



Youth Violence Prevention

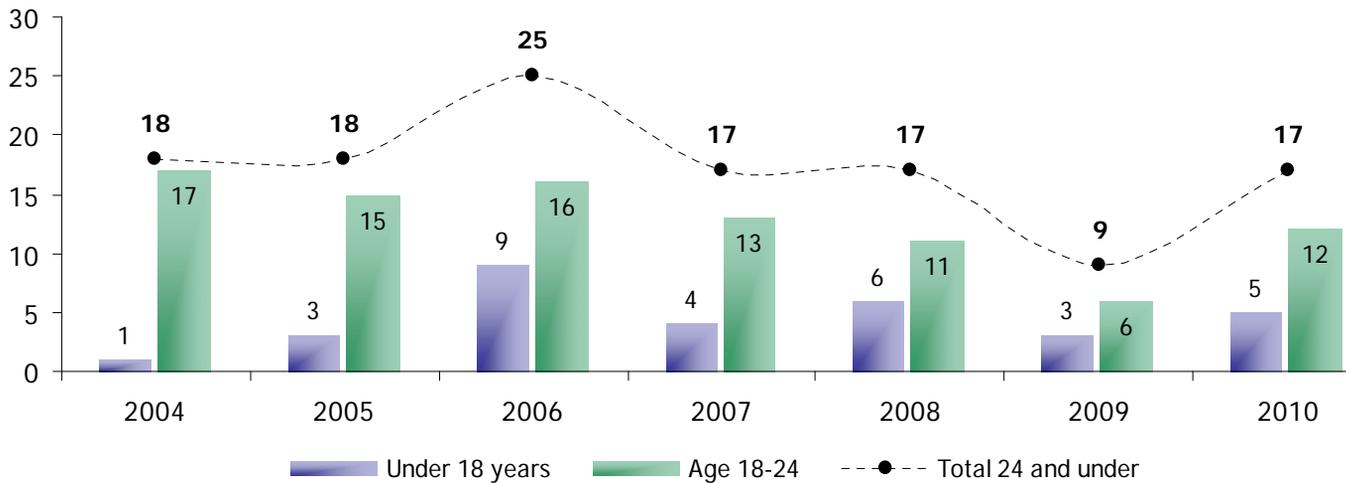
May 24, 2011

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Homicides occurring in Minneapolis (2004-2010)



This includes deaths of juveniles by homicide within Minneapolis city limits.

Source: Minneapolis Police Department.

Why is this measure important?

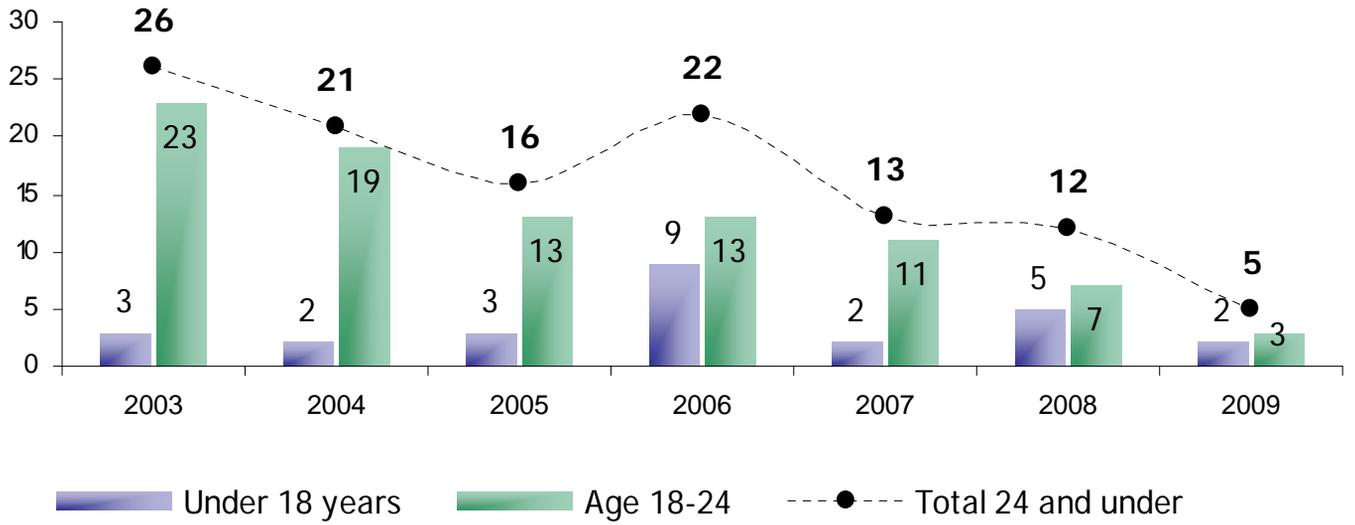
The wellbeing and quality of life of many youth and families whose lives have been uprooted by injury, disability or death resulting from youth violence is a public health concern. Besides the obvious tragedy of life lost at a young age, homicide has a traumatic impact on the entire community. From an economic standpoint, homicides exact a heavy financial toll on cities and counties. Compounding this reality is that with homicides is the phenomenon of, retaliatory homicides which lead to more violence. As a result, early intervention with youth is important. From a public health perspective, violent behavior which leads to homicide is a form of intentional injury which is preventable.

What will it take to make progress?

Reducing homicides requires increased efforts to engage youth, particularly disaffiliated and at-risk young men, in activities that increase their skills and self-efficacy, expose them to positive role models and provide them hope for a better future. Increasing youth development initiatives, positive community programs, employment opportunities and supporting parents of teens are bedrock strategic efforts that are being pursued as research has shown them to best suppress risk factors associated with youth violence.

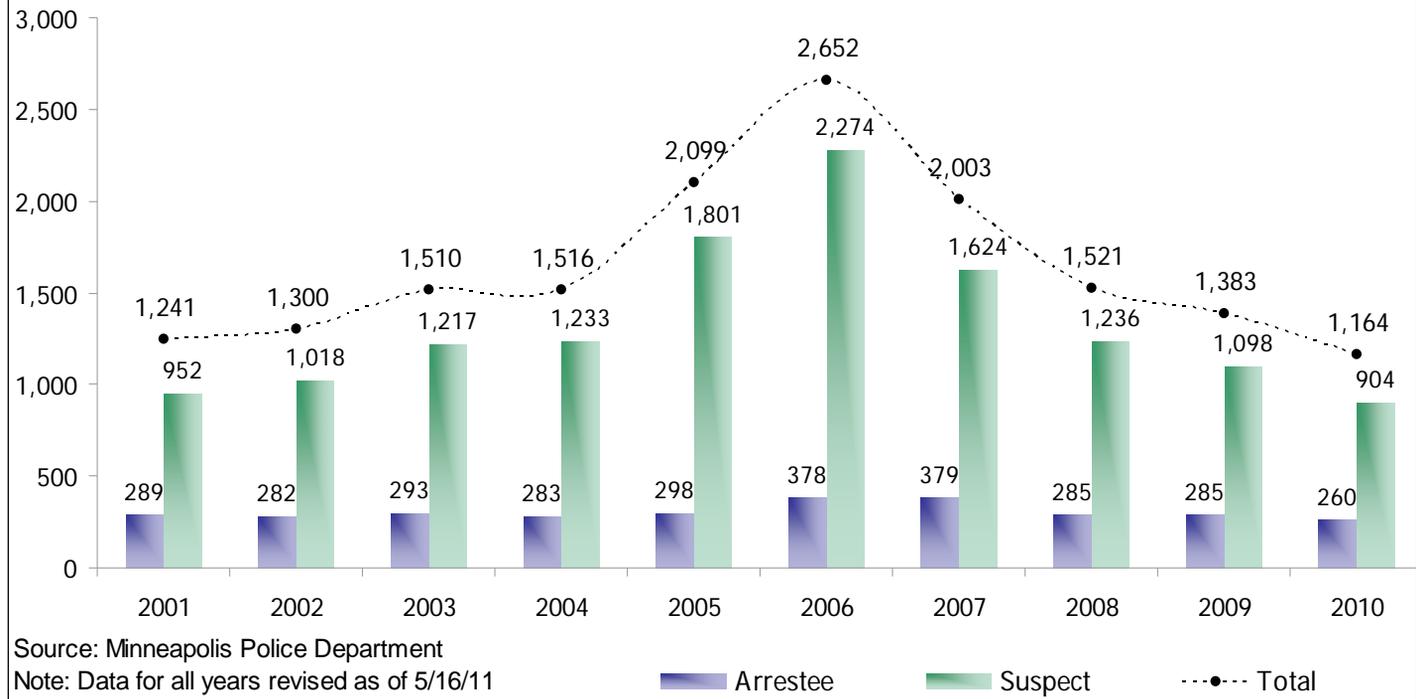
The City's efforts to reduce youth violence are twofold: increasing the law enforcement tools through the Minneapolis Police Department's Juvenile unit and full implementation of a multi-year prevention public health framework outlined in the Mayor's "Blueprint for Action." This initiative is implemented through the Department of Health & Family Support in collaboration with a host of community partners who work in concert with each other to implement the 34 recommendations in 22 neighborhoods. MDHFS also funds community-based strategies for positive youth development and recently hired a gang prevention specialist to coordinate community-based efforts on gang abatement in the following neighborhoods: Folwell, Hawthorne, Jordan and McKinley.

Homicides of Minneapolis residents (2003-2009)



Resident homicides include deaths by homicide of juvenile Minneapolis residents regardless of where the death occurred. Source: Vital Statistics.

Juvenile involved in violent crime (arrestees and suspects)



Why is this measure important?

Since juvenile offenders will likely become adult offenders, it is critical to have social or criminal justice interventions at the earliest point possible.

What will it take to make progress?

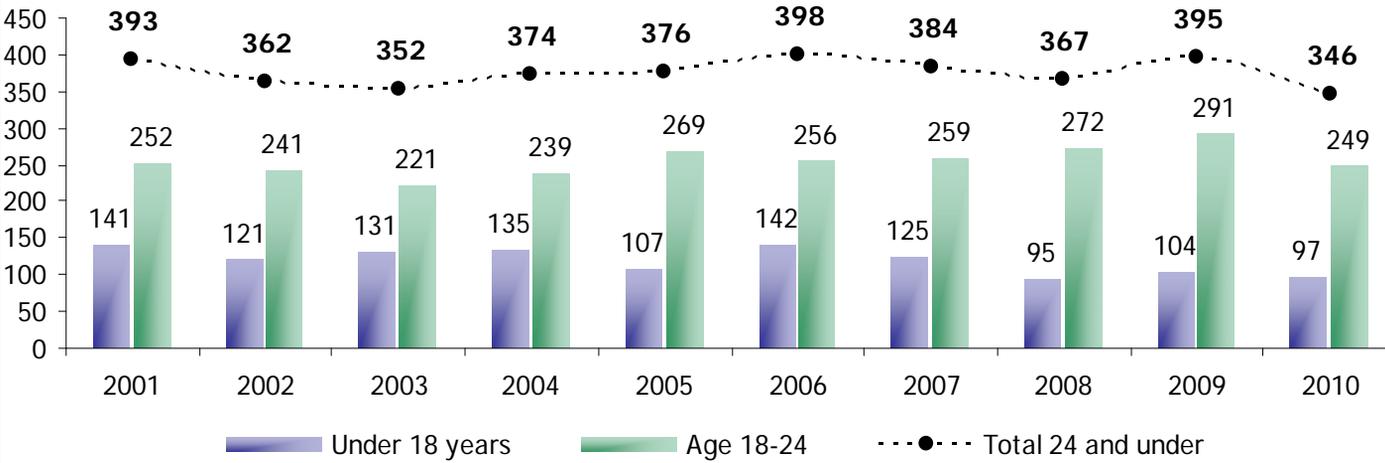
Juvenile crime has dropped over the past four years as a result of the City's focused efforts on juveniles. Reinstating the Juvenile Unit in 2007 has already yielded many results towards lowering juvenile crime.

