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WE'VE CHANGED OUR LOOK

The Children, Youth & Family Consortium has adopted a new logo and a new look. This spring we engaged in long discussions about who we are to the University of Minnesota and to the broader communities. We soon settled on the concept of bridges... serving as a bridge and building new bridges of

information and resources on behalf of children, youth and families. After settling on a new conceptual image, the visual image was a natural. And while we were in a change mode, we restyled our newsletter. We hope you enjoy our new look.

CONSORTIUM CONNECTIONS

In this issue

In this issue of *Consortium Connections* we present a sample of the ideas that emerged at Family Re-Union V. We invite you to visit our Web site or contact the Consortium office if you would like to learn more about the conference and the ongoing work that it stimulated.

And, for those of you in Minnesota, we invite you to join our energetic Minnesota delegation in developing an action plan to strengthen work/family initiatives here at home. Together we can make a difference!

Integrating family and work - for everyone's benefit

Martha Farrell Erickson, Ph.D., Consortium Director

In today's fast-paced world, how do we meet the demands — and reap the benefits — of work, while still making time to nurture — and be nurtured by — those we love? This is an issue that touches all of our lives. As psychologists have said for decades, people thrive when they work well and love well. When either suffers, so does the other. Research and experience bear that out in many ways, as we learned this summer when 1200 people gathered in Nashville for "Family Re-Union V: Family and Work." Moderated by Vice President Al Gore, this fifth annual family policy conference once again was sponsored by the Consortium in partnership with the Tennessee General Assembly's Select Committee on Children and Youth.

Family Re-Union V attracted a diverse group of leaders from business, education, religious organizations, family-serving agencies, and all levels of government. We were especially honored by the participation of President and Mrs. Clinton, Secretary of Labor Robert Reich, Secretary of Education Richard Riley, Presidential Domestic Policy Advisor Carol Rasco, and Reed Hundt, Chairman of the FCC. State and local governments were well-represented as well, including Minnesota's own Attorney General Hubert H. Humphrey III, State Senator Larry Pogemiller, and Minneapolis Mayor Sharon Sayles Belton. In addition to the participants in Nashville, many others participated in this exciting and provocative conference via satellite downlinks in over 300 sites around the country, thanks especially to the efforts of Minnesota Extension Service and the national Cooperative Extension Service.

As in past Family Re-Unions, the focus was on hearing diverse perspectives, finding common ground, exploring innovative strategies, and galvanizing the will to act on these ideas for the well-being of families. The clearest message throughout the conference was that this does not have to be a zero-sum game. In fact, healthy families lead to a healthy work place — and vice versa. A family-friendly society is good business, and that is in all of our interests.

Some of the major questions addressed at Family Re-Union V include:

How are families faring in today's changing world of work?

We heard about the many working parents who stretch to give their children the time they need, sometimes at the expense of the parental relationship itself. And we heard that for some parents home is a place of little support and few rewards — making the workplace a more gratifying place to spend time. We learned that change is the norm in today's workplace, and that change of all kinds puts stress on families. Especially poignant were stories of families thrown off balance by corporate downsizing. But we

Integrating family and work—continued on page 2.

CHILDREN, YOUTH &
FAMILY CONSORTIUM

CYFC

BUILDING BRIDGES
FOR THE WELL-BEING
OF CHILDREN,
YOUTH & FAMILIES

Mission Statement

The Children, Youth & Family Consortium was established in fall 1991 in an effort to bring together the varied competencies of the University of Minnesota and the vital resources of Minnesota's communities to enhance the ability of individuals and organizations to address critical health, education, and social policy concerns in ways that improve the well-being of Minnesota children, youth, and families.

Volume 5, Number 3, Fall 1996

UNIVERSITY OF MINNESOTA

also heard success stories of how employers and employees are working together in new ways for everyone's benefit.

How are companies accommodating the needs of workers and families, while maintaining productivity and profitability?

Most encouraging were the stories of businesses who have made a commitment to give their employees the control and flexibility they need to successfully integrate their work and family lives. In testimony from big businesses like Starbuck's, Saturn, Felpro, Patagonia, Marriott, the L.A. Power and Light Company, and Minnesota's own Ceridian Corporation and West Information Publishing Group, we heard how family-friendly policies

lead not only to healthier families, but to greater productivity, loyalty and therefore profitability. Although smaller businesses often struggle to provide the costly benefits that workers need, many informally implement innovative, flexible policies that serve families and business very well.

To ensure that families and the workplace both thrive, what needs to happen next and who needs to do it?

Most conference participants agree that a first critical step is to spread the word that work/family can be a win/win; family-friendly workplace policies yield benefits that far outweigh the cost. Furthermore, as many participants indicated, such policies are morally right. We also need to recognize and honor the efforts of family-friendly workplaces, and we need to commit to wide dissemination of successful strategies. In the public policy arena, we need to evaluate all policies in terms of how they affect the ability of workers to maintain strong families and be effectively engaged in work.

Finally, on the homefront, we need to work together to increase support and reduce stress. Too many workers today are struggling in relative isolation as they try to care for themselves, their children and, in an increasing number of cases, their aging parents. In an age when dual-career families are in the majority, we must find new ways to build communities that sustain families and their individual members.

Family Re-Union V will provide a huge boost in awareness nationwide of an issue that promises to be a key economic and social issue during the next 10 years; it is arguably the fastest-growing topic facing American business in the late '90s.

—Mike Chapin, NSP



Both work and family are very important in defining who people are. They historically have been seen as opposing factors. What's happening now is that we need a new form of reference on how we look at individuals—not separating life and work. I agree with comments made at the conference about integrating work and family as opposed to balancing them.

—Kathleen Sullivan, Stanford University

CONSORTIUM CONNECTIONS

Consortium Connections is published three times a year by the Children, Youth & Family Consortium: A University and Community Collaboration.

Publication staff: Michael Brott, Judith Kahn



Children, Youth & Family Consortium
University of Minnesota
12 McNeal Hall, 1985 Buford Avenue
St. Paul, MN 55108
612/626-1212 Fax 612/626-1210
email: cyfc@cche2.che.umn.edu
www: http://www.cyfc.umn.edu

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Judith Kahn Associate Director
Lori Bock CEC Coordinator
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Children are the unseen stakeholders in the American workplace

Stewart D. Friedman, Director, Wharton Life Interests Project, University of Pennsylvania

Family Re-Union V: Work and Family, looked at the different ways employees, corporations, and the government are all grappling with how to balance work and family. How children are affected by the quality of their parents' work lives has been largely unexplored, however, by researchers and policymakers. In our forthcoming book, Crossing Great Divides — based on detailed data about the personal and professional lives of alumni from both The Wharton School and Drexel University — co-authors Jeff Greenhaus, Saroj Parasuraman, and I show the impact that the design of work and the management of careers have on the physical and mental health of working parents' children.

For example, children have better physical health if their mothers and fathers have authority and control over work. Having responsibility for determining how, when, and where work is done may be the right medicine for today's working parents, giving them flexibility to pick up a sick child at school, take a child to the doctor's, or to stay at home when a child is sick.

Also, children have better mental health if their mothers have authority and control over work. The discretion that comes with authority allows mothers to attend to the emotional needs of their children more than if they are constrained by others at work imposing scheduling and other demands about how work should be performed. Authority at work might also contribute to bolstering the sense that one is respected and seen as capable and this, in turn, might make mothers more effective in providing competent nurturing for their children. In addition, seeing their mother as someone with authority might provide a positive role model for children that makes them feel good about themselves as competent and capable people.

Surprisingly, a parent's time spent on work has no impact on children's health. We do find, however, that the more time working mothers take for their own relaxation the fewer their children's behavior problems, and the better they feel about themselves as parents. But while work time is not an important factor affecting children, psychological conflicts between parents' work and personal lives do affect them. Children have more behavior problems if their parents' work interferes psychologically with family or with relaxation.

For the benefit of children, then, both mothers and fathers need discretion and flexibility at work and they have to keep career and work concerns from invading the psychological space required for thinking about their children's emotional demands. But what about the business side of the work/life equation?

At the Wharton-Merck Work/Life Roundtable we're studying alternatives that allow workers and employers to succeed in managing work/life dilemmas. Our premise is that work and personal life must be understood not as competitive but as collaborative forces; the tensions between them should be viewed as opportunities for crafting new solutions to challenges faced both at work and in life beyond work.

Organizations are changing: Slow-moving, steep hierarchies are giving way to lean, team-based structures that require speed and flexibility. And employees are changing: For many, commitment to a business comes more from opportunities for freedom and flexibility from a chance to climb the corporate ladder. Updated employee benefits policies alone are not sufficient to ensure success in this brave new world. Needed are new skills, new attitudes, and a new psychological contract at work. Family-friendly policies work only when an organization's leaders are passionate about creating an environment that supports both productivity and psychological health.

Our field research has shown that it's a two-way street: Both employees and managers have to know how to clarify what's important, focus on relationships and multiple life roles, and continually experiment with how goals are achieved.

For employees this means, among other things, that self-scrutiny is required in order to be clear about one's life priorities. Additional competencies that must be developed are having the ability to assertively express one's needs, finding support for aligning actions with values, clarifying boundaries among different roles, and being flexible, both at work and at home. Parents, like business itself, must re-examine expectations, and seek new ways to meet competing demands. For example, the time for money tradeoff proposed by President Clinton at Family Re-Union V would allow employees the choice of time off instead of overtime pay.

Managers, too, have to develop new competencies to help bridge the chasm between family and personal life. They have to communicate clear performance goals, so that employees know what is expected of them, and then reward people for achieving these goals, not the number of hours they spend working towards them. Innovation and flexibility in how work is done should be encouraged by questioning traditional assumptions. Managers themselves can be powerful role models by living in accordance with their own

The workplace structures and the culture of the workplace are pulling us all into this totally work-a-holic culture and that's going to harm not only our families, but I think it's also going to harm our businesses down the road even though they may not know it.

—Lotte Bailyn, Massachusetts Institute of Technology



Stewart D. Friedman

Employers need to start thinking of the workplace as their employees' community. That means making the workplace family-friendly because if individuals are doing well in their personal and home life, they are going to do well at work.

—Hubert H. Humphrey III, Attorney General, State of Minnesota

I was struck by the realization of how many distinct and fascinating points of view and institutions were represented—and all with profound work and family concerns... It is an issue shared by all of us.

—David Rodbourne,
MCCR, University of St. Thomas

Center for corporate responsibility builds business case for work and family

David Rodbourne, Director of Special Projects, Minnesota Center for Corporate Responsibility, University of St. Thomas

What is the "business case" justifying work and family policies and practices? That is the question the Minnesota Center for Corporate Responsibility's Business Task Force on Work and Family is attempting to answer.

Meeting regularly over the last 12 months, the Center's task force has developed a draft report positioning work/family as a benefit rather than a cost for business. Task Force chair Clint Larson, retired Corporate Vice President for Honeywell, argues forcefully that work/family strategies can improve the bottom line. Work/family options can boost productivity, enable firms to attract and retain talented employees, and strengthen employee morale and commitment to the business.

The task force organized a major, regional conference on June 1 titled "Creating High Performance Organizations: A Work and Family Perspective." That event featured nationally recognized experts, including Brad Googins, who directs the Center on Work and Family at Boston University, and Fred Reichheld, author of *The Loyalty Effect*.

Most important, the June conference showcased three small-to-medium-sized businesses that have benefited from successfully implementing work/family strategies. Often small companies fear that they cannot afford family friendly policies, but many effective strategies can be developed at little cost to the company.

It is also important to recognize the value of some business practices that normally are not considered to be work/family strategies at all. For example Saturn's Vice President for Manufacturing reports that employees often tell him that on-the-job training in communication, conflict resolution, team building, coaching, etc. improve their relationships at home.

This summer the Center assisted the Children, Youth & Family Consortium in recruiting a strong delegation of Minnesota firms to participate in Family Re-Union V. And the center will continue to work with the consortium on follow-up activities.

Other activities of the Center's Task Force include: regular networking events to help companies compare ideas and strategies; a Fall 1996 conference, "Families That Work;" and a Center project that offers customized family education programs to employees at their worksites.

The Minnesota Center for Corporate Responsibility is an independent nonprofit supported by 120 business members and is affiliated with the University of St. Thomas in Minneapolis. To receive information, contact the Center at (612) 962-4120.

Family Re-Union V may have been more light than heat, but for those of us who have been working in the dark for years, that light was plenty welcome!

—Susan Seitel,
Work and Family Connection

A good cup of joe

Michael Brott, Community Program Specialist, CYFC

You don't have to go far to find a decaf double skinny latté these days. Premium coffee is found from coast to coast, from street corner to fine restaurants. But next time you go into Starbucks Coffee take a good look at the employees. The backbone of Starbucks, and other service industries, is the part-time employee. Acknowledging that factor, Starbucks has implemented positive work and family policies.

Dispelling the commonly held fear that work and family policies and programs aren't possible at the part-time level, the coffee giant offers a comprehensive benefit package to both part- and full-time workers, and every eligible Starbucks employee is a partner in the Bean Stock option program. "We realize that our people are the corner-stone of our success, and we know that their ideas, commitment and connection to our customers are truly the essential elements in the Starbucks experience," says Chairman and CEO Howard Schultz.

Schultz, who was part of a business panel at Family Re-Union V, grew up as a blue-collar kid from Brooklyn. His vision and commitment to company and human values, propelled this coffee conglomerate from its original store in the Pike Place Market in Seattle, in 1971, to 11 stores in 1987, to more than 825 stores across the country today. Understanding that quality employees are the key to the success of the company, Schultz encouraged Family Re-Union V attendees to look hard at their work force. "You have to recognize the people doing the work deserve the same recognition as those who are wearing the white collars."

