



Education and Housing Equity Project Records.

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EDUCATION & HOUSING EQUITY PROJECT (EHEP)
BOARD RETREAT
SUMMARY
August 15, 1997

In Attendance: Barbara Bearman, Josie Johnson, Matt Little, Joy Sorensen Navarre, Jerry Timian, Dick Little (Executive Director), Jim McDonough (recorder)

The Board Retreat was held at Augsburg College, Christensen Center. Board Members and staff met for lunch prior to the Retreat and discussion was initiated over the meal. Lunch concluded at 12:45PM and everyone proceeded to the Nelson Room for the Retreat.

Barbara distributed two articles from John Powell, which she had received at the meeting with the staff of The Institute on Race and Poverty which was held on Thursday 8/14/97.

Jerry submitted a preliminary Summary Report of the St. Louis Park Community Study Circle. In discussion he pointed out that "78% of persons of color are rejected as applicants for housing when "fair housing tests" have been done in the Twin City area". This fact indicates that a substantial amount of discrimination exists in our communities.

Matt expressed concern about the vacancies which have occurred on the Board. Georgina Stephens has resigned due to taking a new position at the University of Minnesota; Mike Anderson has indicated that he would like to also resign; and Jim Hilbert's position as a representative of The Institute on Race and Poverty will be filled by a "new fellow" from The Institute. Dick indicated that these issues would be addressed later in the Retreat process.

Jerry stated that this "retreat" is part of an "ongoing process" for EHEP. This process will be part of ongoing efforts by the staff and Board, and today's Retreat will project a direction for the organization over the next three to four months, which will then be "reviewed" and re-evaluated. This timeline will allow for the recruitment and introduction of new Board Members and the inclusion of their suggestions regarding the organization's vision and direction.

Dick introduced the Board retreat agenda and briefly reviewed the outline sent to Board Members. He began the Retreat with the

INTRODUCTION which was a sharing exercise for Board and staff involving personal introductions in which participants shared their a) personal history that brought them to this organization, and b) their "aha" experiences and/or defining moments leading to their commitment to be involved with working for integrated communities.

Dick modeled the process by sharing that he was born in Wisconsin and grew up in Hopkins, Minnesota. He attended Gustavus Adolphus College and graduate school at the University of Michigan in Urban Planning. His father was an architect and his mother an artist. His grandparents lived in Detroit and the family would drive there for visits. They enjoyed seeing different cities and Dick would sketch the city-scapes on their tours. A "defining moment" was when they drove through the Southside of Chicago on one trip and he was appalled by the conditions in which people were living as compared to his experience in Minnesota. For the first

time he saw a "world that was totally different from his hometown." Dick was influenced by the presidential campaign of President John F. Kennedy and supported the "social justice" issues espoused by J.F.K. Another influence was the movie "Gentleman's Agreement" with Gregory Peck, which focused on the effects of anti-Semitism and bigotry. He worked for H.U.D. in urban planning for 20 years before accepting a position on the Minneapolis Planning Commission under Mayor Don Fraser eight years ago. He sees his work at EHEP as a "special calling" for establishing more equitable and just communities.

Matt shared that regarding a defining moment in his life "being black and being raised in an American Apartheid situation" has resulted in no "single" defining moment. Instead he has experienced a lifetime of segregation and discrimination. He grew up in a little town in North Carolina, part of the segregated South prior to the Civil Rights movement. He was dismayed how blacks would accept this form of segregation without total rebellion. He recalls a time when black people were not allowed to try on retail goods in downtown stores; when blacks were required to sit way up in the top rows of the balcony in movie theaters and the dangers involved with only one exit; segregation in housing was "very visible" since the pavement "ended" where blacks lived in town. Blacks were always required to act with respect toward all whites regardless of character or age, while whites were not so required, but may refer to older blacks as "uncle" as some show of respect. Matt was encouraged by his father to: a) get an education and b) go up North. He went North in 1947 and found that the character of segregation had changed but was still deeply embedded in the society. Although he had a B.A. in Biological Sciences, the only job he could find was waiting tables at the Curtis Hotel. He later applied for a position on the Minneapolis Fire Department. Because he was athletically inclined he "passed" the physical requirements with high marks, actually setting a record for running with a man on his back; as a recent college graduate, he also had no trouble on the written examination; the oral portion of the application process was conducted by three retired fire chiefs and consisted of three questions: 1) Why do you want to become a fireman?, 2) What does your family think of you becoming a fireman?, 3) Why do you want to leave your present job? He did not pass the oral portion being given a 73.5% rather than a 75% mark. He was so outraged that he found out where one of the examiners lived and personally confronted him about the decision not to hire him as a fireman. The retired chief admitted that the only reason he voted to reject his application was that he felt that since firemen were required to work and live together closely, it would not "work out" to have a black fireman. Years later Matt gave testimony at hearings about discrimination in the Fire Department and was part of the NAACP lawsuit 15 years later against the Fire Department. He also became president of the Minneapolis NAACP and has been a community activist for years. His motto has been "Don't get mad, get even!" and he has directed his energy to "rectify" the injustice of circumstances and situations.

