



# Minneapolis, MN **BRONZE**

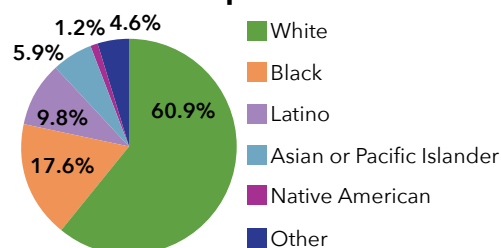
Minneapolis is located on the banks of the Mississippi River in central Minnesota, and together with sister city and state capital St. Paul comprise the “Twin Cities” and 16th largest metropolitan area in the nation. The city was initially incorporated after the discovery of a waterfall at the head of the Mississippi river that led to the birth of the lumber- and milling-related industries that continue to play a major role in the local economy today. Today, the healthcare industry and a burgeoning tech economy also serve as a major source of jobs and economic growth.<sup>1</sup>

Minneapolis has historically played an influential role in the national discourse on racial equity, despite a strong and consistent majority White population over the course of its history, and it is one of the least racially and economically segregated cities relative to the other nine studied. In recent years, leaders of Minneapolis have made great efforts to welcome refugees from Southeast Asia and to prioritize racial equity in planning and development efforts. However, the Twin Cities area (Minneapolis/St. Paul) is also confronting the need to rebuild confidence in the Police Department particularly among communities of color following the July 6, 2016 shooting of Philando Castile by a St. Anthony Police officer (a nearby suburb) during a traffic stop with Castile’s girlfriend and her four-year old daughter in the car. The incident ignited major protest across the Twin Cities area after the dash cam video was released. The police officer was later acquitted which further creates a tense climate between community advocates and police in the Minneapolis area.

As of January 2016, Minneapolis Public Schools operated 74 non-charter schools, including 45 K-8 institutions, sev-

**52%**  
of supports measured through Index

## Racial/Ethnic Composition: 2014



U.S. Census Bureau; NHGIS; Woods & Poole Economics, Inc.  
Policy Link/PERE National Equity Atlas, [nationalequityatlas.org](http://nationalequityatlas.org)

en middle schools, eight high schools, and 14 alternative and special education schools. Over 35,000 students were enrolled in MPS at the time, 38% of whom were Black, 34% White, 18% Latino, and the remaining 10% Asian and Native American.<sup>2</sup> Black children in Minneapolis are a staggering eight times as likely as White children to be living under the poverty line, and Latinos and Asians are at least five times as likely. Young adults of color in Minneapolis are overrepresented in the population of youth that are not in school or working, including more than one in five Black students and nearly one in five Latino students.

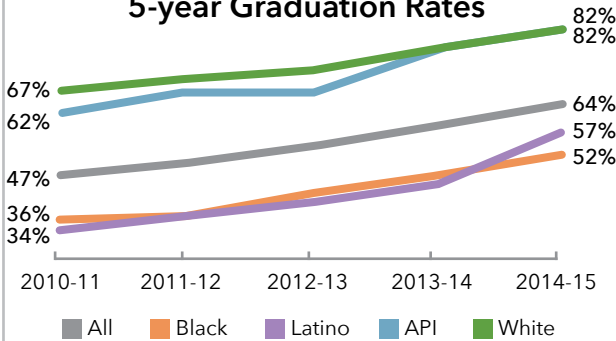
Racial disparities in health are consistent with these economic and social inequities. The mortality rate among Black children (28.6) is 1.5 times the rate among Whites (16.3), Latinos (16.7), and Asians (17.5). Similarly, Black families endure higher rates of infant mortality (8.73) compared to Whites (3.53) and Asians (3.59).

