



## Education and Housing Equity Project Records.

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**Education and Housing Equity Project  
Board Retreat  
Saturday, February 26, 2000**

**Julie Allen, Facilitator**

**Proposed Meeting Results:**

- Shared understanding for the EHEP accomplishments of the past three years.
- Shared understanding of a future vision and role for EHEP.
- Commitment to goals which will lead to the achievement of the desired future vision.
- Agreement to initial actions for the coming year.

**Proposed Agenda:**

- |            |   |
|------------|---|
| 12:00 noon | Lunch   |
| 1:00 p.m.  | Welcome and Check-in  |
| 1:45 p.m.  | Understanding Our Past Successes and Challenges   |
|            | 1. What have been EHEP's most important successes?  |
|            | 2. What have been the challenges - missed opportunities, barriers, or limitations - which have impacted the success of EHEP's efforts?  |
| 2:20 p.m.  | Vision and Role   |
|            | 1. As you look three years into the future, what is present in the community around the areas of education, housing, and inclusive communities as a result of EHEP's efforts? |
|            | 2. What do you see as the role of EHEP in helping to make the vision a reality?   |
|            | • How is EHEP's role different from other organizations doing similar work in education and housing? What is EHEP uniquely positioned to do?                                  |
|            | • Are there specific gaps, not currently being addressed in the community, which EHEP could fill?   |
|            | • Are there particular focus or niche areas in which we could make the greatest impact?   |
|            | • Are there important partnerships or connections that we are best positioned to facilitate?  |
| 3:20 p.m.  | BREAK   |
| 3:35 p.m.  | Priorities for Action   |
|            | 1. What is currently missing in making our vision a reality?  |
|            | 2. What would be the most important areas on which to focus our actions for the coming year? Are there areas for which funders might be more attracted?                       |
| 4:10 p.m.  | Action Planning   |
| 4:45 p.m.  | Wrap-up and Evaluation  |
| 5:00 p.m.  | Adjourn   |



**Julie Allen**  
President  
4749 Coventry Road East  
Minnetonka, MN 55345

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## Communication Ground Rules

Teamwork is built on trust. One important element of trust arises from a feeling of safety - that no one in the group intends harm to any other member. Another element of trust is equality - the assumption that each person's input holds equal merit and validity. In order to have a safe environment for our discussion, it is important that each person feel that they may speak honestly, without fear of scorn, recrimination, or retaliation. It is equally important that each person believe that they will be heard and understood. These guidelines are meant to provide the group with a framework that will contribute to a shared sense of safety and productivity.

1. **LISTEN**.....with respect
2. **LISTEN**.....for respect
3. **LISTEN**.....with understanding
4. **LISTEN**.....for understanding
5. **LISTEN**.....with learning
6. **LISTEN**.....for learning
7. Seek clarification when you do not understand.
8. Speak from your own experience - avoid generalizations and abstractions.
9. Do not allow roles, either your own or others, to become barriers to communication.
10. Focus on behaviors, not on personalities.

Developed from the work of Bob Chadwick, Chuck Lofy, and Julie Allen

# Memo

**To:** Board of Directors, Education & Housing Project  
**From:** Dick Little, Executive Director *DL*  
**cc:** Lou Schoen, Ron Wirtz, Paul Pierson and Julie Allen  
**Date:** March 15, 2000  
**Re:** EHEP Board Retreat, Part 3 (Action Plan)

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## Notice of EHEP Board Retreat, Meeting #3

Tuesday, April 11, 2000 - 5:00-8:00 p.m. (dinner during retreat)

Augsburg College, Christensen Center, Riverside Room

720 - 22<sup>nd</sup> Avenue South, Minneapolis, MN (see map for parking)

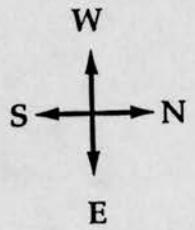
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Enclosed are copies of the updated board roster and notes covering meeting #2 of the board retreat, held on March 7<sup>th</sup> at Augsburg College. We have developed a fairly good understanding of EHEP's accomplishments over the past three years, a revised mission statement for the organization, the beginnings of a shared understanding of a future vision and role for EHEP, and agreement on priority areas for achieving our vision and focusing our actions for the coming year. Task groups have been assigned to gather information that will assist us in developing our action plan. Each group is expected to make a presentation and set of recommendations at the April 11<sup>th</sup> meeting. By the end of that meeting we should have agreement on a strategic action plan that includes work program priorities and a fund raising strategy to support and guide EHEP board and staff activities for the next year. *To get this agenda accomplished in the time allotted will require that we start on time and work very hard to stay focused throughout the meeting.*

Please RSVP (612.330.1505x2) only if you will not be attending all or part of this meeting. I also ask that you please take a moment to review the board roster and notify me of any corrections or changes. See you on April 11<sup>th</sup>.

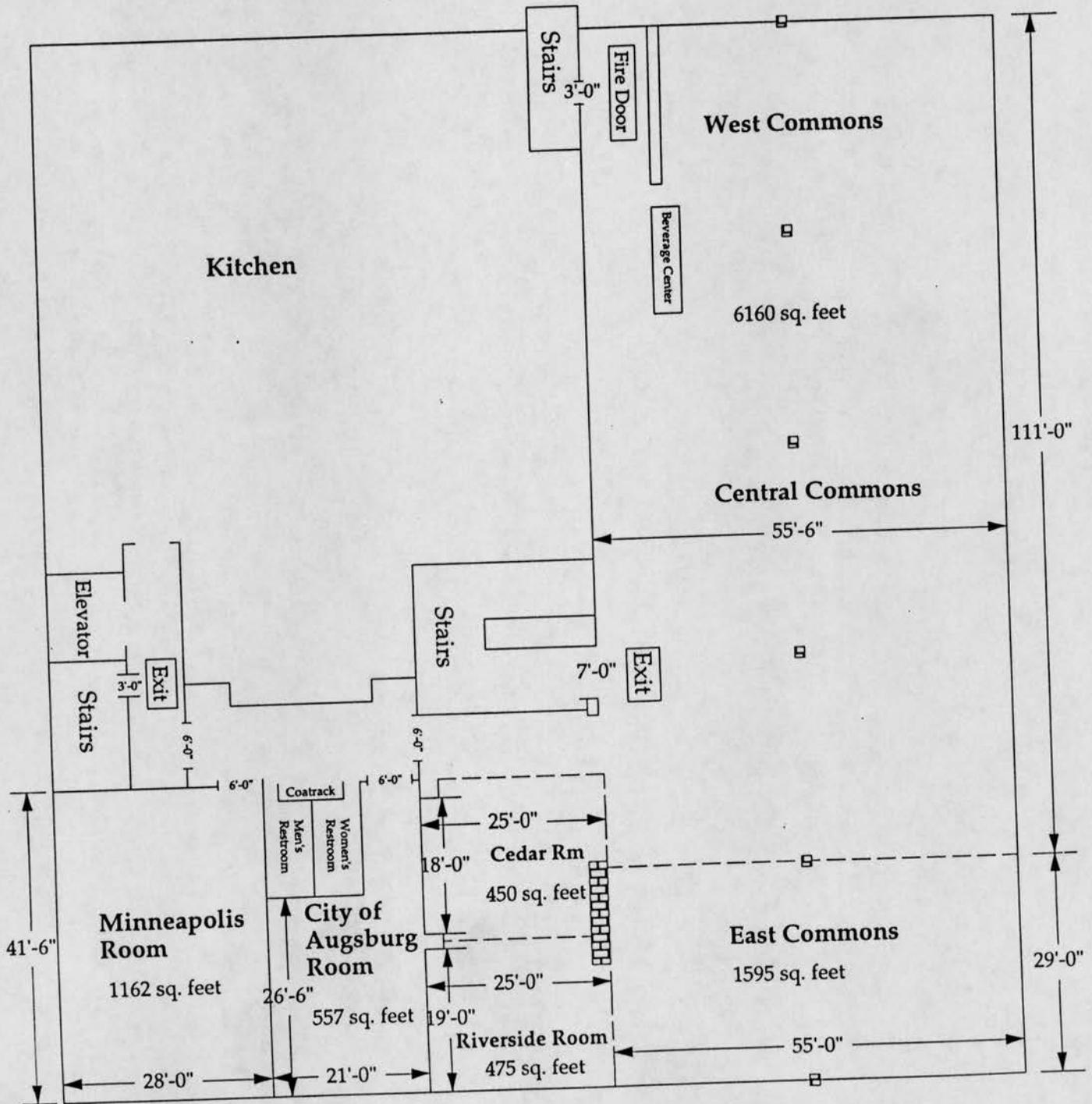
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# Christensen Center Second Floor



Square Footage:  
 West and Center Commons - 6160 sq. feet  
 East Commons - 1595 sq. feet  
 Cedar Room - 450 sq. feet  
 Riverside Room - 475 sq. feet  
 City of Augsburg Room - 557 sq. feet  
 Minneapolis Room - 1162 sq. feet  
 Total square footage - 10399 sq. feet

13 feet of exit space



# AUGSBURG



## C • O • L • L • E • G • E

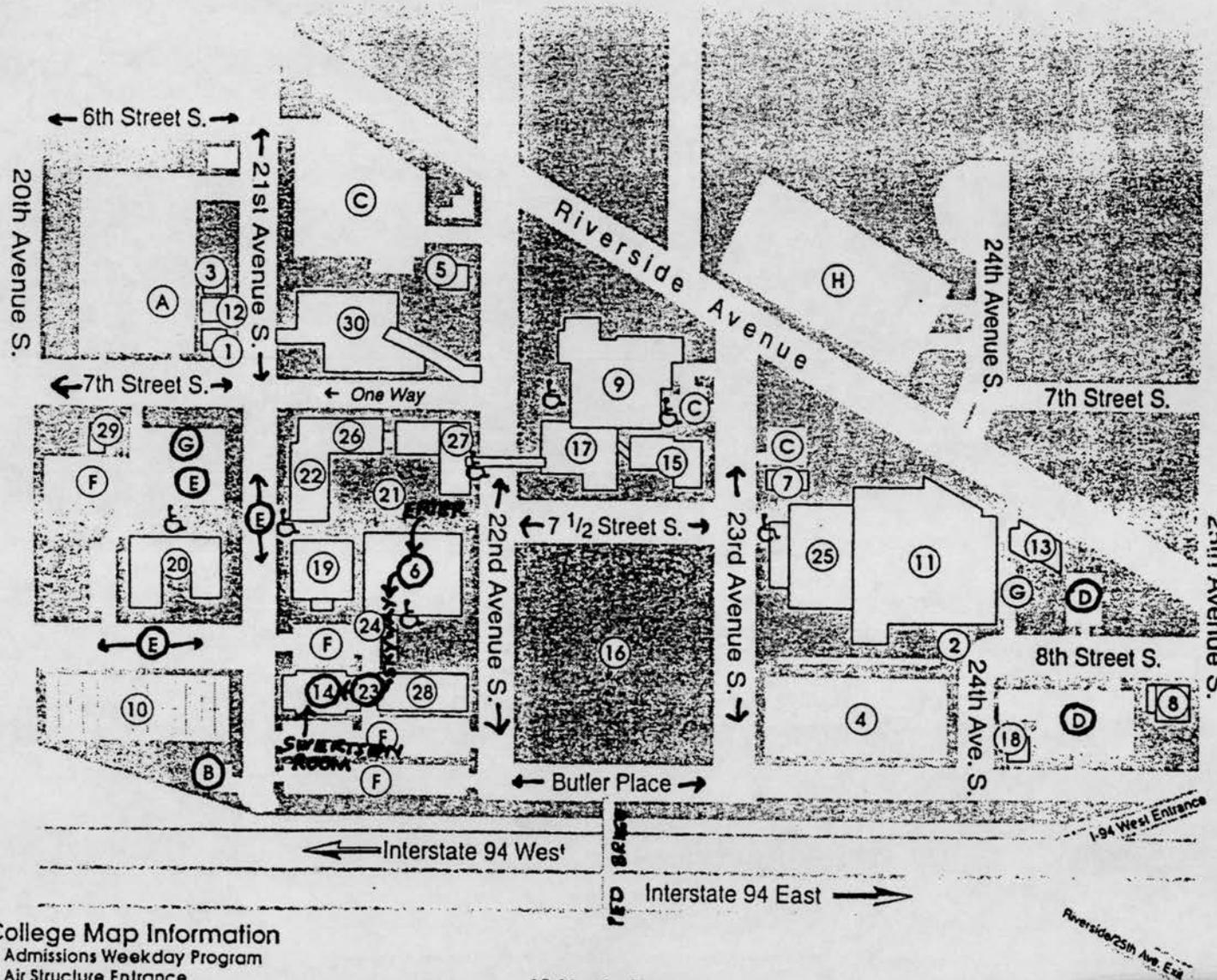
### Directions to Campus

**From Minneapolis on I - 94 East**  
Take the 25th Avenue exit and turn left on 25th Avenue; turn left at Riverside Avenue; turn left at 22nd Avenue South.

**From St. Paul on I - 94 West**  
Take the Riverside Avenue exit; turn right on Riverside; turn left at 22nd Avenue South.

**From the South on 35W**  
Follow I - 94 going east to St. Paul; take the 25th Avenue exit and turn left on 25th Avenue; turn left at Riverside Avenue; turn left on 22nd Avenue South.

**From the North on 35W**  
Take the Washington Avenue exit; turn left on Washington (turns to the right onto Cedar Avenue); turn left on Riverside Avenue; turn right at 22nd Avenue.



