



State of Youth

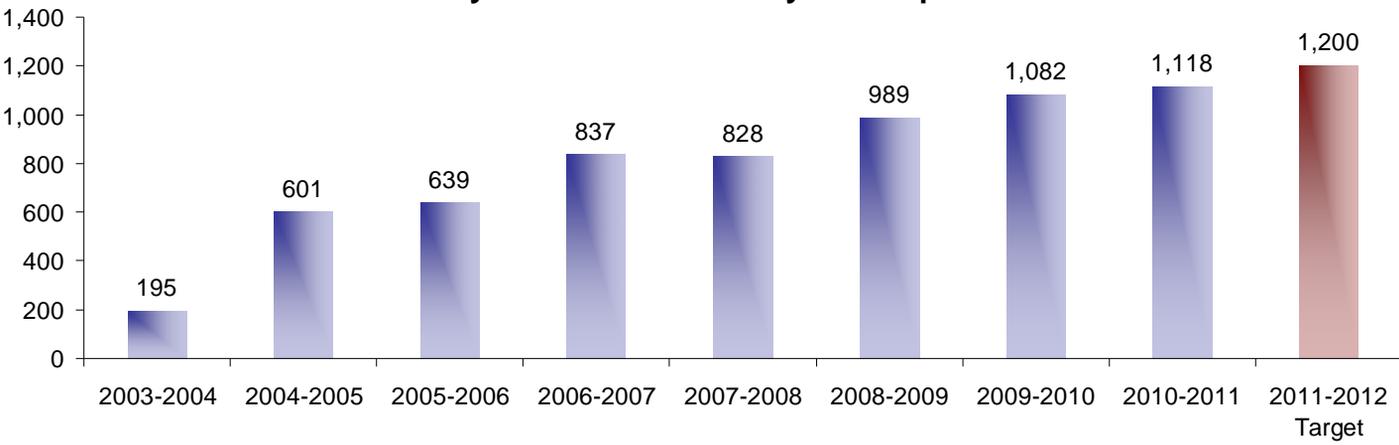
August 30, 2011

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State of Youth

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Number of 3-year olds screened by Minneapolis Public Schools



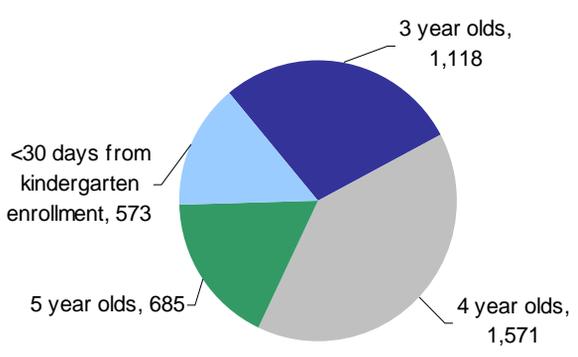
Why is this measure important?

Preschool screening is recommended well in advance of kindergarten in order that health problems or developmental delays can be identified, and appropriate responses initiated, to reduce the likelihood that these problems will impede learning.

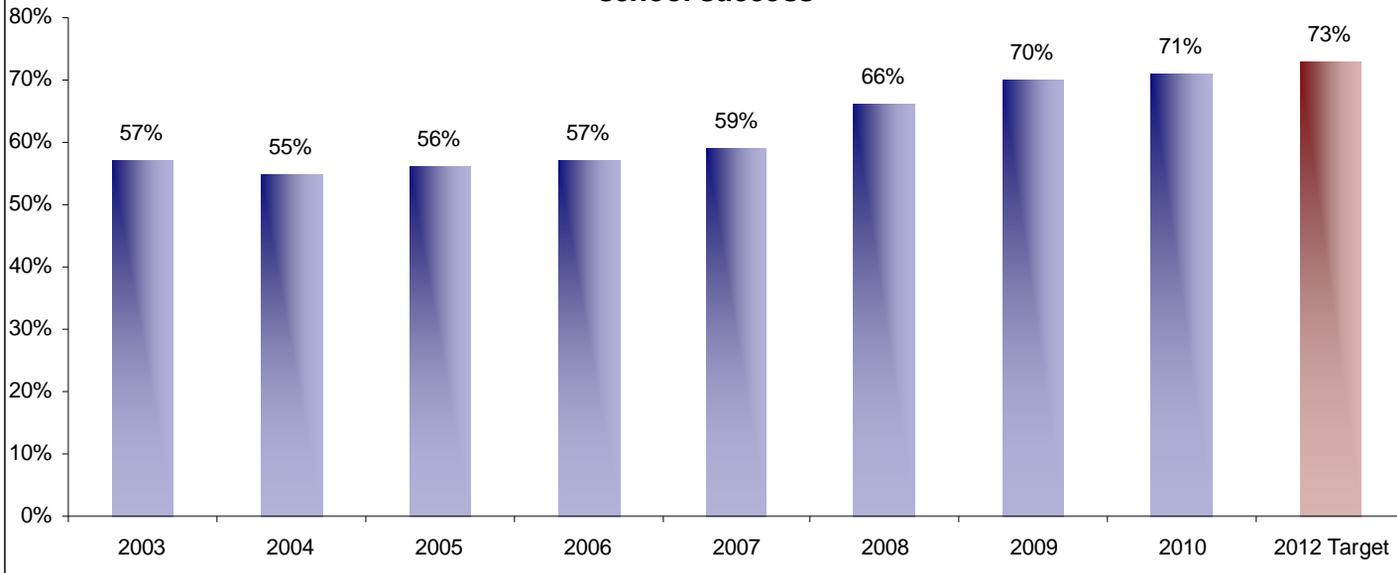
What will it take to achieve the targets?

The capacity of the Public Schools to conduct screenings needs to be enhanced with increased reimbursement for screenings. Extensive outreach to families needs to be focused on the value of screening and the need for screening at age three rather than five. Physician's offices need to be encouraged to increase in-depth developmental screening, referrals and reporting of results to schools. The department of Health and Family Support is working with Hennepin County Child and Teen Checkup, health plans, state health and human services agencies, Way to Grow, and pediatricians to change screening and reporting practices. Headstart is developing a process to share information with Way to Grow and MPS on all their screened children. In 2010-2011, among all the children screened 28 percent were three year olds as compared to 2008-09 when 30 percent of all kids screened were three year olds.

Age of children screened by Minneapolis Public Schools in 2010-2011



Percent of incoming kindergartners considered proficient in areas critical to school success



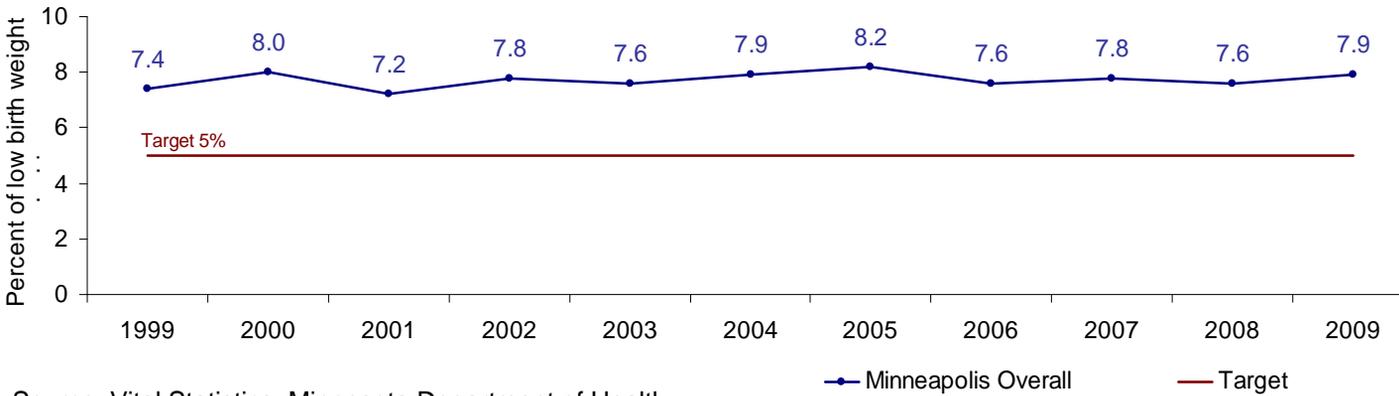
Why is this measure important?

School readiness is important because children who lag behind their peers in learning skills in the early grades often fail to catch up later; many become discouraged and eventually drop out of school. The Beginning Kindergarten Assessment is closely aligned with academic success. Incoming kindergartners to MPS have steadily improved on this assessment.

What will it take to achieve the targets?

Children whose child care or preschool providers participated in early literacy training and coaching enter kindergarten ready to learn at much higher rates than average. More providers need to be reached with this training. There also needs to be increased access to high quality early childhood opportunities. Early preschool screening helps identify children who need enriched experiences and connects them to services so that they are more prepared to learn to read once they begin school. Efforts like the Northside Achievement Zone may accelerate progress in this area. Way to Grow has increased their kindergarten-ready children from 74% to 80% in 2010. Minneapolis Department of Health and Family Support facilitates collaborative meetings with Minneapolis Public Schools, Way To Grow, Minnesota Visiting Nurse Association, and other school readiness stakeholders to continually evaluate the progress of school readiness for Minneapolis children. Supported by the McKnight Foundation, MPS is designing an ambitious, collaborative, Partnership for Early Literacy program to increase outreach to early childhood providers and to strengthen the bridge between pre-K and Kindergarten.

Proportion of low birth weight babies among Minneapolis residents, 1999-2009



Source: Vital Statistics, Minnesota Department of Health

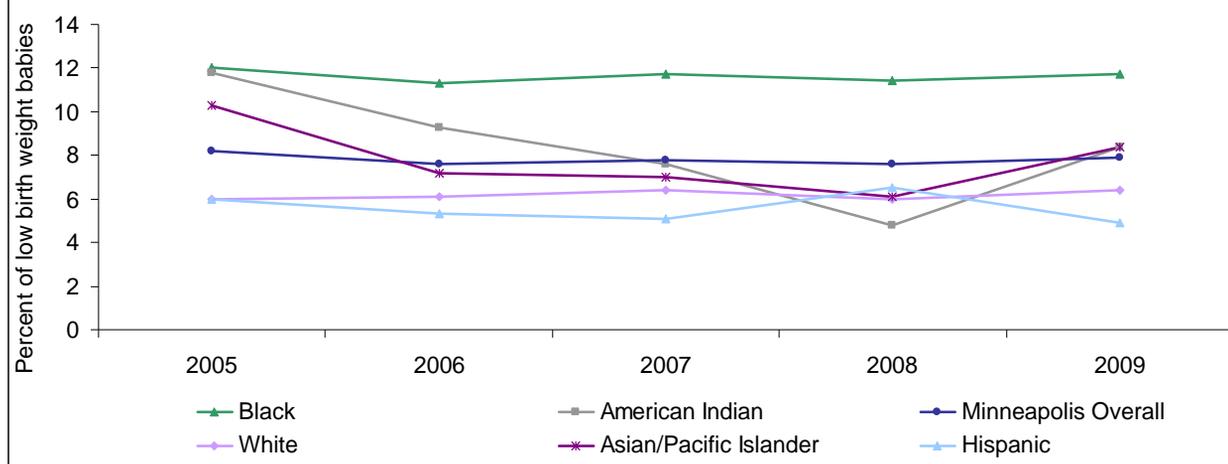
Why is this measure important?

Low birth weight babies, (less than 2500 grams or less than five pounds, eight ounces) are associated with a wide variety of risk factors that may include premature death, health complications and developmental disabilities.

