Nurturing Our Children: Why Does It Seem So Hard?

Prepared For: How Parish Ministries Can Nurture The Spiritual, Emotional, and Physical Well-Being Of Our Children
A Gathering Hosted By The Catholic Foundation Archdiocese of Santa Fe & St. Joseph Community Health
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Our Children, Our Responsibility

NEW MEXICO RATES AND RANKINGS IN THE 2015 NATIONAL KIDS COUNT DATA BOOK

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<th>New Mexico Rate</th>
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<td>Economic Well-Being</td>
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<td>Children In Poverty (2010)</td>
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<td>Children Not Attending Preschool (2008-2012)</td>
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<td>Low-Birth Weight Babies (2009)</td>
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<td>Children without Health Insurance (2010)</td>
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<td>Child and Teen Deaths per 100,000 (2009)</td>
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<td>21%</td>
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<td>Teen (Ages 16-19) Births per 1,000 (2009)</td>
<td>5.5</td>
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CYFHD hit hard by deluge of new cases

• More children being removed from their homes, jump in casework calls

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By Colleen Heild

CJ童 caseworker depressing late last month, the child welfare agency in Bernalillo County had been assigned to handle the case of a 5-year-old boy. The boy had been abused and neglected by his parents, who were addicted to drugs and alcohol. He was placed in foster care and moved between homes several times. His case was closed when he was 6 years old.

But now, 10 years later, the boy is back in the system. He is now in foster care again, and the agency is struggling to keep up with the demand.

The boy’s case is just one example of the growing caseload at the Children, Youth and Families Department. The department has seen a 22% increase in the number of children in its care since 2010, according to data from the state’s Children’s Bureau.

The increase in caseload has put a strain on the agency, which is now handling more cases than ever before. The department has been forced to hire more caseworkers and increase overtime.

The department has also faced challenges in finding foster homes for children in its care. The number of approved foster homes has decreased by 30% since 2010, according to the state’s Children’s Bureau.

Colleen Heild, Albuquerque Journal, March 9, 2014
How Do We Use Our Heads, As Well As Our Hearts, To Deal With These Horrific Acts Of Child Abuse And The Other Challenges Our Children Face?

Many Of Us Hope And Believe That Addressing New Mexico’s Educational, Social, Economic, and Health Inequities Will Help Improve The Lives Of Children. And For The Sake Of Clarity, We Define Inequity as “Lack Of Fairness Or Justice” (The Oxford Dictionary).

How Do We Address Inequities In Our Communities?
2013 Overall Child Well-Being Ranking

2013 Education Rankings (index of preschool enrollment, NAEP proficiency rates and graduation rates)

State Rankings

3rd Grade Reading Proficiency, All Ethnic Groups

Source: New Mexico Public Education Department, NMSBA Proficiencies By Grade, All Students, School Year 2011-2012.
Percentage Of High School Students Who Were Habitually Truant, By School District In 2011-2012

Source: New Mexico Public Education Department, 2009-2010 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more of unexcused absences.
Percentage of APS Elementary School Students Who Were Habitually Truant in 2011-2012

Source: Albuquerque Public Schools, RDA Department, 2011-2012 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days of unexcused absences.
Percentage of APS Middle School Students Who Were Habitually Truant in 2011-2012

Source: Albuquerque Public Schools, RDA Department, 2011-2012 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days of unexcused absences.
Percentage of APS High School Students Who Were Habitually Truant in 2011-2012

Source: Albuquerque Public Schools, RDA Department, 2011-2012 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days of unexcused absences.
4-Year High School Graduation Rate, All Students, By District, Class Of 2012

Source: New Mexico Public Education Department, 4-Year Cohort High School Graduation Rate, Class of 2012.
New Mexico’s College Graduation Rates Are Among The Worst In The Nation

The 2009 six-year graduation rates of bachelor degree students by state for the entering cohort of 2003. The average college graduation rate for the U.S. is 55.5%.

Percentage of Individuals Living Below Poverty Level with Less than High School Education

Source: U.S. Census Bureau American Community Survey 5-Year Estimates 2007 – 2011, Table S1501, Percentage Less than high school graduate.
Percentage Of 16-19 Year Olds Not In School Or Labor Force

This map shows percent of population living below the federal poverty line. Colors indicate the distance from the national mean, with redder states having elevated levels of families in poverty.

