



Education and Housing Equity Project Records.

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YES!

I want to join the discussion to ensure racially and economically inclusive communities throughout the Twin Cities metropolitan area.

Please sign me up to:

- get more information
- become a sponsor/sponsoring organization
- be a facilitator/discussion group leader
- be a discussion group participant
- be a discussion group recorder
- provide information to discussion groups
- be a donor. Enclosed is my contribution of \$ _____.

(contributions to EHEP are tax-deductible).

I have the following expertise/experience:

Name: _____

Address: _____

Phone: _____

Fax: _____

E-mail: _____

Affiliation/Organization: _____

Mail, call, fax, or email to:

Dick Little, Executive Director
Education and Housing Equity Project
122 West Franklin, Suite 310
Minneapolis, MN 55404
Phone: (612) 871-2519 Fax: (612) 813-4501
E-mail: ehpe@micah.org

"Building
inclusive
communities"

122 West Franklin Ave.,
Suite 310
Minneapolis, MN 55404



"IT CAN'T HAPPEN HERE!"

Most Minnesotans believed the Twin Cities were immune to the poverty, violence, decay, and racial polarization that have devastated so many American cities.



...BUT IT DID.

Today the Twin Cities metropolitan region ranks third highest among all U.S. urban areas in people of color in poverty (34.7%) and is now one of the most racially segregated communities in North America.

Place
stamp
here

"There are two growing problems that this region and others are not dealing with very well. There is an increasing division in income levels and growing pockets of poverty. This is a disparity that needs to be dealt with. Racial relations [and racial equity] need to be dealt with too. These issues, perhaps more than environment and land use, need to be high on the regional agenda."

—Vern Peterson, retiring executive director,
Association of Metropolitan Municipalities,
December 16, 1997

JOIN THE METROPOLITAN CONVERSATION TO ENSURE OUR REGION'S FUTURE.

"No issue matters more to the future of the region than the education and training of our young people, so do not expect us to sit quietly on the sidelines any longer... We need a little less Minnesota Nice and more insistence on results."

—Curt Johnson, Chair, Metropolitan Council,
1998 State of the Region address

WHO ARE WE?

The **Community Circle Collaborative** is a partnership of organizations convened in 1996 to organize metro-wide dialogues on the challenges of educational achievement and housing segregation in the Twin Cities metropolitan region.

WHAT IS OUR GOAL?

To empower citizens to work toward racially and economically inclusive communities. All metro-area families and children—of all races, incomes, cultures and ethnic backgrounds—deserve access to quality housing and effective schools.

HOW DO WE GO ABOUT IT?

Community Circle discussions provide an opportunity for citizen participants to add their voice to the search for solutions to these pressing problems. We provide appropriate background materials and trained facilitators for each group.



YOU HAVE A CHANCE TO INFLUENCE
THE RESPONSE OF YOUR
COMMUNITY AND REGION ON
EDUCATION, HOUSING AND RACE

WHAT HAVE WE

ACCOMPLISHED SO FAR?

The first round of discussions took place in 1997. More than 500 citizens from 35 municipalities participated. These discussions focused on understanding the challenges of raising student achievement, promoting racial equity and eliminating segregation in housing. The results of these deliberations were compiled and reported to the region in the spring of 1998.

WHAT'S NEXT?

The second round of Community Circles is now being planned for fall, 1998. It will use a modified "jury" model to encourage each study circle to come to a "verdict" determining appropriate remedies for racial and economic segregation in our schools and communities. Round Two results will be compiled into the 1999 **Twin Cities Metropolitan Agenda For Action** and shared with the public.

JOIN US! YOU CAN BE PART OF THE SOLUTION

Some circles from the first round are still meeting. But more participants and organizational sponsors are needed. For more information, call, fax or e-mail us, or return the attached card.

COMMUNITY CIRCLE TIMETABLE...

"Beyond Busing"
Sponsor Kick-Off and
Facilitator Training
St. Louis Park,
December, 1996, and
Augsburg College,
February, 1997

**"Choices for
Community"**
discussion guide
Spring, 1997

**"Community
Circles,"
Round One**
Spring, 1997

**"Coming Together,"
Metropolitan
Citizens Forum**
Macalaster College,
May, 1997

"Town Meetings"
Minneapolis and
St. Paul
Public Schools
September, 1997

**"Report to the
Community"**
Spring, 1998

"Next Steps"
Facilitator recruitment
and training, and
identification of
additional sponsors
and meeting sites
Spring/Summer, 1998

**"Community
Circles,"
Round Two:
Identifying
Solutions**
September/November,
1998

"Citizen Summit,"
Minnesota Meeting
and MPR Broadcast:
1999 action plan
November/December
1998



MICAH's court fight may save 1,100 units of affordable housing in Brooklyn Park

After months of community organizing and grassroots lobbying, MICAH's campaign to save Huntington Place and Huntington Pointe—1,100 units of affordable housing in Brooklyn Park—took a sudden new turn this summer.

"An official of the Hennepin County District Court came to the office and served on me a summons by the Brooklyn Park Economic Development Authority (EDA)," says Joy Sorensen Navarre, MICAH's director. "I felt shocked and sort of a mixture of disbelief and outrage—and at the same time victory."

Faced with continuing uncertainty over Brooklyn Park's plans to demolish the once-troubled apartment complexes, the EDA had taken preemptive action to seek a court ruling against MICAH's objections. The EDA sued MICAH.

MICAH, in turn, argued that the EDA's plans failed conform to the state's Distressed Housing Act and furthermore violated the federal Fair Housing Act.

In a sharply-worded opinion, District Court Judge Thomas Carey blocked Brooklyn Park from closing the sales of the properties. He cited several instances where the EDA failed to satisfy the technical requirements of the state's Distressed Housing Act.

The judge did not agree at this time, however, with MICAH's charges that the city's plans violated the Fair Housing Act.

In the latest turn of events, after the court barred state funding through the Distressed Housing Act, the EDA has announced a new plan to proceed with demolition at the city's sole expense.

MICAH, meanwhile, has filed a

'The City's present interest in proceeding rests on questionable statistics.'

*—District Court Ruling,
June 30, 1998*

complaint citing fair housing issues with the federal Department of Housing and Urban Development and also will continue pursue those claims in state court.

"We will continue to consider every action, whether administrative, legal or community organizing, to fight to save this desperately needed affordable housing," Sorensen Navarre says.

Task force explores private sector development of affordable housing through 'inclusionary zoning'

Imagine the private developers of new housing including affordable housing units in each new project, as required by zoning ordinances. We'd have a growing supply of affordable housing along with mixed income neighborhoods. The "inclusionary zoning" concept, pioneered 20 years ago in Montgomery County, Maryland, now is being adapted to the Twin Cities by a task force which includes MICAH.

How does inclusionary zoning work? In Montgomery County, for example, the developer of a 100-unit project is instead allowed to create 120 units, provided that 18 units (15 per cent

of the total) are affordable units.

"Inclusionary zoning simply suggests that the private sector has a role to play in the development of affordable housing," says Russ Adams, director of the Alliance for Metropolitan Stability, which is spearheading the task force.

He cites the experience of Montgomery County. There inclusionary zoning has produced 10,000 units of affordable housing in 20 years for residents earning 40 per cent of the county's median income. The affordable housing produced includes 75 per cent ownership units and 25 per cent rental units. Private

developers, who are required to make at least 15 per cent of the units in a new development affordable, in exchange receive a 20 per cent density bonus.

The new Inclusionary Zoning Task Force is exploring how to make the concept work here. "At this point," Adams says, "we need to do the number crunching and demonstrate that the numbers work."

A representative from Montgomery County will discuss inclusionary zoning as one of the featured speakers at a September 18 conference planned by the Minnesota Fair Housing Center. For more information, call 651-917-8869.

Resources

Beginning with this issue, your MICAHA newsletter regularly will highlight resources available to help educate the community about affordable housing issues.

Video

If you are looking for a brief and engaging overview of the affordable housing issue you are welcome to borrow MICAHA's copy of "The Dream: Affordable Housing in the Twin Cities." Produced by the Family Housing Fund, this 11-minute video provides a solid overview of the issue and counters many of the stereotypes associated with affordable housing. *Highly recommended!*

Fact Sheets

MICAHA is now developing fact sheets on affordable housing issues. The following fact sheets are currently available: "How to Respond to Three Common Objections to Affordable Housing" and "The Lack of Affordable Housing in the West Metro Area." Future topics for fact sheets include: "Inclusionary Zoning," "The Concentration of Poverty Argument," and "The Hollman Consent Decree." Members can view and download fact sheets from our web site.

Web Site: www.micah.org

The MICAHA web site is now up and running, with updates every week. Visit the site for current programs and activities, action alerts, fact sheets, links, and other information on affordable housing.

For more information on any of MICAHA's resources for members, please contact Michael Jon at 871-8980 or send him e-mail at michaeljon@micah.org

MICAHA joins partnership to help expand housing choices through 'Regional Opportunity Counseling'

Low income families holding Section 8 certificates will get support from a new program that will help them find housing opportunities in new neighborhoods where they won't be surrounded by poverty.

MICAHA is one of three nonprofit organizations collaborating in the program, "Regional Opportunity Counseling" (ROC), in partnership with the Metropolitan Council. Lutheran Social Services will help recruit landlords to provide rental housing. Neighbor to Neighbor will provide counseling and case management for the families. MICAHA, for its part, will draw on local congregations to organize tours for the families exploring the opportunities offered by new neighborhoods.

The federal Department of Housing and Urban Development (HUD) will

provide \$1.1 million in funding for the program for a period of 41 months.

"This is an opportunity for people of faith to extend welcome and hospitality to new people to their community, to new neighbors," says Elaine Lyford-Nojima, who is staffing MICAHA's work with ROC. "We will ask congregations to offer several tours a month."

All of the Judeo-Christian scriptures, Lyford-Nojima notes, promote the concept of 'welcoming the stranger.'

ROC is based on a 20-year-old project in Chicago which helped inner city families move to new neighborhoods throughout the metropolitan region, explains MICAHA director Joy Sorensen Navarre. "They found both the parents and the children had significant improvements in life experiences, in education and employment."



MICAHA hires new associate director

José Trejo (left) is MICAHA's new associate director, replacing Tim Sullivan (right), who moved this summer to California.

A Twin City area resident since 1969, José brings a broad range of expertise to MICAHA from his work as a management consultant for nonprofits and as an international business consultant.

Tim Sullivan first joined MICAHA's work in 1994. He was named associate director in 1997. Tim is now consulting with the Center for Excellence in Nonprofits, San Jose, helping with their Peer-to-Peer computer network.

FAITH IN ACTION

"My children, our love should not just be words and talk: it must show itself in action."

1 John 3:18

The Faith in Action column will highlight congregations active as advocates for affordable housing and examine issue campaigns in the Twin Cities

Making Change

Coalition unites behind affordable housing initiative in Minneapolis

By Steve Share

Emotions ran high at the Minneapolis City Council meeting July 31. A group of nearly 100 affordable housing supporters—low income renters, advocates, people of faith—watched with growing dismay. The affordable housing initiative crafted by their broad coalition, developed over weeks of discussion and compromise, fell victim to a series of last-minute amendments that essentially gutted their proposal.

As tempers flared and catcalls from the audience increased, an older gentleman from the group, seated in the front row, raised his hands from time to time to calm the crowd. After several of the original council supporters removed their names as authors, the City Council passed the amended and weakened version of the affordable housing policy with nine votes in favor, three opposed, and one abstention. Council Member Steve Minn, who introduced two of the amendments, attempted to tell the crowd that the policy passed was a breakthrough for affordable housing. Apparently unconvinced as Minn spoke, the elderly peacekeeper in the front row instead waved his arms in disgust, stood up and left the room...

Just two days before, Council Member Jim Niland, chief author of the proposal, thought he had seven votes to pass it. Instead, as he related with candor rare for a Council Meeting, last-minute lobbying by Mayor Sharon Sayles Belton helped change the votes of Council Members who had promised Niland and housing advocates their support. Introduced by Council Members Minn, Joan Campbell, Paul Ostrow, and Kathy Thurber, a flurry of amendments no one had seen before stripped the proposal of specific commitments to affordable housing production goals and dropped a platform of advocacy positions such as one-for-one replacement housing.

Advocates hope to restore those specifics during the coming months, when a task force created by the Council will report back with recommendations for city action. And hope does run high.

This latest campaign, sparked by residents of the Whittier housing co-ops, brought many new grassroots voices to the debate. These voices included advocates from Holy Trinity Lutheran Church, Minnehaha United Church of Christ, and Simpson United Methodist Church.

"The [Whittier] residents just went gung-ho," said Ken Rowe, pastor of Simpson Church. "They got the idea of what needed to be done... The residents got excited and started to learn the lobbying process."

MAKING A DIFFERENCE: Ken Rowe

"If faith doesn't work in the city, where you have all these resources, it's not going to work anywhere else. You can put that in secular terms, too. If democracy doesn't work in the city, it's not going to work anywhere else."

For Ken Rowe, his urban ministry as Pastor of Simpson United Methodist Church in Minneapolis means connecting people with resources.

"I talk about Simpson being a place dealing with hunger, housing and hope," he says. "When I think of doing something new, I consider how it fits under those umbrellas."

Simpson Church operates a food shelf and opened one of the first emergency shelters for the homeless in the Twin Cities. The shelter, along with a transitional housing program that followed, continue to operate out of the church but a few years ago spun off as a separate organization (Simpson Housing Services). Each December, Simpson Church hosts an annual memorial service for homeless people who have died.

Rowe, 33, became pastor at Simpson two years ago, bringing new energy to Simpson's long tradition of urban ministry. He serves on the board of the Whittier Housing Corporation and Whittier Neighbors. Earlier this year, he opened Simpson's doors for meetings of Whittier housing co-op residents, a grassroots response to housing needs that grew into the campaign for the affordable housing policy in Minneapolis (see left). Residents met at Simpson Church for an April 14 rally before taking a bus to city hall to present their concerns.

The community organizing campaign came at a time of renewed interest in housing at Simpson, which joined MICAHA this spring after the church's women's group had invited MICAHA for a presentation last fall. The shelter at Simpson, Rowe points out, was supposed to be a temporary response. "People still want to do this band-aid ministry, but also look at what's causing this affordable housing crisis," he says.

Rowe is a St. Paul native and attended Macalester College. A year with the Lutheran Volunteer Corps came next, followed by Wesley Theological Seminary in Washington, D.C., where he received a master of divinity in urban ministry. Before joining Simpson in 1996, he served the church in greater Minnesota communities.





METROPOLITAN INTERFAITH COUNCIL
on AFFORDABLE HOUSING
Minnesota Church Center, Suite 310
122 W. Franklin Avenue
Minneapolis, MN 55404
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“
‘Justice is to sort out
what belongs to whom
and to return it to
them.’

—Walter Brueggemann,
To Act Justly, Love Tenderly, Walk Humbly (1992)

WHO WE ARE:

MICAH is a coalition of more than 100 Protestant, Catholic, Jewish and Islamic congregations and housing organizations dedicated to the vision that everyone in our community should have a decent, safe and affordable place to live. To accomplish this goal, we must “think regionally, act locally, and live faithfully.”

WHY WE ARE HERE:

- MICAH’s mission is to move congregations and people of faith from awareness to action and from charity to justice in response to the housing crisis.
- MICAH educates congregations about the housing crisis through educational theater events, seminars, Community Circles, and the production of educational materials.
- MICAH acts as a catalyst for promoting congregational involvement in housing advocacy and volunteer service projects.
- MICAH advocates for policies that promote affordable housing at the national, state, metro and local levels.

For more information, call 612-871-8980
Web site: www.micah.org E-mail: info@micah.org

MICAH’s Board of Directors

President: Sue Watlov Phillips, Elim Transitional Housing
Vice President: Rev. David McCauley, MN Catholic Conference
Treasurer: Dick Little, Education and Housing Equity Project
Secretary: Denise Miller, Progressive Missionary Baptist Church

Board Members: Paul Christians, Todos Los Santos Lutheran Church; Sr. Mary Ellen Foster, CSJ, Sisters of St. Joseph; Kris Gentilini, Parish Community of St. Joseph; Rev. Robert Hazel, Ascension Catholic Church; Joe Holmberg, CommonBond Communities; Rabbi Harold Kravitz, Minnesota Rabbinical Association; Ron Latz, Jewish Community Relations Council; Dan Lieberman, Adath Jeshurun Congregation; Tony LookingElk, Minneapolis Civil Rights Commission; Ali Newman, Masjid An-Nur, Islamic Centers of Minneapolis & St. Paul; Rev. Wade Schemmel, St. Paul’s United Church of Christ; Rev. Arthur Tredwell, Exodus Development Company; Karla Weigold, Residents for Affordable Housing; Larry Winans, Minnesota Fair Housing Center.

Staff

Executive Director: Joy Sorensen Navarre; *Associate Director:* José Trejo; *Congregational Organizers:* Elaine Lyford-Nojima, Jodi Nelson, Joan Pearson; *Project Manager:* Jaime Meyer; *VISTA Volunteer:* Michael Jon Olson.

Newsletter

Steve Share/Community Media Services

LATE BREAKING NEWS!!! LATE BREAKING NEWS!!

MICAH preserves affordable housing in Brooklyn Park

"I can hardly wait to tell everybody... Their homes aren't going to be torn down!" exclaimed Karla Weigold, MICAH board member and President of Residents for Affordable Housing, Inc. (RAH), a tenants organization in Brooklyn Park. MICAH and RAH have been working together for months to prevent the demolition and gentrification of over 1000 apartments.

On August 12, 1998 Dominion Management, Inc., withdrew from a deal that would have razed more than 300 low-income apartments in Brooklyn Park. The entire \$41.2 million project would have meant tearing down or raising rents at 1,140 affordable-housing apartments in that city.

Joy Sorensen Navarre, executive director of MICAH says, "Congregations and people of faith in that community can feel proud that their tireless advocacy resulted in justice. I am thankful for the strength and wisdom that God provided."

"The problems facing the Twin Cities metro area are, at root, spiritual. To solve these problems we all must realize that we belong to the same community and that we are all, in a sense, neighbors."

—Rev. Steve Van Kuiken
Presbyterian Church of the Apostles, Burnsville

MICAH Invites You to Sponsor or Join a Community Circle to Promote Racially and Economically Inclusive Communities and Schools

This fall, MICAH and the Education and Housing Equity Project (EHEP) will join dozens of other organizations to sponsor citizen discussions on some of the most pressing social, economic, and moral issues facing our region.

Community Circles will consider questions such as:

- What should we do about segregation in our metropolitan area?
- How can we increase housing choice for families of diverse racial, ethnic, and economic backgrounds?
- How does where we are able to live affect the life opportunities and school achievement of our children?

Twelve MICAH member congregations and housing organizations sponsored Community Circles in 1997. With the advent of our musical play about justice and housing, *Like Waters Rolling Down*, MICAH has renewed its commitment to another round of Community Circle conversations in fall/winter 1998.



Join the Discussion! Congregations of all faiths and advocates for affordable housing contribute an important voice to the regional dialogue about the future of our communities.

