per 1,000



**SOURCE:** New Mexico Department of Health, Indicator-Based Information System for Public Health (IBIS). Retrieved October, 2017 from <http://ibis.health.state.nm.us>.

**NOTE:** Data for other races and ethnicities suppressed due to small numbers of cases.

*Teen births are associated with negative impacts for both mothers and children. Far from being an isolated issue, teen births affect the well-being of mothers, children, and society as a whole.*



### Tracking Change: Improved

Following a national trend, the teen birth rate in New Mexico has improved significantly over time, declining from 61 per 1,000 female teens in 2008 to 35 per 1,000 in 2015. This represents a 43 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, with the rate of Hispanic teen births dropping from 85 per 1,000 in 2008 to 34 per 1,000 in 2016, and the rate of Native American teen births dropping from 72 per 1,000 in 2008 to 35 per 1,000 in 2016.

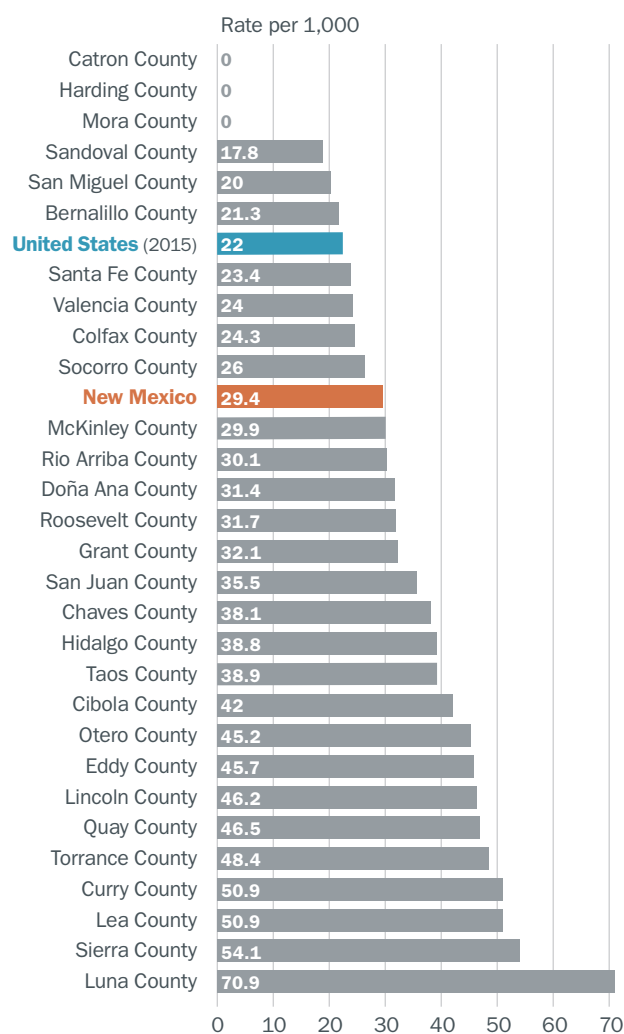
### POLICY SOLUTIONS

#### To Lower the Teen Birth Rate:

- Increase funding for teen pregnancy prevention and support programs to help 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, which are shown to be ineffective.
- 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.

### RANKINGS

#### Teen Birth Rate by County (2016)




**SOURCE:** New Mexico Department of Public Health, Indicator-Based Information System for Public Health (IBIS). Retrieved October, 2017 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, teen birth rates for De Baca, Guadalupe, Los Alamos, and Union counties are suppressed.









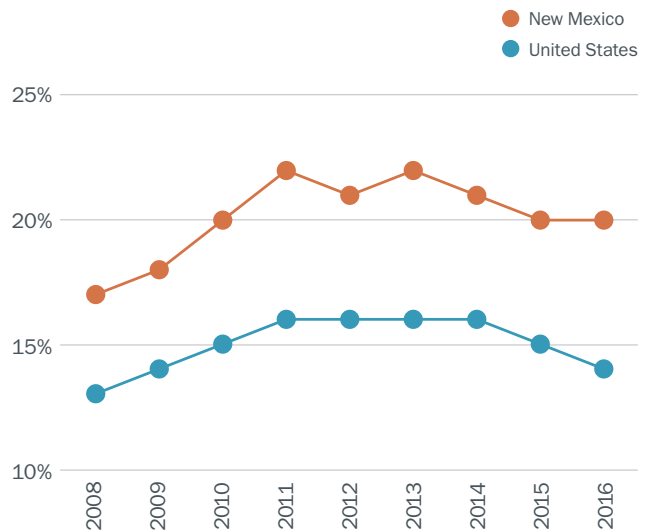
“We live in a state of extraordinary natural beauty, colorful cultures and traditions, and extremely resilient people. We know which public policies work to strengthen families and improve child outcomes. We do not have to accept poor child well-being as our fate. But we have to demand change.”



# Economic Well-Being: Income and Poverty

## Population (All Ages) Living in Poverty by Year (2008–2016) ▼

One in five New Mexicans live in poverty—earning just \$24,300 for a family of four in 2016. 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 national average.



**SOURCE:** U.S. Census Bureau, American Community Surveys, 2008 through 2016, Table S1701.



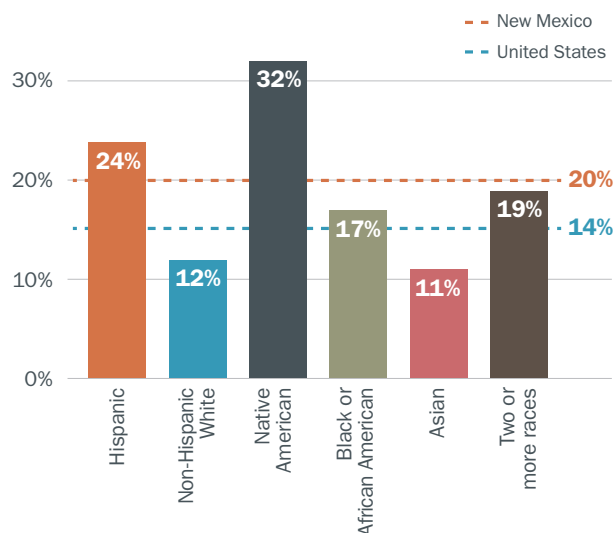
## Median Income and Percent of Population (All Ages) Living in Poverty by County (2011–2015) ➤

The overall median household income in New Mexico is about 17 percent lower than the national average. However, median household income fluctuates widely by county, with four counties—Eddy, 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 2015 to 2016 in both the U.S. and in New Mexico, New Mexico's poverty rate remains much higher than the national average.

**SOURCE:** U.S. Census Bureau, American Community Survey, 2011-2015, Table B19013 (median income) and Table S1701 (poverty).