Source: U.S. Census Bureau, 2011 American Community Survey 1-Year Estimate. Supporting documentation on code lists, subject definitions, data accuracy, and statistical testing can be found on the American Community Survey website in the Data and Documentation section.
Percentage of Children Under 18 in Poverty, By School District

Source: U.S. Census, American Community Survey, 2006-2010 Five-Year Estimates. In 2010, the weighted average poverty threshold for a family of four was $22,314. State and national averages taken from the 2010 American Community Survey (state avg. = 26.0%; national avg. = 19.2%).
Child Food Insecurity in the United States, 2010: Percentage FI and Overall Rank (1 worst-50 best)

This map shows the percentage of children experiencing food insecurity in 2010.

Food insecurity is an index calculated based on an index of food cost vs. household income.

Food Insecurity in New Mexico Counties, 2011

This map shows the percentage of the population experiencing food insecurity in 2011.

Food insecurity is an index calculated based on an index of food cost vs. household income.

These data reflect the number of women not receiving early prenatal care as a percentage of total birth mothers, averaged over the period from 2000-2011.

Research has shown a link between parental education levels and child outcomes such as educational experience, attainment, and academic achievement.

Early Childhood Experiences
Last A Lifetime And Cross Generations

The ACE Study uses the ACE Score, which is a count of the total number of ACE respondents reported. The ACE Score is used to assess the total amount of stress during childhood and has demonstrated that as the number of ACE increase, the risk for the following health problems increases in a strong and graded fashion:

- Alcoholism and alcohol abuse
- Chronic obstructive pulmonary disease (COPD)
- Depression
- Fetal death
- Health-related quality of life
- Illicit drug use
- Ischemic heart disease (IHD)

- Liver disease
- Risk for intimate partner violence
- Multiple sexual partners
- Sexually transmitted diseases (STDs)
- Smoking
- Suicide attempts
- Unintended pregnancies
- Early initiation of smoking
- Early initiation of sexual activity
- Adolescent pregnancy

Source: Centers For Disease Control and Prevention, http://www.cdc.gov/ace/pyramid.htm
Ratio of Total Substantiated Child Abuse Allegations per 1,000 Children in the Population by County, 2010. The state average is 18.5 with a lower and upper confidence level of 14.8 and 22.2, respectively.

Data Notes: It is possible that one investigated report may include multiple types of substantiated abuse of one or more children in a family. In addition, it is possible for an individual child to have more than one substantiated investigation of abuse or neglect for a single reporting period.

Source: New Mexico Department of Health Data IBIS
Percent of students who reported having been physically forced to have sex during the last 12 months.

Source: New Mexico Youth Risk and Resiliency Survey, New Mexico Departments of Health and Public Education and U.S. Centers For Disease Control and Prevention, 2011. Students were asked, “During the past 12 months, have you ever been physically forced to have sexual intercourse?” The percentage reported here reflects respondents who answered, “Yes.” NOTE: Moderately low reliability for Otero, Roosevelt, Sandoval, and Sierra Counties, unreliable data for Chaves County, and very low reliability for Dona Ana and Eddy Counties.
This map shows the percentage of New Mexico high school students reporting heroin, cocaine, methamphetamine, or marijuana use.

Source: New Mexico Youth Risk and Resiliency Survey, New Mexico Departments of Health and Public Education and U.S. Centers For Disease Control and Prevention, 2009.
Youth Suicide Rate, 15-19 Years Of Age, By County

Suicide Rate (Per 100,000 15-19 Year Olds)
- Green: 4.1 - 7.6
- Orange: 7.6 - 18.29
- Red: 18.29 - 122.9
- Gray: No Data

Counties shaded green have rates below the national average of 7.6. Counties shaded orange have rates above the national average but below the state average of 18.29. Counties shaded red have rates above both the state and national averages.

Source: New Death Certificate Database, Bureau of Vital Records and Health Statistics, New Mexico Department of Health. The suicide rate for each county is averaged over the time period 1999 to 2010 and includes all New Mexico residents, ages 15-19. The national average is based on data from the Centers for Disease Control and Prevention over the time period 1999 to 2007 and includes all youth, ages 15-19.
In my home, there is a parent or some adult who is interested in my schoolwork. Percentage of students responding “Very True.”

