

Social Policy Administration:

A Case Study in Bringing Diversity to the
Classroom

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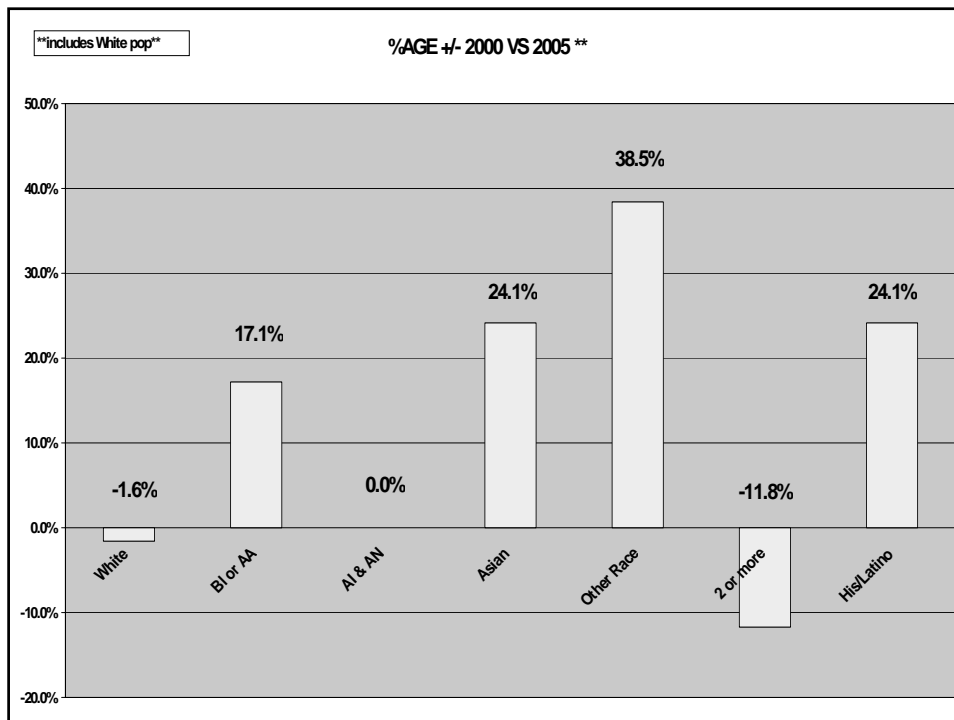
**Remember, remember
always, that all of us... are
descended from immigrants
and revolutionists.**

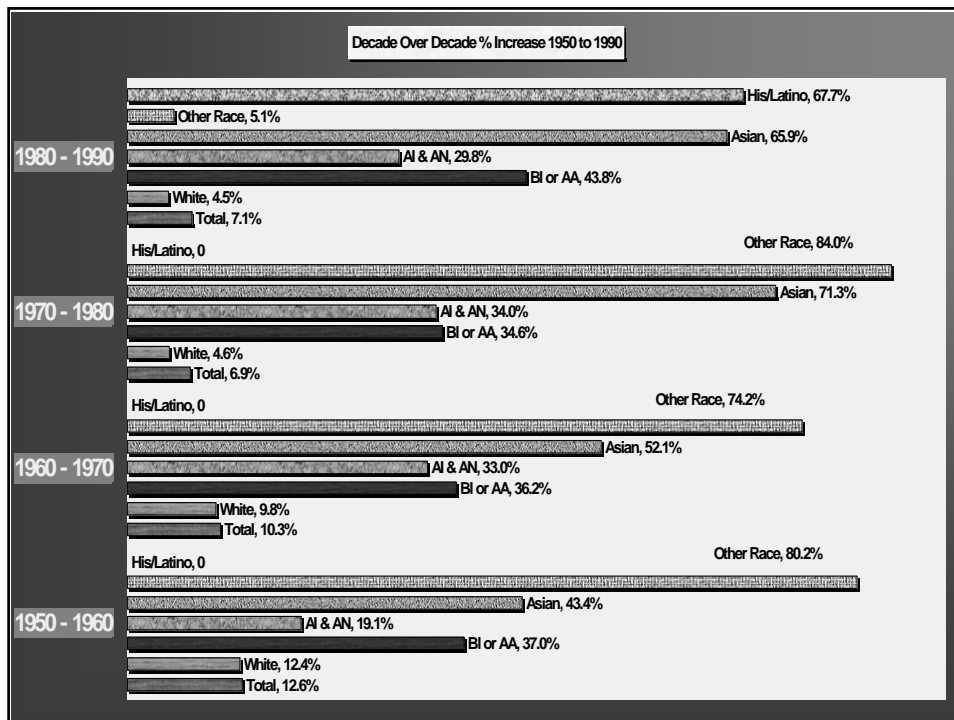
Franklin D. Roosevelt

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MN Population 2000 VS 2005

	2000	2005	% +/-
Total	4,919,479	4,989,848	1.4%
One Race	98.3%	98.5%	0.2%
White	89.4%	88.0%	-1.6%
Bl or AA	3.5%	4.1%	<u>17.1%</u>
AI & AN	1.1%	1.1%	0.0%
Asian	2.9%	3.6%	<u>24.1%</u>
Other Race	1.3%	1.8%	<u>38.5%</u>
2 or more	1.7%	1.5%	-11.8%
His/Latino	2.9%	3.6%	<u>24.1%</u>



