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# Religious leaders push for affordable housing

Low-income families  
need help, churches say.

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By Kevin Diaz

Star Tribune Staff Writer

Top religious leaders in the Twin Cities have issued an "urgent call" for an increase in affordable housing in the metro area and describe the current housing shortage as "a social and moral scandal."

The statement came out just as a new University of Minnesota report questioned the impact of state policies designed to increase the supply of affordable housing in the Twin Cities area.

A statement signed Thursday by eight denominational leaders called for "a renewed commitment to address the regional economic and social problems that divide our metropolitan area, threaten our future well-being, and harm low-income families."

**HOUSING continues on B3:**

— *Vow to mobilize congregations.*

## HOUSING from B1

# Religious officials seek help for area's low-income families

They also vowed to take action by mobilizing hundreds of congregations in February in a weekend blitz of sermons and political action directed at the Minnesota Legislature.

"When so many families are without affordable housing, it imposes a terrible human and social cost," said Catholic Archbishop Harry Flynn, one of the signers of the statement. "All of us in the religious community and in the public sector must take more forceful action to ensure that every citizen of the region has access to decent, safe and affordable housing."

Besides Flynn, who is archbishop of St. Paul and Minneapolis, signers of the statement include Bishop David Olson of the Minneapolis-area synod of the Evangelical Lutheran Church in America and Bishop Mark Hanson of the ELCA's St. Paul-area synod; Bishop James Jelinek of the Episcopal Diocese of Minnesota; Bishop John Hopkins of the Minnesota Conference of the United Methodist Church; the Rev. William Kaseman of the United Church of Christ; the Rev. Judith Krolwicz of the Presbytery of the Twin Cities Area, and Rab-

bi Misha Zinkow of Jewish Community Action.

The clerics said the Twin Cities, one of the nation's most prosperous metropolitan areas, is home to tens of thousands of people who do not have access to affordable housing.

### 'Metro Sabbath'

The joint mobilization campaign is being called "Metro Sabbath," a coordinated effort of hundreds of local congregations and parishes expected to participate in a weekend of worship and consciousness-raising activities intended to call attention to the shortage.

Ron Krietemeyer, director of the archdiocese's Office of Social Justice, said that about 100 churches already have called for organizing kits, which include suggested sermon and homily notes and handouts that congregation members can use to send their legislators personal notes advocating affordable housing.

Organizers hope to generate thousands of messages, which will be strung together and draped around the Capitol when the Legislature is in session in February.

The Metro Sabbath is being supported by the Greater Minneapolis Council of Churches, the St. Paul Area Council of Churches, Interfaith Action, the Joint Religious Legislative Coalition and a host of other religious organizations.

The involvement of the religious community in the affordable housing problem is a natural reflection of religious and moral conscience, Krietemeyer said. "We see the end result — people sleeping in church basements, coming in to Catholic Charities, using emergency services. . . . The consensus is that the crisis has reached proportions where we have to raise an outcry and raise the political heat."

### Widening gap

The five-page church statement came out the same day that the University of Minnesota's Center for Urban and Regional Affairs (CURA) released a report finding that the state's main program for expanding low- and moderate-income housing opportunities in the Twin Cities has been largely ineffective in reducing the area's "affordability gap."

The CURA report focused on the Metropolitan Livable Communities Act, enacted by the Legislature in 1995. The program links regional development aid to goals for building low-income housing. But in many cases, the report found, communities have

negotiated goals that actually reduce the percentage of housing being built that's affordable. The result is an overall decline in the proportion of housing that is considered affordable.

An estimated 125,000 low-income households in the Twin Cities area pay more than 30 percent of their income for housing. "Reducing the affordability gap that currently exists requires a much more aggressive plan," the CURA report concluded.

In their statement, the church leaders alluded to the "troubling sign" of growing concentration of poverty in the urban core and the sprawling development on the edges of the region. "The Twin Cities metropolitan region is our home," their statement begins. "But it is also a house divided — divided between rich and poor, white and nonwhite, city and suburb, haves and have-nots."

Krietemeyer said that, for their part, "the churches have to get more aggressive and talk to people in their congregations." He cautioned, however, that the church leaders' statement does not mean that religious communities are prepared to take over the problem of affordable housing from the government.

"If you do the math, it's obvious that the cost of affordable housing is far greater than what the churches can afford," he said.

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# CHOICES FOR COMMUNITY

A REGIONAL CONVERSATION  
ABOUT THE CHALLENGES OF  
EDUCATION, HOUSING AND  
SEGREGATION IN THE  
TWIN CITIES  
METROPOLITAN AREA



SPONSORED BY

THE COMMUNITY CIRCLE COLLABORATIVE

AND

THE EDUCATION AND HOUSING EQUITY PROJECT

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## Community Circle Collaborative

The following organizations were consulted or participated in the development of this 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 Fair Housing Center  
Minnesota Minority Education Partnership  
Minnesota Office of Dispute Resolution  
Office of State Representative Myron Orfield  
Pacer Center  
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Schulman Walcott and Schulman  
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In the preparation of this document the Collaborative was assisted by

Kesha Tanabe, Education and Housing Equity Project, Writer  
Dick Little, AICP, Education and Housing Equity Project, Project Advisor and Director  
Matt Leighninger, Study Circles Resource Center, Conceptual and Editorial Advice  
Feigenbaum Design Group, Graphic Design

## FOREWORD

### THE COMMUNITY CIRCLES COLLABORATIVE:

#### *An Introduction to the Process*

Welcome to the Community Circles project. You are one of several hundred residents of the Minneapolis/St. Paul metro area who have come together to address issues of segregation in housing and education.

At this point, you may be feeling a bit nervous or at least unfamiliar with the process. Perhaps this is because study circles are a fairly new, uniquely democratic process being tried across the country. Rest assured that the process has been tried by thousands of citizens with great success in many areas. The impacts of these efforts range from new friendships and neighborhood projects to city-wide action plans and even new state legislation.

# INTRODUCTION

## WHAT IS THE COMMUNITY CIRCLES PROJECT?

Many people have recognized that citizens of the Twin Cities are increasingly divided along the lines of race and class. The Community Circles project was created out of a belief that local citizens should study these issues and find ways to address them.

Since December 1996, over 500 residents of the Twin Cities metropolitan area have been involved in community circles – small, democratic discussion groups – on these issues. These participants shared their hopes, concerns, and recommendations at a Community Forum held in May 1997. Using the foundation laid by the first round of circles, we hope the second round will act as a springboard for informed action at the neighborhood, community, and regional levels.

One of the central goals of the Community Circles project is to institutionalize the art of guided conversation in our metropolitan area. We sincerely believe that solutions to serious and often divisive issues, such as education and segregation, can be found if we learn how to put aside our fears and prejudices and work together.

## WHY ARE COMMUNITY CIRCLES UNIQUE?

Most of what we have come to think of as “politics,” in the media or in public meetings, is dominated by “posturing” or “positioning” by a handful of advocates on each side. Study circles, however, are a *sharing* of ideas, thoughts, and perspectives. Agreement is not necessary in order to have a successful conversation. What is important is increasing understanding, of the issues, of ourselves, and of each other.

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.

## WHAT IS A COMMUNITY CIRCLE?

- The community circle is a simple process for small-group deliberation. 10-15 people meet regularly over a period of several weeks to address a critical public issue in an honest and democratic way.
- The discussions are facilitated by a person who is there not to act as an expert on the issue, but to keep the discussion focused and to assure that all voices are heard.
- The facilitator and participants utilize a framework laid out in a discussion guide. The discussion guide can also be used as a reference, informing the study circle participants of differing points of view about the issues of concern.
- A study circle progresses from a session on personal experience to sessions on some of the larger public policy questions surrounding the issue. In the concluding session, members of the circle discuss what is the community's responsibility and how they can take action on the issue.

## WHERE HAVE COMMUNITY CIRCLE PROGRAMS BEEN SUCCESSFUL?

An evaluation of a study-circle program on race relations and racism in Greater Cleveland showed basic changes in attitude as a result of the study circles. Study-circle participants in Lima, Ohio have done everything from building new playgrounds to changing the makeup of a regional development board. A state-wide study circle program in Oklahoma helped the state legislature enact sweeping changes in the criminal justice system.

## THE SCHEDULE

### SESSION ONE

*Who are we? Why are we here?*

### SESSION TWO

*What is the nature of segregation in the Twin Cities?*

### SESSION THREE

*What can we do about residential segregation?*

### SESSION FOUR

*What can we do about unequal opportunity and achievement in schools?*

### SESSION FIVE

*How can we take action?*

## WHAT IS REQUIRED OF YOU?

- A commitment to the entire five-session schedule and the Action Forum
- A promise to share thoughts honestly and respectfully
- A willingness to listen deeply to others
- A preference for collaboration rather than competition
- A desire to find common ground and creative solutions

## WHAT CAN YOU EXPECT?

You should feel successful if your group has:

- Participated in respectful discussions with people who have different points of view.
- Encountered new ways of evaluating and understanding the issues, especially those we personally may not be receptive to hearing.
- Enumerated the strengths and weaknesses of the Twin Cities and come to a more informed view than before the process began.
- Generated concrete suggestions of how we as individuals and as a community can deal with issues of education, housing, and segregation.
- Acted as a catalyst for and listed action steps to be taken in the future to ensure optimal educational and life opportunities for all Twin Cities citizens.
- Applied some of the ideas exchanged in these sessions to your own daily life.

# SESSION ONE

## Getting Started

### PART ONE: WHY ARE WE HERE?

• Facilitators: take about fifteen minutes to review the task and the charge of the study circles.

### The Task of the Community Circles

Keeping the conversations centered on the following two 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 the educational, housing, and economic opportunities of all children and adults in the Twin cities area?*

### PART TWO:

### CONNECTING PEOPLE AND THE ISSUES

• Facilitators: Use a series of questions to jump-start the conversation; let the participants get to know each other and develop more personal connections to the issue. Try to limit this section to about 40 minutes.

#### Examples:

- 1) Relate a story or give an example to illustrate how your neighborhood or schools helped to shape your attitudes about yourself and your future.
- 2) Where did you grow up? What kinds of things are important to you in describing this place? (families, jobs, schools, neighbors, etc.)
- 3) Why do you live where you live now?
- 4) Why did you decide to take part in this study circle program?

### ■ WHAT ARE WE DOING RIGHT?

*Did you know that...*

- The Twin Cities are consistently rated as one of the most livable communities in America.
- Minnesota has been a leader in many policy issues from environmentalism to gender equity.
- The regional economy is viable and growing; the business community is thriving and rich in resources.
- Downtown Minneapolis is growing; at least 150,000 jobs are expected by 2000.
- Older neighborhoods are being redeveloped.
- There is an extensive system of metropolitan governance – a rarity actually, especially given the size of the budget and the scope of authority of the Metropolitan Council, for instance.
- The communities of color have dedicated leadership and many grassroots level organizations.
- Overall, crime and, in particular, violent crime has been reduced.
- The new light rail initiative and connecting bus system could improve mobility for a wide variety of residents.
- Communities of faith are committed and organized on a variety of social issues.

### ■ WHAT ARE SOME OF OUR CHALLENGES?

*Did you know that...*

#### □ OUR SCHOOLS:

- In 1996-97 school year, 70 percent of all students in the Minneapolis Public Schools received free or reduced-cost lunches (a key indicator of poverty used by government agencies). In St. Paul, 75 percent of students of color and 35 percent of white students received free or reduced-cost lunches. In the inner ring suburban districts, as few as 4% of students receive free or reduced-cost lunch, and an average of 26% of students are on free or reduced-cost lunch.
- Many students have weak educational preparation in the form of pre-school education, come from homes with few or no educational materials, or have parents whose educational experiences are limited, negative, or both.
- Student populations are diversifying everywhere, but students of color are increasingly concentrated in the core cities. In the metro area, 16% of all

# SESSION TWO

students are persons of color; nearly 60% of these students attend Minneapolis schools.

- Students from poor families are also concentrated in the core cities, in core neighborhoods.
- Student achievement levels in the core cities, especially in core neighborhoods, are considerably lower than achievement levels in suburban districts.
- Children and families are increasingly under stress; students may be burdened by additional responsibilities and anxieties at a young age because of instability, frequent moves, and family or neighborhood violence. These factors affect student achievement.
- School staff members must increasingly cope with teen pregnancy, crime, gang activity, and drug use among their students.
- School counselors often do not make information about scholarship opportunities accessible to students of color.
- Many teachers are unaware of the effects of their decisions on the participation of students of color.
- Public school systems often do not assign sufficient resources to system-wide initiatives intended to help students of color access higher education.
- Public school curricula in some districts tend not to validate the cultural perspectives of communities of color. An example: history is taught from the perspective of European colonizing process; the perspectives of others are dealt with to a trivial extent and sometimes as though they are subversive.

#### □ OUR HOUSING:

- Affordable housing is becoming increasingly scarce, especially with the loss of many large federal subsidies. The need for affordable housing greatly exceeds the supply.
- The housing vacancy rate in the metropolitan area is currently less than 1%.
- In the Twin Cities, 59 percent of poor households spend at least half their income for housing.
- Poverty is concentrating in the Twin Cities at a rate that is nearly twice as fast as the national average.
- People of color are increasingly concentrated in the core cities and in poverty, and isolated from opportunities others take for granted.
- Women and children are the fastest growing category of homeless citizens.
- One third of homeless citizens are working full-time; another third work part-time.

- People of color are likely to face some form of housing discrimination one out of two times when seeking rental housing.
- Studies show that people of color are less likely than whites to be approved for mortgages to purchase housing.
- Housing subsidies for middles and upper class homeowners (mortgage interest and property tax deductions) far exceed housing subsidies for low income renters.

#### □ OUR COMMUNITY:

- Racial and economic segregation are intensifying.
- The income gap between the rich and the poor grows wider every year.
- Many citizens have limited access to the benefits of living in our community such as adequate transportation, jobs that pay livable wages, a quality education, and decent, affordable housing.
- Juvenile crime is increasing even though overall crime levels are falling.
- The average income of a Twin Cities African-American was already a low 61 percent of the average income of a white earner in 1980, but by 1990, black incomes had fallen to only 49 percent of white incomes.
- Poor blacks are more than twice as likely to live in extreme poverty tracts than poor whites.

#### □ OUR ECONOMY:

- Large numbers of dropouts and low levels of school achievement are producing students with inadequate skills for the increasingly high-tech workplace.
- Between 1980 and 1990, 67 percent of new jobs in the Twin Cities metropolitan region were created in the outer ring suburbs.
- Affordable housing is scarce near the majority of available jobs and job growth areas, requiring workers to either make long, expensive commutes, settle for low-paying nearby jobs, or remain unemployed.
- Less than half of the jobs in Minneapolis pay what is considered a livable wage.
- Transportation is inadequate, especially for people without cars (30% of core city households and nearly 50% of households of color) and people who live in the inner core who seek better paying jobs in the outer ring.

- Minorities are underrepresented in many job fields and professions.
- In Minnesota, people of color have much higher unemployment rates and lower incomes than whites at the same education level.

### DISCUSSION QUESTIONS

1. How do you perceive life in the Twin Cities now? Do we have two separate societies? If so, how would you describe them?
2. What do you feel are the strengths of the region? What do you feel are the most important challenges?
3. How do you view race relations in the Twin Cities? Have you experienced racism personally?
4. How do the data about poverty, housing, and communities of color relate to your neighborhood? Is it consistent with your experience? How have these demographic trends shaped your experiences, opportunities, or identity?
5. Do you think segregation in the Twin Cities has a positive effect, negative effect, or no effect at all on the life opportunities of the children you know?
6. Do you see life opportunities getting better or worse in the future? Do you see life opportunities increasing or decreasing in your neighborhood? (e.g., jobs, income, health...)
7. Are some people doing better than others? Why or why not?
8. How is segregation today different than segregation in the 1960's?

### BASIC ISSUES TO ADDRESS

As Community Circle participants move into the next sessions, they are invited to consider the following questions:

1. Have our schools and housing patterns worked for some children and against other children? If so, how and why? What internal (institutional) factors and what external (community) factors could be causing this?
2. Understanding the nature of "white privilege": People of color are usually aware of how systems and institutions work against them. How well do whites understand how the system works in their favor?

3. Looking at the relationship between persistent residential racial and economic segregation, school segregation and educational achievement in our schools: what do we see?

*NOTE: The data in this session was compiled out of the contributions from many Twin Cities organizations. These organizations can supply the sources for the information they contributed and more specific data. If you would like to know about a particular statistic or how it was researched, contact EHEP staff at 612-330-1505.*

## What are the Reasons for Segregation in the Twin Cities?

*Many of us share a desire to do something about segregation in the Twin Cities metropolitan area. 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 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.*

### • Viewpoints:

**1** **Racial prejudice and discrimination cause people to live apart.** According to this view, the most basic reason for segregation is that many people are prejudiced against people of other races and do not want to live in integrated neighborhoods. However, a racial attitudes survey found that whites are more likely to be uncomfortable living next to people of color, or sending their children to school with students of color. This kind of prejudice isn't just limited to whites – people of color are sometimes biased against whites, and different ethnic minorities can be biased against one another. Attitudes are compounded by the fact that whites are on average wealthier, and therefore have greater choices in where to live. The resulting "white flight" intensifies racial and economic segregation. Furthermore, potential home buyers and renters can be affected by the prejudice of real estate agents, landlords, lending institutions, or residents. The prejudice of real estate agents can dramatically impact which homes are shown, in what neighborhoods, and to whom. Proponents of this view point to a recent HUD study which revealed that significant numbers of people of color are often discouraged from moving into or staying in white communities by the overt or covert prejudice of real estate agents or residents, and by the underwriting practices of lending institutions.

**2** **High crime and poor schools drive people away.** According to this view, segregation is the logical outcome of people trying to avoid or escape what they perceive to be bad situations. City neighborhoods are usually noisier, some are dirtier, and a recent media study showed that Twin Cities residents believed there was twelve times more violent crime in our core cities than actually occurs. Families may also move to the suburbs in search of educational opportunities for their children; city schools are generally perceived to be poorer in quality, with lower average test scores, older facilities, higher student-teacher ratios, and higher levels of violence than suburban schools. Such experiences and perceptions lead people who can afford larger homes in the suburbs to move there, while those who cannot must stay in the city. Economic segregation is the natural result of individual choices and because whites as a whole are wealthier, suburbanization creates racial segrega-

## What Should we do about Housing and Residential Segregation in the Twin Cities?

*Many people can agree that segregation exists in the Twin Cities metropolitan region. Yet there is little consensus on what we should do about it. The goal of this session is to think and talk about possible directions for change.*

*The heart of this session is a range of views, or options, on how we might address and make progress on housing and residential segregation. Each is written in the voice of someone who supports that position. Use them as a starting point for your discussion.*

### 5 Public policies and economic trends promote and maintain divisions among people.

*According to this view, government decisions on issues such as transportation, housing, and zoning contribute greatly to segregation. Federal home loan and mortgage insurance programs, coupled with significant spending on freeways and wastewater treatment facilities over many years have made it possible – indeed, attractive and convenient – for people with means (mostly whites) to get away from the problems associated with city living while retaining access to good jobs and cultural amenities in the central cities. Publicly assisted housing has historically been concentrated in core cities and poor neighborhoods, while planning and zoning boards have often passed restrictions that effectively prevent more affordable houses or apartments from being built in affluent neighborhoods and suburbs. In effect this legally screens out low- and moderate-income housing developments in many cities and neighborhoods and physically separates different housing types. In fact, there just isn't enough affordable housing in general. Compounding this problem, the majority of the poor and urban residents are minorities concentrated into a few neighborhoods. Dealing with segregation will have to become an important policy priority if we are to make any progress.*

#### DISCUSSION QUESTIONS

1. Which of the viewpoints seem most likely to describe the causes of segregation? Why?
2. Who do you think would hold each of these views?
3. Are there other viewpoints which should be represented? What are they?
4. Are some of these reasons for segregation becoming more prominent, while others get less important? Why do you think this is happening?
5. Each viewpoint states a reason for segregation – does each one also suggest ways of doing something to change segregation? What are they?
6. Have you heard people use terms like institutional racism, reverse racism, and white privilege? What do these terms mean to you? Do you think they have some validity?

tion as well. While segregation isn't good, it is happening because individuals want to make the best personal choices possible.

**3 Institutional racism in housing, hiring, and education leads to inequities.** *According to this view, racism is firmly established in the institutions of our society. Institutional power continues to be distributed in a way that favors whites, disadvantages people of color, and leads to segregation. "Institutional racism" is entrenched in our businesses, government agencies, the media, schools, the criminal justice system, religious communities, and more. Sometimes this kind of racism is unplanned and unintended, and most often it is indirect or hidden, making it very hard to deal with. For instance, many hiring practices use racially biased standardized tests that keep out otherwise qualified applicants; lenders engage in unfair lending practices or use different criteria for different groups; schools disproportionately route students of color into remedial classes and white students into college prep courses. Qualified people of color are not hired because "they won't fit in." Such practices may appear benign on the surface, but they disproportionately affect the opportunities of people of color. It has been this way for so long that white people aren't even aware of the "white privilege" they carry with them.*

**4 People like to live where they have "elbow room."** *According to this view, the "American dream" of owning your own home with some land around it is the single greatest cause of segregation. Americans don't like living in small apartments or the narrow lots of city neighborhoods. Many people came to this country to avoid that kind of lifestyle and find more elbow room. At the moment, whites are wealthier on average, so they are better able to realize their dreams. As people of color get richer, more of them will move out to their own homes outside of the city (in many suburbs this is already happening), further isolating those who are poorer and must remain in the city. This doesn't mean we shouldn't try to do something about segregation. However, we should remember that there are positive reasons for moving out of the cities; we can't blame people for wanting to live where there is more greenery and open space, and a choice of larger homes.*

#### Options:

**1 Enforcement of anti-discrimination laws should be stepped up by agencies already in place.** *According to this view, all people have the right to choose where they want to live. However, racial steering by real estate agencies, discriminatory practices by landlords, and unfair lending practices, e.g., redlining in the mortgage industry, have made free housing choice nearly impossible for many. Because of these discriminatory practices, people of color and the poor often become concentrated in a few neighborhoods. People who feel discriminated against should use the agencies already in place or bring lawsuits against those who violate their right to fair housing, and agencies should file class-action lawsuits to block discriminatory practices.*

**2 Limit new growth and expansion.** *According to this view, the boundaries of the suburbs continue to expand as new developments move farther out into the surrounding farm or open land. This expansion forces the metropolitan area to direct a disproportionate amount of its precious resources to new infrastructure and lures white, middle class residents farther away from the city. If this growth was limited, eventually developers would have to reinvest within the now deteriorating city and inner-ring suburban neighborhoods instead.*

**3 Exclusionary zoning practices should be eliminated.** *According to this view, many suburbs have zoning requirements which serve to increase the cost of living in their city. In turn, this makes affordable housing developments, such as apartments or multi-family houses, and access to the resources of the community unavailable to many citizens. If such policies were challenged, new development could occur, resulting in more housing choices and diversified neighborhoods. Affordable housing in the suburbs would also allow greater access by lower income residents to jobs and educational opportunities, which have been growing the fastest in outer ring suburbs.*

**4 Reinvest in the core cities and inner-ring suburbs.** *According to this view, funds should be directed to redeveloping the core and inner-ring suburbs. Home ownership is key to the suc-*

cess of such a strategy. Because city neighborhoods currently have disproportionately high rates of renters, and consequently, most landlords and tenants have less investment in these neighborhoods, creative strategies must be used to make home ownership more viable. If property taxes were reduced, neighborhoods beautified and kept safe, shopping districts improved, and new housing with modern amenities made more available, the city would appeal to many more investors and buyers. The citizens living in the city would be less likely to leave for the suburbs and core cities could lure middle class residents back into the city.

**5 Focus on jobs and transportation.** According to this view, because most affordable, low income housing is located in the core cities and inner ring suburbs, and most new, livable wage jobs have been generated in the outer ring suburbs, there is a serious "mismatch" or gap between people who need jobs and employers who need workers. Improving the public transportation system to connect central city residents with suburban jobs and investing in "brownfield" clean-up and industrial development in the core will create living wage job opportunities for low income residents and communities of color. Supported by educational and vocational training programs and employer-assisted housing, more core city residents will be able to obtain gainful employment and income, and thus more easily integrate into the economic and social mainstream, becoming the "new middle class" of the city.

**6 Begin a system of mandatory requirements for mixed-income development.** According to this view, efforts to desegregate neighborhoods, both racially and on the basis of socioeconomic status, have been voluntary thus far and have had limited success. In Minnesota, targets have been set, but are rarely met. In many cities, zoning laws actually prohibit the development of affordable housing. As we focus on redeveloping the core cities, we must also explore strategies for desegregating the suburbs. Through mandatory provisions requiring the inclusion of affordable housing units in all new multi-unit developments and providing bonuses to developers who do so, all people will eventually have more housing choices, and neighborhoods will be more diverse racially and socio-economically.

**7 Let the market regulate itself.** According to this view, the best role for government in desegregating housing developments and neighborhoods in the Twin Cities is to reform the property tax structure and various codes which discriminate against affordable rental housing and hinder profitable development of low income housing. High land prices and the cost of construction already keep the market from providing new affordable housing. If government would stop over-regulating land use and eliminate unnecessary administrative processes for builders, building affordable housing would be more appealing to the private sector and more units would be built.

### DISCUSSION QUESTIONS

1. Try to imagine all of the possible outcomes of the changes proposed by each viewpoint. Who would be most affected? Who would stand to benefit the most? The least?
2. Which of these viewpoints do you feel would be most effective in remedying segregation in the Twin Cities? Are there any that would be ineffective in dealing with segregation?
3. At the public level, what are the strengths of each plan? What are the weaknesses?
4. What would need to happen to actualize any of the strategies? What are the obstacles to realizing the solution?

### Section Three Glossary:

- **Racial Steering** is the practice of directing or encouraging renters or home buyers toward neighborhoods or buildings which match their perceived race.
- **Zoning requirements** are rules and regulations which govern land use in a particular area.
- **Exclusionary Zoning** is the practice of using zoning authority to mandate high-cost development through excessive building and lot requirements and costly administrative processes.
- **Redlining** is the practice by lending institutions of refusing to invest in certain neighborhoods because of specific racial characteristics, as well as economics and location.
- **Affordable Housing:** housing where the household is paying no more than 30% of its income for gross housing costs, including taxes and utilities.

## What should we do about unequal opportunity and achievement in schools?

### CREATING A VISION FOR THE FUTURE

*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 among other schools, and segregation abounds.*

*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 of all students? What is the role of integration in such a solution?*

### Options:

**1 Create districts that combine community and magnet schools.** According to this view, previous attempts to desegregate schools have required extensive, sometimes involuntary busing and have drawn students out of their home neighborhoods. However, students of color now represent the majority of the students in the Minneapolis district (projected to be 70% students of color for the school year 1998-99, with kindergartners at 75%). With changes in the ratio of students of color to white students come changes in the meaning of busing and desegregating schools. Parents are now requesting to send their children to schools closer to home so that they can become more involved in their children's education. Research overwhelmingly indicates that this kind of parent involvement increases student achievement. Student achievement is the primary goal of the school district and according to school district research and recent national polls, achievement is also the goal of the majority of parents, even across racial and ethnic lines. Because achievement is what is most important, the majority of our resources and efforts should be strategically directed at achievement needs. Giving parents the choice to send students to community schools is an effective and proven effort to increasing student achievement.

**2 A metro-wide school district should be created.** According to this view, because segregation and disparities are so extensive, it is necessary to extend the resources of the region to all children, regardless of where they live. Magnet schools, inter-district schools, and busing are all key in achieving this goal. Because students can choose from many options, this plan eliminates the need for forced busing if a student chooses a school close to home, but also extends more opportunities to a greater number of students than before.

**3 Support efforts to build more charter schools.** According to this view, Charter schools can create highly effective learning environments with more accountable school administration and increased opportunities for parent involvement than the larger rule-bound bureaucracies in which they exist. Because charter schools are public, they are

free and they are not bound by district lines, so they are also open to all students. Not only do charter schools promise to increase achievement, but they can voluntarily draw diverse student bodies and highlight multicultural teaching practices, providing models of integration for other schools.

**4 Create a variety of school choice options for students and a system of incentives for educators.** According to this view, the competitive nature of a free market situation creates a natural push to deliver higher quality while simultaneously improving efficiency. Private schools have been in this situation for years; in order to compete against other private and public educational options, such schools must attract students through the promise of better quality instruction, more attention to individual students, and higher success rates. However, public school districts currently have a "monopoly" on public education, and consequently have come to take students and parents for granted. The result of increased school choice and a free market situation is of benefit to all involved, offering students a better chance at success and the community a more educated, better prepared citizenry than a non-competitive situation. The public education system should not only access the advantages of such a system by offering qualified students vouchers for the private school of their choice or by introducing the services of various contractors into the mainstream public schools, but it will give public school districts an added "incentive" to improve themselves and retain their current students.

**5 Create Regional or Statewide Strategies for Educational Equity and Adequacy.** According to this view, the actual costs of educating the student body of a school can vary dramatically across districts; St. Paul and Minneapolis serve large, diverse populations that present significant educational challenges to the schools. With growing concentrations of at-risk students – children living in poverty, children of color, children with native languages other than English. – the resources needed to assure that each child receives an adequate education are greater than in other school districts. At the same time, segregation creates other school districts with a higher tax base and disproportionately few at-risk students,

allowing such schools to pool and distribute more resources per student. While efforts have been made in the past to redistribute revenue, the question remains of whether more state-level money is even enough to create equity while the available local tax base continues to vary so much – wealthy districts typically have greater success in passing excess levies from property tax, for instance, while poorer districts tend to cut programs and increase class sizes to balance their budgets – and state funds are often not targeted to the at-risk students within school districts. In spite of these challenges, the Minnesota constitution makes it the legal obligation of the State, not individual school districts, to provide sufficient and appropriate resources, policies, and programs to assure an adequate education to each of its learners.

**6 Culture specific schools, as opposed to integration, increase the educational opportunities of students of color.** According to this view, the large scale failures of urban students of color within the mainstream public schools can be remedied best by offering specialized public schools for these students. Teachers, curriculum, and methods of instruction are so infused with the value system of the white middle class that efforts to put white students and students of color together in the classroom will only continue to produce the same results. Culture specific schools, however, have tailored their instruction methods to the learning needs of the students, provided more adult role models of color than mainstream schools, and increased overall achievement.

**7 Focus on making schools multi-culturally inclusive.** According to this view, desegregating schools based on numerical balance alone is not sufficient; true integration should not be confused with assimilation; instead, schools should reflect and honor the diversity of the communities they serve. This view suggests that growing diversity within a school provides many rich and diverse opportunities for students, parents, and teachers. Students bring cultural differences related to art, music, literature, values and customs. The classroom provides a great opportunity for involvement of cultural diversity in the instructional program. Culturally diverse populations also provide oppor-

tunities for students to learn how to interact and communicate effectively with one another in a demographic model that more closely represents the world. It cannot be assumed that these communication skills are present. Indeed, it is necessary to teach students to communicate with one another with effectiveness and sensitivity. This needs to be part of the school curriculum. These skills can be taught as part of an overall school program on climate. They may be integrated into language arts instruction. They can be part of work in the social sciences. A large portion of learning comes from the adult models present in the student's world. Adults teach most when they least expect it. The subtleties of body language, language use, and the perception of caring are powerful influences on the way in which students learn to deal with one another's differences. The school itself models its own attitudes toward cultural differences. Visual evidence exists on bulletin boards, in newsletters, and in the choices made in marketing school-wide functions. Parents and families feel welcome or estranged based often on the most subtle of signals at the schoolhouse door. The ultimate question is, do people feel welcome? Do they feel a part of the school? Is it clear that they are valued and viewed as important and integral parts of their child's education? The subtleties of all these things have a specific influence on the way in which culturally diverse populations work together within the school setting.

**8 Reversing the patterns of de facto residential segregation will truly desegregate schools.** According to this view, the efforts made by various reformers of education and advocates of affordable housing merely treat the symptoms of the underlying problem: Americans live very segregated lives. Unless neighborhoods are integrated and the housing choices of all Americans are expanded, segregation will continue and schools will reflect it. As long as the educational opportunities of children are determined by the area in which they live, and where we live is correlated with the color of our skin, the educational opportunities of students will be affected. Breaking down the patterns of segregation, therefore, is the best way to deal with equalizing the educational and life opportunities of all children.

## DISCUSSION QUESTIONS

1. Which of these viewpoints comes closest to your own? What life experiences or values inform your perspective?
2. To what extent does this viewpoint address segregation? To what extent does it address education?
3. What are the strengths and weaknesses of each perspective?
4. Which kinds of proposals would you like to see policymakers concentrate on?

### Section Four Glossary:

- **Magnet schools** are open to all students within a district who may be interested in the school's particular theme. Examples of magnet school themes are science and mathematics, arts, language-specific, Montessori, etc.
- **Charter schools:** In Minnesota, a group of educators can request a "charter" from a local school district to start an independent school. Because charter schools are public schools, they must observe the basic requirements of public education and are subject to student performance standards, but have flexibility in incorporating alternative curriculums.
- **Interdistrict schools** allow students from multiple districts to attend the same public school.
- **Vouchers:** Proposed voucher plans can take many forms, but in its most basic form, a voucher is a check given to parents by the government to be spent on tuition for a child enrolled in a private school. Usually the amount of the voucher is identical to the amount of the per-pupil expenditure given to public schools. **Tax credits** can serve a similar purpose but can also be used to support educational activities of students attending public schools.
- **De facto vs. de jure:** *De facto* is something which exists in fact, though it may not be mandated by law. *De jure* is something which is mandated by law.

## SESSION FIVE

### Making a Difference: What is the Community's Responsibility?

While the issues of segregation in education and housing can seem overwhelming, it is possible to make a difference. In communities around the country, people have found ways – from individual efforts to large-scale plans – to address these issues.

By participating in this community circle program, you have already made a contribution. But the second phase of the Choices for Community project is designed to help you connect with other kinds and levels of action. At the conclusion of the community circles, participants from all over the metro area will meet for a citizens summit, where community circles will share their results with each other and the public, and an action forum, where task forces will be formed to move forward with implementation plans, and where you will have the opportunity to learn about action groups and organizations working on these issues. The records from each community circle will also be gathered into a document which summarizes the thinking of all the participants to help guide the thinking of public officials and other policy makers.

This session is designed to help you contribute to the action forum and the report, as well as think further about your own action plans.

#### PART ONE: THINKING TOGETHER ABOUT HOW WE CAN MAKE A DIFFERENCE

Think about the many different types of "action" and "actors." If an answer seems to present possibilities for future action, even if only as a component of a solution, take note. Pay special attention to the persons, organizations, and areas in the community and their respective role in any action possibilities.

#### DISCUSSION QUESTIONS

1. What were some of the main areas of agreement in your discussions over the last few weeks?
2. Think back to sessions two, three, and four. What seemed to be the key ingredients of the solutions you chose? What were the roles of schools? Of communities? Were there any themes in the solutions chosen by other members of the study circle?
3. What is the responsibility of the community – the public, government, schools, teachers, businesses, families, neighborhoods, etc – for addressing these problems?
4. In what ways should we utilize institutions in our communities to make progress on the issue of racial segregation?
5. In what ways is your community tied to the well-being of other communities in the Twin Cities metropolitan region?
6. Should these problems be of concern to all Twin Citians? Why? Do we need a healthy whole in order to be healthy individually? Are there costs and risks of further delay?
7. What are the implications of race and racial relations in the Twin Cities? For children? For adults? For Whites? For people of color?
8. Given the residential patterns articulated by current plans and policies, what do you think the Twin Cities metropolitan area will look and feel like ten years from now? How do you want it to look? Are these two visions more similar or different?
9. Where do you see possibilities to influence this outcome? Offer possible viewpoints...

#### PART TWO: PROMISING PRACTICES AND IDEAS FOR ACTION

- Use the following ideas, examples and questions to decide what needs to be done to begin organizing for action, and to help you prepare for the action forum.
- In each category (Institutional/Regional, Community-wide/Non-Profit, Small Group, and Individual), what two or three ideas seem most practical and useful? What ideas and experiences of your own might you add?

#### Promising Practices in the Twin Cities

##### ■ INSTITUTIONAL/REGIONAL-LEVEL INITIATIVES

- › 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)
- › Metropolitan Council Livable Communities demonstration projects
- › Implementation of the Holman v. Cisneros lawsuit and settlement
- › The Minneapolis Housing Principles and Affordable Housing Task Force
- › Proposed mediation of the NAACP v. State of Minnesota and St. Paul v. State of Minnesota educational adequacy and equity lawsuits
- › Inter-district schools (West Metro Education Program schools in downtown Minneapolis and (proposed) Robbinsdale and Edina)
- › Multi-district schools (Tri-district School for Maplewood, North St. Paul and St. Paul)
- › Minneapolis Public Schools District Improvement Agenda

##### ■ COMMUNITY-LEVEL AND NON-PROFIT INITIATIVES

- › The Urban Coalition's 50/30 Initiative promoting homeownership for households of color
- › The Metropolitan Interfaith Council on Affordable Housing's (MICAH) Suburban Housing Initiative, Housing Advocates Network of over 1,000 volunteers, and fair housing theatre production with the Illusion Theatre "Like Waters Rolling Down"
- › The Alliance for Metropolitan Stability's Inclusionary Housing Initiative
- › The Minnesota Minority Education Partnership's (MMEP) Project Empowerment for improving stu-

- dent achievement among students of color through parent and teacher training and collaborative regional and community leadership, and Institute for Multicultural Connections, preparing young people of color for teaching careers
- › Integrated, multi-cultural charter schools (Twin Cities Charter School Project)
- › Community-based adult-student tutoring projects, including the Neighborhood Tutoring Project of the Minneapolis Neighborhood Revitalization Program (NRP) and Minneapolis Public Schools, and those of the Minneapolis and St. Paul Urban Leagues, the Minnesota Hispanic Education Program, the Lao Family Center, the Chicanos Latinos Unidos En Servicio (CLUES), the American Indian Opportunities Industrialization Center (AIOIC) and the Hubb Literacy Center in St. Paul.
- › Minneapolis League of Women Voters' Middle School Achievement Project
- › Public Achievement Project of the Center for Democracy and Citizenship, University of Minnesota
- › Faith-based social justice initiatives to address segregation, poverty and urban disparities led by Interfaith Action and the St. Paul Ecumenical Action Council (SPEAC)
- › The Seed Academy/Harvest Preparatory School, which began as an alternative school and pre-school for African American youth and is now a charter school with the Minneapolis Public Schools, a model of success for replication by others
- › Initiatives to expand the number of teachers of color in the Twin Cities and change school curriculum and teaching pedagogies to reflect student diversity, including the Richard Green Institute at Augsburg College, the Center for Excellence in Urban Teaching at Hamline University and the Collaborative Urban Educator Program at the University of St. Thomas
- › Research initiatives, such as the work on 40 developmental assets of young people by the Search Institute; research on the status of Twin Cities communities of color by the Urban Coalition; culture-specific research by HACER (Hispanic Advocacy and Community Empowerment through Research) and the American Indian Research and Policy Institute; and research on the relationship of housing, segregation and educational achievement by the Institute on Race and Poverty.

■ WHAT SMALL GROUPS AND ORGANIZATIONS CAN DO:

- Expand community input on school district and multi-district issues.
- Organize events which celebrate diversity.
- Address race issues in the schools.
- Work to revitalize an assisted housing project, such as a Twin Cities Habitat for Humanity project; work to promote and welcome a range of housing choices, including affordable housing, in every community.
- Form a community development corporation.
- Work with citizens and public officials to involve more people in public decisions affecting their future.

■ 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 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 child's or 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 above. 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 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.
- Join other citizens to create *A Thousand Voices, A Thousand Families for Integrated Schools and Communities*, the next round of community circle discussions and an action initiative to identify, develop and sustain a well run, successful and integrated school and community as a model for the Twin Cities metropolitan region.

**Setting Priorities for the Report and the Action Forum:**

For the Report and the Action Forum, it will be especially useful to know what your top action priorities are. This will help the Community Circle organizers create the task forces at the action forum, and help them know what to emphasize in the report to the community.

- Pick one or two ideas from the list, and spend some time on those in particular:

- 1) What would it take to turn our ideas into reality? What steps would need to be taken? What kinds of support or help do we need in order to take these steps?
- 2) What resources are already in place that could help us move ahead?
- 3) What other groups might we link up with?

