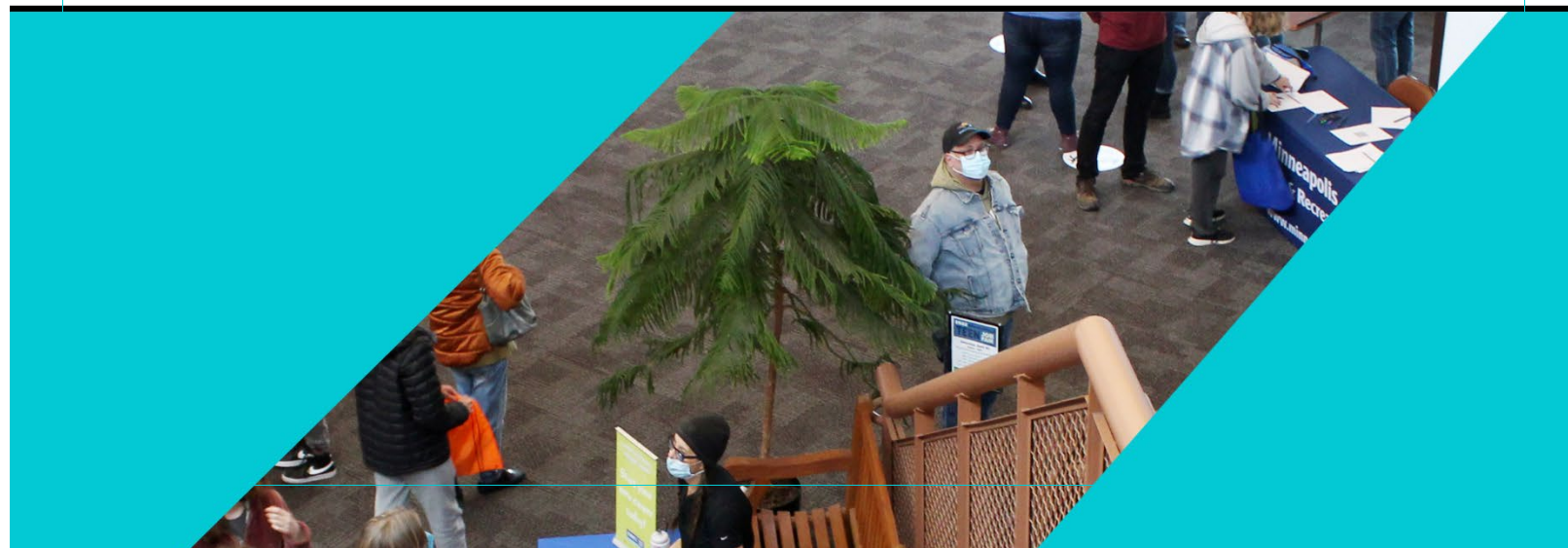




Community Safety Report



Introduction

The Minneapolis Youth Coordinating Board (YCB) embarked on a pivotal mission to integrate youth voices into the discourse surrounding community safety. This initiative emerged in the aftermath of rising crime post-pandemic, coupled with profound social unrest post-George Floyd's demise in 2020. As Minneapolis strategizes the formation of the new Office of Community Safety, it becomes imperative to ensure that the youth's perspective isn't sidelined. Consequently, the YCB synergized with the City of Minneapolis, thereby empowering a diverse group of Urban Scholars to spearhead this project. The outcome is encapsulated in this report, which encompasses their findings and subsequent recommendations.

Safety & Stability Index: This project endeavors to architect a 'Safety and Stability Index' which primarily focuses on ascertaining the diverse perceptions surrounding safety, stability, and inclusivity within youth-centric programs. This index adopts a multi-faceted approach, encompassing perspectives from parents, youths, city leadership, and advocates championing youth engagement. Such a broad spectrum ensures that the strategies crafted resonate with every stakeholder's aspirations.

