



APRIL 2008

STATUS OF GIRLS IN MINNESOTA

Full Report

Research and Writing by the Institute for Women's Policy Research
In Partnership with the Women's Foundation of Minnesota

About | *Status of Girls in Minnesota* Report

The *Status of Girls in Minnesota* is part of a new offshoot of the Institute for Women's Policy Research report card series *Status of Women in the States*. It draws upon a variety of data sources to examine the social, economic, and health status of girls and gives recommendations for program and policy change and development to improve the lives of girls for the betterment of all Minnesotans.

The Women's Foundation of Minnesota played a key role in the report's vision and framing, providing invaluable ideas, feedback, and review, as well as qualitative pieces woven throughout the report. IWPR remains fully responsible for the research, writing, and content of the report and for errors of omission or commission.

About | Institute for Women's Policy Research

The Institute for Women's Policy Research conducts rigorous research and disseminates its findings to address the needs of women, promote public dialogue, and strengthen families, communities, and societies. IWPR focuses on issues of poverty and welfare, employment and earnings, work and family issues, health and safety, and women's civic and political participation. The Institute, founded in 1987 in Washington, DC, works with policy

makers, scholars, civic, labor and business leaders, and public interest groups to design, execute, and disseminate research and to build a network of individuals and organizations that conduct and use women-oriented policy research. IWPR, an independent, non-profit, scientific research organization also works in affiliation with the graduate programs in public policy and women's studies at The George Washington University.

About | Women's Foundation of Minnesota

The Women's Foundation of Minnesota is a statewide community foundation that grows equality for women and girls in Minnesota by funding innovative social change programs, building women's philanthropy, conducting and reporting research, and educating the public about the successes and challenges of Minnesota's women and girls. *Status of Girls in Minnesota* (2008) is the fourth research report the

Foundation has published in collaboration with the Institute for Women's Policy Research, including *Status of Women in Minnesota* (2000), *Status of Women in Minnesota Counties* (2004) and *Status of Women of Color in Minnesota* (2005). Founded in 1983, the Women's Foundation of Minnesota is the oldest statewide women's foundation in the country. More information can be found at www.wfmn.org.

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INTRODUCTION

"...you don't know what you can do until you do it, and then you know you can do more."

Women's Foundation of Minnesota girlsBEST Fund program participant, age 15

GIRLS IN MINNESOTA ARE FULL OF PROMISE and potential. Whether at home, in school, or out in the community, they work hard, they get good grades, and hold high aspirations for their futures. By and large, girls in the state take responsibility for their bodies and avoid many risky behaviors.

At the same time, many girls in Minnesota are confronted with multiple challenges due to poverty, racism, sexism, language and cultural barriers, and physical and sexual abuse. They also suffer from lower self-esteem and report higher rates of suicidal thoughts and attempts relative to boys. In addition, differences between the social, economic, and health conditions of girls of color and white girls in the state are stark.

The foundations of women's economic stability and independence, academic and career opportunity, and physical and emotional well-being are established in childhood and adolescence. A healthy girl who believes in herself, is confident in her talents and abilities, and respects herself and her body will be ready to pursue her dreams and succeed in her adult life. This girl will become a resilient woman, able to take on the many challenges she confronts throughout life and ready for opportunities as they present themselves.¹

As such, promoting a positive future for girls *now* is crucial to the long-term social and economic health of Minnesota communities. Ensuring the healthy development of girls so that they can face the future and succeed as adults requires that schools, government, and the business sector offer an environment that encourages them to thrive *today*.

Girls face both old and new challenges that, left unaddressed, pose serious threats to their well-being and success as adults. They face intense pressures to not only prepare for careers and higher education, but also to conform to popular ideals of body size, sexual attractiveness, and women's traditional roles. More than previous generations they must navigate pressures around sex and drugs, and like countless generations before them, they are at risk of violence.

As girls enter adulthood they confront a whole new set of gender-related challenges.

When they leave home and school, many enter a labor market where the two sexes work in largely different types of jobs and traditionally female work pays less. Many who go to college find that men and women often study different disciplines, with male-dominated fields yielding better pay and earnings growth down the road.

Despite the great strides women have made in education and in the working world, young women face a greater likelihood of poverty and economic hardship as they enter adulthood than do young men. Women are still largely absent from the highest positions of leadership in all kinds of institutions, and the disparity is particularly striking for women of color. In addition, women and girls still do a disproportionate share of caretaking within the family.

Social change is needed to ensure that all women enjoy full economic, political, and social equality. When educational, economic, and political systems encourage and support girls in reaching their full potential, the benefits of their success will multiply throughout their communities.



YouthCare (Minneapolis) trains young women from low-income communities to be mentors and leaders. The nonprofit is a Women's Foundation grantee.

¹ For a review of research on healthy youth development, see Debra Hilken Bernat and Michael D. Resnick, 2006, *Healthy Youth Development: Science and Strategies*. *Journal of Public Health Management and Practice*, (Nov) Supplemental: S10-S16.

The *Status of Girls in Minnesota* represents a collaborative effort by the Women's Foundation of Minnesota and the Institute for Women's Policy Research (IWPR) to provide detailed information on the status of girls in Minnesota. With the data and policy implications outlined in this report, the Women's Foundation of Minnesota will engage fifteen communities as part of its statewide Road to Equality Tour in 2008. In each community, the Women's Foundation will hold a public meeting to introduce the research and focus groups with community, business, and political leaders. Information gathered from the Tour will inform the Foundation's future public policy priorities and focus.

Both the Women's Foundation and IWPR hope that this report will serve as a tool for advocates, researchers, and policy makers in developing a set of interventions that will ensure girls' economic, social, and political equality.

The *Status of Girls in Minnesota* draws on data from the U.S. Census Bureau, the Minnesota Student Survey Interagency Team, the Minnesota Department of Health, the Minnesota Department of Education, and other sources to examine the economic, social, physical, and psychological well-being of girls in the state. Each chapter introduces key issues and data related to girls in Minnesota, as well as a set of recommendations for policy change, program improvement, and advocacy efforts to improve the status of Minnesota's girls.

CHAPTER 1

Socioeconomic Landscape

Family Income and Poverty²

Contrary to the popular conception of the American dream in which every individual has a chance to succeed, family income is sadly predictive of a girls' later success, with poverty creating a hurdle that is very difficult for many to overcome. Indeed, the economic security of families is incredibly important to the future outcomes of children and young adults. Research on child development points to the detrimental and long-lasting neurological effects of poverty on children's brain architecture and development, shaping their future experiences and ultimately, undermining their access to equal opportunity (National Scientific Council on

the Developing Child 2007; Korenman, Miller, and Sjaastad 1994). Girls in impoverished and low-income families that are struggling to get by are faced with all of the stresses and consequences of living in poor communities and under poor conditions, in addition to the gender-specific challenges that all girls experience regardless of income level. Among girls of color these challenges are compounded further still by the racism and discrimination experienced by their communities.

Many girls face an adulthood in which they will be primary, if not sole, breadwinners for their families, and for those with low education levels, this will be no easy feat. Women play a large and growing role in the economic security of families and communities. In married couple

Demographics and Family Structure

Minnesota is home to nearly 900,000 girls and boys aged 5 to 17 (see Figure 1.1), with school-age girls making up 8.6 percent of the state's total population (data not shown; see Appendix Table 1.1).

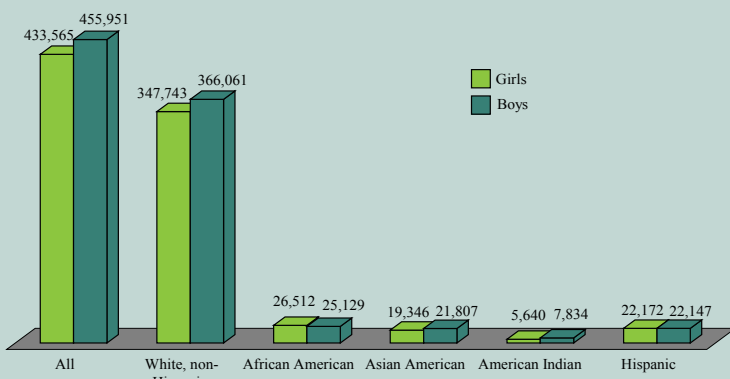
Among those girls, 19.8 percent are either non-white (African American, Asian American, American Indian, and other races or two or more races) or Hispanic (calculations not shown; figure 1.1).

While girls of color make up a small share of girls in the state, 11 counties in Minnesota have seen their populations of color grow by more than 58 percent (Anoka, Carver,

Chisago, Isanti, Pennington, Red Lake, Scott, Sherburne, Todd, Washington, and Wright; Toney 2007). The economic health and stability of these growing communities is becoming ever more crucial to the economic health and stability of the state.

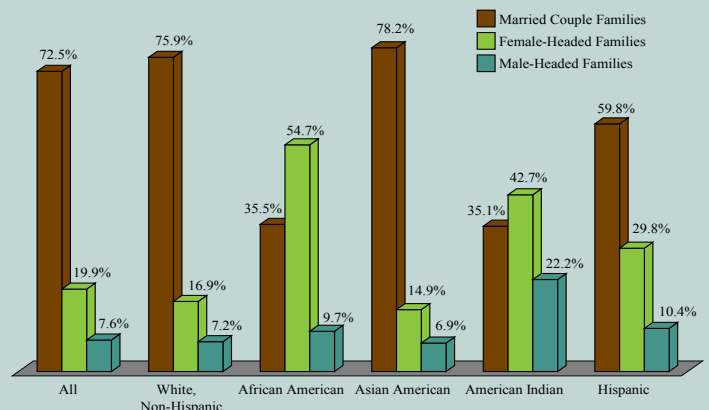
As in other parts of the country, a substantial portion of families with children in the state are headed by single parents, which has serious implications for the youth that reside in those families. Among families with children under age 18 in Minnesota, 19.9 percent are headed solely by women, 7.6 are headed solely by men, and 72.5 are headed by married couples (see Figure 1.3). In contrast to the overall picture, among African American, and American Indian families with children under 18,

Figure 1.1. Number of Boys and Girls Ages 5 to 17 in Minnesota, by Race/Ethnicity, 2005



NOTES: See the Methodology Appendix for information on how race and ethnicity are categorized in the Census Bureau's American Community Survey. Source: U.S. Department of Commerce, Bureau of the Census 2006. Calculated by the Institute for Women's Policy Research.

Figure 1.2. Families with Related Children Under 18 in Minnesota, by Family Type and Race and Ethnicity, 2005



NOTES: See the Methodology Appendix for information on how race and ethnicity are categorized in the Census Bureau's American Community Survey. Source: U.S. Bureau of the Census 2006. Calculated by the Institute for Women's Policy Research.

² Poverty data presented in this report are based on the official federal government poverty measure (the Federal Poverty Threshold), which was \$19,806 for a family of four with two children in 2005 (U.S. Department of Commerce, Bureau of the Census 2006b). The Federal Poverty Threshold, the official poverty measure of the United States uses dollar amounts to determine poverty status based on family size, age of family members, and number of related children (U.S. Department of Commerce, Bureau of the Census 2007).

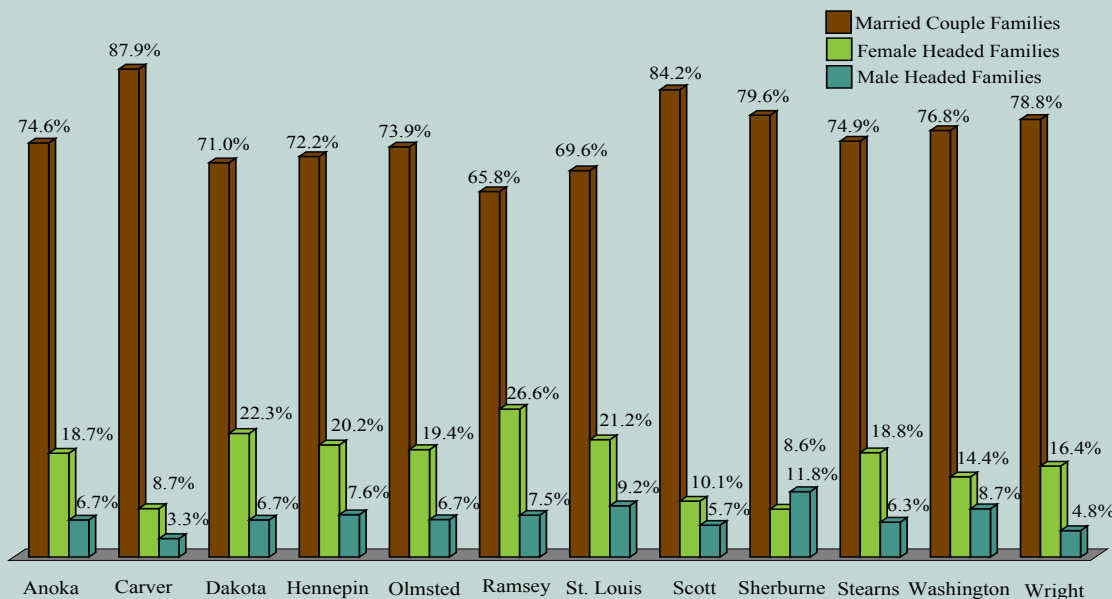
Demographics and Family Structure (cont'd)

female-headed families are the most common family type.

The share of all families with children under 18 that are female-headed by county ranges from a low of 8.6 percent

in Sherburne County to a high of 26.6 percent in Ramsey County (Figure 1.4). Across the state's counties, married couple families with children make up the largest share of family types, ranging from a low of 65.8 percent in Ramsey to a high of 87.9 percent in Carver.

Figure 1.3. Families with Own Children Under 18 by Family Type, Selected Counties, 2005



NOTES: See the Methodology Appendix for information on how race and ethnicity are categorized in the Census Bureau's American Community Survey. Source: U.S. Department of Commerce, Bureau of the Census 2006. Calculated by the Institute for Women's Policy Research.

families, wives' median contribution to family income jumped from 26 percent in 1979 to 34 percent in the year 2000 (Mishel, Bernstein, and Boushey 2003). Other research has shown that women's earnings have become increasingly important to keeping families above poverty (Cancian, Danziger, and Gottschalk 1993; Cattan 1998; and Spalter-Roth, Hartmann, and Andrews 1990). Obstacles like the wage gap, women's prevalence in low-paying, female-dominated occupations, and women's lower relative hours of paid work all impede their ability to ensure their families' financial security. This is particularly true for single-mothers. Women's ability to provide for their families ensures stability for girls in a number of arenas, with housing and food security important among them.

Health insurance coverage is also of critical importance to women and their families, providing a safety net for families that cannot otherwise afford medical care for emergencies or chronic conditions. Nationally, little more than one in three low-income working mothers has employer-provided health insurance, despite the fact that such coverage not only improves health, but also has been shown to increase job retention among low-income mothers (Lee 2007). Opening doors to good employment

Women's Foundation of Minnesota GRANTEE HIGHLIGHT

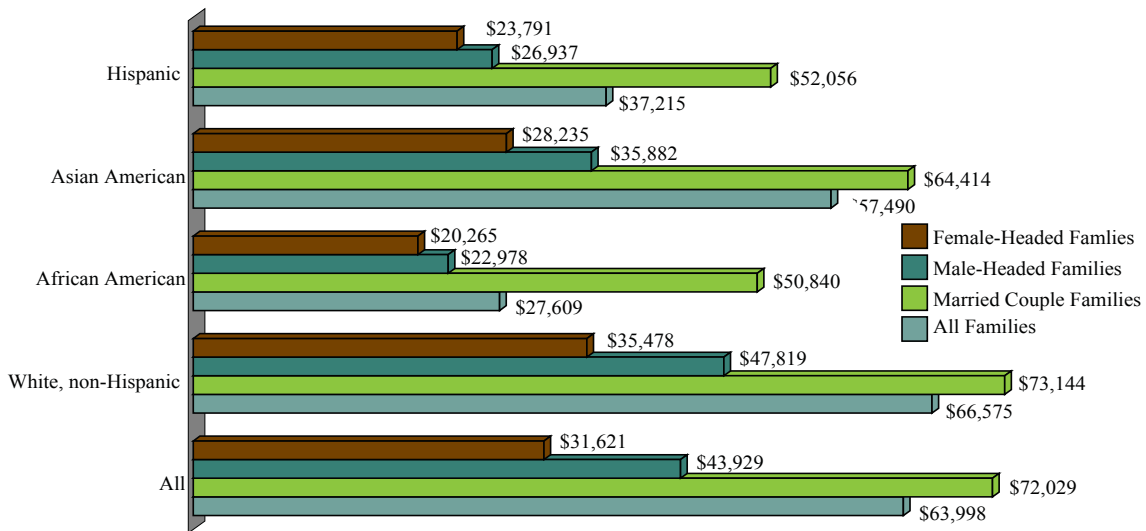
Women Venture: Change is on the Horizon

"Women have less access to higher-paying jobs in non-traditional fields – jobs that would not only provide a livable wage, but would also give them opportunities for advancement and long-term economic success. [Job segregation] is reinforced by job training programs and employers, who have implicitly discouraged women from pursuing these paths."

- WomenVenture

WomenVenture worked with a woman auto technician who was frustrated that her workplace only had a men's room in the employee area. As an employee, she had to walk to their public restroom at the front of the shop to use the bathroom. When her workplace finally added a women's bathroom to the employee area, she knew they were starting to change attitudes and increase access for women auto technicians.

Figure 1.4. Median Family Income by Family Type and Race and Ethnicity in Minnesota, American Community Survey, 2005



NOTES: See the Methodology Appendix for information on how race and ethnicity are categorized in the Census Bureau’s American Community Survey. In this figure, families include those with and without children.
 Source: U.S. Department of Commerce, Bureau of the Census 2006.
 Calculated by the Institute for Women’s Policy Research.

Table 1.1. Poverty by Age, and by Gender and Race and Ethnicity, 2005

	Minnesota				United States			
	Under 18		Over 18		Under 18		Over 18	
	Female	Male	Female	Male	Female	Male	Female	Male
All	12.0%	11.2%	9.7%	7.1%	18.8%	18.3%	13.5%	9.5%
White, Non-Hispanic	7.3%	6.8%	8.0%	5.6%	11.0%	10.7%	10.0%	7.0%
African American	43.4%	41.4%	31.9%	23.8%	36.4%	35.6%	24.7%	16.3%
Asian American	22.0%	24.6%	14.3%	14.3%	12.1%	13.1%	11.6%	10.7%
American Indian	41.5%	28.8%	27.8%	17.3%	32.3%	32.4%	25.2%	19.6%
Hispanic	27.0%	23.0%	23.5%	15.4%	29.3%	28.9%	22.5%	15.5%

NOTES: See the Methodology Appendix for information on how race and ethnicity are categorized in the Census Bureau’s American Community Survey.
 Source: U.S. Department of Commerce, Bureau of the Census 2006.
 Calculated by the Institute for Women’s Policy Research.

opportunities that provide much-needed benefits like health insurance coverage is crucial to the ability of single mothers to ensure their children’s physical well-being and to serve as reliable contributors to their families’ financial security.

This chapter examines poverty, family income, economic hardship, and health insurance coverage for girls and families in Minnesota, with a particular focus on wide disparities in well-being by race and ethnicity and family type.

Median Income and Poverty by Race and Family Type

Poverty is prevalent among women and girls in Minnesota, with nearly 10 percent of women and 12 percent of girls living below poverty in the state, and with men and boys experiencing slightly less poverty (see Table 1.1). These poverty rates, however, are lower than those observed among women and girls in the nation as a whole.

It should be noted that the Federal Poverty Threshold is intended for use as a statistical yardstick, and according to

U.S. Census Bureau, is not a measure of what people and families need to live. It allows for consistent comparisons over time, but is largely inadequate in determining a family’s basic needs (U.S. Department of Commerce, Bureau of the Census 2007). The inadequacy of this measure would indicate that even more of Minnesota’s girls are living in families where income falls short of meeting basic needs.

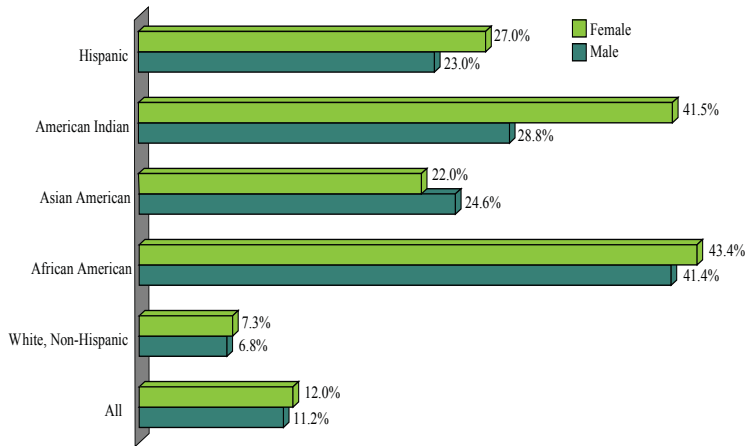
Despite a generally more positive economic picture for Minnesota relative to the nation as a whole, breakdowns by race and gender and race and family type reveal substantial disparities in the economic well-being of certain populations in the state. Regardless of family type, white families have the highest median incomes and African American families have the lowest (Figure 1.4).

- ❖ The median income for white married-couple families is \$73,144, compared with \$50,840 for African American married-couple families.

- ❖ The disparity is also great among female-headed families, with white families bringing in a median income of \$35,478 and African American families bringing in \$20,265.

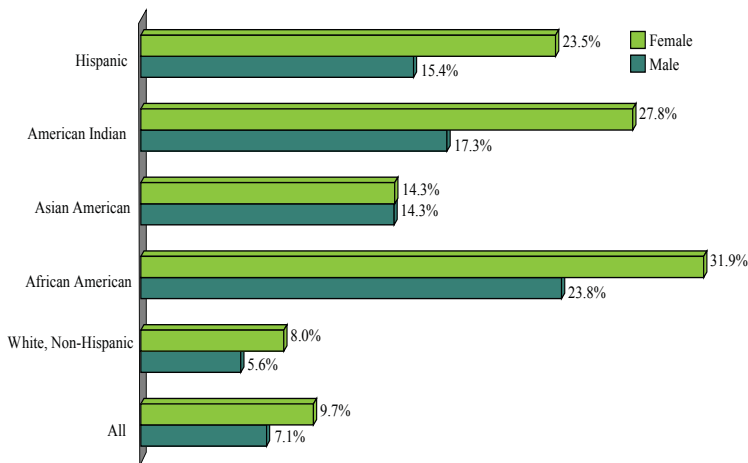
Likewise, wide variations in poverty are exposed when examining gender and race breakdowns. As shown in Figures 1.5 and 1.6, African Americans, Asian Americans, American Indians, and Hispanics in Minnesota experience higher poverty rates than the state’s white population and with the exception of Asian Americans, girls and women of each racial and ethnic group are more likely to live in poverty than their male counterparts.

Figure 1.5. Poverty Rates Among Boys and Girls Under 18 in Minnesota, 2005



NOTES: See the Methodology Appendix for information on how race and ethnicity are categorized in the Census Bureau's American Community Survey.
Source: U.S. Department of Commerce, Bureau of the Census 2006.
Calculated by the Institute for Women's Policy Research.

Figure 1.6. Poverty Among Women and Men 18 and Older in Minnesota, 2005



NOTES: See the Methodology Appendix for information on how race and ethnicity are categorized in the Census Bureau's American Community Survey.
Source: U.S. Department of Commerce, Bureau of the Census 2006.
Calculated by the Institute for Women's Policy Research.

Table 1.2. Families with Related Children Under 18 in Poverty in Minnesota, by Family Type and Race and Ethnicity, 2005

	All	White, non-Hispanic	African American	Asian American	American Indian	Hispanic
Number of Poor Families With Children Under 18	65,329	39,326	12,844	3,858	2,021	6,318
Married Couple Families	28.4%	28.2%	23.0%	48.6%	6.5%	40.5%
Male Headed Families	11.3%	12.2%	5.4%	15.0%	26.2%	10.8%
Female Headed Families	60.3%	59.5%	71.5%	36.4%	67.2%	48.7%
All Poor Families with Children	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

NOTES: See the Methodology Appendix for information on how race and ethnicity are categorized in the Census Bureau's American Community Survey.
Source: U.S. Department of Commerce, Bureau of the Census 2006.

❖ The poverty rates for girls and boys of color are dramatically higher than those of white girls and boys, which are quite low at 7.3 and 6.8 percent, respectively (Figure 1.5).

❖ African American girls and boys have the highest poverty rates (43.4 and 41.4 percent, respectively) among children in Minnesota, followed by American Indian girls and boys (41.5 and 28.8 percent, respectively).

Among adult women (those 18 and older), African American women have the highest poverty rate, at 31.9 percent, followed by American Indian women at 27.8 percent, Hispanic women at 23.5 percent, and Asian American women at 14.3 percent (Figure 1.6). In stark contrast, only 8.0 percent of white women in the state live in poverty. Lower poverty rates for white girls and women compared with girls and women of color underscore the way in which race and ethnicity intersect with gender to disadvantage girls and women of color in the state.

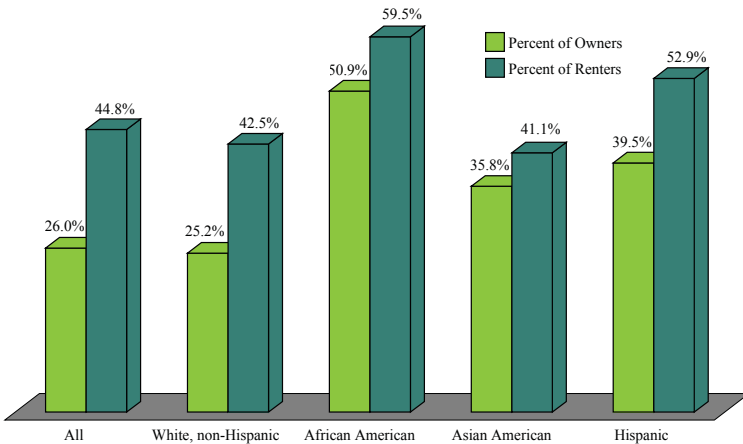
Among poor families with children, female-headed families make up the largest share (60.3 percent; Table 1.2). They are more than two in three poor African American and American Indian families with children and about three in five poor white families with children. Married-couple families also are well-represented among the poor, however. Nearly half of all poor Asian American families in the state are married couple families; two in five poor Hispanic families and nearly one in three poor white families with children are headed by married-couples.

Housing costs subsume a large portion of families' incomes in Minnesota, leaving less available to serve families' other basic needs, and potentially leaving children in low-income families without some of the basic resources they need to thrive. Lower incomes among families of color and female-headed families make housing less affordable, whether their homes are owned or rented.

❖ Nearly 51 percent of African American household owners and 59.5 percent of African American household renters spend 30 percent or more of their income on housing, compared to 25.2 percent of white household owners and 42.5 percent of white household renters (see Figure 1.7).

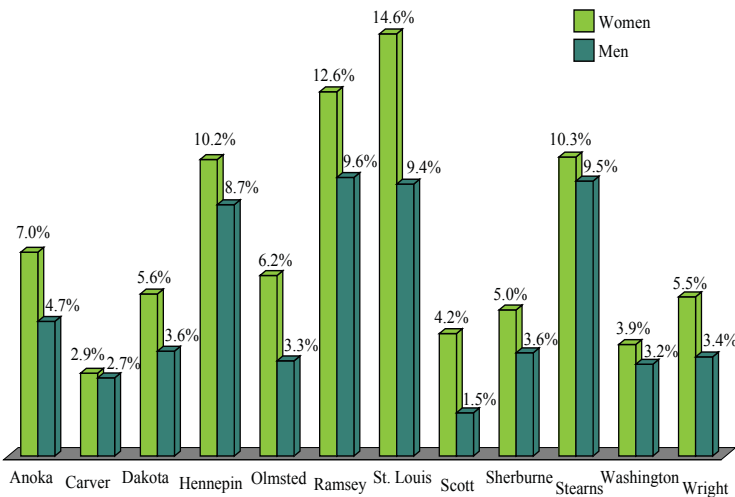
Asian American and Hispanic families also feel the strain of lower incomes. Among home owners, 35.8 percent of Asian American households and 39.5 percent of Hispanic households spend 30 percent or more of their income on housing. Among renters,

Figure 1.7. Share of Minnesota Households Paying 30 Percent or More of Their Income on Housing, by Race/Ethnicity, American Community Survey, 2005



NOTES: See the Methodology Appendix for information on how race and ethnicity are categorized in the Census Bureau's American Community Survey.
Source: U.S. Department of Commerce, Bureau of the Census 2006.
Calculated by the Institute for Women's Policy Research.

Figure 1.8. Poverty among Women and Men in Minnesota by Selected Counties, American Community Survey, 2005



NOTES: The American Community Survey only provides county-level data for counties with populations of 60,000 or more.
Source: U.S. Department of Commerce, Bureau of the Census 2006.
Calculated by the Institute for Women's Policy Research.

41.1 percent of Asian American households and 52.9 percent of Hispanic households spend at least 30 percent of their income on housing.

Low income and poverty also reduce food security. Children need good nutrition to do their best. According to the Food Research and Action Center (2007), 154,000 households in Minnesota were considered food insecure in 2005. Food insecure households include those in which families make changes in the quality or the quantity of their food intake in order to deal with a limited budget or in which both adults and children frequently cut back or skip meals due to financial hardship (Food Research and Action Center 2007).

Women over age 18 are more likely to be poor than men in every Minnesota county for which data are available (see Figure 1.8). Across counties, the same general pattern observed by family type for the state as a whole holds—female-headed families with children make up the largest share of poor families, but are followed closely by married couple families (see Table 1.3).

Child poverty is common to Minnesota's urban and rural counties, alike. According to the Census Bureau's Small Area Income and Poverty Estimates, 45 percent (or 62,869) of poor children under age 18 live in the state's seven-county Twin Cities Metropolitan Area (Anoka, Carver, Dakota, Hennepin, Ramsey, Scott, and Washington), and child poverty rates in those counties range from 4.2 percent in Carver County to 18.4 percent in Ramsey County (U.S. Department of Commerce, Bureau of the Census 2008). This means that more than half of the state's poor children (76,840) live outside of the seven-county Twin Cities Metropolitan Area.

Child poverty rates vary widely among the state's rural counties as well, with the lowest child poverty rate in Sherburne County (5.5 percent) and the highest in Mahnommen County (28.9 percent; U.S. Department of Commerce, Bureau of the Census 2008). (For more state and county data on demographics, poverty by gender, median income by race/ethnicity, and housing costs, see Appendix Tables 1.1-1.6 and Appendix Figure 1.1).

Table 1.3. Families with Children Under 18 in Poverty by Family Type in Selected Minnesota Counties, 2005

	Anoka	Dakota	Hennepin	Olmsted	Ramsey	St. Louis	Stearns	Washington
Total Number of Poor Families with Children Under 18	3,252	3,788	15,784	1,183	9,099	3,135	1,258	1,169
Married Couple Families	38.8%	28.0%	29.7%	14.7%	25.8%	21.9%	18.8%	37.6%
Male-Headed Families	8.8%	11.7%	9.8%	15.6%	14.1%	8.1%	10.7%	19.3%
Female-Headed Families	52.3%	60.3%	60.4%	69.7%	60.1%	70.0%	70.4%	43.1%
All Poor Families with Children	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

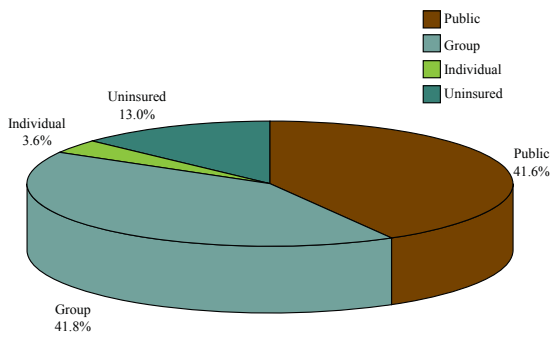
NOTES: The American Community Survey provides county-level data only for counties with populations of 60,000 or more.
Source: U.S. Department of Commerce, Bureau of the Census 2006.

Table 1.4. Share of Minnesota Males and Females by Age Without Health Insurance, 2001 and 2004

Age Group	2001			2004		
	Females	Males	All	Females	Males	All
0 to 5	4.0%	3.8%	3.9% [^]	7.6%	6.0%	6.8%* [^]
6 to 17	5.9%	4.1%	4.9%	5.0%	4.5%	4.7% [^]
18 to 24	10.9% [^]	16.4% ^{^#}	13.7% [^]	16.6%* [^]	21.2% ^{^#}	18.9%* [^]
25 to 34	8.3% [^]	11.2% ^{^#}	9.7% [^]	10.7% [^]	15.3%* ^{^#}	13.0%* [^]
35 to 54	5.4%	5.2%	5.3%	5.1%	8.7%* ^{^#}	6.8%* [^]
55 to 64	3.1% [^]	2.4% [^]	2.8% [^]	3.2% [^]	3.8% [^]	3.5% [^]
65+	0.2% [^]	0.8% [^]	0.4% [^]	0.4% [^]	0.0% [^]	0.3% [^]
All Ages	5.4%	6.0%	5.7%	6.3%	8.6%*^{^#}	7.4%*[^]

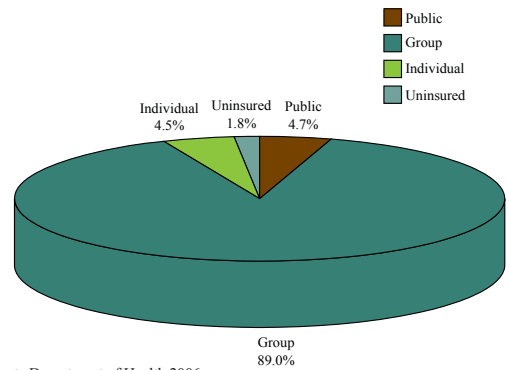
SOURCE: Minnesota Department of Health 2006.
*Indicates a statistically significant difference between 2001 and 2004 at the 95% level.
[^]Indicates a statistically significant difference between age group and all ages within year at the 95% level.
#Indicates a statistically significant difference between males and females within year at the 95% level.

Figure 1.9. Sources of Insurance Coverage for Children Living Between 0 to 200 Percent of the Poverty Line, Minnesota Health Access Survey, 2001



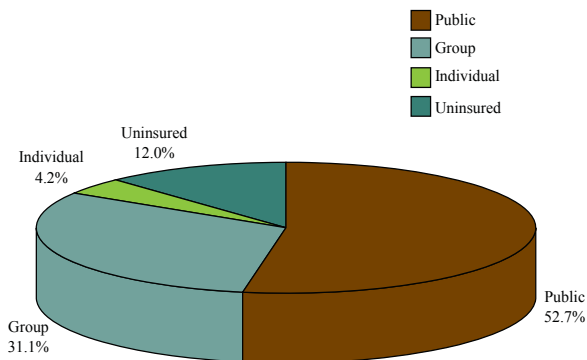
SOURCE: Minnesota Department of Health 2006.

Figure 1.11. Sources of Insurance Coverage for Children Living at 201 Percent of the Poverty Line and Above, Minnesota Health Access Survey, 2001



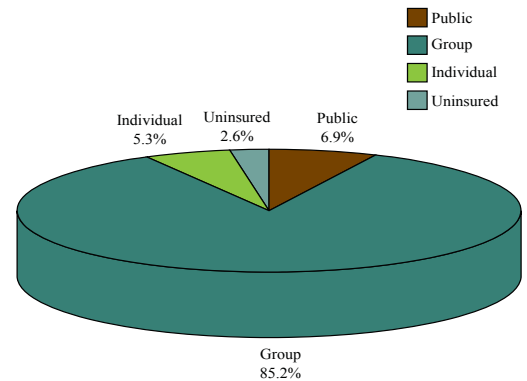
SOURCE: Minnesota Department of Health 2006.

Figure 1.10. Sources of Insurance Coverage for Children Living Between 0 to 200 Percent of the Poverty Line, Minnesota Health Access Survey, 2004



SOURCE: Minnesota Department of Health 2006.

Figure 1.12. Sources of Insurance Coverage for Children Living at 201 Percent of the Poverty Line and Above, Minnesota Health Access Survey, 2004



SOURCE: Minnesota Department of Health 2006.

Insurance Coverage by Age, Type, and Income Level

Health insurance coverage, an important factor for both health and economic stability, has been declining among children, youth, and adults in Minnesota. Data from the 2001 and 2004 Minnesota Health Access Surveys show that uninsurance rates among Minnesota girls and boys aged 0 to 5 increased substantially between 2001 and 2004 (Table 1.4), with uninsurance among girls increasing from 4.0 percent in 2001 to 7.6 percent in 2004. Minnesota also saw a substantial jump in uninsurance rates for men and women 18 to 24, just as they enter the labor market and when health insurance may be more difficult to obtain. In this age range, men's uninsurance rate rose to 21.2 percent in 2004 from 16.4 percent in 2001 and women's rose to 16.6 percent from 10.9 percent. As shown in Table 1.4, the very young and the very old in Minnesota are most likely to be covered by health insurance while uninsurance rates peak between the ages of 18 to 24 and remain high between ages 25 to 34.

Over time the state has seen shifts in the type of insurance that is covering its youth. In 2001, 41.6 percent of children living between 0 and 200 percent of the poverty line were covered by public insurance, 41.8 percent by group (employee-based) insurance, and 3.6 percent by individual insurance; 13.0 percent of children with family incomes in that range in 2001 were uninsured (see Figure 1.9).

❖ By 2004, more than half of youth aged 0-18 in families with incomes of 200 percent of poverty or less were covered by public insurance (53 percent), while fewer than a third were covered by group insurance (31 percent), and only 4 percent were covered by individual insurance; 12 percent of children at this income level were uninsured (see Figure 1.10).