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*If you would like more information about these issues, or about the  
Community Circles Project, please contact:*

Dick Little, AICP, Executive Director  
or Amy Rodquist, Community Circles Coordinator

THE EDUCATION AND HOUSING EQUITY PROJECT

East Hall

2429 East Eighth Street

Minneapolis, MN

Phone: 612-330-1505

Fax: 612-330-1507 or 1649

E-mail: [ehp@augsborg.edu](mailto:ehp@augsborg.edu)

*Mailing address:*

Augsburg College, CB 185

2211 Riverside Avenue

Minneapolis, MN 55454

# Cities at Work 1999



**S**AIN T PAUL. Minnesota's capital city. A city proud of its past and its tradition of strong, tightly knit neighborhoods. Today, many people are migrating here to live and find work, put down new roots, and raise families. The face of **SAINT PAUL IS RAPIDLY CHANGING**. We are increasingly becoming a rich, multicultural community that is economically and culturally diverse.

On University Avenue, Asian food markets and restaurants, insurance companies, employment agencies, and many other small businesses open daily to serve a growing Southeast Asian community. Sprinkled in other neighborhoods, community newspapers emerge printed all or partly in Spanish, Hmong, Russian, Cambodian, Somali, and many other languages. Our classrooms are filled with students from many **DIFFERENT CULTURAL BACKGROUNDS** —45,000 of these students speak one of 54 different languages at home.



If we as a community can recognize the richness of this multicultural identity, we can **TAP THE ASSETS** of all our community's residents to create wealth and sustain economic growth in Saint Paul. We can engage all of our youth and our future leaders in planning for the next century. And we can **COLLABORATE ACROSS CULTURAL DIFFERENCES** to strengthen and invigorate our neighborhoods to **CREATE A HEALTHY AND VITAL CITY**.



**T**he **1999 CITIES AT WORK** forum series, *Unleashing the Power of Our Community: A Public Dialogue on Race, Connections, and Commitment*, provides a time and place to participate in honest dialogue about shaping our city's future.

This spring and fall, we invite you to join families, interested residents, faith-based groups, policymakers, business leaders, nonprofits, neighborhood organizations, and funders from across Saint Paul at the 1999 *Cities at Work* forums. **SHARE GOOD FOOD**. Engage in respectful, **LIVELY DIALOGUE**. Explore **NEW IDEAS**. Learn more about **WHO WE ARE** as a community. Renew old friendships and make **NEW CONNECTIONS**. Together, we can unleash the power of our community and commit to creating a future Saint Paul that is an attractive place for all of us to live and work.



## **Cities at Work 1999** The 4th annual series to promote dialogue and discovery about Saint Paul's future

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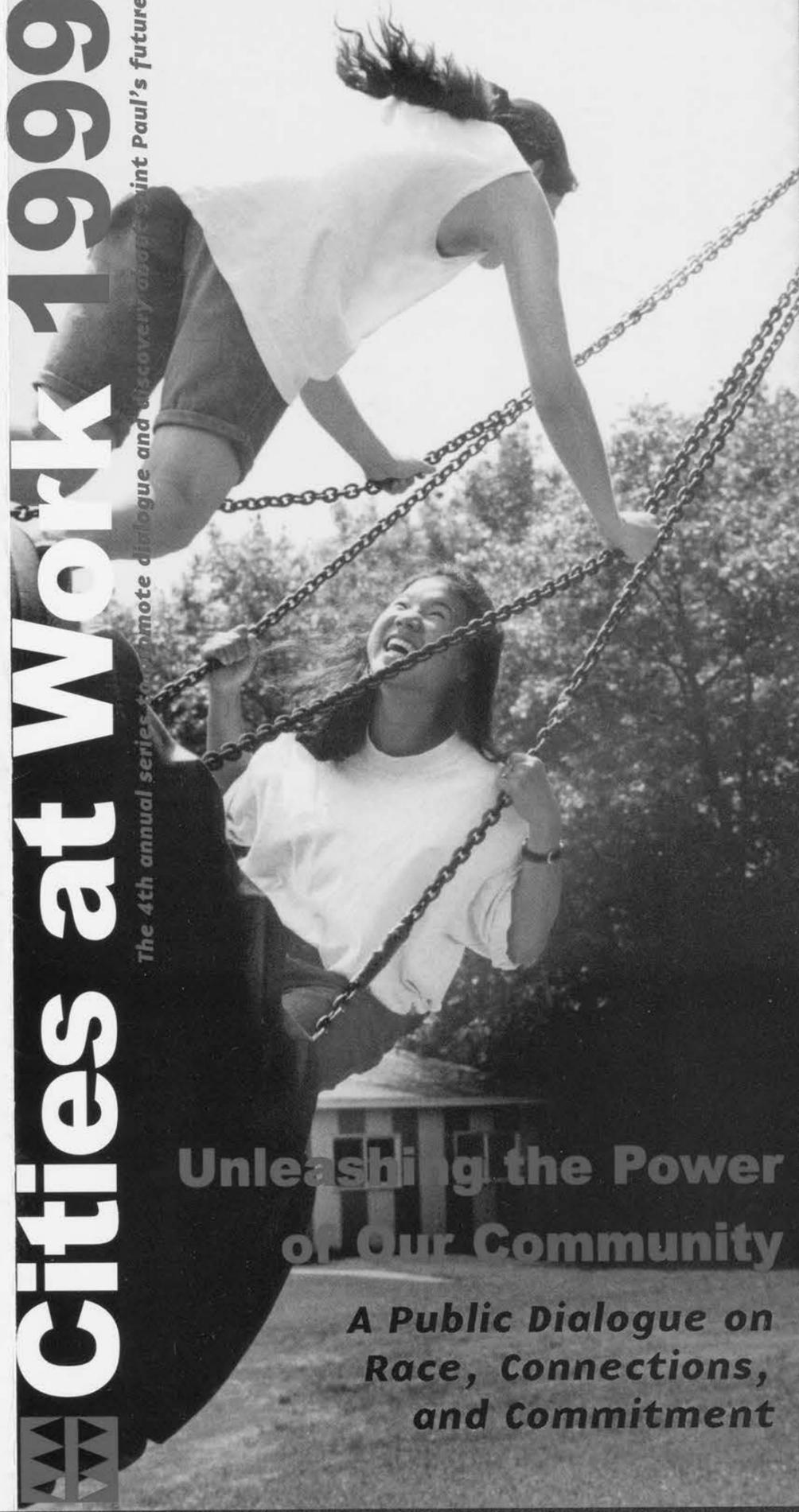
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# Cities at Work 1999

The 4th annual series to promote dialogue and discovery about Saint Paul's future

**Unleashing the Power  
of Our Community**

**A Public Dialogue on  
Race, Connections,  
and Commitment**



# Unleashing the Power of Our Community

# A Public Dialogue on Race, Connections, and Commitment

## Cities at Work 1999—Spring Forums

### Stop Talking, Just Do It! Saint Paul Youth's Perspectives on Bridging Differences

**JOIN** Michael Pritchard, humorist and youth advocate, for a lively and provocative "talk show" discussion with Saint Paul youth about the daily realities of living in a multicultural world.

Wednesday, April 28, 1999  
Public Forum: 5:00-8:30 p.m.  
Arlington High School  
1459 Rice Street

Moderated by Yusef Mgeni  
The Urban Coalition

**GAIN INSIGHT** into how we as a community can learn from—and use—the experiences and perspectives of our youth.

**EXPLORE** new ways to involve youth in creating collaborative solutions for Saint Paul's future.

### Face-to-Face How We Interact

**EXPERIENCE** the raw poetry, powerful memories, and some funny, yet brave stories told by those who have left behind their homes and culture to create a new life for themselves and their families in Minnesota.

**EXPLORE** the ways to break through the barriers of culture, communication, and perceptions to build a vibrant Saint Paul.

**SHARE** food and conversation while learning how to foster cross-cultural understanding and nurture relationships in our increasingly diverse communities.

Tuesday, May 18, 1999  
Public Forum: 5:00-8:30 p.m.  
Bandana Banquet and Conference Center  
Bandana Square (near Energy Park Drive and Lexington Avenue)

Moderated by Yusef Mgeni  
The Urban Coalition  
Featuring an original performance by Illusion Theater

## Cities at Work 1999—Fall Forums

### Changing the Way We Do Business

*Date and location to be determined*

Citizens, nonprofits, neighborhood groups, and businesses in Saint Paul are increasingly working in multi-sector and multicultural groups and partnerships to accomplish both mutual benefit and shared goals for our community. At this forum, we will explore leadership and participation in multicultural decision-making settings and collaborative ventures. We will identify ways to utilize our differences to achieve common purpose, shared commitment, and greater community impact.

### Community Circle Dialogues

#### What are community circle dialogues?

Small, diverse discussion groups that meet for five, two-hour sessions over a period of two months for honest and open dialogue. The discussions are led by trained facilitators and a written study guide to explore the challenges of housing, education, race, and multiculturalism in Saint Paul.

#### What is the purpose of the community circle dialogues?

Community circle dialogues build a greater understanding of other viewpoints and encourage individuals and communities to take action and promote public policy change.



#### How can I get involved?

The community circle dialogues are being sponsored by community-based organizations, schools, and local businesses throughout Saint Paul and the broader metropolitan region. For more information about how you or your organization can participate, call 651-659-6031.

#### Cities at Work 1999 Sponsors and Funders

Amherst H. Wilder Foundation • Asian Pacific Endowment for Community Development • Catholic Charities • City Solutions • East Side Neighborhood Development/VISTA • Education and Housing Equity Project/Community Circles Collaborative • Jane Addams School for Democracy • Local Initiatives Support Corporation • MRA Initiatives for Change - Twin Cities • Minnesota Alliance with Youth • National Conference for Community and Justice • Otto Bremer Foundation • St. Paul Council of Churches • St. Paul/Ramsey Children's Initiative • St. Paul Planning Commission • The Roy Wilkins Center for Human Relations and Social Justice/Humphrey Institute of Public Affairs • United Way of the St. Paul Area • The Urban Coalition • YMCA of Greater St. Paul • And a diverse group of community volunteers

### Beyond Tolerance A Call to Action

*Date and location to be determined*

The final *Cities at Work* forum will generate ideas for taking positive steps to engage Saint Paul as a community in nurturing our diversity, promoting reconciliation, and dismantling racism.

We will explore individual actions that can make a difference, learn how to get involved with groups or organizations already initiating change, and identify community-wide strategies and approaches.

#### Agendas for Each Forum

5:00-5:30 p.m. Registration and buffet dinner  
5:30-8:30 p.m. Program and audience discussion

All events are free and open to the public, but advanced registration is required for dinner. For more information, contact Kate at 651-642-2083 or [kmm@wilder.org](mailto:kmm@wilder.org)

#### Registration

Please use this form to register for the first two *Cities at Work* forums. Advanced registration is required for dinner.

Please check the forum(s) you plan to attend:

- Stop Talking, Just Do It!**  
**Saint Paul Youth's Perspectives on Bridging Differences**  
Wednesday, April 28, 5:00-8:30 p.m.
- Face-to-Face**  
**How We Interact**  
Tuesday, May 18, 5:00-8:30 p.m.

Name \_\_\_\_\_

Organization (if any) \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_ Email \_\_\_\_\_

Send completed forms to: Kate Murphy, Wilder Foundation,  
919 Lafond Avenue, Saint Paul, MN 55104 OR fax: 651-642-2088

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FOREWORD

# CHOICES FOR COMMUNITY

A REGIONAL CONVERSATION  
ABOUT THE CHALLENGES OF  
EDUCATION, HOUSING AND  
SEGREGATION IN THE  
TWIN CITIES  
METROPOLITAN AREA



SPONSORED BY  
THE COMMUNITY CIRCLE COLLABORATIVE  
AND  
THE EDUCATION AND HOUSING EQUITY PROJECT  
OCTOBER 1998

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## Community Circle Collaborative

The following organizations were consulted or participated in the development of this 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 Fair Housing Center  
Minnesota Minority Education Partnership  
Minnesota Office of Dispute Resolution  
Office of State Representative Myron Orfield  
Pacer Center  
Seed Academy/Harvest Preparatory School  
Schulman Walcott and Schulman  
Study Circles Resource Center  
Transit For Livable Communities  
The Urban Coalition

and the

Board of Directors of the Education and Housing Equity Project

Many other organizations and individuals are participating in the community circles project as sponsors, facilitators, scribes, discussion participants, and resource associates.

## Funding Partners

Otto Bremer Foundation  
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In the preparation of this document the Collaborative was assisted by

Kesha Tanabe, Education and Housing Equity Project, Writer  
Dick Little, AICP, Education and Housing Equity Project, Project Advisor and Director  
Matt Leighninger, Study Circles Resource Center, Conceptual and Editorial Advice  
Feigenbaum Design Group, Graphic Design

## FOREWORD

### THE COMMUNITY CIRCLES COLLABORATIVE:

#### *An Introduction to the Process*

Welcome to the Community Circles project. You are one of several hundred residents of the Minneapolis/St. Paul metro area who have come together to address issues of segregation in housing and education.

At this point, you may be feeling a bit nervous or at least unfamiliar with the process. Perhaps this is because study circles are a fairly new, uniquely democratic process being tried across the country. Rest assured that the process has been tried by thousands of citizens with great success in many areas. The impacts of these efforts range from new friendships and neighborhood projects to city-wide action plans and even new state legislation.

# INTRODUCTION

## WHAT IS THE COMMUNITY CIRCLES PROJECT?

Many people have recognized that citizens of the Twin Cities are increasingly divided along the lines of race and class. The Community Circles project was created out of a belief that local citizens should study these issues and find ways to address them.

Since December 1996, over 500 residents of the Twin Cities metropolitan area have been involved in community circles – small, democratic discussion groups – on these issues. These participants shared their hopes, concerns, and recommendations at a Community Forum held in May 1997. Using the foundation laid by the first round of circles, we hope the second round will act as a springboard for informed action at the neighborhood, community, and regional levels.

One of the central goals of the Community Circles project is to institutionalize the art of guided conversation in our metropolitan area. We sincerely believe that solutions to serious and often divisive issues, such as education and segregation, can be found if we learn how to put aside our fears and prejudices and work together.

## WHY ARE COMMUNITY CIRCLES UNIQUE?

Most of what we have come to think of as “politics,” in the media or in public meetings, is dominated by “posturing” or “positioning” by a handful of advocates on each side. Study circles, however, are a *sharing* of ideas, thoughts, and perspectives. Agreement is not necessary in order to have a successful conversation. What is important is increasing understanding, of the issues, of ourselves, and of each other.

## WHAT IS A COMMUNITY CIRCLE?

- The community circle is a simple process for small-group deliberation. 10-15 people meet regularly over a period of several weeks to address a critical public issue in an honest and democratic way.
- The discussions are facilitated by a person who is there not to act as an expert on the issue, but to keep the discussion focused and to assure that all voices are heard.
- The facilitator and participants utilize a framework laid out in a discussion guide. The discussion guide can also be used as a reference, informing the study circle participants of differing points of view about the issues of concern.
- A study circle progresses from a session on personal experience to sessions on some of the larger public policy questions surrounding the issue. In the concluding session, members of the circle discuss what is the community's responsibility and how they can take action on the issue.

## WHERE HAVE COMMUNITY CIRCLE PROGRAMS BEEN SUCCESSFUL?

An evaluation of a study-circle program on race relations and racism in Greater Cleveland showed basic changes in attitude as a result of the study circles. Study-circle participants in Lima, Ohio have done everything from building new playgrounds to changing the makeup of a regional development board. A state-wide study circle program in Oklahoma helped the state legislature enact sweeping changes in the criminal justice system.

## THE SCHEDULE

### SESSION ONE

*Who are we? Why are we here?*

### SESSION TWO

*What is the nature of segregation in the Twin Cities?*

### SESSION THREE

*What can we do about residential segregation?*

### SESSION FOUR

*What can we do about unequal opportunity and achievement in schools?*

### SESSION FIVE

*How can we take action?*

## WHAT IS REQUIRED OF YOU?

- A commitment to the entire five-session schedule and the Action Forum
- A promise to share thoughts honestly and respectfully
- A willingness to listen deeply to others
- A preference for collaboration rather than competition
- A desire to find common ground and creative solutions

## WHAT CAN YOU EXPECT?

You should feel successful if your group has:

- Participated in respectful discussions with people who have different points of view.
- Encountered new ways of evaluating and understanding the issues, especially those we personally may not be receptive to hearing.
- Enumerated the strengths and weaknesses of the Twin Cities and come to a more informed view than before the process began.
- Generated concrete suggestions of how we as individuals and as a community can deal with issues of education, housing, and segregation.
- Acted as a catalyst for and listed action steps to be taken in the future to ensure optimal educational and life opportunities for all Twin Cities citizens.
- Applied some of the ideas exchanged in these sessions to your own daily life.

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.

# SESSION ONE

## Getting Started

### PART ONE: WHY ARE WE HERE?

• *Facilitators: take about fifteen minutes to review the task and the charge of the study circles.*

### The Task of the Community Circles

Keeping the conversations centered on the following two 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 the educational, housing, and economic opportunities of all children and adults in the Twin cities area?*

### PART TWO: CONNECTING PEOPLE AND THE ISSUES

• *Facilitators: Use a series of questions to jump-start the conversation; let the participants get to know each other and develop more personal connections to the issue. Try to limit this section to about 40 minutes.*

#### Examples:

- 1) Relate a story or give an example to illustrate how your neighborhood or schools helped to shape your attitudes about yourself and your future.
- 2) Where did you grow up? What kinds of things are important to you in describing this place? (families, jobs, schools, neighbors, etc.)
- 3) Why do you live where you live now?
- 4) Why did you decide to take part in this study circle program?

### ■ WHAT ARE WE DOING RIGHT?

*Did you know that...*

- The Twin Cities are consistently rated as one of the most livable communities in America.
- Minnesota has been a leader in many policy issues from environmentalism to gender equity.
- The regional economy is viable and growing; the business community is thriving and rich in resources.
- Downtown Minneapolis is growing; at least 150,000 jobs are expected by 2000.
- Older neighborhoods are being redeveloped.
- There is an extensive system of metropolitan governance – a rarity actually, especially given the size of the budget and the scope of authority of the Metropolitan Council, for instance.
- The communities of color have dedicated leadership and many grassroots level organizations.
- Overall, crime and, in particular, violent crime has been reduced.
- The new light rail initiative and connecting bus system could improve mobility for a wide variety of residents.
- Communities of faith are committed and organized on a variety of social issues.

### ■ WHAT ARE SOME OF OUR CHALLENGES?

*Did you know that...*

#### □ OUR SCHOOLS:

- In 1996-97 school year, 70 percent of all students in the Minneapolis Public Schools received free or reduced-cost lunches (a key indicator of poverty used by government agencies). In St. Paul, 75 percent of students of color and 35 percent of white students received free or reduced-cost lunches. In the inner ring suburban districts, as few as 4% of students receive free or reduced-cost lunch, and an average of 26% of students are on free or reduced-cost lunch.
- Many students have weak educational preparation in the form of pre-school education, come from homes with few or no educational materials, or have parents whose educational experiences are limited, negative, or both.
- Student populations are diversifying everywhere, but students of color are increasingly concentrated in the core cities. In the metro area, 16% of all

# SESSION TWO

- students are persons of color; nearly 60% of these students attend Minneapolis schools.
- Students from poor families are also concentrated in the core cities, in core neighborhoods.
- Student achievement levels in the core cities, especially in core neighborhoods, are considerably lower than achievement levels in suburban districts.
- Children and families are increasingly under stress; students may be burdened by additional responsibilities and anxieties at a young age because of instability, frequent moves, and family or neighborhood violence. These factors affect student achievement.
- School staff members must increasingly cope with teen pregnancy, crime, gang activity, and drug use among their students.
- School counselors often do not make information about scholarship opportunities accessible to students of color.
- Many teachers are unaware of the effects of their decisions on the participation of students of color.
- Public school systems often do not assign sufficient resources to system-wide initiatives intended to help students of color access higher education.
- Public school curricula in some districts tend not to validate the cultural perspectives of communities of color. An example: history is taught from the perspective of European colonizing process; the perspectives of others are dealt with to a trivial extent and sometimes as though they are subversive.

#### □ OUR HOUSING:

- Affordable housing is becoming increasingly scarce, especially with the loss of many large federal subsidies. The need for affordable housing greatly exceeds the supply.
- The housing vacancy rate in the metropolitan area is currently less than 1%.
- In the Twin Cities, 59 percent of poor households spend at least half their income for housing.
- Poverty is concentrating in the Twin Cities at a rate that is nearly twice as fast as the national average.
- People of color are increasingly concentrated in the core cities and in poverty, and isolated from opportunities others take for granted.
- Women and children are the fastest growing category of homeless citizens.
- One third of homeless citizens are working full-time; another third work part-time.

- People of color are likely to face some form of housing discrimination one out of two times when seeking rental housing.
- Studies show that people of color are less likely than whites to be approved for mortgages to purchase housing.
- Housing subsidies for middles and upper class homeowners (mortgage interest and property tax deductions) far exceed housing subsidies for low income renters.

#### □ OUR COMMUNITY:

- Racial and economic segregation are intensifying.
- The income gap between the rich and the poor grows wider every year.
- Many citizens have limited access to the benefits of living in our community such as adequate transportation, jobs that pay livable wages, a quality education, and decent, affordable housing.
- Juvenile crime is increasing even though overall crime levels are falling.
- The average income of a Twin Cities African-American was already a low 61 percent of the average income of a white earner in 1980, but by 1990, black incomes had fallen to only 49 percent of white incomes.
- Poor blacks are more than twice as likely to live in extreme poverty tracts than poor whites.

#### □ OUR ECONOMY:

- Large numbers of dropouts and low levels of school achievement are producing students with inadequate skills for the increasingly high-tech workplace.
- Between 1980 and 1990, 67 percent of new jobs in the Twin Cities metropolitan region were created in the outer ring suburbs.
- Affordable housing is scarce near the majority of available jobs and job growth areas, requiring workers to either make long, expensive commutes, settle for low-paying nearby jobs, or remain unemployed.
- Less than half of the jobs in Minneapolis pay what is considered a livable wage.
- Transportation is inadequate, especially for people without cars (30% of core city households and nearly 50% of households of color) and people who live in the inner core who seek better paying jobs in the outer ring.

- Minorities are underrepresented in many job fields and professions.
- In Minnesota, people of color have much higher unemployment rates and lower incomes than whites at the same education level.

### DISCUSSION QUESTIONS

1. How do you perceive life in the Twin Cities now? Do we have two separate societies? If so, how would you describe them?
2. What do you feel are the strengths of the region? What do you feel are the most important challenges?
3. How do you view race relations in the Twin Cities? Have you experienced racism personally?
4. How do the data about poverty, housing, and communities of color relate to your neighborhood? Is it consistent with your experience? How have these demographic trends shaped your experiences, opportunities, or identity?
5. Do you think segregation in the Twin Cities has a positive effect, negative effect, or no effect at all on the life opportunities of the children you know?
6. Do you see life opportunities getting better or worse in the future? Do you see life opportunities increasing or decreasing in your neighborhood? (e.g., jobs, income, health...)
7. Are some people doing better than others? Why or why not?
8. How is segregation today different than segregation in the 1960's?

### BASIC ISSUES TO ADDRESS

As Community Circle participants move into the next sessions, they are invited to consider the following questions:

1. Have our schools and housing patterns worked for some children and against other children? If so, how and why? What internal (institutional) factors and what external (community) factors could be causing this?
2. Understanding the nature of "white privilege": People of color are usually aware of how systems and institutions work against them. How well do whites understand how the system works in their favor?

3. Looking at the relationship between persistent residential racial and economic segregation, school segregation and educational achievement in our schools: what do we see?

*NOTE: The data in this session was compiled out of the contributions from many Twin Cities organizations. These organizations can supply the sources for the information they contributed and more specific data. If you would like to know about a particular statistic or how it was researched, contact EHEP staff at 612-330-1505.*

## What are the Reasons for Segregation in the Twin Cities?

*Many of us share a desire to do something about segregation in the Twin Cities metropolitan area. 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 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.*

### ● Viewpoints:

**1 Racial prejudice and discrimination cause people to live apart.** *According to this view, the most basic reason for segregation is that many people are prejudiced against people of other races and do not want to live in integrated neighborhoods. However, a racial attitudes survey found that whites are more likely to be uncomfortable living next to people of color, or sending their children to school with students of color. This kind of prejudice isn't just limited to whites – people of color are sometimes biased against whites, and different ethnic minorities can be biased against one another. Attitudes are compounded by the fact that whites are on average wealthier, and therefore have greater choices in where to live. The resulting "white flight" intensifies racial and economic segregation. Furthermore, potential home buyers and renters can be affected by the prejudice of real estate agents, landlords, lending institutions, or residents. The prejudice of real estate agents can dramatically impact which homes are shown, in what neighborhoods, and to whom. Proponents of this view point to a recent HUD study which revealed that significant numbers of people of color are often discouraged from moving into or staying in white communities by the overt or covert prejudice of real estate agents or residents, and by the underwriting practices of lending institutions.*

**2 High crime and poor schools drive people away.** *According to this view, segregation is the logical outcome of people trying to avoid or escape what they perceive to be bad situations. City neighborhoods are usually noisier, some are dirtier, and a recent media study showed that Twin Cities residents believed there was twelve times more violent crime in our core cities than actually occurs. Families may also move to the suburbs in search of educational opportunities for their children; city schools are generally perceived to be poorer in quality, with lower average test scores, older facilities, higher student-teacher ratios, and higher levels of violence than suburban schools. Such experiences and perceptions lead people who can afford larger homes in the suburbs to move there, while those who cannot must stay in the city. Economic segregation is the natural result of individual choices and because whites as a whole are wealthier, suburbanization creates racial segrega-*

tion as well. While segregation isn't good, it is happening because individuals want to make the best personal choices possible.

**3 Institutional racism in housing, hiring, and education leads to inequities.** *According to this view, racism is firmly established in the institutions of our society. Institutional power continues to be distributed in a way that favors whites, disadvantages people of color, and leads to segregation. "Institutional racism" is entrenched in our businesses, government agencies, the media, schools, the criminal justice system, religious communities, and more. Sometimes this kind of racism is unplanned and unintended, and most often it is indirect or hidden, making it very hard to deal with. For instance, many hiring practices use racially biased standardized tests that keep out otherwise qualified applicants; lenders engage in unfair lending practices or use different criteria for different groups; schools disproportionately route students of color into remedial classes and white students into college prep courses. Qualified people of color are not hired because "they won't fit in." Such practices may appear benign on the surface, but they disproportionately affect the opportunities of people of color. It has been this way for so long that white people aren't even aware of the "white privilege" they carry with them.*

**4 People like to live where they have "elbow room."** *According to this view, the "American dream" of owning your own home with some land around it is the single greatest cause of segregation. Americans don't like living in small apartments or the narrow lots of city neighborhoods. Many people came to this country to avoid that kind of lifestyle and find more elbow room. At the moment, whites are wealthier on average, so they are better able to realize their dreams. As people of color get richer, more of them will move out to their own homes outside of the city (in many suburbs this is already happening), further isolating those who are poorer and must remain in the city. This doesn't mean we shouldn't try to do something about segregation. However, we should remember that there are positive reasons for moving out of the cities; we can't blame people for wanting to live where there is more greenery and open space, and a choice of larger homes.*

**5 Public policies and economic trends promote and maintain divisions among people.** *According to this view, government decisions on issues such as transportation, housing, and zoning contribute greatly to segregation. Federal home loan and mortgage insurance programs, coupled with significant spending on freeways and wastewater treatment facilities over many years have made it possible – indeed, attractive and convenient – for people with means (mostly whites) to get away from the problems associated with city living while retaining access to good jobs and cultural amenities in the central cities. Publicly assisted housing has historically been concentrated in core cities and poor neighborhoods, while planning and zoning boards have often passed restrictions that effectively prevent more affordable houses or apartments from being built in affluent neighborhoods and suburbs. In effect this legally screens out low- and moderate-income housing developments in many cities and neighborhoods and physically separates different housing types. In fact, there just isn't enough affordable housing in general. Compounding this problem, the majority of the poor and urban residents are minorities concentrated into a few neighborhoods. Dealing with segregation will have to become an important policy priority if we are to make any progress.*

#### DISCUSSION QUESTIONS

1. Which of the viewpoints seem most likely to describe the causes of segregation? Why?
2. Who do you think would hold each of these views?
3. Are there other viewpoints which should be represented? What are they?
4. Are some of these reasons for segregation becoming more prominent, while others get less important? Why do you think this is happening?
5. Each viewpoint states a reason for segregation – does each one also suggest ways of doing something to change segregation? What are they?
6. Have you heard people use terms like institutional racism, reverse racism, and white privilege? What do these terms mean to you? Do you think they have some validity?

## SESSION THREE

### What Should we do about Housing and Residential Segregation in the Twin Cities?

*Many people can agree that segregation exists in the Twin Cities metropolitan region. Yet there is little consensus on what we should do about it. The goal of this session is to think and talk about possible directions for change.*

*The heart of this session is a range of views, or options, on how we might address and make progress on housing and residential segregation. Each is written in the voice of someone who supports that position. Use them as a starting point for your discussion.*

#### Options:

**1 Enforcement of anti-discrimination laws should be stepped up by agencies already in place.** *According to this view, all people have the right to choose where they want to live. However, racial steering by real estate agencies, discriminatory practices by landlords, and unfair lending practices, e.g., redlining in the mortgage industry, have made free housing choice nearly impossible for many. Because of these discriminatory practices, people of color and the poor often become concentrated in a few neighborhoods. People who feel discriminated against should use the agencies already in place or bring lawsuits against those who violate their right to fair housing, and agencies should file class-action lawsuits to block discriminatory practices.*

**2 Limit new growth and expansion.** *According to this view, the boundaries of the suburbs continue to expand as new developments move farther out into the surrounding farm or open land. This expansion forces the metropolitan area to direct a disproportionate amount of its precious resources to new infrastructure and lures white, middle class residents farther away from the city. If this growth was limited, eventually developers would have to reinvest within the now deteriorating city and inner-ring suburban neighborhoods instead.*

**3 Exclusionary zoning practices should be eliminated.** *According to this view, many suburbs have zoning requirements which serve to increase the cost of living in their city. In turn, this makes affordable housing developments, such as apartments or multi-family houses, and access to the resources of the community unavailable to many citizens. If such policies were challenged, new development could occur, resulting in more housing choices and diversified neighborhoods. Affordable housing in the suburbs would also allow greater access by lower income residents to jobs and educational opportunities, which have been growing the fastest in outer ring suburbs.*

**4 Reinvest in the core cities and inner-ring suburbs.** *According to this view, funds should be directed to redeveloping the core and inner-ring suburbs. Home ownership is key to the suc-*

cess of such a strategy. Because city neighborhoods currently have disproportionately high rates of renters, and consequently, most landlords and tenants have less investment in these neighborhoods, creative strategies must be used to make home ownership more viable. If property taxes were reduced, neighborhoods beautified and kept safe, shopping districts improved, and new housing with modern amenities made more available, the city would appeal to many more investors and buyers. The citizens living in the city would be less likely to leave for the suburbs and core cities could lure middle class residents back into the city.

**5 Focus on jobs and transportation.** According to this view, because most affordable, low income housing is located in the core cities and inner ring suburbs, and most new, livable wage jobs have been generated in the outer ring suburbs, there is a serious "mismatch" or gap between people who need jobs and employers who need workers. Improving the public transportation system to connect central city residents with suburban jobs and investing in "brownfield" clean-up and industrial development in the core will create living wage job opportunities for low income residents and communities of color. Supported by educational and vocational training programs and employer-assisted housing, more core city residents will be able to obtain gainful employment and income, and thus more easily integrate into the economic and social mainstream, becoming the "new middle class" of the city.

**6 Begin a system of mandatory requirements for mixed-income development.** According to this view, efforts to desegregate neighborhoods, both racially and on the basis of socioeconomic status, have been voluntary thus far and have had limited success. In Minnesota, targets have been set, but are rarely met. In many cities, zoning laws actually prohibit the development of affordable housing. As we focus on redeveloping the core cities, we must also explore strategies for desegregating the suburbs. Through mandatory provisions requiring the inclusion of affordable housing units in all new multi-unit developments and providing bonuses to developers who do so, all people will eventually have more housing choices, and neighborhoods will be more diverse racially and socioeconomically.

**7 Let the market regulate itself.** According to this view, the best role for government in desegregating housing developments and neighborhoods in the Twin Cities is to reform the property tax structure and various codes which discriminate against affordable rental housing and hinder profitable development of low income housing. High land prices and the cost of construction already keep the market from providing new affordable housing. If government would stop over-regulating land use and eliminate unnecessary administrative processes for builders, building affordable housing would be more appealing to the private sector and more units would be built.

### DISCUSSION QUESTIONS

1. Try to imagine all of the possible outcomes of the changes proposed by each viewpoint. Who would be most affected? Who would stand to benefit the most? The least?
2. Which of these viewpoints do you feel would be most effective in remedying segregation in the Twin Cities? Are there any that would be ineffective in dealing with segregation?
3. At the public level, what are the strengths of each plan? What are the weaknesses?
4. What would need to happen to actualize any of the strategies? What are the obstacles to realizing the solution?

### Section Three Glossary:

- › **Racial Steering** is the practice of directing or encouraging renters or home buyers toward neighborhoods or buildings which match their perceived race.
- › **Zoning requirements** are rules and regulations which govern land use in a particular area.
- › **Exclusionary Zoning** is the practice of using zoning authority to mandate high-cost development through excessive building and lot requirements and costly administrative processes.
- › **Redlining** is the practice by lending institutions of refusing to invest in certain neighborhoods because of specific racial characteristics, as well as economics and location.
- › **Affordable Housing:** housing where the household is paying no more than 30% of its income for gross housing costs, including taxes and utilities.

## What should we do about unequal opportunity and achievement in schools?

### CREATING A VISION FOR THE FUTURE

*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 among other schools, and segregation abounds.*

*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 of all students? What is the role of integration in such a solution?*

### Options:

**1 Create districts that combine community and magnet schools.** According to this view, previous attempts to desegregate schools have required extensive, sometimes involuntary busing and have drawn students out of their home neighborhoods. However, students of color now represent the majority of the students in the Minneapolis district (projected to be 70% students of color for the school year 1998-99, with kindergartners at 75%). With changes in the ratio of students of color to white students come changes in the meaning of busing and desegregating schools. Parents are now requesting to send their children to schools closer to home so that they can become more involved in their children's education. Research overwhelmingly indicates that this kind of parent involvement increases student achievement. Student achievement is the primary goal of the school district and according to school district research and recent national polls, achievement is also the goal of the majority of parents, even across racial and ethnic lines. Because achievement is what is most important, the majority of our resources and efforts should be strategically directed at achievement needs. Giving parents the choice to send students to community schools is an effective and proven effort to increasing student achievement.

**2 A metro-wide school district should be created.** According to this view, because segregation and disparities are so extensive, it is necessary to extend the resources of the region to all children, regardless of where they live. Magnet schools, inter-district schools, and busing are all key in achieving this goal. Because students can choose from many options, this plan eliminates the need for forced busing if a student chooses a school close to home, but also extends more opportunities to a greater number of students than before.

**3 Support efforts to build more charter schools.** According to this view, Charter schools can create highly effective learning environments with more accountable school administration and increased opportunities for parent involvement than the larger rule-bound bureaucracies in which they exist. Because charter schools are public, they are

free and they are not bound by district lines, so they are also open to all students. Not only do charter schools promise to increase achievement, but they can voluntarily draw diverse student bodies and highlight multicultural teaching practices, providing models of integration for other schools.

**4 Create a variety of school choice options for students and a system of incentives for educators.** *According to this view*, the competitive nature of a free market situation creates a natural push to deliver higher quality while simultaneously improving efficiency. Private schools have been in this situation for years; in order to compete against other private and public educational options, such schools must attract students through the promise of better quality instruction, more attention to individual students, and higher success rates. However, public school districts currently have a “monopoly” on public education, and consequently have come to take students and parents for granted. The result of increased school choice and a free market situation is of benefit to all involved, offering students a better chance at success and the community a more educated, better prepared citizenry than a non-competitive situation. The public education system should not only access the advantages of such a system by offering qualified students vouchers for the private school of their choice or by introducing the services of various contractors into the mainstream public schools, but it will give public school districts an added “incentive” to improve themselves and retain their current students.

**5 Create Regional or Statewide Strategies for Educational Equity and Adequacy.** *According to this view*, the actual costs of educating the student body of a school can vary dramatically across districts; St. Paul and Minneapolis serve large, diverse populations that present significant educational challenges to the schools. With growing concentrations of at-risk students – children living in poverty, children of color, children with native languages other than English. – the resources needed to assure that each child receives an adequate education are greater than in other school districts. At the same time, segregation creates other school districts with a higher tax base and disproportionately few at-risk students,

allowing such schools to pool and distribute more resources per student. While efforts have been made in the past to redistribute revenue, the question remains of whether more state-level money is even enough to create equity while the available local tax base continues to vary so much – wealthy districts typically have greater success in passing excess levies from property tax, for instance, while poorer districts tend to cut programs and increase class sizes to balance their budgets – and state funds are often not targeted to the at-risk students within school districts. In spite of these challenges, the Minnesota constitution makes it the legal obligation of the State, not individual school districts, to provide sufficient and appropriate resources, policies, and programs to assure an adequate education to each of its learners.

**6 Culture specific schools, as opposed to integration, increase the educational opportunities of students of color.** *According to this view*, the large scale failures of urban students of color within the mainstream public schools can be remedied best by offering specialized public schools for these students. Teachers, curriculum, and methods of instruction are so infused with the value system of the white middle class that efforts to put white students and students of color together in the classroom will only continue to produce the same results. Culture specific schools, however, have tailored their instruction methods to the learning needs of the students, provided more adult role models of color than mainstream schools, and increased overall achievement.

**7 Focus on making schools multi-culturally inclusive.** *According to this view*, desegregating schools based on numerical balance alone is not sufficient; true integration should not be confused with assimilation; instead, schools should reflect and honor the diversity of the communities they serve. This view suggests that growing diversity within a school provides many rich and diverse opportunities for students, parents, and teachers. Students bring cultural differences related to art, music, literature, values and customs. The classroom provides a great opportunity for involvement of cultural diversity in the instructional program. Culturally diverse populations also provide oppor-

tunities for students to learn how to interact and communicate effectively with one another in a demographic model that more closely represents the world. It cannot be assumed that these communication skills are present. Indeed, it is necessary to teach students to communicate with one another with effectiveness and sensitivity. This needs to be part of the school curriculum. These skills can be taught as part of an overall school program on climate. They may be integrated into language arts instruction. They can be part of work in the social sciences. A large portion of learning comes from the adult models present in the student’s world. Adults teach most when they least expect it. The subtleties of body language, language use, and the perception of caring are powerful influences on the way in which students learn to deal with one another’s differences. The school itself models its own attitudes toward cultural differences. Visual evidence exists on bulletin boards, in newsletters, and in the choices made in marketing school-wide functions. Parents and families feel welcome or estranged based often on the most subtle of signals at the schoolhouse door. The ultimate question is, do people feel welcome? Do they feel a part of the school? Is it clear that they are valued and viewed as important and integral parts of their child’s education? The subtleties of all these things have a specific influence on the way in which culturally diverse populations work together within the school setting.

**8 Reversing the patterns of de facto residential segregation will truly desegregate schools.** *According to this view*, the efforts made by various reformers of education and advocates of affordable housing merely treat the symptoms of the underlying problem: Americans live very segregated lives. Unless neighborhoods are integrated and the housing choices of all Americans are expanded, segregation will continue and schools will reflect it. As long as the educational opportunities of children are determined by the area in which they live, and where we live is correlated with the color of our skin, the educational opportunities of students will be affected. Breaking down the patterns of segregation, therefore, is the best way to deal with equalizing the educational and life opportunities of all children.

## DISCUSSION QUESTIONS

1. Which of these viewpoints comes closest to your own? What life experiences or values inform your perspective?
2. To what extent does this viewpoint address segregation? To what extent does it address education?
3. What are the strengths and weaknesses of each perspective?
4. Which kinds of proposals would you like to see policymakers concentrate on?

### Section Four Glossary:

- › **Magnet schools** are open to all students within a district who may be interested in the school’s particular theme. Examples of magnet school themes are science and mathematics, arts, language-specific, Montessori, etc.
- › **Charter schools:** In Minnesota, a groups of educators can request a “charter” from a local school district to start an independent school. Because charter schools are public schools, they must observe the basic requirements of public education and are subject to student performance standards, but have flexibility in incorporating alternative curriculums.
- › **Interdistrict schools** allow students from multiple districts to attend the same public school.
- › **Vouchers:** Proposed voucher plans can take many forms, but in its most basic form, a voucher is a check given to parents by the government to be spent on tuition for a child enrolled in a private school. Usually the amount of the voucher is identical to the amount of the per-pupil expenditure given to public schools. **Tax credits** can serve a similar purpose but can also be used to support educational activities of students attending public schools.
- › **De facto vs. de jure:** *De facto* is something which exists in fact, though it may not be mandated by law. *De jure* is something which is mandated by law.