## Population (All Ages) Living in Poverty by Race and Ethnicity (2016) ▼

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



**SOURCE:** U.S. Census Bureau, American Community Survey, 2016, Table S1701.

Location	Median Income	Percent of Population in Poverty
United States	\$53,889	16%
New Mexico	\$44,963	21%
Bernalillo County	\$47,725	19%
Catron County	\$42,973	17%
Chaves County	\$40,630	22%
Cibola County	\$34,565	29%
Colfax County	\$32,380	20%
Curry County	\$41,084	21%
De Baca County	\$32,500	23%
Doña Ana County	\$38,853	28%
Eddy County	\$56,618	11%
Grant County	\$38,311	21%
Guadalupe County	\$30,772	14%
Harding County	\$33,393	10%
Hidalgo County	\$34,444	23%
Lea County	\$57,533	15%
Lincoln County	\$40,708	17%
Los Alamos County	\$101,934	6%
Luna County	\$27,476	30%
McKinley County	\$28,772	38%
Mora County	\$23,822	23%
Otero County	\$39,775	23%
Quay County	\$29,113	17%
Rio Arriba County	\$36,098	24%
Roosevelt County	\$35,546	26%
San Juan County	\$48,671	20%
San Miguel County	\$29,237	30%
Sandoval County	\$58,982	14%
Santa Fe County	\$54,315	16%
Sierra County	\$29,356	21%
Socorro County	\$34,037	25%
Taos County	\$36,582	24%
Torrance County	\$32,083	32%
Union County	\$36,070	13%
Valencia County	\$41,703	24%



## Median Income and Percent of Population Living in Poverty by Tribal Area (2011–2015) ►

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 22 tribal areas is lower than the state average (\$44,963), and all tribal areas have lower median incomes than the national average (\$53,889). The tribal areas with median incomes higher than the state average generally have lower poverty rates, though not in the cases of the Jemez and San Felipe Pueblos.

Location	Median Household Income	Percent of Population in Poverty	
		All Ages	Child
United States	\$53,889	16%	22%
New Mexico	\$44,963	21%	29%
Acoma Pueblo	\$35,068	31%	44%
Cochiti Pueblo	\$46,471	19%	28%
Isleta Pueblo	\$34,831	28%	34%
Jemez Pueblo	\$45,500	26%	34%
Jicarilla Apache	\$38,438	24%	31%
Laguna Pueblo	\$29,881	34%	51%
Mescalero Apache	\$29,271	41%	47%
Nambe Pueblo	\$47,727	18%	25%
Navajo	\$24,512	43%	53%
Ohkay Owingeh Pueblo	\$33,984	25%	24%
Picuris Pueblo	\$29,457	25%	34%
Pojoaque Pueblo	\$51,098	15%	21%
Sandia Pueblo	\$38,385	26%	36%
San Felipe Pueblo	\$48,015	28%	33%
San Ildefonso Pueblo	\$46,016	13%	14%
Santa Ana Pueblo	\$46,250	15%	24%
Santa Clara Pueblo	\$37,300	25%	40%
Santo Domingo Pueblo	\$36,250	37%	40%
Taos Pueblo	\$33,346	24%	41%
Tesuque Pueblo	\$39,141	25%	38%
Zia Pueblo	\$40,000	25%	30%
Zuni Pueblo	\$32,604	42%	50%

**SOURCE:** U.S. Census Bureau, American Community Survey, 2011-2015, Tables DP03, B19013, and B17020.

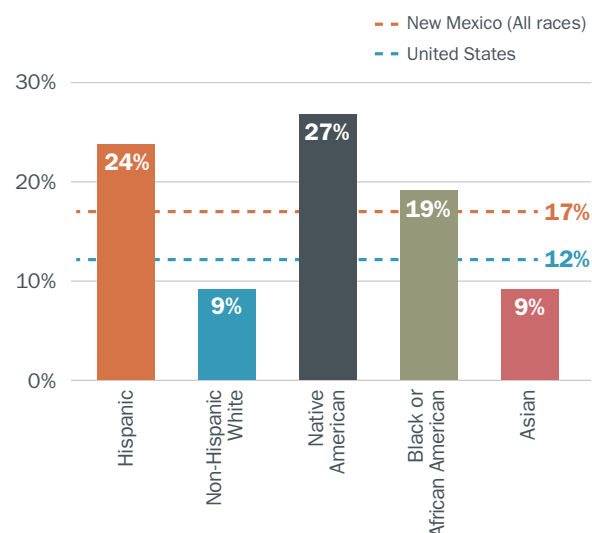
**NOTE:** Only data for tribal residents living on New Mexico reservation land are included, and data include off-reservation lands held in trusts.

# Economic Well-Being: Food Insecurity

## Households Receiving SNAP Assistance by County (2011–2015) ➤

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 rates reflect our state's major challenges in this area. New Mexico has a higher hunger rate, food insecurity rate, and SNAP reciprocity rate than the national average. SNAP rates are highest among Native Americans.

## Households Receiving SNAP Assistance by Race and Ethnicity (2016) ▼



**SOURCE:** U.S. Census Bureau, American Community Survey, 2016, Tables B22003, B22005B, B22005C, B22005D, B22005H, and B22005I.

Location	Percentage
United States	13%
New Mexico	16%
Bernalillo County	15%
Catron County	7%
Chaves County	19%
Cibola County	24%
Colfax County	16%
Curry County	16%
De Baca County	16%
Doña Ana County	21%
Eddy County	13%
Grant County	20%
Guadalupe County	20%
Harding County	8%
Hidalgo County	24%
Lea County	13%
Lincoln County	15%
Los Alamos County	2%
Luna County	29%
McKinley County	25%
Mora County	21%
Otero County	18%
Quay County	18%
Rio Arriba County	16%
Roosevelt County	18%
San Juan County	15%
San Miguel County	24%
Sandoval County	12%
Santa Fe County	10%
Sierra County	20%
Socorro County	23%
Taos County	19%
Torrance County	22%
Union County	10%
Valencia County	21%

**SOURCE:** U.S. Census Bureau, American Community Survey, 2011-2015, Table DP03.



# Education: Enrollment

## Total Enrollment and Percentage of Students Eligible for Free or Reduced-Price Meals by Public School District (2016–2017) ➤

Students qualify for free meals if their families live at or below 130 percent of the federal poverty level (\$26,208 for a family of three in the 2016-2017 school year) and reduced-price meals if their families live at or below 185 percent of the federal poverty level (\$37,296 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 third highest rate (63 percent) in the nation of public school students who qualify for free or reduced-price lunches.

**SOURCE:** New Mexico Public Education Department, "Enrollment 40 days 2016-2017 SY" retrieved October, 2017 from <http://www.ped.state.nm.us/it/schoolfactsheets.html>, and "FRL District SY1617" custom data request received November, 2017.

