



Minneapolis Youth Programs Assessment Project

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Cover Photo: audience at “Summer 612, Unlearning the Culture of Youth Violence”. Source: City of Minneapolis.



Overview

Introduction
Background and Objectives



Skyline View from North Minneapolis, Source: flickr-Doug Wallick

Introduction

Youth violence has always been considered a public safety issue, but it has most recently been addressed as a public health concern. Nationally, metropolitan regions are researching efforts to identify and improve neighborhood assets such as youth programming and youth-serving agencies in order to prevent youth violence.

The research presented in this report focuses on two main goals in conducting an assessment of youth programs and organizations. The

first goal is to fill information gaps in order to guide citywide youth violence prevention efforts. The second goal is to increase awareness of available resources among youth and youth-serving providers in the community.

We have identified five to help achieve these goals:

- Complete a neighborhood risk assessment of youth violence
- Provide a demographic analysis of the “at risk” target area
- Provide a national and local case study review of youth serving inventories
- Update the target area’s current community resource inventory
- Conduct focused conversations with target area youth to provide perspective on current agencies and programs.

After research analysis and findings from all five tasks are presented, this report concludes with recommendations for the future and questions for further exploration.

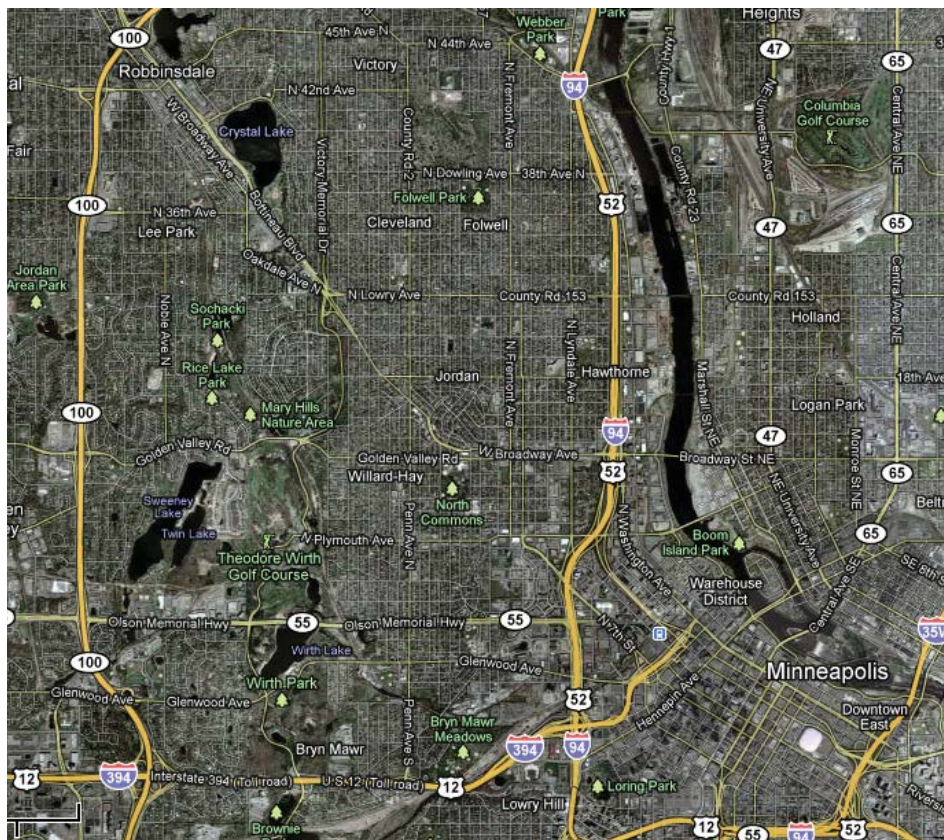
Background and Objectives

Background

The Minneapolis Department of Health and Family Support promotes health equity in Minneapolis through collaboration and partnerships. Additionally, the department builds community capacity to promote the health and well-being of the City's increasingly diverse population. The Youth Coordinating Board, founded in 1985 is an inter-department collaboration which has championed the healthy development and well-being of Minneapolis youth through collaborative action and policy coordination. Additionally, the City of Minneapolis has commissioned a youth violence prevention task force to address critical issues.

Objectives

Considering the role that the prevention of youth violence plays in neighborhood revitalization, it is extremely important that an ample amount of resources be dedicated to providing children the opportunity to grow and develop without the continuing threat of youth violence. In order to support the ongoing effort to make this important aspiration a reality, the Minneapolis Youth Programs Assessment Project contains two overarching objectives. These objectives are targeted at two groups: the policy-makers, and the youth and their caregivers. The two objectives that provide the foundation of this report are the following:



North Minneapolis. Source: Google Earth

1. It is absolutely necessary to fill information gaps in order to guide citywide youth violence prevention efforts.

In order for the City of Minneapolis to successfully address the issue of youth violence, then those charged with crafting effective policy must have the most accurate and up-to-date information possible. Armed with better resources and information, policy-makers should be better equipped to build critical partnerships in the community and create effective prevention strategies through improved programming.

2. In order for prevention strategies to be successful, greater awareness of

resources among youth and youth-serving providers must be realized.

It is simply not enough to improve youth programming and craft new strategy. The greatest difficulty to making programming more effective remains the challenge of making these programs more visible and accessible. Therefore, capacity building must occur to ensure that the resources made available by prevention efforts are maximized to the highest possible level.

These objectives will guide our investigation in order to produce thoughtful and informed recommendations for future direction and research.



Project Activities

Analysis of Risk for Youth Violence
Demographic Analysis of Target Area
Literature and Case Study Review
Minneapolis Community Resource Inventory
Perspectives from Young People

Analysis of Risk for Youth Violence

Risk Assessment Approach

Problem Statement

How can we assess the risk of youth violence by neighborhood? What factors determine whether a neighborhood is prone to higher levels of youth violence?

- Environmental factors
- Normalization towards violent behavior

At the beginning of the Minneapolis Youth Programs Assessment Project, it was critical to conduct the youth violence risk assessment as early in the process as possible in order to determine where children are the most vulnerable to violence. Once the most at-risk neighborhoods were determined, we were in a better position to direct our resources and research towards this target area. In conducting this analysis, we crafted an approach that centered on the characteristics of the environment in which affected kids lived. More specifically, it was necessary to establish how many children live in each neighborhood, and how much violence exists within proximity to where they live. By gathering data revealing the number of violent acts that occur in each neighborhood, we would be able to determine the area where children were more likely to become normalized to violent behavior. In other words, the more normalization of violent behavior among children that occurs, the more likely that kids will perpetrate or be victims of violent acts.



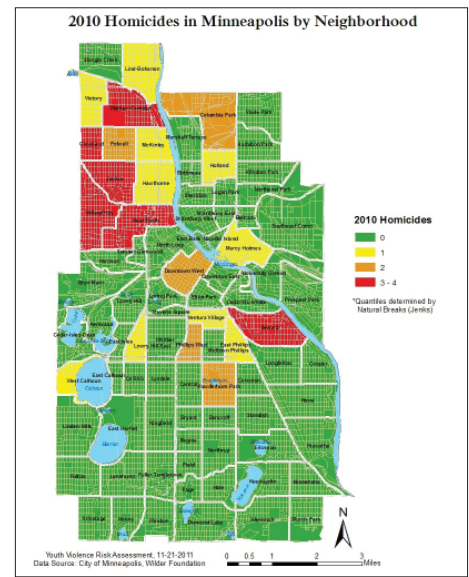
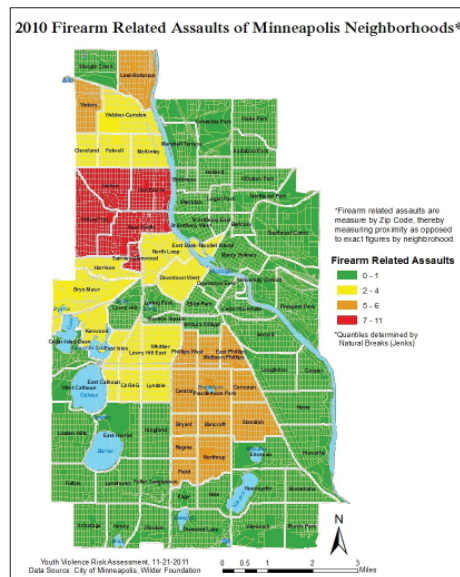
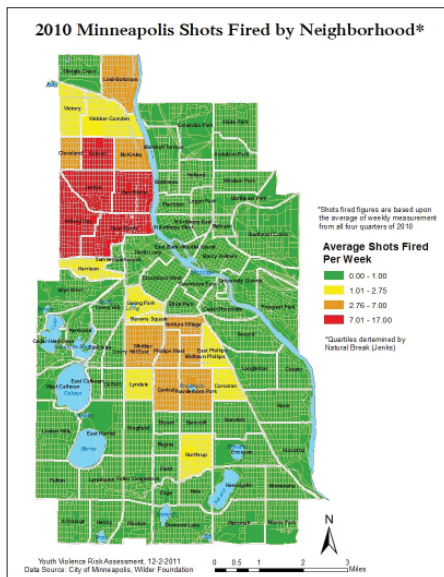
Annual North Minneapolis Bike Fest. Source: bikewalkmove.org

Building upon previous work completed by the Department of Health and Family Support, it was necessary to determine which variables would serve as strong indicators for the risk of youth violence. Not only should these indicators illustrate where youth violence is more likely to occur, but the data must also be available and accessible. Given these criteria, the following indicators were selected to determine the risk of youth violence by neighborhood.

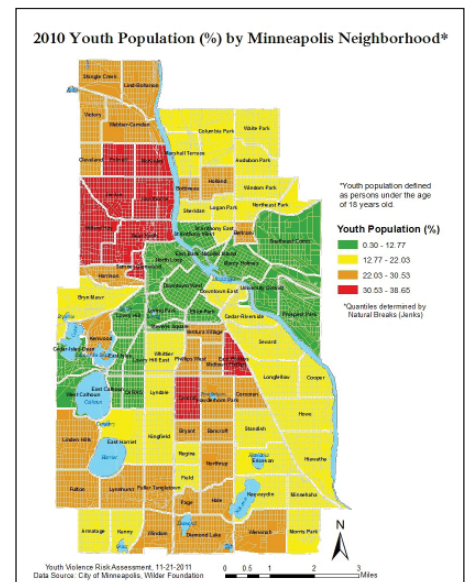
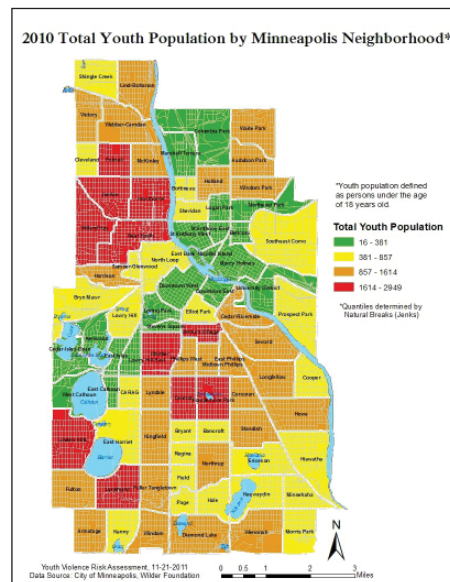
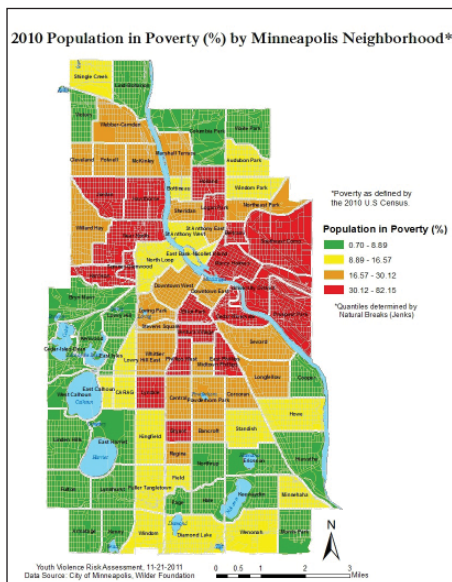
Indicators for Assessment

- size of the youth population
- proportion of the youth population
- percent of residents in poverty
- shots fired by neighborhood
- number of firearm related assaults by neighborhood
- number of homicides by neighborhood

First, it is intuitive that neighborhoods with greater numbers of children would also contain greater risk for youth violence. Therefore, the size of the youth population is a benchmark indicator. However, it is also important to determine the size of the youth population proportionally to the total population of each neighborhood. The purpose of including this indicator is to determine which neighborhoods have large youth/adult ratios. This data reveals neighborhoods where children have less access to adults for support. These adults certainly play an important function as role-models and mentors, often acting in a capacity for intervention of youth violence. In addition, the level of poverty in each neighborhood also remains an important factor. Higher levels of poverty have been found to correlate with higher levels of crime, particularly property crime



Maps 1 - 3. Source: City of Minneapolis, Wilder Foundation



Maps 4-6. Source: City of Minneapolis, Wilder Foundation

and other crimes of necessity. This data further reveals characteristics of the environment in which affected children live (*Maps 1-6*).

Concerning the instances of violent acts, gathering data that reflects neighborhood violence

is important in determining the level of normalization for youth to violent behavior by neighborhood. Three indicators were chosen as indicators of violent behavior. These indicators were the number of shots fired tracked by Shotspotter, the number of firearm related assaults,

and the number of homicides. All of these indicators reveal the level to which neighborhoods are exposed to violent behavior. Based upon the normalization thinking, youth that have the greatest exposure to violence are more likely to be touched by it.

Methodology

To gather the appropriate data for the risk assessment, we utilized data from the Wilder Foundation, which sorted 2010 census data by Minneapolis neighborhood. In addition, crime statistics were provided by the City of Minneapolis Police Department. These two sources provided the data that made a neighborhood risk assessment possible.

The methodology of the youth violence risk assessment centered around creating an index based upon the six indicators selected to measure the risk levels. Data was mapped by neighborhood and then categorized by Natural Breaks (Jenks) to represent low risk, moderate risk, high risk, and greatest risk for all six indicators (*Table 1: Risk Levels*).

After each of the indicators for the neighborhoods were categorized as low, moderate, high, or greatest risk, each indicator was given an associated score (0-3) representing the level of risk (*Table 2: Risk Score*). The summation of all six scores from the six indicators for each neighborhood yielded the total Risk Index Score (RIS) (*Table 3: Risk Index Score*). These scores were tabulated and then mapped, revealing the risk for youth violence in all of the neighborhoods of Minneapolis (*Map 7: 2010 Minneapolis Youth Violence Risk Assessment, and Appendix B: Risk Index*).

Youth Violence Risk Index

Mapping the results of the risk index scores revealed that the greatest concentration of risk for youth violence in the City of Minneapolis remains in North Minneapolis.

After generating these results, it was determined that North Minneapolis would be the target area for further research. More specifically, the focus of the project shifted towards the following neighborhoods:

- Cleveland
- Folwell
- Jordan
- Hawthorne
- McKinley
- Near-North
- Willard-Hay

It is clear that policy makers must be made aware of the risk of youth violence that exists in this area. In addition, the programming available to youth in these neighborhoods must be inventoried in a way that is accessible to children and their parents/care-givers. Analyzing the risk of youth violence remains an important first step in improving prevention efforts for the most at-risk neighborhoods. At this point, it is important to conduct a demographic study of the target area in order to better understand the populations of these neighborhoods.

Risk Levels	
Low	
Moderate	
High	
Greatest	

Table 1. Source: City of Minneapolis, Wilder Foundation

Risk Score	
0	
1	
2	
3	

Table 2. Source: City of Minneapolis, Wilder Foundation

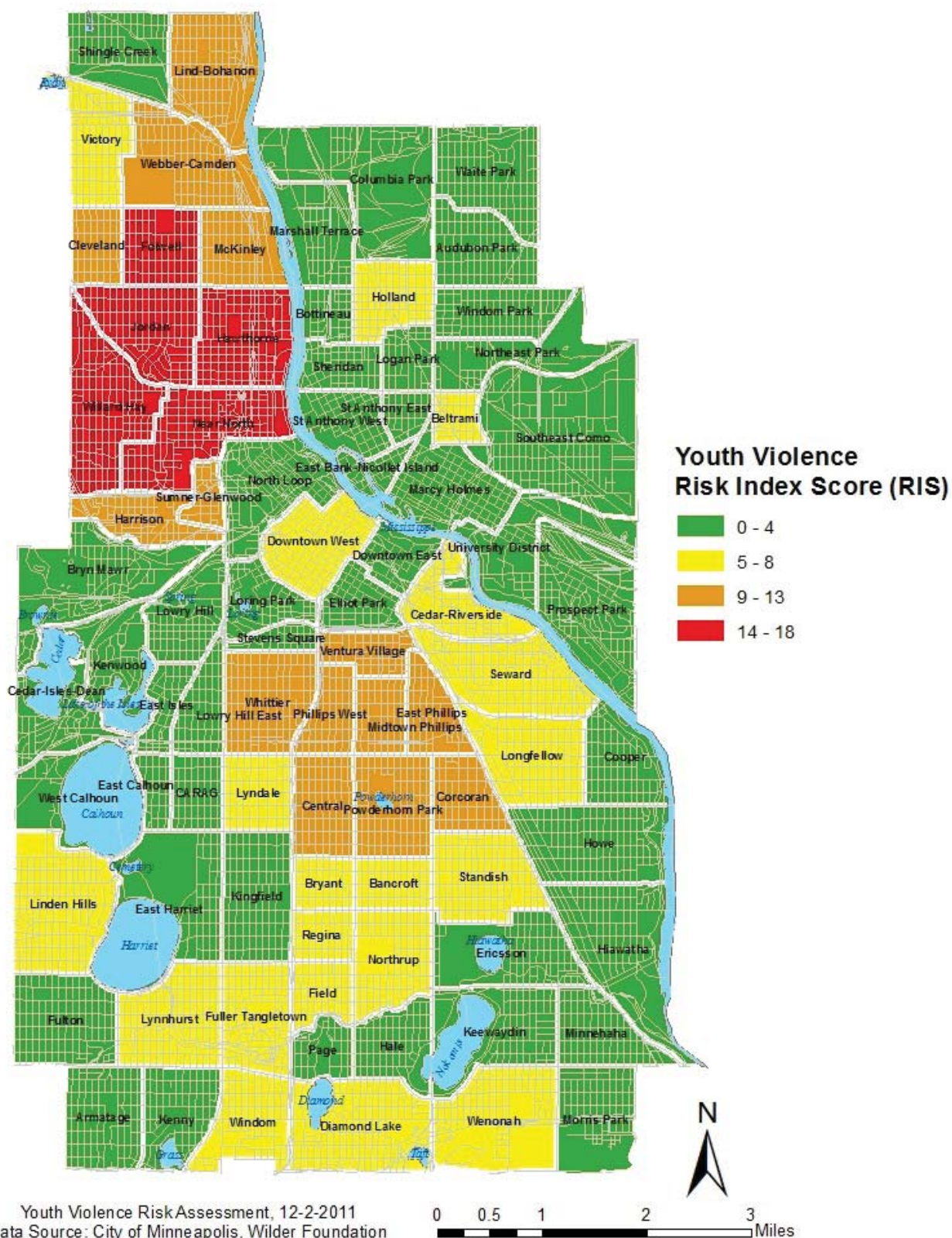
Risk Index Score	
0-4	
5-8	
9-13	
14-18	

Table 3. Source: City of Minneapolis, Wilder Foundation



YWCA Beacon Learning Center. Source: ywcampls.org

2010 Minneapolis Youth Violence Risk Assessment



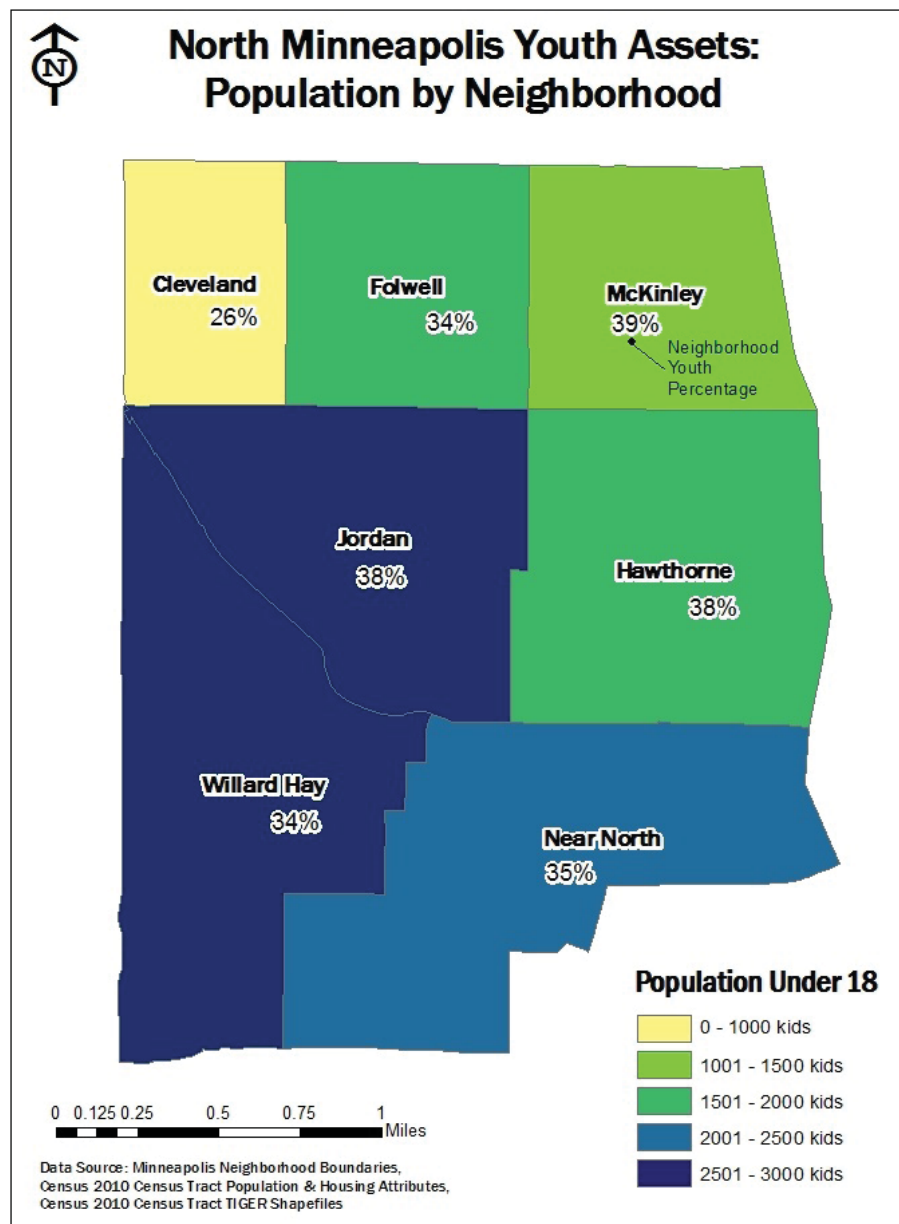
Map 7. Source: City of Minneapolis, Wilder Foundation

