



League of Women Voters of Minnesota Records

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EVALUATION COMMITTEE MEETING

Wednesday, August 11, 12 noon to 1p.m.

EVALUATION:

- ☐ Is collecting information
- ☐ Is using the information collected
- ☐ Is learning what is working and what isn't working so efforts can continue or changes can be made

EVALUATION:

- ☐ Must be useful
- ☐ Must be collected about what is working and what is not working
- ☐ The evaluation process encourages people to think about goals, activities and potential outcomes and can guide the project

AGENDA

GOALS OF STUDY CIRCLE PROJECTS

- Engage a diverse group of Minnesotans
- Reach consensus about the issues that need to be addressed
- Dialogue or interaction is an important part of study circles
- Civic engagement
- Empowerment of people that are involved in the study circle process – you have a stake and you can act
- Learning or educational process (not a process of delivering facts but of learning from other peoples' ideas and learning to articulate your own ideas).

GOALS OF THIS STUDY CIRCLE PROJECT

- To gather a **Large** number of Minnesota people of **Great diversity** together to **Discuss the American identity; the impact of immigration on their community and on their lives.**
- And to **discuss what it means to be an American and what it means to be a citizen**
- And to **explore attitudes and broaden understanding** of immigration
- And to **form action plans and realize results such as heightened awareness of the above issues via the media; art projects, etc.**

WHAT DO WE WANT TO EVALUATE?

1. Demographics

2. Attitude change
3. Quality of conversation – is it balanced, monopolized, anyone being left out?

WHY?

1. Goal of diversity
2. Goal of explore attitudes and broaden understanding
3. Goal of empowerment and inclusion

AVAILABLE METHODOLOGY

1. Demographics questionnaire
2. Post questionnaire.

Additional Meeting Notes

Disclaimer at the bottom of the demographics questionnaire that says: One of the goals is to insure diversity. It is your choice whether you want to fill this out completely, partially or not at all.

Add an 800 number at the bottom of the materials so that people feel free to make comments about their experience at any time

Is there a reason to include the zip code? Any value in determining location of residence to meet goal of diversity?

Restructure the ethnicity question:

- Are you a recent immigrant?
- If so, were are you from
- What is your ethnic background?

Add a question that gets at whether we are attracting the person who usually does not participate

How would you rate your community participation?

Politically active

Participate in neighborhood discussions or church activities or school

meetings

Usually do not participate in civic affairs

Fewer income levels

Scribe or cofacilitator could ask for feedback at the end of each session.

What worked

What should we change

Leagues should report not only action plans but outcomes such as collaborations that were formed, contacts made, city wide fairs, multicultural events, new murals, changes in the organization that may have resulted from this approach, changes in the thinking of city, or county or state officials; changes in government policy

Pre Questionnaire

1. How long have you or your family lived in this country?

- ☐ arrived in the last 5 years
- ☐ my parents came here before I was born
- ☐ my grandparents came here
- ☐ my family has lived in America for more than 3 generations
- ☐ my ancestors have always lived in America

2. If any of your ancestors are alive to tell of their immigration experience - how did they describe it?

- ☐ Thrilled to be in a free country
- ☐ Difficult struggle with language and economics
- ☐ Feeling of displacement for many years

3. How do you feel about the number of immigrants coming to the US

- ☐ Happy that the US still provides a new home for those in need
- ☐ Angry that our limited resources are being shared with people not born to this country
- ☐ Indifferent

4. How does the new wave of immigration affect you?

- ☐ Provides me with the freedom to pursue my destiny
- ☐ Takes away job opportunities from people already here
- ☐ Uses up welfare and other social resources that should go to people that were born here.
- ☐ Enhances our community by bringing new people, culture, talents, food.
- ☐ Uses up public school resources

5. What does it mean to be an American?

- ☐ What does it mean to have common values
- ☐ Are people thinking differently about what it means to be an American? How?
- ☐ Is there new evidence or more evidence that people are working together to create a public life?

6. What does it mean to be a citizen?

- ☐ freedom to be who I am
- ☐ I can vote
- ☐ I have rights that I have to defend by public involvement
- ☐ I have no idea

7. Is America becoming a better place to live or a worse place to live?
And Why?

Better

- ☐ New people bring new ideas, talents, foods. They bring new energy to a community
- ☐ Economics are better, everyone has a job
- ☐ People are actually working for what they believe in, they are working to make the world a better place.

Worse

- ☐ People are no longer engaged in civic life, they feel they don't have a voice, and that their vote doesn't count.
- ☐ There are too many newcomers coming to America. We can't take care of the people we have let alone new people
- ☐ People are apathetic. They only want to earn a buck. They don't care about what made America great. They are not willing to work to protect their freedom and civic rights.

8. How can we make America a better place to live?

- ☐ Welcome new immigrants. Most of us or are families were immigrants at one time
- ☐ Become engaged in public life. More study circles. Make it easier for people to vote
- ☐ Take a greater interest in the youth of America

ADDITIONAL INTERVIEW QUESTIONS

What caught your interest and motivated you to participate in the Study Circle?

What are the biggest problems facing new immigrants coming to our community?

What is the biggest challenge communities face when many new people move into an area?

What is the most important contribution newcomers make to a community?

What does it mean to be an American?

What does it mean to be a citizen?

What can you do to make Rochester a better community?

POST QUESTIONNAIRE

1. Where have you been attending study circles?

2. Your age is: _____ less than 20, _____ less than 30, _____ less than 40,
_____ less than 50, _____ less than 60, _____ less than 70,
_____ less than 80, _____ less than 90, _____ 90 & above

3. Your ethnic background is: _____ American Indian, _____ Caucasian,
_____ African American, _____ Hispanic, _____ Asian, _____ other

4. Your sex is _____ Male, _____ Female

ATTITUDES:

Increased

Not Changed

Decreased

My understanding of my own
attitudes about increased immigration has:

My understanding of others attitudes about
Increased immigration has:

My ability to think about and discuss the
issues facing immigrants and facing
my changing community has:

My ability to think about and discuss
what it means to be an American and
what it means to be a citizen has:

My ability to communicate with people
who hold different
Beliefs has:

SITE STATISTICS

- ☐ League of Women Voters of _____
- ☐ Other Site _____
- ☐ Number of Study Circles _____
- ☐ Attendance

Community Circle 1

- ☐ First Week _____
- ☐ Second Week _____
- ☐ Third Week _____
- ☐ Fourth Week _____
- ☐ Fifth Week or Action Forum _____

Community Circle 2

Community Circle 3

- ☐ Outcomes:
 - ☐ New projects or programs that may have resulted from the community circles
 - ☐ Changes that may have resulted within organizations
 - ☐ New collaborations or contacts made between organizations
 - ☐ Changes in the thinking of public officials about the community and the issues
 - ☐ Changes in government policy that may have been effected by the study circles

Community Circles Report form

Session 1

Location _____

Facilitators

Name

Address

Phone number

Email

Name

Address

Phone Number

Email

Attendance:

Participants invited _____

Participants attended _____

Diversity

Ethnicity

Age

Gender

Political

Disability

Economic

Religious

The most important thing that happened was:

One thing that could be changed for next week is:

If someone asked you about tonight, What would you tell them?

Is there a story or anecdote that illustrates how someone took study circle feelings or information home and used it – did something change for them? Was something learned?

- the last four questions should be filled out by the group at the end of the discussion
 - The facilitator will need to carefully prompt to elicit a response to these questions
 - Please document the quality of the conversation was it even, did people monopolize the discussion or exclude others
-

Demographics

1. Are you....

- ☐ Male
- ☐ female

2. What is the last year of school you completed

1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20
HS CD GD

3. How old are you?

- ☐ 12 -17
- ☐ 18-29
- ☐ 30-50
- ☐ 51-64
- ☐ 65 and over

7. How would you describe your political views?

Conservative Moderate Liberal Indifferent

9. Are you...

- ☐ White
- ☐ African - American
- ☐ Asian -American/Pacific Islander
- ☐ Mixed Origin
- ☐ American Indian
- ☐ Arab American
- ☐ Other (please specify)_____

10. What is your first language

10. Which of the following best describes your total 1998 household income?

- ☐ Under \$15,000
- ☐ \$15,000 to \$25,000
- ☐ \$25,000 to \$50,000
- ☐ \$50,000 to \$100,000
- ☐ Over \$100,000

11. What is your religious preference?

- ☐ Catholic
- ☐ Jewish
- ☐ Muslim
- ☐ Protestant
- ☐ None
- ☐ Other _____

12. What is your zip code _____

One of the goals of our project is diversity
. It is your choice to fill out the questionnaire completely, partially or not at all.

Post Questionnaire

To what extent have you been able to share your views about what it means to be an American?

Great Moderate Slight Not at all

To what extent have you been able to share your views about the issues facing immigrants?

Great Moderate Slight Not at all

To what extent have you been able to discuss issues facing your community with the new wave of immigrants?

Great Moderate Slight Not at all

To what extent have you been able to hear other peoples views?

Great Moderate Slight Not at all

Rate yourself now and before the study circle experience;

I value differences in people

NOW: 1 2 3 4 5 6 7 8 9 10

BEFORE 1 2 3 4 5 6 7 8 9 10

DISCUSSION GUIDE

strongly agree agree neutral disagree

strongly disagree

The guide includes different
Points of view, without advocating
Any one point of view.

This guide could be used by all kinds
of people, across all walks of life.