Research Methodology: The cornerstone of this project was its exhaustive data collection method. Throughout June, July, and the early days of August 2023, our dynamic team engaged with over 100 adolescents and young adults. These interactions, both virtual and in-person, were structured discussions employing the 'Youth as Facilitative Leaders' technique. To ensure transparency and inclusivity, participants were reassured of confidentiality while also being rewarded with \$25 gift cards, with the exception being Step Up or Urban Scholar interns, who were already compensated. This uniformity in the questioning method, be it online or in-person, ensured consistency in the responses gathered. Youths participating in the discussions were a diverse mix, ranging from students of local high schools to interns from city-wide programs like Step-Up and Urban Scholars. The modus operandi of collecting feedback differed based on the mode of interaction. For instance, in-person conversations were highly interactive, with participants jotting down their thoughts on sticky notes. This method was beneficial as it captured even the unspoken sentiments. On the contrary, online interactions, which were scheduled between July 10 and Aug. 2, were more structured and were recorded for transcription. The integrity of this research is built on the diverse spectrum of voices it captures. From in-school students to interns working in different city departments, this endeavor represents a holistic view of the youth's perspective on community safety. Through this project, we have not just documented their concerns but have also paved a roadmap for policymakers to integrate these invaluable insights. This study underscores the fact that the youth isn't just the future but an integral part of the present narrative.

Data Findings and Analysis

Reshaping the Methodology

In the summer of 2023, our team successfully conducted 23 sessions engaging approximately 100 youth participants over a 12-week period. We utilized both online and in-person methods, incorporating participants from various segments like election judges, middle and high school students, step-up peace interns, and urban scholars. Adopting an informal approach, we commenced each discussion with open-ended questions to initiate conversation about community safety perceptions and daily experiences.

Data Organization and Analysis

We classified raw data as session recordings and direct notes. These were consolidated into a singular shared document, detailing the session date and location, accessible to all research team members. By converting research questions into categories, we effectively coded the information into principal themes based on participants' contributions. Key themes and categories that emerged were:

- Themes: Specific areas of concern, safety perception, community involvement, Law Enforcement and Police Engagement; and Criminal Justice and Gun Policy.
- Sentiments: Positive, Negative, and Neutral.
- Cross-cutting Categories: Complexity, Perception Factors.

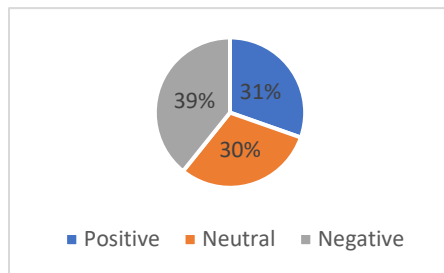
Key Findings

1. Key Words or Sentences: The prompt "What words come to mind about safety in Minneapolis?" evoked a plethora of reactions. Participants wrestled with the format of their responses - be it singular words, multiple terms, or comprehensive phrases. A dichotomy of sentiments arose - some felt safe, while others felt the opposite. This division emphasized the importance of such discussions, and as conversations progressed, participants delved deeper into their personal experiences and perceptions of safety, highlighting the nuances in their shared spaces and interactions.
2. So What: As we transitioned to understanding the gravity of participants' concerns, we probed into the significance of their sentiments and the options available. A common revelation was the lack of awareness regarding initiatives aimed at enhancing youth safety. Participants felt that mere conversations were inadequate without tangible actions to complement them. They underscored the importance of youth-centric programs and the invaluable role of youth in decision-making forums, emphasizing that real change hinges on empowering the concerned demographic.
3. Now What: The final segment sought to outline the roadmap ahead. It was imperative to ascertain the aspirations and hopes of the participants for the future. Core themes that surfaced were the need for community involvement, addressing police relations, ensuring safe educational environments, and establishing a replicable support system. A collective voice emerged, advocating for a peaceful, united Minneapolis, free from the menace of gun violence. The discussions also underscored the significance of community programs, inclusive decision-making, and tackling homelessness.

The discussions illuminated the myriad challenges and aspirations of the Minneapolis youth. Their collective voice paints a picture of a community ready to take charge, collaborating to forge a safer and more inclusive future. The insights harvested from these sessions will indubitably serve as a cornerstone for future interventions, aligning perfectly with the community's aspirations.

Discussion

Sentiment Analysis Overview



Grouping the responses of all 4 research questions (key words, guts, now what, and so what), three sentiments allowed to understand how the responses connect: positive, neutral, and hostile. Of all the answers together and multiples notes combined, 30.38% were positive sentiments, 30.38% neutral, and 39.24% negative.