Demographic Analysis of Target Area

Demographics

The second task of our analysis is to provide a demographic and socio-economic overview of the target area. Many common trends have affected the target area, however each neighborhood has important differentiations. The city of Minneapolis gained population between 1990 and 2000, however North Minneapolis was gaining population at a much faster rate (*Table 4: Population Trends*). For instance, Jordan had an 18-percent and McKinley had a 14-percent increase in population. However, between 2000 and 2010 the seven target neighborhoods lost many residents. While Minneapolis' population remained fairly stagnant, Jordan had a 20-percent and McKinley had a 14-percent decrease in population. Near North is particularly important because it is the only neighborhood which gained population between 1990 and 2010. While it lost nearly 1,000 residents between 2000 and 2010, it had such dramatic growth the previous decade that it had a four percent increase in its overall population.

The target area has continued to racially diversify (*Figure 1: Race of Target Area*). Nearly all seven neighborhoods lost White and American Indian populations and gained Black, Asian, and Hispanic populations between 1990 and 2000. The only exception was the



Map 8. Source: US Census 2010, ACS 2009, Wilder Foundation

Population Trends						
	Population			Population Change		
	1990	2000	2010	90-'00	00-'10	90-'10
Cleveland	3,216	3,440	3,025	7.0%	-12.1%	-5.9%
Folwell	5,115	6,331	5,344	23.8%	-15.6%	4.5%
Hawthorne	6,032	6,333	4,567	5.0%	-27.9%	-24.3%
Jordan	7,737	9,149	7,360	18.2%	-19.6%	-4.9%
McKinley	3,193	3,658	3,132	14.6%	-14.4%	-1.9%
Near North	6,175	6,921	5,968	12.1%	-13.8%	-3.4%
Willard-Hay	8,409	9,277	8,611	10.3%	-7.2%	2.4%
Target Area	9,877	45,109	38,007	356.7%	-15.7%	284.8%
Minneapolis	368,383	382,618	382,578	3.9%	0.0%	3.9%

Source: US Census 2010, ACS 2009, Wilder Research apportioned neighborhood level

Table 4. Source: US Census 2010, ACS 2009, Wilder Foundation

Near North neighborhood, which lost some of its Black population. However, between 2000 and 2010 the seven neighborhoods lost population in all racial categories. As a result, the racial makeup of most neighborhoods has not dramatically changed over the past decade. The Hispanic population of the target neighborhoods increased from four percent of the overall population in 2000 to eight percent in 2010. At the same time, the White population decreased four percentage points and the Black population decreased two percentage points. Gains were made in mixed race populations, which now make up eight percent of the population.

The age distribution of the target area continues to be unique to the City of Minneapolis (Map 8: North Minneapolis Youth Assets, and Figure 2: Youth in Target Area). Children under 18 years account for 35 percent of the overall population, while children under 18 years account for only 21 percent of the City's population. In 2000, the proportion of the population under 18 was even more distinct but the neighborhoods' loss of population had a significant effect on youth population. Nevertheless, six of the seven neighborhoods have youth populations ranging between 33 and 39 percent. The Cleveland neighborhood is the one outlier, with figures more consistent to city averages. Over the past two decades, the number of single parent households has increased dramatically throughout Minneapolis, but especially in the target area.

Race of Target Area

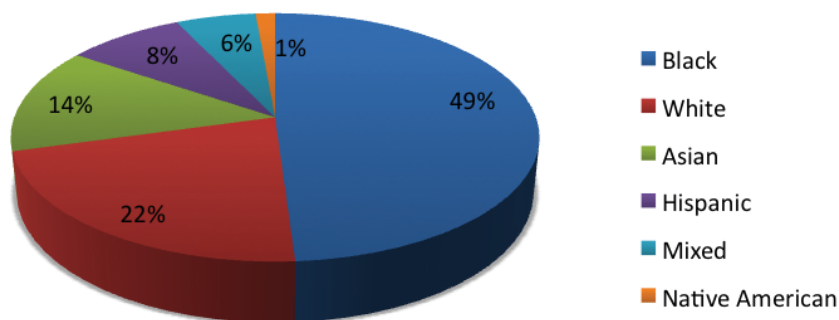


Figure 1. Source: US Census 2010, ACS 2009, Wilder Foundation

Youth in Target Area

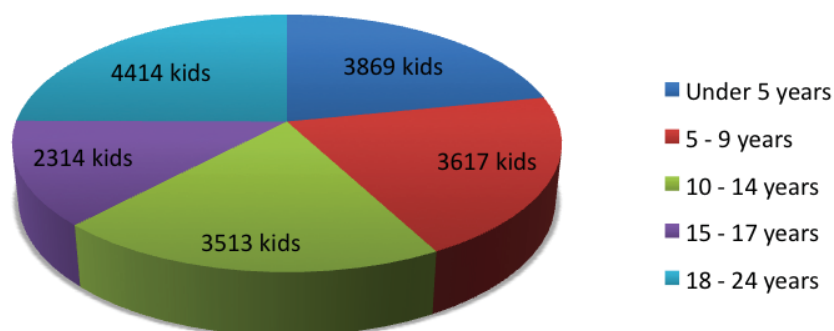


Figure 2. Source: US Census 2010, ACS 2009, Wilder Foundation

Socio-Economics and Housing Stock

Socio-economically, statistics vary from neighborhood to neighborhood, but overall the target area is underperforming city averages (Table 5: Comparative Statistics). It has a lower median income, higher rate of poverty, and higher unemployment rate. As a result, 58 percent of the households are cost-burdened, meaning their housing

costs (mortgage or rent) account for over 30 percent of their income. As a result, less money is available for food, transportation, and childcare. Additionally, the proportion of adults with a high school degree is lower than the Minneapolis average and only 18 percent have a college degree.

Similar to the City of Minneapolis, the target neighborhoods evenly consist of homeowners and renters.

However, North Minneapolis has been specifically affected by the housing collapse and foreclosure crisis. The majority of the past decade's population loss has been a result of displaced homeowners and renters. As a result, the 2010 census estimated 14 percent of housing units to be vacant; hundreds of additional homes have been condemned and demolished over the past couple years.

Neighborhood Schools

The target area includes 14 elementary and middle schools; seven are public, six are charter, and one is private. The target area includes one public high school, two alternative public high schools and five charter high schools. Although school enrollment information is not readily available, an estimated 1,000 total students attend all eight neighborhood high schools serving grades 9 through 12, while 2,300 students between the ages of 15 and 17 live in the target neighborhood (www.high-schools.com). As a result, a large number of teenage students attend high schools located outside of the target neighborhood and/or drop-out of high school.

Many students living within the target neighborhoods attend other Minneapolis public schools, charter schools located throughout the Twin Cities, or private schools throughout the Twin Cities. Additionally, the Choice is Yours program transports 2,100 Minneapolis students to one of nine suburban school districts.

The addition of this program was the result of an NAACP lawsuit which determined Minneapolis schools denied students an adequate

Comparative Statistics		
	Target Area	Minneapolis
Total Population	38,007	382,578
Kids Under 18	13,340	77,204
Households with Kids	38%	21%
Single Parent Households*	63%	42%
Cost Burdened Households	58%	43%
Households in Poverty	36%	22%
Homeowner Households	52%	49%
Renter Households	48%	51%
Vacant Units	15%	8%
High School Degree (25+)	75%	88%
College Degree (25+)	18%	43%
Source: US Census 2010, ACS 2009, Wilder Research apportioned neighborhood level		
*as a percent of households with children		

Table 5. Source: US Census 2010, ACS 2009, Wilder Foundation

education. Furthermore, the West Metro Education Program is a \$14 million state-funded integration system which offers open-enrollment schools (*Star Tribune*, 2011).

Failed educational policies have led to an extremely deconcentrated school network. Gifted, failing, and mainstream youth living in the target neighborhoods attend hundreds of schools. As a result, it is difficult to track school location patterns, success statistics, and risk indicators. Additionally, it is difficult to make the connection between school and youth programming, especially in high school when students often participate in student activities and sports teams instead of neighborhood programs.



MLK Day. Source: Blackvoices.com



Henry School Valedictorian. Source: Henry High School



Cookie Cart. Source: flickr.com Network For Good

Literature and Case Study Review

One technique for preventing youth violence is to conduct an inventory of community and youth services and programs in a neighborhood, then provide maps, lists, and databases of that information to the public. The rationale behind this approach is that many youth and their families are unaware of the services that are available to them, and unsure how to connect with these resources, thereby missing positive opportunities in which to invest their time.

There are a number of ways to structure the data-gathering phase of an inventory, including using youth themselves to research, survey and

interview residents and organizations in their own neighborhoods. The result of such an approach is often highly successful because youth are willing to talk with other youth in a more open and honest way, and those who are gathering the data gain valuable work and research experience, as well as an in-depth understanding of their neighborhood.

Our team conducted a review of practice literature to examine case studies of youth inventories as well as mapping both locally and nationally. We used three primary approaches to gathering information. First - a review of academic databases through the University of Minnesota's library portal; second - Internet searches using Google, Google Scholar, and web links from youth-focused organizations; and

third - personal phone interviews with individuals involved in creating, managing, or maintaining youth service inventories. We aimed to obtain information on a number of variables for each case study, though complete information was not always obtainable. Full results of this research are presented in a matrix (Appendix J), with narrative on key inventories presented below. Where possible, full text documents have been saved electronically and submitted along with this report on CD/DVD.

Questions for Assessing Case Studies

Some of the questions we asked throughout this research were:

- Do "youth service inventories" help communities connect to resources and avoid violence?



North High football team.
Source: northsider.org



North High chess tournament.
Source: minnesotapublicradio.org

- What kind of inventories are there and who has done them?
- How are they used/updated and by whom?
- What are their strengths and weaknesses?

In addition, we explored the strengths and weaknesses of each approach, as well as the level of information provided, the targeted audience, and the platform of delivery.

Local Examples of Youth Service Inventories

MNhelp.info - Youth Corner

This project is a statewide collaboration between the MN Department of Health's Statewide Health Improvement Program (SHIP), the MN Board on Aging, and MinnesotaHelp.info. It is a statewide community inventory with primary focus on aging populations, however it contains a separate webpage and section titled "Youth Corner" (Figure 3: Youth Corner). From Youth Corner users can search directly for youth-serving agencies and programs, or they can access three other online services: Youth Resource Advisor, Project C3, and iSeek.

Youth Resource Advisor is a personalized service that asks questions in 13 categories such as housing, transportation, and money management, and provides the user with a downloadable list of services and programs tailored to their situation and needs.

Project C3 stands for Careers, Communities, and Connections and is a web portal "connecting youth to community and careers". It also provides links to a searchable database of youth-focused services and programs. It is a collaboration between PACER (a Parent training and information center for families of youth with disabilities), the MN Department of Employment and Economic Development's Vocational Rehabilitation program, and the MN Department of Education (Figure 4: Project C3).

iSeek is an online portal to career advice and job searches throughout the state, a project of MN State Colleges and Universities. iSeek is not a youth-focused inventory, though youth may use it.

Access: public website. Users can create a "My Corner" account to save

Youth Services Inventory:
a list or directory of tangible services or programs available to a community.

vs.

Asset Mapping:
a process of graphically depicting often intangible community strengths such as public capital, culture, relationships, and institutions.

A Quality Inventory is:

- Comprehensive
- Descriptive
- Unbiased
- Adaptable for regular updates
- Multipurpose

Source: MN Department of Health,
Social Design Notes

Information Gathered on Case Studies:

- who started or manages it
- who can update it
- how funded
- platform
- elements
- approaches
- strengths
- weaknesses
- assistance to community

searches and favorites. There is also a live chat room, email, and a toll-free number for questions.

Updates: Includes a provider portal where registered agencies can sign in to keep information up to date themselves.

Organization: Youth information isn't readily available from the home page, users must first select Youth Corner and then conduct a search, or select the "search by topics" tab, then drill down from "target populations">"age groups">"youth".

Data: contact information, web links, service description, fees, hours, areas and clients served, eligibility, and date last updated.

Usability: has search feature on each home page, presents truncated list of results with links to more details.

Extent: 4,429 entries listed under "youth".

OJJDP Strategic Planning Tool - Community Resource Inventory

This inventory was funded and is managed by the Bureau of Justice Assistance and the Office of Juvenile Justice and Delinquency Prevention (OJJDP), Office of Justice Programs, U.S. Department of Justice. It originally began as a way for communities involved in OJJDP's Gang Reduction Program to assess and address gang problems, but since has been expanded to serve any interested community nation-wide.

Communities can access information on planning, risk factors and types of programs, and can create a locally-specific database of resources that is password protected. Resources in the inventory are youth and

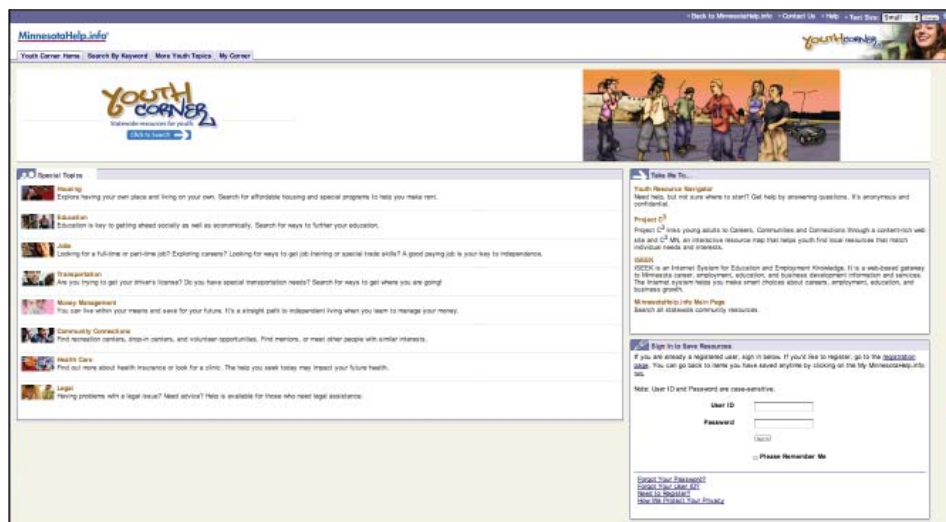


Figure 3: Youth Corner. Source: MNhelp.info

family focused, with the intention of preventing youth gang participation and violence.

Minneapolis Health and Family Support has created a locally-specific database using information gathered with this inventory, and in the next section of this report we will provide more details on this inventory and the comprehensive updates that our research team made to the database (pg 16). For this section, we provide the overview below.

Access: password-protected, not public. Password is given to schools and youth organizations, not directly to youth or families.

Updates: anyone with the password can update or add a resource.

Organization: programs grouped into approach (prevention, intervention, or suppression) and type (service, funder, human resource, or infrastructure).

Data: includes contact info, program type, goal, services provided, income restrictions, voluntary vs. involuntary, daily client load, area of service, and risks addressed.



Figure 4: Project C3. Source: MNhelp.info

Usability: has search feature, presents resources as a list of links and a matrix by age-range.

Extent: 93 Minneapolis resources listed, including politician's offices, mentoring, summer programs, daycares, and afterschool programs.

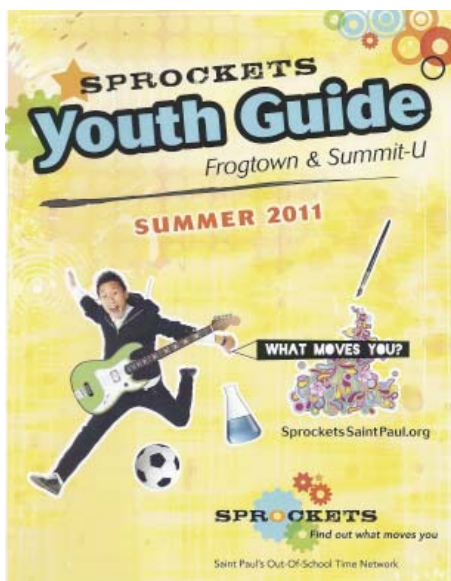


Figure 5: Sprockets Frogtown Guide.
Source: sprocketsstpaul.org

Saint Paul Sprockets

This inventory grew out of the Second Shift Commission established by St. Paul mayor Chris Coleman in 2006 to develop out-of-school ways to enhance youth learning. It is supported by a partnership of youth-serving non-profit organizations, the City of Saint Paul, and Saint Paul Public Schools (Figure 5: *Sprockets*).

Text, images, and graphics on the website are targeted to a teen user audience, including a facebook real-time comment feed in the sidebar. Sprockets staff from local youth-serving agencies enter and update program information, agencies cannot update it themselves. The website has a searchable program finder and a community calendar, with a pared-down, simple user interface.

Access: public website. You can also sign up to receive updates via email.

Updates: Sprockets staff update information, organizations cannot.

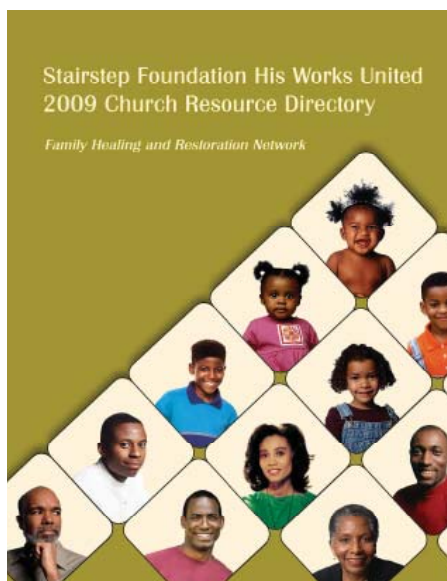


Figure 5: Stairstep Foundation guide.
Source: stairstep.org

Organization: home page offers search for programs or link to community calendar.

Data: includes contact information, link to map, narrative description, link to program website, cost and scholarship information, languages, ages, time frames, and type of program. Also included is information on free circulator busses.

