APPENDIX R

The State of Children and Youth in Seattle: 2003 Report

December, 2003

City of Seattle
Office for Education
Office of Policy and Management
Research and Prevention Office

If you have questions about this report, please contact:

Jessica de Barros
Office of Policy and Management
206/684-8365
Jessica.debarros@seattle.gov

Sid Sidorowicz
Office for Education
206/615-0463
sid.sidorowicz@seattle.gov

I. Introduction

This is the second annual report on the state of children and youth in Seattle. The report shows how the City's children and youth are doing in education, health and safety. While Seattle's children and youth are doing well overall, there are disturbing disparities among children by race and family income level.

Last year, Mayor Greg Nickels issued the first State of Children and Youth in Seattle report and introduced the City's Children and Youth Strategy, an effort to prioritize City spending to improve outcomes for young people. Data in the report showed that overall, children and youth in Seattle were faring well in education, health, safety and community support. For example, according to the Annie E. Casey Foundation's Kids Count project, children of Seattle continue to get off to a healthier start in life than most of the other largest 50 cities in the United States. Seattle was ranked in the top ten of the 50 largest cities in seven of eight measures of a healthy start to life. Additionally, the City of Seattle was above the 50-city average for all eight measures and ranked in the top five cities in five of the eight categories. The eight categories were teen births, repeat teen births, births to unmarried women, low maternal education, late or no prenatal care, smoking during pregnancy, low birth weight births, and preterm births.

However, as both the 2002 and 2003 reports show, not *all* of Seattle's children and youth are faring well. The data from both years show unacceptable disproportionality in outcomes for children and youth by race, income and across geographic areas of the City. Major findings in 2003 include:

- Economics: Children living in poverty and single parent households in poverty are over-concentrated in certain areas of the City. Children living in single parent households in poverty are concentrated in Central and Southeast Seattle. In addition, the number of students receiving free and reduced price lunch increased for the first time in six years. The numbers increased for students of color while decreasing for white students.
- School Readiness and Academic Achievement: There is clear disproportionality by geography in academic achievement and other measures of student success according to where children live in the City. Students living in South Seattle tend to pass fewer Washington Assessment of Student Learning subject tests, score lower on the Iowa Test of Basic Skills, have lower high school cumulative grade point averages, and more days of unexcused absences, than students living in North Seattle.
- Health: While teen births declined across Seattle, there are still greater numbers of teen births in Central and South Seattle than in North Seattle.

- Safety Data: Students in 8th grade showed greater rates of risky behavior than did students in the 6th, 10th and 12th grades.

The data that follow tell the story of how Seattle's children and youth are doing. The data are organized in three main areas: academic achievement and school readiness, health and safety. Following the data report is a summary of the City of Seattle's policy and budget for children and youth.

II. State of Children and Youth in Seattle Indicators

Selected Demographic Information

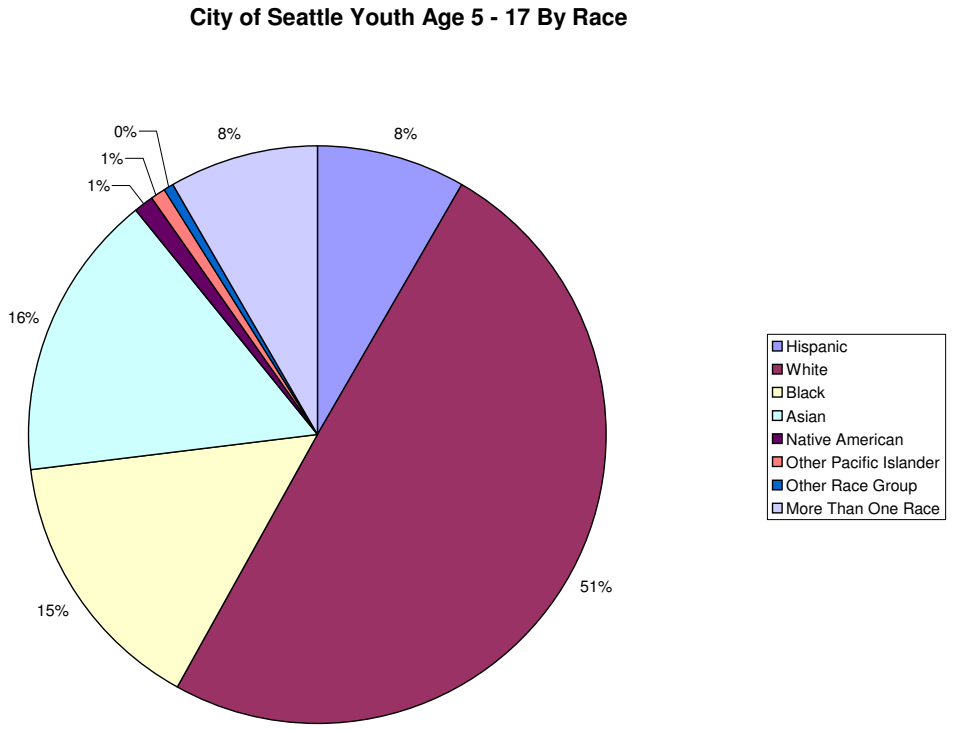
A. Numbers of Children and Youth in Seattle, By Race

According to the 2000 census, there were 61,612 youth age 5-17 in Seattle. This corresponds generally with the ages of children in grades K-12. Forty-nine percent of these youth were identified as non-white. Table 1 shows the total number of youth ages 5-17 in Seattle, and the numbers of children of each race available from the 2000 Census. Figure 1, below, shows the City's youth ages 5-17 in a pie chart by race as a percentage of all youth.

Table 1
Seattle Population, Age 5-17, 2000 Census

Total Youth Age 5-17	61,612
Hispanic	5197
White	30,579
Black	9191
Asian	9887
Native American	701
Other Pacific Islander	590
Other Race Group	306
More Than One Race	5161

Figure 1



B. Public School Enrollment Trends Among Seattle's Children and Youth

Approximately 75% of school age children in Seattle attend Seattle Public Schools (SPS). Although SPS race and ethnicity categories differ somewhat from the 2000 census, it is clear that a substantially greater percentage of youth of color attend public school, compared to the percentage of youth of color in the City's total youth population. For example, while white youth make up 51% of the citywide school age population, they comprise only 40% of SPS students.

Table 2 shows trend numbers and percentages of students enrolled in SPS, by race, from the 1995-96 school year through the 2002-03 school year. As shown by the totals at the bottom of the table, the number of students enrolled in SPS increased by 740 between 1995-96 and 2002-03.

Table 2

District Summary
Number and Percent of Students in each Ethnic Group
All Regular and Alternative Schools

ETHNIC GROUP	1995/1996		1996/1997		1997/1998		1998/1999		1999/2000		2000/2001		2001/2002		2002/2003	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
American Indians																
American Indian	1,012	2.2%	1,065	2.3%	1,042	2.2%	1,052	2.2%	993	2.1%	919	2.0%	875	1.9%	843	1.8%
Alaska Native	201	0.4%	210	0.4%	189	0.4%	178	0.4%	159	0.3%	159	0.3%	139	0.3%	147	0.3%
Native American	191	0.4%	204	0.4%	236	0.5%	217	0.5%	209	0.4%	218	0.5%	208	0.4%	226	0.5%
Summary	1,404	3.0%	1,479	3.1%	1,467	3.1%	1,447	3.0%	1,361	2.9%	1,296	2.8%	1,222	2.6%	1,216	2.6%
African American	10,481	22.7%	10,721	22.8%	10,782	22.7%	10,850	22.8%	10,953	23.1%	10,832	23.1%	10,730	22.9%	10,706	22.8%
Chicano/Latino																
Latino Asian	288	0.6%	310	0.7%	334	0.7%	338	0.7%	330	0.7%	328	0.7%	343	0.7%	325	0.7%
Latino Black	340	0.7%	368	0.8%	365	0.8%	347	0.7%	374	0.8%	358	0.8%	363	0.8%	371	0.8%
Latino Indian	1,943	4.2%	2,151	4.6%	2,316	4.9%	2,444	5.1%	2,515	5.3%	2,640	5.6%	2,608	5.6%	2,587	5.5%
Latino White	1,137	2.5%	1,203	2.6%	1,236	2.6%	1,315	2.8%	1,362	2.9%	1,512	3.2%	1,713	3.7%	1,841	3.9%
Summary	3,708	8.0%	4,032	8.6%	4,251	9.0%	4,444	9.3%	4,581	9.7%	4,838	10.3%	5,027	10.7%	5,124	10.9%
Asian																
Chinese	2,084	4.5%	2,109	4.5%	2,143	4.5%	2,186	4.6%	2,244	4.7%	2,236	4.8%	2,323	5.0%	2,405	5.1%
East Indian	325	0.7%	331	0.7%	330	0.7%	321	0.7%	307	0.6%	302	0.6%	300	0.6%	284	0.6%
Filipino	2,158	4.7%	2,183	4.6%	2,238	4.7%	2,173	4.6%	2,142	4.5%	2,115	4.5%	2,095	4.5%	2,133	4.5%
Japanese	689	1.5%	680	1.4%	681	1.4%	726	1.5%	726	1.5%	755	1.6%	772	1.6%	799	1.7%
Korean	473	1.0%	454	1.0%	450	0.9%	420	0.9%	412	0.9%	401	0.9%	378	0.8%	374	0.8%
Other Asian	350	0.8%	394	0.8%	422	0.9%	424	0.9%	440	0.9%	423	0.9%	449	1.0%	485	1.0%
Samoan	565	1.2%	567	1.2%	532	1.1%	534	1.1%	558	1.2%	497	1.1%	449	1.0%	448	1.0%
Other Southeast	2,526	5.5%	2,514	5.3%	2,494	5.3%	2,370	5.0%	2,197	4.6%	2,003	4.3%	1,846	3.9%	1,727	3.7%
Vietnamese	2,367	5.1%	2,441	5.2%	2,396	5.0%	2,396	5.0%	2,441	5.1%	2,416	5.1%	2,374	5.1%	2,347	5.0%
Summary	11,537	25.0%	11,673	24.8%	11,686	24.6%	11,550	24.3%	11,467	24.2%	11,148	23.8%	10,986	23.5%	11,002	23.4%
White																
Gypsy	25	0.1%	37	0.1%	32	0.1%	31	0.1%	30	0.1%	29	0.1%	26	0.1%	26	0.1%
White	19,070	41.3%	19,133	40.6%	19,239	40.5%	19,287	40.5%	19,061	40.2%	18,789	40.0%	18,805	40.2%	18,891	40.2%
Summary	19,095	41.3%	19,170	40.7%	19,271	40.6%	19,318	40.6%	19,091	40.2%	18,818	40.1%	18,831	40.2%	18,917	40.3%
TOTAL	46,225	100.0%	47,075	100.0%	47,457	100.0%	47,609	100.0%	47,453	100.0%	46,932	100.0%	46,796	100.0%	46,965	100.0%

Figure 2 shows SPS enrollment trends broken out by race during the same 7 year time period. One noticeable trend is the slight increase in percentage of African American students and the slight decrease in percentage of Asian students. While the percentage of Asian students was slightly higher than the percentage of African American students in 1995-96, the percentages were nearly equally by 2002-03. Figure 3 shows the race enrollment trends by numbers of students rather than percentages.

Figure 2

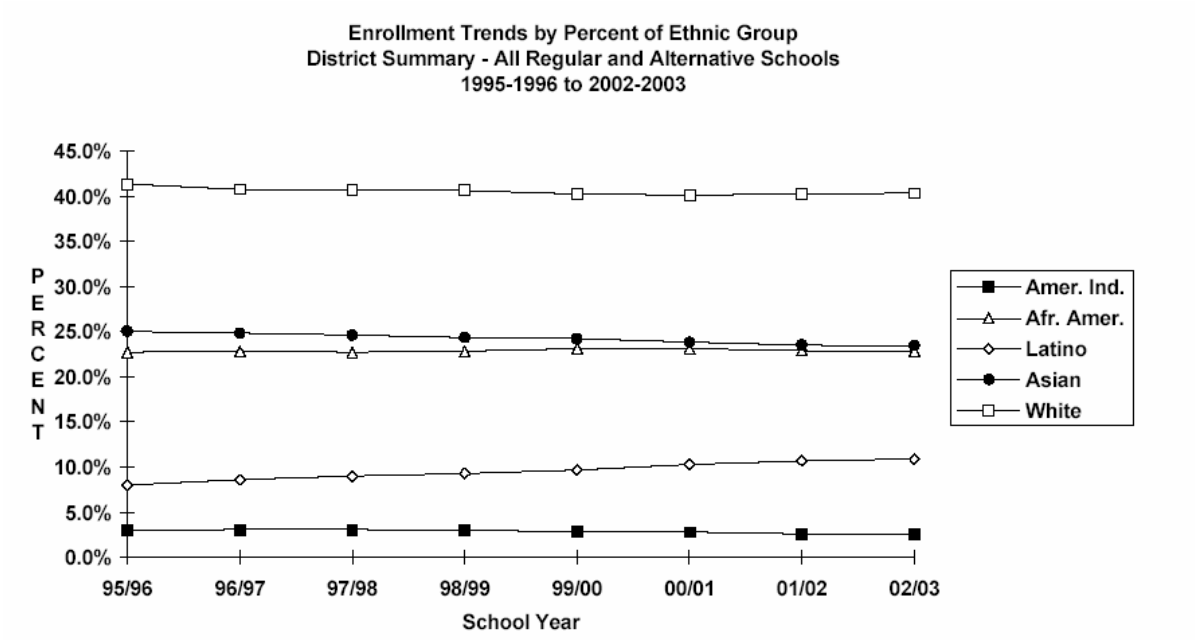
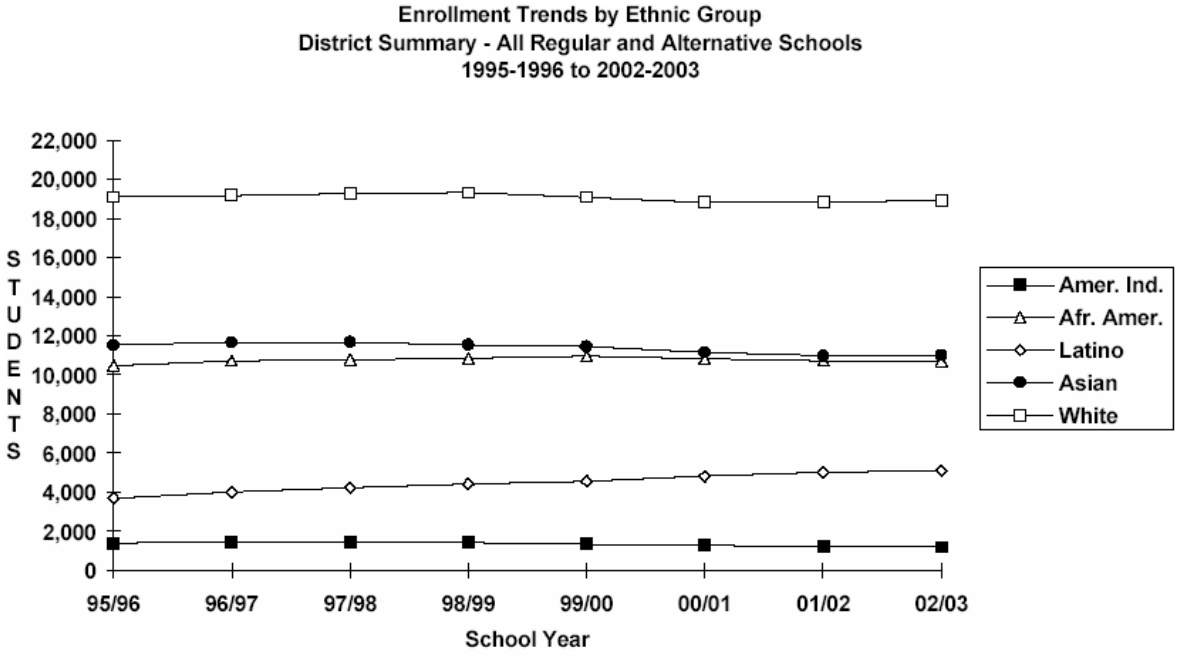