As the coffee chain continues to serve up cappuccinos at a rapid pace, they also should be seen as a model for others in the service industry and those with part-time workers, demonstrating that positive work-family policies and practices are not only feasible, but good business strategies as well.

UNIVERSITY OF MINNESOTA

About the Child Abuse Prevention Studies (CAPS) Program

- Interdisciplinary, graduate-level coursework.
- A certificate program for students and professionals concerned about abuse against children.
- Classes that focus on how you can make a difference in preventing violence.
- Instructors are leading University faculty, researchers, practitioners, jurists, and advocates in child abuse prevention.
- Foundation curriculum co-developed by Marti Erickson, Director of the University of Minnesota Children, Youth, and Family Consortium. She serves as guest faculty for all courses and is instrumental in consultation for the program.
- Classes offered on the University's Twin Cities campus and via interactive television to Rochester, Marshall, Morris, Gaylord, Anoka Technical College, and Inver Hills Community College. (See course descriptions and schedule on the reverse side of this flyer.)
- Register now for fall classes.



Child Abuse Prevention Studies

Courses and Certificate Options—Available in Several Locations Via ITV

Level I Courses: UM-Twin Cities, Anoka Technical College, Inver Hills CC, Gaylord

Level II Courses: UM-Twin Cities, Rochester, Marshall, Morris

... offered by the Graduate School of Social Work, College of Human Ecology

"The Minnesota professional community can be proud of the University's leadership in providing state-of-the-art learning in prevention. Many people talk prevention. Few do it. The CAPS program has found a way to make research and practice compatible."

... Deborah Daro, Director of Research, National Committee on Prevention of Child Abuse

How CAPS can help you help children: an interdisciplinary program

The purpose of the Child Abuse Prevention Studies (CAPS) Program is to provide professional, specialized learning opportunities in prevention of child abuse and neglect and in child protection. Certificate options and individual courses are designed to serve the needs of those who work with children or on their behalf.

In the CAPS Program, you'll learn from outstanding University faculty from the School of Social Work as well as other interdisciplinary faculty and professionals with special expertise in teaching and practice. It's learning that can complement your professional practice, academic training, or practical experience. And it's learning delivered by a cadre of teachers dedicated to providing you a solid background in theory, research, and application, while at the same time fulfilling the community's need for child abuse protection and prevention skills and awareness.

CAPS is designed for...

- Social service professionals
- Early childhood educators
- Guardian Ad Litem
- Community health professionals
- Post-baccalaureate and graduate students
- Law enforcement, court/legal professionals
- Mental health practitioners
- Advocates
- Teachers and administrators
- Human service personnel
- Child care workers
- Anyone working with children and families

The CAPS program has two tracks: a child abuse prevention track and a child protection track. Course work for CAPS-Level I Certificate (9 credits) includes three core courses (described inside). The Level II-Certificate (18 credits) includes the three core courses and three advanced required and elective courses. Successful completion of the first core CAPS course (SW 5301) is the only requirement for admission. For more information about courses and certificates, call the CAPS office at (612) 624-3700; director Ann Ahlquist, (612) 625-2742; or the University College Counseling Department, CAPS adviser, (612) 625-2500.

Register now for fall. Call 624-9896 with questions about registration.

UNIVERSITY
COLLEGE

CONTINUING EDUCATION

The University of Minnesota is an equal opportunity educator and employer.

The contents of this brochure is subject to change without notice. This information is available in alternative formats; call 624-3300.

Disability accommodations are available upon request; call (612) 624-9896



CALL NOW FOR FALL!
 • Registration extended
 • Fall classes start Oct. 2 (Level I)
 • and Sept. 26 (Level II)
 • No prereq; admission to
 program not required

Child Abuse Prevention Studies

The Child Abuse Prevention Studies (CAPS) program provides professional, specialized learning opportunities in prevention of child maltreatment.

LEVEL I CERTIFICATE COURSES

All courses offered in ITV format (two-way interactive video and audio) at Gaylord, Anoka, Inver Hills, and Twin Cities campus (Rarig Center, U of M West Bank). Call for specific locations. Fall classes start Oct. 2.

CHILD ABUSE PREVENTION I: RESEARCH AND THEORY (SW 5301, sec 2)

First of three courses on prevention of child abuse and neglect, provides conceptual (research and theory) framework for developing primary and secondary preventive interventions. Prerequisite course for the CAPS certificate (no prereq; graduate credit only). Fall quarter, sec 2, 3 credits, \$382.50 (grad credit). W, 4-7 p.m.

CHILD ABUSE PREVENTION II: PROGRAM DEVELOPMENT, IMPLEMENTATION, AND EVALUATION (SW 5302, sec 1)

Second of three-course sequence on prevention of child abuse and neglect, providing skills for program design; implementation, and evaluation for children at risk (prereq 5301; grad credit available). Winter quarter, sec 1, 3 credits; \$286.50 (undergrad credit), \$382.50 (grad credit). W, 4-7 p.m.

CHILD ABUSE PREVENTION III: STRATEGIES FOR POLICY AND SYSTEMS CHANGE (SW 5303, sec 1)

Third of three-course sequence on prevention of child abuse and neglect, providing understanding of social policy and systems change for children at risk (prereq 5302; grad credit available). Spring quarter, sec 1, 3 credits; \$286.50 (undergrad credit), \$382.50 (grad credit). W, 4-7 p.m.

LEVEL II CERTIFICATE COURSES

All courses offered in ITV format (two-way interactive video and audio) at Rochester, Morris, Marshall, and the Twin Cities campus (Rarig Center, U of M West Bank). Fall classes start Sept. 26; call now.

SEMINAR: SPECIAL TOPICS—CHILD MALTREATMENT AND THE LAW (SW 5010, sec 5)

A comprehensive systemic, examination of the legal issues involving child abuse and neglect. The course considers current legal and judicial policies to protect children from violence and abuse and the legal system's potential to prevent this widespread phenomenon (no prereq; grad credit available). Fall quarter, sec 5, 3 credits; \$286.50 (undergrad credit), \$382.50 (grad credit). Th, 4-7 p.m.

SEMINAR: SPECIAL TOPICS—CULTURAL AND ETHNIC UNDERSTANDING IN CHILD MALTREATMENT (SW 5010, sec 6)

A focused study of the values, traditions, attitudes, beliefs, expectations and histories of families, and diverse communities as they impact children and families (no prereq; grad credit available). Winter quarter, sec 6, 3 credits; \$286.50 (undergrad credit), \$382.50 (grad credit). Th, 4-7 p.m.

SEMINAR: SPECIAL TOPICS—CHILD ABUSE PREVENTION PRACTICE SKILLS: ASSESSMENT AND INTERVIEWING (SW 5010, sec 7)

Theory, methods, and models building of risk assessment. An experiential, skill-building class on effective interview methods with adults and children (no prereq; grad credit available). Spring quarter, sec 7, 3 credits; \$286.50 (undergrad credit); \$382.50 (grad credit). Th, 4-7 p.m.

Registration

Complete the form below and include a check or money order made payable to the University of Minnesota or provide credit card authorization. Cost of textbooks and any course materials is extra. Mail to Extension Classes, University of Minnesota, 200 Westbrook Hall, 77 Pleasant Street S.E., Minneapolis, MN 55455. Call (612) 624-9896 for registration information. Financial penalties are possible for cancellation of Extension Classes; students are responsible for cancellation/refund information. Most students will pay either the undergrad or grad credit rates listed with courses. However, students admitted to University degree programs and classified as nonresident/nonreciprocity students, and students admitted to the University's Graduate School, pay higher tuition rates. Call with questions about tuition.

Registration Form

SS#	UM I.D. #	Birth Date
Name (last, first, middle initial)		Gender (circle) Male Female
Address		
City	State	Zip Code
Phone (Home)		Phone (Work)
Course #	Sec #	Day Time Location (city)
Course Title		Term (fall, winter, spring)
<input type="checkbox"/> My check or money order for tuition and fees is enclosed.		<input type="checkbox"/> Bill my employer for tuition and fees; include signed letter of authorization
<input type="checkbox"/> Charge my MasterCard, Visa, Discover/Novus (circle one)		Account #
Expiration	Cardholder name	Signature

This form requests private data. Name and address are required for student records. Others items are voluntary and used for reporting and record keeping. A birthdate, SSN or UofM ID number is required for positive identification.

What students say about the CAPS program:

"I've waited all my life for course work like this. Everyone that works with children and families should take these courses. The goals of new vision, new knowledge, and new strategies stays with me every day."

Child Protection Social Worker

"I see things I never saw before CAPS. I see risk and protective factors. I look for resilience factors because I know they make the difference. I'm amazed at how I have changed personally, too. I am so grateful for this opportunity."

Early Childhood Educator

"In some ways I hate the hard work of CAPS because it forces me to see all the flaws and mistakes we make...many of them my erroneous assumptions of people and problems. But I am more excited than ever about my work because I want to be part of the change... these courses have given me courage to do that rather than bury my head."

Prevention Specialist

"I was pretty burned out. Now I know of new solutions to child abuse and it is not punishment. Even though CAPS every Thursday night was a lot of work, I find I have more energy. This has been the most important learning of my life."

Prosecutor

Companies find educational resource in St. Paul

The Working Parent Resource Center (WPRC), in downtown St. Paul has earned a reputation as a quality provider of work/family educational services. Founded in 1986, this unique program of the St. Paul Public Schools has grown from a few classes offered downtown to over 200 seminars, classes, and training sessions conducted annually throughout the Twin Cities area and beyond. Companies served include Ceridian, St. Paul Companies, 3M Company, Minnesota Mutual Life, Ramsey County, and many more.

The educational sessions provided by the Center are scheduled during times that are convenient to working parents - most often during the noon hour. Marcie Brooke, Director of WPRC, and her staff believe that parents are the child's first teachers and that they are in the best position to decide what will work for a particular child. "The philosophy is to empower parents by providing information, by stimulating thought, and by facilitating discussion", said Brooke. She notes that their programming covers work/family issues throughout the life cycle. Topics from nutrition and health to communication and discipline.

Staff members also travel to work sites throughout the Twin Cities metro area, and more recently on a state and national level, offering classes and seminars that focus on many of the same work/family topics offered at WPRC facilities. At a company's request, the staff will meet with supervisors to discuss how they can change benefit packages or company policies to make the work place more family friendly. Their St. Paul office also maintains a free lending library of materials and a computer database of child care options in the Twin Cities.

Since 1990 the Resource Center has sponsored the Week of the Working Parent to acknowledge the contributions made by working parents and employers who support them. "Working Parent Support" awards are presented to companies who sponsor on-site educational programs through the Center.

For more information about the Working Parent Resource Center call (612) 293-5330 or write them at North Central Life Tower, Fifth Floor, 445 Minnesota Street, St. Paul, MN 55101.



Gigi Acker presenting a seminar on quick and healthy meals.

Family Reunion V: Family and Work conference web site

The University of Minnesota's Children, Youth and Family Consortium has developed a web site for the Family Reunion V Conference. The site is part of the Consortium's Electronic Clearinghouse and can be found at <http://www.cyfc.umn.edu/familyreunion.html>

At this site you will find:

- a web conference forum where you can enter your comments on three topics: balancing family and work, reinventing companies, and children's experiences;
- directions for joining the conference email discussion group which will connect you by email to others interested in family and work issues;
- information on the satellite down link project including a list of participating sites;
- summary information from Family and Work survey conducted by Yankelovich and Associates for the conference

- the conference agenda and biographical information on participants;
- articles, essays, speeches and tip sheets on family and work issues; and
- links to other web resources on family and work.

The Consortium invites you to visit the web site, use the information provided and exchange ideas through the email discussion or the web conference forum. You are also encouraged to recommend material for the web site, including research, articles, editorials and program descriptions. These should be sent to CYFC, 12 McNeal Hall, 1985 Buford Ave, University of Minnesota, St Paul, MN 55108. When possible, please provide an electronic copy (e.g. email to cyfcec@maroon.tc.umn.edu or mail a diskette with your hard copy).

If you have questions or suggestions regarding the web site, call Lori Bock at (612) 625-7251.



Downsizing is making those affected feel insecure. We've got to break free from special interests. We need a new commitment to the common good. And that's got to be the priority, not the next stock market.

—Betty Friedan

Consortium Calendar

September

September 19

"Children Are a Public Good — Investing in a High Quality Child Care System," coordinated by the Alliance of Early Childhood Professionals. Earle Brown Center; 9:00 a.m. - 5:00 p.m.. For more information contact the Alliance at (612) 721-4246.

September 26

"Psychopharmacology Made Simple: A Workshop for Mental Health Professionals," a continuing education program of the National Association of Social Workers, Minnesota Chapter. Earle Brown Center; 9:00 a.m. - 4:00 p.m. For more information, call NASW at (612) 293-1935.

September 24-25

"A Season of Change ... Waves of Opportunity" sponsored by the Minnesota Association of Community Mental Health Programs, Inc. Madden's Resort; Brainerd, MN. For more information call (621) 642-1903

September 26-27

"At Risk Does Not Mean Doomed" featuring Craig Ramey, Ph.D., Director of Civitan International Research Center; Crystal Community Center. For registration information call June Audette at (612) 537-0538.

October

October 18-19

38th Annual Conference on Children and Families, MN Association for the Education of Young Children (MNAEYC). Minneapolis Convention Center. For more information call (612) 646-8689.

