

Hispanics in New Mexico: An Overview of Population Demographics and Educational Outcomes

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Data... Insight... Impact

Overview of Presentation

- Hispanic Demographics
 - Quick Facts
 - Population Statistics
 - Educational Attainment
 - Income and Poverty
- The Path to Graduation
 - Academic Achievement & the Achievement Gap
 - Early Warning Indicators, High School Graduation, & the Graduation Gap
 - College Remediation, Retention, & Graduation
- Youth Risk Factors
 - Truancy
 - Hunger
 - Suicidal Thoughts, Attempted Suicide, & Suicide
- Youth Resiliency Factors
 - Caring Adults
 - In-School & Out-of-School Activities

POPULATION DEMOGRAPHICS

“The Latino Age Wave”

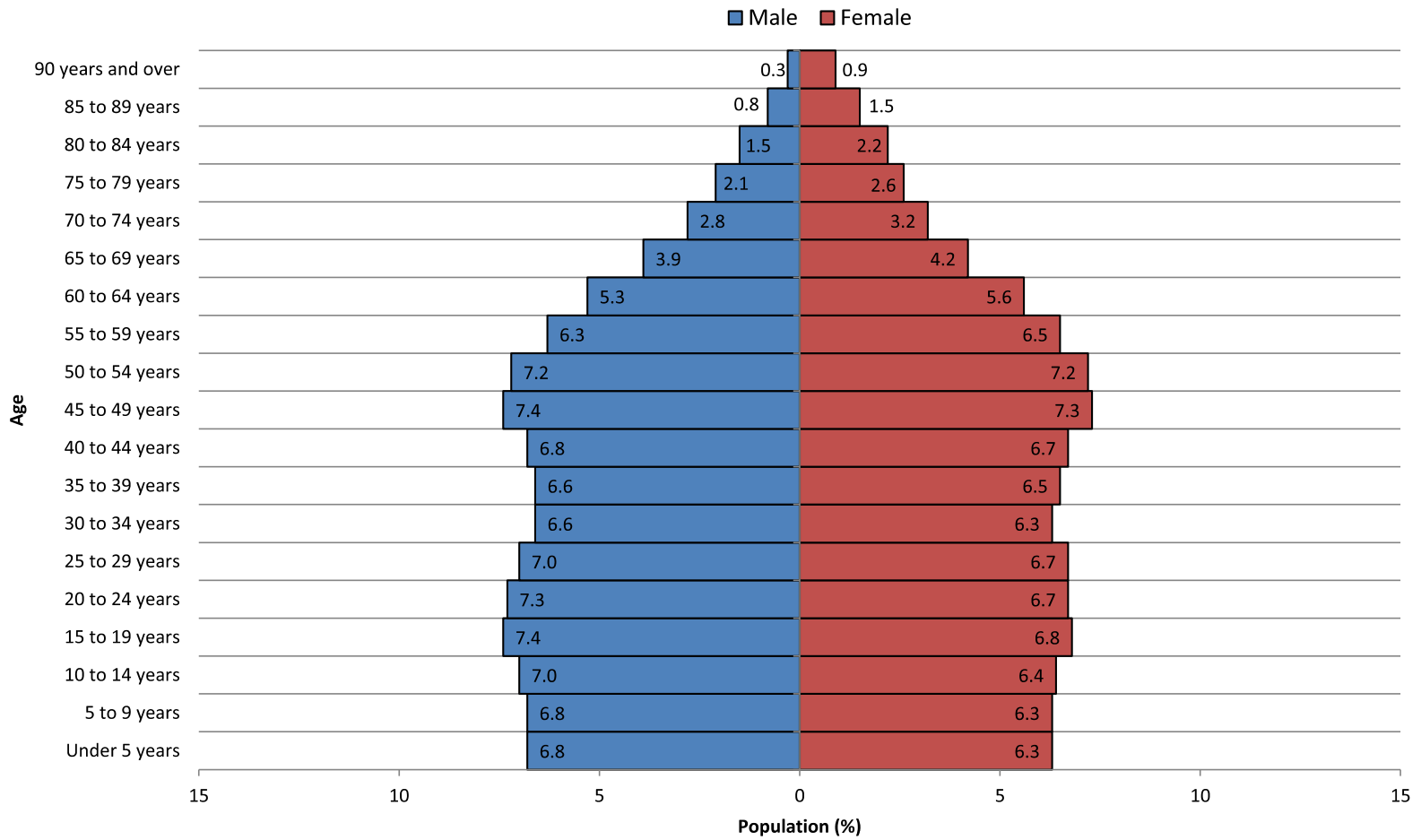
According to the HIRP publication, “The Latino Age Wave”:

- Hispanics are younger than any other racial or ethnic group in the United States.
- Relative to other racial and ethnic groups, individuals over 65 years of age represent a small proportion of the total Hispanic population.
- As Hispanics age, the percentage of older Hispanics will begin to swell.

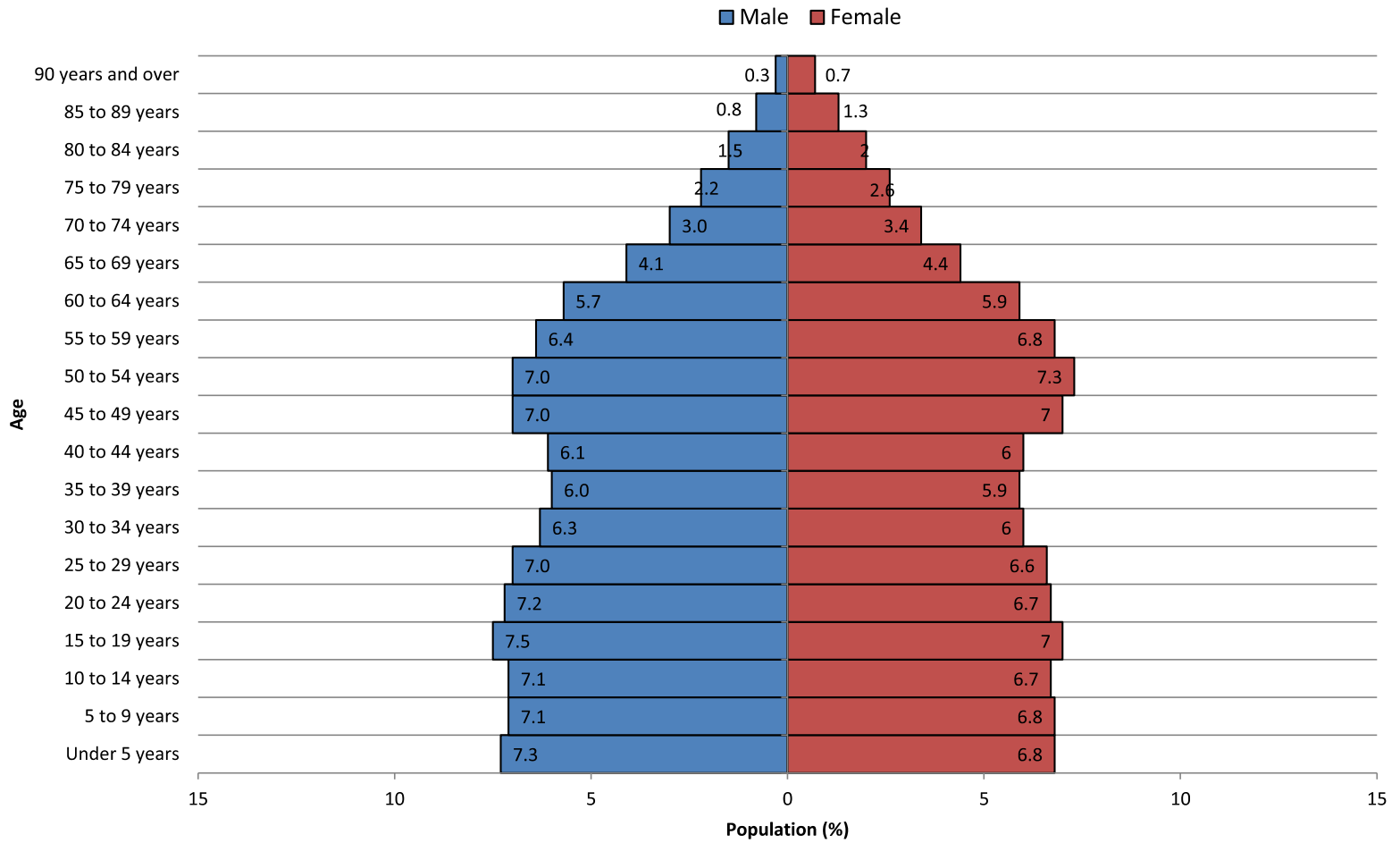
“It is certain that the social, economic, and health issues facing today’s younger Latinos will become the concerns and needs of Latino older adults in the future. To the extent that this population will comprise a larger percentage of the aged, their health and socioeconomic well-being is a concern not just for Latinos but for the entire country” (p. 10).

Population Statistics

“Population Pyramid” in the United States, All Races and Ethnicities, By Sex and Age Group



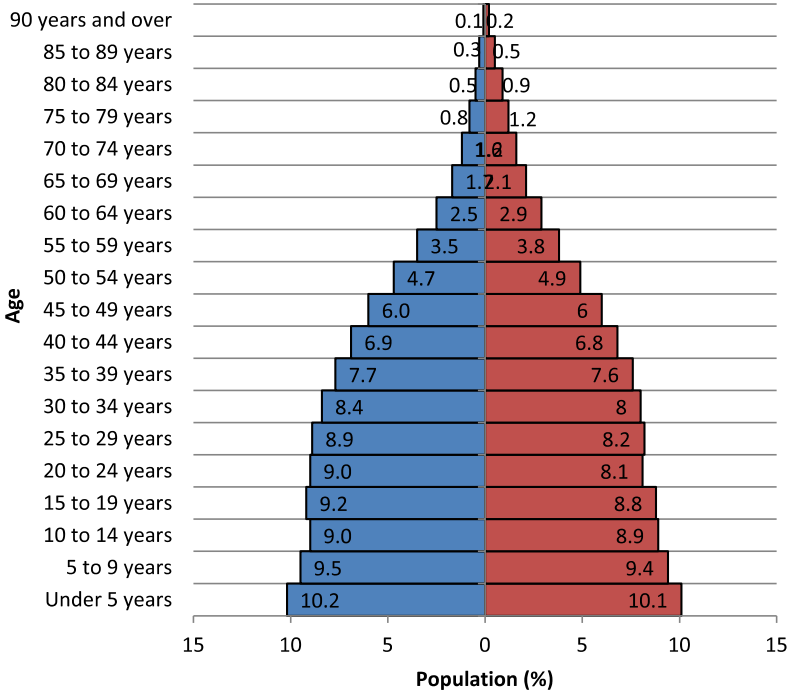
Population Pyramid in New Mexico, All Races and Ethnicities, By Sex and Age Group



Population Pyramids in the United States: Hispanic vs. White, Non-Hispanic

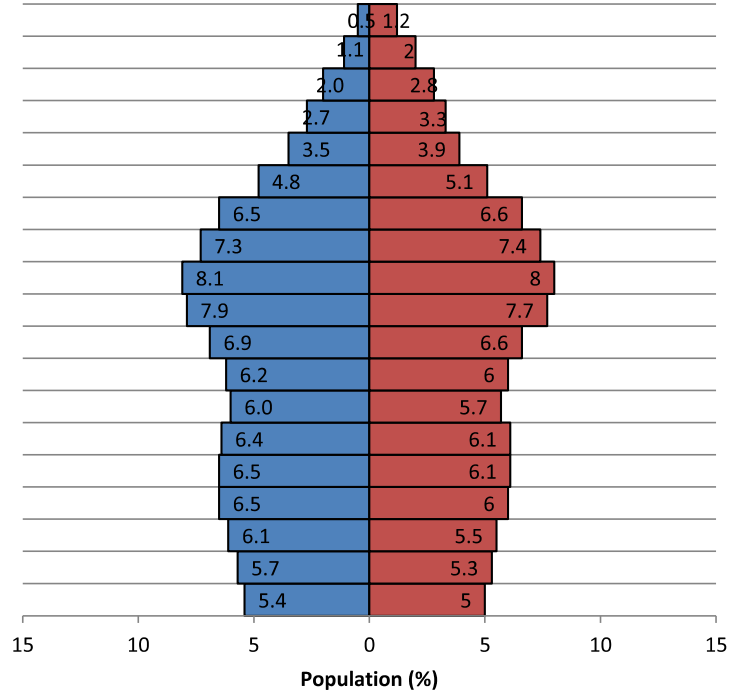
**Hispanic,
By Sex and Age Group**

Male Female



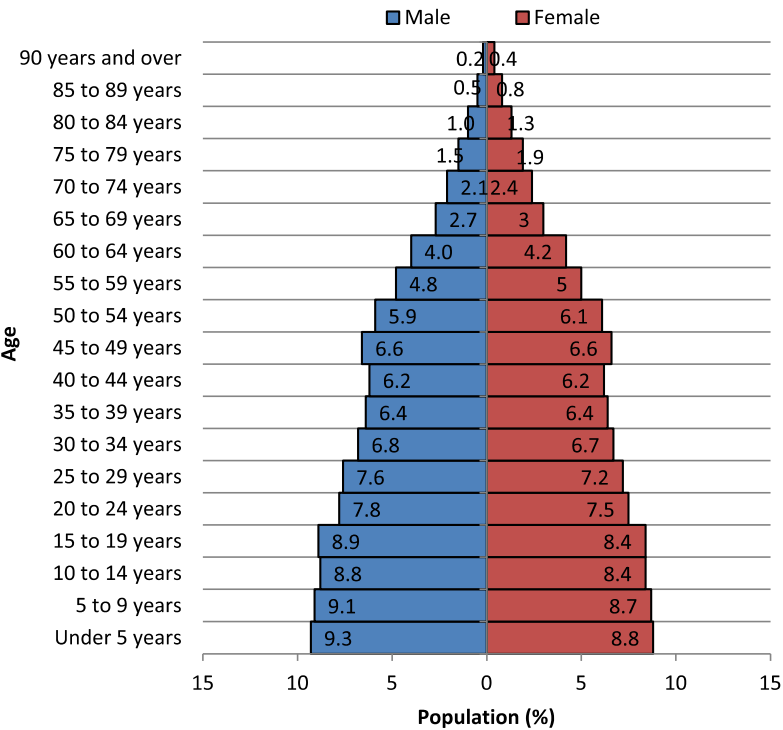
**White, Not Hispanic,
By Sex and Age Group**

Male Female

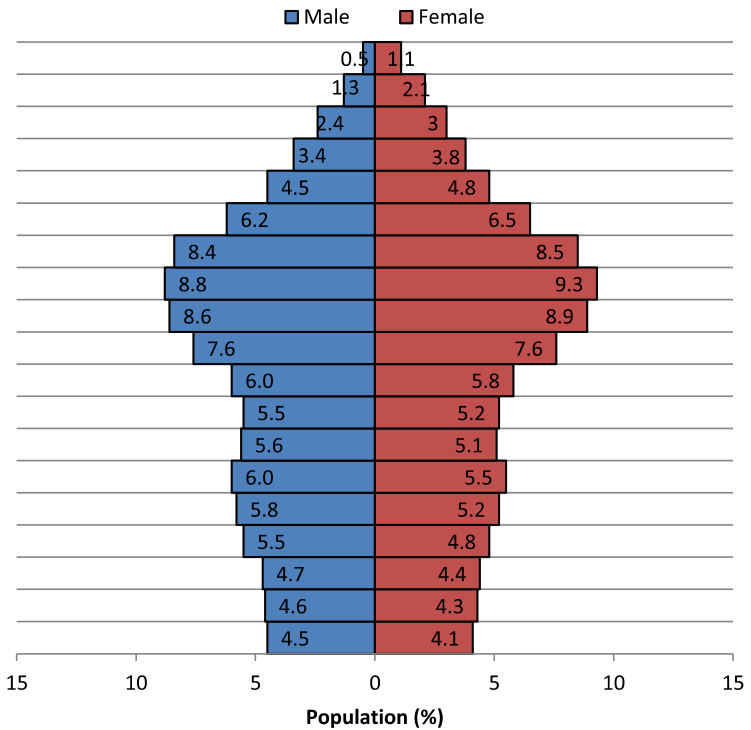


Population Pyramids in New Mexico: Hispanic vs. White, Not Hispanic

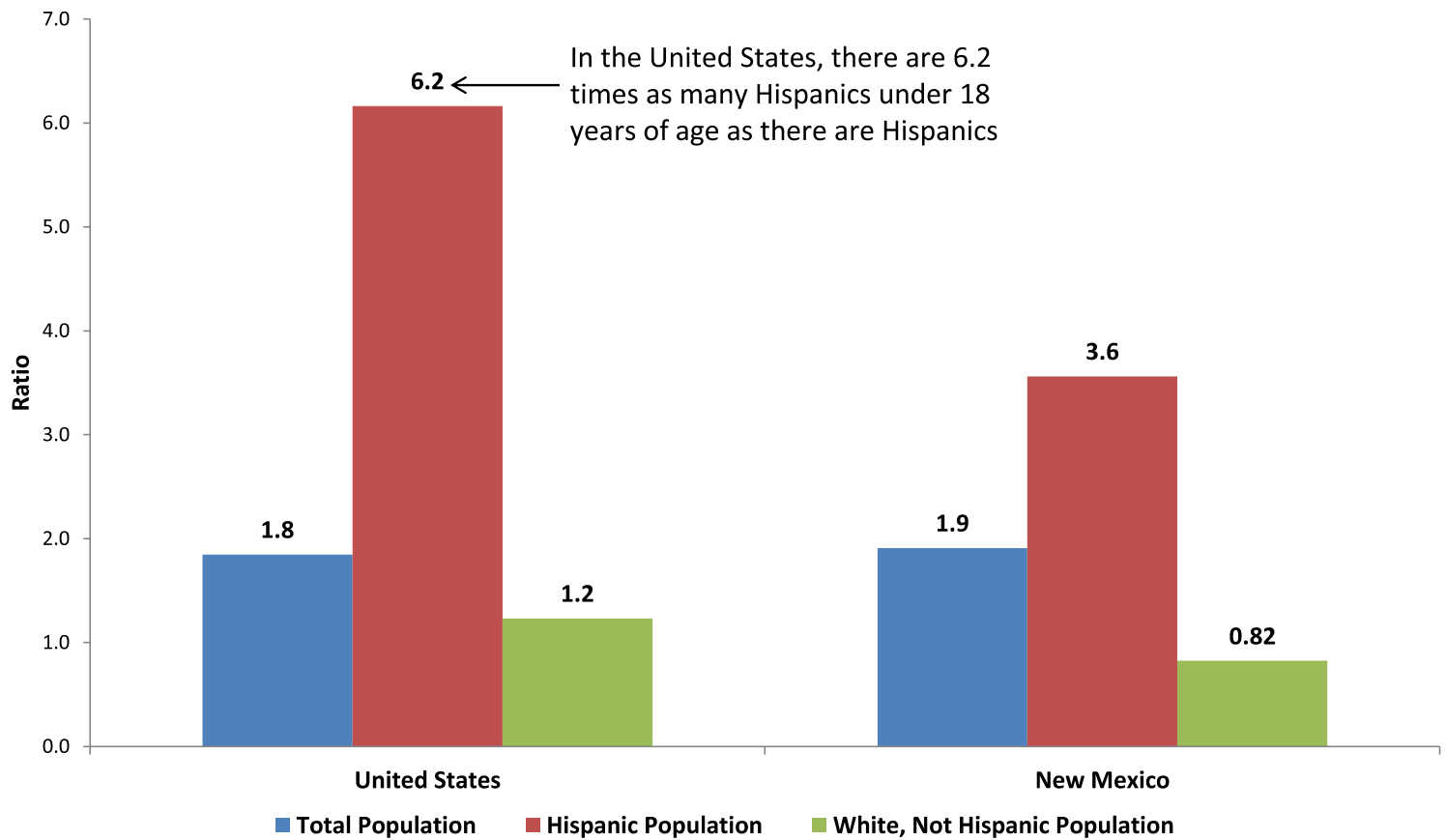
Hispanic,
By Sex and Age Group



White, Not Hispanic,
By Sex and Age Group

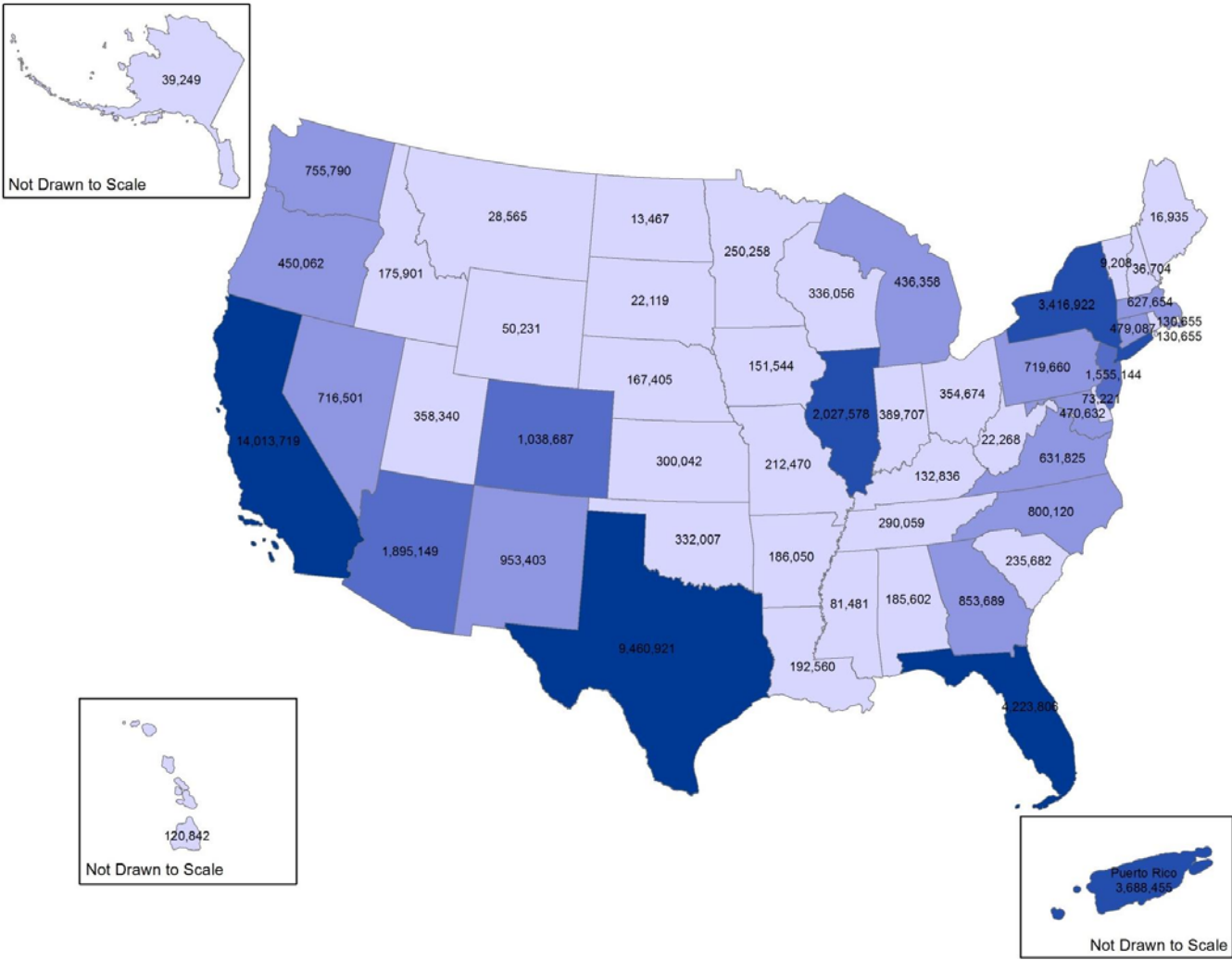


Ratio of Population Less than 18 Years of Age to Population Greater than 65 Years of Age

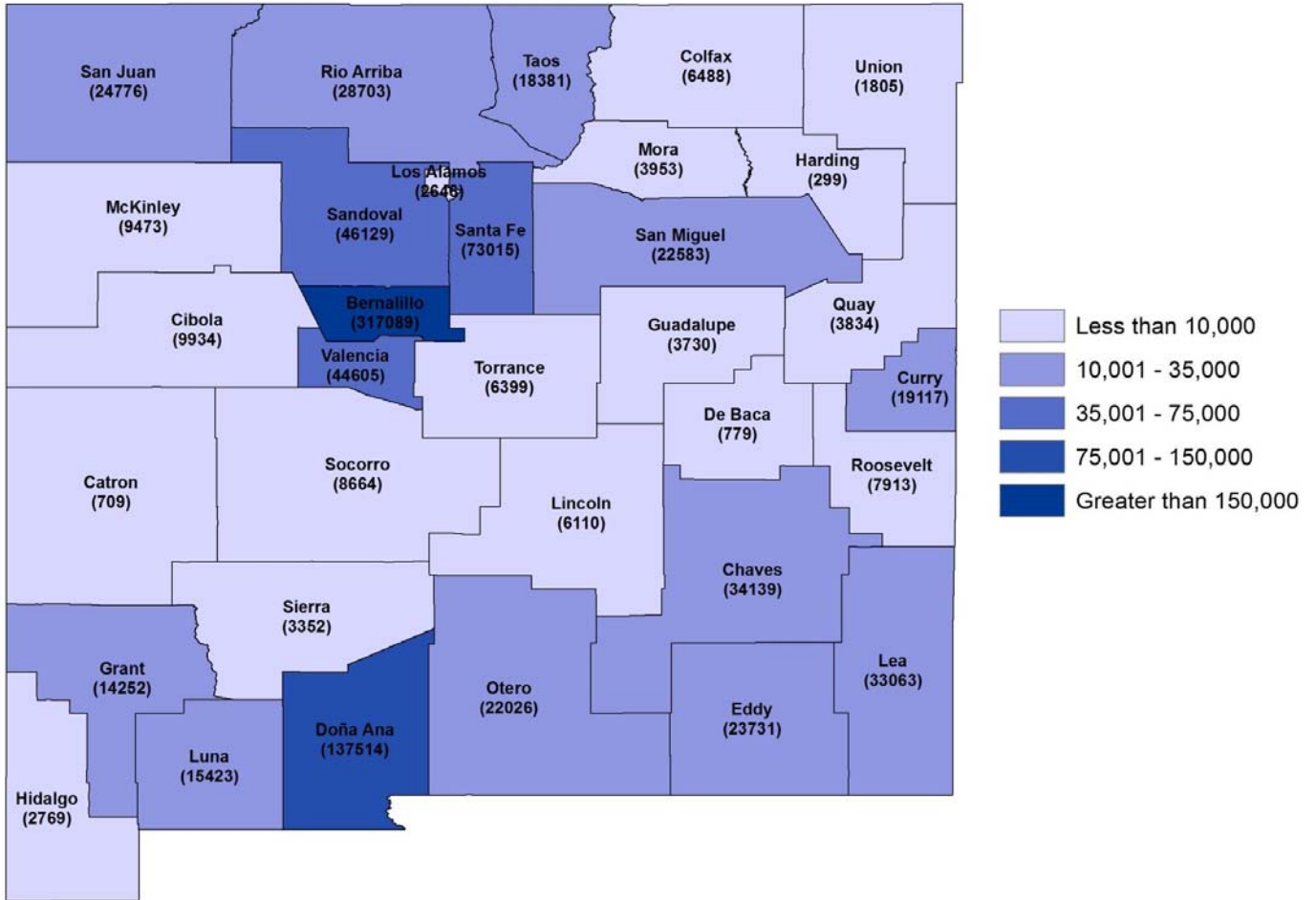


Source: U.S. Census 2010.

