

oneMinneapolis

Community Indicators Report

October 2011



Acknowledgements

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Introduction

In 2009, The Minneapolis Foundation unveiled a new strategic plan that focuses community philanthropy activities on Transforming Education, Promoting Economic Vitality, and Building Social Capital in an effort to advance social, economic, and racial equity. The strategic plan states:

The Minneapolis Foundation serves as a leader, partner, and grantmaker to help create positive change in the community, ensuring everyone has the power to build a positive future for themselves, their families, and their communities. We will invest our resources strategically towards specific key results in order to achieve social, economic, and racial equity.

As part of the evaluation of the strategic plan, The Minneapolis Foundation partnered with Wilder Research in 2010 to select community-level indicators that reflect the community's educational, economic, and social environment. The community indicators sketch a portrait of the Minneapolis landscape, in which The Minneapolis Foundation operates as a leader, partner, and grantmaker. Additional data from internal records, grantees, and partners will also help explain how the grantmaking and leader/partnership activities are making a difference in the community. All of these serve to illustrate the Foundation's work in advancing social, economic, and racial equity as they support efforts to Transform Education, Promote Economic Vitality, and Build Social Capital.

The Data Report

This baseline data report is designed to be used by The Minneapolis Foundation staff as well as board members, community leaders, and policy makers to learn more about the areas of education, economic vitality, and social capital for the city of Minneapolis, based upon key indicators. Presenting the most current data for the chosen indicators provides a common starting point for those interested in the future of Minneapolis. We hope this report will be used to inform conversations, build strategies, and implement policies to address some of the challenges, opportunities and inequities facing Minneapolis and its residents.

The report begins with an At A Glance snapshot of key demographic data about the city, followed by a Dashboard of the 24 indicators selected by The Minneapolis Foundation. The Dashboard presents the most current measure, trend data, and a racial equity comparison. In-depth information about each indicator is located in the subsequent three sections of the report.

Each of the 24 community indicators is described in a two-page spread that includes details about the indicator, why the indicator is important, the most recent data point, trend data, equity measures (data disaggregated by subgroups to reveal equity concerns), key observations about the data, and technical notes to assist with interpretation.

To reveal how the city of Minneapolis is changing and how The Minneapolis Foundation is leveraging its resources to contribute to positive change, this summary of community indicators will be updated each year based on the most current available data.

About the Indicators

The community indicators highlighted in this document provide the most recent data about the state of the community in the focus areas important to The Minneapolis Foundation's Strategic Plan.

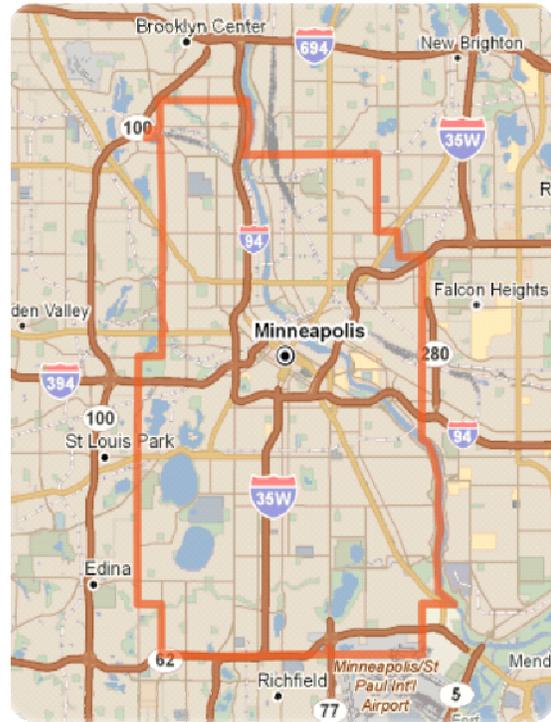
These indicators were chosen based on standard criteria employed across numerous community indicator projects, including Minnesota Compass, such as being reliable and valid, research-based, regularly collected in the same manner so as to create trends, and based upon a large enough sample (if survey data) to produce smaller error margins so that one can see change over time. Furthermore, some indicators are the same as those chosen by partner organizations, such as the Minneapolis Public Schools, because of the close alignment between the organizations' goals. Wilder Research and The Minneapolis Foundation sought indicators that could be readily understood by the public (possessing "communication power"), could be disaggregated to show differing results by subgroups, and were related to actual outcomes rather than changes in inputs.

The data report includes the most recent available data for each indicator and equity measures; the data year varies across indicators due to the varying release schedules of the data providers. However, within each indicator, all data points reflect the same time frame for comparability, and the data year is noted. Many of the data points come from the U.S. Census Bureau's American Community Survey 3-year estimates, which pool data collected over three years to provide a large enough sample to allow for disaggregation by subgroups such as race/ethnicity, gender, and nativity (U.S.-born or foreign-born). Future reports will be updated to include the most recent available data.

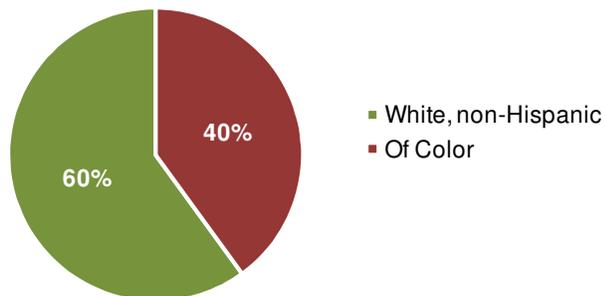
Notes and sources for each indicator are provided on each two-page spread. Error margins (confidence intervals) are not presented in the document, but exist for all data points that arise from survey data. Please contact Wilder Research for additional information.

Minneapolis at a Glance

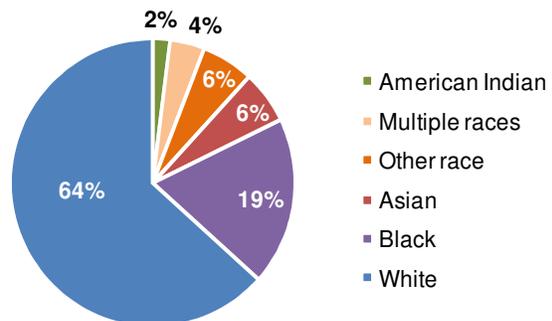
Total population	382,578
Residents under age 18	21%
Residents age 18-64	72%
Residents 65 or older	7%
Foreign-born	15%
Born in the U.S.	85%
Housing units	178,287
Vacant units	8%
Households	163,048
Families with children < 18	41,288
Median household income	\$45,538
Residents in poverty	23%
Median home value	\$220,900
Adults 25+ with associate's degree or higher	49%



POPULATION BY RACE
Minneapolis, 2010



POPULATION BY DETAILED RACE
Minneapolis, 2010



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.

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 one; 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
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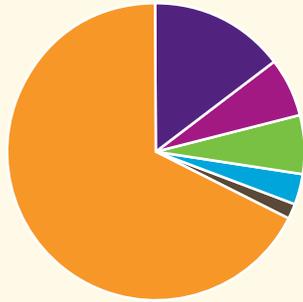
Education

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

2011 Community Indicators – Examining Equity

Wherever possible, this report examines data more finely to see how differing groups are faring and what degree of equity exists among them. Across most indicators, a wide gap in opportunity or outcomes exists by race and income. This section highlights some of the greatest gaps in equity, which are the product of differing opportunities, resources, and treatment, in “Points of Concern.” In addition, “Points of Note” highlight places where equity is closer to being achieved, or outcomes do not follow historical patterns.

Points of Concern

Some of the greatest gaps by race occur in the indicators of progress throughout students’ educational career—where White students routinely have a 40 to 50 percentage point advantage over the poorest performing group (usually Hispanic or American Indian students)—from kindergarten readiness through graduation and college enrollment. Black students fare the worst in their likelihood of being suspended, with 1 in 4 serving a suspension each year. Black students are also the least likely to trust adults in their school to keep them safe.

- Asian students in Minneapolis Public Schools are the least likely to report having a caring community adult in their lives.
- Kindergarteners who speak Spanish in their home are the least likely to be ready for kindergarten—considerably less ready than even those who speak Hmong or Somali at home.
- Black students who are native English speakers are only slightly more likely to be proficient in reading during 3rd grade as Black students who are English Language Learners.
- Among all students who graduate from Minneapolis Public Schools, fewer than half of American Indian and Hispanic students enroll in college, and only 56 percent of Black graduates enroll.
- Hispanic, multiracial, and Black low-income households in Minneapolis are the least likely to have affordable housing, with fewer than 2 in 10 paying housing costs considered reasonable.
- Today more than half of all the American Indian, Asian, and Black children living in Minneapolis are in poverty. In numbers, the 10,800 Black children in poverty in Minneapolis vastly outnumber children of other races in poverty, accounting for half of all the city’s children in poverty.
- The employment gap between Whites and American Indians is 27 percentage points, and between Whites and U.S.-born Blacks is 25 percentage points. Foreign-born Blacks are considerably more likely to be working than U.S. born Blacks (68% versus 53%).
- While only about 60 percent of Minneapolis residents are White, 83 percent of jobs in the city are filled by White workers.

Points of Note

Asian students in Minneapolis Public Schools are the most likely to exhibit strong attendance and the least likely to be suspended. Asian students are second only to White students in their likelihood of meeting 3rd grade reading standards, graduating high school on time, enrolling in college immediately after graduation, and graduating or transferring from Minneapolis Community and Technical College within three years (among those who enrolled there).

- Kindergarteners whose families spoke Somali in their home were almost as likely to meet the literacy benchmark as those who spoke English.
- Hispanic and African (not African American) students in Minneapolis Public Schools are most likely to report that their teachers make them want to learn.
- Parent satisfaction with their child's school ranges from 71 percent for American Indian parents to 84 percent for Hispanic students, fairly similar across parents from all racial groups.
- Among all low-income households in Minneapolis (earning less than \$35,000 annually), Asian households are most likely to have affordable housing.
- Hispanic children in Minneapolis are less likely to live in poverty than American Indian, Asian, and Black children. This may be related to the fact that Hispanic adults of working-age are second only to White adult residents of Minneapolis in the percentage employed.
- Across all racial groups, very few students graduate or transfer from Minneapolis Community and Technical College within three years, including only 3 percent of American Indian students. At 12 percent, White students fare the best, although their rate is still low.
- Among 41 key public positions serving Minneapolis constituents, 63 percent of all seats were held by women and/or people of color, groups who have been traditionally underrepresented in public office. Fully 49 percent of the seats examined are held by women, roughly proportional to their make-up in the Minneapolis population.

2011 Community Indicators – Overall

Education: Some gains, but not enough diplomas

- Progress in kindergarten readiness, post-secondary enrollment, and students who report their teachers make them want to learn reveals that Minneapolis Public Schools has strengthened its performance on some key dimensions. Suspension rates have also declined slowly but steadily for the district, and parent satisfaction is relatively high at 79 percent.
- Somewhat fewer 3rd graders enrolled in Minneapolis Public Schools are proficient in reading today than three years ago. Just over half of 3rd graders are reading at grade level, and the others are at considerable risk of falling behind or dropping out of school.
- Attendance and graduation rates were relatively unchanged over the past three years. Only about 6 in 10 students attend class regularly (95% of the time), and fewer than half of Minneapolis' high school students leave with a diploma in four yearwwws.
- Increasingly, families living in Minneapolis are choosing alternatives to Minneapolis Public Schools (MPS), including charter or private schools, or homeschooling. About two-thirds of school-age children in Minneapolis attend Minneapolis Public Schools, with students of color more likely to be enrolled than White students. However, the majority of Minneapolis children still attend Minneapolis Public Schools.
- Compared to earlier cohorts, attending Minneapolis Community and Technical College are less likely to graduate or transfer within three years. Only 34 percent of students do so today.

Economic Vitality: The recession hits home

- The recession's toll is evident in Minneapolis, where growing shares of residents live in poverty and are overburdened by their housing costs, and fewer adults are finding employment.
- Meanwhile, the supply of affordable rental units has grown in Minneapolis, but it falls short of demand, as a growing share of residents pay more than 30 percent of their income toward housing costs.
- The jobs in Minneapolis are more likely to pay a family-supporting wage today than in years past; however, many of those jobs are filled by residents who live outside the city.
- Self-employment among Minneapolis workers has grown in popularity; nearly 1 in 10 residents is self-employed for their primary work.

Social Capital: More connection, but not at the polls

- Positive youth development is more common in Minneapolis today, as evidenced by more Minneapolis Public School students indicating they have an adult in the community who cares about them, and declining numbers of youth arrested for serious crimes.
- Adult residents have also voiced improvement in racial relations in the city. The likelihood of feeling unaccepted because of one's race, ethnicity, or culture has been cut in half since 2002.
- Fewer than half of the potential voters in Minneapolis voted in the general election in 2010, the lowest percentage this decade.
- Two-thirds of key elected positions serving Minneapolis today are held by women and/or people of color. Women are more likely than people of color to be voted into office.

Kindergarteners ready for school

WHY IT MATTERS

- Proficiency on the kindergarten assessment is highly correlated with 3rd grade reading proficiency. Students who struggle with early literacy concepts when they are in kindergarten are often the ones who are struggling to read at the end of third grade. Students with limited reading skills are more likely to exhibit behavioral problems, repeat a grade, and eventually drop out of school.
- Kindergarten readiness is affected by the quality of early learning environments in the home, in child care/early education settings, and in the broader community.

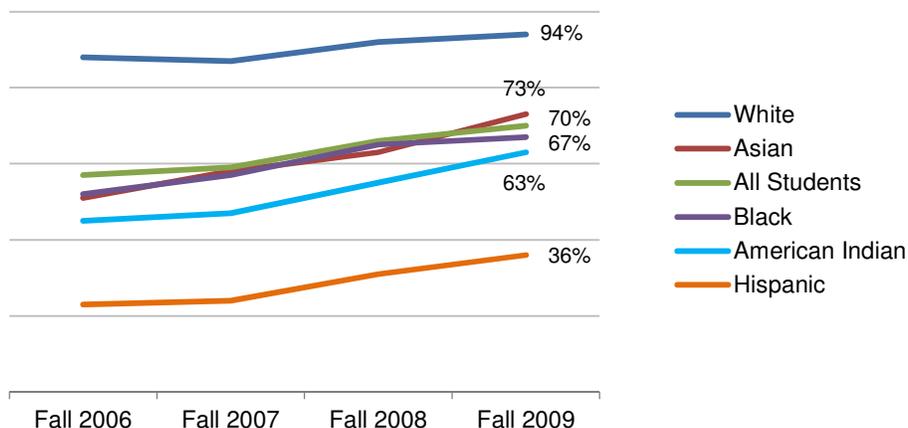
HOW WE'RE DOING

Measurement Used: Percentage of kindergarteners who meet or exceed the standards on Minneapolis Beginning of Kindergarten Assessment (BKA)¹ total literacy benchmark.

The Minneapolis Beginning of Kindergarten Assessment is a 15-minute standardized assessment of reading and numerical skills administered in the fall of each year with all incoming kindergarteners. The BKA's total literacy benchmark consists of measures of naming letters and their sounds, rhyming and alliteration, and vocabulary. The Minneapolis Public Schools has set a goal in its Strategic Plan of having 80 percent of incoming kindergarteners ready for school by 2015.

KINDERGARTENERS READY FOR SCHOOL, BY RACE/ETHNICITY

Minneapolis Public Schools, 2006-2009



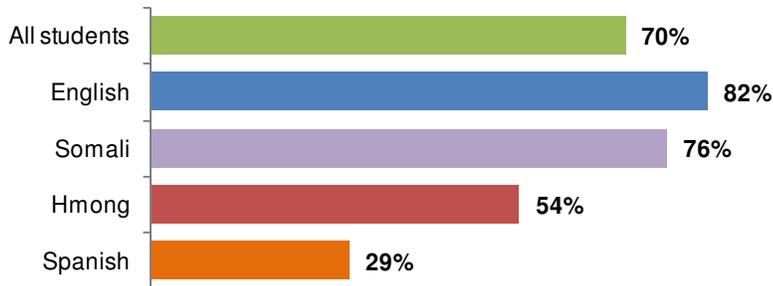
Overall: 70% of students are ready for Kindergarten.