Drawing from the data and observations collected from the four research questions, the sentiments of participants have been categorized into three primary groups: Positive, Neutral, and Negative. Below is a brief analysis of each sentiment aligned with the major categories identified:

Perception Factors

- *Positive*: Elements that boost feelings of safety, such as knowledge of resources or being in well-lit areas.
- *Neutral*: Factors that are part of an individual's environment but don't influence their feelings of safety.
- *Negative*: Aspects that diminish feelings of safety, such as dark streets or absence of immediate support.

Overall, it's evident that while there are substantial areas of positive sentiments related to safety and community engagement, negative sentiments outweigh them, particularly concerning gun violence, safety experiences, and law enforcement. Neutral sentiments reflect observations and perceptions that neither enhance nor deteriorate the feeling of safety among participants.

Areas of concerns

- *Positive*: Areas or zones where participants felt safe or experienced fewer incidents of crime.
- *Neutral*: Mention of certain areas without attaching a feeling or experience to them.
- *Negative*: Identification of regions marked by high crime rates, such as North Minneapolis, and direct experiences of crime.

“Schools are both safe and unsafe. Anything that happens in schools is on the news.”
“We are afraid of shooting, not just at school but in public areas.”

As the discussions evolved in all focus groups it became evident that the schools, university campus, gas stations, transit centers, parks, downtown area, community centers, and homeless shelters came up as most areas of concern for safety. However, given different factors whether the young person lives in the area, or just reaches it for out of school activities there are fears of theft, carjacking, verbal and physical assaults, drug and alcohol influence, streets that are too dark and have no cameras, and park or street fighting among youth. All of which add up to the concern of safety for young people depending on their gender vulnerabilities and previous harmful experiences in similar situations. For instance, as the picture shows, at the school the relationships between teachers and students were divided.

Safety Perception and Experiences

Perceptions

- *Positive*: Feelings of security when surrounded by peers, teachers, or familiar faces. Comments appreciating certain security systems, such as emergency buttons on university campuses.
- *Neutral*: Statements reflecting an acceptance of the current state, without indicating feelings of improvement or deterioration in safety.
- *Negative*: Experiences of fear and insecurity in certain environments, including their homes. Dark streets and lack of prompt support mechanisms contribute to this sentiment.

Experiences

- *Positive*: Instances where participants felt secure, experiences of timely help or intervention.
- *Neutral*: Narratives that describe an event without conveying an emotional experience.
- *Negative*: Personal accounts of danger, like being stalked, or fearing harm.

Central to the perception of safety are the pillars of relationships and trust. This sentiment emerged strongly during our discussions, emphasizing the importance of familiarity and connection in determining a person's feeling of security. The foundation of safety was often based on the relationships the youth cultivated with peers or adults in various settings, such as schools, parks, or communal spaces. One participant aptly put it, *“I feel more secure when surrounded by my peers—those I'm familiar with.”*

This relational dimension extends to the broader sense of safety. The presence of trustworthy figures, be it friends, teachers, or other known individuals, was considered paramount. As one participant stated, *“I feel protected around friends, teachers, and those I am closely acquainted with—people who are there for me when I need assistance.”*

However, there are gaps in this perception of safety. A recurring theme was the reliance on law enforcement when a perceived threat emerges. *“Law enforcement is whom we turn to when we sense danger,”* voiced one participant. For some, the simple act of commuting—walking to a bus stop, boarding, and reaching home—becomes a litmus test for safety. This sentiment aligns with a broader concern: the awareness and reliability of safety resources. Notably, many youths expressed feeling unsafe in certain environments, including their homes. Phrases like, *“I always worry that someone might suddenly confront me even at my home,”* echo a pervasive sense of unease and mistrust in the existing safety mechanisms.

Darkness and poor lighting in streets at night were cited as major contributors to these feelings of insecurity. For some, this has resulted in self-imposed isolation as a defensive mechanism. A few shared harrowing experiences of feeling stalked, emphasizing the lack of immediate recourse in such situations. Mention was made of support systems in university settings—emergency buttons that promise assistance within ten minutes. However, this level of assurance seems absent in public spaces, where police lines might be the only, and often delayed, source of aid.

Interestingly, the police's presence elicited mixed reactions. While some youth found solace in their visibility, others felt heightened anxiety. A telling statement was, *“Their presence makes me more anxious than reassured.”* This sentiment was further amplified by another participant who shared, *“I'd rather not get involved. A friend once called the police for help and ended up being detained.”* The discussion even ventured into the territory of self-defense, with one individual stating, *“To me, safety is the right to own a gun, as the police are armed too.”* While the session did not delve deeper into every individual story, it shed light on the multifaceted and deeply personal perceptions of safety among the participants.

