2018

NEW MEXICO KIDS COUNT DATA BOOK

THE ROAD AHEAD

NEW MEXICO
VOICES
FOR CHILDREN

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.

CONTENTS

MAPPING
THE ROAD TO
BETTER CHILD
WELL-BEING

WHEN WE PLANT A GARDEN, WE ARE CAREFUL TO INCLUDE ALL THE INGREDIENTS IT NEEDS IN ORDER TO THRIVE: good soil, fertilizer, water, sunlight, and more. For the best results, we tend it regularly, remove weeds and guard against pests. If we choose, instead, to starve our garden of water, light, or any of the other components for growth, we shouldn't be surprised when the results are less than optimal.

Children are not plants in gardens, of course, but like plants they need certain ingredients in order to grow and reach their unique potential. Parents provide the most important of these ingredients – love, nurturing, and meeting basic needs like food and shelter – within the micro-garden that is the family. But families need tending too. Families, and the communities in which they live, need access to opportunities that come by way of the public support systems we all depend upon – our education and health care systems, infrastructure, and public safety services, to name just a few. But for the past ten years, New Mexico's public systems have been starved of the funds necessary for them to function effectively and equitably.

The culmination of this decade of austerity policy was bad news for New Mexico's children. For the second time in the past five years, New Mexico fell to dead last in the nation for child well-being, as ranked by the Annie E. Casey Foundation's KIDS COUNT program. For the third year in a row, we ranked last in educational outcomes and we lost all of the gains we had made in health during the previous years. We continue to have one of the highest rates of child poverty in the nation.

WHAT COULD WE DO WITH $800 MILLION?

WE COULD
expand our early childhood care and learning system to reach all children who need it...

AND
cover another 48,000 people with health insurance...

AND
double the Working Families Tax Credit for families who work hard but are paid low wages...

NEW MEXICO'S KIDS COUNT STORY

KIDS COUNT is a nationwide effort to track the status and well-being of children in each state and across the nation in four areas – economic well-being, education, health, and family and community – measuring four indicators in each of these domains, for a total of 16 tracked indicators. KIDS COUNT is driven by research showing that the consequences of what kids experience in childhood are carried with them for 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 our state, the data show that we're not doing a very good job of ensuring adequate and equitable opportunities for all of our kids to thrive and succeed, and as a result, too many of our kids are struggling. Just as alarming as the fact that we rank 50th in overall child well-being is the fact that we rank poorly in each of the four KIDS COUNT domain areas: we're 49th in economic well-being; 50th in education; 48th in health; and, for the second year, we're 49th in the family and community domain.

What these data fail to tell us is why things are the way they are – how we got here and which direction will lead us out. As Americans, we believe that hard work will pull us out of poverty. But if that's the case, why does New Mexico have some of the highest rates of poverty among people who work full time and year round? If education is the answer, why do we have a high rate of people living in poverty despite having bachelor's degrees? This tells us that there are systemic components to poverty – barriers beyond hard work and even education that keep people from getting ahead. One of New Mexico's main barriers to family economic security is the lack of jobs that pay a family-sustaining wage. Low-wage jobs are less likely to include benefits such as paid sick or family leave and health insurance, both of which vastly improve a family's economic well-being. Without higher-paying jobs, parents struggle to afford everything from child care to putting enough food on the table. Children growing up in families with fewer economic means are more likely to be homeless, to be food insecure, and to live in neighborhoods where they witness violence, and they have less access to enriching educational resources outside of the classroom. When children start school already behind peers whose families have more resources, they tend to stay behind.

Other challenges include policies and practices that have prevented people of color from building wealth and have resulted in generational poverty. One policy, for example, was the practice of red-lining, which effectively kept families of color from receiving low-interest FHA mortgages during the mid-20th century when the nation's middle class blossomed. The War on Drugs has had a highly disproportionate impact on communities of color despite the fact that whites use illicit drugs at the same rates as do people of color. Children of color are also more likely than their white, non-Hispanic peers to be suspended or expelled from school for the same offenses. Race-based disparities are of particular concern in a state where 60 percent of the population and 75 percent of children are people of color.

AND

give a $2,000 college scholarship to every high school student in the 2019 graduating class...

AND

STILL HAVE MONEY LEFT OVER.

But disparities along racial lines don't just happen. They are a product of systems and structures that benefit some groups while putting other groups at a disadvantage. Equity is also intentional and only comes about when all people have the same opportunity to participate in society.

Equity and child well-being are not things that should concern just our parents and the families that experience hurdles to success, they should concern us all. When our children fail to thrive, it is a sign of a deeper problem. It means our families, our communities, and our economy aren't thriving either.

TAKING THE NEXT EXIT OFF THE ROAD TO AUSTERITY

New Mexico is not dead last in so many indicators by any fluke or mischance. We're here because of poor policy choices we have made. The state has been on a road to austerity for the past decade. It started with the Great Recession, and the decision on the part of most policymakers to cut spending on the systems that support our communities, families, and children – like education, health care, and public safety – rather than raise new revenue so we could keep these systems whole and ensure opportunity for all New Mexicans.

If we had made these investments, New Mexico could have recovered from the recession much sooner than it did. But even after the first few painful years of the recession were behind us, we continued on the same path. In 2008, New Mexico spent $6.1 billion annually on education, health care, public safety, and more. If we had kept to those 2008 spending levels and grown our budget just enough to keep up with inflation, our

This is the time to go bold or go home. We must strike out on a new road in a decidedly different direction in 2019.

budget today would be $7.1 billion. But it is not. The current budget is just $6.3 billion – which is actually worth $800 million less than it was worth in 2008. And that is not even accounting for our population growth since 2008. What could we do with that $800 million? We could finally expand our early childhood care and learning system to reach all children who need it, and we could cover another 48,000 people with health insurance, and double the Working Families Tax Credit for families who work hard but are paid low wages, and give $2,000 college scholarships to every high school student in the 2019 graduating class, and have money left over.

What did we do with all that money instead? We gave it away to the well-connected in tax cuts that we were told would bring jobs. But the jobs never materialized. Instead, we have a state government working on such a skeletal crew that it can't provide basic services. Our tax department doesn't have enough staff to process tax returns, our child protective division is overloaded, and we are facing a significant teacher shortage, among other problems.

These tax-cuts-for-no-jobs forced us to make spending cuts – and education was one of the worst hit areas. New Mexico has cut funding to our colleges and universities by 35 percent on a per-student, inflation-adjusted basis since the recession, and we drained the money in the College Affordability Fund – which is supposed to go to students in need of financial aid – to pay for unrelated programs and services. This decade worth of cuts has driven steep tuition increases.

Also over the last ten years, New Mexico has cut K-12 education by 14 percent on a per-student, inflation-adjusted basis. The cuts to education were so bad that a lawsuit was mounted against the state for failing to provide a sufficient education, as required by the state constitution. Shortly after the state lost that lawsuit, it was hit with more lawsuits. These suits claim that the Children, Youth and Families Department has failed to protect children who were in its custody for their own safety from further harm. Simply put, we've been trying to run our state on the cheap. And no one has suffered for it more than our children.

TURNING THE CURVE ON CHILD WELL-BEING

Despite the dreary statistics, we are optimistic about the future because we believe in the strength and resiliency of New Mexico's families. We know we can build stronger communities and support more resilient families and children so that they can thrive. What's more, we know how to create those opportunities. But we can only build a stronger New Mexico if we are willing to make the investments. At the governmental level, this means finding ways to raise new revenue – ways that do not hurt the very families who most need help. It means making our state tax system fairer by ensuring that everyone shares in responsibility for creating opportunity. It means raising teacher pay, calling for a higher minimum wage, fighting right-to-work laws that weaken unions, requiring meaningful protection from predatory lenders, and more. And we know that the more we invest in high-quality programs and services that reach children in their most formative years – from prenatally to age five – the more money we save in the future. You will find more specifics on these and other policy recommendations in the first section of this data book, along with trends and county-level data.

With a brand-new governor, this is the perfect time to change our course – to turn from austerity onto a road to opportunity. The first legislative session of a new governor's term is always a long session – meaning it lasts for 60 days and lawmakers can address whatever policy issues they desire. This is the time to go bold or go home. We must strike out on a new road in a decidedly different direction in 2019.

New Mexico's unique cultural diversity, great natural beauty, and enduring sense of community make it a resilient state. Our families, communities, and state are strongest when everyone has opportunities to thrive. But too many of our children and their families are being denied access to the opportunities we all need in order to thrive. We're all in this together and it's time to take better care of the garden that is our beautiful state.

TRENDS & RANKINGS

ECONOMIC WELL-BEING

CHILDREN LIVING IN POVERTY

DEFINITION

The percentage of children (ages 0 to 17) living at or below the federal poverty level (FPL). The FPL for a family of three was $20,420 in 2017 (the year these data were collected).

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THE EXTENT OF THE PROBLEM

New Mexico's future economic success and the quality of our future workforce is determined, in large part, by what sorts of opportunities our children have today. Children who live in poverty – such as the 131,000 children in New Mexico – have access to fewer of the resources that all children need to help them thrive, succeed, and achieve their full potential. Evidence suggests being born into and growing up in poverty and low socioeconomic status can have long-lasting and powerful effects on children. Childhood poverty is linked to a variety of health, cognitive, and emotional risk factors for children, and children in poverty are more likely to be food insecure, to suffer from adverse childhood experiences like abuse and homelessness, and to live in poverty as adults.

TRENDS

Children Living in Poverty by Year (2008–2017)

- New Mexico
- United States
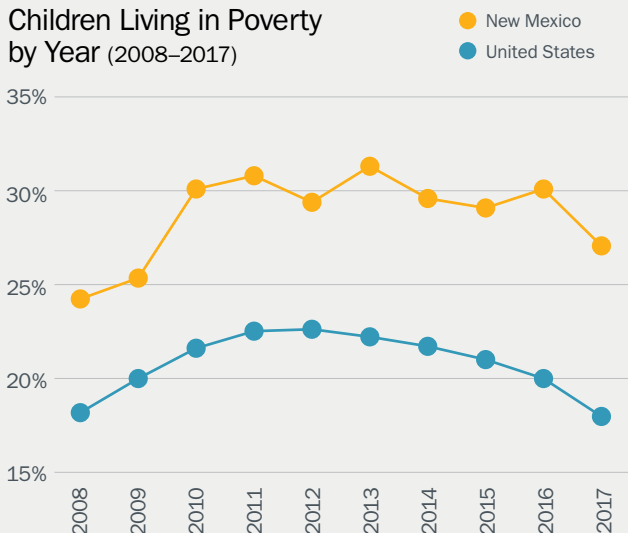
SOURCE: U.S. Census Bureau, American Community Surveys from 2008 to 2017, Table S1701.

RACE & ETHNICITY

Children Living in Poverty by Race and Ethnicity (2017)

Hispanic	Non-Hispanic White	Native American
30%	13%	42%
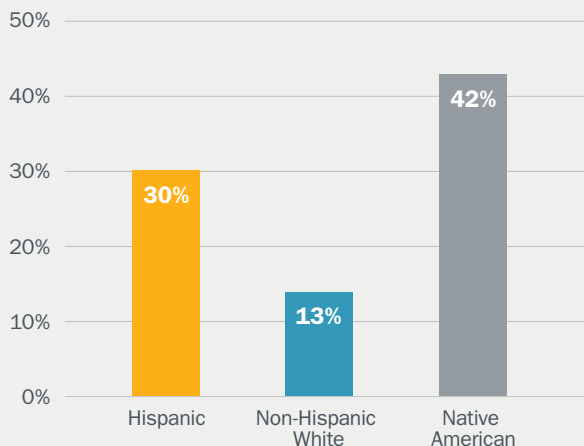
SOURCE: U.S. Census Bureau, American Community Survey, 2017, Table C17001.
NOTE: Estimates for other races and ethnicities suppressed because the confidence interval around the percentage is greater than or equal to 10 percentage points.

The rate and number of children living in poverty markedly decreased from 2016 to 2017, which is good news for our state. However, with 27 percent of our children living at or below the federal poverty level, New Mexico still ranks poorly at 48th in the nation in child poverty. Rates are particularly high among young children (29 percent), Hispanic children (30 percent), and Native American children (42 percent). New Mexico's child poverty rate has improved this year, but over the long-term nearly 12,000 more kids live in poverty now than did in 2008 – a 10 percent increase. While most other states have recovered from the recession, New Mexico's economy has not fully rebounded yet 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 (2016)

County	%
Los Alamos County	4%
Sandoval County	19%
United States	20%
Eddy County	20%
Harding County	20%
Santa Fe County	22%
Bernalillo County	24%
Lea County	25%
San Juan County	25%
Curry County	27%
Valencia County	27%
New Mexico	28%
Rio Arriba County	28%
Union County	29%
Roosevelt County	29%
Colfax County	31%
Guadalupe County	32%
Chaves County	32%
Grant County	32%
Otero County	32%
Lincoln County	33%
De Baca County	33%
Taos County	33%
Cibola County	34%
Torrance County	34%
San Miguel County	35%
Mora County	35%
Doña Ana County	37%
Hidalgo County	38%
Quay County	38%
Socorro County	39%
Luna County	41%
Sierra County	45%
Catron County	46%
McKinley County	47%

SOURCE: U.S. Census Bureau, Small Area Income and Poverty Estimates, 2016.

POLICY SOLUTIONS

To Decrease Child Poverty:

• Support two-generation approaches so that there is better coordination of programs providing health, education, housing, and food services for both parents and children.

• Increase eligibility levels for child care assistance to at least 200 percent of the federal poverty level (FPL) and provide continuous eligibility through 300 percent of the FPL so parents can accept pay raises without suddenly losing benefits through what's called the "cliff effect"; and scale co-pays for families receiving child care assistance to their incomes so that copays do not put an undue burden on low-income families.

• Raise the state's minimum wage to $12 an hour over two years and then index it to rise with inflation; and eliminate the tipped wage.

• Increase refundable tax credits like the WFTC (Working Families Tax Credit) and LICTR (Low Income Comprehensive Tax Rebate), and enact a more progressive income tax system so low-income families do not bear a disproportionate responsibility for funding our state.

• Protect SNAP (Supplemental Nutrition Assistance Program) from eligibility changes that would decrease the number of children receiving these benefits.

• Increase the amount of cash assistance that families on TANF (Temporary Assistance for Needy Families) receive; and remove harmful full-family sanctions and time limits.

• Enact tougher restrictions on predatory loans (payday, car title loans, tax refund loans, etc.), which can trap poor and low-income families in an endless cycle of increasing debt.

• Ensure that all workers can earn at least one week of paid sick leave per year.

• Enact policies to end wage theft.

• Support and promote the availability of resources and assistance for grandparents helping to raise their grand-children, 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.

• Implement a new state Child Tax Credit in order to reduce child poverty and offset the negative impact of federal tax reform on New Mexico families.

ECONOMIC WELL-BEING

PARENTS WITHOUT SECURE EMPLOYMENT

DEFINITION

The percentage of children (ages 0 to 17) living in families where no parent has full-time and year-round employment.

THE EXTENT OF THE PROBLEM

More than a third of New Mexico's children live in families where no parent has secure employment, with Hispanic and Native American children most likely to be in such precarious financial situations. Parents who lack secure employment may be employed part time or seasonally because there aren't enough jobs available, given that 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 that match 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 Secure Employment by Year (2008–2016)
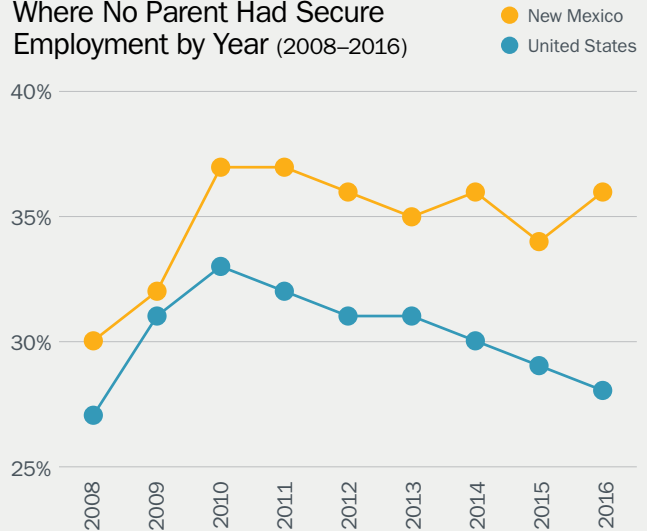
● New Mexico
● United States

SOURCE: Population Reference Bureau analysis of data from the U.S. Census Bureau, American Community Surveys, 2008-2016.

36%

NEW MEXICAN CHILDREN LIVING IN FAMILIES WHERE NO PARENT HAS SECURE EMPLOYMENT

The percentage of children living in families where no parent has secure employment got slightly worse from 2015 to 2016, going from 34 percent to 36 percent. This is unlike the national trend of year-over-year improvement. We are now ranked 49th nationally on this indicator, down from last year's ranking of 44th. This indicator has worsened over the long-term, with a 17 percent increase since 2008 in the number of kids living in families where no parent has secure employment.

RACE & ETHNICITY

Children Living in Families Where No Parent Had Secure Employment by Race and Ethnicity (2016)
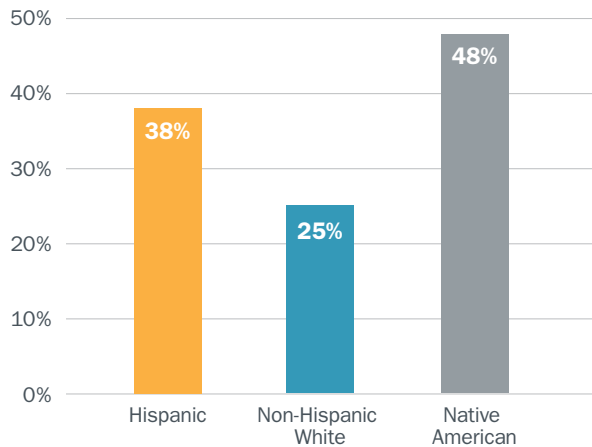
SOURCE: Population Reference Bureau analysis of data from the U.S. Census Bureau, American Community Survey, 2016. **NOTE:** Estimates for other races and ethnicities suppressed because the confidence interval around the percentage is greater than or equal to 10 percentage points.
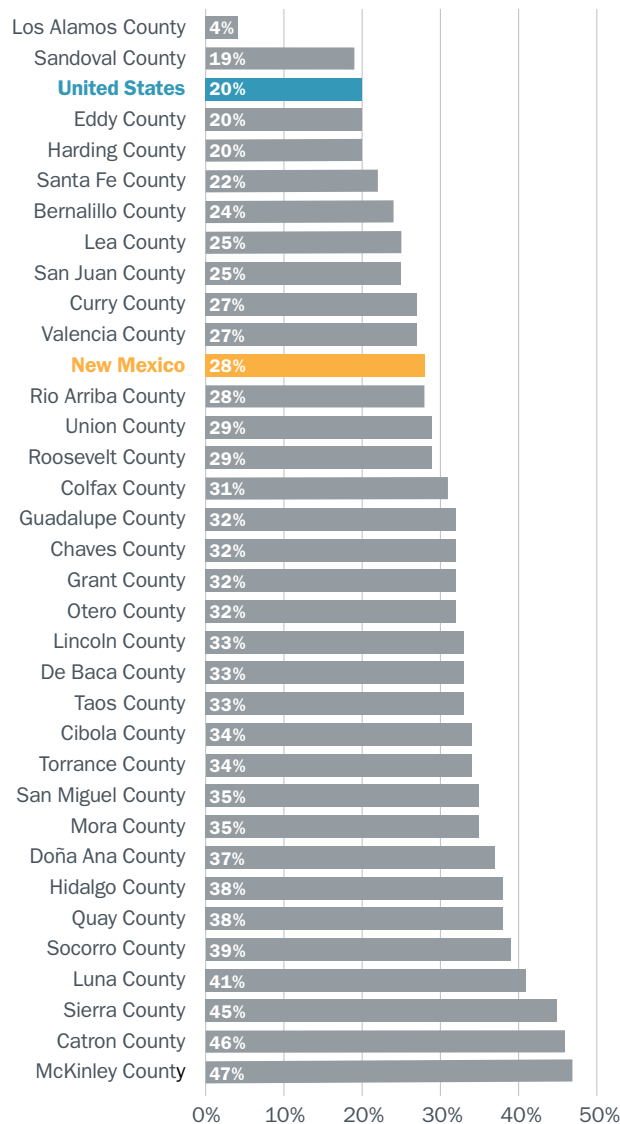
POLICY SOLUTIONS

To Improve Employment Levels for Parents:

- Increase eligibility levels for child care assistance to at least 200 percent of the federal poverty level (FPL) and provide continuous eligibility through 300 percent of the FPL so parents can accept pay raises without losing benefits; and scale co-pays for families receiving child care assistance to their incomes so that copays do not put an undue burden on low-income families.

- 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 and 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 effective economic and workforce development strategies.

- Expand access to high school equivalency, adult basic education (ABE), job training, and career pathways programs.

