

DOCUMENT RESUME

ED 475 168

PS 031 164

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TITLE Minnesota Kids: A Closer Look. 2003 Data Book.

INSTITUTION Children's Defense Fund-Minnesota, St. Paul.; Kids Count Minnesota, Minneapolis.

SPONS AGENCY Annie E. Casey Foundation, Baltimore, MD.

PUB DATE 2003-00-00

NOTE 44p.; For 2002 Data Book, see ED 463 851. Distributed by Congregations Concerned for Children - Child Advocacy Network, Joint Religious Legislative Coalition.

AVAILABLE FROM Congregations Concerned for Children - Child Advocacy Network, Joint Religious Legislative Coalition, 122 West Franklin Avenue, Suite 315, Minneapolis, MN 55404 (\$12, plus postage and handling). Tel: 888-870-1402 (Toll Free); Tel: 612-870-3670; Web site: <http://www.cdf-mn.org>.

PUB TYPE Numerical/Quantitative Data (110) -- Reports - Descriptive (141)

EDRS PRICE EDRS Price MF01/PC02 Plus Postage.

DESCRIPTORS Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Neglect; Child Welfare; *Children; Crime; Demography; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Foster Care; Homicide; Incidence; Lunch Programs; Poverty; *Social Indicators; State Surveys; Statistical Surveys; Student Mobility; Suicide; Tables (Data); *Trend Analysis; Violence; Welfare Recipients; *Well Being; Youth Problems

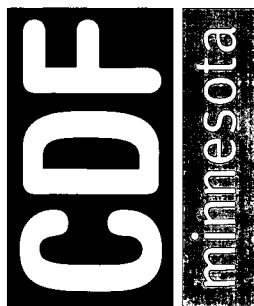
IDENTIFIERS Arrests; Child Mortality; *Indicators; *Minnesota; Out of Home Care; School Lunch Program

ABSTRACT

This KIDS COUNT data book examines trends in the well-being of Minnesota's children. The statistical portrait is based on 11 indicators of child well-being: (1) children living in poverty; (2) children in families receiving food stamps; (3) children receiving free or reduced-price school lunch; (4) children born to teenage mothers; (5) children born at low birthweight; (6) children transferring schools; (7) children not graduating on time; (8) children arrested for serious crime; (9) children abused and neglected; (10) children in out-of-home placements; and (11) children dying from homicide, suicide and injuries. Following an introduction, the data book provides regional and statewide statistical summaries for each indicator, discusses the importance of the indicator, describes potential improvement strategies, and notes Minnesota trends. The data are then compared for 1992, 1996, and 2001. Among the positive trends noted are a decline in percentage of children in poverty, a decline in the number of children born to adolescent mothers, and a decrease in the number of arrests of children for violent crime. (HTH)

Minnesota Kids: A Closer Look 2003 Data Book

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Minnesota Kids: A Closer Look 2003 Data Book

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Children's Defense Fund-Minnesota



a child's voice



Minnesota KIDS COUNT is a joint project of the
Children's Defense Fund-Minnesota
and
Congregations Concerned for Children-Child Advocacy Network
at the **Joint Religious Legislative Coalition**.

Minnesota KIDS COUNT releases periodic reports and an annual data book to provide a statistical profile of Minnesota's children and suggestions for action on their behalf. This data book was made possible through funds provided by the Annie E. Casey Foundation.

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County pages are available on the web at
<http://www.cdf-mn.org/kidscount.html>

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KIDS COUNT

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and departmental web sites give in the Data Notes on pages 34-36.

Access the data in this book in an interactive format, and find out about national KIDS COUNT data and KIDS COUNT projects throughout the United States at <http://www.kidscount.org>

Additional Publications

From Minnesota KIDS COUNT

These publications are free of charge and are available online at <http://www.cdf-mn.org/kidscount.html>.

All Kids Count! Assessing the Well-being of African-American, American Indian, Asian, and Latino Children. 2002. 47 pages.

Minnesota Children in the 2000 Census:

Population by County. Spring, 2001. 8 pages.

Household Composition. Summer, 2001. 8 pages.

Low-Income Children and Families. Fall, 2002. 6 pages.

Children with Disabilities. Winter, 2002. 4 pages.

Language Spoken at Home. Winter, 2002. 4 pages.

Housing and Families. Winter, 2002. 4 pages.

Educational Attainment. Winter, 2002. 4 pages.

From National KIDS COUNT

This publication is free of charge and can be downloaded at <http://www.kidscount.org>, or ordered by calling (410) 223-2890.

2002 National KIDS COUNT Data Book. State Profiles of Child Well-Being. 2002. 200 pages.

To subscribe to the free Children's Defense Fund-Minnesota newsletter, please call (651) 227-6121, or email west@cdf-mn.org.

To join the Children's Defense Fund-MN listserv, please send an email to webmaster@cdf-mn.org.

Table of Contents

Acknowledgments .....	.iii
Additional Publications .....	.iv
Introduction .....	.2
How to Use This Book .....	.4
Section 1: Indicators of Risk	
Family Economics .....	.5
Children in Poverty .....	.6
Children Receiving Food Support .....	.8
Children Receiving Free or Reduced-Price School Lunch Starting Out .....	.10 .12-13
Children Born to Teenage Mothers .....	.14
Children Born at Low Birth Weight .....	.16
Children Transferring Schools .....	.18
Challenges to Success .....	.20-21
Children Dropping Out of School .....	.22
Children Arrested for Serious Crime .....	.24
Children Abused and Neglected .....	.26
Children in Out-of-Home Placements .....	.28
Children Dying from Homicide, Suicide, and Injuries .....	.30
Minnesota Statistics .....	.32
Data Notes .....	.34

INTRODUCTION

A state's quality of life reflects what it values. Minnesota enjoys a high quality of life as it consistently leads the nation in the well-being of its children. This is source of great pride and hope.

Minnesotans are proud when:

- Children are healthy.
- Children are safe.
- Children have access to a good education.
- Children have equal opportunities.

The data in this publication helps Minnesotans see where they are succeeding and where they need to do more. With this information, Minnesota citizens and policy makers can recommit themselves to ensuring that no child is left behind.

Minnesota Children in 2001

All Minnesota children deserve a fair start in life. Yet many Minnesota children live in families that have inadequate financial resources to make ends meet.

- One in ten Minnesota children lived below the poverty line (\$18,000 for a family of four.)

- One in ten children received food support (formerly known as food stamps) (\$23,000 for a family of four.)

- One in four Minnesota children receive free/reduced-price school lunches (\$33,000 for a family of four.)

These indicators all improved or held steady during the economic prosperity of the 1990s, but in the last year of available data, food support receipt and free/reduced-price lunch participation have started to increase.

All Minnesota children deserve a head start in life. Yet many Minnesota children do not have a good start at birth, or a successful educational experience.

- One out of every sixteen Minnesota babies was born at low birth weight.
- Almost 1,600 teenagers gave birth.

Minnesota has made excellent progress in reducing teen births; teen birth rates have decreased by 26% over the past ten years. However, the percent of children born at low birth weight has climbed 28% during the same period.

Introduction, continued on p. 3

INTRODUCTION, continued

- Fifteen percent of the enrollment in Minnesota schools changed schools at least once during the school year. This has increased 17% since 1992-93.
- More than one in five Minnesota students does not graduate on time. This rate has not improved over time.

All Minnesota children deserve a safe start in life. Yet the lives of too many Minnesota children are affected by crime and violence.

- 13,569 Minnesota children were arrested for serious crime. However, this number has been cut in half over the last ten years.
- Around 10,000 Minnesota children every year have a substantiated report of child abuse and neglect, or enter the child welfare system through a new "alternative response" program, and about 17,500 children are placed in foster care or group homes away from their families.

- 173 Minnesota children died preventable deaths in 2001 from homicide, suicide or injury.

CDF Minnesota staff will visit 19 communities across the state, including urban, suburban, small town and rural areas. These informal community meetings, called Kids Count Coffees, offer the opportunity for people to learn about the well-being of children in their local area and to identify ways to become more involved in advocating on their behalf.

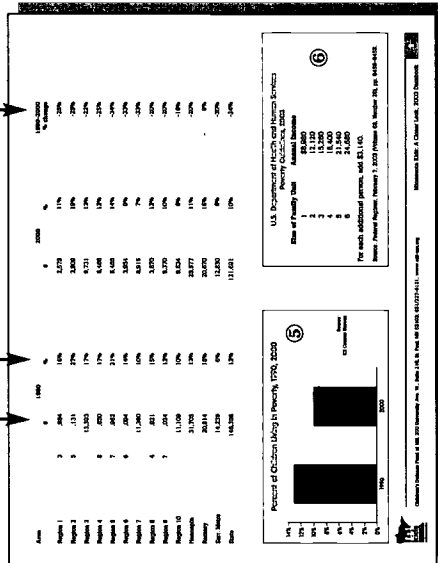
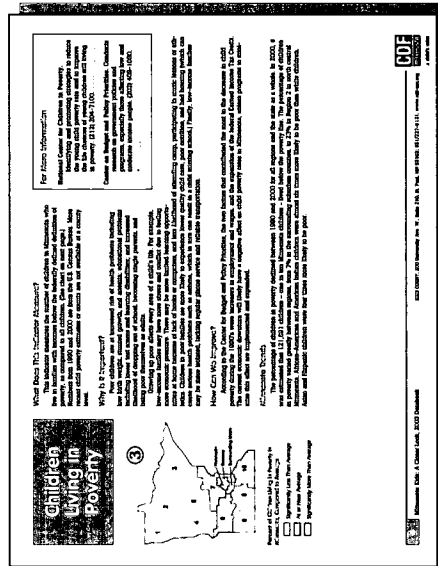
Minnesotans – parents, schools, faith-based organizations, non-profits, businesses and government – must continue to strive to provide a community where all of our children are healthy, safe and educated. Minnesota should settle for nothing less.

If you would like to join us in these efforts, please call (651) 227-6121 or visit our web site at <http://www.cdf-mn.org>.

How to Read the Tables

- ① **Number of Children.** It helps to know the actual number of children affected by a problem, as well as the percentage. Small numbers in a category may fluctuate significantly from year to year, making interpretation more difficult.
- ② **Percent or Rate of Children** (compared to total population, total births, total school enrollment, etc.). Unless the number of children is very small, percentages and rates provide useful comparisons across time, even if the comparison group increases or decreases in size.
- ③ **Map.** The map ranks regions in thirds, allowing for regional comparisons. It can also help determine if a problem is concentrated in certain areas of the state.
- ④ **Percent Change.** This figure reveals trends over time (1992-2001). Small numbers in some regions can create relatively large percentage changes, however.
- ⑤ **Line Graph.** This shows the statewide trend for an indicator for each year of available data.
- ⑥ **Statewide Statistics by Race.** This provides a breakdown of the data by race and ethnicity when available.

Sample Indicator Pages



Family Economics

Families that are strong economically are good for children. Family economic security includes three components. First, it includes a families' ability to meet its financial needs through income. An adequate amount of income is important, but so is the stability and predictability of this income and enough income to begin to accumulate savings and assets, the second component of family financial security. Adequate savings and assets can help families survive a crisis such as loss of a job, plan for future education and retirement needs and improve their living standards. The third component is human and social capital, and refers to education, skills and employment experience and resources such as social and professional networks.

The National Center for Children in Poverty has identified a number of policy strategies that improve children's economic security by increasing family income through encouraging, supporting, and rewarding work. These include earned income tax credits, unemployment insurance, child care subsidies, housing assistance, public health insurance and food support.

Helping families increase their income has a significant impact on the well being of children. A recent study on improving children's economic security from the Center measured how changes in family income affected young children. They began the study with a sample of newborn children and measured these children's cognition, language and behavior at three years of age.

The study found that children in a family of four below the poverty level whose incomes increased by a modest \$372 per month performed just as well on measures of development as children from non-poor families. An increase in income made the most difference for children from the poorest families. Conversely, decreases in family income over the first three years of a child's life resulted in worse developmental outcomes at age three.

The full report from the National Center for Children in Poverty is available at <http://www.nccp.org>.

Children Living in Poverty

What Does This Indicator Measure?

This indicator measures the number of children in Minnesota who live in families with incomes below the federally defined definition of poverty, as compared to all children. (See chart on next page.) Numbers from 1990 and 2000 are from the U.S. Census Bureau. More recent child poverty estimates or counts are not available at a county level.