Hispanic Population, All Ages

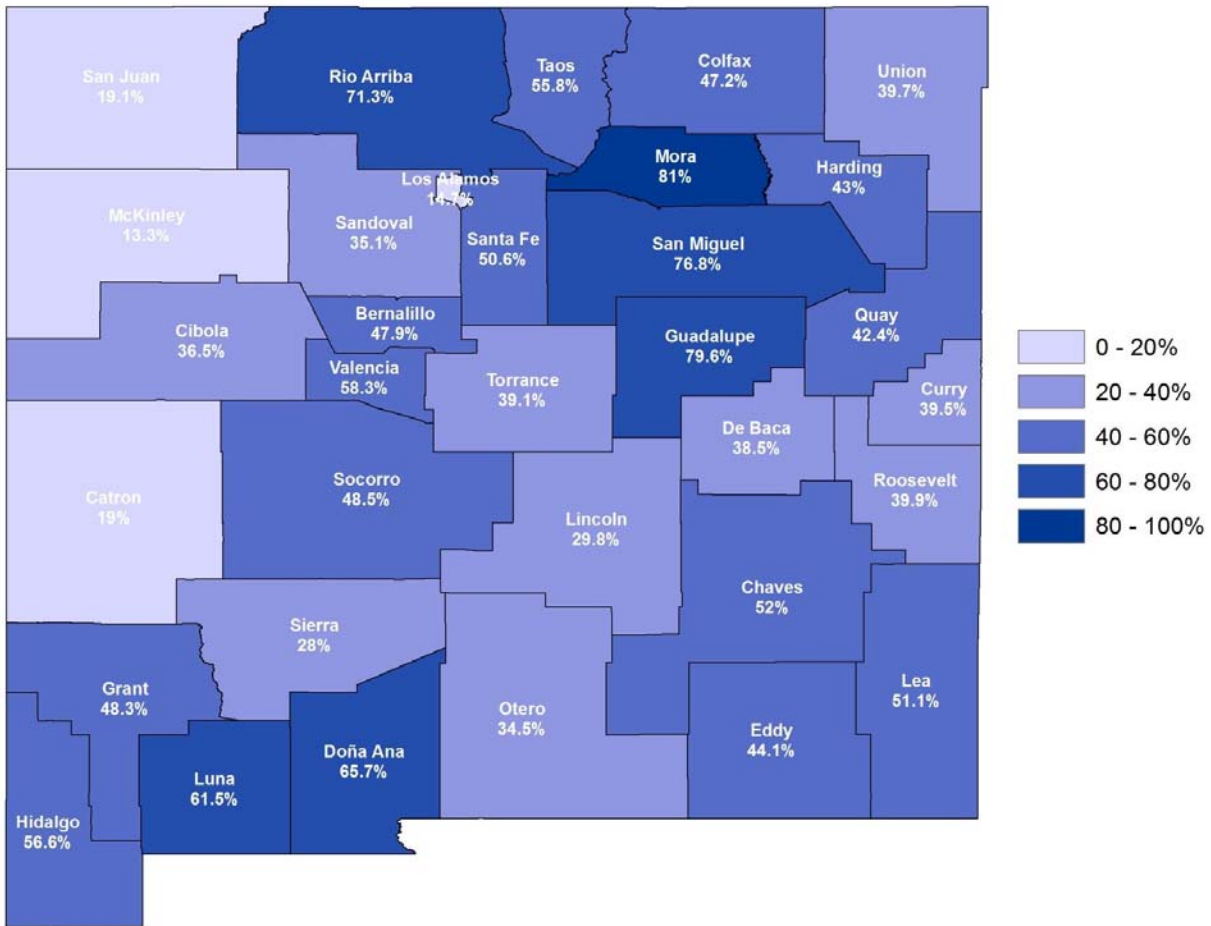


Hispanic Population, All Ages, By County

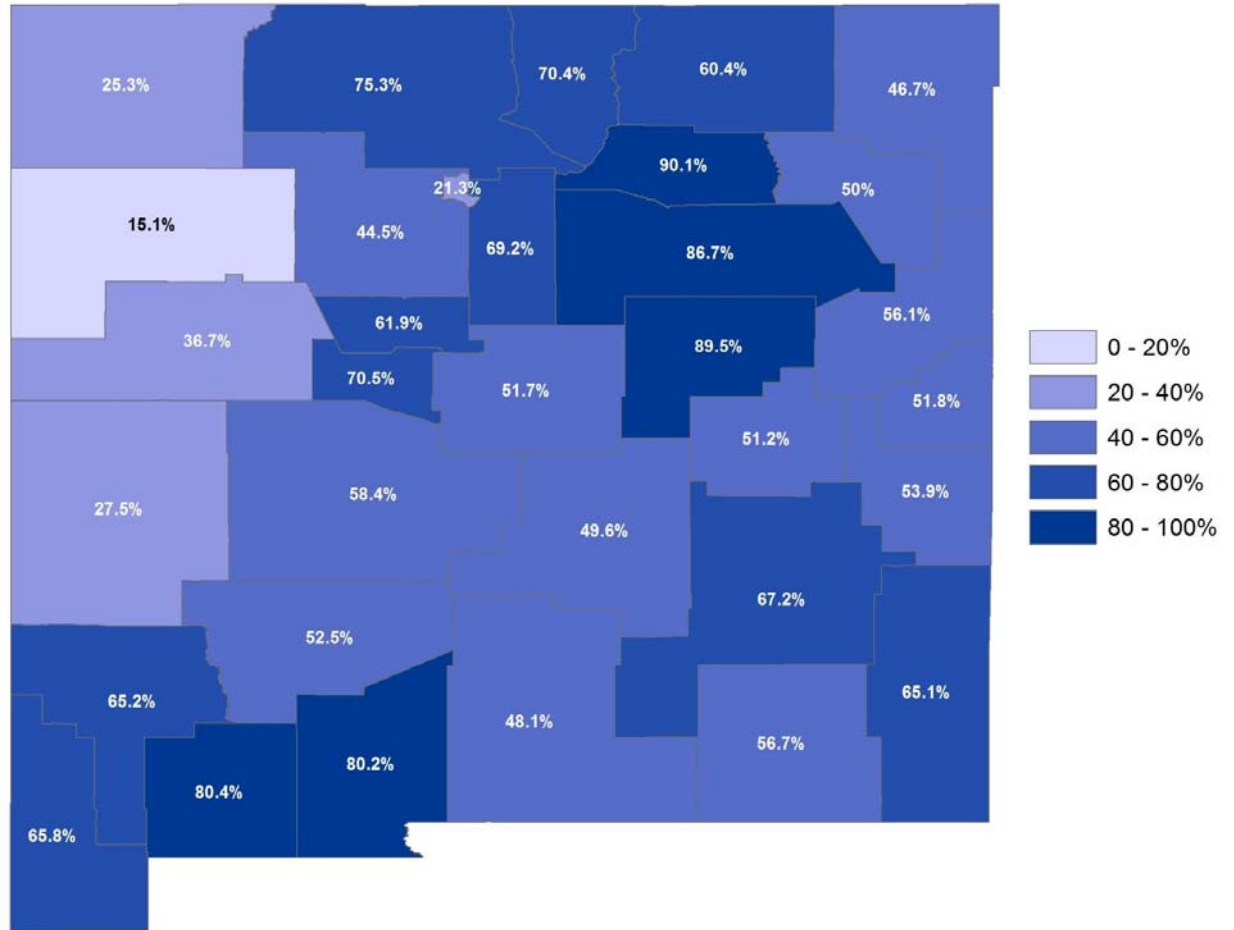


Source: U.S. Census 2010

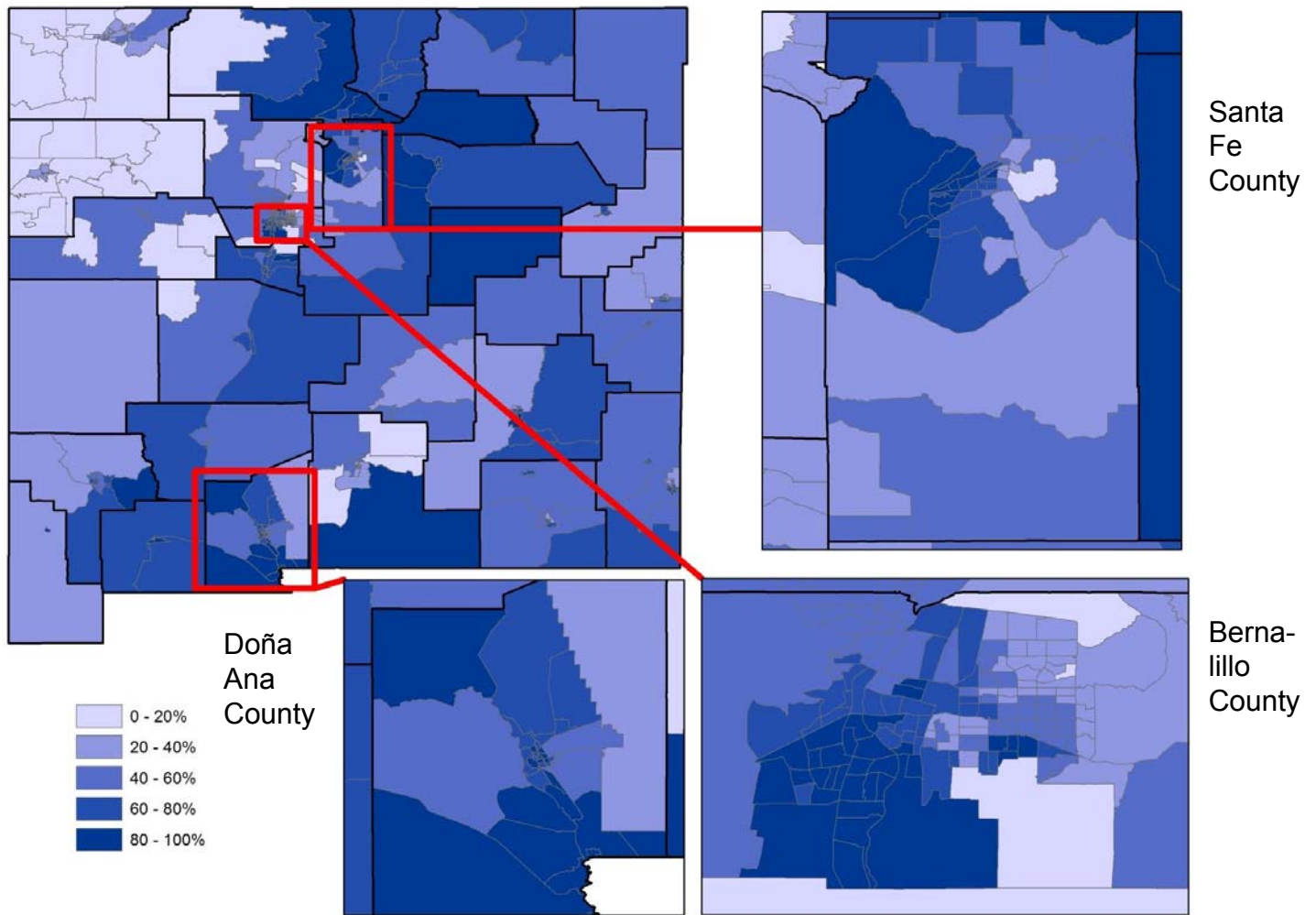
Hispanics as a Percentage of the Total Population, All Ages, By County



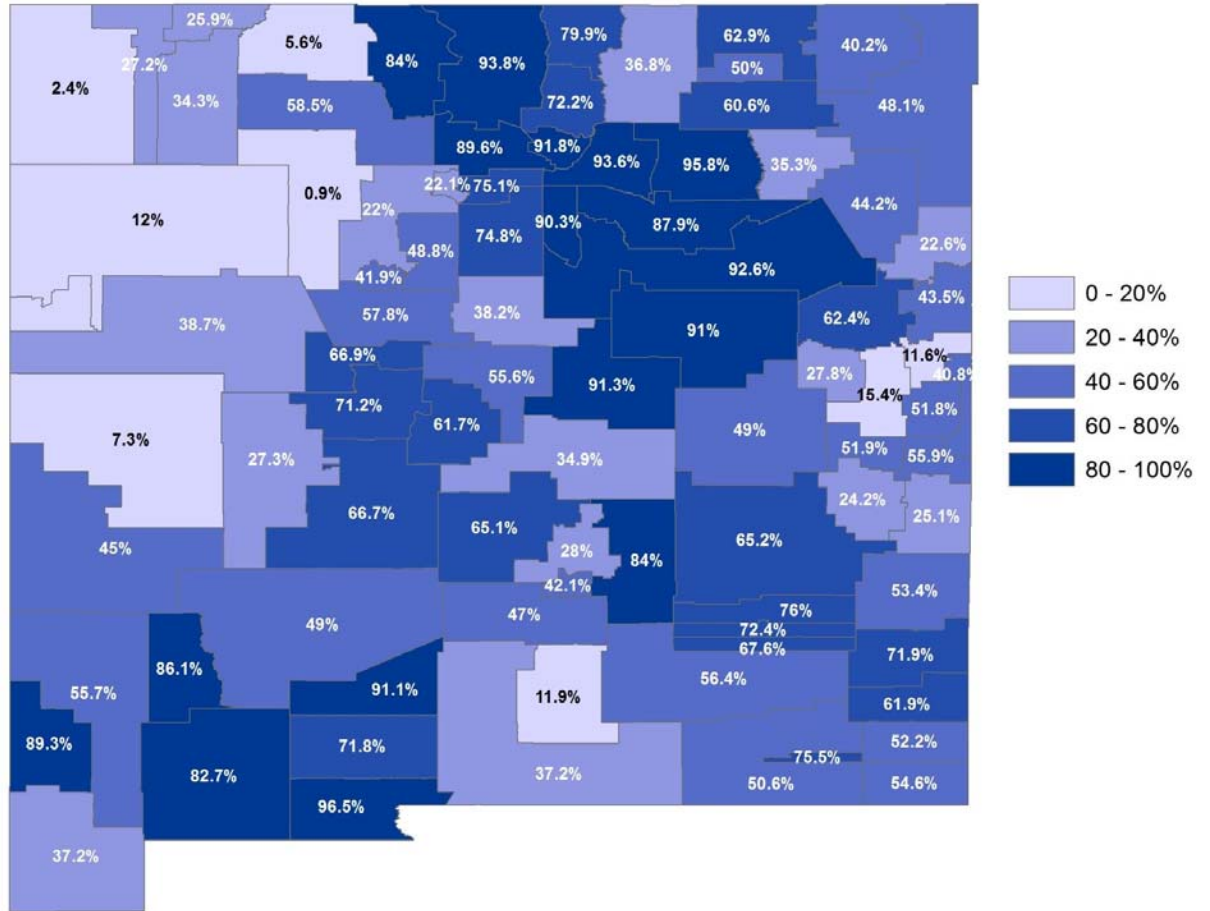
Hispanics as a Percentage of Individuals Under 18 Years of Age, By County



Hispanics as a Percentage of Individuals Under 18 Years of Age, By Census Tract

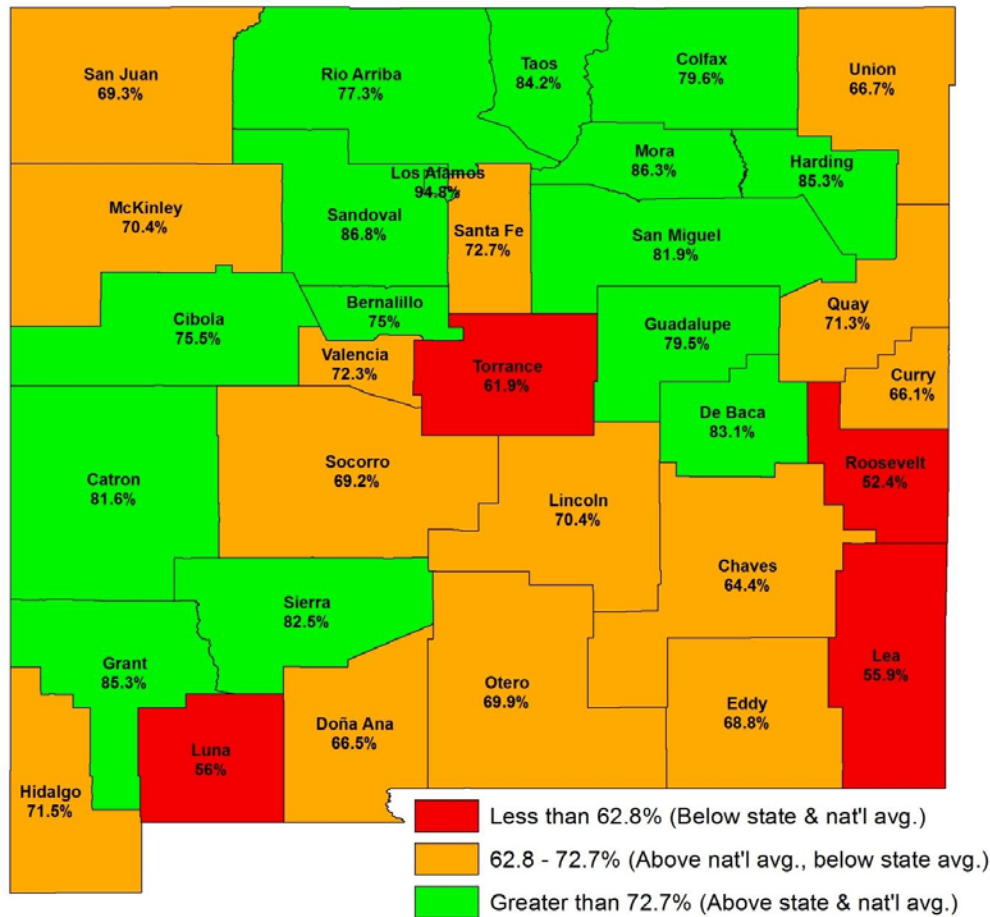


Hispanics as a Percentage of Students Enrolled in Public Schools, By School District



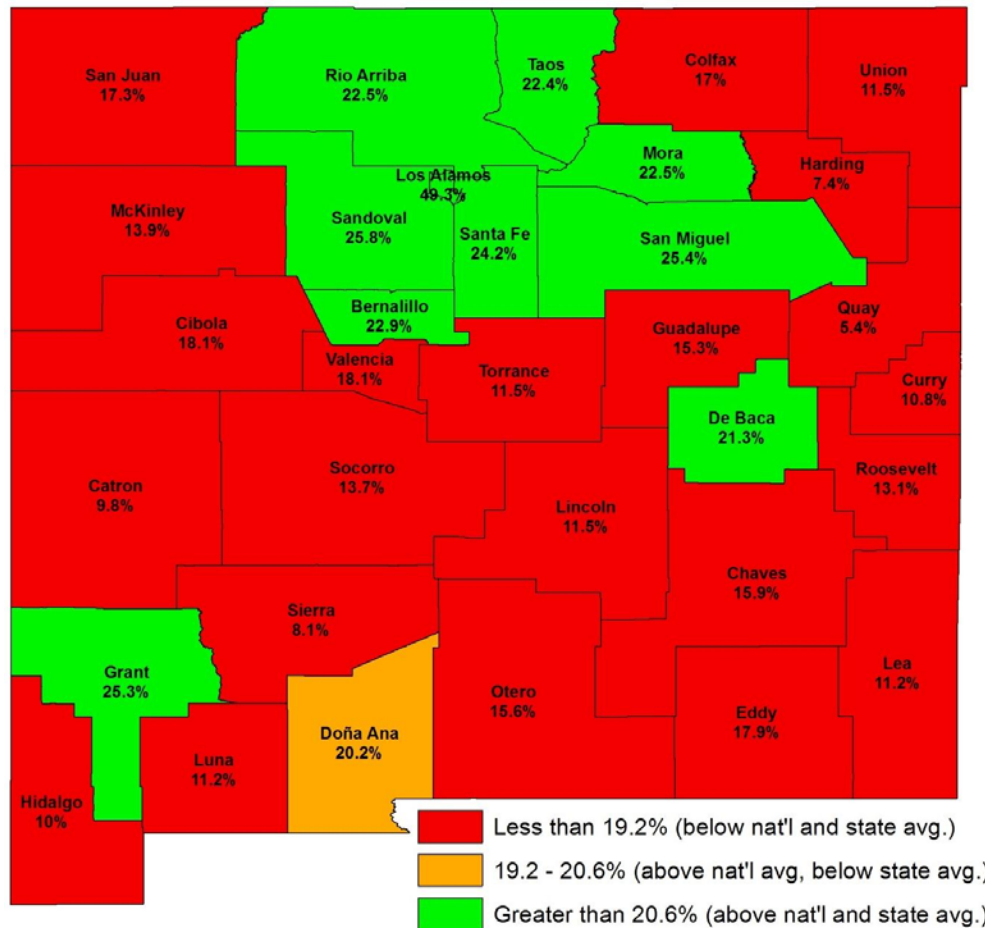
Educational Attainment

Percentage of Working-Age Hispanics, 25-64, With a High School Diploma, GED, or Higher, By County



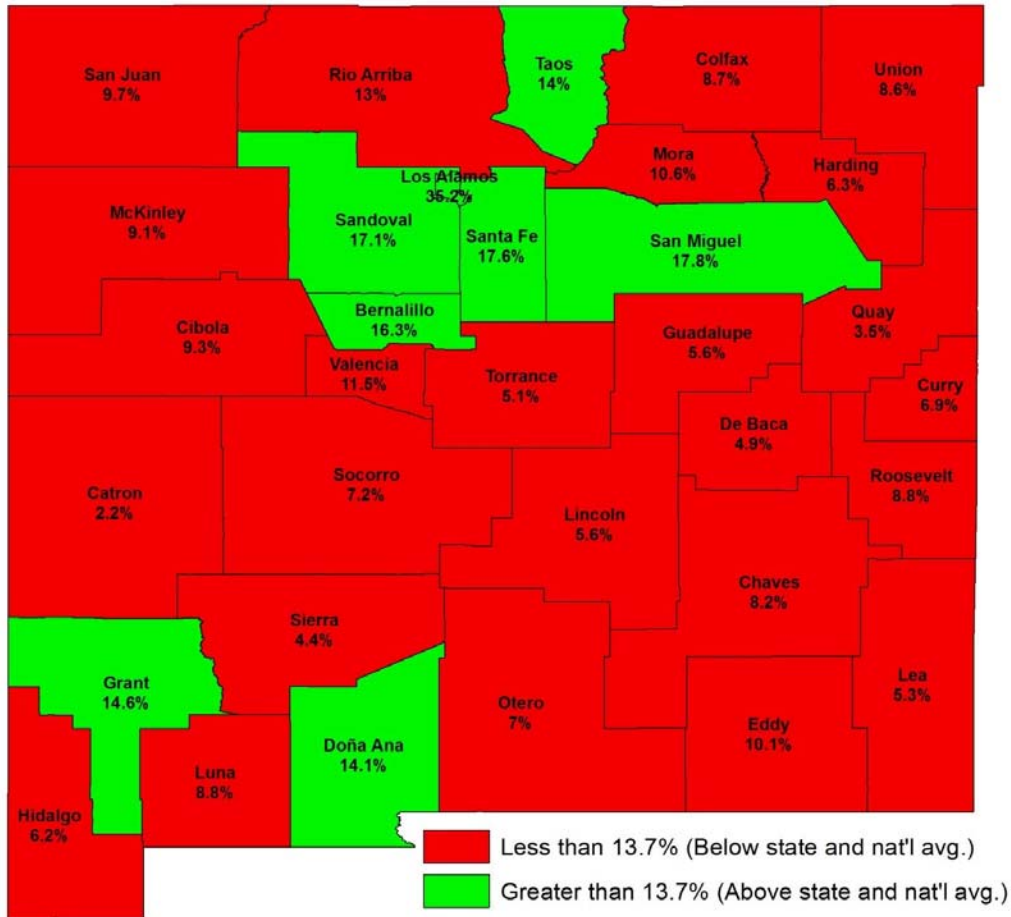
Source: U.S. Census, American Community Survey, 2006-2010 Five-Year Estimates. State and national averages for Hispanics are from the 2010 American Community Survey (nat'l = 62.8%; state = 72.7%). The percentage of the *total* population with a high school diploma, GED, or above is 82.7% (state) and 85.0% (nation).

Percentage of Working-Age Hispanics, 25-64, With an Associate's Degree or Higher, By County



Source: U.S. Census, American Community Survey, 2006-2010 Five-Year Estimates. State and national averages for Hispanics are from the 2010 American Community Survey (nat'l = 19.2%; state = 20.6%). The percentage of the *total* population with an AA or above is 32.6% (state) and 35.4% (nation).

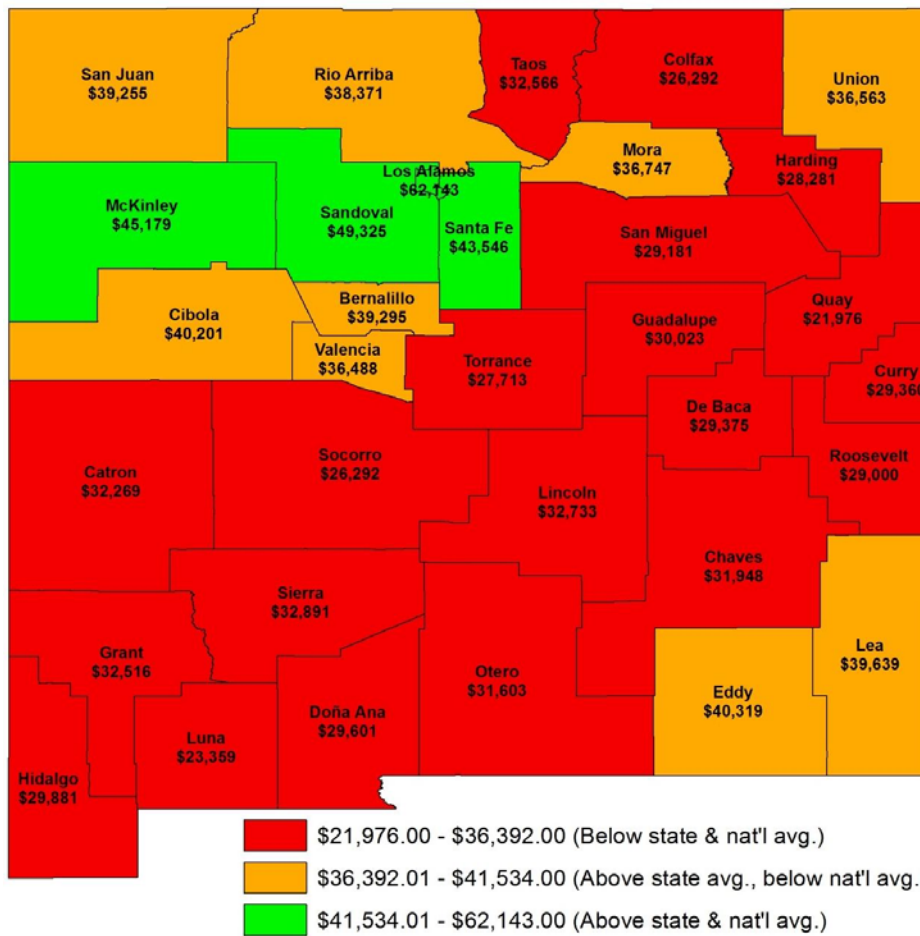
Percentage of Working-Age Hispanics, 25-64, With a Bachelor's Degree or Higher, By County



Source: U.S. Census, American Community Survey, 2006-2010 Five-Year Estimates. State and national averages for Hispanics are from the 2010 American Community Survey (nat'l = 13.5%; state = 13.7%). The percentage of the *total* population with a BA or above is 25.5% (state) and 27.9% (nation).