The Juvenile Division's Investigative Unit consists of 10 sergeants who fill both day and evening hours. The Juvenile Investigators investigate violent crimes committed by juveniles or suspect thought to be juveniles at the time of the initial report. The Central Intake Unit also allows street officers to bring juvenile suspects to one location for booking or processing making it quicker for them to return to duty on the street.

The Juvenile Criminal Apprehension Team (JCAT) focuses on apprehending youth who have warrants for failing to follow through on their obligations to the juvenile court system. The JCAT team is headed by a Minneapolis Police Sergeant and partners with the Minneapolis Park Police, The Hennepin County Sheriff's Office, Hennepin County Probation and the US Marshal's Service. Since JCAT's inception in 2006, JCAT is responsible for over 1420 apprehensions and seizing over 160 firearms.

A comprehensive approach that includes intervention and prevention in the troubled neighborhoods listed in the Blue Print is essential. Working cooperatively with the City's Gang Prevention Coordinator, Minneapolis Public Schools, Community-based Gang Prevention programs, Probation, and MGSF is key.

Number of aggravated assaults arrests (2001-2010)



Source: Minneapolis Police Department
 Note: Data for all years revised as of 5/16/11

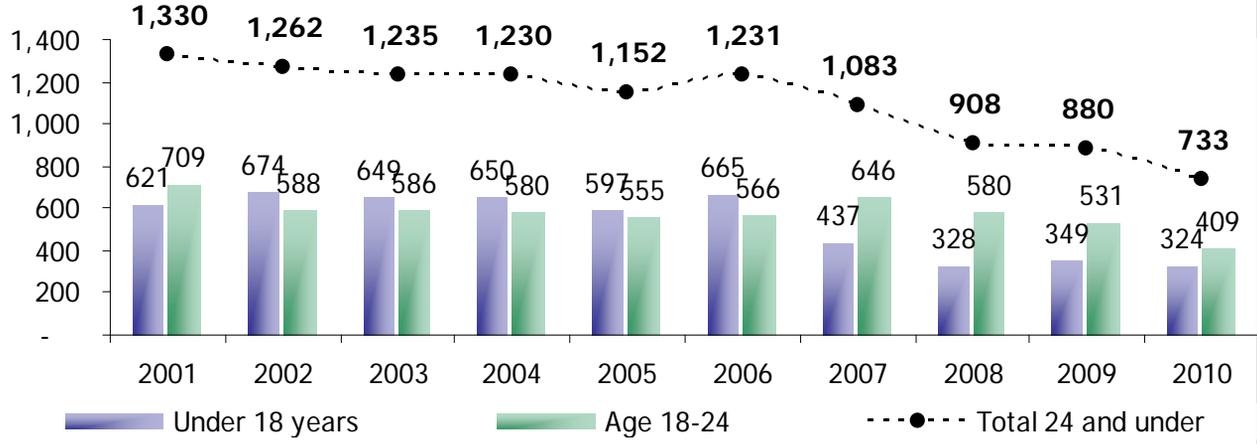
Why is this measure important?

Violent crimes are the most personal and dangerous crimes and affect the community's perception of safety. Aggravated assaults are more severely punished than simple assaults due to the greater threat of harm to the victim. Reducing the number of these dangerous crimes being committed by juveniles increases the safety of the city and may prevent future violent crimes.

What will it take to make progress?

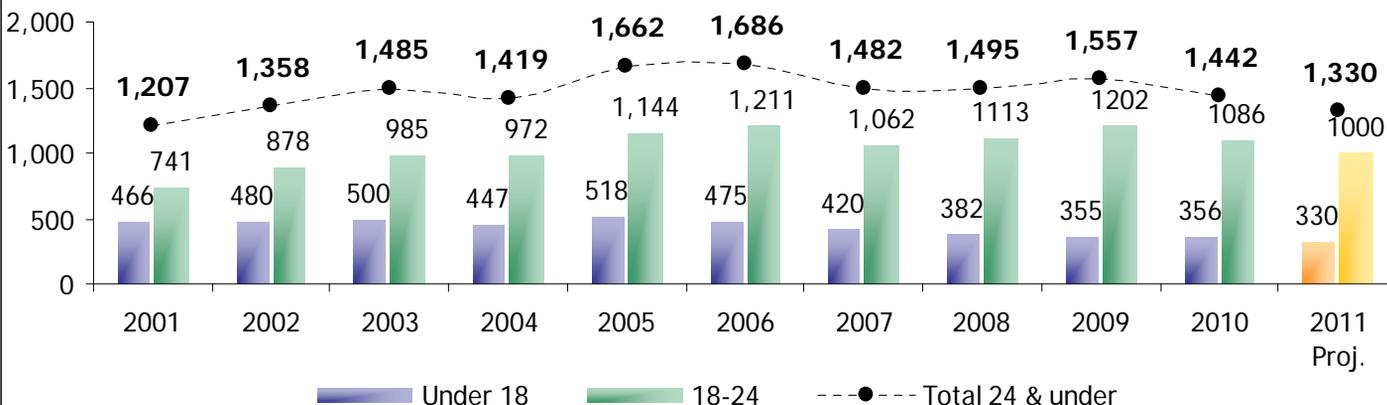
Reducing gang-related violence and preventing violence by high risk/disaffected youth is essential to reduce future aggravated assaults.

Number of simple assaults arrests (2001-2010)



Source: Minneapolis Police Department
 Note: Data for all years revised as of 5/16/11

Assault injuries among Minneapolis youth and young adults (2001-2010)



Source: MN Hospital Association; includes hospital in-patient and out-patient visits.

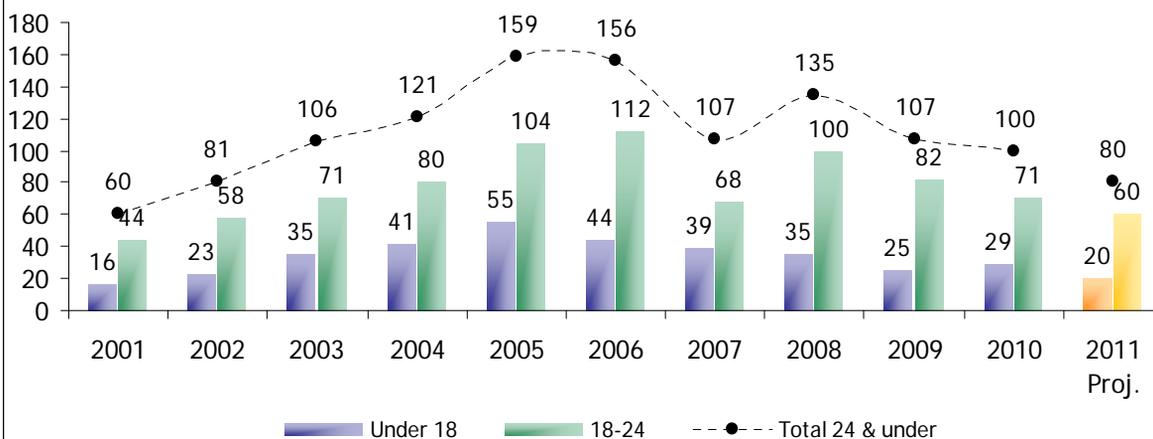
Why is this measure important?

Injury due to assault is a measure of violence which is preventable. Injuries can be caused by fists, blunt instruments, knives, firearms, or other types of weapons. Resulting complications can vary from short-term injuries to lifetime disability to fatalities. Depending on the nature of the injury, the effects can be expensive in terms of life changes for individuals and healthcare costs for society. Because an assault injury may precipitate a retaliatory cycle of violence, outreach to a hospitalized individual offers an opportunity for intervention to interrupt this cycle.

What will it take to make progress?

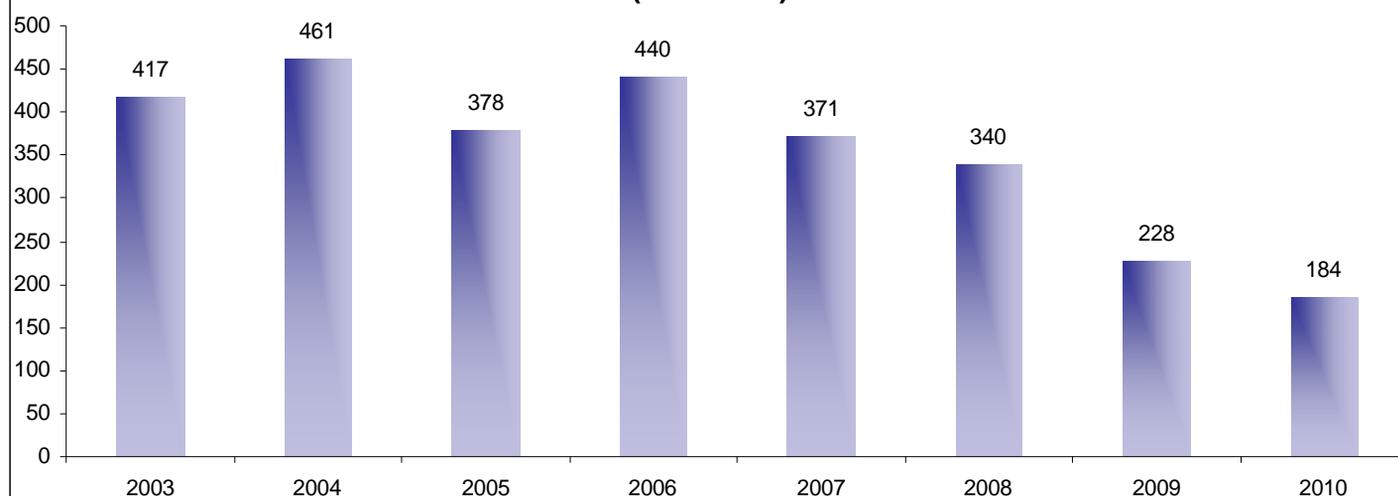
Reducing injuries due to assaults will require coordinated efforts between families, community agencies, schools, faith communities, healthcare providers and government to engage youth and their families in adopting a violence-free lifestyle. Outreach efforts need to address the environmental and social needs of high-risk youth. Staff is also working on developing a protocol de-escalation of violent incidents that can be shared in the aftermath of critical incidents with the family of the affected individuals.

Firearm-related assault injuries of Minneapolis youth and young adults (2001-2010)



Source: MN Hospital Association; includes hospital in-patient and out-patient visits.

Incidents involving guns and juveniles, any role (2003-2010)



Source: Minneapolis Police Department

Note: Data for all years revised as of 5/16/11

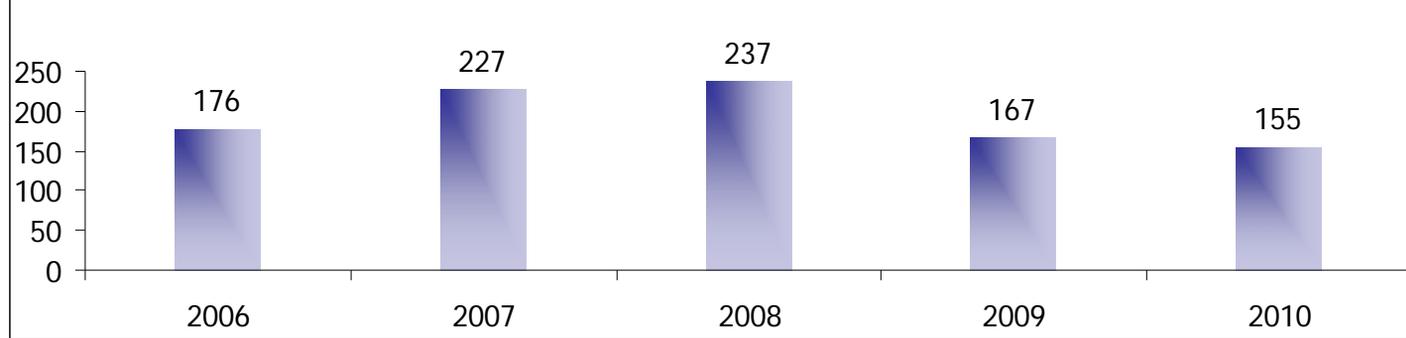
Why is this measure important?