Usability: has information presented via search feature and community calendar.

Extent: one open-ended search returned 69 results, including cultural, sports, and academic programs.

Stairstep Foundation

This inventory is the creation of Stairstep Foundation His Works United churches in Hennepin County. It provides a list of family-focused services and programs available at affiliated churches. This paper publication includes a chapter on services for children/youth

that includes information on day care, after-school programs, camps, mentoring, and tutoring. In addition, a list of crisis, counseling, and legal service hotlines is provided to benefit families as a whole (Figure 6: *Stairstep Foundation Guide*).

A version of the 2009 publication can be accessed online, but it is a static document, without functionality to update information in real time. The original publication indicated intention to make information available on a website, along with a form for agencies to provide updated information, so updates could be published monthly. Website link currently does not function, and further research did not reveal an updated version, so it appears the 2009 publication is a snapshot of services in a point in time.

Access: free publication, available for download or paper copies can be ordered from participating churches.

Updates: static publication, has not been updated.

Organization: provides a list of churches, some of which offer youth services, with more detailed information on each church and a list of the types of programs offered, such as classes, culture-specific ministry, and jobs/employment services.

Data: contact information, denomination, community served.

Usability: no search feature. Only information provided on program itself is title, users must contact church for information about hours, fees, other parameters.

Extent: 77 churches are listed, most of which offer at least one youth program.

Youth Action Crew Project

This project began with Rebecca Saito and her husband R. Delroy Calhoun, both Howland Endowed Chairs at the University of Minnesota. They started the first YAC group which created a youth map of the Whittier neighborhood in South Minneapolis. A series of city-wide and county-wide endeavors followed, organized by partnerships of the Youth Work Institute, the University of MN, the Minneapolis Youth Coordinating Board, Hennepin County, Carver County, and metro-area cities.

Most projects followed a curriculum designed by Saito, McBride, Griffin-Wiesner & Gilgen in 2009 that included an inventory and mapping of youth services in addition to other youth development activities. The Youth Coordinating Board collaborated in this endeavor and also provides a list of youth services and programs on its website.

Access: maps widely distributed in communities.

Updates: static publication, no updates.

Organization: maps show locations of parks, schools, restaurants, businesses, libraries and other youth programs and services.

Data: map location, contact information, director or owner's name.

Usability: maps are straightforward and simplified for easy use, storage.

Extent: Each map differs, but often averages 20-40 resources per map.

National Examples

In addition to the inventories profiled, our team also collected data on several national examples. The results are tabulated in a Youth Inventory Matrix (*Appendix J*).

National inventories profiled:

- 2-1-1 Virginia
- California Homeless Youth Project
- Capitol Area Workforce Investment Board Program Inventory for Youth
- Chesterfield County, VA Guide to Youth Services
- City of Mountain View Youth Action Plan Report
- Hanover, VA Career Student Resource's E-Career Guide
- Kentucky Youth Policy Assessment
- Monroe County, PA Youth Program Inventory Project and PoconoInfo
- National Community Youth Mapping Project
- North Minneapolis Asset Mapping - Youth Chapter

Phone Interviews

To enrich and provide depth to our research approach, our team also conducted personal phone interviews with several organizers, managers, and/or those who maintain community inventories.

Interviewees were:

- Jana Carter, Chesterfield County, VA Guide for Services for Youth
- Jocelyn Wiedow, Saint Paul Sprockets
- Jared Erdmann, OJJDP Community Service Inventory
- Ann DeGroot, Youth Action Crew Project

Several commonalities exist between these interviewees' projects. Partnerships were often more fruitful in first initiating a youth service inventory process than endeavors by a single entity. This was often because pooled financial and staff resources were available. In addition,

Those inventories that were fully internet-based web applications were the easiest to maintain, as organizations could update information themselves and users could search the database using keywords. Those inventories that were stored in offline Access or Excel databases, then uploaded as static or dynamic programs to websites often required much more staff time and resources to keep current.

Full interview note summaries are included in Appendix I.



St. Anne's planting. Source: treetrust.org



Bright Waters School. Source: razoo.com

Analysis of Findings

Techniques that Succeed

- Partnerships – need strong coalitions to establish & maintain good inventories.
- Online as well as paper form so can be kept up-to-date.
- Consider a phone app.
- Allow organizations to update their own info.
- Work with local nonprofits to identify resources.
- Collect info in multiple ways – survey, research, interviews.
- Searchable according to address.
- Include information on transportation options.

Challenges

- Agencies often use them more than youth.
- Need to be online to stay updated – this presents challenges to those without Internet access.
- Out of date as soon as they are produced.
- Require huge investment of staff time and money to establish and maintain if agencies can't update the information themselves.



Beacons gathering .Source: www.beaconsminneapolis.com

Program Type	Organization/Program Name	Agency	Address	ZIP	Phone
Youth Development	North Community YMCA Youth & Teen Enrichment Center	YMCA	1711 West Broadway	55411	612-588-9484
Employment	Cookie Cart	Cookie Cart	1119 West Broadway Avenue	55411	612-521-0855
Afterschool	BEACON-Boys & Girls Club Patrick Henry High School	BEACON	4320 Newton Ave. No.	55411	612-668-2015
Afterschool	BEACON-YMCA Nellie Stone Johnson	BEACON	807 27th Ave. N.	55411	612-668-2949
Afterschool	BEACON-Community Education Lucy Laney Beacon	BEACON	3333 Penn Ave. N.	55412	612-668-2223
Afterschool	BEACON-Hmong International Academy	BEACON	1501 30th Ave. N.	55411	612-668-2265
Sports & Recreation	North Commons Park & Recreation Center	Minneapolis Park & Recreation Board	1801 James Ave. N	55411	(612) 370-4921
Sports & Recreation	Folwell Park	Minneapolis Park & Recreation Board	1615 Dowling Ave. N.	55412	612-588-7903
Sports & Recreation	Farwell Park & Recreation Center	Minneapolis Park & Recreation Board	1201 Sheridan Ave N	55411	
Sports & Recreation	Webber Community Center	Minneapolis Park & Recreation Board	4400 Dupont Ave. N	55412	612 370-4916
Summer Program	Oak Park Center	Oak Park Center	1701 Oak Park Avenue North	55411	612-377-7000
ALC	Urban League Academy Elementary School	Minneapolis Urban League	2220 16th Ave N	55411	612-287-1290
Employment	HIRED	HIRED	1200 Plymouth Avenue North	55411	612-529-3342
Employment	EMERGE	EMERGE	1101 W. Broadway, Suite 200	55411	(612) 529-9267
Family Services	Phyllis Wheatley Community Center	Phyllis Wheatley Community Center	1301 10th Ave N	55411	612-374-4418
Family Services	Rebuilding Appropriate Parenting (RAP)	The Family Partnership	1501 Xerxes Ave N	55411	612-341-1625
Family Services	Steep (Steps toward Enjoyable & Effective Parenting)	Plymouth Christian Youth Center	2219 Oliver Ave N	55411	612-522-6501
Health Risk Behaviors	Turning Point	Turning Point	1500 Golden Valley Rd	55411	612-520-4004
Health Risk Behaviors	Health Risk Behaviors: Oasis Kidspice	Oasis of Love Inc.	2304 Emerson Ave N	55411	612-529-6055
Health Risk Behaviors	Health Risk Behaviors: OOPS and ENABL Programs	Minneapolis Urban League	2100 Plymouth Ave N	55411	612-302-3100
Housing	Lindquist Apartments	The Link (Lindquist)	1931 West Broadway Ave N	55411	612-287-1672
Re-entry	Re-Entry Group	African American Men Project	1313 Penn Ave N	55411	612-543-2899

Minneapolis Community Resource Inventory. Source: nationalgangcenter.gov/SPT/CRI/

Minneapolis CRI

Assessment of Youth Serving Programs

Youth Programs Findings

We spent about two weeks updating the Minneapolis Community Resource Inventory (CRI) specifically related to youth programs in target neighborhoods. The database is updated as of December 10, 2011. We did our research

through web-based search inquiries to update data. The key findings were:

- There are about 41 total agencies/organizations (33 physically located within the community) offering youth programs in the target neighborhoods. An additional eight agencies are near the target

neighborhood. These agencies are mostly located to the north of the target area, in the Camden neighborhood, south of the target area in Harrison, and two agencies are located downtown but serve North Minneapolis youth.

- Through these agencies, roughly 84 programs serve North



Siblings. Source: thefamilypartnership.org



PCYC Wilderness Camp. Source: <http://pcyc-mpls.org/>

Minneapolis and are physically located in North Minneapolis. This number of programs increases to 142 programs if we include agencies with addresses located outside of target neighborhoods but serving the target neighborhoods.

- The Family Partnership offers the highest number of youth programs. The Family Partnership is a nonprofit organization (formerly Family & Children's Services) that has been around over 130 years and merged with Reuben Lindh Family Services in January 2011 (*Appendix H*).

A Discussion of Process: Community Resource Inventory Updating

While updates were made, one challenge to consider is that this inventory is ever-changing and frequently outdated due to many factors including some one-time events being considered programs, program name changes, youth-serving agencies going out of

business and new ones starting that might not be listed yet.

We worked through the inventory and did research finding addresses, phone numbers, and programs offered for numerous organizations. This ended up being very time consuming because in order to capture a thorough idea of the number of programs, you must count each program offered by each organization in the community. The second major challenge we ran into was categorization of programs.

We found the current way of categorizing the types of programs currently is inefficient and ineffective because some programs can fall under more than one category. For example, summer program and youth leadership were both original categories in the inventory. It is highly likely that some of the programs listed under "summer programs" have a youth leadership focus as well. These overlaps will make it difficult to measure gaps in certain types of programs. We

recommend looking into alternative ways to categorize these programs such as by age groups or by address.

Youth-Serving Agencies Surveying

Initially our plan for this task, in addition to updating the CRI, was to design a survey to send out to youth-serving agencies within the target neighborhoods (*Appendix G*).

The key question raised as we began this task were:

- What information do we want to obtain from these agencies?
- Who do we want to get this information from within the agencies?
- Should the questions be qualitative, quantitative, or a combination of both?

We created some sample questions geared towards getting a combination of qualitative and quantitative data to analyze. Some of the important questions were: What resources do you think are missing or lacking for serving youth? A couple more quantitative-based questions were,



*Church Youth Group.
Source: presbyterytwincities.org*



*Juxtaposition Arts Youth.
Source: henry.k12.mpls.mn.us*



*Wooddale Urban Youth Group.
Source: Wooddale church*

how many youth does your agency serve annually? What are your top three sources of funding? This last question could potentially be followed up with a question where the participant can rank these as primary, secondary, and tertiary.

Unfortunately due to methodological issues and time, we were unable to get a survey sent out to these agencies. The City of Minneapolis Department of Health and Family Support felt it needed to clearly figure out what information it wanted to gain from the surveys and how it would be useful. The starter questions we created will be used as a guide for the department in the future.

Another aspect we were asked to provide insight on was to analyze the feasibility of using maps to create point in time snapshots of the types of youth-serving businesses in the target neighborhoods. What we noticed from mapping the programs and agencies is that GIS is actually

not a very good tool to use unless we were to include a bunch of other stuff in the maps such as local businesses, restaurants, churches, etc. because you'd only have a few dots on the map since the concentration of numerous programs would not show well. For instance, a lot of programs fell along/near West Broadway Avenue or at schools/parks. Looking back 10-20 years the locations would probably be the same except for brand new independent programs such as Juxtaposition or Cookie Cart. Otherwise major agencies, such as Minneapolis Parks & Recreation and the Family Partnership offer different programs over time, but their central agency location remains the same. We think an explanation of each agency and its programs is much more helpful than looking at a map with few points. Not only would there be an ample amount of time researching property information such as addresses, updating the maps would be another task in itself.

Perspectives from Young People

Youth Focus Groups

The fifth, and one of the most important, task of the project gathers youth perspectives on programming and violence prevention efforts. A total of thirteen youth attended two focus groups held at the Downtown Minneapolis Library in mid-November. Participants were recruited by the Youth Coordinating Board and all lived in the target neighborhood. Complete notes with questions and responses are located in Appendices E and F.

Existing Programs

Participants responded positively to existing programs, but many details need to be adjusted for the youth serving network to be more successful. Students mentioned nearly one dozen programs** throughout the focused conversations, but they did not necessarily participate in all of these programs. It appears that only a third of the participants were actively involved in youth serving



Halloween. Source: flickr, Nunzinthehood



Farview Park Soccer. Source: MPRB online

programs; however a large majority of participants were involved in sports and activities sponsored by their high schools. Students who do participate in current programs were primarily informed and/or encouraged by youth leaders, the youth bus, school system, and friends.

There were not striking reasons why students chose not to participate in neighborhood programs, but some reasons mentioned include: lack of encouragement to participate, lack of advertising, change in programming staff with new/ unfriendly workers, inconvenient and/or unsafe locations (parks), inconvenient times, and lack of transportation. Money was only mentioned as a barrier in reference to YMCA programs. Primarily, participants did not participate because their friends did not attend the programs and students involved in certain programs were either violent or just “hung around.” Specific programs mentioned were positively referenced so it was unclear why they were unattended by most focus group participants; it was assumed that most participants were actively involved in their

schools and did not have time for these programs but believe they are positive influences for other youth participants.

****Neighborhood programs** mentioned include Youth Coordinating Board, Youth Bus, YMCA, Beacon, Step Up, Boys and Girls Club, Camden Youth Engagement Group, Biggers, Young Life, Juxtaposition Arts, Police Athletic League, Mad Dads, and Fight Club.

Potential Programs

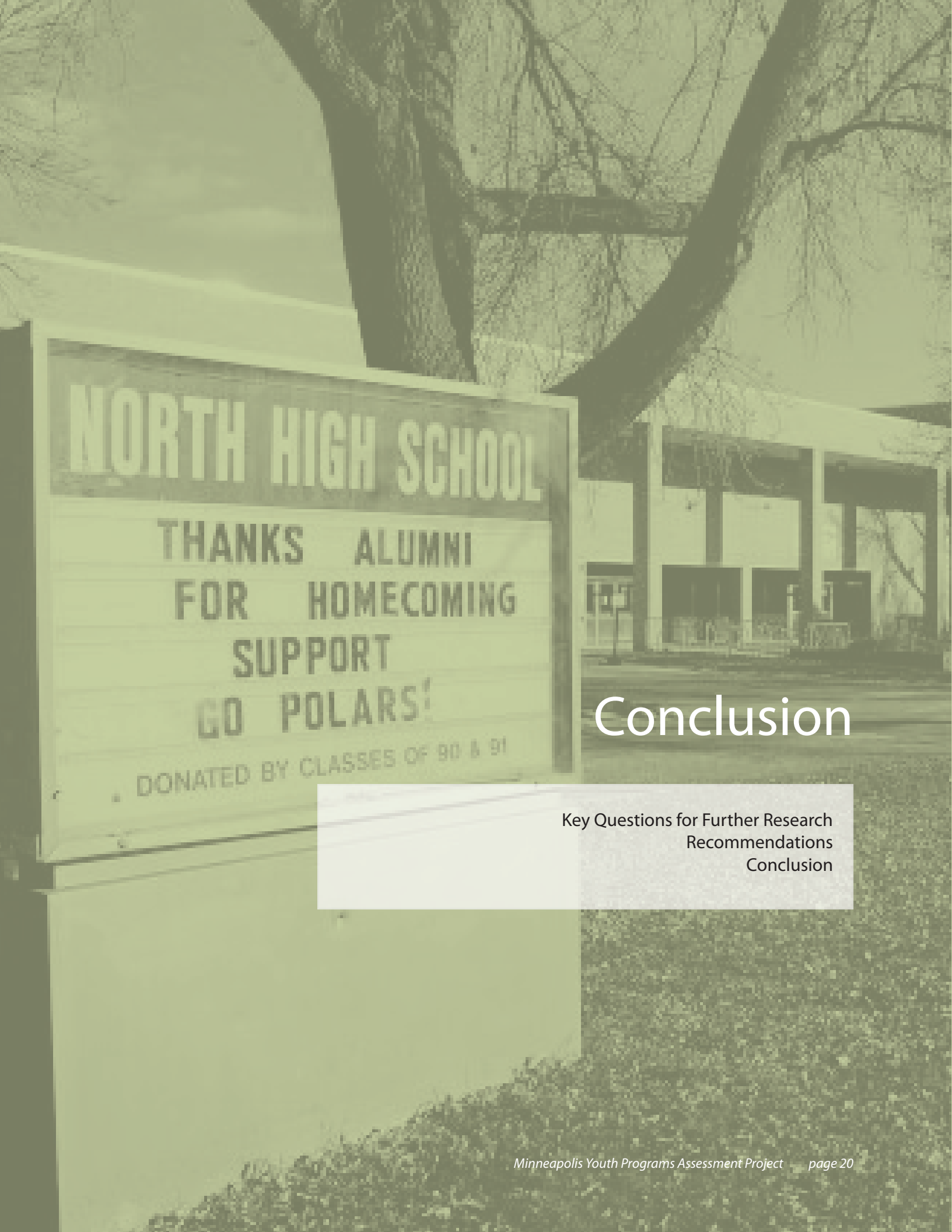
Participants were very responsive about new youth serving programs and ideas for reducing youth violence. Students primarily discussed the need for additional services which focus on academics (specifically math and writing help), athletics, life skills, and outreach. Many students did not have time to participate in programs because they had homework. Participants also expressed interest in job training and development. One idea specifically involved the development of a youth business center where students could further explore careers paths, create

resumes, apply for part-time jobs, and receive college application assistance. Participants also expressed need to expand or create additional athletic leagues and programs. The majority of participants were involved in high school athletics; it was mentioned that those who participate in sports are typically not involved in youth violence. The need for a local gym, providing strength and conditioning programs was encouraged. The need for low-cost dance, step, and self-defense classes and/or studios was also mentioned.

Youth violence prevention efforts were mentioned by nearly every participant. Suggestions included youth rallies, non-violence campaigns, education on youth violence, and conflict resolution classes. Additional programs for youth to discuss their feelings in a forum setting and one-on-one are needed. Fight Club was addressed as a potential solution, but some participants did not believe the program is effective. Art programs, such as Juxtaposition, are needed for youth to create memorials and murals to remember community members killed by violence.

Common Themes

- Kids like existing programs, but do not necessarily participate
- Location, staff, and other participants are important factors
- Participants placed an emphasis and need for additional programs focusing on school, physical activity, college and job development, and outreach programs
- Kids were discouraged because adults often ask for their opinion, but do not implement their ideas



NORTH HIGH SCHOOL

THANKS ALUMNI
FOR HOMECOMING
SUPPORT
GO POLARS!

DONATED BY CLASSES OF 90 & 91

Conclusion

Key Questions for Further Research
Recommendations
Conclusion



Skating at Bohanon Park.
Source: thenorthsider.org



Afrocentric Academy at North High.
Source: minnpost.com



Youth at May Day Parade.
Source: flickr, Spikes Shoes

Key Questions for Further Research

Below is a list of important questions our research team noted for further research:

- If, after surveying youth in the community and agencies serving them it is found that program participation is low, how can participation rates be increased?
- If there are gaps in services found, is more programming needed? If so, how can this be accomplished?
- How many youth are these programs serving annually?
- Should CRI updating be open & shared among community members, community stakeholders, and/or policymakers or solely regulated by policymakers?
- From our research we have found CRIs to be useful to policymakers. Are they/could they be useful to kids and families?

Recommendations

As a result of this research project, our team suggests the recommendations below to the City of Minneapolis Health & Family Support.

1. Consider real time updating (RSS feeds) for the CRI. The updates should be frequent and accurate. We did note however, the major barrier to consider for this recommendation are the resources. Time, staffing, funding, and/or technical expertise may make this somewhat difficult to achieve depending on budget projections.
2. Connect CRIs to mediums that appeal more to youth such as social networks (Facebook, Twitter, etc.) and mobile applications by creating CRI-specific accounts on these networks. This is important because the City could get more feedback from youth through these streams as they participate in some of these programs. For instance, Facebook alone offers statistical analysis on posts, comments, and surveys can

even be administered. Some youth that are not outspoken may instead be comfortable giving feedback this way and it is free! These accounts could also serve as a central resource for many different programs and organizations in the community.

3. Increase awareness of youth programs by connecting with local businesses and create sponsored display cases, corkboards, informational digital TVs, and large banners specifically for youth programming in these locations. One suggested location by a child was the Cub Foods on Broadway Avenue North.

