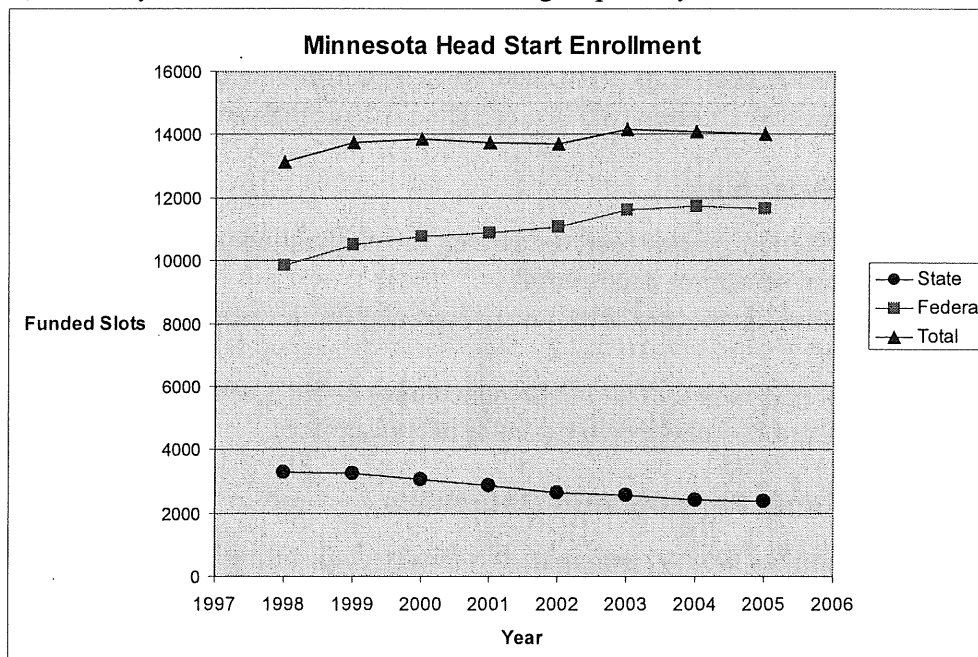# MINNESOTA HEAD START FACTS 1999-2004

Head Start is a child and family development program, helping low-income families become self-reliant while also helping prepare their children for school success. <u>Research supports that childhood poverty is the single greatest deterrent to school readiness.</u> Head Start and Early Head Start services (referred to throughout as Head Start) target families with preschoolers (ages 0-5) whose incomes are below the federal poverty guidelines, which represented an annual income of less than $18,850 for a family of 4 in 2004.

CHILDHOOD POVERTY IN MINNESOTA: 1999-2004

- 34,352 Children under 5 lived in households with incomes at or below poverty in 1999, based on the 2000 Census, which continues to be the current benchmark for child poverty.

MINNESOTA ENROLLMENT IN HEAD START: 1999-2004

- In 1999, 40% of children under 5 living in poverty were served by MN Head Start.
- In 2004, still only 41% of children under 5 living in poverty receive Head Start services

Minnesota Head Start Enrollment

MINNESOTA HEAD START STAFF QUALIFICATIONS: 1999-2004

- In 1999 85% of Head Start teachers had a degree or Child Development Credential.
- In 2004, 97% of Head Start teachers have a degree or Child Development Credential, of which 55% of teachers have a BA./BS. Degree or higher and 17% have an AA Degree.

Primary Data Source was the Head Start Program Information Report for the 2003-2004 Program Year

ACHIEVING SCHOOL READINESS THROUGH HEAD START'S COMPREHENSIVE APPROACH: 2004

All Head Start and Early Head Start programs provide family-centered services in accordance with comprehensive Federal Performance Standards. These standards are a set of research-based, mandatory regulations that ensure the goals of Head Start are implemented and monitored successfully. These standards ensure Head Start produces outcomes in the following areas:

Language and Literacy Outcomes

- Since 1999, all Head Start programs implement a research-based early education curriculum and an ongoing child assessment process.
- In 2004, all enrolled children were regularly assessed (3 times per year) in the areas of language development, literacy, mathematics, science, creative arts, social/emotional development, approaches to learning and physical health.
- In addition, 4-year olds enrollees participated in the National Reporting System, a progress assessment tool administered in the Fall of 2003 and Spring of 2004. (A summary of MN results is expected soon).

Physical Health Outcomes

- In 2004, 14,857 enrolled children (87%) completed all medical screenings.
- In 2004, 15,486 enrolled children (91%) had up-to-date immunizations.
- In 2004, 10,457 enrolled children (62%) completed a dental examination.

Social/Emotional Outcomes

- In 2004, all Head Start programs reported having mental health curriculum and practices in place for prevention, screening and referral.
- In 2004, 13,741 enrolled children (81%) were screened for developmental, sensory and behavioral concerns.
- In 2004, staff conferred with mental health consultants about 1,699 children (10% of enrollees) and referred 284 children for mental health services.

Family and Community Partnerships Outcomes

- In 2004, 13,776 families (90%) participated in family goal setting and worked with staff to achieve these goals.
- In 2004, 15,324 parents volunteered in Minnesota Head Start programs.
- In 2004, 4,056 fathers (26%) engaged in regularly scheduled father involvement activities.
- In 2004, Head Start employed 1,001 staff (30%) who are current or former Head Start parents.
- In 2004, programs provided Head Start services in partnership with 243 Family Child Care providers.
- In 2004, Head Start programs had formal agreements with 327 school districts to coordinate transition services for children and families.

Primary Data Source was the Head Start Program Information Report for the 2003-2004 Program Year

Minnesota Commission on Out-of-School Ti

Please visit the following sites to learn more about positive youth development and current research on the importance of out-of-school tir

The Forum for Youth Investment

Minnesota Afterschool Alliance

From the Committee on Community-Level Programs for Youth, a proje the National Research Council and the Institute of Medicine: *Community Programs to Promote Youth Development Executive Sun*

Charles Stewart Mott Foundation

Youth Engagement And Voice.org

Harvard Family Research Project

- The Evaluation Exchange (Harvard Family Research Project's qua evaluation periodical Volume IX, No. 1, Spring 2003

- Issue Topic: Evaluating Out-of-School Time

- Brief # 6: Moving Beyond the Barriers: Attracting and Sustaining Youth Participation in Out-of-School Time Programs

- Brief # 7: Understanding and Measuring Attendance in Out-of-Sc Time Programs This brief reviews developmental research and ou school time program evaluations to examine three indicators of yc attendance in OST programs - intensity, duration, and breadth - ar offers a few different models for how youth's attendance can influ their outcomes.

An in-depth look at the current state of Minnesota's support for youth development organizations and programs - a new report released by the Minnesota Council on Foundations:
Supporting Minnesota's Youth: The State of the State's Youth Developn Funding

After-School Program Publications by Public/Private Ventures

Overview

This report is based on data submitted by 34 After-School Enrichment initiatives in their Semi-Annual Progress Report covering program activities between January 1, 2000 and June 30, 2000. This report is the first report submitted in a web-based reporting system developed to standardize program data and establish statewide measures and common tools. The data in this report was compiled and evaluated by independent consultant Laura Bloomberg, Ph.D.

