

CITY GOAL

results
minneapolis

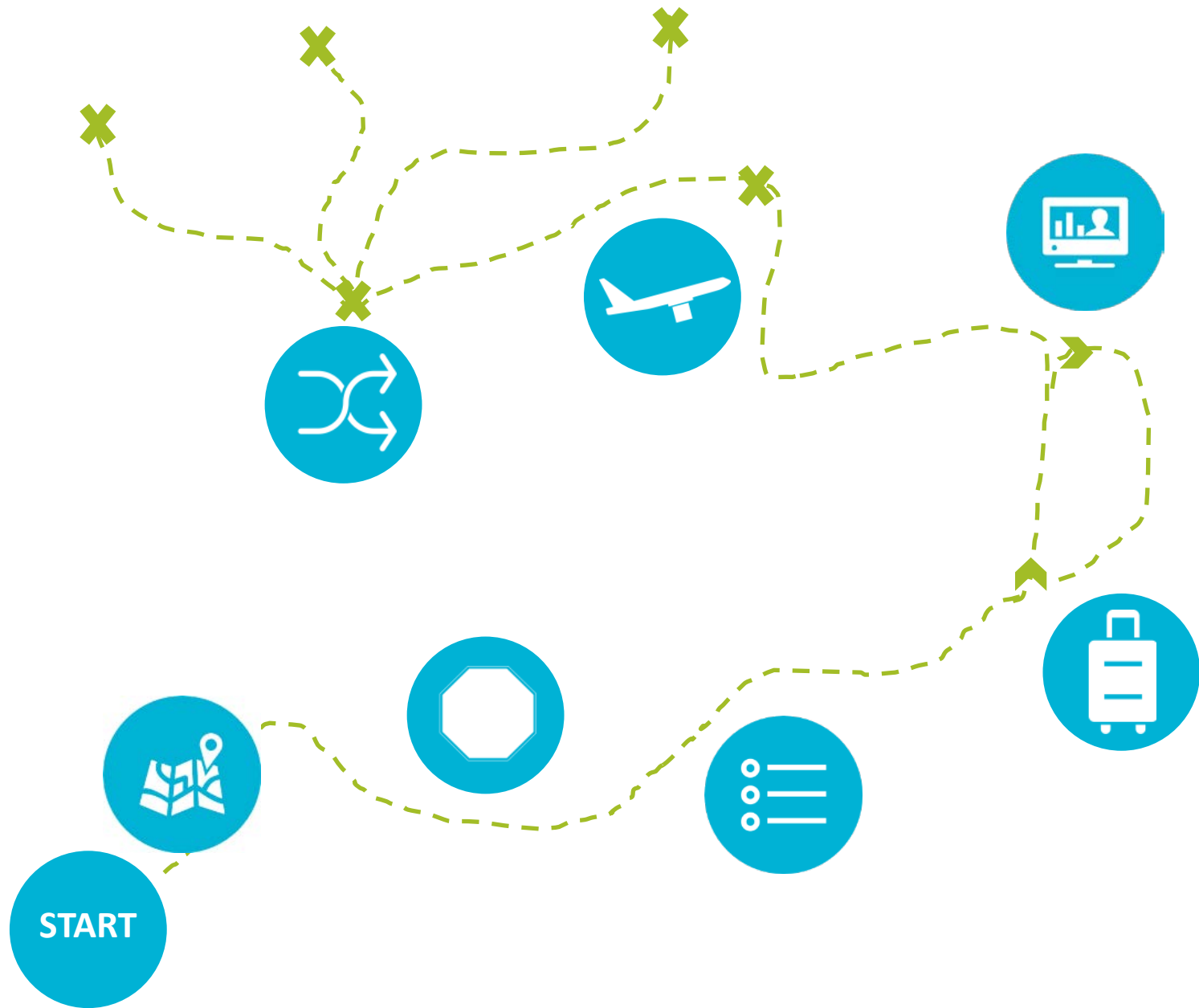
Measuring Flood Resilience

September 28th, 2016

Agenda

- Taking a journey to develop community indicators
- Using community indicators

Indicator setting is like taking a journey...