## Making a Difference: What is the Community's Responsibility?

While the issues of segregation in education and housing can seem overwhelming, it is possible to make a difference. In communities around the country, people have found ways – from individual efforts to large-scale plans – to address these issues.

By participating in this community circle program, you have already made a contribution. But the second phase of the Choices for Community project is designed to help you connect with other kinds and levels of action. At the conclusion of the community circles, participants from all over the metro area will meet for a citizens summit, where community circles will share their results with each other and the public, and an action forum, where task forces will be formed to move forward with implementation plans, and where you will have the opportunity to learn about action groups and organizations working on these issues. The records from each community circle will also be gathered into a document which summarizes the thinking of all the participants to help guide the thinking of public officials and other policy makers.

This session is designed to help you contribute to the action forum and the report, as well as think further about your own action plans.

### PART ONE: THINKING TOGETHER ABOUT HOW WE CAN MAKE A DIFFERENCE

Think about the many different types of "action" and "actors." If an answer seems to present possibilities for future action, even if only as a component of a solution, take note. Pay special attention to the persons, organizations, and areas in the community and their respective role in any action possibilities.

### DISCUSSION QUESTIONS

1. What were some of the main areas of agreement in your discussions over the last few weeks?
2. Think back to sessions two, three, and four. What seemed to be the key ingredients of the solutions you chose? What were the roles of schools? Of communities? Were there any themes in the solutions chosen by other members of the study circle?
3. What is the responsibility of the community – the public, government, schools, teachers, businesses, families, neighborhoods, etc – for addressing these problems?
4. In what ways should we utilize institutions in our communities to make progress on the issue of racial segregation?
5. In what ways is your community tied to the well-being of other communities in the Twin Cities metropolitan region?
6. Should these problems be of concern to all Twin Citians? Why? Do we need a healthy whole in order to be healthy individually? Are there costs and risks of further delay?
7. What are the implications of race and racial relations in the Twin Cities? For children? For adults? For Whites? For people of color?
8. Given the residential patterns articulated by current plans and policies, what do you think the Twin Cities metropolitan area will look and feel like ten years from now? How do you want it to look? Are these two visions more similar or different?
9. Where do you see possibilities to influence this outcome? Offer possible viewpoints...

### PART TWO: PROMISING PRACTICES AND IDEAS FOR ACTION

- Use the following ideas, examples and questions to decide what needs to be done to begin organizing for action, and to help you prepare for the action forum.
- In each category (Institutional/Regional, Community-wide/Non-Profit, Small Group, and Individual), what two or three ideas seem most practical and useful? What ideas and experiences of your own might you add?

#### Promising Practices in the Twin Cities

##### ■ INSTITUTIONAL/REGIONAL-LEVEL INITIATIVES

- › 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)
- › Metropolitan Council Livable Communities demonstration projects
- › Implementation of the Holman v. Cisneros lawsuit and settlement
- › The Minneapolis Housing Principles and Affordable Housing Task Force
- › Proposed mediation of the NAACP v. State of Minnesota and St. Paul v. State of Minnesota educational adequacy and equity lawsuits
- › Inter-district schools (West Metro Education Program schools in downtown Minneapolis and (proposed) Robbinsdale and Edina)
- › Multi-district schools (Tri-district School for Maplewood, North St. Paul and St. Paul)
- › Minneapolis Public Schools District Improvement Agenda

##### ■ COMMUNITY-LEVEL AND NON-PROFIT INITIATIVES

- › The Urban Coalition's 50/30 Initiative promoting homeownership for households of color
- › The Metropolitan Interfaith Council on Affordable Housing's (MICAH) Suburban Housing Initiative, Housing Advocates Network of over 1,000 volunteers, and fair housing theatre production with the Illusion Theatre "Like Waters Rolling Down"
- › The Alliance for Metropolitan Stability's Inclusionary Housing Initiative
- › The Minnesota Minority Education Partnership's (MMEP) Project Empowerment for improving stu-

- › dent achievement among students of color through parent and teacher training and collaborative regional and community leadership, and Institute for Multicultural Connections, preparing young people of color for teaching careers
- › Integrated, multi-cultural charter schools (Twin Cities Charter School Project)
- › Community-based adult-student tutoring projects, including the Neighborhood Tutoring Project of the Minneapolis Neighborhood Revitalization Program (NRP) and Minneapolis Public Schools, and those of the Minneapolis and St. Paul Urban Leagues, the Minnesota Hispanic Education Program, the Lao Family Center, the Chicanos Latinos Unidos En Servicio (CLUES), the American Indian Opportunities Industrialization Center (AIOIC) and the Hubb Literacy Center in St. Paul.
- › Minneapolis League of Women Voters' Middle School Achievement Project
- › Public Achievement Project of the Center for Democracy and Citizenship, University of Minnesota
- › Faith-based social justice initiatives to address segregation, poverty and urban disparities led by Interfaith Action and the St. Paul Ecumenical Action Council (SPEAC)
- › The Seed Academy/Harvest Preparatory School, which began as an alternative school and pre-school for African American youth and is now a charter school with the Minneapolis Public Schools, a model of success for replication by others
- › Initiatives to expand the number of teachers of color in the Twin Cities and change school curriculum and teaching pedagogies to reflect student diversity, including the Richard Green Institute at Augsburg College, the Center for Excellence in Urban Teaching at Hamline University and the Collaborative Urban Educator Program at the University of St. Thomas
- › Research initiatives, such as the work on 40 developmental assets of young people by the Search Institute; research on the status of Twin Cities communities of color by the Urban Coalition; culture-specific research by HACER (Hispanic Advocacy and Community Empowerment through Research) and the American Indian Research and Policy Institute; and research on the relationship of housing, segregation and educational achievement by the Institute on Race and Poverty.

■ WHAT SMALL GROUPS AND ORGANIZATIONS CAN DO:

- Expand community input on school district and multi-district issues.
- Organize events which celebrate diversity.
- Address race issues in the schools.
- Work to revitalize an assisted housing project, such as a Twin Cities Habitat for Humanity project; work to promote and welcome a range of housing choices, including affordable housing, in every community.
- Form a community development corporation.
- Work with citizens and public officials to involve more people in public decisions affecting their future.

■ 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 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 child's or 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 above. 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 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.
- Join other citizens to create *A Thousand Voices, A Thousand Families for Integrated Schools and Communities*, the next round of community circle discussions and an action initiative to identify, develop and sustain a well run, successful and integrated school and community as a model for the Twin Cities metropolitan region.

**Setting Priorities for the Report and the Action Forum:**

For the Report and the Action Forum, it will be especially useful to know what your top action priorities are. This will help the Community Circle organizers create the task forces at the action forum, and help them know what to emphasize in the report to the community.

- Pick one or two ideas from the list, and spend some time on those in particular:
  - 1) What would it take to turn our ideas into reality? What steps would need to be taken? What kinds of support or help do we need in order to take these steps?
  - 2) What resources are already in place that could help us move ahead?
  - 3) What other groups might we link up with?

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**Discussion Questions for small groups at the June 22, 1999 - GATHERING**

- 1. Share one or two things you've gained from the dialogue.**
- 2. How will this experience influence your future thoughts and actions?**
- 3. How would you like to be involved in Community Circle dialogues in the future?**

2211 Riverside Avenue, CB 185  
 Minneapolis, MN 55454  
 P: (612) 330-1505  
 F: (612) 330-1507  
 E: ehsp@augaburg.edu

## Education & Housing Equity Project

# Fax

*Barbara Bearman  
 Keith Hardy  
 JoAnn Heryla  
 Jim Hilbert  
 Josie Johnson*

*John Powell (Gavin Kearney)  
 Van Mueller  
 Myron Orfield (Nikki Carlson)  
 Jerry Timlan  
 Luz Marie Serrano (Dan Rodriguez)*

*Matthew Little  
 Cris Toffolo  
 Gloria Winans  
 Joy Sorensen Navarre  
 Hope Melton*

**To:** EHEP Board Members

**From:** Dick Little / Executive Director

**Fax:** See below

**Pages:** 4

**Phone:** (612) 330-1505

**Date:** 05/17/99

**Re:** FYI

**CC:** EHEP Board Members

Urgent     For Review     Please Comment     Please Reply     Please Recycle

Please look over the draft agenda and discussion questions for the "Gathering" of Community Circle participants scheduled to take place on June 22, 1999.

This should be a wonderful culmination and barometer of all our hard work with the Circles thus far. The "Gathering" will also set the stage for the Community Circle dialogues in the Fall and the Citizens Summit to be held at the conclusion of Circle discussions in November.

We would love to have you join us on the 22<sup>nd</sup> of June to share in the celebration!

Call us with any questions, comments or suggestions you have on these drafts.

Sincerely,  
 Pam Jewson  
 Administrative Assistant



Augsburg College, CB 185  
2211 Riverside Avenue  
Minneapolis, MN 55454  
P: 612-330-1505  
F: 612-330-1507  
E: ehap@augsborg.edu

# MEMO

Thursday May 13, 1999

Barb Rose and I continue to brainstorm about the upcoming Gathering, which will take place on June 22, 1999.

Please find enclosed:

1. Agenda for the June 22 Gathering
2. Questions for facilitated small group discussions
3. Invitation letter

We would appreciate any input from you on these three pieces and need your ideas back by May 18 in order to get a mailing out by May 21. We plan to invite all participants and facilitators from this spring round of Community Circles (both EHEP & CAW) as well as participants from previous Circles. If you can think of anyone else that needs to be invited, send us their names and addresses and we will be sure to include them in the mailing.

We would also like you to join us for the next GATHERING planning meeting on May 25, at 9:00 a.m. at the Wilder Foundation. Please feel free to contact either Barb Rose at Wilder (651) 659-6031 or Pam Jewson at EHEP (612) 330-1505.

We look forward to your hearing from you.

Sincerely,

  
Pam Jewson  
Administrative Assistant EHEP

sample invitation

May 13, 1999

Pete Rode  
The Urban Coalition  
2610 University Avenue  
Saint Paul, MN 55414

Dear xxx,

Please join us at a Gathering of Community Circle dialogue participants from across the metropolitan region. We are very excited to bring together all of you that have participated in and facilitated the Community Circle dialogues on race, housing and education this spring. Over 50 groups have met or are currently meeting throughout the Twin Cities area.

**On Tuesday, June 22 from 5:30 - 8:30 p.m.**, we will be celebrating and reflecting on our experiences and exploring some possible next steps over good food and discussion. The meeting will be held at **St. Stephanus Lutheran Church, 739 Lafond Avenue** in Saint Paul. A map and an agenda are enclosed. Please call Linda Hoskins at 651-642-4060 by June 16 if you are able to come.

We look forward to seeing you soon.

Cordially,

Barb Rose  
Cities at Work Community Circle Dialog Project

Dick Little  
Education, Housing, and Equity Project

Education and Housing Equity Project  
&  
Cities at Work  
***Invite You to Celebrate***  
***at a***  
***Gathering to Share***  
***our***  
***Community Circle Dialogues***  
Conversations at the Crossroads

**AGENDA**

Tuesday, June 22, 1999

5:30 p.m. - 9:00 p.m.

St. Stephanus Lutheran Church - 739 Lafond Avenue, Saint Paul

- |      |   |                         |
|------|---|-------------------------|
| 5:30 | Registration and refreshments                 |                         |
| 6:00 | Welcome and Introduction                      | Thomas Ross - Moderator |
| 6:20 | Small Group Discussions                       | Facilitators            |
| 7:20 | Small group feedback                          | Thomas Ross - Moderator |
| 7:45 | Open mike: Questions, answers<br>and concerns | Thomas Ross - Moderator |
| 8:15 | What's Next?                                  | Thomas Ross - Moderator |
| 8:45 | Closing - Healing Ceremony                    | Petsy Mitchell?         |

Education and Housing Equity Project along with the Wilder Foundation & CAW\*

***Welcome You to Celebrate  
A Forum to Share Our  
Conversations at the Crossroads***  
Community Circles Dialogues

**AGENDA**

Tuesday, June 22, 1999

5:30 p.m. - 9:00 p.m.

St. Stephanus Lutheran Church - 739 Lafond Avenue, Saint Paul

- |      |                                   |  |
|------|-----------------------------------|--|
| 5:30 | Sign-in and refreshments          |  |
| 6:00 | Welcome and Introduction          | Thomas Ross - Host & Moderator<br>for the evening        |
| 6:20 | Small Group Discussion            | Working with questions at each table                     |
| 7:20 | Sharing Group Discussion Results  | Present summaries  |
| 7:45 | Open Mike for Questions & Answers | Barb Rose, Thomas Ross, Dick Little,<br>Matt Leighninger |
| 8:15 | Call to Action - What's Next?     | Barb Rose, Thomas Ross, Dick Little,<br>Matt Leighninger |
| 8:45 | Circle of Healing                 | Petey Mitchell   |
| 9:00 | Closing                           |  |

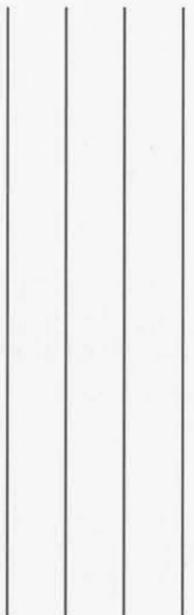
\* Cities at Work

Public Reporting Burden for this collection of information is estimated to average 20 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information.

The Department of Housing and Urban Development is authorized to collect this information by Title VIII of the Civil Rights Act of 1968, as amended by the Fair Housing Amendments Act of 1988, (P.L. 100-430); Title VI of the Civil Rights Act of 1964, (P.L. 88-352); Section 504 of the Rehabilitation Act of 1973, as amended, (P.L. 93-112); Section 109 of Title I- Housing and Community Development Act of 1974, as amended, (P.L. 97-35); Americans with Disabilities Act of 1990, (P.L. 101-336); and by the Age Discrimination Act of 1975, as amended, (42 U.S.C. 6103).

The information will be used to investigate and to process housing discrimination complaints. The information may be disclosed to the United States Department of Justice for its use in the filing of pattern and practice suits of housing discrimination or the prosecution of the person(s) who committed that discrimination where violence is involved; and to State or local fair housing agencies that administer substantially equivalent fair housing laws for complaint processing. Failure to provide some or all of the requested information will result in delay or denial of HUD assistance.

Disclosure of this information is voluntary.



MAIL TO:



PLACE  
POSTAGE  
HERE

## WHERE TO MAIL YOUR FORM OR INQUIRE ABOUT YOUR CLAIM

### For Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont:

Fair Housing Hub  
U.S. Department HUD  
Thomas P. O'Neill, Jr. Federal Building  
10 Causeway Street, Room 321  
Boston, MA 02222-1092  
(617) 565-5308  
1-800-827-5005  
TTY (617) 565-5453

### For New Jersey and New York:

Fair Housing Hub  
U.S. Department HUD  
26 Federal Plaza, Room 3532  
New York, NY 10278-0068  
(212) 264-1290 ext. 3519  
1-800-496-4294  
TTY (212) 264-0927

### For Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, and West Virginia:

Fair Housing Hub  
U.S. Department HUD  
The Wanamaker Building  
100 Penn Square East  
Philadelphia, PA 19107-3380  
(215) 656-0660  
1-888-799-2085  
TTY (215) 656-3450

### For Alabama, the Caribbean, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee:

Fair Housing Hub  
U.S. Department HUD  
Richard B. Russell Federal Building  
75 Spring Street, SW, Room 230  
Atlanta, GA 30303-3388  
(404) 331-5140  
1-800-440-8091  
TTY (404) 730-2654

### For Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin:

Fair Housing Hub  
U.S. Department HUD  
Ralph H. Metcalfe Federal Building  
77 West Jackson Boulevard, Room 2101  
Chicago, IL 60604-3507  
(312) 353-7776  
1-800-765-9372  
TTY 1-800-927-9275

### For Arkansas, Louisiana, New Mexico, Oklahoma, and Texas:

Fair Housing Hub  
U.S. Department HUD  
1600 Throckmorton, Room 502  
Fort Worth, TX 76113-2905  
(817) 978-9270  
1-888-560-8913  
TTY (817) 978-9274

### For Iowa, Kansas, Missouri and Nebraska:

Fair Housing Hub  
U.S. Department HUD  
Gateway Tower II  
400 State Avenue, 4th Floor  
Kansas City, KS 66101-2406  
(913) 551-6958  
1-800-743-5323  
TTY (913) 551-6972

### For Colorado, Montana, North Dakota, South Dakota, Utah, and Wyoming:

Fair Housing Hub  
U.S. Department HUD  
633 17th Street  
Denver, CO 80202-3607  
(303) 672-5437  
1-800-877-7353  
TTY (303) 672-5248

### For Arizona, California, Hawaii, and Nevada:

Fair Housing Hub  
U.S. Department HUD  
Phillip Burton Federal Building  
and U.S. Courthouse  
450 Golden Gate Avenue  
San Francisco, CA 94102-3448  
(415) 436-8400  
1-800-347-3739  
TTY (415) 436-6594

### For Alaska, Idaho, Oregon, and Washington:

Fair Housing Hub  
U.S. Department HUD  
Seattle Federal Office Building  
909 First Avenue, Room 205  
Seattle, WA 98104-1000  
(206) 220-5170  
1-800-877-0246  
TTY (206) 220-5185

# Are You a Victim of Housing Discrimination?

## Fair Housing is Your Right!

If you have been denied your  
housing rights...you may have  
experienced unlawful discrimination.



U.S. Department of Housing and Urban Development

To file electronically, visit: [www.hud.gov](http://www.hud.gov)



# HOUSING DISCRIMINATION INFORMATION

U.S. Department of Housing and Urban Development Office of Fair Housing and Equal Opportunity

Nineteen ninety-eight marked the 30th anniversary of Title VIII of the Civil Rights Act of 1968—the Federal Fair Housing Law. America has changed dramatically for the better in these past years; but despite our progress, prejudice persists. As HUD Secretary I have vowed to crack down on all forms of housing discrimination, whether it's a burning cross in the front yard of a Portuguese family from Rushville, Missouri, or charging additional mortgage lending fees to a young man in Phoenix, Arizona, simply because he is Hispanic.

Fair Housing is a cornerstone of our nation's historic push to create what President Clinton calls "One America"—an America where opportunity and success are within reach of all our citizens, where no one is denied an opportunity to build a better life.

As we celebrate three historic decades of America's commitment to the Federal Fair Housing Law, let us rededicate ourselves to the spirit of freedom, justice, and equality that sped its passage.

HUD Secretary Andrew Cuomo

## HOW DO YOU RECOGNIZE HOUSING DISCRIMINATION?

### Under the Fair Housing Act, it is Against the Law to:

- Refuse to rent to you or sell you housing
- Tell you housing is unavailable when in fact it is available
- Show you apartments or homes only in certain neighborhoods
- Set different terms, conditions, or privileges for sale or rental of a dwelling
- Provide different housing services or facilities
- Advertise housing to preferred groups of people only
- Refuse to provide you with information regarding mortgage loans, deny you a mortgage loan, or impose different terms or conditions on a mortgage loan
- Deny you property insurance
- Conduct property appraisals in a discriminatory manner
- Refuse to make certain modifications or accommodations for persons with a mental or physical disability, including persons with HIV/AIDS-related illnesses, and persons recovering from alcohol and substance abuse
- Fail to design and construct housing in an accessible manner
- Harass, coerce, intimidate, or interfere with anyone exercising or assisting someone else with his/her fair housing rights

### It is Unlawful to Discriminate in Housing Based on These Factors...

- Race
- Color
- National origin
- Religion
- Sex
- Familial status (families with children under the age of 18, or who are expecting a child)
- Handicap (if you or someone close to you has a disability)

### If You Believe Your Rights Have Been Violated...

- HUD or a State or local fair housing agency is ready to help you file a complaint.
- After your information is received, HUD or a State or local fair housing agency will contact you to discuss the concerns you raise.

Keep this information for your records.

Date you mailed your information to HUD: \_\_\_/\_\_\_/\_\_\_  
Address to which you sent the information: \_\_\_\_\_

Office \_\_\_\_\_ Telephone \_\_\_\_\_  
Street \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

If you have not heard from HUD or a State or local fair housing agency within three weeks from the date you mailed this form, you may call to inquire about the status of your complaint. See address and telephone listings on back page.

**Instructions:** (Please type or print) Read this form carefully. Try to answer all questions. If you do not know the answer or a question does not apply to you, leave the space blank. **You have one year from the date of the alleged discrimination to file a complaint.** Your form should be signed and dated.

Your Name \_\_\_\_\_  
Your Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_  
Best time to call \_\_\_\_\_ Your Daytime Phone No. \_\_\_\_\_ Evening Phone No. \_\_\_\_\_

### Who else can we call if we cannot reach you?

Contact's Name \_\_\_\_\_ Best Time to call \_\_\_\_\_  
Daytime Phone No. \_\_\_\_\_ Evening Phone No. \_\_\_\_\_  
Contact's Name \_\_\_\_\_ Best Time to call \_\_\_\_\_  
Daytime Phone No. \_\_\_\_\_ Evening Phone No. \_\_\_\_\_

### 1 What happened to you?

How were you discriminated against?  
*For example: were you refused an opportunity to rent or buy housing? Denied a loan? Told that housing was not available when in fact it was? Treated differently from others seeking housing?*  
State briefly what happened.

### 2 Why do you think you are a victim of housing discrimination?

Is it because of your:  
• race • color • religion • sex • national origin • familial status (families with children under 18) • disability?  
*For example: were you denied housing because of your race? Were you denied a mortgage loan because of your religion? Or turned down for an apartment because you have children?*  
Briefly explain why you think your housing rights were denied and circle the factor(s) listed above that you believe apply.

### 3 Who do you believe discriminated against you?

*For example: was it a landlord, owner, bank, real estate agent, broker, company, or organization?*  
Identify who you believe discriminated against you.

Name \_\_\_\_\_  
Address \_\_\_\_\_

### 4 Where did the alleged act of discrimination occur?

*For example: Was it at a rental unit? Single family home? Public or Assisted Housing? A Mobile Home? Did it occur at a bank or other lending institution?*  
Provide the address.

Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

### 5 When did the last act of discrimination occur?

Enter the date: \_\_\_/\_\_\_/\_\_\_  
Is the alleged discrimination continuing or ongoing? Yes \_\_\_ No \_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Send this form** to HUD or to the fair housing agency nearest you. If you are unable to complete this form, you may call that office directly. See address and telephone listings on back page.

Detach here. Fold and close with glue or tape (no staples)

**YES!**

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

Please sign me/my organization up to:

- get more information
- endorse this project
- sponsor/convene a Community Circle
- be a facilitator/discussion group moderator
- be a discussion group participant
- be a discussion group recorder/reporter
- provide information/speak 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: \_\_\_\_\_

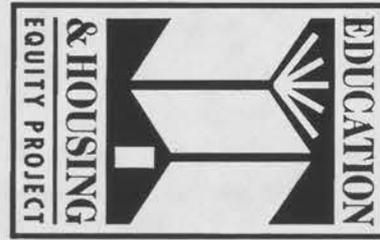
PLEASE MAKE COPIES AS NEEDED!

**Mail, call, fax or e-mail:**

**Dick Little, Executive Director**  
**Education and Housing Equity Project (EHEP)**  
**Augsburg College**  
**2211 Riverside Ave., CB 185**  
**Minneapolis, MN 55454**  
**Phone: (612) 330-1505 Fax: (612) 330-1507**  
**E-mail: ehpep@augsb.org**

"Building inclusive communities"

Augsburg College  
2211 Riverside Ave., CB 185  
Minneapolis, MN 55454



**"IT CAN'T HAPPEN  
HERE!"  
...BUT IT COULD.**

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

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

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 ten most racially segregated urban areas 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 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

## WHO ARE WE?

The **Education and Housing Equity Project (EHEP)** was founded to promote racially and economically inclusive communities and successful schools in the Twin Cities metropolitan region.

The **Community Circle Collaborative** is a partnership of organizations convened by EHEP to organize metro-wide conversations that lead to informed action on the challenges of educational achievement and housing segregation in the Twin Cities metropolitan region.

## WHAT IS OUR GOAL?

We believe citizens must add their voices to the debate about how to achieve successful schools and communities that are racially and economically integrated. All metro-area families and children—of all races, incomes, cultures and ethnic backgrounds—deserve access to quality jobs, affordable housing and effective schools.

## HOW DO WE GO ABOUT IT?

Community Circles consist of 8-12 citizens and public officials who volunteer to meet regularly (4-6 times) over a period of weeks to study, discuss and seek common ground on important public policies. Local organizations convene the discussions and provide meeting facilities. We provide a discussion guide, background materials and a trained facilitator for each group to help advance informed conversation.

## 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/Summer, 1998

**"Next Steps"**  
New discussion guide,  
participant recruitment,  
facilitator training, and  
identification of  
additional sponsors  
and meeting sites  
Summer/Fall, 1998

**"Community  
Circles,"  
Round Two:  
Identifying  
Solutions**  
Fall, 1998  
Winter, 1999

**"Citizen Summit,"**  
Minnesota Meeting  
and MPR Broadcast:  
1999 action plan  
Spring, 1999



## 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 and summer of 1998.

## WHAT COMES NEXT?

The second round of Community Circles is being planned for this fall and winter. Community Circles will be charged with identifying the most appropriate remedies and "promising practices" for addressing racial, economic and school performance disparities and segregation in our communities.

## HOW WILL WE MAKE A DIFFERENCE?

The results will be shared with the public through a "Citizens Summit" of Community Circle participants with the Minnesota Meeting, broadcast live by Minnesota Public Radio. The results also will be compiled into a **Twin Cities Metropolitan Agenda for Action** and shared with policy makers. At the end of the discussions, an **Action Forum** will be convened to connect citizens with action opportunities and organizations working toward local and regional reform.

## JOIN US!

You can be part of the solution! Openings are available for sponsoring organizations, facilitators and discussion participants throughout the metro area.

**Cost to participate: FREE**

**For more information, call, mail, fax or e-mail us, or copy/return the attached form.**

## COMMUNITY CIRCLE SPONSORS

### The growing list of project partners includes:

Alliance for Metropolitan Stability  
Citizens League  
Center for School Change, Humphrey Institute  
Center for Democracy and Citizenship,  
University of Minnesota  
Civic Journalism Initiative, Minnesota Public Radio  
Eden Prairie Human Rights Commission  
Family Housing Fund  
Higher Education Consortium for Urban Affairs  
Housing Discrimination Law Project  
Hungry Mind Review  
Institute on Race and Poverty  
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 Journalism Center  
Minnesota Minority Education Partnership  
Society of Professionals in Dispute Resolution,  
Minnesota Chapter  
Study Circles Resource Center  
The Urban Coalition  
West Metro Education Program

### Project funders include:

Otto Bremer Foundation  
Bush Foundation  
General Mills Foundation  
Minneapolis Foundation  
The St. Paul Companies  
St. Paul Foundation  
Star Tribune  
Cowles Media Foundation



Augsburg College, CB 185  
2211 Riverside Avenue  
Minneapolis, MN 55454  
P: 612-330-1505  
F: 612-330-1507  
E: eh@augsborg.edu

FAX  
COVER  
PAGE

TO Barbara Bearman

FROM Pam Jewson

DATE \_\_\_\_\_

TIME \_\_\_\_\_

NUMBER OF PAGES 16 (INCLUDING THIS SHEET)

COMMENTS Dick indicated you should get this right away - we need to have all board members bring this completed survey Friday to Board Mtg - we've been given an extra day to turn it in - Thanks Pam

IF YOU DID NOT RECEIVE THE TOTAL NUMBER OF PAGES IN THIS FAX TRANSMITTAL, PLEASE CALL 330-1505

THANK YOU.

DRAFT

**PRELIMINARY IDEAS FOR MEDIATION**

**A. DESEGREGATION**

Mediation participants recognize the importance of desegregation to a quality public education throughout the entire Twin Cities metropolitan area. This Preliminary Action Plan outlines the issues that warrant the most attention on a metropolitan-wide basis concerning desegregation. The Preliminary Action Plan covers three areas: (1) **ADEQUACY**, (2) **INCLUSIVENESS**, and (3) **RESPONSIVENESS**.

**1. DESEGREGATION - ADEQUACY**

Rank in  
order of  
importance  
(1 - 11)

Circle your reaction to each point  
based upon the following key:  
**SD** = Strongly disagree      **D** = Disagree  
**A** = Agree                      **SA** = Strongly agree

- |   |   |           |          |          |           |
|---|---|-----------|----------|----------|-----------|
| — | • Mandate and ensure all students have sufficient facilities, resources, and support to meet their educational and other relevant needs.  | <b>SD</b> | <b>D</b> | <b>A</b> | <b>SA</b> |
| — | • Eliminate segregation and bias within districts, schools, and classrooms.   | <b>SD</b> | <b>D</b> | <b>A</b> | <b>SA</b> |
| — | • Mandate and ensure culturally inclusive and relevant curriculum.  | <b>SD</b> | <b>D</b> | <b>A</b> | <b>SA</b> |
| — | • Eliminate tracking and any form of "ability grouping."  | <b>SD</b> | <b>D</b> | <b>A</b> | <b>SA</b> |
| — | • Mandate and ensure sufficient extracurricular programs.   | <b>SD</b> | <b>D</b> | <b>A</b> | <b>SA</b> |
| — | • Eliminate the inappropriate use of special education, LLP programs, disciplinary procedures, alternative schools, block-scheduling, in-school programs, and other mechanisms that undermine the quality of education. | <b>SD</b> | <b>D</b> | <b>A</b> | <b>SA</b> |
| — | • Mandate and ensure all schools reflect the racial and socioeconomic make-up of the metropolitan area.   | <b>SD</b> | <b>D</b> | <b>A</b> | <b>SA</b> |
| — | • Create substantial incentives for the most experienced administrators, teachers, and staff to go where the educational needs and challenges are greatest.   | <b>SD</b> | <b>D</b> | <b>A</b> | <b>SA</b> |

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- |     |  |    |   |   |    |
|-----|--|----|---|---|----|
| ___ | • Redistribute wealth across the metropolitan area.  | SD | D | A | SA |
| ___ | • Eliminate untested, experimental, and gimmick-driven education.  | SD | D | A | SA |
| ___ | • Mandate and ensure the provision of substantial incentives to all teachers, administrators, and staff in the metropolitan area to live in the community in which they teach. | SD | D | A | SA |

## 2. DESEGREGATION - INCLUSIVENESS

Rank in  
order of  
importance  
(1 - 11)

Circle your reaction to each point  
based upon the following key:

SD = Strongly disagree      D = Disagree  
A = Agree                      SA = Strongly agree

- |     |  |    |   |   |    |
|-----|--|----|---|---|----|
| ___ | • Adopt a metropolitan desegregation strategy.   | SD | D | A | SA |
| ___ | • Remove attendance boundaries that restrict parent and student choices.   | SD | D | A | SA |
| ___ | • Coordinate school desegregation efforts with housing, transportation, social, and economic policies.   | SD | D | A | SA |
| ___ | • Mandate and ensure the school environment is welcoming to parents, guardians, and students, especially parents, guardians, and students from communities of color and low-income households. | SD | D | A | SA |
| ___ | • Mandate and ensure greater diversity among administrators, teachers, and staff at each school.   | SD | D | A | SA |
| ___ | • Mandate and ensure that all families have the same, high quality information regarding school options; mandate and ensure that this information is easily accessible.                        | SD | D | A | SA |
| ___ | • Celebrate and incorporate parents' and guardians' skills in the education of their children.   | SD | D | A | SA |
| ___ | • Cultivate and maintain connections between teachers, administrators, and staff and parents, guardians, and students.   | SD | D | A | SA |

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- • Respect, celebrate, and strengthen diversity. SD D A SA
- • Maximize housing options across the metropolitan area, especially for families of color and low-income households. SD D A SA
- • Improve and expand the metropolitan transportation infrastructure. SD D A SA

3. DESEGREGATION - RESPONSIVENESS

Rank in order of importance (1 - 8)

Circle your reaction to each point based upon the following key:  
 SD = Strongly disagree      D = Disagree  
 A = Agree                      SA = Strongly agree

- • Maximize public school and program options. SD D A SA
- • Mandate and ensure meaningful input from parents or guardians regarding education policies and budget priorities and allocations. SD D A SA
- • Monitor and report performance of students, teachers, and administrators in a clear, sensible format. SD D A SA
- • Mandate and ensure education policy-makers, such as school boards, and schools are accountable to parents and guardians, especially families of color and low-income households. SD D A SA
- • Eliminate or radically revamp site councils and otherwise improve site governance. SD D A SA
- • Mandate and ensure all parents, guardians, students, educators, and legislators have the same, reliable information regarding educational options and performance. SD D A SA
- • Abolish tenure. SD D A SA
- • Mandate and ensure more resources and power to parent organizations. SD D A SA

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## B. IN-SCHOOL STRATEGIES

Mediation participants recognize the importance of effective and equitable in-school strategies for public education. This Preliminary Action Plan outlines the issues that warrant the most attention concerning in-school strategies. The Preliminary Action Plan covers three areas: (1) INSTRUCTION, (2) TEACHERS AND ADMINISTRATORS, and (3) DISCIPLINE.

### 1. IN-SCHOOL STRATEGIES - INSTRUCTION

Rank in order of importance (1 - 9)		Circle your reaction to each point based upon the following key: SD = Strongly disagree      D = Disagree A = Agree                      SA = Strongly agree			
—	• Mandate and ensure uniform curriculum standards in all metropolitan area schools.	SD	D	A	SA
—	• Mandate and ensure all curricula, teaching materials, and textbooks are historically accurate, up-to-date, and reflect and relate to the cultural diversity of all students.	SD	D	A	SA
—	• Mandate and ensure curriculum that specifically addresses issues of race and diversity.	SD	D	A	SA
—	• Establish, implement, publish, and enforce clear procedures for parents, guardians, and students to review and evaluate curriculum.	SD	D	A	SA
—	• Mandate and ensure culturally relevant and inclusive instruction.	SD	D	A	SA
—	• Mandate and ensure ongoing and uniformly rigorous evaluations of special education referrals at the classroom, school, district, and metropolitan levels.	SD	D	A	SA
—	• Mandate and ensure individualized evaluation and tutoring services for all students.	SD	D	A	SA
—	• Eliminate block scheduling, tracking, inappropriate use of I.E.P. programs, and other means of segregating students within school buildings.	SD	D	A	SA
—	• Mandate and ensure parental and community participation in the instruction of students.	SD	D	A	SA

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## 2. IN-SCHOOL STRATEGIES - TEACHERS AND ADMINISTRATORS

Rank in  
order of  
importance  
(1 - 8)

Circle your reaction to each point  
based upon the following key:

SD = Strongly disagree      D = Disagree  
A = Agree                      SA = Strongly agree

- |   |  |    |   |   |    |
|---|--|----|---|---|----|
| — | • Establish, publish, and enforce clear procedures for meaningful parental and student involvement in the evaluation and hiring of teachers and administrators.  | SD | D | A | SA |
| — | • Mandate and ensure the assignment of teachers and administrators to schools where they are most needed; mandate and ensure each school in the metropolitan area has an equitable combination of inexperienced and experienced teachers and administrators. | SD | D | A | SA |
| — | • Require teachers to teach only in their area of expertise.   | SD | D | A | SA |
| — | • Mandate and ensure non-discrimination and diversity in teacher and administrator hiring and assignments.   | SD | D | A | SA |
| — | • Reform accreditation and continuing education to include current information and comprehensive and appropriate cultural sensitivity training; involve students, parents, and members of the community in the accreditation and training processes.         | SD | D | A | SA |
| — | • Mandate and ensure all teachers and administrators work to make parents and guardians feel welcome in the schools.   | SD | D | A | SA |
| — | • Mandate and ensure all parents and guardians receive comprehensive and clear information regarding the schools.  | SD | D | A | SA |
| — | • Establish state-wide standards of conduct for teachers and administrators and mandate and ensure compliance with these standards.  | SD | D | A | SA |

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## 3. IN-SCHOOL STRATEGIES - DISCIPLINE

Rank in order of importance (1 - 10)		Circle your reaction to each point based upon the following key: SD - Strongly disagree      D = Disagree A = Agree                      SA = Strongly agree			
—	• Establish, publish, and enforce clear procedures and policies regarding disciplinary actions.	SD	D	A	SA
—	• Eliminate unnecessary police presence in schools.	SD	D	A	SA
—	• Mandate and ensure meaningful parent, guardian, and student input and oversight concerning discipline policies and procedures.	SD	D	A	SA
—	• Mandate and ensure effective and comprehensive documentation of all disciplinary actions.	SD	D	A	SA
—	• Impose serious consequences for individuals, schools, districts, and any others that have inappropriately or discriminatorily exercised disciplinary policies or practices.	SD	D	A	SA
—	• Clarify, publish, and vindicate student and parental due process rights.	SD	D	A	SA
—	• Mandate and ensure the presence of a student's parent(s) or guardian(s) during any questioning of him or her concerning discipline matters.	SD	D	A	SA
—	• Mandate and ensure the submission and maintenance of a written record of any discipline concerns or action regarding a student; each report shall specify the factual basis for the concerns or action and identify any corroborating evidence.	SD	D	A	SA
—	• Mandate and ensure the parent(s) or guardian(s) of a disciplined student are advised verbally and in writing of the factual basis for, and nature of, the disciplinary action.	SD	D	A	SA
—	• Decriminalize schools and student behavior; minimize courts' interference with students' education.	SD	D	A	SA

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### C. EXTRACURRICULAR PROGRAMS, EARLY CHILDHOOD EDUCATION, AND ADULT EDUCATION

Mediation participants recognize the importance of extracurricular programs, early childhood education, and adult education to a quality public education. This Preliminary Action Plan outlines the issues that warrant the most attention concerning extracurricular programs, early childhood education, and adult education. The Preliminary Action Plan covers four areas: (1) **PROGRAMMING**, (2) **ACCESS**, (3) **SERVICES** and (4) **ACCOUNTABILITY**.

#### 1. EXTRACURRICULAR PROGRAMS, EARLY CHILDHOOD EDUCATION, AND ADULT EDUCATION - PROGRAMMING

Rank in order of importance (1 - 6)		Circle your reaction to each point based upon the following key: SD = Strongly disagree      D = Disagree A = Agree                      SA = Strongly agree			
—	• Develop and expand culturally inclusive extracurricular programs, early childhood education, and adult education.	SD	D	A	SA
—	• Fully fund Head Start.	SD	D	A	SA
—	• Mandate and ensure sufficient tutoring and accompanying transportation services.	SD	D	A	SA
—	• Eliminate extracurricular programs, early childhood education, and adult education programs that perpetuate negative stereotypes.	SD	D	A	SA
—	• Mandate and ensure more diversity among staff and instructors for extracurricular programs, early childhood education, and adult education.	SD	D	A	SA
—	• Mandate and ensure internet and other computer training and programming for students, parents, guardians, and staff.	SD	D	A	SA

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## 2. EXTRACURRICULAR PROGRAMS, EARLY CHILDHOOD EDUCATION, AND ADULT EDUCATION - ACCESS

Rank in  
order of  
importance  
(1 - 5)

Circle your reaction to each point  
based upon the following key:

SD = Strongly disagree      D = Disagree  
A = Agree                      SA = Strongly agree

- |   |  |    |   |   |    |
|---|--|----|---|---|----|
| — | • Improve the quality and availability of information regarding extracurricular programs, early childhood education, and adult education options for all staff, students, parents, guardians, and community members. | SD | D | A | SA |
| — | • Mandate and ensure adequate interpreters and translators.  | SD | D | A | SA |
| — | • Hire and pay parents and guardians to be instructors, interpreters, and counselors.  | SD | D | A | SA |
| — | • Remove attendance boundaries for access to extracurricular programs, early childhood education, and adult education.   | SD | D | A | SA |
| — | • Mandate and ensure adequate transportation for all who need it.  | SD | D | A | SA |

## 3. EXTRACURRICULAR PROGRAMS, EARLY CHILDHOOD EDUCATION, AND ADULT EDUCATION - COMMUNITY-BASED SERVICES

Rank in  
order of  
importance  
(1 - 5)

Circle your reaction to each point  
based upon the following key:

SD = Strongly disagree      D = Disagree  
A = Agree                      SA = Strongly agree

- |   |   |    |   |   |    |
|---|---|----|---|---|----|
| — | • Mandate and ensure sufficient counseling and other aspects of comprehensive health care services. | SD | D | A | SA |
| — | • Provide free day care.  | SD | D | A | SA |
| — | • Mandate and ensure walk-in access to computers and the internet.                                  | SD | D | A | SA |

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- \_\_\_ • Establish business incubators for community members. SD D A SA
- \_\_\_ • Mandate and ensure community-based training for school employees. SD D A SA

**4. EXTRACURRICULAR PROGRAMS, EARLY CHILDHOOD EDUCATION, AND ADULT EDUCATION - ACCOUNTABILITY**

Rank in order of importance (1 - 5)

Circle your reaction to each point based upon the following key:  
 SD = Strongly disagree      D = Disagree  
 A = Agree                      SA = Strongly agree

- \_\_\_ • Mandate and ensure ongoing and uniformly rigorous evaluations of all aspects of extracurricular programs, including staffing and administration, early childhood education, and adult education. SD D A SA
- \_\_\_ • Establish and fund parent/student advisory councils. SD D A SA
- \_\_\_ • Mandate and ensure greater parent, guardian, student, and community input concerning extracurricular programs, early childhood education, and adult education. SD D A SA
- \_\_\_ • Identify, publish, and enforce clear procedures for making and monitoring funding proposals and allocations concerning all extracurricular programs, early childhood education, and adult education. SD D A SA
- \_\_\_ • Perform background checks, within agreed and appropriate parameters, of all teachers, administrators, and staff. SD D A SA

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**D. FUNDING**

Mediation participants recognize the importance of the adequate and equitable financing of public education. This Preliminary Action Plan outlines the issues that warrant the most attention concerning funding. The Preliminary Action Plan covers three areas: (1) **EFFECTIVENESS**, (2) **EFFICIENCY**, and (3) **ACCOUNTABILITY**.