School District	Total Student Enrollment	Percent Eligible for Reduced-Price or Free Meals
Alamogordo Public Schools	6,018	29%
Albuquerque Public Schools	91,426	67%
Animas Public Schools	180	56%
Artesia Public Schools	3,937	52%
Aztec Municipal Schools	3,200	61%
Belen Consolidated Schools	3,921	83%
Bernalillo Public Schools	3,202	91%
Bloomfield Municipal Schools	2,957	77%
Capitan Municipal Schools	486	65%
Carlsbad Municipal Schools	6,859	59%
Carrizozo Municipal Schools	143	88%
Central Consolidated Schools	6,203	80%
Chama Valley Independent Schools	383	83%
Cimarron Public Schools	443	61%
Clayton Public Schools	471	68%
Cloudcroft Municipal Schools	313	44%
Clovis Municipal Schools	8,426	68%
Cobre Consolidated Schools	1,297	82%
Corona Municipal Schools	78	57%



School District	Total Student Enrollment	Percent Eligible for Reduced-Price or Free Meals
Cuba Independent Schools	546	97%
Deming Public Schools	5,490	93%
Des Moines Municipal Schools	98	40%
Dexter Consolidated Schools	1,019	81%
Dora Consolidated Schools	249	45%
Dulce Independent Schools	781	78%
Elida Municipal Schools	129	60%
Española Municipal Schools	3,796	87%
Estancia Municipal Schools	634	81%
Eunice Municipal Schools	770	68%
Farmington Municipal Schools	11,669	55%
Floyd Municipal Schools	208	79%
Fort Sumner Municipal Schools	309	73%
Gadsden Independent Schools	13,474	91%
Gallup-McKinley County Schools	11,687	89%
Grady Municipal Schools	130	62%
Grants-Cibola County Schools	3,841	87%
Hagerman Municipal Schools	434	79%
Hatch Valley Municipal Schools	1,283	95%
Hobbs Municipal Schools	9,897	63%
Hondo Valley Public Schools	137	95%
House Municipal Schools	59	39%
Jal Public Schools	444	52%
Jemez Mountain Public Schools	251	79%
Jemez Valley Public Schools	394	86%
Lake Arthur Municipal Schools	94	82%
Las Cruces Public Schools	25,174	69%
Las Vegas City Public Schools	1,583	73%
Logan Municipal Schools	316	48%
Lordsburg Municipal Schools	499	87%
Los Alamos Public Schools	3,666	16%
Los Lunas Public Schools	8,547	68%
Loving Municipal Schools	563	71%
Lovington Public Schools	3,708	64%
Magdalena Municipal Schools	360	95%

School District	Total Student Enrollment	Percent Eligible for Reduced-Price or Free Meals
Maxwell Municipal Schools	114	66%
Melrose Public Schools	220	43%
Mesa Vista Consolidated Schools	250	86%
Mora Independent Schools	413	84%
Moriarty Municipal Schools	2,489	70%
Mosquero Municipal Schools	41	54%
Mountainair Public Schools	234	95%
Pecos Independent Schools	627	72%
Peñasco Independent Schools	354	87%
Pojoaque Valley Public Schools	1,937	64%
Portales Municipal Schools	2,817	71%
Quemado Independent Schools	135	79%
Questa Independent Schools	378	79%
Raton Public Schools	980	82%
Reserve Independent Schools	138	74%
Rio Rancho Public Schools	17,082	42%
Roswell Independent Schools	10,412	80%
Roy Municipal Schools	49	61%
Ruidoso Municipal Schools	2,023	81%
San Jon Municipal Schools	151	60%
Santa Fe Public Schools	13,275	61%
Santa Rosa Consolidated Schools	656	79%
Silver City Consolidated Schools	2,759	74%
Socorro Consolidated Schools	1,762	83%
Springer Municipal Schools	141	67%
Taos Municipal Schools	2,844	81%
Tatum Municipal Schools	339	48%
Texico Municipal Schools	571	58%
Truth or Consequences Schools	1,327	95%
Tucumcari Public Schools	968	95%
Tularosa Municipal Schools	871	77%
Vaughn Municipal Schools	70	68%
Wagon Mound Public Schools	66	100%
West Las Vegas Public Schools	1,520	83%
Zuni Public Schools	1,373	97%



# Education: Reading and Math Proficiency

## Students Meeting or Exceeding Expectations on New Mexico's PARCC English Language Arts and Mathematics Assessments by Grade and Public School District (2016–2017) ➤

Twenty-six percent of New Mexico fourth graders met or exceeded expectations in English Language Arts in the 2016–2017 school year, and 21 percent of New Mexico eighth graders met or exceeded expectations in math. The results published here are the third 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 the state to measure proficiencies. The PARCC tests were developed in an 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.

**SOURCE:** New Mexico Public Education Department, "PARCC Proficiencies 2017." Retrieved October, 2017 from <http://ped.state.nm.us/ped/NMPARCCIndex.html>.  
**NOTE:** Information is not included for groups with fewer than 10 students.

School District	Percent Meeting or Exceeding Expectations	
	4th Grade English Language Arts	8th Grade Mathematics
<b>New Mexico</b>	<b>26%</b>	<b>21%</b>
Alamogordo Public Schools	33%	31%
Albuquerque Public Schools	23%	19%
Animas Public Schools	33%	≤ 20%
Artesia Public Schools	33%	23%
Aztec Municipal Schools	26%	19%
Belen Consolidated Schools	26%	10%
Bernalillo Public Schools	22%	9%
Bloomfield Municipal Schools	15%	9%
Capitan Municipal Schools	63%	17%
Carlsbad Municipal Schools	29%	13%
Carrizozo Municipal Schools	NA	≤ 20%
Central Consolidated Schools	18%	10%
Chama Valley Independent Schools	26%	12%
Cimarron Public Schools	31%	25%
Clayton Public Schools	20%	27%
Cloudcroft Municipal Schools	44%	23%
Clovis Municipal Schools	27%	25%
Cobre Consolidated Schools	20%	15%
Corona Municipal Schools	40%	NA
Cuba Independent Schools	19%	12%
Deming Public Schools	21%	17%



Percent Meeting or Exceeding Expectations		
School District	4th Grade English Language Arts	8th Grade Mathematics
Des Moines Municipal Schools	NA	36%
Dexter Consolidated Schools	32%	29%
Dora Consolidated Schools	50%	31%
Dulce Independent Schools	10%	≤ 5%
Elida Municipal Schools	NA	33%
Española Municipal Schools	18%	5%
Estancia Municipal Schools	26%	43%
Eunice Municipal Schools	20%	14%
Farmington Municipal Schools	37%	27%
Floyd Municipal Schools	≤ 20%	31%
Fort Sumner Municipal Schools	≤ 20%	26%
Gadsden Independent Schools	30%	30%
Gallup-McKinley County Schools	14%	12%
Grady Municipal Schools	≥ 80%	21%
Grants-Cibola County Schools	19%	14%
Hagerman Municipal Schools	≤ 10%	15%
Hatch Valley Municipal Schools	22%	29%
Hobbs Municipal Schools	25%	13%
Hondo Valley Public Schools	23%	≤ 21%
House Municipal Schools	NA	NA
Jal Public Schools	≤ 10%	≤ 10%
Jemez Mountain Public Schools	≤ 20%	≤ 20%
Jemez Valley Public Schools	10%	≤ 10%
Lake Arthur Municipal Schools	NA	≤ 20%
Las Cruces Public Schools	27%	18%
Las Vegas City Public Schools	21%	15%
Logan Municipal Schools	46%	38%
Lordsburg Municipal Schools	39%	12%
Los Alamos Public Schools	55%	42%
Los Lunas Public Schools	27%	22%
Loving Municipal Schools	29%	≤ 10%
Lovington Public Schools	25%	33%
Magdalena Municipal Schools	12%	≤ 20%
Maxwell Municipal Schools	42%	≤ 20%

