



# Race in Hopkins



Hopkins Race & Equity Initiative

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## Members

- **Gethsemane Lutheran Church:** Pastor Sarah Moat, Pastor John Nelson, Donna Anderson
- **City of Hopkins:** Ari Lenz & Kersten Elverum
- **Hopkins Police Dept:** Chief Brent Johnson, Captain Erik Husevold, Sargeant Greg Pilon, Ann Buck & Julia Ross
- **Hopkins Public Schools:** Stanley Brown, Jody De St. Hubert & Katie Williams

**Dr. Rhoda Mhiripiri-Reed**  
Superintendent  
Hopkins Public Schools

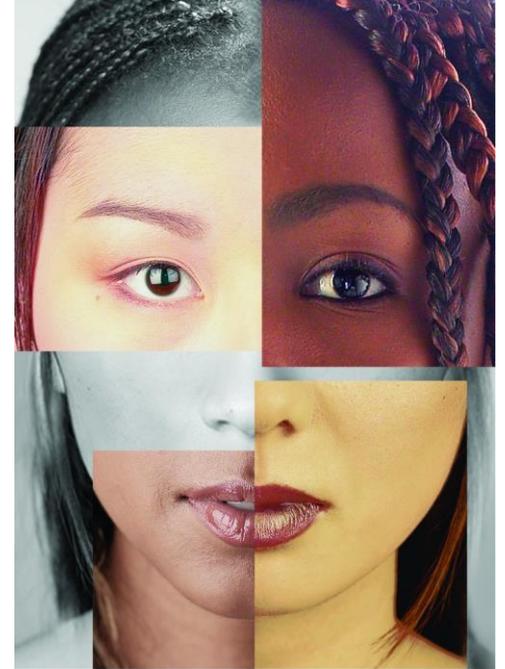


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# Let's Talk About Race...

*... and then, let's go to action.*

*May 17, 2018*



# Four Agreements

- Stay engaged
- Speak your truth
- Experience discomfort
- Accept and expect non-closure



## Race and Education: Always A Part of Me





**A  
Silly  
Bunch!**

# Why Talk About Race?

- Even though race is a social construct...
  - **Race Matters**
  - Race divides
  - Race is used to justify privilege and oppression



# How did we get here?

- **Dividing people into racial groups is part of this nation's legacy**
- Institutions used physical and status differences between the enslaved Africans and immigrant Europeans to form our narratives and beliefs
- **Each new generation's mindset is shaped by this strong narrative**



**What is our narrative about these children?**



# Housing, Education, and Labor are all closely linked. Access is key.

## Home Ownership

73% of Whites own a home, compared to 47% of Latinos and 45% of Blacks.



## Education

Compared to 40% of Whites and 60% of Asians, only 23% of Blacks and 15% of Latinos (ages 25-29) have attained a bachelor's degree

