

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
March 12, 2014
Albuquerque, New Mexico**



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Data... Insight... Impact

Our Children, Our Responsibility

NEW MEXICO RATES AND RANKINGS IN THE 2013 NATIONAL KIDS COUNT DATA BOOK

Indicator by Category	New Mexico Rate	New Mexico State Rank
Overall Rank		50
Economic Well-Being		49
Children in Poverty (2010)	31%	49
Children Whose Parents Lack Secure Employment (2010)	37%	47
Children Living in Households with a High Housing Cost Burden (2010)	36%	23
Teens (Ages 16-19) Not in School and Not Working (2010)	11%	42
Education		49
Children Not Attending Preschool (2008-2010)	62%	44
Fourth Graders Not Proficient in Reading (2011)	79%	50
Eighth Graders Not Proficient in Math (2011)	76%	45
High School Students Not Graduating on Time (2008-2009)	33%	48
Health		49
Low-Birth Weight Babies (2009)	8.7%	35
Children without Health Insurance (2010)	9%	38
Child and Teen Deaths per 100,000 (2009)	36%	43
Teens Who Abuse Alcohol or Drugs (2008-2009)	9%	44
Family and Community		49
Children in Single-Parent Families (2010)	43%	48
Children in Families Where Household Head Lacks a High School Diploma (2010)	22%	47
Children Living in High-Poverty Areas (2006-2010)	21%	49
Teen (Ages 15-19) Births per 1,000 (2009)	53	49

Source: KIDS COUNT Data Book, 2013: State Trends in Child Well-Being, Annie E. Casey Foundation

CYCLE OF ABUSE

CALLS FOR HELP DIDN'T SAVE THEM



Omaree Varela
Nine-year-old becomes poster child for concerns about CYFD after he is allegedly killed to death by his mother in December 2013, in the 14 months before his death. CYFD and/or Albuquerque police responded to three different allegations of abuse involving his mother, but he was never removed from the home. It's unclear whether any of the referrals were sustained by CYFD.

Unidentified Infant
An 8-month-old baby was smothered in July 2009 by his mother. Five months after CYFD arranged for the child's father to be his primary caretaker, Stephanie Ledford was sentenced to 15 years in state prison.

BreAndrea Peña
Seventeen-month-old Esquivela toddler died in March 2011 after being shaken and slapped by her grandmother's boyfriend. CYFD had previously spent 30 days investigating reported neglect by the BreAndrea's mother, but the claim was not substantiated.

Izabellah Montano
Four-month-old dies in February 2014 after being raped and beaten allegedly by her mother's boyfriend. Medical personnel had previously contacted CYFD three times with concerns about the mother. CYFD said none of the prior referrals involved abuse or neglect allegations.

Leland Valdez
Three-year-old from Pinar del Rio died in January 2011 after allegedly being abused by his mother and her boyfriend. The handling of that case prompted the firing of a CYFD supervisor caseworker.

Colleen Heild, Albuquerque Journal,
March 2, 2014

New Mexico Voices For Children, 2014

CYFD hit hard by deluge of new cases

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

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By COLLEEN HEILD
Journal Investigative Reporter

Already strained, the child welfare system in Bernalillo County has been deluged with new cases of child abuse and neglect since the violent death of a

9-year-old boy shocked the community in late December.

More children are being removed from their homes, at least temporarily, new statistics show. And there's been a jump in the calls that require an emergency response from state Children, Youth and Families Department caseworkers.

"I've never seen anything like this," said one CYFD staff member. "This is going through the roof."

From Jan. 1 to Feb. 28 of this year:

■ The state Children, Youth and

Families Department filed 52 legal cases seeking to take alleged abused or neglected children into state custody, according to Children's Court data. That's a 95 percent increase over the same two-month period in 2013.

"We're swamped," chief Children's Court Judge John J. Romero Jr. said last week.

■ Allegations of abuse and neglect referred for investigation are up more than 350 over the previous year at this time — 1,372 in January and February

See CYFD on PAGE A8



Michelle Adams, director of Forensic Services at All Faiths of Albuquerque, in a room used to interview children in abuse cases.

ROBERTO E. ROSALES/JOURNAL

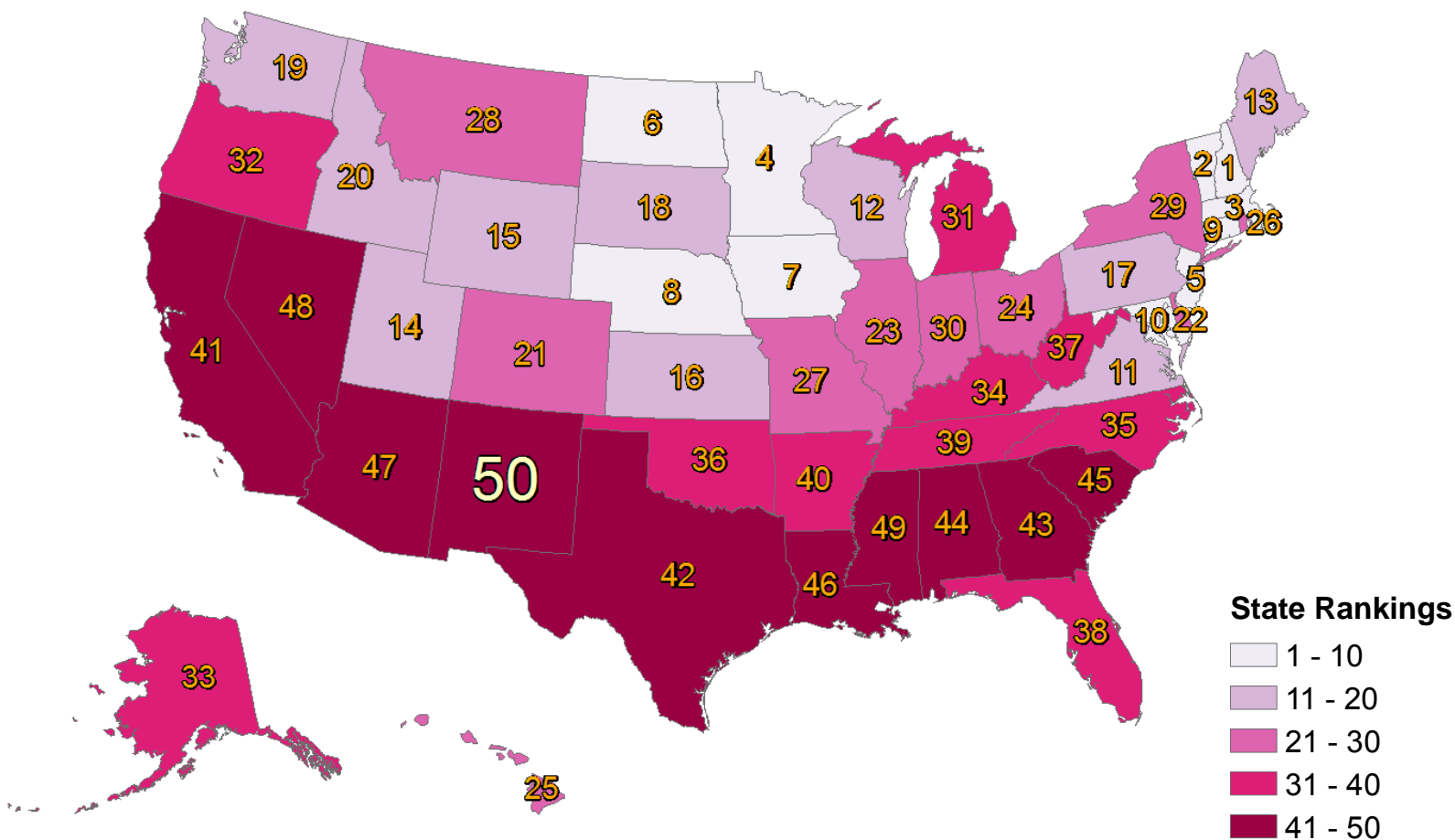
Colleen Heild, Albuquerque Journal, March 9, 2014

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?

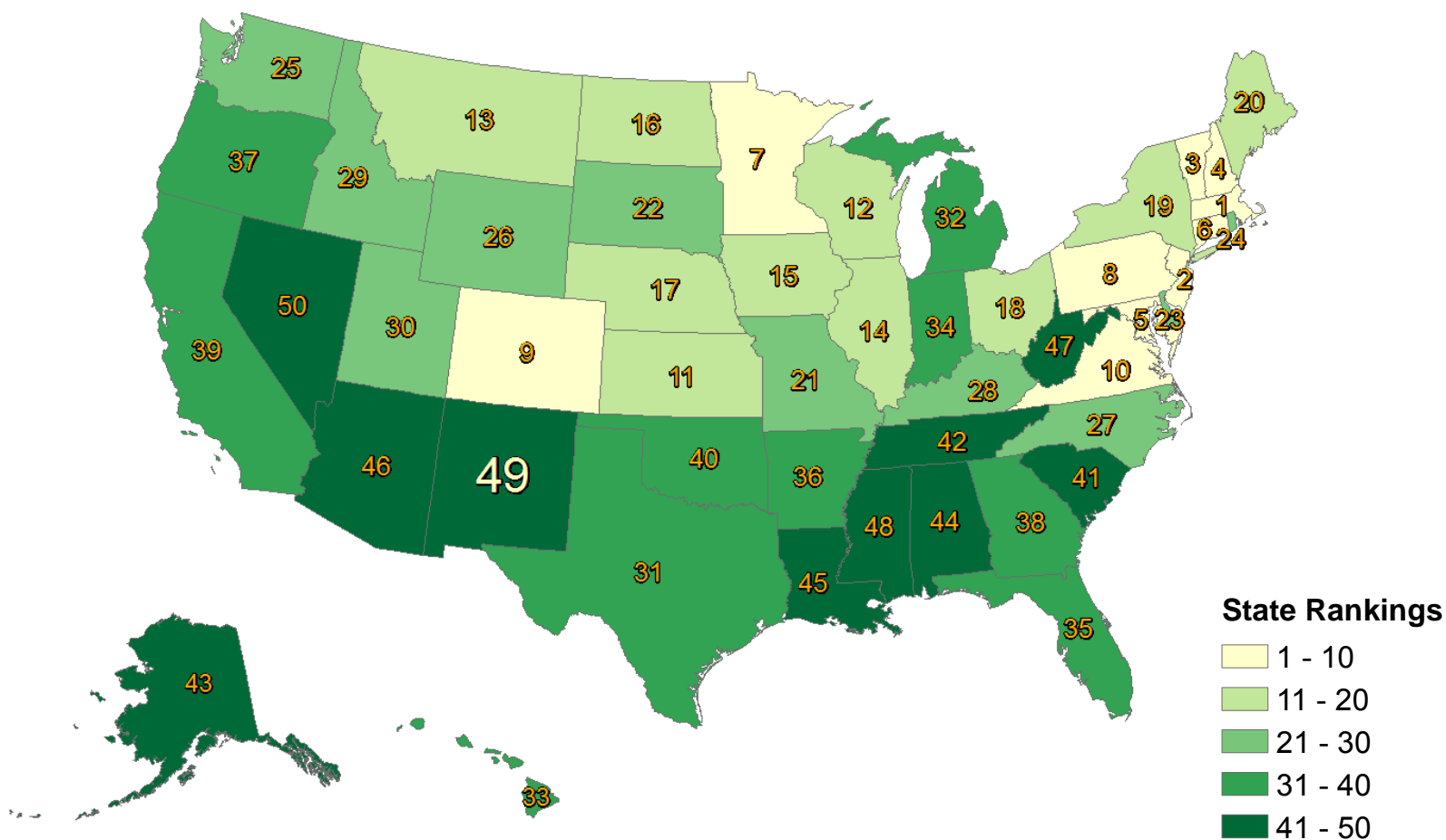
Many Of Us Hope And Believe That Addressing New Mexico's
Educational, Social, Economic, and Health Inequities Will Help
Improve The Lives Of Children. And For The Sake Of Clarity, We
Define Inequity as "Lack Of Fairness Or Justice" (The Oxford
Dictionary).

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)









Map of the United Kingdom showing the percentage of the Caucasian population by region. The map is color-coded: red for 45.0% and above, orange for 30.0% and above, yellow for 15.0% and above, green for 10.0% and above, and grey for below 10.0%.

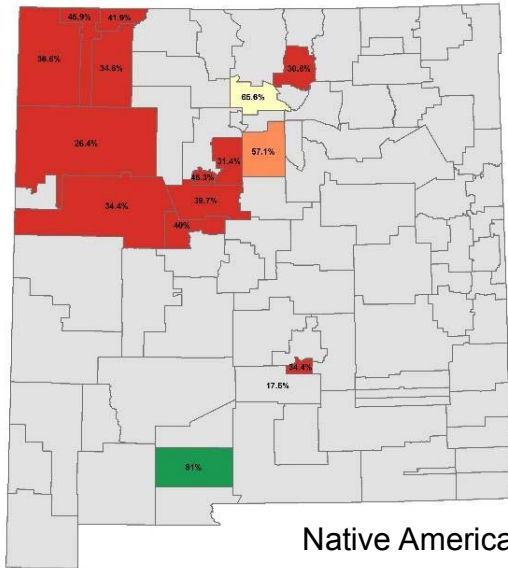
Region	Percentage (%)
North East	10.2%
North West	56.9%
Yorkshire and the Humber	68.8%
East of England	61.8%
London	68.7%
South East	54.2%
South West	62.4%
Wales	80.8%
Scotland	68.7%
Northern Ireland	40.9%
North East	73.3%
North West	50.8%
Yorkshire and the Humber	89.9%
East of England	54.5%
London	82.8%
South East	82.3%
South West	69.2%
Wales	66.7%
Scotland	68%
Northern Ireland	42.0%
North East	68.8%
North West	55.4%
Yorkshire and the Humber	66.4%
East of England	78%
London	69.2%
South East	68%
South West	66.4%
Wales	78%
Scotland	68%
Northern Ireland	42.0%

Caucasian

Map of the United States showing the percentage of the Hispanic population by state. The map uses a color scale from red (low percentage) to yellow (high percentage).

State	Percentage
Alabama	44.7%
Alaska	47.1%
Arizona	54%
Arkansas	49.4%
California	65.7%
Colorado	57.9%
Connecticut	59.1%
Delaware	44.7%
District of Columbia	64.7%
Florida	44.7%
Georgia	44.7%
Hawaii	44.7%
Idaho	44.7%
Illinois	44.7%
Indiana	44.7%
Iowa	44.7%
Kansas	44.7%
Kentucky	44.7%
Louisiana	44.7%
Maine	44.7%
Maryland	44.7%
Massachusetts	44.7%
Michigan	44.7%
Minnesota	44.7%
Mississippi	44.7%
Missouri	44.7%
Montana	44.7%
Nebraska	44.7%
Nevada	44.7%
New Hampshire	44.7%
New Jersey	44.7%
New Mexico	44.7%
New York	44.7%
North Carolina	44.7%
North Dakota	44.7%
Ohio	44.7%
Oklahoma	44.7%
Oregon	44.7%
Pennsylvania	44.7%
Rhode Island	44.7%
South Carolina	44.7%
South Dakota	44.7%
Tennessee	44.7%
Texas	44.7%
Utah	44.7%
Vermont	44.7%
Virginia	44.7%
Washington	44.7%
West Virginia	44.7%
Wisconsin	44.7%
Wyoming	44.7%

	80.1% - 90%
	70.1% - 80%
	60.1% - 70%
	50.1% - 60%
	Less Than 50%
	No Data

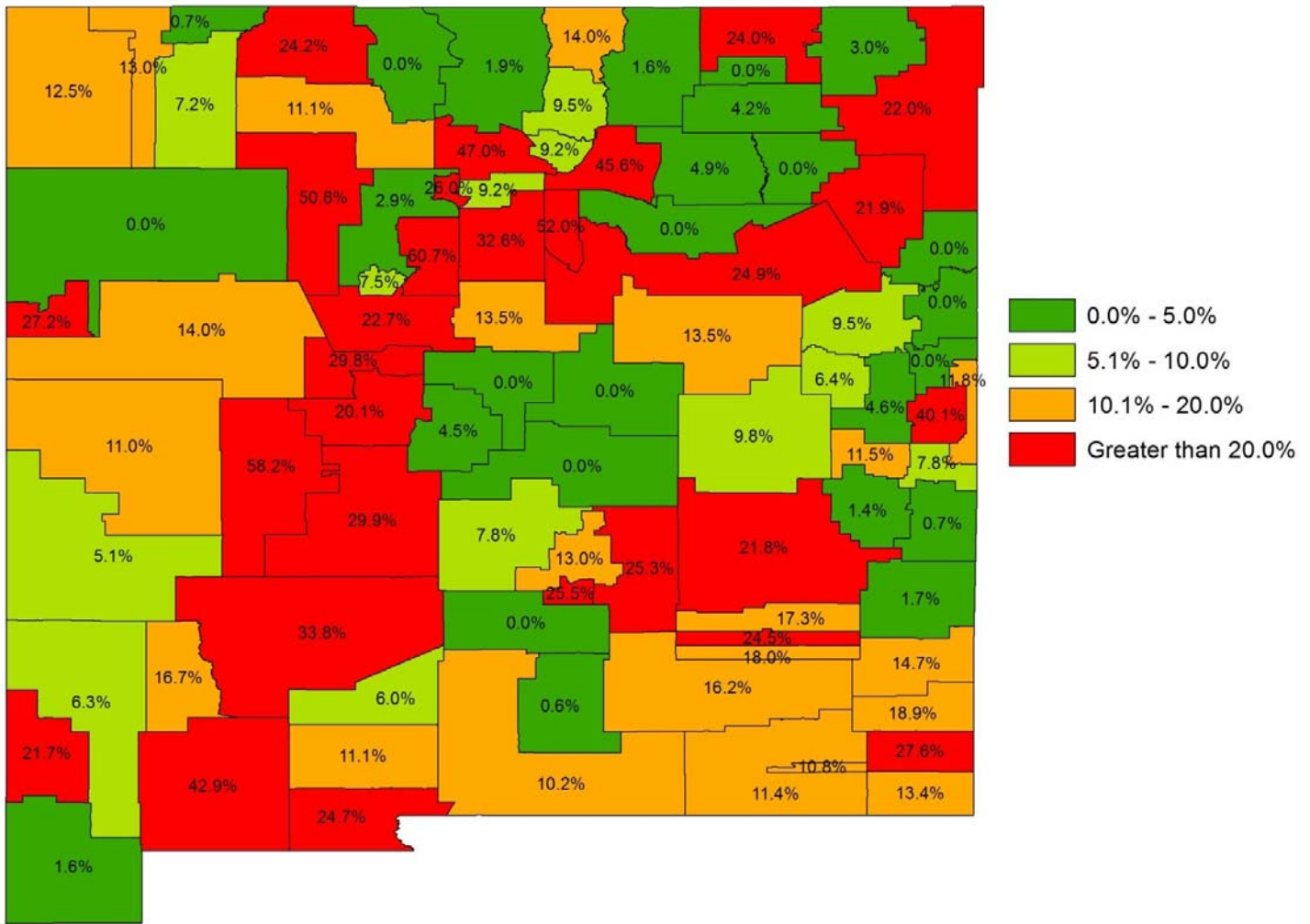


Map of the United States showing the percentage of the African American population in each state. The map uses a color scale from light yellow (low percentage) to dark red (high percentage). States with high percentages (above 20%) are highlighted in red or dark orange. States with percentages between 10% and 20% are highlighted in orange. States with percentages below 10% are highlighted in light yellow or green.

