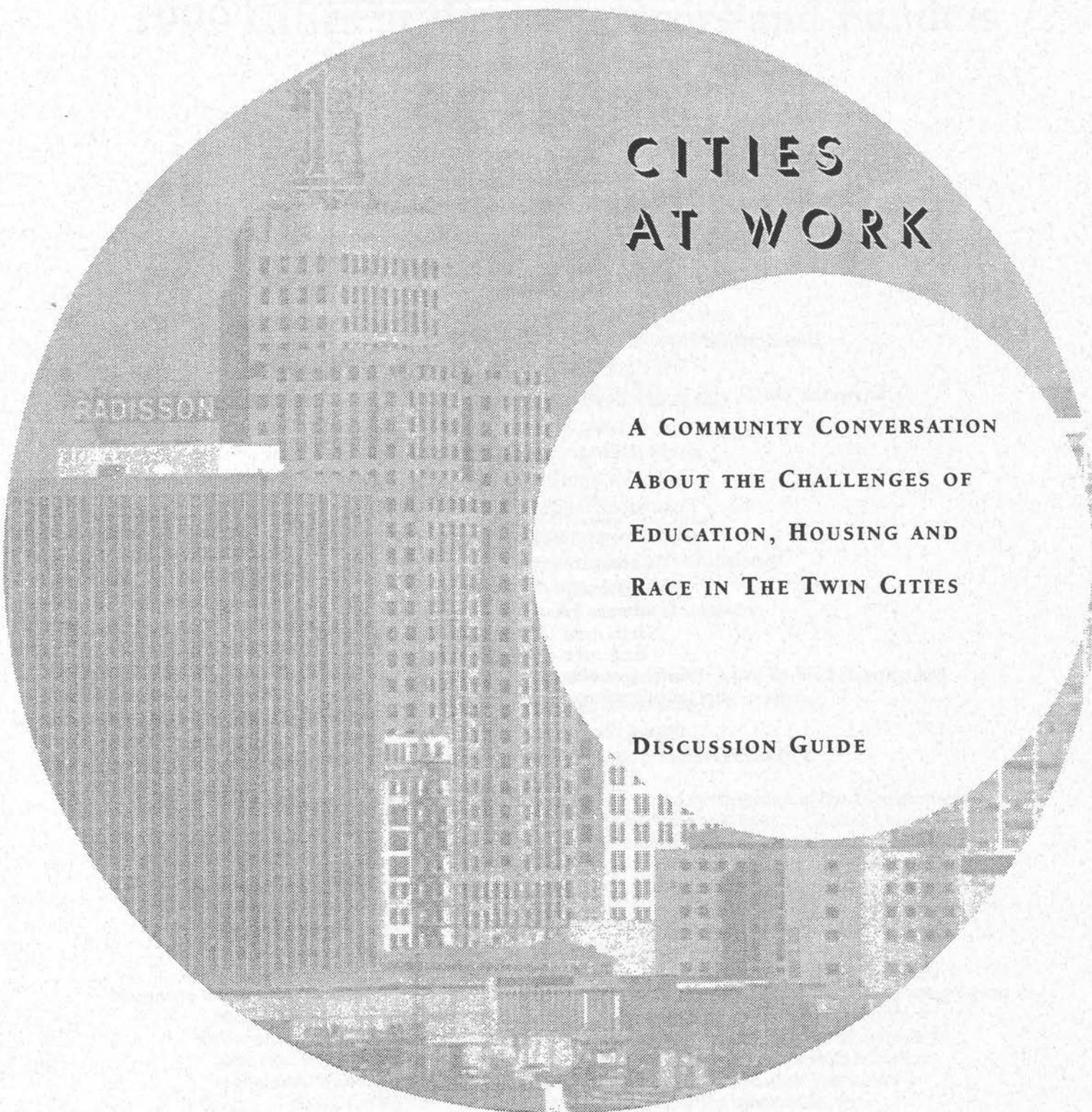




Education and Housing Equity Project Records.

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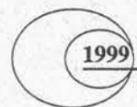


**CITIES
AT WORK**

**A COMMUNITY CONVERSATION
ABOUT THE CHALLENGES OF
EDUCATION, HOUSING AND
RACE IN THE TWIN CITIES**

DISCUSSION GUIDE

1999 Cities at Work Community Circle Dialogues
EDUCATION AND HOUSING EQUITY PROJECT



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 3M Corporation
 United Way of the Saint Paul Area
 University UNITED
 The Urban Coalition
 YMCA of Greater Saint Paul
 And a diverse group of community volunteers

Adapted from *Choices for Community* - a discussion guide developed by the Education and Housing Equity Project Community Circle Collaborative.