This measure monitors the numbers of incidents in Minneapolis involving guns and youth (under age 18). "Any role" means that the youth may have either been a suspect, perpetrator or victim during the incident. Gun violence is associated with negative psychological, social and economic consequences in children, families and communities. Guns are the primary weapon used in many homicides, robberies and aggravated assaults. Decreasing exposure to gun-related violence is essential to decreasing the negative impacts of youth violence.

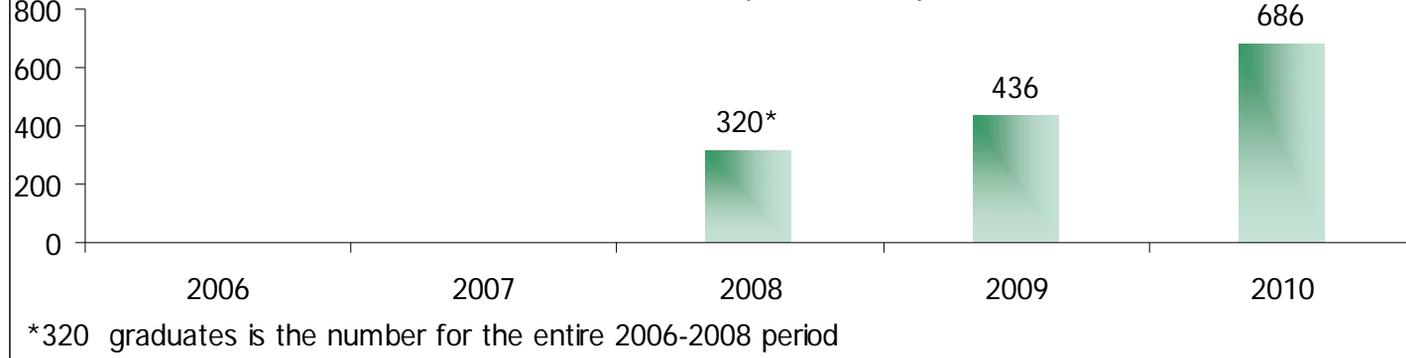
What will it take to make progress?

Collaborative efforts between residents, community groups and government agencies are necessary to significantly reduce the number of guns on the street and exposure to gun violence. Arrests for weapons possession have hovered around 200 juvenile arrests annually for the last five years. Prevention and suppression in this area is led by the Weapons Unit, in partnership with Alcohol, Tobacco and Firearms (ATF). Residents can assist law enforcement by reporting shots fired.

Number of Minneapolis public high school graduates attending college for free under Minneapolis Promise- "The Power of You"



Number of Minneapolis public high school graduates attending college for free under Minneapolis Promise- "U Promise" (Cumulative)



Why is this measure important?

There is strong evidence that closing the achievement gap among students of color is our region's most significant workforce and social issue.

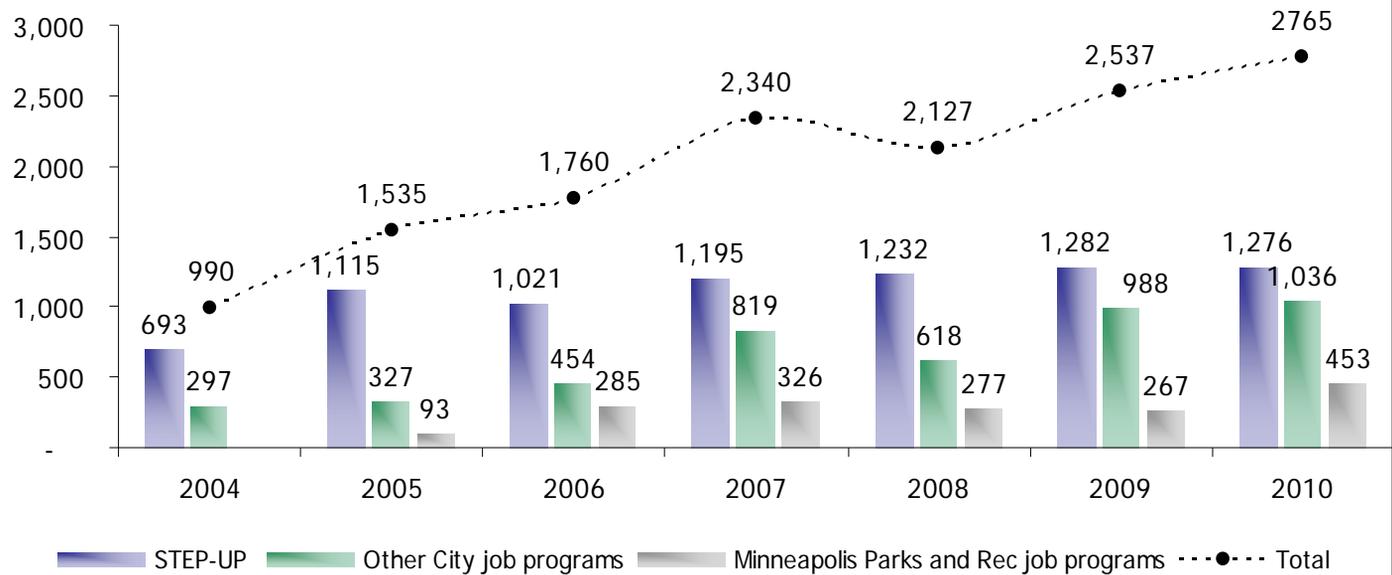
The Power of You program provides two years of college (up to 72 credits) at Minneapolis Community and Technical College, Metropolitan State University or Saint Paul College, tuition free, for eligible Minneapolis and Saint Paul high school graduates.

"U Promise" combines federal, state and university grants to cover 100% of tuition and fees at the University of Minnesota for up to 4 years for eligible Minnesota students.

What will it take to make progress?

Programs like The Power of You and "U Promise" need continued support from the private sector and the government. Other areas to consider include: strengthening relationships with high schools and recruiting more colleges to participate in the Power of You.

Number of youth in STEP- UP and other City job programs



Why is this measure important?

STEP-UP recruits, trains and places youth, ages 14-21, in paid summer jobs with local employers and community-based organizations following work readiness training. Youth are provided with the opportunity to improve their work readiness skills, make employer connections and earn a wage while building their resume. This is critical to long-term youth development. Additionally, success on the job often means youth will consider furthering their education via post-secondary options (see chart below)

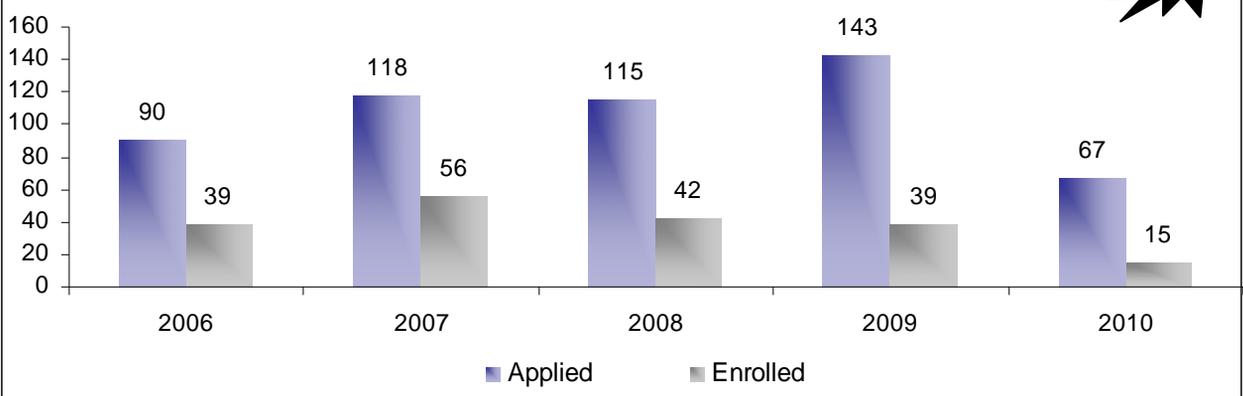
Other City-sponsored job programs

Federal and state resources assisted METP’s existing youth employment efforts by increasing its capacity to provide summer jobs and other opportunities to an additional 1,036 low-income Minneapolis youth, ages 14-24 during the summer of 2010. The youth received exposure to viable career paths while earning wages that were often used to support their household. The City is also operated the Year-round Workforce Investment Act program (see chart on next page for details)

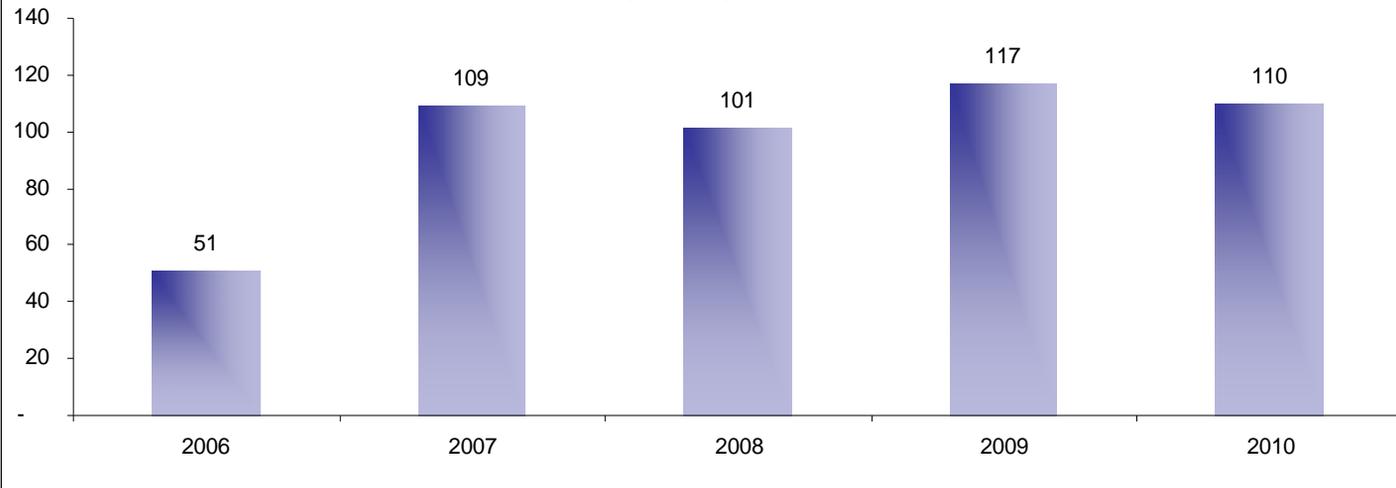
What will it take to make progress?

Continued funding from federal, state and local government as well as the support of the Mayor, STEP-UP advisors and the employer community is essential.

STEP-UP participants who applied/enrolled at the U of M



Year-round youth job placements

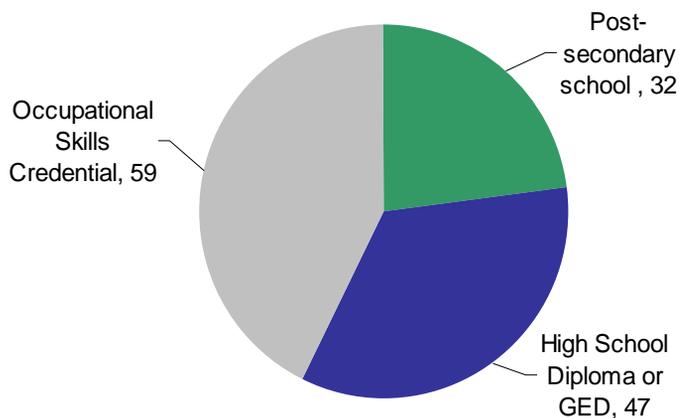


Year-round Workforce Investment Act (WIA) Program

Federal support allows for some year-round job placements. Youth must be economically disadvantaged and have at least one of the following at-risk barriers to be eligible for services: basic skills deficient, school dropout, homeless, runaway or foster child, pregnant or parenting, offender, requires additional assistance to complete an educational program or secure and hold employment and youth with a disability.