Summary information reported here includes:

- Funding background and current program status

- Program participants (unduplicated counts by ethnicity, gender, and primary language spoken)

- Total project contact hours (summary information about types of programming offered and how much time participants spend participating in after school enrichment programs)

- Community Control and Inclusive Programming (including how programs ensure community input into the planning process and how they increase participation among youth who have not traditionally been involved in after school activities)

- Anticipated program outcomes (measuring progress toward legislatively identified outcome areas)

- Barriers to program implementation

- Emerging Themes and Lessons Learned (a summary of evaluation status and the recurring issues that emerged from analysis of project status reports)

After School Grant Sites

ALBERT LEA	$150,000.00
BARNESVILLE	$75,695.00
BARNUM	$88,966.00
BELTRAMI	$355,852.00
BOVEY/COLERAINE	$133,851.00
BROOKLYN CENTER	$279,944.00
BROOKLYN PARK	$216,000.00
CASS CO/LEECH LK RESV .	$220,000.00
CARVER & SCOTT CO.	$144,994.00
COLUMBIA HEIGHTS	$177,564.97
DAKOTA CO.	$139,687.00
DULUTH	$650,000.00
HOUSTON	$222,000.00
KANDIYOHI, MEEKER, RENVILLE,	
& YELLOW MEDICINE COUNTIES	$315,000.00
MANKATO	$164,131.00
MOORHEAD	$293,138.00
ORR	$58,834.56
ROCHESTER	$300,000.00
THIEF RIVER FALLS .	$130,000.00
	$4,115,657.53

MINNEAPOLIS NEIGHBORHOODS
Lyndale, Walte Park, Whittler, Phillips, Powderhorn, Central, Cleveland, Harrlson, Hawthorne, Jordan, Mckinley, Near North, and Sumner-Glenwood

$3,478,075.00

ST. PAUL
North End, Payne-Phalen/Dayton's Bluff, West Side, Thomas Dale, and Summit-University

$2,300,000.00

STATEWIDE

*MN AMATEUR SPORTS	$200,000.00
*MN DEPT. OF MILITARY AFFAIRS	$400,000.00
	$600,000.00

* Data from these programs are not included in this report.

Funding Background and Current Status

In 1996 the Minnesota State Legislature established after-school enrichment grants to provide programming beyond the school day for nine to thirteen year old youth. This appropriation was in response to concerns about rising juvenile crime rates and the significant amount of unsupervised time many youth were spending outside of the school day. In 1999 the legislature expanded the targeted age range to all school-aged youth and removed language that characterized community collaboratives as the only applicant agencies. Under these guidelines thirty-four programs received funding for 2000-2001.

After-School Enrichment programs provide youth with opportunities to build skills in the areas of the arts, technology, sports and recreation, and culturally specific activities. Many after school initiatives offer tutoring and academic skill building as a mainstay of their program.

In 1999 twenty-four collaboratives were funded with the $4.8 million appropriation. Also, in 1999, legislative language changed to open the door for more single applicant agencies

in addition to collaboratives. Six neighborhoods in th Minneapolis area have been added to the list of priority neighborhoods. In the competitive process for 2000-2001, 140 agencies with requests totaling over $47 million applied for funding.
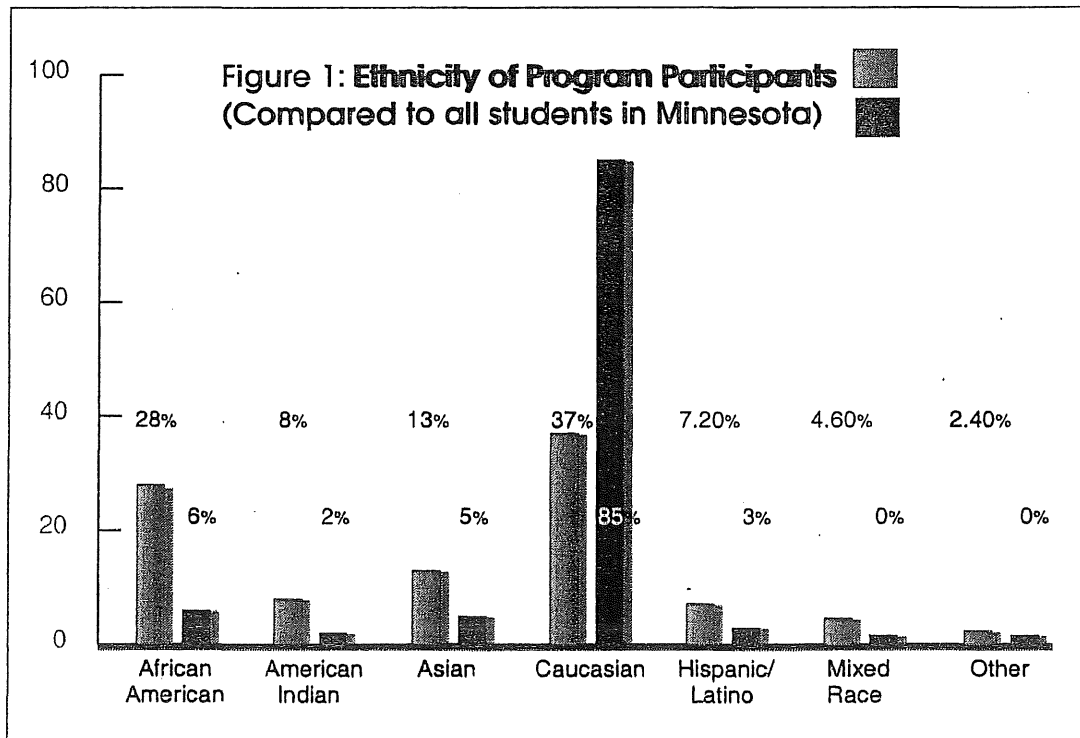
The thirty-four programs that were funded with th $10.4 million appropriation over the biennium are highlighted in this report.

The Governor's Big Plan :
- **Healthy and Vital Communities:** "The best K-12 Public Education in the Nation." After-School Enrichment brings together parents, teachers, youth, and community resources to extend opportunities for learning and healthy recreation for youth during non-school hours helping to make schools and communities safer.
- **Services, Not Systems:** "The Best Bang for the Buck." After School enrichment stresses collaboration thereby reducing duplicative programs, lowering overhead costs, and utilizing volunteers as mentors, coaches and tutors.

Program Participants

From January 1 - June 30, 2000, a total of **43,162 young people participated** in after-school enrichment activities supported through this initiative. In addition to overall participant numbers, grantees also documented the gender and ethnicity of participants as well as the number of participants who speak a primary language *other than* English. The data presented below indicate a 50-50 split between male and female participants; eighteen percent of participants speak a primary language other than English. Figure One represents the ethnicity of program participants compared to all students in public education in Minnesota.

Figure 1: Ethnicity of Program Participants (Compared to all students in Minnesota)

	African American	American Indian	Asian	Caucasian	Hispanic/ Latino	Mixed Race	Other
	28%	8%	13%	37%	7.20%	4.60%	2.40%
	6%	2%	5%	85%	3%	0%	0%

(Program Participants continued)

Gender: Male Participants: 50% (N=21,798)
         Female Participants: 50% (N=21,364)[1]

Language: Program participants whose primary
           language is not English: 18% (N=7,934)[2]

[1] Comparable to the overall population of students in Minnesota
(Source: CFL website)

[2] Compared to 4% of all students in Minnesota
(Source: CFL website)

A priority of the after school enrichment program is to increase the participation of youth who are:

• struggling academically

• at risk of becoming involved with the criminal justice system

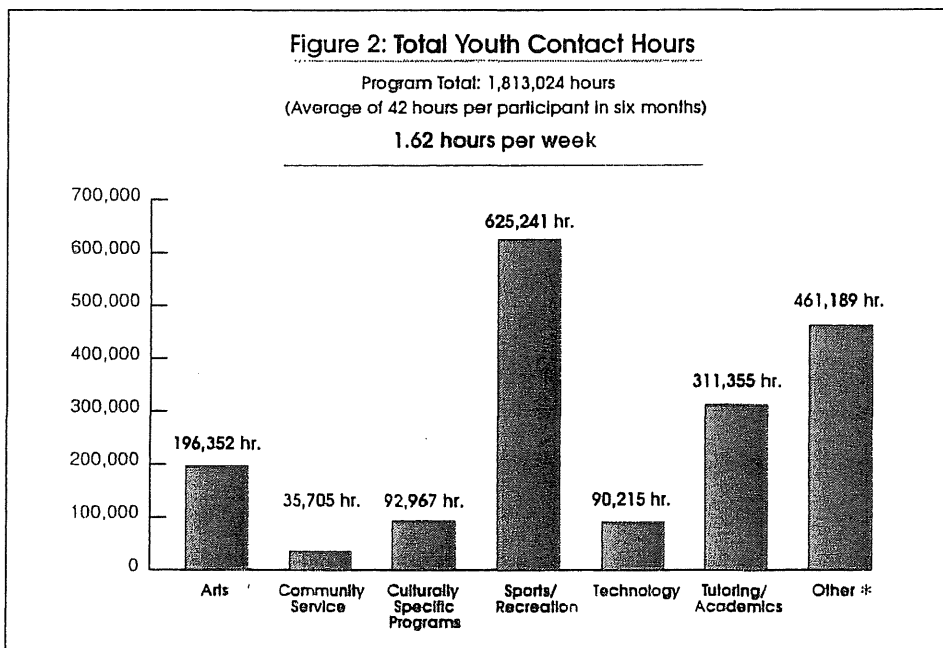• and/or otherwise not supervised by an adult during non-school hours.

