



# call to action

2009 CHILDREN'S REPORT CARD

# a city in which every child is cherished

In 1985, the City of Minneapolis, Hennepin County, the Minneapolis Parks & Recreation Board, the Minneapolis Public Library and the Minneapolis Public Schools joined together to form the Youth Coordinating Board (YCB).

They sought to "promote the health, safety, education, and development" of Minneapolis' children and youth. Their means would be improved coordination, stronger cooperation, and collective efforts to "identify and remedy conditions which hinder or prevent the community's youth from becoming healthy, productive members of society."

We believe that the YCB's charter is more relevant today than ever. Individually and collectively, children and young people in Minneapolis are a source of joy and a community resource. They possess the skills and abilities to lead this community now and into the future. It is our job to create the conditions that allow them to succeed.

As the YCB's 25th anniversary neared, we sought to review key indicators of child health, safety and achievement and, learning from these, fashion our priorities moving forward. We present this work as both a "report card" that tells us how children and young people in Minneapolis are faring and a "call to action" in the hope that others who share our concerns will join us. Finally, it is our framework for accountability, against which we can measure our progress as a community in caring for our children.

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## The YCB

The Minneapolis Youth Coordinating Board (YCB) coordinates the efforts of four public agencies – the City of Minneapolis, Hennepin County, Minneapolis Public Schools and Minneapolis Park and Recreation Board -- to promote the healthy development of Minneapolis children and youth through collaborative action and policy coordination. Through the Minneapolis Youth Congress, we engage young people in policy development and decision-making to reach their goal of "no decision about us, without us."

We envision a city in which every child is cherished, every talent nurtured, and every voice respected; where no child or youth is hungry, homeless, hurting or afraid; where children, youth and families are celebrated and supported; where youth and adults treasure what they offer to one another; and where young people grow to enrich their community now and into the future.



LEARN MORE ABOUT THE  
MINNEAPOLIS YOUTH  
COORDINATING BOARD AT  
[WWW.YCB.ORG](http://WWW.YCB.ORG)



## By 2020, we want all children & youth in Minneapolis to:

- ✓ Be connected to family, caring adults, peers and organizations in their community.
- ✓ Be physically and psychologically healthy.
- ✓ Be prepared for, take advantage of, and be transformed by learning opportunities in school and in the broader community.
- ✓ Be fully prepared for and engaged in building their future.



## Our Commitment

Successful child and youth development and engagement happens within a larger community system, full of various socioeconomic and interpersonal challenges and opportunities. In order to ensure that optimal conditions are present for the health and welfare of young people and their families, we continually work to understand and improve the current and emerging community environment.

The YCB embraces its role as the coordinating hub for children and youth development, policy alignment, information, and collaborative action in Minneapolis. Toward this end:

- \* We will update our "Children's Report Card and Call to Action" on an annual basis and report on outcomes.
- \* We will continue to engage young people in becoming active partners in initiatives and policy decisions that affect them.
- \* We will continue to create a coordinated legislative agenda with our partner jurisdictions and develop a strategy for achieving and reporting on that agenda.
- \* We will assess best practices for the development of a children's budget, to track and evaluate public investment in children and youth development.
- \* We will work with an "Action Team" of staff from our partner jurisdictions to share information across jurisdictions and build partnerships to address emerging issues and remedy gaps.
- \* We will convene key stakeholders from the larger youth serving community to build partnerships and to address overarching issues of concern.

Within this context of community engagement and to provide sustained support in meeting the above target goals, we recommit ourselves to the following four goals and our role in making them happen:

### 1. ALL MINNEAPOLIS CHILDREN ENTER KINDERGARTEN READY TO LEARN.

- \* We will work to ensure low-income children and families' access to high-quality childcare and early learning opportunities.
- \* We will support a seamless transition from early childhood to kindergarten.
- \* We will work to ensure all children receive early childhood screening by the age of 3 and that health care support is available in child care centers throughout Minneapolis.

