nevada KIDS COUNT DATA BOOK 2006

County, Regional, and State Profiles of Child and Youth Well-Being in Nevada

Nevada *KIDS COUNT* Data Book: 2006

Prepared by the Center for Business and Economic Research (CBER)

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Essay

Early Childhood Education Investment: The Case for Nevada

According to 2000 Census data,[1] 35.1 percent of three- and four-year-olds in Nevada were enrolled in either nursery school or preschool.[2] Should Nevadans be concerned that their young children are at a disadvantage at start of kindergarten because so few were enrolled in prekindergarten programs? Are early childhood education programs (ECEP) the answer to ensuring that all children are ready for kindergarten? Some researchers would respond yes, and offer as evidence that ECEP also contribute to higher high school graduation rates, less grade retention (failing a grade), less special education enrollment, less juvenile delinquency, fewer teenage pregnancies, and higher life-time earnings. Barnett (2005), director of the National Institute for Early Education Research, believes it is "a concept whose time has come." Lynch (2005), an economist, believes ECEP "will improve the academic performance and quality of life of millions of our children—including many who live in poverty—reduce crime, make the workforce of the future more productive, and strengthen our nation's economy" (p. 9). This essay's objectives are twofold: (1) to present research on ECEP,[3] which may shed some light on why it has become a hot topic for educators, economists, and policymakers, and (2) to constuct a profile of three- and four-year-olds in Nevada attending school, with emphasis on preschool and nursery school.

[1]CBER, using the Census 2000 5 percent Public Use Microdata Samples (PUMS).
[2]According to another data source, Census 2000 Summary File 3 (SF 3) - Sample Data, Nevada ranked 50th among the states and the District of Columbia on the percent of population ages three and four who were enrolled in school (includes all grade levels) with 36.3 percent (AECF, queried 11/4/05). The District of Columbia ranked number one with 67.2 percent of its same-age children enrolled in school, and North Dakota ranked last with 34.4 percent. Paradoxically, North Dakota, based on American Community Survey data, had the lowest high school dropout rate among the fifty states (AECF, queried 11/4/05).
[3]ECEP will be used in this essay, although many terms are used in the literature to denote school prior to kindergarten, including preschool, prekindergarten, 4-year-old kindergarten, Head Start, child care, day care, and nursery school (Barnett and Yarosz, 2004).

Kindergarten Readiness

The American Federation of Teachers (2002) defines early childhood education as "programs that prepare children for schooling starting at age 3; have qualified staff; and have standards for preliteracy, prenumeracy,[4] social and emotional skills, and motor skills" (p. 5).

Proponents of ECEP claim that good-quality ECEP enable all children, disadvantaged children in particular, to start kindergarten at a higher level of preparedness. In other words, they close the kindergarten-readiness or preparation gap. Underlying this claim is the tenet that children from disadvantaged families are less likely to have a home environment conducive to kindergarten preparation.[5] Moreover, less variation in preparedness results in more effective classroom instruction and better student performance.

Research is abundant on the effectiveness of ECEP, albeit the findings are mixed. Gormley et al. (2005), in their study of Tulsa, Oklahoma's universal prekindergarten program (excluding Head Start students), found that a diverse population of children—Hispanics, blacks, Native Americans, and whites—benefitted from the program. Based on the standardized and well-validated Woodcock-Johnson Achievement test, children improved on their prereading, prewriting, and prenumeral skills. Love's et al. (2005) review of 17 Early Head Start programs concluded that the programs, overall, had positive impacts on three-year-olds' cognitive and language functioning and a reduction in aggressive behavior. Perhaps the most comprehensive review of ECEP, although

[4]"Prenumeracy skills are the abilities that a child develops in the early years that allow her/him to understand size, shape, amount, dimension, and the correspondence between objects and words associated with counting and measurement" (Evans et al., 2000, p. 399).
[5]In a working paper for the National Bureau of Economic Research, Magnuson et al. (2004) used reading books, singing songs, children's participation in structured activities outside of the home, use of home computers, and the number of books in the home as a proxy for learning environment.

Essay Continued

dated, was conducted by Barnett (1995). After reviewing 36 studies of model demonstration projects, such as the Carolina Abecedarian, and large-scale public programs, such as Head Start, he concluded that the programs "can produce large effects on IQ during the early childhood years and sizable persistent effects on achievement, grade retention, special education, high school graduation, and socialization" (p. 43). Magnuson et al. (2004), using data from the Early Childhood Longitudinal Study-Kindergarten Class of 1998-99, found that "For most children, the cognitive benefits of prekindergarten quickly fade.". . ."However, there are more lasting cognitive gains for disadvantaged children and for those experiencing minimal levels of instruction in the early school years" (p. 5). Prekindergarten increased children's math and reading performance, but also increased their aggression and decreased their self-control during kindergarten in the fall of 1998. The diminishing academic advantages of prekindergarten were also documented by Barnett (1995) who found that children who did not attend early childhood programs, caught up to those who did by second or third grade.

In evaluating the effectiveness of ECEP on kindergarten readiness, readers must keep in mind the many differences that exist among the studies. Gormley et al. (2005) assert that selection bias, prekindergarten teacher evaluations, and the use of nonvalidated tests are possible methodological shortcomings of previous research. Other factors to consider are size of the program, qualifications of the staff, length of the teaching day, student/teacher ratio, etcetera. As a result, research findings, while highly encouraging, remain in their infancy.

Societal Benefits of ECEP

Nobel Laureate economist James Heckman has been promoting the economic benefits of ECEP for low-income families. He posits that "Early skills breed later skills because learning begets learning," and that "Returns are highest for investments made at younger ages and remedial investments are often prohibitively costly" (Heckman and Masterov, 2004, p. 23). Other economists, in particular Grunewald and Rolnick (2005) at the Federal Reserve Bank of Minneapolis, have used findings from cost/benefit analyses to make a case for ECEP as an economic-development strategy, claiming that investing in human capital contributes to successful economies. Why would economists, better known as prognosticators of economies who use esoteric graphs and hard numbers, be interested in the educational development of young children? Because based on longitudinal studies of children enrolled in ECEP, the economic benefits to society are significant. In one study the benefit-to-cost ratio was $17.07 for every $1 invested (Schweinhart, 2005)—a ratio businesses would envy.

"Benefit-cost analysis involves estimating the monetary values of streams of cost and benefits in order to measure the program's net value as a social investment" (Masse and Barnett, 2002). Three landmark studies clearly document the benefits of ECEP: (1) the High/Scope Perry Preschool Project, (2) the Chicago Parent-Child Centers, and (3) the Abecedarian Project. Table 1 summarizes the projects, including age at follow-up; the ECEP effects on two examples of social benefits, crime and high school graduation completion; and the cost-benefit ratio (based on each study's set of benefits) to society. As reported in columns three and four, children who were enrolled in the ECEP were less likely to commit crimes and were more likely to graduate from high school than the control groups. (Only two of the benefits are shown in the table. The studies also looked at ECEP effects on special education enrollment, IQ, income, grade repetition, delinquency, and test scores.) The last column shows that the benefit-cost ratios range from 1:3.78 to 1:17.07. The wide range in ratios may be attributed to differences in the three programs, such as the age at which follow-ups were conducted and the differences in variables that measured costs and benefits.

Essay Continued

Table 1
Effects of Early Childhood Education Programs

Program	*Subjects*	*Follow-Up*	*Crime*		*Education*		*Cost-Benefit Ratio of Program to Society*
			Program Group	*Control Group*	*Program Group*	*Control Group*	
Ypsilanti High/ Scope Perry Preschool (1962-1967)	123 low-income children (black/African American) (program group n=58 and control group n=65)	At age 40	Arrested 5 or more times by age 40 (36%)	Arrested 5 or more times by age 40 (55%)	Graduated regular high school (65%)	Graduated regular high school (45%)	$1 to $17.07[1]
Chicago Parent-Child Centers (1985-1986)	1,539 low-income children (93% black/African American and 7% Hispanic) (program group n=989 and control group n=550)	At ages 18 and 20	Any arrest by age 18 (16.9%)	Any arrest by age 18 (25.1%)	High school completion by age 20 (49.7%)	High school completion by age 20 (38.5%)	$1 to $7.14[2]
Chapel Hill Abecedarian Project (1972-1978)	111 children (mostly black/African American) (program group n=57 and control group n=54)	At age 21	No effect	No effect	Graduated by age 19 (67%)	Graduated by age 19 (51%)	$1 to $3.78[3]

[1]In constant 2000 dollars discounted at 3%.
[2]Present value in 1998 dollars discounted at 3%.
[3]Present value in 2002 dollars discounted at 3%.
Source: Masse, Leonard N. and W. Steven Barnett, 2002, *A Benefit Cost Analysis of the Abecedarian Early Childhood Intervention*, National Institute for Early Education Research; Reynolds, Arthur J., Judy A. Temple, Dylan L. Robertson, and Emily A. Mann, February 2002, *Age 21 Cost-Benefit Analysis of the Title I Chicago Child-Parent Centers*, Institute for Research on Poverty discussion paper no. 1245-02, available online at: <http://www.irp.wisc.edu/publications/dps/pdfs/dp124502.pdf> as of 1/19/06; Schweinhart, Lawerence J., *The High/Scope Perry Preschool Study Through Age 40: Summary, Conclusions, and Frequently Asked Questions*, High/Scope Educational Research Foundation, available online at: <http://www.highscope.org/Research/PerryProject/PerryAge40SumWeb.pdf> as of 11/2/05.

Essay Continued

Preschool in Nevada

Although Nevada has not implemented any ECEP modeled after the three programs featured in Table 1, the state appears to support ECEP based on the Nevada Early Childhood Education Comprehensive Plan expenditures data reported in *The State of Preschool: 2004 State Preschool Yearbook*, which is published by the National Institute for Early Education Research (NIEER) (Barnett et al., 2004). This reflects purchases of preschool services through private spending and publically provided programs. In 2002-2003, state spending for preschool was $3,000,000, which provided services to 814 children ages birth to five.[6] Of note, Nevada was only one of five states that "funded each child in state preschool at a level that matched or surpassed the state share for a child in K-12" (Barnett et al., 2004, p. 48). For 2003-2004, state funding was decreased to $2,595,683, which provided services to 1,054 children for an average of $2,463 per child.

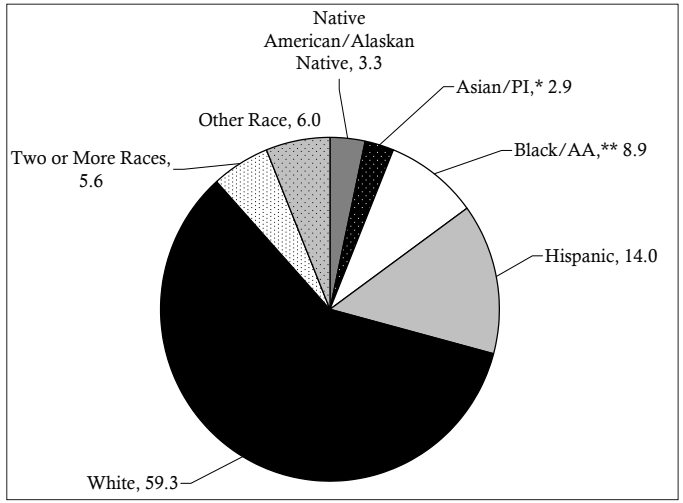
Below is a portrait of children ages three and four who were enrolled in school during 2000.[7]

School Enrollment

Approximately 35 percent (n=21,580) of Nevada's three- and four-year-olds were enrolled in nursery school/preschool in 2000, 62.9 percent were not enrolled (n=38,680), and 2.0 percent (n=1,220) were enrolled in kindergarten.

The majority of children enrolled in preschool/nursery school were 4-year-olds (61.3 percent). Of those enrolled in preschool/nursery school, the majority were white (59.3 percent), followed by Hispanic (14.0 percent), black/African American (8.9 percent), Native American/Alaskan Native (3.3 percent), and Asian/Pacific Islander (2.9 percent). See Figure 1.

Figure 1
Percent of Nevada Children Ages Three and Four Enrolled in Preschools and Nurseries by Race/Ethnicity: 2000



*Pacific Islander.
**African American.
Source: CBER, using the PUMS 5 percent sample.

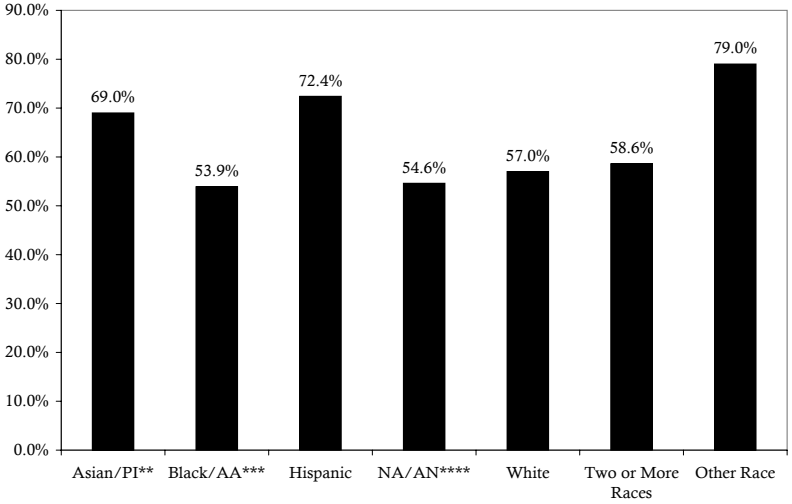
[6]Includes state prekindergarten, Head Start, and preschool special education programs.
[7]Two data sources were used to identify characteristics of children enrolled in school, the Public Use Microdata Samples (PUMS) 5 percent sample and the Census 2000 Summary File 3. The advantages of the PUMS data, which are taken from the 2000 Census data over the summary data, are that users can create their own variables and tabulations. For example, we can tabulate preschool enrollment by family income. The summary data offer preschool enrollment by counties, which is not available in the PUMS data. Together these sources provide a portrait of Nevada's youngest children enrolled in school.

Essay Continued

Looking at nonenrollment in school within racial/ethnic groups, other races (79.0 percent) and Hispanics (72.4 percent) had the highest rate of nonparticipation and blacks/African Americans (53.9 percent) the lowest. See Figure 2.

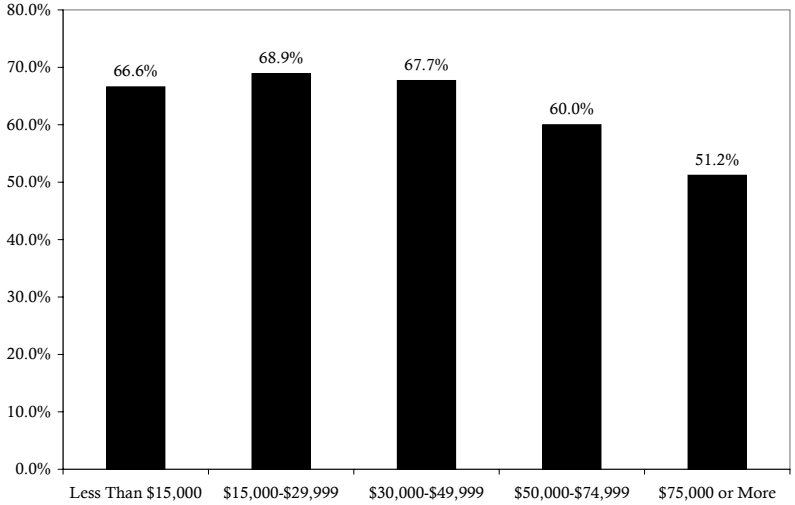
Figure 3 illustrates that children who live in families with incomes between $15,000 and $49,999 were the least likely to be enrolled in school, followed by children who lived in families with incomes below $15,000.

Figure 2
Percent of Nevada Children Ages Three and Four Not Enrolled in School* by Race/Ethnicity: 2000



*Neither enrolled in preschool/nursery school nor kindergarten. Based on Census question: "At any time since February 1, 2000, has this person attended regular school or college? Include only nursery school, preschool, kindergarten, elementary school, and schooling which leads to a high school diploma or a college degree," Day, Jennifer Cheeseman and Amie Jamieson, August 2003, "School Enrollment: 2000," *Census 2000 Brief*, available online at: <http://www.census.gov/prod/2003pubs/c2kbr-26.pdf> as of 1/12/06.
**Pacific Islander.
***African American.
****Native American/Alaskan Native.
Source: CBER, using the PUMS 5 percent sample.

Figure 3
Percent of Nevada Children Ages Three and Four Not Enrolled in School* by Family Income: 2000

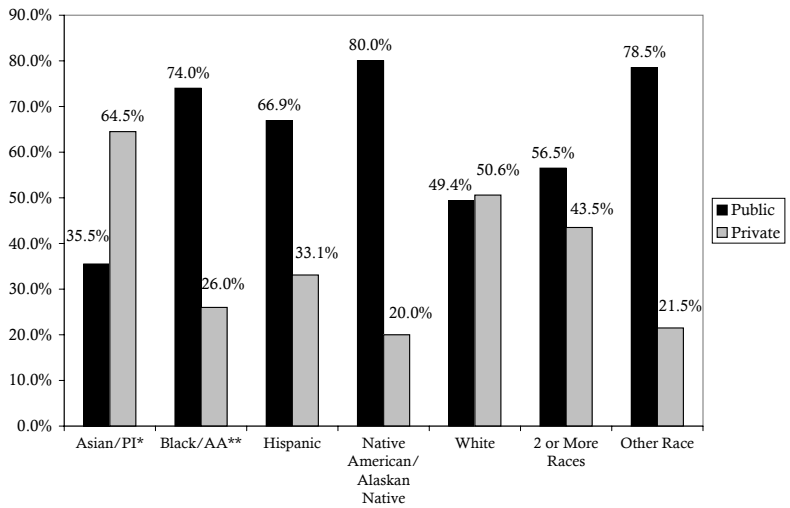


*Includes preschool/nursery school and kindergarten.
Source: CBER, using the PUMS 5 percent sample.

Essay Continued

A greater percentage of children were enrolled in public preschools/nursery schools than in private ones (56.5 versus 43.5). Figure 4 shows the distribution of students enrolled in public and private schools by race/ethnicity. Hispanics, blacks/African Americans, Native Americans/Alaskan Natives, and children of two or more races and of other races were more likely to be enrolled in public than private schools. On the other hand, Asian/Pacific Islander children were almost twice as likely to have enrolled in private school than public, and white children were only slightly more likely to have been enrolled in private than public schools.

Figure 4
Percent of Nevada Children Ages Three and Four Enrolled in Public and Private Preschools and Nurseries by Race/Ethnicity: 2000



*Pacific Islander.
**African American.
Source: CBER, using the PUMS 5 percent sample.

Table 2 illustrates that there is a relationship between family income and enrollment in type of school, which is not unexpected given fee requirements at private facilities. As income increases, the percentage of children enrolled in private schools also increases.

Table 2
Percent of Nevada Children Ages Three and Four Enrolled in Public and Private Preschools and Nurseries by Family Income: 2000

Type of School	*Family-Income Level*				
	Less than $15,000	*$15,000-$29,999*	*$30,000-$49,999*	*$50,000-$74,999*	*$75,000 or more*
	Percent	*Percent*	*Percent*	*Percent*	*Percent*
Public	78.1	72.5	61.1	51.5	37.2
Private	21.9	27.5	38.9	48.5	62.8

Source: CBER, using the PUMS 5 percent sample.

Essay Continued

Table 3 shows the percent of children not enrolled in school by household type. Children in family households were less likely to be enrolled in school than children in nonfamily households. Children living in a household headed by a male with no female present were slightly less likely to be enrolled in school than children living in a household headed by a female with no male present (64.2 versus 60.3 percent).

Table 3
Percent of Nevada Children Ages Three and Four Not Enrolled in School* by Household Type: 2000

Household Type	*Ages 3-4 Not Enrolled* *Percent*
Married couple (family household**)	63.6
Male householder, no wife present (family household**)	64.2
Female householder, no husband present (family household**)	60.3
Male householder, not living alone (nonfamily household***)	53.3
Female householder, not living alone (nonfamily household***)	50.0

*Includes preschool, nursery school, and kindergarten.
**"Family householder and all other people in the living quarters who are related to the householder by birth, marriage, or adoption."
***"A nonfamily household consists of a householder living alone (a one-person household) or where the householder shares the home exclusively with people to whom he/she is not related." *Source*: U.S. Census Bureau, "Current Population Survey (CPS) - Definitions and Explanations," available online at: <http://www.census.gov/population/www/cps/cpsdef.html> as of 1/11/06.
Source: CBER, using the PUMS 5 percent sample.

In Clark and Washoe, the state's two largest counties, 35.1 and 40.5 percent, respectively, of the children were enrolled in school. See Table 4 below.

Table 4
Percent of Children Ages Three and Four Enrolled in School* in Nevada by County: 2000

County	*Ages 3-4 Enrolled* *Percent*
Carson City	46.7
Churchill	32.7
Clark	35.1
Douglas	56.6
Elko	22.3
Esmeralda**	60.0
Eureka	44.4
Humboldt	44.3
Lander	27.9
Lincoln	37.3
Lyon	40.1
Mineral	35.8
Nye	30.7
Pershing	31.3
Storey**	25.0
Washoe	40.5
White Pine	38.0

*Enrolled regardless of grade level.
**Less than 10 children enrolled.
Source: Annie. E. Casey Foundation, Kids Count Census Data Online, Census 2000 Summary File 3 (SF 3), data query at: <http://www.aecf.org/cgi-aeccensus.cgi?> as of 11/4/05.

Essay Continued

Implementing High-Quality ECEP in Nevada

The features of a high-quality preschool program, according to NIEER, "focus on what is critical for the child, family, teacher, curriculum, and classroom" (Espinosa, 2002). NIEER recommends that:

- "Teachers have at least a four-year college degree and specific training in early childhood education and are paid accordingly.
- Teachers have frequent, meaningful interaction with children. Important concepts such as mathematics and early literacy are taught through projects, everyday experiences, collaborative activities, and active curriculum.
- Each child's progress is assessed and necessary adjustments made on a regular basis.
- The curriculum incorporates specified goals, expected outcomes, and assessment procedures" (Espinosa, 2002, p. 3).

NIEER rates state-funded ECEP. When it comes to quality, Nevada met only four of the ten quality benchmarks developed by NIEER. Refer to Table 5. Only one state, Arkansas, met all 10 quality benchmarks (Barnett et al., 2004). Nevada was one of 13 state prekindergarten initiatives that required teachers to have both a bachelor's degree and specialized training in early childhood education.

Implementing a program similar to the Perry Preschool Program for three- and four-year-olds in Nevada would require hiring certified teachers in elementary, early childhood, or special education; implementing an average child-teacher ratio of 5:7; teaching children for 2½ hours on weekday mornings for a 30-week school year; and involving parents by having the teacher visit parents at home weekly for 90 minutes. According to Heckman and Masterov (2004), if administered in 2004, the cost of the program would have been $9,785 per participant using national information.

Table 5
Benchmarks Met for High-Quality Preschool Programs*
in Nevada: 2002-2003

Benchmark	*Met*
Comprehensive curriculum	
Teacher holds at least a B.A.	x
Lead teachers have specialized training in prekindergarten	x
Assistant teachers hold a Child Development Associate certificate or equivalent training	
Teachers required to attend at least 15 clock hours of professional development	x
Class sizes 20 or fewer children	
1:10 staff member to children or better	
At least 1 support service for families of participants or the participants	x
Participants offered at least one meal per day	
Screening and referral services covering at least vision, hearing, and health	

*Includes state prekindergarten, Head Start, and preschool special education programs.
Source: Barnett, W. Steven, Jason T. Hustedt, Kenneth B. Robin, and Karen L. Schulman, 2004, *The State of Preschool: 2004 State Preschool Yearbook*, The National Institute for Early Education Research, available online at: <http://nieer.org/yearbook/> as of 11/4/05.

Essay Continued

Financing High-Quality ECEP

Although research shows that investing in human capital at an early age results in economic benefits to society, governments, in general, have not poured monies into ECEP. A report by Voices for America's Children and the Child and Family Policy Center (2005) reveals that early childhood education has been underfunded, and that an investment gap exists in the funding of education for children/youth at different educational levels with the lowest levels getting the smaller portion of the monies. Based on data from nine states[7] and the District of Columbia "for every $1.00 invested in a school-aged child, 52.1¢ is invested in a college-aged youth, but only 21.3¢ is invested in a pre-school aged child and 8.9¢ in an infant or toddler" (Voices, 2005, p. 1). The biggest supporter of infant and toddler and preschool education for the nine states had been the federal government through its funding of Head Start, Parts B and C of the Individuals with Disabilities Education Act, Temporary Assistance to Needy Families, and the Child Care and Development Block Grant (Voices, 2005).