### College Map Information

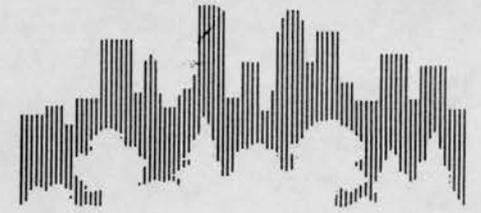
1. Admissions Weekday Program
2. Air Structure Entrance  
November through March
3. American Indian Support and Black Student Affairs
4. Anderson-Nelson Athletic Field and Seasonal Air Structure
5. Center for Global Education and International Programs
6. Christensen Center  
Information desk
7. Public Relations
8. East Hall
9. Foss, Lobeck, Miles Center for Worship,  
Drama and Communication
10. Husby-Strommen Tennis Courts
11. Ice Arena
12. Jeroy C. Carlson Alumni Center
13. Maintenance and Grounds Shop
14. Mortenson Tower

15. Murphy Place
16. Murphy Square
17. Music Hall
18. Nordic Center
19. Old Main
20. Oscar Anderson Hall
21. Quad
22. Science Hall
23. Security Dispatch Center
24. Shipping and Receiving
25. Si Melby Hall
26. Sverdrup Hall
27. Sverdrup-Oftedal Memorial Hall
28. Urness Tower
29. Youth and Family Institute

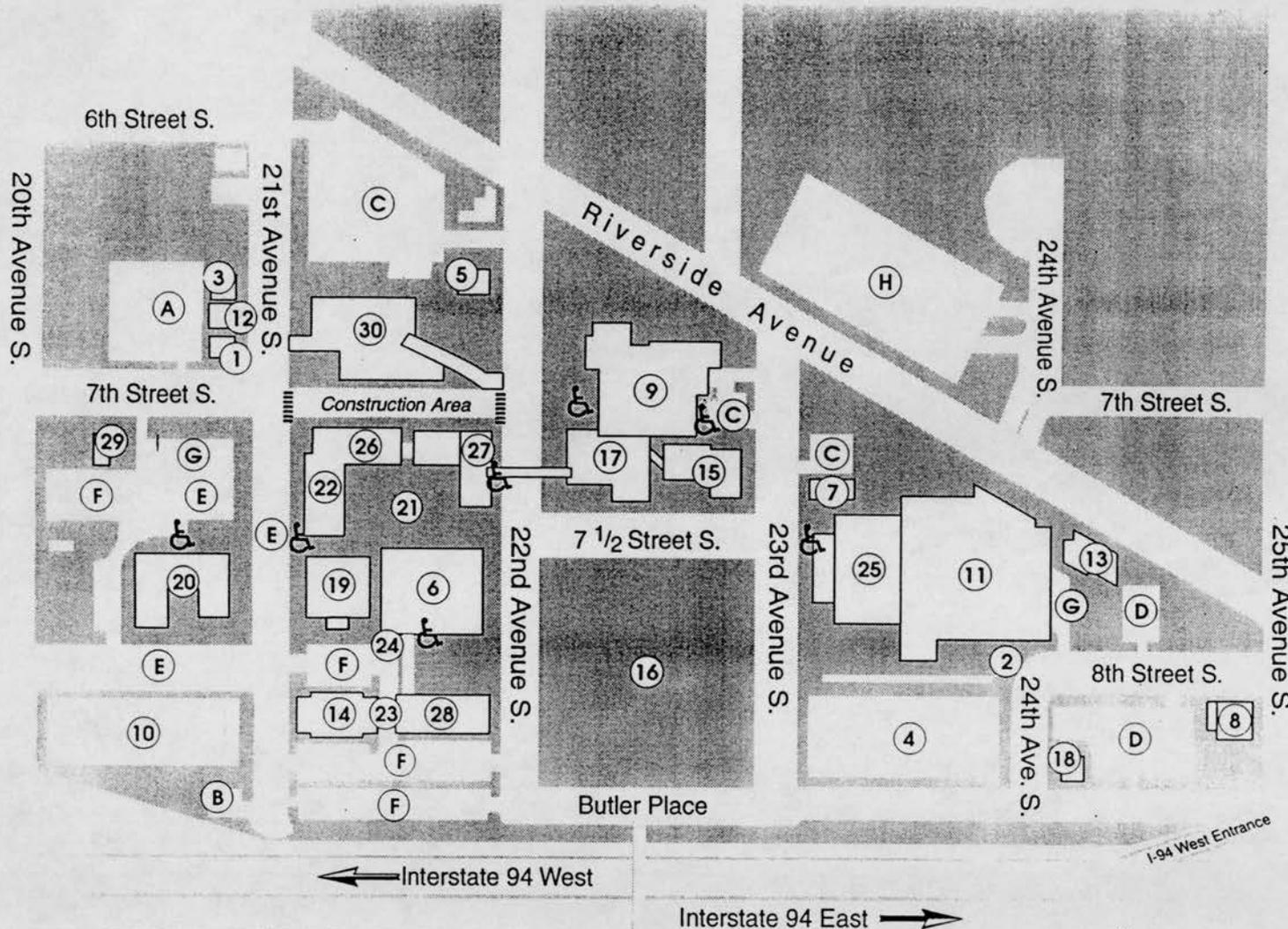
### \* PARKING IN CIRCLED LOTS OR ON CIRCLED STREETS + OTHER STREETS

- Parking Lots**
- A. Admissions/Faculty/Staff Parking
  - B. Faculty/Staff/Commuter/Resident Parking
  - C. Faculty/Staff Parking
  - D. Faculty/Staff/Commuter Parking
  - E. Commuter Parking
  - F. Resident Parking
  - G. Visitor Parking
  - H. Riverside Professional Building Ramp  
see information desk in the Christensen Center for special arrangements
- Disability access**

# AUGSBURG



C • O • L • L • E • G • E



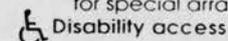
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Drama and Communication
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11. Ice Arena
12. Jeroy C. Carlson Alumni Center
13. Maintenance and Grounds Shop
14. Mortensen Tower

15. Murphy Place  
Weekend College Admissions and Graduate Programs
16. Murphy Square
17. Music Hall
18. Nordic Center
19. Old Main
20. Oscar Anderson Hall
21. Quad
22. Science Hall
23. Security Dispatch Center
24. Shipping and Receiving
25. Si Melby Hall
26. Sverdrup Library
27. Sverdrup-Oftedal Memorial Hall  
Master of Social Work Admissions
28. Urness Tower
29. Youth and Family Institute
30. New Library-IT to open Fall 1997

## Parking Lots

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## Current EHEP Staff Assignments and Projects

Feb. 26, 2000

- Resource the community circles activated in 2000, and help activate other circles committed to start-up in 2000 (e.g., WMEP Interdistrict Downtown School, Bloomington Jefferson High School, Richard Green Institute/Augsburg College, Columbia Heights School District, etc.).
- Complete report on the Dec. 1999 Metropolitan Citizens Summit (Express Interactive Solutions and Ron Wirtz).
- Work with the Wilder Foundation to follow up on action commitments and implementation activities generated at the Nov. 1999 "Call to Action" Forum (e.g., commitments by the Saint Paul School District).
- Organize and format the 1997-2000 community circle/*Cities at Work* forum/citizens summit data base for use by partners in the Community Circle Collaborative (e.g., MICAH).
- Complete payments of outstanding bills and expenses; prepare Cash Flow Analysis for EHEP as part of 2000 Budget; prepare income tax return and other financial and narrative reports for Board of Directors, State Attorney General, etc.
- Complete grant reports to 1999 funders (Star Tribune Foundation, Saint Paul United Way, etc.), obtain remaining funds from Saint Paul United Way Community Investment Fund grant and matching monies for release of grant dollars from the Study Circle Fund.
- Prepare report on the results of the 1998-2000 community circle dialogues (Ron Wirtz).
- Complete survey and evaluation report on the 1997-1999 community circles (outside of Saint Paul); integrate with the survey results and evaluation of the Saint Paul 1999 community circles and *Cities at Work* forums (Wilder Research Center).
- Continue to work with the Study Circle Resource Center to complete their national "best practices" study, which includes the Twin Cities community circles project.
- Continue as a project partner in the 'Faces of Affordable Housing' Campaign, a major public relations campaign funded by the Minneapolis Foundation to increase public understanding of the need for affordable housing in the Twin Cities metropolitan area and to address myths and stereotypes about who needs affordable housing and what affordable housing does for our communities.
- Collaborate with the Richard Green Institute on Teaching and Learning at Augsburg College to develop a PreK-16 Partnership Council, which among other things could engage metropolitan area school districts in examining school success data and discussing why students of color are persistently failing in today's segregated communities, classrooms and school systems.
- Continue to assist the League of Women Voters of Minnesota with the "Changing Faces, Changing Communities" statewide community circle dialogue project on immigration in the Twin Cities and greater Minnesota (we currently sit on the statewide steering committee and we participate in the Minneapolis community circle sponsored by the Somali Community of MN).
- Co-sponsor the Leap Year Housing Rally at the State Capitol Rotunda on February 29, 2000.
- Hold Board Retreat and develop updated organizational direction, annual work plan priorities and budget; implement fund raising initiative with board assistance; develop grant proposals (Louis Schoen) and staffing plans based on retreat outcomes.

## A List of EHEP Actions and Accomplishments 1996-2000

Feb, 26, 2000

- Procured financial support for civic work on segregation in schools and housing from numerous foundations, corporations, religious and public bodies including the Bush Foundation, the Otto Bremer Foundation, the Minneapolis and Saint Paul Foundations, the Cowles Media/Star Tribune Foundation, the St. Paul Companies, General Mills Foundation, CURA, Saint Paul United Way, the First Universalist Foundation, the Headwaters Fund, the Study Circles Fund/Topsfield Foundation and the Metropolitan Council.
- Built a collaborative with many different organizations and groups throughout the Twin Cities metropolitan area, including a partnership with facilitator groups, to carry out a civic engagement project focused on issues of segregated schools and communities, affordable housing, the achievement gap in public schools, economic and racial justice, and building more inclusive and equitable communities.
- Researched and produced four different editions of a community circle discussion and action guide on education, housing, segregation and race in the Twin Cities metropolitan area. Produced a bibliography and reference library of resource materials on these subjects for current and future use; our research partners have provided resource materials used to inform the community circle discussions, including a specially commissioned piece "What the Research Shows."
- Completed or are completing 80 community circle (5-session) dialogues and conversations on education, housing, segregation and race held in 20 municipalities, sponsored by 75 schools, neighborhood organizations, congregations, etc., moderated by 120 facilitators, engaging apx. 1,200 citizens over 3 years. Some are leading to specific action agendas and policy initiatives (e.g., Bloomington and Frogtown).
- Delivered 3 community-wide "kick-off" forums, 4 sponsor information meetings, 7 facilitator training events (including 2 one-day workshops on understanding and dismantling community and institutional racism and 1 half-day workshop on cross-cultural communication), 1 all-day conference on study circles, 3 *Cities at Work* forums on race and community in Saint Paul, 4 post-community circle forums ("Coming Together," Macalester College, May 1997; "The Gathering" at St. Stephanus, St. Paul, June 1999; "Beyond Tolerance: A Call to Action" Forum, Arlington High School, St. Paul, Nov. 1999 and "Metropolitan Citizens Summit," and Minnesota Meeting Luncheon in downtown Minneapolis, Dec. 1999) all involving apx. 1,800 citizens. Many task force groups, personal commitments to action, and follow-up activities were generated at the Action Forum.
- Helped organize and cosponsored educational and citizen action events with partner organizations, including the "Town Hall Forums on Education and Race" with the National Conference on Community and Justice and Minneapolis and Saint Paul Public Schools Sept. 1997, the Institute on Race and Poverty's conference on spatial barriers to welfare reform Dec. 1997, the Days of Dialogue on Race Relations Feb. 1998, the "Building Inclusive Communities" conference with the Minnesota Fair Housing Center Sept. 1998, the Issues Forums on segregation in education Oct. 1998-Jan. 1999 with the Urban Coalition and the Minnesota Minority Education Partnership (MMEP), the "Intergenerational Dialogue on School Reform and Desegregation" Nov. 1999 with MMEP and 6 performances of the housing and social justice play "Like Waters Rolling Down" with the Metropolitan Interfaith Council on Affordable Housing (MICAH) in 1998 and 1999, all involving apx. 3,500 citizens.

### List of Activities and Accomplishments, continued:

- Helped formulate and cosponsored Inclusionary Housing Legislation eventually passed by the Minnesota State Legislature in 1999.
- Participated in the affordable housing legislative rally at the state capitol in March 1999; we are co-sponsoring the affordable housing rally at the state capitol on Feb. 29, 2000.
- Contributed to the mediation workshops and talks involving proposals for settlement of the NAACP v. State of Minnesota educational adequacy lawsuit and the City of Saint Paul v. State of Minnesota educational equity lawsuit. Testified at Minneapolis Public Schools Board of Education meeting in support of mediation.
- Provided written testimony to the State Board of Education on the proposed Profile of Learning and the proposed revised State Desegregation Rule
- Assisted with the initial planning for the Saint Paul/East Metro Interdistrict Integrated Education Initiative.
- Served as a model and catalyst in creating at least three major dialogue projects, in addition to our own, on subjects involving segregation and race-related issues: *The Cities at Work* "Public Dialogue on Race, Connections and Commitment to Action" (in which we partnered with the Wilder Foundation), the Interfaith Action Dialogues on Jobs, Housing, Sprawl, Race and Poverty (in which they modeled their discussions after our discussion guide), and the League of Women Voters of Minnesota's "Changing Faces, Changing Communities" state-wide community circle project on immigration now underway (which we have helped to plan). The City of Burnsville community circle project on strengthening neighborhoods was also inspired by our work.
- Since we began our project, addressing issues of segregation, concentration of poverty, fair housing, race and diversity, and the relationship between school achievement and access to affordable housing, have become more explicitly part of the work programs and goals of MMEP, MICAH, the Alliance for Metropolitan Stability, the Wilder Foundation, the Minnesota Facilitators Network and the MN Society of Professionals in Dispute Resolution.
- EHEP's Community Circle Conversations on Education, Housing and Race project has been selected by the President's Initiative on Race as a model of a "Promising Practice" for advancing race relations and addressing race-related issues in metropolitan areas of the United States. In May 1999, the executive director spoke about our project at the Brookings Institution in Washington, D.C.
- We received a "Laying the Foundation in 1999" Brick award at the Affordable Housing Legislative Victory Celebration in June 1999; our efforts along with the work of many other organizations contributed to the largest legislative funding commitment to affordable housing in Minnesota's history.
- Our work and message have been covered by Minnesota Public Radio, Radio Stations KMOJ and KFAI, the Star Tribune and Pioneer Press newspapers, the Minneapolis Spokesman newspaper and the Richfield Suburban Sun newspaper, and the neighborhood press as well as by cable television networks including the Saint Paul Neighborhood Network News, the City of Bloomington Cable Network, and West Metro and Minneapolis networks.

NOTES ON BOARD RETREAT MTG. 4-11-00.

Go back to the law unit settled, part of settlement part working w/ needed structure, money to implement it; services to suburban districts involved, getting ready for students coming; help them implement that. We were preparing Metro area to think about these.

"Controlled Choice" model 1st dev. in Cambridge  
Charles Willis, Harvard

21st Century Learning Centers

Preplanning + got funding, positional for, made case for, etc. Go for something systemic. Position selves for funding next yr. — What to do w/ total communities.

Higher Ed needs to work more closely w/ elem. schools

\*Promoting + advancing the settlement

Patience  
Ferguson  
Storefront  
Youth Action

✓ Plan a meeting about the settlement, the NAACP settlement.