October 20-24

Minnesota Nurses Association state convention, Craguns Resort; Brainerd, MN. For more information call Kathy McDonough at (612) 646-4807.

October 24-26

"Relationships as Developmental Contexts," Thirtieth Minnesota Symposium on Child Psychology. Frederick Weisman Art Museum, Mpls, MN. Free and open to the public. For more information call LuJean, Institute of Child Development, University of MN, at (612) 625-6549.

CONNECTION CORNER

Forum on impact of welfare reform

Recent passage of the historic welfare reform bill means major changes ahead for counties and the state of Minnesota. The challenge of these changes lies in providing supplemental services, such as food stamps, with reduced federal funds to children and families needing assistance.

The College of Human Ecology (CHE) at the University of Minnesota will host a forum for the exchange of information among leaders of public agencies, non-governmental associations and academia. The forum, "Leadership Perspectives for Responding Knowledgeably to Welfare Reform" will be on Wednesday, October

16 at the Earle Brown Center on the St. Paul campus. The focus of this seminar is the impact of welfare reform on food and nutrition, and its relation to school as well as work.

To facilitate good discussion, seats will be allocated among interested participants for balance among categories of public, non-governmental and the academy. A small fee will be charged for food.

For registration and more information, please contact CHE at (612) 625-1201, fax (612) 625-6285 or via email to jbatt@che2.che.umn.edu. Give your name, address and category.

Minnesota corporation wins national award

Congratulations Ceridian Corporation! Ceridian, an information services and defense electronics company, recently received a 1996 corporate citizens award for "outstanding citizenship and dedication to employees and the community". The award was given by the U.S. Department of Labor; this is the first time the Department has given this award.

Ceridian supports such arrangements as flexible hours, job sharing and paid time off for personal responsibilities. CEO Lawrence Perlman believes that the policies are critical to company growth and profitability.

What shapes and breaks the confidence of American girls

A.F.F.I.R.M. — Adolescent Females Finding Identity, Respect, and Merit — is a forum on how to empower and build strength in adolescent girls. This non-denominational program for adolescent girls, parents, educators, counselors and community leaders will take place on November 3, 1996 from 12:45 - 4:30 p.m. at Temple Israel in Minneapolis.

Dr. Marsha Pravder Mirkin, faculty member of Stone Center at Wellesley College will deliver the keynote address. There will be workshops for adults and

peer focus groups for the girls following the keynote.

A.F.F.I.R.M. is sponsored by the National Council of Jewish Women (NCJW), Greater Minneapolis Section; Jewish Family and Children's Service of Minneapolis; the American Association of University Women, Minneapolis Branch; the Blake School; and the Wellesley College Club of Minnesota.

The cost is \$5.00 per participant; financial assistance is available. Contact NCJW at (612) 545-1120 for registration.

Success for our children

St. David's School for Child Development and Family Services is proud to present the Fifth Annual Parenting Symposium, Success for Our Children, on November 12-13, 1996. Tuesday evening, November 12, will feature a lecture for parents by Adele Faber, the renowned author of *How to Talk So Kids Can Learn: at Home and at School*. The symposium will be held from 7:00-9:00 p.m. at St. Joan of Arc Church. The cost is \$5.00.

The following day, professionals working for children and families will be treated to an all-day workshop featuring Dr. Robert Brooks, Dr. Jerome Hanley and Adele Faber. Workshop tickets cost \$80 for the full day and \$65 for the 1/2 day session with scholarships and group discounts available. The workshop will be held at the Hyatt Regency in Minneapolis.

For additional information, please contact St. David's School at (612) 939-0396 ext. 500.

FDA delivers new teen smoking rules

On August 23, the Food and Drug Administration issued its final rules regulating tobacco products and proposing to reduce tobacco use among children by implementing nation-wide rules on youth access, restricting image

advertising in sports sponsorship by tobacco companies and initiating a major health education effort. As always, you are free to contact your legislator(s) to express your opinion.

CONSORTIUM UPDATE

New email address

Need information from the Consortium? Want to request or submit materials? The Consortium has a new e-mail address: cyfc@che2.che.umn.edu Of course you can contact us by phone, fax or regular mail as well.

Seeds Of Violence

"Seeds of Violence or Seeds of Promise" is a series of four quarterly reports presented by the University of Minnesota's Children, Youth & Family Consortium and the College of Education and Human Development.

Combining research with photo stories of Minnesota children and families, the reports suggest what we each can do to ensure good outcomes for young people in our communities. The first report, released in April, summarized research findings about protective factors that help children thrive even in the face of high-risk circumstances.

The newly-released second report emphasizes the importance of a secure parent-child attachment and, more generally, the power of caring adults in children's lives. Reports three and four will focus respectively on the importance of father involvement and community initiatives that are making a difference for young Minnesotans.

To receive the current report, contact the Consortium at (612) 625-7248 or email us at the address above. Also, portions of each report will be printed monthly in *Family Times*.

CEC collaborates with local organization

The Minnesota Organization on Adolescent Pregnancy, Prevention and Parenting now has information available on the World Wide Web. The site includes

- information about MOAPP's products and services
- several of their publications
- a listing of their recent accomplishments
- material about InfoExchange (a comprehensive resource center)

The Consortium's Electronic Clearinghouse (CEC) provides the information under the Adolescent Theme area. The address for the new MOAPP site is <http://www.cyfc.umn.edu/youth/MOAPP.html>

CEC is currently working with several local and national organizations to make their information available through the World Wide Web. If you have information you would like distributed in this way, contact Lori Bock at (612) 625-7251.

Spiritual life of children

This Fall the Consortium and the U of M's Department of Educational Psychology will begin a series of three brown bag lunch sessions on the topic of the spiritual life of children. These informal gatherings will include brief presentations followed by questions and dialogue; a light lunch will be served. AFTER September 16, call the Consortium office (612/625-7243) for more information.

CONNECTION CORNER continued from page 6

Children are a public good

The Alliance of Early Childhood Professionals, in partnership with University and community child and family-focused programs, is presenting "Economic Summit II: Children are a Public Good-Investing in a High Quality Child Care System." Participants will have the opportunity to hear about exciting research that explores the incremental expansion of the sliding fee system. Participants will also have the

opportunity to discuss and inform the Alliance of their vision of a high quality child care system and to develop a set of strategies for realizing the vision.

The Summit will be held September 19, from 9:00 a.m. - 5:00 p.m. at the Earle Brown Center on the University of Minnesota St. Paul Campus. For registration and information contact the Alliance at (612) 721-4246.

Anoka Crisis Nursery

In celebration of five years of serving families in crisis, the Children's Home Crisis Nursery of Anoka County is hosting an open house on Thursday, October 3, 1996 from 9:00 a.m. to 4:00 p.m. An information table with relevant articles, legislative updates, and crisis nursery programs will be available.

For more information on the open house, volunteering, or making donations to the Anoka Crisis Nursery, please call (612) 785-9222 or write: 500 Osborne Road, Unity Professional Building, Suite #115, Fridley, MN 55432.

Consortium Calendar

November

November 1

"Helping Children and Adolescents Cope with Grief," fall conference of the Minnesota Coalition for Death Education and Support, featuring Alan Wolfert, Ph.D. Sheraton Inn-Midway, St. Paul; 8:30 - 4:00 p.m. For more information contact Ben Wolfe at (218) 726-4402 or Paula Dicke at (612) 625-6152.



November 7

"Stuck in the Middle With You: Protective Services and Liability Issues." Holiday Inn, St. Cloud. For more information call MN Social Services Association at (612) 644-0556.

November 7

"Bugs, Backs, and Burnout," a 2-hour interactive video conference for child care providers presented by the Metropolitan Visiting Nurse Association. The conference, held from 7:00 - 9:00 p.m., awards two hours of inservice credit for \$10.00 and meets the requirements for OSHA, Employee Right to Know, Video sites scheduled for Duluth, Fergus Falls, Moorhead, Plymouth, Willmar, Windom, and St. Paul. For more information call Sandy and MVNA, (612) 378-5831.

November 10-12

"The National Conference on Shaken Baby Syndrome: A Medical, Legal and Prevention Challenge." Little America Hotel, Salt Lake City, UT. For more information call (801) 399-8430.

December

December 5

"Families: Understanding and Nurturing Their Spiritual Health," annual conference of the Minnesota Council on Family Relations. Earle Brown Center, St. Paul. For more information call Lowell Johnson at (612) 653-3115 or Christa Treichel at (612) 642-9067.

Stop the Violence Day at the Dome

Sunday, September 29, 1996

Music on the Plaza at 12 noon, Game at 1:05 p.m.

Sponsored by: **Medtronic** 

Minnesota Medical Association

Minnesota Attorney General Hubert H. Humphrey III

Ramsey/Hennepin Initiatives for Violence-Free Families & Communities

University of Minnesota's Children, Youth, and Family Consortium

WomanKind/Fairview Health System

Don't miss your chance to see the Minnesota Twins take on the Chicago White Sox in the last game of the regular season. Sell out the Dome to Stop the Violence! The afternoon will include special half-price lower-level seating (only \$6.00!), a pregame rally with music, food vendors, and entertainment in the Plaza, and a Major League scoreboard welcome. Cohosted by Minnesota Cable Communications Association, Minne-



sota Hospitaland Healthcare Partnership, Minnesota Nurses Association, Minnesota Council of HMOs, Center for Reducing Rural Violence/Citizens Council, Allina, Blue Cross and Blue Shield of Minnesota, HealthPartners, Citizens for a Safer Minnesota, Ramsey Medical Society, Hennepin Medical Society, Minnesota Chapter of the American Academy of Pediatrics, and growing.

Please return your form to:

Minnesota Twins Sales Department; Attn: Stop the Violence Day; 501 Chicago Ave. South; Minneapolis, MN 55415, or fax (612) 375-7522

Please call Stacy Bjorklund at (612) 375-7482 with any questions.

Stop the Violence Day at the Dome

Sunday, September 29, 1996, 1:05 p.m.

Name: _____ x \$6.00 (regularly \$12.00) = \$ _____
 Address: _____ Handling \$ 2.00
 City, State, Zip: _____ Total \$ _____
 Phone: _____
 Charge by credit card in the amount of \$ _____
 Credit card # _____ Exp. _____ Please make checks payable to the Minnesota
 VISA MC DISC AMEX Twins. The deadline for ordering tickets with
 Signature _____ this form is September 23.

Who's the Consortium?

Susan Seitel is president of Work and Family Connection, Inc., a company she founded in 1984. The company helps employers assess the impact of policies and practices on the employee and the institution. Susan writes the company's publications, Work & Family Newsbrief, a digest of the nation's news about work and family issues, and the Trend Report, which offers commentary on trends and programs related to work and family.

Norma Anderson is Vice President of Development Resources for Ceridian Corporation. She is currently responsible for executive development, career resources, corporate contributions, and Ceridian's work/life programs, in addition to her management role in the company's diversity efforts. In the 1970s, Norma directed the formation of a company day care center.

Clint Larson chairs the Task Force on Work and Family for the Minnesota Center for Corporate Responsibility. Clint, Corporate Vice President Retired for Honeywell, Inc., brings a wealth of practical experience to MCCR and is leading the Task Force in its effort to promote wider implementation of effective work/family policies, strategies and practices.

And the Consortium is You!

Unseen stakeholders—continued from page 3

values and encouraging others to live by theirs. Finally, the assets that employees bring to work from their other roles must be valued.

These competencies can be learned, and, in practice, can serve to overcome such barriers to needed cultural change as outmoded assumptions about "face time," fears of creating new employee "entitlements," and ignorance of the business value inherent in employees' family and community experiences. We're assembling materials from over 50 international experts in a resource guide intended to help people learn these competencies - to cross the divides that cause needless inefficiencies for business and problems for families - and so to enrich both.

Companies as diverse as Merck, Starbucks, Fel-Pro, and Patagonia have shown that employers who value the whole life of their employees engender greater commitment and productivity. Our research shows that these corporate practices also affect the unseen stakeholders in the American workplace, the children of working parents.

We're
this many



The Children, Youth & Family Consortium is celebrating its 5th birthday—and you all are invited.

Free activities, music and food for families! November 2, 11:00 - 2:00 p.m.

After September 15 call (612) 625-7243 for more details. Or check our Web site <http://www.cyfc.umn.edu>

UNIVERSITY OF MINNESOTA



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SINCE its inception in 1982, the Minneapolis Consortium of Community Developers has worked to improve the climate for community development in Minneapolis and the metropolitan area. In particular, the Consortium works to promote full utilization by neighborhoods of community development corporations (CDC). Dedicated to improving the odds for low and moderate income people, our members work at the request and direction of city neighborhoods.

Consortium member CDCs are engaged in: the construction and management of new and rehabilitated multi-family and single family housing. They are also a source for a wide variety of financial assistance from emergency mortgage loans to mortgages to credit counseling. In addition, members have participated in all aspects of economic development from commercial real estate, business incubators, business loans, job creation and referral services. In short, our members cover the gamut of community development activities and needs. Put our members to work for your community: Their mission is to build communities.

This brochure introduces you to an important aspect of our work: the development of housing for Minneapolis residents. In housing, the Consortium focuses its efforts on sustaining member activities which support our goals of stabilizing and strengthening Minneapolis' neighborhoods. The strategies members employ, and which are available to support your neighborhood's community development include:

- Neighborhood planning assistance
- Home rehabilitation loans, grants, and technical assistance
- Home buyer counseling
- Home maintenance service/mortgage packaging and referral
- Home purchase financing
- Providing housing choices through the production of single-family homeownership and multi-family rental housing opportunities.