Why Is It Important?

Poor children are at increased risk of health problems including low birth weight, stunted growth, and anemia; educational problems including lower test scores and learning disabilities; and increased likelihood of dropping out of school, becoming single parents, and being poor themselves as adults.

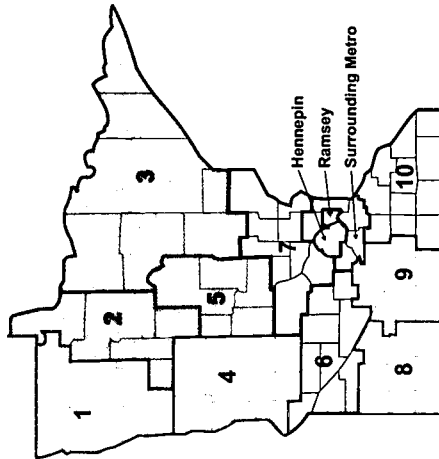
Growing up poor affects every area of a child's life. For example, low-income families may have more stress and conflict due to feeling more economic pressure. There may be more limited learning opportunities at home because of lack of books or computers, and less likelihood of attending camp, participating in music lessons or athletics. Children in poor families are more likely to experience lower quality child care, poor nutrition, and bad housing (which can cause serious health problems such as asthma, which in turn can result in a child missing school.) Finally, low-income families may be more isolated, lacking regular phone service and reliable transportation.

How Can We Improve?

According to the Center for Budget and Policy Priorities, the two factors that contributed the most to the decrease in child poverty during the 1990's were increases in employment and wages, and the expansion of the federal Earned Income Tax Credit. The current economic downturn will likely have a negative affect on child poverty rates in Minnesota, unless programs to minimize this effect are implemented and expanded.

Minnesota Trends

The percentage of children in poverty declined between 1990 and 2000 for all regions and the state as a whole. In 2000, it was estimated that 121,691 children - one in ten Minnesota children - lived below the poverty line. The percentage of children in poverty varied greatly between regions, from 7% in the surrounding suburban counties, to 23% in Region 2 in north central Minnesota. African-American and American Indian children were almost six times more likely to be poor than white children. Asian and Hispanic children were four times more likely to be poor.



Percent of Children Living in Poverty in Minnesota, Compared to Average

- Significantly Less Than Average
- At or Near Average
- Significantly More Than Average

For More Information

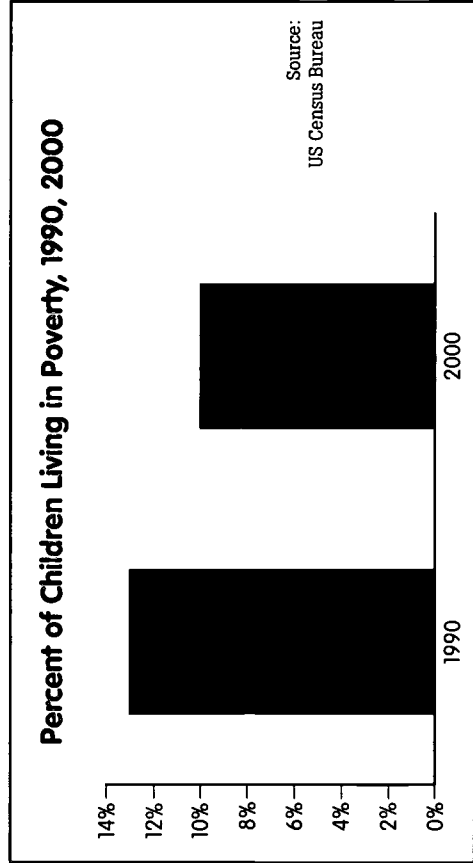
National Center for Children in Poverty.

Identifying and promoting strategies to reduce the young child poverty rate and to improve the life chances of young children still living in poverty. (212) 304-7100. www.nccp.org

Center on Budget and Policy Priorities.

Conducts research on government policies and programs, especially those affecting low and moderate income people. (202) 408-1080. www.cbpp.org

	1990		2000		1990-2000 % change	
	#	%	#	%		
Region 1	3,984	16%	2,579	11%		-28%
Region 2	5,131	27%	3,909	19%		-28%
Region 3	13,393	17%	9,731	13%		-22%
Region 4	8,650	17%	6,466	12%		-25%
Region 5	7,962	21%	5,486	14%		-34%
Region 6	6,094	14%	3,954	9%		-33%
Region 7	11,360	10%	8,915	7%		-33%
Region 8	4,921	15%	3,670	12%		-20%
Region 9	7,024	12%	5,370	10%		-20%
Region 10	11,109	10%	9,534	8%		-18%
Hennepin	31,705	13%	28,577	11%		-20%
Ramsey	20,814	18%	20,670	16%		-9%
Surr. Metro	14,239	6%	12,830	4%		-30%
State	146,386	13%	121,691	10%		-24%



**U.S. Department of Health and Human Services
Poverty Guidelines, 2003**

Size of Family Unit	Annual Income
1	\$8,980
2	12,120
3	15,260
4	18,400
5	21,540
6	24,680

For each additional person, add \$3,140.

Source: Federal Register, February 7, 2003 (Volume 68, Number 26), pp. 6456-6458.

Children Receiving Food Support

What Does This Indicator Measure?

This indicator measures the estimated number of children receiving food support (formerly known as food stamps) in July of each year (51% of the total caseload) as a percentage of the total number of children. Family income must be less than 135% of the poverty line, along with certain other asset limitations.

Why Is It Important?

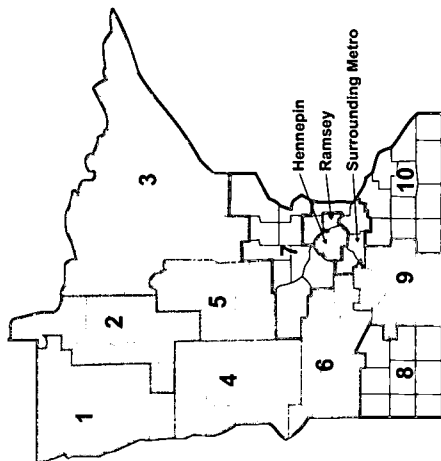
Food support prevents hunger and malnutrition by providing assistance with food expenses to low-income families. Food support is often used by working families to supplement their low wages. In spite of the food support program, hunger and food insecurity persists. Minnesota statistics from the US Department of Agriculture show that from 1996-98, 3% of children lived in households experiencing food insecurity with hunger, and 7% of children lived in households that were food insecure but did not report actual hunger. "Food insecure" households without hunger reported difficulty obtaining enough food, reduced quality of diets, anxiety about their food supply, and increased use of emergency food sources. According to Minnesota Food Share, almost 5% of Minnesotans use food shelves, and half of these users are children. Food shelves have seen a 10% increase in use during the last year.

How Can We Improve?

A study of food stamp program participation rates conducted by the Mathematica Policy Research group for the USDA suggests that approximately 60% of eligible Minnesotans actually receive food stamps, and that this rate has fallen since 1995. This suggests that at least some of the drop in the number of Minnesota children receiving food stamps during the late 1990s was due to eligible families no longer receiving the program, rather than families increasing their income. Outreach programs to low income families through schools and work sites could improve utilization of the food support program and help ensure that all children receive adequate nutrition.

Minnesota Trends

About 10% of Minnesota children received food support in 2001. Minnesota had an increase in the number of children receiving food support between 2000 and 2001, probably reflecting the economic downturn. All regions had an increase during that time, reversing a decade-long decrease. The percentage of children receiving food support was highest in Region 2 as well as in Hennepin and Ramsey counties. The surrounding metro counties had the lowest rate of food support use.



Percent of Children Receiving Food Support in Minnesota, Compared to Average

- Significantly Less Than Average
- At or Near Average
- Significantly More Than Average

For More Information

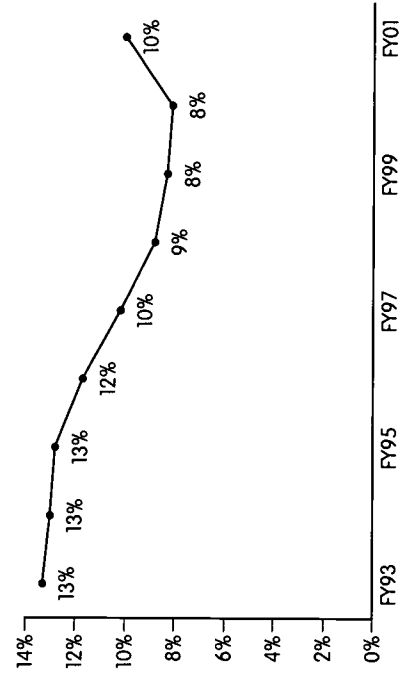
The Food Research and Action Center. Working to improve public policies to eradicate hunger and under nutrition in the United States. (202) 986-2200. www.frac.org

Hunger Solutions Minnesota. Supports direct service to children, families, and seniors in need of nutritious meals, and advocacy, public education and research around the issue of hunger. (651) 486-9860. www.hungersolutions.org

Center on Child Hunger and Poverty. Conducts research on the cause and effects of hunger in America. (781) 736-8885. www.centeronhunger.org

	1993		1995		1998		2001		1993-2001	
	#	%	#	%	#	%	#	%	#	% change
Region 1	4,842	18.4%	4,172	16.4%	2,319	9.5%	1,947	10.5%		-43%
Region 2	4,994	24.4%	4,502	21.3%	3,970	18.7%	3,720	23.1%		-6%
Region 3	14,942	18.7%	13,496	17.0%	9,296	12.1%	8,544	12.6%		-32%
Region 4	9,438	17.5%	8,594	15.9%	5,183	9.5%	4,825	10.9%		-38%
Region 5	6,402	16.2%	5,964	14.8%	4,090	10.1%	3,349	10.3%		-36%
Region 6	6,544	14.1%	5,742	12.7%	3,335	7.5%	3,263	9.4%		-33%
Region 7	10,750	9.0%	9,793	7.9%	6,734	5.1%	6,135	6.2%		-31%
Region 8	3,471	10.3%	3,028	9.1%	1,999	6.4%	2,033	8.0%		-22%
Region 9	6,073	10.4%	5,553	9.6%	3,426	5.9%	3,897	8.3%		-20%
Region 10	10,764	9.0%	10,795	9.2%	7,177	6.1%	7,209	7.4%		-19%
Hennepin	45,386	18.1%	44,970	18.3%	32,064	13.0%	30,820	13.1%		-28%
Ramsey	26,536	20.7%	27,159	22.3%	20,482	16.8%	18,763	17.4%		-16%
Surr. Metro	15,311	5.8%	14,476	5.3%	9,782	3.5%	9,535	4.4%		-25%
State	165,453	13.3%	158,244	12.8%	109,857	8.8%	104,262	10.0%		-25%

Estimated Percent of Children Receiving Food Support, 1993-2001



Source:
MN Department
of Human
Services

Statewide Statistics: Number of Children Receiving Food Support

	Average Monthly Number	Percent
1992	N/A	N/A
1993	165,453	13%
1994	163,773	13%
1995	158,244	13%
1996	146,134	12%
1997	127,053	10%
1998	109,857	6%
1999	105,546	8%
2000	99,686	8%
2001	104,262	10%

Children Receiving Free or Reduced-Price School Lunch

What Does This Indicator Measure?

This indicator measures the number of school age children that live in low-income families (below 185% of the poverty line), as measured by their receipt of free or reduced-price school lunches, compared to the total number of students.

Why is it Important?

Many children receiving free or reduced-price school lunches live in low-income working families. These families do not earn enough to provide for the basic needs of their children.

Low-income working families have many obstacles that other families may not encounter. They are less likely than wealthier families to be covered by health insurance. Also, in those families that require child care, half paid more than one-fifth of their family income for child care, and one in five paid more than two-fifths of their income.

In addition, the gap between those families with incomes in the top 20% and the bottom 20% has been growing over the past few decades. Since the 1970s, the inflation-adjusted incomes for the bottom fifth have actually gone down 2%, while those for the top fifth have gone up 43%.