Figure 3

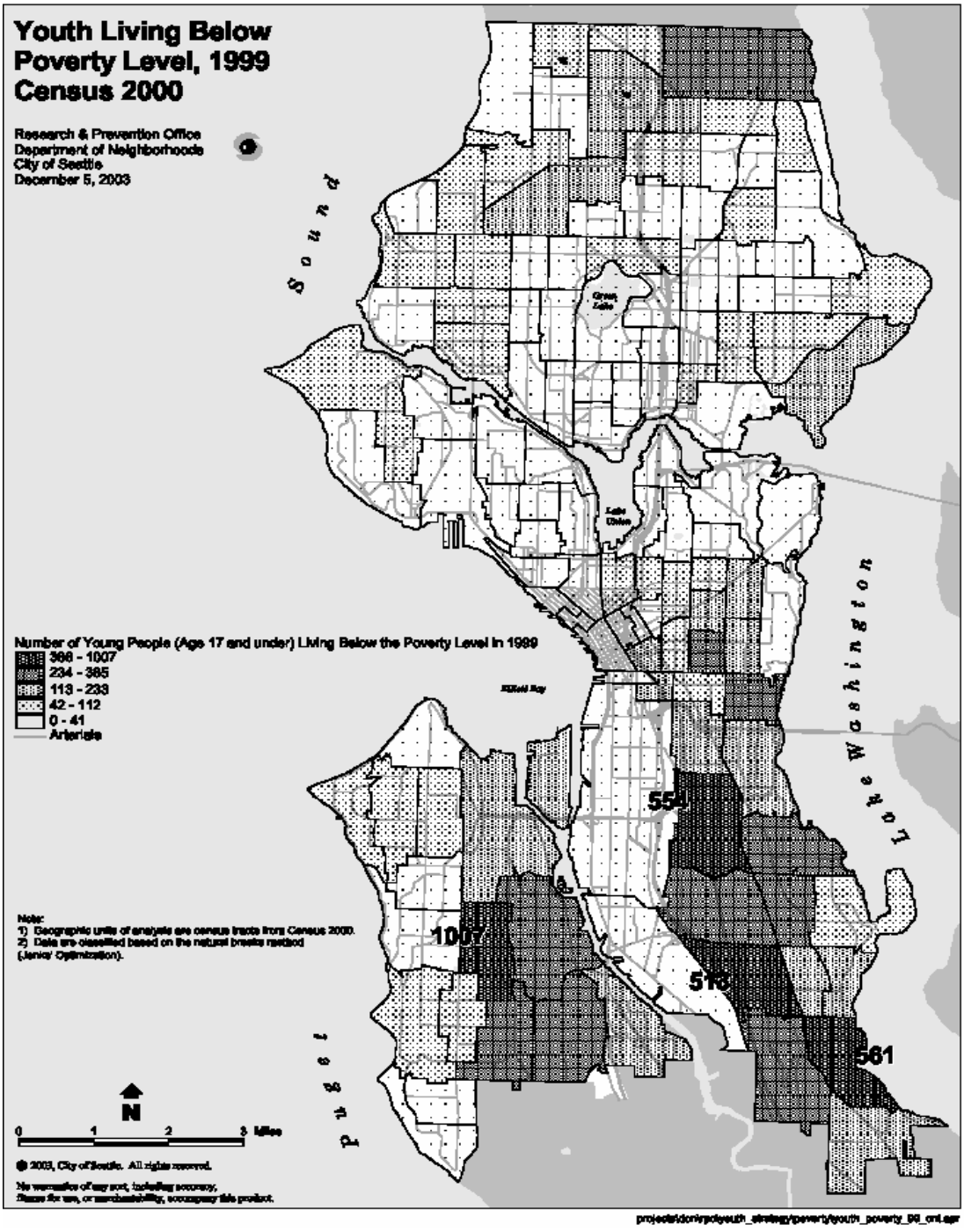


Economic Status

A. Children in Poverty

The economic status of Seattle's children and youth is integrally important to their well-being. In Seattle, there are more youth living in poverty in South and Southwest Seattle than in other areas. Figure 4 shows a map of the number of youth living below the poverty level in 1999. The shaded areas represent greater numbers of youth living in poverty.

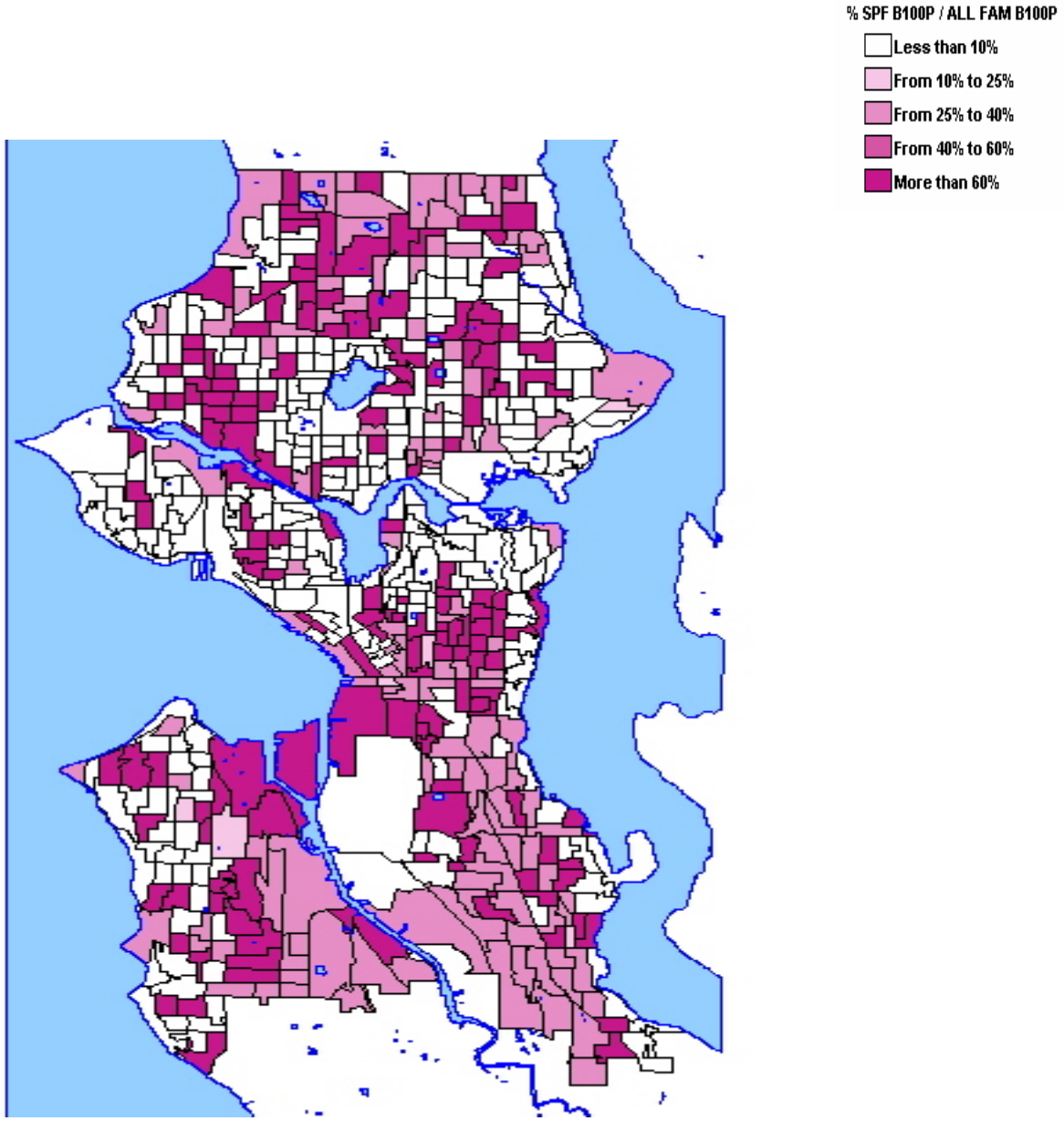
Figure 4



B. Single Parent Households in Poverty

Another measure of economic status is the number of single parent households in poverty. In many areas of the City, single parent households represent more than 60% of all families with incomes under the federal poverty level.

Figure 5
Single Parent Households Below 100% Federal Poverty Level as a Percent of All Families Below 100% Federal Poverty Level by Census Block Group, 2000 Census

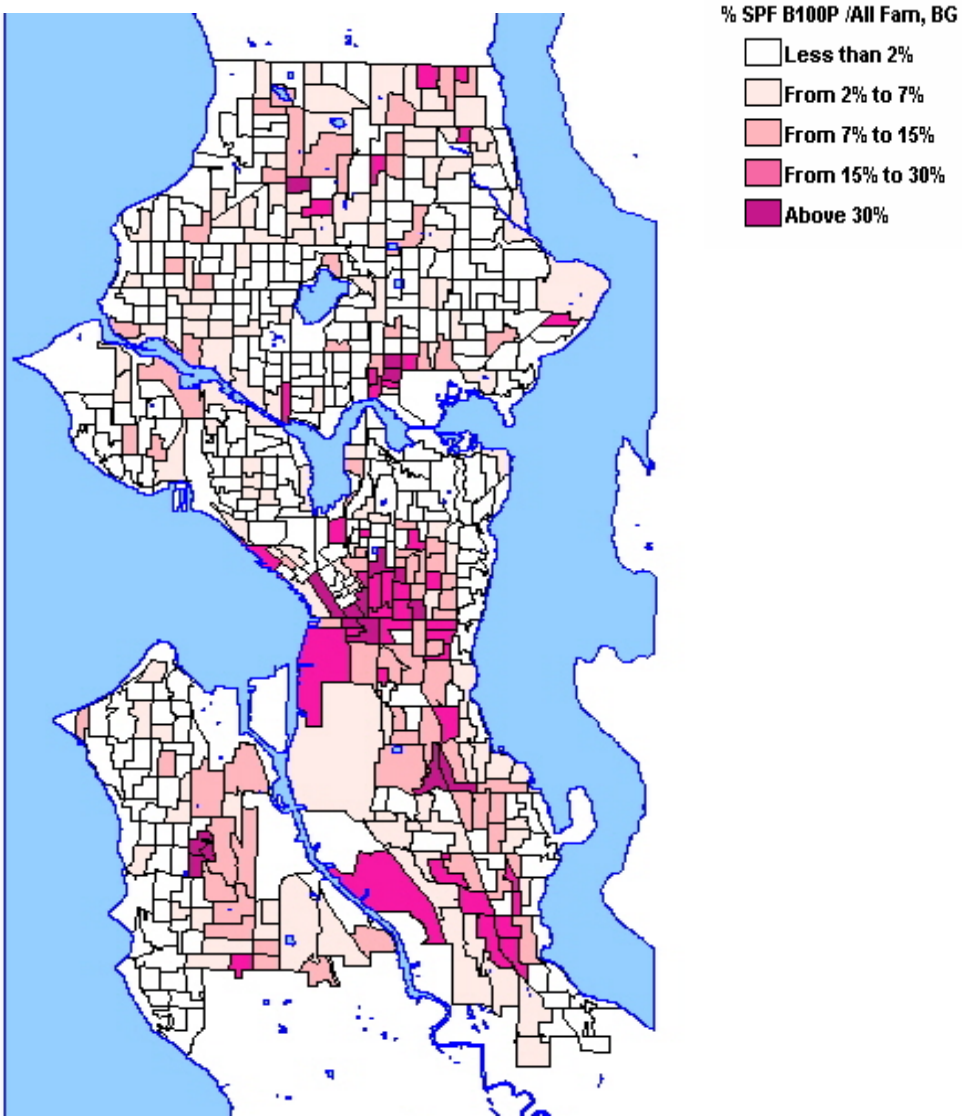


C. Concentration of Single Parent Households in Central and Southeast Seattle

It is also important to look at the areas of the City in which households below the poverty line are located, and the areas where poverty is most concentrated. Figure 6 shows that in Seattle, single parent households in poverty are concentrated in the central and south areas of Seattle. In some of these census block groups, families with incomes under 100% of the federal poverty level make up more than 15% of all families living in the neighborhood.