The drastic jump in public insurance coverage and decline in group coverage among low-income and poor children is due to an increase in the share of low-income

and poor families in the state, resulting in an increase in the pool of those eligible for public coverage (Minnesota Department of Health 2005). This shift was particularly acute among Hispanics in Minnesota, with the share of Hispanics above 400 percent of poverty decreasing from 26.7 percent in 2001 to 13.0 percent in 2004 and the share with incomes above 300 percent of poverty falling from 11.5 percent in 2001 to 5.7 percent in 2004 (Minnesota Department of Health 2005). This was met with a concurrent increase in the share of Hispanic Minnesotans living below poverty, from 17.6 percent in 2001 to 37.8 percent in 2004 (Minnesota Department of Health 2005).

For children in families at 201 percent of the poverty line or higher, the large majority of children are covered by group insurance (89 percent in 2001 and 85 percent in 2004; see Figures 1.11 and 1.12). The modest changes in coverage for children at this income level between 2001 and 2004 seem to point to greater cushioning from economic forces among non-Hispanic white middle and upper income families.

In Summary

In Minnesota, female-headed families and those from underrepresented racial and ethnic groups are at a particular risk of living below poverty, and while girls and boys in the state generally have similar poverty rates in childhood, girls are more likely to be poor in adulthood. Poverty among female-headed families of color foretells an ominous future for girls of color in the state. Many are likely to experience a life of low earnings, high poverty, and sole child rearing responsibility. Creating economic justice for girls depends in large part upon their families' ability to meet their basic economic needs. Addressing gender-based wage discrimination, closing the gaps between white women and women of color, and opening doors to quality employment that offers health and other important benefits are key to ensuring the well-being of all children, and especially girls and young women of color. Devising anti-poverty policies that target the needs of female-headed families and families of color also will promote healthier, more stable home and community environments for both girls and boys.

Recommendations for Change

1. Local living wage ordinances based on good measures of what a family needs to maintain a basic standard of living would greatly improve the economic well-being of low-income families. In addition, local governments can adopt regional or county-level Family Budgets, such as those developed by the JOBS NOW Coalition in Minnesota (Ristau, LaFond, and Cederberg 2007). The JOBS NOW Coalition estimates that the income needed for a basic standard of living (including family expenses such as child care, housing, transportation, and more) for a dual-working parent family with two children is more than three times the 2006 poverty level for that family type and more than double the 2006 poverty level for a single parent family with two children (Ristau, LaFond, and Cederberg 2007). A Family Budget or other such measure could replace the official poverty line as the basis for public program eligibility, opening up services to a larger number of families in need.

2. Expanding the Minnesota Family Investment Program to support higher education opportunities for single-headed households, low-income parents, and teen mothers will increase their earnings potential (Minnesota Department of Human Services 2005), as well as create a culture of learning within families and allow parents to serve as role models and supporters in their girls' educations.

3. State investments in full-day early care and education interventions for low-income and poor children would help to offset some of the negative effects of poverty on children and would also provide single-mother and dual working parent families with safe, quality environments for their children while they work. Expanding child care resources for low-income families would also decrease the need for teen girls to spend precious time caring for siblings when they could be studying or participating in extracurricular activities.

CHAPTER 2

Security, Safety, and Risky Behaviors

DURING A PERIOD IN LIFE WHEN YOUNG people should be able to take advantage of all of the opportunities available to them through school and extracurricular activities, many girls and boys face challenges beyond their years. Some are confronted with threats to their basic safety and security, including family and dating violence, sexual abuse, victimization, and homelessness. Each year, one in four adolescents reports verbal, physical, emotional, or sexual abuse (Foshee et al. 1996; Avery-Leaf et al. 1997).

Unfortunately, dating violence among high school students is more common than most adolescents or adults realize. Based on data from the Centers for Disease Control and Prevention, one in eleven adolescents is a victim of physical dating abuse each year (Centers for Disease Control and Prevention 2006). In addition to sustaining physical injury, these victims are more likely to engage in binge drinking, suicide attempts, physical fights, and sexual activity (Centers for Disease Control and Prevention 2006). Some research indicates they may also struggle with issues surrounding self-esteem and body image as a result of their victimization (Ackard and Neumark-Sztainer 2002).

Nationally, 11 percent of high school females and 4 percent of high school males report having been forced to have sex (Eaton et al. 2006). Because rape is underreported these numbers underestimate the problem. Sexual violence can lead to long-term health problems including chronic pain, headaches, stomach problems, eating disorders, sexually transmitted diseases, and depression, as well as anxiety and fearfulness (Eaton et al. 2006). Whether the harassment, abuse, or violence some youth experience takes place at home, within schools, or in their broader community, that exposure can have damaging effects on the emotional, physical, and educational outcomes of girls and boys.

In addition, drug and alcohol use at an early age poses serious health risks to adolescents across the nation and is associated with a range of unintentional injuries, physical fights, academic and occupational problems, and illegal activities (Centers for Disease Control and Prevention

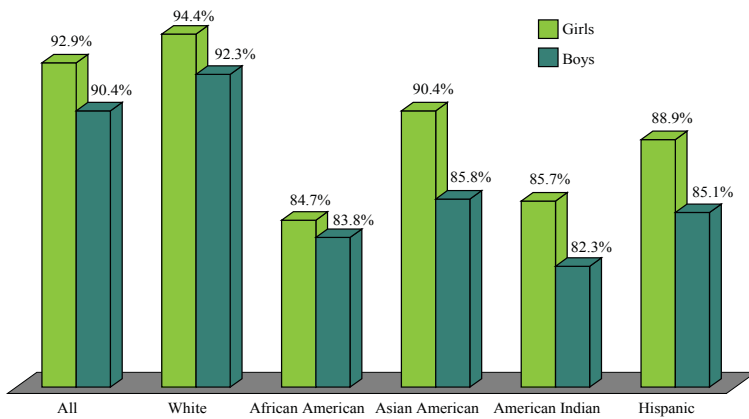
About the Minnesota Student Survey

Much of the data in this report are derived from the 2004 Minnesota Student Survey. The 2004 survey data were the most recent available at the writing of this report. The 2004 Survey dataset was provided by the Minnesota Student Survey Interagency Team (which includes the Departments of Education, Health, Human Services, Public Safety, and Corrections) and contains data for 6th, 9th, and 12th grade girls and boys in public schools, charter schools, and tribal schools throughout the state. The dataset does not include girls and boys in alternative schools or juvenile centers. The Interagency Team administers the survey to every 6th, 9th, and 12th grade student in a participating district who has parental permission. The 2004 survey reached 77 percent of the state's 6th graders, 73 percent of its 9th graders, and 49 percent of its 12th graders in participating public, charter, and tribal schools. The Interagency Team does not weight the data nor do they provide a weighting variable in the dataset, treating the survey as a census of 6th, 9th, and 12th graders rather than a sample. Unless otherwise noted, the data presented reflect average responses from girls and boys from the three grade levels combined. See the Methodology Appendix for further detail on the 2004 Minnesota Student Survey.

2007). For example, in 2005, 10 percent of high school students reported driving a vehicle in the past month after they had been drinking and 29 percent reported riding in a vehicle driven by someone who had been drinking (Eaton et al. 2006).

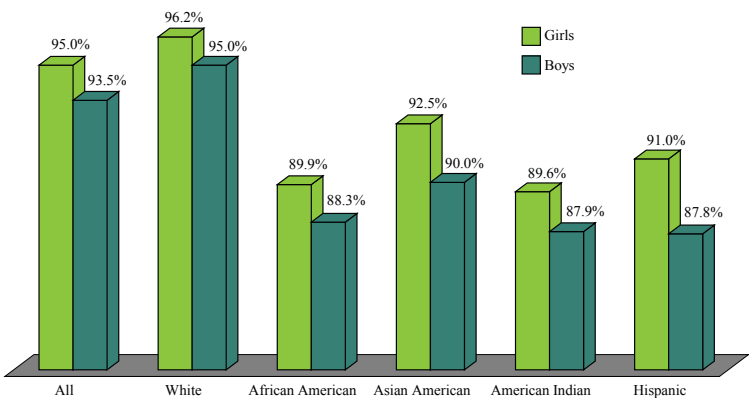
This chapter presents data on the physical safety of girls in Minnesota, their use of tobacco, alcohol, and drugs and their vulnerability as demonstrated through their experience with homelessness and the juvenile detention system.

Figure 2.1. I Feel Safe At School, Minnesota Student Survey, 2004



NOTES: Responses are for 6th, 9th, and 12th grade students combined. See the Methodology Appendix for information on how race and ethnicity are categorized in the Minnesota Student Survey. Source: Minnesota Student Survey Interagency Team 2005. Calculated by the Institute for Women's Policy Research.

Figure 2.2. I Feel Safe Going To and From School, Minnesota Student Survey, 2004



NOTES: Responses are for 6th, 9th, and 12th grade students combined. See the Methodology Appendix for information on how race and ethnicity are categorized in the Minnesota Student Survey. Source: Minnesota Student Survey Interagency Team 2005. Calculated by the Institute for Women's Policy Research.

Table 2.1. Perception of Racism in the School Environment, by Gender and Race and Ethnicity, Minnesota Student Survey, 2004-2005

How many students in your school have made fun of or threatened students of different races or backgrounds? (1=All, 2=Most, 3=Some, 4=A Few, 5=None)

Average Score	Total	White	African American	Asian American/Pacific Islander	Hispanic	American Indian
Girls	3.69	3.71	3.55	3.66	3.56	3.63
Boys	3.63	3.66	3.48	3.51	3.55	3.59

NOTES: Responses are for 6th, 9th, and 12th grade students combined. See the Methodology Appendix for information on how race and ethnicity are categorized in the Minnesota Student Survey. Source: Minnesota Student Survey Interagency Team 2005. Calculated by the Institute for Women's Policy Research.

Safe Schools and Communities

Student Perception of Overall Safety at School

Feelings of safety in the community and in the school environment are fundamental to students' ability to focus on coursework and excel in school. Data from the 2004 Minnesota Student Survey find that overall girls and boys responding to the survey feel safe at school, with girls just slightly more likely to feel safe than boys (92.9 percent and 90.4 percent, respectively). Breakdowns by race and ethnicity, however, show that girls and boys of color feel less safe at school than their white counterparts. African American girls (15.3 percent) are nearly three times as likely, and American Indian and Hispanic girls (5.6 percent) to not feel safe at school, underlining their differing experiences.

As with the school environment, girls and boys generally feel safe going to and from school (95.0 percent and 93.5 percent, respectively; see Figure 2.2). An examination of the data by race and ethnicity, however, highlights the differences in the experiences of girls and boys from different communities. For example, 96.2 percent of white girls say that they feel safe going to and from school, compared with 89.9 and 89.6 percent of African American and American Indian girls.

Perceptions of racism in the school environment also differ somewhat by gender and race and ethnicity. Across racial and ethnic groups, girls are less likely than boys to report that other students have made fun of or threatened students of different races or backgrounds (see Table 2.1; where a higher score corresponds to less perception of racism). Not surprisingly, African American, Asian American, American Indian, and Hispanic girls and boys, however, are more likely than their white counterparts to feel that students of different races and backgrounds were subjected to experiences of racism or other prejudice at school.

Verbal and Physical Threats and Abuse at School

As Table 2.2 indicates, girls are less likely than boys to report being the victims of insults, threats, drug solicitations, and physical harm at school. Still, 1 in 6 girls has been threatened, close to 1 in 5 girls has been kicked, bitten, or punched, more than 1 in 3 has been pushed or grabbed, and 1 in 2 have been insulted. As shown in Table 2.2, African American and Asian American girls and boys are the least likely and white girls and boys are the most likely to have been insulted.

However, with the exception of being insulted, girls and boys of color experienced victimization at school more than white girls and boys. Among girls, American Indian, African

Table 2.2. Victimization at School, by Gender and Race and Ethnicity, Minnesota Student Survey, 2004

	I've been insulted	I've been threatened	I've been pushed/grabbed	I've been kicked/bitten/punched	I've been stabbed/shot at	Been offered/sold an illegal drug	Mean Number of times skipped school because felt unsafe in past 30 days	Mean Number of times had property stolen/damaged in past 12 months
All	%	%	%	%	%	%		
Girls	50.9	16.0	33.9	18.2	0.5	10.6	1.09	1.56
Boys	64.4	31.9	52.3	35.1	3.3	17.0	1.12	1.76
White								
Girls	52.4	15.3	33.5	17.8	0.4	10.7	1.06	1.52
Boys	66.4	31.8	53.2	35.2	2.9	16.8	1.09	1.72
African American								
Girls	43.2	24.5	35.5	23.2	1.7	10.5	1.19	1.63
Boys	51.6	34.7	45.2	33.7	7.0	19.0	1.24	1.85
Asian American								
Girls	36.7	13.9	33.5	16.4	0.7	6.5	1.12	1.59
Boys	50.0	26.8	45.0	33.4	4.4	14.7	1.20	1.82
American Indian								
Girls	48.6	26.8	45.1	30.6	1.0	15.1	1.27	1.75
Boys	57.1	40.1	56.5	42.8	6.2	19.6	1.25	1.87
Hispanic								
Girls	48.3	22.3	38.7	21.8	0.8	14.4	1.20	1.65
Boys	57.6	32.6	49.5	34.6	5.5	21.7	1.22	1.81

NOTES: Responses are for 6th, 9th, and 12th grade students combined. See the Methodology Appendix for information on how race and ethnicity are categorized in the Minnesota Student Survey. Source: Minnesota Student Survey Interagency Team 2005. Calculated by the Institute for Women's Policy Research.

American, and Hispanic girls are the most likely to have been threatened. A greater share of American Indian and Hispanic girls than other girls report having been pushed or grabbed and American Indian girls stand out among girls for the share that have been kicked, bitten, and/or punched.

On average, girls and boys report that they have had their property stolen or damaged less than twice in the past 12 months (with mean responses of 1.76 and 1.56, respectively; Table 2.2). Again, student responses to this question differ by race and ethnicity. American Indian girls and boys are the most likely of all girls and boys to have their property stolen or damaged (1.75 and 1.87). Given their high likelihood for victimization, it is no wonder that American Indian girls and boys are also the most likely to skip school because they feel unsafe (Table 2.2).

Another key type of victimization experienced by girls is sexual harassment. In the early 1990s, national survey data produced unsettling findings showing the pervasiveness of sexual harassment in secondary schools (Stein 1999). Students reported that sexual harassment was a serious problem; it occurred in public places, and even when students tried talking to someone about the behavior, they had difficulty getting help (Stein 1999). The most common educational consequences of sexual harassment included the desire to avoid school, difficulty studying, earning lower grades in classes, considering changing schools, and

doubts about graduating from high school. Among the emotional impacts, students reported embarrassment, self-consciousness, self-doubt, fear, concerns about having healthy romantic relationships, confusion, and decreased popularity (Stein 1999). Unfortunately, the 2004 Minnesota Student Survey did not ask students about sexual harassment at school.

Physical and Sexual Abuse and Violence

Physical and Sexual Abuse

The physical and sexual abuse suffered by girls and boys in Minnesota points to serious issues of insecurity in the home and community. According to the Minnesota Student Survey, girls are more likely than boys to have been physically or sexually abused. Twelve percent of girls and ten percent of boys report having been the victims of physical abuse by a family member in their home and 11 percent of boys and 14 percent of girls have experienced physical abuse by a family member outside of the home (see Table 2.3).

This pattern holds true for girls and boys of color. African American and American Indian girls are the most likely among girls to have been physically abused, with between one in five and one in four reporting abuse by a family member inside or outside of the home. Close to one in five Asian American and Hispanic girls also have experienced physical abuse at the hands of a family member in their household or not.

Girls are twice as likely as boys to have been sexually abused by a family member in their household (4 percent of girls compared with 2 percent of boys) or

"[I've learned] how much [dating violence] goes on and how many people it affects. It's like you go along thinking that it's ok and that everything is just fine and when you realize that it's not ok, you don't know what to do or where to go- and other people don't understand how bad it is. You realize that violence isn't normal or that you [shouldn't] just accept it, but then you don't know where to go or how to stop it. That's what [our girlsBEST group] tries to do, just get people to understand that this isn't normal and that it's ok to ask for help so it doesn't happen again, or happen to someone you know."

Women's Foundation of Minnesota
girlsBEST Fund program
participant, age 15

Table 2.3. Percent of Students Reporting Physical or Sexual Abuse, by Gender and Race and Ethnicity, Minnesota Student Survey, 2004

	Victim of Physical Abuse by Family Member in Household	Victim of Physical Abuse by Family Member not in Household	Been Sexually Abused by a Family Member	Been Sexually Abused by a Non-Family Member
All				
Girls	12.0%	14.0%	4.0%	8.0%
Boys	10.0%	11.0%	2.0%	3.0%
White				
Girls	11.0%	11.0%	3.0%	7.0%
Boys	9.0%	9.0%	1.0%	3.0%
African American				
Girls	19.0%	22.0%	6.0%	11.0%
Boys	18.0%	19.0%	4.0%	7.0%
Asian American				
Girls	18.0%	19.0%	3.0%	8.0%
Boys	16.0%	17.0%	3.0%	4.0%
American Indian				
Girls	21.0%	26.0%	7.0%	11.0%
Boys	15.0%	18.0%	3.0%	6.0%
Hispanic				
Girls	18.0%	19.0%	9.0%	13.0%
Boys	13.0%	16.0%	3.0%	5.0%

NOTES: Responses are for 6th, 9th, and 12th grade students combined. See the Methodology Appendix for information on how race and ethnicity are categorized in the Minnesota Student Survey.
Source: Minnesota Student Survey Interagency Team 2005.
Calculated by the Institute for Women's Policy Research.

Table 2.4. Percent of Boys and Girls Experiencing Dating Violence or Date Rape, Minnesota Student Survey, 2004

	Victim of Date Violence	Victim of Date Rape
Girls	6.0%	4.0%
Boys	5.0%	3.0%

NOTES: Responses for date violence and date rape include 9th and 12th grade students combined. Sixth grade students are not asked about date violence or date rape. See the Methodology Appendix for information on how race and ethnicity are categorized in the Minnesota Student Survey.
Source: Minnesota Student Survey Interagency Team 2005.
Calculated by the Institute for Women's Policy Research.

"The battering thing is called discipline. That is what they call it. That is what they think of it. Boys call it discipline."

Women's Foundation of Minnesota girlsBEST Fund program participant, Age 15

non-family member (8 percent of girls compared with 3 percent of boys; Table 2.3).

❖ Hispanic girls are more likely than girls in other racial and ethnic groups to be sexually abused by a family member in their household (9 percent) or a non-family member (13 percent), followed closely by American Indian and African American girls.

Clearly girls of color in Minnesota are disproportionately affected by abuse in their families and communities and this abuse likely contributes to their overall lower feelings of safety.

Date Violence and Rape

Table 2.4 presents the percentages of boys and girls that had experienced date violence and date rape. Overall, 6 percent of girls and 5 percent of boys have been victims of violence while on a date, and 4 percent of girls and 3 percent of boys report having been victims of date rape.

Physical and sexual abuse impact girls' lives in myriad ways. According to a nationally representative survey by the Commonwealth Fund of girls and boys in grades 5 through 12, abused adolescent girls were twice as likely as non-abused girls to experience depression, twice as likely to score low on a scale of self-confidence, and three times as likely to have an eating disorder (Schoen et al. 1997). Girls who reported having been abused were also twice as likely to drink, smoke, and use drugs, describing their use as a form of stress relief and an escape from problems (Schoen et al. 1997). Notwithstanding the pain and trauma that accompany abuse, the high level of physical and sexual abuse Minnesota's girls of color experience puts them at greater risk of mental health problems and unhealthy behaviors, all of which influence their chances for a healthy adult life.

Risky Behaviors

Tobacco, Alcohol, and Drug Use

According to responses to the Minnesota Student Survey, 14.4 percent of girls and 13.6 percent of boys smoke cigarettes on a daily basis (see Table 2.5). Girls are more likely to smoke cigarettes than boys across several

Table 2.5. Percent Tobacco Use/Nonuse, by Gender and Race and Ethnicity, Minnesota Student Survey, 2004

	Daily Tobacco Use			
	Never	Less than one a day	One to Five per day	Half Pack or More per day
All				
Girls	85.6%	6.2%	5.0%	3.2%
Boys	86.4%	5.2%	3.9%	4.5%
White				
Girls	85.2%	6.1%	4.9%	3.3%
Boys	86.1%	5.4%	3.9%	4.5%
African American				
Girls	93.0%	3.3%	2.5%	1.2%
Boys	89.5%	3.6%	2.4%	4.5%
Asian American				
Girls	90.6%	4.4%	3.6%	1.4%
Boys	87.2%	4.2%	5.1%	3.5%
American Indian				
Girls	72.8%	8.3%	12.9%	5.9%
Boys	80.2%	6.8%	5.9%	7.1%
Hispanic				
Girls	83.9%	7.9%	5.7%	2.4%
Boys	85.8%	5.7%	4.5%	4.1%

NOTES: Percentages may not total to 100 percent due to rounding. Responses are for 6th, 9th, and 12th grade students combined. See the Methodology Appendix for information on how race and ethnicity are categorized in the Minnesota Student Survey.
Source: Minnesota Student Survey Interagency Team 2005.
Calculated by the Institute for Women's Policy Research.

racial and ethnic groups, but Asian American and African American girls are less likely to smoke than their male counterparts. African American girls are the least likely of girls or boys from any racial or ethnic group to smoke cigarettes, with 7.0 percent reporting that they do so daily.

- ❖ American Indian girls are the most likely to smoke cigarettes of girls or boys from any racial or ethnic group, with a striking 27.2 percent (more than 1 in 4) reporting daily use.

- ❖ Three quarters of girls and boys surveyed had not consumed any alcohol in the past month (see Table 2.6). Girls are less likely than boys to have consumed 6-19 or 20 or more drinks in the past month but are slightly more likely than boys to have consumed 1-5 drinks in the past month (19.3 percent compared with 16.9 percent).

This pattern is consistent among girls and boys across racial and ethnic groups with the exception of American Indian girls, who are more likely than girls or boys of any racial and ethnic group to have consumed 6-19 drinks in the past month (7.1 percent). Across racial and ethnic groups, girls and boys who are African American or Asian American are less likely to drink than girls and boys in other groups.

Alcohol and drug use can lead to delinquency and unsafe behavior (Brook et al. 1996; Parker and Auerhahn 1998). According to the national Youth Risk Behavior Surveillance survey, nearly a quarter of sexually active high school students nationwide reported drinking alcohol before their last sexual intercourse (27.6 percent of boys and 19.0 percent of girls; Eaton et al. 2006).

The frequency of drug use among those surveyed is substantially lower than tobacco and alcohol use. Drug use, however, differs by grade level. The Minnesota Student Survey asks 6th, 9th, and 12th grade students about marijuana, inhalant, and prescription drug use. The Survey does not ask 6th grade students about other drug types.

As shown in Table 2.7, marijuana use is lowest among 6th grade girls and boys and highest among 12th grade girls and boys. Inhalant use has a different pattern, peaking among 9th graders and then falling again among 12th graders. Girls in the 12th grade are much less likely to report using inhalants (1.8 percent) than 6th and 9th grade girls or 12th grade boys. Use of others' prescription drugs is very low among 6th grade girls and boys (1.5 and 1.8 percent, respectively). That use jumps up to 8.8 percent for 9th grade girls and 6.1 percent for 9th grade boys. Use among 12th grade girls remains steady (8.5 percent), but use among 12th grade boys increases to 11 percent.

Girls and boys in Minnesota are more likely to use

Table 2.6. Percent Alcohol Use/Nonuse, by Gender and Race and Ethnicity, Minnesota Student Survey, 2004

	Number of drinks in the last month			
	None	1-5 drinks	6-19 drinks	20+ drinks
All				
Girls	75.0%	19.3%	4.9%	0.8%
Boys	75.2%	16.9%	6.0%	1.9%
White				
Girls	73.5%	20.5%	5.2%	0.8%
Boys	73.5%	18.2%	6.5%	1.8%
African American				
Girls	85.6%	11.8%	1.9%	0.7%
Boys	84.0%	10.7%	3.3%	1.9%
Asian American				
Girls	83.8%	13.0%	2.7%	0.6%
Boys	81.3%	12.3%	4.1%	2.4%
American Indian				
Girls	72.4%	18.8%	7.1%	1.7%
Boys	78.8%	13.1%	5.6%	2.5%
Hispanic				
Girls	75.6%	17.7%	5.5%	1.2%
Boys	75.7%	15.4%	6.5%	2.4%

NOTES: Percentages may not total to 100 percent due to rounding. Responses are for 6th, 9th, and 12th grade students combined. See the Methodology Appendix for information on how race and ethnicity are categorized in the Minnesota Student Survey. Source: Minnesota Student Survey Interagency Team 2005. Calculated by the Institute for Women's Policy Research.

Table 2.7. Percent of Students Who Have Used Drugs in the Past 12 Months, by Gender and Grade Level, Minnesota Student Survey, 2004

	6th		9th		12th	
	Girls	Boys	Girls	Boys	Girls	Boys
Marijuana	1.7%	2.5%	16.8%	16.9%	24.9%	29.7%
Glue/Inhalants	3.0%	4.0%	5.6%	4.7%	1.8%	4.2%
Others' Rx Drugs	1.5%	1.8%	8.8%	6.1%	8.5%	11.0%
Crack	N/A	N/A	3.6%	3.8%	4.3%	6.9%
LSD	N/A	N/A	2.7%	3.9%	2.3%	6.4%
MDMA/Ecstasy	N/A	N/A	2.7%	3.3%	2.5%	4.7%
Methamphetamines	N/A	N/A	4.1%	4.1%	4.3%	6.1%
Amphetamines	N/A	N/A	7.1%	5.4%	7.0%	8.1%
Barbiturates	N/A	N/A	3.5%	3.4%	3.2%	5.3%
Narcotics/Heroin	N/A	N/A	2.1%	2.6%	1.2%	3.9%

NOTES: Sixth grade students are asked only about marijuana, inhalant, and prescription drug use. Source: Minnesota Student Survey Interagency Team 2005. Calculated by the Institute for Women's Policy Research.

marijuana than any other drug, with 13.6 percent of girls and 15.0 percent of boys having used marijuana (at least once) within the past 12 months (see Table 2.8).

- ❖ Amphetamines are the second most commonly used drug among girls, at 7.1 percent, followed by use of others' prescription drugs, at 6.1 percent.

Drug use differs for girls and boys by race and ethnicity, however. American Indian girls and boys, followed closely by Hispanic girls and boys, were the highest users of every drug reported in Table 2.8. In most cases, girls of a given racial or ethnic group are less likely to use drugs than their male counterparts.

- ❖ However, in the most striking exception to this rule, American Indian girls are more likely than American

Girls' and Boys' Alcohol and Drug Use by County

Tobacco, alcohol, and drug use among girls in Minnesota tends to be concentrated in the north and north central parts of the state, far from the counties that make up the state's major metropolitan statistical area. Map 1 shows girls' and boys' daily tobacco use. In areas of the north central part of the state, one in four girls or more report smoking daily. In addition, as shown in Appendix Table 2.1, more than a quarter of girls smoke cigarettes on a daily basis in three counties: Koochiching, Beltrami, and Hubbard counties (29.1, 28.9, and 26.1 percent, respectively).

Thirty percent or more of girls in parts of the north, north central, and central areas of the state report having had at least one to two alcoholic drinks in the past month (see Map 2). Appendix Table 2.2, which presents alcohol consumption in the past month by county, shows that girls in Big Stone county are the most likely to drink of girls and boys of any county, with 50.0 percent reporting alcohol consumption in the past month. Koochiching (38.9 percent), Morrison (37.0 percent), and Yellow Medicine (36.7 percent) follow Big Stone, with large shares of girls having at least one alcoholic drink in the past month (for a breakdown of how many drinks in the past month girls and boys report having, by county, see Appendix table 2.2).

Girls use other types of drugs far less than tobacco and alcohol. Still, survey data show substantial drug use in the past year among girls in the state. Map 3 presents overall drug use for girls by county. The counties with the greatest percentage of girls reporting drug use within the past year are concentrated in the north central part of the state. In these counties, 5.6 to 8.5 percent of girls report having used drugs within the past 12 months.

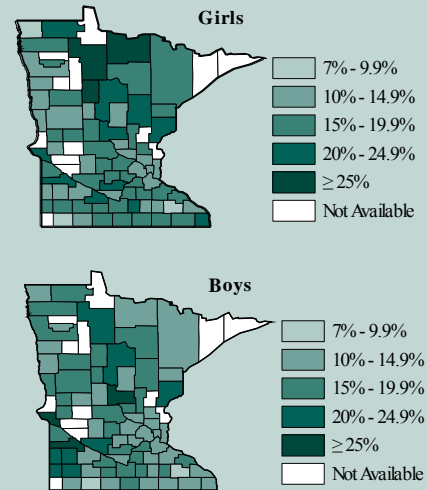
A look at specific drug types finds that girls are more likely to use some drugs than boys. For example, as shown in Appendix Table 2.3, girls are more likely to use marijuana in the four counties with the highest marijuana use among girls (Beltrami at 25.7, Koochiching at 23.4, Hubbard at 23.2, and Cass at 21.1 percent, respectively) than are boys in the four counties with the highest use among boys (Morrison at 22.8, Beltrami at 22.0, Aitkin at 20.3, and Rice at 19.4 percent, respectively). A substantial percentage of girls have abused prescription drugs within the past year, with the range in the percentage using this type of drug across counties higher overall for girls than for boys.

Girls and boys in Minnesota also report having used methamphetamines and amphetamines (at least once) within the past year at relatively high rates compared with other drugs. Methamphetamine use for both girls and boys is highest in Aitkin county (at 12.0 and 9.0 percent, respectively) and fifth highest in Koochiching county (at 8.0 and 8.1 percent, respectively; see Appendix Table 2.3). Girls also are most likely to have used amphetamines in these two counties, at 15.2 percent. Amphetamine use is higher among girls than boys. Nine percent of girls or more use amphetamines in

twelve counties, whereas this level of use is seen for boys in only six counties.

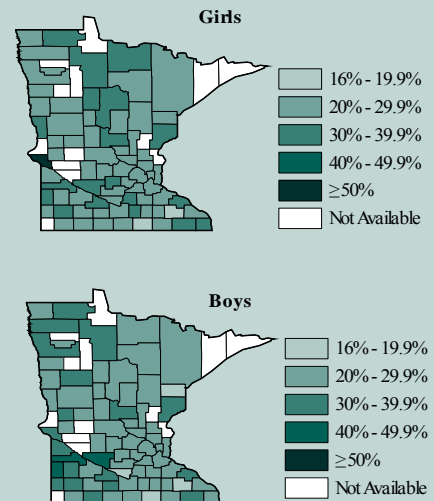
For information about girls' and boys' use of other types of drugs by county, see Appendix Table 2.3 and Appendix Maps 2.1 – 2.10.

Map 1. Percent of Girls and Boys Reporting Daily Tobacco Use



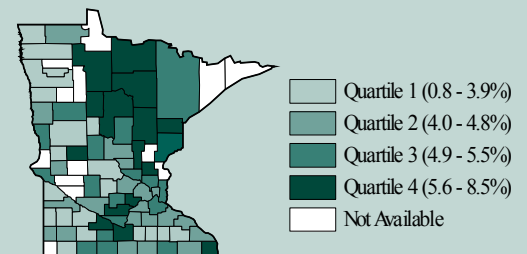
SOURCE: Minnesota Student Survey Interagency Team 2005.
Calculated by the Institute for Women's Policy Research.

Map 2. Percent of Girls and Boys Reporting Alcohol Use in the Past Month



SOURCE: Minnesota Student Survey Interagency Team 2005.
Calculated by the Institute for Women's Policy Research.

Map 3. Girls Composite Drug Use Score, by County*



*Scoring is based on the average percentage of girls reporting any marijuana, ecstasy, narcotic, crack, amphetamine, methamphetamine, LSD, barbiturate, and "other prescription drug" use in the past 12 months.

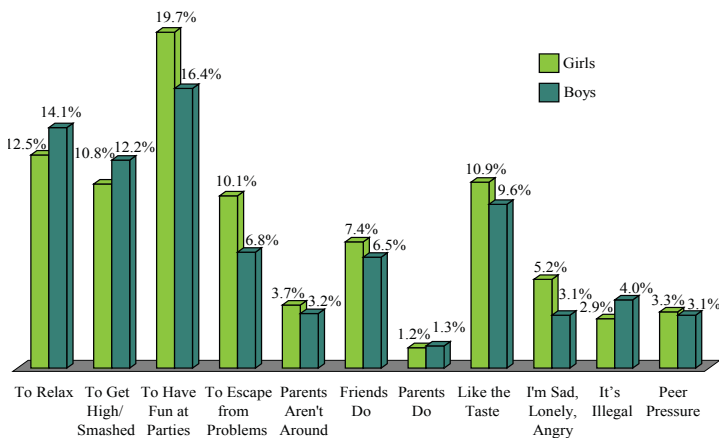
SOURCE: Minnesota Student Survey Interagency Team 2005.
Calculated by the Institute for Women's Policy Research.

Table 2.8. Percent of Students Who Have Used Drugs in the Past 12 Months, by Gender and Race and Ethnicity, Minnesota Student Survey, 2004

	Marijuana	Glue/ Inhalants	LSD/PCP	MDMA/ Ecstasy	Crack	Methamphetamines	Amphetamines	Barbiturates	Narcotics/ Heroin	Other's Prescriptions
All										
Girls	13.6%	3.7%	2.5%	2.6%	3.9%	4.2%	7.1%	3.4%	1.7%	6.1%
Boys	15.0%	4.3%	4.9%	3.9%	5.2%	4.9%	6.5%	4.2%	3.4%	5.8%
White										
Girls	13.7%	3.3%	2.2%	2.2%	3.6%	3.9%	6.9%	3.1%	1.5%	6.1%
Boys	15.1%	3.8%	4.6%	3.3%	4.7%	4.5%	6.3%	2.3%	2.9%	5.8%
African American										
Girls	11.5%	3.3%	2.4%	2.7%	2.2%	2.7%	4.2%	3.0%	2.3%	4.8%
Boys	14.7%	5.8%	6.3%	6.3%	6.3%	6.0%	7.0%	5.4%	6.1%	6.3%
Asian American										
Girls	7.4%	2.4%	1.8%	3.8%	2.9%	3.0%	2.6%	4.1%	1.1%	2.9%
Boys	11.6%	3.6%	4.6%	6.2%	4.5%	6.0%	4.4%	3.6%	3.7%	3.7%
American Indian										
Girls	24.0%	10.2%	5.3%	5.3%	9.6%	12.0%	16.0%	8.0%	4.5%	12.0%
Boys	21.7%	8.4%	11.4%	10.4%	11.0%	9.6%	10.7%	8.9%	6.5%	8.4%
Hispanic										
Girls	16.4%	6.7%	4.4%	5.1%	7.3%	6.8%	8.8%	5.9%	3.3%	7.0%
Boys	18.9%	6.7%	7.0%	6.7%	10.2%	7.8%	8.9%	7.2%	5.1%	7.1%

NOTES: Responses about marijuana, inhalant, and prescription drug use are for 6th, 9th, and 12th grade students combined. Responses about use of all other drugs include 9th and 12th grade students only. See the Methodology Appendix for information on how race and ethnicity are categorized in the Minnesota Student Survey. Source: Minnesota Student Survey Interagency Team 2005. Calculated by the Institute for Women's Policy Research.

Figure 2.3. Reasons for Use of Drugs or Alcohol, Minnesota Student Survey, 2004



NOTES: Responses are for 9th and 12th grade students combined. Sixth grade students are not asked about reasons for drug and alcohol use. Source: Minnesota Student Survey Interagency Team 2005. Calculated by the Institute for Women's Policy Research.

Indian boys to use five of the ten drugs presented in Table 2.8: marijuana (24.0 versus 21.7 percent), inhalants (10.2 versus 8.4 percent), methamphetamines (12.0 versus 9.6 percent), amphetamines (16.0 versus 10.7 percent), and others' prescription drugs (12.0 versus 8.4 percent).

White girls are also an exception to the rule, having been more likely than white boys to use amphetamines (6.9 percent to 6.3 percent) and others' prescription drugs (6.1 percent to 5.8 percent) in the past year. Asian American and African American girls are the least likely to have used drugs of all girls and boys across drug

types. Their lower use of all types of substances may point to cultural messages or family norms influencing their behavior.

Reasons for Drug and Alcohol Use and Non-Use

Girls and boys who report using alcohol and/or drugs give varying reasons for their use, but girls are more likely to say that they need alcohol or drugs to deal with their problems. As shown in Figure 2.3, both girls and boys are most likely to say they drink or use drugs to have fun at parties, to relax, and to get high or smashed, with boys more likely to report using to relax or get high or smashed and girls more likely to report using to have fun at parties. Girls and boys are much less likely to say they drink or use drugs for 'negative' reasons.

❖ However, girls are more likely than boys to say they use to escape from problems (10.1 percent compared with 6.8 percent of boys) or because they feel sad, lonely, or angry (5.2 percent compared with 3.1 percent of boys).

Girls of color are even more likely to use drugs and alcohol to cope with their problems than girls overall. Figure 2.4 presents selected reasons for using drugs and alcohol by race and ethnicity and shows that American Indian girls, in particular, are more likely than girls or boys of any other group to report using in order to relax, to escape their problems, or because they are feeling sad, lonely, or angry.

Crime and the Juvenile Detention System

Data from the Department of Public Safety show that 10,687 persons under age 18 in Minnesota were arrested for violent or serious property crime in 2005 (see Table 2.9). Some youth of color are incredibly overrepresented among those arrested.

