

Place



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The episodes in this section are the stories of Minnesotans experiencing first-hand disparities of place-differences between core cities and suburbs and among different suburbs. The problem of place increasingly affects individual struggles and regional crises in Minnesota. The introduction highlights the Itasca Project and the Brookings Institution's *Mind the Gap* report. The Itasca project is a group of business leaders and policy-makers who are concerned about the future of business vitality and competitiveness of the region. According to the report, place is one of the three major sets of disparities in the Twin Cities, the other two being race and class.

The core cities of Minneapolis and St. Paul lag far behind the suburbs on a number of indicators, including new jobs, healthcare, and education. The central cities have a concentration of populations struggling with race and class disparities, creating "pockets of poverty" in the urban areas. As Itasca Director Jennifer Ford Reedy explains, the Twin Cities, with its leading national socio-economic record, ranks second to last in the country regarding place disparities. Due to "white flight" to the suburbs and misconceptions about crime, Minneapolis and St. Paul are suffering from a "special mismatch" as more jobs and income move to the suburbs. Transportation is becoming a key issue in maintaining the Twin Cities' regional competitiveness. Addressing these issues will require joint efforts on behalf of the government, civic organizations, businesses, and community leaders. The Itasca Project hopes to engage communities around the region in understanding and eliminating these disparities.

The stories in this section focus on different aspects of place disparities such as access to transportation, employment and health care, as well as school and community segregation. With limited transportation options, how do workers living in the city center get to jobs that are frequently relocating to the suburbs? What does the history and unsettling resurgence of school segregation in South Minneapolis mean for the future of the entire region? The Institute on Race & Poverty offers a sobering statistical bird's-eye view of these issues in the Twin Cities.

STORY: Access to Jobs

EMERGE is a non-profit organization serving low income residents of the Twin Cities. EMERGE links residents to employment, training, and housing. With its new building in North Minneapolis, the organization aims at community redevelopment through entrepreneurial efforts. Employment is an essential part of people's lives, although almost 80% of the region's jobs are located 5 miles outside the city centers. EMERGE is filling the need through its Access to Jobs project. Despite its sound business model and success in serving the community, EMERGE cannot fill the gaps caused by 20 years of underinvestment in transportation infrastructure. The "spatial mismatch" created by disconnecting people who are in need of economic opportunities from locations where such opportunities exist requires attention from the public sector and other stakeholders in society.

Key Terms

Spatial mismatch	Indicator
Right to work	Poverty
Equity	Public Sector
Limited Resources	Place disparities

Survey 1: Access to Jobs

True or False

1. The unemployment rate in the suburbs is higher than in the central cities.

- True
 False

2. The population size of Minneapolis and St. Paul is declining.

- True
 False

3. Every school where the majority of students is from poor families can be found in either Minneapolis or St. Paul.

- True
 False

4. The majority of the region's jobs are located in the suburbs.

- True
 False

5. The majority of the region's poor live in the central cities.

- True
 False

6. The Twin Cities is still doing relatively well nationwide in terms of poverty in a metro area.

- True
- False

7. Over 50% of metro area's minority population live in the central cities.

- True
- False

Answers:

1. In May 2005, the unemployment rate for the suburbs was 3.5%, but it is 4.3% in Minneapolis and St. Paul.
2. The suburban population of the Twin Cities metro grew from 1.5 million in 1989 to 2.3 million people in 2000. In 2004 the central cities' population declined to 650,000 while the suburban population grew to 2.5 million.
3. Every single public school where 80% to 100% of students is eligible for free or reduced school lunch is located in either Minneapolis or St. Paul. 66% of all public school students in Minneapolis and St. Paul are eligible for free or reduced school lunch.
4. Almost 80% of the region's jobs are located outside the five-mile radius of the area's central business district.
5. While just over one-fifth of the region's population lives within the two central cities, the majority of the region's poor is concentrated here.
6. The Twin Cities has the second largest difference between city poverty rates and suburban poverty rates in the country. The central cities' poverty rate is 4.5 times higher than the suburban poverty rate. This is a higher ratio than the Baltimore, Detroit, Cleveland, and Philadelphia metro areas.
7. Although the central cities are home to only 23% of the metro's total population, 54% of the metro's minority population live in the cities.

This survey is based on the following document:

Mind the Gap: Disparities and Competitiveness in the Twin Cities developed by the Brookings Institution. Full report is available at http://www.brookings.edu/reports/2005/10cities_sohmer.aspx

Before Viewing

How do you get around the Twin Cities? Would it be easy to get somewhere without a car? What types of activities would be difficult to do without transportation?

After Viewing

1. What are the goals of EMERGE?
2. How does EMERGE contribute to community revitalization?
3. Why is transportation so important?
4. Does EMERGE manage to respond to everyone in need of employment or transportation?
5. What is spatial mismatch?
6. EMERGE leaders believe that support should come from the public sector. Do you agree?
7. How does underinvestment in the transportation system affect all of us?
8. Was anything missing from the video?