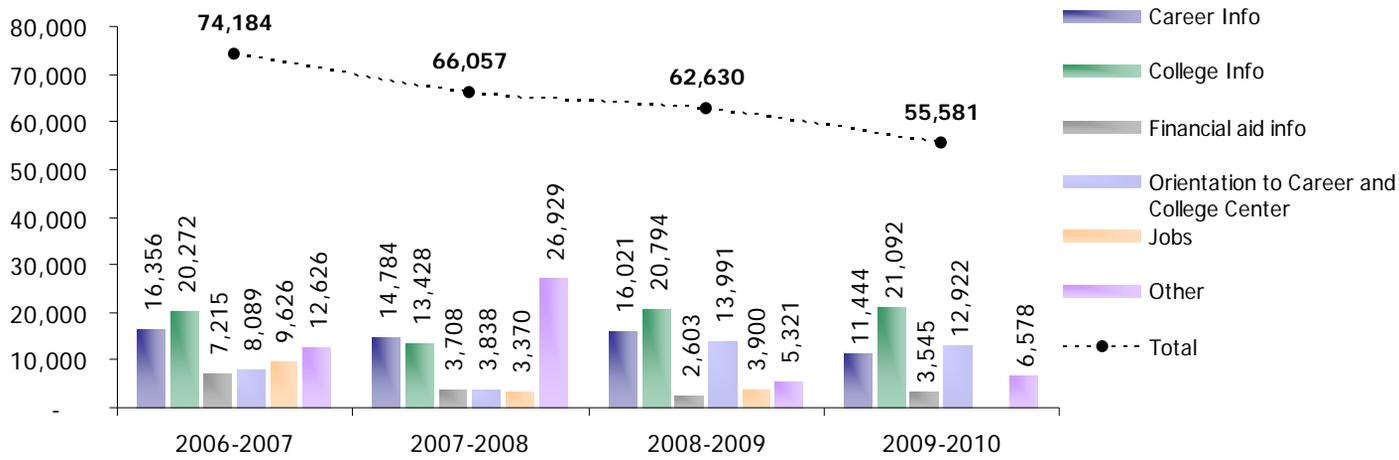
Other attainments made by Year-round participants are also important to the long term success of the youths career goals. Participants set individualized employment and educational goals with guidance from their case manager.

Other attainments for youth in year-round program 4/1/10 – 3/31/11



All attainments made during participation or by exit

Achieve Minneapolis "connections"



Note: As of 2009-2010 job "connections" are no longer being tracked

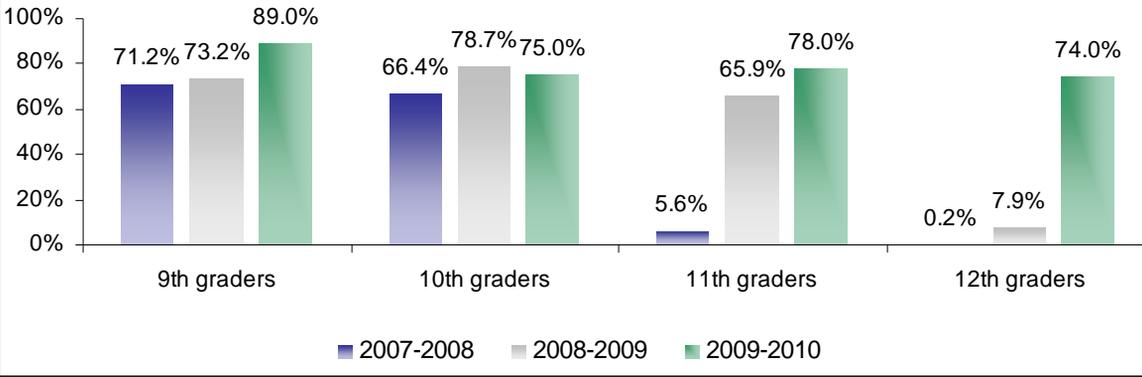
Why is this measure important?

The Career and College Center (CCC) Initiative has led to an increased “culture of college going” throughout the Minneapolis Public School district, as well as a steady increase in the overall rate of graduation. As the district moves forward with its vision of having every child college ready, the CCC Initiative will continue to be firmly embedded in the fabric of day-to-day school operations. While every student may not attend a 4-year college, all young people will have greater opportunities to live the life of their dreams beyond high school. The CCC’s help lay the framework for students to develop the tools they need to create a plan that will help them pursue higher education or enter a career. The ultimate goal is for every student to be a productive member of society, graduated, and employed.

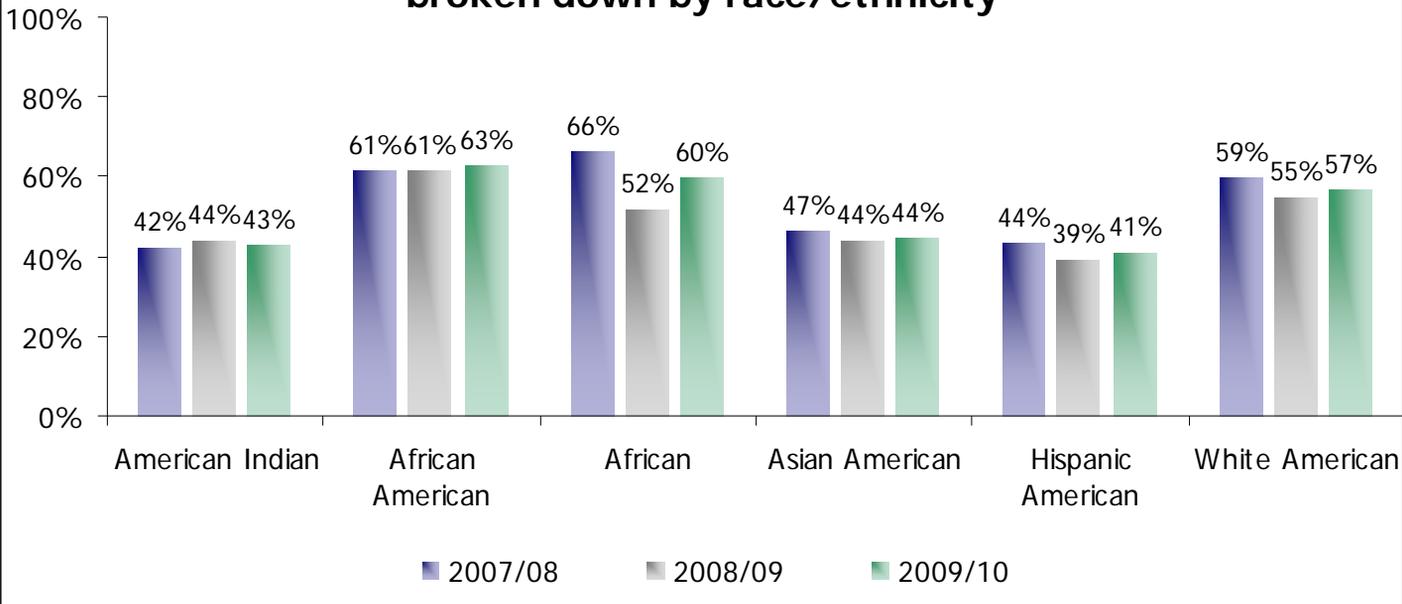
What will it take to make progress?

Consistent funding sources for the centers and continued partnerships with post-secondary institutions, parent volunteers and the business community are needed to make progress.

Percent of Minneapolis high school students with "My Life Plans"



8th graders' participation in extracurricular activities broken down by race/ethnicity



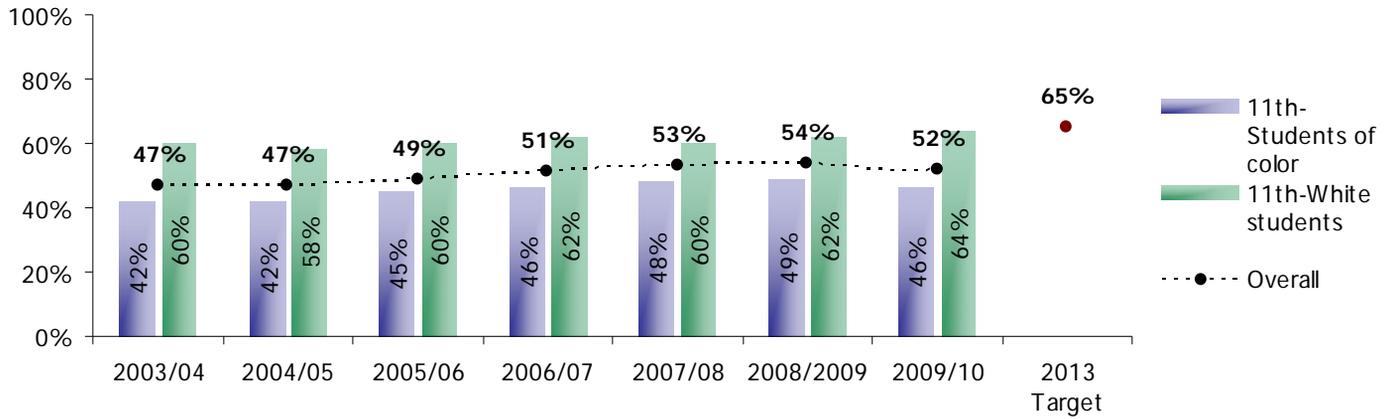
Why is this measure important?

Research has shown that students who spend no time in extracurricular activities, such as those offered in after-school programs, are more likely to use drugs and more likely to become teen parents than are students who spend one or more hours per week in extracurricular activities. Analyses of the Minnesota Student Opinion Survey of students who attend Minneapolis Public Schools shows that those not engaged in weekly activities were more likely to engage in antisocial behaviors, such as vandalism, theft, and fights. Lack of adult supervision between the time that students are sent home and the time that parents arrive home from work is among multiple contributing factors to juvenile delinquency. Beyond simply offering a supervised time, extracurricular activities offer children and youth opportunities to learn new skills such as conflict resolution, prepare for a successful career, improve grades and develop relationships with caring adults. These elements can be critical in helping youth develop in positive ways.

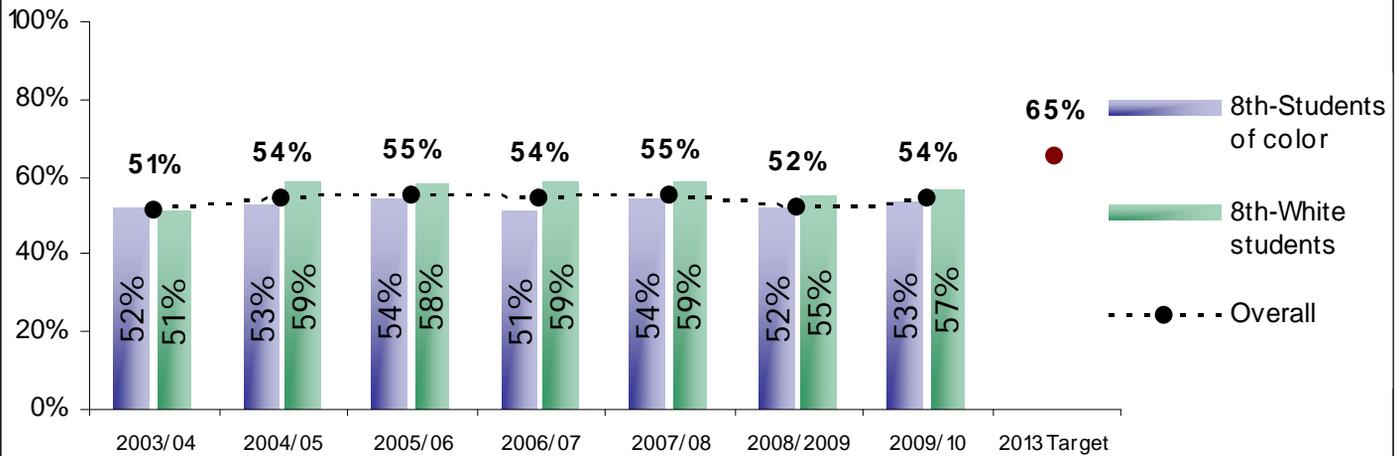
What will it take to make progress?