❖ Whereas African American youth make up 5.8 percent of the population aged 5 to 17, they are 27 percent of youth aged 18 and under who are arrested. Likewise, American Indian youth make up 1.5 percent of youth aged 5 to 17, but are 3.8 percent of arrested youth aged 18 or under.

White youth are 64.4 percent and Asian American youth are 4.8 percent of youth arrested in Minnesota.

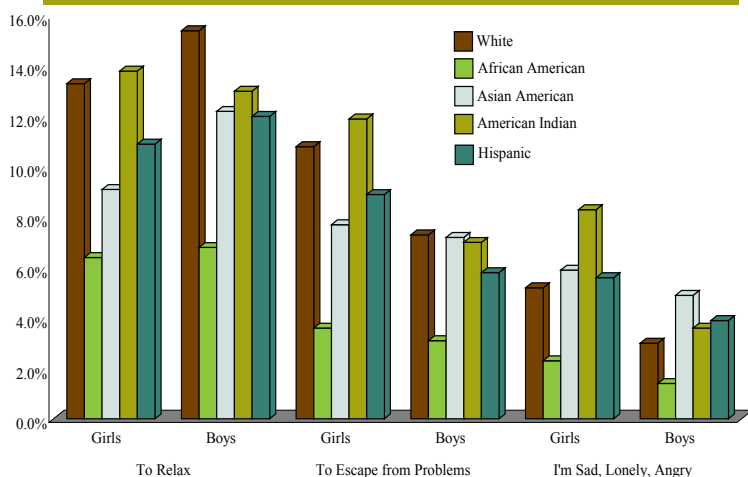
Of the 10,583 total arrests of youth 10 to 17 for violent or serious property crimes in 2005, 34.9 percent were girls and 65.1 percent boys.

Girls in Minnesota outnumber boys in arrests for one offense, however—prostitution (Minnesota Planning, Criminal Justice Center 1998).

❖ Girls are 79 percent of juveniles receiving a disposition (equivalent to a sentence) from the court for prostitution.

Girls make up about one third of all juveniles brought in for fraud, forgery, counterfeiting, and offenses against children and family (Minnesota Planning, Criminal Justice Center 1998).

Figure 2.4. Selected Reasons for Drug and Alcohol Use among Girls and Boys, by Race and Ethnicity, Minnesota Student Survey, 2004



NOTES: Responses are for 9th and 12th grade students combined. Sixth grade students are not asked about reasons for drug and alcohol use. See the Methodology Appendix for information on how race and ethnicity are categorized in the Minnesota Student Survey. Source: Minnesota Student Survey Interagency Team 2005. Calculated by the Institute for Women's Policy Research.

Table 2.9. Apprehension of Youth and Youth Runaways in Minnesota

<i>Persons Under 18 Arrested for Violent or Serious Property Crime by Race, 2005</i>	
Total Number of Youths Arrested	10,687
	100.0%
White	6,880
	64.4%
Black/African American	2,885
	27.0%
American Indian/Alaskan Native	406
	3.8%
Asian American	516
	4.8%
<i>Total Arrests of Youth 10 to 17 in Minnesota for Violent or Serious Property Crime by Gender, 2005</i>	
Total Arrests, Ages 10-17	10,583
	100.0%
Girls	3,689
	34.9%
Boys	6,894
	65.1%
<i>Runaways and Missing Youth Under 18 in Minnesota, 2005</i>	
Runaway Youth Under 18	534
Total Active Missing Under 18	547

SOURCE: Minnesota Department of Public Safety, Bureau of Criminal Apprehensions 2005.

The most severe punishment for youth engaging in violent crimes or crimes like prostitution include detention or out-of-home placement (Minnesota Planning, Criminal Justice Center 1998).

Girls are also just slightly more likely than boys to have run away from home in the past year (11.0 percent compared with 10.2 percent, respectively; Table 2.10), according to Minnesota Student Survey responses. Boys are twice as likely as girls to have damaged property (30.4 percent compared with 15.0 percent, respectively) and are also much more likely to have been violent than girls in the past year (37.2 percent compared with 20.9 percent). Still, more than one in five girls reports having been violent in the past year.

Breakdowns by race and ethnicity show that American Indian girls and boys are the most likely to report engaging in these behaviors, followed by Hispanic and African American girls and boys.

Homelessness

Youth on the Street

Of homeless children in Minnesota (2,726) who were with one or both of their parents, almost half are age 5 or younger (49 percent), over one third are ages 6 to 12 (35 percent), and another sixth are ages 13 to 17 (16 percent; Wilder Research 2007). The majority of these children are cared for by a single mother (75 percent),

Table 2.10. Mean Responses for Anti-Social Behavior, by Gender and Race and Ethnicity, Minnesota Student Survey, 2004

	Run Away from Home in Last Year	Damaged/destroyed Property in the Last Year	Become Violent in the Past Year
All			
Girls	11.0%	15.0%	20.9%
Boys	10.2%	30.4%	37.2%
White			
Girls	9.8%	13.6%	17.9%
Boys	8.8%	29.2%	34.7%
African American			
Girls	11.3%	18.9%	39.3%
Boys	13.1%	32.3%	51.2%
Asian American			
Girls	9.9%	14.4%	21.2%
Boys	12.0%	31.4%	38.1%
American Indian			
Girls	27.7%	28.0%	43.9%
Boys	18.9%	40.8%	55.2%
Hispanic			
Girls	17.9%	20.2%	29.7%
Boys	14.7%	36.7%	48.5%

NOTES: Responses are for 6th, 9th, and 12th grade students combined. See the Methodology Appendix for information on how race and ethnicity are categorized in the Minnesota Student Survey. Source: Minnesota Student Survey Interagency Team 2005. Calculated by the Institute for Women's Policy Research.

Women's Foundation of Minnesota GRANTEE HIGHLIGHTS

Stories of Girls Falling Through the Cracks

"Shelters won't take girls younger than 16—so girls on the run from violence in their homes are forced into living on the street."
— Asian Media Access and Casa de Esperanza

"Within 36 hours of living on the street, girls and women are approached by either a pimp or drug dealer. For women in prostitution, the average age they 'entered the life' is 13. It is a myth that prostitution is a choice; it is an act of violence against women."
— Breaking Free

"The multi-layers of county, state, federal and tribal jurisdictions and regulations make it easy for Native girls and women to fall through the cracks. Resources are grossly underfunded: 30 to 40 percent of Native women in Minnesota live in the Twin Cities metro area, yet there are few culturally specific program to provide sexual assault services."
— Minnesota Indian Women's Resource Center and Minnesota Indian Women's Sexual Assault Coalition

Girls Lead the Way in Providing Safe Spaces for Homeless Girls

"I think [youth homelessness and runaways are] underreported and undocumented. I see the results everyday within my community. It becomes a silent topic because of the culture and expectations of everybody especially when it comes to young girls."

"The Asian Media Access (AMA) 'What About Us?' program was planned, designed, and implemented by a group of Hmong teenage girls. Our purpose was to educate peers, parents, and the larger community about gender inequality, sexual violence, and teen pregnancy in the Hmong community."

One of the things we were finding out about our young people was that a lot of times they weren't showing up to our groups and activities because they had run away- often leaving abusive situations at home. The girls in our program saw a need for these girls to have a safe place with culturally relevant services if they were to escape violence in their homes. The girls came up with their own solution.

They approached the board of directors of AMA and said, 'We'd like to raise money to build a shelter for girls in our community.' Because of the girls' leadership, AMA is currently raising funds to build a shelter for homeless girls and creating a cultural model to provide shelter services for girls in the Hmong community."

Women's Foundation of Minnesota girlsBEST Program mentor and former participant, age 27

and the vulnerable situation they live in results in severe disadvantage in terms of their physical and mental health status and their ability to go to or excel in school (Wilder Research 2007).

Many homeless youth in Minnesota are unaccompanied by adults (an estimated 550 to 650 children 17 and under).

- ❖ The majority of unaccompanied homeless youth are female (60 percent) and of color (66 percent; Wilder Research 2007).

Most homeless youth also have spent time in a correctional facility or out-of-home placement, such as

foster care or a group home (Wilder Research 2007). Homeless youth are far more likely than other youth in Minnesota to have or have had an alcohol or drug problem, to have been in a violent relationship, to have experienced physical or sexual abuse, to have a serious mental health issue, or to have attempted suicide (Wilder Research 2007). Many homeless youth link their situation to violence in the home, physical or sexual abuse by a family member, pregnancy, or lack of tolerance of their sexual orientation, among other reasons (Wilder Research 2007). Of homeless youth who identify as gay, lesbian, bisexual, or transgendered, 44 percent view their sexual orientation as part of the cause of their homelessness.

❖ Homelessness among Minnesota’s youth leads to very gender specific vulnerabilities. Many homeless girls under the age of 17 end up trading sex for shelter, food, clothing, or other basic needs (16 percent compared with 5 percent of boys; Wilder Research 2007).

For these girls, many of whom may have been victims of physical and sexual violence in their homes, survival comes with incredible risks.

In Summary

The high percentage African American, Hispanic, and American Indian girls reporting physical and sexual abuse is startling. While most of Minnesota’s girls see school as a safe place and are free from physical and sexual violence in the home, responses from girls of color about racism, victimization, and abuse point to a more varied picture of vulnerability. Girls who face abuse in the home and who feel vulnerable going to and from school and while at school are left without a safe space for healthy development. Fully ensuring the safety and security of Minnesota’s girls in their homes, schools, and communities is fundamental to their ability to survive and succeed in life.

Recommendations for Change

1. Advocates for girls in Minnesota should convene a statewide task force on the well-being of girls of color in Minnesota. This task force should draw on experts in the areas of domestic abuse and sexual violence, homelessness, and mental health to address the wide ranging vulnerabilities experienced by girls of color in Minnesota.

2. The particular challenges and issues faced by girls of color in their respective communities should be studied to learn more about the different ways that girls deal with abuse and violence. For example, research might focus on American Indian girls’ greater engagement in risky behaviors, like cigarette, alcohol, and drug use, and whether it is a direct response to abuse and lack of safety. Research might also look at why African American girls use cigarettes, alcohol, and drugs at lower rates than other girls, given the safety issues they face in their communities.

3. Girls and boys also need school and community programs that educate them on the pervasiveness and harmfulness of physical and sexual violence against girls and women, in the home, in the school, in the community, and in the media. Girls should also have access to programs that teach them how to maximize their safety and provide them with support when they have experienced violence.

4. Schools should employ interventions to empower and give voice to gay, lesbian, bisexual, and transgendered youth, and build resources among educators, counselors, parents, administrators, and community leaders to address their needs and create an atmosphere of acceptance and safety.

CHAPTER 3

Reproductive Health

"Women feel like they need something else to complete themselves. Somehow we as young women are easily blinded; our own power is put to the side."

Women's Foundation of Minnesota's girlsBEST Fund program participant, age 18



KFAI Radio's "Youth News Initiative: Girls of Color Voicing Their Choice" (Minneapolis) is creating the next generation of diverse female leadership in public broadcasting through training and mentoring. The nonprofit is a Women's Foundation grantee.

ACCESS TO SEX EDUCATION AND CONTRACEPTION is critical to girls' ability to take care of themselves, their bodies, and their futures. An analysis of program evaluations of hundreds of sexual education programs finds that these programs have the potential to both delay early sexual activity and increase contraceptive use (Kirby, Laris, Roller 2006). Research by the Guttmacher Institute, however, shows that national reproductive health policy is not prioritizing education and access. Between 1995 and 2002, the proportion of 15- to 19-year-olds receiving information about birth control dropped from 81 percent to 66 percent; with abstinence-only education programs filling this void (Boonstra 2007).

Although unintended pregnancy rates have remained constant over the past decade, unintended pregnancies have actually increased among poor women and decreased among higher income women (Guttmacher 2007). This trend reveals a widening gap in access to reproductive health information and services between low and high-income women in the United States. While the joint federal-state Medicaid program is the largest source of public funds for family planning services, Title X is the only federal program specifically dedicated to family planning services for low-income women and these funds decreased in real dollars between 1994 and 2001 (Finder and Henshaw 2006; Guttmacher Institute 2005).

At the same time, the number of women in need of publicly subsidized contraceptive services increased by more than one million from 2000 to 2004 (Gold 2006). Furthermore, according to a recent study, many women choose to have an abortion out of a sense of responsibility and concern for their existing children. Among women with children who reported having an abortion for this reason, two-thirds lived below the poverty line and received little support from their partners (Jones, Frohirth, and Moore 2008).

Ensuring that youth understand their own sexuality, how to have safe intimate relationships, and the risks associated with unsafe sex must be a priority. Girls' autonomy over their bodies and their future education, career, and family plans should be encouraged through comprehensive sex education and access to contraception.

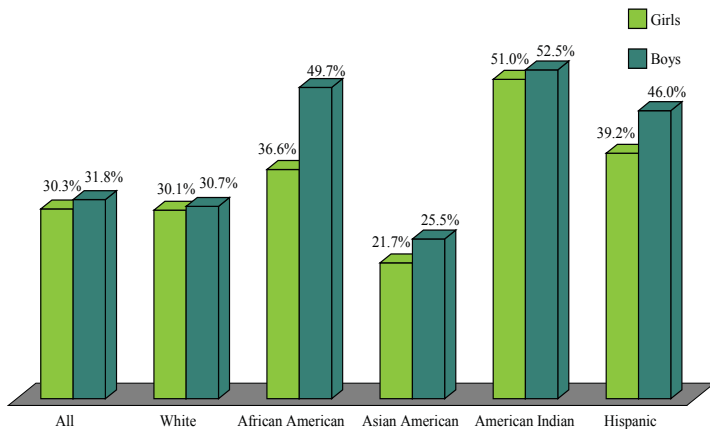
This chapter examines girls' sexual activity, pregnancy and birth rates, incidence of STDs and HIV, and reasons for abstinence, focusing in on disparities by race and ethnicity.

Sexual Activity and Prevalence of Pregnancy and Abortion

Sexual Activity

Fewer than one in three girls and boys in Minnesota have had sex (30.3 percent of girls and 31.8 percent of boys; see Figure 3.1). With the exception of Asian Americans, girls and boys of color are more likely to have had sex than their white counterparts. American Indian girls and boys are the most sexually active. More than half of American Indian girls say they have had sex at least once (51.0 percent). For Hispanic girls, 39.2 percent are sexually active. African American and Asian American girls are much less likely to have had sex, however, with a little more than one-third of African American girls (36.6 percent) and less than one-quarter of Asian American girls (21.7 percent) reporting sexual activity. Gender differences are especially large among African Americans and Hispanics: 13 percent more African

Figure 3.1. Percent of Girls and Boys Who Report Having Had Sex, by Race and Ethnicity, Minnesota Student Survey, 2004



NOTES: Responses are for 9th and 12th grade students combined. Sixth grade students are not asked about sexual activity. See the Methodology Appendix for information on how race and ethnicity are categorized in the Minnesota Student Survey. Source: Minnesota Student Survey Interagency Team 2005. Calculated by the Institute for Women's Policy Research.

Table 3.1. Number of Sex Partners for Girls and Boys in the Past Year, by Race and Ethnicity, Minnesota Student Survey, 2004

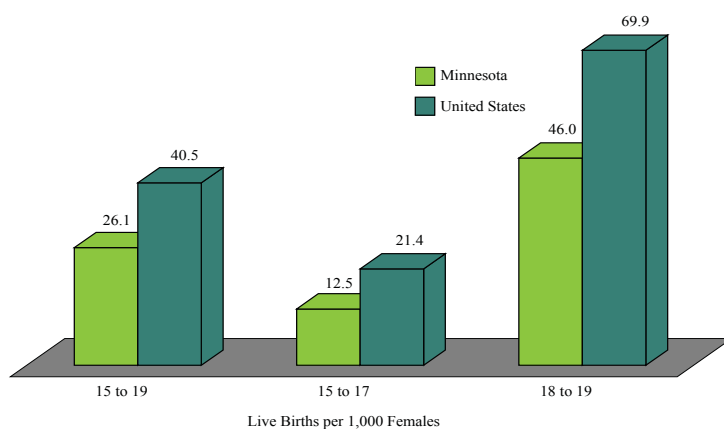
	Male Partners			Female Partners		
	% No Male Partners	% 1-2 Male Partners	% 3+ Male Partners	% No Female Partners	% 1-2 Female Partners	% 3+ Female Partners
All						
Girls	70.5	22.8	6.6	97.9	1.3	0.8
Boys	95.9	1.7	2.4	69.5	19.5	10.9
White						
Girls	71.0	22.9	6.2	98.3	1.1	0.7
Boys	96.6	1.5	1.8	71.0	19.7	9.3
African American						
Girls	66.4	26.3	7.3	96.3	2.0	1.7
Boys	92.1	3.4	4.4	52.3	22.2	25.5
Asian American						
Girls	79.7	16.4	3.9	98.2	1.2	0.6
Boys	95.4	1.6	3.0	75.7	13.6	10.7
American Indian						
Girls	52.5	29.4	18.1	93.4	5.5	1.2
Boys	93.1	3.1	3.9	50.8	18.6	30.6
Hispanic						
Girls	62.7	26.7	10.5	95.8	3.0	1.2
Boys	90.1	4.6	5.3	56.1	23.4	20.5

NOTES: Responses are for 9th and 12th grade students combined. Sixth grade students are not asked about sexual activity. Percentages may not total to 100 percent due to rounding. See the Methodology Appendix for information on how race and ethnicity are categorized in the Minnesota Student Survey. Source: Minnesota Student Survey Interagency Team 2005. Calculated by the Institute for Women's Policy Research.

American boys than girls report having had sex; among Hispanics the difference is 7 percent.

Girls also are less likely than boys to have had sex with opposite sex or same sex partners (see Table 3.1); gender differences are especially large among African Americans and Hispanics. Breakdowns by race and ethnicity show that American Indian girls and boys are the most likely to have had three or more opposite sex partners in the past year (18.1 percent of girls and 30.6

Figure 3.2. Birth Rates for Teenage Girls, Ages 15 to 19, in Minnesota and the United States, Centers for Disease Control and Prevention, 2005



SOURCE: Martin et al. 2007. Compiled by the Institute for Women's Policy Research.

percent of boys), followed by African American boys and Hispanic girls and boys.

Girls and boys of color are also more likely than white girls and boys to report having had sex with a member of the same sex. Among girls, American Indian girls are the most likely to have same sex partners (6.7 percent), followed by Hispanic and African American girls (4.2 percent and 3.7 percent, respectively). Hispanic boys are the most likely to have had same sex partners in the past year (9.9 percent), followed closely by African American boys (7.8 percent, respectively). These data on same sex sexual partners underscore the need for further questions in the Minnesota Student Survey about student sexuality.

Teen Birth and Pregnancy Rates

Birth rates among teens between the ages of 15 and 19 have steadily declined in the United States for the past 30 years, and when compared to the rest of the nation, girls in Minnesota have much lower birth rates (Minnesota Organization on Adolescent Pregnancy, Prevention, and Parenting 2007). In 2005, there were 26.1 live births per 1,000 girls aged 15 to 19 in Minnesota compared with 40.5 per 1,000 in the United States as a whole. At ages 15 to 17, this number fell to 12.5 live births per 1,000 in Minnesota versus 21.4 nationally and between ages 18 to 19 it was 46.0 live births in Minnesota versus 69.9 per 1,000 nationally (see Figure 3.2).

Despite Minnesota's overall low birth rate among adolescent girls, birth rates are disproportionately high among girls of color in Minnesota. In fact, girls of color in Minnesota have higher birth rates than girls of color nationally (Minnesota Department of Health 2007a). While white girls aged 15 to 19 in Minnesota had 23.8

live births per 1,000 between 1997 and 2001 and 19.7 per 1,000 between 2001 and 2005, the numbers for girls of color are substantially higher than for girls overall (see Figure 3.3).

❖ Hispanic girls had 92.2 live births per 1,000 between 1997 and 2001 and 111.1 between 2001 and 2005 and American Indian girls had 91.5 and 97.1 per 1,000, both showing increases over time.

These jumps in birth rates are particularly striking given the overall downward trend in birth rates in Minnesota and the United States.³ African American girls had 84.5 live births per 1,000 between 1997 and 2001 and substantially fewer, 72.7 per 1,000, between 2001 and 2005. Asian American girls also show a decrease in birth rates over time, with 52.1 between 1997 and 2001 and 48.7 between 2001 and 2005.

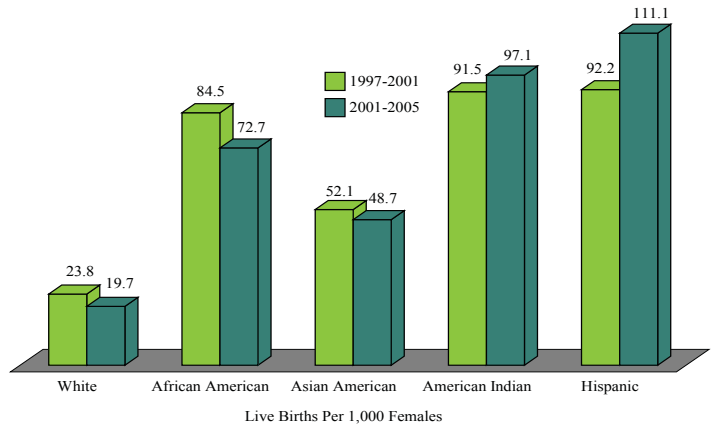
Pregnancy rates for girls 15 to 19 also varied significantly by race and ethnicity.⁴ As shown in Figure 3.4, pregnancy rates range from 28 per 1,000 females for white girls aged 15 to 19 to 133 per 1,000 for Hispanic girls aged 15 to 19. Asian American, American Indian, and African American girls fell in between these two groups, but also show high pregnancy rates at 64, 111, and 121 per 1,000, respectively.

Pregnancy among teenage girls is also on the decline in the United States as a whole. According to an examination of data from the National Survey of Family Growth, more than three quarters of the decline in pregnancy among girls 15 to 17 is attributable to an increase in contraceptive use (Santelli et al. 2007). This finding suggests that more information about contraception and the importance of responsible behaviors in sexual relationships coupled with better access to contraceptive services will help prevent teen pregnancy (Santelli et al. 2007). The reality, however, is that 86 percent of Minnesota's high schools describe the sex education programs in their districts as abstinence-based and most students receive a total of only about 10 to 25 hours of sex education throughout their elementary and secondary school careers (Minnesota Department of Education and MOAPP 2007).

Abortion

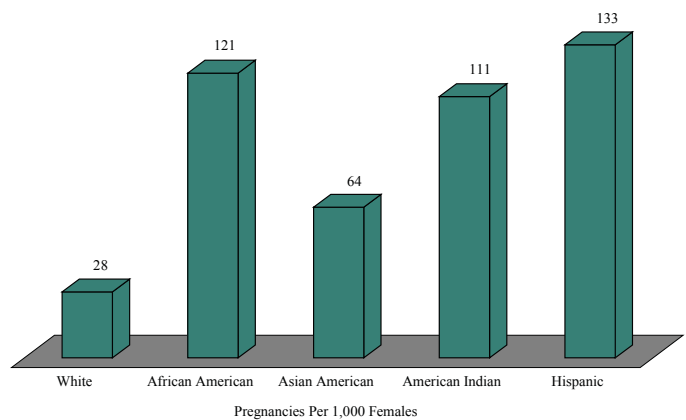
Only 42 percent of women aged 15 to 44 in Minnesota live in a county with an abortion provider (Finer and Henshaw 2003) and while the state does

Figure 3.3. Birth Rates for Minnesota Girls Aged 15 to 19, by Race and Ethnicity, Minnesota Department of Health, 1997-2001 and 2001-2005



SOURCE: Minnesota Department of Health 2004 and 2007. Compiled by the Institute for Women's Policy Research.

Figure 3.4. Pregnancy Rates for Girls 15 to 19, by Race and Ethnicity, Minnesota Organization on Adolescent Pregnancy, Prevention and Parenting, 2002-2004



NOTES: Pregnancy rates refer to the number of live births plus the number of fetal deaths plus the number of induced abortions per 1,000 females in the population of the specified age. Based on Minnesota Department of Health Data. Source: Minnesota Organization on Adolescent Pregnancy, Prevention and Parenting (MOAPP) 2006. Compiled by the Institute for Women's Policy Research.

provide public funding for low-income women's access to abortion, that funding is limited to cases of life endangerment to the woman and pregnancy due to rape or incest (NARAL Pro-Choice America 2008). Women face other potential barriers to the option of abortion as state law requires parental notification, counseling about their rights to child support and the anatomical features of a fetus at a given gestational age, and a 24-hour mandatory delay prior to an abortion procedure (NARAL Pro-Choice America 2008).

Of the 14,065 abortions occurring in Minnesota in 2006, very few are had by girls aged 19 and under (see

³ Preliminary 2006 birth data from the Centers for Disease Control and Prevention shows that the teen birth rate in the United States rose for the first time in 15 years. However, the CDC cautions that the shift in the data do not necessarily point to a reversal of trends (Hamilton, Martin, and Ventura 2007).

⁴ Pregnancy rate refers to the number of live births plus the number of fetal deaths plus the number of induced abortions per 1,000 females in the population of the specified age.

Table 3.2. Induced Abortions in Minnesota, Minnesota Department of Health, 2006

	Occurring in Minnesota	Minnesota Residents
Total Number of Abortions	14,065	12,948
Abortions by Age of Woman		
Under 15	63	54
15 to 17	730	668
18 to 19	1,348	1,221
20 to 24	4,789	4,392
25 and Over	7,135	6,613
Abortion by Marital Status		
Married	2,300	2,114
Not Married	11,639	10,717
Not Reported	126	117
Abortion by Hispanic Origin		
Non-Hispanic	13,163	12,073
Hispanic	796	772
Not Reported	106	103
Abortion by Race		
White	8,847	7,854
African American	3,059	3,038
Asian American	279	244
American Indian	1,003	971
Other	601	578
Not Reported	276	263
Abortion by Clinical Estimate of Fetal Gestational Age		
Under 9 Weeks	8,913	8,272
9 to 12 Weeks	3,549	3,220
13 to 24 Weeks	1,597	1,451
25 Weeks or More	6	5

SOURCE: Minnesota Department of Health 2007c.

Table 3.2). Half of all abortions in Minnesota are had by women aged 25 and older (50.7 percent) and a little more than a third (34.1 percent) are had by women aged 20 to 24. By contrast, only 0.44 percent of abortions are had by girls under 15, 5.2 percent are had by girls aged 15 to 17, and 9.6 percent are had by girls aged 18 to 19.

Abortions undergone by white women account for 62.9 percent of all abortions in the state, while those undergone by African American women are 21.7, those by Asian American women are 2.0 percent, and those by American Indian women are 7.1 percent. Abortions by Hispanic women account for 5.7 percent of all abortions occurring in the state. Women of color are overrepresented among women who have had an abortion in Minnesota, revealing disparities in the incidence of unintended pregnancy and unequal access to contraceptive information and services.

STDs and HIV/AIDS

While pregnancy among Minnesota's girls is trending downward, rates of sexually transmitted diseases (STDs) among the state's adolescents are on the rise. Chlamydia

Women's Foundation of Minnesota GRANTEE HIGHLIGHTS

Conversations about Health and Reproductive Rights in Ethnic Communities Neighborhood House, Plain Talk program

Having a genuine conversation with your teenagers is hard enough, but talking about sex is even harder. It requires openness and knowledge about sexual health, contraceptives, and choices. We know that rates of teen pregnancy are higher in immigrant communities and communities of color, and that, unfortunately, teen pregnancy is often part of a cycle of poverty that limits women's future economic security. This is why it is so encouraging that Plain Talk, a program that promotes sexual health and education, is opening up candid conversations between parent and teens about teen pregnancy and sexual health in Latino and Hmong communities on St. Paul's West Side, in ways that acknowledge cultural norms and family values. Plain Talk is built on the concept of communities finding their own solutions, rather than hearing from an outside "expert" about what they need to do to solve community problems. One young Latina exemplifies this new openness in communication with her parents, and successfully models taking a leadership role around the issue of teen pregnancy in her community. She now openly discusses how cultural norms impact her personal expectations around dating and sex with her mother, without creating conflict in their relationship. She also testified before the Minnesota Senate Education Committee about the need for a policy that provides comprehensive sex education for Minnesota teens. That's significant growth for everyone, teens, parents and community!

is the most commonly reported STD in Minnesota and adolescent girls (15- to 19-year-olds) in Minnesota have the second highest rate of chlamydia infection among females, falling behind 20- to 24-year-old women only (Minnesota Department of Health 2007b).

- ❖ Adolescents saw a 3 percent increase in incidence of chlamydia between 2005 and 2006 (Minnesota Department of Health 2007b).

- ❖ Girls aged 15 to 19 account 35 percent of cases of chlamydia among women all ages, whereas boys aged 15 to 19 are only 18 percent of cases among men (Minnesota Department of Health 2007b).

Likewise, adolescent girls have a higher incidence of gonorrhea than adolescent boys, making up 33 percent of cases among women whereas boys make up 14 percent of cases among men (Minnesota Department of Health 2007b).

Adolescents of color are heavily overrepresented among girls and boys aged 15 to 19 with chlamydia or gonorrhea.

❖ There are 73.2 cases of chlamydia per 1,000 for African Americans, compared with 4.2 cases for whites, for example (Minnesota Organization on Adolescent Pregnancy, Prevention, and Parenting 2007).

If national trends are any indication, findings from a study by the Centers for Disease Control and Prevention show that girls of color are heavily affected by STDs, with one in two African American girls testing positive for an STD compared with one in five white and Hispanic girls and one in four girls overall (Centers for Disease Control and Prevention 2008). The Centers for Disease Control and Prevention (2007b) also find, however, that African American women's greater incidence of STDs is not linked to riskier sexual behavior. To the contrary, African American women engage in risky sexual behaviors less than white women, but the higher prevalence of STD infections within their pool of sexual partners as well as other social factors (e.g., sex ratios in communities, incarceration, health care access and quality, poverty, etc.) combine to put them at greater likelihood of contracting an STD (Centers for Disease Control and Prevention 2007b).

Adolescent and young adult females (aged 13 to 24) have almost reached parity with their male counterparts in the number of HIV infections in Minnesota (25 new infections in 2004), mostly due to overall declines in infections among males in that age range (Minnesota Department of Health 2006). Among this age range, African Americans (not including those African-born) make up 28 percent of all new HIV infections, whites make up 17 percent, Hispanics make up 15 percent, and those categorized as 'other' make up 6 percent (Minnesota Department of Health 2006). African-born adolescents and young adults, as a separate group from African Americans, make up a startling 34 percent of new HIV cases (Minnesota Department of Health 2006). This group's high rate of infection underscores the severe lack of access to services and information for certain portions of the population.

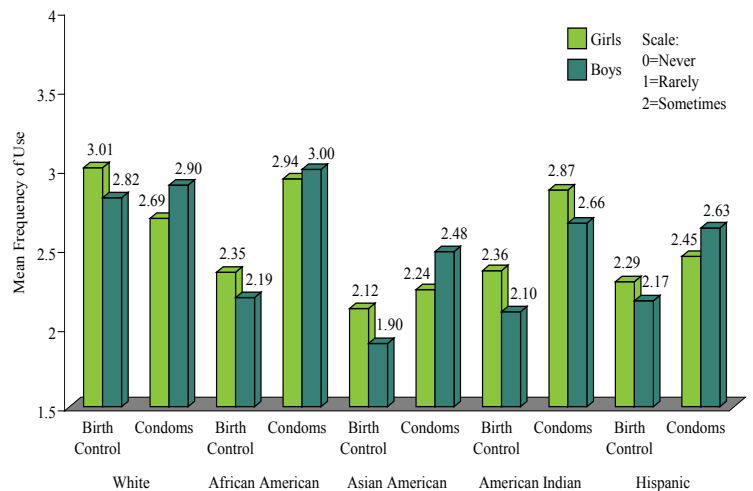
The human papillomavirus (HPV) is an STD of particular importance to girls, as it is highly common

Figure 3.5. Communication with Partner about STDs and Pregnancy Prevention among Sexually Active Girls and Boys, by Race and Ethnicity, Minnesota Student Survey, 2004



NOTES: Responses are for 9th and 12th grade students combined. Sixth grade students are not asked about sexual activity. See the Methodology Appendix for information on how race and ethnicity are categorized in the Minnesota Student Survey. Source: Minnesota Student Survey Interagency Team 2005. Calculated by the Institute for Women's Policy Research.

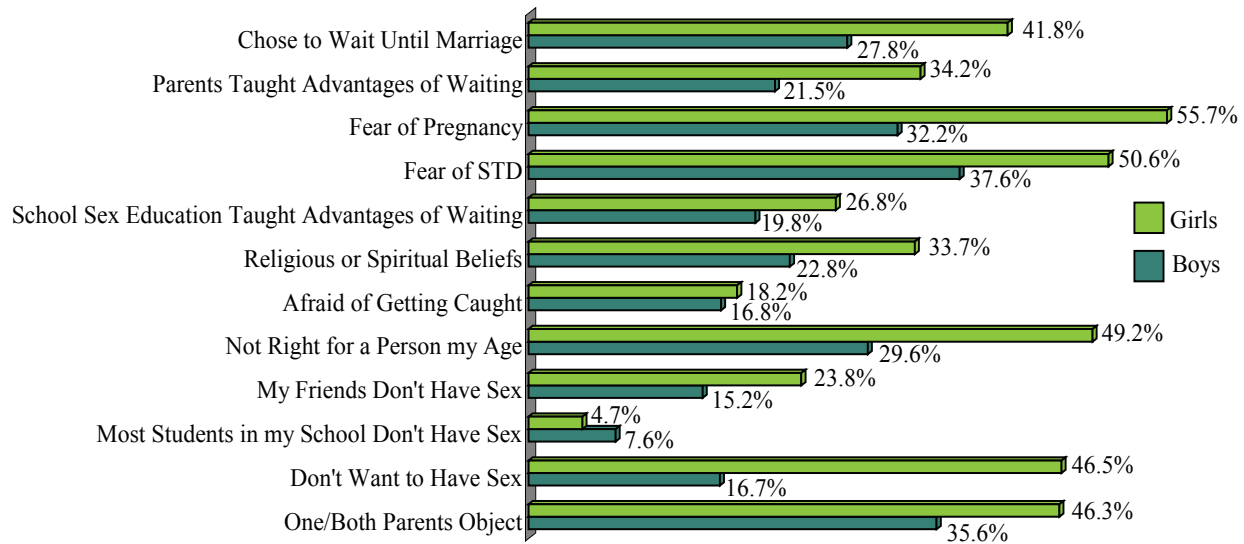
Figure 3.6. Birth Control and Condom Use among Sexually Active Girls and Boys, by Race and Ethnicity, Minnesota Student Survey, 2004



NOTES: Responses are for 9th and 12th grade students combined. Sixth grade students are not asked questions about sexual activity. See the Methodology Appendix for information on how race and ethnicity are categorized in the Minnesota Student Survey. Source: Minnesota Student Survey Interagency Team 2005. Calculated by the Institute for Women's Policy Research.

and can lead to cervical cancer. Unfortunately, statistics on transmission rates in Minnesota are not available (Minnesota Organization on Adolescent Pregnancy, Prevention and Parenting 2007). However, the CDC now reports that 18 percent of adolescent girls (aged 14 to 19) have HPV (Centers for Disease Control and Prevention 2008).

Figure 3.7. Girls' and Boys' Selected Reasons for Waiting to Have Sex, Minnesota Student Survey, 2004



NOTES: Responses are for 9th and 12th grade students combined. Sixth grade students are not asked about sexual activity.
 Source: Minnesota Student Survey Interagency Team 2005.
 Calculated by the Institute for Women's Policy Research.

Protective Factors: Communication about Sex and Reasons for Waiting

Communicating about Pregnancy, Contraceptive Use, and STDs

Girls in Minnesota need to be prepared and comfortable with discussing sex with their partners to prevent pregnancy and STDs. According to the Minnesota Student Survey, girls generally approach pregnancy, STDs, and HIV/AIDS in a more responsible manner than boys. As shown in Figure 3.5, girls are more likely than boys to talk to their partners about STDs and HIV/AIDS and preventing pregnancy, regardless of race or ethnicity. African American girls are the most likely to discuss STDs and HIV/AIDS with their partners, followed by white girls and American Indian girls.

White girls, on the other hand, report that they discuss pregnancy prevention at least once with virtually every partner. They are followed by African American girls and Hispanic girls, who fall in between discussing pregnancy prevention with some of their partners versus all of their partners. Asian Americans are the least likely among girls and boys to discuss either STDs or pregnancy with their partners.

Girls are more likely than boys to report using any type of birth control and boys are more likely than girls to report using condoms (Figure 3.6). White girls and boys are the most likely of all racial and ethnic groups to report using some type of birth control and African American girls and boys are the most likely to report

using condoms. Mean responses about use of birth control or condoms show a certain lack of vigilance around pregnancy and STD prevention. No group of girls or boys has a mean score that exceeds 3.01, with a 3 indicating that they usually use birth control or condoms and a 4 indicating that they always do.

Students' Reasons for Waiting to Have Sex

Students who are not sexually active give a number of reasons for not having sex. The top five reasons for waiting to have sex among girls include fear of pregnancy (55.7 percent), fear of STDs (50.6 percent), feeling they were not the appropriate age (49.2 percent), not wanting to (46.5 percent), and parental objections (46.3 percent; see Figure 3.7). Not wanting to have sex appears among the top five reasons for girls but not boys.

Fear of pregnancy and fear of an STD were among the two most common reasons given for abstaining from sex for girls of all racial and ethnic groups with the exception of Asian American girls (see Appendix Table 3.2). White, Hispanic, and American Indian girls are the most likely to report fear of pregnancy as their top reason. African American girls, on the other hand, are the most likely to report fear of an STD as their top reason, possibly due to awareness of the high rates of infections within the African American community. Asian American girls are the most likely to say that they want to wait until marriage and because they see sex as age-inappropriate.