This guide stimulated meaningful discussion

This guide presented too much material

This guide could have provided more material

FACILITATORS

The facilitators made everyone feel welcome

The facilitators tried to influence the group
with his or her own views

The facilitators intervened when someone
monopolized the conversation

The facilitators explained the study circle
principles and the difference between
dialogue and debate

OVERALL EVALUATION

The length of each meeting was: excellent good fair poor

The number of meetings was:

The number of people in my study circle was:

Overall I would rate the Study Circles Program as:

What did you like most about
the program? _____

What did you like least about the
program? _____

Additional Comments _____

Explanation of current draft of evaluation:

Report form would be filled out by co-facilitator or by scribe. Instructions would be to eyeball the diversity. It has been suggested that demographics are questions many feel to be unfriendly. An alternate idea would be to include demographics but to use a 4 x 6 card and have them put it into an envelope or a ballot box.

The sheet that begins with discussion guide would be done at the end of the sessions.

Site statistics would be filled out by the League person in charge of that site



**THE LEAGUE
OF WOMEN VOTERS**
MINNESOTA EDUCATION FUND

550 RICE STREET ST. PAUL, MN 55103 PHONE (651) 224-5445 FAX (651) 290-2145

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TO: Steering Committee and Coalition members,
Changing Faces, Changing Communities

FROM: Janet Gendler, Chair

Date: September 3, 1999

RE: September 13 steering committee meeting

The next steering committee meeting will be held on Monday, **September 13** from 12:00 noon to 2:00 p.m. at the League of Women Voters of Minnesota. The usual third Monday date was not available because September 20 is Yom Kippur. The League office is located in the Minnesota Women's Building, 550 Rice Street in St. Paul, just two blocks north of the State Capitol. The meeting will take place in the large conference room on the lower level of the building. If you need more detailed instructions, please call the League office at 651-224-5445.

Since the meeting falls during the lunch hour, you can either bring a lunch or buy a box lunch provided by Café Capitol for \$5.00. To confirm your attendance and to order a box lunch, call Susan Anderson (612-331-1117) or send an e-mail (susan331@aol.com) by Friday September 10.

Enclosed you will find notes from the steering committee meeting on August 16. These notes are not minutes but a summary of major discussion topics and outcomes from this meeting.

Proposed meeting agenda

- 1) Discussion guide – amendment to the subtitle
- 2) Pilot and site selection process
- 3) Evaluation committee update
- 4) Facilitation Committee report
- 5) Committee recruitment for Action committee
- 6) Site Selection Criteria

Steering Committee Summary
Changing Faces, Changing Communities
League of Women Voters Education Fund
Monday, August 16, 1999 -- Noon to 2pm

Attendance: Susan Anderson, Harry Boyte, Judy Duffy, Therese Gales, Janet Gendler, Mary Ann Gwost Hennen, Bob Hulteen, Andrea Lex, Maire Mc Mahon, Myrna Nelson, Sally Sawyer, Sara Taylor and Joel Wurl.

Introductions: Myrna Nelson is new to the steering committee from Interfaith Action, SPEAC.

Maire McMahon will be attending the steering committee meetings as a representative of EHEP, and in the future we will be joined by Phill Jeni from the Citizens League. Phill will be replacing Ron Wirtz who is no longer with the Citizens' League.

Announcements: Janet Gendler announced the League of Women Voters of Minnesota Education Fund Public Policy Dinner. It will be held on Friday, September 24, 1999.

Ray Suarez is the featured speaker. Call the LWVMN office for details.

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Discussion Guide; Susan Anderson

Thanks to the Discussion Guide Committee who worked very hard at pulling together a readable, discussible, accessible document. This guide will be tested at the fall pilot and final revisions will be made following the pilot.

Harry Boyte expressed concern at the Discussion Guide meeting that the title "Changing Faces Changing Communities" did not provide a good frame for the project. A decision was made to use a subtitle for clarification. The subtitle chosen was "What does it mean to be an American in the new age of immigration?" The title of the discussion guide will now read:

Changing Faces, Changing Communities

What does it mean to be an American in the new age of immigration?

Funding: Andrea Lex

We have received word that The Otto Bremer Foundation has agreed to fund the community Circles Project at the amount of \$35,000. We are still waiting to hear from Honeywell. Cargill is interested in funding Community Circles in Minneapolis and one other outstate site. The amount mentioned is \$5,000 for each site or a total of \$10,000. Reliastar has agreed to provide inkind printing of the discussion guide. Andrea will also submit a request to the Study circle Resource Center. We have applied for \$194,500 in grants, have received \$52,000 and have yet to hear from 9 foundations.

Fall Pilot: Janet Gendler

There are two communities considering doing the fall pilot: Willmar and Austin. We are providing support to these communities as they look at their resources and assess the benefit of a pilot to their community.

Site Selection: Janet Gendler

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Site selection is limited by the fact that the project is as yet not fully funded. In order to issue pass through grants to communities we need to have funds in hand.

The following suggestions were made regarding non league sites:

Moorhead

Community Education

National Guard

Minnesota Library Association

Minnesota Historical Society

Otto Bremer Bank Sites (also use the banks as locations and the bank personnel to help recruit participants).

City of Burnsville

Evaluation Committee: Susan Anderson

The evaluation committee has had one meeting. We discussed goals for study circle projects; goals of our study circle project; and what and why we wanted to evaluate. (See enclosed committee minutes).

Materials regarding evaluation have been gathered from Stacy Stockdill at Ensearch, Gayle Zoeffler from the Center for Applied Research, St. Thomas School of Non-profit management, and from the Study Circles Resource Center. A sample set of questions to ask participants was put together based on evaluations that have been done in other study circles. Dick Krueger, evaluation specialist, from Minnesota Extension agreed to critique our questions. The evaluation questions have been rewritten and will be sent to Study Circles Resource Center for approval.

A second meeting is scheduled for the last week of August. We hope to have the evaluation ready for the fall pilot.

Committee Recruitment: Susan Anderson

Action committee members are needed to:

1. Be responsible for creating the conditions that help participants take action.
2. Be aware of action ideas that surface at community circle meetings.
3. Identify and reach out to organizations already working on similar issues. Ask if they would welcome volunteers and how they would like to receive citizen input.
4. Hold an action forum and support task forces as they move forward

Steering committee members are asked to recruit action committee members and/ or consider this option for themselves.

Facilitation Committee members are needed to plan facilitator training, recruit facilitators and plan how best to support their efforts. Good facilitation is a major piece of a successful study circle. Facilitation committee members are: Mary Ann Gwest Hennen, Sara Taylor, Judy Duffy, Janet Gendler, Maire McMahon and Susan Anderson. Efforts are being made to recruit more participants.

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UPDATES

Discussion Guide:

Bob Hulteen from the Minnesota Council of churches has suggested that we remove "new age" from the subtitle. For some segments of the religious community new age would have a negative connotation. Suggested revisions are "this age of immigration" or "current age of immigration". Study Circles Resource Center is very pleased with the discussion guide. They suggest naming the views in session four. This would be consistent with the rest of the guide and would make discussion easier. They also suggest including the ground rules for useful discussion in the beginning of the guide.

Site Selection:

We now have 16 sites that are either interested or have made a commitment or are being recruited to participate in community circles. We will not do additional recruitment until we are certain of more funding.

Evaluation:

The evaluation committee is working with Scott Stiles of the Study Circles Resource Center to complete an evaluation tool to use in the fall pilots.

Facilitators:

The Facilitation committee is working on recruitment and is investigating diversity training. An add has been placed in the Minnesota Facilitators Network newsletter. Study Circle Resource Center will do the facilitator training in late January or early February. We are also writing a job description for facilitators.

Changing Faces, Changing Communities: Community Circles on Immigration in Minnesota
September 13, 1999 Funding Update & Projection – LWVMNEF

| Company/ Foundation | Request Date | Request Amount | Received Date | Received Amount | Refused Date | Comments |
|---|-----------------|-------------------|------------------|--------------------|-----------------|-----------------------------------|
| 1. Beim Foundation | 3/15/99 | \$3,000 | 5/14/99 | \$2,000 | | |
| 2. Blandin Foundation | 5/18/99 | Inquiry Meeting | | | 6/7/99 | |
| 3. BNSF Railroad | | Inquiry Letter | | | 6/25/99 | Not geographic area/focus area |
| 4. Cargill | 7/9/99 | Maybe \$10,000 | | | | Condition: Youth Focus in Mpls. |
| 5. Carolyn Foundation | 1/31/99 | \$2,500 | | | 6/22/99 | Limited resources |
| 6. Dairy Queen | 6/18/99 | \$1,000 | | | | Imm./Gen.Op |
| 7. e.m. smith design | 9/99 | In-kind design | | | | Cover Disc Guide, Posters |
| 8. General Mills | 4/15/99 | \$25,000 | | | 5/17/99 | |
| 9. Grotto Foundation | 3/15/99 | \$5,000 | | | 7/6/99 | Too many requests |
| 10. Honeywell Foundation | 5/4/99 | \$35,000 | | | 8/31/99 | Funds spent for year |
| 11. Hormel Foundation | 9/1/99 | \$5,000 | | | | Pilot in Austin & future Circles |
| 12. Jostens Foundation | 4/15/99 | \$5,000 | | | | Pending |
| 13. Knight Foundation | | Maybe \$20,000 | | | | Will be sent soon |
| 14. McKnight Foundation | 1/15/99 | \$25,000 | | | 3/3/99 | |
| 15. Medtronic Foundation | 1/15/99 | \$25,000 | 5/13/99 | \$10,000 | | |
| 16. National Car Rental | 6/10/99 | \$500 | | | | Imm/Gen Operating - Pending |
| 17. Northern States Power NSP | 6/17/99 | \$5,000 | | | | Gave us money for Gen. Op. |
| 18. Otto Bremer Foundation | 5/21/99 | \$45,000 | 8/23/99 | \$35,000 | | |
| 19. ReliaStar | 6/22/99 | In-kind printing | | | | Discussion guides & final pub. |
| 20. Siegel, Brill, Greupner, Duffy & Foster Law Firm | 12/98 | \$10,000 | | \$5,000 | | |
| 21. Soros Foundation | 6/16/99 | Inquiry Letter | | | 6/16/99 | Programs & NPs pre-selected |
| 22. St. Paul Companies | 6/1/99 | \$5,000 | | | | Site visit 7/27/99 - Pending |
| 23. St. Paul Foundation | 6/17/99 | Inquiry Letter | | | 6/99 | Not in East St. Paul – their area |
| 24. St. Paul Foundation | 8/30/99 | Inquiry Letters | | | | |
| 25. Study Circle Fund | 8/25/99 | \$50,000 | | | | |
| 26. Wallin Foundation | 5/6/99 | \$2,500 | | | | Pending |
| Received to Date | | | | \$52,000 | | |