¹ The Minneapolis Public Schools' Beginning of Kindergarten Assessment (BKA), administered only in the Minneapolis Public Schools district, is not the same as the statewide Minnesota School Readiness Study, administered to a 10 percent sample of Minnesota elementary schools that choose to participate (Minneapolis Public Schools does not). The latter is the assessment that is often cited to make the claim that "half of Minnesota's students are not ready for kindergarten." School district-level data are not available from this statewide assessment, but are available from the BKA. Data from the two assessments cannot be compared against each other, as they measure different items and different children.

Sources: Minneapolis Public Schools, Research Evaluation and Assessment Department; Results Minneapolis.

KINDERGARTENERS READY FOR SCHOOL, BY HOME LANGUAGE

Minneapolis Public Schools, Fall 2009



8 out of 10 children who speak English at home are ready for kindergarten, but only **3 out of 10 children** who speak Spanish at home are ready in Minneapolis.

KEY OBSERVATIONS

- In fall 2009, 70 percent of the roughly 3,200 incoming kindergarteners in the Minneapolis Public School district scored proficient or better on the Beginning of Kindergarten Assessment (BKA) total literacy benchmark. The percentage passing is 13 percentage points higher than just three years earlier, revealing strong progress in the district.
- Kindergarteners of all races are more likely to be ready for school now than they were in 2006, as all groups improved. However, Hispanic students still fare the poorest, with fewer than 4 in 10 ready for kindergarten. Similarly, when examining readiness by the language spoken in the kindergartener's home, Spanish-speaking students (29%) are most likely to fall short of the literacy benchmark, followed by Hmong students (54%).
- Kindergarteners whose families spoke Somali in their home (76%) were almost as likely to meet the literacy benchmark as those who spoke English (82%).
- The BKA is given in the fall, but kindergarteners are assessed in the spring again. In 2010, all subgroups showed growth over the year, although Spanish-speaking students remained least likely to pass the literacy benchmark at the end of kindergarten, with less than half doing so.

3rd graders proficient in reading

WHY IT MATTERS

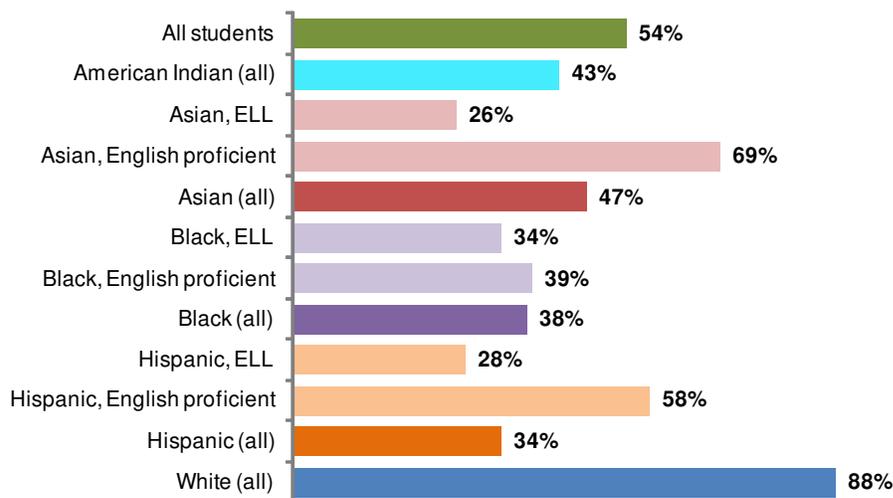
- Reading proficiency by the end of third grade is often a predictor for future academic and life success.
- Through third grade most students are learning to read, but in fourth grade they begin "reading to learn" – to gain information and think critically in all other subject areas.
- About three-fourths of students who are poor readers in third grade will remain poor readers in high school.
- Students with limited reading skills are also more likely to exhibit behavioral problems, repeat a grade, and eventually drop out.

HOW WE'RE DOING

Measurement Used: Percentage of 3rd grade students that meet or exceed proficiency on the Minnesota Comprehensive Assessment (MCA-II) reading exam¹, given in the spring.

3RD GRADERS PROFICIENT IN READING, BY RACE/ETHNICITY AND ENGLISH LEARNER (ELL) STATUS

Minneapolis Public Schools, 2010



Overall: 54% of 3rd graders are proficient in reading (2010²).

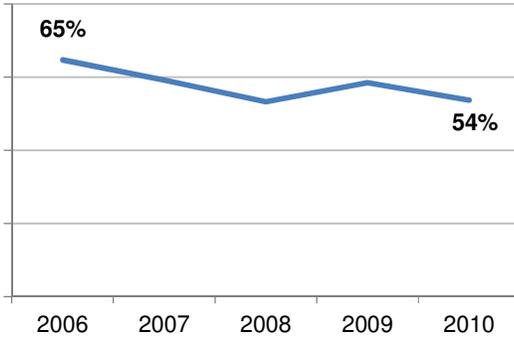
3rd graders in six Minneapolis charter schools are more likely to be proficient readers than MPS students.

¹ MCA-II exams are given in the spring. . In 2006, students who were identified as Limited English Proficient (LEP) were not required to take the MCA-II exams for reading. However in 2007, all LEP students were required to take the MCA-II reading exams. This addition of students who were in the process of acquiring English to the 2007 pool of students tested may have contributed to a drop in proficiency rates between 2006 and 2007.

² Data year in the graph represents the second year of a school year; e.g., 2010 data represents the 2009-2010 school year.

3RD GRADERS PROFICIENT IN READING

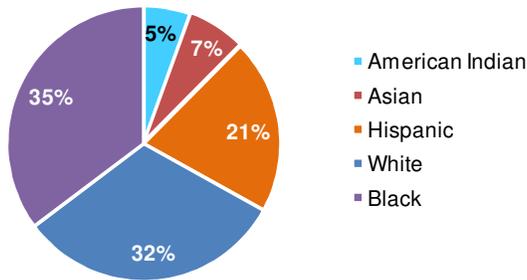
Minneapolis Public Schools, 2006-2010



Demographics of Third Graders³

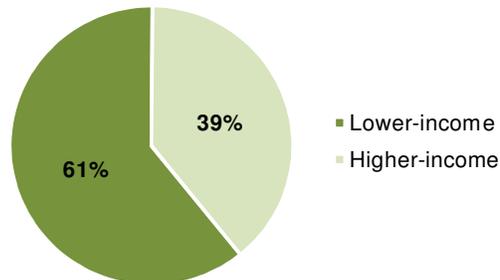
SHARE OF 3RD GRADERS, BY RACE/ETHNICITY

Minneapolis Public Schools, 2010



SHARE OF 3RD GRADERS, BY INCOME

Minneapolis Public Schools, 2010



KEY OBSERVATIONS

- The achievement gap in 3rd grade reading proficiency between White students and students of color in the Minneapolis Public Schools was a full 50 percentage points in 2010.
- Fewer than half of American Indian, Asian, Black, or Hispanic students were proficient, with Hispanic students least likely to be reading at grade level.
- Nearly 9 in 10 White students were proficient; however, White students represent only a third of the 3rd grade student population in MPS.
- Among Asian and Hispanic students, only about a quarter who are ELL students are proficient readers, but those with strong English language skills are far more likely to be so. Black students learning English (34%) are somewhat more likely to be proficient readers than Asian (26%) or Hispanic (28%) students learning English. However, Black students who are English proficient (39%) have the lowest percentage of readers among groups of students without a language barrier.
- About 81 percent of higher-income 3rd graders are reading at grade level, but only 37 percent of their lower-income peers are, a gap of 44 percentage points.

³ “Lower-income” indicates children receive a free or reduced school lunch, while “higher-income” students do not.

Source: Minnesota Department of Education

Minneapolis Public School students graduating on-time

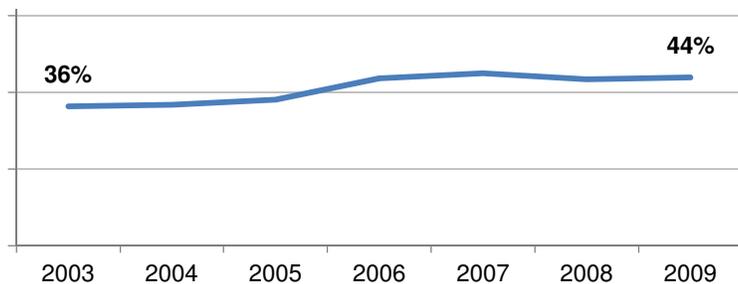
WHY IT MATTERS

- The number of jobs available to people who do not graduate from high school is declining, and very few of those that remain pay a wage sufficient to support a family outside of poverty.
- Lack of a high school diploma puts an individual at greater risk for job instability, lower lifetime earnings, poorer health, unemployment and welfare, and prison.
- Communities benefit from more-educated citizens through lower crime rates, less reliance on social assistance programs, and higher voting and volunteering.

HOW WE'RE DOING

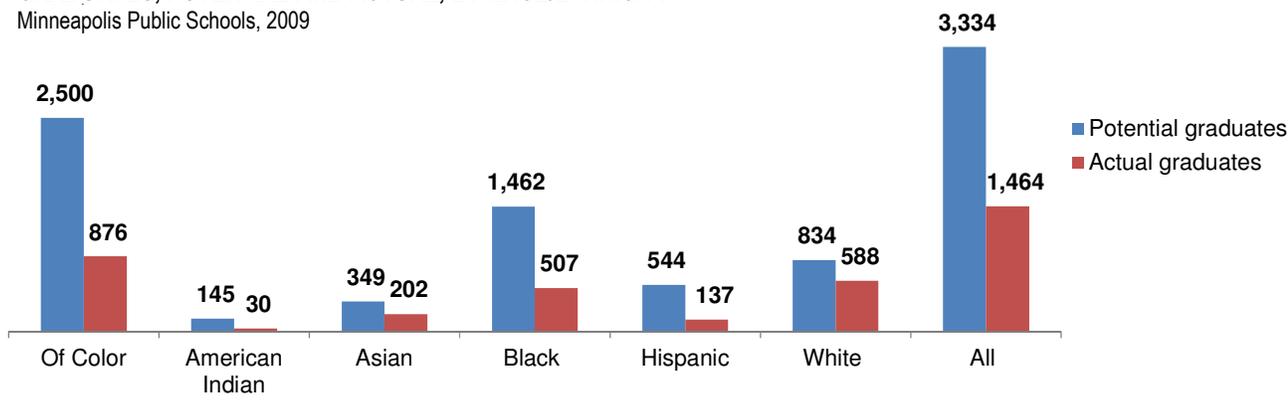
Measurement Used: These graduation rates show what percentage of students who began 9th grade stayed on track and earned a diploma four years later.

HIGH SCHOOL STUDENTS IN MINNEAPOLIS PUBLIC SCHOOLS GRADUATING ON TIME 2003-2009



Overall: 44% percent of Minneapolis Public School students graduated on time¹ (2009²).

GRADUATES, POTENTIAL AND ACTUAL, BY RACE/ETHNICITY Minneapolis Public Schools, 2009

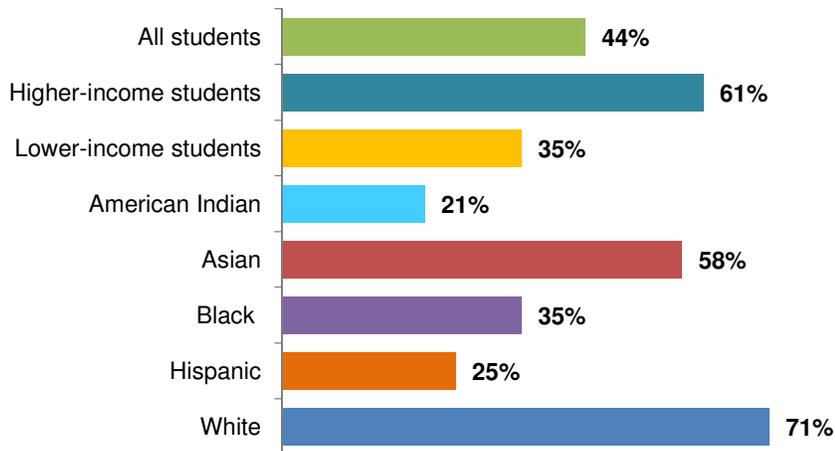


¹ Rate is calculated as the “Four-year adjusted cohort graduation rate.” These graduation rates show what percentage of students who began 9th grade stayed on track and earned a diploma four years later (adjusted for students who transferred in and out of the district). “Potential graduates” represent all of the 9th graders of a particular group who had the potential to graduate four years later (adjusted for transfers), while “actual graduates” indicates how many of these 9th graders actually earned a diploma in those four years. Actual graduates divided by potential graduates, multiplied by 100, equals the graduation rate.

² Data year in the graphs represents the second year of a school year; e.g., 2010 data represents graduates from the 2009-2010 school year.

GRADUATION RATES BY INCOME³, RACE/ETHNICITY

Minneapolis Public Schools, 2009



KEY OBSERVATIONS

- About 3,330 students had the potential to graduate on time (i.e., in four years of high school), yet only about 1,460 did, for an overall graduation rate of 44 percent.
- About 5 in 10 girls graduate on time, compared to about 4 in 10 boys. Boys and girls were about equally likely to drop out (17% and 16%, respectively, dropped out in the four years leading up to graduation in 2009.)
- Only 1 in 5 American Indian students, 1 in 4 Hispanic students, and 1 in 3 Black students graduated on time in 2009, an enormous loss of human capital. Faring better, about 6 in 10 Asian students and 7 in 10 White students earned a diploma on time. White students are twice as likely to graduate on time as students of color.
- Only about a third of lower-income students' graduate in four years, and the graduation gap between them and their higher-income peers is 26 percentage points.
- Not all students who do not graduate on time dropout; many continue their education. In 2009, while 44 percent of Minneapolis Public School students graduated after four years of high school, the rate rises to 56 percent of students who graduated in four, five or six years' time.
- Comparison data are unavailable for privacy reasons for many charter schools in Minneapolis (because of small class sizes). Among those charters with data available, Lincoln International School (44%) and Augsburg Fairview Academy (33%) had the highest percentages of on-time graduates.

³ "Lower-income" indicates children receive a free or reduced school lunch, while "higher-income" students do not. Source: Minnesota Department of Education.

Minneapolis Public School graduates who enroll directly in post-secondary education

WHY IT MATTERS

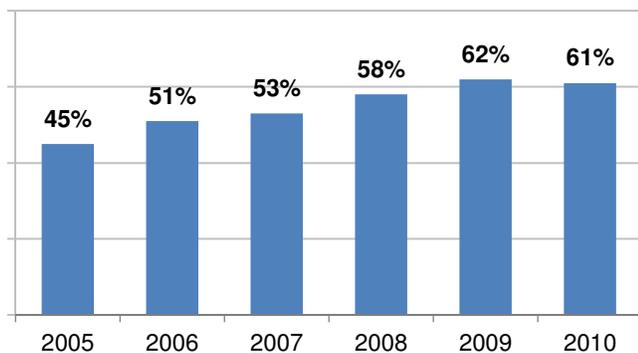
- Post-secondary enrollment is the first step to obtaining additional education, which broadens one's career opportunities and raises one's earning potential.
- Graduates who enroll in college are also more likely to delay childbearing until completing their education.
- Over the course of their lifetime, students who have a bachelor's degree earn about a million dollars more than those with just a high school diploma.
- Those with higher levels of education are less likely to experience unemployment and experience shorter spells out of the workforce when they are unemployed.

HOW WE'RE DOING

Measurement Used: The number of Minneapolis Public School graduates who enroll in a 2-year or 4-year post-secondary institution within a year of high school graduation.¹

GRADUATES WHO ENROLLED DIRECTLY IN POST-SECONDARY EDUCATION

Minneapolis Public Schools, 2005-2010



More than **7 in 10 graduates** from South and Southwest High Schools enroll in college immediately, but **fewer than half of the graduates** from North and Edison High Schools do so.