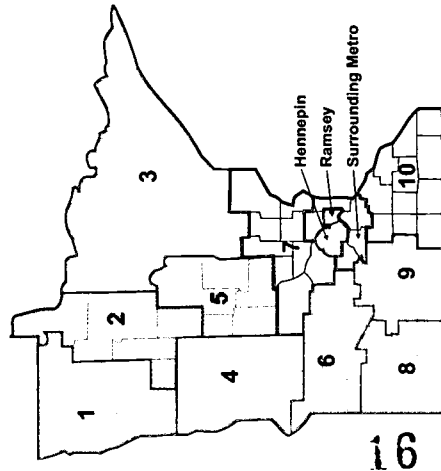
School meals themselves are also important by providing educational and nutritional benefits to students. School lunches provide 1/3 to 1/2 of the recommended daily allowances for key nutrients. Children who eat school meals perform better on standardized achievement tests and are late and absent from school less often than children who do not participate in the program.

How Can We Improve?

Programs to support the self-sufficiency of low income working families are critical, including the Earned Income Tax Credit and Minnesota Working Family Credit, which increase the annual income for low-wage workers; the Basic Sliding Fee child care program, which allows parents to work by assisting with child care expenses; and MinnesotaCare, which helps families obtain health care for their children. In addition, the universal school breakfast program for lower-income schools, Fast Break to Learning, ensures that students get a nutritional start to their school day.

Minnesota Trends

Statewide, free or reduced price school lunch participation was slightly higher in 2001-02 than it was in 1992-93. In the 2001-02 school year, 24% of students participated in the program, meaning that almost one in four Minnesota students lived in a low-income family. Over x% received free lunch, meaning that their families were below 135% of the poverty level. The percentage of students in the program reflects differing poverty rates between regions of the state. The highest rates were 48% in Region 2, and 43% in Ramsey County. The lowest rates were 12% in the surrounding metro counties.



Percent of Children Receiving Free or Reduced-Price Lunch in Minnesota, Compared to Average

- Significantly Less Than Average
- At or Near Average
- Significantly More Than Average

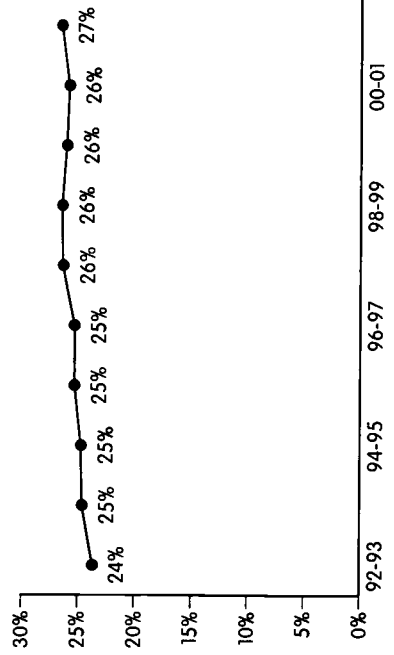
For More Information

Food and Nutrition Service, Minnesota Department of Children, Families and Learning. Administers U.S. Department of Agriculture (USDA) food and nutrition programs, including school meals, that support American agriculture and the nutrition of children and some adults.
<https://fns.state.mn.us>

School Lunch Program Fact Sheet, US Department of Agriculture.
www.fns.usda.gov/cncd/Lunch/AboutLunch/faqs.htm

	1992-93 enrollment	1992-1993 #	1992-1993 %	1995-1996 #	1995-1996 %	1998-1999 #	1998-1999 %	2001-2002 #	2001-2002 %	93-94 to 00-01 % change
Region 1	19,066	6,414	33.6%	6,539	34.5%	6,150	34.9%	5,590	34.4%	2.1%
Region 2	14,553	5,943	40.8%	7,043	45.6%	7,640	50.4%	7,004	48.4%	18.4%
Region 3	56,474	14,408	25.5%	15,137	27.1%	15,652	29.0%	15,770	31.7%	24.2%
Region 4	36,829	11,901	32.3%	11,547	30.8%	10,996	30.1%	9,340	30.2%	-6.6%
Region 5	28,166	11,251	39.9%	11,874	40.9%	11,938	40.9%	11,305	40.0%	0.2%
Region 6	32,786	8,692	26.5%	8,906	27.2%	9,288	29.0%	8,749	29.2%	10.2%
Region 7	79,520	17,847	22.4%	18,767	22.5%	19,084	21.9%	17,847	19.7%	-12.3%
Region 8	22,846	6,779	29.7%	7,066	30.4%	7,016	31.4%	6,629	32.1%	8.2%
Region 9	37,038	10,226	27.6%	10,356	26.6%	9,966	26.5%	9,708	27.4%	-0.6%
Region 10	76,312	15,363	20.1%	16,366	21.3%	16,951	21.8%	16,981	22.2%	10.1%
Hennepin	140,099	32,423	23.1%	41,821	28.0%	48,044	30.6%	50,534	32.0%	38.4%
Ramsey	75,639	24,310	32.1%	29,064	35.7%	35,567	41.0%	37,938	43.5%	35.5%
Surr. Metro	166,355	20,796	12.5%	23,905	13.2%	24,741	12.9%	25,513	12.7%	1.7%
STATE	785,683	186,353	23.7%	208,391	25.3%	223,033	26.4%	222,908	26.5%	11.7%

Percent of Children Receiving Free/Reduced-Price Lunch,
1992-93 to 2001-02



Source:
MN Department of
Children, Families
and Learning



Starting Out

Giving children the right start is very important for many reasons, one of which is making sure they enter school ready to learn. This includes being healthy, having good social and emotional development, proper language development, and other learning skills. Child Trends recently issued a research brief on school readiness and identified a number of important factors that determine a child's readiness for school. These include:

Child Health. Many factors must be addressed to ensure good health, and thus, good learning for children. Low birth weight, pre-term births should be prevented to minimize later problems. Immunizations protect children from many serious diseases that can limit children's ability to succeed in school. Good nutrition is essential for children's physical and intellectual development. Preventing unintentional injury can prevent long-term deficits in cognitive, behavioral and motor functioning. Finally, childhood emotional and behavioral problems can be helped by addressing parents' problems in these areas.

Family Factors. The family environment is crucial in shaping children's early development. Keeping families strong economically, promoting stable family structures with involved parents, and developing a rich home learning environment with good parenting practices can help children succeed in school.



Early Childhood Care and Education. Quality early childhood care and education programs help children with their cognitive, emotional and social development. This effect is especially strong for low income preschoolers. Quality settings tend to have low staff-child ratios, smaller group sizes, and higher education, training and compensation of caregivers.

Other Factors. Smooth transition plans between child care settings or home and kindergarten can make children's first school experience more positive. Focusing on "emergent literacy" involves encouraging early interest in reading and writing and exposing young children to books. Media exposure, particularly television, can affect children's social behavior and either contribute to or detract from children's early learning.

The full Child Trends research brief is available at http://www.childtrends.org/schoolreadiness_intro.asp.

Starting Out



Children Born to Teenage Mothers

What Does This Indicator Measure?

This indicator measures the number of children born to mothers under eighteen years of age, and the three year birth rate for young women ages 15-17, that is, how many out of each 1,000 young women gave birth during those years. The rate of these births is given as a three-year average for ages 15-17 in order to increase accuracy for smaller regions and counties.

Why Is It Important?

Teen births can be difficult both for the young mothers and for their children. Young mothers are less likely to complete high school and are less able to support their families than older mothers. Most young fathers are ill-equipped to take on the responsibilities of fathering due to lack of education and job skills, leading to low wages. Children born to teen mothers are more likely to have increased health, academic and social problems as they grow up, including poorer school performance, and an increased risk of child abuse and neglect.

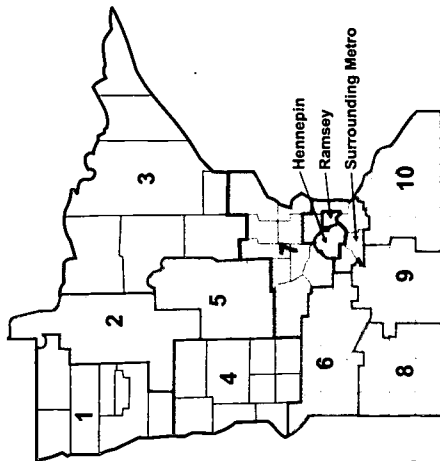
Many Minnesota adolescents are sexually active, although that number has been declining, according to the 2001 Minnesota Student Survey conducted by the Minnesota Department of Children, Families and Learning. By ninth grade, 17% of females and 22% of males have had sexual intercourse. By twelfth grade, about half of students report having had sex. Sixty percent of sexually active young men and 69% of young women reported always using a birth control method.

How Can We Improve?

Successful education programs focus on reducing sexual behaviors that lead to unintended pregnancy; use behavioral goals, teaching methods, and materials that are appropriate to the age, sexual experience, and culture of the students; use proven effective approaches and teaching methods; include activities that address social and peer pressures about sexual activity; and utilize trained teachers and/or peers. Parental values and communication are also important; large percentages of students in the Student Survey reported that they chose not to have sex because "one or both of my parents would object." Finally, helping teenagers develop positive beliefs about their future possibilities may reduce the likelihood of early child-bearing.

Minnesota Trends

In 2001, 1,598 children were born to adolescent mothers. The rate of teen births has declined since 1993 for almost every region as well as the state as a whole. Region 7 and Hennepin and Ramsey counties, and the surrounding suburban counties, had the highest teen birth rates in the state. However, the sharpest declines in the last 10 years were also in Hennepin and Ramsey counties. Birth rates for African American and Hispanic adolescents are higher than those of whites.



Percent of Children Born to Teenage Mothers in Minnesota, Compared to Average

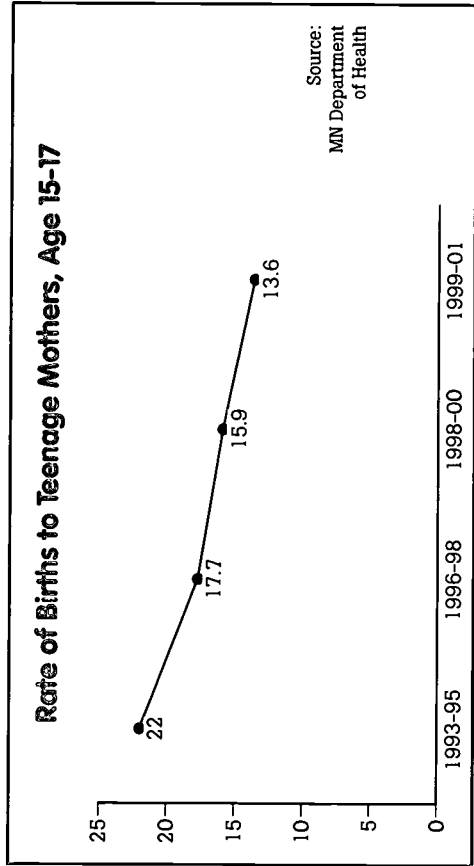
- Significantly Less Than Average
- At or Near Average
- Significantly More Than Average

For More Information

MN Organization on Adolescent Pregnancy, Prevention and Parenting. (MOAPPP)
Strengthening policies and programs related to adolescent pregnancy, prevention and parenting in Minnesota. (651) 644-1447.
www.moappp.org

The National Campaign to Prevent Teen Pregnancy. The goal of the National Campaign to Prevent Teen Pregnancy is to reduce the rate of teen pregnancy by one-third between 1996 and 2005.
(202) 478-8500. www.teenpregnancy.org

	1992	1994	1996	1998	2000	2001	1993-95 rate/1000	1995-97 rate/1000	1996-98 rate/1000	1997-99 rate/1000	1998-00 rate/1000	1999-01 rate/1000	% change 1993-95 to 1999-01
Region 1	35	41	37	37	30	16	16.9	15.2	13.6	12.6	13.2	10.9	-36%
Region 2	51	48	47	56	57	51	23.5	24.7	25.9	25.0	24.3	12.8	-46%
Region 3	130	115	111	129	98	90	16.9	15.3	15.4	15.5	14.0	10.0	-41%
Region 4	72	72	73	82	64	52	17.7	14.7	15.5	15.1	14.4	10.5	-41%
Region 5	73	87	55	58	56	53	24.7	17.2	15.5	16.9	15.7	12.0	-51%
Region 6	60	56	60	77	68	64	16.8	15.8	16.1	16.4	16.5	12.1	-28%
Region 7	130	157	168	137	131	136	16.1	13.7	12.9	11.6	10.8	14.3	-11%
Region 8	46	40	46	35	33	47	14.6	15.2	14.1	13.1	11.3	11.8	-19%
Region 9	49	68	85	83	72	66	16.2	15.7	16.3	14.4	13.9	11.8	-27%
Region 10	121	152	127	157	148	137	16.8	14.4	13.9	14.1	13.6	12.8	-24%
Hennepin	577	555	534	474	490	408	31.5	26.7	24.3	23.4	22.2	14.6	-54%
Ramsey	339	320	372	363	331	258	38.4	35.1	35.4	34.7	33.4	14.7	-62%
Surr. Metro	228	288	304	252	219	220	14.1	12.4	11.2	9.9	9.0	14.9	6%
State	1,911	1,999	2,019	1,940	1,797	1,598	22.0	18.5	17.7	16.9	15.9	13.6	-38%



Statewide Statistics: Children Born to Teenage Mothers

	All Children	Ethnicity			
		African-American	American Indian	Asian	White
1992	1,911	389	122	105	1,174
1993	1,958	357	137	139	1,182
1994	1,999	361	157	108	1,234
1995	2,033	369	128	154	1,235
1996	2,017	325	106	174	1,180
1997	2,011	344	125	199	1,309
1998	1,940	353	146	233	1,177
1999	1,887	327	131	237	1,168
2000	1,797	326	123	184	1,131
2001	1,598	268	124	150	1,028

Children Born at Low Birth Weight

What Does This Indicator Measure?