9. How can you make a difference?

Suggested Activities and Resources:

1. The Right to Work

This activity will help participants gain knowledge and understanding about the right to work, and examine barriers to this right.

1. Introduce the activity. Write "right to work" on the board or flipchart sheet and ask participants to brainstorm any concept or idea which they associate with the right to work.

Define the right to work. Based on the list generated by the group, develop a definition for the right to work. Ask participants if they agree with the definition and whether there is anything else they would like to add to it.

Discuss in small groups. Divide participants into groups of 5-7 participants in each, and have them discuss the right to work and come up with a list of barriers to the right to work. Discussion questions may include: Why it's important to have that right? What would happen if people didn't have the right to work?

Report back from the small group to the larger group. Allow 1-2 minutes for questions and clarifications after each presentation.

- Discuss and debrief as a large group:
- Did you enjoy the activity? Why? Why not?
- What new information did you learn?
- What was the most surprising thing you heard from others? Do you agree or disagree? Explain.
- Why is it important to have a right to work?
- What other factors affect our ability or inability to enjoy this right?
- How does the transportation system or lack thereof contribute to our right to work?
- What is the connection between access to jobs and community development?
- What would you change in the way things work now?

2. Continue discussing the right to work within the human rights framework. Introduce international human rights documents containing provisions relevant to the right to work:

- Universal Declaration of Human Rights - Article 23
- The International Covenant on Civil and Political Rights (ICCPR) - Article 8
- The International Covenant of Economic, Social and Cultural Rights (ICESCR) - Articles 6, 7, and 8
- Convention on the Rights of the Child - Article 32

Discuss and compare different documents and provisions. Hand out copies of the documents above to the participants. They can look for or highlight areas that discuss the right to work. Additionally, they could talk about what it means to lose the right to work, both in the Twin Cities and in places outside of the Twin Cities, and in other economically disadvantaged

regions of the world. What kind of implications does the loss of right to work have on individuals, families, and communities?

2. Resources:

Participants can review the *Racism and Metropolitan Dynamics: The Civil Rights Challenge of the 21st Century* at: www1.umn.edu/irp/publications/racismandmetroynamics.pdf

Other useful sites:

Twin Cities Compass www.tccompass.org

Mind the Gap Report

www.brookings.edu/~media/Files/rc/reports/2005/10cities_sohmer/20051027_mindthegap.pdf

STORY: Re-segregation: Fact Not Fiction

This story is about school segregation in the Twin Cities. Myron Orfield from the Institute on Race and Poverty (<http://www.irpumn.org>) discusses school segregation as an "unnecessary and catastrophic barrier between real and ideal America." According to Orfield, re-segregation is often an unintentional drive for better schools, but it goes to show how bad things can get when no state agency is protecting the rights of children of color. The Choice is Yours program provides an important opportunity for students in segregated Minneapolis schools to attend low-poverty schools in the suburbs. Some districts are pro-integrative and are trying to create opportunities through progressive use of boundaries, but others are less so. The Institute on Race and Poverty released research on disturbing effects of economic and racial segregation in the region.

Key Terms	
Contribute	Inadequate
Integration	Metro Area
Re-Segregation	Revitalization
Segregation	Suburbs
The Choice is Yours Program	Underinvested

Survey 2 Re-segregation: Fact Not Fiction

True or False

1. Racially and economically segregated schools tend to have lower student achievement than desegregated schools.

- True
 False

2. The Minnesota Department of Education does not allocate funds to implement school integration programs.

- True
 False

3. Schools attended predominantly by students of color tend to have higher poverty rates.

- True
 False

4. Minnesota's schools are re-segregating along racial and economic lines.

- True
 False

Answers:

1. Students who attend racially and economically segregated schools are less likely to graduate from high school, to go on to college, and to have middle-class jobs.

2. The Department of Education allocates millions of dollars (\$79 million in 2005) for school integration programs. The purpose and results of these programs have not been assessed, however, and racial concentration has increased in some participating schools.
3. The average poverty rate in these schools is four times higher than in predominantly white schools. In 2006, predominantly white schools in the Twin Cities had a poverty rate of 18%, compared with 71% in schools that were predominantly black, Latino/Hispanic, Asian or Native American.
4. In 1992, only nine schools in the Twin Cities metro area were attended predominantly by black, Latino/Hispanic, Asian or Native American students. By 2006, that number had increased to 248.

This survey is based on the following documents:

Orfield, Myron. "Segregation is back, and our future is on the line." Star Tribune.