Figure 6

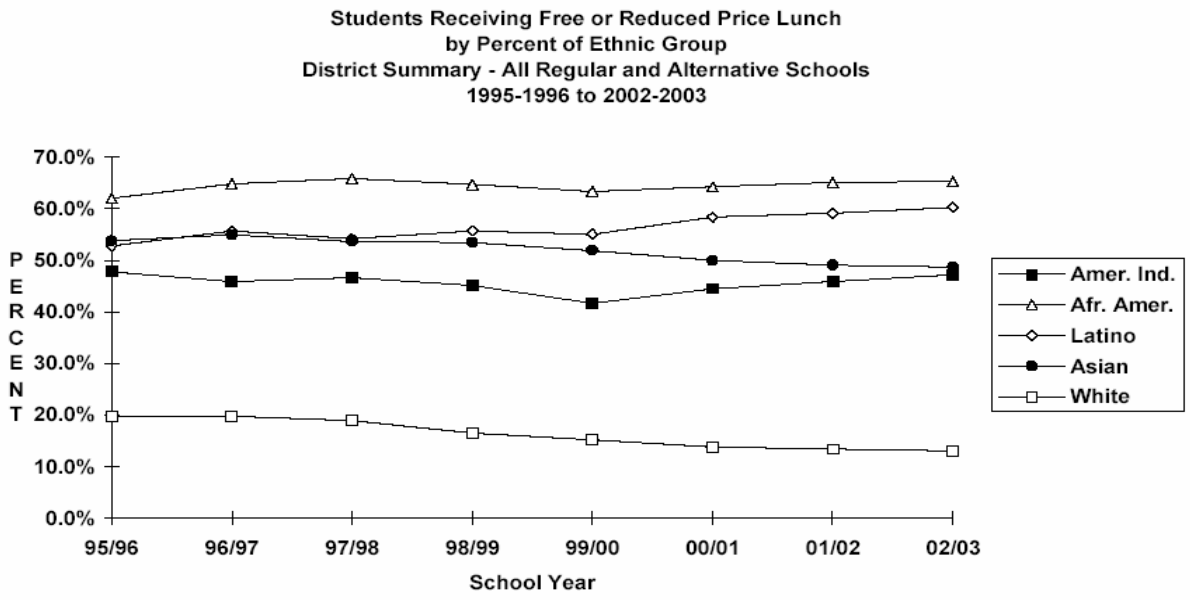
Single Parent Households Below 100% Federal Poverty Level as a Percent of all Families, By Census Block Group, 2000 Census

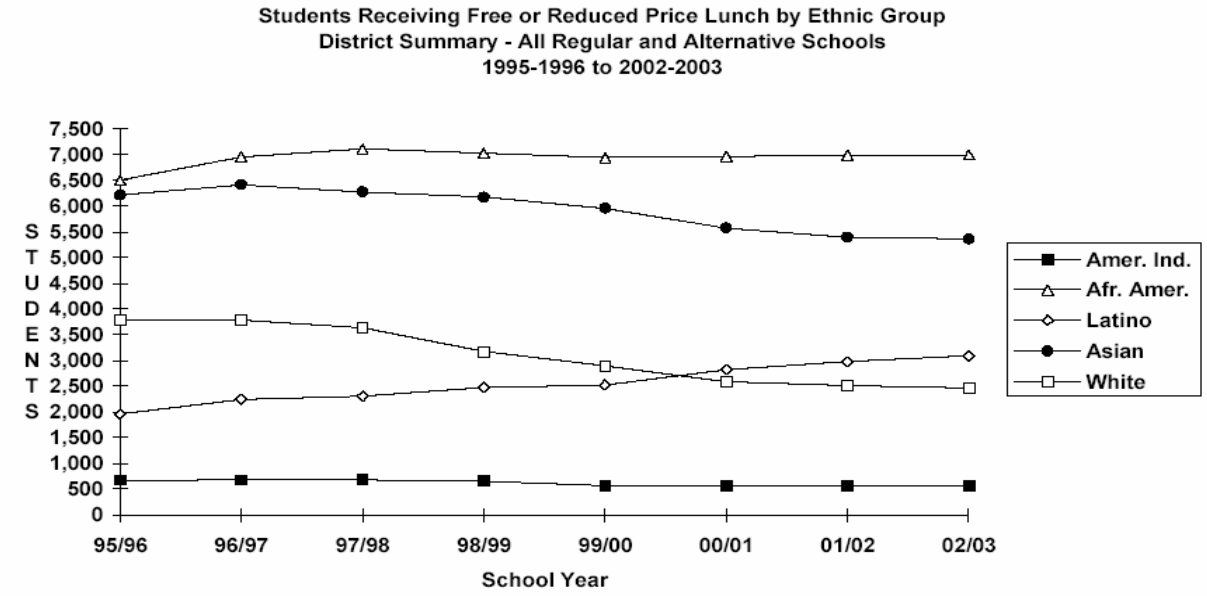


D. Number of Students Eligible for Free and Reduced Price Lunch

Another indicator of the economic status of children and youth is their eligibility for free and reduced price lunch. This is a measure of children and youth who are enrolled in SPS and living in families of poverty. For the first time in six years, the number of students eligible for the free and reduced price lunch program in the Seattle Public Schools increased. White students continue to decline in eligibility while the number of eligible students of color – with the exception of Asian students – increases. Figure 7 shows students receiving free or reduced price lunch by percent of ethnic group, from school year 1995-96 through school year 2002-2003. The first graph shows the percentage of students in each ethnic group who receive free or reduced price lunch, and the second graph shows the numbers of students in each ethnic group who receive free or reduced price lunch.

Figure 7





School Readiness and Academic Achievement

A. Developmental Reading Assessment Scores as a Proxy for School Readiness

There is no agreed-upon indicator of school readiness, however, the City, Seattle community and SPS are working to implement a measure in 2004. One proxy measure of school readiness is Developmental Reading Assessment (DRA) scores for students in first grade. This assessment gives some indication of progress towards meeting the School District's literacy goals, and provides parents with information about their child's reading skills. DRA scores for children in first grade improved between 2000 and 2003. The most notable increase in scores is for bilingual students: while just 18% met the standard in 2000, 49% met the standard in 2003. Greater numbers of bilingual students took the test in 2003 than 2000.

Table 3

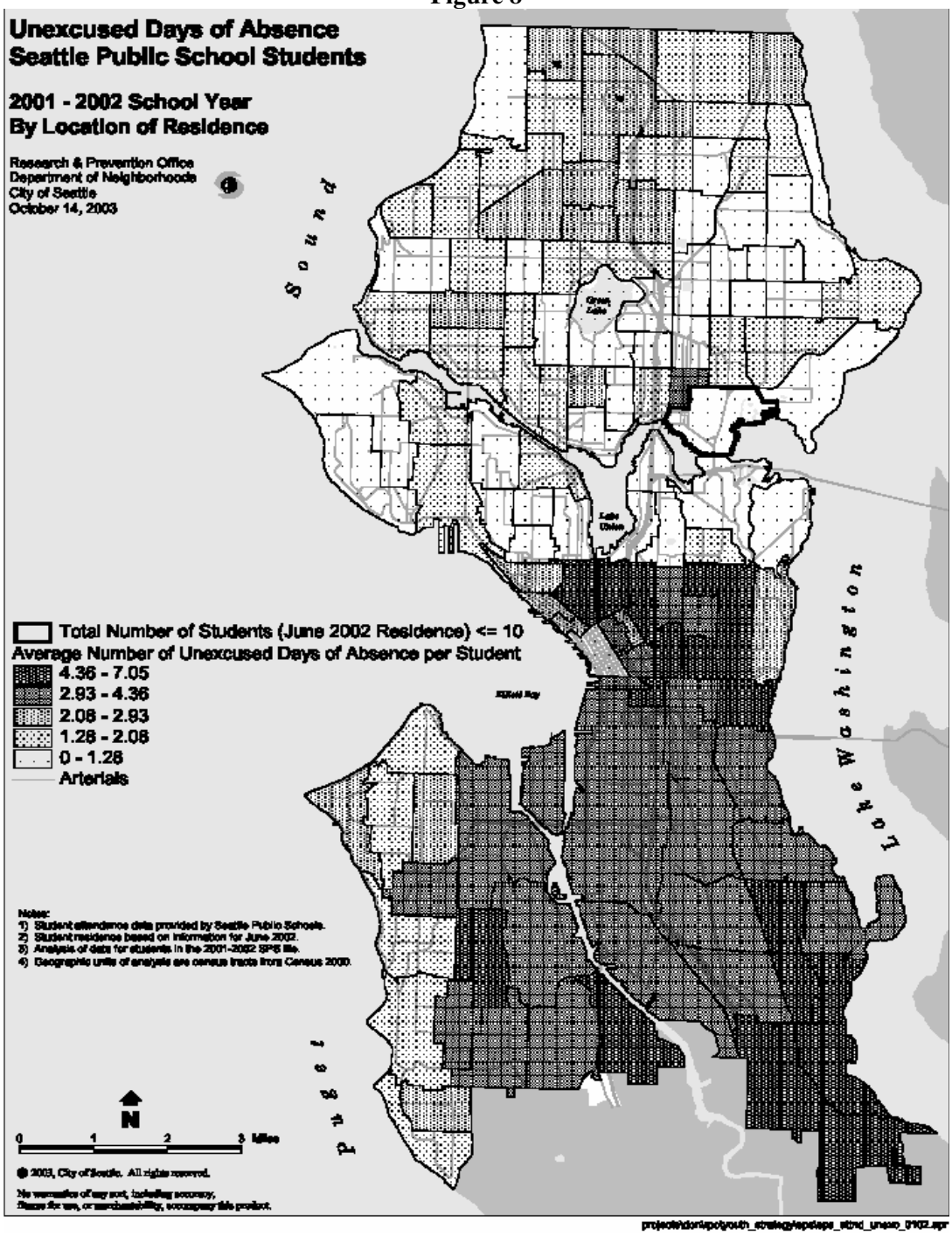
Developmental Reading Assessment, Grade 1

	Spring 2000				***Spring 2003***		
	Below Standard	Border-line	Met Standard	Total	Below Standard	Met Standard	Total
Ethnicity							
Asian	42%	3%	55%	898	31%	69%	819
African Amer.	53%	2%	44%	879	50%	50%	772
Latino	61%	2%	37%	485	55%	45%	420
Native Amer.	48%	1%	51%	85	48%	52%	82
White	32%	1%	67%	1470	27%	73%	1428
Non-Bilingual	38%	2%	60%	3323	33%	67%	2871
Bilingual	81%	1%	18%	494	51%	49%	650
Free/Reduced Lunch	N/A	N/A	N/A	N/A	53%	47%	1942
Non-F/RL	N/A	N/A	N/A	N/A	23%	77%	1579
TOTALS				3817			3521

B. Student Attendance by Location of Residence

Student attendance is integral to students' ability to succeed in school. A related indicator is the number of unexcused days of absence, since a high number of unexcused absences can prevent a student from achieving passing grades and completing high school. Figure 8 maps the average number of unexcused days of absence per student across the City. The darker areas of the map show greater numbers of unexcused absences. There is a sharp difference in the average number of unexcused absences between North and South Seattle, with South Seattle having greater numbers.

Figure 8



C. Washington Assessment of Student Learning (WASL) Scores

The Washington state measure for student achievement is the Washington Assessment of Student Learning (WASL). Students take the WASL in grades 4, 7 and 10. Beginning with the class of 2008, students will be required to pass the 10th grade reading and math sections of the WASL in order to receive a high school diploma. The WASL also serves as Washington state's learning standard for the federal No Child Left Behind law. There is a sense of urgency across the state to improve WASL scores, especially for students of color, who for the most part are scoring disproportionately lower. Figure 9 shows 2002-03 reading scores for Seattle Public Schools students disaggregated by ethnicity. It is clear that the statewide trend of disproportionate scores is evident in Seattle as well.