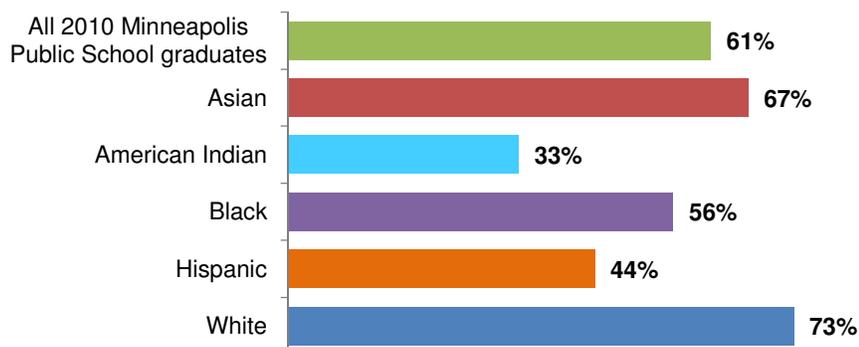
Overall: 61% percent of Minneapolis Public School graduates enrolled directly in post-secondary education (2010).

¹ This measure only considers those who graduated from high school, so students who drop out are not part of the calculations. In addition, students who choose to work or travel following graduation, but who may enroll in a post-secondary institution a year or more later, are not counted as "enrolling directly."

Source: National Student Clearinghouse Student Tracker; Minneapolis Public Schools' Research, Evaluation, and Assessment Department.

GRADUATES WHO ENROLLED IN COLLEGE DURING THE FALL OF 2010

Minneapolis Public Schools, 2010



KEY OBSERVATIONS

- Among those Minneapolis Public School graduates who earned their diplomas in 2010, 61 percent enrolled directly in a post-secondary institution to continue their education. This is nearly the same rate as in 2009.
- The 10 most common institutions of initial enrollment for MPS graduates were (in order) Minneapolis Community and Technical College, University of Minnesota — Twin Cities, Normandale Community College, North Hennepin Community College, St. Catherine's University, St. Paul College, Augsburg College, University of St. Thomas, Dunwoody College, and Minnesota State University — Mankato.
- Between 2005 and 2009, the percentage of Minneapolis Public School graduates continuing their education increased a striking 17 percentage points, but plateaued during the past two years.
- College-going rates are highest for White (73%) and Asian graduates (67%) and then Black graduates (56%). Less than half of the Hispanic or American Indian students who graduate from Minneapolis Public Schools go on to college immediately, although they may enroll later.
- Among the roughly 1,500 Minneapolis Public School graduates in the class of 2010, there were 30 American Indian students, 688 Black students, 239 Asian students, 176 Hispanic students, and 609 White students who headed to a post-secondary institution following their high school graduation.
- Because 44 percent of MPS students graduate on time and 61 percent of them enroll in college, we can say that only 27 percent of 9th graders in MPS will head to college four years later.

8th grade Minneapolis Public School students who feel their teachers make them want to learn

WHY IT MATTERS

- The student-teacher relationship is a key element to how connected a student feels to his/her school and an important developmental asset for youth.
- Evidence suggests that supportive teachers are especially important to the success of low-performing freshmen and that a positive student-teacher relationship may be an important factor in increasing graduation rates because of its association with student motivation.

HOW WE'RE DOING

Measurement Used: Percentage of 8th grade students who report most of their teachers teaches their subjects in a way that makes them want to learn.

8TH GRADE STUDENTS WHOSE TEACHERS MAKE THEM WANT TO LEARN Minneapolis Public Schools, 2009-2010



Hispanic and African students were most likely to say their teachers make them want to learn.

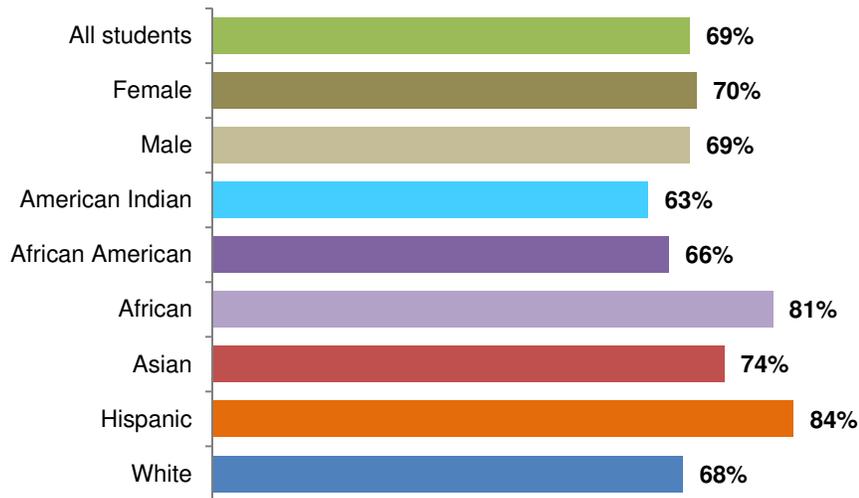
Overall: 69% of 8th grade students say their teachers make them want to learn (2010)¹.

¹ Refers to students who answered “agree” or “strongly agree” to the statement, “Most of my teachers teach their subjects in ways that make me want to learn.”

Source: Minneapolis Public Schools, Student Opinion Survey.

8TH GRADE STUDENTS WHO REPORT MOST OF THEIR TEACHERS TEACH IN WAYS THAT MAKE THEM WANT TO LEARN, BY SUBGROUP

Minneapolis Public Schools, 2010



KEY OBSERVATIONS

- In 2010, about 7 out of 10 students in 8th grade in Minneapolis Public Schools said most of their teachers teach in ways that make them want to learn, up from about 6 out of 10 the year before. (These students “agreed” or “strongly agreed” with this statement on a Student Opinion Survey.)
- Male and female students were equally likely to report their teachers motivated them to learn.
- Responses varied among students of different racial groups, with African (81%), and Hispanic (84%) students being most likely to appreciate their teacher's style of instruction.
- American Indian (63%) and Black (66%) students were least likely to report their teachers motivated them to learn by their style of teaching. These results may point to instructional methods that are less effective among these students, or a less nurturing relationship between these students and their teachers.

Minneapolis Public School students suspended once a year or more

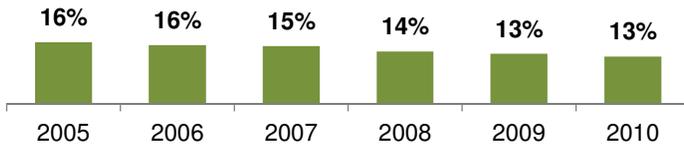
WHY IT MATTERS

- Schools have many strategies and policies to try to manage and prevent behavioral problems among their students. Out-of-school suspension is among the more severe options, as it removes the student entirely from the learning environment for a period of time, typically one to 10 days.
- Suspensions are given for a variety of reasons, such as when the student disrupts the learning environment or threatens the safety of other students or staff. Disparities in the likelihood of students of varying racial groups being suspended has led some to question whether suspension is being fairly applied and whether it is the best option for achieving improved behavior from students.

HOW WE'RE DOING

STUDENTS SUSPENDED ONE OR MORE TIMES PER YEAR

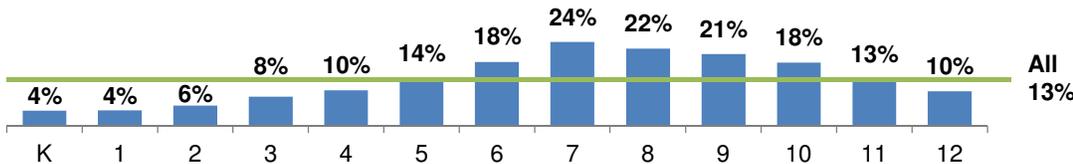
Minneapolis Public Schools, 2005-2010



Overall: 13% of Minneapolis Public School students were suspended one or more times during the school year (2009-2010).

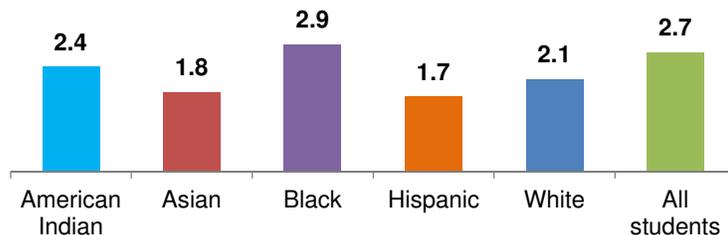
STUDENTS SUSPENDED ONE OR MORE TIMES BY GRADE

Minneapolis Public Schools, 2009-2010



AVERAGE NUMBER OF SUSPENSIONS AMONG STUDENTS WITH ONE OR MORE, BY RACE/ETHNICITY

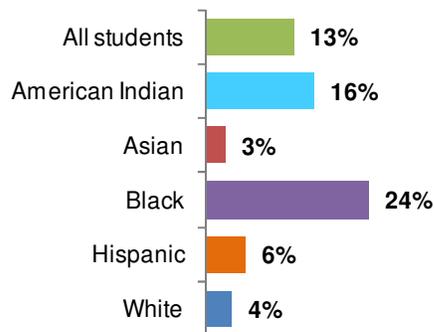
Minneapolis Public Schools, 2009-2010



Overall: 2.7 is the average number of suspensions for students in Minneapolis Public School who were suspended one or more times during the school year (2009-2010).

STUDENTS WITH ONE OR MORE SUSPENSIONS DURING THE SCHOOL YEAR, BY RACE/ETHNICITY

Minneapolis Public Schools, 2009-2010



Black students are most likely to **be suspended** and the most likely to have **more than one suspension** during the school year.

KEY OBSERVATIONS

- The percentage of Minneapolis Public School students suspended each year has fallen slightly but steadily over the past six school years. In the 2004-05 school year, 16 percent of students were suspended (or 6,495 students). By 2009-10, that rate had fallen to 13 percent.
- All together, 4,151 Minneapolis Public School students received one or more out-of-school suspensions during the 2009-2010 school year. More than 3,000 of them were Black students.
- Almost 1 in 4 Black students was suspended from Minneapolis Public Schools this past year, including 1 in 10 Black kindergarteners. American Indian students are the next most likely group to be suspended, at just above 1 in 7 during the year.
- In addition to being most likely to be suspended, Black students are the most likely to serve more than one suspension during the school year. On average, Black students who are suspended have almost three suspensions during the course of the school year.
- Suspensions occur in all grades but peak in 7th grade, during which 535 students throughout the district received one or more suspensions during the 2009-2010 school year. During the middle school years, Minneapolis Public School students are most likely to be suspended.
- In the past year, about 90 percent of suspended students were removed from school for 10 days or less, and 71 percent served 5 days or less.

Source: Minneapolis Public Schools' Research, Evaluation and Assessment Department.

School-age students living in Minneapolis attending Minneapolis Public Schools

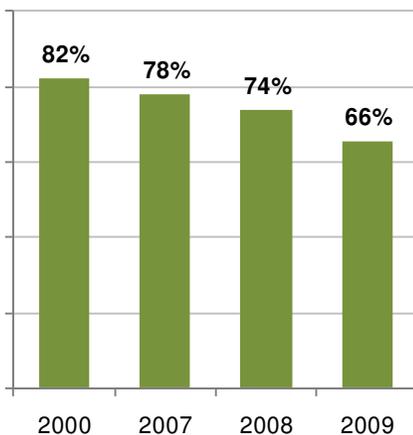
WHY IT MATTERS

- Parents make decisions about where their children should go to school based on many factors including their perceptions of school climate, safety, academic rigor, and alignment with their values, as well as convenience and cost.
- Minneapolis families with school-age children have more choices than ever about where to send their children to school, such as numerous charter or private schools, or electing to home-school. Minneapolis students who qualify for free/reduced lunches can attend one of six suburban districts through The Choice is Yours Program and still qualify for busing.
- The multitude of choices means that the Minneapolis Public Schools must compete with these alternative settings to earn parents' trust and prove they are the best educational option for their children.

HOW WE'RE DOING

Measurement Used: Percentage of resident children age 5-17 enrolled in kindergarten-12th grade in Minneapolis Public Schools¹.

SCHOOL-AGE CHILDREN IN MINNEAPOLIS ENROLLED IN MINNEAPOLIS PUBLIC SCHOOLS 2000-2009



Minneapolis Public Schools K-12 Enrollment, 2009-10

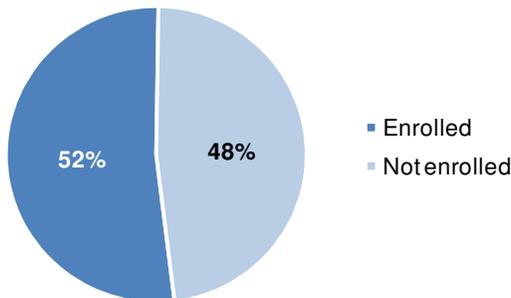
All students	33,555
Students of color	69%
White students	31%

Overall: 66% of school-age students living in Minneapolis attend Minneapolis Public Schools (2009).

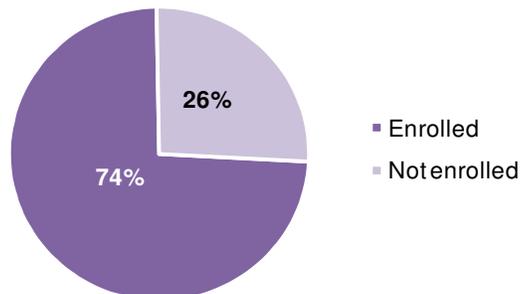
¹ This indicator was calculated by dividing the number of children enrolled in Minneapolis Public Schools (K-12) by the estimated school-age (5-17) population in Minneapolis. Some 5-year-olds are not yet enrolled in kindergarten, while some students older than 17 are enrolled in school, although not captured in the denominator. Some children who are not attending Minneapolis Public Schools are also not attending other alternatives, if they have dropped out of school. Trend graph does not contain data for 2001-2006, as a good denominator was unavailable for those years.

Sources: Minnesota Department of Education for enrollment data; U.S. Census Bureau, decennial census and American Community Survey for Minneapolis population data.

SCHOOL-AGE WHITE CHILDREN LIVING IN MINNEAPOLIS AND ENROLLED IN MINNEAPOLIS PUBLIC SCHOOLS
2009



SCHOOL-AGE CHILDREN OF COLOR LIVING IN MINNEAPOLIS AND ENROLLED IN MINNEAPOLIS PUBLIC SCHOOLS
2009



KEY OBSERVATIONS

- In 2000, about 82 percent of Minneapolis school-age children attended Minneapolis Public Schools. By 2009, that figure had fallen to 66 percent.
- One-third of the school-age children who reside in Minneapolis are attending alternatives to the Minneapolis Public Schools, or have dropped out. This represents about 17,600 potential students who are not enrolled.
- Only about half of White (non-Hispanic) children of school-age who live in Minneapolis attend Minneapolis Public Schools. However, about three-fourths of the city's children of color do attend Minneapolis Public Schools, indicating that White families are far less likely to select Minneapolis Public Schools for their children.
- All told, there are about 19,700 White (non-Hispanic) children age 5-17 who live in Minneapolis, and about 31,400 children of color of those same ages. In 2009, enrollment in Minneapolis Public Schools was about 10,300 White students and 23,200 students of color.

Minneapolis Public School students who show strong attendance

WHY IT MATTERS

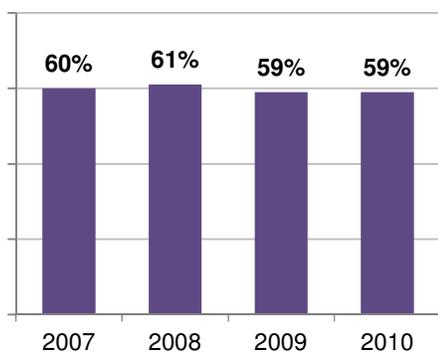
- Attending class is foundational for students to remain on track with their studies.
- Poor attendance may indicate a school environment that students or families perceive is unwelcoming or unsafe, disengagement, or personal challenges such as illness or homelessness that interfere with attendance.
- Excessive absenteeism leads to truancy, a precursor to dropping out and often related to juvenile delinquency.