How to make children of color feel comfortable in suburban settings — vice versa.

Step 1 in a solution

What are the implications of everything that has happened.

Event that

Plan an info-event on the NAACP Settlement  
Videotaped Circles

Would put us in line w/ prep. for 21st Century Learning  
Center Grant.

Need to show that what's trying to be done we  
support before we offer to help implement

Look at another community → learn from them  
Connecticut  
St. Louis School District  
Etc.

ASSUMPTIONS

Tension =

Adapt structure to kids

Help kids adjust to new system

How one feels...

need for =

Informed Discourse

We want all of our children to achieve to their highest potential

"Report Card"

ANSWERS

Low income mothers not welcome to part in the school.

2000-2001, a training year

Forum on the settlement → charge \$ & get info.  
VIDEO-TAPES

It may not want to do this, but would act differently

Follow-up w/ more detailed conference.

Use slides

Let's see copy of Settlement Document. Download - computer  
Call AG's office.

Set up WEBSITE

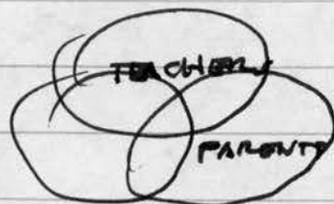
Television Race Initiative - Gail would ask if they would be willing (interested) to our proj. Get on their web site.

Community Circle applications / CC Protocol

Ah ha!

Get out of our tunnel vision about what different things mean.

Survey of Kids in schools



Idea → Mayor of Apple Valley / ENBP Bd.

MISTY SNOW'S COLUMN, STRIB.

Education Trust; —

ACTION =

1. A Forum - info. about lawsuit
2. The Conference - Bring disparate parties together
3. Community Circle w/ parents & teachers, to break those barriers down.  
What topics that would an up-down relationship

Document the implem. of the lawsuit settlement  
Frame CC's around benefits & desired outcome

Have discussion framed around consent of what  
we're aiming for.

GET MIDDAY TAPC w/ JOHN SCHULMAN &  
CAROL JOHNSON.

Venture to ask the unasked questions - ask for  
understanding

Preplanned facilitated conversations  
a couple of highly skilled facilitators  
ask - get them to help

### FUNDING TASK GROUP

MATT LITTLE

mattwl133@aol.com

I will e-mail to Gavin my list-serve.

---

Barb - Funding  
Power Analysis

Gail - Review them & get them / Promising Practices

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Next / Bat Mtg. Times:

For a memo out.

## On Funding

### Priorities:

#### 1) Report of accomplishments, to Star Tribune Foundation

#### 2) Reconstitute the organization and redefine its work

- How do we implement education & advocacy?
- Overall message(s)? For example:
  - Negative effects of concentrated poverty
  - Need for student/teacher assessments that assure pertinent educational goals for children from poor families
  - Need for re-education of school staff
  - Address transportation/mobility needs
  - Address early childhood education & parent education
  - Provide early clarity on education standards (i.e., when children enter kindergarten, distribute list of things they need to know when they graduate)
- Project goals?
  - Bring together a wider coalition?
  - Another Citizens Summit?
  - More community circles? If so, (a) how constitute? (b) what focus?
  - Amend tax law's discrimination against rental housing?
  - Provide a model for institutional transformation?
- Short term objectives related to the message & goals?
- Define staffing implications
- How can we strengthen perceptions of the organization and its capacities?

#### 3) Funding strategy

- Do our goals contain opportunities for fees-for-service or product sales?
- Do we have a potential base for one or more categories of dues-paying memberships? Patrons? Is there potential in developing organizational partnerships, especially with a foundation or with school districts, etc.?
- Board members make key foundation contacts *Setting up discussions.*
  - Build upon existing networks: Who are the foundation people you know?
  - Develop explicit strategy for each contact
- Identify additional potential funding sources & build a strategy for each

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  - Address transportation/mobility needs
  - Address early childhood education & parent education
  - Provide early clarity on education standards (i.e., when children enter kindergarten, distribute list of things they need to know when they graduate)
- Project goals?
  - Bring together a wider coalition?
  - Another Citizens Summit?
  - More community circles? If so, (a) how constitute? (b) what focus?
  - Amend tax law's discrimination against rental housing?
  - Provide a model for institutional transformation?
- Short term objectives related to the message & goals?
- Define staffing implications
- How can we strengthen perceptions of the organization and its capacities?

#### 3) Funding strategy

- Do our goals contain opportunities for fees-for-service or product sales?
- Do we have a potential base for one or more categories of dues-paying memberships? Patrons? Is there potential in developing organizational partnerships, especially with a foundation or with school districts, etc.?
- Board members make key foundation contacts
  - Build upon existing networks: Who are the foundation people you know?
  - Develop explicit strategy for each contact
- Identify additional potential funding sources & build a strategy for each

## On Funding

### Priorities:

#### 1) Report of accomplishments, to Star Tribune Foundation

#### 2) Reconstitute the organization and redefine its work

- How do we implement education & advocacy?
- Overall message(s)? For example:
  - Negative effects of concentrated poverty
  - Need for student/teacher assessments that assure pertinent educational goals for children from poor families
  - Need for re-education of school staff
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## NOTES

### Discussion w/ Julie Allen

#### 1. To dev. strategies

advocate, a narrow focus, hire a lobbyist

a long-term vision

short term strategies, keep self alive

are committees doing us any good?

Use concept of dial. to help us get our strategic focus.

Spend on putting together dialogues that we put together to help us dev. focus.

We can get people in a room very effectively

Purpose of getting div. of voices + partners in same room -

Nothing is going to change - if...

Majority don't think in terms of "dialogue"

Diametrically opposed to pol. way of thinking - adversarial. Don't get best of what we're looking for that way.

How get <sup>5</sup>win-win "vs." "lose-lose"

We put more heads together, we can see possibilities that we're never able to see alone.

Debate over, about winners + losers.

Cit Summit - most frustrating

Could talk w/ people about anything. at table.

That answer could be answered in a quantitative way.

Preassumed we all had same knowledge level.

Our strength is getting people together

How use that to our best benefit.

OK - a word. useful, but may not be getting us what we want.

==

Much more power in Cities at Work, w/ speakers.

You could present some of those different thought pieces, so people starting w/ diff same information

PRESENTATIONS

FOCUSSED QUESTIONS

SMALL, MIXED GROUPS

what's the benefit of integration?

power of this to work for you

Purpose - to get people to understand how & why people see same thing from diff pts of view - Same goal

Host a number of these: + Would be focused on big picture

Would need w/ answer to work on

end up w/ partnership + committee

see where you advise. spring into - would emerge better some of our mission

Opening it up to understanding of go-in-imped  
terms of what were willing to do

St. Paul exper. constrained by time -  
need to connect people - what willing + able  
to do.

Compelling about bringing people into room to  
talk thru an issue.

\* Need people who can synthesize what's  
happening at mtgs.

✓ What am I going to do w/ these info. +  
how does it relate back to what we  
have already done  
When things fit together

Eventually → get an action plan for the  
- talkin good but <sup>integration.</sup> what will happen, what will we do  
Addl. Resources:

\* New Ph.D. at Univ. St. Thomas → get someone  
there to help us set up these conversation  
large scale process

DIANE STOK, in charge of that

\* Int. Dev. Network = setting up conv. w/ Mich. Public  
Schools - - -

\* Partnership - w/ State ag. E, F + L.

Importance of req. of conversation -  
actionable outcome of 1st yr - to get people  
at a pt. in conversation when there  
is common ground or consensus for next level  
of action -

Compelling about bringing people into work  
tells the message.

Worked people when an organization starts  
Kaplan at 40.

What are you going to do on these things?  
has been the whole focus of what we  
have done since  
When they fit together

Essential of get a return for the  
- this part that will improve what will be in  
Adult Research

\* Now P.D. at Univ. of Illinois - get message  
then to help us not get these conversations  
Corporate mission

NAME JOY in context of that  
\* Joy - for research - 2 things you can do with  
\* Publishing - in history - 1770-1800

# **Richard R. Green Institute for Teaching and Learning**

*A partnership of the Minneapolis and Saint Paul Public Schools and Augsburg College*

## **Teachers, Students & Parents – the Critical Triangle in Successful Education**

The Richard R. Green Institute for Teaching and Learning is committed to improving the quality of teaching and learning in urban settings by strengthening the teacher portion of this structure through professional growth and development of educators. Established as a partnership with the Minneapolis and Saint Paul public schools and Augsburg College, the Institute's goal is to improve student achievement and success by supporting educators, particularly those involved in the challenges of urban education.

The Institute is dedicated to educational improvement through research, policy development, and collaborations that recruit, develop, and support educators. The Institute believes that changes in teacher preparation and development will better equip educators with the skills necessary to work in urban classrooms, to work more effectively with a diverse body of students, to successfully apply new learning concepts, and to meet new standards of education.

It is our hope that the Richard R. Green Institute (in collaboration with the Education and Housing Equity Project) will be able to show the relationship among education, housing and economic development. A new initiative of the Richard R. Green Institute is a Pre K-16 Partnership Council. This initiative will look more closely at all of the variables that impact the lives of children and adults within our community.

Dr. Little —

185

Gail wanted you to have this  
before your Tuesday meeting. We apologize  
for the mix-up....

— Mark (x1323)

Date March 1 2000  
To Dick Little, Education Housing and Equity Project, 612-330-1507  
From Sean Gosiewski, Gretchen Nicholls, Minneapolis Center for Neighborhoods,  
339-3480 fax 339-3481, email [seango@uswest.net](mailto:seango@uswest.net)

The Minneapolis Center for Neighborhoods and Minneapolis Consortium of Community Developers began a long term process of strengthening neighborhood capacity to address affordable housing in Minneapolis neighborhoods with our event on October 16<sup>th</sup>, Strengthening Partnerships Between Neighborhoods and CDCs - (please see attached.)

Recently the MCN worked with the Lyndale Neighborhood Association and Family and Children Services to host dialogues between neighborhood and affordable housing activists- developing common priorities- (please see attached.)

Current city proposals for NRP Phase II would require all Minneapolis neighborhoods to spend 15% of phase II funds on affordable housing. Many neighborhood associations have requested help in doing education and capacity building during phase II to help diverse residents in their neighborhoods identify common priorities and creative solutions. The MCN hopes to work with a wide variety of partners to meet the education and T.A. needs of low, middle and high income neighborhoods to address affordable housing.

Delivered-To: ehpe@augsbu.rg.edu  
Reply-To: <joysn@micah.org>  
From: "Joy Sorensen Navarre" <joysn@micah.org>  
To: "'Education and Housing Equity Project'" <ehpe@augsbu.rg.edu>  
Subject: RE: A proposal for EHEP for year 2000 (draft idea)  
Date: Tue, 11 Apr 2000 14:18:13 -0500  
X-MSMail-Priority: Normal  
X-Mailer: Microsoft Outlook 8.5, Build 4.71.2173.0  
Importance: Normal  
X-MimeOLE: Produced By Microsoft MimeOLE V4.72.3110.3

Hi Dick,  
I looked at the idea piece. It is on track with the topic, that the board agreed was our primary focus. However, I do not know if it will pass muster in terms of the more activist role the board seems to be anticipating. During the board meeting there was a lot of energy around action, a report card, heightened visibility in the press, responding to current events, leadership development in underrepresented communities, etc. I did not hear a lot of enthusiasm for more dialog.....  
Am I remembering wrong?  
I really am looking to you for leadership of this group into its next phase of work. I want to be excited about the next phase. Please keep thinking.  
--Joy

-----Original Message-----  
From: Education and Housing Equity Project [mailto:ehpe@augsbu.rg.edu]  
Sent: Thursday, April 06, 2000 8:25 AM  
To: joysn@micah.org  
Subject: A proposal for EHEP for year 2000 (draft idea)

Joy, would you be willing to take a look at this one-page think piece? At this time my idea is not fully baked - it needs further work. Your reactions or suggestions would be appreciated. I am hesitant to send it to all board members until I have tested it with my mentor board member; I don't think it needs to be fully developed beforehand, but I would like your edits, feedback or suggestions about what needs to be changed about it before I email it to all board members. Thanks, Dick. See you at the MICAH Board Meeting.

Open Attachment to review think-piece.

**A FAX MESSAGE**

FROM THE DESK OF:

JULIE ALLEN

Catalyst for Sustainable Change

Phone: (612) 238-0770

FAX: (612) 988-9350

TO: Dick Little

FAX: 612.330.1507

DATE: 3/29/00

NUMBER OF PAGES: (including cover) 5

## MESSAGE:

Dick,

Here are the materials and ideas that I promised you yesterday. Good luck with your next meeting.

Julie

March 29, 2000

To: Dick Little

From: Julie Allen

RE: Action Planning

Dick,

Here are a few of the thoughts that we discussed yesterday.

- For those people who are looking to get to action right away, it is important that a strong sense of vision comes before action. It is also important, however, that there is a clear picture of how that vision will help you achieve the actions.

- Creating dialogues on the subject of integration is a way to conduct an action and at the same time get a stronger sense of your vision. The intent is for you and/or other stakeholder partners invite people to a dialogue about integration. You can host as many or as few people as you want at each dialogue, from 10 - 500. You might want the first try to be a manageable number like 30-50, just to test your agenda.

- The expected results of the dialogue would be:
  - new, hopefully shared, understandings among diverse stakeholder groups of the issues of integration.
  - potential new partners or resources for action.
  - new information on which to focus your advocacy message.
  - a fundable direction for this year.

- Identify, from the last meeting, the long and short term goals which emerged. Each goal might stand alone, or might have a number of smaller objectives (or steps) that would be needed to fulfill a broad goal. Look for how the short term goals might also help you to achieve your long-term goals.

- As you develop your action plan from goals and objectives, identify the desired outcomes you want from each goal or objective - what it is you want to see accomplished. This will ensure that the strategies you select for each goal will accomplish what you want. Your desired outcomes can also be stated to include strategies which balance the board's learning needs and community action needs for the short and long term.