In Summary

While Minnesota girls generally approach pregnancy, STDs, and HIV/AIDS in a more responsible manner than boys, being more likely than boys to engage their partners in discussions about prevention, they still show a certain degree of ambivalence toward using contraception. The average response from sexually active girls of color as to whether they use birth control or condoms falls between 'sometimes' or 'usually.' Likewise, while Minnesota's overall teen birth rates are low compared with those for the nation as a whole, birth rates for Hispanic and American Indian girls are higher than nationally and have actually *increased*. The growing birth rates for these girls amidst a decline among girls overall and increases in rates of STD infections among adolescents in the state are causes for deep concern. Guaranteeing Minnesota girls' health and reproductive rights will mean engaging girls in sex education that underscores both the importance of talking with sex partners about pregnancy and STDs and of using contraception to safeguard their sexual health and future opportunities. Sex education programs and other risk prevention programs will need to target girls of color and address their unique needs and realities.

Recommendations for Change

1. Minnesota should implement mandatory, comprehensive sex education programs in its public schools. These sex education programs should focus on how to avoid unintended pregnancy and STDs and provide information about sex that will empower girls to both delay and prepare for sexual activity.
2. Sex education programs should also address the economic and life altering impacts of having children at an early age. Girls of color disproportionately face socioeconomic inequities that make them more vulnerable to pregnancy at an early age. Numerous studies have linked poverty, lack of access to health insurance, limited educational expectations and opportunities, and lower career aspirations to increased likelihood of unintended adolescent pregnancy (Finer and Henshaw 2006; Beutel 2000; East 1998; and Geronimus 1997).
3. Improving access to and the quality of reproductive health care for girls of color will be of utmost importance in reducing racial and gender disparities in the incidence of STDs and HIV and the high levels of pregnancy among these teenage girls in the state.

CHAPTER 4

Mental Health

DURING ADOLESCENCE, GIRLS ARE EXPOSED to a mix of messages, images, and environments that affect their self-esteem. For many girls, it is a time when gender roles related to dating and sexuality become entrenched, when body image and living up to society's physical standards feel overwhelmingly important, and at the same time, when there is substantial pressure to excel in school.

Girls' dissatisfaction with their bodies, in particular, is of great concern not only because it puts them at risk of developing eating disorders, but also because it increases their likelihood of experiencing depression. During adolescence, girls report higher levels of self-surveillance, body shame, and depressive symptoms than their male counterparts, and self-surveillance is a significant predictor of depression among girls (Grabe, Hyde, and Linberg 2007). Likewise, research by the American Association of University Women (AAUW) reveals that while both girls and boys experience a drop in self-esteem during adolescence, the drop is much more pronounced for girls (American Association of University Women 1994).

Adolescents who experience low self-esteem are also at risk of harming themselves. Suicide is the third leading cause of death among 15- to 24-year-olds in the United States and accounts for 12.9 percent of deaths annually for that age range (Eaton et al. 2006). In 2005, 16.9 percent of U.S. high school students reported seriously considering suicide in the past year and over 8 percent actually attempted suicide during the preceding 12 months (Eaton et al. 2006). The data show that females attempt suicide more frequently than males, but are far less likely to die from a suicide attempt (males account for 78.8 percent of all suicide deaths in the country; Eaton et al. 2006). There are also significant disparities by race and sexuality. Nationally, suicide is the second leading cause of death among American Indians aged 15 to 34 and their suicide rates are 1.9 times higher than the national average for this age group. Additionally, female Hispanic high school students in the United States report a higher percentage of suicide attempts than their non-Hispanic white or non-Hispanic Black counterparts (Eaton et al. 2006).

Gay, lesbian, bisexual, and transgendered youth also face increased vulnerability to depression, low self-esteem, anxiety, and suicidal thoughts and attempts. These

"We are the ones responsible for ourselves. It's important for young women dealing with these messages from the media to have and reach out to an understanding source. It's difficult to know who truly has your best interest."

Women's Foundation of Minnesota girlsBEST Fund program participant, age 18



Centro, Inc. (Minneapolis) apprentices Latina teens as dance instructors, developing their skills to claim and establish their own leadership and economic power. The nonprofit is a Women's Foundation grantee.

patterns are especially pronounced among gay male youth (Brown and Mechiono 2006). Analysis of the experiences of lesbian girls is less conclusive. Although one population-based study in Minnesota finds that lesbians are more likely than their heterosexual counterparts to report suicidal behavior, the difference was not statistically significant (Remafedi et al. 1998).

The worry and stress of being smart, successful, the right size, and desirable to boys affects many girls (Girls, Incorporated 2006) and can compound other issues they face in terms of self-esteem and mental health. For example, girls in early adolescence who internalize feminine body ideals and female body objectification have lower self-esteem and experience higher depressed moods (Tolman et al. 2006). Low self-esteem can also be predictive of unhealthy behaviors. Among sexually active girls, low self-esteem is correlated with first sexual intercourse at an early age and risk of unprotected sex (Ethier et al. 2006). Several protective factors have been identified, however,

"I think people forget how hard it is [being young] because they think of it as the good ole days, but we're going through a lot more than people think."

Women's Foundation of Minnesota girlsBEST Fund program participant, age 15

as sources of resistance to negative cultural messages for adolescent girls, including close connections to family, good interpersonal relationships, a strong ethnic identity, assertive female role models, athletics, exposure to nontraditional sex roles and occupations for women, and feminist ideas (American Psychological Association 1998; Johnson, Roberts, and Worrell 1999; Carbonell 2002).

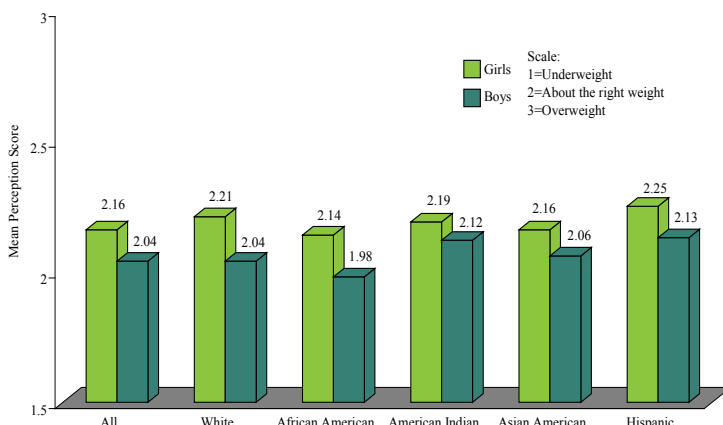
This section examines girls' weight perceptions, methods of weight control, level of self-esteem, and suicide consideration and attempts, paying particular attention to the ways in which girls of different racial and ethnic groups differ in their self-evaluations and feelings of self-worth.

Weight Perceptions and Control

Weight Perceptions

Minnesota girls are less likely than boys across race and ethnicity to be satisfied with their body weight. Hispanic and white girls are most likely to *perceive* themselves as overweight while African American and Asian American girls are least likely (see Figure 4.1). This is consistent with studies showing that African American adolescent girls report higher self-esteem and greater body satisfaction than their white and Hispanic counterparts (Crago, Shisslak, and Estes 1996). Although further studies of both American Indian and Asian American girls in the United States are needed, research

Figure 4.1. Weight Perceptions among Girls and Boys, by Race and Ethnicity, Minnesota Student Survey, 2004



NOTES: Responses are for 6th, 9th, and 12th grade students combined. See the Methodology Appendix for information on how race and ethnicity are categorized in the Minnesota Student Survey. Source: Minnesota Student Survey Interagency Team 2005. Calculated by the Institute for Women's Policy Research.

based on The Bulimia Test (BULIT) and The Eating Disorder Inventory (EDI) suggests that the rate of disturbed eating patterns among American Indian and Hispanic adolescents is comparable to that of white adolescents (Smith and Krejci 1991).

Girls' perceptions of being overweight can differ drastically from their actual weight. Girls and boys who truly are overweight, as defined by having a body-mass index at or above the 95th percentile for children of the same age and sex, face a number of health challenges including conditions such as elevated blood pressure, sleep apnea, and type 2 diabetes (Dietz 2004). Because girls and boys of color are more likely to be overweight, they are disproportionately affected by these health risks (Dietz 2004). The Minnesota Student Survey, unfortunately, cannot easily assess whether girls and boys are actually overweight. Dealing with mass media's unrealistic and unhealthy images of girls' and women's bodies, and providing girls with positive and varied body type images, could help reduce unhealthy weight control strategies on the part of girls.

Weight Control

In addition to a poorer body image, girls are more likely than boys to report fasting or skipping meals, smoking, using diet pills or speed, or vomiting to control their weight (see Table 4.1). They are equally as likely as boys to report exercising to control weight (91.8 percent) and half as likely to take laxatives to control their weight (1.5 versus 2.7 percent, respectively). Across race and ethnicity, the majority of girls, like boys, report exercise as their most common form of weight control. Fasting or skipping meals is the next most

Table 4.1. Methods of Weight Control, by Gender and Race and Ethnicity, Minnesota Student Survey, 2004

	During the Last 12 Months Have You Done Any of the Following to Lose or Control Weight?					
	Exercise	Fast or skip meals	Smoke	Use diet pills or speed	Vomit	Take laxatives
All						
Girls	91.8%	43.7%	10.9%	7.2%	7.5%	1.5%
Boys	91.8%	22.1%	9.4%	3.8%	2.6%	2.7%
White						
Girls	92.6%	43.3%	10.9%	7.2%	7.5%	1.4%
Boys	92.7%	22.3%	9.0%	3.4%	2.2%	2.1%
African American						
Girls	87.3%	38.0%	4.1%	4.5%	4.2%	2.0%
Boys	89.4%	16.1%	6.6%	3.1%	3.7%	4.4%
American Indian						
Girls	84.2%	47.2%	22.2%	8.9%	9.4%	1.4%
Boys	86.1%	22.3%	14.9%	6.0%	4.1%	3.0%
Asian American						
Girls	91.3%	45.9%	7.6%	4.4%	4.0%	1.3%
Boys	91.3%	23.0%	10.4%	3.4%	3.0%	3.1%
Hispanic						
Girls	87.2%	44.7%	10.5%	8.7%	10.0%	3.4%
Boys	89.9%	20.6%	9.2%	4.3%	2.6%	3.4%

NOTES: Responses are for 9th and 12th grade students combined. Sixth grade students are not asked about methods of weight control. See the Methodology Appendix for information on how race and ethnicity are categorized in the Minnesota Student Survey. Source: Minnesota Student Survey Interagency Team 2005. Compiled by the Institute for Women's Policy Research.

Table 4.2. Girls' and Boys' Weight Control Methods, by Weight Perceptions, Minnesota Student Survey, 2004

		Behaviors Engaged in to Control Weight						
		% Binge Eating	% Exercising	% Fasting/Skipping Meals	% Smoking Cigarettes	% Using Diet Pills	% Vomiting	% Taking Laxatives
Females	Underweight	21.2	54.6	24.8	8.8	3.6	5.6	1.2
	"About Right"	23.4	79.9	31.3	7.2	3.8	4.3	0.8
	Overweight	37.4	84.1	56.5	14.9	12.8	11.8	2.5
	All	27.1	79.4	37.8	9.4	6.3	6.5	1.3
Males	Underweight	17.0	44.1	8.6	6.3	2.2	2.0	2.1
	"About Right"	13.5	64.9	12.2	5.4	1.8	1.2	1.3
	Overweight	23.7	76.9	33.9	11.8	6.4	4.1	4.1
	All	15.7	64.4	15.5	6.6	2.6	1.8	1.9

NOTES: Responses are for 9th and 12th grade students combined. Sixth grade students are not asked about methods of weight control.
Source: Minnesota Student Survey Interagency Team 2005.
Calculated by the Institute for Women's Policy Research.

Table 4.3. Methods of Weight Control, by Gender and Race and Ethnicity, Minnesota Student Survey, 2004

Weight Perceptions	Correlation with Self-Esteem	
	Girls	Boys
Perceiving Self as Underweight	-0.101	-0.127
Perceiving Self as Overweight	-0.306	-0.233

NOTES: All correlations are statistically significant.
A negative correlation indicates that students' perception of being either underweight or overweight is associated with low self-esteem.
Responses are for 6th, 9th, and 12th grade students combined.
Source: Minnesota Student Survey Interagency Team 2005.
Calculated by the Institute for Women's Policy Research.

common form of weight control for girls as well as boys, albeit to a much lesser extent. Girls of every racial or ethnic group about twice as likely as their male counterparts to fast or skip meals.

A look at the data broken down by girls' and boys' perceptions of their own weight, as shown in Table 4.2, finds that girls and boys who perceive themselves as overweight engage in every weight control behavior at higher rates than those who see themselves as underweight or about the right weight. For example, over half of girls who perceive themselves as overweight (56.5 percent) report fasting or skipping meals, compared with about one in three girls who feel about the right weight (31.3 percent) and one in four girls who feel underweight (24.8 percent).

Girls' weight perceptions are linked to their level of self-esteem, as shown in Table 4.3.

❖ Low self-esteem on the part of girls (and boys) is significantly correlated with their perception of being over or underweight. The relationship is particularly strong for girls who see themselves as overweight.

Although the pervasive problems of weight perception and body image among adolescent girls have received considerable attention in the last decade, anorexia nervosa, bulimia nervosa, and binge eating disorders still frequently go without recognition or diagnosis (Eating Disorder Coalition for Research, Policy, and Action 2007). Research on these eating disorders has received very low levels of federal funding and little population-based data exist on their prevalence

Women's Foundation of Minnesota GRANTEE HIGHLIGHTS

Developing Girls' Self Esteem and Leadership Through the girlsBEST Fund

"This type of activism must start with high self-esteem."

— Women's Foundation of Minnesota girlsBEST Fund program mentor

"This will help me to have a voice when I get a job, and it teaches me to be confident in myself. Women have come so far gaining rights for themselves, but we still have a long way to go. This is another step to break the gender barrier."

— Women's Foundation of Minnesota girlsBEST Fund program participant

The girls of [the girlsBEST] Higher Self program set out to increase girls' self esteem, prevent eating disorders, increase their own skills and confidence, and educate others about the role media plays in shaping self-image for girls. As some of the girls struggled with eating disorders themselves, they realized that the body images presented of girls in the media were a driving force toward unhealthy body images and eating behavior. The program therefore strengthens girls' understanding of healthy body image and builds their sense of personal esteem. It also builds their determination to do something about the problem. Like other girlsBEST programs, Higher Self encourages girls to engage in activism to create personal, social and political change. Some of the actions Higher Self girls took included making presentations to other teens and community members, focused on sending "empowering" message of strong, healthy self-images for girls. They also received formal training in lobbying and put those skills to use immediately by advocating for continued funding for eating disorder education in public schools, during Youth Lobby Day at the Minnesota State Capitol, and they continue to be engaged in community service work, spreading the word about strong girls, strong bodies.

— Higher Self

(Eating Disorder Coalition for Research, Policy, and Action 2007). The Eating Disorder Coalition for Research, Policy, and Action estimates that approximately 9 million Americans suffer from an eating disorder (2007). According to the Academy for Eating Disorders, approximately 0.5 percent to 1.0 percent of late adolescent and adult women meet the diagnostic criteria for anorexia nervosa and 1.0 percent to 2.0 percent of late adolescent and adult women meet the diagnostic criteria of bulimia nervosa (Academy For Eating Disorders 2008).

These percentages can be misleading, however, and do not represent the full scope of the problem of eating disordered behavior among adolescent girls. Ten percent or more of

"I talk to my teachers and other adults and they give me courage to go out there and speak up instead of staying here and being afraid, because if you leave it in too long you have a lot of anger and you depress yourself."

Women's Foundation of Minnesota girlsBEST Fund program participant, age 16

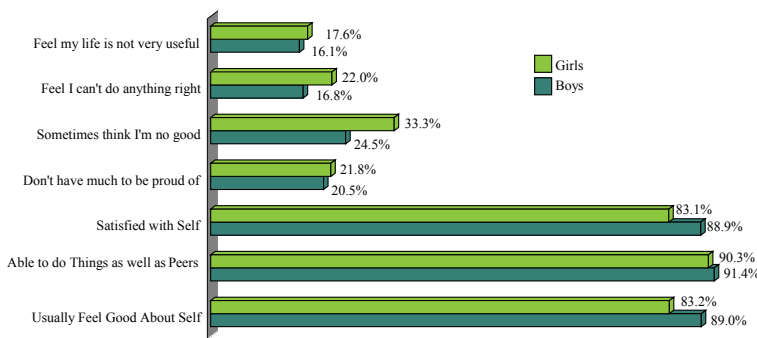
late adolescent and adult women report symptoms of eating disorders and although these symptoms do not satisfy all of the criteria for diagnosis of anorexia nervosa or bulimia, they do place girls and women at risk, compromising their physical and mental health (Academy For Eating Disorders 2008).

Self-Esteem, Depression, and Suicide among Girls

Self-Esteem

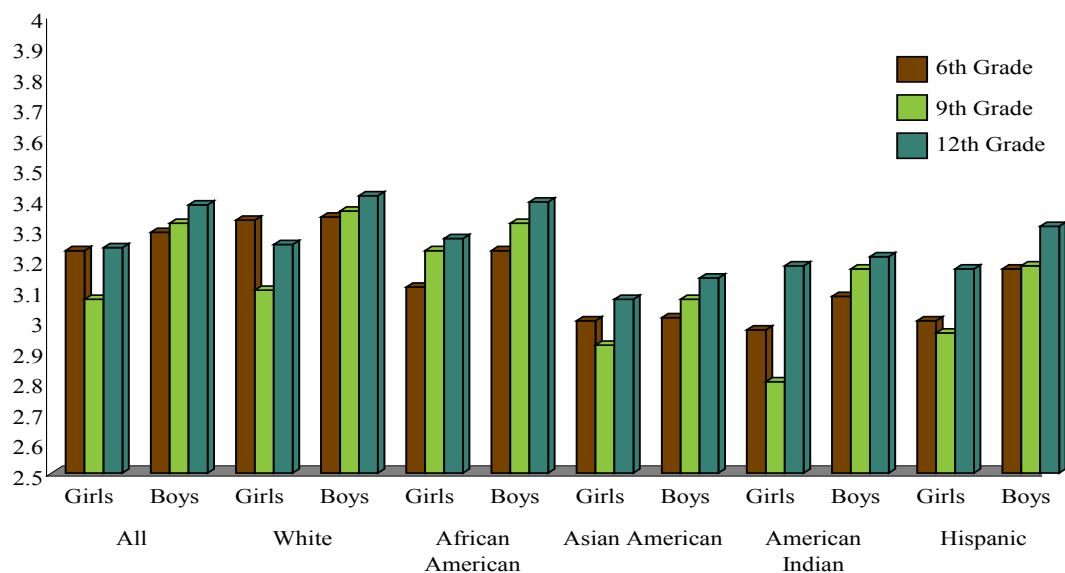
The large majority of girls and boys surveyed report generally positive feelings about themselves. Girls, however, demonstrate a less positive self-outlook than boys. As shown in Figure 4.2, girls are less likely to report that they usually feel good about themselves (83.2 percent compared with 89.0 percent of boys), feel able to do things as well as their peers (90.3 percent compared with 91.4 percent of boys), and feel satisfied with themselves (83.1 percent compared with 88.9 percent of boys).

Figure 4.2. Self Esteem by Gender, Minnesota Student Survey, 2004



NOTES: Responses are for 6th, 9th, and 12th grade students combined. See the Methodology Appendix for information on how race and ethnicity are categorized in the Minnesota Student Survey. Source: Minnesota Student Survey Interagency Team 2005. Calculated by the Institute for Women's Policy Research.

Figure 4.3. Composite Self-Esteem Scores for Girls and Boys, by Race and Ethnicity and Grade Level, Minnesota Student Survey, 2004



NOTES: All self-esteem questions were combined into one Self-Esteem variable. Higher scores indicate higher levels of self-esteem. See the Methodology Appendix for information on how race and ethnicity are categorized in the Minnesota Student Survey. Source: Minnesota Student Survey Interagency Team 2005. Calculated by the Institute for Women's Policy Research.

Table 4.4. Correlations Between Self-Esteem and Risky Behaviors for Girls and Boys, Minnesota Student Survey, 2004

Risky Behaviors Associated with Self-Esteem:	Boys	Girls
Binge Drinking	-0.1	-0.138
Cigarette Use	-0.112	-0.196
Marijuana Use (past month)	-0.072	-0.152
LSD/Psychedelic Use (past year)	-0.138	-0.106
Crack Use (past year)	-0.118	-0.102
Meth Use (past year)	-0.134	-0.118
Rx Drug Use (past year)	-0.112	-0.172
Use Drugs to Escape Problems	-0.145	-0.235
Use Drugs because Sad/Lonely/Angry	-0.155	-0.242
Among Those Reporting Having Sex:	Boys	Girls
Talk w/ partner about STDs/HIV	0.101	0.149
Talk w/ partner about pregnancy	0.125	0.151
Frequency of condom use	0.118	0.049
Times gotten (someone) pregnant	-0.17	-0.1

NOTES: All correlations are statistically significant. Negative correlations indicate that greater self-esteem is associated with less of the behavior; positive correlations indicate that greater self-esteem is associated with more of the behavior. Sixth grade students are included in responses about alcohol, cigarette, marijuana, and prescription drug use only. Otherwise, responses are for 9th and 12th grade students combined. Source: Minnesota Student Survey Interagency Team 2005. Calculated by the Institute for Women's Policy Research.

❖ Likewise, girls also are more likely to feel that they do not have much to be proud of (21.8 percent compared with 20.5 percent of boys), that they are no good (33.3 percent compared with 24.5 percent of boys), that they cannot do anything right (22.0 percent compared with 16.8 percent of boys), and that their life is not very useful (17.6 percent compared with 16.1 percent of boys).

Figure 4.3 presents composite scores for students' self-esteem by gender, race, and grade level. Girls have lower levels of self-esteem than boys within every racial and ethnic group and at each grade level. The figure also shows that boys' self-esteem gradually increases from 6th to 9th to 12th grade. With the exception of African American girls, however, this pattern does not hold true among girls. For girls of every other racial or ethnic group, self-esteem levels are lowest among 9th grade girls.

American Indian girls have the lowest self-esteem among girls in the 6th and 9th grades. Asian American girls have the lowest level of self-esteem among 12th grade girls of any race/ethnicity. In contrast, African American girls had the highest level of self-esteem among girls by the 12th grade. These findings are consistent with other research showing variations by race and ethnicity in the ways that girls subscribe to negative gender messages about themselves and their abilities (Johnson, Roberts, and Worell 1999).

As a symptom of other problems, self-esteem has an important relationship with girls' and boys' behavior.

Table 4.5. Percent of Girls and Boys Reporting Suicidal Thoughts and Attempts, by Gender and Race and Ethnicity, Minnesota Student Survey, 2004

	Ever Had Suicidal Thoughts			Ever Attempted Suicide		
	No	Yes, in last year	Yes, over a year ago	No	Yes, in last year	Yes, over a year ago
All						
Girls	65.9%	20.5%	13.6%	88.1%	6.4%	5.5%
Boys	75.5%	14.2%	10.4%	92.6%	4.1%	3.3%
White						
Girls	66.8%	19.6%	13.6%	89.1%	5.6%	5.2%
Boys	76.3%	13.4%	10.2%	93.7%	3.3%	3.0%
African American						
Girls	70.9%	18.0%	11.1%	87.1%	7.6%	5.3%
Boys	77.8%	13.2%	9.0%	88.9%	6.6%	4.5%
Asian American						
Girls	62.7%	23.1%	14.2%	88.1%	6.6%	5.3%
Boys	73.0%	15.9%	11.1%	90.6%	5.2%	4.2%
American Indian						
Girls	57.1%	29.3%	13.6%	78.7%	14.5%	6.8%
Boys	70.0%	18.6%	11.4%	86.3%	7.8%	5.9%
Hispanic						
Girls	62.8%	23.9%	13.3%	81.7%	11.2%	7.0%
Boys	76.1%	14.7%	9.2%	90.1%	6.1%	3.7%

NOTES: Responses are for 6th, 9th, and 12th grade students combined. See the Methodology Appendix for information on how race and ethnicity are categorized in the Minnesota Student Survey. Source: Minnesota Student Survey Interagency Team 2005. Calculated by the Institute for Women's Policy Research.

Analysis of Minnesota Student Survey responses about self-esteem and risk behavior finds that greater levels of self-esteem are significantly correlated with less risky behavior, with that relationship proving particularly strong for girls. For example, as shown in Table 4.4, girls and boys with higher self-esteem are less likely to report binge drinking, using drugs, and pregnancy.

❖ Lower self-esteem in girls is very strongly correlated with using drugs to escape their problems or to deal with sadness, loneliness, or anger.

❖ Higher self-esteem in girls is associated with healthy behaviors like greater communication with a sexual partner about STDs or pregnancy and use of condoms.

Strong correlations between self-esteem and many behaviors for girls underline the importance of providing they type of messaging, protection, and support that girls need for their physical and mental-well-being.

Depression and Suicide

According to the Minnesota Student Survey, girls in Minnesota are much more likely than boys to both have had suicidal thoughts in the past year (20.5 percent of girls compared with 14.2 percent of boys; see Table 4.5). They are more likely to attempt suicide as well (6.4 percent of girls and 4.1 percent of boys).

Suicidal Thoughts and Attempts by Girls and Boys by County

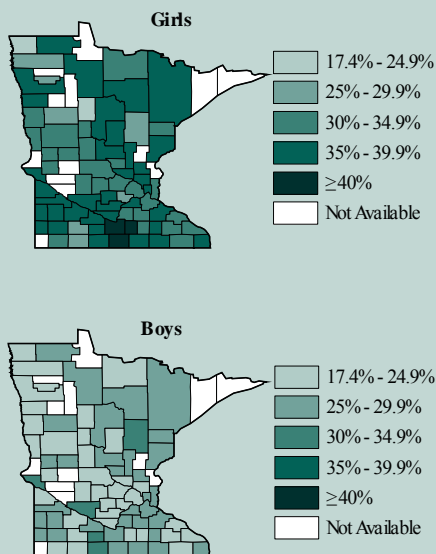
Girls' greater tendency to think about or attempt to take their own lives becomes visually apparent when looking at Maps 4 and 5. These maps show the concentration of girls and boys reporting suicidal thoughts and acts in different parts of the state. Girls in the northern, north central, and southern areas of the state appear to be at greatest risk, with 15 percent of girls or more attempting suicide in 11 counties across the state. In contrast, no county in the state has that large a share of boys attempting suicide.

Girls in Hubbard, Waseca, Blue Earth, Faribault, and Pipestone are the most likely to think about committing

suicide (see Appendix Table 4.2). Between 39.6 to 44.6 percent of girls in these five counties have considered taking their own lives in the last year or over a year ago. In contrast, in the counties where boys are the most likely to consider suicide, the range is between 30.1 and 34.1 percent.

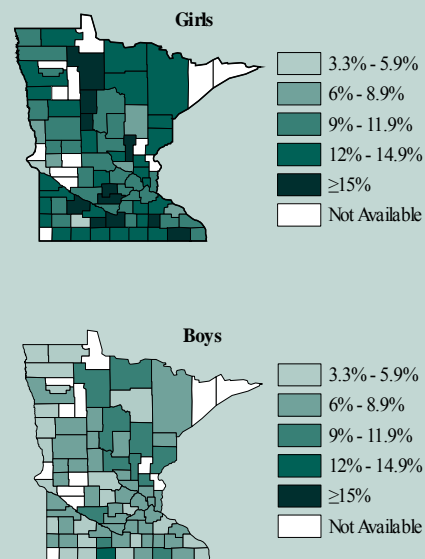
Beltrami, Hubbard, Watonwan, Fillmore, and Redwood counties have the largest shares of girls attempting suicide, with a range of 16.3 to 17.2 percent of girls trying to take their own lives within the past year or more than a year ago (Appendix Table 4.2). The range is lower for boys, with 10.0 percent to 12.6 percent of boys reporting suicide attempts in the five counties with the highest concentration of attempts.

Map 4. Percent of Girls and Boys Who Have Ever Had Suicidal Thoughts



SOURCE: Minnesota Student Survey Interagency Team 2005.
Calculated by the Institute for Women's Policy Research.

Map 5. Percent of Girls and Boys Who Have Ever Attempted Suicide



SOURCE: Minnesota Student Survey Interagency Team 2005.
Calculated by the Institute for Women's Policy Research.

Among boys and girls by race and ethnicity. American Indians consider and attempt suicide at higher rates than girls and boys of any other racial or ethnic group.

❖ An alarming 29.3 percent of American Indian girls have considered suicide in the last year and another 13.6 percent considered it over a year ago; 14.5 percent of American Indian girls have attempted to take their own lives in the past year and 6.8 percent made an attempt more than a year ago.

African American girls and boys are least likely to have had suicidal thoughts in the last year or prior and white girls and boys are least likely to actually attempt suicide.

In Summary

On the whole, Minnesota's girls feel worse about themselves than boys do, and their poor self esteem is correlated with a number of other unhealthy attitudes and behaviors. Girls are more likely than boys to see themselves as overweight, to employ unhealthy methods of weight control, to feel that they are no good and cannot do anything right, and to think about and attempt suicide. In addition, lower self-esteem in girls, for example, is strongly correlated with greater engagement in risky behaviors such as binge drinking, smoking, prescription drug abuse, and using drugs or alcohol to escape problems or because of sadness, loneliness, or anger. Large differences in the mental health of girls come to the fore when examining the data by race and ethnicity, with American Indian girls more likely to think about and attempt suicide than girls or boys of any racial and ethnic group. Hispanic girls are also at a high risk of suicidal thoughts and attempts. Promoting girls' mental health will require that girls have positive, healthy messages about their bodies and access to support networks to combat depression and suicidal thoughts or as they confront physical and sexual abuse and victimization in their homes, schools, and communities.

Recommendations for Change

1. Girls in Minnesota employ a number of unhealthy methods of weight control associated with negative perceptions of their bodies and low levels of self-esteem. Because early intervention is key to successful treatment of eating disorders (Hamilton 2007; Lask and Bryant-Waugh 1994), school counselors, teachers, and parents need training in identification and treatment options. Reducing girls' exposure to television and other forms of mass media could help modify their perceptions of normal female weight, and increase opportunities for healthy physical activity (American Psychological Association 2007).

2. Minnesota's public school system should ensure that health curricula include information about eating disorders like anorexia, bulimia, and other levels of disordered eating behaviors.

3. A comprehensive approach to supporting girls and their healthy emotional development should be at the center of any policy or program designed to address the high levels of suicidal thoughts and attempts by Minnesota's girls. Parents, schools, family doctors, and experts in the areas of adolescent depression and counseling should come together to develop a network of support that gives girls of different economic, linguistic, and cultural backgrounds plenty of support options.

4. More data collection on the mental health status of girls of color and lesbian, gay, bisexual, and transgendered is needed in order to build resources and networks of support for these youth.

CHAPTER 5

Education

GIRLS' ACADEMIC ACHIEVEMENT AND ACCESS to higher education influences their career opportunities, earnings, and professional advancement later in life. For girls in low-income families, higher education can serve as a gateway to economic stability and a better life. Access to higher education for girls of disadvantaged backgrounds proves difficult, however. Even with aspirations of going to college, many may not know how to make that dream a reality. An IWPR study on the experiences of current and former welfare recipients in accessing higher education, for example, found that just figuring out how to enroll without losing public benefits was an intense challenge for many of the women surveyed (Jones-DeWeever and Gault 2006). Navigating the difficult terrain of applying for school and financial aid or securing affordable, reliable child care may also present themselves as barriers to young women's dreams of higher education.

Despite the challenges for many, women in the United States have made steady progress in increasing their levels of education earning 57.5 percent of all bachelor's degrees in 2003 (National Center for Education Statistics 2005). Once in college, women also achieve higher grades than their male counterparts (Dey and Hill 2007). Unfortunately, women's earnings continue to lag behind men's and segregation in the labor market that funnels women into lower-paying occupations persists. Part of the persistent gap in earnings is due to gender differences in fields of study, which affect career paths, pay, and possibilities for advancement. Still, the AAUW finds that men still outearn women working in the same field even just one year out of college (Dey and Hill 2007). This finding points to the impact that wage discrimination continues to have on women's earnings.

To begin to break down persistent gender divisions in career trajectories young girls need to be encouraged to pursue fields that fall outside of female-dominated areas of study and work. Jobs in the science, technology, and engineering fields, for example, are typically held by men and are among some of the highest paying. Research also suggests that moving women into male-dominated fields is good for all women, as occupational integration not only improves the earnings of women who have moved into better-paying, male dominated fields, but also improves the earnings of women in traditionally female occupations (Cotter et al. 1997).

"Even though my mother was always saying we needed to go to school and go to college. There was never initiative in it because I was the first generation to go to college and graduate and come out. So my mother did not teach me in essence what she did not know. She desired for us to go to school and she knew it was important for us to go. But she didn't know how to get there and how to support me to get there."

Women's Foundation of Minnesota girlsBEST Fund program mentor and former participant, age 27



The YWCA Duluth's Girl Power! program connects girl participants to activities and experiences intended to inspire learning and nurture curiosity as a means to future economic success. The nonprofit is a Women's Foundation grantee.

Gendered notions of what women and men should be and do, however, are deeply entrenched. While at young ages, girls and boys demonstrate comparable levels of interest and abilities in math, science and technology (American Association of University Women 1994; McLester 1998; U.S. Department of Education 2000), by the sixth grade many girls begin to lose interest in these subjects (Huang, Taddesse, and Walter 2000) and by middle school and high school, girls express less interest in physical science careers than boys (Hill, Pettus, and Hedin 1990). Although the US Department of Education reports that girls and boys take high school science and math courses at approximately the same rate (Huang, Taddesse, and Walter 2000), the National Science Foundation (2004) reports that young women intend to pursue careers in science, math, or engineering less often than their male counterparts. Adolescent girls need to be both encouraged to achieve their full potential, pursuing opportunities and dreams that fall outside of gender stereotypes, and to be assured that no matter their job, their hard work will be fairly compensated.

This section looks at girls' interest in school, their educational achievement, how they spend their extracurricular time, and their aspirations for the future, detailing differences in these areas by race and ethnicity.

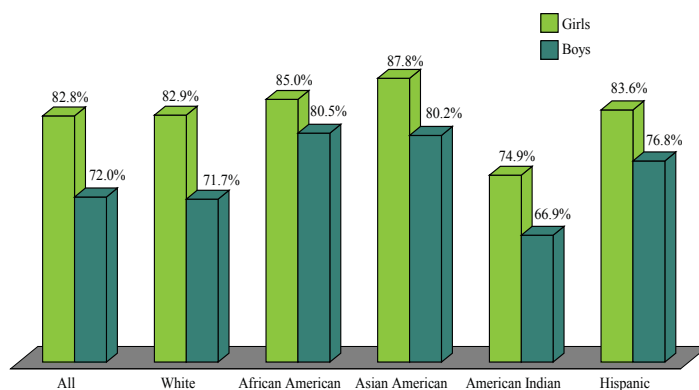
Time Spent Wisely

Feelings about School and Truancy

The large majority of students like school 'a little' to 'quite a bit',⁵ with girls reporting more positive feelings than boys. As shown in Figure 5.1, 82.8 percent of girls like school compared with 72.0 percent of boys. This pattern among girls and boys holds true for girls and boys of color as well. Among girls, Asian American girls are the most likely to like school (87.8 percent) and American Indian girls are the least likely (74.9 percent). African American girls (85.0 percent) and Hispanic girls (83.6 percent) are more likely to report positive feelings about school than white girls (82.9 percent).

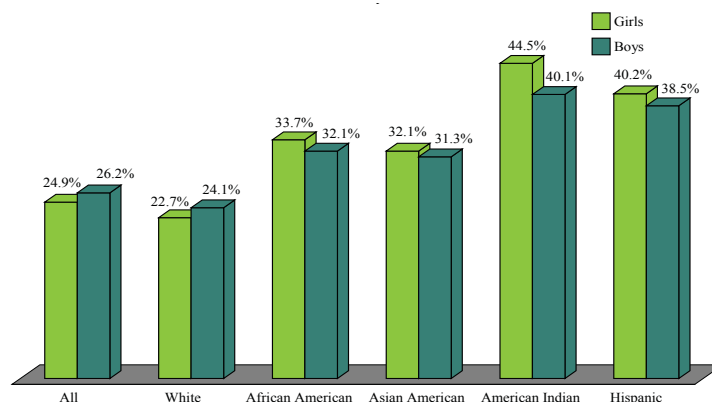
Truancy among girls and boys overall is similar, with about one in four girls and more than one in four boys having skipped school at least once in the past month (see Figure 5.2).⁶ However, breakdowns by race and ethnicity show that despite more positive feelings about school, girls of color are more likely to report truancy in the past 30 days than boys of color. American Indian girls are the most likely to skip school (44.5 percent),

Figure 5.1. Percent Who Like School, by Gender and Race and Ethnicity, Minnesota Student Survey, 2004



NOTES: Responses are for 6th, 9th, and 12th grade students combined. See the Methodology Appendix for information on how race and ethnicity are categorized in the Minnesota Student Survey. Source: Minnesota Student Survey Interagency Team 2005. Calculated by the Institute for Women's Policy Research.

Figure 5.2. Percent Reporting Truancy in Past 30 Days, by Gender and Race and Ethnicity, Minnesota Student Survey, 2004



NOTES: Responses are for 6th, 9th, and 12th grade students combined. See the Methodology Appendix for information on how race and ethnicity are categorized in the Minnesota Student Survey. Source: Minnesota Student Survey Interagency Team 2005. Calculated by the Institute for Women's Policy Research.

followed closely by Hispanic girls (40.2 percent). White girls are the least likely to have been truant (22.7 percent) and are less likely than white boys to have been truant.