### 2. ALL MINNEAPOLIS CHILDREN AND YOUTH SUCCEED IN SCHOOL.

- \* We will support school and community efforts to eliminate the achievement gap.
- \* We will support the expansion of comprehensive, bi-cultural social services in schools for families who are English Language Learners.
- \* We will work to improve the collection of data from student surveys.
- \* We will support expansion of career and education initiatives such as the Minneapolis Promise.

### 3. ALL MINNEAPOLIS YOUNG PEOPLE HAVE ACCESS TO QUALITY OUT-OF-SCHOOL OPPORTUNITIES.

- \* We will create and maintain an online Out of School Time information resource.
- \* We will work with youth-serving agencies to create a common framework for quality program assessment.
- \* We will work to increase public and private funding for Out of School Time activities.
- \* We will support the goals of the Blueprint for Action: Preventing Youth Violence in Minneapolis.

### 4. ALL MINNEAPOLIS CHILDREN AND YOUNG PEOPLE HAVE OPPORTUNITIES TO PREPARE THEMSELVES FOR THE RESPONSIBILITIES OF AN ACTIVE CIVIC LIFE.

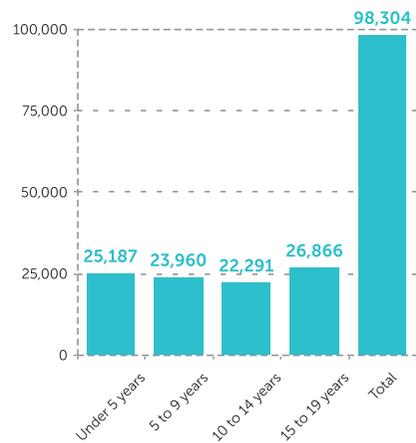
- \* We will support the Minneapolis Youth Congress with staffing, funding and training.
- \* We will support the establishment of an annual convention between young people and community leaders from both the public and private sectors.
- \* We will work with and encourage our jurisdictional partners to develop and strengthen formal mechanisms for authentic youth engagement in their decision making.
- \* We will coordinate with youth engagement programs community-wide on policy initiatives, programs and planning.



## Children and Youth in Minneapolis

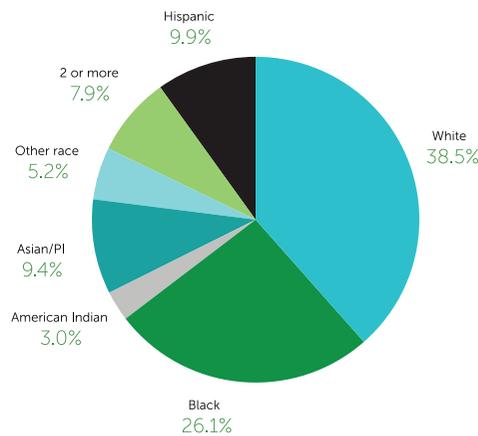
We have chosen data that highlights how our children and young people are doing. Of significant concern to us and the backdrop against which we have developed our goals, is the fact the more children live in poverty today than in 2000, 25.1% in 2000 compared to 33.1% in 2006. This rapid increase in childhood poverty has influenced the indicators that we are presenting in this report and is consistent with recent reports addressing growing racial disparities among Minnesotans in areas ranging from health to home mortgage rates.

**Number of Children**  
 Under Age 20 in Minneapolis



Source: US Census Bureau, 2000.

**Race/Ethnicity of Children**  
 Under Age 20 in Minneapolis



Source: US Census Bureau, 2000.