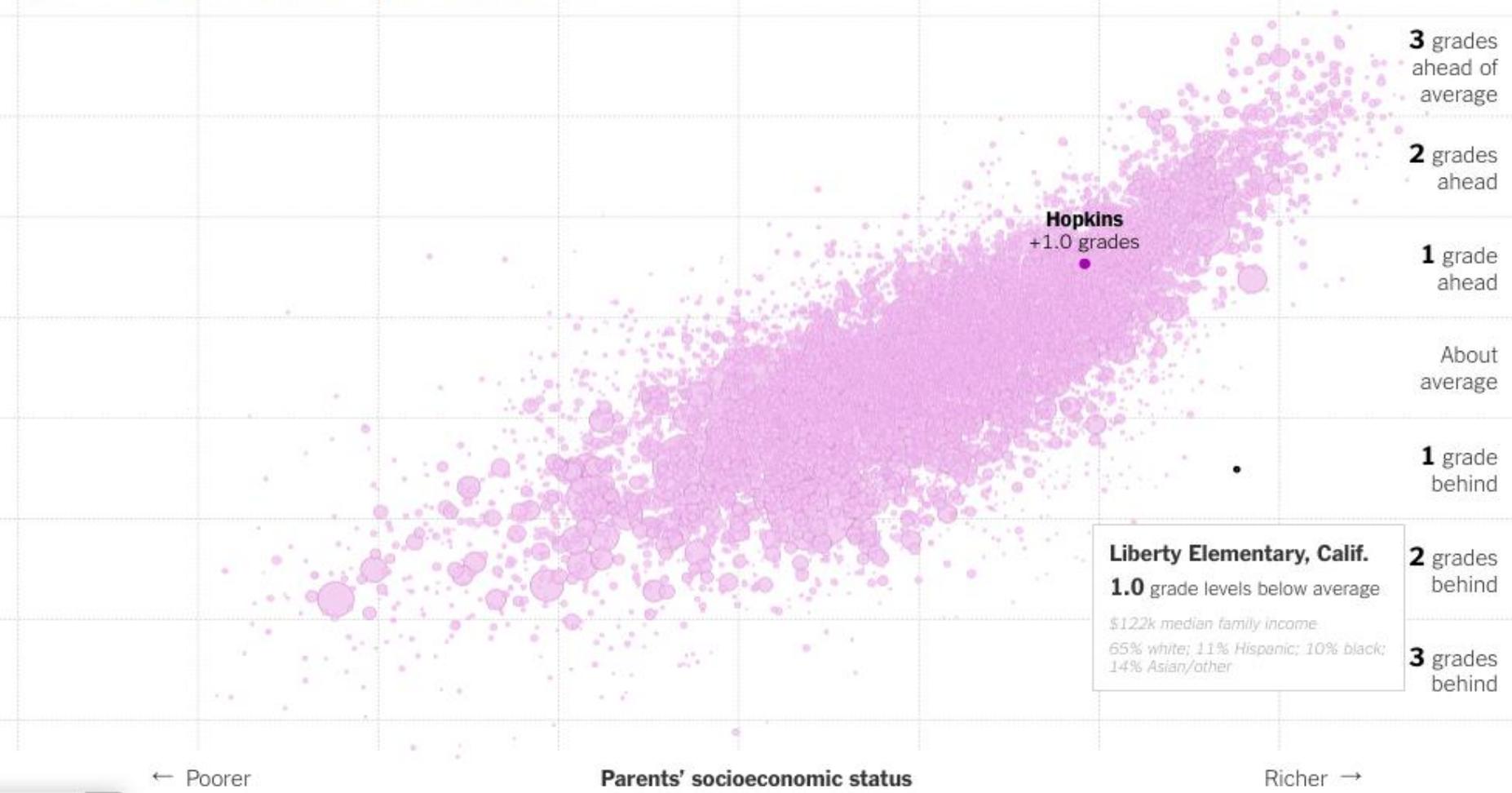


## Labor Market

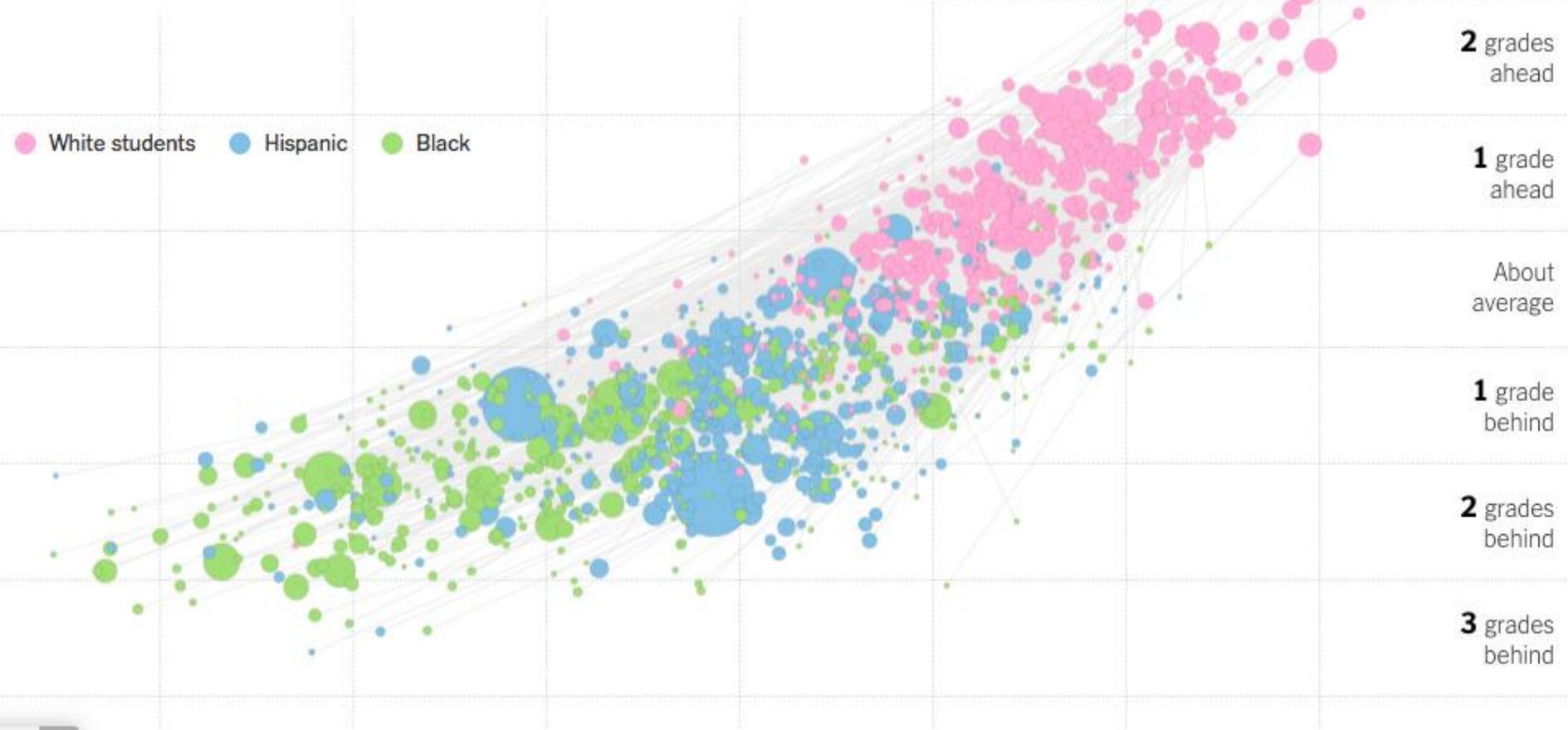
A typical White family earns \$50,400 while a typical Black family earns \$32,038, and a typical Latino family, \$36,840.