# THERMOMETER INDICATORS

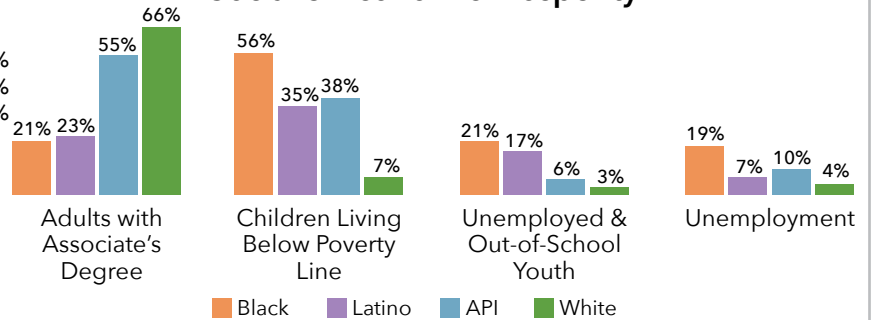


Current conditions for childhood success

## 5-year Graduation Rates



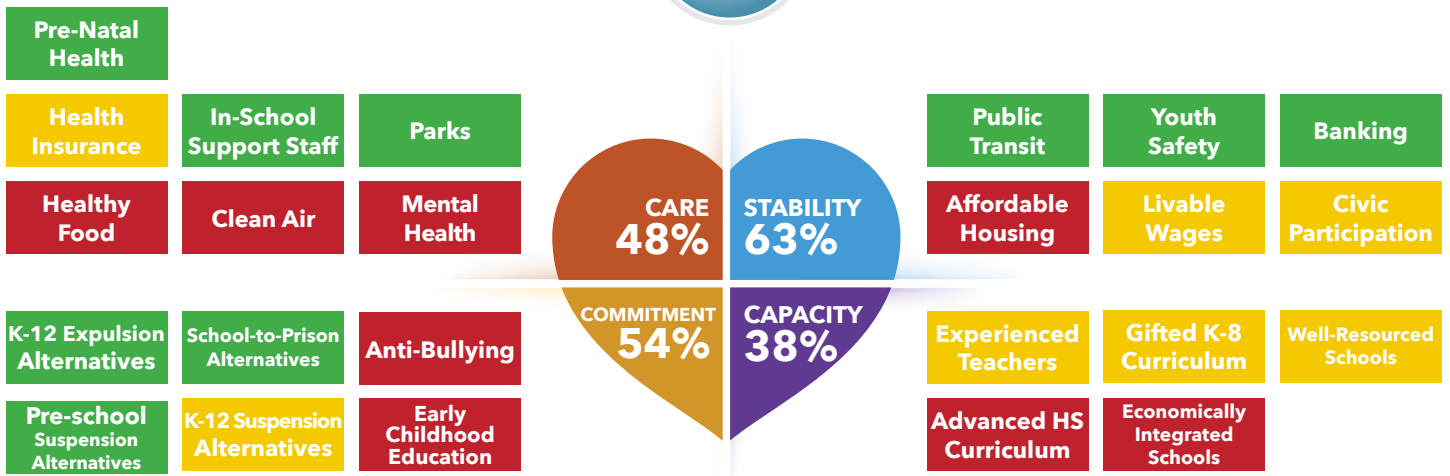
## Social & Economic Prosperity



# THERMOSTAT INDICATORS



Access to supports that provide all children the opportunity to learn



## State of Healthy Living and Learning in Minneapolis

Minneapolis has 52% of the supports measured through the Index, which is the highest among the 10 cities measured. Minneapolis shows some of the highest level of supports in Commitment and Stability, with 0% expulsion rates across all racial groups and the lowest level of working poverty (7%) among the 10 cities measured, though rates are considerably higher for Latino full time workers (23%) compared to other racial groups. The greatest gaps in access are in supports related to Capacity. Though Minneapolis has one of the lowest rates of school economic segregation (46% of students attend "high poverty schools" where 75% or more of the students qualify for free or reduced-price lunch), it still is considerably higher than what an ideal target for a loving city would be and there are wide inequities

between the rate of White students in high poverty schools compared to other racial groups. Additionally, students are not being enrolled in rigorous coursework, with only 30% of high school students enrolled in one or more AP/IB classes, and wide inequity in enrollment between White and Black and Latino populations (51% of White students enrolled in AP/IB compared to 17% and 19% of Black and Latino students, respectively). While Minneapolis had the highest level of supports related to Stability, gaps in access to affordable housing, livable wages, healthy food and health insurance, particularly for children of color, continue to create gaps in the opportunity for all students to learn and thrive.