We urge you and your congregation to convene a Community Circle (8–12 individuals volunteering to meet for 5 sessions of 2 hours each) and pair up with another congregation if you can.



MICAH and EHEP will provide the facilitators (or training to your facilitators), a discussion guide and faith-based compendium, informative background materials, a calendar of related events, information to assist you in organizing your Circle, and a concluding Action Forum to connect citizens and parishioners with service and action opportunities. All Community Circles will be invited to take part in a Citizens Summit to be co-sponsored with the Minnesota Meeting and Minnesota Public Radio.

Sign up by calling Joy Sorensen Navarre (871-8980) or Dick Little (871-2519) or contact us by fax (813-4501) or by e-mail (joysn@micah.org)

WATERS ROLLING

LIKE

But let Justice roll down like waters; Righteousness like an ever flowing stream.

Amos 5:24



DOWN

A Musical Play about Justice in Housing

Created and produced by
The Metropolitan Interfaith Council on Affordable Housing and Illusion Theater

"My property values will drop if they move in here."

"I moved here to get away from crime."

"I worked hard to get here. Now they get subsidies to move here."

"We already have our fair share of affordable housing in our community."

These common reactions to the issue of affordable housing reflect the beliefs and fears of some community residents and policy makers.

"Like Waters Rolling Down" educates communities about the dire need for affordable housing. Performed by professional actors and musicians from Illusion Theater, the play presents a series of thought-provoking and moving scenes that explore both individual and systemic barriers to fair and affordable housing.

An audience discussion will follow the show. Individuals and congregations will be challenged to take action to overcome discrimination in housing, and to work to create and preserve more affordable housing in their communities.

Please plan to attend the only performance of this exciting event in our community!

NEXT PERFORMANCES

**September 27, 1998
6 - 8 PM
Church of the Risen Savior
Burnsville**

**October 25, 1998
6 - 8 PM
Guardian Angels
Catholic Church
Woodbury**

**January 1999
St. Paul**

**For more information call
MICAHA at 871-8980 or
jodi@micah.org**



Metropolitan Interfaith Council on Affordable Housing
Phone: 871-8980
www.micah.org

SYNERGY

Summer 1998 THE MINNESOTA MINORITY EDUCATION PARTNERSHIP, INC.'S QUARTERLY NEWSLETTER

SYNERGY —

"THE INTERACTION OF DISCRETE AGENCIES OR AGENTS SUCH THAT THE TOTAL EFFECT IS GREATER THAN THE SUM OF THE INDIVIDUAL EFFECTS."



Minnesotans collaboratively weave the basket of MMEP with their talents and resources, encircling students of color and encouraging their success.

MMEP MISSION —

"TO INCREASE THE SUCCESS OF MN STUDENTS OF COLOR IN MN SCHOOLS, COLLEGES AND UNIVERSITIES."

From the Director's Chair . . .

Carlos Mariani-Rosa

Mediate or Litigate?

Whose Responsibility are Students of Color?

Three lawsuits, one by the NAACP, one by parents in Minneapolis and one by St. Paul Public Schools, all against the State, charging that urban core students are being denied an adequate education due to segregation (Minneapolis) and inadequate funds (St. Paul) are headed for trial dates this November and February. *This is a historical moment, for what is at stake involves the future of our children, particularly children of color.* The court's decision will either provide these schools more resources and involve more of our Metro area's educators in the students' lives or it will affirm that their education is solely the responsibility of the school district they live in and that the State's current level of funding meets the legal extent of its obligation. Looking at it from a poor student of color's perspective, the decision will decide how much adults care for their success.

The range of issues to mediate are daunting. On one hand are the macro-issues: desegregating housing and jobs across the region; integrating schools across district boundaries; and equalizing funding. On the other hand are the micro-issues: hiring more teachers of color; developing diversity inclusive curriculum; and using new best practices to reflect the diverse student population. Both would require a new culture of institutional behavior, which as anyone who has worked with students knows, is difficult to effect in and of itself. Pursuing the macro strategies alone will not result in maximum success for students of color, it most likely will just spread the patterns of system failure over a larger geographic area. However, just implementing the micro strategies will similarly fail as the use of best practices in segregated classrooms will do little to prepare students for successfully participating in a diverse society. We must develop the political and spiritual will to do both.

Recently, about 80 people from different communities and perspectives got together to discuss whether it made more sense to mediate the lawsuits as opposed to letting a judge decide and impose his/her own mandates on the Metro community. The group saw a powerful opportunity for us to collectively fashion a micro/macro desegregation and resource strategy that could enjoy broad based

(Continued on page 2)

(Continued from page 1)

support if — and that is a big “if” — all the key players would negotiate respectfully. With some of the important decision makers deciding not to participate, I felt less than optimistic that the lawsuits could be mediated and that a court would order a macro “solution” which would alienate the White middle class. The resulting resistant political movement would handicap desegregation efforts as it has in the past in jurisdictions under similar orders. This same movement would make it harder to pursue the micro resources and strategies that are needed to ensure success in minority communities. Are we so unwilling to assume collective ownership of our kids, especially children of color, that we would rather run the risk of having lawyers and judges give us half a solution to their future? Shouldn't we decide this together? In the coming months, the Metro area will learn whether it is a functional or dysfunctional family.

IMC COMPLETES THIRD SUMMER INSTITUTE

The third Institute for Multicultural Connections summer workshop took place June 15-19, 1998 at St. Olaf College in Northfield once again. This year nine past participants and 46 new high school and college students attended classes designed to introduce them to current education issues and to the various roles and responsibilities of teachers. Ten students from Minneapolis Public Schools, 26 from St. Paul Public Schools, nine from the U of M, four from private high schools, four from Faribault, and two from Anoka-Hennepin participated in the workshop. Activities students especially seemed to enjoy were those involving dialogue with real life education professionals. Students were asked to evaluate the workshop before leaving. None of the 19 questions received lower than a two out of three average score, the lowest being the “food in the cafeteria.” The comments section did provide some constructive suggestions for the working group to consider when planning the agenda for next year.

Trainers at this year's IMC workshop included some familiar and some new faces. Jim Holden, St. Olaf Education Department; Mark Schelske, St. Olaf Education Department; Aletha Halcomb, Minneapolis North High School; Rebecca Scott, Minneapolis North High School; Bruce Schelske, U of M; and Maria King, Orono Public Schools were welcomed back by students. Students also benefitted from the expertise and input of new trainers Natalie Rasmussen and Xee Lor.

Overall, the third IMC workshop was another success!

MMEP Staff

Carlos Mariani-Rosa,
Executive Director
Lynnea Atlas,
Project Empowerment
Project Coordinator
Rachel Gamboa,
Coordinator of Finance
and Summer Programs
Amy Vomhof
McClurg,
Development Director
Jada Odom,
Project Assistant
John Reed,
Office Manager
Brue Vandal,
Program Director



MMEP recently received a new grant of \$20,000 from the F.R. Bigelow Foundation for Project Empowerment!!!!

Renewing Members

APEXES — U of M African American Social Services Anoka County Community Action Program A'Lynne Boles Cathedral High School Cultural Diversity Project Tonya Down Employment Action Center Family Service, Inc. Gil Gragert Manuel Guerrero	James Holden Mary Klemmenson Lao Family Community Shao Lee Masjid An-Nur Philip Miner Project 120 Our Saviour's Lutheran Church— Lutheran Social Services Rueben Lindh Learning Center St. David's Child Development & Family Services	St. Thomas Academy Louis Schoen Anthony Sexton Totino-Grace High School Luke Tripp Michael Tripp Ronda Tyler United Cambodian Association of MN Carroll Vomhof Willmar Public Schools — Multicultural Parent Advisory YMCA of Greater St. Paul
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Conference Opportunity

Keeping Our Faculties
Addressing the Recruitment and Retention of
Faculty of Color in Higher Education

October 18 - 20, 1998

Radisson Hotel Metrodome
Minneapolis

A Symposium for Academic Administration, Affirmative Action Officers, Faculty Development Professionals, Higher Education Faculty, Human Resource Professionals, Policy Makers, Researchers, Students

Co-sponsored by:
University of Minnesota Office of the Executive Vice President and Provost
Minnesota State Colleges and Universities

For more information, call Carolyn Sotello Turner at 612/624-6390.

Please keep us in mind if your place of employment participates in the Cooperating Fund Drive; you can just write us in on your pledge card as we are not a member at this time.

Mark Your Calendars!

The 1999 Summer Enrichment Program Fair is scheduled for MARCH 15. MMEP will be sending registration materials to the following school districts: Minneapolis, St. Paul, Hopkins, Robbinsdale, Osseo, Anoka-Hennepin, St. Cloud, West St. Paul, Roseville and the MN Independent Schools Forum schools.

If you or anyone you know would like to receive additional information about the 1999 Fair, please contact Rachel Gamboa at 612/330-1508.

Watch your mail for more information!

Tax Benefits for Summer Enrichment Participants

Beginning January 1, 1998, state tax credits and deductions are now available for education expenses such as tutoring, enrichment programs, academic summer camps, textbooks and instructional materials, and home computer hardware and software. Any payments already made for academic summer camps or education programs would likely qualify.

Education Tax Credit: For household incomes of \$33,500 or less, parents are eligible for a state tax credit of \$1,000 per child, capped at \$2,000 per family, for the education expenses listed above. The tax credit is fully refundable, so for those who don't pay taxes, if they file they can still receive a refund.

Education Tax Deduction: No matter what the household income is, parents qualify for a state tax deduction of \$1,625 per child in grades K - 6 and \$2,500 per child in grades 7 - 12. The deduction can be taken for all of the items listed above, as well as for private school tuition. Parents do not have to itemize in order to take the deduction — it is now a line on the State E-Z form.

The key to using these new education tax benefits is to save the receipts from all of the qualified education expenses.

For more information, call the MN Department of Revenue at 651/296-3781 or 800/652-9094 or MN Department of Children, Families and Learning at 651/296-1261 or 800/657-3990.

Info provided by the Choice-in-Education League of Minnesota (CELM) Foundation which provides public information on the benefits of parental choice in education. (651/293-9196)

Welcome New Members

Andersen Family
Resource Center

Kristi Birch

Hawatha YMCA

Kelly Higgins

LAO PIA

Resource Center of the
Americas

Trudi Taylor

Twin Cities Academy

HELP WANTED?

If you are looking for employees, Riverland Community College has a service to connect qualified graduates of both the Albert Lea and/or Austin campuses with potential employers through their Placement Office.

- ① You notify the Placement Office of available jobs within your organization by using their Job Opportunity Form.
- ② They match graduates from appropriate program majors to the job you have available.
- ③ The graduate contacts you!

For more information, please call Steve Bowron or Barb Jensen at 1/800/247-5039 ext. 374 or 507/433-0374.

Project Empowerment Forges Ahead

MMEP has appointed Lynnea Atlas as Project Coordinator for Project Empowerment. Lynnea has been with the project for over a year. She has jumped in with both feet and will be hosting informational meetings about the Project Empowerment Leadership Institute in August and September.

To date, staff has been working with the Minneapolis, St. Paul, Hopkins and Robbinsdale school districts, Minnesota Parenting Association, several parents and consultants to plan and develop the Institute. The first three sessions are prepared and ready for implementation in October and November.

A total of 64 parents, teachers, administrators, paraprofessionals and community members will form site-focused teams and will forfeit three valuable Saturday mornings to participate in the Institute. MMEP is proud of the commitment shown by families, schools and communities to affect positive change for students in our state.

The teams will learn how to build working relationships with each other and will explore many possible methods to change the climate in schools and communities. Skills learned in the Institute will be implemented in existing initiatives within each school site and/or will be used to develop new initiatives if necessary.

If you would like more information about Project Empowerment, please call Lynnea at 612/330-1522.

MMEP Prepares for 12th Summer Enrichment Guide

The time has come to begin preparations for the twelfth edition of the Summer Enrichment Guide for Students of Color.

This Fall, MMEP will begin its search for new and exciting programs to list in future Guides. Please call Rachel Gamboa at 612/330-1508 for more information.

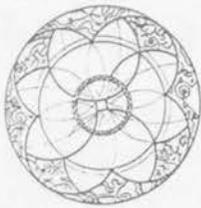
Adopt A Parent



Help a parent attend the Project Empowerment Leadership Institute. Sponsor a participant in full for \$75 or contribute \$10, \$25, \$50 or any portion of the fee you can.

Looking for another option? Sponsor an entire school site team!!





MMEP
2211 RIVERSIDE AVE
MPLS MN 55454

NONPROFIT ORG.



Mr. Dick Little
Executive Director
Education & Housing Equity Project
122 W Franklin Avenue
Minneapolis, MN 55404

In This Issue...

Project Empowerment, p. 5

MMEP Partners

HESO
Hopkins Public Schools
MnSCU
MN Private College
Council
Minneapolis Public
Schools
Minnesota Independent
Schools Forum
Robbinsdale Area
Schools
St. Cloud Public Schools
St. Paul Public Schools
University of Minnesota

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Minority Education
Partnership, Inc.
Synergy is a product of
MMEP. Format and
contents not to be copied
without prior permission.

Save the Dates

MMEP's Annual Meeting

Just Can't Do It the Same Old Way

Students of Color: The Challenge for Awareness,

Achievement and Access

Thursday, September 17, 1998

MMEP's Second Annual Gala Event

Saturday, February 6, 1999

1998 Goal: 100 Community Circles, 1000 part.
by January 15, 1999

Develop Partner agreements for:

- sponsors, recruit community members, facilitate community circles, providing a location for meetings, child care + transportation.
- facilitators
- Resource Associates, contributing specific expertise
- Scribes / Reporters
- Funding Partners, foundations or organizations which provide the financial support to make it all happen.
- Participants, citizens + public officials who volunteer to meet regularly (4-6 times), discussing + seeking common ground on important public policies
- Organizing / Planning Partners, participate in the planning process. They have input to the direction format + content of the discussion circles.
- lead partner, EHEP's primary responsibility is to create the strategic plan, assemble the team + coordinate efforts of all participants.

- media partners, Five primary types of media - face to face, audio/video, electronic/multimedia, + print. We'll select media based on desired impact, target audience response to specific media, how those media influence perception + affect the message, budget, + how media combine to build momentum.

Venues

- MM EP Conference
- Homeless Coalition Conference
- MICAH plays
- AMS NL
- Metro L.W.V.
- League of Human Rights Commissions
- SPIDR
- CIT League, breakfast mtgs. on affordable housing
- MFHC Conf. on bldg. inclusive communities
- Mediation
- Mac. College Multi. Cultural Affairs
- CURA Housing Forums
- Interaith Round Tables

Action Work Plan for E.H.E.P. Fa

Action Steps in Meeting our Goals:

1. Recruit sponsors
2. Secure sponsor / Partner commitments
3. Develop partner agreements - Rev 1997
 - formalize commitments with Existing + New Partners
4. Update Contact list(s)
5. Develop status / Update report(ing) system
6. Review / Renew Existing Partnerships - and new partners still interested?
 - a. phone call, "what are you willing to do"?
 - b. model follow up letter (to phone contact)
 - c. get suggestions / referrals for contacts (partners) from board members + existing partners.

In Order to reach the above Action Steps these things must be completed:

1. Print out of data base - list of past + prospective partners.
2. Model agreements used for 1997 community circles.
3. Model descriptions of sponsor, etc. roles - what does being a sponsor entail?
4. Use existing products describing the project, its objectives, and revise as needed.
5. Tracking + Record Keeping system for contacts, commitments, + follow up.
6. Follow up / presentations to committees, group, as requested.
7. Develop piece with Q/A of common asked questions re: project + commitment.

Additional steps:

1. Devise calendar of events, mtgs. + other opportunities to promote participation in project. Develop Script.
2. Organize background + into support materials for use in conveying project.

**YOU CAN INFLUENCE YOU COMMUNITY'S APPROACH TO HOUSING,
EDUCATION AND RACE**

Since 1996, the Community Circle Collaborative has brought people together from throughout the Metropolitan area to study how to build racially and economically inclusive communities. More Community Circle discussions will take place next fall. Please join the more than 500 citizens from 35 regional municipalities already contributing to the agenda for inclusive communities.

Join the metropolitan conversation to ensure our region's future. Contact Dick Little of the Education & Housing Equity Project at 871-2519 or ehp@micah.org. Or visit our table at the conclusion of the theatre performance and discussion.

Join the discussion!

SURPRISE! The Twin Cities metropolitan area is one of the most racially and economically segregated regions in the country.

NO SURPRISE. There's a strong correlation between racial inequity, poor housing, and low student performance.

Since 1996, the Community Circle Collaborative has brought people together from throughout the region to learn how to build inclusive communities. More Community Circle discussions will take place this fall. Please join the more than 500 citizens from 35 municipalities already working toward a metropolitan solution.

Contact Dick Little of the Education & Housing Equity Project at 871-2519 or ehp@micah.org. Or drop by the EHEP information table after the performance.

Dick Little

From: Jimfest <Jimfest@aol.com>
To: eh@micah.org
Subject: Illusion Program copy
Date: Friday, May 08, 1998 12:59 PM

Here's one text idea.

SURPRISE! The Twin cities Metropolitan area is one of the most racially and economically segregated in the country.

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Contact Dick Little at 612-871-2519; email eh@micah.org.
(logo if possible) Education and housing Equity Project, "building inclusive communities"

Dick Little

From: Jimfest <Jimfest@aol.com>
To: ehpe@micah.org
Subject: Illusion text, another idea
Date: Friday, May 08, 1998 1:19 PM

"You can influence our community's approach to housing, education and race."

Since 1996, the Community Circle Collaborative has brought people together from throughout the Metropolitan area to study how to build racially and economically inclusive communities. More Community Circle discussions will take place next fall. Please join the more than 500 citizens from 35 regional municipalities already contributing to the inclusive agenda.

Join the metropolitan conversation to ensure our region's future. (delete if no room)

Contact Dick Little at 612-871-2519; email: ehpe@micah.org.
(logo if possible) Education and housing Equity Project, "building inclusive communities"

QUESTIONS

Question 5: Interdependence of Housing, Jobs, and Education

The complex interplay of affordable housing, job opportunities, race relations, and educational achievement has turned traditional conversations about neighborhood schools on their head. Neighborhood schools cannot be allowed to exacerbate concentrations of poverty. But neither can the benefits of strengthening connections between neighborhoods and schools be discounted.

Existing patterns of residential, economic, and racial segregation have profound impacts on the educational achievement and life opportunities of city children and families. Yet, we have too often pursued strategies that isolate housing strategies from jobs strategies, transit strategies from human development strategies.

What package of housing, employment, and education strategies could be put in place by the end of your term that would mitigate concentrations of poverty while working within the structure of the Minneapolis Community Schools initiative?

FAX to 612-813-4501, ATTN: MICHAEL JON or JOY 9-11-98
FROM: DICK LITTLE
FOR: MICAH Program for Theatre Event (my dates + suggested language; please edit as you see fit.)
Join the Metropolitan Dialogue
on Housing, Schools and Segregation

This fall, hundreds of citizens and public officials will join together in Community Circles to discuss:

- How we can make our communities more stable, livable and accessible through fair and affordable housing
- How we can create housing choices that better connect citizens who need jobs with employers who need workers
- How we can reshape our schools so that all children, regardless of race or economic status, can learn together and succeed.