While truancy among American Indian girls may be related to their less positive feelings about school, it is less clear why African American, Asian American, and Hispanic girls skip school. Perhaps feelings of being unsafe play a part, or perhaps family, work, or other obligations are contributing to their absence. Likewise, white girls are the least likely of girls and boys of any racial and ethnic group to have been truant, despite having a less positive outlook on school. These patterns point to other influences shaping girls' behavior.

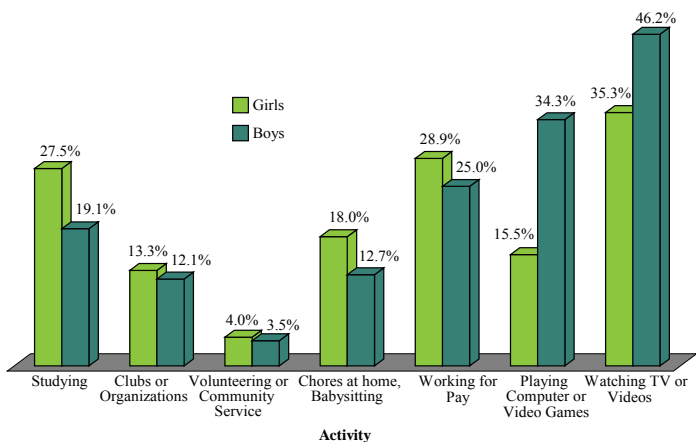
⁵ Student responses were collapsed into liking and disliking school. The range of possible responses include hating school, not liking school much, liking school a little, liking school, and liking school quite a bit.
⁶ Student responses were collapsed into the percent having skipped versus never having skipped in the past month. The range of possible responses includes: Never, 1-2 Times, 3-5 Times, 6-10 Times, 10 or More Times. Analysis of responses to the question not shown here find that boys are more likely than girls to skip school a greater number of times on average. However, as demonstrated in Figure 5.1, girls are more likely to have skipped school at all.

Activities Outside of School

Minnesota’s girls tend to take on or are delegated more responsibility than boys, according to responses to the Minnesota Student Survey. As shown in Figure 5.3, girls are more likely than boys to spend six or more hours per week on responsibilities like studying, doing chores at home, or working for pay. Both girls and boys are most likely to report spending six or more hours per week watching television or videos, although girls do so to a lesser extent (35.3 percent of girls and 46.2 percent of boys). Aside from watching television, however, girls’ next top activities are working for pay (28.9 percent), studying (27.5 percent), and doing chores at home/babysitting (18.0 percent). They are less likely to spend this much time playing computer/video games (15.5 percent), participating in clubs/organizations (13.3 percent), or volunteering/doing community work (4.0 percent). Boys spend their time differently. Next to watching television, they are most likely to spend six or more hours per week playing computer or video games (34.3 percent), working for pay (25.0 percent), or studying (19.1 percent). Boys are substantially less likely to spend six hours or more per week doing chores/babysitting (12.7 percent), and like girls, they also are less likely to spend that amount of time participating in clubs/organizations (12.1 percent) or volunteering/doing community work (3.5 percent).

Girls of every racial and ethnic group are more likely to spend a substantial amount of time (six or more hours per week) studying than their male counterparts (see Figures 5.4 and 5.5). White and Asian American girls are much more likely to devote this much time to studying than white and Asian American boys. Among girls, they are also the most likely to spend six or more hours per week studying, followed by African American, American Indian, and Hispanic girls.

Figure 5.3. Percent of Girls and Boys Spending 6 or More Hours Per Week on a Given Activity, Minnesota Student Survey, 2004

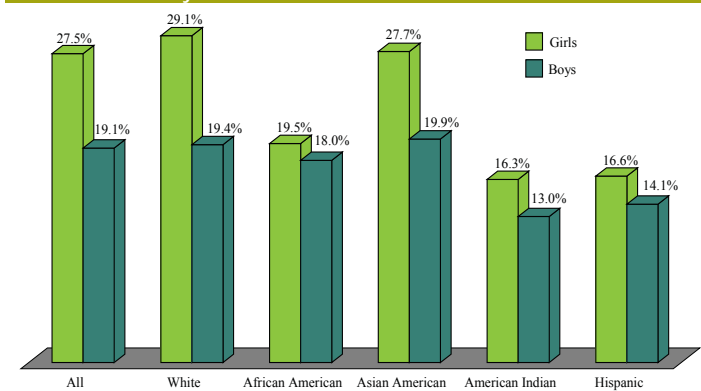


NOTES: Responses are for 6th, 9th, and 12th grade students combined. Source: Minnesota Student Survey Interagency Team 2005. Calculated by the Institute for Women’s Policy Research.

“We go to school everyday, and people tell you... make sure you are active in school... but you come home and your parents say you can’t do anything, you’re a girl, you have to do your chores, to wash the dishes and take care of your brothers and sisters, and then you watch television and you see such different messages. As a young person, you are already really confused, and to see all these messages is even more confusing.

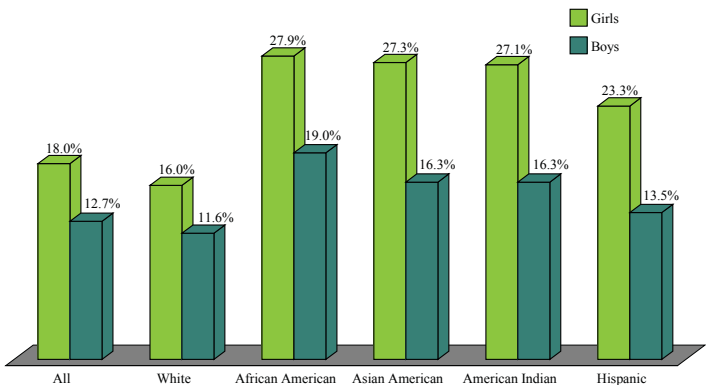
Women’s Foundation of Minnesota girlsBEST Fund program mentor and former participant, age 27

Figure 5.4. Percent of Girls and Boys Spending 6 or More Hours Per Week on Studying, by Race and Ethnicity, Minnesota Student Survey, 2004



NOTES: Responses are for 6th, 9th, and 12th grade students combined. See the Methodology Appendix for information on how race and ethnicity are categorized in the Minnesota Student Survey. Source: Minnesota Student Survey Interagency Team 2005. Calculated by the Institute for Women’s Policy Research.

Figure 5.5. Percent of Girls and Boys Spending 6 or More Hours Per Week Doing Chores/Babysitting, by Race and Ethnicity, Minnesota Student Survey, 2004



NOTES: Responses are for 6th, 9th, and 12th grade students combined. See the Methodology Appendix for information on how race and ethnicity are categorized in the Minnesota Student Survey. Source: Minnesota Student Survey Interagency Team 2005. Calculated by the Institute for Women’s Policy Research.

Table 5.1. Grades Most Often Attained by Girls and Boys, by Race and Ethnicity and Grade Level, Minnesota Student Survey

0="Fs", 1="Ds" or "Ds & Fs", 2="Cs" or "Cs" & "Ds", 3="Bs" or "Bs" & "Cs", 4="As" or "As" & "Bs"			
	Grade 6	Grade 9	Grade 12
White			
Girls	3.63	3.51	3.66
Boys	3.40	3.22	3.34
Difference	0.23	0.29	0.32
African American			
Girls	3.01	2.90	3.25
Boys	2.83	2.70	3.02
Difference	0.18	0.20	0.23
Asian American			
Girls	3.45	3.41	3.61
Boys	3.14	3.02	3.21
Difference	0.31	0.39	0.40
American Indian			
Girls	2.92	2.54	3.14
Boys	2.68	2.32	2.63
Difference	0.24	0.22	0.51
Hispanic			
Girls	3.02	2.79	3.26
Boys	2.70	2.50	2.93
Difference	0.32	0.29	0.33

NOTES: Higher mean scores indicate higher reported grades. See the Methodology Appendix for information on how race and ethnicity are categorized in the Minnesota Student Survey. Source: Minnesota Student Survey Interagency Team 2005.

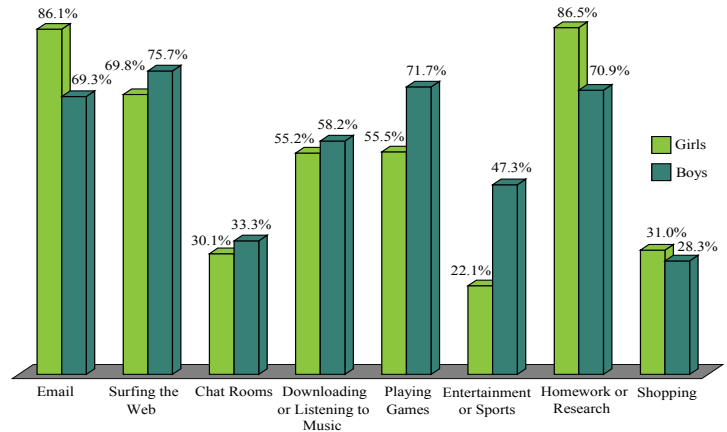
Girls of every racial and ethnic group are also far more likely than boys to spend a substantial amount of time doing chores at home or babysitting, and this is especially true among girls of color.

❖ Nearly one-quarter of Hispanic girls and more than one-quarter of African American, Asian American, and American Indian girls devote six or more hours per week to helping out at home with chores and babysitting.

Substantially fewer boys engage in this type of activity, across racial and ethnic groups. These data show the level of traditionally female responsibility laid upon girls. Girls of color in particular are called upon to help out at home, forgoing other activities such as studying or taking part in clubs or organizations (for details on other activities by race/ethnicity, please see Appendix Table 5.1).

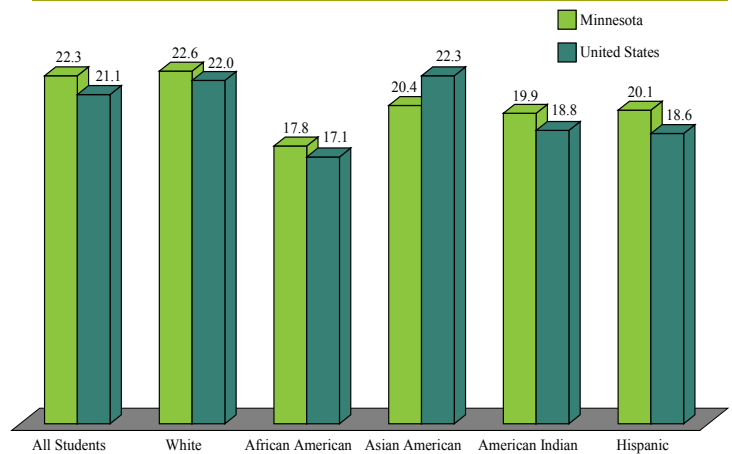
Students responding to the Minnesota Student Survey also describe their uses of the computer. As shown in Figure 5.6, more than four in five girls report using the computer for homework or research (86.5 percent) and email (86.1 percent) much more than boys (70.9 and 69.3 percent, respectively). Boys, however, are more likely than girls to report using the computer to surf the web, play games, watch entertainment or sports, download music, and chat (for comparisons by race and ethnicity see Appendix Table 5.2).

Figure 5.6. Computer Usage among Girls and Boys, Minnesota Student Survey, 2004



NOTES: Responses are for 6th, 9th, and 12th grade students combined. Source: Minnesota Student Survey Interagency Team 2005. Calculated by the Institute for Women's Policy Research.

Figure 5.7. Composite ACT Scores for Students in Minnesota and the United States, by Race and Ethnicity, ACT, 2006



NOTES: See the Methodology Appendix for information on how the ACT categorizes race and ethnicity. Source: ACT 2006.

Academic Achievement

Grades

Despite more chores and babysitting at home, Minnesota girls report higher grades than boys, regardless of grade or race/ethnicity (see Table 5.1). Girls in the 6th and 12th grades report the highest grades among girls of every racial and ethnic group and girls in the 9th grade report the lowest grades. White and Asian American girls achieve the highest grades on average across grade levels, falling in the high B range, whereas American Indian girls earn the lowest grades, attaining Bs and Cs.

Standardized Tests

Higher grades in school for girls, however, do not translate into higher standardized test scores. Overall, Minnesota teens

score slightly above the National Composite ACT Score (see Figure 5.7). When compared to the average National Composite Score, Whites, African Americans, American Indians, and Hispanics have slightly higher average composite scores in Minnesota than the corresponding populations nationally. However, the state's Asian American test-takers score slightly below their national counterparts. When considering ACT data for Minnesota, it appears that girls in Minnesota are substantially less college ready than boys.

❖ Only 28 percent of girls compared with 36 percent of boys meet the college readiness benchmarks in all four areas: English, Math, Reading, and Science (see Table 5.2).

Table 5.2. Percent of Minnesota Students Meeting ACT College Readiness Benchmarks (CRBs), by Gender and Race and Ethnicity, ACT, 2007

	English CRB	Math CRB	Reading CRB	Science CRB	Met All Four CRBs
All					
Female	80.0%	50.0%	63.0%	33.0%	28.0%
Male	76.0%	62.0%	61.0%	44.0%	36.0%
White					
Female	83.0%	53.0%	67.0%	35.0%	29.0%
Male	79.0%	65.0%	64.0%	47.0%	38.0%
African American					
Female	39.0%	14.0%	31.0%	6.0%	5.0%
Male	33.0%	18.0%	20.0%	7.0%	5.0%
Asian American					
Female	57.0%	35.0%	39.0%	18.0%	15.0%
Male	56.0%	52.0%	42.0%	31.0%	24.0%
Native American					
Female	53.0%	26.0%	40.0%	14.0%	8.0%
Male	53.0%	45.0%	46.0%	24.0%	17.0%
Hispanic					
Female	61.0%	33.0%	45.0%	18.0%	15.0%
Male	59.0%	42.0%	45.0%	24.0%	20.0%

NOTES: See the Methodology Appendix for information on how the ACT categorizes race and ethnicity. Source: ACT 2007.

Table 5.3. Mean SAT Scores, by Gender and Race and Ethnicity, College Board, 2006

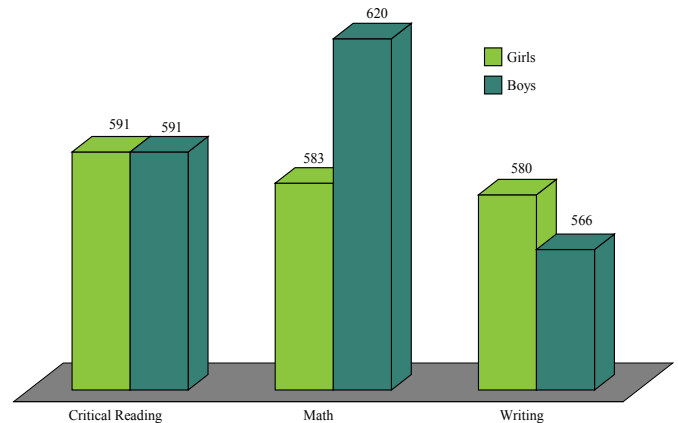
	Critical Reading		Math		Writing	
	Girls	Boys	Girls	Boys	Girls	Boys
White	597	599	586	627	585	572
African American	514	470	485	485	499	465
Asian American	554	541	610	630	556	540
American Indian	552	580	506	586	527	541
Mexican American	542	566	540	583	553	556
Other Hispanic	555	540	523	541	555	508

NOTES: See the Methodology Appendix for information on how the College Board categorizes race and ethnicity. Source: College Board 2006.

Girls across racial and ethnic groups are less likely than boys to be considered college ready in the areas of Mathematics and Science (Table 5.2). Girls of every racial and ethnic group are more likely than their male counterparts to be considered college ready in English, but only white and African American girls are more college ready than boys in reading.

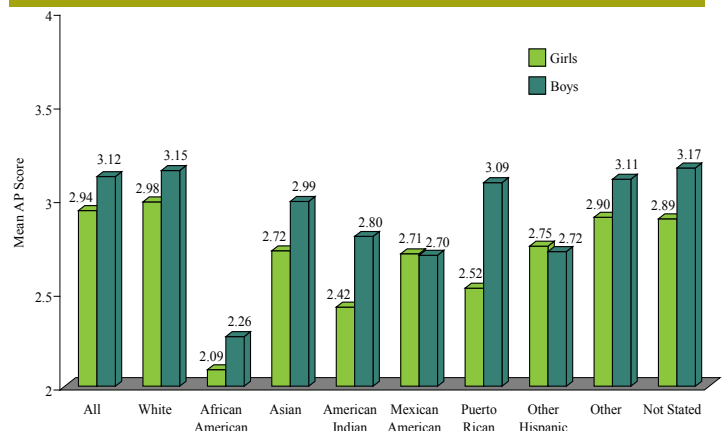
Mean SAT scores show a somewhat different picture of college readiness. As demonstrated in Figure 5.8, girls and boys in the state score equally well on Critical Reading, boys score higher in Math, and girls score higher in Writing. White girls and boys have the highest mean scores in Critical Reading and Writing while Asian Americans have the highest mean scores in Math. African American girls and boys score the lowest in all three areas (see Table 5.3). Except in the case of African Americans, girls in every racial and ethnic group are outperformed by boys in the area of Math and American Indian and Mexican American girls are outperformed by their male counterparts in all three test areas. For aspiring college students, ACT and SAT scores often act as a gatekeeper, influencing acceptance into a four-year institution and eligibility for financial aid.

Figure 5.8. Mean SAT Scores for Girls and Boys in Minnesota, College Board, 2006



SOURCE: The College Board 2006.

Figure 5.9. Mean Advanced Placement Scores, by Gender and Race and Ethnicity, College Board, 2006



NOTES: See the Methodology Appendix for information on how the College Board categorizes race and ethnicity. Source: College Board 2007. Compiled by the Institute for Women's Policy Research.

"My mom has told me she has made a lot of mistakes in her life. She doesn't want me to make those mistakes. Girls work to better themselves and that's [our greatest asset]."

Women's Foundation of Minnesota girlsBEST Fund program participant, age 18

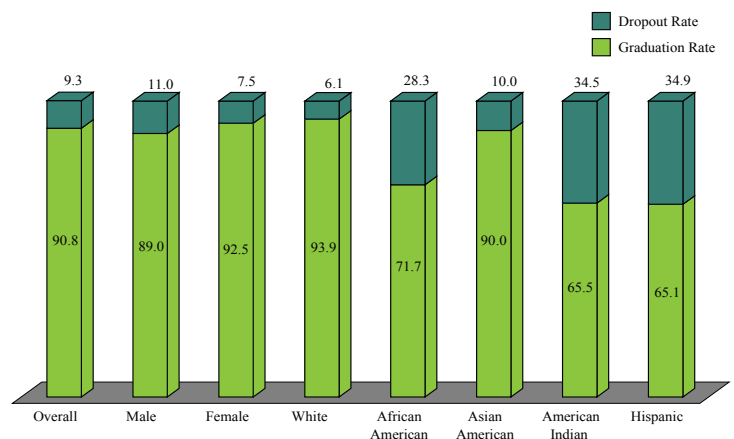
Another standardized measurement of college readiness is the Advanced Placement exam. Students who score well on these exams are often eligible to receive college credit or bypass lower level college course requirements. Girls in Minnesota have lower mean Advanced Placement exam scores than boys (2.94 compared with 3.12; see Figure 5.9). In fact, according to the College Board, boys of every racial and ethnic grouping that they consider, except Mexican American and Other Hispanic, have higher median scores than girls. White girls and boys in Minnesota have the highest mean scores and African American girls and boys have the lowest. Girls' lower achievement than boys on standardized tests contradict their higher achievement in terms of grades. Preparation for these tests and the tests themselves should be evaluated for gender neutrality.

Graduation

Girls are more likely to graduate from high school than boys, with 92.5 percent of girls and 89.0 percent of boys graduating in 2006 (Figure 5.10). White students had the highest graduation rates (93.9 percent), followed closely by Asian American students (90.0 percent).

Data from the Minnesota Department of Administration presented in Table 5.4 show that as of 2005, 90.9 percent of women and 89.2 percent of men aged 18 and older and 91.5 percent of women and 90.3 percent of men aged 25 and older attained at least a high school diploma. However, men are more likely to hold a college degree or more (28.7 percent of men aged 18 and older compared with 27.7 percent of women and 31.8 percent of men aged 25 and older compared with 29.7 percent of their female counterparts). The trend for women and men is changing, however. Among 25- to 34-year-olds, 39.4 percent of women have at least a college degree compared with 33.4 percent of men in that age range. Women aged 35 to 44 also are more likely than men to hold at least a college degree in their age range, although the difference is relatively small (35.1 percent versus 34.0 percent, respectively).

Figure 5.10. Public School Graduation and Dropout Rates, Minnesota Department of Education, 2006



SOURCE: Minnesota Department of Education 2007. Compiled by the Institute for Women's Policy Research.

Table 5.4. Educational Attainment of the Minnesota Household Population, by Age and Gender, Minnesota Department of Administration,* 2005

Age	Percent who are high school graduates or more			Percent who are college graduates or more		
	Total	Women	Men	Total	Women	Men
18 to 24	84.0%	86.3%	81.9%	10.8%	13.1%	8.6%
25 to 34	92.6%	93.6%	91.7%	36.4%	39.4%	33.4%
35 to 44	93.5%	94.3%	92.7%	34.5%	35.1%	34.0%
45 to 64	94.2%	94.8%	93.6%	31.1%	29.7%	32.6%
65 and older	78.3%	79.7%	76.4%	18.1%	13.5%	24.1%
18+	90.1%	90.9%	89.2%	28.2%	27.7%	28.7%
25+	90.9%	91.5%	90.3%	30.7%	29.7%	31.8%

*Based on the American Community Survey. SOURCE: McMurry 2006.

Women's Foundation of Minnesota GRANTEE HIGHLIGHT

Investing in Our Future

Teenage mothers have several layers of challenges when it comes to finishing school, going on to college, and becoming self-sufficient. Schools redirect them into alternative programs in order to avoid dealing with a pregnant student. Economic support programs, like the Minnesota Family Investment Program, prevent young women from pursuing a college degree because benefits time out, or last long enough to complete only a technical training program. These two issues impede young parents' success, yet federal and state economic support programs have been severely cut in the last several years. These disinvestments in our future have to be reversed.

— MOAPPP (Minnesota Organization on Adolescent Pregnancy, Parenting, and Prevention)

Aspirations and Plans for the Future

Future School Plans

The large majority of girls and boys surveyed report a desire to pursue higher education. Girls are especially eager to go to college and beyond, with 59.6 percent responding that they want to go to college and another 31.3 percent responding that they want to go to both college and graduate school (see Figure 5.11). Boys are also eager to pursue higher education, but are far more likely than girls to consider other options such as trade or vocational school. Fewer than half as many girls as boys (3.4 percent versus 8.0 percent) are looking to attend a trade or vocational school after high school.

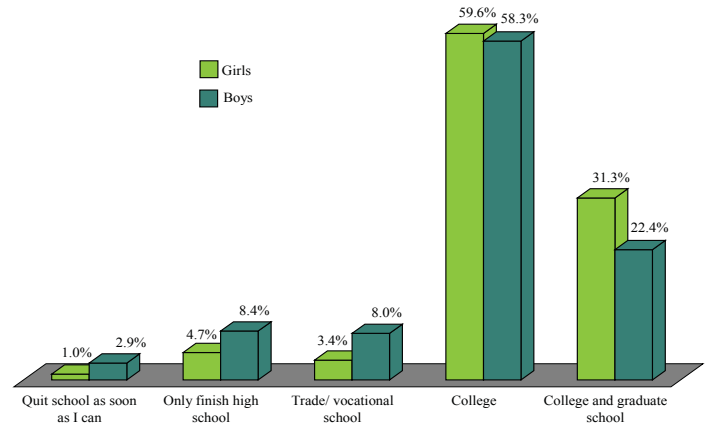
Breakdowns by race and ethnicity, however, show large differences in how girls and boys see their futures (see Figure 5.12). While only small percentages of girls and boys of each racial and ethnic group want to quit school, within some racial and ethnic groups a high percentage of girls and boys report that they plan to go no further than high school. Among girls, 12.7 percent of Hispanic girls and 10.9 percent of American Indian girls have no desire to pursue education after high school ends. In addition, girls of every racial and ethnic group are far less likely than their male counterparts to see trade or vocational school as a future option. Among girls, African American and Asian American girls are least likely to consider this type of education (1.7 and 1.8 percent, respectively), while white girls are the most likely (3.7 percent).

The patterns are different for girls and boys opting for college plans and beyond. White, American Indian, and Hispanic girls are all more likely than their male counterparts to want to attend college and college plus graduate school (see Figure 5.13). Interestingly, whereas American Indian girls are the second most likely to say they only wanted to finish high school, they are also the second most likely to say that they want to go to college (59.1 percent). African American and Asian American girls also are far more likely than their male counterparts to want both to go to both college and graduate school.

In Summary

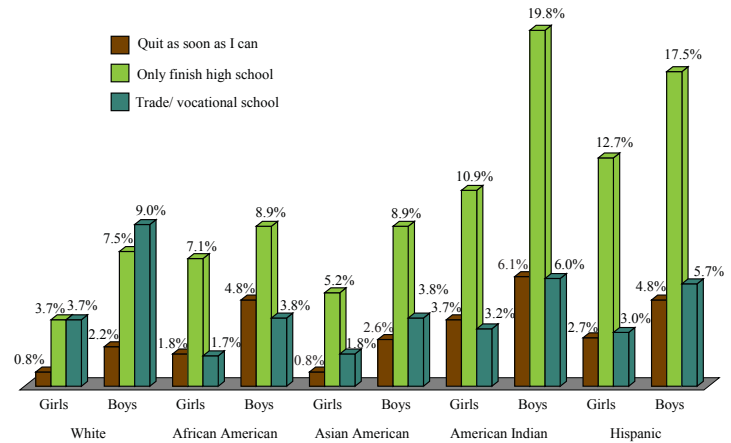
In Minnesota, girls report higher grades than boys, spend more time studying, report a more positive outlook on school, and hold higher aspirations for their educational futures than boys. They are, however, are less likely to be considered college-ready by standardized testing, with test scores in math and science that lag considerably behind boys' scores. The question remains, then, as to whether their hard work and interest in school will pay off in terms of their potential career paths and earnings later in life. Creating economic opportunities for girls in Minnesota will require addressing fairness for girls in the home, in school, and in the workplace.

Figure 5.11. Educational Aspirations among Girls and Boys, Minnesota Student Survey, 2004



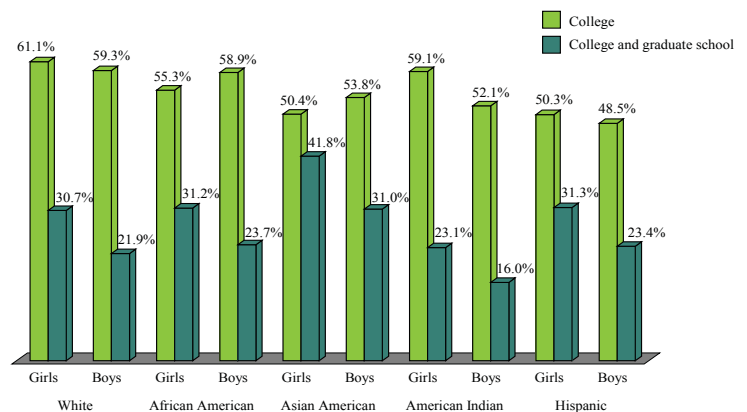
NOTES: Responses are for 6th, 9th, and 12th grade students combined.
Source: Minnesota Student Survey Interagency Team 2005.
Calculated by the Institute for Women's Policy Research.

Figure 5.12. Non-College Aspirations for Girls and Boys, by Race and Ethnicity, Minnesota Student Survey, 2004



NOTES: Responses are for 6th, 9th, and 12th grade students combined.
See the Methodology Appendix for information on how race and ethnicity are categorized in the Minnesota Student Survey.
Source: Minnesota Student Survey Interagency Team 2005.
Calculated by the Institute for Women's Policy Research.

Figure 5.13. College Plans and Beyond for Girls and Boys, by Race and Ethnicity, Minnesota Student Survey, 2004



NOTES: Responses are for 6th, 9th, and 12th grade students combined.
See the Methodology Appendix for information on how race and ethnicity are categorized in the Minnesota Student Survey.
Source: Minnesota Student Survey Interagency Team 2005.
Calculated by the Institute for Women's Policy Research.

"I have a big dream for myself. After college, I can see myself being a pediatrician. I love kids. I have siblings I have to take care of, even going to school and everything. I love helping people."

Women's Foundation of Minnesota girlsBEST Fund program participant, age 18

Recommendations for Change

1. Schools in Minnesota should address girls' lower standardized test scores, particularly in math and science, by combating gender stereotypes about these subjects and finding ways to make the learning environment more hospitable to girls. A first step could be conducting an evaluation of student preparation for standardized testing and the factors that hold girls back.

2. School and community programs can be developed and expanded to encourage girls to pursue math and science, starting with the very young. Programs should focus on showing girls the types of careers available in nontraditional fields for women, which not only offer economic security, but also the opportunity for careers at the forefront of new research, technological, and medical developments. These programs might include mentoring and hands-on activities as well as access to on-line resources.

3. Financial aid for higher education should be targeted at girls of color, whose disproportionate representation among the poor limits their access to further schooling. Expanding access for girls of color can help move them into better paying work and can help to reverse the depressed economic conditions that communities of color often experience

4. Improving the quality and flexibility of low-income parents' jobs will benefit girls by increasing both parents' time and financial resources available to the family. Guaranteed access to paid time off, such as paid sick leave for a dependents' illness, and paid vacation, would help parents spend time with their teens during key transitions or to attend to a child's school difficulties.

5. The survey data show that girls in Minnesota do not see vocational school or education in the trades as a potential career path. School career counselors should be guiding girls down paths that will lead to economic security and potential career growth. They should provide information about training for well-paying jobs, resources for pursuing higher education, and the types of fields that yield good pay.

6. Directing Workforce Investment Act funds to education and training programs that target women and people of color can help to improve the economic security of some of Minnesota's most disadvantaged populations. Workforce Development Boards in the state can also tailor job training to the needs of sectors that have better wage and professional growth and tailor services to the needs of specific communities (Wider Opportunities for Women 2006).

CHAPTER 6

Fostering Leadership and Confidence

EXPANDING WOMEN'S LEADERSHIP, POLITICAL participation, and political representation is crucial to ensuring that women enjoy equal influence in setting the agenda for public policy and social change. By voting, running for office, and taking advantage of other avenues for participation and leadership, women give voice to their particular concerns, experiences, and priorities. In 2008, however, women hold only 16 of the 100 seats in the U.S. Senate and 70 of 435 in the U.S. House (Center for American Women in Politics 2007). In the corporate world, the number of women who hold officer and board positions has actually fallen in recent years (Catalyst 2007). Within the Fortune 500 companies, women hold just 16 percent of corporate officer positions and 15 percent of board seats. Women still hold fewer leadership positions than men in the nonprofit sector as well (Lipman 2006). Though women account for 57 percent of the top executive positions in nonprofit groups with budgets of \$1 million or less, they hold just 36 percent of these positions in larger organizations (Lipman 2006).

Minnesota is fifth in the nation for its share of women in the state's legislature (women are approximately 40 percent of the state senate and 32 percent of the state house) and is also one of the few states with a female lieutenant governor, attorney general, state auditor (Center for American Women in Politics 2008).

Research on youth development and political participation suggests that providing young people with opportunities for direct access to political figures and for shaping decisions about policies affecting their lives can combat the political disengagement that many feel (see Gibson 2001; Mohamed and Wheeler 2001; Calvert, Zeldin, and Weisenbach 2002). Programs that provide positive, efficacy-building, and skill-enhancing experiences to diverse young people may help encourage them to seek out leadership positions both as young people and later in life.

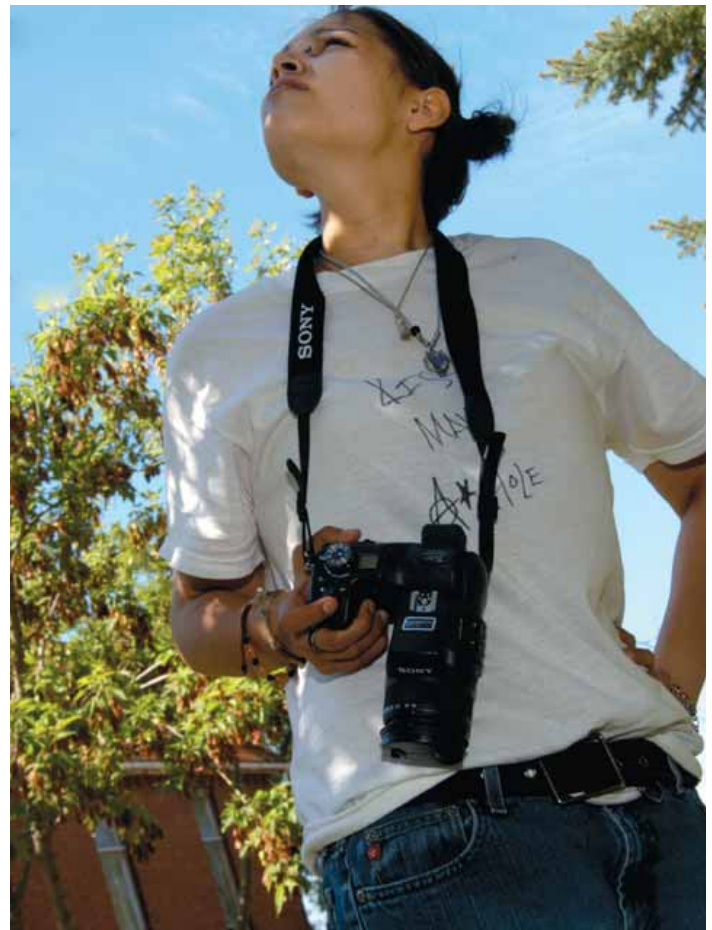
Building Confidence in Girls through Education and Sports

Title IX

Girls growing up in Minnesota and the nation as a whole today have more opportunities and greater encouragement to participate in athletics than any previous generation of women has ever had. Over the past

"We need to change the economic reality of women now, but in order to be successful, we must start with girls."

Women's Foundation of Minnesota girlsBEST Fund Focus Group Participant.



Sisters in Leadership (Ogichidaakweg) empowers Native American girls in Cass, Kego and S lakes on the Leech Lake Reservation and Nett Lake on the Bois Forte Nation Reservation to build artistic skills in digital photography and videography. The nonprofit is a Women's Foundation grantee.

35 years, the explosion of women in college and sports can be largely attributed to the passage of Title IX of the Educational Amendments of 1972, which prohibits sex discrimination in any educational program or activity at educational institutions receiving federal funds.

Since Title IX went into effect, studies have shown the importance of athletic and educational opportunities for girls. For example, research has found that



Asian Media Access' "What About Us?" (Minneapolis) is a girl-led public awareness campaign denouncing sexism and celebrating the value of girls in the Asian American, Pacific Islander and Hmong communities. The nonprofit is a Women's Foundation grantee.

Women's Foundation of Minnesota: girlsBEST Fund

In 2002, the Women's Foundation of Minnesota launched girlsBEST (girls Building Economic Success Together) Fund, a grantmaking and public awareness initiative to build the economic power of girls, ages 10-18. The girlsBEST Fund is one of the first philanthropic initiatives of its kind in the nation. Specifically, girlsBEST programs are designed to strengthen girls' self-esteem, build girls' aspirations for the future, provide academic enrichment and college preparation, offer business and entrepreneurial skill-building, and build leadership and encourage activism on behalf of equality for women and girls.

Grants go to girl-driven programs that have the support and involvement of women, mentors, community organizations, schools and other organizations serving women and girls, with priority given to underrepresented and underserved girls and communities. The girlsBEST Fund achieved significant success, particularly in creating model programs that develop girls' self-esteem, self-confidence and high aspirations for the future. In turn, girls participating in these programs are now exercising leadership in their schools and communities, making the community a better place for girls and women.

Four key program components of the girlsBEST Fund have been recognized as notable practices, including:

- **Mentoring.** Mentoring and supporting girls to build their confidence and self-esteem.
- **Cultural Awareness.** Providing girls with a strong focus on cultural awareness, identity, and appreciation, particularly among girls of color.
- **Leadership.** Developing girls' leadership, primarily through hands-on experience.
- **Outreach.** Outreach to younger, underserved and underrepresented girls.

adolescents' involvement in athletics has an impact on their participation in other activities that require competition and leadership, and that athletes possess better leadership qualities than do non-athletes (Dobosz and Beaty 1999). Other research points to the positive impact of sport participation on self-esteem in girls and boys by enhancing their feelings of peer acceptance and self worth (Daniels and Leaper 2006). Athletics, then, may be seen as an important avenue to leadership opportunities for girls, who are able to build their confidence, self-esteem, and assertiveness through sports. Likewise, because of Title IX, women have seen tremendous achievements in terms of their prevalence in colleges and universities and in fields like biology, medicine, health, business and management, and law (Dey and Hill 2007).

Despite the tremendous gains achieved through Title IX, girls still lack the opportunities and encouragement needed to pursue non-traditional roles in higher education (Vanderslice and Litsch 1998). Girls continue to face systematic biases in our school systems related to socialization, stereotyping, and limited opportunities for professional development. Title IX legislation stops short of redressing these broader inequalities in the schooling process, and has done little to ameliorate the effects of poverty and racism on the education system, which place additional burdens on low-income girls and girls of color (Vanderslice and Lisch 1998; Flansburg and Hanson 1993).