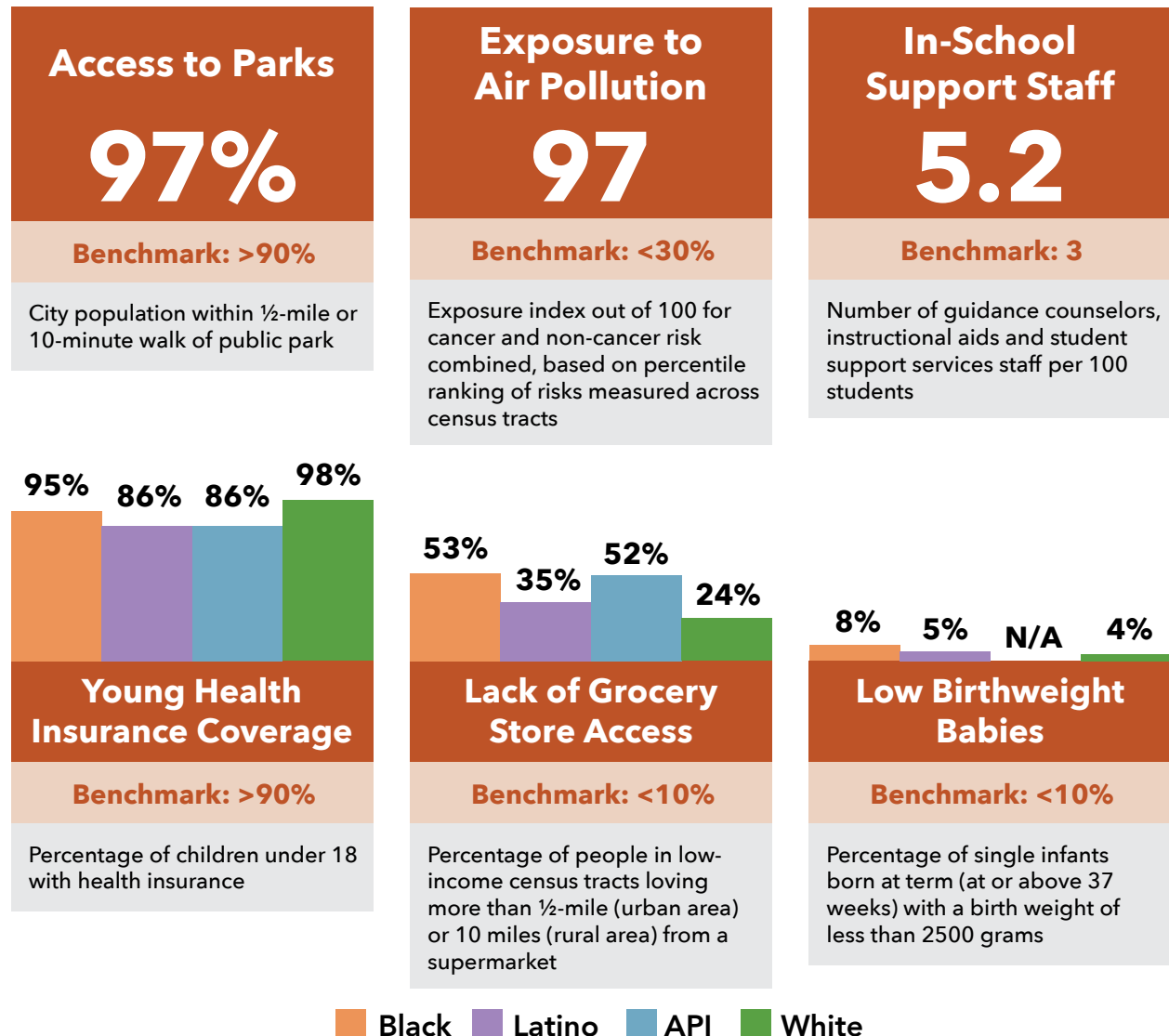
# CARE

Minneapolis has 48% of the supports measured for *Care*, including access to healthy foods and parks, clean air, pre-natal health, in-school support staff and mental health supports.