High quality, structured out of school time programs are environments that have the potential to support and promote youth's development because they: (a) situate youth in safe environments, (b) prevent youth from engaging in delinquent activities, (c) teach youth general and specific skills, beliefs, and behaviors, and (d) provide opportunities for youth to develop relationships with peers and mentors. Increasing involvement in out-of-school time activities involves addressing the barriers to participation by young people and the challenges faced by providers/organizations in offering quality opportunities. In addition to the research findings, young people identified these three key barriers to participation: 1) having other responsibilities at home (caring for younger siblings, needing to earn money to help the family budget), 2) lack of safe transportation to programs/opportunities; and 3) not knowing what is available.

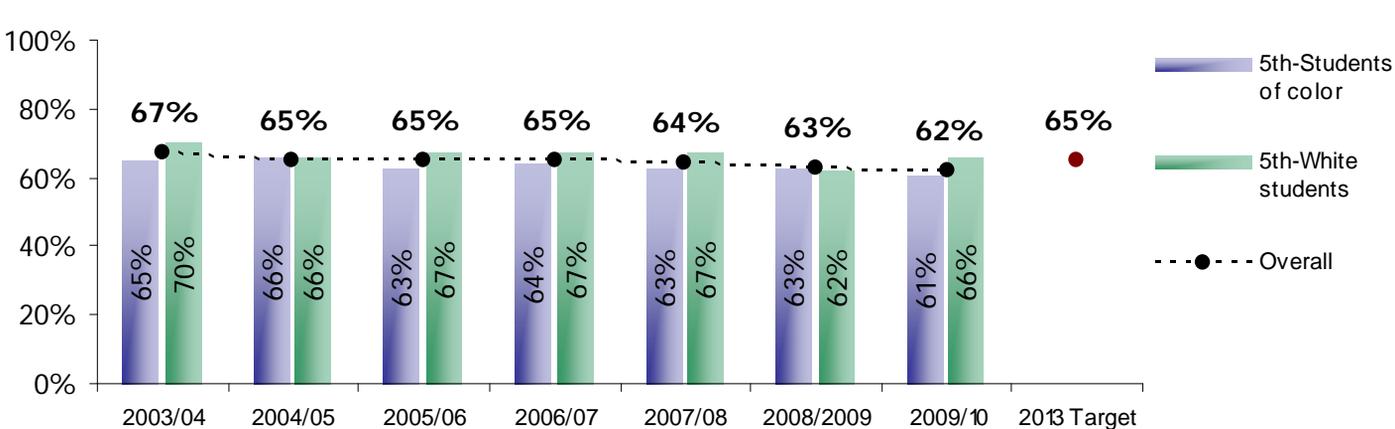
11th graders' participation in after-schools activities



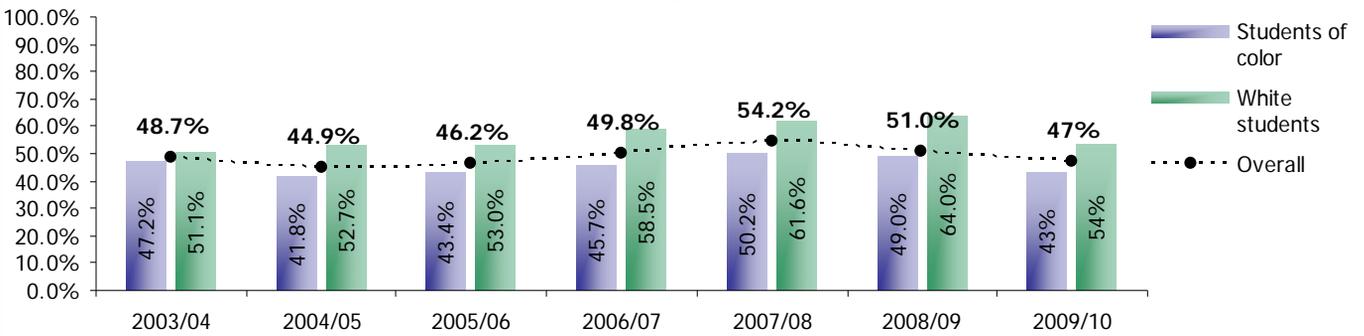
8th graders' participation in after-schools activities



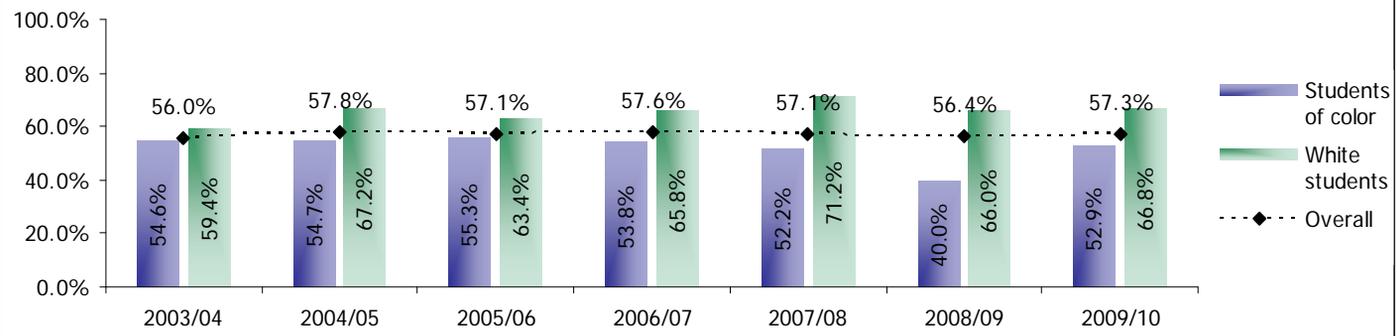
5th graders' participation in after-schools activities



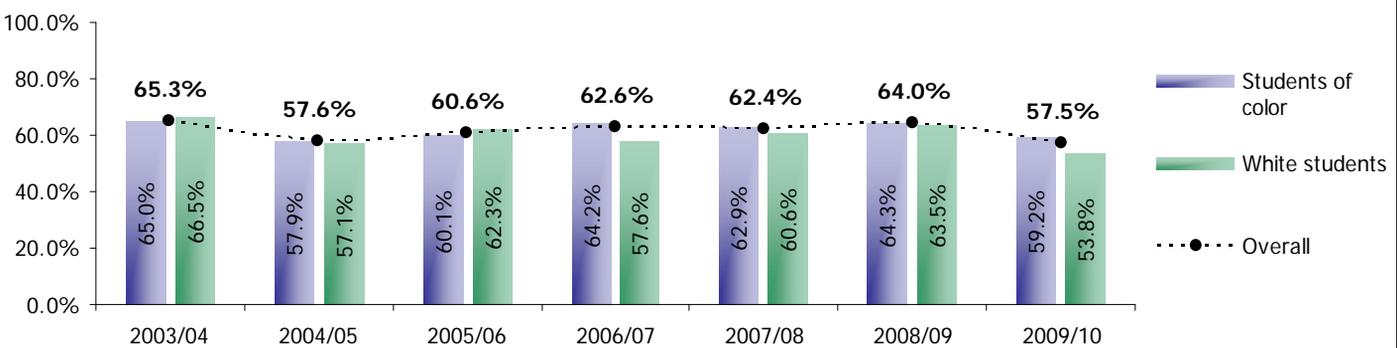
Percent of 11th graders who often or frequently have someone in their family to help with their homework



Percent of 8th graders who often or frequently have someone in their family to help with their homework



Percent of 5th graders who often or frequently have someone in their family to help with their homework



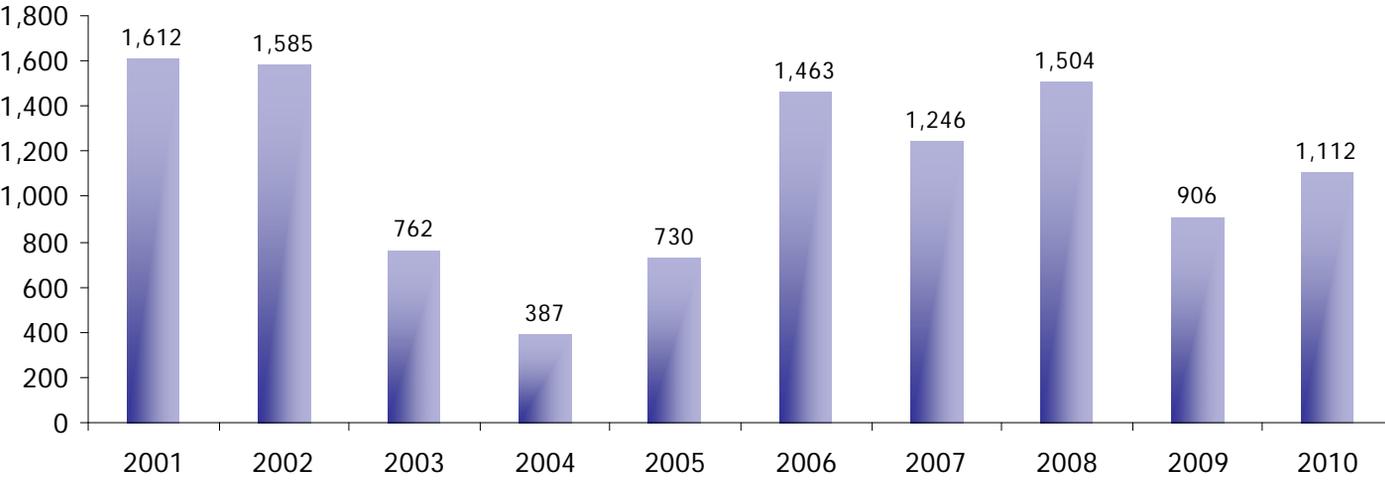
Why is this measure important?

Students who experience success at school and with their school work are more likely to be engaged with their school, interested in academic achievement and less likely to be involved in violence. Having someone to whom they can turn for help with their school work is among multiple contributing factors to ensuring success at school. This measure monitors how frequently students' engage someone in their family to help them with or to discuss their school work.

What will it take to make progress?

Parents, teachers, and mentors will need to work collaboratively to help students develop improved study habits and an attachment to school. Community agencies providing culturally-appropriate after-school care and activities will need to be involved in increasing homework time.

Number of youth brought to Juvenile Supervision Center for a truancy violation



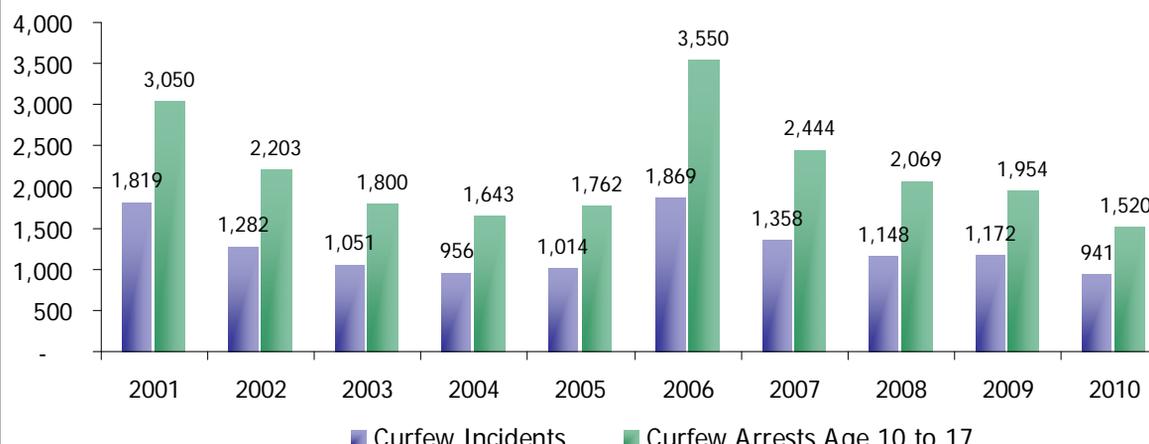
Why is this measure important?

