NEW MEXICO

KIDS COUNT DATA BOOK

PROMOTING GENERATIONAL PROSPERITY 2022

NEW MEXICO
VOICES
FOR CHILDREN

CHILDREN'S CHARTER:

OUR VISION FOR THE NEXT GENERATION

1. All children and their families are economically secure.

2. All children and their families have a high-quality cradle-to-career system of care and education.

3. All children and their families have quality health care and supportive health programs.

4. All children and their families are free from discrimination based on race, ethnicity, religion, disability, gender, sexual orientation, or country of origin.

5. All children and their families live in safe and supportive communities.

6. All children and their families' interests and needs are adequately represented in all levels of government through effective civic participation and protection of voters' rights.

7. All children and their families' needs are a high priority in local, state, and federal budgets and benefit from a tax system that is fair, transparent, and that generates sufficient revenues.

NEW MEXICO VOICES FOR CHILDREN

STAFF

AMBER WALLIN, MPA
Executive Director

FARAH COUNCIL, MA
Director of Operations and
Organizational Effectiveness

SHELBY GREASER
Grants Manager and
Development Associate

BILL JORDAN, MA
Senior Policy Advisor and
Government Relations Officer

SHARON KAYNE
Communications Director

PAIGE KNIGHT, MPP
Senior Research and Policy Analyst

ALEX MCCAUSLAND
Graphics and Social Media Manager

BARBARA MIKE
Operations Support Clerk

LYDIA PAUKEI, JD, MSW
State Policy Priorities Tribal Policy
Fellow/Research and Policy Analyst

JAVIER ROJO, MPA
Research and Policy Analyst

DIVYA SHIV, MPP
Research and Policy Analyst

BRIAN URBAN
Operations Manager

JACOB VIGIL, MSW
Senior Research and Policy Analyst

EMILY WILDAU, MPP
Research and Policy Analyst/KIDS
COUNT Coordinator

BOARD OF DIRECTORS

OFFICERS

BOARD CHAIR
KENNETH J. MARTINEZ, PSY.D.
Principal Researcher

VICE-CHAIR
JAVIER ACEVES, MD
Pediatrician

MEMBERS

DEBRA L. BACA, MA
Early Childhood Education and
Family Development Vice President

MARSHA GARCIA
Strategic Communications Advisor

RUTH HOFFMAN
Advocacy Director (retired)

DANIELLE LANSING, ED.D.
Early Childhood Education Program Faculty

STEPHANIE MAEZ
Executive Director, Outdoor Foundation

NEWTON ROBINSON
Mentorship Program Manager

ROBBY RODRIGUEZ
Consultant

ANTIONETTE TELLEZ-HUMBLE
Consultant

REV. ROBERT WOODRUFF, D. MIN.
Pastor

TABLE OF CONTENTS

PROMOTING GENERATIONAL PROSPERITY

Lots of things are handed down in families through the generations—things like stories, traditions, recipes, family bibles, and old photographs. Economic security also tends to flow through families from one generation to the next. Just like wealth is generational, so is poverty. That's one of the reasons it seems like such an intractable problem. In addition, over the course of this nation's history, policies and practices have been put in place to withhold from people of color—often intentionally—the opportunities and tools needed to build economic security. Many of these policies continue to this day.

Parental levels of education are a chief factor in the generational nature of family economic security. Families with higher levels of education generally have more economic resources and social supports, so they can provide their children with more and better opportunities—the kinds of opportunities all children need to reach their own unique potential. But our public education system has also been an avenue for disadvantaging and excluding people of color. It has done so with, among other practices, unequal funding systems and by using curriculum that fails to recognize and uplift the contributions, histories, and strengths of these students' communities.

This is where we, as a state, come in. By making the right investments and by getting rid of policies and practices that disadvantage people of color and ameliorating the lasting impacts of those policies, we can ensure that all children have the opportunities they need to thrive. And, just as we invest in these opportunities as a collective, we all benefit from them as well. Today's children are tomorrow's doctors, teachers, engineers, and other professionals who make our modern way of life possible. They are also tomorrow's parents and the more opportunities we can provide them now, the more likely they will have the resources to provide those opportunities to their children.

In recent years, New Mexico has made some exceptional strides in ensuring that all children have opportunities. To do this, we've worked with lawmakers to create—then increase and expand—tax credits that help hard-working families. Parents will see one of these important policy changes next year as the brand-new state-level Child Tax Credit can be claimed for the first time. These changes have also improved racial and gender equity in the tax code.

State lawmakers have made other policy changes that will benefit New Mexico's children and families. These include a statewide paid sick leave policy so parents can stay home to take care of a sick child, an historic expansion of child care assistance so parents have safe, affordable environments in which to leave their children while they work, and the extension of postpartum health care through Medicaid to help support new parents during some of the most important months in their new child's life. New Mexico also continues to expand early childhood care and education services such as home visiting and pre-kindergarten.

As this year's report includes some data from 2021, you'll see in the following pages that these investments held our progress steady and in some cases are starting to make a difference. Given that the nation was still recovering from the worst of the pandemic recession, it's particularly impressive that the data reflect no significant declines—and even some slight improvements—

STUDIES SHOW THAT WHEN CHILDREN ARE CONNECTED TO THEIR CULTURES AND COMMUNITIES THROUGH THEIR CURRICULUM, THEY ARE MORE ENGAGED IN SCHOOL, WHICH LEADS TO BETTER OUTCOMES.

in child well-being. In fact, most states saw some similar results in 2021 and much of that had to do with federal COVID relief funds. But states like New Mexico—that enacted public policies that help support working families—should see lasting improvements. Those states that did not are likely to see many improvements fade as the federal relief funding runs out.

These well-targeted and effective public policies are a great foundation upon which to continue building stronger families and communities. But there is still work to be done.

In addition to expansions in early childhood care and education services, our cradle-to-career educational system can be improved. We need to ensure that our K–12 student population—which is one of the most racially and ethnically diverse in the nation—is receiving culturally appropriate education. Studies show that when children are connected to their cultures and communities through their curriculum, they are more engaged in school, which leads to better outcomes. And while the state has made college education much more affordable, we still fall behind much of the nation in directing more of our financial aid to those students with the most need.

All of these investments, of course, require revenue and that is another bright spot for the state at the moment. As we begin the 2023 legislative session, New Mexico is looking at the largest budget surplus in state history—with more than $3 billion. This expected revenue is thanks in large part to federal COVID relief funding and high prices for oil and natural gas.

Most lawmakers understand that this expected surplus is temporary. The federal COVID relief funds will end soon, and—as we've seen happen many times over the years—the oil and gas boom will eventually go bust. Temporary surpluses like this are considered non-recurring revenue—meaning we can't rely on having it again next year. Unfortunately, some lawmakers are talking about using the money for something many of them don't see as a recurring expense—tax cuts. Much like direct spending on recurring services, permanent tax cuts will continue to cost us year after year—long after the surplus money is gone. Not all tax cuts are created equal, of course. Lawmakers who want to cut taxes should focus on rebates and credits that are targeted to those New Mexicans who earn the lowest incomes. These kinds of targeted tax cuts not only spur economic activity, but they also make the overall tax code more equitable along the lines of race and gender.

Lawmakers would be wise to invest this one-time money to build capacity for our communities, such as expanding broadband for our rural and tribal areas. Lawmakers could also create funds for emerging needs, such as protecting New Mexicans from the ravages of climate change. They could also invest in systems that address the public health impacts of climate change and the need for a just transition away from fossil fuel overreliance, cleaning up abandoned oil wells that are polluting our air and water, and investing heavily in renewable energy such as wind and solar.

New Mexico's lawmakers have made some excellent investments in our children and their families over the past few years. These investments will shore up the long-term progress the state has been making in improving child well-being. And we can continue to make progress if we make our kids the highest priority in all of New Mexico's future policy decisions.

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 measuring indicators in four areas—economic well-being, education, health, and family and community—for which you'll find data in this publication. You'll also find policy recommendations in each area for improving outcomes. KIDS COUNT is driven by research showing that children's chances of being healthy, doing well in school, and growing up to be productive and thriving members of society can be influenced by their experiences in the early years.

At its heart, KIDS COUNT tells a story of child well-being that's set against a backdrop of the opportunities we've made available to our kids. Each year, the story is incomplete as the data alone cannot tell us why things are the way they are—how we got here and how we can improve things. The data also paint a picture of child well-being from a deficit perspective—a perspective that sadly ignores the extraordinary resilience and unmeasured strengths of our children, families, and state. That story can be found among New Mexico's unique cultural and linguistic diversity, centuries-old traditions, and our enduring sense of community.

The data also tell us where we have been rather than where we are now or where we are going. When all is said and done, KIDS COUNT is a snapshot—an accurate, if incomplete, picture of one point in time. For policymakers and advocates alike, it is an invaluable tool meant to make us take stock of how well we are protecting and nurturing our greatest asset— New Mexico's children.

A NOTE ABOUT DATA: *Wherever possible, data are disaggregated to help provide a clearer understanding of disparities by race and ethnicity. In the past, New Mexico Voices for Children has reported data sets from organizations that suppress data for some races because the data are derived from small sample sizes, meaning the estimates are less accurate. We recognize this as problematic given our country's long history of cultural erasure and New Mexico's tricultural myth. In response, we are including 2020 data disaggregated by all races and ethnicities when possible. These data will include a note regarding high margins of error for smaller demographic groups so readers are aware that some estimates may be less reliable than others while still providing insight into how smaller communities of color are faring in the state. Some rural and tribal areas in New Mexico are also undercounted in U.S. Census data and can be underrepresented in other sources. As a result, the statistics throughout this report tell an even more limited story, and in some cases, the numbers don't reflect people's lived experiences. New Mexico Voices for Children is committed to continuing to engage with the communities represented in these data to better understand the stories, voices, and people behind the numbers. We are also committed to engaging with the communities left out of this data and advocating for better, more accurate, and inclusive data.*
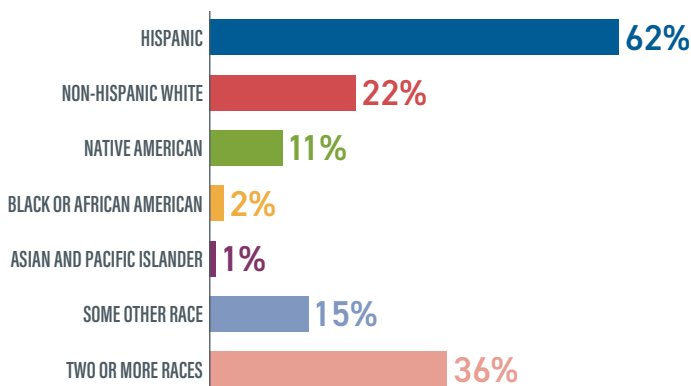
DEMOGRAPHICS
NEW MEXICO'S POPULATION

ABOUT ALL INDICATORS: Unless otherwise noted, the term **child** refers to the age group from birth through 17 years. The U.S. Census considers Hispanic an ethnicity rather than a race. People who identify as Hispanic may also identify as one or more races.

In the tables where the **counties are ranked,** two or more counties may share the same rank because they have the same percentage of individuals, families or households in the indicator that is being measured. The lower the ranking number, the better the county is faring in that indicator.

For **tribal areas,** only data for individuals living on reservation lands in New Mexico are included, and data include off-reservation lands held in trusts. The vast majority of individuals living in most tribal areas are Native Americans, but some may be a different race entirely, or two or more races with Native American being one of those races. Data for the U.S. and New Mexico include people of all races in the nation or state.

HOW NEW MEXICO FARES: While children of color are fast becoming the majority population in the United States, New Mexico is ahead of the nation in that children of color—about 76%—are already in the majority. Because children and parents of color generally tend to face more barriers to good health and well-being, it is critical that policies are implemented that focus on racial and ethnic equity and that promote opportunities for families of color.

Child Population—BY RACE AND ETHNICITY (2021)

HISPANIC	62%
NON-HISPANIC WHITE	22%
NATIVE AMERICAN	11%
BLACK OR AFRICAN AMERICAN	2%
ASIAN AND PACIFIC ISLANDER	1%
SOME OTHER RACE	15%
TWO OR MORE RACES	36%

Source: U.S. Census Bureau, American Community Survey, tables B01001 B-I, 2021

A POLICY SOLUTION TO SUPPORT OUR DEMOGRAPHICS

The state should require a racial equity impact report on all debated legislation so the equity impacts of all policies are better understood before they are enacted.

Population—BY AGE GROUP AND COUNTY (2016–2020)

LOCATION	ALL AGES	CHILDREN AGES 0-4	CHILDREN AGES 0-17
United States	326,569,308	19,650,192	73,296,738
New Mexico	2,097,021	122,993	483,454
Bernalillo County	679,037	37,869	147,706
Catron County	3,547	80	510
Chaves County	64,912	4,344	17,122
Cibola County	26,763	1,660	6,262
Colfax County	12,106	560	2,194
Curry County	49,502	3,978	13,079
De Baca County	1,995	206	851
Doña Ana County	217,696	13,910	53,464
Eddy County	57,865	4,258	15,297
Grant County	27,391	1,405	5,393
Guadalupe County	4,336	201	758
Harding County	432	22	59
Hidalgo County	4,234	268	930
Lea County	70,359	5,593	21,216
Lincoln County	19,640	825	3,465
Los Alamos County	18,976	966	4,288
Luna County	24,022	1,755	6,315
McKinley County	71,956	5,041	20,668
Mora County	4,500	109	590
Otero County	66,804	4,421	15,444
Quay County	8,265	475	1,879
Rio Arriba County	38,962	2,440	8,997
Roosevelt County	18,723	1,284	4,502
San Juan County	125,608	8,317	33,315
San Miguel County	27,546	1,275	5,085
Sandoval County	144,954	7,692	33,691
Santa Fe County	150,319	6,323	27,056
Sierra County	10,988	375	1,721
Socorro County	16,723	847	3,776
Taos County	32,759	1,333	5,778
Torrance County	15,477	746	3,302
Union County	4,106	241	834
Valencia County	76,518	4,147	17,907

Source: U.S. Census Bureau, American Community Survey, table DP05, 2016–2020

COVID-19 HARDSHIP DATA
ECONOMIC WELL-BEING DURING THE PANDEMIC

ABOUT THESE INDICATORS: Although many of our daily experiences are becoming less affected by COVID-19 and although the pandemic is no longer a barrier to regular data collection, it is critical to remember that many families and children are still trying to recover economically, and they face significant uncertainty when it comes to meeting their basic needs.

HOW NEW MEXICO FARES: Compared to the nation as a whole, households with children in New Mexico are having more difficulty paying for usual expenses and have higher rates of children not eating enough because food was unaffordable. However, New Mexico households with children are slightly more confident in their ability to make their next housing payment on time. This is because New Mexico has historically had lower rates of families burdened with high-cost housing compared to the nation. For every indicator, these economic difficulties burden people of color at higher rates than white households, revealing the continuing inequitable impacts of the pandemic and the lagging recovery along racial lines.

ABOUT THIS INDICATOR: The percentage of households with children who reported that it has been somewhat or very difficult for the household to pay for usual household expenses, including but not limited to food, rent or mortgage, car payments, medical expenses, student loans, and so on, in the past week (Sept. 14 to Oct. 17, 2022).

Households with Children Who Had Difficulty Paying for Usual Household Expenses—BY RACE AND ETHNICITY (2022)
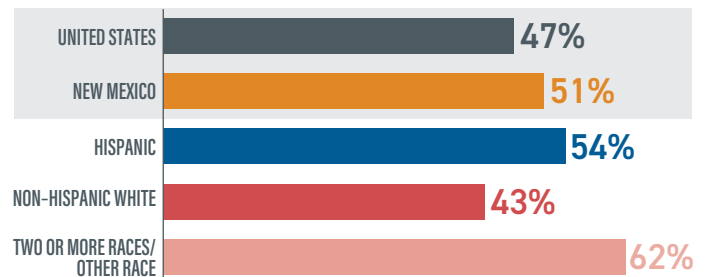
UNITED STATES	47%
NEW MEXICO	51%
HISPANIC	54%
NON-HISPANIC WHITE	43%
TWO OR MORE RACES/OTHER RACE	62%

Source: Population Reference Bureau analysis of U.S. Census Bureau, Household Pulse Survey, 2022 **Note:** Hardship data for Asian and Black or African American adults in households with children in New Mexico are unavailable because of small sample sizes or the 90% confidence interval is greater than 30 percentage points or 1.3 times the estimate. Native Americans, Pacific Islanders, and Native Hawaiians are all included in the Two or More Races/Other Race category.

ABOUT THIS INDICATOR: The percentage of households with children with slight or no confidence in being able to make their next mortgage payment or pay the next month's rent on time between March 30 and May 9, 2021.

Households with Children Who Have Little or No Confidence in Their Ability to Pay Their Next Rent or Mortgage Payment on Time—BY RACE AND ETHNICITY (2021)
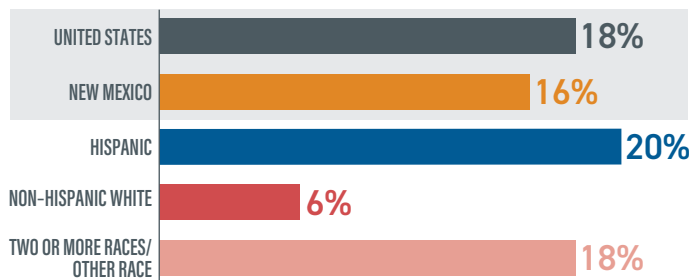
UNITED STATES	18%
NEW MEXICO	16%
HISPANIC	20%
NON-HISPANIC WHITE	6%
TWO OR MORE RACES/OTHER RACE	18%

Source: Population Reference Bureau analysis of U.S. Census Bureau, Household Pulse Survey, 2022 **Note:** Hardship data for Asian and Black or African American adults in households with children in New Mexico are unavailable because of small sample sizes or the 90% confidence interval is greater than 30 percentage points or 1.3 times the estimate. Native Americans, Pacific Islanders, and Native Hawaiians are all included in the Two or More Races/Other Race category.

ABOUT THIS INDICATOR: The percentage of households with children who reported that children were sometimes or often not eating enough because the household could not afford enough food in the past week (from Sept. 14 to Oct. 17, 2022).

Households with Children Where Children Weren't Eating Enough because Food Was Unaffordable—BY RACE AND ETHNICITY (2022)
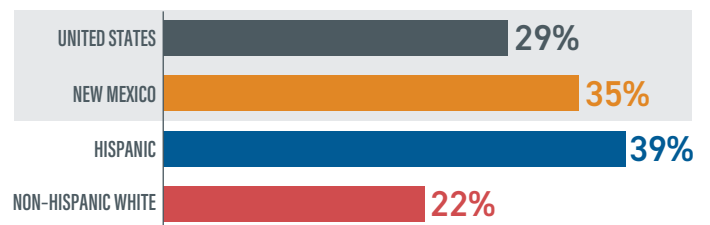
UNITED STATES	29%
NEW MEXICO	35%
HISPANIC	39%
NON-HISPANIC WHITE	22%

Source: Population Reference Bureau analysis of U.S. Census Bureau, Household Pulse Survey, 2022 **Note:** Hardship data for Asian and Black or African American and Two or More Races/Other Race (which includes Native Americans, Pacific Islanders, and Native Hawaiians) adults in households with children in New Mexico are unavailable because of small sample sizes or the 90% confidence interval is greater than 30 percentage points or 1.3 times the estimate.

MORE HARDSHIP DATA: As this publication was being readied for release (in November and December 2022), data were still being collected in the Household Pulse Survey. You can find the most recent data available at the KIDS COUNT Data Center *datacenter.kidscount.org.*

ECONOMIC WELL-BEING
POVERTY

ABOUT THIS INDICATOR: **Poverty** is defined as those living at or below the federal poverty level (FPL). The FPL for a family of three was $21,960 in 2021 (the most recent year these data were collected).

The FPL is generally far below what a family actually needs in order to live at a bare minimum level (e.g., have sufficient food, a safe place to live, transportation, child care, and health care) and it does not take into account regional differences in the cost of living. Children who live in poverty have access to fewer of the resources that all children need to help them thrive, succeed, and achieve their full potential. Since many public policies have been specifically designed to limit opportunity for people of color, children in these communities often face poverty at disproportionate rates. Evidence suggests being born into and growing up in poverty can have long-lasting and powerful negative impacts. 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 homelessness, and to live in poverty as adults. Therefore, 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.

HOW NEW MEXICO FARES: The rate and number of New Mexico children living in poverty decreased from 2019 to 2021, continuing a trend of declining poverty for the last decade. However, with 111,000 or 24% of our children living at or below the FPL, New Mexico still ranks near the bottom in the nation in child poverty At the onset of the pandemic, a greater share of New Mexico families was vulnerable to falling into poverty than the share who had the resources or opportunities to prevent themselves from dropping below the poverty line. Without the many good economic policies that were enacted just prior to and during the pandemic to put resources into the hands of working families, the state would have almost certainly seen a dramatic increase in poverty rates.

Children Living in Poverty—BY YEAR (2011–2021)
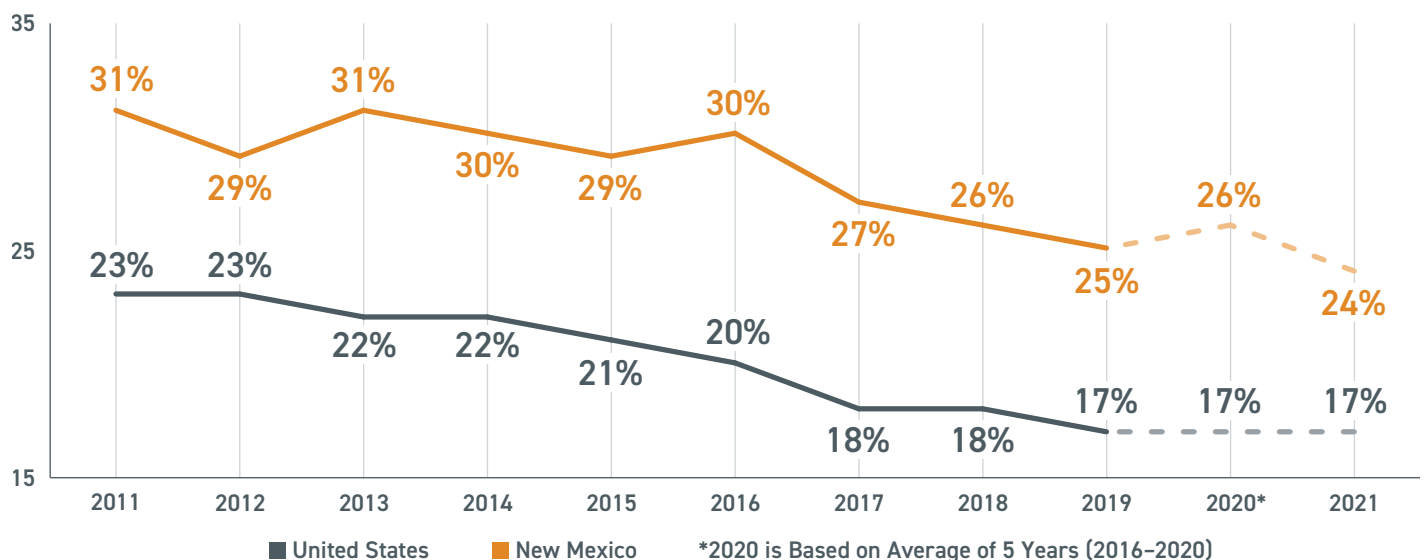
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020*	2021
New Mexico	31%	29%	31%	30%	29%	30%	27%	26%	25%	26%	24%
United States	23%	23%	22%	22%	21%	20%	18%	18%	17%	17%	17%

United States **New Mexico** *2020 is Based on Average of 5 Years (2016–2020)

Source: U.S. Census Bureau, American Community Surveys from 2011–2021, 2016–2020 American Community Survey, table S1701 **Note:** The data for 2016–2020 are not comparable with data for other years as they are based on an average over 5 years. No comparable single-year data are available for 2020 due to pandemic-related data collection challenges.

Population (All Ages) Living in Poverty—BY YEAR (2011–2021)
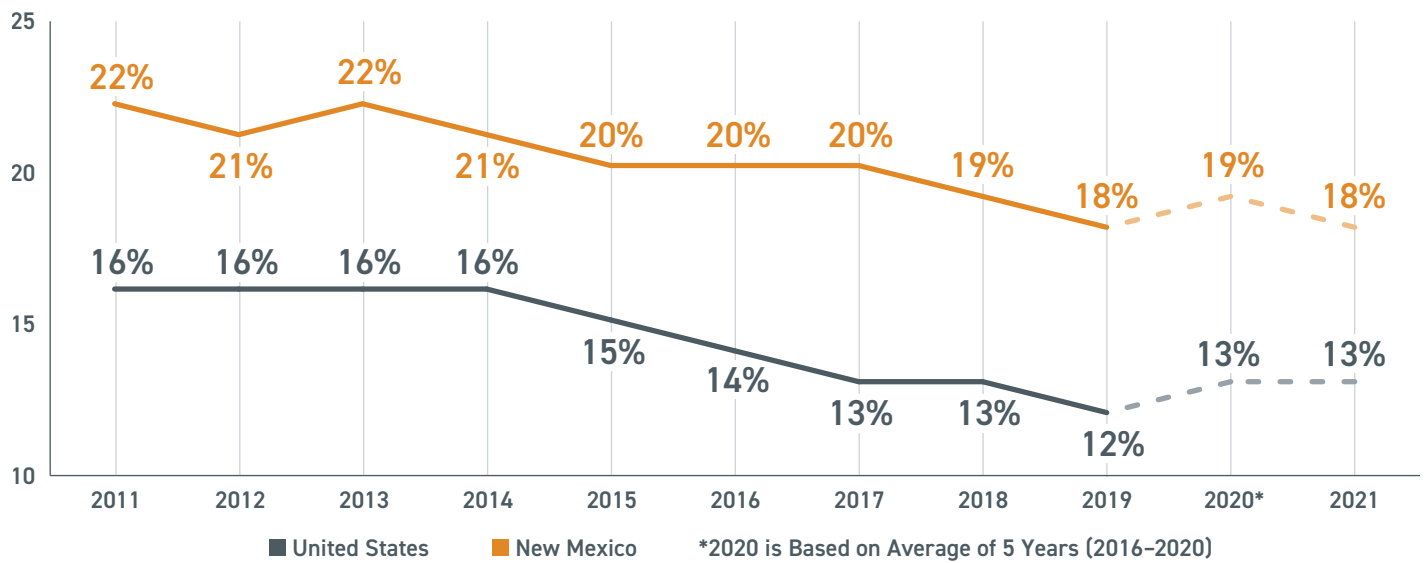
Source: U.S. Census Bureau, American Community Surveys from 2011–2021, 2016–2020 American Community Survey, table S1701 **Note:** The data for 2016–2020 are not comparable with data for other years as they are based on an average over 5 years. No comparable single-year data are available for 2020 due to pandemic-related data collection challenges.

Children Living in Poverty—BY RACE AND ETHNICITY (2016–2020)
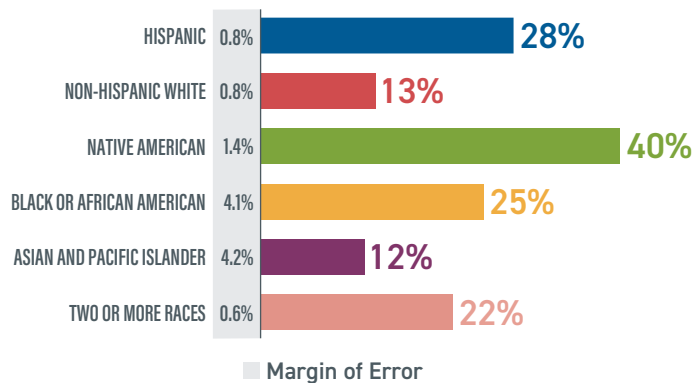
	Margin of Error	Percent
HISPANIC	0.8%	28%
NON-HISPANIC WHITE	0.8%	13%
NATIVE AMERICAN	1.4%	40%
BLACK OR AFRICAN AMERICAN	4.1%	25%
ASIAN AND PACIFIC ISLANDER	4.2%	12%
TWO OR MORE RACES	0.6%	22%

Source: Population Reference Bureau analysis of data from the U.S. Census Bureau, American Community Survey, 2016–2020. **Note:** Higher margins of error indicate less statistical reliability due to small sample sizes.