Minneapolis has the highest ratio of in-school support staff-to-students among the 10 cities studied, as well as excellent access to parks. However, exposure to pollution is also far higher than other cities, indicating that residents are exposed to some of the lowest air quality in the country.

As with most cities studied, Minneapolis is far from ideal targets for access to healthy foods, with one third of low income residents in the city living in a neighborhood without a grocery store in close proximity. Racial differ-

ences in access to grocery stores in stark, with more than double the percentage of Black and Asian individuals living without a grocery store compared to their White peers. However, a strong interest and demand for healthy foods exists within the city, and efforts are underway to improve access. In 2008, then-Mayor R.T. Rybak initiated a program called Homegrown Minneapolis to address food equity. The mayor also called for the creation of a healthy food task force, a food council, resolutions, coordinator position, farmers market regulations, mini markets, urban agriculture policy, business development center and loan program all targeting improved healthy food access.



# STABILITY

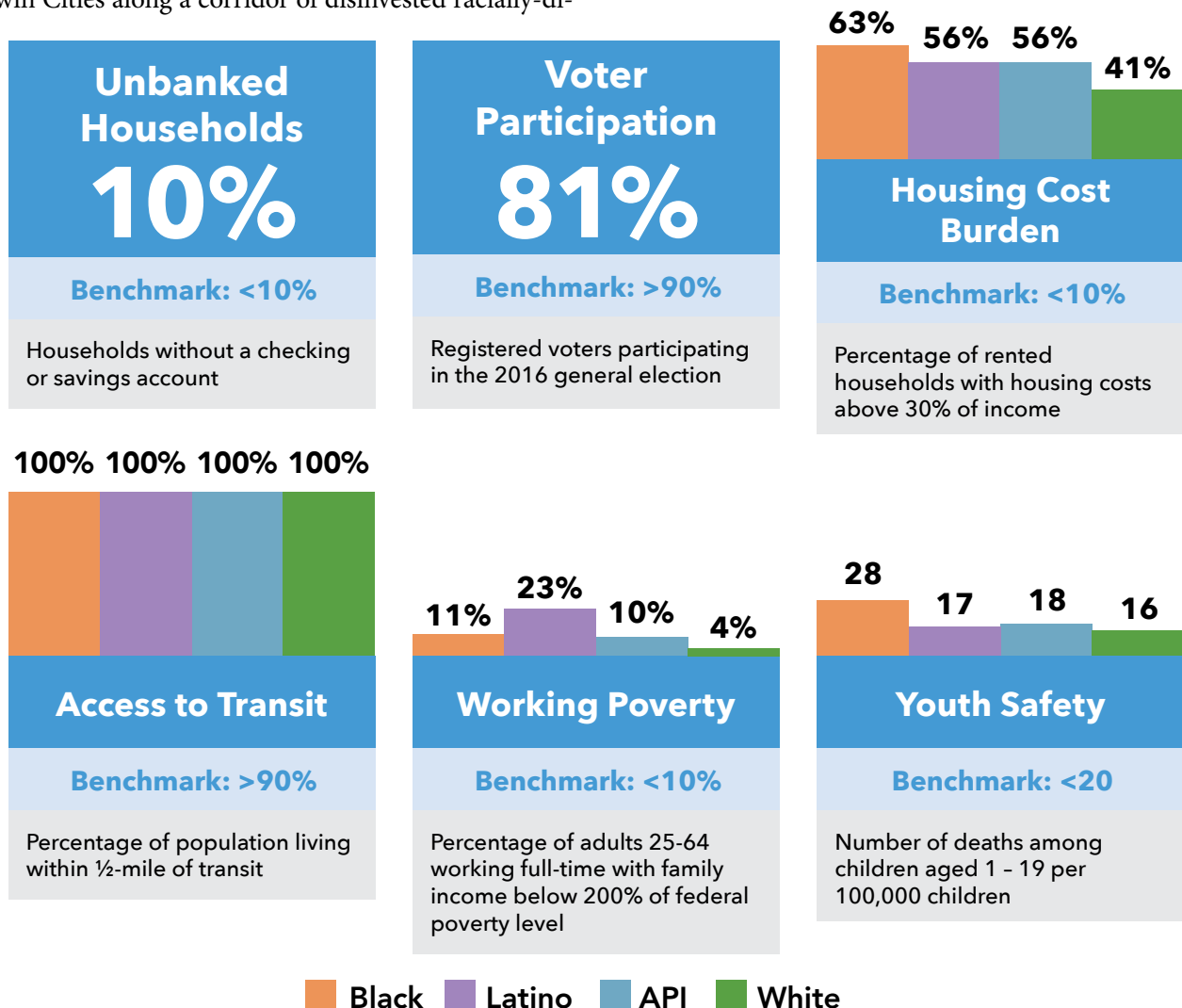
Minneapolis has 63% of the supports measured for *Stability*, including supports for affordable housing, transit accessibility, civic engagement, livable wage jobs, youth safety and access to banking.

