

Measuring Flood Resilience

September 28th, 2016

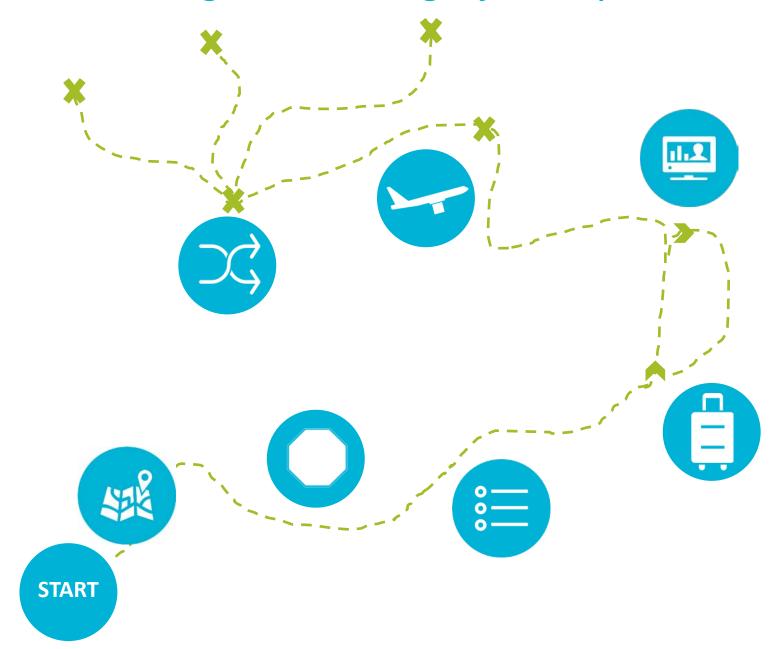


Agenda

Taking a journey to develop community indicators

Using community indicators

Indicator setting is like taking a journey...

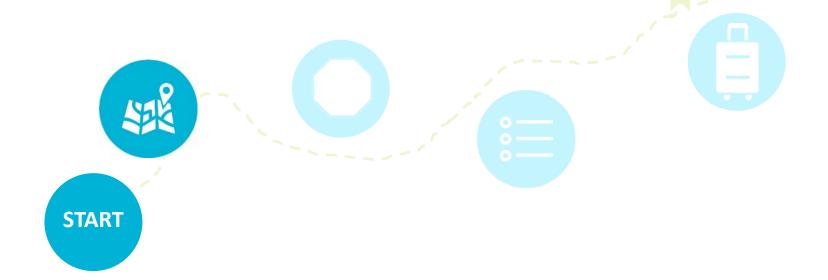


Making a change and deciding where to go

Change in leadership – both elected officials and our appointed City

Coordinator

Response to staff direction: "Develop measures for Minneapolis' adopted values, goals and strategic directions and seek stakeholder and community perspective on measures to be developed." – March 2014

