

# 2000 NEVADA KIDS COUNT DATA BOOK

*This book is dedicated to those who suffered in childhood and  
overcame great obstacles, and those who believe  
that no child should be required to do so.*

Produced by

**NEVADA KIDS COUNT**

**Center for Business and Economic Research, University of Nevada, Las Vegas**

*in collaboration with*

**Cooperative Extension, University of Nevada, Reno**

**School of Social Work, University of Nevada, Las Vegas**

**Nevada Title IV-B, Family Preservation and Family Support Steering Committee**

**Nevada KIDS COUNT Advisory Council**

# Foreword

KIDS COUNT, a project of the Annie E. Casey Foundation, is a national and state-by-state effort to track the status of children in the United States. By providing policymakers and citizens with benchmarks of child well-being, KIDS COUNT seeks to enrich local, state and national discussions concerning ways to secure a better future for all children. At the national level, the principal activity of the initiative is the publication of the annual *KIDS COUNT Data Book: State Profiles of Child Well-Being*, which reports at least 10 leading indicators of child well-being in every state. The Nevada KIDS COUNT project is a statewide, collaborative effort that brings together the wide range of organizations and agencies involved with children and families in Nevada. The goals of the Nevada KIDS COUNT project are to:

- ◆ Identify the needs of Nevada's children by collecting the best available data on children and publishing and disseminating the *Nevada KIDS COUNT Data Book* annually;
- ◆ Educate policymakers and citizens by utilizing the Nevada KIDS COUNT data to spotlight current and ongoing problems facing Nevada's children;
- ◆ Advocate for action on behalf of children and families in Nevada by promoting the integration of Nevada KIDS COUNT data into decision-making processes at all levels in the state.

As we enter the dawn of the new millennium, the primary leadership for the Nevada KIDS COUNT project has been successfully transferred to the Center for Business and Economic Research at the University of Nevada, Las Vegas. The Center has led the data-collection endeavors for Nevada KIDS COUNT since its inception and will support existing efforts with the accountability and responsiveness necessary for project sustainability. In addition, a formal partnership has been developed with the School of Social Work at the University of Nevada, Las Vegas. The current research agenda of the faculty of the School of Social Work closely matches areas of interest to KIDS COUNT: Child Safety, Early Care and Learning, Economic Well-Being, Education, Health and Juvenile Justice. Our policy analysis and public-awareness efforts will surely be enhanced by the results of these joint efforts. All of our outstanding partners share with Nevada KIDS COUNT a commitment to improving the lives of Nevada's children by promoting their health and well-being from birth through adolescence. Their support is greatly appreciated, as are their respective efforts on behalf of Nevada's children. Hence, this newly configured and inclusive representation provides the broad-based support to ensure success in achieving the mission of the Nevada KIDS COUNT project in the new millennium.

The *2000 Nevada KIDS COUNT Data Book* provides a statistical portrait of the well-being of children in Nevada. To better reflect the release date and information presented, this data book is called the *2000 Nevada KIDS COUNT Data Book* (rather than 1999, although it sequentially follows the 1998-titled book). The information in this data book is important because it presents reliable, objective measures that allow localities to determine how they are serving the needs of families and children in their communities. Furthermore, it is the hope of Nevada KIDS COUNT that the 2000 Data Book will empower elected officials, community and business leaders, policymakers, administrators, advocates and other individuals to work toward improvements in the quality of life for all of Nevada's children.