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UPDATES

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Bob Hulteen from the Minnesota Council of churches has suggested that we remove “new age” from the subtitle. For some segments of the religious community new age would have a negative connotation. Suggested revisions are “this age of immigration” or “current age of immigration”. Study Circles Resource Center is very pleased with the discussion guide. They suggest naming the views in session four. This would be consistent with the rest of the guide and would make discussion easier. They also suggest including the ground rules for useful discussion in the beginning of the guide.

Site Selection:

We now have 16 sites that are either interested or have made a commitment or are being recruited to participate in community circles. We will not do additional recruitment until we are certain of more funding.

Evaluation:

The evaluation committee is working with Scott Stiles of the Study Circles Resource Center to complete an evaluation tool to use in the fall pilots.

Facilitators:

The Facilitation committee is working on recruitment and is investigating diversity training. An add has been placed in the Minnesota Facilitators Network newsletter. Study Circle Resource Center will do the facilitator training in late January or early February. We are also writing a job description for facilitators.

Changing Faces, Changing Communities: Community Circles on Immigration in Minnesota
 September 13, 1999 Funding Update & Projection – LWVMEF

| Company/ Foundation | Request Date | Request Amount | Received Date | Received Amount | Refused Date | Comments |
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| 7. e.m. smith design | 9/99 | In-kind design | | | | Cover Disc Guide, Posters |
| 8. General Mills | 4/15/99 | \$25,000 | | | 5/17/99 | |
| 9. Grotto Foundation | 3/15/99 | \$5,000 | | | 7/6/99 | Too many requests |
| 10. Honeywell Foundation | 5/4/99 | \$35,000 | | | 8/31/99 | Funds spent for year |
| 11. Hormel Foundation | 9/1/99 | \$5,000 | | | | Pilot in Austin & future Circles |
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| 13. Knight Foundation | | Maybe \$20,000 | | | | Will be sent soon |
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| 18. Otto Bremer Foundation | 5/21/99 | \$45,000 | 8/23/99 | \$35,000 | | |
| 19. ReliaStar | 6/22/99 | In-kind printing | | | | Discussion guides & final pub. |
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| 24. St. Paul Foundation | 8/30/99 | Inquiry Letters | | | | |
| 25. Study Circle Fund | 8/25/99 | \$50,000 | | | | |
| 26. Wallin Foundation | 5/6/99 | \$2,500 | | | | Pending |
| Received to Date | | | | \$52,000 | | |

From: Susan331@aol.com <Susan331@aol.com>
To: lwvmn@mtn.org <lwvmn@mtn.org>
Date: Wednesday, August 04, 1999 6:42 PM
Subject: Attn: Jessica- Study Circles Mailing

Hi Jessica,

Attached are the 1.cover letter, which should be transferred to League stationery if possible; 2. the site update, and 3. the summary of the June 21 meeting and updates.

Pease also include the sheets on 1.evaluation, 2. media and 3.action

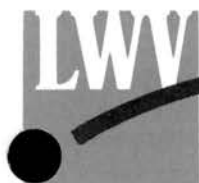
Andrea has the document which tells which foundations we have applied to and the results. She said she could have it ready by Friday.Pease include this in the mailing as well.

We will skip the discussion guide for now and have copies of the new and revised edition ready by August 16.

Could you also reserve a space for a evaluation meeting on Wed, Aug 11 at 12 noon. - 5 to 7 people are possible.

I will send out the cover letter as an e-mail on Friday and another e-mail reminder on Thurs of next week.

Thanks for all you do! - Susan



**THE LEAGUE
OF WOMEN VOTERS**
MINNESOTA EDUCATION FUND

550 RICE STREET ST. PAUL, MN 55103 PHONE (651) 224-5445 FAX (651) 290-2145

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Judy Duffy

DATE: August 6, 1999

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President
MIGIZI Communications, Inc.

G. Yudof
President
University of Minnesota

TO: Steering Committee and Coalition members,
Changing Faces, Changing Communities

FROM: Janet Gendler, Chair

RE: August 16 steering committee meeting

The next steering committee meeting will be held on **Monday, August 16 from 12:00 noon to 2:00 p.m.** at the League of Women Voters of Minnesota. The League office is located in the Minnesota Women's Building, 550 Rice Street in St. Paul, just two blocks north of the State Capitol. The meeting will take place in the large conference room on the lower level of the building. If you need more detailed instructions, please call the League office at 651-224-5445.

Since the meeting falls during the lunch hour, you can either bring a lunch or buy a box lunch provided by Café Capitol for \$5.00. To confirm your attendance and to order a box lunch, call Susan Anderson (612-331-1117) or send an e-mail (susan331@aol.com).

Enclosed you will find notes from the steering committee meeting on June 21st. These notes are not minutes but a summary of major discussion topics and outcomes from this meeting.

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- 1) Update on funding**
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- 5) Committee recruitment for evaluation, action plan and media committees.**

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| <u>Committed*</u> | <u>Considering</u> | <u>Not Interested</u> |
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| Edina | | |
| Council of Metropolitan Area Leagues | | |
| Hopkins, Eden Prarie | | |
| Minnetonka,* | | |
| Minneapolis | | |
| Rochester* | | |
| St. Cloud* | | |
| St. Paul | | |
| Winona* | | |

Asterisk indicates proposal has been sent in.

North Branch Community Education Program has the materials and will be discussing this opportunity

STEERING COMMITTEE SUMMARY – JUNE 21, 1999 12 NOON TO 2PM

Attendance: Susan Anderson, Project Director; Therese Gales, MN Advocates for Human Rights; Janet Gendler, Chair; Jana Haug, outgoing Project Director; Maria Hanson, Extension: Nan Kari, College of St. Catherine; Andrea Lex, Development and Communications Director LWVMN; Lucia Orcutt, Extension, U of M; Sally Sawyer Executive director LWVMN; Sara Taylor, Ramsey Co.; Joel Wurl, Immigration History Resource Center; Steve Young, Center of the American Experiment

FUNDING UPDATE: Total requested to date - \$219,500. Total received 17,000. Total refused - \$75,000. Total pending - \$127,500. Budget is \$140,000. Details available on attached sheet.

DISCUSSION GUIDE COMMITTEE REPORT: - Therese Gales

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COST: Anderson received a bid from Kinkos and will seek a bid for printing as well as talk to Study Circle Resource Center to see if they can help with any of the formatting or printing.

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NEXT MEETING OF DISCUSSION GUIDE COMMITTEE IS; July 14, 9am to 11am

TIMELINE:

The Fall Pilot Project had been scheduled for November. It is 5 sessions and will not fit into the month of November without using the week of Thanksgiving.

Pilot Project is slated to start the week of October 11th or October 18th.

SITE RECRUITMENT:

The discussion centered around the location of the Pilot Project. There had previously been discussion of two pilots – a metro and a non-metro site. It was also suggested that we review the reasons for having a pilot project – is it necessary?

Decision: A Pilot Project is necessary to answer the following questions:

1. Do the materials work?
2. How do we form a diverse coalition in a small community as well as a metropolitan area?
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4. Transportation, translators, child care, location, food – what is needed and how much?
5. Identify other unforeseen problems.
6. Would this work in your community?

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Updates

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Print from FOCUS, Volume 10 • Number 1 • Spring 1998

FOCUS

ON STUDY CIRCLES

Partnering with the media

Strategies for strengthening your study circle program

by Sarah Campbell, SCRC Deputy Director

When community organizers think of a communications strategy for their study circle program, they often think only of publicity. But the media can play a much greater role in bringing a study circle effort to life and helping it grow and deepen in a community. Some of the most innovative and successful programs in the country are those which include a media partner among the coalition members.

Television. Partnering with a local television station can greatly enhance the power and reach of the study circle program. Again, there are many ways to do this: news coverage, public service announcements, editorials, public affairs programming with viewer call-ins, and documentaries.

- KOB-TV, the NBC affiliate in **Albuquerque, New Mexico**, became an active partner in a study circle program on crime and violence, devoting extensive coverage and sending news anchor Tom Joles to be Master of Ceremonies at the program kickoff.
- The national network coverage of the first round of study circles



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Vice President, Corporate Relations
Minnesota Power

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Professor
Hubert H. Humphrey
Institute of Public Affairs
University of Minnesota

Laura Waterman Wittstock
President
MIGIZI Communications, Inc.