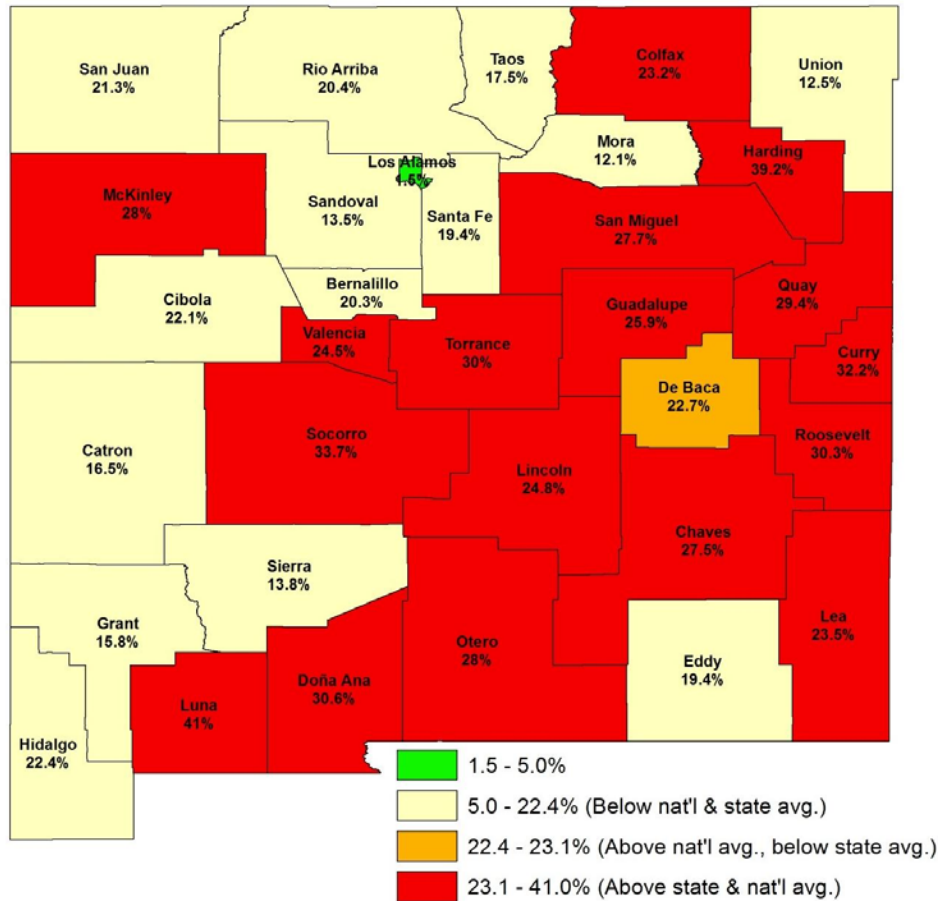
Income & Poverty

Median Income for the Hispanic Population, By County



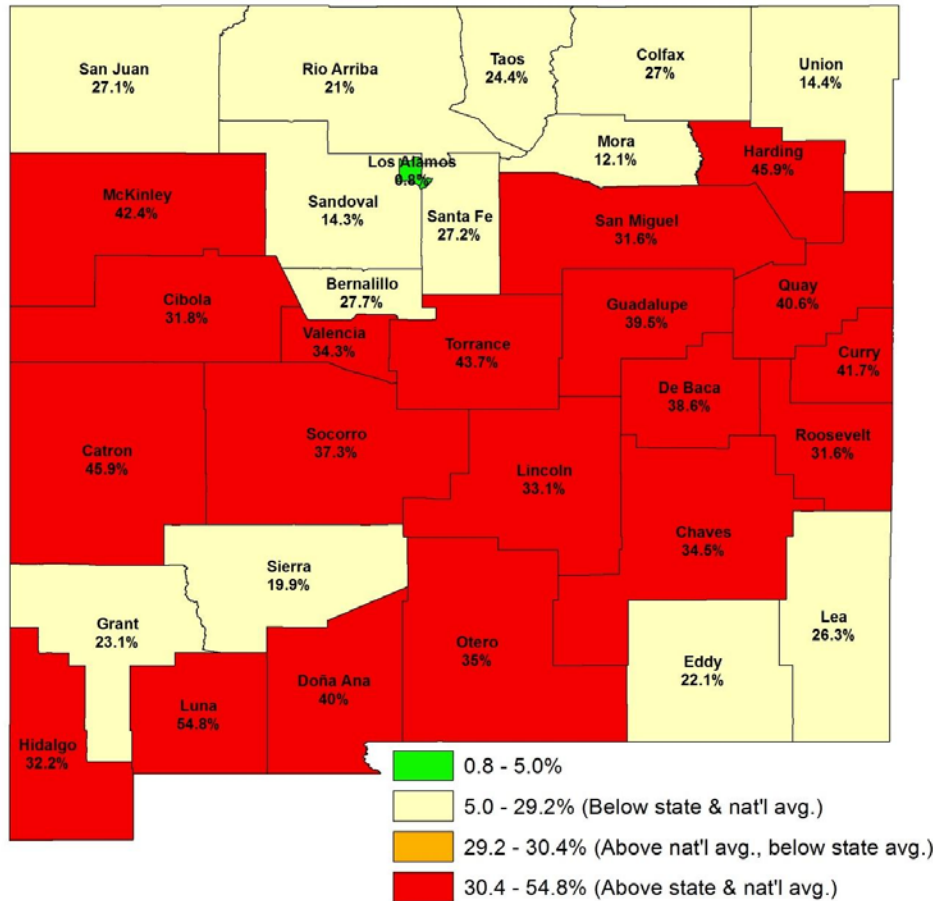
Source: U.S. Census, American Community Survey, 2006-2010 Five-Year Estimates. State and national averages for Hispanics are from the 2010 American Community Survey (state avg. = \$36,392; national avg. = \$41,534). The average median income for the *total* population is \$43,820 (state) and \$51,914 (nation).

Percentage of Hispanics Living Below the Poverty Line, By County



Source: U.S. Census, American Community Survey, 2006-2010 Five-Year Estimates. In 2010, the weighted average poverty threshold for a family of four was **\$22,314** (<http://www.census.gov/hhes/www/poverty/data/threshld/>). State and national averages for Hispanics are from the 2010 American Community Survey (state avg. = 23.1%; national avg. = 22.4%). The percentage of the *total* population living in poverty is 18.4% (state) and 13.8% (nation).

Percentage of Hispanic Children Under 18 Years of Age Living Below the Poverty Line, By County

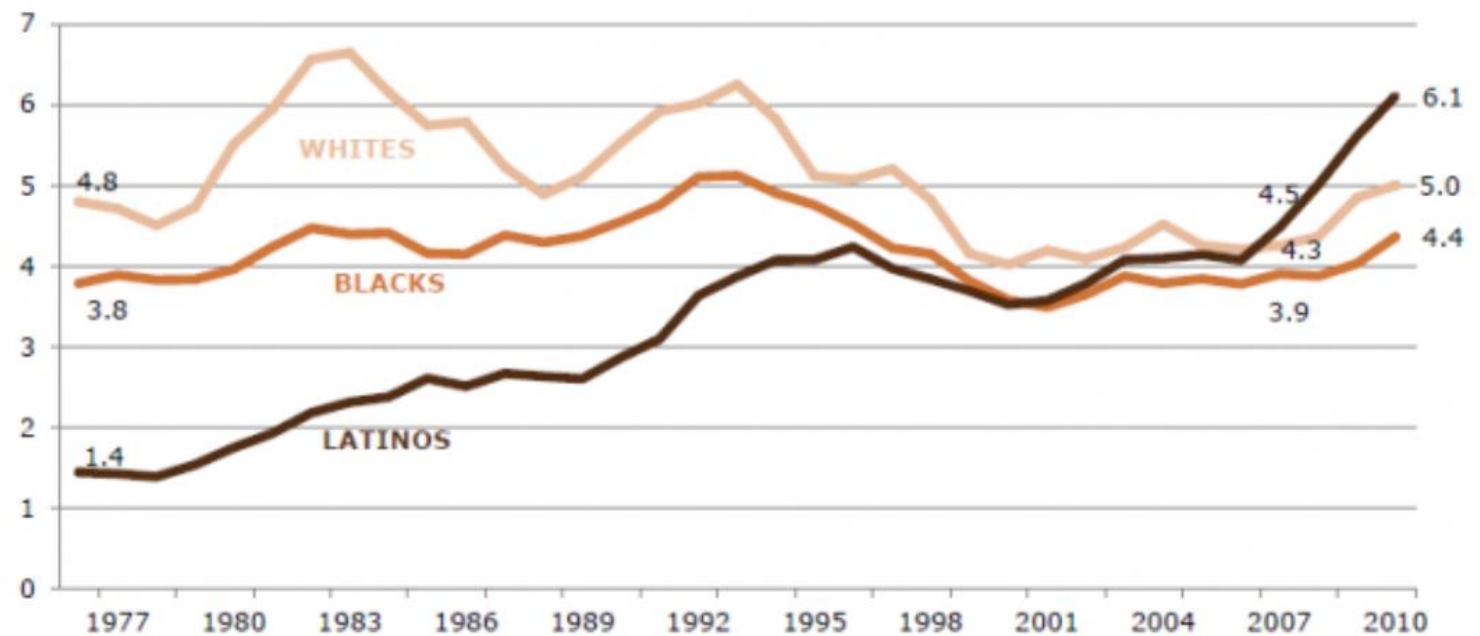


Source: U.S. Census, American Community Survey, 2006-2010 Five-Year Estimates. In 2010, the weighted average poverty threshold for a family of four was **\$22,314** (<http://www.census.gov/hhes/www/poverty/data/threshld/>). State and national averages are from the 2010 American Community Survey (state avg. = 30.4%; national avg. = 29.2%). The percentage of the *total* child population living in poverty is 26.0% (state) and 19.2% (nation).

Figure 1

Number of Children in Poverty, by Race and Ethnicity, 1976-2010

(in millions)



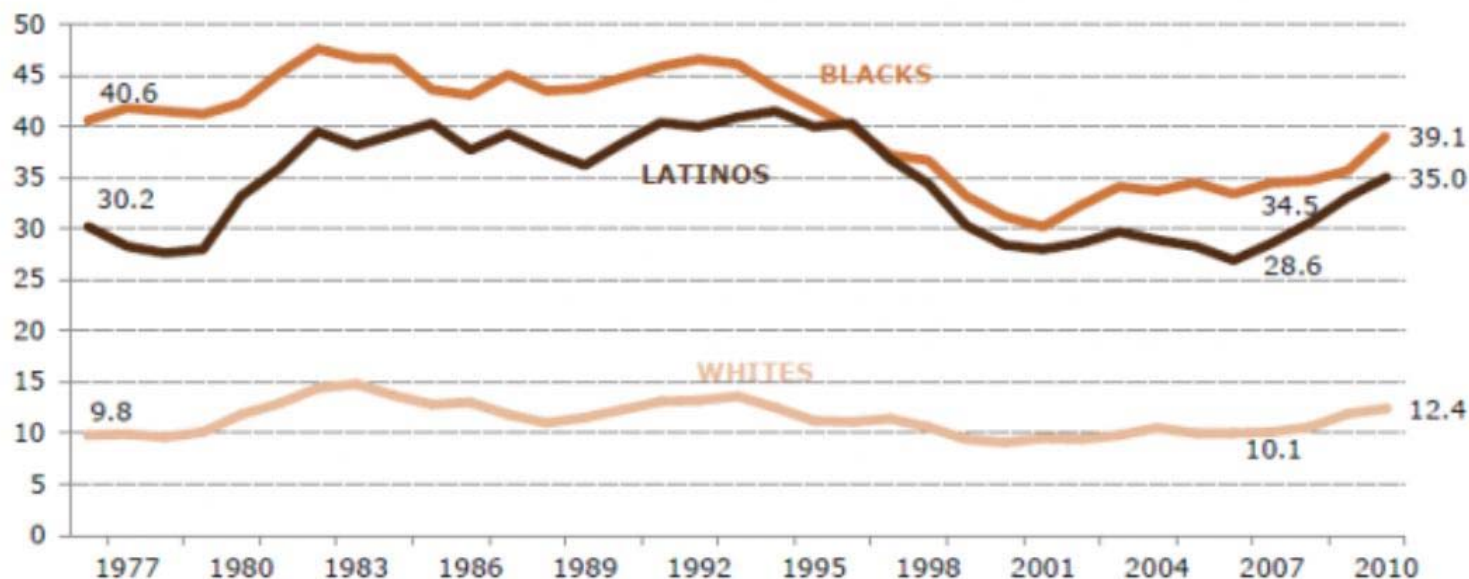
Notes: Children include all individuals younger than 18. Whites include only non-Hispanic whites. Blacks include both Hispanic and non-Hispanic components of the black population.

Source: U.S. Census Bureau <http://www.census.gov/hhes/www/poverty/data/incpovhlth/2010/index.html>

PEW RESEARCH CENTER

Source: <http://www.pewhispanic.org/2011/09/28/childhood-poverty-among-hispanics-sets-record-leads-nation/>

Figure 2
Poverty Rate of Children, by Race and Ethnicity, 1976-2010
 (%)



Notes: Children include all individuals younger than 18. Whites include only non-Hispanic whites. Blacks include both Hispanic and non-Hispanic components of the black population.

Source: U.S. Census Bureau <http://www.census.gov/hhes/www/poverty/data/incpoverty/2010/index.html>

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Source: <http://www.pewhispanic.org/2011/09/28/childhood-poverty-among-hispanics-sets-record-leads-nation/>

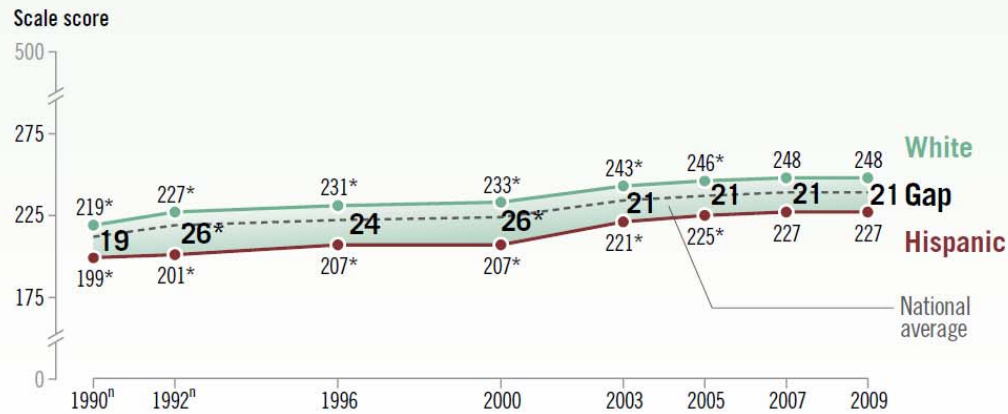
The Relationship Between Family Income and Education

- The median income of Hispanics in New Mexico is below the national average in all but four counties.
- Significant numbers of Hispanics within New Mexico live in families with income below the federal poverty level.
- Prior research points to a strong direct relationship between family income (poverty) and student success.
- “Poverty” is too broad a term. We need to unpack the concept to understand the many ways in which poverty impinges upon a child’s ability to succeed in school and out of school.
- The effects of poverty are felt in multiple ways, including:
 - Access to quality child care
 - Academic achievement
 - Truancy
 - Student and family mobility
 - High school graduation
 - Hunger
 - Access to health care
 - Parental involvement
 - Access to quality out-of-school-time programs and activities
- In order to tackle “poverty,” we need to understand the complex ways in which poverty intersects with student success to design targeted solutions both in school and out of school, and at all levels within our state and communities.

THE PATH TO GRADUATION

Academic Achievement & The Achievement Gap

Figure 5. Mathematics achievement score gaps between Hispanic and White public school students at grade 4: Various years, 1990–2009



ⁿ Accommodations were not permitted for this assessment.

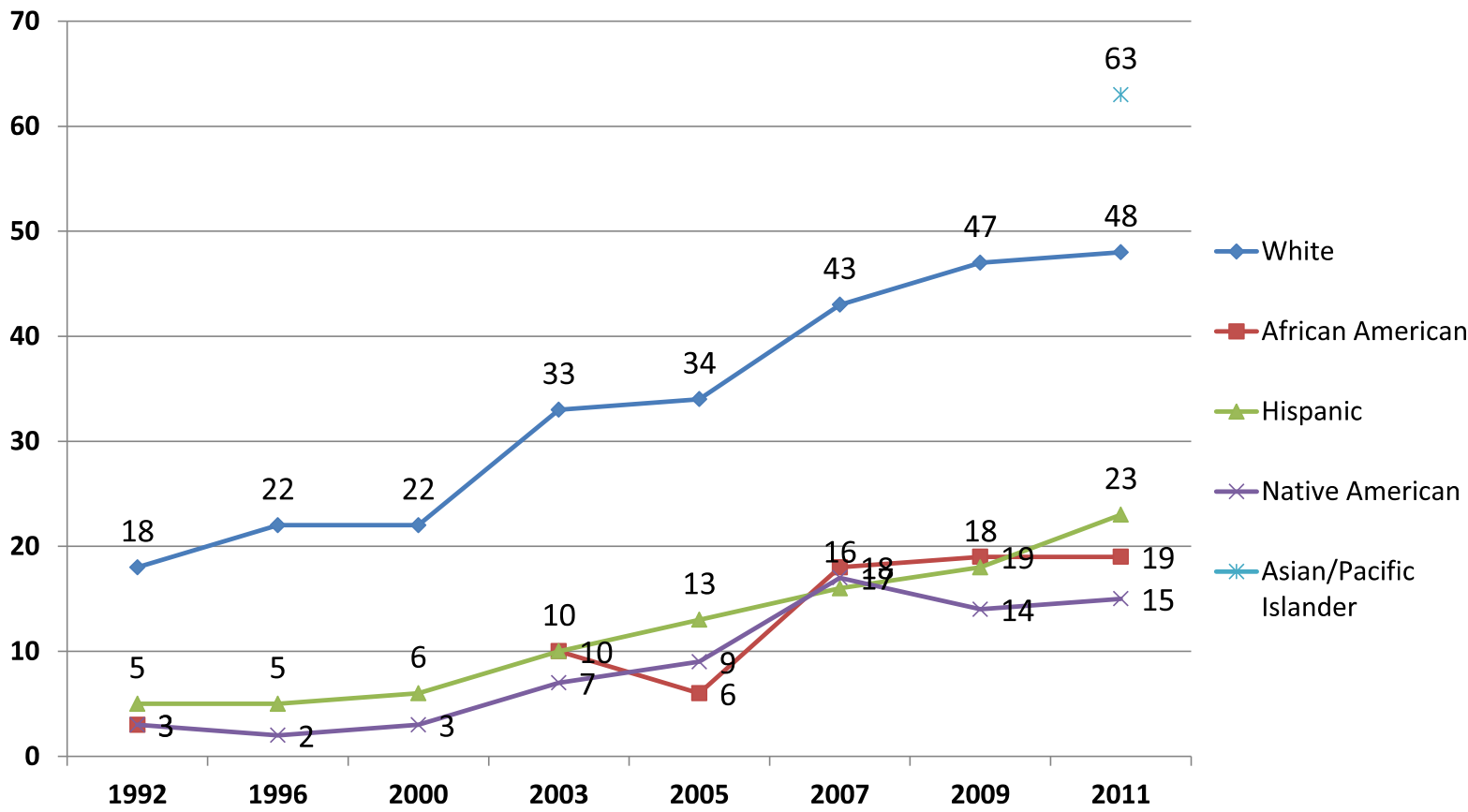
* Significantly different ($p < .05$) from 2009.

NOTE: Score gaps are calculated based on differences between unrounded average scores.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years 1990–2009 Mathematics Assessments.

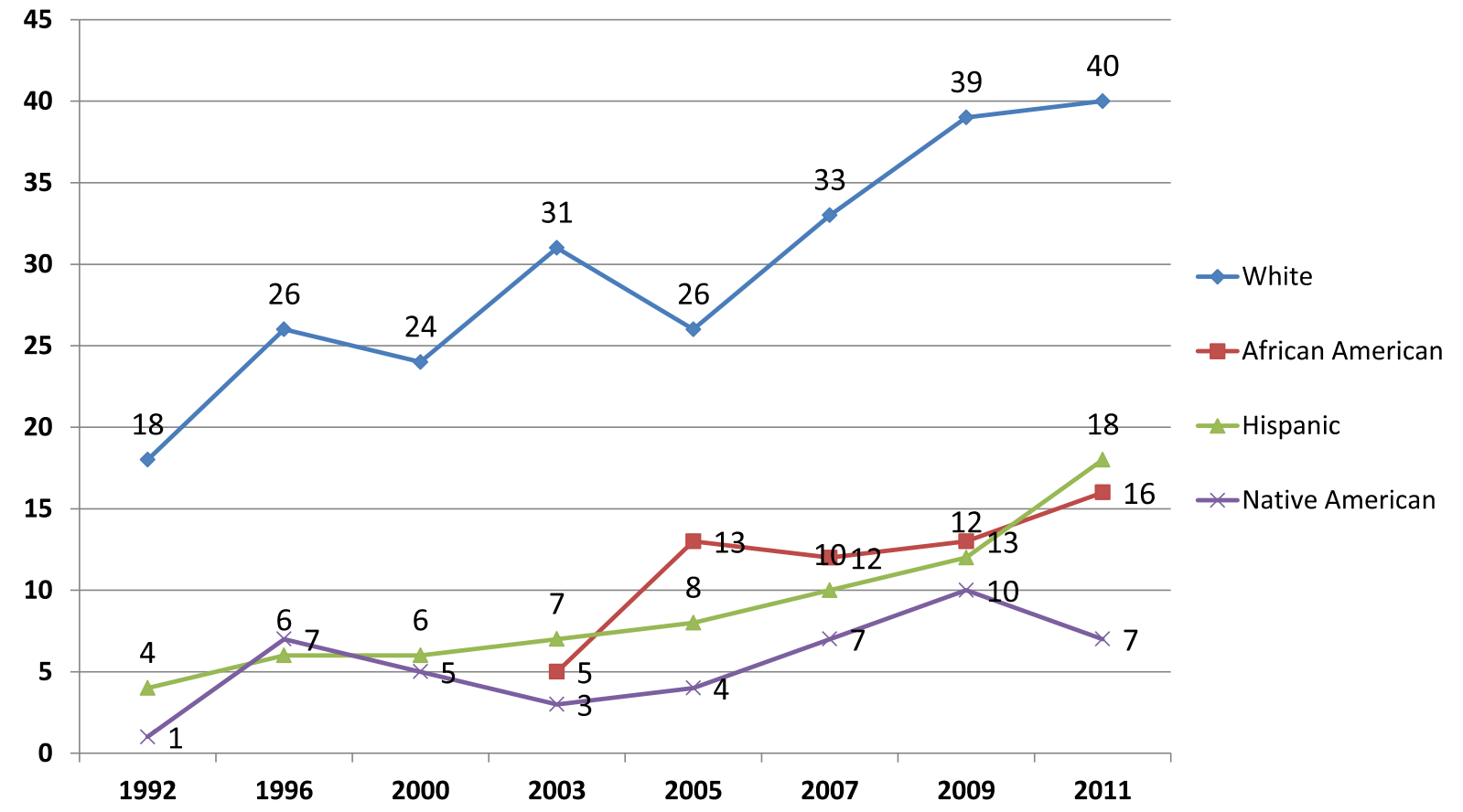
Source: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011459>

Percentage of NM 4th Grade Students Scoring At or Above Proficient in Math, By Race/Ethnicity



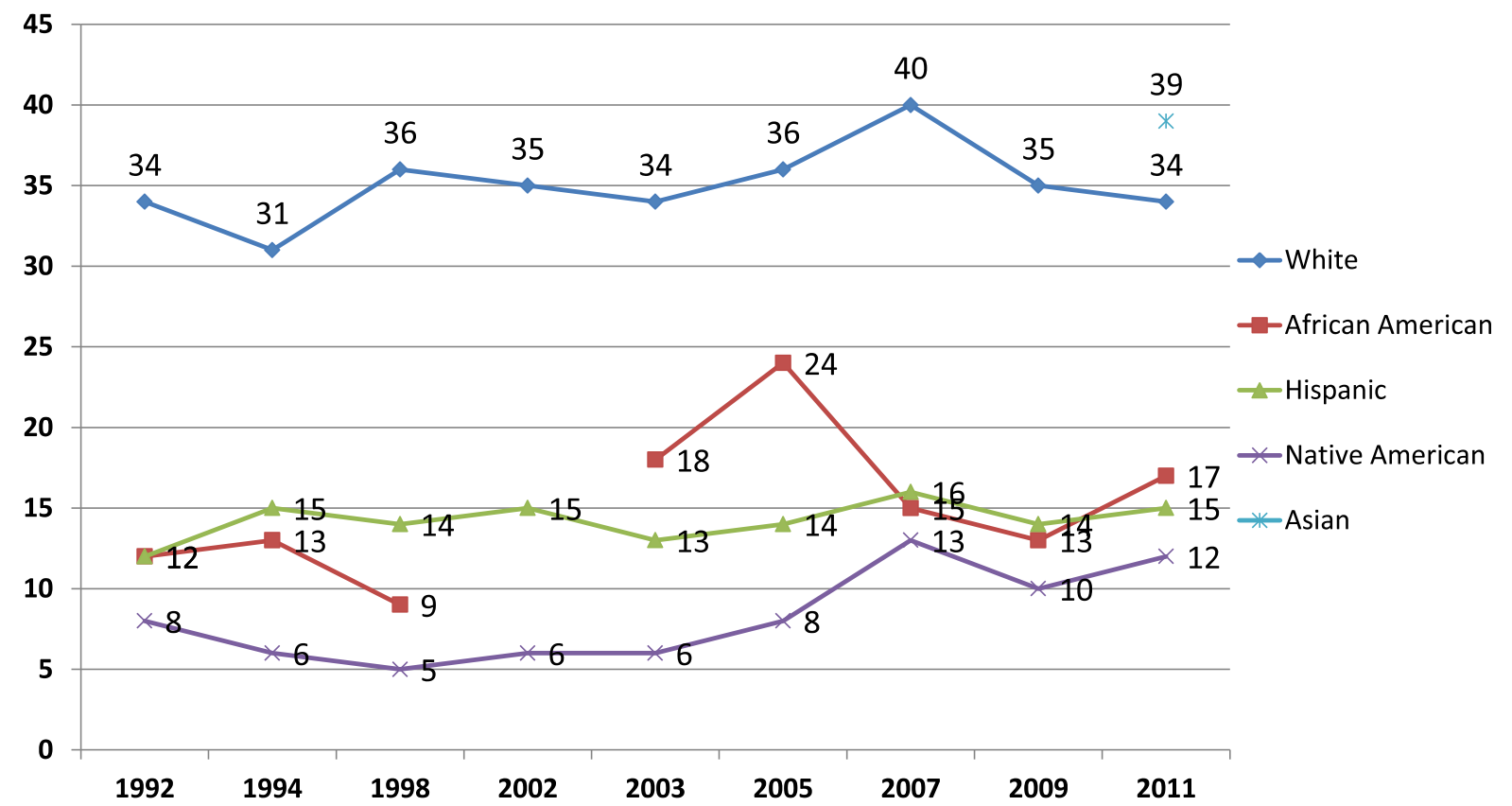
Source: National Assessment of Educational Progress (NAEP), 1992-2011. Asian/Pacific Islander is not reported in all years because NAEP reporting standards have not been met. African American data is not reported in all years because NAEP reporting standards have not been met.