## POVERTY

In the 2008-09 school year 63.8% of students in the Minneapolis Public Schools received a free or reduced price lunch. (Minneapolis Public Schools)

**Minneapolis Poverty Rate**

	1999 <sup>1</sup>	2005-07 <sup>2</sup>	CHANGE
<b>Overall</b>	<b>16.9%</b>	<b>21.5%</b>	<b>27.2%</b>
<b>Under 18</b>	<b>25.1%</b>	<b>33.1%</b>	<b>31.9%</b>
<b>African American (under 18)</b>	<b>39.6%</b>	<b>60.5%</b>	<b>52.8%</b>
<b>American Indian (under 18)</b>	<b>40.5%</b>	<b>N/A<sup>3</sup></b>	
<b>Asian (under 18)</b>	<b>39.5%</b>	<b>55.8%</b>	<b>41.3%</b>
<b>White (under 18)</b>	<b>6.8%</b>	<b>7.7%</b>	<b>13.2%</b>
<b>2+ races (under 18)</b>	<b>28.3%</b>	<b>26.0%</b>	<b>-8.1%</b>
<b>Latino Ethnicity (under 18)</b>	<b>27.5%</b>	<b>38.3%</b>	<b>39.3%</b>

1) Source: Decennial Census

2) Source: American Community Survey (Census Bureau)

3) Sample too small for reliable estimate

## LANGUAGE

The proportion of students attending Minneapolis Public Schools categorized as Limited English Proficient was 22.7 percent in 2007-08.



safe and supportive  
environments, healthy  
development, & learning  
readiness & performance

## Indicators and Rationale

The indicators selected for this report card reflect three critical dimensions in the lives of children: safe and supportive environments, healthy development, and learning readiness and performance.

Dozens of indicators were considered for inclusion. After a great deal of discussion and review, the list was ultimately narrowed to 14 indicators based on positive answers to the following questions:

- \* Are the data available at the City level?
- \* Is the measure valid? Are data collected consistently over time?
- \* Do the measures reflect an age range from infancy through emerging adulthood?
- \* Are the measures meaningful to policy makers and the general public?
- \* Do the measures show room for improvement?

The indicators come from a variety of sources: vital statistics, student surveys, student assessments and standardized tests, crime statistics, and other government data. They include official government records as well as student surveys. For some measures, data are reported for only one point in time; for the majority, trend data are reported.

**DISCUSSION OF INDIVIDUAL INDICATORS**



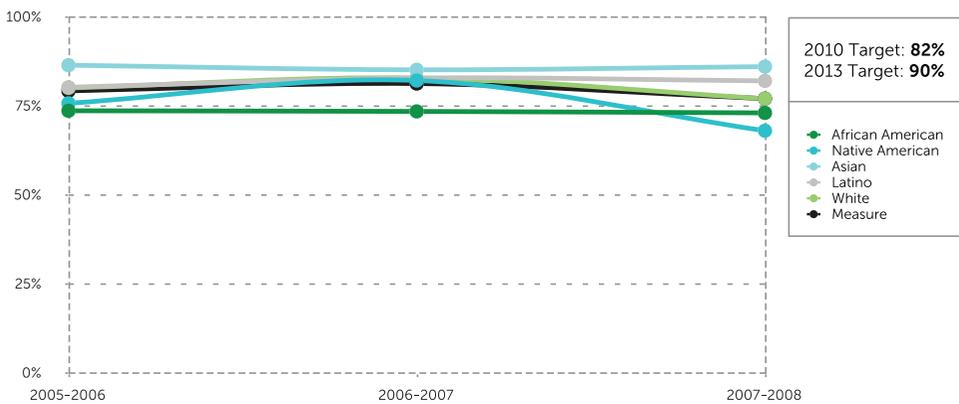
# Discussion of Individual Indicators

## SAFE AND SUPPORTIVE ENVIRONMENTS

### Caring Teachers

Believing that your parents and your teachers care about you are protective factors for youth, reducing the risk of emotional distress or risky behaviors, such as substance use, violence and early sexual activity.