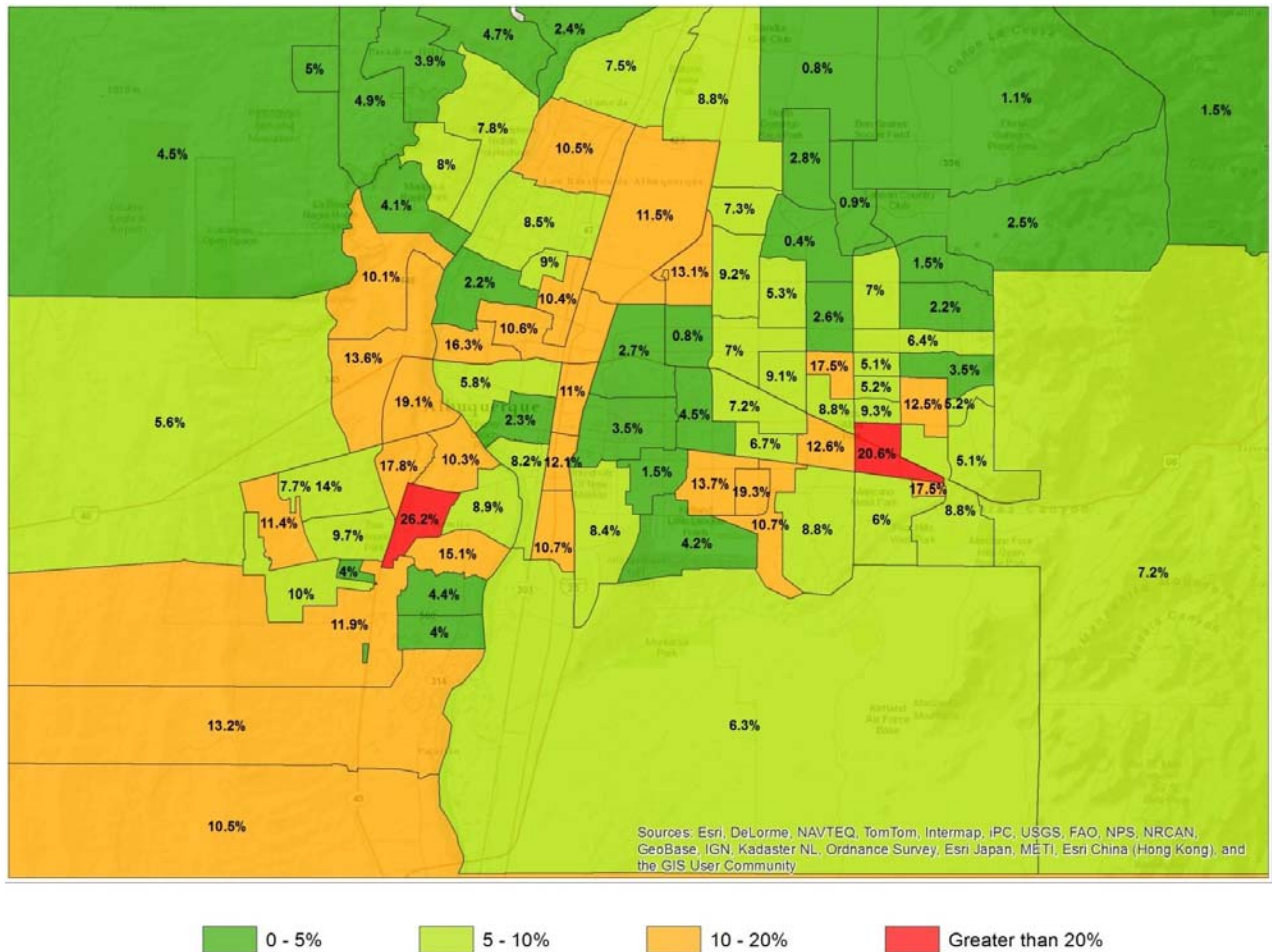
State	Percentage
Alabama	27.3%
Arkansas	23%
California	6.0%
Colorado	7.2%
Connecticut	10.9%
Delaware	20.3%
District of Columbia	68.1%
Florida	15.9%
Georgia	45.3%
Idaho	1.3%
Illinois	13.3%
Indiana	10.3%
Iowa	7.3%
Kansas	8.3%
Kentucky	10.3%
Louisiana	27.3%
Maine	1.3%
Maryland	29.3%
Massachusetts	8.3%
Michigan	13.3%
Minnesota	7.3%
Mississippi	37.3%
Missouri	10.3%
Montana	1.3%
Nebraska	6.3%
Nevada	1.3%
New Hampshire	1.3%
New Jersey	14.3%
New Mexico	11.3%
New York	19.3%
North Carolina	23.3%
North Dakota	1.3%
Ohio	12.3%
Oklahoma	10.3%
Oregon	1.3%
Pennsylvania	12.3%
Rhode Island	10.3%
South Carolina	27.3%
South Dakota	1.3%
Tennessee	15.3%
Texas	12.3%
Utah	1.3%
Vermont	1.3%
Virginia	13.3%
Washington	1.3%
West Virginia	10.3%
Wisconsin	7.3%
Wyoming	1.3%

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

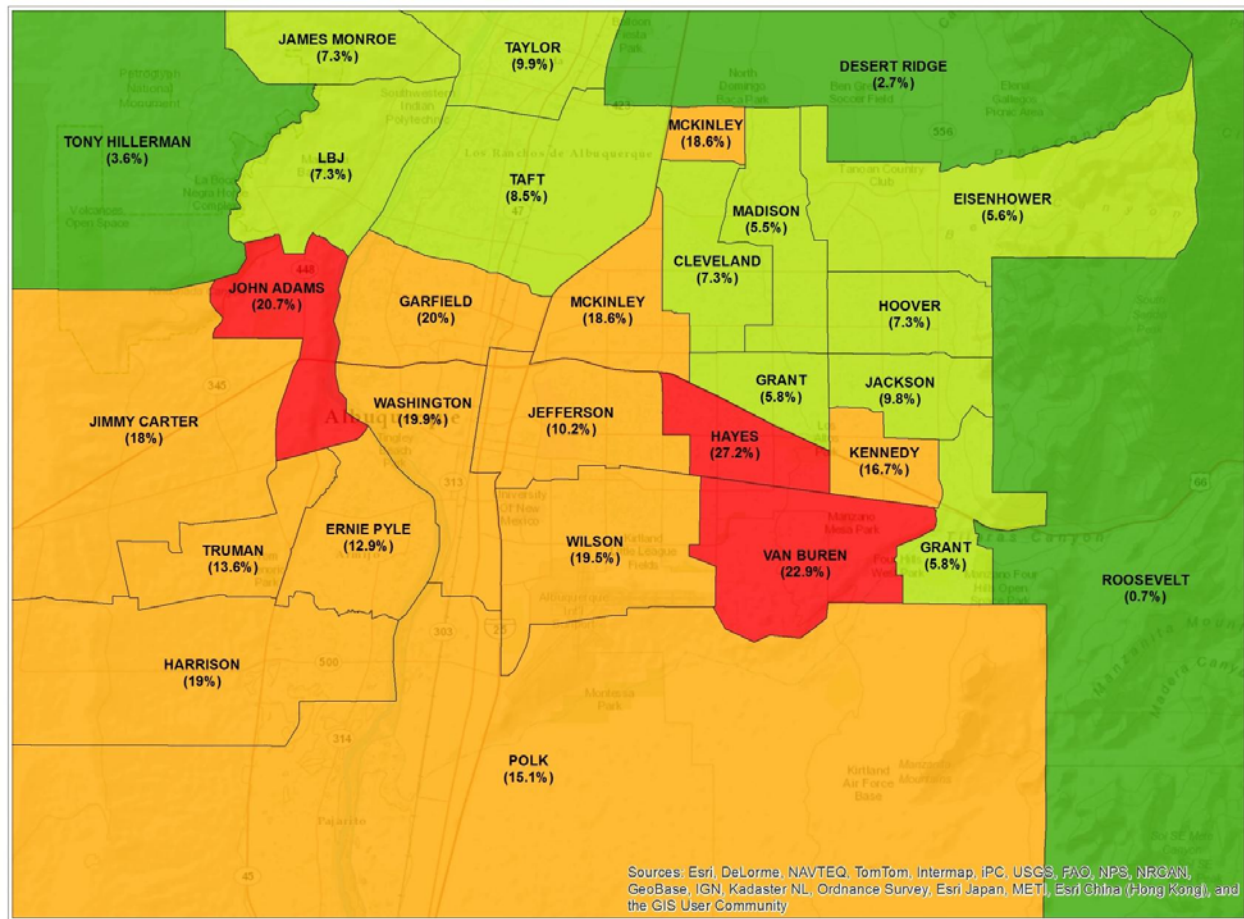


Percentage of APS Elementary School Students Who Were Habitually Truant in 2011-2012



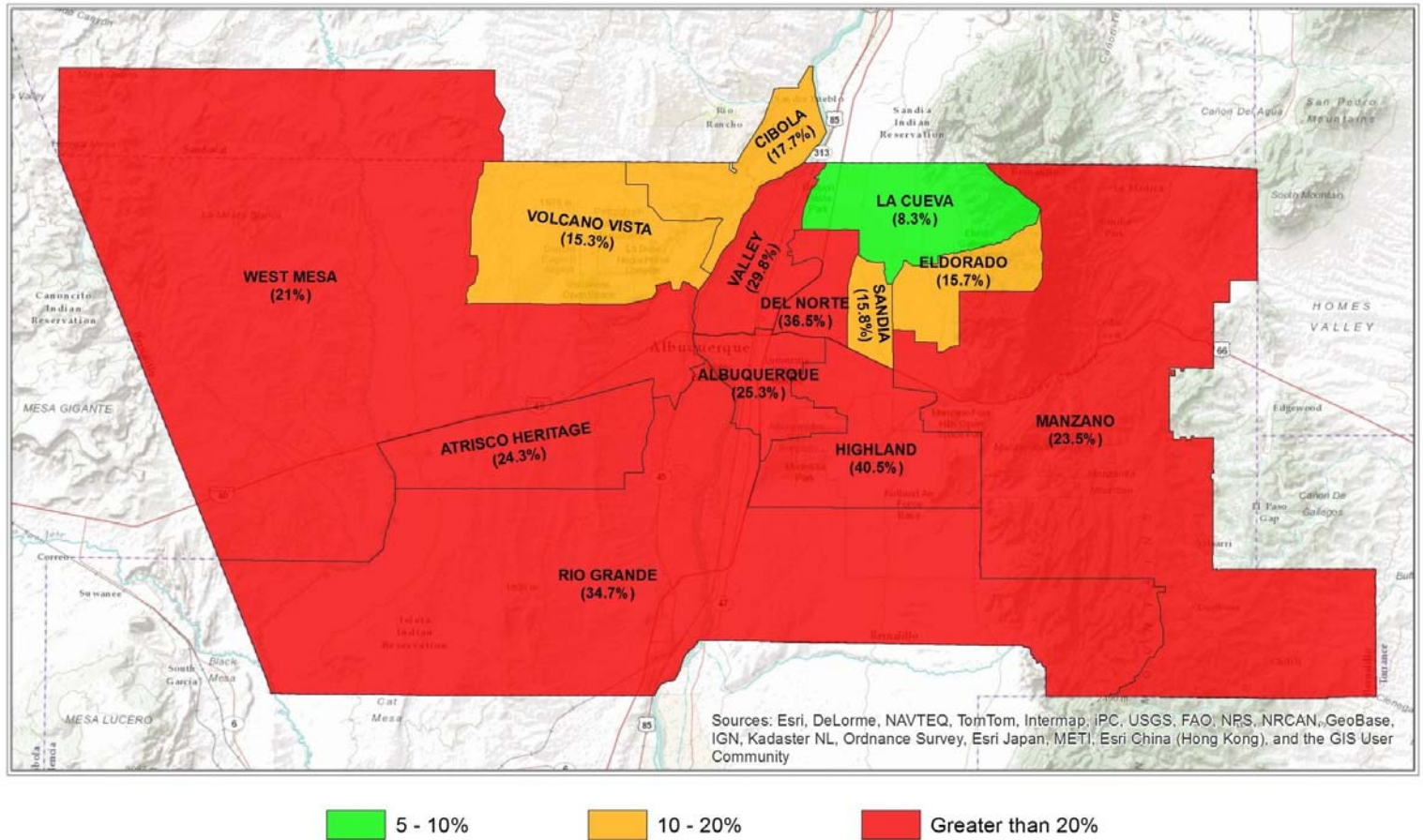
Source: Albuquerque Public Schools, RDA Department, 2011-2012 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days of unexcused absences.

Percentage of APS Middle School Students Who Were Habitually Truant in 2011-2012



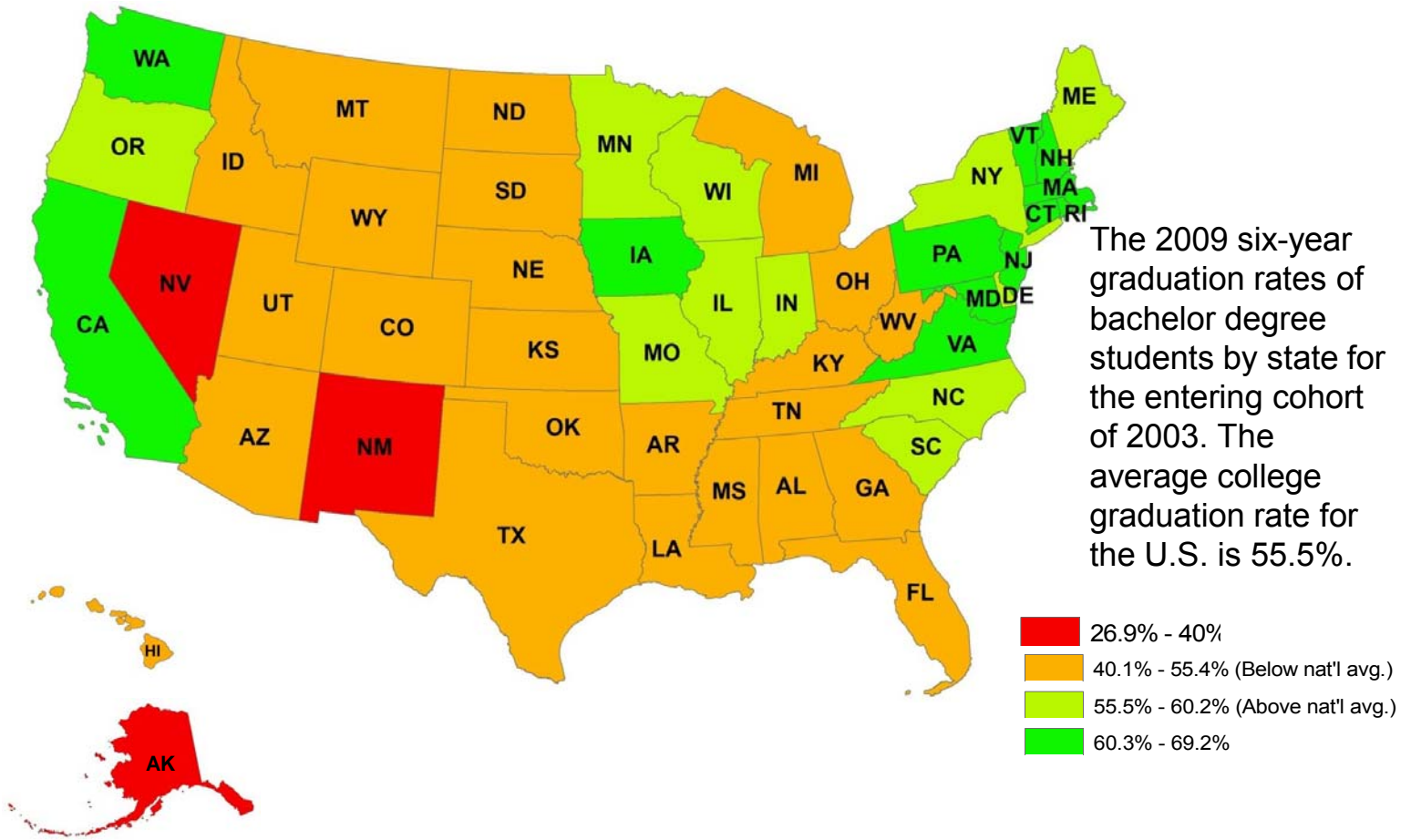
Source: Albuquerque Public Schools, RDA Department, 2011-2012 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days of unexcused absences.