RANKINGS

Families with Children in Which No Parent is Working by County (2012–2016)

County	Percent
De Baca County	2%
Harding County	6%
Los Alamos County	6%
Lea County	9%
Santa Fe County	9%
United States	9%
Eddy County	10%
Union County	11%
Doña Ana County	11%
Sandoval County	11%
Bernalillo County	11%
Colfax County	11%
Lincoln County	11%
Hidalgo County	12%
Otero County	12%
New Mexico	13%
Luna County	13%
Grant County	14%
Roosevelt County	14%
Catron County	14%
San Juan County	14%
Valencia County	14%
Curry County	15%
Chaves County	16%
Sierra County	18%
Torrance County	19%
Mora County	19%
Rio Arriba County	20%
Socorro County	20%
Taos County	22%
Cibola County	22%
McKinley County	22%
Guadalupe County	23%
Quay County	24%
San Miguel County	26%

SOURCE: U.S. Census Bureau, American Community Survey, 2012-2016, Table B23007.

ECONOMIC WELL-BEING
HIGH HOUSING COST BURDENS

DEFINITION

The percentage of children (ages 0 to 17) living in families that spend 30 percent or more of their income on housing.

THE EXTENT OF THE PROBLEM

Thirty-two percent of New Mexico kids live in households that have a high housing cost burden. 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 care, utilities, and child care. Substandard housing units are also more likely to be hazardous, in unsafe areas, or pose health risks (such as having radon, mold, or asbestos) for the families living in them. In contrast, children whose families own a home do better in school, and families feel more invested in their neighborhoods.

TRENDS

Children in Households with a High Housing Cost Burden by Year (2008–2016)
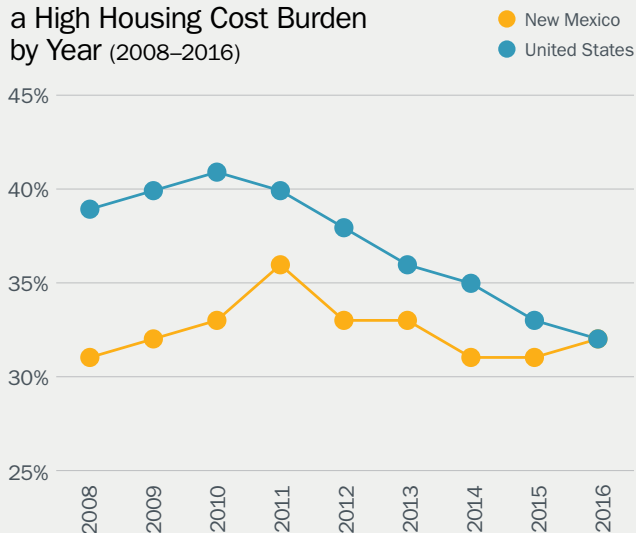
● New Mexico
● United States

SOURCE: Population Reference Bureau analysis of data from the U.S. Census Bureau, American Community Surveys, 2008-2016.

32%

NEW MEXICAN KIDS LIVING IN HOUSEHOLDS THAT HAVE A HIGH HOUSING COST BURDEN

The number of children in families burdened by high housing costs increased by 2,000 from 2015 to 2016 as New Mexico's rate of children in this situation increased slightly to 32 percent. Since nearly all other states saw improvement over this same time period, New Mexico's nation-wide rank dropped from 27th to 37th in this indicator. 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.

RACE & ETHNICITY

Children in Households with a High Housing Cost Burden by Race and Ethnicity (2016)
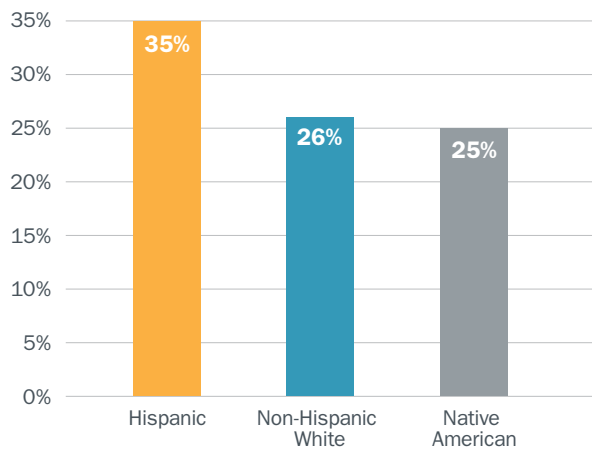
SOURCE: Population Reference Bureau analysis of data from the U.S. Census Bureau, American Community Survey, 2016. **NOTE:** Estimates for other races and ethnicities suppressed because the confidence interval around the percentage is greater than or equal to 10 percentage points.
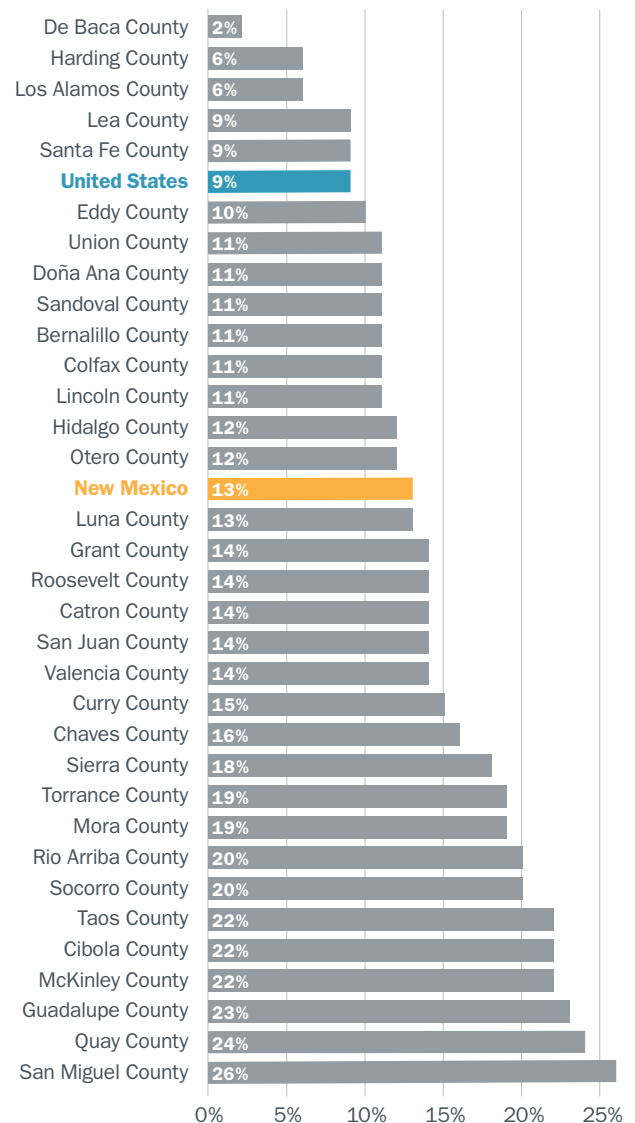
POLICY SOLUTIONS

To Address High Housing Cost Burdens:

- 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 being repealed or weakened in order 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).
- Increase funding for Individual Development Accounts (IDAs), which can help parents save money for buying a home.

RANKINGS

Households Renting with High Housing Cost Burdens by County (2012–2016)

County	%
De Baca County	18%
Los Alamos County	26%
Union County	27%
Eddy County	28%
Lea County	29%
Guadalupe County	30%
Quay County	30%
Catron County	30%
Hidalgo County	33%
Harding County	34%
McKinley County	36%
Socorro County	37%
Lincoln County	37%
Chaves County	38%
San Juan County	39%
Luna County	39%
Otero County	40%
Cibola County	40%
Sierra County	42%
Rio Arriba County	43%
Grant County	44%
Santa Fe County	44%
Curry County	44%
San Miguel County	44%
New Mexico	**45%**
Colfax County	46%
Sandoval County	46%
Torrance County	47%
United States	**47%**
Mora County	48%
Doña Ana County	48%
Taos County	48%
Bernalillo County	49%
Valencia County	50%
Roosevelt County	51%

SOURCE: U.S. Census Bureau, American Community Survey, 2012-2016, Table B25070.

ECONOMIC WELL-BEING
DISCONNECTED YOUTH

10% NEW MEXICAN YOUTH WHO ARE NEITHER IN SCHOOL NOR WORKING

DEFINITION

The percentage of teens (ages 16 to 19) who are neither in school nor working – often referred to as "disconnected youth."

THE EXTENT OF THE PROBLEM

Ten percent of New Mexico's teens are considered disconnected. Youth who are low-income and/or youth of color are more likely to face the kinds of barriers that lead to being disconnected. Students of color are more often punished – and are punished more harshly – for exhibiting the same behaviors as white students. This leads to higher dropout rates. And youth of color are less likely to be interviewed and hired for jobs than are white youth. Disconnected teens are at risk for poor health and economic outcomes as adults, they have less access to a 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
(2008–2017)

● New Mexico
● United States
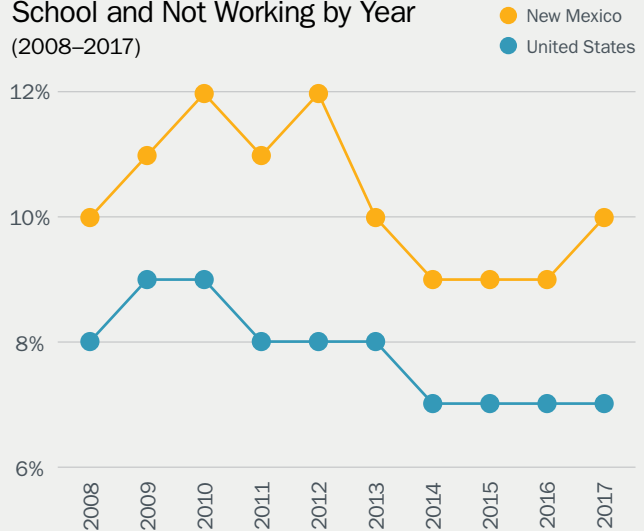
SOURCE: U.S. Census Bureau, American Community Surveys, 2008-2017, Table B14005.

TRACKING CHANGE: WORSENED

The percentage of New Mexico teens in this situation got slightly worse from 2016 to 2017, rising from 9 percent to 10 percent. New Mexico now ranks 48th among the states in this indicator, down from 40th the previous year. From 2015 to 2016, rates improved among Hispanic and Native American teens but worsened for non-Hispanic white teens in New Mexico. Overall, our rate of teens not in school and not working has been relatively flat for a number of years among all teens, so hopefully this new increase does not indicate an upwards trend again.

RACE & ETHNICITY

Teens (Ages 16–19) Not Attending School and Not Working by Race and Ethnicity (2016)
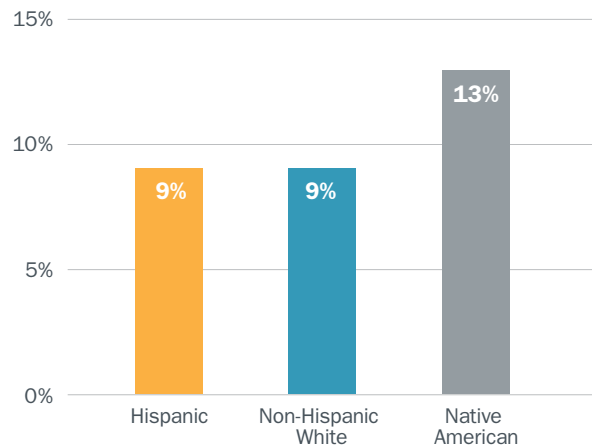
SOURCE: Population Reference Bureau analysis of data from the U.S. Census Bureau, American Community Survey, 2016. **NOTE:** Estimates for other races and ethnicities suppressed because the confidence interval around the percentage is greater than or equal to 10 percentage points.

POLICY SOLUTIONS

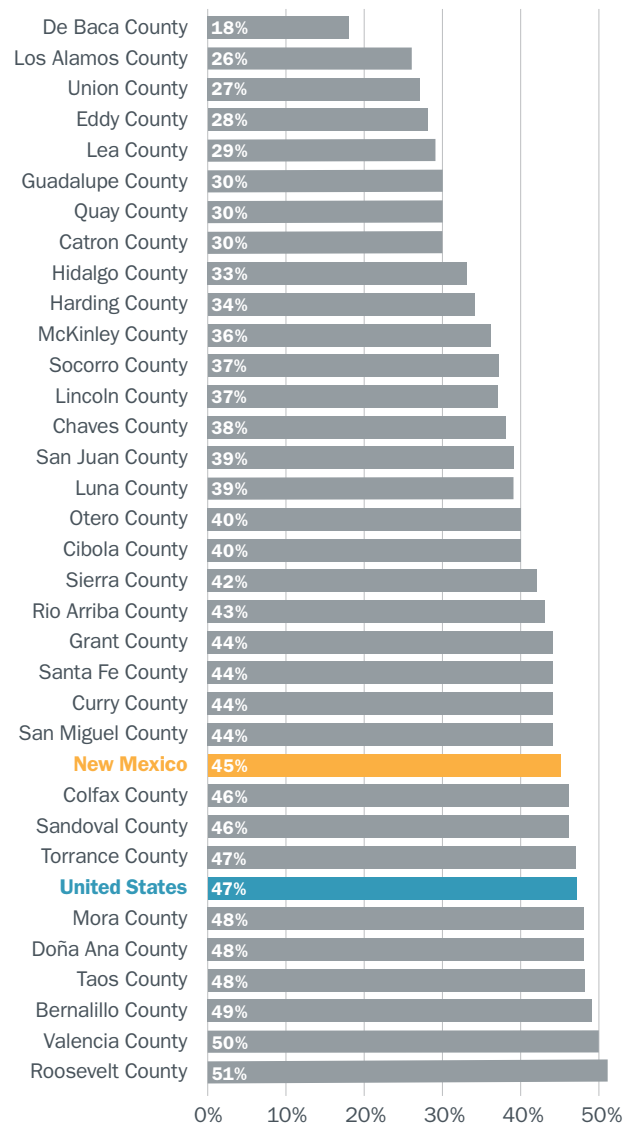### To Engage Disconnected Youth:

- Enact initiatives to lower the cost of college for those students for whom tuition and other costs put college credentials out of their reach. These should include making the lottery scholarship need-based, restoring the College Affordability Fund, and lowering interest rates for student loans.

- Develop a state youth employment strategy using a career pathways approach – that includes business, nonprofits, 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 workers whose skills do not match those needed for good-paying jobs to boost their employability and opportunities for knowledge acquisition through higher education.

- Revisit zero-tolerance policies and penalties in order to keep more students in school.

- Support high school dropout recovery programs.

- Provide support for vulnerable students (those experiencing homelessness, who are incarcerated, need special education, are English language learners, etc.) who are at risk for dropping out.

RANKINGS

Teens (Ages 16–19) Not Attending School and Not Working by County (2012–2016)

SOURCE: U.S. Census Bureau, American Community Survey, 2012-2016, Table B14005.

EDUCATION
YOUNG CHILDREN NOT IN SCHOOL

DEFINITION

The percentage of young children (ages 3 and 4) who did not attend some form of care that included educational experiences (including nursery school, pre-school, pre-K, Head Start, and kindergarten).

THE EXTENT OF THE PROBLEM

Children's chances of being healthy, doing well in school, and growing up to be productive and contributing members of society are tied to their experiences in the earliest years. Children learn more quickly during their early years, and the first five years of a child's life are particularly important because that is when 90 percent of the brain's neurological foundation is built. Research shows that safe, secure, nurturing, and non-stressful environments during the first five years are essential to the positive development and healthy growth that will set children up for success later in life. High-quality early childhood programs like home visiting, child care assistance for 4- or 5-STAR programs, and pre-K lead to improved child well-being and are linked to significant long-term improvements for children and savings for states. Yet, 57 percent of New Mexico's children ages three to four did not attend some form of preschool or school program in 2016, with rates even higher among Hispanic children.

TRENDS
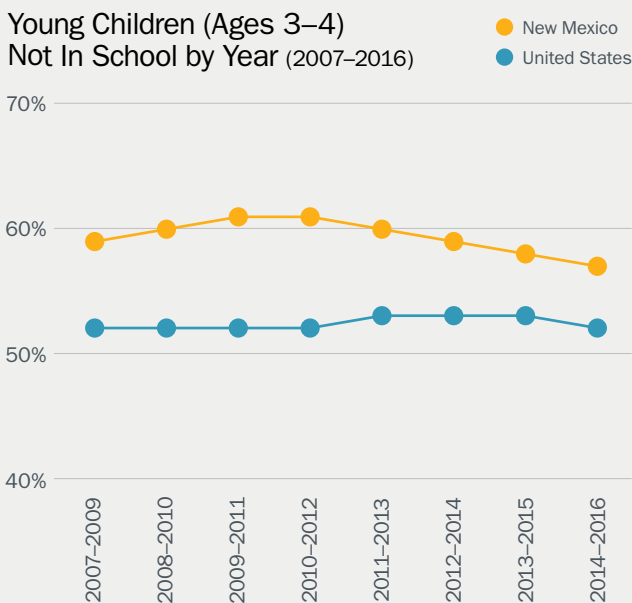
Young Children (Ages 3–4) Not In School by Year (2007–2016)

● New Mexico
● United States

70%

60%

50%

40%

2007–2009
2008–2010
2009–2011
2010–2012
2011–2013
2012–2014
2013–2015
2014–2016

SOURCE: Population Reference Bureau analysis of data from the U.S. Census Bureau, American Community Survey, pooled estimates from 2007 to 2016.

RACE & ETHNICITY

Young Children (Ages 3–4) Not In School by Race and Ethnicity (2012–2016)
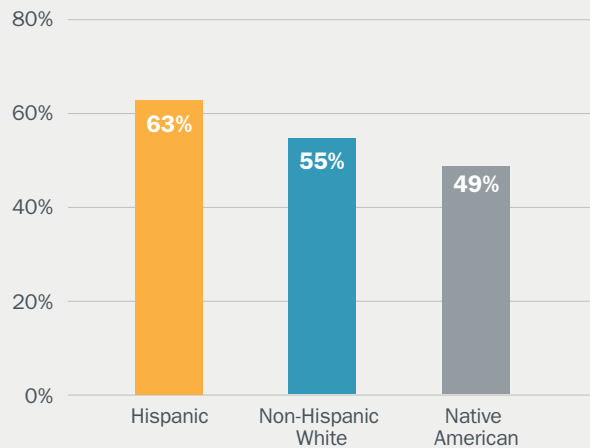
80%

60%

40%

20%

0%

63%	55%	49%
Hispanic	Non-Hispanic White	Native American

SOURCE: Population Reference Bureau analysis of data from the U.S. Census Bureau, American Community Survey, 2012-2016. NOTE: Estimates for other races and ethnicities suppressed because the confidence interval around the percentage is greater than or equal to 10 percentage points.

Between 2015 and 2016, 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 58 percent to 57 percent. We are now ranked 31st in the nation on this measure, an improvement from last year's 33rd 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. Continuing the planned rollout of the NM Pre-K program would mean that more children are able to attend pre-school 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 policymakers have made improvements and increases in some areas, these improvements are not sufficient to adequately address the great, pressing needs in this policy area.

RANKINGS

Young Children (Ages 3–4) Not In School by County (2012–2016)

County	Percent
Taos County	35%
Socorro County	38%
De Baca County	40%
Quay County	43%
Rio Arriba County	44%
Curry County	48%
McKinley County	49%
Los Alamos County	51%
Sandoval County	51%
Roosevelt County	51%
United States	53%
Cibola County	53%
Santa Fe County	53%
Grant County	55%
Eddy County	56%
San Juan County	58%
Bernalillo County	58%
Sierra County	58%
New Mexico	59%
Valencia County	59%
Torrance County	60%
Guadalupe County	63%
Colfax County	63%
Chaves County	64%
Union County	64%
Otero County	65%
Doña Ana County	66%
Lincoln County	69%
Lea County	73%
San Miguel County	73%
Hidalgo County	76%
Luna County	77%
Mora County	77%
Harding County	85%
Catron County	100%

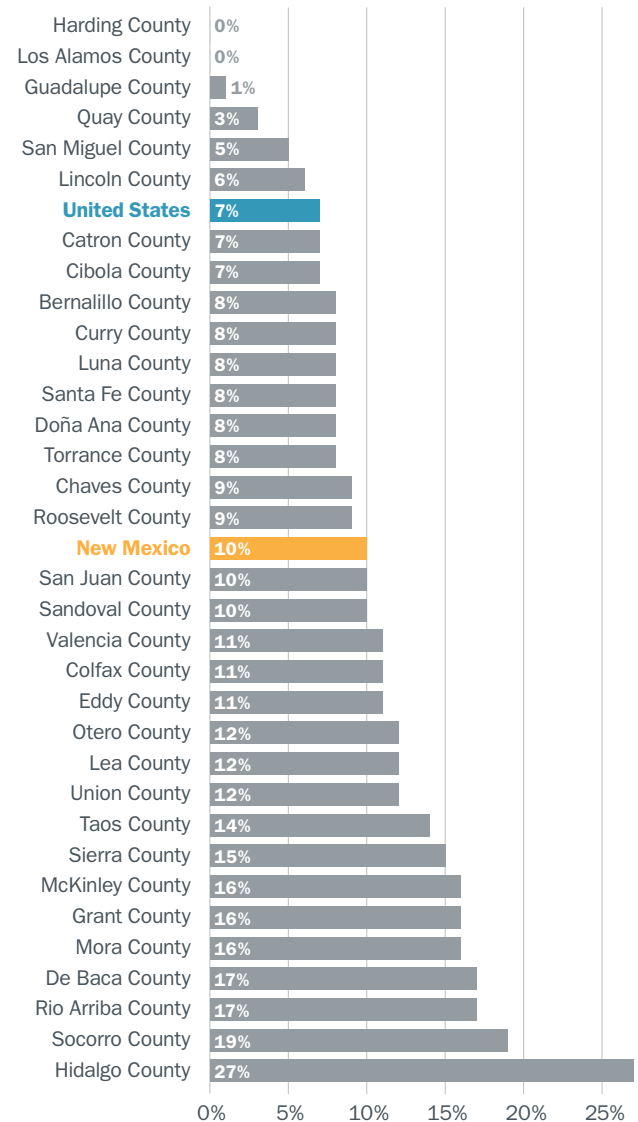**SOURCE:** U.S. Census Bureau, American Community Survey, 2012-2016, Table B14003.