4. Hold more youth focus groups to get a thorough account of youth perspectives. Focus group participants were not a representative sample of youth in the target area since they were recruited through/from the City of Minneapolis Youth Coordinating Board. This created somewhat of a bias in information due to the participants already being actively involved in programs. The



Getting Out Play. Source: northsider.org



Farview Park Pool. Source: northside.blogspot

perspectives from more kids not as involved is very important for creating outreach strategies and awareness of programs because it will allow you to find out why they may not be interested or choose not to participate.

5. Create three types of CRI user accounts: residents, agencies, & policymakers. Each user should create a profile (each fillable profile form should be different for different accounts). Then, track the number of users of the youth program CRI to measure & determine if the inventory is beneficial. If so, you will also be able to find out who it benefits the most and if those users are your most intended users of the CRI.

6. Consider holding a set of open, inviting, fun community forums in the target area for youth and their families. Invite all agencies in the CRI to come with informational tables. This would be an opportunity to obtain valuable feedback/input for youth programming in the neighborhoods and connecting youth programs to families.

Conclusion

Following the completion of the requested research, we have drawn the following important conclusions in regards to youth participation in programs and CRI management.

Transportation is an important factor to youth participation in these programs. The Youth Bus, coordinated through the Minneapolis Park & Recreation Board, is a beneficial asset for increasing access to youth programs. However, more promoting, awareness, and discussion of potentially expanding route stops (if needed) for this service should be considered and discussed with the community.

Partnerships achieve the best results in youth inventories and mapping, and this likely holds true for youth program delivery as well.

We found through youth perspectives that sometimes external programs conflict with school-based/after-school programs such as

sports. Along with that, not all school programs/activities are included in CRI for youth programming.

There would be a huge lack of access to online CRI in target neighborhoods being that only 45% of North Minneapolis residents have computer and internet access (*Emerge.com, 2011*).

CRIs are frequently outdated & incomplete due to organizations/agencies going out of business or new ones developing, not everyone provides all-inclusive information on their website about the youth programs they offer, and sometimes temporary events might be considered a youth program through an agency.

Youth indicated that the people who staff a program are very important to their ability to connect with that program. This indicates that youth development, teaching, and coaching training are important services to offer to organizations and providers of youth services.

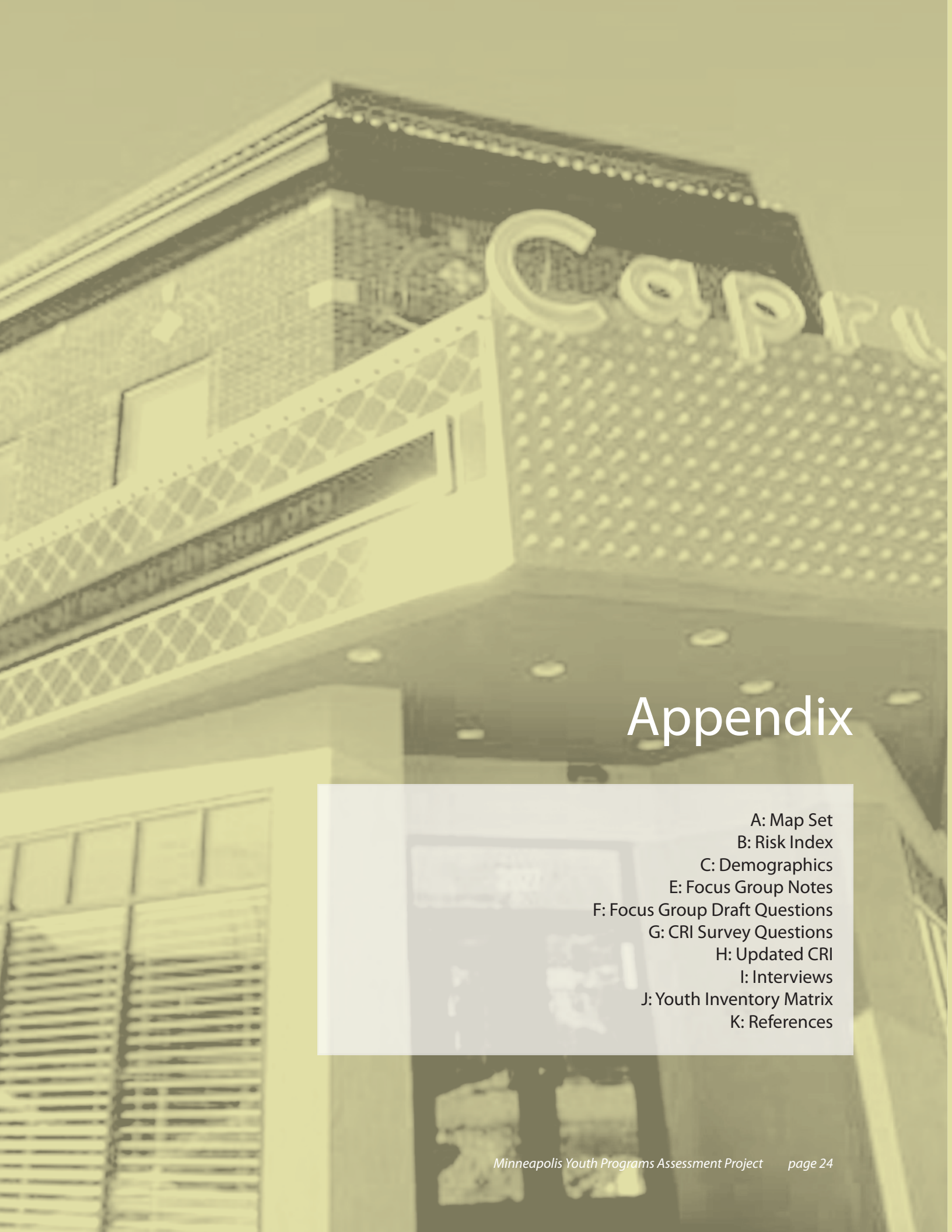


Youth at "Summer 612, Unlearning the Culture of Youth Violence". Source: City of Minneapolis.

In conclusion, we were able to make great strides in regards to the two primary project goals highlighted in the beginning of this report. Our analysis consisted of community resource inventory case studies, a demographic analysis of the target neighborhoods in Minneapolis prone to youth violence, conducting a risk assessment of the target areas, updating the inventory, acknowledging different factors

contributing to lack of knowledge and access for youth to the program inventory, analyzing the challenges and benefits of community resource inventories, and obtaining valuable insight from youth's perspectives in the community. We were able to fill informational gaps by conducting a thorough analysis that focused on looking at various factors at play related to youth violence prevention. Ultimately related directly to

the second goal, in addition to our analysis, we developed recommendations geared toward addressing the concerns and challenges of the youth program community resource inventory. These components can be utilized as a tool for the Department of Health & Family Support to increase awareness of available resources among youth and youth-serving providers in the community.

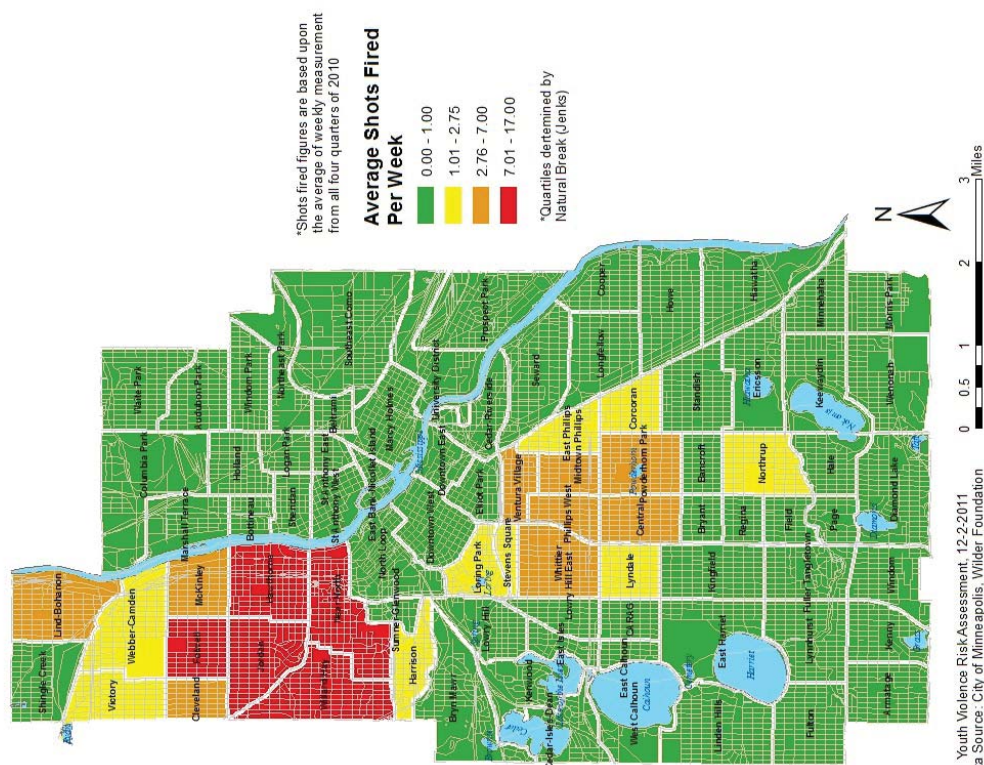


Appendix

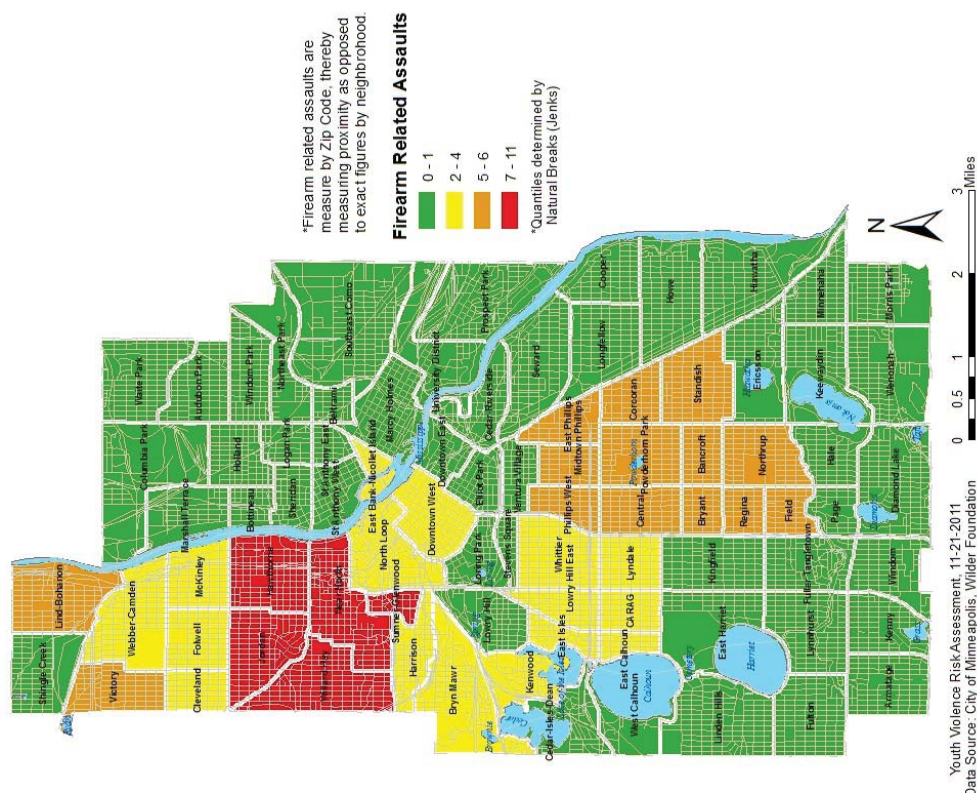
A: Map Set
B: Risk Index
C: Demographics
E: Focus Group Notes
F: Focus Group Draft Questions
G: CRI Survey Questions
H: Updated CRI
I: Interviews
J: Youth Inventory Matrix
K: References

Appendix A: Map Set

2010 Minneapolis Shots Fired by Neighborhood*

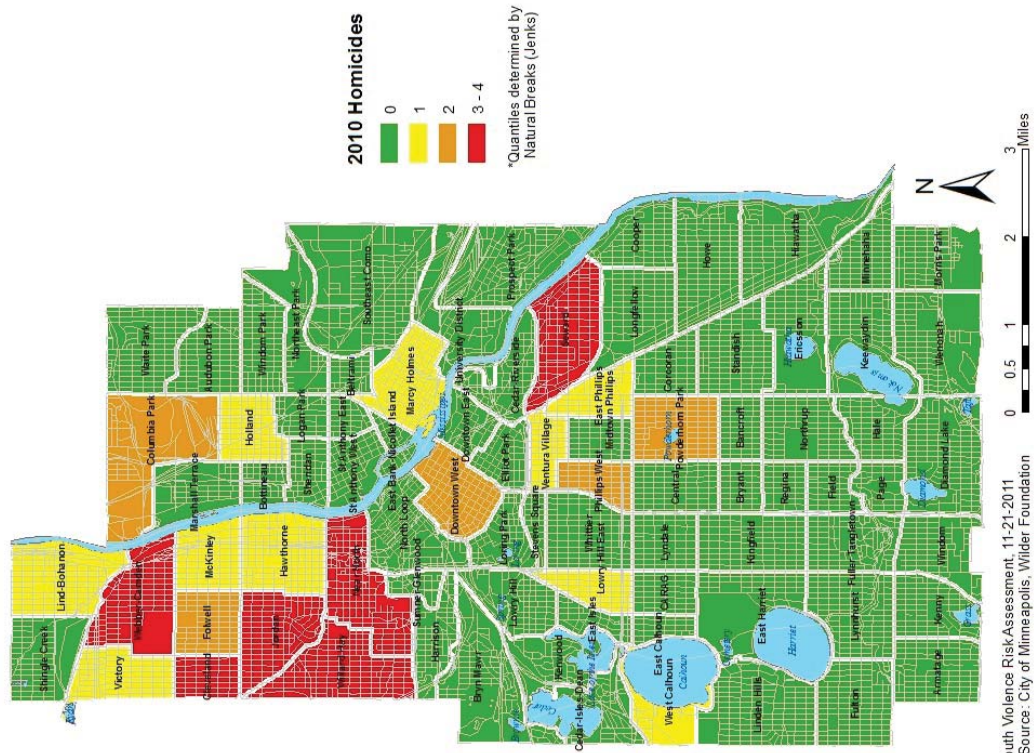


2010 Firearm Related Assaults of Minneapolis Neighborhoods*

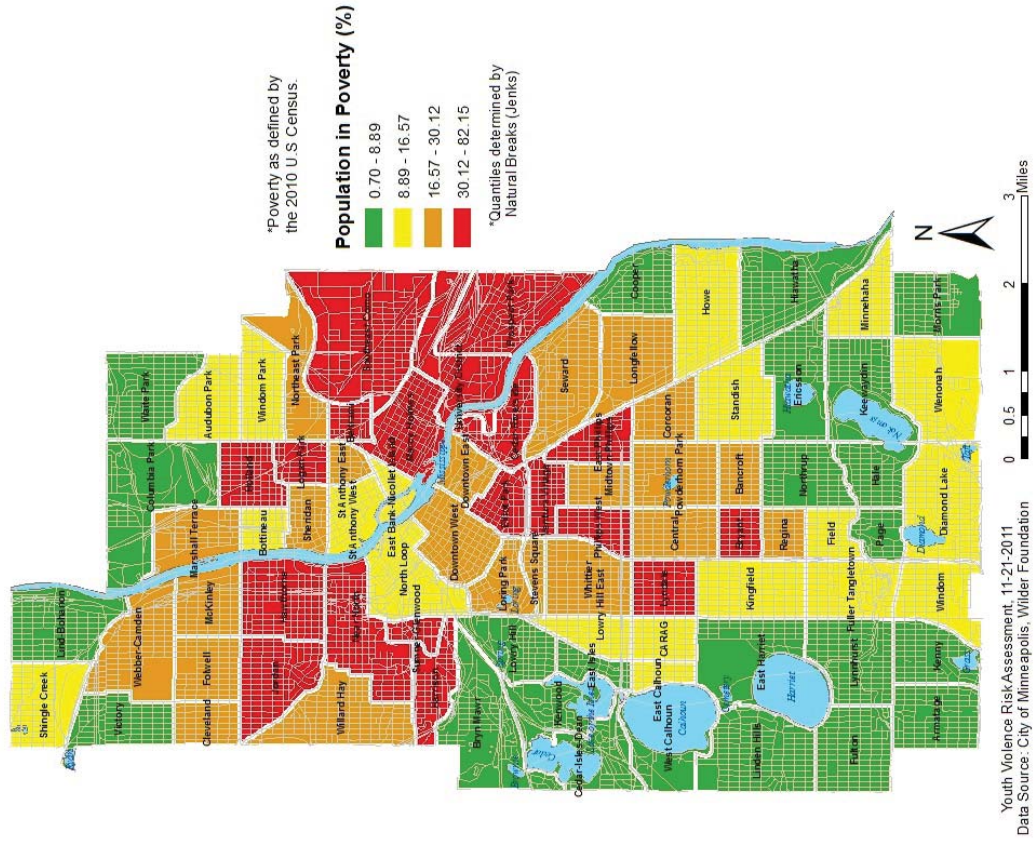


This Appendix has also been provided in electronic form.

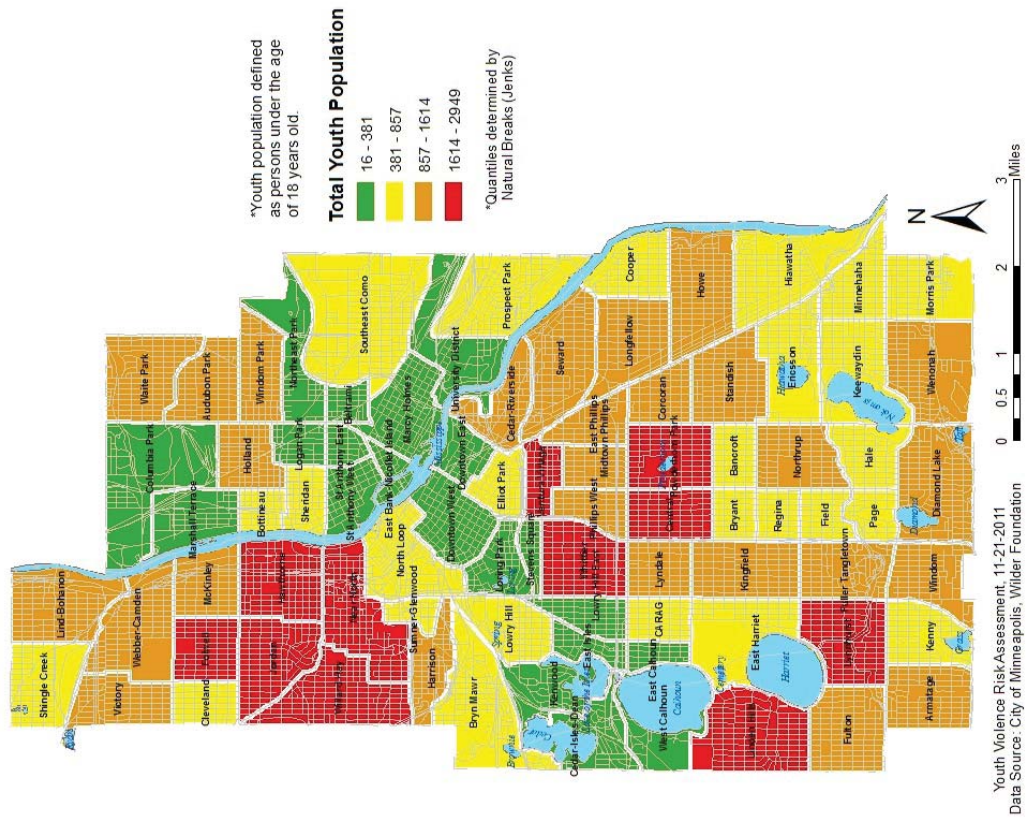
2010 Homicides in Minneapolis by Neighborhood