Community Circle Collaborative

The following organizations were consulted or participated in the development of the discussion guide:
 Alliance for Metropolitan Stability + Central Community Housing Trust + Citizens League +
 Center for the American Experiment + Center for Democracy and Citizenship + Center for Policy Studies +
 Center for School Change, Twin Cities Charter School Project + Center for Urban and Regional Affairs +
 Communities of Color Institute + Family Housing Fund + Institute on Race and Poverty +
 Legal Aid Society of Minneapolis, Housing Discrimination Law Project + Lindquist and Vennum, PLLP +
 Metropolitan Council Data Center + Metropolitan Interfaith Council on Affordable Housing +
 Minneapolis Public Schools, School District No. 1 + Minneapolis Urban League +
 Minnesota Center for Corporate Responsibility + Minnesota Churches Anti-Racism Initiative +
 Minnesota Department of Human Rights + Minnesota Facilitators Network + Minnesota Fair Housing Center +
 Minnesota Minority Education Partnership + Minnesota Office of Dispute Resolution +
 Office of State Representative Myron Orfield + Pacer Center + Saint Paul Public Schools +
 Saint Paul Department of Human Rights + Seed Academy/Harvest Preparatory School +
 Schulman, Walcott and Schulman + Society of Professionals in Dispute Resolution +
 Study Circles Resource Center + Transit for Livable Communities +
 The Urban Coalition + and the Board of Directors of the Education and Housing Equity Project

Special thanks to the many people who volunteered their time to this effort, especially Tamsyn Alixandra from the Saint Paul Public Schools for all her help in the revision of this discussion guide.
Additional thanks to Mariann Johnson, Barbara Blackstone and others from the Minnesota Facilitators Network and the Society of Professionals in Dispute Resolution, including Cheryl Kartes, Elizabeth Campbell, John Miller, and Bill Hannon.

INTRODUCTION

About Cities at Work and the Education and Housing Equity Project

In 1997, the Education and Housing Equity Project (EHEP) joined efforts with the Minnesota Minority Education Partnership (MMEP) and the Metropolitan Interfaith Council on Affordable Housing (MICAHA) to sponsor the first "community circle conversations" about the challenges of education and housing segregation in the Twin Cities. Out of these conversations grew a shared commitment to promoting regional housing opportunities and school programs that break down barriers of race, culture, and economics.

Since 1995, the Wilder Foundation and a host of other community organizations and local businesses have promoted discovery about Saint Paul's future through an annual series of public forums. Many of you have joined the over 2,000 interested citizens, policymakers, religious leaders, government workers, neighborhood activists, and the business community who have gathered at these events to discuss and learn about critical issues facing our city.

The 1999 *Cities at Work* forum series, *A Public Dialogue on Race, Connections, and Commitment*, began last spring and continues this fall. Offering good food and conversation, these four public forums provide a time and place to participate in nurturing a future for Saint Paul as a multicultural community based on trust and equality.

About the Community Circle Dialogue Project

In 1999, *Cities at Work* initiated the community circle dialogue project as an additional opportunity for honest dialogue and lively discussion about the challenges Saint Paul faces to provide equity in housing and education for all Saint Paul residents. *You are a part of this project which is linked to similar conversations in other parts of the metropolitan region and across the nation.* In Saint Paul, neighborhood groups, nonprofit community-based organizations, schools, local businesses and churches are sponsoring similar community dialogues around the city this spring and fall.

continued

NOTE: In this discussion guide the terms *Twin Cities*, *Twin Cities area* and *Twin Cities metropolitan area* or *region* are used interchangeably and refer to the 7-county area within the jurisdiction of the Metropolitan Council.

A Call to Action

Community circle dialogues allow for a small, diverse group of people to share viewpoints and exchange ideas. The dialogues also engage us in committing to individual and community actions which will create a more vital city that is attractive to all who live, work and do business in Saint Paul. **On November 8 from 5:00-8:30 p.m. at Arlington High School, you are invited to join others at a *Cities at Work* forum, *Beyond Tolerance: A Call to Action.*** This event will be an opportunity for you to share your ideas for action for individuals, organizations and community-wide goals, strategies, policies or projects.

Making connections and new friendships. Sharing ideas. Planning new initiatives. The 1999 *Cities at Work* forum series and Community Circle Dialogue Project launch discussion about the effects of racism on housing, education and race in our community.

The viewpoints included in the following discussion guide should be used as a starting point to open the discussion about some of the very important challenges we face as a community. These viewpoints were developed with the assistance of many Twin Cities research and community-based organizations. They are not meant to be comprehensive or definitive. Instead, they are merely intended to provide a wide variety of viewpoints for participants *to begin a thoughtful and respectful discussion.*

Personal reflections. Family stories. Sharing dreams and recollections. Examining data together. Opening our hearts and minds. The community circle dialogues allow us an opportunity to be honest and to listen to what we can learn from each other.

A Focus for Discussion

This discussion guide offers you an opportunity to look at various viewpoints about the complex effects of race and racism on housing and education. They are a starting point for a thoughtful and respectful dialogue and are intended to launch our community in a search for answers to the following questions:

- ◆ Do patterns of residential, economic and racial segregation have impact on the educational achievement and life opportunities of children and adults living in the Twin Cities? How? What are the impacts?
- ◆ What can we do as individuals and as a community to enhance the educational, housing, and economic opportunities of all children and adults living in Saint Paul and the Twin Cities region?

SESSION ONE – Facilitators Guide

Getting Started

TO BEGIN ...

1. Welcome

Facilitators:

- Welcome everyone to the group. Introduce yourself, co-facilitator and scribe (if available) as well as the key contact for the sponsoring organization.
- Explain why each of you chose to volunteer your time to facilitate a community circle dialogue.