Basic institutional structures remain unchanged and there is a wide variation in perceptions of what compliance with Title IX means and how successful institutions have been in achieving reform (Flansburg and Hanson 1993). It is estimated that 80 percent or more of colleges and universities are in non-compliance and financial data for secondary schools are still unavailable, yet no institution has ever lost federal funding for violating Title IX (Women's Sports Foundation 2008). Although institutions have been forced to pay damages and attorney fees in cases brought before the court, the Office for Civil Rights holds that it does not have sufficient resources to fully enforce the legislation (Women's Sports Foundation 2008). The advancement of professional and vocational development for girls will require greater emphasis and enforcement of all aspects of Title IX.

A report by the Minnesota State Office of the Attorney General (1998) presents data on changes in female participation in athletics over time in the state's secondary schools. It finds that from 1989-90, 69 percent of schools with data offered fewer sports for girls than boys. From 1990-96, 53 percent offered

fewer sports, 35 percent offered the same number, and 12 percent offered more sports for girls than boys. Despite the noted progress in girls' access to sports programs, the report highlights some areas of concern, including incomplete, incorrect, and underutilized data from schools, infrequent surveying of students' sports interests, and limited cooperation on the part of local school districts with the state Department of Education (Minnesota State Office of the Attorney General 1998).

In Summary

Minnesota's girls deserve opportunities to build their sense of agency and confidence in their ability to lead and change their communities. Minnesota can expand leadership among girls and women in the state by fostering confidence and voice among its girls. Youth development programs should provide mentorship and role-modeling, and skill-building, to provide girls with the type of positive reinforcement and support that they need to overcome the challenges they face.

Recommendations for Change

1. Minnesotans should invest in a leadership pipeline for girls by expanding programs like girlsBEST that offer girls and youth of color opportunities for skill-building, leadership training, and mentorship.
2. Investments in quality, comprehensive after-school programs, sports, and other positive activities for girls will help provide girls with safe, confidence-building environments.
3. State and local governments can create internship opportunities for girls, particularly those from underrepresented groups, to give them exposure to decision-making processes.
4. Other service-learning opportunities would provide girls with experiences that build their skills and confidence and sense of civic responsibility.
5. Schools and districts in Minnesota should be in full compliance with Title IX reporting policies and regulations.
6. In keeping with the spirit of Title IX, schools and districts should put forth efforts to bring diverse female role models into the education system, as coaches, heads of schools, math and science teachers, etc.

CONCLUSION

Moving Girls Forward

MOVING MINNESOTA'S GIRLS FORWARD AND building their chances for future success is critical not only to their own lives, but to communities all across the state. Just as girls' challenges are shared obstacles that impede Minnesota from reaching its full potential, girls' triumphs are shared successes, as they bring their experiences to bear on their adulthood and the nurturing of their own families and communities. Creating an environment that nurtures girls to be confident, competent, and capable, and that is ripe with opportunities for economic independence, career growth, and leadership, benefits not only girls, but every Minnesotan. Progressive policy, continued advocacy, and increased philanthropy, as well as mentorship and community support, will be key to ensuring that girls continue moving forward.



The Science Center at Maltby Nature Preserve (Randolph) engages girls (ages 10-18) in authentic science. Professional female scientists serve as mentors as girls develop social, leadership, and teamwork skills. The nonprofit is a Women's Foundation grantee.

METHODOLOGY APPENDIX

2004 Minnesota Student Survey

The 2004 Minnesota Student Survey is a pen-and-paper questionnaire that asks 6th, 9th, and 12th grade students about their activities, opinions, and behaviors. Participation in the survey is voluntary, confidential, and anonymous. The 2004 Survey dataset was provided by the Minnesota Student Survey Interagency Team (which includes the Departments of Education, Health, Human Services, Public Safety, and Corrections) and contains data for 6th, 9th, and 12th grade girls and boys in public schools, charter schools, and tribal schools throughout the state. The dataset did not include girls and boys in alternative schools or juvenile centers. The Interagency Team administers the survey to every 6th, 9th, and 12th grade student in a participating district and who has parental permission. The 2004 survey reached 77 percent of the state's 6th graders, 73 percent of its 9th graders, and 49 percent of its 12th graders in participating public, charter, and tribal schools. The overall participation rate for all three grade levels was 66 percent. The Interagency Team does not weight the data nor do they provide a weighting variable in the dataset, treating the survey as a census of 6th, 9th, and 12th graders rather than a sample.

Students are asked to indicate their race/ethnicity by answering the question, "How do you describe yourself? (*If more than one describes you, mark all that apply*)." The response options provided are "American Indian; Black, African, or African American; Mexican American or Chicano/Chicana; Puerto Rican or other Latin American; Asian American or Pacific Islander (including Cambodian, Hmong, Korean, Laotian, Vietnamese); White; I don't know." In the MSS 2004 dataset the two ethnicity options "Mexican American or Chicano/Chicana" and "Puerto Rican or other Latin American" were combined into one "Hispanic or Latino" variable. All other race categories appear in the dataset as they do on the survey. In this report, IWPR uses the terms African American, Asian American, American Indian, and Hispanic when describing student survey data for the sake of simplicity. Source: Minnesota Student Survey Interagency Team 2005.

Minnesota Department of Education

IWPR collected data on statewide public school dropout and graduation rates from the Minnesota Department of Education (MN DOE) for the year 2006. The MN DOE uses the Adequate Yearly Progress or AYP rate, which creates a cohort group by identifying students who graduate in 2006 plus students who dropped out as 9th graders in 2003, 10th graders in 2004, 11th graders in 2005, and 12th graders in 2006. The total number of graduating students in 2006 is divided by the cohort group (graduating students plus dropouts between 2003 and 2006). Source: Minnesota Department of Education 2007.

Minnesota Department of Health

IWPR drew upon data from the Minnesota Department of Health for a number of indicators of girls' health status.

Health Insurance Coverage and Type

The Minnesota Department of Health provided IWPR with data tables on uninsurance rates by age and types of health insurance coverage for children by family income level in 2001 and 2004. These data are derived from the 2001 and 2004 Minnesota Health Access Surveys. Source: Minnesota Department of Health 2007a.

Abortion Data

Abortion data are from the Minnesota Department of Health and are based on data submitted by facilities and physicians who perform abortions in Minnesota. Facilities and clinics may submit a "Report of Induced Abortion" form on behalf of physicians who practice or physicians may submit reports independently. Abortion percentages were calculated by IWPR based on abortion numbers reported in the *Induced Abortions in Minnesota January–December 2005: Report to the Legislature*. Source: Minnesota Department of Health 2006.

Pregnancy and Birth Rates

IWPR compiled figures on pregnancy rates by race and ethnicity from the Minnesota Organization on Adolescent Pregnancy, Prevention, and Parenting (2006), teen birth rates for Minnesota and the United States from the Centers for Disease Control and Prevention (2007), and teen birth rates by race and ethnicity from the Minnesota Department of Health 2004 and 2007. Sources: Minnesota Organization on Adolescent Pregnancy, Prevention, and Parenting 2006; Martin et al. 2007; and Minnesota Department of Health 2004 and 2007.

College Board

Mean Advanced Placement (AP) scores at the state level were aggregated by the College Board from individual-level data for tests taken in May 2006. The means are available by grade level, race/ethnicity, and gender.

IWPR used mean SAT scores reported by gender, race, and ethnicity from the 2006 *College-Bound Seniors State Profile Report: Minnesota* published by the College Board. This report presents data for high school graduates in 2006. Regardless of how often they have tested, students are counted only once and their latest scores and most recent SAT Questionnaire responses are included. Since the college-bound population is relatively stable and the accuracy of self-reported information has been documented, the data are considered highly accurate.

When test-takers register for the SAT, they complete an optional registration form called the SAT Questionnaire. This questionnaire asks students to indicate their ethnic group membership. The groupings provided for this question are American Indian or Alaskan Native; Asian, Asian American, or Pacific Islander; African American or Black; Mexican or Mexican American; Puerto Rican; Latin American, South American, Central American, or other Hispanic or Latino; White; and Other. A small percentage of students indicate "Other" or do not provide a response. Source: College Board 2006 and 2007.

ACT

Data on the percent of students meeting ACT College Readiness Benchmarks are for the year 2007 and were sent to IWPR electronically by ACT, Inc. Data on composite ACT scores are derived from the *ACT High School Profile Report for the Minnesota: The Graduating Class of 2006*. ACT defines benchmark

scores in each subject tested as the minimum score needed to have a 75 percent chance of obtaining a C or higher in corresponding credit-bearing college courses.

During registration for the ACT, students are asked to indicate a racial and/or ethnic category that best describes them. Students can choose from the following categories: African American/Black; American Indian/Alaska Native; Caucasian American/White; Asian American/Pacific Islander; Mexican American/Chicano; Puerto Rican/Other Hispanic; Multiracial; I Prefer Not to Respond; or Other. When the data are compiled by ACT into reports such as their High School Profile reports, students indicating Mexican American/Chicano and Puerto Rican/Other Hispanic are aggregated into the category "Hispanic." Students who indicate a race/ethnicity of multiracial, prefer not to respond, chose the "Other" category, or do not respond at all are aggregated into a category called "Other/Missing." Source: ACT, Inc. 2006 and 2007.

American Community Survey Data

IWPR used the 2005 American Community Survey (ACS) data published by the Census Bureau, to provide demographic and economic information on children and families in Minnesota disaggregated by race and ethnicity and disaggregated by county.

Statewide Demographic Data

Statewide demographic information on the number and proportion of youths by age and families by family type in Minnesota includes data for non-Hispanic whites, African Americans, Asian Americans, American Indians, and Hispanics. Hispanics, though reported separately, may be of any race except white (which we label white, non-Hispanic).

Statewide Economic Data

Data on poverty rates by age and race/ethnicity and poverty rates for families by family type and race/ethnicity include the racial and ethnic groups non-Hispanic whites, African Americans, Asian Americans, American Indians, and Hispanics. Hispanics may be of any race except white.

Statewide data on median family income by family type and race/ethnicity and households paying 30 percent or more of income on housing by race/ethnicity were derived from the American Community Survey's Selected Population Profiles. Due to small sample sizes, the Selected Population Profiles do not offer data on American Indians for these indicators.

County Demographic and Economic Data

The ACS reports data for 13 counties in Minnesota, including Anoka, Carver, Dakota, Hennepin, Olmsted, Ramsey, St. Louis, Scott, Sherburne, Stearns, Washington, and Wright. County level data were not further disaggregated by race and ethnicity due to small sample sizes.

The ACS, as any other survey, is subject to statistical error. In some cases, differences between counties are large enough that they are likely to be statistically significant. That is, they are unlikely to have happened

by chance and probably represent a true difference between the counties. In other cases, these differences are too small to be statistically significant and are likely to have occurred by chance. IWPR did not calculate or report measures of statistical significance for this report. Generally, the larger a difference between two values (for any given sample size or distribution), the more likely it is that the difference will be statistically significant. Source: U.S. Department of Commerce, Bureau of the Census 2006a.

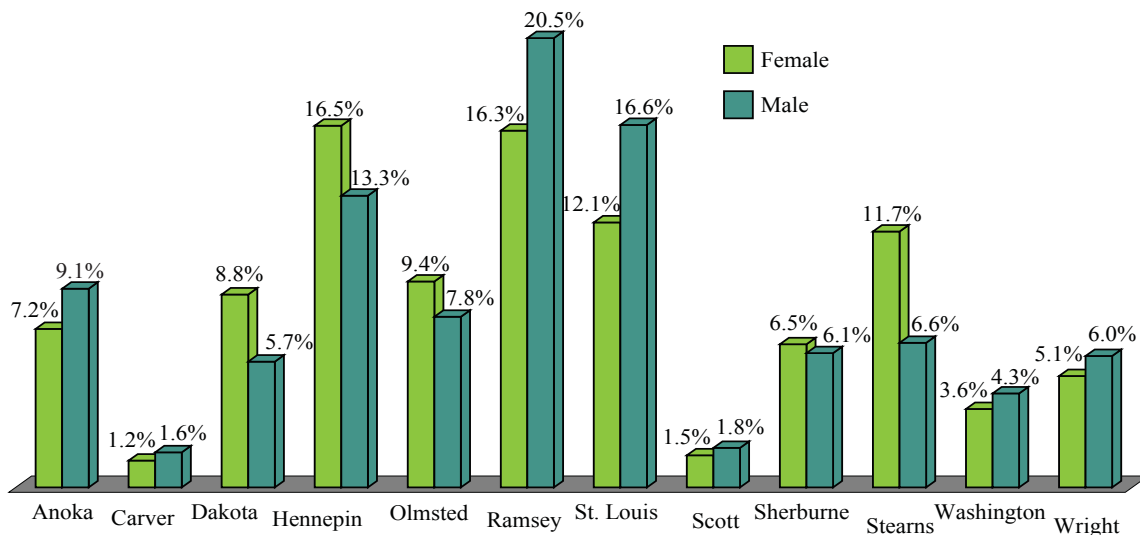
APPENDIX FIGURES, MAPS, AND TABLES

Appendix Table 1.1. Number of Youth in Minnesota and the United States, by Gender and Race and Ethnicity, American Community Survey, 2005

Age			All	White, non-Hispanic	African American	American Indian	Asian American	Some other race	Two or more races	Hispanic
Girls	5 to 9 years	Minnesota	156,780	120,923	10,819	2,125	7,725	4,726	5,683	10,425
		United States	9,567,062	5,477,003	1,398,525	89,788	387,749	774,197	375,128	1,943,016
	10 to 14 years	Minnesota	169,376	137,944	9,824	1,900	7,487	2,417	4,994	7,693
		United States	10,125,910	5,986,605	1,563,568	99,489	378,550	751,841	339,092	1,863,134
	15 to 17 years	Minnesota	107,409	88,876	5,869	1,615	4,134	1,761	3,127	4,054
		United States	6,136,448	3,773,293	936,814	62,739	225,965	429,563	178,968	1,011,190
5 to 17	Minnesota	433,565	347,743	26,512	5,640	19,346	8,904	13,804	22,172	
	United States	25,829,420	15,236,901	3,898,907	252,016	992,264	1,955,601	893,188	4,817,340	
Boys	5 to 9 years	Minnesota	166,352	129,223	10,609	2,961	8,103	4,765	6,216	9,873
		United States	9,945,226	5,749,031	1,414,065	93,060	393,134	803,951	400,924	2,011,121
	10 to 14 years	Minnesota	177,393	143,940	9,068	2,753	8,961	3,174	5,639	7,974
		United States	10,674,272	6,345,458	1,621,335	110,925	394,624	805,708	343,309	1,958,997
	15 to 17 years	Minnesota	112,206	92,898	5,452	2,120	4,743	1,603	2,663	4,300
		United States	6,415,594	3,969,133	948,927	59,554	242,891	452,887	178,053	1,062,331
5 to 17	Minnesota	455,951	366,061	25,129	7,834	21,807	9,542	14,518	22,147	
	United States	27,035,092	16,063,622	3,984,327	263,539	1,030,649	2,062,546	922,286	5,032,449	
Total Population (All Ages)		Minnesota	4,989,848	4,301,409	205,160	53,573	177,645	87,512	73,458	181,959
		United States	288,378,137	192,615,561	16,202,981	2,357,544	12,471,815	17,298,601	5,557,184	41,870,703

NOTES: Numbers for all children in each age range are not equal the sum of children by race and ethnicity because Hispanics may be of any race or two or more races. See the Methodology Appendix for information on how race and ethnicity are categorized in the Census Bureau's American Community Survey. Source: U.S. Department of Commerce, Bureau of the Census 2006.

Appendix Figure 1.1. Poverty Among Girls and Boys Under 18 in Minnesota by Selected Counties, American Community Survey, 2005



NOTES: The American Community Survey provides county-level data only for counties with populations of 60,000 or more. Source: U.S. Department of Commerce, Bureau of the Census 2006. Calculated by the Institute for Women's Policy Research.

Appendix Table 1.2. Number of Youth, by Gender and Age, in Selected Minnesota Counties, American Community Survey, 2005

	Total Population	GIRLS				BOYS			
		5 to 9	10 to 14	15 to 17	5 to 17	5 to 9	10 to 14	15 to 17	5 to 17
Anoka	320,803	10,519	12,726	7,473	30,718	11,906	13,410	7,440	32,756
Carver	83,783	3,821	2,616	1,999	8,436	3,799	3,009	2,039	8,847
Dakota	381,267	12,034	16,155	9,201	37,390	13,721	15,724	8,974	38,419
Hennepin	1,089,910	34,073	33,514	20,626	88,213	35,990	34,712	22,100	92,802
Olmsted	132,116	4,175	5,218	2,836	12,229	3,732	5,564	2,675	11,971
Ramsey	476,715	15,681	15,688	9,807	41,176	17,660	16,405	10,529	44,594
St. Louis	186,225	4,621	5,197	3,680	13,498	6,039	4,998	3,685	14,722
Scott	118,822	5,405	3,873	2,479	11,757	3,825	5,385	3,161	12,371
Sherburne	80,003	2,790	3,153	1,884	7,827	3,372	2,682	1,859	7,913
Stearns	135,253	3,801	4,784	2,759	11,344	3,746	4,611	2,878	11,235
Washington	217,021	8,517	8,319	4,728	21,564	9,181	7,705	5,176	22,062
Wright	109,836	3,989	3,989	2,815	10,793	4,232	4,183	2,839	11,254

NOTES: The American Community Survey provides county-level data only for counties with populations of 60,000 or more.
Source: U.S. Department of Commerce, Bureau of the Census 2006.

Appendix Table 1.3. Median Family Income by Family Type in Minnesota and the United States, by Race and Ethnicity, American Community Survey, 2005

	All Families		Married Couple		Male-Headed		Female-Headed	
	Minnesota	United States	Minnesota	United States	Minnesota	United States	Minnesota	United States
All	\$63,998	\$55,832	\$72,029	\$66,050	\$43,929	\$40,277	\$31,621	\$27,525
White, non-Hispanic	\$66,575	\$62,300	\$73,144	\$69,695	\$47,819	\$44,060	\$35,478	\$32,234
African American	\$27,609	\$36,075	\$50,840	\$57,705	\$22,978	\$32,374	\$20,265	\$22,612
Asian American	\$57,490	\$69,159	\$64,414	\$75,700	\$35,882	\$52,464	\$28,235	\$41,168
Hispanic	\$37,215	\$37,387	\$52,056	\$45,231	\$26,937	\$33,976	\$23,791	\$22,098

NOTES: In this table, families include those with or without children. The American Community Survey does not provide tables on family income by both race/ethnicity and presence of children.
See the Methodology Appendix for information on how race and ethnicity are categorized in the Census Bureau's American Community Survey. Data for American Indian families were unavailable due to small sample sizes.
Source: U.S. Department of Commerce, Bureau of the Census 2006.

Appendix Table 1.5. Proportion of Households in Minnesota and the United States that Pay 30 Percent or More of their Income on Housing, American Community Survey, 2005

	Percent of Owners		Percent of Renters	
	Minnesota	United States	Minnesota	United States
All	26.0%	28.3%	44.8%	45.7%
White, non-Hispanic	25.2%	25.4%	42.5%	41.6%
African American	50.9%	39.5%	59.5%	52.8%
Asian American	35.8%	37.5%	41.1%	42.8%
Hispanic	39.5%	42.3%	52.9%	52.4%

NOTES: See the Methodology Appendix for information on how race and ethnicity are categorized in the Census Bureau's American Community Survey. Data for American Indian Households were unavailable due to small sample sizes.
Source: U.S. Department of Commerce, Bureau of the Census 2006.

Appendix Table 1.4. Median Family Income for Families with Own Children by Family Type in Selected Minnesota Counties, American Community Survey, 2005

	All Families with Children Under 18	Married Couple Families with Children Under 18	Male Headed Families with Children Under 18	Female Headed Families with Children Under 18
Anoka	\$70,900	\$83,300	\$39,900	\$36,400
Carver	\$83,000	\$96,600	\$66,500	\$35,200
Dakota	\$78,400	\$93,600	\$49,800	\$34,300
Hennepin	\$74,200	\$91,100	\$41,900	\$27,000
Olmsted	\$71,600	\$83,700	\$49,500	\$37,900
Ramsey	\$65,000	\$78,200	\$33,300	\$25,300
St. Louis	\$52,300	\$68,900	\$42,300	\$16,000
Scott	\$86,400	\$92,500	\$54,500	\$44,400
Sherburne	\$68,900	\$79,700	\$36,900	\$22,500
Stearns	\$57,200	\$66,500	\$31,200	\$25,900
Washington	\$83,600	\$94,200	\$60,400	\$44,000
Wright	\$69,500	\$78,600	\$43,500	\$33,500

NOTES: The American Community Survey provides county-level data only for counties with populations of 60,000 or more.
Source: U.S. Department of Commerce, Bureau of the Census 2006.

Appendix Table 1.6. Proportion of Households in Selected Minnesota Counties that Pay 30 Percent or More of their Income on Housing, American Community Survey, 2005

County	Percent of Owners	Percent of Renters
Anoka	27.9%	48.1%
Carver	25.8%	30.3%
Dakota	28.0%	47.6%
Hennepin	29.2%	48.1%
Olmsted	19.8%	42.4%
Ramsey	28.7%	48.7%
St. Louis	21.2%	51.9%
Scott	26.1%	39.2%
Sherburne	33.9%	42.5%
Stearns	26.9%	42.2%
Washington	25.1%	47.7%
Wright	30.5%	46.9%

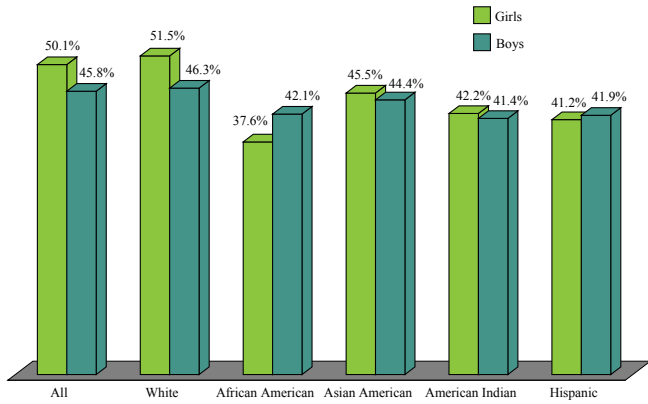
NOTES: The American Community Survey provides county-level data only for counties with populations of 60,000 or more.
Source: U.S. Department of Commerce, Bureau of the Census 2006.

Appendix Table 2.1. Daily Cigarette Use, by Gender and County, Minnesota Student Survey, 2004

Cigarette Use Frequency															
County	Female							County	Male						
	Never	Less than 1 a day	1-5 a Day	Half Pack a Day	Pack a Day	1 1/2 Packs a Day	2 Packs a Day		Never	Less than 1 a day	1-5 a Day	Half Pack a Day	Pack a Day	1 1/2 Packs a Day	2 Packs a Day
KOOCHICHING	70.9%	8.5%	12.1%	3.6%	3.0%	1.2%	0.6%	YELLOW							
BELTRAMI	71.1%	12.8%	10.7%	3.9%	1.0%	0.4%	0.2%	MEDICINE	72.6%	10.4%	7.5%	5.0%	3.0%	1.0%	0.5%
HUBBARD	73.9%	7.7%	10.8%	4.1%	3.2%	0.0%	0.5%	BIG STONE	74.0%	3.8%	9.6%	6.7%	4.8%	0.0%	1.0%
MORRISON	75.5%	7.6%	12.0%	3.2%	1.6%	0.0%	0.0%	MORRISON	74.1%	9.6%	5.0%	4.6%	3.8%	1.7%	1.3%
PINE	76.6%	7.3%	9.0%	4.8%	1.7%	0.3%	0.3%	MURRAY	75.4%	4.3%	13.8%	4.3%	1.4%	0.0%	0.7%
HOUSTON	76.7%	10.9%	9.1%	2.7%	0.6%	0.0%	0.0%	LINCOLN	77.1%	10.2%	9.3%	1.7%	1.7%	0.0%	0.0%
ROSEAU	77.0%	9.4%	9.4%	3.9%	0.3%	0.0%	0.0%	RENNVILLE	77.3%	7.3%	5.3%	6.0%	2.7%	0.7%	0.7%
SIBLEY	77.9%	9.1%	6.9%	3.5%	1.7%	0.9%	0.0%	BELTRAMI	77.8%	6.9%	6.7%	4.9%	1.5%	1.3%	0.9%
BROWN	78.0%	8.4%	8.7%	3.7%	1.0%	0.3%	0.0%	PIPESTONE	77.9%	3.4%	6.7%	6.7%	2.0%	2.0%	1.3%
YELLOW								CASS	79.5%	5.4%	8.0%	2.7%	2.7%	0.4%	1.3%
MEDICINE	78.0%	7.1%	7.1%	5.5%	0.5%	1.6%	0.0%	LYON							
BIG STONE	78.1%	5.2%	13.5%	2.1%	0.0%	0.0%	1.0%	PINE	80.2%	6.4%	7.5%	3.4%	2.0%	0.6%	0.0%
WASECA	78.3%	9.7%	7.9%	3.4%	0.7%	0.0%	0.0%	POLK	80.5%	8.8%	4.3%	3.7%	1.6%	0.3%	0.8%
CASS	78.4%	8.3%	11.5%	1.4%	0.4%	0.0%	0.0%	WADENA	80.7%	9.3%	4.7%	2.3%	2.0%	0.0%	1.0%
AITKIN	79.0%	6.0%	7.8%	4.2%	1.8%	0.6%	0.6%	BECKER	80.8%	6.4%	4.4%	2.7%	2.7%	0.7%	2.2%
TODD	80.4%	7.9%	6.9%	1.5%	2.5%	0.5%	0.2%	STEVENS	81.0%	9.1%	5.0%	2.5%	2.5%	0.0%	0.0%
CARLTON	80.8%	5.9%	7.9%	2.8%	1.8%	0.6%	0.2%	WASECA	81.2%	8.6%	4.1%	4.1%	2.1%	0.0%	0.0%
MILLE LACS	80.8%	5.7%	5.5%	5.3%	2.2%	0.5%	0.0%	BROWN	81.6%	7.4%	6.5%	2.3%	2.0%	0.0%	0.3%
ISANTI	81.0%	7.7%	6.9%	2.2%	1.4%	0.6%	0.2%	WATONWAN	81.9%	5.9%	5.9%	0.5%	3.7%	1.6%	0.5%
MARTIN	81.2%	9.7%	5.8%	2.2%	0.7%	0.0%	0.4%	WABASHA	82.1%	6.0%	5.6%	2.9%	1.7%	0.2%	1.4%
MEEKER	81.3%	7.7%	6.5%	3.1%	0.9%	0.4%	0.2%	AITKIN	82.2%	8.1%	4.9%	1.1%	1.6%	0.5%	1.6%
RENNVILLE	81.3%	7.5%	6.4%	1.6%	2.7%	0.5%	0.0%	LESUEUR	82.2%	5.9%	5.4%	2.0%	2.5%	0.8%	1.1%
MCLEOD	81.5%	7.4%	7.3%	2.3%	1.1%	0.4%	0.0%	HUBBARD	82.4%	4.7%	3.9%	3.1%	2.7%	2.4%	0.8%
FARIBAULT	81.7%	8.3%	5.0%	1.3%	2.1%	1.7%	0.0%	MILLE LACS	82.5%	3.4%	5.3%	4.6%	1.9%	0.5%	1.8%
MURRAY	81.9%	3.4%	8.7%	4.7%	1.3%	0.0%	0.0%	ROSEAU	82.7%	8.8%	4.8%	2.3%	0.3%	0.3%	0.9%
WABASHA	82.1%	6.8%	6.5%	2.9%	1.5%	0.0%	0.2%	WILKIN	82.8%	7.8%	4.7%	1.6%	1.6%	0.8%	0.8%
LESUEUR	82.4%	5.2%	8.8%	1.7%	1.4%	0.2%	0.2%	MARSHALL	83.0%	8.2%	4.1%	2.7%	1.4%	0.7%	0.0%
ITASCA	82.6%	5.7%	5.3%	2.9%	2.6%	0.7%	0.2%	SIBLEY	83.1%	3.7%	6.2%	5.0%	1.7%	0.4%	0.0%
FILLMORE	83.2%	7.7%	5.8%	2.4%	0.5%	0.0%	0.5%	MEEKER	83.3%	6.4%	4.0%	2.8%	2.6%	0.5%	0.5%
WATONWAN	83.3%	5.9%	6.8%	2.3%	1.8%	0.0%	0.0%	FARIBAULT	84.0%	3.9%	6.5%	2.2%	2.2%	0.4%	0.9%
LAC QUI PARLE	83.4%	6.2%	5.2%	2.6%	2.1%	0.5%	0.0%	ITASCA	84.3%	7.3%	3.2%	2.2%	1.9%	0.6%	0.4%
PIPESTONE	83.4%	3.8%	6.4%	5.1%	1.3%	0.0%	0.0%	BENTON	84.6%	4.8%	5.4%	3.9%	0.7%	0.0%	0.7%
RICE	83.4%	7.6%	4.9%	2.3%	0.8%	0.7%	0.3%	BLUE EARTH	84.6%	5.3%	4.4%	3.4%	1.2%	0.6%	0.5%
ST. LOUIS	83.4%	7.4%	5.2%	1.9%	1.8%	0.3%	0.0%	OTTER TAIL	84.6%	4.9%	4.4%	3.3%	1.3%	0.6%	0.9%
MOWER	83.5%	6.8%	4.6%	3.0%	1.4%	0.2%	0.6%	GRANT	84.7%	5.1%	4.1%	2.0%	4.1%	0.0%	0.0%
SCOTT	83.6%	8.2%	4.5%	2.6%	0.9%	0.2%	0.1%	LAC QUI PARLE	84.7%	3.4%	5.1%	3.4%	2.3%	0.6%	0.6%
WRIGHT	84.0%	7.6%	4.7%	2.3%	1.0%	0.1%	0.1%	STEARNS	84.7%	5.5%	4.5%	2.8%	2.0%	0.3%	0.3%
MARSHALL	84.1%	6.3%	7.1%	0.8%	1.6%	0.0%	0.0%	DODGE	84.8%	6.7%	4.0%	3.4%	0.7%	0.0%	0.3%
RED LAKE	84.1%	7.2%	2.9%	4.3%	0.0%	0.0%	1.4%	SCOTT	85.0%	5.0%	5.1%	2.7%	1.5%	0.2%	0.5%
COTTONWOOD	84.2%	7.3%	6.6%	1.5%	0.4%	0.0%	0.0%	COTTONWOOD	85.1%	5.0%	5.0%	2.9%	1.2%	0.4%	0.4%
GOODHUE	84.2%	6.8%	5.4%	2.0%	1.2%	0.3%	0.2%	HOUSTON	85.1%	5.9%	4.6%	2.3%	1.3%	0.3%	0.3%
GRANT	84.2%	8.9%	5.0%	2.0%	0.0%	0.0%	0.0%	KITTSOON	85.2%	2.5%	9.9%	2.5%	0.0%	0.0%	0.0%
BLUE EARTH	84.3%	7.7%	5.8%	1.5%	0.5%	0.1%	0.1%	RICE	85.4%	6.2%	4.7%	1.2%	1.4%	0.4%	0.8%
DOUGLAS	84.4%	4.3%	6.1%	3.2%	1.6%	0.2%	0.2%	ST. LOUIS	85.5%	6.3%	4.0%	1.9%	1.1%	0.5%	0.7%
BECKER	84.6%	5.2%	6.4%	3.3%	0.5%	0.0%	0.0%	MOWER	85.6%	5.1%	3.6%	3.3%	1.3%	0.7%	0.4%
FREEBORN	84.6%	5.3%	5.9%	2.9%	0.9%	0.2%	0.2%	KOOCHICHING	85.8%	5.9%	2.4%	3.6%	0.0%	0.6%	1.8%
STEARNS	84.7%	5.5%	5.4%	2.1%	1.5%	0.4%	0.4%	WASHINGTON	85.8%	5.8%	4.1%	2.1%	1.1%	0.2%	0.9%
CARVER	84.9%	7.1%	4.8%	1.9%	0.8%	0.3%	0.2%	DAKOTA	86.2%	5.4%	4.2%	2.3%	1.0%	0.2%	0.6%
KANDIYOHI	85.1%	8.6%	4.3%	1.1%	0.7%	0.2%	0.0%	FREEBORN	86.4%	4.5%	4.2%	2.7%	1.7%	0.5%	0.0%
CROW WING	85.3%	6.7%	5.1%	1.2%	1.2%	0.5%	0.0%	ISANTI	86.4%	3.7%	3.9%	3.0%	2.2%	0.2%	0.6%
JACKSON	85.5%	6.0%	3.6%	1.8%	3.0%	0.0%	0.0%	NOBLES	86.5%	6.4%	3.1%	2.1%	0.3%	0.3%	1.2%
REDWOOD	85.5%	9.2%	3.9%	1.0%	0.5%	0.0%	0.0%	TODD	86.6%	4.6%	3.4%	2.8%	1.5%	1.0%	0.0%
WADENA	85.5%	5.3%	3.9%	2.5%	2.1%	0.4%	0.4%	CARVER	86.7%	5.1%	4.4%	2.4%	0.5%	0.3%	0.5%
DAKOTA	85.7%	6.3%	5.1%	1.9%	0.6%	0.2%	1.9%	DOUGLAS	86.7%	3.8%	4.9%	2.2%	1.5%	0.4%	0.4%
LYON	85.8%	7.6%	5.3%	0.7%	0.2%	0.2%	0.2%	NICOLLET	86.7%	6.9%	3.2%	0.5%	1.1%	0.0%	1.6%
NICOLLET	85.9%	5.9%	4.5%	2.3%	1.4%	0.0%	0.0%	WRIGHT	86.8%	4.8%	4.1%	2.6%	1.0%	0.4%	0.2%
WINONA	85.9%	8.6%	3.0%	2.6%	0.0%	0.0%	0.0%	GOODHUE	87.0%	5.7%	2.3%	3.0%	1.2%	0.5%	0.3%
DODGE	86.2%	4.3%	3.1%	4.0%	2.5%	0.0%	0.0%	FILLMORE	87.1%	5.5%	3.0%	2.5%	1.5%	0.0%	0.5%
STEELE	86.2%	6.2%	4.8%	1.6%	1.1%	0.2%	0.0%	KANDIYOHI	87.4%	5.9%	3.0%	2.0%	1.2%	0.4%	0.2%
ANOKA	86.5%	5.3%	5.0%	2.1%	0.7%	0.2%	0.2%	ANOKA	87.5%	4.1%	3.9%	2.3%	1.4%	0.3%	0.6%
WILKIN	86.5%	3.9%	5.8%	3.9%	0.0%	0.0%	0.0%	MARTIN	87.7%	5.7%	3.8%	1.9%	0.0%	0.5%	0.5%
SHERBURNE	86.6%	5.1%	5.0%	2.0%	1.1%	0.2%	0.1%	RED LAKE	87.7%	6.2%	6.2%	0.0%	0.0%	0.0%	0.0%
CLAY	86.9%	4.3%	6.2%	2.0%	0.4%	0.0%	0.1%	CLAY	87.8%	5.1%	3.7%	1.5%	1.4%	0.4%	0.2%
WASHINGTON	86.9%	5.9%	4.8%	1.7%	0.5%	0.1%	0.1%	NORMAN	88.2%	7.1%	2.4%	0.8%	1.6%	0.0%	0.0%
BENTON	87.2%	4.9%	4.7%	2.7%	0.2%	0.2%	0.0%	REDWOOD	88.2%	2.8%	4.7%	2.4%	1.9%	0.0%	0.0%
LINCOLN	87.2%	11.5%	1.3%	0.0%	0.0%	0.0%	0.0%	MCLEOD	88.6%	3.9%	2.9%	1.9%	2.3%	0.2%	0.2%
OTTER TAIL	88.0%	6.1%	3.0%	2.2%	0.4%	0.1%	0.0%	CARLTON	88.7%	3.9%	3.1%	2.2%	1.5%	0.0%	0.7%
RAMSEY	88.1%	5.6%	4.0%	1.5%	0.3%	0.1%	0.3%	RAMSEY	88.9%	4.7%	2.9%	1.6%	0.8%	0.3%	0.8%
POLK	88.3%	4.6%	4.3%	2.2%	0.5%	0.0%	0.0%	WINONA	89.0%	4.2%	3.4%	1.9%	0.8%	0.4%	0.4%
NORMAN	88.4%	5.0%	3.3%	0.0%	3.3%	0.0%	0.0%	HENNEPIN	89.1%	4.5%	2.9%	1.7%	0.9%	0.2%	0.7%
STEVENS	88.8%	5.2%	3.4%	0.9%	0.0%	0.0%	1.7%	SHERBURNE	89.1%	4.3%	3.6%	1.2%	0.8%	0.5%	0.5%
HENNEPIN	89.3%	5.5%	3.5%	1.0%	0.4%	0.1%	0.1%	CROW WING	89.3%	5.2%	3.2%	1.5%	0.5%	0.1%	0.3%
OLMSTED	91.7%	3.7%	2.9%	1.0%	0.4%	0.1%	0.0%	STEELE	89.5%	4.2%	2.6%	2.0%	0.4%	0.0%	1.2%
NOBLES	92.3%	4.1%	2.1%	0.9%	0.3%	0.3%	0.0%	JACKSON	90.4%	4.2%	1.8%	1.8%	0.0%	0.6%	1.2%
KITTSOON	92.8%	3.6%	3.6%	0.0%	0.0%	0.0%	0.0%	OLMSTED	91.9%	2.6%	2.8%	0.8%	0.4%	0.2%	1.3%

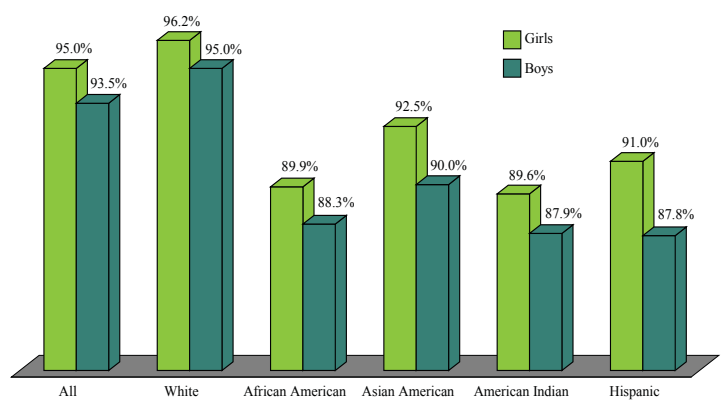
NOTES: Responses are for 6th, 9th, and 12th grade students combined.
Source: Minnesota Student Survey Interagency Team 2005.