Percent Meeting or Exceeding Expectations		
School District	4th Grade English Language Arts	8th Grade Mathematics
Melrose Public Schools	43%	35%
Mesa Vista Consolidated Schools	22%	≤ 20%
Mora Independent Schools	30%	15%
Moriarty Municipal Schools	30%	20%
Mosquero Municipal Schools	NA	NA
Mountainair Public Schools	25%	24%
Pecos Independent Schools	25%	11%
Peñasco Independent Schools	≤ 10%	≤ 10%
Pojoaque Valley Public Schools	21%	12%
Portales Municipal Schools	29%	18%
Quemado Independent Schools	≤ 20%	29%
Questa Independent Schools	24%	≤ 10%
Raton Public Schools	24%	11%
Reserve Independent Schools	NA	NA
Rio Rancho Public Schools	33%	39%
Roswell Independent Schools	28%	27%
Roy Municipal Schools	NA	NA
Ruidoso Municipal Schools	17%	10%
San Jon Municipal Schools	NA	≤ 20%
Santa Fe Public Schools	28%	17%
Santa Rosa Consolidated Schools	28%	11%
Silver City Consolidated Schools	29%	13%
Socorro Consolidated Schools	21%	15%
Springer Municipal Schools	NA	≤ 20%
Taos Municipal Schools	22%	19%
Tatum Municipal Schools	42%	52%
Texico Municipal Schools	29%	30%
Truth or Consequences Schools	14%	36%
Tucumcari Public Schools	18%	22%
Tularosa Municipal Schools	31%	29%
Vaughn Municipal Schools	NA	NA
Wagon Mound Public Schools	NA	NA
West Las Vegas Public Schools	30%	12%
Zuni Public Schools	9%	5%

# 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. No data is currently available on dropout and truancy rates for the 2015-2016 school year.

- 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.
- 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.

**SOURCE:** New Mexico Public Education Department, "Habitual Truant Students by District and School Type, 2014-2015" and "2014-2015 Dropout Final Rates." Retrieved October, 2017 from <http://www.ped.state.nm.us/it/schoolfactsheets.html>

School District	Percent of Students Habitually Truant	Student Dropout Rate
<b>New Mexico</b>	<b>14%</b>	<b>4%</b>
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%
Gallup-McKinley County Schools	15%	7%
Grady Municipal Schools	1%	0%

School District	Percent of Students Habitually Truant	Student Dropout Rate
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%
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%



School District	Percent of Students Habitually Truant	Student Dropout Rate
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%



# Education: Graduation Rates

## High School Graduation Rates by Selected Status and Public School District (2015–2016) ➤

Seventy one percent of New Mexico high school students graduate in four years, with graduation rates lower among English language learners and economically disadvantaged students (those who qualify for free or reduced-priced meals). New Mexico's graduation rates improved for all three of these categories of students between the school year ending in 2015 and the one ending in 2016; the overall graduation rate improved by two percentage points and the rates for both English language learners and economically disadvantaged students improved by three percentage points each.



Percent of Students Who Graduate in Four Years			
School District	All Students	Economically Disadvantaged Students	English Language Learners
<b>New Mexico</b>	<b>71%</b>	<b>67%</b>	<b>67%</b>
Alamogordo Public Schools	71%	62%	NA
Albuquerque Public Schools	66%	61%	61%
Animas Public Schools	≥ 80%	NA	NA
Artesia Public Schools	77%	66%	NA
Aztec Municipal Schools	68%	59%	NA
Belen Consolidated Schools	64%	68%	58%
Bernalillo Public Schools	65%	65%	66%
Bloomfield Municipal Schools	69%	66%	67%
Capitan Municipal Schools	81%	77%	NA
Carlsbad Municipal Schools	75%	64%	52%
Carrizozo Municipal Schools	≥ 80%	NA	NA
Central Consolidated Schools	63%	65%	61%
Chama Valley Independent Schools	80%	87%	82%
Cimarron Public Schools	65%	NA	NA
Clayton Public Schools	≥ 90%	≥ 80%	NA
Cloudcroft Municipal Schools	≥ 90%	NA	NA
Clovis Municipal Schools	70%	68%	63%
Cobre Consolidated Schools	92%	93%	≥ 90%
Corona Municipal Schools	NA	NA	NA
Cuba Independent Schools	74%	74%	75%
Deming Public Schools	71%	73%	72%
Des Moines Municipal Schools	NA	NA	NA
Dexter Consolidated Schools	72%	70%	60%
Dora Consolidated Schools	≥ 90%	NA	NA
Dulce Independent Schools	77%	81%	≥ 80%
Elida Municipal Schools	≥ 80%	NA	NA
Española Municipal Schools	64%	62%	62%
Estancia Municipal Schools	81%	84%	NA
Eunice Municipal Schools	79%	77%	NA
Farmington Municipal Schools	71%	61%	64%
Floyd Municipal Schools	≥ 80%	≥ 80%	NA
Fort Sumner Municipal Schools	77%	63%	NA
Gadsden Independent Schools	86%	87%	86%

Percent of Students Who Graduate in Four Years			
School District	All Students	Economically Disadvantaged Students	English Language Learners
Gallup-McKinley County Schools	65%	63%	63%
Grady Municipal Schools	≥ 80%	NA	NA
Grants-Cibola County Schools	70%	71%	71%
Hagerman Municipal Schools	78%	78%	NA
Hatch Valley Municipal Schools	74%	74%	77%
Hobbs Municipal Schools	87%	82%	84%
Hondo Valley Public Schools	75%	75%	NA
House Municipal Schools	51%	NA	NA
Jal Public Schools	85%	78%	NA
Jemez Mountain Public Schools	≥ 80%	≥ 80%	NA
Jemez Valley Public Schools	88%	89%	NA
Lake Arthur Municipal Schools	47%	47%	NA
Las Cruces Public Schools	80%	72%	76%
Las Vegas City Public Schools	68%	63%	65%
Logan Municipal Schools	65%	NA	NA
Lordsburg Municipal Schools	72%	61%	NA
Los Alamos Public Schools	83%	74%	68%
Los Lunas Public Schools	81%	76%	80%
Loving Municipal Schools	82%	84%	85%
Lovington Public Schools	79%	74%	78%
Magdalena Municipal Schools	83%	85%	NA
Maxwell Municipal Schools	NA	NA	NA
Melrose Public Schools	≥ 80%	NA	NA
Mesa Vista Consolidated Schools	74%	77%	73%
Mora Independent Schools	85%	86%	NA
Moriarty Municipal Schools	79%	69%	77%
Mosquero Municipal Schools	NA	NA	NA
Mountainair Public Schools	69%	79%	NA
Pecos Independent Schools	57%	57%	41%
Peñasco Independent Schools	≥ 90%	90%	≥ 80%
Pojoaque Valley Public Schools	75%	73%	79%
Portales Municipal Schools	74%	66%	57%
Quemado Independent Schools	≥ 80%	NA	NA
Questa Independent Schools	88%	88%	NA

