



The State of Equity in Cedar Rapids – 2014

A study of disproportionality related to education,
health and wellbeing, housing,
public safety, poverty, and employment



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Glossary of Racial and Ethnic Terms

Ethnic Category:

Latino or Hispanic: A persons who traces their origin or descent to the Native Americas (e.g.: Mexico, Puerto Rico, Cuba, Central and South America) and Spanish cultures.

Racial Category:

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

African American or Black: A person having origins in any of the black racial groups of Africa.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Caucasian: A person having origins in any of the original peoples of North Africa, Arabia, Eastern Europe, Somalia, India and Ethiopia.

Cedar Rapids Civil Rights Commission Mission:

“To secure for all individuals within the City of Cedar Rapids freedom from discrimination because of age, color, creed, disability, familial status, gender, identity, marital status, national origin, race, religion, sex, or sexual orientation.”

Cedar Rapids Civil Rights Commission Vision:

“A Cedar Rapids Community that is welcoming, inclusive and preserves the personal dignity of all people regardless of their age, color, creed, disability, familial status, gender identity, marital status, national origin, race, religion, sex, or sexual orientation so that we all may fulfill our productive capacities.”

Introduction

Cedar Rapids is a wonderful place to live, raise a family, and start a business. However, we cannot stop there. We want to make sure that Cedar Rapids is a place where all of its citizens can experience dignity, fairness, and the fruits of building a greater community now and for the next generation.

As part of our 50 Year Celebration, the Cedar Rapids Civil Rights Commission (CRCRC) engaged over 60 organizations and 89 individuals in the "State of Equity in Cedar Rapids Report." This project used Community-Based Participatory Research (CBPR) to take a snapshot of any disproportionality that may be found throughout systems in our great city. Our hope is that this effort will inform community leaders and policymakers so that together we can ensure our community welcomes and includes all people.

In November and December 2013, the CRCRC convened six content expert subcommittees to look at state and local data in order to identify areas or systems where disproportionality may exist. The committees included approximately 90 individuals representing over 60 organizations who contributed their knowledge towards finding and distilling relevant research and data.

In February and March 2014, the initial data were presented to hundreds of Cedar Rapids residents for their review and recommendations. The group included the faith community, faculty, policymakers, business owners, non-profit workers, students, and local community organizers. Their feedback has been integrated into this final report.

Why are we doing this?

Our intention with this report is not to criticize any organization, agency, or system. It is simply to bring to the surface those voices that traditionally get left out, so that we as a community may come together to make Cedar Rapids a place where we all can thrive.

Many broad measures of wellbeing leave out the realities of sub-groups such as communities of color, immigrants, Lesbian, Gay, Bi-sexual, Transgender, Questioning (LGBTQ) individuals, persons with disabilities, etc. By disaggregating local data in a way that reflects the lives of those groups that are "struggling" in our community, we get a more robust idea of how our community is doing as a whole.

What is Disproportionality?

In general, disproportionate representation, or disproportionality, refers to the statistical over- or under-representation of a given population group, often defined by racial and ethnic backgrounds, but also defined by socio-economic status, national origin, English proficiency, sex, gender, or sexual orientation, in a specific population category.

Disproportionality is known by different names depending on the field. For example in education it is often called the Educational Achievement or Opportunity Gap, in health it is called Health Disparities, in the

What is Community-Based Participatory Research (CBPR)?

The Center for Disease Control defines Community-Based Participatory Research (CBPR) as an applied collaborative approach that enables community residents to more actively participate in the full spectrum of research (from conception - design - conduct - analysis - interpretation - conclusions - communication of results) with a goal of influencing change in community systems, programs or policies.

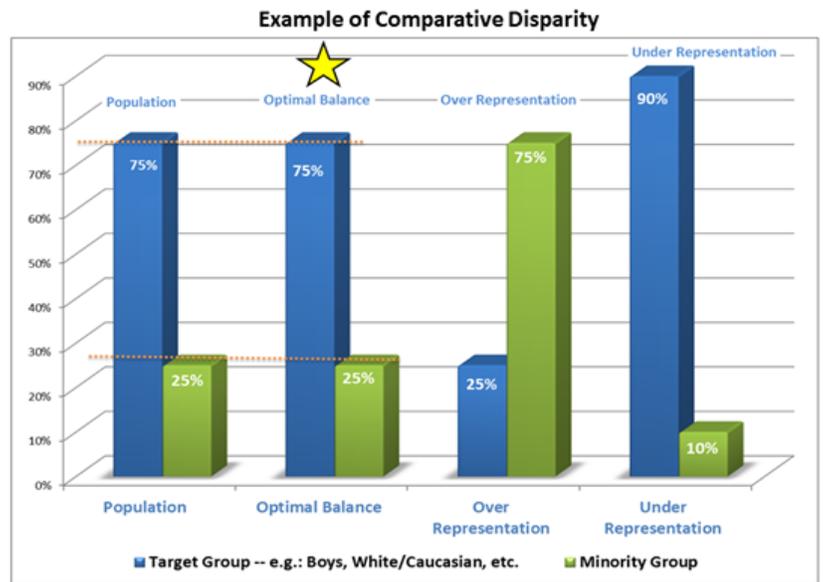
Community members and researchers partner to combine knowledge and action for change to improve community well-being and often reduce disparities. It is an orientation of research which equitably involves all partners in the research process and recognizes the unique strengths that each brings.⁷

criminal justice system it is known as Disproportionate Minority Contact. All of these names reflect the same evaluative idea – “How are selected groups doing when compared with each other?”

Is Disproportionality Discrimination?

Not necessarily. There are many reasons why disproportionality may occur without it being discrimination (e.g.: age brackets in a sports club).

Disproportionality may be a helpful red flag in measuring the adverse effect of a practice or standard that is neutral and non-discriminatory in its intent, but, nonetheless, disproportionately affects members of a protected class.



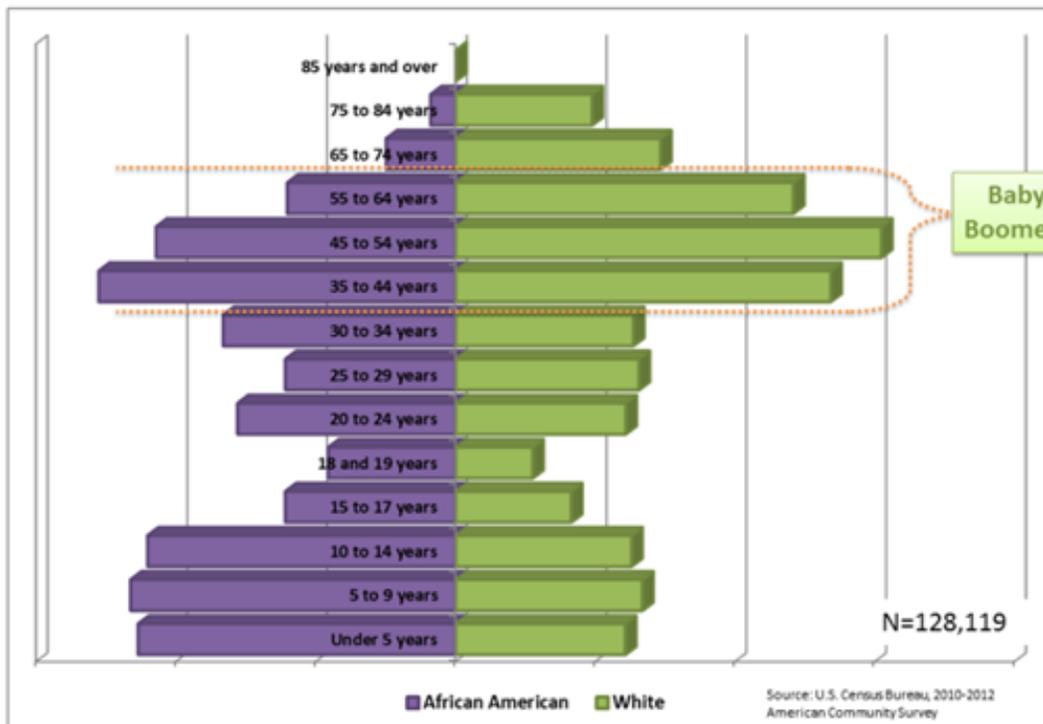
Demographics: The Changing Face of Cedar Rapids

The face of Cedar Rapids is changing very rapidly, but many people in the community have not realized it yet. Our attitude and response towards that change will determine if Cedar Rapids will be a thriving community or not. Diversity can add to the fabric, but only if we welcome it, appreciate it, and invest in it.