Research has shown that children who commit curfew/truancy violations often are more likely to drop out of school, exhibit delinquency and have a higher risk of drug abuse. Curfew arrests are important because they work toward ensuring juveniles are not on the street and potentially in danger and it also reduces the ability for a juvenile to commit a crime if they are inside their home.

What will it take to make progress?

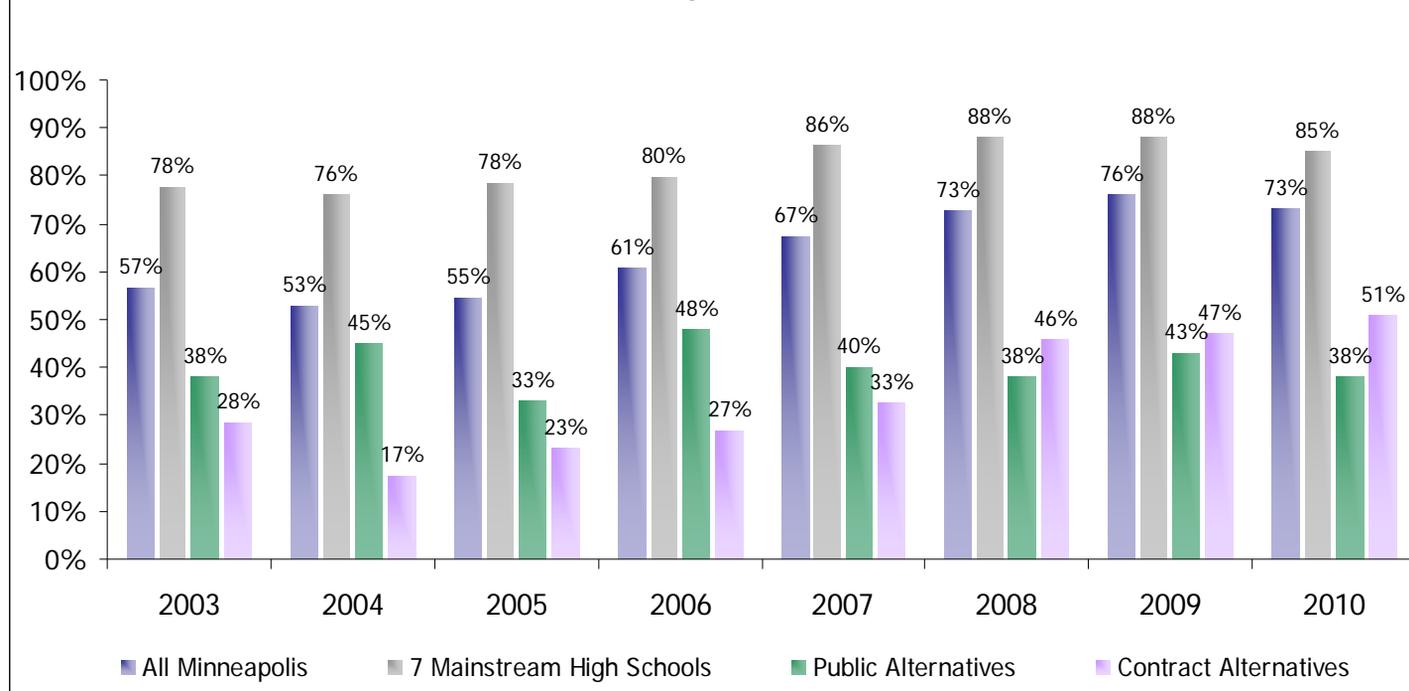
Delinquencies/truant behavior may be a pathway for later delinquency and criminal activity. We continue to be successful in reducing curfew and truancy violations, as evidenced by the significant juvenile crime decreases. On-going focus on curfew and truancy violators insures higher school attendance therefore reducing the number of crimes committed by these offenders. By emphasizing the importance of having officers bring youths to the Juvenile Supervision Center (JSC) ensures troubled youths are evaluated for risk and provided appropriate case management. Furthermore, having School Resource Officers engage with this population in and outside of school reduces recidivism.

Curfew incidents and arrests



Source: Minneapolis Police Department
 Note: Data for all years revised as of 5/16/11

Minneapolis Public High Schools Graduation Rates



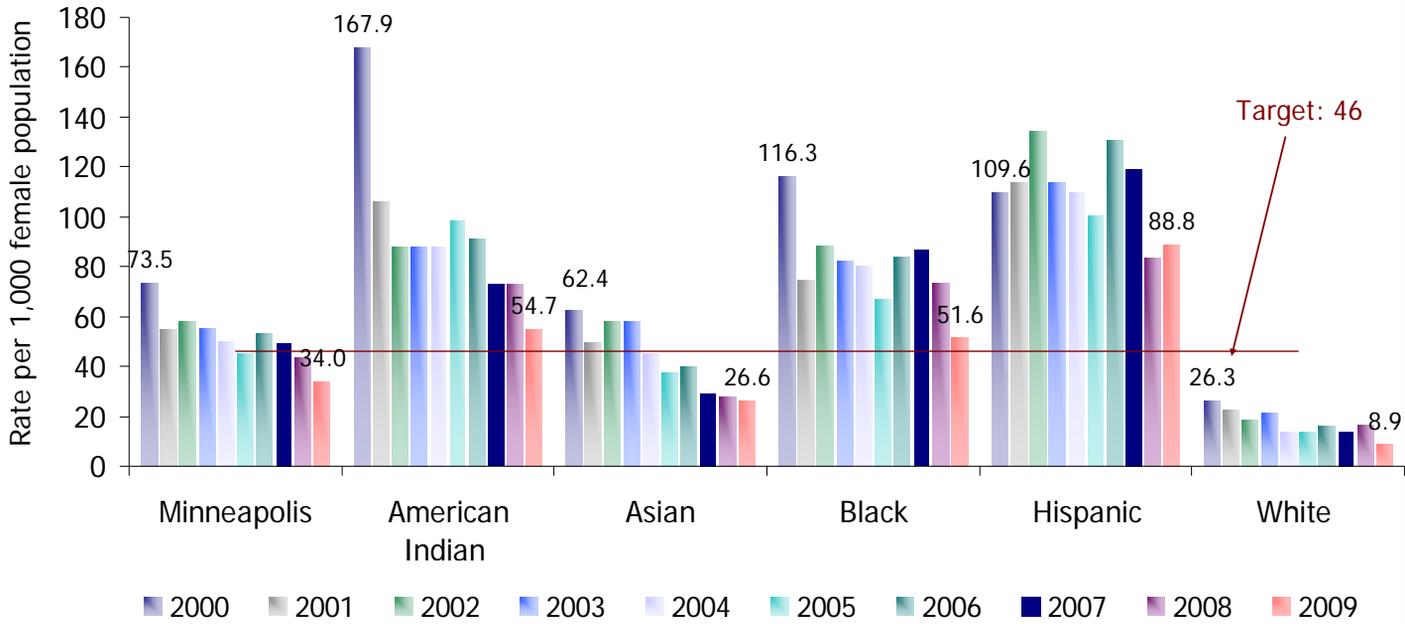
Why is this measure important?

Increased graduation rates and overall higher levels of educational attainment are associated with better public safety outcomes than places that have lower educational outcomes. According to a Columbia University study, high school graduates tend to have more healthy lifestyles and are less likely to use publicly financed health insurance programs. High school dropouts are also at a greater risk of receiving other forms of public assistance, including federal welfare, food stamps and public housing. The research information estimates that if high school dropouts receiving assistance had earned a high school diploma, the total cost savings would be between \$7.9 and \$10.8 billion a year. High school graduation also serves as an important benchmark in the process of transition to adulthood and has a “normalizing effect” on the individual and leads to formation of more positive social networks. Furthermore, high school graduation correlates with increased access to desirable job markets, thus higher potential wage earnings, and an increase in critical thinking skills that serve to steer young people away from impulsive, harmful behavior.

What will it take to make progress?

Efforts should be made on several levels to help young people finish high school. Most obviously, education must be seen as a long-term investment. While this strategy may not necessarily bring about immediate changes, it will create *lasting* changes for communities in terms of more economically healthy communities, increased civic involvement and lower crime. In addition, family-individual- community-, and school-based models or strategies to reduce school drop out should be adopted and implemented. Lastly, we must all reinforce our young people with messages encouraging them to pursue their education.

Minneapolis teen pregnancy rates by race/ethnicity during 2000-2009 (age 15-17)



Source: Vital Records, Minnesota Department of Health

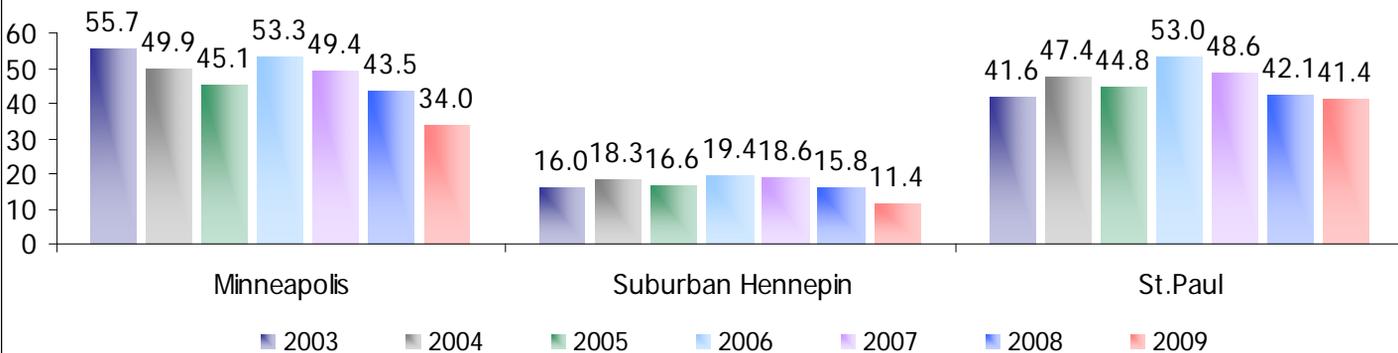
Why is this measure important?

Pregnancy during adolescence increases the likelihood that a mother will not complete high school and that her children will be raised in poverty. The children of a teenage mother are at higher risk for being underweight at birth and much more likely to exhibit behavioral problems than children of older mothers.

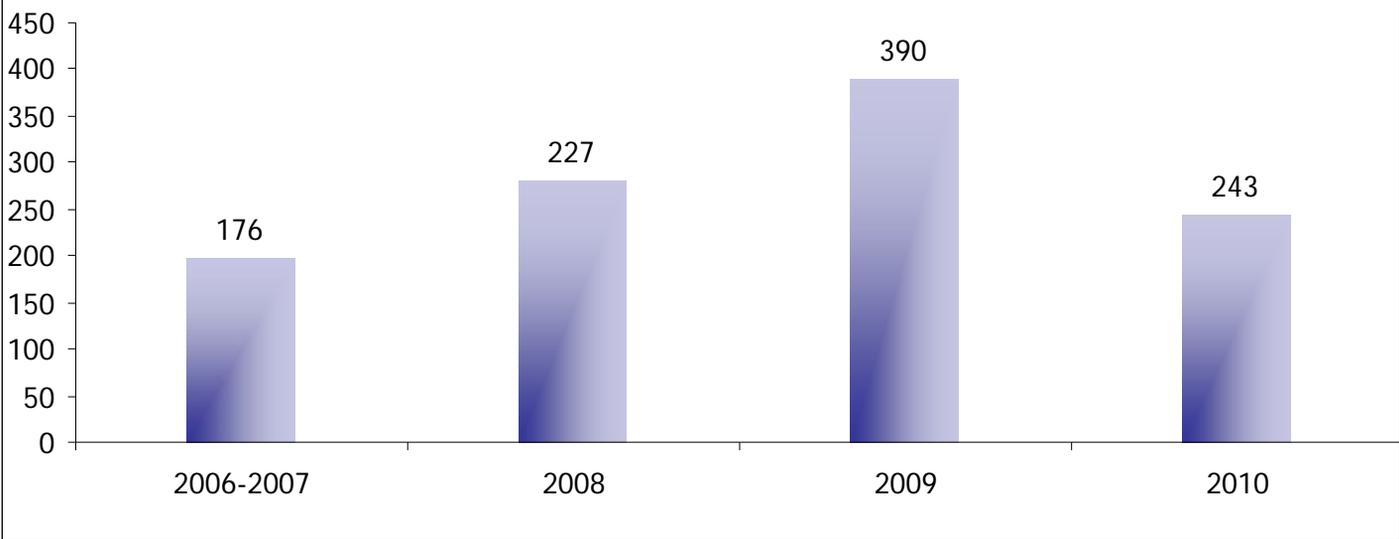
What will it take to achieve the targets?