Statistics gathered in this report support the conclusion that programs are meeting the intent of the legislature by serving youth who have traditionally been in one or more at-risk groups.

Total Contact Hours

A 1997 study by the U.S. Department of Health and Human Services found that youth who spend **at least one hour a week** or more in extracurricular activities are 49% less likely to use drugs and 37% less likely to become teen parents than students who do not participate in after-school activities. Other research supports the conclusion that an important indicator of positive youth development is the amount of time youth spend in a positive environment with a caring adult.

The After School Enrichment Programs have begun to document "**total youth contact hours**" to track the actual amount of time youth spend participating in supervised activities supported through this initiative.

Figure 2: Total Youth Contact Hours
Program Total: 1,813,024 hours
(Average of 42 hours per participant in six months)
1.62 hours per week

* "Other" category includes activities not named in legislation such as: mentoring activities, leadership skill development, mediation training, and life skills.

Total youth contact hours are calculated by multiplying the average number of youth who participate in an activity by the length of time the activity meets and the total number of times the activity meets. Therefore, if 50 youth participate in a single three-hour activity (e.g., a trip to the science museum) the total number of youth contact hours would be 150.

During this reporting period the After-School Enrichment Programs documented 1,813,024 **total youth contact hours** focused on the activity areas outlined in the legislation (see Figure 2). The range of participation was from one hour a week to as much as fifteen plus. The participant average was 1.62 hours.

Program Outcomes

Seven outcome areas for After-School Enrichment programs are outlined in legislation:
1. Increased number of children participating in adult-supervised programs in non-school hours,
2. Increased support for academic achievement, including the areas of reading and math,
3. Reduced amount of juvenile crime,
4. Increased school attendance and reduce number of school suspensions,
5. Increased number of youth engaged in community service and other activities designed to support character development, strengthen families, and instill community value,
6. Increased skills in technology, arts, sports, and other activities, and
7. Increased support for academic achievement and character development of adolescent parents.

In applying, each program identified one or more outcome areas that best reflected the priorities of their locally controlled initiative. Local initiatives report progress toward their identified outcome areas on a semi-annual basis. Figure 3 summarizes the percent of programs gathering local data related to each of the legislatively identified outcome areas. This is followed by excerpts from local initiatives illustrating progress toward the three most commonly identified outcome areas: increased participation, increased skills and increased support for academic achievement.

Figure 3: Program Outcomes
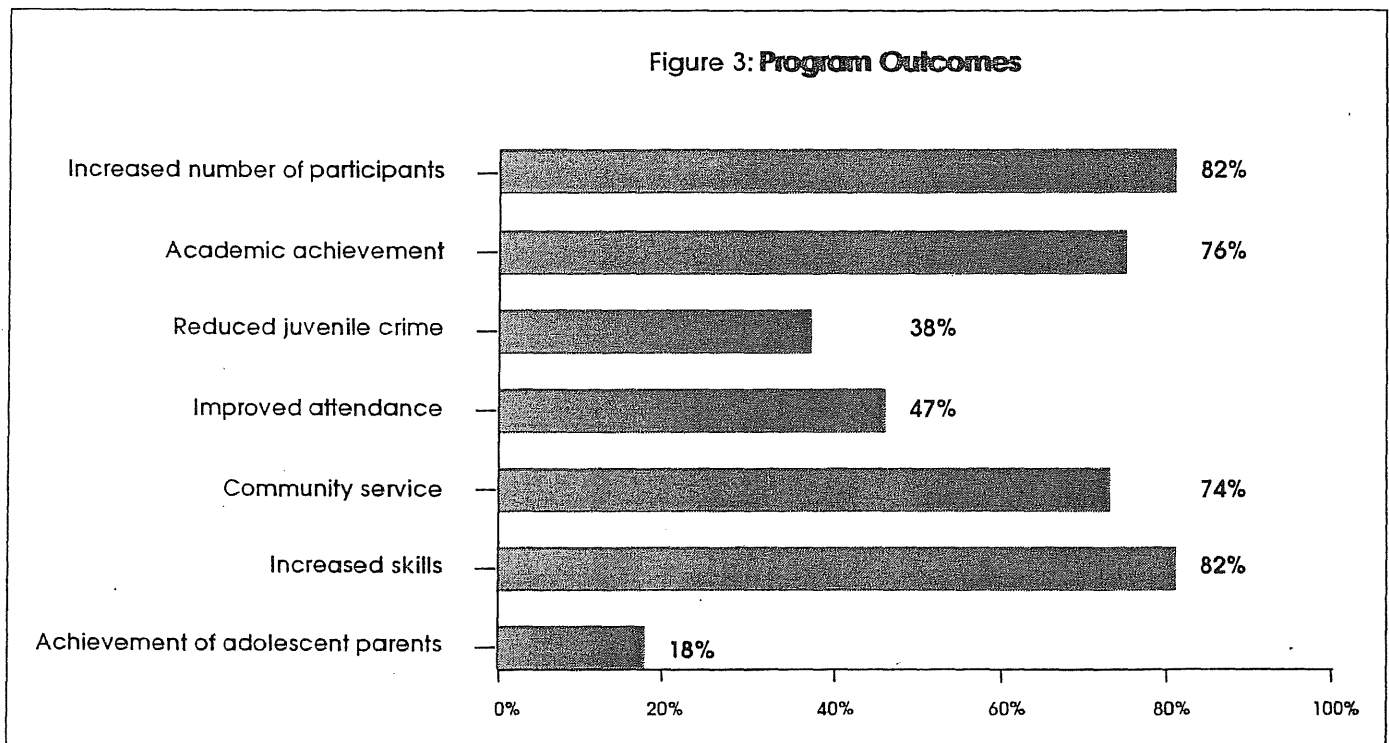
The number of sites reporting on:	Total
Increased number of participants	28
Increased academic achievement	26
Reduced juvenile crime	13
Improved attendance	16
Community service	25
Increased skills in technology, arts	28
Achievement of adolescent parents	6

(Program Outcomes continued)

• Increased participation

"Since the inception of the Youth Collaborative, there has been an increase in the number of youth who participate in after-school programming. Before the Youth Collaborative existed, there were some after-school activities, however, they were primarily located in the Boys and Girls Club. The Boys and Girls Club has increased enrichment, recreational, homework and cooking programs. With an increase in programs there has been an increase in the number of youth coming to those programs. The Youth Collaborative has increased after-school enrichment opportunities in the school building as well. This includes programs like art club, drama club, newspaper club and chess club. Also, the Harrison Community Center has been able to increase the hours of service as a direct result of funds from the Youth Collaborative."

Duluth, Lincoln Park Neighborhood

"The BMX/Roller Park, while not yet a full-fledged program, has brought us many positive results. The increased involvement of youth with adults working on the project is great to see. While these students are not as yet in a program, per se, they are involved in a project that is taking place after school and sometimes in the evening hours. Their efforts are being focused in a positive direction and that has a positive impact on the community members who are observing them in action."

City of Brooklyn Center

"In our community there are some youth who cannot cope with structured programming, but are looking for a place where they feel safe and can engage in some interesting activities. In the past, Lyndale ran a very successful bicycle repair drop-in center for these youth. Today we are continuing to open our doors to these youth in our Computer Drop-In Center that has been key to engaging with many of our harder to reach Somali, African-American and Asian youth who live in very close proximity to the Center. The Center is open every afternoon and on those Wednesday evenings when it is staffed by a volunteer. It has been used on a daily basis by about 15 youth. We believe that we could increase our usage by some broad and targeted outreach and by providing computer classes. We intend to move the Center in this direction if we receive a technology grant from the United Way. - Minneapolis."