In the 2000 Census, Cedar Rapids was 91.9% non-Latino White, with well over half of the population

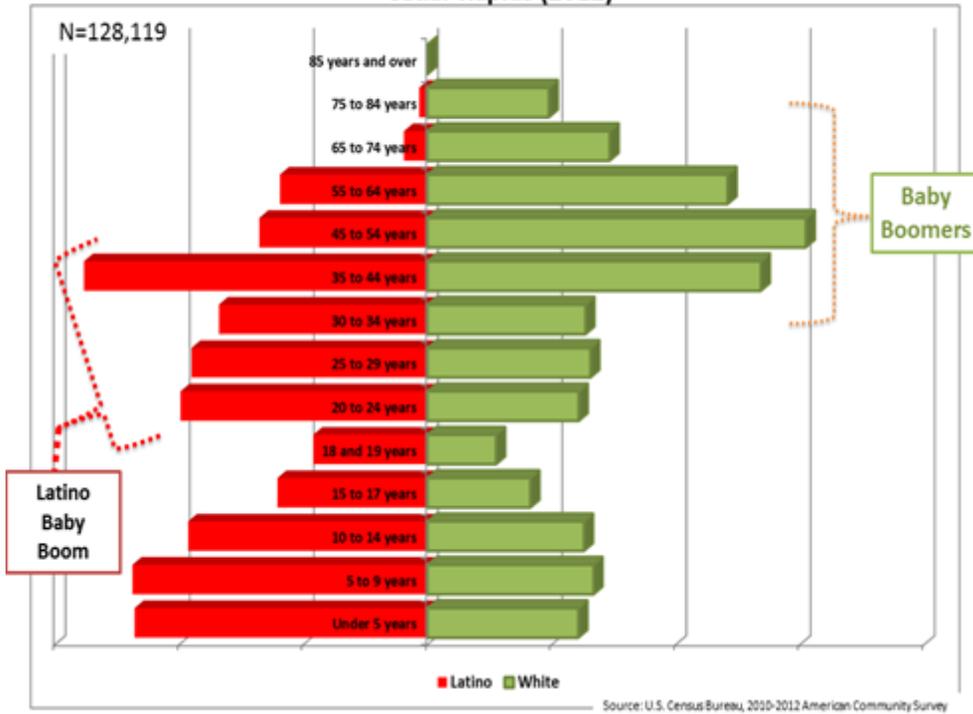
claiming a specific European ethnicity, such as German (35.5%), Irish (17.1%), English (9.4%), Czech (7.8%), Norwegian (5.1%), and French from either France or Canada (3.2%). African Americans made up 3.7% of the population, and Latinos accounted for less than 1.0%.³⁹

Age Pyramid: African American v. White Cedar Rapids (2012)



Today, Whites still comprise a majority of Cedar Rapidsians (86%), but the number of African Americans and Latinos has continued to

Age Pyramid: Latino v. White Cedar Rapids (2012)



grow (up to 6% and 4% respectively).⁴¹ This transformation is evident when talking about youth of color in our community. For example, in 2013 Cedar Rapids schools reported 2,212 fewer White students (down from 80.6% to 73.5%) than in 2006, while gaining over 1,000 youth of color and English language learners – up from 19.4% in 2006 to 26.5% in 2013.⁹

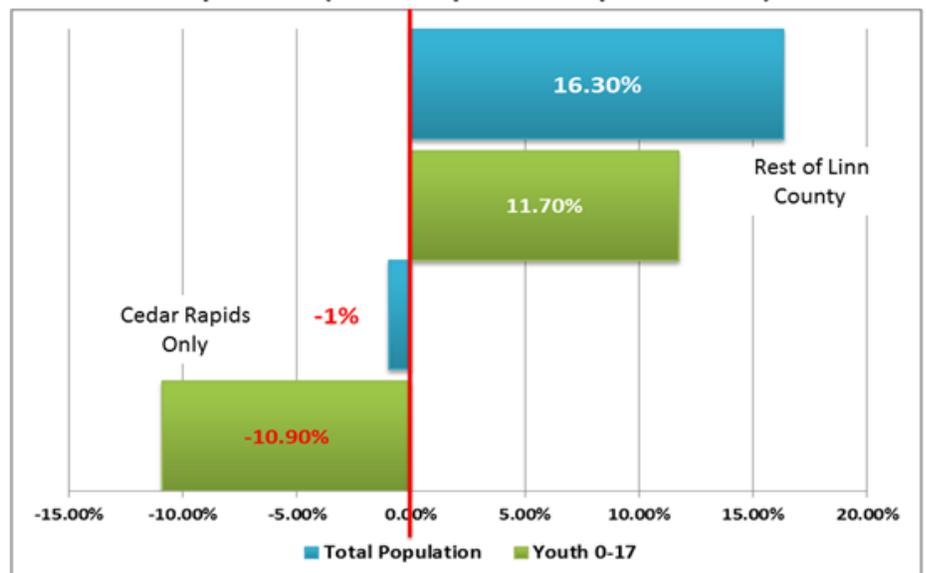
Further evidence of this interrelation between age and race/ethnicity can be seen in age pyramids provided by the U.S. Census. In 2012, the Census reported that 38% of all White people in Cedar Rapids were over the age of 50. This is in

direct contrast to African Americans; 38% of all African Americans in Cedar Rapids were under the age of 18. Latinos are on average younger and have more children than both African American and White families.⁴¹

Magnifying this change, Cedar Rapids (as with most of Iowa’s metropolitan areas) has seen its share of “white flight” to the suburbs. Cedar Rapids grew much more slowly than surrounding areas, and became significantly more diverse as it lost White residents and gained residents of color. Marion is now 94% White and Hiawatha 89% White, which means these areas are less racially/ethnically diverse than Cedar Rapids.²¹

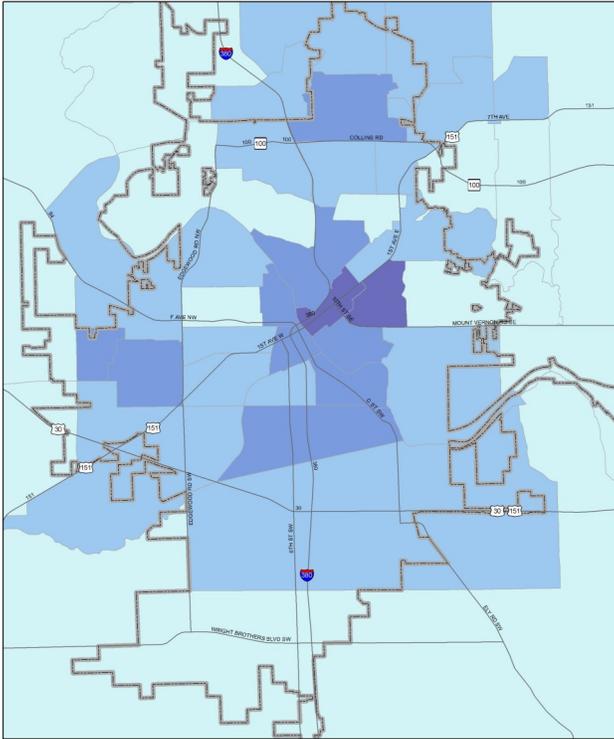
Finally, immigration must be mentioned as a small but contributing factor in the growth of diversity in the Cedar Rapids community. According to U.S. Census data, about 3.3% of all Cedar Rapidians were born outside of the United States. In contrast with many of the stereotypes, most immigrants in Cedar Rapids are Asian Americans, not Latinos. Most Latinos in Cedar Rapids are U.S. born.⁴¹

Percentage Change in Total White Population and White Child Population (Cedar Rapids Metropolitan Area)



Source: Iowa Kids Count Special Report 2011

Where do people of color live in Cedar Rapids?

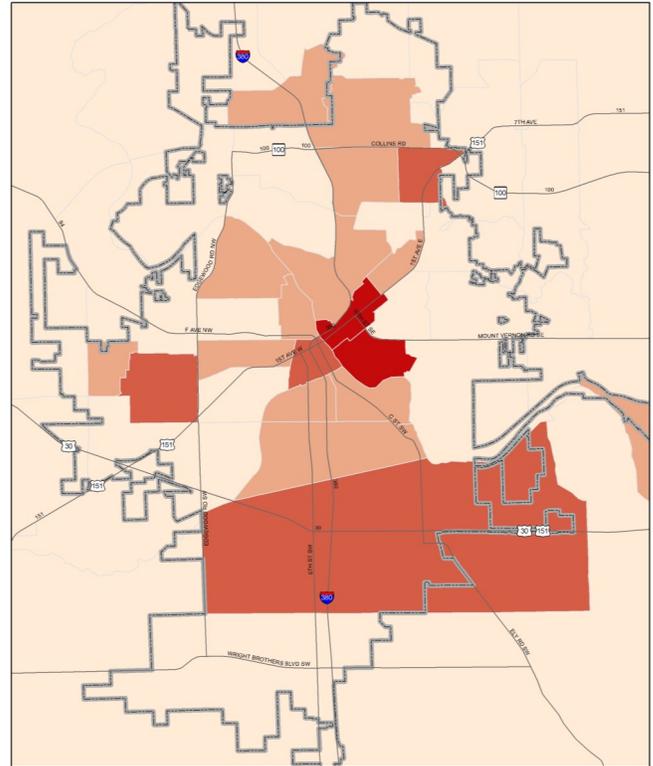


Percent Non-White Population By Census Tract
 2012 American Community Survey
 5 - Year Estimates
 Data source: <http://factfinder2.census.gov>
 Table: DP05