Our members have created over 3,500 units of affordable housing.

Let us help you in your efforts to make your neighborhood a great place to live and work.

The following pages will introduce you to our members engaged in housing activities.

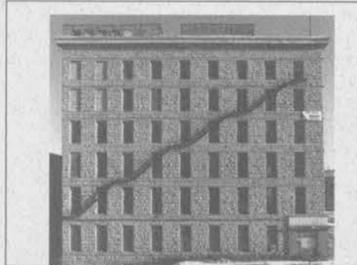
MINNEAPOLIS CONSORTIUM OF COMMUNITY DEVELOPERS

The Minneapolis Consortium of Community Developers is an association of nonprofit community development organizations whose common purpose is to expand the wealth and resources of neighborhoods to ensure that all residents are able to fully meet their life needs.

1808 Riverside Avenue, Suite 206, Minneapolis, MN 55454
Ed Lambert, Executive Director
612.371.9986 • FAX 673-0379



Minneapolis Consortium of Community Developers
Housing in Minneapolis



Artspace Project, Inc.

Founded: 1979

Mission Statement: To create space where artists can live, work, exhibit, perform and conduct business. By creating this space, Artspace supports the continued professional growth of artists and enhances the cultural and economic vitality of the surrounding community.

Service Area: Based in the Twin Cities metro area, works locally, regionally and nationally.

Address: 250 Third Avenue North, Suite 400, Minneapolis, MN 55401

Phone: 339-4372 **Fax:** 349-2985

Contact Persons: Will Law, Becky Clawson

Experience in: Multi-family living/working spaces for artists and their families; studio and support space for artists and arts organizations.

Service Available: Consulting and other project services to arts organizations, individual artists and other concerned groups including real estate development, community building and neighborhood/arts development.

Sample Projects: Northern Warehouse Artists' Cooperative, Tilsner Artist Cooperative, and Frogtown Family Lofts in St. Paul; Traffic Zone Center for Visual Art and Hennepin Center for the Arts in Minneapolis.



Central Community Housing Trust

Founded: 1986

Mission Statement: To acquire, improve and preserve decent, safe, affordable housing for very low, low and moderate income persons; remaining responsible and responsive to the community, neighborhoods and residents we serve.

Service Area: Downtown Minneapolis neighborhoods: Stevens Square, Loring Park, Elliot Park, North Loop, Downtown core.

Address: 511 11th Avenue South, Minneapolis, MN 55415

Phone: 341-3148 **Fax:** 341-4208

Contact Person: Cecile Bedor

Experience in: Affordable multi-family housing.

Services Available: Affordable housing development; housing asset management; community organizing with residents, neighborhood residents and building owners on issues such as crime, safety, and livability.

Sample Projects: The Barrington at 911 Park Avenue, Buri Manor at 1515 Chicago Avenue, The Continental Hotel, 66 S 2nd Street.



Development Corporation for Children

Incorporated: 1991

Mission Statement: Committed to serving the needs of low and moderate income families through the development of child care and child-related facilities and business. This is done by involving families and communities in planning and developing early childhood environments and by using innovative methods of packaging public and private resources.

Service Area: State of Minnesota.

Address: 212 Third Avenue North, Suite 310, Minneapolis, MN 55401

Phone: 338-3023 **Fax:** 338-4596

Contact Persons: Jerry Cutts, Patricia Andersen

Experience in: The development of childcare and child-related facilities and businesses.

Services Available: Real estate development and consulting; early childhood and youth programming and consulting.

Sample Projects: Hawthorne Child Care Homes (infant/toddler/preschool duplex and Science House); Northstar Learning Development Center; A New Dimension Child Enrichment Center; McDonald's Sunshine Child Care Center.



Lyndale Neighborhood Development Corporation

Founded: 1991

Mission Statement: To build or rehabilitate the housing stock in the Lyndale neighborhood; encourage homeownership by disseminating information, constructing or rehabilitating residential property for sale; implementing financing programs; assisting existing homeowners and rental property owners to improve, maintain and manage their property; implementing social service and economic development programs to improve the lives of neighborhood residents.

Service Area: Lyndale Neighborhood.

Address: 3536 Nicollet Avenue South, Minneapolis, MN 55408

Phone: 824-0401 **Fax:** 824-6828

Contact Person: Harry Jensen

Experience in: Planning and developing new housing programs; technical assistance for loans; managing rental housing projects; advocacy for senior citizens and handicapped in the area of housing needs.

Services Available: Consulting, coordinating and implementing the development of housing programs, strategic planning, technical assistance for loans and other programs related to neighborhood revitalization.

Sample Projects: Findley Place on 31st Street & Blaisdell Avenue.



Northside Residents Redevelopment Council

Founded: 1986

Mission Statement: The Northside Residents Redevelopment Council was established to empower the residents of North Minneapolis to be the primary agents for improvement of the social, economic and general livability standards of the neighborhood.

Service Area: Near North and Willard-Hay Neighborhoods.

Address: 1014 Plymouth Avenue, Minneapolis, MN 55411

Phone: 335-5923 **Fax:** 335-5922

Contact Person: Brian Gorecki

Experience in: Grassroots approach to housing development; consulting with neighborhood groups in developing single-family homes from proforma to completion; mortgage foreclosure prevention counseling; rental property management; participation in the HOW program that renovates vacant single-family homes for resale at affordable prices to low and moderate income working families.

Services Available: Consulting/participating in strategic planning with neighborhood groups in multi-family and single-family housing development (new and rehab); mortgage foreclosure prevention counseling to homeowners in North and Northeast Minneapolis.

Sample Projects: 1507 Penn Avenue North, 1015 Thomas Avenue North, 1719 Morgan Avenue North.



Powderhorn Residents Group

Founded: 1976

Mission Statement: To provide and develop quality, affordable housing and housing related services which contribute to neighborhood stability and to family self-sufficiency.

Service Area: Minneapolis/St. Paul and the surrounding metro area.

Address: 2951 Chicago Avenue South, Minneapolis, MN 55407

Phone: 827-5527 **Fax:** 827-0031

Contact Person: Michele Wiegand

Experience in: Single-family housing development and marketing; affordable multi-family development; neighborhood planning assistance; home buyer counseling; comprehensive housing resource program

Services Available: Markets its new and rehabilitated single-family homes in South Minneapolis under the Home Ownership Works program (HOW); offers educational workshops and individual counseling assistance to families and individual interested in purchasing homes; provides planning and development services to neighborhood and community groups interested in providing affordable housing and housing-related services; and offers particular expertise in meeting culturally specific housing needs.



Seward Redesign

Founded: 1969

Mission Statement: To strengthen the Seward neighborhood as a vital, viable and safe place to live and work through housing and economic development activities that empower, benefit and involve community residents and workers.

Service Area: Seward, Longfellow Neighborhoods.

Address: 2600 East Franklin Avenue, Minneapolis, MN 55406

Phone: 338-8729 **Fax:** 399-0739

Contact Person: David Fey

Experience in: Affordable housing development; asset management.

Service Available: Consult, facilitate, and implement neighborhood-based affordable housing planning, development and management.

Sample Projects: Matthews Park and Milwaukee Avenue Townhomes; Seward Towers.



Southside Neighborhood Housing Services

Founded: 1976

Mission Statement: Southside Neighborhood Housing Services of Minneapolis, Inc. revitalizes neighborhoods by pursuing redevelopment through lending and investment.

Service Area: Central, Bryant, Regina neighborhoods, NRP homeownership programs throughout South Minneapolis

Address: 3137 Chicago Avenue South, Minneapolis, MN 55407

Phone: 823-5216 **Fax:** 823-3964

Contact Person: Ralph Wittcoff

Experience in: Full cycle lending; home rehab loan administration; consulting with neighborhoods on housing development; HOPS (Home Owners Prevention Service): Participants pay a small monthly fee for on-call maintenance services of a handyperson.)

Service Available: Home rehabilitation loans and grants; home rehabilitation technical assistance; home maintenance service; home purchase financing; home buyer training and counseling; mortgage packaging and referral; financial counseling as it relates to above; new home construction and sale; rehabilitation home construction and sale.



West Bank CDC

Founded: 1975

Mission Statement: To promote a neighborhood economy through resident-based redevelopment.

Service Area: Cedar/Riverside Neighborhood.

Address: 1808 Riverside Avenue, Minneapolis, MN 55454

Phone: 673-0478 **Fax:** 673-0379

Contact Person: Tim Mungavan

Experience in: Single-family housing development; multi-family housing development; lease-hold co-op development and management

Services Available: Community-based planning and design; complete housing development services

Habitat for Humanity



Founded (in Twin Cities): 1985

Mission Statement: To eliminate poverty housing from the Twin Cities and to make decent, affordable shelter for all people as a matter of conscience for the Community

Service Area: Minneapolis/St. Paul and the Metropolitan Area.

Address: 3001 4th Street S.E., Minneapolis, MN 55414

Phone: 331-4090 **Fax:** 331-1540

Contact Person: Stephen Seidel

Experience in: Single-family new construction and rehab.

Service Available: Single-family new construction and rehab. Habitat purchases "dollar properties," vacant houses and vacant lots from public and private sources. It uses no additional public subsidies or resources and provides all capital through donated funds and volunteer labor. The home is sold as soon as completed to a pre-selected family whose income is at or below 50% of State median. 350 hours of "sweat equity" is required before purchasing the home. Mortgage foreclosure prevention services to homeowners in South Minneapolis facing financial circumstances beyond their control.

Sample Projects: Rehab: 2437 17th Avenue South, 1708 East 25th Street, and 3908 13th Avenue South. New Construction: 2523 15th Avenue South and on East 24th Street between 14th and 15th avenues

Project for Pride in Living



Founded: 1972

Mission Statement: To assist low and moderate income people to become self-sufficient by addressing their job, housing and neighborhood needs.

Service Area: Minneapolis/St. Paul (Metro-wide)

Address: 2516 Chicago Avenue South, Minneapolis, MN 55404

Phone: 874-8511 **Fax:** 874-6444

Contact Persons: Steve Cramer; Susanna Klöven

Experience in: Development, rehab and construction of single-family, multi-family homes; rental property management; comprehensive individual and family counseling; established programs address housing and self-sufficiency issues.

Services Available: PPL offers services in rental and homeownership opportunities. Ownership: development, construction and rehab of affordable single-family housing; homeownership counseling and home maintenance training; the Tool Lending Library and an emergency home repair program; fiscal agency for NPR revolving home improvement loan programs. Construction and rehab of multi-family properties. Self-sufficiency program providing counseling and job training for tenants.

Sample Projects: 1809 and 1819 Penn Avenue North, The Glenwood at 173 Glenwood Avenue.

Whittier Housing Corporation



Founded: 1994

Mission Statement: To create a better place to live, work and visit by stimulating our diverse community and what it has to offer through neighborhood involvement, support and promotion.

Service Area: Whittier Neighborhood.

Address: 2309 Nicollet Avenue, Minneapolis, MN 55404

Phone: 871-7756

Contact Person: Jim Gabler

Experience in: Single-family housing development; multi-family housing development; leasehold co-op development and management.

	CHOICE #1	CHOICE #2	CHOICE #3
	ENRICHMENT: HELPING BUILD COMMUNITIES	MARKET MECHANISMS AND PERSONAL RESPONSIBILITY	MOBILITY: CREATING CHOICES
What's the diagnosis?	<p>*Poor communities and schools are the result of an unequal distribution of resources. There is a spatial mismatch between jobs and workers, and jobs do not pay livable wages or provide adequate benefits. Educational opportunities differ for wealthy children and poor children. Neighborhoods are decaying because individuals do not have enough resources to contribute to their upkeep.</p>	<p>* Poor community and schools are the result of a breakdown of traditional values. Children are growing up without two self-sufficient parents who can serve as role models. Welfare programs promote dependency and contribute to a "self-fulfilling prophecy."</p>	<p>*Poor communities and schools are the result of discrimination and local government policies which isolate poor people--especially poor people of color. When poverty becomes concentrated in certain neighborhoods, it perpetuates a myriad of other social problems--disinvestment in neighborhoods, tax-base erosion, poor schools, crime, and racial tensions.</p>
What should be done?	<p>*Train and improve the skills of residents of low-income neighborhoods in the region's core in order to create a work force whose skills match the requirements of new jobs.</p> <p>*Create "enterprise zones" to stimulate job growth in the central cities.</p> <p>*Encourage small business and microenterprise.</p> <p>*Make home ownership more accessible.</p> <p>*Promote maintenance and rehabilitation of older housing to preserve vital healthy neighborhoods, but remove and replace dilapidated housing with other uses in order to start breaking up concentrations of low-income housing.</p> <p>*Use money previously earmarked for busing to enrich neighborhood schools.</p> <p>*Increase transportation services so individuals who live in the city can reach jobs in the suburbs.</p> <p>*Change tax laws to provide more equitable distribution of wealth.</p> <p>*Initiate effective crime suppression and prevention strategies.</p>	<p>* Get the government out of the business of charity.</p> <p>*Revitalize mediating structures such as neighborhood organizations, churches, and voluntary associations.</p> <p>*Alter incentives to favor work over leisure and investment over consumption.</p> <p>*Initiate laws and policies that encourage two-parent families and promote family values.</p> <p>*Create tougher crime laws.</p> <p>*Create support structures such as job training, child care, and transportation subsidies so people can participate in the labor market.</p> <p>*Encourage microenterprise and entrepreneurship.</p> <p>*Use market mechanisms such as vouchers and competition to improve inner-city schools.</p> <p>*Allow the housing market to regulate itself; housing will appear where demand is great enough.</p>	<p>*Create a <i>regional</i> housing policy so that local governments cannot act like monopolists.</p> <p>*Expand housing choices in the developing suburbs to provide life-cycle housing in a range of types and prices.</p> <p>*The government needs to expand voucher programs as well as loan programs to enhance the buying power of low-income households.</p> <p>*Combat discrimination in lending and realty markets.</p> <p>*Provide incentives to developers, owners, and landlords to offer additional Section 8 housing. (Substitute inclusionary zoning for exclusionary zoning.)</p> <p>*Scatter low-income housing throughout communities to avoid creating new pockets of poverty in the suburbs.</p> <p>*Provide community outreach projects such as home improvement training seminars and mentoring programs to integrate new residents and make them feel a part of the community.</p> <p>*Expand busing and school choice opportunities for students; implement transportation reimbursements and extensive outreach programs.</p>

