Low Income Housing, Schools and Choice is Yours

Demographics
MINNEAPOLIS-SAINT PAUL SEVEN COUNTY REGION
Number of Section 8 Voucher Householders
by Zip Codes, 2004

Legend

Zip Codes:
- 1 to 10
- 11 to 50
- 51 to 150
- 151 to 300
- 301 to 500
- 501 to 940
- No Vouchers

Data Sources:
2005 U.S. Department of Housing and Urban Development
2005 Metropolitan Council
2005 The Lawrence Group
### Percentage of Households Residing in Central Cities

<table>
<thead>
<tr>
<th></th>
<th>Section 8 Project-Based Family</th>
<th>Section 8 Vouchers</th>
<th>LIHTC all units*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>68.9</td>
<td>58.2</td>
<td>64.9</td>
</tr>
<tr>
<td>Hispanic</td>
<td>58.4</td>
<td>59.0</td>
<td>43.6</td>
</tr>
<tr>
<td>Asian</td>
<td>85.6</td>
<td>55.1</td>
<td>67.7</td>
</tr>
<tr>
<td>Others</td>
<td>68.5</td>
<td>64.5</td>
<td>66.4</td>
</tr>
<tr>
<td>White</td>
<td>20.8</td>
<td>31.0</td>
<td>13.1</td>
</tr>
<tr>
<td>Total</td>
<td>54.5</td>
<td>46.2</td>
<td>38.7</td>
</tr>
</tbody>
</table>

* Data from 53% Survey

### Percentage of Households Residing in Suburbs

<table>
<thead>
<tr>
<th></th>
<th>Section 8 Project-Based Family</th>
<th>Section 8 Vouchers</th>
<th>LIHTC all units*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>31.1</td>
<td>41.8</td>
<td>35.1</td>
</tr>
<tr>
<td>Hispanic</td>
<td>41.6</td>
<td>41.0</td>
<td>56.4</td>
</tr>
<tr>
<td>Asian</td>
<td>14.4</td>
<td>44.9</td>
<td>32.3</td>
</tr>
<tr>
<td>Others</td>
<td>31.5</td>
<td>35.5</td>
<td>33.6</td>
</tr>
<tr>
<td>White</td>
<td>79.2</td>
<td>69.0</td>
<td>86.9</td>
</tr>
<tr>
<td>Total</td>
<td>45.5</td>
<td>53.8</td>
<td>61.3</td>
</tr>
</tbody>
</table>

* Data from 53% Survey
Note: data are from representational survey for 53% of all LIHTC units in Twin Cities
Number and Percentage of Choice is Your Students by Race/Ethnicity, (four year period) 2000-2001 to 2004-2005

- Native American (2%)
  - 68
- African American (68%)
  - 1835
- Asian (8%)
  - 234
- Hispanic (8%)
  - 232
- White (19%)
  - 552
<table>
<thead>
<tr>
<th>Metropolitan School Integration Scenarios</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of black students that would have to change schools in order to achieve racial balance.</td>
</tr>
<tr>
<td>Number of additional black students that would already be in a racially integrated school if:</td>
</tr>
<tr>
<td>• LITHC units were assigned randomly by race.</td>
</tr>
<tr>
<td>• Section 8 project units were assigned randomly by race.</td>
</tr>
<tr>
<td>Number of additional black students that would already be in a racially integrated school if:</td>
</tr>
<tr>
<td>• LIHTC units were distributed across the region in proportion to school enrollment.</td>
</tr>
<tr>
<td>• Section 8 project units were distributed across the region in proportion to school enrollment.</td>
</tr>
<tr>
<td>Additional Section 8 vouchers in the suburbs if they were distributed in same proportions as school enrollment.</td>
</tr>
<tr>
<td>Additional black households in suburbs (at 2000 shares in voucher program).</td>
</tr>
<tr>
<td>Children aged 6-17 in the added suburban black households (at 2000 average).</td>
</tr>
<tr>
<td>Grand Total additional black school-age children in the suburbs</td>
</tr>
</tbody>
</table>
Working in the inner suburbs alone is not enough.