Percentage of APS High School Students Who Were Habitually Truant in 2011-2012

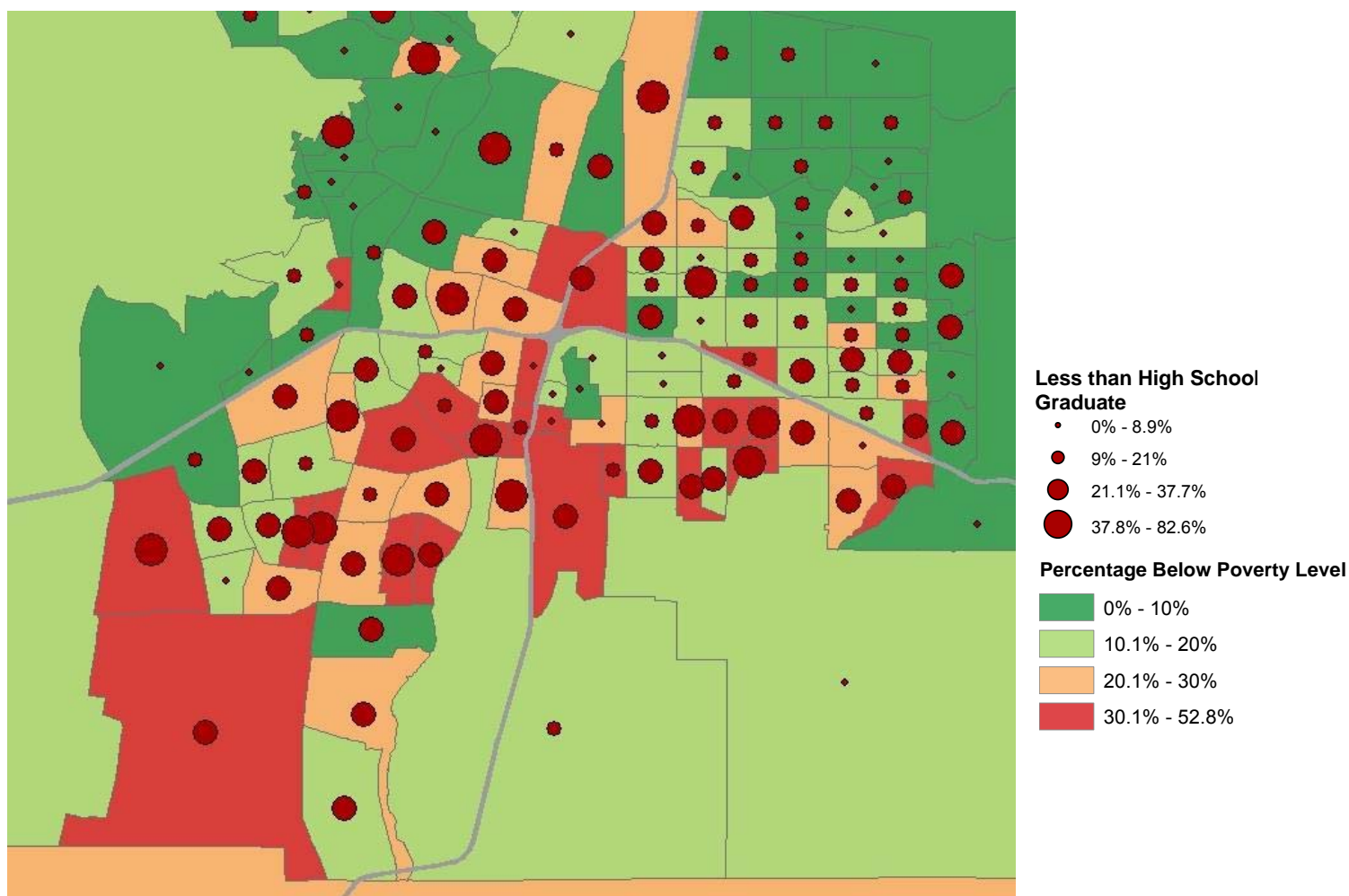


Source: Albuquerque Public Schools, RDA Department, 2011-2012 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days of unexcused absences.

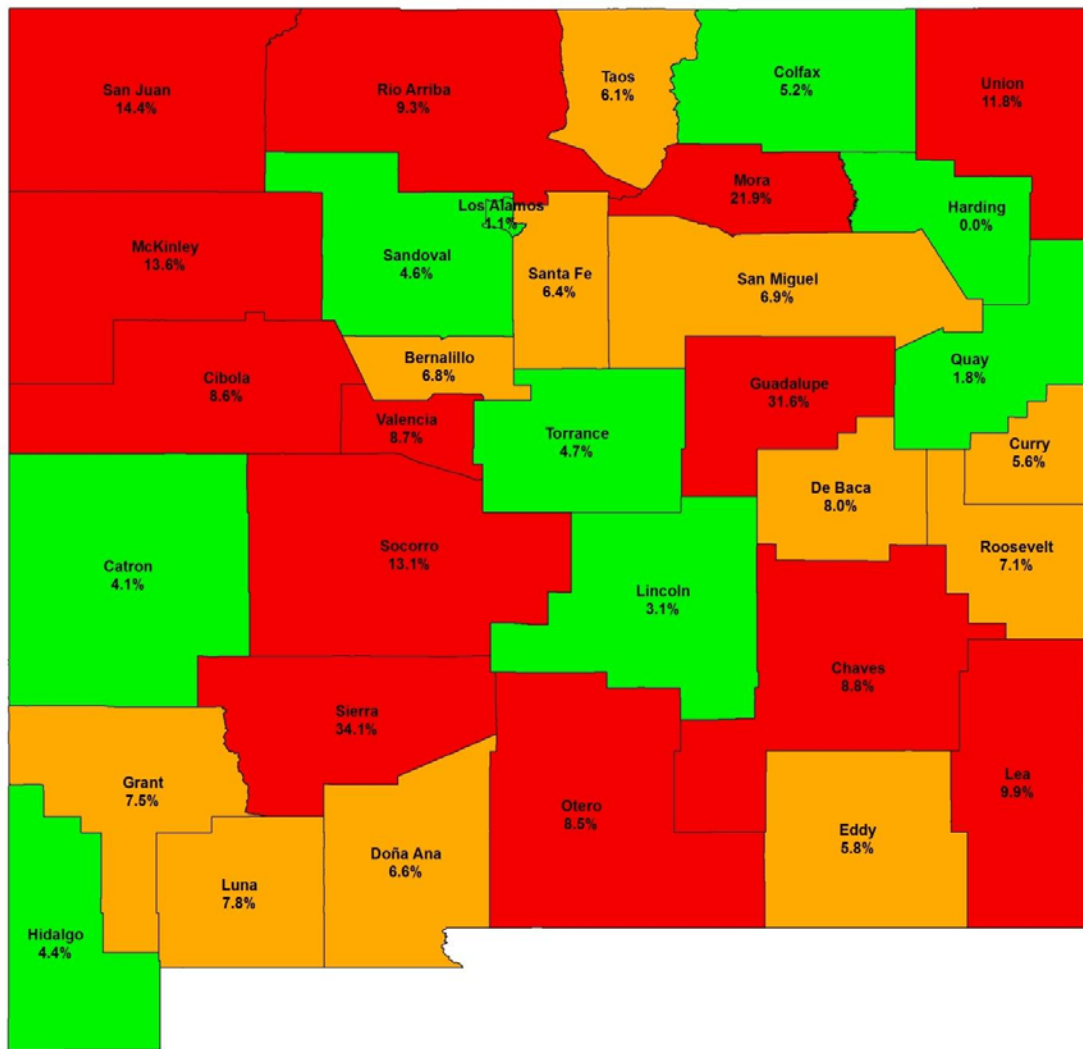
New Mexico's College Graduation Rates Are Among The Worst In The Nation



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

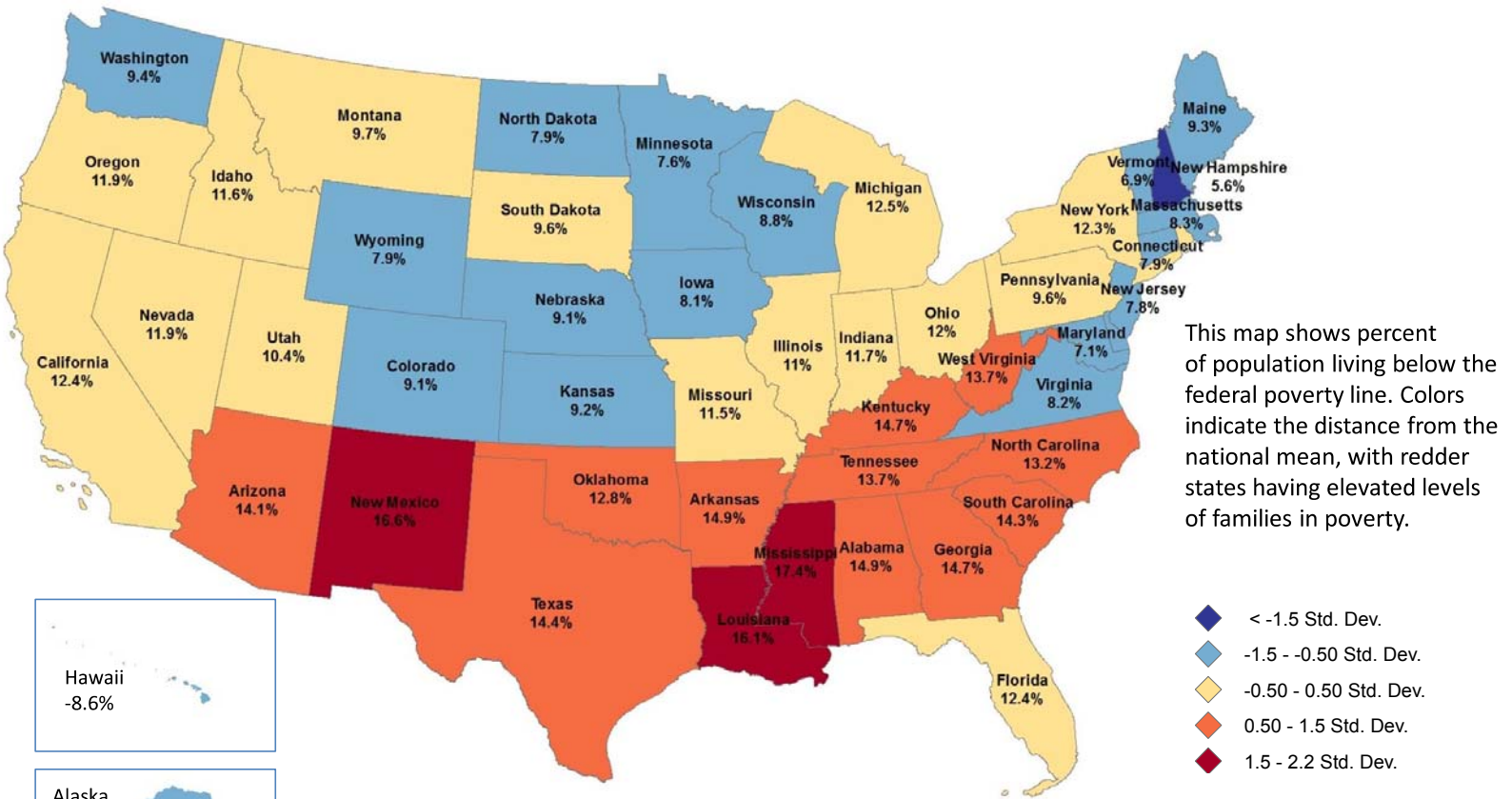


Percentage Of 16-19 Year Olds Not In School Or Labor Force



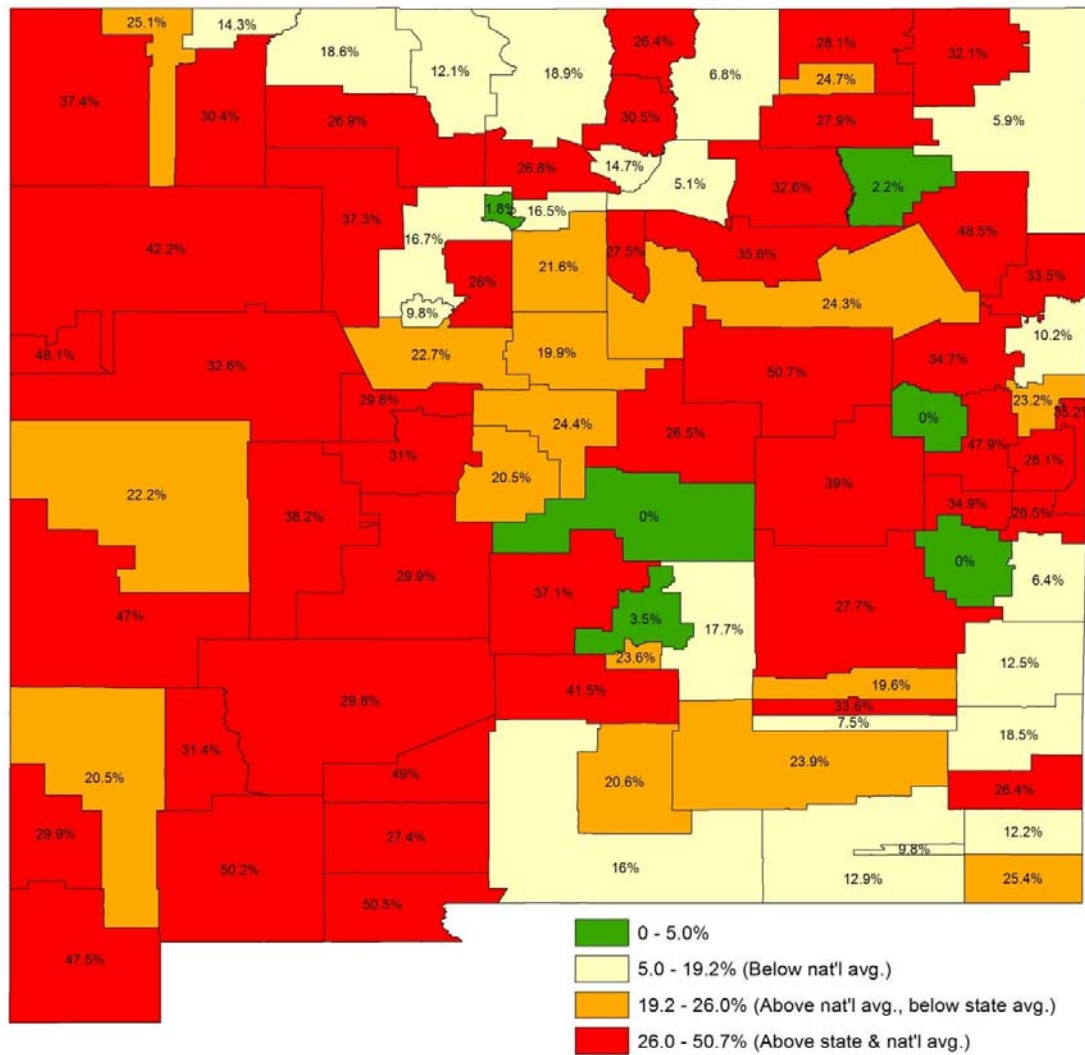
- 0 - 5.4% (Below nat'l and state avg.)
- 5.5 - 8.0% (Above nat'l avg., below state avg.)
- 8.1 - 34.1% (Above nat'l and state avg.)