Appendix Figure 2.1. I Feel Drugs and Alcohol are a Problem at School, Minnesota Student Survey, 2004



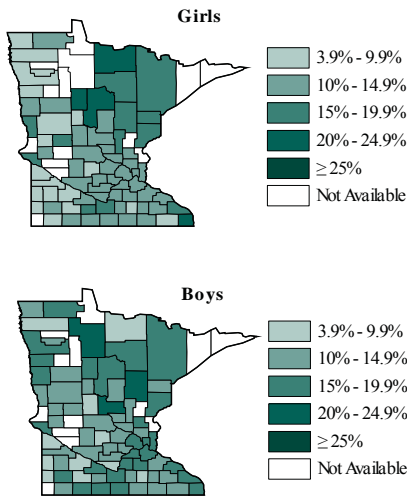
NOTES: Responses are for 6th, 9th, and 12th grade students combined. See the Methodology Appendix for information on how race and ethnicity are categorized in the Minnesota Student Survey.

Appendix Figure 2.2. I Feel Gangs are a Problem at School, Minnesota Student Survey, 2004



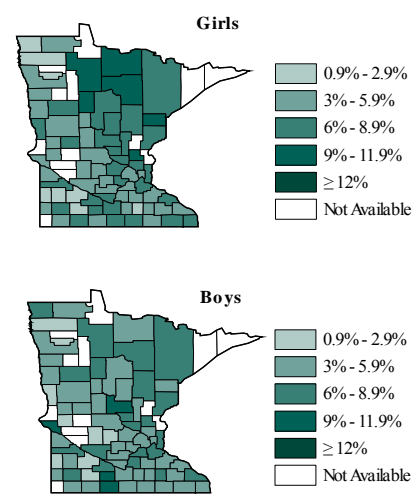
NOTES: Responses are for 6th, 9th, and 12th grade students combined. See the Methodology Appendix for information on how race and ethnicity are categorized in the Minnesota Student Survey.

Appendix Map 2.1: Percent of Girls and Boys Reporting Marijuana Use within the Last Year



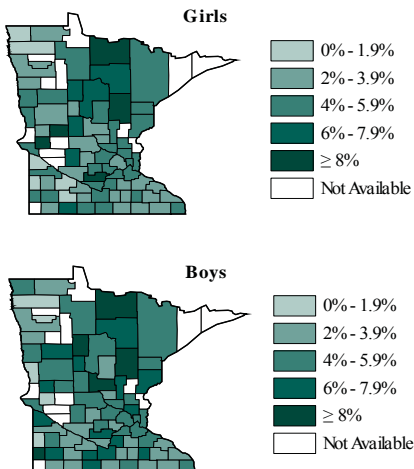
SOURCE: Minnesota Student Survey Interagency Team 2005. Calculated by the Institute for Women's Policy Research.

Appendix Map 2.2: Percent of Girls and Boys Reporting Use of 'Others' Prescription Drugs' within the Last Year



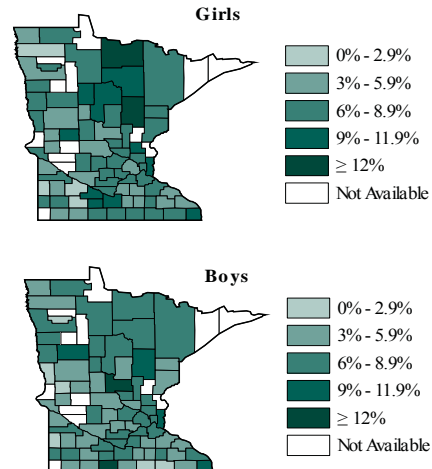
SOURCE: Minnesota Student Survey Interagency Team 2005. Calculated by the Institute for Women's Policy Research.

Appendix Map 2.3: Percent of Girls and Boys Reporting Methamphetamine Use within the Last Year



SOURCE: Minnesota Student Survey Interagency Team 2005. Calculated by the Institute for Women's Policy Research.

Appendix Map 2.4: Percent of Girls and Boys Reporting Amphetamine Use within the Last Year



SOURCE: Minnesota Student Survey Interagency Team 2005. Calculated by the Institute for Women's Policy Research.

Appendix Table 2.2. Alcohol Use in the Past Month, by Gender and County, Minnesota Student Survey, 2004

County	Girls							County	Boys						
	0 Drinks	1 to 2 Drinks	3 to 5 Drinks	6 to 9 Drinks	10 to 19 Drinks	20 to 39 Drinks	40+ Drinks		0 Drinks	1 to 2 Drinks	3 to 5 Drinks	6 to 9 Drinks	10 to 19 Drinks	20 to 39 Drinks	40+ Drinks
BIG STONE	50.0%	16.0%	11.7%	10.6%	6.4%	3.2%	2.1%	YELLOW							
KOOCHICHING	61.1%	18.5%	5.1%	6.4%	5.1%	1.3%	2.5%	MEDICINE	58.3%	17.7%	7.3%	5.7%	4.7%	2.1%	4.2%
MORRISON	63.0%	16.0%	8.8%	7.6%	3.8%	0.8%	0.0%	LINCOLN	59.1%	15.5%	5.5%	4.5%	7.3%	6.4%	1.8%
YELLOW								RENVILLE	59.7%	18.1%	9.7%	2.1%	6.3%	2.1%	2.1%
MEDICINE	63.3%	14.1%	11.9%	2.8%	5.6%	1.1%	1.1%	MORRISON							
HOUSTON	63.9%	16.4%	8.6%	5.2%	4.9%	0.6%	0.3%	PINE	61.0%	11.0%	8.3%	6.6%	6.6%	3.9%	2.6%
BELTRAMI	64.0%	15.4%	9.5%	5.7%	3.8%	1.0%	0.6%	HOUSTON	61.4%	15.8%	9.6%	5.3%	5.3%	1.2%	1.5%
WABASHA	64.4%	20.3%	6.3%	4.5%	2.3%	1.3%	1.0%	BIG STONE	61.9%	11.3%	6.2%	8.2%	2.1%	5.2%	5.2%
MURRAY	64.7%	18.0%	9.4%	5.8%	1.4%	0.0%	0.7%	WABASHA	63.4%	16.0%	8.0%	5.5%	4.0%	1.0%	2.0%
BROWN	64.8%	14.1%	10.8%	6.1%	3.3%	0.6%	0.3%	GRANT	63.8%	14.9%	5.3%	8.5%	5.3%	2.1%	0.0%
LINCOLN	64.9%	14.9%	10.8%	4.1%	2.7%	2.7%	0.0%	BROWN	64.1%	16.8%	10.0%	3.5%	3.2%	1.5%	0.9%
LESUEUR	66.6%	14.7%	10.6%	4.2%	2.9%	0.5%	0.5%	MURRAY	64.4%	13.6%	12.1%	3.8%	3.8%	1.5%	0.8%
ROSEAU	66.7%	15.7%	8.6%	4.3%	3.1%	0.9%	0.6%	ROSEAU	64.5%	14.9%	9.0%	4.8%	2.7%	2.1%	2.1%
RENVILLE	66.9%	16.6%	8.8%	5.0%	2.8%	0.0%	0.0%	JACKSON	65.4%	11.5%	7.7%	5.8%	7.7%	0.6%	1.3%
FILLMORE	67.2%	15.6%	8.9%	6.8%	1.6%	0.0%	0.0%	LYON	65.8%	13.5%	7.9%	6.4%	4.1%	0.8%	1.5%
WILKIN	67.8%	17.4%	9.4%	3.4%	1.3%	0.7%	0.0%	FILLMORE	67.2%	13.5%	9.4%	5.2%	4.2%	0.0%	0.5%
CASS	68.2%	17.8%	8.3%	3.4%	1.5%	0.0%	0.8%	PIPESTONE	67.4%	13.2%	6.3%	5.6%	4.2%	1.4%	2.1%
PINE	68.6%	15.5%	8.2%	3.8%	3.2%	0.6%	0.0%	BELTRAMI	67.5%	11.3%	9.4%	5.3%	3.7%	0.9%	1.8%
MCLEOD	69.4%	16.7%	7.8%	3.8%	1.4%	0.8%	0.2%	LAC QUI PARLE	68.4%	10.9%	10.9%	5.2%	2.3%	1.1%	1.1%
WASECA	69.6%	12.6%	10.7%	3.6%	3.2%	0.4%	0.0%	MARSHALL	68.6%	15.3%	3.6%	4.4%	4.4%	0.7%	2.9%
HUBBARD	70.0%	17.7%	5.0%	4.5%	2.3%	0.5%	0.0%	BECKER	68.9%	13.6%	8.7%	3.6%	2.8%	1.0%	1.3%
WATONWAN	70.5%	16.2%	7.6%	1.9%	3.8%	0.0%	0.0%	WATONWAN	69.9%	13.6%	7.4%	2.8%	4.5%	0.6%	1.1%
GOODHUE	70.7%	17.4%	6.6%	3.1%	1.9%	0.0%	0.3%	POLK	70.0%	9.6%	8.8%	6.6%	3.6%	0.3%	1.1%
TODD	70.9%	15.5%	7.9%	2.9%	2.1%	0.3%	0.5%	HOUSTON	70.1%	11.1%	10.4%	4.9%	2.1%	0.3%	1.0%
JACKSON	71.4%	10.6%	9.9%	4.3%	2.5%	1.2%	0.0%	ISANTI	70.3%	13.1%	7.7%	3.5%	2.3%	0.8%	2.3%
ISANTI	71.7%	17.0%	6.4%	3.0%	1.1%	0.4%	0.4%	STEVENS	70.3%	14.4%	5.4%	7.2%	1.8%	0.0%	0.9%
SCOTT	71.7%	12.9%	8.1%	3.8%	2.2%	0.9%	0.3%	RED LAKE	70.8%	13.9%	8.3%	4.2%	1.4%	0.0%	1.4%
LYON	71.9%	12.0%	8.9%	4.3%	1.9%	0.0%	1.0%	AITKIN	71.1%	10.4%	9.2%	4.6%	1.7%	1.2%	1.7%
BENTON	72.0%	15.7%	7.8%	2.8%	1.1%	0.2%	0.4%	DOUGLAS	71.1%	13.4%	7.6%	3.7%	2.8%	0.9%	0.5%
STEARNS	72.0%	13.6%	6.7%	5.0%	1.7%	0.8%	0.2%	LESUEUR	71.1%	9.3%	7.6%	5.5%	4.4%	1.2%	0.9%
BLUE EARTH	72.1%	13.0%	6.8%	4.7%	2.5%	0.6%	0.3%	WASECA	71.1%	8.8%	8.8%	7.0%	3.7%	0.4%	0.4%
ST. LOUIS	72.1%	15.2%	6.7%	3.1%	2.1%	0.7%	0.2%	CLAY	71.2%	11.6%	7.9%	5.3%	2.7%	1.2%	0.1%
CLAY	72.3%	13.9%	8.1%	3.3%	1.8%	0.3%	0.3%	STEARNS	71.2%	11.8%	6.4%	5.1%	3.2%	1.2%	1.2%
FARIBAULT	72.8%	15.5%	6.0%	3.0%	1.3%	0.9%	0.4%	WADENA	71.4%	10.8%	4.9%	3.1%	5.6%	1.7%	2.4%
MILLE LACS	73.2%	13.9%	5.9%	4.8%	1.3%	0.4%	0.5%	RICE	71.5%	10.2%	8.4%	5.8%	1.8%	0.6%	1.6%
NICOLLET	73.2%	14.1%	5.9%	2.4%	2.9%	0.5%	1.0%	FARIBAULT	71.7%	12.8%	4.6%	5.0%	4.1%	0.9%	0.9%
SIBLEY	73.2%	11.8%	9.1%	3.2%	2.3%	0.0%	0.5%	KITSON	71.8%	10.3%	5.1%	5.1%	5.1%	0.0%	2.6%
GRANT	73.5%	12.7%	6.9%	4.9%	0.0%	2.0%	0.0%	CASS	72.3%	12.6%	5.3%	2.9%	2.4%	2.4%	1.9%
DOUGLAS	73.6%	9.6%	8.5%	3.7%	2.8%	1.4%	0.5%	HUBBARD	72.3%	10.1%	7.6%	4.2%	3.8%	1.3%	0.8%
MARTIN	73.8%	8.6%	8.6%	5.2%	2.2%	1.1%	0.4%	NORMAN	72.8%	12.8%	3.2%	9.6%	0.8%	0.0%	0.8%
WADENA	73.9%	13.4%	6.3%	3.7%	2.6%	0.0%	0.0%	OTTER TAIL	72.9%	10.7%	6.6%	4.1%	2.0%	1.4%	2.3%
ITASCA	74.0%	13.7%	6.8%	3.7%	0.7%	0.7%	0.5%	ST. LOUIS	72.9%	13.0%	5.6%	3.5%	2.7%	0.9%	1.4%
NORMAN	74.3%	14.2%	6.2%	2.7%	0.9%	0.9%	0.9%	GOODHUE	73.3%	10.5%	7.8%	3.7%	3.2%	0.5%	0.9%
MARSHALL	74.4%	10.7%	5.0%	6.6%	3.3%	0.0%	0.0%	WILKIN	73.3%	10.8%	4.2%	8.3%	1.7%	0.8%	0.8%
CARLTON	74.5%	14.3%	5.5%	2.9%	1.2%	1.0%	0.6%	WINONA	73.4%	12.3%	8.6%	2.9%	2.0%	0.0%	0.8%
NOBLES	74.5%	14.5%	4.9%	4.3%	1.2%	0.0%	0.6%	TODD	73.5%	13.1%	6.4%	3.5%	1.6%	0.5%	1.3%
WINONA	74.5%	15.4%	7.7%	1.9%	0.4%	0.0%	0.0%	DODGE	73.7%	12.3%	5.1%	3.8%	3.4%	0.3%	1.4%
STEVENS	74.6%	13.2%	6.1%	4.4%	1.8%	0.0%	0.0%	SIBLEY	74.1%	9.2%	6.1%	5.3%	3.5%	0.0%	1.8%
CARVER	74.7%	12.6%	6.9%	3.0%	1.9%	0.7%	0.1%	SCOTT	74.2%	10.7%	5.5%	3.5%	3.2%	1.3%	1.6%
POLK	74.9%	15.0%	5.5%	2.3%	1.7%	0.6%	0.0%	MCLEOD	74.3%	10.8%	6.4%	3.8%	3.4%	0.8%	0.6%
PIPESTONE	75.2%	13.4%	4.7%	3.4%	3.4%	0.0%	0.0%	BENTON	74.4%	9.4%	8.9%	3.0%	2.1%	1.8%	0.9%
AITKIN	75.3%	9.3%	4.9%	6.2%	3.1%	0.6%	0.6%	WASHINGTON	74.6%	11.5%	6.1%	3.7%	2.2%	1.0%	0.9%
DAKOTA	75.3%	13.5%	5.8%	2.9%	1.8%	0.4%	0.3%	DAKOTA	74.7%	11.7%	6.3%	4.0%	2.0%	0.6%	0.8%
KITSON	75.3%	18.2%	3.9%	2.6%	0.0%	0.0%	0.0%	NOBLES	74.8%	10.6%	5.2%	3.2%	2.9%	1.0%	2.3%
BECKER	75.5%	10.5%	6.5%	2.5%	3.0%	1.0%	1.0%	BLUE EARTH	75.3%	9.8%	5.9%	2.9%	4.4%	1.0%	0.7%
RED LAKE	75.7%	5.7%	11.4%	4.3%	1.4%	0.0%	1.4%	MEEKER	75.3%	9.6%	6.1%	2.2%	3.0%	1.9%	1.9%
CROW WING	75.8%	14.0%	6.0%	2.7%	0.6%	0.6%	0.3%	COTTONWOOD	75.4%	10.8%	6.0%	3.4%	2.6%	0.9%	0.9%
LAC QUI PARLE	75.8%	8.6%	9.1%	2.7%	2.7%	0.5%	0.5%	KOOCHICHING	75.6%	8.1%	5.6%	1.3%	3.8%	1.9%	3.8%
MEEKER	75.8%	13.0%	5.8%	3.9%	1.3%	0.0%	0.2%	MILLE LACS	75.6%	10.4%	5.2%	3.7%	1.9%	1.3%	1.9%
WASHINGTON	76.0%	12.6%	6.2%	2.9%	1.5%	0.3%	0.4%	MOWER	75.6%	11.0%	5.6%	4.2%	2.1%	0.7%	0.7%
ANOKA	76.1%	13.1%	5.8%	2.9%	1.4%	0.3%	0.4%	REDWOOD	75.6%	10.0%	5.0%	2.5%	2.0%	3.0%	2.0%
COTTONWOOD	76.1%	15.1%	5.6%	1.6%	1.6%	0.0%	0.0%	WRIGHT	75.9%	10.7%	6.2%	3.3%	2.1%	0.6%	1.2%
RICE	76.3%	12.1%	5.9%	2.9%	1.4%	0.7%	0.7%	MARTIN	77.0%	7.8%	6.9%	2.9%	3.4%	1.0%	1.0%
KANDIYOHI	76.5%	12.8%	6.0%	3.0%	1.4%	0.2%	0.0%	CARVER	77.1%	10.2%	4.7%	4.1%	1.6%	1.3%	1.0%
RAMSEY	77.0%	12.6%	5.4%	2.7%	1.3%	0.6%	0.3%	ITASCA	77.2%	11.4%	2.7%	5.9%	1.4%	0.7%	0.7%
WRIGHT	77.0%	11.4%	7.0%	2.2%	1.3%	0.6%	0.5%	RAMSEY	77.3%	10.9%	5.6%	2.7%	1.9%	0.6%	1.1%
DODGE	77.1%	10.3%	6.0%	3.4%	2.8%	0.3%	0.0%	SHERBURNE	78.4%	11.4%	5.0%	2.6%	1.5%	0.4%	0.8%
SHERBURNE	77.4%	13.5%	5.5%	1.9%	1.5%	0.3%	0.1%	KANDIYOHI	78.6%	8.9%	5.4%	4.2%	2.3%	0.4%	0.2%
HENNEPIN	78.3%	12.1%	5.1%	2.9%	1.1%	0.4%	0.1%	HENNEPIN	78.8%	10.2%	5.1%	2.8%	1.7%	0.6%	0.8%
OTTER TAIL	78.5%	9.7%	6.7%	2.2%	2.0%	0.5%	0.5%	ANOKA	79.0%	10.2%	4.6%	3.0%	1.6%	0.7%	1.0%
STEELE	79.1%	11.5%	4.3%	2.6%	2.1%	0.2%	0.2%	CROW WING	79.4%	8.3%	5.9%	3.6%	2.4%	0.3%	0.3%
MOWER	79.7%	10.0%	5.3%	2.5%	1.6%	0.4%	0.4%	STEELE	79.7%	10.6%	4.8%	2.2%	1.1%	0.2%	1.5%
REDWOOD	80.1%	10.7%	4.6%	4.1%	0.0%	0.5%	0.0%	NICOLLET	80.3%	7.3%	3.9%	3.9%	3.4%	1.1%	0.0%
OLMSTED	81.6%	9.6%	5.8%	1.8%	0.7%	0.2%	0.3%	CARLTON	81.0%	8.3%	3.9%	2.3%	3.4%	0.7%	0.5%
FREEBORN	82.4%	8.8%	3.7%	3.0%	1.6%	0.5%	0.0%	OLMSTED	82.7%	8.3%	4.0%	2.0%	1.3%	0.3%	1.4%
								FREEBORN	83.6%	9.0%	3.6%	1.8%	1.0%	0.0%	1.0%

NOTES: Responses are for 6th, 9th, and 12th grade students combined.
Source: Minnesota Student Survey Interagency Team 2005.

Appendix Table 2.3. Drug Use in Past Year, by Gender and County, Minnesota Student Survey, 2004

Highest Percentage Use to Lowest

	Maricopa		Chico/Inhulants		LSD		Crack		MDMA/Ecstasy		Boys	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
BELTRAMI	25.7%	22.8%	6.9%	9.5%	8.4%	11.8%	8.4%	11.8%	8.4%	11.8%	8.4%	11.8%
KOOCHICHING	23.4%	20.3%	6.4%	8.5%	6.5%	6.8%	6.5%	6.8%	6.5%	6.8%	6.5%	6.8%
HUBBARD	23.2%	20.3%	6.1%	8.0%	4.6%	4.6%	4.6%	4.6%	4.6%	4.6%	4.6%	4.6%
CASS	21.1%	19.4%	5.7%	7.0%	4.2%	4.2%	4.2%	4.2%	4.2%	4.2%	4.2%	4.2%
ITASCA	20.4%	19.2%	5.7%	7.3%	3.8%	3.8%	3.8%	3.8%	3.8%	3.8%	3.8%	3.8%
HOLSTON	19.7%	18.6%	5.8%	7.3%	3.8%	3.8%	3.8%	3.8%	3.8%	3.8%	3.8%	3.8%
DOUGLAS	19.6%	18.5%	5.8%	7.2%	3.7%	3.7%	3.7%	3.7%	3.7%	3.7%	3.7%	3.7%
BIG STONE	17.2%	18.4%	5.4%	7.1%	3.6%	3.6%	3.6%	3.6%	3.6%	3.6%	3.6%	3.6%
WILKIN	16.8%	18.0%	5.3%	6.9%	3.6%	3.6%	3.6%	3.6%	3.6%	3.6%	3.6%	3.6%
BLUE EARTH	16.6%	17.9%	5.2%	6.8%	3.5%	3.5%	3.5%	3.5%	3.5%	3.5%	3.5%	3.5%
WINONA	16.6%	17.7%	5.0%	6.6%	3.3%	3.3%	3.3%	3.3%	3.3%	3.3%	3.3%	3.3%
SCOTT	16.5%	17.6%	5.0%	6.3%	3.3%	3.3%	3.3%	3.3%	3.3%	3.3%	3.3%	3.3%
CARLTON	16.4%	17.6%	4.9%	5.8%	3.3%	3.3%	3.3%	3.3%	3.3%	3.3%	3.3%	3.3%
ATKIN	16.1%	17.6%	4.8%	5.8%	3.3%	3.3%	3.3%	3.3%	3.3%	3.3%	3.3%	3.3%
MILLE LACS	16.1%	17.3%	4.7%	5.7%	3.2%	3.2%	3.2%	3.2%	3.2%	3.2%	3.2%	3.2%
PINE	15.0%	17.2%	4.6%	5.7%	3.1%	3.1%	3.1%	3.1%	3.1%	3.1%	3.1%	3.1%
WATONWAN	15.0%	17.0%	4.6%	5.6%	3.1%	3.1%	3.1%	3.1%	3.1%	3.1%	3.1%	3.1%
CLAY	14.9%	16.8%	4.5%	5.6%	3.1%	3.1%	3.1%	3.1%	3.1%	3.1%	3.1%	3.1%
ISANTI	14.8%	16.4%	4.5%	5.5%	3.1%	3.1%	3.1%	3.1%	3.1%	3.1%	3.1%	3.1%
BROWN	14.7%	16.3%	4.4%	5.1%	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%
DAKOTA	14.7%	16.3%	4.4%	5.0%	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%
CARVER	14.6%	16.3%	4.4%	4.9%	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%
ROSEAU	14.6%	15.9%	4.3%	4.9%	2.9%	2.9%	2.9%	2.9%	2.9%	2.9%	2.9%	2.9%
WASHINGTON	14.4%	15.5%	4.3%	4.8%	2.9%	2.9%	2.9%	2.9%	2.9%	2.9%	2.9%	2.9%
SHERBURNE	14.2%	15.4%	4.2%	4.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
ST. LOUIS	14.2%	15.4%	4.1%	4.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
ANKA	14.0%	15.3%	4.1%	4.7%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
MARSHALL	13.8%	15.3%	4.1%	4.7%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
WABASHA	13.8%	15.1%	4.0%	4.6%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
LESUEUR	13.7%	15.0%	4.0%	4.6%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
MORRISON	13.7%	14.9%	3.9%	4.5%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
HENNEPIN	13.6%	14.5%	3.9%	4.5%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
GOODHUE	13.3%	14.3%	3.9%	4.4%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
STEVENS	13.3%	14.3%	3.9%	4.4%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
WRIGHT	13.2%	14.3%	3.7%	4.4%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
RAMSEY	13.0%	14.3%	3.8%	4.4%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
SIBLEY	13.0%	14.1%	3.8%	4.3%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
MOWER	12.9%	14.0%	3.8%	4.3%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
NICOLLET	12.7%	13.9%	3.8%	4.1%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
BECKER	12.3%	13.7%	3.7%	4.1%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
GROWING	12.2%	13.6%	3.6%	4.1%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
MURRAY	12.2%	13.6%	3.6%	4.0%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
DODGE	12.1%	13.5%	3.5%	4.0%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
RICE	12.1%	13.5%	3.5%	4.0%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
JACKSON	11.6%	13.3%	3.4%	4.0%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
STEARNS	11.6%	13.3%	3.4%	4.0%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
TODD	11.6%	12.4%	3.3%	4.0%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
DOUGLAS	11.6%	12.4%	3.3%	4.0%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
MCLEOD	11.5%	12.1%	3.3%	3.9%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
FREEBORN	11.4%	12.1%	3.3%	3.9%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
KANDIYOHI	11.4%	12.0%	3.3%	3.9%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
BENTON	11.3%	11.8%	3.2%	3.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
WASECA	11.3%	11.7%	3.2%	3.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
OLMSTED	10.4%	11.7%	3.1%	3.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
FARIBAULT	10.4%	11.5%	3.1%	3.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
NOBLES	10.3%	11.4%	3.1%	3.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
RENVILLE	10.3%	11.3%	3.1%	3.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
NORMAN	9.9%	11.3%	3.0%	3.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
FILLMORE	9.8%	11.1%	3.0%	3.7%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
LYON	9.4%	11.1%	2.9%	3.7%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
POLK	9.0%	11.0%	2.8%	3.6%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
GRANT	8.9%	10.7%	2.8%	3.6%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
MEeker	8.9%	10.7%	2.8%	3.6%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
PIPESTONE	8.6%	10.4%	2.7%	3.6%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
LAC QUI PARLE	8.4%	10.3%	2.6%	3.6%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
YELLOW MEDICINE	8.4%	10.3%	2.6%	3.6%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
OTTER TAIL	8.1%	9.6%	2.6%	3.6%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
KITSON	7.5%	9.6%	2.5%	3.6%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
RED LAKE	7.5%	8.7%	2.5%	3.6%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
WADENA	7.4%	8.4%	2.5%	3.6%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
NOBLES	7.3%	8.4%	2.5%	3.6%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
LEFSEUR	6.9%	8.3%	2.4%	3.6%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
LEWISTON	6.2%	7.1%	2.3%	3.6%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
COTTONWOOD	6.2%	7.0%	2.3%	3.6%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
REDWOOD	5.9%	7.0%	2.3%	3.6%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
MARTIN	5.7%	6.4%	2.3%	3.6%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
STEELE	5.7%	6.4%	2.3%	3.6%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
LINCOLN	3.9%	5.9%	0.8%	1.1%	0.8%	0.8%	0.8%	0.8%	0.8%	0.8%	0.8%	0.8%

NOTES: Responses are for 6th, 9th, and 12th grade students combined. Source: Minnesota Student Survey Interagency Team 2005.

Appendix Table 2.3. Drug Use in Past Year, by Gender and County, Minnesota Student Survey, 2004 (cont'd)

Highest Percentage Use to Lowest

Middle/Juniata		Boys		Girls		Aurora		Boys		Girls		Barraboo		Boys		Girls		Necedah/Hebron		Boys		Girls		Use of Others' Rs		Boys			
County	Percentage	County	Percentage	County	Percentage	County	Percentage	County	Percentage	County	Percentage	County	Percentage	County	Percentage	County	Percentage	County	Percentage	County	Percentage	County	Percentage	County	Percentage	County	Percentage		
AITKIN	12.0%	AITKIN	9.0%	AITKIN	15.2%	MARTIN	12.9%	AITKIN	7.1%	AITKIN	9.0%	HOUSTON	5.9%	MORRISON	3.9%	MORRISON	7.3%	MORRISON	3.9%	HOUSTON	6.8%	HOUSTON	3.6%	HOUSTON	11.9%	MARTIN	10.6%		
DOUGLAS	9.9%	MORRISON	8.8%	KOOCHICING	15.2%	MORRISON	12.6%	HUBBARD	5.6%	HUBBARD	5.6%	INSANTI	8.9%	INSANTI	8.9%	INSANTI	5.8%	HUBBARD	7.2%	INSANTI	5.8%	INSANTI	5.8%	HUBBARD	10.5%	BIGSTONE	9.3%		
SIBLEY	8.5%	HUBBARD	8.5%	ITASCA	11.8%	AITKIN	11.8%	MARTIN	10.8%	MARTIN	5.3%	MILLE LACS	3.5%	BIGSTONE	6.8%	BIGSTONE	3.4%	DOUGLAS	5.4%	DOUGLAS	3.5%	DOUGLAS	10.5%	MORRISON	9.0%	MORRISON	8.8%		
STEVENSON	8.2%	PIPSTONE	8.2%	BROWN	8.5%	BECKER	9.9%	MILLE LACS	9.9%	LESLIEUR	5.2%	LESLIEUR	6.0%	DOUGLAS	6.0%	DOUGLAS	3.4%	DOUGLAS	5.4%	DOUGLAS	3.4%	DOUGLAS	5.4%	DOUGLAS	10.1%	MURRAY	8.9%		
KOOCHICING	8.0%	KOOCHICING	7.7%	DOUGLAS	9.9%	DOUGLAS	9.9%	CARVER	5.2%	LESLIEUR	5.2%	MORRISON	5.2%	HOUSTON	5.2%	HOUSTON	5.2%	DOUGLAS	5.2%	DOUGLAS	5.2%	DOUGLAS	5.2%	DOUGLAS	8.8%	BECKER	8.5%		
CASS	7.7%	MURRAY	7.8%	DOUGLAS	9.9%	HOUSTON	9.9%	HOUSTON	5.2%	BIGSTONE	5.2%	BIGSTONE	5.2%	BIGSTONE	5.2%	BIGSTONE	5.2%	BIGSTONE	5.2%	BIGSTONE	5.2%	BIGSTONE	5.2%	BIGSTONE	8.8%	LESLIEUR	8.2%		
KANDYHOH	7.6%	SIBLEY	7.6%	CASS	7.8%	CASS	8.9%	CASS	8.9%	PIPSTONE	4.9%	PIPSTONE	4.9%	PIPSTONE	4.9%	PIPSTONE	4.9%	PIPSTONE	4.9%	PIPSTONE	4.9%	PIPSTONE	4.9%	PIPSTONE	4.9%	PIPSTONE	4.9%	PIPSTONE	8.5%
ITASCA	7.3%	BECKER	7.3%	INSANTI	9.8%	ITASCA	9.8%	POLK	8.2%	WASHINGTON	8.2%	WASHINGTON	8.2%	WASHINGTON	8.2%	WASHINGTON	8.2%	WASHINGTON	8.2%	WASHINGTON	8.2%	WASHINGTON	8.2%	WASHINGTON	8.2%	WASHINGTON	8.2%	WASHINGTON	8.5%
HUBBARD	7.2%	MARTIN	7.2%	BLU EARTH	9.8%	BLU EARTH	9.8%	BLU EARTH	8.2%	BLU EARTH	8.2%	BLU EARTH	8.2%	BLU EARTH	8.2%	BLU EARTH	8.2%	BLU EARTH	8.2%	BLU EARTH	8.2%	BLU EARTH	8.2%	BLU EARTH	8.2%	BLU EARTH	8.2%	BLU EARTH	8.9%
JACKSON	6.5%	WADENA	6.5%	WADENA	9.6%	WADENA	9.6%	JACKSON	4.6%	WASHINGTON	4.6%	WASHINGTON	4.6%	WASHINGTON	4.6%	WASHINGTON	4.6%	WASHINGTON	4.6%	WASHINGTON	4.6%	WASHINGTON	4.6%	WASHINGTON	4.6%	WASHINGTON	4.6%	WASHINGTON	8.9%
TODD	5.9%	DOJCE	5.9%	HUBBARD	7.5%	HUBBARD	9.2%	ANOKA	8.1%	ITASCA	8.1%	ITASCA	8.1%	ITASCA	8.1%	ITASCA	8.1%	ITASCA	8.1%	ITASCA	8.1%	ITASCA	8.1%	ITASCA	8.1%	ITASCA	8.1%	ITASCA	8.9%
INSANTI	5.9%	ITASCA	7.3%	WASHINGTON	7.3%	HUBBARD	9.0%	ANOKA	8.0%	ITASCA	4.9%	ITASCA	5.2%	MARTIN	5.2%	MARTIN	5.2%	MARTIN	5.2%	MARTIN	5.2%	MARTIN	5.2%	MARTIN	5.2%	MARTIN	5.2%	MARTIN	8.9%
MCCLEOD	5.9%	WATSON	5.9%	WATSON	7.5%	WATSON	9.2%	ANOKA	8.0%	ITASCA	4.9%	ITASCA	5.2%	MARTIN	5.2%	MARTIN	5.2%	MARTIN	5.2%	MARTIN	5.2%	MARTIN	5.2%	MARTIN	5.2%	MARTIN	5.2%	MARTIN	8.9%
MARTIN	5.9%	ANOKA	7.0%	BECKER	7.1%	BECKER	8.9%	LESLIEUR	8.0%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	8.9%
BIGSTONE	5.8%	PINE	5.8%	SHERRBURNE	6.2%	CARVER	8.8%	POPK	8.8%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	8.9%
PARBULT	5.7%	BLU EARTH	6.2%	SHERRBURNE	6.2%	SHERRBURNE	8.8%	POPK	8.8%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	8.9%
CARLTON	5.6%	LAC QUI PARLE	6.5%	TODD	6.5%	PIPSTONE	8.7%	PIPSTONE	8.7%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	8.9%
BELTRAMI	5.5%	MILLE LACS	6.2%	MURRAY	6.2%	BELTRAMI	8.5%	BLU EARTH	8.5%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	8.9%
MILLE LACS	5.3%	LESLIEUR	5.3%	PINE	6.2%	PINE	8.5%	INSANTI	8.5%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	8.9%
ANOKA	5.2%	SCOTT	5.2%	ST LOUIS	5.9%	ST LOUIS	8.5%	INSANTI	8.5%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	8.9%
HOUSTON	4.8%	CLAY	4.8%	YELLOW MEDICINE	5.8%	YELLOW MEDICINE	8.4%	SIBLEY	8.4%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	8.9%
DAKOTA	4.7%	WASHINGTON	4.7%	WASHINGTON	5.8%	DAKOTA	8.2%	NICOLLET	8.2%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	8.9%
CARVER	4.6%	RAMSEY	4.6%	RAMSEY	5.7%	MILLE LACS	8.2%	WINONA	8.2%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	8.9%
SCOTT	4.6%	CASS	4.6%	MARTIN	5.6%	MARTIN	8.1%	NORMAN	8.1%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	8.9%
PIPSTONE	4.4%	MCCLEOD	4.4%	CLAY	5.6%	CLAY	8.0%	WRIGHT	8.0%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	8.9%
WASHINGTON	4.4%	CARLTON	4.4%	BELTRAMI	5.4%	KANDYHOH	7.9%	BELTRAMI	7.9%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	8.9%
BLU EARTH	4.3%	STEARNS	4.3%	MCCLEOD	5.4%	MCCLEOD	7.9%	ROSEAU	7.9%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	8.9%
MURRAY	4.3%	OTTER TAIL	4.3%	OTTER TAIL	4.3%	WILKIN	7.9%	CASS	7.9%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	8.9%
NICOLLET	4.3%	ST LOUIS	4.3%	ST LOUIS	5.1%	HILLMORE	7.8%	YELLOW MEDICINE	7.8%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	8.9%
ST LOUIS	4.3%	DOUGLAS	4.3%	DOUGLAS	5.0%	PIPSTONE	7.8%	BROWN	7.8%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	8.9%
CLAY	4.2%	WRIGHT	4.2%	CROW WING	4.2%	CROW WING	7.7%	KANDYHOH	7.7%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	8.9%
CROW WING	4.2%	WRIGHT	4.2%	KANDYHOH	4.2%	KANDYHOH	7.2%	RAMSEY	7.2%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	8.9%
DODGE	4.2%	KANDYHOH	4.2%	LYON	4.8%	NICOLLET	7.1%	BENTON	7.1%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	8.9%
RAMSEY	4.2%	LYON	4.2%	HOUSTON	4.2%	HOUSTON	7.0%	SCOTT	7.0%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	8.9%
SHERRBURNE	4.2%	FREBORN	4.2%	FREBORN	4.2%	SCOTT	6.9%	CLAY	6.9%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	8.9%
WRIGHT	4.2%	FREBORN	4.2%	BELTRAMI	4.8%	BELTRAMI	6.5%	WADENA	6.5%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	8.9%
YELLOW MEDICINE	4.1%	TODD	4.1%	TODD	4.2%	SIBLEY	6.5%	PINE	6.5%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	8.9%
BECKER	4.1%	GOODHUE	4.0%	GOODHUE	4.2%	RAMSEY	6.4%	FARIBULT	6.4%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	8.9%
WILKIN	4.0%	HENNING	4.0%	HENNING	4.2%	RAMSEY	6.4%	FARIBULT	6.4%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	8.9%
BROWN	3.9%	INSANTI	3.9%	INSANTI	4.2%	RED LAKE	6.4%	JACKSON	6.4%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	8.9%
RICE	3.9%	SHERRBURNE	3.9%	SHERRBURNE	4.2%	WRIGHT	6.4%	JACKSON	6.4%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	8.9%
GOODHUE	3.8%	BIGSTONE	3.8%	BIGSTONE	4.1%	FARIBULT	6.3%	HILLMORE	6.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	8.9%
MEKER	3.8%	RENVILLE	3.8%	RENVILLE	4.1%	GOODHUE	6.3%	LAC QUI PARLE	6.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	8.9%
MOYER	3.8%	BROWN	3.8%	BROWN	3.8%	ROSEAU	6.2%	BIGSTONE	6.2%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.3%	DOJCE	4.												