G. Yudof
President
University of Minnesota

Date: June 22, 1999
To: Discussion Guide Reviewer
From: Susan Anderson, Project Director
LWVMN Study Circles Project
Changing Faces, Changing Communities
135 Orlin Ave. SE, Minneapolis, MN 55414
612/331-1117
susan331@aol.com

Thank you in advance for being willing to take the time to read and think about the questions asked in this very important dialogue about immigration and its affect on our communities. We are hoping that every voice will be heard and that every point of view will be represented

Please review the discussion guide with the following questions in mind:

1. Do you find a view that you can agree with? If not, what is missing?
2. Are the questions open ended? Do the questions allow you to draw your own conclusions?
3. Are the questions balanced?
4. Are there questions that are useful and meaningful to youth?
5. Are there questions that are useful and meaningful to people of all ages, ethnic, economic, religious and political backgrounds?
6. Would this work in your community?

All feedback is welcomed and will be considered when the next draft is written. The next draft will be used in the fall pilot project and a final version will be ready for the study circles which will take place in February and March of 2000.

STEERING COMMITTEE SUMMARY - JUNE 21, 1999 12 NOON TO 2PM

Attendance: Susan Anderson, Project Director; Therese Gales, MN Advocates for Human Rights; Janet Gendler, Chair; Jana Haug, outgoing Project Director; Maria Hanson, Extension: Nan Kari, College of St. Catherine; Andrea Lex, Development and Communications Director LWVMN; Lucia Orcutt, Extension, U of M; Sally Sawyer, Executive Director LWVMN; Sara Taylor, Ramsey Co.; Joel Wurl, Immigration History Resource Center; Steve Young, Center of the American Experiment

FUNDING UPDATE: Total requested to date: \$219,500. Total received: \$17,000. Total refused: \$75,000. Total pending: \$127,500. Budget is \$140,000. Details Available on attached sheet.

DISCUSSION GUIDE COMMITTEE REPORT: - Therese Gales

REVISIONS: Based on the pilot project there were suggestions for facilitators, and suggestions for discussion guide revisions. Harry Boyte has rewritten Session 4. Jana gathered the feedback and amended sessions 1-3 and session 5. Sawyer pointed out that she was pleased with the product so far but was concerned that we were a homogeneous group and not everyone's voice had been heard. Members of the discussion guide sub committee in attendance will each be mailed discussion guides and will then distribute them to a more diverse group for feedback.

COST: Anderson received a bid from Kinkos and will seek a bid for printing as well as talk to Study Circle Resource Center to see if they can help with any of the formatting or printing. Jana pointed out that attachments had not been decided on and that would add to the cost of printing or copying. It is hoped that we can have a draft ready for the October pilot and make final revisions after the results of that pilot are in.

NEXT MEETING OF DISCUSSION GUIDE COMMITTEE IS; July 14, 9am to 11am

TIMELINE:

The Fall Pilot Project had been scheduled for November. It is 5 sessions and will not fit into the month of November without using the week of Thanksgiving. Pilot Project is slated to start the week of October 11th or October 18th.

SITE RECRUITMENT:

The discussion centered around the location of the Pilot Project. There had previously been discussion of two pilots - a metro and a non-metro site. It was also suggested that we review the reasons for having a pilot project - is it necessary?

Decision: A Pilot Project is necessary to answer the following questions:

1. Do the materials work?
2. How do we form a diverse coalition in a small community as well as a metropolitan area?
3. How do we get a 5 week commitment from study circle participants?
4. Transportation, translators, child care, location, food - what is needed

and how much?

5. Identify other unforeseen problems.
6. Would this work in your community?

Maria Hanson from Mary Ann Hendersen's office reported that pilots could take place in 4 communities that were currently ready for a study circle project; these are Nobles County - Worthington, Wantonwan County - Madelia and St. James and Blooming Prairie. The League asked for a written proposal and suggested that they might use or test drive the discussion guide draft now available but that human and monetary resources probably wouldn't allow us to do more than one pilot project.

Steve Young suggested we try hard to include people from all religious perspectives, local political leaders - but not necessarily those running for office, people from Rotary, Lions, people who are apathetic and not usually heard from, students ala history teachers or mock debate program .

Other ideas thought to be key were a pilot project site should have a solid infrastructure be it LWV or extension and that the community might draw from surrounding communities and therefore be ambassadors for their own local projects.

SITE SELECTION (SITE RECRUITMENT POSSIBILITIES AND PRIORITIES)

Bremer is interested in community circles in Willmar*, St. Cloud*, Marshall**, Pelican Rapids**, Detroit Lakes**, Moorhead, and Cottonwood.

Local LWV'S are present in those communities marked with an asterisk (*).
Communities with individual League members are marked with a double asterisk. (**).

LEAGUE OF WOMEN VOTERS INTEREST IN COMMUNITY CIRCLES

| <u>Committed</u> | <u>On the Fence</u> | <u>Need to Recruit</u> |
|---|------------------------------|----------------------------------|
| Edina | Northfield | Willmar |
| Minneapolis | Freeborn County (Albert Lea) | St. Cloud |
| Austin | Duluth | Moorhead (in coop with Fargo) |
| St. Paul | Roseville | Owatonna |
| Rochester | | Winona |
| Council of Metropolitan Area Leagues | | |

AGENDA
Steering Committee
Changing Faces, Changing Communities
League of Women Voters Education Fund
June 21, 1999 -- Noon to 2pm

1. Introductions, Announcements, Changes to the agenda
2. Introduction of new project director – Janna Haug
3. Funding update – Andrea Lex
4. Discussion Guide – Therese Gales
5. Community Circle site recruitment and selection process – Janet Gendler
6. Time line – Susan Anderson
7. Committee recruitment – Susan Anderson
8. Next meeting



**THE LEAGUE
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Director of Community Services
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Mark G. Yudof
President
University of Minnesota

TO: ~~Steering committee and coalition members~~
Changing Faces, Changing Communities project

FROM: Janet Gendler, Chair

DATE: June 14, 1999

RE: June 21st steering committee meeting

The next steering committee meeting will be held on Monday, June 21st from 12:00 noon to 2:00 p.m. at the League of Women Voters of Minnesota. The League office is located in the Minnesota Women's Building, 550 Rice Street in St. Paul, just two blocks north of the State Capitol. The meeting will take place in the large conference room on the lower level of the building. If you need more detailed instructions, please call the League office at 651-224-5445.

Since the meeting falls during the lunch hour, you can either bring a lunch or buy a box lunch provided by Cafe Capitol for \$5.00. To confirm your attendance and to order a box lunch, call Susan Anderson* (612-331-1117) or send an e-mail (susan331@aol.com).

Enclosed you will find notes from the steering committee meeting on April 19th as well as a report on the pilot community circle held on May 18th. (These notes should not be considered minutes of the meeting or pilot but highlights of major discussion topics and outcomes from each of these meetings.)

* Susan Anderson will be replacing Janna Haug as project director of the League of Women Voters' community circle project. Janna's final day with the project will be June 21st.

Proposed meeting agenda

- 1) introduction of new project director
- 2) community circle site recruitment and selection process
- 3) community circle discussion guide update
- 4) funding update

PILOT SUMMARY AND OUTCOMES

"Changing Faces, Changing Communities"

Community Circles on Immigration sponsored by the
League of Women Voters of Minnesota Education Fund

PILOT SUMMARY

On Tuesday, May 18th, 1999, from 9:00 to 11:30 a.m., approximately sixty community members gathered at the State Office Building to participate in a community circle pilot which was designed to demonstrate and test some of the questions which will be used by community circles meeting statewide in the spring of 2000 focusing on immigration.

Questions addressed during the pilot include: What does it mean to be an American? What impact does immigration have on language, culture, the workplace and marketplace? And what does it mean to be a citizen? Participants in the two-hour session included project steering committee members, representatives of a broad range of community groups, youth involved in the Public Achievement program at Humboldt High School in St. Paul, media representatives, and members of the League of Women Voters.

Participants met in small groups in order to facilitate deeper discussion and evaluation of particular chapters and questions of the proposed study guide. During the first half of the small group sessions, each group was involved in an activity designed to make group members more familiar and comfortable with one another and to set the stage for further discussion. Each individual had brought a story or something tangible to share with members of their group, such as a photo, a newspaper clipping, family curio, fabric, tool, art object, -- something that expressed an important aspect of their heritage, or of becoming or being American. Each group was allowed 45 minutes (from 9:30 to 10:15 a.m.) to complete this activity.

After a brief break (10:15 to 10:30), participants reconvened in small groups for the second part of the pilot which ran a full hour (10:30 to 11:30 a.m.) At this time, each of the groups was assigned a separate chapter of the study guide. These sessions were challenging because participants were not only trying to get a sense of how a study circle works, they were also asked to evaluate and react to the particular chapter to which they have been assigned. In order to do this, the groups spent up to 45 minutes on the particular questions or views laid out in each chapter. The facilitators then spent the last fifteen minutes guiding participants through a discussion of their views on the usefulness and quality of the questions, activities and views outlined in each chapter.

The pilot closed with a session in all participants were invited to reconvene in a large group to discuss the various outcomes in each individual session. The responsibility for reporting on each of the groups rests with a pre-assigned group rapporteur. However, facilitators and others who wished to remain for this session were encouraged to offer comments and insights on the group dynamics and reactions to the discussion guide.

PILOT OUTCOMES

It was generally felt that the **opening exercise** was effective in introducing participants to one another and establishing a sense of community. This was important since this sense of community had to be set very quickly given the abridged nature of the pilot. (Ordinarily, community circle participants would have five weeks to become acquainted with one another.) There was some discussion as to whether tangible objects/artifacts were helpful in expressing an individual's heritage or identity or whether they were too distracting. The general consensus seemed to be that artifacts only distracted from the conversation if they were passed around during the discussion. The recommendation was to encourage the use of tangible objects but to suggest they be shared other members of the group only after the formal session has ended. There was also a recommendation that community circles would have the option of sharing tangible objects/artifacts each session as long as they tie into the each week's discussion topic.