% Population Non-White

0.3 - 5.6
5.6 - 13.1
13.2 - 21.9
22.0 - 32.2

Cedar Rapids, IA GIS
 500 15th Ave SW
 Cedar Rapids, IA 52404
 Date: 4/11/2014
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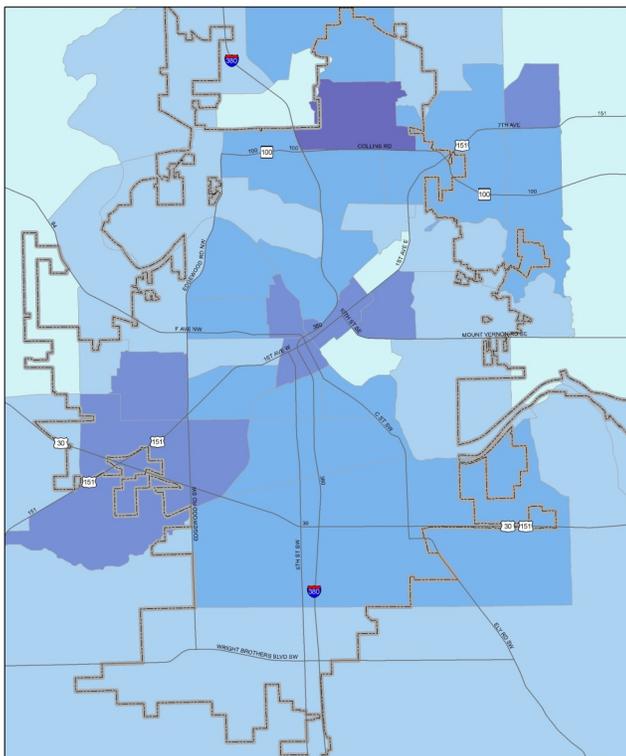


Percent Below Poverty Level By Census Tract
 2012 American Community Survey
 5 - Year Estimates
 Data source: <http://factfinder2.census.gov>
 Table: S1702

% Below Poverty Level

1.3 - 10.4
10.5 - 20.1
20.2 - 29.3
29.4 - 37.5

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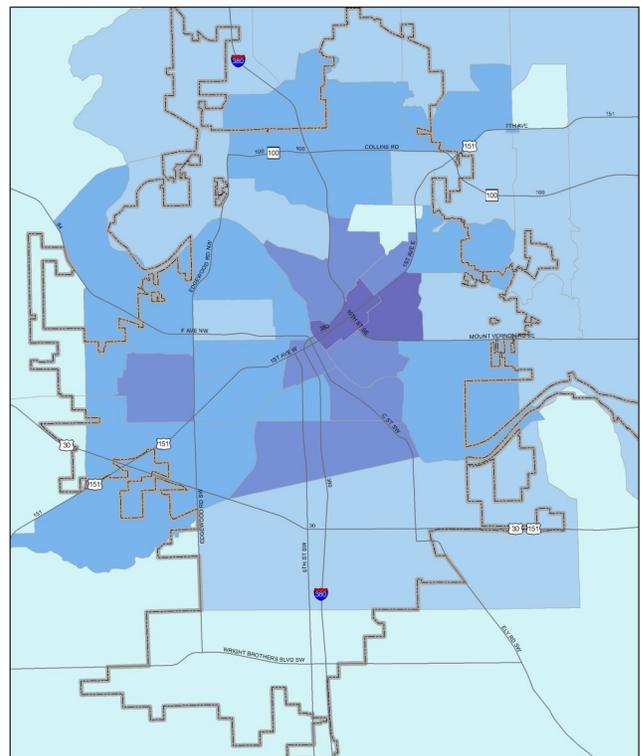


Percent Hispanic or Latino By Census Tract
 2012 American Community Survey
 5 - Year Estimates
 Data source: <http://factfinder2.census.gov>
 Table: DP05

% Population Hispanic or Latino

0.0 - 0.7
0.8 - 2.0
2.1 - 3.9
4.0 - 7.8
7.9 - 13.4

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Percent Black of African American By Census Tract
 2012 American Community Survey
 5 - Year Estimates
 Data source: <http://factfinder2.census.gov>
 Table: DP05

% Population Black or African American

0.0 - 1.1
1.11 - 3.8
3.81 - 9.2
9.21 - 16.0
16.01 - 28.2

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Employment, Poverty, and Race

“There is another thing closely related to racism that I would like to mention as another challenge. We are challenged to rid our nation and the world of poverty.”

Dr. Martin Luther King Jr., four days before his assassination, spoke on poverty at the National Cathedral, Washington, D.C., on March 31, 1968.

In 2009-10 the median wealth of White households in the United States was 20 times that of African American households and 18 times that of Latino households.²⁵ These unbalanced wealth ratios are the largest since the government began publishing such data in the mid 1980s.

The same Pew Research analysis found that in percentage terms, the bursting of the housing market bubble in 2006 and the recession that followed from late 2007 to mid-2009 took a far greater toll on the wealth of families of color compared to that of White families. From 2005 to 2009, inflation-adjusted median wealth fell by 66% among Latino households and 53% among African American households, compared with just 16% among White households. As a result of these declines, the typical African American household had just \$5,677 in wealth (assets minus debts) in 2009-10. The typical Latino household had \$6,325 in wealth; and the typical White household had \$113,149.²⁵

Furthermore, about a third of African American (35%) and Latino (31%) households had zero or negative net worth in 2009-10, compared with 15% of White households.²⁵

Similarly, in 2012 the American Community Survey reported that 39% percent of Iowa women who were heads of household were in poverty. This is compared to 12.7% for the general population in Iowa. These numbers were also significantly up since the recession (U.S. Census Bureau, 2010-12 American Community Survey).¹

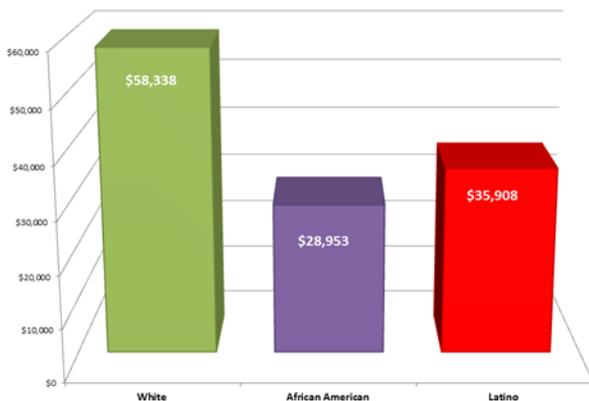
The Iowa Child and Family Household Health Survey²⁰ reported that 17% of Latino and 19% of African American families in Iowa “cut the size of meals or skipped them because there was not enough money for food.” In comparison only 2% of White families reported doing the same.

Median Family Income by Gender Cedar Rapids (2012)



Source: U.S. Census Bureau, 2010-2012 American Community Survey

Median Family Income by Race/Ethnicity Cedar Rapids (2012)



Source: U.S. Census Bureau, 2010-2012 American Community Survey

In research published by Dr. Lilly French from the University of Iowa Public Policy Project, she reports that Iowans pay differing amounts for the basic living essentials depending on where they live.

For example, a family living in Linn County and a family living in Clay County will face different housing costs, commute times, health insurance premiums, and child care costs.¹⁴

Linn County								
	Single Person	Single Parent		Married Couple: One Child*		Married Couple: Two Children**		
	(Age 21-64)	One child*	Two children**	One Parent Works	Both Parents Work	One Parent Works	Both Parents Work	
	Child care	\$ -	\$ 538	\$ 882	\$ -	\$ 538	\$ -	\$ 882
Clothing & household expenses	206	289	369	369	369	398	398	
Food	254	370	554	576	576	739	739	
Health care	218	339	439	519	519	590	590	
Rent and utilities	418	641	908	641	641	908	908	
Transportation	542	542	542	542	813	542	813	
Monthly total	\$ 1,638	\$ 2,719	\$ 3,694	\$ 2,647	\$ 3,456	\$ 3,178	\$ 4,331	

Source: Iowa Public Policy Project, 2012

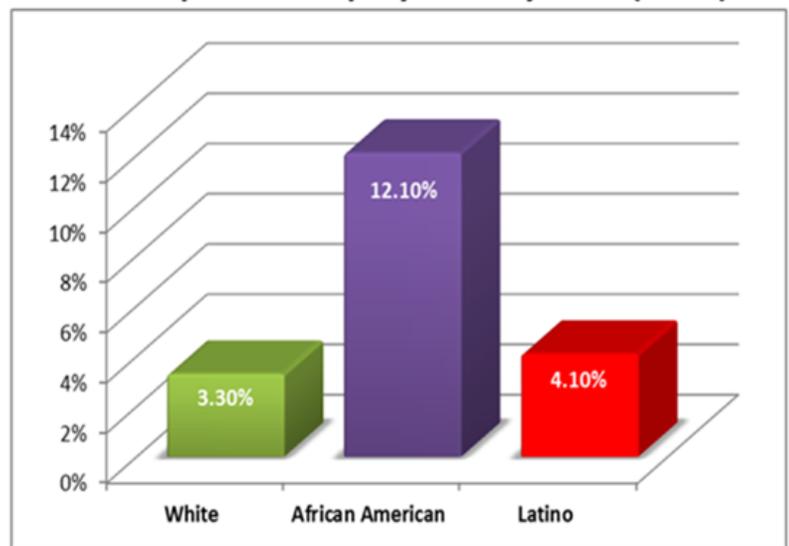
*One child age 2 or 3
**One child age 2 or 3, one child age 6-10

Dr. French's research also shows that in Linn County a working couple with two children must earn around \$4,331 a month (\$51,972 a year) and a single mother with two children must earn about \$3,694 a month (\$44,328 a year) to meet the basic needs of their respective families.¹⁵

The fact that two parents, both working full-time at the current Iowa minimum wage rate of \$7.25 per hour make less than \$2,400 a month...(this a little more than half of what a family of four needs to survive) underscores the importance of living wages or public work support programs for many Iowans, who despite working one, two, and sometimes three jobs, are not able to pay for the most basic living expenses.¹⁴

For African American families in Cedar Rapids this issue is even more critical. African Americans in Cedar Rapids have higher unemployment rates (12% in 2012) compared to Whites (3.3% in 2012) and are over represented in low wage jobs. This results in a median family income for African Americans of \$28,953, which is less than half of what White families earn (\$58,338) and significantly below what they need to meet their basic needs.