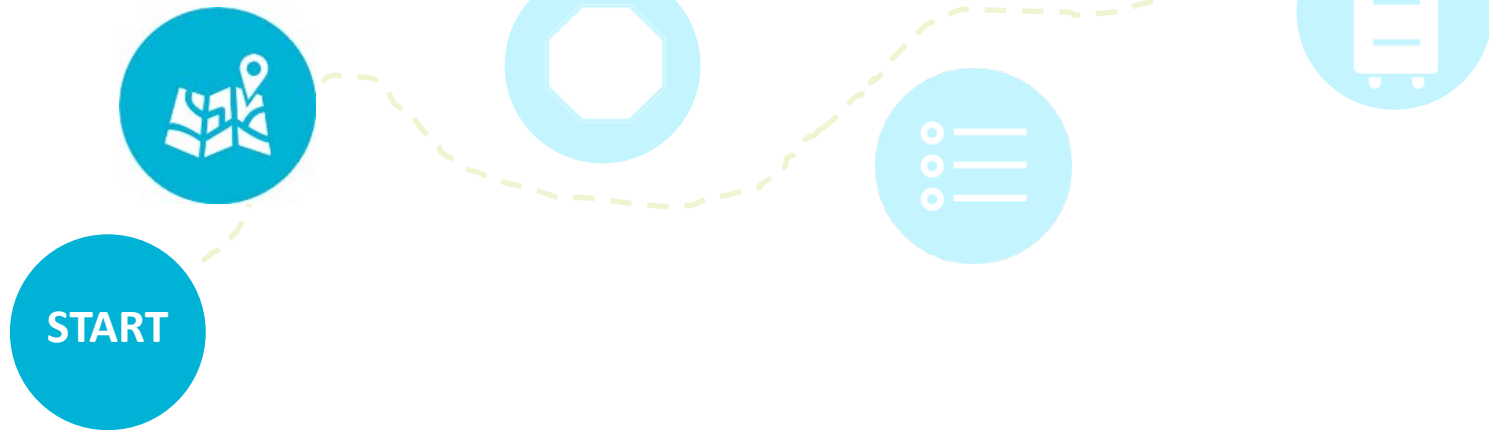


Making a change and deciding where to go



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

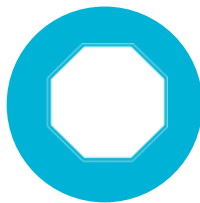


Prioritizing: making time to get ready and take the trip

Examining current performance monitoring programs

Pausing existing programs

Sense of urgency to launch a new program



START

Making a list of everything you might need

Developed 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

START

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

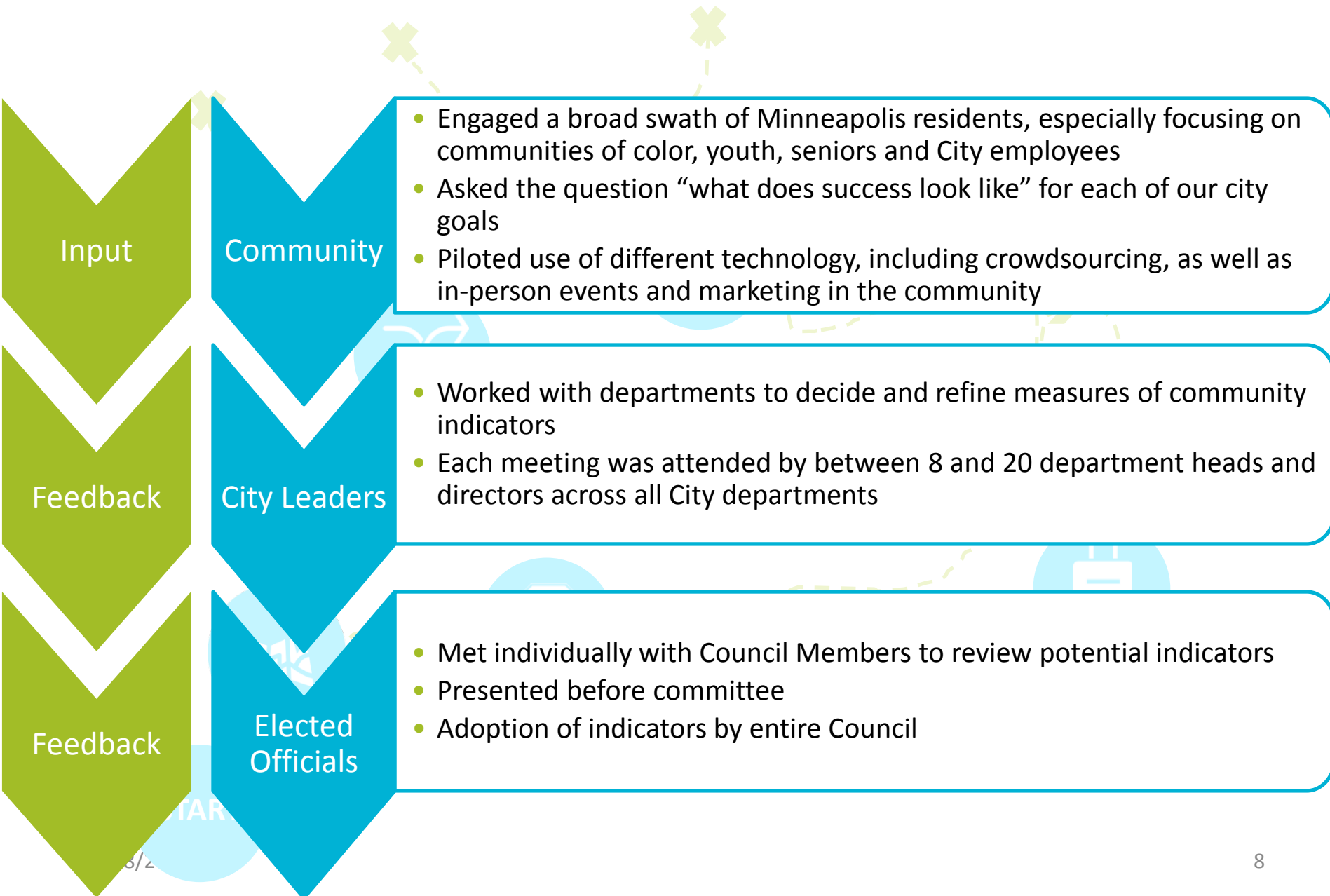
- **Additional criteria preferences:**

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



START

Researching where to stay and what to do, weather



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

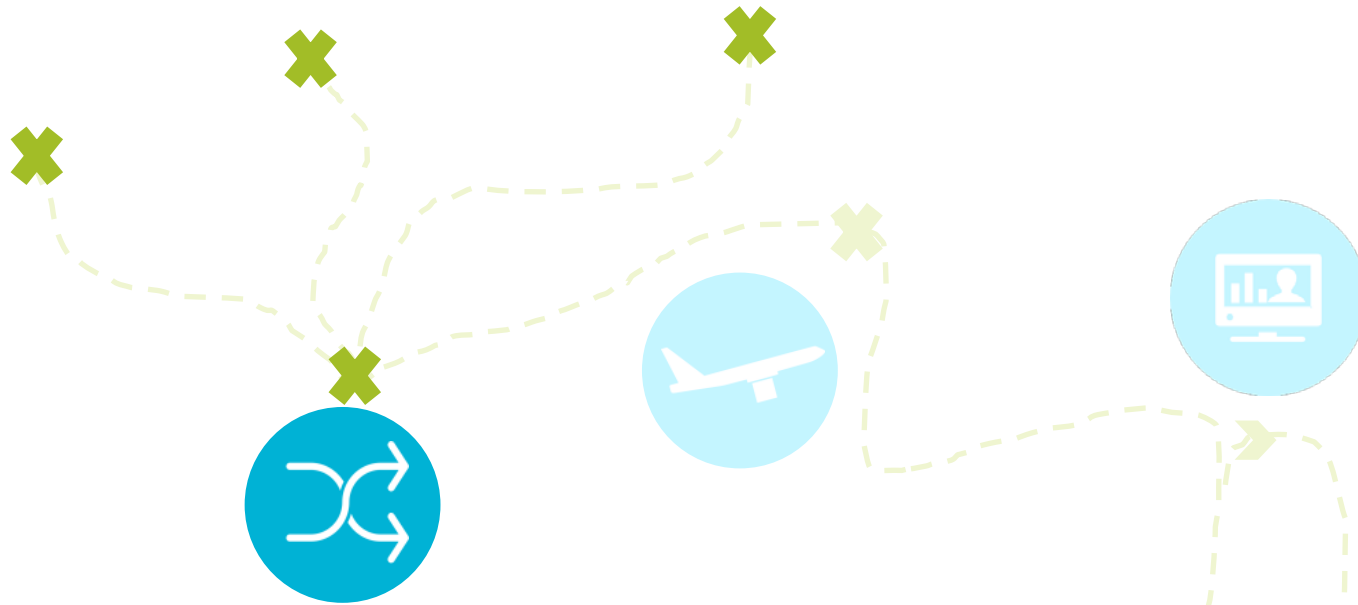
Calendar updated September 21, 2016

DECEMBER 2, 2015	JANUARY 27, 2016	JUNE 22, 2016	AUGUST 24, 2016
CHILD + INFANT DISPARITIES Indicators: <ul style="list-style-type: none"> • Infant mortality rate (One Minneapolis) • Third grade reading proficiency (One Minneapolis) 	ECONOMIC SECURITY Indicators: <ul style="list-style-type: none"> • Poverty (One Minneapolis) • Average monthly earnings (A hub of economic activity and innovation) • Unemployment (One Minneapolis) 	HEALTHY LAKES, RIVERS + STREAMS Indicators: <ul style="list-style-type: none"> • Lake Aesthetic + User Recreational Index (Great places) • Impaired