How to pay for high-quality ECEP is a topic of discussion in the literature. Grunewald and Rolnick (2004) support shifting monies from economic-development schemes to endowments for ECEP. They propose that a foundation, Minnesota Foundation for Early Childhood Development, with a $1.5 billion outlay be established in Minnesota to provide high-quality ECEP to low-income children. Donations from public and private sectors (who would receive tax breaks) and investments of the funds would provide annual earnings of $105 million to cover the costs of the ECEP. The earnings would be used for tuition plus scholarships for all at-risk children that provide tuition to qualified ECEP plus the expense for high-quality parent mentoring and home visits. Nevada, though economic development ranks high on lists of state concerns, uses less monies, relatively speaking, than other states. As such, Nevada's efforts to further ECEP would not be likely with shifts in spending. Scrivner and Wolfe (2002) recommend a combination of parents' contribution and an expansion of existing sources of revenue for subsidizing child care, including Head Start Child Care Development Fund, tax credits, and state funds. Parents would "pay according to ability to pay as measured by their average federal tax rate over a 10-year period" (p. 37). Given the likely broad benefit to society, financing strategies will need to be formulated to encompass a larger population that is currently not served. For a comprehensive review of economic-development strategies to promote quality ECEP see Scrivner and Wolfe (2002) and Warner et al. (2004).

Conclusion

Research on the effectiveness of ECEP to close the kindergarten gap among students remains in its infancy, yielding results which remain debated. Still, high-quality ECEP have, however, been found to have high benefit-to-cost ratios for society and to be a greater benefit to disadvantaged students than to advantaged students. Universal ECEP, as suggested by the economic literature, require extensive policy reformulation. So the question is, given limited funding sources for public funding, when does the $1 investment of public funds give society the best returns? With limited funding overall, the allocation of funding necessarily raises the question of who receives ECEP services. As such, the long- and short-term returns on investment must be considered, and, without universal ECEP, policy alternatives involve equity issues.

Preschool enrollment in Nevada is low, only 35.1 percent. Analysis of 2000 Census PUMS 5 percent sample data reveal that Hispanics had the lowest school enrollment rates and African Americans had the highest; Asians/Pacific Islanders and whites were more likely to be enrolled in private schools than other racial/ethnic groups; and children in lower- to middle-income families were the least likely to be enrolled in school, as were children in family households. The Nevada race/ethnicity and

[7]Illinois, Kentucky, Mississippi, New Jersey, New Mexico, Ohio, Oklahoma, Texas, and Virginia.

Essay Continued

income findings parallel national data on preschool enrollment. Middle incomers have the lowest enrollment rates, which could be explained by the availability of Head Start and other free programs available to the lowest-income children. Higher incomes can afford private schools. Thus, current Nevada policies limit ECEP, and therefore, the issue is whether these policies are effective and equitable compared with alternative programs of access to high-quality ECEP. The questions warrant further discussion and consideration today for future well-being.

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Overview of KIDS COUNT

WHAT is KIDS COUNT?

KIDS COUNT is a well-known, well-respected project of the Annie E. Casey Foundation. Its purpose is to track the well-being of children at both the national and the state levels. All 50 states have a KIDS COUNT project, allowing for state-by-state comparisons of child well-being indicators.

In Nevada, the primary activities of the KIDS COUNT project are to:

- collect, analyze, and distribute the best available data measuring the educational, social, economic, and physical well-being of children and youth in Nevada;
- educate and inform decision-makers, citizens, service providers, providers of funding, and community partners regarding data, policy, and resource analysis;
- provide linkages with community efforts to reach decision-makers with information concerning relevant issues for children and youth.

WHAT is the *Nevada KIDS COUNT Data Book: 2006*?

This report represents the ongoing effort of the Nevada KIDS COUNT project to provide a profile of the children and youth in our state.

WHAT is the Center for Business and Economic Research (CBER)?

The Center for Business and Economic Research, established in 1975, aids businesses and agencies in achieving the fullest expression of economic potential by providing academic expertise in data collection, business-conditions analysis, and research projects which assist the development and diversification of the Nevada economy. CBER serves Nevadans by making presentations for conferences, task forces, symposiums, and meetings of Nevada organizations. The work of CBER is rather evenly split between data collection and analysis, market analysis, business-conditions analysis, financial feasibility studies, and econometric modeling. CBER's staff publishes many reports and conducts both basic and applied research. CBER's relationship with KIDS COUNT began in 1996 when it began providing data for the *Nevada KIDS COUNT Data Book*. Since 2000, CBER has been publishing the *Data Book*.

WHAT is the layout of the *Nevada KIDS COUNT Data Book: 2006*?

This year's *Data Book* is similar to past years' books. We provide indicators reflecting critical elements of child and youth well-being. The indicators are organized as follows:

- ***Definition:*** A description of what the indicator is and what it measures
- ***Map:*** Rates or percentages are presented for each county
- ***Nevada:*** Most recent state data for each indicator
- ***Counties:*** Most recent county data where applicable

WHAT is new to the *Nevada KIDS COUNT Data Book: 2006*?

This year we add an essay to the beginning of our *Data Book*. By concentrating on one issue we can give our readers in-depth information on a child well-being indicator relevant to our state. We pattern the new format after the national *KIDS COUNT Data Book*, which on an annual basis features an essay by Douglas W. Nelson, President of the Annie E. Casey Foundation. With the new addition comes a deletion. The review of literature for each indicator was eliminated as we think that the research findings do not vary significantly over a one-year period to justify inclusion on a yearly basis.

Overview of KIDS COUNT Continued

We are pleased to include essays on my most memorable teacher written by successful people in Nevada. These essays grace the divider pages. Our guest essayists are Tom Axtell, Caesar J. Caviglia, Clint Holmes, Sonja Horsford, Sheila Leslie, and Richard Morgan.

We also made changes regarding the calculation/measurement of two child well-being indicators, now collecting data on the number of births to teenage females between the ages of 15 and 19, rather than for ages 15 through 17; and, collecting data on all causes of teen deaths rather than for teen violent deaths solely. The most recent national *KIDS COUNT Data Book* uses these new measures. Because Nevada KIDS COUNT tries to replicate what is done in the national *Data Book*, we made the change. Dr. William O'Hare of the Annie E. Casey Foundation compiled a list of reasons for using the new measures. A partial list is provided in the Notes section.

Lastly, child abuse and neglect data are not reported due to under-reporting of the number of child deaths by Clark County that might have involved maltreatment.

HOW were the data indicators selected?

Nevada KIDS COUNT presents seven of the ten indicators identified and used by the Annie E. Casey Foundation in its state-by-state assessment. The Foundation believes: ". . . (1) They reflect a wide range of factors affecting the well-being of children (such as health, adequacy of income, and educational attainment). (2) They reflect experiences across a range of developmental stages—from birth through early adulthood. (3) They permit legitimate comparisons because they are consistent across states and over time." (See *KIDS COUNT Data Book: 2005* by the Annie E. Casey Foundation, p. 28.)

The 10 indicators are:

- percent low-birthweight babies
- infant mortality rate
- child death rate
- teen death rate
- teen birth rate
- percent of teens who are high school dropouts
- percent of teens not attending school and not working
- percent of children living in families where no parent has full-time, year-round employment
- percent of children in poverty
- percent of children in single-parent households

In recent years, Nevada KIDS COUNT added additional indicators based on recommendations by *Data Book* users. Practical considerations guided the selection process of the additional indicators, including whether the individual indicators were:

- relevant
- substantially researched
- regularly measured
- representative of selected segments of children and youth
- available at the county level
- verifiable with reliable data sources

Overview of KIDS COUNT Continued

WHAT are the limitations of the data?

The atypical population distribution in Nevada counties with very small populations may create a serious "rare event" problem. Multiple-year averages stabilize and improve the usefulness of these data. Still, even when averaged, caution should be used when drawing conclusions from rates or percentages based on small numbers.

Because rates based on small denominators are likely to be statistically unreliable, rates were not calculated for counties with small denominators. The designation, NM = Not Meaningful, is noted in the maps; and raw data are provided as applicable in the County Data section. Also, the sum of the county data may not equal the state total due to rounding and/or missing county-reference data.

Many of our data providers need time to compile and disseminate accurate information. Therefore, current-year data were sometimes not available when this report was produced.

This year's *Data Book* and last year's are easily accessed on-line at: **http://kidscount.unlv.edu**.

WHERE did Nevada improve or worsen?

Comparing the data on six of the child well-being indicators from last year's *Data Book* with this year's, we find that three improved and three worsened. Of the indicators that changed for the better, the juvenile violent crime arrest rate improved the most, dropping from 242.5 to 230.9. Of those that worsened, the percent of children in poverty changed the most from, from 14.1 to 15.3 percent.

Comparison of Child Well-Being Indicators in Nevada: 2005 and 2006 *Data Books*

Indicator	*Nevada 2005 Data Book*	*Nevada 2006 Data Book*	*Comparison*	
	Rate or Percent	*Rate or Percent*	*Improved*	*Worsened*
Percent low-birthweight babies	7.7% (2001-03)	7.8% (2002-04)		**X**
Teen birth rate	NA	48.3 (2002-2004)	**NA**	**NA**
Infant mortality rate	5.7 (2001-03)	5.9 (2002-04)		**X**
Child death rate	20.5 (2001-03)	19.5 (2002-04)	**X**	
Teen death rate	NA	72.6 (2002-2004)	**NA**	**NA**
Percent of children in poverty	14.1% (2002)	15.3% (2003)		**X**
High school dropout rate	6.0% (2002-03)	5.8% (2003-04)	**X**	
Juvenile violent crime arrest rate	242.5 (2001-03)	230.9 (2002-04)	**X**	

Note: NA = Not Applicable. Due to the changes in the calculation/measurement of the teen birth rate and the teen death rate, we did not compare this year's rates to last year's.
Source: Center for Business and Economic Research, University of Nevada, Las Vegas, 2005, *Nevada KIDS COUNT Data Book: 2005.*

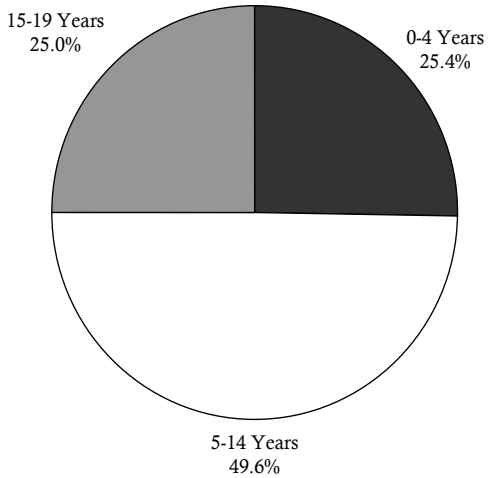
Nevada Demographics

Nevada Demographic Profile: 2004

Population	*Number/ Percent*
State population	2,405,327
Clark County population	1,715,337
Clark County population as a percent of state population	71.2
Washoe County population	383, 453
Washoe County population as a percent of state population	15.9
Rest of state population	311,978
Rest of state population as a percent of state population	12.9
Adult (20 and older)	1,729,545
Adult (20 and older) as a percent of state population	71.9
Child (19 and under)	675,783
Child (19 and under) as a percent of state population	28.1
Child (17 and under)	607,136
Child (17 and under) as a percent of state population	25.2

Source: Nevada State Demographer, resident-population estimates as of March 2006.

Percent of Children and Youth in Nevada by Age: 2004



Source: Nevada State Demographer, resident-population estimates as of March 2006.

Projected Demographic Change of Children and Youth in Nevada by Age: 2004 to 2009

Age Group	*2004*	*2009*	*Percent Change*
0-4 years	171,403	199,446	16.4
5-14 years	335,420	374,960	11.8
15-19 years	168,960	193,950	14.8
ALL CHILDREN	675,783	768,356	13.7

Source: Nevada State Demographer, resident-population estimates as of March 2006.

Nevada Demographics Continued

Demographics of Children and Youth in Nevada by Race/Ethnicity: 2004

	Less Than 18 Years of Age		*Less Than 20 Years of Age*	
Race/Ethnicity	*Number*	*Percent*	*Number*	*Percent*
White	308,109	50.8	345,220	51.1
Hispanic (all races)	201,650	33.2	222,468	32.9
Black (African American)	51,796	8.5	57,389	8.5
Asian and Pacific Islander	36,847	6.1	40,878	6.0
Native American	8,734	1.4	9,828	1.5
ALL CHILDREN	607,136	100.0	675,783	100.0

Note: The racial/ethnic categories were provided by the State Demographer.
Source: Nevada State Demographer, resident-population estimates as of March 2006.

Nevada Households by Type: 2004

Category	*Number (Estimate)*
Family households (families)*	560,310
With own children under 18 years	269,606
Married-couple families	415,049
With own children under 18 years	185,286
Female householder, no husband present	109,362
With own children under 18 years	68,276
Nonfamily households	311,605
Total households	871,915
Average household size**	2.64
Average family size***	3.27

Note: The 2004 American Community Survey universe is limited to the household population and excludes the population living in institutions, college dormitories, and other group quarters.
*"A family includes a householder and one or more people living in the same household who are related to the householder by birth, marriage, or adoption. All people in a household who are related to the householder are regarded as members of his or her family. A family household may contain people not related to the householder, but those people are not included as part of the householder's family in census tabulations. Thus, the number of family households is equal to the number of families, but family households may include more members than do families. A household can contain only one family for purposes of census tabulations. Not all households contain families since a household may comprise a group of unrelated people or one person living alone."
**"A measure obtained by dividing the number of people in households by the total number of households (or householders)."
***"A measure obtained by dividing the number of members of families by the total number of families (or family householders)." From U.S. Census Bureau, "American Factfinder Glossary," available online at: <http://factfinder.census.gov/home/saff/main.html?_lang=enl> as of 9/12/05.
Source: U.S. Census Bureau, 2004 American Community Survey, "Nevada, General Demographic Characteristics: 2004," available online at: <http://factfinder.census.gov/servlet/ADPGeoSearchByListServlet?ds_name=ACS_2004_EST_G00_&_lang=en&_ts=144588051697> as of 9/12/05.

Nevada Demographics Continued

Age Distribution of Nevada Children and Youth by County: 2004

County	*Less Than 5 Years of Age*	*5-17* Years of Age*	*5-19* Years of Age*	*18-44 Years of Age*	*20-44 Years of Age*	*45-64 Years of Age*	*Over 64 Years of Age*	*Less Than 18 Years of Age Percent*	*Less Than 20 Years of Age Percent*	*Total*
Carson City	3,539	9,608	11,018	18,176	16,766	14,279	8,072	24	27	53,674
Churchill	1,754	5,407	6,248	9,548	8,707	6,347	3,050	27	31	26,106
Clark	126,826	311,238	359,740	698,355	649,853	393,921	184,998	26	28	1,715,337
Douglas	2,267	6,985	8,227	15,287	14,044	15,499	7,765	19	22	47,803
Elko	2,976	9,601	11,172	19,281	17,710	11,407	3,234	27	30	46,499
Esmeralda	37	161	196	450	415	327	200	17	20	1,176
Eureka	92	307	339	490	459	394	200	27	29	1,484
Humboldt	1,137	3,532	4,029	5,898	5,400	4,568	1,558	28	31	16,692
Lander	341	1,277	1,461	1,741	1,557	1,542	455	30	34	5,357
Lincoln	214	602	710	1,284	1,176	773	619	23	26	3,492
Lyon	2,683	7,519	8,698	15,832	14,653	12,155	6,458	23	25	44,646
Mineral	222	870	1,002	1,307	1,174	1,281	992	23	26	4,673
Nye	1,716	6,094	7,026	11,096	10,164	11,383	7,892	20	23	38,181
Pershing	274	1,010	1,219	1,963	1,754	1,311	670	25	29	5,227
Storey	77	462	570	1,155	1,047	1,512	591	14	17	3,797
Washoe	26,858	69,594	81,021	152,889	141,462	94,575	39,537	25	28	383,453
White Pine	388	1,466	1,704	2,415	2,177	2,059	1,403	24	27	7,732
NEVADA**	171,403	435,733	504,380	957,166	888,519	573,332	267,693	25	28	2,405,327

*Two age ranges of data are provided because some of the child well-being indicators reflect children and youth through age 17, and others through age 19.
**The sum of the counties may not equal the state total due to missing or incomplete county-reference data.
Source: Nevada State Demographer, resident-population estimates as of March 2006.

Nevada Demographics Continued

Age and Racial/Ethnic Distribution of Nevada Children and Youth by County: 2004

	White		*Hispanic*		*Black (African American)*		*Asian or Pacific Islander*		*Native American*		*Total*	
County	*Less Than 18 Years of Age*	*Less Than 20 Years of Age*	*Less Than 18 Years of Age*	*Less Than 20 Years of Age*	*Less Than 18 Years of Age*	*Less Than 20 Years of Age*	*Less Than 18 Years of Age*	*Less Than 20 Years of Age*	*Less Than 18 Years of Age*	*Less Than 20 Years of Age*	*Less Than 18 Years of Age*	*Less Than 20 Years of Age*
Carson City	8,919	9,939	3,512	3,821	98	111	292	325	325	360	13,147	14,557
Churchill	5,256	5,878	1,003	1,120	146	165	299	319	457	520	7,161	8,002
Clark	198,361	221,868	157,614	173,755	48,362	53,545	29,964	33,182	3,762	4,214	438,063	486,565
Douglas	7,635	8,667	1,184	1,333	54	63	182	206	198	227	9,252	10,495
Elko	8,729	9,737	3,026	3,455	67	84	104	116	650	756	12,577	14,148
Esmeralda	157	180	25	35	1	1	3	3	12	15	199	234
Eureka	337	364	57	60	NA	NA	2	2	3	4	399	430
Humboldt	3,132	3,484	1,249	1,368	9	10	51	53	228	252	4,669	5,166
Lander	1,104	1,234	429	476	3	4	7	9	77	79	1,619	1,803
Lincoln	738	838	52	59	2	2	3	3	19	21	815	923
Lyon	7,878	8,765	1,855	2,080	87	103	99	110	282	321	10,201	11,380
Mineral	655	734	150	166	49	56	9	10	230	260	1,092	1,225
Nye	6,166	6,901	1,201	1,332	118	137	138	152	187	220	7,810	8,742
Pershing	883	1,028	322	375	4	5	11	13	63	72	1,284	1,493
Storey	469	567	53	61	1	1	7	6	11	12	539	647
Washoe	56,218	63,382	29,672	32,691	2,785	3,089	5,648	6,336	2,130	2,381	96,453	107,880
White Pine	1,472	1,651	246	281	10	13	29	31	98	116	1,855	2,092
NEVADA*	308,109	345,220	201,650	222,468	51,796	57,389	36,847	40,878	8,734	9,828	607,136	675,783

NA = Not Applicable.
*The sum of the counties may not equal the state total due to rounding.
Source: Nevada State Demographer, resident-population estimates as of March 2006.

Health Conditions and Health Care

Tom Axtell, General Manager, KLVX-TV/DT, Las Vegas, Nevada

As a student in first and second grade I was part of an educational experiment in an Illinois school. Well-meaning theorists had convinced the school board that children learned only "when they were ready." Therefore, if students did not want to learn a subject, they were permitted to leave the classroom to play on the playground. I was one of several boys who regularly left math lessons for the joys of the jungle gym. This foolishness came to an abrupt end when my family moved to St. Louis.

My third-grade teacher, Miss Carpenter, was a teacher totally dedicated to her students. The fact that her new student had not memorized the addition, subtraction, multiplication, or division facts and believed he could leave class at will astonished her. She immediately set up a catch-up schedule with weekly goals and monthly tests that were made clear to me and regularly communicated to my parents. Miss Carpenter firmly denied recess and required after-school sessions whenever I fell behind. She even scheduled several Saturday review sessions before major assessment tests to make sure I would make satisfactory progress on the tests. Miss Carpenter was never negative or scolding. She was firm and unrelenting. In one year under her tutelage, I learned three years of math.

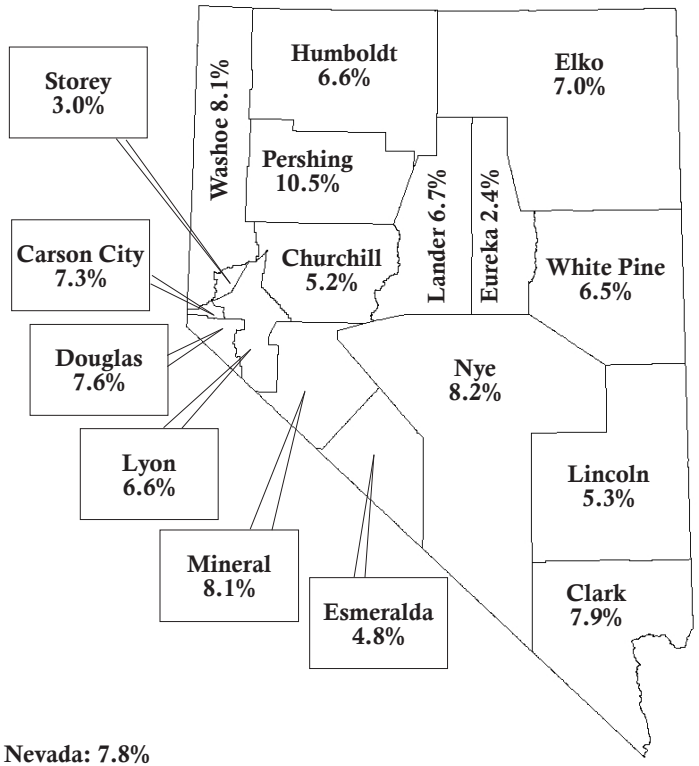
I know now that she saw wasted potential and made it her personal cause to correct it. She went well beyond the eight to four hours of her job, sacrificing her personal time to change my life. She taught me not only math, but the lesson that results in life come from disciplined effort, and that self-respect flows from accomplishment.

Low-Birthweight Babies

Definition

Low-Birthweight (LBW) Babies are those weighing less than 2,500 grams (about 5.5 pounds) at birth. Low-birthweight data, reported by mother's county of residence rather than infant's place of birth, measure the percentage of live births in which babies weigh less than 2,500 grams.

Percent of Low-Birthweight Babies in Nevada: 2002-2004



Nevada: 7.8%

Note: NM = Not Meaningful. Percentages are adjusted for unknown birthweight.
Source: CBER calculations from Nevada Department of Human Resources data, Health Division, Bureau of Health Planning and Statistics, 2002-2004.

Nevada

The percent of low-birthweight (LBW) babies in Nevada for 2002-2004 was 7.8. Of the 101,174 babies born during this period, 7,939 weighed less than 5.5 pounds.

Very low-birthweight babies, those weighing less than 1,500 grams or about 3.3 pounds, made up 16.2 percent of the low-birthweight babies for 2002-2004.

Counties

Among the 17 counties in Nevada, the percent of low-birthweight babies ranged from a low of 2.4 in Eureka County to a high of 10.5 in Pershing County. Five counties had a percent of low-birthweight babies that was higher than the state rate of 7.8.

Low-Birthweight Babies Continued

Nevada Births by Birthweight and Mother's Age: 2004

Mother's Age Group	*Very Low Birthweight (Less Than 1,500 Grams)*		*Low Birthweight* (Less Than 2,500 Grams)*		*Total Births*
	Number	*Percent*	*Number*	*Percent*	*Number*
10-14	2	NM	6	NM	68
15-17	24	1.9	112	8.8	1,266
18-19	35	1.4	207	8.2	2,521
20-24	102	1.1	705	7.5	9,408
25-29	121	1.2	705	7.3	9,705
30-34	90	1.2	592	7.7	7,677
35-39	49	1.3	369	10.0	3,683
40-44	15	2.0	91	11.9	762
45 and over	2	NM	8	NM	42
Unknown	1	NM	4	NM	14
TOTAL	441	1.3	2,799	8.0	35,146

Note: NM = Not Meaningful, the percentages for those categories where the number of births was less than 10 are not shown.
*The low-birthweight category includes those births of very low birthweight.
Source: Nevada Department of Human Resources, Health Division, Bureau of Health Planning and Statistics, 2005.

Low-Birthweight Babies Continued

Nevada Teen (Ages 19 and under) Births by Birthweight and Mother's Race/Ethnicity: 2004

Birthweight Category	*White*	*Black (African American)*	*Native American*	*Asian*	*Hispanic*	*Other/ Unknown*	*Total*
Very low birthweight (less than 1,500 grams)	21	18	0	1	20	1	61
Adjusted number	21	18	0	1	20	NM	61
Percent	1.7%	4.1%	NM	NM	1.1%	NM	1.6%
Low birthweight* (less than 2,500 grams)	107	66	2	21	122	7	325
Adjusted number	109	67	2	21	125	NM	325
Percent	8.5%	15.0%	NM	14.9%	6.5%	NM	8.4%
Live births	1,269	444	56	143	1,905	38	3,855
Adjusted number	1,282	448	57	144	1,924	NM	3,855

Note: NM = Not Meaningful, the percentages for those categories where the number of births was less than 10 are not shown. Percentages are adjusted for unknown race/ethnicity.
*The low-birthweight category includes those births of very low birthweight.
Source: Nevada Department of Human Resources, Health Division, Bureau of Health Planning and Statistics, 2005.