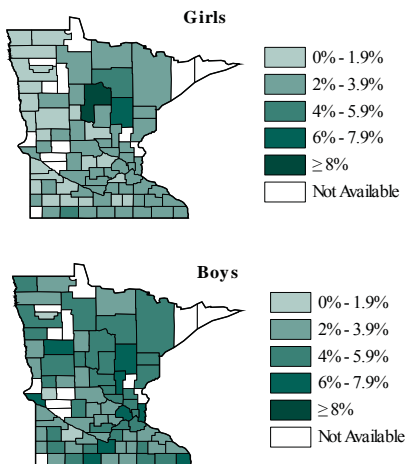
Appendix Table 2.4. Student Reasons for Use/Non-Use of Alcohol or Drugs, by Gender and Race and Ethnicity, Minnesota Student Survey, 2004

Reasons Selected for Using Alcohol or Drugs

	To Relax	To Get High/ Smashed	To Have Fun at Parties	To Escape from Problems	Parents Aren't Around	Friends Do	Parents Do	Like the Taste	I'm Sad, Lonely, Angry	It's Illegal	Peer Pressure
All											
Girls	12.5%	10.8%	19.7%	10.1%	3.7%	7.4%	1.2%	10.9%	5.2%	2.9%	3.3%
Boys	14.1%	12.2%	16.4%	6.8%	3.2%	6.5%	1.3%	9.6%	3.1%	4.0%	3.1%
White											
Girls	13.3%	11.7%	22.1%	10.8%	4.0%	8.5%	1.3%	12.2%	5.2%	3.2%	3.5%
Boys	15.4%	13.5%	18.4%	7.3%	3.5%	7.3%	1.3%	10.8%	3.0%	4.3%	3.3%
African American											
Girls	6.4%	5.3%	6.4%	3.6%	1.5%	1.7%	0.6%	3.4%	2.3%	0.8%	1.5%
Boys	6.8%	6.3%	6.5%	3.1%	1.4%	2.6%	1.0%	3.4%	1.4%	1.8%	1.9%
Asian American											
Girls	9.1%	5.5%	12.1%	7.7%	2.3%	3.2%	4.0%	5.2%	5.9%	1.2%	2.2%
Boys	12.2%	8.7%	12.2%	7.2%	2.8%	4.8%	1.1%	5.5%	4.9%	2.6%	3.3%
American Indian											
Girls	13.8%	15.2%	15.8%	11.9%	4.0%	5.4%	1.9%	9.0%	8.3%	2.0%	3.3%
Boys	13.0%	10.7%	10.3%	7.0%	2.3%	4.1%	0.7%	7.1%	3.6%	3.6%	2.4%
Hispanic or Latino											
Girls	10.9%	7.5%	13.7%	8.9%	2.6%	4.3%	1.0%	7.7%	5.6%	2.0%	2.8%
Boys	12.0%	9.6%	12.6%	5.8%	2.7%	4.6%	1.1%	7.4%	3.9%	2.9%	2.2%

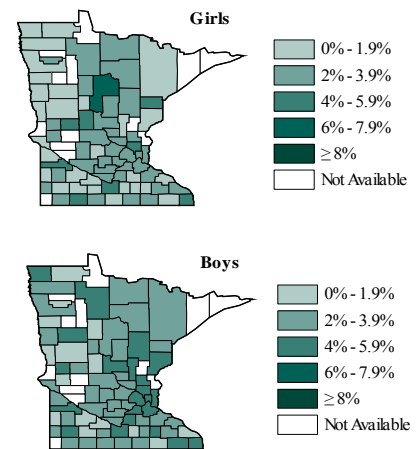
NOTES: Percents add up to more than 100 percent because respondents were allowed to select multiple answers to this question. Responses are for 6th grade students, only. Ninth and 12th grade students were not asked this question. Source: Minnesota Department of Education, Minnesota Student Survey Interagency Team 2004.

Appendix Map 2.5: Percent of Girls and Boys Reporting LSD Use within the Last Year



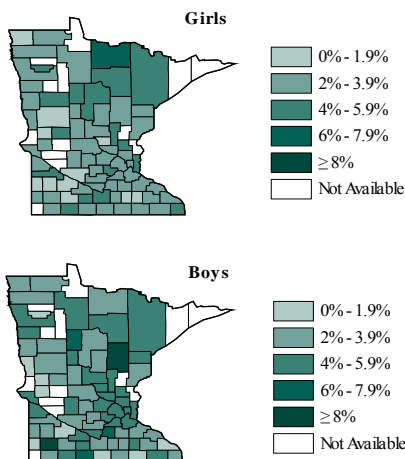
SOURCE: Minnesota Student Survey Interagency Team 2005. Calculated by the Institute for Women's Policy Research.

Appendix Map 2.6: Percent of Girls and Boys Reporting Ecstasy Use within the Last Year



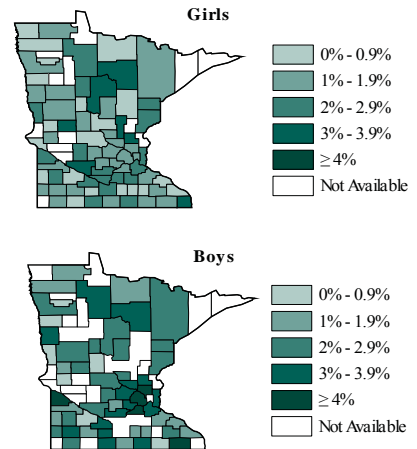
SOURCE: Minnesota Student Survey Interagency Team 2005. Calculated by the Institute for Women's Policy Research.

Appendix Map 2.7: Percent of Girls and Boys Reporting Barbiturate Use within the Last Year



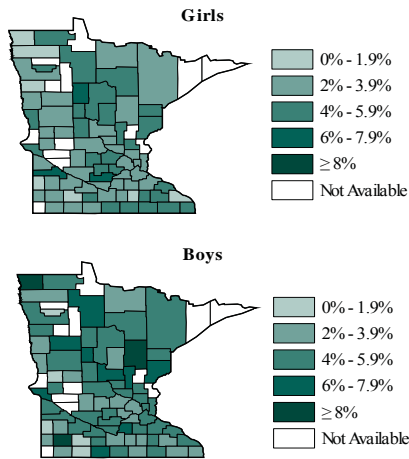
SOURCE: Minnesota Student Survey Interagency Team 2005. Calculated by the Institute for Women's Policy Research.

Appendix Map 2.8: Percent of Girls and Boys Reporting Narcotic Use within the Last Year

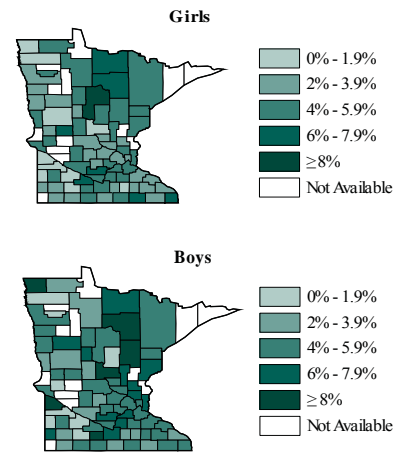


SOURCE: Minnesota Student Survey Interagency Team 2005. Calculated by the Institute for Women's Policy Research.

Appendix Map 2.9: Percent of Girls and Boys Reporting Inhalant Use within the Last Year



Appendix Map 2.10: Percent of Girls and Boys Reporting Crack Use within the Last Year



SOURCE: Minnesota Student Survey Interagency Team 2005.
Calculated by the Institute for Women's Policy Research.

SOURCE: Minnesota Student Survey Interagency Team 2005.
Calculated by the Institute for Women's Policy Research.

Appendix Table 3.2. Reasons for Sexual Abstinence Selected by Girls and Boys, by Race and Ethnicity, Minnesota Student Survey, 2004

	One/Both Parents Object	Don't Want to Have Sex	Most Students in my School Don't Have Sex	My Friends Don't Have Sex	Not Right for a Person my Age	Afraid of Getting Caught	Religious or Spiritual Beliefs	School Sex Education Taught Advantages of Waiting	Fear of STD	Fear of Pregnancy	Parents Taught Advantages of Waiting	Chose to Wait Until Marriage
All												
Girls	46.3%	46.5%	4.7%	23.8%	49.2%	18.2%	33.7%	26.8%	50.6%	55.7%	34.2%	41.8%
Boys	35.6%	16.7%	7.6%	15.2%	29.6%	16.8%	22.8%	19.8%	37.6%	32.2%	21.5%	27.8%
White												
Girls	48.5%	47.1%	4.8%	25.3%	50.4%	18.7%	35.4%	26.5%	51.3%	57.2%	34.1%	42.0%
Boys	38.1%	16.9%	7.8%	16.0%	30.7%	17.5%	24.3%	20.2%	38.8%	33.8%	22.1%	28.1%
African American												
Girls	27.5%	38.8%	3.1%	10.6%	34.6%	11.6%	24.7%	25.4%	43.3%	42.9%	35.1%	35.2%
Boys	14.2%	11.3%	4.0%	6.1%	15.6%	7.8%	13.9%	13.4%	24.0%	16.3%	15.1%	18.4%
Asian American												
Girls	42.4%	54.1%	6.3%	21.5%	56.3%	16.6%	28.1%	37.5%	55.2%	56.2%	42.3%	57.1%
Boys	28.0%	19.4%	8.2%	12.3%	32.9%	15.5%	17.6%	22.9%	39.7%	30.2%	20.1%	35.2%
American Indian												
Girls	25.9%	31.6%	5.0%	10.0%	33.6%	17.3%	14.6%	21.3%	37.9%	39.5%	26.2%	25.6%
Boys	18.2%	13.0%	5.2%	7.8%	17.1%	9.3%	8.9%	12.6%	24.2%	19.3%	13.8%	17.8%
Hispanic or Latino												
Girls	28.1%	38.2%	2.1%	12.3%	36.6%	12.8%	24.5%	24.5%	41.3%	45.2%	33.2%	37.4%
Boys	15.9%	13.2%	5.0%	7.5%	17.4%	10.1%	12.1%	15.3%	26.9%	21.3%	17.8%	21.6%

NOTES: Responses may not total to 100 percent as students are asked to select all reasons that apply.
Responses are for 9th and 12th grade students who report that they have not had sex.
Sixth grade students are not asked about sexual activity.
Source: Minnesota Student Survey Interagency Team 2005.

Appendix Table 3.1. Mean Number of Pregnancies, by Gender and Race and Ethnicity, Minnesota Student Survey, 2004

	Mean Number of Pregnancies (0=None, 1=One, 2=Two or More)
All	
Girls	0.03
Boys	0.04
White	
Girls	0.03
Boys	0.03
African American	
Girls	0.08
Boys	0.09
Asian American	
Girls	0.03
Boys	0.04
American Indian	
Girls	0.07
Boys	0.10
Hispanic	
Girls	0.08
Boys	0.10

NOTES: Responses are for 9th and 12th grade students combined.
Sixth grade students are not asked about pregnancy.
Responses from boys refer to number of pregnancies among their sexual partners.
See the Methodology Appendix for information on how race and ethnicity are categorized in the Minnesota Student Survey.
Source: Minnesota Student Survey Interagency Team 2005.

Appendix Table 4.1. Binge Eating and Nutrition, by Gender and Race and Ethnicity, Minnesota Student Survey, 2004

	Binge eaten in past year (no=0, yes=1)	Mean Servings of fruits/ veggies eaten yesterday
All		
Girls	0.27	3.95
Boys	0.18	3.92
White		
Girls	0.27	3.96
Boys	0.15	3.91
African American		
Girls	0.22	3.71
Boys	0.18	3.82
Asian American		
Girls	0.30	4.06
Boys	0.19	4.04
American Indian		
Girls	0.29	3.78
Boys	0.21	3.91
Hispanic		
Girls	0.33	3.89
Boys	0.20	3.86

NOTES: Responses are for 6th, 9th, and 12th grade students combined.
Source: Minnesota Student Survey Interagency Team 2005.

Appendix Table 4.2. Percent Reporting Suicidal Thoughts and Attempts, by Gender and County, Minnesota Student Survey, 2004

Highest percent responding yes overall to lowest.

Ever had suicidal thoughts						Ever tried to kill yourself									
Girls			Boys			Girls			Boys						
County	No	Yes in last year	Yes, over a year ago	County	No	Yes in last year	Yes, over a year ago	County	No	Yes in last year	Yes, over a year ago	County	No	Yes in last year	Yes, over a year ago
BLUE EARTH	57.2	25.7	17.1	WATONWAN	66.5	20.2	13.3	HUBBARD	83.0	9.8	7.1	BELTRAMI	88.5	6.1	5.4
HUBBARD	59.7	25.1	15.2	BIG STONE	68.9	19.4	11.7	WATONWAN	83.0	10.8	6.3	MILLE LACS	88.5	6.3	5.1
FARIBAULT	60.0	24.1	15.9	AITKIN	69.7	18.4	11.9	FILLMORE	83.2	11.1	5.8	CASS	89.8	5.5	4.7
PIPESTONE	60.4	27.0	12.6	RENVILLE	69.9	18.3	11.8	REDWOOD	83.7	7.2	9.1	WATONWAN	89.9	5.8	4.2
BELTRAMI	60.6	22.6	16.8	MURRAY	70.7	15.7	13.6	WADENA	84.0	9.1	7.0	MORRISON	90.0	7.1	2.9
YELLOW MEDICINE	60.6	22.8	16.7	LYON	70.8	16.6	12.6	SIBLEY	84.1	7.3	8.6	PINE	90.2	5.2	4.6
GOODHUE	61.3	24.0	14.7	MORRISON	70.8	18.8	10.4	MILLE LACS	84.4	8.8	6.8	AITKIN	90.3	3.8	5.9
PINE	61.3	20.3	18.4	LINCOLN	70.9	15.4	13.7	BLUE EARTH	84.8	8.8	6.5	MOWER	90.7	5.9	3.3
MILLE LACS	61.6	25.4	13.0	YELLOW MEDICINE	71.5	16.9	11.6	DODGE	84.8	8.5	6.7	ISANTI	90.8	5.3	3.9
MARTIN	61.7	21.3	17.0	BELTRAMI	71.6	15.0	13.4	MCLEOD	84.8	7.8	7.4	RENVILLE	91.0	3.9	5.2
ISANTI	61.8	24.2	14.0	CASS	71.6	16.5	11.9	ITASCA	85.2	7.7	7.1	OLMSTED	91.0	5.6	3.3
LAC QUI PARLE	61.9	18.6	19.6	PINE	71.6	14.3	14.0	FARIBAULT	85.3	5.7	9.0	KOOCHICHING	91.1	3.0	6.0
BROWN	62.1	23.1	14.9	GRANT	71.7	12.1	16.2	PINE	85.4	8.1	6.4	RAMSEY	91.3	4.7	4.0
ITASCA	62.3	23.6	14.1	MILLE LACS	71.9	16.6	11.5	ISANTI	85.6	8.2	6.2	LYON	91.4	3.3	5.2
SIBLEY	62.3	22.9	14.7	HOUSTON	72.1	13.0	14.9	YELLOW MEDICINE	85.6	7.2	7.2	POLK	91.4	4.7	3.9
HOUSTON	62.5	24.1	13.4	ITASCA	72.4	16.0	11.6	MOWER	85.7	7.8	6.6	WADENA	91.5	4.6	3.9
ST. LOUIS	62.6	22.9	14.4	RICE	72.8	16.7	10.5	BROWN	85.9	6.2	7.9	BROWN	91.5	5.2	3.3
ROSEAU	62.9	19.3	17.8	DODGE	73.0	17.7	9.3	MEEKER	86.3	7.0	6.7	STEVENS	91.7	3.3	5.0
FREEBORN	63.4	25.1	11.5	DOUGLAS	73.0	16.1	10.9	POLK	86.4	8.0	5.6	YELLOW MEDICINE	91.8	4.8	3.4
LINCOLN	63.6	20.8	15.6	MOWER	73.0	15.5	11.5	LAC QUI PARLE	86.5	5.7	7.8	FILLMORE	91.8	5.3	2.9
MURRAY	63.6	21.2	15.2	FARIBAULT	73.5	13.7	12.8	BENTON	86.6	7.4	6.0	BENTON	91.9	3.0	5.1
MCLEOD	63.7	21.4	14.9	LESUEUR	73.6	12.8	13.6	ST. LOUIS	86.6	7.0	6.4	DAKOTA	92.0	4.5	3.5
MOWER	63.7	22.7	13.6	DAKOTA	73.8	15.7	10.5	NOBLES	86.7	7.1	6.2	ST. LOUIS	92.2	3.9	3.9
MORRISON	63.8	22.0	14.2	ROSEAU	73.9	14.6	11.5	RICE	86.7	7.2	6.1	SIBLEY	92.2	4.1	3.7
CASS	64.1	20.4	15.5	BLUE EARTH	74.0	15.0	10.9	SHERBURNE	86.7	7.3	6.0	ANOKA	92.2	4.5	3.3
DODGE	64.1	20.4	15.5	CARLTON	74.1	16.8	9.1	GOODHUE	86.9	6.7	6.4	BECKER	92.2	5.2	2.6
POLK	64.1	23.7	12.2	GOODHUE	74.1	15.3	10.6	RAMSEY	87.0	7.3	5.7	LAC QUI PARLE	92.3	5.5	2.2
REDWOOD	64.1	24.4	11.5	BECKER	74.2	14.5	11.4	KOOCHICHING	87.2	6.7	6.1	NICOLLET	92.5	4.5	3.0
SHERBURNE	64.1	21.9	14.1	PIPESTONE	74.2	16.6	9.3	LINCOLN	87.2	9.0	3.8	OTTER TAIL	92.5	5.0	2.4
SCOTT	64.2	22.0	13.9	RAMSEY	74.3	15.0	10.7	FREEBORN	87.3	5.8	6.9	BLUE EARTH	92.8	3.4	3.9
WATONWAN	64.4	21.6	14.0	ST. LOUIS	74.4	14.2	11.4	MARTIN	87.4	7.6	5.1	STEELE	92.8	3.8	3.4
RENVILLE	64.5	22.0	13.4	SCOTT	74.6	15.6	9.8	PIPESTONE	87.4	10.1	2.5	FREEBORN	92.8	4.3	2.9
BIG STONE	64.6	25.0	10.4	FREEBORN	74.7	14.9	10.4	CARLTON	87.5	6.1	6.3	RICE	92.8	4.3	2.8
NORMAN	64.8	13.1	22.1	ISANTI	74.7	14.9	10.4	STEELE	87.5	7.4	5.1	MCLEOD	92.9	3.4	3.6
ANOKA	64.9	21.5	13.6	WASHINGTON	74.7	14.7	10.6	JACKSON	87.6	5.3	7.1	CARLTON	92.9	4.3	2.8
CROW WING	64.9	21.1	13.9	BENTON	74.9	13.5	11.6	ANOKA	87.7	6.4	6.0	CROW WING	92.9	4.4	2.5
RAMSEY	64.9	22.0	13.0	BROWN	74.9	13.5	11.6	NORMAN	87.7	3.3	9.0	GRANT	92.9	5.1	2.0
LYON	65.0	20.1	14.9	STEELE	75.1	12.6	12.3	BECKER	87.8	6.8	5.4	WASHINGTON	93.0	3.7	3.3
NICOLLET	65.0	19.8	15.2	CROW WING	75.2	14.5	10.3	ROSEAU	87.8	6.0	6.3	HENNEPIN	93.0	3.8	3.2
MEEKER	65.1	20.7	14.2	ANOKA	75.3	14.6	10.1	TODD	87.9	5.4	6.7	TODD	93.1	3.3	3.6
BENTON	65.2	20.4	14.4	TODD	75.4	11.8	12.8	CARVER	88.1	6.0	5.9	SCOTT	93.1	3.9	3.0
FILLMORE	65.2	25.1	9.7	POLK	75.6	15.3	9.1	NICOLLET	88.1	5.9	5.9	DODGE	93.2	2.9	3.9
LESUEUR	65.3	19.8	14.6	OLMSTED	75.7	15.6	8.7	CROW WING	88.2	7.1	4.7	WRIGHT	93.3	3.9	2.8
STEVENS	65.5	18.1	16.4	OTTER TAIL	75.9	11.1	10.5	GRANT	88.3	5.8	5.8	PIPESTONE	93.4	4.0	2.6
TODD	65.5	15.1	19.4	FILLMORE	76.2	13.6	10.2	KANDIYOHI	88.3	6.3	5.4	HUBBARD	93.4	4.7	1.9
WADENA	65.5	24.6	9.9	MCLEOD	76.9	15.3	7.8	HOUSTON	88.4	5.3	6.2	LESUEUR	93.5	2.8	3.7
DAKOTA	65.9	20.5	13.6	WADENA	77.0	14.1	8.9	MORRISON	88.4	5.6	6.0	SHERBURNE	93.5	3.7	2.9
STEARNS	66.0	20.3	13.6	WRIGHT	77.0	14.2	8.8	STEARNS	88.5	6.3	5.2	WABASHA	93.6	3.8	2.6
CARLTON	66.2	19.7	14.1	STEARNS	77.1	13.2	9.7	LESUEUR	88.7	5.6	5.8	MURRAY	93.6	5.0	1.4
KOOCHICHING	66.3	18.4	15.3	HENNEPIN	77.2	12.8	9.9	OLMSTED	88.7	7.1	4.2	DOUGLAS	93.7	3.3	3.1
OLMSTED	66.3	20.4	13.2	SHERBURNE	77.3	12.9	9.7	LYON	88.8	6.5	4.7	KANDIYOHI	94.0	1.9	4.1
WINONA	66.4	17.2	16.4	KOOCHICHING	77.4	11.9	10.7	WASECA	88.8	4.1	7.1	STEARNS	94.1	3.4	2.5
WRIGHT	66.5	20.8	12.7	NICOLLET	77.5	16.0	6.5	DAKOTA	88.9	6.1	5.1	LINCOLN	94.1	4.2	1.7
KANDIYOHI	66.8	21.0	12.2	RED LAKE	77.5	8.8	13.8	CLAY	89.1	5.6	5.3	ITASCA	94.3	3.2	2.5
WABASHA	66.8	17.3	15.9	CLAY	77.6	12.6	9.8	KITTSOIN	89.4	5.9	4.7	REDWOOD	94.4	2.8	2.8
RICE	66.9	20.3	12.9	REDWOOD	78.0	14.0	7.9	MURRAY	89.4	3.3	7.3	NORMAN	94.5	3.1	2.4
WASHINGTON	67.2	20.3	12.5	LAC QUI PARLE	78.2	11.2	10.6	RENVILLE	89.4	5.9	4.8	CLAY	94.5	3.4	2.1
DOUGLAS	67.6	17.1	15.3	KANDIYOHI	78.3	12.8	8.9	WRIGHT	89.4	5.8	4.9	FARIBAULT	94.5	3.4	2.1
NOBLES	68.2	18.2	13.5	WINONA	78.3	14.0	7.8	HENNEPIN	89.5	5.7	4.8	JACKSON	94.6	1.8	3.6
STEELE	68.2	20.0	11.8	HUBBARD	78.4	12.8	8.9	MARSHALL	89.5	4.0	6.5	NOBLES	94.6	2.1	3.3
GRANT	68.6	16.7	14.7	WASECA	78.4	12.7	8.9	SCOTT	89.5	5.0	5.5	WINONA	94.6	2.7	2.7
CLAY	68.8	16.0	15.3	SIBLEY	78.5	13.4	8.1	OTTER TAIL	89.8	6.4	3.9	CARVER	94.6	3.6	1.9
OTTER TAIL	68.8	19.6	11.6	STEVENS	78.5	11.6	9.9	RED LAKE	90.0	5.7	4.3	ROSEAU	94.9	3.7	1.4
WILKIN	69.0	14.2	16.8	WILKIN	78.5	12.6	8.9	WASHINGTON	90.0	5.4	4.6	GOODHUE	95.0	2.3	2.7
HENNEPIN	69.4	18.3	12.2	WABASHA	78.6	13.8	7.6	WINONA	90.3	3.3	6.3	RED LAKE	95.1	3.7	1.2
CARVER	70.1	17.2	12.7	NOBLES	78.7	12.3	9.0	DOUGLAS	90.8	4.7	4.5	WASECA	95.2	2.4	2.4
JACKSON	70.4	14.8	14.8	MEEKER	78.9	10.7	10.4	CASS	91.0	5.6	3.5	COTTONWOOD	95.2	4.0	0.8
BECKER	70.6	19.2	10.2	CARVER	79.9	11.5	8.6	STEVENS	91.2	5.3	3.5	HOUSTON	95.5	1.6	2.9
COTTONWOOD	71.6	13.4	14.9	KITTSOIN	80.5	9.1	10.4	AITKIN	91.7	3.6	4.7	WILKIN	95.5	2.2	2.2
AITKIN	72.0	17.3	10.7	MARSHALL	80.8	9.3	9.9	WABASHA	92.0	4.8	3.1	MEEKER	96.1	1.7	2.2
MARSHALL	72.6	12.9	14.5	JACKSON	81.0	7.7	11.3	WILKIN	92.4	3.2	4.5	BIG STONE	96.1	1.9	1.9
RED LAKE	74.3	15.7	10.0	NORMAN	81.1	8.7	10.2	COTTONWOOD	94.3	1.5	4.2	KITTSOIN	96.2	2.6	1.3
KITTSOIN	76.2	8.3	15.5	COTTONWOOD	82.6	10.1	7.3	BIG STONE	94.8	4.2	1.0	MARSHALL	96.7	1.3	2.0

NOTES: Responses are for 6th, 9th, and 12th grade students combined.
Source: Minnesota Student Survey Interagency Team 2005.

Appendix Table 5.1. Percent of Girls and Boys Spending Time on Various Activities, by Race and Ethnicity, Minnesota Student Survey, 2004

	Studying			Clubs or Organizations			Volunteering or Community Service			Chores at home, Babysitting			Working for Pay			Playing Computer or Video Games			Watching TV or Videos		
	Girls %	Boys %	All %	Girls %	Boys %	All %	Girls %	Boys %	All %	Girls %	Boys %	All %	Girls %	Boys %	All %	Girls %	Boys %	All %	Girls %	Boys %	All %
All																					
0 hours	4.3	12.0	8.1	44.2	55.1	49.6	62.2	72.3	67.2	12.8	25.5	19.0	32.0	43.8	37.8	31.3	12.8	22.2	4.2	3.5	3.9
1-2 hours	38.0	44.7	41.3	27.0	20.7	23.9	26.3	19.3	22.9	42.7	42.9	42.8	21.6	19.6	20.6	35.8	29.6	32.7	28.4	21.4	25.0
3-5 hours	30.1	24.3	27.2	15.5	12.2	13.9	7.6	4.9	6.3	26.5	19.0	22.8	17.5	11.7	14.6	17.3	23.4	20.3	32.1	28.8	30.5
6-10 hours	17.4	12.2	14.8	7.8	6.6	7.2	2.4	1.9	2.2	10.6	7.0	8.8	12.1	8.4	10.3	8.7	15.9	12.3	20.7	22.5	21.6
11-20 hours	7.4	4.4	6.0	3.7	3.2	3.4	1.0	0.8	0.9	4.1	2.8	3.5	10.6	8.5	9.5	4.1	8.9	6.5	9.0	12.3	10.6
21 hours or more	2.7	2.5	2.6	1.8	2.3	2.0	0.6	0.7	0.6	3.3	2.9	3.1	6.2	8.1	7.1	2.7	9.5	6.0	5.6	11.5	8.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White																					
0 hours	3.7	11.7	7.6	42.1	54.1	48.0	61.7	72.8	67.1	12.6	24.7	18.5	29.5	41.8	35.5	31.6	12.5	22.3	3.9	3.1	3.5
1-2 hours	35.8	43.4	39.5	27.8	21.2	24.6	27.5	19.7	23.7	44.9	44.5	44.7	22.0	19.7	20.9	35.7	29.7	32.8	27.9	20.5	24.3
3-5 hours	31.4	25.5	28.5	16.0	12.2	14.2	7.3	4.6	6.0	26.5	19.2	23.0	17.8	11.8	14.9	17.4	23.8	20.5	33.0	29.2	31.1
6-10 hours	18.7	12.7	15.8	8.3	7.0	7.6	2.2	1.8	2.0	9.9	6.6	8.3	12.7	8.7	10.7	8.8	16.2	12.4	21.5	23.5	22.5
11-20 hours	7.9	4.5	6.2	4.0	3.3	3.7	0.8	0.6	0.7	3.6	2.6	3.1	11.6	9.4	10.5	4.1	8.9	6.5	9.0	12.9	10.9
21 hours or more	2.5	2.2	2.4	1.8	2.2	2.0	0.4	0.5	0.5	2.5	2.4	2.5	6.5	8.7	7.6	2.4	8.7	5.5	4.7	10.7	7.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
African American																					
0 hours	7.7	12.5	10.2	51.4	54.6	53.0	62.4	66.7	64.6	15.1	27.5	21.5	41.3	49.7	45.6	34.3	16.1	24.9	6.2	4.8	5.5
1-2 hours	50.8	50.8	50.8	23.2	18.6	20.8	20.5	18.6	19.5	32.6	35.1	33.9	19.2	18.3	18.8	34.0	30.0	31.9	23.3	22.9	23.1
3-5 hours	22.0	18.7	20.3	14.8	13.5	14.1	9.4	7.2	8.2	24.4	18.4	21.3	15.5	12.0	13.7	15.6	20.5	18.1	25.9	26.0	25.9
6-10 hours	11.0	10.7	10.8	6.1	6.8	6.5	3.8	3.2	3.4	12.5	8.9	10.7	10.4	7.6	9.0	7.0	13.4	10.3	20.1	19.6	19.8
11-20 hours	5.2	3.9	4.5	2.4	3.4	2.9	2.3	2.1	2.2	7.1	4.6	5.8	6.7	6.1	6.4	4.2	8.4	6.4	10.6	11.4	11.0
21 hours or more	3.3	3.4	3.3	2.1	3.1	2.6	1.7	2.3	2.0	8.3	5.5	6.9	6.8	6.3	6.5	5.0	11.4	8.3	13.9	15.4	14.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Asian American																					
0 hours	3.0	9.2	6.0	50.3	59.5	54.8	60.2	71.2	65.6	12.4	26.7	19.4	51.9	59.9	55.8	28.7	11.5	20.3	5.0	4.4	4.7
1-2 hours	39.7	49.1	44.3	26.2	19.5	23.0	24.1	18.1	21.2	32.4	39.0	35.6	14.9	13.3	14.1	37.9	29.1	33.6	35.5	26.6	31.2
3-5 hours	29.5	21.8	25.8	14.1	12.1	13.1	10.6	5.9	8.3	27.9	17.9	23.1	12.3	8.8	10.6	17.9	23.2	20.5	30.2	30.1	30.1
6-10 hours	15.0	11.0	13.0	6.0	4.9	5.5	2.8	2.7	2.7	13.4	8.5	11.0	8.8	6.6	7.7	8.6	15.8	12.1	18.0	18.7	18.3
11-20 hours	8.6	5.8	7.2	2.1	2.1	2.1	1.3	1.1	1.2	5.8	3.3	4.6	7.6	5.7	6.7	3.7	9.0	6.3	6.8	9.1	7.9
21 hours or more	4.2	3.1	3.6	1.4	1.9	1.6	1.0	1.1	1.0	8.0	4.6	6.3	4.5	5.7	5.1	3.2	11.6	7.3	4.6	11.1	7.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
American Indian																					
0 hours	9.6	18.7	14.4	59.7	62.5	61.2	69.1	72.6	70.9	10.8	26.4	18.9	29.8	44.1	37.3	28.7	13.4	20.7	5.5	6.1	5.8
1-2 hours	51.6	52.5	52.1	18.9	16.6	17.7	17.4	14.5	15.9	32.9	37.2	35.1	24.2	23.1	23.6	34.3	30.3	32.2	32.3	28.3	30.2
3-5 hours	22.5	15.8	19.0	11.8	12.0	11.9	6.4	7.7	7.1	29.2	20.1	24.4	22.2	13.8	17.8	18.7	20.6	19.7	29.4	26.3	27.8
6-10 hours	9.4	6.5	7.9	6.8	4.8	5.8	4.1	2.0	3.0	14.8	8.9	11.7	12.2	9.0	10.5	8.8	14.6	11.9	15.6	18.1	16.9
11-20 hours	4.2	2.8	3.5	1.1	1.6	1.4	1.6	1.7	1.6	6.3	2.9	4.5	6.3	3.5	4.8	6.0	8.4	7.2	7.8	8.3	8.1
21 hours or more	2.7	3.7	3.2	1.6	2.5	2.1	1.4	1.6	1.5	6.1	4.5	5.2	5.3	6.4	5.9	3.5	12.8	8.4	9.4	12.8	11.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Hispanic																					
0 hours	7.8	14.8	11.4	57.3	63.7	60.6	66.6	73.1	69.9	14.0	33.1	23.7	41.6	51.7	46.8	36.7	17.2	26.7	6.7	5.2	5.9
1-2 hours	52.8	54.0	53.4	22.0	17.2	19.5	20.5	16.7	18.5	35.4	37.3	36.4	20.0	18.7	19.3	36.6	32.9	34.7	34.5	27.8	31.1
3-5 hours	22.8	17.1	19.9	12.6	10.1	11.3	8.0	5.6	6.8	27.4	16.1	21.6	17.6	10.3	13.8	13.8	21.2	17.6	28.9	28.4	28.6
6-10 hours	11.1	8.4	9.8	4.8	4.6	4.7	2.4	2.5	2.5	13.3	7.9	10.6	9.3	7.8	8.6	6.9	13.0	10.1	16.5	17.9	17.2
11-20 hours	3.6	3.1	3.3	2.1	1.9	2.0	1.6	1.1	1.4	5.4	2.4	3.9	6.1	5.0	5.5	3.3	7.0	5.2	6.9	9.0	8.0
21 hours or more	1.8	2.6	2.2	1.3	2.5	1.9	0.9	1.0	0.9	4.6	3.2	3.9	5.4	6.6	6.0	2.6	8.7	5.7	6.5	11.8	9.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

NOTES: Responses are for 6th, 9th, and 12th grade students combined.
 See the Methodology Appendix for information on how race and ethnicity are categorized in the Minnesota Student Survey.
 Source: Minnesota Department of Education, Minnesota Student Survey Interagency Team 2004.
 Calculated by the Institute for Women's Policy Research.

Appendix Table 5.1. Percent of Girls and Boys Spending Time on Various Activities, by Race and Ethnicity, Minnesota Student Survey, 2004

	Email	Surfing the Web	Chat Rooms	Downloading or Listening to Music	Playing Games	Entertainment or Sports	Homework or Research	Shopping
All								
Girls	74.9%	60.7%	26.2%	48.1%	48.3%	19.2%	75.3%	27.0%
Boys	59.0%	64.5%	28.3%	49.6%	61.1%	40.3%	60.4%	24.1%
White								
Girls	79.0%	64.1%	25.4%	49.2%	48.9%	19.8%	79.4%	29.2%
Boys	62.5%	68.8%	28.2%	51.5%	62.9%	42.4%	64.1%	25.8%
African American								
Girls	50.1%	37.6%	26.5%	39.1%	42.4%	17.6%	51.5%	17.7%
Boys	40.4%	39.5%	24.7%	39.9%	46.9%	36.5%	40.1%	14.9%
Asian American								
Girls	69.5%	58.2%	29.2%	49.5%	41.7%	17.4%	73.0%	20.1%
Boys	55.0%	57.8%	32.8%	50.2%	59.0%	33.6%	61.3%	18.9%
American Indian								
Girls	57.2%	44.8%	33.2%	44.9%	48.2%	15.3%	47.6%	17.2%
Boys	41.4%	41.4%	27.6%	37.7%	49.4%	25.8%	34.4%	14.5%
Hispanic								
Girls	52.1%	40.1%	28.8%	41.3%	35.8%	14.7%	51.1%	15.3%
Boys	43.5%	42.2%	26.8%	41.0%	45.1%	29.0%	38.8%	15.9%

NOTES: Percents add up to more than 100 percent as students are asked to select all that apply.
 Responses are for 6th, 9th, and 12th grade students combined.
 See the Methodology Appendix for information on how race and ethnicity are categorized in the Minnesota Student Survey.
 Source: Minnesota Department of Education, Minnesota Student Survey Interagency Team 2004.
 Calculated by the Institute for Women's Policy Research.

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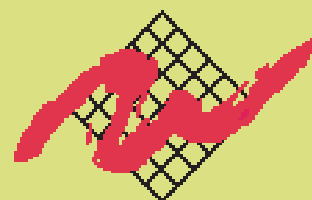
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