Percent of Students Who Graduate in Four Years			
School District	All Students	Economically Disadvantaged Students	English Language Learners
Raton Public Schools	69%	77%	NA
Reserve Independent Schools	NA	NA	NA
Rio Rancho Public Schools	84%	73%	74%
Roswell Independent Schools	69%	67%	71%
Roy Municipal Schools	NA	NA	NA
Ruidoso Municipal Schools	86%	76%	≥ 80%
San Jon Municipal Schools	NA	NA	NA
Santa Fe Public Schools	71%	72%	62%
Santa Rosa Consolidated Schools	≥ 95%	≥ 95%	≥ 80%
Silver City Consolidated Schools	81%	71%	≥ 80%
Socorro Consolidated Schools	65%	68%	NA
Springer Municipal Schools	NA	NA	NA
Taos Municipal Schools	74%	72%	54%
Tatum Municipal Schools	≥ 90%	≥ 80%	NA
Texico Municipal Schools	95%	≥ 80%	NA
Truth or Consequences Schools	82%	82%	NA
Tucumcari Public Schools	79%	81%	NA
Tularosa Municipal Schools	70%	70%	NA
Vaughn Municipal Schools	67%	67%	NA
Wagon Mound Public Schools	NA	NA	NA
West Las Vegas Public Schools	70%	71%	67%
Zuni Public Schools	61%	68%	63%

**SOURCE:** New Mexico Public Education Department, "Webfiles cohort of 2016 4-Year Graduation Rates." Retrieved October, 2017 from [http://ped.state.nm.us/ped/Graduation\\_data.html](http://ped.state.nm.us/ped/Graduation_data.html).

# Health: Prenatal Care

## Births to Women Receiving No Prenatal Care by Selected Status and County (2016) ➤

The rates of women receiving no prenatal care while pregnant improved from 2015 to 2016. Though rates remained higher among teen mothers and among mothers with less than a high school diploma than among the general population of mothers, rates improved for all groups from 2015 to 2016. Read this table as: “Of all mothers under the age of 20 who had a live birth, 4.4 percent of them received no prenatal care for that birth.”

**SOURCE:** New Mexico Department of Public Health, Bureau of Vital Records and Health Statistics. Retrieved from the NM DoH Indicator-Based Information System for Public Health (IBIS), October, 2017 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 these counties are 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.

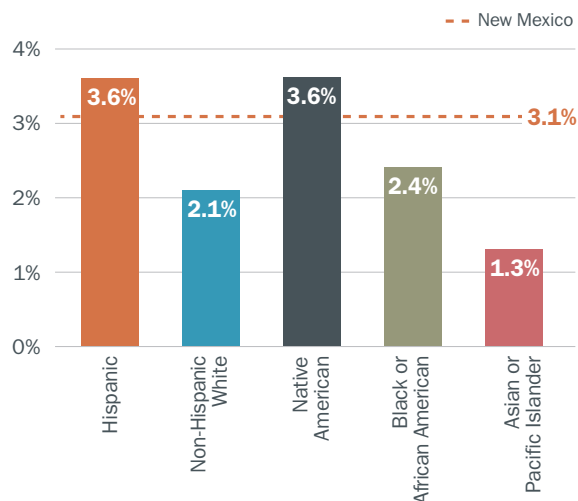
Location	Number of Live Births to Women Who Received No Prenatal Care	Percent of Women Who Received No Prenatal Care:		
		All Live Births	Teen Mothers (Younger than Age 20)	Mothers with Less than a High School Diploma
New Mexico	765	3.1%	4.4%	5.9%
Bernalillo County	212	2.8%	3.8%	4.5%
Catron County	0	0.0%	0.0%	0.0%
Chaves County	33	3.7%	4.5%	7.9%
Cibola County	7	2.2%	0.0%	**
Colfax County	7	6.6%	0.0%	**
Curry County	18	2.1%	**	3.3%
De Baca County	0	0.0%	0.0%	0.0%
Doña Ana County	125	4.5%	8.3%	10.1%
Eddy County	19	2.3%	**	5.4%
Grant County	11	4.0%	**	**
Guadalupe County	**	**	0.0%	0.0%
Harding County	0	0.0%	0.0%	0.0%
Hidalgo County	**	**	0.0%	**
Lea County	49	4.8%	5.6%	8.8%
Lincoln County	**	**	**	**
Los Alamos County	**	**	0.0%	0.0%
Luna County	14	3.6%	**	7.1%
McKinley County	24	2.5%	**	2.5%
Mora County	0	0.0%	0.0%	0.0%
Otero County	20	2.2%	**	4.1%
Quay County	4	4.8%	0.0%	**
Rio Arriba County	10	2.2%	**	**
Roosevelt County	4	1.4%	0.0%	**
San Juan County	54	3.1%	4.2%	6.4%
San Miguel County	8	3.1%	0.0%	0.0%
Sandoval County	31	2.1%	6.0%	6.6%
Santa Fe County	47	3.6%	7.4%	4.6%
Sierra County	9	8.6%	0.0%	**
Socorro County	7	3.4%	**	7.7%
Taos County	9	3.2%	**	**
Torrance County	9	5.5%	**	9.3%
Union County	0	0.0%	0.0%	0.0%
Valencia County	27	3.4%	**	6.0%





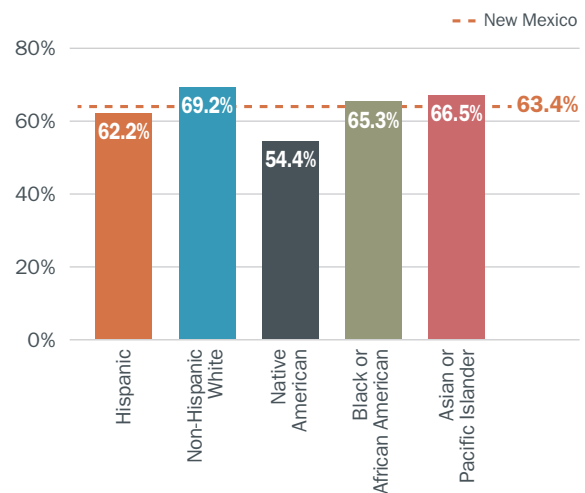
Hispanic and African American women in New Mexico are the least likely to receive prenatal care during pregnancy. Non-Hispanic White mothers in New Mexico are the most likely to receive prenatal care early on in their pregnancy. Babies born to mothers who do not receive prenatal care or to those who 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 (2016) ▼



**SOURCE:** New Mexico Department of Health, Indicator-Based Information System for Public Health (IBIS). Retrieved October, 2017 from <http://ibis.health.state.nm.us>

### Women Receiving Prenatal Care in the First Trimester by Race and Ethnicity (2016) ▼



**SOURCE:** New Mexico Department of Health, Indicator-Based Information System for Public Health (IBIS). Retrieved October, 2017 from <http://ibis.health.state.nm.us>

# Health: Infant Mortality

## Infant Mortality Numbers and Rates by County (2016) ➤

Infant mortality rates increased from 2015 to 2016, jumping from 5.1 per 1,000 births in 2015 to 6.3 per 1,000 births in 2016, which translates to 22 more infant deaths.

➤ *The infant mortality rate is the number of infants per 1,000 live births who die within the first year after birth.*

**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), October, 2017 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 these counties are 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.