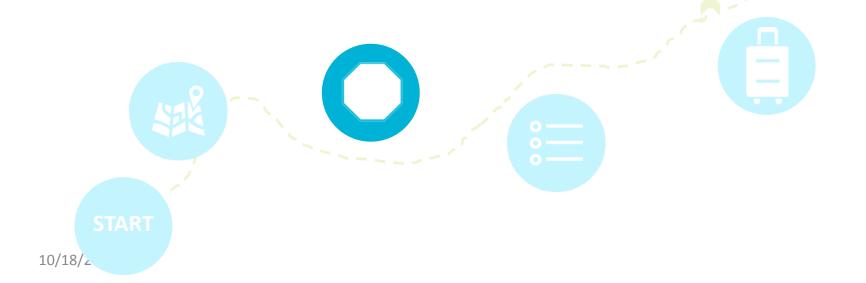


Prioritizing: making time to get ready and take the trip

Examining current performance monitoring programs

Pausing existing programs

Sense of urgency to launch a new program

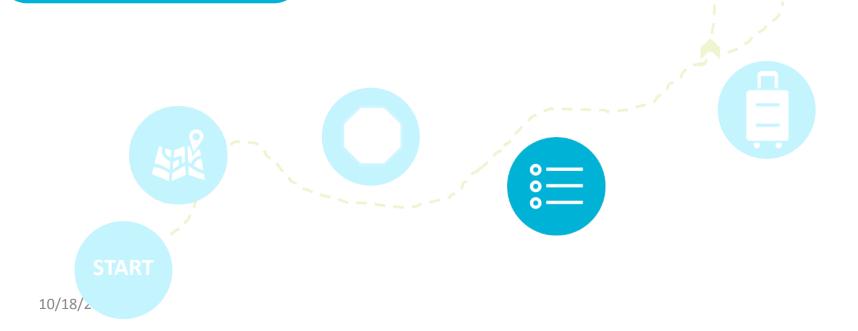


Making a list of everything you might need



comprehensive list of potential indicators

- **Existing:** Sustainability Indicators, Results Minneapolis measures
- New: Measures from STAR Communities Rating System, Healthy Communities Transformation Initiative (HCTI), other city indicator projects



Packing: Taking a smaller suitcase

Developed

• Existing: Sustainability Indicators, Results Minneapolis

Criteria:

- Strong connection to one of our city goals
- Community-wide
- Actionable
- Data is readily accessible

Additional criteria preferences:

- Data can be broken down by geography and/or demographics
- Data is timely
- Data can be updated annually



Researching where to stay and what to do, weather

Input Feedback

Feedback Elected Officials

- Engaged a broad swath of Minneapolis residents, especially focusing on communities of color, youth, seniors and City employees
- Asked the question "what does success look like" for each of our city goals
- Piloted use of different technology, including crowdsourcing, as well as in-person events and marketing in the community

Worked with departments to decide and refine measures of community indicators

 Each meeting was attended by between 8 and 20 department heads and directors across all City departments

City Leaders

Community

- Met individually with Council Members to review potential indicators
- Presented before committee
- Adoption of indicators by entire Council

Taking off on your journey

Roundtable calendar

City Goal Results Minneapolis

All roundtables held from 8:30-9:45 a.m. in room 132 of Minneapolis City Hall: 350 South Fifth Street

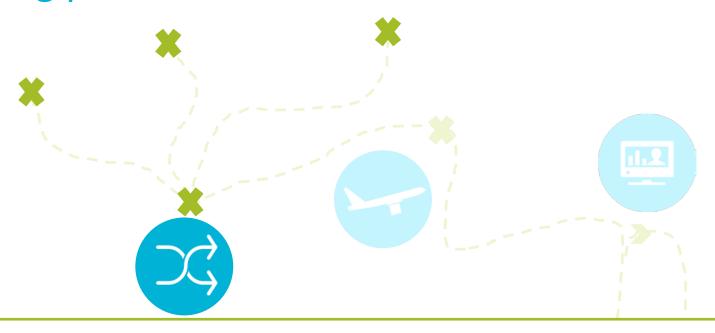
Calendar updated September 21, 2016

DECEMBER 2, 2015	JANUARY 27, 2016	JUNE 22, 2016	AUGUST 24, 2016
CHILD + INFANT	ECONOMIC SECURITY	HEALTHY LAKES, RIVERS	JOBS + SKILLS
DISPARITIES	Indicators:	+ STREAMS	Indicators:
Indicators: Infant mortality rate (One Minneapolis) Third grade reading proficiency (One Minneapolis)	Poverty (One Minneapolis) Average monthly earnings (A hub of economic activity and innovation) Unemployment (One Minneapolis)	Indicators: Lake Aesthetic + User Recreational Index (Great places) Impaired water bodies (Great places)	 Employment (A hub of economic activity and innovation) Educational attainment (A hub of economic activity and innovation)