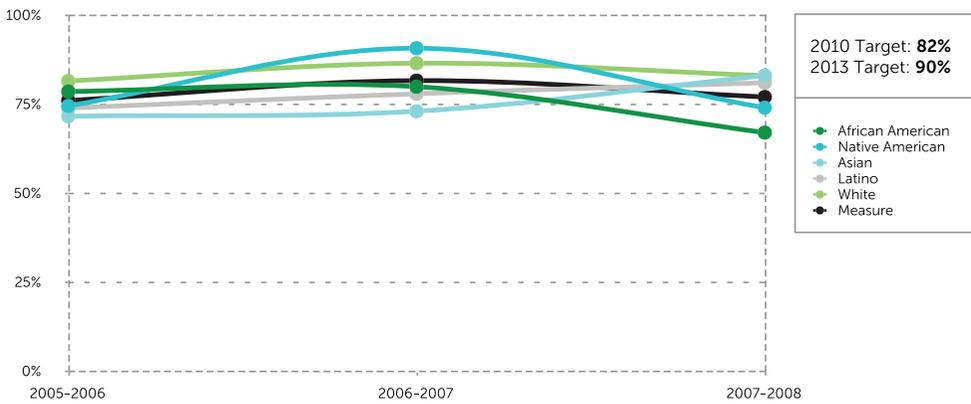
Percent of 8th graders who strongly agree or agree that teachers care about them very much<sup>2</sup>



### School Safety

Feeling unsafe at school can adversely affect academic performance, inhibit participation in school activities and result in increased absenteeism. Feeling unsafe in the neighborhood or community may inhibit young people from getting outdoors and engaging in activities.

Percent of 8th graders who feel safe in school<sup>2</sup>



### Homeless or Transient Students

Homelessness or multiple moves during a school year can result in school absenteeism, lagging academic performance, and difficulties in building and maintaining friendships with classmates.

Number of Minneapolis youth age 0-21 years identified as homeless or highly mobile<sup>3</sup>

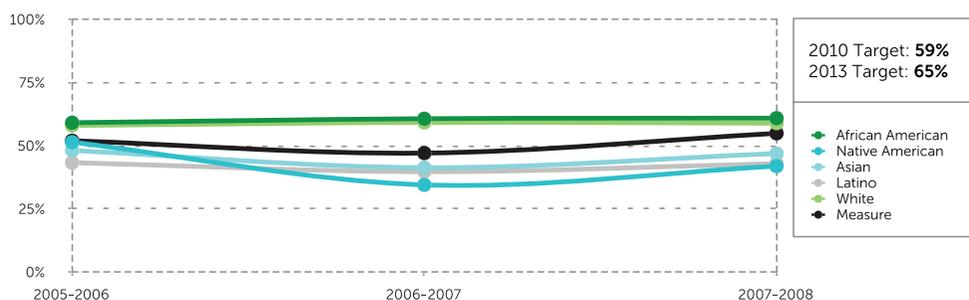


**DISCUSSION OF INDIVIDUAL INDICATORS**

**School/Community Involvement**

Involvement in activities offers young people opportunities for strengthening peer relationships, interaction with supportive adults, and skill development. Improving accessibility and affordability may help increase participation numbers.

Percent of 8th graders often or frequently involved in school or community-based activities<sup>2</sup>

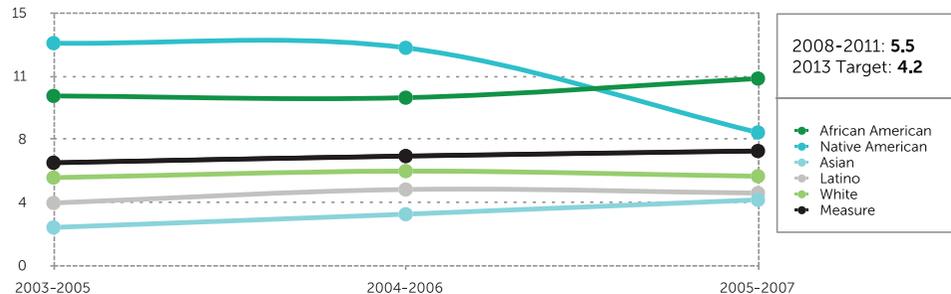


**HEALTHY DEVELOPMENT**

**Infant Mortality**

Infant mortality reflects a constellation of risk factors including the long-term effects of poverty and stress, poor maternal health, unhealthy physical and social environments, and lack of access to high-quality health care.