Minneapolis had notably higher voter participation in 2016 compared to other cities studied, and among the highest nationally. Experts attribute this to Minnesota's voting laws. The state is one of only nine to offer both same-day registration (enacted in 1974) and online registration (enacted 2010-2013). Only fifteen states do same-day registration, which allows voters to register or correct their registration with valid ID when voting early or on Election Day.

Minneapolis, along with several other cities studied, has transit access in close proximity to all residents. It is home to one of the nation's best examples of equitable transit oriented development. In 2014, 11-mile Green Line Light Rail opened in the Twin Cities along a corridor of disinvested racially-di-

verse communities, linking it with regional employment hubs. Through nearly a decade of strategic partnerships and coordination across sectors and fields, the Green Line Light Rail has led to more than \$4.2 billion in investment in residential and commercial development. Over 17,000 new housing units are projected to be developed in the area, with 10% set-aside for affordable housing.<sup>3</sup> Advocates in the region are working hard to ensure that these affordable housing set-asides are met, and if possible, increased, to guard against the threats of gentrification and displacement and the ability of longtime residents to stay and benefit from the local investment.

Still, there are large racial disparities in fair wages and housing cost burden, indicating that Black, Latino and Asian families working full-time have a harder time finding work at wages that can support basic household expenses, and the majority of these families are paying disproportionately high proportions of their income to afford housing.



# COMMITMENT

Minneapolis has 54% of the supports measured for *Commitment*, including providing students with access to early childhood education, positive discipline practices in pre-school and K-12, and anti-bullying efforts.

There were not instances of expulsion or referrals to law enforcement in the 2013/14 school year – which could either be an indication of progress from punitive discipline approaches, or an issue with reporting. Suspension rates are relatively low overall, however, Black students are suspended at a disturbingly higher rate than peers in other racial groups (18% of all Black students received at least one suspension in the 2013/14 school year).

As with other cities, nearly half of 3 and 4 year olds in Minneapolis lack access to early childhood education.

One contributing issue is availability of Head Start programming, which is the federal program designed to provide access to early education for low income families. Unfortunately, there are only 1.6 Head Start facilities for every 10,000 students in the city. The federal program, which has been around for 40 years, has been associated with a range of positive cognitive, social-emotional, health, and parenting outcomes among its young participants.<sup>4</sup> It provides many low-income and otherwise disadvantaged children with access to preschool education that they might not otherwise obtain, but limited funding means that large numbers of eligible students are not participating in the program.