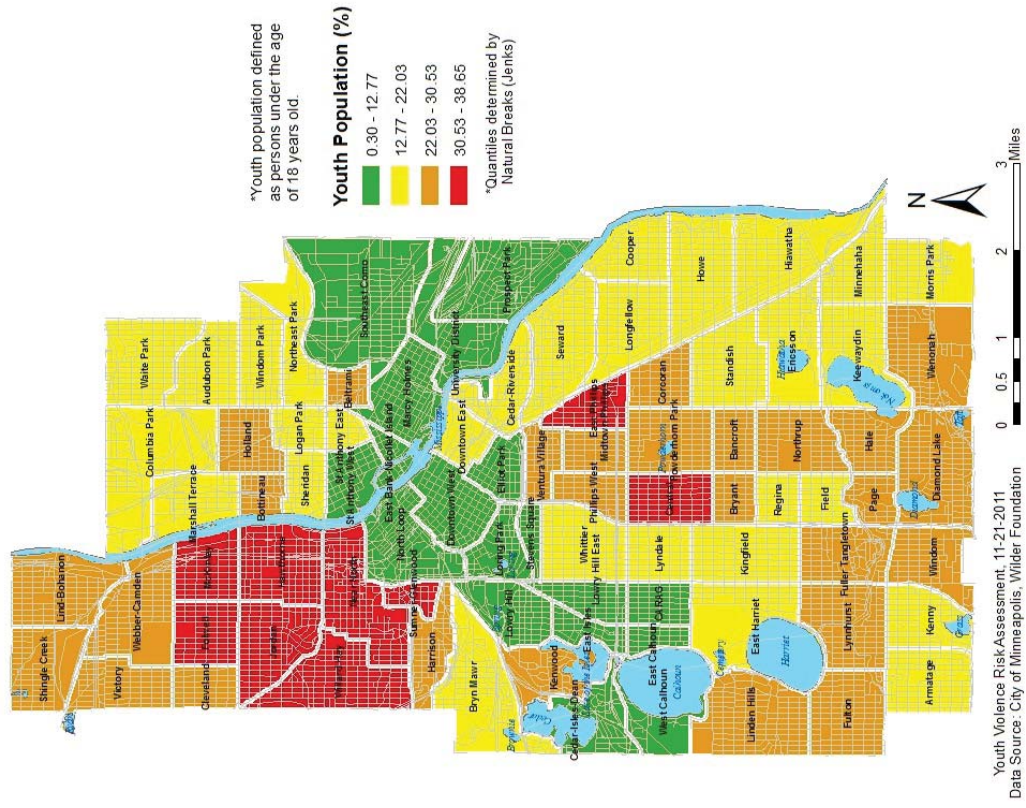
2010 Population in Poverty (%) by Minneapolis Neighborhood*



2010 Total Youth Population by Minneapolis Neighborhood*



2010 Youth Population (%) by Minneapolis Neighborhood*



Appendix B: Risk Index

Minneapolis Neighborhood Youth Violence Risk Level Index							
Mpls Neighborhood	2010 Average Shots Fired	2010 Homicides	2010 Firearm Related Assaults	Total Youth Population	Youth Population (%)	Population in Poverty (%)	Total Index Score
Logan Park	0.5	0	0	381	17.49	35.97	4
Longfellow	1	0	0	954	19.49	21.44	5
Loring Park	1.75	0	0	289	3.67	23.82	3
Lowry Hill	0	0	0	480	12.77	5.36	1
Lowry Hill East	0.25	1	3	339	5.51	14.74	3
Lyndale	2	0	3	1356	18.28	37.09	8
Lynnhurst	0	0	0	1696	29.11	2.86	5
Marcy Holmes	0.75	1	0	297	2.97	46.42	4
Marshall Terrace	0	0	1	287	20.78	22.57	3
McKinley	4.25	1	4	1176	37.55	27.09	11
Midtown Phillips	3.25	0	6	1460	30.53	27.69	10
Minnehaha	0.25	0	0	677	17.01	12.30	3
Morris Park	0	0	0	535	18.98	5.24	2
Near North	9.25	3	8	2075	34.77	51.41	18
North Loop	0	0	2	525	12.23	9.43	3
Northeast Park	0	0	0	128	19.05	22.52	3
Northrop	2	0	5	990	22.66	4.06	7
Page	0	0	0	463	26.76	1.81	3
Phillips West	3.5	2	6	1251	26.46	47.11	13
Powderhorn Park	4.25	2	5	2362	27.29	20.58	13
Prospect Park	0.25	0	0	598	8.02	47.09	4
Regina	0.5	0	0	505	22.03	21.21	6
Seward	0.75	3	1	1267	17.34	25.58	8
Sheridan	0.75	0	0	530	18.38	25.84	4
Shingle Creek	0.5	0	1	857	28.27	14.75	4
Southeast Como	0	0	0	695	11.05	45.68	4
St. Anthony East	0.25	0	0	272	13.35	23.03	3
St. Anthony West	0.5	0	0	224	9.99	12.59	1
Standish	0.75	0	5	1333	20.42	11.18	6
Stevens Square	1.5	0	0	260	6.78	29.79	3
Sumner-Glenwood	0	0	11	551	37.36	53.80	10
University District	0	0	0	16	0.30	82.15	3
Ventura Village	3.25	1	1	1729	26.45	37.45	11
Victory	1.5	1	5	1070	23.36	7.11	8
Waite Park	0.75	0	1	987	18.82	5.87	3
Webber-Camden	2.75	4	4	1490	29.23	29.47	11
Wenonah	0.25	0	0	1175	25.99	16.55	5
West Calhoun	0	1	0	80	4.57	7.39	1
Whittier	3.25	0	4	2122	15.50	25.71	9
Willard Hay	11.25	3	8	2949	34.25	25.87	17
Windom	0	0	0	1123	22.55	15.34	5
Windom Park	0.75	0	1	990	17.44	10.84	4

Minneapolis Neighborhood Youth Violence Risk Level Index							
Mpls Neighborhood	2010 Average Shots Fired	2010 Homicides	2010 Firearm Related Assaults	Total Youth Population	Youth Population (%)	Population in Poverty (%)	Total Index Score
Armage	0.25	0	0	1064	21.74	5.10	3
Audubon Park	0.5	0	1	1021	20.58	14.98	4
Bancroft	0.75	0	5	797	23.64	20.36	7
Beltrami	0	0	0	307	24.60	38.86	5
Bottineau	0	0	1	489	29.53	11.98	4
Bryant	1	0	6	817	28.84	40.36	8
Bryn Mawr	0.25	0	3	462	17.43	4.79	3
CARAG	0.5	0	3	472	8.36	16.57	3
Cedar-Isles-Dean	0.25	0	0	342	11.69	4.85	0
Cedar-Riverside	1	0	0	1354	16.73	50.08	6
Central	7	0	6	2638	31.76	26.81	12
Cleveland	4.25	3	4	795	26.28	24.36	11
Columbia Park	0	2	1	308	19.71	7.48	3
Cooper	0	0	0	670	19.13	3.67	2
Corcoran	1.75	0	5	991	25.14	19.24	9
Diamond Lake	0.25	0	0	1298	23.69	11.43	5
Downtown East	0	0	0	239	19.06	29.12	3
Downtown West	0.25	2	2	145	2.51	19.51	5
East Bank-Nicollet Island	0	0	2	73	5.58	11.00	2
East Calhoun	0	0	3	268	10.91	14.63	2
East Harriet	0.25	0	1	610	16.93	5.07	2
East Isles	0	0	3	304	9.59	7.07	1
East Phillips	2.75	1	6	1531	35.86	38.71	12
Elliot Park	1	0	0	594	8.87	35.78	4
Erickson	0	0	0	614	19.24	8.16	2
Field	0.75	0	5	464	19.61	9.29	5
Folwell	8.5	2	4	1796	33.61	30.12	14
Fuller Tangletton	0.25	0	0	1047	24.06	10.64	5
Fulton	0	0	0	1360	23.21	2.09	4
Hale	0.5	0	0	746	23.49	6.13	3
Harrison	2	0	3	952	29.65	35.37	9
Hawthorne	8.75	1	8	1765	38.65	52.74	16
Hiawatha	0	0	0	814	14.91	8.89	2
Holland	0.75	1	1	1142	25.34	37.09	8
Howe	1	0	0	1336	20.22	13.32	4
Jordan	17	4	8	2784	37.83	35.66	18
Keewaydin	0	0	0	569	18.38	5.50	2
Kenny	0	0	0	763	21.65	0.70	2
Kenwood	0	0	3	357	25.24	4.19	3
Kingfield	1	0	1	1614	21.60	11.04	4
Lind-Bohannon	3.5	1	5	1225	26.81	8.49	9
Linden Hills	0.75	0	0	1721	22.76	2.52	5

Score Legend	
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1	
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Appendix C: Demographics

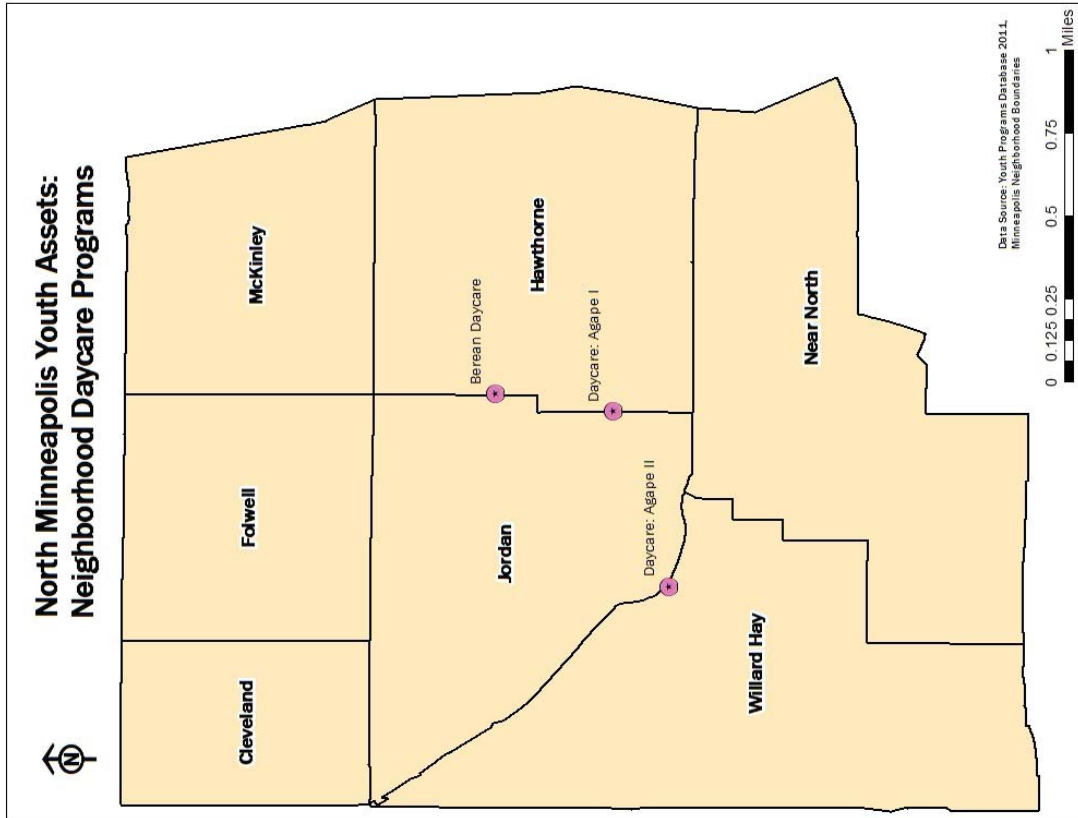
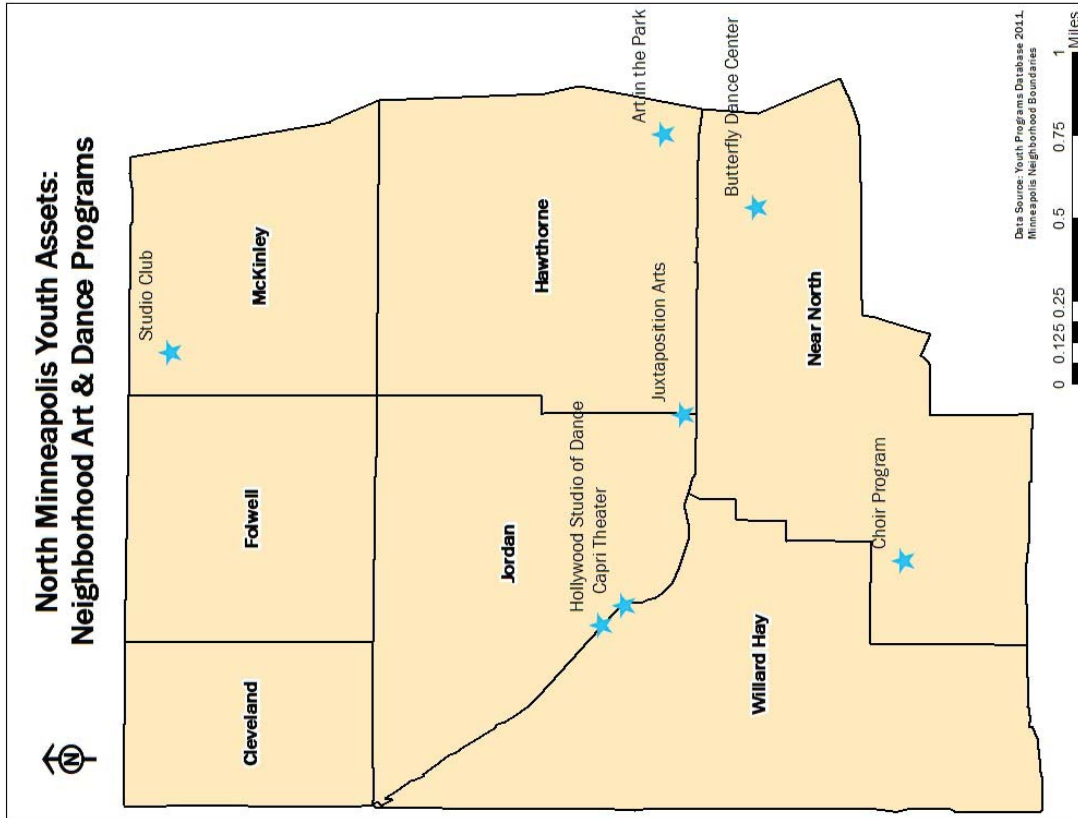
Socio-Economic Indicators by Neighborhood								
	Economic			Education		Housing		
	Median Income	Households in Poverty	Cost-Burdened Households	Adults with High School Diploma	Adults with 4-Year College Degree	Homeowner Households	Renter Households	Vacant Homes
Cleveland	\$41,277	24.4%	51.0%	1,673	676	80.0%	20.0%	10.1%
Folwell	\$37,837	30.1%	57.4%	2,326	464	61.7%	38.3%	14.5%
Hawthorne	\$23,945	52.7%	64.1%	1,544	327	33.3%	66.7%	18.3%
Jordan	\$30,280	35.7%	59.5%	2,651	375	49.2%	50.8%	19.5%
McKinley	\$36,359	27.1%	51.9%	1,183	314	56.1%	43.9%	14.8%
Near - North	\$24,823	51.4%	64.1%	2,028	504	32.1%	67.9%	13.2%
Willard - Hay	\$44,049	25.9%	56.3%	3,813	1,054	58.3%	41.7%	11.1%
TargetArea	\$34,081	35.6%	58.3%	15,219	3,714	51.8%	48.2%	14.6%
Minneapolis	\$45,625	21.5%	43.3%	216,945	107,062	49.2%	50.8%	8.3%

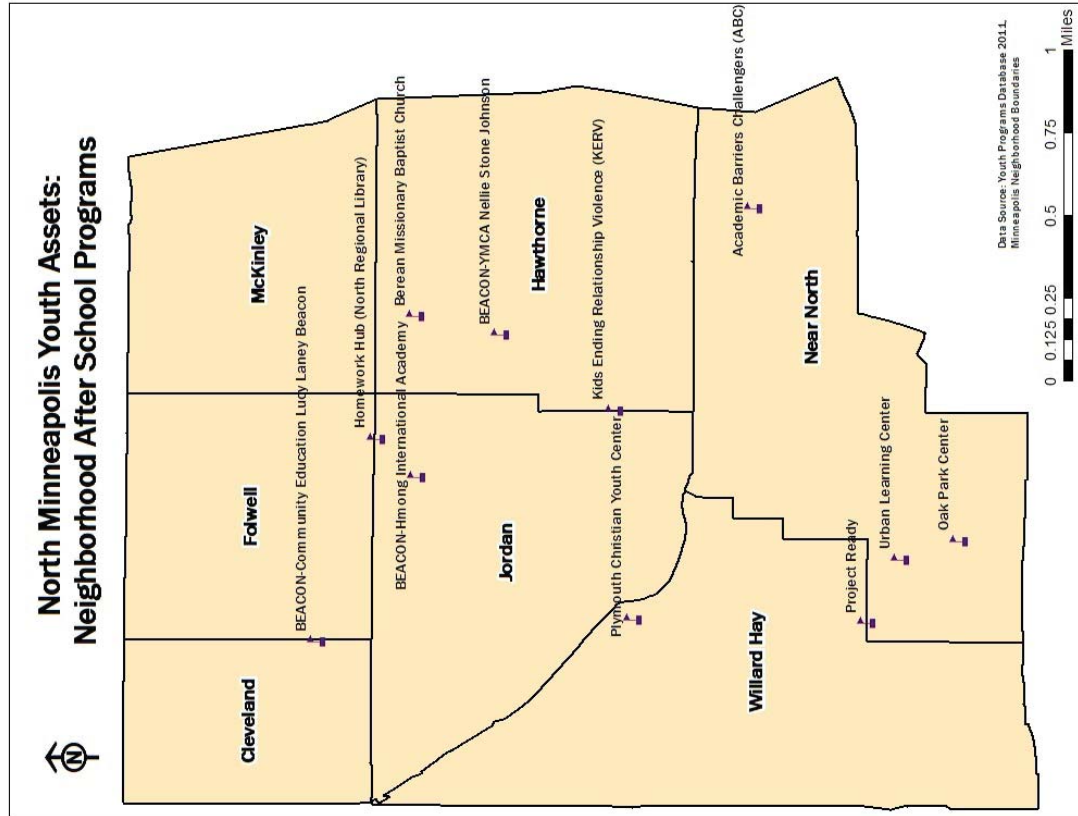
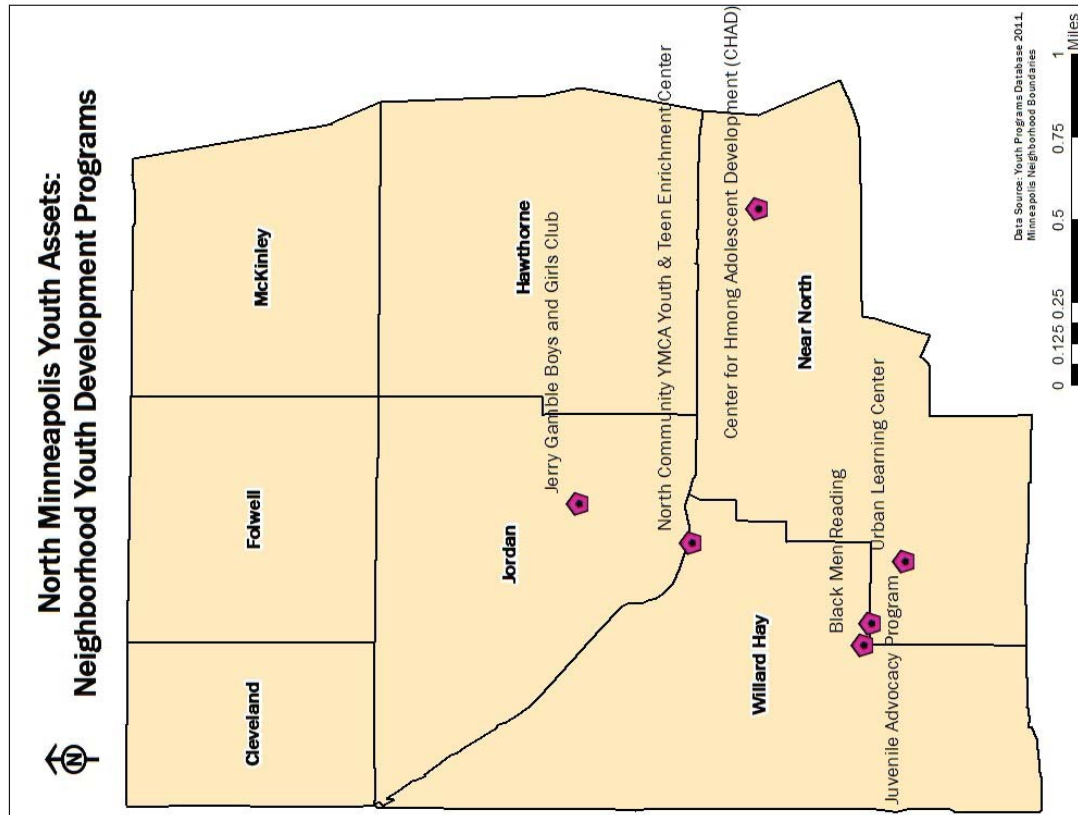
Source: US Census 2010, ACS 2009, Wilder Research apportioned neighborhood level