Figure 9

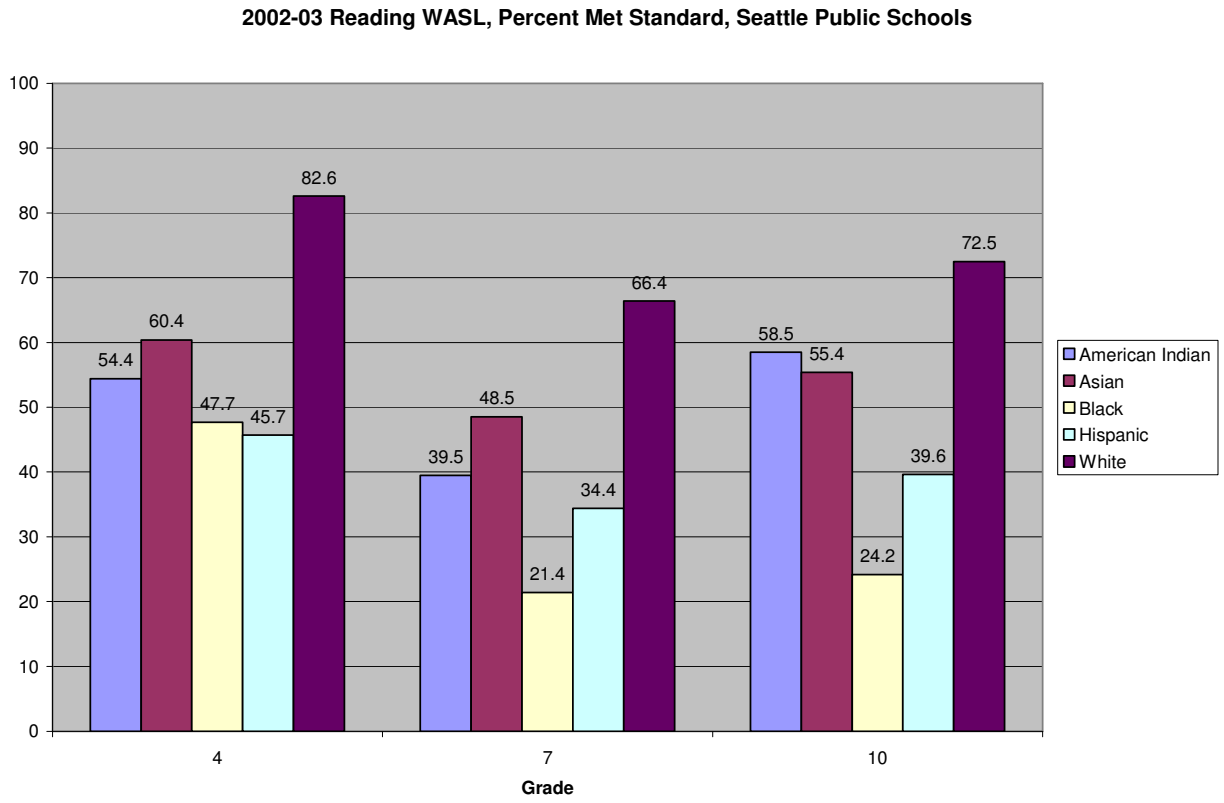
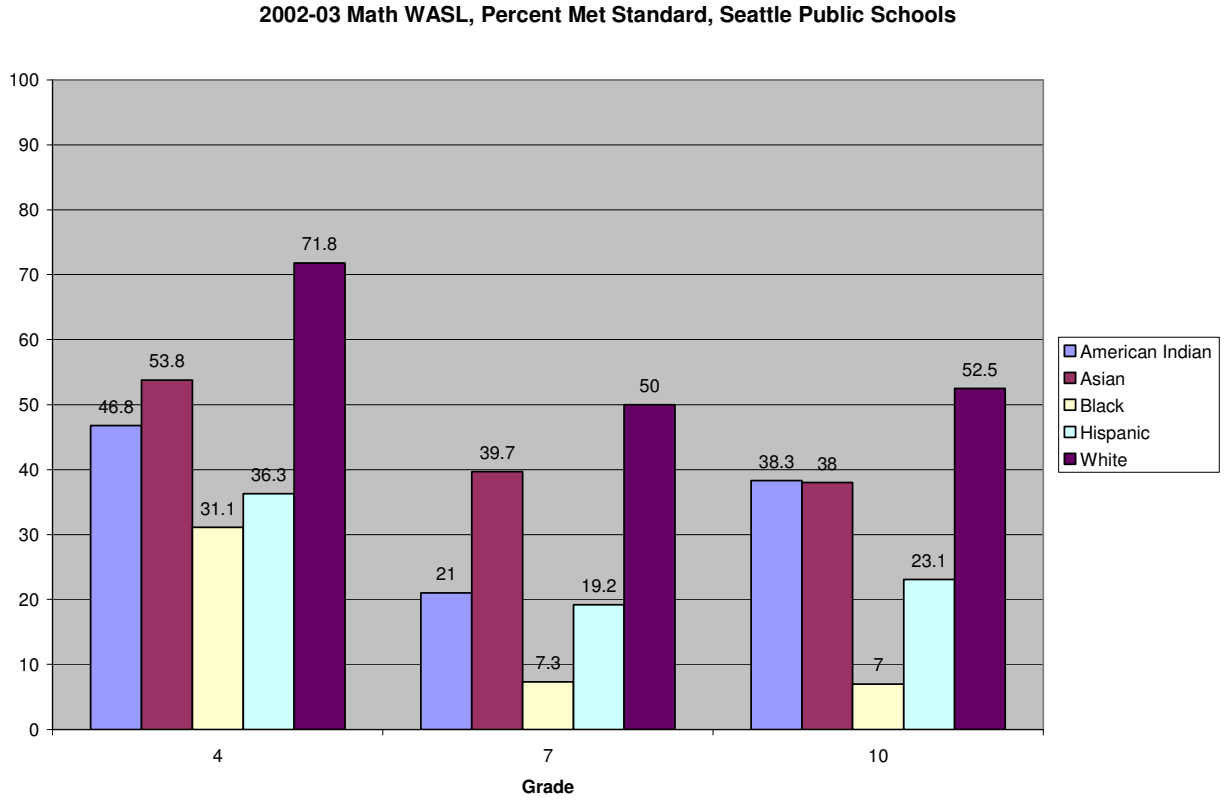


Figure 10 shows 2002-03 math scores for Seattle Public Schools students by ethnicity.

Figure 10



D. WASL Scores by Location of Residence

Figure 11 shows student WASL scores for 2002 by location of residence, measured by Census tract. The scores are disproportionate in different areas of the City. Darker areas of the map represent areas of Seattle in which a greater percentage of students passed more sections of the WASL. The map distinctly shows greater percentages of students in North Seattle passed more sections of the WASL than did students in South Seattle. This disproportionality is even more troubling when considering Figure 6, which showed greater concentration of single parent households in poverty in southeast and central Seattle – areas where fewer students are passing the WASL.

Figure 11

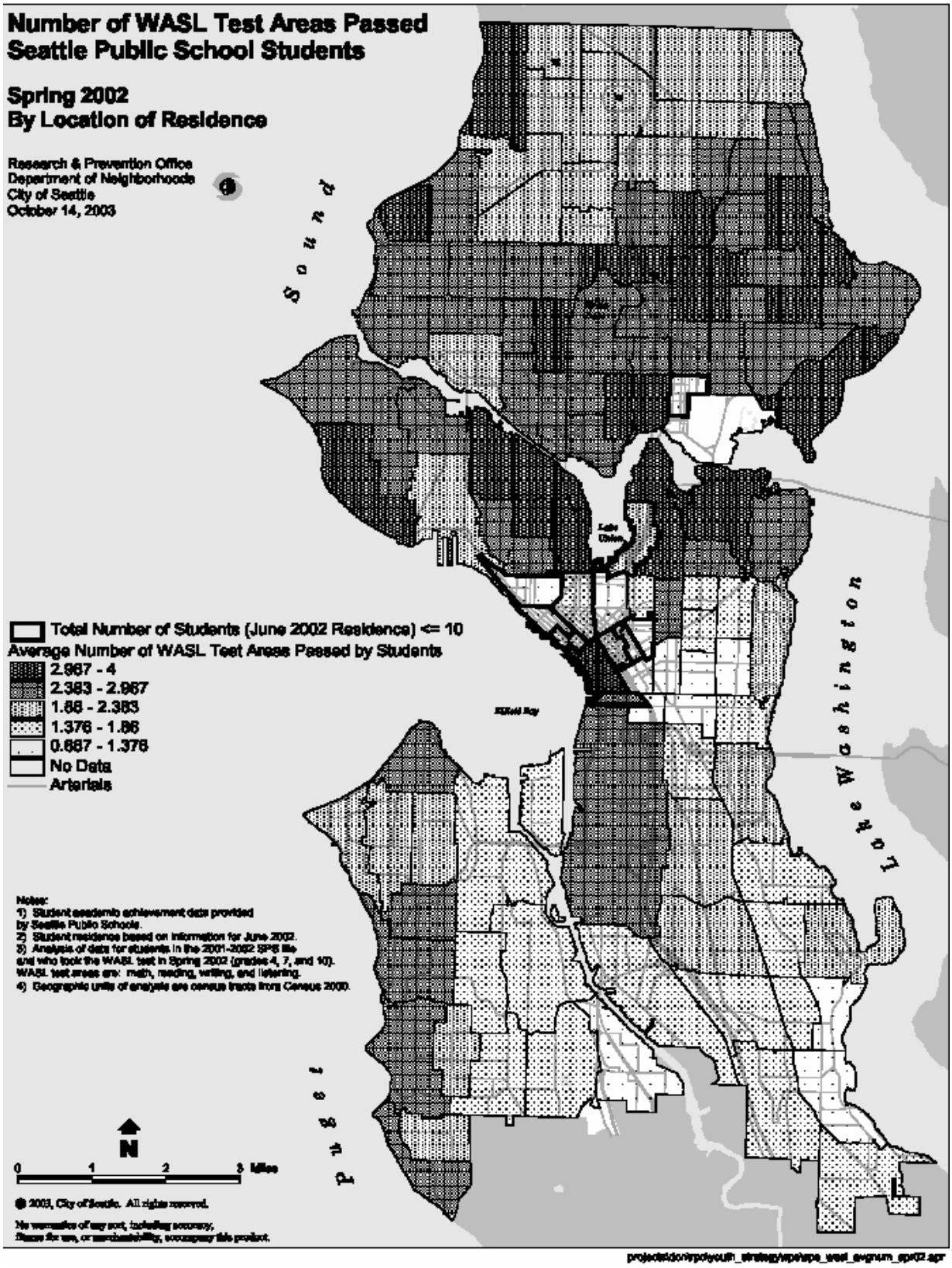
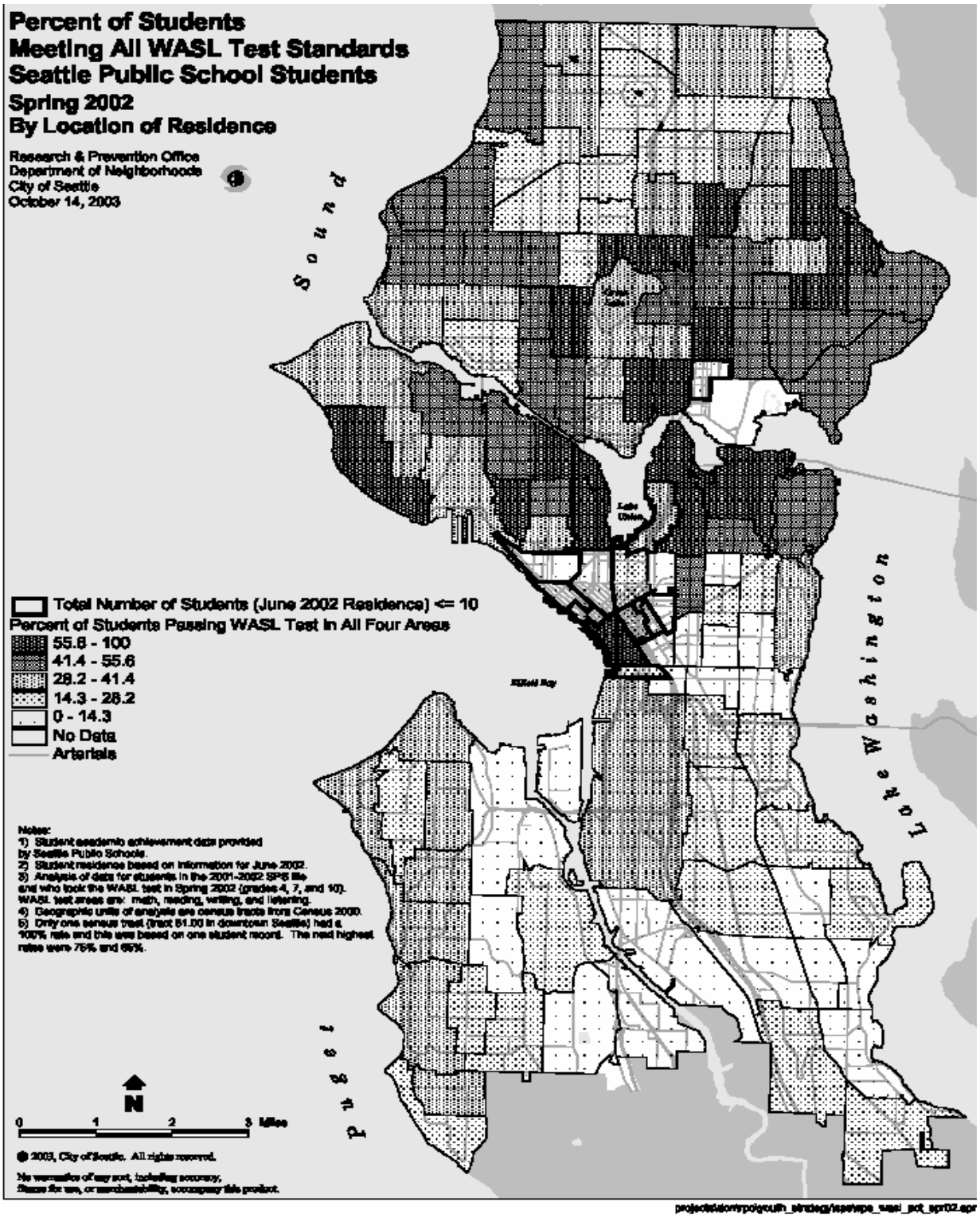

Number of WASL Test Areas Passed
Seattle Public School Students
Spring 2002
By Location of Residence
Research & Prevention Office
Department of Neighborhoods
City of Seattle
October 14, 2003
Total Number of Students (June 2002 Residence) <= 10
Average Number of WASL Test Areas Passed by Students
2.967 - 4
2.383 - 2.967
1.86 - 2.383
1.376 - 1.86
0.667 - 1.376
No Data
Arterials
Notes:
1) Student academic achievement data provided by Seattle Public Schools.
2) Student residence based on information for June 2002.
3) Analysis of data for students in the 2001-2002 SPS file and who took the WASL test in Spring 2002 (grades 4, 7, and 10). WASL test areas are: math, reading, writing, and listening.
4) Geographic units of analysis are census tracts from Census 2000.
N
0 1 2 3 Miles
© 2003, City of Seattle. All rights reserved.
No warranties of any sort, including accuracy, fitness for use, or merchantability, accompany this product.
Puget Sound
Lake Washington

Figure 12 shows the percent of students in each Census tract meeting all WASL test standards in 2002. This map also shows distinct difference in student achievement between youth living in North and South Seattle.