**1. FUNDING - EFFECTIVENESS**

Rank in  
order of  
importance  
(1 - 5)

Circle your reaction to each point  
based upon the following key:

**SD** = Strongly disagree      **D** = Disagree  
**A** = Agree      **SA** = Strongly agree

- |       |  |           |          |          |           |
|-------|--|-----------|----------|----------|-----------|
| _____ | • Mandate and ensure equitable funding within and among classrooms, schools, and districts.  | <b>SD</b> | <b>D</b> | <b>A</b> | <b>SA</b> |
| _____ | • Mandate and ensure funding actually goes to its designated place and is used for the purpose(s) for which it was allocated.  | <b>SD</b> | <b>D</b> | <b>A</b> | <b>SA</b> |
| _____ | • Mandate and ensure all budget allocations include sufficient funding for operational expenses.   | <b>SD</b> | <b>D</b> | <b>A</b> | <b>SA</b> |
| _____ | • Allocate funding only to programs, procedures, and strategies that are successful for students; reform and/or withhold funding of programs, procedures, and strategies that are unsuccessful for students. | <b>SD</b> | <b>D</b> | <b>A</b> | <b>SA</b> |
| _____ | • Mandate and ensure parents have more control over funding and that school boards and bureaucrats have less control.  | <b>SD</b> | <b>D</b> | <b>A</b> | <b>SA</b> |

**2. FUNDING - EFFICIENCY**

Rank in  
order of  
importance  
(1 - 2)

Circle your reaction to each point  
based upon the following key:

**SD** = Strongly disagree      **D** = Disagree  
**A** = Agree      **SA** = Strongly agree

- |       |  |           |          |          |           |
|-------|--|-----------|----------|----------|-----------|
| _____ | • Maximize the amount of funding devoted to educating students by reducing funding for, and the size of, the administrative bureaucracy. | <b>SD</b> | <b>D</b> | <b>A</b> | <b>SA</b> |
|-------|--|-----------|----------|----------|-----------|

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- |   |   |    |   |   |    |
|---|---|----|---|---|----|
| — | <ul style="list-style-type: none"> <li>Clarify, streamline, and adhere to the procedures for allocating and monitoring funding; impose grave consequences on those who fail to adhere.</li> </ul> | SD | D | A | SA |
|---|---|----|---|---|----|

**3. FUNDING - ACCOUNTABILITY**

Rank in order of importance (1 - 6)

Circle your reaction to each point based upon the following key:  
 SD = Strongly disagree      D = Disagree  
 A = Agree                      SA = Strongly agree

- |   |   |    |   |   |    |
|---|---|----|---|---|----|
| — | <ul style="list-style-type: none"> <li>Mandate and ensure greater parental input concerning budget priorities and allocations.</li> </ul>   | SD | D | A | SA |
| — | <ul style="list-style-type: none"> <li>Mandate and ensure simplified and ongoing reporting of budget priorities and allocations to parents and the general public.</li> </ul>   | SD | D | A | SA |
| — | <ul style="list-style-type: none"> <li>Identify, publish, and enforce clear procedures for making and monitoring all funding proposals and allocations.</li> </ul>  | SD | D | A | SA |
| — | <ul style="list-style-type: none"> <li>Mandate and ensure ongoing and uniformly rigorous evaluations of funding policies and practices at the classroom, school, district, metropolitan, and state levels.</li> </ul> | SD | D | A | SA |
| — | <ul style="list-style-type: none"> <li>Impose serious consequences on individuals, schools, districts, and any others that have caused the inappropriate use of funding.</li> </ul>                                   | SD | D | A | SA |
| — | <ul style="list-style-type: none"> <li>Carefully define and monitor site teams' control over, and use of, funding.</li> </ul>   | SD | D | A | SA |

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1. What do you like about the action plans? Please be specific.

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2. What do you dislike about the action plans? Please be specific.

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3. What is missing from the action plans? Please be specific.

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4. Please identify specific programs (either local or national) that may satisfy one or more of the action plan points?

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5. What are the three most important changes necessary to guarantee an adequate education for all Minneapolis children?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

6. Identify five organizations or individuals who you think should be included in this process.

	<u>Name</u>	<u>Organization</u>	<u>Phone No.</u>
a.	_____	_____	_____
b.	_____	_____	_____
c.	_____	_____	_____
d.	_____	_____	_____
e.	_____	_____	_____

Contact Person: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

CITIES AT WORK COMMUNITY CIRCLE DIALOGUES  
*Training Opportunities*

**January 22**

**5:30-9:00 p.m.**

**Orientation to Community Circles for facilitators & co-facilitators**  
Society of Professionals in Dispute Resolution  
*All facilitators and co-facilitators are required to attend.*  
*(Scribes are also welcome to attend if interested.)*

**January 23**

**9:00 a.m.-4:30 p.m.**

**Understanding Community and Institutional Racism**  
Nadine & Jim Addington  
*This is an optional training available to all sponsor contacts, facilitators,  
co-facilitators and scribes.*

Both sessions will be held at Christensen Center, Augsburg College. Free parking will be available.

For more information, call Barbara Blackstone at 651-297-7200, Mariann Johnson at 612-872-7959, or Jan Frankman at 612-935-5158.

**Conversations at the Crossroads  
of Education, Housing and Race in the Twin Cities**

***Facilitator Registration***

*Are they going to get training in content?*

- Sharpen your facilitation and leadership skills by facilitating discussions about some of the most difficult issues we face in the metro area.
- Participate in two special training opportunities *at no charge to you* - a one-day session by Nadine and Jim Addington on *Understanding Community and Institutional Racism* (January 23, 1999), and a short workshop on *Cross-cultural Communications Skills* by Karima Bushnell (to be scheduled). CEUs/ADR Roster credits will be applied for.
- Commit to leading a study circle of 8 - 15 participants in a series of 5 sessions of two hours each during February and March using a comprehensive discussion guide that will be provided to all participants. Circles will take place throughout the metro area. Facilitators will be expected to attend an orientation session on Friday, January 22, 1999, 5:30 - 9:00 p.m. and the *Understanding Community and Institutional Racism* workshop on Saturday, January 23, 1999, 9:00 a.m. - 4:30 p.m. Both events will be at the Christensen Center, Augsburg College (*directions are on the back; supper will be provided, Friday, lunch on Saturday will be in the cafeteria at minimal cost; parking is free.*)
- Attend a forum at the conclusion of the circles process and an evaluation session in April/May 1999.
- *Conversations at the Crossroads* is being sponsored by The Education and Housing Equity Project, the Metropolitan Interfaith Council on Affordable Housing, MN SPIDR, Minnesota Facilitators Network and a number of other organizations.
- For further information, call Barbara Blackstone at 651-297-4635, Mariann Johnson at 872-7959, or Jan Frankman at 935-5158.

Yes, I will be one of the facilitators for the "Conversations at the Crossroads," and I will attend the January 22 and 23, 1999 orientation and community racism sessions.

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

*Please return to: Barbara Blackstone, Fax 651-297-7200  
Office of Dispute Resolution, 340 Centennial Office Building, St. Paul, MN 55155*



Augsburg College, CB 185  
 2211 Riverside Avenue  
 Minneapolis, MN 55454  
 P: 612-330-1505  
 F: 612-330-1507  
 E: eh@augsborg.edu

**FAX  
 COVER  
 PAGE**

**TO EHEP BOARD MEMBERS\***

**FROM DICK LITTLE, STAFF**

**DATE JAN 8, 1999**

**THE CC: PAM JEWSON**

**NUMBER OF PAGES (INCLUDING THIS SHEET) 4**

**COMMENTS CONFIRMATION OF JANUARY BOARD MEETING: FRIDAY, JAN 15, 1999, 7:30-9AM, AUGSBURG COLLEGE, CHRISTENSEN CTR, DOWNSTAIRS GRILL.**

**ALSO FORWARDED WITH THIS FAX COVER PAGE:**

- \* BARBARA BEARMAN
- \* KEITH HARDY
- \* JoAnn Heryla
- \* Jim Hilbert
- \* Jodie Johnson
- \* MATT LITTLE
- \* VAN Mueller
- \* Myron Orfield
- \* Gavin Kearney
- \* Thomas Ross
- \* Joy Sorensen N.
- \* Jerry Timian
- \* Cris Toffolo
- \* Gloria Winans
- \* Luz Maria Serrano

① THE FLYER ANNOUNCING THE COMMUNITY CIRCLE KICK-OFF FORUMS. BD. MEMS. SHOULD PLAN TO ATTEND ONE OF THE TWO FORUMS. THIS HAS BEEN SENT TO 2) EHEP'S MAILING LIST- 1,200 3) THE MEDIA (55 ORGANIZATIONS) 4) MAYORS OF CITIES (100) 5) MICAH CONTACTS WITH LTR. FROM JOY (BOE). IT IS ALSO IN THE NEWSLETTERS OF THE MINNEAPOLIS NRP/NRP LINK, THE ALLIANCE FOR METRO STABILITY (COMMON GROUND) and the METRO League of Women Voters (CMAL NEWS).

② THE BULLETIN ANNOUNCING OUR FORUM ON DESEGREGATION WITH DR. GARY ORFIELD, CO-SPONSORED WITH MMEP AND THE URBAN COALITION.

③ THE CALL FOR FACILITATORS SENT TO ALL MEMBERS OF THE MN FACILITATORS NETWORK, SOCIETY OF PROFESS. IN DISPUTE RESOLUTION, AND OTHER SMALLER ORGANIZATIONS. IF YOU DID NOT RECEIVE THE TOTAL NUMBER OF PAGES IN THIS FAX TRANSMITTAL, PLEASE CALL 330-1505

THANK YOU.

## Community Circle Sponsors 1-15-99

Ramsey Action Programs, Inc.	Ramsey County
Ramsey International Fine Arts School	Minneapolis
City of Burnsville	Dakota County
Lowry Hill Neighborhood Association	Minneapolis
Woodale Lutheran Church	St. Louis Park
Commonbond Communities, Inc.	Saint Paul and beyond
Eden Prairie Human Rights and Div. Comm.	Eden Prairie
Golden Valley Human Rights Commission	Golden Valley
Crystal Human Rights Commission	Crystal
First Universalist Church	Minneapolis
MRA of the Twin Cities	Saint Paul
National Conference for Community & Justice	Saint Paul
Richfield Human Rights Commission	Richfield
First Unitarian Society	Minneapolis
J.J. Montessori Magnet School	Saint Paul
Hiawatha Branch YMCA	Minneapolis
Northeast Metro Affordable Housing Coalition	White Bear Lake
East Metro Women's Council	White Bear Lake
Hope Community	Minneapolis
East Metro Interdistrict Education	Maplewood
Residents for Affordable Housing	Brooklyn Park
Project for Pride in Living	Minneapolis
Metropolitan Council HRA	Metro Area
Bloomington Human Rights Commission	Bloomington
University of St. Thomas	Saint Paul
United Auto Workers Local 813	Saint Paul
Whittier Alliance	Minneapolis
MN Center for Corporate Responsibility	Downtown Minneapolis
Washington County Public Library	Stillwater
St. Louis Park Human Rights Commission	St. Louis Park
Twin Cities Habitat for Humanity	Minneapolis
Cathedral of St. Mark Episcopal	Minneapolis
Saint Paul Area Council of Churches, Interfaith Discussion Group	Saint Paul
American Indian Family Center	Saint Paul
Assoc. for Advancement of Hmong Women	Saint Paul
Frogtown Catholic Charities	Saint Paul
District 5 Community Council	Saint Paul
East Side Neighborhood Company	Saint Paul
Grace Community United Church of Christ	Saint Paul
Hamline-Midway Coalition	Saint Paul
House of Hope Presbyterian Church	Saint Paul
Mac-Groveland Family Center	Saint Paul

Merriam Park Community Council	Saint Paul
West Side Family Center	Saint Paul
Saint Paul Public Schools	Saint Paul
St. Paul UCC	Saint Paul
The Saint Paul Companies	Saint Paul
Multicultural Communities in Action	Saint Paul
St. Timothy Lutheran	Saint Paul
New Brighton UCC/United Theological Seminary	New Brighton
Augustana Lutheran Church	Mendota Heights
First Presbyterian Church of South St. Paul	South St. Paul
KD Steward	Saint Paul
Ascension Episcopal Church	Stillwater
Unity Baptist Church	Saint Paul
St. James AME Church	Saint Paul
San Martin Lutheran Church	Saint Paul
Sacred Heart Catholic Church	Saint Paul
White Bear Lake Unitarian Church	White Bear Lake

Additional Prospects

Black Ministerial Alliance  
Center for Asian and Pacific Islanders  
Hmong American Partnership  
West Metro Education Program (member school districts)  
Saint Paul Chamber of Commerce  
Greater Minneapolis Council of Churches  
Communities of Color Institute  
MICAH – additional member congregations (suburban)

**Major Project Partners**

Education & Housing Equity Project  
Metropolitan Interfaith Council on Affordable Housing  
Minnesota Minority Education Partnership  
The Wilder Foundation  
Saint Paul Area Council of Churches  
Study Circles Resource Center  
Society of Professionals in Dispute Resolution  
Minnesota Facilitators Network

Additional Recruiting Partners

Association of Metropolitan School Districts  
MN League of Human Rights Commissions  
Council of Metropolitan Area Leagues of Women Voters  
Alliance for Metropolitan Stability

JOIN US FOR A  
**KICK-OFF FORUM**  
 TO INTRODUCE  
**CONVERSATIONS AT THE CROSSROADS**  
 COMMUNITY CIRCLE DIALOGUES  
 on  
**Education, Housing and Race in the Twin Cities**

To begin an informed and civil dialogue on some of the most critical issues  
 facing the Twin Cities Metropolitan Area

**West Metro**

**January 21, Thursday, 7:00 - 9:00 p.m.**

St. Louis Park City Council Chambers - 5005 Minnetonka Boulevard

**Mayor Gall Dorfman** will welcome the following  
**Community Leaders**

**Dr. Barbara Pulliam** - Superintendent St. Louis Park School District

**Rep. Carlos Mariani-Rosa** - Executive Director  
 Minnesota Minority Education Partnership, Inc.

**Russ Adams** - Director, Alliance for Metropolitan Stability

**Seating is limited**

Call by **Tues., Jan. 19** to reserve your space  
 Education and Housing Equity Project (EHEP)  
 (612) 330-1505 (1507 fax) Attention Pam Jewson

**East Metro**

**February 4, Thursday, 10:00 - 12:00 noon**

Metropolitan State University (Great Hall) - 700 East 7<sup>th</sup> St., Saint Paul

**President Dennis Nielsen** will welcome the following  
**Community Leaders**

**Rev. Oliver White** - Pastor, Grace Community Church

**Becky Montgomery** - St. Paul School Board Member

**Dr. Samuel L. Myers, Jr.** - Roy Wilkins Professor of Human Relations  
 and Social Justice, Humphrey Institute of Public Affairs

**Seating is limited**

Call by **Fri., Jan. 29** to reserve your space  
 St. Paul Residents - call Amherst H. Wilder Foundation  
 (651) 642-2083 (2088 fax) Attention Kate Murphy  
 Other East Metro Residents - call EHEP (612) 330-1505 (1507 fax)

# Community Circles Project Timeline

<b>December 9, 1998</b>	<b>Sponsor Information and Planning Meeting</b>
<b>January 13, 1999</b>	<b>Sponsor Information and Planning Meeting</b>
<b>January 21</b>	<b>Community Circles "Kick-Off Event (West Metro)</b>
<b>January 22</b>	<b>Community Circles Orientation Session for Facilitators and Scribes</b>
<b>January 23</b>	<b>Workshop on Understanding Institutional and Community Racism (designed especially for facilitators and sponsor scribes)</b>
<b>February 4</b>	<b>Community Circles "Kick-Off" Event (East Metro)</b>
<b>February 1 – May 1</b>	<b>Community Circles meet (5 sessions, 2 hours each, 8 – 15 individuals per circle)</b>
<b>May</b>	<b>Community Action Forum</b>
	<b>Citizens Summit with Minnesota Meeting and Minnesota Public Radio</b>
<b>Summer</b>	<b>Report to the Community is prepared, and issued in September</b>
<b>Fall 1999</b>	<b>Possible second round of 1999 Community Circle Conversations (new groups)</b>

*-- From Waging Peace in Our Schools,  
by Linda Lantieri and Janet Patti (Beacon Press, 1996)*

We all communicate with others all the time -- in our homes, in our workplaces, in the groups we belong to, and in the community. No matter how well we think we understand each other, communication is hard. Just think, for example, how often we hear things like, "He doesn't get it," or "She didn't really hear what I meant to say." "Culture" is often at the root of communication challenges. Our culture influences how we approach problems, and how we participate in groups and in communities. When we participate in groups we are often surprised at how differently people approach their work together.

Culture is a complex concept, with many different definitions. But, simply put, "culture" refers to a group or community with which we share common experiences that shape the way we understand the world. It includes groups that we are born into, such as gender, race, or national origin. It also includes groups we join or become part of. For example, we can acquire a new culture by moving to a new region, by a change in our economic status, or by becoming disabled. When we think of culture this broadly, we realize we all belong to many cultures at once.

Our histories are a critical piece of our cultures. Historical experiences -- whether of five years ago or of ten generations back -- shape who we are. Knowledge of our history can help us understand ourselves and one another better. Exploring the ways in which various groups within our society have related to each other is key to opening channels for cross-cultural communication.

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## **Six Fundamental Patterns of Cultural Differences**

In a world as complex as ours, each of us is shaped by many factors, and culture is one of the powerful forces that acts on us. Anthropologists Kevin Avruch and Peter Black explain the importance of culture this way:

...One's own culture provides the "lens" through which we view

the world; the "logic" ... by which we order it; the "grammar" ... by which it makes sense. 1

In other words, culture is central to what we see, how we make sense of what we see, and how we express ourselves.

As people from different cultural groups take on the exciting challenge of working together, cultural values sometimes conflict. We can misunderstand each other, and react in ways that can hinder what are otherwise promising partnerships. Oftentimes, we aren't aware that culture is acting upon us. Sometimes, we are not even aware that we have cultural values or assumptions that are different from others'.

Six fundamental patterns of cultural differences -- ways in which cultures, as a whole, tend to vary from one another -- are described below. The descriptions point out some of the recurring causes of cross-cultural communication difficulties.2 As you enter into multicultural dialogue or collaboration, keep these generalized differences in mind. Next time you find yourself in a confusing situation, and you suspect that cross-cultural differences are at play, try reviewing this list. Ask yourself how culture may be shaping your own reactions, and try to see the world from others' points of view.

### **1. Different Communication Styles**

The way people communicate varies widely between, and even within, cultures. One aspect of communication style is language usage. Across cultures, some words and phrases are used in different ways. For example, even in countries that share the English language, the meaning of "yes" varies from "maybe, I'll consider it" to "definitely so," with many shades in between.

Another major aspect of communication style is the degree of importance given to non-verbal communication. Non-verbal communication includes not only facial expressions and gestures; it also involves seating arrangements, personal distance, and sense of time. In addition, different norms regarding the appropriate degree of assertiveness in communicating can add to cultural misunderstandings.

For instance, some white Americans typically consider raised voices to be a sign that a fight has begun, while some black, Jewish and Italian Americans often feel that an increase in volume is a sign of an exciting conversation among friends. Thus, some white Americans may react with greater alarm to a loud discussion than would members of some American ethnic or non-white racial groups.

## **2. Different Attitudes Toward Conflict**

Some cultures view conflict as a positive thing, while others view it as something to be avoided. In the U.S., conflict is not usually desirable; but people often are encouraged to deal directly with conflicts that do arise. In fact, face-to-face meetings customarily are recommended as the way to work through whatever problems exist. In contrast, in many Eastern countries, open conflict is experienced as embarrassing or demeaning; as a rule, differences are best worked out quietly. A written exchange might be the favored means to address the conflict.

## **3. Different Approaches to Completing Tasks**

From culture to culture, there are different ways that people move toward completing tasks. Some reasons include different access to resources, different judgments of the rewards associated with task completion, different notions of time, and varied ideas about how relationship-building and task-oriented work should go together.

When it comes to working together effectively on a task, cultures differ with respect to the importance placed on establishing relationships early on in the collaboration. A case in point, Asian and Hispanic cultures tend to attach more value to developing relationships at the beginning of a shared project and more emphasis on task completion toward the end as compared with European-Americans. European-Americans tend to focus immediately on the task at hand, and let relationships develop as they work on the task. This does not mean that people from any one of these cultural backgrounds are more or less committed to accomplishing the task, or value relationships more or less; it means they may pursue them differently.

#### **4. Different Decision-Making Styles**

The roles individuals play in decision-making vary widely from culture to culture. For example, in the U.S., decisions are frequently delegated -- that is, an official assigns responsibility for a particular matter to a subordinate. In many Southern European and Latin American countries, there is a strong value placed on holding decision-making responsibilities oneself. When decisions are made by groups of people, majority rule is a common approach in the U.S.; in Japan consensus is the preferred mode. Be aware that individuals' expectations about their own roles in shaping a decision may be influenced by their cultural frame of reference.

#### **5. Different Attitudes Toward Disclosure**

In some cultures, it is not appropriate to be frank about emotions, about the reasons behind a conflict or a misunderstanding, or about personal information. Keep this in mind when you are in a dialogue or when you are working with others. When you are dealing with a conflict, be mindful that people may differ in what they feel comfortable revealing. Questions that may seem natural to you -- What was the conflict about? What was your role in the conflict? What was the sequence of events? -- may seem intrusive to others. The variation among cultures in attitudes toward disclosure is also something to consider before you conclude that you have an accurate reading of the views, experiences, and goals of the people with whom you are working.

#### **6. Different Approaches to Knowing**

Notable differences occur among cultural groups when it comes to epistemologies -- that is, the ways people come to know things. European cultures tend to consider information acquired through cognitive means, such as counting and measuring, more valid than other ways of coming to know things. Compare that to African cultures' preference for affective ways of knowing, including symbolic imagery and rhythm. Asian cultures' epistemologies tend to emphasize the validity of knowledge gained through striving toward

transcendence.<sup>3</sup>

Recent popular works demonstrate that our own society is paying more attention to previously overlooked ways of knowing.<sup>4</sup> Indeed, these different approaches to knowing could affect ways of analyzing a community problem or finding ways to resolve it. Some members of your group may want to do library research to understand a shared problem better and identify possible solutions. Others may prefer to visit places and people who have experienced challenges like the ones you are facing, and get a feeling for what has worked elsewhere.

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## Respecting Our Differences and Working Together

In addition to helping us to understand ourselves and our own cultural frames of reference, knowledge of these six patterns of cultural difference can help us to understand the people who are different from us. An appreciation of patterns of cultural difference can assist us in processing what it means to be different in ways that are respectful of others, not faultfinding or damaging.

Anthropologists Avruch and Black have noted that, when faced by an interaction that we do not understand, people tend to interpret the others involved as "abnormal," "weird," or "wrong."<sup>5</sup> This tendency, if indulged, gives rise on the individual level to prejudice. If this propensity is either consciously or unconsciously integrated into organizational structures, then prejudice takes root in our institutions -- in the structures, laws, policies, and procedures that shape our lives. Consequently, it is vital that we learn to control the human tendency to translate "different from me" into "less than me." We can learn to do this.

We can also learn to collaborate across cultural lines as individuals and as a society. Awareness of cultural differences doesn't have to divide us from each other. It doesn't have to paralyze us either, for fear of not saying the "right thing." In fact, becoming more aware of our cultural differences, as well as exploring our similarities, can help us communicate with each other

more effectively. Recognizing where cultural differences are at work is the first step toward understanding and respecting each other.

Learning about different ways that people communicate can enrich our lives. People's different communication styles reflect deeper philosophies and world views which are the foundation of their culture. Understanding these deeper philosophies gives us a broader picture of what the world has to offer us.

Learning about people's cultures has the potential to give us a mirror image of our own. We have the opportunity to challenge our assumptions about the "right" way of doing things, and consider a variety of approaches. We have a chance to learn new ways to solve problems that we had previously given up on, accepting the difficulties as "just the way things are."

Lastly, if we are open to learning about people from other cultures, we become less lonely. Prejudice and stereotypes separate us from whole groups of people who could be friends and partners in working for change. Many of us long for real contact. Talking with people different from ourselves gives us hope and energizes us to take on the challenge of improving our communities and worlds.

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## Guidelines for Multicultural Collaboration

Cultural questions -- about who we are and how we identify ourselves -- are at the heart of *Toward a More Perfect Union in an Age of Diversity*, and will be at the heart of your discussions. As you set to work on multicultural collaboration in your community, keep in mind these additional guidelines:

- Learn from generalizations about other cultures, but don't use those generalizations to stereotype, "write off," or oversimplify your ideas about another person. The best use of a generalization is to add it to your storehouse of knowledge so that you better understand and appreciate other interesting, multi-faceted human beings.
- Practice, practice, practice. That's the first rule, because it's in the doing that we actually get better at cross-cultural communication.

- Don't assume that there is one right way (yours!) to communicate. Keep questioning your assumptions about the "right way" to communicate. For example, think about your body language; postures that indicate receptivity in one culture might indicate aggressiveness in another.
- Don't assume that breakdowns in communication occur because other people are on the wrong track. Search for ways to make the communication work, rather than searching for who should receive the blame for the breakdown.
- Listen actively and empathetically. Try to put yourself in the other person's shoes. Especially when another person's perceptions or ideas are very different from your own, you might need to operate at the edge of your own comfort zone.
- Respect others' choices about whether to engage in communication with you. Honor their opinions about what is going on.
- Stop, suspend judgment, and try to look at the situation as an outsider.
- Be prepared for a discussion of the past. Use this as an opportunity to develop an understanding from "the other's" point of view, rather than getting defensive or impatient. Acknowledge historical events that have taken place. Be open to learning more about them. Honest acknowledgment of the mistreatment and oppression that have taken place on the basis of cultural difference is vital for effective communication.
- Awareness of current power imbalances -- and an openness to hearing each other's perceptions of those imbalances -- is also necessary for understanding each other and working together.
- Remember that cultural norms may not apply to the behavior of any particular individual. We are all shaped by many, many factors -- our ethnic background, our family, our education, our personalities -- and are more complicated than any cultural norm could suggest. Check your interpretations if you are uncertain what is meant.

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## FOOTNOTES

1. Avruch, Kevin and Peter Black, "Conflict Resolution in Intercultural Settings: Problems and Prospects," in **Conflict Resolution Theory and Practice: Integration and Application**, edited by Dennis Sandole and Hugo van der Merwe. New York: St. Martin's Press, 1993. (*Return to referenced text*)
2. This list and some of the explanatory text is drawn from DuPraw and Warfield (1991), an informally published workshop manual co-authored by one of the authors of this piece. (*Return to referenced text*)
3. Nichols, Edwin J., a presentation made to the World Psychiatric Association and Association of Psychiatrists in Nigeria, November 10, 1976. (*Return to referenced text*)
4. For example, for research on women's approaches to knowledge, see
  - Lorraine Code, **What Can She Know?: Feminist Theory and the Construction of Knowledge**. Ithaca: Cornell, 1991
  - M.F. Belenky, N.R. Goldberger, & J. M. Tarule, **Women's Ways of Knowing: The Development of the Self, Voice and Mind**. New York: Basic Books, 1986
  - Carol Gilligan, **In a Different Voice: Psychological Theory and Women's Development**. Harvard University Press: Cambridge, MA, 1982.(*Return to referenced text*)
5. Avruch and Black, 1993. (*Return to referenced text*)

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## ABOUT THE AUTHORS

*Marcelle E. DuPraw is Program Director at the National Institute for Dispute Resolution in Washington, DC. (See Resources for information about NIDR)*

*Marya Axner is a consultant in leadership development, cross-cultural communication, and gender equity. She can be*

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Education and Housing Equity Project, EHEP  
2211 Riverside Ave., CB 185  
Minneapolis, MN 55454  
(612) 330-1505

# Education and Housing Equity Project

December 14, 1998

Dear Mayor:

We are writing to ask you to join with us in an exercise in democracy.

The enclosed brochure explains this activity sponsored by the Education and Housing Equity Project and it is partners in the Community Circle Collaborative.

You are being asked to commit a specific amount of time as a participant in a community circle as a citizen who happens to be a political leader. We are suggesting that you become an equal partner with other citizens in an urgent conversation about race, segregation, and the intersection of housing and public education. As equal partners, you and other citizens (who may or may not be your immediate constituents) will be struggling with the most difficult issues facing our metropolitan area.

No one person has the answers to issues so emotionally charged and so challenging to our sense of social justice. The Community Circle gives us a chance to face these issues, which are at times, seemingly impossible to talk about.

Each circle will have a facilitator. Conversation will be informed by the discussion guide, "Choices for Community" which is enclosed for your perusal. Participation will be a learning experience for all and a chance to mutually consider recommendations for action.

The fact that you are a political leader has a special significance. Many people are losing faith in elected leaders. The policy decisions you make affect people's lives. The quality of leadership that you bring to your task influences the principles upon which your community operates, and whether your constituents have cause to have faith in the political process. How you inform your responsibilities must be of concern to you.

Participating in a Community Circle will be of benefit to you as you go forward with your civic work.

Please let us know what you think about joining us. Thank you for your consideration.

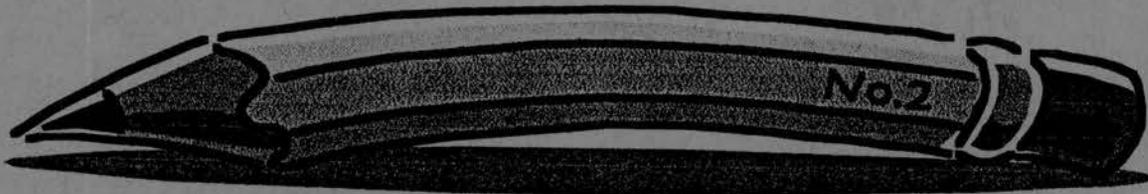
Sincerely,

Dick Little  
Executive Director

.....

# Help Make A Difference In Minneapolis

You are invited to lend your voice to historic talks that are being held throughout the Twin Cities. The topic is education, housing and segregation and how these factors impact all of us. Participants agree to attend 5 two-hour conversations in a Community Circle. Community Circle Conversations promote learning and understanding from many points of view and respect for differing opinions. Participants will be part of a metro wide dialogue culminating in the opportunity to share insights with other groups. This project will be used to inform local and state public policy. Minneapolis School Board members and other elected officials have been invited to attend. Community Conversation Circles will start in mid-October at various times and sites throughout Minneapolis. See the back of this flyer details.



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## Registration Form - Community Conversation Circles

Name \_\_\_\_\_ Day Phone# \_\_\_\_\_ Evening Phone # \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ Zipcode \_\_\_\_\_

Special Needs \_\_\_\_\_

Check Site (See back of flyer for details.)  Barton School  Bryant Square Park

East Lake Library  Northstar School  Pratt Community Center

To register for a Community Conversation Circle, fill out this form and mail it to the contact person listed for the site indicated (see the back of this sheet). **For more information call the site contact person at the site you are interested in attending or Scott Bol at 627-7229 for general information.**

Here is information about Community Circle Conversations scheduled throughout Minneapolis. You are invited to choose a site that is convenient to where you live.

Place	Dates and Time	Contact Person
<b>Barton School</b> 43rd & Colfax Av. S.	5 Wednesdays October 21 & 28, November 4, 11, & 18 6:30-8:30 p.m.	Cindy Smedberg Barton Comm. Ed. 4327 Colfax Av. S. Mpls. MN 55409 <b>627-2378</b>
<b>Bryant Square Park</b> 31st & Bryant Av. S.	5 Thursdays October 22 & 29, November 5, 12, & 19 6:30-8:30 p.m.	Joann Nelson Jefferson C. Educ. 1200 W. 26th St. Mpls. MN 55405 <b>627-3202</b>
<b>East Lake Library</b> 28th & E. Lake St.	5 Thursdays October 22 & 29, November 5, 12, & 19 6:30-8:30 p.m.	Scott Bol Seward Comm.Ed. 2309 28th Av. S. Mpls. MN 55406 <b>627-7229</b>
<b>Pratt Center</b> 66 Malcolm Av SE	5 Thursdays October 22 & 29, November 5, 12, & 19 6:30-8:30 p.m.	Brenda Eccleston Pratt Center 66 Malcolm Av. SE Mpls. MN 55414 <b>627-2279</b>
<b>North Star School</b> 24th & Girard Av. N.	5 SATURDAYS Nov. 7, 14 + 21 DEC. 5 + 12 10 AM - 12 NOON	Sandy McDonald North Star C. Educ. 2410 Girard Av. N. Mpls. MN 55411 <b>627-2971</b>

## Session One

### Why are we here?

- 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 the educational, housing, and economic opportunities of all children and adults in the Twin Cities area?

### Connecting people and the issues - introducing ourselves to each other

*From the Choices for Community discussion guide:*

- Relate a story or give an example to illustrate how your neighborhood or schools helped to shape your attitudes about yourself and your future.
- Where did you grow up? What kinds of things are important to you in describing this place? (Families, jobs, schools, neighbors, etc.)
- Why do you live where you live now?
- Why did you decide to take part in this study circle program?

*From Racism and Race Relations - Study Circles Resource Center*

- What is your racial, ethnic, or cultural background? How have your background or experiences contributed to your attitudes about race relations?
- How often do you have contact with people of other races or ethnic groups? What is that like?
- Many white people have friends of other races, but they often see these friends as "exceptions to the rule." Why do you think this is so?
- How do you help your children deal with racism? How do you help them understand race relations?

*From Toward a More Perfect Union In an Age of Diversity - Study Circles Resource Center*

- Think about the labels you use for yourself or that others use to describe you. Who or what do these labels connect you to? Who or what might they set you apart from? What does this suggest about your connection to the country?
- How do you decide who your "own people" are? What groups do you identify with because of shared life circumstances or common experiences? Describe where and when you feel connected, part of a community.
- How often do you feel very aware of one aspect of your identity? How often do you feel that you are out of place or even in danger?
- Describe what, if any, obstacles prevent you from enjoying the best that your community has to offer. Do you think that people here are treated differently depending on some aspect of their identity or background? What examples can you give?

## **Session Two**

### **What are the reasons for segregation in the Twin Cities?**

#### *Viewpoints*

- Racial prejudice and discrimination cause people to live apart.
- High crime and poor schools drive people away.
- Institutional racism in housing, hiring, and education leads to inequities.
- People like to live where they have “elbow room.”
- Public policies and economic trends promote and maintain divisions among people.

#### *Discussion Questions*

1. Which of the viewpoints seem most likely to describe the cause of segregation? Why?
2. Who do you think would hold each of these views?
3. Are there other viewpoints which should be represented? What are they?
4. Are some of these reasons for segregation becoming more prominent, while others get less important? Why do you think this is happening?
5. Each viewpoint states a reason for segregation - does each one also suggest ways of doing something to change segregation? What are they?
6. Have you heard people use terms like institutional racism, reverse racism, and white privilege? What do these terms mean to you? Do you think they have some validity?

## **Session Three**

### **What should we do about housing and residential segregation in the Twin Cities?**

#### *Options*

- Enforcement of anti-discrimination laws should be stepped up by agencies already in place.
- Limit new growth and expansion.
- Exclusionary zoning practices should be eliminated.
- Reinvest in the core cities and inner-ring suburbs.
- Focus on jobs and transportation.
- Begin a system of mandatory requirements for mixed-income development.
- Let the market regulate itself.

#### *Discussion Questions*

1. Try to imagine all of the possible outcomes of the changes proposed by each viewpoint. Who would be most affected? Who would stand to benefit the most? The least?
2. Which of these viewpoints do you feel would be most effective in remedying segregation in the Twin Cities? Are there any that would be ineffective in dealing with segregation?
3. At the public level, what are the strengths of each plan? What are the weaknesses?
4. What would need to happen to actualize any of the strategies? What are the obstacles to realizing the solution?

## **Session Four**

### **What should we do about unequal opportunity and achievement in schools?**

#### *Options*

- Create districts that combine community and magnet schools.
- A metro-wide school district should be created.
- Support efforts to build more charter schools.
- Create a variety of school choice options for students and a system of incentives for educators.
- Create regional or statewide strategies for educational equity and adequacy.
- Culture specific schools, as opposed to integration, increase the educational opportunities of students of color.
- Focus on making schools multi-culturally inclusive.
- Reversing the patterns of de facto residential segregation will truly desegregate schools.

#### *Discussion Questions*

1. Which of these viewpoints comes closest to your own? What life experiences or values inform your perspective?
2. To what extent does this viewpoint address segregation? To what extent does it address education?
3. What are the strengths and weaknesses of each perspective?
4. Which kinds of proposals would you like to see policymakers concentrate on?

## **Session Five**

### **Making a difference: What is the Community's Responsibility?**

*Thinking together about how we can make a difference.*

Summarizing the previous discussions.

*Promising practices and ideas for action.*

Institutional/regional-level initiatives

Community-level and non-profit initiatives

What small groups and organizations can do

What you can do as an individual

*Setting priorities for the report and the action forum.*

# **Exploring Whiteness to Combat Racism**

## **Resource Materials**

from a course developed by

The First Unitarian Society of Minneapolis  
1998

## Exploring Whiteness to Combat Racism

### Being a Strong White Ally\*

#### *What people of color want from white allies:*

- |                                    |  |
|------------------------------------|--|
| “respect”                          | “listen”                                   |
| “find out about us”                | “don’t make assumptions”                   |
| “don’t take over”                  | “stand by my side”                         |
| “provide information”              | “don’t assume you know what’s best for me” |
| “resources”                        | “your body on the line”                    |
| “money”                            | “make mistakes”                            |
| “take risks”                       | “honesty”                                  |
| “don’t take it personally”         | “talk to other white people”               |
| “understanding:”                   | “interrupt jokes and comments”             |
| “teach your children about racism” | “don’t ask me to speak for my people”      |
| “speak up”                         | “support”                                  |
| “don’t be scared by my anger”      |  |

#### *Some general guidelines for making a difference:*

- Assume racism is everywhere, everyday.
- Notice who is the center of attention and who is the center of power.
- Notice how racism is denied, minimized and justified.
- Understand and learn from the history of whiteness and racism.
- Understand the connections between racism, economic issues, sexism and other forms of injustice.
- Take a stand against injustice.
- Be strategic.
- Don’t confuse a battle with the war.
- Don’t call names or be personally abusive.
- Support the leadership of people of color.
- Don’t do it alone.
- Talk with your children and other young people about racism.

\* Paul Kivel: *Uprooting Racism: How White People Can Work for Racial Justice*

## Exploring Whiteness to Combat Racism

### White Benefits Checklist\*

- My ancestors were legal immigrants to this country during a period when immigrants from Asia, South and Central America or Africa were restricted.
- My ancestors came to this country of their own free will and have never had to relocate unwillingly once here.
- I live on land that formerly belonged to Native Americans.
- My family received homesteading or landstaking claims from the federal government.
- I or my family or relatives receive or received federal farm subsidies, farm price supports, agricultural extension assistance or other federal benefits.
- I lived or live in a neighborhood that people of color were discriminated from living in.
- I lived or live in a city where red-lining discriminates against people of color getting housing or other loans.
- I or my parents went to racially segregated schools.
- I live in a school district or metropolitan area where more money is spent on the schools that white children go to than on those that children of color attend.
- I live in or went to a school district where the textbooks and other classroom materials reflected my race as normal, heroes and builders of the United States, and there was little mention of the contributions of people of color to our society.
- I was encouraged to go on to college by teachers, parents or other advisors.
- I attended a publicly funded university, or a heavily endowed private university or college, and/or received student loans.
- I served in the military when it was still racially segregated, or achieved a rank where there were few people of color, or served in a combat situation where there were large numbers of people of color in dangerous combat positions.
- My ancestors were immigrants who took jobs in railroads, streetcars, construction, shipbuilding, wagon and coach driving, house painting, tailoring, longshore work, brick laying, table waiting, working in the mills, furriering, dressmaking or any other trade or occupation where people of color were driven out or excluded.
- I received job training in a program where there were few or no people of color.
- I have received a job, job interview, job training or internship through person connections of family or friends.