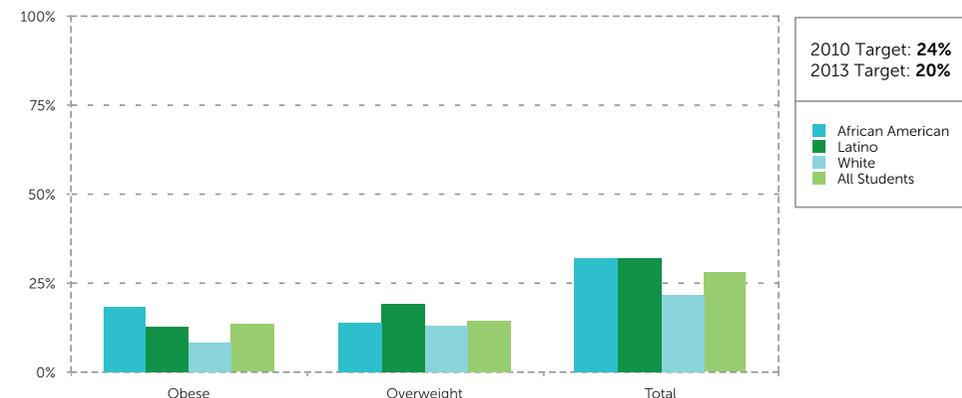
Infant mortality rates (Number of deaths in the first year of life per 1,000 live births)<sup>4</sup>



**Overweight**

Obesity in children and adolescents is linked to type 2 diabetes; high cholesterol, high blood pressure, orthopedic problems, liver disease, and asthma.

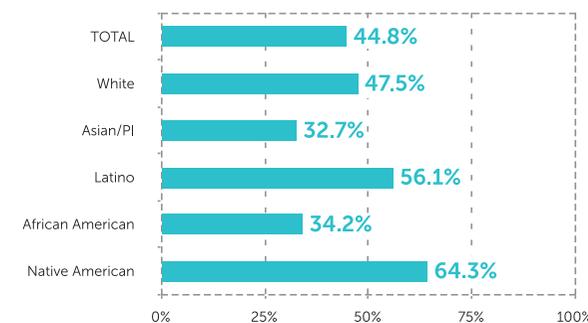
Percent of 9th to 12th graders who are overweight or obese, 2007<sup>5</sup>



**Alcohol and drug abuse**

The use of alcohol and other drugs during adolescence has been linked to injuries, physical fights, academic problems, unsafe sexual activity, and illegal behavior.

Percent of 9th graders who used alcohol or drugs in the past year<sup>1</sup>



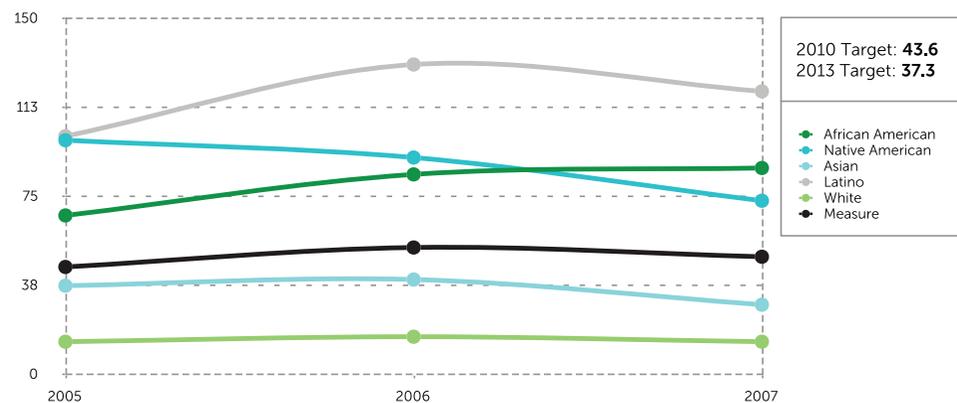
**DISCUSSION OF INDIVIDUAL INDICATORS**



**Teen pregnancy**

Pregnancy during adolescence increases the likelihood that a teen mother will drop out of school and raise her children in poverty. Children of teenage mothers are more likely to be underweight at birth and to exhibit more behavioral problems than children of older mothers.