This indicator measures the number of infants born weighing less than 2500 grams (5.5 pounds) including those born prematurely (before 37 weeks) and those born at full term, but underweight, as a percentage of all births.

Why Is It Important?

As a group, infants born at low birth weight have higher rates of health problems than other children. By school age, children born at low birth weight are more likely to have mild learning disabilities, attention disorders, developmental impairments, and breathing problems.

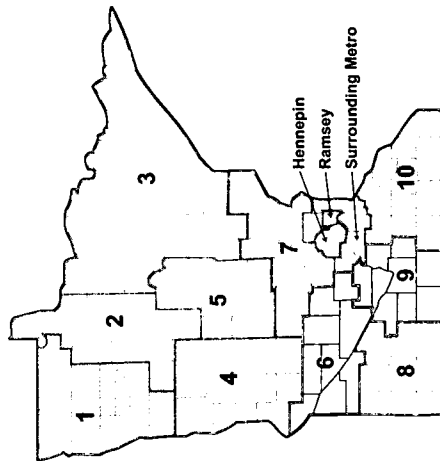
Measuring the number of children born at low birth weight is also a good indicator of the overall level of prenatal care and maternal health. The three major risk factors for low birth weight are cigarette smoking during pregnancy, low maternal weight gain, and low pre-pregnancy weight. Other risks include overall maternal health, fetal infection, genetic make-up, and other health problems. Also, multiple births (twins, triplets, etc.) are more likely to be born at low birth weight. Low birth weight is more prevalent in births to African American and Hispanic/Latino women, and to women who give birth at younger ages.

How Can We Improve?

The three most effective prenatal intervention efforts identified by researchers are reducing smoking by pregnant women, improving nutrition for pregnant women, and providing better prenatal care. Consuming adequate amounts of folic acid throughout pregnancy may also reduce the risk of having a pre-term and low birth weight baby. Additional research into the causes of disparities among racial and ethnic groups is also needed, because these disparities exist even when studies have taken into account higher rates of other risk factors such as lack of prenatal care.

Minnesota Trends

Just over one out of every seventeen children born in Minnesota in 1999 was born at low birth weight. This rate has increased slightly since the first part of the decade. Low birth weight babies were the most frequent in Ramsey County and in Regions 2, 3, and 10. While all areas of the state saw an increase through the decade, in some regions, the increase was much larger than the state increase. African-American children are more likely to be born at low birth weight than are children of other races.



Percent of Children Born at Low Birth Weight in Minnesota, Compared to Average

- Significantly Less Than Average
- At or Near Average
- Significantly More Than Average

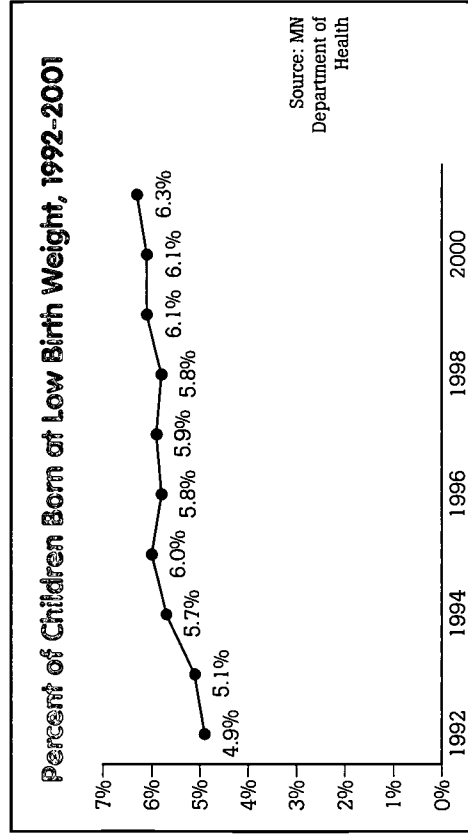
For More Information

March of Dimes. The mission of the March of Dimes is to improve the health of babies by preventing birth defects and infant mortality. (952) 835-3033. www.modimes.org

US Department of Agriculture. WIC Program Study: How WIC Helps. www.fns.usda.gov/ProgramInfo/howwichehelps.htm

	1992	1995	1998	2001	92-01
	#	#	#	#	% change
Region 1	56	61	63	51	24.0%
Region 2	44	52	36	59	31.3%
Region 3	165	185	187	189	34.3%
Region 4	110	116	123	135	43.6%
Region 5	71	78	94	112	45.2%
Region 6	77	115	72	92	26.3%
Region 7	236	285	323	403	43.5%
Region 8	63	68	71	96	67.4%
Region 9	111	144	148	147	35.0%
Region 10	325	340	357	406	20.3%
Hennepin	915	986	1042	1083	17.7%
Ramsey	389	491	488	512	42.1%
Surr. Metro	648	787	802	894	23.5%
State	3,211	3,709	3,806	4,179	28.1%

23



Statewide Statistics: Children Born With Low Birth Weight

	All Children	African-Amer.	Amer. Indian	Asian	White	Hispanic						
1992	3,211	4.9%	88	6%	131	5%	2,618	5%	73	5%		
1993	3,320	5.1%	348	10%	100	7%	174	7%	2,675	5%	85	5%
1994	3,646	5.7%	429	12%	94	7%	192	7%	2,893	5%	107	6%
1995	3,709	6.0%	405	11%	105	8%	181	6%	2,960	5%	129	7%
1996	3,715	5.8%	365	12%	63	6%	175	7%	2,936	5%	138	6%
1997	3,801	5.9%	366	11%	80	7%	189	7%	3,110	6%	169	7%
1998	3,806	5.8%	468	10%	87	6%	221	7%	2,993	5%	n/a	
1999	4,016	6.1%	534	11%	104	7%	280	8%	3,060	6%	207	6%
2000	4,140	6.1%	556	10%	103	7%	231	6%	3,191	6%	297	6%
2001	4,179	6.2%	434	10%	84	7%	277	8%	3,338	6%	277	6%



Children Transferring Schools

What Does This Indicator Measure?

This indicator measures the number of transfers occurring between public schools within a district or between schools in different districts during the school year, compared to the total school enrollment. Students who transferred more than once are counted each time they transfer schools. Students who move over the summer are not included.

Why Is It Important?

According to a study on school mobility from the Kids Mobility Project, students who move often have lower attendance rates, which impacts their school achievement. Other studies have found that average reading scores for students who moved three or more times were half those of students who did not move. Students who, on average, were absent 20% of the time scored 20 points lower than students who attended school nearly every day. Also, students who moved often had more problems with behavior and making friends and were more likely to be suspended.

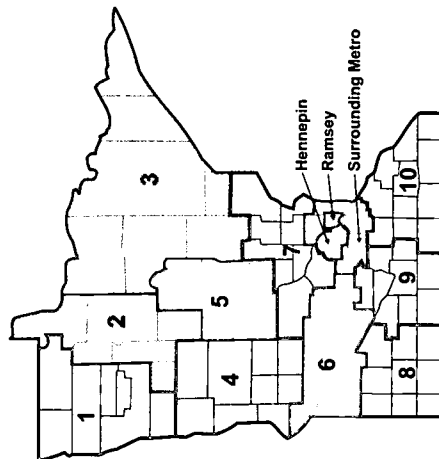
Although moves are sometimes positive for families, 59% of families who moved in the Kids Mobility Project study did so to cope with housing or personal problems, and 21% were forced to move because of eviction, property condemnation, etc. Although available state data is not kept by race or economic status, in this study, students of color and low-income students were most likely to be mobile.

How Can We Improve?

Increasing housing stability will decrease student transfers due to housing projects. Schools with high student mobility can also work to increase connections with families and provide supportive services to help maintain a consistent learning environment for their students.

Minnesota Trends

There was about one transfer for every seven children during the 2001-02 school year. The percentage of transfers in all Minnesota schools increased by 17% from 1992-93 to 2001-02. Over the past nine years, transfers increased in almost every region, with the exception of the surrounding metro counties. Regions 2 and 3, and Hennepin and Ramsey Counties had the highest percentages of transfers, although both Region 2 and Ramsey County decreased these numbers during the last school year. Schools in the western Minnesota regions had the most stable enrollment.



Percent of Children Transferring Schools in Minnesota, Compared to Average

- Significantly Less Than Average
- At or Near Average
- Significantly More Than Average

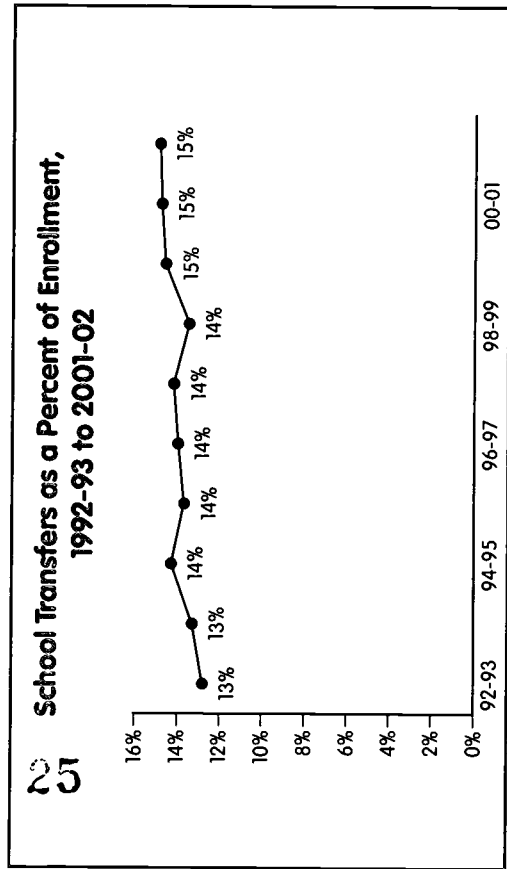
For More Information

"Kids Mobility Project Report." Family Housing Fund, Hennepin County, Minneapolis Public Schools and University of Minnesota, 1995. www.fhfund.org/Research/kids.htm

Minnesota Housing Partnership. Information on housing issues and activities in Minnesota. (651) 649-1710. www.mhponline.org

MICAH (Metropolitan Interfaith Council on Affordable Housing) mobilizing congregations and people of all faiths to address the root causes of inadequate housing. (612) 871-8980. www.micah.org

	1992-1993		1995-1996		1998-1999		2001-2002		93-94 to 00-01	
	#	%	#	%	#	%	#	%	#	% change
Region 1	1,757	9.2%	2,198	11.6%	1,892	10.7%	1,668	10.8%	1,668	17%
Region 2	2,418	16.6%	2,892	18.7%	3,504	23.1%	3,549	24.5%	3,549	47%
Region 3	6,985	12.4%	7,966	14.3%	8,204	15.2%	8,472	17.1%	8,472	38%
Region 4	3,838	10.5%	4,488	11.9%	4,319	11.9%	3,662	10.8%	3,662	3%
Region 5	3,381	12.0%	3,810	13.7%	3,470	11.9%	3,434	12.2%	3,434	1%
Region 6	3,252	9.9%	3,613	11.2%	3,827	12.0%	3,950	13.2%	3,950	33%
Region 7	7,900	9.9%	9,200	10.9%	9,008	10.3%	10,141	11.3%	10,141	14%
Region 8	2,116	9.3%	2,462	10.6%	1,991	8.9%	2,474	12.0%	2,474	29%
Region 9	3,154	8.5%	3,990	10.3%	3,814	10.2%	3,956	11.3%	3,956	32%
Region 10	7,272	9.6%	8,701	11.3%	8,731	11.3%	8,562	11.2%	8,562	18%
Hennepin	23,929	17.2%	25,348	17.2%	26,789	17.2%	31,704	20.4%	31,704	18%
Ramsey	12,989	17.2%	15,167	18.6%	15,494	17.8%	18,027	20.7%	18,027	21%
Surr. Metro	20,691	12.7%	22,760	12.6%	22,438	11.7%	25,243	12.7%	25,243	0%
State	99,682	12.8%	112,762	13.7%	113,481	13.5%	124,902	14.9%	124,902	17%



Challenges to Success

Most of the indicators in this section measure how children and youth have failed or how their families and society's intervention systems have failed them. What works to prevent the kind of negative experiences of neglect, abuse, violence, poor educational achievement, injury and even death that are reflected in these statistics?