Population (All Ages) Living in Poverty—BY RACE AND ETHNICITY (2021)

	Percent
UNITED STATES	13%
NEW MEXICO	18%
HISPANIC	20%
NON-HISPANIC WHITE	13%
NATIVE AMERICAN	31%
BLACK OR AFRICAN AMERICAN	25%
ASIAN	12%
TWO OR MORE RACES	19%
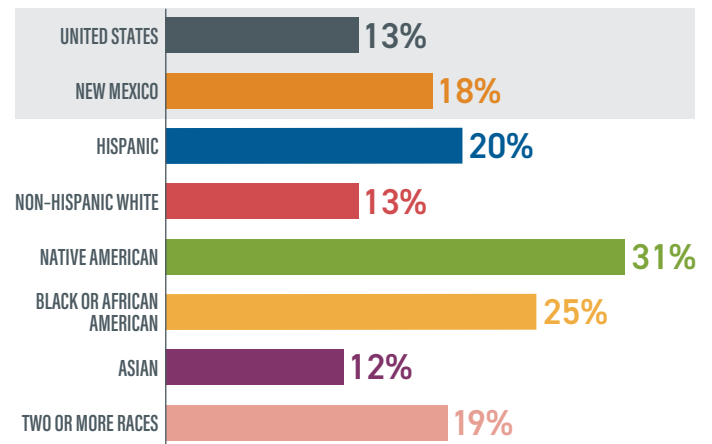
Source: U.S. Census Bureau, American Community Survey, table S1701, 2021

Population Living in Poverty—BY AGE GROUP AND COUNTY (2016–2020)

LOCATION	CHILDREN	ALL AGES
United States	18%	13%
New Mexico	26%	19%
Bernalillo County	22%	16%
Catron County	40%	25%
Chaves County	27%	19%
Cibola County	30%	26%
Colfax County	37%	22%
Curry County	27%	19%
De Baca County	10%	14%
Doña Ana County	35%	25%
Eddy County	22%	16%
Grant County	40%	25%
Guadalupe County	25%	16%
Harding County	27%	12%
Hidalgo County	29%	22%
Lea County	19%	16%
Lincoln County	21%	13%
Los Alamos County	3%	4%
Luna County	32%	24%
McKinley County	46%	35%
Mora County	18%	21%
Otero County	24%	19%
Quay County	44%	22%
Rio Arriba County	29%	23%
Roosevelt County	34%	24%
San Juan County	29%	22%
San Miguel County	32%	26%
Sandoval County	16%	12%
Santa Fe County	20%	13%
Sierra County	37%	24%
Socorro County	45%	31%
Taos County	21%	17%
Torrance County	34%	24%
Union County	34%	21%
Valencia County	22%	17%

Source: U.S. Census Bureau, American Community Survey, table S1701, 2016–2020

HOW NEW MEXICO FARES: Because of systemic racism, land theft, and the attempted erasure of Native cultures and languages, many tribal areas have higher poverty rates than the state average.

Population Living in Poverty—BY AGE GROUP AND TRIBAL AREA (2016–2020)

LOCATION	CHILDREN	ALL AGES
United States	18%	13%
New Mexico	26%	19%
Acoma Pueblo	26%	20%
Cochiti Pueblo	21%	14%
Isleta Pueblo	33%	21%
Jemez Pueblo	33%	23%
Jicarilla Apache	31%	22%
Laguna Pueblo	31%	26%
Mescalero Apache	38%	27%
Nambe Pueblo	17%	17%
Navajo	49%	39%
Ohkay Owingeh Pueblo	33%	24%
Picuris Pueblo	30%	22%
Pojoaque Pueblo	21%	13%
Sandia Pueblo	45%	28%
San Felipe Pueblo	21%	25%
San Ildefonso Pueblo	40%	21%
Santa Ana Pueblo	11%	17%
Santa Clara Pueblo	29%	22%
Santo Domingo Pueblo	29%	23%
Taos Pueblo	30%	27%
Tesuque Pueblo	15%	15%
Zia Pueblo	13%	18%
Zuni Pueblo	39%	30%

Source: U.S. Census Bureau, American Community Survey, table S1701, 2016–2020

POLICY SOLUTIONS TO IMPROVE ECONOMIC WELL-BEING

POVERTY

▶ Support two-generation approaches and ensure better coordination between programs providing health, education, housing, and food services for both parents and children.

▶ Maintain income eligibility for child care assistance at 400% of FPL or higher; provide continuous eligibility so parents can accept pay raises without losing benefits that are worth more than the pay increase; permanently eliminate copays for families earning less than 100% FPL; and scale copays to no more than 7% of family income for families earning between 101% and 300% FPL.

▶ Ensure sufficient funding for expansions of child care assistance and pre-K programs by avoiding the supplanting of the general fund with distributions from the Early Childhood Trust Fund and the new distribution from the state's Land Grant Permanent School Fund.

▶ Ensure stable, adequate funding for all programs and services that support improved family economic well-being now and in the future by raising revenue and diversifying revenue streams.

▶ Enact a more progressive income tax system so corporations and higher-income earners bear greater responsibility for funding our state.

▶ Increase the new state Child Tax Credit and make it permanent.

▶ Expand the state's General Assistance Program (GAP) to provide economic relief to families.

▶ 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.

▶ Support policies that prioritize kinship care for foster children; support and promote the availability of resources and assistance for grandparents helping to raise their grandchildren, including access to financial resources, legal services, food and housing assistance, medical care, and transportation; and fund navigators to assist kinship foster care families in accessing the public benefits for which they are eligible.

▶ Modernize the state's Anti-Donation Clause to ensure all families can access state-funded resources and community services.

ECONOMIC WELL-BEING
EMPLOYMENT AND INCOME

ABOUT THIS INDICATOR: Secure Employment is defined as work that is full-time and year-round. Parents who lack secure employment may be working part time or seasonally or may be unemployed. The lack of secure employment can be due to many factors including the lack of jobs or a poor economy. Parents may also lack full-time, year-round employment because they are students, are caring for a family member who needs constant assistance or have a chronic or untreated physical or mental health condition themselves, among other reasons. Parents lacking secure employment are more likely to live in poverty and less likely to have jobs that pay a living wage or provide benefits such as health insurance and paid family leave, which hurts both them and their families.

HOW NEW MEXICO FARES: While New Mexico improved in this indicator from 2018 to 2019, we moved down in the 2022 rankings from 47th to 48th because other states had larger improvements based on data from 2016–2020, which are not included in the line graph because it's not comparable to other years. Given that New Mexico has one of the highest rates of long-term unemployment—or residents who are persistent in looking for work over a long period of time—there may simply not be enough jobs available that pay a living wage and provide the benefits that working families need. Another likely factor is that many workers may not have the education and training to fill available jobs.

Children Living in Families Where No Parent Had Secure Employment—BY YEAR (2009–2019)
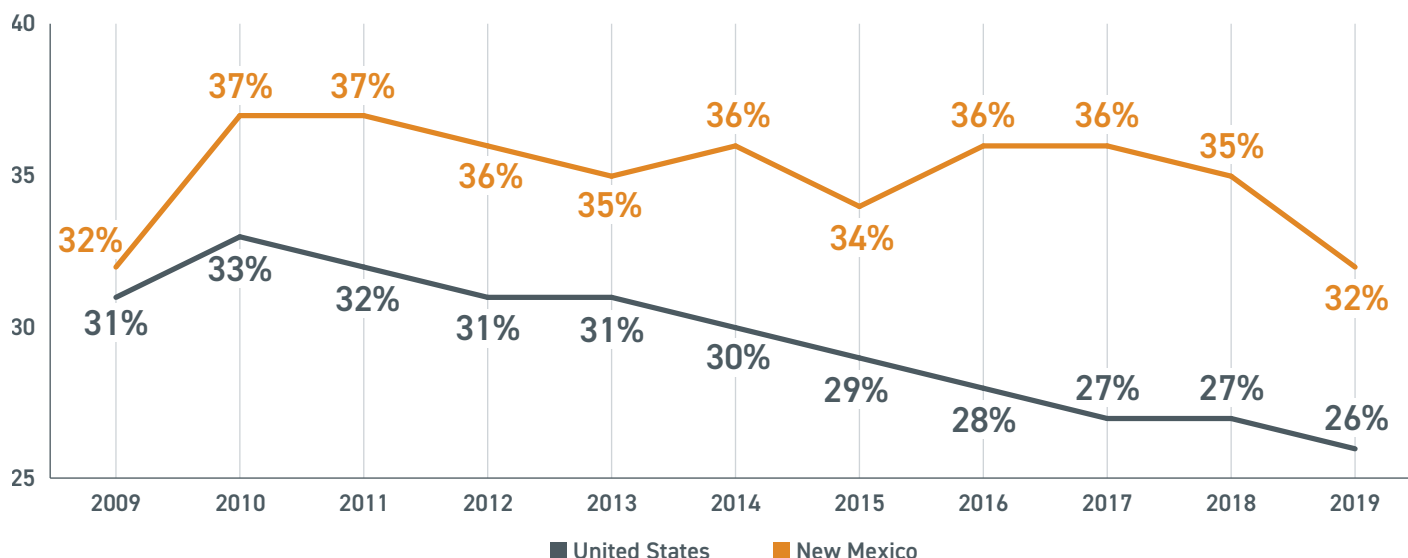
Source: Population Reference Bureau analysis of data from the U.S. Census Bureau, American Community Surveys, 2009–2019

Children Living in Families Where No Parent Had Secure Employment—BY RACE AND ETHNICITY (2016–2020)
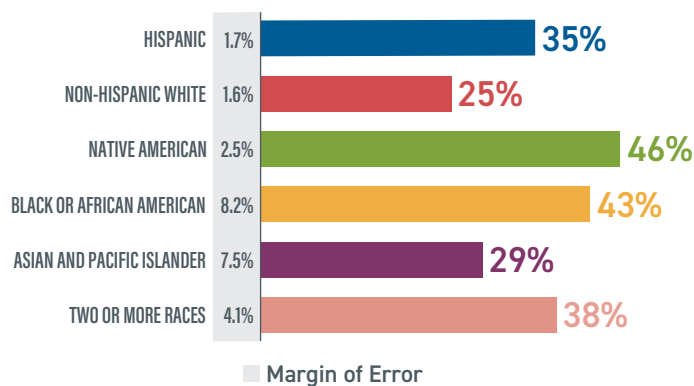
HISPANIC	1.7%	35%
NON-HISPANIC WHITE	1.6%	25%
NATIVE AMERICAN	2.5%	46%
BLACK OR AFRICAN AMERICAN	8.2%	43%
ASIAN AND PACIFIC ISLANDER	7.5%	29%
TWO OR MORE RACES	4.1%	38%

■ Margin of Error

Source: Population Reference Bureau analysis of data from the U.S. Census Bureau, American Community Survey, 2016–2020. **Note:** Higher margins of error indicate less statistical reliability due to small sample sizes.

Families with Children in Which No Parent Is Working—BY COUNTY (2016–2020)

LOCATION	RANK	PERCENT
United States	—	8%
New Mexico	—	11%
Bernalillo County	10	9%
Catron County	4	6%
Chaves County	8	8%
Cibola County	28	19%
Colfax County	13	11%
Curry County	18	13%
De Baca County	1	0%
Doña Ana County	20	14%
Eddy County	13	11%
Grant County	25	18%
Guadalupe County	10	9%
Harding County	8	8%
Hidalgo County	25	18%
Lea County	3	5%
Lincoln County	5	7%
Los Alamos County	5	7%
Luna County	20	14%
McKinley County	32	26%
Mora County	18	13%
Otero County	13	11%
Quay County	33	31%
Rio Arriba County	29	20%
Roosevelt County	17	12%
San Juan County	22	15%
San Miguel County	22	15%
Sandoval County	10	9%
Santa Fe County	5	7%
Sierra County	25	18%
Socorro County	22	15%
Taos County	29	20%
Torrance County	2	4%
Union County	31	25%
Valencia County	13	11%

Source: U.S. Census Bureau, American Community Survey, table: B23007, 2016–2020

ABOUT THIS INDICATOR: **Median income** divides the income distribution into two equal parts: one-half of the households falling below the median income and one-half being above the median. This is generally considered more accurate than an average of all incomes because those rates can be skewed by relatively few outliers.

HOW NEW MEXICO FARES: The median household income in New Mexico is about 20% lower than the national average. However, median household income fluctuates widely by county, with three counties —Eddy, Sandoval, and, most notably, Los Alamos—having higher median incomes than the national average. All of the tribal areas, except Acoma, Pojoaque, and Santa Ana Pueblos, have lower median incomes than the state as a whole. These differences are related in large part to the kinds of industries and employers there. Income inequality has worsened over time, and the Legislature has enacted few policies to address this issue.

Median Household Income—BY TRIBAL AREA (2016–2020)

LOCATION	MEDIAN INCOME	
United States	**$64,994**	
New Mexico	**$51,243**	
Acoma Pueblo	$51,397	
Cochiti Pueblo	$44,464	
Isleta Pueblo	$44,239	
Jemez Pueblo	$45,385	
Jicarilla Apache	$48,906	
Laguna Pueblo	$40,036	
Mescalero Apache	$36,129	
Nambe Pueblo	$35,568	
Navajo	$28,548	
Ohkay Owingeh Pueblo	$36,162	
Picuris Pueblo	$33,571	
Pojoaque Pueblo	$55,938	
Sandia Pueblo	$38,009	
San Felipe Pueblo	$41,833	
San Ildefonso Pueblo	$48,438	
Santa Ana Pueblo	$52,813	
Santa Clara Pueblo	$40,647	
Santo Domingo Pueblo	$36,540	
Taos Pueblo	$39,257	
Tesuque Pueblo	$45,000	
Zia Pueblo	$44,375	
Zuni Pueblo	$43,125	

Source: U.S. Census Bureau, American Community Survey, table B19013, 2016–2020

Median Household Income—BY COUNTY (2016–2020)

LOCATION	RANK	MEDIAN INCOME	
United States	—	**$64,994**	
New Mexico	—	**$51,243**	
Bernalillo County	6	$54,308	
Catron County	23	$36,607	
Chaves County	10	$46,254	
Cibola County	13	$44,731	
Colfax County	22	$36,937	
Curry County	8	$48,903	
De Baca County	31	$31,532	
Doña Ana County	15	$44,024	
Eddy County	3	$65,000	
Grant County	21	$37,453	
Guadalupe County	32	$31,061	
Harding County	28	$32,500	
Hidalgo County	14	$44,722	
Lea County	4	$61,867	
Lincoln County	12	$44,939	
Los Alamos County	1	$119,266	
Luna County	30	$32,251	
McKinley County	24	$36,179	
Mora County	33	$29,458	
Otero County	11	$45,032	
Quay County	26	$33,962	
Rio Arriba County	17	$42,264	
Roosevelt County	16	$42,917	
San Juan County	9	$47,643	
San Miguel County	29	$32,310	
Sandoval County	2	$65,071	
Santa Fe County	5	$60,668	
Sierra County	27	$33,873	
Socorro County	19	$40,297	
Taos County	18	$41,973	
Torrance County	20	$38,240	
Union County	25	$35,484	
Valencia County	7	$50,801	

Source: U.S. Census Bureau, American Community Survey, table B19013, 2016–2020

POLICY SOLUTIONS TO IMPROVE ECONOMIC WELL-BEING

EMPLOYMENT AND INCOME

▸ Reverse cuts that were made to unemployment insurance (UI) benefits for child dependents to help families during tough times or job transitions. Prior to 2011, those receiving UI benefits received a small additional benefit for each dependent child.

▸ Expand access to adult basic education and job training programs; expand career pathways programs with a focus on workers whose skills do not match those needed for good-paying jobs in order to boost their employability; and continue to fully fund the Opportunity Scholarship and expand eligibility so adults who already have a degree or certificate can re-skill to obtain higher paying jobs.

▸ Enact narrow, targeted economic development initiatives and require accountability for tax breaks to businesses 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.

▸ Provide funding to increase wages for child care workers and increase opportunities and funding for professional development.

▸ Increase the state's minimum wage and raise or eliminate the state's tipped minimum wage.

▸ Ensure that all workers have access to paid family medical leave, so they don't lose income to care for a newborn or a sick family member.

▸ Enact and enforce tougher policies to prevent wage theft.

ECONOMIC WELL-BEING
HOUSING COSTS

ABOUT THIS INDICATOR: A **high housing cost burden** is defined as a family or household having to spend 30% or more of their income on housing. This decreases the money available for purchasing food, health care, utilities, transportation, child care, and other necessities. While two of these indicators measure the shares of children living in these situations, the third indicator—Households Renting with a High Housing Cost Burden—measures the share of *all households* that are renting, whether children are present or not. A high housing cost burden can push families into substandard housing, which is more likely to be hazardous, in unsafe areas, or pose health risks (by having problems like radon, mold, or asbestos) for the families living in them. Substandard housing also tends to be in areas that lack public infrastructure such as parks and other green spaces, as well as grocery stores.

HOW NEW MEXICO FARES: New Mexico has consistently had a lower rate of children in families burdened by high housing costs compared to the nation, and this trend continues. In the 2022 national Data Book, New Mexico ranked 24th. Because of pandemic-related data collection issues, that ranking was based on 5-year data (2016–2020), which are not included here. In that data set, 27% of NM children lived in families with high housing cost burdens.

Children in Households with a High Housing Cost Burden—BY YEAR (2009–2019)
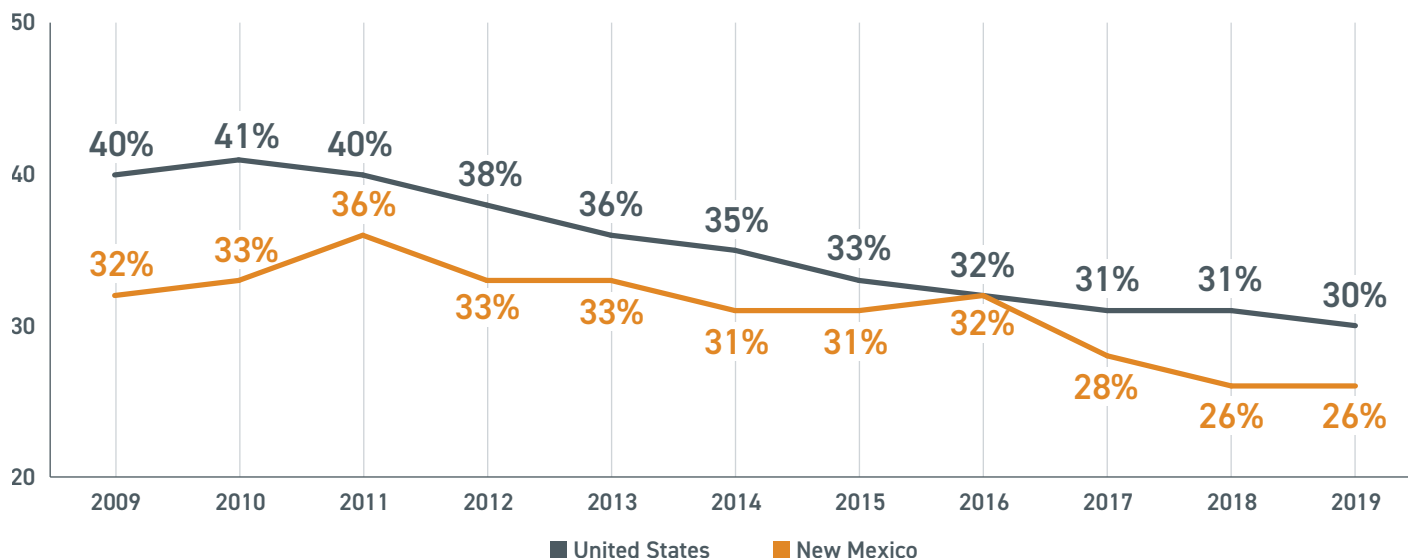
Year	United States	New Mexico
2009	40%	32%
2010	41%	33%
2011	40%	36%
2012	38%	33%
2013	36%	33%
2014	35%	31%
2015	33%	31%
2016	32%	32%
2017	31%	28%
2018	31%	26%
2019	30%	26%

■ United States ■ New Mexico

Source: Population Reference Bureau analysis of data from the U.S. Census Bureau, American Community Surveys, 2009–2019

Children in Households with a High Housing Cost Burden—BY RACE AND ETHNICITY (2016–2020)
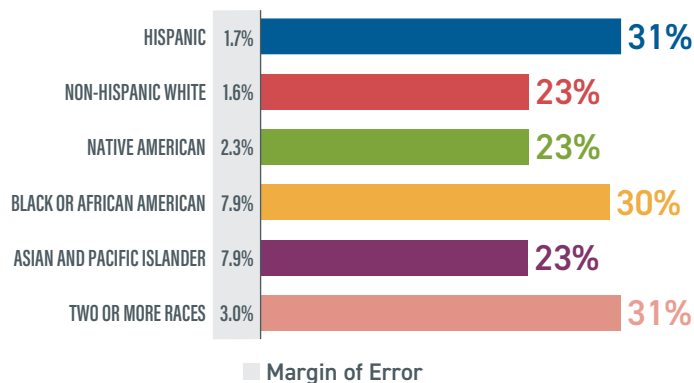
	MoE	Percent
HISPANIC	1.7%	**31%**
NON-HISPANIC WHITE	1.6%	**23%**
NATIVE AMERICAN	2.3%	**23%**
BLACK OR AFRICAN AMERICAN	7.9%	**30%**
ASIAN AND PACIFIC ISLANDER	7.9%	**23%**
TWO OR MORE RACES	3.0%	**31%**

☐ Margin of Error

Source: Population Reference Bureau analysis of data from the U.S. Census Bureau, American Community Survey Public Use Microdata Sample, 2016–2020 **Note:** Higher margins of error indicate less statistical reliability due to small sample sizes.

POLICY SOLUTIONS TO IMPROVE ECONOMIC WELL-BEING

HIGH HOUSING COSTS

▸ Increase funding for the Housing Trust Fund to expand affordable housing for low- and moderate-income families, providing more children with stable, safe homes.

▸ 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.

▸ Expand tenant protections to give tenants more time to access financial and legal resources and stay stably housed.

▸ 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.

Households Renting with High Housing Cost Burdens—BY COUNTY (2016–2020)

LOCATION	RANK	PERCENT
United States	—	**46%**
New Mexico	—	**43%**
Bernalillo County	30	48%
Catron County	1	11%
Chaves County	13	36%
Cibola County	7	29%
Colfax County	13	36%
Curry County	21	41%
De Baca County	27	43%
Doña Ana County	31	49%
Eddy County	6	25%
Grant County	21	41%
Guadalupe County	4	23%
Harding County	5	24%
Hidalgo County	7	29%
Lea County	12	34%
Lincoln County	13	36%
Los Alamos County	3	22%
Luna County	21	41%
McKinley County	7	29%
Mora County	11	33%
Otero County	26	42%
Quay County	13	36%
Rio Arriba County	10	30%
Roosevelt County	29	44%
San Juan County	19	38%
San Miguel County	21	41%
Sandoval County	27	43%
Santa Fe County	21	41%
Sierra County	19	38%
Socorro County	32	54%
Taos County	32	54%
Torrance County	13	36%
Union County	2	13%
Valencia County	18	37%

Source: U.S. Census Bureau, American Community Survey, table B25070, 2016–2020

ECONOMIC WELL-BEING
FOOD INSECURITY

ABOUT THIS INDICATOR: Food insecurity is defined as an economic and social condition of limited or uncertain access to adequate food. Rates of participation in **SNAP** (*Supplemental Nutrition Assistance Program*) represent the share of households receiving public benefits to mitigate food insecurity. SNAP usage is often considered a proxy for food insecurity. Because SNAP is "supplemental" it does not provide all the food a family needs over the course of the month so families receiving SNAP benefits may still be food insecure. Families experiencing food insecurity may rely on low-cost foods, which are generally highly processed and lacking in sufficient nutrients for growing children. Food insecurity leads to a number of health problems, including obesity and diabetes.

HOW NEW MEXICO FARES: New Mexico's high rates of child food insecurity and households receiving SNAP—both of which are higher than the national average—reflect our state's major challenges around hunger. As families continued to face economic difficulties in the wake of COVID-19, New Mexico saw an increase in the percentage of households receiving SNAP benefits from 2019 to 2021. The rates increased for all races and ethnicities except Asian households, which remained the same. Overall the increases in SNAP assistance were much greater for Hispanic, Black, and Native American households, who were more dramatically impacted by the pandemic.

Households Receiving SNAP Benefits—BY RACE AND ETHNICITY (2016-2020)

UNITED STATES	12%
NEW MEXICO	21%
HISPANIC	26%
NON-HISPANIC WHITE	13%
NATIVE AMERICAN	38%
BLACK OR AFRICAN AMERICAN	32%
ASIAN	14%
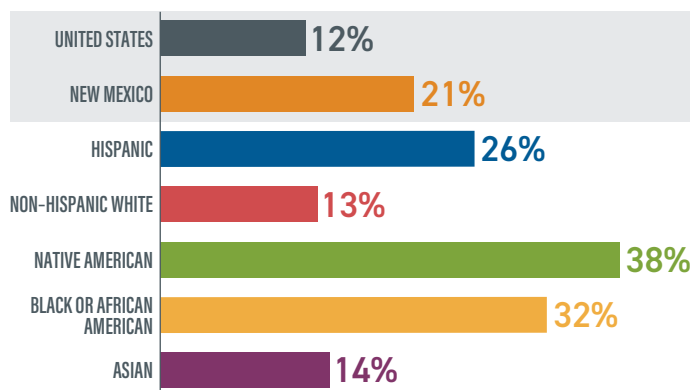
Source: U.S. Census Bureau, American Community Survey, 2021

Households Receiving SNAP Benefits—BY COUNTY (2016–2020)

LOCATION	RANK	PERCENT
United States	—	11%
New Mexico	—	17%
Bernalillo County	11	15%
Catron County	5	12%
Chaves County	23	22%
Cibola County	30	27%
Colfax County	23	22%
Curry County	18	19%
De Baca County	26	23%
Doña Ana County	26	23%
Eddy County	8	14%
Grant County	22	21%
Guadalupe County	16	18%
Harding County	1	3%
Hidalgo County	23	22%
Lea County	8	14%
Lincoln County	3	11%
Los Alamos County	1	3%
Luna County	26	23%
McKinley County	32	29%
Mora County	31	28%
Otero County	13	16%
Quay County	18	19%
Rio Arriba County	14	17%
Roosevelt County	26	23%
San Juan County	21	20%
San Miguel County	33	30%
Sandoval County	5	12%
Santa Fe County	3	11%
Sierra County	14	17%
Socorro County	11	15%
Taos County	8	14%
Torrance County	16	18%
Union County	7	13%
Valencia County	18	19%

Source: U.S. Census Bureau, American Community Survey, table DP03, 2016–2020

Child Food Insecurity—BY COUNTY (2020)

LOCATION	RANK	PERCENT
United States	—	16%
New Mexico	—	21%
Bernalillo County	6	20%
Catron County	28	29%
Chaves County	14	23%
Cibola County	24	27%
Colfax County	24	27%
Curry County	8	21%
De Baca County	2	15%
Doña Ana County	19	25%
Eddy County	4	19%
Grant County	28	29%
Guadalupe County	10	22%
Harding County	4	19%
Hidalgo County	10	22%
Lea County	8	21%
Lincoln County	14	23%
Los Alamos County	1	6%
Luna County	33	33%
McKinley County	32	30%
Mora County	19	25%
Otero County	16	24%
Quay County	28	29%
Rio Arriba County	10	22%
Roosevelt County	19	25%
San Juan County	16	24%
San Miguel County	26	28%
Sandoval County	3	18%
Santa Fe County	6	20%
Sierra County	28	29%
Socorro County	26	28%
Taos County	19	25%
Torrance County	16	24%
Union County	19	25%
Valencia County	10	22%

Source: Feeding America, Map the Meal Gap, Interactive Data, 2022

POLICY SOLUTIONS TO IMPROVE ECONOMIC WELL-BEING

FOOD INSECURITY

▶ Increase funding for New Mexico's Double Up Food Bucks program, which allows families to double their SNAP dollars at New Mexico farmers' markets, grocery stores, and farm stands.