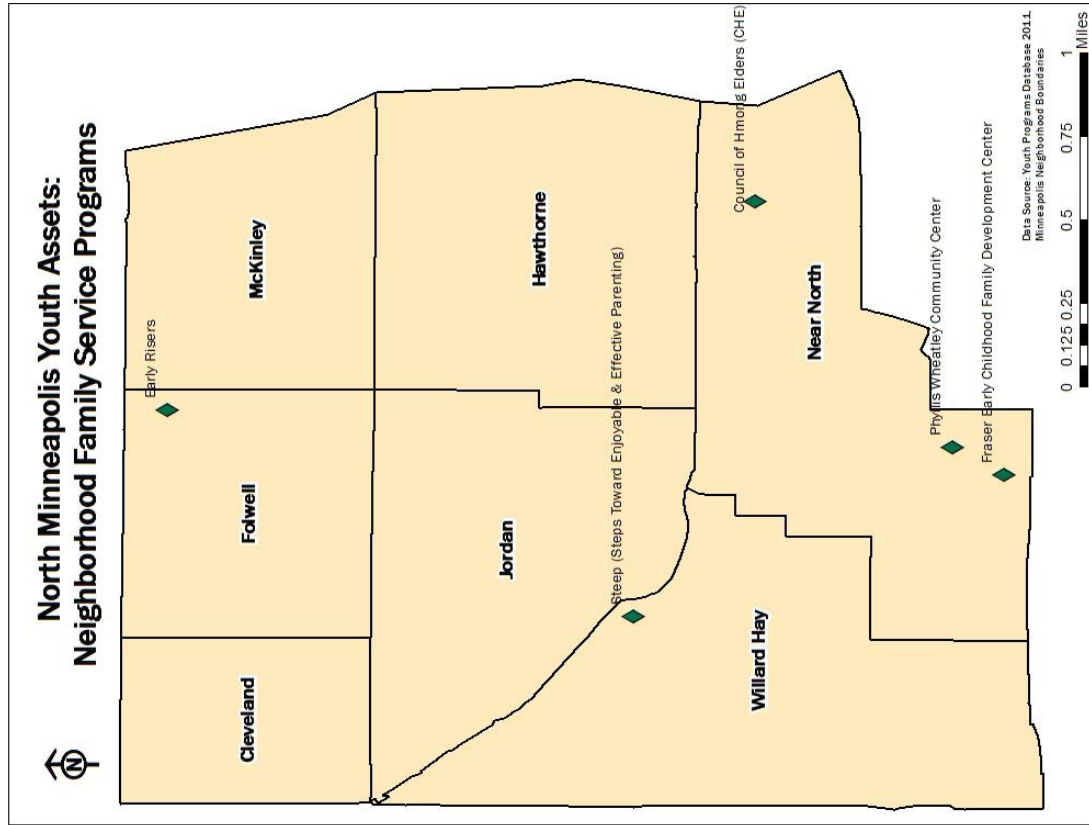
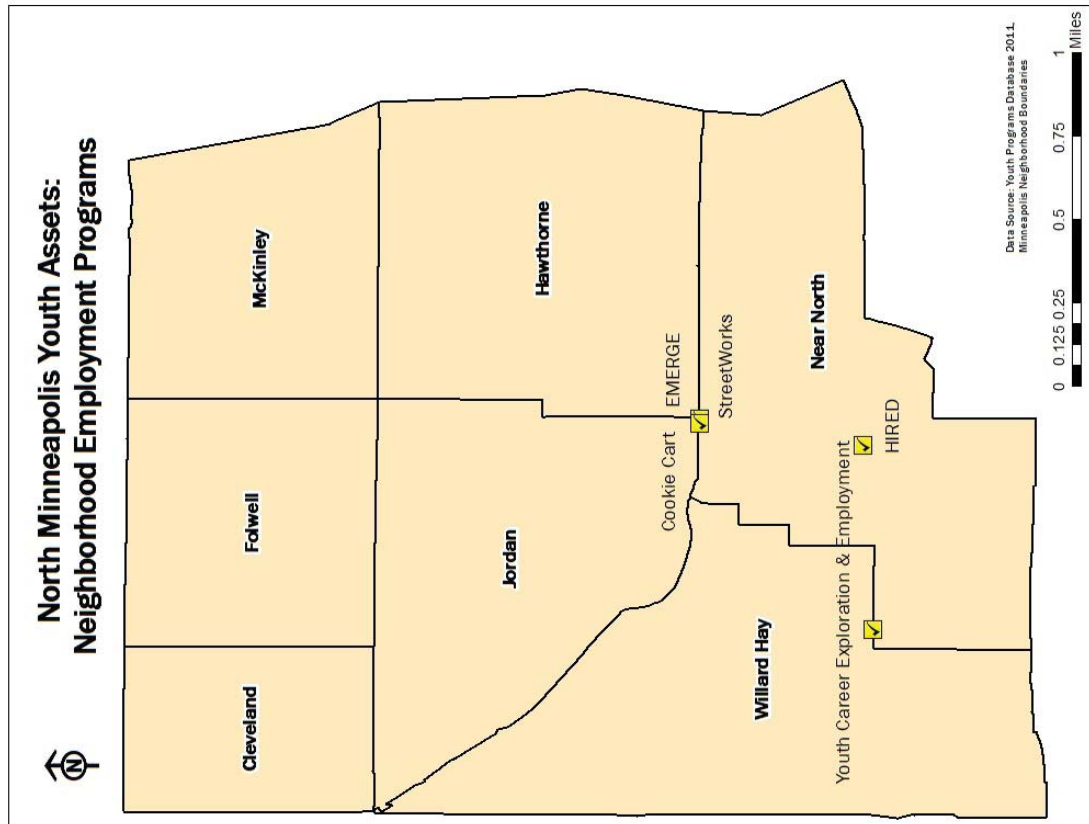
Source: US Census 2010, ACS 2009, Wilder Research apportioned neighborhood level

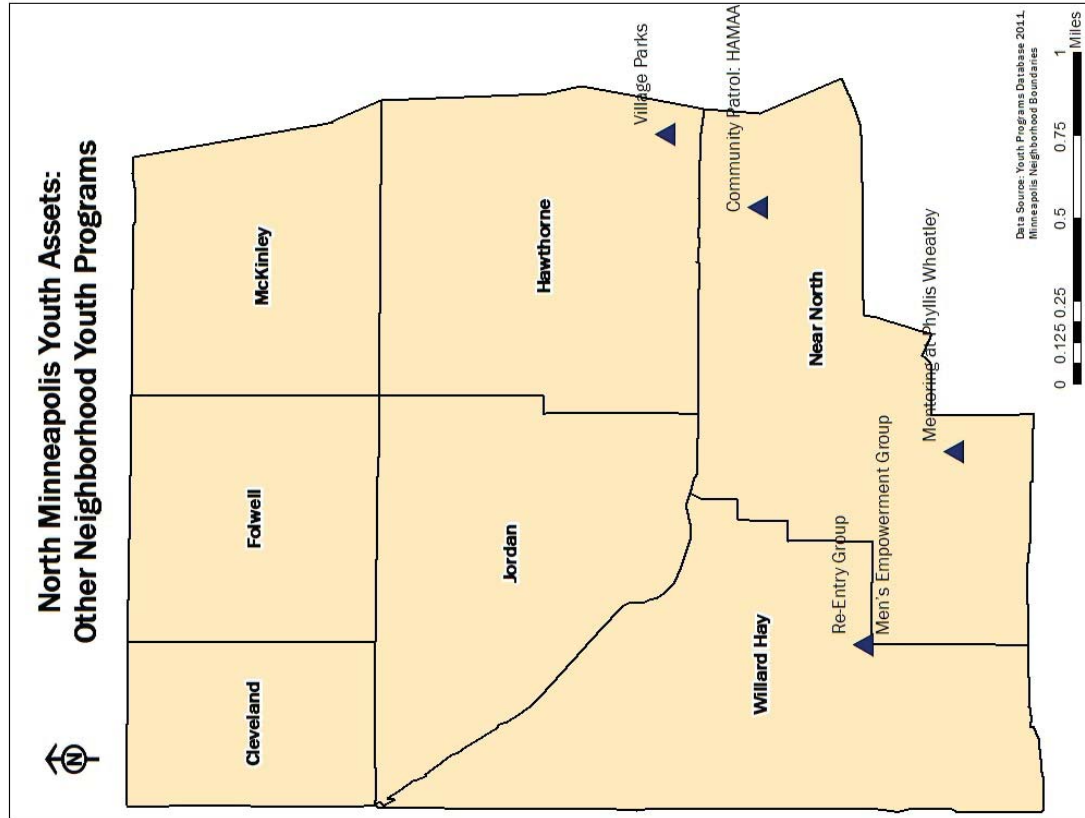
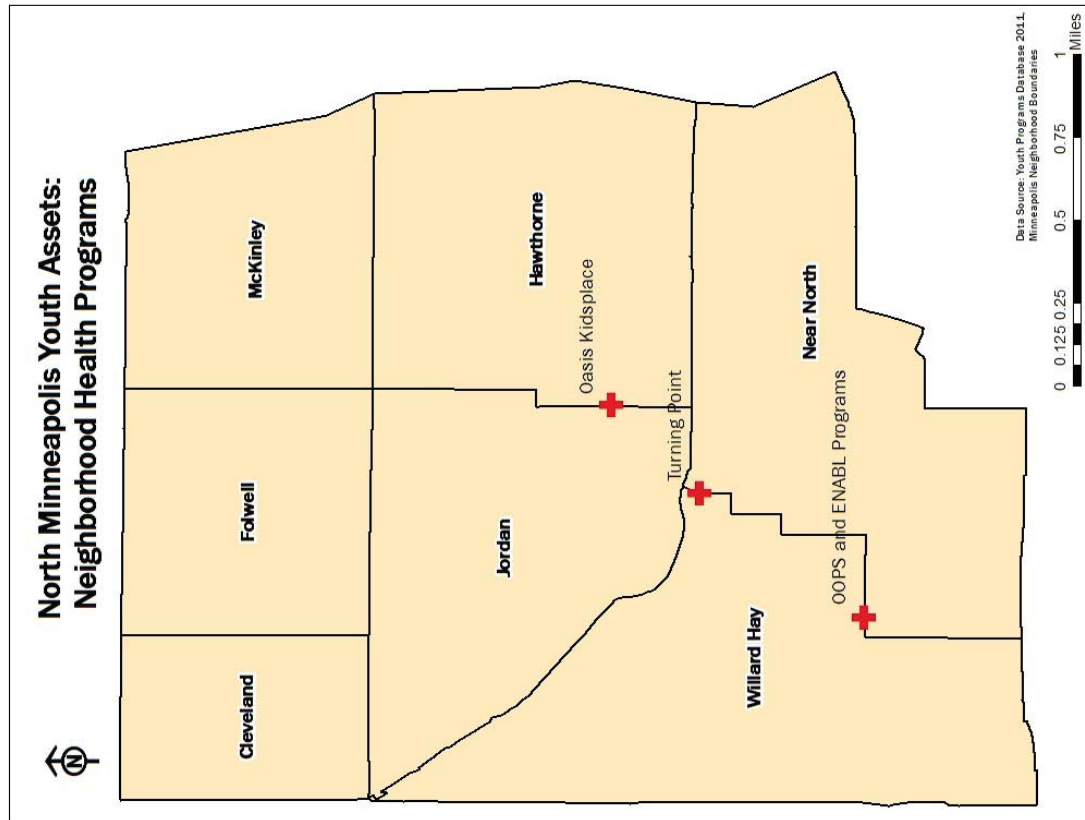
2010 Population														
Indicators	Cleveland	Folwell	Hawthorne	Jordan	McKinley	Near North	Willard-Hay	Target Area	%					
Total Population	3025	5344	4567	7360	3132	5968	8611	38007	100					
Race														
Asian	226	7.5%	861	18.9%	1353	18.4%	478	15.3%	1002	16.8%	985	11.4%	5484	14.4%
Black	878	29.0%	2198	48.1%	3595	48.8%	1323	42.2%	3555	59.6%	4873	56.6%	18810	49.5%
Hispanic	206	6.8%	404	8.8%	611	8.3%	296	9.5%	655	11.0%	643	7.5%	3193	8.4%
Mixed	151	5.0%	297	6.5%	387	5.3%	185	5.9%	322	5.4%	535	6.2%	2184	5.7%
Native American	36	1.2%	69	1.5%	89	1.2%	57	1.8%	61	1.0%	137	1.6%	527	1.4%
White	1528	50.5%	738	16.2%	1325	18.0%	793	25.3%	810	13.6%	1438	16.7%	8246	21.7%
Age														
< 5 years	260	8.6%	540	11.8%	767	10.4%	334	10.7%	682	11.4%	739	8.6%	3869	10.2%
5-9 year	202	6.7%	497	10.9%	765	10.4%	304	9.7%	575	9.6%	799	9.3%	3617	9.5%
10-14 years	172	5.7%	474	9.6%	764	10.4%	334	10.7%	484	8.1%	847	9.8%	3513	9.2%
15-17 years	161	5.3%	300	6.3%	488	6.6%	204	6.5%	334	5.6%	564	6.5%	2341	6.2%
18-24 years	274	9.1%	584	12.0%	889	12.1%	349	11.1%	745	12.5%	1027	11.9%	4414	11.6%
Source: US Census 2010, ACS 2009, Wilder Research apportioned age to neighborhood level, City of Mpls apportioned race to neighborhood level														

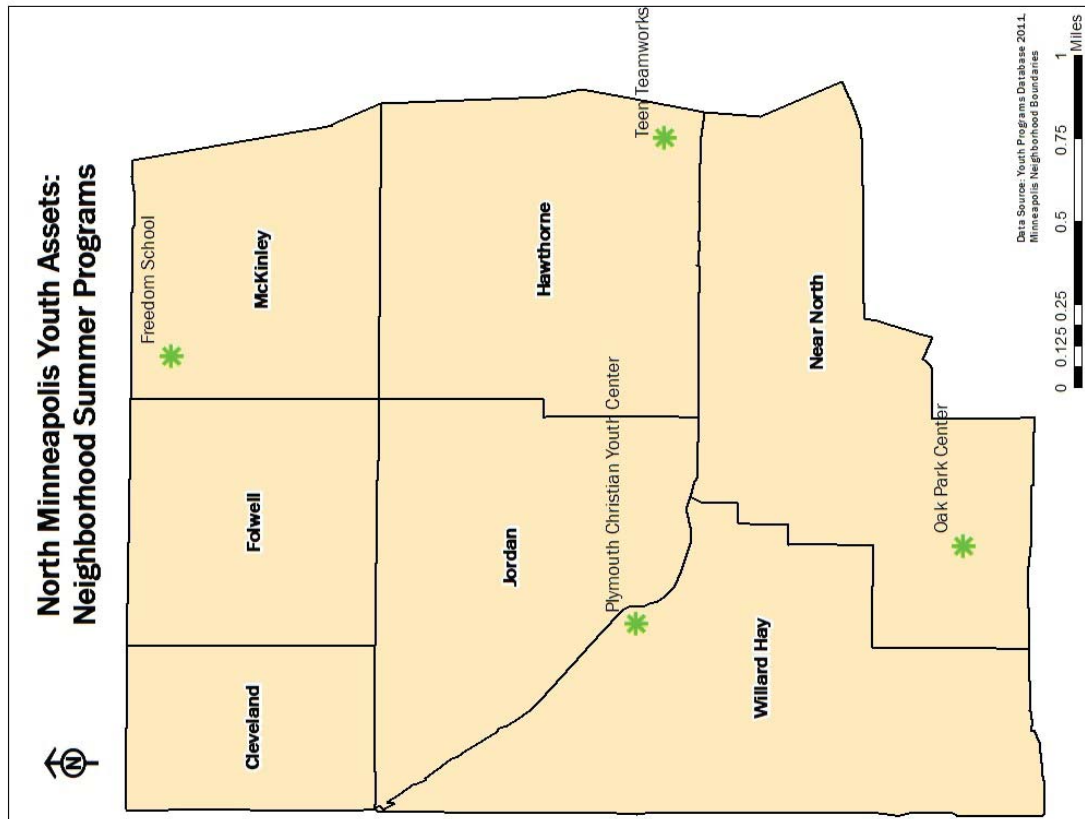
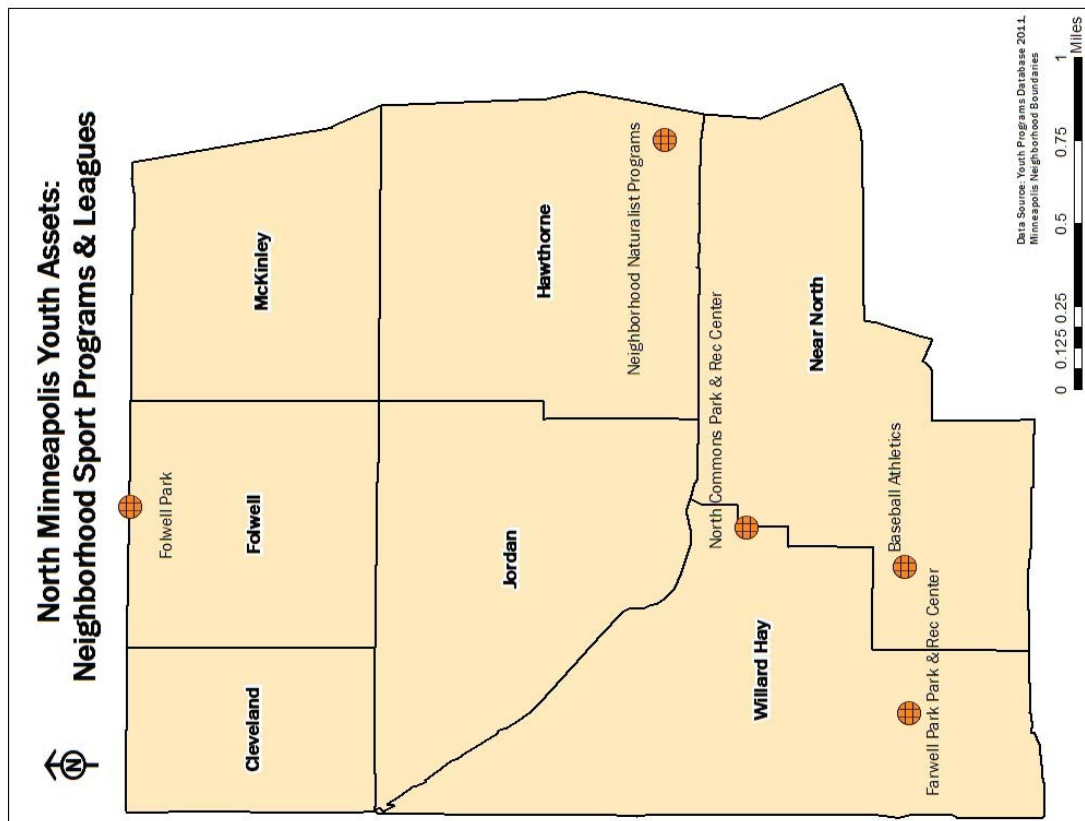
Source: US Census 2010, ACS 2009, Wilder Research apportioned age to neighborhood level, City of Mpls apportioned race to neighborhood level