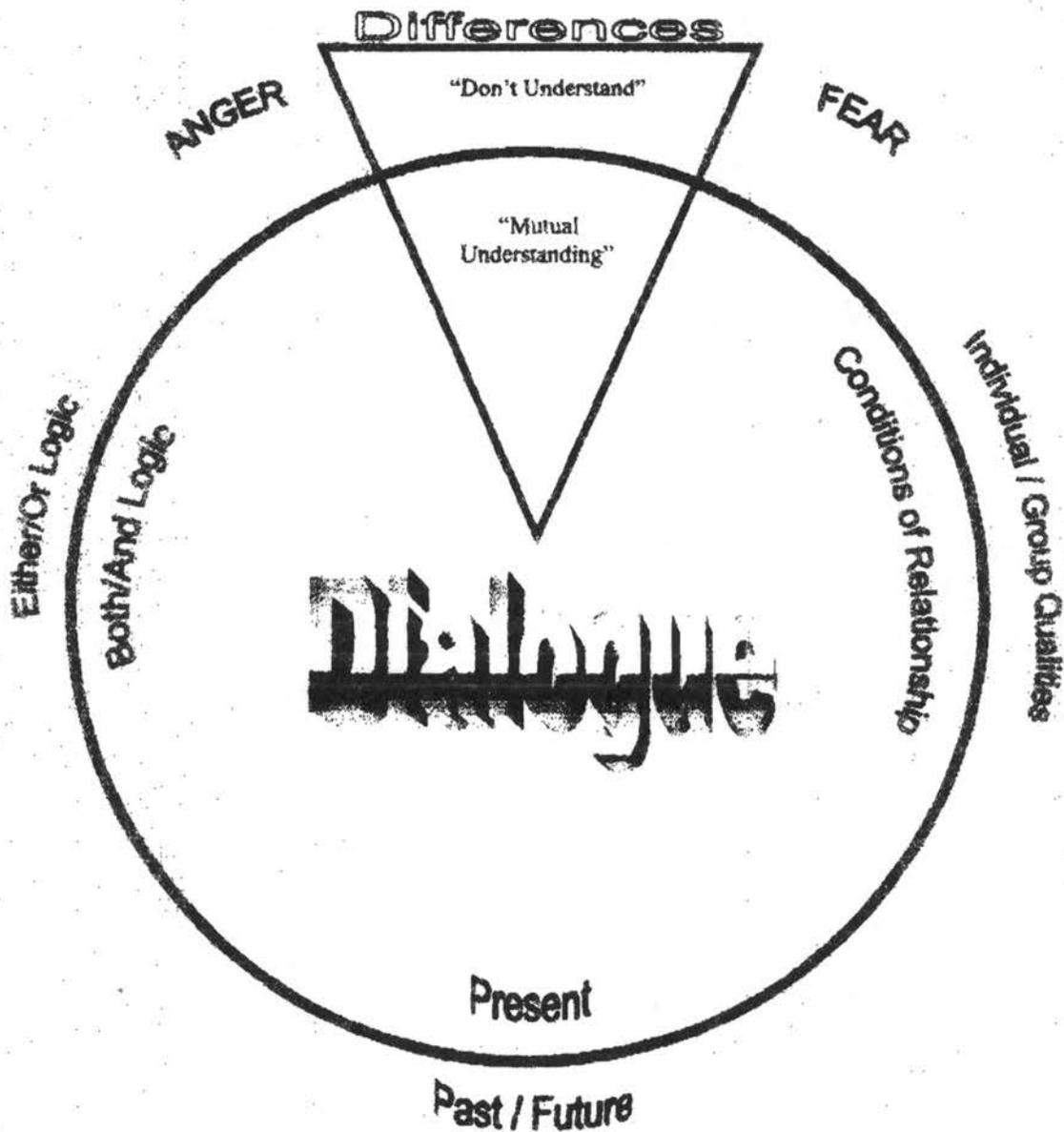
I have also included in the fax a copy of two different explanations of the Mobius model for dialogue that I told you about. The first explanation describes the benefits of dialogue over monologue.

The second explanation gives a more detailed explanation of the progression of a dialogue process. The monologues are on the outside of the circle (blame and worry). Monologues are our natural tendency to put meaning to the experiences that we have, but when we hide, or don't share those assumptions, feelings, and meanings, we separate ourselves from each other and decrease the possibilities for understanding.

When we are willing to share our monologues (our stories of experience, feelings, assumptions, meanings) we are choosing to enter into relationship where there is a possibility that we can at least understand each other without the necessity of agreeing with each other. Having heard and understood each other, we might be able to see new possibilities that neither of us has seen from our own individual experience (two or more heads are better than one)

There is a progression of the conversation. When you go out of order or skip steps, it usually results in a blockage which you will recognize as people getting frustrated. When that happens, you just move backwards on the model until you get to the area that is missing. Getting out of sequence is not unusual for most groups, because different individuals have particular affinities for different places on the model. Groups need a diversity of these affinities so that they can accomplish what they need, but if one affinity is stronger or consistently more dominant than another, it is very difficult for the group to function effectively together.

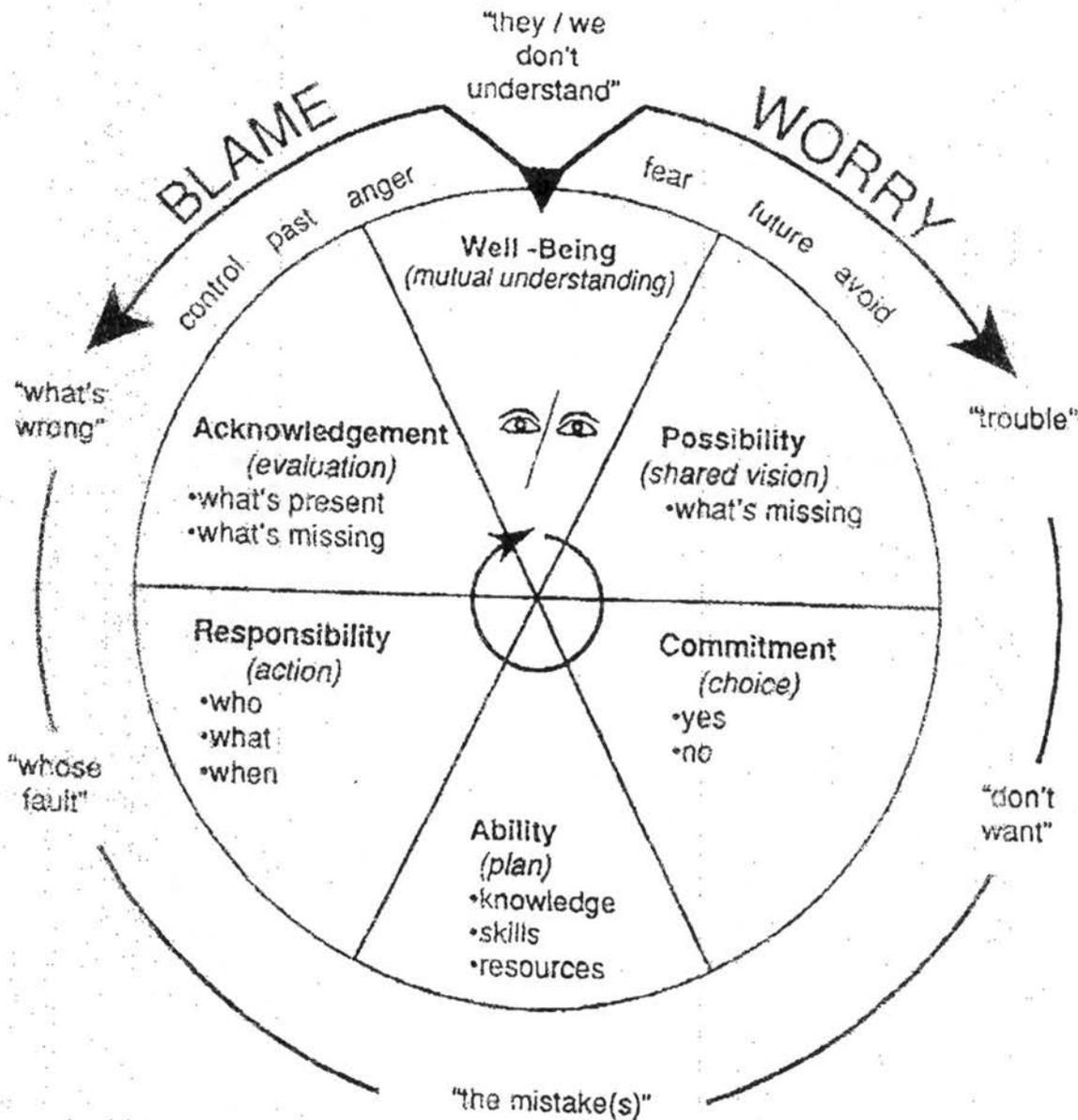
# ~~Monologue~~





ORGANIZATION DEVELOPMENT CONSULTANTS

THE MOBIUS MODEL <sup>SM</sup>



© William Stockton 1985

# Memo

**To:** EHEP Board (Faxed to Matt Little and Barb Bearman)

**From:** Dick Little, Staff (330-1505 ext.2)

**CC:**

**Date:** April 4, 2000

**Re:** Reports from Task Groups for Next EHEP Board Retreat Meeting

---

I am asking each task group through its assigned leader to contact me before next Tuesday's retreat meeting. Please let me know how much time you or your group will need at the retreat meeting to make its presentation to the board as a whole. I would appreciate hearing from you before the end of this week, so that I can have an agenda prepared for the Tuesday evening meeting. Thank you.

## **Summary of EHEP Board Retreat Task Groups and Task Assignments**

At the next board retreat meeting, we will focus on action strategies for the next year.

At the board retreat on March 7, board members decided on tasks and assigned themselves to groups to work on these tasks prior to the next meeting, scheduled for April 11<sup>th</sup>. These tasks were considered a critical step in moving us from a discussion of our role to reaching agreement on action strategies and a work program for this next year. This information was sent out to each board member one week after the March 7<sup>th</sup> meeting and is identified below:

**Area of Focus/Statement of Action for 2000/2001:** To make the case for integration, for integrated schools, housing and communities in the metropolitan community and to engage the metropolitan community in moving toward this goal.

### **Task Group #1: Power Analysis of Our Community**

Jim Hilbert, Osman Sahardeed, Hope Melton and Barbara Bearman

To do a power analysis of education, housing and race in Twin Cities metro community focusing on who are the key players, who ought to be our partners, what are the key issues, how can we make an impact on strategic policies, whom do we want to most influence, and what can we realistically accomplish within a given period of time.

### **Task Group #2: Funding Plan for EHEP and Our Project to Promote Integration**

Jerry Timian, Dan Rodriguez, Carlos Mariani-Rosa and Barbara Bearman

To do an analysis of who are the key players who are most likely to support what we want to do, to research the key foundations and other sources of support for EHEP, and to recommend key strategies for building financial viability and sustainability and a broader base of funding.

### **Task Group #3: Promising Practices and Examples of Integrated Communities – Housing and Schools**

Joy Sorensen Navarre, Van Mueller and Sharon Oswald

To identify promising/best practices and model examples of what it is we want to advocate both for housing and for education – inclusionary community and institutional initiatives and integrated housing and school programs. What is working around the country that we should consider emulating?

### **Task Group #4: Literature Search and Research Results/Resources on Segregation, Integration and Schools and Housing that Work For All**

Gavin Kearney, Hope Melton and Myron Orfield

To define what we mean by “integration” and “segregation” and to identify, secure and produce abstracts of the best research and reading materials to support our work and our proposition.

### **Task Group #5: Models for Education, Consensus Building and Advocacy**

Matt Little, Dan Rodrigues, Sharon Oswald and Barbara Bearman

To identify and recommend best approaches for effectively advancing our message and engaging communities and community leaders in taking public actions that move us toward more integrated communities.

If you have not already done so, I strongly urge each task group to meet at least once (by conference call, email or in person) before our next retreat meeting, select a lead person or chair for your task group, refine your task or charge, and prepare findings or recommendations that you will present to the board as a whole at the retreat meeting on April 11<sup>th</sup>. Please let me know who will be your spokesperson and how much time you will need to make your presentation at the retreat. If you want to meet at Augsburg, need a flip chart, or desire staff services to help schedule your meeting or be present at your task group meeting, please call me. Another list of board members with phone, fax, email and mailing addresses is enclosed.

If the task groups have not yet convened, and are not able to convene prior to April 11<sup>th</sup>, then individuals should pull their information together and plan on using the April 11<sup>th</sup> meeting to convene their task groups and complete their work.

## A List of EHEP Actions and Accomplishments 1996-2000

November 1996 – March 2000

- We procured financial support for civic work on segregation in schools and housing from numerous foundations, corporations, religious and public bodies including the Bush Foundation, the Otto Bremer Foundation, the Minneapolis and Saint Paul Foundations, the Cowles Media/Star Tribune Foundation, the St. Paul Companies, General Mills Foundation, CURA, Saint Paul United Way, the First Universalist Foundation, the Headwaters Fund, the Study Circles Fund/Topsfield Foundation and the Metropolitan Council.
- We built a collaborative with many different organizations and groups throughout the Twin Cities metropolitan area, including a partnership with facilitator groups and sponsor organizations, to carry out a civic engagement project focused on issues of segregated schools and communities, affordable housing, the achievement gap in public schools, economic and racial justice, and building more inclusive and equitable communities. We have developed a substantial data base of people and organizations with whom we have worked and who share our interests.
- We researched and produced four different editions of a community circle discussion and action guide on education, housing, segregation and race in the Twin Cities metropolitan area. We produced a bibliography and have developed a reference library of resource materials on these subjects for current and future use; our research partners have provided resource materials that are used to inform the community circle discussions. These materials include a specially commissioned piece "What the Research Shows" prepared by the Institute on Race and Poverty. The study guides have been used in the urban studies curriculums of several Twin Cities area colleges and seminaries, including the Metro Urban Studies Term of the Higher Education Consortium for Urban Affairs. We also produced a report outlining the results of the 1997 community circles discussions and recommending improvements for future community circle dialogues. We also partnered with the Wilder Foundation to produce a directory of action organizations dealing with issues of education, housing and race in the Twin Cities.
- We have completed or are completing 80 community circle (5-session) dialogues and conversations on education, housing, segregation and race held in 20 municipalities, sponsored by 75 schools, neighborhood organizations, congregations, etc., moderated by 120 facilitators, engaging approximately 1,200 citizens over 3 years. Some of these conversations are leading to specific action agendas and policy initiatives (e.g., Bloomington and Frogtown).
- We delivered 3 community-wide "kick-off" forums, 4 sponsor information meetings, 7 facilitator training events (including 2 one-day workshops on understanding and dismantling community and institutional racism, and 1 half-day workshop on communicating across cultures), 1 all-day conference and training seminar promoting study circles, 4 *Cities at Work* forums on race and community in Saint Paul, 4 post-community circle forums ("Coming Together," Macalester College, May 1997; "The Gathering" at St. Stephanus Church in St. Paul, June 1999; "Beyond Tolerance: A Call to Action" Forum, Arlington High School, St. Paul, Nov. 1999 and the "Metropolitan Citizens Summit," and Minnesota Meeting Luncheon in downtown Minneapolis, Dec. 1999, all involving approximately 1,800 citizens. Many task force/action groups, personal commitments to action, and follow-up activities were generated at the Action Forum and a policy report on the results of the Citizens Summit will be presented to key decisionmakers and community leaders in the near future.