2. Introductions

Facilitators:

- Ask each participant to tell the group something about a "community" that they belong to and encourage them to include something they like or appreciate about the community.
- You should go first to model how to respond to the question.

3. Setting the Context

Facilitators:

(Use the flip charts you have prepared to move quickly and to connect with visual learners.)

A. Explain the topic of the circle dialogue:

- Consider the effects of race and racism on housing and education
- Look at some possible solutions to these community challenges

B. Summarize the flow of the five sessions:

- **SESSION ONE:** Who we are: Our personal stories
- **SESSION TWO:** What are the reasons for segregation in the Twin Cities?
- **SESSION THREE:** How can we address the housing challenges in our city and our region?
- **SESSION FOUR:** What can we do about the achievement gap in our schools?
- **SESSION FIVE:** Ideas for action: Making a difference

continued

C. Explain how the dialogue can possibly impact participants on three levels:

- Individual attitudes, opinions or beliefs
- Activities with neighborhood, church or other groups they may be involved with
- Community-wide goals, strategies, public policies and projects

D. Share goals of the community circle dialogue:

- To have a respectful dialogue so that everyone will feel safe to share and learn from each other
- To increase awareness about the complex effects of racism in our communities; especially in housing and education
- To think of ideas for action that we can take as individuals or as a group. (Pass out brochures for Call to Action and Citizens Summit.)

E. Pass out:

- Profiles (to be collected and returned)
- Attendance roster
- What the Research Shows and other handouts

Facilitators:

Explain that the handouts are to be used as a resource for the group's discussion if desired and encourage participants to bring other materials to share during the course of the dialogue. Acknowledge that the group's experiences and ideas are the most important resource for the dialogue.

4. Guiding Principles for Dialogue

Facilitators:

- Create a "mind-map" on a flip chart with RESPECT in middle.
- Allow group to define what respect means to them.
- Save this flip chart and explain that it will be used for each session to remind group of ground rules for discussion. OPTIONAL: Use Dialogue vs. Debate handout from facilitator handbook.

continued

SESSION ONE – Facilitators Guide

Who we are: Our personal stories

DISCUSSION QUESTIONS

Facilitators:

- Model brevity and depth.
- Ask participants to identify themselves by name as they respond.
- Allow all participants to answer each question.
- Record responses on flip chart.

1. Why did you decide to participate in this community circle dialogue?
2. What are our stories about experiences with racism, prejudice, segregation or cultural differences?

CLOSING

Facilitators:

Review format of next session. Describe how viewpoints can be shared by reading aloud and recommend that participants read through the material ahead of time.

- Ask participants to share what they liked about the circle dialogue or something they learned. Was there anything that made anybody uncomfortable during the dialogue?
- What do each of the participants think they will remember most from the evening?
- Ask participants if there is anything else shared during the session that should be noted on the flip chart.

SESSION TWO

What are the reasons for segregation in the Twin Cities?

Many of us share a desire to do something about segregation in our communities. But when we are asked to describe the kinds of segregation problems we are facing, our answers vary a lot. We tend to disagree even more about what caused these problems in the first place.

It makes sense, then, to talk about the reasons for segregation before we talk about solutions (in fact, it may help us to come up with solutions). This session presents a range of viewpoints on the question, "What are the reasons for segregation?" Each view is written in the voice of someone who supports that position. The viewpoints are not presented as "truths" - they are intended as a starting point for discussion. As you talk about the views, remember to give a fair hearing to each other's ideas.

TO BEGIN ...

1. Welcome

Facilitators:

- Welcome everyone to the group.
- Share names around the circle.

2. Revisit the discussion guidelines

Facilitators:

- Post flip charts from first session.
- Ask for other suggestions.

3. Briefly reflect on last session

Facilitators:

- Ask the group the following question:
 - What is something new you heard from the first session?

DISCUSSION VIEWPOINTS

Facilitators:

Read through each of the following viewpoints one at a time out loud as a group. (Ask for volunteers; let participants know it's okay to pass.) After each of the viewpoints is read, ask the following questions:

1. What reaction do you have to this viewpoint?

OPTIONAL:

2. What was a surprise or new information to you?
3. Does this viewpoint remind you of anything?

continued

Viewpoints

1 Racial prejudice and discrimination cause people to live apart.

According to this view, the main reason for segregation is that many people are prejudiced against people of other races and do not want to live in integrated neighborhoods. Prejudice can be both covert (when it is covered up) and overt (when people don't try to hide it). Prejudice isn't just limited to whites; people of color are sometimes biased against whites, and different ethnic groups can be biased against one another. A recent HUD study showed that many people of color are discouraged from moving into, or staying in, white communities by both the prejudice of real estate agents and the people who live in the communities. The prejudice of real estate agents affects which homes and neighborhoods they show to which people. The practices of lending institutions - banks and mortgage companies - are also often prejudiced against people of color.

2 Perception of high crime and poor schools drive people away.

According to this view, segregation is the result of people trying to move away from situations which they think are bad. A recent study by the media showed that people living in the Twin Cities believed there was twelve times more violent crime in our core cities than there really was. Families also move to the suburbs looking for better schools for their children. Many people think that city schools are lower in quality, with lower average test scores, older buildings, larger classes, and more violence than suburban schools. When people move to the suburbs they create segregation, which is often by race as well as by economic class.