Joy grew up in South Minneapolis and attended Washburn High School, Hale Elementary, Ramsey Junior High, and Bethel College. She comes from a strong Scandinavian background, but spent two years in the Dominican Republic as part of the church-sponsored Hunger Corps. She married a man from the Dominican Republic and her children are multi-racial and multi-cultural. A defining moment for Joy was visiting her daughter's first grade classroom and observing that the Latinas were "here", the whites (or blondies as her daughter referred to them) were "here", and the African Americans were "here". She asked the teachers "where did the children learn this arrangement?" since that was not what her daughter had experienced at home.

She was told that they just knew that this was the arrangement, and Joy became aware of the racism that existed in the St. Paul schools. On the housing side of the issues, she has worked with homelessness and public housing with Minneapolis Public Housing for six years and at CommonBond Communities on the social service side as a social worker. Regarding policy issues, she sees her new position as Executive Director of MICAH as having a greater impact on community change than her individual social work.

Jerry grew up in St. Louis Park as part of four generations in St. Louis Park. His grandparents owned a hotel in St. Louis Park. He has worked with families and family issues through the United Way and Children's Home Society. He is an Anthropologist by training and a Social Worker by license. He grew up in a working class family with a predominantly German background. His mother has worked as a waitress and his father as a core maker (sand casting for metal) and his brother has been a chef for the Lincoln Del and learned much of his expertise from "chefs of color". As working class people, his family has worked with people of color on the job, even though his St. Louis Park community consisted of Native Americans, Lithuanians, and Irish people. He attended an all boys high school, and the only visible African American in St. Louis Park was Dr. Lewis, a black veterinarian who was highly respected in the community and cared for its pets and animals. Jerry has been on the St. Louis Park School Board for 2 ½ years as the result of being concerned about education issues in the schools. He stated that the community uses "good rhetoric" regarding integrated community, but lacks a sense of "invitation" as reflected in the statement "what can you contribute?" as opposed to "what can we give you?". When persons are asked to contribute their resources and talents they often do so quickly and willingly.

Barbara introduced herself as a person whose "bark is far worse than her bite!" She may be seen by others as gruff and abrupt, but really sees herself as honest and direct. She has been a person who is "angry about injustice" most of her life. She was an only child growing up, and discovered in Sunday school that the "idol breaker" was a valuable person in Judaism. She has a strong aversion to "hypocrisy". Her experience has been that in spite of our parents, something of "us" emerges. She has been a "fighter" who has interest in politics, and has tried to balance her inclinations to interior design and wanting to save the world. The issues of justice and equality flow easily in her world, and she was also influenced by Civil Rights and the Kennedy's challenge, along with the example of her parents. She got involved in the elementary schools of her children and the Minneapolis School District's Human Relations Committee. Her involvement with the P.T.A. and efforts to "pair" Kenwood School with another school, led her to the conclusion that "if we won't desegregate the schools, let's desegregate the whole city." During an emotional defining moment, Barb experienced a conversation with her higher power that if she "had to stand her ground in spite of all obstacles, so be it! That's how I march ahead." She has lived in rural Alabama where she was the only white person, and yet felt safe and protected. The one thing she insists on in other people is to "keep your word!" "You can change your mind, but don't deceive me." Her parents instilled in her that "The only thing you can leave in your life is your good name!"

Josie had been called out of the room during Joy's and Jerry's introductions and expressed regret she had missed them. She will be having lunch with Joy so it is possible she and Joy will fill in the blanks at a later date. Josie moved to the Twin Cities in 1956 from Texas and had two young

children. She had "educated" parents and learned that "you do things because they need to be done!" She has served as secretary to the NAACP and worked in the areas of fair housing and fair employment, as well as human relations training for teachers. She joined the Board of EHEP, not only because Matt, Dick, and Barbara invited her, but because she feels that these objectives "will come to happen now!" (Matt pointed out how humble and unpretentious Josie has always been by simply summarizing her decades of activism in three sentences.) Josie added that she worked on Civil Rights legislation in Minnesota when Governor Elmer Anderson (1962) was the state's governor and that she was an advocate for civil rights during a time when politics and society had little idea of what the issues were about. She has worked with many organizations such as The Urban League and The Urban Coalition.

LOOKING BACK: HISTORY & MISSION

(A history of our organization and review of our mission)

Matt and Barbara presented a brief history of EHEP. Matt and Barb have been involved for several years since 1991/1992 with school-based desegregation and statewide legislative action, as well as the State Department of Education. Matt threatened to sue the State / City if they didn't do something about the racial segregation within and between school districts in the metro area; lack of action resulted in the "School Adequacy" lawsuit. Matt and Barbara, along with Mike Anderson, then Executive Director of MICAHA formed "Citizens for an Integrated Community" in 1995 (later the name was changed to the "Education and Housing Equity Project"). The mission of EHEP has been to: 1) work with Coalitions, 2) facilitate Discussion groups, and 3) assist Communities with integration.