Teens who value education, are involved in school and community activities, and believe in the possibility of a bright future are less likely to engage in sexual relationships at a young age, and are more careful about using contraception when they initiate sexual activity. To reduce teen pregnancy, it is essential that young people receive accurate information about reproductive health in middle school and have access to confidential medical care, including contraception.

Number of pregnancies per 1,000 teens aged 15-17



Number of home visits to kids on probation



Why is this measure important?

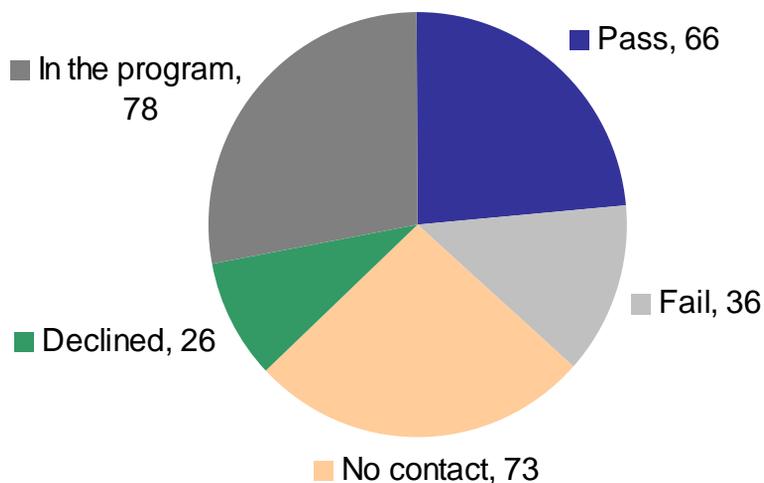
It is important to make sure that juveniles on probation are complying with the terms of their release. Complying with the terms of probation can indicate that a juvenile is willing make changes in order to stay out of the criminal justice system. If they are not in compliance, probation officers are able to arrest them.

This project is a partnership with the Hennepin County Juvenile Probation Office and is geared to ensuring youth compliance with their probation requirements. Probation officers and Juvenile Unit Sergeants make unannounced, home-visits to at-risk juveniles on probation

What will it take to make progress?

Collaborative efforts with Hennepin County Probation and regular monitoring of youth on probation are necessary to continue making progress.

Outcome for juveniles offered the opportunity to participate in diversion program 2010 (of 279 total)



Why is this measure important?

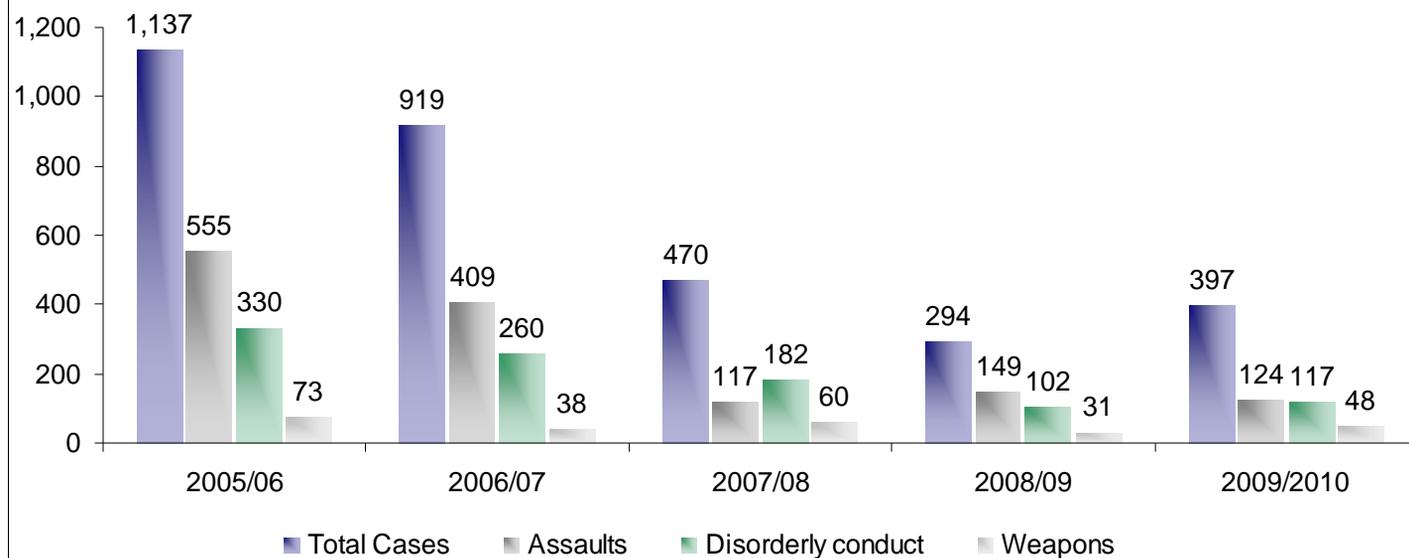
Reviewing the numbers of youth who do not continue to commit crimes after receiving services from certain agencies will help us evaluate which activities are the most effective in this population.

Juvenile Diversion is a program geared to first-time, misdemeanor offenders. The purpose of the program is to offer juvenile offenders an alternative to the traditional juvenile justice system in an effort to change behavior and avoid the formal charges. To do this, The MPD Juvenile Division Partners with 12 non-profit organizations who specialize in youth related issues. In 2010, 279 youth were offered diversion.

What will it take to make progress?

MPD works with the Hennepin County Attorney's office to divert juveniles who do not meet our criteria, through their Project deNovo. This program connects youth to community-based services and restorative justice programs as well. Increasing collaborative activities such as these help reduce the number of juvenile who commit crimes.

School crime



Note: Total cases also include property, theft, and other crime types not shown

Why is this measure important?

The School Resource Officer Program (SRO) is significant function of the Juvenile Division in terms of personnel and work hours. The MPD Juvenile Division has 16 SRO's and one community service officer. The role of the SRO is not only to operate from an enforcement position, but to connect with children and offer them a positive role model.

What will it take to make progress?

Through the SRO program, the Minneapolis Police Juvenile Division has sought to decriminalize school behavior issues and work with The MPD partners to offer more positive alternatives.

Speak-UP

The Minneapolis Police Juvenile Unit partners with The Minneapolis Public Schools in this program. Speak-Up is a hotline enabling young people to anonymously leave information about threats or potential acts of violence in the schools.

Safe Routes

The Safe Routes to School Initiative seeks to utilize resources such as MPD's Traffic Enforcement, precinct squad cars and SROs to partner with other city and school resources to ensure children safe paths to and from school.

SRO Summer Initiatives

In addition to their responsibility during the regular school year, the SRO's are asked to participate and in some cases develop positive, out-reach programs for Minneapolis youth during the summer months. Examples of these programs are listed below.

Bike Cops for Kids

This program has been operating for several years and was founded by SRO's themselves. Using donations from foundations and other outside organizations, the officers spend all day riding bicycles in specifically- selected, distressed neighborhoods. Using the donated funds, The "Bike Cops" purchase bicycle helmets to hand out to kids in those neighborhoods. The helmet is used not only to increase safety and lessen childhood injuries, but as a method to approach and develop a conversation with the youth. The program offers Minneapolis youth to meet police officers in a positive way. Officers also have a limited number of bicycles they can give to children who are "caught" wearing the bike helmets later in the summer.

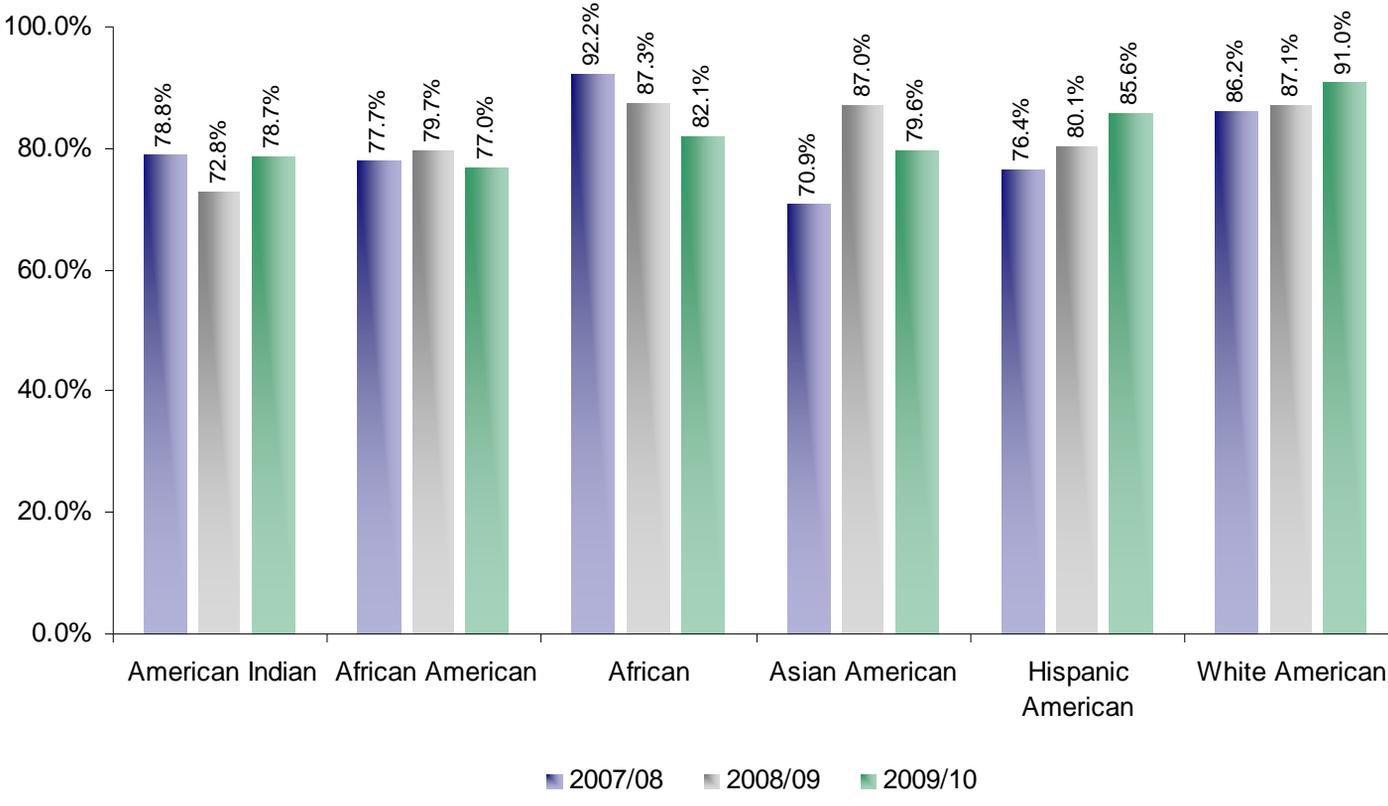
Summer Youth Employment Program

In this effort, SRO's are assigned as "team leaders" for youth groups who have been hired to participate in projects that are designed to benefit the city. The object is to meet the one of the main directives of the Mayor's Blueprint to Prevent Youth Violence" by placing a positive adult role model in the life of a child.

Police Activities League (PAL)

With school out of session, the need to keep kids active and engaged in positive activities increases substantially. SRO's are added to the staffing levels of PAL to enhance resources available to youth in Minneapolis.