OCTOBER 26, 2016	DECEMBER 2016	JANUARY 11, 2016	MARCH 2017	MAY 2017
AIR QUALITY+	RESIDENT SURVEY	FOOD SYSTEM	TRANSPORTATION	CITY EMPLOYEES
ASTHMA	Indicators:	Indicator:	Indicators:	Indicators:
Indicators: Outdoor air quality (Great places) Asthma hospitalization rate (One Minneapolis)	 Quality of City services (A City that works) Value for tax dollar (A City that works) Access to City information (A City that works) Resident trust of Minneapolis City government (One Minneapolis) 	 Healthy food access (One Minneapolis) 	 Commute mode share (Living well) Quality of roads and bridges (Great places) 	 City employee engagement (A City that works) Diversity of City workforce (A City that works)

JULY 2017	AUGUST 2017	OCTOBER 2017	DECEMBER 2017	JANUARY 2018
CLIMATE CHANGE +	ECONOMIC	HOUSING QUALITY +	CRIME + SAFETY	COMPLETE + LIVABLE
WASTE	DEVELOPMENT	AFFORDABILITY	Indicators:	NEIGHBORHOODS
Indicators: • Waste stream (Great places) • Greenhouse gases (Great places)	Indicators: Sales + use tax (A hub of economic activity and innovation) Number employed in business startups (A hub of economic activity and innovation) Creative vitality (Great places)	Indicators: • Quality housing* (Living well) • Cost-burdened households (Living well)	 Equitable justice system (One Minneapolis) Safety (Living well) 	Indicators: Complete and livable neighborhoods* (Living well) Access to green space (Great places) Parks that meet household needs* (Great places)

Changing plans as mistakes are made



Deciding on indicators without being able to provide a clear sense of how they would be used.

Concrete measures – abstract goals

Finding new capacity

Reporting on community indicators



We're not in this alone

Department-level reporting → Citywide reporting

Community Planning and Economic Development

Number, location and value of **housing**

Regulatory Services

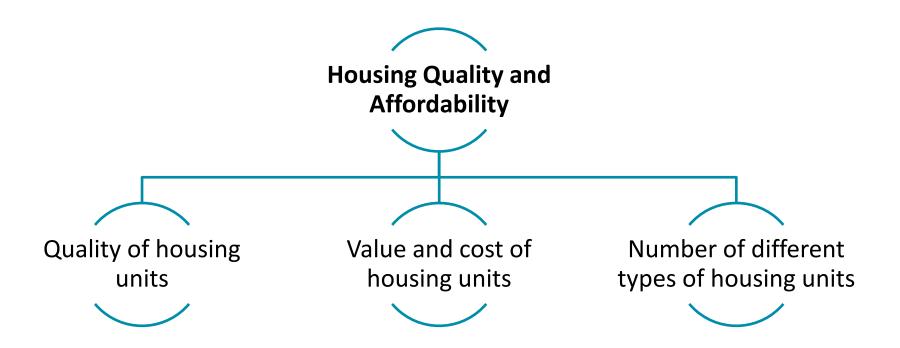
Quality of rental housing

Health Department

Safety of housing

We're not in this alone

Department-level reporting -> Citywide reporting



Make it analytical Observations → insights

Insight

The capacity to gain an accurate and deep intuitive understanding of a person or thing

Not an observation – it explains why

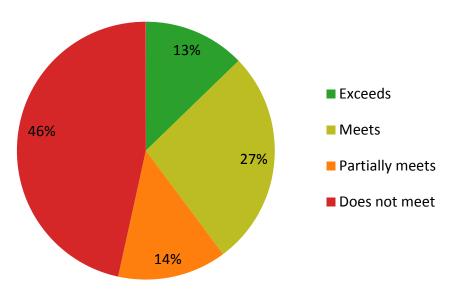
Advantageous when using community indicators for which the City is not solely responsible

"Generating insights like this is really a pattern-recognition skill. In other words, you aren't just reporting what you observe as you observe it. Rather, based on everything you know and have experienced, you're making connections and interpreting the patterns you see." – The Atlantic

Make it analytical Observations → insights

Too many 3rd grade students in Minneapolis public and charter schools are far from prepared to make the fourth grade transition from "learning to read" to "reading to learn".