Lyndale Neighborhood Association

• Increased skills

"Many of our students are now able to design web pages. Many others can "surf the net" finding appropriate and fascinating sites. We have budding artists, proud of their clay creations. Others are watching themselves sing and dance across the stage in solos or small group performances on the individual VCR tapes they received for each performance. The sports groups take pride in taking care of and strengthening their bodies. Teamwork is emphasized, but individual accomplishments are also celebrated."

Minneapolis Public Schools, Waite Park

"The Art Impression Program has many success stories to tell. Students are referred to the program from school counselors and social workers, their own families and court services. Art skills are cultivated and shared with community agencies and organizations through services that the students provide. Students also want to help each other and some students have decided to volunteer their time to the Impression Art Program after their "assigned" time has ended."

Albert Lea, Community Education

(Program Outcomes continued)

• Increased support for academic achievement

"Several of the projects focused on increasing the academic level of those attending, especially in reading. One site reported that the children skipped the craft activity in order to spend more time reading. Another project had 59 kids involved in an after-school reading program. Each child had an initial reading level established when they started, and were rated again over their time involved in the program. All 59 kids showed improvement in their reading levels! Two other projects sampled the kids regarding their academic improvements while participating in their projects. Those sampled all showed improvements in grades or in completed assignments. Feedback from teachers and parents indicated children involved in the various projects benefited from attending through their change in attitude, increased interest in reading, or in completing school work."

PACT 4 Families Collaborative, Willmar

"Academic achievement was supported at many of the sites, including the Family Resource Center, Hosterman Middle School and Garden City, Fair Oaks, and Orchard Lane Elementary Schools. At Orchard Lane, the instructors worked on specific things with students, resulting in improved grades for more than 70% of the students involved. At Garden City School, they had 45 children for academic enrichment and extension classes. Some of the classes focused on reading and math skills in the enrichment lab. Grades "R" Us at the Family Resource Center provides a safe space, attention from caring staff, and motivation to do well. Their main objective has been achieved because of the improved grades. The school was extremely helpful with sharing report cards so they could measure success. One student received four F's and one C during the first and second quarters. In the third quarter, he received three A-'s, one B+, and one D+."

City of Brooklyn Center

Community Control and Inclusive Programming

As specified in legislation, each site receiving After-School Enrichment funds must demonstrate efforts to ensure community control over program design and strategies to include school-aged youth who have not previously participated in after-school activities. In the semi-annual reporting process, grantees were asked to identify specific plan components they were implementing to ensure community control and inclusive programming. Trends across programs in each of these areas are listed below, followed by examples from program semi-annual reports.

Community Control

Grantees most frequently identified two specific plan components as a means to increase community control over program decision-making:

• Collaboration with other entities and efforts to leverage community resources, and

• Seeking to increase parental involvement in meaningful ways.

(Community Control and Inclusive Programming continued)

• Collaboration with other entities and efforts to leverage community resources

"The Orr School/community open library has become the nucleus of the Orr Youth Development After-school program by providing a meeting place with access to audio-visual resources for training for the Explorer Posts, the 4-H Club and the Girl Scouts. Orr Youth Development provides an academic tutor daily to assist students after school in the library and also provides tutoring assistance in the library during the Area Learning Center summer school program held at Orr School. The library also serves as the location for a latch-key program for otherwise unsupervised youth and provides the community youth and families the only public Internet access available within 45 miles.

The success of Orr Youth Development in implementing this strategy has only been made possible by the partnership that has been formed between the City of Orr and the Orr School. Orr School has made a commitment to open the facility to the community outside of school hours and to make the assets of the school available to the youth and adults of this disadvantaged area. This cooperative effort by the community and the school has served as a model for other small towns in the area."

City of Orr

"Many of our program providers are creative in pooling the resources in the community. Volunteers and mentors are recruited through the local universities. Concordia College and MN State University-Moorhead match college students with MHCI youth programs for field placement credit or community service credit. These college students tutor the youth in academics, implement recreational and other types of activities, and serve as mentors to the participants. The University of Minnesota-Clay County Extension collaborates with many of the ASE providers to conduct nutrition education and demonstrates how to eat healthy snacks at our after-school programs. Many-after school programs would not have been as successful if not for the collaboration of community partners and volunteers."

City of Moorhead; Healthy Community Initiative

• Seeking to increase parental involvement in meaningful

"Before we started deciding which programs to offer, we sent a letter out to all the families with children in the school, and they suggested programming they would like to see offered. Based on this information, we sought qualified teachers, decided on the enrollment for each class, and sent registration forms home to all students. We are an ESL site for Hmong students, so information on the classes was also written in Hmong. Our classes have changed according to student and parent interest. We have put notices of upcoming events in the local newspaper, as well as sending home information in the school newsletter."

Minneapolis Public Schools (Waite Park)

"Parental involvement at the school level has been tremendous. In fact, for a 9th grade semi-formal at North View Jr. High we had 25 parents volunteer to assist with making the event happen. We are also seeing an increase in the number of parents involved in the programs offered through the Recreation Department."

City of Brooklyn Park

(Community Control and Inclusive Programming continued)

Inclusive Programming

Grantees identified two primary strategies to recruit youth into their programs who had traditionally not participated in after school enrichment opportunities:

• Building collaboration between grassroots organizations

"The Art Impressions Program seeks to work with young people who wish to learn more about art or who have been referred by our County Court Services, Restorative Justice, School Social Workers/Counselors, or other parents or professionals in the community. It is a county-wide project with an emphasis on personal development and performing some community service for various community organizations (mostly non-profits) in which art plays a major role. The coordinator of the program is based out at the local family Y. She and her volunteers have created a brochure to share with community persons and also visits the family services collaborative meetings for the county, all agency meetings, and any service club meetings to speak about the program. Youth participants may volunteer after they have been a participant and may in turn assist in the activities, and in some cases, the mentoring of participants."

Albert Lea Community Education

• Using local government agencies and schools as resources for recruitment

"We visited school principals of Four Winds, Andersen Open & Community Schools, Powderhorn/Banneker Schools. Principals assisted with Heart of the Beast in promoting the program to students. Heart of the Beast artists and others from the local puppet community presented shows especially for young audiences. Many of the shows included a discussion period that provided children with the opportunity to learn more about puppet and mask theatre, ask questions about the play and about the issues it raised. Sixteen youth were interviewed and hired to participate in this program. Eight of the youth are paid from the Minneapolis Summer Youth Employment program. The other eight are paid by Heart of the Beast."

Powderhorn Park Neighborhood Association

"Every time our staff attends community events, we market our programs. Many parents who came into our office for other services were also introduced to our programs. The Hmong radio made announcements about our programs and this type of media was one of the essential tools for advertising our programs and reaching out to our targeted participants. In all, word of mouth and the good reputation of our programs are the best ways to reach youths who were not enrolled in the after-school enrichment program."

Lao Parents and Teachers Association of Minnesota

Barriers to Program Implementation

Although most sites report tremendous progress and growth in their local initiatives, all grantees identified a number of barriers to program implementation. The four most commonly identified challenges are listed below with corresponding excerpts from written comments provided by program staff.

• Transportation barriers

"Our four-county collaborative is rural, with all the school districts (14) having children from more than one community attending schools in the district. One program reports that the "route" their bus needs to cover for after-school activity is over 75 miles. Many of the districts have a "late" bus that was utilized, but this bus usually goes only to a certain drop-off point, with the child still needing to be picked up to get home. This made it difficult for some kids to participate. A couple of the projects have experimented with using the county wide transportation system, when available. One program paid for bus trip tickets, and then had one of their staff ride the bus to make sure the kids were safe and got home. This was very cost effective vs. hiring a bus for a small number of kids."