<p>What do critics say?</p>	<p>*Pumping money into the central cities is not the answer. Many of these communities are so impoverished and so in debt that it would take an impossible amount of money to revitalize their economies. It isn't realistic to believe that we can generate that much investment, particularly as it will largely have to come in the form of transfers from the suburbs.</p> <p>*In order to create more regional stability, our communities need to be more economically and racially diverse. Building up infrastructure in the cities will do little good if our communities are still divided along race and class lines.</p> <p>*The only way to break down the racial hierarchy that currently exists is to integrate. People of color need to enter into the economic and social mainstream where they will have more access to good jobs and good schools. Equally important, white folks must diversify and expand their understanding of people of color. If we continue to stay apart, the structure of the "racial other" goes unchecked</p> <p>*People need to have real choices about where they live. Since a majority of the new jobs are in the suburbs, and because we have limited mass transit in the region, there needs to be more low-income housing in the suburbs.</p> <p>*Creating "enterprise zones" is not an effective way to stimulate economic activity and create jobs in the urban core. They are not pro-labor or pro-community, but pro-business and pro-profit.</p>	<p>*Less than half of the jobs in Minnesota pay a livable way. Over sixty percent of Minnesota's 85,000 families in poverty have at least one person in the work force. If we want to create less dependency on the government, we have to create a market system which allows responsible people to survive.</p> <p>*Discrimination remains a significant barrier for people of color, no matter how "responsible" they are.</p> <p>*Poor people do not have the time or money to lobby for their interests and rights. The wealthy, on the other hand, abuse their power and continue to get richer at the expense of the poor.</p> <p>*Everyone in this country receives government benefits of some sort. Whether it is in the form of a check or a tax deduction is immaterial.</p> <p>*The poor will always be with us; a reserve labor pool is essential to capitalism. The chief function of social programs is to regulate labor. When mass unemployment leads to outbreaks of turmoil, relief programs are initiated or expanded to absorb/control the turmoil and restore order. As turmoil subsides or as labor is needed, the relief programs contract, expelling those who are needed back into the labor market. Responsibility has nothing to do with it.</p> <p>*The problem with social welfare policies in this country is not that we've done too much--creating dependency--but that we've done too little. The actual amount spent on programs like Section 8 is very small. If we truly want to help people get back on their feet again, we need to invest more in these programs.</p>	<p>*An influx of low-income families could lead to increased crime and declining property values. Instead of creating problems for new neighborhoods, we need to concentrate on cleaning up the bad ones.</p> <p>*Efforts to desegregated neighborhoods and schools with high proportions of minorities assume that it is better to live and go to school in majority white settings. This is disrespectful of the strengths of communities of colors. People of color need to remain together in order to preserve their culture and maintain their political representation.</p> <p>*"Mobility" may heighten racial tensions and lead to more racist encounters and attacks</p> <p>*It is inappropriate for the government to interfere in an issue that should be worked out through natural market forces.</p> <p>*"Mobility" as an option will take a long time to implement. It is a gradualistic approach and will do little to help the thousands of poor who need help <i>right now</i>. Furthermore, it is tokenistic. Past attempts to provide mobility to low-income families and people of color have been limited in scope, actually helping few people.</p> <p>*Dispersing poverty may help the few, token families who are lucky enough to escape the ghettos, but it does little for the people, schools, and deteriorated neighborhoods that are left behind.</p> <p>*Even if obstacles are removed and the poor are granted more mobility, the fact remains that their is a general mismatch between the skills of the poor and the skills required by the available jobs.</p>
<p>Why this course of action?</p>	<p>*We need to create a stable core; this will help stabilize the entire region.</p> <p>* If the region cooperates to improve schools, create jobs, and revitalize neighborhoods in the central cities, people will become more self-sufficient in the long run.</p> <p>*Our central cities possess tremendous human and economic resources. Rather than spending millions to create new housing and duplicate existing infrastructure in the suburbs, this strategy utilizes what we already have.</p> <p>*If we help meet people's needs, they will be less dysfunctional and crime will decrease.</p> <p>*People move to the suburbs to escape problems such as crime and poor schools; it isn't fair or realistic to expect suburban residents to have to take these problems on again.</p> <p>*If we help rebuild neighborhoods in the core, people of all income levels will have wider choices of where to live.</p> <p>*People of color need to build a sense of community around their strengths and unique history and culture. Moreover, they need to maintain whatever political representation they have.</p> <p>*Many people prefer to live in segregated neighborhoods and go to segregated schools as long as those neighborhoods and schools have equal resources.</p>	<p>*Families who live in communities with nice homes, safe neighborhoods, and good schools and jobs have worked hard to achieve these things. Any family that exerts self-discipline and works hard can create or move to such a community.</p> <p>Moreover, many families living in these nice neighborhoods still live paycheck to paycheck and it is unfair for the government to subsidize certain individuals at the expense of others.</p> <p>*This country has a long history of poor immigrants who have worked there way out of poverty. Hard work is the American way of life; anyone who is willing to work for it can have a decent life.</p> <p>*Social programs erode self-sufficiency and promote dependence by supporting those who do not work. If we cut or eliminated such programs altogether, it would leave the able-bodied with no recourse whatsoever except for the job market.</p> <p>* Public sector social welfare programs divert income that could be otherwise be invested in capital formation. Channeling funds away from consumption and towards investment will foster economic growth and benefit everyone in the long run.</p>	<p>*The opportunity to live in integrated, middle-class neighborhoods appears to boost employment among adults and school performance among children.</p> <p>*While moving is not an instant cure to poverty, living in safe neighborhoods and being closer to jobs and good schools is necessary in breaking the cycle of poverty.</p> <p>*Breaking up concentrations of poverty in the central cities may benefit the neighborhoods, schools, and people left behind if the communities are more socially and economically balanced as a result.</p> <p>*Promoting low-cost housing in the suburbs will enable people to remain in their communities when their circumstances or needs change (people who find themselves on fixed budgets after retiring, women who become single moms after a divorce, etc.)</p> <p>*People who live in economically diverse areas better understand others who are unlike themselves and are better prepared to work and function in a diverse society.</p>



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

SPRING, 1997

Community Circle Collaborative

Lead Partner

Education and Housing Equity Project

Organizing Partners

Citizens League
City of Minneapolis, Office of the Mayor
Institute on Race and Poverty, University of Minnesota
INTER-RACE, Augsburg College
Macalester College Department of Urban Studies
Metropolitan Interfaith Council on Affordable Housing
Minneapolis Initiative Against Racism
Minneapolis Public Schools
Minneapolis Neighborhood Revitalization Program
Minnesota Minority Education Partnership
Minnesota Public Radio Civic Journalism Project
Minnesota Churches Anti-Racism Initiative of the
Greater Minneapolis, Minnesota, and Saint Paul Area Councils of Churches
Minnesota Fair Housing Center
Minnesota Meeting
People's Institute for Survival and Beyond, North Chapter
Southside Neighborhood Housing Services
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Urban Coalition
West Metro Education Project

Funding Partners

Bremer Foundation
Bush Foundation
Center for Urban and Regional Affairs
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National Partners

Study Circles Resource Center
Kettering Foundation/National Issues Forum

In addition to the organizing and funding partners, many partner organizations and individuals are joining the collaborative as resource partners, facilitators, and as sponsors of the community circles being convened throughout the metropolitan area.

In the preparation of this document the Collaborative was assisted by

Syl Jones (writer)
Kristy Greenwalt (writing and research)
Sharon Rodning Bash (editing, graphics and design)
Shafer and Feld, Inc. (printing)

The Community Circle Collaborative: Introduction to the Process



Foreward

This conversation guide is dedicated to the proposition that we, the citizens, are ultimately responsible for what happens to us.

Our hope is that the guide will assist you and your fellow conversation partners in examining and making choices together on the difficult but important challenges of segregation, housing and education.

The Twin Cities metropolitan region is at a crossroads. Issues of affordable housing, community stability, educational achievement and race relations make up the news and affect our lives. The problems facing our communities can continue to present us with historic opportunities to forge a new path in civic cooperation and problem-solving.

To forge a new path requires our coming together, to "struggle" together over what should and should not be done about these issues facing the character and quality of our region. Together we will inform ourselves and talk with one another in community circles, contribute to public policy making for our communities, and hopefully move ourselves and our communities to responsible, positive civic action.

Dick Little, Coordinator
on behalf of

The Community Circle Collaborative and
The Education and Housing Equity Project



The Community Circle Collaborative: Introduction to the Process

Thank you for participating in the Community Circle Collaborative process, a guided conversation focused on the challenges of segregation, housing and education in the Twin Cities metropolitan area.

Across the metropolitan area, dozens of groups similar to yours will be conducting conversations regarding these issues. Your participation involves you in a small but significant community of people who are taking action to address these difficult and important issues.

For at least three sessions of two hours each, over the course of three to five weeks, you will gather with other members of your circle to share opinions, facts and perspectives. The goal of these sessions is to fully discuss the issues from many points of view and to develop potential solutions as your circle sees fit. Eventually, we hope to share some of these solutions with public policy makers so that the entire region may benefit from this process.

Before you begin your conversation, please read this guidebook. While it does not cover every perspective, the guidebook provides background that can help you more fully understand the issues and can help you in discussing them more fully.

How The Circle Process Works

In many cultures, circles are symbols of equality, fairness, completeness. The Community Circle Process has been designed with these qualities in mind.

In the early days of American democracy, communities held town hall meetings or sat around pot-bellied stoves or spinning wheels to discuss major issues. We were smaller, more homogenous; we knew each other well.

There is much to celebrate about America. The future is filled with possibility. But there is no escaping the underlying moral question, which is also a political one. Are we, or are we not, still in this together?

The pros and cons of those early American meetings were essentially the same: homogeneity bred greater agreement and less conflict; however, other voices in the community--those of women, slaves, Native Americans, poor families, and immigrants outside the mainstream--were seldom heard.

As American democracy has grown to include a wider variety of individuals, the need to broaden discussion about major issues affecting the nation has increased. Today, inclusiveness is highly prized because the Jeffersonian vision of "an informed citizenry," essential to a healthy democracy, cannot be fully realized without it.

Part One: A Snapshot

Without the effort to bring people together for informed and civil conversation, the most extreme voices will be free to frame the issues. 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.

The Community Circle Collaborative process is one way to sample the broadest possible spectrum of opinion within a community. A similar process has been used in many parts of the nation to help create a public voice about major issues. The Community Circles themselves are a refreshing

change from the narrow and often restrictive discussions of the past and the competitive debates used in present day political programs.

Why a "Conversation" ?

Much of what we see in the media and in public meetings today cannot be called conversation for many reasons. Chief among them is the fact that advocacy of one point of view or another, at the expense of decorum, is an integral part of what is often called "positioning" or "posturing." This kind of communication has become an accepted fact in most of the media, but it ultimately leads to public cynicism and withdrawal from the political process.

On the other hand, to "converse" means to "share words with others" and carries the implication of equality of opportunity and status. A "conversation" is a sharing of ideas, thoughts, and perspectives intended to lead to understanding. Unity of purpose is inherent in the word; a conversation should clear the air by honestly reflecting differences and similarities.

Agreement, however, is not necessary in order to have a successful conversation. What is important is

listening, reflecting and speaking from both the head and heart. Mutual respect and a belief in the healing nature of sharing ideas across boundaries of ethnicity, geography, socioeconomics and even language differences can go a long way toward making a conversation satisfactory.

One of the goals of the sponsors of this program is to institutionalize the art of guided conversation in our metropolitan area. We sincerely believe that solutions to serious and often divisive issues can be found if we put aside our fears and prejudices and work together.

What is Required of You?

Your role as a participant in the Community Circle Collaborative Process includes the following expectations:

- ✓ A commitment to the entire 3 to 5 session schedule
- ✓ 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 You Can Expect?

When you invest your time and effort in the Community Circle Collaborative Process, you will receive:

- ✓ The opportunity to be heard
- ✓ Challenges to some beliefs, attitudes and assumptions
- ✓ Moments of great insight and inspiration
- ✓ Feelings of confusion and, at times, alienation
- ✓ A sense of accomplishment

How To Begin

1. Your facilitator has been trained to help your circle begin conversations. Please follow his/her guidelines as outlined at the beginning of each Community Circle meeting.
2. Read the materials in this guidebook before you begin your conversations.
3. Please feel free to conduct your own research using the bibliography in the back or any other materials.
4. Please do not seek to dominate conversation or monopolize the floor at any time. Remember to be courteous. Agree on common ground rules for your group.
5. Although the discussion period may vary depending on the size of each Community Circle, keep in mind that it is difficult to sustain sessions of more than two hours.