water bodies (Great places) 	JOBS + SKILLS Indicators: <ul style="list-style-type: none"> • 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 + ASTHMA Indicators: <ul style="list-style-type: none"> • Outdoor air quality (Great places) • Asthma hospitalization rate (One Minneapolis) 	RESIDENT SURVEY Indicators: <ul style="list-style-type: none"> • 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) 	FOOD SYSTEM Indicator: <ul style="list-style-type: none"> • Healthy food access (One Minneapolis) 	TRANSPORTATION Indicators: <ul style="list-style-type: none"> • Commute mode share (Living well) • Quality of roads and bridges (Great places) 	CITY EMPLOYEES Indicators: <ul style="list-style-type: none"> • 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 + WASTE Indicators: <ul style="list-style-type: none"> • Waste stream (Great places) • Greenhouse gases (Great places) 	ECONOMIC DEVELOPMENT Indicators: <ul style="list-style-type: none"> • 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) 	HOUSING QUALITY + AFFORDABILITY Indicators: <ul style="list-style-type: none"> • Quality housing* (Living well) • Cost-burdened households (Living well) 	CRIME + SAFETY Indicators: <ul style="list-style-type: none"> • Equitable justice system (One Minneapolis) • Safety (Living well) 	COMPLETE + LIVABLE NEIGHBORHOODS Indicators: <ul style="list-style-type: none"> • 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