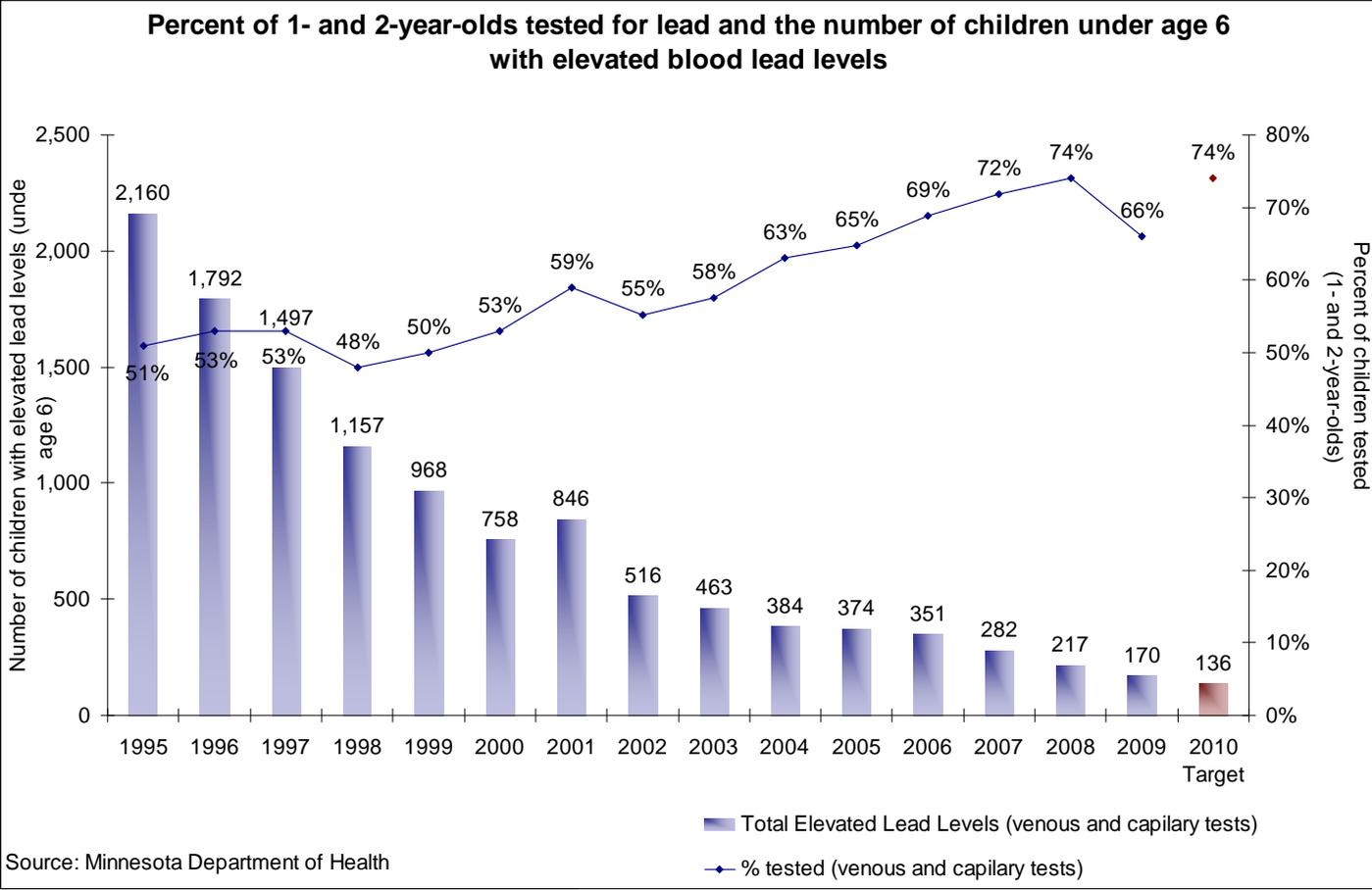
What will it take to achieve the targets?

Women with risk factors associated with multiple births, existing chronic health conditions and who have previously delivered a preterm birth are more likely to deliver low birth weight infants. Efforts to reduce preterm births include working in partnership with community leaders, public officials, health care providers and social service organizations to generate awareness of the issue, within minority communities with the highest rates of low birth weight babies, provide outreach to identified high-risk women, and to develop comprehensive services that address their medical needs and provide supportive services that reduce risks factors associated with premature births.

Proportion of low birth weight babies among Minneapolis residents by race/ethnicity, 2005-2009



Source: Vital Statistics, Minnesota Department of Health



Why is this measure important?

An elevated blood lead level (a venous test result of 10 micrograms per deciliter or higher) in a child has significant and irreversible impacts, including learning disabilities, decreased IQ, decreased growth, hyperactivity, hearing impairment, brain damage and, at very high levels, death.

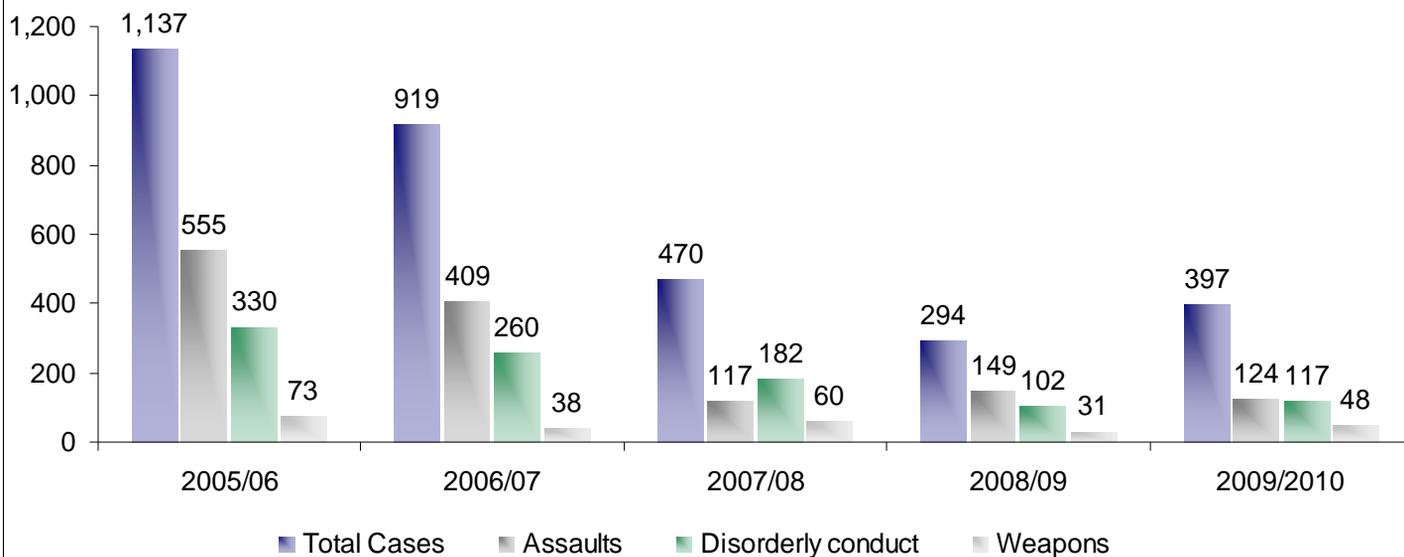
What will it take to achieve the targets?

Reaching the screening target requires coordinated efforts with the state health department, clinical providers, and health plans, as well as the availability of community resources to address lead hazards once elevated lead levels are detected.

Eliminating lead poisoning requires broad-based community and government efforts to remediate lead hazards in homes prior to poisonings occurring.

To reach underserved areas, grants will be awarded to community organizations such as those who target North Minneapolis.

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 form 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 MPD partners to offer more positive alternatives. Some strategies for achieving this goal are outlined below.

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 at 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.

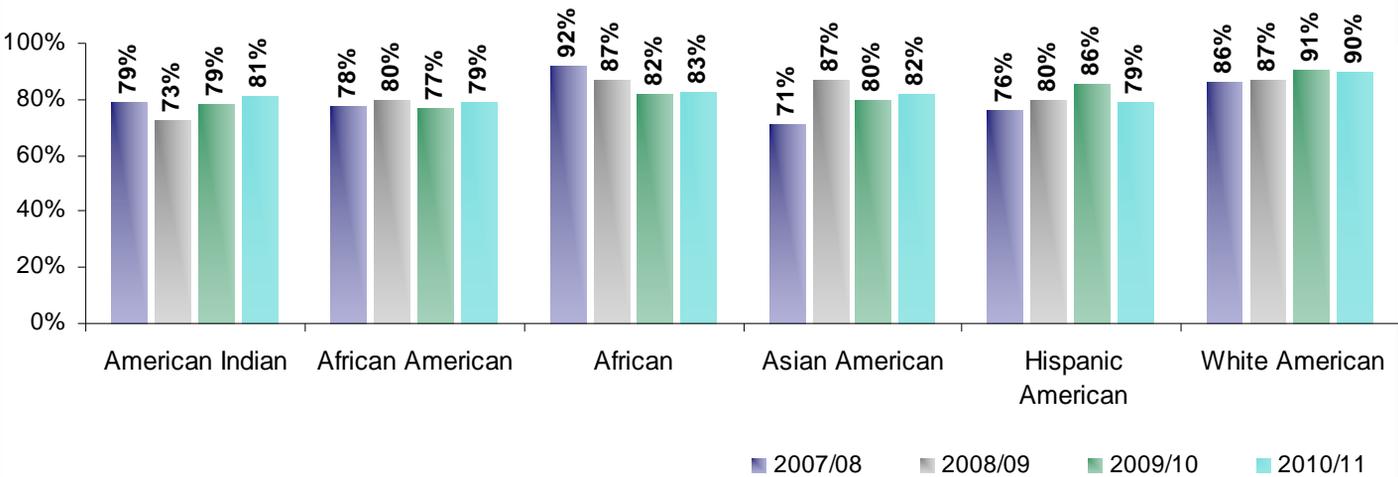
Summer Youth Employment Program

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?

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?

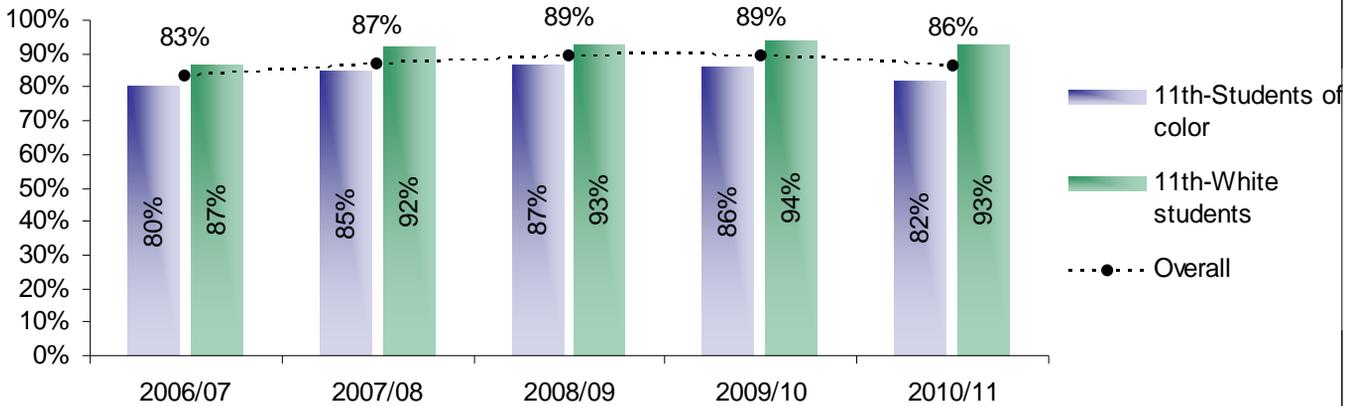
Based on the charts on this page and the next, 8th grade students and students of color have the greatest concerns about feeling safe at school. In particular, there is a concerning trend for 8th grade African students with a nine point drop over the last four years.