3 People like to live where they have "elbow room."

According to this view, the single greatest cause of segregation is the "American dream" of owning your own home with some land around it. Many

Americans don't like living in small apartments or the narrow lots of city neighborhoods. Right now whites are wealthier on average, so they are better able to move to their dream homes. As people of color get richer, many will move to their own homes outside the city. In many suburbs this is already happening. Those who are poorer stay in the city, where they become more and more isolated.

4 Institutional racism in housing, hiring, and education leads to inequality.

According to this view, racism is a deep part of our society's institutions. Institutions increase segregation by favoring whites and discriminating against people of color. It has been this way for so long that white people don't even know they carry "white privilege" with them. Institutions affected by racism include our businesses, government agencies, the media, the criminal justice system, schools, religious communities, and more. Sometimes this kind of racism is not planned or intended. This "institutional racism" is usually indirect or hidden, which makes it very hard to deal with. For example, many hiring practices use racially biased tests, which keep out people who are qualified for jobs. Or qualified people of color are not hired because "they won't fit in." Lenders sometimes use unfair practices, such as having different requirements for different groups of people when they apply for loans. Schools have a larger percentage of white students than students of color who are prepared for college. Schools could be a lot more successful than they are now with students of color and with poor students.

5 Government policies and economic patterns create divisions among people.

According to this view, our government has made decisions about transportation, housing, and zoning which contribute to segregation by economic class and race. For many years, the government has spent large amounts of money on freeways which allow people to commute between homes in the suburbs and jobs in the city. The government has also spent money on sewer systems which allow

suburban communities to grow. Affordable housing, built with government assistance, has mostly been built in core cities and poor neighborhoods. Planning and zoning boards often pass restrictions that prevent affordable houses or apartments from being built in the richer neighborhoods and suburbs. This is a way to legally keep low-income and moderate-income housing developments out of many neighborhoods. Most of the poor people who live in the Twin Cities are people of color who live in just a few neighborhoods.

DISCUSSION QUESTIONS

Facilitators:

To focus your discussion, select any of these questions or use questions that your group creates:

- Record responses on flip chart.
1. What hit your hot button while reading or listening to these viewpoints?
 2. In your lives, have you experienced any of the situations described in these viewpoints?
 3. Each viewpoint states a reason for segregation. Which of the viewpoints best describes the causes of segregation?
 4. Based on our dialogue tonight, what are some of the best ways to fight segregation?

CLOSING

Facilitators:

Use this time to give a quick overview of the next session and make any announcements.

- What is one thing you will tell a friend about tonight's dialogue?

SESSION THREE

How can we address housing challenges in the Twin Cities?

Many people can agree that there is a housing crisis in our community. Yet there is little consensus on what we can do about it. The goal of this session is to think and talk about possible directions for change. In this session, you'll find a range of views or options on how we might address and make progress on the housing challenges we face. Use them as a starting point for discussion.

TO BEGIN ...

1. Welcome

Facilitators:

- Welcome everyone to the group.
- Share names around the circle.
- Also revisit the discussion guidelines if you like.

2. Briefly reflect on last session

Facilitators:

- Ask the group the following question:
 - What is something new you heard or learned from the last session?

DISCUSSION VIEWPOINTS

Facilitators:

Explain that this session focuses on further understanding segregation and presents different options for addressing the housing challenges our city and the region are facing. Read through each of the scenarios one at a time out loud as a group. (Ask for volunteers; let participants know it's okay to pass.) After each of the viewpoints is read, ask the following questions:

- What reaction do you have to this viewpoint?
- OPTIONAL:
- What was a surprise or new information to you?
 - Does this viewpoint remind you of anything?

Viewpoints

1 Invest in the construction and preservation of affordable housing.

There is now a serious shortage of lower-cost housing; in the Twin Cities, less than 2% of all rental properties are vacant. According to this view, one reason for the shortage is that the cost of housing keeps going up. That includes the cost of building new affordable housing, and the costs of repairing and maintaining housing. Another cause of the shortage is unfair zoning policies in many of the suburbs. These "exclusionary" policies stop affordable housing from being built, or let it be built only when it is isolated on the less good land. These policies have to be challenged. More affordable housing needs to be developed in the suburbs because that's where many of the "living wage" jobs have been growing the fastest. But we also need more decent, affordable housing in the urban neighborhoods, for working families who want to stay in the center cities.

2 Create programs and policies that help people buy homes and fix up neighborhoods in the core cities.

According to this view, we need to make our city more attractive to home buyers and investors. The following things would help do that: lower property tax rates; help people make their neighborhoods safe and beautiful; develop attractive shopping areas throughout the cities; make sure people can find all kinds of housing; and make sure people can get the help they need to buy homes.

3 Require or encourage neighborhoods to have housing for people with different incomes.

According to this view, desegregation of our neighborhoods has not been very successful when it is voluntary instead of required by law. Our neighborhoods are still segregated by race and by economics. This view recommends that whenever new apartments or multi-housing units are built, builders should include affordable housing units in the same buildings. This should happen in all neighborhoods

in the Twin Cities region. If developers are given incentives and benefits for building mixed-income projects, there will eventually be more housing choices and more diverse neighborhoods in both the core cities and the suburbs.