Teen pregnancies (per 1,000 girls aged 15-17 years)<sup>6</sup>



**Homicide victims**

Besides the obvious tragedy of life lost at a young age, youth violence has a traumatic impact on the entire community. Furthermore, gang violence begets more violence, so it is critically important to intervene early with youth.

Number of homicide victims under 24 years<sup>7</sup>

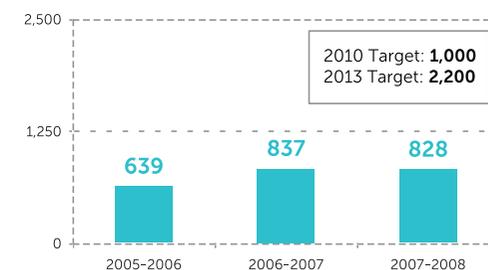


**LEARNING READINESS AND PERFORMANCE**

**Early Childhood Screening**

Children screened at younger ages (age three is recommended) are able to get needed help sooner and thus have more time to prepare for kindergarten if developmental delays are identified.

Number of children screened by the Minneapolis Public Schools by age 3 years<sup>8</sup>

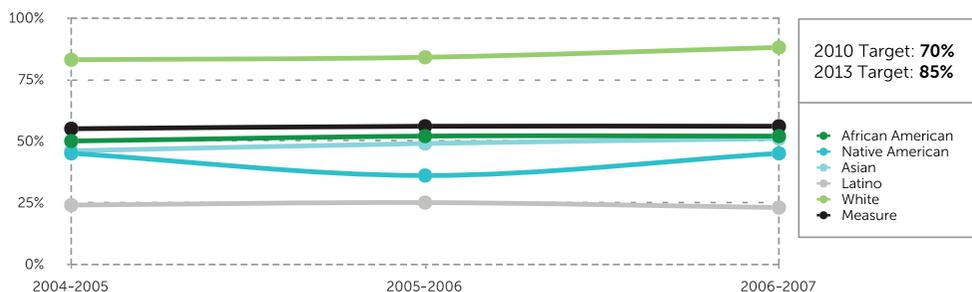


**DISCUSSION OF INDIVIDUAL INDICATORS**

**Kindergarten Readiness**

Entering kindergarten with basic skills prepares children for classroom learning and increases their chances for academic success. Performance on the Beginning Kindergarten Assessment predicts reading proficiency in Grade 3.

**Percent of students scoring adequate or above on the Beginning Kindergarten Assessment for total literacy<sup>9</sup>**



**Third Grade Reading**

Reading is the primary way students learn information in mathematics, science, and social studies. When students struggle to read, their ability to learn other subject matter is limited. Attaining solid reading skills in the early grades is essential because students who experience early reading failure are unlikely to ever catch up to the expectations for subsequent grades.

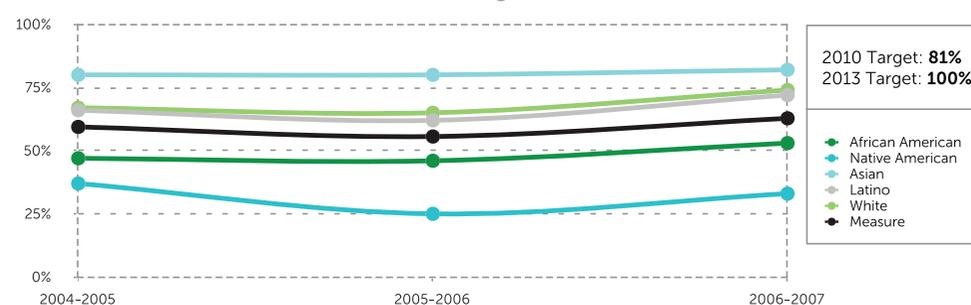
**Percent of 3rd graders who achieve a passing score on the MCA reading test<sup>10</sup>**



**School Attendance**

Research supports the link between consistent attendance and student achievement. Excessive school absenteeism is a precursor of school dropout and is related to juvenile delinquency.