## School Bullying Reports

0

**Benchmark: >0**

Number of bullying or harassment allegations on basis of sex, race, color, national origin or disability among all K-12 students

## Preschool Suspensions

0

**Benchmark: <10**

Number of preschool children receiving at least 1 out-of-school suspension

## Students Referred to Law Enforcement

*None Reported*

**Benchmark: <50**

Number of children receiving at least 1 referral to law enforcement

52%

## Early Childhood Education Participation

**Benchmark: >90%**

Percentage of 3- and 4-year-olds enrolled in school

18% 5% 2% 3%

## School Suspensions

**Benchmark: <10%**

Percentage of K-12 students receiving at least 1 suspension

0

## Total School Expulsions

**Benchmark: <10**

Total number of K-12 students expelled from public school

Black Latino API White

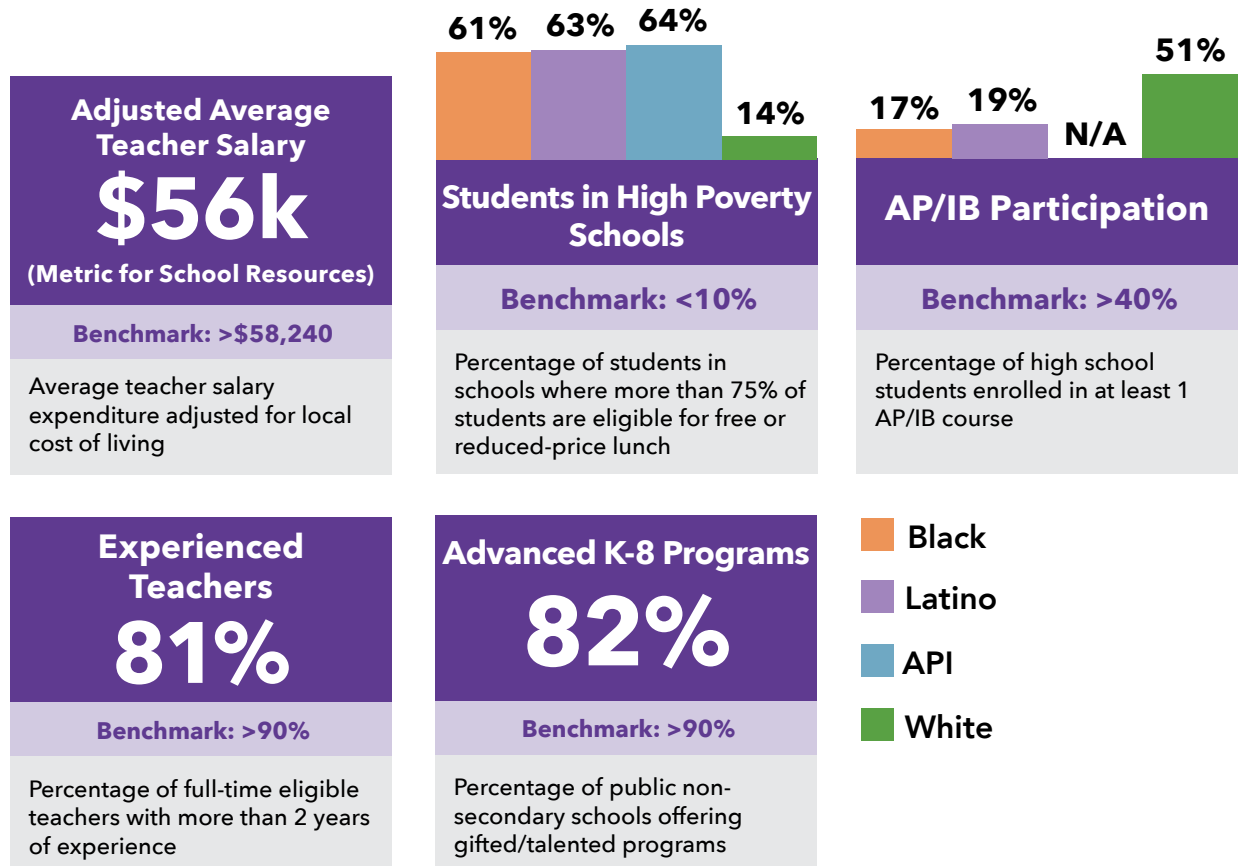


# CAPACITY

Minneapolis has 38% of the supports measured for *Capacity*, including access to challenging curricula, qualified, well-compensated teachers and integrated schools.