HOW WE'RE DOING

Measurement Used: Percentage of Minneapolis Public School students who attend school 95 percent of school days or more.

STUDENTS WITH STRONG ATTENDANCE, ALL GRADES

Minneapolis Public Schools, 2007-2010

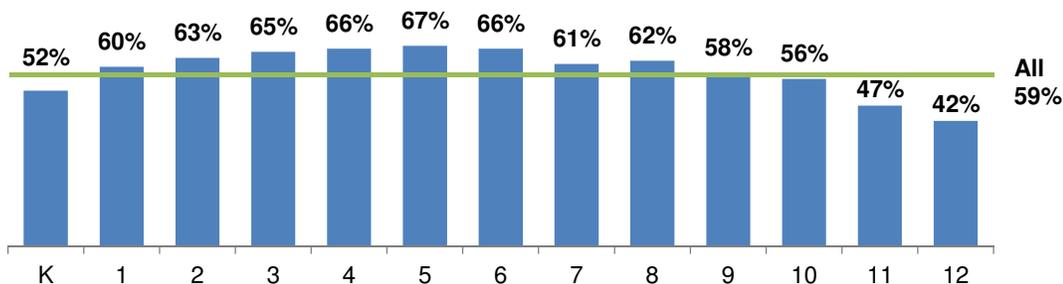


Students are most likely to have **poor attendance** during **kindergarten** and the **high school years**.

Overall: 59% of Minneapolis Public School students showed strong attendance (2010).

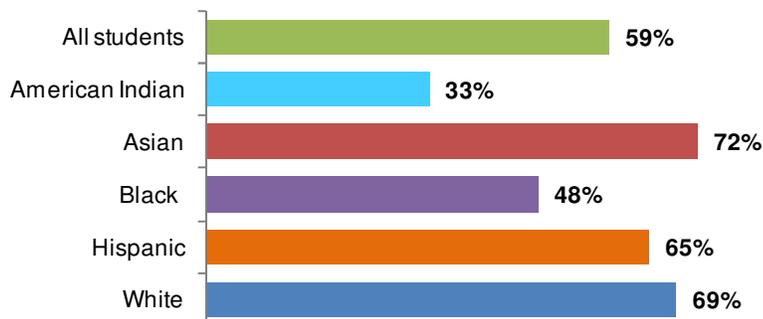
STUDENTS WITH STRONG ATTENDANCE, BY GRADE

Minneapolis Public Schools, 2010



STUDENTS SHOWING STRONG ATTENDANCE, ALL GRADES, BY RACE/ETHNICITY

Minneapolis Public Schools, 2010



KEY OBSERVATIONS

- In 2010, 59 percent of students enrolled in Minneapolis Public Schools exhibited strong attendance — meaning they were present at school on 95 percent or more of school days. The Minneapolis Public Schools has set a goal of attaining 70 percent of students achieving this level of attendance by the year 2015.
- Today roughly 2 in 5 Minneapolis Public School students miss at least 5 percent of their instructional days, a rate that has been almost unchanged during the past four years.
- More students exhibit poor attendance in kindergarten and in the high school years than other grades. Only half of kindergarteners and 4 in 10 seniors in Minneapolis Public Schools attend 95 percent of school days.
- Across all grades in 2010, American Indians were least likely to have strong attendance, followed by Black students. Asian students are most likely to attend class regularly. In every grade between 2nd and 12th, Asian students were most likely to have strong attendance. In kindergarten and 1st grade, White students just edged out Asian students for this honor.
- English Language Learners (67%) are more likely to show strong attendance than native English speakers (57%), and higher-income students (68%) are more likely to show strong attendance than lower-income students (53%). Boys and girls are about equally likely to attend class at this high level.

Source: Minneapolis Public Schools' Research, Evaluation and Assessment Department.

Minneapolis Public School parents surveyed satisfied with their child's school

WHY IT MATTERS

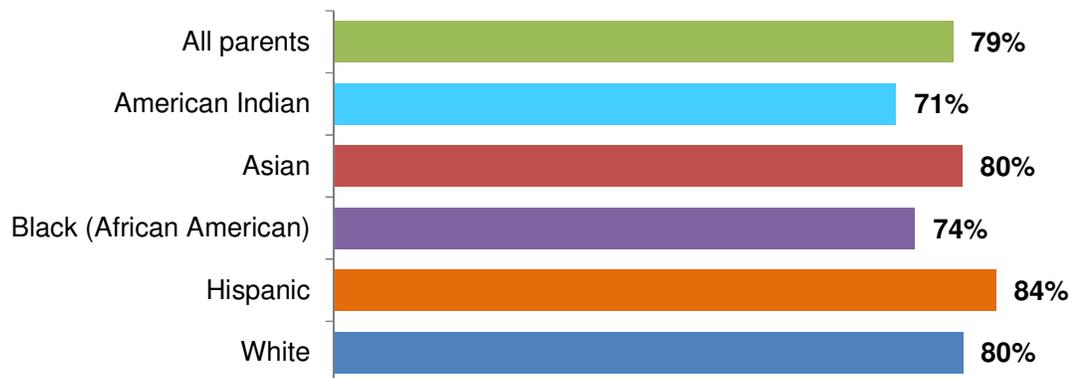
- Parent satisfaction is an important measure of parents' perception of how well schools are supporting their children's educational and other needs. Parent dissatisfaction is an "upstream" indicator of transferring out of the district.
- Parent satisfaction is an important feedback loop to the district as to whether parents' and children's needs are being prioritized among the district's many goals.

HOW WE'RE DOING

Measurement Used: Percentage of parents with a child enrolled in Minneapolis Public Schools who agree their child's school meets or exceeds their expectations.¹

PARENTS SATISFIED WITH THEIR CHILD'S SCHOOL, BY RACE/ETHNICITY

Minneapolis Public Schools, 2010



Overall: 79% of Minneapolis Public School parents are satisfied with their child's school (2010).

¹ Of the 25,540 surveys mailed, 5,864 were completed for a total response rate of 23 percent. Response rates were disproportionate among racial/ethnic groups, with White parents over-represented and Black, Hispanic, and American Indian parents under-represented relative to the race/ethnicity of children enrolled in the district. No trend data are available for this indicator. Source: Minneapolis Public Schools' Parent Satisfaction Survey, Spring 2010.

KEY OBSERVATIONS

- In 2010, about 8 in 10 parents with a child enrolled in Minneapolis Public Schools said they felt their child's school meets or exceeds their expectations.
- Overall parent satisfaction with their child's school is likely a strong bellwether as to whether parents will continue to enroll their child in Minneapolis Public Schools for their educational career.
- Minneapolis Public Schools has set a goal to raise this share of positive parental responses to 89 percent by 2015, as part of its Strategic Plan Report.
- Parents of all racial/ethnic groups report high levels of satisfaction with their child's school. American Indian and Black parents who responded to the survey are slightly less likely to report the school meets or exceeds their expectations, while Hispanic parents were the most likely to say this.
- Less than a quarter of parents responded to the survey, and responses by racial group were not proportional to enrollment, so results should be interpreted with caution.

Number of affordable rental housing units¹ in Minneapolis

WHY IT MATTERS

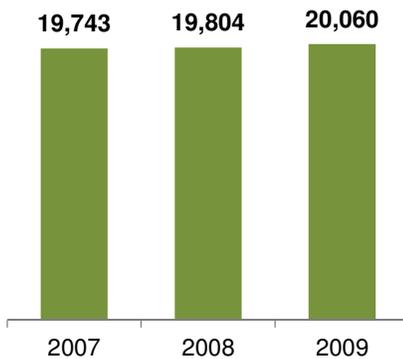
- Maintaining the current supply of affordable rental units and developing new affordable housing opportunities is a key “supply-side” strategy to preserving housing affordability for residents and combating homelessness.
- An area with insufficient affordable rental housing units may force some low-income households to move (perhaps further away from their job or other resources), to spend an overly large share of their income on housing, or may contribute to homelessness when families cannot afford any market-based units.
- Low-income households with access to rental units where affordability is secured have more income available to meet other critical needs such as food and clothing and child care that create well-being.

HOW WE'RE DOING

Overall: There are 20,060² affordable rental housing units in Minneapolis (2009).

SUPPLY OF AFFORDABLE RENTAL UNITS IN MINNEAPOLIS

2007-2009



New affordable units constructed in Minneapolis

2007	463
2008	61
2009	256

Preserved affordable units in Minneapolis

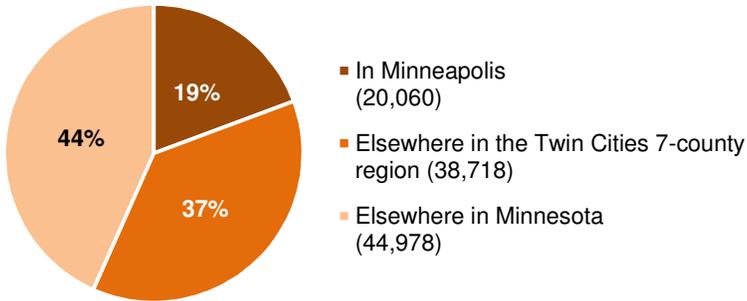
2007	105
2008	93
2009	529

¹ This measure includes a count of publicly-assisted rental units where affordability is secured. It does not account for tenant-based rental vouchers (Section 8 and others).

² These figures for affordable rental units do not include tenant-based vouchers such as Section 8 that are not tied to a location, nor Habitat for Humanity homes or land trusts that are not rental units, which are only reported at a regional level. Affordable housing includes those that are affordable for households earning less than 60 percent of the area median income or below in the Twin Cities.

Sources: 2009 Minnesota Baseline Housing Measures, HousingLink and The McKnight Foundation.

ALL AFFORDABLE RENTAL UNITS IN MINNESOTA, BY LOCATION 2009



KEY OBSERVATIONS

- In 2009, Minneapolis had a supply of 20,060 affordable rental units. Since 2007, 550 new units have been created, but additional units lost their affordability commitment, resulting in a net gain of 317 units over two years prior.
- Minneapolis' affordable rental units accounted for 34 percent of all the affordable rental units in the Twin Cities 7-county region in 2009, and 19 percent of all the affordable rental units in the state.
- Minneapolis added more newly affordable rental units in 2009 (256) than in 2008, but fewer than in 2007. "New affordable rental units" are rental housing with a first-time commitment to affordability, whether through new construction or conversion from the private market.
- "Preserved affordable rental units" are units that were previously subsidized to be affordable that are provided new funding to maintain or extend their affordability commitments. Minneapolis preserved more than five times as many affordable rental units in 2009 as in either of the prior two years.

Low-income households who have affordable housing

WHY IT MATTERS

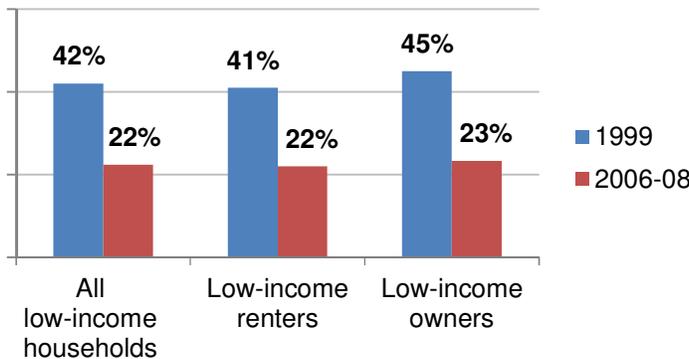
- Households that are cost-burdened, when the mortgage or rent accounts for 30 percent or more of their monthly gross income, are likely to struggle to pay for other basic needs such as food, medicine, or quality child care.
- This definition of “affordable housing” is widely used in the housing industry. This indicator is constrained to look at affordability for low-income households—using the threshold of those earning less than \$35,000.
- About 40 percent of Minneapolis households have annual incomes below \$35,000, according to the most recent data.

HOW WE'RE DOING

Measurement Used: Percentage of households with annual income of \$35,000 or less who are paying 30 percent or less of their income for housing (i.e., not considered “cost-burdened”).¹

LOW-INCOME HOUSEHOLDS WITH AFFORDABLE HOUSING

Minneapolis, 1999 and 2006-08



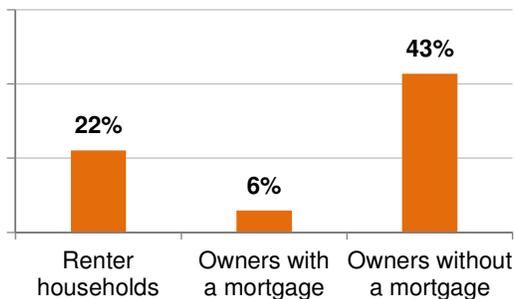
Overall: 22% of low-income households in Minneapolis have affordable housing (2009).

¹ This indicator is also found on Minnesota Compass (with major cities, counties, regions, and state comparisons), but for all households, not just low-income households.

Sources: U.S. Census Bureau, decennial census and American Community Survey. Data by race/ethnicity and native/foreign-born status tabulated by Wilder Research from Steven Ruggles, Matthew Sobek, Trent Alexander, Catherine A. Fitch, Ronald Goeken, Patricia Kelly Hall, Miriam King, and Chad Ronnander. Integrated Public Use Microdata Series: Version 4.0 [Machine-readable database]. Minneapolis, MN: Minnesota Population Center [producer and distributor], 2008.

LOW-INCOME HOUSEHOLDS WITH AFFORDABLE HOUSING

By renters and owners by mortgage status, Minneapolis, 2006-08

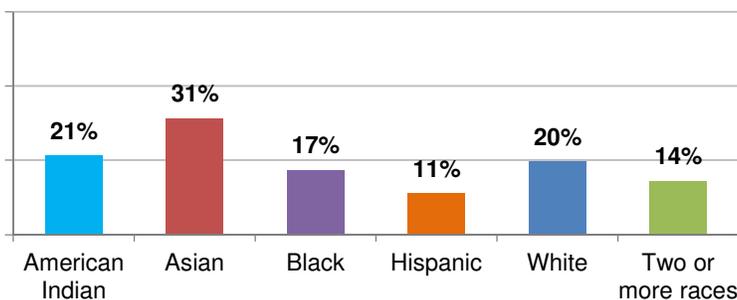


About **71,000**

low-income households with a U.S.-born householder do not have affordable housing, along with about 19,000 households where the head of the household is foreign-born.

LOW-INCOME HOUSEHOLDS WITH AFFORDABLE HOUSING, BY RACE/ETHNICITY

Minneapolis, 2006-2008



KEY OBSERVATIONS

- Since 1999, the share of low-income households that have affordable housing has declined considerably, from 42 percent to 22 percent today.
- Only 2 in 10 low-income renters and owners within Minneapolis have housing costs that require less than 30 percent of their income. Splitting low-income owners into two categories of those with and without a mortgage reveals that only about 6 percent of mortgaged homeowners have affordable housing. Low-income homeowners whose homes are paid off fare better, with 43 percent having housing costs that are considered affordable.
- Examining low-income households by race and ethnicity reveals that Hispanic households in Minneapolis are the least likely to have housing costs that are considered affordable. Only about 1 in 10 Hispanic, low-income households have secured affordable housing; the rest pay more than 30 percent of their income toward housing costs. Fewer than 2 in 10 multiracial and Black low-income households have reasonable housing costs.
- Foreign-born and U.S.-born householders with low incomes are almost equally likely to have affordable housing.

Minneapolis children living in poverty

WHY IT MATTERS

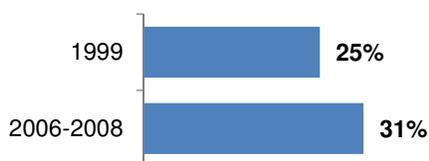
- Research shows that poverty is associated with a higher risk of a multitude of negative outcomes for children, including poor physical and mental health and academic outcomes, as well as lower earnings and diminished health as adults.
- Poverty can cause “toxic levels of stress,” which can impair children’s developing brains, as well as create mental health concerns. In addition, families in poverty are more likely to have unstable and/or substandard housing and move often, creating academic disruption for children and contributing to poorer academic outcomes.
- Poverty erects high barriers to children experiencing a successful future and becoming healthy, productive adults.