Percentage of NM 8th Grade Students Scoring At or Above Proficient in Math, By Race/Ethnicity



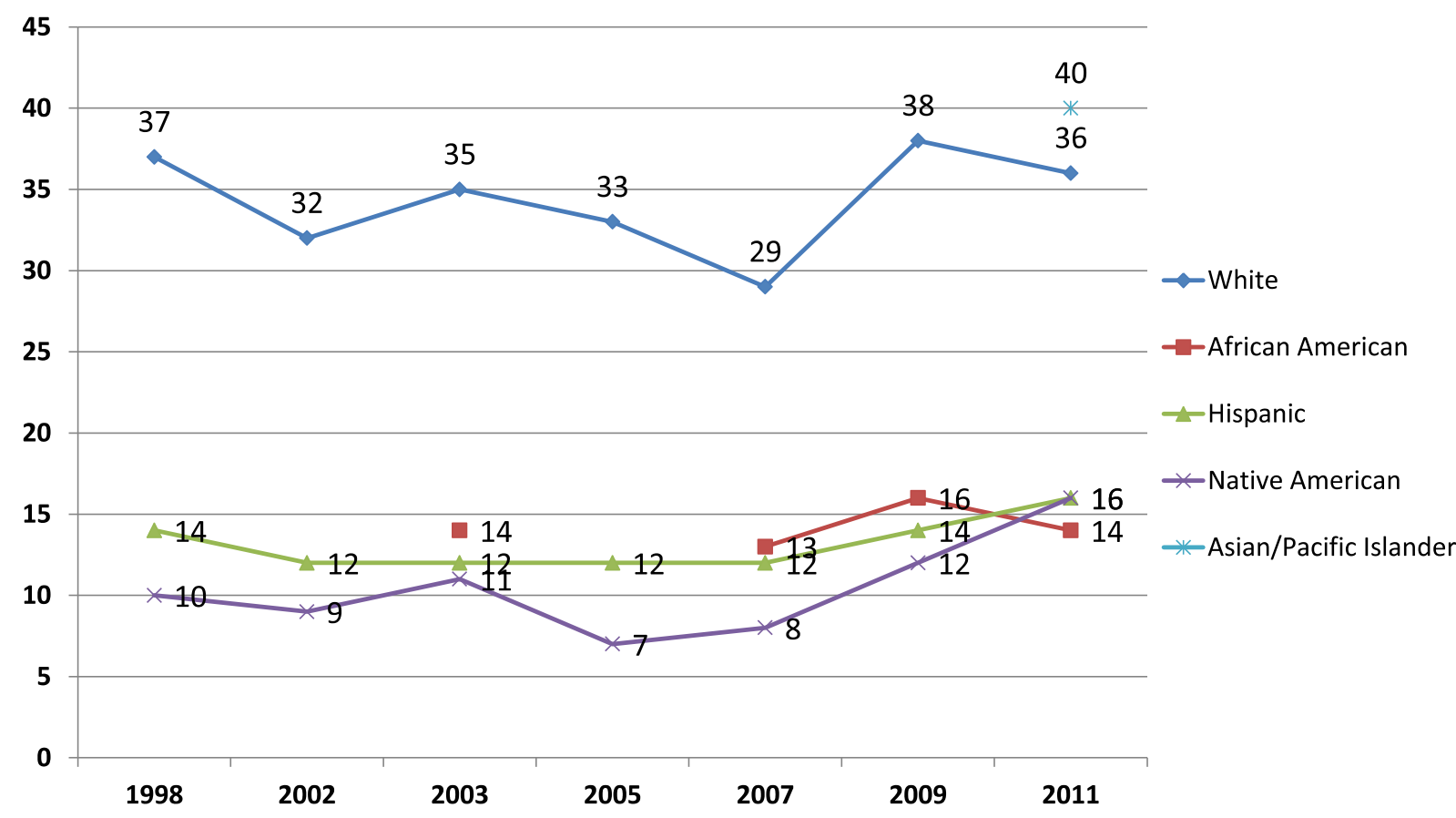
Source: National Assessment of Educational Progress (NAEP), 1992-2011. Asian/Pacific Islander is not reported in all years because NAEP reporting standards have not been met. African American data is not reported in all years because NAEP reporting standards have not been met.

Percentage of NM 4th Grade Students Scoring At or Above Proficient in Reading, By Race/Ethnicity



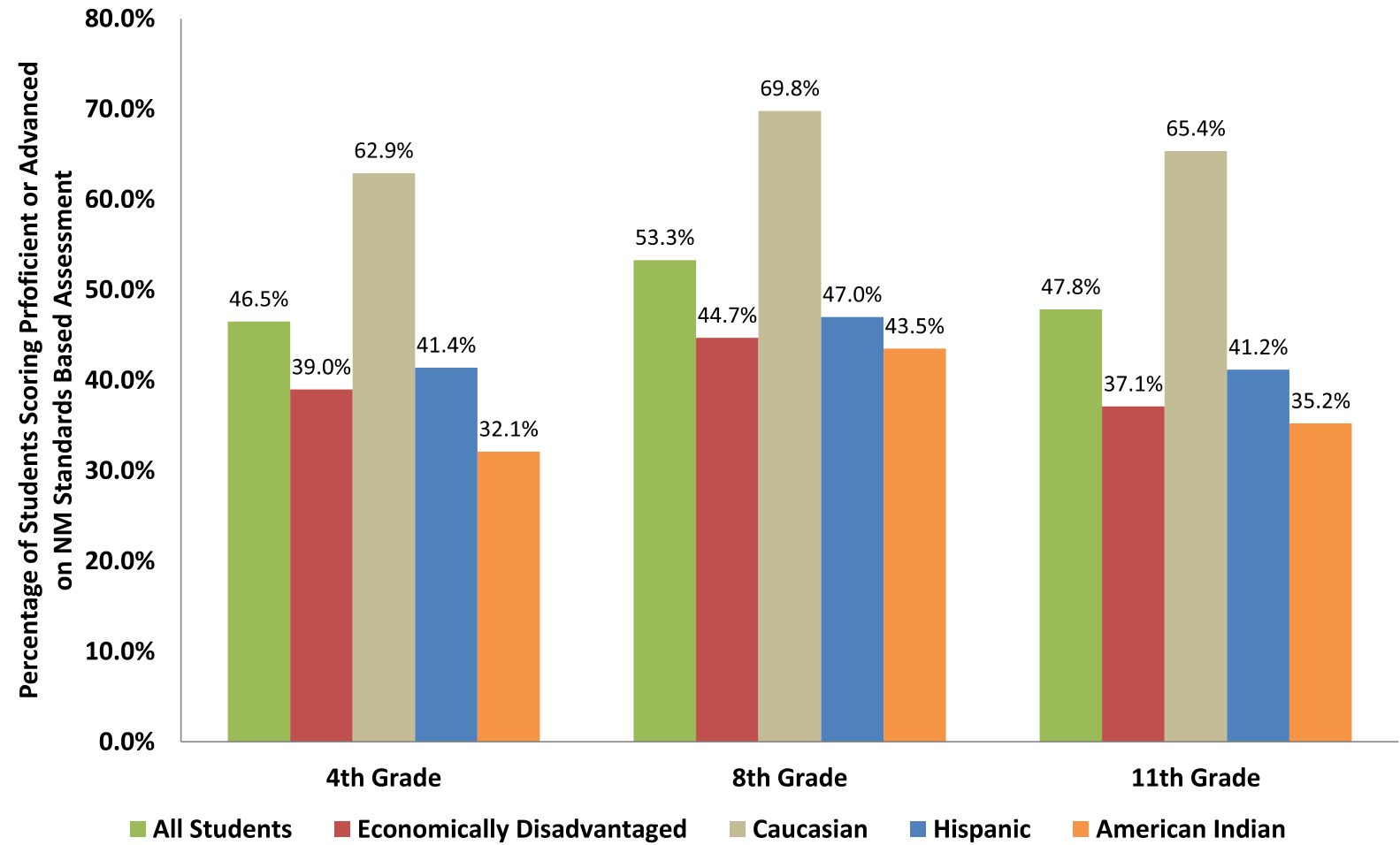
Source: National Assessment of Educational Progress (NAEP), 1992-2011. Asian/Pacific Islander is not reported in all years because NAEP reporting standards have not been met. African American data is not reported in all years because NAEP reporting standards have not been met.

Percentage of NM 8th Grade Students Scoring At or Above Proficient in Reading, By Race/Ethnicity

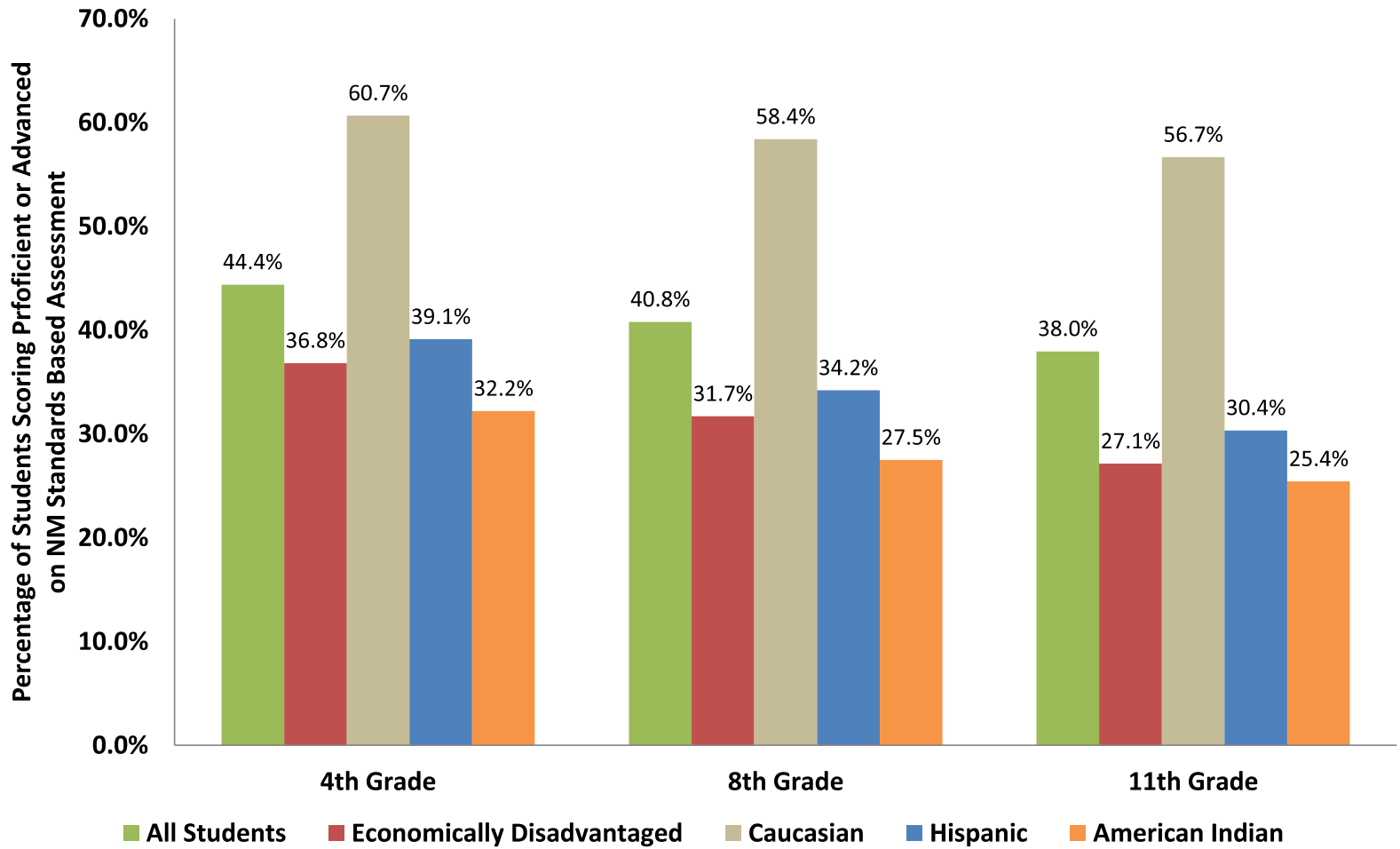


Source: National Assessment of Educational Progress (NAEP), 1992-2011. Asian/Pacific Islander is not reported in all years because NAEP reporting standards have not been met. African American data is not reported in all years because NAEP reporting standards have not been met.

Percentage of New Mexico Students Proficient or Above in Reading, By Grade Level and Subgroup



Percentage of New Mexico Students Proficient or Above in Math, By Grade Level and Subgroup



Selected Research on the Achievement Gap

- **Socioeconomic and Societal Factors:** Income, Socioeconomic Status (SES), Health & Environment
 - Achievement gap highly correlated with income, socioeconomic background of families.
 - For example, higher income, more educated parents read to their children more, have higher expectations of their children's school performance, are more comfortable challenging teachers, and are more able to help with home work.
 - Poor health can affect school performance of low-income students (e.g., vision impairments, asthma, hunger, etc.).
- **School Factors:** School Inequality, Institutional Racism
 - Inadequate school funding, inequitable distribution of effective teachers and school leaders, inferior curriculum, and insufficient technology and textbooks all contribute to the achievement gap.
 - “The soft bigotry of low expectations” – George W. Bush.

Early Warning Indicators, High School Graduation, & The Graduation Gap

Introduction to Early Warning Indicators

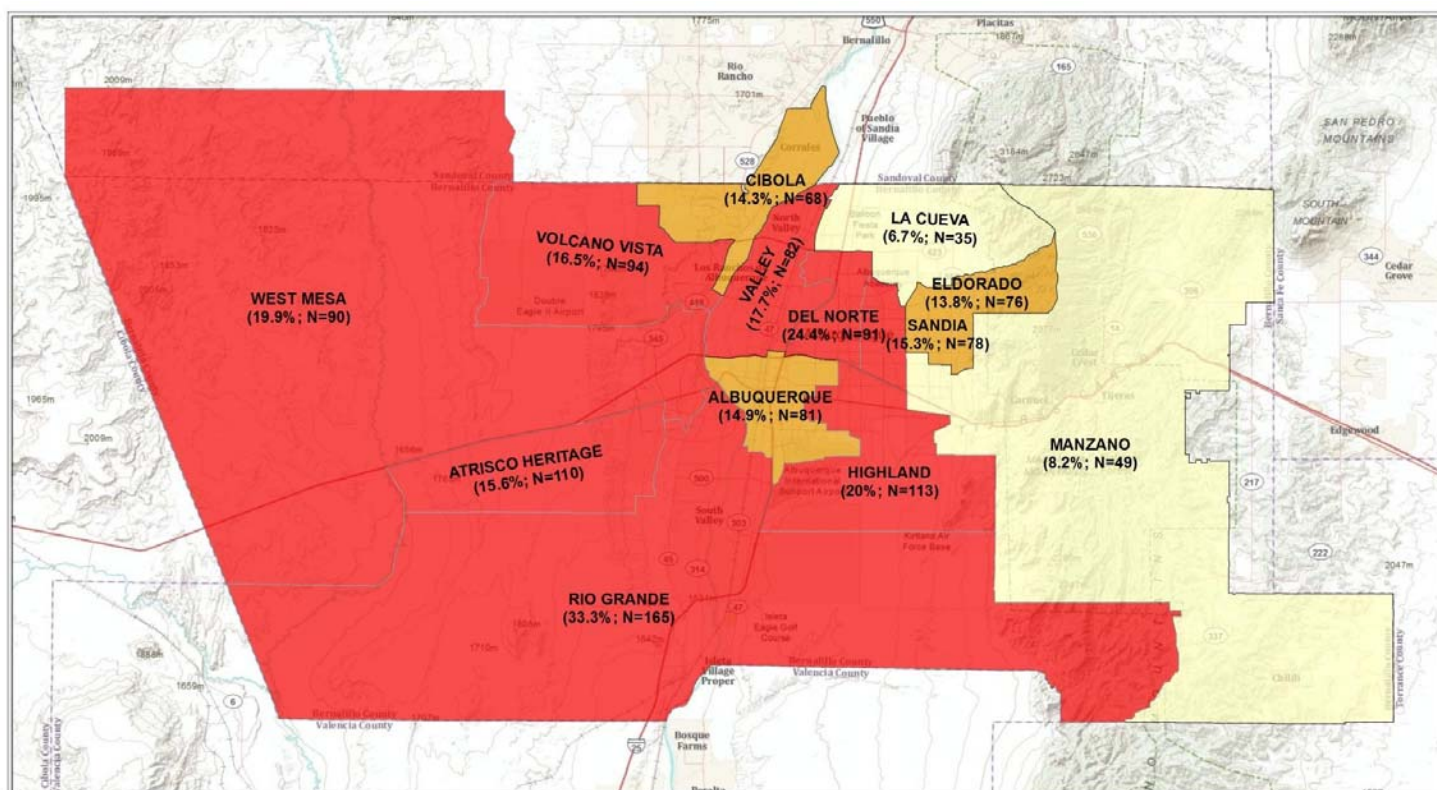
Future Dropouts can be identified in as early as 6th grade

The Primary “Off-Track” Indicators for Potential Dropouts:

- **Attendance:** <85-90% school attendance
- **Behavior:** “unsatisfactory” behavior mark in at least one class
- **Course Performance:** A final grade of “F” in Math and/or English or Credit-Bearing HS Course

Source: Robert Balfanz, “Building a Grad Nation: The Role of Learning Beyond the Classroom,” Presentation to the C.S. Mott Foundation, September 2011.

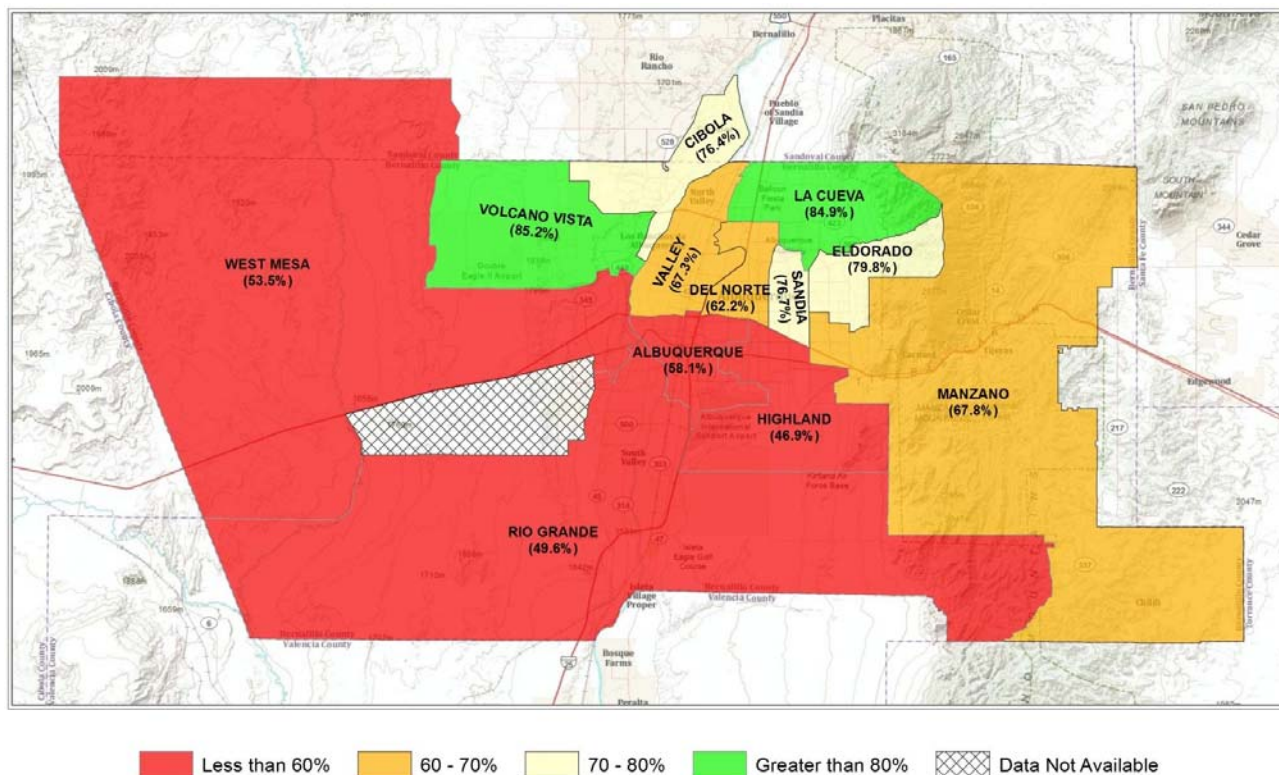
Early Warning Indicators: Percentage of Students Entering 9th Grade with **One or More F grades** and **5 or More Absences** in 8th Grade Core Courses



■ Less than 5%
 ■ 5 - 10%
 ■ 10 - 15%
 ■ Greater than 15%

Source: Albuquerque Public Schools, School Max, 2011-2012 School Year. Data provided by APS RDA Department. Analysis performed by CEPR.

Albuquerque Public Schools Four-Year High School Graduation Rate, All Students, Class of 2010



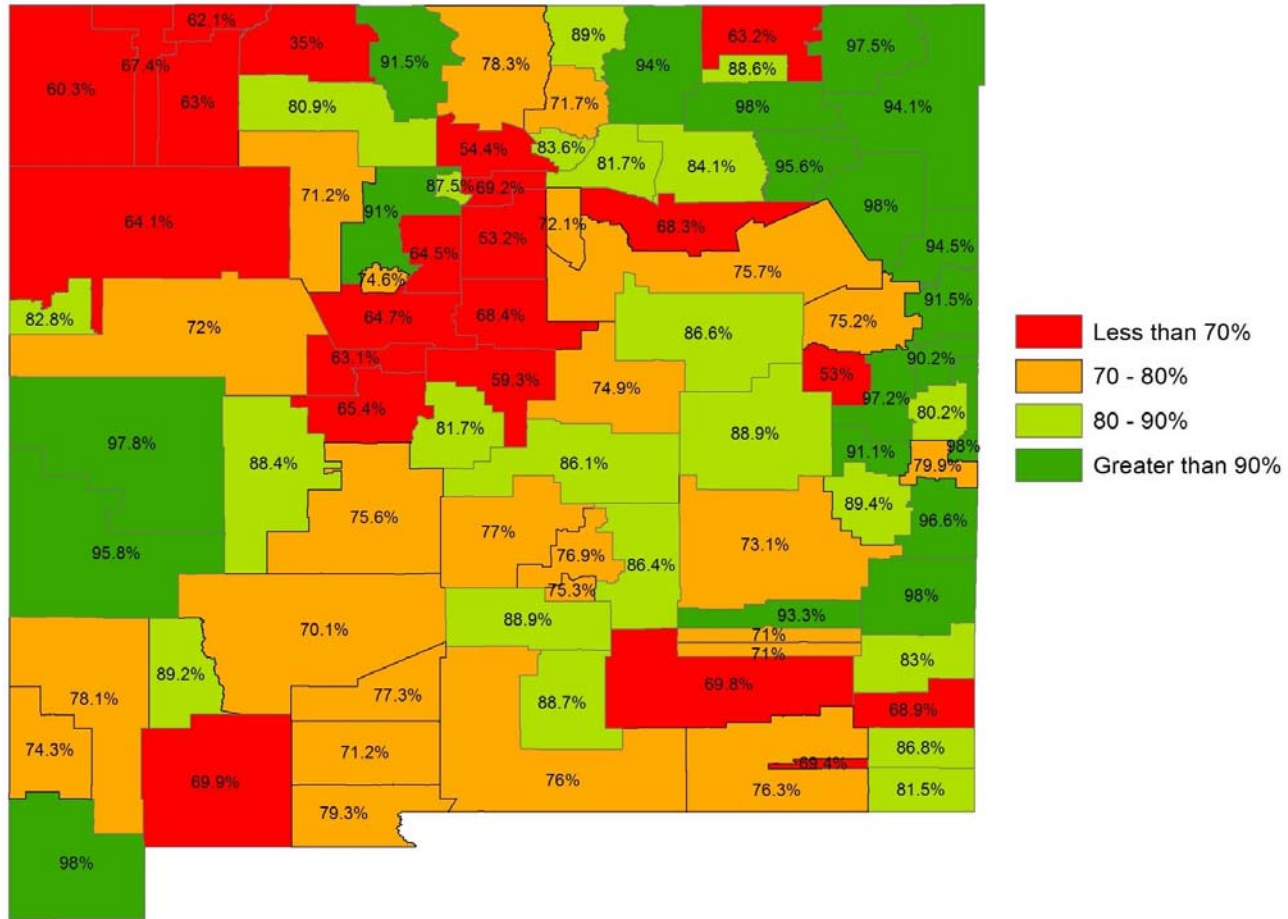
According to the Alliance for Excellent Education, there are **nearly 2000 high schools nationally that graduate less than 60% of their students within four years.**

These schools disproportionately **produce 51% of the nation's dropouts.**

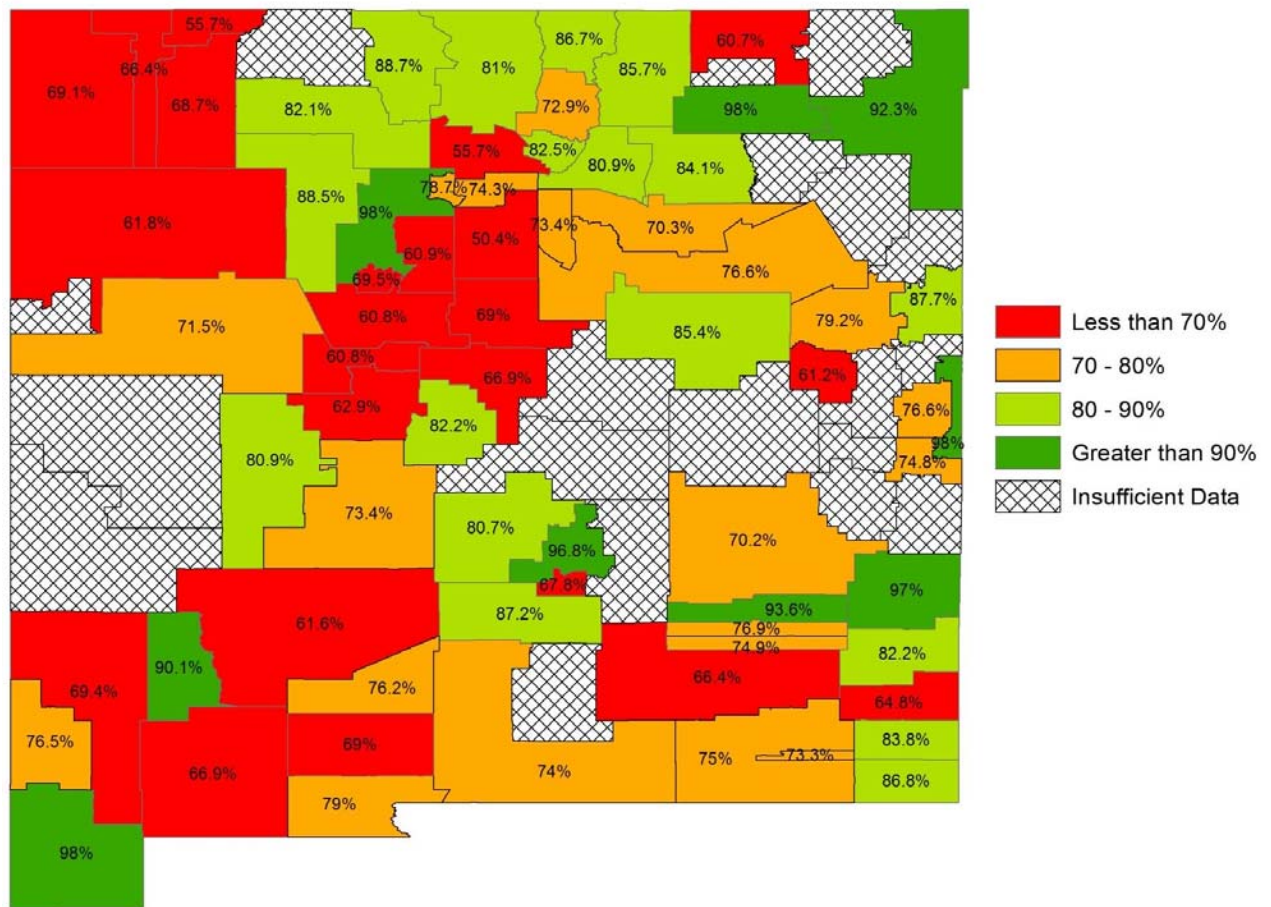
APS has four high schools with less than a 60% graduation rate.