Child Trends recently did a comprehensive analysis of how to promote well-being among adolescents. Their review of over 1,1000 studies about "what works" found factors common across all domains of adolescent health, including mental health, emotional well-being, educational adjustment and achievement, physical health and safety, positive reproductive health, social competency and positive citizenship. Here are a few of their findings:

Adolescent behaviors cluster, i.e. youth that have one positive or negative characteristic have many other corresponding characteristics. For example, youth who are having trouble in one area, such as substance abuse, are more likely to engage in risky sexual behaviors, have poorer overall health and other problems.

Parent-child relationships are key to adolescent development and well-being. Strong relationships between parents and their children are associated with positive outcomes such as higher academic motivation and achievement, better social skills and lower rates of risky sexual behaviors.

Peer influences are important and can be positive. For example, youth whose friends have high educational aspirations and engage in other positive and healthy behaviors behave in a similar fashion.

Siblings, teachers and other adults/mentors provide additional support and can improve the well-being of adolescents. A holistic approach to problems is best, incorporating factors such as public policy, school quality and neighborhood conditions.

Engaging youth themselves is critical for success of programs trying to change adolescent behavior.

Start young and sustain the effort over time. Early intervention before adolescence can prevent problems from developing later on.

Think positive. "Promoting skills and assets, instead of preventing deficits seems more likely to result in youth realizing their potential and subsequently avoiding the effects of negative influences."

The full summary is available at http://www.childtrends.org/youthdevelopment_intro.asp.

Challenges to Success



Children Not Graduating On Time

What Does This Indicator Measure?

This indicator measures the number of students from a particular class (i.e. the Class of 2001) who do not graduate on time, compared to the total number of students in the class. Students who do not graduate on time either dropped out sometime between ninth and twelfth grades, or continued on in summer school or other programs. This differs from the single year drop-out rate, which measure the number of students of all grades who drop out in a particular year.

Why Is It Important?

Not graduating from high school is associated with many future problems for young adults. Students who drop out of school are three times as likely to slip into poverty in adulthood than those who finish high school. Job prospects are minimal for young and unskilled workers, and the earnings of high school dropouts are significantly lower than for those who complete more education. Measuring the on-time graduation rate also helps measure the effectiveness of schools in educating students.

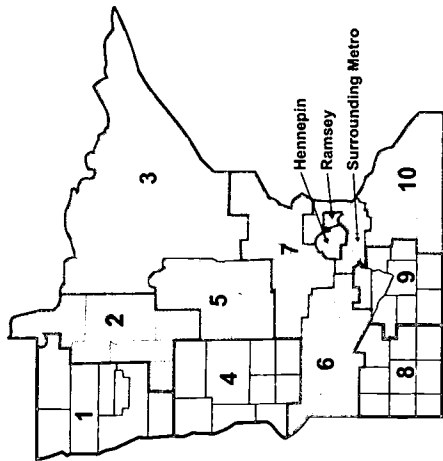
Drop out rates are especially high for American Indian, African American and Hispanic students. These students represent an increasing percentage of the student body in Minnesota which makes the impact of these statistics even more significant for the state.

How Can We Improve?

There is a high correlation between truancy and dropping out of school. Studies on truancy show that children at risk of dropping out can be detected as early as third grade. Early intervention with students and families can help break the patterns of truancy and ensure that children will complete school. Mentoring, which provides guidance and support for children, can have a powerful effect on drop out rates. Another preventive technique is alternative schooling, which can meet student needs not addressed by mainstream schools.

Minnesota Trends

Out of the entire class of 2001, 22% of students did not graduate on time. About half of these students dropped out, and half continued on in Minnesota schools. Between 1997 and 2001, the number of seniors not graduating on time remained about the same. The most students graduated on time in Regions 4 and 8 and the fewest in Hennepin and Ramsey Counties and in Region 2. Students of color were much less likely than white students to graduate on time (see graph and chart on next page.) African American students were almost four times more likely than white students to not graduate on time; American Indian and Hispanic students were about three and a half times more likely, and Asian students were almost twice as likely as white students to not graduate on time.



Percent of Children Not Graduating on Time in Minnesota, Compared to Average

- Significantly Less Than Average
- At or Near Average
- Significantly More Than Average

For More Information

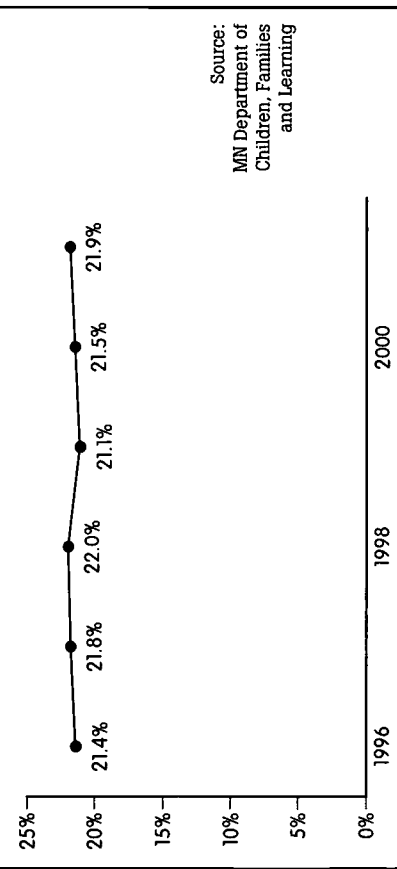
Minnesota Minority Education Partnership. A nonprofit collaborative that seeks to increase the success of students of color in Minnesota schools, colleges and universities. (612) 330-1645. www.mmep.net

National Institute on the Education of At-Risk Students. US Department of Education Consumer Guide. www.ed.gov/pubs/or/ConsumerGuides/dropout.html

	1997		1998		1999		2000		2001		1997-2001 % change
	#	%	#	%	#	%	#	%	#	%	
Region 1	111	8.7%	126	9.2%	104	7.6%	126	9.5%	124	9.1%	4.9%
Region 2	168	17.4%	207	20.3%	206	19.7%	225	21.1%	224	22.6%	29.8%
Region 3	594	14.6%	529	13.1%	581	13.7%	582	14.2%	590	14.6%	0.0%
Region 4	217	8.9%	262	10.2%	231	8.8%	257	9.4%	206	8.0%	-10.1%
Region 5	381	18.0%	338	16.5%	345	16.3%	345	15.7%	324	15.3%	-14.9%
Region 6	200	8.7%	191	7.9%	220	9.2%	233	9.7%	272	11.6%	33.0%
Region 7	670	12.4%	708	12.1%	589	10.1%	641	10.4%	768	12.3%	-0.3%
Region 8	203	11.4%	116	6.8%	125	7.4%	111	6.2%	143	8.5%	-25.5%
Region 9	230	8.3%	246	8.5%	294	9.8%	274	9.4%	305	10.6%	28.6%
Region 10	631	12.0%	710	12.8%	726	13.1%	746	13.0%	812	14.1%	17.3%
Hennepin	2,180	25.3%	2,353	26.1%	2,213	23.5%	2,473	26.0%	2,360	24.8%	-1.7%
Ramsey	1,259	26.2%	1,318	26.7%	1,165	23.0%	1,198	22.8%	1,250	23.4%	-10.6%
Surr. Metro	1,652	15.3%	1,600	14.0%	1,595	13.3%	1,857	15.0%	1,725	14.0%	-8.8%
State	13,019	21.8%	13,846	22.0%	13,556	21.1%	14,064	21.5%	14,331	21.9%	0.5%

29

Percent of Children Not Graduating on Time, 1996-2001



Statewide Statistics: Children Not Graduating on Time

	All Children	African-American	American Indian	Asian	White	Hispanic
1996	12,085 21.4%	1,501 66.8%	595 62.9%	523 31.0%	9,030 17.8%	436 55.0%
1997	13,019 21.8%	1,615 64.4%	642 58.9%	568 31.8%	9,635 18.0%	559 56.2%
1998	13,846 22.0%	1,898 64.0%	677 56.5%	677 32.4%	10,067 18.1%	527 50.8%
1999	13,558 21.1%	1,843 61.3%	720 57.5%	715 31.2%	9,711 17.1%	569 51.8%
2000	14,064 21.5%	2,070 63.0%	714 57.4%	825 32.0%	9,819 17.2%	636 52.9%
2001	14,331 21.9%	2,089 61.5%	742 57.2%	918 31.7%	9,908 17.5%	674 53.3%

Children Arrested for Serious Crime

What Does This Indicator Measure?

This indicator measures the number of children arrested for either crimes against people (murder, rape, robbery, aggravated assault) or crimes against property (burglary, auto theft, larceny.) The rate given is the number of arrests for these crimes divided by the estimated number of children ages 10-17. Arrest practices vary between jurisdictions, which is reflected in these statistics.

Why Is It Important?

Crime has a negative effect on victims, perpetrators, and the community as a whole. Most children who commit crimes have other problems in their lives, including earlier victimization as young children, learning disabilities, substance abuse, family dysfunction, poor neighborhoods and poverty. These "at-risk" children are also more likely to drop out of school and be unemployed, and face an increased likelihood of developing mental health problems.

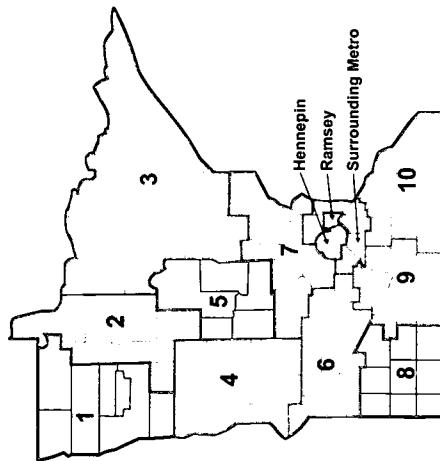
How Can We Improve?

Some studies have shown that early in life, targeted home visits and enriched pre-school programs for high risk children have lowered later delinquency by 80%. Providing training for parents and social competency for children with conduct disorders reduces problem behaviors in 70-90% of the cases. Violence prevention curricula in both middle and high school have been shown to decrease fighting and violent behavior among students. Also, statistics show that 50% of crimes committed by youth occur in the hours immediately following school. Targeted after-school activities and mentoring programs reduce the amount of "down-time" children have to get into trouble.

Minnesota Trends

There were approximately 13,569 arrests of children for serious crimes in 2001*, a rate of 22 arrests per 1,000 children. This rate has decreased by 43% since 1992. Of all arrests of children for serious crimes, 78% were for larceny (theft, including shoplifting); only 11% were for violent crimes, primarily assault. Arrest rates decreased substantially for all regions throughout the past ten years. The highest rates were in Hennepin and Ramsey counties and Region 2, and the lowest rates were in Regions 1 and 5.