"Scheduling transportation was difficult as well. Increasing numbers of participants forced us to use large busses instead of Coop vans that were available free of charge. The other big transportation issue is cost. For those programs that have their own vehicles there are high costs for vehicle maintenance, insurance, and drivers. One program that uses bus cards and rents buses reported a cost of about $8,000 for this item alone over the last year."

"One area of concern is transportation home for students from the Reservation who remain after school to participate in Youth Development activities. There is a bus that returns the students after sports practices, but the school's stated policy is that only students participating in school-sponsored activities may ride home on it. Carpooling has been a partial solution, but we will continue to work at the district level to have the bus policy amended."

• Safety barriers

"Our school has two "behavior" classrooms, which operate on a 3:1 student to adult ratio during the day. Many of these students would like to be involved in the after-school programming, but some students have limited success in the larger classes, which are anywhere from 10:1 to 25:1. Our focus needs to be on hiring some aides who work with these students during the day to accompany them to after-school classes. We have had to remove some of these students, who clearly are in great need of After-School Enrichment."

"Safety was a concern when programs took students away from home on overnight trips, some for the very first time. Foreign language translators were needed to make sure that all of the parents understood the requirements, packing lists and precautions involved in the trip."

"It's a challenge to provide adequate staff coverage when attendance at program activities may vary or when emergency situations arise."

"Almost every student who attends a special behavior program in the school has academic problems and is involved with the criminal justice system. Good behavior in school and reliable attendance are used as standards to determine their participation in the after-school component of their special schools. In a way, this challenge has worked to the advantage of the after-school staff, because they receive support from the participant's parole officer, who can influence the student to be more active and positive within the after-school program."

(Barriers to Program Implementation continued)

• Staffing barriers

"Staffing is one of our most pressing issues. With the students becoming more needy (academic, social, and ESL issues), teachers are not as willing to work extended hours. Most coordinators prefer hiring school staff because of the relationships they already have with their students. However, some may have to look at other staffing options to keep programs going. This may increase collaboration with various community groups. Finding a librarian to supervise and organize the intensive programming at the library was a challenge this year which they were not able to meet. Instead, three part-time librarians on the staff, along with two youth services librarians managed the program. This made the year difficult and proved to be very expensive."

"Some of our projects have been able to find staff who are qualified and others have struggled. Programs have addressed this concern through partnering with other community agencies to make use of their staff, community adult volunteers, older students to help with the younger students, and coordinating the schedules to make staff available. Staffing becomes a concern each year when programs begin."

• Collaboration barriers

"Although the school district superintendent and the school principal have given whole-hearted support to the concept of the school acting as a resource for the community at large, there has been considerable resistance from line staff to making "their" territory available to an outsider like [Name] Youth Development. Over the years, we have reached an understanding with custodial staff who are asked to rearrange what they may see as their most efficient way of scheduling cleaning tasks by acting as custodial staff ourselves for the areas that we use."

"We're having a hard time in collaboration with grass roots organizations, local governments, and schools acting as resources. We are left out of the communication loop when plans, activities and resources change."

Emerging Themes and Lessons Learned

This report summarizes data submitted through a semi-annual reporting process completed by each grantee. This process has recently been revised to collect information designed to meet three main criteria:

- Data collected are comparable across funded programs (given sometimes limited local evaluation capacity and budget),

- Data relate specifically to plan components and outcomes identified in legislation, and

- Data offer valid information about the extent of youth involvement (beyond a simple tally of number of youth served or number of programs offered).

Programs are currently making the transition to on-line reporting. Due to these recent changes, a thorough analysis of trends over time is difficult to make at this point. Nonetheless, a number of key findings emerged that warrant summary here:

1. The percentage of After-school Enrichment Program participants who are children of color is proportionately higher than in Minnesota's K-12 population as a whole. This is also true of youth for whom English is not their primary language.

2. Although a specific trend analysis is not possible at this time (due to changes in data collection practices), it appears that the number of youth participating in after-school programs and the total amount of time programming is offered both have increased over the past four years. The average program participant was involved in 42 hours of programming during the six month reporting period from January 1, 2000 through June 30, 2000.

3. The majority of grantees believe they will have the greatest impact in three main areas: increasing the number of youth who participate in after school enrichment activities, increasing support for academic achievement, and increasing skills in the areas of technology, arts, sports, and other activities.

4. Many grantees indicated concern with being held directly accountable for increased academic achievement of program participants. While they believe that after-school programming can provide a valuable level of academic support for children, they remain only tangentially involved in the specific classroom activities of their program participants.

5. While local initiatives appear to be very resourceful in leveraging community resources to support programming, grantees remain challenged by the lack of adequate funds. This is particularly pronounced when it comes to providing adequate staffing in a full employment economy. The ability to pay staff a wage that is comparable to other area employers is a challenge for virtually all programs.

6. Perhaps the most enduring programming challenge has been the transportation of participants to and from activities. This is an issue that has emerged in every evaluation since funding was initiated in 1996. Transportation has been the topic of a number of grantee meetings where program staff are encouraged to share local solutions with each other. Again, the resourcefulness of local partnerships is apparent, but the challenge remains daunting for many programs, particularly those in rural areas of the state.

●●●

Afterschool Enrichment Program 2003

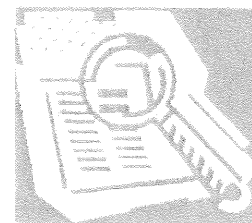| GRANT NAME	ANNUAL AWARD	CITY
Amherst H Wilder Foundation	$450,000.00	St Paul
Arrowhead Economic Opportunity Agency Inc	$240,000.00	Virginia
Beltrami Area Service Collaborative	$360,000.00	Bemidji
Big Brothers Big Sisters of Greater Twin Cities	$13,970.00	St Paul
Bovey/Coleraine Youth Center	$125,000.00	Bovey
Boys & Girls Clubs of Central MN	$240,000.00	St Cloud
Brooklyn Center, City of	$279,000.00	Brooklyn Center
Brooklyn Park, City of	$193,000.00	Brooklyn Park
Cass Co Leech Lake Reservation Children's Init	$170,000.00	Pine River
Club Fed Coalition of Northside ASEP	$800,000.00	Minneapolis
Columbia Heights, City of	$150,000.00	Columbia Heights
Community Partnership with Youth	$220,000.00	New Brighton
Cook County, ISD #166	$130,000.00	Grand Marais
Cromwell-Wright ISD #95	$109,322.00	Cromwell
Duluth ISD #709	$630,000.00	Duluth
East Hillside Patch	$175,000.00	Duluth
Ely Community Resources, Inc	$101,373.00	Ely
Family Means	$130,000.00	Stillwater
Forest Lake Area Youth Service Bureau	$114,560.00	Forest Lake
Houston County Family Services Collaborative	$230,000.00	Caledonia
In the Heart of the Beast	$27,940.00	Minneapolis
Lao Parents & Teachers Assoc. of MN	$340,000.00	Minneapolis
Learning Disabilities Association	$23,495.00	Minneapolis
Lyndale Neighborhood Association	$250,000.00	Minneapolis
Minneapolis American Indian Center	$250,000.00	Minneapolis
Minneapolis Schools #001	$27,305.00	Minneapolis
Moorhead Healthy Community Initiative	$293,000.00	Moorhead
Mountain Lake ISD #173	$128,283.00	Mountain Lake
Nett Lake ISD #707	$68,000.00	Nett Lake
Northfield Union of Youth Inc	$53,661.00	Northfield
Northwest Hennepin Human Service Council	$40,000.00	Brooklyn Park
Orr, City of	$90,000.00	Orr
Our Savior's Lutheran Church	$20,320.00	Minneapolis
PACT 4 Families Collaborative	$505,318.00	Willmar
Phillips Community Television	$31,390.00	Minneapolis
Pillsbury United Communities	$27,940.00	Minneapolis
Pine Point ISD #25	$100,000.00	Ponsford
Powderhorn Park Neighborhood Association	$340,000.00	Minneapolis
Ramsey County Public Health	$405,000.00	St Paul
Region Nine Development Commission	$165,000.00	Mankato
Rice County	$130,000.00	Faribault