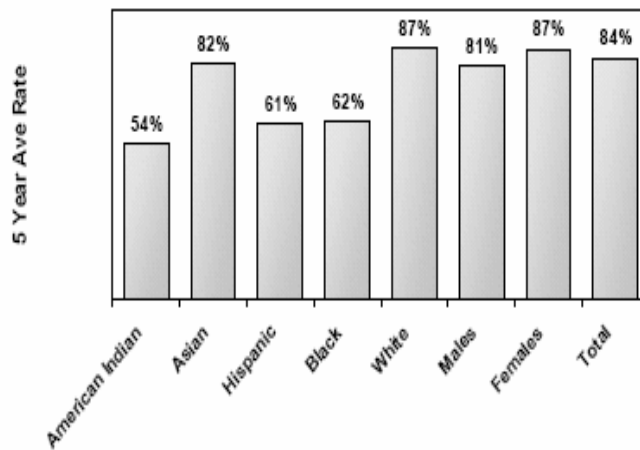


**Minnesota public school KG-12 enrollment
by race and ethnicity, 2000-2001 to 2005-2006**

	2000-2001	2005-2006	Change	% change
American Indian	17,000	17,150	150	0.9
Asian/Pacific Islander	43,176	47,610	4,434	10.3
Hispanic	28,397	44,352	15,955	56.2
Black	56,052	70,794	14,742	26.3
White	700,415	647,457	-52,958	-7.6
Minority Total	144,625	179,906	35,281	24.4
Total enrollment	845,040	827,363	-17,677	-2.1

Source: Minnesota Department of Education

Minnesota High School Graduation Ratio: Large Differences Exist

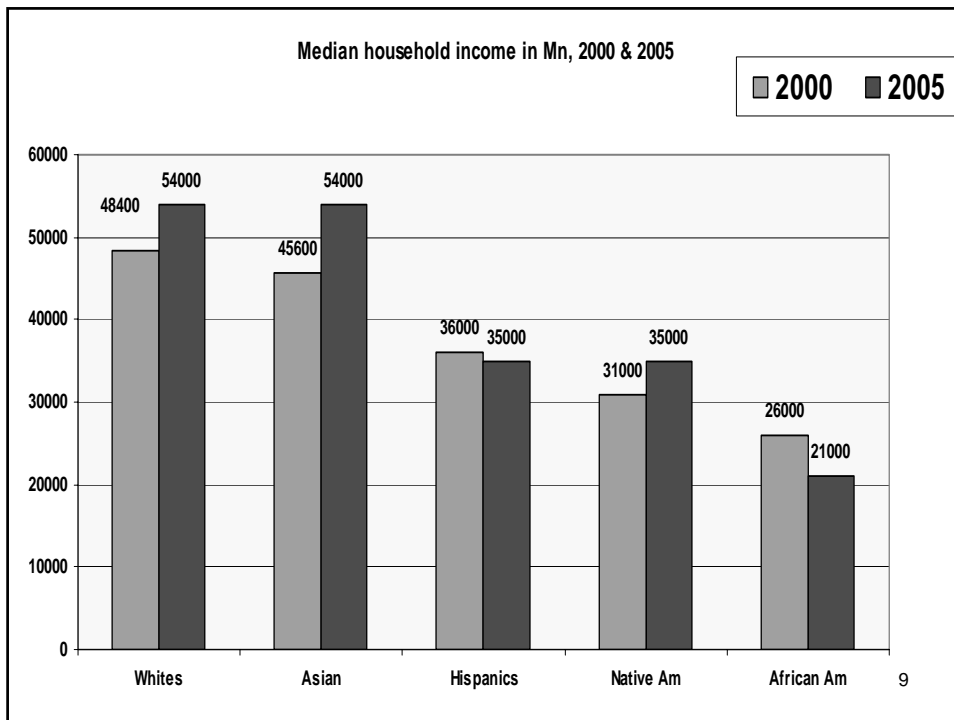


2000-01 through 2004-05 graduates. Based on 10th grade enrollment three years earlier.

Minnesotans living below the poverty line

- 1 in 17 whites
- 1 in 4 African Americans
- 1 in 4 American Indians
- 1 in 5 Asian Americans
- 1 in 5 Latinos

Mpls Foundation: 2000 US Census



Selected Ranking: Immigrant Population in Minnesota

- **Largest US population of Somali immigrants**
- **Highest proportion of refugees in US**
- **Second highest population of Hmong in US**

Mn State Demographic Center: 7/21/03

**The war we have to wage
today has only one goal and
that is to make the world
safe for diversity.**

U. Thant (former UN Secretary-General)

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Need for Change

- Changing Demographics lead to new public administration challenges across the state
- Classroom discussions reflect need for diversity and cultural competency in the classroom
- Develop Social Policy Implementation course

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Course Goals

- Assess one's own professional skills required for competent work in diverse communities and how they relate to clients of similar and different backgrounds and perspectives.
- Demonstrate the ability to critically evaluate cultural responsiveness to service interventions
- Apply theories of cross-culture integration to assess the impact of policy development and implementation

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Course Goals

- Demonstrate an understanding of culturally compatible services to increase community participation in service delivery and have an understanding of multiple systems intervention
- Appropriately integrate culturally based knowledge and frameworks into direct practice strategies
- Consciously recognize and attempt to reconcile dilemmas arising from potential conflicts between professional ethics and particular cultural values, beliefs, and practices.

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Course Tools

- Presentations by community agencies, public servants and neighborhood groups
- Consulting projects with government and community based agencies
- On-line discussion
- Literature review

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Real World Connections

- Class activities allowed students to build “real-world” connections around issues of diversity and cultural competence
- Outreach to community organizations strengthens relationships for the University