Each Circle will be moderated by an experienced facilitator and supplied with a discussion guide. The discussions will culminate in a Citizens Summit that will highlight promising practices and connect citizens with action opportunities.

To learn how you can be involved, contact the Education and Housing Equity Project at 871-2519 or ehp@micah.org

MICAH and the Education and Housing Equity Project invite/urge you and your congregation/organization to participate as a sponsor, facilitator, ~~area~~ reporter/recorder or discussion participant in the Community Circles on Housing, Schools and Race scheduled for January 1999.

Citizens and their public representatives will jointly search deliberate on ~~such~~ ^{these} questions:

-
-
-

Please register your interest or your congregation's interest to be part of this conversation and follow-up action steps to MICAH (871-8980 phone, 813-4501 fax) or EHEP (330-1505 phone, 330-1507 fax) no later than ~~&~~ Friday, November 6th. You will be invited to "kick-off" conference in December, planned for early December.

Join the discussion!

SURPRISE! The Twin Cities metropolitan area is one of the most racially and economically segregated regions in the country.

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Join the metropolitan conversation to ensure our region's future. Contact Dick Little of the Education & Housing Equity Project at 871-2519 or ehp@micah.org. Or visit our table at the conclusion of the theatre performance and discussion.

"You can influence our community's approach to housing, education and race."

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Join the metropolitan conversation to ensure our region's future. (delete if no room)

Contact Dick Little at 612-871-2519; email: ehp@micah.org.
(logo if possible) Education and housing Equity Project, "building inclusive communities"

[unequal opportunity, quality and achievement]

~~At the end of the disc.~~

~~citizens~~

working toward⁽¹⁾ a solution that assures that every child assures what he/she needs,
⁽²⁾ regional reforms that address disparities
~~to be taken up by~~ that the state legislature,
and to

* The discussions will lead to action.
What you do do after the discussions.

-- that will ^{lead} to action.

- affordable housing

✓ effective school / or be consistent

✓ be consistent - "conversation"
"discussion" group
community circle

✓ So it can't happen here but it did
Doesn't need to be continuous.

"The Time has Arrived"

**A 50th Anniversary Symposium
in recognition of
Hubert Humphrey's Civil Rights Speech
at the
1948 Democratic National Convention**

**Wednesday, June 24, 1998
House of Representatives Chamber
Minnesota State Capitol
2:00 PM**

Introduction

**John Brandl, Dean
Hubert H. Humphrey Institute of Public Affairs**

Speakers

**Governor William Winter
introduced by Peter Rachleff**

**Richard Rodriguez
introduced by Lisa Sass Zaragoza**

Julian Bond

introduced by Katie McWatt

**A reception following the event will be held
in the Capitol's north corridor.**

**The Humphrey Forum wishes to acknowledge
the support and advice provided by**

**John Brandl
Judge Gerald Heaney
Rep. Phil Carruthers, Speaker of the House
House Television Services
Office of the Sergeant at Arms**

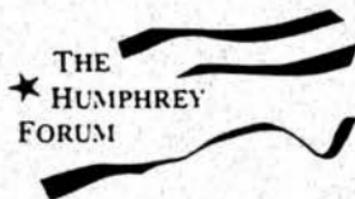
Humphrey Forum Staff

**Steve Sandell
Ann Kjelsberg
Clare Miller**

***The Education of a Public Man* provided for our guests
with support from the
University of Minnesota Press**

**This event is sponsored by
The Humphrey Forum
Hubert H. Humphrey Institute of Public Affairs
University of Minnesota**

*Strategies for equalizing the
opportunities for education among
our (all young people.
Including poor whites*



A museum of history, government and politics
at the
University of Minnesota's
Hubert H. Humphrey Institute of Public Affairs
301 19th Avenue South
Minneapolis, MN 55455
(612) 624-5799

Chris Martinson

Wed. 6-30

Central question for urban / LC schools
today -

Are we going to choose the way
teaching & learning occur in
Central City schools?

How will we encourage innovation
- we best principles for
effective education.

ENVIRObate - 729-1080

JEFF

Quality public schools that meet the needs of
diverse body of students in our communities.

MICROX HORIZONS, DAN NORDBY LEY
(one word)

E. FRANKLIN (SEWARD, 26th + FRANKLIN)

The Education and Housing Equity Project was ^{formed} founded to promote racial, racially and economically inclusive communities and schools in the Twin Cities Metropolitan Area.

to focus on the ~~to focus on the~~ ^{inter-connected} ~~[inter-related]~~ challenge, disparities in achievement, school desegregation and (the broader issue of) economically and racially segregated housing and neighborhoods and their relationship to school achievement and expanding life opportunities for ~~Twin Cities~~ all citizens in. . . ., [and to promote public understanding of these issues] ~~We go about this by~~
It

We go about doing things
~~The way we go about this is to~~ collaborate ^{ing} with other constituencies
~~through the EHEP and~~ to promote greater public understanding of these issues.

What's Next

Community Circles will be charged with identifying the most appropriate remedies for ^{addressing} racial and economic disparities and segregation in our schools and our communities. An action forum will be held at the end of the discussions to connect citizens ^{with} to action opportunities.

The Community Circle Collaborative is a partnership of organizations convened by EHEP to organize metro-wide ^{conversations} dialogues on the challenges of educational achievement and housing segregation [in the Twin Cities metropolitan region]

Dick Little

GET GRANT PROPOSAL AND MISSION STATEMENT

From: Jimfest <Jimfest@aol.com>
To: ehpe@micah.org
Subject: Revisions to brochure
Date: Thursday, May 14, 1998 12:25 PM

Dick - Here are a few proposed changes.

OK Cover: make it "urban decay" and I think it works. Also, that keeps the line longer, leaving a more interesting layout that if it is shortened by cutting "decay." But the word can be cut off if you want.

EHEP was formed to focus on the 2 issues
Way go about it - collaborate w/ other const.

WHO ARE WE? (new copy) ^{promote Project}
Education and Housing Equity Partnership (EHEP) is a nonprofit organization founded in 1996 to build racially and economically inclusive schools and communities. The Community Circle Collaborative is a partnership of Twin Cities organizations convened by EHEP to organize a metro wide dialogue on the challenges of educational achievement and housing segregation.

tax-exempt

reverse order of communities and schools

WHAT IS OUR GOAL? (new copy) ^{and successful}
We believe citizens must add their voices to the debate about how to achieve racially and economically integrated schools and communities. Elected officials and isolated communities too often don't discuss the damaging effects of the status quo and consider examples of effective solutions underway around the country.

USE GOOD

and promote understanding of this issue.

HOW DO WE GO ABOUT IT? (new copy)
Community Circles consist of 10-15 citizens who volunteer to meet regularly over a period of weeks to study, discuss and seek common ground on an important public policy. We recruit local organizations to act as sponsors and provide facilities in communities throughout the metro area. We provide educational background materials and trained facilitators for each group.

USE GOOD

The CCC is the mean by which we are fulfilling ...

a discussion guide, information app

to advance informed conversation

WHAT'S NEXT? (added copy)
OK (If room, I would add this phrase to the last sentence): , ... and shared with the policy makers and public, including through a Minnesota Meeting live broadcast over MPR. (I think both these names add credibility to your efforts as well as explain the item in the timetable.)

JOIN US! (revised copy)
(if you need to save space to add the above line, you can cut out the headline "you can be part of the solution" and instead make it part of the text. or cut it entirely.)

GOOD

OK You can be part of the solution. Openings are available for sponsoring organizations and discussion participants throughout the metro area. For more information, call, fax or e-mail us. Or return the attached card.

(DICK -FYI, YOU NEED TO TALK TO STEVE AND/OR THE POST OFFICE, BUT THE TEAR-OFF CARD IS NOT STRONG ENOUGH, I BELIEVE, TO CARRY POSTAGE. THE BROCHURE WILL NEED TO BE PRINTED ON A CARD STOCK SUFFICIENT TO MEET POST OFFICE REGULATIONS.)

Good luck.
Jim

Stevens Square Community Organization presents
 The 24th ANNUAL

Fair in the Square

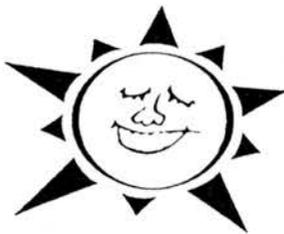
SATURDAY, August 1st
@ Stevens Square Park
 11:00 am – 4:00 PM



LIVE ENTERTAINMENT ALL DAY

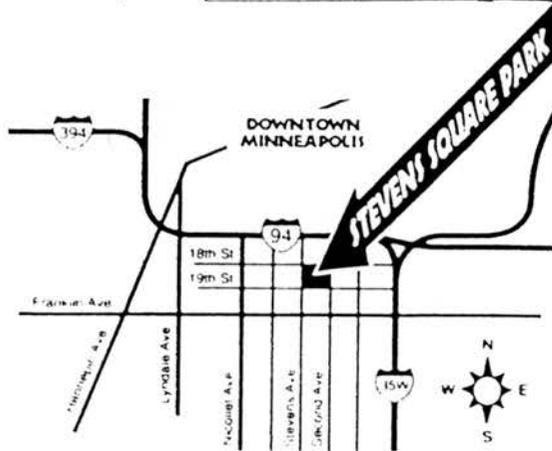
11 AM	7 THIEVES
12 PM	SUPERMAN CURL
1 PM	LINE-UP
2 PM	DRUM CIRCLE
3 PM	ACCIDENT CLEARINGHOUSE

- Information Booths
- SSCO Block Patrol Dunk Tank
- Face Painting
- Clowns
- Food Vendors
- RAFFLE for Big Prizes
- Games
- Huge Piñata (5ft)
- 770 AM Radio K
- SSCO T-shirts



**FIND DEALS
 at the
 NEIGHBORHOOD
 RUMMAGE SALE!**

*Franklin
 Terrace
 cafe
 will be
 there*



Stevens Square Park is located three blocks east of Nicollet at the intersection of 18th Street and Second Avenue. From east or westbound 94 take the Hennepin/Lyndale exit and go south on Lyndale to Franklin Avenue, left (east) or Franklin to Second Avenue, left (north) on Second to 18th Street.

To register for a Rummage Sale space or for more information about FAIR in the SQUARE, please call Stevens Square Community Organization at 871-7307

100 - EHEP

WHO ARE WE?

The **Community Circle Collaborative** is a partnership of organizations convened in 1996 to organize metro-wide dialogues on the challenges of educational achievement and housing segregation in the Twin Cities metropolitan region.

WHAT IS OUR GOAL?

To empower citizens to work toward racially and economically inclusive communities. All metro-area families and children—of all races, incomes, cultures and ethnic backgrounds—deserve access to quality housing and effective schools.

HOW DO WE GO ABOUT IT?

Community Circle discussions provide an opportunity for citizen participants to add their voice to the search for solutions to these pressing problems. We provide appropriate background materials and trained facilitators for each group to help advance informed conversation.



YOU HAVE A CHANCE TO INFLUENCE THE RESPONSE OF YOUR COMMUNITY AND REGION ON EDUCATION, HOUSING AND RACE

COMMUNITY CIRCLE TIMETABLE...

"Beyond Busing," Sponsor Kick-Off and Facilitator Training St. Louis Park, December, 1996, and Augsburg College, February, 1997	"Choices for Community" discussion guide Spring, 1997	"Community Circles," Round One Spring, 1997	"Coming Together," Metropolitan Citizens Forum Macalaster College, May, 1997	"Town Meetings" Minneapolis and St. Paul Public Schools September, 1997	"Report to the Community" Spring, 1998	"Next Steps" Facilitator recruitment and training, and identification of additional sponsors and meeting sites Spring/Summer, 1998	"Community Circles," Round Two: Identifying Solutions September/November, 1998	"Citizen Summit," Minnesota Meeting and MPR Broadcast: 1999 action plan November/December 1998
--	--	--	--	---	--	---	--	--

An Action Forum will hold at the end of the discussions to connect with citizens with action opportunities

WHAT HAVE WE ACCOMPLISHED SO FAR?

The first round of discussions took place in 1997. More than 500 citizens from 35 municipalities participated. These discussions focused on understanding the challenges of raising student achievement, promoting racial equity and eliminating segregation in housing. The results of these deliberations were compiled and reported to the region in the spring of 1998.

WHAT'S NEXT?

The second round of Community Circles is being planned for fall, 1998. It will use a modified "jury" model to encourage each circle to come to a verdict determining appropriate remedies for racial and economic segregation in our schools and communities. Round Two results will be compiled into the 1999 **Twin Cities Metropolitan Agenda For Action** and shared with the public policy makers.

JOIN US! YOU CAN BE PART OF THE SOLUTION

Some circles from the first round are still meeting. But more participants and organizational sponsors are needed. For more information, call, fax or e-mail us, or return the attached card. You can be part of the solution. Openings are available for sponsoring organizations and discussion participants throughout the metro area.

Public List of sponsors

FROM COMMUNITY CIRCLES TO COMMUNITY ACTION

The goal is

be shared with the public through a Citizen Summit with Minnesota Meeting Broadcast and Minnesota Public Policy

Education and Housing Equity Project
Attention: Dick Little
122 West Franklin, Suite 310
Minneapolis, MN 55404

They will also be compiled

Opportunities will be highlighted

TAKE OUT

Place stamp here

YES!

I want to join the discussion to ensure racially and economically inclusive communities throughout the Twin Cities metropolitan area.

Please sign me up to: my organization

- get more information
- ~~become a sponsor/sponsoring organization~~ **cover a community circle**
- be a facilitator/discussion group leader/moderator
- be a discussion group participant
- be a discussion group recorder/reporter
- provide information to discussion groups
- be a donor. Enclosed is my contribution of provide a meeting place for discussion

\$ (contributions to EHEP are tax-deductible).
Other: _____

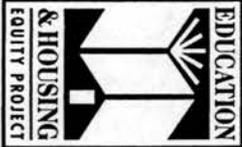
I have the following expertise/experience:
We _____

Name: _____

Organization: _____

BUILDING INCLUSIVE COMMUNITIES
 including inclusive communities

122 West Franklin Ave.,
Suite 310
Minneapolis, MN 55404



**"IT CAN'T HAPPEN
HERE!"**

Most Minnesotans believed the Twin Cities were immune to the poverty, violence, decay, and racial polarization that have devastated so many American cities.

**YOU CAN
HELP
FIX IT**

...BUT IT DID.

Today the Twin Cities metropolitan region ranks third highest among all U.S. urban areas in people of color in poverty (34.7%) and is now one of the most racially segregated communities in North America.

Urban

Replace with 7 co. Metro area

- run straight across

TAKE OUT 2. ON COMING WITH

→ ten urban areas?

Place stamp here

"There are two growing problems that this region and others are not dealing with very well. There is an increasing division in income levels and growing pockets of poverty. This is a disparity that needs to be dealt with. Racial relations and racial equity need to be dealt with too. These issues, perhaps more than environment and land use, need to be high on the regional agenda."

-Vern Peterson, retiring executive director, Association of Metropolitan Municipalities, December 16, 1997

JOIN THE METROPOLITAN CONVERSATION TO ENSURE OUR REGION'S FUTURE.

PUT ON FRONT PAGE COVER SIDE OF AT

"No issue matters more to the future of the region than the education and training of our young people, so do not expect us to sit quietly on the sidelines any longer... We need a little less Minnesota Nice and more insistence on results."

-Curt Johnson, Chair, Metropolitan Council, 1998 State of the Region address

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COMMUNITY CIRCLE SPONSORS

Some of the major project partners include:

Citizens League
Center for School Change, Humphrey Institute
Center for Democracy and Citizenship,
University of Minnesota
Civic Journalism Initiative, Minnesota Public Radio
Intercultural Workshops, Inc.
Metropolitan Interfaith Council on Affordable Housing
Minneapolis Neighborhood Revitalization Program
Minneapolis Public Schools
Minneapolis Urban League
Minnesota Churches Anti-Racism Initiative
Minnesota Fair Housing Center
Minnesota Minority Education Partnership
Society of Professionals in Dispute Resolution,
Minnesota Chapter
Study Circles Resource Center
The Urban Coalition

Some of the major project funders include:

Otto Bremer Foundation
Bush Foundation
Cowles Media Foundation
General Mills Foundation
Minneapolis Foundation
St. Paul Foundation

COMMUNITY CIRCLE TIMETABLE...

"Beyond Busing,"
Sponsor Kick-Off and
Facilitator Training
St. Louis Park,
December, 1996, and
Augsburg College,
February, 1997

**"Choices for
Community"**
discussion guide
Spring, 1997

**"Community
Circles,"
Round One**
Spring, 1997

**"Coming Together,"
Metropolitan
Citizens Forum**
Macalaster College,
May, 1997

"Town Meetings"
Minneapolis and
St. Paul
Public Schools
September, 1997

**"Report to the
Community"**
Spring, 1998

"Next Steps"
Facilitator recruitment
and training, and
identification of
additional sponsors
and meeting sites
Spring/Summer, 1998

**"Community
Circles,"
Round Two:
Identifying
Solutions**
September/November,
1998

"Citizen Summit,"
Minnesota Meeting
and MPR Broadcast:
1999 action plan
November/December
1998

YES!

I want to join the discussion to ensure racially and economically inclusive communities throughout the Twin Cities metropolitan area.

Please sign me/my organization up to:

- get more information
- sponsor/convene aCommunity Circle
- be a facilitator/discussion group moderator
- be a discussion group participant
- be a discussion group recorder/reporter
- provide information to discussion groups
- provide a meeting place for discussions
- other: _____
- be a donor. Enclosed is my contribution of \$ _____

(contributions to EHEP are tax-deductible).

I/we have the following expertise/experience:

Name: _____

Address: _____

Phone: _____

Fax: _____

E-mail: _____

Affiliation/Organization: _____

Mail, call, fax or e-mail:

Dick Little
Executive Director
Education and Housing Equity Project
Phone: (612) 871-2519 Fax: (612) 813-4501
E-mail: ehpep@micah.org

"Building inclusive communities"

122 West Franklin Ave.,
 Suite 310
 Minneapolis, MN 55404



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...BUT IT DID.

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Place
stamp
here

"There are two growing problems that this region and others are not dealing with very well. There is an increasing division in income levels and growing pockets of poverty. This is a disparity that needs to be dealt with. Racial relations need to be dealt with too. These issues, perhaps more than environment and land use, need to be high on the regional agenda."

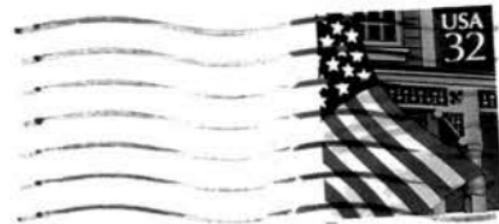
—Vern Peterson, retiring executive director,
Association of Metropolitan Municipalities,
December 16, 1997

**YOU HAVE AN OPPORTUNITY
TO HELP SHAPE THE
RESPONSE OF YOUR
COMMUNITY AND REGION
ON
EDUCATION, HOUSING
AND RACE**

"No issue matters more to the future of the region than the education and training of our young people, so do not expect us to sit quietly on the sidelines any longer... We need a little less Minnesota Nice and more insistence on results."