Families Living Below the Poverty Line



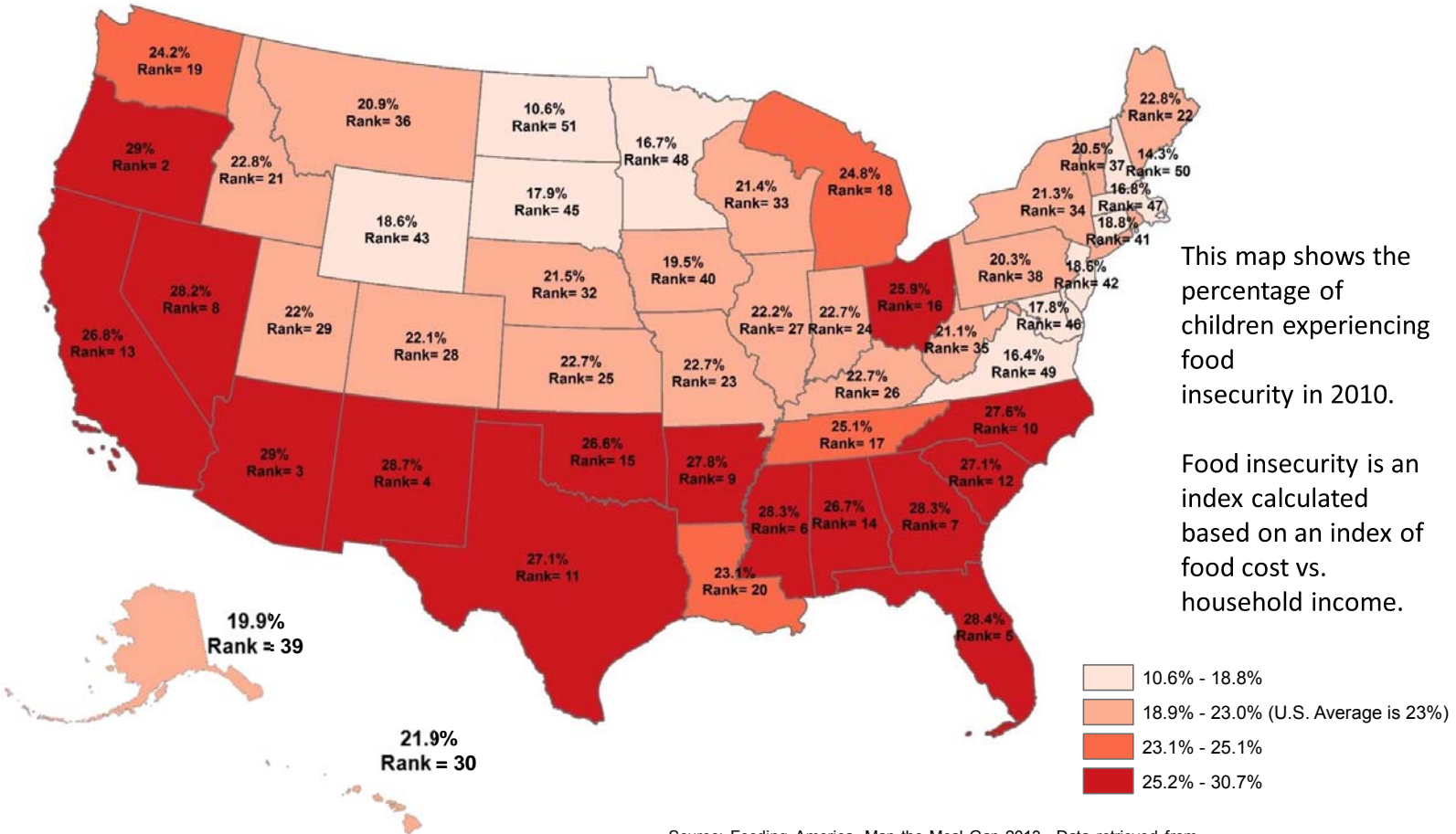
Source: U.S. Census Bureau, 2011 American Community Survey 1-Year Estimate.
Supporting documentation on code lists, subject definitions, data accuracy, and statistical testing can be found on the American Community Survey website in the Data and Documentation section.

Percentage of Children Under 18 in Poverty, By School District



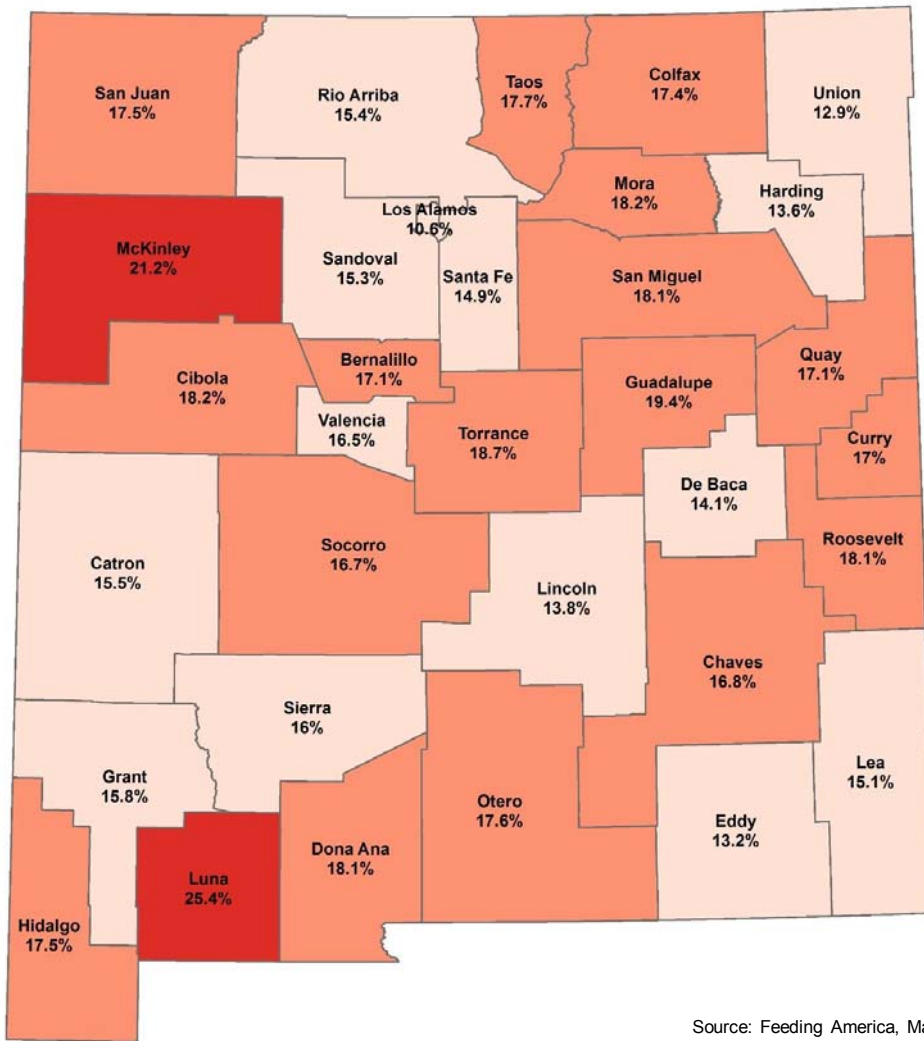
Source: U.S. Census, American Community Survey, 2006-2010 Five-Year Estimates. In 2010, the weighted average poverty threshold for a family of four was **\$22,314** (<http://www.census.gov/hhes/www/poverty/data/threshld/>). State and national averages taken from the 2010 American Community Survey (state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

Child Food Insecurity in the United States, 2010: Percentage FI and Overall Rank (1 worst-50 best)



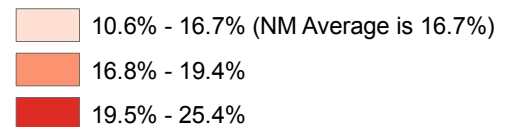
Source: Feeding America, Map the Meal Gap 2013. Data retrieved from <http://feedingamerica.org/hunger-in-america/hunger-studies/map-the-meal-gap/~media/Files/a-map-2010/2010-MMG-Child-Executive-Summary-FINAL.ashx>. See Table 1: Child Food Insecurity in State, 2010.

Food Insecurity in New Mexico Counties, 2011



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

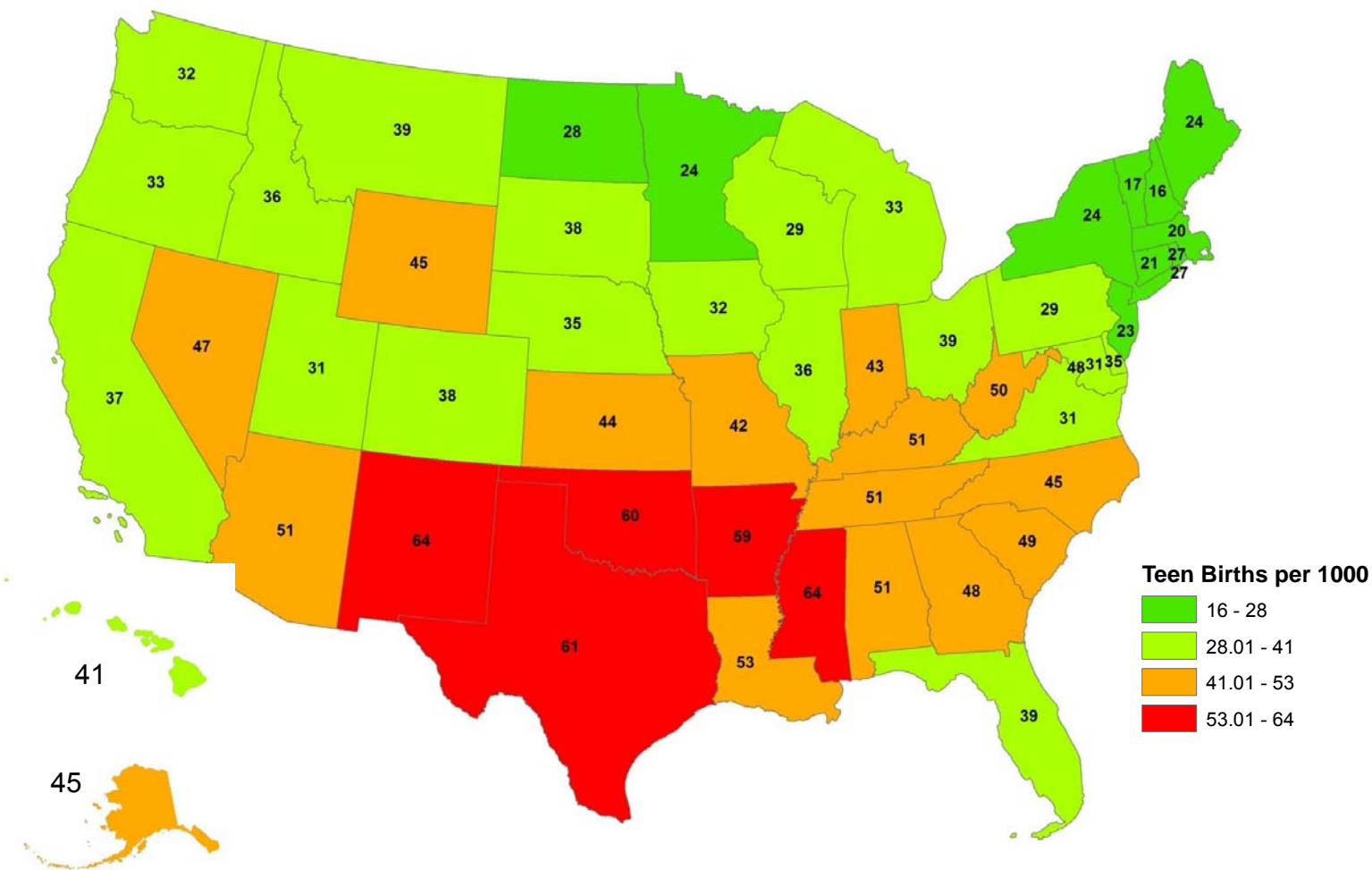
Food insecurity is an index calculated based on an index of food cost vs. household income.



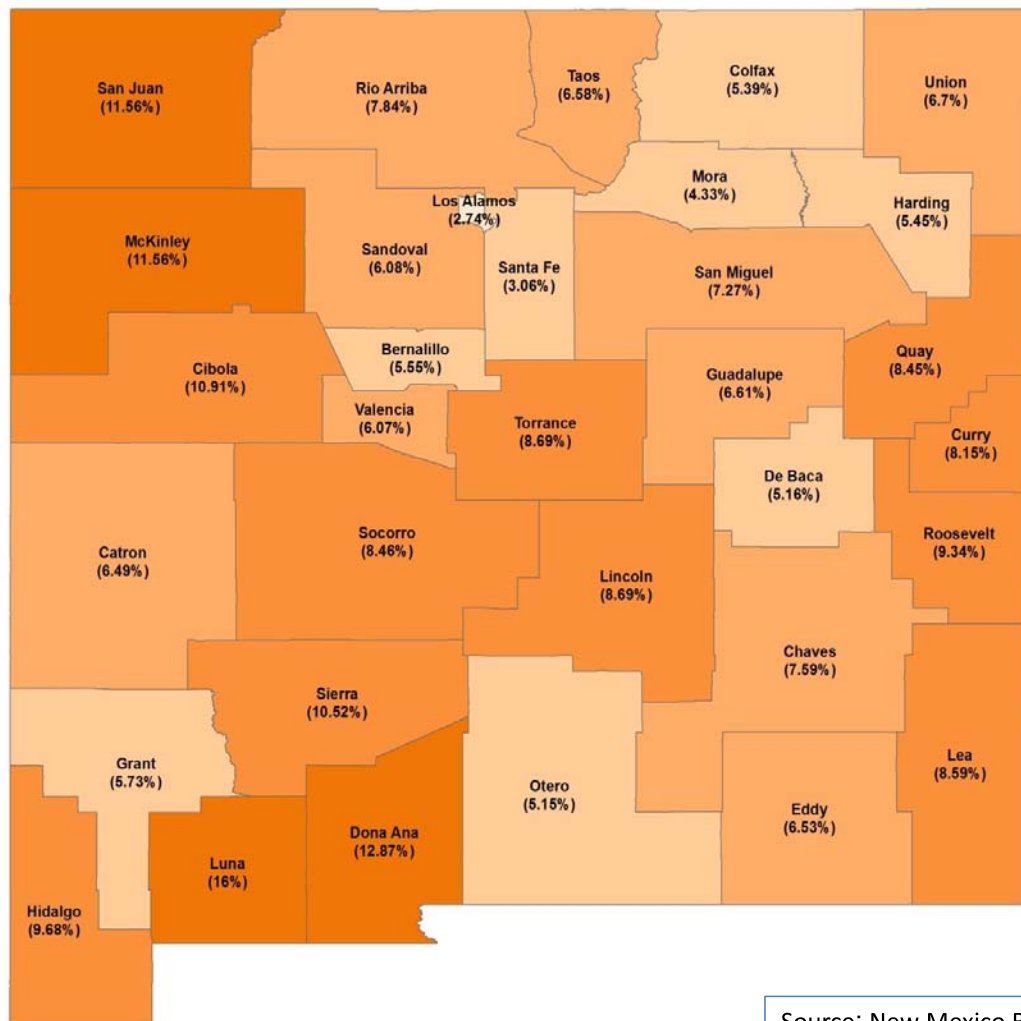
Source: Feeding America, Map the Meal Gap 2013. Data retrieved from http://feedingamerica.org/hunger-in-america/hunger-studies/map-the-meal-gap/~media/Files/a-map-2011/NM_AllCountiesMMG_2011.ashx?pdf. For

Technical details on the factors used to create the index, see Gundersen, C., Waxman, E., Engelhard, E., Satoh, A. and Chawla, N., Map the Meal Gap 2013: Food Insecurity Estimates at the County Level.

Teen Births Per 1000, 2009

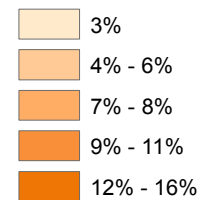


Percentage Of Birth Mothers Receiving No Or Only Third Trimester Prenatal Care



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.