There is massive discrepancy in access to integrated schools. While only 14% of White students attend a “high poverty” school, defined as more than 75% of the student body eligible for free and reduced lunch, more than 60% of Black, Latino and Asian students attend high poverty schools. Schools with high concentrations of students living in poverty typically do not have the resources to provide students with individual counseling and non-academic supports that children in wealthier neighborhoods get, and access to academic resources like gifted and AP classes is also typically inequitable.

We see this in Minneapolis. Only 82% of K-8 schools offer gifted/talented programming. In high schools, 52% of White students are enrolled in at least 1 AP/IB course, compared to only 18% of Black and Hispanic students. This discrepancy is due in part to differences in access: nearly 100% of White students attend a high school that offered AP/IB courses, while only 85% of Black students do. Though College Board’s extensive studies of the issue of inequity in access pointed more to discrepancies in counseling: White students were being encouraged at far higher rates to enroll in more challenging classes, while Black and Latino students with high PSAT scores were not encouraged to enroll. Participating in AP coursework is critical to preparing high school students for four-year university programs, so this bias must be addressed to ensure equitable opportunities for post-secondary achievement.





# LOVING CITIES CALL TO ACTION

Across the country, we see powerful examples of organizations and community members taking steps to provide systems of supports that give all children an opportunity to learn. While each city may identify their own priorities, there are four key things that all cities can do to strengthen their system of supports. These are outlined below along with promising models and approaches to learn and build from.

## 1. Increase Adoption of Models for Delivering a System of **CARE** to all Children and Families

To address childhood trauma and other mental and physical health needs, cities need to equip each and every public school to be a hub for assessing and meeting healthcare and other resource needs. Models like **Communities in Schools** and **City Connects** equip schools with staff and tools to provide a system for addressing individual student and family needs at scale. For more information on CIS's model go to: [www.communitiesinschools.org/our-model/](http://www.communitiesinschools.org/our-model/).

For more information on City Connects model go to: [www.bc.edu/bc-web/schools/lsoe/sites/cityconnects/our-approach.html](http://www.bc.edu/bc-web/schools/lsoe/sites/cityconnects/our-approach.html).

In addition to school models that refer students to providers, **School-Based Health Alliance** is a network of local, state and national nonprofits working to “complement the work of school nurses by providing a readily accessible referral site for students who are without a medical home or in need of more comprehensive services such as primary, mental, oral, or vision health care.”<sup>5</sup>

SBHA and its state affiliates help schools establish and effectively run school-based health centers. For more information on SBHA affiliates, go to [www.sbh4all.org/about/state-affiliates/](http://www.sbh4all.org/about/state-affiliates/).

## 2. Elevate Policies and Practices That Integrate Communities and Schools to Increase Community **STABILITY** and Equitable Allocation of Community Resources

To address community and school segregation, we need to build mainstream understanding of the history of policies in the U.S. that created segregation and wealth inequity and come to terms with the damage those policies continue to have on communities today. In his book *The Color of Law*, Richard Rothstein recognizes that we as a society have largely “forgotten the history of how our government segregated America,” and schools widely teach curricula that has been

white-washed, failing to educate the public on our history of oppression and de jure racial segregation.

*The Color of Law* outlines several examples of affirming policies that could be adopted if there were greater political will to reverse the damage of past policies and supports rooted in racism. One key policy change communities can adopt is inclusionary zoning policy, which can “require housing developers to set aside

a portion of the homes they build at below-market rates, and reserve the right for the public housing commission to purchase one-third of those units to operate as subsidized public housing.”<sup>6</sup>

Reforming the Section 8 Housing Choice Voucher program can also lead to greater community integration.

Increasing subsidies to be on par with housing costs in more affluent neighborhoods and increasing the number of vouchers allocated to serve all families that have been damaged by historically racist policies would be a large step in beginning to heal and repair communities.