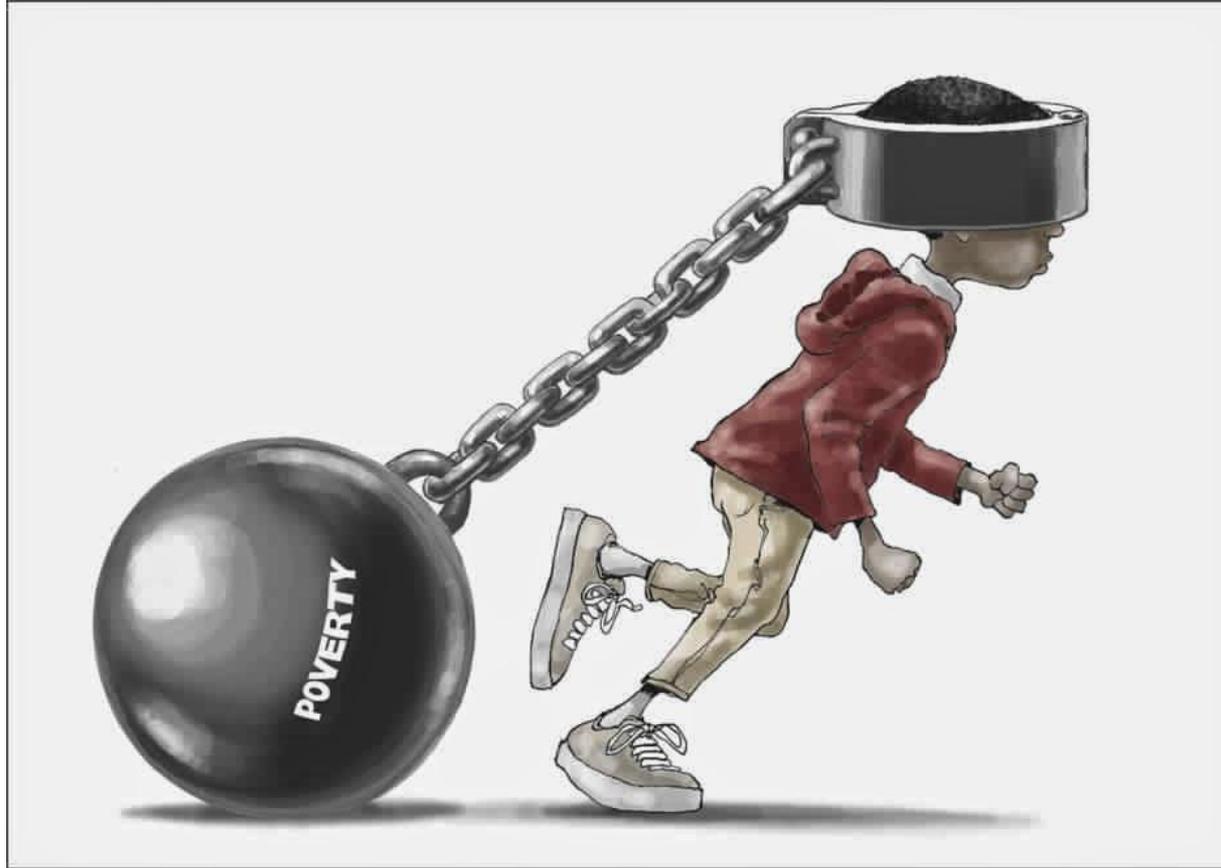


# Educational attainment in each school district in the U.S.



There are large gaps between white children and their black and Hispanic classmates. The gaps are largest in places with large economic disparities.





## **Race and poverty are closely linked.**

If race had not been socially constructed and then used to define, oppress and privilege different groups of people, would people of color have still struggled to attain the same levels of wealth as whites?