- I worked or work in a job where people of color made less for doing comparable work or did more menial jobs.
- I work in a job, career or profession or in an agency or organization in which there are few people of color.
- I received small business loans or credits, government contracts or government assistance in my business.
- My parents were able to vote in any election they wanted without worrying about poll taxes, literacy requirements or other forms of discrimination.
- I can always vote for candidates who reflect my race.
- I live in a neighborhood that has better police protection, municipal services and is safer than that where people of color live.
- The hospital and medical services close to me or which I use are better than that of most people of color in the region in which I live.
- I have never had to worry that clearly labeled public facilities, such as swimming pools, restroom, restaurants and nightspots were in fact not open to me because of my skin color.
- I see white people in a wide variety of roles on television and in movies.
- My race needn't be a factor in where I choose to live.
- My race needn't be a factor in where I send my children to school.
- I don't need to think about race and racism everyday. I can choose when and where I want to respond to racism.

\*Source: Paul Kivel, *Uprooting Racism*. This checklist works well as a stand up exercise in a workshop or other group situation. As each item is read by a facilitator, everyone in the group to whom the item applies stands up silently for a moment, sits down, and then the next item is read. Discussion in pairs or as a whole group follows.

## Exploring Whiteness to Combat Racism

### Costs of Racism for White People Checklist\*

- I don't know exactly what my European American heritage is, my great-grandparents' names, or what regions or cities my ancestors are from.
- I grew up, lived, or live in a neighborhood, or went to school or a camp, which, as far as I knew, was exclusively white.
- I grew up with people of color who were servants, maids, gardeners or babysitters in my house.
- I grew up in a household where I heard derogatory racial terms or racial jokes.
- I grew up in a family or heard as a child that people of color were to blame for violence, lack of jobs or other problems.
- I have seen or heard images or depictions, in magazines, on TV or radio, on cassettes, CDs or in movies of:
  - Mexicans depicted as drunk, lazy or illiterate
  - Asians depicted as exotic, cruel or mysterious
  - Asian Indians depicted as excitable or "silly"
  - Arabs depicted as swarthy, ravishing or "crazed"
  - African Americans depicted as violent or criminal
  - Pacific Islanders depicted as fun-loving, lazy
  - American Indians depicted as drunk, savage or "noble"
  - Any character-roles from nonwhite cultures depicted by white actors
- I was told not to play with children of particular other ethnicities when I was a child.
- I have sometimes felt that "white" culture was "wonderbread" culture--empty and boring, or that another racial group had more rhythm, more athletic ability, was better at math and technology, or had more musical or artistic creativity than mine.
- I have felt that people of another racial group were more spiritual than white people.
- I have been nervous, fearful or found myself stiffening up when encountering people of color in a neutral public situation (for example, in an elevator, on the street).
- I have been sexually attracted to a person from another racial group because it seemed exotic, exciting or a challenge.
- I was in a close friendship or relationship with a person of color, where the relationship was affected, stressed or endangered by racism between us or from others.
- I am not in a close significant relationship with any people of color in my life right now.

- I have been in a close friendship or relationship with another white person where that relationship was damaged or lost because of a disagreement about racism.
- I have felt embarrassed by, separate from, superior to, or more tolerant than other white people.
- I have worked in a job where people of color held more menial jobs, were paid less, or were otherwise harassed or discriminated against.
- I have been in an organization, workgroup, meeting or event which people of color protested as racist or which I knew to be racist.
- I have had degrading jokes, comments, or put-downs about people of color made in my presence and did not protest or challenge them.
- I have felt racial tension or noticed racism in a situation and was afraid to say or do anything about it.
- I have seen a person of color being attacked verbally or physically and did not intervene.
- I have felt angry, frustrated, tired or weary about dealing with racism and hearing about racial affairs.
- I live in a community where, for whatever reason, no people of color are present, so that some of these questions don't apply.

\* Source: Paul Kivel, *Uprooting Racism*. This exercise can be used for individuals to check each item that applies.

## Exploring Whiteness to Combat Racism

### Exercise: Am I Securely White\*

Autonomy is sometimes called the stage of "racial self-actualization." This means that a moral definition of Whiteness has become a stable and central component of who the person is. Racial self-actualization shares many of the characteristics that Abraham Maslow postulated as components of healthy development more generally speaking. Below is a list of characteristics that might describe the securely White (Autonomous) person. Place a check beside the ones that describe you.

- 1. **Spontaneity:** The capacity to respond in race-related situations without being debilitated by fears of being perceived as a "racist" or "a \_\_\_\_\_" (supply your own emotionally charged racial epithet).
- 2. **Problem centered rather than self centered:** The ability to focus on resolving the racial issue at hand rather than immobilizing oneself with fears about one's own inadequacies or someone else's.
- 3. **Autonomous and independent:** The capacity to follow one's own heart even when those Whites you value most might reject you.
- 4. **Original appreciation of people of various races and cultures:** The capacity to enjoy people for what you see in them rather than for society's stereotypes of what you ought to see.
- 5. **"Spiritual quest" for your racial identity:** Frequently, development of a strongly Autonomous personality with respect to racial identity is preceded by a seemingly abrupt change in one's way of viewing life roughly akin to a religious rebirth.
- 6. **Identification with all humankind:** The recognition that no racial group is superior (or inferior) and the commitment to make one's own share of the world a better place for all people regardless of their race.
- 7. **Intimate friendships:** The ability to have strong, personal relationships with a few "special" people whose specialness is your mutual interests, values, and beliefs rather than your race(s).
- 8. **Realistic perspective:** The ability actually to hear and see what is happening when race is an issue rather than distorting circumstances to assuage your fears or conform to stereotypes.
- 9. **Sense of Humor:** The capacity to use philosophical and creative humor rather than hostile and stereotypic humor in stressful and nonstressful racial situations.
- 10. **Resistance to racial conformity:** The will to resist other's definitions of your Whiteness when they do not match your own self-definition.

- \_\_\_\_\_ 11. **Proactive rather than reactive interactions with one's environment:** The willingness to confront "racial problems" before they become problems and to propose equitable resolutions of them.
- \_\_\_\_\_ 12. **Humanistic values, behaviors and attitudes:** A perspective in which people, regardless of color, are considered to be equally valuable and important.
- \_\_\_\_\_ 13. **Self-acceptance:** The capacity to accept oneself as a White person and to allow the racial part of oneself to influence other aspects of one's life.
- \_\_\_\_\_ 14. **Acceptance of others:** The recognition, acceptance, and valuing of the similarities and differences among and within Whites as well as peoples of color.
- \_\_\_\_\_ 15. **Self-integration:** The capacity to accept race as one aspect of who you (and others) are rather than the totality of oneself.

\* Source: Janet Helms, "*A Race is a Nice Thing to Have*"

## Exploring Whiteness to Combat Racism

# Genuine Integration or a Mixture\*

*The following excerpts are from an interview of Roberto Chene, director of Roberto Chene and Associates, Intercultural Leadership Training and Conflict Resolution, Albuquerque, N.M. Mr. Chene was a member of the Board of Directors of NCPCR (National Conference on Peacemaking and Conflict Resolution), a board which experienced internal conflicts as it tried to function as a consciously integrated community.*

My primary interest is in contributing toward building human community, in particular, intercultural human community. The creative reconciliation of differences is a problem that the world has yet to solve...We need to learn how to think about living in diversity, and it requires leaders who can do this.

The reconciliation process is really about transforming relationships based on dominance into relationships based on equality. Dominance is institutionalized, and thus the conflict is embedded in our relationships.

I think society is weighted towards exclusion and rhetoric vs. action, and because of that fact people need to take strong stands to shock other people into action for justice.

In the scheme of things [a boycott is] a relatively benign way of taking a stand. I think of it as a form of creative polarization. Taking a stand forces a dialogue and hopefully action and problem solving that wouldn't otherwise happen. Those who are excluded or are the targets of injustice know from experience that established power won't take them seriously without a confrontation that forces some action and self-examination.

I think we as a nation practice social and gender mixture. We have not learned to allow what I would call the "unique cultural voice" to be a full participant in the construction policies and institutions. By referring to mixture as integration we create a myth that is dysfunctional for the actual problem-solving that integration requires. The myth of mixture crumbles through creative conflict, and then you are ready to reframe how to approach actual diversity or integration.

Ethnic and racial issues require beyond-normal responses, which is part of intercultural leadership. You don't do what's normal, you do extra-step responses. You have to step outside the fallback of normal bureaucracy because normal keeps you locked in the problem, since it is institutionalized. That framework is not adequate to solve the problem of exclusion and inaction.

When white people, especially, place the focus on harmony without also embracing the conflict as a means to harmony, they are being naive about the nature of the institutionalized racial conflict and naive about the creative conflict that's required for peacemaking. They are usually not aware that they are practicing a form of behavioral denial. The nonverbal message they send is "I can't handle this discomfort." Translation: "Don't count on me to understand."

You can have a race- and gender-mixed board and institutionally send out a "white" message. The bureaucratic behavior is more powerful a communicator than the integration of the board...[O]ur social policy is by and large male-dominant and monocultural and already bureaucratized.

The second fundamental paradigm clash is that of "white America" vs. "color America." In general, many Anglos tend to operate on the knowledge base about race relations learned from sanctioned teaching models about what is true. People of color have a knowledge base and an ideology about America rooted in lived experience which is at odds with predominating models and the practice of democracy. So we are in conflict about who knows how to create inclusion and integration. What minorities have learned by practice is not as valid as what the dominant culture says is "knowledge." As a Chicano my experience is valid knowledge, but it is not "the" knowledge. "The" knowledge, without saying it, wants to decide how we should integrate. I have good ideas, mainstream ideology has answers--that's the conflict.

The world view of white people is seldom questioned. Have you noticed that around the world peace breaks out as soon as the dominant side can even partially admit it was wrong? A breakthrough occurs when people are liberated from the institutional roles of having to defend dominant ideology--they quickly find solutions. The issue is not whiteness; it's dominance. White people who don't need to be dominant cross barriers all the time and are great allies.

We're stuck at the mixture level, not the integration level. We're including people of color and women in the organizations, but not integrating their world views and their values into the organization. When you set out to do that, you get into overt conflict. It triggers too much discomfort, and it can not be done without ongoing conflict resolution and healing retreats.

Being on the receiving end of an oppression teaches you how to be intercultural, as you have to learn how to be competent in the dominant culture as well as your own. The whole model of coercive assimilation is basically a training ground for becoming interculturally competent. It's a social structure which--if it doesn't beat you--can become your training ground for making you a 21st century intercultural leader. The Anglo society has no training ground for entering another culture. Choosing to enter another culture can be transforming if you become a listener.....It is not a question of white people being taught by people of color, it is a question of white people learning how to become reciprocal. White people need to be humble enough to take the lead of people of color, to recognize that there is greater expertise on these issues. If you exclude the pain of oppression, it's simply a matter of learning from each other.

When an organization decides to become diverse it has decided to enter more deeply into conflict....You need to know what you are doing and be prepared to engage the conflict creatively. Your "normal" assumptions about reality will be severely tested, and your emotions will surface to confuse you and others. The creative conflict is simply the manifestation of the necessary personal and institutional transformation.

In general, be aware that the transformation is occurring because people of color have the ability to join the dominant culture, not because the dominant culture knows how to join us, which is a big missing piece of any integration effort. Those in the dominant culture will join us when they stop blaming us for their discomfort level and take responsibility for their own transformation.

If one approaches these issues with a mindset--as diversity should be--as a great opportunity for personal transformation, learning and growth, it's the most exciting thing we can do.

The steps we go through I've learned are real simple. They are 1) disharmony, 2) harmony, 3) creative conflict, and, 4) a deeper harmony. If we handle these steps well, the deeper harmony leads to deeper but more creative conflict resolution, which leads to an even deeper harmony. Then we're talking actual community and inclusion. The challenge is to maintain the conflict at the creative, learning-is-fun level. It requires moment to moment facilitation, mediation and healing intervention.

\*Interview with Dave Brubaker, MCS Conciliation Quarterly/Summer & Fall 1997

The First Unitarian Society of Minneapolis 612/377-6608

# Exploring Whiteness to Combat Racism

## Some Aspects of White Culture\*

### Some Societal Dimensions

**Rugged Individualism**--The individual is the most important societal unit.

**Nuclear Family**--An "ideal" family is defined as two parents and children.

**Rationalism**--mind, body, and emotions should be treated as separate entities.

**Time**--time is perceived as a quantity.

**European Aesthetics**--beauty is defined by European standards.

**Action Orientation**--Everyone is responsible for what happens to her/him and controls one's own fate.

**Universalism**--the normative and best characteristics are defined by European culture.

**Competition**--the society's resources belong to the best.

**History**--the most important American history is White.

### Expressions

People should take care of themselves; individual achievement is most valued.

Alternative family structures (e.g., single parents, extended families) are considered deviant.

People who express emotions in "rational" situations (e.g., political speeches) are devalued.

People are expected to save time, spend time, and perform on time.

People cut, dye, and starve themselves to resemble the European ideal of beauty.

If people are homeless, it is because they want to be.

Introduction of multicultural curricula in schools necessarily means a diluted education.

Access to societal goods is determined by competition as reflected in test scores.

Separate weeks, months, and so forth are needed to teach about other groups.

\* Source: Janet Helms, *A Race is a Nice Thing to Have*

# Exploring Whiteness to Combat Racism

## Challenging Quotes

The anxiety that exists for Whites concerning the subject of race should not be underestimated. It is high even for those who believe they have mastered their biases and especially for those who have made the commitment to self-confrontation. For although many would like to believe they are free of racial prejudice and want to view it as operative only in instances of blatant bigotry, there is tension about checking this out. This anxiety has been expressed in terms of fear of discovering bad things about oneself, uneasiness about unexamined values, awareness of the pervasiveness of racism, of one's helplessness to cope, and of a sense of a sense of entrapment...Management of this anxiety in the interest of confronting bias and achieving greater comfort and confidence in cross-racial interactions should be seen as an act of courage.

But usually Whites do not feel courageous. They tend instead to plead ignorance and to protest that they have never had to think about the meaning of being White.

*Elaine Pinderhughes, Understanding Race, Ethnicity, and Power: The Key to Efficacy in Clinical Practice, 1989*

Relatively few whites think reflectively about their whiteness except when it is forced on them by encounters with or challenges from black Americans. Indeed, white supremacists seem to be the only group that has articulated an explicit and highly developed ideology of whiteness.

*Joe R. Feagin and Hernan Vera, White Racism (New York: Routledge, 1995), p. 139*

You start talking about racial issues, especially with upper-class white folk, immediately they go into the denial stage of "Prove to me why this is true." Well how many volumes am I going to sit here and beat my head against the wall to prove to you that our life experience may be just a little bit different from yours?

*Brad Simpson, age 31, biracial child of a white mother and black father, quoted by Lise Funderburg in Black, White, Other: Biracial Americans Talk About Race and Identity, (New York: William Morrow and Company, Inc. 1994), p. 171*

Citizenship is the bedrock, the basic notion of politics. The way you define it says everything about you as a people. If you look around you at the U.S. polity, talk to them, hear their ideas, you see something that has been radically shaped by racism. Racism is reflected in who is NOT there, who does NOT speak, and ideas that are never heard or taken seriously. People may grow up in this culture without a racist bone in their bodies. A person may be a good liberal, may think he or she is genuinely fair and open-minded about blacks, race, Critical ideas, socialism, and so on. But simply by virtue of having grown up in a white enclave in a world that is dominantly black, brown, or Asian, the person has had a skewed experience.

*Richard Delgado, The Coming Race War?, (New York: New York University Press. 1995), p. 161*

-over-

In these [classroom discussions] there have been heated debates among students when white students respond with disbelief, shock, and rage, as they listen to black students talk about whiteness, when they are compelled to hear observations, stereotypes, etc., that are offered as "data" gleaned from close scrutiny and study. Usually, white students respond with naive amazement that black people critically assess white people from a standpoint where "whiteness" is the privileged signifier. Their amazement that black people watch white people with a critical "ethnographic" gaze, is itself an expression of racism. Often their rage erupts because they believe that all ways of looking that highlight difference subvert the liberal belief in a universal subjectivity (we are all just people) that they think will make racism disappear. They have a deep emotional investment in the myth of "sameness," even as their actions reflect the primacy of whiteness as a sign informing who they are and how they think. Many of them are shocked that black people think critically about whiteness because racist thinking perpetuates the fantasy that the Other who is subjugated, who is subhuman, lacks the ability to comprehend, to understand, to see the working of the powerful. Even though the majority of these students politically consider themselves liberals and anti-racist, they too unwittingly invest in the sense of whiteness as mystery.

*bell hooks, "Representations of Whiteness" in Black Looks  
(Boston: South End Press, 1992), pp. 167-68*

## Exploring Whiteness to Combat Racism

### Challenging Quotes 2

Our numbers and impact have been artificially suppressed. Society doesn't allow immigration by persons who might say things the government does not want to hear. Beginning with the Chinese Exclusion cases, and before that the forced relocation of Indians, we made sure that foreign workers and inconvenient populations stayed where we wanted them--usually far away. Slavery, of course, brought millions of Africans here, but we made sure they had only the impact we wanted them to have, mainly through their work in the fields and grand homes of the South. Every Southern state enacted laws prohibiting teaching them to read, and, even after Emancipation, Jim Crow laws and separate but equal schools impeded their progress and ability to have any sort of intellectual or political impact on the shape of the majority culture. Thus, the composition of the U.S. citizenry, as well as the content and range of ideas it has been exposed to, have been shaped by racism.

*Richard Delgado, The Coming Race War?, pp. 160-161*

It may have been this contact or contact with fellow white English professors who want very much to have "a" black person in "their" department as long as that person things and acts like them, shares their values and beliefs, is in no way different, that first compelled me to use the term "white supremacy" to identify the ideology that most determines how white people in this society (irrespective of their political leanings to the right or left) perceive and relate to black people and other people of color.

*bell hooks, Killing Rage, p. 185*

## Exploring Whiteness to Combat Racism

### Challenging Quotes 3

“I use the term “jazz” here not so much as a term for a musical art form, as for a mode of being in the world, an improvisational mode of protean, fluid, and flexible dispositions toward reality suspicious of “either/or” viewpoints, dogmatic pronouncements, or supremacist ideologies. To be a jazz freedom fighter is to attempt to galvanize and energize world-weary people into forms of organization with accountable leadership that promote critical exchange and broad reflection.”

The interplay of individuality and unity is not one of uniformity and unanimity imposed from above but rather of conflict among diverse groupings that reach a dynamic consensus subject to questioning and criticism. As with a soloist in a jazz quartet, quintet or band, individuality is promoted in order to sustain and increase the *creative* tension with the group--a tension that yields higher levels of performance to achieve the aim of the collective project.

*Cornel West, Race Matters, p. 105*

**KICK-OFF FORUM**  
**Conversations at the Crossroads**  
Community Circles Dialogues  
On  
Education, Housing, Race and Segregation  
in the  
Twin Cities Metropolitan Area

**AGENDA**

Thursday, January 21, 1999  
7:00 – 9:00 p.m.  
St. Louis Park City Council Chambers

- |      |  |  |
|------|--|--|
| 7:00 | Sign-in and refreshments   |  |
| 7:10 | Welcome and Introduction of Speaker  | Mayor Gail Dorfman – St. Louis Park  |
| 7:15 | Brief Introduction to the Community Circle Project   | Dick Little – Executive Director,<br>Education & Housing Equity Project (EHEP)                             |
| 7:20 | Making the Connection: School Desegregation and Academic Achievement   | Dr. Barbara Pulliam - Superintendent –<br>St. Louis Park Public Schools                                    |
| 7:30 | The Benefits of an Integrated Education and the Connection between Integrated Education and Integrated Communities | Representative Carlos Mariani-Rosa<br>Executive Director<br>Minnesota Minority Education Partnership, Inc. |
| 7:40 | Making the Connection: Inclusionary Communities and Regional Stability   | Russ Adams - Director<br>Alliance for Metropolitan Stability   |
| 7:50 | Pulling it all Together: The Challenge of Metropolitan Disparities and Regional Segregation                        | Representative Myron Orfield<br>EHEP Board of Directors  |
| 8:05 | Questions and Discussion   |  |
| 9:00 | Adjourn  |  |

# CROSSROADS MINISTRY

*EDUCATION AND TRAINING TO DISMANTLE SYSTEMIC RACISM*

## **PRINCIPLES OF ORGANIZING TO DISMANTLE INSTITUTIONAL RACISM**

### **1. The task is systemic change**

- Racism is a systemic issue, more than personal, attitudinal.
- Racism's systemic power is manifested individually, institutionally and culturally.
- An institution needs to develop an analysis of its own systemic racism.

### **2. The anti-racist task is to dismantle racism and build multicultural diversity**

- Multicultural diversity is either racist or anti-racist
- There needs to be a marriage of anti-racism and multicultural diversity
- Anti-racism is not negative, but a positive identity and action

### **3. The organizing task is an "inside job"**

- Past institutional changes have been responses to outside forces.
- The 1990's bring a new opportunity to initiate institutional change from within.
- Internal change requires institutional endorsement, mandate and acceptance. *↳ money*

### **4. A specific model for change is needed for each specific situation**

- There are no generic models.
- Each model for change must reflect the language/structure of the institution
- For religious institutions, a faith-based model is required, reflecting the language, beliefs and structure of the religious institution.

### **5. Trained, equipped leadership teams are needed**

- Each team must be affirmed, endorsed, called and sent by institution.
- Each team must develop a common team analysis.
- Each team must develop organizing and teaching/training skills.

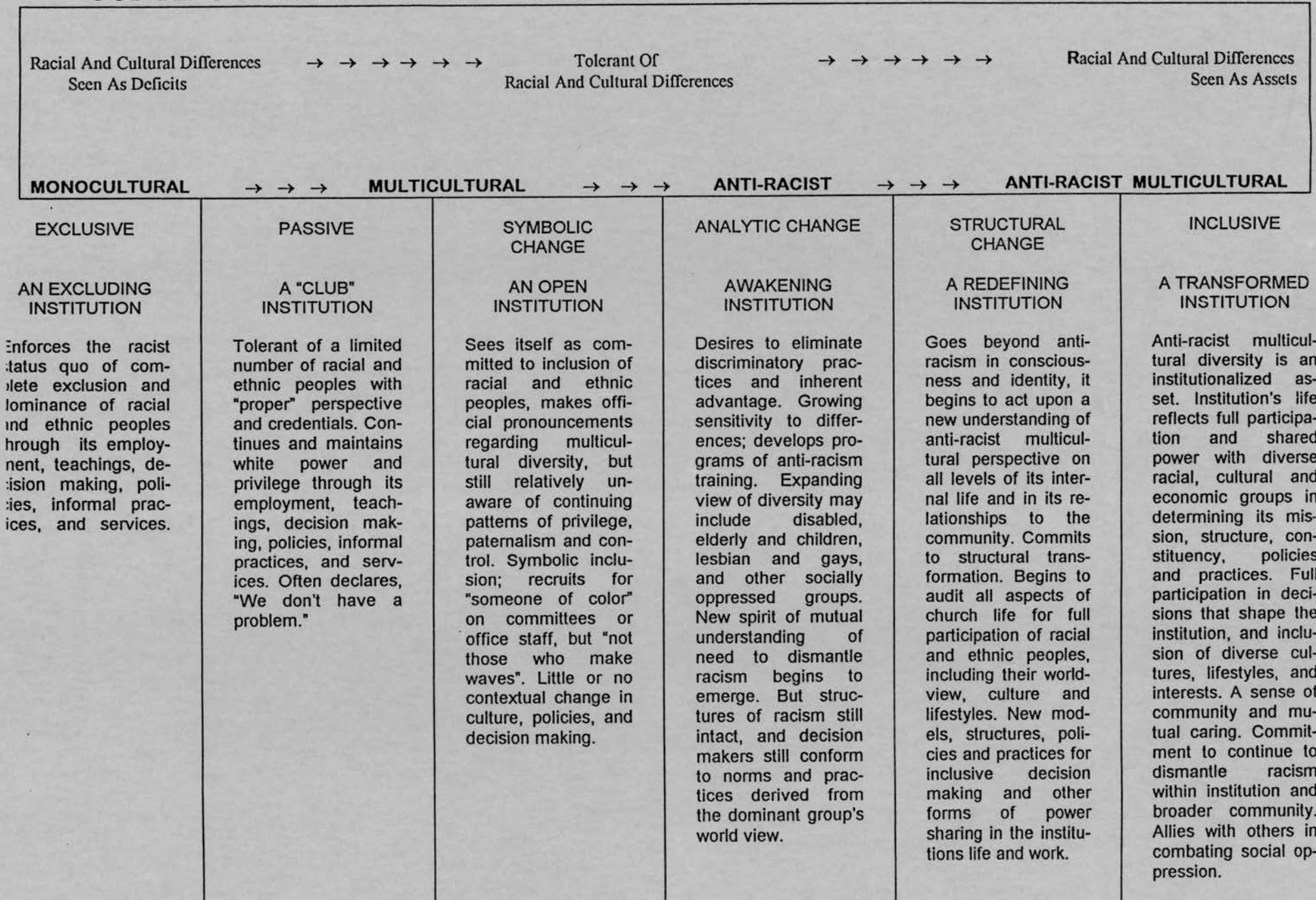
### **6. Anti-racism transformation is long range, even generational**

- A 20-30 years plan is necessary.
- The eventual goal is the institutionalization of anti-racism.

### **7. Institutional change is a component of community change.**

- The task is not only transformation within the institution, but also for the institution to participate in societal change.
- In dismantling racism, the institution is accountable to the communities of color that racism oppresses.

# CONTINUUM ON BECOMING AN ANTI-RACIST MULTICULTURAL INSTITUTION



## Obituaries

# Housing, equity activist Richard Little dies at 56

By Rochelle Olson  
Star Tribune Staff Writer

Richard Little, a Minneapolis housing and race-relations activist, died Monday after fighting pancreatic cancer for more than a year. He was 56.

Little was considered to be deeply committed to his causes. In the mid-1990s, he founded and became executive director of the Education and Housing Equity Project, which aims to increase public awareness about economic disparity and racial segregation in the Twin Cities area. He also was a housing and planning official with the U.S. Department of Housing and Urban Development from 1970 to 1990. And he served on the Minneapolis Planning Commission from 1989 to 2001.

Former Minneapolis Mayor Sharon Sayles Belton said she liked having Little on the Planning Commission because of

his relentless pursuit of making the city a better place to live.

"He was always optimistic about his own health and the community. I know he will be sorely missed by many," Sayles Belton said.

In November 2001, Little received the Minneapolis Special Recognition Award for his long-time volunteer work in the Minneapolis School District and the city. He had been nominated by Minneapolis schools Superintendent Carol Johnson.

Johnson praised Little's early commitment to the "community circles" model of citizen participation. The model, which seeks a wide range of perspectives through small-group discussions, is now used throughout the country.

"He is a coalition builder who works respectfully with all people," Johnson wrote in her nomination. "He is a model of informed and active citizenship."

Little's wife, Theresa, said her husband was happiest when someone he cared about was able to achieve. "You never heard him put anyone down," she said.

Besides his wife, Little is survived by his parents, Dorothy and Sid; his daughter, Kara; his sister, Meg, and his brother, Mark.

In a draft of a prepared eulogy, Mark Little said his brother's view of the world was affected by childhood accidents as well as a toxic reaction to a polio vaccine: "While he handled all of this misfortune with characteristic grace and courage, I believe that these experiences endowed him with a personal knowledge of vulnerability beyond that normally known to children."

A service is scheduled for 2 p.m. Saturday at St. Joan of Arc Church, 4537 3rd Av. S., Minneapolis. Visitation will begin at noon.

— Rochelle Olson is at  
raolson@startribune.com.



**Richard Little:**  
"a model of  
active citizen-  
ship."

August 11, 2001

To: Education & Housing Equity Project Executive Committee and Board of Directors

From: Van Mueller, Treasurer

Subject: Report on Meeting with Dick Little

In late July I had a telephone conference with Dick where I reviewed with him the various areas discussed at the July 16th Executive Committee meeting and the need for detailed information on the financial status of EHEP, relationships with Augsburg College, current status with various partners and funding agencies and others matters with respect to EHEP. We agreed to meet at the EHEP office on August 9th. This summary report is based on our two-hour conversation.

### **General Impressions:**

I had not seen Dick since his surgery, etc. He looks well and continues to have a commitment to the goals and purposes of EHEP. I thought that our conversation reflected his willingness to discuss openly the many challenges and choices facing EHEP and to be part of any solution the Board agrees on. The balance of this report consists of a summary of the findings as I understand them.

### **Financial Status and Issues:**

1. The May fund balance was just under \$9000. The Augsburg staffer who handles our accounts is on vacation so a current report was not available. Dick will send a current report to me as soon as Paul returns.
2. Dick has been paid \$2000 per month for June, July and August of 2001. (Actually his only other salary payments during 2000-2001 were the same amounts during the same months in 2000. All income tax, FICA and appropriate withholding has been done as well as workman's comp payments. The payments to Dick are for services already rendered and to make up arrears in his salary. He is willing to work during the Fall 2001 for no additional compensation.
3. EHEP Debts and Obligations: There are several loose ends in this Summit meeting. They (Express Interaction Solutions) were paid \$5000 and we owe \$3000 according to the original agreement. Because of their snafu with the information handling and their performance they have apparently forgiven the balance we owe. The exception may be with \$1000 reimbursement for scholarships for participants although even here they have made no effort to collect any funds from EHEP; b) We may owe a sum less than \$1000 to the Frogtown Neighborhood group for some Hmong gatherings held. This was part of a St. Paul United Way grant but is unclear whether the Frogtown group even exists anymore; c) We still owe \$2000 to Jim Addington from the MN Church Anti-Racism group (MCARI) for racism training; d) We have not paid rent to Augsburg College for 2 years. Our rent was \$150 per month. They are willing to write off the rent and we would reimburse only for specific goods or services. The window air conditioner has been paid for in full.

### **Legal and Fiscal Requirements:**

There are several loose ends in this category. They include 1) the need to develop a current financial statement; 2) the need to ascertain the status of our certification with the Minnesota secretary of state and attorney general (we may not be current); and 3) the need to file income tax returns for 1999 and 2000. No returns for these years have been filed.

### **Reports Due to Foundations and Funding Agencies:**

Reports need to be completed and filed with respect to grants received from the following organizations; 1) Study Circles Fund; 2) Headwaters Fund; 3) Bremer Foundation; 4) St Paul Companies; 5) Bush Foundation; and 6) St Paul United Way. The priority here is the progress report to the St. Paul United Way because it will free up and secure \$2000 due to EHEP.

### **Reports Completed and Need to be shared with EHEP Board:**

Reports to be shared with the EHEP board are 1) The report done by the Wilder Foundation Research staff on the study circles; 2) the study circle(national demo study). this is a 415 page report and needs to be abstracted into 3-5 pages; and 3) the report on the Citizen's Summit. This draft needs work and the Wilder report could serve in lieu of the outcomes described in this report.

### **Relationship with Augsburg College:**

EHEP needs to establish a new role with Augsburg College by the end of 2001 or move. There appears to be no urgency here but this issue needs to be attended to. An associated issue is whether to change fiscal agent to MICAH.

### **EHEP Resources:**

The EHEP offices contain several types of resources. They are 1) a rather unique library collection of resources on the connection of education and housing. this intellectual property may represent the major asset of EHEP; 2) some additional intellectual property represented by models for grant applications in education and housing; and 3) tangible property including a new window airconditioner, window blinds, book shelving, a four-drawer horizontal file, 3 office desks, credenza, 5 chairs, a copier/fax comb, 2 smaller computers and 2 larger computers., and a variety of books, office supplies etc.

### **Status of Dick Little:**

Dick is doing some consulting with the Richard Green Institute at Augsburg(it is being shut down however); He is also involved as an interpretive guide with the Mpls Park and Rec Board on the St. Anthony Preservation District/Park; Dick is also doing some commercial photography work. He is committed to seeing EHEP through a transition and clearing the deck of the unfinished business.

### **Summary Discussion:**

These final thoughts came out of our wide ranging conversation. EHEP may have a role to play yet in the NAACP mediated settlement. Consultations should take place with both Carol Johnson, Mpls Supt. and Marsha Gronseth, the West Metro (WMEC) staffer. EHEP is a valuable catalyst for change but may now have to be a permanent fixture. It must 1) either develop a new niche, 2) mothball itself or 3) shut down. The needs are immediate but not of an emergency nature. Dick could use few days of some volunteer help in cleaning-up and organizing the office. This would be helpful whether we will need to store stuff or liquidate. Dick has an interest in one of the computers is #3 comes to pass.

9-6-01

Talk to Bremer

Talk to Curtis —  
three mps. fd. w/ John Powell.

Talk w/ Jerry Timison -

Notes to Board —

Comms - Has recommendation  
for me to see to  
and commensurate w/ Dick -

future direction of the P

Ask Van if Dick should attend?

Jan will find out what our financial status is.  
Who's doing accounting? Paying invoices? Property?  
Is Augsburg no longer involved?

HB are  
Jan -

1. What does settlement require and from whom?
2. What is happening now and how much on course will it?
3. What role can & should EHEP play.

Have meeting with Jim - Schulman's

4. Dick - Status - what's being done and needs to be done -

What does Dick want - re: EHEP Resource Center

→ Talk to ~~Community~~ <sup>Study</sup> Circle folks - re: their grant.

- Haven't done what grant was intended for

Do we owe them

→ What does this grant

Next meeting Aug. 16<sup>th</sup>

Send out info to everybody who's required with ahead of time -

16 copies

What is nice that needs to be filled?  
Is there a role for EHEP?

Jan & Ben → EHEP center - sit down with Shalea & Darrell -

7/14/01

Jack to Deck

Nothing to gain with being more with community  
Circles.

Focus more on educational in broader

Context - Superintendents should

push for affordable -

Work with school districts - West  
Metro Consortium - Is there an East  
Metro Consortium?

Deck and Van Met with folks at State (CFL)  
to explore using Circles to help with advancing  
settlement - i.e. Suburban Schools + City Schools  
(folks - parents + kids) → Circles after selections  
have been made -

Goal - Make structural changes in suburban  
schools to bring about true integration -  
Real integration

EDUCATION & HOUSING EQUITY PROJECT

July 21, 2001

To: Board  
From: Executive Committee  
Re: Next meeting

AUGUST 16, 2001

4:00 - 6:00 p.m.

Barbara Bearman's  
264 Vincent Ave. North  
Minneapolis  
612 374-4847

In determining the future of EHEP, we are undertaking a two track inquiry to help us make wise decisions:

1. The status of the implementation of the Minneapolis Branch NAACP's school adequacy lawsuit settlement.
2. The status of EHEP's financial condition and projects.

We hope to get you something in written form before this next meeting.

To: Barb Bearman, 374-4964  
From: Gavin

Recently, Jim Hilbert and I spoke about the NAACP Education <sup>lawsuit</sup> settlement and what role, if any, EHEP might play in ensuring its effective implementation. As we suspected, Jim expressed concern that the settlement was being less than enthusiastically pursued by the state and by local school districts (particularly Minneapolis). As a result, Jim indicated that a lot of Minneapolis families were unaware of the settlement and its potential benefits and that this was why enrollment capacity was not being met.

When I asked Jim about what role he thought EHEP might play <sup>in</sup> the process he indicated that the greatest need at the moment was to make people aware of and get people involved in the settlement. He said that right now there was no one within the community that was championing this cause and that he wasn't sure what, if any, support existed within the NAACP. With respect to the issue of Community Circles, Jim indicated that he wasn't sure how useful that would be. There are some mechanisms in place to monitor how students participating in the settlement fare. Whether community circles is a useful way to qualitatively measure the success of the settlement, or to help make the implementation successful, is an open question, however. Jim indicated that if it was decided that this would be useful that there was not a strong likelihood of getting money from the state to do so. Whether private sources might exist is also an open question.

June 25, 2001

To: EHEP BOARD MEMBERS  
From: EXECUTIVE COMMITTEE

There's good news to report about Dick. He is definitely on the mend and resuming activities, albeit at a reduced pace.

Because EHEP has been in suspended animation for the good part of a year, the time has come to give consideration to its future. We need a thorough discussion of our options.

The Executive Committee is going to meet and will make recommendations to the full Board later this summer. The meeting will be:

MONDAY, JULY 16, 2001

4:00-6:00 p.m.

BARBARA BEARMAN'S

264 VINCENT AVE. NORTH - MINNEAPOLIS

612 374-4847

This is an open meeting to which any and all board members are welcome.

Please RSVP to Barb. Thanks!

1-26-07

Call Theresa Little  
pick up mail -

Call \_\_\_\_\_

Deliver to me .

---

Call Paul Pearson

( get back on Wed. )

# Bremer, nonprofit council form banking partnership

*Money will be recycled back to community*

By Dee DePass

Star Tribune Staff Writer

St. Paul-based Bremer Financial Corp. and the Minnesota Council of Nonprofits launched a partnership Friday that will offer Bremer's banking, investment and insurance services to the council's 1,100 members.

Bremer is the council's first bank partner.

While Bremer serves about 3,600 nonprofits in Minnesota, it has relationships with only about 5 percent of the council's members, officials said, adding that there is great

potential for growth. Bremer's nonprofit customers include the Girl Scouts, the Boy Scouts, and bowling and softball leagues. The council represents small and large nonprofits such as the Courage Center and Project for Pride in Living.

Minnesota's large nonprofit community spends about \$13.4 billion annually, generates \$14.9 billion in revenue and has \$24 billion in combined assets. The council represents about 25 percent of the state's financially active nonprofits.

Bremer CEO Stan Dardis

told a group of 14 executives from both organizations that the partnership was "a compelling story," as it meant growth for the bank and that council members' money would recycle back into communities.

Bremer Financial is 92 percent owned by the Bremer Foundation, which pours most bank profits back into communities in the form of grants, Dardis said. (The foundation made \$18 million in grants last year.)

**BREMER continues on D2:**

— Better rates for council.

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for details.

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**BREMER from D1***Partnership is 'dream come true,' council director says*

The bank, which also offers trust, investments and insurance services, has grown to nearly \$5 billion in assets. It expanded recently through the May 11 purchase of 11 Firststar bank branches. Firststar had to divest the branches as part of its merger agreement with U.S. Bancorp.

Dardis declined to say how much business is expected from the new partnership. He focused instead on relationship building, saying that if the relationship is well-grounded, the rest would follow.

Bremer will offer council members more favorable rates. For example, members will receive interest rates on deposit accounts and certificates of deposit that are 10 to 30 basis points higher than Bremer's regular rates. Fees will be waived on lines of credit and special group rates will apply to council

members' merchant-card processing for purchase and donation transactions.

Council Executive Director Jon Pratt said the partnership was a "dream come true. I can't think of a better partnership."

The council's goal is to strengthen the well-being of both small and large Minnesota nonprofits with respect to products and services, governance, public policy and staff training.

The council has partnerships with several providers and administrators for directors and officers insurance, employee health benefits, unemployment tax services and retirement plans. Dardis said he looks forward to introducing council members to some of Bremer's services that overlap these relationships.

— *Dee DePass is at*  
*ddepas@startribune.com.*

## INDEX

**The economy:** Bush picks Fed nominee . . . . . **D10**

**Mergers:** GE's Welch postpones EU meeting . . . . . **D10**

[www.startribune.com/business](http://www.startribune.com/business)

## TECHNOLOGY

# Low chip demand costs FSI jobs

*Expects to break even in 3rd q*

**By Steve Alexander**  
*Star Tribune Staff Writer*

Faced with a continuing decline in the semiconductor industry, FSI International of Chaska said Friday it will cut 12 percent of its work force, or 95 jobs.

The company said earnings for its just-completed third quarter will be about break-even before layoff-related charges, compared with net earnings of \$3.7 million in the year-ago quarter. FSI said it expects third-quarter revenue to drop about 20 percent,

and predicted further declines for its fourth quarter.

FSI, which makes computer chips, said its chief problems are the drop in demand for microcomputer chips since last

### **FSI continues on D2:**

- Cuts to affect administration and support
- Fourth-quarter business but then should pick
- Four plants to close.