- We helped organize and cosponsored a series of educational and citizen action events on our issues with our partner organizations. These events include the “Town Hall Forums on Education and Race” with the National Conference on Community and Justice and Minneapolis and Saint Paul Public Schools, Sept. 1997; the Institute on Race and Poverty’s conference on spatial barriers to welfare reform, Dec. 1997; the National Days of Dialogue on Race Relations, Feb. 1998; the “Building Inclusive Communities” conference co-sponsored with the Minnesota Fair Housing Center, Sept. 1998; the Issues Forums on the proposed State Rules on school desegregation, multicultural education and teacher licensing, Oct. 1998-Jan. 1999, with the Urban Coalition and the Minnesota Minority Education Partnership (MMEP); the “Intergenerational Dialogue on School Reform and Desegregation” held in Nov. 1999 with MMEP; the *Cities at Work 1999* Forums (3) on “Race, Reconciliation and Commitment to Action” held in Saint Paul; and 6 performances of the housing and social justice play “Like Waters Rolling Down” with the Metropolitan Interfaith Council on Affordable Housing (MICAH) in 1998 and 1999, all involving an estimated 4,500 citizens. The MICAH play was developed as a creative response to the challenge posed by 1997 community circles to “move citizens to action” by dramatizing the issues.
- We helped formulate and cosponsored Inclusionary Housing Legislation eventually passed by the Minnesota State Legislature in 1999. The concept of inclusionary housing for the Twin Cities was first introduced in the community circles of 1997, and was carried forward for further development by several of our action partners, including the Alliance for Metropolitan Stability.
- We supported and participated in the affordable housing legislative rallies at the state capitol in March 1999 (800-1,000 participants) and February 2000 (approximately 500 participants).
- We provided substantive input and contributions to the mediation process and talks involving proposals for settlement of the NAACP v. State of Minnesota educational adequacy lawsuit and the City of Saint Paul v. State of Minnesota educational equity lawsuit. We also testified at a special Minneapolis Public Schools Board of Education meeting in support of mediation as the best way to develop remedies for addressing the issues raised by the NAACP lawsuit.
- We provided written and oral testimony to the State Board of Education on the proposed Profile of Learning in 1998 and the proposed revised State Desegregation Rule in 1999.
- We participated by invitation in the planning process for the Saint Paul/East Metro Interdistrict Integrated Education Initiative.
- Our work has served as a model and catalyst in creating at least four major dialogue projects, in addition to our own, on subjects involving segregation and race-related issues: The *1999 Cities at Work* “Public Dialogue on Race, Connections and Commitment to Action” (in which we partnered with the Wilder Foundation), the 1997-98 Interfaith Action Dialogues on Jobs, Housing, Sprawl, Race and Poverty (in which they modeled their discussions after our discussion guide), the study circles initiative of the Macalester College Dismantling Racism Group (DRG) (in which we provided training) and the League of Women Voters of Minnesota’s “Changing Faces, Changing Communities” state-wide community circle project on immigration now underway (which we have helped to plan and organize). The City of Burnsville’s community circle project on strengthening neighborhoods was also inspired by our work (following our presentation to board members and staff of Partnerships For Tomorrow).

- Since we began our project, agendas for addressing issues of segregation, racial and ethnic diversity, concentration of poverty, affirmatively furthering fair housing, and understanding the relationship between school achievement and access to affordable housing have become more explicitly part of the work programs and goals of many of our collaborative partners including MMEP, MICAH, the Alliance for Metropolitan Stability, the Urban Coalition, the Minnesota Fair Housing Center, the Wilder Foundation, the Minnesota Facilitators Network and the MN Society of Professionals in Dispute Resolution.
- EHEP's Community Circle Conversations on Education, Housing and Race project has been selected by the President's Initiative on Race as a model of a "Promising Practice" for advancing race relations and addressing race-related issues in metropolitan areas of the United States. In May 1999, the executive director was invited to speak about our work at the Brookings Institution in Washington, D.C.
- We received a "Laying the Foundation in 1999" Brick 'award' at the Affordable Housing Legislative Victory Celebration in June 1999; our efforts, in conjunction with the work of many other organizations, contributed to the largest legislative funding commitment to affordable housing in Minnesota's history.
- Our work and message have been covered by the media, including Minnesota Public Radio, the Citizen's League's *Minnesota Journal*, radio Stations KMOJ and KFAI, the *Star Tribune* and *Pioneer Press* newspapers, *Insight News*, the Minneapolis *Spokesman* newspaper and the Richfield *Suburban Sun* newspaper, and the neighborhood press as well as by cable television networks including the Saint Paul Neighborhood Network News, the City of Bloomington Cable Network, and West Metro and Minneapolis television networks. We even received coverage in the *US News and World Report*. We have also received attention in the newsletters of some of our partner organizations, including the Study Circles Resource Center, MICAH and the Minnesota Minority Education Partnership. In some cases, we have prepared articles about our work for their media publications (e.g., Wilder Foundation's *Community Matters*).
- We have accepted and undertaken numerous speaking engagements about our work and the results of our work, as well as the issues we are addressing, at meetings, conferences, seminars and workshops in the Twin Cities area (e.g., report to the board of the West Metro Education Program on preliminary results of the community circle conversations; seminar on segregation and sprawl at the annual conference of the Minnesota Public Interest Research Group; panel presentation at the annual conference of the Minnesota Minority Education Conference on integrated schools vs. community schools).
- We have established an office, hired staff including a director, and have acquired an office location/space and office equipment including computers and e-mail service, a fax and copier, chairs, desks and tables, a vertical files system and book shelves. Over the course of the last three years, our staff has included two administrative assistants and five college and graduate school student interns. Our office has survived three different moves, two at the Minnesota Church Center, and most recently the move to East Hall at Augsburg College (where we are able to procure a variety of support services). We have developed an organizational logo, a project moniker, a letterhead design for stationary and business cards and various brochures for promoting our community circles project. We have procured financial and fiscal accounting services, first from MICAH and most recently from Augsburg College. We have federal 501(c)3 non-profit organization status, tax exempt status for state sales taxes, and we are registered with the Minnesota Secretary of State's and Attorney General's Offices. We have now been in existence for five years (1995 – 2000).

# Memo

**To:** Board of Directors, Education & Housing Project  
**From:** Dick Little, Executive Director  
**cc:** Lou Schoen, Ron Wirtz, Paul Pierson and Julie Allen  
**Date:** March 15, 2000  
**Re:** EHEP Board Retreat, Part 3 (Action Plan)

---

## Notice of EHEP Board Retreat, Meeting #3

Tuesday, April 11, 2000 - 5:00-8:00 p.m. (dinner during retreat)

Augsburg College, Christensen Center, Riverside Room

720 - 22<sup>nd</sup> Avenue South, Minneapolis, MN (see map for parking)

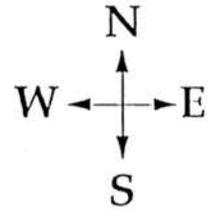
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Enclosed are copies of the updated board roster and notes covering meeting #2 of the board retreat, held on March 7<sup>th</sup> at Augsburg College. We have developed a fairly good understanding of EHEP's accomplishments over the past three years, a revised mission statement for the organization, the beginnings of a shared understanding of a future vision and role for EHEP, and agreement on priority areas for achieving our vision and focusing our actions for the coming year. Task groups have been assigned to gather information that will assist us in developing our action plan. Each group is expected to make a presentation and set of recommendations at the April 11<sup>th</sup> meeting. By the end of that meeting we should have agreement on a strategic action plan that includes work program priorities and a fund raising strategy to support and guide EHEP board and staff activities for the next year. *To get this agenda accomplished in the time allotted will require that we start on time and work very hard to stay focused throughout the meeting.*

Please RSVP (612.330.1505x2) only if you will not be attending all or part of this meeting. I also ask that you please take a moment to review the board roster and notify me of any corrections or changes. See you on April 11<sup>th</sup>.

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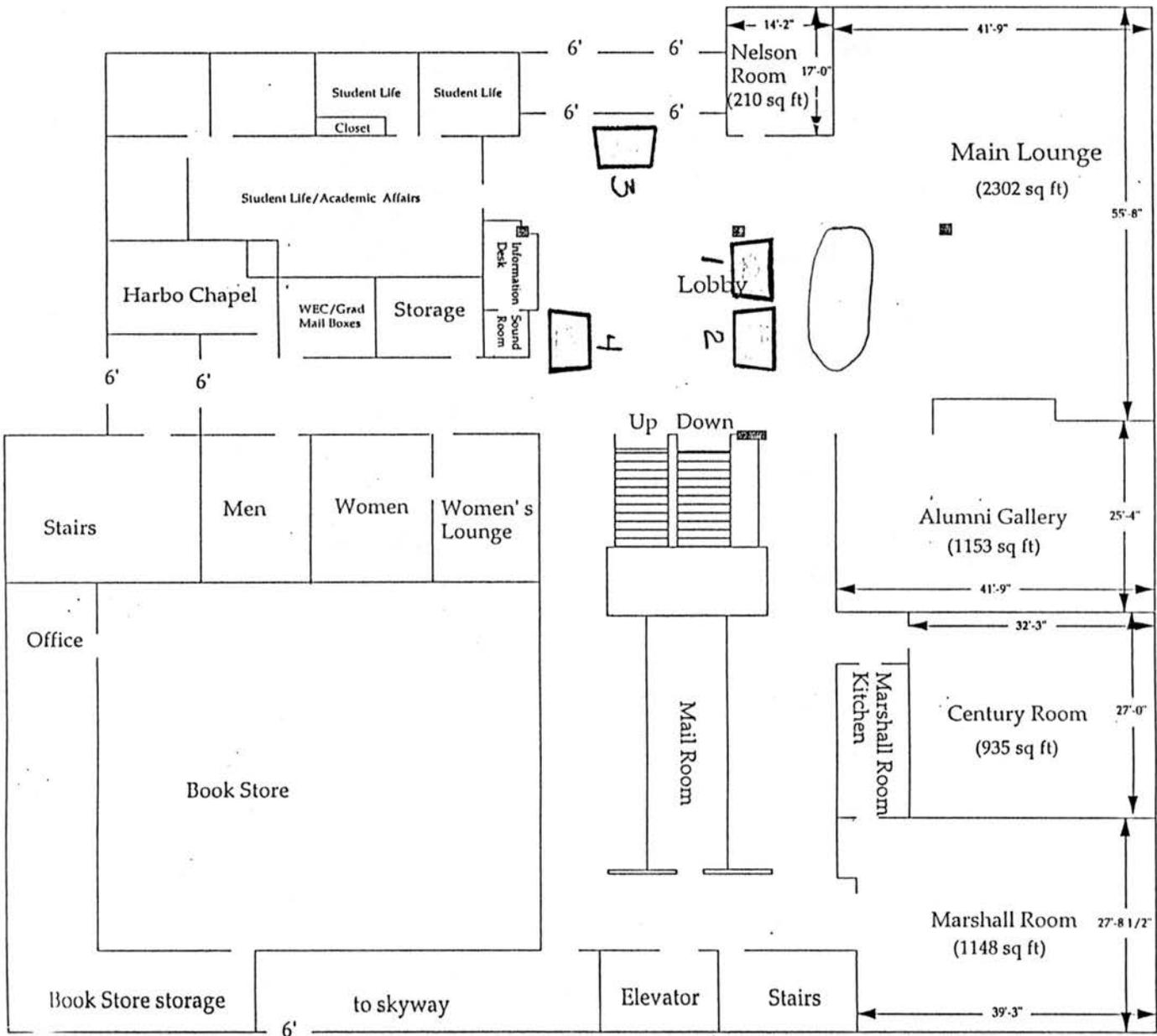
# Christensen Center First Floor



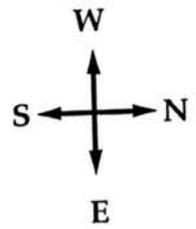
Square Footage:  
 Nelson Room - 210 sq. feet  
 Main Lounge - 2302 sq. feet  
 Alumni Gallery - 1153 sq. feet  
 Century Room - 935 sq. feet  
 Marshall Room - 1148 sq. feet  
 Total Square Footage - 5748 sq. feet

24 Feet of Exit space

TABLES

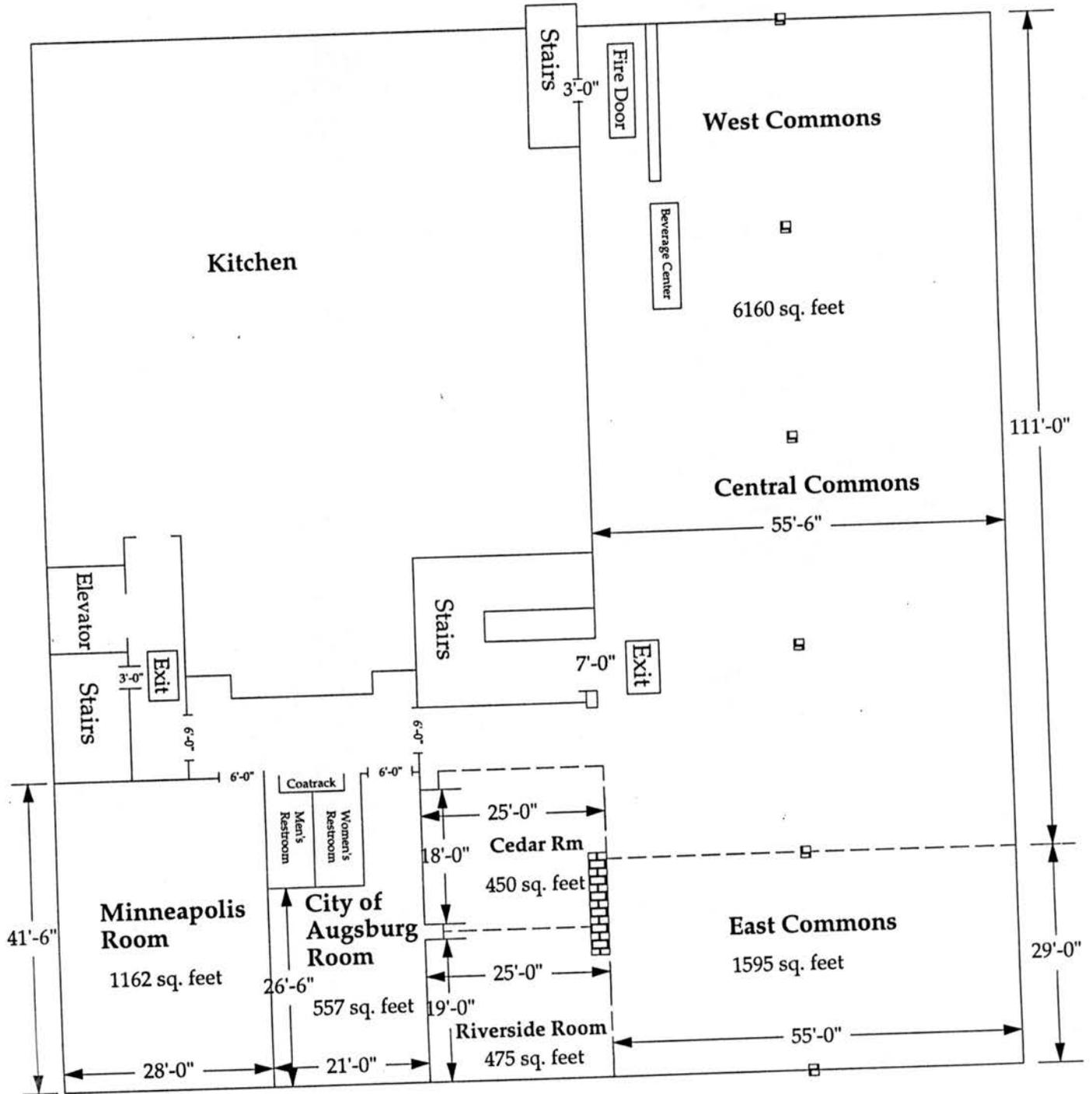


# Christensen Center Second Floor



Square Footage:  
 West and Center Commons - 6160 sq. feet  
 East Commons - 1595 sq. feet  
 Cedar Room - 450 sq. feet  
 Riverside Room - 475 sq. feet  
 City of Augsburg Room - 557 sq. feet  
 Minneapolis Room - 1162 sq. feet  
 Total square footage - 10399 sq. feet