No Prenatal Care or 3rd Trimester Only

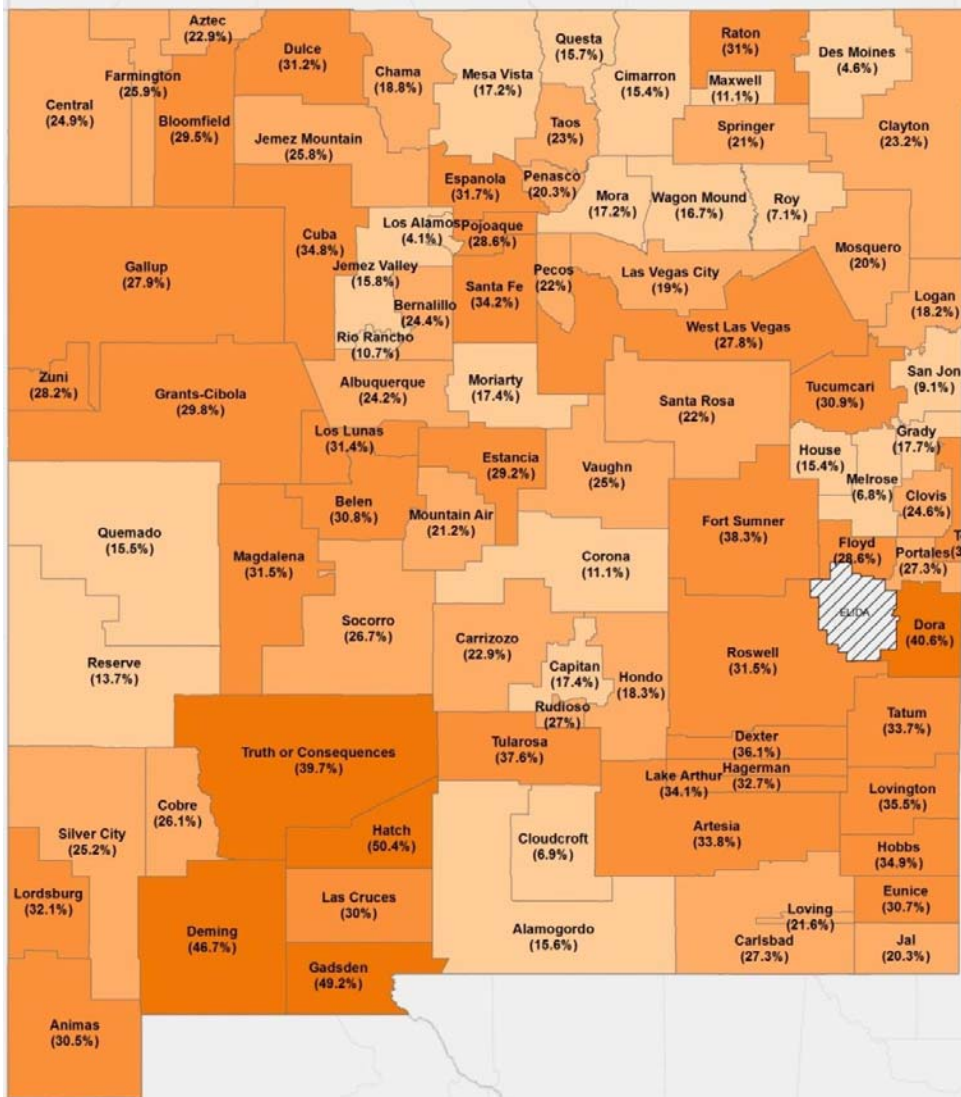
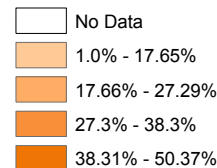


Source: New Mexico Birth Certificate Database, Bureau of Vital Records and Health Statistics, New Mexico Department of Health.

Percentage Of Birth Mothers Without A High School Diploma, By New Mexico School District

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

Percent of Birth Mothers Without A High School Diploma



Source: New Mexico Birth Certificate Database, Bureau of Vital Records and Health Statistics, New Mexico Department of Health.



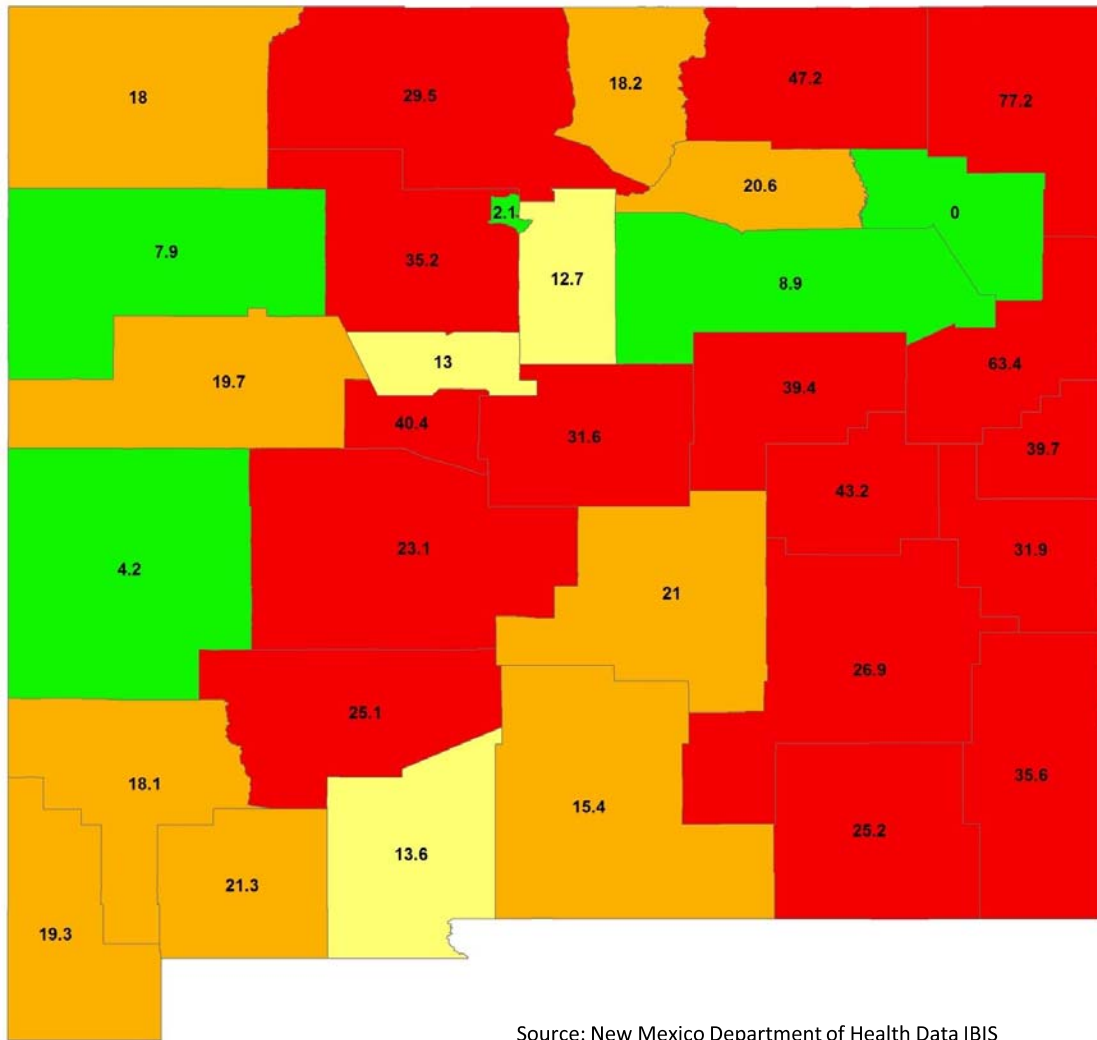
Early Childhood Experiences Last A Lifetime And Cross Generations

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

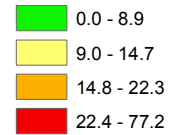
Source: Centers For Disease Control and Prevention,
<http://www.cdc.gov/ace/pyramid.htm>

Child Abuse Allegations Per 1,000 Children



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.

Child Abuse Allegations per 1,000 Children

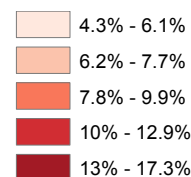
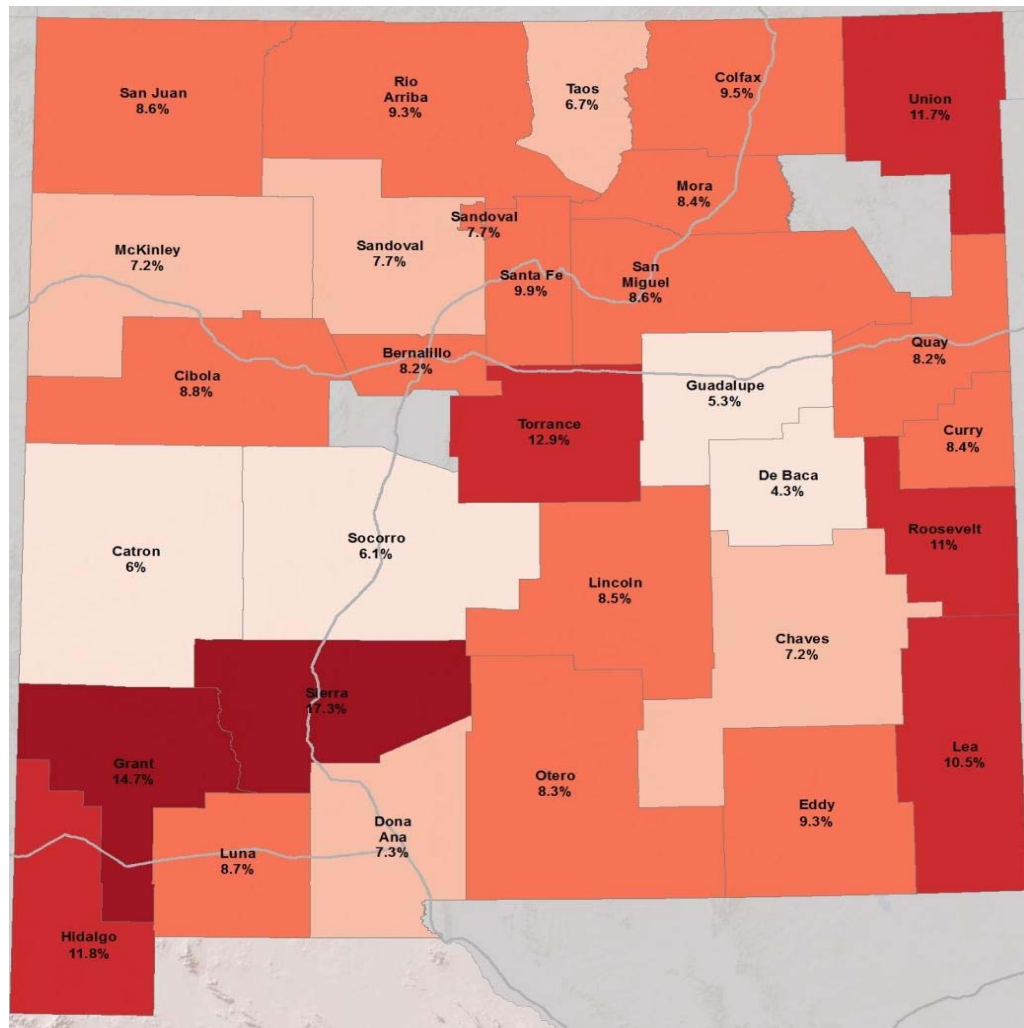


Data Notes: It is possible that one investigated report may include multiple types of substantiated abuse of one or more children in a family. In addition, it is possible for an individual child to have more than one substantiated investigation of abuse or neglect for a single reporting period.

Source: New Mexico Department of Health Data IBIS
http://ibis.health.state.nm.us/indicator/view_numbers/ChildAbuse.Total.Cnty.html

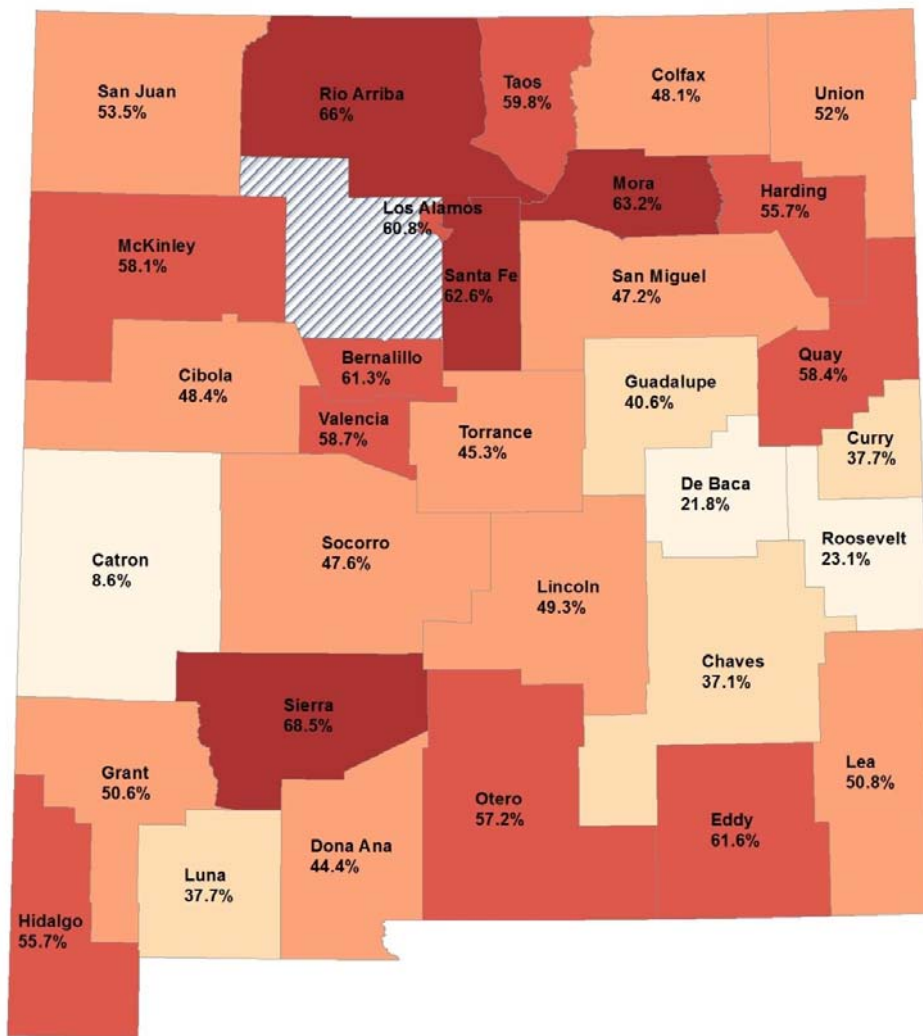
Measures Of Risk And Resiliency: Sexual Coercion Among High School Students, 2011

Percent of students who reported having been physically forced to have sex during the last 12 months.



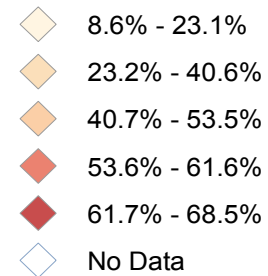
Source: New Mexico Youth Risk and Resiliency Survey, New Mexico Departments of Health and Public Education and U.S. Centers For Disease Control and Prevention, 2011. Students were asked, "During the past 12 months, have you ever been physically forced to have sexual intercourse?" The percentage reported 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.

New Mexico High School Drug Abuse, 2009

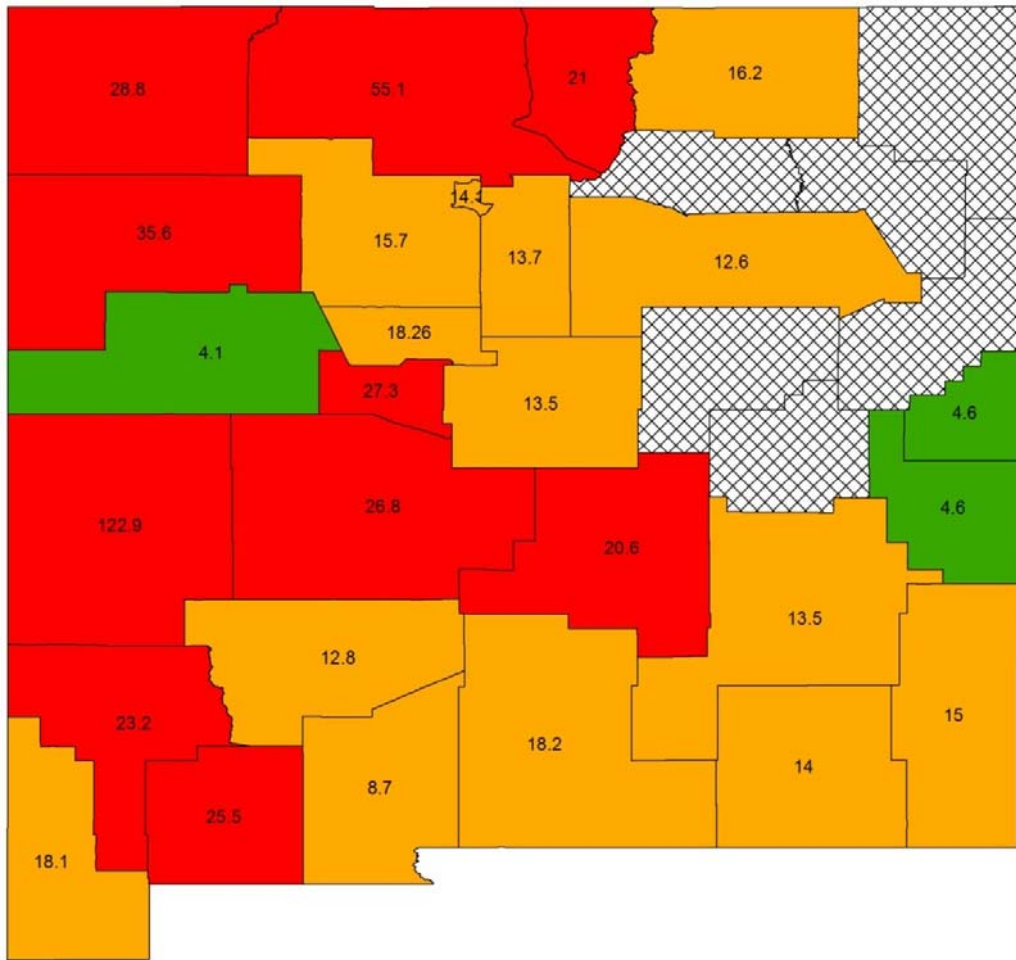


This map shows the percentage of New Mexico high school students reporting heroin, cocaine, methamphetamine, or marijuana use.