POLICY SOLUTIONS

To Increase Preschool Enrollment:

- Increase funding for early care and learning services and pass a constitutional amendment to support these programs with a small percentage of the state's $18 billion Land Grant Permanent School Fund.

- Increase funding for high-quality 3-and 4-year old pre-K so it is available to all and available as a full-day program.

- Increase eligibility levels for child care assistance to at least 200 percent of the federal poverty level (FPL) and provide continuous eligibility through 300 percent of the FPL so parents can accept pay raises without losing benefits; and scale co-pays for families receiving child care assistance to their incomes so that copays do not put an undue burden on low-income families.

- Increase funding for high-quality home visiting so that all families who want services have access to them.

- Increase funding for child care assistance 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, which helps families whose young children have special needs.

EDUCATION
READING & MATH PROFICIENCY

DEFINITION

The percentage of fourth graders who scored below proficient in reading and the percentage of eighth graders who scored below proficient in math as measured and defined by the National Assessment of Educational Progress (NAEP). Note: These proficiencies are different from those reported on pages 46-48, which come from the Partnership for Assessment of Readiness for College and Careers (PARCC) tests.

THE EXTENT OF THE PROBLEM

Reading proficiency is a crucial element of scholastic success, but in New Mexico, 75 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 having trouble with reading proficiency 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 80 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.

POLICY SOLUTIONS

To Improve Reading and Math Proficiency Levels:

- Expand high-quality early childhood care and learning services to help prepare children for school and increase the likelihood they will reach grade-level benchmarks on time.
- Increase K-12 per-pupil funding to help schools decrease over-crowding in classrooms, provide resources for learning needs, and mitigate the problems associated with poverty.
- Expand funding for K-3 Plus so more low-income students 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.
- Reduce class sizes for children in high-poverty areas.

- 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.
- Raise compensation for teachers, principals, and 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.

TRACKING CHANGE: MIXED

New Mexico ranks 50th once again in reading proficiency and dropped from 47th to 49th 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 Hispanic students in New Mexico improved the most – by three percentage points – from 2015 to 2017. When it comes to eighth grade math proficiency, the percentage of students who are proficient continues to worsen since reaching 76 percent in 2011, but has slightly improved over the long-term, with Hispanic and Native American students showing the most improvement from 2007 to 2017.

TRENDS

Fourth Graders Scoring Below Proficient in Reading by Year (2007–2017)

New Mexico
United States
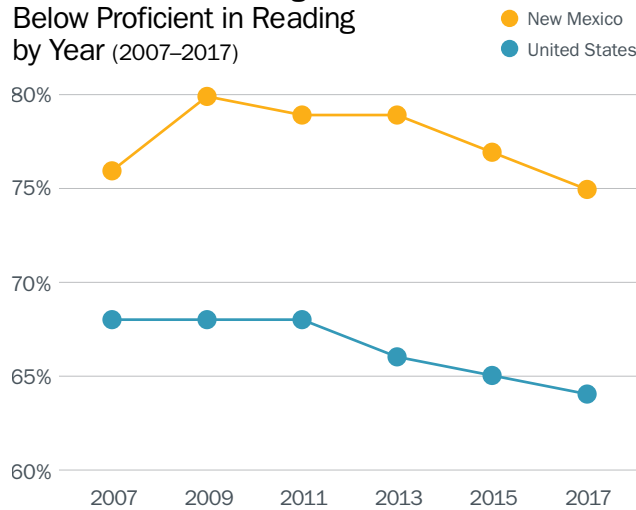
Eighth Graders Scoring Below Proficient in Math by Year (2007–2017)
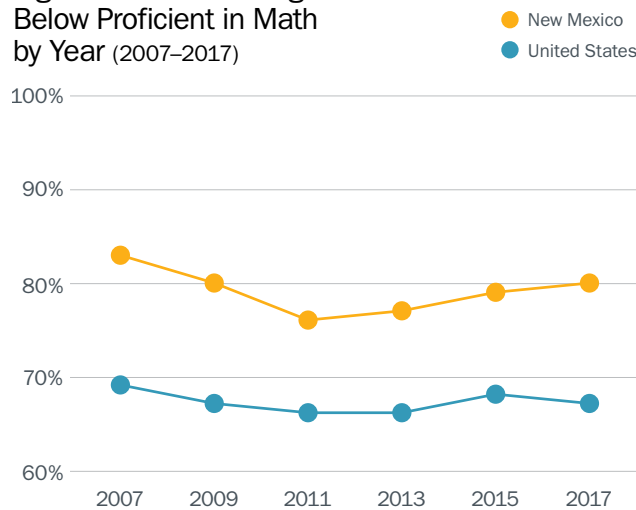
New Mexico
United States

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

RACE & ETHNICITY

Fourth Graders Scoring Below Proficient in Reading by Race, Ethnicity, Gender, and Income (2017)

Hispanic: 80%
Non-Hispanic White: 59%
Native American: 88%
Male: 77%
Female: 73%
Low-Income: 82%
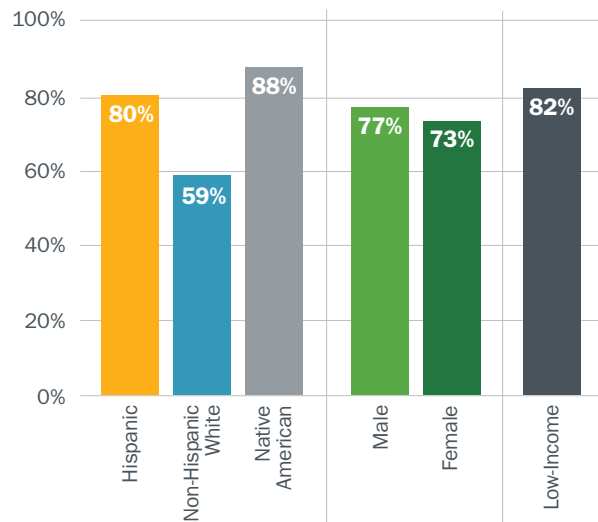
Eighth Graders Scoring Below Proficient in Math by Race, Ethnicity, Gender, and Income (2017)
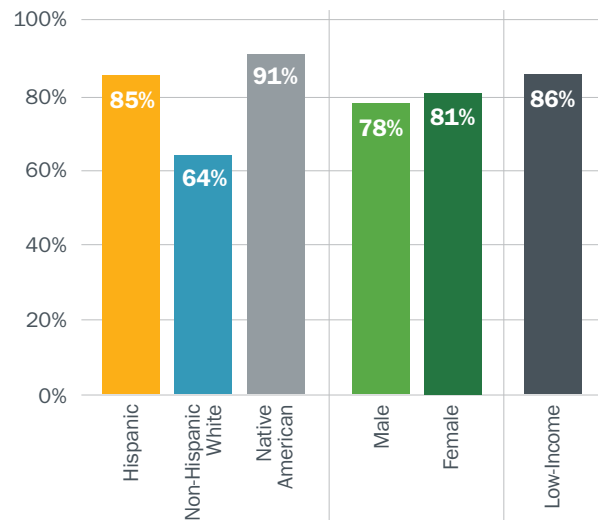
Hispanic: 85%
Non-Hispanic White: 64%
Native American: 91%
Male: 78%
Female: 81%
Low-Income: 86%

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017. **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
HIGH SCHOOL GRADUATION

DEFINITION

High school students not graduating on time refers to the percentage of a freshmen class not graduating in four years' time. This is not the same as the dropout rate.

THE EXTENT OF THE PROBLEM

Twenty-nine percent of New Mexican high-schoolers do not graduate on time. This rate is significantly worse than the national average of 16 percent. Graduation rates are best among Asian American high-schoolers in New Mexico, but worst among Native Americans, students from low-income homes, and students with disabilities. New Mexico is ranked 50th once again among the states on this indicator, which is concerning because students who don't graduate on time are more likely to drop out altogether, less likely to go on to college, and more likely to be unemployed or employed in low-paying jobs.

TRENDS

High School Students Not Graduating on Time by Year (2007–2016)

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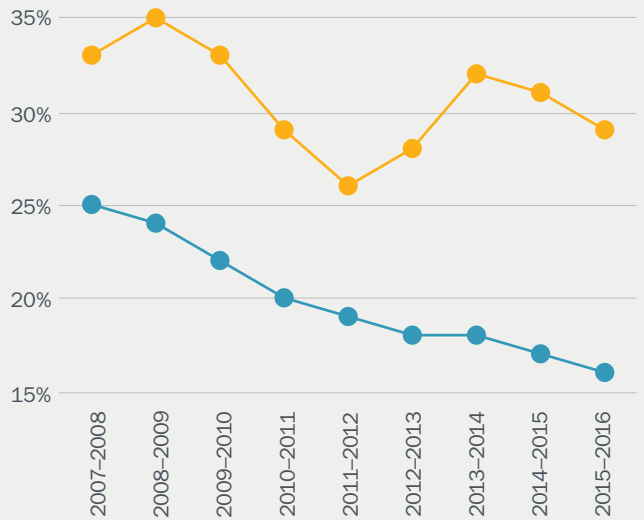
SOURCE: Population Reference Bureau analysis of data from the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD).

71%

NEW MEXICAN HIGH-SCHOOL STUDENTS WHO GRADUATE ON TIME

Following a nationwide trend, the percentage of New Mexico students not graduating on time improved slightly from the school year ending in 2015 to the one ending in 2016. 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 29 percent not graduating on time in 2016. The biggest improvements in this indicator over that time period were seen among Native American and Hispanic students.

RACE & ETHNICITY

High School Graduation Rates by Race, Ethnicity, and Other Factors (2017)

SOURCE: NM Public Education Department, 4-Year Cohort Graduation Rates, 2017. **NOTE:** "Low-income" students in this measure are those who are eligible for free or reduced-price school lunches.

All Students	71%
Hispanic	71%
Non-Hispanic White	76%
Native American	61%
Black or African American	68%
Asian or Pacific Islander	85%
Male	67%
Female	75%
Low-Income	66%
Students with Disabilities	62%
English Language Learners	68%
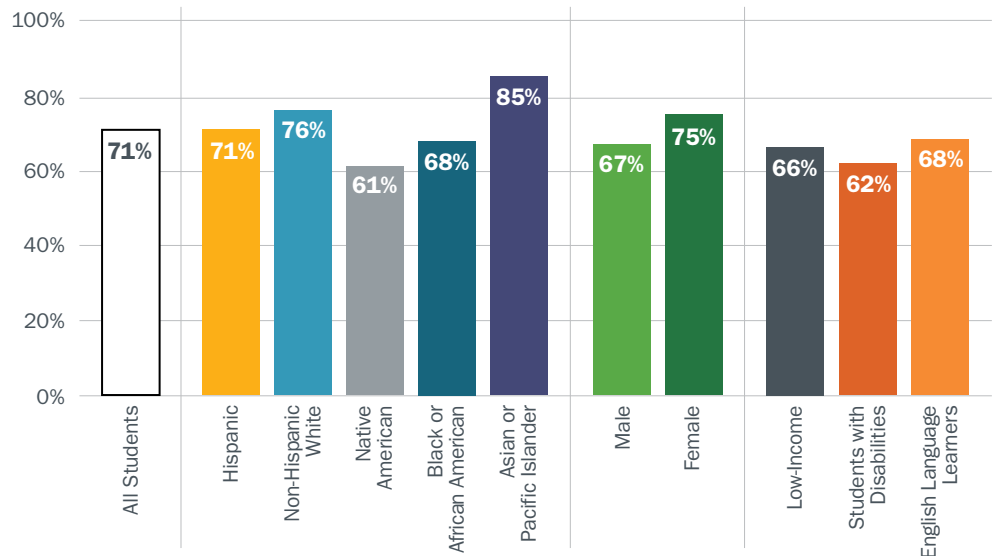
POLICY SOLUTIONS

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.

• Support dropout recovery programs.

• Provide support for vulnerable students (those experiencing homelessness, who are incarcerated, need special education, are English language learners, etc.) who are at risk for dropping out.

• Increase funding for evidence-based teen pregnancy prevention programs.

• Ensure support for community schools, which provide students with services shown to increase academic performance – school-based health centers, quality before- and after-school programming, service learning, and classes for parents.

• Reduce class sizes for students 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

9%
NEW MEXICAN BABIES
BORN WEIGHING
5.5 POUNDS OR LESS

DEFINITION

The percentage of babies born weighing 5.5 pounds or less.

THE EXTENT OF THE PROBLEM

In 2016, 9 percent of New Mexico babies were born at a low birthweight, ranking us 40th in the nation on this indicator. Rates of low-birthweight babies in New Mexico are highest among African Americans (16.7 percent) and Asian or Pacific Islanders (12.7 percent). Babies born at a low birthweight are at greater risk for developmental delays, disabilities, chronic conditions, and early death. The risk factors for having a low-birthweight baby include: living in poverty; giving birth at a young age; using drugs and alcohol during pregnancy; receiving late or no prenatal care; and/or not having enough to eat during pregnancy.

TRENDS

Low-Birthweight Babies
by Year (2008–2016)

● New Mexico
● United States
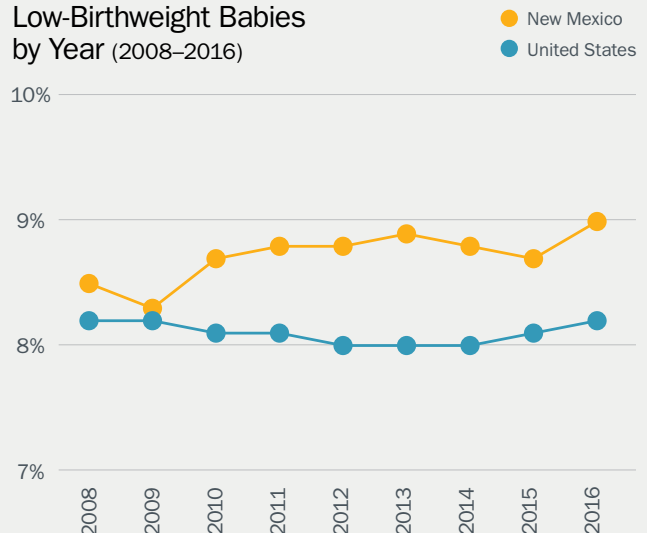
SOURCE: Centers for Disease Control and Prevention, National Center for Health Statistics (NCHS), National Vital Statistics Reports, 2008-2016.

New Mexico's rate of low-birthweight babies in 2016 has increased to its highest point since 2008. This worsening trend is mirrored nationally as well, despite improved access to health insurance via the Affordable Care Act. Rates in New Mexico have worsened for African Americans, Asian or Pacific Islanders, Native Americans, and non-Hispanic whites.

RACE & ETHNICITY

Low-Birthweight Babies by Race and Ethnicity (2017)
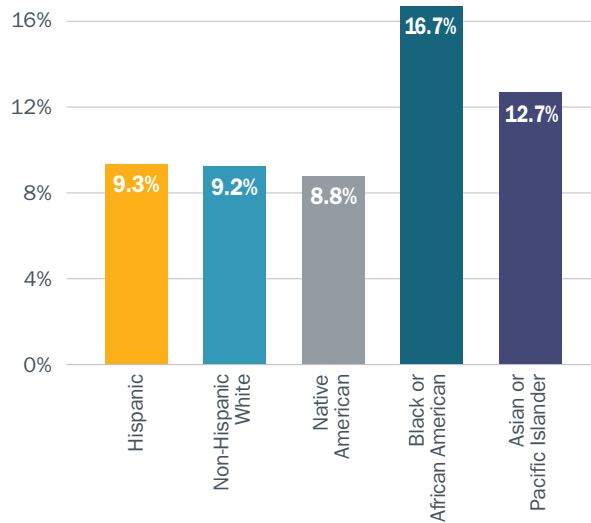
Race/Ethnicity	Rate
Hispanic	9.3%
Non-Hispanic White	9.2%
Native American	8.8%
Black or African American	16.7%
Asian or Pacific Islander	12.7%

SOURCE: New Mexico Department of Health, Indicator-Based Information System for Public Health (IBIS). Retrieved October, 2018 from http://ibis.health.state.nm.us.

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 more county and tribal health councils.

• Fund home visiting services under a Medicaid waiver to draw down federal funding.

• Automatically exempt single-parent pregnant women from TANF (Temporary Assistance for Needy Families) work requirements, especially in the last trimester.

• Protect SNAP (Supplemental Nutrition Assistance Program) from eligibility changes that would decrease the number of pregnant mothers receiving these benefits.

RANKINGS

Low-Birthweight Babies by County (2017)

County	Rate
De Baca County	0%
Harding County	0%
Mora County	0%
Quay County	4.6%
Curry County	6.3%
San Juan County	7.8%
United States	8.2%
Otero County	8.4%
Doña Ana County	8.7%
Luna County	8.7%
Chaves County	9.0%
Bernalillo County	9.1%
Valencia County	9.2%
Lincoln County	9.3%
San Miguel County	9.3%
McKinley County	9.4%
New Mexico	9.5%
Grant County	9.5%
Lea County	9.6%
Eddy County	9.9%
Socorro County	9.9%
Sandoval County	10.3%
Torrance County	10.6%
Cibola County	10.9%
Roosevelt County	10.9%
Taos County	11.9%
Los Alamos County	12.5%
Santa Fe County	13.0%
Colfax County	14.2%
Hidalgo County	15.6%
Sierra County	15.6%
Rio Arriba County	15.7%

SOURCE: New Mexico Department of Health, Indicator-Based Information System for Public Health (IBIS). Retrieved October, 2018 from http://ibis.health.state.nm.us.
NOTE: The count or rate for some 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, and Union counties are suppressed.

HEALTH

CHILDREN WITHOUT HEALTH INSURANCE

DEFINITION

The percentage of children (ages 0 to 18) who do not have health insurance coverage, including Medicaid.

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 around 13 percent, are at the greatest risk of being uninsured.

TRENDS

Children without Health Insurance by Year (2008–2017)

● New Mexico
● United States
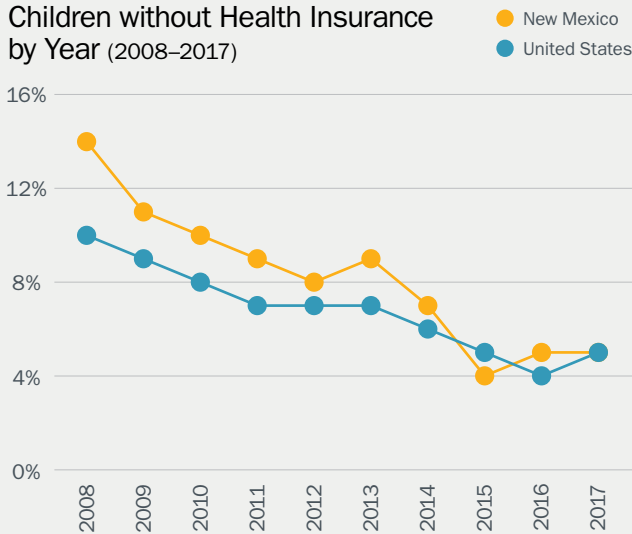
SOURCE: U.S. Census Bureau, American Community Surveys from 2008 to 2017, Table C27001. **NOTE:** Data for 2008-2016 are for children ages 0 to 17, while data for 2017 are for children ages 0 to 18.
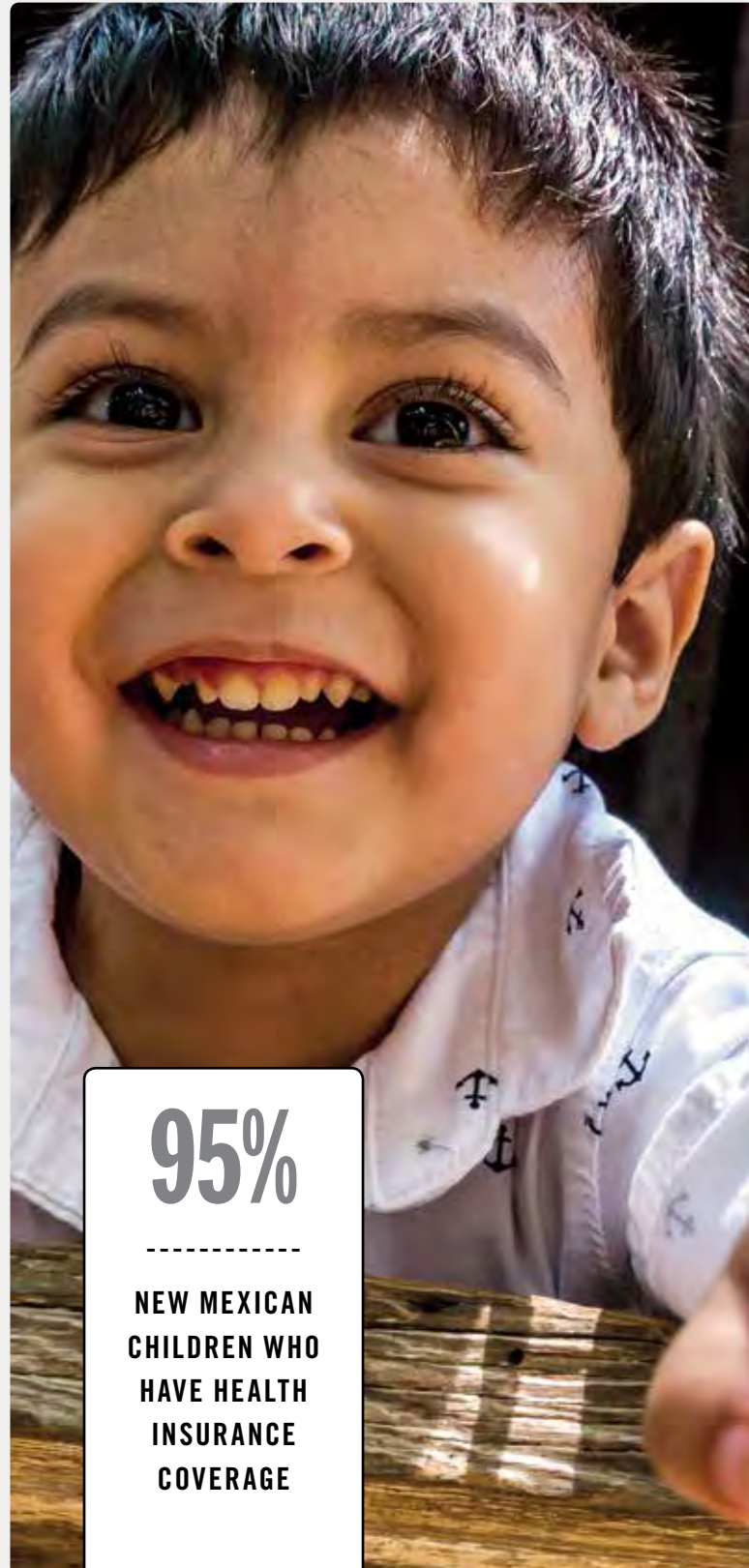
95%

NEW MEXICAN CHILDREN WHO HAVE HEALTH INSURANCE COVERAGE

The percentage of children without health insurance – at 5 percent – remained unchanged from 2016 to 2017. However, from 2008 to 2017, the percentage improved from 14 percent to 5 percent, which helps with our current ranking of 27th nationwide in this indicator. Thanks to the expansion of Medicaid under the Affordable Care Act, 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.