Location	Number of Infant Deaths	Infant Mortality Rate (Deaths per 1,000 Births)
New Mexico	154	6.3
Bernalillo County	55	7.4
Catron County	0	0
Chaves County	10	11.2
Cibola County	**	**
Colfax County	**	**
Curry County	5	5.8
De Baca County	0	0
Doña Ana County	26	9.4
Eddy County	**	**
Grant County	**	**
Guadalupe County	0	0
Harding County	0	0
Hidalgo County	**	**
Lea County	6	5.8
Lincoln County	**	**
Los Alamos County	0	0
Luna County	0	0
McKinley County	5	5.2
Mora County	0	0
Otero County	6	6.4
Quay County	0	0
Rio Arriba County	**	**
Roosevelt County	**	**
San Juan County	8	4.6
San Miguel County	0	0
Sandoval County	9	6.1
Santa Fe County	**	**
Sierra County	**	**
Socorro County	**	**
Taos County	0	0
Torrance County	**	**
Union County	0	0
Valencia County	6	7.7

# Health: Child Abuse

## Substantiated Child Abuse Allegations and Investigations by Type of Abuse and County (FY 2017) ➤

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.

In Fiscal Year 2017 (from July 1, 2016 to June 30, 2017), approximately 25 children in every 1,000 children under the age of 18 in New Mexico were abused or neglected. This is an increase from 17 children per 1,000 in FY 2016. The percentages should be read as follows: "In Fiscal Year 2017, 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."

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

Location	Substantiated Child Abuse Victim Rate (per 1,000 Children)	Percent of Substantiated Abuse that is:		
		Physical Abuse	Sexual Abuse	Physical Neglect
New Mexico	25	24%	2%	75%
Bernalillo County	21	23%	2%	75%
Catron County	0	NA	NA	NA
Chaves County	21	19%	1%	80%
Cibola County	38	26%	2%	71%
Colfax County	44	26%	0%	74%
Curry County	27	17%	1%	82%
De Baca County	4	0%	0%	100%
Doña Ana County	24	27%	2%	71%
Eddy County	30	12%	3%	85%
Grant County	38	23%	1%	76%
Guadalupe County	9	25%	0%	75%
Harding County	0	NA	NA	NA
Hidalgo County	24	40%	0%	60%
Lea County	36	19%	2%	79%
Lincoln County	32	21%	2%	77%
Los Alamos County	2	10%	0%	90%
Luna County	52	24%	1%	75%
McKinley County	19	30%	2%	68%
Mora County	0	NA	NA	NA
Otero County	23	27%	1%	72%
Quay County	44	25%	0%	75%
Rio Arriba County	58	16%	0%	84%
Roosevelt County	34	15%	2%	83%
San Juan County	22	30%	3%	67%
San Miguel County	48	21%	1%	77%
Sandoval County	11	36%	1%	62%
Santa Fe County	25	27%	0%	72%
Sierra County	50	26%	1%	73%
Socorro County	46	37%	0%	63%
Taos County	37	19%	2%	79%
Torrance County	65	18%	2%	81%
Union County	20	14%	0%	86%
Valencia County	27	22%	2%	76%

**SOURCE:** New Mexico Children Youth and Families Department (CYFD) Protective Services Division, information request received November, 2017.



# Health: Child Health Insurance

## Children without Health Insurance by Income Level and County (2015) ➤

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.

➤ *The low-income threshold used in the table is 200 percent of the federal poverty level for 2015, which was \$48,500 for a family of four.*

Location	All Income Levels	Low Income
New Mexico	5.1%	6.6%
Bernalillo County	4.4%	6.2%
Catron County	7.9%	8.7%
Chaves County	5.1%	6.3%
Cibola County	4.8%	4.8%
Colfax County	5.5%	6.9%
Curry County	4.2%	5.3%
De Baca County	12.5%	14.0%
Doña Ana County	5.0%	6.1%
Eddy County	4.7%	7.2%
Grant County	4.0%	5.1%
Guadalupe County	4.7%	4.6%
Harding County	6.7%	9.5%
Hidalgo County	6.8%	8.1%
Lea County	6.5%	9.5%
Lincoln County	7.6%	9.2%
Los Alamos County	2.0%	10.0%
Luna County	6.1%	6.7%
McKinley County	5.1%	4.3%
Mora County	8.0%	9.9%
Otero County	5.8%	7.1%
Quay County	4.0%	4.2%
Rio Arriba County	5.5%	6.1%
Roosevelt County	5.9%	7.2%
San Juan County	5.8%	6.7%
San Miguel County	4.7%	5.5%
Sandoval County	4.7%	6.9%
Santa Fe County	8.0%	11.9%
Sierra County	4.9%	5.4%
Socorro County	5.8%	5.9%
Taos County	6.5%	7.5%
Torrance County	6.4%	7.4%
Union County	8.0%	10.8%
Valencia County	4.9%	5.8%

**SOURCE:** U.S. Census Bureau, Small Area Health Insurance Estimates, 2015.



## Children and Youth (Younger than 21 Years) Enrolled in Medicaid by County (September 2017) ▼

Location	All Youth	Native American Youth
<b>New Mexico</b>	<b>329,229</b>	<b>51,823</b>
Bernalillo County	87,895	7,723
Catron County	215	16
Chaves County	12,727	64
Cibola County	5,435	3,183
Colfax County	1,873	26
Curry County	8,037	61
De Baca County	240	4
Doña Ana County	43,192	336
Eddy County	9,245	83
Grant County	3,872	58
Guadalupe County	788	3
Harding County	20	1
Hidalgo County	683	9
Lea County	13,517	82
Lincoln County	2,792	193
Los Alamos County	330	8
Luna County	6,131	52

Location	All Youth	Native American Youth
McKinley County	16,962	15,011
Mora County	453	6
Otero County	8,056	1,384
Quay County	1,482	15
Rio Arriba County	8,342	1,425
Roosevelt County	3,208	31
San Juan County	23,186	13,057
San Miguel County	4,105	111
Sandoval County	18,749	4,943
Santa Fe County	21,314	1,970
Sierra County	2,298	16
Socorro County	2,895	765
Taos County	4,691	393
Torrance County	3,385	88
Union County	226	4
Valencia County	12,532	627
County Unknown	353	75

**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 October, 2017 from <http://www.hsd.state.nm.us/LookingForInformation/medicaid-eligibility.aspx>

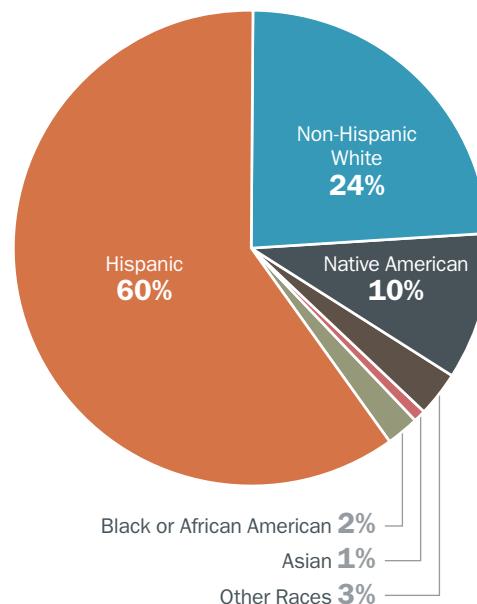


# Family and Community: Population

## Population by Age and County (2011–2015) ➤

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 (Ages 0–17) by Race and Ethnicity (2016) ▼