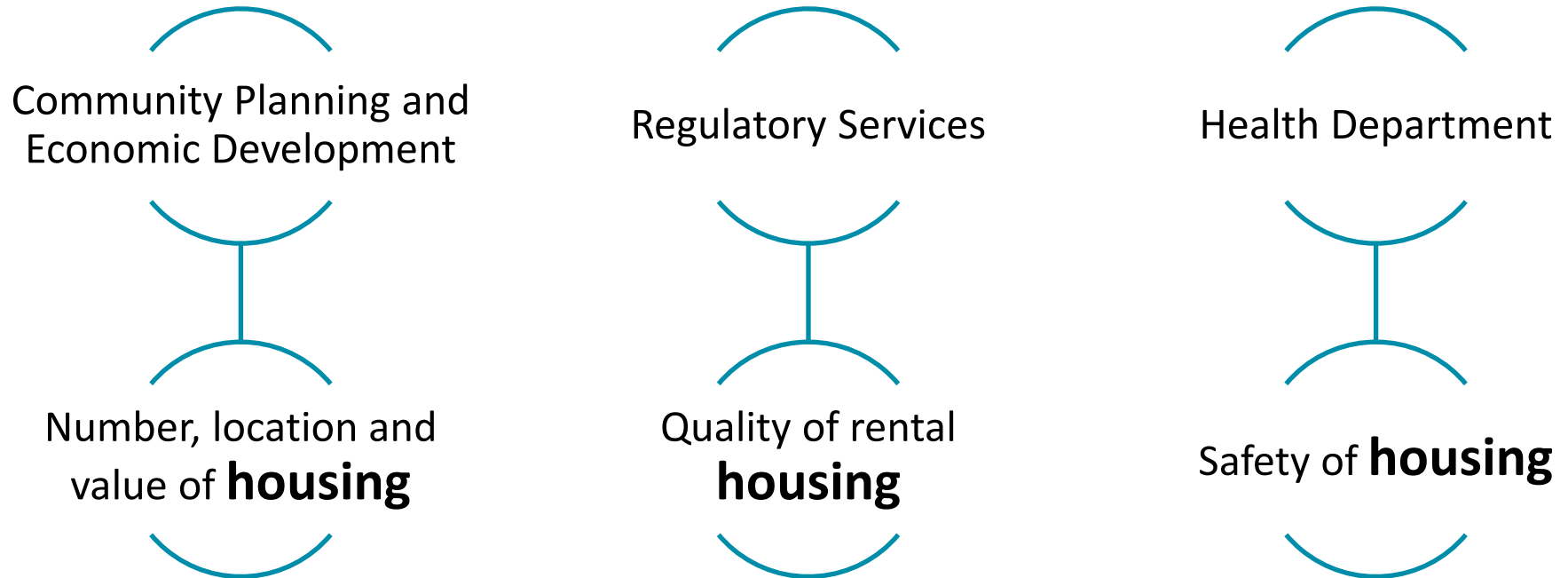
Finding new capacity

Reporting on community indicators



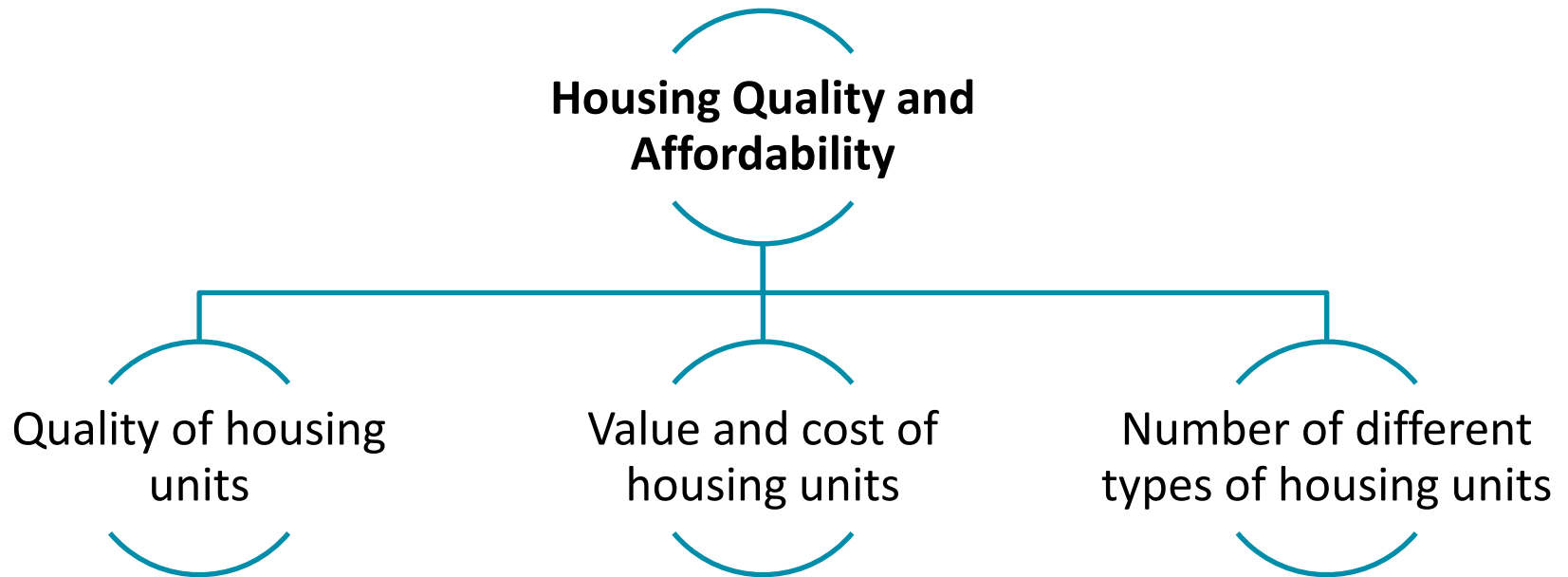
We're not in this alone

Department-level reporting → Citywide reporting



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

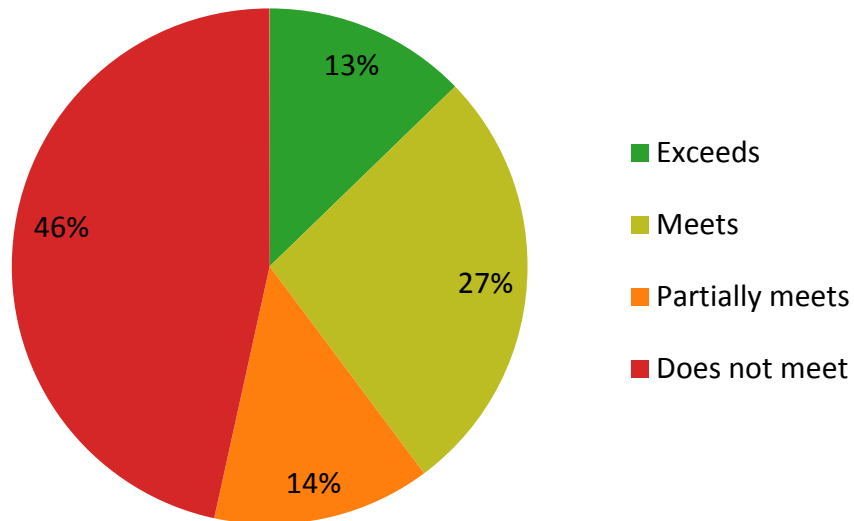
“Generating insights like this is really a pattern-recognition skill. In other words, you aren't just reporting what you observe as you