Several efforts underway are important to supporting student safety and feeling safe. School Resource Officers are essential, and must connect with children in positive and productive ways. High student engagement and a clear behavior framework are important to creating an effective learning environment. Minneapolis Public Schools use Positive Behavior Intervention and Support (PBIS), restorative justice, a social skills curriculum and anti-bullying programs to establish safe and secure school climates. The PBIS approach is being adopted across public jurisdictions to include Minneapolis Parks, Hennepin County Libraries and youth serving non-profits so that young people experience coordinated expectations and identifiable messaging regardless of where they are. Finally, young people feel safer when they are communicated with by others. The City of Minneapolis and Minneapolis Public Schools should continue to make sure that young people see themselves as important and necessary elements in making a safe and successful city and school environments.

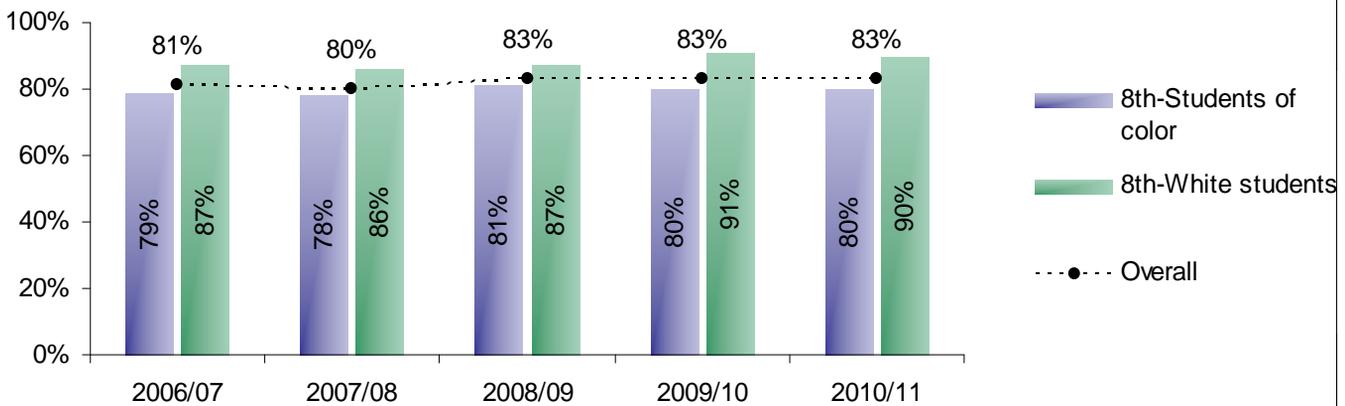
Additionally, the Minneapolis Youth Congress identified 5 approaches for increasing feeling safe in school and community from youth attending their Safety Hearings in August 2010:

1. Understand and get to know the people in your community/school
2. Be honest, forthright and non-judgmental
3. Give everyone good information in preparation for an emergency and while an emergency is happening
4. Listen to each other
5. Make good decisions, stay out of trouble and don't act guilty if you are not

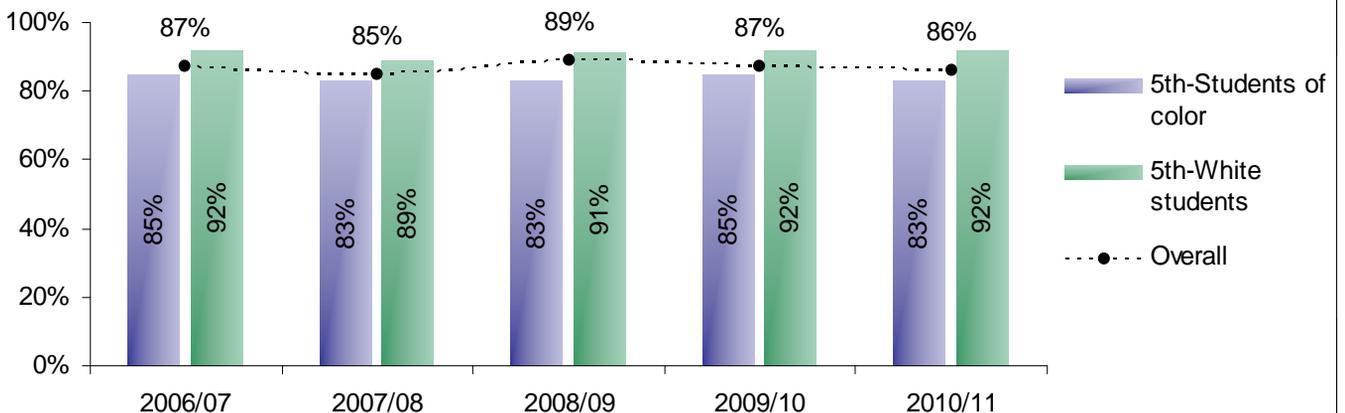
Percent of 11th graders who feel safe at school

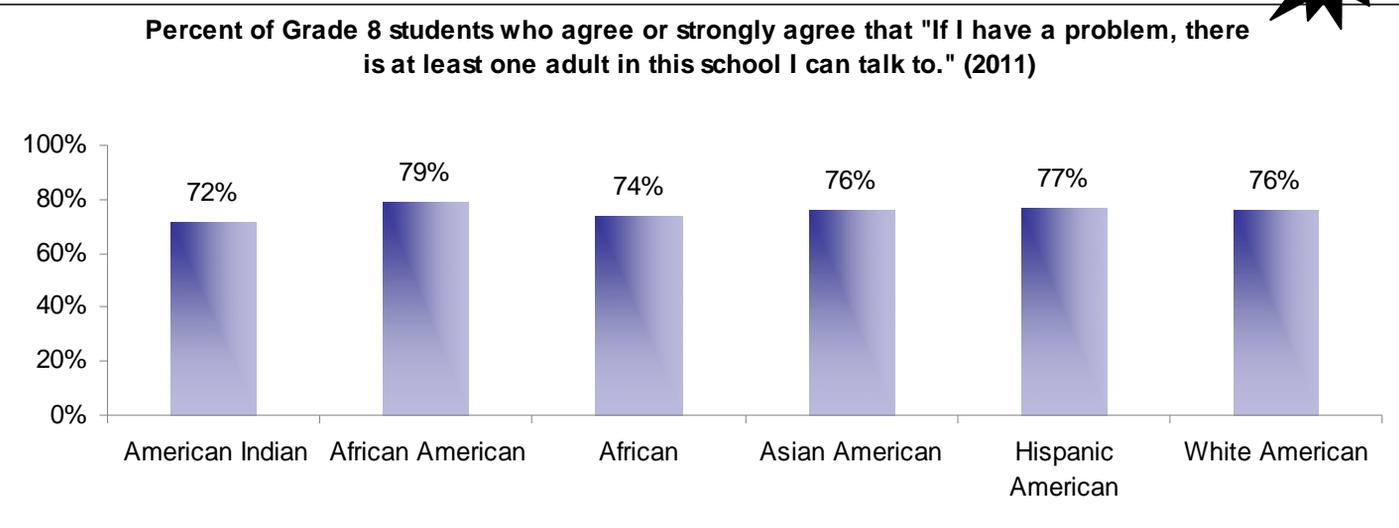


Percent of 8th graders who feel safe at school



Percent of 5th graders who feel safe at school





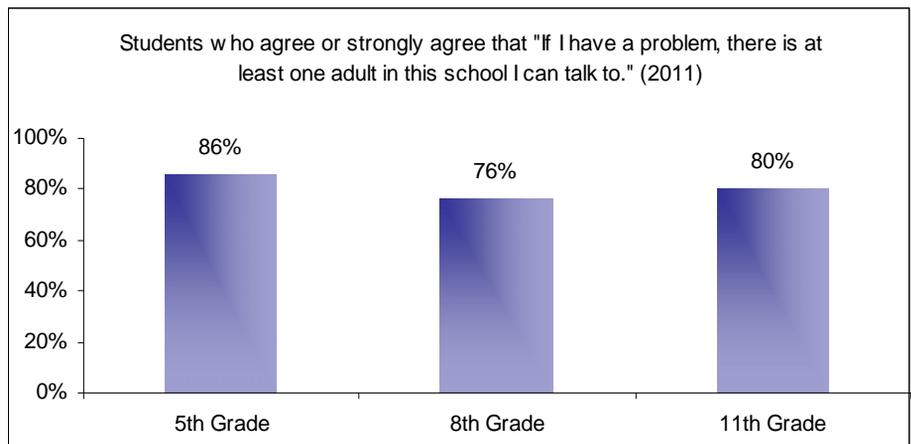
Why is this measure important?

Believing that you have a trusted adult at home or at school that you can turn to in times of distress is critically important to reduce the risk of participating in risky behaviors. This measure is related to a previous student survey question that is no longer asked regarding "teachers care about them very much."

What will it take to make progress?

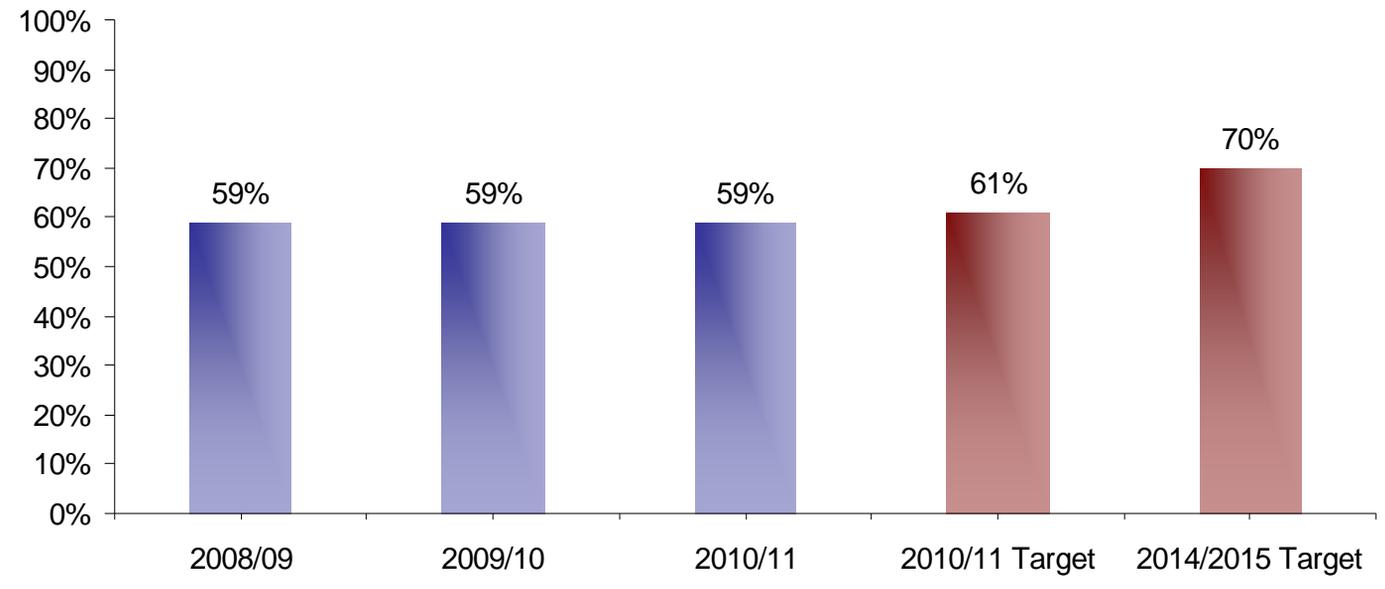
While there is room for improvement, the data is very consistent when looking across all race and ethnic groups .

There are a variety of factors that go into young people believing they can turn to an adult at school when needed. Among the most important are having good resources for children who need assistance – mental health counseling, chemical dependency counseling, clothes, food, shelter, etc. Strong community and school leadership creating schools and communities of support are also critical. Additionally, diverse and varied community resources and activities for children, young people and their families are also important.