### 3. Increase **COMMITMENT** to All Children Through Increased Early Childhood Education Opportunities and Greater Training for Teachers and Administrators in Anti-Racist Practices and a Culture of Inclusion and Healing

Federal programs that provide access to early childhood education need increased funding to meet the scale of need that exists.

Racial opportunity gaps are not just about gaps in access to resources; they also result from unintentional differences in the ways adults and other students treat children of color.

These “invisible forces” are hard to measure, but are becoming clearer through research from groups like GLSEN and Georgetown Law Center that put data to the implicit biases and harassment that students, teachers, administrators and other adults within the system inflict against girls and boys of color. For recommendations on practices for increasing inclusion and reducing bullying in schools see GLSEN’s report at: [www.glsen.org/sites/default/files/TeasingtoTortment%202015%20FINAL%20PDF%5B1%5D\\_0.pdf](http://www.glsen.org/sites/default/files/TeasingtoTortment%202015%20FINAL%20PDF%5B1%5D_0.pdf)

For recommendations on policies and practices to address bullying without using zero tolerance approaches that are more harmful than helpful to school safety and culture, go to [www.schottfoundation.org/resources/two-wrongs-dont-make-right-why-zero-tolerance-not-solution-bullying](http://www.schottfoundation.org/resources/two-wrongs-dont-make-right-why-zero-tolerance-not-solution-bullying).

The Communities for Just Schools Fund (CJSF) is a leader in strengthening the organizing infrastructure in local communities by giving grants to local and regional groups that organize young people, parents and caregivers, educators and other community members to advocate on behalf of students impacted by exclusionary school discipline practices. For individuals and foundations interested in contributing to local organizing, CJSF shares several ways to get involved: [www.cjsfund.org/get-involved](http://www.cjsfund.org/get-involved)

### 4. Deepen Public and Private Commitment to Increasing **CAPACITY** of Public Schools

According to research by the Education Law Center and Rutgers Graduate School of Education, states are largely failing to invest adequately and fairly to provide all students with the resources and supports that they need to succeed.

For data and resources to advocate for fair school funding, go to: [www.schoolfundingfairness.org/is-school-funding-fair](http://www.schoolfundingfairness.org/is-school-funding-fair)



## Endnotes

- 1 Minneapolis: History. (2006). In *Cities of the United States*. (Vol. 3, pp. 287-288). Retrieved from Gale Virtual Reference library via [go.galegroup.com/ps/i.do?p=GVRL&sw=w&u=univca20&v=2.1&id=GALE%7CCX-3441802288&it=r&asid=902bcd08975fe61252f7d0997625cdfa](http://go.galegroup.com/ps/i.do?p=GVRL&sw=w&u=univca20&v=2.1&id=GALE%7CCX-3441802288&it=r&asid=902bcd08975fe61252f7d0997625cdfa).
- 2 Minneapolis Public Schools. (2016, January). *2016 Fact Sheet*. Retrieved from [http://www.mpls.k12.mn.us/uploads/mps\\_at\\_a\\_glance\\_fs\\_021217.pdf](http://www.mpls.k12.mn.us/uploads/mps_at_a_glance_fs_021217.pdf).
- 3 [https://static1.squarespace.com/static/5021cc16e4b0c203353d08c5/t/57fbc838e4fcb58bdf-33c9ad/1476118586893/Community+Explainer\\_10-10-16.pdf](https://static1.squarespace.com/static/5021cc16e4b0c203353d08c5/t/57fbc838e4fcb58bdf-33c9ad/1476118586893/Community+Explainer_10-10-16.pdf)
- 4 [https://www.acf.hhs.gov/sites/default/files/opre/executive\\_summary\\_final.pdf](https://www.acf.hhs.gov/sites/default/files/opre/executive_summary_final.pdf)
- 5 School Based Health Alliance: <http://www.sbh4all.org/school-health-care/national-census-of-school-based-health-centers/>.
- 6 Rothstein, R. (2017 May). *The Color of Law: A Forgotten History of How Our Government Segregated America*.