HOW WE’RE DOING

At the start of the 2000s, about 1 in 4 children under 18 in Minneapolis lived in poverty; now it is almost 1 in 3. This represents about 22,400 children currently living in Minneapolis households with very few economic resources, children who are at a significant disadvantage for success in school and life.

CHILDREN IN POVERTY

Minneapolis, 1999-2008

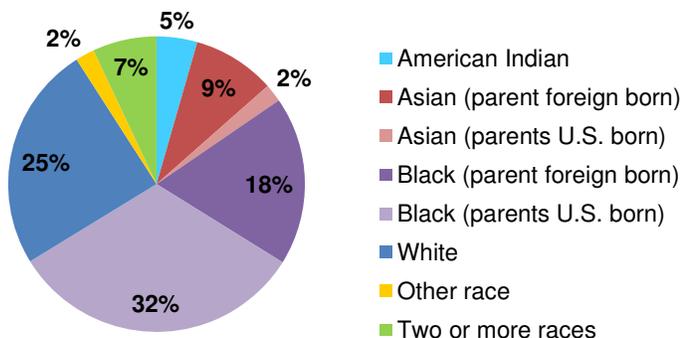


11% of the poor children in Minnesota are immigrant children, while 89% are children born in the U.S.

Overall: 31% of children in Minneapolis live in poverty (2006-08).¹

ALL CHILDREN IN POVERTY, BY RACE AND PARENTS’ NATIVITY²

Minneapolis, 2006-2008

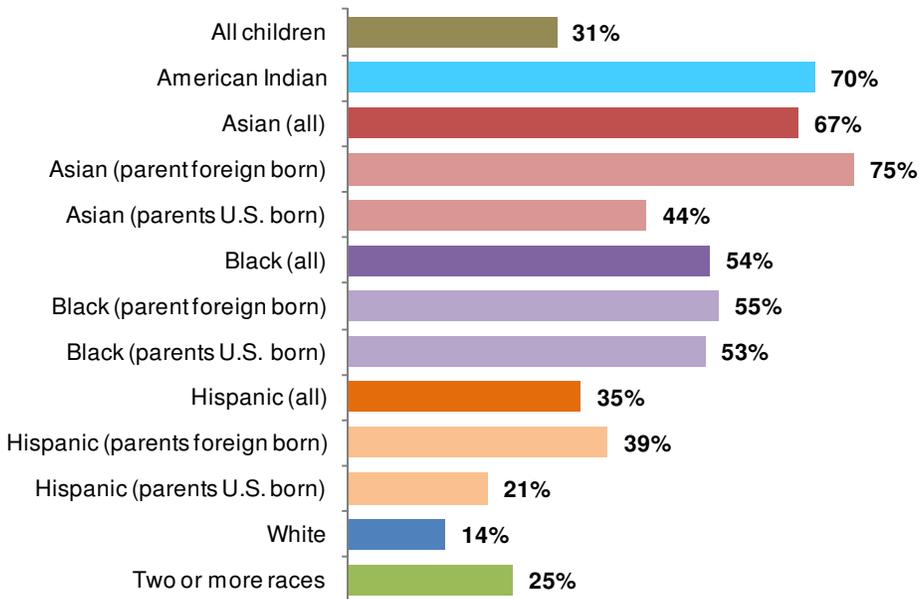


¹ The federal poverty threshold was about \$21,000 annually for a family of four in 2007.

² “Parent foreign-born” means one or both of a child’s parents were born outside of the U.S. Trend data were calculated from the published data tables, while race/ethnicity data for 2006-08 were calculated from IPUMS microdata.

CHILDREN IN POVERTY, BY RACE/ETHNICITY AND PARENTS' NATIVITY

Minneapolis, 2006-2008



KEY OBSERVATIONS

- Today more than half of all the American Indian, Asian, and Black children living in Minneapolis are in poverty.
- In numbers, Black children in poverty vastly outnumber children of other races in poverty, as Black children (with either U.S-born or foreign-born parents) account for half of all the Minneapolis children in poverty today. There are about 10,800 Black children in poverty in the city. The next largest group of children in poverty by race is White children (who may also be Hispanic), numbering about 5,200.
- Among Asian children, those with one or more foreign-born parents (75%) are far more likely to be in poverty than those whose parents were both born in the U.S. (44%). A similar difference exists among Hispanic children, although the gap is not as wide. However, Black children are about equally likely to live in poverty whether or not they have immigrant parent(s).

Sources: U.S. Census Bureau, 2000 decennial census, 2006-2008 American Community Survey. Data by race/ethnicity and child and parent nativity tabulated by Wilder Research from Steven Ruggles, Matthew Sobek, Trent Alexander, Catherine A. Fitch, Ronald Goeken, Patricia Kelly Hall, Miriam King, and Chad Ronnander. Integrated Public Use Microdata Series: Version 4.0 [Machine-readable database]. Minneapolis, MN: Minnesota Population Center [producer and distributor], 2008.

Minneapolis families living in poverty

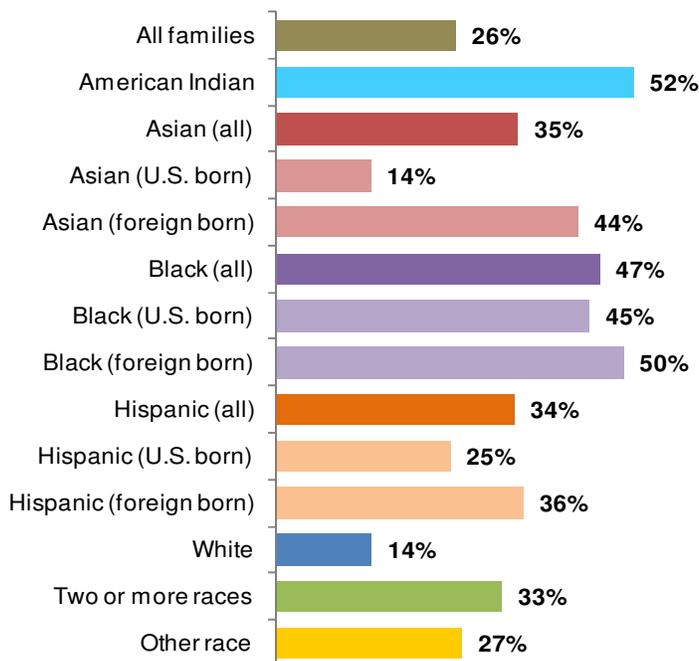
WHY IT MATTERS

- Research shows that poverty is associated with a higher risk of a multitude of negative outcomes for parents and children, including poor physical and mental health. Poverty affects families’ ability to function as it can cause “toxic levels of stress,” depression, and anxiety.
- For parents, limited resources often require their reliance on public transportation, as well as substandard or less reliable child care options. This, in turn, can make it very challenging to maintain or gain employment, which can further mire families in low-income circumstances. This may lead to greater access of public benefits, rather than contributions to the broader economy.
- The low income and assets that are the hallmark of poverty may result in part from inequitable treatment from current and past generations of employers and public policies.

HOW WE’RE DOING

In 1999, 19% of families¹ with children under age 18 lived below the federal poverty threshold². By 2006-08, that figure had grown to 26%.

FAMILIES IN POVERTY, BY RACE/ETHNICITY AND NATIVITY OF HEAD OF HOUSEHOLD
Minneapolis, 2006-2008



68% of Minneapolis families in poverty are headed by a female with no partner present.

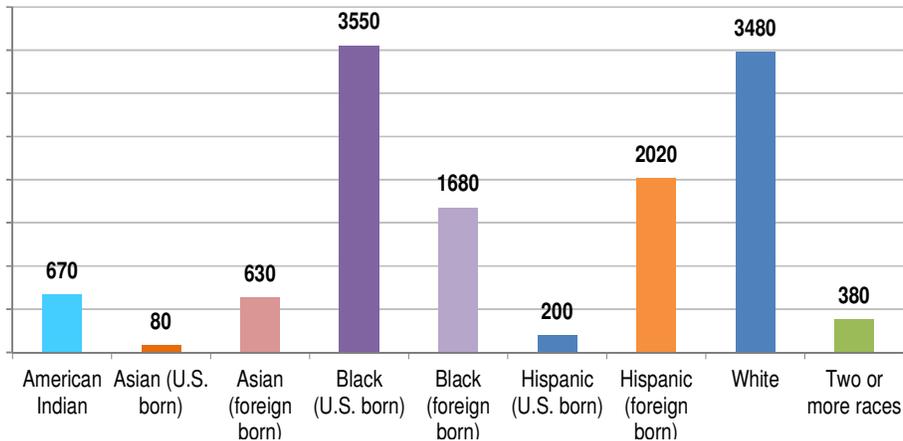
¹ “Families” refers to related individuals living together including at least one child under the age of 18. Two families living in one home would be counted separately. Hispanic families may be of any race and are represented in the other race groups. Trend data were calculated from the published data tables, while race/ethnicity data for 2006-08 were calculated from IPUMS microdata.

² The federal poverty threshold was about \$21,000 annually for a family of four in 2007.

Sources: U.S. Census Bureau, 2000 decennial census, 2006-2008 American Community Survey. Data by race/ethnicity and child and parent nativity tabulated by Wilder Research from Steven Ruggles, Matthew Sobek, Trent Alexander, Catherine A. Fitch, Ronald Goeken, Patricia Kelly Hall, Miriam King, and Chad Ronnander. Integrated Public Use Microdata Series: Version 4.0 [Machine-readable database]. Minneapolis, MN: Minnesota Population Center [producer and distributor], 2008.

NUMBER OF FAMILIES IN POVERTY, BY RACE AND PARENTS' NATIVITY

Minneapolis, 2006-2008



KEY OBSERVATIONS

- In 1999, 19 percent of families (with children under age 18) in Minneapolis lived below the federal poverty threshold. By 2006-08, that figure had grown to 26 percent. In numbers, this represents a growth of 3,300 more families living in poverty since the beginning of the decade.
- There are about 42,500 Minneapolis families with a child under age 18 living in their home. About 26 percent of these families have incomes below the federal poverty level, which means at least 10,900 poor families struggle to meet their basic needs.
- About 5 in 10 families headed by Black or American Indian parents live in poverty, and more than 3 in 10 Asian and Hispanic or multiracial families also do.
- In numbers, there are more Black families in poverty (about 5,200) than families of any other racial group, including Whites (the second most common, about 3,500).
- Minneapolis families headed by one or two foreign-born parents are about twice as likely to live in poverty as families headed by a U.S. born parent (40% versus 21%). Among all the families in Minneapolis, 27 percent have one or more immigrant parents. There are about 11,300 immigrant families in Minneapolis.
- Families headed by Black parents who are foreign-born are only slightly more likely to live in poverty than Black parents who are U.S. born. Among Asian and to a lesser extent Hispanic families, however, immigrant parents are far more likely to live in poverty than native-born families.

Minneapolis working-age adults (16-64) who are employed

WHY IT MATTERS

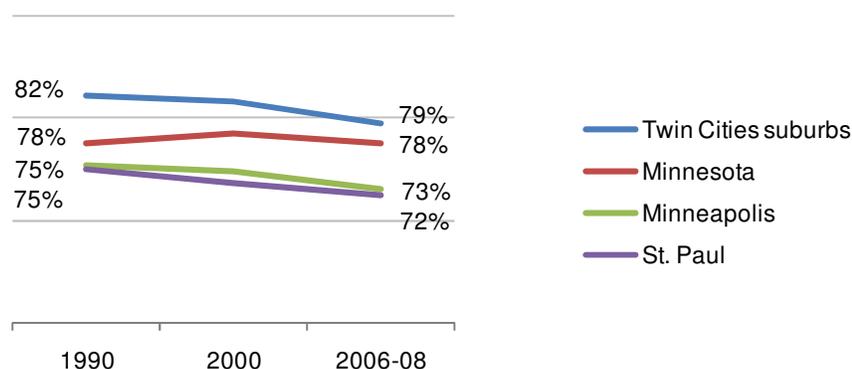
- Employment is essential to earning income sufficient to support a family and acquire financial assets.
- Adults who are employed are also more likely to have health insurance coverage than those not employed.
- Working-age adults who are not in the workforce reduce the economic output of the city, region and state. Utilizing all available talent to benefit the economy will be especially important given the workforce shortage Minnesota will experience as the Baby Boomer generation continues to exit the labor force.

HOW WE'RE DOING

This measure¹ examines the entire typical working age (16-64) population² and shows the percentage in the workforce in a typical week (including farm and self-employment). This is a broader, more comprehensive measure of workforce participation than the official unemployment rate, which does not consider discouraged workers or others not actively seeking work as among the “unemployed.”

PERCENTAGE OF THE TYPICAL WORKING-AGE POPULATION (16-64) THAT IS EMPLOYED

1990-2008



Overall: 73% of Minneapolis residents age 16 to 64 are employed (2006-2008).

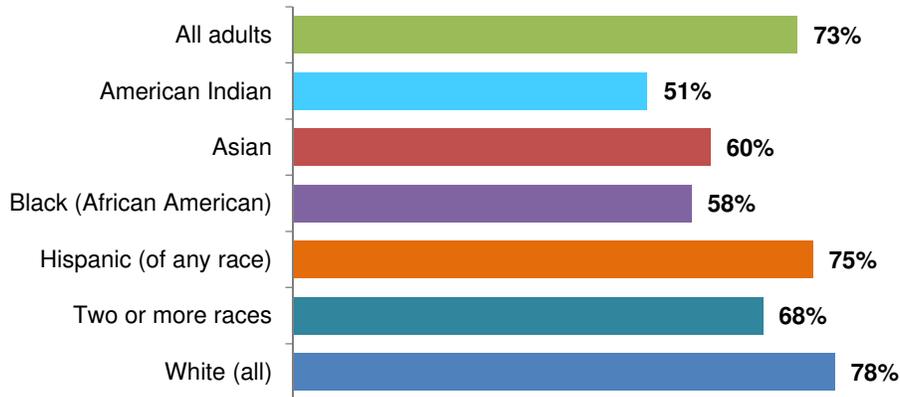
¹ This indicator is also found on Minnesota Compass (with major cities, counties, regions, and state comparisons).

² This measure excludes those adults actively serving in the armed forces, or living in institutions or group quarters (including college dormitories).

Sources: U.S. Census Bureau, decennial census and American Community Survey; data by race/ethnicity tabulated by Wilder Research from Steven Ruggles, Matthew Sobek, Trent Alexander, Catherine A. Fitch, Ronald Goeken, Patricia Kelly Hall, Miriam King, and Chad Ronnander. Integrated Public Use Microdata Series: Version 4.0 [Machine-readable database]. Minneapolis, MN: Minnesota Population Center [producer and distributor], 2008.

WORKING-AGE ADULTS WHO ARE EMPLOYED, BY RACE/ETHNICITY

Minneapolis, 2006-2008



68% of foreign-born Black adults are working in Minneapolis compared to only 53% of Black adults born in the U.S.

KEY OBSERVATIONS

- The most recent data show that 73 percent of working-age adults in Minneapolis were working (full- or part-time), nearly identical to the rate for St. Paul residents. However, the rate in the suburbs was 6 percentage points higher than in Minneapolis.
- Despite the economic downturn, this most recent rate of 73 percent is only 2 percentage points lower than the workforce participation rates among Minneapolis adults in 2000 and 1990. (Note: This measure doesn't capture whether workers work full- or part-time (e.g., underemployed), receive depressed wages for their work, or work in a position suited to their education — situations where the recession may have had an impact.)
- The "employment gap" examines the difference in the percentage of working-age adults working by race. Among U.S. metropolitan areas, the Twin Cities has one of the highest overall rates of adults working. However, it also has one of the largest gaps in employment between Whites and certain populations of color, especially U.S.-born Blacks and American Indians, compared to major metropolitan areas nationwide. A very large gap is evident in Minneapolis as well.
- In Minneapolis, White adults are most likely to be working (78%), followed by Hispanic adults (75%). The employment gap between Whites and American Indians is 27 percentage points, and between Whites and U.S.-born Blacks is 25 percentage points. Foreign-born Blacks are considerably more likely to be working than U.S.-born Blacks (68% versus 53%).