Community Involvement

- *Positive:* Remarks highlighting the benefits of community engagement, including better communication skills, positivity, and interest in advocating for change. Appreciation for programs like Step-Up and Urban Scholars.
- *Neutral:* Observations about the current state of community programs or initiatives without an overt positive or negative connotation.
- *Negative:* Feelings of exclusion, or the sentiment that youth opinions aren't valued or considered.

Participants expressed a range of sentiments on the topic of community involvement, touching on feelings of fear, self-isolation, engagement, education, and relationships. It was evident from the discussions that specific concerns were tied to geographic areas, though some concerns were universally shared.

One positive aspect highlighted was the importance of effective communication amongst the youth. Participants felt that by harnessing better communication tools and technologies, communities could foster a more positive environment, reduce youth conflicts, and boost advocacy for change. Emphasizing the importance of inclusivity, many also pointed out the value of promoting diversity awareness and fostering connections.

There was significant praise for accessible summer programs like the Step-Up and Urban Scholars, which offer youth opportunities to engage, learn, and earn while also contributing to their communities. However, it was clear that many youths, especially those of employable age, were unaware of the existence of these programs and the ease of access. Such initiatives are seen as pathways for the youth to contribute actively towards a safer community environment. The issue of trust within the educational environment was also discussed, with a poignant observation made by a student: *“In schools, we need to work on building trust with our teachers. It's not just about them trusting us.”* Another participant voiced concerns about the current educational curriculum, suggesting, *“School districts should incorporate subjects that resonate with young people – topics that are directly relevant to their communities.”* There's a prevailing sentiment that the educational authorities might be inadvertently sidelining subjects of direct interest and value to students. To address this, participants advocated for community-based thematic learning, which they believe would bridge the gap between students and teachers and counter feelings of disenfranchisement.

However, security concerns remain high on the agenda. Many focus group participants raised the issue of carjacking and related incidents, particularly around schools and university campuses. Several participants recounted experiences of having their car windows or mirrors damaged, and a few even shared instances of attempted car theft.

Cross-Cutting Perceived Concerns (aspirations complexity and perception factors)

Within the specific areas of concern, the identified issues trended by three aspirations, 13 complexity issues, and eight criminal justice related.

Aspirations: Bus and School-Based Clinics

When we posed the *“So What?”* question, asking what topics merited further discussion or which changes would be impactful a year from now, an optimistic vision of the future emerged. One participant expressed a hope for a safer community, remarking, *“A year from now, I envision myself comfortably taking a bus or train to school or work.”*

Furthermore, when addressing the positive outcomes from our discussions, another participant highlighted the value of school-based clinics as essential resources for teens. They noted, *“The school-based clinic has been transformative. It offers a haven and a trusted space for teens seeking information on topics they might hesitate to discuss with their parents.”*

However, some challenges identified are complex, stemming from multifaceted issues that require a comprehensive understanding of the youth experience. While the participant didn't specify which concern they were referencing, they emphasized the need for intentional planning based on the current assets. They expressed optimism for the future, stating, *“While working towards a safer environment for the youth has its challenges, the foundation lies in leveraging what we currently have.”*

This sense of resilience and determination was also evident in our “Now What?” discussions, where a participant asserted, “Striving for positive change is always commendable. Perfection isn't the goal; persistence and active engagement are the keys to making a lasting impact.”

Complexity: Law Enforcement and Police Engagement

- *Positive*: Sentiments of reassurance due to police presence or residing near a police station.
- *Neutral*: Descriptions of interactions with law enforcement without an attached feeling.
- *Negative*: Feelings of heightened anxiety due to police presence, incidents of perceived police inadequacy or inefficiency, and mistrust in the system.

The intricacies surrounding law enforcement and community engagement were evident during our group discussions. Participants' sentiments ranged from a cautious optimism about changes in policing to concerns about response times, and even individual safety.

One participant expressed hope, stating, “I believe we will witness a change in instances of police brutality. I don't necessarily think the police are currently doing exceptionally well or poorly, but there's a palpable sense that our voices are finally being acknowledged. My perspective leans towards investing in broader public safety measures rather than just public patrols.”

In contrast, another participant felt an inherent sense of security, attributed to living in close proximity to a police station. This was thought to be a protective factor against criminal activity in the neighborhood, reinforcing a positive perspective on police presence.