The reason Matt and Barbara created this organization (EHEP) was, in Barbara's words, to "*advance* the lawsuit". Funders wouldn't fund the lawsuit directly, but would fund efforts, which could result in materials and support from the community, which would be helpful in the lawsuit. Matt and Barbara's lawsuit and the NAACP lawsuit are somewhat separate (**please clarify this point**). Collaborative partnerships have been formed with the NAACP, The Urban League, The Urban Coalition, and organizations involved with the Civil Rights movement. Although the lawsuit is not directing EHEP, our work reflects the four components to the School Desegregation Lawsuit. Those four components are: 1) Housing, 2) Transportation, 3) School Resources, and 4) Metropolitan-Wide Desegregation. The work of EHEP must parallel the work of the Mediation Team and mediation process, but not necessarily connect with the lawsuit directly.

Joy commented/observed that MICAHA / EHEP / and the Lawsuit are all congruent in their missions and objectives. Housing is a key component of school desegregation.

PLANS & OBJECTIVES

(Plan for Round II (Second half of 1997) and 1998 - What do we want to achieve in the second round of 1997? What will the product or result at the end of the year look like? How do we get there?)

Fall Initiative(s):

- Recruit new Board Members
- Develop a Report of Round I
 - * Different Geographic Sections
 - * Actions Initiated & Follow-Up
 - 1) Salient Points of Discussion
 - 2) Strategies
 - 3) Action Plan(s)
 - 4) Outcome(s)
 - 5) Possible Funding \$\$ of These Initiatives
- Need to have The Institute on Race and Poverty Review the Discussion Guide
- Facilitators trained with actual Discussion Guide

STRATEGIES / COLLABORATIONS

(Who should we be working with? Who do we want to involve? How will we cast a wider net and expand participation in our project?)

Review of the Community Circles approach and the Community Circle Collaborative as a strategy for achieving our objectives. Are there other strategies we should consider using? How will we link our work to the work of the Mediation team for the NAACP lawsuit? The work of the State Board of Education? The work of other key decision-making bodies?)

Regarding the NAACP / Mediation Team Process:

- EHEP will suggest / recommend other groups for Mediation Team to contact, e.g. Community Circle Sponsors, Urban League, etc.
- EHEP Board to meet with Mediation Team
- EHEP will notify its Network about Public Hearings, etc.
- Use the results of the Mediation as part of our agenda (May come too late! Part of our Agenda should be to positively influence and contribute to and the mediation process and results.)

Regarding Round II of the Community Circles:

- Complete and distribute the Report of Round I
- Focus and emphasize Solutions / Action Plans / Successes in Round II
- Revise and prepare additions / addenda to Discussion Guide as needed
- Kick Off for Round II – use the Citizen Summit as the Kick Off event
- Provide Facilitator Training
 - * Tighten Discussion Questions
 - * Build In the Language of Integration
 - * Develop a Set of Instructions for the Discussion Guide
- Select and/or provide synopses / summaries / abstracts of key articles and resource readings for distribution to participants

Regarding Board Recruitment:

- Presently there are 7 active Board Members / participants agreed on recruitment of a maximum of 5 new Board Members - creating a maximum of 12 Board Members for EHEP.
- 3 Teams of current Board will meet to designate at least 5 names of potential Board Members and forward names to Staff prior to next Board Meeting: Matt/Barbara Josie/Joy Mike/Jerry/Van/Dick
- Criteria for consideration of potential EHEP Board Members:
 - * Someone who understands the issues
 - * Someone who has passion for the issues
 - * Persons who are or are representative of one or more of the following:
 - * Fundraising Ability
 - * Schools
 - * Business
 - * Realtors
 - * Developers
 - * Lawyer
 - * Banker
 - * Policy Maker(s) - (City / Suburb / State)
 - * Marketing / Advertising / Media
 - * Labor
 - * Community Leaders
 - * Faith Community
 - * Community Circle Sponsors / Facilitators / Participants

Several individuals were mentioned as possible candidates for the EHEP Board. Teams will meet and submit 5 names to staff before the next Board Meeting.

MEASURING SUCCESS / PLANNED OUTCOMES

(What are our planned or desired outcomes?)

How will we measure success in reaching them (how shall we judge success)?

What should be our performance measures?)

ORGANIZATION: CLARIFICATION OF ROLES AND EXPECTATIONS

The Board Members decided to defer portions of this section to the next Board Meeting and a subsequent Board Orientation for the anticipated new Board Members to be recruited.

CLOSING: NEXT STEPS

The Next Board meeting was set for Friday, August 29th, 1997, 12:00 Noon to 2:00PM at the Martin Luther King Room at the Hallie Q. Brown Center in St. Paul (contact Mrs. Dorthea Burns for scheduling).