Nevada Births by Birthweight and Mother's Race/Ethnicity: 2004

Birthweight Category	*White*	*Black (African American)*	*Native American*	*Asian*	*Hispanic*	*Other/ Unknown*	*Total*
Very low birthweight (less than 1,500 grams)	171	80	3	35	140	12	441
Adjusted number	176	82	3	36	144	---	441
Percent	1.1%	2.9%	NM	1.4%	1.1%	---	1.3%
Low birthweight* (less than 2,500 grams)	1,236	381	34	274	826	48	2,799
Adjusted number	1,258	388	35	279	840	---	2,799
Percent	7.8%	13.8%	7.9%	10.8%	6.4%	---	8.0%
Live births	15,992	2,787	434	2,555	13,037	341	35,146
Adjusted number	16,149	2,814	438	2,580	13,165	---	35,146

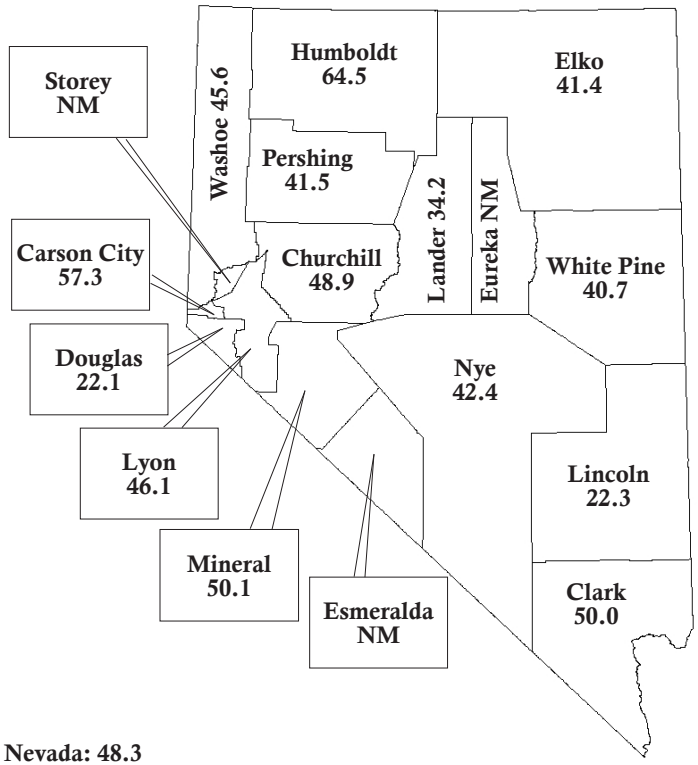
Note: NM = Not Meaningful, the percentages for those categories where the number of births was less than 10 are not shown. Percentages are adjusted for unknown race/ethnicity.
*The low-birthweight category includes those births of very low birthweight.
Source: Nevada Department of Human Resources, Health Division, Bureau of Health Planning and Statistics, 2005.

Teen Births

Definition

The Teen Birth Rate is the number of births to teenage females between the ages of 15 and 19, per 1,000 females.

Nevada Average Teen Birth Rate: 2002-2004 (per 1,000 females)



Nevada: 48.3

Note: NM = Not Meaningful. Calculated rates based on very small numbers are not statistically reliable. Rates are not shown for counties with less than 10 births.
Source: CBER calculations from Nevada Department of Human Resources data, Health Division, Bureau of Health Planning and Statistics, 2002-2004.

Nevada

From 2002 through 2004 the average teen birth rate in Nevada was 48.3 per 1,000 females ages 15 to 19. The average unmarried teen birth rate for 2002 to 2004 was 35.5.[1] Of the racial/ethnic groups, Hispanics and blacks (African Americans) had the highest teen birth rates, 79.9 and 67.1, respectively, followed by Native Americans (47.4), Asians (31.8), and whites (29.6).

Counties

Among the 14 counties for which statistically reliable teen birth rates could be calculated, Humboldt and Carson City had the highest rates, 64.5 and 57.3, respectively. Douglas County had the lowest teen birth rate with 22.1 births per 1,000 teens ages 15 to 19. Rates are not shown for the three counties that had less than 10 births.

Prenatal Care

Definition

Births to Mothers Lacking Adequate Prenatal Care is the percentage of mothers beginning prenatal care in the second or third trimester of pregnancy or receiving no prenatal care at all. Data are reported by place of mother's residence, not place of infant's birth, and include only those women who gave birth, not all women who were pregnant.

Nevada

Approximately 44 percent of Nevada mothers ages 19 and younger in 2004 had delayed care (began in second or third trimester) or no prenatal care. The average number of prenatal-care visits for teens ages 15 to 17 was 8.7 visits, whereas, the state average for all age groups was 11.3.[1] Of the racial/ethnic groups, whites were the most likely to have received prenatal care in the first trimester (64.2 percent), followed by Hispanics (52.0 percent), Native Americans (51.9 percent), blacks (African Americans) (51.7 percent), and Asians (50.0 percent).

Number and Percent of Prenatal-Care Visits by Mother's Age Group, Nevada Residents: 2004

Mother's Age Group	Number of Prenatal-Care Visits																Total
	Zero		1-5		6-10		11-15		16-20		21-25		26-30		Over 30		
	Number	Percent*	Number	Percent*	Number	Percent*	Number	Percent*	Number	Percent*	Number	Percent*	Number	Percent*	Number	Percent*	Number
10-14	3	NM	20	33.3	25	41.7	9	NM	3	NM	0	NM	0	NM	0	NM	60
15-17	81	7.7	199	18.8	401	38.0	287	27.2	72	6.8	11	1.0	2	NM	3	NM	1,056
18-19	124	5.7	305	14.0	835	38.2	710	32.5	177	8.1	26	1.2	6	NM	3	NM	2,186
20-24	391	4.8	916	11.1	2,668	32.5	3,115	37.9	893	10.9	160	1.9	36	0.4	42	0.5	8,221
25-29	313	3.7	672	7.9	2,251	26.4	3,753	44.1	1,226	14.4	171	2.0	71	0.8	55	0.6	8,512
30-34	215	3.2	431	6.4	1,608	24.0	3,029	45.1	1,105	16.5	176	2.6	72	1.1	73	1.1	6,709
35-39	105	3.3	196	6.2	691	21.8	1,378	43.6	569	18.0	126	4.0	48	1.5	50	1.6	3,163
40-44	26	4.0	37	5.7	180	27.6	246	37.8	104	16.0	25	3.8	17	2.6	16	2.5	651
Over 44	1	NM	3	NM	4	NM	12	33.3	9	NM	4	NM	0	NM	3	NM	36
Unknown	2	NM	3	NM	1	NM	1	NM	0	NM	0	NM	0	NM	0	NM	7
TOTAL	1,261	4.1	2,782	9.1	8,664	28.3	12,540	41.0	4,158	13.6	699	2.3	252	0.8	245	0.8	30,601

Note: NM = Not Meaningful, the percentages for those categories where the number of births was less than 10 are not shown.
*Adjusted for unknown number of prenatal-care visits.
Source: CBER calculations from Nevada Department of Human Resources data, Health Division, Bureau of Health Planning and Statistics, 2005.

Nevada KIDS COUNT
Center for Business and Economic Research, University of Nevada, Las Vegas
http://kidscount.unlv.edu

Prenatal Care Continued

Percentage of Nevada Mothers Ages 19 and Less with Inadequate Prenatal Care: 2004

*Women with Delayed Prenatal Care**		*Women with No Prenatal Care*	
Number	*Percent*	*Number*	*Percent*
1,290	37.6	227	6.6

Note: Of the 3,855 live births to teen mothers in 2004, information regarding prenatal-care status is not available for 11.0 percent (423). Therefore, the figures presented are based on the number of live births for which prenatal-care status is available (3,432).
*Delayed prenatal care is defined as prenatal care begun by mothers in the second or third trimester.
Source: Nevada Department of Human Resources, Health Division, Bureau of Health Planning and Statistics, 2005.

Nevada Teen (Ages 19 and under) Births by Mother's Race/Ethnicity and Trimester Beginning Prenatal Care: 2004

	No Care		*First Trimester*		*Delayed Prenatal Care**		*Unknown*	*Total*
Mother's Race/Ethnicity	*Births*	*Percent***	*Births*	*Percent***	*Births*	*Percent***	*Births*	*Births*
Asian	8	NM	65	50.0	57	43.8	13	143
Black (African American)	35	9.1	199	51.7	151	39.2	59	444
Hispanic	122	7.2	882	52.0	693	40.8	208	1,905
Native American	2	NM	27	51.9	23	44.2	4	56
White	56	4.9	731	64.2	352	30.9	130	1,269
Other/ Unknown	4	NM	11	37.9	14	48.3	9	38
TOTAL***	227	6.6	1,915	55.7	1,290	37.6	423	3,855

Note: NM = Not Meaningful, the percentages for those categories where the number of births was less than 10 are not shown.
*Delayed prenatal care is defined as prenatal care begun by mothers in the second or third trimester.
**Percentages are adjusted for unknown trimesters.
***Total may not sum to 100 percent due to rounding.
Source: Nevada Department of Human Resources, Health Division, Bureau of Health Planning and Statistics, 2005.

Public-Health Programs

Definition

Public-Health Programs assist children from low-income households who need health care.

Number of Children Enrolled in Nevada Check Up by County and Age: May 2005

County	*Less Than 1 Year*	*1 to 6 Years*	*7 to 13 Years*	*14 to 18 Years*	*Total Children*
Carson City	53	419	472	204	1,148
Churchill	9	109	118	53	289
Clark	748	7,934	7,776	2,847	19,305
Douglas	4	128	192	106	430
Elko	21	234	296	158	709
Esmeralda	0	2	10	1	13
Eureka	1	5	4	1	11
Humboldt	9	85	129	71	294
Lander	0	27	44	29	100
Lincoln	1	10	17	17	45
Lyon	18	254	409	200	881
Mineral	1	11	35	18	65
Nye	13	109	214	111	447
Pershing	1	15	18	19	53
Storey	0	2	7	3	12
Washoe	116	1,615	1,919	803	4,453
White Pine	0	17	46	34	97
NEVADA	995	10,976	11,706	4,675	28,352

Source: Nevada Department of Human Resources, Division of Health and Health Care Financing and Policy, 2005, "Nevada Check Up, Number of Children Receiving Coverage by County and Age, May 2005," available online at: <http://www.nevadacheckup.state.nv.us/Statistics/ChildEnrByCountyAge20050501.pdf> as of 6/2/05.

Nevada

Nevada has two state-level public-health programs.

Nevada Check Up (CHIP)

Uninsured children ages birth to 18, from families with incomes that are too high for Medicaid and too low to afford private health-insurance coverage, can be covered by Nevada Check Up. Familes with income levels up to 200 percent of the federal poverty level may qualify. Program quarterly premiums are based on income and family size. As of May 2005, children covered by Nevada Check Up numbered 28,352. Eighty percent of the children were between the ages of 1 and 13.

Medicaid (Healthy Kids)

The Medicaid program, authorized by the Social Security Act in 1965, is a health-insurance program for low-income individuals and families. In calendar year 2004, an estimated 98,857 children 18 years and younger were Medicaid-eligible.

Counties

Approximately 84 percent of the children enrolled in Nevada Check Up resided in Clark County (68.1 percent) or Washoe County (15.7 percent). The majority of enrollees (63.8 percent) were Hispanic.

Sixty-nine percent of the Medicaid-eligible children lived in Clark County.

Public-Health Programs Continued

Number of Children Enrolled in Nevada Check Up by County and Race/Ethnicity: May 2005

County	*Native American*	*Black (African American)*	*Asian*	*Hispanic*	*White*	*Other*	*Total*
Carson City	24	9	6	807	282	20	1,148
Churchill	29	1	3	103	141	12	289
Clark	92	1,558	622	12,910	3,270	853	19,305
Douglas	14	5	6	128	264	13	430
Elko	25	0	2	445	215	22	709
Esmeralda	0	0	0	11	2	0	13
Eureka	0	0	0	7	4	0	11
Humboldt	3	0	1	173	100	17	294
Lander	5	0	0	22	70	3	100
Lincoln	0	0	0	1	41	3	45
Lyon	46	19	8	307	473	28	881
Mineral	24	1	0	5	35	0	65
Nye	5	8	0	153	253	28	447
Pershing	3	1	0	26	23	0	53
Storey	0	0	0	0	12	0	12
Washoe	65	80	129	2,974	1,084	121	4,453
White Pine	12	0	0	14	69	2	97
NEVADA	347	1,682	777	18,086	6,338	1,122	28,352

Source: Nevada Department of Human Resources, Division of Health and Health Care Financing and Policy, 2005, "Nevada Check Up, Number of Children Receiving Coverage by County and Ethnic Status, May 2005," available online at: <http://www.nevadacheckup.state.nv.us/Statistics/ChildEnrEthnicity20050501.pdf> as of 6/2/05.

Enrollment in Nevada Check Up: 2002 to 2006

Date	*Number*
January 2002	22,850
January 2003	25,523
January 2004	25,250
January 2005	27,047
January 2006	27,114

Source: Nevada Department of Human Resources, Division of Health and Health Care Financing and Policy, 2005, "Nevada Check Up Enrollment Statistics," available online at: <http://www.nevadacheckup.state.nv.us> as of 1/26/06.

Public-Health Programs Continued

Medicaid Eligibles by Children Ages 0-18 by Program for Nevada Counties: Calendar Year 2004

County	*Age Group*	*TANF* *	*Child Only* **	*CHAP* ***	*SVK* ****	*Disabled* *****	*CW XIX* ******
Carson City	0-5	518	30	317	253	20	28
	6-12	313	36	167	225	29	42
	13-18	179	44	95	135	32	44
Churchill	0-5	234	15	132	135	9	20
	6-12	155	31	83	131	26	27
	13-18	99	21	44	97	18	40
Clark	0-5	14,918	1,620	8,843	5,434	924	1,237
	6-12	10,185	2,188	4,560	4,946	1,680	1,478
	13-18	5,046	1,396	2,644	3,054	1,374	1,357
Douglas	0-5	156	6	128	91	10	11
	6-12	110	23	50	88	18	35
	13-18	71	14	43	52	17	20
Elko	0-5	243	15	272	225	12	24
	6-12	165	22	145	183	19	35
	13-18	74	15	66	89	26	41
Esmeralda	0-5	2	0	2	2	0	0
	6-12	5	0	2	1	1	0
	13-18	6	0	2	0	0	0
Eureka	0-5	2	0	1	1	0	0
	6-12	5	1	1	1	1	0
	13-18	4	0	2	1	0	0
Humboldt	0-5	85	8	93	69	7	4
	6-12	52	18	38	55	9	10
	13-18	43	11	24	31	7	5
Lander	0-5	25	3	17	11	1	1
	6-12	25	3	12	8	5	4
	13-18	11	2	5	11	0	5

County	*Age Group*	*TANF* *	*Child Only* **	*CHAP* ***	*SVK* ****	*Disabled* *****	*CW XIX* ******
Lincoln	0-5	26	1	33	18	1	0
	6-12	27	3	12	17	2	1
	13-18	11	5	6	10	3	1
Lyon	0-5	250	29	135	129	11	31
	6-12	178	43	91	152	29	43
	13-18	113	32	49	104	16	69
Mineral	0-5	84	8	16	31	3	2
	6-12	39	20	12	41	4	2
	13-18	37	9	7	30	5	3
Nye	0-5	456	58	172	203	15	43
	6-12	376	77	126	242	36	42
	13-18	207	57	111	150	33	23
Pershing	0-5	36	7	23	23	3	2
	6-12	25	6	12	29	6	2
	13-18	14	8	5	28	5	1
Storey	0-5	7	0	1	2	0	1
	6-12	3	1	2	3	0	4
	13-18	2	0	3	0	1	8
Washoe	0-5	2,362	294	2,017	1,219	166	398
	6-12	1,453	415	941	1,110	266	339
	13-18	687	220	486	639	236	392
White Pine	0-5	64	5	38	55	5	8
	6-12	47	6	20	56	6	20
	13-18	26	3	13	39	3	7
NEVADA	0-5	19,468	2,098	12,239	7,897	1,186	1,807
	6-12	13,161	2,893	6,273	7,288	2,137	2,084
	13-18	6,629	1,837	3,601	4,469	1,775	2,014
TOTAL*******	0-18	39,258	6,828	22,114	19,654	5,099	5,904

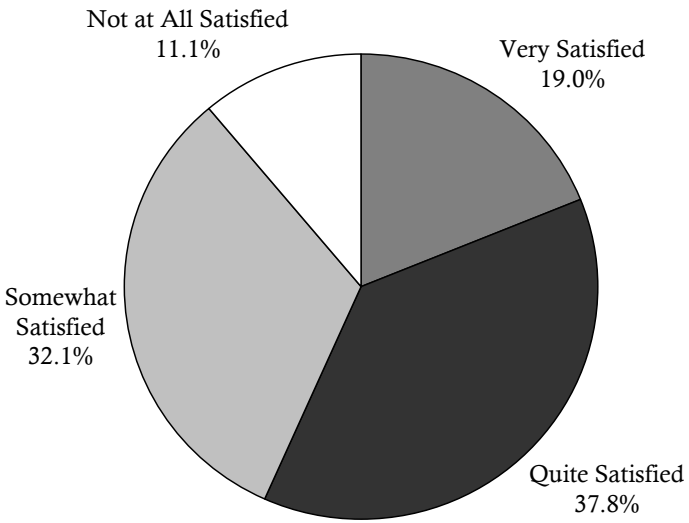
Note: For estimating purposes only—not official NSWD caseload history. NSWD LEGACY Monthly Report WL-00427 is a snapshot in time as of the monthly run data for CW. NSWD NOMADS Monthly Report AME44A is a snapshot in time of the monthly run data for all other programs. Both are estimates only.
*TANF = Temporary Assistance to Needy Families, includes Single-Parent Program, Unemployed Parent Program (TANF-UP), and Medical-Only (TANF-MED).
**"Child-only cases are typically defined as those TANF cases in which no adult recipient is included in the TANF cash grant."[1]
***CHAP = Child Health Assurance Program.
****SVK = Sneede vs. Kizer (an individual child's income cannot be used against the entire family's eligibility for Medicaid assistance).
*****Disabled = Blind and Disabled combined.
******CWXIX = Child Welfare Category 19. Medicaid-eligible children through foster care, adoptions, etc. Includes Aid Code 61.
*******The total number of Medicaid eligibles may not be equal to the Nevada Department of Human Resources' number due to rounding.
Source: Nevada Department of Human Resources, Research & Statistics, Welfare Division, 2005.

Health Insurance

Definition

Children without Health Insurance is the percentage of children under age 18 who were not covered by health insurance at any point during the year.

Southern Nevadans' Satisfaction with the Quality of Health Care They Receive: 2004



Source: CBER, Las Vegas Perspective Survey, 2004.

Nevada

Using three years of Current Population Survey data (2002-2004) to estimate the uninsured by state, the Annie E. Casey Foundation estimated that 18.0 percent of children ages 17 and under in Nevada were uninsured in 2003 (2003 is the midpoint of the three-year period).[1] This figure is significantly higher than the 11 percent reported for the nation.[2]

The Las Vegas Perspective, an annual survey of Clark County residents conducted by CBER, included a few questions on health care in 2004. The following summarizes 595 respondents' responses:[3]

- Nearly 81.0 percent of the households with children in southern Nevada had all members currently covered by some form of health insurance or health plan in the fall of 2004.
- Approximately 15.0 percent of the families tried to get health insurance for themself or someone else in their family but were unable to.
- Overall, respondents were satisfied with the health care that they receive. However, of the 88.9 percent that expressed some level of satisfaction, only 19.0 percent were very satisified.

Health Insurance Continued

Health-Insurance Coverage for Children Ages 0 to 17 in the U.S., Nevada, and Surrounding States: 2002-2004

	*Percentage without Health Insurance**						
Category	*U.S. Percent*	*Nevada Percent*	*Arizona Percent*	*California Percent*	*Idaho Percent*	*Oregon Percent*	*Utah Percent*
All children ages 0 to 17	11.0	18.0	15.0	13.0	12.0	12.0	10.0
Children ages 0 to 5	10.0	19.0	13.0	11.0	11.0	9.0	9.0
Children ages 6 to 17	12.0	17.0	15.0	14.0	12.0	13.0	10.0
Children ages 0 to 17 below 100 percent of poverty	19.0	36.0	24.0	20.0	18.0	19.0	23.0
Children ages 0 to 17 between 100 and 200 percent of poverty	17.0	25.0	22.0	19.0	16.0	16.0	13.0
Related** children ages 0 to 17 with parent(s) who worked at least 26 weeks in the previous year	10.0	16.0	14.0	12.0	11.0	11.0	9.0
Related** children ages 0 to 17 below 200 percent of poverty with parent(s) who worked at least 26 weeks in the previous year	18.0	29.0	25.0	21.0	16.0	19.0	16.0
Own*** children ages 0 to 17 below 150 percent of poverty with parent(s) who worked at least 50 weeks in the previous year	20.0	34.0	26.0	23.0	22.0	21.0	21.0

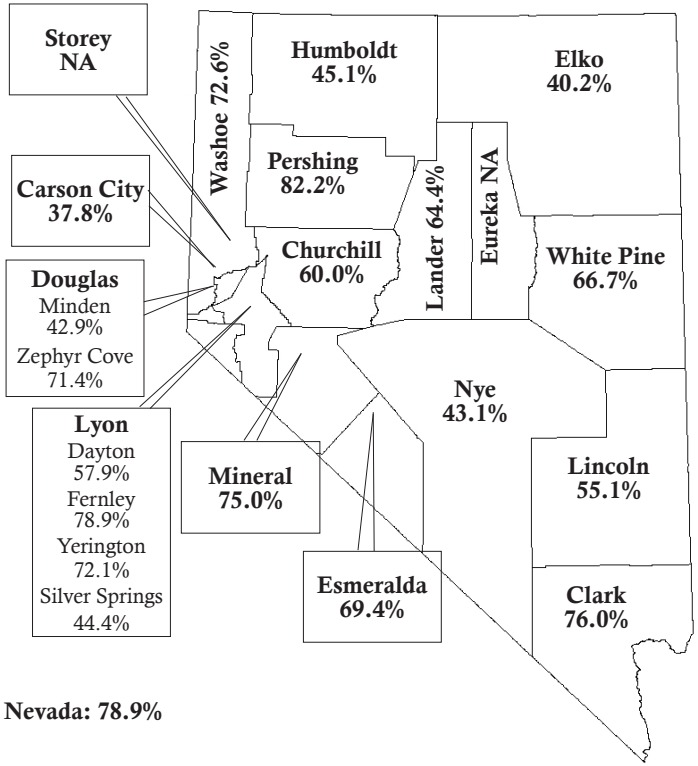
*Health-insurance coverage was in the previous calendar year.
**"Related children in a family include own children and all other children under 18 years old in the household who are related to the householder by birth, marriage, or adoption."
***"Own children in a family are sons and daughters, including stepchildren and adopted children, of the householder. Similarly, 'own' children in a subfamily are sons and daughters of the married couple or parent in the subfamily. (All children shown as members of related subfamilies are own children of the person(s) maintaining the subfamily.) For each type of family unit identified in the CPS, the count of 'own children under 18 years old' is limited to never-married children; however, 'own children under 25' and 'own children of any age,' as the terms are used here, include all children regardless of marital status. The counts include never-married children living away from home in college dormitories." From U.S. Census Bureau, "Current Population Survey (CPS) Definitions and Explanations," available online at: <http://www.census.gov/population/www/cps/cpsdef.html> as of 10/5/05.
Source: Average of Census Bureau's Current Population Survey files from 2003 through 2005, created for the KIDS COUNT project at the Annie E. Casey Foundation, September 6, 2005; and Annie E. Casey Foundation, KIDS COUNT State-Level Data Online, data query at <http://www.aecf.org/kidscount/sld/compare.jsp?c=11> as of 2/21/06.

Immunizations

Definition

The Immunization Rate measures the percentage of two-year-old children who are immunized with 4 diptheria, tetanus, and pertussis (DTaP) shots; 3 polio virus vaccine shots; and 1 measles, mumps, and rubella (MMR) shot.[1]

Nevada Immunization Rates:* 2004



Nevada: 78.9%

Note: NA = Not Available.
*Public-health clinics only.
Source: Nevada Department of Human Resources, Health Division, Bureau of Community Health, 2005.

Nevada

In 2004, 78.9 percent of two-year-olds in Nevada were immunized, based on 32,000 two-year-old children's records from Nevada public-health clinics.

Counties

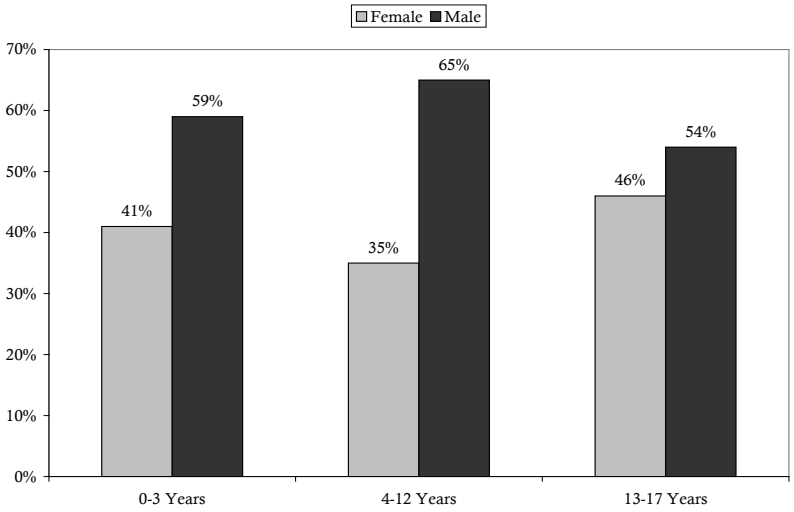
Immunization rates, based on public-health clinic data, ranged from a high of 82.2 percent in Pershing County to a low of 37.8 percent in Carson City. Data were unavailable for two counties.