observe it. Rather, based on everything you know and have experienced, you're making connections and interpreting the patterns you see.” – The Atlantic

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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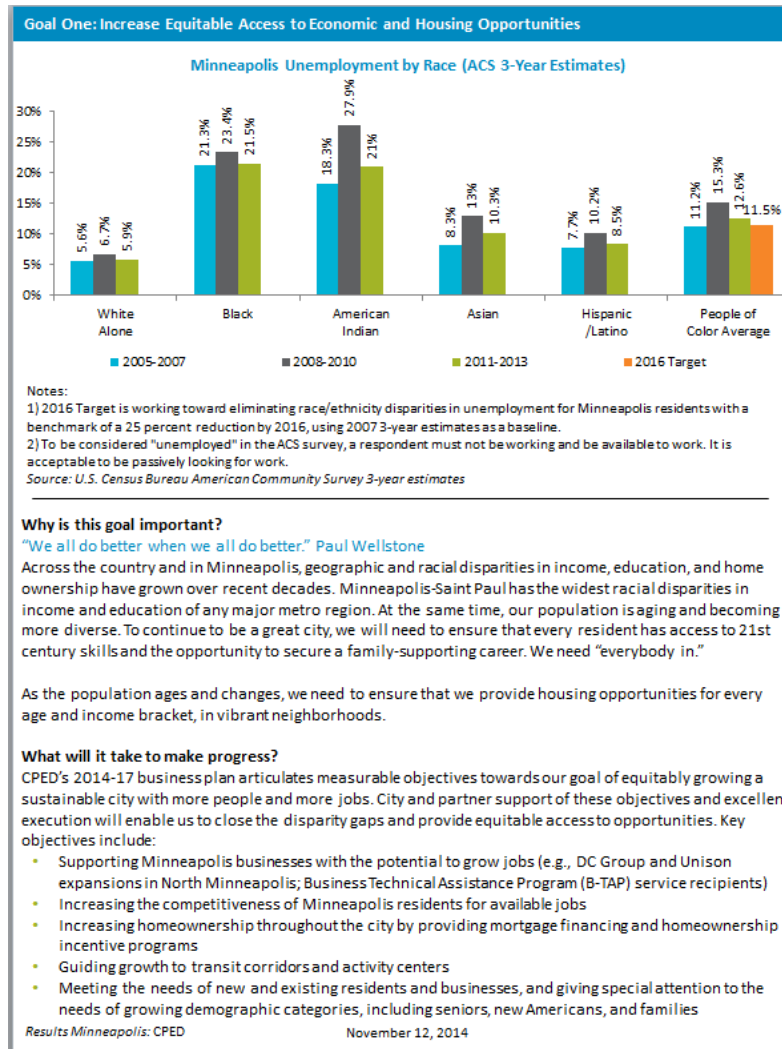
Community Planning & Economic Development

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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.