Staff and Board to:

- * Prepare Synopsis of Board Retreat (staff)
- * Develop a list of potential Board Members (Board Members in teams)
- * Develop a timeline for Community Circles (staff)
- * Prepare an outline for Report of Round I (staff)
- * Job Description for Executive Director (Board responsibility - Jerry agreed to prepare this)
- * Job Description for Board Member (Dick will get MICAH's example to distribute to Board members)

The Retreat adjourned at 5:35PM.

The EDUCATION AND HOUSING EQUITY PROJECT (EHEP)

MEMO

DATE: August 8, 1997

TO: EHEP Board Members

FROM: Dick Little, Executive Director
Dick

SUBJECT: EHEP Board Retreat
12 Noon – 5:30PM, Friday, August 15, 1997
Augsburg College, Christensen Center
Cafeteria and Nelson Room

Attached for your review is a tentative proposed agenda for our Retreat next week. Please review and call, fax, or mail any suggested changes to me by Wednesday. A packet of materials for reading or review prior to the Retreat is being mailed to you under separate cover.

The Retreat will be held in the Cafeteria and the Nelson Room of the College Center (Christensen Center) at Augsburg College. (see enclosed map). We will meet at the second floor cafeteria for lunch at 12 Noon.

On Thursday, August 14, Barbara Bearman and I will be meeting with John Powell and Jim Hilbert at the Institute on Race and Poverty to discuss our ongoing relationship with the Institute and their continuing role in our project and representation on our Board. They will not be able to attend the Retreat on Friday. I encourage Board Members who are able to do so, to join us for this meeting between 10:30AM and 12:00 Noon (University of Minnesota Law School, Suite 415, 229 19th Avenue – West Bank U. of M. / across the street from Grandma's Restaurant near seven corners).

**BOARD RETREAT
AGENDA
August 15, 1997**

INTRODUCTION	Board member introductions – a sharing exercise	Board Members & Staff	12 Noon-12:45PM (45 Min.)
	■ 5 Minute Break –		
LOOKING BACK: HISTORY & MISSION	A history of our organization and review of our mission	Matt & Barb Present	12:50PM–1:20PM (30 Min.)
	■ 5 Minute Break –		
LOOKING FORWARD: VISION & DIRECTION	A visioning exercise and discussion	Small Groups - Large Group	1:25PM–2:25PM (60 Min.)
	<p>If we look at our metropolitan community (school & housing) 5 years in the future, how will our community look different? What differences will our work at EHEP have made? What do we agree we want to achieve and how will our efforts result in changing the community?</p>		
	■ 5 Minute Break –		
NUTS AND BOLTS: STATE OF THE COMMUNITY	Current situational analysis of the community	Georgina Moderates	2:30PM–4:00PM (90 Min.)
	<p>What is presently going on in education and housing that affects our work? How do we fit into this? Where does EHEP fit in the larger community and scheme of things?</p>		
ASSESSMENT OF PROGRESS	Review and assessment of project and organizational progress to date		
	<p>Organization (1995 – 1997): What are our strengths? What areas need further growth? What have we accomplished?</p>		
	<p>Round I (First half 1997): What has worked well? What has not worked well, and needs changing? What should be kept from Round I? What should be deleted? Added? Changed?</p>		
	■ 5 Minute Break –		

**PLAN &
OBJECTIVES**

Plan for Round II (Second half of 1997)
and 1998

Josie
Moderates

What do we want to achieve in the second
round of 1997? What will the product or
result at the end of the year look like?
How do we get there?

**STRATEGIES /
COLLABORATIONS**

Who should we be working with? Who
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and the Community Circle Collaborative as
a strategy for achieving our objectives. Are
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Mediation team for the NAACP law suit? The
work of the State Board of Education? The work
of other key decision-making bodies?

**MEASURING SUCCESS /
PLANNED OUTCOMES**

What are our planned or desired outcomes?

How will we measure success in reaching them
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What should be our performance measures?

■ 5 Minute Break –

ORGANIZATION:

**CLARIFICATION
OF ROLES AND
EXPECTATIONS**

What has to change in our organization to
achieve our strategies and objectives?

Jerry
Moderates

4:05PM-5:05PM
(60 Min.)

Board – Staff Expectations: Roles,
Responsibilities and Relationships

Expectations for staff / executive director;
Job description and 6 month objectives.

Expectations for board members;
“job description” for board members
and officers.

■ 5 Minute Break –

CLOSING

NEXT STEPS

Next board meeting – set date
Staff to bring back to the Board -
work plan, timetable and budget
(targeted objectives, time-line,
responsibilities, resources required
and expected products)

Executive
Director
Responds

5:10PM-5:30PM
(20 Min.)

Meeting(s) with key stakeholders?

**REFLECTION /
CELEBRATION**

Round robin – brief assessment of
Retreat experience.

