

A Rapid Health Impact Assessment of the School Integration Strategies in Minnesota



Celia Harris
HIA 101
National HIA Meeting
September 25, 2013

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.



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

Introduced Rapid HIA process

Developed goals for the project together

Presented initial literature review findings

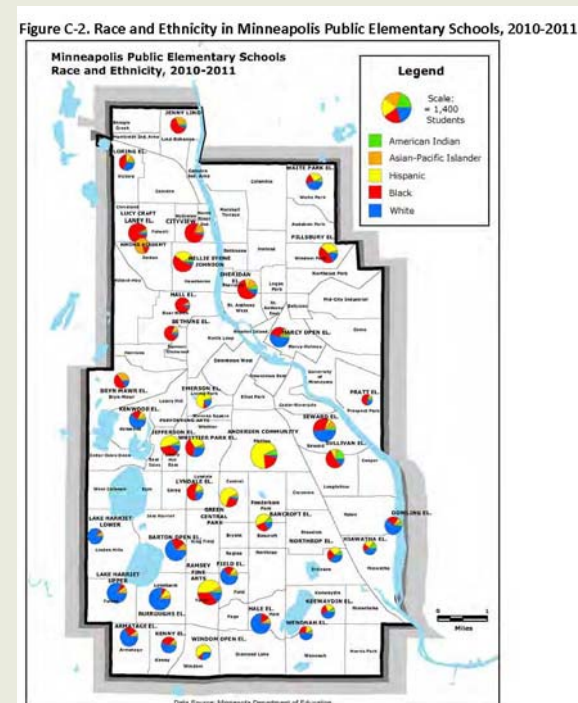
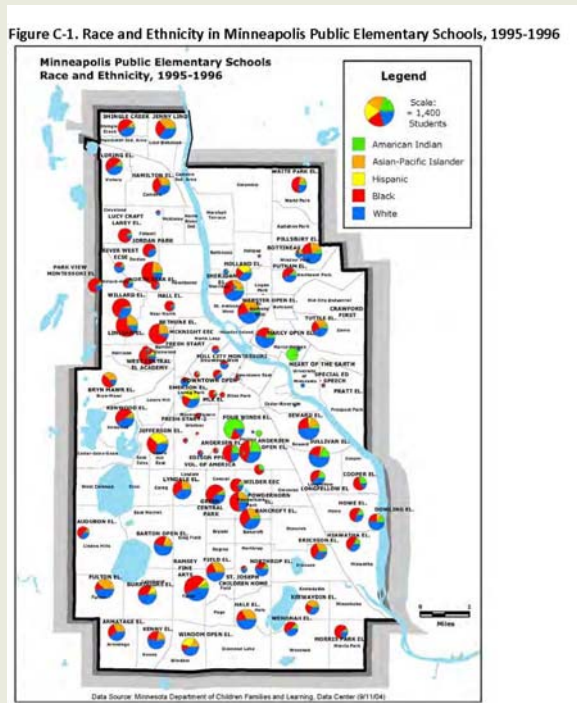
Discussed potential pathways between bill and health outcomes

Determined research questions

HIP completed literature review

Collected existing conditions info and data

Compiled findings in Existing Conditions Report



Reviewed information from scoping meeting

Heard presentations from subject matter experts about school integration and discussed data and findings with them

Reviewed existing conditions data and research literature

Collaboratively developed conclusions about health impacts and recommendations

Developed reporting strategy



| 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

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

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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.

- 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