**Percent of students with 95 percent or better attendance
(missing fewer than 9 days)**



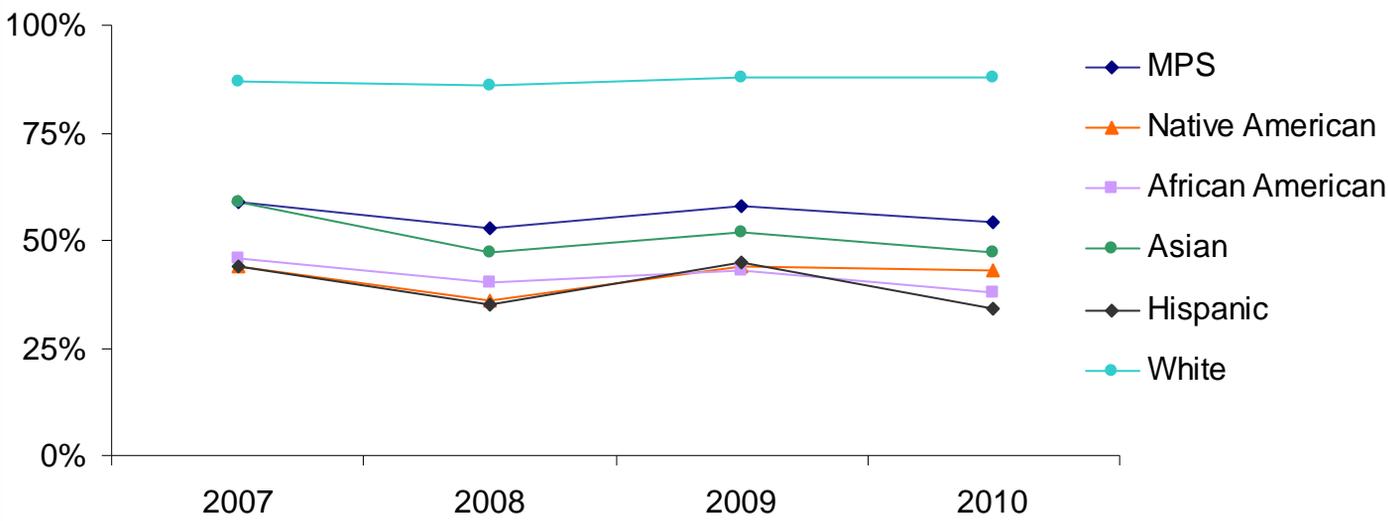
Why is this measure important?

MPS and other research demonstrates a clear link between consistent attendance and student achievement and college and career-readiness. Excessive school absenteeism is a precursor to school dropout and related to school delinquency.

What will it take to make progress?

The percentage of students achieving the 95% attendance goal in recent years has been flat. There are a variety of strategies being used to address attendance by a number of community partners. Check and Connect is an effective program used by MPS high schools to improve student attendance and prevent dropout. With additional funding, this program could be moved to middle schools. MPS is also exploring possible adoption of the Check and Connect model to community agencies, and is providing student and family social supports to increase attendance by Homeless & Highly Mobile students. Additionally, the School Resource Officers work with students both on safety issues and attendance. The County Attorney’s Office has a strong Be At School program. Finally, it is vitally important that the broader community pay attention to its children and express its interest in their well being by talking with children regularly and noticing when they are not in school.

Grade 3 - Percent of students who meet or exceed proficiency on MCA-II reading by race/ethnicity



Why is this measure important?

Reading is both important in its own right and because it is the primary way students access information in mathematics, science and social studies. When students struggle to read, their ability to learn other subject matters is limited. Attaining solid reading skills in the early grades is essential because students who experience early reading failure are unlikely to catch up to the expectations of subsequent grades, and after third grade most school curricula r pathways shift from “learning to read” to “reading to learn.”

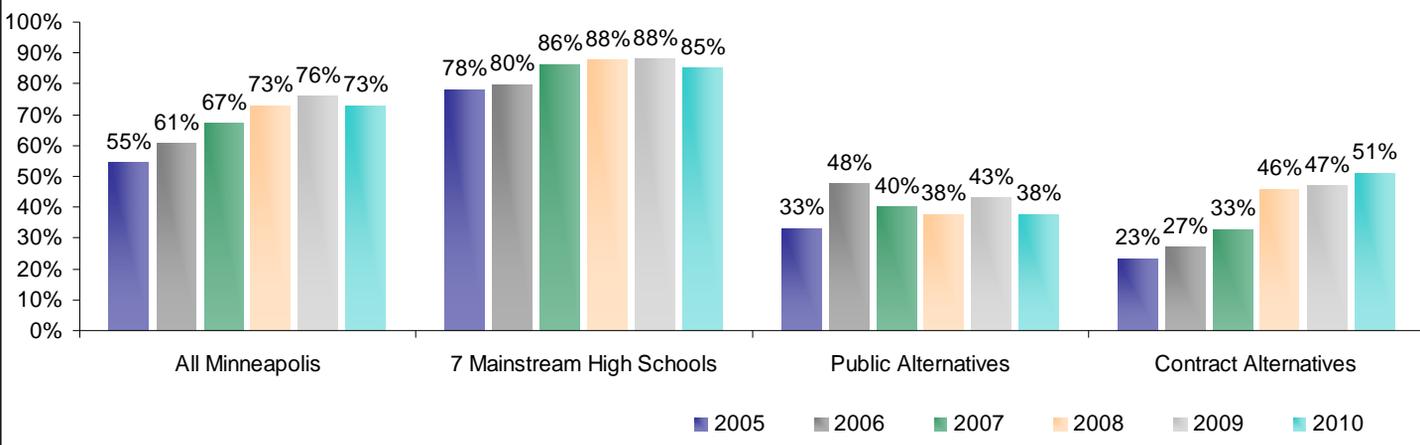
What will it take to make progress?

Reading proficiency of third graders has stayed relatively stagnant in recent years and gaps still persist between white students and students of color. Minneapolis Public Schools is implementing a variety of literacy strategies, including balanced teaching of reading, speaking and writing, improved teaching approaches , use of community reading volunteers, and targeted interventions for students that are not meeting expectations.

Parent education about the importance of reading by third grade that also gets at parents’ literacy levels is an important in-home strategy . Kids read if their parents do. St. Paul Public Schools Foundation has an extraordinary program of tutoring so that all children read by third grade, that could be considered by Minneapolis. The One Read Minneapolis happening this year is a very good idea and can help to emphasize the importance and enjoyment of reading.

Supported by the Target and McKnight Foundations, MPS will be redoubling its efforts to get every child reading at proficient or advanced levels in the next several years, starting with pilots of new approaches in selected schools.

Minneapolis Public High Schools AYP Graduation Rates



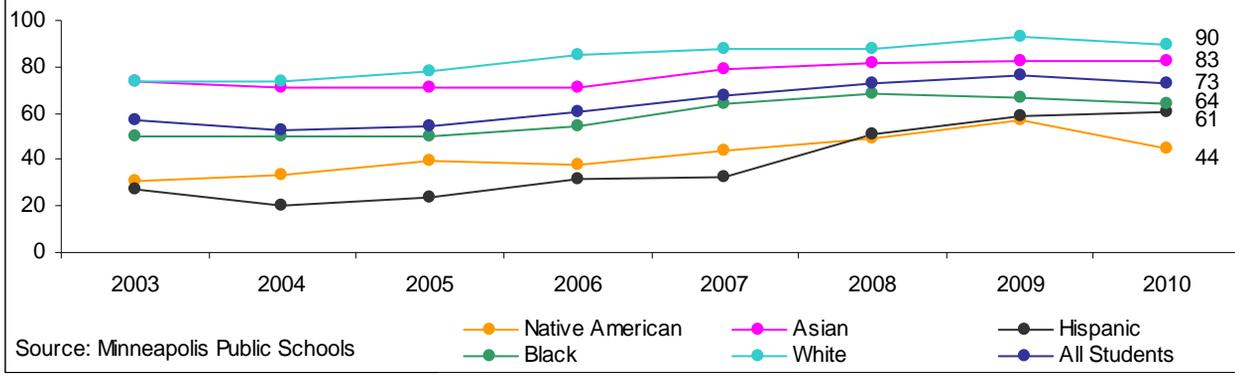
Why is this measure important?

Increased graduation rates and overall higher levels of educational attainment are associated with better public safety and economic 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.

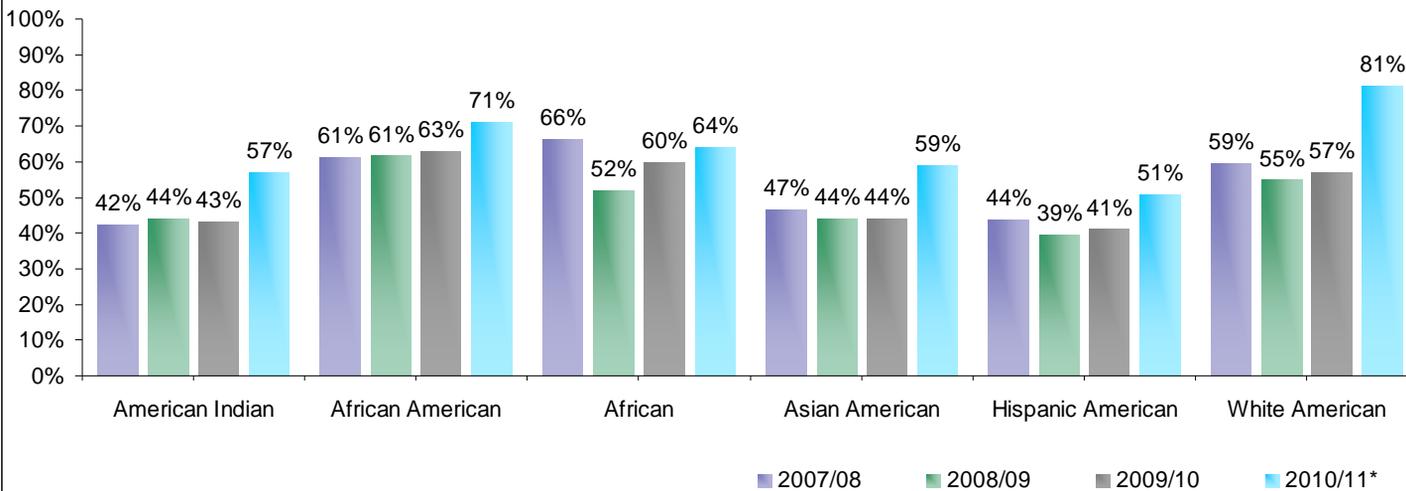
What will it take to make progress?

The low graduation rates of students of color, left unaddressed, will further widen the racial/ethnic gap between the haves and have-nots of Minneapolis. Efforts should be made on several levels to help young people finish high school. Most obviously, the education system must be seen as a long-term investment. While turning around individual schools and large districts takes time, it is crucial to creating *lasting* changes for communities in terms of more economically healthy communities, increased civic involvement and lower crime. Family-, individual-, community-, and school-based models or strategies to reduce school drop out and increase preparation for college and career should be adopted and implemented. Lastly, we must all reinforce our young people with messages encouraging them to pursue their K-12 and post-secondary education.

Graduation rate of Minneapolis public high school students in percent by ethnicity



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



Note - In years previous to 2010/11, we asked students if they participated in extracurricular activities. This year, we asked Grade 8 and 11 students (not grade 5) four separate items regarding various types of extracurricular activities. For 2010/11 we record out the percent of students who said YES to one or more of the four types of activities : "Do you participate in any of the following after-school activities?"