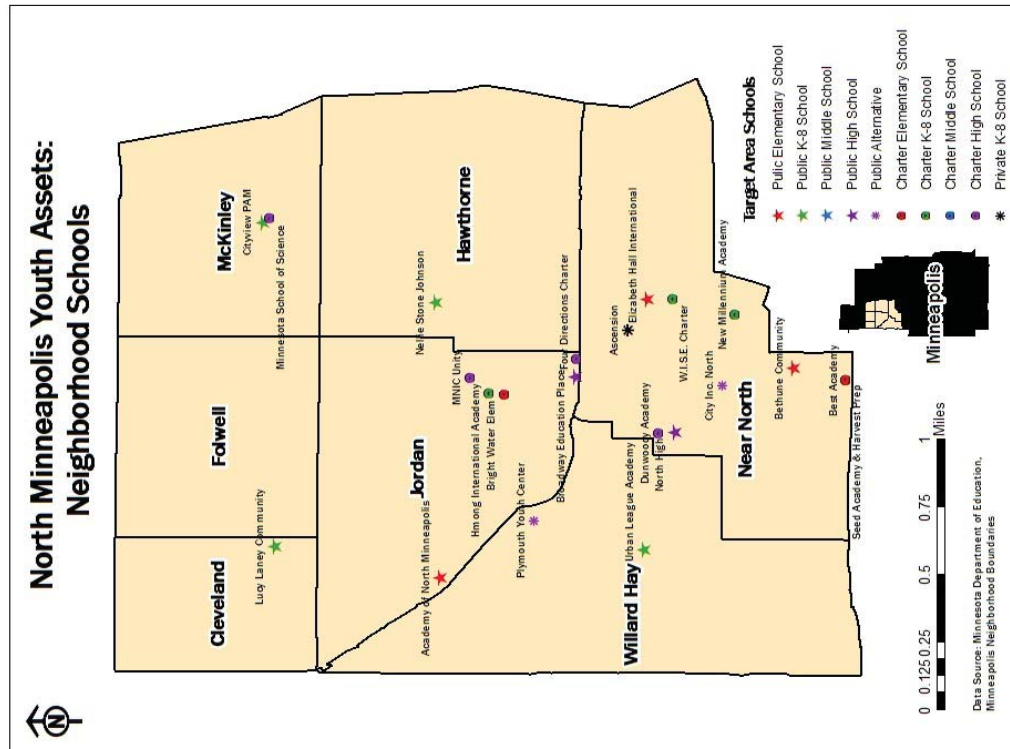




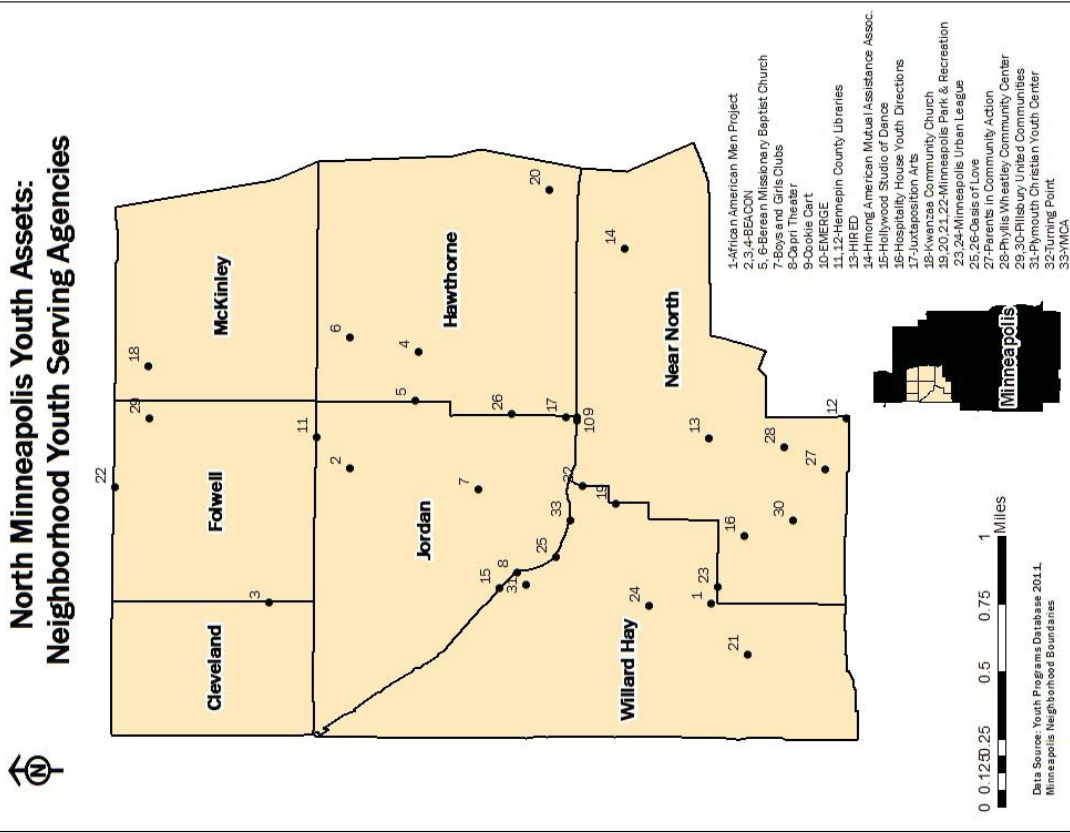




North Minneapolis Youth Assets: Neighborhood Schools



North Minneapolis Youth Assets: Neighborhood Youth Serving Agencies



Appendix E: Focus Group Notes

Youth Assessment Focus Group
November 15, 2011
5:30pm – 5:55pm
Minneapolis Public Library
Facilitator: Evan & LaToya
Notetaker: Jacqui

LaToya
Evan
P4
P1 P2 P3
Jacqui

What high school do you attend?

P1: Headway Academy, charter school in Hopkins
P2: Patrick Henry
P3: De LaSalle Academy
P4: ?

Question 1: When you think about your neighborhood what words come to mind?

P1: youth violence, helpful
P2: youth violence
P3: violence
P4: unsafe, shooting, death, neighborhood watch

Question 2: When you think about all of the programs available for young people in your neighborhood what comes to mind (probe: awareness, negative and positive associations)?

P1: Beacon, youth bus; there should be more skill classes such as kicking (self-defense), stepping - dancing, and robotics
P2: take off active passes
P4: YMCA – daycare & classes for young mothers, young life (they should improve their advertisements, they should also get the old youth workers back – Candy, etc.)

Question 3: What do you like most about the programs for young people in your neighborhood?

P3: don't know
P4: provides someplace to go, good things to get involved in

Question 4: What do you dislike about the programs in your neighborhood? (probe for barriers: cost, lack of transportation)

P1: more advertising, more encouragement to participate
P3: don't know
P4: little participation, YMCA has certain costs, membership fees, age is a barrier

Focus Group November 16, 2011

1

Question 5: How do you find out about what programs are available in your neighborhood (probe: do they look for them, or do they wait for information-what sources do they find out about it from-probe interest in an online database to find out about youth programs?)

P1: youth leaders, parks; programs are not advertised on facebook
P2: schools
P4: found out from riding the youth bus

Question 6: We know that youth violence is a huge concern for young people and residents in your neighborhoods-what kinds of programs for young people could help to address this issue (probe: what would the format look like, where would it be, with whom etc.)?

P1: one-on-one time with adults or parents; fight club** is a good program, if it hasn't solved an issue the kids can always go back to fight club discuss it again
P3: fight club is not a good idea because if the issue is not resolved or somebody loses they will still take the issue to the streets and the problem will escalate
P4: conflict resolution programs for physical violence are good – like fight club**; more sports programs and opportunities are needed because most kids involved with conflicts and violence do not play sports and most kids playing sports aren't involved in violence

**fight club is a program which pays participants (youth) to verbally work out a specific problem/issue; it provides a paid alternative to physically & violently resolving issues on the streets

Question 7: What kinds of youth programs are missing in your neighborhood?

P1: agreed with P4
P4: a youth business/ job center, career development, job training, resume building, etc.

Follow-Up Question: If you had unlimited resources, what youth program would you create in your neighborhood?

P1: career center to help youth enter professional fields earlier, such as seminars/ guest speakers on law, medicine, etc; create an arts program to make murals/memorials for each person killed by violence...either juxtaposition or a new program similar to juxtaposition
P2: low-cost dance studio
P3: more gyms that teach sport fundamentals, conditioning, training, skills to relieve stress & issues
P4: start a rally group, an anti-violence campaign

Question 8: What would help to make you more likely to go to more programs in your neighborhood in the future?

P1: youth friendly times, the participants are very important – certain negative youth must not attend; the programs should emphasize school more – tutoring, math help, looking over papers
P2: programs should advertise at school, they should have more convenient locations-inside schools
P3: incentives to attend – such as food, a database would be a good idea
P4: the cost should be free/reduced, free food, advertise at North Commons, the YMCA, and the display board at cub foods

Focus Group November 16, 2011

2

P5 – Biggers (?) program. A 30 year old program, through schools, started by Doris Baylor (?) then brought here. I've been in it since 3rd grade. It's not day care, its youth leadership. P2 – play volleyball at school, also Student Council. Question 4: What do you dislike about the programs in your neighborhood (probe for barriers: cost, lack of transportation). P4 – time's important, when a program is open or closed. Also what youth can actually do there, for example if you are in a program but all you can think about is homework, it's helpful if that program also offers homework help. Probe: What deters you from participating? P9 – lack of transportation, or other people who attend that you don't want to be around. P5 – the people who work there. Youth want adult staff that they can be comfortable around, people who show care and support for youth. P6 – at Follwell, participant goes to hang out but not participate in programs. Probe: Are hours sufficient? P6 – they are sufficient at Follwell. Question 5: How do you find out about what programs are available in your neighborhood (probe: do they look for them or do they wait for information – what sources do they find out about it from – probe interest in an online database to find out about youth programs?) P5 – close friend recommends a program, or word of mouth P9 – through the Youth Bus P3 – through counselors, youth workers, teachers Probe: what would help you hear about programs, what sorts of advertising? P3 – flyers or email P4 – go to the parks around the city and do outreach, like the We Want You Back program that helps kids finish school, offers online training, offered by YCB. I am employed by YCB in this program. P5 – broadcast via radio or iTunes, podcasts P8 – reach out to schools because everyone's already there, use school announcement system. Probe: How do you feel about a database, or a website, do you think that would work? P2 – it wouldn't work. No one goes to read on a website. P3 – it would work if people have Internet, if they don't, it won't. P4 – it's inconvenient for people who don't have the Internet, so can use the library or school computers instead, maybe "make it a required thing". Probe: how do you access the Internet? Multiple Ps at once: home, school, on the phone P8 – everyone gets the Internet on their phone P1 – home P2 – phone P3 – home P4 – school P5 – not sure P6 – school	
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Youth Assessment Focus Group November 17, 2011 5:30pm – 6:00pm Minneapolis Public Library Facilitator: Evan Notetaker: Colleen	
P1 P2 P3 P4 P5 P9 (came late, so out of order) Evan Colleen P6 P7 P8	Question 1: When you think about your neighborhood what words come to your mind? P1 – Everyone together P2 – school P3 – violence P4 – crime rate P5 – unsafe P6 – fear P7 – gangs P8 – crazy P9 – re-embrace Question 2: When you are thinking about all of the programs available for young people in your neighborhood what comes to mind (probe: awareness, negative and positive associations)? P4 – sports teams for middle or high schools. Boys and Girls clubs. P5 – Step Up and job placement P9 – YMCA P7 – after school programs (none specific), programs to get kids back into school Probe: what do these programs in your neighborhood do? P5 – Step Up is for teens and afterschool P9 – YMCA does daycare P4 – sports teams through the park board offer leadership, keep kids off the streets Question 3: What do you like most about the programs for young people in your neighborhood? P5 – programs reach out to all youth, not subsets Probe: What programs in your neighborhood do you participate in? P4 – Camden Youth Engagement Program, which is youth making maps of where youth hang out and what events are available.

P7 – phone P8 – home, phone P9 – laptop Question 6: We know that youth violence is a huge concern for young people and residents in your neighborhoods – what kinds of programs for young people could help to address this issue (probe; what would the format look like, where would it be, with whom etc)? P9 – YMCA because a lot of youth go there. Northside YMCA isn't an adult-focused YMCA, it is focused on youth. Also the YMCA has the Peace team, where kids come together to talk about what's happening in the neighborhood. It's a good program because kids get to both learn about what's happening, and also analyze the situation together. P6 – Mad Dads Probe: is there a need for more programs? What type? If you came up with a program what would it look like, what would it do? P9 – there's a need for people who've lost someone to violence to share their story with others. A need to do workshops with the neighborhood watch team. Educate people about how to prevent youth violence. P5 – if I could create a program, it would help youth as well as everyone who is in need, people who need food or a home. Similar to Mary's place also a career center, allow people to secure a place to stay and also develop job skills. Probe: If you could place these programs somewhere on the northside, what would be a good place? P3 – place them "in the lows" and also by Farview park because that's where most of the violence happens. Question 7: What kinds of youth programs are missing in your neighborhood? P9 – sports activities. Football and basketball season is only fall and winter, need others. P7 – I do volleyball in the fall through PAL. The PAL program near 31st and Dupont has all kinds of sports, run by police, training youth in athletics (Police Athletic League) P4 – extend or expand what PAL offers. They could also offer non-sports like training on how to be a cop, or tell people how to train for a job. Expand all programs, not just PAL, into skills and job training, learning problem-solving. P5 – outreach programs. Violence happens because someone gets hurt, there's retaliation and this causes violence. People keep their emotions bottled up and feel they have no one to turn to. Some kids don't have parents to turn to. Youth need adults to turn to who care. Probe: Are there any outreach programs going on right now in north Minneapolis? - no answer - Probe: when you talked about sports training earlier, did you mean to learn skills and get better physically, or to participate on a team? P9 – both Question 8: What are some of the reasons you don't participate, and what would help to make you more likely to participate in programs in your neighborhood in the future? P2 – transportation	P5 – it depends on the structure and the way it is presented. If the program is too controlling it's not good. Youth should have a say in the structure. P3 – focus should be on youth's interests, not adults forcing them to do it. P8 – it needs to be better spread and advertised. Also need transportation. Closing Question: Any other comments or questions? Anything you want her to take away with her about programming in north Minneapolis or some of the problems in north Minneapolis. P5 – my question is – all of us have been reflecting here, talking about program that we want to see – are these programs going to actually be implemented? There's a lot of times you through ideas out there but you never see it happen. Probe: Why do you think that happens? You don't know? P5 – I don't. (continuation of closing question) P3 – adults listen but it doesn't matter to them. P8 – adults don't think youth's ideas will work, so they do it a different way P3 – its also a financial issue. P4 – money, cost. Probe: do you guys feel that when you share your opinions, you don't see the outcomes? P2 – yeah. Follow up to question 5: you suggested advertising on radio stations, what radio stations? P5 – B96 (96.3), 89.9 KMJ, 101.3, MPR, school radio system at North High School, KBEM, channel 14 public access on t.v. in schools Another follow up to question 5: you suggested flyers, post or give these out where? P3 – schools, parks, stores. P8 – post on the poles by the bus stops, people read while waiting for the bus. P9 – give flyers to the people who run the Swag Bash on Facebook, the promoter who does the party, to give out at the party. Probe: post on Facebook? P9 – invitations on Facebook don't work, but Swag Bash will. P3 – some people who say they are attending might not attend. You only get half of people showing up. P4 – you could do it on Facebook if you ask people to leave their number for follow-up and you can leave a message asking if they are really coming P5 – instead of flyers, do a really big banner in a prominent place in the community, or post on a bulletin board. END 6:00pm
Focus Group November 17, 2011 page 3 of 4	Focus Group November 17, 2011 page 4 of 4

Appendix F: Focus Group Draft Questions

INTRODUCTION - Moderator, and basic rules of the session - Inform the participants of basic purpose of the research and Minneapolis Department of Health & Family Support - Inform participants that the session is being recorded for research reference only, no worries Objective of focus group session - We want to know: - Kids' perspectives about youth program options in their neighborhood - Most important factors regarding selecting youth programs to participate in - Researching in hopes of providing the City of Minneapolis Department of Health & Family Support with a thorough idea of program effectiveness & perspectives in order to evaluate the need for improvements Introduction of all Participants Warm-Up: Celebrity "guess who I am" game - Explain how game works - Everyone will have a "Hello My Name is..." sticker placed on their back. You will be given 5 minutes to walk around and get hints about what celebrity you might be from only yes or no questions from each other. - After game, roundtable intros-everyone introduces themselves: - Their name (if not comfortable sharing full name, first name is fine) what neighborhood are they from, what school they attend) Opener: What programs for youth do you guys know of? QUESTIONS Task 5-Starter Youth Interview Questions Demographics 1. What's your racial or ethnic heritage? <i>[please check all that apply]</i> ☐ African-American ☐ African (Somali, Ethiopian, Oromo, Liberian, etc.) ☐ White/Caucasian ☐ Southeast Asian (Hmong, Vietnamese, Laotian, etc.) ☐ Native American/Indian ☐ Other Asian (Chinese, Japanese, Korean, East Indian, etc.) ☐ Hispanic/Latino ☐ Other: _____ 2. What school do you attend? _____ 3. Are you: ☐ Male ☐ Female	4. How old are you: ☐ 9-11 ☐ 12-14 ☐ 15-17 ☐ 18-20 ☐ 21 or older We're interested in how you might be connected to this neighborhood. Do you... (check all that apply) ☐ Live in this neighborhood? ☐ Work in this neighborhood? ☐ Go to school in this neighborhood? ☐ Attend a youth program in this neighborhood? If so, what's the name of the program? _____ ☐ Attend a church, synagogue, mosque or other faith-based institution here? ☐ Spend a significant amount of time visiting family here? ☐ Spend a significant amount of time visiting friends here? ☐ Other: _____ ☐ I don't spend hardly any time here. 5. Are you aware of any programs or activities that are available for young people in this neighborhood, things like after-school programs like Beacons, homework help or mentoring programs, activities at a community center or park or Boys and Girls Club or youth groups at a church—any youth programs like these? <i>[Ask about programs and for children and youth, ages 10-20]</i> <table border="1"> <thead> <tr> <th>ORGANIZATION NAME</th> <th>LOCATION (general location is fine)</th> </tr> </thead> <tbody> <tr><td>a. _____</td><td>_____</td></tr> <tr><td>b. _____</td><td>_____</td></tr> <tr><td>c. _____</td><td>_____</td></tr> <tr><td>d. _____</td><td>_____</td></tr> <tr><td>e. _____</td><td>_____</td></tr> </tbody> </table> 6. Are you currently participating in any kind of youth program? If so, what program is it? _____ 7. Have you ever gone to or participated in any of these kinds of youth programs—like a program at a park or a church or community center, after-school or during the summer? a. If YES, what program was it? _____	ORGANIZATION NAME	LOCATION (general location is fine)	a. _____	_____	b. _____	_____	c. _____	_____	d. _____	_____	e. _____	_____
ORGANIZATION NAME	LOCATION (general location is fine)												
a. _____	_____												
b. _____	_____												
c. _____	_____												
d. _____	_____												
e. _____	_____												

8. We're interested in learning more about what young people are interested in doing or having available in their neighborhood. How likely is it that you would check out/participate in the following?

<i>On a scale of 1 to 5 with 5 being highest, how interested would you be in...</i>	<i>Not At All</i>				<i>A Lot</i>
a. Going to an overnight camp	1	2	3	4	5
b. Skateboarding and other X games-type activities	1	2	3	4	5
c. Somewhere where young people could do things like create their own radio station or web site, record music and videos, like an Audio/Video Tech Center	1	2	3	4	5
d. Participate in the creative and performing arts (different types of dance, music, sculpture, drama, etc.)	1	2	3	4	5
e. An Automotive Tech Center where you could work on cars	1	2	3	4	5
f. Participating in Organized sports	1	2	3	4	5
g. Have opportunities to compete in things OTHER than sports (like drill teams, dance squads, etc.)	1	2	3	4	5
h. Having a non-family adult I can talk to	1	2	3	4	5
i. Having a Workforce/Career Center where youth could get a job, sample different careers or create a youth-run business	1	2	3	4	5
j. Spending more quality time with your parents/guardian	1	2	3	4	5
k. Going to dances	1	2	3	4	5
l. Get involved in solving issues important to young people	1	2	3	4	5
m. Go to a Hip Hop Performing Artists Gathering	1	2	3	4	5
n. Hunting, Fishing, or other Outdoor Recreation activities	1	2	3	4	5
o. Hang out at a Coffee Shop run by and for young people	1	2	3	4	5
p. Participating in a homework help program after-school	1	2	3	4	5
q. Teen Center for young people	1	2	3	4	5

9. What other things would you like to see available to young people in this community?

10. What prevents you from participating in these things? Why don't you participate in youth programs? [ask open-ended but checkmark their responses]

Don't know what's available.
Not interested in anything that is offered.
Cost

Transportation _____
Have other responsibilities _____
Don't like the student _____
Don't like the year _____
Other: _____

11. We want to learn how best to communicate with young people like you about stuff that's happening in your neighborhood. How likely is it that you would access information about events, programs and opportunities for young people through the following ways:

On a scale of 1 to 5 with 5 being highest, assuming these methods were available to you, how likely is it that you would actually use these methods to find out information ...	Not At All Likely				Highly Likely
a. A searchable web-page or something like it through the Internet	1	2	3	4	5
b. A telephone hotline	1	2	3	4	5
c. Posters and flyers in the neighborhood	1	2	3	4	5
d. Computerized kiosks (like a cash machine) that you could search to find out what was happening for young people around town, if they were available in your neighborhood	1	2	3	4	5
e. Radio stations (which ones _____)	1	2	3	4	5
f. Other ways you can think of that we should use to let youth know what's happening?					