However, this sentiment wasn't universally shared. Another participant vocalized concerns about the inconsistencies in police response times. They said, *“When I've had to call the police, their arrival can be unpredictable. Depending on the gravity of the situation, their response might be swift or delayed. In situations where I might feel immediately threatened, I can't help but consider the Second Amendment as a potential safeguard.”*

Yet, amidst these mixed feelings, a contrasting hope emerged. Another participant declared a desire for peace and longevity, stating, *“I don't want to engage in conflicts with anyone. My aspiration is simple: to grow old in a safe environment.”*

Complexity: Criminal Justice and Gun Policy

- *Positive*: Expressions supporting the right to bear arms for protection.
- *Neutral*: General statements about gun policies without taking a stance.
- *Negative*: Concerns about widespread gun violence, easy access to firearms, and the implications of such accessibility.

The nexus between criminal justice and gun policy presents a multifaceted challenge, as revealed in our group discussions. One participant highlighted the paradox of firearm ownership, associating it with personal safety, especially given that police officers are similarly armed. However, this viewpoint did not provide an in-depth rationale for equating gun ownership with safety simply because law enforcement possesses firearms.

Divergent opinions emerged, with another participant noting the inherent danger posed not just by the proliferation of firearms but also by the mere presence of police on the streets. The topic of gun policy seemed even more delicate than broader safety issues, underscoring palpable tensions among participants regarding gun ownership and firearm-related violence.

A stark testimony came from a participant who recounted the frequent gunshots in North Minneapolis, describing it as a tragic normalcy. The sentiment was encapsulated in their statement: *“Everyone knows it happens, but no one speaks about it; it's just accepted as a way of life.”* They further mused about the dichotomous nature of gun rights: they can empower individuals for self-defense but can also be weapons of harm. This led to questions about responsible firearm ownership, the efficacy of gun control policies, and the overarching role of the criminal justice system.

One participant lamented the exclusion of youth voices in these pivotal discussions, advocating for their involvement to curb gang and gun violence endemic in certain Minneapolis zones. Proposing a pragmatic solution, they said, *“Involving youth more and limiting firearm access to one gun per family could enhance public safety.”*

Another participant's heart-wrenching personal account epitomized the pervasive fear in some neighborhoods: "I seldom leave my house because of the danger. We're afraid to even water our garden. The sound of gunshots is almost weekly, so we just stay out of harm's way."

However, as the discussions unfolded, a consensus seemed evident: all participants felt some level of unease in their communities. One poignant observation focused on the criminal justice system's approach: "*I hear a lot about incarcerating or restricting young individuals but not much about equipping them with resources or addressing root causes.*" This perspective accentuates a need to shift from a reactive justice model to proactive violence prevention.

To wrap up, a participant reflected on the systemic issues affecting the youth: "Though not all police officers harbor ill intent, the system seems skewed against the youth and their loved ones."

Complexity: Perception Factors

- *Positive*: Elements that boost feelings of safety, such as knowledge of resources or being in well-lit areas.
- *Neutral*: Factors that are part of an individual's environment but don't influence their feelings of safety.
- *Negative*: Aspects that diminish feelings of safety, such as dark streets or absence of immediate support.

Conclusive thoughts

Building authentic relationships is pivotal when researching within a community. It not only facilitates open dialogue but also creates an environment where young individuals feel secure enough to express their genuine feelings and thoughts. While it may not be essential for city officials and policymakers to be physically present during such discussions, it's crucial for them to establish mechanisms to capture the perspectives of young people. The experiences and insights of these youths, often coming from a more disadvantaged viewpoint, provide a unique lens through which we can understand the challenges faced by their generation. One participant noted, "Our school isn't inherently bad; neither are its students. It's the broader community's challenges that do not accurately represent our student body." This sentiment underscores the importance of distinguishing between individual institutions and the larger community dynamics. There's a palpable wish that more individuals were aware of the ongoing research and its findings. By broadening the scope of understanding, it can pave the way for a more balanced narrative. Often, the stories of adversity and challenges overshadow the numerous positive anecdotes, resulting in a one-sided depiction of the community. When only negative incidents are highlighted, it perpetuates a cycle of unfavorable branding. Several participants also shared concerns about recurring incidents of violence in schools, particularly around Minneapolis. The recurring narrative seems to be parents considering relocation to other schools as a solution, with minimal intervention or actionable plans from the authorities. Addressing adverse events is crucial, but it's equally important for communities to be informed of positive changes and progress. In essence, it's imperative to build trust, foster open dialogue, and most importantly, strive for a holistic understanding of the community's narrative, both the challenges and triumphs.