▶ Provide adequate funding for a long-term plan to address food systems, sustainable farming, and hunger.

▶ Fund universal school meals so every student has access to free breakfast and lunch at school, improving each student's ability to focus and opportunity to succeed.
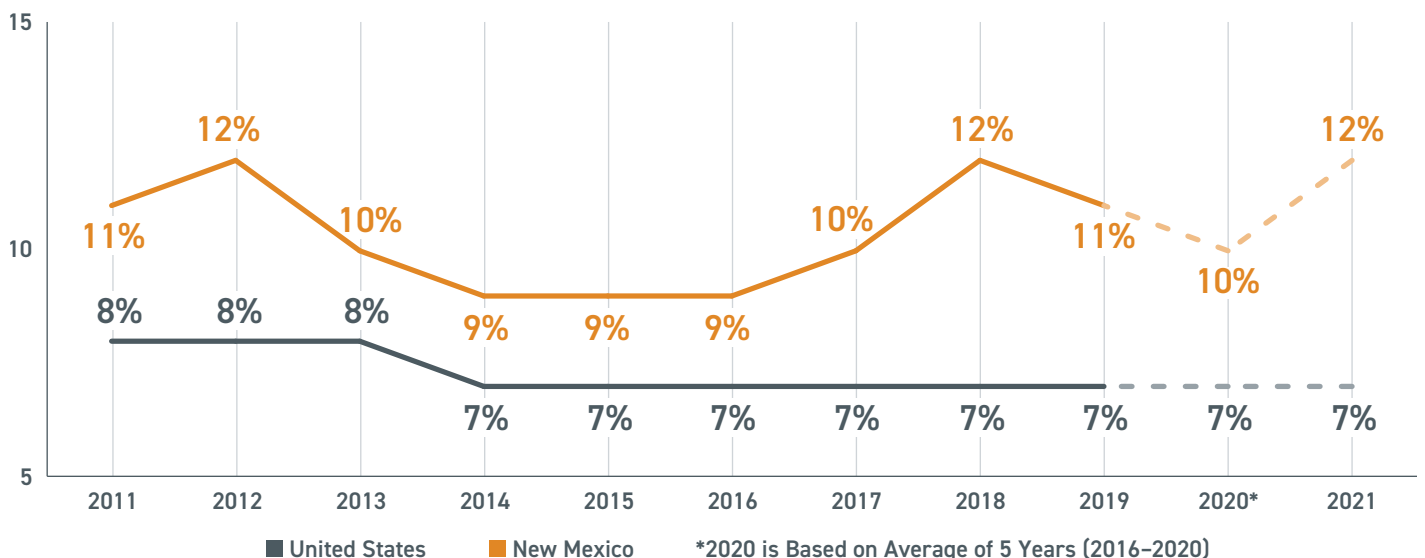
ECONOMIC WELL-BEING
DISCONNECTED YOUTH

ABOUT THIS INDICATOR: The term **disconnected youth** refers to teens (ages 16 to 19) who are neither in school nor working. Such teens are at a higher risk for poor health and economic outcomes as adults, have less access to comprehensive health care (including mental health services), and are more likely to miss out on the social and emotional supports that can increase their chances of economic success and improve overall well-being. Teens may be disconnected due to a lack of job prospects, the inability to pay for post-secondary education, or because they are caring for a family member who needs constant assistance, among other reasons.

HOW NEW MEXICO FARES: New Mexico's rank improved from 49th to 47th among the states in this indicator, based on an average of data from 2016–2020. However, the most recent data published after these rankings were released indicate a slight increase in the state's rate of teens not attending school and not working, which is likely a residual impact of young people struggling to re-engage as we learned to live with the pandemic in 2021.

Teens Not Attending School and Not Working—BY YEAR (2011–2021)

Legend: ■ United States ■ New Mexico *2020 is Based on Average of 5 Years (2016–2020)

United States values: 2011: 8%, 2012: 8%, 2013: 8%, 2014: 7%, 2015: 7%, 2016: 7%, 2017: 7%, 2018: 7%, 2019: 7%, 2020*: 7%, 2021: 7%

New Mexico values: 2011: 11%, 2012: 12%, 2013: 10%, 2014: 9%, 2015: 9%, 2016: 9%, 2017: 10%, 2018: 12%, 2019: 11%, 2020*: 10%, 2021: 12%

Source: U.S. Census Bureau, American Community Surveys, 2011–2021, 2016–2020 American Community Survey, table B14005 **Note:** The data for 2016–2020 are not comparable with data for other years as they are based on an average over 5 years. No comparable single year data are available for 2020 due to pandemic-related data collection challenges.

ABOUT THIS INDICATOR: Across the nation, youth of color are more likely to face the kinds of barriers that lead to being disconnected. This is particularly concerning in a state with such a high share of youth of color. In school, students of color are exposed to little culturally relevant material, are less frequently referred to gifted/talented, honors, or advanced placement courses, and are more often punished—and are punished more harshly—for exhibiting the same behaviors as white students. These factors contribute to higher dropout rates. And youth of color are less likely than are white youth to be interviewed and hired for jobs.

Teens Not Attending School and Not Working—
BY RACE AND ETHNICITY (2016–2020)
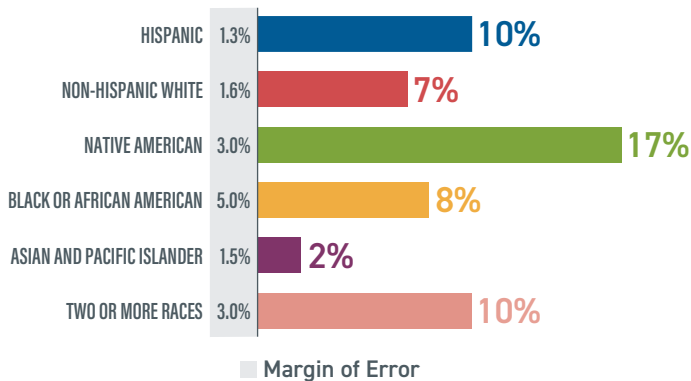
	Margin of Error	Percent
HISPANIC	1.3%	10%
NON-HISPANIC WHITE	1.6%	7%
NATIVE AMERICAN	3.0%	17%
BLACK OR AFRICAN AMERICAN	5.0%	8%
ASIAN AND PACIFIC ISLANDER	1.5%	2%
TWO OR MORE RACES	3.0%	10%

■ Margin of Error

Source: Population Reference Bureau analysis of data from the U.S. Census Bureau, American Community Survey Public Use Microdata Sample, 2016–2020 **Note:** Higher margins of error indicate less statistical reliability due to small sample sizes.

Teens Not Attending School and Not Working—
BY COUNTY (2016–2020)

LOCATION	RANK	PERCENT
United States	—	7%
New Mexico	—	10%
Bernalillo County	10	7%
Catron County	31	27%
Chaves County	8	6%
Cibola County	19	10%
Colfax County	6	4%
Curry County	27	16%
De Baca County	1	0%
Doña Ana County	11	8%
Eddy County	14	9%
Grant County	25	14%
Guadalupe County	1	0%
Harding County	1	0%
Hidalgo County	32	41%
Lea County	14	9%
Lincoln County	14	9%
Los Alamos County	1	0%
Luna County	28	22%
McKinley County	30	23%
Mora County	33	44%
Otero County	14	9%
Quay County	14	9%
Rio Arriba County	23	13%
Roosevelt County	11	8%
San Juan County	11	8%
San Miguel County	25	14%
Sandoval County	8	6%
Santa Fe County	20	11%
Sierra County	28	22%
Socorro County	6	4%
Taos County	20	11%
Torrance County	22	12%
Union County	1	0%
Valencia County	23	13%

Source: U.S. Census Bureau, American Community Survey, table B14005, 2016–2020

POLICY SOLUTIONS TO IMPROVE ECONOMIC WELL-BEING

DISCONNECTED YOUTH

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

▶ Provide support for vulnerable students (those who are: in the foster care system, experiencing homelessness, incarcerated, in need of special education, English language learners, etc.) who are at risk of dropping out.

▶ Support high school dropout recovery programs.

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

▶ Ensure that our LGBTQ+ students and faculty in our schools feel welcome and are fully supported.

▶ Ensure that schools and districts have inclusive anti-bullying policies and procedures and that they are being fully implemented.

▶ Support juvenile justice reforms that keep young offenders in community programs as an alternative to incarceration or detention.

▶ Prohibit life without the possibility of parole for juvenile offenders.

▶ Enact initiatives to lower the cost of college for those students for whom tuition and other costs put college credentials out of reach. These should include full funding of the Lottery and Opportunity Scholarships and the creation of need-based, flexible financial aid to cover additional costs of attendance beyond tuition.

▶ Work with businesses, nonprofits, government, school districts, and colleges to develop a state youth employment strategy using a career pathways approach to help identify and provide support for disconnected youth, create incentives, and link its funding to accountability and meaningful outcomes.
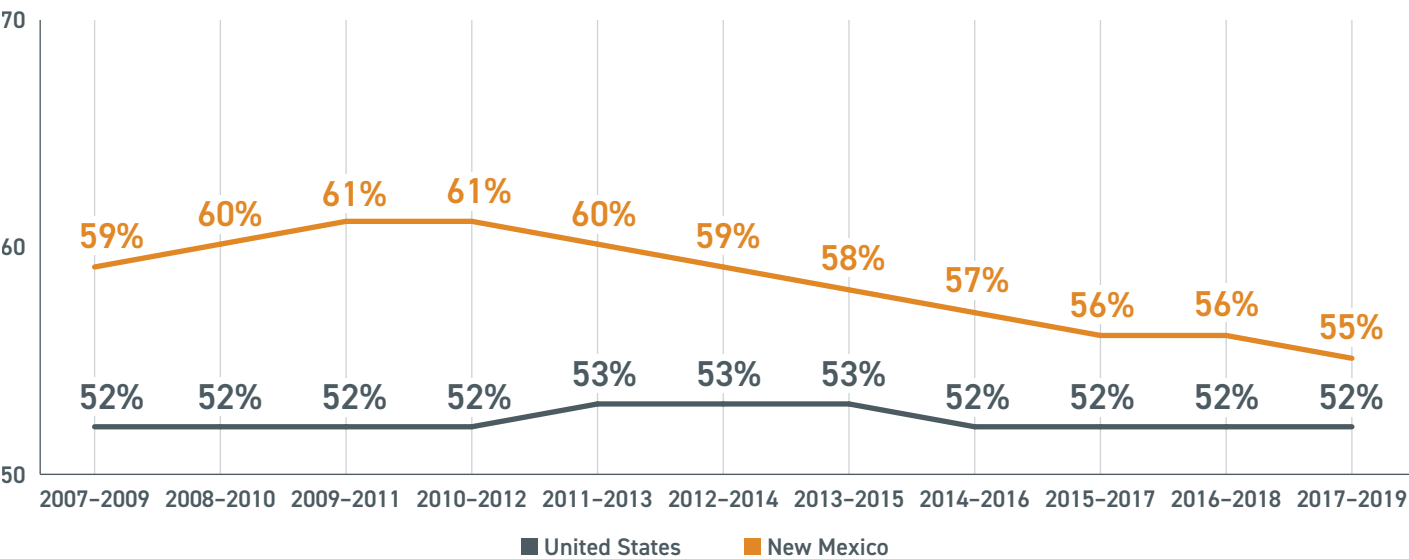
EDUCATION
ENROLLMENT

ABOUT THIS INDICATOR: In these graphics, **not in school** measures the percentage of young children (ages 3 and 4) who did not attend some form of child care that included educational experiences (including nursery school, preschool, Head Start, and pre-kindergarten). 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% 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 pre–K and child care, such as 4- or 5-STAR programs, lead to improved child well-being and are linked to significant long-term improvements for children and savings for states.
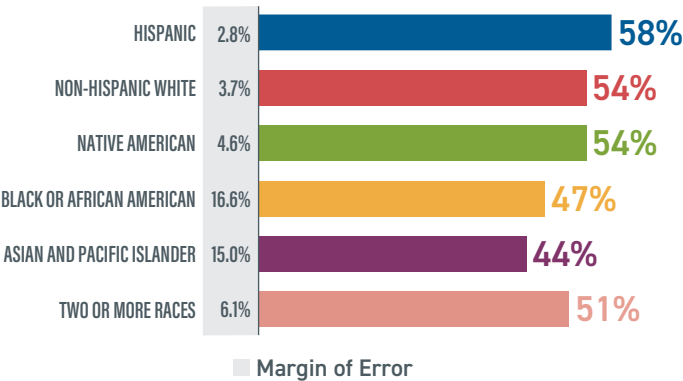
HOW NEW MEXICO FARES: Between 2018 and 2019, the number of young children not enrolled in school decreased slightly. However, New Mexico's 2022 ranking improved from 29th to 27th based on data from 2016–2020, which are not included in the line graph because they are not comparable to other years. Even with a slightly improved rank, the rate of young children not enrolled in school in New Mexico has not changed much over the long term and is actually only slightly better than it was in 2009. To address this, the state is continuing its planned rollout of the NM Pre–K program, and an influx of federal COVID-19 relief has allowed temporary funding increases for the Child Care Assistance program. This has allowed many more families to afford child care in a setting that is education-oriented. While this temporary federal funding has allowed lawmakers to improve the accessibility and affordability of early childhood care and education, these improvements will need to be sustained and made permanent after one-time federal money is spent in order to adequately address the pressing needs in this policy area.

Young Children Not in School—BY YEAR (2007–2019)

Year	United States	New Mexico
2007–2009	52%	59%
2008–2010	52%	60%
2009–2011	52%	61%
2010–2012	52%	61%
2011–2013	53%	60%
2012–2014	53%	59%
2013–2015	53%	58%
2014–2016	52%	57%
2015–2017	52%	56%
2016–2018	52%	56%
2017–2019	52%	55%

■ United States ■ New Mexico

Source: Population Reference Bureau analysis of data from the U.S. Census Bureau, American Community Survey, pooled estimates from 2007 to 2019
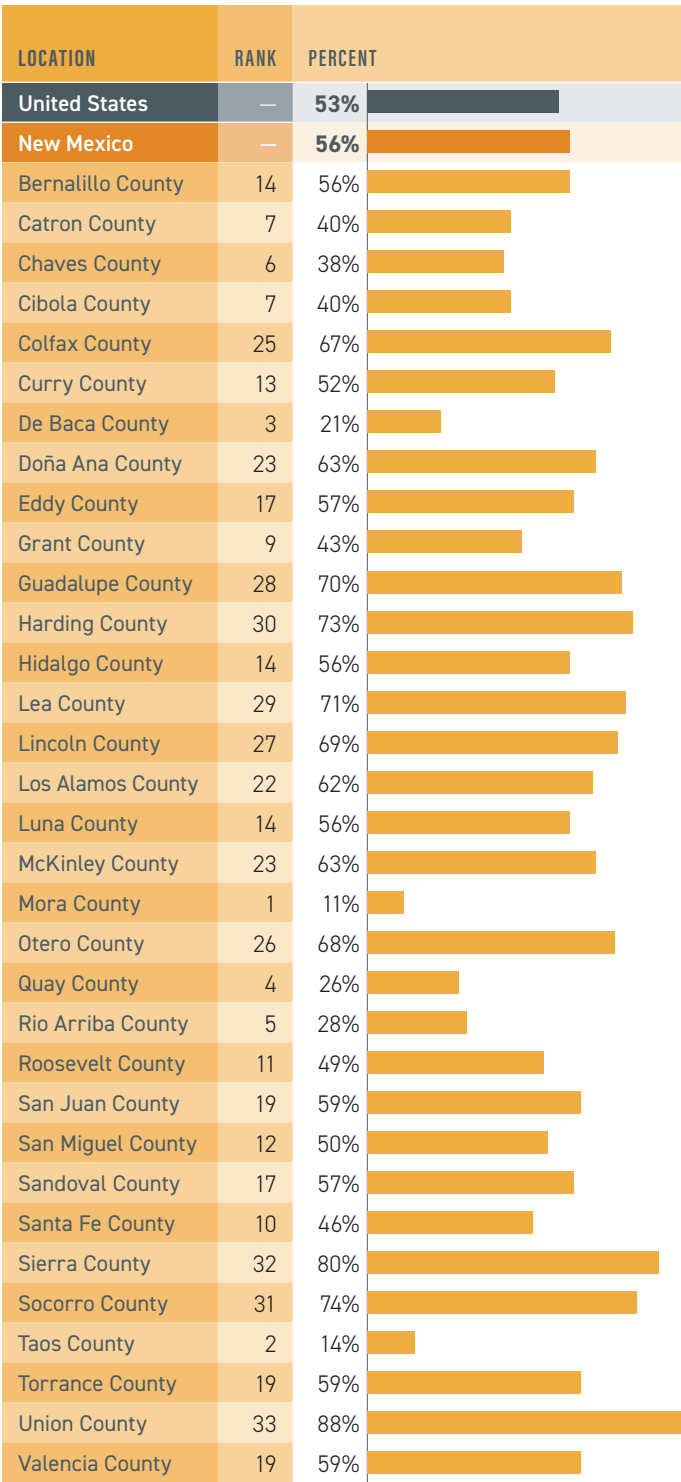
Young Children Not in School—BY RACE AND ETHNICITY (2016–2020)

	Margin of Error	Percent
HISPANIC	2.8%	**58%**
NON-HISPANIC WHITE	3.7%	**54%**
NATIVE AMERICAN	4.6%	**54%**
BLACK OR AFRICAN AMERICAN	16.6%	**47%**
ASIAN AND PACIFIC ISLANDER	15.0%	**44%**
TWO OR MORE RACES	6.1%	**51%**

■ Margin of Error

Source: Population Reference Bureau analysis of data from the U.S. Census Bureau, American Community Survey, 2016–2020 **Note:** Higher margins of error indicate less statistical reliability due to small sample sizes.

Young Children Not in School—BY COUNTY (2016–2020)

LOCATION	RANK	PERCENT
United States	—	**53%**
New Mexico	—	**56%**
Bernalillo County	14	56%
Catron County	7	40%
Chaves County	6	38%
Cibola County	7	40%
Colfax County	25	67%
Curry County	13	52%
De Baca County	3	21%
Doña Ana County	23	63%
Eddy County	17	57%
Grant County	9	43%
Guadalupe County	28	70%
Harding County	30	73%
Hidalgo County	14	56%
Lea County	29	71%
Lincoln County	27	69%
Los Alamos County	22	62%
Luna County	14	56%
McKinley County	23	63%
Mora County	1	11%
Otero County	26	68%
Quay County	4	26%
Rio Arriba County	5	28%
Roosevelt County	11	49%
San Juan County	19	59%
San Miguel County	12	50%
Sandoval County	17	57%
Santa Fe County	10	46%
Sierra County	32	80%
Socorro County	31	74%
Taos County	2	14%
Torrance County	19	59%
Union County	33	88%
Valencia County	19	59%

Source: U.S. Census Bureau, American Community Survey, 2016–2020, table B14003

ABOUT THIS INDICATOR: K–12 **enrollment** is the total number of students enrolled in all grades from kindergarten through high school, in public and charter schools. Students qualify for **free meals** if their families live at or below 130% of the federal poverty level (or FPL; $28,548 for a family of three in the 2021–2022 school year) and **reduced-price meals** if their families live at or below 185% of the FPL ($40,626 for a family of three). Many of these children are considered "food insecure," meaning they do not always get enough nutritious food. For some of these kids, the food they receive at school may be their only regular meals.

HOW NEW MEXICO FARES: Students who qualify for free or reduced-price meals are in families that are considered low-income, and they make up a large portion of the students in New Mexico. In fact, New Mexico has one of the highest rates (73%) in the nation of public school students who qualify for free or reduced-price meals.

Total Enrollment and Percentage of Students Eligible for Free or Reduced-Price Meals—
BY PUBLIC SCHOOL DISTRICT (2021–2022)

LOCATION	TOTAL STUDENT ENROLLMENT	PERCENT OF STUDENTS ELIGIBLE FOR FREE OR REDUCED-PRICE MEALS
New Mexico	**318,613**	**73%**
Alamogordo Public Schools	5,581	66%
Albuquerque Public Schools	82,329	70%
Animas Public Schools	165	30%
Artesia Public Schools	3,713	48%
Aztec Municipal Schools	2,563	65%
Belen Consolidated Schools	3,581	86%
Bernalillo Public Schools	2,865	87%
Bloomfield Municipal Schools	2,568	93%
Capitan Municipal Schools	469	59%
Carlsbad Municipal Schools	8,850	44%
Carrizozo Municipal Schools	152	72%
Central Consolidated Schools	4,997	94%
Chama Valley Independent Schools	375	74%
Cimarron Public Schools	404	59%
Clayton Public Schools	385	68%
Cloudcroft Municipal Schools	387	41%
Clovis Municipal Schools	7,850	71%
Cobre Consolidated Schools	1,082	84%
Corona Municipal Schools	73	81%
Cuba Independent Schools	669	99%
Deming Public Schools	5,357	97%
Des Moines Municipal Schools	97	34%
Dexter Consolidated Schools	794	77%
Dora Consolidated Schools	219	48%
Dulce Independent Schools	571	85%
Elida Municipal Schools	170	58%
Española Municipal Schools	3,095	90%
Estancia Municipal Schools	547	89%
Eunice Municipal Schools	744	61%
Farmington Municipal Schools	11,148	59%
Floyd Municipal Schools	224	82%
Fort Sumner Municipal Schools	260	70%
Gadsden Independent Schools	12,651	91%
Gallup-McKinley County Schools	12,206	93%
Grady Municipal Schools	176	77%
Grants-Cibola County Schools	3,296	89%
Hagerman Municipal Schools	374	75%
Hatch Valley Municipal Schools	1,215	100%

Total Enrollment and Percentage of Students Eligible for Free or Reduced-Price Meals—
BY PUBLIC SCHOOL DISTRICT (2021–2020)

TABLE CONTINUED

LOCATION	TOTAL STUDENT ENROLLMENT	PERCENT OF STUDENTS ELIGIBLE FOR FREE OR REDUCED-PRICE MEALS
Hobbs Municipal Schools	9,832	100%
Hondo Valley Public Schools	138	95%
House Municipal Schools	75	53%
Jal Public Schools	508	38%
Jemez Mountain Public Schools	181	80%
Jemez Valley Public Schools	367	88%
Lake Arthur Municipal Schools	125	100%
Las Cruces Public Schools	23,891	77%
Las Vegas City Public Schools	1,209	83%
Logan Municipal Schools	284	53%
Lordsburg Municipal Schools	455	92%
Los Alamos Public Schools	3,713	13%
Los Lunas Public Schools	8,214	71%
Loving Municipal Schools	623	66%
Lovington Public Schools	3,482	67%
Magdalena Municipal Schools	280	90%
Maxwell Municipal Schools	119	71%
Melrose Public Schools	267	46%
Mesa Vista Consolidated Schools	244	83%
Mora Independent Schools	412	86%
Moriarty Municipal Schools	2,290	56%
Mosquero Municipal Schools	95	45%
Mountainair Public Schools	222	95%
Pecos Independent Schools	505	76%
Peñasco Independent Schools	330	84%

LOCATION	TOTAL STUDENT ENROLLMENT	PERCENT
Pojoaque Valley Public Schools	1,750	60%
Portales Municipal Schools	2,661	65%
Quemado Independent Schools	162	68%
Questa Independent Schools	299	88%
Raton Public Schools	844	86%
Reserve Independent Schools	111	53%
Rio Rancho Public Schools	17,342	38%
Roswell Independent Schools	9,948	78%
Roy Municipal Schools	73	49%
Ruidoso Municipal Schools	1,830	79%
San Jon Municipal Schools	110	67%
Santa Fe Public Schools	12,063	65%
Santa Rosa Consolidated Schools	609	85%
Silver City Consolidated Schools	2,325	69%
Socorro Consolidated Schools	1,479	80%
Springer Municipal Schools	117	100%
Taos Municipal Schools	2,418	81%
Tatum Municipal Schools	310	54%
Texico Municipal Schools	555	39%
Truth or Consequences Schools	1,254	93%
Tucumcari Public Schools	891	94%
Tularosa Municipal Schools	813	85%
Vaughn Municipal Schools	57	95%
Wagon Mound Public Schools	80	95%
West Las Vegas Public Schools	1,537	96%
Zuni Public Schools	1,356	95%

Source: New Mexico Public Education Department, STARS Enrollment Data; retrieved November 2022; and "Free and Reduced-Price Lunch Eligibility Report" SY21-22; retrieved November 2022

POLICY SOLUTIONS TO IMPROVE EDUCATION OUTCOMES
ENROLLMENT

▸ High-quality child care is a vital part of the cradle-to-career educational continuum and, as such, the state should increase funding for and expand access to home visiting, child care assistance, and pre–K programs, including by using the new distribution from the state's Land Grant Permanent School Fund, continuing to use the Early Childhood Trust Fund for its original purpose of supporting early childhood education and care, and exploring new sources of General Fund revenue.

▸ 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 training, technical assistance, and retention incentives for early learning providers, including expansion of the current wage supplement pilot program to incentivize and adequately compensate for quality and to reduce turnover.

▸ Increase funding for the Family Infant Toddler (FIT) program, which helps families whose young children have special needs.

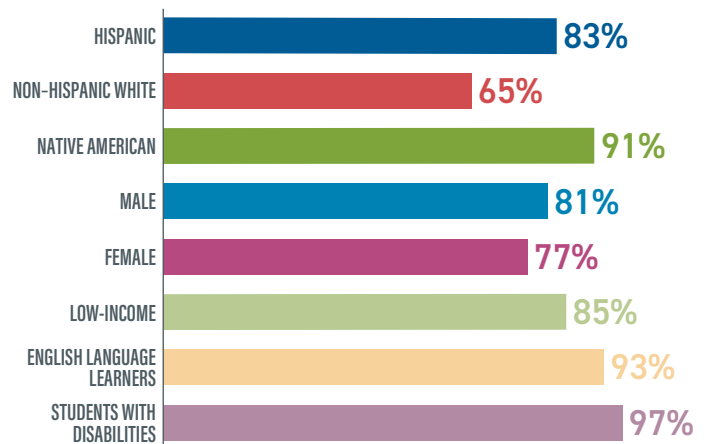# READING AND MATH PROFICIENCY

ABOUT THIS INDICATOR: These graphics measure the percentage of fourth graders who scored below proficient in reading as measured and defined by the National Assessment of Educational Progress (NAEP). These proficiencies are different from those of the New Mexico Measures of Student Success and Achievement (MSSA) series and other standardized tests. **Low-income** students in the bar chart are those students who are eligible for free or reduced-price school lunches.

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. 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.