Make it easy for the reader

Lengthy narrative → key points



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

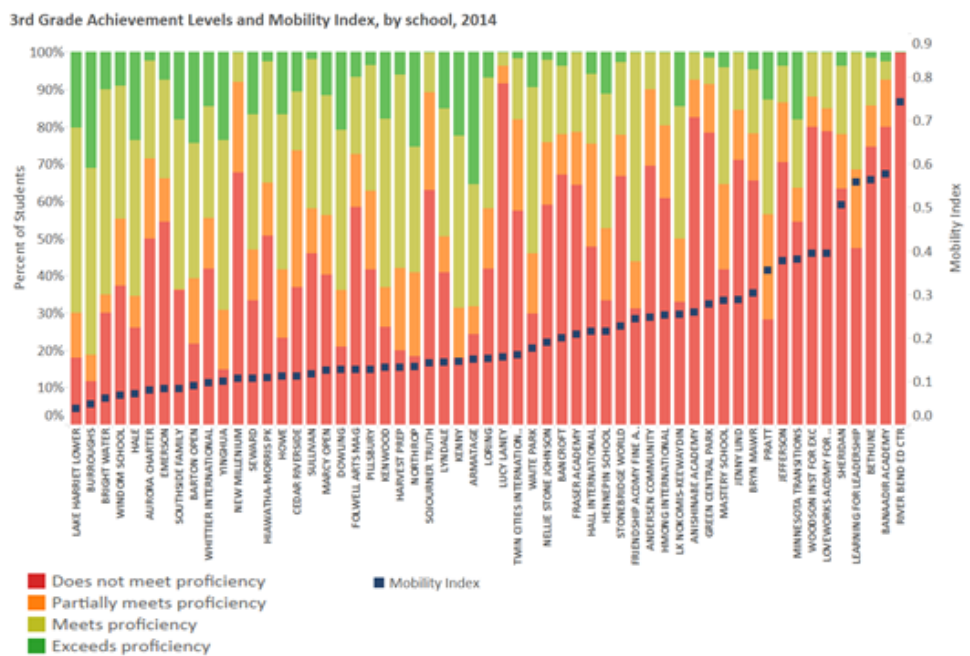
1. Low achievement in 3rd grade reading proficiency is linked to chronic stress and trauma resulting from instability - how does lack of stability contribute to these factors?
2. What touchpoints does the City have to influence stability?
3. Stability could mean limiting disruption for families and it 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