4 Enforce anti-discrimination laws.

According to this view, people have the right to choose where they want to live. But for many individuals and families housing choice is almost impossible. That is because of unfair lending practices and discrimination by landlords and real estate agencies. Saint Paul has many of its poorest people and people of color living in just a few neighborhoods in the city's core. That is also true in many other communities in the metropolitan region. People should file class-action lawsuits if they think they have been treated with discrimination. That way, they can help put an end to unfair housing practices.

5 Limit the metropolitan region's growth and expansion.

According to this view, as the Twin Cities region gets larger, expanding into farming areas and open land, an unfair amount of resources goes to housing and development in the outer-ring suburbs. This flow of resources encourages white middle class people to move out of the city. We need to limit the growth of suburbs. We need to provide incentives which make it easier for people to invest in and fix-up neighborhoods in the Minneapolis, Saint Paul and inner-ring suburbs.

6 Focus on jobs and transportation solutions; that includes the redevelopment of polluted lands, called brownfields, and employer-assisted housing.

According to this view, many of the people who need jobs live in the core cities because that's where most of the affordable housing is. But most of the living-wage jobs are being created in the outer-ring suburbs. We need to improve the public transportation system to get central city workers to these jobs.

continued

SESSION THREE

Another solution is for employers to help their workers get affordable housing close to where the jobs are. We also need to create more living-wage jobs in the cities, close to where people live. One way to do that is to clean up and develop brown-fields in the cities. That is often expensive and time consuming to do.

7 Let the land market control and regulate itself.

According to this view, the government makes too many rules and regulations about how land is used. The government also makes it harder than it has to be for builders and developers, with unnecessary red tape. More people would build affordable housing in the Twin Cities if the government had fewer regulations and less red tape.

DISCUSSION QUESTIONS

Facilitators:

To focus your discussion, select any of these questions or use questions that your group creates:

- Record responses on flip chart.

1. What hit your hot button while reading or listening to these viewpoints?
2. In your lives, have you experienced any of the situations described in these viewpoints?
3. Which of these perspectives comes closest to your own personal viewpoint?
4. What do you think are some of the barriers to any of these approaches?

CLOSING

Facilitators:

Use this time to give a quick overview of the next session and make any announcements.

- What is one thing you will tell a friend about tonight's dialogue?

SESSION FOUR

What can we do about the achievement gap in our schools?

School reform is an ongoing discussion in our region. In several school districts achievement is high and the outlook is good, but there is a disproportionate lack of achievement in some schools and communities.

Everyone can agree that better test scores and higher achievement are good for the community and for our students, but given the many disparities within the Twin Cities, can we agree on what can or should be done to increase the opportunities for all students? What is the role of integration in narrowing the achievement gap?

TO BEGIN ...

1. Welcome

Facilitators:

- Welcome everyone to the group.
- Share names around the circle.
- Also revisit the discussion guidelines if you like.

2. Briefly reflect on last session

Facilitators:

- Ask the group the following question:
 - What is something new you heard or learned from the last session?

DISCUSSION VIEWPOINTS

Facilitators:

Explain that this session focuses on developing a further understanding of education challenges facing our city school district and the entire region — particularly the achievement gap and unequal education opportunities. It may be helpful to review some of the data provided in the demographic handout to give participants a better feel for the issue. Then read through each of the following scenarios one at a time out loud as a group. (Ask for volunteers; let participants know it's okay to pass.)

1. What reaction do you have to this viewpoint?
- OPTIONAL:
2. What was a surprise or new information to you?
 3. Does this viewpoint remind you of anything?

continued

Viewpoints

1 Reverse the patterns of segregation in housing to desegregate schools.

According to this view, to improve education and housing, we have to tackle the underlying problem which is: Americans live very segregated lives. If children's educational opportunities depend on where they live, and where we live is affected by the color of our skin, segregation in housing will affect children's education. Neighborhoods need to be integrated and all Americans need more housing choices. Until that happens, segregation will continue and schools will reflect that. The best way to give all children equal opportunities is to break down the patterns of segregation.

2 Offer neighborhood-based schools.

According to this view, we should give families the choice to send their children to neighborhood schools, because that has been proven to increase student achievement. In the past, we have bused students out of their neighborhoods to help integrate schools city-wide. This often gave parents no choice about their children being bused. But our population has changed, and now students of color are the majority of Saint Paul and Minneapolis students - over 60% of all students in 1997-98. Now we need to look at busing again, to see if it integrates schools and if it's really worth it to bus children out of their neighborhoods. Parents want to send their children to schools closer to home because then they can be more involved in their children's education. Research clearly shows that parent involvement increases student achievement. Our resources and efforts should be used on things which improve student achievement.

3 Make schools multicultural and inclusive.

According to this view, desegregating schools based only on balancing numbers of students is not enough. True integration is different from quotas

and different from assimilation, which expects people to "fit in" to the dominant culture. Schools should reflect and honor the diversity of the communities they serve. This view says that diversity in schools offers many rich and wonderful opportunities for students, parents and teachers to learn and grow. Students and families bring cultural differences related to customs, art, music, literature, and values. Schools which have a wide diversity of students and staff can build upon that diversity to improve their curriculum and programs. Students in those schools learn how to work, play and communicate with one another. That is important in today's world, which is changing so that more cultures are living and working closely together.