Mental Health

Definition

Mental Health is a state of successful performance of mental function, resulting in productive activities, fulfilling relationships with other people, and the ability to adapt to change and to cope with adversity.[1]

All MHDS* Clients in Nevada by Gender by Age: 2004



*Mental Health and Developmental Services.
Source: Karr, Donald R. and Laura Valentine, *How Nevada Stacks Up: National and Regional Comparison of Nevada's Public Mental Health System Final Report: July 2005*, July 2005, available online at: <http://mhds.state.nv.us/pdfs/HowNevadaStacksUp2005.pdf> as of 10/20/05.

Nevada

Children and youth ages 17 and under make up 16.5 percent of all Mental Health and Developmental Services (MHDS) clients in Nevada.[2] Males were more likely to have received MHDS services than females in 2004, this was especially true for the four- to twelve-year-old-age group.

Rural Clinics

The Rural Clinics provide mental-health services in Carson City, Minden, South Lake Tahoe, Dayton, Silver Springs, Fernley, Yerington, Hawthorne, Fallon, Lovelock, Winnemucca, Battle Mountain, Elko, Ely, Mesquite, Pahrump, Tonapah, Caliente, and Overton.

In calendar year 2004, 1,093 children ages 17 and under received mental-health services in the Rural Clinics, 56.6 percent were males and 43.4 percent were females.[3] Whites (82.4 percent) were the most likely to have received treatment, followed by American Natives/ Alaskan Natives (3.0 percent), blacks (African Americans) (2.7 percent), more than one race (0.3 percent), and Asians (0.1 percent). Nearly 12 percent of the data were classified as other, unknown, or race conversion issue.

In FY04, children served by Rural Clinics were helped with attention deficit (33.0 percent), adjustment disorders (31.8 percent), depression (10.8 percent), anxiety (6.9 percent), and bipolar (3.3 percent).[4]

AIDS

Definition

AIDS is the abbreviation for acquired immune deficiency syndrome. The disease is caused by a virus known as human immunodeficiency virus, or HIV. The disease was first recognized in the United States in 1981.

A person can be infected with HIV without developing AIDS. The virus can remain in a person's body for many years without causing serious health problems. During this period, the virus is said to be latent, or inactive. Eventually, however, most people who are infected with HIV do develop AIDS.[1]

Nevada

The number of cumulative reported human immunodeficiency virus (HIV) [not yet AIDS] and AIDS cases among Clark County children and youth less than 18 years of age through 2004 was 66. The rest of the state reported nine cases.

Counties

Mothers with HIV was the leading means by which HIV or AIDS was contracted among children in Clark County, followed by homosexual or bisexual contact. Of the nine cases in the remaining counties children were most likely to be infected by their HIV-infected mother.

Cumulative HIV, Not Yet AIDS, and AIDS Cases Among Nevada Children and Youth 17 and under by Age and Risk:* Through 2004

	*Risk**						
Age	*Homosexual or Bisexual*	*Injecting Drug Use*	*Heterosexual Contact*	*Transfusion*	*Mother with HIV*	*Not Specified*	*Total*
Clark County							
Less than 5	0	0	0	1	35	0	36
5-12	0	0	0	1	4	0	5
13-17	9	0	8	0	3	5	25
TOTAL	9	0	8	2	42	5	66
Rest of State							
Less than 5	0	0	0	0	3	0	3
5-12	0	0	0	0	0	0	0
13-17	0	0	1	0	1	4	6
TOTAL	0	0	1	0	4	4	9

*Means by which HIV or AIDS was contracted.
Source: Nevada State Health Division, Bureau of Community Health, HIV/AIDS Reporting System, 2004.

STDs

Definition

A Sexually Transmitted Disease (STD) is a disease transmitted through sexual contact between two people. They may be transmitted through the exchange of semen, blood, and other bodily fluids or by direct body contact. The term sexually transmitted disease applies to more than twenty different infections. At one time, these diseases were more commonly referred to as venereal diseases.[1]

Number of Chlamydia Cases and Rates per 100,000 Population by Age and Gender in the U.S.: 2003

Age Group	*Male*		*Female*		*Total*	
	Cases	*Rate*	*Cases*	*Rate*	*Cases*	*Rate*
10-14	1,061	9.8	13,849	134.3	14,911	70.5
15-19	44,331	423.4	266,175	2,687.3	310,505	1,523.9

Source: Centers for Disease Control and Prevention, "STD Surveillance 2003," available online at: <http://www.cdc.gov/std/stats/toc2003.htm> as of 7/28/05.

Nevada

Chlamydia and gonorrhea are common STDs. The tables on page 37 show that in 2004, 342 and 1,068 gonorrhea and chlamydia cases, respectively, were reported in Nevada among children and youth ages 10 to 17.

Counties

Most of the STD cases were reported in Clark County—87.4 percent of the gonorrhea cases and 77.5 percent of the chlamydia.

STDs Continued

Reported Gonorreha Cases in Nevada for Ages 10-17, by Gender and Race/Ethnicity: 2004

Race/Ethnicity	*Clark*	*Washoe*	*Rest of State*	*Total*
Female	215	30	8	253
White*	27	16	7	50
Black (African American)*	56	6	0	62
Hispanic	22	7	0	29
Native American	0	1	0	1
Asian/Pacific Islander	3	0	0	3
Unknown/Other	107	0	1	108
Male	83	5	0	88
White*	6	2	0	8
Black (African American)*	40	2	0	42
Hispanic	6	1	0	7
Native American	0	0	0	0
Asian/Pacific Islander	0	0	0	0
Unknown/Other	31	0	0	31
Unclassified	1	0	0	1
TOTAL	299	35	8	342

*Non-Hispanic.
Source: Nevada State Health Division, Bureau of Community Health, Sexually Transmitted Disease database, 2004.

Reported Chlamydia Cases in Nevada for Ages 10-17, by Gender and Race/Ethnicity: 2004

Race/Ethnicity	*Clark*	*Washoe*	*Rest of State*	*Total*
Female	683	129	67	879
White*	94	64	44	202
Black (African American)*	104	19	1	124
Hispanic	79	36	12	127
Native American	1	7	8	16
Asian/Pacific Islander	8	2	0	10
Unknown/Other	397	1	2	400
Male	143	34	10	187
White*	4	9	5	18
Black (African American)*	29	6	2	37
Hispanic	8	17	2	27
Native American	0	0	1	1
Asian/Pacific Islander	3	2	0	5
Unknown/Other	99	0	0	99
Unclassified	2	0	0	2
TOTAL	828	163	77	1,068

*Non-Hispanic.
Source: Nevada State Health Division, Bureau of Community Health, Sexually Transmitted Disease database, 2004.

Substance Use

Definition

Substance Use refers to the use of selected substances including alcohol, drugs, inhalants, and other substances that can be consumed, inhaled, injected, or otherwise absorbed into the body with possible detrimental effects.[1]

Nevada

High school students' responses to the 2003 and 2005 Youth Risk Behavior Survey reveal that their attitudes toward cigarette use became less tolerant over the two-year period. This was not the case, however, for marijuana use. Almost 34 percent of high school students think that people are at slight or no risk of harming themselves if they smoke marijuana occasionally. The figure is up from 5.2 percent in 2003.

Nevada Youths' Attitudes Toward Substance Use: 2003 and 2005

	*State 2003 YRBS**		*State 2005 YRBS**	
Attitude	*Middle School Percent*	*High School Percent*	*Middle School Percent*	*High School Percent*
Think that people are at slight or no risk of harming themselves if they smoke one or more packs of cigarettes a day	12.6	19.4	15.6	9.7
Think that people are at slight or no risk of harming themselves if they have 5 or more drinks in a row within a couple of hours	20.0	33.9	20.1	23.2
Think that people are at slight or no risk of harming themselves if they smoke marijuana occassionally	18.9	5.2	19.6	33.6
Think that people are at slight or no risk of harming themselves if they use illegal drugs (cocaine, heroin, crystal, methamphetamines, hallucinogens, etc.)	8.3	6.8	10.6	7.7

*Youth Risk Behavior Survey.
Source: Nevada State Department of Education, Office of Child Nutrition and School Health, Nevada Youth Risk Behavior Survey, 2003, 2005.

Substance Use Continued

Substance Use among Nevada Students: 2001, 2003, and 2005

Behavior	2001		2003		2005	
	Middle School Percent	*High School Percent*	*Middle School Percent*	*High School Percent*	*Middle School Percent*	*High School Percent*
Ever tried smoking a cigarette	36.5	66.5	34.5	57.3	29.0	52.0
Smoked first cigarette before age 13	19.5	23.3	16.4	18.8	14.4	16.1
In past 30 days, smoked cigarettes on 1 or more days	13.0	25.3	10.4	19.6	9.7	18.3
In past 30 days, of those who reported current cigarette use, smoked more than 10 cigarettes per day on the days they smoked	NA	12.0	NA	8.0	NA	11.8
In past 30 days, used chewing tobacco, snuff, or dip on 1 or more days	3.9	7.0	3.4	3.6	3.4	5.9
During their life, had at least 1 drink of alcohol on 1 or more days	49.5	80.2	49.7	75.6	48.3	74.1
Had first drink of alcohol before age 13	36.0	32.9	36.0	31.9	34.0	31.1
In past 30 days, drank alcohol on 1 or more days	NA	47.7	NA	43.4	NA	41.4
In past 30 days, had 5 or more drinks in a row on 1 or more days	14.4	32.6	13.5	27.8	13.9	24.8
Of those who drink alcohol, usually get their alcoholic beverages from home with or without parental knowledge	66.0	32.0	65.3	33.9	64.0	36.1
Ever used marijuana	NA	50.8	NA	46.6	NA	39.3
Used marijuana for first time before age 13	11.3	17.7	11.7	12.4	10.0	12.3
In past 30 days, used marijuana on 1 or more days	9.9	26.6	9.5	22.3	8.3	17.3
Ever used any form of cocaine (powder, crack, freebase, etc.)	6.3	12.0	5.6	10.9	6.0	11.1
In past 30 days, used any form of cocaine	NA	5.6	NA	4.4	NA	5.4
Ever used methamphetamines (speed, crystal, crack, ice)	5.6	15.7	5.5	12.5	5.5	11.7
Ever used other illegal drugs (heroin, hallucinogens, depressants, tranquilizers, etc.)	5.7	17.3	5.2	15.0	5.2	12.5
Ever used steroid pills or shots without a doctor's prescription	NA	6.4	NA	6.5	NA	5.5

Note: NA = Not Applicable.
Source: Nevada State Department of Education, Office of Child Nutrition and School Health, Nevada Youth Risk Behavior Survey, 2001, 2003, 2005.

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Economic Well-Being

Father Caesar J. Caviglia, Sacred Heart Catholic Church, Ely, Nevada

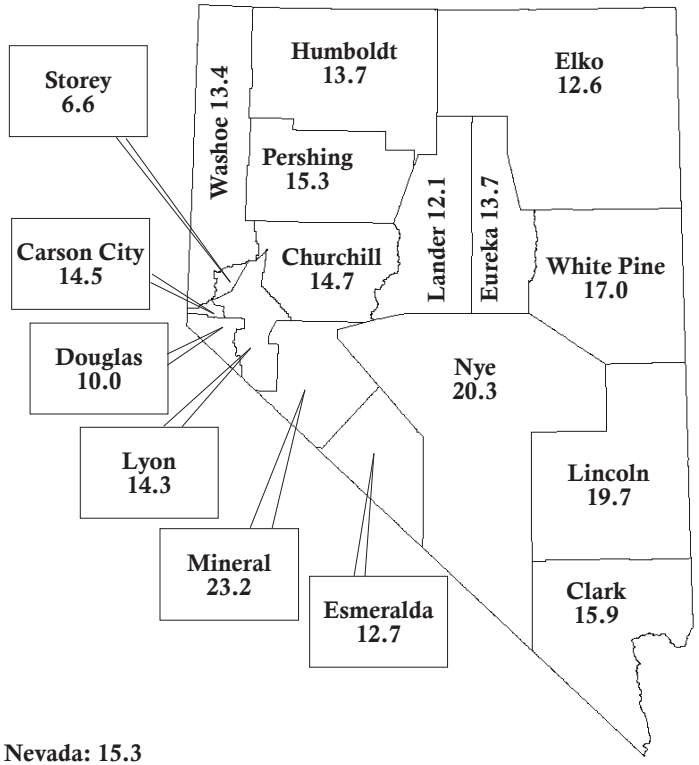
Degrees may be dished out like a bunch of bananas and teaching techniques may engross the interest of the neophyte to no end, and probably rightfully so. But none can compare to the homely genius of Miss Doris French, who opened the magic door to learning in the small mining camp of Ely. I write this 72 years since I last was in her class. She invited the imaginations of more than a generation of kindergarten children for whom English, for the most part, was a second language. Our neighbors were Greek, Italian, Norwegian, Swede, Mexican, Yugoslavian, Basque, Japanese, and one Scott. Not only was the air filled with the wonderful aromas from the various kitchens, but the speech and laughter of the neighborhood were a symphony of our common aspiration of hope in the new beginnings in a youthful world. Miss French was a master of orchestrating our similarities and differences. She held the key to a whole new world and gave us common ground. When those of our vintage gather together, whether doctor, lawyer, priest, or housewife, even at this distance of years, her name will appear and our bonding reaffirmed.

Poverty

Definition

The Percent of Children in Poverty is the percentage of children under the age of 18 who live in families with incomes below the U.S. poverty threshold. In 2003, the U.S. poverty threshold for a family of 4, 2 adults and 2 children, was $18,660.[1]

Estimated* Percent of Children under Age 18 in Poverty by Nevada County: 2003



Nevada: 15.3

*Model-based estimates.
Source: U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, available online at: <http://www.census.gov/cgi-bin/saipe/saipe.cgi> as of 12/6/05.

Nevada

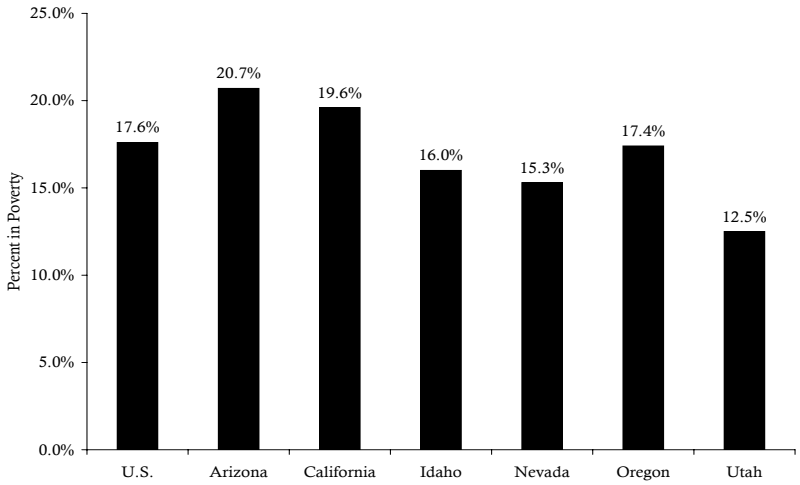
The Census Bureau estimated that 15.3 percent of Nevada children under age 18 were in poverty in 2003, lower than the 17.6 percent for the nation. Among Nevada's surrounding neighbors, Utah had the lowest child poverty rate; Arizona the highest.

Counties

Child poverty rates ranged from a low of 6.6 percent in Storey County to a high of 23.2 percent in Mineral County.

Poverty Continued

Estimated Percent of Children under Age 18 in Poverty in U.S., Nevada, and Adjacent States: 2003



Source: U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, available online at: <http://www.census.gov/cgi-bin/saipe/national.cgi?year=2003&ascii=#SA31> as of 12/6/05.

U.S. Poverty Thresholds by Size of Family and Number of Related Children Under 18 Years: 2003

Size of Family Unit	*Weighted Average Thresholds*	*Related Children Under 18 Years*		
		None	*One*	*Two*
One person	9,393			
Under 65 years	9,573	9,573		
65 years and over	8,825	8,825		
Two persons	12,015			
Householder under 65 years	12,384	12,321	12,682	
Householder 65 years and over	11,133	11,122	12,634	
Three persons	14,680	14,393	14,810	14,824
Four persons	18,810	18,979	19,289	18,660

Source: U.S. Census Bureau, "Poverty Thresholds 2003," available online at: <http://www.census.gov/hhes/poverty/threshld/thresh03.html> as of 5/26/05.

Poverty Continued

Affordable Monthly Housing Cost in Nevada by Family Income and County: 2004

County	2004 Annual Median Income*	Maximum Affordable Monthly Housing Cost by Percent of Family Annual Median Income	
		30 Percent	50 Percent
Carson City	$55,800	$419	$698
Churchill	50,900	382	636
Clark**	54,700	410	684
Douglas	65,100	488	814
Elko	60,000	450	750
Esmeralda	42,300	317	529
Eureka	56,800	426	710
Humboldt	57,000	428	713
Lander	59,400	446	743
Lincoln	52,400	393	655
Lyon	50,400	378	630
Mineral	48,600	365	608
Nye**	54,700	410	684
Pershing	50,800	381	635
Storey	67,400	506	843
Washoe	63,200	474	790
White Pine	45,400	341	568
NEVADA	56,412	423	705

*Annual Median Income (AMI) estimates are developed by the Department of Housing and Urban Development (HUD).
**Fair Market Rents (FMRs)—are gross rent estimates. They include the shelter rent plus the cost of all utilities, except telephones." *Source:* Department of Housing and Urban Development, October 1995, "Fair Market Rents for the Section 8 Housing Assistance Payments Program," available online at: <http://www.huduser.org/datasets/fmr/fmrover.doc> as of 5/26/05.
Source: National Low Income Housing Coalition, "Out of Reach 2004: Nevada," available online at: <http://www.nlihc.org/oor2004/data.php?getstate=on&getcounty=on&county%5B%5D=_all&state%5B%5D=NV> as of 5/26/05.

Fair Market Rents (FMRs*) in Nevada by County and Number of Bedrooms: 2004

County	Zero Bedrooms	One Bedrooms	Two Bedrooms	Three Bedrooms
Carson City	$511	$616	$742	$1,081
Churchill	552	553	695	879
Clark**	665	773	907	1,234
Douglas	577	710	863	1,201
Elko	498	541	702	875
Esmeralda	427	500	638	847
Eureka	427	500	638	847
Humboldt	436	511	671	803
Lander	427	500	638	847
Lincoln	427	500	638	847
Lyon	457	514	676	985
Mineral	427	500	638	847
Nye**	665	773	907	1,234
Pershing	427	500	638	847
Storey	519	618	763	1,112
Washoe	577	690	852	1,241
White Pine	427	500	638	847
NEVADA	634	740	880	1,212

*"FMRs are gross rent estimates. They include the shelter rent plus the cost of all utilities, except telephones." *Source:* Department of Housing and Urban Development, October 1995, "Fair Market Rents for the Section 8 Housing Assistance Payments Program," available online at: <http://www.huduser.org/datasets/fmr/fmrover.doc> as of 5/26/05.
**FMRs calculated at the 50th percentile.
Source: National Low Income Housing Coalition, "Out of Reach 2004: Nevada," available online at: <http://www.nlihc.org/oor2004/data.php?getstate=on&getcounty=on&county%5B%5D=_all&state%5B%5D=NV> as of 5/26/05.

Child Care

Definition

"'Child care' . . . means the full range of services used by families to educate and nurture children—services that also allow parents to work or go to school."[1]

Comparison of the Number of Child-Care Licenses in Nevada by Type of Facility: January 1 - June 30, 2000 and 2004

*Type of Facility**	*Licenses 2000*	*Licenses 2004*
Family home	590	541
Child-care center	352	352
Accommodation facility	35	37
Group home	33	25
Preschool	38	41
On-site child-care facility	7	9
Nursery for infants and toddlers	5	6
Child-care institution	4	5
Special needs facility	1	2
TOTAL	1,065	1,018
TOTAL SPACES	40,480	45,559

*Definitions of facilities are in Notes section.
Source: Nevada Department of Human Resources, Division of Child & Family Services, Bureau of Services for Child Care, Statewide Child Care Licensing Report, 2001 and 2005.

Nevada

During January 1, 2004, to June 30, 2004, 1,018 licensed child-care facilities operated in Nevada. The two most common types were family home and child-care centers (541 and 352, respectively).

The 2004 Las Vegas Perspective Survey, conducted by CBER, queried southern Nevadans about their child care. In 2004, 37 households paid, on average, $136.42 per week for child care. Households were most likely to have paid for child care provided by the family (42.7 percent), followed by preschool facility (33.5 percent) and care provided in home, but not family (23.8 percent).[2]

Child Care Continued

Race/Ethnicity of Children in the Nevada Child-Care Subsidy Program:* June 2005

	Hispanic		*Not Hispanic*		*Total Race*	
Race	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*
Native American or Alaskan Native	21	0.4	54	1.1	75	1.5
Asian	12	0.2	32	0.7	44	0.9
Black or African American	72	1.5	1,308	26.8	1,380	28.3
Native Hawaiian or Pacific Islander	0	0.0	36	0.7	36	0.7
White	1,051	21.6	1,909	39.1	2,960	60.8
Multiraces	61	1.3	321	6.6	382	7.8
ALL RACES	1,217	25.0	3,660	75.0	4,877	100.0

*Child-care subsidy programs receive state and federal funds to subsidize low-income parents' purchase of child care. Such child-care subsidies most commonly take the form of vouchers to clients or direct payments to providers that offset some or all of the cost of care.
Source: Nevada Department of Human Resources, Welfare Division, August 5, 2005, *Child Care and Development Fund Fact Sheet: June 2005*.

Co-Pays of Families with Children in the Nevada Child-Care Subsidy Program: June 2005

	Families	
Co-Pay Range	*Number*	*Percent*
$0	575	20.6
$1 to $25	369	13.2
$26 to $50	358	12.9
$51 to $100	439	15.8
$101 to $200	505	18.1
Greater than $200	540	19.4
TOTAL	2,786	100.0

Source: Nevada Department of Human Resources, Welfare Division, August 5, 2005, *Child Care and Development Fund Fact Sheet: June 2005*.

Nevada Average Monthly Expenditures* for Child Care by Age of Child and Type of Care: June 2005

Age	*In-Home*	*Family Home*	*Group Home*	*Center*	*All Types*
0-11 months	$360	$456	$301	$454	$440
12-35 months	329	445	421	426	421
36-71 months	296	434	438	350	353
72-155 months	309	356	269	264	279
Over 155 months	0	439	0	165	348
ALL AGES	315	414	392	350	353

*Expenditures = monthly subsidy + parent fee.
Source: Nevada Department of Human Resources, Welfare Division, August 5, 2005, *Child Care and Development Fund Fact Sheet: June 2005*.

Child Care Continued

Number and Percent of Nevada Families and Children Who Received Subsidies for Child Care by County: June 2005

County	*Number of Families*	*Percent of Families Statewide*	*Number of Children*	*Percent of Children Statewide*
Carson City	230	8.0	377	7.7
Churchill	34	1.2	63	1.3
Clark	1,574	55.0	2,758	56.6
Douglas	45	1.6	68	1.4
Elko	46	1.6	57	1.2
Esmeralda	0	0.0	0	0.0
Eureka	0	0.0	0	0.0
Humboldt	9	0.3	17	0.3
Lander	2	0.1	3	0.1
Lincoln	2	0.1	3	0.1
Lyon	76	2.7	140	2.9
Mineral	6	0.2	8	0.2
Nye	29	1.0	51	1.0
Pershing	4	0.1	5	0.1
Storey	2	0.1	2	0.0
Washoe	794	27.8	1,318	27.0
White Pine	7	0.2	7	0.1
NEVADA	2,860	100.0	4,877	100.0

Source: Nevada Department of Human Resources, Welfare Division, August 5, 2005, *Child Care and Development Fund Fact Sheet: June 2005*.

Child Support

Definition

Child Support is financial support paid by parents to help support a child or children of whom they do not have custody.

Nevada Child-Support Enforcement Data: Federal Fiscal Years 2002 and 2004

Category	*2002*	*2004*
Total number of open child-support cases at the end of the fiscal year	125,681	111,694
Total amount of current support due	$164,678,836	$177,812,049
Total amount of current support distributed	$72,989,111	$90,876,206
Annual percent of current support amount due which was distributed	45.8%	51.1%
Total cumulative amount of unpaid prior support due for all fiscal years	$661,150,884	$880,073,356
Total amount of unpaid prior support distributed	$34,100,380	$43,390,445
Annual percent of unpaid prior support due which was distributed	5.2%	4.9%

Source: Nevada Department of Human Resources, Welfare Division, Child Support Enforcement Program, 2003 and 2005.

Nevada

Nevada's total child-support collections (withholding, voluntary payment, unemployment compensation, and income-tax withholding) increased from 2002 to 2004. Nevada collected and distributed 51.1 percent of current child support due in fiscal year 2004.