Southside Neighborhood Housing Services	$20,320.00	Minneapolis
St Paul Ramsey County	$450,000.00	St Paul
St Paul Ramsey County	$320,000.00	St Paul
Thief River Falls ISD #564	$150,000.00	Thief River Falls
U of M Extension Service Dakota Co	$125,000.00	Farmington
White Bear Lake ISD #624	$160,000.00	White Bear Lake
Whittier Alliance Neighborhood Assn	$700,000.00	Minneapolis
Winona ISD #861	$92,500.00	Winona
Yellow Medicine ISD #2190	$57,850.00	Granite Falls
YMCA of Metropolitan Minneapolis	$400,000.00	Minneapolis
YMCA of Rochester Inc	$300,000.00	Rochester
Youth Self Help Program	$13,002.00	Minneapolis
YWCA of St Paul	$450,000.00	St Paul

PROGRAM COMPARISON
21st CENTURY COMMUNITY LEARNING CENTERS & AFTERSCHOOL ENRICHMENT

Program Characteristics	21st Century Community Learning Centers	Afterschool Enrichment
Target for funding	Students attending high poverty, low-performing schools.	Students struggling with academic success and/or have been involved in the criminal justice system. Targeted neighborhoods in Minneapolis, St. Paul
Key components	School-based, remedial academic assistance	Community-based, positive youth development
Amount available annually	$3.2M for 2003 $5.6M for 2004 $8.7M for 2005 $7.0M projected for 2006	$5.0M for 1999 $5.2M for 2000 $5.2M for 2001 $5.5M for 2002 $5.5M for 2003 (unallotted)
Outcomes (percentage of grants addressing this outcome)	Improve/maintain school attendance* (100%) Increase academic achievement (61%) Increase the availability/participation in high quality, comprehensive programs (78%) Increase engagement in community service (5%) Increase skills in music, arts, athletics (17%) Improve classroom behavior (33%) *Identified as an intermediary outcome for increasing academic achievement.	Increase school attendance/reduce suspensions (50%) Increase academic achievement (79%) Increase number participating in adult-supervised programs (92%) Increase engagement in community service (83%) Increase skills technology, arts, sports (81%) Reduce juvenile crime (33%)
Number of grants awarded	19 grants awarded 2003 19 grants awarded 2004	44 grants awarded for 2002
Number of grants/$$ not funded	59 grants/$31,486,991 not funded in 2003 38 grants/$16,982,688 not funded in 2004	154 grants/$52,005,516 not funded for 2003
Application requirements	Partnership of community-based organizations with a school that has at least 40% of students eligible for free and reduced meals. Year-round programming.	Community partnerships, community control over program design and implementation, programs at no cost to participating youth
Application process	Competitive grant process with citizen review	Competitive grant process with citizen review
Contact hours	722,494 hours in 6 months	906,721 hours in 6 months
Number of youth served	11,256 youth in 12 month period	52,296 youth in 6 months – yearly total estimated to be approximately 60,000

21st Century Community Learning Centers 2003 & 2004

GRANT NAME	ANNUAL AWARD	CITY
Barnum ISD #91	$88,626.00	Barnum
Bemidji ISD #31	$148,852.80	Bemidji
Bloomington ISD #271	$182,029.00	Bloomington
Boys & Girls Club of Leech Lake/Cass Lake	$191,286.00	Cass Lake
Columbia Heights ISD #13	$180,000.00	Columbia Heights
Duluth Area Family YMCA	$381,823.00	Duluth
Faribault ISD #656	$299,480.00	Faribault
Fond du Lac Reservation	$120,000.00	Cloquet
Isle ISD #473	$67,356.00	Isle
Mankato ISD #77	$276,923.08	Mankato
McGregor ISD #4	$103,122.00	McGregor
Minneapolis Schools #001	$479,804.00	Minneapolis
Minneapolis Schools #001	$550,000.00	Minneapolis
MN Dept of Corrections - Red Wing ISD	$96,559.00	Red Wing
Neighborhood House	$217,565.22	St Paul
Nett Lake ISD #707	$66,176.00	Nett Lake
Northland Area Family Service Center	$230,482.00	Longville
Onamia ISD #480	$98,469.00	Onamia
Opportunity Neighborhood Development Corp.	$114,844.00	New Brighton
Osseo ISD #279	$241,247.00	Maple Grove
Osseo ISD #279	$221,124.80	Maple Grove
Otter Tail-Wadena Community Action Council	$237,913.00	New York Mills
Perspectives Inc	$37,534.00	St Louis Park
Pillager Family Council	$105,750.00	Pillager
Pine Point ISD #25	$567,764.00	Ponsford
Robbinsdale ISD #281	$154,756.80	New Hope
Rochester ISD #535	$210,000.00	Rochester
Rochester ISD #535	$241,872.00	Rochester
Rockford ISD #883	$544,816.00	Rockford
St Cloud ISD #742	$195,613.20	St Cloud
St Paul Area Council of Churches	$474,121.00	St Paul
St Paul ISD #625	$500,000.00	St Paul
St Paul ISD #625	$459,988.00	St Paul
Urban Ventures Leadership Foundation	$75,000.00	Minneapolis
Wheaton ISD #803	$209,252.00	Wheaton
Willmar Schools ISD #347	$185,980.00	Willmar
Worthington ISD #518	$183,516.00	Worthington
YMCA of Metropolitan Minneapolis	$433,830.00	Minneapolis

Minnesota Commission on Out-of-School Time

UNDERSTANDING CURRENT SITUATION

Dedicated to crafting the vision and strategies to ensure
Minnesota's young people have engaging opportunities

Sustainability of Out-Of-School Time Programs

*In the face of a $4.2 billion state budget deficit, the 2003 Minnesota legislature unallotted the $4 million dedicated
to the After School Enrichment Grant Program for 2003 and eliminated funding for the program in the 2004-05
budget. Because the unallotment took place in February 2003, 44 grant recipients across the state and over 200
after school programs had only a few weeks to prepare for the sudden loss in program resources. This study fol-
lowed up on 32% of those programs to find out what happened in the wake of the cuts.*

The Governor's After School enrichment Grants (ASE)

In 1996, Minnesota began funding an After School
Enrichment Grant program. The goal of the
grants was to provide programming to 9-13 year
olds during nonschool hours. The intent of the
legislation was that organizations would serve
youth struggling academically or at risk for being
involved with the juvenile justice system, or
youth who were alone and unsupervised. The
original legislation required that community-
based organizations, city, county, and school
district representatives collaborate to receive
grant funds for providing out-of-school time
programming. Partnerships were to build upon
existing resources in the community. [1, 2]

In 1999, the legislation was amended to provide
programming to *all* school aged youth, expanding
the age range for After School Enrichment
Grantees. In addition, the legislature removed
language requiring formation of community
collaboratives, because many potential grant
applicants in rural locations did not have access
to community partners with whom they could
collaborate.

The Sustainability Study

The Sustainability Study examined the effects of
sudden ASE funding losses for:
- Programs providing Out-of-School Time
  supports and opportunities
- Collaboration and Partnerships
- Youth, families, and communities served by
  ASE programs.

Out of 44 ASE grant recipients in 2001, a
stratified sample of 14 programs was drawn for
interviews. The sample included programs from
six rural, five urban, and three suburban areas in
Minnesota.

Of the fourteen agencies selected for the
random sample, four were unable to participate
either because the program had ended or the
coordinator was no longer employed by the
agency.

Interviews were conducted with ten programs:
four rural, three urban, and three suburban.

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[1] After School Enrichment Programs Third Year Report: 1998-1999 MN Session Laws 1996
[2] Children Families and Learning After School Enrichment Grants Activity Description Citation: M.S. 124D.221

Summary of Findings

All 14 programs felt the negative impacts of the cuts: 22% no longer existed; 64% existed in significantly reduced format and fewer staff, with serious doubts about long-term sustainability; 14% reported slight reductions— continuing core programming but cutting in other areas. These findings suggest that the ASE grant was an important part of the funding stream for all recipients, regardless of strengths in other areas.