## A Bit About Hopkins.

- 6,800 students
- 30%+ low-income
- 46 home languages
- 42% students of color



**Race**

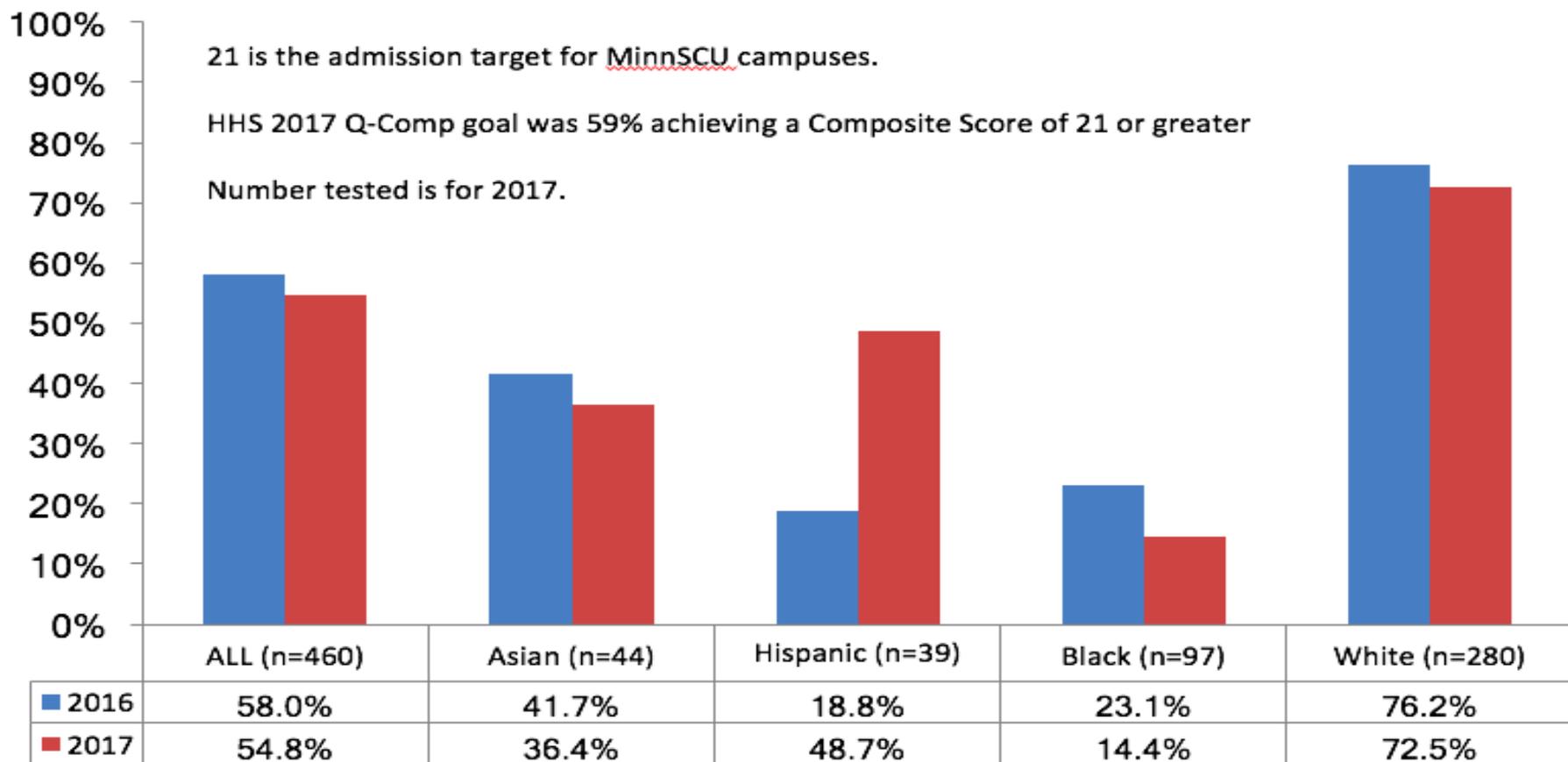
**Matters**

# Percent of Grade 11 students who achieved Composite Score of 21 or greater

21 is the admission target for MinnSCU campuses.

HHS 2017 Q-Comp goal was 59% achieving a Composite Score of 21 or greater

Number tested is for 2017.



# A Clash Between Aspiration and Opportunities

**92% of 9th - 11th graders want to earn a 2-year, 4-year or advanced college degree.**

76% of medium-high income White and Asian students enrolled in advanced courses this year... as compared to:

- **40% of low-income White and Asian**
- **30% of low-income Latino**
- **25% of low-income Black**