* Since St. Paul did not report juvenile arrests for 2001, numbers for Ramsey County are estimated based on the percentage of 2000 arrests comprised of youth.



Percent of Children Arrested for Serious Crime in Minnesota, Compared to Average

- Significantly Less Than Average
- At or Near Average
- Significantly More Than Average

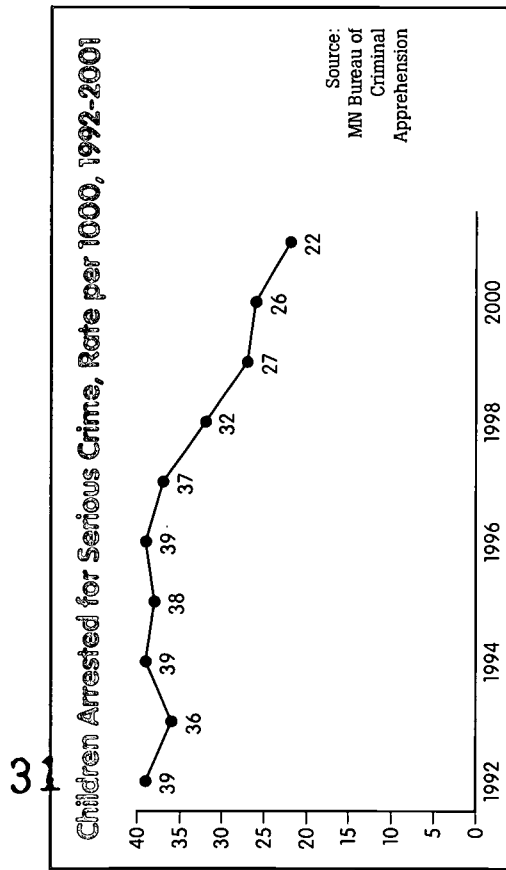
For More Information

Teen Risk Taking: Promising Prevention Programs and Approaches. Urban Institute, (202) 261-5709, www.urban.org/family/TeenRiskTaking_2.html

Less Hype, More Help: Reducing Juvenile Crime, What Works-and What Doesn't. American Youth Policy Forum, (202) 775-9731, www.aypf.org/mendel/index.html

	1992 #	1992 Rate/1000	1995 #	1995 Rate/1000	1998 #	1998 Rate/1000	2001 #	2001 Rate/1000	1992-2001 % change
Region 1	151	13	201	17	192	16	94	8	-39%
Region 2	394	43	329	33	244	23	309	30	-32%
Region 3	1,061	29	1,216	32	1,102	28	849	23	-22%
Region 4	780	33	720	29	554	21	457	17	-49%
Region 5	309	18	329	17	339	17	179	9	-51%
Region 6	574	29	644	31	549	26	447	20	-31%
Region 7	1,573	32	1,532	27	1,458	24	1,153	18	-43%
Region 8	394	26	239	15	268	17	190	12	-54%
Region 9	641	25	698	26	626	23	463	17	-35%
Region 10	1,711	36	1,803	35	1,542	29	1,152	20	-45%
Hennepin	4,868	53	5,374	55	5,165	50	3,880	33	-38%
Ramsey	2,869	63	3,385	71	2,957	60	1,933*	33	-48%
Surr. Metro	4,047	39	3,811	32	3,397	26	2,463	18	-54%
State	19,382	39	20,354	38	18,416	32	13,569	22	-43%

* estimated



Year	Children Arrested For Serious Crimes			
	All Children	African-American	Asian	White
1992	19,382	2,815	606	14,959
1993	18,509	2,836	717	14,017
1994	20,721	3,626	826	15,355
1995	20,354	3,541	894	14,903
1996	21,282	3,684	1,199	15,453
1997	20,512	3,838	1,322	14,378
1998	18,416	3,577	1,151	12,833
1999	15,737	3,325	1,199	10,438
2000	15,389	3,283	982	10,374
2001	13,569	2,291	585	9,104

Race breakouts for 2001 do not include data from St. Paul.

Children Abused and Neglected

What Does This Indicator Measure?

This indicator measures the number of children reported as abused or neglected to county child protective services, whose situations are investigated and who are found to have been abused or neglected. In 2001, cases referred in many counties to the "alternative response" program are also included. These families are provided services, but a determination of abuse is not made. This number does not measure cases that are not reported, cases that are reported by not investigated, cases that are investigated and wrongly dismissed.

Why Is It Important?

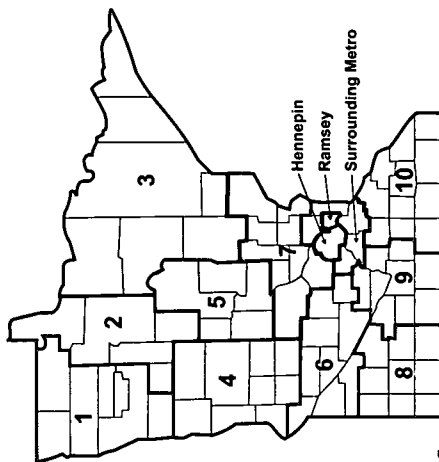
Abuse and neglect prevent young children from doing well in school and developing to their full potential. Young abused and neglected children are more likely to be socially withdrawn and physically aggressive, and to have learning problems. Neglect is just as damaging to children as outright physical, sexual and emotional abuse. Especially for very young children, lack of parental responsiveness to their basic needs can thwart normal physical, mental and social development. As adolescents, abused and neglected children are more likely to be involved in crime, become pregnant, perform poorly at school, use drugs and alcohol, or attempt suicide.

How Can We Improve?

Early intervention to meet the full spectrum of family needs is critical. While some families may need support and a connection to critical resources others may need intensive help with mental health or chemical dependency treatment, or in-home visits and support. Child abuse and neglect has an effect on the entire family. Creative alternatives such as "Alternative Response", a strengths based alternative to traditional child protection investigation, should be increased. Sometimes to protect the health and safety of the children placement in foster care or with relatives is necessary. Most of the time families can be reunited and provide a safe home for their children, but in some cases other options need to be explored to provide stability for a child.

Minnesota Trends

Statewide, the number and rate of substantiated instances of child abuse and neglect has varied little throughout the decade. In 2001, 6,767 children were found to have been abused or neglected, and an additional 3,191 children were involved in alternative response programs. Rates were highest in Hennepin and Ramsey counties and Regions 2 and 4, and lowest in the surrounding metro counties and in Regions 7 and 8. In regions where alternative response was implemented, significant drops in substantiated reports occurred, as many of those families were referred into this program.



For More Information

Minnesota Center Against Violence and Abuse.

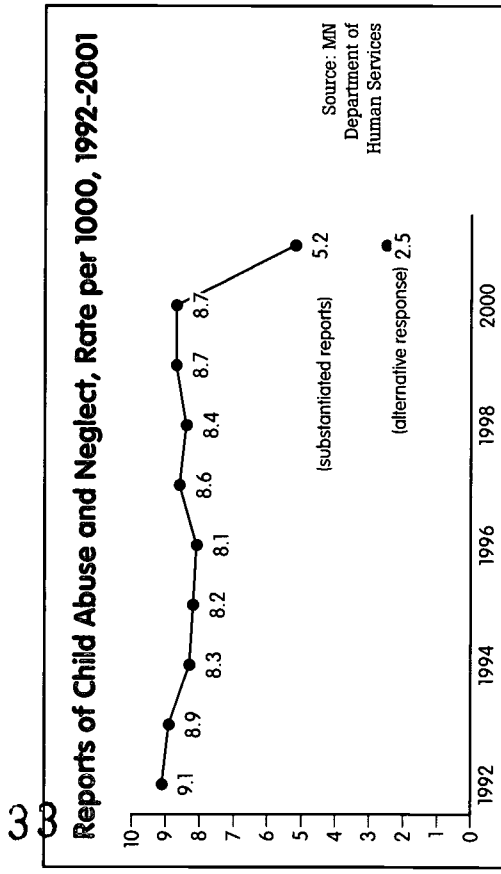
An electronic clearinghouse that provides access to the extensive electronic resources on violence and abuse. (612) 624-0721. www.mincava.umn.edu

Child Abuse and Neglect Clearinghouse.

A national resource for information on child welfare issues and the prevention, identification and treatment of child abuse and neglect. 1-800-394-3366. www.calib.com/nccanch

As adolescents, abused and neglected children are more likely to be involved in crime, become pregnant, perform poorly at school, use drugs and alcohol, or attempt suicide.

	1992 #	1992 rate/1000	1995 #	1995 rate/1000	1998 #	1998 rate/1000	2001 substantiated	2001 alternative response	rate/1000 determined	rate/1000 alt. response
Region 1	200	7.6	220	8.6	168	6.9	93	76	4.0	3.3
Region 2	216	10.7	187	8.8	141	6.6	122	11	5.8	0.5
Region 3	608	7.6	504	6.3	455	5.9	300	287	4.1	3.9
Region 4	535	10.0	494	9.2	385	7.1	309	19	5.9	0.4
Region 5	437	11.2	383	9.5	329	8.2	223	-	5.6	-
Region 6	378	8.2	457	10.1	378	8.5	175	157	4.0	3.6
Region 7	455	3.9	512	4.1	562	4.3	423	209	3.2	1.6
Region 8	283	8.4	261	7.8	237	7.5	100	47	2.9	1.4
Region 9	618	10.6	663	11.5	505	8.7	308	108	5.6	2.0
Region 10	922	7.8	836	7.1	870	7.3	544	486	4.5	4.0
Hennepin	3,692	14.8	2,972	12.1	3,262	13.2	2,533	284	9.4	1.1
Ramsey	1,359	10.6	1,411	11.6	1,543	12.6	659	512	5.0	3.9
Sur. Metro	1,514	5.9	1,373	5.0	1,737	6.1	978	995	3.2	3.2
State	11,217	9.2	10,273	8.3	10,572	8.4	6,767	3,191	5.2	2.5



Statewide Statistics: Children Abused and Neglected

All Children	Two or more races				Hispanic
	African-American	American Indian	Asian	White	
1992	11,217	N/A	N/A	N/A	N/A
1993	11,058	2,273	870	195	7,090
1994	10,434	2,393	866	206	6,360
1995	10,273	2,175	846	185	6,268
1996	10,195	2,349	757	248	6,158
1997	10,777	2,699	768	269	6,259
1998	10,572	2,711	736	291	6,049
1999	11,113	2,822	957	403	5,822
2000	11,169	2,725	827	419	768
2001*	9,876	2,276	683	252	607

*Race breakdowns are not available for the 4,821 children in alternative response programs. Race data for 2000 and later is categorized differently; direct comparisons to previous years are difficult.



Children in Out-of-Home Placements

What Does This Indicator Measure?

This indicator measures the number of children placed in foster care, emergency foster care, group homes or residential treatment facilities by county social service agencies, compared to the total number of children. Placements through the criminal justice system are not included in these numbers.

Why Is It Important?

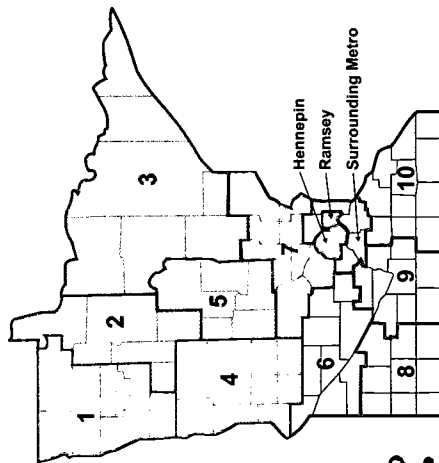
Children in out-of-home placement are usually there because of serious problems in their families. The placement could be because of abuse or neglect by parents or other caregivers. For older children, it could be because of conflict between them and their families. This intervention, while sometimes necessary, has a large financial cost as well as a high emotional cost. Placement can be a stressful intervention for both the child and the family. Children who can't be returned to their birth families are available for adoption. The out-of-home placement caseload in Minnesota disproportionately consists of African-American and American Indian children.

How Can We Improve?

In many cases, families need support, education, mental health services or other community-based resources to help alleviate family difficulties. In addition, more information is needed on placement outcomes to ensure that the services provided are meeting the needs of children and their families.