HOW NEW MEXICO FARES: New Mexico ranked 50th in the nation in fourth grade reading proficiency before the 2022 National Assessment of Educational Progress (NAEP) scores were released. The state had been making progress in this indicator, but there was an increase in the rate of students reading below proficiency in 2019. This was followed by the significant impact of COVID-19 on reading proficiency nationally. Reading proficiency is a crucial element of scholastic success, but in New Mexico, 79% of our children are not proficient in reading by the fourth grade.
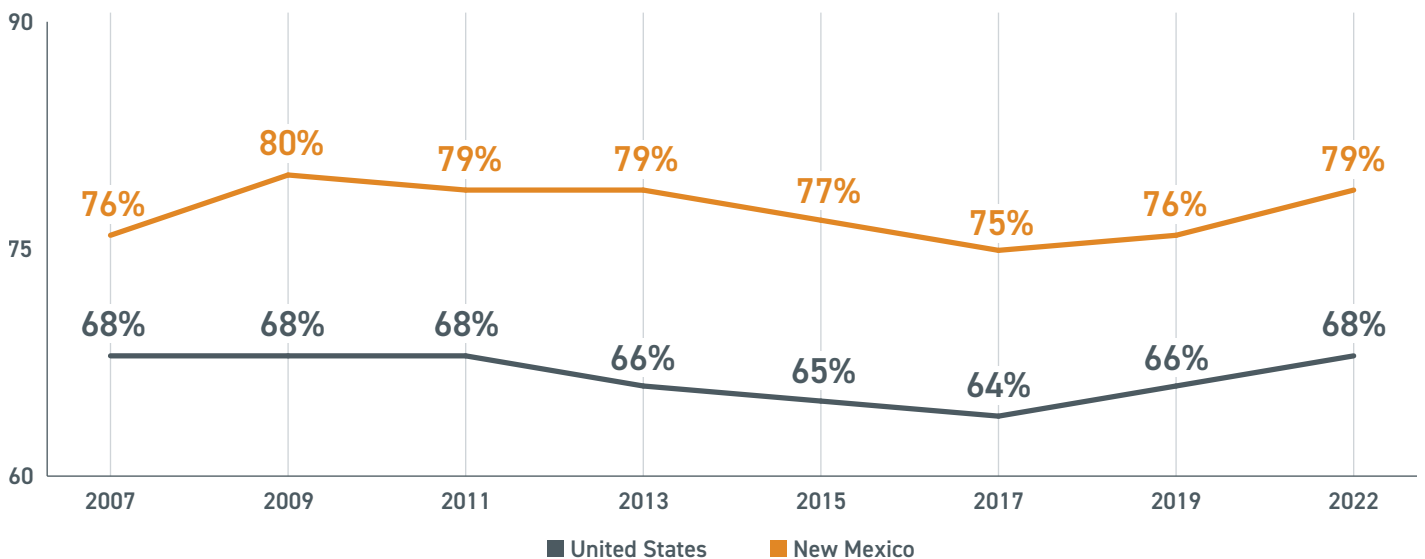
As has been the case in the past, boys, children of color, English language learners, students with disabilities, and children from families earning low incomes have proficiency rates that are below the state average in fourth grade reading.

Fourth Graders Scoring Below Proficient in Reading—BY RACE, ETHNICITY AND OTHER FACTORS (2022)

HISPANIC	83%
NON-HISPANIC WHITE	65%
NATIVE AMERICAN	91%
MALE	81%
FEMALE	77%
LOW-INCOME	85%
ENGLISH LANGUAGE LEARNERS	93%
STUDENTS WITH DISABILITIES	97%

Source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022

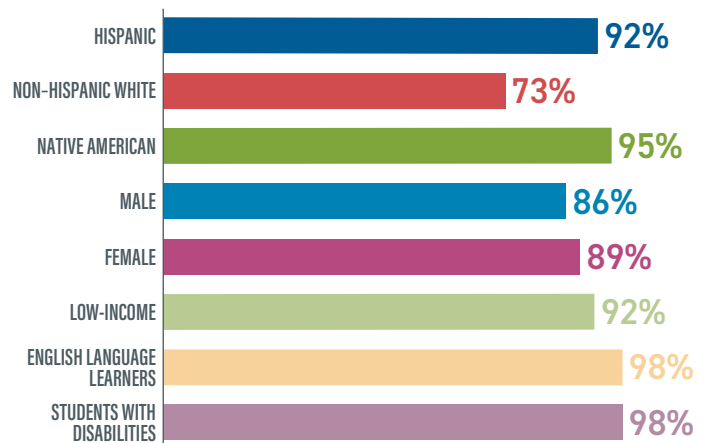## Fourth Graders Scoring Below Proficient in Reading—BY YEAR (2007–2022)

New Mexico: 2007: 76%, 2009: 80%, 2011: 79%, 2013: 79%, 2015: 77%, 2017: 75%, 2019: 76%, 2022: 79%

United States: 2007: 68%, 2009: 68%, 2011: 68%, 2013: 66%, 2015: 65%, 2017: 64%, 2019: 66%, 2022: 68%

■ United States ■ New Mexico

Source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022

ABOUT THIS INDICATOR: These graphics measure the percentage of eighth graders who scored below proficient in math as measured and defined by the National Assessment of Educational Progress (NAEP). These proficiencies are different from those of the New Mexico Measures of Student Success and Achievement (MSSA) series and other standardized tests. **Low-income** students in the bar chart are those students who are eligible for free or reduced-price school lunches.

Math proficiency by the eighth grade is necessary for students to do well in high school math courses and attend college. 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.
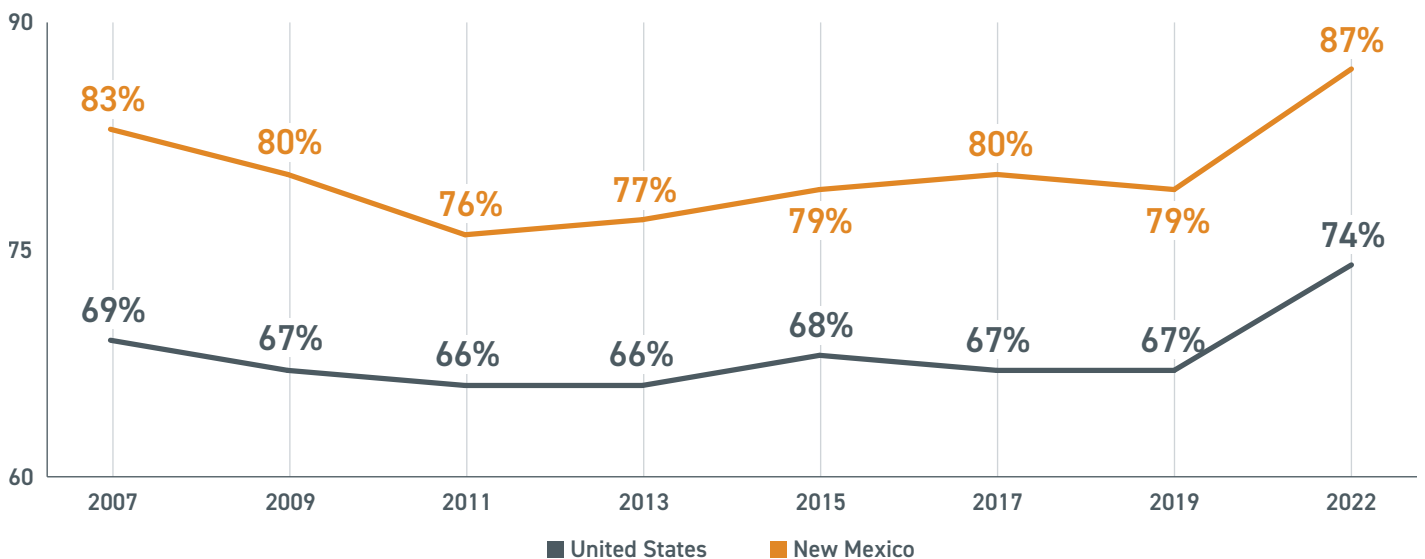
HOW NEW MEXICO FARES: New Mexico ranked 49th in eighth grade math proficiency before the 2022 National Assessment of Educational Progress (NAEP) scores were released. Due to the dramatic impact of the pandemic, math proficiency scores nationwide dropped at an alarming rate. Now, 87% of New Mexico eighth graders who are behind in math are likely to struggle in high school and college math courses.

Eighth Graders Scoring Below Proficient in Math—BY RACE, ETHNICITY AND OTHER FACTORS (2022)

HISPANIC	92%
NON-HISPANIC WHITE	73%
NATIVE AMERICAN	95%
MALE	86%
FEMALE	89%
LOW-INCOME	92%
ENGLISH LANGUAGE LEARNERS	98%
STUDENTS WITH DISABILITIES	98%

Source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022

Eighth Graders Scoring Below Proficient in Math—BY YEAR (2007-2022)

New Mexico: 2007: 83%, 2009: 80%, 2011: 76%, 2013: 77%, 2015: 79%, 2017: 80%, 2019: 79%, 2022: 87%

United States: 2007: 69%, 2009: 67%, 2011: 66%, 2013: 66%, 2015: 68%, 2017: 67%, 2019: 67%, 2022: 74%

■ United States   ■ New Mexico

Source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022

ABOUT THIS INDICATOR: The data published here from the spring of 2022 are the first year of results from New Mexico's Measures for Student Success and Achievement (MSSA) tests for grades third through eighth. These rates also include SAT scores for eleventh grade students and scores from alternative assessments. These results should not be compared with results from assessments used in past years, including results from the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment, the Skills Based Assessment (SBA) previously used by Public Education Department to measure proficiencies, the Transition Assessment in Math and English Arts (TAMELA) assessments, or the NAEP scores.

Students Proficient and Above in English Language Arts and Mathematics Assessments—
BY PUBLIC SCHOOL DISTRICT (2021–2022)

LOCATION	ENGLISH LANGUAGE ARTS	MATHEMATICS
New Mexico	34%	25%
Alamogordo Public Schools	36%	27%
Albuquerque Public Schools	36%	25%
Animas Public Schools	43%	21%
Artesia Public Schools	37%	31%
Aztec Municipal Schools	38%	22%
Belen Consolidated Schools	30%	26%
Bernalillo Public Schools	≥ 20%	≥ 20%
Bloomfield Municipal Schools	22%	≥ 20%
Capitan Municipal Schools	41%	27%
Carlsbad Municipal Schools	32%	23%
Carrizozo Municipal Schools	26%	≥ 20%
Central Consolidated Schools	≥ 20%	≥ 20%
Chama Valley Independent Schools	≥ 20%	≥ 20%
Cimarron Public Schools	42%	28%
Clayton Public Schools	45%	32%
Cloudcroft Municipal Schools	58%	43%
Clovis Municipal Schools	32%	23%
Cobre Consolidated Schools	28%	≥ 20%
Corona Municipal Schools	73%	64%
Cuba Independent Schools	≥ 20%	≥ 20%
Deming Public Schools	23%	≥ 20%
Des Moines Municipal Schools	67%	67%
Dexter Consolidated Schools	34%	≥ 20%
Dora Consolidated Schools	47%	49%
Dulce Independent Schools	≥ 20%	≥ 20%
Elida Municipal Schools	33%	23%
Española Municipal Schools	≥ 20%	≥ 20%
Estancia Municipal Schools	35%	34%
Eunice Municipal Schools	21%	≥ 20%
Farmington Municipal Schools	31%	25%
Floyd Municipal Schools	31%	≥ 20%
Fort Sumner Municipal Schools	39%	33%
Gadsden Independent Schools	29%	24%
Gallup-McKinley County Schools	22%	≥ 20%
Grady Municipal Schools	53%	48%
Grants-Cibola County Schools	25%	≥ 20%
Hagerman Municipal Schools	26%	22%
Hatch Valley Municipal Schools	26%	≥ 20%

Students Proficient and Above in English Language Arts and Mathematics Assessments—
BY PUBLIC SCHOOL DISTRICT (2021–2022)

TABLE CONTINUED

LOCATION	ENGLISH LANGUAGE ARTS	MATHEMATICS
Hobbs Municipal Schools	30%	23%
Hondo Valley Public Schools	25%	≥ 20%
House Municipal Schools	43%	33%
Jal Public Schools	27%	≥ 20%
Jemez Mountain Public Schools	≥ 20%	≥ 20%
Jemez Valley Public Schools	≥ 20%	≥ 20%
Lake Arthur Municipal Schools	46%	≥ 20%
Las Cruces Public Schools	33%	22%
Las Vegas City Public Schools	31%	≥ 20%
Logan Municipal Schools	52%	36%
Lordsburg Municipal Schools	27%	≥ 20%
Los Alamos Public Schools	67%	60%
Los Lunas Public Schools	34%	28%
Loving Municipal Schools	33%	25%
Lovington Public Schools	28%	22%
Magdalena Municipal Schools	34%	26%
Maxwell Municipal Schools	46%	38%
Melrose Public Schools	42%	33%
Mesa Vista Consolidated Schools	24%	≥ 20%
Mora Independent Schools	≥ 20%	≥ 20%
Moriarty Municipal Schools	42%	25%
Mosquero Municipal Schools	43%	29%
Mountainair Public Schools	26%	≥ 20%
Pecos Independent Schools	23%	≥ 20%
Peñasco Independent Schools	29%	≥ 20%
Pojoaque Valley Public Schools	31%	≥ 20%
Portales Municipal Schools	35%	29%

LOCATION	ENGLISH LANGUAGE ARTS	MATHEMATICS
Quemado Independent Schools	56%	29%
Questa Independent Schools	28%	≥ 20%
Raton Public Schools	33%	≥ 20%
Reserve Independent Schools	40%	28%
Rio Rancho Public Schools	45%	37%
Roswell Independent Schools	32%	22%
Roy Municipal Schools	61%	69%
Ruidoso Municipal Schools	35%	22%
San Jon Municipal Schools	33%	27%
Santa Fe Public Schools	33%	23%
Santa Rosa Consolidated Schools	43%	23%
Silver City Consolidated Schools	37%	29%
Socorro Consolidated Schools	29%	21%
Springer Municipal Schools	38%	≥ 20%
Taos Municipal Schools	38%	22%
Tatum Municipal Schools	43%	30%
Texico Municipal Schools	54%	46%
Truth or Consequences Schools	30%	21%
Tucumcari Public Schools	30%	21%
Tularosa Municipal Schools	26%	≥ 20%
Vaughn Municipal Schools	24%	24%
Wagon Mound Public Schools	28%	23%
West Las Vegas Public Schools	28%	≥ 20%
Zuni Public Schools	≥ 20%	≥ 20%

Source: New Mexico Public Education Department, "Achievement Data," All Valid Assessments by Entity and Student Group, SY 2021-22; retrieved November 2022 from https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/
Notes: These proficiencies reflect new tests adopted by New Mexico in 2020 so they are not comparable to any year prior to SY 2020-21. These outcomes reflect: NM-MSSA (grades 3-8), SAT (high school), DLM (alternative assessment), and SBA Spanish (high school).

POLICY SOLUTIONS TO IMPROVE EDUCATION OUTCOMES

READING AND MATH PROFICIENCY

▸ Increase the availability of reading coaches and support evidence-based reading initiatives.

▸ Provide math coaches and professional development for math teachers.

▸ Increase K–12 per-pupil funding to provide resources for learning needs, mitigate the problems associated with poverty, and help schools decrease overcrowding in classrooms—particularly for students in high-poverty areas. This could be done by increasing or restructuring the at-risk factor in New Mexico's state equalization guarantee (SEG) education funding formula or extending the Family Income Index program.

▸ Increase required instructional hours so more low-income students have the additional quality instructional time they need to bring them up to grade level.

▸ Expand quality before- and after-school mentorship and tutoring programs to provide added academic assistance to those students who are not performing well, are from families earning low incomes, or whose parents may not be able to help them with their homework.

▸ Further increase compensation for teachers, principals, and support staff, and increase postsecondary scholarships for educator training programs to improve recruitment and retention of a highly effective and diverse education workforce.

▸ Leverage federal relief money at the district level to increase access to reading and math coaches, quality mentorship programs, targeted tutoring programs, attendance improvement efforts, and other evidence-based interventions to help students thrive academically after facing incredible challenges—at home and in school—throughout the pandemic.

EDUCATION
ATTENDANCE

ABOUT THIS INDICATOR: Chronically absent is defined as a student who has missed 10% or more of classes or school days within a school year for any reason. **Dropout** refers to a student who 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 (such as having transferred). 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 dropout rate. In addition, unlike on-time graduation rates, dropout rates are calculated each year.

HOW NEW MEXICO FARES: Student rates of chronic absenteeism increased dramatically from 27% in the 2020–2021 school year to 40% in 2021–2022 when all New Mexico schools were fully back to in-person learning, even though the 2020–2021 school year experienced more direct impacts due to the pandemic. It is likely that this significant increase in chronically absent students reflects the tremendous traumas and economic challenges families continued to face even as many of our daily experiences became less affected by COVID-19.

Chronic Absentee (2021–2022) and Dropout (2019–2020) Rates—BY PUBLIC SCHOOL DISTRICT

LOCATION	PERCENT OF STUDENTS CHRONICALLY ABSENT	STUDENT DROPOUT RATE
New Mexico	**40%**	**3%**
Alamogordo Public Schools	37%	2%
Albuquerque Public Schools	46%	3%
Animas Public Schools	59%	0%
Artesia Public Schools	41%	2%
Aztec Municipal Schools	31%	3%
Belen Consolidated Schools	66%	3%
Bernalillo Public Schools	50%	8%
Bloomfield Municipal Schools	40%	2%
Capitan Municipal Schools	21%	1%
Carlsbad Municipal Schools	23%	3%
Carrizozo Municipal Schools	25%	0%
Central Consolidated Schools	43%	4%
Chama Valley Independent Schools	10%	2%
Cimarron Public Schools	11%	1%
Clayton Public Schools	45%	3%
Cloudcroft Municipal Schools	31%	1%
Clovis Municipal Schools	41%	3%
Cobre Consolidated Schools	30%	2%
Corona Municipal Schools	4%	3%
Cuba Independent Schools	92%	1%
Deming Public Schools	68%	3%
Des Moines Municipal Schools	8%	0%
Dexter Consolidated Schools	16%	3%
Dora Consolidated Schools	29%	0%
Dulce Independent Schools	37%	6%
Elida Municipal Schools	30%	0%
Española Municipal Schools	66%	5%
Estancia Municipal Schools	18%	3%
Eunice Municipal Schools	22%	1%
Farmington Municipal Schools	34%	3%
Floyd Municipal Schools	51%	0%
Fort Sumner Municipal Schools	30%	7%
Gadsden Independent Schools	31%	2%
Gallup-McKinley County Schools	65%	3%
Grady Municipal Schools	22%	0%
Grants-Cibola County Schools	41%	4%
Hagerman Municipal Schools	40%	2%
Hatch Valley Municipal Schools	29%	3%

Chronic Absentee (2021-2022) and Dropout (2019-2020) Rates—BY PUBLIC SCHOOL DISTRICT

TABLE CONTINUED

LOCATION	PERCENT OF STUDENTS CHRONICALLY ABSENT	STUDENT DROPOUT RATE
Hobbs Municipal Schools	40%	2%
Hondo Valley Public Schools	37%	1%
House Municipal Schools	23%	20%
Jal Public Schools	33%	1%
Jemez Mountain Public Schools	45%	1%
Jemez Valley Public Schools	37%	1%
Lake Arthur Municipal Schools	28%	0%
Las Cruces Public Schools	38%	1%
Las Vegas City Public Schools	24%	3%
Logan Municipal Schools	14%	4%
Lordsburg Municipal Schools	36%	2%
Los Alamos Public Schools	23%	1%
Los Lunas Public Schools	35%	3%
Loving Municipal Schools	17%	3%
Lovington Public Schools	16%	2%
Magdalena Municipal Schools	44%	2%
Maxwell Municipal Schools	48%	0%
Melrose Public Schools	10%	2%
Mesa Vista Consolidated Schools	52%	4%
Mora Independent Schools	26%	0%
Moriarty Municipal Schools	42%	0%
Mosquero Municipal Schools	15%	2%
Mountainair Public Schools	46%	1%
Pecos Independent Schools	41%	1%
Peñasco Independent Schools	45%	1%
Pojoaque Valley Public Schools	65%	3%
Portales Municipal Schools	23%	2%

LOCATION	PERCENT OF STUDENTS CHRONICALLY ABSENT	STUDENT DROPOUT RATE
Quemado Independent Schools	47%	10%
Questa Independent Schools	31%	6%
Raton Public Schools	52%	0%
Reserve Independent Schools	33%	0%
Rio Rancho Public Schools	24%	1%
Roswell Independent Schools	49%	4%
Roy Municipal Schools	13%	0%
Ruidoso Municipal Schools	45%	1%
San Jon Municipal Schools	19%	0%
Santa Fe Public Schools	51%	2%
Santa Rosa Consolidated Schools	47%	2%
Silver City Consolidated Schools	42%	1%
Socorro Consolidated Schools	55%	15%
Springer Municipal Schools	7%	2%
Taos Municipal Schools	45%	4%
Tatum Municipal Schools	22%	0%
Texico Municipal Schools	14%	0%
Truth or Consequences Schools	53%	2%
Tucumcari Public Schools	44%	1%
Tularosa Municipal Schools	29%	3%
Vaughn Municipal Schools	24%	4%
Wagon Mound Public Schools	10%	0%
West Las Vegas Public Schools	16%	5%
Zuni Public Schools	62%	3%

Source: New Mexico Public Education Department, "Annual State, Districts and Schools Attendance Report" dashboard; retrieved November 2022; and "2020–2021 Dropout Final Rates," custom data request; received October 2021; Source for chronically absent definition: Title 6 Primary and Secondary Education, Chapter 10 Public School Administration - Procedural Requirements, Part 8 Compulsory School Attendance

POLICY SOLUTIONS TO IMPROVE EDUCATION OUTCOMES

ATTENDANCE

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

▸ Ensure funding support for and expand the number of community schools, which provide students with services—including school-based health centers, quality before- and after-school programming, service learning, and classes for parents—that are shown to improve academic performance.

▸ Ensure adequate transportation so students have safe and timely ways to get to and from school.

▸ Ensure that our LGBTQ+ students and faculty in our schools feel welcome and are fully supported.

▸ Ensure that schools and districts have inclusive anti-bullying policies and procedures and that they are being fully implemented.
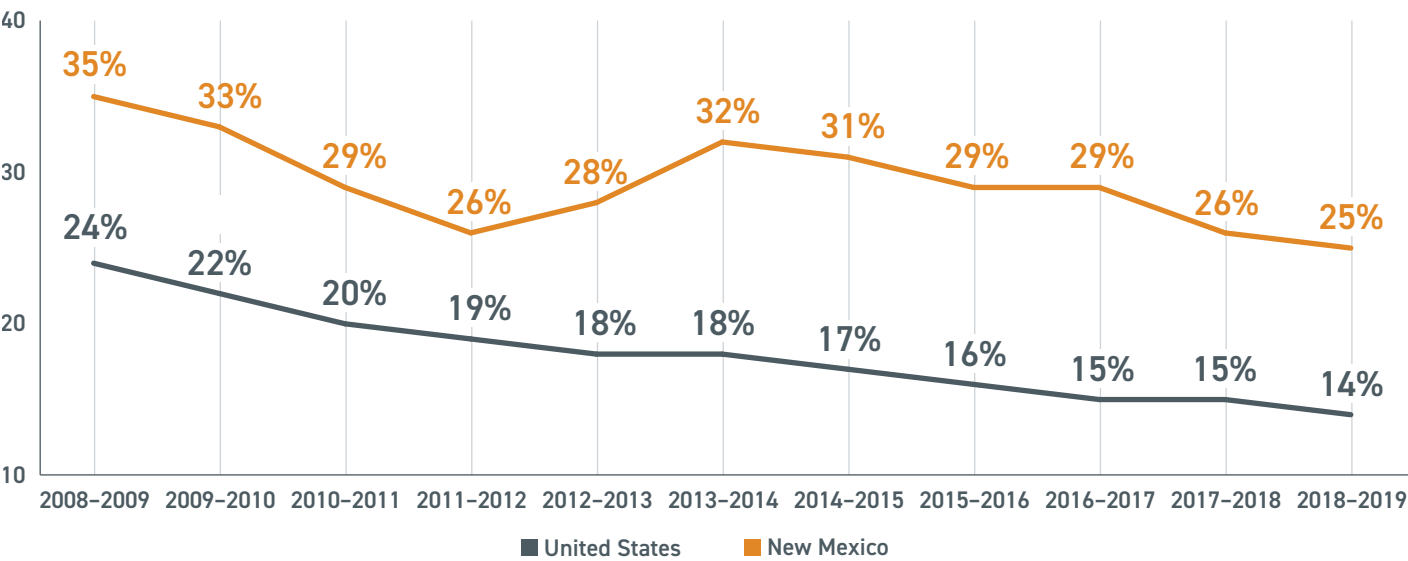
EDUCATION
HIGH SCHOOL GRADUATION

ABOUT THIS INDICATOR: **Not graduating on time** refers to the percentage of the members of a freshmen class who have not graduated after four years' time. These students may, however, go on the graduate after taking summer school or may earn an equivalent diploma (such as the GED), but their numbers will not be included in the graduation rate as that measures only students graduating within four years.

HOW NEW MEXICO FARES: One quarter of New Mexico's high schoolers do not graduate on time. This rate is significantly worse than the national average of 14%. For the seventh year in a row, New Mexico is ranked 50th among the states on this indicator. Though New Mexico continues to rank very poorly on this measure, the state has made improvements over the long term—from 35% of students not graduating on time in 2009 to 25% not graduating on time in 2019. The biggest improvements in this indicator over that time period were seen among Native American and Hispanic students.

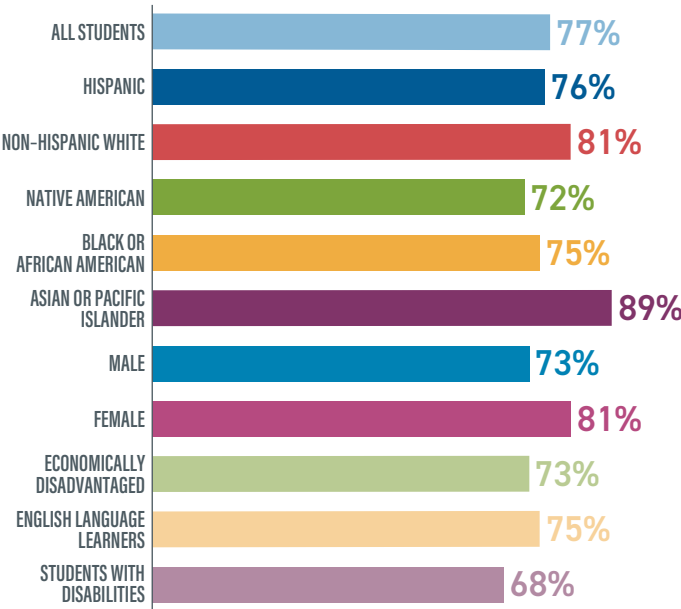## High School Students Not Graduating on Time—BY YEAR (2008–2019)

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

ABOUT THIS INDICATOR: The **graduation rate** is the percentage of students who graduate in four years, so this measure does not include students who may graduate after a session of summer school or who earn an equivalent diploma. A student is considered **economically disadvantaged** if they qualify for free or reduced-priced meals. **English language learners** are students who are not proficient in English and generally come from a household where English is not spoken. **Students with disabilities** are those who need special education and related services because they: have been evaluated as having an intellectual disability, a specific learning disability, a serious emotional disturbance, or autism; are deaf or hard of hearing, blind or visually impaired; have a speech or language impairment, an orthopedic impairment, a traumatic brain injury, another health impairment, or multiple disabilities. Students with disabilities can face the greatest barriers to graduating on time but their needs have received the least legislative action.

HOW NEW MEXICO FARES: Just over three-quarters (77%) of New Mexico's high school students graduate in four years, with graduation rates lower among students who are economically disadvantaged, English language learners, and have disabilities, as well as students who are Hispanic, Native American, and Black. Graduation rates in New Mexico are best among Asian high schoolers, and girls graduate on time at a much higher rate than do boys. When comparing the school year ending in 2020 with the one ending in 2021, the overall graduation rate improved slightly for Black and Asian students, economically disadvantaged students, and students with disabilities. English language learners saw a very slight decline of one percentage point.

HOW TO READ THESE GRAPHICS: "While 77% of all New Mexico high school students graduate in four years, just 73% of students who are economically disadvantaged graduate in four years."