13 feet of exit space



# AUGSBURG



## C.O.L.L.E.G.E

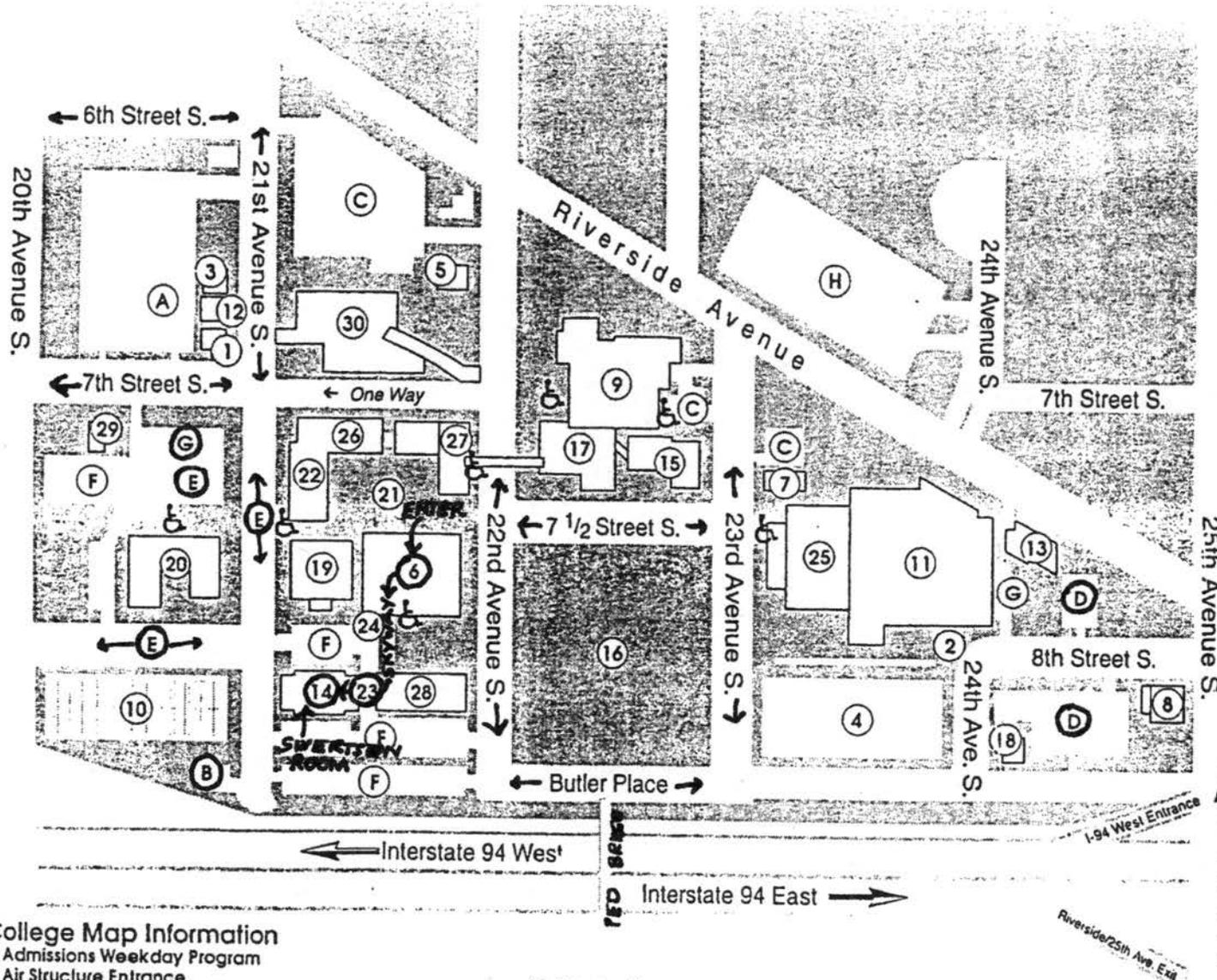
### Directions to Campus

**From Minneapolis on I - 94 East**  
Take the 25th Avenue exit and turn left on 25th Avenue; turn left at Riverside Avenue; turn left at 22nd Avenue South.

**From St. Paul on I - 94 West**  
Take the Riverside Avenue exit; turn right on Riverside; turn left at 22nd Avenue South.

**From the South on 35W**  
Follow I - 94 going east to St. Paul; take the 25th Avenue exit and turn left on 25th Avenue; turn left at Riverside Avenue; turn left on 22nd Avenue South.

**From the North on 35W**  
Take the Washington Avenue exit; turn left on Washington (turns to the right onto Cedar Avenue); turn left on Riverside Avenue; turn right at 22nd Avenue.



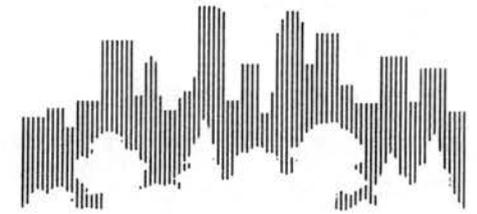
### College Map Information

1. Admissions Weekday Program
2. Air Structure Entrance  
November through March
3. American Indian Support and Black Student Affairs
4. Anderson-Nelson Athletic Field and Seasonal Air Structure
5. Center for Global Education and International Programs
6. Christensen Center  
Information desk
7. Public Relations
8. East Hall
9. Foss, Lobeck, Miles Center for Worship,  
Drama and Communication
10. Husby-Strommen Tennis Courts
11. Ice Arena
12. Jeroy C. Carlson Alumni Center
13. Maintenance and Grounds Shop
14. Mortensen Tower
15. Murphy Place
16. Murphy Square
17. Music Hall
18. Nordic Center
19. Old Main
20. Oscar Anderson Hall
21. Quad
22. Science Hall
23. Security Dispatch Center
24. Shipping and Receiving
25. Si Melby Hall
26. Sverdrup Hall
27. Sverdrup-Ofedal Memorial Hall
28. Urness Tower
29. Youth and Family Institute
30. Lindell Library

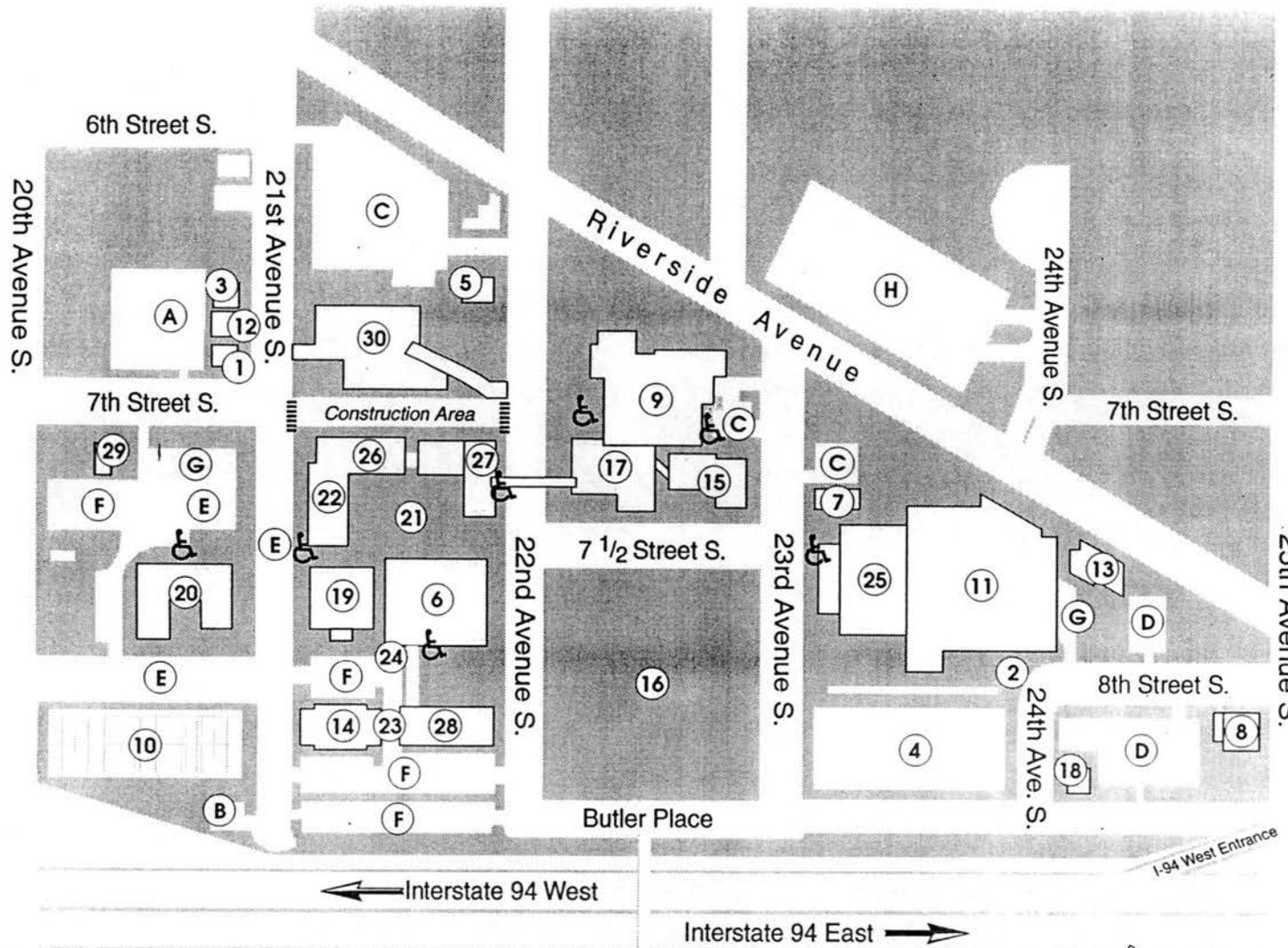
### \* PARKING IN CIRCLED LOTS OR ON CIRCLED STREETS & OTHER STREETS

- Parking Lots**
- A. Admissions/Faculty/Staff Parking
  - B. Faculty/Staff/Commuter/Resident Parking
  - C. Faculty/Staff Parking
  - D. Faculty/Staff/Commuter Parking
  - E. Commuter Parking
  - F. Resident Parking
  - G. Visitor Parking
  - H. Riverside Professional Building Ramp  
see information desk in the Christensen Center  
for special arrangements
- ♿ Disability access

# AUGSBURG



C • O • L • L • E • G • E



## College Map Information

1. Admissions Weekday Program
2. Air Structure Entrance  
November through March
3. American Indian Support and Black Student Affairs
4. Anderson-Nelson Athletic Field and Seasonal Air Structure
5. Center for Global Education and International Programs
6. Christensen Center  
Information desk
7. College Relations
8. East Hall
9. Foss, Lobeck, Miles Center for Worship,  
Drama and Communication
10. Husby-Strommen Tennis Courts
11. Ice Arena
12. Jeroy C. Carlson Alumni Center
13. Maintenance and Grounds Shop
14. Mortensen Tower

15. Murphy Place  
Weekend College Admissions and Graduate Programs
16. Murphy Square
17. Music Hall
18. Nordic Center
19. Old Main
20. Oscar Anderson Hall
21. Quad
22. Science Hall
23. Security Dispatch Center
24. Shipping and Receiving
25. Si Melby Hall
26. Sverdrup Library
27. Sverdrup-Ofedal Memorial Hall  
Master of Social Work Admissions
28. Urness Tower
29. Youth and Family Institute
30. New Library-IT to open Fall 1997

## Parking Lots

- A. Admissions/Faculty/Staff Parking
  - B. Faculty/Staff/Commuter/Resident Parking
  - C. Faculty/Staff Parking
  - D. Faculty/Staff/Commuter Parking
  - E. Commuter Parking
  - F. Resident Parking
  - G. Visitor Parking
  - H. Riverside Professional Building Ramp  
see Information desk in the Christensen Center  
for special arrangements
- Disability access

## EHEP Board Retreat

Part 1, February 26, 2000

Notes from Flip Chart

### Successes:

- We reached a lot of people
- We called attention to education and housing issues
- We held the Lani Guinier luncheon – the speaker was great
- We reached ordinary people
- We involved a variety of localities – we reached both suburbs and cities
- We started an extensive (#s) of collaborative activities – everything we do is collaborative
- We moved people from discussion to action; lots of people from community circles have gone on to become involved in issues – the discussions motivated further development
- The community circle dialogues – they have created insights, empowerment, grass roots involvement, awareness of issues
- The Citizens Summit was a success and a shock, leading to an opportunity
- We have a committed core of people on board
- The conversations were information driven – with materials, data, etc.
- We have connected players together, with each other and with public officials. We networked with other organizations – bringing attention of other groups EHEP is working with to each other – and connecting public officials to groups.
- We linked housing and education
- Other groups (our collaborative partners) have added connections of education, housing and segregation to their work goals
- We have had *limited* impact on the mediation/settlement of the NAACP lawsuit
- The organization has survived and accomplished important work
- “Integration” has reappeared again as a term that is publicly used and accepted

### Challenges:

- We have been less successful in developing as strong a list of groups who are interested in focusing on education; more successful with groups interested in housing
- We may have lost focus on the link between education and housing (particularly desegregation). The project may have developed greater emphasis on housing instead of on education or the relationship between education and housing.
- We need to find a way for circles to include a broader spectrum of people from participating communities – not just those involved in activism
- Insufficient connections were made through community circles which would have allowed action by participants in their own community/ies
- We need more and better PR – to indicate to the community the broader impact our work could have
- Maintaining a focus on the intersection between education and housing; we helped create more consensus and awareness on issues of housing. Issues of education and desegregation are more contentious, less susceptible to consensus. EHEP has become part of the wave surrounding the housing issue, but are we pushing the focus on the intersection of education and housing (and race)?