EHEP

2/9/01 Kathy Eiler 612 378-0415  
Paul Farmer 541-682-6077

(H) 541-465-9787

2/14/01 <sup>Tom Harvey</sup> Jerry Navarro - Dept. of Labor  
LM 3-7-01 & Industry 651 297-5797

2/15/01 Diane Dunker 651 296-3907  
LM 3-7-d  
re: <sup>Shirley</sup> <sup>MQ</sup> <sup>Andrew</sup> work for Delaware Fridge  
diversity implementation team

2/15/01 Alecia Azemian - Chicago 312 649-9905

2/20/01 "Fox" American Planning Assoc

~~Call for Green~~ United Way  
Lib Stone 651 291-8427  
CIT Grant LM 3-7-01

~~2/23/01 Joe Paragonzib 378-0415  
Community Matters  
Libr. things were working ok.~~

Don Fraser - News/Email  
address - 379-9451

~~Carlynn Hawks - 1-800-466-3512  
Community Post~~

EHEP

Pick up mail - PO. 185 - Christianson Center  
 Pick up mail from Dick.

Check phone messages -

76 Delete  
~~124~~ to hear 330-1600 - 1745 twice

Forms 1099 for last year's contractors  
 Call Paul Pearson (baby)  
 Write checks thru college system

Get Key - talk to security, Augsburg

Augsburg will finish what needs to be finished

SB  
Perwin  
Pam

Call Paul Pearson

Theresa  
get key

Budget

### EHEP BOARD MEETING AGENDA

Thursday, January 11, 2001

- 1. **Introductions**
- 2. **Up-date on Dick's recovery**
- 3. **Review agenda**
- 4. **Tasks that need to be done**

you write proposal to  
 low low  
 copy of grant & letter of inquiry  
 → St. Paul United Way Community Investment Fund  
 → St. Paul Foundation  
 → Cecilia's Foundation  
 → Barbara's Foundation  
 → report sent

- a) Final report due: St. Paul United Way Community Investment Fund  
Attn: Stella Whitney-West, Community Initiatives Director, 651.291.8330
- b) Outstanding payment (due 3/00)  
Wilder Research Center in amount of \$2,490 for 2<sup>nd</sup> half payment of contract to conduct Community Forum Evaluation. Dawn Mueller, 651.647.4627
- c) Submit Secretary of State Registration
- d) Submit Attorney General's Certification of Status
- e) Address unpaid prior year taxes. (Jeff Swenson, Augsburg Business Department will assist).
- f) Paychecks for Dick Little (was paid only in Jan, June, July and August 2000) and for Paul Pearson, accountant (was paid through July) 612.330.1038  
Account balance as of 10/31/00 is just under \$10,000 according to bank statement
- g) Check mail
- h) Other????

Joey will call

Key

mail room in Christensen Hall  
Box # >

- 5. **What is the status of EHEP? What legal or fiscal considerations are there in the Executive Director's absence?**
- 6. **Other questions**

Dick Little (Theresa and daughter Kara)  
 4909 29<sup>th</sup> Avenue South  
 Minneapolis, MN 55417  
 (612) 724-5662

Communicable by E mail  
Need to say we need a meeting

Paul Pearson

check signing  
 pay  
 PAB  
 Dick & Dawn met with other  
 comp community eval  
 w/ kids  
 re: call ment

FIRST	LAST	PRIMARY AFFILIATION	PREFERRED ADDRESS	CITY	ST	ZIP	HOME PHONE	WORK PHONE	FAX	EMAIL
Barb	Bearman	NAACP Mpls. Branch	264 Vincent Ave. N.	Minneapolis	MN	55405	612.374.4847		612.374.4964	
Jim	Hilbert	Shulman Walcott & Shulman	121 W. Franklin Ave.	Minneapolis	MN	55404	651.645.2607	612.871.2909 (137)	612.871.2939	<a href="mailto:jmhilbert@hotmail.com">jmhilbert@hotmail.com</a>
Matt	Little		2670 Germain Ct.	Maplewood	MN	55109	651.773.8141	651.592.1064 (pager)	651.773.8143 (call first)	<a href="mailto:mattwl133@aol.com">mattwl133@aol.com</a>
Van	Mueller	Univ. of Minnesota	2824 174th Lane NW	Andover	MN	55304	763.753.7460	612.624.7093	763.213.8083	<a href="mailto:muell001@tc.umn.edu">muell001@tc.umn.edu</a>
Carlos	Marian-Rosa	MMEP	2211 Riverside Ave. CB 99	Minneapolis	MN	55454	651.224.6647	651.296.9714 612.330.1614	651.330.1510	<a href="mailto:rep.carlos.mariane@house.leg.state.mn.us">rep.carlos.mariane@house.leg.state.mn.us</a>
Gail	Nordmoe	Richard R. Green Institute	2211 Riverside Ave. CB 135	Minneapolis	MN	55454	651.695.8827	612.330.1654	612.330.1784	<a href="mailto:nordmoe@augsborg.edu">nordmoe@augsborg.edu</a>
Lois	Olson	Augsburg College	2211 Riverside Ave. CB 310	Minneapolis	MN	55454		612.330.1474	612.330.1432	<a href="mailto:olson3@augsborg.edu">olson3@augsborg.edu</a>
Sharon	Oswald	United Way of Minneapolis	404 S. 8 <sup>th</sup> St.	Minneapolis	MN	55404	651.345.7874	612.340.7640	612.340.7675	<a href="mailto:oswalds@uwmisp.org">oswalds@uwmisp.org</a>
Myron	Orfield	MN House of Representatives	4019 Sheridan Ave. S.	Minneapolis	MN	55410	612.926.9205	651.296.9281 612.379.3926 (3010)	612.927.9601 651.296.4165	<a href="mailto:rep.myron.orfield@house.leg.state.mn.us">rep.myron.orfield@house.leg.state.mn.us</a>
Gavin	Kearney	Institute on Race and Poverty	415 Law Center, 229 19th Ave. S.	Minneapolis	MN	55455	612.823.3201	612.625.5344	612.624.8890	<a href="mailto:kearn008@tc.umn.edu">kearn008@tc.umn.edu</a>
Dan	Rodriguez	Saint Paul Public Schools	360 Colborne St.	Saint Paul	MN	55102		651.767.8119	651.290.8386	<a href="mailto:dan.rodriguez@spps.org">dan.rodriguez@spps.org</a>
Osman	Sahardeed	Somali Comm. of Minnesota	1014 E. Franklin Ave. Suites 1 & 3	Minneapolis	MN	55404	612.722.3494	612.871.6786 (31)	612.871.8131	<a href="mailto:osahardeed@uswest.net">osahardeed@uswest.net</a>
Thos.	Ross		3501 Elliot Ave. S. #15	Minneapolis	MN	55407	612.822.3384	612.901.5896 (pager)		
Joy	Sorensen Navarre	MICAH	122 W. Franklin Ave. Suite 310	Minneapolis	MN	55404	651.225.9403	612.871.8980 (107)	612.871.1777	<a href="mailto:joysn@micah.org">joysn@micah.org</a>
Pam	Taylor	The SWEET Life	P.O. Box 52106	Minneapolis	MN	55402		612.823.6846		<a href="mailto:pdt13@aol.com">pdt13@aol.com</a>
Jerry	Timian	Saint Louis Park School Board	4115 Raleigh Ave.	Minneapolis	MN	55416	952.924.1239	651.291.9139	651.291.8353	<a href="mailto:timianj@uwmisp.org">timianj@uwmisp.org</a>
Hope	Melton	Ramsey County Corrections	4307 Oakdale Ave. S.	Edina	MN	55424	612.927.8461	651.266.4202 612.538.5582 (pager)	651.266.4436	<a href="mailto:hope@pclink.com">hope@pclink.com</a>
Dick	Little	EHEP (staff)	2211 Riverside Ave. CB 185	Minneapolis	MN	55454	612.724.5662	612.330.1505 (2)	612.330.1507	<a href="mailto:ehp@augsborg.edu">ehp@augsborg.edu</a>

**Education & Housing Equity Project  
Board of Directors and Staff**

3-1-00

○ **Barbara Bearman:** Co-founder and Secretary of EHEP; small business owner; member, executive committee, Minneapolis Branch NAACP; former member, St. Louis Park Human Rights Commission and Minneapolis Civil Rights Commission; former chair, District 44 DFL Party.

**Jim Hilbert:** Attorney, Shulman Walcott & Shulman; former Legal Fellow and Co-director of Programs, Institute on Race and Poverty.

**Dr. Josie Johnson:** advisor to the EHEP Board; Senior Fellow, College of Education and Human Ecology, University of Minnesota; long-time education & civil rights leader.

**Matthew Little:** Co-founder and President of EHEP; member of executive committee and former president, Minneapolis Branch NAACP; long-time civil rights leader.

✗ **Rep. Carlos Mariani-Rosa:** Executive Director, Minnesota Minority Education Partnership; State Representative, District 65B (St. Paul's West Side), Minnesota House of Representatives.

**Hope Melton:** Prevention Coordinator, Ramsey County; board member, DFL Education Foundation; co-founder and former board member, Minneapolis Center for Neighborhoods.

**Dr. Van Mueller:** EHEP Treasurer; Professor Emeritus, Department of Educational Policy and Administration, University of Minnesota; national consultant on educational adequacy and equity issues for plaintiffs in education and segregation lawsuits.

✗ **Dr. Gail Nordmoe:** Executive Director, Richard R. Green Institute for Teaching and Learning, Augsburg College.

✗ **Lois Olson:** Director, Center for Service, Work and Learning, Augsburg College, Lois is Augsburg College's designated representative on the EHEP Board.

**Rep. Myron Orfield:** State Representative, District 60B (southwest Minneapolis), Minnesota House of Representatives; author of *Metropolitica: A Regional Agenda for Community and Stability*. **Nikki Carlson**, CEO of Eidyia, Inc., serves as Representative Orfield's designated board alternate.

**Dr. John Powell:** Director, Institute on Race and Poverty, University of Minnesota Law School, author of *Examining the Relationship Between Housing, Education, and Persistent Segregation*. **Gavin Kearney**, Director of Research and Programs, serves as the Institute's designated representative on the EHEP board.

✗ **Dan Rodriguez:** School District Ombudsperson, St. Paul Public Schools, School District #625.

**Thomas Ross:** Community Affairs Director, Radio Station B-96 (KTTB, 96.3 FM); former head of governmental relations, Minneapolis Urban League; served on Governor Jesse Ventura's transition team.

✗ **Osman Sahardeed:** Assistant Executive Director, Somali Community of Minnesota.

**Joy Sorensen Navarre:** Executive Director, Metropolitan Interfaith Council on Affordable Housing (MICAH).

✗ **Pam Taylor:** Founder, Students Who Encourage Empowerment Together (SWEET); board member, Central Neighborhood Improvement Association.

**Jerry Timlan:** Director, First Call for Help, St. Paul United Way; member, St. Louis Park School Board.

✗ **Sharon Oswald:** Training Services Coordinator, United Way Minneapolis; former program manager, South Minneapolis Welfare to Work Initiative; economic justice advocate.

**Dick Little:** EHEP Executive Director, principal staff to board; mayoral appointee to the Minneapolis Planning Commission; formerly with INTER-RACE and U.S. Dept. of Housing & Urban Development.

122 W. Franklin Ave. #310  
Minneapolis, MN 55404

Phone: (612)871-8980  
Fax: (612)813-4501



# Fax

To: Barbara B. From: Joy S.N.  
 Fax: 374-4964 Date: 12/22/00  
 Re: EAOR Pages: 6 including cover

Urgent     For Review     Please Comment     Please Reply     Please Recycle

Barbara -

Thanks for taking over the next steps!

Here's a draft message about Dick's illness. Use what is most helpful.

We need to announce a Bd meeting, as we are legally + fiscally responsible for the organization.

Unfortunately, my latest Bd roster is from 1998. I found a current list of board members, but without addresses. I've indicated the members you'll need to contact for addresses. Perhaps you have a more recent roster -

4/24/01  
I'm rejoicing in your son's sobriety!!  
Take good care of you!

---

MEMORANDUM

---

TO: STELLA WHITNEY-WEST, COMMUNITY INITIATIVES DIRECTOR, UNITED WAY  
OF ST. PAUL

FROM: JOY SORENSEN NAVARRE BOARDMEMBER, EDUCATION AND HOUSING  
EQUITY PROJECT (EHEP)

SUBJECT: GRANT REPORT FOR SECOND PAYMENT OF GRANT

DATE: DECEMBER 22, 2000

Dick Little, Executive Director of the Education and Housing Equity Project (EHEP) asked me to inform you that the grant report for the St. Paul United Way's Community Initiatives fund will be delayed.

Mr. Little is the only staff person of the organization and has been ill for the past two months. Recently diagnosed with a serious illness, he will be undergoing surgery next week.

Regretfully I am uncertain of the details of the grant, the steps needed to meet the requirements and the due dates. As the board of directors will be meeting soon to make interim plans, we ask that you send us the information need to complete the requirements.

To reach me, please call (612) 871.8980 x. 107. My mailing address is: Ms. Joy Sorensen Navarre, Executive Director, Metropolitan Interfaith Council on Affordable Housing, 122 W. Franklin Avenue, Suite 310, Minneapolis, MN 55404.

EHEP is deeply appreciative of your understanding of this matter.

Thurs - Jan 11  
3-5 p.m.  
MN Church Center

A quick draft.

Dear ~~to~~ EHEP Board Member:

My heart is heavy as I write to inform you that EHEP's executive director, Dick Little was recently diagnosed with a serious illness. For the past two months Dick has not been well. He has had severe pain among other problems. His medical providers were not able to locate the cause of the illness.

Last week after a complex and highly specialized procedure, the doctors made a diagnosis of cancer in the pancreas.

On Wednesday, December 27, 2000 Dick will under-go surgery to remove the cancer. This will be a difficult, 5-8 hour surgery.

I spoke to Dick earlier this week. His spirits are high. He is facing the battle honestly, but optimistically. He mentioned that he counts on the support his friends and colleagues through prayers and well wishes to conquer this illness.

Please take a minute to send a note or give him a call.

Dick and Theresa Little (Daughter, Kara)  
4909 Avenue South  
Minneapolis, MN 55417

Home phone number: 612.724.5662

*I fully believe that the Lord will be touched by our loving prayers and your positive energy always has a way.*

*absent*

~~DICK ASKED THAT WE~~

Meeting time

There are end of the year ~~for address~~ regarding that need ~~to be studied~~ <sup>we</sup> in Dick's absence ~~given the fact that~~ the board hasn't met in many months <sup>David</sup> ~~love a meeting~~ <sup>will get</sup> It is necessary for us to <sup>Info</sup> ~~as soon as possible~~ <sup>will be addressing</sup> ~~612-74-4847~~

8-

I daily hope - to - feel  
that you shall overcome.

EDUCATION AND HOUSING EQUITY PROJECT

DATE: December 23, 2000  
TO: EHEP BOARD MEMBERS  
FROM: Joy Sorensen Navarre & Barbara Bearman

It is with heavy hearts that we write to inform you that EHEP's executive director, Dick Little was recently diagnosed with a serious illness. For the past two months Dick has not been well. He has had severe pain among other problems. His medical providers were unable to locate the cause of the illness.

Last week after a complex and highly specialized procedure, doctors made a diagnosis of cancer in the pancreas.

On Wednesday, December 27, 2000, Dick will under-go surgery to remove the cancer. This will be a difficult, 5-8 hour surgery.

We spoke to Dick earlier this week. His spirits are high. He is facing his prospects honestly and optimistically. He mentioned that he counts on the support of his friends and colleagues through prayers and well wishes to overcome this illness.

Please take a minute to send a note or give him a call.

Dick & Theresa Little (Daughter, Kara)  
4909 29th Avenue South  
Minneapolis, MN 55417

Home phone: 612 724-5662

It is necessary for us to have an EHEP board meeting as soon as possible. There are end of the year matters that we need to tend to in Dick's absence.

MEETING: THURSDAY, JANUARY 11, 2000

~~3 to 5 p.m.~~ 5:30

MINNESOTA CHURCH CENTER  
122 West Franklin Avenue  
Minneapolis, MN

*BBB*

Please let us know if you will or will not be attending the board meeting.

Barbara 612 374-4847

Joy 612 871-8980 (107)

**From:** eh@augsborg.edu  
**To:** LOUSCHOEN  
**Subject:** Information for Grant Report to the Star Tribune Foundation  
**Date:** 04/05/00 14:14 EST

Lou, here are the two computer files I wanted to send to you - one is the latest version of the list of our accomplishments, the other is the original Cowles Media grant application that resulted in two years of funding. Not included is our evaluation, report on the results of our work, or more reflective kinds of comments. But this info. should help us to present a grant report that will qualify us to apply for continued funding. Let me know what you suggest we do with this, and feel free to take the accomplishments report and redraft it into a report to the Star Tribune foundation. Dick Little

A List of EHEP Actions and Accomplishments 1996-2000  
November 1996 - March 2000

Ø We procured financial support for civic work on segregation in school and housing from numerous foundations, corporations, religious and public bodies including the Bush Foundation, the Otto Bremer Foundation, the Minneapolis and Saint Paul Foundations, the Cowles Media/Star Tribune Foundation, the St. Paul Companies, General Mills Foundation, CURA, Saint Paul United Way, the First Universalist Foundation, the Headwaters Fund, the Study Circles Fund/Topsfield Foundation and the Metropolitan Council.

Ø We built a collaborative with many different organizations and groups throughout the Twin Cities metropolitan area, including a partnership with facilitator groups and sponsor organizations, to carry out a civic engagement project focused on issues of segregated schools and communities, affordable housing, the achievement gap in public schools, economic and racial justice, and building more inclusive and equitable communities. We have developed a substantial data base of people and organizations with whom we have worked and who share our interests.

Ø We researched and produced four different editions of a community circle discussion and action guide on education, housing, segregation and race in the Twin Cities metropolitan area. We produced a bibliography and have developed a reference library of resource materials on these subjects for current and future use; our research partners have provided resource materials that are used to inform the community circle discussions. These materials include a specially commissioned piece "What the Research Shows" prepared by the Institute on Race and Poverty. The study guides have been used in the urban studies curriculums of several Twin Cities area colleges and seminaries, including the Metro Urban Studies Term of the Higher Education Consortium for Urban Affairs. We also produced a report outlining the results of the 1997 community circles discussions and recommending improvements for future community circle dialogues. We also partnered with the Wilder Foundation to produce a directory of action organizations dealing with issues of education, housing and race in the Twin Cities.

Ø We have completed or are completing 80 community circle (5-session) dialogues and conversations on education, housing, segregation and race held in 20 municipalities, sponsored by 75 schools, neighborhood organizations, congregations, etc., moderated by 120 facilitators, engaging approximately 1,200 citizens over 3 years. Some of these conversations are leading to specific action agendas and policy initiatives (e.g., Bloomington and Frogtown).

Ø We delivered 3 community-wide "kick-off" forums, 4 sponsor information meetings, 7 facilitator training events (including 2 one-day workshops on understanding and dismantling community and institutional racism, and 1 half-day workshop on communicating across cultures), 1 all-day conference

and training seminar promoting study circles, 4 Cities at Work forums on race and community in Saint Paul, 4 post-community circle forums ("Coming Together," Macalester College, May 1997; "The Gathering" at St. Stephanus Church in St. Paul, June 1999; "Beyond Tolerance: A Call to Action" Forum, Arlington High School, St. Paul, Nov. 1999 and the "Metropolitan Citizens Summit," and Minnesota Meeting Luncheon in downtown Minneapolis, Dec. 1999, all involving approximately 1,800 citizens. Many task force/action groups, personal commitments to action, and follow-up activities were generated at the Action Forum, and a policy report on the results of the Citizens Summit will be presented to key decisionmakers and community leaders in the near future.

Ø We helped organize and cosponsored a series of educational and citizen action events on our issues with our partner organizations. These events include the "Town Hall Forums on Education and Race" with the National Conference on Community and Justice and Minneapolis and Saint Paul Public Schools, Sept. 1997; the Institute on Race and Poverty's conference on spatial barriers to welfare reform, Dec. 1997; the National Days of Dialogue on Race Relations, Feb. 1998; the "Building Inclusive Communities" conference co-sponsored with the Minnesota Fair Housing Center, Sept. 1998; the Issues Forums on the proposed State Rules on school desegregation, multicultural education and teacher licensing, Oct. 1998-Jan. 1999, with the Urban Coalition and the Minnesota Minority Education Partnership (MMEP); the "Intergenerational Dialogue on School Reform and Desegregation" held in Nov. 1999 with MMEP; the Cities at Work 1999 Forums (3) on "Race, Reconciliation and Commitment to Action" held in Saint Paul; and 6 performances of the housing and social justice play "Like Waters Rolling Down" with the Metropolitan Interfaith Council on Affordable Housing (MICAH) in 1998 and 1999, all involving an estimated 4,500 citizens. The MICAH play was developed as a creative response to the challenge posed by 1997 community circles to "move citizens to action" by dramatizing the issues.

Ø We helped formulate and cosponsored Inclusionary Housing Legislation eventually passed by the Minnesota State Legislature in 1999. The concept of inclusionary housing for the Twin Cities was first introduced in the community circles of 1997, and was carried forward for further development by several of our action partners, including the Alliance for Metropolitan Stability.

Ø We supported and participated in the affordable housing legislative rallies at the state capitol in March 1999 (800-1,000 participants) and February 2000 (approximately 500 participants).

Ø We provided substantive input and contributions to the mediation process and talks involving proposals for settlement of the NAACP v. State of Minnesota educational adequacy lawsuit and the City of Saint Paul v. State of Minnesota educational equity lawsuit. We also testified at a special Minneapolis Board of Education meeting in support of mediation as the best way to develop remedies for addressing the issues raised by the NAACP lawsuit.

Ø We provided written and oral testimony to the State Board of Education on the proposed Profile of Learning in 1998 and the proposed revised State Desegregation Rule in 1999.

Ø We participated by invitation in the planning process for the Saint Paul/East Metro Interdistrict Integrated Education Initiative.

Ø Our work has served as a model and catalyst in creating at least four major dialogue projects, in addition to our own, on subjects involving segregation and race-related issues: The 1999 Cities at Work "Public Dialogue on Race, Connections and Commitment to Action" (in which we partnered with the Wilder Foundation), the 1997-98 Interfaith Action Dialogues on Jobs, Housing, Sprawl, Race and Poverty (in which they modeled their discussions after our discussion guide), the study circles initiative of the Macalester College Dismantling Racism Group (DRG) (in which we provided training) and the League of Women Voters of Minnesota's "Changing Faces, Changing Communities" state-wide community circle project on immigration now underway (which we have helped to plan and organize). The City of Burnsville's community circle project on strengthening neighborhoods was also inspired by our work (following our presentation to board members and staff of Partnerships For Tomorrow).

Ø Since we began our project, agendas for addressing issues of segregation, racial and ethnic diversity,

concentration of poverty, affirmatively furthering fair housing, and understanding the relationship between school achievement and access to affordable housing have become more explicitly part of the work programs and goals of many of our collaborative partners including MMEP, MICAHA, the Alliance for Metropolitan Stability, the Urban Coalition, the Minnesota Fair Housing Center, the Wilder Foundation, the Minnesota Facilitators Network and the MN Society of Professionals in Dispute Resolution.

Ø EHEP's Community Circle Conversations on Education, Housing and Race project has been selected by the President's Initiative on Race as a "Promising Practice" for advancing race relations and addressing race-related issues in metropolitan areas of the United States. In May 1999, the executive director was invited to speak about our work at the Brookings Institution in Washington, D.C.

Ø We received a "Laying the Foundation in 1999" Brick 'award' at the Affordable Housing Legislative Victory Celebration in June 1999; our efforts, in conjunction with the work of many other organizations, contributed to the largest legislative funding commitment to affordable housing in Minnesota's history.

Ø Our work and message have been covered by the media, including Minnesota Public Radio, the Citizen's League's Minnesota Journal, radio Stations KMOJ and KFAI, the Star Tribune and Pioneer Press newspapers, Insight News, the Minneapolis Spokesman newspaper and the Richfield Suburban Sun newspaper, and the neighborhood press as well as by cable television networks including the Saint Paul Neighborhood Network News, the City of Bloomington Cable Network, and West Metro and Minneapolis television networks. We even received coverage in the US News and World Report. We have also received attention in the newsletters of some of our partner organizations, including the Study Circles Resource Center, MICAHA and the Minnesota Minority Education Partnership. In some cases, we have prepared articles about our work for their media publications (e.g., Wilder Foundation's Community Matters).

Ø We have accepted and undertaken numerous speaking engagements about our work and the results of our work, as well as the issues we are addressing, at meetings, conferences, seminars and workshops in the Twin Cities area (e.g., report to the board of the West Metro Education Program on preliminary results of the community circle conversations; seminar on segregation and sprawl at the annual conference of the Minnesota Public Interest Research Group; panel presentation at the annual conference of the Minnesota Minority Education Conference on integrated schools vs. community schools).

Ø We have established an office, hired staff including a director, and have acquired an office location/space and office equipment including computers and e-mail service, a fax and copier, chairs, desks and tables, a vertical files system and book shelves. Over the course of the last three years, our staff has included two administrative assistants and five college and graduate school student interns. Our office has survived three different moves, two at the Minnesota Church Center, and most recently the move to East Hall at Augsburg College (where we are able to procure a variety of support services). We have developed an organizational logo, a project moniker, a letterhead design for stationary and business cards and various brochures for promoting our community circles project. We have procured financial and fiscal accounting services, first from MICAHA and most recently from Augsburg College. We have federal 501(c)3 non-profit organization status, tax exempt status for state sales taxes, and we are registered with the Minnesota Secretary of State and the State Attorney General's Office. We have now been in existence for five years (1995 - 2000).

## **Proposal to the Cowles Media Foundation**

### **A. ORGANIZATION OVERVIEW**

#### History & Mission

The Education & Housing Equity Project (EHEP) was created in early 1995 by a group of education and housing advocates who shared a belief in the pressing need to link the issue of school desegregation/integration with the broader issue of segregated housing and neighborhoods. The organization's mission is to act as a catalyst to build broad-based coalitions and engage the community in public conversations 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.

EHEP pursues its mission through a three-part strategy:

- (1) Coalition building and advocacy;
- (2) Community education and public conversation; and
- (3) Assisting communities in becoming more inclusive and integrated.

#### Activities & Accomplishments

In its first year, EHEP was awarded a start-up grant to develop the organization and hire part-time staff in late 1995. Since that time, EHEP has worked to develop itself as an organization (including obtaining 501(c)(3) status and beginning a process of strategic planning) and collaborated with other organizations and individuals to determine the best strategies for making progress on these issues, which are as complex and daunting as they are immediate.

With staff time limited to a part-time Coordinator's position, EHEP has been involved in the following activities and accomplished the following over the past two years:

**Coalition building.** EHEP spent its first year in numerous discussions and collaborations. These have led to several specific coalition projects as well as a fuller understanding of the need for an organization that can link these two issues - housing and education - and help develop the desperately needed consensus and leadership to move forward. After several months of one-on-one interviews with a broad range of community leaders and experts in the fields of housing, education, anti-racism, and metropolitan stability, EHEP brought together over 30 organizations to begin the process of building a broad-based coalition that can work on these combined issues. EHEP has also helped expand the base and scope of existing coalitions by connecting the coalitions with related organizations and encouraging the linkage of housing and schools issues in their work. It has worked with a coalition focused on the re-drafting of the State Board of Education's desegregation rule, for example, and linked that school issue with broader issues of housing segregation and metropolitan stability. Similarly, it has encouraged a coalition working on a fair housing testing campaign in suburban Hennepin County to frame this issue in the context of schools and broader life opportunities.

**Community education & conversation.** In February 1996, EHEP partnered with the Minneapolis Initiative Against Racism, the Minnesota Minority Education Partnership, and the Minnesota Fair Housing Center to create the Community Circle Collaborative (CCC). This is a metro-wide dialogue project in which at least 500 citizens from all walks of life have joined together - 5-15 at a time - in study circles held throughout the metro area to discuss 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?" and
- "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?"

The CCC is now a broad-based collaboration of community-based organizations, public staff and officials, and individuals working in a variety of fields, including anti-racism, housing, education, social justice, religion, law, and social research. The early partners included:

- > the Minneapolis Initiative Against Racism;
- > Mayor Sharon Sayles Belton;
- > Toward Tomorrow Together (a St. Paul area anti-racism coalition);
- > the Wilder Foundation;
- > the St. Paul Dept. of Human Rights;
- > the MN Churches Anti-Racism Initiative (of the MN Council of Churches, the Greater Minneapolis Council of Churches, and St. Paul Area Council of Churches);
- > the Metropolitan Interfaith Council on Affordable Housing (MICAH);
- > the Suburban Hennepin Anti-Racism Coalition; and
- > the Institute on Race & Poverty.

The Collaboration has been coordinated by the Director of EHEP, Dick Little.

During its second year, the Community Circle Collaborative has expanded to include more than 20 public, civic and community-based organizations that serve as the principal partners (see attached list). Each partner contributes its unique strengths or resources to the Collaborative, assuring a broad-based and comprehensive initiative.

The "Kick-Off" conference for potential sponsor groups and conveners of Community Circle study/discussion groups was held in December, 1996. It brought together representatives of nearly 100 different organizations and was highlighted in a Star Tribune Editorial. Recruitment of facilitators began in early 1997, with the assistance of such organizations as the Minnesota Facilitators Network, and concluded with two major facilitator training seminars organized by the Collaborative in February. Approximately 75 facilitators were trained and volunteered to be "matched" with community circles. Other members of the Collaborative helped prepare and review the discussion guide, Choices for Community: A Regional Conversation About Education, Housing, and Segregation, used by the Community Circles to help inform and focus their discussions and deliberative process. Additional resources are being provided at metro area libraries with the assistance of Librarians for Social Responsibility.

Beginning in March, 1997, sponsors convened the community circles, in some cases pairing their circles with others to maximize diversity of participants and perspectives. Most circles have included between 6 and 20 individuals and have met four to six times for periods of two hours each. The MPR Civic Journalism Housing Forum Project helped to stimulate participation in the Community Circles. Some 50 Community Circles have been or are still being convened and many groups will be meeting into the summer months.

On May 29th, a forum titled "COMING TOGETHER: A Regional Conversation on the Challenges of Education, Housing and Segregation" was held at Macalester College. This event brought together representatives of different Community Circles meeting from throughout the metropolitan area to share the results of their small group discussions and to converse with each other about the issues they were charged to address. Selected community leaders, academic and business leaders, public elected and appointed officials, and the media were invited to listen and participate in the discussion. 154 citizens registered, and 122 citizens attended the Forum. The results of the Forum conversation were discussed the following day by the moderators, George Latimer and Vivian Jenkins Nelsen, on Minnesota Public Radio's Mid-Day Program.

Many Community Circles will also be convening local forums in their communities with representatives from their sponsor organizations as well as local policy makers, educators, community leaders and other members, to discuss the results of their deliberations. Finally, each Community Circle will prepare a written report of its findings and conclusions. These reports will be synthesized into a single document summarizing the results of the first round of Community Circle conversations. In addition, the various conversations, forums, and training events are being recorded for future use and public broadcast by the Minneapolis Neighborhood Revitalization Program and Office of Film and Video.

Future plans for the Community Circles project include a second, expanded round of Community Circle discussions to be held in the Fall of 1997. This round will build upon the findings of the first round of community circle discussions and will include additional groups not represented in the Spring round, such as the business community. The discussions will be resourced by metro area libraries with

assistance from Librarians for Social Responsibility and will be more clearly focused on issues of building more inclusive communities and moving the discussion to issue identification and action. EHEP and the Community Circle Collaborative will also co-sponsor a Citizens Summit with the Minnesota Meeting and Minnesota Public Radio. The Summit will use electronic key pad technology to elicit focused responses and discussion of specific issues and solutions from Community Circle participants on the best ways the metropolitan community can address issues of educational access and achievement, and housing, community and school desegregation in the Twin Cities area.

### Staffing

Dick Little holds the position of coordinator, and is responsible for all aspects of the project: organizing, coalition building, administration and community education. He works under the direction of a Board of Directors. Mr. Little has an extensive background in housing, education, race relations and use of study circles.

### Board of Directors

The Board of EHEP consists of:

- Matthew Little, Vice President for Education, Minneapolis Branch NAACP, former Branch President, and longtime activist for racial and social justice;
- Barbara Bearman, member Executive Committee, Minneapolis Branch NAACP, and community activist who participated in the original Minneapolis school desegregation lawsuit in the early 1970's;
- Michael Anderson, East Side Neighborhood Development Company;
- Dr. Josie Johnson, Senior Fellow, College of Education and Human Development, University of Minnesota;
- Van D. Mueller of the University of Minnesota Department of Education Policy & Administration;
- Joy Sorensen Navarre, Executive Director of the Metropolitan Interfaith Council on Affordable Housing;
- Georgina Stephens, former President of the Minnesota State Board of Education;
- Jerry Timian, Director, First Call for Help, St. Paul United Way and member, St. Louis Park School Board; and
- Jim Hilbert, Co-Director of Programs, The Institute on Race & Poverty, University of Minnesota Law School.

## B. PURPOSE OF GRANT

### The Need

Public conversation about the possibilities for inclusive and integrated communities is rare, usually divisive and poorly informed, not conducted on a systematic or sustained basis, and with too few groups and individuals involved. We believe these adverse conditions imperil the chances of building inclusive and integrated communities in the Twin Cities metropolitan area.

The principal danger is that public discourse is fast settling into simplistic, distorted polarities - neighborhood schools versus forced busing, quality education versus desegregation, core cities versus suburbs, rich versus poor and, of course, whites versus people of color (especially African-Americans). A climate of public opinion poisoned by these divisions inevitably limits what policy makers (and, as we've found in our initial discussions, advocates and community leaders as well) feel they are able to do; we speculate that this climate even limits what judges feel they are able to do. In the current environment, the issues are captured by the most extreme and negative voices, which are then amplified by the media. The public sits and listens. Few want to get involved, because of the fear of getting burned in the heated controversy and because of the not-unreasonable judgment that little will be accomplished under these conditions.

There is a need to involve many groups and the broader public in civil, informed conversations about the possibilities for integrated communities. There is a need to expand the serious discussion of these issues beyond the courtrooms and the academic halls. As many people as possible in our community should be participating in the conversation about this issue. The discourse should not be limited to the invectives of

"talk radio," the well-intentioned opinions of newspaper editorials, the sociological jargon of academia or the legal technicalities of the court.

The issue is developing rapidly. The question is who will be involved in the public discourse, and how will that discourse be framed. Unfortunately, past experience shows that these issues are easily polarized - and stay polarized. We believe that this familiar yet unfortunate outcome can be averted by organizing a wide range of groups that have a potential stake in integration, by engaging broad-based public participation in informed conversations about what segregation and integration involves and by offering assistance to communities as they seek to become better integrated.

### Our Response

In response to this need, and based on the experience and information we have gathered over the past two years, we propose to continue and expand our work in coalition building and public education. We want to continue to take the public conversation about racial and economic segregation and integration to neighborhood centers, public libraries, school buildings, places of business, living rooms, and backyards - the places where ordinary people live their lives and where the real task of building inclusive communities must take place. We wish to encourage and inform public conversations that will help lead people to support the principle of integrated communities and to support efforts to move toward that goal. This organization seeks to educate the public - that is, to lead people to a more informed, effective understanding of the effects of segregation, why integration is important, and how it can be accomplished. Through this process, we hope that people come to understand the value of integration for themselves, for other people, and for society as a whole.

We have no illusions that all people will be persuaded, or that all will be willing to participate. There are, after all, real conflicts of interest and conflicts of values. These will not be dissolved by a little talk. But without a concerted effort to bring people together for informed and civil conversations, the most extreme voices will remain to frame the issue. Public-spirited conversation will be drowned out by shrill debate; our common interests and values will get lost in the sea of opposition and conflict.

### Our Project

We propose to continue and expand our current work on three fronts:

- Supporting and linking existing coalitions that are working on these related issues,
- Solidifying a broad-based coalition that can advocate for racially and economically integrated schools and housing throughout the metropolitan area, and
- Sponsoring informed public conversations that will advance the understanding and promotion of inclusive communities.

Each of these elements reinforces the others.

1) Supporting and linking existing coalitions and organizations. There is a wide range of groups and individuals in the Twin Cities metro area with a potential stake in the cause of inclusive and integrated communities and schools. We have begun connecting and collaborating with many such groups in our first two years, and believe much can be accomplished simply by helping to support and expand existing coalitions that already focus on housing and school issues, but do not necessarily link those two issues in their work.

We propose to continue our coalition-building efforts by focusing on faith communities, elected officials (legislators, school boards, city councils, mayors, county boards), neighborhood groups, parent organizations, teacher and staff groups, professional education programs, fair housing and housing advocacy groups, labor unions, business organizations, civic groups, civil rights organizations, human rights commissions, libraries, the media, and others.

These groups all have different interests and different understandings of what integration means for them. Moreover, although we have found that many of them agree on the importance of linking school desegregation/integration with the broader issue of housing, few actively combine those two issues in their work or in their recruitment of additional coalition members.

Over the past two years we have seen - and begun to build on - a great potential for such broad coalition development and support. Yet we also appreciate that it will require a labor-intensive effort to attract the participation of these groups in ways that are appropriate to their interests and capacities. Such an effort is critically needed, however, and these groups constitute the essential infrastructure through which we can develop the broader public understanding and support for integrated communities, and a broader response to the deepening socioeconomic and racial segregation in the Twin Cities area.

- 2) Solidifying a broad-based housing/education coalition. The discussions and research we have undertaken so far have convinced us that the building of a single coalition that can advocate for more integrated schools and communities in the Twin Cities will be challenging and slow-going. We have begun to lay the foundation for such a coalition, however - by working within existing coalitions, by listening closely to both mainstream and community leaders and citizens, and by educating them about the realities and options facing us - and will work to solidify this foundation over the next year. We plan to move from dialogue to issue identification and action, working with the same broad range of organizations and individuals we have identified over the past year, as well as others. As we have found already, once groups have the information and tools they need to delve into these issues and begin to see how the issues must be linked and pursued in coalition, there is a powerful movement to work together. The challenge over the next year will be to support these groups and individuals in figuring out how to further efforts toward resolving these issues in a way that is equitable, manageable, and capable of attracting widespread support.
- 3) Creating informed public conversation and analysis. The issues of residential and school segregation have become increasingly polarized and complex. There is a palpable sense of ambivalence about what to do about segregation, as both past and present strategies seem inadequate, flawed, or even misdirected. This is true even in those communities most affected by segregation, at every level: citizens, educators, housing advocates, community leaders, and policy makers. Our first two years of work have given us a deep appreciation of this confusion, even as it has frustrated and worried us, and convinced us of the necessity for widespread and well-informed public conversations about these issues. Without such conversations, we fear the silence and ambivalence - to say nothing of poor public policy and lack of leadership - will continue. We propose, therefore, to continue creating such opportunities for education and dialogue at several levels:
  - (a) The Community Circle Collaborative and the "Choices For Community" Study Circle Project. As noted above, EHEP has been a leading partner in this metro-wide collaboration. Through the Community Circle Collaborative, EHEP continues to organize and support "community circles" throughout the metropolitan region, which will meet to explore the questions of how existing patterns of residential, economic and racial segregation affect the educational achievement and life opportunities of Twin Cities area children and families, and what we can do as individuals and as a community to enhance those opportunities. Our focus in the upcoming years will be on:
    - (1) expanding the Collaborative to include a broader range of points of view from organizations, public institutions, and individuals throughout the metropolitan region,
    - (2) promoting and publicizing the project,
    - (3) providing research support to the community circles,
    - (4) fundraising,
    - (5) continuing to recruit and train community circle sponsors and facilitators,
    - (6) evaluating and reporting on the outcomes of community circle deliberations, forums, and subsequent actions, and
    - (7) developing an action component.
  - (b) Community and Metro-wide Citizens Forums. These forums will flow from the study circle conversations and will enable broader engagement and education of the public.
  - (c) A 'Blue Ribbon' Commission / Task Force. This group will consist of public, business, church and community leaders selected by the Collaborative to focus on engagement and education of public policy and institutional leaders. This group, modeled after the Latimer Commission, which evaluated the implementation of the Metropolitan Livable Communities Act, will have as its major tasks:

- to use the results of the first round of Community Circle conversations to guide the second round of discussions;
- to use the results of both rounds to formulate findings and recommendations for public policy makers; and
- to develop additional strategies for educating and informing the public and "moving the community" to act collectively on needed change.

### How Our Project Differs From Other Projects and Organizations

1. Its unique methodology of fostering conversation among disparate members of Twin Cities communities, not only to discuss issues and problems, but to develop action registers and common solutions that can be used by the community at large. Three discussion models for community deliberation have been combined to achieve this outcome: The Study Circles model of the Study Circles Resource Center; the National Issues Forums of the Kettering Foundation; and the Communities of Color Empowerment Model of the Minnesota Minority Education Partnership.
2. Its focus on the region as a whole and on consciously linking the issues of housing, education and employment. No other organization in the Twin Cities, nor nationally, is currently engaged in this kind of collaborative grassroots dialogue and mobilization effort linking housing and education, and race, locally and regionally.
3. Its use of a collaborative of diverse organizations, including principal organizing partners, media partners, funding partners, project coordinators, resource partners, and community circle sponsor organizations. This project brings together anti-racism organizations, along with civic and media organizations, to focus on challenging segregation in housing and education.
4. Its ability to measure success in tangible ways. These measures include the breadth and depth of participation in the study circles by local and regional citizens. Breadth and depth means diversity of participants in terms of ideas, race, place of residence, age, and economic status. It also includes number of participants and conversations. The project's impact will also be measured by having our findings and recommendations publicly addressed by the State Legislature in its 1998 and 1999 legislative agenda.