Minneapolis Community and Technical College students who graduate or transfer within three years

WHY IT MATTERS

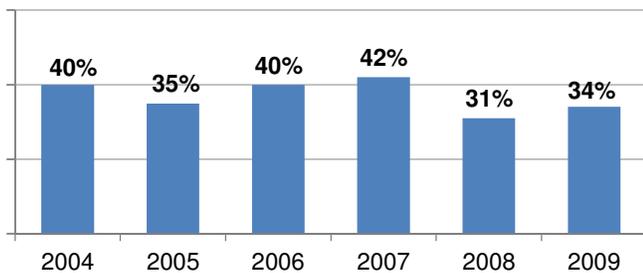
- Minneapolis Community and Technical College (MCTC) is the most common post-secondary institution that Minneapolis Public School graduates choose to attend.
- Some students complete their degree at MCTC, while others transfer to other institutions to continue their education.
- While some students who do not graduate or transfer within three year may continue their education, doing so is more costly to them, both in terms of educational cost and lost revenue from years they could have been in the workforce.

HOW WE'RE DOING

Measurement Used: Percentage of students who completed a certificate, diploma, or associate's degree from MCTC, or transferred to another institution, within 3 years.

COLLEGE STUDENTS WHO GRADUATE OR TRANSFER WITHIN THREE YEARS

Minneapolis Community and Technical College, 2004-2009

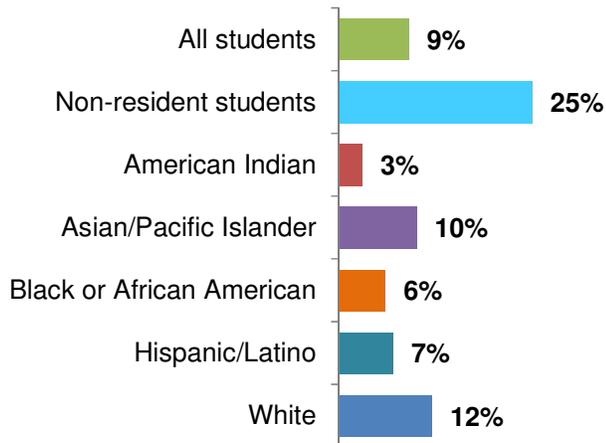


Overall: 34% of students graduated or transferred from Minneapolis Community and Technical College within three years (2009).

Source: Minnesota Office of Higher Education.

SHARE OF STUDENTS GRADUATING WITHIN THREE YEARS BY SUBGROUP

Minneapolis Community and Technical college, 2009



KEY OBSERVATIONS

- Minneapolis Community and Technical College (MCTC) is the most common institution of higher education where Minneapolis Public School graduates continue their education. The second most popular is the University of Minnesota – Twin Cities.
- About one-third of students enrolled at MCTC graduated (with a two year degree) or transferred in three years' time. This is the second lowest percentage of MCTC students graduating or continuing their education elsewhere over the past six years.
- Only 9 percent of students who began at MCTC in the fall of 2006 graduated by 2009; an additional 25 percent transferred to another institution. The remaining 66 percent were either continuing their education at MCTC or had already dropped out.
- Among students of different races, White students were most likely to graduate in three years (12%), followed by Asian students (10%).
- Interestingly, non-residents (students without permanent status to remain in the U.S. who have come on a visa or temporary basis) were the most likely to earn a degree in three years, with a quarter of those enrolled doing so.

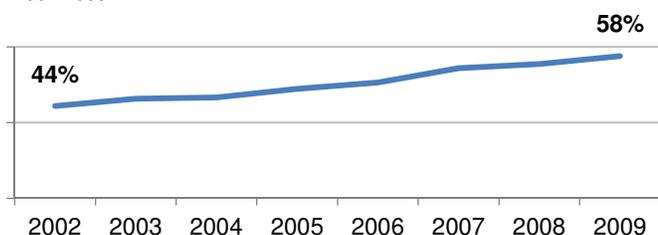
Jobs in Minneapolis that pay a family-supporting wage

WHY IT MATTERS

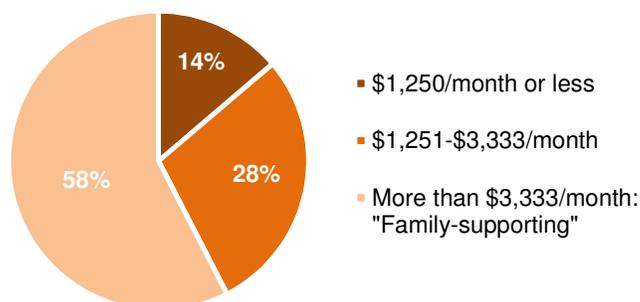
- A job paying a family-supporting wage¹ (about \$40,000 annually) allows most employed parents sufficient income to meet the basic needs required to raise a family — housing, food, clothing, and transportation.
- Children whose parents have higher income are more likely to experience positive child outcomes including better health, behavior, academic achievement, and financial well-being themselves once adults.
- A family-supporting wage is a major contributor to financial and emotional stability for parents. Higher wages are associated with greater access to private health insurance, which benefits their health.
- Jobs that do not pay a family-supporting wage require parents to access public benefits or go without basic needs, which may result in food insecurity, instable housing, or homelessness for them and their children.

HOW WE'RE DOING

SHARE OF MINNEAPOLIS JOBS PAYING A FAMILY-SUPPORTING WAGE
2002-2009

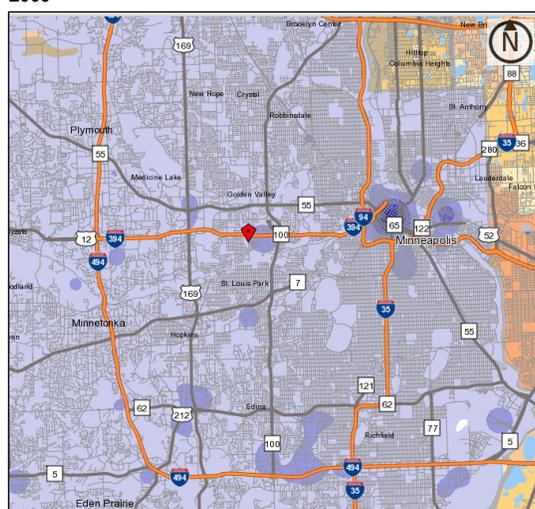


MINNEAPOLIS PRIMARY JOBS, BY MONTHLY EARNINGS
2009



Overall: 58% of jobs in Minneapolis pay a “family supporting wage” of \$40,000 a year (2009).

HENNEPIN COUNTY, JOB DENSITY
2009



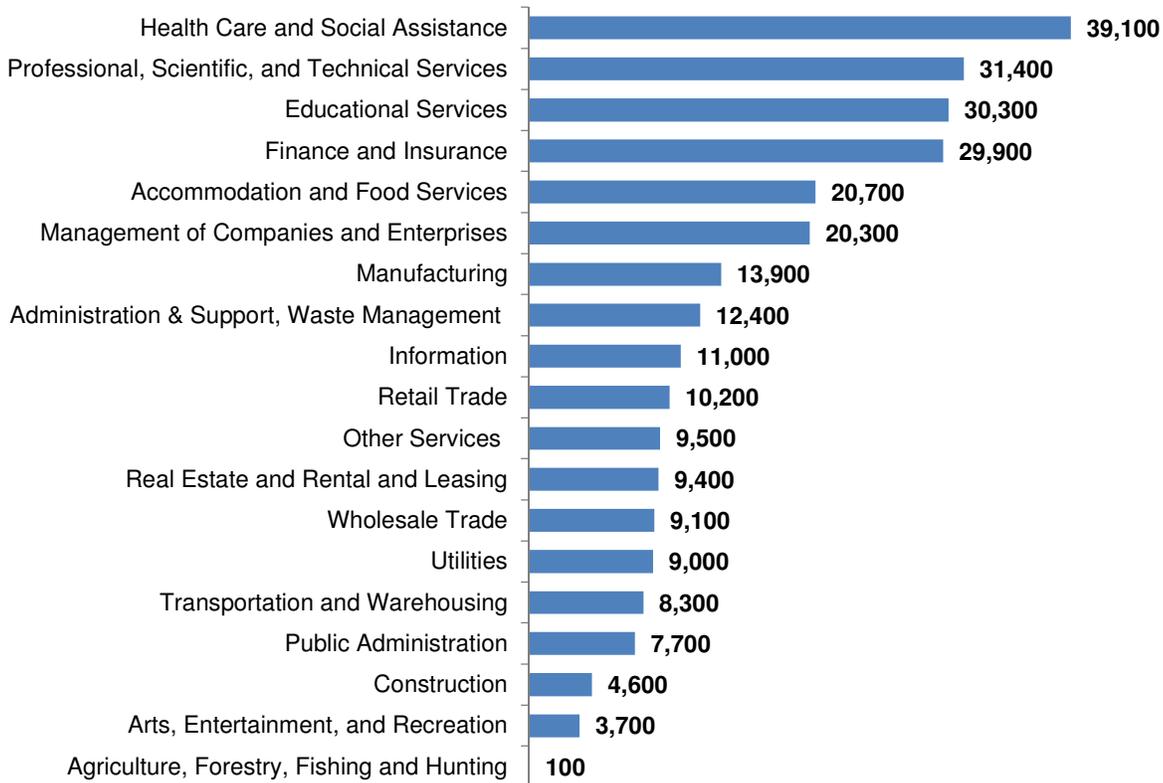
JOBS PER SQUARE MILE

- 5 - 8,952 Jobs/Sq.Mile
- 8,953 - 35,793 Jobs/Sq.Mile
- 35,794 - 80,528 Jobs/Sq.Mile
- 80,529 - 143,157 Jobs/Sq.Mile
- 143,158 - 223,680 Jobs/Sq.Mile

¹ This threshold is designated as a “family supporting wage” because it is similar to 200% of poverty for a family of 3 or 4, and also closely corresponds to the JOBS NOW Coalition’s research about the income necessary for Minnesota families to meet their basic needs without additional public supports.

PRIMARY JOBS IN MINNEAPOLIS, BY INDUSTRY AND NUMBER EMPLOYED

2009



KEY OBSERVATIONS

- In 2009, there were 280,584 primary jobs in Minneapolis. (“Primary” refers to the job that pays the most if an individual holds more than one job. There were also about 20,700 secondary jobs.) Many of these jobs are clustered in the downtown business hub, and on the University of Minnesota campus.
- Of those jobs, 58 percent pay a family supporting wage of \$3,333 a month or about \$40,000 annually if full-time, year-round. This translates to 161,500 jobs that pay a wage that would be close to twice the poverty level for a family of three or four if there was one full-time, year-round worker in the family, or close to four times the poverty line if there were two full-time, year-round workers in the family.
- Between 2002 and 2008, the share of primary jobs in Minneapolis that pay a family-supporting wage has increased from 44 percent to 58 percent, a promising trend.
- Jobs in Minneapolis are often not held by residents in Minneapolis, or not proportionally distributed among Minneapolis residents when they are. For example, while only about 60 percent of Minneapolis residents are White, 83 percent of primary jobs in Minneapolis are held by White workers.

Source: U.S. Census Bureau, Local Employment Dynamics, OnTheMap

Working Minneapolis residents who are self-employed

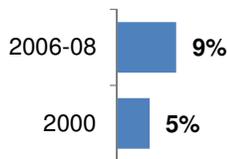
WHY IT MATTERS

- Individuals who are self-employed in incorporated or unincorporated businesses in Minneapolis are by definition small business owners, which can be important drivers of economic growth as they expand to add additional employees.
- In periods of economic downturn, self-employment becomes a more attractive option as traditional employers lay off workers or reduce hiring. Residents who begin their own businesses can stimulate innovation and eventually economic growth as fledging enterprises become more established.

HOW WE'RE DOING

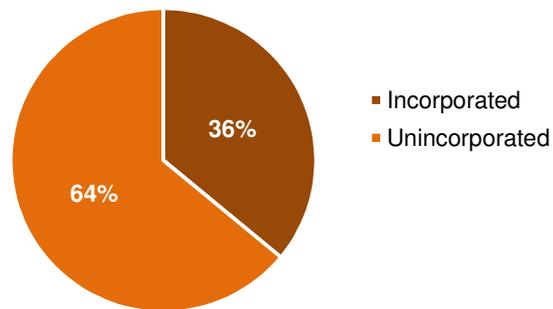
Measurement Used: Percentage of adults (age 16 or above) in the civilian employed population who are self-employed in incorporated or unincorporated businesses.

SHARE OF EMPLOYED MINNEAPOLIS RESIDENTS WHO ARE SELF-EMPLOYED
2000-2008

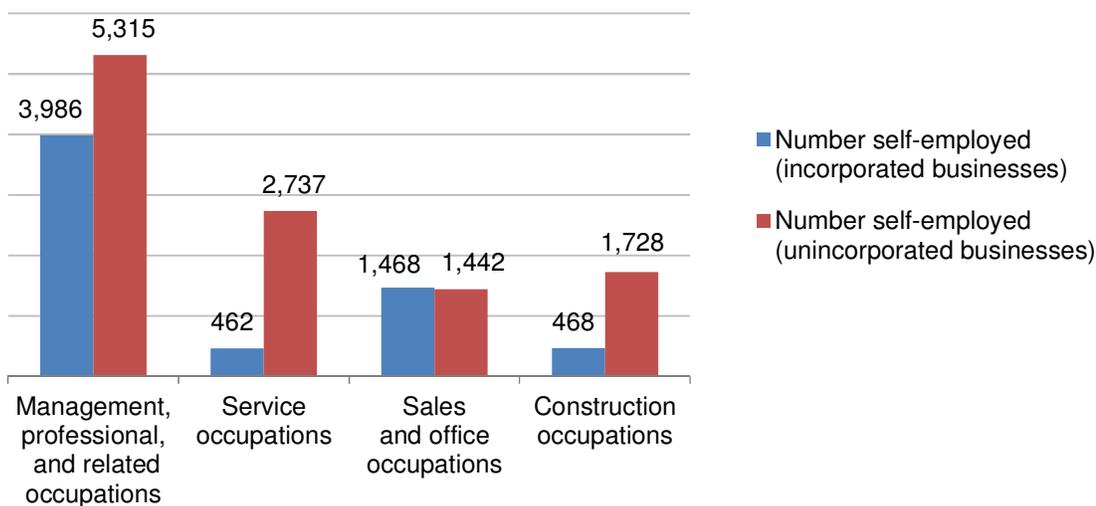


Overall: 9% of employed Minneapolis residents are self-employed for their primary job (2006-08).

MINNEAPOLIS ADULTS WHO ARE SELF-EMPLOYED, BY BUSINESS INCORPORATION
Minneapolis, 2006-2008



MINNEAPOLIS ADULTS WHO ARE SELF-EMPLOYED, BY TOP OCCUPATION TYPES
2006-2008



Sources: U.S. Census Bureau, decennial census and American Community Survey.

KEY OBSERVATIONS

- In 2006-2008, about 18,500 Minneapolis residents age 16+ were self-employed in incorporated or unincorporated businesses, representing 9 percent of the civilian employed population in the city.
- Nearly 1 in 10 employed residents of Minneapolis are self-employed. Residents are almost twice as likely to earn their living from self-employment today as they were in 2000.
- Among the self-employed, about one-third have incorporated their businesses, while the remaining two-thirds have unincorporated businesses. Incorporation provides benefits of the corporate structure, including limited liability, tax considerations, and the enhanced opportunity to raise capital through the sale of stocks and bonds.
- The most common occupation type for both incorporated and unincorporated self-employed individuals is "management, professional, and related occupations," accounting for 60 percent of incorporated self-employment and 45 percent of unincorporated self-employment. This grouping of occupations includes dentists, management consultants, web developers and designers, and artists.
- Among the self-employed who work in unincorporated businesses, the next most common occupation are service workers, including jobs in areas such as health and personal care, and building or yard maintenance.