The high school students were felt to be an exceptionally important element of the pilot. Their stories were moving, even if brief. **The inter-generational aspect** of their participation is very valuable and youth should be strongly encouraged to participate in all communities in which discussion circles are held. Organizers and facilitators should think carefully about **how to fully engage young participants**, and how to intentionally draw them into the discussion as soon as possible. If possible, the discussion guide should also include views and questions which reflect young people's questions and concerns.

While careful consideration was given to bringing together **as diverse a group as possible** for the pilot, participants felt the groups could have been still more varied in terms of ethnic backgrounds. The pilot participants could have also been even more varied in their political views. Bringing together individuals who already share common views can be interesting and engaging enough but does not lead to the tough discussions that must take place in communities that are deeply divided on issues.

There were several **tips for facilitators**, including the need to keep two or three from dominating the discussion, to write the questions on a flip chart or to repeat the questions several times in order to keep the group focused, and the recommendation that facilitators ask questions in a variety of ways in order to elicit responses and discussion that addresses ideas and underlying assumptions that are not always obvious or even included in the discussion guide. (It is nearly impossible to include every possible view, assumption or fact on a given subject in the discussion guide. However, through a combination of open-ended questions, examples, and supplementary materials, facilitators should be able to lead participants through a discussion that is focused while also representing a broad range of opinions and views.)

Other facilitator tips included encouraging the frequent use of participants' names to increase familiarity among group members and to use maps and colored dots/pins identifying the community from which participants come.

Some additional thought must be given to the "views" outlined in the study guide -- whether they are the best selection of views, if the underlying assumptions of each of the views are clear enough, and if the views are written in a style that is conducive to discussion.

There was some emphasis on the need **to include a certain amount of data in the discussion guide** (or as supplementary material) so that myths aren't perpetuated.

The final chapter of the discussion guide will be entitled "What kind of Minnesota do we want to build?" This session will raise the basic questions of where do we go from here? What kind of Minnesota do we want for ourselves? For our children? What ideas do we have for action in our respective communities? And how, given an alternate view of citizenship, do we respond/contribute? While this chapter will be focused almost entirely on **ideas for action by individuals, at the community level and at the state and federal level**, some pilot participants felt that the discussion on action ideas should not wait until the final session but should be integrated throughout the entire five-week series. Participants should be made aware early on that action is one outcome toward which they are working.

Questions were also raised by participants as to whether there are plans to publish the discussion guide in other languages and/or to use translators. Organizers plan to encourage the use of translators in communities where they are needed. However, the cost of translating the entire discussion guide into more than one language might be prohibitive.

SUGGESTED SITE LOCATIONS FOR COMMUNITY CIRCLES

(This list was generated at the April 19, 1999 meeting of steering committee members and coalition partners with the "Changing Faces, Changing Communities" project. The sites are listed randomly and do not indicate any particular level of priority or commitment to participate.)

Willmar*
Rochester*
Minneapolis*
Northfield*
St. Paul*
Bemidji*
Winona*
Owatonna*
St. Cloud* (Cold Spring/Melrose)
Freeborn County* (Albert Lea)
Jackson* (Jackson County)
Worthington
Marshall
Benson
Pelican Rapids
Moorhead*
Madelia
St. James
Mountain Lake
Cottonwood
Blooming Prairie
Faribault

* Areas where there is a League of Women Voters presence. (Where there is a League presence, the local League may be asked to take the project on with assistance from the State League office and the project director. Where there is no League presence, or where the League is unwilling to take the project on, then others could be encouraged to do the organizing. The University of Minnesota's Extension Service is a valuable resource for this as well as other organizations represented by members of the steering committee and coalition partners.)

The next step is to prioritize where community circles should be held and to actively recruit other interested sites and participants. This will be discussed at the next steering committee meeting on June 21, 1999.

ACTION IDEAS

(This list was generated at the April 19, 1999 meeting of steering committee members and coalition partners with the "Changing Faces, Changing Communities" project. The action ideas are listed randomly and do not indicate any particular level of priority or commitment to implement.)

- Connect communities throughout the process
- Provide a written summary report of the project upon completion
- Develop a website to publicize activities/action ideas
- Develop education programs at the community level relating to diversity and immigration issues
- Introduce curriculum changes, encourage the use of primary sources and examine immigration historically...put into a broader context
- Develop community plans for action
- Continue the community circle process
- Encourage stories on immigration by print and broadcast media
- Encourage more ESL classes for adults
- Become involved in community issues such as housing. Work with legislators and local officials to bring about change.
- Actively confront contentious issues/question assumptions
- Define "action" agenda as the community circle process progresses
- Establish book clubs utilizing immigration stories
- Develop resource lists to facilitate implementation of action ideas
- Connect groups with similar goals.
- Conduct a meeting approximately one year later to discuss outcomes
- Create a vision statement and action plan

To: Kerri,
From: Janna
Re: Another Steering Committee Memo
Date: June 2, 1999

Please send the memo below along with the three documents I've attached: 1) Pilot Summary and Outcomes 2) Sites and 3) Action ideas (Let me know if for any reason you can't read the attachments)

Again, just to clarify, only the following people should receive the memo and attachments: S. Anderson, J. Gendler, E. Garcia, H. Boyte, G. Holste, J. Day, J. Duffy, G. de la O, T. Gales, B. Hanley, M. Hanson, J. Haug, I. Her, T. Hesse, B. Hulteen, A. Lex, D. Little, N. Kari, J. Miller, L. Orcutt, K. Parry, S. Sawyer, K. Hayes Taylor, S. Taylor, R. Wirtz, L. Werner, L. Witt, J. Wurl, S. Yang, S. Yang

Janna



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TO: Coalition Partners and associates of "Changing Faces, Changing Communities" - a community circle project sponsored by the League of Women Voters of Minnesota Education Fund

FROM: Janet Gendler, Chair

DATE: June 2, 1999

Thank you for your interest in the League of Women Voters' "Changing Faces, Changing Communities" project on immigration. Attached is a report summarizing the May 18th community circle pilot and some of the outcomes. Many of you were there. Thank you very much for your participation! Some of you were unable to attend, but we welcome your continued observations and insights.

You are all encouraged to attend future meetings of the "Changing Faces, Changing Communities" project. The next steering committee meeting will be held on Monday, June 21st from 12:00 noon to 2:00 p.m. at the League of Women Voters of Minnesota. The League office is located in the Minnesota Women's Building, 550 Rice Street in St. Paul, just two blocks north of the State Capitol. The meeting will take place in the large conference room on the lower level of the building. If you need more detailed instructions, please call the League office at 651-224-5445.

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Please contact me if you have additional comments and/or suggestions with regard to the "Changing Faces, Changing Communities" project (tel: 612-920-3567 or e-mail: jhgendler@aol.com).

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*these organizations and individuals worked
with the League on a Diversity project
in 1999-2000.*

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Public Achievement Program
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St. Paul, MN 55107
tel and fax: 651-293-6600

Rebecca Weir
Diversity Program Manager
and Training Coordinator
Northwest Minnesota Foundation
4225 Technology Drive NW
Bemidji, MN 56601
tel: 1-800-659-7859
fax: 218-759-2328

Liam Clark
Program Officer
Blandin Foundation
(Andrea Lex should have this address)
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fax: 218-327-1949

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North Branch Community Education
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North Branch, MN 55056
tel: 651-674-1025
fax: 651-674-1027
(Jeanne is the contact for two other
community ed. people: Connie Meek
and Julie Smith)

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tel: 651-644-8588

Gail Hanson
President, League of Women Voters
of Minneapolis
(I don't have an address for her)

Margaret Purcell

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612/922-8588

Susan Reinhart
Council of Metropolitan Area Leagues of
Women Voters
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THE LEAGUE OF WOMEN VOTERS

MINNESOTA EDUCATION FUND

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TO: Local League Presidents

FROM: Janet Gendler, Chair, "Changing Faces, Changing
Communities project"
Community circles on immigration sponsored by the League
of Women Voters of Minnesota Education Fund

DATE: June 8, 1999

Are you looking for increased visibility in your community? Do you want to learn about a new tool for addressing an important public policy issue? Would you like to find a new way to add to community life and perhaps to recruit new members in the process? Are you interested in cooperating with other Leagues in your area on a timely and relevant local issue with regional as well as statewide implications?

If so, you're invited to participate in "Changing Faces, Changing Communities," a community circles project on immigration sponsored by the League of Women Voters of Minnesota Education Fund.

Community Circles are a means of small-group deliberation developed in 1990 as a project of the Topsfield Foundation, a nonprofit, nonpartisan foundation whose goal is to improve the quality of public life in the United States.

For the Minnesota project, groups of 8 - 12 people representing a cross-section of their communities will meet to discuss immigration and how it affects their community, to get to know one another, to consider different points of view, and suggest solutions for problems. They will use a discussion guide which was developed in cooperation with the Study Circles Resource Center (part of the Topsfield Foundation) by a committee led by the LWVMN to help focus serious and broad public conversation among a range of voices: conservative and liberal; young, middle-aged, old; new and not-so-new immigrants as well as Native Americans; leaders as well as followers; skeptics and believers.

The LWVMNEF is the lead sponsor of this project in Minnesota. Local government, community organizations, church groups, ethnic groups, and media organizations serve as members of the steering committee and as coalition partners.