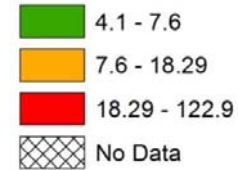
Percent of Students Reporting Drug Use



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



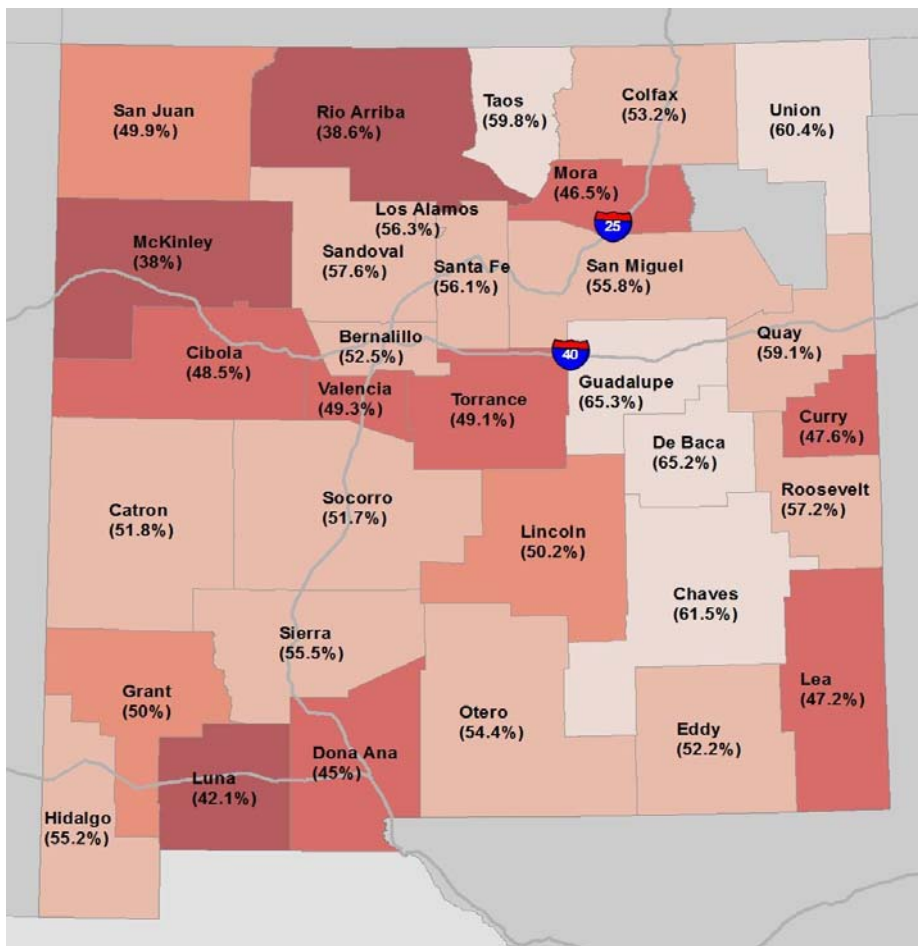
Suicide Rate (Per 100,000 15-19 Year Olds)



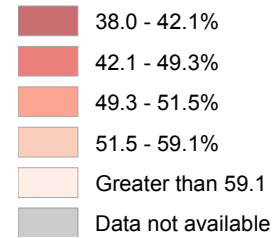
Counties shaded **green** have rates below the national average of 7.6. Counties shaded **orange** have rates above the national average but below the state average of 18.29. Counties shaded **red** have rates above both the state and national averages.

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.

Measures Of Risk And Resiliency: Caring Relationships And High Expectations In The Home, 2011



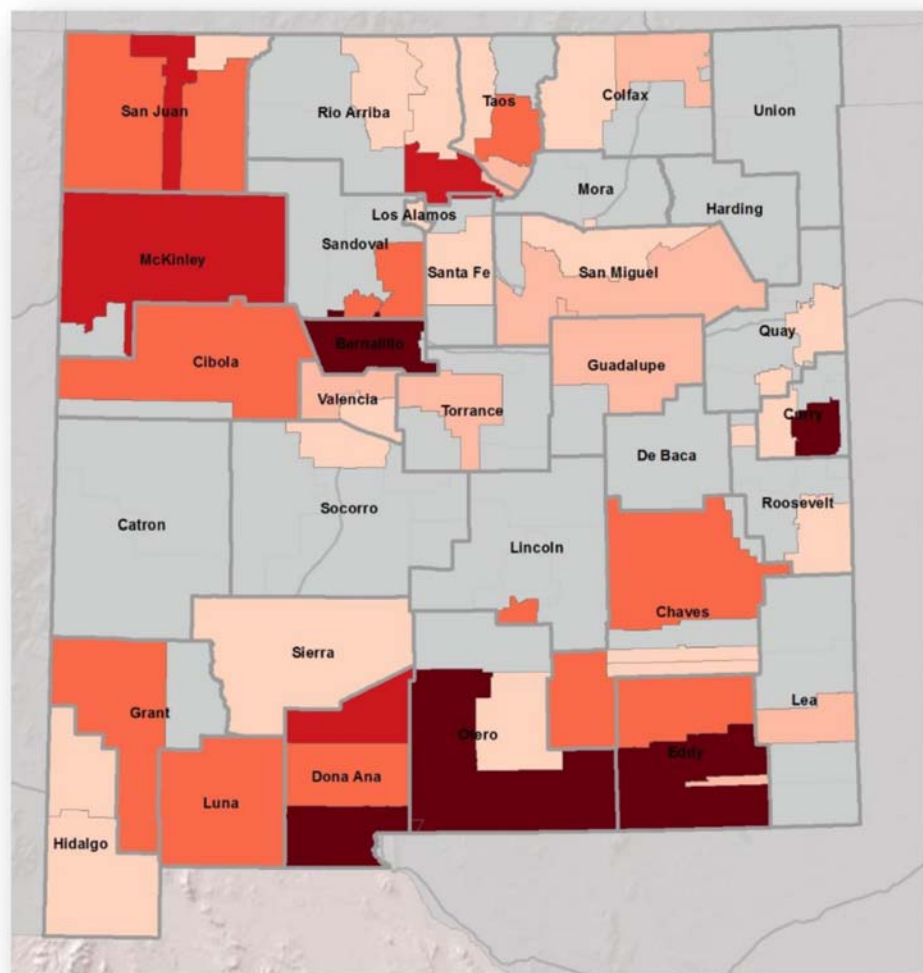
State average 51.5%



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



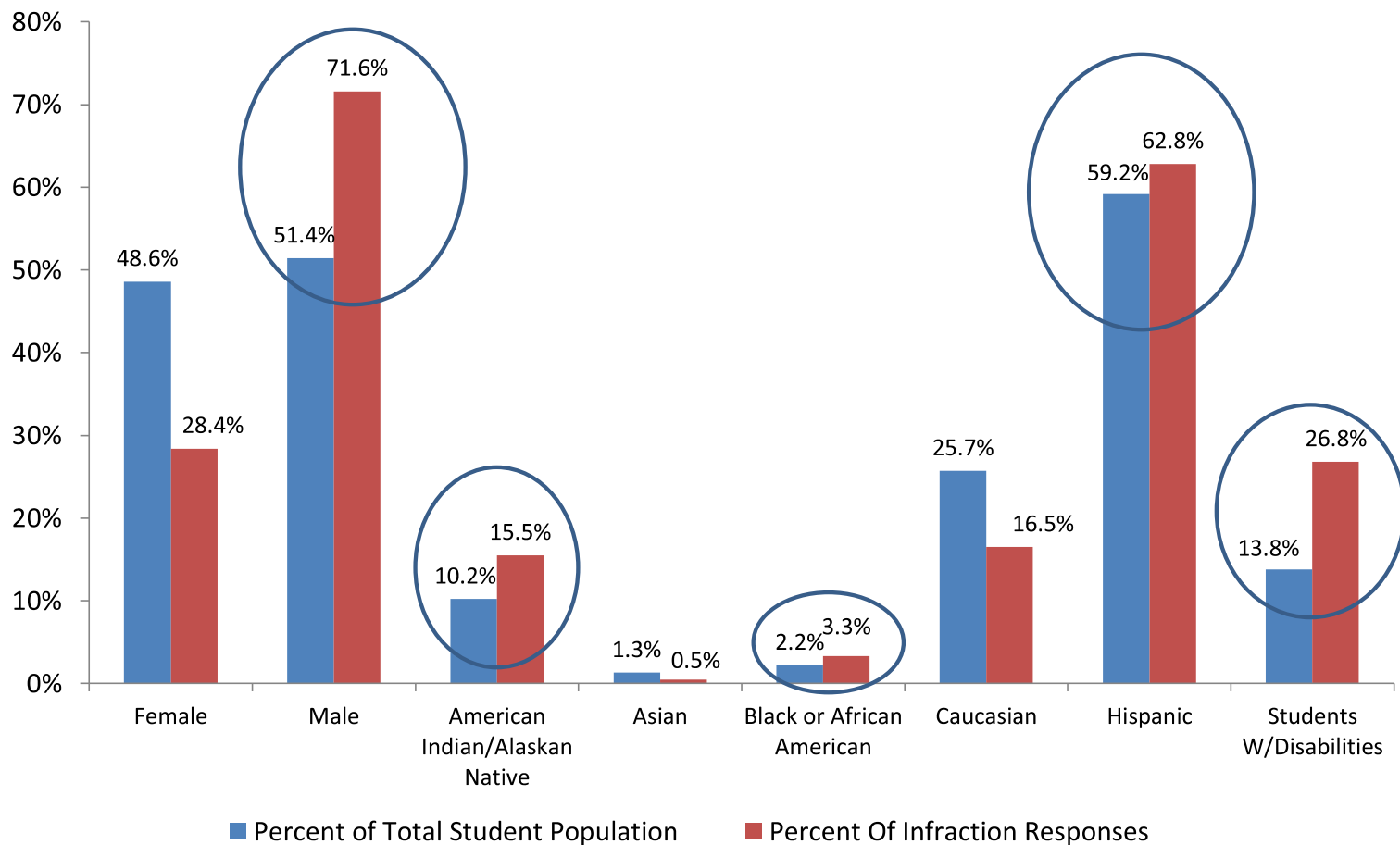
This map classifies New Mexico school districts for the combined frequency of suspension, expulsion, referral to law enforcement or arrest, in districts for which data was available.

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.

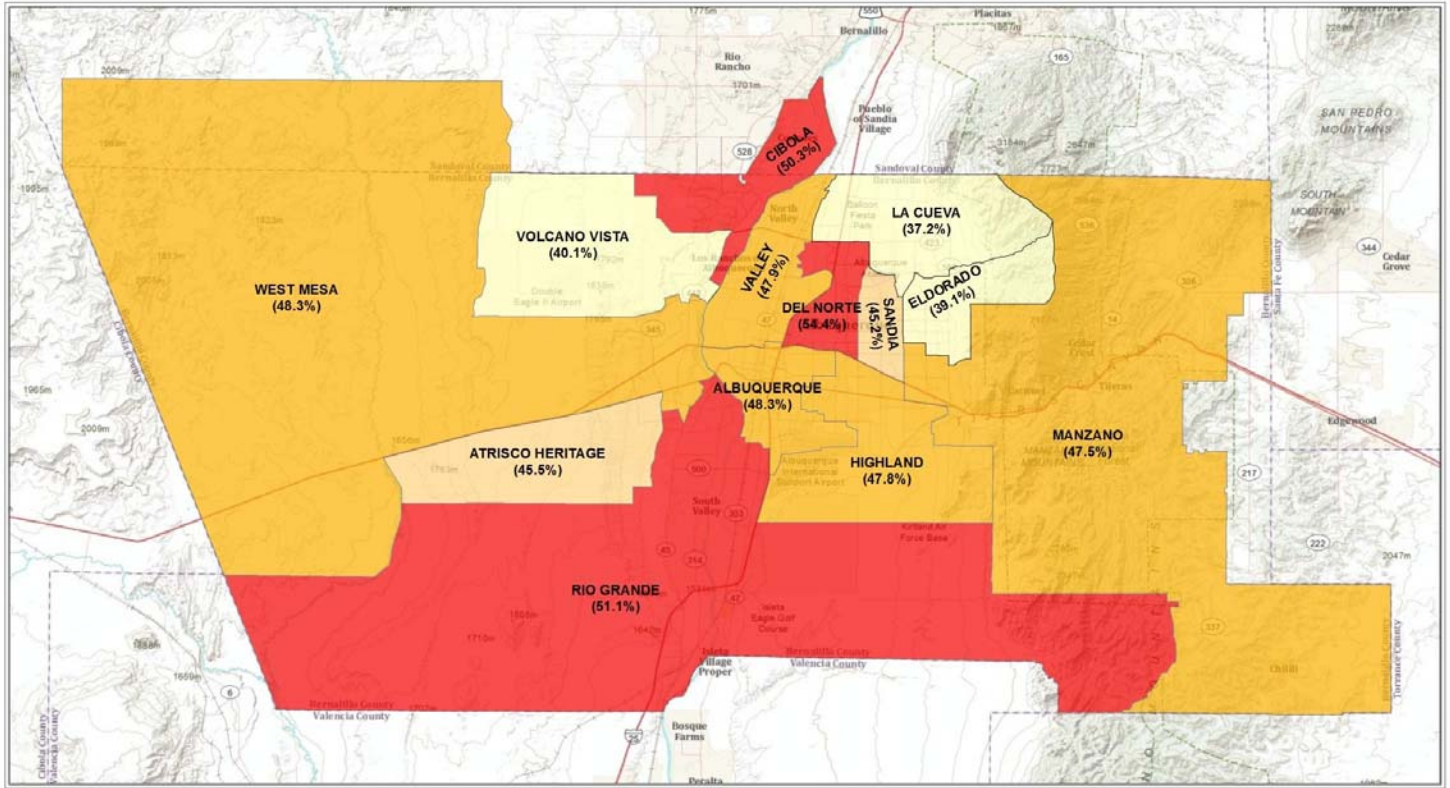
- Low
- Moderately Low
- Average
- Moderately High
- High
- No Data

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



Source: New Mexico Public Education Department.

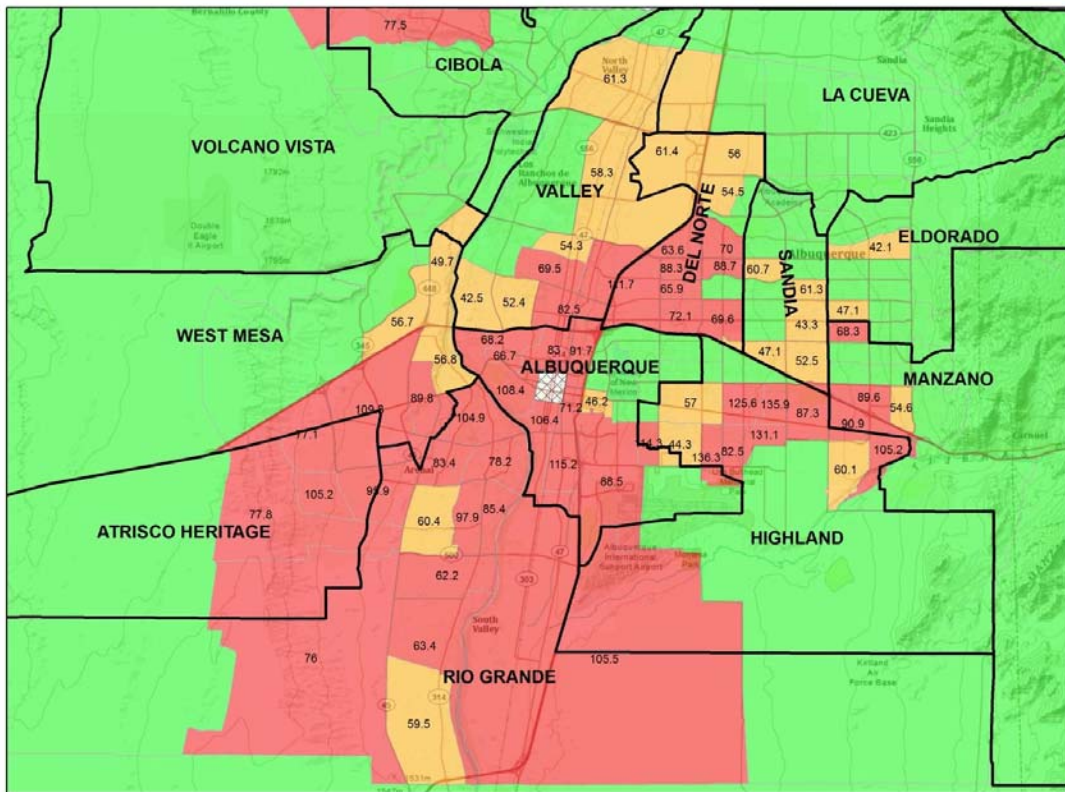
Percentage Of High School Students Who Have Had Sexual Intercourse



37.2 - 40.1% 40.1 - 45.5% 45.5 - 48.3% 48.3% - 54.4%

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.