Board and Staff

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AGENDA
August 15, 1997**

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<i>LOOKING BACK: HISTORY & MISSION</i>	A history of our organization and review of our mission ■ 5 Minute Break –	Matt & Barb Present	12:50PM–1:20PM (30 Min.)
<i>LOOKING FORWARD: VISION & DIRECTION</i>	A visioning exercise and discussion If we look at our metropolitan community (school & housing) 5 years in the future, how will our community look different? What differences will our work at EHEP have made? What do we agree we want to achieve and how will our efforts result in changing the community? ■ 5 Minute Break –	Small Groups - Large Group	1:25PM–2:25PM (60 Min.)
<i>NUTS AND BOLTS: STATE OF THE COMMUNITY</i>	Current situational analysis of the community What is presently going on in education and housing that affects our work? How do we fit into this? Where does EHEP fit in the larger community and scheme of things?	Georgina Moderates	2:30PM–4:00PM (90 Min.)
<i>ASSESSMENT OF PROGRESS</i>	Review and assessment of project and organizational progress to date Organization (1995 – 1997): What are our strengths? What areas need further growth? What have we accomplished? Round I (First half 1997): What has worked well? What has not worked well, and needs changing? What should be kept from Round I? What should be deleted? Added? Changed? ■ 5 Minute Break –		

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Board and Staff

Directions to campus

From Minneapolis on I-94 East

Take the 25th Avenue exit and turn left on 25th Avenue. Turn left at Riverside Avenue, then turn left at 21st Avenue South.

St. Paul on I-94 West

Take the Cedar Avenue exit, turn right to Riverside Avenue, and turn right on Riverside. Turn left at 21st Avenue South.

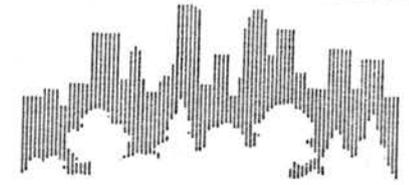
From the South on 35W

Take I-94 East to the 25th Avenue exit and turn left on 25th Avenue. Turn left at Riverside Avenue, then turn left at 21st Avenue South.