—Curt Johnson, Chair, Metropolitan Council,
1998 State of the Region address

Community Media Services
4133 Abbott Ave. So.
Minneapolis, MN 55410



DICK LITTLE
EDUCATION AND HOUSING EQUITY PROJECT
122 W. FRANKLIN AVE #310
MPLS., MN 55404

88404/2432



Metro sylloct -

OK * community circle

OK * informed conversation

✓ * What is EHEP?

OK "decay" → "urban decay"

Go from talk to action
From Comm. Circle
to community action

quote - Vera Peterson

part on "What's Next" - SRE

[and racial equity]

602 / 1458

CLIFF

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AOL.COM

GRAPHICS -
EPS file or
TIFF file



PO Box 203,
697 Pomfret St.
Pomfret, CT 06258

Voice: (860) 928-2616
Fax: (860) 928-3713
e-mail: scrc@neca.com

Date: 5/13

For the attention of:

Dick Little

Voice/fax:

From:

Matt Leighton ✓

Number of pages (including this page):

1

Comments:

Hi Dick -

I like that phrase - you could use it like this:

FROM COMM. CIRCLES TO COMM. ACTION

The second rd. of comm. circles is being planned for fall 1998. An Action Forum will be held at the end of the round to help connect talk and action. At the forum, task forces will be formed to work on various aspects of the issue. The CCC will also compile the ~~study~~ comm. circle records into a Twin Cities Metro Action Agenda.

“The circle binds a people together. The goal is not to resolve conflict, but to widen the circle so there is room for all voices.” Kalin Two Trees, a Native American educator with deep roots in the Lakota Nation in the Black Hills as quoted by Albie M. Davis in *The Mediator's Agenda*, Massachusetts Association of Mediation Programs and Practitioners, Summer 1995.

NOTES

Scenario - day in the life^{of} of a kid in
(Discussion Eden Prairie (Jessica Larson) and
Hurdle) day in the life of a kid in
North Meb. (Who?).



reasonable facsimile



Amherst, H.
Wilder Foundation
Since 1908

Community Services Group

919 Lafond Avenue
Saint Paul, Minnesota 55104

Our Fax Number: 612-642-2088

Date: 7/29/98 Time: _____

To: Dick Little Phone: _____ Fax: _____

Organization: _____

From: Barb Rose Phone: _____

Instructions/Notes _____

Total number of pages following this page: 5

If this message is not received in its entirety, please call Michael

at (612) 659-6039



813-
4501
D. Little

April 7, 1998

BUILDING BETTER COMMUNITIES

*A National Dialogue on Collaborating
for Successful Siting of Housing and
Service Programs*

November 12-14, 1998

Conference by the
Campaign for New Community
Partner Planning Organizations:

American Planning Association

Hazelton Center for
Mental Health Law

Beyond Shelter

Corporation for
Supportive Housing

Fair Housing Council
of Greater Washington

ArchBase

Howrey & Simon

InterFaith Conference of
Metropolitan Washington

Local Initiatives
Support Corporation

Mount Gilead Baptist Church
National Housing Conference

National Law Center on
Homelessness and Poverty

National Coalition for
the Homeless

National Low Income
Housing Coalition

Saint Louis University
Housing Law Clinic

Vanguard Services Unlimited

Washington Legal Clinic for
the Homeless

Western Presbyterian Church

CNC Project Co-Sponsors:

InterFaith Conference of
Metropolitan Washington

Council of Churches of
Greater Washington

CNC Staff:

Jean Duff, Director

David Whettstone, Outreach Director

Ari Bird Zornelo, Program Manager

Renee Nogales, Conference Coordinator

Richard M. Hall, Zoning Coordinator

Conference Management:

Natalie P. Shear

Susan Marschalk
Director of Family Housing
Amherst H. Wilder Foundation
1600 University Avenue
Suite 219
St. Paul, MN 55104

Dear Ms. Marschalk:

The Campaign for New Community and its Partner organizations cordially invite you to attend and participate in a unique conference entitled "**Building Better Communities: A National Dialogue on Collaborating for Successful Siting of Housing and Service Programs**" to be held November 12-14 at the Crystal City Hyatt Regency in Arlington, Virginia.

Human service and housing providers, local governments, neighborhood leaders, consumers and developers are *all* battle weary in the face of continuing conflict over the development and siting of programs and housing for the disadvantaged in their community. Such conflict is a lose/lose situation—it drains resources, fails to resolve the underlying issues, leaves communities frustrated and fragmented, and deprives consumers.

CNC's National Dialogue brings together for the first time the national leadership of *all* affected constituencies and stakeholders for an intensive discussion about ways to arrive at a win/win solution—providing housing and services for people in need in community-based settings, *while at the same time* revitalizing neighborhoods and building an inclusive sense of community.

We are working hard to ensure that all of the key sectors are represented at the Conference so that everyone can benefit from the various perspectives on the issue. It is important that the leadership from the Amherst H. Wilder Foundation be represented. To facilitate the dialogue the numbers unfortunately *have to be limited to 500 leaders. We therefore ask that you send us your reservation as soon as possible using the form attached.* Program and registration materials will be sent out in June. Through the generosity of underwriters, a modest registration fee will be charged.

Campaign for New Community (CNC) 212 East Capitol St., NE, Washington, DC 20003 Tel: (202) 543-2249 Fax: (202) 543-2199 Email: cncorg@erols.com

Management Committee: Martin Blank, Institute for Educational Leadership; Houston Brown, Church of Jesus Christ; Phyllis Campbell, Washington Council of Agencies; Steve Cleghorn, The Community Partnership for the Prevention of Homelessness; Onra Dillard, InterFaith Conference of Metropolitan Washington; Jean Duff, Campaign for New Community; David Ericson, Samaritan Inns, Inc.; Patricia Mullahy Fugere, Washington Legal Clinic for the Homeless, Inc.; Rev. Jeffrey Haggray, Mount Gilead Baptist Church; Richard M. Hall, Capital Area Assat Building Corporation; Rev. Dr. H. Beecher Hicks, Metropolitan Baptist Church; Janice Johnson Hunter, Legal Aid Clinic, Inc.; Ronald Jackson, D.C. Catholic Conference; Simeon M. Kriesberg, InterFaith Conference of Metropolitan Washington; Rev. Dr. Clark Lobenstein, InterFaith Conference of Metropolitan Washington; Sue Marshall, The Community Partnership for the Prevention of Homelessness; Brenda Richardson, Women Like Us, Inc.; Robert J. Sarrin, Columbia Communications Group; Rev. Roy Settles, Ambassador Baptist Church; Lois G. Williams, Howrey & Simon; Rev. John Wimberly, Western Presbyterian Church; Rev. Terry Wingate, Purty Baptist Church

The Dialogue invites participants to discuss the complex and important social questions underlying the controversy: *How can we promote safe, healthy neighborhoods and communities without discrimination and prejudice against the poor and disabled? How can we best balance the rights and needs of neighborhoods with the rights and needs of neighbors in need? How can private sector housing providers balance economic self-interest and fair housing practices?*

Conference participants will be presented with a variety of approaches to successful siting, barrier removal and collaboration among non-traditional allies. They will begin to assemble new networks of peers, experts and partners. Furthermore, they will acquire in-depth training in such areas as community building and zoning reform.

At the Conference, participants will have the opportunity to become founding members of the "Building Better Communities Network." This Network will serve as a clearinghouse, a source of technical assistance and as a linkage among people who share a commitment to building inclusive communities.

We also ask that you consider partnering with CNC and many other national, regional and local organizations (including HUD, Enterprise Foundation, and Ginnie Mae) by becoming a Sponsor Partner of the Conference. This involves allowing CNC to list your organization as a Partner in the Conference, publicizing the Conference to your network, and making a financial contribution towards the cost of the meeting.

Please let me know if you need additional information.

Yours sincerely,



Jean F. Duff
Director

Encl:
Conference Fact Sheet
Reservation Form
Information for Sponsor Partners

Campaign for New Community

National Conference

November 12-14, 1998, Washington, DC

Building Better Communities: A National Dialogue on Collaborating for Successful Siting of Housing and Service Programs

Fact Sheet for Sponsor Partners in the National Dialogue

The Issue: The Conference seeks to engage the leadership of all the constituencies and stakeholders in an intensive **National Dialogue** about ways to reduce conflict over siting of human service and housing programs in the community. By assembling not just the "usual suspects": (non profit service and housing providers and advocates) but also actively recruiting neighborhood groups, property owners, developers and financiers, planners, faith communities, consumer groups, and policy analysts, a unique opportunity for dialogue will be offered. The lessons learned from "Community Building" will be actively introduced to participants as models for building collaboration among citizens and a wide variety of community institutions. Such dialogue will lead to new ways of addressing siting conflicts, and will invite participants to see themselves as active responsible members of community with key roles to play in collaborating with other agencies of community in taking care of neighbors in need.

The Organizers: Campaign for New Community and 18 Planning Partners

Attendees: 500 of the leadership of all sectors affected by the issue:

City, county and state governments	Planners
Pubic and private housing developers and builders	Consumers
Human service providers	Housing financiers
Trade associations	The real estate bar
The religious community	The philanthropic community
Social policy experts and academia	

Partners in the Dialogue: These organizations will support the Conference financially and substantively. They may participate on two levels as either Co-Sponsors/Underwriters or as Sponsor Partners.

Co-Sponsors/Underwriters make a significant contribution to the Conference and substantially assist in planning the Dialogue, publicizing it and recruiting participants. These names will be incorporated into the graphic design for the Conference, listed in all registration materials, press releases, conference program and conference proceedings and receive verbal acknowledgement at the Conference.

Among the organizations being invited to become Co-Sponsors/Underwriters are:

AFL-CIO Housing Investment Trust	National Association of Realtors
American Jewish Committee	National Congress of Black Churches
American Bar Association	National Council of Churches
American Planning Association	National Housing Conference
Enterprise Foundation	National League of Cities
Federal Home Bank Loan	NationsBank

Campaign for New Community

National Conference

November 12-14, 1998, Washington, DC

Building Better Communities: A National Dialogue on Collaborating for Successful Siting of Housing and Service Programs

The Conference's mission and goals: a unique opportunity for dialogue and action

The Conference seeks to engage the leadership of all the constituencies and stakeholders in an intensive National Dialogue about ways to reduce conflict over the development and siting of human service and housing programs in the community. By assembling not just the 'usual suspects' such as non-profit service and housing providers and advocates but also actively recruiting neighborhood groups, property owners, developers and financiers, planners, religious institutions, consumer groups, and policy analysts, a unique opportunity for dialogue will be offered. The lessons learned from 'community building' will be actively introduced to participants as models for building collaboration among citizens and a wide variety of community institutions. Such dialogue will lead to new ways of addressing siting conflicts, and will invite participants to see themselves as active responsible members of community with key roles to play in collaborating with other agencies of community in taking care of neighbors in need

At the Conference, participants will have the opportunity to

- define and affirm a common ground of taking care of people in need,
- exchange ideas with people with very different points of view,
- hear a wide variety of approaches to successful siting from across the nation,
- understand the essential roles of collaboration with non-traditional allies and of community building,
- assemble new networks of peers, experts, and potential partners,
- participate in intensive training sessions and acquire relevant new skills in such areas as community building, and zoning reform.

Conference has a strong base of support

Planning for the conference has been led by a Program Planning Committee consisting of *17 major advocacy and housing organizations*, who have met frequently and crafted the draft program. They in turn are supported by a larger group of *43 more organizations* that contribute ideas and expertise. These groups have also committed to disseminate information about the conference through their communication channels.

Members of the Conference Program Planning Committee

Michael Allen	Bazon Center for Mental Health Law
Catherine Bendor	National Law Center on Homelessness and Poverty
Jean Duff	Campaign for New Community
Helen Dunlap	National Low Income Housing Coalition
Conrad Egan	National Housing Conference
Marty Fleetwood	HomeBase
Patty Mullahy Fugere	Washington Legal Clinic for the Homeless
Mary Ann Gleason	National Coalition for the Homeless
Rev Jeffery Haggray	Mount Gilead Baptist Church
Peter Hawley	American Planning Association
Pat Hanrahan	American Bar Association
Rev. Clark Lobenstine	InterFaith Conference of Metropolitan Washington
Beverly Reid	Corporation for Supportive Housing
Peter Salsich	ABA Committee on Housing & Homelessness, Univ. of St. Louis
Jeff Schaffer	Beyond Shelter
Jim Schuyler	Representing the Vanguard Foundation
Susie Sinclair Smith	Local Initiatives Support Corporation
Melody Taylor	Fair Housing Council of Greater Washington
David Whettstone	Campaign for New Community
Lois Williams	Howrey & Simon
Rev. John Wimberly	Western Presbyterian Church

“Building Better Communities: A National Dialogue on Collaborating for Successful Siting of Housing and Service Programs”

November 12-14 at the Crystal City Hyatt Regency in Arlington, Virginia

_____ I will attend the Conference.*

_____ I will not attend the Conference but am interested in the issue.

_____ Please list us as a Sponsor Partner. A check in the amount of \$ _____ is enclosed.

YOUR NAME _____

YOUR TITLE _____

ORGANIZATION _____

ADDRESS _____

CITY _____ STATE _____ ZIP CODE _____

PHONE _____ FAX _____

E-MAIL _____

MY COLLEAGUES ARE _____

* In order to have representatives from all of the constituencies and stakeholders, we need to limit the number of attendees from each organization. You are invited to bring up to two colleagues with you.

Contributions to the National Conference are tax deductible. Please make check payable to Campaign for New Community and mail it to:

*Renée Nogales, Conference Coordinator
Campaign For New Community
212 East Capitol Street, NE
Washington, DC 20003*

In an effort to broaden involvement by religious, planning, consumers, financing, neighborhood organizations, and other sectors, more than *60 additional organizations* are being invited to participate in the planning process. *61 organizations* -- responding to a CNC survey, a National Low-Income Housing Coalition article, and other sources -- have indicated that they are interested in attending the conference.

Estimates of numbers of attendees as conjectural at this stage, with fellow planning organizations predicting from 400 to over 1000. We are operating on the assumption that 400 is a very conservative number.

The Conference is fundable

Funds for scholarships and other expenses not covered by registration fees will come from foundations/government grants, Co-Sponsor Underwriting organizations, and 20 Sponsoring Partner organizations.

The Conference is being managed by professionals and supported by credible organizations

Campaign for New Community: Conference Steering Committee; InterFaith Conference of Metropolitan Washington; Jean Duff, Conference Coordinator; and Natalie Shear & Associates, Conference Management.

The Conference can deliver speakers, skills, training and dialogue that the target audiences will want

The two and one half-day program incorporates:

- Keynote addresses* by inspiring national figures (e.g.: Sen. Bill Bradley, Rev. James Forbes) aimed at expanding our imagination about how to collaborate and deliver services to people in need;
- Panel discussions* to frame issues and efficiently get information out about successes and new approaches; *Breakout tracks* focussing on dialogues about topics of special interest, including advocacy, community building, legal issues and siting;
- Networking opportunities*;
- A Resource Center*;
- Intensive Day of Training* with nationally recognized experts; and
- Building Better Communities Networking opportunities*.

What makes this Conference likely to be a force for change?

- The Conference brings together very *diverse constituencies*, all of whom have a stake in successful resolution of siting conflicts but may have different perspectives on how to arrive there.
- The Conference is grounded in the assumption that *collaboration* among providers and key sectors of the community is key to successful siting, and siting cannot be separated from *community building* and forging *non-traditional alliances*.
- The Conference has been developed over the past 12 months through a *collaborative planning process* involving key national organizations.
- The Conference process is designed to *facilitate dialogue* among people who do not often have the opportunity to talk with each other, or who may only communicate under adversarial conditions.
- The Conference focuses on *success*. Other meetings focus on the definition of the problem, whereas this Dialogue focuses on *solutions* by presenting a broad array of experience of successful collaboration with communities.
- It focuses on *specific outcomes*: Intensive training to build skills and developing networks of peers and expertise, and constructing non-traditional alliances.
- It is *timely*. It has been five years since the American Friends Service Committee organized a similar conference. Not-In-My-Backyard sensibilities (NIMBYism) continue to be widely perceived as a major barrier to taking care of neighbors in need. There exists no national forum for dialogue among the leadership of the key constituencies.
- It has a *follow-up plan* that builds on the work of the Conference and of CNC.

To provide input and suggestions or for information and to get on the conference mailing list, please contact Jean Duff, Director, Campaign for New Community or Renée Nogales, Conference Coordinator, Campaign for New Community
212 East Capitol Street, NE, Washington, DC 20003
Telephone: (202) 543-2249; Fax: (202) 543-2199; E-mail: cncorg@erols.com
Internet: www.campaign-new-community.com

HomeBase
 HUD
 Mortgage Bankers Association
 Union of American Hebrew Congregations

Neighborhood Reinvestment Corporation
 Leadership Conference on Civil Rights
 National Association of Homebuilders
 U.S. Catholic Conference

Sponsor Partners lend support to the Conference by making a financial contribution of \$1,000 and assisting in the planning of the program and training, as well as in publicizing the Conference. They will be listed in registration materials and the conference program and proceedings.

Among the organizations being invited to become Sponsor Partners are:

American Friends Service Committee
 American Public Health Association
 Bazelon Center for Mental Health Law
 Beyond Shelter
 Brookings Institution
 Catholic Charities
 Center for Community Change
 Center on Budget and Policy Priorities
 Christian Community Development Association
 Coalition on Human Needs
 Congress of National Black Churches
 Corporation for Supportive Housing
 DC Agenda
 Deloitte and Touche
 Family Planning Centers of Greater LA
 Ginnie Mae
 Housing Assistance Council
 Indiana Civil Liberties Union
 Institute for Policy Studies and Fund for New Priorities
 Interfaith Community Ministries Network
 Jesuit Social Ministries
 LA Coalition to End Hunger and Homelessness
 Legal Services of NO CA
 Lincoln Land Use Institute
 Local Initiative Support Corporation
 Lutheran Church
 Massachusetts Housing and Shelter Alliance
 McCauley Institute
 MD Center for Community Development
 Mercy Housing System
 Mt Gilead Baptist Church
 National Alliance to End Homelessness
 National Association of Affordable Housing Lenders
 National Association of Counties
 National Association of Ecumenical and Interfaith Staff

National Association of State Mental Health Program
 Directors
 National Coalition for the Homeless
 National Community Building Network
 National Council of State Housing Agencies
 National Fair Housing Alliance
 National Foundation for Affordable Housing Solutions
 National Governors Association
 National Housing and Rehabilitation Association
 National Housing Association
 National Housing Law Project
 National Law Center on Homelessness and Poverty
 National Leased Housing Association
 National Low Income Housing Coalition
 National Neighborhood Coalition
 National Neighborhood Coalition
 National Neighbors
 National Urban League
 NYS Office of MR and DD
 PA Low Income Housing Coalition
 Poverty Race Research Action Council
 President's Committee on Mental Retardation
 Project HOME
 REM Inc
 Sojourners
 St Louis University School of Law
 Tarrant Co. Access for the Homeless
 The Arc
 The Carter Center
 The Urban Institute
 Topeka Mental Health Center
 Union of American Hebrew Congregations
 University Legal Services
 University of Florida
 US Conference of Mayors
 Washington Legal Clinic for the Homeless

*To provide input and suggestions or for information and to get on the conference mailing list, please contact Jean Duff,
 Director, Campaign for New Community or Renée Nogales, Conference Coordinator, Campaign for New Community
 212 East Capitol Street, NE, Washington, DC 20003
 Telephone: (202) 543-2249; Fax: (202) 543-2199; E-mail: cncorg@erols.com
 Internet: www.campaign-new-community.com*

Dick Little

From: Jimfest <Jimfest@aol.com>
To: ehpe@micah.org
Subject: Revisions to brochure
Date: Thursday, May 14, 1998 12:25 PM

Dick - Here are a few proposed changes.