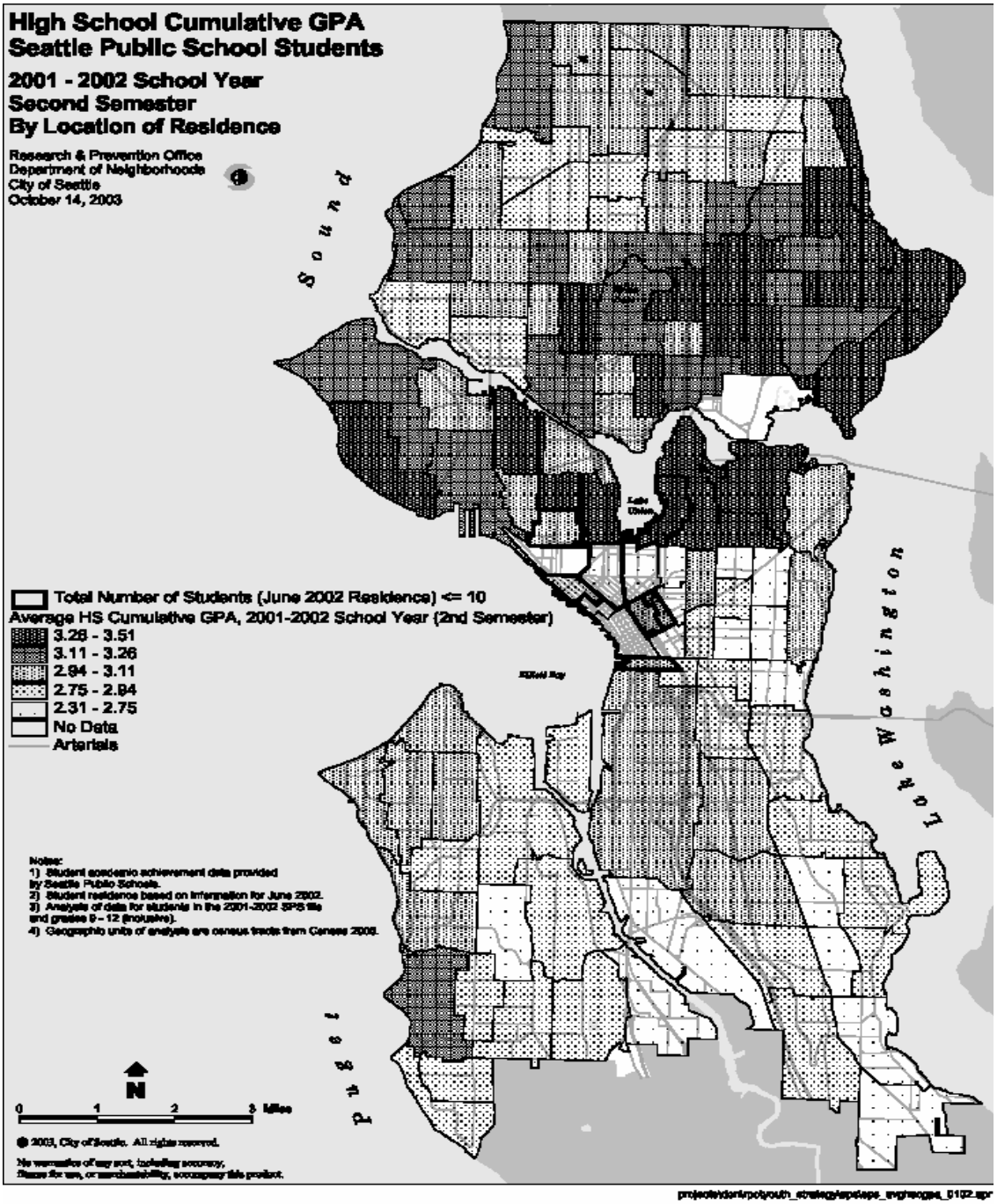
Figure 12



E. High School Cumulative Grade Point Average by Location of Residence

Although standardized tests are often used to measure student performance, they are not the only valid measure of academic achievement. Student Grade Point Averages (GPAs) are another indicator of academic achievement. Student GPAs are similarly disproportionate across the City. Figure 13 shows a map of cumulative high school GPAs by Census tract in Seattle. The darker areas of the map represent higher average GPAs. The map shows that students living in North Seattle tend to have higher GPAs than students living in South Seattle.

Figure 13



F. Student completion rates

Only 61.4% of students enrolled in the class of 2002 completed high school. Table 4 is based on information from the SPS Data Profile District Summary, December 2002. As Table 4 shows, the completion rates are even lower for most students of color. While 66.4% of white students in the class of 2002 completed school, the rates for American Indian, African American and Latino students for the same class were 43.4%, 49.1% and 49.1%, respectively.

Table 4
Cumulative Completion and Dropout Rates, Seattle School District
Based on Cumulative Data from September 1996 to September 2002

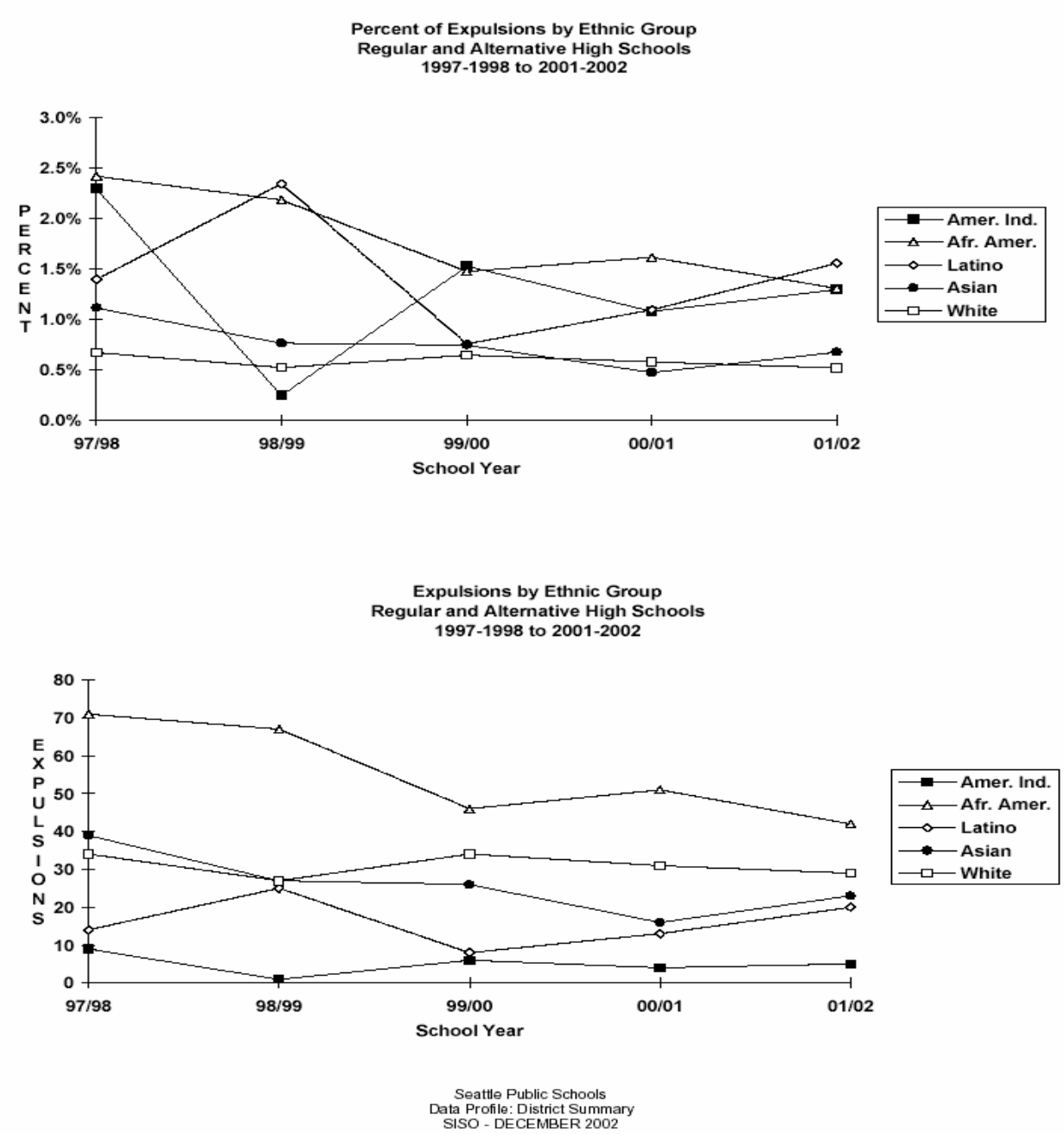
Class of 2000	**Adjusted Number in Class**	**Completers***		**Dropouts**		**Still Enrolled September 2002**	
		Number	%	Number	%	Number	%
Ethnicity							
American Indian	143	71	49.7%	72	50.3%	0	0.0%
African American	999	601	60.2%	367	36.7%	31	3.1%
Chicano/Latino	350	190	54.3%	152	43.4%	8	2.3%
Asian	1085	778	71.7%	292	26.9%	15	1.4%
White	1711	1213	70.9%	473	27.6%	25	1.5%
Total	**4288**	**2853**	**66.5%**	**1356**	**31.6%**	**79**	**1.8%**
Class of 2001	**Adjusted Number in Class**	**Completers***		**Dropouts**		**Still Enrolled September 2002**	
		Number	%	Number	%	Number	%
Ethnicity							
American Indian	135	54	40.0%	72	53.3%	9	6.7%
African American	997	542	54.4%	400	40.1%	55	5.5%
Chicano/Latino	363	175	48.2%	172	47.4%	16	4.4%
Asian	972	694	71.4%	245	25.2%	33	3.4%
White	1586	1072	67.6%	445	28.1%	68	4.3%
Total	**4053**	**2537**	**62.6%**	**1335**	**32.9%**	**181**	**4.5%**
Class of 2002	**Adjusted Number in Class**	**Completers***		**Dropouts**		**Still Enrolled September 2002**	
		Number	%	Number	%	Number	%
Ethnicity							
American Indian	136	59	43.4%	65	47.8%	12	8.8%
African American	954	468	49.1%	377	39.5%	109	11.4%
Chicano/Latino	375	184	49.1%	154	41.1%	37	9.9%
Asian	1001	726	72.5%	201	20.1%	74	7.4%
White	1529	1016	66.4%	407	26.6%	106	6.9%
Total	**3995**	**2453**	**61.4%**	**1204**	**30.1%**	**338**	**8.5%**

* Completers defined as all Graduates, Students earning G.E.D., and Special Education I.E.P. completers

G. Student Expulsion Rates

Another indicator of academic achievement is student expulsion rates. When students are expelled from school, they face a barrier to achievement and graduation. The expulsion rates are disproportionate by race, which correlates with the overall disproportionality in academic achievement. As Figure 15 shows, overall expulsion rates of students declined from 1997-98 to 2001-02, but rates have increased for Latino and Asian youth. The first graph shows the percentage of each ethnic group who have been expelled. The second graph shows the numbers of students who were expelled in each year.

Figure 14



Health Status of Children and Youth

A. Teen births

Teen births are an important indicator for the health status of children and youth in Seattle. Teen pregnancy has declined nationally, and this trend is evident in Seattle, as well. Figure 16 shows births to females ages 15-17 by different areas of the City, from 1990 through 2001. The graph shows higher teen birth rates in central, southeast, and southwest Seattle, although teen birth rates have declined overall.

Figure 15
Births to Females Ages 15-17 by Health Planning Area in Seattle
Three Year Rolling Averages, 1990-2001