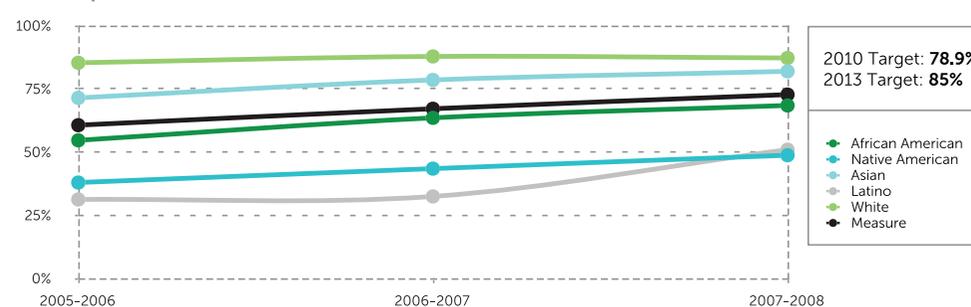
**Percent of middle school student with 95% or higher attendance<sup>11</sup>**



**High School Graduation**

Graduates benefit in terms of higher wages and more comfortable and secure lifestyles. Society benefits in terms of increased tax receipts and reduced costs on health, housing and welfare.

**Minneapolis Public Schools Graduation Rate<sup>12</sup>**



## Technical Notes

1. The Minnesota Student Survey is administered anonymously every three years to Minnesota public school students in grades 6, 9, and 12. The response rate for Minneapolis Public School 9th graders in 2007 was 61%. Data are presented in this report only for 2007 because participation for the Minneapolis Public Schools for previous years was too low to provide meaningful comparisons. Alternative schools and charter schools are not included in this data.

2. The Minneapolis Public Schools Student Opinion Survey is administered anonymously each year to students in grades 5, 8, and 11. The response rate for 8th graders in the 2007-2008 school year was 85%.

3. In the Minneapolis Public Schools, students are defined as homeless or highly mobile if during a given year, they or their families lacked housing or doubled up with friends or relatives because they could not find or afford housing. Students include preschoolers through students up to age 21. The daily average of homelessness during the 2007-2008 school year was more than 1,200 students.

4. The infant mortality rate for Minneapolis is based on vital statistics data obtained from the Minnesota Department of Health. A death of a live-born baby before the first birthday is classified as an infant death.

5. Overweight and obesity are calculated based on students' self-reported weight and height on the Youth Risk Behavior Survey administered in 2007 to a sample of 1,500 9th through 12th grade Minneapolis Public School students. The Body Mass Index is a ratio of weight to height used to determine population estimates of overweight and obesity. Studies have shown that self-reported heights and weights generally result in lower estimates of overweight and obesity than direct measures.

6. The teen pregnancy rate is based on birth and abortion data obtained from the Minnesota Department of Health.

7. Assault and homicide data are based on the federal Uniform Crime Reporting system and provided by the Minneapolis Police Department. The data are based on crimes committed in Minneapolis; the arrestees or victims are not necessarily Minneapolis residents.

8. Early childhood screening data are based on the Minneapolis Public Schools screening analysis.

9. The Beginning Kindergarten Assessment results were provided by the Minneapolis Public Schools Research, Evaluation, and Assessment Department, and include only kindergarten-age children who enroll in the Minneapolis Public Schools.

10. Scoring at Level III or higher is considered a passing score on this standardized state test. The 3rd grade MCA reading test results were provided by the Minneapolis Public Schools.

11. A 95% attendance rate means that a student has missed no more than 9 days in a school year. Data are provided by the Minneapolis Public Schools.