**MEMO**

**TO:** Interested Colleagues  
**FROM:** Barb Rose and Hector Garcia  
**RE:** Strengthening Joint Work to Counter Racism Initiative  
**DATE:** September 18, 2000

**MEETING: OCTOBER 9 FROM 11 A.M. TO 1:00 P.M.  
BOX LUNCH PROVIDED  
AT WILDER FOUNDATION AUDITORIUM, 919 LAFOND AVE.  
RSVP TO BARB ROSE AT 651-659-6031**

Enclosed you will find a summary of the feedback we have received to date from over 30 individuals and organizations who have met over the past few months to shape an approach to strengthen joint efforts to build a racism free community. The feedback reveals that there is much interest in opportunities to work together to break down the barriers of racism in our community and to build a more inclusive community. However, it also reveals some critical issues that need to be considered that could distinguish any future community-wide effort to promote inclusion and to undo racism.

**These include:**

- Acknowledgment that frustration and lack of trust is felt over the limited success of past approaches to dismantle racism in the community.
- Frustration and hopelessness is also felt because of the increasing documentation of disparities and discrimination based on race and ethnicity in relation to housing, education and economic opportunities.
- Need to respect and recognize contributions of racial and ethnic minorities that extends beyond tolerance.
- Recognition that cultural blind spots exist and can be serious barriers to change.
- Awareness that an open and honest dialogue process invites reflection and emphasizes cooperation and solidarity and can generate and stimulate positive joint action and progress.
- Need to include others such as youth, elders, and the corporate sector to build on existing best practices.

A retreat for committed and concerned leaders has been recommended as a productive next step to fuel mobilization towards action and strengthen joint efforts to counter racism in our community. A retreat can provide a time and place where committed community leaders can explore the possibilities of coordinated action and learn from others. **We are inviting you to be part of the first steps on October 9 from 11 a.m. to 1:00 p.m. at Wilder Foundation, 919 Lafond Ave. If you are interested in coming, please give Barb Rose a call at 659-6031.**

The continued success of an effort like this depends on participation of people from all racial and ethnic backgrounds and from all sectors of our community (business, nonprofit, and religious, and government) who are grounded in a commitment to shape social change and community action.

**WE HOPE YOU WILL CONSIDER LENDING YOUR LEADERSHIP AND EXPERIENCE TO THIS IMPORTANT EFFORT.**

*Strengthening Joint Work to Counter Racism*  
**SUMMARY OF RESPONSES TO PROPOSAL**  
**SEPTEMBER 18, 2000**

The following is a summary of the feedback received to date via email, phone conversations and comments at the August 29 meeting at Wilder from over 30 individuals and organizations on the proposed approach, *Strengthening Joint Work to Counter Racism*. The feedback reveals that there is much interest in a retreat that offers opportunities to work together to break down the barriers of racism in our community.

**OVERALL APPROACH**

- Build a solid business case for this work. There are ways to quantify the costs of racism to our communities (in the justice systems, health systems, social service agencies, etc.)
- Emphasize the idea of creating more accessible and equitable opportunities rather than sharing out of a fixed pie and move quickly into action
- ~~Include~~ good research - we have to prove what we are claiming. If we validate what we know with solid data, we can bring others into the fold who don't understand how pervasive racism is.
- Determine resources needed—perhaps we could explore combining existing resources of the partners in the collaborative to get a bigger benefit for the dollars.
- Have participants define why they are at table. What is in it for them? What is their self-interest or how will this effort align with efforts in their agency or group?
- Acknowledge the frustration in the community over limited success of past approaches but build a mindset that invites optimism and focuses on best practices and integration of efforts.

**INVOLVE OTHERS**

- Make sure our work is not done in isolation from the larger community and that the group is held accountable.
- Engage government entities charged to do counter racism work. The EEOC, HUD, Dept of Labor, Human Rights, Health etc. are important partners.
- Incorporate the wisdom of elders/seniors and the idealism of youth.
- Invite the law enforcement community, esp. middle level and front line police staff ought to be part of any anti-racism effort.
- Involve people in corporate networks (executives and middle level managers) who face racism every day and have already created networks where they work and live.
- Use different involvement strategies for different audiences.
- ~~Communicate~~ the work of this group and share it with the larger community.

**ENSURE A TANGIBLE OUTCOME**

- Define tangible/measurable outcomes and ways to monitor progress—this will keep an action focus.
- Work jointly to achieve one big goal plus specific objectives perhaps accomplished by sub-groups.
- Be sure to move beyond talk to action and be clear about the goals for the retreat. Relationship building is essential.

**WORDING IS IMPORTANT**

- Be clear about the definition of racism. Racism is often defined as a black and white issue in America. Broadening the definition is necessary to engage and interest other communities.
- Agree on terms. How was "counter racism" agreed upon versus eliminating or eradicating racism? How about "building a racism-free community"?

(See other side for Steering Committee List)

# Minneapolis leader recognized for study circle work

Richard "Dick" Little has received the 2001 Minneapolis Special Recognition Award acknowledging his steadfast advocacy for Minneapolis Public Schools and the city of Minneapolis. Nominating Little for the award, Superintendent of Minneapolis Public Schools Carol Johnson described him as, "... a coalition builder who works respectfully with all people. He is a model of informed and active citizenship."

Little was also recognized recently by the Minnesota Minority Education Partnership, Inc., with its annual Ron McKinley "All My Relations Award." The Minnesota Minority Education Partnership is a K-16 collaborative of all the higher education institutions in the state of

Minnesota, several public school districts and other education organizations dedicated to increasing the success of students of color.

Both awards acknowledge Little's outstanding leadership in coordinating the **Community Circle Dialogues on Education, Housing, Race and Segregation in the Twin Cities Metropolitan Area** – a metropolitan-wide effort to engage citizens from across economic and cultural backgrounds in important discussions about the current state of racial and economic segregation in the Minneapolis and Saint Paul Metropolitan Area. Through his efforts, the Community Circle Dialogue was recognized in 1998 as a "Promising Practice" by President Clinton's Initiative on Race. ◊



At a Nov. 15 ceremony at the Minneapolis Convention Center, Dick Little received the 2001 Minneapolis Special Recognition Award, honoring a lifelong commitment to making the city a better place to live, learn, work, and play. Pictured with him are, from left to right, Cathy Wurzer of Minnesota Public Radio, Mayor Sharon Sayles Belton, Little, and Minneapolis Public Schools Superintendent Carol Johnson.



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# Announcements...News...Updates...Resources

## **RACE INITIATIVE IN WICHITA, KAN., SPONSORS POETRY 'SLAM'**

Wichita's BUILDING BRIDGES program sponsored "Poetry Liaisons," a month-long poetry slam last fall. The "Slam Against Racism" – a three-stage poetry competition – was an idea that took shape at a study circle action forum. Well-known poets attended and presented, and a local poetry competition involved lots of teens. The event also featured dancing, drumming, and storytelling. A new round of study circles in Wichita is slated for early this year.

## **YOUNG STUDY CIRCLE LEADERS HONORED IN AURORA, ILL.**

American Youth Character awards have been presented to high school students **Laura Fernandez** and **Susana Rodriguez** for their contributions to Aurora Community Study Circles and its youth project, Many Young Voices. Both young women were cited for their leadership in the Hispanic community. Many Young Voices is an organization designed to bring teens together to share their cultural, ethical, and racial experiences. In addition to participating in study circles, teen members of the MYV program maintain a web site designed to promote interracial understanding and cooperation. (You can visit the site at [www.manyyoungvoices.org](http://www.manyyoungvoices.org).) Laura was a panelist in the workshop at the SCRC national conference that focused on involving youth in politics and public life. Susana, who is active in the performing and visual arts, wrote the poem featured on this page.

## **DURHAM PUBLIC EDUCATION NETWORK RECEIVES \$500,000**

The Annenberg Foundation has awarded a 3-year, \$500,000 grant to the Durham (N.C.) Public Education Network. For 15 years, DPEN, a community-based nonprofit affiliated with the national Public Education Network, has been dedicated to local education initiatives and fostering cooperation between the schools and the community. In 2001, more than 150 Durham residents took part in study circles. Their findings helped shape the application for this grant, which will greatly expand the efforts of DPEN to help Durham schools close the **achievement gap**.

## **YOUTH ON BOARD PROVIDES RESOURCES FOR YOUTH INVOLVEMENT**

A project of YouthBuild U.S.A., Youth on Board provides a variety of resources that can help prepare young people to participate fully in the public life of their communities. To

develop leadership and decision-making skills, the program offers highly interactive trainings and workshops for youth and/or adults. Youth on Board also publishes booklets on a range of related topics. For more information, visit the web site at [www.youthonboard.org](http://www.youthonboard.org); or call 617-623-9900, ext.1242.

## **STUDY CIRCLES IN RACINE AND KENOSHA, WIS., RECEIVE AWARD**

The community-wide study circle program in Racine and Kenosha, and at the University of Wisconsin-Parkside, received a University of Wisconsin-Extension *Wisconsin Idea Award* for 2001. The award recognizes the success of Diversity Circles in bringing increased awareness and positive action to the issues of diversity and dismantling racism. More than 650 people have taken part in the program, which was initiated by the Center for Community Partnerships at UW-Parkside, with support from the Kenosha Coalition for Dismantling Racism and the Sustainable Racine Diversity Committee. Youth involvement is increasing, starting with students at local high schools. Circles are also offered to inmates at prisons in the region. And in October, a diverse group of 60 people took part in a discussion of the Sept. 11 attacks, using SCRC's guide *Facing the Future: How Should We Respond to the Attack on Our Nation?*

## **LEARN HOW STUDY CIRCLES CAN REVITALIZE NEIGHBORHOODS**

"Study Circles: Using Community Dialogue to Create Strategies and Action for Sustainable Neighborhood Revitalization" is a one-day course offered as part of the five-day Neighborhood Reinvestment Training Institute on April 4 in Chicago, Aug. 8 in San Francisco, and Dec. 11 in Washington, D.C. SCRC associates Matt Leighninger and Fran Frazier will conduct the course. Sponsored by the Neighborhood Reinvestment Corporation, the training institute offers a total of 70 courses focusing on affordable housing, community building, community economic development, home ownership, and

neighborhood revitalization. For more information about the Neighborhood Reinvestment Training Institute, or to register, go to the web site at [nrti@nw.org](http://nrti@nw.org), or call the institute at (202)220-2454.

Poem from Many Young Voices  
Aurora Ill.

### **WHAT IS YOUR NAME?**

What is your name?  
Susana Rodriguez  
Rodriguez? Do you have a child?  
"No"

What is your ethnic background?  
Mexican-American  
Mexican? Can you speak English?  
"Yes"

What is your name?  
Susana Rodriguez  
Rodriguez? Are you in a gang?  
"No"

What is your ethnic background?  
Mexican-American  
Mexican? Do you have a social security card?  
"Yes"

When is this going to end?  
By Susana Rodriguez, Aurora, Ill

*Richard Clark Little*

March 10, 1946

March 11, 2002



Unselfish acts are real miracles out of which  
all repeated miracles grow.

Ralph Waldo Emerson

Richard (Dick) C. Little was born on March 10, 1946 to Dorothy V. and Sidney C. Little. He grew up in Minneapolis, the oldest of three children. Heroes such as Martin Luther King Jr. and Albert Schweitzer influenced him in his teens. He was active in initiating high school projects to aid Third World countries. He graduated from Gustavus Adolphus College and obtained a masters degree from University of Michigan at Ann Arbor in Urban Planning. He married Theresa Killeen in 1978, and they adopted their daughter Kara in 1985. Dick was employed at HUD by the federal government for over twenty years. He left this position for a path of civic and mostly voluntary leadership and service contributions to the cities of Minneapolis and St. Paul.

The many contributions that Dick made included, perhaps, most importantly: the founding and initial directorship of the Education and Housing Equity Project in Minneapolis, membership on the Minneapolis Planning Commission 1989-01, co-chairship of the Education Task Force for the Minneapolis Initiative Against Racism, and leadership in the Community Circle Dialogues. Dick received many awards for his service including: the 1973 HUD Special Achievement Award, the 1983 HUD Fair Housing and Equal Opportunity Award, the Minnesota Planning Association Distinguished Service Award and the Community Association Housing Institute of Minnesota Outstanding Service and Hall of Fame Award, the 2001 Ron McKinley "All My Relations" Award, the 2001 Minneapolis Special Recognition Award and a 2002 Commendation from the Minnesota State Legislature for his life time achievements.

Dick was a loving father and husband who described his wife and daughter as great sources of spirituality and motivation. He was a wonderful son and brother loved greatly by many outside the family. He believed strongly in reaching out beyond himself to bridge the gaps between people. He will be greatly missed.

## Funeral Service Church of St. Joan of Arc

### *Prelude*

*Welcome* by Father George Wertin

*Opening Song:* Shall We Gather at the River

*Opening Prayer*

*First Reading:* Read by Christopher Howell-Little

*Song Response:* You Needed Me

*Second Reading:* Read by Camille Johnson

*Gospel and Homily:* Read by George Wertin

*Homily and Reflections:* Mark Little, Meg Little & Emily  
Howell Little, Hank Garwick, Gene Sylvestre

*Presentation of the Gifts of Bread and Wine:* Amelia Kahn,  
Lissie Howell Little, Ben Howell Little

*Eucharistic Prayer*

*The Lord's Prayer*

*Communion and Song:* Just a Closer Walk With Thee  
Be Not Afraid  
How Can I Keep from Singing?

*Communion Ministers:* Dorothy Sylvestre, Camille Johnson,  
Joan Beaudry

*Closing Song:* How Great Thou Art

Joan of Arc Musicians: Anna Mae and Fred Vagle and Dan Chouinard



# ***Saint Paul Public Schools***

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**Daniel A. Rodriguez**

*Ombudsperson*

***Independent School District 625***

360 Colborne Street  
Saint Paul, MN 55102

Telephone: (651) 293-5239  
Fax: (651) 290-8386

e-mail: [dan.rodriguez@spps.org](mailto:dan.rodriguez@spps.org)

2211 Riverside Avenue, CB 185  
Minneapolis, MN 55454  
P: (612) 330-1505  
F: (612) 330-1507  
E: ehsp@augsborg.edu

## Education & Housing Equity Project

# Fax

*Barbara Bearman*  
*Keith Hardy*  
*JoAnn Heryla*  
*Jim Hilbert*  
*Jerry Timian*  
*Thomas Ross*

*Hope Melton*  
*Van Mueller*  
*Myron Orfield (Nikki Carlson)*  
*John Powell (Gavin Kearney)*  
*Luz Marie Serrano (Dan Rodriguez)*

*Matthew Little*  
*Cris Toffolo*  
*Gloria Winans*  
*Joy Sorensen Navarre*  
*Josie Johnson*

**To:** EHEP ~~EXEC. COMMITTEE~~ **From:** Dick Little / Executive Director

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**Fax:** See below **Pages:** 5

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**Phone:** (612) 330-1505 **Date:** 06/03/99

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**Re:** FYI **CC:** ~~██████████~~

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Good morning! Please look over the following pages. You will find the agenda for tomorrow's Executive Committee Meeting, which is from 12:00 noon to 1:30 p.m. in the Cedar Room at the Christensen Center at Augsburg. Also the invitation, map & agenda for the Gathering on June 22, at St. Stephanus Church, 739 Lafond Avenue in Saint Paul.

If any of you are interested in helping with the planning process for the Gathering, we will be meeting again next Wednesday, June 9 at 9:00 a.m. at St. Stephanus. We welcome your input & ideas.

We look forward to seeing you tomorrow!

Call us with any questions.

Sincerely,  
Pam Jewson  
Administrative Assistant





*Education & Housing Equity Project*  
Board of Directors  
Executive Committee Meeting

Agenda

*Friday, June 4, 1999*  
*12:00 noon - 1:30 p.m.*  
*Cedar Room - Christensen Center*

- |              |  |  |
|--------------|--|--|
| <i>12:00</i> | <i>Introduction to EHEP's financial administrator &amp; accountant</i> | <i>Dick Little &amp; Jeff Swenson (Augsburg College)</i> |
| <i>12:10</i> | <i>1998 Financial Report</i>   | <i>Dick &amp; Jeff</i>                                   |
| <i>12:20</i> | <i>1999 Financial Report YTD</i>                                       | <i>Dick &amp; Jeff</i>                                   |
| <i>12:30</i> | <i>1999 Budget (Draft Proposal)</i>                                    | <i>Dick &amp; Jeff</i>                                   |
| <i>12:40</i> | <i>New accounting system</i>   | <i>Jeff Swenson</i>                                      |
| <i>12:50</i> | <i>Contracting with Board Members</i>                                  | <i>Dick Little</i>                                       |
| <i>1:00</i>  | <i>Questions/Concerns<br/>(Including update on funding requests)</i>   | <i>Dick &amp; Jeff</i>                                   |
| <i>1:30</i>  | <i>Adjourn</i>   |  |

*Executive committee members - Matthew Little, Barbara Bearman, Van Mueller, Joy Sorensen Navarre, Jerry Timian*



Augsburg College, CA 185  
2211 Riverside Avenue  
Minneapolis, MN 55454  
P: 612-330-1505  
F: 612-330-1507  
E: ehsp@augsborg.edu

June 3, 1999

Board of Directors

Barbara Blarke

PR Education Consultant  
Minneapolis, MN 55402

Kelly Hardy

Teacher

John Hayes

Minneapolis Public Schools

Jim Hibel

St. Paul Public Schools

Dr. Jack E. Johnson

Director, Center for Urban Ecology  
University of Minnesota

Matthew Johnson

Minneapolis Public Schools

Wojciech Kozlowski

Minneapolis Public Schools

Dr. Van Mollen

Education Policy and Administration  
University of Minnesota

Rev. Myron DeWitt

Minneapolis Public Schools

Thomas Ratz

Minneapolis Public Schools

Jay Sherman Mowbray

Minneapolis Public Schools  
and Minneapolis Housing

Dr. John Swartz

Institute for Research on Education

Dr. Eva Marie Swanson

St. Paul Public Schools

Jerry Thelen

St. Paul Public Schools  
St. Louis Park School District

Dr. Gus Toffolo

Political Science  
University of Minnesota

Oliver Williams

Edna Frank Research Center  
and Learning Laboratory

Dick Little, MCF

Executive Director

Amy Rosencrans

Community Circle Coordinator

Dear Community Circle Dialogue Participants, Facilitators and Sponsors:

Please join us at a gathering of community circle dialogue participants from across the metropolitan region. We are very excited to bring together all of you who have participated in and facilitated the community circle dialogues on race, housing, and education this spring and last fall. Currently, over 50 groups have met or are currently meeting throughout the Twin Cities area. This will be the first gathering of all these groups and past participants.

On Tuesday, June 22 from 5:30-9:00 p.m., we will be celebrating and reflecting on our experiences and lessons learned, then exploring some possible next steps over good food and discussion. The meeting will be held at St. Stephanus Lutheran Church, 739 Lafond Avenue in Saint Paul. A map and an agenda are enclosed.

Another important event is also currently being planned. On June 18, we will be hosting an information session for organizations interested in sponsoring new community circle dialogues. This meeting will be held from 9:30-11:30 a.m. at St. Paul's City Hall, 75 W. Kellogg Boulevard. Please invite your friends and colleagues who have expressed an interest in joining or sponsoring a community circle dialogue to this meeting. This is an opportunity to hear from organizations who have already sponsored a community circle dialogue and to find out more about how to get involved as a sponsor.

We look forward to seeing you soon. Please call Linda Hoskins at 651-642-4060 by June 16 to RSVP.

Cordially,

Barb Rose  
Cities at Work  
Community Circle Dialog Project

Dick Little  
Education and Housing  
Equity Project

*Education and Housing Equity Project  
&  
Cities at Work*

**Invite you to Celebrate  
at a  
Gathering to Share  
our Community Circle Dialogues**

*Conversations at the Crossroads*

---

**AGENDA**

---

Tuesday, June 22, 1999

5:30—9:00 p.m.

St. Stephanus Lutheran Church, 739 Lafond Avenue, St. Paul

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- |      |  |                       |
|------|--|-----------------------|
| 5:30 | Registration and refreshments              |                       |
| 6:00 | Welcome and introduction                   | Thomas Ross—moderator |
| 6:20 | Small group discussions                    | Facilitators          |
| 7:20 | Small group feedback                       | Thomas Ross           |
| 7:45 | Open mike: questions, answers and concerns | Thomas Ross           |
| 8:15 | What's next?                               | Thomas Ross           |
| 8:45 | Closing—Healing Ceremony                   | Petey Mitchell        |

When is reports conversation group?

Full Board meeting

Meeting w/  
Chris  
Jerry  
Mall  
Van  
BRS

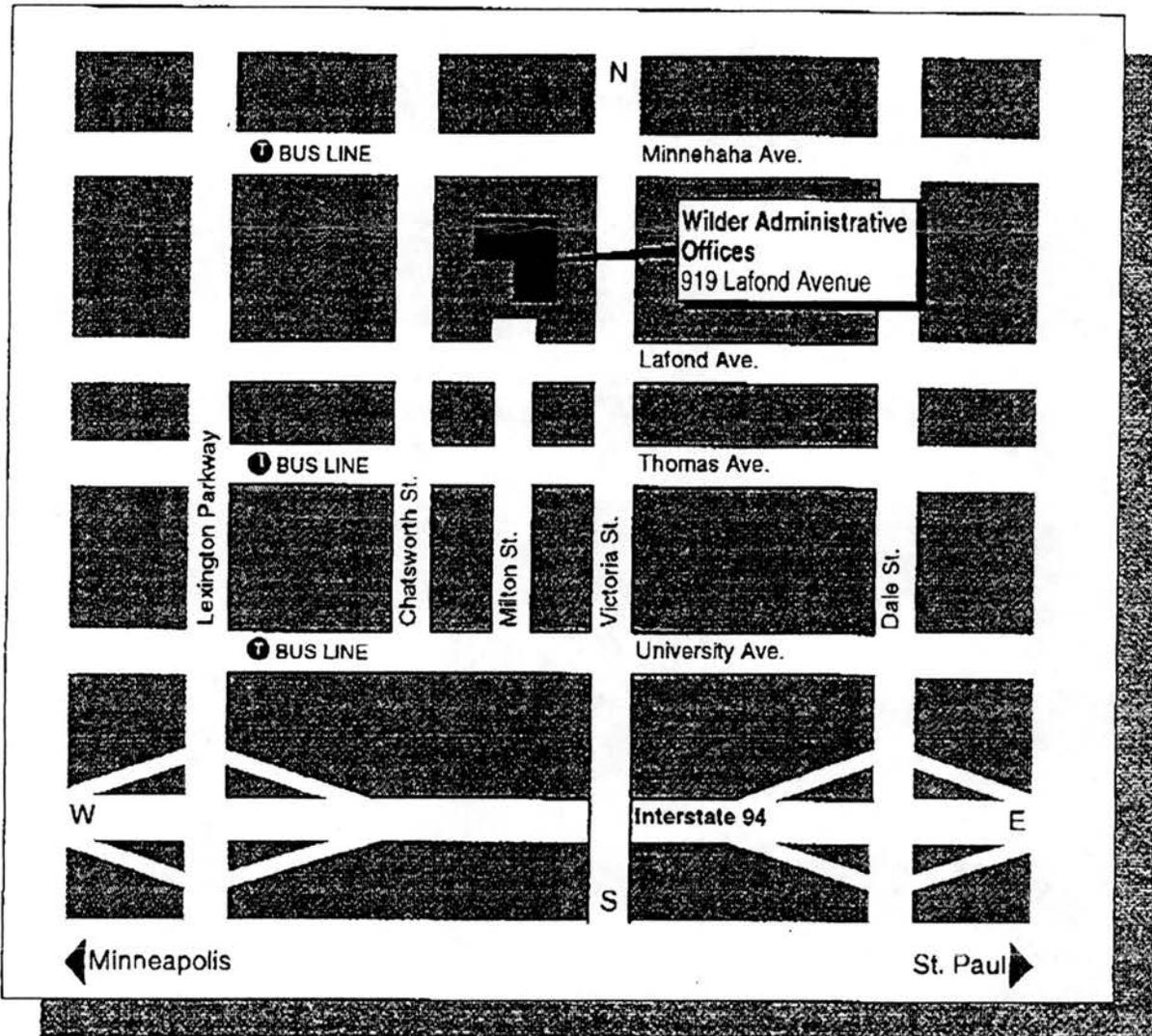
Where are we  
and going and  
what kind of blessing

Need a clear personal  
picture of when we  
can  
Mall  
BRS  
Van

Also not to be in  
Board meeting  
Chris man  
meeting

Community  
Services  
Group

Map



Amherst H.  
**Wilder Foundation**  
Since 1906

919 Lafond Avenue  
St. Paul, MN 55104  
612/659-6030

642-2020

The Wilder Foundation's Administrative Offices are located at 919 Lafond Avenue in St. Paul's Midway Area. It is:

6 blocks north of University Avenue and  
3 blocks east of Lexington Parkway.

There is ample free parking available near the building.



Augsburg College, CB 185  
2211 Riverside Avenue  
Minneapolis, MN 55454  
P: 612-330-1505  
F: 612-330-1507  
E: eh@augzburg.edu

Wednesday, April 21, 1999

*Board of Directors*

**Barbara Bearman**  
*DFL Education Foundation,  
Minneapolis Branch NAACP*

**Keith Hardy**  
*SuperValu, Inc.*

**JoAnn Heryla**  
*Minneapolis Public Schools*

**Jim Hilbert**  
*Shulman Walcott & Shulman*

**Dr. Josie R. Johnson**  
*Education and Human Ecology,  
University of Minnesota*

**Matthew Little**  
*Minneapolis Branch NAACP*

**Hope Melton**  
*Minneapolis Center for Neighborhoods*

**Dr. Van Mueller**  
*Educational Policy and Administration,  
University of Minnesota*

**Rep. Myron Orfield**  
*Minnesota House of Representatives*

**Thomas Ross**  
*Minneapolis Urban League*

**Joy Sorensen Navarre**  
*Metropolitan Interfaith Council  
on Affordable Housing*

**Dr. John Powell**  
*Institute on Race and Poverty*

**Dr. Luz Maria Serrano**  
*St. Paul Public Schools*

**Jerry Timian**  
*St. Paul United Way;  
St. Louis Park School Board*

**Dr. Cris Toffolo**  
*Political Science,  
University of St. Thomas*

**Gloria Winans**  
*Eden Prairie Human Rights  
and Diversity Commission*

**Dick Little, AICP**  
*Executive Director*

**Amy Rodquist**  
*Community Circles Coordinator*

Dear EHEP Board Member,

We wanted to apprise you of some recent successes and of our ongoing progress.

Our Community Circles project has been selected as a promising practice by the President's Initiative on Race. Please see enclosed letters.

In addition we have been invited to share our project with scholars and political leaders in Washington at the National Issues Forum "Race in America". We are one of four projects selected from throughout the nation to make a presentation at the Brookings Institution May 6 & May 7, 1999.

We are continuing to enjoy successes in our local Community Circles. As you know 50 Circles are in various stages of progress and we are looking forward to sharing information on the Circles with Matt Leighninger at next week's EHEP Board Meeting. We hope to see you there!

Sincerely,

Pam Jewson  
Administrative Assistant

2211 Riverside Avenue, CB 185  
 Minneapolis, MN 55454  
 P: (612) 330-1505  
 F: (612) 330-1507  
 E: ehlep@hugaburg.edu

## Education & Housing Equity Project

# Fax

<b>Barbara Bearman</b>	<b>Hope Melton</b>	<b>Matthew Little</b>
<b>Keith Hardy</b>	<b>Van Mueller</b>	<b>Cris Toffolo</b>
<b>JoAnn Heryla</b>	<b>Myron Orfield (Nikki Carlson)</b>	<b>Gloria Winans</b>
<b>Jim Hilbert</b>	<b>John Powell (Gavin Kearney)</b>	<b>Luz Maria Serrano</b>
<b>Josie Johnson</b>	<b>Joy Sorensen Navarre</b>	<b>Jerry Timian</b>

**To:** EHEP Board Members **From:** Pam Jewson / Administrative Assistant  
**Fax:** See below **Pages:** 1  
**Phone:** (612) 330-1505 **Date:** 04/14/99  
**Re:** EHEP Board of Directors Meetings 1999 **CC:** EHEP Board Members

Urgent  For Review  Please Comment  Please Reply  Please Recycle

Please find listed below the schedule of the upcoming Education and Housing Equity Project, Board of Directors meetings for 1999. The time will change to 8:00 a.m. to 9:30 a.m. on the third Friday of every other month. These are denoted by an asterisk \* and are bolded. The other dates are the meetings reserved for the Executive Committee.

January 15	<b><u>April 30</u></b>	July 16	October 15 *
February 19 *	May 21	<b>August 20 *</b>	November 19
March 19	June 18 *	September 17	<b>December 17 *</b>

Please enter these dates on your calendars and let Dick or me know which ones you will be able to attend. **Note April 30 (instead of this Friday, April 16) is a special joint meeting at the Wilder Foundation with Matt Leighninger.** More info will be mailed out today!

Thank you,  
 Pam Jewson  
 EHEP Administrative Assistant  
 (612) 330-1505

*Wilder Foundation*  
**Community Circle Dialogue Facilitators and Sponsors**  
April 23, 1999  
Meeting Minutes

**Attendees:**

Lou Schoen	Sheryl Erickson	Ric Rosow	Dennie Scott
Cathy Peterson	Bev Lutz	Pam Jewson	Rosemary Zipoy
Connie McDonald	Harry Greenberg	Rebecca Picard	Linda Draves
John Miller	Barbara Blackstone	Sherilyn Young	Lou Schoen
Mary Gruber			

EXPERIENCE HIGHLIGHTS

**Enlightening:** a co-pollination of ideas; able to compare and contrast ideas and cultural differences coming from:

- different parts of the country, especially the north and south
- different economic strata

**Hopeful:** hope to involve more people and more diversity

**Eye-opening:** discussion results in "peeling back the layers of racism" to see the nuances, hidden, complex and subtle racist attitudes and actions

**Beginners:** many people felt they were just beginning to learn and grow

**Anxious for action:** participants were often less comfortable with personal reflection and wanted to rush into action, doing something about problems

**Time:** it takes time for a group to process and be comfortable with sharing personal issues

**Diversity:** feel it is important to ensure diversity in the group; diversity in the group results in richer dialogue and is imperative if the group is to understand various facets of "white privilege"; unfair burden for one person to be representative of ethnic/cultural position

**Fear:** people bring many fears to the group; fears about

- voicelessness—won't be heard, fear that these dialogues are yet another example of all talk and no action; can be reminiscent of institutional structures that represent "not listening" (Ex: a school board meeting)
- diversity—interaction with people who are "different"
- deportation—if they don't have papers, they will be deported

**Powerlessness:** many participants feel powerless and abused, taken advantage of by the business community and institutional systems, often they are poor and fear entering into a situation that is not familiar

**Deeply powerful and humbling:** people can connect first through telling their life stories, in the case of a group with Hmong speakers, the presence of a translator was vital

## WHAT WORKED WELL

Let people explore their own models

Hmong participants began by telling their life stories, sharing the different meanings of power (In Laos, a powerful person is good and compassionate; In American a powerful person is rich and "the boss")

Make the message practical and tailored for the group

- College-age adults researched minimum wage income and living needs like rent, food and clothing and formed a budget—eye-opening for them
- Get to know your neighbors—try to understand their problems and needs
- There is no word for racism in Hmong

Begin by modeling—share personal experiences from the heart and be vulnerable in describing personal growth struggles; make it safe to share within the group

The Participant's Guide is full of good information and questions—too full (see below). Use the Guide as a framework—allow the group to pick the discussions that are appropriate and of interest to group members

"What the Research Says" has had a variety of responses and uses:

- open up mind with data and research; send it before first session
- passed it out as homework after first session (share personal stories first)
- prep for each session—reflected on it at beginning—use it inside instead of take-home
- used it as a reference document or as the impetus for conversations
- some groups questioned the data's origin, research accuracy

Use current events to fuel discussions; a personal connection with the data is important

Start by asking the group why did they come, give time for each person to tell their "story"

## WHAT DIDN'T WORK WELL

The participants manual had so much to do, too much information, 2 hour time frame too short. It might be good to have some information in a more approachable format (Ex: have more in story form) or more choice of topic

Considerations:

- Is this process a "white" process?—coming to a meeting in a building may be seen as "institutional"
- Is the manual "user friendly"—or do the participants need to be white and well-educated?

The process was frustrating for some groups—it was too directed, needed to be more flexible; might be seen as institutional or “white”

The recruitment process for the groups needs to be more customized for the neighborhood—make sure that opinion leaders of the community are included and advocating participation in the Circles

Facilitators meeting minutes, Page 3

## RECOMMENDATIONS

1. Develop a strong message of group ownership at first session:
  - develop group interaction guidelines—establish ground rules and support those participants who take ownership of them
  - determine expectations of Circle process
  - try to get to a personal level—“tell your story” has worked well
2. Track action ideas throughout—not just at the end session—but also help group to value discussion as well as action
3. Be flexible and patient
4. Model vulnerability
5. Have faith in the process—dialogue chips away at polarization and plants the seeds of thought

### Recommended reading:

- “Living with Racism: Black Middle Class Experience”
- “Unpacking your Backpack” by Peggy Macintosh



# Unleashing the Power of Our Community

A Public Dialogue on Race, Connections, and Commitment

## Cities at Work 1999—Spring Forums

### Stop Talking, Just Do It!

*Saint Paul Youth's Perspectives on Bridging Differences*

**JOIN** Michael Pritchard, humorist and youth advocate, for a lively and provocative "talk show" discussion with Saint Paul youth about the daily realities of living in a multicultural world.

**GAIN INSIGHT** into how we as a community can learn from—and use—the experiences and perspectives of our youth.

**EXPLORE** new ways to involve youth in creating collaborative solutions for Saint Paul's future.

Wednesday, April 28, 1999  
Public Forum: 5:00-8:30 p.m.  
Arlington High School  
1459 Rice Street

Moderated by Yusuf Mgent  
The Urban Coalition

### Face-to-Face

*How We Interact*

**EXPERIENCE** the raw poetry, powerful memories, and some funny, yet brave stories told by those who have left behind their homes and culture to create a new life for themselves and their families in Minnesota.

**EXPLORE** the ways to break through the barriers of culture, communication, and perceptions to build a vibrant Saint Paul.

**SHARE** food and conversation while learning how to foster cross-cultural understanding and nurture relationships in our increasingly diverse communities.

Tuesday, May 18, 1999  
Public Forum: 5:00-8:30 p.m.  
Bandana Banquet and Conference Center  
Bandana Square (near Energy Park Drive and Lexington Avenue)

Moderated by Yusuf Mgent  
The Urban Coalition  
Featuring an original performance by Illusion Theater

### Community Circle Dialogues

#### What are community circle dialogues?

Small, diverse discussion groups that meet for five, two-hour sessions over a period of two months for honest and open dialogue. The discussions are led by trained facilitators and a written study guide to explore the challenges of housing, education, race, and multiculturalism in Saint Paul.

#### What is the purpose of the community circle dialogues?

Community circle dialogues build a greater understanding of other viewpoints and encourage individuals and communities to take action and promote public policy change.

#### How can I get involved?

The community circle dialogues are being sponsored by community-based organizations, schools, and local businesses throughout Saint Paul and the broader metropolitan region. For more information about how you or your organization can participate, call 651-659-6031.

#### Cities at Work 1999 Sponsors and Funders

Amherst H. Wilder Foundation • Asian Pacific Endowment for Community Development • Catholic Charities • City Solutions • East Side Neighborhood Development/VISTA • Education and Housing Equity Project/Community Circles Collaborative • Jane Addams School for Democracy • Local Initiatives Support Corporation • MRA Initiatives for Change - Twin Cities • Minnesota Alliance with Youth • National Conference for Community and Justice • Otto Bremer Foundation • St. Paul Council of Churches • St. Paul/Ramsey Children's Initiative • St. Paul Planning Commission • The Roy Wilkins Center for Human Relations and Social Justice/Humphrey Institute of Public Affairs • United Way of the St. Paul Area • The Urban Coalition • YMCA of Greater St. Paul • And a diverse group of community volunteers

#### Agendas for Each Forum

5:00-5:30 p.m. Registration and buffet dinner  
5:30-8:30 p.m. Program and audience discussion

All events are free and open to the public, but advanced registration is required for dinner. For more information, contact Kate at 651-642-2083 or [kmm@wilder.org](mailto:kmm@wilder.org)

#### Registration

Please use this form to register for the first two Cities at Work forums. Advanced registration is required for dinner.

Please check the forum(s) you plan to attend:

**Stop Talking, Just Do It!**

*Saint Paul Youth's Perspectives on Bridging Differences*  
Wednesday, April 28,  
5:00-8:30 p.m.

**Face-to-Face**  
*How We Interact*  
Tuesday, May 18,  
5:00-8:30 p.m.

Name \_\_\_\_\_

Organization (if any) \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_ Email \_\_\_\_\_

Send completed forms to: Kate Murphy, Wilder Foundation, 919 Lafond Avenue, Saint Paul, MN 55104 OR fax: 651-642-2088

2211 Riverside Avenue, CB 185  
Minneapolis, MN 55454  
P: 612-330-1505  
F: 612-330-1507  
E: [ehep@augsborg.edu](mailto:ehep@augsborg.edu)

## Education & Housing Equity Project

### Memo

**To:** Community Circle Sponsors  
**From:** Pam Jewson  
**CC:** Dick Little & Barbara Blackstone/Community Circle Facilitators  
**Date:** 04/07/99  
**Re:** *Important Upcoming Events!*

**EHEP BOARD MEMBERS**

**Congratulations on your participation in a current or upcoming Community Circle discussion. We would like to take this opportunity to let you know about some very important upcoming events.**

1. The fair housing play "*Like Waters Rolling Down*" created and produced by MICAH and the Illusion Theatre that we are co-sponsoring with about 26 other groups, will take place on April 25, at the Hennepin Avenue United Methodist Church, from 6:00 - 8:00 p.m.
2. *Hate Crimes & Bias Incidents: A Challenge to Inclusive Communities*, sponsored by MICAH and the Minnesota Fair Housing Center will take place Tuesday, April 27, from 8:30 a.m. - 4:00 p.m., also at the Hennepin Avenue United Methodist Church.
3. "Citites at Work", which we are co-sponsoring in Saint Paul, will present 2 forums: "*Stop Talking, Just Do It!*" on Wednesday April 28, from 5:00 - 8:30 p.m., at Arlington High School, 1459 Rice Street, St. Paul, MN and "*Face to Face*", on Tuesday May 18, from 5:00 - 8:30 p.m. at Bandana Square.

These three very important events need to be conveyed to the people who are or will be participating in your Community Circles. Please find enclosed more information about each event. We would like you to distribute the fliers and other brochures about these events to your participants.

Please call our office for further information and to let us know how many fliers & brochures you will be needing.

Sincerely,



Pam Jewson  
EHEP Administrative Assistant

*Directions to Wilder Foundation  
from Minneapolis*

*Take 94 East to Lexington Avenue Exit  
Go North on Lexington  
past University Avenue  
(but before the Como Zoo)*

*Right on Lafond to 919 on your left*

*ask receptionist at front desk  
to direct you to  
meeting room #236  
for*

*Barb Rose / Matt Leighninger  
meeting*



AMHERST H.  
**WILDER**  
FOUNDATION

ESTABLISHED 1906

SERVICES TO  
ORGANIZATIONS  
919 Lafond Avenue  
Saint Paul, MN 55104  
651-642-4022  
FAX 651-642-2088

April 9, 1999

Please join us for a meeting with Matt Leighninger, Program Director at the Study Circles Resource Center in Connecticut, to plan the next steps of our community circle dialogue project. **The meeting will be held at the Wilder Foundation, 919 Lafond Avenue, on April 30 from 9:00-11:00 a.m. in Room 236.** A map is enclosed for your convenience but feel free to call Barb Rose at 651-659-6031 for more detailed directions. This is a unique opportunity to learn more about what has worked elsewhere around the country and to draw on the rich experiences of the Study Circles Resource Center.