Number of 3rd graders in each achievement level, 2015



More than 1,807 children, or 46% of third grade students in Minneapolis schools, are far from proficiency

Make it easy for the reader Lengthy narrative → key points

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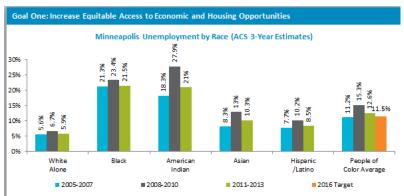
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Measures in regular text are "influence" level. These measures are high-level measures that the department wants to impact with its work. Measures in italics are "supporting" measures. They can add context to the influence level measures, represent the programmatic or operational activities of the department, or be the direct outcomes of the department's work.

Results Minneapolis: CPED November 12, 2014 2

10/18/2016 Results Minneapolis: CPED November 12, 2014

Make it easy for the reader Lengthy narrative → key points



Notes:

- 1) 2016 Target is working toward eliminating race/ethnicity disparities in unemployment for Minneapolis residents with a benchmark of a 25 percent reduction by 2016, using 2007 3-year estimates as a baseline.
- 2) To be considered "unemployed" in the ACS survey, a respondent must not be working and be available to work. It is acceptable to be passively looking for work.

Source: U.S. Census Bureau American Community Survey 3-year estimates

Why is this goal important?

"We all do better when we all do better." Paul Wellstone

Across the country and in Minneapolis, geographic and racial disparities in income, education, and home ownership have grown over recent decades. Minneapolis-Saint Paul has the widest racial disparities in income and education of any major metro region. At the same time, our population is aging and becoming more diverse. To continue to be a great city, we will need to ensure that every resident has access to 21st century skills and the opportunity to secure a family-supporting career. We need "everybody in."

As the population ages and changes, we need to ensure that we provide housing opportunities for every age and income bracket, in vibrant neighborhoods.

What will it take to make progress?

CPED's 2014-17 business plan articulates measurable objectives towards our goal of equitably growing a sustainable city with more people and more jobs. City and partner support of these objectives and excellent execution will enable us to close the disparity gaps and provide equitable access to opportunities. Key objectives include:

- Supporting Minneapolis businesses with the potential to grow jobs (e.g., DC Group and Unison expansions in North Minneapolis; Business Technical Assistance Program (B-TAP) service recipients)
- Increasing the competitiveness of Minneapolis residents for available jobs
- Increasing homeownership throughout the city by providing mortgage financing and homeownership incentive programs
- Guiding growth to transit corridors and activity centers
- Meeting the needs of new and existing residents and businesses, and giving special attention to the needs of growing demographic categories, including seniors, new Americans, and families

Results Minneapolis: CPED November 12, 2014

Make it easy for the reader Lengthy narrative → key points

Insights

An analysis of both Minneapolis Public Schools and charter school student achievement data and City data yielded the four insights below, which resulted in a set of questions for the roundtable to consider.

There is a wide and persistent racial achievement gap in Minneapolis.

- The 3rd grade reading achievement gap between white and black third grade students was 51
 percentage points in 2015.
- This achievement gap remains relatively unchanged in Minneapolis. With the exception of Asian and Pacific Islander students, the gap is consistently 50 percentage points or more for students of color.

Third grade classes in Minneapolis schools are segregated.

 Only 30% of public elementary schools in Minneapolis public and charter schools have enough white and black third grade students to calculate an achievement gap.

Stability is an important factor in the achievement of students, whether it is in the home, at school or in a community.

- Proficiency rates are impacted by a student's mobility in and out of schools; stability in a child's community and family life impact student outcomes as well.
- This includes parents with stable employment and incomes as well as predictably safe homes, neighborhoods and environments.

Investments that promote stability are happening in geographic areas with the lowest proficiency rates.

Resources are concentrating in areas with schools that have the lowest proficiency rates. Examples
include: federal investments and quality rated childcare, and City investments, like housing and
workforce development.