All those interviewed reported uncertainty about the future. 50% face immediate financial crisis and may need to close their doors in the next semester, while the other 50% believe they will be able to sustain reduced programming for at least a year, but are unsure about their program's future in the longer term.

When asked about how serious their financial trouble was, the rural areas reported being hit the hardest. All programs in rural areas found themselves in serious financial jeopardy.

Impact on Programs

Reductions in Service
The programs that continued operating with reduced services faced difficult choices when the ASE grant was unalloted. The most common adjustments made to accommodate the funding reductions affected programs dramatically:

- Programs operated on reduced schedules during the school year and summer programs were offered for fewer weeks.
- Staff were eliminated. Enrichment programs like art, photography, and creative writing were discontinued, and guest teachers and field trips were eliminated.
- Transportation for youth was eliminated, and youth requiring transportation were unable to participate.
- Fewer youth were served and programs narrowed the age range served.
- Fewer volunteers were available because of reduced hours or difficulty recruiting.

Concerns About Sustainability

It is difficult to raise fees when 98% of our youth are already receiving free or reduced lunches, so we couldn't charge fees to these kids and families [3]

All voiced anxiety about the future. Even those programs with minor program reductions expressed doubts about their ability to continue in the long term.

- Small, short-term funds came largely from the communities served by the ASE Program. Most coordinators doubted their communities could sustain current funding levels in the long term.
- Loss of ASE grants was compounded by the general economic downturn. Donations were down, foundation grants were scaled back, local community funding was limited, and more agencies compete for reduced resources.
- Some ASE grant recipients were awarded one-time emergency funding to continue programming through the current year, but these programs have been told that these emergency funds would not be available again.

Impact on Collaboration and Partnerships

We had just gotten ourselves together and were really starting to work well- that takes time, you know. And then "poof" - the funding was gone and we had no way to sustain the partnership work.

The ASE grant incentive for collaboration was jeopardized when funding was cut. Programs struggling to keep their doors open lacked the time and energy to maintain relationships even when they were an obvious benefit to youth participants and the organizations providing the Out-of-School Time programs. Three coordinators who stated they had a high degree of collaboration (prior to receipt of the ASE grant) were able to maintain those relationships. The collaborations and partnerships that resulted from the grant were all characterized as positive, and the perceived community need for better youth programming was the primary incentive for those interviewed.

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[3] The Free and Reduced Lunch Program is a federal grant that offers nutritional lunch options for children whose family income is less than 175% of the poverty level.

Impact on Youth, Families and the Community

Timing was horrible. It happened at the same time the city decided to close all the rec centers and a child was murdered in the neighborhood. It all sends a message to kids and community members that they are not worth the investment.

Without exception, staff interviewed reported negative effects on the youth and community. Even programs maintaining services expressed anxiety about their ability to continue quality programs. They used words like panic, frustration, disbelief, anger, discouraging, traumatic and damaging to morale in describing the reaction of program participants and community members.

Programs affected by loss of ASE funding made difficult decisions about how to accommodate youth with fewer resources. Possibilities for community collaboration were altered. Programs that have been significantly scaled back reported a "tremendous increase in unsupervised time for youth". Abruptness of funding losses left youth, families, and program providers with little time to re-think options or re-configure resources.

Kids were crying. Single parents were in chaos because they had nowhere to take their kids. There was too much shock and no time to respond- and no way to maintain dignity in the process.

Youth connection to meaningful relationships with adults and peer groups outside of school were interrupted and sometimes terminated as a result of program loss, service reductions, and collaboration limitations among community youth serving organizations. Program coordinators felt this disruption in relationships with supportive people, places and opportunities was the most critical for youth with the most limited capacity to replace them.

All coordinators interviewed reported high levels of community support for the youth services provided by their organizations. However, community support could not keep program doors open in the face of shrinking resources.

Lessons Learned

Collaboration was particularly beneficial for programs that were able to form community partnerships with ASE funding. These relationships often enabled organizations to share essential resources such as facilities and transportation. In turn, they positively affected youth access to programming; the number and variety of activities available to youth; and the number of staff and volunteers with whom youth had contact. Collaboration often extended the reach of individual programs allowing the creation of community youth-serving networks.

Organizational Capacity Building is an area where a one-time investment related to staff training, curriculum improvement, and organizational development can dramatically affect a youth-serving organization long term. Some organizations reported that improvements made during the time of ASE funding enabled them to maintain their programs with fewer resources, simply because they built a solid organizational foundation through better training and improved program curricula.

Program Sustainability
Four factors (summarized in the chart on page 4) appear to be significant in determining whether programs that faced reductions will be sustainable in the short term.

- Community Vitality and Community Resources - Low resourced communities suffer disproportionately because sustainability depends on having access to wider community resources during tough times. A vital community has related programs and services to fall back on including community foundations, private contributors, and community members willing to volunteer time.
- Geographic Isolation - Geographic isolation creates vulnerability. Higher levels of geographic isolation were associated with more serious sustainability challenges.
- Ability to Diversify Funding - 30% of programs relied solely on the ASE grant for their funding needs. 70% sought money in addition to the ASE grant prior to

unallotment, although many did not receive other grants. All programs required additional funding after the unallotment and sought dollars from community foundations, national grants, and local fundraisers.

- Capacity to Form Collaborative Partnerships - When programs have funds to facilitate coordination with each other, their collective capacity is increased.

This brief was prepared from *Sustainability of Out-of-School Time Programs: A Study of the Effects of Cuts in the After School Enrichment Program.* Principle authors Kathleen O'Connor, Nadja Hogg and Ann Lochner.

Factors in ASE Program Sustainability

Programs Eliminated (22%)	Programs Significantly Reduced (64%)	Programs Slightly Reduced (14%)
Few or no community resources	Some limited community resources	High degree of community resources
High geographic isolation	Moderate geographic isolation	Little geographic isolation
Unable to diversify funding due to size of program or location	Some funding diversity, but ASE grant was largest pot of money	More funding diversity due to high levels of community resources
No partnership, due to geographic location or partnerships strong, but not maintained because all partners forced to close doors	Partnerships strong; some maintained if they were self-sustaining, others eliminated because partners needed to focus on own programs	Partnerships strong—most maintained

It appears that Program Sustainability is directly related to organizational vitality and community capacity to create effective youth serving networks through collaboration.

THE McKNIGHT FOUNDATION

UNIVERSITY OF MINNESOTA
Extension
SERVICE

Supporting Minnesota's Youth:
The State of the State's Youth Development Funding

Executive Summary

From October 2003 through January 2004, the Minnesota Council on Foundations engaged in personal interviews with Minnesota's largest private youth development grantmakers and conducted a survey of youth-serving nonprofits in order to gain a better understanding of the current state of youth development funding in Minnesota. This report describes the findings from that research.

Overview

A majority of youth-serving nonprofits in Minnesota report that recent declines in funding have resulted in thousands of youth being denied programs and services they once received to support their well-being and healthy development — from after-school programs to substance abuse prevention programs — thus putting more youth at risk of being ill-prepared to meet the challenges of adolescence and adulthood.

Many nonprofits say they are struggling to maintain their existing services — let alone fill the many vital but unmet needs of Minnesota's youth. Nearly all agencies report being forced to cut staff and hours, eliminate programs and/or reduce service levels and quality. Likewise, many grantmakers say they are struggling to be as effective as possible in advancing effective youth development programs with their relatively limited financial resources.

Despite this fairly negative situation, nonprofits and grantmakers also share some positive ideas for how to improve the state's funding climate for developing strong, healthy and well-educated young people. Many of these ideas are detailed below and in the remainder of this report.

Key Findings

Current Funding Environment

- Youth-serving nonprofits in Minnesota report a declining funding environment for their youth development programs in the last two years, particularly from government sources:

  - Only 12 percent of nonprofits believe their youth development programs are well-funded from all sources.

  - Nearly two-thirds of nonprofits report a decline in government support for their youth development programs — the largest drop of all funding sources.

  - Nearly half of nonprofits report a drop in funding from foundations and corporate grantmakers in the last two years, and 63 percent believe they do not receive sufficient support from these funders.