Counties

Three state child-support offices are located in Elko, Las Vegas, and Reno. Each of Nevada's counties, with the exception of Esmeralda, Eureka, Lander, and Storey, provide child-support services. The state office in Elko manages child-support cases in Eureka County. Las Vegas state office manages child-support cases from Esmeralda County. Reno state office manages Storey County and a portion of Douglas County child-support cases. Elko's District Attorney's Office and Elko's state office share in the management of Lander County's child-support cases.

Child Support Continued

Nevada Child-Support Enforcement Data:
Month Ending January 2005

County	*Total Current Support Distributed**	*Total Current Support Due***	*Percent of Current Support Distributed****
Churchill DA	$1,735,323.23	$2,886,036.40	60.0
Clark DA	54,720,677.52	125,187,413.24	43.0
Douglas DA	1,391,546.67	2,363,362.16	58.0
Elko DA	4,933,981.38	7,384,376.21	66.0
Esmeralda DA	19,209.47	34,648.00	55.0
Eureka DA	0.00	0.00	0.0
Humboldt DA	1,816,152.03	2,916,616.89	62.0
Lander DA	0.00	0.00	0.0
Lincoln DA	191,050.46	387,076.91	49.0
Lyon DA	1,558,962.98	2,781,578.29	56.0
Mineral DA	495,718.37	959,632.63	56.0
Nye DA	1,409,658.47	3,377,642.87	41.0
Carson City DA	2,704,906.79	5,134,436.89	52.0
Pershing DA	391,360.39	668,695.86	58.0
Storey DA	13,586.22	32,783.54	41.0
Washoe DA	15,325,609.46	29,125,986.68	52.0
White Pine DA	920,500.17	1,357,544.66	67.0
Las Vegas PAO	12,788.85	150,375.78	8.0
Reno PAO	306,594.05	1,525,674.99	20.0
Elko PAO	120,629.08	408,574.41	29.0
Carson City PAO	0.00	0.00	0.0
TOTAL	88,068,255.59	186,682,456.41	47.0

Note: DA=District Attorney's Office and PAO=Program Area Office.
*"Of the total current support collected, the amount forwarded to families."
**"The total amount due from all cases with court ordered child support."
***"The total amount of current support distributed divided by the total number of collections."
Source: Nevada Welfare Division, Child Support Enforcement Program, 2004, "State of Nevada Incentive Measures for Month Ending January, 2005," available online at: <http://www.welfare.state.nv.us/child/statistics/incentive-2005-01.htm> as of 4/17/06.

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Economic Well-Being

Children in Poverty

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2. Center for Business and Economic Research, University of Nevada, Las Vegas, 2005, Las Vegas Perspective Survey data.

education and achievement

Clint Holmes, Singer/Entertainer, Harrahs' Las Vegas

My favorite all-time teacher was my high school Spanish teacher, not because I was good at Spanish, but because she was good at seeing me as a whole person.

Miss Gioia (pronounced Joy-A) got me as a junior, by then I was marking time until I could graduate and begin my "career" as a singer. The problem was I needed to pass three years of something (math, science, language, etc.) to complete a major and graduate with my class. By my senior year it was clear that was not going to happen. I had a band that worked weekends all over western New York and Canada and I was representing my high school in all-state band (Thompsons) and all-state chorus. In other words, music had already become my life. I saw no need to work hard on what to me was mundane. Of course, I look back now and realize how immature my attitude was, and how fortunate I was that my "plan" worked out.

Miss Gioia was a music aficionado. She loved jazz and even came to hear my rock band once in a while. When she realized my plight as a student in this small town and tiny school she also realized there wasn't anybody in the administration who could remotely relate to the creative dreamer that I was. First she sat me down and explained to me how disappointed she was in my work habits, and how I would need to improve them no matter what I did in life, then, she went to the principal of the school. Somehow she convinced him that because I had represented (singularly) our school and our county with my all-state music, and that I had brought positive notoriety throughout the area because of my band, I should be allowed to graduate with my class as a music major. There was no such major, she invented it for me. She understood that I was different, that my life would be different, and that it needed validation and support. I remain indebted to Miss Gioia, without her I'd probably still be in high school.

Formal Education System

Definition

Nevada's 17 school districts are organized by county.

Nevada Private-School Enrollment by Grade and School District: 2004-2005

School District	*Grades K*-3*	*Grades 4-6*	*Grades 7-8*	*Grades 9-12*	*Ungraded***	*Total*
Carson City	256	124	86	18	0	484
Churchill	45	23	8	5	0	81
Clark	7,007	3,260	1,926	2,345	0	14,538
Douglas	71	26	0	56	0	153
Elko	18	9	10	8	0	45
Lyon	4	5	1	8	0	18
Nye	89	65	37	31	0	222
Washoe	1,406	534	393	695	583	3,611
NEVADA	8,896	4,046	2,461	3,166	583	19,152

*K = Kindergarten.
**Ungraded refers to multiple-grade grouping.
Source: Nevada Department of Education, 2005, "Student Enrollment and Licensed Personnel Information," *Research Bulletin*, Volume 46.

Nevada

The 2004-2005 data show there were 552 public schools in Nevada's 17 county school districts: 329 elementary schools, 89 junior/middle schools, 86 high schools, 28 special schools, 18 charter schools, and 2 K-12 public/charter schools. Special schools, defined as student detention facilities, special education schools, and alternative education schools, were located in Clark (10), Douglas (3), Nye (3), Washoe (2), White Pine (2), Humboldt (1), Churchill (1), Lincoln (1) Lyon (1), and Mineral (1) county school districts, as well as the Carson City School District (3). Charter schools were in Washoe (8), Clark (3), Churchill (1), Douglas (1) county school districts, Carson City School District (1), and State Board of Education (although not a district, a state sponsor of four charter schools in Clark and Washoe).[1] Two K-12 public/charter schools were in the Clark County School District (CCSD).

Public-school enrollment was 401,211, a 4.1 percent increase over the 2003-2004 enrollment. A total of 19,152 students were enrolled in Nevada private schools, 46.5 percent were in grades K-3. Eight counties reported private-school enrollment. By far, the CCSD had the highest enrollment with 283,233 students, followed by the Washoe County School District with 63,698.

The largest percentage of students were white (48.6), followed by Hispanic (31.8). Storey County School District had the highest percentage of white students (84.6), whereas the CCSD had the lowest (41.7),[2] making CCSD a majority minority-enrollment school district.

Formal Education System Continued

Nevada Public-School Enrollment* by School District: 2003-2004 and 2004-2005

School District	Enrollment Number 2003-2004	Enrollment Number 2004-2005	Change in Enrollment** Percent
Carson City	8,798	8,792	-0.1
Churchill	4,553	4,553	0.0
Clark	270,529	283,233	4.7
Douglas	7,190	7,284	1.3
Elko	9,582	9,739	1.6
Esmeralda	69	66	-4.3
Eureka	220	236	7.3
Humboldt	3,523	3,463	-1.7
Lander	1,255	1,226	-2.3
Lincoln	1,012	1,006	-0.6
Lyon	7,678	8,193	6.7
Mineral	743	747	0.5
Nye	5,471	5,887	7.6
Pershing	841	797	-5.2
Storey	467	479	2.6
Washoe	62,103	63,698	2.6
White Pine	1,380	1,446	4.8
State Board***	0	366	0.0
NEVADA	385,414	401,211	4.1

*Prekindergarten (3- and 4-year-old children receiving special education) through 12th grade and ungraded (students who are enrolled in a nongraded class in a school for special education or students who cannot be assigned) enrollment at the end of the first school month.
**Change in enrollment is the percentage increase or decrease in total student enrollment from the year prior to the previous school year.
***"Although the State Board of Education is not considered a 'District' it is the State Sponsor of four Charter Schools which are listed separately."
Source: Nevada Department of Education, 2005, "Student Enrollment and Licensed Personnel Information," *Research Bulletin*, Volume 46.

Nevada Public-School Enrollment by Race/Ethnicity and School District: 2004-2005

School District	NA/AN*	Asian/PI**	Hispanic	Black (AA***)	White	Total
Carson City	274	251	2,366	103	5,798	8,792
Churchill	328	212	526	110	3,377	4,553
Clark	2,361	23,065	99,084	40,684	118,039	283,233
Douglas	217	187	903	75	5,902	7,284
Elko	695	100	2,372	64	6,508	9,739
Esmeralda	6	0	17	0	43	66
Eureka	19	3	20	1	193	236
Humboldt	159	27	910	18	2,349	3,463
Lander	65	10	252	3	896	1,226
Lincoln	13	27	85	50	831	1,006
Lyon	400	118	1,320	120	6,235	8,193
Mineral	126	8	66	57	490	747
Nye	148	131	1,033	173	4,402	5,887
Pershing	58	8	203	7	521	797
Storey	11	20	40	3	405	479
Washoe	1,729	3,916	18,262	2,325	37,466	63,698
White Pine	79	15	173	16	1,163	1,446
State Board****	25	13	81	29	218	366
NEVADA	6,713	28,111	127,713	43,838	194,836	401,211
PERCENT	1.7%	7.0%	31.8%	10.9%	48.6%	100.0%

Note: Pre-kindergarten (3- and 4-year-old children receiving special education) through 12th grade and ungraded (students who are enrolled in a nongraded class in a school for special education or students who cannot be assigned) enrollment at the end of the first school month.
*NA = Native American and AN = Alaskan Native.
**PI = Pacific Islander.
***AA = African American.
****"Although the State Board of Education is not considered a 'District' it is the State Sponsor of four Charter Schools which are listed separately."
Source: Nevada Department of Education, 2005, "Student Enrollment and Licensed Personnel Information," *Research Bulletin*, Volume 46.

Homeschooling

Definition

Homeschoolers are students whose "parents reported them being schooled at home instead of a public or private school, . . ."[1]

Homeschool Attendance* by School District in Nevada: 2004-2005

School District	*Grades K-3*	*Grades 4-6*	*Grades 7-8*	*Grades 9-12*	*Ungraded**	*Total*
Carson City	28	45	24	33	0	130
Churchill	32	23	17	28	0	100
Clark	667	640	497	638	30	2,472
Douglas	38	47	44	65	0	194
Elko	31	44	35	26	1	137
Esmeralda	2	7	1	1	0	11
Eureka	7	9	9	10	0	35
Humboldt	7	14	9	16	15	61
Lander	4	1	1	7	0	13
Lincoln	4	7	2	4	0	17
Lyon	42	41	28	41	0	152
Mineral	1	2	0	2	0	5
Nye	25	26	32	56	0	139
Pershing	2	5	5	7	0	19
Storey	5	3	3	4	0	15
Washoe	233	240	150	154	0	777
White Pine	7	6	4	10	2	29
NEVADA	1,135	1,160	861	1,102	48	4,306

*End of first school month.
Source: Nevada Department of Education, March 2005, "Student Enrollment and Licensed Personnel Information," *Research Bulletin*, Volume 46.

Nevada

During the 2004-2005 academic school year, 4,306 children in grades kindergarten through twelve were homeschooled. A greater number of children in the lower grades were homeschooled than in the higher grades.

Counties

Clark, Washoe, and Douglas county school districts have the highest numbers of children homeschooled.

Nevada KIDS COUNT
Center for Business and Economic Research, University of Nevada, Las Vegas
http://kidscount.unlv.edu

Student-Achievement Examinations

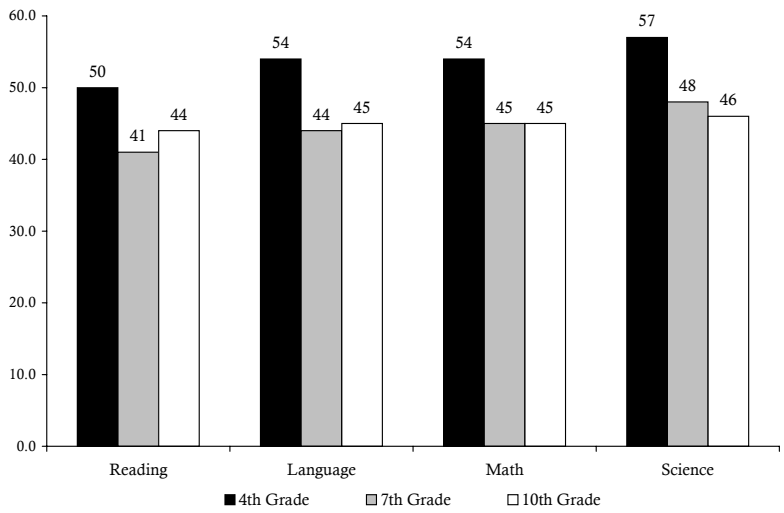
Definition

The Iowa Test of Basic Skills (ITBS), developed by the University of Iowa's Testing Program, is a norm-referenced achievement test for students.

Nevada

At the fourth-grade level, Nevada students performed at the national 50th percentile in reading, and scored above the national average in language, math, and science. At the seventh-grade and tenth-grade levels, Nevada students scored below the national average in all four areas.

Nevada ITBS Scores: FY 2003-2004



Source: Nevada Department of Education, 2005, *2005 Nevada Education Data Book*, available online at: <www.leg.state.nv.us/lcb/research/EducationDataBook/2005EDB.cfm> as of 9/6/05.

College-Entrance Examinations

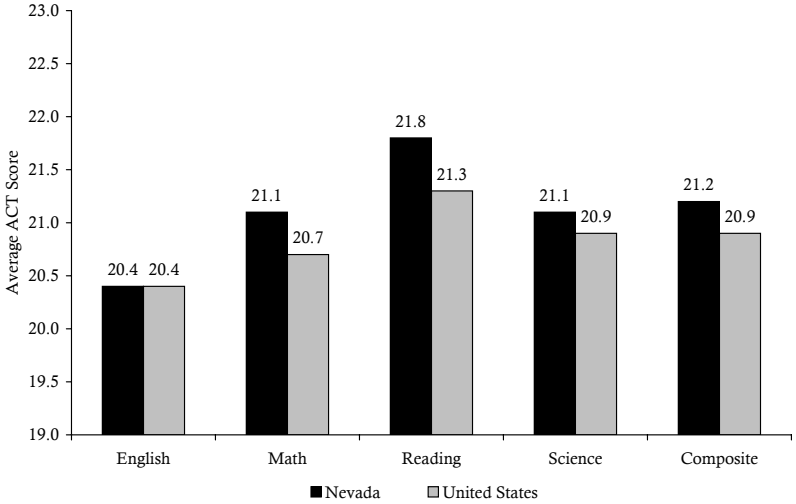
Definition

Standardized college-entrance examinations. (See Notes section for a description of the ACT and SAT exams.)

Nevada

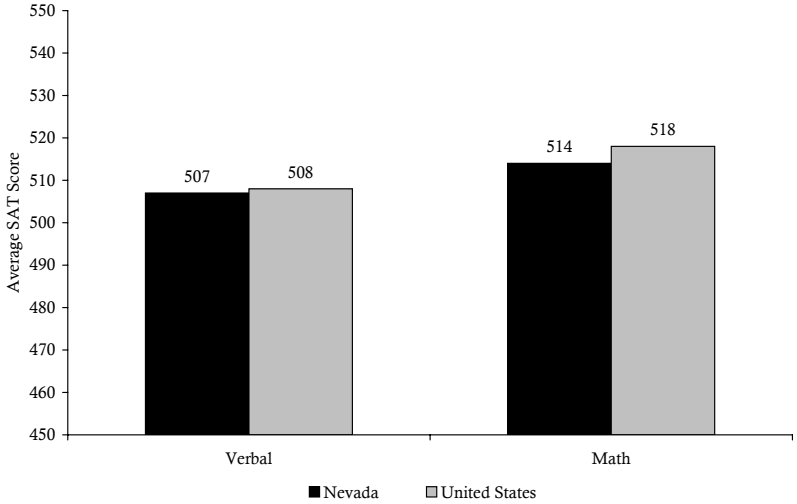
The class of 2004 in Nevada earned a composite score of 21.2 on the American College Exam (ACT), which is slightly above the national average of 20.9. The highest possible score was 36. The average verbal and math scores for the class of 2004 on the Scholastic Assessment Exam (SAT) were 507 and 514, respectively. The corresponding national average scores were 508 and 518.

ACT Score Comparison,* Nevada and the Nation: 2004



*The average scores are for ACT-tested graduating seniors.
Source: ACT, Inc., "Average ACT Scores by State: 2004 ACT-Tested Graduates," available online at: <http://www.act.org/news/data/04/states.html> as of 5/24/05.

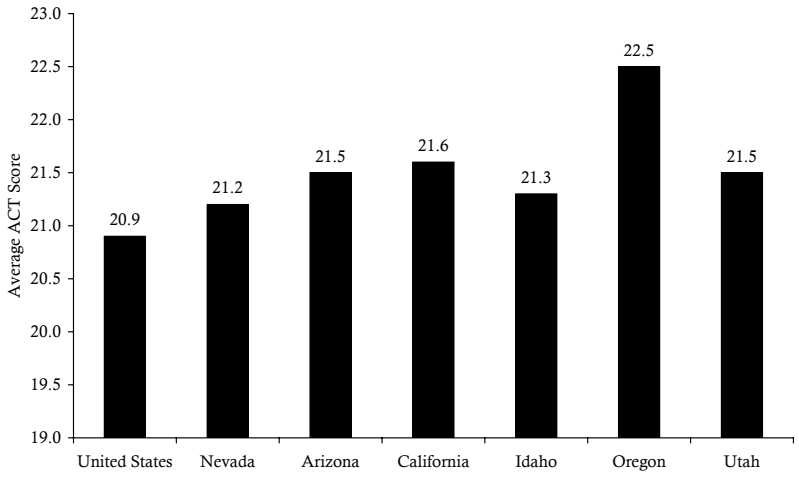
SAT Score Comparison,* Nevada and the Nation: 2004



*Data for 2004 high school graduates who took the SAT during their high school years.
Source: The College Board, "2004 College-Bound Seniors: A Profile of SAT Program Test-Takers," available online at: <http://www.collegeboard.com/about/news_info/cbsenior/yr2004/reports.html> as of 5/26/05.

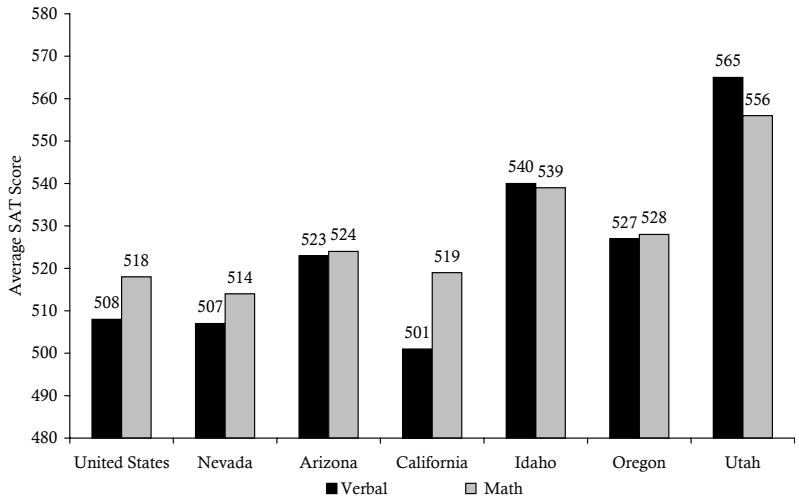
College-Entrance Examinations Continued

ACT Average Composite Scores of ACT-Tested Graduating Seniors* for the U.S., Nevada, and Adjacent States: 2004



*2004 high school graduates who took the ACT during their high school years.
Source: ACT, Inc., "Average ACT Scores by State: 2004 ACT-Tested Graduates," available online at: <http://www.act.org/news/data/04/states.html> as of 5/24/05.

SAT Average Verbal and Math Scores of College-Bound Seniors* for the U.S., Nevada, and Adjacent States: 2004



*2004 high school graduates who took the SAT during their high school years.
Source: The College Board, "2004 College-Bound Seniors: A Profile of SAT Program Test-Takers," available online at: <http://www.collegeboard.com/about/news_info/cbsenior/yr2004/reports.html> as of 5/26/05.

High School Proficiency Examination

Definition

The High School Proficiency Examination (HSPE) tests student achievement and proficiency relative to the 1998 Nevada Content and Performance Standards in English, Language Arts, and Mathematics.[1]

Nevada High School Proficiency Examination (HSPE) Failures: 2003-2004

School District	*Number*	*Percent*
Carson City	NM	NM
Churchill	NM	NM
Clark	760	6.7
Douglas	NM	NM
Elko	19	3.4
Esmeralda	NI	NI
Eureka	NM	NM
Humboldt	NM	NM
Lander	12	14.5
Lincoln	NM	NM
Lyon	16	3.5
Mineral	NM	NM
Nye	NM	NM
Pershing	NM	NM
Storey	NM	NM
Washoe	107	3.6
White Pine	NM	NM
Charter Schools	22	15.5
NEVADA	951	5.5

Note: NI = No Instruction and NM = Not Meaningful—percentages are not calculated for groups with less than 10 observations.
Source: Nevada Department of Education, 2005, *2004-2005 State Accountability Comprehensive Report*, available online at: <http://www.nevadareportcard.com> as of 9/2/05.

Nevada

Almost 6 percent of Nevada students failed the HSPE in academic year 2003-2004.

Students may take the HSPE an unlimited number of times. "However, prior to their third and subsequent testing attempts students must receive remediation and/or be enrolled in an approved course of study with the intent of completing requirements for a high school diploma or its equivalent."[2]

Counties

Of the five school districts that had reliable data, Lander County had the highest percentage of students who failed the HSPE. Among all the schools, charter schools had the highest percentage of HSPE-failing students.

Millennium Scholarship

Definition

In 1999, the Governor Guinn Millennium Scholarship initiative was enacted into law by the Nevada Legislature, creating the Millennium Scholarship trust fund, to be administered by the State Treasurer.[1]

Number of Eligible Students for the Governor Guinn Millennium Scholarship by Nevada School District: High School Graduation Year 2005

School District	*Number Eligible for Scholarship*
Carson City	241
Churchill	110
Clark	5,527
Douglas	219
Elko	277
Esmeralda	NA
Eureka	8
Humboldt	69
Lander	27
Lincoln	36
Lyon	175
Mineral	15
Nye	101
Pershing	22
Storey	11
Washoe	1,637
White Pine	54
TOTAL	8,529

Note: NA = Not Available—Esmeralda County students attend high schools in the neighboring Nye County School District. The actual number of Esmeralda County students eligible for the Millennium Scholarship is not available.
Source: Office of the State Treasurer, Millennium Scholarship Program, electronic fax, September 21, 2005.

Nevada

A total of 8,529 students were eligible for the Governor Guinn Millennium Scholarship in graduation year 2005. (See Notes section page 91 for residency requirements.) Seven of the eligibles were homeschooled and four were students who graduated from high school out of state.[2]

During spring semester 2005, 14,577 students enrolled in higher-education institutions within the state had received scholarship funds. About 67 percent attended the University of Nevada, Las Vegas and the University of Nevada, Reno, the state's two largest institutions.

Millennium Scholarship Continued

Governor Guinn Millennium Scholarship Program Students with Funds Disbursed by County and Institution: Spring Semester 2005

County	*Community College of Southern Nevada*	*Great Basin College*	*Nevada State College*	*Sierra Nevada College*	*Truckee Meadows Community College*	*University of Nevada, Las Vegas*	*University of Nevada, Reno*	*Western Nevada Community College*	*Total Number of Students*
Carson City	3	0	1	0	36	12	253	150	455
Churchill	2	1	1	0	44	9	129	50	236
Clark	2,880	3	118	5	46	4,722	987	7	8,768
Douglas	3	1	3	3	38	30	294	100	472
Elko	8	158	0	0	26	38	200	0	430
Eureka	0	3	0	0	2	2	15	0	22
Humboldt	2	35	0	1	29	8	80	0	155
Lander	1	23	0	0	12	6	25	3	70
Lincoln	18	0	0	0	2	6	6	0	32
Lyon	4	2	3	3	61	11	175	75	334
Mineral	0	0	0	0	5	5	8	4	22
Nye	58	10	0	0	11	53	50	0	182
Pershing	3	1	0	0	9	6	22	4	45
Storey	0	0	0	2	10	0	15	3	30
Washoe	18	0	2	5	994	109	2,125	12	3,265
White Pine	3	11	0	0	7	17	18	2	58
Unknown	0	0	0	0	0	0	1	0	1
TOTAL	3,003	248	128	19	1,332	5,034	4,403	410	14,577

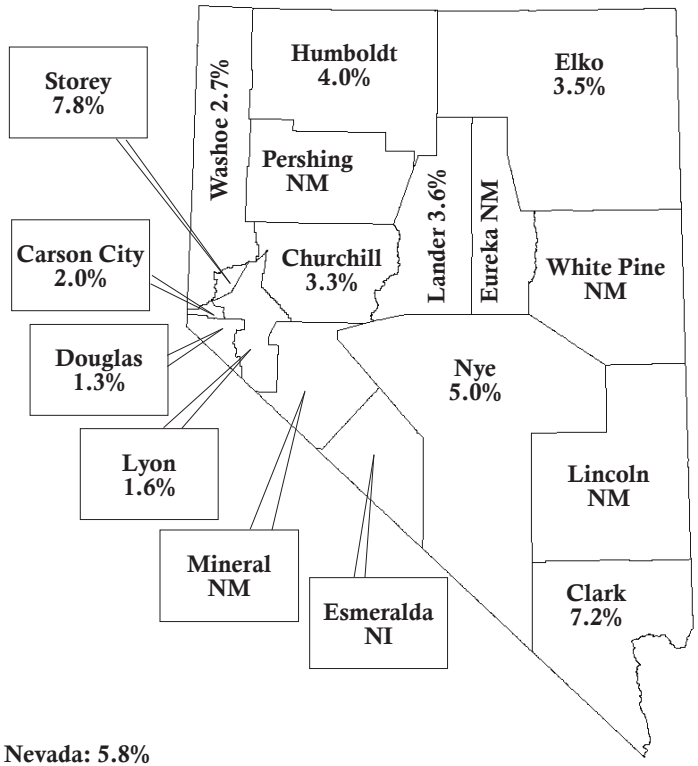
Source: Office of the State Treasurer, Millennium Scholarship Program, 2005.