Cedar Rapids Unemployment by Race (2012)



Source: U.S. Census Bureau, 2010-2012 American Community Survey

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In 2010 Iowa Workforce Development and the Iowa Commission on the Status of Women completed a study on Iowa Gender Wage Equity. Their results showed that females who were paid an hourly wage earned 24.1% less than (or 75.9 cents for every dollar) their male counterparts earned. When they compared females who were salaried (receiving or recompensed by a salary rather than an hourly wage) they earned 19.2% less than their male counterparts.²²

The median hourly wage for females with a bachelors' degree is \$11.66/hour, this is almost \$3.00 lower than the median hourly wage for Males with a high school diploma or GED (\$14.51/hour).²²

When males and females with the same education levels were compared, males received higher wages than females at every level.

For example in the high school diploma/GED category, the median hourly wage for males was \$14.51 per hour, while females made \$10.39 per hour. Males with associate’s degrees received a median hourly wage of \$15.00 per hour compared to \$13.50 per hour for females at this educational level. Males with bachelor’s degrees made \$14.00 per hour compared to \$11.66 per hour for females with bachelor’s degrees.²²

In the Linn County region the overall wage disparity (average comparison) was especially high: males made roughly \$15.75 an hour (around \$61,000/year) while females made roughly \$12.00 per hour (or \$41,000/year).²²

Is it Poverty, Race, or Gender?

New research from the National Poverty Center at the University of Michigan concludes that poverty does not result from any one source but from cumulative processes or structures. When a person or family encounters any one type of disadvantage it makes them vulnerable to other disadvantages.¹²

This means that gender and racial disparities in poverty usually result from a cumulative and systemic lack of opportunity which may accumulate over the course of generations, where the effects of hardship in one domain (e.g. education, good jobs, etc.) spill over into other domains (e.g. housing, health, incarceration, etc.).

These differences in opportunity are evident from the earliest years of a child’s life. Too often, children of color grow up in environments where they experience high levels of poverty and violence. Such circumstances derail healthy development and lead to significant Adverse Childhood Experiences (ACES).¹⁰ Research has shown that growing up in chronic poverty contributes directly to stress at a level that can affect children’s health, brain development, and social and emotional well-being — a response known as “toxic stress” (Adverse Childhood Experiences (ACE) Study, Center for Disease Control and Prevention, 1997).

At least one out of every three African American, Latino, and American Indian children in the United States lives in a household with an income below the federal poverty line.²¹ As these children attempt to climb the ladder of opportunity, many, if not most, will fall through broken rungs.

In many cases public policy has been an active contributor in the upward mobility of some groups, while at the same time blocking the same paths for others. Throughout much of our U.S. and Iowa history, laws restricted access to jobs, health care, housing, and education for women and families of color.

Government actions and policies such as slavery, forcible removal of American Indians from their land,

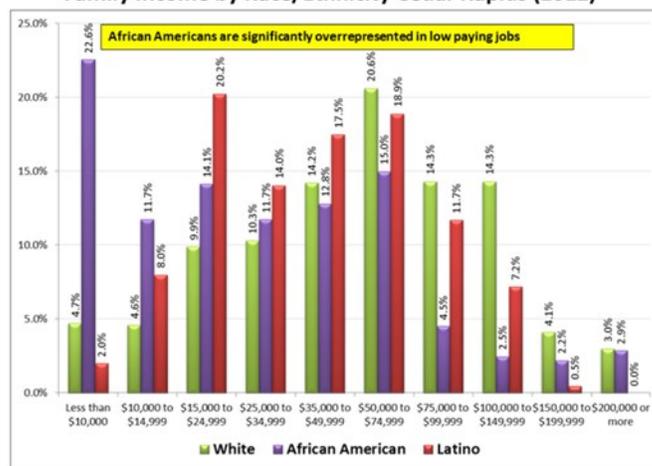
Wages by Occupational Category

Occupational Category	Female	Male	Differential
Transportation & Material Moving	\$18,000	\$50,000	\$ 32,000
Architecture & Engineering	\$37,250	\$66,000	\$ 28,750
Legal	\$70,000	\$90,000	\$ 20,000
Office & Administration Support	\$35,000	\$54,000	\$ 19,000
Management	\$43,250	\$60,000	\$ 16,750
Sales & Related	\$35,000	\$50,000	\$ 15,000
Business & Financial Operations	\$50,000	\$60,000	\$ 10,000
Healthcare Practitioner & Technical	\$55,000	\$65,000	\$ 10,000
Arts, Design, Entertainment Sports, & Related	\$40,000	\$49,000	\$ 9,000
Education, Training, & Library	\$42,000	\$50,000	\$ 8,000
Life, Physical, & Social Sciences	\$42,000	\$50,000	\$ 8,000
Community & Social Services	\$40,000	\$45,000	\$ 5,000
Computer & Mathematical Sciences	\$65,000	\$69,000	\$ 4,000
Production	\$52,500	\$50,000	\$ (2,500)
Building & Grounds Cleaning & Maintenance	\$19,500	*	*
Construction & Extraction	*	\$51,500	*
Farming, Fishing, & Forestry	*	\$35,750	*
Food Preparation & Serving Related	\$17,000	*	*
Healthcare Support	\$15,000	*	*
Installation, Maintenance, & Repair	*	\$45,000	*
Military Specific	*	\$32,500	*
Personal Care & Service	\$15,000	*	*
Protective Service	*	\$49,500	*

*Insufficient survey data/refused

2010 Iowa Workforce Development and the Iowa Commission on the Status of Women, Iowa Gender Wage Equity.

Family Income by Race/Ethnicity Cedar Rapids (2012)



Cedar Rapids Economic Alliance—Source: U.S. Census Bureau, 2010-2012 American Community Survey

Jim Crow laws, and anti-Latino and anti-Asian immigration policies shifted wealth opportunities away from communities of color to the benefit of Whites. Even programs like the G.I. Bill, which provided generous benefits that enabled White veterans to pay for college and purchase homes with low-cost mortgages, were inaccessible to veterans of color whose valor helped defeat the enemy abroad.¹⁸

Workforce Diversity

Workforce diversity is a competitive advantage used by innovative firms to position themselves to maximize market penetration. Innovative companies know that consumer spending continues to grow at a faster rate in underserved communities (such as among Asian Americans, Latinos, and African Americans) than any other segment of consumer markets. In 2012, the combined buying power of African Americans, Asian Americans, and Native Americans will be \$1.9 trillion—104 percent higher than its 2000 level of \$912 billion— which amounts to a gain of \$946 billion. Today Latinos have over \$1.2 trillion in spending power.¹⁹ Businesses have found that homogenous communities are less attractive to this type of workforce. Anecdotally, much of the diversity in Cedar Rapids has been created by recruiting conducted by private companies like Rockwell Collins, Quaker Oats, and Alliant Energy; however data is limited in this area.

That said, who is serving the new Cedar Rapidians moving into our community? The education and public sector in Cedar Rapids has been slow to adapt and include population

Is there a “Culture of Poverty”?

Not really. “Culture of poverty” is a term coined by Oscar Lewis in his 1959 study “Five Families: Mexican Case Studies on the Culture of Poverty”. It was then popularized in Ruby Payne’s self-published work “A Framework for Understanding Poverty”. Over the last 15 years the idea of a “culture of poverty” has seeped into social and educational policy and practice because “it sounds right”, however many researchers including Paul Gorski from George Mason University, Jennifer C. Ng & John L. Rury from the University of Kansas, and many others have highlighted significant deficits with the research methodology (e.g.: the work was self-published without peer-review) and the implicit racial bias in the construction of the theoretical framework.¹⁷

changes being experienced in our area. Most public organizations are struggling to recruit and retain professionals of color and, in some cases, women. Other public organizations like Linn County Extension continue to report no people of color on staff. Furthermore, when it comes to leadership in the public sector, with the exception of the Cedar Rapids school district, none of the agencies analyzed had more than one senior leader of color on staff.