The Task of the Community Circles

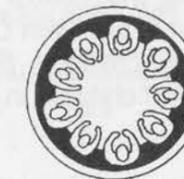
Keeping the conversations centered on the following two questions:

- > *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 for all children in the Twin Cities area?*

These are important questions affecting our future. The Twin Cities metropolitan region is moving toward a crossroads. We have an historic opportunity to confront many of the problems of urban decline that have already overwhelmed other metropolitan areas.

We hope that through conversations such as the one in which you are participating today, a greater understanding of these issues can emerge, along with new ideas for solutions.

Part One: A Snapshot of Where We Are Today



Every year when the list of America's most livable cities is published, the Twin Cities of St. Paul and Minneapolis are high on the list. By standards used to judge major metropolitan areas--job growth, well-built housing stock, access to parks and recreation, good schools

and social services, lower crime rates--Minneapolis and St. Paul are superior to many other cities. In comparison to other areas, the Twin Cities is a wonderful place to live. Yet, we are not immune from the social problems that

40% of America's central cities are programmed to fail. Camden and East St. Louis are already clinically dead. Gary, Bridgeport, Newark, Hartford, Cleveland, and Detroit are on life-support. Although they seem fairly healthy, Boston, Minneapolis, and Atlanta are already infected.

plague other cities. This is particularly true of challenges related to segregation, poverty, housing and education.

Segregation & Poverty

- The proportion of people of color who live in poverty is higher in Minneapolis/Saint Paul than in any other central city in the nation.

- In 1990, per capita income for the region's people of color averaged about \$8,500, compared to nearly \$18,000 for whites.

- The concentration of poverty in the two cities and the degree of income disparity between the regions' central cities and the suburbs are among the nation's highest.

- Less than half the jobs in Minneapolis pay what is considered a livable wage.

- Between 1980 and 1990, 67 percent of new jobs in the Twin Cities metropolitan region were created in the outer ring suburbs.

- The poverty rate in Minneapolis is 18.5%; in St. Paul it is 16.7%; in the suburbs, it is only 4.54%.

- Among African Americans, the poverty rate in the Twin Cities metropolitan region is 37 percent, more than six times the rate for whites. For Native Americans, Asians, and Latinos, the rates are 40 percent, 32 percent and 19 percent, respectively.

- The highest poverty rate on a city-wide basis is among Asians living in St. Paul: 6 out of every 10 lives in poverty.

- The United Way recently cited data revealing that the highest incidence of poverty in Minnesota occurs in specific neighborhoods of Minneapolis and St. Paul, and that a disproportionate number of those living in poverty are women, children and people of color.

●During the 1980's the population of children in the Twin Cities metropolitan region increased by 6.5%, but the number of children in poverty increased by 62%.

●Over 73,000 people in the metropolitan region's suburbs currently live in poverty. The numbers are growing.

●About 60 percent of Minnesota families in poverty have at least one family member in the work force.

Housing and Jobs

●According to the 1989 American Housing Survey, over 37,000 households in our metropolitan region spend more than 50 percent of their income on housing. (The federal government considers 30 percent to be affordable.)

●The percent of households, locally, paying excessive amounts for housing is greater than the national average.

●The metro region's economy is increasingly becoming suburbanized. The region gained 225,000 new jobs in the 1980's, only 5,400 of which went to the central cities. As a result, there is a significant mismatch between those who need the jobs and where the jobs are actually located.

Education

●The central cities represent 22% of metropolitan enrollment, and 55% of the region's impoverished elementary school children

●In the 1996-1997 school year, 70 percent of all students in the Minneapolis Public Schools received free or reduced lunches (a key indicator of poverty used by government

How The Twin Cities & Other Large Cities Compare

Poverty Rates for People of Color in Central Cities

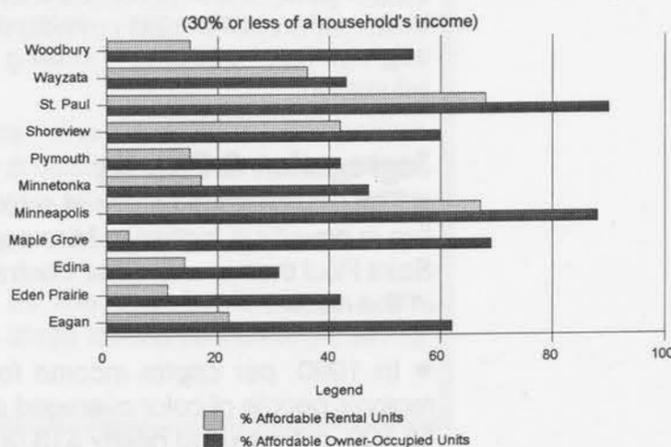
Rank	Central Cities	Rate for People of Color
1	Mpls./St. Paul	44.6
2	Miami	41.6
3	Milwaukee	40.7
4	Pittsburgh	40.7
5	Cincinnati	38.8

Poverty Rates for People of Color in Metropolitan Areas

Rank	Metropolitan Area	Rate for People of Color
1	Milwaukee	39.3
2	Pittsburgh	35.0
3	Mpls/St Paul	34.7
4	Cincinnati	32.1
5	Detroit	31.1

Source: Metropolitan Council (1990 Census data)

1996 Level of Affordable Housing



agencies). In St. Paul, 75 percent of students of color and 35 percent of white students received free or reduced lunches. In the inner ring suburban districts, as few as 4% of students are on free or reduced lunch, and an average of 26% of students are on free or reduced lunch.

●In the Twin Cities metropolitan area, 16% of all students are persons of color. Of those 16% students of color in the metro area, nearly 60% are in the Minneapolis schools.

●In Minneapolis, students of color make up 65% of the total student population; in St. Paul, 60%.

●Inner ring suburban school districts represent 15% of the total metro area enrollment. 10% of those students are students of color.

●In 1996 basic skills tests scores, a very strong correlation was made between economic status and scores on reading and math scores. (See graph on page 7).

Legal Context

●A lawsuit filed by the Minneapolis branch of the NAACP against the State of Minnesota alleges that schools in Minneapolis are "inadequate as a matter of law and as a matter of fact."

●The St. Paul School District has also filed suit against the State of Minnesota alleging "inequity of resources" and unfair distribution of state funds.

●A consent decree in the settlement of *Hollman v. Cisneros* provides opportunities for families affected by discrimination and segregation in publicly assisted housing to relocate throughout Minneapolis and suburbs.

Children in Poverty

(changes from 1979 to 1989)

Mpls.	1979	1989	% Change
African American	38.5	53.9	+15.4
American Indian	48.9	66.3	+17.4
Asian	49.0	55.8	+6.8
Latino	31.3	40.6	+9.3
White	10.3	12.9	+2.6
TOTAL	18.0	30.6	+12.6

St. Paul	1979	1989	% Change
African American	33.7	54.2	+20.5
American Indian	24.3	46.4	+22.1
Asian	57.1	68.9	+11.8
Latino	24.3	30.2	+5.9
White	9.9	11.8	+1.9
TOTAL	14.4	26.9	+12.5

Metro Area	1979	1989	% Change
African American	34.1	50.6	+16.5
American Indian	35.2	53.3	+18.1
Asian	26.6	39.3	+12.7
Latino	18.8	23.3	+4.5
White	5.6	6.4	+0.8
Total	7.5	11.4	+3.9

Source: Urban Coalition, 1993

The Color of Test Scores in Minneapolis Public Schools

Source: Minneapolis Public Schools as printed in the *Star-Tribune*

Percentage passing both reading and math basic skills tests

District as a Whole	27%
Female	28%
Male	26%
African American	9%
American Indian	13%
Hispanic	14%
Asian American	18%
White	54%

The importance of continuous enrollment in one school is evident in Minneapolis and Saint Paul, where tests reveal that pupils continuously enrolled in their schools show substantially more academic growth than their peers who move between schools.

Gains in Percentage Passing Reading Tests among continuously enrolled African-American Students

1990-1991	17.7%
1991-1992	19.0%
1992-1993	20.3%
1993-1994	21.3%
1994-1995	22.1%
1995-1996	22.9%
1996-1997 (goal)	21.9%

Rate of Improvements in Average Reading Scores

Percentage of students bettering scores by 0%-24%:	
1996:	40%
1997:	19%
Percentage of students bettering scores by 25%-49%:	
1996:	50%
1997:	37%
Percentage of students bettering scores by 50%-69%:	
1996:	69%
1997:	59%

Race, Poverty, Basic Skills Test Scores

School District	% Students of Color (1994-95 school yr.)	% Students eligible for lunch program	% pass Rate (1996) Basic Math	% Pass Rate (1996) Basic Reading
Wayzata	6.6	7	87	71
Saint Paul	51.9	56	52	44
West St. Paul	15.3	16	67	61
Minneapolis	61.0	61	43	38
Edina	4.8	2	95	88
Eden Prairie	5.8	4	91	79
Moundview	8.2	10	86	71
Brooklyn Center	32.66	44	64	53
Anoka-Henn.	6.1	15	70	52
Richfield	20.3	22	71	62

Questions For Conversation

1. What do you think are the most significant problems facing your immediate community? The broader community?
2. Looking at the bullet points and charts provided on the preceding pages, is there any data on the previous pages that surprises you?
3. Do you believe that the Twin Cities metropolitan region is racially and economically segregated? Do we have two (or more) separate societies? If yes, what in your daily life leads you to conclude this?

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

4. What is your own neighborhood like in terms of race? Class? Ethnicity? National origin?
5. How does data about poverty, housing and communities of color relate to your neighborhood? Is it consistent with your experience?
6. What is the Twin Cities metropolitan region doing right? What is it doing wrong? Make two lists and compare them.
7. Do some people have more opportunities than others? Why?
8. Do you see life opportunities increasing or decreasing in your neighborhood?
9. What does racism mean to you? Do you believe the Twin Cities metropolitan region is a racist area? Why?
10. What affect do you think personal racism has on the quality of life in the metropolitan region?
11. What impact do you think *institutional racism* has on the poverty, housing and education issues we are discussing?
12. If you were to think of this circle meeting as your community, what characteristics would you say unite you as a group? What expectations do you have of each other?



Part Two: Creating a Vision for your Future

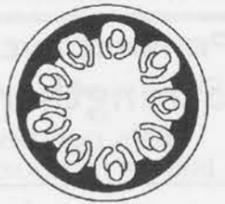
Now that we've taken a look at the way things are today in the Twin Cities metropolitan region, it is time to consider our vision for the future. Each individual's vision may be different, but in approaching this exercise, we invite you to think broadly about the community. In fact, we invite you to dream a little about what the Twin Cities metropolitan region could be like, what resources would be needed to realize the vision, and what policies or programs would need to be changed, or eliminated.

The assumptions underlying this visioning process are simple:

1. All of us want the best for ourselves and each other
2. Our success as a community depends on the success of most, if not all, others.
3. As a community, we have yet to realize our greatest aspirations and must work together to fulfill our potential.

Questions To Facilitate Visioning Our Future

- What do you/we want the community to look and feel like five years from now? 10 years? 20 years?
- What are the underlying values that will be needed to sustain the community in the future?
- What do you need from your community? What does your community need from you?
- In what ways is your community tied to the well-being of other communities in the Twin Cities metropolitan region?
- As a group, can you articulate a scenario of the future that meets the needs of everyone?



Part Three: What Can We Do? ➤ Three Perspectives

What can or should we do as individuals and as a community to enhance educational achievement and life opportunities for *all* children in our metropolitan area?

In the pages that follow, three of the major perspectives on the above question are presented. These perspectives represent different and to some extent conflicting points of view. *They are by no means mutually exclusive, nor are they the only ones circulating in the marketplace of ideas.* They may not be yours, or represent the views of any of the participants in your Circle group. They do attempt to capture the essence of

some of the public policy choices most frequently expressed by public leaders. Our purpose in presenting these is to stimulate conversation and provide a framework for deeper conversation and deliberation.

Questions to Consider

As you deliberate on the choices that we need to consider about our future, we ask that you consider the following questions in relation to each of the three perspectives we have provided, as well as other perspectives that you develop through your conversations.

- ◇ *What is appealing about this perspective?*
- ◇ *What are the "down sides" of this perspective?*
- ◇ *Can you tell a story illustrating this perspective?*
- ◇ *Who is hurt by this perspective? Who is helped by it?*
- ◇ *What are the long term costs, benefits, and consequences of this perspective?*
- ◇ *How does this perspective affect the well-being of communities, the metropolitan region, the state, and the nation?*
- ◇ *Using the three perspectives presented, what elements would you use to fashion your own perspective?*
- ◇ *What actions are implied by each perspective? What specific ideas for implementation do you suggest?*

PERSPECTIVE ONE:

Strengthening the Region > Building from Within

This perspective emphasizes dealing at the neighborhood level with issues of poverty, education & housing by reinvesting in the core city.

Key Premises

- Impoverished communities and schools are the result of unequal distribution of resources.
- Desegregation through busing erects significant barriers to a strong sense of community and involvement.
- Schools that are constituted around a particular cultural identity by choice can improve student self-esteem.
- It is not necessary for children of color to sit next to white children in order to maximize their academic achievement.
- Community schools are best equipped to reflect the cultural and community values of students and their parents.
- Neighborhood schools will enable more parent and community participation in the schools.
- Revitalizing the core--through a reallocation of resources both public and private--will improve the housing and economic opportunities for minorities and central city residents.

