

OUR ABILITY TO COMPETE as a 21st century city and economic engine for the state depends on everyone fully participating in our workforce and benefiting from our shared quality of life. Yet Minneapolis faces costly racial disparities in education, jobs, housing, justice, and other critical areas, according to data The Minneapolis Foundation commissioned from Wilder Research. These challenges severely curtail our chances for regional vitality and run counter to our values of fairness and opportunity.

Since “what gets measured, gets done,” OneMinneapolis was created to help our community better understand, track, and improve how all of our neighbors are faring. The full data report (available at OneMinneapolis.org) shines a light on the shocking and unacceptable differences in how Minneapolis residents are faring on the most essential indicators of a healthy and productive life. Findings have been highlighted in this dashboard, which will be updated annually and can serve as a barometer of the collective risk we face if we don’t change course. Let’s talk honestly about what the findings say about and mean for our city, empower those who are not being well served to shape solutions, and together realize a vision for our community’s success.

When each of us does better, we all do better. Join us in creating OneMinneapolis.

Key

Range: the range between the percentage of the racial or ethnic community faring least well to that of the community faring best on each indicator. (Whites fare best on all but a few; there’s great diversity among those most underserved.)

Gap: the span of the range in percentage points

Risk: the severity of the gap by size (not a measure of the impact on an individual or our community)

Overall: the percent for all students/children/residents on each indicator

● racial disparity of 35-100 pts

● disparity of 20-34 pts

● disparity of 0-19 pts

● no disparities

Community Indicator	Range by Race/Ethnicity	Gap	Risk	Overall
Education				
Kindergartners ready for school*	36 - 94%	58 pts	●	70%
3rd graders proficient in reading*	34 - 88%	54 pts	●	54%
Minneapolis Public Schools (MPS) students graduating on time	21 - 71%	50 pts	●	44%
MPS graduates who enroll directly in post-secondary education	33 - 73%	40 pts	●	61%
MPS students who show strong attendance	33 - 72%	39 pts	●	59%
School-age students living in Minneapolis attending MPS	31 - 69%	38 pts	●	66%
8th grade MPS students who feel their teachers make them want to learn	63 - 84%	21 pts	●	69%
MPS students suspended once a year or more	3 - 24%	21 pts	●	13%
8th grade MPS students who trust adults in their school to keep them safe	71 - 88%	17 pts	●	79%
MPS parents surveyed satisfied with their child’s school	71 - 84%	13 pts	●	79%
Minneapolis Community and Technical College students who graduate within three years**	3 - 12%	9 pts	●	9%

Children & Youth				
Minneapolis children living in poverty*	14 - 70%	56 pts	●	31%
Youth connected to a caring adult in the community	64 - 77%	13 pts	●	73%

Our City at a Glance

Population by Detailed Race Mpls 2010

Black 19%
Other race 6%
Asian 6%
Mixed races 4%
American Indian 2%
White 64%

11% of the population is Hispanic. Hispanic residents may be represented in any of the racial groups above.

Sources: U.S. Census Bureau, 2010 decennial census for total population, housing units and vacancy, and race/ethnicity. All other data are from the American Community Survey, 2009.

Total population	382,578
Residents under age 18	21%
Foreign-born	15%
Born in the U.S.	85%
Housing units	178,287
Affordable housing units	20,060
Households	163,048

Behind the Numbers

1

1 in 4 African-American boys is suspended once or more per year. African-American boys are least likely to trust adults in school to keep them safe. African-American residents are most likely to feel unaccepted because of their race, ethnicity, or culture.

2

Children from Somali-speaking homes are ready for kindergarten at an above-average rate, while those in Spanish-speaking homes are least prepared for school.

3

Asian American ELL students have the lowest rates of 3rd grade reading proficiency. Children of Asian immigrants have the highest rates of poverty.

4

40% of Minneapolis residents are people of color, yet 17% of jobs in Minneapolis are filled by people of color. Latino adults of working-age are second to white adult residents of Minneapolis in the percentage employed. Latinos are least likely to have affordable housing.

5

American Indian students are least likely to show strong attendance, graduate on time, and enroll directly in post-secondary education. American Indians of working age are least likely to be employed.

Community Indicator	Range by Race/Ethnicity	Gap	Risk	Overall
Economic Vitality				
Minneapolis families living in poverty	14 - 52%	38 pts	●	26%
Minneapolis working-age adults (16-64) who are employed	51 - 78%	27 pts	●	73%
Low-income households who have affordable housing	11 - 31%	20 pts	●	22%
Jobs in Minneapolis that pay a family-supporting wage	n/a	n/a		58%
Working Minneapolis residents who are self-employed	n/a	n/a		9%

Justice & Equality				
Residents who feel unaccepted because of their race, ethnicity, or culture once a month or more	4-20%	16 pts	●	9%
Minneapolis’ elected state senators and representatives who strongly support bills that advance equity	n/a	n/a		53%

Representative Leadership				
Elected officials representing Minneapolis who are people of color	n/a	n/a	●	22%
Voter participation rate	n/a	n/a		46%

*Range and gap also available by subgroups (e.g., Hmong, Somali) | **Overall percentage of students who graduate or transfer within three years is 34%
n/a = Range and gaps unavailable or immeasurable



Summit Academy OIC

Summit Academy OIC believes the best social service program is a job. Summit graduates men and women with skills needed to earn a livable wage. They also ensure everyone has a chance at jobs, such as construction work, created by publicly-financed projects.



Peta Wakan Tipi

Peta Wakan Tipi helps American Indian men and women transition from chemical dependency and homelessness to a healthy, self-sufficient life. They provide culturally-based supportive services, housing, and living wage jobs. Native youth also learn indigenous gardening and cultural medicinal practices, which increases their sense of belonging.



Way to Grow

Way to Grow helps prepare our youngest children for success in school and life. Their home visit program shows families how to teach their children through everyday interaction and play. The goal is for every child to start school with a strong vocabulary - a key building block for learning.