Youth connected to a caring adult in the community

WHY IT MATTERS

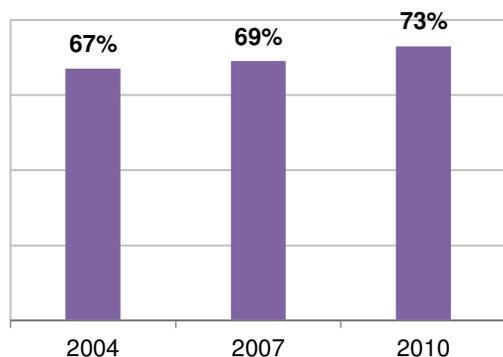
- A young person’s connection to one or more caring adults is a developmental asset, associated with positive youth outcomes including decreased likelihood of using alcohol or other drugs or engaging in violence, and better school performance.
- A supportive relationship with a caring adult can buffer the negative effects of poverty and other stress for youth.

HOW WE’RE DOING

Measurement Used: Percentage of students who responded to the Minnesota Student Survey¹ who feel one or more groups of adults in their community (teachers or other adults at school, religious or spiritual leaders, or other community leaders) care about them “quite a bit” or “very much.”

STUDENTS CONNECTED TO A CARING ADULT IN THE COMMUNITY

Minneapolis Public Schools, 2004-2010



Overall: 73% of Minneapolis students surveyed report the presence of a caring adult from the community in their life (2010).

STUDENTS CONNECTED TO A CARING ADULT IN THE COMMUNITY, BY RACE/ETHNICITY

Minneapolis Public Schools, 2010

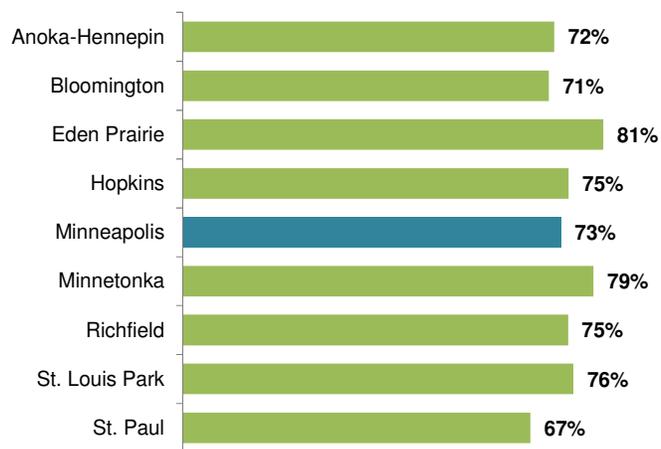


¹ The Minnesota Student Survey is administered to Minnesota’s public school students in 6th, 9th and 12th grade every three years. This question was first asked in the 2004 survey.

Sources: Minnesota Student Survey, Minnesota Departments of Education, Health, Human Services, and Public Safety. Custom cross-tabulations provided by the MN Department of Health, MN Center for Health Statistics, and authorized by the Minneapolis Public Schools’ Research, Evaluation and Assessment Department. District comparisons provided by Minnesota Compass.

STUDENTS CONNECTED TO A CARING ADULT IN THE COMMUNITY, BY SELECT METRO DISTRICTS

2010



KEY OBSERVATIONS

- Since 2004, the percentage of Minneapolis Public School students who perceived they had a caring adult from the community in their lives has risen from 67 percent to 73 percent, an encouraging six point gain. However, 27 percent of students still report that they do not have a caring adult outside of their family.
- White students are the most likely to report they have a caring adult from the community in their lives (77%), while Asian students are the least likely (64%). A similar pattern by race is observed among all of the students statewide who participated in the survey.
- Female students in Minneapolis Public Schools are somewhat more likely than their male peers to experience a caring adult in the community (75% versus 71%), as are higher-income students compared to lower-income students (76% versus 70%).
- As students age, they are less likely to perceive that adults in the community care about them. About 82 percent of the district's 6th graders have this developmental asset in their lives, compared to 68 percent of 9th graders and 66 percent of 12th graders.
- Minneapolis Public Schools ranked 138 best among the 295 public school districts statewide in its percentage of students reporting they have a caring adult in their community. Minneapolis Public Schools ranked 29th best among the 46 Twin Cities 7-county region districts — roughly in the middle among districts. Minneapolis Public School students fare better than St. Paul Public School students (73% versus 67%).

Minneapolis youth arrested for serious crimes

WHY IT MATTERS

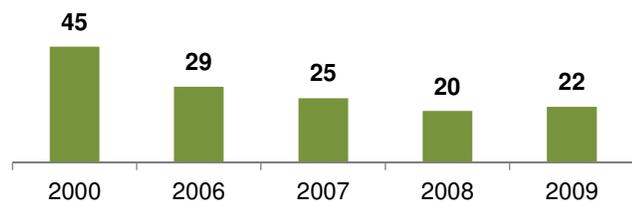
- According to the *Minneapolis Blueprint for Action: Preventing Youth Violence in Minneapolis*, “We need everyone in the community to embrace the core value that youth violence affects each of us and each of us has a role to play to keep our children and youth safe.”
- Youth who engage in violence often have been victims of violence. When youth engage in violent acts, their futures are jeopardized at the same time the community is harmed.
- The Minneapolis Foundation has helped to reframe youth violence as a public health issue, rather than just a public safety issue.

HOW WE'RE DOING

Measurement Used: Minneapolis youth (age 10-17) arrested for serious (Part I) crimes—expressed as a rate per 1,000 youth age 10-17. Serious crimes include murder, rape, robbery, aggressive assault, burglary, larceny (theft), motor vehicle theft, and arson.¹

YOUTH ARRESTED FOR SERIOUS CRIMES (RATE PER 1,000 YOUTH)

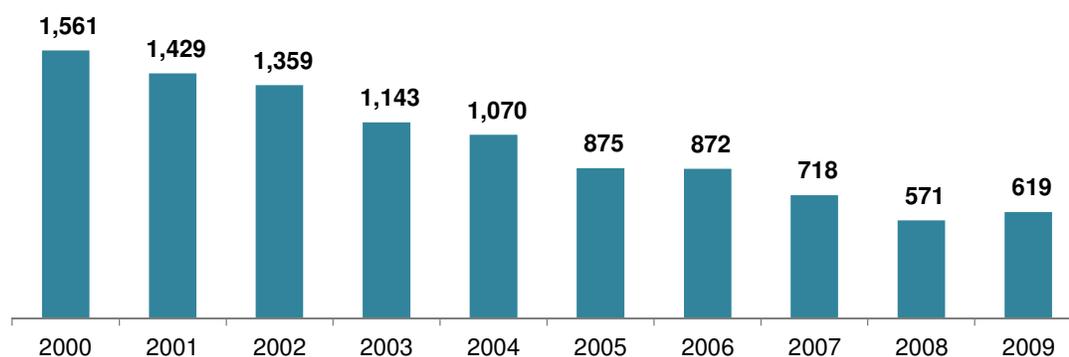
Minneapolis, 2000-2009



Overall: 22 out of 1,000 youth in Minneapolis were arrested for serious crimes (2009).

NUMBER OF YOUTH ARRESTED FOR SERIOUS CRIMES

Minneapolis, 2000-2009

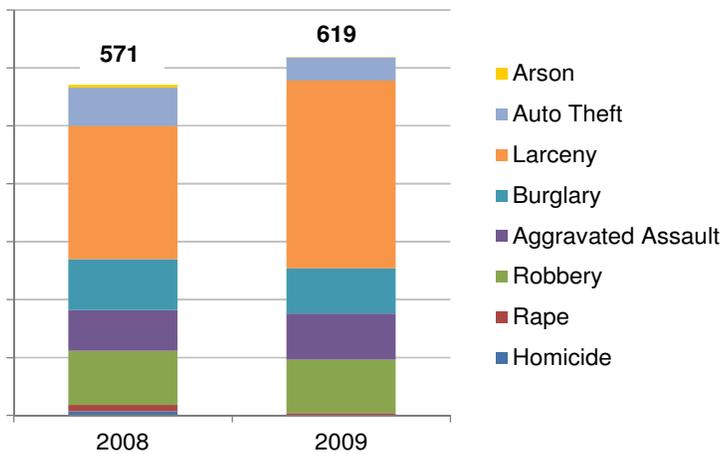


¹ Not all children arrested for serious crimes committed these crimes, and some children are not arrested for crimes that they committed. The rate per 1,000 is the total number of youths arrested for Part I crimes divided by the estimated number of children ages 10-17 multiplied by 1,000.

Sources: Minneapolis Police Department, Juvenile Division; Minnesota Department of Public Safety, Bureau of Criminal Apprehension, Uniform Crime Reports. U.S. Census Bureau, American Community Survey 3-year estimates were used to estimate the 10-17 population, centered on the middle year. 2007-2009 data were also used for the 2009 rate.

YOUTH ARRESTED BY TYPE OF SERIOUS CRIME

Minneapolis, 2008-2009



Number of youth arrests, 2009

Larceny (theft)	324
Robbery	92
Aggravated Assault	80
Burglary	78
Auto Theft	40
Rape	3
Arson	1
Homicide	1
Total	619

KEY OBSERVATIONS

- Expressed as a rate, 22 out of each 1,000 Minneapolis youth ages 10-17 were arrested for serious crimes in 2009, down by about half from 45 youth per 1,000 in 2000.
- In 2009, the rate of youth arrested for serious crime in Minneapolis (22 per 1,000) was slightly higher than the arrest rate of youth statewide (21 per 1,000).
- A total of 619 Minneapolis youth were arrested for serious crimes. Youth arrests were up slightly in 2009 over 2008 — the year that saw the fewest number of youth arrested for serious crimes in Minneapolis during the decade (571), and about a third as many as were arrested in 2000 (1,561).
- Youth in Minneapolis are most likely to be arrested for crimes of larceny (theft), which accounted for more than 300 arrests in 2009. Between 70 and 100 youth have also been arrested for each of the crimes of robbery, aggravated assault, and burglary during the past two years.
- Beyond the 619 Minneapolis youths arrested for serious (Part I) crimes in 2009, another 4,301 youths were arrested for Part II crimes such as other assaults, vandalism, and stolen property.

Voter participation rate

WHY IT MATTERS

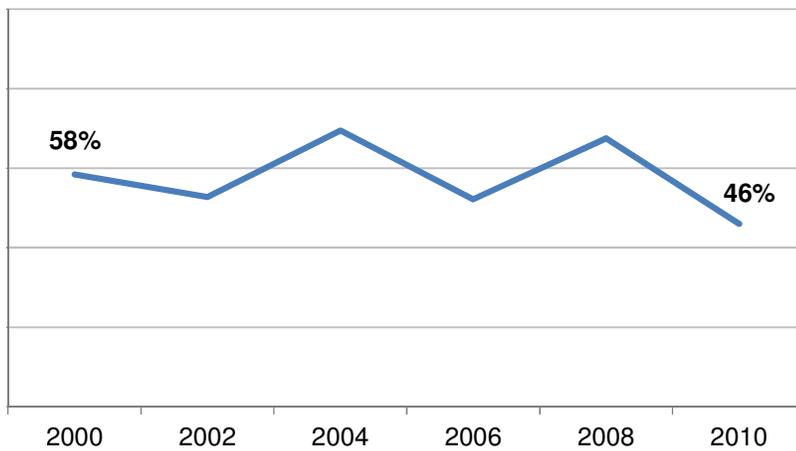
- Choosing to vote in a local, state, or national election is one of the most personal ways individuals can “speak for themselves” and seek representation for their views. It is a key measure of participation in the public process. Residents who vote are more likely to engage in other forms of civic engagement such as communicating with their elected officials, writing a letter to the editor, or attending a public meeting.

HOW WE'RE DOING

Measurement Used: The number of voters who cast a ballot divided by the voting-age (18+) population of Minneapolis.

VOTER TURNOUT

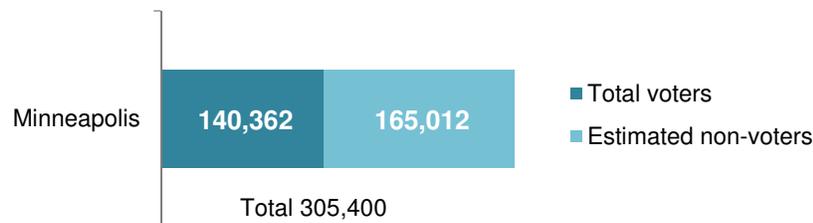
Minneapolis, 2000-2010, National election years



Overall: 46% of Minneapolis residents 18 or older voted in the last general election (2010).¹

MINNEAPOLIS RESIDENTS 18+, BY VOTERS, NON-VOTERS

2010 general election

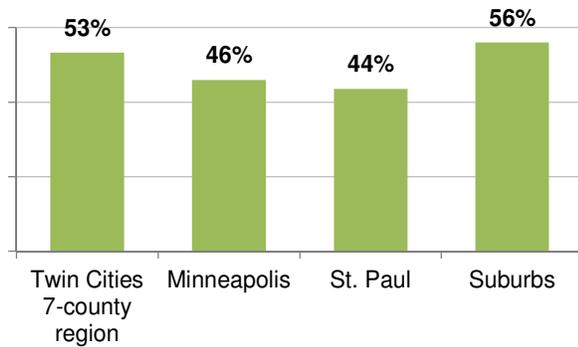


¹ This indicator does not adjust the denominator for individuals who are ineligible to vote because of criminal status and citizenship status, nor those who are living or serving the country abroad who are still eligible to vote, as it is not possible to do so. Data about the race, ethnicity, or gender of voters are unavailable, so it is not possible to know how turnout varies among different groups.

Sources: Minnesota Secretary of State; U.S. Census Bureau, Population Estimates and decennial censuses.

VOTER TURNOUT, BY LOCATION

Twin Cities 7-county region, 2010



In the 2009 general election, just under **82,500 voters** in Minneapolis decided the mayoral race, in which R.T. Rybak won his third term as mayor, for a turnout of **27 percent**.

KEY OBSERVATIONS

- Roughly 46 percent of Minneapolis residents of voting age cast a ballot in the 2010 general election, held in November. This translates to about 140,400 residents who voted, out of the 305,400 Minneapolis residents who are 18 or older (voting age).
- Minneapolis' voter turnout (46%) just exceeded St. Paul's (44%) in 2010. However, suburban areas in the Twin Cities 7-county region experienced a voter turnout that was 10 percentage points higher than in Minneapolis.
- The 2010 general election was not a presidential election year, in which turnout is nearly always higher. However, in 2010, Minneapolis voters cast ballots for key seats including the Governor's office, U.S. Representative for the 5th congressional district, and Minneapolis Public Schools board positions.
- Compared to other non-presidential election years during the decade, 2010 saw the lowest voter turnout in Minneapolis, and the first time turnout for the city fell below 50 percent.
- During the 2009 local election (which included the mayor's race, city council members, Board of Estimate and Taxation, and Park and Recreation Board), 82,440 Minneapolis residents cast a vote for one or more of the positions, for a turnout of 27 percent of voting-age residents.

Residents who feel unaccepted because of their race, ethnicity, or culture

WHY IT MATTERS

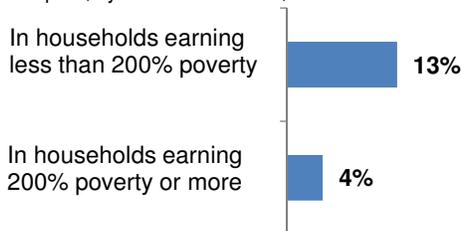
- Minneapolis is a diverse community where people commonly interact with others who have diverse backgrounds, languages, cultures, religions, and lifestyles. Residents should be able to live in their community without fearing they will be victimized or discriminated against because of their differences.
- Residents who frequently feel unaccepted are likely to experience higher levels of stress and anxiety, and may be encountering discrimination.

HOW WE'RE DOING

Overall: In 2002, 19% of Minneapolis residents reported feeling unaccepted because of their race, ethnicity, or culture at least once a month or more. In 2010, only 9% of residents reported this.