The solution is to invest where the people already are.

The people who are going to get into (the suburbs) are the upper-crust of the inner city. When you take these people out, what do you leave behind? The inner city gets worse than before. You need to reinvest in the inner city and rebuild it, building on the sources there.

PERSPECTIVE ONE:

>Advocates Say . . .

- A stable core is essential for a stable region.
- If the region cooperates to improve schools, create jobs, and revitalize neighborhoods in the central cities, people will become more self-sufficient in the long run.
- Rather than spending millions to create new housing and duplicate existing infrastructure in the suburbs, we should use the tremendous human and economic resources in the central cities.
- If we help rebuild neighborhoods in the core and diversify the housing stock, people of all income levels will have wider choices of where to live. This will help to attract and retain middle income people and increase choices throughout the city for lower income people.
- People of color need to build a sense of community around their unique histories and culture. Moreover, they need to maintain whatever political representation they have.
- Many people prefer to live in segregated neighborhoods and go to segregated schools as long as their neighborhoods and schools have resources equal to those in other parts of the region.
- Parents, teachers, students, educators, and business and community partners can build bridges that ensure the success of locally-based schools.
- Hiring more teachers and staff of color who are from the communities they serve would help students feel a greater sense of self esteem and would therefore positively affect their academic performance.
- Neighborhood schools can help to stabilize education and may help to retain a middle class tax base.
- Creating schools of excellence through practices shown to improve student success is more important than practices focusing on racial balance.
- Community-based schools offer greater potential for adapting the school's way of doing things to the diverse cultures and communities of the students and families they are serving.

As a parent, I see no intrinsic value in having my daughter travel for hours to a far away school, potentially risking harassment by white kids because of her heritage, in order to get an education. She should be entitled to a perfectly good education right at her neighborhood public school.

PERSPECTIVE ONE:

>Critics Say . . .

- Pumping money into the central cities is not the answer. Many of these neighborhoods are so impoverished that revitalization is all but impossible.
- In order to create more regional stability, our communities need to be more economically and racially diverse. Building up infrastructure in the cities will do little good if our communities are still divided along race and class lines.
- The only way to break down the racial hierarchy that currently exists is to integrate. People of color need to enter into the economic and social mainstream where they will have more access to good jobs and good schools. Equally important, the dominant culture must expand its understanding of people of color and accept all people of color on their own terms. If we continue to stay apart, racial tensions will grow, and we will become more unstable as a region.
- People need to have real choices about where they live. Since a majority of the new jobs are in the suburbs, and because we have limited mass transit in the region, more low-income housing should be developed in the suburbs.
- Reinforcing existing, segregated communities will continue to perpetuate the cycle of socio-economic/racial isolation.

The whole discussion of desegregation is corrupted by the fact that we mix up race and class. You don't gain anything from sitting next to somebody with a different skin color. But you gain a lot from moving from an isolated poverty setting into a middle class setting.

PERSPECTIVE TWO:

Market Approaches

> Fostering Economic Growth, Housing Choices, and Educational Opportunities

This perspective emphasizes a minimal role for government and a reliance on the marketplace to meet peoples' needs.

Key Premises

- Promoting choice and competition among schools, including private and religious schools, via vouchers and tax credits enhances school success and student achievement.
- Housing opportunities can be enhanced by subsidizing low income households with vouchers or tax credits.
- Providing housing vouchers will make it easier for low income families to voluntarily move to the suburbs, creating demand for affordable housing that will generate a market response.
- Private institutions (churches, foundations, businesses) are better equipped than government to respond to the needs and desires of local communities.
- In order to promote achievement, we must reward self-sufficiency, entrepreneurship and hard work.
- Public sector social welfare programs divert capital that could otherwise be invested in job creation in core communities.
- Government policies have contributed to the breakdown of families in ways that negatively impact educational achievement and economic advancement.
- Government policies have also undermined traditional values of family and personal responsibility. A return to traditional values and personal responsibility by communities of color would do more to restore their viability than any other single remedy.

Markets maximize liberty, justice and efficiency.

PERSPECTIVE TWO:

➤Advocates Say . . .

- Integration has been tried and has not worked.
- Local communities, not regional, state or federal bureaucracies, are best equipped to answer the needs of their constituents.
- The private market system is more efficient, creative, and flexible than government in responding to job, housing, and education needs.
- Parents should have ultimate control over their children's schooling, including where their children go to school.
- Let the housing market be self-regulating; if demand is great enough, low-income housing will be developed by those who see economic opportunity in meeting these needs.
- Residence in the more affluent communities must be earned through merit and hard work and should not be granted by government fiat.
- Emphasize tax credits for job creation instead of welfare benefits for the under-employed.

It's the person's responsibility for getting where they want to go. They have to work for it. . . .

We worked hard for what we got, let them work hard for what they get. . . .

There's a definite impact on the school system. If you have a large group of low income people move in, it impacts on services. We're just creating a problem for ourselves and the people moving in. . . .

PERSPECTIVE TWO:

➤Critics Say . . .

- Less than half of the jobs in Minnesota pay a livable wage. Over 60 percent of Minnesota's families in poverty have at least one person in the work force. If we want to create less dependency on the government, we have to create a market system that allows responsible people to sustain themselves.
- Discrimination remains a significant barrier for people of color, no matter how "responsible" they are.
- Poor people do not have the time or money to lobby for their interests and rights. The wealthy, on the other hand, use their power and continue to grow richer at the expense of the poor.
- Public subsidies for middle and upper income people already exist (e.g., home mortgage deduction and social security). A subsidy is a subsidy, whether it comes in the form of a check or a tax deduction. Perspective two simply seeks to eliminate lower income families from public support.
- The problem with social welfare policies in this country is not that we've done too much -- creating dependency -- but that we've done too little. Assistance to the poor has declined substantially in the last 20 years and continues to do so.
- The market system is neither designed to accommodate the social and economic needs and opportunities for people living below the poverty line, nor to provide for the common good. Its primary function is to make money.
- Research shows that school success is based less on the presence of a two-parent family and more on the socio-economic status of the family and the prevailing home and family environment.
- Creating tax exempt "enterprise zones" is not an effective way to stimulate economic activity and create jobs in the urban core. They are not pro-labor or pro-community, but pro-business and pro-profit.
- Basic human rights, such as housing and education, cannot be left to the whim of the marketplace.
- The creation of market driven K-12 school programs is likely to increase existing inequities in educational opportunities.

Extremes of wealth and poverty mock the claim that markets maximize human freedom.

PERSPECTIVE THREE:

➤Creating Opportunities Region Wide

This perspective emphasizes increasing opportunities for people in jobs, housing, transportation and education through regional strategies intended to stabilize the metropolitan area

Key Premises

- A metropolitan approach has the best chance to break the cycle of racial isolation and the cycle of poverty.
- The current concentration of poverty must be dispersed by a more equitable distribution of affordable housing.
- Racial segregation results from a combination of lack of choice and racial discrimination in the housing market.
- Schools segregated by race and income negatively impact students' educational achievement.
- Isolation by race and income removes people from the opportunity structures of society.
- Segregated communities result in segregated schools. A metropolitan region-wide program for low- and moderate-income housing precludes or at least reduces the need for busing as a remedy for segregation.

If we're going to be America and what America proclaims to be, then it is unacceptable to be a segregated society.

Real integration is measured by the transformation of institutions, communities and individuals. Real integration involves fundamental change among whites and people of color, as people and communities. Integration requires that we link housing, school, employment and cultural opportunities. Linking housing and education policies, rather than focusing solely on integrating schools, directs attention to the importance and benefits of racial integration in multiple settings. By contrast, the approach of desegregating schools in isolation from other important institutions disregards the significance of building and strengthening communities.

PERSPECTIVE THREE:

➤Advocates Say . . .

For America to prosper, we must first traverse the chasm of inequality Americans must not be walled off from each other by class division.

- Research shows that educational achievement and life opportunities for both white students and students of color improve in desegregated schools.

- Achievement gains are strongest when desegregation begins in the early grades and is implemented under a metropolitan-wide plan.
- People who live and learn in economically and racially diverse environments better understand others who are unlike themselves and are better prepared to work and function in a diverse society. Lack of experience with the racial "other," in turn, contributes to the mystification of racial differences and the perpetuation of ignorance, stereotypes and fears.
- Evidence from successful housing mobility initiatives in other metropolitan regions suggests that the opportunity for low income and minority families to live in integrated, middle-income neighborhoods appears to modestly boost employment among adults and dramatically boost school performance among children.
- Given the location of most new jobs, economic opportunity would increase if more low-income housing opportunities were available in the suburbs.
- Segregation stands in the way of furthering the promises of American democracy. A house divided cannot stand.

Unless our children begin to learn together, there is little hope that our people will ever learn to live together.

Educators and policy makers should consider policies that seek to improve education within an integrated setting.

PERSPECTIVE THREE:

➤Critics Say . . .

- An influx of low-income families into suburbs could lead to increased crime, declining property values and other social problems. Instead of creating problems for new neighborhoods, we need to concentrate on cleaning up the communities that need it.
- Efforts to desegregate neighborhoods and schools with high proportions of minorities assume that it is better to live and go to school in majority white settings. This is disrespectful of the strengths of communities of color.
- Because of institutional racism, people of color need to remain together in order to preserve their culture and maintain their political representation.

Moving people from the city to the suburbs is just transplanting the problem.
They need jobs.

I think people would be happier if you improved their income, rather than moving them to the suburbs.

It's time to educate students wherever they are and stop worrying about them mixing with others.

- "Mobility" as an option will take a long time to implement. It is a gradualistic approach and will do little to help the thousands of poor people who need help *right now*. Furthermore, it is tokenistic. Past attempts to provide mobility to low-income families and people of color have been limited in scope, actually helping few people.
- Creating region-wide low-income housing opportunities may help the families who choose to, and are able to, avail themselves of that opportunity, but does not directly address revitalization of the core city.
- Even if obstacles are removed and the poor people are "granted" more geographic mobility, the fact remains that there is a general mismatch between the skills of the poor people and the skills required by the available jobs.

PERSPECTIVE FOUR:

➤What is your Perspective?

This perspective emphasizes . . .

Key Premises

Advocates say . . .

Critics say . . .



Part Four: Harvesting A Public Voice ➤ Moving to Action

In conclusion, we ask you to consider and record two things:

- *areas of continued difference*; and
- *areas of agreement*.

Both are important for informing and advancing public conversation and advising policy makers so that they understand the boundaries of these sensitive issues.

To aid in your deliberation, please consider the following:

- **What are the areas of tension or conflict that seem to be intractable when conversing about these issues?**

Please write down the issues where conflict has been unresolved. Be as thorough as you can about defining these areas of difference, and identifying actions or discussions that would still be needed to address or reduce these differences.

- **Are there areas of agreement on the issues and potential solutions?**

Please write down the issues and areas of action where agreement exists. Be as thorough as you can about defining these areas of agreement, or "common ground," that would allow the group to recommend action. Try to identify the "trade-offs" or compromises participants would be willing to make to move in a shared direction and achieve actions aimed at the public good.

At a public forum and citizen's summit scheduled in the near future, representatives from your community circle will be asked to share your findings and conclusions with decision makers throughout the region. A written record of the highlights of your conversation and action recommendations will also be presented to the public for their consideration. In these ways, you and your group will make a valuable contribution to evolving public policy.

The overriding question is whether we can shift our institutions to reflect the society we have today.

We need to develop a regional civics that is not (only) about governmental entities. It's about citizens, community groups, businesses, and government agencies coming together to act in the common interest of the region.

We also hope that your circle deliberations and the knowledge you gain will lead to new ideas for action which participants can carry out as individuals, as members of small groups (such as your community circle) or through active involvement in organizations. In this way citizens who take part in the circle discussions will not only recommend solutions, but also become part of those solutions.

Community Circles can add much to the quality of life by providing a framework for getting to know your neighbors and stimulating individual and collective involvement in addressing important community problems. In addition, Community Circles can be used as social laboratories for discovering the answer to the most important question of all: How Should We Live Together?

Disparity exists in the Twin Cities because of the concentration of poverty. I think this is a harm to the entire metro area. I think it is an issue for us. We need to be cooperative for the sake of the entire metro area.

We sincerely hope you have enjoyed this process and that you will use it again.