Impact on Youth

- Thousands of youth in Minnesota have lost youth development programs and services over the past two years due to a decline in funding, with 25 percent of nonprofits saying they have served fewer youth.

- More than 90 percent of nonprofits cited one or more key ways in which declines in funding have reduced their ability to provide youth development programs and services during the past two years:

    - Forty-three (43) percent of nonprofits said they have been forced to lay off staff, which can be particularly debilitating given the staff-intensive nature of much youth development work.

    - One-third of nonprofits cited one or more youth development programs that they have eliminated entirely, with mentorship and after-school programs being particularly hard hit.

    - Even for those programs that have avoided elimination, one-third of nonprofits said they have cut back service levels for their youth development programming.

    - Thirty-eight (38) percent of nonprofits cited a decline in the quality of their youth development programming, primarily due to increased staff workload and decreased program development and planning time.

- Minnesota's youth are being impacted in many negative ways by these cuts in youth development funding and programming, including more idle time out of school, fewer interactions with positive adult role models and more negative societal behaviors.

Perceived Gaps

- More general operating support is needed for youth development programs in the state, according to both nonprofits and grantmakers, with nonprofits expressing a particularly strong need for this type of funding.

- After-school programming is the most critically underfunded youth development program area, grantmakers and nonprofits agree, with dire long-term costs and consequences for the state.

- Other youth development areas identified as being most underfunded are transportation; prevention and early intervention programs; and family support programs, particularly parenting programs.

- Grantmakers throughout the state overwhelmingly agree that youth-serving organizations in Greater Minnesota are funded less adequately than those in the Twin Cities, but nonprofits are not in as much agreement that this disparity exists.

Future of Youth Development Funding

- Many nonprofits believe that Minnesota's funding climate for youth development would be improved greatly if grantmakers would take a more long-term approach to their work, but many grantmakers believe they already have a long-term perspective.

- Differing viewpoints from youth development grantmakers and nonprofits on sustainability create a type of "Catch-22" scenario in which grantmakers look for long-term financial health in a potential grantee, and nonprofits struggle to receive more long-term support from funders so they can strengthen their financial viability in the eyes of funders.

- Grantmakers and nonprofits alike want to see people who care deeply about youth development become better organized and more effective in researching and advocating for issues that benefit youth.

- Nonprofits and grantmakers agree they must work together more closely in order to ensure a brighter future for Minnesota's youth, collaborating statewide to develop a long-range master plan for funding and implementing effective youth development programs.

Minnesota Commission on Out-of-School Ti

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Research Links

News

Please visit the following sites to learn more about positive youth development and current research on the importance of out-of-school tir

The Forum for Youth Investment

Minnesota Afterschool Alliance

From the Committee on Community-Level Programs for Youth, a proje the National Research Council and the Institute of Medicine:
Community Programs to Promote Youth Development Executive Sum

Charles Stewart Mott Foundation

Youth Engagement And Voice.org

Harvard Family Research Project

- The Evaluation Exchange (Harvard Family Research Project's qua evaluation periodical Volume IX, No. 1, Spring 2003

- Issue Topic: Evaluating Out-of-School Time

- Brief # 6: Moving Beyond the Barriers: Attracting and Sustaining Youth Participation in Out-of-School Time Programs

- Brief # 7: Understanding and Measuring Attendance in Out-of-Sc Time Programs This brief reviews developmental research and ou school time program evaluations to examine three indicators of yc attendance in OST programs - intensity, duration, and breadth - ar offers a few different models for how youth's attendance can influ their outcomes.

An in-depth look at the current state of Minnesota's support for youth development organizations and programs - a new report released by the Minnesota Council on Foundations:
Supporting Minnesota's Youth: The State of the State's Youth Developn Funding

After-School Program Publications by Public/Private Ventures

Consequences to **After-School Programs** from **Choices Made in the '03-'04 Legislative Sessions**

The state After-School Enrichment (ASE) grants were unallotted in February of 2003, and were eliminated entirely for 2004-05. In addition, the state's $900,000 reduction to AmeriCorps Volunteers on top of the Federal cut means the loss of over 200 volunteers in education, human and social services resulting in further erosion of after-school services.

What do after-school programs do?

They provide a safe and structured after school environment for children and teens reducing the likelihood of high-risk and anti-social behavior which benefits both the community as well as the children and teens.

Numerous studies show that these activities improve performance at school, build self-esteem, lower the likelihood of drug use, and promote better peer relations.

Duluth's Lincoln Park Collaborative, with which LSS partners, provides one example:
*These services:*
- Truancy prevention and intervention
- Tutoring, mentoring and homework help
- Cultural programming for Native American and African American youth
- Leadership development opportunities and social skill building activities

Resulted in these outcomes:
- Student test scores at only 50% passing prior to project climbed to 73% passing
- Native American youth test scores equaled the district average
- Attendance rates climbed from 80% to 96%
- Vandalism in the parks and neighborhood was reduced
- Students took leadership roles to reduce the incidences of bullying.

How did children fare in other ways at the Capitol?

- **Crisis Nurseries were cut between 30-50%**
- **Grants for children at risk, including early interventions, were reduced by 27%**
- **485 children will be without** a sympathetic senior to help with school & behavior issues
- **Early Childhood** and **School Readiness were cut** by $9.3 million
- **Head Start was cut** by $3.1 million
- There are **200 fewer AmeriCorps volunteers to help children** with school & housing needs
- State funding for **essential nutrition to infants and pregnant women (WIC) was eliminated**
- **1,200 working families lost child care support** and
- Funding for **families fleeing domestic abuse has decreased by 46%** since 2001.
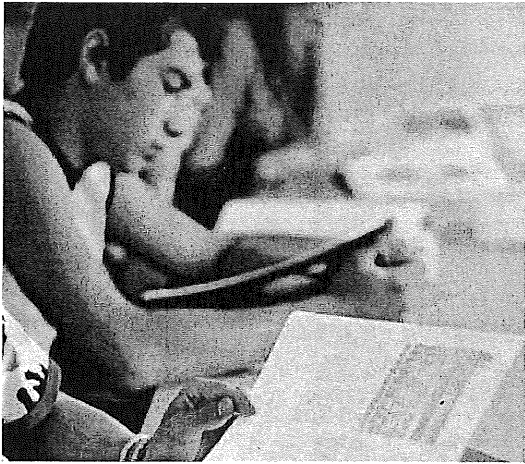
Deborah Moore, **Wilder Foundation Youth Development,** St. Paul Area, notes:

"Focusing in on only academic outcome of youth development is not only dangerous but short-sighted. –

__In fact, research shows that youth development programs that focus on other aspects of development (such as creativity) actually show better impact on academic outcomes.__"

It is not within our ability to learn what happens to children and teens who won't benefit from after-school activities, but below is what we have learned from after-school service agencies:

Neighborhood Involvement Program (NIP) in North Minneapolis - Marcus Pope
- serving primarily African-American youth, lost $20,000 of their after school budget.
- eliminating evening meal and cutting transportation means serving fewer kids, since parents are unable to provide transportation.
"Private funding is extremely scarce as so many agencies are in need: One foundation, with $200,000 available, received requests equaling $1.2 million."

Bethlehem Community Center – 5 Programs in Whittier Neighborhood - Delroy Calhoun,
- loss of 25% of their budget and 13 AmeriCorps volunteers equals 200 kids without services.

"The loss of the young AmeriCorps volunteers with whom the students found it easy to relate has been especially hard. The loss has been in both stability and good role models; 'every staff member lost is a group of kids lost'."

Mr. Calhoun, who teaches at the U of M, observes that funding and employment instability is causing his students to begin to doubt the wisdom of a career in youth-services.

COOL Youth Center - Bob Cross
- lost three AmeriCorps staff, eliminated their evening meal and transportation.

Youth Services Bureau, (YSB) North Branch and Forest Lake - Laurie Drolson
- eliminated grade school programs on self esteem, friendship and anger management.
- estimates 200-300 youth will not receive services.
- working on fund raising efforts to try to maintain service to the community.