- Community circles – are they driving real change? Can't tell the real value of the use of our time and resources that have been put into them. There is no effective evaluation or assessment of the community circles.
- We have too much discussion, not enough advocacy (e.g., Minneapolis Public Schools)
- Effective fund-raising
- Sufficient (effective) staffing – what are our real needs?
- Is the board functioning as effectively as it could? What could/should be the board's our role?
- Most collaboration seems to be with professional non-profits. How can we access chambers of commerce, businesses, developers, builders, etc.?
- With respect to education – what are we most concerned about? We need to find our focus.
- How have not focused on holding education officials accountable
- Leadership development at the grass roots level – What could be EHEP's role to support stronger actions (recognizing different leadership and cultural styles)?
- Difficulty/ inability to engage school districts in our project
- Circles reached more clarity on housing; there remains a lack of agreement on education. What is/should be EHEP's role in advancing clarity and consensus on education?
- Most collaboration has been initiated by EHEP rather than EHEP being recruited by others – “We're not very big on the radar screen.”
- We are cautious in our advocacy
- Relationship between board and staff – could there be a work plan?
- Stability of office – location, support staff (a challenge we have had in our first three years with several office moves)

**Vision of EHEP:** What do we see three years from now or want to do within 3 years?

- *(6 votes)* **EHEP has a clear, powerful message that is part of all discussions of education and housing**
- Clear advocacy positions
- EHEP is a real player on issues of education and housing
- Collaborative activities include more existing government officials – school board, city, county and other elected officials. Also, chambers of commerce, developers, etc.
- *(5 votes)* **Make the word “segregation” more prominent**
- *(1 vote, board decided to connect this item to previous item)* Create connection to affordable/integrated housing – not merely affordable housing
- *(6 votes, understood as a prerequisite to achieving larger vision)* **EHEP is financially solvent – paid staff, work plan, clear understanding between board and staff**
- *(1 vote)* A strong public voice by EHEP that continues to push for connection of housing and education
- *(3 votes, viewed by board as a strategy)* EHEP hosts public conversation between education and housing authorities, resulting in greater public accountability for results
- *(1 vote)* Regular newspaper column/ media presence
- Our work plan is tied to the results of community circle outcomes
- *(1 vote)* School districts and their leaders are advocating for affordable housing (without shifting blame)
- *(2 votes)* Shift/redistribution of power, income and wealth

- (2 votes) The state and national governments are advocating for what we want
- (5 votes) **Governments and schools are connected regionally**
- There is a movement underway to reconfigure school districts for desegregation
- (4 votes) EHEP involves leaders in issues with the Minneapolis and Saint Paul school districts re: mobility and stability
- A transportation system that supports mobility (metro-wide), especially for older kids – opens parent choice in schools
- More housing that is open and accessible to all, near jobs, etc.
- (5 votes) **EHEP is positioned to ask the critical questions re: proposed solutions addressing focus on connections between education and housing; we have a solid set of criteria**
- (3 votes) EHEP has established a report card – useful information, accountability
- (4 votes, maybe should be considered a strategy) EHEP is a partner with the Minneapolis NRP in determining future direction (of Minneapolis neighborhoods)
- Segregation/racism understood as a real issue

## Decision to Revisit EHEP’s Mission: Draft of Revised Mission Statement

### From:

*The purpose of the Education and Housing Equity Project (EHEP) is to act as a catalyst to build broad-based partnerships that engage Twin Cities area communities and citizens in public discussion, analysis, advocacy and actions that promote racially and economically inclusive communities which provide families and children of all races, incomes and ethnicities access to quality housing and schools throughout the metropolitan area.*

### To:

*The purpose of the Education and Housing Equity Project (EHEP) is to promote racially and economically integrated metropolitan communities that give all people access to quality education, housing and other key life opportunities.*

### Suggested tag lines:

“Citizens for Integrated Communities” (this was the original name of our organization)

“Building Inclusive Communities” (this has been used as a tag line in our brochures and mailers)

Descriptors that may be included in a second sentence of the mission statement or in the tag line to the mission statement:

- Advocate
- Leadership
- Informed public discussion
- Action

### Discussion

Is “promote” strong enough a word?

Is emphasizing “access” alone sufficient?

Should we (and, if so, how could we incorporate) “equity” into the mission statement, given that this term is part of our corporate name?

What else is needed or missing in the mission statement?

### **EHEP's Role and Uniqueness:**

- "Marriage" of education and housing
- Focus on integration
- Introducing process of conversation (community circles, study circles or groups) as a strategy
- Advocacy for community-wide school integration (remedy of school lawsuits is not a viable role at the moment)
- Influence policy-making (a role *not* unique to EHEP)
  - build coalitions in community
  - influence government
  - impact media

(these are potential strategies)
- Highlight effects of race and poverty (segregation and racism/classism) on attaining life opportunities
- Help communities develop viable plans (priorities) (all facets) for attaining education/housing equity goals

(At end of the four hours, the board unanimously agreed to continue the retreat as Part 2, to be scheduled for Monday, March 6<sup>th</sup> or Tuesday, March 7<sup>th</sup>, from 6:00 to 9:00 p.m. After checking with other board members and with Augsburg for available facilities, staff confirmed the board retreat for Tuesday, March 7<sup>th</sup>)

**EHEP Board Retreat**  
Part 2, March 7, 2000  
Notes from Discussion and Flip Chart

**Reflections on Part 1 Retreat Meeting and Discussion Leading to EHEP's Focus for the Next Year:**

- We've worked hard to build this organization over the past three years.
- We recognize the need to bring sharper focus on the connections between housing, education, race and segregation.
- It's appropriate to be asking now 'is everything we've been doing still working for us?'
- Discussion has brought into relief the question of whether our main emphasis or role should be on advocacy or on community conversation building and partnerships/collaboration? Is this an 'either-or', or 'both-and' proposition? Or, are these one and the same? Or, "two sides of the same coin?"
- We concur that we haven't made the connection between housing and education very well in the context of segregation, and the harm segregation causes to our community.
- We agree that the education piece needs to be worked on; we've paid lip service to the education crisis; we're losing a lot of kids.
- There is still some question about whether and how the community circles strategy has worked; we have no idea what happened to the action part of community circles. We are not interested in conversation for conversation sake. There *is* agreement that we 1) complete the evaluation of the community circle project (Wilder Research Center contract); 2) follow up with Wilder on the Call to Action task forces and commitments to citizen action; and 3) prepare a synthesis and summary of the findings, conclusions, recommendations and actions resulting from the community circle dialogues and reports for 1998, 1999 and this year (proposed contract with Ron Wirtz, awaiting available funds) as soon as possible. If and how we use community circles in the future should be based on these results.
- The observation was made that we need to have a shorter time frame for evaluating our effectiveness than three years.
- The need to clarify our mission was the most fundamental outcome of our first meeting.
- We need to set priorities; there are already a lot of players, but few providing leadership or advocacy at the intersection of education, housing and segregation.
- There are two consortiums of school districts, WMEP and East Metro; what would their success look like from our perspective?
- The housing piece that EHEP could be leading on is the part dealing with issues of integration, open and fair housing, affirmative mktg., and housing discrimination and segregation; little leadership being provided on these issues by most housing advocates.
- Both education and housing are at a point of crisis in the Twin Cities. Too many kids are failing. It's our children! The challenge is about how our schools are educating our kids. It's a disgrace to see so much failure in Minnesota, the model of success. Why are our schools failing and what has to be changed? And we must focus on how the issues (education, housing and jobs) are intertwined (e.g., unstable housing situations for school-aged children and isolation from opportunities to advance).

- A more focused approach would be to look at: *Who* are the kids that are failing? *Why* are those kids failing? The problem is not with all kids. Yet others feel that all kids suffer when there are inequities and segregated living patterns, whites as well as kids of color.
- Someone observed that with respect to both education and housing, we keep the focus on the State (and Metropolitan Council), not on individual school districts (or municipalities).
- EHEP's focus should be broader than the research of the Institute on Race & Poverty.
- A perspective on our history was offered. We started out as a catalyst. Community circles offered a vehicle for people to become informed and figure out ways to take action. They have been an education component of our work. But we are less convinced about their value in setting direction and spurring action than in building political will and creating receptivity to change. EHEP has put most if not all of its energy into the community circles; now it's time to move beyond community circles, not necessarily abandoning them but recognizing they are but one strategy and we need to develop additional strategies as well as improve existing strategies. More importantly, we need to become more clear about our goals: what do we want to accomplish, what problem(s) are we going to work on and try to solve? Which are pivotal, and most relevant to our mission? Of the multiple problems surfaced by the community circle discussions, which are we going to focus on? We don't have the capacity to organize around all of the problems. We need to nail down our ultimate mission to the work that defines us as an organization, and then flesh that out.
- We need to "put legs" on our work; we need to further clarify and flesh out our mission, then the strategy ideas will begin to flow. The suggestion is made that we do a power analysis: who are the key players, what are the key issues, how do we make an impact on strategic policies, whom do we want to move, what realistically do we want to accomplish? We want to really do something and see some results this next year, not just run around in circles (please excuse the pun).
- The greatest frustration expressed during this discussion has been our "unsureness" about what we're trying to do; what is our goal? Of the many challenges, which one does this group want to work on or solve, and what can we realistically do that will have an impact or make a difference during or by the end of this next year?

**Potential Areas of Focus:** What are the key/core issues, set of questions, or strategic activities that we want to be asking about or working on in 2000? Which are the most important? Most doable? Most fundable? Most distinctly tied to EHEP's mission? Which best differentiate EHEP's role from that of other organizations? Which fill a critical gap or niche in the Twin Cities region?

- Evaluation of community circles; what value do they bring to the education of constituencies, awareness of issues and building of a political will to tackle the knotty issues of education/housing/segregation/racism?
- **Identification of what is already out there? Facts, people structures, organizations, etc.** (a key step toward achieving our selected area of focus)
- What do we want to see happen? What are our goals/vision for success in education/housing?
- Increase focus on education while remaining connected to housing.

- Identify and focus on those kids in greatest need, on families and children most in need of a better education, housing and life opportunities, *not* simply on all kids.
  - Advocate for regionalism and the need for dealing with education and housing on a regional basis; develop a regional approach to education and housing; recognize that the State holds responsibility for education and housing. Our focus must be on policies and practices at the State level.
  - **Find ways to extend our advocacy** (a key consideration once we have selected our area of focus).
  - Think about ways to reallocate power to those who don't currently have it in the region; lack of parity is one reason disenfranchised groups are adversely affected, and why life chances of students of color have not advanced very much.
  - How do we address the issue of accountability?
  - **(#1) How do we build a Twin Cities education system in which every child succeeds, particularly poor kids of color (African American, Hispanic, Native American, etc.) & newcomers (immigrants)?** What are the individual issues associated with accomplishing this? What coalitions/partners are willing to help?
  - **(#2) How can we build a community that supports the achievement of #1 above – equity in educational opportunity and achievement?** How can we achieve a community where people of all backgrounds can live and thrive together and share in success (“the common good”)?
  - **(#3, added after discussion of #1 and #2 above) Integration: How do we build the case for integrated schools and community? What are the benefits of integration? What is the purpose of integration? And what do we mean by integration?** Is integration different from desegregation? How is segregation of the '90's different from issues of segregation of the '60's?
  - What is the role of community circles in making #1 and #2, above, happen?
  - Financial solvency: What does our direction mean for funding support?
- Those statements highlighted in bold represent the board's priorities (“high fives”) for deciding EHEP's focus for 2000-2001.**

**Suggested Changes to #1, 2 & 3 that will enable Board Consensus on these Priorities and Selection of a Specific Area of Focus:**

- Statements #1 & 2 need a broader focus than simply making education primary; they need to articulate more broadly all people, not just school-aged children; life opportunities, not only educational achievement; and community/economic institutions in addition to schools. Also, make sure housing is included.
- Consider the whole spectrum of childhood.
- Focus on something specific that can come out of these statements that is smaller, doable and practical? What can be funded in a year? *(this led to agreement on fleshing out #3 as an activity area to work on this next year)*
- Emphasize achievement of individuals.
- Need for a common analysis or understanding of community, institutional, systemic racism, and of how systems change; help white people (and non-whites) see how their interest is best served in the long run by changing the current *system* of segregation, inequality and injustice, which works more favorably for some, less so for others.

### **Proposal for Board Consideration and Action:**

#1 and #2 are guiding principles – core values.

#3 is recommended Statement of Action for this next year – it is doable, not being done by others; and is also fundable.

**Integration: Building the case for integration in schools, housing and community.**

**Why?**

**How?**

**What is it?**

**Benefits?**

**Frame integration as an opportunity, creating choices and opportunities**

**Important to challenge the present system or order – one that gives privilege to some over others based on such factors as skin color and birth. In order to create the possibility of systemic change, our work must address policies and practices that are supporting the presently segregated and inequitable status quo.**

**Go beyond “access” to include “success”**

### **Next Steps:**

The board decided to identify key **Tasks** and **Task Groups**:

➤ **Power analysis**

*Jim Hilbert, Osman Sahardeed, Barbara Bearman*

➤ **Funding** - analysis of who are the key players (who will support us)

- researching key foundations and other sources of support
- developing key strategies

*Barbara Bearman, Jerry Timian, Dan Rodriguez*

➤ **Identify promising practices** and existing models of **what we want to advocate** (inclusionary community and institutional initiatives, equitable and integrated education programs, etc)? What’s already happening?