High School Graduation Rates—BY RACE, ETHNICITY, AND OTHER FACTORS (2021)

Category	Rate
ALL STUDENTS	77%
HISPANIC	76%
NON-HISPANIC WHITE	81%
NATIVE AMERICAN	72%
BLACK OR AFRICAN AMERICAN	75%
ASIAN OR PACIFIC ISLANDER	89%
MALE	73%
FEMALE	81%
ECONOMICALLY DISADVANTAGED	73%
ENGLISH LANGUAGE LEARNERS	75%
STUDENTS WITH DISABILITIES	68%

Source: NM Public Education Department, 4-Year Cohort Graduation Rates, 2021

High School Graduation Rates—BY SELECT STATUS AND PUBLIC SCHOOL DISTRICT (2020–2021)

LOCATION	PERCENT OF STUDENTS WHO GRADUATE IN FOUR YEARS			
	ALL STUDENTS	ECONOMICALLY DISADVANTAGED STUDENTS	ENGLISH LANGUAGE LEARNERS	STUDENTS WITH DISABILITIES
New Mexico	77%	73%	75%	68%
Alamogordo Public Schools	79%	66%	86%	71%
Albuquerque Public Schools	76%	69%	71%	69%
Animas Public Schools	82%	83%	53%	53%
Artesia Public Schools	79%	63%	80%	74%
Aztec Municipal Schools	73%	65%	79%	69%
Belen Consolidated Schools	75%	75%	73%	67%
Bernalillo Public Schools	72%	72%	79%	64%
Bloomfield Municipal Schools	84%	85%	82%	75%
Capitan Municipal Schools	75%	62%	N/A	52%
Carlsbad Municipal Schools	67%	62%	67%	52%
Carrizozo Municipal Schools	92%	91%	N/A	≤ 5%
Central Consolidated Schools	70%	70%	64%	65%
Chama Valley Independent Schools	83%	85%	76%	65%
Cimarron Public Schools	91%	93%	79%	≥ 95%
Clayton Public Schools	75%	47%	61%	42%
Cloudcroft Municipal Schools	≥ 95%	≥ 95%	≤ 5%	90%
Clovis Municipal Schools	78%	65%	73%	62%
Cobre Consolidated Schools	87%	90%	91%	68%
Corona Municipal Schools	94%	94%	N/A	≤ 5%
Cuba Independent Schools	≥ 95%	≥ 95%	≥ 95%	≥ 95%
Deming Public Schools	72%	72%	70%	74%
Des Moines Municipal Schools	≥ 95%	≥ 95%	N/A	≥ 95%
Dexter Consolidated Schools	83%	83%	82%	72%
Dora Consolidated Schools	92%	61%	≤ 5%	≥ 95%
Dulce Independent Schools	28%	28%	15%	78%
Elida Municipal Schools	89%	≥ 95%	N/A	N/A
Española Municipal Schools	76%	76%	80%	74%
Estancia Municipal Schools	86%	86%	72%	79%
Eunice Municipal Schools	68%	61%	62%	76%
Farmington Municipal Schools	79%	66%	78%	69%
Floyd Municipal Schools	93%	90%	≥ 95%	≥ 95%
Fort Sumner Municipal Schools	91%	91%	≥ 95%	60%
Gadsden Independent Schools	83%	84%	83%	73%
Gallup-McKinley County Schools	77%	77%	75%	64%
Grady Municipal Schools	≥ 95%	≥ 95%	N/A	≥ 95%
Grants-Cibola County Schools	72%	73%	67%	88%
Hagerman Municipal Schools	64%	67%	41%	≥ 95%
Hatch Valley Municipal Schools	84%	84%	83%	79%

High School Graduation Rates—BY SELECT STATUS AND PUBLIC SCHOOL DISTRICT (2020–2021)

TABLE CONTINUED

LOCATION	PERCENT OF STUDENTS WHO GRADUATE IN FOUR YEARS			
	ALL STUDENTS	ECONOMICALLY DISADVANTAGED STUDENTS	ENGLISH LANGUAGE LEARNERS	STUDENTS WITH DISABILITIES
Hobbs Municipal Schools	84%	87%	87%	75%
Hondo Valley Public Schools	60%	60%	56%	70%
House Municipal Schools	40%	36%	N/A	63%
Jal Public Schools	73%	82%	≥ 95%	≥ 95%
Jemez Mountain Public Schools	79%	81%	77%	88%
Jemez Valley Public Schools	86%	89%	88%	≥ 95%
Lake Arthur Municipal Schools	88%	≥ 95%	93%	≥ 95%
Las Cruces Public Schools	81%	70%	80%	73%
Las Vegas City Public Schools	83%	85%	84%	68%
Logan Municipal Schools	68%	60%	≤ 5%	51%
Lordsburg Municipal Schools	77%	78%	92%	76%
Los Alamos Public Schools	92%	81%	83%	80%
Los Lunas Public Schools	79%	74%	78%	61%
Loving Municipal Schools	62%	61%	45%	62%
Lovington Public Schools	79%	81%	81%	79%
Magdalena Municipal Schools	79%	79%	61%	78%
Maxwell Municipal Schools	90%	89%	≥ 95%	≤ 5%
Melrose Public Schools	≥ 95%	≥ 95%	N/A	≥ 95%
Mesa Vista Consolidated Schools	76%	76%	61%	≥ 95%
Mora Independent Schools	86%	86%	50%	75%
Moriarty Municipal Schools	82%	73%	87%	66%
Mosquero Municipal Schools	≥ 95%	≥ 95%	N/A	≥ 95%
Mountainair Public Schools	92%	≥ 95%	≥ 95%	≥ 95%
Pecos Independent Schools	67%	70%	59%	33%
Peñasco Independent Schools	77%	78%	45%	64%
Pojoaque Valley Public Schools	78%	71%	72%	69%
Portales Municipal Schools	82%	77%	83%	80%
Quemado Independent Schools	80%	90%	N/A	N/A
Questa Independent Schools	74%	73%	≥ 95%	62%
Raton Public Schools	75%	79%	34%	40%
Reserve Independent Schools	89%	20%	N/A	≥ 95%
Rio Rancho Public Schools	87%	75%	82%	74%
Roswell Independent Schools	67%	57%	71%	57%
Roy Municipal Schools	73%	≤ 5%	N/A	N/A
Ruidoso Municipal Schools	90%	93%	≥ 95%	94%
San Jon Municipal Schools	91%	≥ 95%	N/A	72%
Santa Fe Public Schools	84%	81%	78%	75%
Santa Rosa Consolidated Schools	79%	81%	67%	71%

High School Graduation Rates—BY SELECT STATUS AND PUBLIC SCHOOL DISTRICT (2020–2021)

TABLE CONTINUED

LOCATION	PERCENT OF STUDENTS WHO GRADUATE IN FOUR YEARS			
	ALL STUDENTS	ECONOMICALLY DISADVANTAGED STUDENTS	ENGLISH LANGUAGE LEARNERS	STUDENTS WITH DISABILITIES
Silver City Consolidated Schools	82%	73%	89%	64%
Socorro Consolidated Schools	78%	79%	44%	61%
Springer Municipal Schools	≥ 95%	≥ 95%	≥ 95%	≥ 95%
Taos Municipal Schools	69%	71%	60%	70%
Tatum Municipal Schools	≥ 95%	≥ 95%	≥ 95%	≥ 95%
Texico Municipal Schools	94%	81%	≥ 95%	73%
Truth or Consequences Schools	81%	82%	85%	76%
Tucumcari Public Schools	72%	73%	83%	87%
Tularosa Municipal Schools	70%	71%	≥ 95%	59%
Vaughn Municipal Schools	≥ 95%	≥ 95%	N/A	N/A
Wagon Mound Public Schools	≥ 95%	≥ 95%	≥ 95%	N/A
West Las Vegas Public Schools	72%	73%	60%	26%
Zuni Public Schools	79%	79%	85%	88%

Source: New Mexico Public Education Department, Graduation Data, "Cohort of 2021 4-Year Graduation Rates"; retrieved November, 2022 from https://webnew.ped.state.nm.us/bureaus/accountability/graduation/

POLICY SOLUTIONS TO IMPROVE EDUCATION OUTCOMES

HIGH SCHOOL GRADUATION

▶ Ensure adequate funding for the development of culturally responsive curricula.

▶ Provide more school academic counselors, behavioral health counselors, nurses, social workers, and psychologists and ensure that more schools have access to these professionals.

▶ 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.

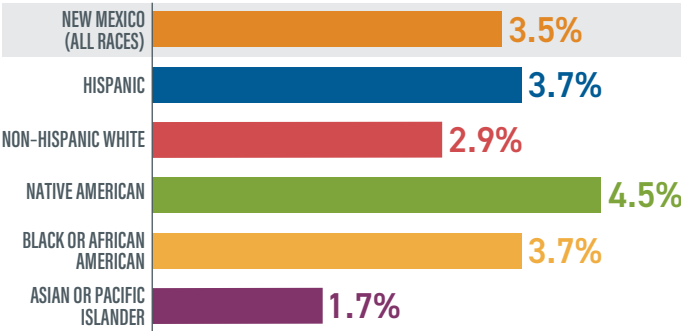▶ Provide and pay for professional development for teachers on the use of technology.

HEALTH
PREGNANCY AND BIRTH

ABOUT THIS INDICATOR: Prenatal care is defined as health care that a pregnant woman receives from an obstetrician or a midwife, including dietary and lifestyle advice, ensuring proper weight gain, and examination for problems such as edema and preeclampsia. 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 are those born to mothers who received comprehensive prenatal care.

HOW NEW MEXICO FARES: The rates of women receiving no prenatal care while pregnant worsened slightly from 2020 to 2021. Rates worsened for all races and ethnicities, and they remained higher among teen mothers and mothers with less than a high school diploma than among the general population of mothers. Hispanic, Native American, and Black women in New Mexico are the least likely to receive prenatal care during pregnancy, while non-Hispanic white mothers are the most likely to receive prenatal care early on in pregnancy.

Women Receiving No Prenatal Care—BY RACE AND ETHNICITY (2021)

NEW MEXICO (ALL RACES)	3.5%
HISPANIC	3.7%
NON-HISPANIC WHITE	2.9%
NATIVE AMERICAN	4.5%
BLACK OR AFRICAN AMERICAN	3.7%
ASIAN OR PACIFIC ISLANDER	1.7%

Source: New Mexico Department of Health, Indicator-Based Information System for Public Health (IBIS); retrieved November 2022 from http://ibis.health.state.nm.us

Women Receiving Prenatal Care in the First Trimester—BY RACE AND ETHNICITY (2021)

NEW MEXICO (ALL RACES)	66%
HISPANIC	66%
NON-HISPANIC WHITE	70%
NATIVE AMERICAN	56%
BLACK OR AFRICAN AMERICAN	60%
ASIAN OR PACIFIC ISLANDER	69%

Source: New Mexico Department of Health, Indicator-Based Information System for Public Health (IBIS); retrieved November 2022 from http://ibis.health.state.nm.us

HOW TO READ THIS TABLE: "Of all mothers between the ages of 15 and 19 who had a live birth, 4.2% of them received no prenatal care for that birth."

Births to Women Receiving No Prenatal Care—BY SELECTED STATUS AND COUNTY (2020)
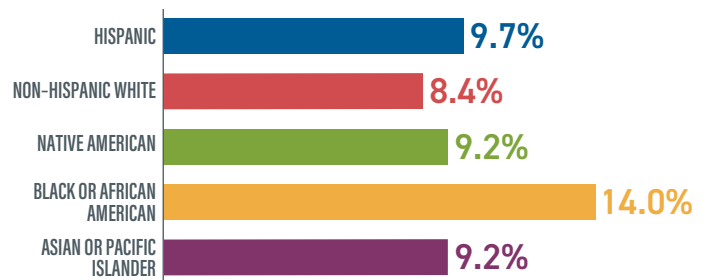
LOCATION	NUMBER OF LIVE BIRTHS TO WOMEN WHO RECEIVED NO PRENATAL CARE	PERCENT WHO RECEIVED NO PRENATAL CARE		
		OF ALL LIVE BIRTHS	OF ALL TEEN MOTHERS (AGES 15-19)	OF ALL MOTHERS WITH LESS THAN A HIGH SCHOOL DIPLOMA
New Mexico	762	3.6%	4.2%	7.2%
Bernalillo County	208	3.2%	3.8%	4.7%
Catron County	0	0.0%	0.0%	0.0%
Chaves County	32	4.2%	5.2%	10.8%
Cibola County	12	5.2%	**	8.5%
Colfax County	**	**	0.0%	**
Curry County	16	2.0%	0.0%	5.6%
De Baca County	0	0.0%	0.0%	0.0%
Doña Ana County	112	4.3%	6.9%	7.9%
Eddy County	17	2.2%	0.0%	4.3%
Grant County	4	1.8%	0.0%	**
Guadalupe County	**	**	**	0.0%
Harding County	0	0.0%	0.0%	0.0%
Hidalgo County	**	**	0.0%	0.0%
Lea County	33	3.2%	**	10.4%
Lincoln County	4	2.1%	0.0%	**
Los Alamos County	6	3.6%	0.0%	0.0%
Luna County	23	6.9%	**	17.4%
McKinley County	30	4.0%	**	9.6%
Mora County	**	**	0.0%	0.0%
Otero County	24	3.3%	**	7.8%
Quay County	**	**	0.0%	0.0%
Rio Arriba County	35	8.7%	**	17.2%
Roosevelt County	4	1.7%	0.0%	**
San Juan County	35	2.7%	5.3%	5.7%
San Miguel County	11	4.9%	**	16.0%
Sandoval County	43	3.3%	**	5.1%
Santa Fe County	37	3.3%	**	5.5%
Sierra County	**	**	0.0%	0.0%
Socorro County	9	5.9%	0.0%	13.2%
Taos County	21	8.7%	**	18.2%
Torrance County	6	3.9%	0.0%	**
Union County	**	**	0.0%	0.0%
Valencia County	26	3.1%	**	6.7%

Source: New Mexico Department of Health, Indicator-Based Information System for Public Health (IBIS), retrieved November 2022 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.

ABOUT THIS INDICATOR: A **low birthweight** is defined as weighing 5.5 pounds or less at birth. Babies born at a low birthweight are at a greater risk for developmental delays, disabilities, chronic health conditions, and early death. While there are a number of medical factors that contribute to low birthweights, common non-medical risk factors include: living in poverty; giving birth at a young age; using drugs and alcohol during pregnancy; receiving late or no prenatal care; and not having enough to eat during pregnancy.
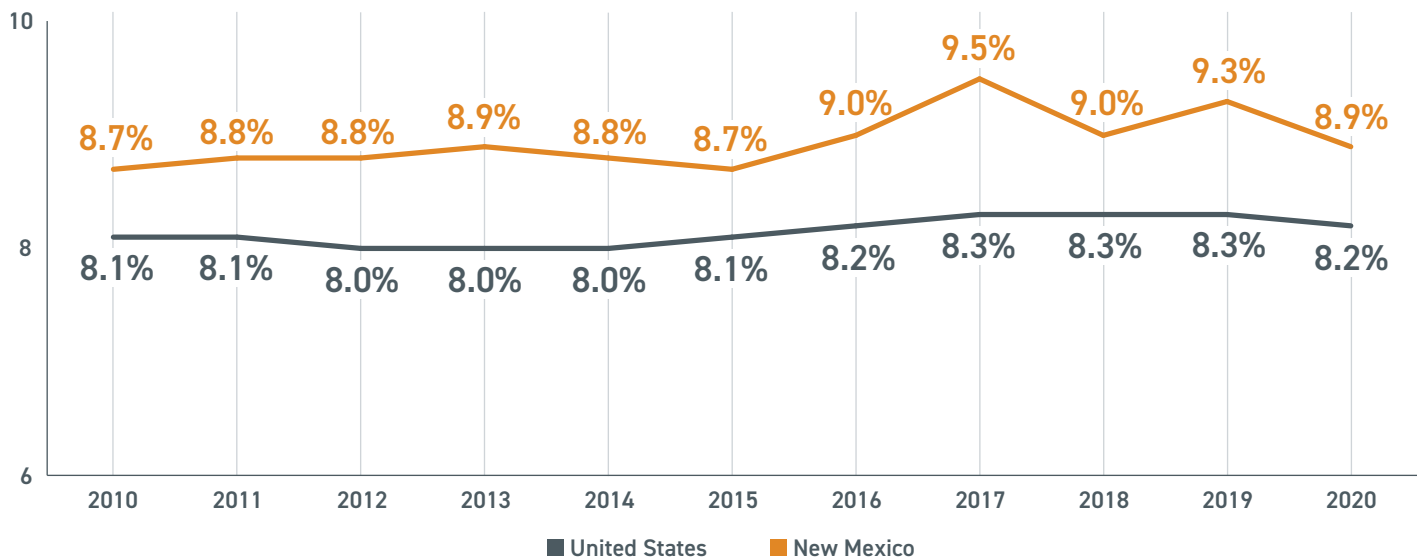
HOW NEW MEXICO FARES: In 2020, the rate of babies who were born at a low birthweight decreased slightly, causing our rank to improve from 40th to 36th in the nation on this indicator. The national rate saw no change, despite improved access to health insurance via the Affordable Care Act. Rates of low birthweight babies in New Mexico are highest among Black or African American babies (14%), although this is an improvement over 2019. Rates in New Mexico also improved for Asian or Pacific Islander babies but have worsened for Hispanic, white, and Native American babies.

Babies Born at a Low Birthweight—BY RACE AND ETHNICITY (2021)

HISPANIC	9.7%
NON-HISPANIC WHITE	8.4%
NATIVE AMERICAN	9.2%
BLACK OR AFRICAN AMERICAN	14.0%
ASIAN OR PACIFIC ISLANDER	9.2%

Source: New Mexico Department of Health, Indicator-Based Information System for Public Health (IBIS); retrieved November 2022 from http://ibis.health.state.nm.us

Babies Born at a Low Birthweight—BY YEAR (2010-2020)

New Mexico: 8.7% (2010), 8.8% (2011), 8.8% (2012), 8.9% (2013), 8.8% (2014), 8.7% (2015), 9.0% (2016), 9.5% (2017), 9.0% (2018), 9.3% (2019), 8.9% (2020)

United States: 8.1% (2010), 8.1% (2011), 8.0% (2012), 8.0% (2013), 8.0% (2014), 8.1% (2015), 8.2% (2016), 8.3% (2017), 8.3% (2018), 8.3% (2019), 8.2% (2020)

■ United States   ■ New Mexico

Source: Centers for Disease Control and Prevention, National Center for Health Statistics (NCHS), National Vital Statistics Reports, 2008–2020

Babies Born at a Low Birthweight—BY COUNTY
(2021)

LOCATION	RANK	PERCENT	
United States	—	8.3%	
New Mexico	—	9.4%	
Bernalillo County	12	9.2%	
Catron County	NA	**	
Chaves County	15	10.2%	
Cibola County	19	11.8%	
Colfax County	26	14.0%	
Curry County	7	8.1%	
De Baca County	NA	**	
Doña Ana County	10	8.9%	
Eddy County	4	7.5%	
Grant County	16	10.4%	
Guadalupe County	NA	**	
Harding County	1	0.0%	
Hidalgo County	20	11.9%	
Lea County	6	8.0%	
Lincoln County	25	13.9%	
Los Alamos County	3	6.7%	
Luna County	5	7.8%	
McKinley County	12	9.2%	
Mora County	NA	**	
Otero County	8	8.6%	
Quay County	NA	**	
Rio Arriba County	21	12.7%	
Roosevelt County	2	6.4%	
San Juan County	9	8.7%	
San Miguel County	22	12.9%	
Sandoval County	14	10.0%	
Santa Fe County	18	11.4%	
Sierra County	NA	**	
Socorro County	23	13.2%	
Taos County	11	9.1%	
Torrance County	24	13.5%	
Union County	NA	**	
Valencia County	17	10.8%	

Source: New Mexico Department of Health, Indicator-Based Information System for Public Health (IBIS); retrieved November 2022 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, suppressed rates for counties are designated by the ** symbol.
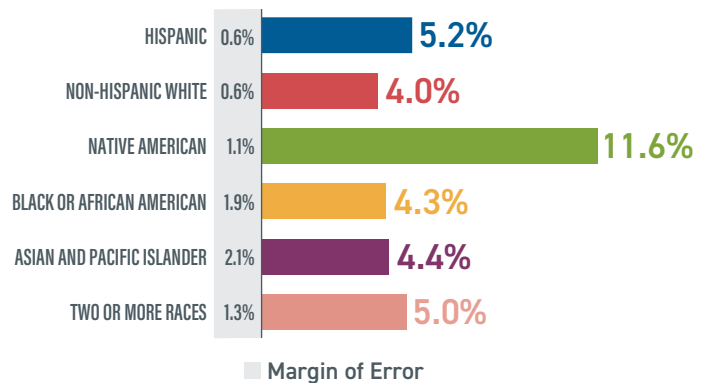
POLICY SOLUTIONS TO IMPROVE HEALTH

PREGNANCY AND BIRTH

▶ Expand outreach to pregnant women to enroll them in Medicaid and WIC early in their pregnancy so more of them get full-term prenatal care and nutrition assistance and education that can improve outcomes and help prevent low birthweight.

▶ Provide adequate funding for programs for new parents, including universal, voluntary home visiting programs that begin prenatally, so more women can be served during their pregnancy. Home visiting programs are shown to improve outcomes for the whole family.

▶ Expand a program that funds home visiting through Medicaid in order to access federal matching funds.

▶ Expand and fully fund health and nutrition programs for pregnant teens.

▶ Support the creation of and funding for more county and tribal health councils.

▶ Automatically exempt single 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 women receiving these benefits.

HEALTH
HEALTH INSURANCE

ABOUT THIS INDICATOR: Health insurance includes coverage provided by both private insurers and public insurers such as Medicaid. This indicator measures the share of all children ages 0 to 18 who do not have health insurance. 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.

HOW NEW MEXICO FARES: New Mexico children face some significant challenges that can threaten their health and well-being, but having health insurance can help address a number of them. Fortunately, New Mexico continues to have a low rate of children without health insurance, at 6% from 2016–2020. This ranks us 36th in the nation on 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— dropping to 6% from 14%. More recent data collected in 2021 show that New Mexico has held steady with only 6% of children uninsured since 2019. Notably, most racial disparities are fairly small for children without health insurance, ranging from
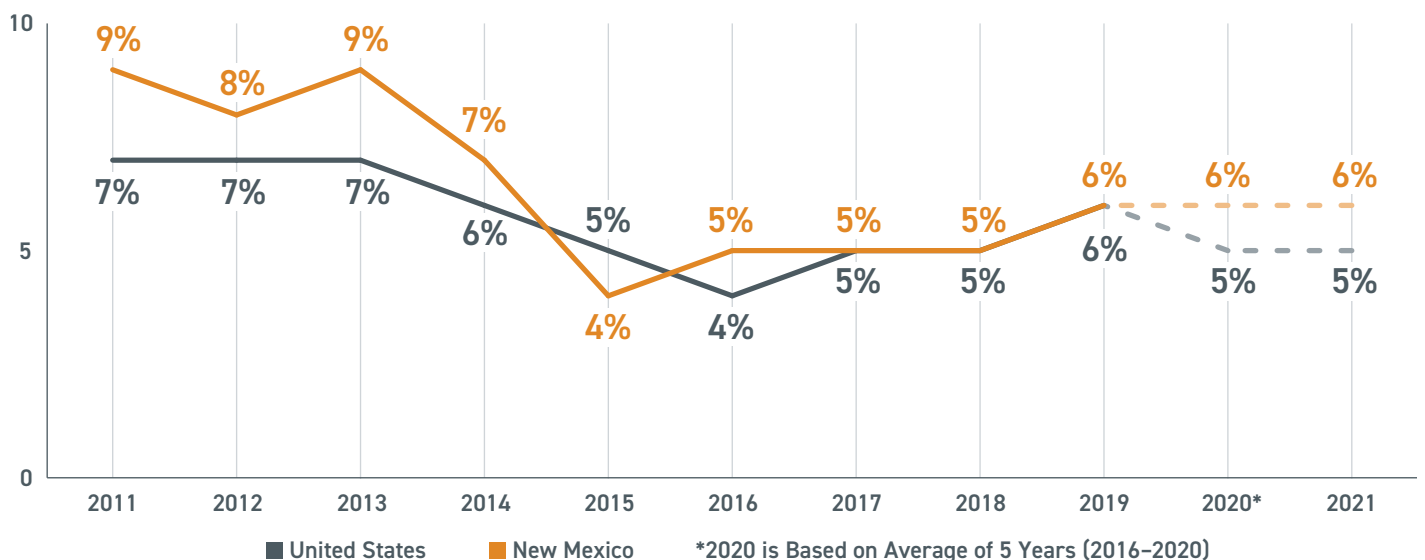
4% to 5.2% of children when disaggregated by race and ethnicities other than Native American. However, Native American children in New Mexico still have much greater difficulty accessing health insurance, with uninsured rates around 12%.

Children without Health Insurance—BY RACE AND ETHNICITY (2016–2020)

Race/Ethnicity	Margin of Error	Percent
HISPANIC	0.6%	5.2%
NON-HISPANIC WHITE	0.6%	4.0%
NATIVE AMERICAN	1.1%	11.6%
BLACK OR AFRICAN AMERICAN	1.9%	4.3%
ASIAN AND PACIFIC ISLANDER	2.1%	4.4%
TWO OR MORE RACES	1.3%	5.0%

■ Margin of Error

Source: Population Reference Bureau analysis of data from the U.S. Census Bureau, American Community Survey, 2016–2020 **Note:** Higher margins of error indicate less statistical reliability due to small sample sizes.

Children without Health Insurance—BY YEAR (2011–2021)

Year	United States	New Mexico
2011	7%	9%
2012	7%	8%
2013	7%	9%
2014	6%	7%
2015	5%	4%
2016	4%	5%
2017	5%	5%
2018	5%	5%
2019	6%	6%
2020*	5%	6%
2021	5%	6%

■ United States   ■ New Mexico   *2020 is Based on Average of 5 Years (2016–2020)

Source: U.S. Census Bureau, American Community Survey from 2011-2021, and 2016–2020 American Community Survey, table C27001 **Note:** The data for 2016–2020 are not comparable with data for other years as they are based on an average over 5 years. No comparable single-year data are available for 2020 due to pandemic-related data collection challenges.

ABOUT THIS INDICATOR: This indicator measures the share of all children ages 0 to 19 who do not have health insurance, including Medicaid. The low-income threshold used in this table is 200% of the federal poverty level, which was $43,440 for a family of three in 2020. As health insurance is tied to certain types of employment, parents who earn low incomes are less likely to have access to health insurance for themselves or their families.

HOW NEW MEXICO FARES: The rates of children without health insurance appeared to decrease in all income levels and in low-income families from 2019 to 2020. However, data collection challenges in 2020 impacted survey response levels, so caution should be used in comparing the 2020 data to other years and it is likely that the rates of children without health insurance were higher than reported.

Children (Younger than 19 Years) without Health Insurance—BY INCOME LEVEL AND COUNTY (2020)

LOCATION	ALL INCOME LEVELS	LOW INCOME
New Mexico	5.8%	6.4%
Bernalillo County	5.5%	6.7%
Catron County	5.6%	6.6%
Chaves County	5.5%	5.7%
Cibola County	5.1%	4.0%
Colfax County	5.0%	5.8%
Curry County	6.4%	7.6%
De Baca County	8.4%	6.5%
Doña Ana County	5.2%	5.9%
Eddy County	5.7%	8.0%
Grant County	4.1%	4.6%
Guadalupe County	4.0%	4.4%
Harding County	6.6%	9.3%
Hidalgo County	8.0%	9.6%
Lea County	7.6%	9.5%
Lincoln County	6.9%	8.0%
Los Alamos County	2.5%	15.3%
Luna County	5.9%	5.7%
McKinley County	7.3%	5.2%
Mora County	5.3%	5.7%
Otero County	6.2%	6.6%
Quay County	4.8%	4.4%
Rio Arriba County	5.4%	4.9%
Roosevelt County	8.2%	10.3%
San Juan County	7.1%	6.2%
San Miguel County	3.8%	3.8%
Sandoval County	5.5%	6.3%
Santa Fe County	6.7%	9.1%
Sierra County	4.2%	3.5%
Socorro County	6.0%	5.8%
Taos County	5.1%	5.3%
Torrance County	5.1%	4.8%
Union County	8.1%	9.2%
Valencia County	5.3%	5.1%

Source: U.S. Census Bureau, Small Area Health Insurance Estimates, 2020

ABOUT THIS INDICATOR: Medicaid is the public health insurance program jointly funded by the state and federal governments. This indicator measures the share of children and youth ages 0 to 20 who are enrolled in Medicaid.

HOW NEW MEXICO FARES: Medicaid, known in New Mexico as Centennial Care, is the single largest provider of health insurance to children in New Mexico, covering 69% of the population younger than 21 in 2021. As a result of the pandemic, New Mexico continues to see an increasing number of kids enrolling in Medicaid, helping to prevent a rise in the rate of uninsured children.