RACE & ETHNICITY

Children (Ages 0–18) without Health Insurance by Race and Ethnicity (2017)

Race/Ethnicity	Percentage
Hispanic	4%
Non-Hispanic White	4%
Native American	12%
Black or African American	<1%
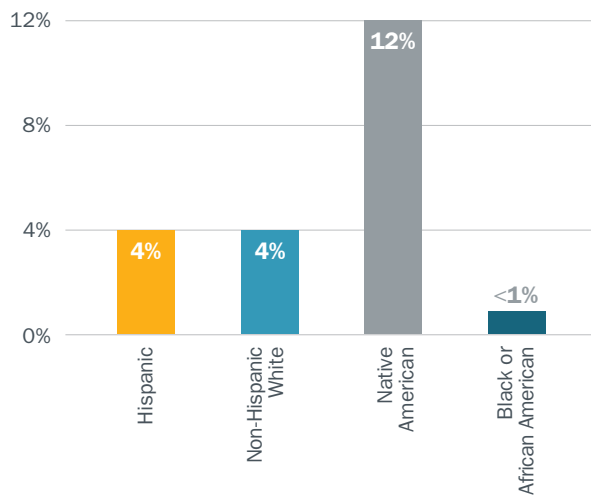
SOURCE: U.S. Census Bureau, 2017 American Community Survey, Table C27001.
NOTE: Estimates for other races and ethnicities suppressed because the confidence interval around the percentage is greater than or equal to 10 percentage points.

POLICY SOLUTIONS

To Lower the Rate of Children without Health Insurance:

- Implement aggressive outreach and enrollment programs for Medicaid for eligible children to help cover those children who are 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).

- Support the adoption of a Basic Health Plan or Medicaid Buy-in Plan that would greatly improve access to affordable health care for all New Mexicans.

- Support the practice of dental therapy to improve access to dental care for more children, particularly those in rural areas in New Mexico.

RANKINGS

Children (Ages 0–18) without Health Insurance by County (2016)

County	Percentage
Los Alamos County	2.5%
Bernalillo County	4.5%
Curry County	4.8%
Grant County	4.8%
Eddy County	4.9%
Guadalupe County	4.9%
Quay County	4.9%
United States	5.0%
San Miguel County	5.4%
Valencia County	5.5%
New Mexico	5.7%
Doña Ana County	5.7%
Sierra County	5.7%
Luna County	5.9%
Cibola County	6.0%
Hidalgo County	6.2%
Otero County	6.2%
Chaves County	6.3%
Lea County	6.3%
Socorro County	6.3%
Sandoval County	6.4%
Colfax County	6.5%
McKinley County	6.7%
Rio Arriba County	6.7%
Torrance County	6.8%
Mora County	6.9%
Union County	7.0%
Roosevelt County	7.1%
San Juan County	7.1%
Santa Fe County	7.4%
Taos County	8.1%
Lincoln County	8.7%
Catron County	8.9%
De Baca County	10.7%
Harding County	10.7%

SOURCE: U.S. Census Bureau, Small Area Health Insurance Estimates, 2016.

HEALTH
CHILD & TEEN DEATH RATES

DEFINITION

The number of deaths of children (ages 1-14) and teens (ages 15-19) for every 100,000 children and teens in that age range in the population. See page 55 for infant (ages 0-1) mortality rates.

THE EXTENT OF THE PROBLEM

New Mexico's child and teen death rate is 33 deaths per 100,000 children and teens. This is significantly worse than the U.S. average rate of 26 per 100,000, and ranks New Mexico 39th among the states on this measure. Rates among Native American children in New Mexico (at 44 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, have access to safe public spaces and to a full range of physical and mental health care services, and do not have unauthorized access to firearms, can help improve rates in this area.

TRENDS

Child and Teen (Ages 1–19) Death Rates by Year (2008–2016)
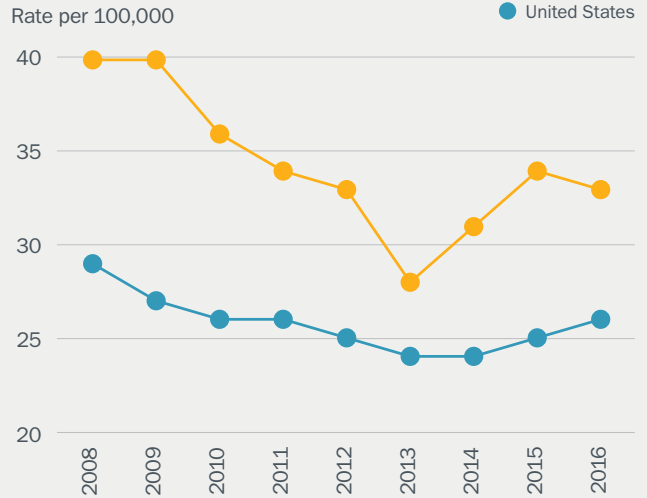
Rate per 100,000

● New Mexico
● United States

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 2008-2016.

POLICY SOLUTIONS

To Lower Child and Teen Death Rates:

• Support and expand quality home visiting services proven to lower child abuse and neglect rates in order to help improve social and physical outcomes for infants and young children.

• Expand funding for suicide prevention programs to provide youth with supportive adults, strategies to cope with difficult situations, and a sense of hope.

• Enact stronger gun safety laws to limit unauthorized child access to guns in order to lower the number of accidental gun deaths.

• Adequately fund evidence-based child abuse prevention programs and strengthen the role of prevention at the Children, Youth and Families Department (CYFD).

• Increase funding for child protective services in order to increase staff and reduce caseloads.

• Create a citizen oversight or review board for all CYFD child abuse cases that result in death.

RACE & ETHNICITY

Child and Teen (Ages 1–19) Death Rates by Race and Ethnicity (2016)
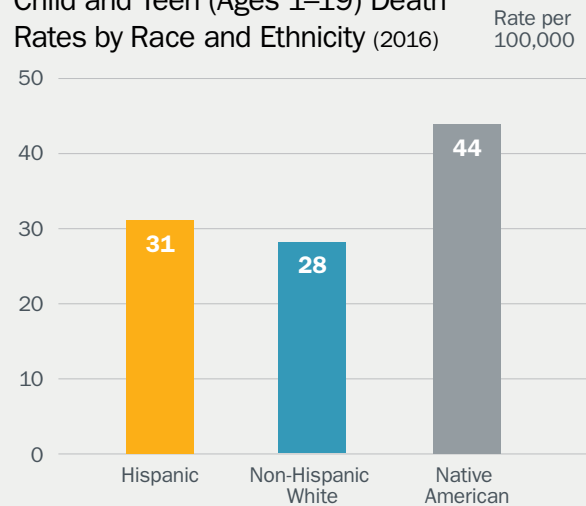
Rate per 100,000

Hispanic 31
Non-Hispanic White 28
Native American 44

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 2016. **NOTE:** Estimates for other races and ethnicities suppressed because the confidence interval around the percentage is greater than or equal to 10 percentage points.
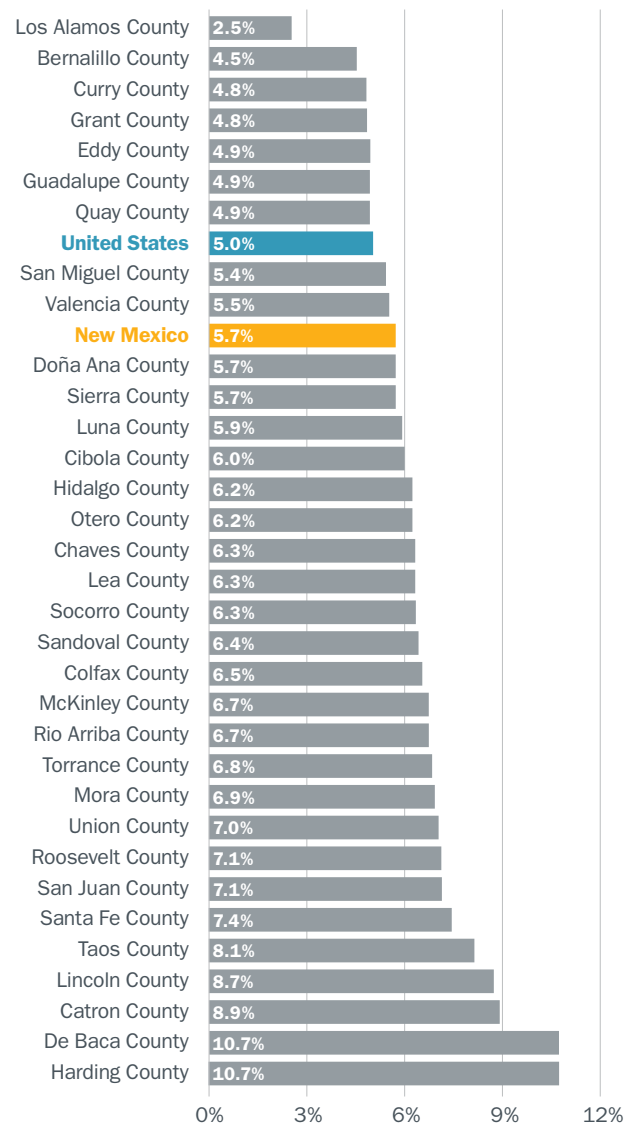
TRACKING CHANGE: IMPROVED

In 2016, New Mexico's child and teen death rate decreased, bucking the recent upward trend seen between 2013 and 2015 when the rate went from 28 to 34 deaths per 100,000. From 2008 to 2016, New Mexico's child and teen death rate also decreased, from 40 to 33 deaths per 100,000, following a national overall trend of gradual improvement in this indicator. Improvements were greatest among Native American children and teens during this time period.

RANKINGS

Child (Ages 0–14) Death Rates by County (2017)
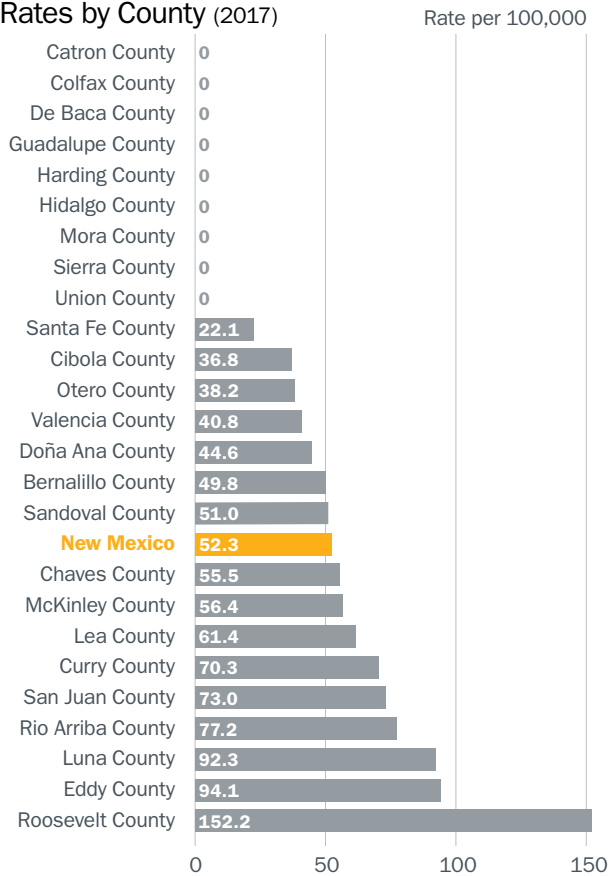
Rate per 100,000

County	Rate
Catron County	0
Colfax County	0
De Baca County	0
Guadalupe County	0
Harding County	0
Hidalgo County	0
Mora County	0
Sierra County	0
Union County	0
Santa Fe County	22.1
Cibola County	36.8
Otero County	38.2
Valencia County	40.8
Doña Ana County	44.6
Bernalillo County	49.8
Sandoval County	51.0
New Mexico	**52.3**
Chaves County	55.5
McKinley County	56.4
Lea County	61.4
Curry County	70.3
San Juan County	73.0
Rio Arriba County	77.2
Luna County	92.3
Eddy County	94.1
Roosevelt County	152.2

SOURCE: New Mexico Department of Health, Indicator-Based Information System for Public Health (IBIS). Retrieved October, 2018 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 Grant, Lincoln, Los Alamos, Quay, San Miguel, Socorro, Taos, and Torrance counties are suppressed.

Teen (Ages 15–19) Death Rates by County (2017)

Rate per 100,000

County	Rate
Catron County	0
Curry County	0
De Baca County	0
Guadalupe County	0
Harding County	0
Hidalgo County	0
Quay County	0
San Miguel	0
Sierra County	0
Socorro County	0
Taos County	0
Torrance County	0
Union County	0
Doña Ana County	34.7
Chaves County	38.8
Rio Arriba County	39.7
Sandoval County	41.8
Grant County	57.0
Cibola County	57.0
Lea County	57.2
Bernalillo County	63.1
New Mexico	**65.7**
Eddy County	75.3
San Juan County	77.4
Los Alamos County	81.9
Valencia County	97.1
Otero County	100.9
Lincoln County	102.1
Santa Fe County	111.2
Luna County	122.2
Colfax County	156.3
Roosevelt County	175.8
McKinley County	179.3
Mora County	378.8

SOURCE: New Mexico Department of Health, Indicator-Based Information System for Public Health (IBIS), custom data request received November, 2018.

HEALTH
TEEN ALCOHOL & DRUG ABUSE

DEFINITION

For boys (ages 12-17), binge drinking is defined as having five or more drinks on at least one occasion in the last 30 days; for girls (ages 12-17), binge drinking is defined as having four or more drinks on at least one occasion in the last 30 days.

11%

NEW MEXICAN TEENS WHO ENGAGED IN BINGE DRINKING

THE EXTENT OF THE PROBLEM

Approximately 12,000, or 7 percent, of New Mexico teens ages 12 to 17 abused drugs or alcohol from 2015 to 2016. This is an increase of 3,000 teens since 2013-2014, the previous time frame available for this data. During that time period, the rates of most other states improved while the rates for New Mexico worsened. Our state is now ranked 48th in the nation in this indicator. Within New Mexico, Hispanic and non-Hispanic white teens are most likely to have engaged in binge drinking. Teen alcohol and drug abuse is associated with increased risks in a number of other areas. Teens who abuse alcohol or drugs are more likely to be convicted of a crime, drive under the influence, do poorly in school, drop out of school, or become teen parents. Alcohol and drug abuse can also lead to mental and physical health problems, the effects of which may carry over into adulthood.

TRENDS

Percent of Teens (Ages 12–17) Who Abuse Alcohol or Drugs by Year (2005–2016)

● New Mexico
● United States
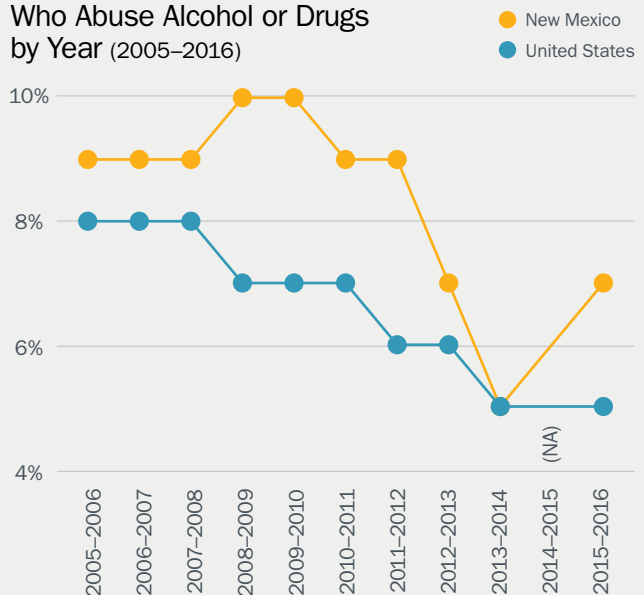
SOURCE: National Survey on Drug Use and Health 2005-06 to 2015-2016, Substance Abuse and Mental Health Services Administration.

While the number of teens abusing alcohol or drugs has recently worsened, the overall trend has improved slightly over time, from 10 percent in 2008-2009 to 7 percent in 2015-2016. This means that 5,000 fewer New Mexico teens are abusing alcohol and drugs than were in 2008-2009. The percent of teens who engaged in binge drinking did decrease in the most recent measure, falling from 15 percent in 2015 to 11 percent in 2017. The biggest improvements in this indicator were among African American teens, 18 percent of whom reported binge drinking in 2015, versus 10 percent reporting the same in 2017.

RACE & ETHNICITY

Teens (Ages 12–17) Binge Drinking by Race and Ethnicity (2017)

Category	Percent
All Students	11%
Hispanic	12%
Non-Hispanic White	12%
Native American	7%
Black or African American	10%
Asian or Pacific Islander	8%
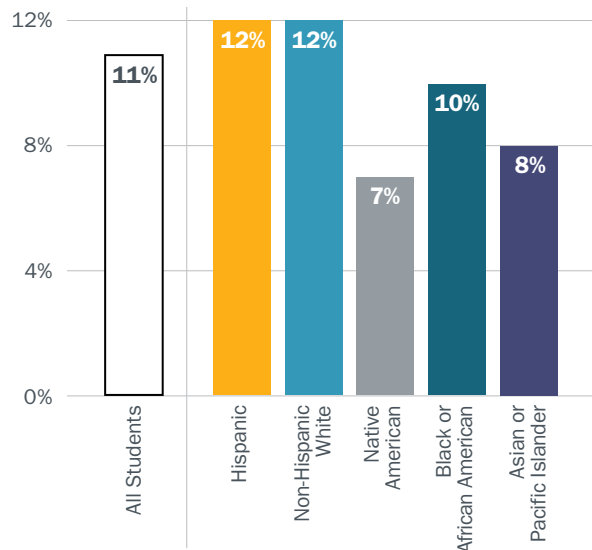
SOURCE: New Mexico Youth Risk and Resiliency Survey (YRRS), 2017.

POLICY SOLUTIONS

To Reduce Teen Alcohol and Drug Abuse:

- Expand behavioral health programs for children, youth and families.
- Expand funding and support for school-based health centers so students have access to physical and behavioral 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 more 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.
- Support treatment instead of incarceration for nonviolent drug and alcohol offenses.
- Decriminalize some nonviolent offenses for drug possession.

RANKINGS

Teens (Ages 12–17) Binge Drinking by County (2017)

County	Percent
McKinley County	3.7%
Catron County	5.7%
Hidalgo County	7.1%
Roosevelt County	7.2%
Quay County	8.4%
Los Alamos County	8.7%
Bernalillo County	9.0%
Curry County	9.1%
Colfax County	10.2%
San Juan County	10.3%
New Mexico	10.9%
Mora County	11.0%
Valencia County	11.1%
Guadalupe County	11.2%
Sandoval County	11.2%
Santa Fe County	11.5%
Chaves County	12.1%
Sierra County	12.6%
Doña Ana County	13.2%
Eddy County	13.3%
San Miguel County	13.4%
United States	14.0%
Torrance County	14.5%
Otero County	14.6%
Cibola County	14.7%
Socorro County	15.0%
Taos County	15.0%
Union County	15.1%
Lea County	18.4%
Rio Arriba County	19.3%
Grant County	19.9%
Lincoln County	20.4%
Luna County	20.5%

SOURCE: New Mexico Youth Risk and Resiliency Survey (YRRS), 2017. **NOTE:** De Baca and Harding counties are not listed because no data were available. Prior to 2016, the definition of binge drinking was the same for both boys and girls (ages 12-17).