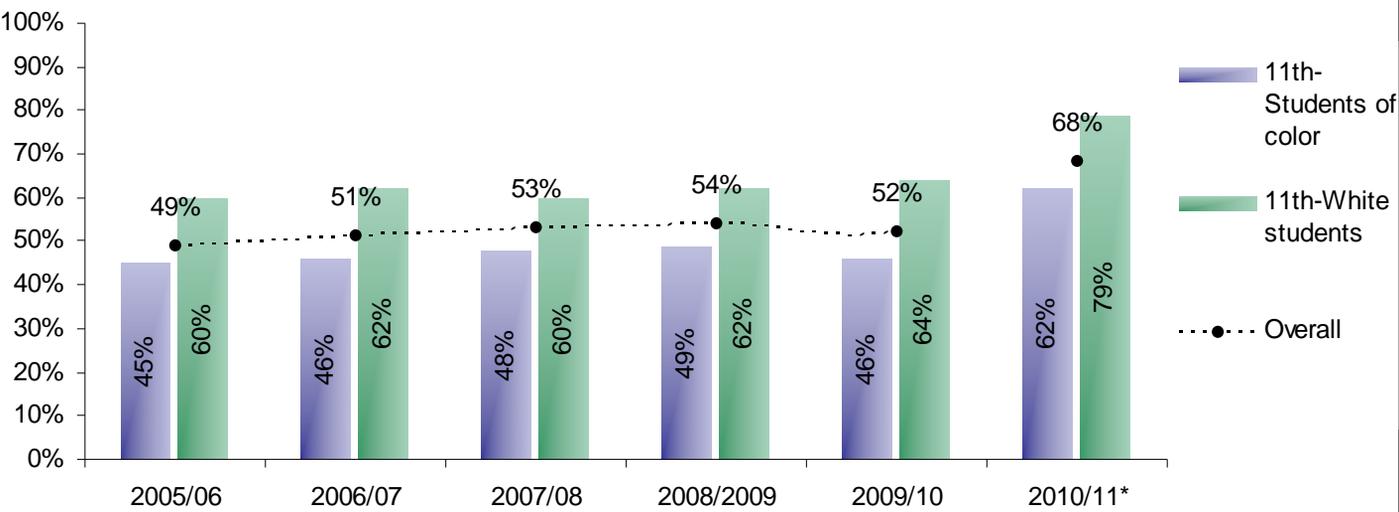
Why is this measure important?

Research has shown that students who do not participate 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?

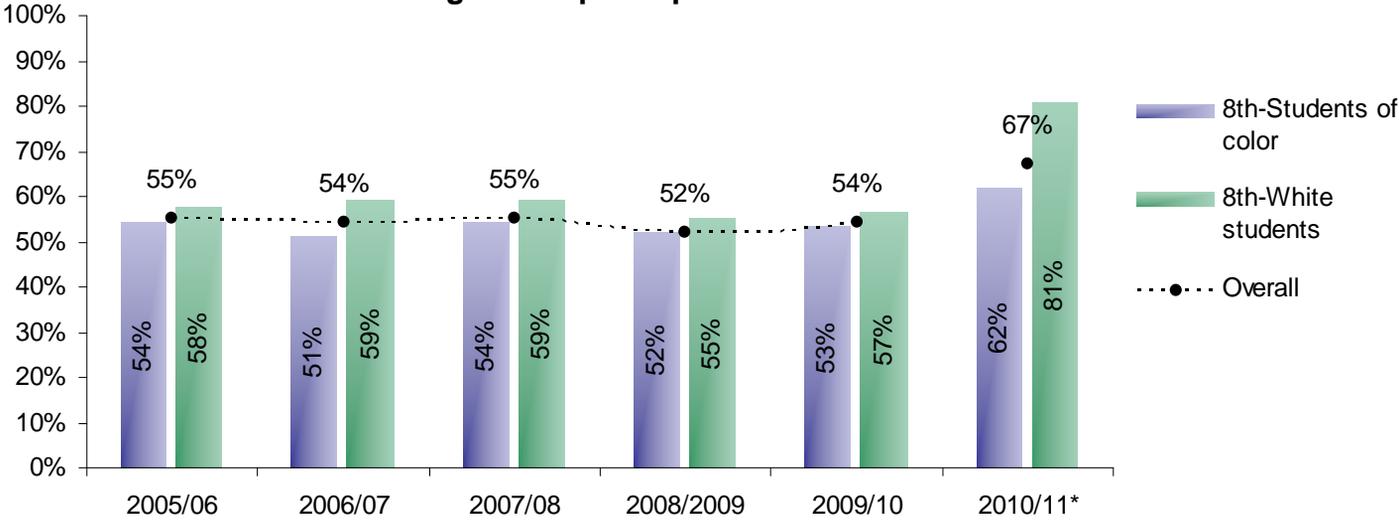
High quality, structured out of school time programs are environments that have the potential to support and promote youth development because they: situate youth in safe environments, prevent youth from engaging in delinquent activities, teach youth general and specific skills, beliefs, and behaviors, and 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



Note - In years previous to 2010/11, we asked students if they participated in extracurricular activities. This year, we asked Grade 8 and 11 students (not grade 5) four separate items regarding various types of extracurricular activities. For 2010/11 we record out the percent of students who said YES to one or more of the four types of activities : "Do you participate in any of the following after-school activities?"

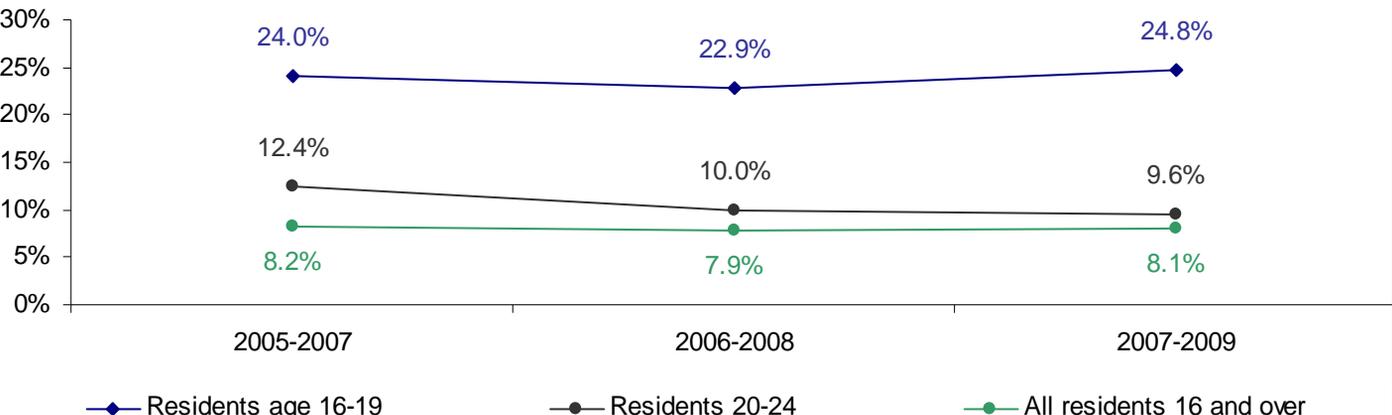
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Unemployment in Minneapolis, by age



Source: American Communities Survey 3-year estimates

Why this measure is important

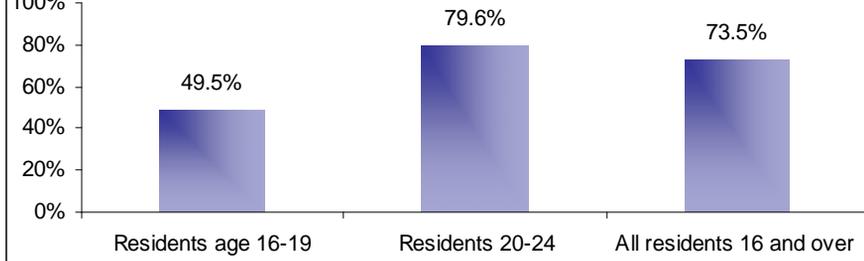
There are many benefits to full employment among young people. These include:

- Exposure to work and careers during high school has the potential to improve employment prospects and earnings (long-term).
- Career-focused education and contextual learning (via a job) has the potential to improve attendance, credit acquisition and graduation rates for at-risk students.
- Teens in low-income families have the least access to employment opportunities.
- Reducing racial disparities seen in adult employment begins with providing teens with job opportunities.
- Connecting youth to career-based activities during their formative years helps to promote self-sufficiency into adulthood.
- Youth who are exposed to careers and post-secondary education during their teen years can more easily envision a future of personal success.
- Engaged youth ultimately means increased self-sufficient adults, safer neighborhoods and well-positioned employers.

What it will take to make progress:

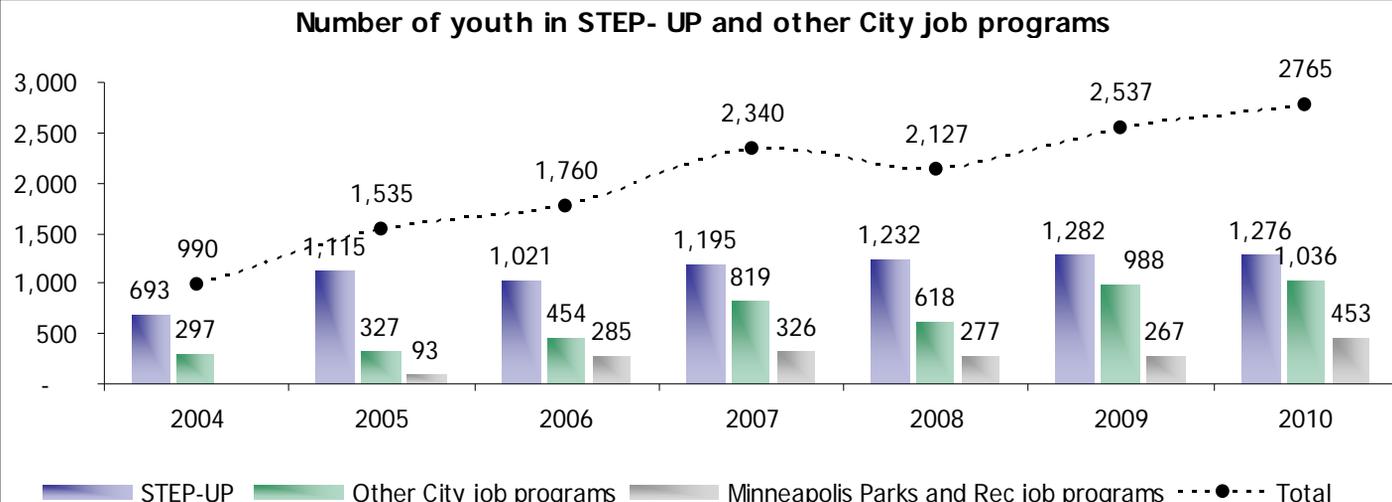
Continued effort to broaden the employer base. Youth employment in Minneapolis is truly a community partnership. As state and federal resources shrink, the local employer community must increase their capacity to help develop youth, their future workforce.

Participation in the labor force, by age



Source: American Communities Survey, 2005-2009 5 year estimates

All Minneapolis children and young people have opportunities to prepare themselves for the responsibilities of an active civic life



Why is this measure important?