POLICY SOLUTIONS TO IMPROVE HEALTH

HEALTH INSURANCE

▸ Implement aggressive outreach and enrollment programs to help cover those children who are eligible but still not enrolled, particularly in hard-to-reach rural, tribal, and frontier areas.

▸ Integrate the health insurance marketplace with Medicaid so there is "no wrong door" for enrollment to help low- and middle-income parents who are getting coverage for themselves.

▸ 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 or from tax returns.

▸ Support the adoption of the Medicaid Forward Plan that would greatly improve access to affordable health care for those who don't meet the income requirements for Medicaid or the insurance Exchange.

▸ Ensure a timely and culturally responsive implementation of dental therapy to improve access to dental care for more children, particularly those in rural New Mexico.

Children and Youth (Younger than 21 Years) Enrolled in Medicaid—BY COUNTY (SEPTEMBER 2022)

	NUMBER ENROLLED	
LOCATION	**ALL YOUTH**	**NATIVE AMERICAN YOUTH**
New Mexico	**385,844**	**60,055**
Bernalillo County	102,869	10,014
Catron County	159	11
Chaves County	14,674	107
Cibola County	6,215	3,800
Colfax County	2,367	44
Curry County	12,498	131
De Baca County	524	1
Doña Ana County	50,058	552
Eddy County	11,094	111
Grant County	4,324	110
Guadalupe County	968	5
Harding County	22	0
Hidalgo County	873	6
Lea County	17,131	137
Lincoln County	3,286	257
Los Alamos County	231	10
Luna County	7,517	70
McKinley County	19,094	16,304
Mora County	397	10
Otero County	9,154	1,524
Quay County	1,693	31
Rio Arriba County	9,119	1,694
Roosevelt County	1,225	13
San Juan County	27,443	15,058
San Miguel County	4,962	139
Sandoval County	23,799	5,922
Santa Fe County	20,967	1,523
Sierra County	3,275	27
Socorro County	3,328	833
Taos County	5,265	530
Torrance County	4,938	170
Union County	260	3
Valencia County	15,280	852
Unknown	835	56

Source: New Mexico Human Services Department, Medicaid Eligibility Reports, October: "All Children under 21 by County" and "Native Americans by County"; columns titled "Children including CHIP and not in another category"; retrieved November 2022 from http://www.hsd.state.nm.us/LookingForInformation/medicaid-eligibility.aspx

HEALTH
DEATH RATES

ABOUT THIS INDICATOR: The **infant mortality rate** is the number of infants ages 0 to 1 who die within the first year of life for each 1,000 live births.

HOW NEW MEXICO FARES: Infant mortality rates declined slightly from 5.7 per 1,000 births in 2019 to 5.3 per 1,000 births in 2020.

Infant (Ages 0–1) Mortality Numbers and Rates (per 1,000)—BY COUNTY (2020)

LOCATION	NUMBER OF INFANT DEATHS	INFANT MORTALITY RATE (DEATHS PER 1,000 BIRTHS)
New Mexico	116	5.3
Bernalillo County	33	5
Catron County	0	0
Chaves County	6	7.4
Cibola County	**	**
Colfax County	0	0
Curry County	6	7.5
De Baca County	0	0
Doña Ana County	12	4.9
Eddy County	**	**
Grant County	0	0
Guadalupe County	0	0
Harding County	0	0
Hidalgo County	0	0
Lea County	5	4.4
Lincoln County	0	0
Los Alamos County	0	0
Luna County	**	**
McKinley County	6	7
Mora County	**	**
Otero County	8	9.7
Quay County	**	**
Rio Arriba County	**	**
Roosevelt County	**	**
San Juan County	9	6.7
San Miguel County	**	**
Sandoval County	7	5.3
Santa Fe County	4	3.6
Sierra County	0	0
Socorro County	0	0
Taos County	**	**
Torrance County	**	**
Union County	0	0
Valencia County	4	5.2

**Source:** New Mexico Department of Health, Indicator-Based Information System for Public Health (IBIS); retrieved November 2022 from http://ibis.health.state.nm.us
Note: Low death 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.

ABOUT THIS INDICATOR: The **child and teen death rates** are the number of deaths of children ages 1 to 14 and teens ages 15 to 19 for every 100,000 children and teens in those age ranges in the population. Most youth deaths are preventable and caused by accidents, homicide or suicide. In 2020, guns became the leading cause of death for children and teens nationwide. Ensuring that 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.

HOW NEW MEXICO FARES: New Mexico's child and teen death rate is 37 deaths per 100,000 children and teens. This is significantly worse than the U.S. average rate of 28 per 100,000 and ranks New Mexico 44th among the states on this measure. Rates among Hispanic and white children in New Mexico (at 37 per 100,000 and 35 per 100,000, respectively) are significantly higher than the national average. New Mexico's rate has increased for each of the past three years, while the national rate increased after a decade with little change. Rates have remained the same among non-Hispanic whites and decreased among Native Americans but have increased among Hispanics.

Child and Teen Death Rates (per 100,000)—BY YEAR (2010-2020)
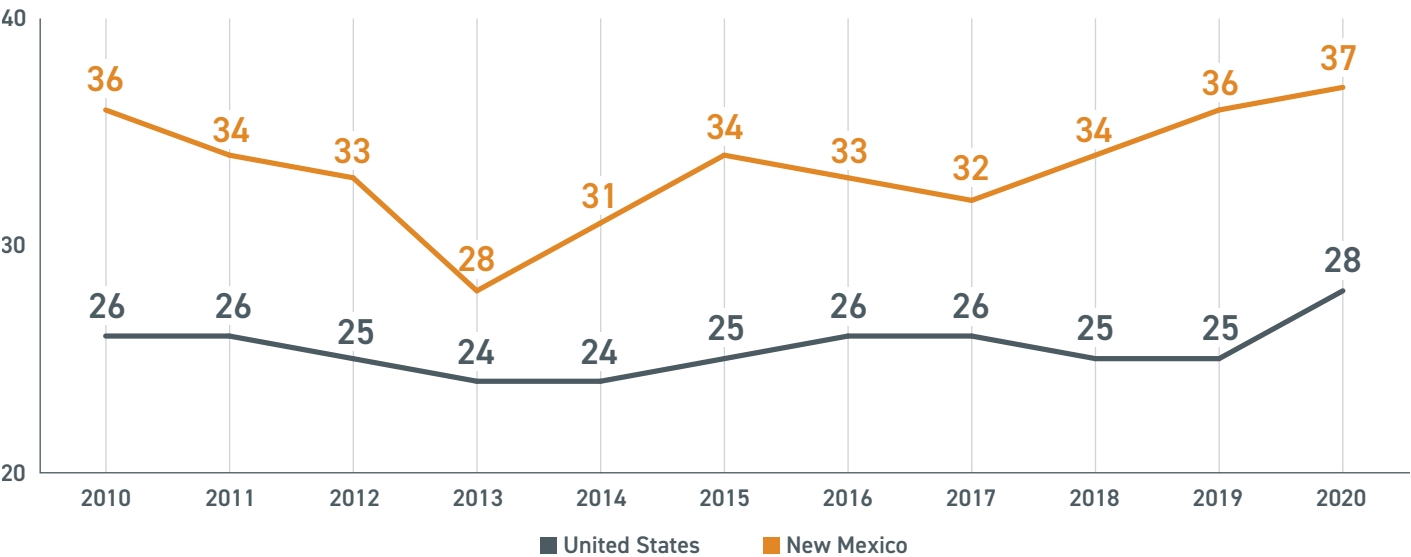
Source: Population Reference Bureau, analysis of data from the Centers for Disease Control and Prevention, National Center for Health Statistics, Multiple Causes of Death Microdata Files for 2010–2020

Child and Teen Death Rates (per 100,000)—
BY RACE AND ETHNICITY (2020)

HISPANIC	37
NON-HISPANIC WHITE	35
NATIVE AMERICAN	27

Source: Population Reference Bureau, analysis of data from the Centers for Disease Control and Prevention, National Center for Health Statistics, Multiple Causes of Death Microdata Files for 2020 **Note:** Estimates for other races and ethnicities are unavailable because the confidence interval around the percentage is greater than or equal to 10 percentage points.

Child (Ages 0-14) Death Rates (per 100,000)—
BY COUNTY (2021)

LOCATION	RANK	DEATHS (PER 100,000 CHILDREN)
New Mexico	—	49.8
Bernalillo County	13	39.8
Catron County	1	0
Chaves County	20	59.6
Cibola County	9	19.2
Colfax County	NA	**
Curry County	22	71.8
De Baca County	1	0
Doña Ana County	19	59.4
Eddy County	15	50.8
Grant County	NA	**
Guadalupe County	NA	**
Harding County	1	0
Hidalgo County	1	0
Lea County	12	38.6
Lincoln County	NA	**
Los Alamos County	NA	**
Luna County	16	53.3
McKinley County	10	30.7
Mora County	1	0
Otero County	14	46.1
Quay County	1	0
Rio Arriba County	17	53.5
Roosevelt County	1	0
San Juan County	23	76.6
San Miguel County	NA	**
Sandoval County	21	66.2
Santa Fe County	11	33.3
Sierra County	NA	**
Socorro County	NA	**
Taos County	NA	**
Torrance County	NA	**
Union County	1	0
Valencia County	18	55.3

Source: New Mexico Department of Health, Indicator-Based Information System for Public Health (IBIS); retrieved November 2022 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, suppressed rates for counties are designated by the ** symbol.

Teen (Ages 15-19) Death Rates (per 100,000)—
BY COUNTY (2021)

LOCATION	RANK	DEATHS (PER 100,000 TEENS)
New Mexico	—	**90.5**
Bernalillo County	23	101
Catron County	1	0
Chaves County	17	57.5
Cibola County	29	175.6
Colfax County	1	0
Curry County	27	125.2
De Baca County	1	0
Doña Ana County	14	55.5
Eddy County	21	92
Grant County	28	126.6
Guadalupe County	32	365
Harding County	1	0
Hidalgo County	1	0
Lea County	13	51.6
Lincoln County	31	273.5
Los Alamos County	19	79
Luna County	33	405.9
McKinley County	15	55.8
Mora County	1	0
Otero County	22	97.7
Quay County	1	0
Rio Arriba County	18	77.3
Roosevelt County	1	0
San Juan County	26	118.9
San Miguel County	1	0
Sandoval County	12	28.9
Santa Fe County	25	105.9
Sierra County	1	0
Socorro County	20	89.8
Taos County	30	272.8
Torrance County	24	101.3
Union County	1	0
Valencia County	16	57.3

Source: New Mexico Department of Health, Indicator-Based Information System for Public Health (IBIS), custom data request received November 2022 **Note:** Due to very small population sizes in many New Mexico counties, death rates per 100,000 of an age cohort can vary widely from year to year.

POLICY SOLUTIONS TO IMPROVE HEALTH

DEATH RATES

▶ Expand funding for suicide prevention programs to provide youth with supportive adults and strategies to cope with difficult situations.

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

▶ Empower a citizen oversight or review board for all child abuse cases handled by the Children, Youth and Families Department (CYFD) that result in death.

HEALTH
SOCIAL DETERMINANTS OF HEALTH

ABOUT THIS INDICATOR: **Child abuse** can take the form of physical or sexual abuse or physical neglect and the rate is the number of children who are abused for every 1,000 children in the population. An allegation is considered **substantiated** when it is determined that the victim(s) is under the age of 18, a parent(s) or caretaker(s) 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 investigating worker that the child has been abused and/or neglected as defined by the New Mexico Children's Code. Child abuse is one of what experts call adverse childhood experiences, or ACEs. Multiple or sustained ACEs, particularly in young children, can negatively impact brain development, the results of which can be carried throughout their lives.

HOW NEW MEXICO FARES: The rate of substantiated child abuse remained low in FY 2022, at 11 children per 1,000. The continuation of the low rate after higher rates in previous years is likely related in part to a drop in child abuse reports as rates of chronically absent students remain high as a result of the pandemic. Children who are chronically absent from school likely have less interaction with other adults, especially teachers, making it harder for youth to report abuse or for adults outside the home to notice the signs.

READ THIS TABLE AS: "In fiscal year 2022 (from July 1, 2021 to June 30, 2022), for every 1,000 children under the age of 18 in New Mexico, approximately 11 were abused or neglected." The percentages should be read as: "In fiscal year 2022, of all substantiated allegations of child abuse, 23% were for physical abuse, 3% were for sexual abuse, and 74% were for physical neglect."

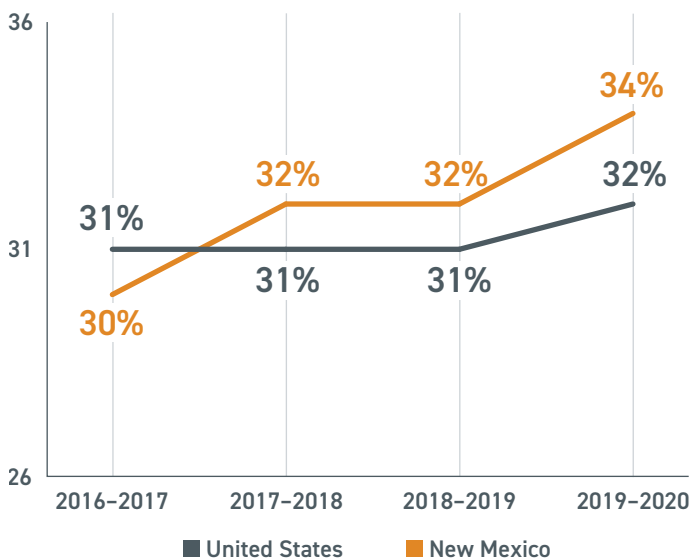## Substantiated Child Abuse Rates (per 1,000)—BY TYPE OF ABUSE AND COUNTY (FY 2022)

LOCATION	SUBSTANTIATED CHILD ABUSE VICTIM RATE (PER 1,000 CHILDREN)	PERCENT OF SUBSTANTIATED ABUSE THAT IS		
		PHYSICAL ABUSE	SEXUAL ABUSE	PHYSICAL NEGLECT
New Mexico	11.0	23%	3%	74%
Bernalillo County	8.3	20%	4%	76%
Catron County	6.4	0%	0%	100%
Chaves County	16.9	21%	3%	76%
Cibola County	10.4	19%	2%	79%
Colfax County	13.9	36%	5%	60%
Curry County	10.9	26%	5%	69%
De Baca County	8.3	17%	0%	83%
Doña Ana County	16.4	24%	3%	73%
Eddy County	22.8	18%	1%	81%
Grant County	10.7	24%	3%	73%
Guadalupe County	24.0	44%	2%	54%
Harding County	9.7	0%	0%	100%
Hidalgo County	10.8	38%	0%	62%
Lea County	13.7	20%	3%	76%
Lincoln County	16.8	24%	2%	74%
Los Alamos County	2.0	20%	0%	80%
Luna County	7.6	22%	2%	76%
McKinley County	8.1	35%	1%	64%
Mora County	14.8	23%	5%	73%
Otero County	8.3	29%	3%	68%
Quay County	12.8	24%	8%	68%
Rio Arriba County	9.6	14%	1%	85%
Roosevelt County	10.0	31%	3%	66%
San Juan County	9.7	29%	2%	69%
San Miguel County	22.6	26%	1%	73%
Sandoval County	8.8	28%	2%	70%
Santa Fe County	9.2	19%	2%	79%
Sierra County	6.6	29%	21%	50%
Socorro County	10.8	12%	2%	86%
Taos County	16.1	25%	2%	72%
Torrance County	12.4	26%	3%	71%
Union County	9.7	8%	15%	77%
Valencia County	10.4	20%	3%	77%

Source: New Mexico Children Youth and Families Department (CYFD) Protective Services Division; information request received October 2022

ABOUT THIS INDICATOR: This indicator measures the share of youth ages 10 to 17 who are considered **overweight** (being between the 85th and 95th Body Mass Index, or BMI, percentile) or **obese** (at or above the 95th BMI percentile). Height and weight are used to determine the BMI, which is age- and gender-specific. Being overweight or obese is often correlated to food insecurity and can negatively impact a child's overall health, ultimately leading to lifelong health challenges. Food insecurity is connected to child obesity and tracking this indicator will help us see more clearly where our kids are facing barriers to opportunity and equity. National data on this indicator have only been collected since 2016–2017.

HOW NEW MEXICO FARES: More than one-third (34%) of New Mexico teens were overweight or obese in 2019–2020, slightly worse than in 2018–2019 and the national rate of 32%. New Mexico ranks 36th in the nation, reflecting a drop from our ranking of 32nd last year. Although race and ethnicity data for this indicator are limited, 40% of Hispanic teens, 30% of white non-Hispanic teens, and 39% of Native American teens are overweight or obese.

Youth (Ages 10 to 17) who are Overweight or Obese—BY RACE AND ETHNICITY (2020–2021)

HISPANIC	**40%**
NON-HISPANIC WHITE	**30%**
NATIVE AMERICAN	**39%**
MULTIPLE RACE, NON-HISPANIC	**26%**

Source: 2020–2021 National Survey of Children's Health (NSCH) data query. Data Resource Center for Child and Adolescent Health supported by the U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA), Maternal and Child Health Bureau (MCHB); retrieved November 22 2022

Youth (Ages 10 to 17) who are Overweight or Obese—BY YEAR (2016–2020)

Line chart showing United States and New Mexico values by year:
- 2016–2017: US 31%, New Mexico 30%
- 2017–2018: US 31%, New Mexico 32%
- 2018–2019: US 31%, New Mexico 32%
- 2019–2020: US 32%, New Mexico 34%
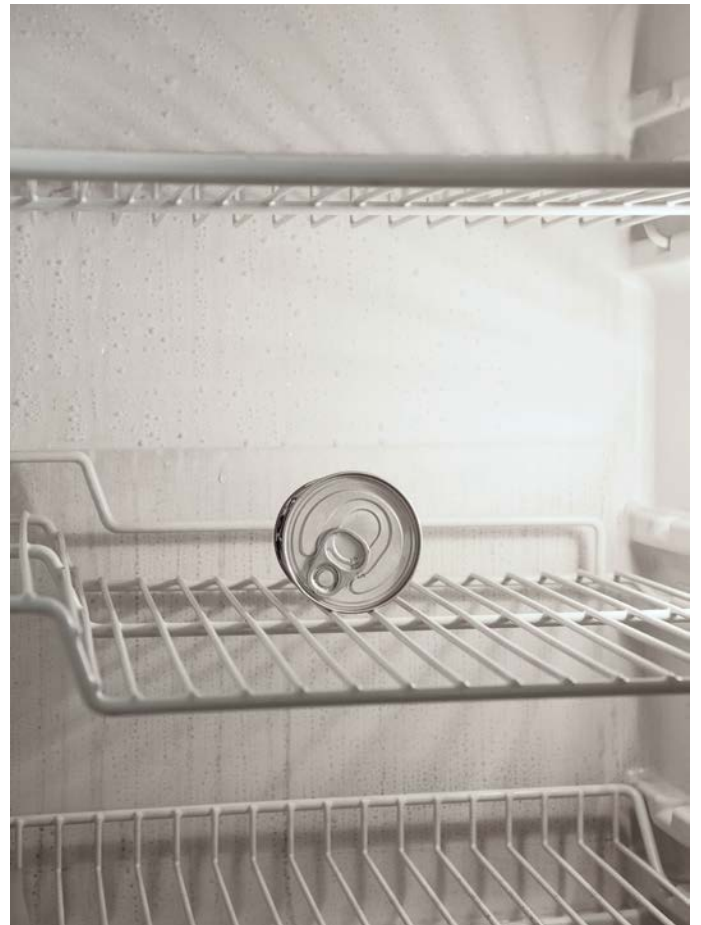
Legend: ■ United States ■ New Mexico

Source: Child Trends analysis of data from the U.S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau, National Survey of Children's Health, 2016–2020

Youth (Ages 12 to 17) who are Overweight or Obese—BY COUNTY (2017)

LOCATION	RANK	PERCENT	
United States	—	31%	
New Mexico	—	32%	
Bernalillo County	3	28%	
Catron County	2	22%	
Chaves County	25	39%	
Cibola County	28	40%	
Colfax County	14	34%	
Curry County	14	34%	
De Baca County	NA	**	
Doña Ana County	19	35%	
Eddy County	11	33%	
Grant County	5	30%	
Guadalupe County	25	39%	
Harding County	NA	**	
Hidalgo County	19	35%	
Lea County	22	38%	
Lincoln County	19	35%	
Los Alamos County	1	17%	
Luna County	25	39%	
McKinley County	22	38%	
Mora County	28	40%	
Otero County	11	33%	
Quay County	28	40%	
Rio Arriba County	7	31%	
Roosevelt County	28	40%	
San Juan County	11	33%	
San Miguel County	14	34%	
Sandoval County	9	32%	
Santa Fe County	5	30%	
Sierra County	14	34%	
Socorro County	22	38%	
Taos County	4	29%	
Torrance County	7	31%	
Union County	14	34%	
Valencia County	9	32%	

Source: New Mexico Department of Health, Indicator-Based Information System for Public Health (IBIS); retrieved November 2022 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, suppressed rates for counties are designated by the ** symbol.

ABOUT THIS INDICATOR: This indicator measures the share of teens ages 12 to 17 who reported **dependence on or abuse of illicit drugs or alcohol** in the past year. Illicit drug use includes the misuse of prescription psychotherapeutics or the use of marijuana, cocaine (including crack), heroin, hallucinogens, inhalants, or methamphetamines. Misuse of prescription psychotherapeutics is defined as use in any way not directed by a doctor, including use without a prescription of one's own and use in greater amounts, more often, or longer than told. 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.

HOW NEW MEXICO FARES: The rate of teens abusing alcohol and drugs has remained the same over the last year, after improving significantly over time, from 10% in 2009–2010 to 5% in 2018–2019.

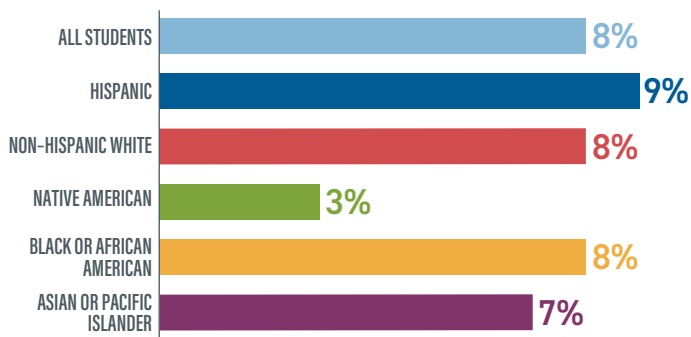## Youth (Ages 12 to 17) Who Abuse Alcohol or Drugs—BY YEAR (2009–2019)

United States   **New Mexico**
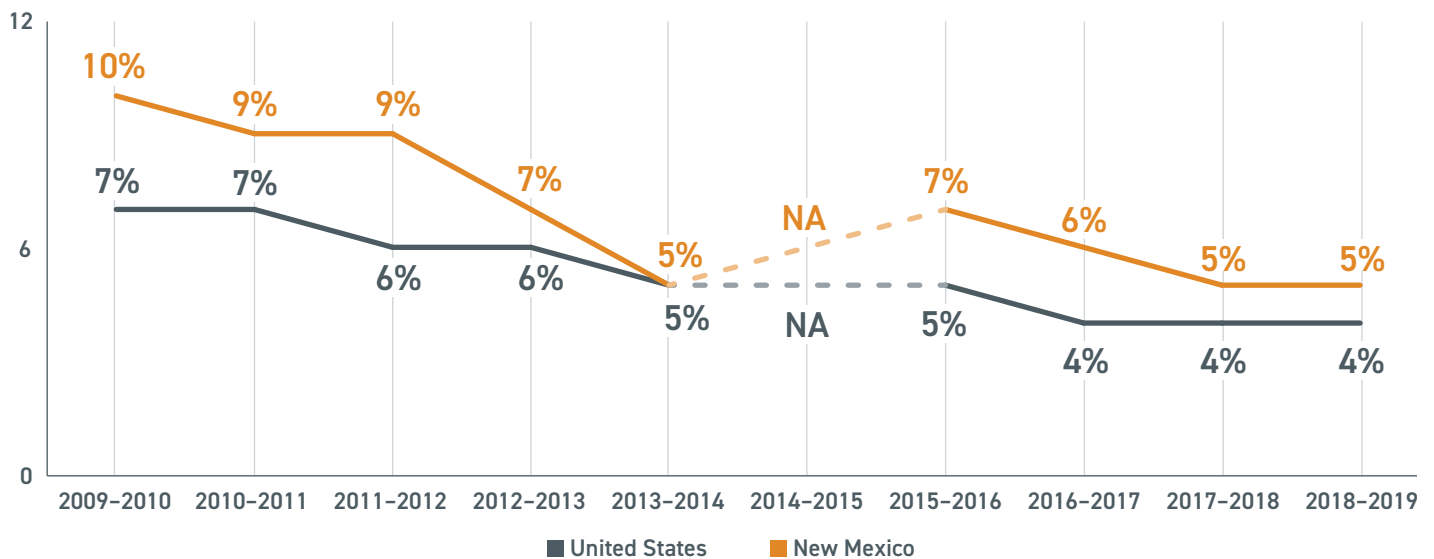
Source: National Survey on Drug Use and Health 2009-10 to 2018-19, Substance Abuse and Mental Health Services Administration

ABOUT THIS INDICATOR: Teen binge drinking, for youth ages 12 to 17, is defined as having had five or more drinks on at least one occasion in the last 30 days for boys and four or more drinks on at least one occasion in the last 30 days for girls.

HOW NEW MEXICO FARES: The percent of teens who engaged in binge drinking decreased in the most recent measure to 8% in 2021 compared to 11% in 2019. During this time period, teen binge drinking among all races and ethnicities decreased.

Youth (Ages 12 to 17) Binge Drinking—BY RACE AND ETHNICITY (2021)

ALL STUDENTS	8%
HISPANIC	9%
NON-HISPANIC WHITE	8%
NATIVE AMERICAN	3%
BLACK OR AFRICAN AMERICAN	8%
ASIAN OR PACIFIC ISLANDER	7%

Source: New Mexico Youth Risk and Resiliency Survey (YRRS), 2021, custom data request received December 2022

Youth (Ages 12 to 17) Binge Drinking—BY COUNTY (2021)

LOCATION	RANK	PERCENT
New Mexico	—	7.6%
Bernalillo County	4	5.6%
Catron County	23	12.4%
Chaves County	23	12.4%
Cibola County	5	5.9%
Colfax County	9	7.2%
Curry County	6	6.6%
De Baca County	7	7.1%
Doña Ana County	12	8.0%
Eddy County	28	14.3%
Grant County	31	17.5%
Guadalupe County	16	8.9%
Harding County	NA	NA
Hidalgo County	25	12.7%
Lea County	25	12.7%
Lincoln County	27	13.1%
Los Alamos County	18	10.5%
Luna County	29	15.2%
McKinley County	1	2.8%
Mora County	20	11.5%
Otero County	2	4.1%
Quay County	7	7.1%
Rio Arriba County	14	8.7%
Roosevelt County	19	11.4%
San Juan County	3	5.0%
San Miguel County	14	8.7%
Sandoval County	13	8.3%
Santa Fe County	9	7.2%
Sierra County	NA	NA
Socorro County	16	8.9%
Taos County	30	15.9%
Torrance County	22	12.0%
Union County	21	11.8%
Valencia County	11	7.3%

Source: New Mexico Youth Risk and Resiliency Survey (YRRS), 2021, custom data request received December 2022

POLICY SOLUTIONS TO IMPROVE HEALTH

SOCIAL DETERMINANTS OF HEALTH

▶ Adequately fund evidence-based child abuse prevention programs and strengthen the role of prevention at CYFD.

▶ Increase funding to raise wages for child protective services staff to draw more qualified staff and reduce caseloads.

▶ Support and expand quality home visiting, early intervention, child care, and pre-K programs proven to lower child abuse and neglect rates in order to help improve social and physical outcomes for infants and young children. (The lack of consistent, safe child care is a risk factor for child abuse. Read more about the child care assistance program in Policy Solutions for Poverty.)