FAMILY & COMMUNITY

CHILDREN IN SINGLE-PARENT FAMILIES

DEFINITION

The percentage of children living with an unmarried parent. Note, parents who are cohabitating but remain unmarried are counted as 'single parents.'

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THE EXTENT OF THE PROBLEM

Forty-five percent of New Mexico children live with a parent or parents who are unmarried. New Mexico's rate is much higher than the national average of 34 percent, and we are once again ranked 48th among the states on this measure. Families in which only one parent is present tend to have lower incomes and less access to employer-sponsored benefits like health insurance and paid sick days than do two-parent households. Single parents may have to work two jobs or overtime hours just to provide basic necessities for their families, and may have trouble affording enriching experiences for their children like high-quality child care, which costs more than attending college in New Mexico. Single mothers may have the added disadvantage of earning less than their male counterparts in similar occupations. 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 often more likely to live in single-parent households than are their non-Hispanic white peers, with 46 percent of the state's Hispanic children in New Mexico living in single-parent families, compared to 25 percent of non-Hispanic white children.

TRENDS

Children in Single-Parent Families by Year (2008–2017)

- New Mexico
- United States
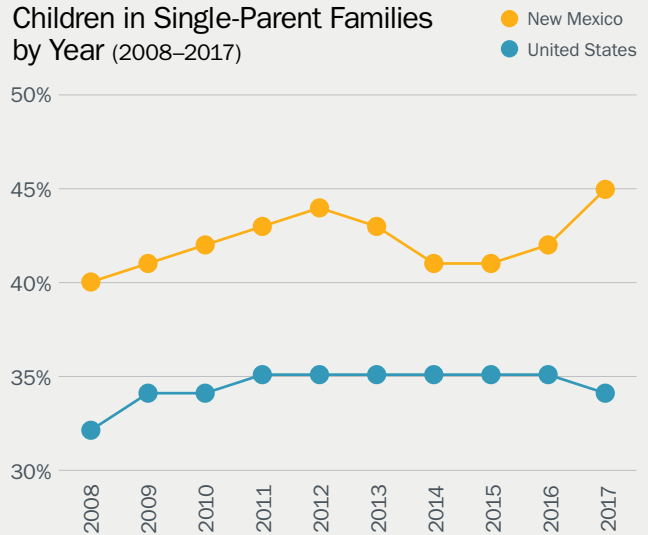
SOURCE: U.S. Census Bureau, American Community Survey, 2008 through 2017, Table C23008.

RACE & ETHNICITY

Children in Single-Parent Families by Race and Ethnicity (2016)
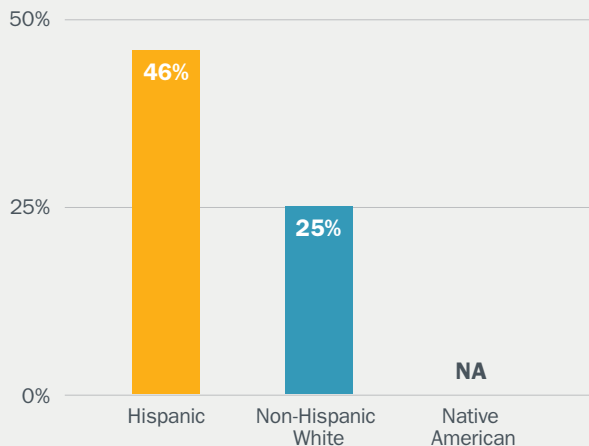
SOURCE: Population Reference Bureau analysis of U.S. Census Bureau, American Community Survey Supplementary Survey data from 2016. **NOTE:** Estimates for other races and ethnicities suppressed because the confidence interval around the percentage is greater than or equal to 10 percentage points.

TRACKING CHANGE: WORSENED

The rate of children living in single-parent families worsened from 42 percent in 2016 to 45 percent in 2017, and the overall rate is still 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 no longer mirrors the national trend, which has been stagnant for the past few years and has now nearly dropped back to the 2008 national rate of 32 percent. Our high rate of children living in single-parent families 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, which 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 (2012–2016)

County	Rate
Los Alamos County	16%
De Baca County	23%
Lincoln County	24%
Torrance County	24%
Sandoval County	29%
Hidalgo County	29%
Lea County	30%
United States	31%
Roosevelt County	32%
Mora County	33%
Union County	34%
Curry County	35%
Doña Ana County	35%
Chaves County	36%
Otero County	36%
Eddy County	37%
Valencia County	37%
New Mexico	38%
Catron County	38%
Bernalillo County	38%
San Juan County	38%
Santa Fe County	40%
Luna County	41%
Colfax County	41%
Quay County	42%
Grant County	42%
Guadalupe County	43%
Taos County	46%
McKinley County	47%
Rio Arriba County	48%
Harding County	51%
Sierra County	51%
San Miguel County	54%
Cibola County	54%
Socorro County	60%

SOURCE: U.S. Census Bureau, American Community Survey, 2012-2016, 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.

- Increase eligibility levels for child care assistance to at least 200 percent of the federal poverty level (FPL) and provide continuous eligibility through 300 percent of the FPL in order to reduce the impact of the "cliff effect"; and scale co-pays for families receiving child care assistance to their incomes so that copays do not put an undue burden on low-income families. As most single parents work, child care for them is a necessity.

- Expand funding for mentorship and other pregnancy prevention programs for teens. Mentorship programs can help young women delay child bearing until they are older by fostering self-confidence and helping them work toward a future career.

- Support career pathways approaches that better align adult education with post-secondary education opportunities and industry needs while providing a clearer ladder to economic self-sufficiency.

- Maintain current Medicaid eligibility for family planning services.

FAMILY & COMMUNITY

PARENTS WITHOUT A HIGH SCHOOL DIPLOMA

DEFINITION

The percentage of children (ages 0-17) who live in families where the head of household lacked a high school diploma.

THE EXTENT OF THE PROBLEM

In 2016, 18 percent of New Mexico children – or 88,000 New Mexico kids – lived in families where the head of the household lacked a high school diploma. These numbers rank New Mexico 47th in the nation on this indicator. Rates are high among children of color, with 24 percent of the state's Hispanic children and 17 percent of Native American children living in families in which the household head lacked a diploma – compared with 4 percent of non-Hispanic white children. 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 education level of a parent – especially the education level of a mother – is a strong predictor of how far a child will go in school. Two-generational approaches, which 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 (2008–2016)
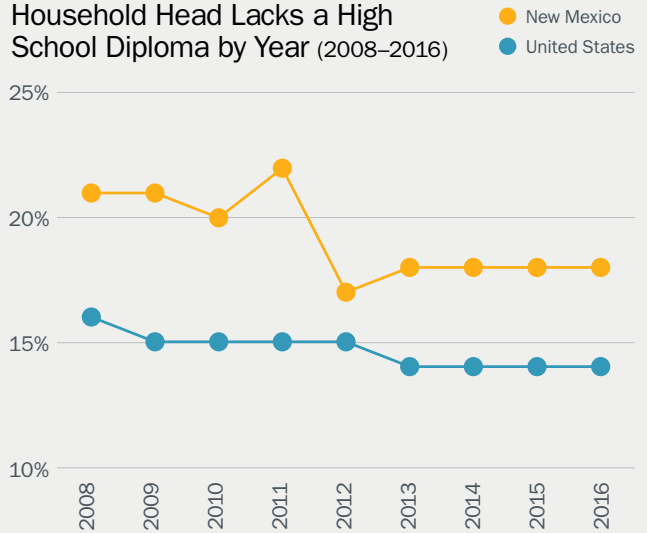
● New Mexico
● United States

SOURCE: Population Reference Bureau analysis of U.S. Census Bureau, American Community Survey, 2008-2016

18%

NEW MEXICAN KIDS WHOSE FAMILY'S HEAD OF HOUSEHOLD DOES NOT HAVE A DIPLOMA

Though New Mexico has seen no real gains in this indicator over the past few years, the 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 2016, 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.

RACE & ETHNICITY

Children in Families where the Household Head Lacks a High School Diploma by Race and Ethnicity (2016)
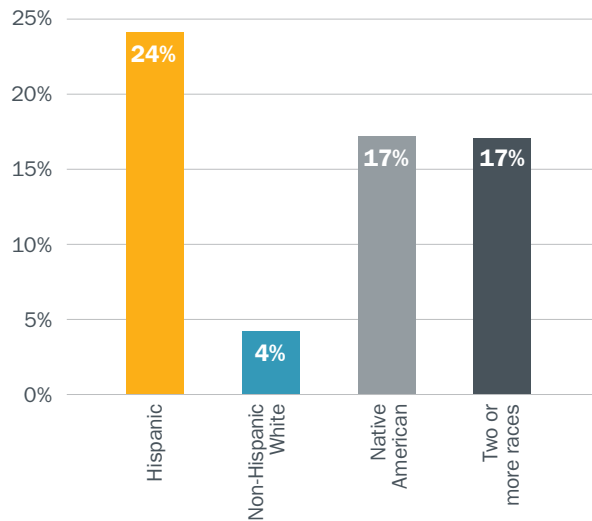
Hispanic	24%
Non-Hispanic White	4%
Native American	17%
Two or more races	17%

SOURCE: Population Reference Bureau analysis of U.S. Census Bureau, American Community Survey, 2016. **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 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 the programs listed above. 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 level of education. Children whose parents do not speak English fluently can be at a disadvantage when seeking assistance with their schoolwork and getting their parent to advocate on their behalf.

RANKINGS

Families where the Household Head Lacks a High School Diploma by County (2012–2016)

County	Percent
Los Alamos County	1%
Catron County	2%
Mora County	7%
Sandoval County	8%
Lincoln County	8%
Quay County	9%
Taos County	9%
San Miguel County	9%
Guadalupe County	10%
Harding County	10%
Colfax County	11%
United States	11%
Bernalillo County	11%
Grant County	11%
Socorro County	11%
Torrance County	12%
Otero County	12%
Santa Fe County	12%
Cibola County	13%
New Mexico	14%
Rio Arriba County	14%
San Juan County	14%
Eddy County	14%
De Baca County	14%
Sierra County	15%
Curry County	15%
Valencia County	16%
Union County	18%
Doña Ana County	20%
Roosevelt County	21%
Hidalgo County	21%
Chaves County	21%
McKinley County	24%
Lea County	26%
Luna County	31%

SOURCE: U.S. Census Bureau, American Community Survey, 2012-2016, Table B17018.

FAMILY & COMMUNITY
HIGH-POVERTY AREAS

Children Living in High-Poverty Areas by Year (2006–2016)

● New Mexico
● United States
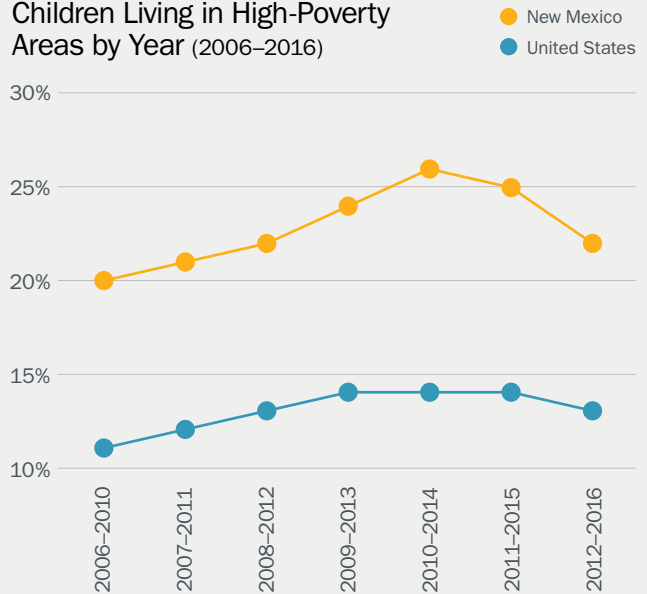
SOURCE: U.S. Census Bureau, American Community Surveys 5-year summary files released from 2006 to 2016.

Children Living in High-Poverty Areas by Race and Ethnicity (2012–2016)

SOURCE: Population Reference Bureau analysis of U.S. Census Bureau, American Community Survey, 2012-2016. **NOTE:** Estimates for other races and ethnicities suppressed because the confidence interval around the percentage is greater than or equal to 10 percentage points.
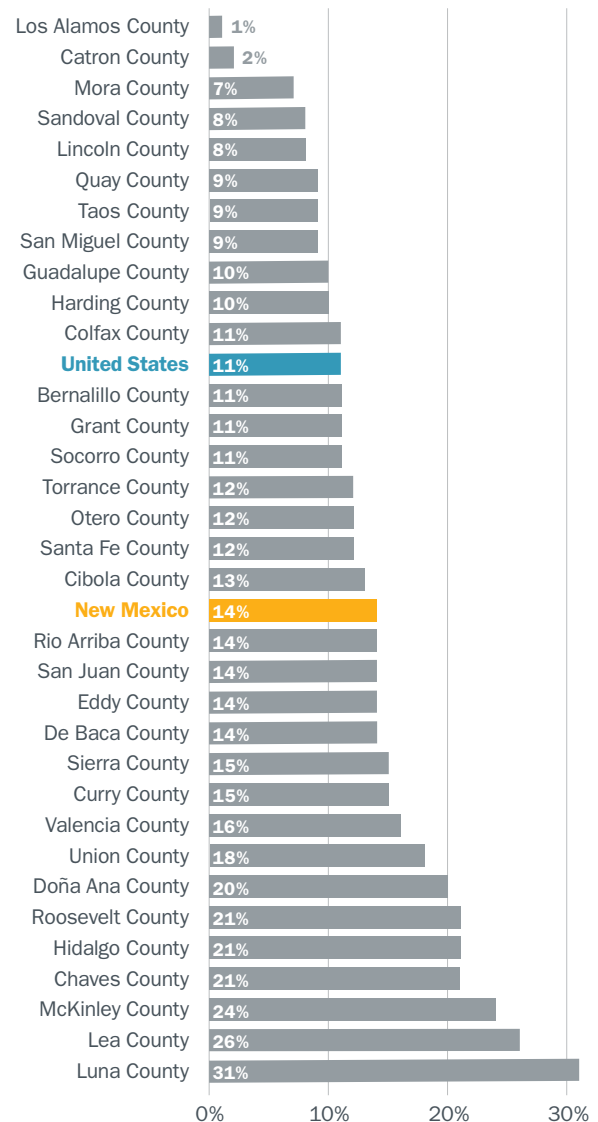
DEFINITION

The percentage of children living in areas (Census tracts) where at least 30 percent of the population lives at or below the federal poverty level.

THE EXTENT OF THE PROBLEM

Twenty-two percent of New Mexico children live in high-poverty areas. New Mexico's rate is much higher than the national average of 13 percent, and ranks our state 48th in the nation on this indicator. Regardless of their own family's income, children who grow up in neighborhoods where poverty rates are high are more likely to be exposed to drugs and be victims of violent crime. They are less likely to have access to fresh and 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 51 percent), followed by Hispanic children (at 23 percent). Non-Hispanic white children in New Mexico are least likely to live in high-poverty areas (9 percent).

Reflecting a nationwide trend, New Mexico saw an improvement from 2015 to 2016 in the percentage of children living in high-poverty areas, decreasing from 25 to 22 percent, a difference of approximately 16,000 fewer children. However, longer-term trends are not as encouraging, with 12,000 more New Mexico children living in high-poverty areas in 2016 than did in 2010. Rates increased among Native American and Hispanic children in New Mexico over this time span.

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.
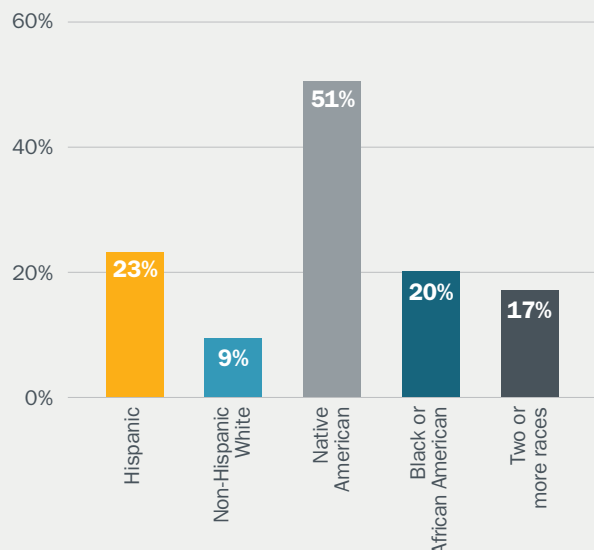
- Increase funding for Individual Development Accounts (IDAs), which help parents and children save money for buying a home or paying for college. Children in families who own a home do better in school, and families feel more invested in their neighborhoods.

- When possible, target additional school funding towards schools in high-poverty areas.

- Reduce class sizes for children in high-poverty areas.

- Enact targeted economic development initiatives to communities that need them most and require accountability for tax breaks to corporations so that tax benefits are only received if corporations create quality jobs with decent wages and benefits for New Mexico residents. Tax breaks that do not create jobs should be repealed so the state can invest more money in support services for our children.

- Target WIOA (Workforce Innovation and Opportunity Act) and TANF (Temporary Assistance for Needy Families) funds to support education and job training programs that help parents increase their educational attainment and workforce skills that create pathways out of poverty.

RANKINGS

Children Living in High-Poverty Areas by County (2012–2016)

County	Percent
Catron County	0%
Colfax County	0%
De Baca County	0%
Eddy County	0%
Guadalupe County	0%
Harding County	0%
Hidalgo County	0%
Lea County	0%
Lincoln County	0%
Los Alamos County	0%
Mora County	0%
Quay County	0%
Taos County	0%
Union County	0%
Sandoval County	5.5%
Rio Arriba County	9.8%
United States	12.8%
Santa Fe County	13.3%
Grant County	14.4%
San Juan County	16.6%
Bernalillo County	17.2%
Valencia County	20%
Socorro County	20.1%
New Mexico	22.4%
Roosevelt County	22.7%
Chaves County	23.3%
San Miguel County	26.8%
Sierra County	27.5%
Cibola County	29.4%
Curry County	30.5%
Luna County	30.7%
Otero County	43.1%
Doña Ana County	43.2%
Torrance County	64.1%
McKinley County	89%

SOURCE: Population Reference Bureau analysis of U.S. Census Bureau, American Community Survey, 2012-2016, custom data request received October, 2018.

FAMILY & COMMUNITY
TEEN BIRTH RATE

30
BABIES BORN TO TEENS IN NEW MEXICO, PER 1,000 TEENS

DEFINITION

The number of births to teens (ages 15-19) for every 1,000 females in that age range in the population.

THE EXTENT OF THE PROBLEM

In New Mexico the teen birth rate was 30 per 1,000 female teens in 2016 – higher than the U.S. average of 20, ranking New Mexico 44th among the states on this measure. Teen births are associated with negative impacts for both mothers and children. Teen mothers are less likely to graduate high school, to receive adequate prenatal care, and to be economically secure. Babies born to teen mothers are more likely to be born at a low birthweight, be malnourished, face developmental delays, do poorly in school, become teen parents themselves, and live in poverty. Far from being an isolated issue, teen births affect the well-being of mothers, children, and society as a whole. Teen birth rates are lower among New Mexico's non-Hispanic white and African American populations.

POLICY SOLUTIONS

To Lower the Teen Birth Rate:

- Increase funding for teen pregnancy prevention and support programs to help at-risk young women avoid pregnancy, and see alternative opportunities for their future. Parenting support programs such as home visiting also help young mothers delay second pregnancies, improve their parenting, get a high school diploma, and access community supports.

- Expand funding and support for school-based health centers. Students reaching sexual maturity need access to health professionals to help them make informed decisions.

- Expand evidence-based, age-appropriate sex education to help youth avoid pregnancy; and defund abstinence-only programs.

- Fund service learning programs that provide students with civic engagement and work-related experience and have been linked to decreases in teen pregnancy rates.

- Support the creation and funding for county and tribal health councils in order to better integrate health care with social, emotional, behavioral, and cognitive development for teens.

Following a national trend, the teen birth rate in New Mexico has improved significantly over time, dropping from 61 per 1,000 female teens in 2008 to 30 per 1,000 in 2016. This represents an improvement of 51 percent, and it moved New Mexico from 49th to 44th 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 32 per 1,000 in 2016, and the rate of Native American teen births dropping from 72 per 1,000 in 2008 to 34 per 1,000 in 2016.

TRENDS

Teen Birth Rate by Year (2008–2016)

● New Mexico
● United States

Rate per 1,000
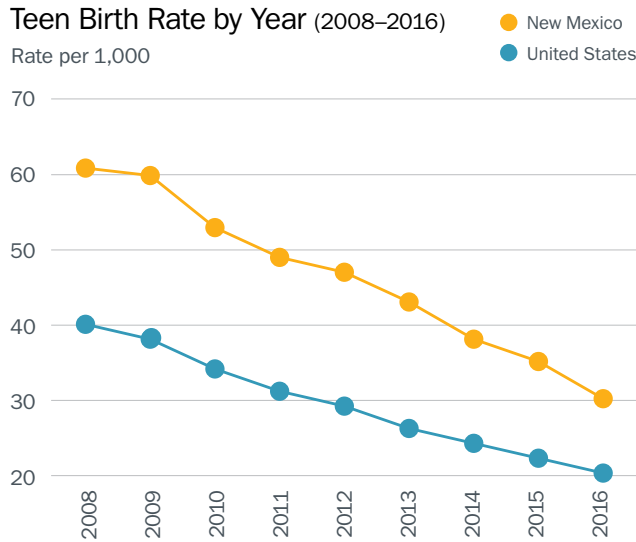
SOURCE: Population Reference Bureau analysis of Centers for Disease Control and Prevention, National Center for Health Statistics VitalStats birth data from 2008 through 2016.