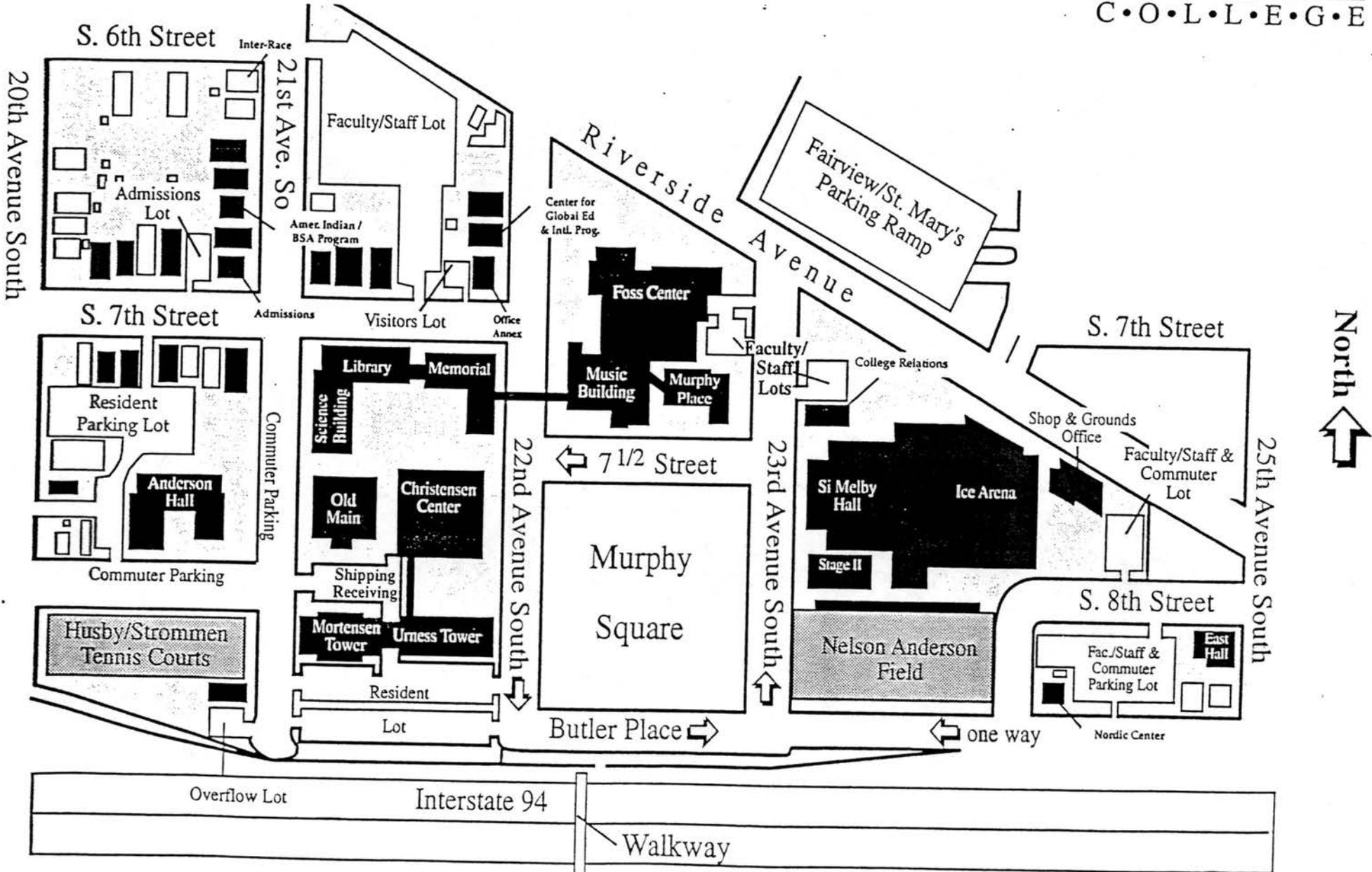
From the North on 35W

Take the Washington Avenue exit, and turn left. Bend right at Cedar and turn left at Riverside Avenue. Turn right on 21st Avenue South.

AUGSBURG



C • O • L • L • E • G • E



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EHEP

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AUGSBURG COLLEGE, CHRISTENSEN CENTER
CAFETERIA AND NELSON ROOM

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Attached for your review is a tentative proposed agenda for our Board Retreat next ~~two~~ week. Please review and call/fax/mail any suggested changes to me by Wednesday.

~~We are confined for~~

~~We have~~

The retreat will be held in the Nelson Room of the College Center ~~at~~ (Christensen ^{Christensen} Center) at Augsburg College (see map).

~~We will meet~~

~~The cafe~~ We will meet ~~on it~~ at the second floor cafeteria ~~to get our lunches~~ at 12 noon.

On Thursday, Barbara Beaman and I will be meeting with John Powell and Jim Hilbert at the ~~the~~ Institute on Race and Poverty, to discuss our ongoing relationship with the Institute and their continuing representation on our Board. They will not be able to attend the retreat on Friday. I encourage

EHEP

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CAFETERIA AND NELSON ROOM

~~attached is a few~~

attached for your review is a tentative proposed agenda for our ~~Board~~ Retreat next ~~two~~ weeks. Please review and call/fax/mail any suggested changes to me by Wednesday.

~~We are confined for~~

~~We have~~

The retreat will be held in the Nelson Room of the College Center ~~at~~ (Christmanson Center) at Augsburg College (see map).
Christman

~~We will meet~~

~~The cafe~~ We will meet ~~on it~~ at the second floor cafeteria ~~to get our lunches~~ at 12 noon.

On Thursday, Barbara Beaman and I will be meeting with John Powell and Jim Hilbert at the ~~the~~ Institute on Race and Poverty, to discuss our ongoing relationship with the Institute and their continuing representation on our Board. They will not be able to attend the retreat on Friday. I encourage

board members
~~even any boards~~ who are able to do
so, to join us for this Thursday
meeting, to be held at the (University of
Minnesota Law School, Suite 415, 229 19th
Avenue ~~E~~ West Bank of U of M)

Tentative Board Retreat Agenda

INTRODUCTION

Bd. member introductions - a sharing exercise

Bd. Mbrs. and Dir/Staff

12 noon

45

LOOKING BACK:

- 5 MINUTE BREAK -

HISTORY & MISSION

A history of our organization and review of our mission

Matt & Barb

12:45-50

30

LOOKING FORWARD:

- 5 MINUTE BREAK -

12:50-1:20

VISION & DIRECTION

A visioning exercise and discussion

Small Grps - Large Group

60 minutes

If we look at our metropolitan community (schools + housing) 5 years in the future, how will our community look different? What differences will our work at EHEP have made? What do we agree we want to achieve and how will our efforts result in changing the community?

1:30-2:30
#2
1:25-2:25

NUTS AND BOLTS:

- 5 MINUTE BREAK -

2:30 - 4 PM

STATE OF THE COMMUNITY

Current situational analysis of the community

What is presently going on in education and housing that affects our work? How do we fit into this? Where does EHEP fit in the larger community and scheme of things?

JERRY TIMIAN
MODERATOR

90 minutes

ASSESSMENT OF ORGAN. PROGRESS

Review and assessment of project and organizational progress to date

GEORGINA STEPHENS
MODERATOR

Organization (1995-1997) =
~~Round I (First half 1997)~~: What are our strengths? What areas need further growth? What have we accomplished?

Round I (First half 1997): What has worked well? What has not worked well? and what needs changing? What should be kept from Round I? What should be deleted? Added? Changed?

- 5 MINUTE BREAK -

~~STRATEGIES~~
PLAN &
OBJECTIVES

Plan for Round II (second half of 1997) and 1998.

What do we want to achieve in the second round of 1997? What will the product or result at the end of the year look like? How do we get there?

STRATEGIES/
COLLABORATION

Who should we be working with? Who do we want to involve? How will we "cast a wider net" and expand participation in our project?