High School Dropouts and Graduation

Definition

Dropouts are students who had withdrawn from school after the first day of fall enrollment, or who had completed the previous school year, but did not return for the start of the new school year.[1]

Nevada Dropout Rate by School District: 2003-2004



Nevada: 5.8%

Note: NI = No Instruction and NM = Not Meaningful—percentages are not calculated for groups with less than 10 observations.
Source: Nevada Department of Education, 2005, *2004-2005 State Accountability Comprehensive Report*, available online at: <http://www.nevadareportcard.com> as of 9/2/05.

Nevada

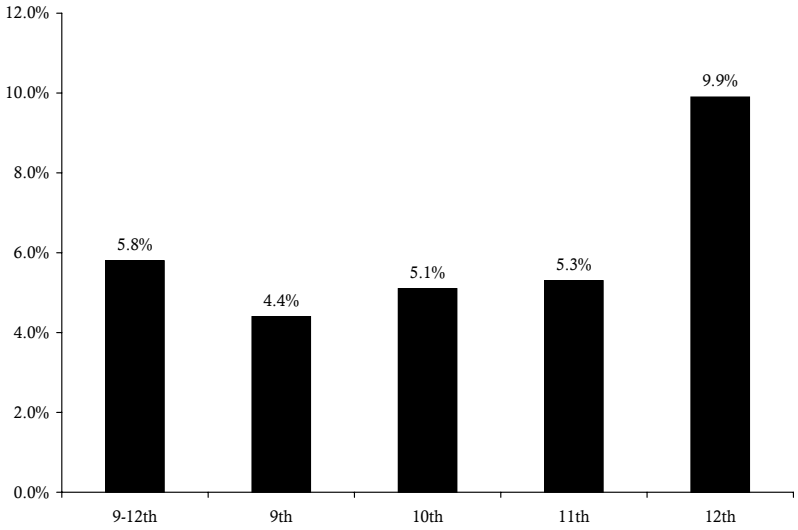
Nevada's dropout rate for grades 9 through 12 decreased from 6.0 percent in 2002-2003 to 5.8 percent in 2003-2004. The graduation rate (high school, adjusted, and adult-diploma count divided by a total 12-grade enrollment count) was 81.1 percent.[2] Of the racial/ethnic categories, Hispanics had the highest percentage of high school dropouts followed by blacks (African Americans), Native Americans/Alaskan Natives, whites, and Asians/Pacific Islanders. Twelfth graders were more likely to leave school than students in grades 9 through 11; and males were more likely to drop out than were females.

School Districts

Among the 11 school districts in Nevada for which reliable dropout rates could be calculated, the percentage of students in grades 9 through 12 who dropped out of school during the 2003-2004 school year ranged from a low of 1.3 in Douglas County to a high of 7.8 in the Storey County. Clark County, the state's largest school district with 115,264 students enrolled in secondary school, saw its dropout rate decrease slightly over the previous year from 7.6 to 7.2.

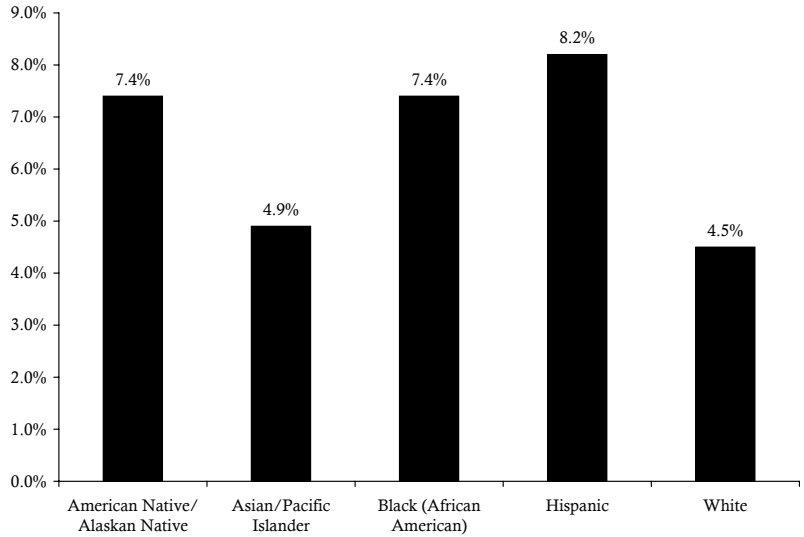
High School Dropouts and Graduation Continued

Nevada Dropout Rates by Grade: 2003-2004



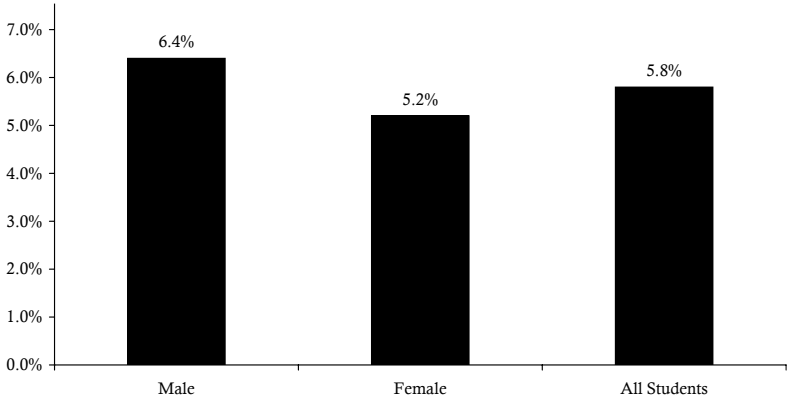
Source: Nevada Department of Education, 2005, *2004-2005 State Accountability Comprehensive Report*, available online at: <http://www.nevadareportcard.com> as of 9/26/05.

Nevada Dropout Rates by Race/Ethnicity: 2003-2004



Source: Nevada Department of Education, 2005, *2004-2005 State Accountability Comprehensive Report*, available online at: <http://www.nevadareportcard.com> as of 9/26/05.

Nevada Dropout Rates by Gender: 2003-2004



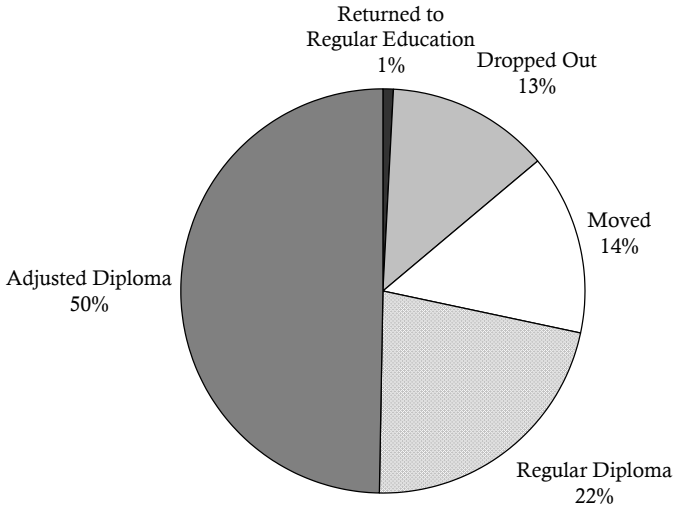
Source: Nevada Department of Education, 2005, *2004-2005 State Accountability Comprehensive Report*, available online at: <http://www.nevadareportcard.com> as of 9/26/05.

Special Education

Definition

"'Special education' means instruction designed to meet the unique needs of a pupil with a disability."[1]

Percentage of Special Education Students Ages 17, 18, and 19 Exiting Special Education in Nevada: 2003-2004



Source: Legislative Counsel Bureau, Fiscal Analysis Division and Research Division, August 2005, *2005 Nevada Education Data Book*, available online at: <http://www.leg.state.nv.us/lcb/research/EducationDataBook/2005/2005EducationDataBook.pdf> as of 9/2/05.

Nevada

On December 1, 2004, 47,015 children ages 3 to 21 were enrolled in special education. By far, the most prevalent disability among Nevada students was a learning disability.

School Districts

Clark and Washoe county school districts had the highest numbers of students enrolled in special education (30,934 and 8,109, respectively).

Special Education Continued

Enrollment of Special Education Students Ages 3-21 in Nevada by Disability Categories: December 1, 2004

District	*Mentally*	*Aurally*	*Speech*	*Visually*	*Emotionally*	*Orthopedically Impaired*	*Other Health Impaired*	*Learning Disabled*	*Deaf/ Blind*	*Multiple*	*Autistic*	*Traumatic Brain Injured*	*Developmentally Delayed*	*Total*
Carson City	32	26	248	3	54	19	84	684	0	17	23	1	48	1,239
Churchill	31	10	112	2	32	5	41	449	0	4	19	4	61	770
Clark	1,399	351	5,378	116	1,594	288	1,468	16,409	6	733	1,136	140	1,916	30,934
Douglas	34	10	211	5	27	6	92	458	0	12	28	3	34	920
Elko	65	7	202	6	15	6	34	733	0	19	17	5	45	1,154
Esmeralda	0	0	0	0	0	0	0	8	0	0	0	0	0	8
Eureka	1	0	6	0	0	0	0	22	0	0	0	0	0	29
Humboldt	14	4	66	0	7	9	4	320	0	3	11	1	60	499
Lander	7	0	14	0	2	2	5	84	0	1	7	1	24	147
Lincoln	9	0	22	0	6	1	0	58	0	0	3	1	9	109
Lyon	48	17	226	10	47	4	100	544	0	20	31	7	168	1,222
Mineral	5	1	33	0	7	1	12	71	0	0	3	2	1	136
Nye	39	3	127	4	84	4	71	631	0	14	12	1	154	1,144
Pershing	7	1	16	1	0	5	6	112	1	2	0	1	22	174
Storey	4	1	16	0	8	1	3	72	0	0	3	0	6	114
Washoe	410	116	1,097	39	324	49	746	4,478	0	129	159	41	521	8,109
White Pine	4	2	57	1	0	0	10	118	0	5	2	3	16	218
NYTC*	0	0	0	0	13	0	4	22	0	0	0	0	0	39
SCS**	2	0	0	0	4	0	4	39	0	0	1	0	0	50
NEVADA	2,111	549	7,831	187	2,224	400	2,684	25,312	7	959	1,455	211	3,085	47,015

*NYTC = Nevada Youth Training Center.
**SCS = State Charter Schools.
Source: Nevada Department of Education, March 2005, "Student Bulletin and Licensed Personnel Information," *Research Bulletin*, Volume 46.

Special Programs

Enrollment of Nevada Students in Special Programs: 2004-2005

	*IEP**		*LEP***		*FRL****		*Migrant*****	
School District	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*
Carson City	1,081	12.6	1,599	18.6	2,731	31.8	40	0.5
Churchill	713	16.0	194	4.3	1,493	33.5	67	1.5
Clark	30,408	10.8	59,092	21.0	124,678	44.4	24	0.0
Douglas	821	11.5	398	5.6	1,402	19.6	NM	NM
Elko	1,096	11.4	597	6.2	3,057	31.7	NM	NM
Esmeralda	NM	NM	NM	NM	41	60.3	NM	NM
Eureka	27	11.6	NM	NM	71	30.5	NM	NM
Humboldt	419	12.2	267	7.8	1,234	36.0	49	1.4
Lander	149	11.9	27	2.2	271	21.7	NM	NM
Lincoln	78	9.1	NM	NM	352	40.9	NM	NM
Lyon	1,018	12.7	381	4.8	3,085	38.5	46	0.6
Mineral	136	18.5	NM	NM	339	46.1	NM	NM
Nye	1,037	17.8	306	5.2	2,614	44.8	47	0.8
Pershing	174	21.8	98	12.3	317	39.8	NM	NM
Storey	55	11.6	NM	NM	22	4.6	NM	NM
Washoe	7,969	12.9	8,591	13.9	22,241	36.0	113	0.2
White Pine	193	13.2	NM	NM	410	28.1	NM	NM
Charter Schools	449	11.6	224	5.8	713	18.5	NM	NM
NEVADA	45,831	11.5	71,781	18.0	165,071	41.3	406	0.1

*Students with disabilities.
**Students with limited English proficiency.
***Students qualifying for free/reduced lunch.
****Students qualifying for the Migrant Program, part of Title I (Part C), whose purpose is to "support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves," Ed.gov, U.S. Department of Education Web site, Elementary & Secondary Education, Part C—Education of Migratory Children, available online at: <http://www.ed.gov/policy/elsec/leg/esea02/pg8.html> as of 4/17/06.
Source: Nevada Department of Education, 2005, *2004-2005 State Accountability Comprehensive Report*, available online at: <http://www.nevadareportcard.com> as of 9/2/05.

Head Start

Definition

"Head Start is a national program which provides comprehensive developmental services for America's low-income, pre-school children ages three to five and social services for their families."[1]

U.S. Head Start Statistics: Fiscal Year 2004

Head Start Characteristics	*Number*
Enrollees	905,851
Average cost per child	$7,222
Grantees	1,604
Classrooms	48,260
Centers	20,050
Paid staff	211,950
Volunteers	1,353,000
Enrollment Composition	***Percent***
By Age	
Number of 5-year-olds and older	5.0
Number of 4-year-olds	52.0
Number of 3-year-olds	34.0
Number under 3 years of age	9.0
By Racial/Ethnic Composition	
Hispanic	31.2
Black (African American)	31.1
White	26.9
American Indian/Alaska Native	3.1
Asian	1.8
Hawaiian/Pacific Islander	0.9
Multiracial/Other	5.0

Source: U.S. Department of Health & Human Services, Administration for Children & Family Services, 2005, "Head Start Program Fact Sheet Fiscal Year 2004," available online at: <http://www.acf.hhs.gov/programs/hsb/research/2005.htm> as of 5/9/2005.

Nevada

Nevada Head Start served 3,764 children in 2004. (See the following page.) Of the 3,561 children whose type of household was identified, 44.7 percent lived in single-parent households. Nearly one half (49.1 percent) of the children were Hispanic/Latino.

Region

The regional grantees funded through Region IX were:

- Little People's Head Start & Early Head Start—Ely
- Northeastern Head Start & Early Start—Elko, Wells, Jackpot
- UNR Early Head Start—Reno
- Community Services Agency (CSA) Head Start—Reno, Sparks, Fernley, Fallon, Silver Springs
- EOB Head Start & Early Head Start—Las Vegas, North Las Vegas, Henderson

The Tribal grantees funded through Region XI were:

- Reno Sparks Indian Colony Head Start—Reno, Hungry Valley
- Washoe Tribe Head Start—Carson City, Gardnerville, Markleeville (sometimes)
- Inter-Tribal Council of Nevada Head Start—Sparks, Elko, Fallon, Lovelock, McDermitt, Moapa, Owyhee, Nixon, Wadsworth, Susanville, Shurz, Yerington[2]

Head Start Continued

Nevada Head Start Statistics: 2004

Indicator	*Regional Grantees*	*Tribal Grantees*	*Total*	*Indicator*	*Regional Grantees*	*Tribal Grantees*	*Total*
Total Enrollment				**Primary Health Care**			
Funded enrollment	2,754	381	3,135	Needing medical treatment	799	34	833
Total children served	3,374	390	3,764	Receiving medical treatment	379	29	408
Race/Ethnicity				Up-to-date on age appropriate care*	2,753	313	3,066
American Native/Native Alaskan	46	273	319	Medical home at enrollment	1,849	339	2,188
Asian	47	3	50	Medical home at end of program year	2,875	373	3,248
Black or African American	745	2	747	**Dental Care**			
Hispanic/Latino origin	1,790	57	1,847	Dental home at enrollment	1,849	335	2,184
Native Hawaiian/Pacific Islander	30	0	30	Dental home at end of program year	2,875	359	3,234
White	564	55	619	Receiving professional dental exam	2,582	345	2,927
Biracial or multiracial	137	0	137	Number who had preventative care**	2,122	90	2,212
Other	15	0	15	Needing dental treatment	1,302	139	1,441
Enrollment by Primary Language				Received dental treatment	720	42	762
English	1,945	352	2,297	**Mental Health**			
Spanish	1,398	38	1,436	Referred for mental-health services	50	11	61
Mid East/South Asian	8	0	8	Received mental-health services	32	9	41
East Asian	14	0	14	Health Insurance			
Native North American	1	0	1	Health insurance at enrollment	1,813	345	2,158
Pacific Island	7	0	7	Health insurance at end of program year	2,336	379	2,715
African	1	0	1	**Staff, Centers, and Volunteers**			
Type of Household				Number of staff	678	93	771
Two-parent homes	1,759	210	1,969	Number of centers	41	15	56
Single-parent homes	1,462	130	1,592	Number of volunteers	3,249	249	3,498

*Preventative and primary care.
**For those who had had a dental exam.
Source: Nevada Head Start Collaboration Office, 2005.

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2. CBER calculations based on data in Nevada Department of Education, March 2005, "Student Enrollment and Licensed Personnel Information," *Research Bulletin*, Volume 46.

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1. U.S. Department of Education, National Center for Education Statistics, July 2001, "Homeschooling in the United States: 1999," by Stacey Bielick, Kathryn Chandler, and Stephen P. Broughman, *Statistical Analysis Report*, p. iv, NCES 2001-033, available online at: <http://nces.ed.gov/pubs/2001/2001033.pdf> as of 9/7/05.

2. Office of the State Treasurer, Millennium Scholarship Program, electronic fax, September 21, 2005.

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1. Nevada Department of Education, Assessment, Program Accountability, and Curriculum, "Guidelines for the Nevada Proficiency Examination Program: 2005-2006," available online at: <http://www.doe.nv.gov/statetesting/hsprofexam.attachment/303332/Tab_1_Introduction_and_Overview_2005_9[1].15.05.pdf> as of 2/22/06.

2. Nevada Department of Education, Assessment, Program Accountability, and Curriculum, "HSPE Pamphlet (Word)," available online at: <http://www.doe.nv.gov/statetesting/hsprofexam.attachment/301340/HSPEbrochure04-05-1.doc> as of 4/26/06.

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1. "Governor Guinn Millennium Scholarship Fact Sheet," available online at: <http://nevadatreasurer.gov/documents/Millennium/2006%20Fact%20Sheet.pdf> as of 2/13/06.

2. Susan Moore, Director, Millennium Scholarship Program, fax correspondence 9/21/05.

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1. Nevada Department of Education, March 2003, *Nevada Public School Dropouts: School Year 2001-2002,* by Orval K. Nutting.

2. CBER calculations based on data in Nevada Department of Education, 2005, *2004-2005 State Accountability Comprehensive Report*.

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1. "Special Instructional Services and Programs, Nevada Administrative Code chapter 388," (NRS 388.520), available online at: <http://www.leg.state.nv.us/nac/NAC-388.html#NAC388Sec520> as of 2/12/04.

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2. Kathleen Biagi, Director, Head Start State Collaboration Office, Child Care Development, Welfare Division, fax correspondence, 7/27/05.

Child and Youth Safety/Welfare

Sonya Douglass Horsford, Doctoral Candidate,
UNLV Department of Educational Leadership

I've always loved school. In fact, my insatiable quest for knowledge has resulted in what appears to be an extensive postsecondary life organized according to course catalogs and registration deadlines.

Since my parents had much to do with this passion for knowledge, I consulted them in my attempt to reflect on my most memorable teacher.

As I anticipated, with great fondness and a hint of nostalgia, they recounted their long-ago interactions with my first-grade teacher from Mountain View Elementary School—Ms. Deborah Powell.

"She was always very supportive of you and recommended that you skip a grade," my father explained. Although my parents decided against it, I believe we were all impacted by Ms. Powell's high expectations for my academic success, which forever reinforced my desire to enjoy and excel in school.

Her genuine affection for her students was evidenced by her bright smiles and well-deserved stern looks issued according to our behavior. Beautiful, smart, and refined, I looked up to her with great admiration as I still do today.

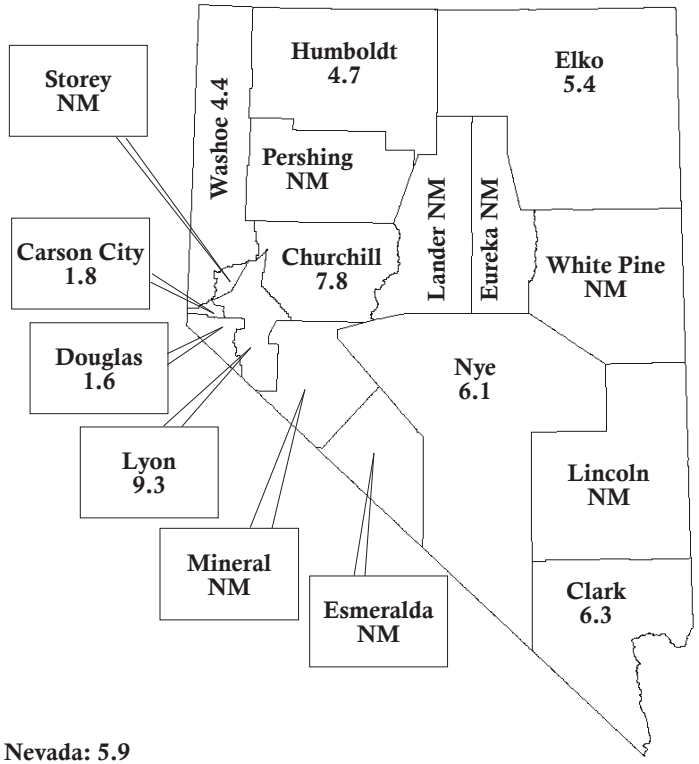
As a kid, Ms. Powell made me feel as though I counted—that I mattered. And I hope she knows how much she mattered to me.

Infant Mortality

Definition

The Infant Mortality Rate measures the number of babies who die during their first year of life per 1,000 live births. The data are reported by county of residence, rather than place of death.

Nevada Infant Mortality Rate: 2002-2004
(Per 1,000 live births)



Nevada: 5.9

Note: NM = Not Meaningful. Calculated rates based on very small numbers are not statistically reliable. Rates are not shown for counties with less than 600 births. See County Data: 2004 for numbers.
Source: CBER calculations from Nevada Department of Human Resources data, Health Division, Bureau of Health Planning and Statistics, 2005.

Nevada

Between 2002 and 2004, the infant mortality rate in Nevada was 5.9 per 1,000 live births. Of the 101,174 babies born during this period, 598 died before they reached their first birthday.

Counties

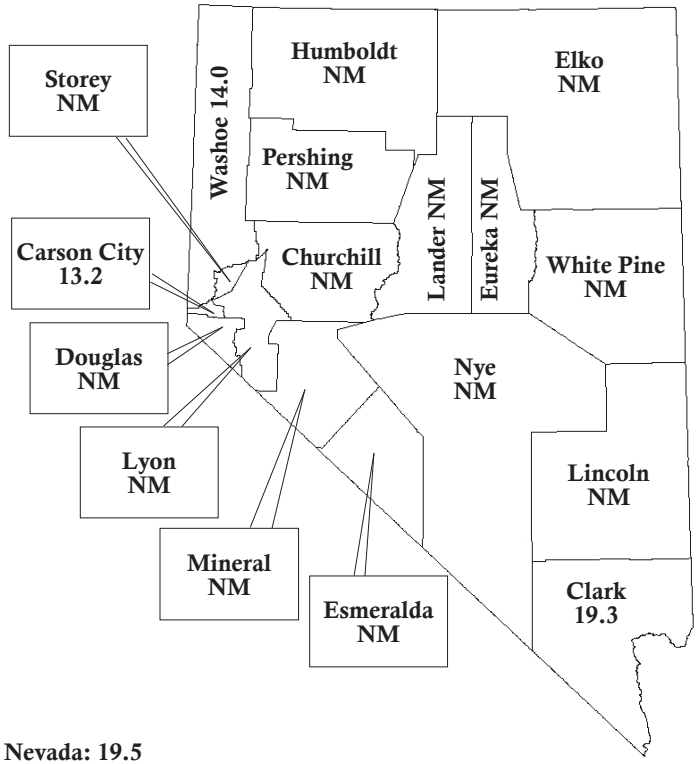
The infant mortality rate ranged from a low of 1.6 in Douglas County to a high of 9.3 in Lyon County. Statistically reliable rates could not be calculated for eight counties due to a low number of births between 2002 and 2004.

