

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, 1 in 25 is a person of color
- For Minnesotans age 18 and under, 1 in 3 is a person of color
- 42% of African-American students in 2008 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



Integration in Minnesota

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



Impacts Summary



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



Learning Curve

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

By Beth Hawkins | 04/16/13



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