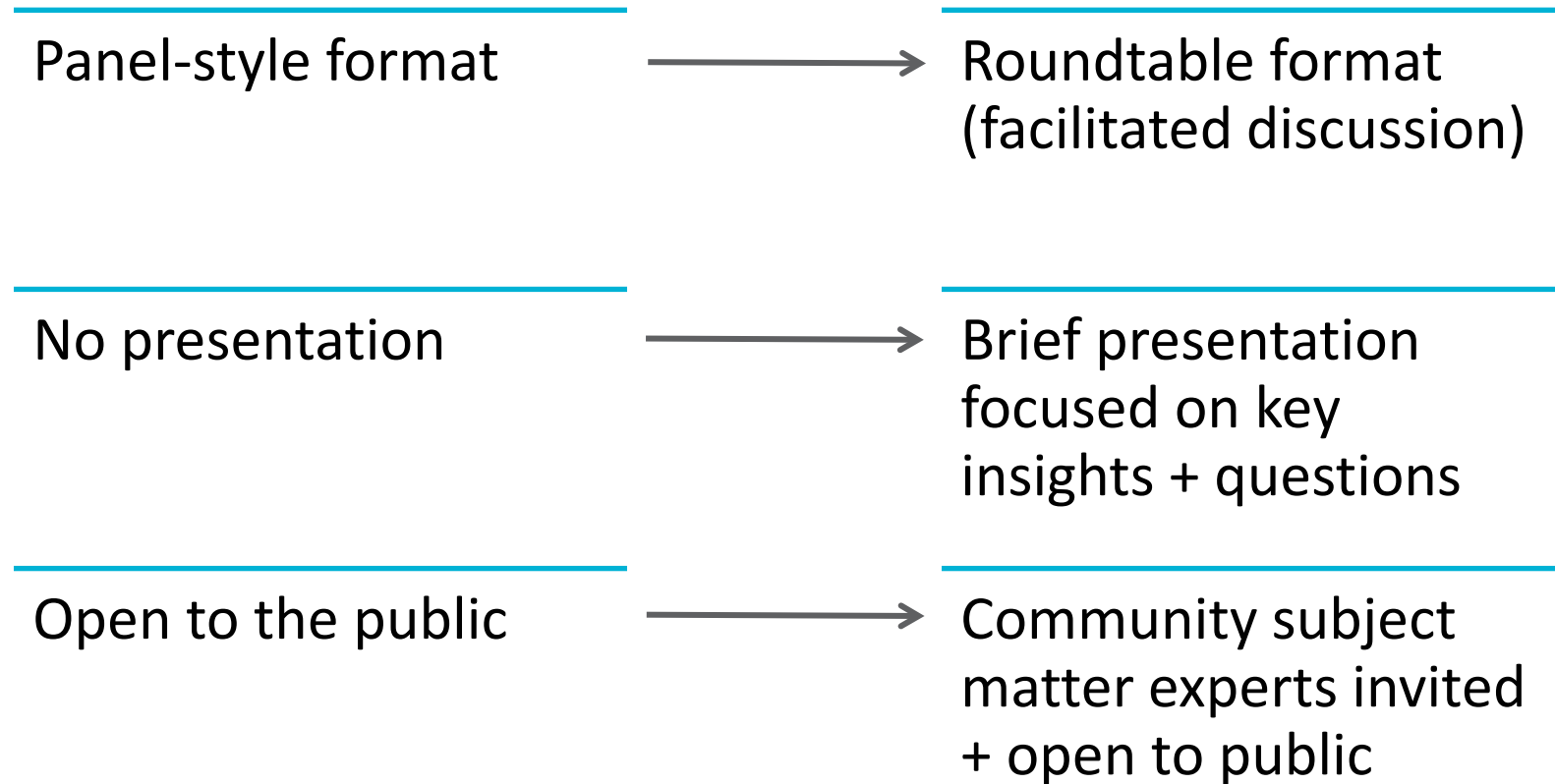
The proportion of students who are far from proficiency increases as mobility of students within the 3rd grade increases.

- 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

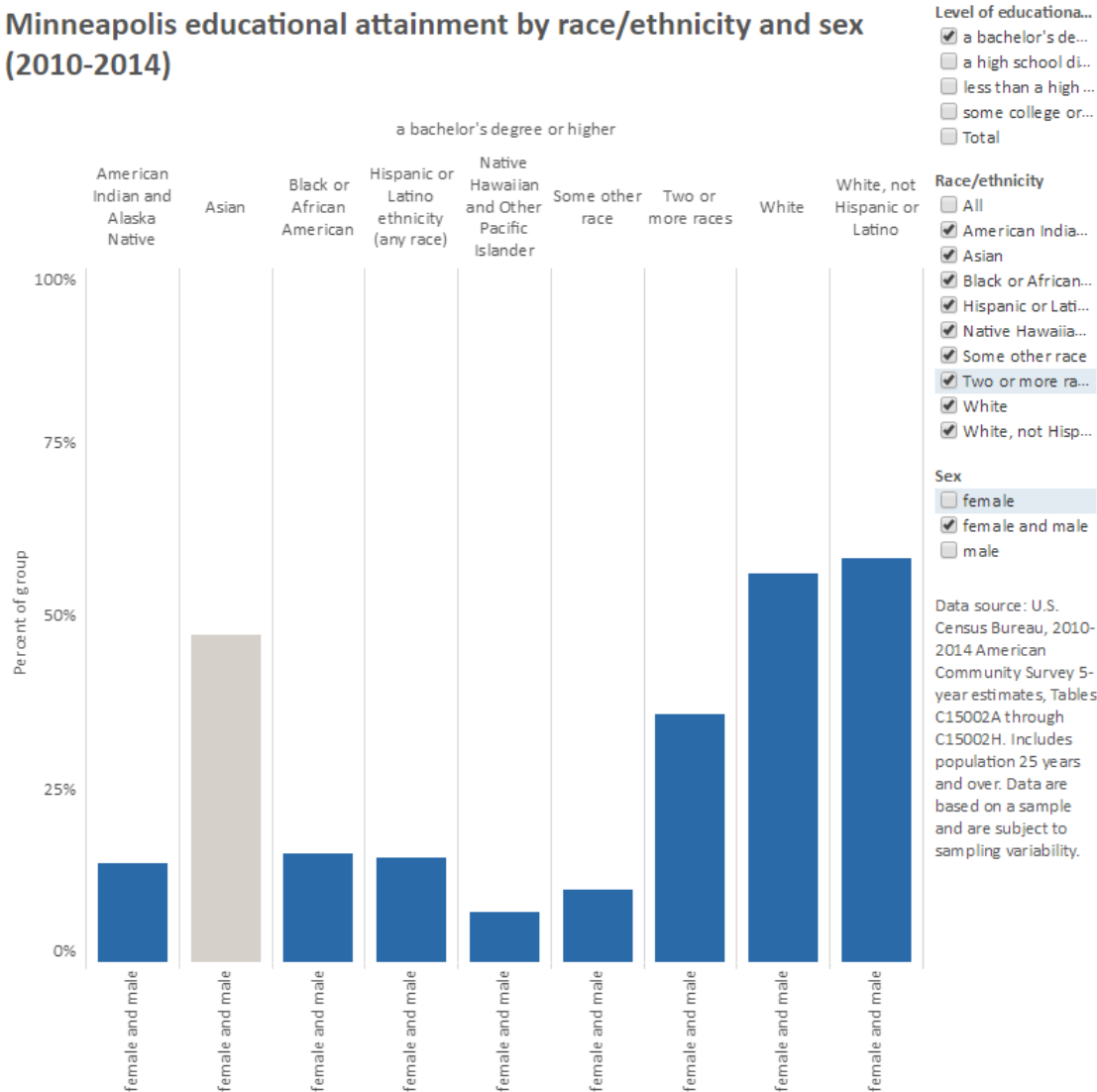
Panel presentation → roundtable conversation