4 Create culture-specific schools.

According to this view, the best solution for students of color who live in cities is special public schools which focus on the needs of one cultural group of students. These schools have curriculum, instructional methods, and values which meet the students' needs. They have more adult role models of color and higher student achievement. Students of color will continue to fail in most schools because the schools are so strongly influenced by the value system of the white middle class.

5 Let families choose schools for their children, and encourage schools to be responsive to the needs of students and families.

According to this view, when families can choose their children's schools, they will pick schools which they think will meet their children's needs and provide the best education. Schools will compete with each other for students. That competition results in higher quality schools. The schools use money and other resources well, and become more efficient. Schools will also improve their programs and instruction, pay more attention to individual students, and have higher student success rates. Increasing school choice therefore benefits everyone. Students have a better chance of success and the community gets citizens who are more educated and better prepared for life. Public school districts have taken students and parents for granted. With

more school choices for families, public schools will work to improve themselves.

6 Create more inter-district schools.

According to this view, because segregation and inequalities are so wide-spread, we need to share the resources of the metro region with all children of that area, no matter where they live. Magnet schools, inter-district schools, and busing are all important for reaching this goal. Because students would have more school choices, this plan would make forced busing unnecessary because students might choose a school close to home. [This plan also offers more opportunities to many more students than before.]

7 Create regional or statewide plans and strategies for equity in all school districts.

According to this view, the Minnesota Constitution makes it the legal obligation of the State, not individual districts, to provide the resources, policies and programs that are needed to guarantee that all children receive an adequate education. The costs of educating students can be much higher in some districts than in others. Saint Paul and Minneapolis serve large, diverse populations that have significant challenges for schools. Saint Paul and Minneapolis need more resources than many other districts to guarantee each child a quality education. A higher percentage of students in those districts are children-at-risk: students living in poverty, and children who need extra help to learn English. Segregation has created richer districts which have a higher tax base; those districts can raise more tax money for schools. Those districts also have fewer students who are at risk, and more dollars for every student. The state has tried to get more money to districts which need it. But the districts do not always use state money for at-risk students. There is not enough state money to give all districts equal resources, because some school districts have more money from their own district taxes (such as property taxes). We need new plans for local regional and statewide equity in the schools.

8 Support efforts to develop more charter schools.

According to this view, charter schools can create very successful learning environments. The school administrators are more accountable, and there are more opportunities for parent involvement than in large school districts. Because charter schools are public, they have no tuition fees. And because they are not limited by district boundaries, they are open to all students. Charter schools promise to increase student achievement. They can choose to have very diverse student bodies and can emphasize multicultural teaching practices. They can be models of integration for other schools.

DISCUSSION QUESTIONS

Facilitators:

To focus your discussion, select any of these questions or use questions that your group creates:

- Record responses on flip chart.

1. What hit your hot button while reading or listening to these viewpoints?
2. In your lives, have you experienced any of the situations described in these viewpoints?
3. Which of these perspectives comes closest to your own personal viewpoint?
4. What do you think are some of the barriers to any of these approaches?

CLOSING

Facilitators:

Use this time to give a quick overview of the next session and make any announcements.

- What is one thing you will tell a friend about tonight's dialogue?

SESSION FIVE

Making a difference: A commitment to action

What is the community's responsibility? How can we move from words to action? While the issues of segregation in education and housing can seem overwhelming, it is possible to make a difference. In Saint Paul, Minneapolis and in communities around the country, people have found ways – from individual efforts to large-scale community action – to face some of these challenges.

By participating in this community circle dialogue, you have already made a contribution. Coming together to learn from each other and share ideas and concerns is a form of action. Finding ways to keep these conversations going and working to include more and more people in the dialogue is also an important action step. The purpose of this session is to identify additional steps for how we can move to the next level of action. What can we do as individuals, in groups or organizations, and collectively as a community to address the challenges our community is facing about housing, education and race?

OPPORTUNITIES FOR ACTION

Facilitators:

1. This session is an opportunity for circle dialogue participants to explore what kinds of next steps they are interested in.
2. Review the three kinds of action that have been talked about in the circle:
 - Personal feelings, attitudes, beliefs or experiences that can lead to individual commitment to action
 - Group action through work with others, i.e. neighborhood or church involvement or activities
 - Community-wide goals, strategies, policies and projects
3. Point out the Ideas for Action section of discussion guide.
4. Pass out the A Call to Action and Citizens Summit brochures and encourage participants to attend.

DISCUSSION QUESTIONS

Facilitators:

- Record responses on flip chart.

1. Are there individuals or organizations in your community that have inspired you to want to join them or learn more about their work?
2. What are some ideas for individual or group action?
3. How can we reinforce or support each other in these efforts?

WHERE DOES THIS GROUP GO FROM HERE?

Facilitators:

Please explain:

- Some circle dialogue groups decide to stay together to continue to dialogue about things they didn't have time to talk about yet.
- Other groups meet on a new schedule to continue to further build the relationships they have begun in the circle.
- Other groups decide to meet again to plan a presentation of some of their group's ideas or recommendations to others they identify it is important to share ideas with.