Minnesota Trends

After an increase in the first part of the decade, the rate of out-of-home placements has decreased slightly at the end of the 1990's. In 2001, 17,587 children were in out-of-home placements for some or all of the year, which was over 13 out of every 1,000 children. Regions 2, 3, 5, Hennepin and Ramsey counties had the highest rates of placement, while the surrounding metro counties and Region 6 had the lowest rates. The largest increase in out-of-home placements were in Ramsey County, Region 10 and Region 1; decreases were reported in Hennepin County, Region 3 and the surrounding metro counties.



34

Percent of Children in Out-of-Home Placements in Minnesota, Compared to Average

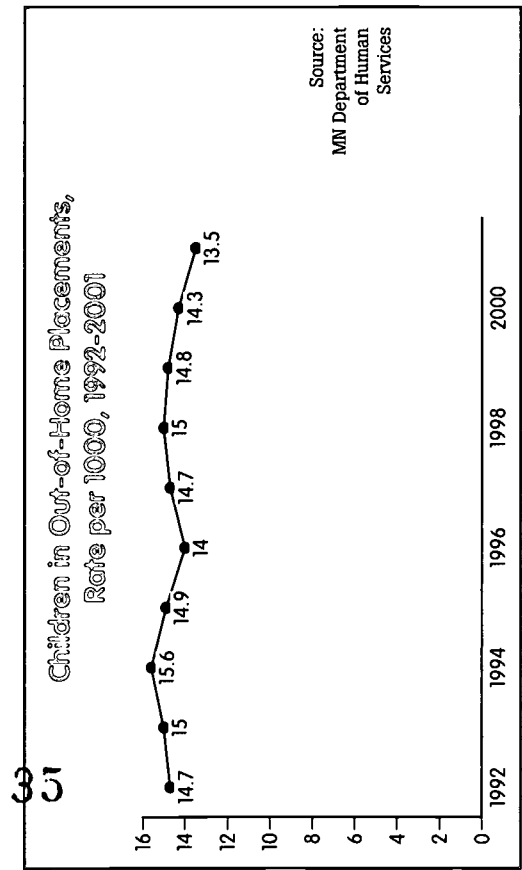
- Significantly Less Than Average
- At or Near Average
- Significantly More Than Average

For More Information

Child Welfare League of America. Resources on policy, practice and data. 1-800-407-6273. www.cwla.org

Children, Youth and Family Consortium, University of Minnesota. Out-of-home placement public policy brief. www.cyfc.umn.edu/policy/issues/briefings/placement.html

	1992 #	1992 rate/1000	1995 #	1995 rate/1000	1998 #	1998 rate/1000	2001 #	2001 rate/1000	1992-2001 % change
Region 1	250	9.5	286	11.2	306	12.5	384	16.6	75%
Region 2	402	19.8	456	21.6	460	21.6	444	21.2	7%
Region 3	2,028	25.4	2,104	26.5	1,808	23.5	1,580	21.4	-16%
Region 4	647	12.0	739	13.7	806	14.8	786	14.9	24%
Region 5	600	15.4	632	15.6	659	16.3	839	20.9	36%
Region 6	444	9.6	462	10.2	479	10.8	488	11.2	16%
Region 7	1,099	9.4	1,557	12.5	1,641	12.5	1,621	12.1	29%
Region 8	406	12.0	506	15.2	481	15.3	434	12.6	5%
Region 9	631	10.8	704	12.2	675	11.7	675	12.2	13%
Region 10	971	8.2	1,141	9.7	1,371	11.6	1,507	12.4	51%
Hennepin	6,283	25.3	5,457	22.1	5,120	20.7	4,439	16.5	-35%
Ramsey	1,835	14.3	1,710	14.0	2,238	18.3	2,212	16.9	18%
Surr. Metro	2,500	9.8	2,738	10.0	2,814	9.9	2,178	7.1	-28%
State	18,096	14.8	18,492	14.9	18,858	15.0	17,587	13.5	-9%



	Children in Out-of-Home Placement					Misc.
	All Children	African-American	American Indian	Asian	White	
1992	18,096	3,459	2,130	304	11,337	412
1993	18,673	3,860	2,108	316	11,489	562
1994	19,636	4,007	2,176	292	11,658	581
1995	18,492	3,685	2,034	308	11,308	636
1996	17,508	3,492	1,995	285	10,701	644
1997	18,381	3,981	2,030	332	10,897	726
1998	18,854	4,107	2,102	408	11,089	844
1999	n/a					
2000	18,451	3,573	1,903	440	10,613	1,022
2001	17,587	3,395	1,974	401	10,251	1,043

Race data for 2000 and later is categorized differently and makes direct comparisons to previous years difficult.



Children Dying from Homicide, Suicide and Injuries

What Does This Indicator Measure?

This indicator measures the number of children who died each year from murder, suicide, car crashes or other unintentional injuries, compared to the total number of children. This information is collected from death certificates. Some murders and suicides within this category may be counted as unintentional injuries. Because of small numbers, regional rates are given as three year averages.

Why is it Important?

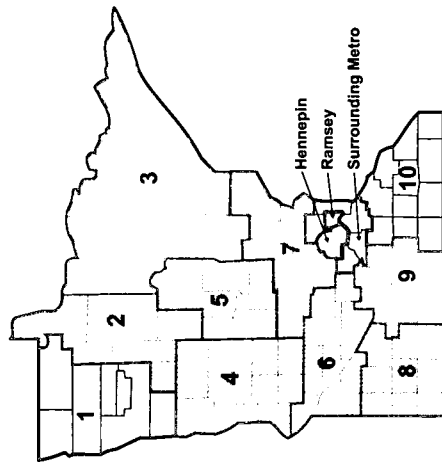
Although the overall number of child deaths each year is relatively small, each child is a unique and precious person who cannot be replaced. Also, for every death due to injury, there are many more serious disabilities, hospitalizations and medical problems. For every completed suicide, there are numerous suicide attempts. For every murder, there are many other cases of assault and abuse. These deaths represent the tip of an iceberg of harm to children.

How Can We Improve?

Almost all of the deaths in this category are preventable. Although many are categorized as "accidents" they are not "accidental" in the sense that basic educational, policy and other interventions could prevent many of them. Proper safety seats for children and reducing drunk driving by teenagers would greatly reduce the number of auto-related fatalities. Injuries from falls, drowning and poisoning could often have been prevented by improvements to children's environments and better supervision by adults. The depression, alcohol abuse and other emotional distress that leads to suicide can be alleviated through early intervention and help for troubled children. And child deaths through murder, usually by a child's caregiver, require help and assistance to families dealing with mental health issues, chemical dependency, domestic violence and abuse and neglect.

Minnesota Trends

The child death rate in Minnesota has decreased throughout the decade, to a rate of 1.3 out of every 10,000 children in 2001. This reflects primarily a decline in deaths due to injuries. Regions 2, 4, and 8 had the highest death rate for 1999 through 2000. The largest percentage of child deaths continues to be injuries, which comprise 75% of deaths in this category from 1992 through 2001. Suicides comprise almost 14%, and homicides comprise close to 12%. Eighteen percent of child deaths in the last ten years were among children of color; three percent were Latino children.



Percent of Children Dying from Homicide, Suicide and Injuries in Minnesota, Compared to Averages

- Significantly Less Than Average
- At or Near Average
- Significantly More Than Average

For More Information

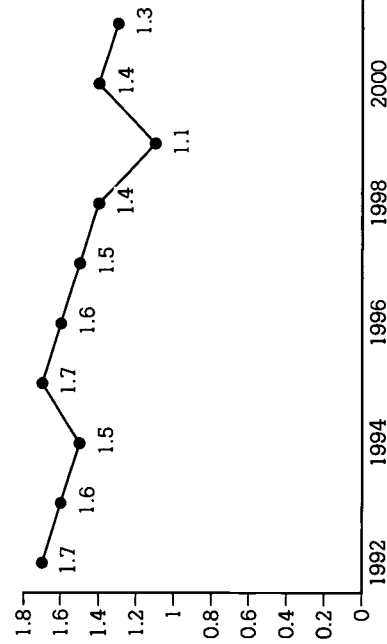
Minnesota Safety Council/MN SAFE KIDS Coalition. Provides training, consultation, outreach and safety resources for preventing unintentional injuries. 1-800-444-9150. www.mnsafetycouncil.org

Minnesota Department of Health. Suicide Prevention Program. <http://www.health.state.mn.us/divs/opa/suicidefct03.html>

National Highway Traffic Safety Administration. Helps states and communities reduce the threat of drunk drivers, promotes motor vehicle safety. 1-888-327-4236. www.nhtsa.dot.gov

	1992	1994	1997	2001	1992-1994 rate/10,000	1995-1997 rate/10,000	1999-2001 rate/10,000	1992-94 to 1999-01 % change
Region 1	5	7	9	2	2.4	3.0	1.3	-47%
Region 2	4	6	7	8	3.1	4.1	2.4	-23%
Region 3	21	11	10	9	1.9	1.5	1.5	-20%
Region 4	15	9	10	11	1.8	2.4	2.3	26%
Region 5	8	5	11	12	2.6	2.3	2.1	-21%
Region 6	10	11	4	11	2.1	1.6	2.0	-2%
Region 7	22	31	18	26	2.0	1.7	1.6	-21%
Region 8	7	8	5	6	2.4	1.4	2.3	-5%
Region 9	9	5	6	12	2.0	1.4	1.8	-10%
Region 10	12	13	23	8	1.0	1.5	1.1	13%
Hennepin	37	37	28	33	1.4	1.5	1.0	-26%
Ramsey	20	18	23	12	1.6	1.5	1.0	-39%
Surr. Metro	43	22	36	23	1.2	1.3	0.8	-31%
State	213	183	190	173	1.6	1.6	1.3	-20%

33 Children Dying from Homicide, Suicide and Injuries,
Rate per 1000, 1992-2001

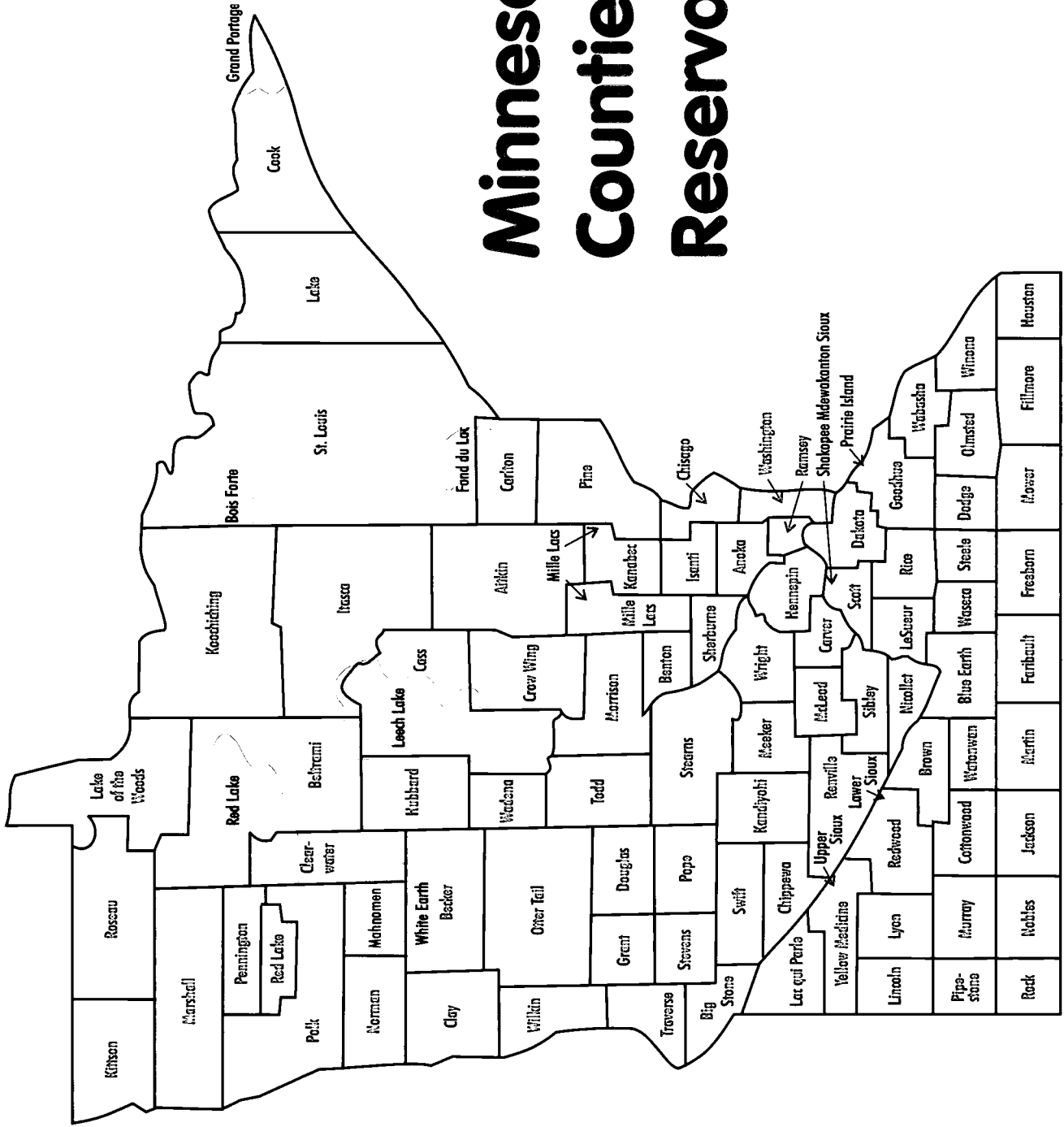


Source:
MN Department
of Health

Statewide Statistics Children Dying Violently

	All Children	Children of Color	Hispanic	Murder	Suicide	Injuries
1992	213	32	6	20	39	154
1993	204	41	10	23	27	154
1994	183	41	3	19	16	148
1995	211	44	12	29	34	148
1996	205	35	n/a	32	24	149
1997	190	35	4	16	23	151
1998	171	35	5	23	25	123
1999	139	14	6	22	20	97
2000	183	30	7	16	21	146
2001	174	31	9	18	28	128