Representation in Cedar Rapids Public Sector

	Black	Latino	AAPI	Native American	POC	W	M	Tot	# of POC Leadership in Cedar Rapids Public Sector
AEA	4	5	3	2	14	426	63	489	0
City of Cedar Rapids	17	16	10	0	43	390	959	1349	1
Linn-Mar Schools	4	6	9	1	20	676	198	873	0
Cedar Rapids Schools	66	9	13	3	91	1879	630	2508	6
Kirkwood CC	16	29	13	3	61	674	572	1246	1
Linn County	4	2	5	1	12	195	214	405	1
Totals:	111	67	53	10	241	4240	2636	6870	Total 9
%	1.6%	1.0%	0.8%	0.1%	3.5%	61.7%	38.4%		

	White	Black	Latino	AAPI	Native American	POC	Women	Men	Tot
Public Sector Representation	96.5%	1.6%	1.0%	0.8%	0.1%	3.5%	61.7%	38.4%	6870
City of Cedar Rapids Population	87.8%	5.6%	4.0%	2.3%	0.3%	12.2%	50.9%	49.1%	

Key: POC = People of Color, AAPI = Asian American Pacific Islander, W=Women, M=Men
 POC Leadership = People of Color in senior leadership positions as defined by the EEOC
 (in schools = senior administrators)

2014 Compound Measure of CR and Linn-Mar School Districts, AEA, City of Cedar Rapids, Linn County and Kirkwood Community College

Fair Housing

On the heels of the assassination of Dr. Martin Luther King Jr. (1968), then President Lyndon Johnson signed the Fair Housing Act, which was meant as a follow-up to the Civil Rights Act of 1964. The 1968 act expanded on previous acts and prohibited discrimination concerning the sale, rental, and financing of housing based on race, religion, national origin, sex, (and as amended) handicap and family status.³⁶

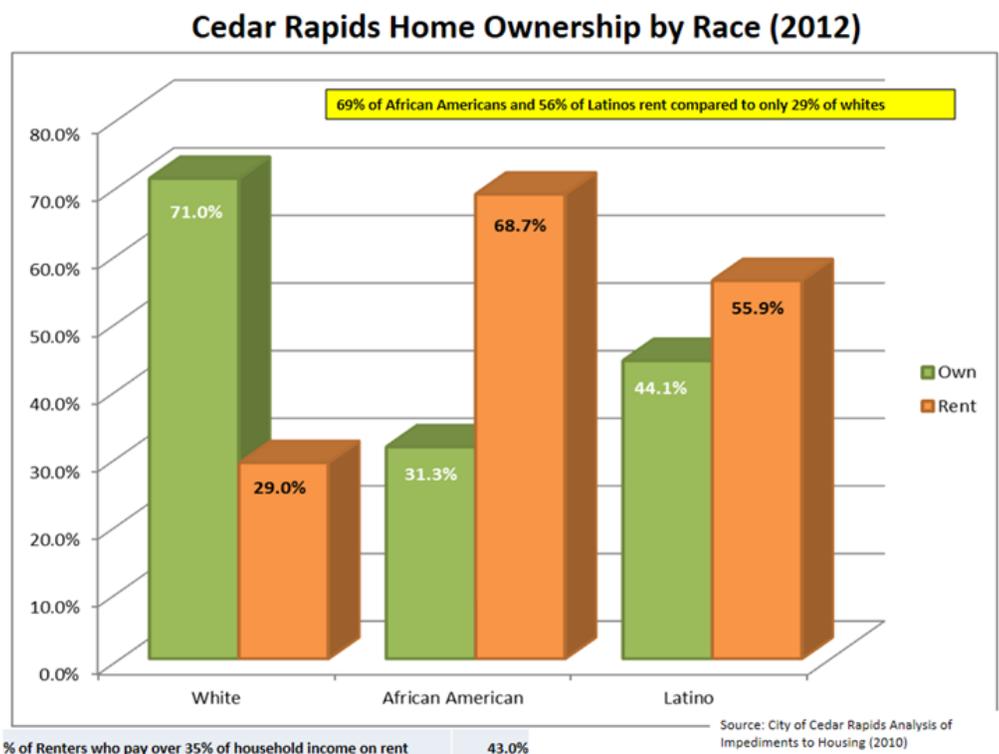
One major area where public policy was historically structured in a way that gave advantages to some groups while disadvantaging others is housing. In 1934 Franklin D. Roosevelt signed legislation to create the Federal Housing Administration (FHA). Through the FHA, home ownership rates for White families rose significantly, allowing them to build wealth. However, the FHA also instituted practices like “redlining” which prohibited banks from providing FHA-backed loans in African American neighborhoods. Through redlining, the FHA manual literally drew red lines around African American communities and neighborhood maps, showing banks where they could not lend.²³

According to data from the Fair Housing Administration, homeownership fell for all racial and ethnic groups in 2013. This drop was part of a continued trend started by the housing bubble burst. Overall, the homeownership rate for people of color declined 7.8% since 2006, compared to a 3.4% decline among White households over the same period.¹³

Many housing analysts consider homeowners and renters to be “cost-burdened” if they spend over 30% of their monthly income on housing costs. 52% of all renters nationwide are cost-burdened, limiting these households’ ability to meet day-to-day needs, let alone save for the future.³

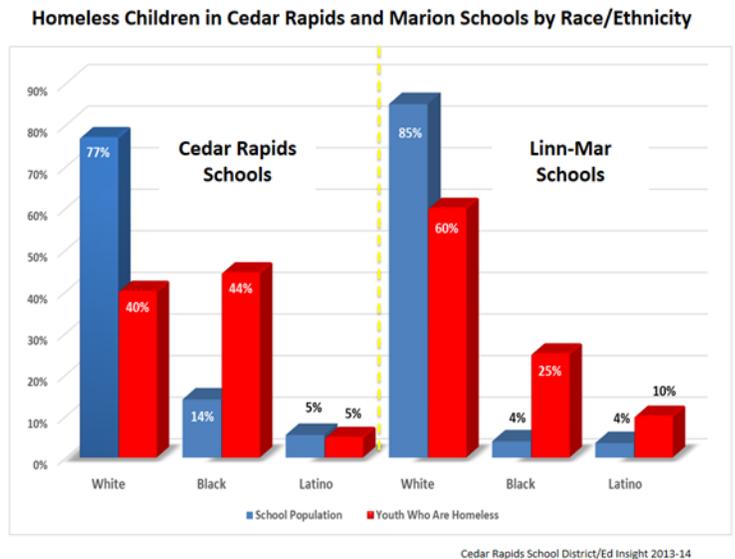
While Iowa is ranked almost at the top for overall homeownership, it is ranked 36th in the nation when it comes to homeownership among people of color.³ According to the American Community Survey (2013), White homeownership rate in Iowa is 74.4%, while the homeownership for people of color is 44.6%.

In Cedar Rapids this disparity in homeownership manifests itself in the differences between who owns and who rents in our community. According to the City of Cedar Rapids, 69% of African Americans and 56% of Latinos rent, while 71% of Whites own a home.²⁴



These numbers, combined with the disproportionality in wealth and income, have created an environment where kids of color, especially African American children, are disproportionately home insecure.

Cedar Rapids school district data shows that while African American students make up 14% of the student body, they comprise 44% of all children who reported being homeless.⁹ In Linn-Mar, African Americans are only 4% of the student body but 25% of all homeless students.²⁶ Given that homeownership is correlated with positive life outcomes for children (like educational achievement and upward economic mobility), stabilizing the housing market and preserving its affordability are required to secure the long-term financial prospects of Cedar Rapids' working households.



The Achievement/Opportunity Gap in Education

- In 2012, 80% of Latino and 88% of African American 8th grade students in Iowa were NOT proficient in reading
- In 2012, 86% of Latino and 89% of African American 8th grade students in Iowa were NOT proficient in math

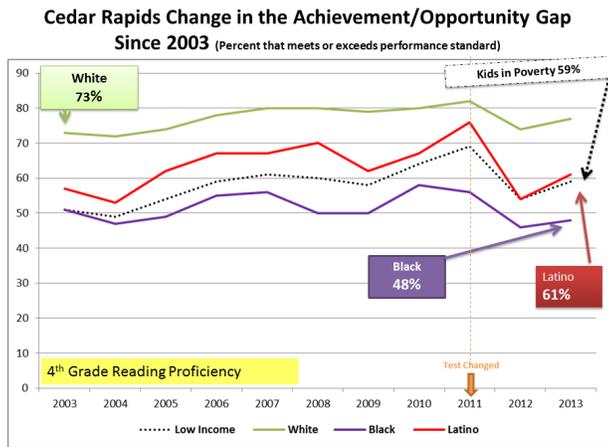
U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics

According to the U.S. Department of Education, the term “achievement gap” refers to any significant and persistent disparity in academic performance or educational attainment between different groups of students, such as White students and students of color.³⁹ While particular achievement gaps may vary significantly in degree or severity from group to group or place to place, achievement gaps are defined by their consistency and persistence. In simple words achievement gaps are typically not isolated or passing events, but observable and predictable trends that remain relatively stable and enduring over time.