Teen Birth Rate, Ages 15-19

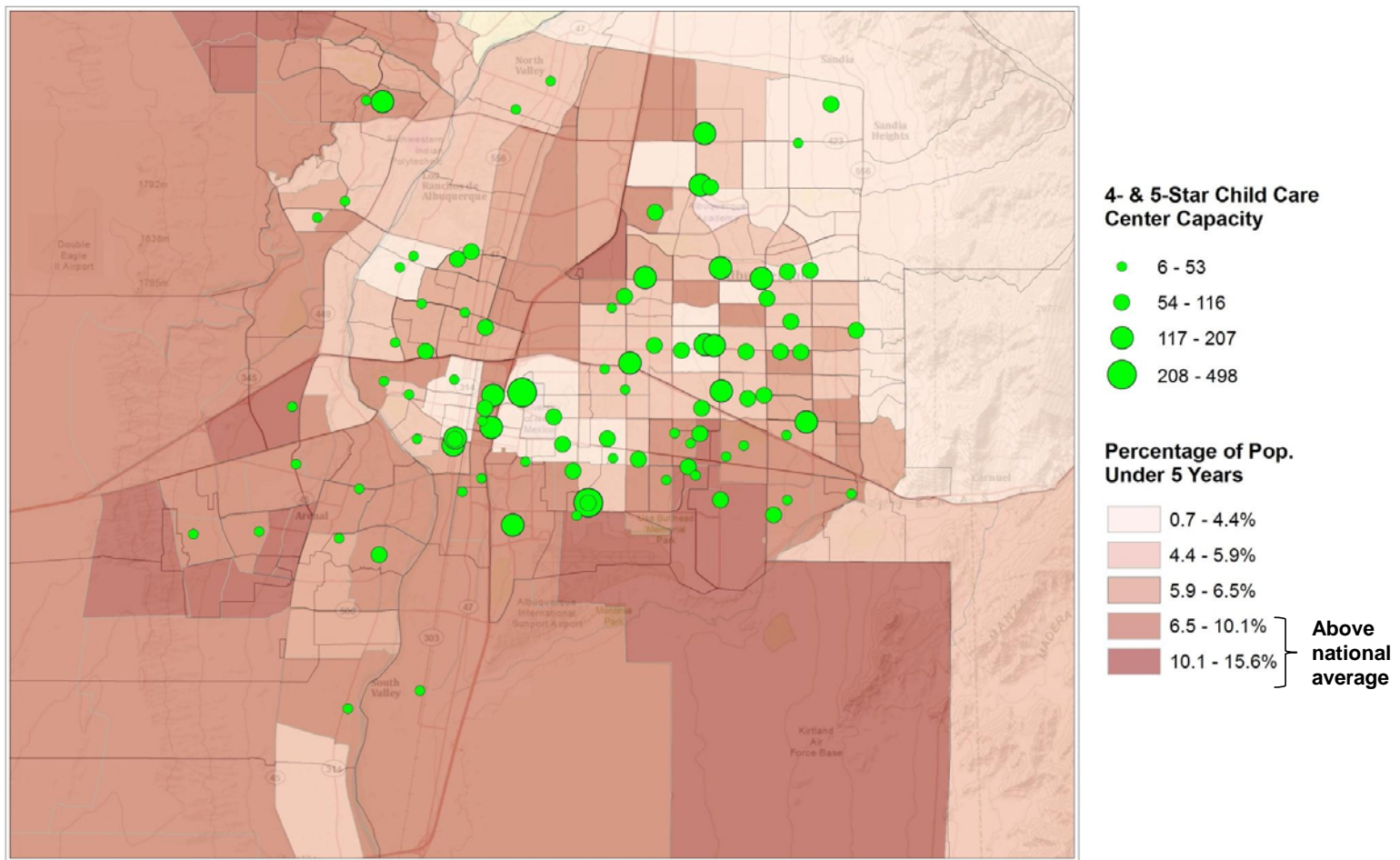


The data point in each census tract represents the number of live births to teen women per 1000 teen women, over the period 2001-2005.

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.

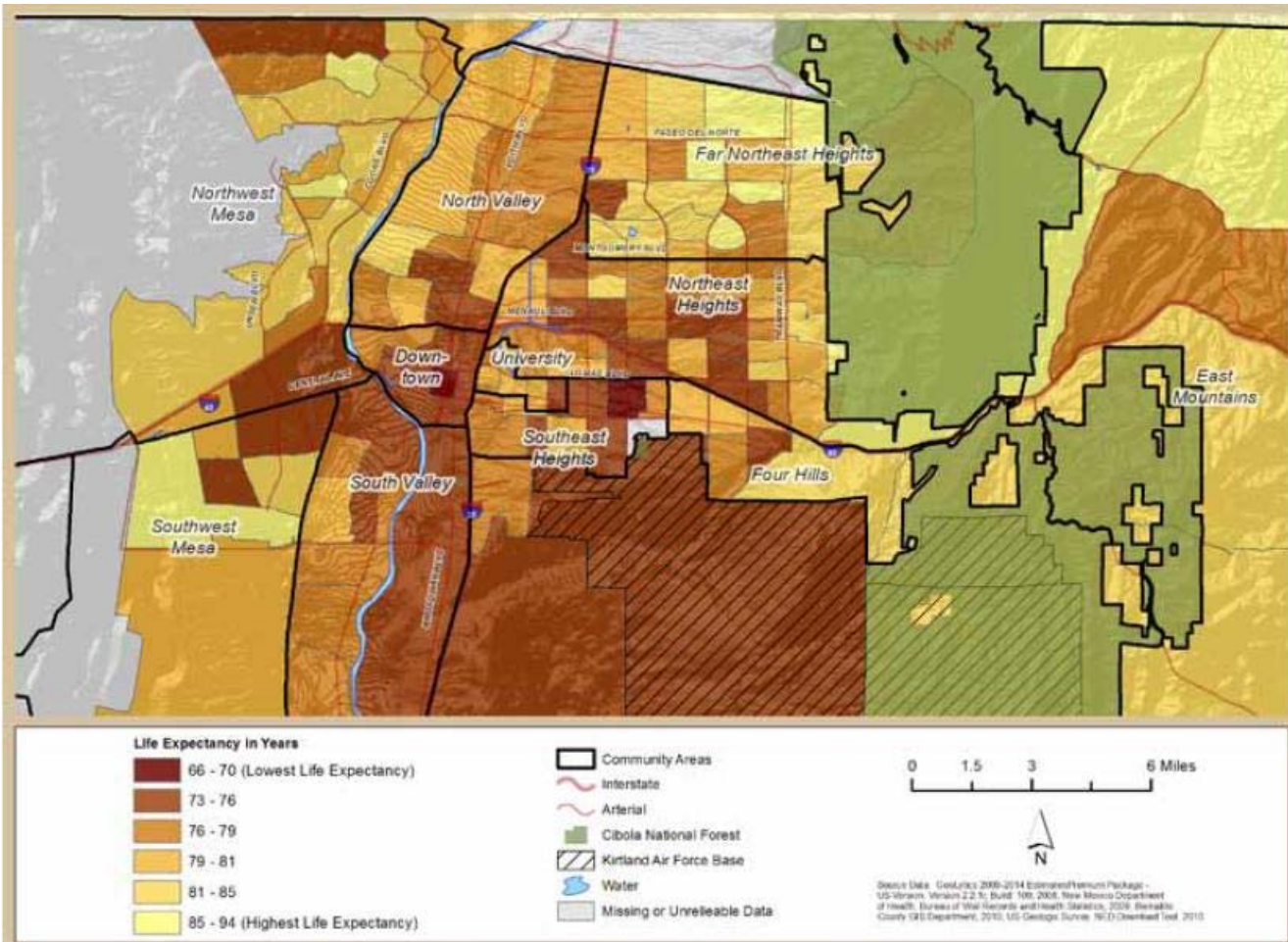
Source: New Mexico Community Data Collaborative. The rates shown here reflects the average number of children per 1000 women born to teen mothers (ages 15-19) between 2001 and 2005. Rates are reported by census tract; high school boundaries are overlaid to provide perspective. In 2005, the statewide 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.

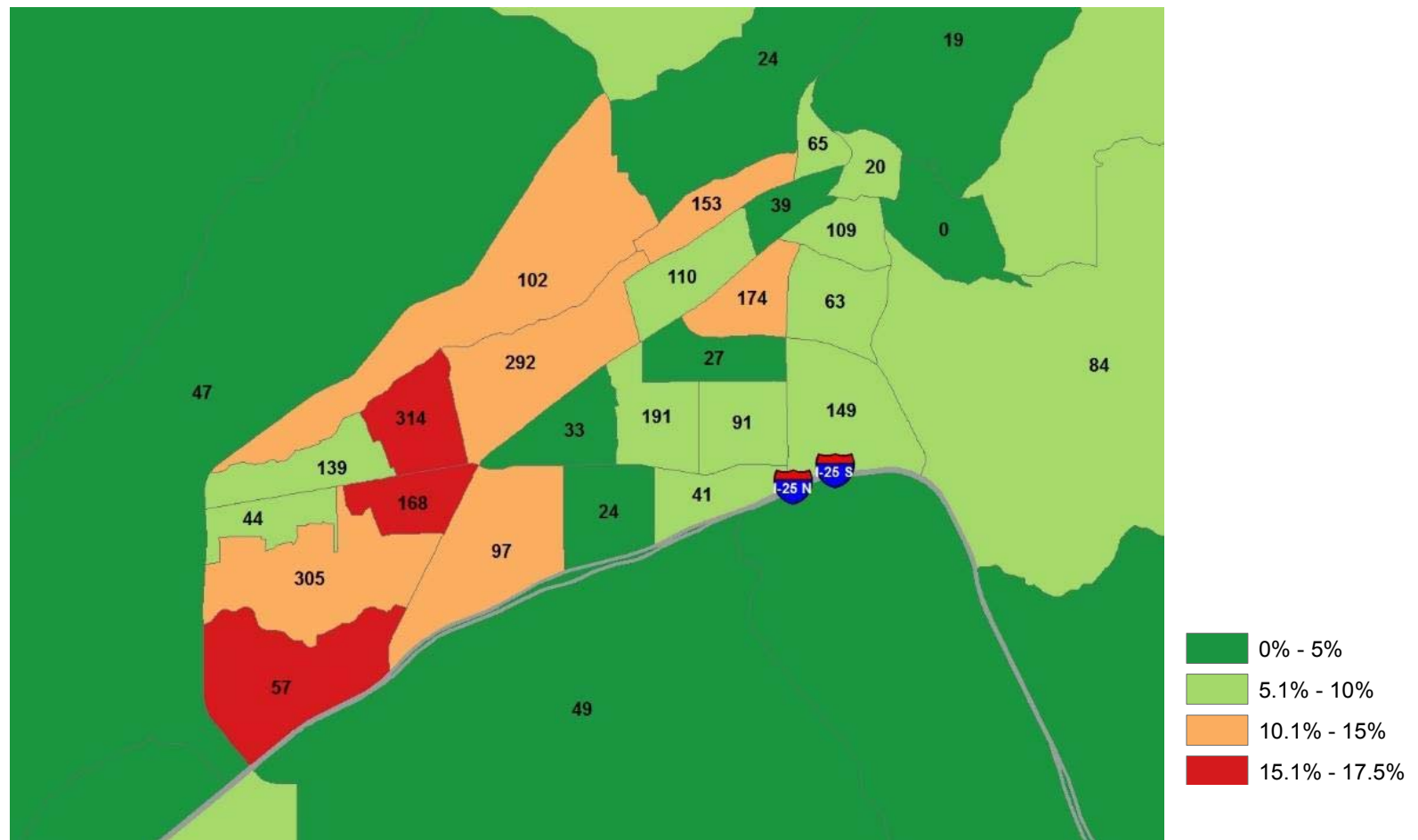
Life Expectancy By Census Tract, Bernalillo County, NM (2001-2005)



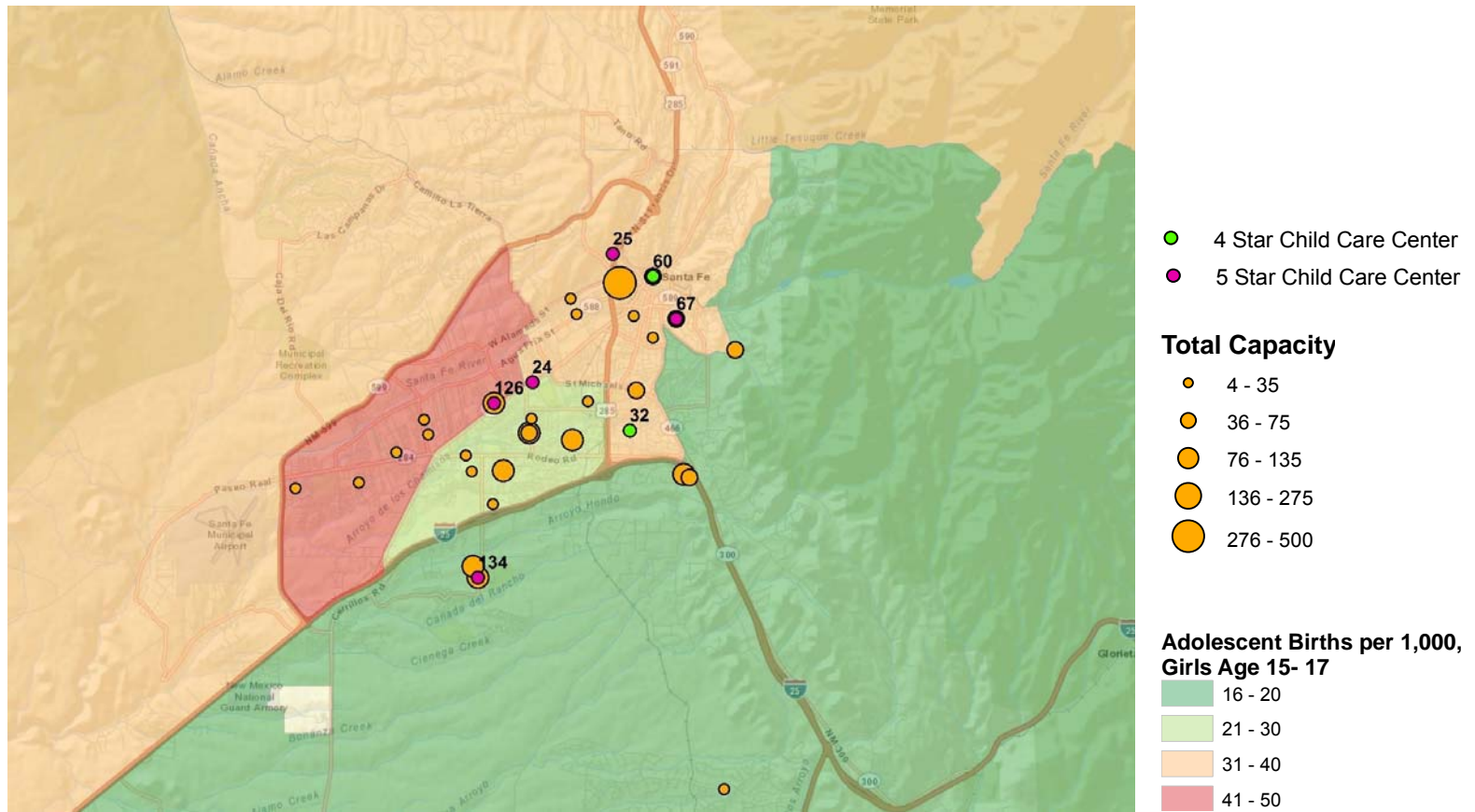
This powerful map by the Joint Center For Political and Economic Studies shows that life expectancy can vary by 28 years depending on where one lives in Bernalillo County.

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.