Source: NM Public Education Department, 4-Year Cohort High School Graduation Rate, Class of 2010. Data were unavailable for Atrisco Heritage Academy High School, which did not have a graduating class in 2010. Alliance for Excellent Education statistics taken from http://www.all4ed.org/about_the_crisis/schools/dropout.

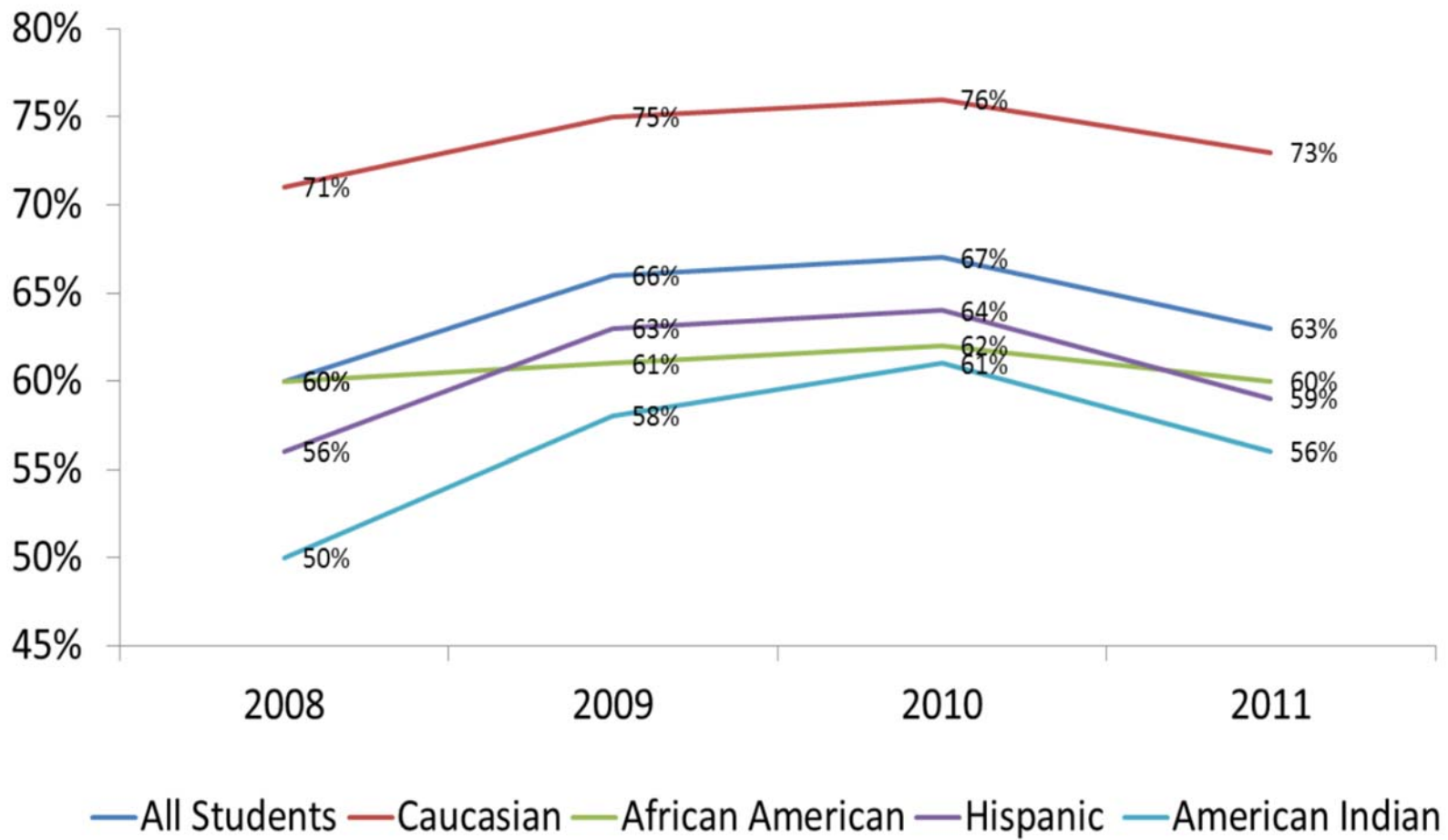
Four-Year High School Graduation Rate, All Students, By District, Class of 2010



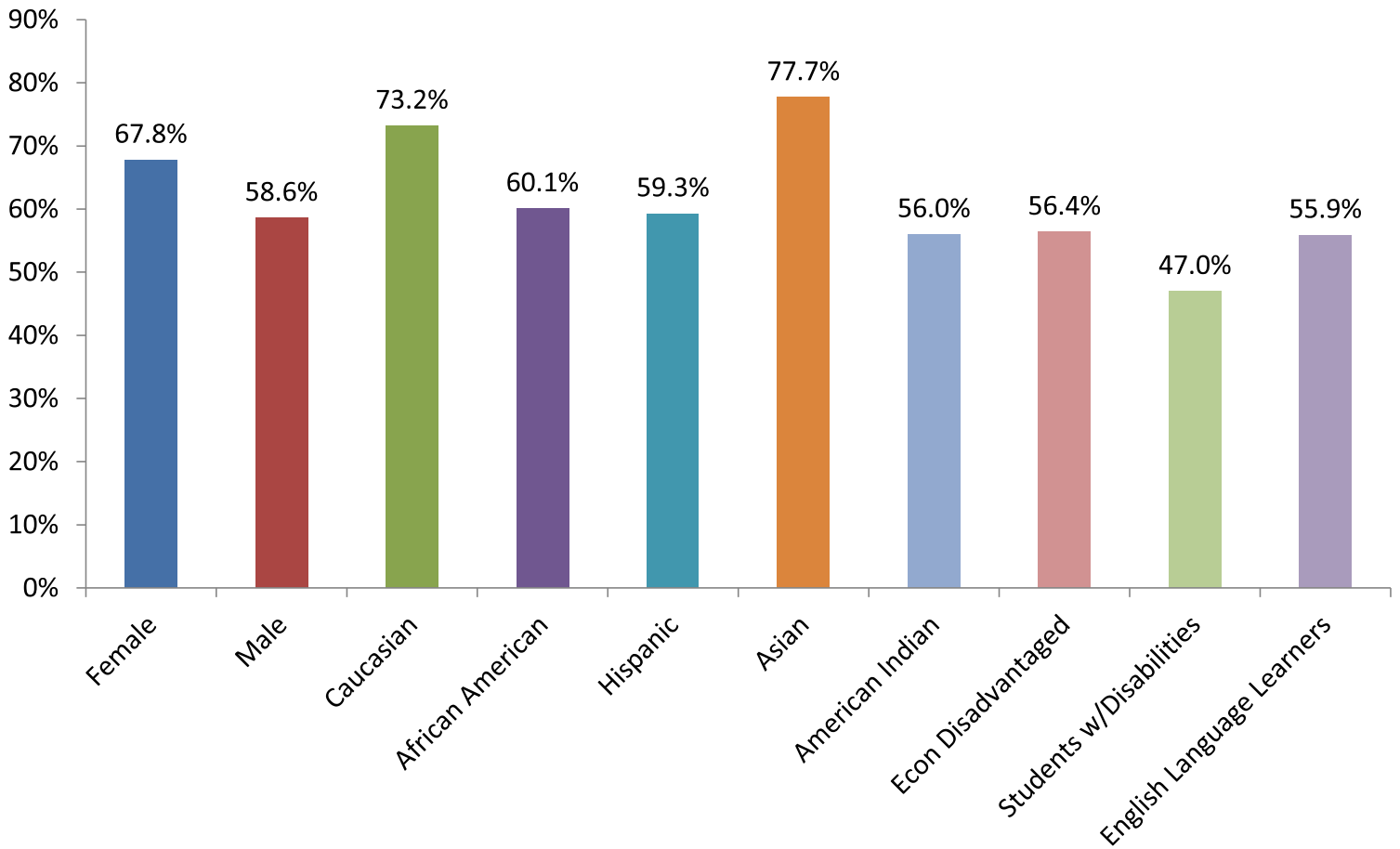
Four-Year High School Graduation Rate, Hispanics, By District



Statewide Four-Year High School Graduation Rate, By Race and Ethnicity

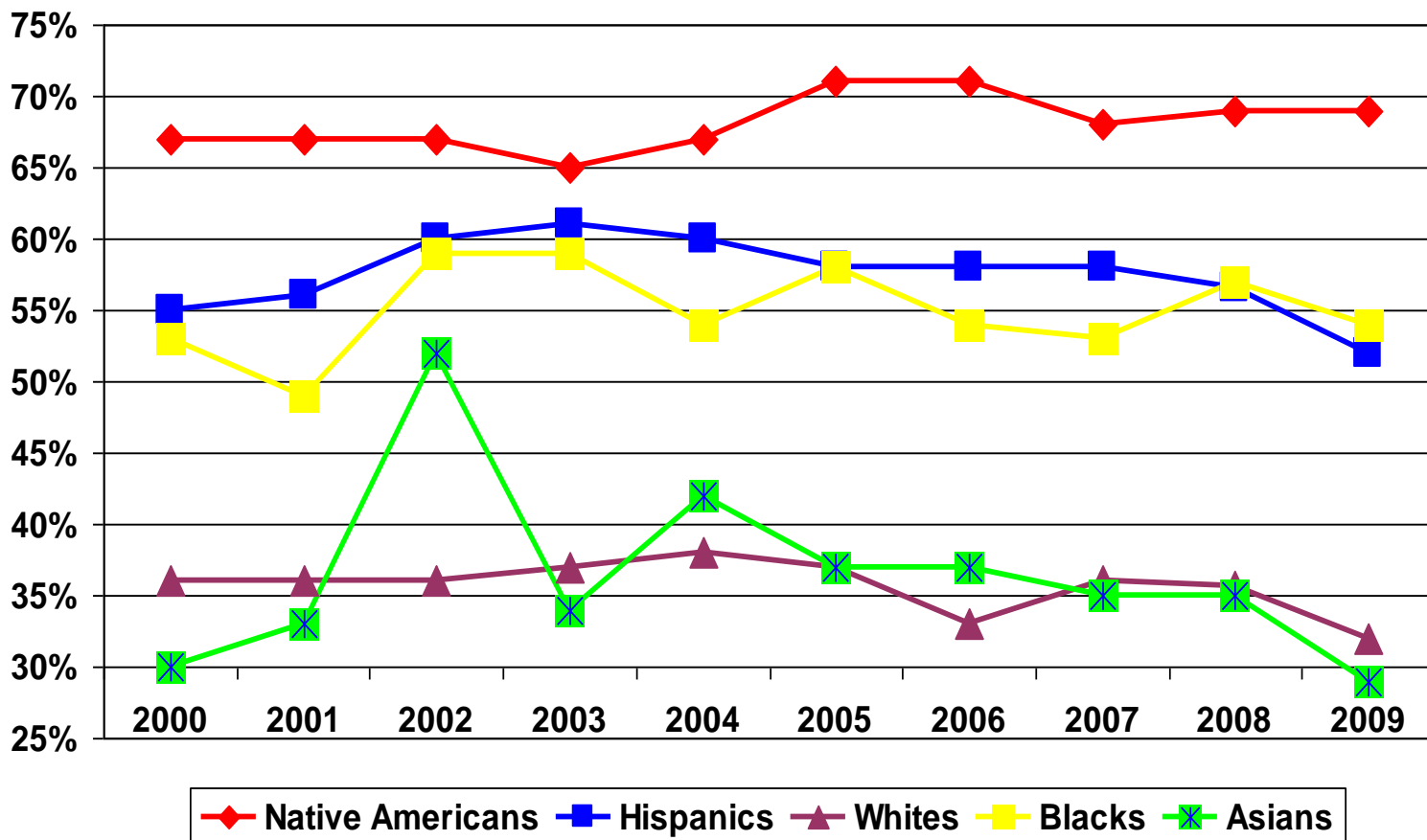


Statewide Graduation Gap, Class of 2011



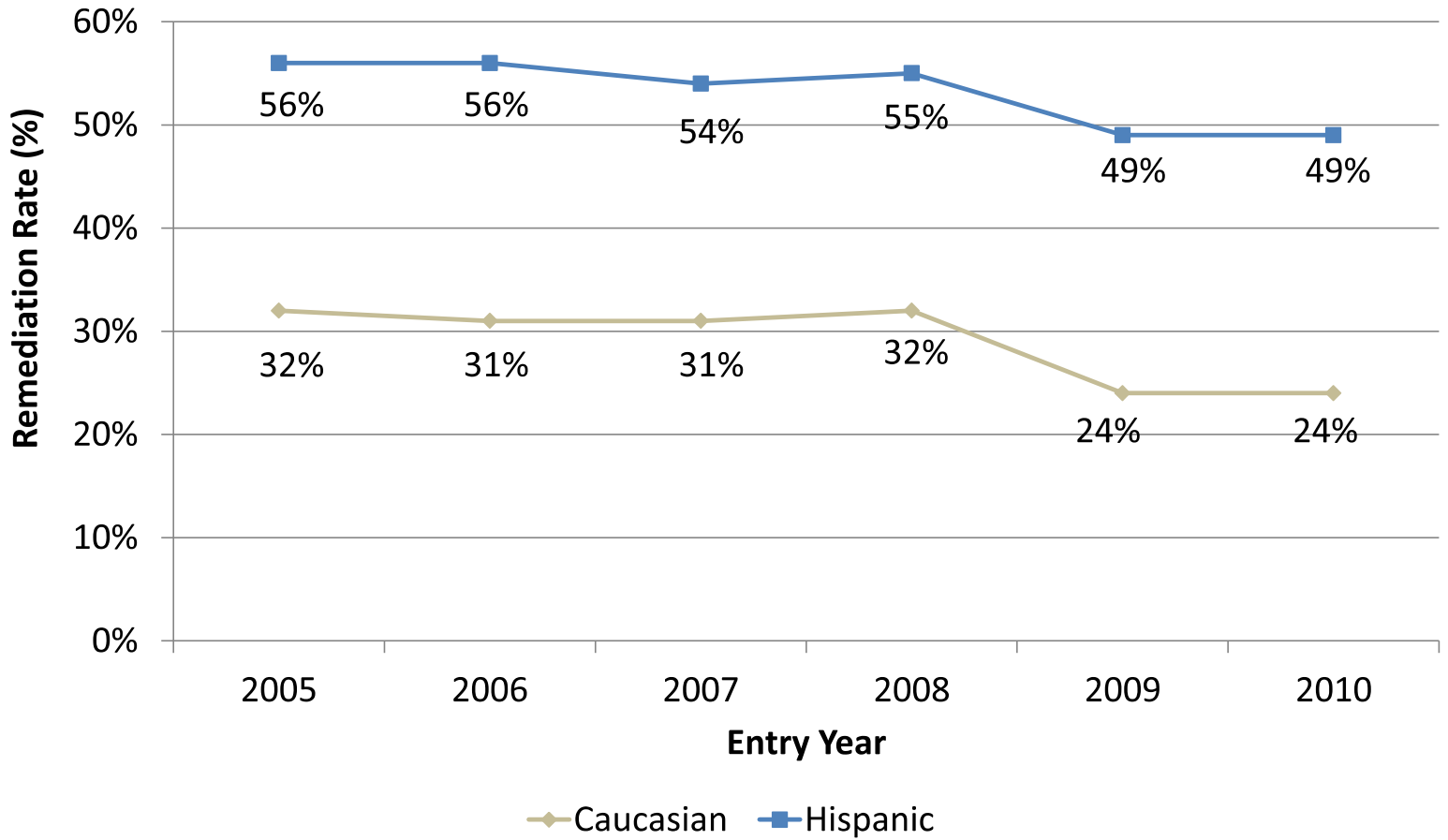
College Remediation, Retention, & Graduation

Percentage of New Mexico Public High School Graduates Attending New Mexico Colleges Who Took Remedial Classes, By Race/Ethnicity

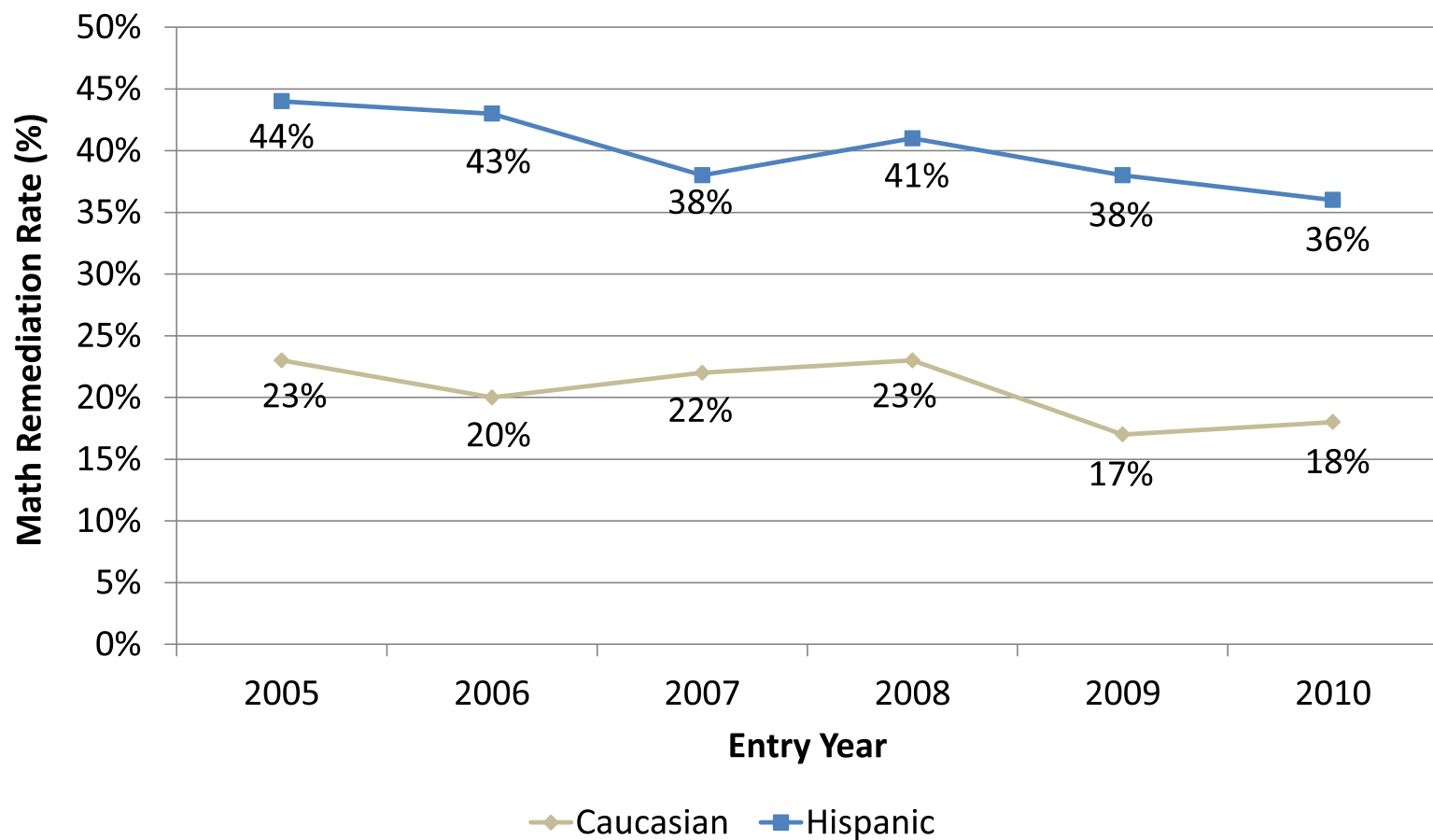


Source: "Ready For College? A Report on New Mexico's High School Graduates Who Take Remedial Courses In College," June 2010, New Mexico Office of Education Accountability. Data do not include charter or alternative schools.

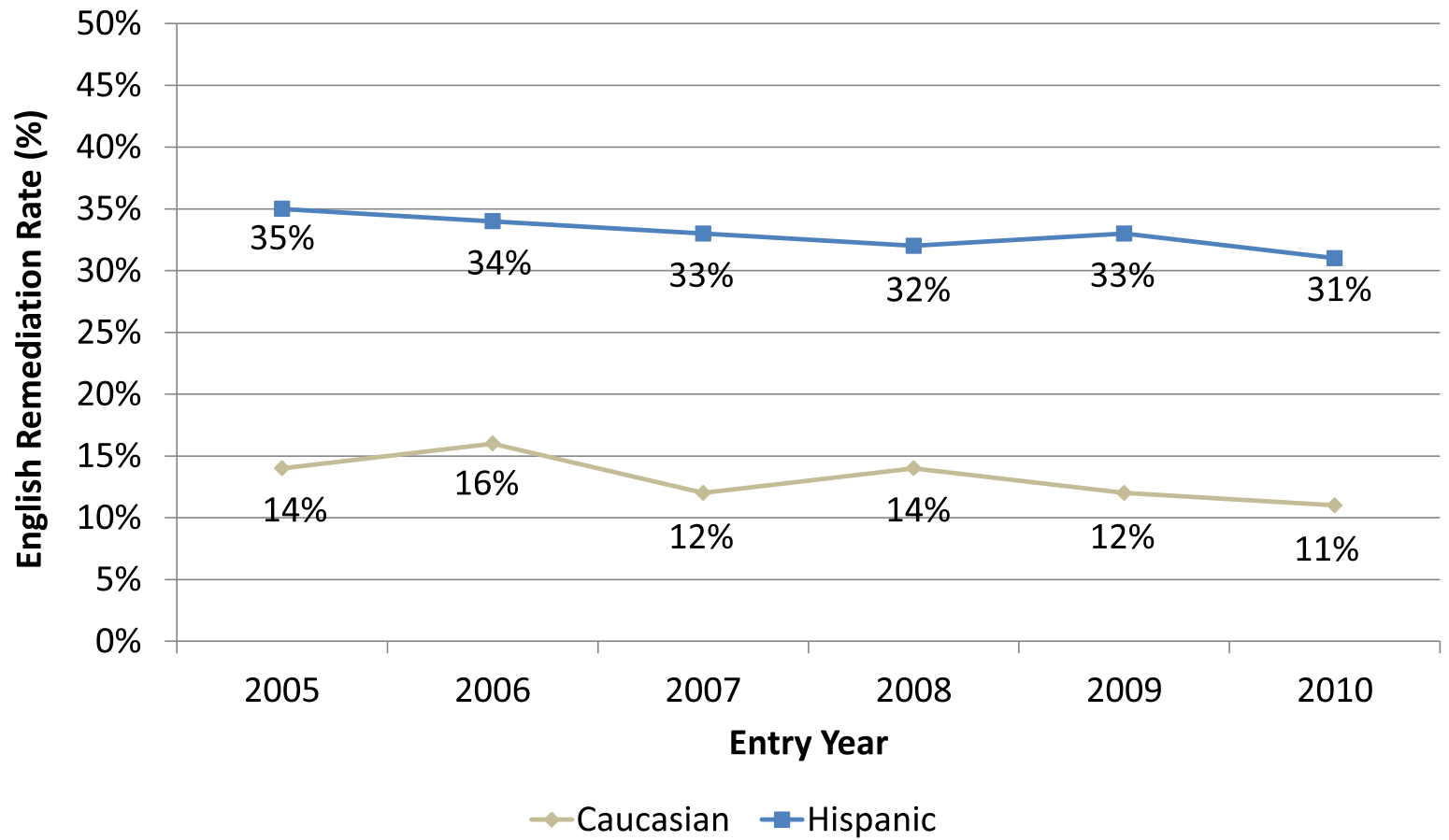
% of UNM Freshmen Placed into Remedial Courses, For **Caucasian** and **Hispanic** Students