What will the LWVMN provide participating communities? All participating Leagues will receive organizer and facilitator training; assistance in connecting with diverse populations; easy-to-use, tested discussion guides for facilitators and participants; and general on-going support.

In addition, local Leagues may apply for a grant which would help cover the cost of childcare, refreshments, transportation, room rental, translators (if needed), publicity and advertising; office costs; costs for rental of audio/video equipment, or other miscellaneous costs incurred by the local Leagues. The amount of the grant could be as much as \$2,700. You may also apply to use your League's tax deductible dollars on deposit with LWVMN Ed Fund (form enclosed).

If you are interested in participating in this Community Circles project, please return the enclosed application by July 15, 1999. If you have questions, please call project chair Janet Gendler (tel:612/920-3567) or project director Susan Anderson (tel: 612/331-1117).

AGREEMENT

The local League/grant recipient will:

- designate at least one individual to participate in a training workshop sponsored by the League of Women Voters of Minnesota Education Fund.
- organize at least one community circle* consisting of eight to twelve individuals representing a broad range of people from the community who will meet once a week for five weeks from mid-February to late March 2000. (Community circles must be held by April 2000.)
- devote special attention to bringing together as diverse a group as possible, i.e., old immigrants and new, Native Americans (if appropriate in the given community), a variety of religious and political views, old and young, business people, local government officials, unemployed, etc.
- assist in identifying a facilitator for each community circle organized.
- arrange for room rental, refreshments, and childcare, transportation, translators as needed for each community circle.
- contact local print and broadcast media to arrange for coverage of the community circles and/or to encourage other news articles or editorials related to the topics to be addressed by the community circle(s)
- communicate regularly with the "Changing Faces, Changing Communities" project chair and/or project director.
- at the end of the project, submit receipts and invoices and prepare a final report documenting the expenditures included in the grant request.

The League of Women Voters of Minnesota Education Fund will provide:

- organizer and facilitator training for each participating community (at a location and time to be determined)
- discussion guides for community circle facilitators and participants
- assistance in connecting with diverse populations in participating communities
- general on-going support and counsel
- timely payment of all grant requests

* Each local organizer is committed to establishing at least one community circle but may form as many as ten circles (or more) depending on the level of interest in the respective community.

Grant Application and Agreement

APPLICATION

Name of local League _____

Person responsible for this application

Name _____ Phone _____

Address _____

E-mail _____

Community/Communities which will be involved in the project _____

Amount requested as grant stipend \$ _____

(Attach a separate page with a description of the grant request and budget line items.)

If awarded a grant, I, _____, fully understand and agree that this money may in no way be used to further any League activities that advance or promote membership programs or advocacy programs or issues.

One half of the grant will be distributed upon approval of the grant application in January 2000. The next 45% will be distributed when the community circles convene in mid-February/early March and the final 5% will be awarded upon submission of the financial report

Signature _____ Date: _____

Please submit this application no later than July 15, 1999 to: Janet Gendler, Project Chair, "Changing Faces, Changing Communities," LWVMNEF, 550 Rice Street, St. Paul, MN 55103

Please call Janet Gendler, project chair (tel: 612-920-3567) or Susan Anderson, project director (tel: 612-331-1117) with questions or requests for assistance.

Changing Faces, Changing Communities
Community Circles on Immigration in Minnesota
The League of Women Voters of Minnesota Education Fund (LWVMNEF)

| Budget Per Community | Amount Requested |
|---------------------------------|------------------|
| Project Coordinator/Manager | \$ |
| Publicity and Advertising | \$ |
| Room Rental | \$ |
| Facilitator honorarium | \$ |
| Office costs | \$ |
| Refreshments | \$ |
| Rental of audio/video equipment | \$ |
| Travel | \$ |
| Child Care | \$ |
| Translators | \$ |
| Other | \$ |

Please note that we have a limited amount of available grant money . Whenever possible please use donated space, child care etc. and remember you may have money available in your LWVMNEF account (form included)

LOCAL LEAGUE APPLICATION FOR APPROVAL TO DO A PROJECT*

To: LWVMNEF
550 Rice Street
St. Paul, MN 55103
651/224-5445
Fax: 651/290-2145
lwvmn@mtn.org

From: LWV of _____
Name/Treasurer: _____
Address _____
Phone: _____
Date: _____

Who is responsible for the project? _____ Portfolio _____

Title and Date of the Project: _____

*Please note: this application must be submitted at least three weeks before the project is begun.

Type of Project:

- _____ Conference Attendance
_____ Publication
_____ Meeting to Educate the Public on an Issue
_____ Candidate Forum
_____ Voter Reimbursement
_____ Other (please specify: _____)

Note: **Publication** applications should include contents, authors, timetable and distribution. **Meeting** applications should include the planning committee, participants, program and materials. For applications to distribute publications other than LWVMNEF, include a sample copy and the distribution plan. For **Voter reimbursement**, calculate the percentage of column inches devoted to citizen education and voter service.

Purpose of the Project: (Why are you doing this project? What is the need in the community?)

Details of the Project (please be specific):

Who is the project designed to serve? Who will benefit from the project?

Project Budget: (Basic Outline)

Income

\$_____ in your Ed Fund Account
\$_____ to be raised

Expenses

\$_____ Total

Date of Local League Board Approval: _____

1999-2000 ANNUAL APPEAL

TO: Local League Presidents

FROM: Claudia Dieter
Development Assistant/Annual Appeal Project Director

DATE: June 8, 1999



Calling all Local Leagues interested in "Dialing for Dollars!"

It's good company---good fun---AND---a good cause!

As you know every year the state LWV conducts the Annual Appeal to solicit contributions from members and friends for the state League's education fund. One of the tools that is in the Annual Appeal toolbox is the Phonathon—and it's been a very effective tool in great part because of Local League volunteers.

A Local League's participation in the Phonathon earns its treasury "hard money" as well as dollars for its Education Fund account. Last year fourteen Local Leagues volunteered phoners and clerical assistance for Phonathons and follow up work earning as much as \$750 for their accounts. Just for a few hours work. **And now it's your chance to sign up for this fall's Appeal!**

With the Fall Fundraiser being held at the end of September, the Annual Appeal will be operating within a very tight schedule. Because the mailing won't go out until October, the Phonathon is planned for early to the middle of the month of November. This condensed time frame will require planning and focus so that our time is used as efficiently as possible, both at the Phonathon sites and in the clerical help that will be needed at the state League office. And to do that **we need your help**.

As in the past each participating League will need to determine a Phonathon location (or hold their Phonathon at the LWVMN office) and provide callers and clerical help. Calling cards and scripts for the callers will be provided. The more contributions raised by your callers the more your Education Fund will benefit.

We look forward to your League's cooperation in contacting our generous supporters. A successful effort will help sustain our state and local Leagues' abilities to continue our well-respected work of providing unbiased and timely information for all Minnesotans.

Please contact me, **Claudia Dieter**, with your intent of interest as well as any questions, comments or suggestions you may have. I can be reached at the state League office (651-224-5445) or FAX (651-290-2145). Also, in August I will send you an article promoting the Annual Appeal for your September Voter. If you need it earlier than that for your printing deadline please let me know.

Hope to hear from you **before the end of July!**

Facilitator's Handbook

Resources for facilitating community circle discussions

CONTENTS

- I. What is a Community Circle? (p. 4)
- II. A Comparison of Dialogue and Debate (p. 5)
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- V. Suggestions for Discussion Guidelines (p. 8)
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A note to facilitators

Welcome and thank you for joining this community circle project. Your time and commitment are very valuable contributions to the success of this project.

The materials in this handbook have been developed as suggested reference tools to help you monitor and facilitate your circle discussion. Many of these materials have been adapted from other sources. You are welcome to photocopy whatever you would like from this handbook to share with your group.

Again, many thanks for all your hard work. We hope this handbook provides you with some guidelines for a productive and provocative community circle.

WHAT IS A COMMUNITY CIRCLE?

A community circle IS:

- a small group discussion involving deliberation and problem solving examined from many perspectives with the help of the members' knowledge and experience. This discussion is often informed by research data and discussion materials, and aided by a facilitator whose job is to manage the discussion.

A community circle IS NOT the same as:

- **a focus group**, a small group usually organized to gather or test information from the members. Participants are often recruited to represent a particular viewpoint or group at a focus group.
- **a facilitated meeting with a predetermined outcome**, a meeting such as a committee or board meeting with goals established ahead of time. *A community circle begins with a shared interest among its members. The dialogue unfolds as the process progresses and is partly guided by its members.*
- **a town meeting**, an official governance process or a large-group meeting drawing attention to an issue.
- **a public hearing**, a large-group public meeting which allows concerns to be aired.
- **a class**, with teachers and pupils, where the teacher or the expert imparts knowledge to students.

A Comparison of Dialogue and Debate

Dialogue is collaborative: two or more sides work together toward common understanding.

Debate is oppositional: two sides oppose each other and attempt to prove each other wrong.

In dialogue, finding common ground is the goal.

In debate, winning is the goal.

In dialogue, one listens to the other side(s) in order to understand, find meaning, and find agreement.

In debate, one listens to the other side in order to find flaws and to counter its arguments.

Dialogue enlarges and possibly changes a participant's point of view.

Debate affirms a participant's own point of view.

Dialogue reveals assumptions for reevaluation.

Debate defends assumptions as truth.

Dialogue causes introspection on one's own position.

Debate causes critique of the other position.

Dialogue opens the possibility of reaching a better solution than any of the original solutions.

Debate defends one's own positions as the best solution and excludes other solutions.

Dialogue creates an open-minded attitude: an openness to being wrong and an openness to change.