GET AND GRANT PROPOSAL MISSION STATEMENT

EHEP was formed to focus on the 2 issues
Way about it - collaborate w/ other comm.

ok Cover: make it "urban decay" and I think it works. Also, that keeps the line longer, leaving a more interesting layout that if it is shortened by cutting "decay." But the word can be cut of you want.

WHO ARE WE? (new copy)
Education and Housing Equity Partnership (EHEP) is a nonprofit organization founded in 1996 to build racially and economically inclusive schools and communities. The Community Circle Collaborative is a partnership of Twin Cities organizations convened by EHEP to organize a metro wide dialogue on the challenges of educational achievement and housing segregation.

promote project tax-exempt

reverse order of communities and schools

WHAT IS OUR GOAL? (new copy)
We believe citizens must add their voices to the debate about how to achieve racially and economically integrated schools and communities. Elected officials and isolated communities too often don't discuss the damaging effects of the status quo and consider examples of effective solutions underway around the country.

Use good

and promote understanding of this issue.

HOW DO WE GO ABOUT IT? (new copy)
Community Circles consist of 10-15 citizens who volunteer to meet regularly over a period of weeks to study, discuss and seek common ground on an important public policy. We recruit local organizations to act as sponsors and provide facilities in communities throughout the metro area. We provide educational background materials and trained facilitators for each group.

Use good

The CCC is the mean by which we are fulfilling ...

WHAT'S NEXT? (added copy)
(If room, I would add this phrase to the last sentence): , ... and shared with the policy makers and public, including through a Minnesota Meeting live broadcast over MPR. (I think both these names add credibility to your efforts as well as explain the item in the timetable.

JOIN US! (revised copy)
(if you need to save space to add the above line, you can cut out the headline "you can be part of the solution" and instead make it part of the text. or cut it entirely.)

Good

ok You can be part of the solution. Openings are available for sponsoring organizations and discussion participants throughout the metro area. For more information, call, fax or e-mail us. Or return the attached card.

(DICK -FYI, YOU NEED TO TALK TO STEVE AND/OR THE POST OFFICE, BUT THE TEAR-OFF CARD IS NOT STRONG ENOUGH, I BELIEVE, TO CARRY POSTAGE. THE BROCHURE WILL NEED TO BE PRINTED ON A CARD STOCK SUFFICIENT TO MEET POST OFFICE REGULATIONS.)

Good luck.

Jim

The need put on 2nd page

The Education and Housing Equity Project was ^{formed} founded to
[promote social, racially and economically inclusive communities
and schools in the Twin Cities Metropolitan Area.]

to focus on the ~~to focus on the~~ ^{inter-connected} [inter-related] challenge, disparities in
achievement, school desegregation and (the broader issue of)
economically and racially segregated housing and neighborhoods
and their relationship to school achievement and expanding
life opportunities for ~~Twin Cities~~ all citizens in. . . ., [and to promote
public understanding of these issues] ~~We go about this by~~
It

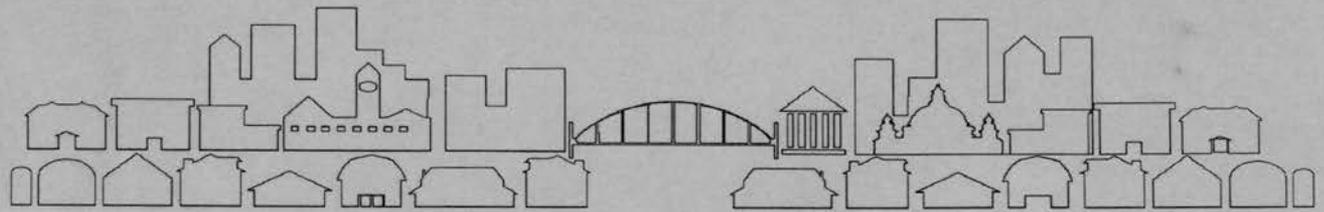
We go about doing things
~~The way we go about this is to~~ collaborate with other organizations
through the ~~CCC~~ ^{ing} and to promote greater public understanding of
these issues.

What's Next

Community Circles will be charged with identifying the most
appropriate remedies for ^{addressing} racial and economic disparities and
segregation in our schools and our communities. An action
forum will be held at the end of the discussions to connect
citizens ^{to} action opportunities.

The Community Circle Collaborative is a partnership of organizations
convened by EHEP to organize metro-wide dialogues on the
challenges of educational achievement and housing segregation [in
the Twin Cities metropolitan region]

Livable Communities Gubernatorial Questionnaire



Please state the best idea or policy that your administration will propose to address each of the following issues.

	Revitalize the urban core	Reverse economic and racial segregation	Connect people to living wage jobs
MIKE FREEMAN	Stop sprawl; elect the Metropolitan Council; strengthen Fiscal Disparities Law; match affordable housing to jobs; create a Regional Reinvestment Fund.	Eliminate barriers to affordable housing; create a viable transit system; ensure full and fair funding for public education.	Continuous renewal of skilled workforce; targeted support for housing; create a viable transit system; <i>constructive</i> community competition to attract jobs.
HUBERT HUMPHREY	Use proven policy incentives for urban-core businesses and housing development; and disincentives for sprawling development.	Provide choice through livable wage jobs in the neighborhood, affordable housing in every community, and adequate public transit.	Build values and skills for both employees and employers with wage subsidies--like the MEED program (thereby sharing the risk among the workers, the employers, and the community).
JOHN MARTY	Stop sprawl (MUSA line freeze); stop corporate welfare, use the money for micro-loans to start up businesses.	Metro-wide polices on affordable housing, backed with tax incentives/penalties.	Affordable housing in suburbs, major transit improvements, big jump in minimum wage, livable wage laws.
TED MONDALE	Enhance investments in polluted land clean up and neighborhood revitalization. Make transit a major initiative of a Mondale administration.	Make sure that every child has proper early care, good schools with high standards and the ability to earn college scholarships.	Use purchasing power of state to encourage economic growth in neighborhoods that have suffered economic decline.

Mark Dayton did not respond.

Doug Johnson did not have the opportunity to respond.

Respond whether you agree or disagree with each of these statements.

	Will you advocate for an elected Metropolitan Council ?	Will you support mandatory state-wide land use planning ?	Will you support a dedicated funding source for mass transit ?	Will you support insuring an adequate supply of low-income and affordable housing in every community?	Will you support requiring that at least 50% of jobs created through brownfields re-development go to people living in the local community?	Will you insist on policies that restore, maintain, and fully use existing regional infrastructure before expanding the MUSA (urban growth boundary) line ?	Will you support increased funding to reduce class sizes in Minnesota elementary and secondary schools?
MIKE FREEMAN	YES	YES	YES	YES	YES	YES	YES
HUBERT HUMPHREY	YES	YES	YES	YES	YES	YES	YES
JOHN MARTY	YES	YES	YES	YES	YES	YES	YES
TED MONDALE	YES	NO	YES	YES	MAYBE	YES	YES

MEMORANDUM

TO: MIAR Education Task Force Members and Collaborators
FROM: Darcy Seaver, Bruce Vandal, and Dick Little
DATE: March 18, 1996
RE: Proposal for metrowide study/strategy circles

As you know, the MIAR Education Task Force -- in collaboration with a growing number of organizations and individuals -- has begun planning a community-wide study circle project on race-related issues (specifically, on the connection between segregated housing and schools).

We attach a draft proposal for your consideration and feedback. The proposal is based on the February 1 meeting of the Task Force and interested groups. For those of you who did or could not attend that meeting: Dick introduced the model of study circles and MIAR's interest in helping incubate such a project. Although group members were interested in the concept, many felt that instead of general discussions on racism and race-related issues strictly according the study circle model, a more useful project for the metro Twin Cities today would:

- Focus on specific issues -- in particular, the relationship between school desegregation/integration and residential integration and diversity;
- Adopt more of a perspective than the traditional study circle model does (as one group member pointed out, "We are the initiative *against* racism -- we *have* an opinion");
- Be more action-oriented than traditional study circles;
- Consider incorporating other models of community-based discussion and education, such as the MN Minority Education Partnership's "Communities of Color Empowerment Model," which stresses providing information and research services to the groups, the development of strategies by the groups, and subsequent community forums organized by the groups;
- Combine the study/strategy circles with larger Community Forums, in which citizens would have the opportunity to learn more about the issues and policy options, and to discuss these with various "experts" and as a group.

We have developed the attached proposal simply as a starting point. Because many people missed our March 7 meeting (we apologize for failing to send reminder notices), we have rescheduled that meeting to **Thursday, March 21 at 8:00 a.m. (again at the MN Church Center at 122 Franklin Ave, at Pillsbury and Franklin)**. If you have any questions, comments, or suggestions before the meeting, please contact Darcy at MICAH (871-8980) or Bruce at MMEP (330-1509). We hope that you can join us!

Draft proposal for Study/Strategy Circles
Prepared for the MIAR Education Task Force
by Bruce Vandal (MMEP) and Darcy Seaver (MICAH)

[March 10, 1996 draft]

Purpose: To have citizens examine how racial and economic segregation of housing affects educational achievement and opportunities.

Objectives:

- To discuss how the community in which we live and our personal experiences as members of that community affect the education of our children.
- To educate participants about other communities' perspectives and experiences in these areas.
- To examine the challenges that racial and economic segregation of housing pose for our educational system.
- To develop strategies to overcome these challenges

Structure of discussion groups:

- Location of groups: throughout the Twin Cities metro area
- Number of individuals in each group: 5-15
- Number of groups: 20 (or more depending on resources and collaborator support)
- Length of meeting time: Each group to meet for 12 hours (they decide how to break that up), but all groups will begin and end around the same dates
- Each group to be as diverse as possible (by race, ethnicity, nationality, income, age, profession, education, political perspective, etc.)
- Discussion sections begin with common base discussion materials and goals for session
- Goal: Citizen group development of strategies
 - What group members can do in their community
 - What group members can do in other communities
 - What larger policies are needed

Planning steps:

1. Identify and engage collaborators and agree to basic project structure (by 3/30 and continuing)
 - (a) **Project Coordinators.** Will manage the project by providing the necessary staff support, fundraising, and conducting appropriate research and evaluation. Will sign a "Pledge of Participation" outlining their roles and responsibilities in the project.
 - (b) **Resource Partners.** Will play an advisory role regarding project design, fundraising, and future projects, and/or provide information, in-kind

contributions, or technical assistance. Will sign a "Pledge of Participation" outlining their roles and responsibilities in the project.

- (c) **Sponsors.** Will sponsor study circles by recruiting individuals for study circles, facilitating study circles, and providing a location for study circle meetings. Will sign a "Pledge of Participation" outlining their roles and responsibilities in the project.
 - (d) **Public officials/institutions.** Will sign a "Pledge of Respect," signifying their support of the project and their intent to consider and respect the strategies developed by the groups. (Sample institutions and officials: the Governor; the Met Council; MN Dept of Children, Families, and Learning; MN Housing Finance Agency; mayors; school boards, etc.)
2. Develop budget and fundraise (proposal by 4/30; funding by 6/30)
 3. Recruit sponsors (who will recruit facilitators, participants, etc.) (Summer 1996)
 4. Develop base materials to be used in groups (Summer 1996)
 5. Train facilitators (August)
 6. Organize Community Forum I (early September)
 - To introduce the issues and why they are important
 - To kick off the community-wide strategy discussion project
 7. Conduct the discussion groups (mid-September through October)
 8. Groups conduct their mini-community forums (early November)
 9. Organize overall Community Forum II (January 1997)
 10. Issue some form of report/findings

john a. powell

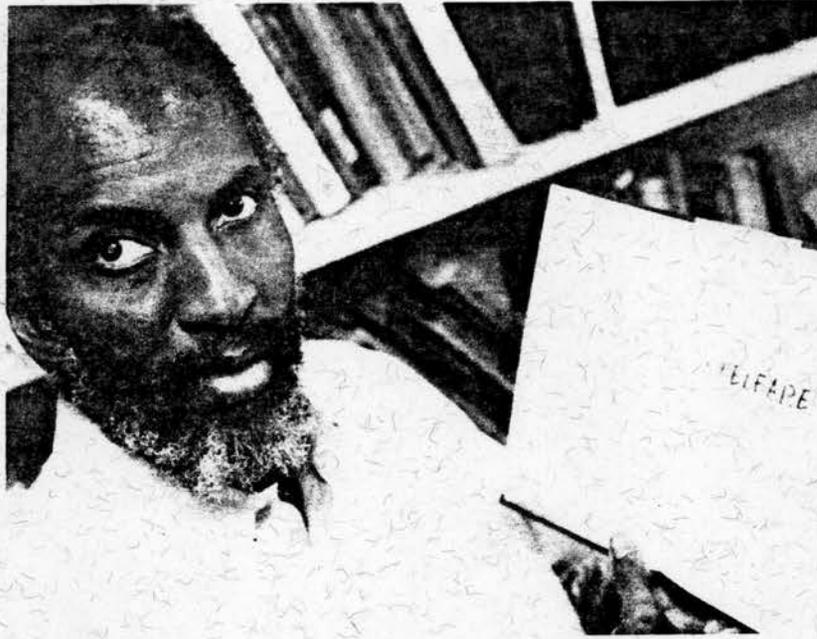
Saving Minnesota Nice

BY ROSE FARLEY

The city of Minneapolis is often fondly described by its leaders and promoters as the "Minneapolis," a quaint version of New York with all the big-city attractions, but few of the social ills. While the immutable concept of Minnesota Nice may convince some folks to drop their luggage here for life, John A. Powell had a different idea when he landed at the University of Minnesota Law School two years ago.

From his former position as the national legal director for the American Civil Liberties Union, Powell saw the Twin Cities and its suburbs taking on the manifestations of racism and poverty. He thinks the Twin Cities can be a laboratory, an ideal setting to observe how social factors take root in neighborhoods and begin to crack them at the seams.

With funds from state and national private foundations, Powell created the Institute on Race and Poverty in 1993. The Institute is one of only two organizations in the country focused on how the potent combination of race and poverty drains resources and dismantles communities. After receiving a Juris Doctorate from the University of California-Berkeley in 1973, the Detroit native has spent most of the last 20 years applying his legal prowess to the streets of Miami, Seattle and Oakland. Today, Powell says, the country's ability to avoid irrevocable social collapse lies here, in the streets of the Twin Cities.



Anthony Schreck

Why are race and poverty often separated?

It's historical to some extent. The civil rights movement was started by and large by the black community and there was an assumption that if you took care of people's political issues — the right to vote, the right to live wherever you want to — the other things would just take care of themselves.

What about the War on Poverty?

The War on Poverty was not supposed to deal with civil-rights issues. It sounded good, but the reality is that poverty is racially very sensitive. For example, the whole welfare debate. When they say you should get off in two years, already 75 percent of the people are on welfare for two years and they're off, but what about that other 25 percent? [It is] largely black and Latino. The policy sounds like a neutral policy, but it has a lot to do with race.

Are those policies intentionally racist?

A lot of the policymakers are very much aware of what they are doing. From the very beginning there was an assumption that black women should work and white women should stay home with the children. Today, you have the Legislature introducing bills to support women's rights to stay home, but at the same time being punitive about [welfare] women who stay home with their children. The contradiction is racially understood.

Why is race so hard to discuss?

It's like food. Food is something everybody eats, but few of us are really chefs. Race is something everyone has a picture of, but few of us really understand it. There is a tremendous denial even though in many ways our whole identity as a country has been organized around race and still is: 86 percent of white people in this country live in communities where [the population] is less than 1 percent African-

American. That's not just an accident.

How does Minnesota compare nationally in terms of racial equality?

The difference here is that the minority population has been relatively small and the idea of integration was theoretical. But now the tires are hitting the road — people think that if we have more people of color, automatically we will have more crime or more people on welfare.

Is Minneapolis segregated?

Minnesotans have supported, at least in theory if not in practice, integrated schools and integrated houses, which is undermined if you look at where blacks are being housed. All but one major housing project in Minneapolis is built on the Northside, and they are racially segregated.

How is the Institute assisting Minneapolis Mayor Sharon Sayles Bolton?

For the next 18 months or so we'll be doing a housing and education study in the Twin Cities area. We've done some preliminary work, but most of the housing work that's been done has not specifically looked at race. People have refused to acknowledge that race is an issue even though it drives much of the policy.

What do you think of her housing initiatives?

The goals, as I understand them, are to help stabilize the housing market in Minneapolis and give poor minorities a chance to live out of concentrated areas and to try to engage the suburbs. In theory you couldn't have a better plan. The difficulty will be in engaging the suburbs. I don't think the city has the capacity to solve the problem by itself.

Will the suburbs become engaged?

Voluntary plans have not worked in other parts of the country.

What's the suburban attitude towards low-income housing?

I think it was in Maple Grove where I heard the police chief say if you build low-income housing, you'll have to build a police station right next to it.

What's wrong with the Minneapolis low-income housing policy?

The city is already oversubscribed. If it continues to oversubscribe, even if it disperses low-income housing throughout the city, 15 years from now we will look more like Detroit than we want to.

What don't people understand about crime and poverty?

We're all afraid of crimes, but whites don't have to live with it in the way that poor blacks, poor Latinos and to some extent poor Asians do. I'll show you how to create crime — do exactly what we're doing now: Send people to prison for three for four years to learn about crime, to get a criminal record so they can't get a job, and then put thousands of them back in the poor community and watch what happens.

How does a murder on Pillsbury Avenue South effect someone in Edina?

People have to understand that the people living on Pillsbury want to be away from the gunshots, too. But the person in Edina has the option to live in Edina. The person on Pillsbury does not. When I picked up the paper today and read that three people were killed, it affects me. If it doesn't affect you, then something's seriously wrong with you.

Are Minnesotans so worried about offending someone that they're afraid to admit they are guided by stereotypes?

I was teaching a class and I asked the question, "What do we do about the fact that a disproportionate number of crimes on the street happen by black men?" The class was silent. I said, "It's a fact." When whites say it, it's true. We have to break the habit of saying, "I can't say anything about someone because they are a different culture from me."