MORE DISCUSSION QUESTIONS

1. Does this group want to keep on meeting to continue the dialogue?
 - When? Where? How often? Why?
2. Are there one or two issues or concerns that the group feels need to be addressed further?
 - Does this group want to plan a presentation of some of the key ideas or recommendations that were shared and discussed?
 - When? Who will we present these ideas to? Where? How?
3. Is there something else participants would like to do together as a group?

CLOSING

Facilitators:

Please ask these questions:

- What has been most valuable about your experiences in this circle dialogue?
- What do you think is one thing you might do differently as a result of being a part of this series of dialogues?

IDEAS FOR ACTION

What you can do as an individual:

- ◆ **Attend meetings** of your local school board, planning and zoning commission, city council or other groups that make important decisions affecting the issues you have discussed. Do your homework, share your ideas, get others to attend with you. Volunteer to serve on local problem-solving task forces.
- ◆ **Be informed** about local and regional issues. Read and contribute commentary to local and ethnic newspapers. Express your opinion on race and multicultural concerns with local papers and radio programs. Write letters to your government representatives on issues of fair and affordable housing and on the need for creating communities and schools that enable all kids to succeed.
- ◆ **Build new relationships**, especially with people from different racial, ethnic, linguistic and religious groups than your own.
- ◆ **Assume leadership.** Take initiative. You don't have to be a public official or a well-known person to be a leader. Become a regional citizen.
- ◆ **Rally and demonstrate** at the legislature on issues of important moral and economic consequence to the region.
- ◆ **Become involved** in your local school's site-based management council or Compensatory Aid team.
- ◆ **Volunteer to tutor or mentor** students-at-risk in your school district.
- ◆ **Volunteer to be a tester** for a fair housing testing organization such as the Minnesota Fair Housing Center. **Challenge discriminatory practices** wherever and whenever you encounter or witness them.
- ◆ **Get involved** in any of the promising practices and organizations noted here. Nearly all of these initiatives are volunteer-driven or supported. Join a housing or education advocacy organization and become an advocate. Create a movement for active involvement in countering Not-In-My-Backyard (NIMBY) responses when affordable housing is proposed in your community. Tell your story if you have one that expands public awareness of affordable housing as a need and an asset in our communities. Inform and influence public policies on important legislative initiatives dealing with the critical regional linkages between housing, education, race relations, social equity, transportation, environment, land use and economic development that lead to greater stability and equity in the metropolitan area.

IDEAS FOR ACTION

Community-Wide Initiatives

The following list is a sampling of community efforts already underway. It can be used as a resource for exploring what you as an individual can do to begin organizing for action and to identify organizations already engaged in activities you may want to join. It can also be used as a tool for exploring possibilities for collective action as a community. Note: This list is by no means comprehensive, but is intended simply as a starting place for generating ideas for action.

HOUSING

Metropolitan Interfaith Council on Affordable Housing (MICAHA)

Mobilizing congregations and people of all faiths to ensure decent safe and affordable housing for everyone in the Twin Cities metropolitan community. 122 West Franklin Avenue, Suite 310, Minneapolis, MN 55404. Contact: Joy Sorensen-Navarre, 612-871-8980

Saint Paul Housing Campaign

A broad-based coalition for neighborhood development and affordable housing. Members include Saint Paul Tenants Union, Community Stabilization Project, MICAHA, Jewish Community Action, SPEAC, and Coalition for the Homeless. Contact: Bob Walz, 651-646-8805 or Dan Lee, 651-222-5863

Saint Paul Ecumenical Alliance of Congregations (SPEAC) and Interfaith Action

Faith-based social justice initiatives to address segregation, poverty and urban disparities. 2720 East 22nd Street, Minneapolis, MN 55406. Contact: Pamela Twiss, 612-333-1255 or Jay Schmitt, 612-333-1258

Minnesota Housing Partnership

Supporting the creation and preservation of affordable housing in Minnesota through technical assistance, education, and legislative advocacy. 122 West Franklin Avenue, Suite 230, Minneapolis, MN 55404. Contact: Chip Halbach, 612-874-0112

Jewish Community Action

Bringing together Jewish people from diverse traditions and perspectives to promote understanding and action about social and economic justice issues in Minnesota. 621 West Lake Street, Room 209, Minneapolis, MN 55408. Contact: Vic Rosenthal, 612-822-1442

Twin Cities Habitat for Humanity

Bringing families and communities in need together with volunteers and resources to build decent, affordable housing. 3001 4th Street SE, Minneapolis, MN 55414. Contact: Julie Gugen or Amy Johnson, 612-331-4090, ext. 614

Alliance for Metropolitan Stability

Supports the Inclusionary Housing Initiative which promotes development of housing affordable at a range of incomes and uses innovative building techniques to lower construction costs. Also seeks community support for reduction of regulatory barriers to housing affordability. Contact: Russ Adams, 612-332-4471

Minnesota Fair Housing Center

Dedicated to the elimination of discrimination in housing and enforcement of the Fair Housing Act through fair housing testing, research, education and public policy advocacy on behalf of racial and ethnic minorities, the disabled, and others protected under federal and state human rights laws. 2700 University Ave, Saint Paul, MN 55104. Contact: Larry Winnans or Christy Snow, 651-917-8869

IDEAS FOR ACTION

Urban Coalition 50/30 Initiative

Promoting and researching home ownership for households of color.