Debate creates a closed-minded attitude, a determination to be right.

In dialogue, one submits one's best thinking, knowing that other peoples' reflections will help improve it rather than destroy it.

In debate, one submits one's best thinking and defends it against challenge to show that it is right.

Dialogue calls for temporarily suspending one's beliefs.

Debate calls for investing wholeheartedly in one's beliefs.

In dialogue, one searches for basic agreements.

In debate, one searches for glaring differences.

In dialogue, one searches for strengths in the other positions.

In debate, one searches for flaws and weaknesses in the other positions.

Dialogue involves a real concern for the other person and seeks to not alienate or offend.

Debate involves a countering of the other position without focusing on feelings or relationship and often belittles or deprecates the other person.

Dialogue assumes that many people have pieces of the answer and that together they can put them into a workable solution.

Debate assumes that there is a right answer and that someone has it.

Dialogue remains open-ended.

Debate implies a conclusion.

Adapted from a paper prepared by Shelley Berman, which was based on discussions of the Dialogue Group of the Boston Chapter of Educators for Social Responsibility (ESR).

The Role of Facilitators

- ◆ Remain neutral; the facilitator's opinions are not part of the discussion.
- ◆ Help the group set its ground rules, and keep to them.
- ◆ Help group members grapple with the content by asking probing questions.
- ◆ Help group members identify areas of agreement and disagreement.
- ◆ Bring in points of view that haven't been talked about.
- ◆ Create opportunities for everyone to participate.
- ◆ Focus and help to clarify the discussion.
- ◆ Summarize key points in the discussion, or ask others to do so.
- ◆ Remain objective, monitor process and guide rather than actively participating in the dialogue.

AND

- ◆ Become self-aware; good facilitators know their own strengths, weaknesses, "hooks," biases, and values.
- ◆ Put the group first.
- ◆ Develop a passion for group process with its never-ending variety.
- ◆ Appreciate all kinds of people.
- ◆ Show commitment to democratic principles.

The Role of Participants

- **Listen carefully to others.** Try to understand the concerns and values that underlie their views.
- **Maintain an open mind.** You don't score points by rigidly sticking to your early statements. Feel free to explore ideas that you have rejected or not considered in the past.
- **Strive to understand the position of those who disagree with you.** Your own knowledge is not complete until you understand other participants' points of view and why they feel the way they do.
- **Help keep the discussion on track.** Make sure your remarks are relevant.
- **Speak your mind freely, but don't monopolize the discussion.** Make sure you are giving others the chance to speak.
- **Address your remarks to the group members rather than the facilitator.** Feel free to address your remarks to a particular participant, especially one who has not been heard from or who you think may have special insight. Don't hesitate to question other participants to learn more about their ideas.
- **Communicate your needs to the facilitator.** The facilitator is responsible for guiding the discussion, summarizing key ideas, and soliciting clarification of unclear points, but he/she may need advice on when this is necessary. Chances are, you are not alone when you don't understand what someone has said.
- **Value your own experience and opinions.** Don't feel pressured to speak, but realize that failing to speak means robbing the group of your wisdom.
- **Engage in friendly disagreement.** Differences can invigorate the group, especially when it is relatively homogeneous on the surface. Don't hesitate to challenge ideas you disagree with, and don't take it personally if someone challenges your ideas.

Suggestions for Discussion Guidelines

- ♦ Everyone gets a fair hearing.
- ♦ Seek first to understand, then to be understood.
- ♦ Share "air time."
- ♦ If you are offended, say so; and say why.
- ♦ You can disagree, but don't personalize it; stick to the issue. No name-calling or stereotyping.
- ♦ Speak for yourself, not for others.

Tips for Effective Facilitation

Be prepared

The facilitator does not need to be an expert on the topic being discussed, but should be the best prepared for the discussion. This means understanding the subject, being familiar with the discussion materials, thinking ahead of time about the directions in which the discussion might go, and preparing questions to help further the discussion.

Set a relaxed and open tone

- ◆ Welcome everyone and create a friendly relaxed atmosphere.
- ◆ Well-placed humor is always welcome, and helps to build the group's connections.

Establish clear discussion guidelines

At the beginning of the community circle, help the group establish its own discussion guidelines by asking the participants to suggest ways for the group to behave. (See page 8 for sample guidelines.)

Monitor and assist the group process

- ◆ Keep track of how the group members are participating - who has spoken, who hasn't spoken, and whose points haven't been heard.
- ◆ Consider splitting up into smaller groups to examine a variety of viewpoints or to give people a chance to talk more easily about their personal connection to the issue.
- ◆ When deciding whether to intervene, lean toward non-intervention.
- ◆ Don't talk after each comment or answer every question; allow participants to respond directly to each other.
- ◆ Allow time for pauses and silence. People need time to reflect and respond.
- ◆ Don't let anyone dominate; try to involve everyone.
- ◆ Remember: a community circle is not a debate, but a group dialogue. If participants forget this, don't hesitate to ask the group to help re-establish the ground rules.

Help the group grapple with the content

- ◆ Make sure the group considers a wide range of views. Ask the group to think about the advantages and disadvantages of different ways of looking at an issue or solving a problem.
- ◆ Ask participants to think about the concerns and values that underlie their beliefs and the opinions of others.
- ◆ Help the discussion along by clarifying, paraphrasing, and summarizing the discussion.
- ◆ Help participants to identify "common ground", but don't try to force consensus.

Use probing comments and open-ended questions which don't lead to yes or no answers.

This will result in a more productive discussion. Some useful questions include:

- ◆ What seems to be the key point here?
- ◆ What is the crux of your disagreement?
- ◆ What would you say to support (or challenge) that point?
- ◆ Please give an example, or describe a personal experience to illustrate that point.
- ◆ Could you help us understand the reasons behind your opinion?
- ◆ What experiences or beliefs might lead a person to support that point of view?
- ◆ What do you think people who hold that opinion care deeply about?
- ◆ What would be a strong case against what you just said?
- ◆ What do you find most persuasive about that point of view?
- ◆ What is it about that position that you just cannot live with?
- ◆ What have we missed that we need to talk about?
- ◆ What information supports that point of view?

Reserve adequate time for closing the discussion

- ◆ Ask the group for last comments and thoughts about the subject.
- ◆ Thank everyone for their contributions.
- ◆ Make any necessary announcements.
- ◆ Give a quick overview of the next session.

What is the Focused Conversation Method (ORID)?

The Focused Conversation Method (ORID) is simple and natural. To elicit the most participation from everyone in a group, start with an **Objective** or factual question. These are the easiest to answer and allow more introverted or shy personality types to participate. This is the kind of question that is so easy, you can ask everyone to answer, thereby becoming part of the discussion.

The next level of question, **Reflective**, involves getting more in touch with our feelings and takes the conversation a little deeper. Some people don't respond easily to talking about their feelings, so asking for associations is another way to bring forth this level of conversation.

The third level is the **Interpretive**, meaning seeking or analyzing stage of a conversation. Much of our society tends to go immediately to this level of discussion. It is a rich stage in any conversation. Unfortunately, many people get left out of active participation when we go here too fast. That's why this is the third level of questions we suggest, not the first.

The last level is **Decisional** which is really asking about your personal relationship to what's been said so far, what comes next and how you will apply what you have learned in the conversation. It is the action oriented or "where do we go from here?" stage. You can have as many or as few questions at each level as you want or need.

Most people gravitate to or have a preference to a particular stage of conversation. By creating questions that address each of the stages, you increase the likelihood of greater participation by group members.

These stages occur naturally in any good discussion where everyone is involved. We want to give you a guide for designing an effective discussion that will involve the entire group. Within the basic format there are numerous ways to create questions. Feel free to alter them to suit your own personal style.

Suggestions for Dealing with Typical Challenges

Most community circles go smoothly because participants are there voluntarily and have a stake in the program. But there are challenges in any group process. What follows are some of the most common difficulties that community circle leaders encounter, along with some possible ways to deal with those difficulties.

Problem:

Certain participants don't say anything, seem shy.

Possible responses: Try to draw out quiet participants, but don't put them on the spot. Make eye contact - it reminds them that you'd like to hear from them. Look for nonverbal cues that indicate participants are ready to speak. Frequently, people will feel more comfortable in later sessions of a community circle program and will begin to participate. When someone comes forward with a brief comment after staying in the background for most of the community circle, you can encourage him or her by conveying genuine interest and asking for more information. And it's always helpful to talk with people informally before and after the session.

Problem:

An aggressive or talkative person dominates the discussion.

Possible responses: As the facilitator, it is your responsibility to handle domineering participants. Once it becomes clear what this person is doing, you *must* intervene and set limits. Start by limiting your eye contact with the speaker. Remind the group that everyone is invited to participate - "Let's hear from some folks who haven't had a chance to speak yet." If necessary, you can speak to the person by name. "Charlie, we've heard from you; now let's hear what Barbara has to say." Be careful to manage your comments and tone of voice - you are trying to make a point without offending the speaker.

Problem:

Lack of focus, not moving forward, participants wander off the topic.

Possible responses: Responding to this takes judgment and intuition. It is the facilitator's role to help move the discussion along. But it is not always clear which way it is going. Keep an eye on the participants to see how engaged they are, and if you are in doubt, check it out with the group. "We're a little off the topic right now. Would you like to stay with this, or move on to the next question?" If a participant goes into a lengthy digression, you may have to say: "We are wandering off the subject, and I'd like to give others a chance to speak."

Problem:

Someone puts forth information which you know to be false. Or, participants get hung up in a dispute about facts, but no one present knows the answer.