*Joy Sorensen Navarre, Van Mueller, Sharon Oswald*

➤ **Literature search**; latest research, reading materials and definition of what we mean by “integration”

*Gavin Kearney and Hope Melton*

➤ **What are potential *models* for us (EHEP) to consider *for effective advocacy and education* (beyond or in addition to community circles and the way we have developed them)?**

*Barbara Bearman, Matt Little, Dan Rodriguez, Sharon Oswald*

For all of these tasks, task groups should also be thinking about who can help us. The board agreed that the task groups would work on these tasks and bring results together for presentation and discussion by or before the next meeting of the whole.

### **Next Meeting:**

The board unanimously agreed to meet again for three hours on **Tuesday, April 11, from 5:00 p.m. to 8:00 p.m. at Augsburg College** (the **Riverside Room** has been reserved).

Task group reports and recommendations will be presented at this meeting and a strategic work plan and program for the next year will, hopefully, be identified and agreed upon.

## A List of EHEP Actions and Accomplishments 1996-2000

November 1996 – March 2000

- We procured financial support for civic work on segregation in schools and housing from numerous foundations, corporations, religious and public bodies including the Bush Foundation, the Otto Bremer Foundation, the Minneapolis and Saint Paul Foundations, the Cowles Media/Star Tribune Foundation, the St. Paul Companies, General Mills Foundation, CURA, Saint Paul United Way, the First Universalist Foundation, the Headwaters Fund, the Study Circles Fund/Topsfield Foundation and the Metropolitan Council.
- We built a collaborative with many different organizations and groups throughout the Twin Cities metropolitan area, including a partnership with facilitator groups and sponsor organizations, to carry out a civic engagement project focused on issues of segregated schools and communities, affordable housing, the achievement gap in public schools, economic and racial justice, and building more inclusive and equitable communities. We have developed a substantial data base of people and organizations with whom we have worked and who share our interests.
- We researched and produced four different editions of a community circle discussion and action guide on education, housing, segregation and race in the Twin Cities metropolitan area. We produced a bibliography and have developed a reference library of resource materials on these subjects for current and future use; our research partners have provided resource materials that are used to inform the community circle discussions. These materials include a specially commissioned piece "What the Research Shows" prepared by the Institute on Race and Poverty. The study guides have been used in the urban studies curriculums of several Twin Cities area colleges and seminaries, including the Metro Urban Studies Term of the Higher Education Consortium for Urban Affairs. We also produced a report outlining the results of the 1997 community circles discussions and recommending improvements for future community circle dialogues. We also partnered with the Wilder Foundation to produce a directory of action organizations dealing with issues of education, housing and race in the Twin Cities.
- We have completed or are completing 80 community circle (5-session) dialogues and conversations on education, housing, segregation and race held in 20 municipalities, sponsored by 75 schools, neighborhood organizations, congregations, etc., moderated by 120 facilitators, engaging approximately 1,200 citizens over 3 years. Some of these conversations are leading to specific action agendas and policy initiatives (e.g., Bloomington and Frogtown).
- We delivered 3 community-wide "kick-off" forums, 4 sponsor information meetings, 7 facilitator training events (including 2 one-day workshops on understanding and dismantling community and institutional racism, and 1 half-day workshop on communicating across cultures), 1 all-day conference and training seminar promoting study circles, 4 *Cities at Work* forums on race and community in Saint Paul, 4 post-community circle forums ("Coming Together," Macalester College, May 1997; "The Gathering" at St. Stephanus Church in St. Paul, June 1999; "Beyond Tolerance: A Call to Action" Forum, Arlington High School, St. Paul, Nov. 1999 and the "Metropolitan Citizens Summit," and Minnesota Meeting Luncheon in downtown Minneapolis, Dec. 1999, all involving approximately 1,800 citizens. Many task force/action groups, personal commitments to action, and follow-up activities were generated at the Action Forum, and a policy report on the results of the Citizens Summit will be presented to key decisionmakers and community leaders in the near future.

- We helped organize and cosponsored a series of educational and citizen action events on our issues with our partner organizations. These events include the "Town Hall Forums on Education and Race" with the National Conference on Community and Justice and Minneapolis and Saint Paul Public Schools, Sept. 1997; the Institute on Race and Poverty's conference on spatial barriers to welfare reform, Dec. 1997; the National Days of Dialogue on Race Relations, Feb. 1998; the "Building Inclusive Communities" conference co-sponsored with the Minnesota Fair Housing Center, Sept. 1998; the Issues Forums on the proposed State Rules on school desegregation, multicultural education and teacher licensing, Oct. 1998-Jan. 1999, with the Urban Coalition and the Minnesota Minority Education Partnership (MMEP); the "Intergenerational Dialogue on School Reform and Desegregation" held in Nov. 1999 with MMEP; the *Cities at Work 1999* Forums (3) on "Race, Reconciliation and Commitment to Action" held in Saint Paul; and 6 performances of the housing and social justice play "Like Waters Rolling Down" with the Metropolitan Interfaith Council on Affordable Housing (MICAH) in 1998 and 1999, all involving an estimated 4,500 citizens. The MICAH play was developed as a creative response to the challenge posed by 1997 community circles to "move citizens to action" by dramatizing the issues.
- We helped formulate and cosponsored Inclusionary Housing Legislation eventually passed by the Minnesota State Legislature in 1999. The concept of inclusionary housing for the Twin Cities was first introduced in the community circles of 1997, and was carried forward for further development by several of our action partners, including the Alliance for Metropolitan Stability.
- We supported and participated in the affordable housing legislative rallies at the state capitol in March 1999 (800-1,000 participants) and February 2000 (approximately 500 participants).
- We provided substantive input and contributions to the mediation process and talks involving proposals for settlement of the NAACP v. State of Minnesota educational adequacy lawsuit and the City of Saint Paul v. State of Minnesota educational equity lawsuit. We also testified at a special Minneapolis Board of Education meeting in support of mediation as the best way to develop remedies for addressing the issues raised by the NAACP lawsuit.
- We provided written and oral testimony to the State Board of Education on the proposed Profile of Learning in 1998 and the proposed revised State Desegregation Rule in 1999.
- We participated by invitation in the planning process for the Saint Paul/East Metro Interdistrict Integrated Education Initiative.
- Our work has served as a model and catalyst in creating at least four major dialogue projects, in addition to our own, on subjects involving segregation and race-related issues: The *1999 Cities at Work* "Public Dialogue on Race, Connections and Commitment to Action" (in which we partnered with the Wilder Foundation), the 1997-98 Interfaith Action Dialogues on Jobs, Housing, Sprawl, Race and Poverty (in which they modeled their discussions after our discussion guide), the study circles initiative of the Macalester College Dismantling Racism Group (DRG) (in which we provided training) and the League of Women Voters of Minnesota's "Changing Faces, Changing Communities" state-wide community circle project on immigration now underway (which we have helped to plan and organize). The City of Burnsville's community circle project on strengthening neighborhoods was also inspired by our work (following our presentation to board members and staff of Partnerships For Tomorrow).

- Since we began our project, agendas for addressing issues of segregation, racial and ethnic diversity, concentration of poverty, affirmatively furthering fair housing, and understanding the relationship between school achievement and access to affordable housing have become more explicitly part of the work programs and goals of many of our collaborative partners including MMEP, MICAHA, the Alliance for Metropolitan Stability, the Urban Coalition, the Minnesota Fair Housing Center, the Wilder Foundation, the Minnesota Facilitators Network and the MN Society of Professionals in Dispute Resolution.
- EHEP's Community Circle Conversations on Education, Housing and Race project has been selected by the President's Initiative on Race as a model of a "Promising Practice" for advancing race relations and addressing race-related issues in metropolitan areas of the United States. In May 1999, the executive director was invited to speak about our work at the Brookings Institution in Washington, D.C.
- We received a "Laying the Foundation in 1999" Brick 'award' at the Affordable Housing Legislative Victory Celebration in June 1999; our efforts, in conjunction with the work of many other organizations, contributed to the largest legislative funding commitment to affordable housing in Minnesota's history.
- Our work and message have been covered by the media, including Minnesota Public Radio, the Citizen's League's *Minnesota Journal*, radio Stations KMOJ and KFAI, the *Star Tribune* and *Pioneer Press* newspapers, *Insight News*, the Minneapolis *Spokesman* newspaper and the Richfield *Suburban Sun* newspaper, and the neighborhood press as well as by cable television networks including the Saint Paul Neighborhood Network News, the City of Bloomington Cable Network, and West Metro and Minneapolis television networks. We even received coverage in the *US News and World Report*. We have also received attention in the newsletters of some of our partner organizations, including the Study Circles Resource Center, MICAHA and the Minnesota Minority Education Partnership. In some cases, we have prepared articles about our work for their media publications (e.g., Wilder Foundation's *Community Matters*).
- We have accepted and undertaken numerous speaking engagements about our work and the results of our work, as well as the issues we are addressing, at meetings, conferences, seminars and workshops in the Twin Cities area (e.g., report to the board of the West Metro Education Program on preliminary results of the community circle conversations; seminar on segregation and sprawl at the annual conference of the Minnesota Public Interest Research Group; panel presentation at the annual conference of the Minnesota Minority Education Conference on integrated schools vs. community schools).
- We have established an office, hired staff including a director, and have acquired an office location/space and office equipment including computers and e-mail service, a fax and copier, chairs, desks and tables, a vertical files system and book shelves. Over the course of the last three years, our staff has included two administrative assistants and five college and graduate school student interns. Our office has survived three different moves, two at the Minnesota Church Center, and most recently the move to East Hall at Augsburg College (where we are able to procure a variety of support services). We have developed an organizational logo, a project moniker, a letterhead design for stationary and business cards and various brochures for promoting our community circles project. We have procured financial and fiscal accounting services, first from MICAHA and most recently from Augsburg College. We have federal 501(c)3 non-profit organization status, tax exempt status for state sales taxes, and we are registered with the Minnesota Secretary of State and the State Attorney General's Office. We have now been in existence for five years (1995 – 2000).

## Community Circles: 1997 – 1999 Sponsors

Amherst H. Wilder Foundation, St. Paul (1999)

Ascension Catholic Church – Minneapolis Circle (1997)

Ascension Catholic Church – Brooklyn Center/Brooklyn Park Circle (1997)

Apple Valley Foundation (2000)

Augsburg College and Richard Green Institute, Minneapolis (1999)

Bloomington Human Rights Commission (1999)

Bloomington Jefferson High School & Galaxy Youth Center (2000)

Central Neighborhood Improvement Association, Minneapolis (1999)

Champlin Community Library (1997)

Commonbond Communities, Oak Terrace Residents Association, Oakdale (1997)

Courage Center, Golden Valley (1998)

Crystal Human Rights Commission (1999)

District Five Teen Council, Saint Paul (1999)

Edina Community Education, Edina School District (1997)

Emerson Spanish Immersion Learning Center, Minneapolis (2000)

First Universalist Church of Minneapolis (1997)

Frogtown Family Center, Frogtown Pluralism Circle, Saint Paul (1999)

Greater Minneapolis Day Care Association (1997)

Golden Valley Black History Month Committee (1997)

Hamline/Midway Coalition Alliance for a Prejudice-Free Community, Saint Paul (1999)

Hennepin County Children and Family Services (1997)

Hiawatha YMCA & Longfellow-Nokomis Family and Community Resource Center, Minneapolis (1999)

Higher Education Consortium for Urban Affairs, Metro Urban Studies Term, Hamline University (1998 & 1999)

Hmong American Partnership, Saint Paul (1999)

Holy Trinity Lutheran Church & Longfellow United for Youth and Families, Minneapolis (1997)

Hopkins School District (1997)

Interdistrict Downtown School, West Metro Education Program (2000)

J.J. Hill Montessori Magnet School, Saint Paul (1999)

League of Women Voters of Minneapolis (1999)

Lexington/Hamline Community Council, Saint Paul (1999)

Macalester College Dismantling Racism Group (2000)

Maple Grove residents group (1997)

Mayflower Community Congregational Church, Minneapolis (1999)

Merriam Park Community Council & Goodwill/Easter Seals, Saint Paul (1999)

Minneapolis School District, Southwest Area & Minneapolis NRP – Barton Open School (1998)

Minneapolis School District, South Area & Minneapolis NRP – Bryant Square Park (1998)  
 Minneapolis School District, East Area & Minneapolis NRP – East Lake Library (1998)  
 Minneapolis School District, Northeast/Southeast Area & Minneapolis NRP – Pratt Community Center (1998)  
 Minneapolis School District, North Area & Minneapolis NRP – Northstar Elementary School (1998)  
 Minnesota Fair Housing Center & Project Foundation, Minneapolis (1997)  
 Minnesota Public Interest Research Group, University of Minnesota (1999)  
 Neighborhood Economic Development Alliance, Saint Paul (1999)  
 Partnerships for Tomorrow and City of Burnsville (1999 – 2000)  
 People’s Congregational Church, Bayport (1997)  
 Project for Pride in Living (two circles), Minneapolis and Saint Paul (1999)  
 Ramsey Action Program, Saint Paul (1999)  
 Ramsey International Fine Arts School, Minneapolis (1999)  
 Richard R. Green Central Park School, Minneapolis (1997)  
 Richfield Diversity Connection (1998)  
 Richfield Human Rights Commission (1999)  
 Richfield School District & Richfield Community Council (1997)  
 Roseville Human Rights Commission (2000)  
 Sabathani Community Center, Minneapolis (1997)  
 Saint Joan of Arc Interfaith Action Team & Southside Neighborhood Housing Services, Minneapolis (1997)  
 St. Louis Park leaders circle (1997)  
 Saint Mark’s Episcopal Cathedral, Minneapolis (1999)  
 Saint Paul Central High School (1997)  
 Saint Paul Neighborhood Network (1999)  
 Saint Paul School District (multiple circles) (2000)  
 Seward Montessori School & Matthews Community Center, Minneapolis (1997)  
 South Anoka County Community Consortium (2000)  
 Southwest Area Roundtable, Minneapolis (1998)  
 The Saint Paul Companies & East Metro Women’s Council (1999)  
 Twin Cities Habitat for Humanity, Minneapolis (1998)  
 University of Minnesota, Newman Center (1997)  
 University of St. Thomas, Political Science Department, Saint Paul (1999)  
 University of St. Thomas, Theology Department, Saint Paul (1999)  
 Westminster Presbyterian Church, Minneapolis (1999)  
 Westside Family Center, Saint Paul (1999)  
 Wooddale Lutheran Church, Saint Louis Park (1999)  
 Young Leaders Caucus, Women’s International League for Peace & Freedom, Twin Cities Chapter (1999)