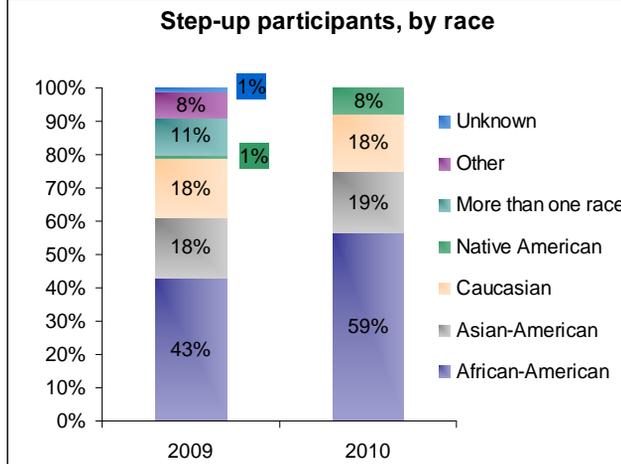
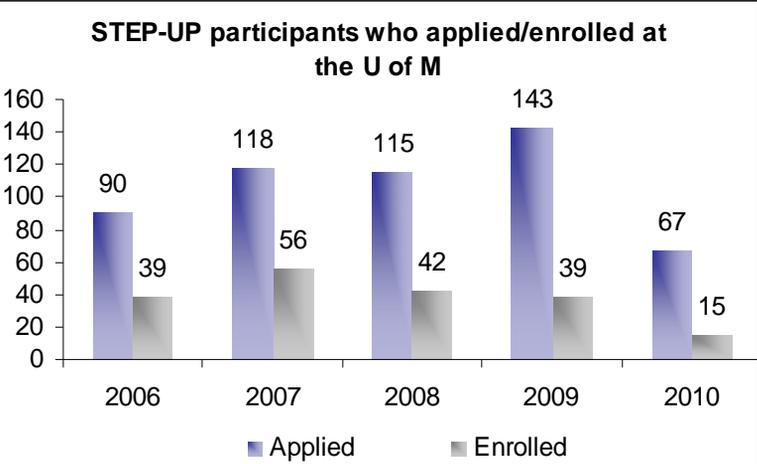
STEP-UP recruits, trains and places youth, ages 14-21, in paid summer jobs with local employers and community-based organizations following work readiness training. Youth are provided with the opportunity to improve their work readiness skills, make employer connections and earn a wage while building 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).

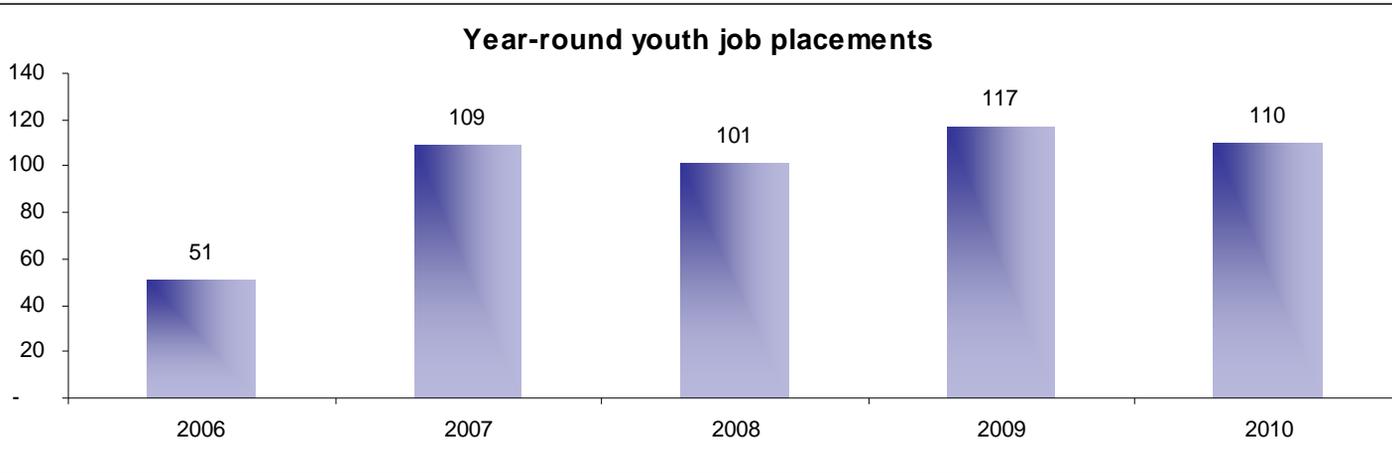
Other City-sponsored job programs

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 also operates 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.

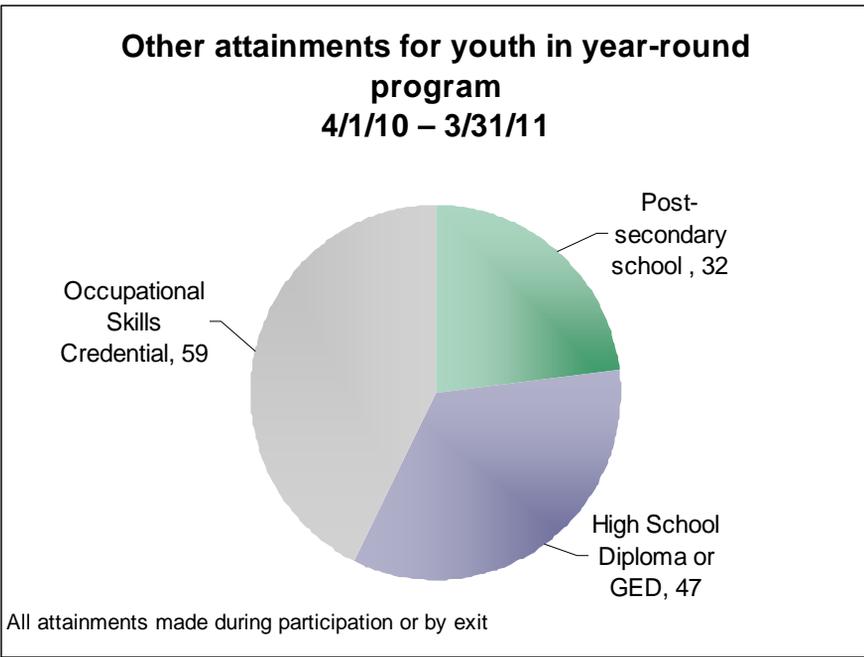




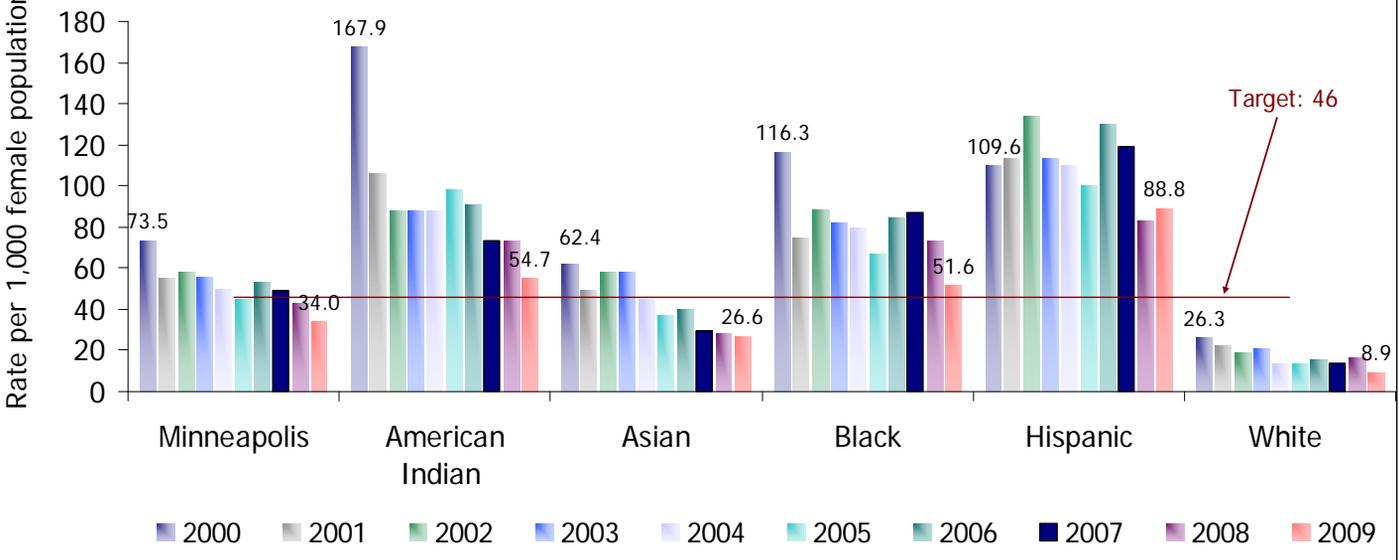
Year-round Workforce Investment Act (WIA) Program

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.



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



Source: Vital Records, Minnesota Department of Health

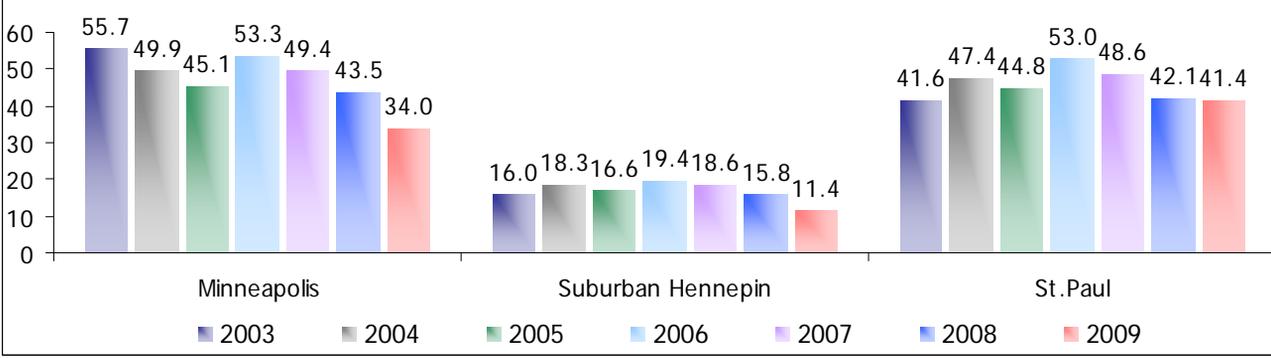
Why is this measure important?

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?

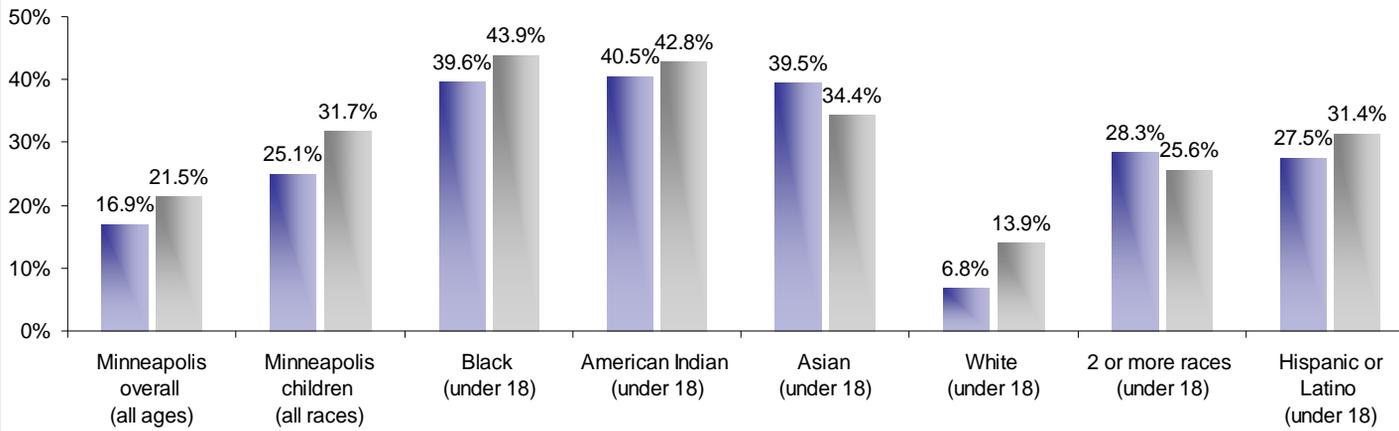
Teens who value education, are involved in school and community activities, and believe in the possibility of a bright future are less likely to engage in sexual relationships at a young age, and are more careful about using contraception when they initiate sexual activity. To reduce teen pregnancy, 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





Poverty rate for children, by race/ethnicity



Note: Poverty status is determined by household income and size of household
 Source: Decennial Census 2000 and 2010, American Communities Survey 2005-2009, 5 year estimates

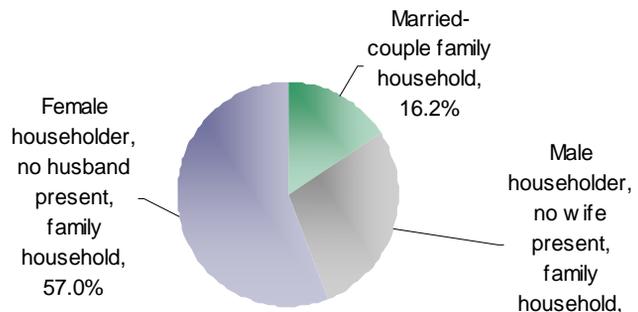
Why is this measure important?