INDIVIDUALS WHO FELT UNACCEPTED BECAUSE OF THEIR RACE, ETHNICITY, OR CULTURE ONCE A MONTH OR MORE¹

Minneapolis, by household income, 2010



MOST LIKELY TO FEEL UNACCEPTED

(Once a month or more, Hennepin Co., 2006)²

Black/African American residents 20%

Asian residents 10%

Hispanic/Latino residents 9%

White residents 4%

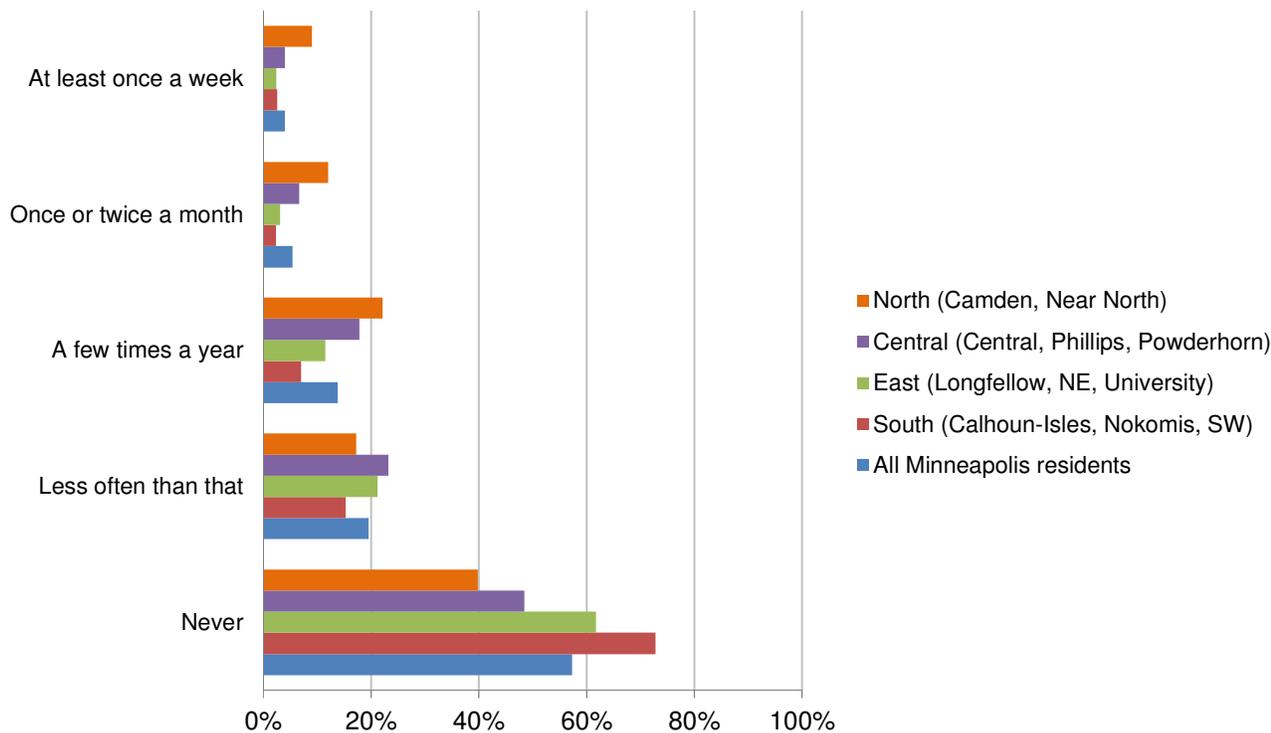
¹ Error margins for percentages are not shown. In 2010, 200% of poverty was about \$41,000 annually for a family of four.

² Data by race/ethnicity were not available in the 2010 SHAPE due to small sample sizes; therefore, 2006 results are presented.

Source: Survey of the Health of All People and the Environment (SHAPE) 2010, Hennepin County.

HOW OFTEN ARE YOU IN SITUATIONS WHERE YOU FEEL UNACCEPTED BECAUSE OF YOUR RACE, ETHNICITY, OR CULTURE?

Minneapolis, 2010



KEY OBSERVATIONS

- In 2010, 9 percent of all Minneapolis residents reported experiencing situations where they felt unaccepted because of their race, ethnicity, or culture, at least once a month or more. This percentage is similar to the rate in 2006, but was a significant decrease from the 19 percent of residents who reported situations of discrimination in 2002. Residents of the Camden and Near North neighborhoods were most likely to report feeling unaccepted at least once a month, with more than 1 in 5 residents experiencing this frequent sense of exclusion and/or discrimination.
- Lower-income residents were three times more likely to report feeling unaccepted at least monthly than higher-income residents (earning above 200% of the federal poverty line).
- A separate survey question asked residents about whether they felt they were discriminated against when seeking health care during the past 12 months, and 4% of residents seeking care said they were. Again, rates were highest for north Minneapolis residents, with 8% reporting discrimination in a health care setting during the past year.
- Data by race on these topics was unavailable in 2010 due to small numbers, but was available in 2006 for all of Hennepin County (but not Minneapolis only). In that year, Black/African American residents were most likely to report feeling unaccepted or experiencing health care discrimination, followed by Asian or Pacific Islanders.

8th grade Minneapolis Public School students who trust adults in their school to keep them safe

WHY IT MATTERS

- Students who feel more connected to their school are less likely to be aggressive towards others or victims of violence, schools can address school safety through policies that increase students' sense of connectedness such as building caring relationships with teachers and other adults at school, both inside and outside the classroom.
- Students who do not feel safe at school may not attend class or may feel they have to resort to carrying weapons or being violent to protect themselves.

HOW WE'RE DOING

8TH GRADE STUDENTS WHO TRUST ADULTS AT SCHOOL TO KEEP THEM SAFE

Minneapolis Public Schools, 2009-2010



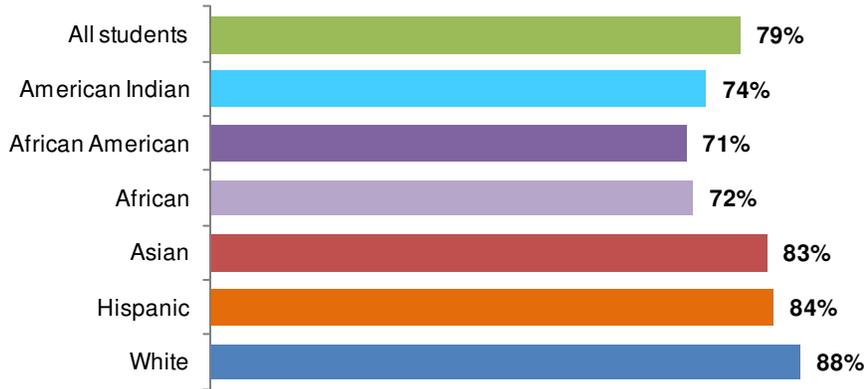
Girls in Minneapolis Public Schools are **more likely to trust adults** to keep them safe than **boys**.

Overall: 79% of 8th grade students in Minneapolis Public Schools said they trust adults in their school to keep them safe (2010).¹

¹ Additional trend data prior to 2009 are unavailable.
Source: Minneapolis Public Schools, Student Opinion Survey.

8TH STUDENTS WHO TRUST ADULTS IN THEIR SCHOOL TO KEEP THEM SAFE, BY RACE/ETHNICITY

Minneapolis Public Schools, 2010



KEY OBSERVATIONS

- In 2010, about 8 in 10 Minneapolis Public School students trusted adults at their school to keep them safe, nearly the same as those who felt this way in 2009.
- Females are somewhat more likely to feel protected than males (84% versus 74%), as are students who are fluent in English compared to those learning English (84% versus 78%).
- Among students of different races, White students (88%) were most likely to trust adults to keep them safe, followed by Hispanic (84%) and Asian American students (83%).
- American Indian (74%), African (72%), and African American (71%) students were less likely to trust adults to keep them safe.

Elected officials representing Minneapolis who are women and/or people of color

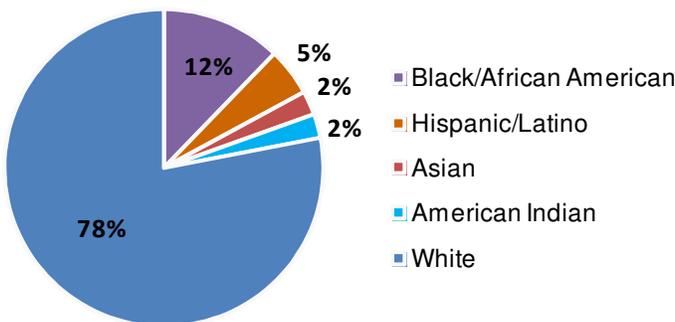
WHY IT MATTERS

- Diversity is seen throughout our community and it is important that people of all backgrounds are represented in positions of elected leadership.
- In Minneapolis today, 40 percent of residents are persons of color, and roughly half are women. While elected officials of all races, ethnicities, and genders may serve the interest of diverse constituents, women and people of color likely have particular insights to serve those with similar backgrounds, yet have been traditionally underrepresented in public office.

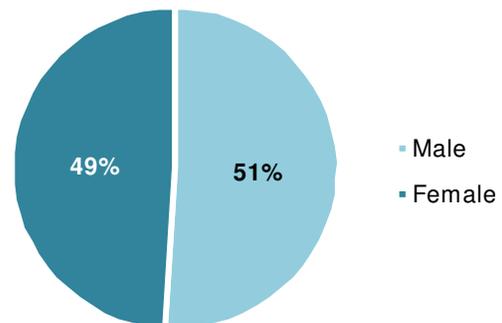
HOW WE'RE DOING

Measurement Used: Whether women and/or people of color are serving Minneapolis at all levels of elected government--municipal, county, state, and federal.

RACE/ETHNICITY OF ELECTED OFFICIALS HOLDING KEY POSITIONS REPRESENTING MINNEAPOLIS
2010



GENDER OF ELECTED OFFICIALS HOLDING KEY POSITIONS REPRESENTING MINNEAPOLIS
2010



Overall: 66% of key elected positions serving Minneapolis are held by women and/or people of color (2010).

Source: Tabulated by Wilder Research from public records.

KEY OBSERVATIONS

The following 41 elected positions were considered in this analysis--the mayor, 13 city council members, eight school board members, one county commissioner (representing District 4), six state senators, 11 state representatives, and one U.S. Representative (representing District 5).

- Among all of these key public positions serving Minneapolis constituents, 66 percent of all seats were held by women and/or people of color. This translates to 27 of 41 influential public positions that, in 2010, were held by groups who have been traditionally underrepresented in public office.
- Nearly half (49 percent) of the seats examined are held by women, roughly proportional to their make-up in the Minneapolis population.
- Only about 22 percent of all seats examined are held by people of color, despite the fact that 40 percent of Minneapolis residents are people of color.
- The school board has the highest rate of representation from individuals who are female and/or persons of color (seven of eight members, including three persons of color).
- More than half of the Minneapolis City Council members are women; however, only two members are persons of color.
- More than half of Minneapolis' state senators and representatives are female and/or persons of color (10 of 17 positions).
- In its entire history since incorporation, Minneapolis has only had one woman, who was also the only person of color, to hold the position of mayor. Sharon Sayles Belton did so for two terms, from 1994-2001.

Minneapolis' elected state senators and representatives who strongly support bills that advance equity

WHY IT MATTERS

- Public policy can create dramatic improvements in equity for all Minnesota residents, when laws serve to advance opportunity and equitable treatment in the areas such as education, health, criminal justice, and employment.
- State senators and representatives who authoring or support such bills at the Minnesota State Legislature are exhibiting leadership and courage to create a more equitable state, particularly for residents of color who are concentrated in the central cities of Minneapolis and St. Paul.
- Public initiatives to advance equity can leverage additional resources and commitment from the private and nonprofit sector to do the same.

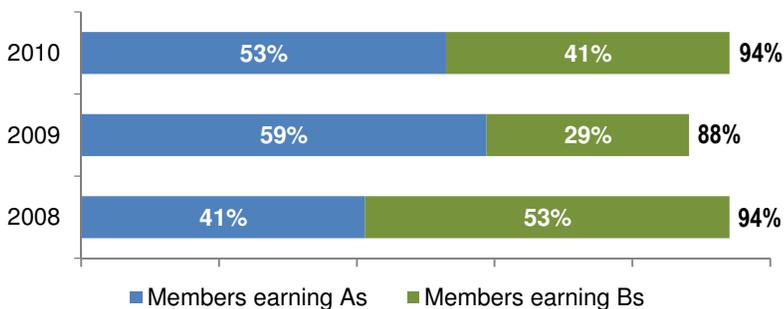
HOW WE'RE DOING

Measurement Used: During each of the past three legislative sessions, all but one or two of Minneapolis' state senators and representatives have earned an A or B grade on the Racial Equity Report Card.¹ To be included in the analysis, the legislation had to meet one or more of the following criteria:

- Focuses on reducing racial disparities
- Expands access to institutions and public benefits for communities of color
- Advances enfranchisement for communities of color
- Protects against discrimination, racial violence, and racial profiling
- Preserves and strengthens American Indian tribal sovereignty
- Is adequately funded
- Is enforceable with mechanisms in place to monitor racial justice outcomes.

SHARE OF STATE HOUSE AND SENATE MEMBERS EARNING AN A OR B GRADE FOR EQUITY BILLS

Minneapolis' delegation, 2008-2010



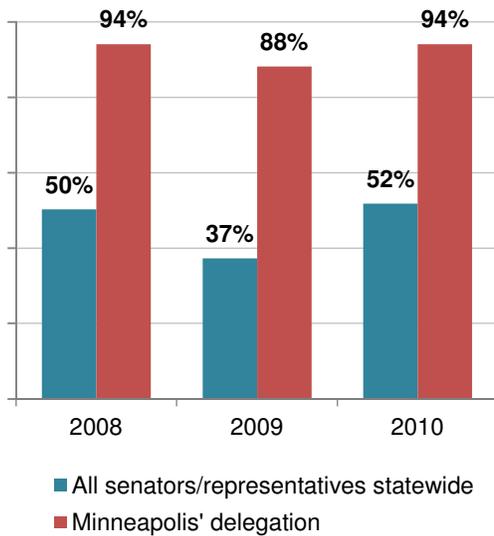
Overall: 53% of Minneapolis state senators and representatives received an A grade for supporting equity bills (2010).

¹ The annual Minnesota Legislative Report Card on Racial Equity, prepared by the nonprofit Organizing Apprenticeship Project (OAP), examines the voting patterns of state legislators and grades them on bills designated as related to advancing racial equity in education, income, wealth, employment, health, and criminal justice. OAP examines a body of bills that promote opportunity, racial equity, and American Indian tribal sovereignty and assigns letter grades based on authoring or support of these key equity bills. Source: Tabulations by Wilder Research from Organizing Apprenticeship Project's annual Minnesota Legislative Report Card on Racial Equity (2008-2010).

Minneapolis Compared to Minnesota

SHARE OF STATE HOUSE AND SENATE MEMBERS EARNING AN A OR B GRADE FOR EQUITY BILLS

Minneapolis' delegation, 2008-2010



KEY OBSERVATIONS

- During the 2010 state legislative session, 53 percent of the state senators and representatives serving Minneapolis exhibited strong support for equity-related bills, as indicated by receiving an A grade on the annual "Minnesota Legislative Report Card on Racial Equity" published by the Organizing Apprenticeship Project (OAP). An additional 41 percent of Minneapolis' officials elected to the state house or senate received a B grade, with only one senator not receiving either of these high marks.
- Minneapolis' elected officials rate much better than the statewide grades for all of Minnesota's state senators and representatives, with only 14 percent receiving an A grade, and an additional 38 percent receiving a B grade. This is perhaps not surprising considering that far higher shares of the constituents in Minneapolis are people of color than in many other legislative districts.
- The 2010 scores for Minneapolis, when 53 percent of the delegation received an A, were just below 2009 (59%), but higher than the 2008 percentages (41%). Over all three years, all but one or two of the Minneapolis' senators and representatives have earned an A or B grade on the Racial Equity Report Card.

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