**SOURCE:** U.S. Census Bureau, Population Division, 2016; aside from Hispanic, all races are non-Hispanic.



Location	Total Population (All Ages)	Children Ages 0-19	Children Younger than Age 5
United States	316,515,021	82,448,267	19,912,018
New Mexico	2,084,117	565,381	137,989
Bernalillo County	673,943	173,360	43,026
Catron County	3,583	691	75
Chaves County	65,811	20,139	4,810
Cibola County	27,382	7,297	1,916
Colfax County	12,997	2,746	647
Curry County	50,497	15,236	4,304
De Baca County	2,020	605	24
Doña Ana County	213,963	64,047	15,790
Eddy County	55,641	15,914	3,901
Grant County	29,119	7,108	1,737
Guadalupe County	4,526	1,000	221
Harding County	565	106	33
Hidalgo County	4,643	1,345	312
Lea County	68,149	22,367	5,843
Lincoln County	19,931	3,988	957
Los Alamos County	17,939	4,610	969
Luna County	24,789	7,376	1,805
McKinley County	73,998	25,038	6,344
Mora County	4,660	1,232	307
Otero County	65,318	17,475	4,733
Quay County	8,698	2,118	527
Rio Arriba County	39,949	10,752	2,780
Roosevelt County	19,908	6,281	1,590
San Juan County	125,133	37,544	9,358
San Miguel County	28,668	6,989	1,502
Sandoval County	136,638	37,737	8,155
Santa Fe County	147,108	32,439	7,377
Sierra County	11,615	2,030	553
Socorro County	17,494	4,902	819
Taos County	32,943	7,015	1,663
Torrance County	15,853	3,874	794
Union County	4,339	867	210
Valencia County	76,297	21,153	4,907

**SOURCE:** U.S. Census Bureau, American Community Survey, 2011-2015, Tables B01003 and DP05.

# Family and Community: Types of Families

## Families by Householder Type and County (2011–2015) ►

► “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.

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	116,926,305	19%	2%	7%
New Mexico	763,603	17%	3%	8%
Bernalillo County	263,270	16%	3%	8%
Catron County	1,387	5%	1%	1%
Chaves County	23,422	19%	3%	10%
Cibola County	8,533	11%	7%	9%
Colfax County	5,546	12%	2%	7%
Curry County	18,162	22%	3%	10%
De Baca County	520	17%	2%	4%
Doña Ana County	74,762	19%	3%	10%
Eddy County	20,638	19%	4%	8%
Grant County	12,032	12%	2%	8%
Guadalupe County	1,192	11%	1%	13%
Harding County	189	5%	2%	2%
Hidalgo County	1,828	13%	0%	7%
Lea County	21,449	24%	5%	8%
Lincoln County	8,479	12%	1%	4%
Los Alamos County	7,615	22%	1%	4%
Luna County	9,044	13%	1%	6%
McKinley County	18,449	16%	2%	11%
Mora County	1,654	11%	1%	4%
Otero County	23,668	16%	2%	8%
Quay County	3,347	10%	2%	7%
Rio Arriba County	13,730	11%	2%	8%
Roosevelt County	7,139	21%	3%	7%
San Juan County	40,643	19%	3%	8%
San Miguel County	10,788	9%	4%	8%
Sandoval County	47,931	19%	4%	7%
Santa Fe County	61,179	14%	3%	6%
Sierra County	5,044	7%	2%	4%
Socorro County	4,947	6%	3%	7%
Taos County	13,224	10%	3%	7%
Torrance County	5,370	14%	1%	5%
Union County	1,559	17%	1%	6%
Valencia County	26,863	19%	3%	8%

SOURCE: U.S. Census Bureau, American Community Survey, 2011–2015, Table DP02.



## Families by Householder Type and Tribe or Pueblo (2011–2015) ▼

Location	Total 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	116,926,305	19%	2%	7%
New Mexico	763,603	17%	3%	8%
Acoma Pueblo	735	7%	7%	7%
Cochiti Pueblo	636	11%	4%	7%
Isleta Pueblo	1,423	10%	7%	14%
Jemez Pueblo	414	8%	7%	6%
Jicarilla Apache	845	13%	4%	13%
Laguna Pueblo	1,120	6%	3%	7%
Mescalero Apache	812	12%	6%	20%
Nambe Pueblo	680	11%	4%	7%
Navajo	16,594	14%	3%	12%
Ohkay Owingeh Pueblo	2,163	13%	4%	9%
Picuris Pueblo	736	9%	1%	8%
Pojoaque Pueblo	1,486	15%	5%	7%
Sandia Pueblo	1,630	17%	3%	9%
San Felipe Pueblo	898	12%	4%	7%
San Ildefonso Pueblo	723	12%	5%	9%
Santa Ana Pueblo	176	12%	5%	10%
Santa Clara Pueblo	4,241	12%	3%	9%
Santo Domingo Pueblo	592	10%	5%	12%
Taos Pueblo	2,057	8%	3%	8%
Tesuque Pueblo	287	13%	3%	6%
Zia Pueblo	190	10%	1%	9%
Zuni Pueblo	1,959	16%	1%	8%

**SOURCE:** U.S. Census Bureau, American Community Survey, 2011-2015, Tables DP02 and B11016. **NOTE:** Only household data for tribal residents living on New Mexico reservation land are included, and data include off-reservation lands held in trusts; family data ratios include all tribal area land.



# Family and Community: Adult Education

Research shows that the educational level of a parent—especially the education 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.

## Adults (Ages 25 and Older) by Educational Attainment Level and Tribe or Pueblo (2011–2015) ▼

Location	No High School Diploma	High School Graduate (includes equivalency)	Some College, but No Degree	Associate's Degree	Bachelor's Degree	Graduate or Professional Degree
United States	13%	28%	21%	8%	19%	11%
New Mexico	16%	26%	24%	8%	15%	12%
Acoma Pueblo	14%	45%	24%	9%	6%	2%
Cochiti Pueblo	11%	26%	31%	9%	14%	9%
Isleta Pueblo	15%	38%	28%	10%	10%	1%
Jemez Pueblo	10%	37%	38%	5%	6%	3%
Jicarilla Apache	12%	41%	29%	8%	7%	3%
Laguna Pueblo	10%	44%	25%	9%	8%	4%
Mescalero Apache	23%	41%	26%	3%	4%	4%
Nambe Pueblo	12%	28%	23%	6%	17%	13%
Navajo	29%	35%	21%	8%	4%	2%
Ohkay Owingeh Pueblo	26%	34%	25%	6%	6%	3%
Picuris Pueblo	19%	33%	23%	10%	10%	6%
Pojoaque Pueblo	14%	29%	27%	7%	14%	10%
Sandia Pueblo	22%	36%	24%	7%	7%	4%
San Felipe Pueblo	25%	39%	21%	6%	6%	3%
San Ildefonso Pueblo	12%	37%	22%	7%	13%	10%
Santa Ana Pueblo	6%	37%	35%	12%	7%	3%
Santa Clara Pueblo	18%	30%	25%	9%	12%	8%
Santo Domingo Pueblo	27%	34%	26%	7%	5%	2%
Taos Pueblo	13%	24%	28%	6%	19%	9%
Tesuque Pueblo	26%	27%	15%	7%	14%	11%
Zia Pueblo	16%	40%	27%	11%	4%	2%
Zuni Pueblo	26%	39%	24%	4%	5%	2%

**SOURCE:** U.S. Census Bureau, American Community Survey, 2011–2015, Tables DP02 and B15003. **NOTE:** Only data for tribal residents living on New Mexico reservation land are included, and data include off-reservation lands held in trusts.