▶ As child neglect is frequently the product of a parent's untreated behavioral or mental illness, New Mexico should strengthen its behavioral and mental health system so access to treatment for problems such as drug and alcohol addiction are more readily available.

▶ Because food insecurity is often a cause of obesity, support Healthy School Meals for All, which would pair healthy meal quality incentives with universal free school meals so all children and teens in low-income communities have access to enough nutritious food without needing to prove eligibility.

▶ Expand funding for the Outdoor Equity Fund so more youth can access the outdoors and the associated benefits for mental and physical health.

▶ Greatly expand behavioral and mental health programs for children, youth and families.

▶ Expand funding and support for community schools and school-based health centers so students have access to health care 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.

▶ Ban the sale of flavored electronic cigarettes.

▶ Increase taxes on tobacco, e-cigarette products, and alcohol to curb usage.

▶ Protect families and children from the effects of extreme weather and other aspects of climate change by creating a state Climate and Public Health program within the Department of Health.
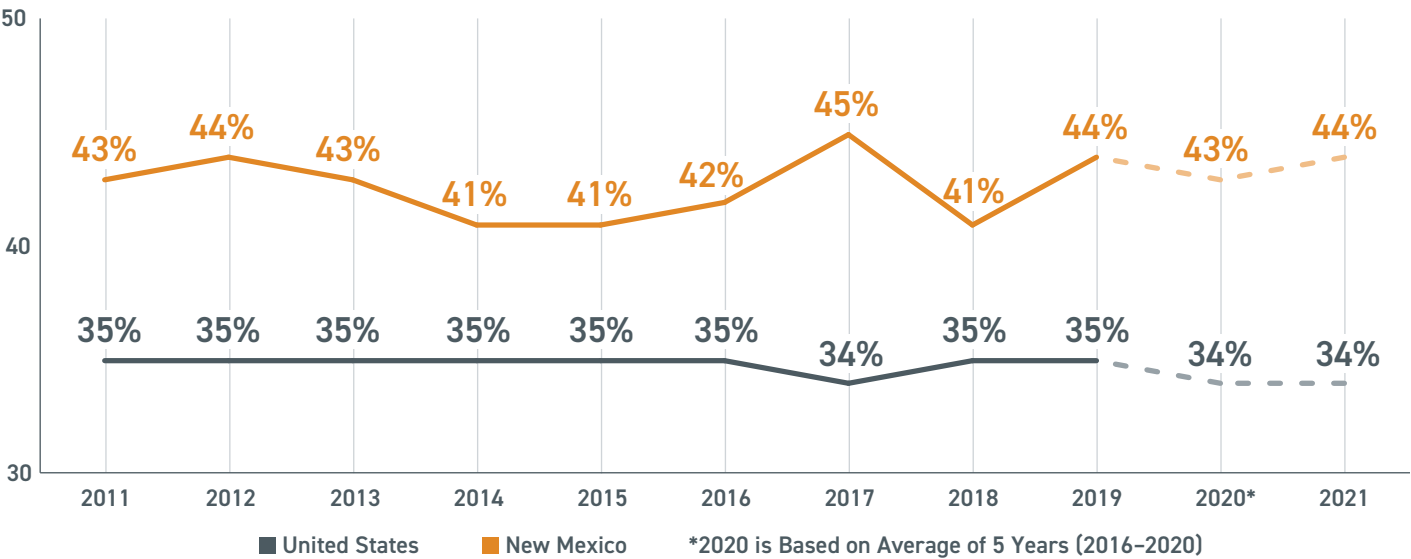
TYPES OF FAMILIES

ABOUT THIS INDICATOR: A **single-parent family** is defined as a family headed by an unmarried parent or parents. As parents who are cohabitating but remain unmarried are counted as "single" parents, this can include families where more than one parental figure is present. Families in which only one parent is present tend to have lower incomes and less access to employer-sponsored benefits like health insurance 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. 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.

HOW NEW MEXICO FARES: In 2021 44% of children in New Mexico were living in single-parent families, much higher than the national average of 34%. Our ranking is based on 2016–2020 data and we remain 48th among the states on this measure. Our high rate of children living in single-parent families is likely part of the reason so many of our children live in poverty, are food insecure, and face educational and health challenges. That single-parent families and poverty are linked is well understood, but what receives far less attention is the question of which situation is the cause and which the effect. Essentially, not only can being a single parent lead to a life of poverty, but the converse—that financial instability within a relationship can lead to its dissolution—is also true. However, public policies that seek to increase marriage rates among families earning low incomes rarely take this fact into consideration and too frequently fail to take a holistic approach to ensuring all families can thrive, no matter their structure. Partly because centuries of systemic discrimination have forced a higher share of people of color into poverty, children of color are more likely to live in single-parent families than are their white and Asian counterparts. Work to ensure that more children of color live in two-parent families must begin by dismantling the race- and ethnicity-based barriers that their parents face; barriers to high-quality and culturally appropriate education, jobs that pay family-sustaining wages, and safe housing. Public programs that use a two-generational approach—meaning they create opportunities simultaneously for both parents and children and in doing so address both groups' needs—are crucial for improving indicators like this one. Some public programs, such as TANF, have unproductive policies, such as requiring mothers to name their child's father regardless of a pattern of abuse. These policies may not only put children in traumatic and sometimes dangerous situations, but they can also jeopardize financial assistance and exacerbate a single-parent family's poverty.
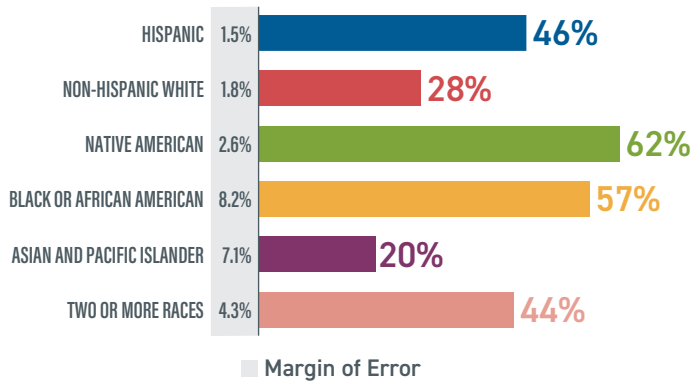
Children in Single-Parent Families—BY YEAR (2011–2021)

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020*	2021
New Mexico	43%	44%	43%	41%	41%	42%	45%	41%	44%	43%	44%
United States	35%	35%	35%	35%	35%	35%	34%	35%	35%	34%	34%

■ United States ■ New Mexico ***2020 is Based on Average of 5 Years (2016–2020)**

Source: U.S. Census Bureau, American Community Survey, 2011–2021, 2016–2020 American Community Survey, table C23008 **Note:** The data for 2016–2020 are not comparable with data for other years as they are based on an average over 5 years. No comparable single year data are available for 2020 due to pandemic-related data collection challenges.
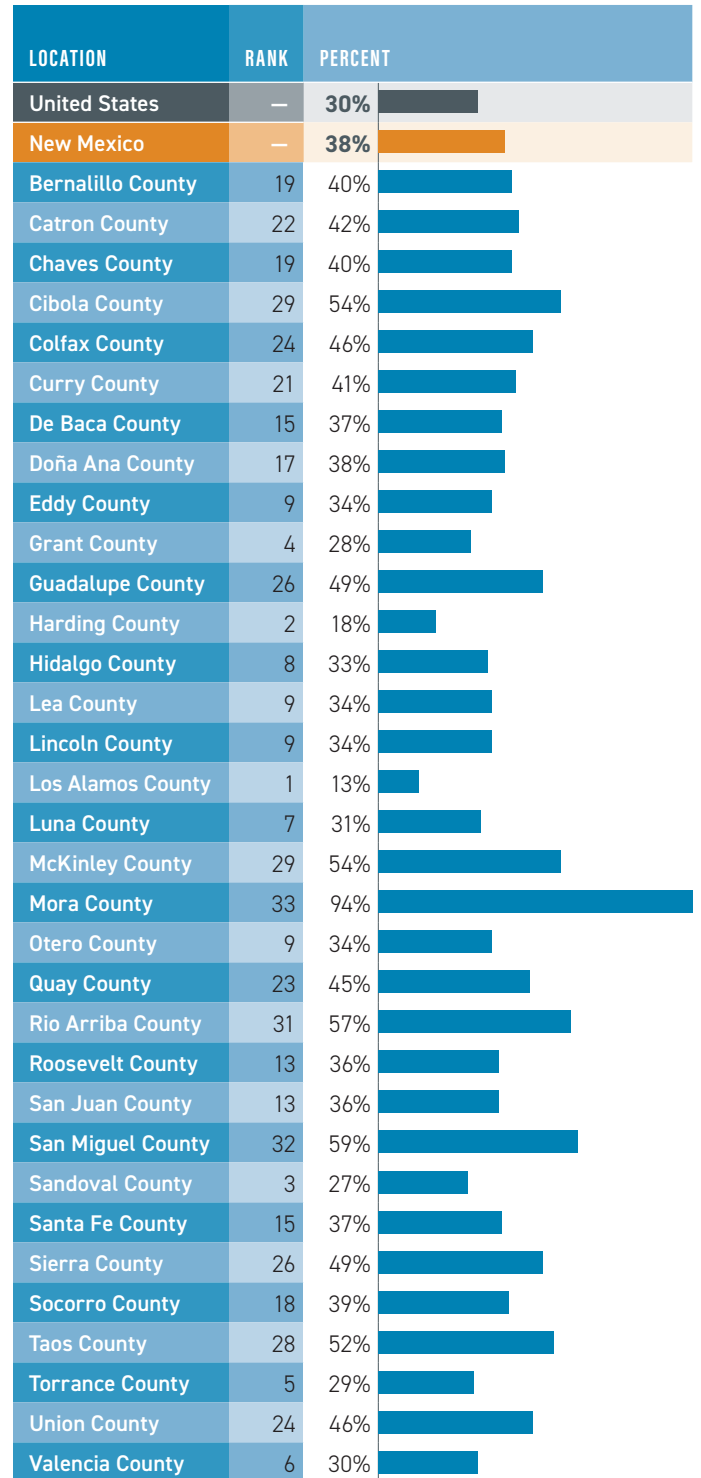
Children in Single-Parent Families—BY RACE AND ETHNICITY (2016–2020)

HISPANIC	1.5%	**46%**
NON-HISPANIC WHITE	1.8%	**28%**
NATIVE AMERICAN	2.6%	**62%**
BLACK OR AFRICAN AMERICAN	8.2%	**57%**
ASIAN AND PACIFIC ISLANDER	7.1%	**20%**
TWO OR MORE RACES	4.3%	**44%**

■ Margin of Error

Source: Population Reference Bureau analysis of data from the U.S. Census Bureau, American Community Survey Public Use Microdata Sample, 2016–2020 **Note:** Higher margins of error indicate less statistical reliability due to small sample sizes.

Children in Single-Parent Families—BY COUNTY (2016–2020)

LOCATION	RANK	PERCENT
United States	—	**30%**
New Mexico	—	**38%**
Bernalillo County	19	40%
Catron County	22	42%
Chaves County	19	40%
Cibola County	29	54%
Colfax County	24	46%
Curry County	21	41%
De Baca County	15	37%
Doña Ana County	17	38%
Eddy County	9	34%
Grant County	4	28%
Guadalupe County	26	49%
Harding County	2	18%
Hidalgo County	8	33%
Lea County	9	34%
Lincoln County	9	34%
Los Alamos County	1	13%
Luna County	7	31%
McKinley County	29	54%
Mora County	33	94%
Otero County	9	34%
Quay County	23	45%
Rio Arriba County	31	57%
Roosevelt County	13	36%
San Juan County	13	36%
San Miguel County	32	59%
Sandoval County	3	27%
Santa Fe County	15	37%
Sierra County	26	49%
Socorro County	18	39%
Taos County	28	52%
Torrance County	5	29%
Union County	24	46%
Valencia County	6	30%

Source: U.S. Census Bureau, American Community Survey, 2016–2020, table B09002

ABOUT THIS INDICATOR: The term **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. Households in which **grandparents are responsible for grandchildren** are defined as households in which the grandparents are both living with their grandchildren and are financially responsible for them even if the children's parents are also present in the household. Children may live with and be the financial responsibility of their grandparents for a number of reasons. Parents may be unable to work or find a job or they may be unable to live with their children due to external circumstances such as incarceration. Being financially responsible for a grandchild can put an economic strain on grandparents, especially if they are living on a fixed income.

Also, children of grandparents who have not been made their legal guardians may be unable to receive benefits such as SNAP or Medicaid for which the children would otherwise qualify. The table on the following page does not include other types of household structures besides families with children, including families and households without children and households where no one is related.

HOW NEW MEXICO FARES: While a large share of New Mexico's children (38%) live in families where the parents are not married, married-couple families still make up the largest share (15%) of households with children. Neither the state- nor national-level data on types of families with children has changed significantly from the 2014–2018 data.

HOW TO READ THIS TABLE: "Of all the households in New Mexico, 15% are married-couple families with their own children younger than 18 years."

Types of Families—BY COUNTY (2016-2020)

LOCATION	TOTAL HOUSEHOLDS	PERCENT OF HOUSEHOLDS WITH OWN CHILDREN YOUNGER THAN 18 YEARS THAT ARE			
		MARRIED-COUPLE FAMILIES	SINGLE-MALE HOUSEHOLDER FAMILIES	SINGLE-FEMALE HOUSEHOLDER FAMILIES	GRANDPARENTS RESPONSIBLE FOR GRANDCHILDREN
United States	122,354,219	19%	2%	6%	2%
New Mexico	792,755	15%	3%	7%	3%
Bernalillo County	272,528	14%	3%	7%	2%
Catron County	1,546	10%	0%	4%	2%
Chaves County	23,641	19%	3%	9%	3%
Cibola County	8,408	10%	5%	8%	6%
Colfax County	5,946	10%	4%	7%	2%
Curry County	18,620	20%	4%	9%	3%
De Baca County	554	14%	10%	4%	3%
Doña Ana County	79,421	17%	3%	8%	2%
Eddy County	21,548	20%	4%	7%	3%
Grant County	11,496	10%	2%	5%	1%
Guadalupe County	1,345	7%	0%	6%	1%
Harding County	176	10%	3%	1%	1%
Hidalgo County	1,742	17%	4%	4%	3%
Lea County	22,868	24%	5%	9%	4%
Lincoln County	8,478	12%	2%	3%	1%
Los Alamos County	7,895	21%	2%	3%	2%
Luna County	8,911	17%	3%	7%	4%
McKinley County	21,247	12%	4%	11%	7%
Mora County	2,278	1%	2%	9%	5%
Otero County	23,112	17%	2%	6%	5%
Quay County	3,182	8%	2%	10%	1%
Rio Arriba County	13,035	8%	5%	8%	3%
Roosevelt County	6,785	17%	1%	8%	2%
San Juan County	43,582	17%	4%	8%	4%
San Miguel County	11,942	7%	4%	10%	4%
Sandoval County	52,504	18%	2%	6%	4%
Santa Fe County	63,152	12%	2%	6%	3%
Sierra County	5,402	9%	2%	6%	2%
Socorro County	5,002	12%	2%	5%	9%
Taos County	12,592	7%	2%	7%	3%
Torrance County	5,957	15%	7%	3%	5%
Union County	1,404	9%	5%	6%	1%
Valencia County	26,456	17%	3%	6%	5%

Source: U.S. Census Bureau, American Community Survey, 2016-2020, tables S1101, S1002

HOW NEW MEXICO FARES: As married-couple families with children make up a smaller share of households in most tribal areas than they do in the state as a whole, many tribal areas have higher rates of households where grandparents are responsible for their grandchildren.

Types of Families—BY TRIBAL AREA (2016–2020)

LOCATION	TOTAL HOUSEHOLDS	PERCENT OF HOUSEHOLDS WITH OWN CHILDREN YOUNGER THAN 18 YEARS THAT ARE			
		MARRIED-COUPLE FAMILIES	SINGLE-MALE HOUSEHOLDER FAMILIES	SINGLE-FEMALE HOUSEHOLDER FAMILIES	GRANDPARENTS RESPONSIBLE FOR GRANDCHILDREN
United States (All Races)	122,354,219	19%	2%	6%	2%
New Mexico (All Races)	792,755	15%	3%	7%	3%
Acoma Pueblo	723	8%	6%	3%	17%
Cochiti Pueblo	626	9%	2%	5%	3%
Isleta Pueblo	1,350	10%	6%	4%	9%
Jemez Pueblo	500	12%	3%	5%	16%
Jicarilla Apache	721	3%	4%	15%	8%
Laguna Pueblo	869	11%	2%	12%	3%
Mescalero Apache	1,112	9%	1%	15%	17%
Nambe Pueblo	783	10%	1%	8%	3%
Navajo	19,413	10%	4%	10%	9%
Ohkay Owingeh Pueblo	1,853	8%	3%	6%	6%
Picuris Pueblo	778	6%	4%	12%	4%
Pojoaque Pueblo	1,377	12%	4%	8%	5%
Sandia Pueblo	2,130	12%	2%	8%	4%
San Felipe Pueblo	960	10%	2%	4%	17%
San Ildefonso Pueblo	820	18%	4%	11%	5%
Santa Ana Pueblo	247	9%	1%	4%	11%
Santa Clara Pueblo	4,414	10%	3%	10%	2%
Santo Domingo Pueblo	605	10%	4%	4%	20%
Taos Pueblo	2,010	5%	3%	4%	8%
Tesuque Pueblo	348	14%	2%	8%	20%
Zia Pueblo	220	14%	10%	8%	12%
Zuni Pueblo	1,851	11%	6%	8%	17%

Source: U.S. Census Bureau, American Community Survey, 2016–2020, tables S1101, S1002

POLICY SOLUTIONS FOR FAMILY AND COMMUNITY

TYPES OF FAMILIES

▶ Expand funding for home visiting programs, especially for teen parents. Home visiting provides parents with early emotional support, parenting skills, and developmentally appropriate activities, as well as aids in accessing economic, health, and educational resources.

▶ Maintain income eligibility for child care assistance at 400% the federal poverty level (FPL) and provide continuous eligibility so parents can accept pay raises without suddenly losing benefits that are worth more than the pay increase; permanently eliminate copays for families earning less than 100% FPL and, for families between 101% and 300% FPL, scale copays to no more than 7% of family income.

▶ Invest in broadband infrastructure so that families and communities can better access health, well-being, family support, and education services.

▶ Support policies that prioritize kinship care for foster children; support and promote the availability of resources and assistance for grandparents helping to raise their grandchildren, including access to financial resources, legal services, food and housing assistance, medical care, and transportation; and fund navigators to assist kinship foster care families in accessing the public benefits for which they are eligible.

ADULT EDUCATION

ABOUT THIS INDICATOR: The **household head** is the person in whose name the home is rented or mortgaged. Please note that the universe—the group that is being measured—differs between data sets. In two of them, children are the unit being measured, while families are the unit measured in the third. Research shows that the education level of a parent—especially that of the 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. 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.

HOW NEW MEXICO FARES: In 2019, 14% of New Mexico children—or 69,000 kids—lived in families where the head of the household lacked a high school diploma. Currently, New Mexico ranks 46th in the nation on this indicator. This rate has been improving in New Mexico and nationwide since 2009, when 21% of New Mexico children lived in families headed by a parent without a high school diploma. While the rates are highest among Hispanic and Native American children, the biggest improvements in this indicator since 2009 have been in these groups.
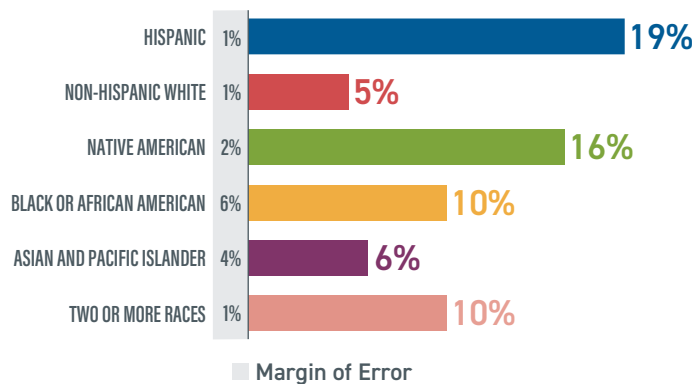
HOW TO READ THIS CHART: "Of all the children in New Mexico, 14% lived in families where the head of the household lacked a high school diploma in 2019."

Children in Families where the Household Head Lacks a High School Diploma—BY YEAR (2009-2019)
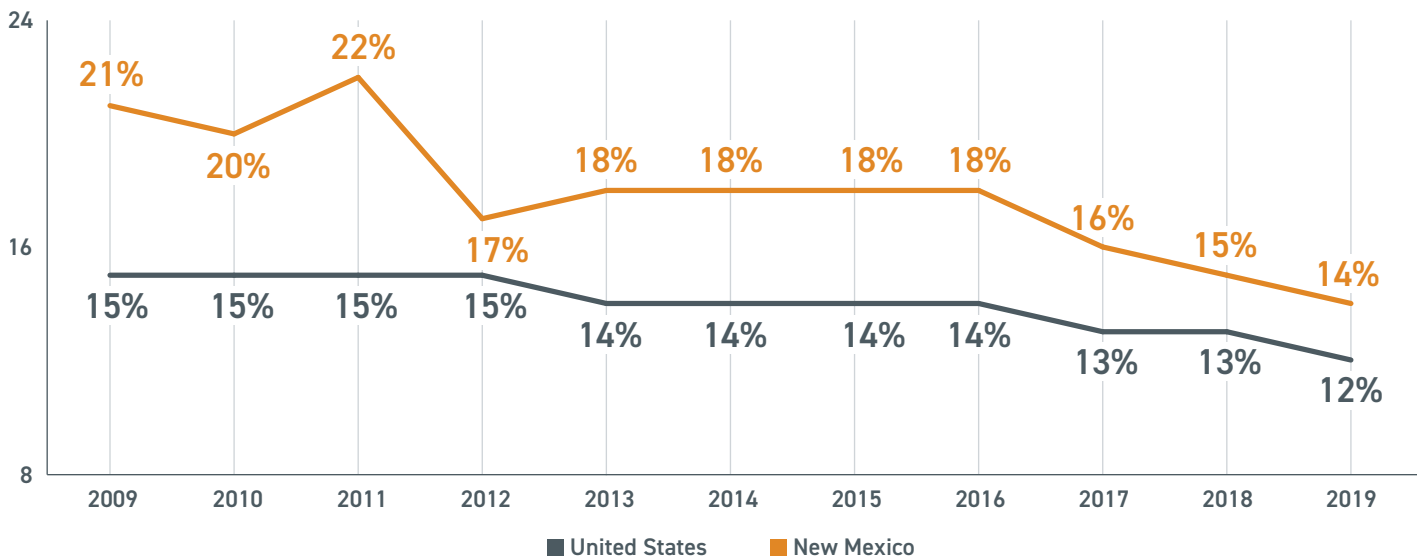
Source: Population Reference Bureau analysis of U.S. Census Bureau, American Community Survey, 2009–2019

Children in Families where the Household Head Lacks a High School Diploma—BY RACE AND ETHNICITY (2016–2020)

Race/Ethnicity	Margin of Error	Percent
HISPANIC	1%	19%
NON-HISPANIC WHITE	1%	5%
NATIVE AMERICAN	2%	16%
BLACK OR AFRICAN AMERICAN	6%	10%
ASIAN AND PACIFIC ISLANDER	4%	6%
TWO OR MORE RACES	1%	10%

■ Margin of Error

Source: Population Reference Bureau analysis of data from the U.S. Census Bureau, American Community Survey Public Use Microdata Sample, 2016–2020 **Note:** Higher margins of error indicate less statistical reliability due to small sample sizes.

HOW TO READ THIS TABLE: "Of all the families in New Mexico, the head of the household lacked a high school diploma in 12% of them in 2016–2020."

Families where the Household Head Lacks a High School Diploma—BY COUNTY (2016–2020)

LOCATION	RANK	PERCENT	
United States	—	10%	
New Mexico	—	12%	
Bernalillo County	8	9%	
Catron County	3	5%	
Chaves County	29	19%	
Cibola County	14	12%	
Colfax County	4	6%	
Curry County	30	20%	
De Baca County	2	3%	
Doña Ana County	28	18%	
Eddy County	24	14%	
Grant County	10	10%	
Guadalupe County	24	14%	
Harding County	14	12%	
Hidalgo County	20	13%	
Lea County	32	22%	
Lincoln County	10	10%	
Los Alamos County	1	1%	
Luna County	33	26%	
McKinley County	30	20%	
Mora County	5	7%	
Otero County	8	9%	
Quay County	27	15%	
Rio Arriba County	14	12%	
Roosevelt County	20	13%	
San Juan County	20	13%	
San Miguel County	20	13%	
Sandoval County	5	7%	
Santa Fe County	13	11%	
Sierra County	10	10%	
Socorro County	14	12%	
Taos County	5	7%	
Torrance County	14	12%	
Union County	14	12%	
Valencia County	24	14%	

Source: U.S. Census Bureau, American Community Survey, 2016–2020, table B17018

ABOUT THIS INDICATOR: The table on the following page measures the percentage of all adults, ages 25 and older, in each of the categories of educational level, which range from lacking a high school diploma to having a graduate degree. Adults 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.

HOW NEW MEXICO FARES: New Mexico lags slightly behind the nation in the educational levels of its adults and no significant change is shown in this data as compared to the 2015–2019 data. Not surprisingly, Los Alamos County is the outlier with 42% of its adults having a graduate or professional degree, thanks to the presence of the national lab there.

HOW TO READ THIS TABLE: "Of all the adults, ages 25 and older, in New Mexico, 14% lack a high school diploma, 26% have a high school diploma or equivalency, 23% have some college credits, but have not earned a degree, 9% have earned an associate's degree, 16% have earned a bachelor's degree, and the final 12% have earned a graduate (master's or doctorate) or professional degree."

Adult (Ages 25 and Older) Education Levels—BY COUNTY (2016–2020)

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	12%	27%	20%	9%	20%	13%
New Mexico	14%	26%	23%	9%	16%	12%
Bernalillo County	10%	23%	23%	9%	20%	16%
Catron County	7%	42%	27%	7%	10%	7%
Chaves County	21%	27%	26%	9%	12%	6%
Cibola County	19%	30%	23%	11%	11%	6%
Colfax County	13%	30%	26%	10%	13%	8%
Curry County	19%	26%	26%	9%	14%	7%
De Baca County	18%	28%	36%	5%	7%	7%
Doña Ana County	20%	22%	21%	8%	17%	12%
Eddy County	16%	33%	24%	10%	11%	6%
Grant County	13%	28%	25%	8%	16%	10%
Guadalupe County	17%	48%	19%	8%	4%	4%
Harding County	15%	21%	20%	20%	15%	9%
Hidalgo County	18%	33%	21%	8%	13%	7%
Lea County	24%	32%	21%	8%	8%	6%
Lincoln County	10%	33%	25%	7%	17%	9%
Los Alamos County	2%	10%	14%	7%	25%	42%
Luna County	29%	36%	17%	6%	8%	6%
McKinley County	22%	36%	23%	7%	6%	6%
Mora County	9%	39%	28%	7%	6%	11%
Otero County	13%	28%	30%	10%	13%	6%
Quay County	18%	37%	20%	9%	10%	6%
Rio Arriba County	13%	34%	26%	9%	11%	8%
Roosevelt County	19%	32%	22%	5%	15%	7%
San Juan County	14%	29%	29%	13%	9%	6%
San Miguel County	17%	25%	27%	9%	11%	11%
Sandoval County	9%	25%	24%	11%	18%	13%
Santa Fe County	10%	23%	19%	7%	21%	20%
Sierra County	11%	30%	26%	11%	13%	9%
Socorro County	17%	38%	18%	5%	10%	12%
Taos County	9%	25%	25%	9%	19%	14%
Torrance County	15%	36%	28%	6%	10%	6%
Union County	16%	44%	22%	5%	7%	5%
Valencia County	15%	32%	24%	9%	11%	9%

Source: U.S. Census Bureau, American Community Survey, 2016–2020, table DP02

Adult (Ages 25 and Older) Education Levels—BY TRIBAL AREA (2016–2020)

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 (All Races)	12%	27%	20%	9%	20%	13%
New Mexico (All Races)	14%	26%	23%	9%	16%	12%
Acoma Pueblo	11%	37%	29%	14%	6%	4%
Cochiti Pueblo	6%	33%	28%	7%	14%	12%
Isleta Pueblo	12%	37%	25%	13%	9%	5%
Jemez Pueblo	14%	45%	23%	9%	7%	2%
Jicarilla Apache	13%	42%	25%	11%	5%	4%
Laguna Pueblo	10%	37%	32%	15%	6%	1%
Mescalero Apache	19%	33%	26%	8%	13%	2%
Nambe Pueblo	10%	41%	24%	5%	10%	9%
Navajo	26%	36%	23%	8%	5%	3%
Ohkay Owingeh Pueblo	13%	37%	29%	9%	8%	5%
Picuris Pueblo	13%	38%	24%	12%	9%	4%
Pojoaque Pueblo	10%	31%	25%	7%	16%	12%
Sandia Pueblo	24%	37%	20%	7%	8%	4%
San Felipe Pueblo	22%	42%	20%	4%	8%	4%
San Ildefonso Pueblo	5%	30%	35%	10%	13%	7%
Santa Ana Pueblo	14%	34%	31%	13%	5%	2%
Santa Clara Pueblo	16%	31%	23%	8%	14%	9%
Santo Domingo Pueblo	19%	53%	14%	7%	5%	2%
Taos Pueblo	9%	32%	26%	6%	15%	12%
Tesuque Pueblo	16%	26%	36%	4%	11%	7%
Zia Pueblo	17%	35%	34%	9%	5%	0%
Zuni Pueblo	23%	37%	28%	7%	3%	2%

Source: U.S. Census Bureau, American Community Survey, 2016–2020, table DP02

POLICY SOLUTIONS FOR FAMILY AND COMMUNITY

ADULT EDUCATION

▶ 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.