Matt will help us develop plans for what comes after this round of community circle dialogues and he will offer his reflections and insight as we discuss:

- **How to integrate the work from the community circle dialogues with the call for action forums.** We want to provide an opportunity for dialogue participants to be involved in something that makes a difference beyond the discussions. What kind of event can we plan for this group before the *Cities at Work* "Call to Action" forum and the EHEP's Metropolitan Citizens Summit planned for next fall?
- **What are various approaches to evaluating and reporting on the community circle dialogue experience?** We need to explore ways to promote the content of the community circle dialogues and synthesize it into a meaningful report to the community including recommendations/suggestions for key stakeholders and policymakers.
- **What are some new, alternative models that have effectively been used to carry out the dialogues?** It is very important for the next round of dialogues in the fall that we look at some optional methods and formats for the dialogues.

We hope you can attend this meeting. Matt's experience with efforts like ours and his reflections and thoughts will be very helpful in designing our important next steps. Please RSVP to Linda Hoskins, at 651-642-4060 by April 26, 1999.

Sincerely,

Barbara Rose  
*Cities at Work*, Wilder Foundation

Dick Little  
Education, Housing, and Equity Project



Augsburg College, CB 185  
2211 Riverside Avenue  
Minneapolis, MN 55454  
P: 612-330-1505  
F: 612-330-1507  
E: ehlep@augsborg.edu

Wednesday April 14, 1999

Dear EHEP Board Member,

Please note that we are rescheduling the April 16<sup>th</sup> EHEP, bi - monthly Board meeting.

The meeting is rescheduled for Friday, April 30, 1999 from 8:00 a.m. to 9:00 a.m. at the Wilder Foundation, so that we may take advantage of the opportunity to meet with Matt Leighninger, Program Director at the Study Circles Resource Center in Connecticut. Study Circles Resource Center is our major national partner for the Community Circles Dialogues. The Wilder Foundation our major local partner for the Circles is headed by Barb Rose, who we will also meet with at our board meeting.

We are pleased to announce there are now 50 Community Circles in various stages of dialogue or commitment to dialogue. You are welcome but not expected to stay for the meeting that follows from 9:00 a.m. - 11:00 a.m. Both meetings with Matt Leighninger and the Wilder Foundation, will give us an opportunity to plan the next steps for the Community Circles, including mobilization for action.

A separate meeting with the Executive Committee will be scheduled to discuss finances, funding initiatives and the budget.

Please note enclosure with more information.

Sincerely,

Pam Jewson  
EHEP Administrative Assistant  
(612) 330-1505

*Board of Directors*

**Barbara Bearman**  
*DFL Education Foundation,  
Minneapolis Branch NAACP*

**Keith Hardy**  
*SuperValu, Inc.*

**JoAnn Heryla**  
*Minneapolis Public Schools*

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*Shulman Wolcott & Shulman*

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**Matthew Little**  
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**Dr. Van Mueller**  
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**Rep. Myron Orfield**  
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**Joy Sorensen Navarre**  
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*Eden Prairie Human Rights  
and Diversity Commission*

**Dick Little, AICP**  
*Executive Director*

**Amy Rodquist**  
*Community Circles Coordinator*

Community Circle

2-25-99

Ramsey School

Facilitator - Bill Hanson

(1)

Dialogue - Conversation

Whites & Blacks 17 ~~th~~ + Scribe

"EHEP" - <sup>Inclusion, Critical Thinking, Julian Jones</sup>  
<sup>Abstracting in the 60s - (Black)</sup>

Explanation of what a circle is -

\* "Nothing specific about an age" -

"Good Conversation" - Listening

Getting acquainted exercise

(Neighborhoods: Longfellow, Seward,  
Phillips, Powderhorn, near Ramsey  
(Washington))

Where

How you grew up. How you feel  
about your experience - How it

influenced your attitude about  
race, education & housing -

Why did you decide to take part in  
circle?

3-4-99 (2)

too much discussion on things not  
on topic.

#3 - page 8. Some thought it  
too gentle -

#1 - page 7 - they agreed with this  
too:

"Fear" brought up - Fear of  
sexuality  
of black male - Fear of daughters  
getting involved with black  
male -

(Maybe Julian needs to be  
more of scribe and less of  
speaker - She pulls group  
off subject - She tries  
to lead to prove herself.)

Mpls Housing Task Force -  
"low income race" mentioned

Topic

All view points contributed

Make a direct statement -  
Ok, this <sup>the</sup> way we are -

The reason for segregation is  
racism - maintains white  
privilege

Need for whites to know  
the truth -

Lack of hope -  
Have to believe there is  
hope  
Does segregation contribute to  
hope?

3-11-99 (3)

Group getting smaller -

How possible is it for groups  
to deal with our questions  
without dealing with "racism"?

I would like to be part of meeting  
with facilitators

How to adapt our model  
for "poor folks" who don't  
have great reading skills -  
But to empower them and  
generate discussion -

And time getting group to ~~get~~  
use the Study Guide

Group was able to find flaws with  
each proposition - how it  
would work against people of  
color -

Some of the seniors have merit -  
but weaknesses - Can be  
perverted - way found around them.

Narrow what we say so that we  
can avoid doing what we say

~~to~~ → H  
~~with America~~

Folks are not reading the  
guide - or they are not  
reading ahead -

A big problem: Is how discussion  
is framed - What matters are

perpetuated -  
"Personal responsibility"  
"Market place"  
"Family values"  
"Competition" - vouchers -  
Choice -  
"Tradition" -

Questions are coming from the  
same mind set as the  
problem -

Seems to focus on coping, poverty,  
psychology - folks -

\* ~~Lowering~~ <sup>Systemic</sup> change

"How" is more important than "What."

\* What about the fact sheet

All alternatives could be  
undercut -

Lack of exposure and opportunity

Unequal distribution of wealth.

Some people don't know how to access  
opportunities.

Living minimum  
income -

As long as people are in  
poverty, the poverty will undercut  
everything.

Depues -  
Economics

Fear - Segregation is wrong  
Fear - It is wrong  
Culture, social thing

Have challenges the statement that  
if everyone received minimum  
of \$2000 - what would it change?

What do we do for our Human  
Heart and Soul -

(What should we demand of our  
institutions - re Segregation -  
If segregation is wrong, illegal - then what?)

\$ Vouchers - Choice -  
has trumped integration -

Need to make real powerful,  
painful statements we won't  
get any place.

Want to create something from  
ground up -

[Social Service Programs]

Those who benefit is kept narrowly -  
"Poor people" - rather than everyone

3:00 Mr & Mrs Handy

4:00

3532 3rd Ave

825-9244 Angela &  
Steve Wash

## UNDERLYING CONTRADICTIONS (Obstacles)

The next step is to state what is getting in the way of realizing the vision.

### Terminology

In ICA's current literature and courses, we refer to this process as locating the obstacles. Prior to 1986, we called it "underlying contradictions"—a somewhat weightier term than obstacle, which does not quite communicate, but one some clients found confusing. In this article, both terms are used. Obstacle or contradiction analysis is the linchpin of the TOP™ strategic planning process.

A third name we have used for underlying contradiction is block—in the sense of a logjam. The vision is to get lumber prepared and to market to bring in revenue. But the picture is of logs floating toward the mill, jammed together halfway down the river. Not only are they not going anywhere, but future logs coming downstream will also be blocked. Unless the logjam is cleared, nothing can happen.

### Philosophy

The contradiction is the realm of that gap that any sensible person knows about—the gap between one's intention for a situation and what actually comes to be. In Western philosophy, Hegel came closest to describing what a contradiction is. His philosophy was based upon thesis and anti-thesis out of which emerges synthesis. Out of the tension of a thrust and a counter-thrust comes the "not yet". T.S. Eliot said it best: "Between the idea and the action falls the shadow."

The contradiction is the shadow that intervenes between what we want to do, and getting it done. The contradiction is whatever says NO to the Practical Vision—contradicting and negating it. You know you have a contradiction when you are driven to write proposals.

### What a Contradiction Is Not

1. A contradiction is not a problem. A problem might be: "We're losing fax messages, because we've run out of paper and no one has ordered a fresh supply, because we haven't paid our stationery bill." Problems are dealt with by solving them: "Well, let's pay the bill, and get the copier paper." Contradictions run a lot deeper than that.

2. Contradictions are not psychological, but sociological. They are related to structures, policies, patterns and forms that are saying "no" to the vision. Encountering unlikeable qualities in people can be unpleasant, but they are not contradictions. That certain people hate each other or don't get along is not a contradiction—it will always be the case. Racial discrimination in the workplace is a contradiction. A contradiction does not deal with symptoms, but with sociological structures and policies that cut a group of people off from their desired future.

3. Similarly, contradictions should never be stated as moralisms. "Students are lazy" is not a contradiction. You have to dig deeper to find out why they might appear to be lazy. Maybe they're being sent to school without any breakfast and need to be fed.

4. Contradictions are never stated in the negative. They are real entities; hence, it makes no sense for a contradiction to begin with the phrase "a lack of." A lack of money is not a contradiction, while wasteful spending priorities might be.

### What is a Contradiction (Obstacle)?

1. A contradiction is a real locus in current society, or in an organization, that is a lever for the whole society or organization. It is a locus, or place, of social paralysis. No one knows what to do about it, because no one knows how to talk about it. It is like a family ashamed of their idiot son whom they keep locked up, so no one else will know about him.

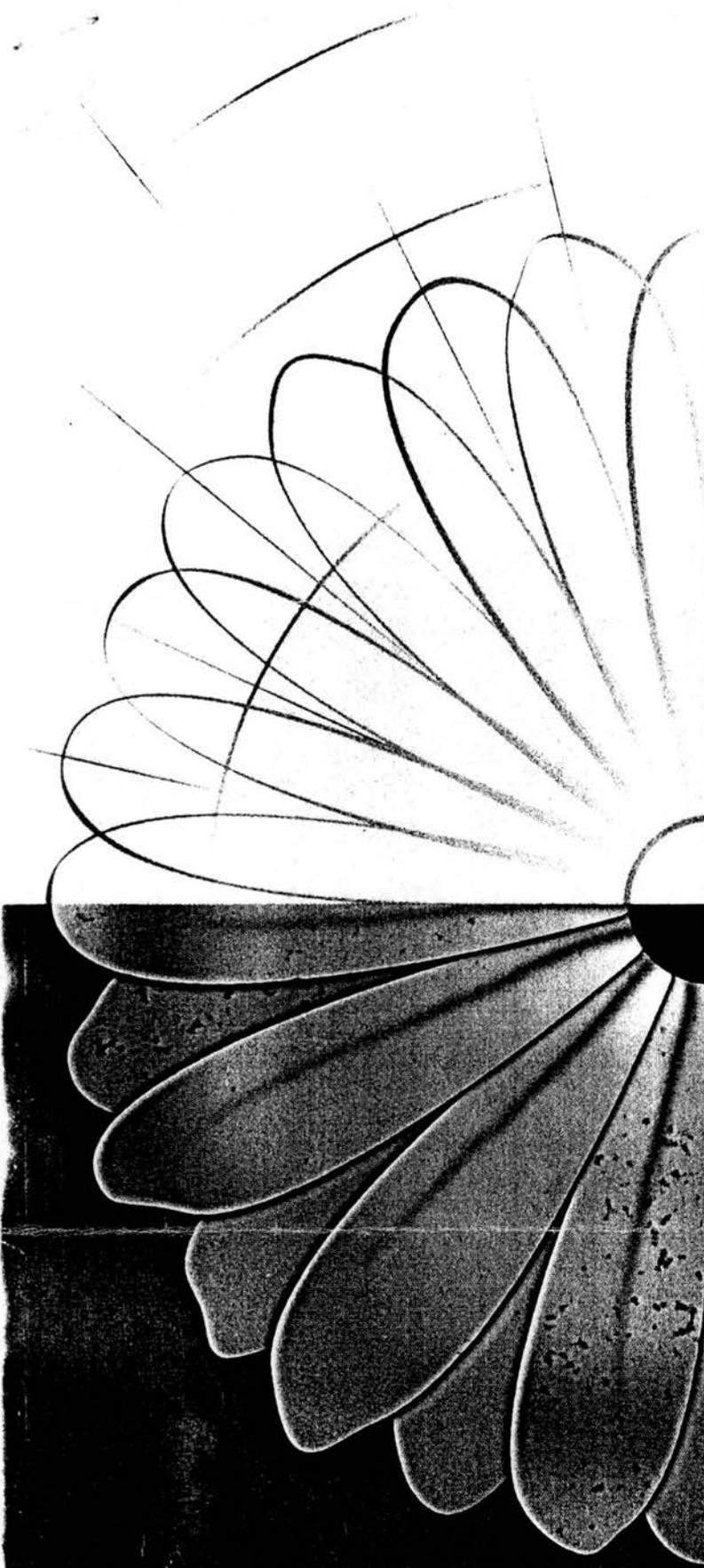
2. Although a contradiction can be the source of great pain for many people,

a contradiction is *not* negative. In fact, it can become the doorway to the future. When people come to terms with it, it can leverage an organization or a whole society into the future. Tiny, marginal farms were the painful reality that led to the creation of the cooperative movement.

3. It is a complex phenomenon—a vortex of underlying irritants, deterrents, and blocks. It is a coagulation of factors that transparently reveal the focal point of social paralysis. A "vicious colonial salt tax" was the doorway to Gandhi's Indian revolution. It is always a struggle to capture a contradiction in a memorable three- or four-word phrase.

4. Contradictions are not what people talk about round the water fountain. In fact, one definition of a contradiction is the unmentioned item in every conversation. It's what everyone shies away from, yet it permeates the whole community. In this sense, a contradiction is a timely social truth which, if allowed into the light, will shake the rafters and create a new situation.

The obstacles part of planning, like a root canal, is often the most painful part. But it is the key to any creative change. It is important to take enough time to discuss and name each contradiction carefully since the rest of the planning process builds on them as the foundation for a futuristic plan.



PATHWAYS

TO ONE

AMERICA

IN THE 21<sup>ST</sup>

CENTURY

PROMISING

PRACTICES

FOR RACIAL

RECONCILIATION

The President's Initiative on Race

January 1999

# Community Circle Collaborative, Education and Housing Equity Project Minneapolis-St. Paul, Minnesota

## Contact(s)

Dick Little, Executive Director,  
612-330-1505

## Purpose

To build broad-based partnerships that engage area citizens in public discussion, analysis, and action that promote racially and economically inclusive communities with quality schools and affordable housing.

## Background

The Education and Housing Equity Project (EHEP) was founded in 1995 to advance public understanding of growing economic disparities and racial segregation in the Twin Cities metropolitan area and to develop constructive community responses to these problems. EHEP's mission is to act as a catalyst in building broad-based coalitions and partnerships that engage the metropolitan community in informed public conversations, analysis, and advocacy. EHEP promotes racially and economically inclusive communities that give families and citizens of all income levels, races, and ethnicities access to quality schools, affordable housing, and livable-wage jobs throughout the metropolitan area.

In 1996, EHEP began a partnership with more than 20 organizations, including the Metropolitan Interfaith Council on Affordable Housing, the Minnesota Fair Housing Center, the Minnesota Minority Education Partnership, the Minneapolis Initiative Against Racism, the Minnesota Churches Anti-Racism Initiative, and the Study Circles Resource Center. This partnership, the Community Circle Collaborative, encourages metropolitanwide dialogue about the challenges of education and housing segregation. The creation of the Collaborative was motivated

by the pressing need to link issues of school segregation and disparities in educational achievement to the broader issues of segregated housing and communities and the related issue of concentration of poverty and isolation from opportunities. The first dialogue was launched in 1997.

## Program Operations

In 1997, 500 citizens from 35 communities and all major racial and cultural backgrounds participated in the Collaborative's community circle dialogues. Participants in the circle dialogues met as many as six times over 3 months to discuss two central issues: 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; and what individuals and the community can do to enhance educational success, housing choices, and economic opportunities for *all* children and adults in the Twin Cities metropolitan area. The Collaborative invited organizations such as schools, churches, and neighborhood councils to convene the circle dialogues. A discussion guide, *Choices for Community*, was prepared to provide a focal point for the work. The conversations culminated with a Metropolitan Citizens Forum; a final report synthesized the findings, conclusions,

*Getting people involved in addressing public issues is not a "nice" thing... What you want people to say is not that it is a nice thing to do but that it's an absolutely necessary thing to do.*

*Martha L. McCoy  
Executive Director  
Study Circles Resource  
Center*

## *Community Circle Collaborative, Education and Housing Equity Project (continued)*

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and recommendations of the circle dialogues. Throughout the year, many of the participants in the circle dialogues and the sponsor organizations formulated action plans and held town hall meetings in their schools and communities.

### **Outcomes**

The Collaborative brought together more than 500 citizens and organizations in conversations about issues of race. The Circles have helped to inform and increase public support for education equity and State legislation for affordable metropolitan housing. EHEP is planning a second round of conversations for the fall and winter of 1998 and

1999 that will build on the first round and include a forum to connect citizens to efforts to address identified issues. In 1999, 1,000 citizens are expected to participate in up to 100 Circle dialogues throughout the metropolitan area. At the conclusion of these conversations, EHEP and the Collaborative will cosponsor a Citizens Summit with the Minnesota Meeting and Minnesota Public Radio Civic Journalism Initiative. An actionable agenda addressing issues of educational access, housing, and school desegregation is to be produced at the Summit. This agenda will help shape the policy and action agendas of partners in the Collaborative and public decisionmaking bodies.



# THE BROOKINGS INSTITUTION

1775 MASSACHUSETTS AVENUE, N.W. WASHINGTON, D.C. 20036-2188

TELEPHONE: 202/797-6000 FAX: 202/797-6144

April 14, 1999

Mr. Dick Little  
Executive Director  
Community Circles on Housing, Education and Race  
2211 Riverside Ave, CB 185  
Minneapolis, MN 55406

Dear Mr. Little:

I am writing to invite you to participate in a panel discussion on innovative approaches to our nation's racial problems as part of a National Issues Forum entitled "Race in America: New Approaches to Bridging the Divide." The Forum will be held at the Brookings Institution on May 6 and 7, 1999, with your panel scheduled for the morning of the latter day. The audience will include members of the Brookings Board of Trustees and the Brookings Council as well as staff, policymakers, scholars, journalists and opinion-makers with a strong interest in the issue.

We have invited the distinguished historian Dr. John Hope Franklin to deliver an opening keynote address. Your panel would immediately follow Dr. Franklin's remarks. Other panelists will include representatives from the *Pacific Institute for Community Organization* in Oakland, the *Television and Race Initiative* in San Francisco, and *A Better Chance* based in New York City.

A second panel will address broader approaches to racial problems confronting the nation, examining trends in economics, politics, human welfare, the legal system, and advocacy. Invited participants include Harvard sociologist Orlando Patterson, University of Pennsylvania professor of sociology Elijah Anderson, economist and syndicated columnist Julianne Malveaux, Washington Post columnist William Raspberry, and Elaine Jones, director of the Legal Defense Fund, Inc. An address by Ben Johnson, newly-appointed director of the President's Initiative Race outlining the President's agenda on race, will follow the second panel.

The program begins on the evening of May 6 with a dinner and violin concert for Forum participants to be held at Brookings. Rachel Barton will perform material from her recent compact disc recording of Violin Concertos of Black Composers of the 18th and 19th Centuries. We invite you and your spouse to join us for dinner and the concert.

I hope you will accept our invitation to participate in this important Forum. We will defray your air travel and hotel expenses in accordance with the enclosed guidelines. If you have any questions please

Mr. Dick Little  
April 14, 1999  
Page Two

contact Joyce Ladner or Chris Foreman. Both are senior fellows in the Brookings Governmental Studies Program. Joyce may be reached at 202/797-6073, and Chris at 202/797-6087.

Sincerely,  


Michael H. Armacost  
President

Enclosures



**Conversations at the Crossroads  
of  
Education, Housing and Race in the Twin Cities**

**Community Circle**  
*Training Opportunities*

Our recent facilitator training was very successful. Enough interest has been generated so that we are offering another round of training.

**Friday, March 5**  
5:30 - 9:00 p.m.

**Orientation to Community Circles for Facilitators, Co-facilitators and Scribes**

Society of Professionals in Dispute Resolution and the Jefferson Center for new Democratic Processes

*Facilitators and co-facilitators are required to attend this training if they were unable to attend the January session. Scribes and sponsor representatives are also strongly encouraged to attend.*

**Saturday, March 6**  
8:45 a.m. - 4:30 p.m.

**Understanding Community and Institutional Racism**

James Addington

*This training is optional for sponsor contacts and scribes and required for Community Circle facilitators and co-sponsors.*

Both sessions will be held at the Como Lakeside Pavillon, 1360 N. Lexington Pkwy., St. Paul. Free parking will be available. (*See map on reverse side.*)

For more information, call Barbara Blackstone at (651) 297-4635, Mariann Johnson at (612) 872-7959 or Jan Frankman at (612) 935-5158.

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*Yes, I welcome the opportunity to become a part of a Community Circle Dialogue. I am participating in this training because of my interest or commitment to being a:*

\_\_\_\_\_ *facilitator/ co-facilitator*      \_\_\_\_\_ *scribe*      \_\_\_\_\_ *sponsor contact*

\_\_\_\_\_ *I will attend the March 5 orientation session.*

\_\_\_\_\_ *I will attend the March 6 Understanding Community and Institutional Racism Workshop.*

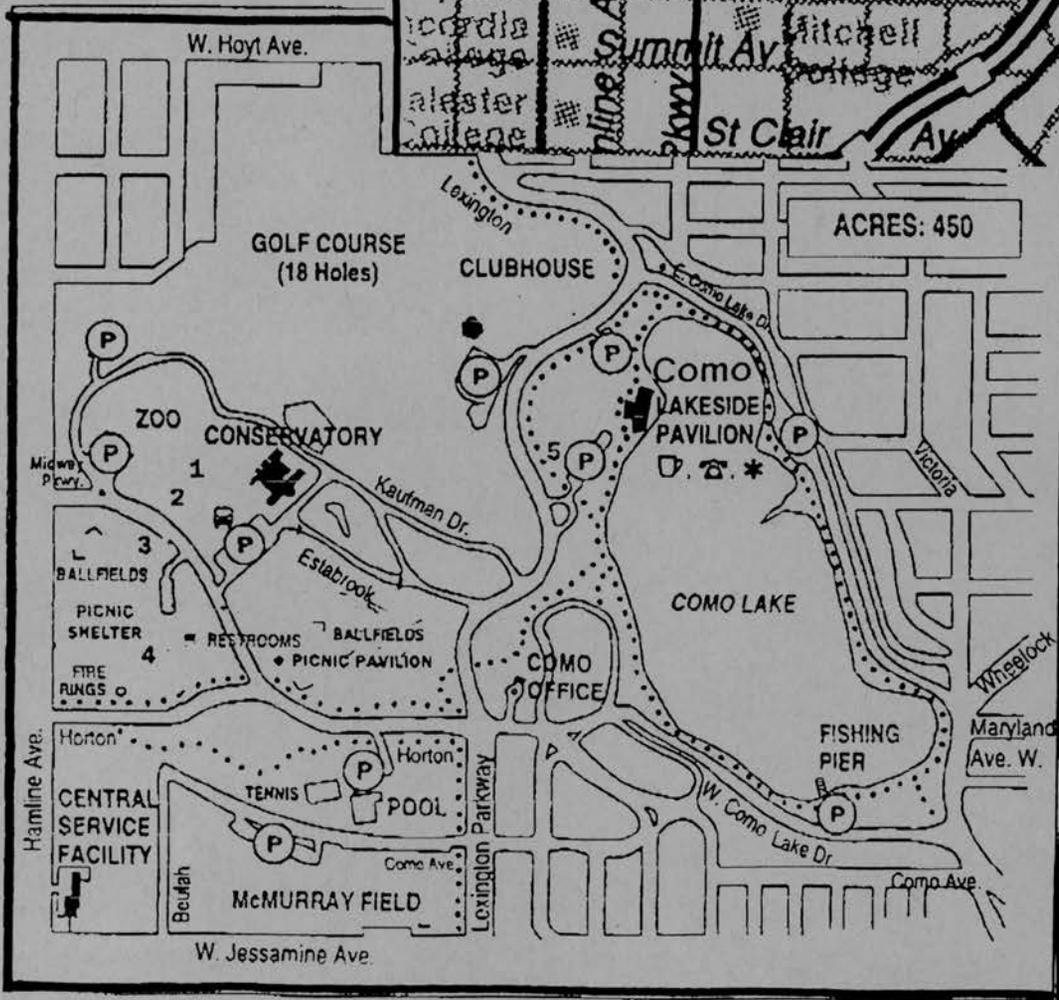
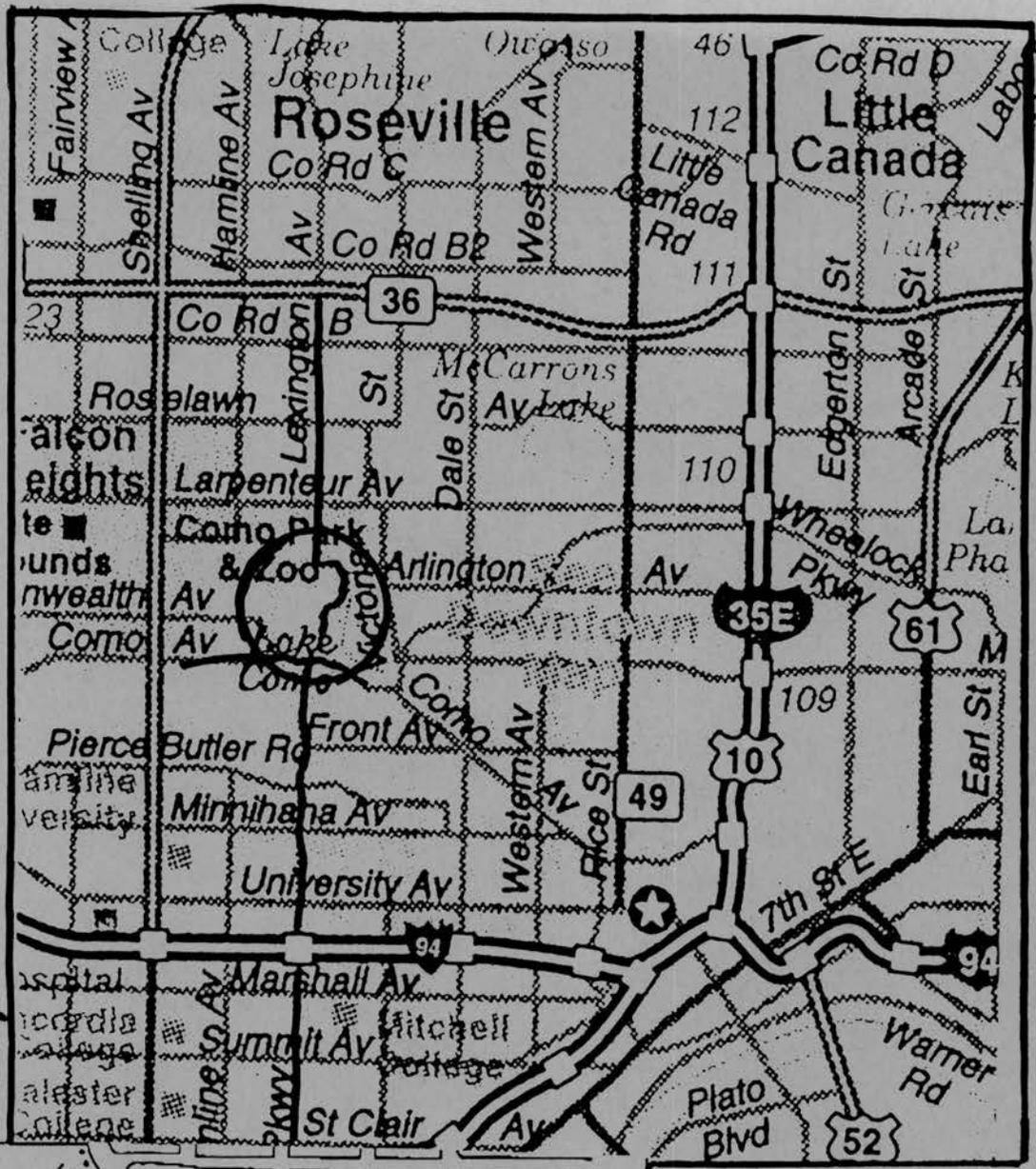
Name \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_ E-mail \_\_\_\_\_

Please return to Barbara Blackstone, Fax (651) 297-7200  
Office of Dispute Resolution, 340 Centennial Office Building, St. Paul, MN 55155

Directions To Como Park  
 (Lakeside) Pavillon  
 1360 N Lexington Ave.  
 St. Paul (651) 488-4920



↑ North

***Conversations at the Crossroads***  
and  
***Cities at Work***  
**Community Circle Dialogues**  
**on Education, Housing and Race in the Twin Cities Area**  
– Open to the Public –

(Please call 612-330-1505, ext. #1 to register for a Circle identified below – please indicate Circle # when calling)

**Saint Paul**

Bigelow Building., 2nd Floor 450 Syndicate Street, Saint Paul (Midway) <i>Contact person – Kirk Hayes - (651) 603-5874</i> <i>Sponsor - Ramsey Action Programs, Inc.</i>	#1	Tuesdays, 9:30 - 11:30 a.m.	2/23, 3/2, 3/9, 3/16, 3/23
Black Bear Crossings Coffee House and Community Circle* 831 Como Avenue, Saint Paul <i>Contact Person – Barb Rose – (651) 659-6031</i> <i>Sponsor – The Saint Paul Companies</i>	#24	Mondays, 5:30 – 7:30 p.m.	3/22, 4/5, 4/26, 5/3, 5/10
JJ Hill Montessori Magnet School 998 Selby Avenue, Saint Paul <i>Contact person - Steve Sonnabend - (651) 227-3887</i>	#3 #4	Tuesdays, 7:00 – 9:00 p.m. Thursdays, 7:00 – 9:00 p.m.	3/9, 3/16, 3/23, 4/6, 4/13 3/11, 3/18, 3/25, 4/8, 4/15
Saint Paul Area Council of Churches 1671 Summit Avenue, Saint Paul <i>Contact person - Bob Walz - (651) 646-8805 x19</i>	#2	Mondays, 7:00 - 9:00 p.m.	3/1, 3/15, 3/29, 4/12, 4/26
University of St. Thomas O'Shaughnessy Educational Center (OEC) 2115 Summit Ave., Saint Paul <i>Contact person - Cris Toffolo - (651) 962-5724</i> <i>or 641-1237</i>	#5 #6 #7 #23	Tuesdays, 1:30 – 3:10 p.m. (209) Tuesdays, 1:30 – 3:10 p.m. (432) Thursdays, 3:25 – 5:00 p.m. (208) Thursday evenings- Time & place to be announced	2/23, 3/2, 3/11 (Thurs.), 3/16, 3/23 2/23, 3/2, 3/11 (Thurs.), 3/16, 3/23 Dates to be announced Dates to be announced
<b><u>East Metro</u></b> Goodwill Center (north entrance)** 2543 Como Avenue, Lauderdale <i>Contact Person – Diana Huseth – (651) 646-2591 x178</i> <i>Sponsor – Goodwill/Easter Seals</i>	#25	Mondays, 5:15 – 7:15 p.m.	3/22, 4/5, 4/26, 5/3, 5/10
White Bear Lake/ Motahmedi <i>Contact person – Trisha Cummins Kaufman - (651) 773-8401 x11</i> <i>Sponsors – East Metro Women's Council, Project Respect and four other partnering community-based organizations</i>	#8	This circle will be paired with the Black Bear Crossings Circle (#24)	
Stillwater Public Library 223 N. 4 <sup>th</sup> St., Stillwater <i>Contact person - Margie Matlin - Mon.-Wed. (651) 439-2609 (x13), Th. &amp; Fri. (651) 429-6335</i> <i>Sponsors – Ascension Episcopal Church and Stillwater Area Public Schools</i>	#9	Mondays, 7:00 – 8:45 p.m.	3/15, 3/22, 4/5, 4/19, 4/26
<b><u>Minneapolis</u></b> First Unitarian Society of Minneapolis 900 Mount Curve Ave., Minneapolis <i>Contact person - Wendy Yaeger – (612) 377-6608</i>	#10	Saturdays, 10:00 a.m. - 12 noon	2/27, 3/6, 3/13, 3/20, 3/27
St. Mark's Episcopal Cathedral 519 Oak Grove Street, Minneapolis <i>Contact person – Jan Frankman - (612) 349-9882 or (612) 935-5158</i>	#12	Tuesdays, 6:30 - 8:30 p.m.	2/23, 3/2, 3/9, 3/16, 3/23
Ramsey International Fine Arts School One West 49th St., Minneapolis <i>Contact person - Juliana James - (612) 627-2540 or (612) 928-4967</i>	#14	Thursdays, 6:30 - 8:30 p.m.	2/25, 3/4, 3/11, 3/18, 3/25

Hiawatha Branch YMCA\*\*\* #15 Tuesdays, 6:30 – 8:30 p.m. 3/16, 3/23, 4/6, 4/13, 4/20  
 4100 28<sup>th</sup> Avenue South  
*Contact person - Barbara Jones - (612) 729-7397*  
*Sponsors – Hiawatha YMCA and Roosevelt High School*

Lowry Hill East Neighborhood Association In planning stages

Northside Residents Redevelopment Council In planning stages  
*Contact person – Nicole Harris – (612) 335-5924*

**West Metro**

Golden Valley City Hall #16 Thursdays, 7:00 - 9:00 p.m. 3/4, 3/18, 3/25, 4/15, 4/22  
 7800 Golden Valley Rd., Golden Valley  
*Contact person - Don Taylor - (612) 593-8012 or Hilmer Erickson – (612) 540-0279*  
*Sponsor – Golden Valley Human Rights Commission*

Wooddale Lutheran Church #17 Thursdays, 7:00 - 9:00 p.m. 2/25, 3/4, 3/11, 3/18, 3/25  
 4003 Wooddale Ave. So., St. Louis Park  
*Contact person - Rosemary Zippoy - (612) 920-0529 or (612) 332-1336*

Eden Prairie City Hall Plans for a community circle dialogue in Eden Prairie have been cancelled  
 8080 Mitchell Rd., Eden Prairie  
*Contact person - Gloria Winans - (612) 340-7659*  
*Sponsor – Eden Prairie Human Rights and Diversity Commission*

**South Metro**

City of Apple Valley #26 Place, time and dates to be announced  
*Contact person – Mayor Mary Hamann-Roland*  
*(612) 953-2501 or (612) 891-4744*

Burnsville City Hall #21 Community Circles in Burnsville will focus on land use and neighborhood rather than education, housing and race  
 100 Civic Center Parkway  
*Contact person – Renita McBride – (612) 895-4473*  
*Sponsor – Partnerships For Tomorrow*

Creekside Community Center\*\*\*\* #19 Wednesdays, 6:00 - 8:00 p.m. 2/24, 3/3, 3/10, 3/17, 3/24  
 9801 Penn Ave. So., Bloomington  
*Contact person - Ann E. Moening - (612) 948-3955*  
*Sponsor – Bloomington Human Rights Commission*

Augsburg Library\*\*\*\*\* #20 Tuesdays, 7:00 - 9:00 p.m. 2/23, 3/2, 3/9, 3/16, 3/23  
 7100 Nicollet Ave. So., Richfield  
*Contact person - Connie McDonald - (612) 866-6168*  
*Sponsor – Richfield Human Rights Commission*

**North Metro**

Rockford Road Community Library #29 Dates and time to be determined  
 6401 42<sup>nd</sup> Ave. No., Crystal  
*Contact Persons – Angela Nalezny – (612) 531-1188 or Tess Moleski – (612) 531-9267*  
*Sponsor – Crystal Human Rights Commission*

Columbia Heights Public Schools and Chamber #28 Dates, time and place to be determined of Commerce  
*Contact Person – Dr. David Behlow, Supt. – (612) 586-4501*

**Footnotes**

- \*Food and beverage available at the Crossings
- \*\* Light supper to be provided at modest cost
- \*\*\*Interpreter services available (Spanish and Somali)
- \*\*\*\*Child care, transportation and interpreter services provided (call in advance to secure services)
- \*\*\*\*\*Child care available

For further information about the overall project, contact Dick Little or Pam Jewson at the Education & Housing Equity Project at (612) 330-1505. In Saint Paul, contact Barb Rose or Kate Murphy of the Wilder Foundation at (651) 659-6031 or (651) 642-2083.

# Memo

*Barb*  
**To:** Barbara Bearman Van Mueller, Joy Sorensen Navarre  
**From:** Dick Little *Dick*  
**CC:** Pam Jewson  
**Date:** 02/01/99  
**Re:** Grant Proposal to Foundations

---

Thank you for offering to review our draft funding proposal. Beginning next week we will submit this application to a number of foundations in the Twin Cities area (particularly those that accept the common grant application format).

Please read the attached draft, which includes a 2-page cover application and a 10-page narrative. Using a red pen make any edits, deletions, additions, or revisions on the draft or reverse side of draft. Using a black pen make any suggestions or comments on a separate sheet of paper.

**Please return your reviews to me no later than next Monday morning (February 8, 1999).** The proposed budget will be completed later this week. Feel free to call me about the application if you have any questions. If you wish to discuss the proposal in person, may I suggest scheduling a meeting or phone appointment with me this coming Friday, February 5<sup>th</sup>.

Lepun Kilio - 971-8509  
wants to get involved

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# Grant Application Cover Sheet

## COVER SHEET

Date of Application:

## ORGANIZATION INFORMATION

Education and Housing Equity Project

*Legal Name of Organization*

Augsburg College, CB 185, 2211 Riverside Avenue

*Address*

Minneapolis, MN 55454

(612) 330-1505

(612) 330-1507 or 1649

*City, State, Zip*

*Telephone*

*FAX*

### **Individuals Responsible:**

Dick Little

Executive Director

(612) 330-1505 or 724-5662

*Name of top paid staff*

*Title*

*Direct dial phone #*

*Contact person (if different from top paid staff)*

*Title*

*Direct dial phone #*

### **Organization Description:**

The Education and Housing Equity Project was founded in 1995 to promote racially and economically inclusive communities and schools that work for all children in the Twin Cities metropolitan area. Its primary focus is on expanding public understanding and informed public action on the relationship between residential, economic and racial segregation and educational achievement in our public schools. To accomplish its mission, EHEP has initiated the Community Circles Collaborative, a project that brings together citizens and community organizations from throughout the metro area in public conversations focused on the challenges of housing segregation, educational achievement and racial equity in the Twin Cities metropolitan region.

Is your organization an IRS 501(c)(3) not-for-profit?  YES  NO

If no, is your organization a public agency/unit of government  
or religious institution:  YES  NO

If no, name of fiscal agent (fiscal sponsor) \_\_\_\_\_

## AMOUNT AND TYPE OF SUPPORT REQUESTED

The dollar amount being requested:

\$ \_\_\_\_\_

Funds are being requested for:

general operating support

capital

other: \_\_\_\_\_

project support

endowment

start-up costs

technical assistance

If a project, give project duration:

January Month 1999 Year to

January Month 2000 Year

If operating support, fiscal year:

January Month \_\_\_\_ Year to

January Month \_\_\_\_ Year

## BUDGET

Total annual organization budget:

\$ \_\_\_\_\_

Total project budget (for support other than general operating):

\$ \_\_\_\_\_

## PROPOSAL SUMMARY

*(If operating or start-up support relate to the organization. If project and other support, relate to the project.)*

Project name (if applying for project support):

Conversations at the Crossroads: Community Circle  
Conversations on Education, Housing and Segregation

**Please give a 2-3 sentence summary of the request:**

We are requesting support for launching and completing the second round of community circles that will be convened in 1999 focusing on the challenges of achieving racially and economically inclusive schools and communities. Our goal is to engage over 1,000 citizens from 75% of the municipalities in the metro area participating in up to 100 study circles. These circles will consist of 8 to 15 participants each who will meet at least 5 times for 2 hours each meeting. Each circle will meet on specific dates and at specific locations, use a prepared discussion guide, and will be moderated by experienced facilitators. In addition to providing meeting places and/or recruiting diverse participants, sponsoring organizations will provide scribes to record and report the results of each circle conversation. A report to the community will be produced. A citizens summit and action forum will bring participants together at the conclusion of the circle conversations to discuss findings and conclusions/recommendations to public officials(who will also be invited to participate in the circles) and to connect participants with action agendas and opportunities (promising practices and action organizations).

**Geographic area served:** The Twin Cities Metropolitan Area

**Population served:** Adults and children from many different walks of life in schools and communities in the Twin Cities area. Communities of color and lower income residents and students from inner urban areas as well as suburban communities will be emphasized and targeted in this project. Diversity of participants is a key consideration of this project.

**AUTHORIZATION**

**Name of top paid staff and/or Board Chair:**

Richard C. Little, Executive Director  
Matthew Little, President

**Signature**

\_\_\_\_\_