Source: New Mexico Youth Risk and Resiliency Survey, New Mexico Departments of Health and Public Education and U.S. Centers For Disease Control and Prevention, 2011. Students were asked, “In my home, there is a parent or some adult who is interested in my schoolwork.” NOTE: Moderately low reliability for Otero, Roosevelt, Sandoval, and Sierra Counties, unreliable data for Chaves County, and very low reliability for Dona Ana and Eddy Counties.
Combined Levels Of Suspension, Expulsion, Law Enforcement Referral
Or School-Related Arrest, 2009

This map classifies New Mexico school districts for the combined frequency of suspension, expulsion, referral to law enforcement or arrest, in districts for which data was available.

Districts are assigned to a category (high, low, etc.) based on their distance above or below the mean for suspensions, expulsions, referrals and arrests. This is called a z score. These values are then combined to derive an overall score. The further above the mean for each factor, the higher score a district receives.

This analysis should be viewed with caution, as many districts do not report, and the data is not normally distributed.

Male, Minority, and Students With Disabilities Have A Disproportionate Chance Of Being Arrested, Referred to Justice System, Suspended or Expelled (2012-2013)

- Male: 71.6% Percent Of Infraction Responses
- American Indian/Alaskan Native: 15.5% Percent Of Infraction Responses
- Black or African American: 3.3% Percent Of Infraction Responses
- Caucasian: 25.7% Percent Of Infraction Responses
- Hispanic: 62.8% Percent Of Infraction Responses
- Students W/Disabilities: 26.8% Percent Of Infraction Responses

Source: New Mexico Public Education Department.
Percentage Of High School Students Who Have Had Sexual Intercourse

Source: New Mexico Youth Risk and Resiliency Survey, 2009, New Mexico Departments of Health and Public Education and U.S. Centers for Disease Control and Prevention (CDC). Students were asked, “During your life, with how many people have you had sexual intercourse?” The percentage reported here reflects respondents who answered one or more people.
The data point in each census tract represents the number of live births to teen women per 1000 teen women, over the period 2001-2005.

For example, the census tract in the center with a teen birth rate of 106.4 means that there were 106 live births to teen women for every 1000 teen women who live in the census tract.

Source: New Mexico Community Data Collaborative. The rates shown here reflects the average number of children per 1000 women born to teen mothers (ages 15-19) between 2001 and 2005. Rates are reported by census tract; high school boundaries are overlaid to provide perspective. In 2005, the statewide teen birth rate was 62 per 1000, and the nationwide rate was 40 per 1000 (Kids Count Data Center, http://datacenter.kidscount.org).
Capacity Of 4- And 5-Star Licensed Child Care Centers

Source: New Mexico Community Data Collaborative, December 2010. Enrollment data are reported by program site. Elementary school boundaries are overlaid to provide perspective.
This powerful map by the Joint Center For Political and Economic Studies shows that life expectancy can vary by 28 years depending on where one lives in Bernalillo County.

Source: Map produced by Joint Center For Political and Economic Studies (September, 2012) Place Matters For Health In Bernalillo County: Ensuring Opportunities For Good Health For All.
Teen Births and Childcare Center Capacity (3, 4 and 5-Star Centers Identified, Labeled with Capacity)

Source: Child Care Data from Community Data Collaborative website, 2013 data, may not accurately reflect current status of centers. Birth data from New Mexico Indicator-Based Information System (IBIS), 2005-2009 data by small area. Birth rate measured per 1,000 women of same age in the total population in a given small area.
The Maps Clearly Show The Stark Inequities That Too Many Of Our Children Face

So How Do We Deal With Issues Of Inequality, Fairness And Justice?
• Free people should choose for themselves
• People are responsible for their own actions and their consequences
• Redistribution of income or wealth is unfair, and creates disincentives for hard work

• Grave inequalities keep people from being meaningfully free to choose for themselves
• Fairness and justice require a safety net with a livable minimum of housing, income, food, education, healthcare, and equal opportunity

The National Debates About Inequity and Inequality

Should We Focus on Equity of Opportunity or of Outcomes?

Did We Win the War on Poverty?

Is Encouraging Marriage a Useful Way to Lessen Poverty?

Is Pre-K the Cure for Stalled Social Mobility?

What are the Mental Health Costs of Inequity?

Do Social Safety Nets Reduce Self-Reliance And Foster Dependency And Entitlement?

Does Inequality Threaten Democracy?

Is Inequality The Price Of Capitalism?
At their core, policy debates center on questions of “Who deserves what?” and “What values should we honor?”

