

Rapid Health Impact Assessment of School Integration Strategies in Minnesota

Community Organizing for Racial and
Health Equity

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Minnesota's Racial Inequities

- For Minnesotans over the age of 65 and under, 1 in 25 is a person of color
- For Minnesotans age 18 and under, 1 in 3 is a person of color
- 56% of African-American & 58% of Latino students in 2013 graduated from high school
- More than 60% of immigrant children drop out of high school
- Wealth, Health, Education--all the indicators show a growing gap between whites and people of color in Minnesota

Community Organizing

- A set of disciplined strategic practices to build democratic and collective power to assure the conditions in which communities can thrive
 - Focus on leadership development, grassroots leadership
 - Building democratic, accountable, sustainable community-driven organizations
 - Interested in the linkages between health, economic security, and equity



Three Faces of Power

- **Direct Political Involvement**--- Actions/Rallies
- **Organizational Infrastructure**--- Base Building
- **Ideology and Wordview**--- Narrative

Integration in Minnesota

Racial segregation in school persists and is getting worse in many places despite efforts (e.g., magnet schools); many mixed and strong feelings about integration on the part of all communities.

Minnesota has historically valued and made progress toward integration; current “choice” programs and integration funding however have led to increased segregation.

State Task Force met in 2012 to develop recommendations to improve integration funding mechanisms; pending 2013 legislation introduced (after project started) to implement recommendations.

ISAIAH Education and Health Committees interested in the bill and in co-investigating the issue.



Goals of HIA

- Process AND Outcome
- Iterative Work between Research and Organizing
- Redefining Integration and School Choice
 - Understanding racial wounds
 - Forging New Understanding and Meaning
 - Create a New Narrative for Integration and Opportunity

Screening & Project Start-up

- **Screening**
 - Health Impact Project grant RFP
 - Rapid timeline for HIA
- **Stakeholder Panel**
 - ISAIAH and HIP convened a 12-member panel to guide the HIA
 - ISAIAH members
 - Teachers
 - School district administrator
 - School board member
 - Parents
 - Academic researchers
 - Racial justice advocates
 - Member of the Integration Revenue Replacement Task Force

Integration

- Old and present wounds
- Transformative definition NOT steeped in whiteness
- “Racially Isolated” Schools
- Holistic, social determinants of health point of view
 - True integration moves beyond desegregation beyond removing legal barriers and simply placing together students of different races. It means bringing students together under conditions of equality, emphasizing common goals, and de--emphasizing personal competition. True integration in our schools, then, is transformative rather than assimilative. That is, while desegregation assimilates minorities into the mainstream, true integration transforms the mainstream. – j. powell

The Choice Is Yours Program

- Open Enrollment
- “Choice” means something different for everyone. Families with more financial and transportation resources or more time available outside of work, for example, have more choices than families who don’t have these resources. Due to disparities in income, wealth, employment, and other resources that are correlated with race, access to choice becomes **racialized**.

Critical Race Theory

- What are we reading?
- Why are we reading it?
- How are we reading it?
- Does it fit in with our community or personal experience? Or not?

Impacts Summary

FINDINGS AND RECOMMENDATIONS

Rapid Health Impact Assessment of School Integration Strategies in Minnesota



April 15, 2013

Conducted by: Human Impact Partners and ISAIAH
In conjunction with a panel of stakeholders



SUMMARY

THE IMPACTS OF SCHOOL INTEGRATION FUNDING ON HEALTH [HF0247/SF0711]*

| | THROUGH EDUCATIONAL ACHIEVEMENT | THROUGH CROSS-RACE CONNECTION |
|--|--|--|
| HEALTH OUTCOMES | <ul style="list-style-type: none"> Improved life-expectancy and mortality Improved health behaviors (e.g., exercise, nutrition, timeliness of health care check-ups) Increased job income and access to benefits, which have many health impacts (e.g., lifespan) Decreased overweight and obesity Decreased stress Improved housing, which has many health impacts (e.g., reduced asthma) | <ul style="list-style-type: none"> Improved mental health (e.g., reduced anxiety, depression, stress) Decreased trauma (physical and mental) Improved health behaviors (e.g., smoking) Improved physical health (e.g., high blood pressure, low birth weight births) Improved social health (e.g., sharing, cooperation, comfort in multiracial settings) |
| MAGNITUDE OF IMPACTS | High (220,000 children) | High (840,000 children) |
| SEVERITY OF IMPACTS | Affects lifespan and daily function | Affects lifespan and daily function |
| DIRECTION OF IMPACTS: | | |
| HF0247/SF0711 does not pass | ⊖ | ⊖ |
| HF0247/SF0711 as introduced is passed | ⊘ | ⊘ |
| HF0247/SF0711 is amended and passed | ⊘ ⊕ | ⊘ ⊕ |
| HF0247/SF0711 is amended and passed and other policies supporting educational equity are also passed | ⊕ | ⊕ |

* See full report for details.

⊖ = positive health outcomes not realized

⊘ = some positive health outcomes realized and some positive health outcomes not realized

⊕ = positive health outcomes realized

Impact at the Legislature

I write today to express my support for ISAIAH's health impact assessment. ISAIAH's work and recommendations on the Integration Taskforce help me as a legislator and author of H.F. 247. As a legislator I constantly work to create holistic public policy frameworks when approaching difficult policy decisions. Creating a holistic public policy framework calls for legislators to draw on different policy subject areas with the goal of producing an overall healthier and stronger society. In that spirit, I enthusiastically embrace the approach offered by ISAIAH's health impact assessment because it ties together policy objectives and knowledge from different areas of public life.

Sincerely,
Representative Carlos Mariani Chairman of the
Education Policy Committee

MINNPOST

HOME POLITICS & POLICY HEALTH EDUCATION ENVIRONMENT ARTS & CULTURE BUSINESS

Learning Curve

School integration's health impacts are significant and lifelong, study finds

By Beth Hawkins | 04/16/13

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Children who attend integrated schools are more likely to graduate from high school, earn better incomes and raise their own children in circumstances that position them for school success, according to the report released by Isaiah.

School integration in Minnesota is closely tied to individuals' lifelong health on several levels, according to a study released Monday by a coalition of Twin Cities congregations [PDF].

Children who attend integrated schools are more likely to graduate from high school, earn better incomes and raise their own children in circumstances that position them for school success, according to the report released by Isaiah, a group of 100-plus faith communities focused on social equity.

Outcomes to Date

- Minnesota Achievement and Integration program passed as part of 2013 budget package
- Final Education policy language mostly followed, or even exceeded, the HIA Recommendations:
 - Accountability mechanism even stronger than HIA Recommendations (recommendation 1.B)
 - Made significant progress in equity goals beyond AIM program, as HIA recommended (recommendation 1.A.i)
 - Making definition of “integration” more holistic was **not** accomplished. (recommendation 1.A.ii)
- Commissioners of Education and Health are beginning a discussion of starting a Health In All Policies initiative
- Meeting with Commissioners of Education and Health being scheduled

Outcomes to Date

- Integration Rule Alignment
 - One of the recommendations we made for Minnesota Department of Education to re-write the “deseg rule”.
 - Main point: Despite the name, the “deseg rule” hasn't actually desegregated schools. And that it needs to be more strict and binding in order to do so.
 - Task Force--- Rev. Paul Slack, ISALAH President
- More HIA's
 - Minnesota Department of Health to do a health impact study on school discipline policies.