RACE & ETHNICITY

Teen Birth Rate by Race and Ethnicity (2017)
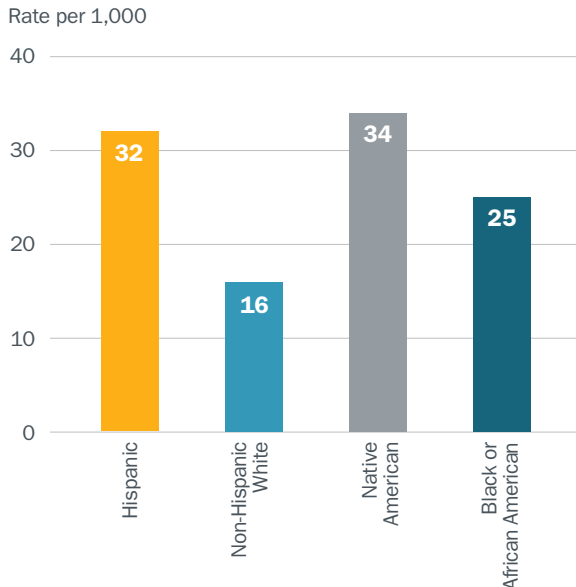
Rate per 1,000

Hispanic	Non-Hispanic White	Native American	Black or African American
32	16	34	25

SOURCE: New Mexico Department of Health, Indicator-Based Information System for Public Health (IBIS). Retrieved October, 2018 from http://ibis.health.state.nm.us.
NOTE: Data for other races and ethnicities suppressed due to small numbers of cases.

RANKINGS

Teen Birth Rate by County (2017)
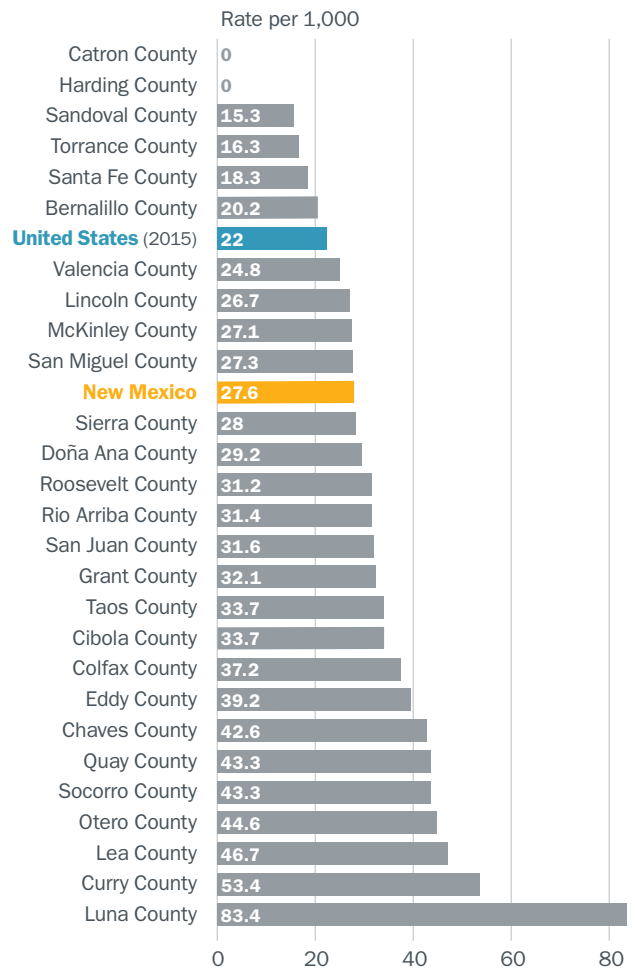
Rate per 1,000

County	Rate
Catron County	0
Harding County	0
Sandoval County	15.3
Torrance County	16.3
Santa Fe County	18.3
Bernalillo County	20.2
United States (2015)	22
Valencia County	24.8
Lincoln County	26.7
McKinley County	27.1
San Miguel County	27.3
New Mexico	27.6
Sierra County	28
Doña Ana County	29.2
Roosevelt County	31.2
Rio Arriba County	31.4
San Juan County	31.6
Grant County	32.1
Taos County	33.7
Cibola County	33.7
Colfax County	37.2
Eddy County	39.2
Chaves County	42.6
Quay County	43.3
Socorro County	43.3
Otero County	44.6
Lea County	46.7
Curry County	53.4
Luna County	83.4

SOURCE: New Mexico Department of Health, Indicator-Based Information System for Public Health (IBIS). Retrieved October, 2018 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, Hidalgo, Los Alamos, Mora, and Union counties are suppressed.

TABLES & GRAPHS

ECONOMIC WELL-BEING
FOOD INSECURITY

Households Receiving SNAP Assistance by County (2012–2016)

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

Households Receiving SNAP Assistance by Race and Ethnicity (2017)

- - New Mexico (All races)
- - United States

Hispanic: 23%
Non-Hispanic White: 10%
Native American: 32%
Black or African American: 22%
Asian: 8%
17%
12%
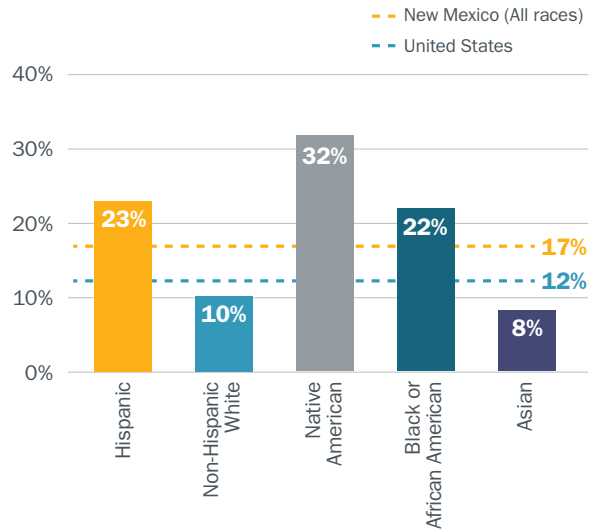
SOURCE: U.S. Census Bureau, American Community Survey, 2017, Tables B22003, B22005B, B22005C, B22005D, B22005H, and B22005I.

Location	Percentage
United States	13%
New Mexico	17%
Bernalillo County	16%
Catron County	8%
Chaves County	20%
Cibola County	26%
Colfax County	18%
Curry County	17%
De Baca County	12%
Doña Ana County	21%
Eddy County	13%
Grant County	20%
Guadalupe County	18%
Harding County	6%
Hidalgo County	25%
Lea County	13%
Lincoln County	14%
Los Alamos County	2%
Luna County	29%
McKinley County	26%
Mora County	22%
Otero County	18%
Quay County	18%
Rio Arriba County	17%
Roosevelt County	19%
San Juan County	16%
San Miguel County	25%
Sandoval County	12%
Santa Fe County	10%
Sierra County	23%
Socorro County	21%
Taos County	20%
Torrance County	23%
Union County	12%
Valencia County	21%

SOURCE: U.S. Census Bureau, American Community Survey, 2012-2016, Table DP03.

ECONOMIC WELL-BEING
INCOME & POVERTY

Population (All Ages) Living in Poverty by Year (2008–2017)

One in five New Mexicans live at or below the federal poverty level. That's just $24,600 for a family of four in 2017. New Mexico is tied with Louisiana for 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.
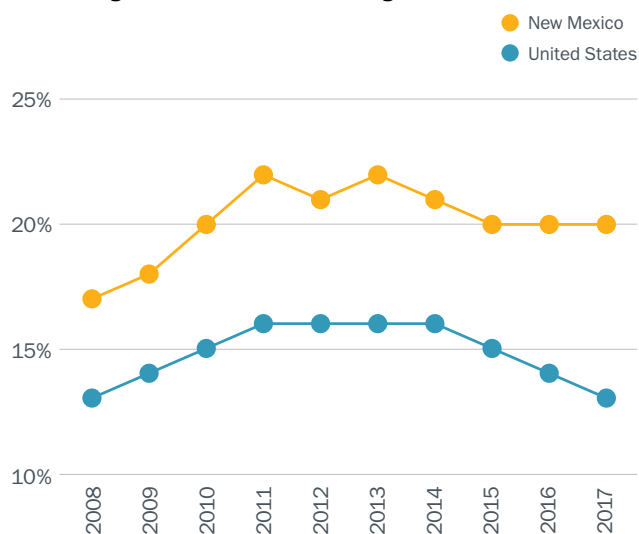
● New Mexico
● United States

Population (All Ages) Living in Poverty by Race and Ethnicity (2017)

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.
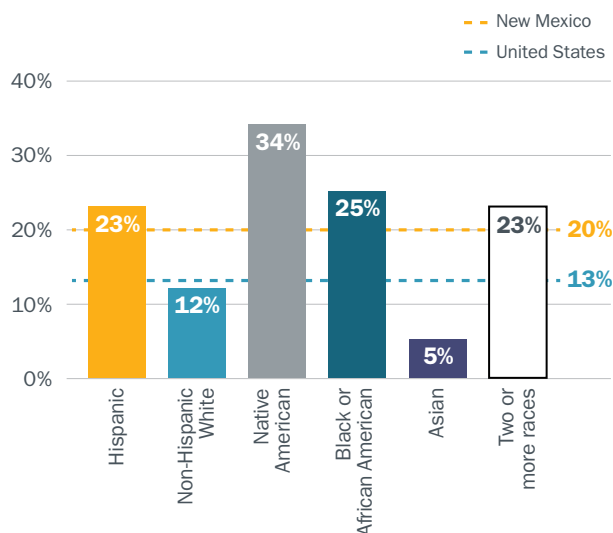
– – New Mexico
– – United States

Median Household Income and Percent of Population (All Ages) Living in Poverty by County (2012–2016)

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 five counties – Eddy, Guadalupe, Harding, Sandoval and, most notably, Los Alamos – having lower poverty 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 2016 to 2017 in the U.S., it actually decreased slightly in New Mexico. New Mexico's poverty rate continues to remain much higher than the national average.

Location	Median Income	Poverty Rate
United States	$55,322	15%
New Mexico	$45,674	21%
Bernalillo County	$48,994	19%
Catron County	$38,142	23%
Chaves County	$41,356	22%
Cibola County	$36,160	27%
Colfax County	$32,693	21%
Curry County	$42,170	22%
De Baca County	$31,197	20%
Doña Ana County	$38,636	28%
Eddy County	$59,625	14%
Grant County	$38,890	22%
Guadalupe County	$26,692	14%
Harding County	$32,404	14%
Hidalgo County	$34,528	24%
Lea County	$58,152	16%
Lincoln County	$40,065	18%
Los Alamos County	$105,902	5%
Luna County	$27,326	30%
McKinley County	$29,272	38%
Mora County	$21,190	23%
Otero County	$41,502	25%
Quay County	$28,159	19%
Rio Arriba County	$33,972	23%
Roosevelt County	$34,933	26%
San Juan County	$48,624	21%
San Miguel County	$27,000	30%
Sandoval County	$60,158	14%
Santa Fe County	$55,370	16%
Sierra County	$29,679	22%
Socorro County	$34,542	23%
Taos County	$35,323	22%
Torrance County	$32,067	31%
Union County	$36,420	17%
Valencia County	$41,788	23%

SOURCES: U.S. Census Bureau, American Community Survey, 2012-2016, Table B19013 (median income) and Table S1701 (poverty).

Median Household Income and Percent of Population Living in Poverty by Tribal Area (2012–2016)

Tribal areas in New Mexico generally fare worse in traditional measures of economic well-being than does the state as a whole. Median household income in all but seven of the 22 tribal areas is lower than the state average ($45,674), and all tribal areas have lower median incomes than the U.S. average ($55,322). The tribal areas with median incomes that are higher than the state average generally have lower poverty rates, though not in the cases of the Jemez and San Felipe Pueblos.

Location	Median Income	Poverty Rate	
		All Ages	Children
United States	$55,322	15%	21%
New Mexico	$45,674	21%	30%
Acoma Pueblo	$36,005	28%	33%
Cochiti Pueblo	$49,583	16%	21%
Isleta Pueblo	$37,500	26%	30%
Jemez Pueblo	$46,354	24%	26%
Jicarilla Apache	$35,862	25%	30%
Laguna Pueblo	$33,385	29%	44%
Mescalero Apache	$29,167	39%	48%
Nambe Pueblo	$45,795	19%	29%
Navajo	$25,525	42%	53%
Ohkay Owingeh Pueblo	$33,732	24%	26%
Picuris Pueblo	$26,895	27%	35%
Pojoaque Pueblo	$51,699	15%	24%
Sandia Pueblo	$38,995	26%	35%
San Felipe Pueblo	$51,227	29%	31%
San Ildefonso Pueblo	$48,047	12%	14%
Santa Ana Pueblo	$48,125	13%	20%
Santa Clara Pueblo	$34,481	26%	39%
Santo Domingo Pueblo	$38,068	32%	38%
Taos Pueblo	$30,712	26%	41%
Tesuque Pueblo	$39,076	21%	30%
Zia Pueblo	$39,250	27%	30%
Zuni Pueblo	$33,105	43%	51%

SOURCES: U.S. Census Bureau, American Community Survey, 2012-2016, 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.

ENROLLMENT

Total Enrollment (2017-2018) and Percentage of Students Eligible for Free or Reduced-Price Meals (2016-2017) by Public School District

Students qualify for free meals if their families live at or below 130 percent of the federal poverty level ($27,014 for a family of three in the 2017-2018 school year) and reduced-price meals if their families live at or below 185 percent of the federal poverty level ($38,443 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.

63% NEW MEXICO STUDENTS WHO ARE ELIGIBLE FOR FREE OR REDUCED-PRICE MEALS

Location	Total Student Enrollment	Percent Eligible for Reduced-Price or Free Meals
New Mexico	**335,793**	**75%**
Alamogordo Public Schools	6,013	59%
Albuquerque Public Schools	90,078	69%
Animas Public Schools	182	56%
Artesia Public Schools	3,828	49%
Aztec Municipal Schools	3,039	75%
Belen Consolidated Schools	3,905	100%
Bernalillo Public Schools	3,072	100%
Bloomfield Municipal Schools	2,958	100%
Capitan Municipal Schools	504	62%
Carlsbad Municipal Schools	7,313	59%
Carrizozo Municipal Schools	154	90%
Central Consolidated Schools	5,954	99%
Chama Valley Independent Schools	383	100%
Cimarron Public Schools	446	56%
Clayton Public Schools	490	65%
Cloudcroft Municipal Schools	368	52%
Clovis Municipal Schools	8,176	80%
Cobre Consolidated Schools	1,286	100%
Corona Municipal Schools	64	100%
Cuba Independent Schools	587	97%
Deming Public Schools	5,415	100%

Location	Total Student Enrollment	Percent Eligible for Reduced-Price or Free Meals
Des Moines Municipal Schools	92	40%
Dexter Consolidated Schools	959	83%
Dora Consolidated Schools	251	59%
Dulce Independent Schools	674	100%
Elida Municipal Schools	152	63%
Española Municipal Schools	3,692	100%
Estancia Municipal Schools	612	100%
Eunice Municipal Schools	832	70%
Farmington Municipal Schools	11,616	78%
Floyd Municipal Schools	223	76%
Fort Sumner Municipal Schools	315	68%
Gadsden Independent Schools	13,657	100%
Gallup-McKinley County Schools	11,611	100%
Grady Municipal Schools	141	100%
Grants-Cibola County Schools	3,625	100%
Hagerman Municipal Schools	436	99%
Hatch Valley Municipal Schools	1,274	100%
Hobbs Municipal Schools	9,974	64%
Hondo Valley Public Schools	133	100%
House Municipal Schools	73	60%
Jal Public Schools	512	48%
Jemez Mountain Public Schools	223	98%
Jemez Valley Public Schools	395	90%
Lake Arthur Municipal Schools	103	77%
Las Cruces Public Schools	25,049	75%
Las Vegas City Public Schools	1,533	87%
Logan Municipal Schools	328	45%
Lordsburg Municipal Schools	495	100%
Los Alamos Public Schools	3,725	13%
Los Lunas Public Schools	8,535	68%
Loving Municipal Schools	542	100%
Lovington Public Schools	3,661	70%
Magdalena Municipal Schools	340	99%
Maxwell Municipal Schools	110	100%

Location	Total Student Enrollment	Percent Eligible for Reduced-Price or Free Meals
Melrose Public Schools	249	48%
Mesa Vista Consolidated Schools	248	100%
Mora Independent Schools	413	99%
Moriarty Municipal Schools	2,460	72%
Mosquero Municipal Schools	37	54%
Mountainair Public Schools	221	100%
Pecos Independent Schools	629	100%
Peñasco Independent Schools	363	99%
Pojoaque Valley Public Schools	2,032	62%
Portales Municipal Schools	2,762	67%
Quemado Independent Schools	152	77%
Questa Independent Schools	377	99%
Raton Public Schools	927	100%
Reserve Independent Schools	136	98%
Rio Rancho Public Schools	17,561	42%
Roswell Independent Schools	10,394	91%
Roy Municipal Schools	48	98%
Ruidoso Municipal Schools	1,991	92%
San Jon Municipal Schools	148	64%
Santa Fe Public Schools	13,323	76%
Santa Rosa Consolidated Schools	658	100%
Silver City Consolidated Schools	2,585	85%
Socorro Consolidated Schools	1,671	100%
Springer Municipal Schools	140	99%
Taos Municipal Schools	2,762	81%
Tatum Municipal Schools	335	46%
Texico Municipal Schools	546	48%
Truth or Consequences Schools	1,282	100%
Tucumcari Public Schools	993	100%
Tularosa Municipal Schools	846	99%
Vaughn Municipal Schools	69	100%
Wagon Mound Public Schools	71	100%
West Las Vegas Public Schools	1,542	99%
Zuni Public Schools	1,378	100%

READING & MATH PROFICIENCY

Students Meeting or Exceeding Expectations in English Language Arts and Mathematics Assessments by Grade and Public School District (2017-2018)

Twenty-nine percent of New Mexico fourth graders met or exceeded expectations in English Language Arts in the 2017-2018 school year, and about 13 percent of New Mexico eighth graders met or exceeded expectations in math. The results published here are the fourth 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 tests (including SBA, etc.) used by PED 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.