Child Deaths

Definition

The Child Death Rate is the number of deaths (from all causes) of children between the ages of 1 and 14, per 100,000 children. The data are reported by the child's county of residence, rather than by place of death.

Nevada Child Death Rate: 2002-2004
(Per 100,000 children ages 1-14)



Nevada: 19.5

Note: NM = Not meaningful. Only rates for counties with an age-specific population of 10,000 or more are shown. See County Data: 2004 for numbers.
Source: CBER calculations from Nevada Department of Human Resources data, Health Division, Bureau of Health Planning and Statistics, 2005.

Nevada

Between 2002 and 2004, the child death rate in Nevada was 19.5 per 100,000 children. During this period 264 children between the ages of 1 and 14 died.

Counties

Of the three counties for which reliable rates could be calculated, Clark County had the highest child death rate, 19.3. Statistically reliable rates could not be calculated for the remaining 14 counties due to small population numbers children ages 1 to 14. The rate of the combined 14 counties was 30.0.

Child Deaths Continued

Causes of Child Death (Ages 1-14 in Nevada: 2004)

Region of Residence	*Accidents*	*Malignant Neoplasms (Cancer)*	*Assault (Homicide) and Legal Intervention*	*All Others*	*Total*
Clark	21	5	6	34	66
Washoe	5	0	0	8	13
Rest of State	8	1	0	5	14
NEVADA	34	6	6	47	93

Source: Nevada Department of Human Resources, Health Division, Bureau of Health Planning and Statistics, 2005.

Child/Youth Deaths (Ages 1-14) in the U.S. by the Leading Causes: 2003

Cause of Death	*Number*
All causes	11,841
Accidents (unintentional injuries)	4,240
Motor-vehicle accidents	2,183
All other accidents	2,058
Malignant neoplasms	1,443
Congenital malformations, deformations, and chromosomal abnormalities	884
Assault (homicide)	652
Diseases of heart	438
Influenza and pneumonia	285
Intentional self-harm (suicide)*	255
Septicemia	159
Chronic lower respiratory disease	154
In situ neoplasms, benign neoplasms, and neoplasms of uncertain or unknown behavior	129
Certain conditions originating in the perinatal period*	76
All other causes (residual)	3,126

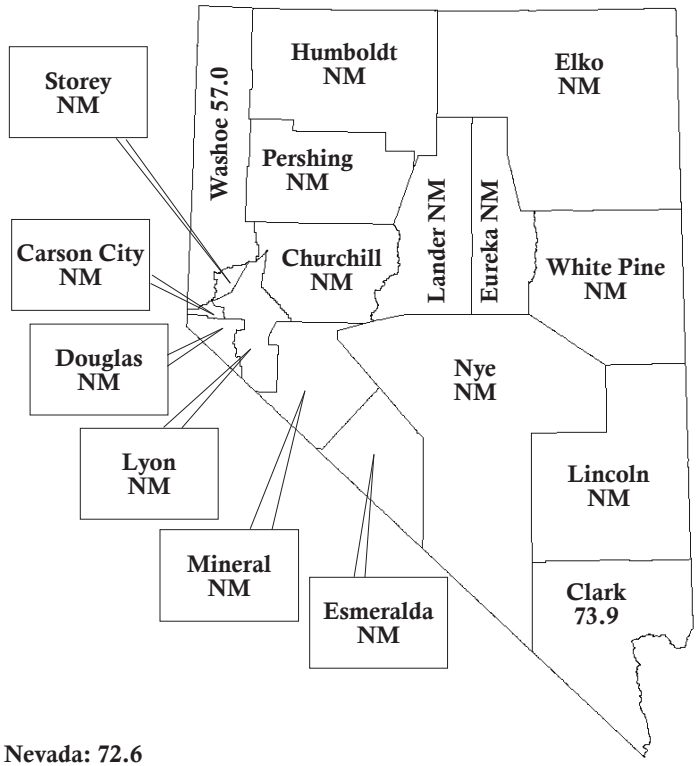
*Numbers represent sums for top ten leading causes of death in the 1- to 4-year and 5- to 14-year-age category. Suicide and conditions originating in the perinatal period apply only to the 5- to 14-year-age category and 1- to 4-year-age category, respectively.
Note: "Figures are based on weighted data rounded to the nearest individual, so categories may not add to totals."
Source: Centers for Disease Control and Prevention, February 28, 2005, "Table 7, Deaths and Death Rates for the 10 Leading Causes of Death in Specified Age Groups: United States, Preliminary 2003," by Donna L. Hoyert, Hsiang-Ching Kung, and Betty L. Smith, *National Vital Statistics Reports*, Vol. 53, No. 15, available online at: <http://www.cdc.gov/nchs/data/nvsr/nvsr53/nvsr53_15.pdf> as of 5/18/05.

Teen Deaths

Definition

The Teen Death Rate is the number of deaths (from all causes) per 100,000 teens, ages 15 to 19. The data are reported by the youths' county of residence, rather than by place of death.

Nevada Teen Death Rate: 2002-2004
(Per 100,000 children ages 15-19)



Nevada: 72.6

Note: NM = Not Meaningful. Only rates for counties with an age-specific population of 10,000 or more are shown. See County Data: 2004 for numbers.
Source: CBER calculations from Nevada Department of Human Resources data, Health Division, Bureau of Health Planning and Statistics, 2005.

Nevada

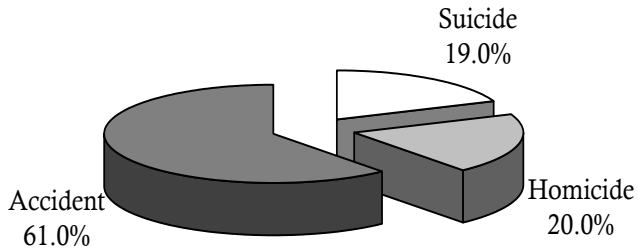
Nevada's teen death rate for 2002 to 2004 was 72.6 per 100,000 teens ages 15 to 19. Three hundred forty-eight teens died during this period. Accidents was, by far, the leading cause (57.6 percent) of violent deaths in 2004.

Counties

Two counties had an age-specific population of 10,000 or more that allowed for calculation of the teen death rate. For Clark and Washoe counties the teen death rates per 100,000 teens ages 15 to 19 were 73.9 and 57.0, respectively. The rate of the remaining 17 counties, each with an age-specific population under 10,000, was 84.5.

Teen Deaths Continued

Teen Violent Deaths (Ages 15-19) in Nevada by Cause: 2004



Source: CBER calculations from Nevada Department of Human Resources data, Health Division, Bureau of Health Planning and Statistics, 2005.

Suicidal Behavior of Nevada Students: 2003 and 2005

	2003		*2005*	
Behavior	***Middle School Percent***	***High School Percent***	***Middle School Percent***	***High School Percent***
In past year, felt so sad or hopeless almost every day for two or more weeks in a row that they stopped doing some usual activities	28.5	29.9	29.3	27.8
In past 12 months, seriously considered attempting suicide	16.4	18.1	17.5	16.1
In past 12 months, made a specific plan about how they would attempt suicide	NA	15.1	NA	15.0
In past 12 months, actually attempted suicide one or more times	10.8	8.8	12.5	8.7
Of those who attempted suicide in past 12 months, attempts resulted in injury, poisoning, or overdose that required treatment by a doctor or nurse	NA	33.2	NA	40.9

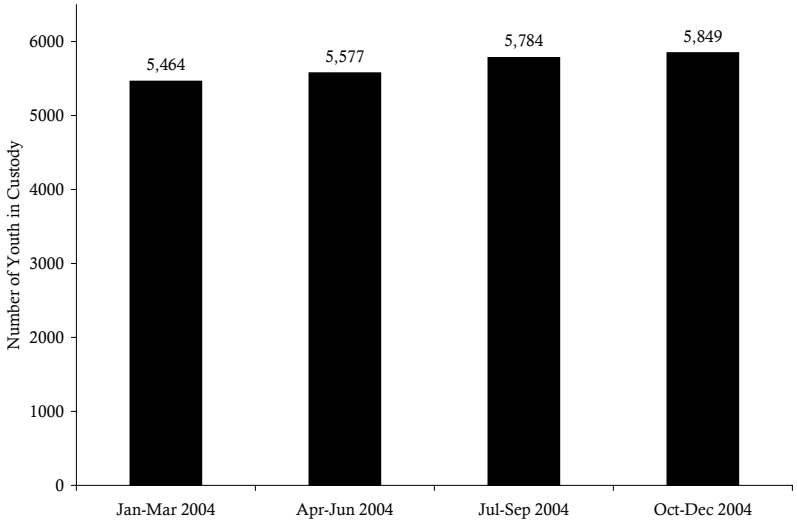
Note: NA = Not Applicable.
Source: Nevada State Department of Education, Office of Child Nutrition and School Health, Nevada Youth Risk Behavior Survey, 2003, 2005.

Substitute Care

Definition

Substitute Care involves temporary out-of-home placement for children found by a court to be in need of protection. Substitute care includes emergency shelter, foster family care (including placement with relatives), group-home care, therapeutic foster care, respite care, residential treatment care (both in-home and out-of-state), and independent living services (transitional services for youth who are age 18 at the time they leave foster care). These services may be provided through contract or community placement.[1]

Number of Nevada Youth in Custody Statewide: Calendar Year 2004, Point in Time*



*Information about children/youth on a given day.
Source: State of Nevada Department of Human Resources, Division of Child and Family Services, March 2005, *2003-2004 Biennial Report*, available online at: <http://nv.gov/Newsletters/2005/DCFS2003-2004BiennialReport.pdf> as of 5/19/05.

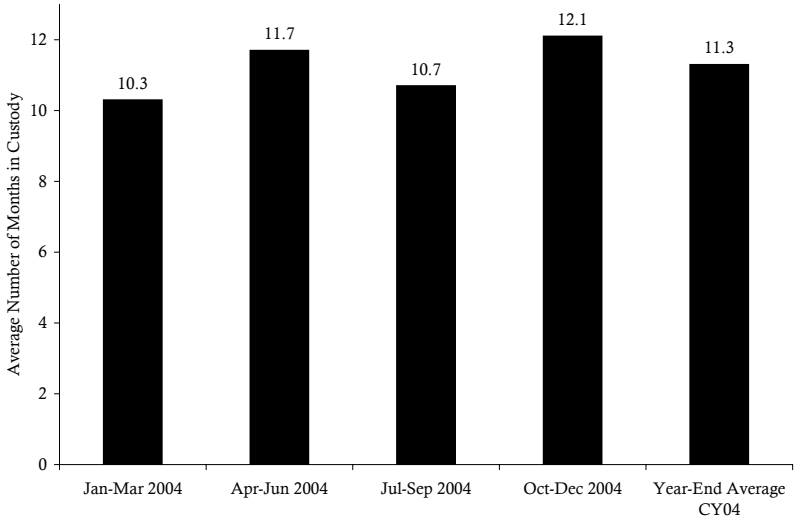
Nevada

The figure at the left displays "the number of children in out-of-home placements during any given quarter of calendar year 2004."[2] Point-in-time data (information about children/youth on a given day) for October to December 2004 show that 5,849 youth were in the legal custody of the state or county (out-of-home placements). On average, children stayed in out-of-home care 11.3 months.

On a given day in December 2004, 1,267 foster-care and 190 relative foster-care licenses were issued. See pages 76 and 77, respectively.

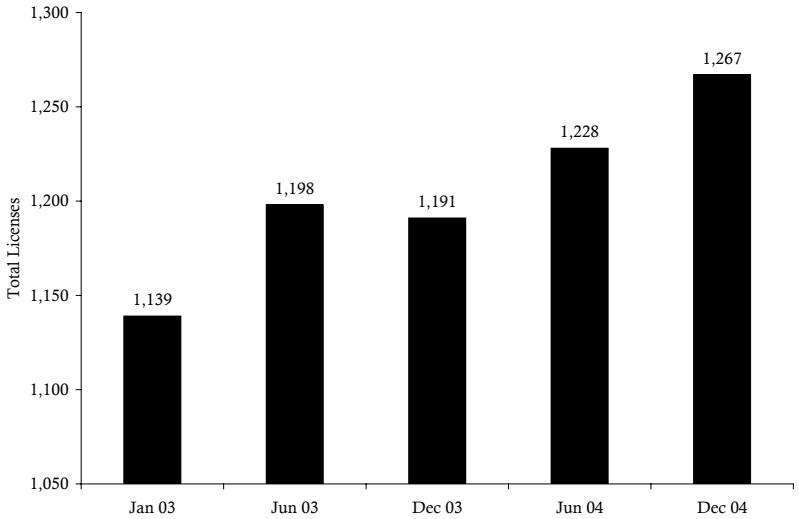
Substitute Care Continued

Average Number of Months Nevada Children Stay in Custody: Calendar Year 2004



Source: State of Nevada Department of Human Resources, Division of Child and Family Services, March 2005, *2003-2004 Biennial Report*, available online at: <http://nv.gov/Newsletters/2005/DCFS2003-2004BiennialReport.pdf> as of 5/19/05.

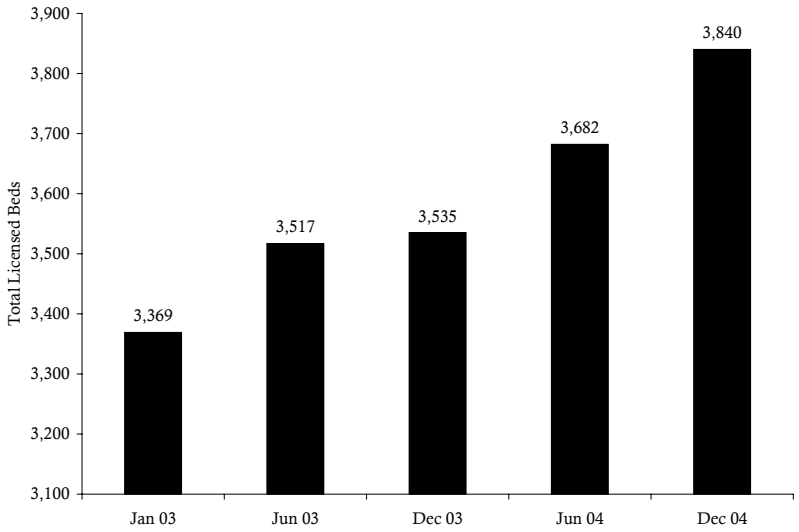
Total Foster-Care Licenses* in Nevada: 2003 and 2004**



*"Foster care licenses include resource families who are providing foster care, emergency shelter care, group (higher level) care, interstate compact, and adoption."
**Point-in-time data, information about children/youth on a given day.
Source: State of Nevada Department of Human Resources, Division of Child and Family Services, March 2005, *2003-2004 Biennial Report*, p. 16, available online at: <http://nv.gov/Newsletters/2005/DCFS2003-2004BiennialReport.pdf> as of 5/19/05.

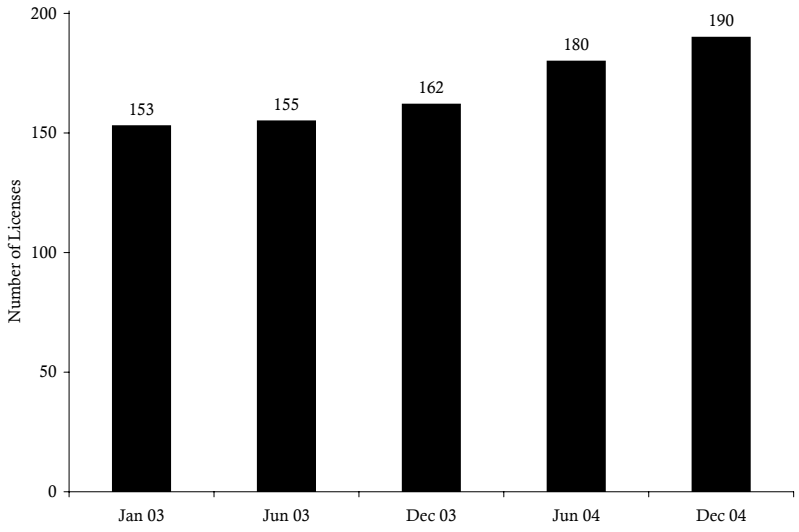
Substitute Care Continued

Total Licensed Foster-Care Beds in Nevada: 2003 and 2004*



*Point-in-time data, information about children/youth on a given day.
Source: State of Nevada Department of Human Resources, Division of Child and Family Services, March 2005, *2003-2004 Biennial Report*, available online at: <http://nv.gov/Newsletters/2005/DCFS2003-2004BiennialReport.pdf> as of 5/19/05.

Number of Relative* Foster-Care Licenses in Nevada: 2003 and 2004**



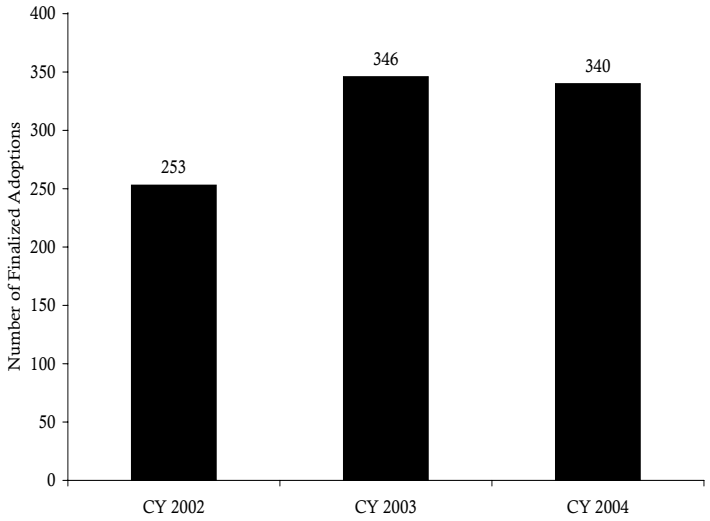
*Kinship care. Could include a(n) noncustodial parent, aunt, uncle, or grandparent.
***Point-in-time data, information about children/youth on a given day.
Source: State of Nevada Department of Human Resources, Division of Child and Family Services, March 2005, *2003-2004 Biennial Report*, available online at: <http://nv.gov/Newsletters/2005/DCFS2003-2004BiennialReport.pdf> as of 5/19/05.

Adoption

Definition

Adoption is a service provided for children who cannot be reared by their birth parents and who need and can benefit from new and permanent family ties established through legal adoption.[1]

Finalized Adoptions in Nevada by Calendar Year: 2002-2004



Source: State of Nevada Department of Human Resources, Division of Child and Family Services, March 2005, *2003-2004 Biennial Report*, available online at: <http://nv.gov/Newsletters/2005/DCFS2003-2004BiennialReport.pdf> as of 5/19/05.

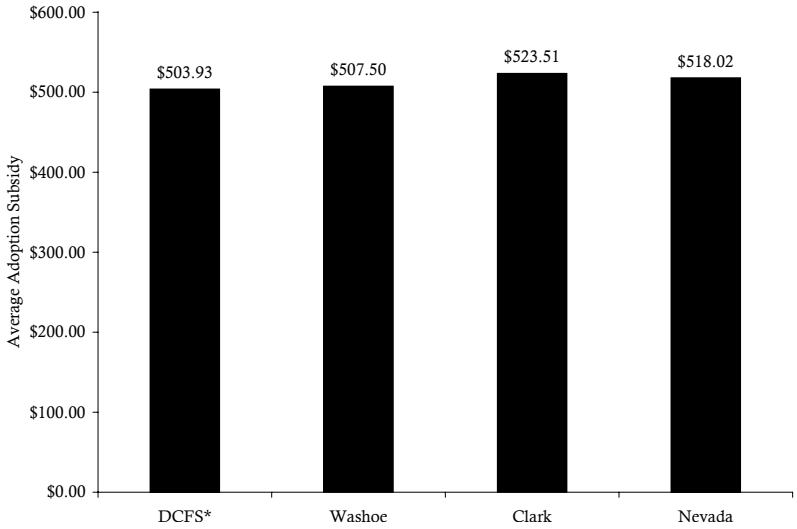
Nevada

During calendar year 2004, 340 adoptions were finalized, a significant increase from 2002.

Fourth-quarter 2004 data show that 1,684 children received adoption subsidies (financial assistance), a statewide average of $518.02 a month.

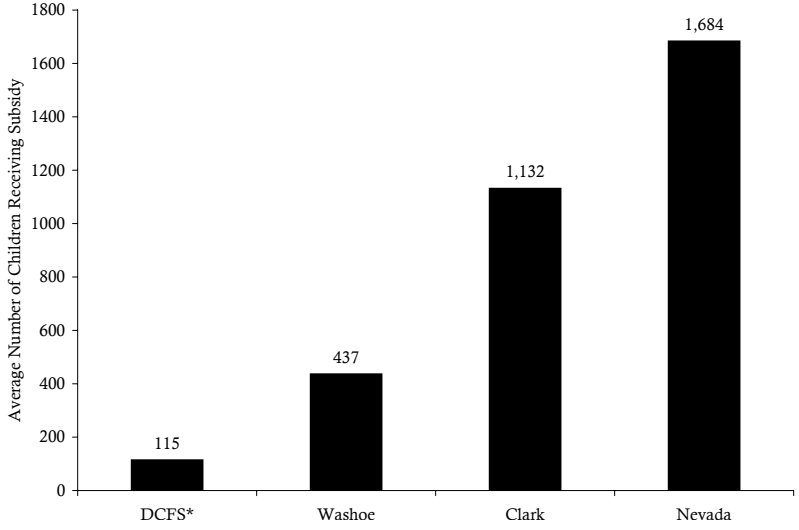
Adoption Continued

Average Adoption Subsidy in Nevada: Fourth-Quarter 2004



*Division of Child and Family Services.
Source: State of Nevada Department of Human Resources, Division of Child and Family Services, March 2005, *2003-2004 Biennial Report*, available online at: <http://nv.gov/Newsletters/2005/DCFS2003-2004BiennialReport.pdf> as of 5/19/05.

Average Number of Children in Nevada Receiving Adoption Subsidy: Fourth-Quarter 2004



*Division of Child and Family Services.
Source: State of Nevada Department of Human Resources, Division of Child and Family Services, March 2005, *2003-2004 Biennial Report*, available online at: <http://nv.gov/Newsletters/2005/DCFS2003-2004BiennialReport.pdf> as of 5/19/05.

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2. State of Nevada Department of Human Resources, Division of Child and Family Services, March 2005, *2003-2004 Biennial Report*, p. 14, available online at: <http://nv.gov/Newsletters/2005/DCFS2003-2004BiennialReport.pdf> as of 5/19/05.

Adoption

1. Department of Human Resources, Nevada Division of Child & Family Services, "Adoption Definitions (A--I)," available online at: <http://dcfs.state.nv.us/DCFS-OLD-Site/page54.html> as of 2/10/06.

Sheila Leslie, Nevada Assemblywoman, Washoe County, Nevada

His picture, in black and white in our 1969 yearbook at Pacific Grove Junior High, shows a man about my age now, with black pointed glasses about a decade out of style. He is identified as "Mr. Plowman-Mathematics," but his elegant longhand above the picture in faded blue ink says E. L. Plowman. I'm sure I didn't know his first name or imagined he had one.

Mr. Plowman loved math. He shared that love through intricate games he devised to keep us interested in learning. He paid special attention to the girls, encouraging us to transition to eighth-grade algebra to get a head start on high school math. Several of my friends took to math as strongly as he did, but my math took a turn for the worse in the last half of eighth grade. In fact, after geometry in ninth grade, I never took another math class again, managing to get through college with a class in logic. I know this bothered Mr. Plowman a great deal because when I would see him in subsequent years, he always wanted to know what would have kept me engaged in his favorite subject. He took my education personally.

As anyone who has grown up in a small town knows, everything is more personal. Mr. Plowman's son served in Vietnam and went missing in March of 1967. By the time I met him that fall, he wore his grief deeply, stoically. He would talk about it at times in Home Room, whenever another local boy was killed or injured or shot down. He was the first to bring POW/MIA bracelets to school to show us how we could bear witness. I wore the silver bracelet honoring Mr. Plowman's son for years, until the metal snapped one day when I was body surfing at Lovers Point. I felt I had lost my touchstone.