Poverty is a complex issue and cannot be treated as a one-dimensional phenomenon. It directly influences the ability of families to meet their children’s basic needs and provide societal minimums such as shelter, nutrition, and health care. In addition, it has a negative influence on family functioning, increasing the likelihood of marital conflict, psychological distress, depression, and loss of self esteem. In a study comparing homeless preschoolers to equally poor children who had housing in the Boston area, half (51%) of the homeless preschoolers had at least one major developmental lag as measured by the Denver Developmental Screening Test, compared to only 16% of similarly poor but housed children. This interplay between poverty and homelessness had a significant developmental impact on the lives of these preschoolers. Poverty also significantly impacts health outcomes such as birth weight. Studies have consistently shown that birth weight decreases steadily with decreasing social status. Poverty and low socio-economic status have a profound effect on child health. Infants of poor women are at a disadvantage before they are born and are more likely to be stillborn or born too early or too small. They are more likely to die within the first week of life and in infancy.

What will it take to make progress?

Understanding human development requires an ecological approach that views the child in a home environment duly placed in a community context, where the family strives to meet their needs and obtain long-term resources. Therefore, the impact of childhood poverty should be examined epidemiologically from the perspective of adverse health, developmental, social, and educational outcomes.

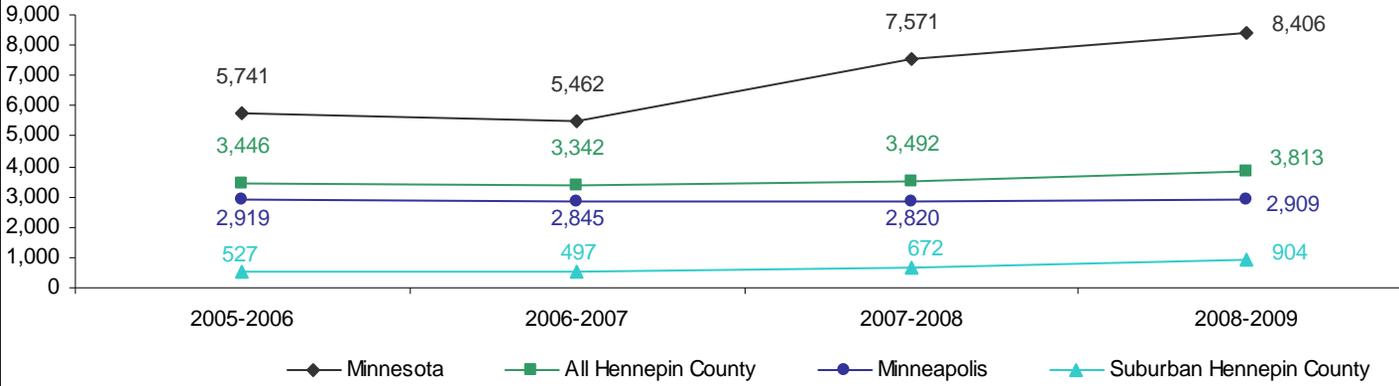
Household type of children in poverty



Source: American Communities Survey, 2005-2009 5 year estimates



Homeless and highly mobile enrolled students



Source: MARSS Report, MN Attendance and Recording

Note: Only includes children and youth documented in this system. Not inclusive of all children and youth identified as homeless.

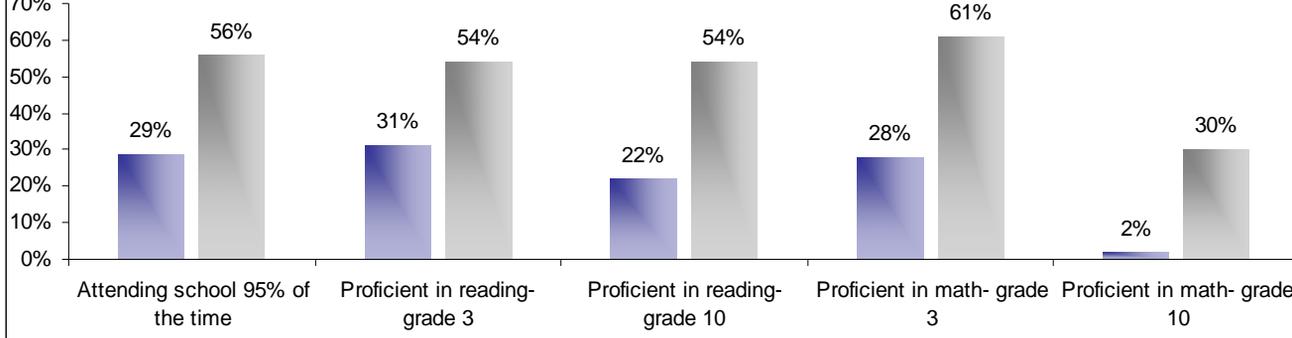
Why is this measure important?

Homeless and highly mobile students, on average, have lower attendance rates and score lower on standardized math and reading tests compared to other children who are eligible for free and reduced cost lunch, as well as students from higher income families. A second study follows a smaller cohort of children staying in Minneapolis family homeless shelters. The project looks at potential protective factors that may promote school success, focusing specifically on cognitive self-regulation skills known as executive functions. Executive functions include the ability to initiate and stop actions, change behaviors, control impulses, and act in a socially appropriate manner. Research shows that early stressors in life can impede the brain's development of self-regulation skills, resulting in physiologic and behavioral changes. Poor responses to stress can make children less able to sit still in class, follow instructions, and ultimately achieve success in the school environment.

What will it take to make progress?

There are a number of changes that would be needed to reduce the number of homeless and highly mobile students. We need more housing that is affordable at 30 percent and below area median income and supportive services when necessary, both for the families and their children. We need a healthier vacancy rate so that we are able to find landlords willing to house families with limited rental history. We need accessible jobs for youth and adults. We need to ensure that all shelter and housing programs focus on the well being and educational needs of the children, as well as the parents. Finally, we need more shelter and housing specifically focused on homeless youth (not connected to parents). Currently they are very hard to track and assist because they couch hop or prostitute themselves for food or a place to sleep.

Homeless and highly mobile students in Minneapolis Public Schools: comparative academic achievements

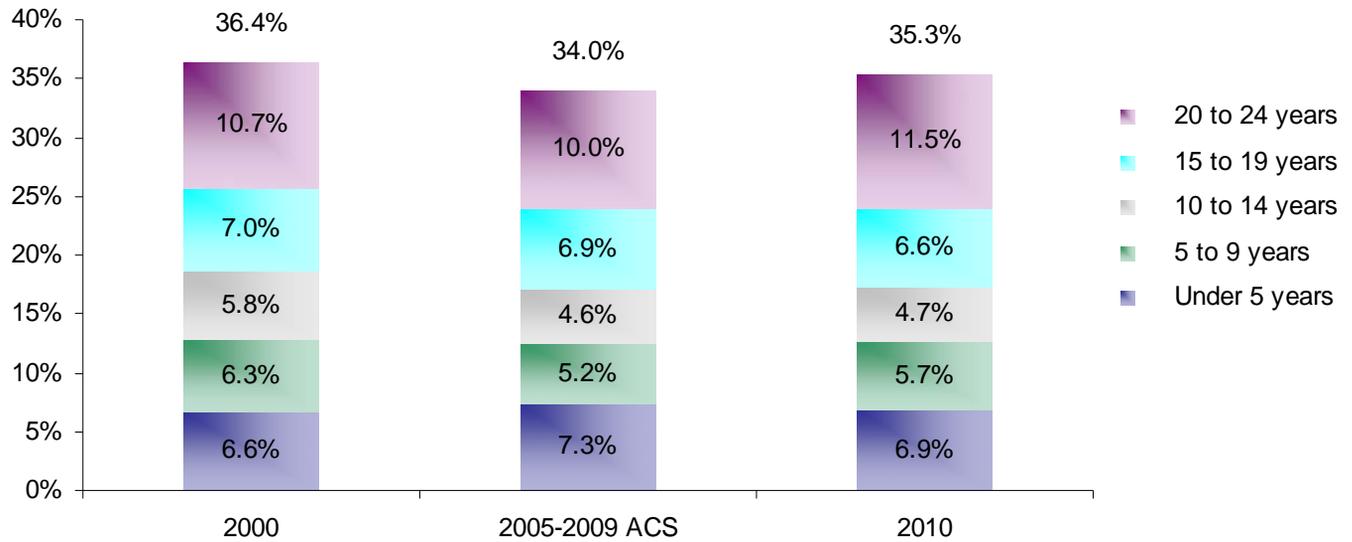


Source: Minneapolis Public Schools, Elizabeth Hinz and Chi-Keung (Alex) Chan
 Data from the 2009-2010 McKinney Vento Attendance and Achievement Report
 (via *Where We Are Now: Heading Home Hennepin 2011*)

■ Homeless and highly mobile students
 ■ All students district-wide

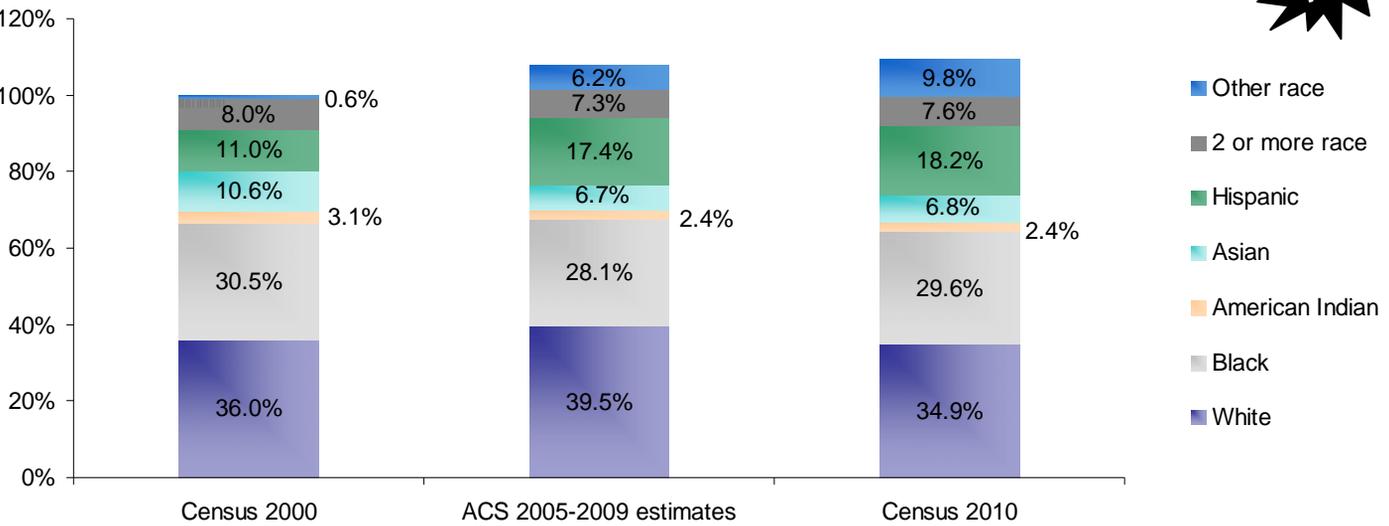
APPENDIX

Minneapolis youth population, by age (as percent of total Minneapolis population)