## Adults (Ages 25 and Older) by Educational Attainment Level and County (2011–2015) ▼

Location	No High School Diploma	High School Graduate (includes equivalency)	Some College, but No Degree	Associate's Degree	Bachelor's Degree	Graduate or Professional Degree
United States	13%	28%	21%	8%	19%	11%
New Mexico	16%	26%	24%	8%	15%	12%
Bernalillo County	12%	24%	24%	8%	18%	15%
Catron County	6%	36%	24%	8%	15%	11%
Chaves County	22%	27%	25%	8%	12%	6%
Cibola County	19%	37%	24%	9%	8%	4%
Colfax County	11%	34%	27%	7%	15%	7%
Curry County	18%	25%	26%	10%	13%	8%
De Baca County	17%	43%	27%	4%	7%	3%
Doña Ana County	22%	22%	21%	7%	16%	12%
Eddy County	17%	34%	23%	8%	11%	7%
Grant County	15%	27%	25%	7%	13%	13%
Guadalupe County	25%	40%	18%	3%	8%	6%
Harding County	11%	39%	19%	5%	21%	4%
Hidalgo County	24%	31%	25%	7%	9%	5%
Lea County	28%	31%	21%	7%	8%	5%
Lincoln County	12%	27%	24%	9%	20%	9%
Los Alamos County	3%	11%	14%	8%	25%	39%
Luna County	31%	32%	19%	6%	7%	5%
McKinley County	26%	33%	23%	7%	7%	4%
Mora County	16%	36%	24%	10%	7%	7%
Otero County	17%	30%	28%	9%	9%	7%
Quay County	16%	39%	24%	5%	9%	6%
Rio Arriba County	19%	32%	25%	8%	11%	6%
Roosevelt County	20%	25%	25%	7%	13%	10%
San Juan County	18%	32%	25%	10%	9%	6%
San Miguel County	18%	28%	26%	7%	11%	10%
Sandoval County	10%	26%	27%	9%	17%	12%
Santa Fe County	12%	21%	20%	6%	20%	20%
Sierra County	17%	34%	24%	8%	12%	5%
Socorro County	23%	33%	21%	5%	11%	7%
Taos County	13%	25%	25%	9%	17%	12%
Torrance County	17%	34%	22%	10%	10%	6%
Union County	20%	35%	22%	6%	11%	6%
Valencia County	19%	32%	25%	8%	11%	6%

**SOURCE:** U.S. Census Bureau, American Community Survey, 2011-2015, Table DP02.

# 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 2016 ACS are released earlier in the year in 2017 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 2011-2015) 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 2016 one-year ACS, while most county and tribal data reported are from the 2011-2015 five-year ACS (the most recent five-year data set available at the time of this writing). It should be noted that a previously available three-year ACS was discontinued in 2015, so data from that series is no longer used and should also not be considered for past years when compared as part of a time series comparison.

The data presented in the different tables and graphs in this report may not be 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 opposite page). 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 have 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 15-years-old and older in the household, whether they are related to the householder or not.
- **Family Income** includes the summed incomes of all members 15-years-old 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 being “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 the 2017 New Mexico KIDS COUNT Data Book are for 2015 and 2016. In 2015 the FPL was \$11,770 for one person; in 2016 it was \$11,880 for one person. For a family of four, the FPL was \$24,250 in 2015 and \$24,300 in 2016. However, a family of four at double (200 percent) the FPL (\$48,500 in 2015 and \$48,600 in 2016) is still considered to be “low-income,” with just enough income to cover basic family living expenses. For more information about the federal poverty guidelines, see <https://aspe.hhs.gov/poverty-guidelines>.

**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 2017 New Mexico KIDS COUNT Data Book comes 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, disabilities connected to military service, 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 2017, one-year estimates for 2016 were released. The five-year estimates for 2016 will be released in December of 2017.

American Community Survey data can be found on the U.S. Census webpage known as “American FactFinder” at: <http://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: <http://www.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: <http://www.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: <http://www.census.gov/did/www/saipe/>.

## National Assessment of Educational Progress (NAEP), 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 states may change how they measure reading and math proficiency, 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: [http://ped.state.nm.us/ped/Graduation\\_data.html](http://ped.state.nm.us/ped/Graduation_data.html), <http://www.ped.state.nm.us/IT/schoolFactSheets.html>, <http://www.ped.state.nm.us/nutrition/index.html>, and <http://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’s Standards Based Assessment (SBA) was replaced with the New Mexico Partnership for the Assessment of Readiness of College and Careers (NMPARCC) assessments 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 school year that ended in 2015 and years forward cannot be directly compared with test scores from previous years. PARCC information and data can be found at: <http://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 old Medicaid system. The program is administered by the NM HSD's Medical Assistance Division. The intent of the Centennial Care program is 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 2017 New Mexico KIDS COUNT Data Book, can be found at: <http://www.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 (NM-IBIS) website at: <https://ibis.health.state.nm.us/query>.

### Epidemiology and Response Division, New Mexico Department of Health

The Epidemiology and Response Division 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 data on birth, death, and disease prevalence and incidence. 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: <https://ibis.health.state.nm.us>.

### Research, Assessment, and Data Bureau of Protective Services Division, New Mexico Children, Youth & Families Department

The Protective Services Division (PSD) is the state agency designated to administer child welfare services in New Mexico. PSD strives to enhance the safety and well-being of children and the permanency of 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. The Research, Assessment, and Data Bureau collects and reports PSD data. The "360 Yearly Annual Report" is published annually on a state fiscal year basis, and contains annual child abuse and neglect data by state and county. PSD publications, including the "360 Yearly" report can be found here: <https://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: <http://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 (YRRS), which is published every two years and covers risk behaviors and resiliency factors (<http://www.youthrisk.org/>). At the time of this writing, the 2017 YRRS results had not yet been released.

### 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 through the Population Reference Bureau. 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, as well as by topic, such as immigration, poverty, education, employment, and income. The KIDS COUNT Data Center provides mapping, trend and bar charting, and other services relevant to the data presented. It can be found at: <http://www.aecf.org> and <http://datacenter.kidscount.org>.

# Other Data Sources

## New Mexico Community Data Collaborative

The New Mexico Community Data Collaborative—a geo-mapping data site that is connected to and intended to be integrated with the NM-IBIS system—can be found at: <http://nmcddc.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 one thousand 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.

## SHARE New Mexico

The statewide SHARE New Mexico website 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, and access a centralized directory of 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: <https://www.sharenm.org/counties>.

## Economic Policy Institute (EPI)

The Economic Policy Institute 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: <http://www.epi.org>.

## U.S. Department of Health and Human Services

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: <http://www.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](https://datacenter.kidscount.org)





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New Mexico Voices for Children

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