What don't whites understand about black-on-black violence?

The crime rate is no different among blacks as it is for whites — if you account for poverty. The poverty is concentrated in the black community, so the reality is that we breed it. If somebody steals somebody's bike, they're not going to drive to Wisconsin to steal a bike. They'll steal a bike next door. The poverty, the concentration, it's a breeding ground and when it explodes it's going to explode right there.

How far away is the Twin Cities from that type of explosion?

It's already happening. ♦

This material
is from the
Institute on Race
& Poverty

"Is Racial Integration Essential to Achieving Quality Education for Low-Income Minority Students, In the Short Term? In the Long Term?"

This is Part 2 of a symposium begun in our July/August issue with contributions by Elaine Gantz Berman, Phyllis Hart/Joyce Germaine Watts, Lyman Ho & PRRAC Board member Kati Haycock. (Those of you receiving P&R for the first time can receive a copy of this symposium by sending us a stamped, self-addressed envelope.) Here PRRAC Board member John Powell and Sheryl Denbo/Byron Williams add their thoughts on the subject. We welcome additional commentary.

John A. Powell

" . . . My schooling gave me no training as the oppressor, as an unfairly advantaged person, or a person in a damaged culture. . . At school, we were not taught about slavery in any depth; we were not taught to see slave holders as damaged people. Slaves were seen as the only group at risk of being dehumanized. My schooling followed the pattern which Elizabeth Minnich has pointed out: whites are taught to think of their lives as morally neutral, normative, and average, and also ideal, so that when we work to benefit others, this is seen as work that will allow 'them' to be more like 'us.'" — Peggy McIntosh, "White Privilege: Male Privilege."

The roles of segregation and integration have been central to understanding and maintaining or destabilizing white privilege. Much of the discussion about integration and segregation has been fought out with poignant focus on school and education. This is understandable, in that school plays a central role in the formation of the American citizenry. Common schools are the crucible of American identity. They are the place where our children spend a tremendous portion of their lives, where their values and identities are shaped. In my discussion about integration and segregation, however, I will start, not with schools or even housing, but by rethinking what we mean by integration and segregation and how our misunderstanding of these limits our imagination and practice with respect to racial issues in this country. What I am suggesting, then, is that our collective conceptual error has important implications for the

movement towards a racially just society, a racial democracy. Recognition of this error should play an important role in our thinking about integration and segregation in the educational context.

Integration is Not Cultural Assimilation

Today, there is questioning of the relative benefits of integration and segregation. Despite this questioning, much of the discussion around these issues remains largely unreflective. The debate about the relative merits of integration and segregation has a long,

Scholars and others have not been clear about what we mean by the words integration and segregation.

rich history in the Black community. The pros and cons of each approach were thoughtfully and often sharply debated by W.E.B. Du Bois and Booker T. Washington at the turn of the century. Washington's posited that Blacks should rely upon themselves for self-help, whereas Du Bois thought the most talented Blacks should learn from whites, and then bring these attributes back to the Black community. Much of today's discussions draws on some of the ideas raised by Washington and Du Bois without the benefit of the depth of thought they used to support their conclusions.

In order to deepen the discussion today, it is important to give pause and reflect on what integration and segregation mean in contemporary terms and what the implications for these two strategies are in the 21st Century. Part of the difficulty is that scholars and others have not been clear about what we mean by the words integration and segregation. Indeed, I would suggest that in recent times the debate has not focused on integration and segregation, but assimilation and segregation. The attack on integration, then, has largely not been an attack on integration but an attack on assimilation.

Assimilation is problematic because it is a product of racial hierarchy. Although there have been many distinct versions of assimilation and segregation, both of these concepts have been framed primarily by the dominant white society and operate under the implicit assumption that there is something wrong with the racial "other." The less extreme assimilationist would fix the racial other by acculturating him or her to the dominant culture. The more extreme assimilationist position is that the racial other must intermarry into the dominant race and cease to be. In either scenario, the voice of the minority is either ignored or eliminated.

The white segregationist shares this belief in white racial hierarchy. The segregationist also believes there is something defective about the racial other. But unlike the assimilationist, the run-of-the-mill segregationist takes the position that the racial other must prove that he or she has been fixed or

(Please turn to page 8)

modified before segregation can end. A more extreme segregationist view is that the racial other cannot be fixed, and affiliation with any of them will diminish and contaminate whites. The idea that one drop of African blood contaminates white blood is closely associated with this view. Both assimilationists and segregationists are disturbed by the otherness of the racial other. The extreme segregationist is also concerned about the other as well as otherness.

One may protest that this is the position only of the dominant society. What about racial minority groups that want to segregate themselves from the dominant society? While theoretically one can imagine that a racial minority might, for positive reasons, want to segregate itself despite openness from the dominant society, this is simply not the history of racial politics in the United States. Indeed, when Washington called for self-segregation, it was in part because he accepted the position that Blacks were unfit and must prove themselves to whites before segregation could end. The reality is that many African-Americans have adopted segregation as an accommodation and protection from white racism. While this is understandable, from a self-survival point of view, the problem is that it does not destabilize white hierarchy and it also has very little practical benefit. When one looks at middle-class Blacks who choose to live in Black neighborhoods, among the prevalent reasons cited is the desire to have space to retreat from white racism and the frustration of dealing with whites in the workplace. This does not mean that there are not positive things about the Black community or Black culture. This is another variation of the assimilationist position. What I am suggesting is that when one examines the roots of segregation, either self-imposed or imposed by the dominant society, white racism is central to understanding it.

Social interaction is constitutive of the individual and the collective identity of the community. Assimilation envisions the absorption of minorities into

the mainstream. Real integration is measured, however, by the transformation of institutions, communities and individuals. Real integration involves fundamental change among whites and people of color, as people and communities. Segregation is not just the exclusion of people, but also the limitation of their opportunities and economic resources. It creates and maintains a culture of racial hierarchy and subjugation. Integration, as a solution to segregation, has broader meaning: it refers to community-wide efforts to create a more inclusive society, where individuals and groups have opportunities to participate equally in their communities. Inclusion give us tools to build democratic communities, the ability to approach complex issues

Many African-Americans have adopted segregation as an accommodation and protection from white racism.

from a multitude of perspectives. Integration, then, transforms racial hierarchy. Rather than creating a benefactor-beneficiary distinction along lines of race and class, true integration makes it possible for all groups to benefit from each other's resources. Homogeneous education fails to prepare students of all races for a multicultural society. Integrated education necessarily implies a curriculum that respects and values cultural difference, while building a community of equals.

Although I cannot do justice to this issue in a short article, it is important to consider the situation of Native Americans. There is a strong feeling among American Indians that if they integrate, they will lose their culture and be overwhelmed by the dominant society. The discussion about segregation and assimilation in many ways is not germane for Native Americans. First of all, the issue of segregation and assimilation is a discussion that takes place within a nation. The debate for Native

Americans is about how to build or maintain a nation within a nation. Native Americans have not been pushing to be part of this nation, but rather to preserve their own nation. If they cannot maintain their nation, it is likely that these other issues will become more important. In addition, when one asserts that Native Americans or other groups that are not allowed to segregate may lose their culture and identity, one is essentially making a claim that if not allowed to segregate, a group may be forced to assimilate. Given the two alternatives, maybe segregation is more desirable.

But this is not the issue that Blacks face in large numbers. While it may be possible for a few African-Americans to assimilate, that is not possible for large numbers. Blacks in the United States are unassimilable—what one writer calls “the designated other.” This leads us to segregation or something else.

Before considering something else, I want to assert that segregation is morally, pragmatically and ontologically flawed. It is morally flawed because it cannot be reconciled in our society with the fundamental value of equal respect and dignity of all people. It is pragmatically flawed in that it can never produce equal life chances for whites and “others.” It is ontologically flawed in that it damages and distorts the identity of all members of the racist society where segregation is practiced.

Problems Caused Segregation

Segregation prevents access to wealth accumulation by residents of isolated, poor communities of color, thereby establishing barriers to market participation. Lack of educational opportunities, poor job accessibility and declining housing values in isolated, low-income communities are symptoms of the problem. Further, racial and economic segregation damages the whole metropolitan region, including both the urban cores and the suburbs. Segregation geographically polarizes metropolitan communities along lines of race,

income and opportunity, and separates urban centers from the surrounding suburbs. The experience of attending desegregated schools is likely to increase participation in desegregated environments in later life. When students attend integrated schools, they are more likely to attend desegregated colleges, live in integrated neighborhoods, work in integrated environments, have friends of another race and send their children to integrated schools. Conversely, students from segregated schools are more likely to avoid interactions with other races and generally conduct their lives in segregated settings. As Peggy McIntosh points out in her article, "White Privilege: Male Privilege," her schooling as a white attending an all-white school led to strained interactions in the workplace as an adult. Once she entered an integrated work space, she realized she wouldn't be able to get along if she asked her non-white co-workers to adapt to her world view. One thing is clear to me: that racial neutrality or "color blindness" is more likely to work toward maintaining the status quo than destabilizing it.

Toward Incorporation

Traditionally, desegregation in education has meant either removing formal barriers or simply placing students in physical proximity to one another. These remedies are limited. Segregation is not just the exclusion of people, but also the limitation of their opportunities and economic resources. Properly conceived, integration is transformative for everyone involved. Integration embraces a multi-cultural concept of social interaction. Much of the focus on the benefits of integration has been on how integration will benefit Blacks and other "others." What has been missing is an understanding of how integration, as well as segregation, affects us all. If we are to be successful at integration, we move much closer to David Goldberg's notion of incorporation. He asserts that, "incorporation, then, does not involve extension of established values and protections over the formerly excluded group . . . [T]he

body politic becomes a medium for transformative incorporation, a political arena of contestation, rather than a base from which exclusions can be more or less silently extended, managed, and manipulated." Incorporation allows the views and experiences of both the dominant group and minority groups to meet, informing and transforming each other. With incorporation, no experience is the exclusive one. In this respect, incorporation clearly differs from assimilation and desegregation models. The ultimate goal of integration is this transformative incorporation Goldberg describes.

Building a Participatory Democracy

If we accept this reconstituted way of viewing integration, it provides a positive strategy for how to start thinking about integration in relationship to schools as well as a critical perspective on how integration in the past has failed.

Real integration is measured by the transformation of institutions, communities and individuals.

Most of the efforts of the past and even today are half-hearted, leaving students de facto segregated or token assimilated. Too often the assumption is that if we can fix the other by having them go to schools with whites without addressing the underlying assumption of white privilege, including cultural privilege, we have successfully integrated. In assessing integration efforts, we too often look at the racial composition of a school, and not at what happens in the school. But if we look at integration in the way suggested above, it requires that we look at what goes on in school as well as outside of school. It requires that we link housing, school, employment and cultural opportunities. Linking housing and education policies, rather than focusing solely on integrating schools, directs attention to the

importance and benefits of racial integration in multiple settings. By contrast, the approach of desegregating schools in isolation from other important institutions disregards the significance of building and strengthening communities. A qualitative analysis of the social effect of integration makes clear that achieving broad integration remains a central goal in, and a necessary step toward, making a fully participatory democracy a reality. The social value of integration embodies the founding ideals of this country. Making it possible for everyone to participate actively in our democracy should be a fundamental goal woven into the fabric of the nation's public policies. Another necessary element of participation is for residents to feel connected to the community as valued members of the polity. Segregated society has continued to exclude community members, even when formal rights to participate exist. The school setting provides both academic and social tools for participating in society. The less formal environment of our neighborhoods and social circles provides equally important tools for everyday life. Integration of both schools and housing demonstrates for all of us how the practice of living and learning together can inform our understanding of the world.

The Legacy of Brown

More than forty years ago, the Supreme Court, in *Brown v. Board of Education*, recognized the unique harm experienced by Black students forced to attend racially segregated schools. The Court declared the circumstances unacceptable. Today, after a half-hearted effort at best, most American schools remain segregated. While the explicitly segregationist policies of the *Brown* era seldom exist today, a more subtle network of social and institutional barriers persist, working to maintain segregation in our schools and communities. Desegregated schools may be the only institutions in which African-Americans and Latinos stu-

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(INTEGRATION: Continued from page 9)

dents have access to the abundance of college and employment contacts that whites and wealthy students take for granted. William Julius Wilson and other social scientists have noted that the greatest barrier to social and economic mobility for inner-city Blacks is their isolation from the opportunities and networks of the mostly white and middle-class society. School desegregation has a profound impact on Blacks' ability to acquire knowledge that would enhance their academic and occupational success via social contacts and integrated institutions. Integration can be a tough concept to embrace when one considers that it cannot claim many examples. Integration has been attacked by both ends of the political spectrum. In 1995, in his concurring opinion in *Missouri v. Jenkins*, Justice Clarence Thomas noted that "[I]t never ceases to amaze me that the courts are so willing to assume that anything that is predominantly Black must be inferior." Several Afrocentrists recall early attempts at integration that resulted with assimilation. The implications of assimilation have appropriately been criticized by a number of scholars.

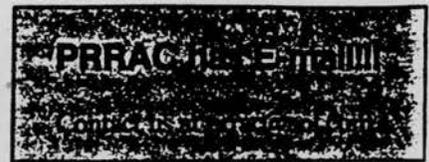
The Link Between Housing and Education

The spatial isolation of minority poor students concentrates the educa-

tion disadvantages inherent to poverty. Racial segregation, moreover, denies all students the benefits of an integrated education. For parents fortunate enough to be able to choose where they live, their selection is often determined by the quality of public education for their children. America's metropolitan areas increasingly have become characterized by a poor minority core, with a

Integration requires that we link housing, school, employment and cultural opportunities.

white, middle-class suburban ring. More often than not, the public schools considered best are in the middle-class and upper-middle class neighborhoods. Negative perception about urban schools contribute to the unwillingness of white families to move to urban neighborhoods. Part of the reason urban schools have a poor reputation is, of course, because they are segregated by race and class. The two most commonly expressed concerns about integration are "white flight" and mandatory busing, both of which can weaken communities, resulting in the drive for many school districts to return to neighborhood schools. The return to neighborhood schools, for which many policy makers are now calling, may, in



fact, maintain or increase the racial segregation of communities that are isolated by race and class. Integrating schools while simultaneously creating greater housing opportunities makes true integration the goal, while it recognizes the social and economic barriers to integration. Building more integrated communities seems possible and desirable when people of different racial and economic groups begin to recognize that, without ignoring their differences, they share many goals and concerns. When housing and school policies work together, integrated communities maintain a stable, yet diverse, population.

John Powell, Secretary of PRRAC's Board, is on the faculty of the University of Minnesota Law School, where he directs the Institute on Race & Poverty (415 Law Cir., 229 19th Ave. S., Minneapolis, MN 55455, 612/625-5529, E-mail: irp@gold.tc.umn.edu). Peggy McIntosh's 1988 article, "White Privilege: Male Privilege," is Working Paper #189 from the Wellesley College Center for Research on Women, Wellesley, MA 02181, 617/283-2500. □

Sheryl Denbo and Byron Williams

Current reform initiatives are insisting that all students benefit from school improvement, thereby making it more difficult to pose the goals of educational excellence and educational equity as conflicting or contradictory. A view of the "equity problem" as one that is created by students, something that children of color bring with them into the school, is no longer sustainable. This view is slowly yielding to one that sees an "equity problem" as something

that children of color and girls encounter in the schools they attend.

Societal pressures, economic constraints and professional limitations all contribute to the educational problems that students of color and girls face. These problems can significantly affect the potential for schools to effectively change. From a school's perspective, these problems are more acutely felt as its demographics reflect more diversity. From the perspective of students of

color, the problems they experience in school may appear to link up in a seamless status quo of exclusion that is more vigorously defended as their numbers grow. Let's examine some of the problems faced by educators as they work toward reforming our educational institutions.

● **A disproportionate number of children of color live in poverty and attend school that suffer from severe funding disparities:** Education agencies

1. Racial Attitudes Survey

Twin Cities' residents would like to live in integrated neighborhoods and send their children to integrated schools

Q. If you could choose the ideal type of neighborhood you would live in, would you choose a neighborhood that is:

	<u>White</u>	<u>African American</u>
a. > 90% white	15.1%	0.0%
b. 60%-90% white	33.6%	5.1%
c. half white/half people of color	49.8%	74.7%
d. 60%-90% people of color	.8%	13.1%
e. > 90% people of color	.8%	7.1%

Q. If you could choose the ideal type of school to send your children to, would you choose a school that is:

	<u>White</u>	<u>African American</u>
a. > 90% white	13.2%	6.7%
b. 60-90% white	31.1%	6.7%
c. half white/half people of color	55.7%	82.2%
d. majority people of color	0.0%	4.4%

Twin Cities Statistics

Poverty Rates (changes from 1979 - 1989)

<u>Minneapolis</u>	<u>1979</u>	<u>1989</u>	<u>Change in %</u>
African American	30.2	40.5	+10.3
American Indian	41.1	53.9	+12.8
Asian	39.9	45.7	+ 5.8
Latino	28.3	28.9	+ 0.6
White	10.7	11.7	+ 1.0
Total Population	13.5	18.5	+ 5.0

<u>St. Paul</u>	<u>1979</u>	<u>1989</u>	<u>Change in %</u>
African American	25.7	39.2	+13.5
American Indian	23.4	39.2	+15.8
Asian	47.7	60.5	+12.8
Latino	21.0	25.6	+ 4.6
White	8.9	10.2	+ 1.3
Total Population	10.9	16.7	+ 5.8

<u>Suburbs</u>	<u>1979</u>	<u>1989</u>	<u>Change in %</u>
African American	12.7	26.6	+13.9
American Indian	12.0	17.4	+ 5.4
Asian	8.5	7.1	- 1.4
Latino	9.4	10.9	+ 1.5
White	4.0	4.1	+ 0.1
Total Population	4.1	4.5	+ 0.4

(Source: Urban Coalition, Profiles of Change, 1993)

2. Growing Concentrated Poverty

While overall rates of segregation and poverty are increasing modestly, concentrated poverty is increasing exponentially