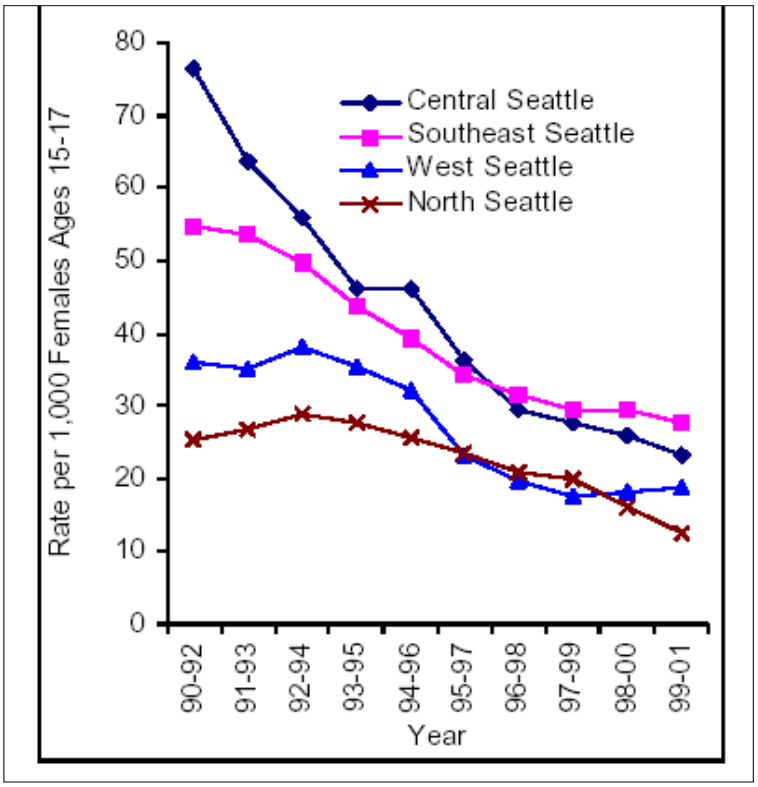
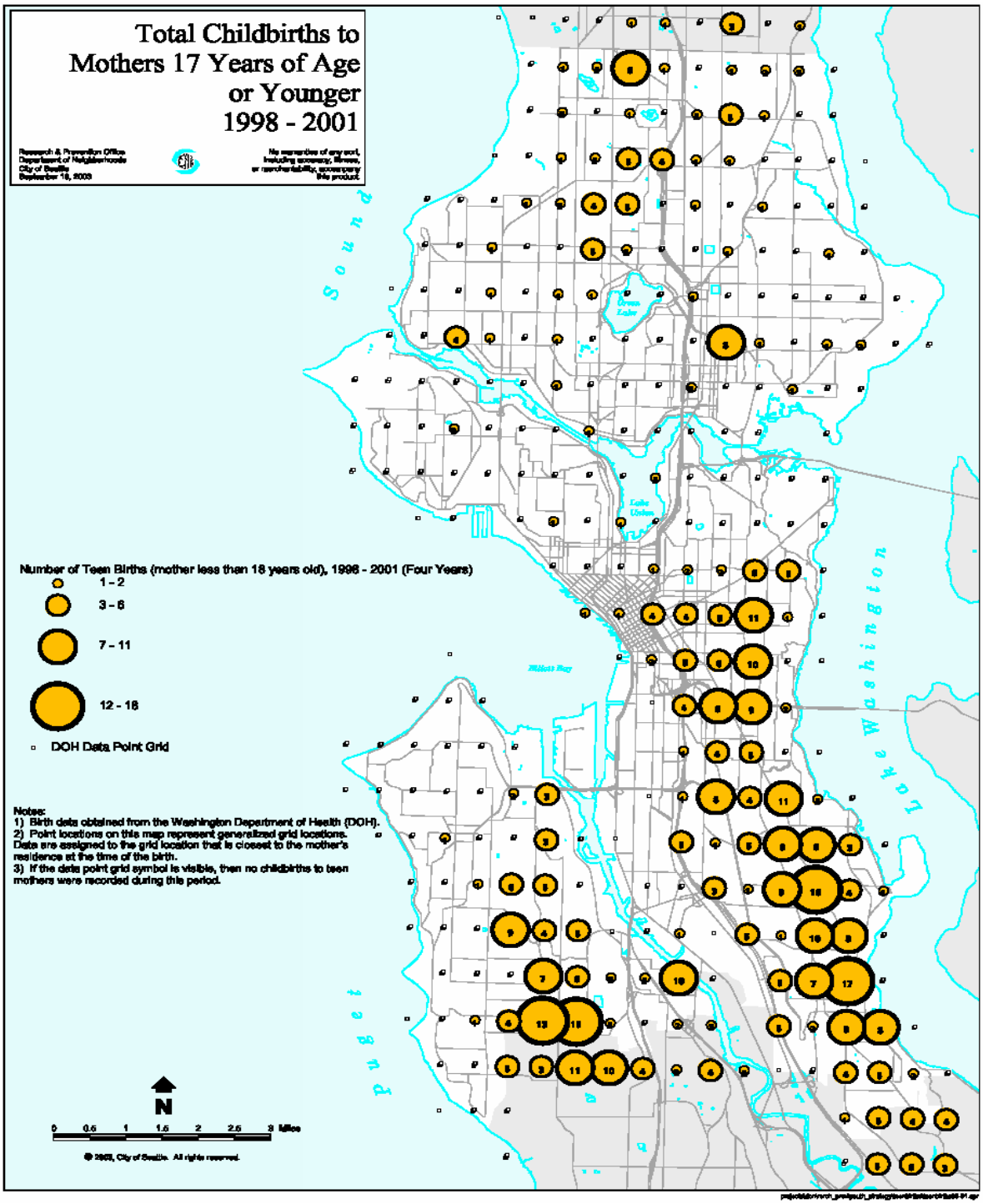


Figure 16 shows the geographic areas in which Seattle's teen births occurred from 1998 to 2001. The larger circles indicate greater numbers of teen births in a Census tract. The map shows larger circles in South and Central Seattle than in North Seattle, suggesting teens are disproportionately having children in these areas of the City.

Figure 16



B. Drug Use by Youth

Another measure of youth health is levels of reported drug use. Reported drug use by youth had been decreasing between 1995 and 1999, as measured by the Teen Health Survey, shown in Table 5. Reported drug use decreased more dramatically for 8th graders than for high school students. The Teen Health Survey is no longer conducted, however, Table 6 shows reported drug use results from the Communities That Care Survey and Monitoring the Future Survey.

Table 5
Drug Use by 8th Graders and High School Students
1995 to 1999
Teen Health Survey

Variable	1995 Rate	1999 Rate	Change
Grade 8: Used any drug in past month	43.8%	29.9%	**13.9% (↓)**
Grade 8: Used 1+ drug other than alcohol, tobacco, steroids, or marijuana in the past month.	15.7%	4.5%	**11.2% (↓)**
High School: Used any drug in past month	46.4%	44.4%	**2.0% (↓)**
High School: Used 1+ drug other than alcohol, tobacco, steroids, or marijuana in the past month.	8.1%	7.2%	**No Significant Change**

Table 6 shows the percentage of students who reported they had "ever used" the following drugs on both the Communities That Care Survey in 2002 and the Monitoring the Future Survey in 2001. Substance use measured by the 2002 Communities That Care survey indicates higher rates than the 1999 Teen Health Survey, although these measures are not directly comparable. Substance use by Seattle teens is generally lower than that for other youth in the nation as measured by the Monitoring the Future Survey.

Table 6
"Ever Used" Prevalence of Substance Abuse
Seattle School District Communities That Care Survey 2002 and Monitoring the Future Survey 2001

Substance	2002 District Data				2001 MTF Data *		
	6th Grade	8th Grade	10th Grade	12th Grade	8th Grade	10th Grade	12th Grade
Alcohol	22.3%	45.8%	59.4%	70.7%	50.5%	70.1%	79.7%
Cigarettes	15.1%	31.1%	43.5%	54.2%	36.6%	52.8%	61%
Chewing Tobacco	4.7%	7.2%	8.4%	14.6%	11.7%	19.5%	19.7%
Inhalants	13.2%	14.0%	7.9%	8.8%	17.1%	15.2%	13%
Marijuana	5.6%	23.9%	41.8%	52.5%	20.4%	40.1%	49%
Hallucinogens	1.4%	3.7%	7.3%	14.9%	4%	7.8%	12.8%
Cocaine	2.0%	3.6%	4.0%	5.6%	4.3%	5.7%	8.2%

Table 7
30-Day Prevalence of Substance Abuse
Seattle School District Communities That Care Survey 2002 and Monitoring the Future Survey 2001

Substance	2002 District Data				2001 MTF Data *		
	6th Grade	8th Grade	10th Grade	12th Grade	8th Grade	10th Grade	12th Grade
Alcohol	8.7%	23.1%	36.2%	47.9%	21.5%	39%	49.8%
Cigarettes	4.1%	10.7%	16.8%	26.7%	12.2%	21.3%	29.5%
Chewing Tobacco	2.7%	3.1%	3.6%	3.9%	4%	6.9%	7.8%
Inhalants	5.8%	6.0%	1.7%	2.1%	4%	2.4%	1.7%
Marijuana	2.4%	12.6%	21.9%	27.0%	9.2%	19.8%	22.4%
Hallucinogens	0.9%	1.8%	2.3%	3.6%	1.2%	2.1%	3.2%
Cocaine	1.0%	1.7%	1.3%	1.7%	1.2%	1.3%	2.1%

Table 8
"Heavy Use" Prevalence of Substance Abuse
Seattle School District Communities That Care Survey 2002

Behavior	2002 District Data			
	6th Grade	8th Grade	10th Grade	12th Grade
Binge Drinking	2.5%	8.9%	16.1%	27.5%
30-Day Use of a Pack of Cigarettes or More/Day	0.3%	0.9%	1.0%	1.6%

Safety and Security for Children and Youth

A. Youth Arrests

Youth arrest rates are an indicator of youth crime rates, and in general, youth safety in Seattle. Table 9, based on data from the 2003 Governor's Juvenile Justice Advisory Committee report, shows the number of juvenile arrests and the arrest rate per 1,000 people in 2001 for police agencies serving over 100,000 people. Numbers were reported from the local agencies. Seattle has a rate of 4.3 juvenile arrests per 1,000 people, which is below the average of all 12 agencies. Seattle's youth arrest rate is higher than the rate for surrounding King County (3.0), yet lower than Bellevue, a close suburb (5.7). Seattle's rate is also lower than the other large cities in Washington state: Vancouver (9.6); Tacoma (8.6); and Spokane (15.1).

Table 9
Juvenile Arrest Rates – 2001
Agencies Serving Populations Over 100,000

Agency	Population Served	Juvenile Arrests	Rate per 1,000
Bellevue P.D.	111,500	636	5.7
Thurston Co. S.O.	116,300	451	3.9
Vancouver P.D.	145,300	1,401	9.6
Kitsap Co. S.O.	160,625	437	2.7
Clark Co. S.O.	170,430	677	4.0
Tacoma P.D.	194,500	1,663	8.6
Spokane P.D.	195,700	2,957	15.1
Spokane Co. S.O.	202,767	1,262	6.2
Snohomish Co. S.O.	294,088	431	1.5
Pierce Co.S.O.	323,996	702	2.2
King County S.O.	353,579	1,065	3.0
Seattle P.D.	**568,100**	**2,420**	**4.3**

B. Youth Safety Risk Factors

The City of Seattle began piloting the Communities That Care (CTC) model in two Seattle neighborhoods in 2003. CTC is a youth development system whereby community members come together to identify social issues they would like to improve, then select proven and effective programs to solve these specific problems. SPS students took a survey in 2002 to identify the prevalence of CTC "risk" and "protective" factors related to youth safety and community support. Table 10 shows the percentage of students who reported engaging in risky behaviors. The positive responses are highest for 8th grade students.

Table 10
Past Year Prevalence of Antisocial Behavior
Communities That Care Survey 2002

Antisocial Behavior	***2002 Seattle School District Wide***			
	6th Grade	**8th Grade**	**10th Grade**	**12th Grade**
Been Arrested	3.6%	8.0%	7.5%	7.2%
Attacked Someone with Intention to Harm	12.7%	17.8%	14.6%	11.8%
Carried a Handgun	2.8%	5.3%	4.2%	4.8%
Taken a Handgun to School	1.3%	2.3%	2.0%	1.9%

III. The City of Seattle Children and Youth Strategy Summary

The data in the sections above show that although children and youth in Seattle are doing fairly well, there is clear disproportionality in outcomes for education, health, safety and community support. In response to this disproportionality, an Interdepartmental Team (IDT) which comprised seven city departments, including Arts, Human Services, Libraries, Neighborhoods, Parks, Police and Public Health, worked collaboratively over the last year to develop four broad goals for children and youth:

1. **Improve academic achievement and school readiness;**
2. **Improve the health status of children and youth;**
3. **Provide a safe, secure environment for children and youth; and**
4. **Build strong communities for children and youth.**

After the IDT defined the four goals, the departments collectively set guiding principles and core strategies for achieving the goals. In addition, in response to the disproportionate data above, department directors recently agreed their overarching goal is to reduce disproportionality in each of the goal areas.

<u>Children and Youth Strategy Guiding Principles</u>

- Use best practice methods of service delivery.
- Use outcome data to guide continuous system improvement.
- Invest in prevention when there is a choice.
- Provide basic services for all children.
- Services beyond the basic level should target low-income children and children of color.
- Accept shared accountability with other major institutions and families for the well-being of Seattle's children and youth. Partner with others to advance common goals.
- Use City funds to leverage other funds.
- Involve the community in the development of children and youth policies and funding practices.
- Deliver services in a culturally competent manner.

Children and Youth Strategy Core Strategies, Outcomes and Indicators

Goal	Core Strategies	Outcomes	Indicators
1. Improve academic achievement and school readiness	**a. School readiness** Invest in affordable, quality early childhood education and school readiness programs that are aligned with agreed-upon school readiness guidelines.	More children and youth enter kindergarten prepared with the skills they need to learn.	• Percentage of children entering kindergarten who meet school readiness benchmarks. (↑) • Developmental Reading Assessment (1st grade). (↑)
	b. Professional Development Improve and expand professional development opportunities for people working with children throughout the City.		
	c. Family Support Invest in family support and parent involvement in order to reduce barriers to academic success.	Students succeed academically.	• Student attendance rates. (↑) • Student G.P.A.s (↑) • WASL scores. (↑) • ITBS scores. (↑)
	d. Quality Out-of-School Time Invest in quality out-of-school time programs that have curricula aligned with Seattle Public Schools learning standards.		
	e. Dropout prevention Coordinate efforts between the Seattle Public Schools and Police Department to reengage youth who have dropped out of school and put them back on track toward graduation or GED attainment.	More youth complete high school or obtain GEDs.	• High school completion rates. (↑) • Percentage of students taking the SAT. (↑) • Percentage of students enrolling in college. (↑) • Percentage of students enrolling in vocational education or advanced training. (↑) • Percentage of students attaining jobs. (↑)
2. Improve the Health Status of Children and Youth	**a. Increase Access to Health Care Coverage** Through the Help for Working Families initiative, enroll eligible children in the state Basic Health Plan and/or Medicaid to ensure they have health care coverage.	More eligible children are enrolled in public health plans.	• Percentage of eligible children enrolled in public health plans. (↑)
	b. Target Services to Women of Color Link women of color to preventative and intervention-based health care to improve maternal health, prevent premature delivery, decrease post-neonatal mortality, and improve the health of babies.	Children are born healthier.	• Infant mortality. (↓) • Percentage of children born with low birth weights. (↓)