12. The graduation rate is based on the formula required by the federal No Child Left Behind Act. Every year, schools are required to report "end of year status" for each student to the state Department of Education. Only graduates and dropouts are included in the graduation rate formula. Students who transfer to another school district, private school, or home school in the state and those who move out of state or die are excluded from the calculations. The last "end of year status" in the system is used so a re-enrolled dropout is no longer a dropout. The graduation rate for a given school year is the number of graduates that year divided by the sum of that number plus the number of dropouts in grades 9, 10, 11, and 12 for that class, multiplied by 100. Data are provided by the Minneapolis Public Schools.

## The Minneapolis Youth Coordinating Board

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#### **Pam McBride**

Project Director, Youth Development

#### **Khusaba Seka**

Coordinator, Youth Are Here Bus

We extend a special thank you to the Minneapolis Department of Health and Family Support, specifically Commissioner Gretchen Musicant, Epidemiologists Pat Harrison and David Johnson and Research Intern Melissa Lo.



LEARN MORE ABOUT THE  
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## Minneapolis Youth Coordinating Board

### 2011 Budget Request

	General	*Early	**School	***Youth	2011	
	Operating	Childhood	Success	Development	Budget	2010 Approved
					Request	Budget
<b>Revenue Sources</b>						
County - LCTS	-		267,370	70,515	337,885	291,600
County-LCTS Administration	9,515	38,600			48,115	32,400
County - Deferred Revenue		22,000	7,639	25,000	54,639	159,869
County - Joint Powers	64,803		-		64,803	64,803
City of Mpls.Joint Powers-source is CDBG	64,803	-	-	-	64,803	64,803
City General Funds		-	-	350,000	350,000	300,000
Park, School, & Library Bd Joint Powers	16,619	62,599	-	-	79,218	79,218
United Way			118,000		118,000	178,000
Otto Bremer			-		-	15,000
Minneapolis Foundation				50,000	50,000	50,000
Private Sources-unsecured	75,000		25,000	-	100,000	165,000
Interest Revenue	45,000		-	-	45,000	80,000
<b>Total Revenue</b>	<b>\$ 275,740</b>	<b>\$ 123,199</b>	<b>\$ 418,009</b>	<b>\$ 495,515</b>	<b>\$ 1,312,463</b>	<b>1,480,693</b>
<b>Expenditures</b>						
Personnel †	162,170	103,199	88,457	137,600	491,426	422,503
Contractual Services	59,000	20,000	329,552	357,915	766,467	995,090
Advertising and Publication	1,000	-	-	-	1,000	2,000
Office Supplies and Reproduction	2,000	-	-	-	2,000	2,000
Postage and Delivery Charges	200	-	-	-	200	900
Staff Development and Travel	3,000	-	-	-	3,000	3,000
Computer, phone and insurance	37,270	-	-	-	37,270	44,100
Other Services and Charges	11,100		-	-	11,100	11,100
<b>Total Expenditures</b>	<b>\$ 275,740</b>	<b>\$ 123,199</b>	<b>\$ 418,009</b>	<b>\$ 495,515</b>	<b>\$ 1,312,463</b>	<b>\$ 1,480,693</b>
<b>Expenditures over Revenue</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>2011 Budget Revenue Sources</b>						
County - LCTS	\$ 337,885	** Includes Early Childhood Policy Development and Early Childhood				
County-LCTS Administration	\$ 48,115	Screening				
County - Deferred LCTS Revenue	\$ 54,639					
County - Joint Powers	\$ 64,803	** Includes Family Connection Center and LCTS Time Study Coordinator				
City of Mpls.Joint Powers-source is CDBG	\$ 64,803					
City General Funds	\$ 350,000					
Park Bd & School Bd Joint Powers	\$ 79,218	*** Includes City After-School Funds, Youth Are Here Buses, and the				
United Way	\$ 118,000	Minneapolis Youth Congress				
Otto Bremer	\$ -					
Minneapolis Foundation	\$ 50,000	† YCB staff time has been apportioned across YCB Goal areas to more				
Private Sources-unsecured	\$ 100,000	accurately reflect the cost				
Interest Revenue	\$ 45,000					
	<b>\$ 1,312,463</b>					