Census Tracts with 40% or more residents in poverty

1970	7
1980	11
1990	33

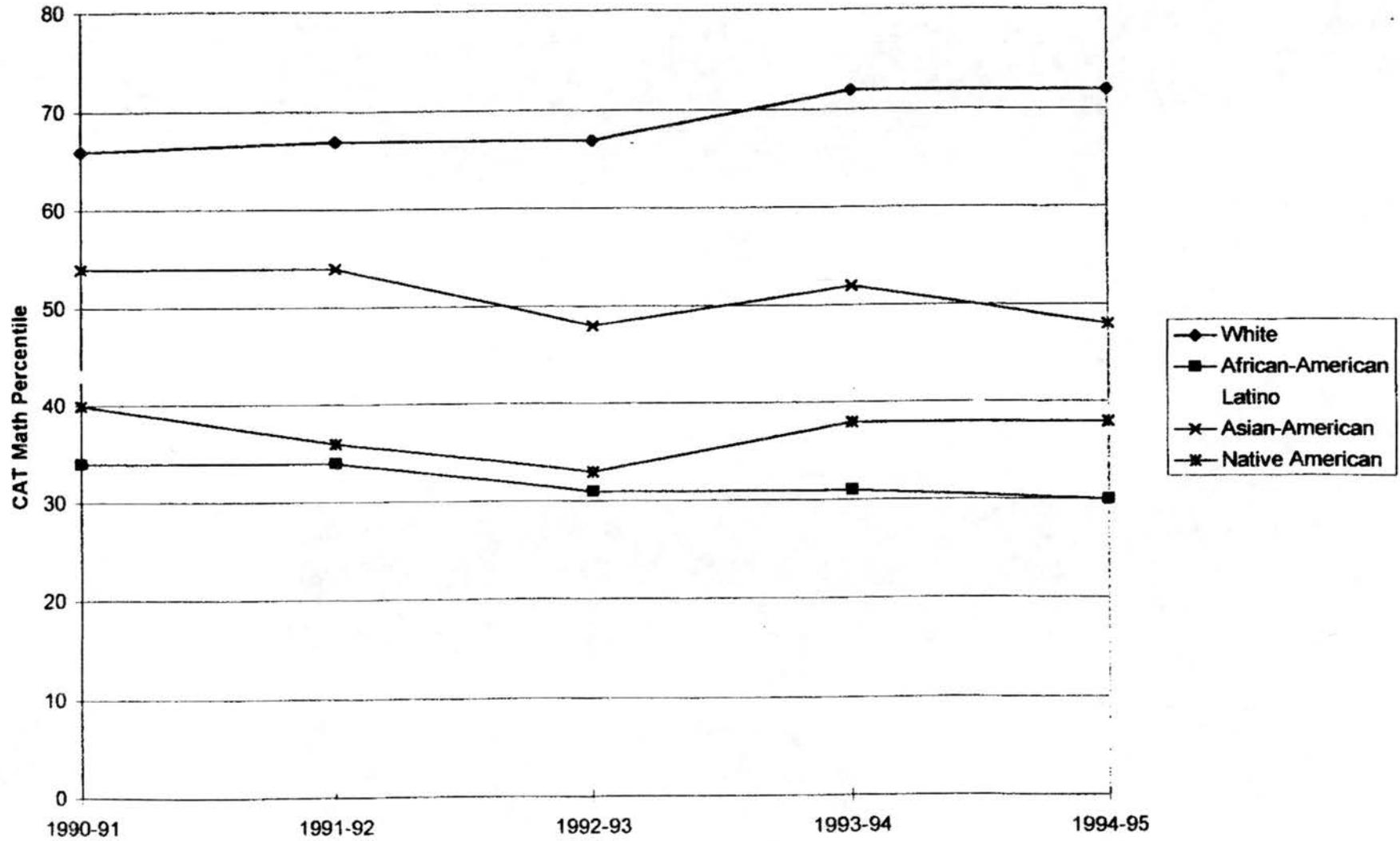
Such growth in concentrated poverty disproportionately affects communities of color

Persons living in Concentrated Poverty by Race

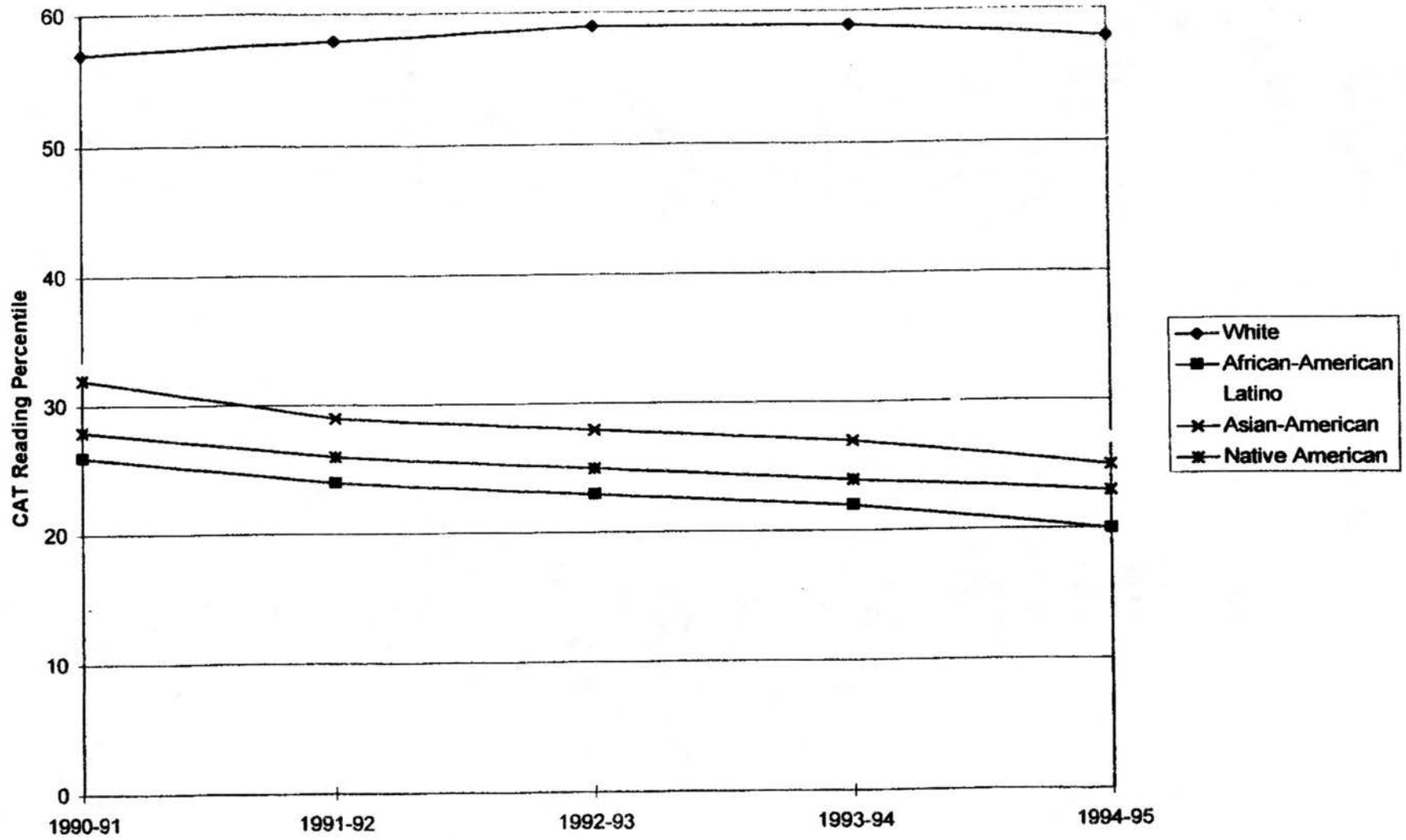
	<u>Total</u>	<u>African American</u>	<u>Hispanic</u>
1970	24,374	2,176	193
1990	79,048	19,269	2,679
Increase	324%	886%	1388%

Chart8

Math Achievement for Minneapolis Elementary Students



Reading Achievement for Minneapolis Elementary Students



STATEMENT OF FINDINGS

1. *Racial Attitudes Survey*

- ◆ Twin Cities' residents would like to live in integrated neighborhoods and send their children to integrated schools
- ◆ Twin Cities' residents prefer more integrated neighborhoods and schools than we have currently

2. *Growing Concentrated Poverty*

- ◆ While overall rates of segregation and poverty are increasing modestly, concentrated poverty is increasing exponentially
- ◆ Such growth in concentrated poverty disproportionately affects communities of color

3. *National trends in poverty and segregation are happening here in the Twin Cities*

4. *The consequences of persistent segregation and growing concentrated poverty*

- ◆ educational achievement is dramatically and adversely impacted
- ◆ housing opportunities are severely limited
- ◆ the urban core and the entire metropolitan region are adversely affected

5. *Segregation and concentrated poverty can be attributed to a number of structural causes*

- ◆ federal, state, and local government
- ◆ financial and housing entities
- ◆ private acts of discrimination

6. *Solutions must be structural in nature*

- ◆ must coordinate regional and local strategies
- ◆ must coordinate housing and education policy

Eau Claire Circle of Change

The University/Community Committee on Diversity was appointed by the UW-Eau Claire Chancellor and City Council President. A sub-committee of this group is coordinating the "Circle of Change." In our second year of round table discussions, we will focus on race relations in the Eau Claire area.

Preferred times to meet:

(check any available times that apply)

Saturday — 9-11 a.m. — 10 a.m.-noon
(2/14, 2/21, 2/28, 3/7)

Monday — 10-noon — 7-9 p.m.
(2/16, 2/23, 3/2, 3/9)

Tuesday — 10-noon — 6:30-8:30 p.m.
(2/17, 2/24, 3/3, 3/10)

Wednesday — 7-9 p.m.
(2/18, 2/25, 3/4, 3/11)

Thursday — 3-5 p.m. — 7-9 p.m.
(2/19, 2/26, 3/5, 3/12)

Signature

We appreciate your interest. Please send to:

University/Community
Committee on Diversity
12 Towers
Eau Claire, WI 54701
E-mail: bouchaes@uwec.edu

For more information call
Dr. Sissy Bouchard at (715) 836-3630

What's in it for you?

- Enhance the community in which you live.
- Meet new people and learn about others' background and experiences.
- Help build cohesion and understanding in the Chippewa Valley.
- Gain a deeper understanding of your own perceptions and feelings about others.
- Shape the Future - If you want to make a difference.

Become A
Participant
For A



Building
Relationships
For A Stronger
Community

University/Community
Committee on Diversity
(715) 836-3630

What is "Circle of Change"?

Objectives:

To involve citizens in making Eau Claire an even better place to live and work by:

- exploring race relations and our own beliefs
- sharing views and addressing community concerns
- offering practical suggestions to move from words to action

How will "Circle of Change" work?

- "Circle of Change" will involve approximately 20 groups with 10-15 community members per group in discussing race relations.
- Discussion topics will include community-based race related issues which have generated tension and concern.
- Trained co-facilitators will lead group discussions.
- Participants will be recruited from all areas and interests within the Eau Claire community.
- All points of view will be heard and considered during group discussions.

What is required of a group participant?

- Attend four 2-hour "Circle of Change" discussions during February and March of 1998.
- Willingness to participate in and listen to a variety of perspectives while keeping an open mind.
- Interest in other cultural perspectives and other issues facing our community.

Participant Application

please print

Please sign me up to participate in a "Circle of Change" group. Send me additional information regarding times and locations.

Name

Address

City

State and Zip

Telephone Number (Home)

Telephone Number (Work)

Gender: Female Male

Age: _____

Ethnic Background: (circle one)

Hispanic American Indian Asian

Caucasian African American

Other _____

Would you want to attend with a friend?

If so, who? _____

(Make sure your friend submits an application)

We are asking this information to best accommodate you and establish diversity within each group. We cannot guarantee that all requests can be met.

Over



P.3/7

JAN 21 '98 01:08PM UWEC HOUSING

HOUSING & EDUCATION EQUITY PROJECT

MISSION STATEMENT

(4/1/96 draft)

The purpose of the Housing & Education Equity Project (HEEP) is to act as a catalyst for informed public discussions and the building of broad-based coalitions that can advocate for racially & economically inclusive communities that give families of all incomes, races, and ethnicities access to quality housing and schools throughout the metropolitan area.

EDUCATION & HOUSING EQUITY PROJECT

Mission Statement

The purpose of the Education & Housing Equity Project (EHEP) is to act as a catalyst to build broad-based coalitions and engage the community in public discussions and advocacy for the purpose of promoting racially and economically inclusive communities that give families of all incomes, races and ethnicities access to schools and housing throughout the metropolitan area.

Current Activities:

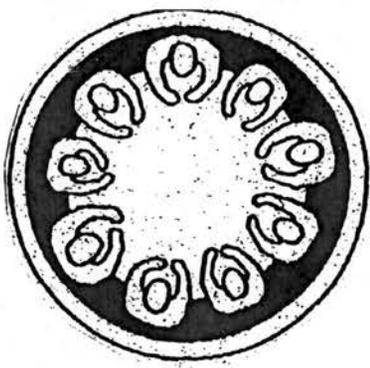
- (1) Exploring how to build a coalition that can work for racially and economically inclusive communities and respond to the segregation and disparities now developing in the housing and schools of the Twin Cities metro area.
- (2) Working in collaboration with other housing, education, religious, and anti-racism organizations to plan and implement a metro-wide study circle and community forum project for 1997 and 1998 that focuses on the questions:
 1. "How does racial and economic segregation of housing affect educational achievement and life opportunities of Twin Cities' children?" and,
 2. "What can citizens do individually and collectively to enhance education and life opportunities for all children in the Twin Cities metropolitan area?"

Contact Information:

122 West Franklin Ave, #310
Minneapolis MN 55404
tel: 871-2519
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e-mail: micah@mtn.org

Principal Staff:
Dick Little, Executive Director

122 WEST FRANKLIN AVENUE, #310 * MINNEAPOLIS, MN * 55404
PHONE: 612-871-2519 * FAX: 612-871-8984 * EMAIL: MICAH@MTN.ORG



EDUCATION AND HOUSING EQUITY PROJECT

COMMUNITY CIRCLE COLLABORATIVE

FACT SHEET

WHAT?

The *Community Circle* groups have begun a conversation about race and class in America, and the Twin Cities area in particular. These groups are discussing the questions, "How does racial and economic segregation of housing affect educational achievement and life opportunities of Twin Cities families and children?" and "What can or should we do, as individuals and as a community, to enhance the educational, housing and economic opportunities for all children in the Twin Cities area?"

Each Community Circle is convened by a local sponsor group, and includes 5-15 participants moderated by a trained facilitator using a specially prepared *Discussion Guide*.

Each circle is as economically, racially, ethnically, politically and geographically as diverse as possible, or is paired with other circles to assure diversity of perspectives.

Each Community Circle:

- 1) Explores and discusses the extent of housing, job, and school segregation by both race and income in the Twin Cities area.
- 2) Discusses the factors that increase segregation and investigates our individual and collective responsibility.
- 3) Explores the relationship between housing and school segregation, and its implications for student achievement at all school levels, as well as for life opportunities (jobs, income, etc.).
- 4) Explores the effect on children and families of a society increasingly characterized by segregation and economic disparities.
- 5) Examines different policy choices and ideological perspectives for addressing inequity.
- 6) Strives to develop a shared vision of what citizens want their community to be like for their children's generation.

WHO?

The *Community Circles Collaborative* is a partnership of about 20 organizations, coordinated by the Education and Housing Equity Project, with funding from the Otto Bremer, Bush, and Cowles Media Foundations and in-kind support from various project partners. The Collaborative includes organizing, resource, funding and media partners (see other side), and provides facilitator training and preparation of the *Discussion Guide*.

Discussion groups have been formed by churches and synagogues, school districts, housing agencies, human rights commissions, cities, neighborhood groups, block clubs, and other community-based groups such as the League of Women Voters. Over 300 citizens have already engaged in *Community Circle* discussions.

WHY?

The *Community Circles* project brings together people with different backgrounds and perspectives to talk about a common theme: the impact of segregation – particularly in housing, employment and transportation – on education and alternative ways that the community and the public can address these impacts.

The partners have come together with a shared belief in the need for civil, informed dialogue and analysis – across political, geographic, economic and racial lines. Their intent is to build understanding and produce practical recommendations for actions that individuals, organizations, and policy makers can take with respect to difficult issues.

Some of the purposes and hoped-for outcomes of this dialogue include:

- 1) To begin an open, honest, and civil conversation about some of the most difficult but important issues facing our communities, and to develop new ways to talk about those issues.
- 2) To provide citizens an opportunity to get to know a cross-section of fellow community members and become more aware of differing ideas and perspectives.
- 3) To provide an opportunity for people to learn more about their own biases and prejudices and to honestly examine their own experiences and actions.
- 4) To explore more deeply what we truly believe about equality of opportunity.
- 5) To use public deliberation as a way to develop valuable ideas for future action on a local and regional basis, and to more clearly define both our individual and collective responsibilities for the future well-being of our community.
- 6) To find "common ground" among metropolitan citizens and develop an informed "public voice" to help guide public decision makers.
- 7) To identify and agree upon specific steps that can be taken at the personal, neighborhood, municipal, metropolitan and state policy levels.

WHERE?

Locations of the *Community Circles* are as diverse as the locations of the sponsoring organizations and the *Community Circle* participants. The sponsor is responsible for convening the first meeting. Times and places for subsequent meetings are determined by each *Community Circle* group and its facilitator and recorder.

WHAT'S HAPPENED?

- December, 1995 – Present; Community Circle Collaborative and “Choices for Community” Project
Lead Partner: Education and Housing Equity Project

Organizing Partners:

Citizens League; City of Minneapolis, Office of Mayor; Institute on Race and Poverty; INTER-RACE, Augsburg College; Macalester College Department of Urban Studies; Metropolitan Interfaith Council on Affordable Housing; Minneapolis Initiative Against Racism; Minneapolis Public Schools; Minneapolis Neighborhood Revitalization Program; Minnesota Minority Education Partnership;

Minnesota Public Radio Civic Journalism Project; Minnesota Churches Anti-Racism Initiative of the Greater Minneapolis, Minnesota, and Saint Paul Area Councils of Churches; Minnesota Fair Housing Center; Minnesota Meeting; People's Institute - North Chapter; Southside Neighborhood Housing Services; Twin Cities Free-Net; Urban Coalition; West Metro Education Project

Funding Partners: Bremer Foundation; Bush Foundation; Center for Urban and Regional Affairs; Minneapolis Foundation; Saint Paul Foundation; Cowles Media Foundation; General Mills Foundation; Norwest Bank of Maple Grove; Greater Minneapolis Council of Churches

National Partners: Study Circles Resource Center; Kettering Foundation/National Issues Forum

- December 10, 1996; Community Circle Dialogue, “Beyond Busing” Kick-off – 100+ participants at St. Louis Park City Hall.
- February 15 & 20, 1997; Facilitator Training at Augsburg College – 85 volunteers participated in 4 hours of facilitator preparation for Community Circles.
- March – June, 1997; 25 Community Circles involving over 300 participants convened throughout the metro area.

Sponsors included: Ascension Catholic Church; Black History Committee of Golden Valley with the Golden Valley Chamber of Commerce, Golden Valley Human Rights Commission; and City of Golden Valley; Champlin Community Library; CommonBond Communities; Edina Human Relations Commission and Edina Public Schools; First Universalist Church of Minneapolis / Metro Stability Task Force; Greater Minneapolis Day Care Association; Hennepin County Children & Family Services; Holy Trinity Lutheran Church; Longfellow United for Youth & Families; Hopkins Human Rights Commission and Hopkins School District 270; Jewish Community Center of St. Paul; Maple Grove Community;

Minnesota Fair Housing Center with Phillips Neighborhood and Project Foundation; The Newman Center/University of Minnesota; Richfield Public Schools with the Richfield League of Women Voters and the Richfield Community Council; Sabathani Community Center; St. Joan of Arc Interfaith Action; St. Louis Park Public Schools with the City of St. Louis Park; Southside Neighborhood Housing Services; Southwest Area Roundtable / Fulton Neighborhood; Seward-Matthews Community Center and Minneapolis Community Education; Stillwater/Bayport Communities; Waite Park Community Council & Community School.