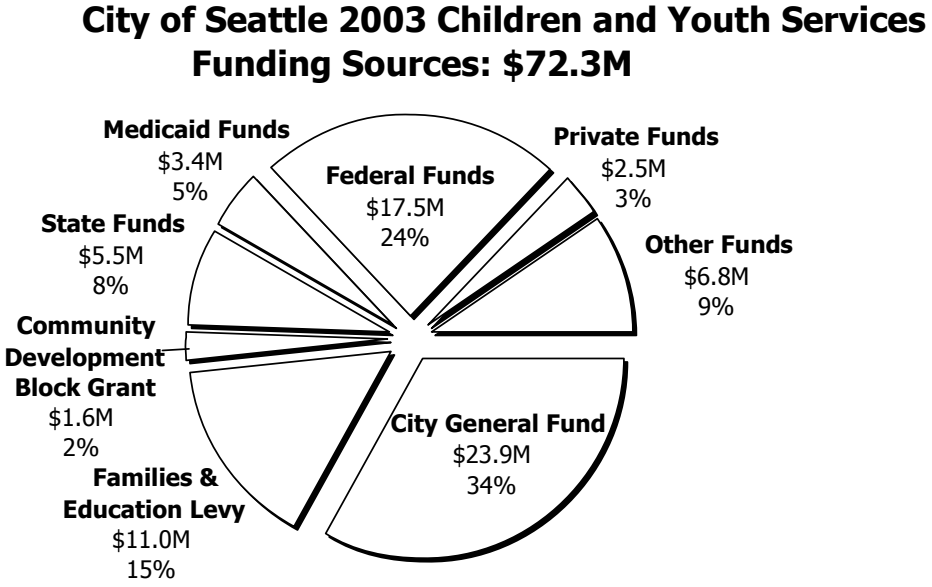
	c. Improve the Student Health Care System In partnership with the Seattle Public Schools, an improved student health service delivery system will be developed and implemented, with a major focus being the reduction of health risks to youth related to substance abuse, pregnancy, STDs and mental health.	Fewer children and youth engage in high-risk behaviors.	• Teen pregnancy rates. (↓)
	d. Immunization Expand immunization outreach and strengthen compliance with immunization requirements in middle and high schools and all licensed child care centers.	Children are immunized.	• Immunization rates. (↑)
3. Provide a Safe, Secure Environment for Children and Youth: Core Strategies to Keep All Children and Youth Safe	**a. Enforce the Law** Effective law enforcement, including laws affecting children and youth related to child abuse, gun safety, internet pornography and drug sales.	Fewer youth are victims of crime.	• Domestic violence rates involving children and youth. (↓) • Violent crimes against children. (↓)
	b. Safety Around Schools Keep the corridors safe that children and youth use to travel to school.		
	c. Community Policing Expand the number of active Block Watch units and other community policing initiatives.		
	d. Family Safety Invest in domestic violence education and prevention.	Fewer youth are homeless.	• The number of homeless youth who transition from homelessness to stable housing. (↑)
	e. Out-of-School Time Invest in out-of-school time activities for youth.	More youth are involved in safe activities during out-of-school time.	• Number of youth engaged in positive out-of-school activities. (↑)
Core Strategies to Prevent and Reduce Juvenile Crime	**f. Youth Employment** Provide opportunities for youth employment, especially during the summer.	Fewer youth are involved with the juvenile justice system.	• Youth arrest and recidivism rates. (↓)
	g. Tested and Effective Therapy Invest in multi-systemic therapy and functional family therapy, which are tested and effective programs used for youth who are involved in the juvenile justice system.		
	h. Relationship Building Provide enhanced programs that encourage the building of relationships between police and youth through various youth outreach initiatives.		

4. Build Strong Communities and Neighborhoods for Children and Youth	**a. Basic Services and Infrastructure:** Ensure basic services for children, youth and families throughout Seattle. Example services are libraries, community centers, and before- and after-school and summer youth programs. Focus additional services where needs are greatest.	Youth feel connected to their communities	• Net migration. (↓) • Voting. (↑) • Households renting vs. owner occupied housing. (↓) • School turnover. (↓)
	b. Neighborhood Partnerships With Youth Establish and support neighborhood, school and community partnerships that provide leadership opportunities for youth, connect them with caring adults, and provide opportunities for their recognition.		
	c. Connect Families to Government Provide structures for families to connect with their government in ways that make them active partners in using City resources to benefit youth.		
	d. Connect Neighbors Create opportunities for neighbors to work together to make the best use of their community assets and resources.		

IV. Report on City Spending for Children and Youth

The City of Seattle invests in children and youth through six departments, including Human Services, Libraries, Neighborhoods, Parks, Police and Public Health.* Funding comes from local sources, including the City's General Fund, the Families and Education Levy, and Community Development Block Grant. The City also administers funding from the state, federal government, Medicaid, other funds and private sources. The six departments' total 2003 budget for children and youth, including all sources, was $72.3 million. As Chart 1 shows, the City's General Fund is the largest source of funding, making up 34% of the departments' total budgets (23.9 million). The second largest source of funding, making up 24% of the Children's Budget, comes from the federal government ($17.5 million).

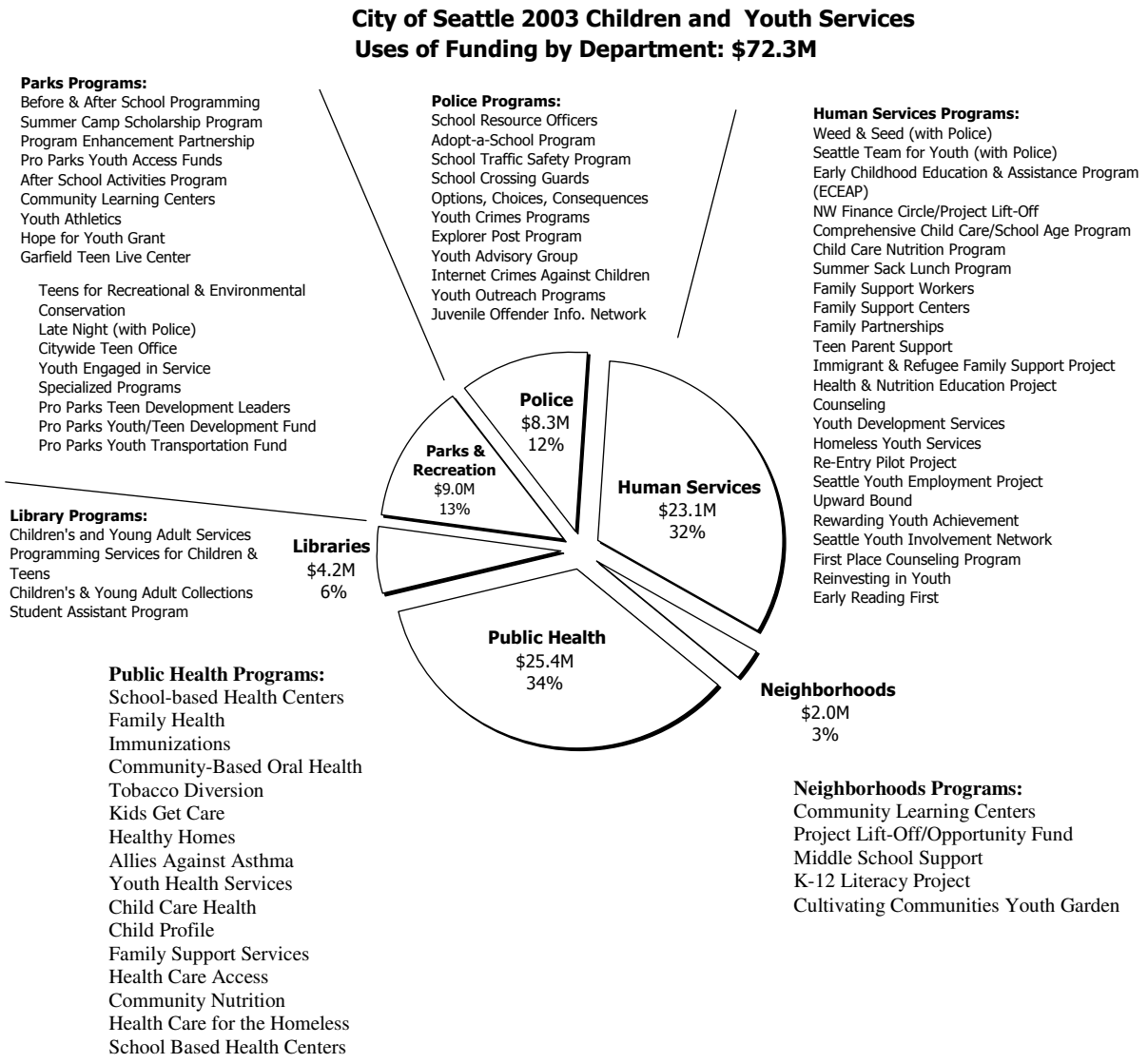
Chart 1:



The Department of Public Health and Human Services Department receive the largest amounts of children and youth funding – 34% and 32%, respectively. Parks and Recreation receives 13%, followed by the Police Department (12%), Libraries (6%) and Neighborhoods (3%). Chart 2 shows the amount of funding each department receives, along with examples of children and youth programs funded by each department.

* The Department of Arts and Cultural Affairs also provides funding for children and youth ($120,000 in 2003 for the Youth Arts Program). The department joined the IDT in August, 2003. This investment is not reflected in the budget charts and analysis in this report, however, it will be included in the '05-'06 budget and 2004 State of Children and Youth report.

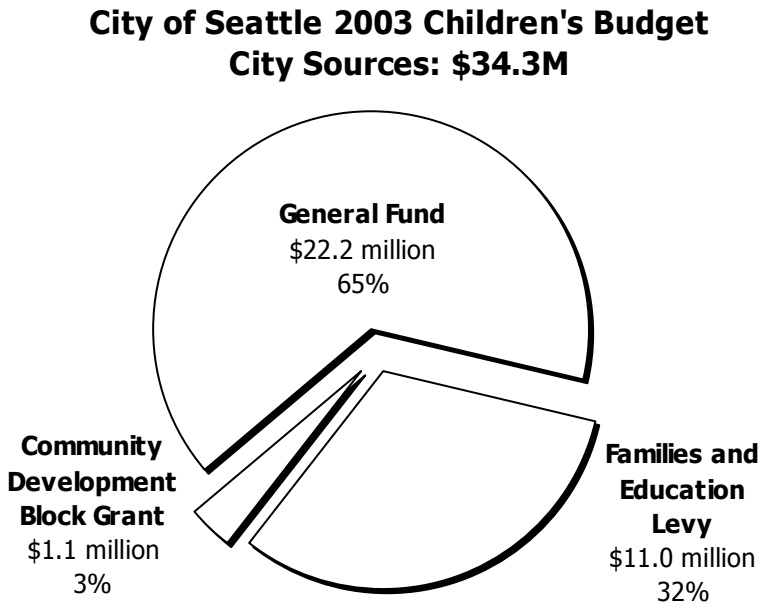
Chart 2:



New Directions: Collaborative Budgeting to Invest in Priorities

In response to the recommendations from the 2002 report on children and youth, the Department of Finance and Office of Policy and Management compiled a collective Children's Budget showing City children and youth funding from all six departments in one budget. City sources include the City's General Fund, Families and Education Levy, and Community Development Block Grant (CDBG). These three fund sources total $34.3 million for 2003. The General Fund makes up the majority of City sources (65%).

Chart 3

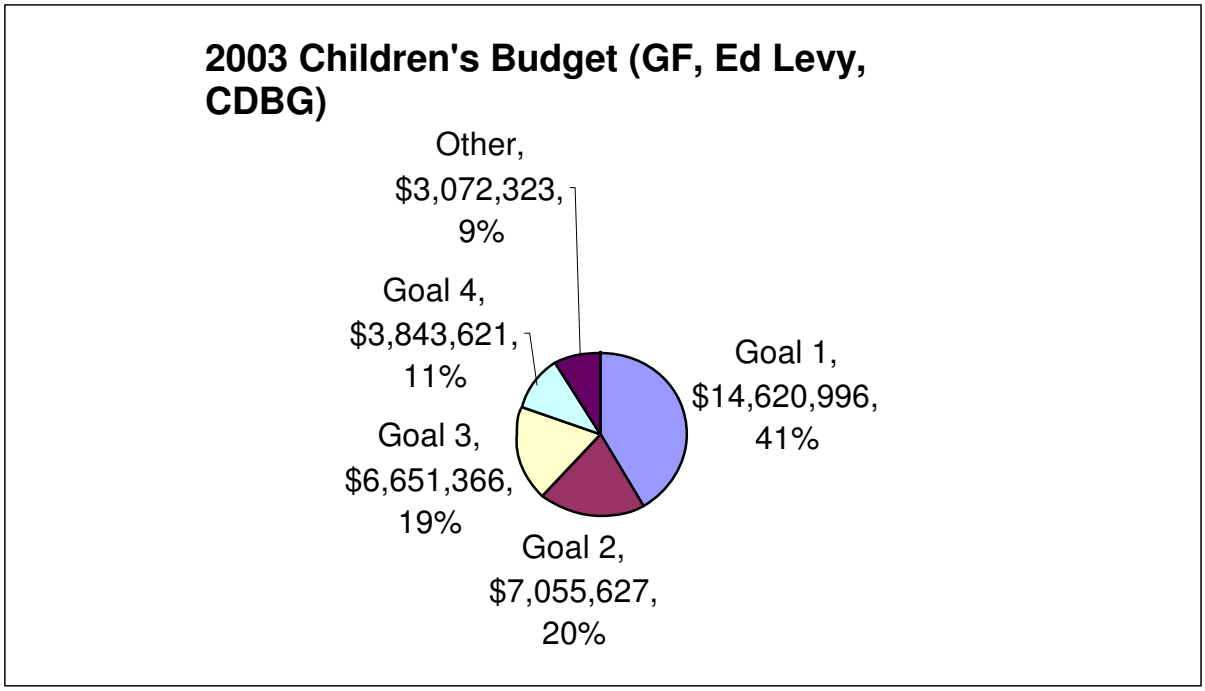


This collective budget sets the stage for departments to budget collaboratively for common goals across departments in the 2005-06 biennium. Budgeting across departments allows the City to:

- Prioritize and invest in important children and youth outcomes;
- Analyze the total amount of investments in each Children and Youth Strategy goal and core strategy;
- Identify service areas departments could collaborate on, thereby creating effective partnerships and improving efficiencies;
- Ultimately, improve outcomes for children and youth, especially those that are disproportionate.