Review of the Community Circles approach and the Community Circle Collaborative as a strategy for achieving our objectives. Are there other strategies we should consider using?

How will we ~~tot~~ link our work to the work of the mediation team for the NAACP law suit? The work of the State Board of Education? The work of other key decision-making bodies?

ORGANIZATION:

CLARIFICATION
OF ROLES AND
EXPECTATIONS

~~What, if anything, has to change in our organization to achieve our strategy?~~

MEASURING
SUCCESS/
PLANNED
OUTCOMES

What are our planned or desired outcomes?

How ~~shall~~ ^{will} we measure success in reaching them (how shall we judge success)?

What should be our performance measures?

4:10-5:10
4:05-5:05

ORGANIZATION:

CLARIFICATION
OF ROLES AND
EXPECTATIONS

JERRY 60
TIMIN
MODERATES

What has to change in our organization
to achieve our strategies and objectives?

Board - Staff Expectations: Roles, Responsibilities
and Relationships

Expectation for staff/executive director;
job elements and work program goals.

Expectation for board members;
"job description" for ~~board~~ board members
and officers.

CLOSING

- 5 minute break -

(15 minutes)
~~20 minutes~~
5:15-5:30

NEXT
STEPS

~~Next steps~~

Next Board Meeting - Set Date
Staff to bring back to the board -
Work Plan, Timetable and Budget
(Targeted objectives, time-line, responsibilities,
resources required and expected products)

EXECUTIVE
DIRECTOR
RESPONDS

Meetings with key stakeholders?

REFLECTION/
CELEBRATION

Round robin - brief assessment of retreat
experience.

BOARD
AND
STAFF

3-5 min - 7 people

LUNCH

Intro.

Board Member Introductions - A sharing exercise
GEORGINA

15-20 minutes?
Looking Back

A history of the organization and review of our mission

MATT & BARB
How long take -

MISSION

~~MISSION~~

Review and assessment of progress to date (e.g., Round I)

(1 HR.)
Looking Forward

What are our strengths? What areas need further growth?
What have been our successes? Shortcomings?
What worked well? What needs changing?
What did not work well, and needs changing?

VISION
- (2 BA - SMALL GROUPS OF 3)

As we
If we look at our metropolitan community (schools, housing, etc) 5 years into the future, how will our community ^{look} different? What differences will our work (the work of EHEP) have made? ~~What are we actually doing to achieve?~~ What do we want to achieve? How will our activities result in changing the community?

DIRECTION

NET & GOALS

Plan for second half of 1997 and CY 1998 (e.g. Round II and beyond)
* What do we want to achieve in the second half of 1997? What will the product ~~of~~ result at the end of 1997 look like?
~~What worked well~~

STRATEGIES
(1 1/2)

* What should be kept from Round I?
What should be deleted? Added? Changed?
What are our strengths.

(Org. Person)

MEASURING SUCCESS

~~Plan~~
* How shall we judge success? What should be our performance measures? Expected intended results or outcomes?

COLLABORATION

* Who do we want to involve?
Who should we be working with? How do we will we "cast a wider net" and expand participation in our project?

* How will we link our work to the work of the mediation team for the NAACP law suit and the State Board of Education?

CLARIFICATION OF RULES -

Board - Staff Expectations, - Roles, Responsibilities and Relationships

Expectations for ^{Staff} ~~the Executive Director and staff?~~

Job Description for Executive Director

Expectations for Board Members ~~and Officers~~

Job Description for Board Members / Officers

Who does what?

STAFF FUNCTION

Targets, Timetable, Work Plan and Budget

Time-Line, ~~and~~ Responsibilities,
Resources Required

Expected products

~~next~~

next steps

Round Robin Assessment of Retreat Experience

Round robin - assessment of retreat experience

GOALS

STRATEGIES

OUTCOMES

- WHERE WE ARE TO DO NEXT
- WHAT WE WANT TO CHANGE IN OUR ORG
- WHAT HAS TO CHANGE IN OUR ORG
TO MAKE STR. WK.

MEASURING SUCCESS

How shall we judge success? What should be our performance measures?

Expected results or outcomes?

What are our planned outcomes

How do we measure our success in reaching them?

MUVE INTO STRATEGIES COLLABORATION

Who do we want to involve - who should we be working with? How will we "cast a wider net" and expand participation in our project?

How will we link our work to the work of the mediation team for the NAACP law suit? And the work of the State Board of Education? And other key decision-making bodies?

ORGANIZATION:
CLARIFICATION OF ROLES

JERRY TIMIAN - MODERATES

Board - Staff Expectations: Roles, Responsibilities and Relationships

Expectations for staff

Job description of executive director

Goals for work program goals over next 6 months

Expectations for board members

Job description for board members/officers being ~

CLOSING

Next steps

next Board Meeting =

Targets, Timetable, Work Plan and Budget -

Time Line, Responsibilities, Resources Required, Expected Products (Staff function - bring back to the Board)

Meetings with key stakeholders?