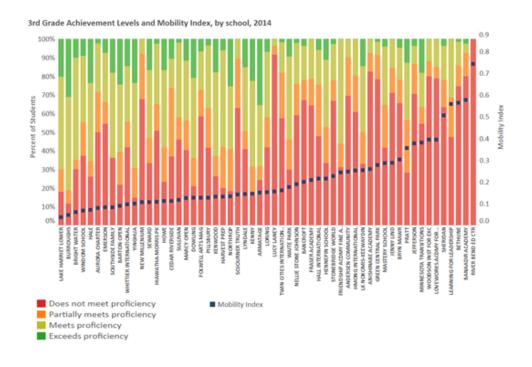
Questions

- Low achievement in 3rd grade reading proficiency is linked to chronic stress and trauma resulting from instability - how does lack of stability contribute to these factors?
- 2. What touchpoints does the City have to influence stability?
- Stability could mean limiting disruption for families and it also could mean creating opportunity for upward mobility. How could we consider these different impacts when making policy decisions?

Make it easy for the reader Lengthy narrative → key points

The proportion of students who are far from proficiency increases as mobility of students within the 3rd grade increases.

The mobility index is a measure of student transfers in and out of a school, not necessarily a measure
of if their housing is mobile. It is measures as a ratio of number of students transferring in and out of
the school compared to total enrollment on October 1.



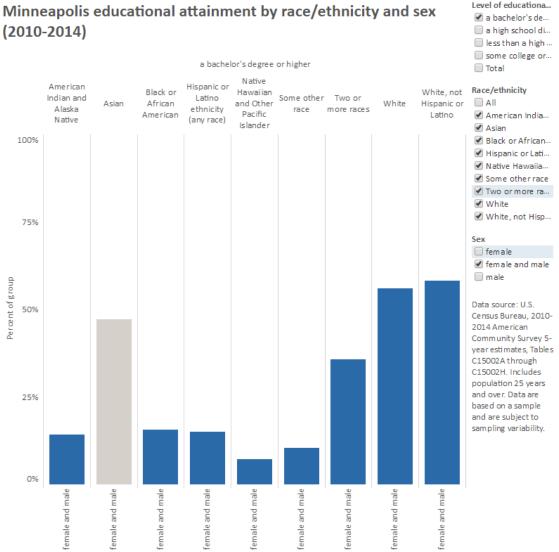
Thinking differently together

Panel presentation >> roundtable conversation

Roundtable format Panel-style format (facilitated discussion) No presentation **Brief presentation** focused on key insights + questions Open to the public Community subject matter experts invited + open to public

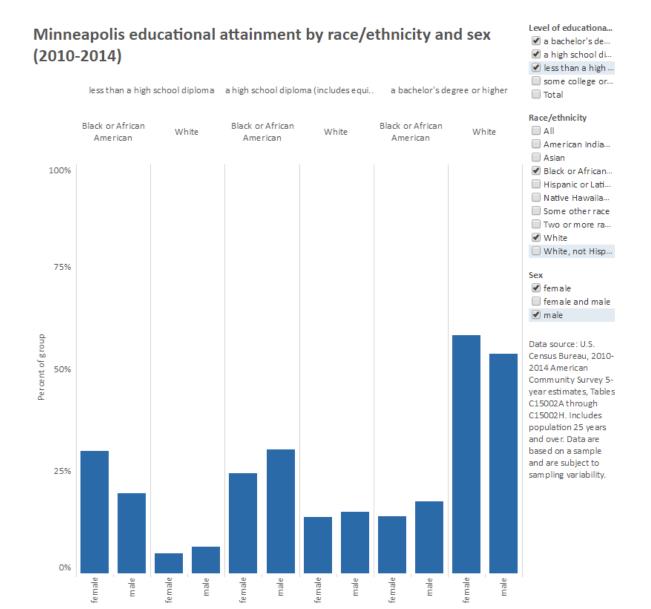
Making room for analysis

Static paper reports → interactive data visualizations



Making room for analysis

Static paper reports → interactive data visualizations



Lessons learned and next steps

Lessons learned

Working through change – getting the City on board

Next steps

- Operationalizing roundtable outcomes
- Better involving community
- Streamlining our internal processes

Questions?

Want more information?

Visit: www.minneapolismn.gov/citygoalresults

Contact: andrea.larson@minneapolismn.gov or laurelyn.sandkamp@minneapolismn.gov