For the 2004 Children's Budget, City funding was categorized according to the Children and Youth Strategy goals and core strategies. Goal 1, Improve Academic Achievement and School Readiness, received the most City funding ($14.6 million). Goal 2, Improve the Health Status of Children and Youth, represented the second-largest area of spending, at $7.1 million.

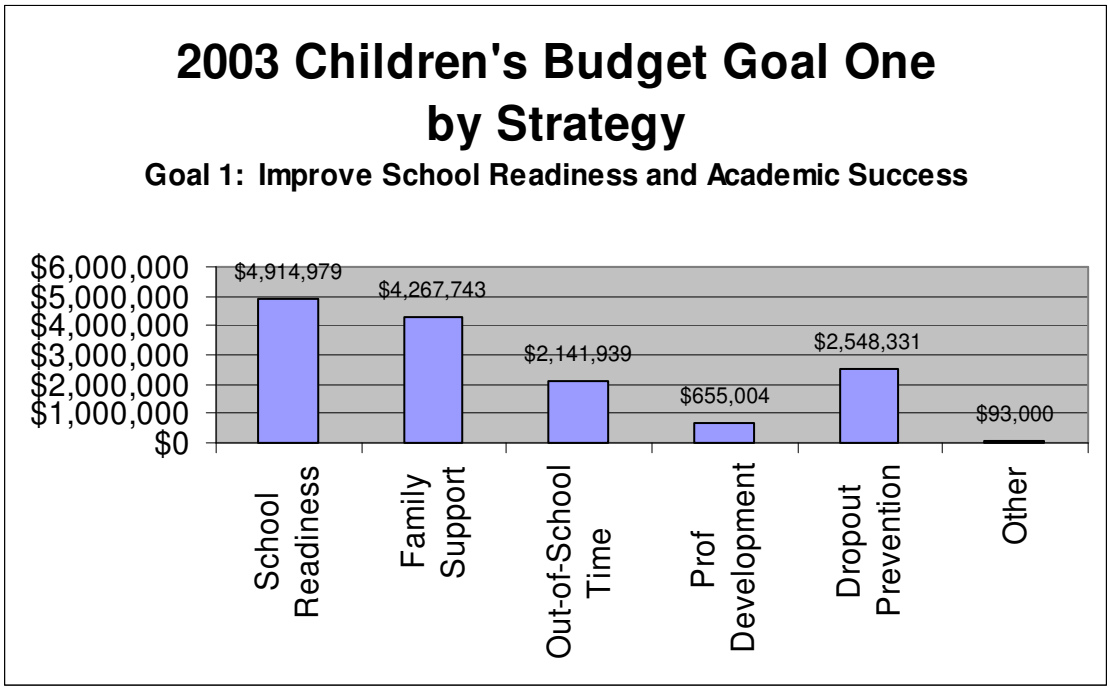
Chart 4



The following bar graphs show spending in the core strategies for each goal.

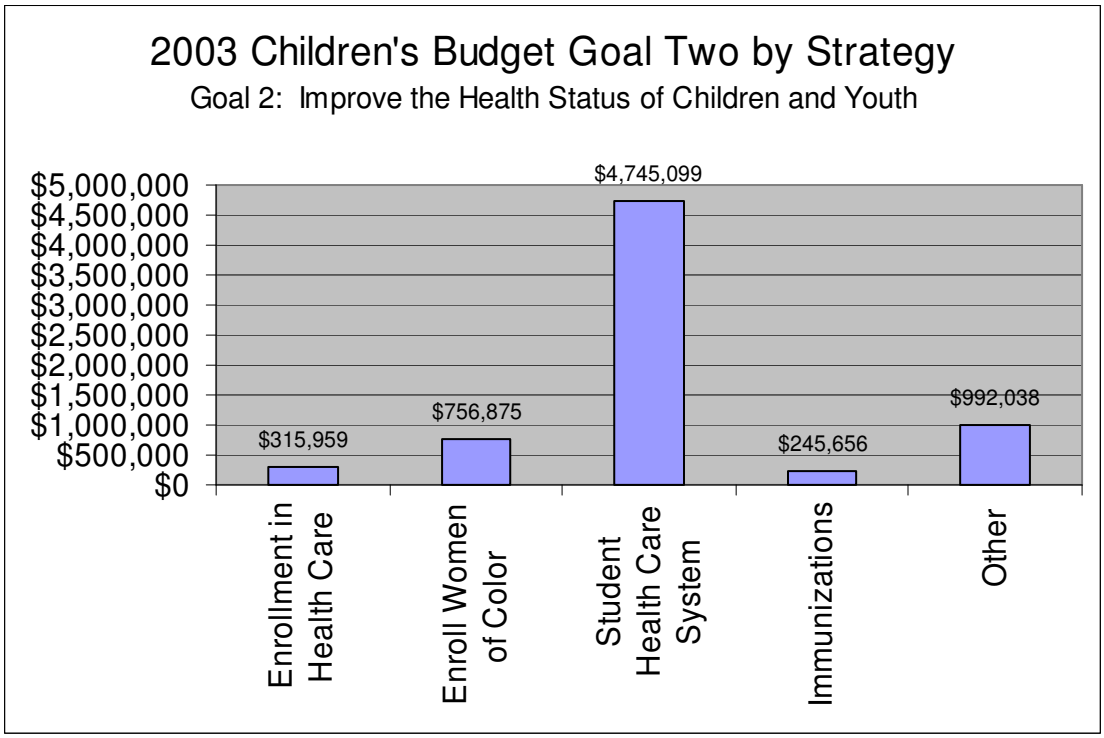
In Goal 1, school readiness received the greatest level of funding ($4.9 million), followed by family support ($4.3 million).

Chart 5



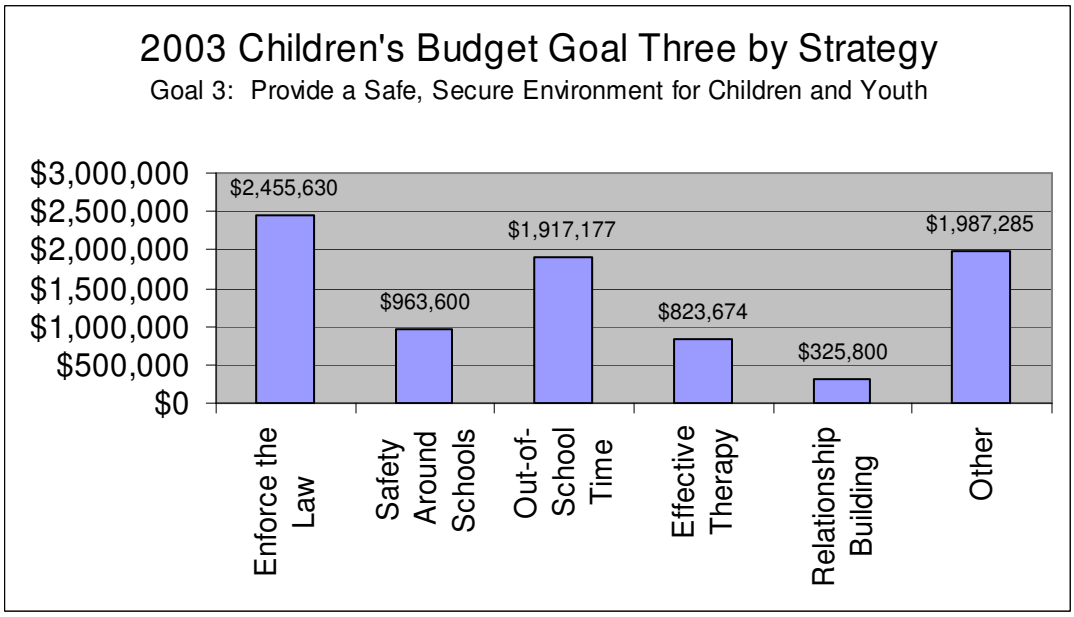
In Goal 2, the student health care system comprised the majority of City funding ($4.7 million).

Chart 6



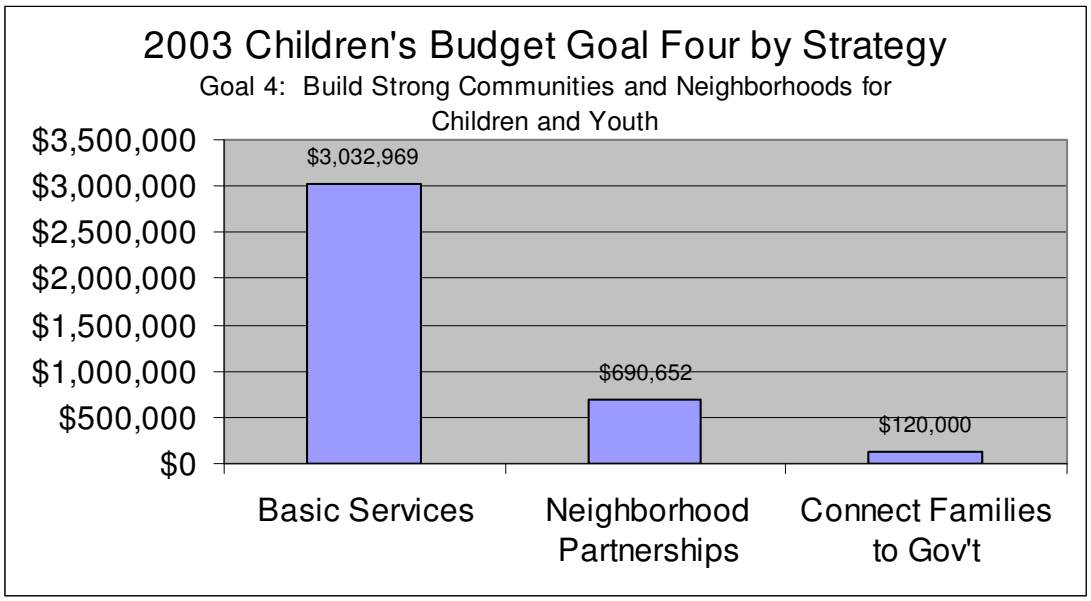
In Goal 3, enforcing the law represented the greatest level of funding ($2.5 million).

Chart 7



In Goal 4, basic services comprised the majority of City funding ($3.0 million).

Chart 8



V. Examples of How the City has Applied the Outcomes-based Approach

In 2003, the City began to shift towards an outcomes-based approach to serving children and youth in Seattle. Some examples of outcomes-based work in 2003 were:

- The City issued *new, outcomes-based Request for Proposals (RFPs)* for the Family Centers, Eviction Prevention and Youth Development programs. For Family Centers, RFP criteria were based on programs' demonstrated ability to support the goals and outcomes of the Children and Youth Strategy, such as children's success in school. Family Center funding pools were determined by the numbers of children and families in poverty in different geographic areas across the City, in an effort to provide services where they were needed most.

- The City helped the South Park and Rainier Beach communities to implement the neighborhood-based *Communities That Care* (CTC) system. CTC helps communities use data to assess their neighborhood's assets and risks for youth, to prioritize the risks, and then to choose programs to carry out in the community that have been proven to reduce the greatest risks.

- The City's *Human Services Department* wrote a *Strategic Investment Plan*, which is outcomes-based and aligned with the Children and Youth Strategy. Key recommendations include: targeting investments to meet six community goals and influencing a common set of community indicators, mutually developed and adopted by the City, King County and United Way; establishing and funding an improved system of accountability, using rigorous evaluation and performance based contracts to ensure that City investments are achieving their intended results; increasing the percentage of investments in programs that help vulnerable persons achieve social and economic success; aligning human services investments with the goals, strategies and outcomes measures contained in the Mayor's Children and Youth Strategy; and working with United Way, King County, DSHS, private funders and interested suburban cities to form a new King County Alliance for Children and Youth.

- The City continued its *Help for Working Families* initiative, which is a community outreach and intake program that improves access to child care subsidies, low cost health insurance, the Earned Income Tax Credit, Basic Food Assistance and several Utility Assistance programs. This year the Human Services Department, in partnership with the Health Department of Seattle-King County, has helped residents initiate over 2,500 benefit applications with an estimated $3 million value to the community.

VI. Future Work for Children and Youth

Proposed Renewal of Seattle's Families and Education Levy

Seattle's Families and Education Levy, which passed both in 1990 and 1997, is potentially up for renewal again in 2004. The Families and Education Levy is integral to the City's Children and Youth Strategy as it invests in Goals 1 and 2, and makes up nearly one-third of the City's Children's Budget. The Levy Oversight Committee developed a policy framework in July, 2003, outlining the policy direction of the potential 2004 funding package. The policy framework identified five areas of strategic investment for 2004: early learning, family involvement, out-of-school time, student health, and support for middle school and high school age students.

A Citizens Advisory Committee (CAC), made up of 42 citizens who represent a broad cross-section of the community and have expertise in the proposed areas of investment, is charged with prioritizing the service areas the recommended Levy would fund. The CAC was convened in August, 2003. The CAC will seek input from the broader community, recommend service areas in which the Levy should invest, and prioritize the service areas by identifying those with the highest potential impact on the

goals of the proposed Levy: improve school readiness; academic achievement and student health. The CAC's work to prioritize the highest-impact programs will inform the City as it develops the 2005-2006 Children's Budget. City staff support the CAC in its outreach.

Build an Outcomes-Based Children's Budget for 2005-2006

In 2004, City departments will work together to build an outcomes-based 2005-2006 budget for children and youth. Department directors will invest in programs with the greatest potential to improve outcomes for children and youth, especially with regards to disproportionality and for children of color and children in low-income families. Next year, the Mayor's Children's Budget will propose investments in programs with the greatest potential to meet the City's Children and Youth Strategy goals, improve the well-being of children and youth, and reduce disproportionality.