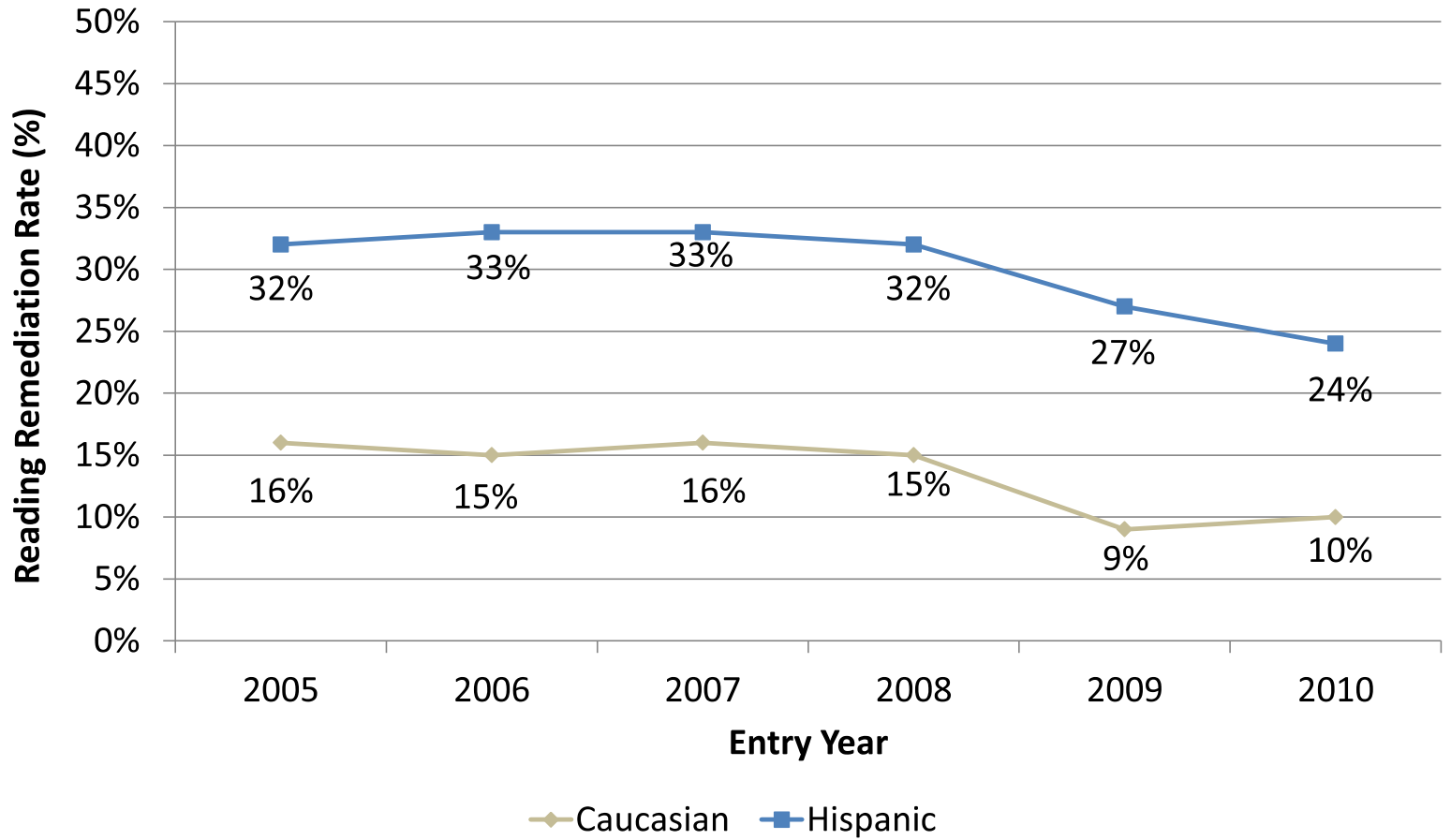
% of UNM Freshmen Placed into Remedial Math, For **Caucasian** and **Hispanic** Students



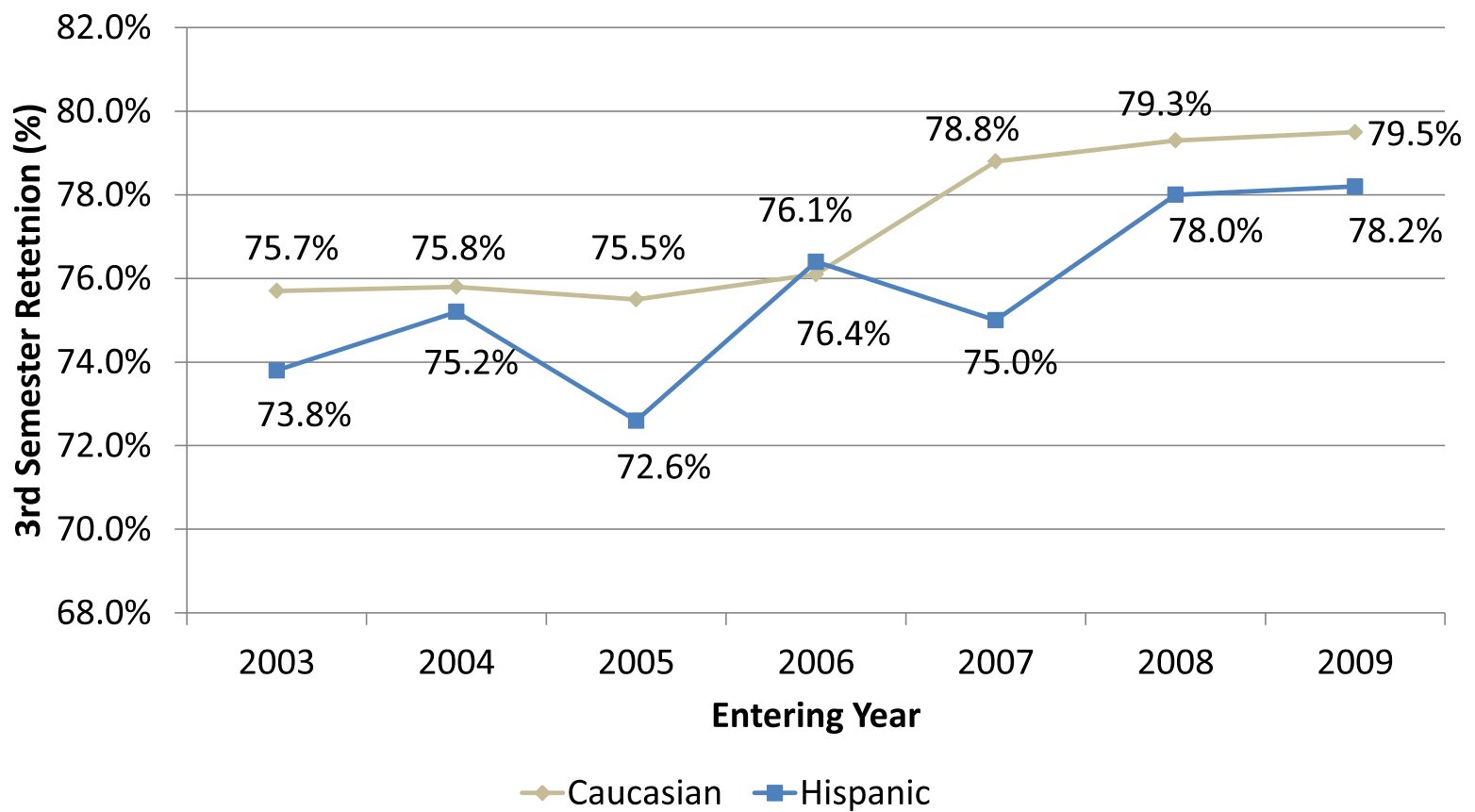
% of UNM Freshmen Placed into Remedial English, For Caucasian and Hispanic Students



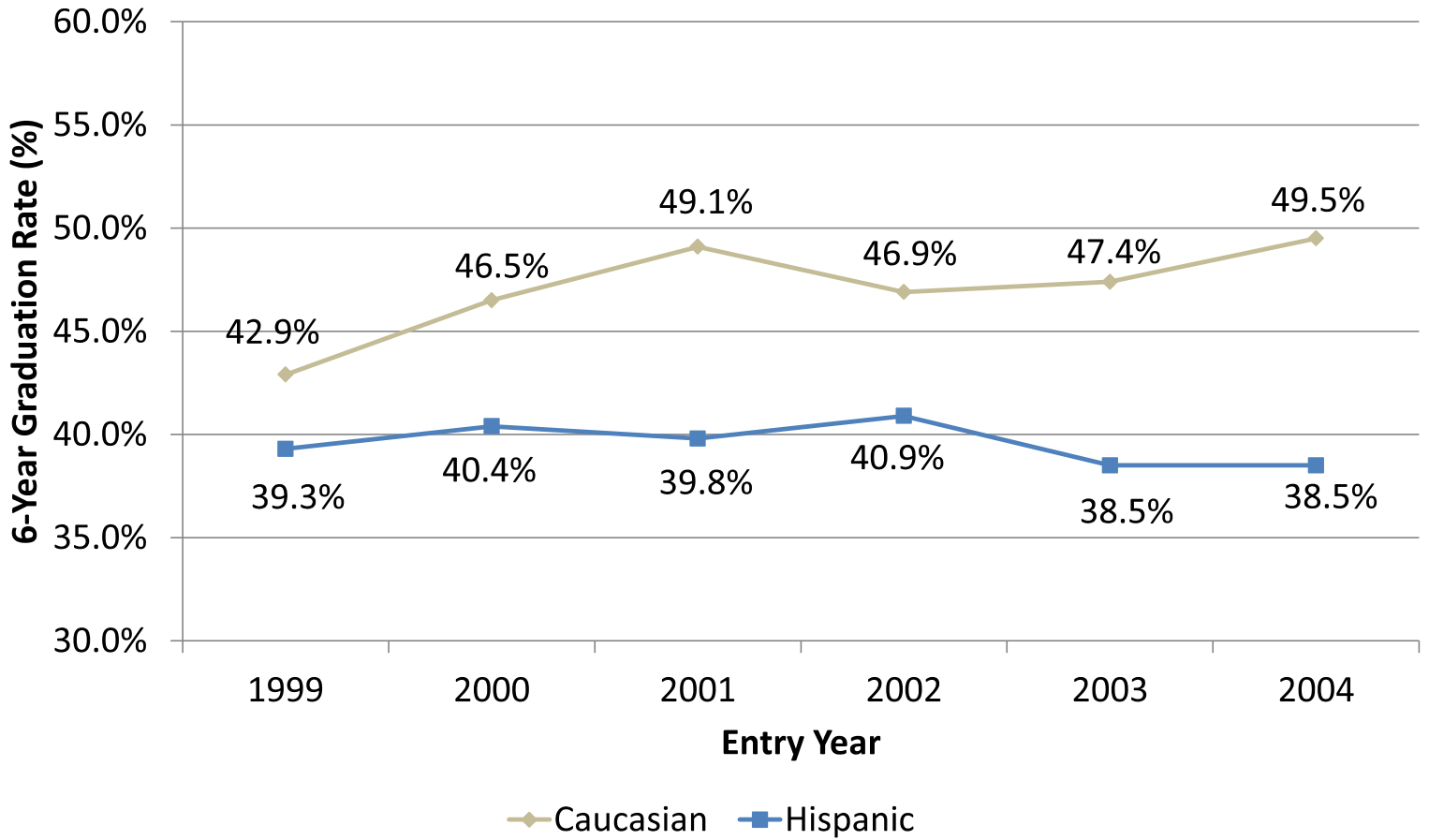
% of UNM Freshmen Placed into Remedial Reading, For **Caucasian** and **Hispanic** Students



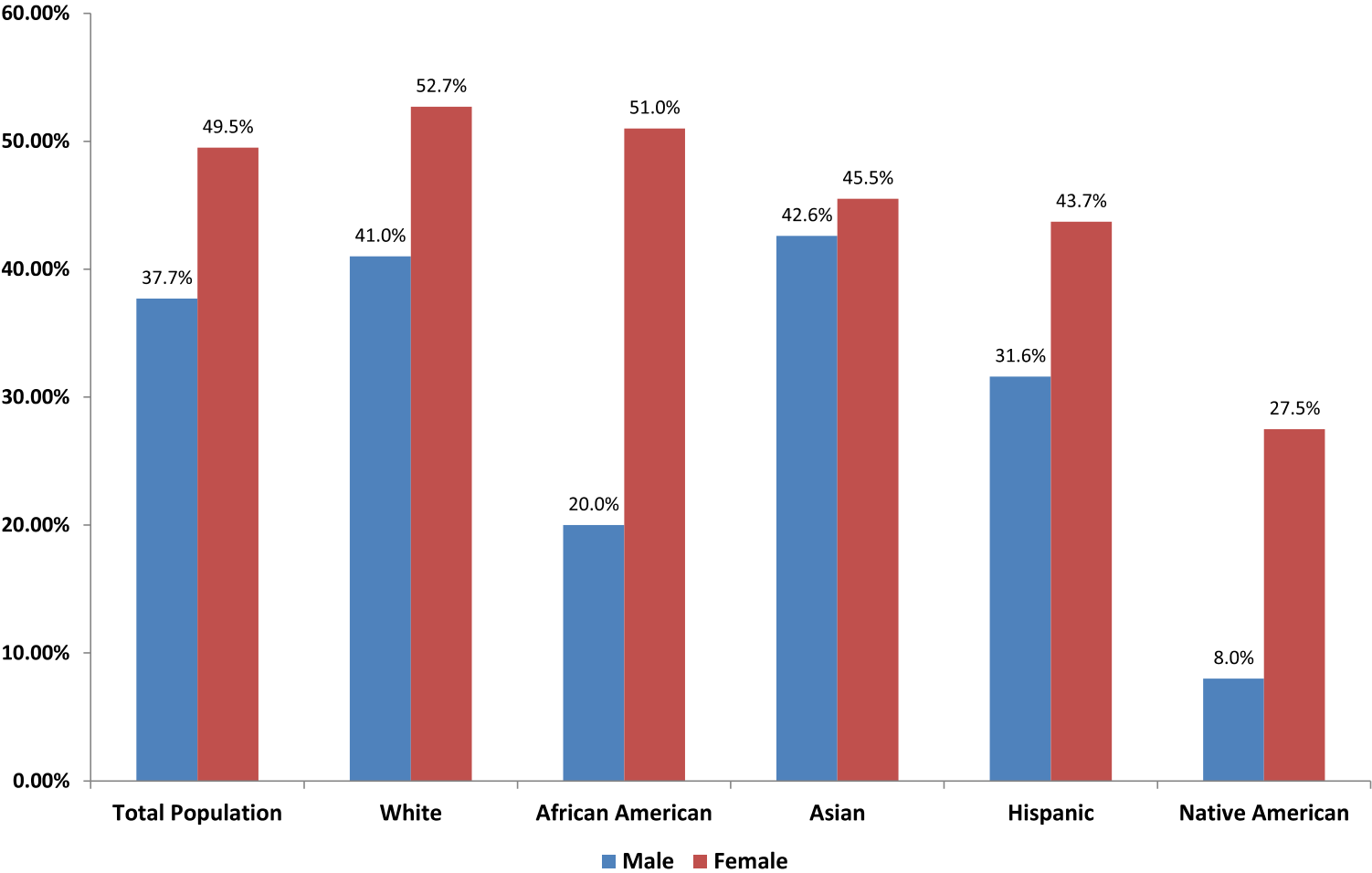
Average UNM Retention Rates of Caucasian and Hispanic Students



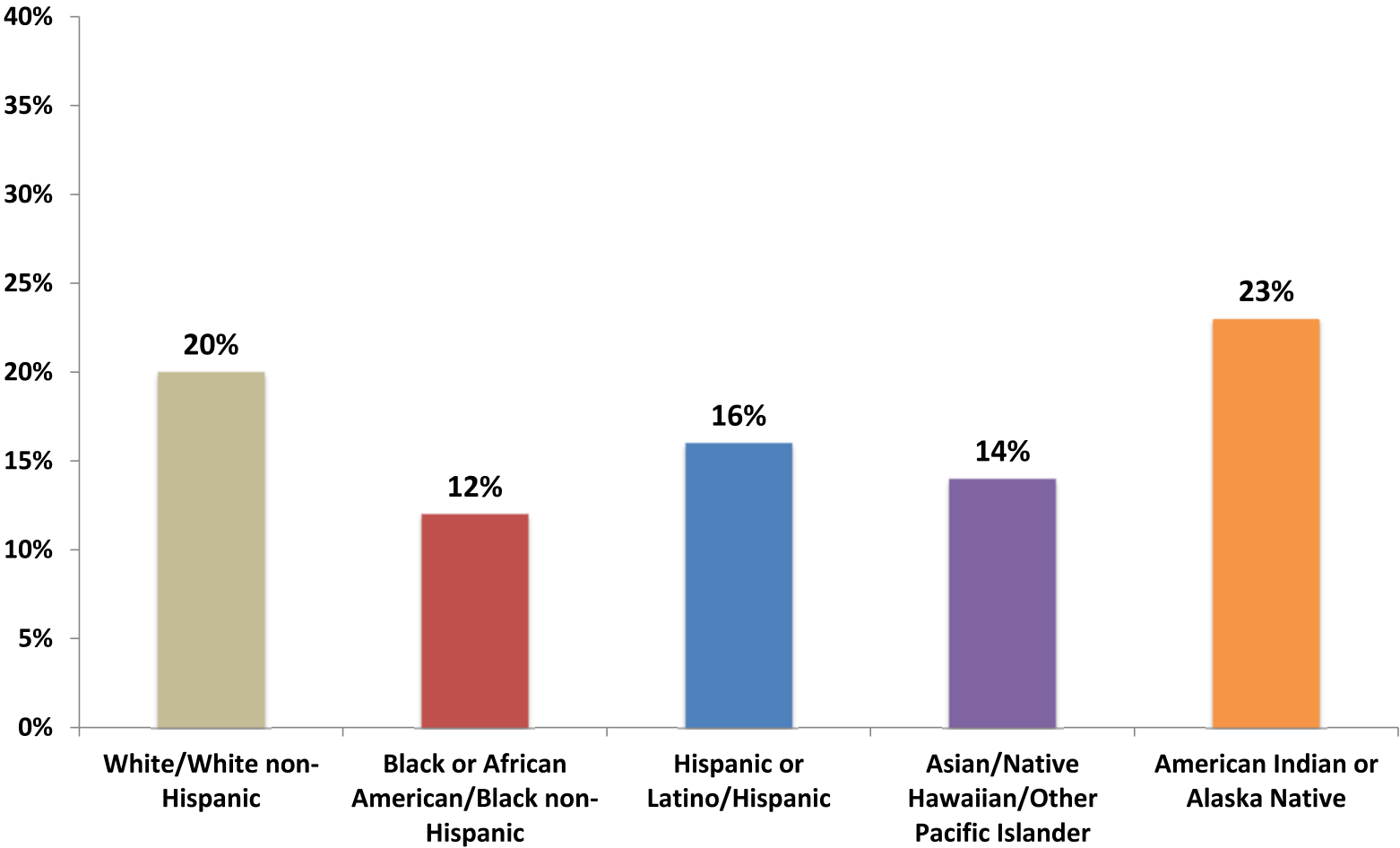
Average UNM Graduation Rates of Caucasian and Hispanic Students



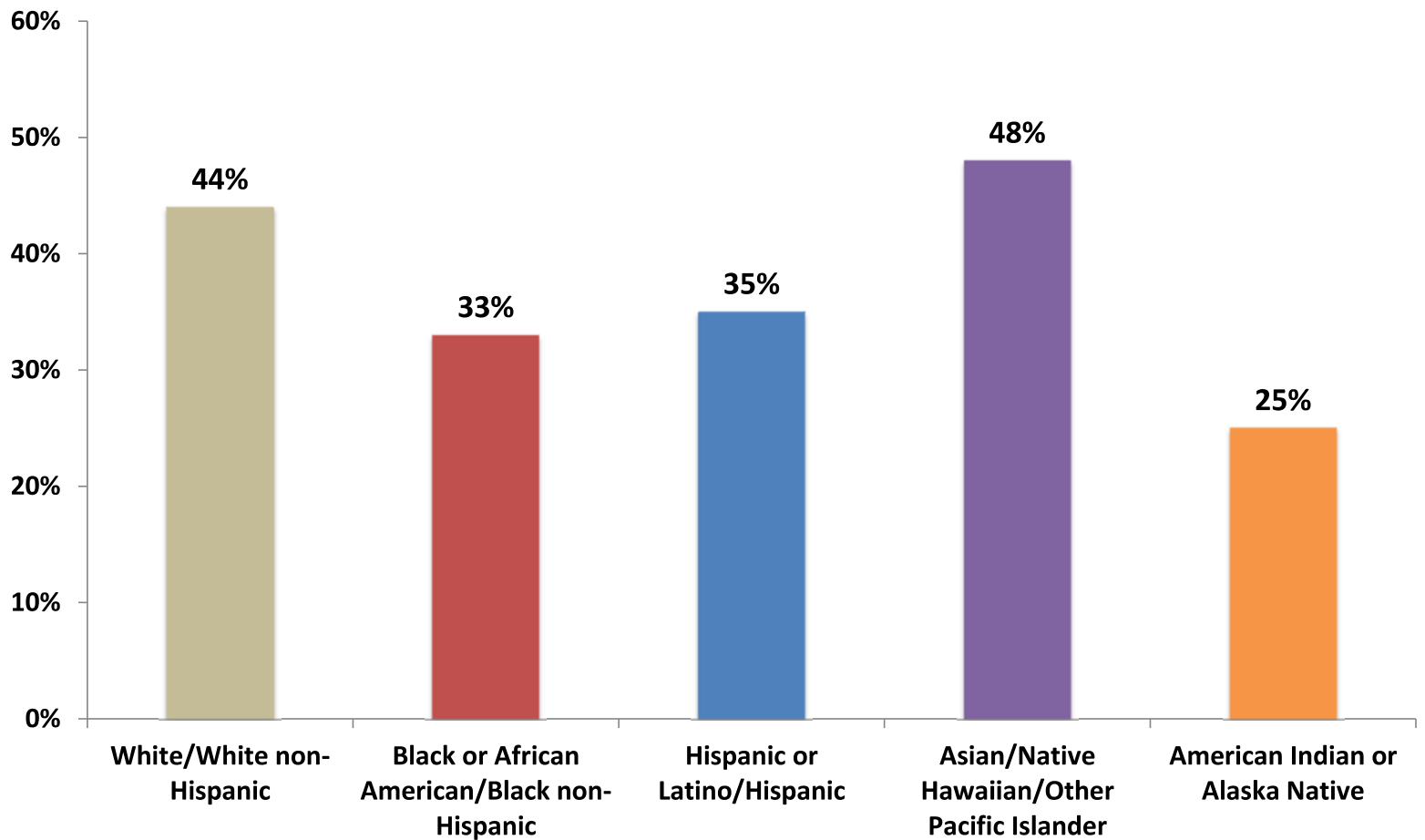
UNM Graduation Gap, By Gender and Race & Ethnicity, 2004 Cohort



Three-Year Graduation Rates, All New Mexico Community Colleges



Six-Year Graduation Rates, All New Mexico Universities



RISK FACTORS

Truancy

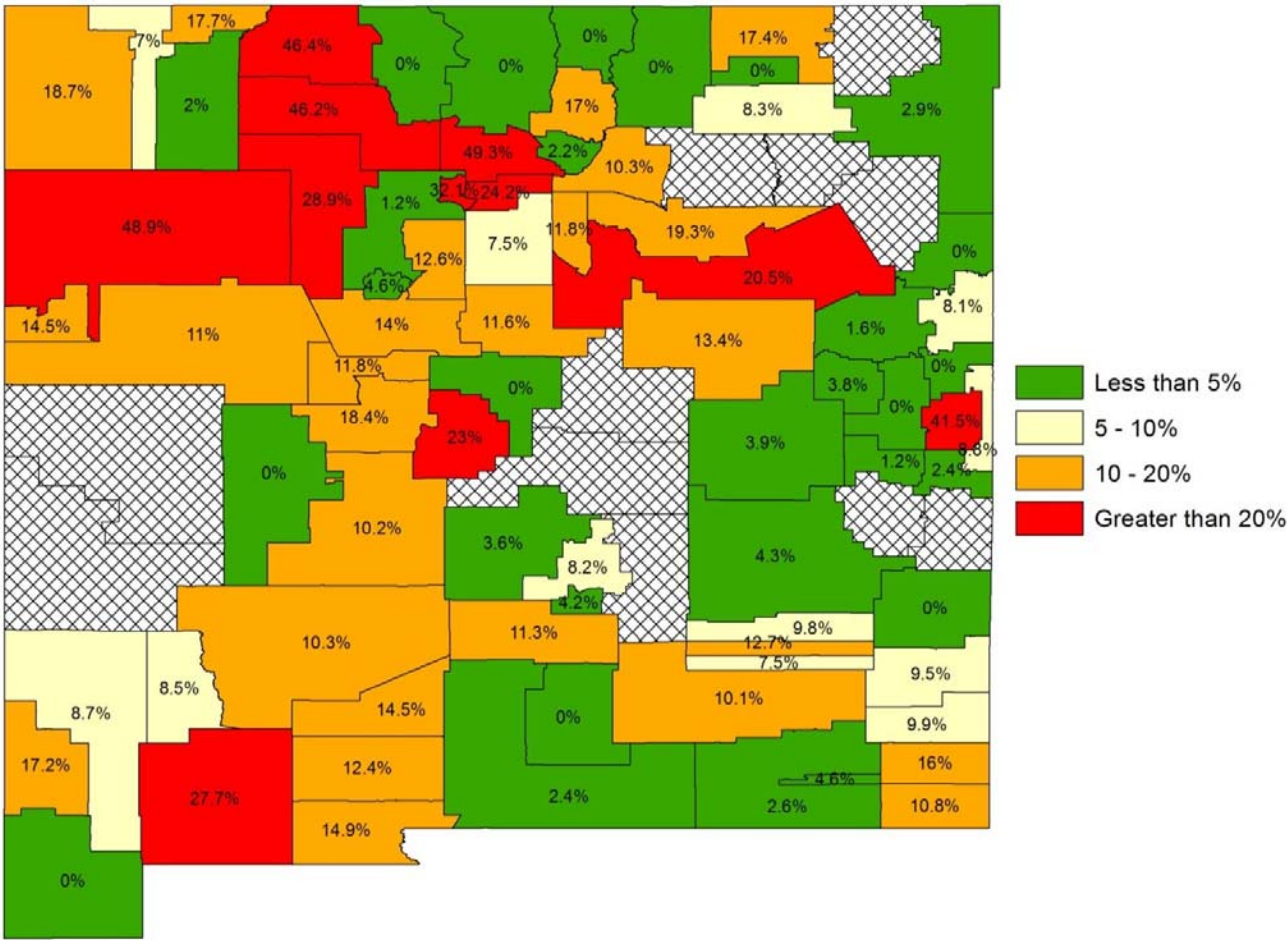
Selected Research on Truancy

- Prior research indicates that high truancy rates are associated with high poverty.
- Student Factors
 - Truancy is associated with a decrease in pupil motivation, falling behind academically, losing interest, and avoiding class.
- School Factors
 - Truancy is higher in schools where there is inconsistent enforcement of truancy policies, poor interaction between parents and school personnel, unsupportive teachers, uncertified teachers, and low sensitivity to diversity issues.
- Family and Parental Factors
 - Parental involvement is strongly correlated with socioeconomic status (SES). Higher income parents tend to be more involved in their children's education in numerous ways.
- Neighborhood and Community Factors
 - Lower SES neighborhoods tend to experience higher truancy rates due to inadequate youth support systems.
 - Higher SES neighborhoods tend to invest more in community and youth development because there is less residential mobility and a higher degree of home ownership.