	4th Grade English Language Arts		8th Grade Mathematics	
Location	Level 4 (met expectations)	Level 5 (exceeded expectations)	Level 4 (met expectations)	Level 5 (exceeded expectations)
New Mexico	25%	4%	12%	≤ 1%
Alamogordo Public Schools	29%	6%	18%	≤ 1%
Albuquerque Public Schools	24%	4%	8%	≤ 1%
Animas Public Schools	50%-59%	^	≤ 20%	^
Artesia Public Schools	30%	5%	13%	≤ 2%
Aztec Municipal Schools	15%	≤ 2%	5%-9%	≤ 2%
Belen Consolidated Schools	24%	4%	11%	≤ 2%
Bernalillo Public Schools	21%	≤ 2%	3%-4%	≤ 2%
Bloomfield Municipal Schools	15%	≤ 2%	5%-9%	≤ 2%
Capitan Municipal Schools	40%-44%	≤ 5%	6%-9%	≤ 5%
Carlsbad Municipal Schools	30%	4%	7%	≤ 1%
Carrizozo Municipal Schools	≤ 20%	^	21%-29%	^
Central Consolidated Schools	19%	4%	4%	≤ 1%
Chama Valley Independent Schools	11%-19%	≤ 10%	11%-19%	≤ 10%
Cimarron Public Schools	30%-39%	≤ 10%	11%-19%	≤ 10%
Clayton Public Schools	40%-49%	≤ 10%	11%-19%	≤ 10%

	4th Grade English Language Arts		8th Grade Mathematics	
Location	Level 4 (met expectations)	Level 5 (exceeded expectations)	Level 4 (met expectations)	Level 5 (exceeded expectations)
Cloudcroft Municipal Schools	60%-69%	^	≤ 20%	^
Clovis Municipal Schools	28%	4%	22%	2%
Cobre Consolidated Schools	25%-29%	≤ 5%	15%-19%	≤ 5%
Corona Municipal Schools	NA	NA	NA	NA
Cuba Independent Schools	11%-19%	≤ 10%	≤ 10%	≤ 10%
Deming Public Schools	21%	≤ 1%	12%	≤ 1%
Des Moines Municipal Schools	NA	NA	NA	NA
Dexter Consolidated Schools	6%-9%	≤ 5%	35%-39%	≤ 5%
Dora Consolidated Schools	70%-79%	^	21%-29%	^
Dulce Independent Schools	10%-14%	≤ 5%	≤ 5%	≤ 5%
Elida Municipal Schools	50%-59%	^	NA	NA
Española Municipal Schools	17%	≤ 2%	≤ 2%	≤ 2%
Estancia Municipal Schools	30%-39%	11%-19%	35%-39%	≤ 5%
Eunice Municipal Schools	10%-14%	≤ 5%	≤ 5%	≤ 5%
Farmington Municipal Schools	31%	9%	10%	≤ 1%
Floyd Municipal Schools	30%-39%	^	≤ 20%	^
Fort Sumner Municipal Schools	50%-59%	^	60%-69%	^
Gadsden Independent Schools	27%	8%	20%	≤ 1%
Gallup-McKinley County Schools	18%	≤ 1%	10%	≤ 1%
Grady Municipal Schools	NA	NA	≤ 20%	^
Grants-Cibola County Schools	24%	≤ 2%	8%	≤ 2%
Hagerman Municipal Schools	20%-29%	≤ 10%	≤ 10%	≤ 10%
Hatch Valley Municipal Schools	35%-39%	≤ 5%	6%-9%	≤ 5%
Hobbs Municipal Schools	25%	3%	3%	≤ 1%
Hondo Valley Public Schools	≤ 20%	^	≤ 20%	^
House Municipal Schools	NA	NA	NA	NA
Jal Public Schools	30%-39%	≤ 10%	≤ 10%	≤ 10%
Jemez Mountain Public Schools	21%-29%	^	≤ 20%	^
Jemez Valley Public Schools	≤ 10%	≤ 10%	≤ 10%	≤ 10%
Lake Arthur Municipal Schools	NA	NA	NA	NA
Las Cruces Public Schools	24%	4%	9%	≤ 1%
Las Vegas City Public Schools	15%-19%	≤ 2%	≤ 5%	≤ 5%
Logan Municipal Schools	40%-49%	≤ 10%	≤ 20%	^
Lordsburg Municipal Schools	35%-39%	≤ 5%	≤ 20%	^
Los Alamos Public Schools	37%	15%	15%-19%	≤ 2%
Los Lunas Public Schools	28%	5%	21%	≤ 1%
Loving Municipal Schools	10%-14%	≤ 5%	≤ 5%	≤ 5%

	4th Grade English Language Arts		8th Grade Mathematics	
Location	Level 4 (met expectations)	Level 5 (exceeded expectations)	Level 4 (met expectations)	Level 5 (exceeded expectations)
Lovington Public Schools	28%	5%	10%-14%	≤ 2%
Magdalena Municipal Schools	≤ 10%	≤ 10%	11%-19%	≤ 10%
Maxwell Municipal Schools	NA	NA	≤ 20%	^
Melrose Public Schools	50%-59%	≤ 10%	50%-59%	^
Mesa Vista Consolidated Schools	≤ 20%	^	≤ 20%	^
Mora Independent Schools	≤ 10%	≤ 10%	≤ 10%	≤ 10%
Moriarty Municipal Schools	30%-34%	5%-9%	5%-9%	≤ 2%
Mosquero Municipal Schools	NA	NA	NA	NA
Mountainair Public Schools	≤ 20%	^	≤ 20%	^
Pecos Independent Schools	15%-19%	≤ 5%	11%-19%	≤ 10%
Peñasco Independent Schools	≤ 10%	≤ 10%	30%-39%	≤ 10%
Pojoaque Valley Public Schools	10%-14%	≤ 2%	≤ 2%	≤ 2%
Portales Municipal Schools	18%	≤ 2%	20%-24%	≤ 2%
Quemado Independent Schools	21%-29%	^	NA	NA
Questa Independent Schools	20%-29%	≤ 10%	≤ 20%	^
Raton Public Schools	25%-29%	≤ 5%	6%-9%	≤ 5%
Reserve Independent Schools	NA	NA	≤ 20%	^
Rio Rancho Public Schools	32%	7%	26%	≤ 1%
Roswell Independent Schools	26%	4%	18%	≤ 1%
Roy Municipal Schools	NA	NA	NA	NA
Ruidoso Municipal Schools	30%-34%	≤ 2%	NA	NA
San Jon Municipal Schools	40%-49%	^	21%-29%	^
Santa Fe Public Schools	20%	5%	8%	≤ 1%
Santa Rosa Consolidated Schools	10%-14%	≤ 5%	10%-14%	≤ 5%
Silver City Consolidated Schools	23%	≤ 2%	5%-9%	≤ 2%
Socorro Consolidated Schools	15%-19%	≤ 2%	5%-9%	≤ 2%
Springer Municipal Schools	21%-29%	^	≤ 20%	^
Taos Municipal Schools	17%	6%	16%	4%
Tatum Municipal Schools	30%-39%	^	20%-29%	≤ 10%
Texico Municipal Schools	50%-54%	6%-9%	35%-39%	≤ 5%
Truth or Consequences Schools	25%-29%	6%-9%	35%-39%	≤ 5%
Tucumcari Public Schools	15%-19%	≤ 5%	10%-14%	≤ 5%
Tularosa Municipal Schools	25%-29%	≤ 5%	15%-19%	≤ 5%
Vaughn Municipal Schools	NA	NA	NA	NA
Wagon Mound Public Schools	≤ 20%	^	NA	NA
West Las Vegas Public Schools	30%-34%	3%-4%	≤ 5%	≤ 5%
Zuni Public Schools	10%-14%	≤ 5%	≤ 20%	^

ATTENDANCE

Habitual Truancy (2017–2018) and Dropout Rates (2016–2017) by Public School District

Location	Percent of Students Habitually Truant	Student Dropout Rate
New Mexico	NA	4%
Alamogordo Public Schools	9%	2%
Albuquerque Public Schools	18%	5%
Animas Public Schools	0%	1%
Artesia Public Schools	24%	3%
Aztec Municipal Schools	16%	3%
Belen Consolidated Schools	26%	4%
Bernalillo Public Schools	21%	5%
Bloomfield Municipal Schools	13%	5%
Capitan Municipal Schools	8%	0%
Carlsbad Municipal Schools	14%	4%
Carrizozo Municipal Schools	6%	0%
Central Consolidated Schools	23%	4%
Chama Valley Independent Schools	8%	0%
Cimarron Public Schools	5%	1%
Clayton Public Schools	7%	0%
Cloudcroft Municipal Schools	16%	0%
Clovis Municipal Schools	12%	3%
Cobre Consolidated Schools	8%	1%
Corona Municipal Schools	0%	0%
Cuba Independent Schools	32%	1%
Deming Public Schools	27%	5%
Des Moines Municipal Schools	53%	0%
Dexter Consolidated Schools	11%	2%
Dora Consolidated Schools	1%	0%
Dulce Independent Schools	38%	0%
Elida Municipal Schools	13%	1%
Española Municipal Schools	47%	5%
Estancia Municipal Schools	20%	2%
Eunice Municipal Schools	19%	2%

SOURCE: New Mexico Public Education Department, "Habitual Truant Students by District and School Type, 2017-2018" and "2016-2017 Dropout Final Rates," custom data request received November, 2018. **NOTE:** According to the NM PED, "habitually truant" means a student who has accumulated the equivalent of ten or more unexcused absences within a school year. 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.

Location	Percent of Students Habitually Truant	Student Dropout Rate	Location	Percent of Students Habitually Truant	Student Dropout Rate
Farmington Municipal Schools	12%	3%	Mosquero Municipal Schools	22%	0%
Floyd Municipal Schools	12%	0%	Mountainair Public Schools	44%	3%
Fort Sumner Municipal Schools	6%	1%	Pecos Independent Schools	8%	2%
Gadsden Independent Schools	10%	1%	Peñasco Independent Schools	6%	2%
Gallup-McKinley County Schools	31%	5%	Pojoaque Valley Public Schools	4%	2%
Grady Municipal Schools	6%	0%	Portales Municipal Schools	4%	4%
Grants-Cibola County Schools	19%	0%	Quemado Independent Schools	13%	0%
Hagerman Municipal Schools	6%	2%	Questa Independent Schools	7%	1%
Hatch Valley Municipal Schools	30%	3%	Raton Public Schools	11%	2%
Hobbs Municipal Schools	10%	1%	Reserve Independent Schools	16%	1%
Hondo Valley Public Schools	10%	1%	Rio Rancho Public Schools	2%	1%
House Municipal Schools	14%	11%	Roswell Independent Schools	15%	4%
Jal Public Schools	10%	2%	Roy Municipal Schools	21%	0%
Jemez Mountain Public Schools	23%	2%	Ruidoso Municipal Schools	30%	2%
Jemez Valley Public Schools	11%	2%	San Jon Municipal Schools	2%	0%
Lake Arthur Municipal Schools	31%	4%	Santa Fe Public Schools	26%	5%
Las Cruces Public Schools	26%	1%	Santa Rosa Consolidated Schools	15%	1%
Las Vegas City Public Schools	23%	1%	Silver City Consolidated Schools	18%	3%
Logan Municipal Schools	2%	9%	Socorro Consolidated Schools	12%	7%
Lordsburg Municipal Schools	11%	1%	Springer Municipal Schools	32%	0%
Los Alamos Public Schools	16%	0%	Taos Municipal Schools	20%	2%
Los Lunas Public Schools	16%	2%	Tatum Municipal Schools	1%	1%
Loving Municipal Schools	0%	1%	Texico Municipal Schools	6%	0%
Lovington Public Schools	12%	3%	Truth or Consequences Schools	10%	2%
Magdalena Municipal Schools	20%	3%	Tucumcari Public Schools	13%	1%
Maxwell Municipal Schools	0%	0%	Tularosa Municipal Schools	60%	5%
Melrose Public Schools	1%	0%	Vaughn Municipal Schools	6%	0%
Mesa Vista Consolidated Schools	32%	3%	Wagon Mound Public Schools	13%	5%
Mora Independent Schools	14%	3%	West Las Vegas Public Schools	30%	6%
Moriarty Municipal Schools	12%	2%	Zuni Public Schools	25%	4%

GRADUATION RATES

High School Graduation Rates by Selected Status and Public School District (2016–2017)

Seventy one percent of New Mexico high school students graduate in four years, with graduation rates lower among economically disadvantaged students (those who qualify for free or reduced-priced meals) and English language learners. When comparing the school year ending in 2016 with the one ending in 2017, the overall graduation rate remained the same, the rate for economically disadvantaged students worsened by one percentage point, and the rate for English language learners improved by one percentage point.

SOURCE: New Mexico Public Education Department, Graduation Data, "Cohort of 2017 4-Year Graduation Rates." Retrieved November, 2018 from https://webnew.ped.state. nm.us/bureaus/accountability/graduation/.

	Percent of Students Who Graduate in Four Years		
Location	All Students	Economically Disadvantaged Students	English Language Learners
New Mexico	71%	66%	68%
Alamogordo Public Schools	76%	66%	53%
Albuquerque Public Schools	68%	62%	69%
Animas Public Schools	94%	89%	NA
Artesia Public Schools	83%	75%	80%
Aztec Municipal Schools	68%	57%	71%
Belen Consolidated Schools	69%	71%	64%
Bernalillo Public Schools	57%	58%	62%
Bloomfield Municipal Schools	66%	73%	65%
Capitan Municipal Schools	88%	82%	0%
Carlsbad Municipal Schools	69%	61%	73%
Carrizozo Municipal Schools	77%	67%	0%
Central Consolidated Schools	68%	68%	57%
Chama Valley Ind. Schools	88%	89%	100%
Cimarron Public Schools	79%	74%	NA
Clayton Public Schools	79%	73%	NA
Cloudcroft Municipal Schools	91%	83%	0%
Clovis Municipal Schools	78%	72%	72%

	Percent of Students Who Graduate in Four Years		
Location	All Students	Economically Disadvantaged Students	English Language Learners
Cobre Consolidated Schools	94%	94%	89%
Corona Municipal Schools	NA	NA	NA
Cuba Independent Schools	62%	62%	61%
Deming Public Schools	67%	68%	70%
Des Moines Municipal Schools	NA	NA	0%
Dexter Consolidated Schools	76%	74%	65%
Dora Consolidated Schools	100%	NA	0%
Dulce Independent Schools	84%	85%	84%
Elida Municipal Schools	100%	NA	0%
Española Municipal Schools	66%	64%	68%
Estancia Municipal Schools	80%	81%	NA
Eunice Municipal Schools	84%	87%	86%
Farmington Municipal Schools	66%	56%	61%
Floyd Municipal Schools	88%	91%	NA
Fort Sumner Municipal Schools	88%	80%	NA
Gadsden Independent Schools	82%	82%	82%
Gallup-McKinley County Schools	67%	69%	65%
Grady Municipal Schools	98%	NA	0%
Grants-Cibola County Schools	69%	69%	68%
Hagerman Municipal Schools	83%	82%	74%
Hatch Valley Municipal Schools	68%	68%	64%
Hobbs Municipal Schools	86%	82%	79%
Hondo Valley Public Schools	81%	81%	NA
House Municipal Schools	41%	31%	NA
Jal Public Schools	91%	84%	NA
Jemez Mountain Public Schools	95%	99%	NA
Jemez Valley Public Schools	60%	59%	NA
Lake Arthur Municipal Schools	62%	62%	NA
Las Cruces Public Schools	86%	78%	81%
Las Vegas City Public Schools	73%	62%	59%
Logan Municipal Schools	62%	89%	NA
Lordsburg Municipal Schools	82%	82%	NA
Los Alamos Public Schools	87%	76%	89%
Los Lunas Public Schools	76%	69%	67%
Loving Municipal Schools	85%	72%	90%
Lovington Public Schools	81%	83%	69%

	Percent of Students Who Graduate in Four Years		
Location	All Students	Economically Disadvantaged Students	English Language Learners
Magdalena Municipal Schools	89%	89%	NA
Maxwell Municipal Schools	82%	82%	NA
Melrose Public Schools	80%	NA	0%
Mesa Vista Consolidated Schools	81%	81%	77%
Mora Independent Schools	73%	72%	65%
Moriarty Municipal Schools	78%	69%	66%
Mosquero Municipal Schools	NA	NA	0%
Mountainair Public Schools	61%	61%	0%
Pecos Independent Schools	79%	80%	70%
Peñasco Independent Schools	79%	81%	NA
Pojoaque Valley Public Schools	78%	74%	75%
Portales Municipal Schools	77%	72%	72%
Quemado Independent Schools	90%	NA	0%
Questa Independent Schools	76%	76%	NA
Raton Public Schools	78%	78%	68%
Reserve Independent Schools	81%	NA	0%
Rio Rancho Public Schools	82%	71%	80%
Roswell Independent Schools	66%	64%	65%
Roy Municipal Schools	NA	NA	0%
Ruidoso Municipal Schools	81%	76%	82%
San Jon Municipal Schools	NA	NA	0%
Santa Fe Public Schools	69%	69%	62%
Santa Rosa Consolidated Schools	88%	88%	85%
Silver City Consolidated Schools	84%	80%	77%
Socorro Consolidated Schools	64%	69%	NA
Springer Municipal Schools	100%	100%	0%
Taos Municipal Schools	68%	64%	55%
Tatum Municipal Schools	96%	100%	NA
Texico Municipal Schools	73%	71%	NA
Truth or Consequences Schools	85%	87%	NA
Tucumcari Public Schools	78%	79%	87%
Tularosa Municipal Schools	64%	64%	NA
Vaughn Municipal Schools	78%	83%	NA
Wagon Mound Public Schools	NA	NA	NA
West Las Vegas Public Schools	72%	74%	75%
Zuni Public Schools	55%	55%	51%

HEALTH
PRENATAL CARE

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

Women Receiving No Prenatal Care by Race and Ethnicity (2017)
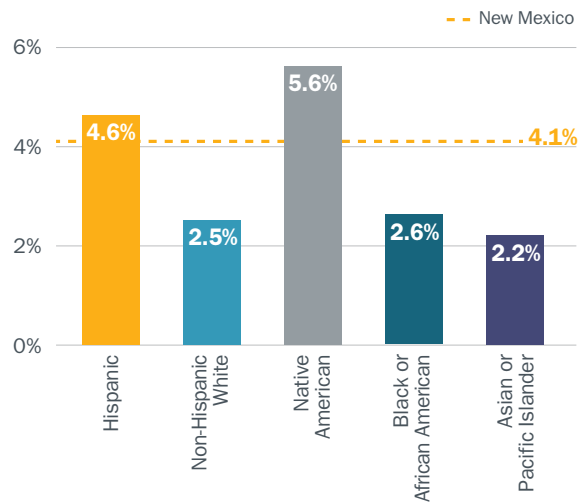
- - New Mexico

Hispanic	4.6%
Non-Hispanic White	2.5%
Native American	5.6%
Black or African American	2.6%
Asian or Pacific Islander	2.2%

New Mexico: 4.1%

SOURCE: New Mexico Department of Health, Indicator-Based Information System for Public Health (IBIS). Retrieved October, 2018 from http://ibis.health.state.nm.us.

Women Receiving Prenatal Care in the First Trimester by Race and Ethnicity (2017)
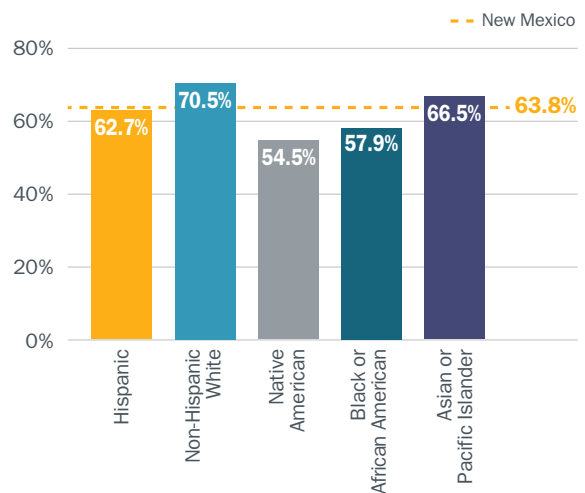
- - New Mexico

Hispanic	62.7%
Non-Hispanic White	70.5%
Native American	54.5%
Black or African American	57.9%
Asian or Pacific Islander	66.5%

New Mexico: 63.8%

SOURCE: New Mexico Department of Health, Indicator-Based Information System for Public Health (IBIS). Retrieved October, 2018 from http://ibis.health.state.nm.us.

4.1%

NEW MEXICAN MOTHERS WHO RECEIVE NO PRENATAL CARE

Births to Women Receiving No Prenatal Care by Selected Status and County (2017)

The rates of women receiving no prenatal care while pregnant worsened from 2016 to 2017. Rates remained higher among teen mothers and among mothers with less than a high school diploma than among the general population of mothers, but rates worsened for all groups from 2016 to 2017. Read this table as: "Of all mothers between the ages of 15 and 19 who had a live birth, 4.8 percent of them received no prenatal care for that birth."

Location	Number of Live Births to Women Who Received No Prenatal Care	Percent Who Received No Prenatal Care:		
		of All Live Births	of Teen Mothers (Ages 15-19)	of Mothers with Less than a High School Diploma
New Mexico	969	4.1%	4.8%	7.7%
Bernalillo County	323	4.4%	6.6%	7.4%
Catron County	**	**	0.0%	0.0%
Chaves County	46	5.3%	4.0%	8.0%
Cibola County	24	7.7%	13.3%	13.5%
Colfax County	12	10.6%	0.0%	20.7%
Curry County	12	1.5%	**	2.7%
De Baca County	0	0.0%	0.0%	0.0%
Doña Ana County	91	3.4%	2.3%	8.9%
Eddy County	21	2.6%	**	4.6%
Grant County	9	3.0%	0.0%	10.9%
Guadalupe County	**	**	0.0%	0.0%
Harding County	0	0.0%	0.0%	0.0%
Hidalgo County	**	**	0.0%	0.0%
Lea County	69	6.8%	9.4%	14.2%
Lincoln County	**	**	0.0%	0.0%
Los Alamos County	6	3.6%	**	**
Luna County	10	2.7%	**	3.7%
McKinley County	38	4.3%	**	5.3%
Mora County	0	0.0%	0.0%	0.0%
Otero County	18	1.8%	6.0%	8.8%
Quay County	5	5.7%	0.0%	**
Rio Arriba County	20	4.5%	**	5.4%
Roosevelt County	14	5.9%	**	10.7%
San Juan County	46	3.1%	2.8%	4.6%
San Miguel County	8	3.1%	**	**
Sandoval County	62	4.4%	**	12.6%
Santa Fe County	41	3.4%	**	5.5%
Sierra County	6	6.2%	**	**
Socorro County	10	5.5%	**	**
Taos County	13	4.4%	0.0%	7.4%
Torrance County	6	4.0%	0.0%	**
Union County	**	**	**	**
Valencia County	49	5.7%	7.9%	10.2%

SOURCE: New Mexico Department of Health, Bureau of Vital Records and Health Statistics. Retrieved from the NM DOH Indicator-Based Information System for Public Health (IBIS), October, 2018 from http://ibis.health.state.nm.us. **NOTE**: Low birth counts may result in rates and percentages that are not indicative of the normal rate for that county and that may fluctuate widely over time due to random variation or chance. The rate for certain counties is suppressed by the NM DOH because the observed number of events is very small and not appropriate for publication, and for survey queries, rates calculated from fewer than 50 survey responses are suppressed. For this measure, suppressed rates for counties are designated by the ** symbol.

HEALTH
INFANT MORTALITY

Infant (Ages 0-1) Mortality Numbers and Rates by County (2017)

Infant mortality rates decreased from 2016 to 2017, dropping from 6.3 per 1,000 births in 2016 to 5.9 per 1,000 births in 2017, which translates to 14 fewer infant deaths. The infant mortality rate is the number of infants for each 1,000 live births who die within the first year after birth.