• In 2001, just 5 of the 65 inner suburb schools participating in the Choice Is Yours program had free and reduced cost lunch eligibility rates greater than 40%.
• In just 5 years, this number had nearly quadrupled to 19.
• Higher poverty rates are associated with both lower test scores and lower retention rates for suburban districts participating in the program.
Receiving School District CIY Retention Rates by FRLE
(correlation = -.87)
Receiving School District CIY Retention Rates
by Reading Proficiency (correlation = +.77)

Receiving School District CIY Retention Rate
by Math Proficiency (correlation = +.79)
Working in the inner suburbs alone is not enough.

• In 2001, just 3 of the 65 inner suburb schools participating in the Choice Is Yours program had minority shares greater than 40%.

• In just 5 years, this number had risen by 7 times to 21.
U.S. School Integration Trends
Figure 5
Percentage of White Students in Schools Attended by the Average Black Student, 1968-2000

Figure 10
Change in Black Integration in the South

2000 Distribution of 1,592 Tracts that were White/Black Integrated in 1980

Conclusion: When the Black population share was 29% or greater in 1980, the tract was more likely to resegregate during the next 20 years than it was to remain integrated.
2000 Distribution of 633 Tracts that were White/Black Integrated in 1980 in 15 Metro Areas with County- or Metro-wide Busing in the 1980's and 1990's

Conclusion: Tracts were more likely to remain integrated than to resegregate during the next 20 years from all starting points.
Suggested Policies:
Expanding Children’s Opportunities: School desegregation and integration

• Local solutions alone cannot turn schools around. Already existing segregation and regional processes like white flight and fragmented land-use planning mean that local areas and school districts cannot go it alone. Regional approaches are needed.

• Local approaches can help, if designed to complement regional solutions.
Regional Approaches to School Integration: Metro Collaborative Integration Districts

- Schools within the collaborative districts share pupils and funding to integrate all schools within the collaborative district.

- Such districts already exist in the Twin Cities, but are not metro-wide.

- In the Twin Cities, collaboration districts would be more efficient and integrative, for instance, if the metro area were divided into five metro “meta-districts,” drawn to maximize diversity within each meta-district.
Regional Approaches to School Integration: The Choice is Yours

• Choice is Yours allows low income students to move to suburban districts. It initially resulted in some integration of suburban districts and academic gains for the participating students.

• The program does not cover the entire region and a number of participating suburban schools have become racially isolated, high poverty schools, implying that the program needs to be expanded further into the suburbs.

• Choice is Yours should also be linked to housing choice programs in high opportunity school districts and suburbs.
Regional Approaches to School Integration: Integration Revenue

• Integration Revenue is extra funding meant to promote integration that is provided to Minnesota school districts with racially isolated schools.

• Integration revenue funds currently provide little or no incentive for school districts to desegregate their minority and low-income students.

• The purpose of the funding should be changed from “increasing interracial contact” to the physical integration of school districts, schools, and classrooms.
Neighborhood Approaches to School Integration: Charter schools

• Although charter schools were presented as an integrating force in public education, segregation and poverty is more severe in charter schools than in traditional public schools and there is little evidence that charter schools are bridging the achievement gap.

• Integrated middle-class schools have a proven track record of improving the school performance and life opportunities students of color. This is not the case for charter schools.
Neighborhood Approaches to School Integration: Magnet schools

- While highly segregated inner city schools are often failing, the solution cannot be just moving students into the suburbs; inner-city communities need strong schools.

- One way to do this, is to develop magnets schools in inner-city neighborhoods that appeal to commuting parents. Downtown areas are a likely target.

- These magnet schools could offer extended days to match the schedules of commuting parents by providing high-quality daycare and link the magnets to public institutions in the central cities.
Neighborhood Approaches to School Integration: Addressing segregation within schools

• Minority students and white students are often tracked into separate programs, even within otherwise integrated schools.

• In order to prevent damaging in-school segregation, school districts should be monitored for racial disparities in gifted and talented programs and other advanced standing classes and in special education.

• Community groups could also help actively monitor schools and challenge segregative classroom assignment practices to ensure that students have equal opportunities in integrated schools.
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http://www.law.umn.edu/metro.html