In addition to *programs*, we're also interested in where young people might find youth-friendly support in their neighborhood.

12. When you think about this community, are there some good youth-friendly people or places that come to mind? For example, maybe there are some people at the corner store or barbershop or other business, or maybe somebody's house or church or someone at a youth programs, who are there for you if need them? Please give specific examples.

13. What would need to change to make your community a much better place for young people? *[If THEY NEED SUGGESTIONS: like friendlier neighbors or teachers or police officers, or more programs, or ?]*

14. On a scale of 1 to 5 with 5 being the highest, how actively supportive of young people are the following people?	Low				High
a. Neighbors in my neighborhood	1	2	3	4	5
b. Teachers or school personnel at my school	1	2	3	4	5
c. Businesses	1	2	3	4	5
d. Members of the Faith community (churches, synagogues, mosques)	1	2	3	4	5
e. Community Leaders (City Council members, School Board members, etc.)	1	2	3	4	5
f. Parents	1	2	3	4	5
g. Youthworkers (staff of youth orgs)					
h. Police					
i. Anyone else who is really supportive of youth? _____	1	2	3	4	5

- What words would you use to describe your neighborhood?
- List a few things that are important to you when you are deciding whether to participate in a youth program?
- How familiar are you with youth programs in your neighborhood?
 - Very familiar
 - Somewhat familiar
 - Not too familiar
 - Not at all familiar
- How often do you go to the program(s)/organization(s)?
 - Always
 - Often
 - Sometimes
 - Rarely
 - Never
- Is transportation provided for these programs?
- How important is it for transportation to be a part of the program to you?
 - very important
 - somewhat important

- 3-important
 - 4-not too important
 - 5-not important at all
- If you have any friends that go too, how many go with you?
 - 0
 - 1-2
 - 3-4
 - 4 or more
- What obstacles, if any, keep you from participating in programs?
- How much does it cost to participate?
- What do you like most about the programs in your neighborhood?
- When you go home after the programs/activities, how do you feel?
- What types of programs do you think would help prevent youth violence?
- What was your best experience with a youth program you participated in?
- What was your absolute worst experience with a youth program you participated in?
- (Written) Word Association Keeping in mind that this is specifically related to youth programs and your community, write down the first word that comes to mind when you hear these keywords: (*Give participants a few seconds after each word*)
 - Youth programs
 - Friends
 - After school
 - Fun
 - Safety
 - Youth violence
 - Crime
- Do you feel like there are enough programs for kids in your neighborhood?
 - Yes
 - No

17. (Written) What are the most important factors you consider when deciding to participate in a youth program? Rank from 1-5 with 1 being least important to you and 5 being the most.

- ___ Cost of program
- ___ Convenience (close to home)
- ___ Fun activities
- ___ Number of your friends participating
- ___ Transportation included

18. Why do you pick one program over another?

19. What are some of the benefits of participating in programs for youth?

20. What would you change about these programs?

21. What kinds of things would you like to see included in youth programs in the future?

SUMMARY AND WRAP UP

- Summarize findings/closing recommendations
- Okay, that concludes our session. Are there any other comments or suggestions you'd like to share with us before we finish?

Thank you very much for your participation. You can collect your gift card at the front table.

Appendix G: CRI Survey Questions

Community Resource Inventory - Starter Survey Questions for Businesses:

Your feedback is important to us and will help us find effective ways to improve youth programming in North Minneapolis. We will maintain confidentiality and not use your response for purposes other than our current research. We assure you that this survey will only take about _____ minutes of your time.

1. Name of Organization:
2. Mission Statement:
3. How long has your organization been around?
4. What types of programs and services do you offer?
5. What is the average cost of participation for your programs?
6. How many young people does your organization serve annually?
7. What are the ages served?
8. What are your top three major sources of revenue?
9. What is your perspective on the availability of youth programs in North Minneapolis?
10. Do you feel the programs currently available are effective for preventing youth violence?
11. If you could change anything about youth programming in North Minneapolis what would it be? (1 or 2 suggestions)

Appendix H: Updated CRI

Organization/Program Name	Agency	Address	City	Zip	Phone	Website
Capri Theater	Capri Theater	2027 West Broadway	Minneapolis	55411		theapriltheater.org
North Community YMCA Youth & Teen Enrichment Center	YMCA	1711 West Broadway	Minneapolis	55411	612-588-9484	https://www.ymcawindies.org/locations/north_community_ymca/
Cookie Cart	Cookie Cart	4320 Newton Ave. No.	Minneapolis	55411	612-521-0855	www.cookiecart.org/
BEACON-Boys & Girls Club Patrick Henry High School	BEACON	807 27th Ave. N.	Minneapolis	55411	612-668-2015	http://www.beaconsminneapolis.com/index.asp?pageID=15
BEACON-Community Education Lucy Laney Beacon	BEACON	3333 Penn Ave. N.	Minneapolis	55412	612-668-2949	http://www.beaconsminneapolis.com/index.asp?pageID=10
BEACON-Hmong International Academy	BEACON	1501 30th Ave. N.	Minneapolis	55411	612-668-2223	www.minneapolisarks.org/
North Commons Park & Recreation Center	Minneapolis Park & Recreation Board	1801 James Ave. N.	Minneapolis	55411	612-370-4921	http://www.minneapolisarks.org/default.asp?pageID=4&parkid=200
Folwell Park	Minneapolis Park & Recreation Board	1615 Dowling Ave N.	Minneapolis	55412	612-588-7903	http://www.minneapolisarks.org/
Farwell Park & Recreation Center	Minneapolis Park & Recreation Board	1201 Sheridan Ave N	Minneapolis	55412	612-370-4916	http://www.minneapolisarks.org/default.asp?pageID=4&parkid=452
Webber Community Center	Minneapolis Park & Recreation Board	4400 Dupont Ave. N	Minneapolis	55411		http://www.puc-min.org/NeighborhoodCenters/OakParkCenter/tabid/169/Default.aspx
Oak Park Center	Oak Park Center	1701 Oak Park Avenue North	Minneapolis	55411	612-377-7000	www.mul.org
Urban League Academy Elementary School	Urban League	2220 16th Ave N	Minneapolis	55411	612-287-1290	http://www.hired.org/
HIREd	HIREd	1200 Plymouth Avenue North	Minneapolis	55411	612-529-3342	www.emerge-mn.org
EMERGE	EMERGE	1101 W. Broadway, Suite 200	Minneapolis	55411	612-529-9267	www.pwccenter.org
Phyllis Wheatley Community Center	Phyllis Wheatley Community Center	1301 10th Ave N	Minneapolis	55411	612-374-4418	http://thefamilypartnership.org/
Rebuilding Appropriate Parenting (RAP)	The Family Partnership	1501 Xerxes Ave N	Minneapolis	55411	612-341-1625	http://psjc-npls.org/
Steep (Steps toward Enjoyable & Effective Parenting)	Plymouth Christian Youth Center	2210 Oliver Ave N	Minneapolis	55411	612-522-6501	http://www.outturningpoint.org/index2.asp
Turning Point	Turning Point	1500 Golden Valley Rd	Minneapolis	55411	612-520-4004	www.hftwot.net/basisofwre-nc/
Health Risk Behaviors: Oasis Kidspalace	Oasis of Love Inc.	2304 Emerson Ave N	Minneapolis	55411	612-529-6055	www.thelinkmn.org/indisquit-apartments
Health Risk Behaviors: OOPS and ENABL Programs	Minneapolis Urban League	2100 Plymouth Ave N	Minneapolis	55411	612-302-3100	http://www.northpointhealth.org/CommunityPrograms/AfricanAmerica
Lindquist Apartments	The Link (Lindquist)	1931 West Broadway Ave N	Minneapolis	55411	612-287-1672	nlenProject/tabid/85/Default.aspx
Re-Entry Group	African American Men Project	1313 Penn Ave N	Minneapolis	55411	612-543-2899	www.mul.org
Youth Development: Juvenile Advocacy Program	Minneapolis Urban League	2100 Plymouth Ave N	Minneapolis	55411		www.bmbc-minneapolis.org
Project Ready	Minneapolis Urban League	2100 Plymouth Ave N	Minneapolis	55411		www.hamaa.org/
Berean Daycare	Berean Missionary Baptist Church	704 30th Ave N	Minneapolis	55411	763-424-6078 or 612-522-4	www.hamaa.org/
Afterschool Program: Berean Missionary Baptist Church	HAMAA: Hmong American Mutual Assistance Assoc.	1718 Washington Avenue North	Minneapolis	55411	(612) 588-1501	www.hamaa.org/
Academic Barriers Challengers (ABC)	HAMAA: Hmong American Mutual Assistance Assoc.	1718 Washington Avenue North	Minneapolis	55411	(612) 374-2694	www.hamaa.org/
Center for Hmong Adolescent Development (CHAD)	HAMAA: Hmong American Mutual Assistance Assoc.	1718 Washington Avenue North	Minneapolis	55411	(612) 374-2694	www.hamaa.org/
Council of Hmong Elders (CHE)	HAMAA: Hmong American Mutual Assistance Assoc.	1718 Washington Avenue North	Minneapolis	55411	(612) 374-2694	www.hamaa.org/
Butterfly Dance Center	HAMAA: Hmong American Mutual Assistance Assoc.	1718 Washington Avenue North	Minneapolis	55411	(612) 374-2694	www.hamaa.org/
Family Empowerment Network (FEN)	HAMAA: Hmong American Mutual Assistance Assoc.	1718 Washington Avenue North	Minneapolis	55411	(612) 374-2694	www.hamaa.org/
Afterschool Program: Youth Empowerment Program (YEP)	HAMAA: Hmong American Mutual Assistance Assoc.	1718 Washington Avenue North	Minneapolis	55411	(612) 377-6482	www.hamaa.org/
Family Community Partnership (FCP) & Family Assessment	HAMAA: Hmong American Mutual Assistance Assoc.	1718 Washington Avenue North	Minneapolis	55411	612-377-6482	www.hamaa.org/
Peem Tshet (Struggle for Success)	HAMAA: Hmong American Mutual Assistance Assoc.	1718 Washington Avenue North	Minneapolis	55411	612-377-6482	www.hamaa.org/
Service Leaders of Tomorrow (SLOT)	HAMAA: Hmong American Mutual Assistance Assoc.	1718 Washington Avenue North	Minneapolis	55411	612-377-6482	www.hamaa.org/

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Appendix I: Interviews

Jana Carter: Director, Juvenile Services of Chesterfield County, VA "Guide to Services for Youth"

Interview Summary

How do you set up and then sustain the infrastructure around the inventory? Who manages it, who feeds it content and updates it?

- What's online has been there 5-6 years, with paper resource directory before that
- Now an Access database developed through county technology department
- Paper directory was updated once every year or two
- Access database updated regularly, then uploaded to website weekly
- Worked with IT dept to standardize, and id the agencies
- One person in office is responsible for maintenance
- Agencies contact county to update their information. Once every 2 years county mails out request to validate agency information.
- Right now are re-doing entire platform – plan to convert to a web-based program so no Access database and no uploading, just enter information directly into county's web portal, with real-time info and updates.
- With new portal, will still ask agencies to submit updates to county, not update online themselves. Multiple agencies entering info is hard to keep consistent and keep track of.

What challenges did you face in getting it up and off the ground?

- Staff must devote more time during start up and change-over, but once up and running, it doesn't take much time to maintain.
- Chesterfield is a suburban community of 316,000, south of Richmond in VA, the largest locality in area.

What worked for you on the inventory and what didn't?

- Current online version allows people to access it for free with no printing costs vs. a paper directory.
- Able to share online directory with more people because no cost limits on printing budget
- Used to put electronic copy onto discs for organizations, but cumbersome.
- Online data management is more manageable, can update more often, so if can't afford to do a thorough annual update, can wait a year.
- New web platform will have greater capacity to search key words, which is somewhat difficult now with Access database. Now a listing might not match up with search terms a user enters, i.e., shots vs immunizations.
- Worked very well in being
- Paper directories are out of date as soon as they are printed.

How did it benefit the community? Who uses it and for what?

- Parents, youth and organizations use it.
- County gets a lot of information calls so they will walk callers through the online guide, tell them how to search with it.

How is it funded?

- Through county funding, and a small grant through Dept of Social Services Quality Childcare Initiative (originally federal money).
- Pays for staff time for research.
- Technology is supported by County's technology department

How many resources for youth are available on your inventory?

- About 250, but not distinct organizations, sometimes it is the same agency with different programs.

What is still needed in your inventory?

- Goal of new version is more accessibility for citizens
- Change over will be done in February 2012. In spring are planning an advertising and promotion campaign for it.
- Want to incorporate more early childhood services and resources
- Want parents to be able to easily access the information.

Theory & utility – why use this approach?

- Required as part of a comprehensive gang assessment
- Debated how to conduct it: survey of organizations can be challenging because don't know who to send it to, if one person or a group should complete it.
- Decided to start with Internet search, follow up with phone call. Was a more efficient way that didn't waste organizations' time.
- City support staff devoted many hours to the internet search and follow up calls

What challenges did a survey pose?

- Challenging data to gather: organizations reach, and amount of funding/resources

How is the inventory used?

- Sent out the password to schools, youth congress (government), U of MN.
- Some people know that a paper version is included in our gang assessment report (fall, 2010).

Why is the inventory page password protected?

- Didn't want so many people updating that information would get compromised or deleted – there's no administrator.
- Better to keep it to known agencies

How funded?

- Had been promised searchable website from National Gang Center (federally funded technical assistance provider) but never received, so started own.
- Inventory was funded through Office of Juvenile Justice and Delinquency Prevention.

What challenges did you face in getting it up and off the ground?

- Started with online template but it became extremely clunky to enter the data
- Moved it to Excel to update, then back to Access for uploading, because easier to enter data.
- End user experience is sometimes a challenge with Access databases.
-

What worked for you on the inventory and what didn't?

- Worked: helped city identify service gaps. Good to identify up front what your purpose is in starting an inventory.
- Didn't: wasn't an ongoing, constantly updated inventory, so information becomes stale quickly.
- It's a huge investment to make an inventory searchable and easy to use

How did it benefit the community (did community access the info)? Who uses it and for what?

- Identified service gaps (gang-affiliated youth) and submitted proposals to try to fill them. Now 2 new programs funded through OJJDP and Ellisons office as a result.

What impact has it had?

- Is used now as a library that staff occasionally check for reference.

What is still needed in your inventory?

- If we intend this to be accessible, needs resources and money, ideally from federal government. They could multiple cities on one website and make it searchable, with each city responsible for updating their own information. MNhelp.info is an example of this approach, though it is broader than youth.
- Youth don't always like to search databases, prefer texting, facebook, or phone apps. Need to be innovative.

What do inventories need in general?

- Need to be online, searchable, up to date
- Needs to be a constant stream of funding for the infrastructure
- Needs to be printable, with ability to make customized lists.

Theory & utility – why use this approach?

- There was a real desire to find out what youth wanted and to train them to find it, as leadership development.
- Also a real need to find out what was going on in community.
- Might get different information if kids ask the questions instead of adults.
- Youth were empowered when organizations want to be included in their project.
- Youth were empowered when they learn they can organize and don't need have to have everything provided for them.
- Youth learned how to talk to others, how to think strategically about what they want to accomplish, and they learned that sometimes people don't follow through when they say they will.
- Process encouraged involvement in youth activities by City Council members.

How do you set up and then sustain the infrastructure around the inventory?**Who manages it, who feeds it content and updates it?**

- Have not sustained or updated it as of yet
- University consultant and Pam McBride at YCB did coordinating, planning, training, and strategizing.

What worked and what didn't?

- It was a city-wide mapping project, reaching many neighborhoods.
- Maps not consistent because each area had its own group and approach.

Timeline

Spent two years working on this project: planning, training, collecting data, putting together, mapping it, printing the maps.

For Further Information

See white paper evaluation of the project.

How do you set up and then sustain the infrastructure around the inventory? Who manages it, who feeds it content and updates it?

- Working groups are mostly people from organizations (YWCA, campfire, boys and girls club, etc.).
- Asked organizations to send in survey responses to Sprockets.
- In spring, Sprockets staff put all info in, was a lot of work.
- There's a link to each program's website – not detailed info on Sprockets itself.
- Now Sprockets is looking at setting up a new, improved and more user friendly website, where organizations can update their own info.
- If organizations didn't return surveys, Sprockets didn't call and chase them down because there wasn't enough staff time
- Last summer made program guides of things going on that summer. Sent hard copies for schools to use.
- Paper surveys, face to face interviews, emails.

Funding and structure?

- Different places, because different grants do different things.
- Some grants through Augsburg College.
- Some money from Kellogg Foundation, Wallace Foundation.
- Director is housed in Saint Paul Parks and Rec Dept, and associate is employed by Augsburg, with another network organizer housed at Baker Recreation center.
- Friends of the Library is a fiscal host, they write grants.
- Have a communications plan so once website is updated they'll push out a big promotion campaign again.

How do you use the info in the inventory?

- Trying to get info, Sprockets staff made community connections and built a network to other organizations.
- Building a network strengthens all programs

What challenges did you face in getting it up and off the ground?

- St. Paul libraries designed the current website and that labor was helpful.
- The website isn't perfect but at least it is supported and a start. It doesn't have good filters for the user, like age filters.
- Getting organizations to fill it out and send back the surveys. In the beginning people didn't know what Sprockets was.
- Participation levels look different depending on the program, hard to compare.

What worked for you on the inventory and what didn't?

- Online doesn't always work for everyone, but printed guides can be overwhelming too, especially for limited English proficiency users.
- If organizations wanted to be involved they could, just by providing their info.
- Sprockets currently has different levels of involvement, such as participation in an 11-partner database.
- Sprockets tracks a broad range of organizations, even housing organizations.
- Hardest part is that organizations and program change, which is difficult to track but also hard when trying to build a network within the community, trying to foster personal connections.
- Have program locator on website. Helpful but not the best tool. Now working on a new one that is more user friendly. Parents, young people, providers can put in address, age, and distance from house and it'll pull up programs.

How did it benefit the community (did community access the info)? Who uses it and for what?

- Reports are that parents and organizations use it.
- Don't have official website hits or statistics yet.
- Sprockets also partners with the school district on data collection and piloted a citywide database this fall with 11 partners who can use the database to track their own programs. This allows them to track their attendance, demographics, program choices, and school performance of participants at an aggregate level. Can see if out-of-school activities help school performance. If at least 10 kids in a program, can get aggregate data. That database housed at Wilder and only uses aggregate data because of privacy issues.

What's happened to access & availability to programs now that an inventory is available – is use of those activities increasing?

- Haven't officially tracked changes. Not sure if there's a plan to track this in the future.
- Anecdotal, *Frogtown Area Program Guide* partners (one paper version of Sprockets) said parents are using it.

What is still needed in your inventory?

- The question now is how does this information work for a large system, like a city?
- Sprockets made a map of where programs are located. Not posted on the website, its internal, based on summer intern work. Ideally would have some kind of mobile map on the website or on phone apps.
- Had an intern this summer who determined how many spaces are available at programs and if they are at capacity? Intern is just finalizing her report now.
- Transportation information on how kids get to programs.

Background on Sprockets?

- Sprockets started about 6 years ago, by mayor Coleman who felt addressing youth achievement gap and education was important.
- He developed second shift commission to see what other cities do to support out of school learning and activities.
- There have always been organizations like Leap Forward in Frogtown, the East side Network Cafe, and Neighborhood Learning Collaborative which worked together to share best practices and leverage funds.
- Challenge was making meaningful and sustainable connection with school district. Sprockets is city-wide to support existing collaboratives but also reach out to new areas
- Trying to make sure all programs that support young people in Saint Paul have quality programs.
- Strong focus on advertising small programs as well as large.
- Sprockets itself is a network of collaborators, not a program itself,

Appendix J: Youth Inventory Matrix

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Appendix K: References

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