Making room for analysis

Static paper reports → interactive data visualizations

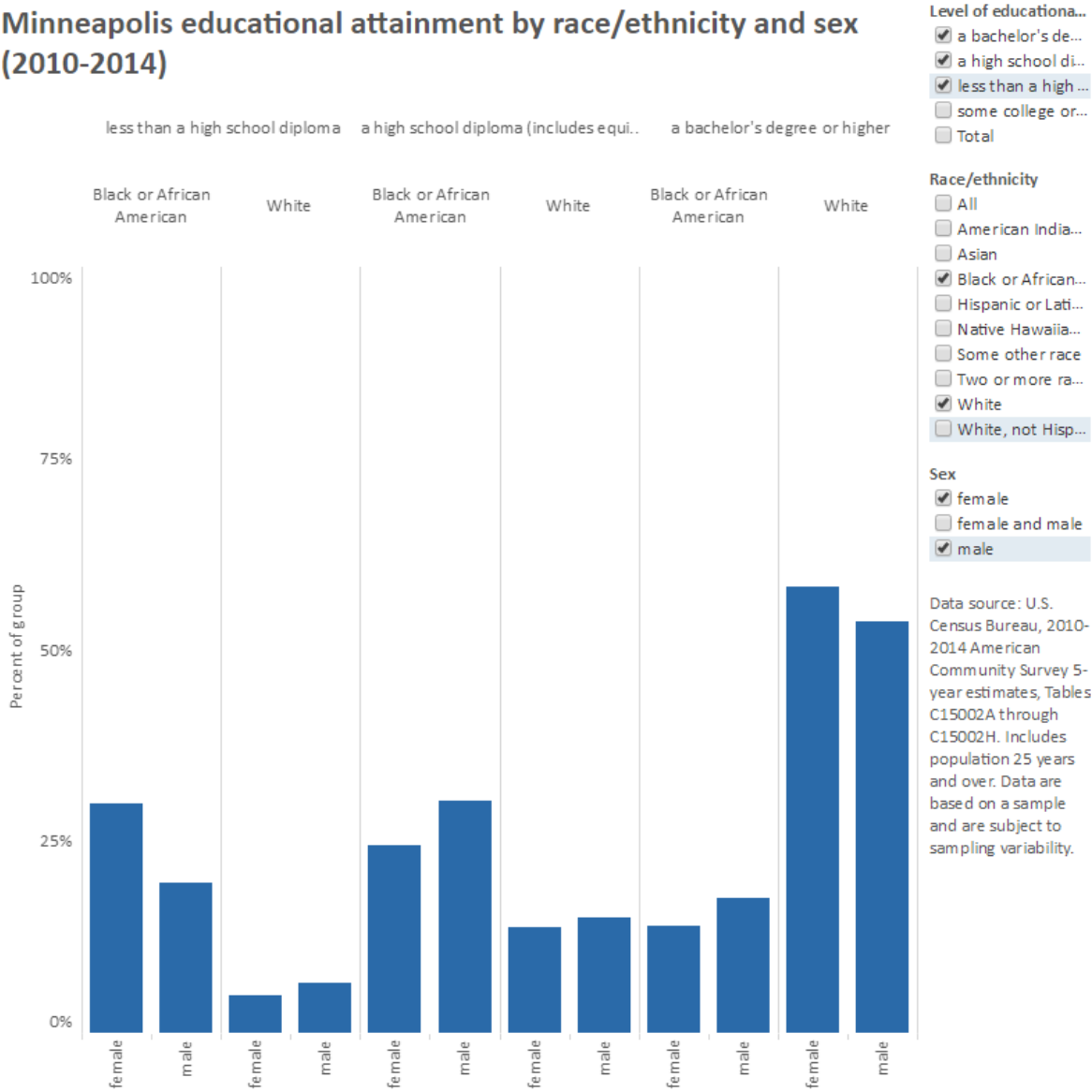
**Minneapolis educational attainment by race/ethnicity and sex
(2010-2014)**



Making room for analysis

Static paper reports → interactive data visualizations

Minneapolis educational attainment by race/ethnicity and sex (2010-2014)



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