Location	Number of Infant Deaths	Infant Mortality Rate (Deaths per 1,000 Births)
New Mexico	140	5.9
Bernalillo County	41	5.6
Catron County	0	0
Chaves County	5	5.8
Cibola County	**	**
Colfax County	0	0
Curry County	6	7.3
De Baca County	0	0
Doña Ana County	14	5.3
Eddy County	9	11.2
Grant County	**	**
Guadalupe County	0	0
Harding County	0	0
Hidalgo County	0	0
Lea County	8	7.8
Lincoln County	0	0
Los Alamos County	**	**
Luna County	4	10.9
McKinley County	6	6.7
Mora County	0	0
Otero County	4	4.1
Quay County	**	**
Rio Arriba County	**	**
Roosevelt County	**	**
San Juan County	8	5.4
San Miguel County	**	**
Sandoval County	12	8.5
Santa Fe County	**	**
Sierra County	0	0
Socorro County	**	**
Taos County	**	**
Torrance County	**	**
Union County	0	0
Valencia County	6	7

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, 2018 from http://ibis.health.state.nm.us. **NOTE**: Low birth counts may result in rates and percentages that are not indicative of the normal rate for that county and that may fluctuate widely over time due to random variation or chance. The rate for certain counties is suppressed by the NM Dept. of Health because the observed number of events is very small and not appropriate for publication, and for survey queries, rates calculated from fewer than 50 survey responses are suppressed. For this measure, suppressed rates for counties are designated by the ** symbol.

CHILD HEALTH INSURANCE

Children without Health Insurance by Income Level and County (2016)

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 in 2016) of children in New Mexico – are less likely to have access to health insurance.

Location	All Income Levels	Low Income
New Mexico	5.7%	6.7%
Bernalillo County	4.5%	5.8%
Catron County	8.9%	11.7%
Chaves County	6.3%	7.2%
Cibola County	6.0%	5.7%
Colfax County	6.5%	8.3%
Curry County	4.8%	5.9%
De Baca County	10.7%	11.1%
Doña Ana County	5.7%	6.7%
Eddy County	4.9%	6.7%
Grant County	4.8%	5.9%
Guadalupe County	4.9%	4.5%
Harding County	10.7%	13.1%
Hidalgo County	6.2%	7.3%
Lea County	6.3%	7.9%
Lincoln County	8.7%	10.6%
Los Alamos County	2.5%	10.3%
Luna County	5.9%	6.0%
McKinley County	6.7%	4.7%
Mora County	6.9%	7.7%
Otero County	6.2%	7.1%
Quay County	4.9%	5.0%
Rio Arriba County	6.7%	7.0%
Roosevelt County	7.1%	8.6%
San Juan County	7.1%	6.9%
San Miguel County	5.4%	6.2%
Sandoval County	6.4%	8.9%
Santa Fe County	7.4%	10.5%
Sierra County	5.7%	6.0%
Socorro County	6.3%	6.1%
Taos County	8.1%	9.2%
Torrance County	6.8%	7.7%
Union County	7.0%	9.1%
Valencia County	5.5%	6.0%

SOURCE: U.S. Census Bureau, Small Area Health Insurance Estimates, 2016.
NOTE: The low-income threshold used in the table is 200 percent of the federal poverty level for 2016, which was $48,600 for a family of four.

Children and Youth (Younger than 21 Years) Enrolled in Medicaid by County (September 2018)

Location	All Youth Enrolled	Native American Youth Enrolled
New Mexico	314,725	50,192
Bernalillo County	84,790	7,660
Catron County	213	18
Chaves County	11,914	62
Cibola County	5,273	3,181
Colfax County	1,807	19
Curry County	8,546	78
De Baca County	210	4
Doña Ana County	41,500	335
Eddy County	8,459	70
Grant County	3,630	54
Guadalupe County	820	8
Harding County	22	NA
Hidalgo County	667	6
Lea County	12,806	97
Lincoln County	2,742	171
Los Alamos County	244	8
Luna County	5,937	45
McKinley County	16,293	14,531
Mora County	400	10
Otero County	7,637	1,324
Quay County	1,455	11
Rio Arriba County	7,941	1,348
Roosevelt County	2,539	36
San Juan County	22,304	12,725
San Miguel County	3,901	105
Sandoval County	18,326	4,866
Santa Fe County	18,009	1,406
Sierra County	2,482	24
Socorro County	2,798	755
Taos County	4,589	389
Torrance County	3,600	95
Union County	157	7
Valencia County	12,464	699
Unknown	250	45

SOURCE: New Mexico Human Services Department, Medicaid Eligibility Reports, September: "All Children under 21 by County" and "Native Americans by County"; columns titled "Children including CHIP and not in another category." Retrieved October, 2018 from http://www.hsd.state.nm.us/LookingForInformation/medicaid-eligibility.aspx.

CHILD ABUSE

Substantiated Child Abuse by Type of Abuse and County (FY 2018)

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 2018 (from July 1, 2017 to June 30, 2018), for every 1,000 children under the age of 18 in New Mexico, approximately 15 were abused or neglected. This is a decrease from 25 children per 1,000 in FY 2017. The percentages should be read as follows: "In Fiscal Year 2018, of all substantiated allegations of child abuse, 24 percent were for physical abuse, 2 percent were for sexual abuse, and 73 percent were for physical neglect."

Location	Substantiated Child Abuse Victim Rate (per 1,000 Children)	Percent of Substantiated Abuse that is:		
		Physical Abuse	Sexual Abuse	Physical Neglect
New Mexico	15	24%	2%	73%
Bernalillo County	15	24%	2%	74%
Catron County	0	NA	NA	NA
Chaves County	12	15%	4%	82%
Cibola County	16	25%	1%	74%
Colfax County	27	24%	7%	70%
Curry County	16	21%	3%	76%
De Baca County	0	NA	NA	NA
Doña Ana County	12	29%	3%	68%
Eddy County	15	23%	5%	72%
Grant County	24	15%	1%	83%
Guadalupe County	6	29%	0%	71%
Harding County	0	NA	NA	NA
Hidalgo County	12	45%	0%	55%
Lea County	11	15%	3%	82%
Lincoln County	16	36%	2%	62%
Los Alamos County	2	56%	6%	38%
Luna County	22	18%	1%	81%
McKinley County	10	31%	0%	69%
Mora County	0	NA	NA	NA
Otero County	15	36%	1%	62%
Quay County	30	26%	5%	69%
Rio Arriba County	21	18%	1%	81%
Roosevelt County	10	39%	4%	57%
San Juan County	14	32%	1%	67%
San Miguel County	33	32%	2%	66%
Sandoval County	7	28%	2%	70%
Santa Fe County	11	24%	1%	75%
Sierra County	27	23%	1%	76%
Socorro County	20	28%	5%	68%
Taos County	20	21%	2%	76%
Torrance County	21	18%	4%	77%
Union County	2	0%	33%	67%
Valencia County	16	24%	3%	74%

SOURCE: New Mexico Children Youth and Families Department (CYFD) Protective Services Division, information request received November, 2018.
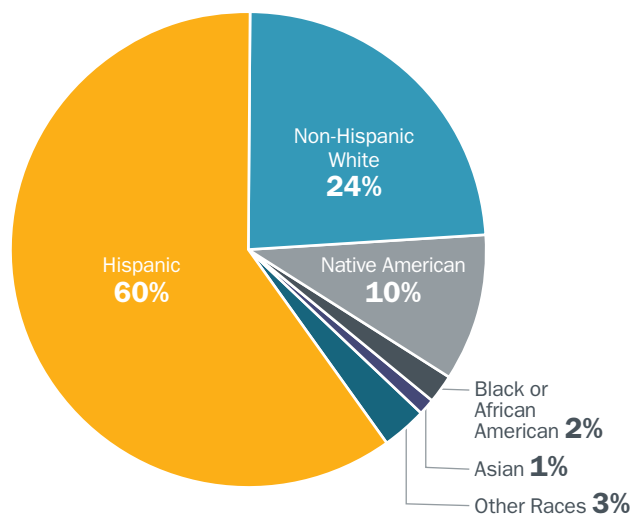
FAMILY & COMMUNITY

POPULATION

76% | **NEW MEXICO KIDS WHO ARE CHILDREN OF COLOR**

Child Population (Ages 0–17) by Race and Ethnicity (2017)

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 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. The U.S. Census considers Hispanic an ethnicity rather than a race. Although people who identify as Hispanic may also identify as a race, all of the children in this data set who identify as a race are considered non-Hispanic.

Non-Hispanic White **24%**

Native American **10%**

Hispanic **60%**

Black or African American **2%**

Asian **1%**

Other Races **3%**

SOURCE: U.S. Census Bureau, Population Division, 2017.

Population by Age and County (2012–2016)

Location	Total Population (All Ages)	Children (Ages 0-19)	Children (Ages 0-5)
United States	318,558,162	82,296,405	19,866,960
New Mexico	2,082,669	559,130	133,769
Bernalillo County	674,777	171,692	41,474
Catron County	3,547	571	100
Chaves County	65,610	19,933	4,638
Cibola County	27,373	7,362	1,969
Colfax County	12,716	2,648	629
Curry County	50,544	14,990	4,201
De Baca County	1,977	447	17
Doña Ana County	213,825	63,318	15,214
Eddy County	56,369	16,163	4,029
Grant County	28,879	6,786	1,640
Guadalupe County	4,469	962	225
Harding County	565	102	34
Hidalgo County	4,531	1,314	295
Lea County	68,930	22,870	5,800
Lincoln County	19,726	3,846	938
Los Alamos County	17,895	4,634	916
Luna County	24,627	7,263	1,794
McKinley County	74,346	25,039	6,155
Mora County	4,598	1,211	292
Otero County	65,333	17,190	4,531
Quay County	8,555	2,134	538
Rio Arriba County	39,924	10,685	2,793
Roosevelt County	19,618	6,125	1,394
San Juan County	122,537	36,078	8,997
San Miguel County	28,350	6,926	1,525
Sandoval County	138,117	37,585	8,018
Santa Fe County	147,320	31,885	7,058
Sierra County	11,442	1,950	507
Socorro County	17,324	5,130	899
Taos County	32,961	6,940	1,525
Torrance County	15,599	3,742	757
Union County	4,292	878	235
Valencia County	75,993	20,731	4,632

SOURCE: U.S. Census Bureau, American Community Survey, 2012-2016, Table DP05.

FAMILY & COMMUNITY
TYPES OF FAMILIES

Families by Householder Type and County (2012–2016)

Location	Total Households	Percent of Households that are:		
		Married-Couple Families	Single-Male Householder Families	Single-Female Householder Families
		with Own Children Younger than Age 18		
United States	117,716,237	19%	2%	7%
New Mexico	762,551	16%	3%	8%
Bernalillo County	262,520	16%	3%	8%
Catron County	1,425	5%	2%	3%
Chaves County	23,153	20%	3%	10%
Cibola County	8,787	13%	6%	9%
Colfax County	5,383	10%	3%	6%
Curry County	18,297	22%	3%	9%
De Baca County	563	14%	2%	4%
Doña Ana County	74,989	20%	2%	9%
Eddy County	20,941	19%	5%	7%
Grant County	11,941	12%	3%	8%
Guadalupe County	1,168	9%	2%	10%
Harding County	193	5%	3%	2%
Hidalgo County	1,763	16%	0%	7%
Lea County	21,542	25%	4%	8%
Lincoln County	8,016	11%	1%	3%
Los Alamos County	7,586	22%	1%	4%
Luna County	8,728	13%	1%	7%
McKinley County	18,968	15%	3%	11%
Mora County	1,540	10%	1%	3%
Otero County	23,043	16%	2%	8%
Quay County	3,174	8%	2%	7%
Rio Arriba County	13,343	11%	2%	8%
Roosevelt County	7,110	19%	2%	7%
San Juan County	41,036	18%	3%	9%
San Miguel County	10,630	8%	3%	8%
Sandoval County	48,534	20%	3%	7%
Santa Fe County	61,286	13%	3%	6%
Sierra County	5,341	8%	3%	5%
Socorro County	4,786	6%	2%	7%
Taos County	13,006	10%	3%	8%
Torrance County	5,373	15%	1%	5%
Union County	1,545	15%	1%	7%
Valencia County	26,841	18%	3%	9%

SOURCE: U.S. Census Bureau, American Community Survey, 2012-2016, Table DP02. **NOTE:** "Households" include all people who live in a housing unit, while the term "families" refers to households in which at least some members are related to each other (see methodology section for more detailed definitions). The numbers in these rows do not add up to 100 percent because there are other types of household structures besides families with children, including families and households without children and households where no one is related.

Families by Householder Type and Tribal Area (2012–2016)

Location	Total Households	Percent of Households that are:		
		Married-Couple Families	Single-Male Householder Families	Single-Female Householder Families
		with Own Children Younger than Age 18		
United States	117,716,237	19%	2%	7%
New Mexico	762,551	16%	3%	8%
Acoma Pueblo	747	10%	5%	8%
Cochiti Pueblo	661	10%	4%	5%
Isleta Pueblo	1,406	9%	7%	13%
Jemez Pueblo	433	9%	5%	7%
Jicarilla Apache	834	12%	4%	13%
Laguna Pueblo	1,095	7%	4%	9%
Mescalero Apache	894	11%	7%	16%
Nambe Pueblo	685	11%	3%	6%
Navajo	16,685	13%	4%	11%
Ohkay Owingeh Pueblo	2,027	11%	3%	7%
Picuris Pueblo	757	9%	2%	8%
Pojoaque Pueblo	1,455	14%	5%	7%
Sandia Pueblo	1,655	17%	3%	9%
San Felipe Pueblo	845	12%	3%	6%
San Ildefonso Pueblo	711	11%	6%	7%
Santa Ana Pueblo	176	11%	5%	8%
Santa Clara Pueblo	4,154	11%	3%	9%
Santo Domingo Pueblo	612	8%	4%	10%
Taos Pueblo	2,011	9%	3%	7%
Tesuque Pueblo	355	12%	2%	6%
Zia Pueblo	203	12%	3%	9%
Zuni Pueblo	1,937	15%	1%	7%

SOURCE: U.S. Census Bureau, American Community Survey, 2012-2016, Tables DP02 and B11016. **NOTE:** "Households" include all people who live in a housing unit, while the term "families" refers to households in which at least some members are related to each other (see methodology section for more detailed definitions). The numbers in these rows do not add up to 100 percent because there are other types of household structures besides families with children, including families and households without children and households where no one is related. Only 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 & COMMUNITY
ADULT EDUCATION

Adults (Ages 25 and Older) by Educational Attainment Level and County (2012–2016)

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%	12%
New Mexico	15%	26%	24%	8%	15%	12%
Bernalillo County	12%	24%	24%	8%	18%	15%
Catron County	8%	38%	22%	8%	16%	9%
Chaves County	22%	27%	24%	8%	13%	6%
Cibola County	20%	34%	25%	10%	9%	4%
Colfax County	11%	34%	25%	7%	15%	7%
Curry County	17%	27%	27%	10%	12%	8%
De Baca County	14%	39%	35%	3%	6%	4%
Doña Ana County	21%	22%	21%	8%	16%	12%
Eddy County	16%	36%	23%	8%	10%	7%
Grant County	14%	26%	25%	7%	14%	14%
Guadalupe County	24%	40%	18%	4%	8%	6%
Harding County	11%	39%	20%	5%	22%	4%
Hidalgo County	23%	30%	24%	8%	10%	6%
Lea County	28%	30%	21%	7%	8%	5%
Lincoln County	10%	27%	25%	9%	20%	8%
Los Alamos County	3%	11%	14%	8%	24%	40%
Luna County	31%	33%	18%	6%	7%	5%
McKinley County	26%	34%	23%	7%	7%	4%
Mora County	12%	40%	24%	11%	10%	4%
Otero County	16%	29%	28%	10%	10%	8%
Quay County	17%	38%	23%	7%	9%	7%
Rio Arriba County	16%	33%	25%	8%	12%	6%
Roosevelt County	20%	27%	23%	7%	13%	10%
San Juan County	17%	31%	26%	10%	9%	6%
San Miguel County	18%	29%	26%	8%	10%	9%
Sandoval County	9%	25%	26%	10%	17%	13%
Santa Fe County	12%	22%	19%	6%	21%	20%
Sierra County	17%	32%	24%	9%	12%	6%
Socorro County	20%	33%	22%	5%	12%	7%
Taos County	12%	26%	25%	9%	16%	12%
Torrance County	18%	32%	22%	11%	11%	7%
Union County	22%	37%	21%	5%	10%	6%
Valencia County	18%	33%	24%	8%	11%	6%

SOURCE: U.S. Census Bureau, American Community Survey, 2012-2016, Table DP02.

Research shows that the education 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 Tribal Area (2012–2016)

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%	12%
New Mexico	15%	26%	24%	8%	15%	12%
Acoma Pueblo	12%	45%	27%	8%	5%	3%
Cochiti Pueblo	9%	29%	27%	11%	15%	9%
Isleta Pueblo	15%	40%	25%	10%	8%	2%
Jemez Pueblo	9%	35%	38%	7%	6%	5%
Jicarilla Apache	14%	44%	24%	8%	6%	5%
Laguna Pueblo	10%	39%	29%	10%	9%	3%
Mescalero Apache	22%	37%	28%	4%	5%	3%
Nambe Pueblo	12%	27%	26%	6%	17%	12%
Navajo	27%	35%	22%	8%	5%	3%
Ohkay Owingeh Pueblo	23%	35%	25%	7%	7%	4%
Picuris Pueblo	18%	32%	25%	10%	10%	5%
Pojoaque Pueblo	13%	30%	27%	7%	14%	10%
Sandia Pueblo	21%	36%	25%	7%	8%	4%
San Felipe Pueblo	24%	38%	20%	7%	8%	3%
San Ildefonso Pueblo	12%	36%	22%	8%	13%	10%
Santa Ana Pueblo	7%	37%	33%	12%	8%	4%
Santa Clara Pueblo	17%	29%	25%	8%	13%	8%
Santo Domingo Pueblo	23%	36%	26%	9%	4%	2%
Taos Pueblo	12%	25%	28%	7%	19%	9%
Tesuque Pueblo	20%	29%	19%	5%	15%	12%
Zia Pueblo	14%	38%	32%	10%	5%	1%
Zuni Pueblo	28%	41%	20%	5%	5%	2%

SOURCE: U.S. Census Bureau, American Community Survey, 2012-2016, 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.

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 2017 ACS are released earlier in the year in 2018 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 2012-2016) 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 national and state-level data reported are from the 2017 one-year ACS, while most county and tribal data reported are from the 2012-2016 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 not be considered for past years when doing 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 below). 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."

HOUSEHOLD & HOUSEHOLDER

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.

FAMILY

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

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 over 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 over related to the householder; this summed income is treated as a single amount.

MEDIAN INCOME

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

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). Most of the poverty levels used in 2018 New Mexico KIDS COUNT Data Book are for 2017. In 2017 the FPL was $12,060 for one person or 24,600 for a family of four. However, a family of four at double (200 percent) the federal poverty level ($49,200 in 2017) is considered to be "low-income," with just enough to cover basic family living expenses. For more information about the federal poverty guidelines, see https://aspe.hhs.gov/poverty-guidelines.

RACE & 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 2018 New Mexico KIDS COUNT Data Book come from the American Community Survey (ACS). The ACS provides annual data on demographic, social, housing, and economic indicators. The ACS samples nearly 3 million addresses each year, resulting in approximately 2 million final interviews. After a broad nationwide data collection test conducted between 2000 and 2004, full implementation of the survey began in 2005, with the exception of group quarters (such as correctional facilities, college dorms, and nursing homes), which were first included in the 2006 ACS. Certain changes were made to the ACS questionnaire on health insurance coverage, 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 2018, one-year estimates for 2017 were released. The five-year estimates for 2017 are released in December of 2018.

American Community Survey data can be found on the U.S. Census webpage known as "American FactFinder".

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 or from its own website.

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.

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 select 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.

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

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

The Data Collection Bureau at the state Public Education Department (PED) 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.

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 (NM PARCC) assessments that were developed to measure the mastery of the New Mexico Common Core State

Standards (NM CCSS). 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.

MEDICAL ASSISTANCE DIVISION, NEW MEXICO HUMAN SERVICES DEPARTMENT

Medicaid – also called New Mexico Centennial Care – is administered by the Medical Assistance Division of the state Human Services Department (HSD). Medicaid enrollment numbers are reported for children under age 21 (including Native American children) by county. Medicaid eligibility reports can be found on the NM HSD website.

BUREAU OF VITAL RECORDS AND HEALTH STATISTICS, NEW MEXICO DEPARTMENT OF HEALTH

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 state Department of Health's Indicator-Based Information System (NM-IBIS) website.

EPIDEMIOLOGY AND RESPONSE DIVISION, NEW MEXICO DEPARTMENT OF HEALTH

New Mexico's Indicator-Based Information System (NM-IBIS) is maintained by the Epidemiology and Response Division. This public health database provides up-to-date statistics from a variety of state health department divisions, including data on birth, death, and disease 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.

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 on the NM CYFD website.

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. 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.

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 across the country. The Foundation also provides expert data analysis and supports custom data requests from its state-level KIDS COUNT organizations 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://datacenter.kidscount.org.

OTHER DATA SOURCES

NEW MEXICO COMMUNITY DATA COLLABORATIVE

The New Mexico Community Data Collaborative (NMCDC) is a geo-mapping data site that is connected to and intended to be integrated with the NM-IBIS system. Made up of 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.

ECONOMIC POLICY INSTITUTE

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

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).

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