▶ 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 to these programs for adults lacking skills and earning low incomes who don't qualify for many forms of financial aid 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.
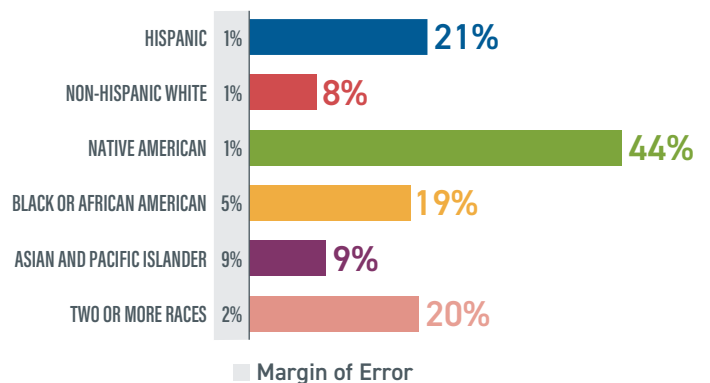
HIGH-POVERTY AREAS

ABOUT THIS INDICATOR: A **high-poverty area** is defined as a Census tract where at least 30% of the population lives at or below the federal poverty level. This indicator measures all children living in such areas, including those whose families earn incomes higher than the poverty level. 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.

HOW NEW MEXICO FARES: New Mexico's rate of children living in high-poverty areas—20%—is much higher than the national average of 9%, which ranks our state 49th in the nation on this indicator. New Mexico saw no change from 2019 to 2020. However, longer-term trends have improved, with 17,000 fewer New Mexico children living in high-poverty areas in 2020 than did in 2012.
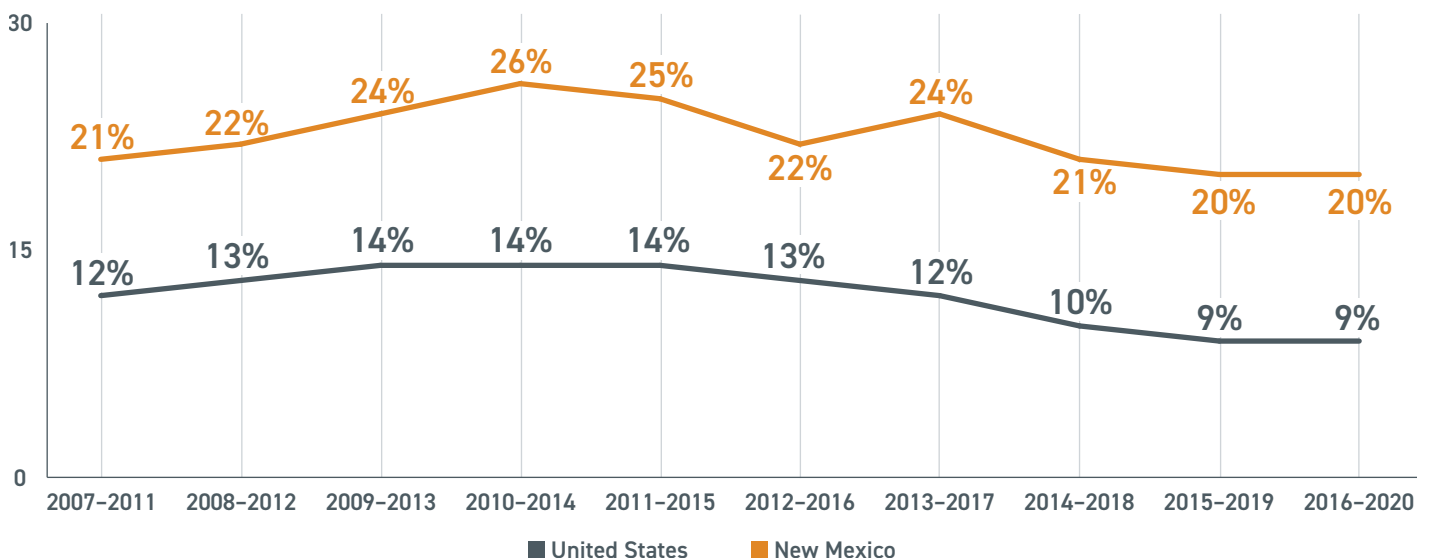
Native American children are most likely to live in high-poverty areas, followed by Hispanic children. Non-Hispanic white and Asian children are least likely to live in high-poverty areas.

Children Living in High-Poverty Areas—BY RACE AND ETHNICITY (2016–2020)

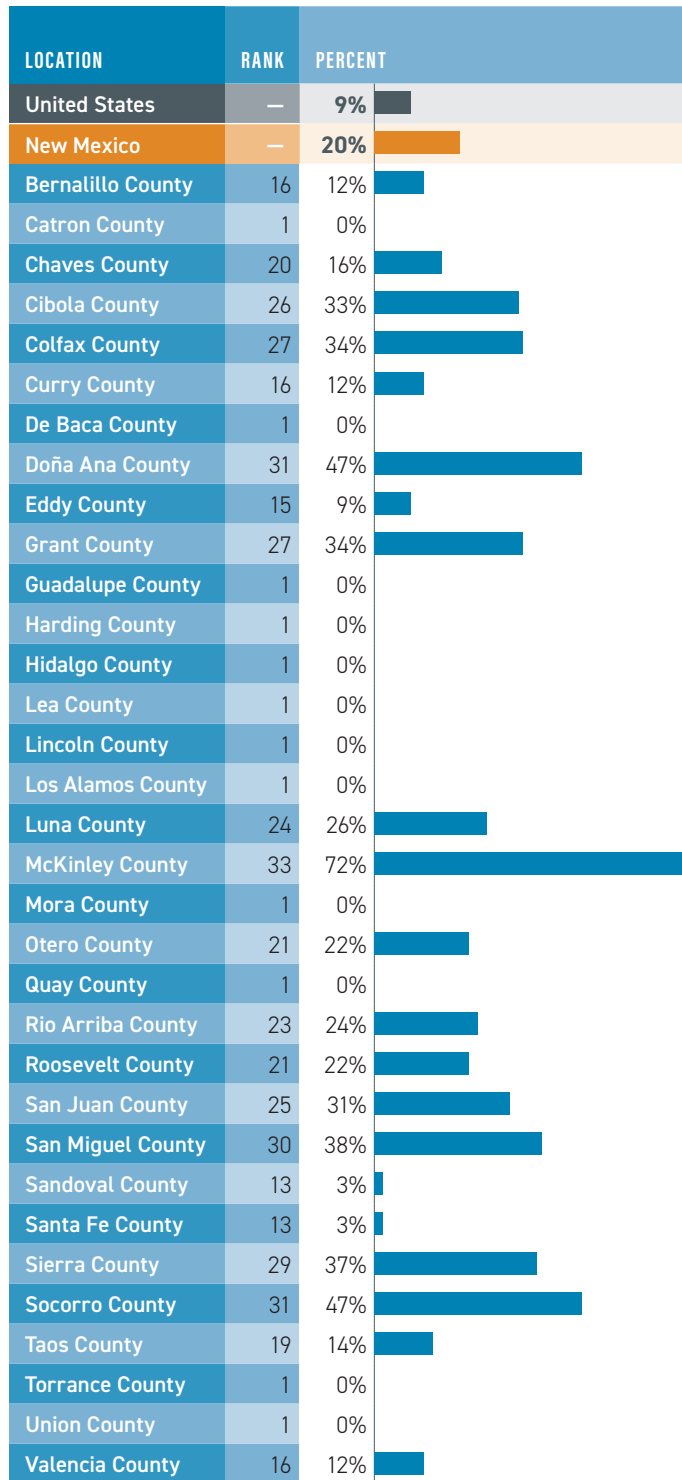|		
HISPANIC	1%	21%
NON-HISPANIC WHITE	1%	8%
NATIVE AMERICAN	1%	44%
BLACK OR AFRICAN AMERICAN	5%	19%
ASIAN AND PACIFIC ISLANDER	9%	9%
TWO OR MORE RACES	2%	20%

☐ Margin of Error

Source: Population Reference Bureau analysis of data from the U.S. Census Bureau, American Community Survey, 2016-2020 **Note:** Higher margins of error indicate less statistical reliability due to small sample sizes.

Children Living in High-Poverty Areas—BY YEAR (2007–2020)

Year	United States	New Mexico
2007–2011	12%	21%
2008–2012	13%	22%
2009–2013	14%	24%
2010–2014	14%	26%
2011–2015	14%	25%
2012–2016	13%	22%
2013–2017	12%	24%
2014–2018	10%	21%
2015–2019	9%	20%
2016–2020	9%	20%

■ United States ■ New Mexico

Source: U.S. Census Bureau, American Community Survey 5-year summary files released from 2007 to 2020

Children Living in High-Poverty Areas—BY COUNTY (2016–2020)

LOCATION	RANK	PERCENT	
United States	—	9%	
New Mexico	—	20%	
Bernalillo County	16	12%	
Catron County	1	0%	
Chaves County	20	16%	
Cibola County	26	33%	
Colfax County	27	34%	
Curry County	16	12%	
De Baca County	1	0%	
Doña Ana County	31	47%	
Eddy County	15	9%	
Grant County	27	34%	
Guadalupe County	1	0%	
Harding County	1	0%	
Hidalgo County	1	0%	
Lea County	1	0%	
Lincoln County	1	0%	
Los Alamos County	1	0%	
Luna County	24	26%	
McKinley County	33	72%	
Mora County	1	0%	
Otero County	21	22%	
Quay County	1	0%	
Rio Arriba County	23	24%	
Roosevelt County	21	22%	
San Juan County	25	31%	
San Miguel County	30	38%	
Sandoval County	13	3%	
Santa Fe County	13	3%	
Sierra County	29	37%	
Socorro County	31	47%	
Taos County	19	14%	
Torrance County	1	0%	
Union County	1	0%	
Valencia County	16	12%	

Source: Population Reference Bureau analysis of U.S. Census Bureau, American Community Survey, 2016–2020, custom data request received October 2022

POLICY SOLUTIONS FOR FAMILY AND COMMUNITY

HIGH-POVERTY AREAS

▶ Increase access to affordable housing in safe areas with prospects of work for families earning low incomes, especially families of color, including through the creation or expansion of incentives for developers to build mixed-income housing developments.

▶ Promote community change efforts that integrate physical revitalization with human capital development. Combining investment in early childhood care and education programs for children with workforce development and asset-building activities for parents can benefit families earning low incomes.

▶ Increase funding for Individual Development Accounts (IDAs) and Child Development Accounts (CDAs), which help parents and children save money for buying a home or paying for college.

▶ Target additional school funding towards schools in high-poverty areas.

▶ Incentivize teaching, expand community schools, and reduce class sizes in schools 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 federal 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 to create pathways out of poverty.
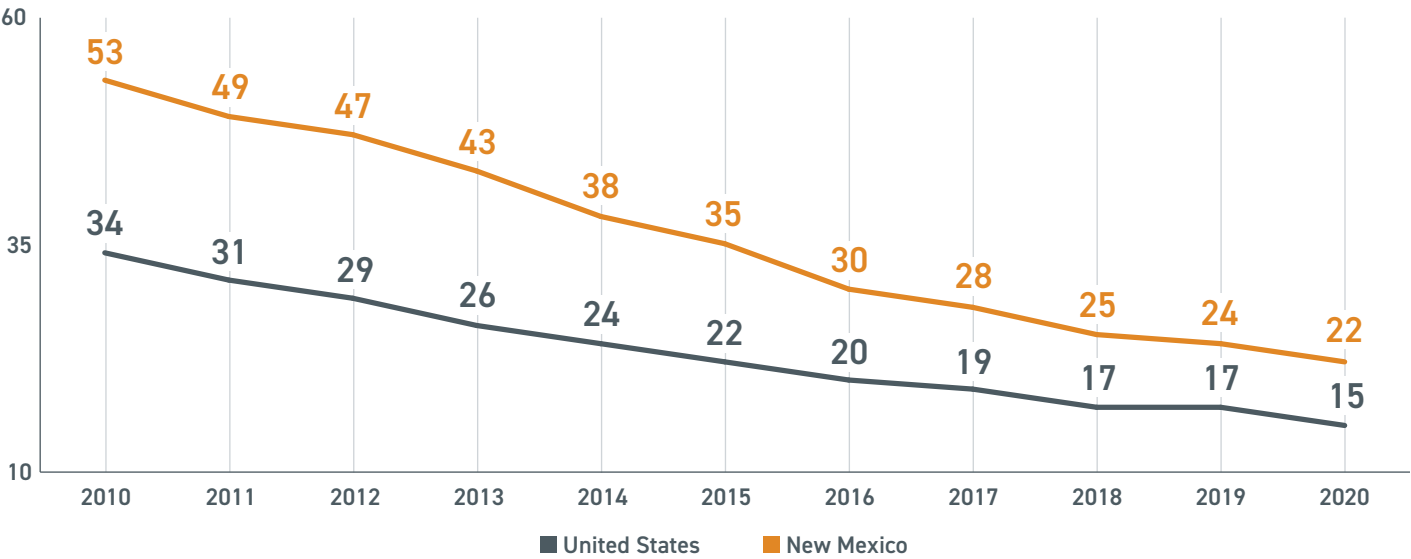
TEEN BIRTH RATES

ABOUT THIS INDICATOR: The **teen birth rate** is the number of births to teens, ages 15 to 19, for every 1,000 females in that age range in the population. 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.

HOW NEW MEXICO FARES: Following a national trend, the teen birth rate in New Mexico has improved significantly over time, dropping from 53 per 1,000 female teens in 2010 to 22 per 1,000 in 2020 —its lowest point in a decade. This represents an improvement of 58%, although New Mexico keeps its rank of 41st among the states on this indicator. Moreover, teen birth rates have declined across all races and ethnicities, improving most dramatically among Hispanic and Native American teens, with the rate of Hispanic teen births dropping from 64 per 1,000 in 2010 to 23 per 1,000 in 2021, and the rate of Native American teen births dropping from 61 per 1,000 in 2010 to 19 per 1,000 in 2021.

Teen Birth Rate (per 1,000)—BY YEAR (2010–2020)

Source: Population Reference Bureau analysis of Centers for Disease Control and Prevention, National Center for Health Statistics Vital Stats birth data from 2010 through 2020

Teen Birth Rate (per 1,000)—BY RACE AND ETHNICITY (2021)

Race/Ethnicity	Rate
HISPANIC	23
NON–HISPANIC WHITE	11
NATIVE AMERICAN	19
BLACK OR AFRICAN AMERICAN	20
ASIAN OR PACIFIC ISLANDER	4
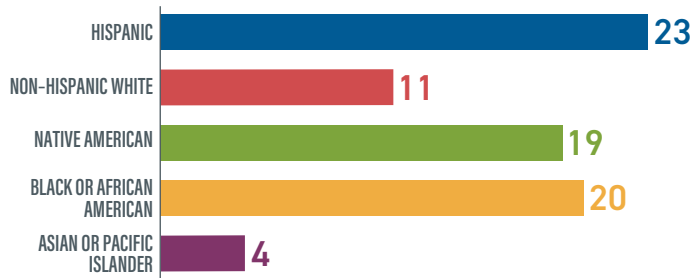
Source: New Mexico Department of Public Health, Indicator-Based Information System for Public Health (IBIS), retrieved December 2022

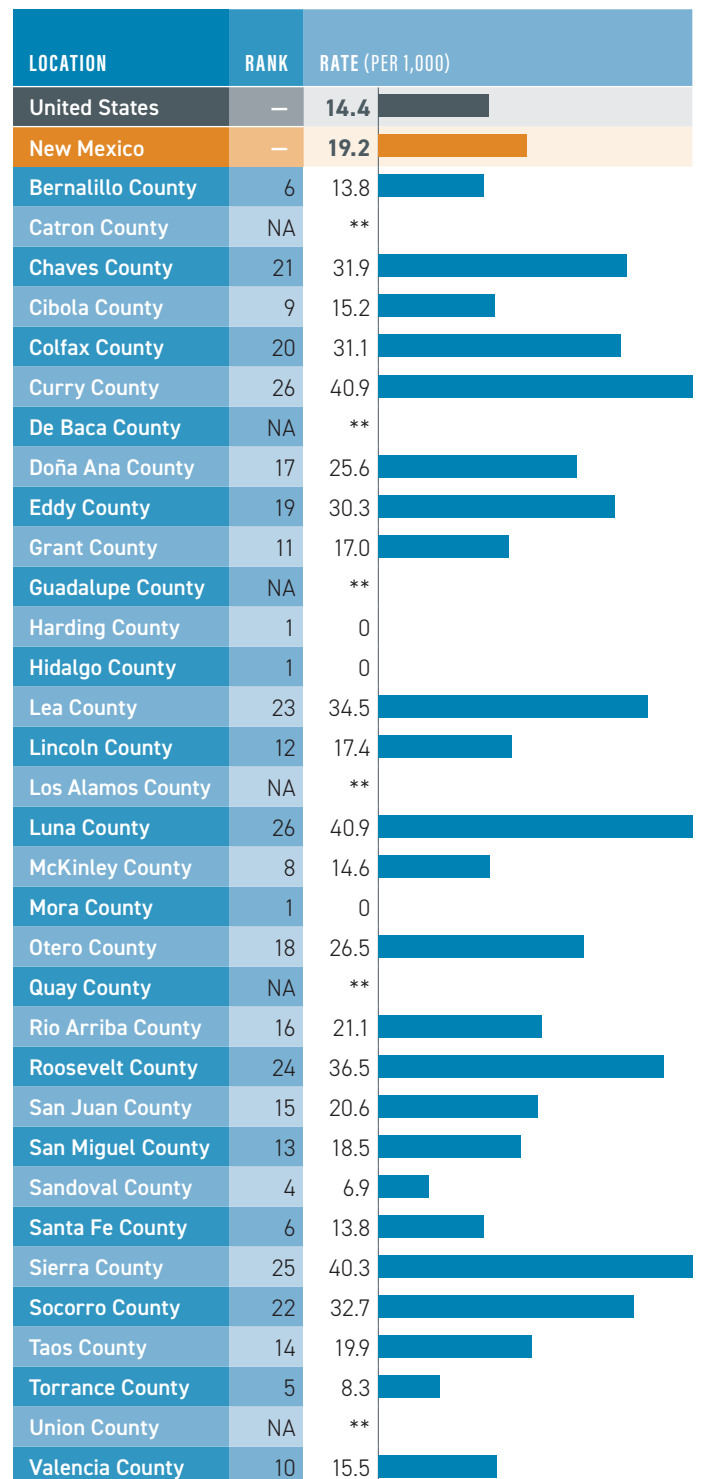## POLICY SOLUTIONS FOR FAMILY AND COMMUNITY

TEEN BIRTH RATES

▸ 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 skills, 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 physical and behavioral health professionals to help them make informed decisions.

▸ Expand evidence-based, age-appropriate comprehensive sex education and defund abstinence-only programs.

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

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

Teen Birth Rate (per 1,000)—BY COUNTY (2021)

LOCATION	RANK	RATE (PER 1,000)
United States	—	14.4
New Mexico	—	19.2
Bernalillo County	6	13.8
Catron County	NA	**
Chaves County	21	31.9
Cibola County	9	15.2
Colfax County	20	31.1
Curry County	26	40.9
De Baca County	NA	**
Doña Ana County	17	25.6
Eddy County	19	30.3
Grant County	11	17.0
Guadalupe County	NA	**
Harding County	1	0
Hidalgo County	1	0
Lea County	23	34.5
Lincoln County	12	17.4
Los Alamos County	NA	**
Luna County	26	40.9
McKinley County	8	14.6
Mora County	1	0
Otero County	18	26.5
Quay County	NA	**
Rio Arriba County	16	21.1
Roosevelt County	24	36.5
San Juan County	15	20.6
San Miguel County	13	18.5
Sandoval County	4	6.9
Santa Fe County	6	13.8
Sierra County	25	40.3
Socorro County	22	32.7
Taos County	14	19.9
Torrance County	5	8.3
Union County	NA	**
Valencia County	10	15.5

Source: Centers for Disease Control and Prevention, 2020–2021 (U.S. data); New Mexico Department of Health, Indicator-Based Information System for Public Health (IBIS), retrieved December 2022 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, suppressed rates for counties are designated by the ** symbol.

METHODOLOGY

DATA SOURCES

ABOUT THE DATA

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 "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. Due to COVID-19 data collection challenges, ACS one-year estimates for 2020 are not available. On some indicators based on ACS one-year estimates, the long-term trends include data from 2016–2020 to represent the gap between 2019 and 2021 data; however, these five-year estimates should not be compared to the one-year data in the trendlines. Wherever this is the case, the graph will include a note to clarify. In some cases, we have used one-year estimates from the 2019 ACS, which 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 2016–2020) are still comparable to other five-year estimates and provide data for areas with fewer than 20,000 people (as well as for all larger areas), because over five years a large enough sample has been accumulated to provide accurate estimates for those areas. However, five-year estimates for 2017–2021 have not yet been released. 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, we have provided any national and state-level data available from the 2021 one-year ACS as well as some data from the 2019 one-year ACS, while most county and tribal data reported are from the 2016–2020 five-year ACS (the most recent five-year data set available at the time of this writing).

This year, the New Mexico KIDS COUNT Data Book includes COVID-19 hardship data to reflect some of the real-time impacts the pandemic has had on children and families by race and ethnicity, as available. This data has come from the U.S. Census Bureau's Household Pulse Survey (see the "Major Data Sources" section for more information), and data were still being collected at the time of this writing. The most recent data available can be found at the KIDS COUNT Data Center (datacenter.kidscount.org). COVID-19 hardship data is difficult to compare with other states and the nation, and because the hardship data are so specific, there is not robust baseline data for drawing comparisons. This data should be used primarily to account for how New Mexico is doing at a specific point in time during the pandemic. The race and ethnicity breakdowns vary among hardship indicators, and are extremely limited, with some racial and ethnic groups suppressed by the Census Bureau, and some combined in the Two or More Races/ Other Race category (including Native Americans, Pacific Islanders, and Native Hawaiians), therefore obscuring how the pandemic has differently affected these populations.

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, events or individuals possessing a certain quality of interest (like teens ages 15–19 giving birth) by the total number 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."

<div style="text-align:center">

M E T H O D O L O G Y
DEFINITIONS

</div>

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

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

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

▶ So, though the number of families equals the number of family households, family households may include more members than do families.

▶ Families are classified as "Married-Couple Family," "Single-Parent Family," "Stepfamily," or "Subfamily."

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

▶ **Household Income,** which is a summed number, includes the income of the householder and all other individuals 15 years old and older in the household, whether they are related to the householder or not.

▶ **Family Income** includes the summed incomes of all members 15 years old and older who are related to the householder; this summed income is treated as a single amount.

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

Poverty levels can be difficult to interpret. The Census Bureau uses a set of income thresholds known as the federal poverty guidelines (also known as the federal poverty level or FPL), 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 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 2022 New Mexico KIDS COUNT Data Book are for 2021. In 2021 the FPL was $12,880 for one person or $26,500 for a family of four. However, a family of four at double (200 percent) the federal poverty level ($53,000 in 2021) 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 and Hispanic Origin: The U.S. Census uses six race categories: White, Black or African American, American Indian/Alaska Native, Asian, Native Hawaiian/Other Pacific Islander, and Some Other Race. The term origin is used to indicate a person's (or the person's parents) heritage, nationality group, lineage, or country of birth. In addition, the Census uses two ethnic categories: Hispanic and Non-Hispanic. Hispanic (or Latino) refers to a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. People who identify their origin as Spanish or Hispanic may be of any race. In 2020 the ACS made changes in the race question design, processing, and coding, meaning any comparisons to race estimates in data from 2019 or earlier should be made with caution.

DATA SOURCES
MAJOR DATA SOURCES

AMERICAN COMMUNITY SURVEY, U.S. CENSUS BUREAU

The majority of the data in the 2022 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. Changes were made to the design, processing, and coding of the race and ethnicity question in 2020. 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 2022, one-year estimates for 2021 were released. The five-year estimates for 2020 were released in March of 2022. American Community Survey data can be found on the U.S. Census website.

CENSUS 2020, U.S. CENSUS BUREAU

The federal government implements a national census every decade; the official 2020 Census results (known as "Census 2020") were released in 2021. 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 website as that of the American Community Survey or from its own website.

HOUSEHOLD PULSE SURVEY, U.S. CENSUS BUREAU

In response the COVID-19 pandemic, the U.S. Census Bureau designed the Household Pulse Survey in collaboration with multiple federal agencies. Designed to deploy quickly and efficiently, the Household Pulse Survey is collecting data to be disseminated in near real-time to inform federal and state response to recovery planning. The online survey asks questions about how education, employment, food security, health, housing, social security benefits, household spending, stimulus payments, child care, and transportation have been affected by the ongoing crisis, as well as how households have spent stimulus payments and the expanded Child Tax Credit. Throughout the pandemic, the Census Bureau has changed the survey in each phase, often meaning the data are truly a limited snapshot that may not be fully comparable with other responses from the Household Pulse Survey. When the 2022 New Mexico KIDS COUNT Data Book was released, data collection for Phase 3.6 of the Household Pulse Survey had just been completed.

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.

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 224,400 fourth-graders and 222,300 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.

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 under the Children, Youth and Families Department (CYFD). 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 (July-June) 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, NEW MEXICO DEPARTMENT OF HEALTH

The Office of School and Adolescent Health (OSAH) 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 (AECF) 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, 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, in indicators 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 on the AECF website.

DATA SOURCES
OTHER DATA SOURCES

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.

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.*

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).

KIDS COUNT DATA CENTER

YOUR SOURCE FOR MORE NEW MEXICO DATA

➜ DATACENTER/KIDSCOUNT.ORG

SEARCH
by Location, Topic or Keyword

CREATE
Custom Maps, Tables and Graphs

COMPARE
States, Counties, Cities, Tribal Areas, School Districts and Congressional Districts

NEW MEXICO

KIDS COUNT

NEW MEXICO

VOICES FOR CHILDREN

625 Silver Ave. SW, Suite 195
Albuquerque, NM 87102
505-244-9505
www.nmvoices.org
www.datacenter.kidscount.org/data

CONTACT:

Amber Wallin
Executive Director
505-244–9505, ext. 113
awallin@nmvoices.org

NEW MEXICO

VOICES
FOR CHILDREN