- May, 1997; Community Circle Discussion Guide *Choices for Community* and Resource Bibliography printed and distributed.
- May 29, 1997; “Coming Together” Forum – 154 registered representatives from Community Circles and invited guests participated at Macalester College in a regional dialogue addressing the challenges of education, housing and segregation in the metro area.
- June, 1997; Resource Bibliography expanded.
- July - August, 1997; Community Circle Survey & Summary Reports compiled and Summary Analysis prepared.

WHAT'S NEXT?

- September and October, 1997; Renew existing collaborative partnerships and recruit committed and new Sponsors for Round II of Community Circle Discussions; convene a “Blue Ribbon” Committee to review the efforts of Round I and advise Community Circle Collaborative on efforts for Round II Discussions.
- October, 1997; Complete & distribute Report of Round I Community Circle Discussions; Blue Ribbon Committee assists Collaborative in making Round II more “action / solution” oriented. Discussion Guide revised where necessary.
- November, 1997; Round II Kick-off Events
- December, 1997 – February, 1998; Community Circle Deliberations Round II.
- February, 1998; Compile Reports form Round II Community Circle Discussions.
- March, 1998; Citizens Summit with Minnesota Meeting and Minnesota Public Radio.
- Results of Round I and II will be used to guide the NAACP mediation process, the Minnesota Milestones for the Twin Cities metropolitan area, the Holman settlement, and the work of the Minnesota State Legislature and State Board of Education.

A Word from the Project Coordinator ...

Please contact us if you have any questions or if you need additional information. We look forward to supporting you in implementing the Twin Cities region's most ambitious citizen dialogue to date.

Dick Little, Coordinator

Community Circle Collaborative / Education and Housing Equity Project

122 West Franklin Avenue, #310, Minneapolis, MN 55404

Phone (612) 871-8980; Fax: (612) 871-8984

StarTribune Editorial

Our perspective

Community circles

Support talks on housing, education

In many cultures, most notably Native American, the circle is an important symbol. It can stand for beginning and ending; it can represent the cycle of birth, life and death. Or it can simply be the way people organize themselves to discuss issues, solve problems or protect one another.

That symbolism is at the heart of a local effort to get folks thinking and talking about education, race and housing. A coalition of more than 20 Twin Cities partners, the Community Circle Collaborative, is wisely promoting a metrowide series of small group discussions on this question: How does racial and economic segregation of housing affect educational achievement and life opportunities?

The idea is to get at least 200 people (five to 15 at a time) actively involved in study circles. Ideally, each group will be as diverse as possible across racial, ethnic, economic, age and political lines. They will be urban and suburban, work from a common discussion/information guide and will meet several times for two to three hours. Sessions will take place early next year.

Among the organizing partner groups are the Minneapolis Initiative Against Racism, the Minnesota Minority Education Partnership, the Minneapolis, Edina and St. Louis Park public schools, the Institute on Race & Poverty and the Minnesota Fair Housing Center.

Do the organizers have an agenda? You bet. They start from the basic belief that racism and segregation hurt everyone. They know that many students who perform poorly in school

come from deep pockets of segregated, low-income housing. And they rightly agree these housing, family and economic questions must be addressed to help improve educational outcomes.

The Collaborative has a direction, but it doesn't have all the answers. And so, the small circles are designed to get civil, informed dialogue and analysis bubbling up from citizens. The questions and solutions will then be used to guide policies and practices of government, school boards, nonprofits, foundations, businesses and grass-roots groups. Community circles have been used successfully in other cities around the country to help form public policy and build public awareness and consensus.

All metro-area residents are huge stakeholders in this issue. Parents and singles alike pay for public schools, police, courts and prisons. Both the young and the old want safe neighborhoods and good housing. Whether you are black or white, rich or poor, well-educated children eventually help fuel a stronger economy and higher quality of life for everyone.

With help from the Bush and Bremer foundations, the Collaborative will provide recorders and train facilitators for each circle. For more details, attend the kick-off/information session on Tuesday, 9-11:30 a.m., at the St. Louis Park City Council Chambers, 5005 Minnetonka Blvd. Or call Dick Little, at the Education & Housing Equity Project, 871-8980.

Join the circle of those who want better housing and education opportunities in the Twin Cities.

CHOICES FOR COMMUNITY: A REGIONAL CONVERSATION ON HOUSING, SCHOOLS AND RACE

During the first half of 1997, over 500 citizens from 35 different communities participated in public discussions focused on the challenges of school achievement, racial equity and housing segregation in the Twin Cities metropolitan area. These discussions included locally sponsored 'community circles', a metropolitan citizens' forum held at Macalester College in May, and town meetings held in Minneapolis and St. Paul schools in September. The town meetings were held in conjunction with the National Summit on Race Relations and America's Public Schools, co-sponsored by the President's Commission on Race and the National Conference of Christians and Jews.

The following excerpts are from the report summarizing the findings, conclusions and suggested actions generated by the discussions:

In the early years of American democracy, communities tended to be small and homogeneous. Citizens could readily hold town meetings or convene informally to discuss issues of the day. Yet these forums made no place for the less "important" voices in the community: women, slaves, Native Americans, poor families, recent immigrants.

The Community Circle Collaborative process reflects a conscientious effort to recapture the benefits of the town-hall forum of old while also making sure all voices are heard. It uses the study circle model of discussion, a well-tested, practical method for educating adults and fostering social change.

The Community Circle Collaborative is a metro-wide dialogue project that engages citizens from all walks of life, 5-15 at a time, in deliberative discussions about the future of the Twin Cities metropolitan area. A partnership between the Education and Housing Equity Project and dozens of other regional, community-based and multicultural organizations, the Collaborative has sponsored community circles charged with discussing two central questions:

- *What are the impacts of existing patterns of residential, economic and racial segregation on the educational achievement and life opportunities of Twin Cities area children and families?*
- *What can or should we do, as individuals and as a community, to enhance educational success and housing and economic opportunities for all children in the Twin Cities area?*

With the help of foundation funding, a discussion guide, trained facilitators and sponsoring organizations, small groups of suburban and central city residents met as many as five or six times over a three-month period to deliberate on these questions and seek common ground. 25 "circles" completed their deliberations.

During the discussions in spring of 1997, the community circles identified issues related to housing and educational equity that fell into four distinct groupings:

- Issues related to regional growth and equity, such as disparities in investment and development, employment (living wage jobs and income), social relations (e.g., media stereotypes and crime) and services (e.g., transit and child care)
- Systemic issues related to housing and neighborhood quality, social isolation and segregation (e.g., lack of investment, transience, concentrations of poverty, inflexible, inappropriate or exclusionary regulations [zoning], real estate "steering" and various forms of "red-lining")
- Systemic issues related to education -- those that focus on the school as an educational institution (e.g., teachers who don't live in the community where they teach, insufficient counselors or counseling, need for attention to cultural and learning style differences, low expectations of certain students based on stereotypes) -- and those that focus on the school as a member of the larger community (e.g., need for stronger connections with parents and community, children carrying weapons, poor nutrition)
- Issues related to individuals, such as substance abuse, lack of self-esteem, dysfunctional families, prejudice and discrimination.

Running through all of these groupings were questions of individual and institutional racism.

Some of the findings are best expressed in the words of community circle and forum participants:

"We are in deep denial. We believe we aren't like Detroit, but we are; it's just happening more slowly here."

"It's important to get the advantaged to understand how they're affected by [the] plight of low-income minorities."

"Describing the problem of the inner city as a result of abstract 'racism' is not helpful because fighting 'racism' seems a futile exercise."

"Suburbanites like to have the benefits of the city but do not like to pay for them."

"More affluent neighborhoods [have] essentially accepted socioeconomic redlining"

"You can't learn if you are hungry."

The discussions generated many ideas for change. The following example illustrates *an idea for generating regional funds for affordable housing*:

"It is common practice for utility companies in Minnesota and other cold-weather states to request donations in support of energy programs that help low income residents pay their energy bills (for example, *HeatShare*). The same concept could be applied to all mortgages collected within the Twin Cities metropolitan area to create a fund for affordable housing. Voluntary contributions of as little as \$5 per month would generate a substantial amount of money, especially when used to leverage other resources. These funds could be applied toward affordable housing in ways that existing subsidy programs do not -- to wit:

- to provide money for down payments and/or loan write-downs; and
- to provide funds for physical maintenance of low-cost housing."

Additional recommendations for action may be found in EHEP's report on the first round of the Community Circle Collaborative initiative, which will be available for public distribution by the end of the year. A second round of discussions is planned for 1998, which will culminate with a Citizens' Summit co-sponsored by the Collaborative, the Minnesota Meeting and Minnesota Public Radio's Civic Journalism Initiative. Although participants feel that discussion "across boundaries" is itself significant, their collective findings and conclusions will be shared with public, private and non-profit sector leaders. The results of the conversations have already been used to inform public and community decision-making in the Twin Cities area. The project is also monitoring citizen action initiatives that result from the discussions.

Additional information about this project or copies of the report or discussion guide may be obtained by contacting the **Education and Housing Equity Project (Dick Little, Executive Director) at 122 West Franklin Ave, Suite 310, Minneapolis, MN 55404 (fax-612/871-8984, phone-612/871-2519, or e-mail-micah@mtn.org).**

EDUCATION & HOUSING EQUITY PROJECT
'CHOICES FOR COMMUNITY'
COMMUNITY CIRCLES PROJECT
1997 REPORT

During 1997, EHEP established the Community Circle Collaborative, a metro-wide dialogue project that engaged over 500 citizens from 35 different municipalities in informed public conversations focused on the challenges of school achievement, housing integration and racial/economic equity in the Twin Cities metropolitan area.

These discussions included:

- 1) Twenty-five 'community circles,' each composed of 5-20 participants meeting between three and six times (approximately two hours for each meeting) during the months of March through June. These circles were sponsored by a wide variety of organizations and were convened in central city, suburban and outlying communities. Approximately 25% of the 350 or so participants were people of color.
- 2) A Metropolitan Citizens Forum held at Macalester College Chapel in May moderated by George Latimer and Vivian Jenkins Nelsen, two noted facilitators and leaders on issues of race relations and segregation. 125 citizens and public community leaders, including representatives of community circles who shared the results of their circle deliberations attended the forum.
- 3) A set of town meetings in Minneapolis and St. Paul public schools in September held in conjunction with the National Summit on Race Relations and America's Public Schools and co-sponsored with the President's Commission on Race and the National Conference of Christians and Jews. Approximately 50 adults and youth participated in facilitated, nominal group discussions.

EHEP and its Community Circle Collaborative partners accomplished these dialogues through a sequence of organizing and supporting activities, including the following:

- 1) A sponsor kick-off event "*Beyond Busing*" held in December 1996 at the St. Louis Park City Council Chambers. Over 100 citizens representing nearly as many organizations attended the forum, which introduced the project and provided an overview of the issues. Following the forum, approximately 50 different groups (school districts, churches and synagogues, libraries, neighborhood councils, community-based non-profits, housing groups, human rights commissions, chambers of commerce and municipalities) signed pledges of participation, agreeing to sponsor or convene at least one community circle.
- 2) Facilitator training workshops held in February at Augsburg College. Approximately 85 people with backgrounds or experience in facilitating small groups were recruited and received training on the issues and process to be used in the community circles

discussions. Each volunteer moderator/facilitator signed a pledge of participation. Facilitators were subsequently matched with community circles convened by the sponsors. The Community Circle Collaborative worked with the Minnesota Facilitators Network to identify and recruit moderator/facilitators. In addition, many of the sponsor/conveners provided their own experienced facilitators.

- 3) Research and preparation of an issues/discussion guide *Choices for Community: A Regional Conversation about the Challenges of Education, Housing and Segregation in the Twin Cities Metropolitan Area*. In the preparation of this document, the Collaborative was assisted by a CURA-funded graduate intern from the Humphrey Institute of Public Affairs, and by noted journalist, editorial writer and playwright Syl Jones.
- 4) The Collaborative also produced a resource bibliography that includes over 125 publications and articles to help inform the public discussions. The Librarians for Social Responsibility offered to assist in making these resources available for community circle use at branch county libraries. In addition, the Collaborative supplied resource experts who were available to meet with community circles upon request. Community circle participants were also invited to local conferences and seminars, such as the Institute on Race and Poverty's Spring Conference on housing, education and persistent segregation, to augment their inquiry and knowledge of the issues they were discussing.
- 5) A concluding forum *Coming Together: A Regional Conversation on Schools, Housing and Segregation*, co-sponsored with the Macalester College Department of Urban Studies, the Study Circles Resource Center and the Minnesota Public Radio Civic Journalism Initiative (described above). This event brought together community circle representatives, interested citizens and invited community leaders to achieve a metro-wide conversation and share the results of the individual community conversations.
- 6) An evaluation survey of the community circle sponsors, facilitators, reporters and participants to learn what worked well and what needs to be changed before a second round of community conversations is held. All participating circles completed the survey, and a summary report of the results has been prepared. A focus group meeting with community circle representatives will be held in the near future.
- 7) A summary report of the community circles' findings, conclusions and recommendations to be made available for public distribution in early 1998. At the conclusion of their deliberations, the community circles submitted over 100 pages of reports. The substance of these reports, along with the results of the fall town meetings at Minneapolis and Saint Paul Schools, are being synthesized and integrated into a summary report. The final document will report on the substance of the conversations, but will also include a critique of the discussions and process recommendations for a second round of discussions and action steps in 1998.

- 8) Video and audio documentation of the project, which was provided by a community circle partner, the Minneapolis Neighborhood Revitalization Project.
- 9) The project network directory, which now includes over 1,000 participants and interested citizens.

The results of the community circle conversations are already being used and have had some impact on the Twin Cities civic community:

1. The Project was a major contributor to the winter 1997 edition of Wilder Foundation's *Community Matters*. The entire issue is devoted to "Race and Community." The Project has also received media coverage by:
 - *The Star Tribune of the Twin Cities*
 - *The U.S. News & World Report*
 - Minnesota Public Radio's Midday Program (KNOW-FM)
 - Community Radio Station KFAI in Minneapolis
 - Minneapolis Community Television Network, Channel 34
 - A radio program of the Black Leadership Forum (Yvonne Scruggs) in Washington, D.C.
 - The national newsletter of the Study Circles Resource Center
 - Several Twin Cities-based neighborhood and suburban newspapers

We have also received a request from NBC News for coverage of the second round of conversations in 1998. Our project will also be the subject of a major display at the Minneapolis Public Library in January and February 1998.

2. Project staff and participants were invited to be contributors to two other public conversations in September 1997: The Peoples Summit, broadcast by KTCA as part of its Block by Block television series, and the Metropolitan Initiatives Forum, cosponsored by several Twin Cities foundations and the Citizens League.
3. Several new community-wide discussion initiatives have begun which are inspired by or modeled after the community circle discussions we initiated. One prominent example is the dialogue and action project begun by Interfaith Action, a social justice ministry of church congregations in the greater Minneapolis area. EHEP assisted them in convening metro interfaith forums on jobs, housing, sprawl, race and poverty. Their discussion guide and "issues map" are taken directly from the Community Circles project. The chief organizers, planners and resource speakers of the Interfaith Dialogues were participants, sponsors or facilitators in the Community Circles project. Partly in response to our initiative, education and segregation issues have been added to their agenda.
4. Following completion of the second round of community circle conversations, EHEP board members and staff, and community circle partners, were invited to:

- Make presentations to the Minnesota Minority Education Partnership at its annual conference, and the West Metropolitan Education Program (consortium of nine suburban school districts and the Minneapolis school district) at one of its quarterly board/superintendent meetings;
- Meet with and provide input to the mediation consulting team (CMI) for the NAACP v. State of Minnesota educational adequacy law suit;
- Participate in updating the Minnesota Milestones measures for state and metropolitan outcomes in education, housing and multicultural diversity; and
- Develop strategies at the Metropolitan Housing Summit cosponsored by the Metropolitan Interfaith Council on Affordable Housing.

EHEP staff and board members have also participated in and helped lead discussions at various conferences focusing on housing and education issues (e.g., the DFL Education Foundation's conference on closing the income gap and the Institute on Race and Poverty's conference on overcoming spatial barriers to welfare reform).

5. EHEP has been contacted by National Days of Dialogue to help promote conversations on race relations in the Twin Cities. The National Days of Dialogue on Race Relations is a coalition effort of national organizations to encourage and highlight dialogue on race relations during the week leading up to Martin Luther King Day. We have also been contacted by the St. Paul Pioneer Press to advise and assist them in establishing a series of community discussions that that would be tied to a newspaper series they will be running on welfare reform and poverty in the Twin Cities.
6. Some of the community circles continue to meet (e.g., the Golden Valley Circle sponsored by the Black History Month Committee of the Human Rights Commission, working with the Twin West Chamber of Commerce and Hopkins School District). EHEP is also monitoring action initiatives that spring from local community circles (e.g., churches getting involved in fair housing initiatives).
7. EHEP formally supported and helped develop MICAH's proposal to HUD for a Fair Housing Initiatives Grant. In the category of "education and outreach – reducing suburban tensions," MICAH was one of only five non-profits in the nation to receive funding. EHEP will be a collaborating partner in this project, which will use theatre as a vehicle for engaging the public in the issues we care about. Other community and congregational organizing groups (e.g., St. Paul Ecumenical Action Council) are approaching us about collaboration in 1998.
8. We have also received requests from local communities (e.g., White Bear Lake Human Rights Commission) and academic institutions (e.g., Twin Cities area seminaries and the Higher Education Consortium for Urban Affairs Metro Urban

Studies Term program) to use our discussion guide as part of their course curricula and community education and outreach initiatives.

9. Also as a result of our accomplishments in 1997, EHEP has been invited to co-sponsor and provide technical assistance and policy direction in developing a comprehensive fair housing training conference for suburban planning officials in 1998.

Our major thrust at the close of 1997 is to plan and organize a second round of community circle conversations and forums in 1998. This round will be built on the results of the first round. The circle discussions will culminate with a Citizens Summit co-sponsored with the Minnesota Meeting and the Minnesota Public Radio Civic Journalism Initiative, and a public action agenda for 1999.

FANNIE MAE

Believe the community
is stronger when more
people (are able to) own their
own homes.

NOTES ON CC PROJECT

acculturation to a
mixed race culture/
community (by whites)

Multi-Racial Youth Culture

AUGSBURG



C•O•L•L•E•G•E

Build a public culture for it
Use best case examples
Dev. mixed income hwy. in a way
appealing to the eye.

Vol. incentives based approach
Ways to reduce cost to dev.
local. hwy ordinance
Bundle of tools + hence
strong prov. meaningful cost
reductions.

Improve upon Livable Comm. Act
afford standards + definitions

Approach to help cities implom., hwy
down cost of hwy., make up for
neg. neg. impact

The growing
achievement gap
along racial lines. (

PHRASE

The growing achievement
gaps along economic and
racial lines. . .