<http://www.startribune.com/opinion/commentary/12230281.html>

Mind the Gap: Disparities and Competitiveness in the Twin Cities developed by the Brookings Institution. Full report is available at http://www.brookings.edu/reports/2005/10cities_sohmer.aspx

Before Viewing

What is school segregation? Do you feel your community's schools are segregated? Is it possible for segregation to develop accidentally? Why or why not?

After Viewing

1. What did you learn about segregation in the Twin Cities? Were you surprised? Why or why not?
2. Myron Orfield describes school segregation as "a true tragedy". Why do you think that is? Do you agree?
3. How does segregation affect communities of color? White communities? How does it affect all of us?
4. What does The Choice is Yours do to provide opportunities for children from poor families? Does it solve the problem of segregation?
5. What are examples of progressive uses of district boundaries?
6. How can state agencies prevent and reverse segregation? Is it only the responsibility of the state? Who else should be involved?
7. How can you be involved?

Suggested Activities and Resources:

1. Right to Education

This activity will introduce the right to education, and engage participants in discussion about what this right entails and how our education system meets or does not meet the needs of all students.

1. Read to the participants or pass around handouts of this excerpt from Article 26 of the Universal Declaration of Human Rights:
 - I. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
 - II. Education shall be directed to the full development of the human personality and to

the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

2. Divide participants into small groups and have them discuss Article 26 in light of what they have learned about school segregation. Discussion questions may include:
 - How does school segregation affect the enjoyment of the right to education?
 - Does education in segregated schools lead to the full development of the human personality? Why? Why not?
 - Does the U.S. fulfill the right to education for all students?

3. Discuss and debrief:

Have the groups report back to the larger group with their findings and conclusions. Discuss:

- What did you already know about school segregation?
 - What did you learn in this activity?
 - What surprised you?
 - Do you think schools in your community are segregated?
 - Would you like it to be different?
4. Continue discussing the right to education within the human rights framework. Introduce international human rights documents containing provisions relevant to the right to education:
 - Universal Declaration of Human Rights - Article 26
 - Convention on the Rights of the Child - Article 28 and 29

Discuss and compare these documents and provisions.

2. Resources:

Participants can review the PowerPoint Presentation on the Right to Education by Elizabeth Sullivan, Education Program Director of National Economic and Social Rights Initiative (NESRI) at www.mnadvocates.org/sites/608a3887-dd53-4796-8904-997a0131ca54/uploads/Education_as_a_Human_Right_2.ppt

Participants can also review the Right to Education Fact Sheet developed by the Advocates for Human Rights at www.mnadvocates.org/sites/608a3887-dd53-4796-8904-997a0131ca54/uploads/Education_Fact_Sheet_National.pdf

Other useful sites:

Twin Cities Compass www.tccompass.org

Mind the Gap Report

www.brookings.edu/~media/Files/rc/reports/2005/10cities_sohmer/20051027_mindthegap.pdf

STORY: "More Like America"

This story provides a Minnesota example of school desegregation discussed by Heidi Adelman and Archie Givens, Jr. In 1971, responding to the Supreme Court ruling that schools were still “intentionally segregated,” two Minneapolis schools Hale and Field were “paired” in a citywide effort to desegregate public schools. There were no large scale protests, but tension was in the air on the first day of school and some parents chose to follow school buses to make sure their children were safe. The pairing of Hale and Field came to be a successful model used all over the country, but it was a community model rather than a school district model. Diversity and community involvement remain an important value for the sister schools today.

Key Terms

Boundaries	Brown v. Board of Education
Desegregation	Diversity
Economic status	Pairing
Segregation	

Survey 3: More like America

Agree or Disagree

1. The Supreme Court decision in *Brown v. Board of Education* eliminated racism in U.S. public schools.
2. Despite growing diversity, U.S. schools are becoming increasingly segregated.
3. Separate but equal education for white students and students of color is fair.
4. Segregated inner city schools have more highly concentrated poverty.
5. Segregation contributes to a gap in quality education for students.
6. Non-segregated schools both improve tests scores and better prepare students for life in an increasingly multicultural society.
7. Most of my friends and relatives live in the suburbs.
8. I personally enjoy living and working together with people from different cultures.
9. Most of my friends are of the same cultural and racial background as I am.
10. I wish my community's population was more diverse.

Before Viewing

What do you know about school desegregation efforts? What Supreme Court decisions started the desegregation process? What are some of the dangers of segregation?

After Viewing

1. When Heidi says, “We need to understand where we came from to be able to change things,” what

- does she mean? To what historic events does she refer?
2. Why did school segregation suddenly make sense to Heidi when she looked at the history of the neighborhood?
 3. How was the new standard for desegregated homes created?
 4. What model was used to desegregate public schools? Was it successful? Why?
 5. Why do you think it was important that pairing of Hale and Field was a community model?
 6. Why is diversity an important value?
 7. How can you promote diversity?