Youth-Friendly Recommendations for Safety and Stability

By incorporating the recommendations below and addressing the multifaceted concerns of youth regarding safety, stability, and transportation, Minneapolis can foster a community where the youth not only feel safe but also actively contribute to the city's well-being. Improving street lighting and monitoring, along with enhancing transportation, will make the youth feel both secure and valued in their city.

1. Amplify Youth Voices in Decision-making Forums

- **Action:** Establishment of youth councils or advisory boards to ensure that youth perspectives are integral to policymaking, especially on safety and community well-being.
- **Actors/Stakeholders:** City leadership, schools, community centers, and local NGOs.
- **Roles:**
 - City leadership: Provide resources and platforms for youth councils.
 - Schools and community centers: Encourage youth participation and ensure diverse representation.
 - NGOs: Offer mentorship and training to empower youth in decision-making.

2. Enhance Awareness and Accessibility of Youth Safety Initiatives

- **Action:** Launch a comprehensive information campaign about existing and upcoming safety initiatives tailored for the youth. This could be through workshops, social media campaigns, or community events.
- **Actors/Stakeholders:** City leadership, police departments, schools, and community-based organizations.
- **Roles:**
 - City leadership: Fund and endorse initiatives.
 - Police departments: Participate in outreach programs to bridge the gap between law enforcement and youth.
 - Schools: Integrate safety awareness into curricula.
 - Community organizations: Organize events and workshops to disseminate information.

3. Strengthen Community Programs and Safe Spaces for Youth

- **Action:** Establish and maintain community centers where youth can engage in constructive activities, have access to mentors, and build skills.
- **Actors/Stakeholders:** Local community leaders, NGOs, and business sponsors.
- **Roles:**
 - **Community leaders:** Spearhead the establishment of these centers and promote community involvement.
 - **NGOs:** Provide content, resources, and mentorship programs.
 - **Business sponsors:** Fund these centers and offer opportunities for real-world skill-building.

4. Tackle the Issue of Homelessness Among Youth

- **Action:** Develop shelters and support systems specifically for homeless youth, offering not just a safe space but also educational and skill-building opportunities.
- **Actors/Stakeholders:** City leadership, NGOs specializing in homelessness, and philanthropic organizations.
- **Roles:**
 - City leadership: Allocate resources and spaces for these shelters.
 - NGOs: Manage and run the shelters, ensuring holistic care for the youth.
 - Philanthropic organizations: Provide funding and partnerships for sustainability.

5. Foster Improved Relations Between Police and Youth

- **Action:** Launch programs that encourage positive interactions between the police and youth, such as community policing, youth-police dialogues, and mentorship programs.
- **Actors/Stakeholders:** Police departments, schools, community organizations, and youth representatives.
- **Roles:**
 - Police departments: Take the lead in organizing these initiatives, ensuring officers are trained in youth engagement.
 - Schools and community organizations: Facilitate these interactions and provide feedback mechanisms.

- Youth representatives: Engage actively in dialogues, representing the broader youth community.

6. Prioritize Education Environments as Safe Spaces

- **Action:** Implement safety protocols in schools, offer mental health resources, and ensure every student feels secure and heard.
- **Actors/Stakeholders:** School boards, school management, student councils, and local health departments.
- **Roles:**
 - School boards and management: Draft and implement policies ensuring physical and mental safety.
 - Student councils: Represent the voice of students, offering feedback and suggestions.
 - Health departments: Provide resources and training on mental health awareness and support.

7. Improve Transportation Safety and Accessibility

- **Action:** Enhance public transportation routes and frequency, especially during early morning and late evening hours, to ensure youth can travel safely at all times.
- **Actors/Stakeholders:** City Transportation Department, Public Transit Authorities, and community leaders.
- **Roles:**
 - City Transportation Department: Allocate resources and optimize routes.
 - Public Transit Authorities: Ensure timely and safe transit services.
 - Community leaders: Gather feedback from youth and advocate for necessary changes.