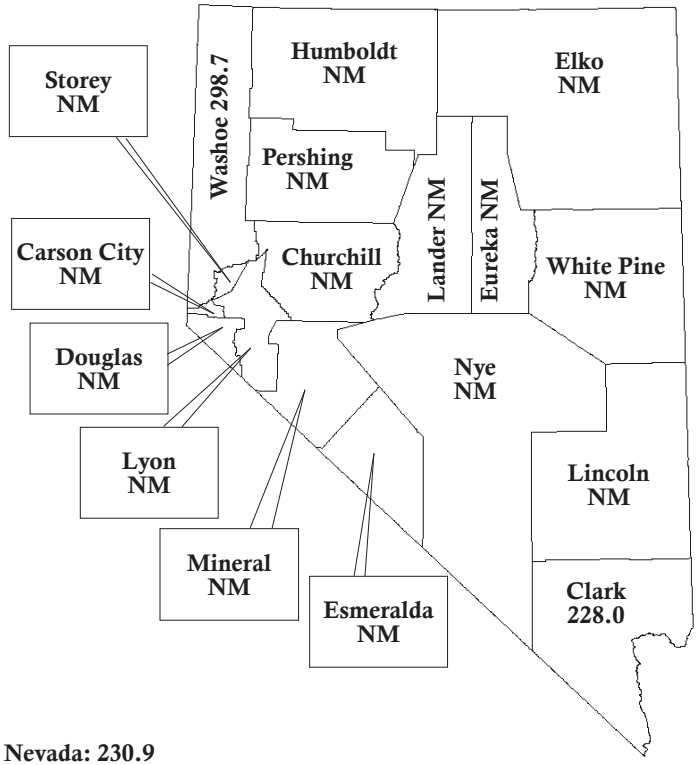
To this day, whenever I visit the Vietnam Veterans Memorial, I find the name of Lt. James Plowman on the Wall, MIA, 3-24-67. When I touch the engraving, I honor Lt. Plowman whom I never knew, and I honor my math teacher, E. L. Plowman, who encouraged us to learn our math, go to college, and contribute to the world.

Juvenile Crime

Definition

The Juvenile Violent Crime Arrest Rate measures the rate at which youths (per 100,000) between the ages of 10 and 17 are arrested for violent crimes. In Nevada, juvenile violent crime includes murder, nonnegligent manslaughter, rape, robbery, and aggravated assault.

Nevada Average Juvenile Violent Crime Arrest Rate: 2002-2004 (Per 100,000 youths ages 10-17)



Nevada: 230.9

Note: NM = Not meaningful. Only rates for counties with an age-specific population of 10,000 or more are shown. See County Data: 2004 for numbers.
Source: CBER calculations from Nevada Department of Motor Vehicles and Public Safety data, Nevada Highway Patrol Records and Identification Services, 2005.

Nevada

The juvenile violent crime arrest rate from 2002 to 2004 was 230.9 arrests per 100,000 youths ages 10 to 17. During this period there were 1,771 juvenile violent crime arrests.

Counties

Two counties, Washoe and Clark, had an age-specific population of 10,000 or more that allowed for calculation of the juvenile violent crime arrest rate. Their rates were 298.7 and 228.0, respectively. The combined rate of the remaining 17 counties was 168.4.

Juvenile Crime Continued

Number of Nevadans Ages 17 and under Referred by Age Category: 2001-2004

Age Category	*Number of Persons Referred*			
	2001	*2002*	*2003*	*2004*
Under 10	280	236	236	172
10-12	2,079	1,888	1,796	1,526
13-14	6,092	5,696	5,567	5,142
15	5,118	4,450	4,249	4,141
16	5,556	5,142	4,790	4,820
17	6,113	6,375	6,030	5,834
TOTAL	25,238	23,787	22,668	21,635

Note: Data are from the police departments' and sheriffs' offices. Nevada Division of Investigations (NDI) Drug, Nevada Highway Patrol (NHP) Drug, and Driving under the Influence (DUI) arrest totals are not included.
Source: Nevada Department of Public Safety, 2005, *2004 Crime and Justice in Nevada*.

Juvenile Violent Crime Referrals of Nevadans Ages 17 and under by Gender and Race: 2004

	Sex		*Race*			
Offense	*M*	*F*	*White*	*Black**	*NA/AN***	*A/PI****
Murder	14	9	18	4	0	1
Manslaughter by negligence	7	10	15	1	0	1
Forcible rape	36	0	30	5	1	0
Robbery	171	15	64	119	2	1
Aggravated assault	233	85	236	70	5	7
TOTAL	461	119	363	199	8	10
PERCENT	79.5	20.5	62.6	34.3	1.4	1.7

Note: Race totals may not match gender totals due to underreporting by submitting agencies.
*African American.
**Native American or Alaskan Native.
***Asian or Pacific Islander.
Source: Uniform Crime Reporting, Records and Identification Bureau, 2005.

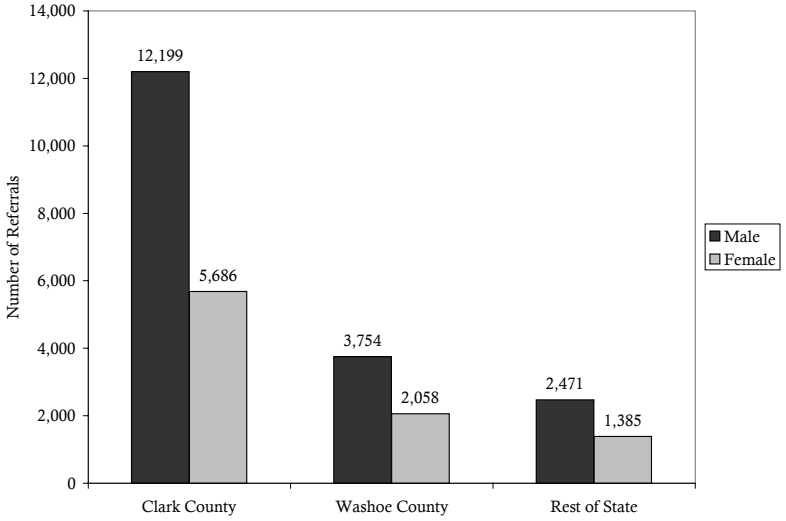
Juvenile Crime Continued

Total Number of Children and Youth Ages 10-17 Who Received Referrals* to the Nevada Juvenile Justice System by Racial/Ethnic Group and Gender: Fiscal Year 2005

Race/Ethnicity	*Clark*	*Washoe*	*Rest of State*
White	6,632	3,515	2,877
Black (African American)	4,736	467	110
American Indian	71	124	210
Hispanic	5,722	1,536	638
Asian & Pacific Islander	501	127	20
Other	223	0	0
Unknown	0	43	1
TOTAL	17,885	5,812	3,856

*Includes all juveniles that came into contact with the juvenile justice system and does not constitute referrals.
Source: Division of Child & Family Services, Juvenile Justice Programs Office, 2005.

Total Number of Children and Youth Ages 10-17 Who Received Referrals* to the Nevada Juvenile Justice System by County and Gender: Fiscal Year 2005



*Includes all juveniles that came into contact with the juvenile justice system and does not constitute referrals.
Source: Division of Child & Family Services, Juvenile Justice Programs Office, 2005.

Juvenile Crime Continued

County and Municipal Drug and Liquor Juvenile Referrals in Nevada by Age: 2004

	Drug Referrals		*Liquor Referrals*		*Total Drug and Liquor Referrals*
Age Category	*Sales & Manufacturing*	*Possession*	*DUI**	*Liquor Laws*	
Under 10	0	1	0	2	3
10-12	5	25	0	13	43
13-14	23	232	2	135	392
15	34	234	6	191	465
16	33	304	23	381	741
17	48	395	52	563	1,058
TOTAL JUVENILE ARRESTS	143	1,191	83	1,285	2,702
TOTAL ADULT ARRESTS	2,232	7,142	9,438	6,158	24,970
GRAND TOTAL ARRESTS	2,375	8,333	9,521	7,443	27,672

*Driving under the influence.
Source: Nevada Department of Public Safety, 2005, *2004 Crime and Justice in Nevada*.

Juvenile Crime Continued

Arrests* in Nevada by Offense and Age: 2004

Offense	*10-12 Years of Age*	*13-14 Years of Age*	*15 Years of Age*	*16 Years of Age*	*17 Years of Age*	*Total*	*Percent of All Arrests***
Murder	0	5	7	3	8	23	0.1
Manslaughter by negligence	3	5	3	3	3	17	0.1
Forcible rape	5	10	2	9	10	36	0.2
Robbery	4	31	33	44	74	186	0.9
Aggravated assault	31	70	63	74	80	318	1.5
Other assaults	257	526	376	359	361	1,879	8.8
Burglary	90	190	110	127	114	631	2.9
Larceny—Theft	349	968	647	691	825	3,480	16.2
Motor-vehicle theft	7	46	83	70	108	314	1.5
Arson	27	38	23	15	10	113	0.5
Forgery & Counterfeiting	0	1	2	5	9	17	0.1
Fraud	1	11	12	14	26	64	0.3
Embezzlement	0	0	0	6	24	30	0.1
Stolen property-buy, possess, receive	11	63	59	53	47	233	1.1
Vandalism	114	257	142	134	141	788	3.7
Weapons-carrying, possession, etcetera	43	97	71	65	106	382	1.8
Prostitution & Commercialized vice	0	9	22	35	77	143	0.7
Other sex offenses	17	33	19	16	22	107	0.5
Drug-abuse violations	30	255	268	337	443	1,333	6.2
Gambling	0	1	1	3	7	12	0.1
Offenses against family & children	1	5	16	19	18	59	0.3
Driving under the influence	0	2	6	23	52	83	0.4
Liquor laws	13	135	191	381	563	1,283	6.0
Drunkenness	3	16	16	17	48	100	0.5
Disorderly conduct	70	313	168	150	128	829	3.9
Vagrancy	0	4	4	8	13	29	0.1
All other offenses (except traffic)	288	1,066	832	965	1,024	4,175	19.5
Suspicion	2	22	13	14	17	68	0.3
Curfew and loitering-law violations	98	607	644	885	1,244	3,478	16.2
Runaway	62	356	308	295	232	1,253	5.8
TOTAL	1,526	5,142	4,141	4,820	5,834	21,463	100.0

*"The UCR Program procedures require that an arrest be counted on each separate occasion a person is taken into custody, notified or cited. Annual arrest figures do not measure the number of individuals arrested since one person may be arrested several times during the year for the same or different offenses" (p. 65).
**CBER calculations for all arrests ages 10-17.
Source: Nevada Department of Public Safety, 2005, *2004 Crime and Justice in Nevada*.

Richard Morgan, Dean, William S. Boyd School of Law, UNLV, Las Vegas, Nevada

Although I last set foot in his classroom more than forty years ago, I remember Dr. Henry Nelson vividly today. He was my physics teacher during my junior year at Berkeley High School, a school that was known for the high quality of its teaching. But even among excellent teachers, Dr. Nelson stood out, and he is one of the few that I clearly and gratefully remember.

I remember him because of what he taught me or, more accurately, what he expected me to learn myself. Some of that involved physics, about which I learned a great deal in Dr. Nelson's class. Indeed, when I enrolled in basic physics as a freshman at the University of California two years later, I earned one of the few easy "As" of my college career. For Dr. Nelson's high school class had been far more rigorous and thorough, and much better taught, than the college-level class at U.C.

Much of what I learned from Dr. Nelson did not involve physics, and I must confess, forty odd years later, I remember precious little about physical science. I do remember a lot, however, about having high expectations for myself; about doing my work in a careful, thorough and precise way; about being fully prepared for class; about sharing ideas with others in the class, expecting that everyone in the room should contribute to a shared learning experience; and about taking pride in my work. Most of all, I remember Dr. Nelson's enthusiasm for science, for teaching, for helping students understand their potential, and for challenging them to reach it.

I often wondered why Dr. Nelson—with a doctorate in physics and teaching ability that surpassed my university teachers—chose to teach at the high school level instead of in a university setting. I never found out. But I am glad that he did.

Nevada County Data: 2004

County	Health Conditions and Health Care					Economic Well-Being	Education				
	Total Births	*Births Less Than 2,500 g. (5.5 lbs.)*	*Births to Teens Ages 15-19*	*Births to Unmarried Teens Ages 15-19*	*Female Population Ages 15-19*	*Number of Children Below Poverty Level Ages 0-17 (2003)*	*9th Grade Dropouts*	*10th Grade Dropouts*	*11th Grade Dropouts*	*12th Grade Dropouts*	*Number of Graduates*
Carson City	724	39	92	67	1,801	1,892	12	17	NM	19	426
Churchill	343	22	48	30	1,012	1,051	NM	15	14	13	236
Clark	26,122	2,150	2,790	2,231	57,187	68,221	1,307	1,209	1,005	1,760	9,858
Douglas	372	27	28	13	1,506	959	NM	NM	NM	NM	450
Elko	648	50	84	49	1,860	1,676	26	36	16	17	496
Esmeralda	7	1	1	1	42	17	NA	NA	NA	NA	NA
Eureka	14	0	1	0	51	49	NM	NM	NM	NM	16
Humboldt	225	14	27	17	584	679	16	NM	NM	11	200
Lander	64	3	3	3	243	186	NM	NM	NM	NM	66
Lincoln	49	2	5	0	137	195	NM	NM	NM	NM	55
Lyon	538	35	69	47	1,412	1,497	10	12	NM	NM	405
Mineral	46	3	8	8	156	251	NM	NM	NM	NM	33
Nye	346	27	43	27	1,204	1,659	34	16	14	12	210
Pershing	61	6	11	9	254	227	NM	NM	NM	NM	50
Storey	19	0	2	2	126	42	NM	NM	NM	NM	17
Washoe	5,500	415	566	434	13,459	12,647	101	134	119	117	2,576
White Pine	68	5	9	8	283	313	NM	NM	NM	NM	71
NEVADA	35,146	2,799	3,787	2,946	81,318	91,562	1,523*	1,461*	1,206*	1,976*	15,165*

Note: NA = Not Applicable. Esmeralda County students attend high school in the neighboring Nye County School District. NM = Not Meaningful, the Nevada Department of Education does not report counts for groups fewer than 10.
*Includes charter school students.
Source: Nevada State Demographer, Nevada Department of Human Resources, U.S. Census Bureau, and Nevada Department of Education.

Nevada County Data: 2004 Continued

County	Child and Youth Safety/Welfare								Juvenile Justice	
	Infant Mortality (Less Than 1 Year Old)	*Child Deaths Ages 1-14*	*Population Ages 1-14*	*Teen Deaths Ages 15-19 (from all causes)*	*Teen Suicide Deaths Ages 15-19*	*Teen Homicide Deaths Ages 15-19*	*Teen Accident Deaths Ages 15-19*	*Population Ages 15-19*	*Juvenile Violent Crime Ages 10-17*	*Population Ages 10-17*
Carson City	2	1	10,215	4	2	0	2	3,618	28	5,920
Churchill	2	2	5,557	2	0	0	2	2,103	15	3,387
Clark	180	66	341,997	80	11	14	34	118,446	355	189,251
Douglas	0	1	6,934	2	0	0	2	3,189	7	4,871
Elko	3	0	9,550	3	1	0	2	3,951	2	6,214
Esmeralda	0	0	138	0	0	0	0	88	0	117
Eureka	1	2	313	0	0	0	0	103	2	208
Humboldt	0	1	3,701	2	0	1	1	1,240	7	2,046
Lander	1	0	1,246	0	0	0	0	492	3	802
Lincoln	0	0	577	0	0	0	0	298	0	414
Lyon	6	1	7,886	3	1	0	1	2,956	0	4,749
Mineral	0	1	810	1	0	1	0	369	1	577
Nye	3	5	5,886	4	2	0	1	2,510	15	3,991
Pershing	0	0	928	0	0	0	0	504	1	707
Storey	0	0	358	0	0	0	0	270	0	370
Washoe	21	13	74,169	18	2	4	8	28,211	144	43,947
White Pine	0	0	1,412	0	0	0	0	612	0	918
NEVADA	219	93	471,677	119	19	20	53	168,960	580	268,487

Source: Nevada State Demographer, Nevada Department of Human Resources, and Nevada Department of Motor Vehicles and Public Safety.

Notes

Overview of KIDS COUNT

Prior to changing the way the teen birth rate and the teen death rate are measured, the Annie E. Casey Foundation collected relevant data, held several meetings with KIDS COUNT-related groups, and communicated with experts within and outside of their organization. Dr. William O'Hare's reaons for the changes follow.

- *About 75% of all teen deaths are from accidents, homicides and suicides, so switching to all deaths will not involve a major change* (p. 13).
- *State rankings will change very little by switching to deaths from all causes (correlation between the two state distributions is +.98)* (p. 13).
- *For the infant mortality (death) rate and child death rate, we use deaths from all causes, so using deaths from all causes for teens will bring about philosophical consistency between this measure and other key KIDS COUNT measures based on deaths* (pp. 13-14).
- *Because the number of events (births) is much larger for 15-to-19-year-olds than for 15-to-17-year-olds, birth rates for 15-to-19-year-olds, are more precise that (sic) birth rate for 15-17-year-olds, therefore we are better able to detect real change over time and real differences across states* (p. 11).
- *There is very little difference in the state rankings between 15-to-17-year-old birth rates and 15-to-19-year-olds (sic) birth rates (the correlation between the two state distributions is +.97). Moreover the biggest differences occur in small states, which highlights one of the problems with 15-to-17-year-old rate—namely that the small number of events produce unreliable rates* (p. 9).
- *Birth outcomes among 18 and 19-year-olds are poor* (p. 9).
- *Based on data from the 2004 CPS, children born to 18 and 19-year-olds generally have poor outcomes later in life and difference between outcomes for those born to 15-to-17-year-old mothers are not much different that (sic) those born to mother (sic) who are 18 or 19-years-old* (p.9).
- *Two-thirds of all teen births occur to 18 and 19-year-olds. Looking only at births among 15-to-17-year-olds makes the problem seem smaller than it is* (p.8).

Source: Dr. William O'Hare, electronic correspondence, May 31, 2005.

Child Care

Useful descriptions for Nevada child-care facilities are defined by law and may be found in NAC-432A-Services for Facilities for Care of Children.

Accommodation facility *means a facility which is operated: 1. By a business that is licensed to conduct a business other than the provision of care to children; and 2. As an auxiliary service provided for the customers of the primary business. (NAC 432A.012)*

Child-care center *means any facility in which the licensee regularly provides day or night care for more than 12 children. (NAC 432A.050)*

Child-care institution *means a facility in which the licensee provides care during the day and night and provides developmental guidance to 16 or more children who do not routinely return to the homes of their parents or guardians. (NAC 432A.070)*

Family home *means any facility in which the licensee regularly provides care without the presence of parents, for at least five and not more than six children. (NAC 432A.100)*

Group home *means any facility in which the licensee regularly provides care for no less than seven and no more than twelve children. (NAC 432A.110)*

Nursery for infants and toddlers *means a child care facility in which the licensee provides care for five or more children who are under 2 years of age. (NAC 432A.145)*

Preschool *means a facility in which the licensee has established specific goals to enhance each child's cognitive, social, emotional, physical and creative development. (NAC 432A.160)*

Special-needs facility *means a child care facility providing care to children with special needs in which those children comprise 40 percent or more of the total number of children for whom the facility is licensed to provide care. (NAC 432A.165)*

On-site child-care facility *means an establishment that: 1. is licensed pursuant to this chapter; 2 provides care to the children of employees of a business at the place of employment; 3 provides care on a temporary or permanent basis, during the day or overnight, to five or more children who are under the age of 18 years and who are not related within the third degree of consanguinity or affinity to an owner or manager of the business; and 4 is owned, operated, subsidized, managed, contracted for or staffed by the business. (NRS 432A.0275)*

Source: "Chapter 432A-Services and Facilities for Care of Children," available online at: <http://www.leg.state.nv.us/NAC/NAC-432A.html> (as of 2/13/06).

Notes Continued

Education

Millennium Scholarship

Students may establish residency for eligibility requirements by: "1. Providing evidence that a parent has been a resident of the State of Nevada, as defined by the residency requirements in Title 4, Chapter 15, for the last two years of the student's high school attendance and verifying financial dependence on the parent, or 2. Providing evidence that a parent who is a member of the Armed Forces of the United States, on active duty, and stationed outside Nevada as a result of a permanent change of duty station pursuant to military orders, was a resident of the State of Nevada at the time of enrollment in the Armed Forces and has continued to maintain Nevada as the official state of residence."

Source: Office of the State Treasurer, Millennium Scholarship, "Nevada Millennium Scholarship Program Initial Eligibility Appeal Form," available online at: <http://nevadatreasurer.gov/documents/Millennium/2005%20Initial%20Eligibility.pdf> as of 9/29/05.

American College and Scholastic Assessment Exams

The American College (ACT™) exam and the Scholastic Assessment (SAT®) exam are college-entrance exams.

"The ACT is America's most widely accepted college entrance exam. It assesses high school students' general educational development and their ability to complete college-level work.

- *The multiple-choice tests cover four skill areas: English, mathematics, reading, and science.*
- *The Writing Test, which is optional, measures skill in planning and writing a short essay."*

Source: ACT™, "ACT Assessment®," available online at: <http://www.act.org/aap/> as of 2/13/06.

"The SAT Reasoning Test is a measure of the critical thinking skills you'll need for academic success in college. The SAT assesses how well you analyze and solve problems—skills that you learned in school that you'll need in college. The SAT is typically taken by high school juniors and seniors."

Source: The College Board, "SAT Reasoning Test," available online at: <http://www.collegeboard.com/student/testing/sat/about/SATI.html> as of 2/13/06.

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Nevada KIDS COUNT Partners

The University of Nevada Cooperative Extension (UNCE) is an educational outreach unit of the University of Nevada, Reno. UNCE provides educational programs throughout the state by conducting needs assessments, designing and delivering educational programs, and conducting evaluation studies. Known for its 4-H youth work, UNCE also offers a number of award-winning programs for vulnerable children and families.

The Nevada KIDS COUNT Advisory Council, formally established in 1995, is a dedicated, 51-member council that includes statewide representation from a wide range of diverse organizations working with children or families in Nevada. This broad-based representation encompasses state government, county governments, public and Nevada agencies, Nevada KIDS COUNT partners, data providers, and the business community.

Acknowledgements Continued

A special thanks to outgoing advisory council member, Sandra Soltz, for her many years of service to the Nevada KIDS COUNT project.

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I attended seven schools in the K-12 years. Many moves could have been detrimental, but for three teachers. I am deeply indebted to Hazel Story, Bill Augsberger, and Bernice Notley. Each entered my life at the right time. Luckily, I had each of these teachers for two years. Mrs. Story kindled imagination; Mr. Augsberger developed discipline; and on this foundation, Mrs. Notley inspired. Deciding which made the greatest contribution to me is an unanswerable question. So, I made a random selection—Mrs. Notley.

Off to WWII as a WAC, this diminutive young woman pushed big trucks along supply lines in the Pacific War Theater. From this experience, she came back and completed a Ph.D. in the classics, married, had her children, and took on the task of teaching Latin in high school. I registered for classes at a new school in late August and was placed where they had an empty seat. Latin was not highly enrolled. She had also been hired as a replacement teacher at the last minute. It was her first year of teaching—was I ever lucky.

On the first day of class, she told us that she had reviewed the previous teacher's lesson plans for the class and determined that they were an insufficient challenge for her students. Quipping that taxes were taking a large part of her paycheck, she claimed to have purchased the right to teach whatever she wanted to every Friday. We completed each week's planned lessons in four days. I never thought that this was a burden. Her attitude and spirit were upbeat—"get in gear and let's go." Fridays were set aside for academic enrichment; her lectures on historical topics were among my favorites. But, no matter the topic, learning was fun—Hannibal, the Greeks, genetics, chemistry, politics, and philosophy were among the topics I remember still. Yes, I mastered Latin, but I learned so much more.

Her outgoing spirit, her quick dismissal of foolishness, and her focus on the importance of learning remain with me today. Her sharp intellect quickly skewering fools and their ramblings encouraged us to move back to more weighty issues. By example, she taught us to assert our individualism and challenged us to "Heed the past, cherish the present, work for the future."

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Rennae Daneshvary, PhD, Interim Nevada KIDS COUNT Project Coordinator

My eighth-grade teacher in rural Minnesota, Doris Sletten, always wanted to be an actress, and to this day she regrets it, feeling that her dream was unfulfilled. She had won outstanding awards for her declarations at speech contests during high school and always had the lead in high school plays. Her conservative, Norwegian parents, however, would have considered acting frivolous, so she pursued the more traditional, financially stable profession of teaching. My teacher used her passion for acting and teaching effectively, bringing tears to my classmates' eyes as she read *The Man without a Country* during our English class. She could have been a second Bette Davis.

My teacher could diagram sentences and the more complex the sentence, the better. She was tough and demanding. One of my classmates, who had dropped out of school because his father had given him fifty dollars, told my teacher years later that he made something of his life by joining the armed services. Because of her, he passed his military entrance exams. Yes, I remember her as the teacher who gave me a grade other than an A in English; who drilled it in me to say "it is she," instead of "it is her;" and who taught me to diagram complex sentences.

My teacher's dream may not have been fulfilled, but the students from her 30-year teaching career are fortunate that she chose teaching, I more than others. My eighth-grade English teacher was my mom.

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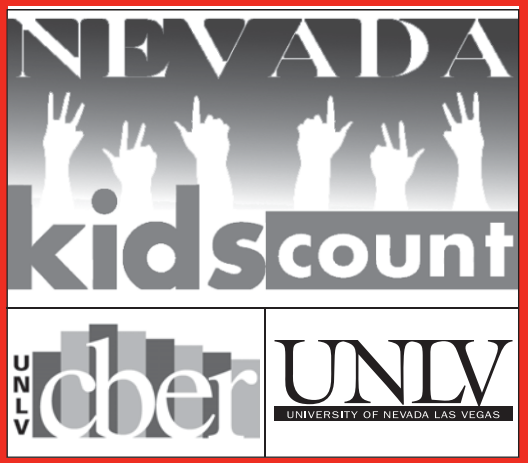
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