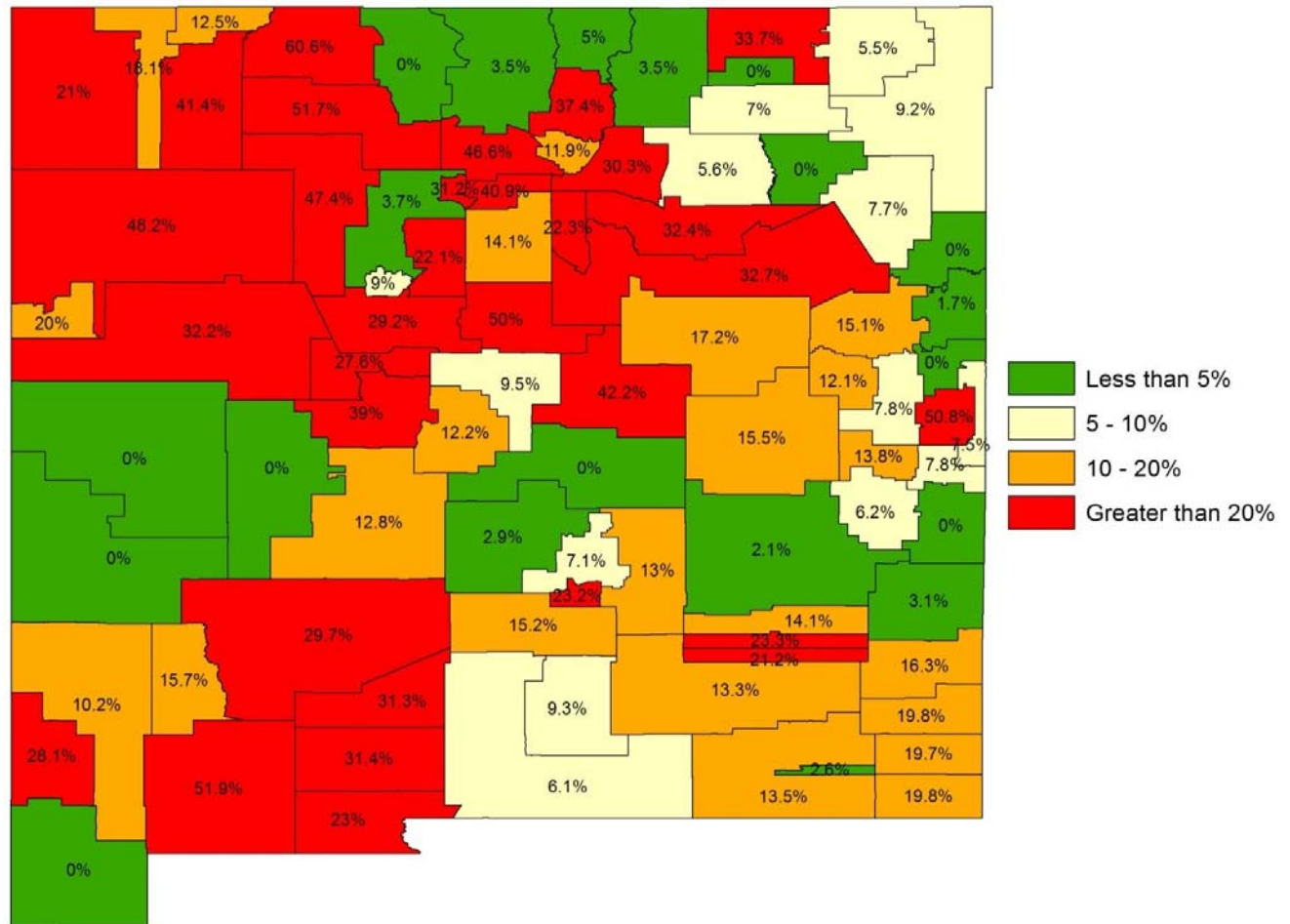
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Percentage of Middle & Junior High School Students Who Were Habitually Truant, By School District



Percentage of High School Students Who Were Habitually Truant, By School District



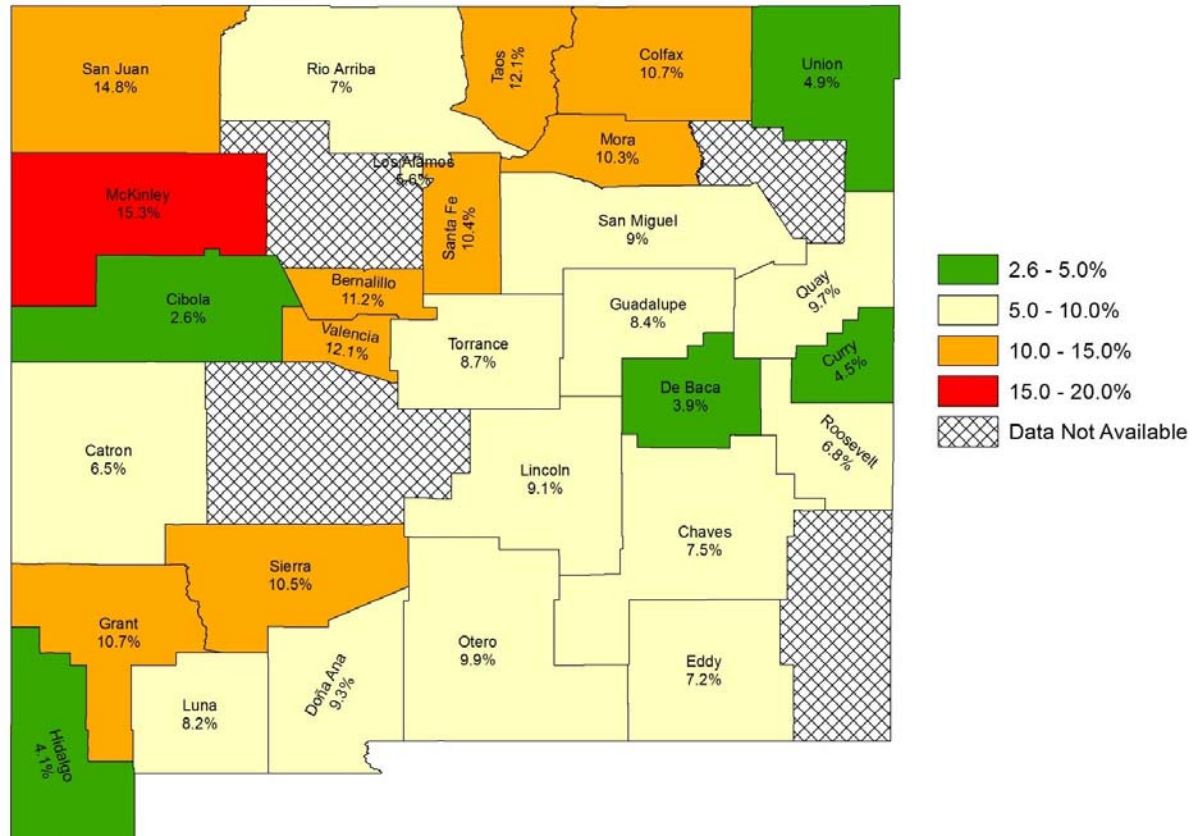
Source: New Mexico Public Education Department, 2009-2010 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more of unexcused absences.

Hunger

Percentage of Middle School Students with Not Enough Food to Eat, By County

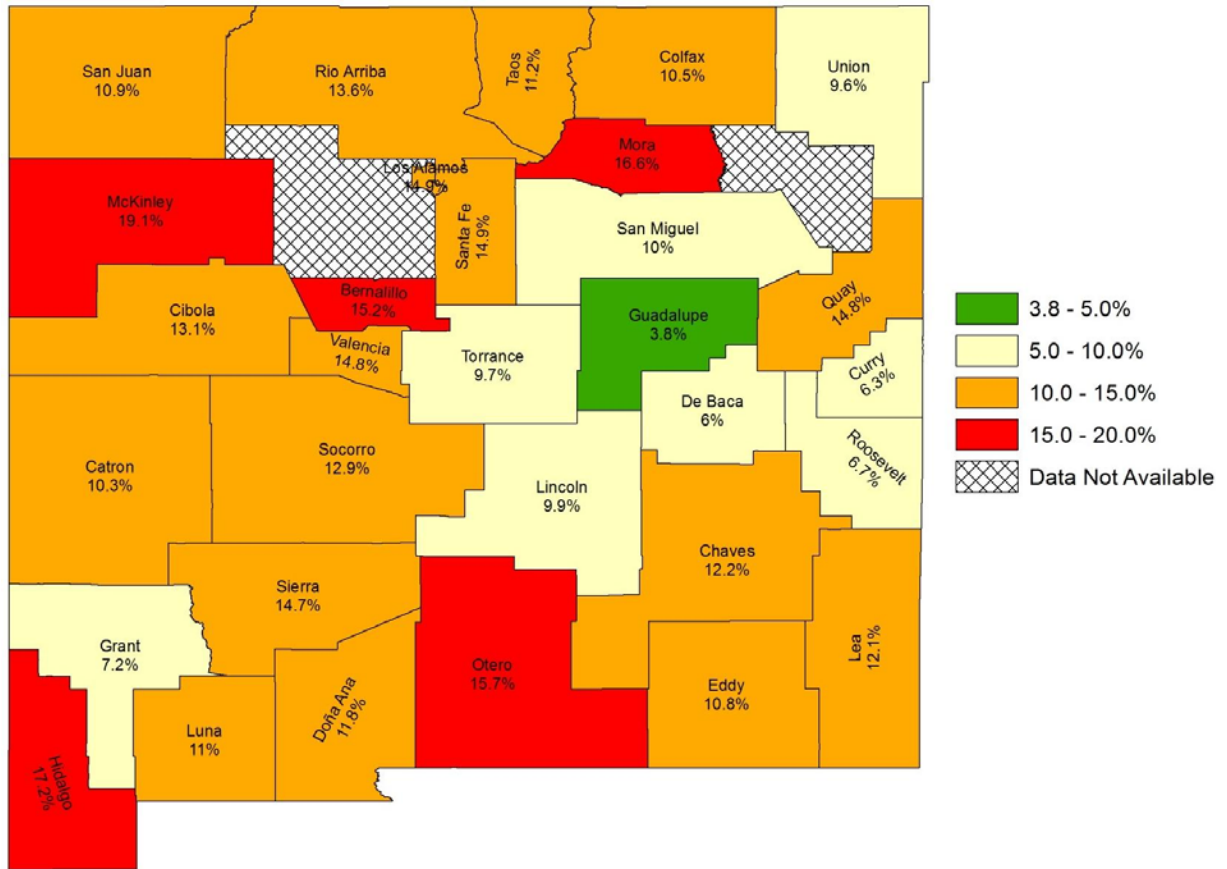
According to the U.S. Department of Agriculture, **14.5% of U.S. households** were food insecure at some time during 2010.

In New Mexico, 15.4% of households were food insecure from 2008 through 2010.



Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, "During the past 12 months, which of the following statements best describes the food eaten by you and your family?" The percentage reported here reflects respondents who answered "Sometimes not enough food to eat" and "Often not enough food to eat." USDA data taken from <http://www.ers.usda.gov/Briefing/FoodSecurity/>.

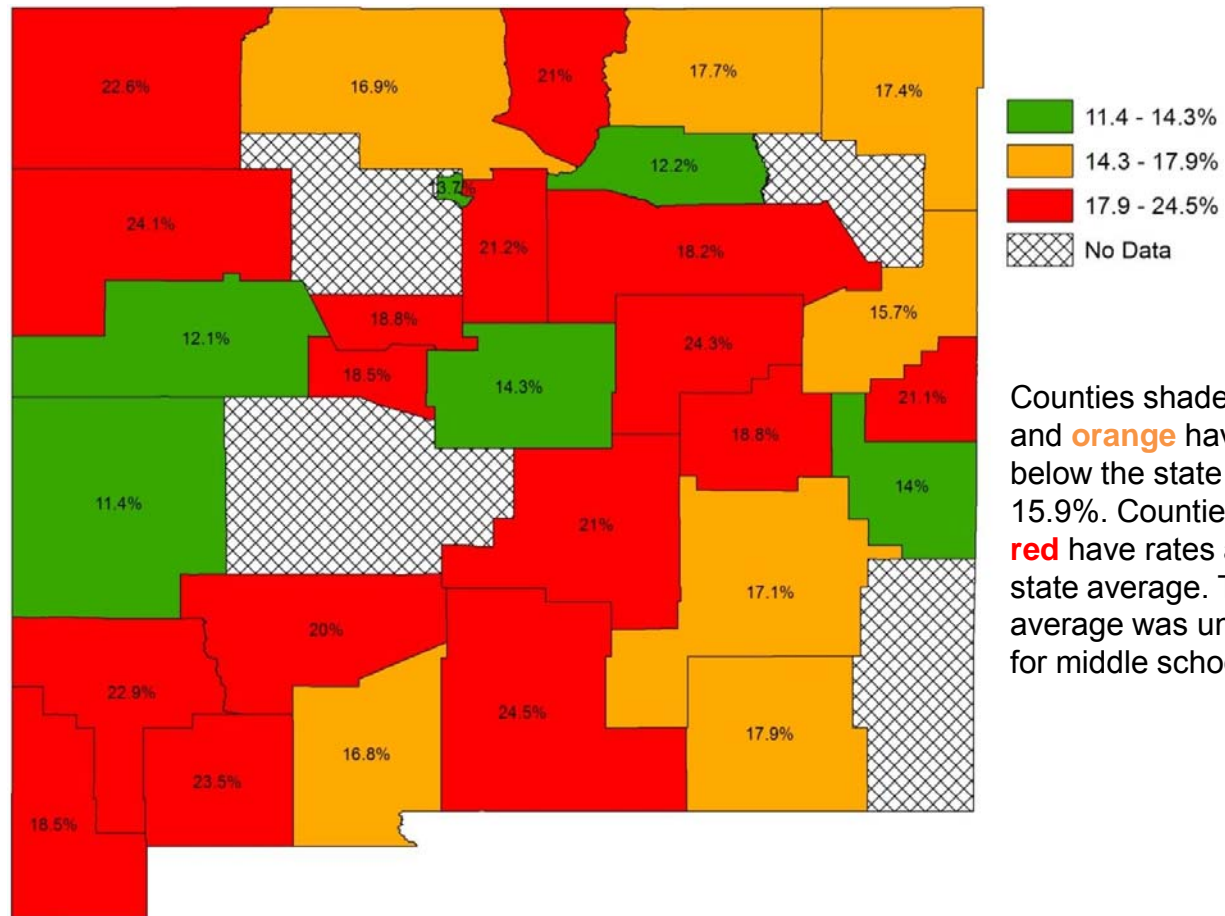
Percentage of High School Students with Not Enough Food to Eat, By County



Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, "During the past 12 months, which of the following statements best describes the food eaten by you and your family?" The percentage reported here reflects respondents who answered "Sometimes not enough food to eat" and "Often not enough food to eat."

Suicidal Thoughts, Attempted Suicide, & Suicide

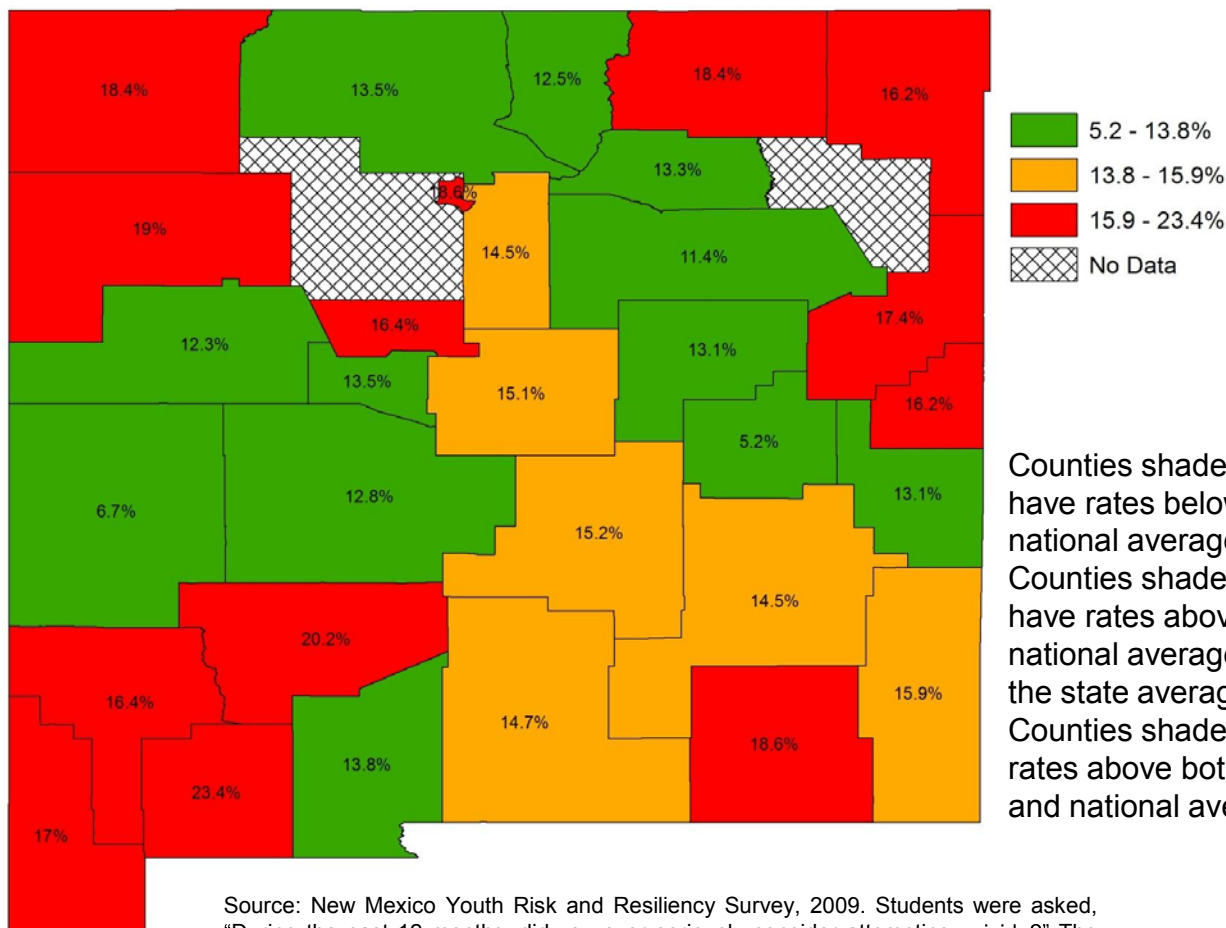
Percentage of Middle School Students Who Seriously Considered Attempting Suicide



Counties shaded **green** and **orange** have rates below the state average of 15.9%. Counties shaded **red** have rates above the state average. The national average was unavailable for middle school students.

Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, "During the past 12 months, did you ever seriously consider attempting suicide?" The percentage reported here reflects respondents who answered "Yes."

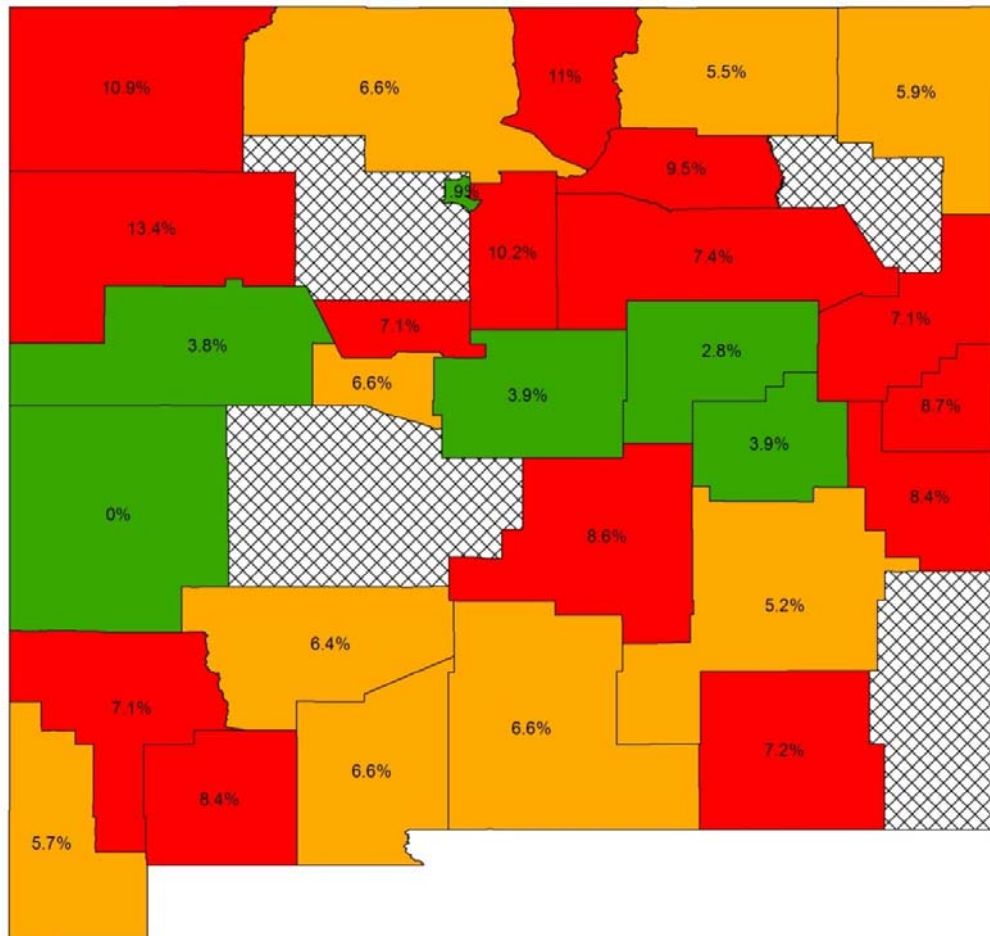
Percentage of High School Students Who Seriously Considered Attempting Suicide



Counties shaded **green** have rates below the national average of 13.8%. Counties shaded **orange** have rates above the national average but below the state average of 15.9%. Counties shaded **red** have rates above both the state and national averages.

Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, "During the past 12 months, did you ever seriously consider attempting suicide?" The percentage reported here reflects respondents who answered "Yes." The national rate of 13.8% is drawn from the Youth Risk and Behavior Surveillance System survey, Centers for Disease Control and Prevention, 2009.

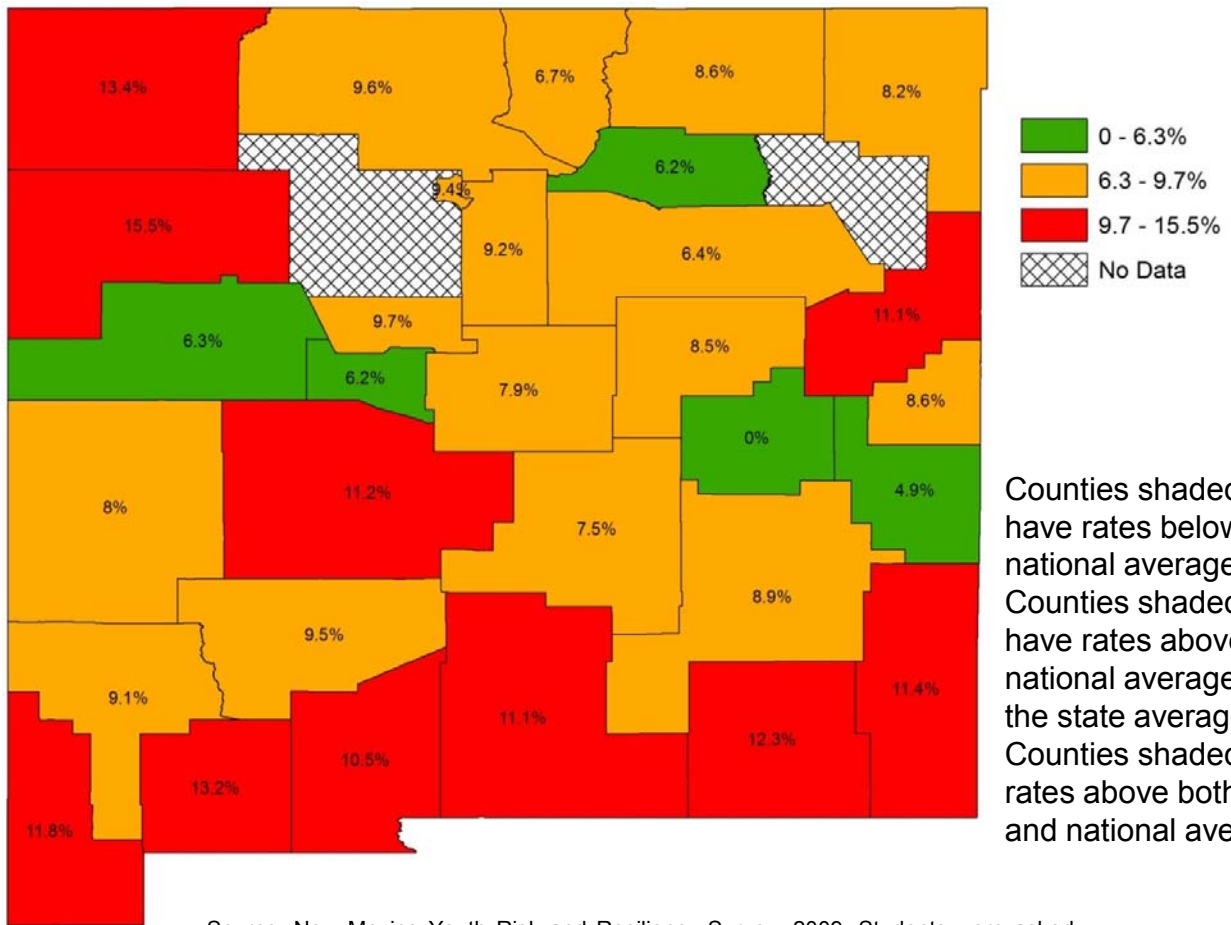
Percentage of Middle School Students Who Actually Attempted Suicide



Counties shaded **green** and **orange** have rates below the state average of 6.8%. Counties shaded **red** have rates above the state average. The national average was unavailable for middle school students.

Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, "During the past 12 months, how many times did you actually attempt suicide?" The percentage reported here reflects respondents who answered one or more times.