Percentage and Count of Households In Santa Fe Headed by Single Females with Under-Age-18 Children

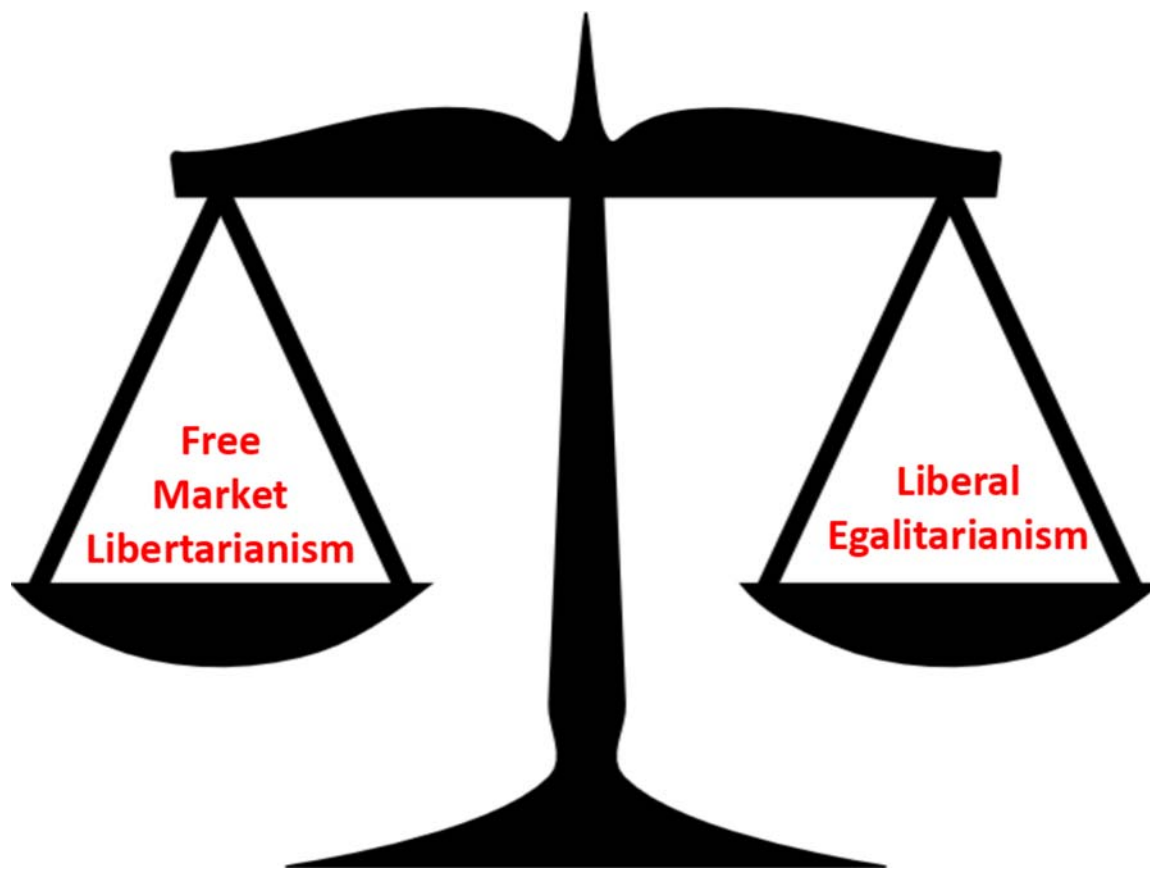


Teen Births and Childcare Center Capacity (3, 4 and 5-Star Centers Identified, Labeled with Capacity)



**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.

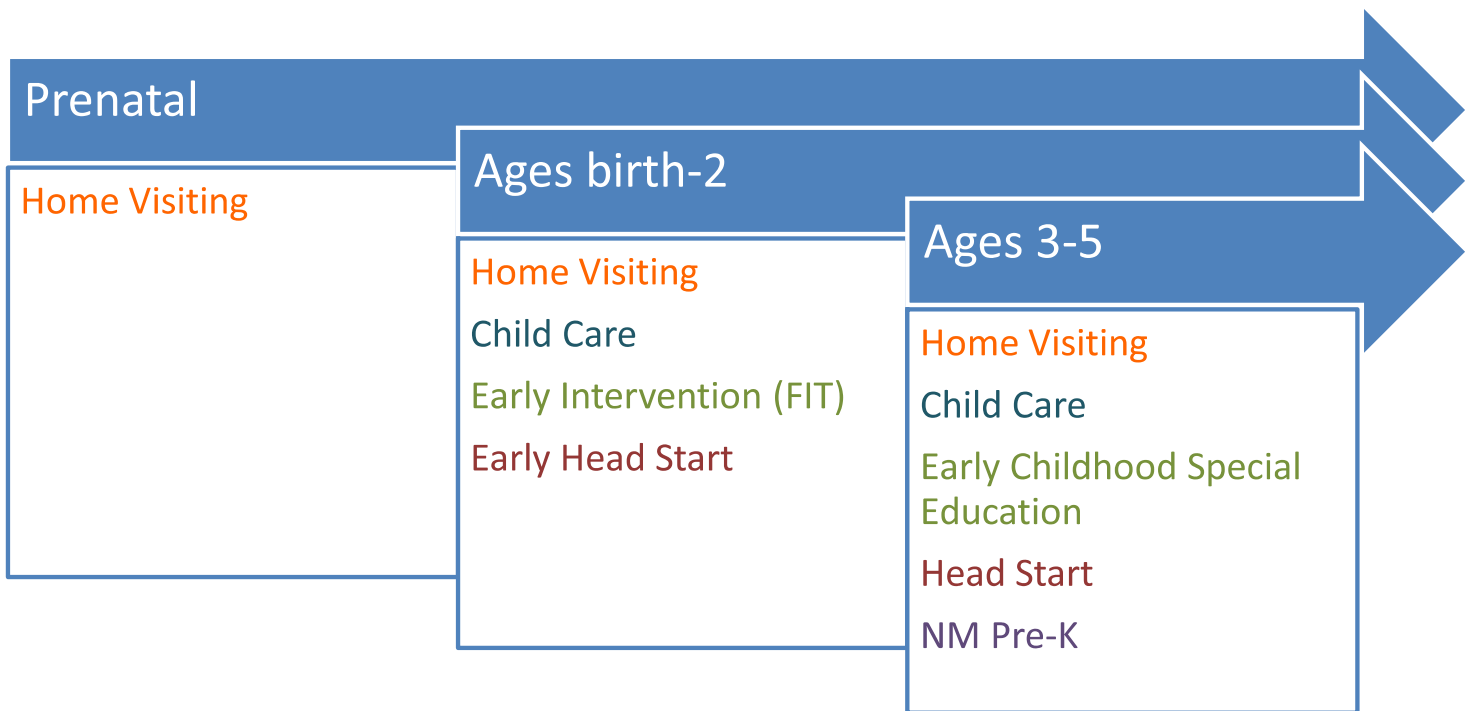
We believe our future depends on whether good Americans from every political point of view can find that common ground.

Early Childhood

SB120 - Early Childhood Care and Education Act

- 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."

Early Childhood Program Age Continuum





New Mexico Home Visiting Annual Outcomes Report, Fiscal Year 2013

Prepared by the University of New Mexico Center for Education Policy Research and the Center for Rural and Community Behavioral Health for the New Mexico Children, Youth and Families Department

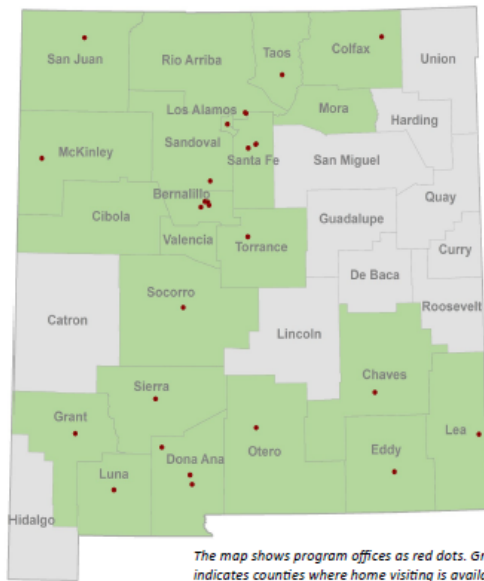
JANUARY 1, 2014

Introduction

This first Annual Home Visiting Outcomes Report presents aggregate data about the outcomes for all Children, Youth and Families Department (CYFD)-administered home visiting programs funded by the State of New Mexico in Fiscal Year 2013 (FY13). The report was prepared according to the requirements of NMSA 1978, Sections 32A-23B-1 (2013), referred to here as the "Home Visiting Accountability Act," and is designed to inform policymakers and practitioners about the impact of the state's Home Visiting System on families and children in New Mexico.

New Mexico's Home Visiting System, FY13

New Mexico's 20 home visiting programs serve 22 of New Mexico's 33 counties.



The map shows program offices as red dots. Green indicates counties where home visiting is available.

Home Visiting in FY13, At a Glance:

Programs: 20

Counties Served: 22

Families Funded: 1,005

Home Visits: 20,224

Home Visitors: 144

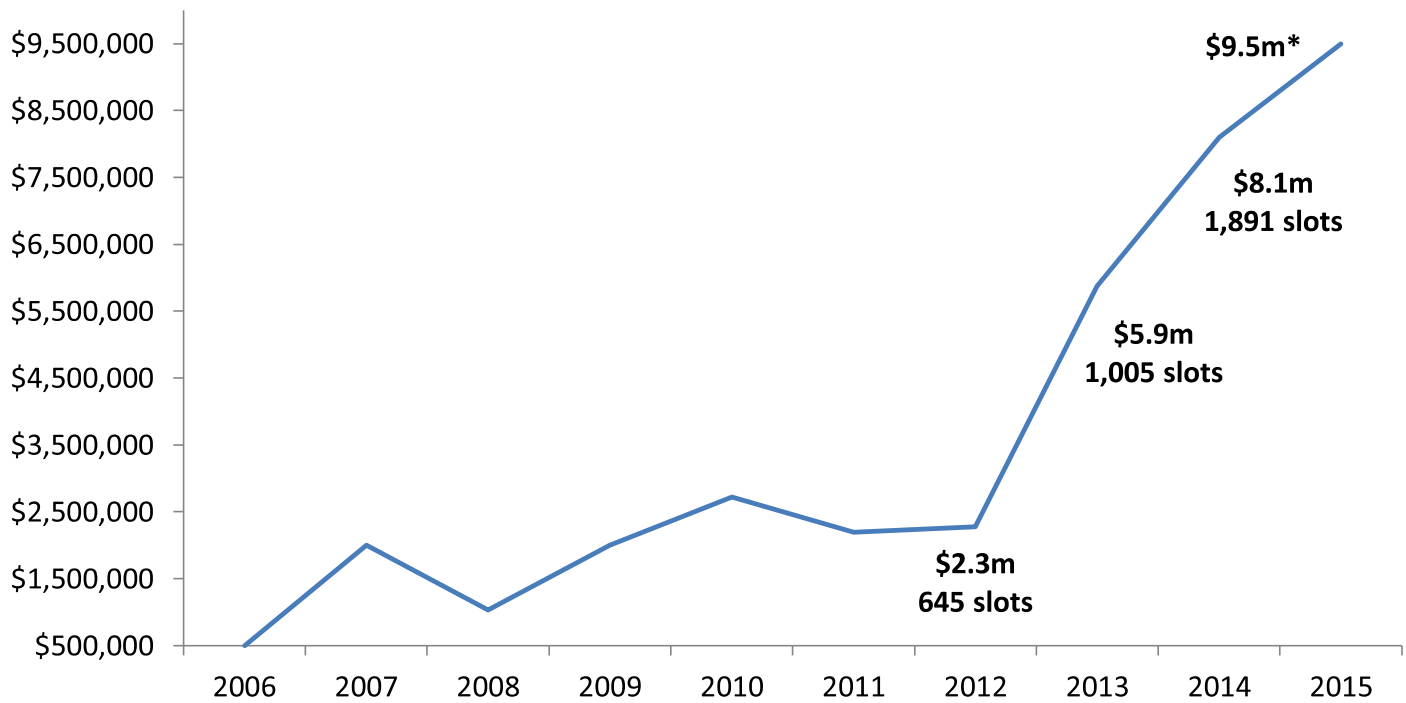


The Center For Education Policy Research & Center For Rural & Community Behavioral Health Just Released The Report On New Mexico's State Funded Home Visiting System

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

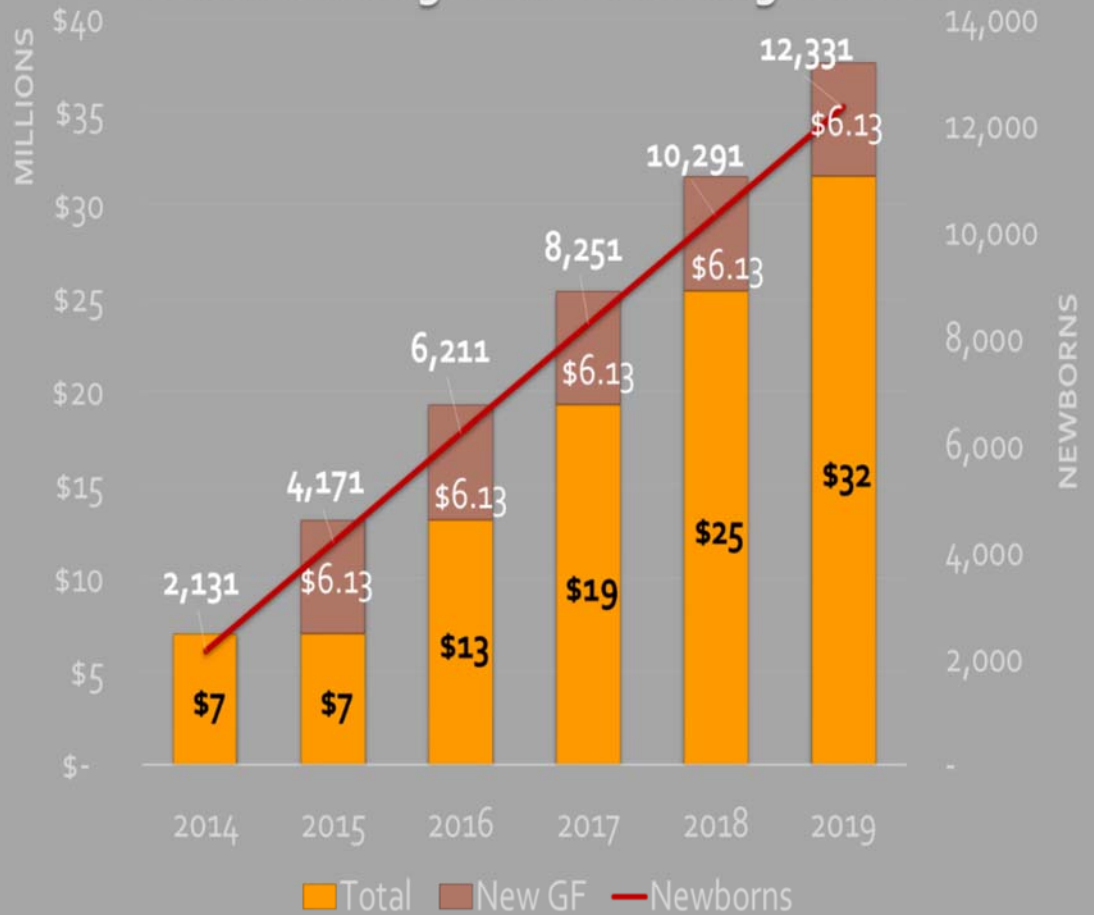
Home Visiting: The Puzzles To Be Solved

- 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)



Home Visiting: State Funding & Families



In Summary

Education And The Challenges We Face

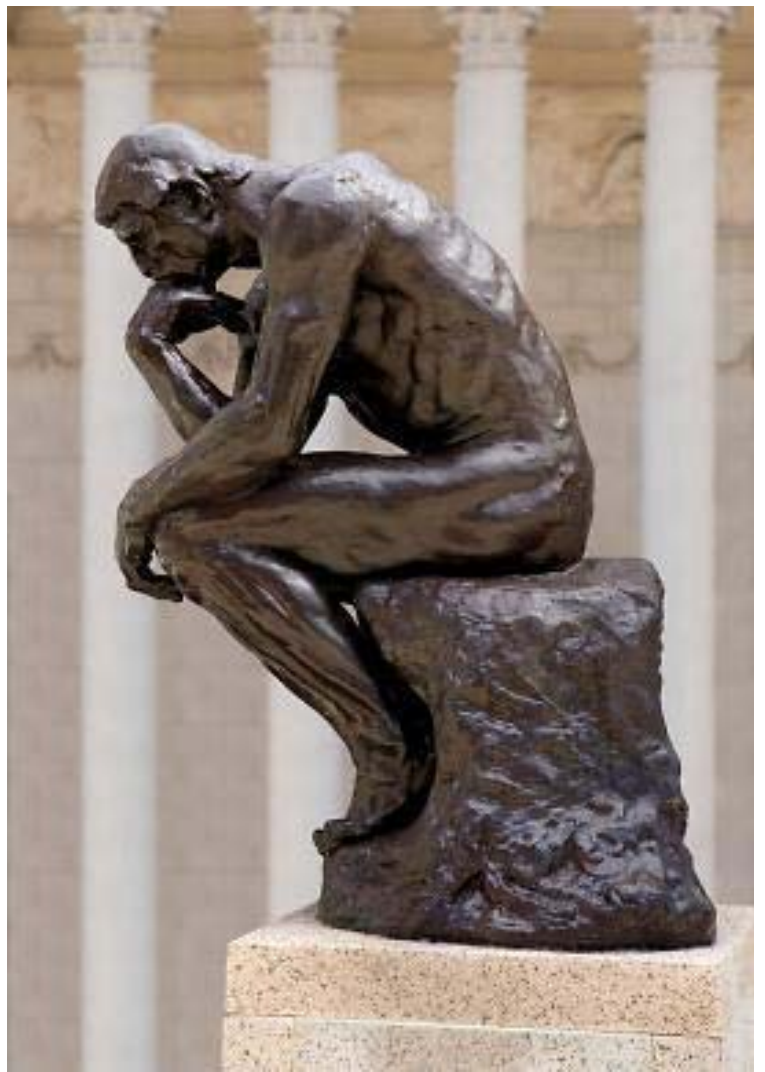
“...wherever the people are well informed,
they can be trusted with their own
government
...if a nation expects to be ignorant & free,
in a state of civilization, it expects what
never was & will never be.”
(Thomas Jefferson)

“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?**



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