**We are dramatically increasing these numbers next year!**



**Not everything that is faced  
can be changed, but nothing  
can be changed until it is  
faced.**

- James Baldwin





# Preparing Our Young People: **The Task Ahead of *All* of Us**

Self-Discovery: Deep Self-Knowledge  
Differently

Think

**Empathy and Perspective-Taking**

Cognitive and Metacognitive Practices

**Thrive in Ambiguity and Uncertainty**

Communicate and Create with



skills for tomorrow

**Learn Anything, Anywhere**

Cultivate Inclusive

Communities

**Make Friends**

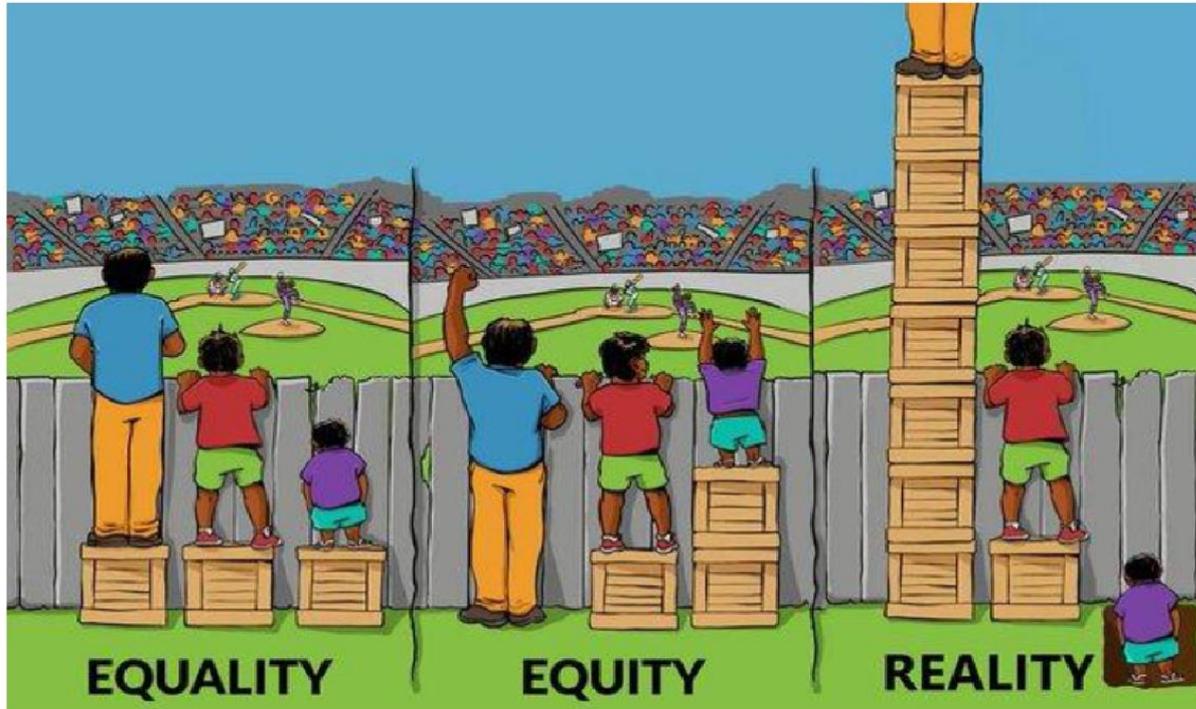


## **Our Nation Must Embrace Diversity**

- 1. A diverse workforce drives economic growth.**
- 1. Diversity fosters a more creative and innovative workforce.**
- 1. Education needs to adapt to our changing nation in order to be competitive.**
- 1. Diversity in the workplace is necessary to create a competitive economy in a globalized world.**
- 1. Diversity in business ownership, esp. among women of color, moves our economy forward.**

# National School Board Association 2018 Equity Platform

## CURRENT STATE OF EDUCATION



We affirm in our actions that each student can, will, and shall learn.

**Educational equity is the intentional allocation of resources, instruction, and opportunities according to need.** We recognize that based on factors including disability, race, ethnicity, and socioeconomic status, students are deprived of equitable education opportunities. This requires that **discriminatory practices, prejudices, and beliefs be identified and eradicated.**

*“We choose to go to the moon. We choose to go to the moon in this decade and do the other things, **not because they are easy, but because they are hard**, because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win.”*

*“We choose talk about **race**. We choose to talk about race now in order to identify and end discriminatory practices, **not because it is easy, but because it is hard**, because this goal will serve our children well, because the challenge of achieving equity is one we are willing to accept, one we are unwilling to postpone, and one which we intend to win.”*

# Question 1

What are your thoughts and takeaways from the students? What was compelling, surprising, concerning?



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# Question 2

Today, the United States is 30 percent black and Latino. By 2030, we will have a workforce where young workers of color will be the majority.

This is all leading to 2044, where people of color will make up the majority of this country's population.

By 2044, the students in this room will be in their 40's raising children, running the country, managing businesses/organizations across the globe, educating future leaders and caring for the adults in this audience.

**How do we prepare ourselves and our young people for the future?**

# Question 3

- Taking action, what is one thing you can stop doing?
- One thing you can start doing?



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Thank you for joining us tonight!



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