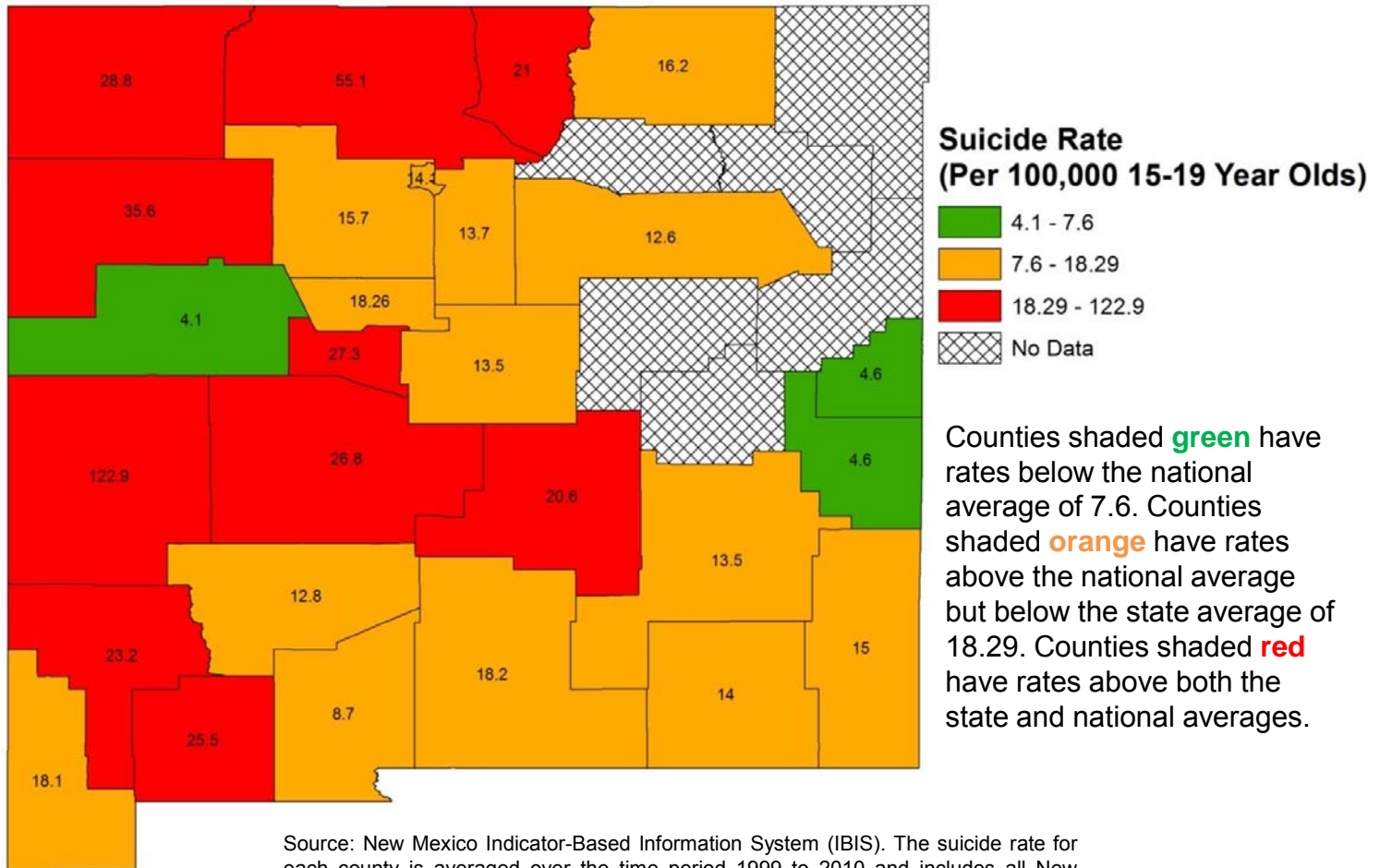
Percentage of High School Students Who Actually Attempted Suicide



Counties shaded **green** have rates below the national average of 6.3%. Counties shaded **orange** have rates above the national average but below the state average of 9.7%. Counties shaded **red** have rates above both the state and national averages.

Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, "During the past 12 months, how many times did you actually attempt suicide?" The percentage reported here reflects respondents who answered one or more times. The national rate of 6.3% is drawn from the Youth Risk and Behavior Surveillance System survey, Centers for Disease Control and Prevention, 2009.

Youth Suicide Rate, 15-19 Years of Age, By County

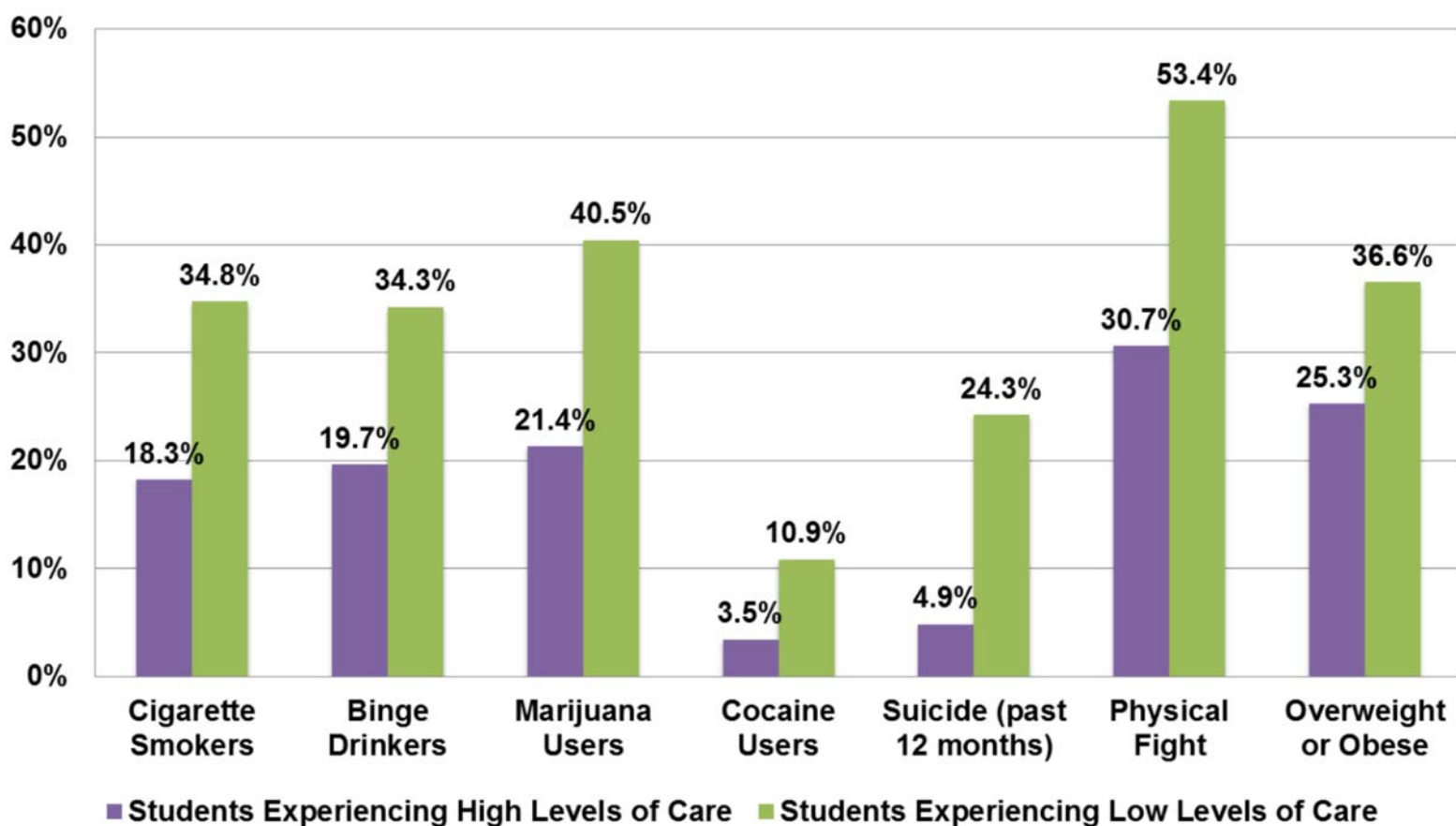


Source: New Mexico Indicator-Based Information System (IBIS). The suicide rate for each county is averaged over the time period 1999 to 2010 and includes all New Mexico residents, ages 15-19 years of age. The national average is based on data from the Centers for Disease Control and Prevention over the time period 1999 to 2007 and includes all youth, ages 15-19 years of age.

RESILIENCY FACTORS

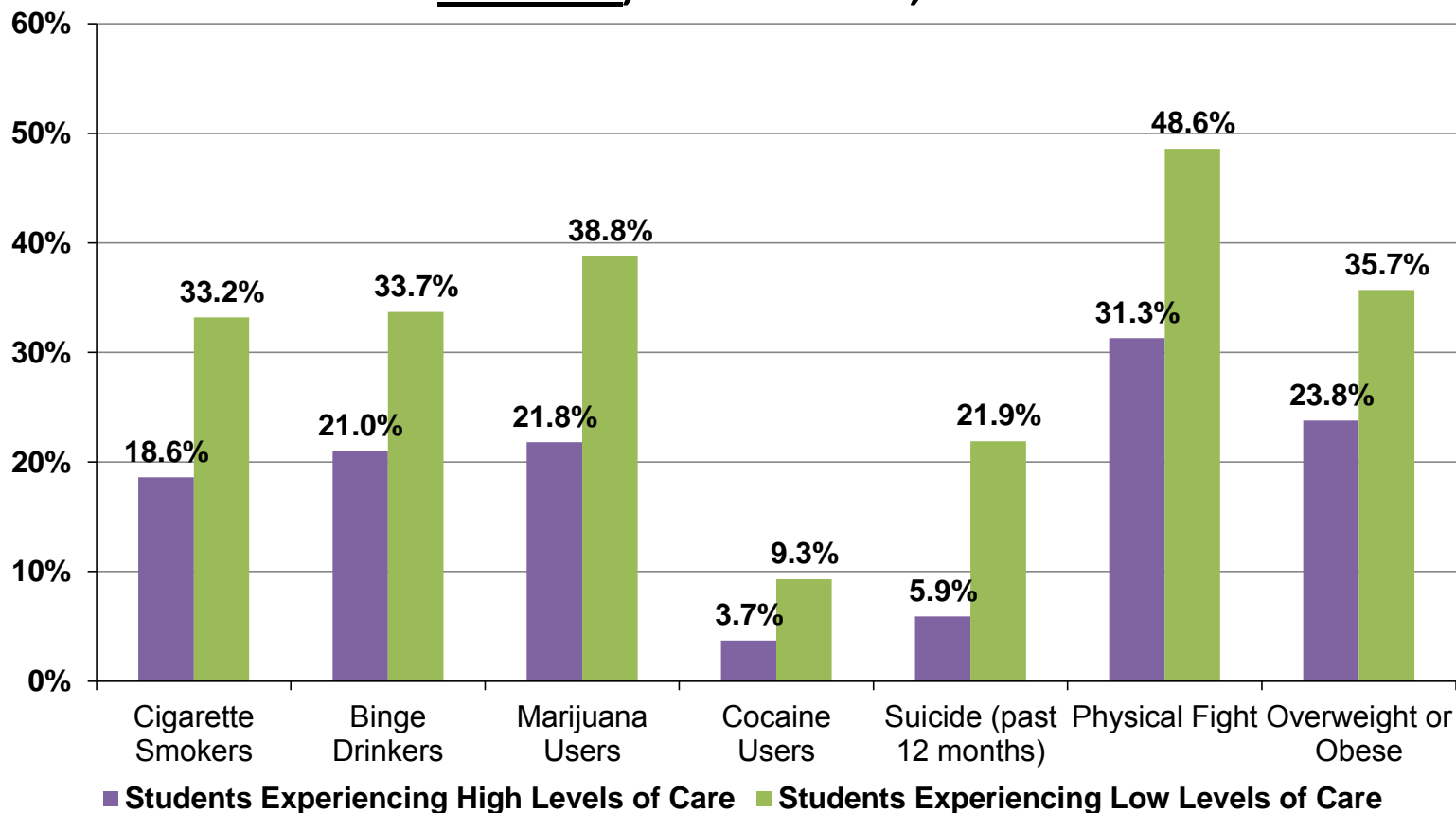
Caring Adults

Key Outcomes of High School Students Experiencing High & Low Levels of Caring and Supportive Relationships With Parents, New Mexico, 2009

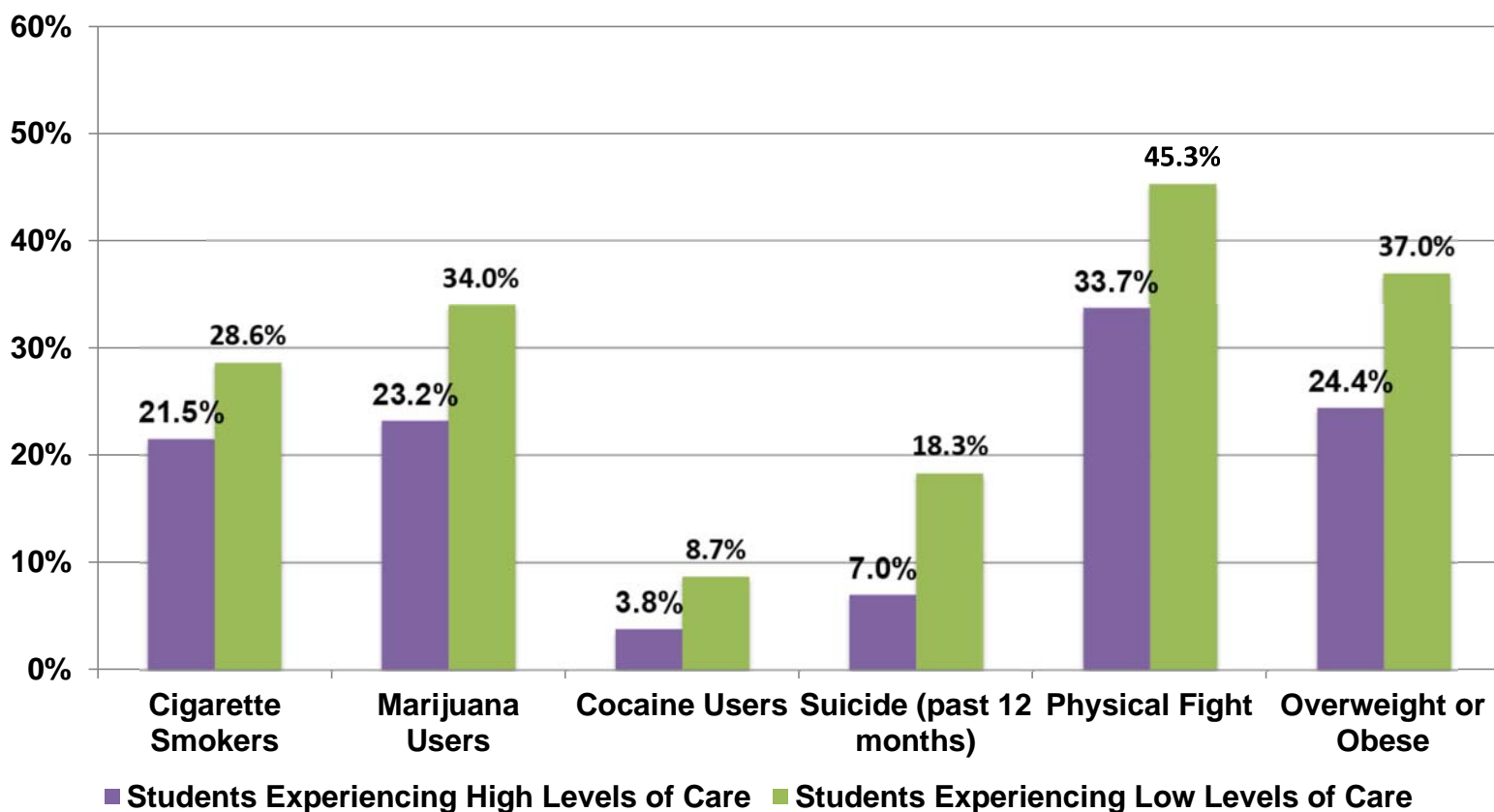


Source: New Mexico Epidemiology, 2010. (<http://nmhealth.org/erd/HealthData/pdf/ER%20YRRS%20092410.pdf>). National data taken from High School Youth Risk Behavior Survey, 2009, Centers for Disease Control & Prevention.

Key Outcomes of High School Students Experiencing High & Low Levels of Caring and Supportive Relationships With Teachers, New Mexico, 2009



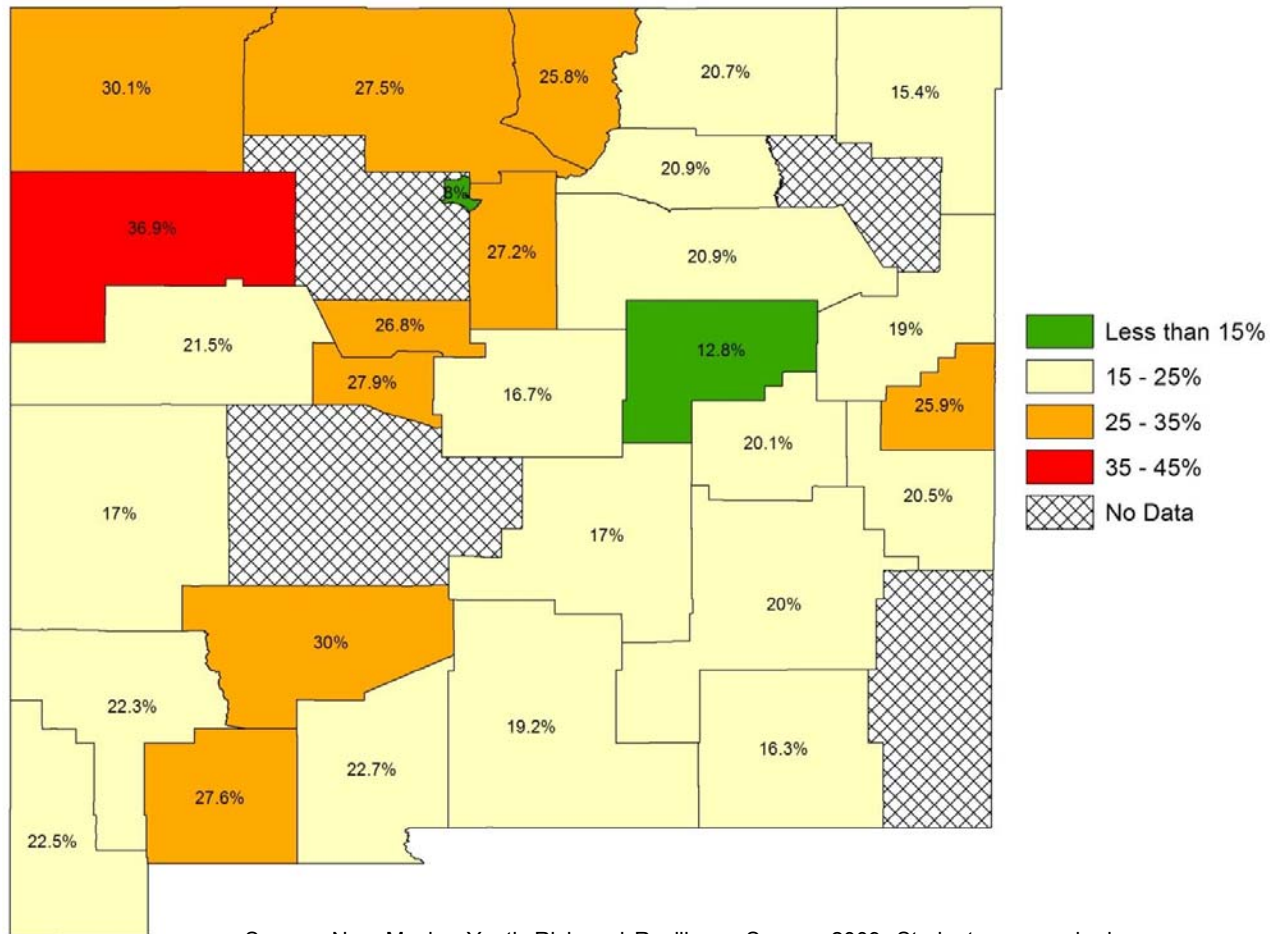
Key Outcomes of High School Students Experiencing High & Low Levels of Caring and Supportive Relationships With Adults in the Community, New Mexico, 2009



Source: New Mexico Epidemiology, 2010. (<http://nmhealth.org/erd/HealthData/pdf/ER%20YRRS%20092410.pdf>).
National data taken from High School Youth Risk Behavior Survey, 2009, Centers for Disease Control & Prevention.

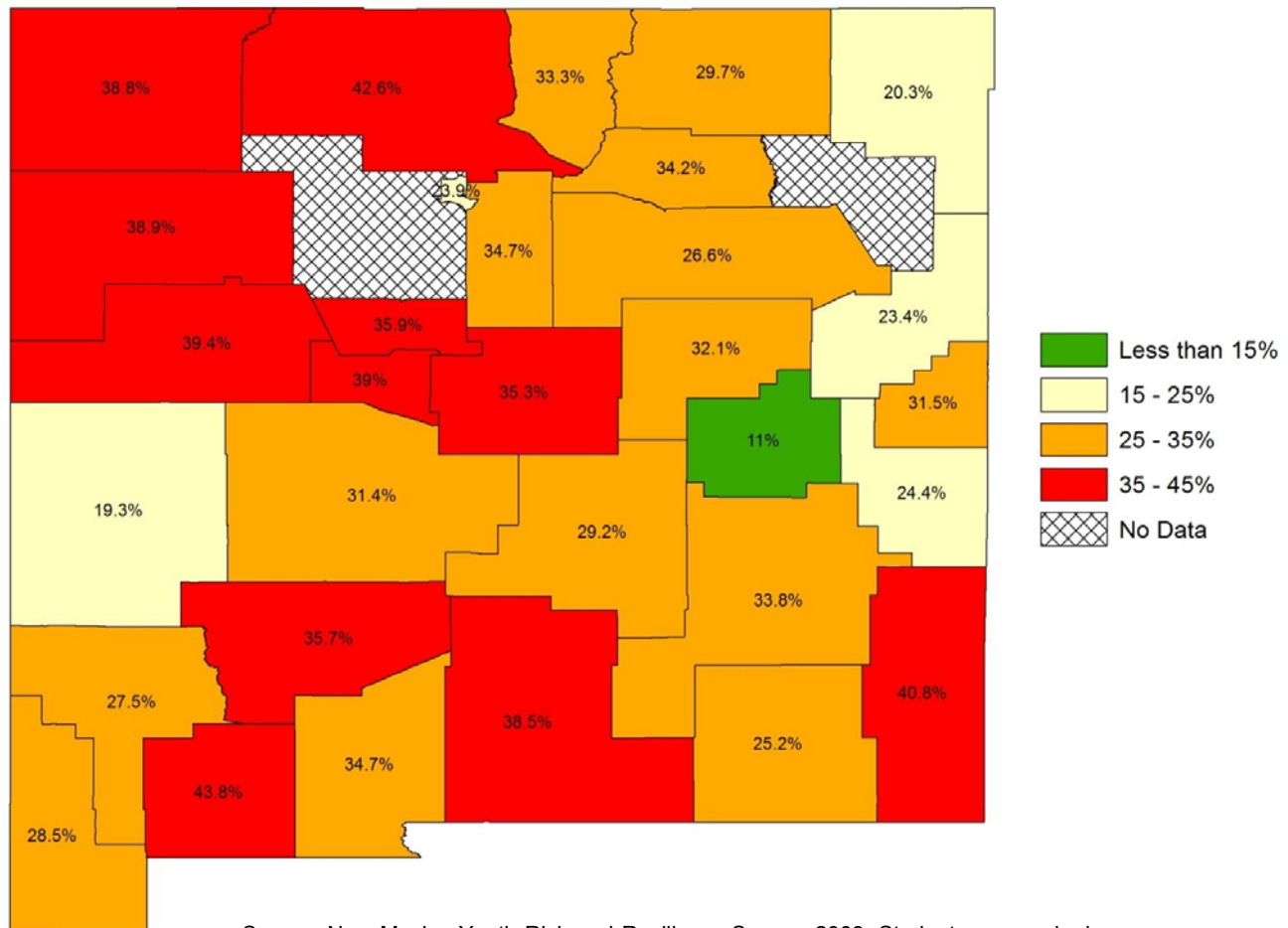
In-School and Out-of-School Activities

Percentage of Middle School Students Not Involved in Group Activities Outside of School or Home, By County



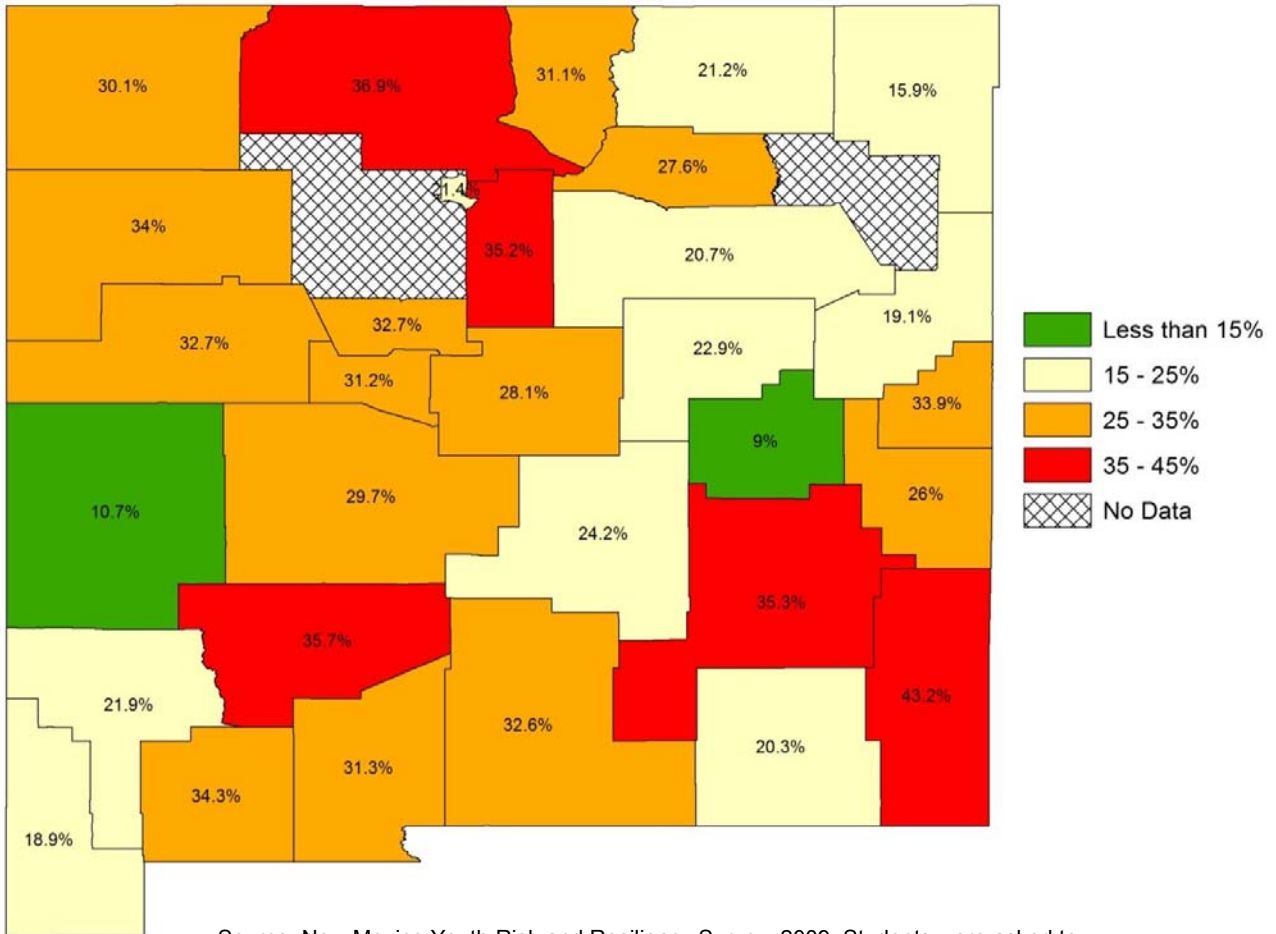
Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, "Outside of my home and school, I am a part of clubs, sports teams, church/temple, or other group activities." The percentage reported here reflects respondents who answered "Not true at all."

Percentage of High School Students Not Involved in Group Activities Outside of School or Home, By County



Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, "Outside of my home and school, I am a part of clubs, sports teams, church/temple, or other group activities." The percentage reported here reflects respondents who answered "Not true at all."

Percentage of High School Students Not Involved in School Sports, Clubs, or Activities, By County



Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked to respond to the statement, "At school I am involved in sports, clubs, or other extra-curricular activities (such as band, cheerleading, or student council)." The percentage reported here reflects respondents who answered "Not true at all."

For More Information

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