These debates are everywhere:

Healthcare  Unemployment Insurance
Gun Control  Minimum Wage
Immigration  Teacher Evaluation
School Vouchers  Marijuana
Taxes and the Rich  Food Stamps
Where Do We Agree?

Both major U.S. political parties have begun to speak about poverty, inequality, and social mobility. There is agreement about the problem, although sharp divisions remain about what is to be done.

“We have to fight for better ideas to make sure that we realize the American experiment. What is that to me? The condition of your birth does not determine the outcome of your life.”
-Rep. Paul Ryan

“While we don’t promise equal outcomes, we have strived to deliver equal opportunity – the idea that success doesn’t depend on being born into wealth or privilege, it depends on effort and merit.”
-President Barack Obama
The Politics Of Education
Welcome To Education Reform
The Debates About Education

• One useful way to think about the current education debates in the United States and in New Mexico is to consider these two overarching philosophies:
  – One philosophy holds that children who come from impoverished homes face a host of day-to-day traumas and obstacles that inhibit their learning. This group tends to focus on student support services and parent engagement as key reform strategies.
  – The second philosophy holds that poverty should not be used as an excuse for poor performance, and tends to focus on teacher quality and other reform strategies directed at schools and classrooms, rather than the student’s life outside of school.
We Believe There is Common Ground

New Mexico is stronger when we bridge this divide, and find common ground between the two approaches. We can do this by recognizing the devastating effects of poverty, but also recognizing that our schools can and must do much better for our students than they do today.

We believe our future depends on whether good Americans from every political point of view can find that common ground.
Early Childhood
• In 2011, SB120 - The Early Childhood Care And Education Act was passed by the Legislature and signed by Governor Martinez.

• The bill’s purpose was to establish a comprehensive early childhood care and education system through an aligned continuum of state and private programs, including home visitation, early intervention, child care, early head start, head start, early childhood special education, family support and pre-kindergarten, and to maintain or establish the infrastructure necessary to support quality in the system’s programs.

• The bill “finds that an early childhood care and education system is vital in ensuring that every New Mexico child is eager to learn and ready to succeed by the time that child enters kindergarten, that high-quality early learning experiences have been proven to prepare children for success in school and later in life and that cost-benefit research demonstrates a high return on investment for money spent on early childhood care and education for at-risk children.”
The Center For Education Policy Research & Center For Rural & Community Behavioral Health Just Released The Report On New Mexico’s State Funded Home Visiting System

The Goals Of The Home Visiting System:

• Babies that are born healthy;
• Children that are nurtured by their parents and caregivers;
• Children that are physically and mentally healthy;
• Children that are ready for school;
• Children and families that are safe; and
• Families that are connected to formal and informal supports in their communities.
New Mexico’s Investment In Home Visiting

* FY2015 number based on SB313

Source: LFC post-session reviews and budget documents. Includes state and federal funding sources.
Home Visiting: The Puzzles To Be Solved

• How do we strengthen our efforts to protect children from adverse experiences?
• How do we develop different models of home visiting that meet the needs of diverse communities?
• How do we gather the data that shows we are making a difference?
• How do we finance home visiting and other early childhood programs?
• How do we recruit and retain the most effective staff?
• How do we build collaborative relationships among all of the stakeholders committed to the care and education of young children?
• How do we build realistic plans for expansion of early child care and education?
Home Visiting 5 Year Cost Analysis ($ Millions)
In Summary
Education And The Challenges We Face

“...w...ever the people are well informed, they can be trusted with their own government
...if a nation expects to be ignorant & free, in a state of civilization, it expects what never was & will never be.”
(Thomas Jefferson)

“A child born to a black mother in a state like Mississippi ... has the same rights as a white baby born to the wealthiest person in the United States. It’s not true, but I challenge anyone to say it is not a goal worth working for.”
(Justice Thurgood Marshall)

“Democracy does not give the people the most skillful government, but it produces what the ablest governments are frequently unable to create; namely, an all-pervading and restless activity, a superabundant force, and an energy which is inseparable from it, and which may, however unfavorable circumstances may be, produce wonders. These are the true advantages of democracy.”
(De Tocqueville)

“To save man from the morass of propaganda, in my opinion, is one of the chief aims of education. Education must enable one to sift and weigh evidence, to discern the true from the false, the real from the unreal, and the facts from the fiction.”
(Martin Luther King)
How Can Parish Ministries Nurture The Spiritual, Emotional, and Physical Well-Being Of Our Children?