Possible responses: Ask, "Has anyone heard conflicting information?" If no one offers a correction, offer one yourself. And if no one knows the facts, and the point is central to the discussion, encourage members to look up the information before the next meeting. Remind the group that experts often disagree.

Problem:

Lack of interest, no excitement, no one wants to talk, only a few people participating.

Possible responses: This rarely happens in community circles, but it may occur if the facilitator talks too much or does not give participants enough time to respond to questions. People need time to think, reflect, and get ready to speak up. It may help to pose a question and go around the circle until everyone has a chance to respond. Occasionally, you might have a lack of excitement in the discussion because the group seems to be in agreement and isn't coming to grips with the tensions inherent in the issue. In this case the leader's job is to try to bring other views into the discussion, especially if no one in the group holds them. "Do you know people who hold other views? What would they say about our conversation?"

Problem:

Tension or open conflict in the group. Perhaps two participants lock horns and argue. Or, one participant gets angry and confronts another.

Possible responses: If there is tension, address it directly. Remind participants that disagreement and conflict of ideas is what a community circle is all about. Explain that, for conflict to be productive, it must be focused on the issue; it is acceptable to challenge someone's ideas, but personal attacks are not acceptable. You must interrupt personal attacks, name-calling, or put-downs as soon as they occur. You will be better able to do so if you have established ground rules that disallow such behaviors and encourage tolerance for all views. Don't hesitate to appeal to the group for help; if group members bought into the ground rules, they will support you. As a last resort, consider taking a break to change the energy in the room. You can take the opportunity to talk one-on-one with the participants in question.



THE LEAGUE OF WOMEN VOTERS

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Minnesota Power

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Professor
Hubert H. Humphrey
Institute of Public Affairs
University of Minnesota

Laura Waterman Wittstock
President
MIGIZI Communications, Inc.

Mark G. Yudof
President
University of Minnesota

TO: Local League Presidents

FROM: Janet Gendler, Chair, "Changing Faces, Changing
Communities project"
Community circles on immigration sponsored by the League
of Women Voters of Minnesota Education Fund

DATE: June 8, 1999

Are you looking for increased visibility in your community? Do you want to learn about a new tool for addressing an important public policy issue? Would you like to find a new way to add to community life and perhaps to recruit new members in the process? Are you interested in cooperating with other Leagues in your area on a timely and relevant local issue with regional as well as statewide implications?

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If you are interested in participating in this Community Circles project, please return the enclosed application by July 15, 1999. If you have questions, please call project chair Janet Gendler (tel: 612/920-3567) or project director Susan Anderson (tel: 612/331-1117).

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Person responsible for this application

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Changing Faces, Changing Communities
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651/224-5445
Fax: 651/290-2145
lwvmn@mtn.org

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Name/Treasurer: _____
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THE LEAGUE OF WOMEN VOTERS

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Changing Faces, Changing Communities
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The League of Women Voters of Minnesota Education Fund (LWVMNEF)

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Please submit this application no later than July 15, 1999 to: Janet Gendler, Project Chair, "Changing Faces, Changing Communities," LWVMNEF, 550 Rice Street, St. Paul, MN 55103

Please call Janet Gendler, project chair (tel: 612-920-3567) or Susan Anderson, project director (tel: 612-331-1117) with questions or requests for assistance.

Changing Faces, Changing Communities
Community Circles on Immigration in Minnesota
The League of Women Voters of Minnesota Education Fund (LWVMNEF)

| Budget Per Community | Amount Requested |
|---------------------------------|-------------------------|
| Project Coordinator/Manager | \$ |
| Publicity and Advertising | \$ |
| Room Rental | \$ |
| Facilitator honorarium | \$ |
| Office costs | \$ |
| Refreshments | \$ |
| Rental of audio/video equipment | \$ |
| Travel | \$ |
| Child Care | \$ |
| Translators | \$ |
| Other | \$ |

Please note that we have a limited amount of available grant money . Whenever possible please use donated space, child care etc. and remember you may have money available in your LWVMNEF account (form included)

LOCAL LEAGUE APPLICATION FOR APPROVAL TO DO A PROJECT*

To: LWVMNEF
550 Rice Street
St. Paul, MN 55103
651/224-5445
Fax: 651/290-2145
lwvmn@mtn.org

From: LWV of _____
Name/Treasurer: _____
Address _____

Phone: _____
Date: _____

Who is responsible for the project? _____ Portfolio _____

Title and Date of the Project: _____

*Please note: this application must be submitted **at least three weeks** before the project is begun.

Type of Project:

- _____ Conference Attendance
_____ Publication
_____ Meeting to Educate the Public on an Issue
_____ Candidate Forum
_____ Voter Reimbursement
_____ Other (please specify: _____)

Note: **Publication** applications should include contents, authors, timetable and distribution. **Meeting** applications should include the planning committee, participants, program and materials. For applications to distribute publications other than LWVMNEF, include a sample copy and the distribution plan. For **Voter reimbursement**, calculate the percentage of column inches devoted to citizen education and voter service.

Purpose of the Project: (Why are you doing this project? What is the need in the community?)

Details of the Project (please be specific):

Who is the project designed to serve? Who will benefit from the project?

Project Budget: (Basic Outline)**Income**

\$_____ in your Ed Fund Account
\$_____ to be raised

Expenses

\$_____ Total

Date of Local League Board Approval: _____



THE LEAGUE OF WOMEN VOTERS

MINNESOTA EDUCATION FUND

550 RICE STREET ST. PAUL, MN 55103 PHONE (651) 224-5445 FAX (651) 290-2145

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TO: Local League Presidents

FROM: Janet Gendler, Chair, "Changing Faces, Changing
Communities project"
Community circles on immigration sponsored by the League
of Women Voters of Minnesota Education Fund

DATE: June 8, 1999

Are you looking for increased visibility in your community? Do you want to learn about a new tool for addressing an important public policy issue?

Would you like to find a new way to add to community life and perhaps to recruit new members in the process? Are you interested in cooperating with other Leagues in your area on a timely and relevant local issue with regional as well as statewide implications?

If so, you're invited to participate in "Changing Faces, Changing Communities," a community circles project on immigration sponsored by the League of Women Voters of Minnesota Education Fund.

Community Circles are a means of small-group deliberation developed in 1990 as a project of the Topsfield Foundation, a nonprofit, nonpartisan foundation whose goal is to improve the quality of public life in the United States.

For the Minnesota project, groups of 8 - 12 people representing a cross-section of their communities will meet to discuss immigration and how it affects their community, to get to know one another, to consider different points of view, and suggest solutions for problems. They will use a discussion guide which was developed in cooperation with the Study Circles Resource Center (part of the Topsfield Foundation) by a committee led by the LWVMN to help focus serious and broad public conversation among a range of voices: conservative and liberal; young, middle-aged, old; new and not-so-new immigrants as well as Native Americans; leaders as well as followers; skeptics and believers.

The LWVMNEF is the lead sponsor of this project in Minnesota. Local government, community organizations, church groups, ethnic groups, and media organizations serve as members of the steering committee and as coalition partners.

What will the LWVMN provide participating communities? All participating Leagues will receive organizer and facilitator training; assistance in connecting with diverse populations; easy-to-use, tested discussion guides for facilitators and participants; and general on-going support.

In addition, local Leagues may apply for a grant which would help cover the cost of childcare, refreshments, transportation, room rental, translators (if needed), publicity and advertising; office costs; costs for rental of audio/video equipment, or other miscellaneous costs incurred by the local Leagues. The amount of the grant could be as much as \$2,700. You may also apply to use your League's tax deductible dollars on deposit with LWVMN Ed Fund (form enclosed).

If you are interested in participating in this Community Circles project, please return the enclosed application by July 15, 1999. If you have questions, please call project chair Janet Gendler (tel:612/920-3567) or project director Susan Anderson (tel: 612/331-1117).

AGREEMENT

The local League/grant recipient will:

- designate at least one individual to participate in a training workshop sponsored by the League of Women Voters of Minnesota Education Fund.
- organize at least one community circle* consisting of eight to twelve individuals representing a broad range of people from the community who will meet once a week for five weeks from mid-February to late March 2000. (Community circles must be held by April 2000.)
- devote special attention to bringing together as diverse a group as possible, i.e., old immigrants and new, Native Americans (if appropriate in the given community), a variety of religious and political views, old and young, business people, local government officials, unemployed, etc.
- assist in identifying a facilitator for each community circle organized.
- arrange for room rental, refreshments, and childcare, transportation, translators as needed for each community circle.
- contact local print and broadcast media to arrange for coverage of the community circles and/or to encourage other news articles or editorials related to the topics to be addressed by the community circle(s)
- communicate regularly with the "Changing Faces, Changing Communities" project chair and/or project director.
- at the end of the project, submit receipts and invoices and prepare a final report documenting the expenditures included in the grant request.

The League of Women Voters of Minnesota Education Fund will provide:

- organizer and facilitator training for each participating community (at a location and time to be determined)
- discussion guides for community circle facilitators and participants
- assistance in connecting with diverse populations in participating communities
- general on-going support and counsel
- timely payment of all grant requests

*Each local organizer is committed to establishing at least one community circle but may form as many as ten circles (or more) depending on the level of interest in the respective community.

Grant Application and Agreement

APPLICATION

Name of local League _____

Person responsible for this application

Name _____ Phone _____

Address _____

E-mail _____

Community/Communities which will be involved in the project _____

Amount requested as grant stipend \$ _____

(Attach a separate page with a description of the grant request and budget line items.)

If awarded a grant, I, _____, fully understand and agree that this money may in no way be used to further any League activities that advance or promote membership programs or advocacy programs or issues.

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