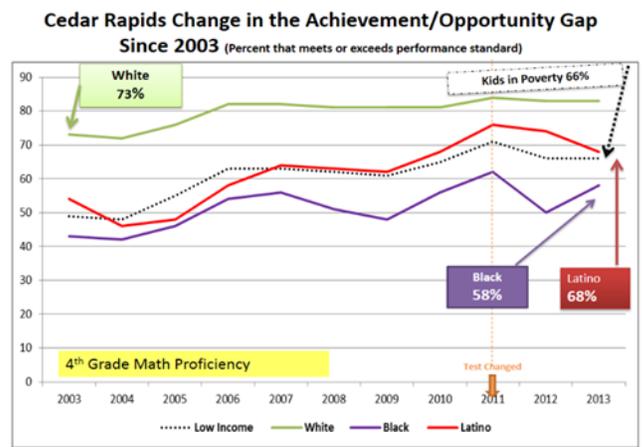
In 2009 McKinsey & Company, the National Education Equality Project, the National Action Network, the United States Chamber of Commerce, and the Bill and Melinda Gates Foundation released a report titled “The Economic Impact of the Achievement Gap in America’s Schools” in which they argued that if the gap between White and Latino and African American students had been closed that year, the nation’s economy would have grown by \$310 billion to \$525 billion, or 2% to 4% of gross domestic product (GDP).²⁸

According to National Assessment of Educational Progress, Iowa was one of only three states (Iowa, Ohio, and Oklahoma) that saw the achievement gap for fourth graders increase between 2011 and 2013.²⁹

For fourth graders in Cedar Rapids schools the achievement gap has been relatively unchanged for over 10 years. Students of color today are still performing significantly below where White students were performing in 2003.⁹ For example, in 2013 only 48% of fourth grade African American students in Cedar Rapids schools met



Source: IDE



Source: IDE

standards in reading and 58% in math. In contrast 73% of White fourth graders were meeting standards in math and reading back in 2003.

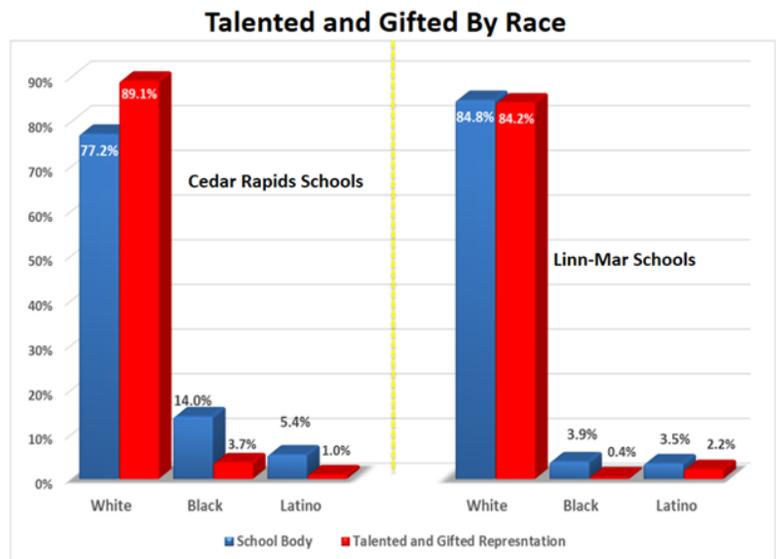
But the achievement gap is not only in test scores. It is also in existence in other important areas such as Talented and Gifted, Discipline and access to higher level math and science courses.

For example:

Talented and Gifted (2012-2013)*:

Research has conclusively shown that there is no difference in intelligence levels based on race or language of origin. However:

- 4% of Linn-Mar students are African American, but their representation in the Talented and Gifted Program is only 0.4% (only 3 African American students)²⁶
- 5.4% of Cedar Rapids students are Latino, but their representation in the Talented and Gifted Program is only 0.9% (7 Latino students)⁹
- Cedar Rapids Schools reported no English Language Learners in their Talented and Gifted Program⁹
- Linn-Mar School District only reported 0.03% (23 students) low-income students in its Talented and Gifted Program²⁶



Cedar Rapids & Marion School District/Ed Insight 2013-14

*Counts are done per semester, which means that the same student may be counted twice for one subject (e.g. if a student takes Calculus 1 in the fall and Calculus 2 in the spring he/she will be counted as a student for each of the two courses).

AP Courses (2012-2013)*:

- There were 90 students in Linn-Mar who took AP math courses. Of those, none were African American and only 1.1% (1 student) were Latino²⁶
- There were 932 students in Cedar Rapids schools who took AP courses in math. Of those only 2.4% (22 students) were Latino, for African Americans the percent was slightly higher at 3.8% or (35 students)⁹
- There were 171 students in Linn-Mar who took AP science courses. Of those only 2% (3 students) were Latino and 2.3% (4 students) were African American²⁶

- There were 2,433 students in Cedar Rapids who took AP science courses. Of those 3.12% (76 students) were Latino and 4.64% (113 students) were African American⁹
- Boys in Linn-Mar were over twice (70%) as likely to take AP calculus as girls (30%)²⁶

*Counts are done per semester, which means that the same student may be counted twice for one subject (e.g. if a student takes Calculus 1 in the fall and Calculus 2 in the spring he/she will be counted as a student for each of the two courses).

Discipline and Confinement in Cedar Rapids

Nationally, African American children represent 18% of preschool enrollment, but 48% of preschool children receiving more than one out-of-school suspension; in comparison, White students represent 43% of preschool enrollment but 26% of preschool children receiving more than one out-of-school suspension. Boys represent 79% of preschool children suspended once and 82% of preschool children suspended multiple times, although boys represent 54% of preschool enrollment.³⁹ In Pre-K-12 public schools, African American students are suspended and expelled at a rate three times greater than White students. On average, 5% of White students are suspended, compared to 16% of African American students.³⁸

“New research continues to find no evidence that disciplinary disparities are due to poverty...nor is there evidence that students of color engage in rates of disruptive behavior sufficiently different from others to justify higher rates of punishment.”³³

In the area of discipline, African American youth in Cedar Rapids are no exception to the national trends. For example:

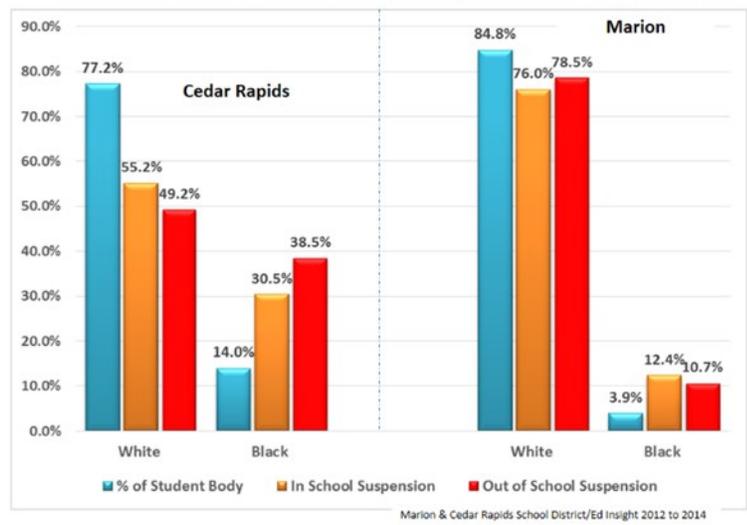
- African American students make up only 14% of Cedar Rapids School District’s population, but they account for 30% of all in-school and 39% of all out-of-school suspensions⁹
- African American students make up less than 4% of Linn-Mar School District’s student population, but they account for 12% of all in-school and 11% of all out-of-school suspensions.²⁶

The results are similarly disproportionate for boys and students with a low socio-economic background. For example:

- While boys are 51% of the student bodies of Cedar Rapids and Linn-Mar they are 76% of the in-school suspensions and 74% of the out-of-school suspensions in Cedar Rapids.⁹ For Linn-Mar those numbers are 71% of in-school suspensions and 78% of out-of-school suspensions.²⁶
- Kids on free or reduced meals make up 46.2% of the student body in Cedar Rapids and 19% in Linn-Mar. However they make up 80% of in-school and 86% of out-of-school suspensions in Cedar Rapids⁹; in Linn-Mar those numbers are 46% for in-school and 60% of out-of-school suspensions.²⁶

Nationally, African American students represent 16% of student enrollment, 27% of students referred to law enforcement, and 31% of students subjected to a school-related arrest. In comparison, White students represent 51% of students enrolled, 41% of referrals to law enforcement, and 39% of those subjected to school-related arrests.³⁹

In and Out of School Suspension by Race/Ethnicity



In Linn County, African American students make up 8.1% of all students but 39.6% of all school-related arrests. This is almost a 400% overrepresentation.³⁷

The effects of being arrested or expelled from school have long-reaching consequences that are impediments to the growth and rehabilitation of youth. As misbehaving students are ostracized, humiliated, and set-back through more severe retribution, their capacity for resilience is overwhelmingly diminished.³⁸

It may be easy to assume that much of the disproportionality is due to the individual behavior of low income boys of color. However, studies show pronounced racial disparities in treatment and punishment between White and African American students where African American students are punished much more harshly for similar infractions. Research continues to find no evidence that disciplinary disparities are due to poverty.³³

New Research from Indiana University's Center for Evaluation and Education Policy has joined a host of previous investigations in finding that African American/White differences in out-of-school suspensions persist regardless of level of poverty. Furthermore, there is a lack of evidence that students of color engage in rates of disruptive behavior sufficiently different from others to justify higher rates of punishment.³⁴

National survey data from eighth and tenth grade African American, White, and Latino students indicate that African American males reported similar or lower use of drugs, alcohol, and weapons at school compared to other students, yet they also reported receiving more suspensions than any other group. African American and Latino high school students were significantly more likely than White students to be suspended out-of-school even with the same level of misbehavior.¹⁶

The School to Prison Pipeline

Punitive policies have led to an increasing number of suspensions, expulsions and arrests in schools, creating a more punitive environment in which the handling of youth misbehavior increasingly mirrors that of adult crime.