Source: 2000 and 2010 Decennial Census, 2005-2009 American Communities Survey, 5 year estimates

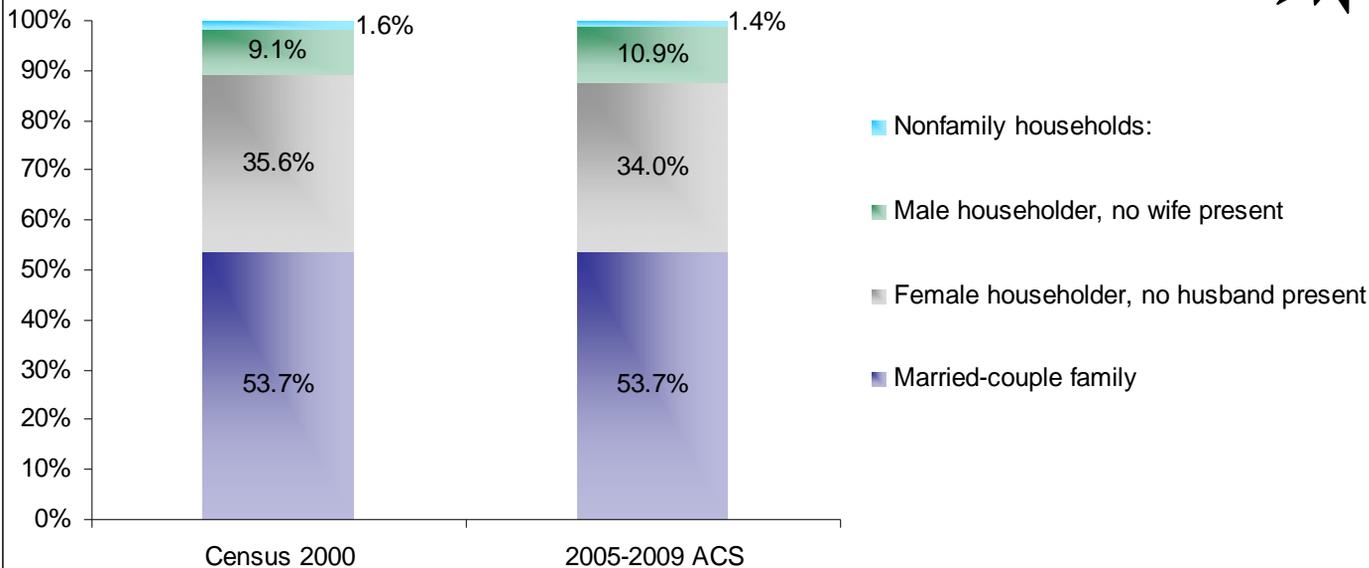
Race and ethnicity of Minneapolis Residents under age 18



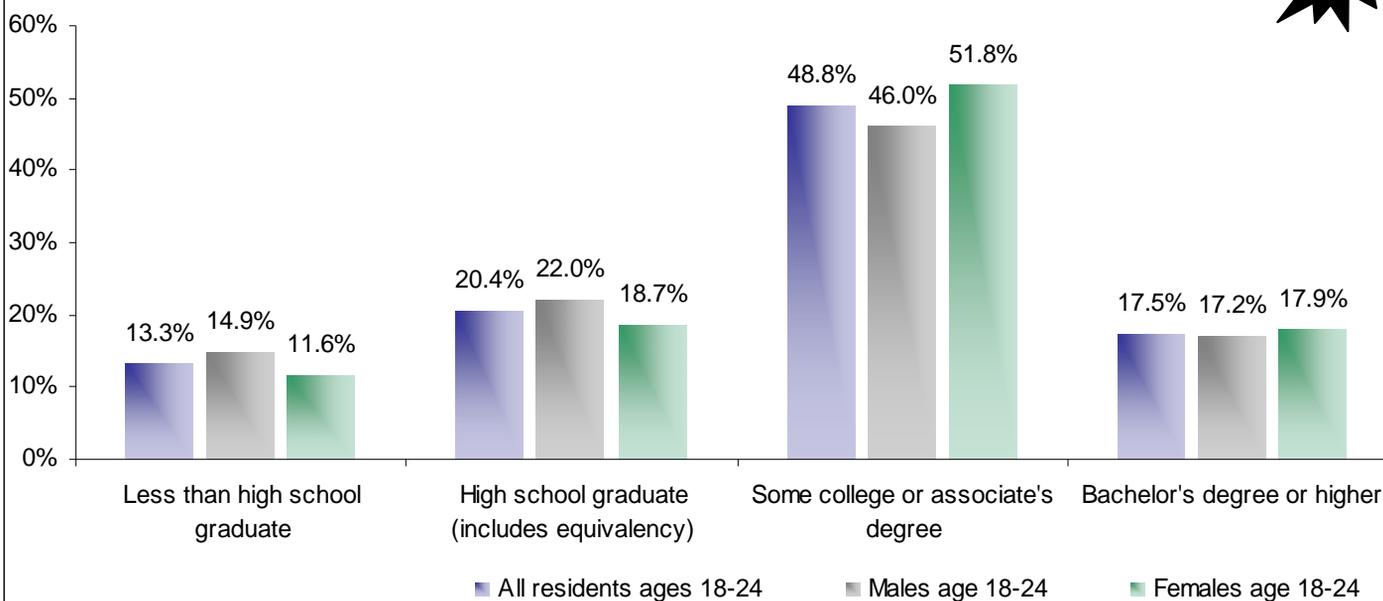
Source: Decennial Census, 2000 and 2010, American Communities Survey 2005-2009 5 year estimates

Note: Totals may not equal 100% as individuals may select both a race and a hispanic/latino ethnicity

Household type for households with children under 18

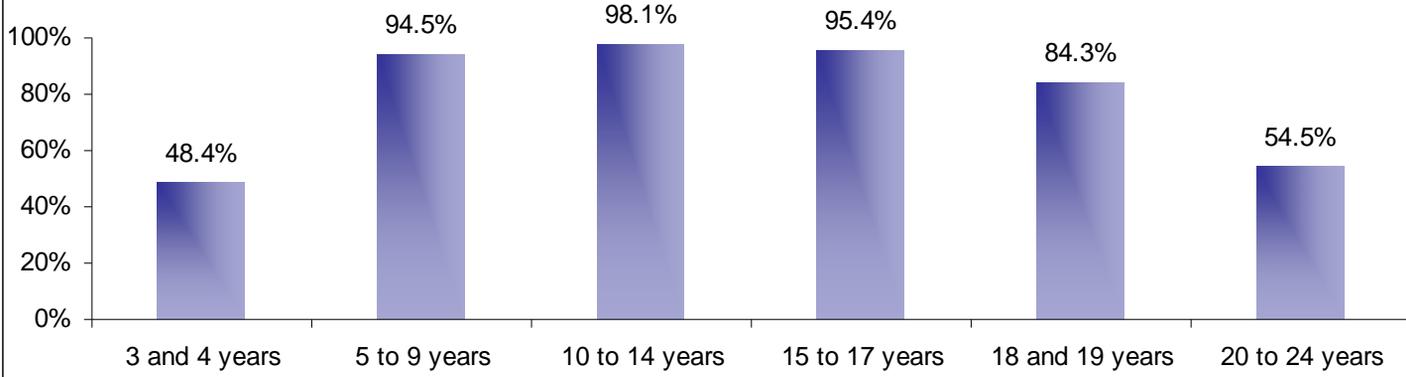


Educational attainment for residents age 18-24



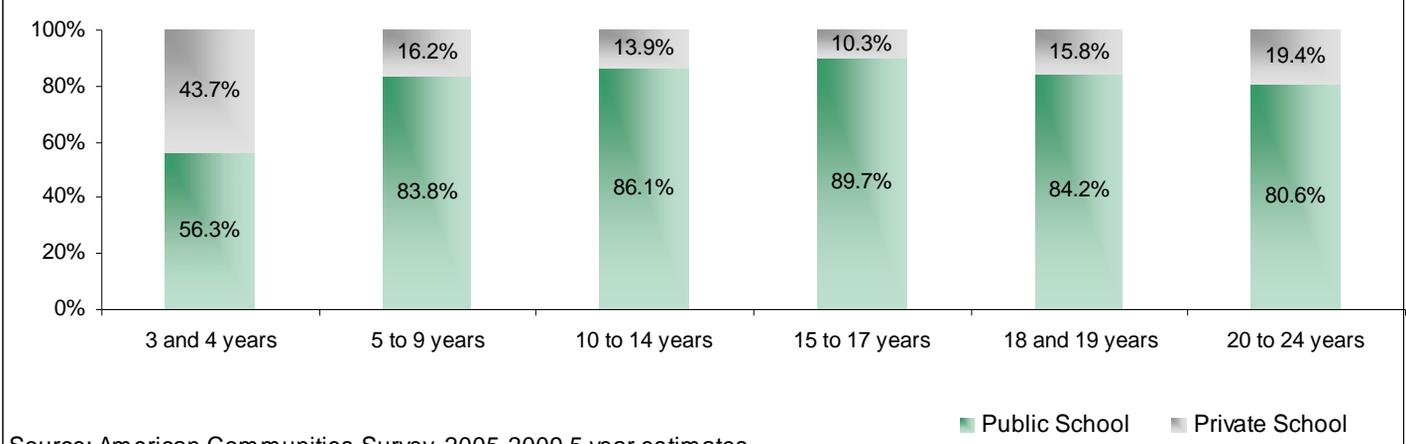
Source: American Communities Survey, 2005-2009 5 year estimates

Percent of youth enrolled in school, by age group



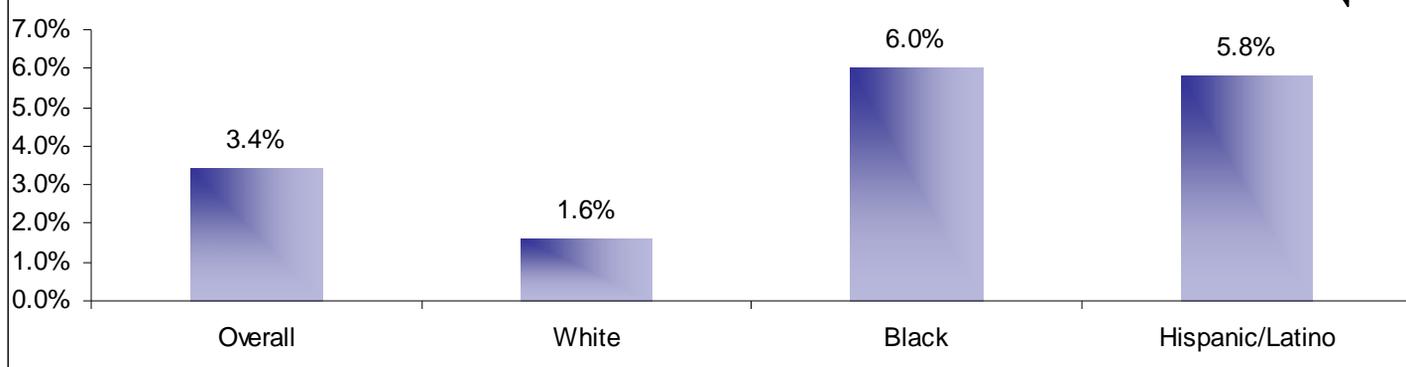
Source: American Communities Survey, 2005-2009 5 year estimates

Percent of enrolled youth in public versus private school



Source: American Communities Survey, 2005-2009 5 year estimates

Idleness for residents ages 16-19, by race/ethnicity (those not enrolled in school and not in the labor force)



Source: American Communities Survey, 2005-2009 5 year estimates