Suggested Activities and Resources:

1. Diversity Quotes

This activity will allow participants to explore why they value diversity and to take a step toward promoting diversity in their communities.

Divide participants into groups of 5-7 depending on the size of the audience. Ask each group to elect a note-taker/presenter. Ask each group to talk about diversity and why the group members value it. The note-taker can go around the group and ask:

- o What is diversity?
- o Why do we need it in our schools?

After a 10-15-minute discussion, the presenters will summarize their group discussions and share their quotes.

Depending on time availability, the facilitator can then work with the groups to create a letter to the School Board or other agencies. Alternatively, s/he can have a draft of the letter ready and work in the plenary to include diversity quotes from the group. The group can then sign and send the letter.

2. Resources:

Participants can review Expanding Educational Opportunity through School and Housing Choice article by Myron Orfield and Nicholas Wallace at

www.irpumn.org/uls/resources/projects/Expanding_Educ_Opportunity_Schl_Hsng_Choice.pdf

Participants can also review The Choice is Ours: Expanding Educational Opportunity for all Twin Cities Children Report at

www.irpumn.org/uls/resources/projects/CIYFinalReport_topost.pdf

Other useful sites:

Twin Cities Compass www.tccompass.org

Mind the Gap Report

www.brookings.edu/~media/Files/rc/reports/2005/10cities_sohmer/20051027_mindthegap.pdf

STORY: Healing in Any Language

La Clinica, the West Side Community Health Service, has been addressing health disparities for over three decades. La Clinica was started by the Latino community in an effort to create a place where they could receive care consistent with their views and values. As new immigrant groups such as the Hmong arrived, they too found La Clinica to be a place they trust. Dr. Katherine Culhane-Pera discusses La Clinica's successes and challenges. She stresses the fact that although health care professionals can address health disparities by understanding their patients needs better, it is beyond their purview to address larger socio-economic injustices and the whole society needs to step up and address these issues.

Key Terms

Health Disparities

Metro Area

Socio-economic Injustices

Survey 4: Healing in any Language

Agree or Disagree

1. Every human being has a right to receive healthcare when he or she needs it.
2. Health disparities can only be eliminated if larger socio-economic issues are resolved.
3. People of color generally experience more barriers to access and utilization of health services than white Americans.
4. Everyone can afford bus fare; transportation is not a significant barrier to accessing health care.
5. Concerns over having to pay more than expected or that insurance will not cover the health care received is a primary obstacle to receiving healthcare regardless of race or ethnicity.
6. Every patient has a right to be treated consistently with his or her beliefs and values.
7. Doctors should be able to better understand the culture and religious beliefs of their patients.
8. Preventive care is important and should be covered by insurance.
9. Hospitals should provide interpreters, when needed, to better serve their patients.
10. Hospitals need to hire more diverse workforce to respond to growing diversity among their patients.

Before Viewing

What do you know about health disparities in the Twin Cities? Do all people who need health care have access to it?

After Viewing

1. What are health disparities? Why are urban areas more affected by health disparities?
2. Why was La Clinica created? How is it different from other clinics in serving its patients?
3. What do La Clinica's professionals do to engage the Hmong community?
4. How does transportation impact access to healthcare?
5. What does Dr. Pera mean when she says, "the whole society needs to step up to address these

issues”? Who do you think should be involved?

Suggested Activities and Resources:

1. The Right to an Adequate Standard of Living

This activity will introduce the right to an adequate standard of living and engage participants in discussion about what this right means in terms of health care and how our society meets or does not meet the needs of all people.

1. Read to the participants or pass around handouts of this excerpt from Article 25 of the Universal Declaration of Human Rights:
 - I. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the vent of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
2. Divide participants into small groups and have them discuss Article 25 in light of what they have learned about health disparities. Discussion questions may include:
 - How do health disparities prevent people from enjoying the right to an adequate standard of living?
 - Why do you think "food, clothing, housing and medical care and necessary social services" are grouped together in Article 25? Discuss the connection.
 - Does the U.S. fulfill the right to an adequate standard of living?
3. Discuss: What did you already know about health disparities? What surprised you? What did you learn in this activity? Do you think everyone in your community has access to healthcare? Would you like it to be different?
4. Discuss and debrief: Have the groups report back to the larger group with their findings and conclusions.

2. Resources

Invite a representative from a community health organization to speak to the audience on issues of healthcare access. A timely topic might be access to healthcare in light of the relocation or shift in focus of major hospitals from core cities or first-ring suburbs to wealthier outer-ring suburbs and exurban areas.

Participants can review the Eliminating Health Disparities 2007 Legislative Report at www.health.state.mn.us/ommh/legislativeverpt2007.pdf

Other useful sites:

Twin Cities Compass www.tccompass.org

Mind the Gap Report

www.brookings.edu/~media/Files/rc/reports/2005/10cities_sohmer/20051027_mindthegap.pdf