8. Address Concerns of Dark Streets

- **Action:** Audit and upgrade street lighting in areas frequently used by youth during evening hours.
- **Actors/Stakeholders:** City Public Works Department, local police department, and community associations.
- **Roles:**
 - City Public Works Department: Identify dark zones and upgrade lighting.
 - Police department: Monitor and recommend areas with high security concerns.
 - Community associations: Raise concerns and ensure maintenance.

9. Install Cameras in Vulnerable Areas

- **Action:** Place security cameras in areas identified as high-risk or where youth frequently commute during low light hours.
- **Actors/Stakeholders:** City Safety and Security Department, local police department, and community associations.
- **Roles:**
 - City Safety and Security Department: Source and install security cameras.
 - Police department: Monitor footage and ensure swift response to incidents.

- Community associations: Identify high-risk zones and advocate for camera installations.

10. Engage Youth in Transportation Planning

- **Action:** Involve youth in city transportation planning processes to ensure their concerns and insights are considered.
- **Actors/Stakeholders:** City Transportation Department, schools, and youth councils.
- **Roles:**
 - City Transportation Department: Organize forums and workshops for youth input.
 - Schools: Encourage student participation in transportation planning.
 - Youth councils: Act as a bridge between city planners and the larger youth community.

11. Conduct Safety Workshops for Youth Commuters

- **Action:** Offer workshops that educate youth on safe commuting practices, especially during low light hours.
- **Actors/Stakeholders:** Police departments, schools, and community organizations.
- **Roles:**
 - Police departments: Provide expertise and lead workshops.
 - Schools: Organize and promote these workshops among students.
 - Community organizations: Extend these workshops to youth outside the school system.

About US

About the YCB

The Minneapolis Youth Coordinating Board (YCB), since its inception in 1987, has been at the forefront of amplifying youth voices, intertwining their expertise and experience, and more importantly, recognizing young individuals as pivotal change-makers. Operating in synergy with multiple bodies – the City of Minneapolis, Hennepin County, Minneapolis Public Schools, and Minneapolis Park & Recreation Board – the YCB forges a path for holistic goals, strategic plans, policies, and actionable measures tailored for Minneapolis's younger demographic. One of the YCB's standout initiatives is the Minneapolis Youth Congress, a concerted effort to liaise with youngsters. Alongside this, YCB also collaborates with community outfits, philanthropic entities, community figureheads, and the public at large to manifest our joint vision and objectives for the youth of Minneapolis.

About Urban Scholars

Urban Scholars serves as a beacon of hope and opportunity, a groundbreaking internship initiative aimed at bridging the equity disparity within communities. The program extends its tendrils across various reputable public sector entities, including the City of Minneapolis, Hennepin County, Minneapolis Public Housing Authority, and Minneapolis Parks and Recreation Board. As a testament to its inclusivity, the program is open to students currently enrolled in academic institutions or those who have graduated within the past year. Spanning 12

weeks from June to August, the Urban Scholars program has been instrumental in the YCB's survey execution and subsequent analysis, marking a significant stride in community development and youth engagement.

Research Team

- Ann de Groot: Steering the ship with Executive Leadership and orchestrating institutional collaborations.
- Caryn Scheel: Mastermind behind research blueprints, participant training, management, and overseeing the reporting framework.
- Leopoldino Jeronimo: Integral in charting out research methodologies, training modules, data assimilation, dissecting the data, and chalking out the reports.
- Urban Scholars:
 - Joy Maranga, LeAnna Ung, Ridwan Mohammad: Central in conceiving research strategies, spearheading youth engagement, zeroing in on potential respondents, helming youth-centric focus group discussions, curating data, refining it, and drafting comprehensive reports.
 - Other Urban Scholars – Athira Nair and Layaned Sanisaca: Their role was indispensable in infusing insights, fostering ties with youth clusters, and when needed, stepping into facilitation roles.

Minneapolis Demographics. Minneapolis, with a burgeoning population of 425,336, is home to a significant 20% of vulnerable young children and youth seeking their rightful space. The racial tapestry of the city, as per the US Census Bureau (2016-2020), is woven with diverse threads – 35% White, 33% Black, 17% Hispanic, 7.5% Multiracial, 4.9% Asian/Pacific, 1% American Indian/Alaska Native, and 0.7% constituting other races. This rich blend underscores the city's vibrant, multicultural essence, emphasizing the importance of the YCB's endeavors.

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