Percent 8th Graders Who Agree or Strongly Agree They Feel Safe at School by Race/Ethnicity



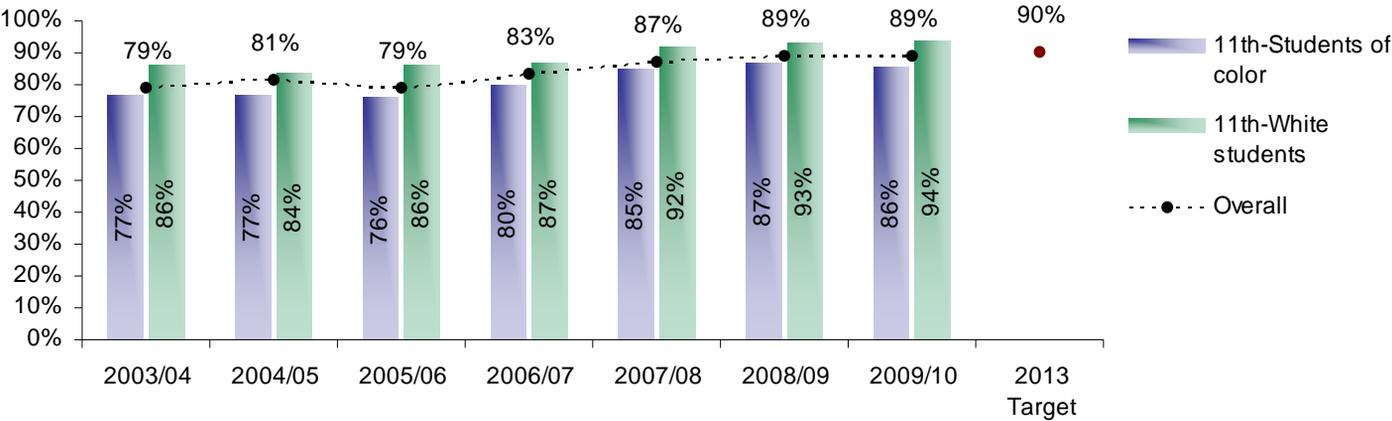
Why is this measure important?

Schools are an important environment for youth, a place where they spend a significant portion of their day. Youth who feel safe in their school environment are more likely to attend school and succeed academically than those who do not feel safe.

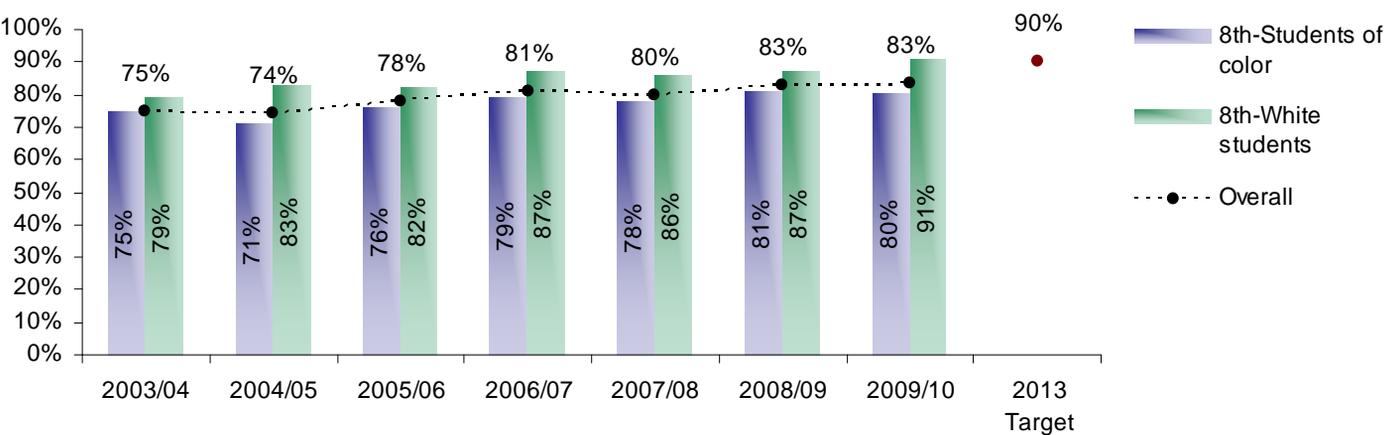
What will it take to make progress?

Improving classroom management skills by focusing on teacher-student communications and empowering teachers to provide a nurturing and caring environment in schools and classrooms can increase students' perceptions of safety. School officials can also provide students with a voice in the discussing how to reduce violent acts among their peers. Increased interaction between law enforcement and schools is needed to increase in-school safety as well as safety on school grounds and in surrounding neighborhoods.

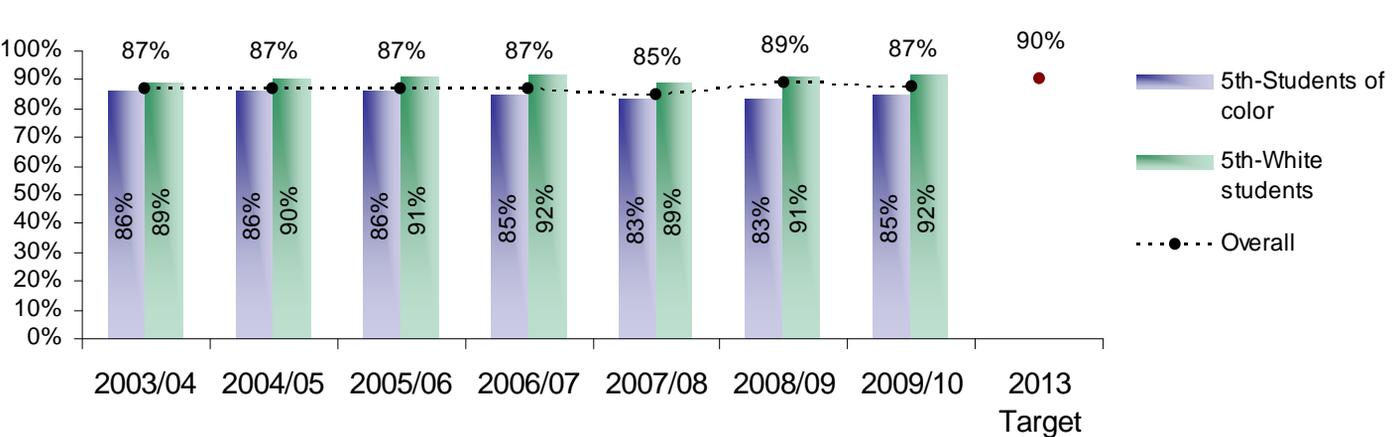
Percent of 11th Graders Who Agree or Strongly Agree They Feel Safe at School



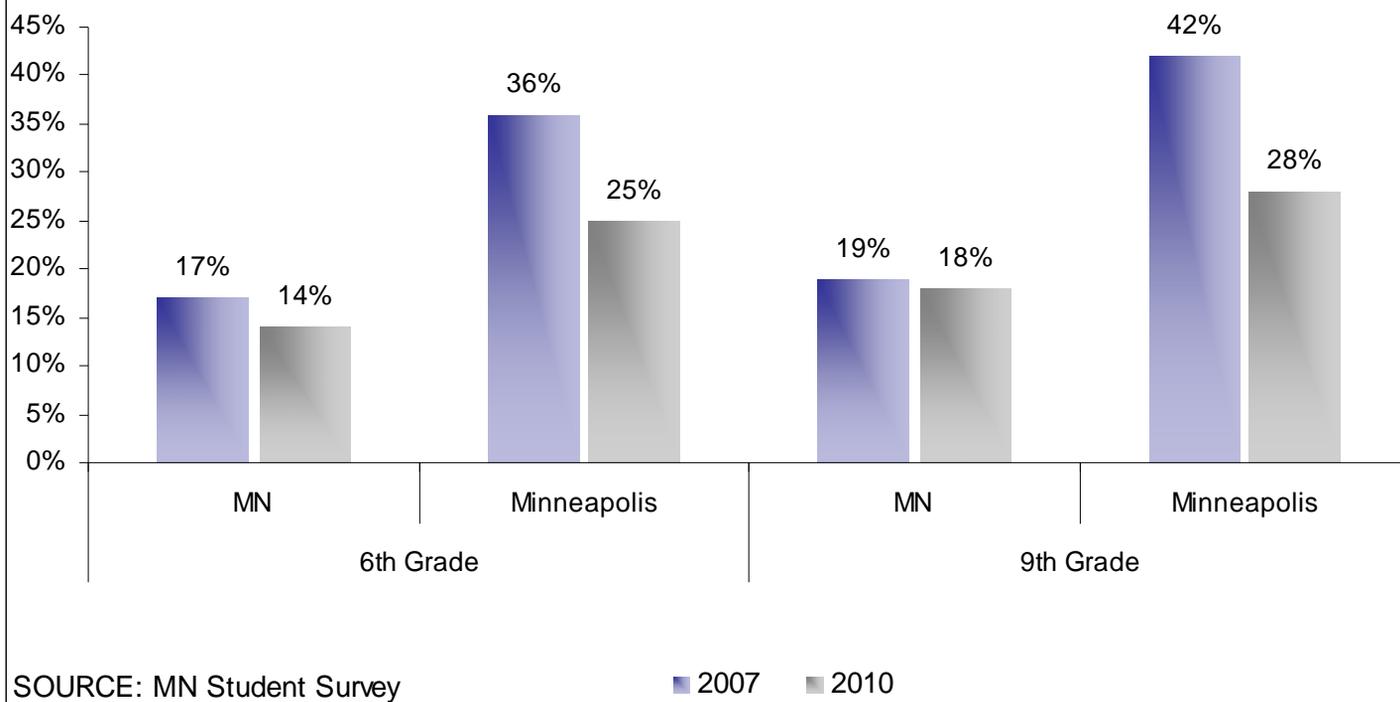
Percent of 8th Graders Who Agree or Strongly Agree They Feel Safe at School



Percent of 5th Graders Who Agree or Strongly Agree They Feel Safe at School



Percent of students who agree or strongly agree that "Illegal gang activity is a problem at this school"



Why is this measure important?

The Minnesota Student Survey has a question that asks students about gang problems at their school. The survey is conducted every three years. The last survey was conducted in 2010. The following tables illustrate relevant results of the survey statewide compared to Minneapolis Public Schools. Only grade 6 and grade 9 data were included due to concerns over the reliability of grade 12 data at the Minneapolis level.

A wide disparity exists between perceptions of gang problems in the schools between Minneapolis Public School students and statewide. The proportion of students who perceive that gangs are a problem in Minneapolis Public Schools is nearly double the same proportion at the state level. For instance, twenty-five percent of sixth graders in Minneapolis reported illegal gang activity to be a problem in their schools, compared to fourteen percent statewide. Perceptions are similar between male students and female students, with slightly more 9th graders agreeing there is a problem compared to 6th graders.

Appendix

We Want You Back 2010
Report – Summer Outreach & Saturday, September 11th Day of Action
Goal: 200 students re-enrolled in a path toward graduation in 2010-2011

Outcome: 347 school program connections

Summer Outreach = 247

Saturday September 11th Day of Action Door-knocking = 100

I. Summer 2010 Outreach June 19th – August 30th

Summer Outreach

Number of flyers distributed	10,000
Languages	English, Somali, Spanish, Hmong
Number of one-to-one contacts	600
Number of referrals to WWYB/MPS program	64
Number of outreach activities	32
Number of summer college interns	1
Number of Minneapolis Youth Congress members employed	6
Number of outreach workers/hours worked	480

Students connected to school

Number of middle school students contacted by phone	162
Number of high school students hooked up to school	57
Number of those high school students with an individualized learning plan	23
Number of adults referred to Adult Basic Education	28
Total number of students connected	247

Unanticipated outcomes

Number of adults returning to Adult Basic Education	28
Number of calls school district received about how to re-enroll: 2 – 6 per day or approximately	125

II. Saturday, September 11, 2010 Day of Action Door-knocking

Volunteers	421
Number of referrals to WWYB/MPS program	100
Number of door-hangers used	3,977
Number of maps used	70
Number of people walking door-to-door	154
Northside Achievement Zone Connectors who walked	9
Number of Little Earth WWYB event youth attendees	200