*Does not include Hispanic



Minnesota Counties & Reservations

Minnesota

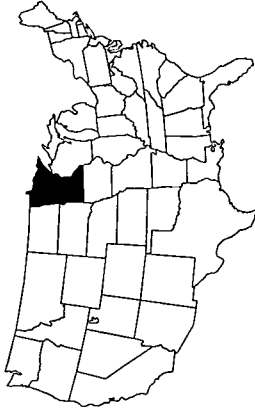
Demographics (2000)

Number of children under 18	1,286,894
Number of children of color	231,489
Percent children of color	18%
White	1,079,278
African American	64,308
American Indian	20,607
Asian	53,831
Other race	25,019
Two or more races	43,851
Latino/Hispanic (of any race)	55,640
Number of households with children	658,565
Percent households with children	35%



39

Minnesota is the twenty-first largest state in the United States. The per capita income in 1999 was \$31,935, tenth highest in the country. The largest industries in 2000 were services, durable goods manufacturing, and state and local government. Finance, insurance and real estate was the fastest growing industry, increasing 10% between 1999 and 2000. The 2001 unemployment rate was 3.7%.



In the most recent national KIDS COUNT data book, which used 1999 data, Minnesota ranked first in the nation on a set of ten indicators of child well-being. The state ranked first or second on indicators showing the percent of idle teens (not attending school and not working) (4%), the percent of children living in families where no parent has full-time, year-round employment (13%), the percent of teens who are high school dropouts (5%), the percent of children in poverty (13%), and the percent of families with children headed by a single parent (21%).

	1992	1996	2001	2001 State
Family Economics				
Children in poverty (1990, 2000)	146,386	13%	121,691	10%
Children receiving food support (<130% poverty)	165,453	13.3%	146,134	11.7%
Children receiving free/reduced-price school lunches (92-93, 96-97, 01-02) (<185% poverty)	186,353	23.7%	212,351	25.4%
Starting Out				
Children born to teenage mothers (a)/(3-yr rate per 1,000 *	1,911	2,019	1,598	13.6
Children born at low birth weight	3,211	4.9%	3,715	5.8%
Children changing schools (92-93, 96-97, 01-02)	99,682	12.8%	116,936	14.0%
Challenges to Success				
Children not graduating on time (1997, 2001)		13,019	21.8%	14,331
Children arrested for serious crimes/rate per 1,000 *	19,382	45.6	21,282	45.2
Children abused & neglected/rate per 1,000 * (b)	11,217	8.5	10,200	8.3
Children in out-of-home placements/rate per 1,000 *	18,096	13.9	17,508	15.0
Children dying from homicide, suicide and injuries	213	1.6	205	1.5

(a) mothers under 18 (b) numbers in parentheses reflect alternative response program participants * Rates not given for less than 10 events



Demographics and County Descriptions

Population

Source: U.S. Census Bureau, <http://factfinder.census.gov>

Per Capita Personal Income

Source: Bureau of Economic Analysis, US Department of Commerce, <http://www.bea.doc.gov/bea/regional/bearfacts/bf1/27/index.htm>

Definition: The personal income of an area is defined as the income received by, or on behalf of, all the residents of the area. It consists of the income received by persons from all sources. Per capita personal income is calculated as the personal income of the residents of an area divided by the population of the area.

Unemployment Rate

Source: Minnesota Department of Economic Security, <http://www.mnwfsc.org/lmi/download/dlaus.htm>

Definition: "Unemployed persons" includes all civilian, non-institutionalized persons aged 16 or older who, during the week of the 12th, were not employed, available for work, and engaged in job seeking activities during the last four weeks; waiting to be called back to a job from which they were laid off; or waiting to report (within 30 days) to a new wage or salaried job. "Unemployed persons" does not count persons who worked at least one hour during the week of the 12th and persons employed but not at work (i.e. on leave).

Major Industries and Growth

Source: Bear Facts, Bureau of Economic Analysis, US Department of Commerce, <http://www.bea.doc.gov/bea/regional/bearfacts/bf1/27/index.htm>

Definition: The largest industries are defined as those having the highest amount of earnings during that calendar year. The fastest growing industries are selected among those industries that accounted for at least 5% of total earnings.

Counties With Migrant Children and Families During the Summer Months

Definition: Counties that have services for migrant families located within their borders, such as migrant health clinics or legal clinics. Other counties may also have migrant farm workers populations.

Indicators

Children Living in Poverty

Source: US Bureau of the Census, 1990 and 2000 decennial census, <http://factfinder.gov>

Definition: The number of children below the federal poverty line (see guidelines on page 7.) The Census Bureau asks respondents to the long form of the census about their income for the previous year (1989 and 1999.)

Children Receiving Food Support

Source: Minnesota Department of Human Services, Reports and Forecasts Division.

Definition: The number of children receiving food support during July of each year. The percentage is the estimated number of children receiving food support (51%) divided by the estimated total number of children in the state or county. Numbers for Mille Lacs County do not include the Mille Lacs Band of Ojibwe. Not all income-eligible children participate in the program.

Children Receiving for Free/Reduced Price School Lunches

Source: Minnesota Department of Children, Families and Learning, <http://cfl.state.mn.us/dataactr/fallpops/index.htm>

Definition: The number of children approved to receive these meals in October of each school year. Family income must be below 185% of the Federal Poverty Level (see guidelines on page 7.) The percentage is the number of children approved divided by the total enrollment. Schools are assigned to the county where their district offices are located. Not all income-eligible children participate in the program, and private and home-schooled children are not included.

Children Born to Teenage Mothers

Source: Minnesota Department of Health, Center for Health Statistics, <http://www.health.state.mn.us/divs/chs/profiles2002/>

Definition: The number of children born to women who were less than age 18 at the time of birth. The rate of births is a three-year average of the number of births to 15-17 year olds divided by the estimated population of females 15-17 years. This provides larger numbers and more accurate rates at the county level. Information is collected from birth certificates, and births are assigned to the county in which the mother resides, even if the birth occurs in a different county.

Children Born at Low Birth Weight

Source: Minnesota Department of Health, Center for Health Statistics, <http://www.health.state.mn.us/divs/chs/profiles2002/>

Definition: The number of infants weighing less than 2500 grams (5.5. pounds) at birth. The percentage is the number of these births divided by the total number of births. Information is collected from birth certificates, and births are assigned to the county in which the mother resides, even if the birth occurs in a different county.

Children Changing Schools

Source: Minnesota Department of Children, Families and Learning, <http://cfl.state.mn.us/dataactr/mobility/index.htm>

Definition: A count of student transfers into and out of schools in other districts and between schools within a district. Students who transfer more than once in a school year are counted each time they transfer. The percentage of transfers (or Mobility Index) is calculated by adding together the mid-year enrollments, transfers and withdrawals and then dividing by the district's October 1 enrollment. Schools are assigned to the county where their district offices are located.

Children Not Graduating On Time

Source: Minnesota Department of Children, Families and Learning, <http://cfl.state.mn.us/dataactr/compstu/index.htm>

Definition: The number of students in grade 12 who have either dropped out during 9-12th grades or are continuing their education and thus are not graduating with their class. The percentage is the number of students not graduating on time divided by the total enrollment of their class. Only students who attended school in the same district all four years are

(continued on page 36)

Data Notes, continued from page 35

measured in this indicator. Schools are assigned to the county where their district offices are located, and private and home-schooled children are not included. State totals will not match district totals due to methodology issues detailed in the full report.

Children Arrested for Serious Crime

Source: Minnesota Bureau of Criminal Apprehension,
<http://www.dps.state.mn.us/bca/CJIS/Documents/Crime2001/Page-20.html>

Definition: The number of children under 18 arrested for Part I crimes: murder, rape, robbery, aggravated assault, burglary, larceny, vehicle theft and arson. The rate per 1,000 is the total number of children arrested for Part I crimes divided by the estimated number of children ages 10-17 multiplied by 1,000. Not all children arrested for serious crimes committed these crimes, and some children are not arrested for crimes that they actually committed. These rates are useful for comparison purposes and trends, but may be low because of the inclusion of children in the younger age ranges and the inclusion of girls, both of whom have few arrests.

Children Abused and Neglected

Source: Minnesota Department of Human Services, <http://www.dhs.state.mn.us/childint/Research/maltreat.htm>

Definition: The number of children for whom a report of child abuse or neglect was substantiated by a county child protection worker. The rate is the number of these children divided by the estimated total number of children and multiplied by 1,000. Substantiated abuse means that the county has conducted an assessment in response to a report and found that maltreatment occurred.

Children in Out-Of-Home Placements

Source: Minnesota Department of Human Services, <http://www.dhs.state.mn.us/childint/Research/outofhome.htm>

Definition: The number of children who spent time in foster care, group homes, emergency shelter or residential treatment facilities during the year, including those formally placed with relatives. The rate is the number of these children divided by the estimated total number of children and multiplied by 1,000. This figure does not include most children in correctional facilities.

Children Dying from Homicide, Suicide and Injury

Source: Minnesota Department of Health, Center for Health Statistics, <http://www.health.state.mn.us/divs/chs/profiles2002/>

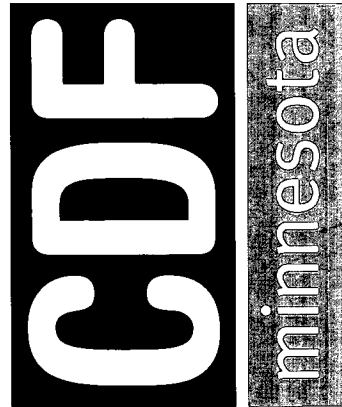
Definition: The number of children dying from homicide, suicide and unintentional injuries, including motor vehicle crashes (as drivers, passengers or bystanders), falls, and drowning. The region rates are given as three year averages; the county rate is the number of children dying for all years 1991-00, divided by the estimated total number of children, multiplied by 10,000. This provides larger numbers and more accurate rates at the county and region levels. The information is obtained from death certificates, which may not always be completed accurately, especially in cases of child abuse deaths or suicides.

**Pages for every Minnesota county can be downloaded from
<http://www.cdf-mn.org/kidscount.html>.**

**if you would like to receive a county page by fax,
please call (612) 870-3670.**

**if you would like to receive a county page by email,
please send a message to cdf-mn@cdf-mn.org.**

Minnesota Kids: A Closer Look



a child's voice

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Distributed by Congregations Concerned for Children-Child Advocacy Network,
Joint Religious Legislative Coalition,

122 West Franklin Ave., Suite 315, Minneapolis, MN 55404; 612/870-3670



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