Youths who get into the school to prison pipeline are many times pushed out of schools for disciplinary infractions, which leaves them on the streets and makes them ripe for the juvenile justice systems, which many times acts as a training ground for adult prisons and jails. This pattern has become so pronounced that scholars, child advocates, and community activists now refer to it as the school to prison pipeline, the schoolhouse to jailhouse track, or as younger and younger students are targeted, the cradle to prison track.⁴⁴

Adult Incarceration

"We need to ensure that incarceration is used to punish, deter and rehabilitate - not merely to convict, warehouse and forget."

—Eric Himpton Holder Jr., 82nd Attorney General of the United States

At 716 inmates per 100,000 people, the United States incarcerates a higher percentage of its population than any other nation in the world.³⁰

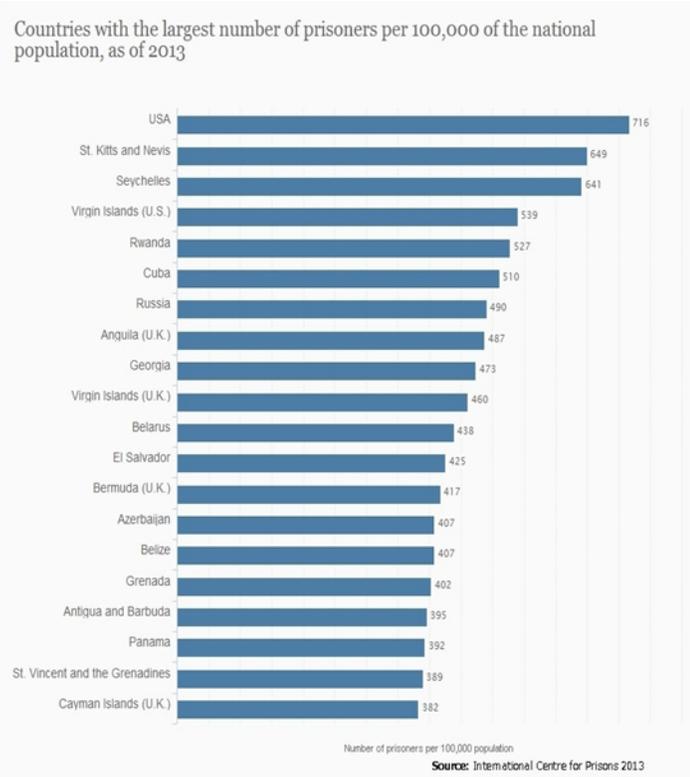
According to 2012 counts by the Bureau of Justice Statistics, the U.S. prison population was 1,571,013 at year end.⁵

According to the Center on Sentencing and Corrections (VERA) and the Pew Research Center, in 2010 the average annual cost of incarceration in the United States was \$32,925 per inmate.³⁰ Comparatively speaking that is 3.5 times what non-parish students pay at Xavier High school.⁴⁵

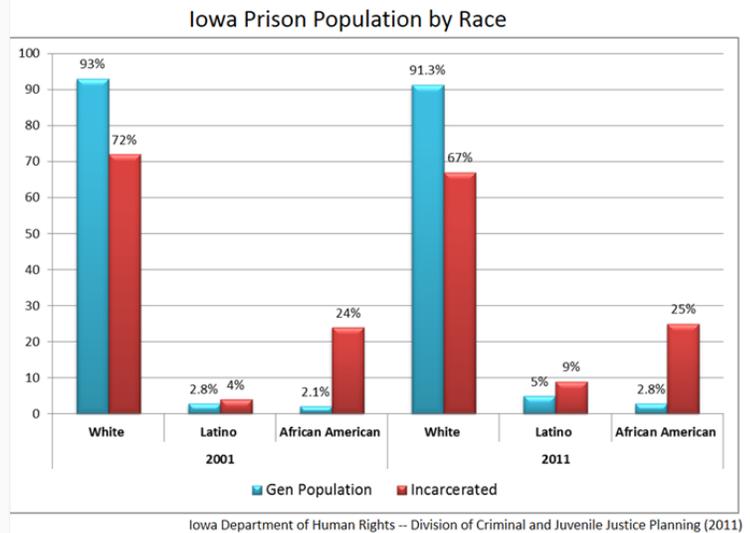
According to the National Sentencing Project more than 60% of the people in prison in the U.S. are racial and/or ethnic minorities. For African American males in their thirties, 1 in every 10 is in prison or jail on any

given day.³⁰ These trends have been intensified by the disproportionate impact of the "war on drugs," in which two-thirds of all persons in prison for drug offenses are people of color.⁴

In 2007, a study by the Washington D.C. based Sentencing Project ranked Iowa "worst in the nation" in the ratio of African Americans to Whites in prison. The study found Iowa incarcerates African Americans at a rate of 13.6 times that of Whites—more than double the national average. For Latinos that ratio is 2.5 to 1 as compared to Whites, which is also greater than the national average.³⁰



According to the ACLU, an African American person in Iowa is "More than 8 times as likely to be arrested for possession, than a White person, despite equal usage rates."²



Recidivism

Recidivism is used as a performance measure to attempt to accurately assess the effectiveness of corrections agencies by state, through "measuring the proportion of persons released from prison who are rearrested, reconvicted or returned to custody" typically within three years from their release (Pew Center on the States, 2011). The national recidivism rate has held steady at about 40% since 1994 to the most recent data for 2007 (Pew Center on the States: State of Recidivism, 2011). This means that on average, 4 in 10 adult offenders will return to prison within three years of their release. Iowa's recidivism rate is lower than the national average at 33.9%, a 1.5% increase since 2004 (Pew Center on the States: State of Recidivism, 2011).

According to the U.S. Sentencing Commission, the single most significant factor in reducing recidivism is post-custody employment.

A partnership between the Iowa Department of Corrections and Iowa Workforce Development in 2011 to assist offenders in the workforce found that:

- Participation in job training/placement programs reduce recidivism by 20%
- Prison education program completion reduces recidivism by 59%

Iowa Department of Corrections & Iowa Workforce Development, Transitioning Offenders in Today's Workplace, 2011

Health and Wellbeing

“America benefits when everyone has the opportunity to live a long, healthy and productive life, yet health disparities persist. A health disparity is a difference in health outcomes across subgroups of the population, often linked to social, economic, or environmental disadvantages (e.g., less access to good jobs, unsafe neighborhoods, lack of affordable transportation options). Health disparities adversely affect groups of people who have systematically experienced greater obstacles to health on the basis of their racial or ethnic group, religion, socioeconomic status, gender, age, mental health, cognitive, sensory, or physical disability, sexual orientation or gender identity, geographic location, or other characteristics historically linked to discrimination or exclusion.”

Rear Admiral (RADM) Boris D. Lushniak, M.D., M.P.H., Acting
U.S. Surgeon General

Health disparities are differences in health outcomes directly related to the historical and current unequal distribution of social, political, economic, and environmental resources. Health disparities are preventable differences in the burden of disease, injury, violence, or opportunities to achieve optimal health that are experienced by socially disadvantaged populations. Populations can be defined by factors such as race or ethnicity, gender, education or income, disability, geographic location (e.g., rural or urban), or sexual orientation.⁴⁶

For example, childhood poverty can have a powerful influence on a child’s wellbeing.⁴⁷ Young children living in poverty are much more likely to experience multiple Adverse Childhood Experiences (ACEs) such as stress, deprivation, and exposure to violence that severely affects all aspects of a child’s social emotional, physical, cognitive, and language development – making it difficult for children to be ready for school and life. Their parents are much more likely to struggle to provide the basic resources needed to predictably address their needs for stability and support. These effects are detrimental and have lasting impacts into adulthood. Alternatively, while young children living in families with much more affluence still can experience early childhood adversity and its impacts, they also have resources available to address those needs and to make other investments in their youngest children.⁴⁸

In January 2014, the Iowa Public Policy Center at the University of Iowa⁴⁹ released “Health Disparities Among Children in Iowa: Results from the 2010 Iowa Child and Family Household Health Survey” which outlined how kids of color are doing in Iowa. While not local these results at least give us a place to start when it comes to health disparities in Iowa.