Contact: Yusef Mgeni, 612-348-8550

2000 by 2000 Initiative

A partnership between Local Initiatives Support Corporation and Saint Paul community development corporations to boost affordable housing in Saint Paul.

Contact: Barbara Jeanetta, 651-649-1109

State legislative initiatives, i.e., proposed amendments to the Fiscal Disparities Act and the Livable Communities Act, the Housing and Economic Vitality Initiative, and proposed affordable housing legislation containing inclusionary housing strategies.

EDUCATION

Achievement Plus Initiative

A collaborative partnership of the Wilder Foundation, Saint Paul Public Schools, the City of Saint Paul, the State of Minnesota, several Saint Paul neighborhoods and the East Side YMCA that promotes parent and community involvement in the schools and integrated academic and social support programs and services.

Contact: Mary K. Boyd or Michael Garcia, 651-642-4070

Jane Addams School for Democracy's Learning Exchange Circles

Circles help Hmong and Latino immigrants improve language skills, prepare for the citizenship exam, learn about employment rights, and focus on policy action projects.

Contact: Shelly Rottenberg, 651-690-8786

Saint Paul Ramsey County Children's Initiative

Linking Saint Paul's families and community members to with policymakers directing service delivery to families and children through neighborhood family centers.

Contact: Roger Banks, 651-917-4891

Minnesota Minority Education Partnership

Improving student achievement among students of color through parent and teacher training and collaborative leadership.

Contact: Carlos Mariani-Rosa or Bruce Vandal, 612-330-1522

Center for School Change

Improving public education through advocacy and research. Opportunities for volunteers include researching how to improve public education.

Contact: Joe Nathan, 612-625-3506
and New Twin Cities Charter School Project
Contact: Nancy Smith, 612-625-7552

Support Our Schools

Supports public education in Saint Paul and works for its improvement through developing new leadership, engaging the public in public education, and working with individual public schools to create projects that improve student achievement.

Contact: Roger Barr, 651-603-8858

Minnesota Parenting Association

Provides opportunities for parents and those who care about children to develop and express a collective voice. MPA hosted the Hopes & Dreams, Challenges & Strengths roundtable discussions.

Contact: Roxy Foster, 651-290-4755

Multi-district schools (Tri-district Magnet School for Maplewood, North Saint Paul and Saint Paul).

Contact: Fred Storti, 651-487-5450
and Downtown Interdistrict School
Contact: Barbara Shin, 612-627-2686

IDEAS FOR ACTION

RACE RELATIONS AND SOCIAL JUSTICE

Minnesota Churches Anti-Racism Initiative

A statewide interdenominational network of individuals and congregations united to struggle against racism and building multicultural diversity in our communities.

Contact: Jim and Nadine Addington, 612-871-3622

Frogtown Pluralism Circle

A neighborhood network of residents and service providers working together to dismantle racism and combat unfair institutions in Saint Paul's Frogtown neighborhood.

Contact: Melvin Giles, 651-265-5712

Institute on Race and Poverty

Researching the relationship between housing, segregation, and educational achievement.

Contact: jon powell or Gavin Kearney, 612-625-8071

Hate Bias Response Team

An educational and communications network for responding to victims of hate incidents and crimes.

Contact: Saint Paul Department of Human Rights, 651-266-8966

National Conference for Community and Justice

An inter-racial and multi-faith coalition of individuals and organizations in government, business, education, and media creating a process of healing through honest conversations on race, reconciliation, and responsibility.

Contact: Hector Garcia, 651-659-0409

Saint Paul Area Council of Churches

Gateways to Justice

Advocacy and education addressing affordable housing, immigration, and literacy.

Contact: Bob Walz, 651-646-8805

Hamline Midway Alliance for a Prejudice-Free Community

A neighborhood group of volunteers targeting prejudice and bigotry in the Hamline Midway neighborhood in Saint Paul.

Contact: Cathy Lue, 651-646-1986

Project Common Ground, a collaborative sponsored by the Saint Paul and Stillwater public schools to promote understanding and interaction among students of diverse backgrounds, increase academic performance, and provide leadership development training through multi-ethnic cross-district teams of students.

Contact: 651-433-1113

MRA in the Twin Cities/Hope in the Cities, an

inter-racial, multi-faith coalition of individuals in government, business, education, media, religious, and community organizations creating a process of healing through honest conversation on race, reconciliation, and responsibility.

Contact: Steve Dickenson, 651-646-8617

Better Together

Faith-based social justice initiatives to address segregation, poverty, and urban disparities led by Interfaith Action and the Saint Paul Ecumenical Action Council (SPEAC).

Contact: Petey Mitchell, 651-771-1152

Research initiatives, such as the work on 40 developmental assets of young people by the Search Institute 651-376-8955; research on the status of Twin Cities communities of color by the Urban Coalition 612-348-8550; culture-specific research by HACER (Hispanic Advocacy and Community Empowerment through Research) and the American Indian Research and Policy Institute 651-644-1728; and research on the relationship of housing, segregation, and educational achievement by the Institute on Race and Poverty, 612-625-8071.