Comm 1st
~~Org.~~
PWT = Org. 2nd 15 min.

Current situational analysis of the community
what's going on in education + housing
presently that affects our work? What
How do we fit into this? Into the
larger community

INTRO Board member introductions - a sharing exercise 45
BOARD MEMBERS

Looking Back:
HISTORY & MISSION A history of our organization and review of our mission 30
MATT & BARB

Looking Forward:
VISION & DIRECTION Visioning Exercise and Discussion 60
SMALL GROUPS - LARGE GROUP

If we look at our metropolitan community (schools, housing, etc) 5 years in the future, how will our community look different? What differences will our work at EHEP have made? What do we want to achieve and how will our efforts result in changing the community?

Notes & Bolts:
STRATEGIES 90
GEORGINA STEPHENS - MODERATES

ASSESSMT. OF PROGRESS Review and assessment of progress to date (Round I)
What are our ^{successes and} strengths? What areas need further growth? What have we accomplished - our successes? What has worked well?
What has not worked well, and needs changing?
What should be kept from Round I?
What should be deleted? Added? Changed?

PLAN & OBJECTIVES Plan for second half of 1997 (Round II) and Calendar Year 1998

What do we want to achieve in the second round/half of 1997? What will the product or result at end of the year look like? How do we get there?

(1 hr.) Board - Staff Expectations, - Roles, Responsibilities
and Relationships

Jerry
Timian?

Expectations for ^{Staff} ~~the Executive Director~~ and staff?
Job Description for Executive Director

Expectations for Board Members ~~and Officers~~
Job Description for Board Member / Officer
Who does what?

Targets, Timetable, Work Plan and Budget

Time-Line, ~~and~~ Responsibilities,
Resources Required

Expected products

~~next~~

next steps

Round Robin Assessment of Retreat Experience

Board - Staff Expectations, - Roles, Responsibilities
and Relationships

Expectations for ^{Staff} ~~the Executive Director~~ and staff?
Job Description for Executive Director

Expectations for Board Members ~~and Officers~~
Job Description for Board Members / Officers
Who does what?

Targets, Timetable, Work Plan and Budget

Time-Line, ~~and~~ Responsibilities,
Resources Required

Expected products

~~next~~

next steps

Round Robin Assessment of Retreat Experience

Intro: Board Member Introductions - A sharing exercise

Looking Back: A history of the organization and review of our mission

MISSION

~~Review and assessment of progress to date (e.g., Round I)~~
What are our strengths? What areas need further growth? What have been our successes? Shortcomings? What worked well? ~~What needs change?~~ What did not work well, and needs changing?

Looking Forward

Visioning Exercise

As we
If we look at our metropolitan community (schools, housing, etc) 5 years into the future, how will our community ^{look} different? What differences will our work (the work of EHEP) have made? ~~What are we actually doing to achieve?~~ What do we want to achieve? How will our activities result in changing the community?

VISION

DIRECTION

Plan for second half of 1997 and CY 1998 (e.g. Round II and beyond)

STRATEGIES

- * What do we want to achieve in the second half of 1997? What will the product ~~of~~ result at the end of 1997 look like? ~~What worked well~~
- * What should be kept from Round I? What should be deleted? Added? Changed? ~~What are our strengths.~~

MEASURING SUCCESS

- * ~~Plan~~ How shall we judge success? What should be our performance measures? ~~Expected~~ Intended results or outcomes?

COLLABORATION

- * Who do we want to involve? Who should we be working with? How do we will we "cast a wider net" and expand participation in our project?
- * How will we link our work to the work of the mediation team for the NAACP Law suit and the state Board of Education?

Intro: Board Member Introductions - A sharing exercise

Looking Back: A history of the organization and review of our mission

MISSION

~~Review and assessment of progress to date (e.g., Round I)~~

Review and assessment of progress to date (e.g., Round I)
What are our strengths? What areas need further growth?
What have been our successes? Shortcomings?
What worked well? ~~What needs changing?~~
What did not work well, and needs changing?

Looking Forward

Visioning Exercise

As we

VISION

If we look at our metropolitan community (schools, housing, etc) 5 years into the future, how will our community ^{look} be different? What differences will our work (the work of EHEP) have made? ~~What are we actually doing to achieve?~~ What do we want to achieve? How will our activities result in changing the community?

DIRECTION

Plan for second half of 1997 and CY 1998 (e.g. Round II and beyond)

STRATEGIES

- * What do we want to achieve in the second half of 1997? What will the product ~~of~~ result at the end of 1997 look like?
- * ~~What worked well~~
- * What should be kept from Round I? What should be deleted? Added? Changed? ~~What are our strengths.~~

MEASURING SUCCESS

~~Plan~~

- * How shall we judge success? What should be our performance measures? ~~Expected~~ Intended results or outcomes?

COLLABORATION

- * Who do we want to involve? Who should we be working with? How do we will we "cast a wider net" and expand participation in our project?

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