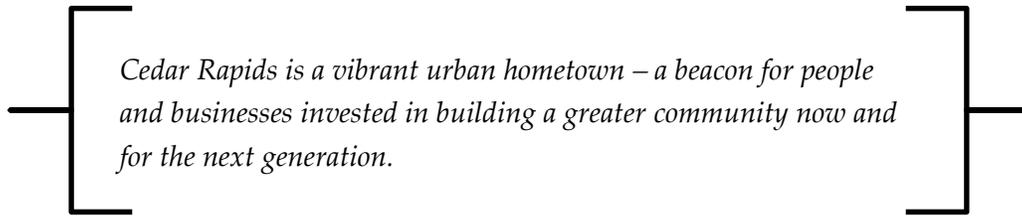
In summary, there were significant health disparities identified for children in Iowa. The most salient differences for African American and Latino children as compared to White counterparts were as follows⁴⁸:

Latino Children in Iowa were... than their White counterparts.	African American Children in Iowa were ... than their White counterparts.
<ul style="list-style-type: none"> • More likely to be low income • More likely to have lower overall health status • Less likely to have a patient-centered medical home • More likely to need medical care but unable to get it • More likely to have unmet need for dental care • More likely to seek care from an emergency room in previous year • Less likely to live in a household with consistently adequate food for the family • More likely to have a lower behavioral/emotional health status for children ages 12-17 • Less likely to be living in supportive neighborhoods • Less likely to be in schools their parents perceived as safe • Most likely to have a lower oral health status • Least likely to have medical insurance (10% uninsured) • Most likely to have inadequate insurance coverage • Most likely to have uninsured parents (37%) and most likely to report the parent’s insurance was inadequate • Least likely to have a personal doctor and family-centered care • Least likely to report need for care but least likely to receive urgent care when needed 	<ul style="list-style-type: none"> • More likely to be low income • More likely to have lower overall health status • Less likely to have a patient-centered medical home • More likely to need medical care but unable to get it • More likely to have unmet need for dental care • More likely to seek care from an emergency room in previous year • Less likely to live in a household with consistently adequate food for the family • More likely to have a lower behavioral/emotional health status for children ages 12-17 • Less likely to be living in supportive neighborhoods • Less likely to be in schools their parents perceived as safe • Most likely to have a special health care need (38%) • Most likely to have public insurance (Medicaid/CHIP) • Less likely to have dental insurance • More likely to have need for behavioral and emotional health care • Lower behavioral/emotional health status for children ages 6-11 • More likely to have parents with lower mental health status and higher parenting stress

Conclusion

Through preparing this report we identified that significant and troubling racial disparities still exist in our community, related to wealth and poverty, housing, education, juvenile justice, adult criminal justice, health, and representation in public employment. This report also revealed that children of color and their families experience different opportunities and quality of life depending on the color of their skin or ethnic background. Demographic changes across Cedar Rapids means that these inequities, if not addressed, will only continue to grow. The region’s White population is aging rapidly. Ethnic and racial diversity is growing, particularly among the youngest residents. When inequities confront segments of the population that are

growing in size, they are bound to have an increasing impact on the region overall. If we are to attain the City of Cedar Rapids' vision:



Cedar Rapids is a vibrant urban hometown – a beacon for people and businesses invested in building a greater community now and for the next generation.

We as a community will need to be strategic in narrowing the existing gaps. Thankfully, we are not starting from scratch. The organization listed as partners in this effort are working hard at making our community a welcoming and inclusive place. But good intentions are not enough; we need to take affirmative steps to further the discussion and to ensure that “all individuals within the City of Cedar Rapids have freedom from discrimination because of age, color, creed, disability, familial status, gender, identity, marital status, national origin, race, religion, sex, or sexual orientation.” (Chapter 69)

Recommendations:

1. All public entities and organizations in Linn County gather, analyze, and share racial and ethnic data to inform all phases of programs, policies and decision making. That includes using a “racial equity” or “equity-based” analysis tools that to strategically target resources and services to reduce disproportionalities.
2. The Cedar Rapids Civil Rights Commission convene a Racial Justice Roundtable comprised of leaders from key sectors to help coordinate and guide community efforts to reduce racial disparities. Recruit a cohort of diverse leaders and work to increase their participation in the public service sector, commissions, boards, and committees. This includes engaging people of color, people with disabilities, non-English language speakers, women, LGBTQ communities, etc., in forging solutions to issues that disproportionately affect them.
3. Develop a strong data-driven community focus on ending the academic achievement and opportunity gaps in Cedar Rapids area schools.
4. Local funders increase funding opportunities for organizational capacity building, community awards, and leadership development opportunities for organizations led by people of color.

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In order to facilitate community research, we have developed a state of equity website that contains direct links to much of the research and data used in the State of Equity Report. This site can be accessed via the resources section of our website www.cedar-rapids.org/civilrights

Credits

Principal Investigator: John-Paul Chaisson-Cardenas, MSW

Principal Editor, Layout and Design: Jeanette Gordon

Technical Advisors:

- Emily Bowman, Ph.D., Coe College
- Angelica Chaisson-Cardenas, MSW, Child and Family Policy Center
- Ruth White, Ph.D., The Academy for Scholastic and Personal Success
- Joe Dan Coulter, Ph.D., University of Iowa College of Public Health
- Leslie Wright, United Way of East Central Iowa
- Stefanie Munsterman-Robinson, MBA, Cedar Rapids Civil Rights Commission
- Monica Challenger, Cedar Rapids Civil Rights Commission
- Janet Abejo, MA, Cedar Rapids Civil Rights Commission
- Zadok Nampala, MSW, University of Iowa School of Social Work

Contributors:

- Stefanie Munsterman-Robinson, MBA, Cedar Rapids Civil Rights Commission
- Monica Challenger, Cedar Rapids Civil Rights Commission
- Janet Abejo, MA, Cedar Rapids Civil Rights Commission
- Zadok Nampala, University of Iowa School of Social Work
- Angelica Chaisson-Cardenas, Child and Family Policy Center
- Emily Bowman, Coe College
- Ruth White, The Academy for Scholastic and Personal Success
- Helen S. Oh, AmeriCorps*VISTA
- Angela Taylor, AmeriCorps*VISTA
- George Olmsted, AmeriCorps*VISTA

- Dave Loy, United Way of East Central Iowa
- Douglas Griesenauer, United Way of East Central Iowa
- Yesenia Hernandez, Cornell College
- Miguel Ascencio, Cornell College

CRCRC Commissioners:

Emily Bowman
Rev. Tom Capo
Tamara Cronin
Leland Freie
Barbara Gay, Vice Chair
Paulette Hall
Salma Igram
Laura O'Leary
Keith Rippey, Chair
Robin Tucker
Dr. Ruth White

State of Equity Subcommittee

Members

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Jasmine Almoayed
Marc Baty
Candice Bennett
Terry Bergen
Emily Bowman
Jody Bridgewater
Jeremy Brigham
Anthony Brown
Miguel Burgos
Amy Campos
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Angelica Cardenas
Karl Cassell
Phyllis Cooper-Besong
Joe Coulter
Lisa Cox
Tammy Cronin
Betty Daniels
Mari Davis
Belkis Diaz
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Queen Githaiga-Burt
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Susan Guerra
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LaSharon Taylor
Dale Todd
Robin Tucker
Monica Vallejo
Eugenia Vavra
Karl Werner
Dr. Ruth White
Carl Whiting
Tim Wilson
Leslie Wright
Daniel Zeno

CRCRC & Coe College Sociology Department Partnership

Students in Coe College's 2014 Senior Seminar in Sociology worked in partnership with the Cedar Rapids Civil Rights Commission (CRCRC) on the "State of Equity Report." Prior to the students' involvement, the CRCRC—in concert with other community organizations—had collected quantitative data on disproportionalities in Cedar Rapids. In order to confirm the validity of this data, Coe sociology students interviewed community members about their reactions to the quantitative data and whether or not such numbers jive with people's lived experiences in Cedar Rapids. The students' initial findings, based on the interviews they conducted, note that most respondents verified through personal testimony the inequalities highlighted in the quantitative data. Overall, community members were unsurprised to learn that disproportionalities exist in Cedar Rapids, but were troubled by the extent of such disparities. As one respondent said, "I was dismayed by the figures. It's disheartening that there is such a desperate gap. That's really sad, you know?" The students are now in the process of drafting an official report to present to the CRCRC executive director and staff.

2014 Senior Seminar in Sociology Students

Juli Barton
Sarah Gemlo
Kelsey Gholson
Brett Herr
Joseph Hetland
Amanda Kohn
Lauren Lock
Hannah McQueen
Diego Rodriguez
Caleb Stitzel
Sarah Young



United Way of East Central Iowa



EQUAL HOUSING OPPORTUNITY



Office of Minority and Multicultural Health Iowa Department of Public Health



CADC Multicultural Counselor



Public Health Prevent. Promote. Protect. Linn County, Iowa





Cedar Rapids Civil Rights Commission
425 Second Street SE, Suite 960 ♦ Cedar Rapids, IA 52401
Phone 319-286-5036 ♦ Fax 319-286-5136
www.cedar-rapids.org/CivilRights ♦ civilrights@cedar-rapids.org