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IF YOU WOULD LIKE MORE INFORMATION ABOUT THESE ISSUES,
OR ABOUT THE COMMUNITY CIRCLES PROJECT, PLEASE CONTACT

DICK LITTLE, COORDINATOR
THE EDUCATION AND HOUSING EQUITY PROJECT
122 WEST FRANKLIN AVENUE, SUITE 320
MINNEAPOLIS, MINNESOTA 55404

612-871-8980
FAX 612-871-8984
E-MAIL ADDRESS: MICAH@MTN.ORG

A partial list of participants in the Community Circle Project

Participating Communities

Arden Hills
Bayport/Stillwater
Brooklyn Park
Brooklyn Center
Burnsville
Champlin
Eagan
Eden Prairie
Edina
Golden Valley
Hopkins
Maple Grove
Minneapolis
Minnetonka
Oakdale
Richfield
St. Louis Park
St. Paul
West St. Paul
Woodbury

Participating Organizations

Ascension Catholic Church
Bahai Faith Community
Cathedral of St. Mark
Central Neighborhood Improvement Association
Church of St. John Neuman
CommonBond Communities
Edina Human Relations Commission
Edina Public Schools
First Congregational Church
First Universalist Church, Minneapolis
Golden Valley Chamber of Commerce
Golden Valley Black History Month Committee
Greater Minneapolis Day Care Association
Hennepin County Anti-Violence Initiative
Hennepin County Childrens and Family Services
Hiawatha/Blaisdell YMCA
Holy Trinity Lutheran Church
Hopkins School District
Jewish Community Action
Jewish Community Center of St. Paul
Longfellow United for Youth and Families
Minneapolis Urban League
Minnesota Fair Housing Center
Minnesota Tenants Union

MRA Twin Cities
Newman Center, University of Minnesota
Presbyterian Church of the Apostles
Project Foundation, Inc.
Ramsey International Fine Arts School
Richfield Community Council
Richfield League of Women Voters
Richfield Public Schools
St. David's School for Child Development
St. Cecelia's Catholic Church
St. Joan of Arc Parish
St. Louis Park Public Schools
Sabathani Community Center
Self-Sufficiency Center
Seward School/Matthews Community Center
Southside Neighborhood Housing Services
Southwest Roundtable
Twin Cities Habitat for Humanity
University of St. Thomas
United Way of Minneapolis Area
Waite Park Community Council
Waite Park Community School
Whittier Alliance

Community Circle Partners

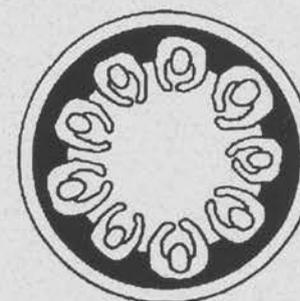
Citizens League
City of Minneapolis, Office of the Mayor
Education and Housing Equity Project
Institute on Race and Poverty, University of MN
INTER-RACE, Augsburg College
Kettering Foundation/National Issues Forum
Macalester College Department of Urban Studies
Metropolitan Interfaith Council on Affordable Housing
Minneapolis Initiative Against Racism
Minneapolis Public Schools
Minneapolis Neighborhood Revitalization Program
Minnesota Minority Education Partnership
Minnesota Public Radio Civic Journalism Project
Minnesota Churches Anti-Racism Initiative of the Greater Minneapolis, Minnesota and St. Paul Area Councils of Churches
Minnesota Facilitators Network
Minnesota Fair Housing Center
Minnesota Meeting
People's Institute—North
Southside Neighborhood Housing Services
Study Circles Resource Center
Twin Cities Free-Net
Urban Coalition
West Metro Education Project

Welcome!

COMING TOGETHER

A Regional Conversation Addressing the Challenges of Education, Housing and Segregation

*A Metro-Wide Gathering of the
Community Circle Study Groups
and Invited Guests*



**Thursday, May 29, 1997
6:30-9:00 p.m.
Weyerhaeuser Memorial Chapel
Macalester College
St. Paul**

CO-SPONSORS:

- The Community Circle Collaborative and the Education and Housing Equity Project
- The Department of Urban Studies, Macalester College

We welcome all Community Circle participants, facilitators and sponsors to come together for an evening of dialogue with each other and with public policy leaders as we share, learn, plan...

WHAT

A metropolitan forum bringing together the Community Circles to publicly share the results of their deliberations and to reach collective conclusions about future actions in response to two central questions facing the Twin Cities area (*see program, next page*).

WHO

■ Citizens who have participated in one of some 50 Community Circle conversations throughout the Twin Cities metro area discussing the challenges of education, housing and segregation.

■ Public, business and community leaders, interested citizens and the press—will join us to listen and strategize.

WHY

The forum will serve as an opportunity to share the results, findings and conclusions of the work of the Community Circles that have met over the past weeks and months.

HOW

Through a facilitated conversation in which participants will share the work of their Community Circles, learn from each other, and discuss future actions.

This project is supported by grants from the Otto Bremer Foundation, the Bush Foundation, the Center for Urban and Regional Affairs, the Minneapolis Foundation, and the St. Paul Foundation.

Program

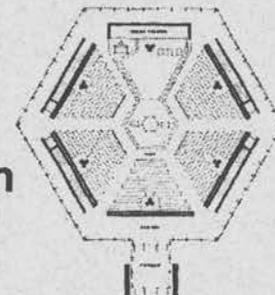
6:30 Registration
7:00 – 9:00 Forum

■ Greetings and Introduction

Master of Ceremonies:

Dick Little

Coordinator, Community Circle Collaborative/Education and Housing Equity Project



■ Introduction to the Conversation: The National Perspective

Special Guest:

Martha McCoy

Executive Director, Study Circles Resource Center

■ The Conversation

Part One:

“Framing the Issues”

Moderator:

Vivian Jenkins Nelsen

President and CEO, INTER-RACE,
Augsburg College

Question 1:

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?

Part Two:

“Framing the Solutions”

Moderator:

George Latimer

Professor of Urban Studies,
Macalester College

Question 2:

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?

Wishing your community was more racially and economically inclusive?

Then forget "Minnesota Nice" and help create

MINNESOTA FAIR*

(Minnesota Friends Advocating Inclusiveness Regionally)

In MINNESOTA FAIR you would become part of an effort to form a Metro-wide alliance of individuals and organizations who are also interested in seeing their own communities become more residentially inclusive.

As a member of MINNESOTA FAIR you would join with others in your community to:

- Work to form relationships with policy makers within your community
- Help those policy makers find ways to lower barriers to inclusiveness in your community
- Serve as a link and source of support for those interested in taking advantage of housing opportunities in your community
- Attend regional forums where you would share your results, successful strategies, and solutions with MINNESOTA FAIR members from other communities

If you are interested in joining with the *St. Joan of Arc Interfaith Action Core Team* in organizing MINNESOTA FAIR, or if you just want to be a participant, call Nikki Carlson at 377-8720 or Rich Nymoen at 722-9438.

* Name subject to change

News with a View

Perspectives and personal views on current and cultural affairs, appearing every Monday and Thursday

By Leonard Witt

It has been more than a year since the Hollman Decree officially declared that the minority families living in Minneapolis' Sumner/Olson and Glenwood/Lyndale projects were purposely kept segregated from the rest of the community. In the settlement, the Department of Housing and Urban Development was to pay \$100 million to find adequate housing throughout the Twin Cities for low-income people.

The settlement's primary goal was to get more low-income minority residents integrated into the general populace. The Minnesota Public Radio Civic Journalism Initiative, with funding from the Minneapolis Foundation, set out to learn what five relatively affluent communities thought their responsibility might be in providing affordable housing open to all people. It did so by holding forums in five communities with a total of some 160 people.

After the discussions in Edina, Woodbury, Eagan, Maple Grove and the Fulton neighborhood in Minneapolis, one thing was clear. There is no single, simple answer to that question: What responsibility does your community have when it comes to providing affordable low-income housing? Each person and each community had a different point of view.

The five forums

The Edina participants, like Edina itself, were older and more established in their community than those from the other communities. The very stability of the city allowed the participants to look at the question more objectively than the other groups did, and that was especially evident when they were asked about steps their community might take in providing low-income housing. Even those adamantly opposed to subsidized low-income housing rolled up their sleeves and got busy with the task at hand.

Woodbury, on the other hand, is a community in flux. Two-thirds of the residents at the forum had lived there for less than five years. It is quickly evolving from a rural community into a suburban town. The group was so preoccupied with the idea of the community's rapid changes that even considering the possibility of addressing one more community issue, such as low-income housing, was distressing. Yet, it is in emerging communities such as Woodbury that creative solutions to low-income housing problems could be folded into the other changes taking place. Once the community is established, change will be far more difficult than it is now.

Fulton is a Minneapolis neighborhood whose western edge runs along the border with Edina. The residents have about 15 scattered-site low-income houses in their midst. At least one of those houses has been a problem, but the other sites and their occupants seem to blend into the neighborhood, bringing a diversity that pleased some of the forum attendees.

Because Fulton is a city neighborhood, the forum members were much more attuned than suburban participants to the fact that if the inner city is allowed to deteriorate, their "little neighborhood," as one resident referred to it, would be doomed, too. They also want to make the neighborhood more people-friendly, not just for the low-income people, but for all of the

A Warm Welcome

or the COLD SHOULDER



What responsibility does a community have in providing affordable low-income housing? Five Twin Cities forums found a range of responses, and varying degrees of resistance. But with the metro area increasingly a house divided, the issue isn't going to drift away.

residents. In one poignant moment, a middle-class white woman recalled how, when she moved into the neighborhood five years ago, she waited for neighbors to come by and greet her, maybe with a batch of cookies. No one ever came. That still troubles her, and even now she doesn't feel integrated in the neighborhood. Her group decided it would be a good idea if there was some kind of outreach for all new residents, so they had a feeling of being wanted.

Two memorable scenes occurred at the Eagan forum, and both centered on the minorities in attendance. Two Laotian high school students attended together, and one said it would be nice to see more minority faces at school. Hers was almost a plea; but her voice was not alone. Several participants at the other meetings said they wished their communities were more diverse economically and ethnically than they are now. Those voices were in the minority.

The other defining moment in Eagan occurred when the one black participant, a woman, said, "I've traveled all over the world, and Minnesota is the most racist place I have ever been." Her words seemed to have the force of a small explosion, as the 30 or so others in the room were thrust back in their seats. Except for her statement, race was not discussed much, just as it is not often discussed in any group made up mainly of middle-

class white people. And yet, "A House Divided," a video produced expressly for the forums by MPR's Civic Journalism Initiative, quite vividly showed the contrast between the Twin Cities' poor neighborhoods of color and the mostly white, relatively affluent suburbs we were visiting.

There was another social and class-division concern heard repeatedly at the forums. Relatively affluent communities might — and one would have to underscore the word *might* — be willing to open their communities to low-income residents who work; but there was much more resistance to opening them to the nonworking poor. That message was the loudest in Maple Grove.

Talking of responsibility

The Maple Grove forum started with people saying how terribly they had been treated in the media. "Maple Grove has been severely misrepresented," one man said. "It's put a bad cloud over our head. We've seen the issue come up in others suburbs, and nobody's been portrayed as badly as we have."

But when it came to opening their community to low-income housing, they were far and away more vocally resistant than the other communities we visited. The key phrase was, "We worked hard for what we got, let them work hard for what they get."

Responsibility was the theme hammered home again

where resistance seems to be ingrained, significant action will be taken to address low-income housing, especially for those at the lowest end of the income scale, if the community is left to its own devices. Some would argue, of course, that all communities should be left to make their own decisions. We live in a democracy, after all.

It is difficult, though, to dispute the facts. The Twin Cities metro area is a house divided. The cities have a rapidly growing ghetto, and segregation of the poor of color is as intense as it is in almost any metropolitan area in the country. Do the Twin Cities just go on with business as usual, or do residents — citizens and policymakers alike — say no, we are going to make changes?

Change conceivably can come from the top, but that is unlikely in the present political atmosphere. On paper, the state's Livable Communities Act puts the responsibility of providing low-income housing on local communities; it allows residents to come up with plans that fit their unique needs and wishes. But there was enough resistance to change in the communities the Civic Journalism Initiative visited that a laissez-faire attitude on the part of politicians would seem unlikely to achieve results.

Policymakers need to have courage. No matter what kind of housing is proposed — be it high income or low income — there will be resistance. People don't like change.

Mark Ulfers, executive director of the Dakota County Housing and Redevelopment Authority, says that years ago when the county's commissioners built their first low-income housing project, they took a risk. But the development was built, and it is a success that has stood the test of time. Every success story makes each new development

easier to place, although none are built without some resistance.

People are suspicious, perhaps rightfully so, of government-touted successes. Many forum participants had stories of subsidized housing projects gone wrong. One of those stories, about a housing project nicknamed "Little Chicago" and located in a community near Woodbury, expressed the fears of many who live in the suburbs: that urban planners want to cut off pieces of their worst neighborhoods and transport them out of the cities.

Low-income housing initiatives will work best, of course, if the subsidized housing built is seen as an asset, rather than a liability. The forum attendees said that dispersed scattered-site housing of low-income single homes, duplexes or fourplexes in existing residential neighborhoods had the most appeal, but only if there was thorough screening to ensure that the occupants of the houses would be responsible neighbors. Most people living in subsidized scattered-site housing already go through stringent screening, but for some forum participants even that was not enough. Who, they asked, was going to screen the friends and relatives who come to visit the low-income residents?

A few vocal attendees said this kind of talk was abhorrent, and the idea of screening low-income residents was countered, at least partially, during the Woodbury meeting. A woman who had lived in the community for 20 years stood up and said to all of the recent Woodbury arrivals, "You know, if I had the power I would have screened out every one of you."

— Leonard Witt is executive director of Minnesota Public Radio's Civic Journalism Initiative.

Star Tribune illustration by Jane Friedmann

Jane

A Massachusetts woman left her sleeping girls in the car while she dropped off film. She spent months fighting Social Services.

Kids left alone for a minute; mom accused of neglect

Associated Press

BOSTON — Every parent has probably considered it at least once: making that quick dash into the store while the kids are asleep in their car seats.

Dr. Bobbie Sweitzer did just that, leaving her two young girls locked in her Porsche while she dropped off a roll of film.

She found herself accused of child neglect, allegations that took her eight months and \$15,000 in legal fees to beat.

On July 2, Sweitzer, an anesthesiologist, was taking her daughters, then 1 and 4½, to a free puppet show at the mall.

On the way, she decided to drop off the film at a Sam's Club store in suburban Natick. The girls were sleeping soundly when she pulled into the parking lot.

She cracked the car windows, locked the doors, activated the alarm system and ran into the store. She said the weather was cool and the children were out of her view for about 20 or 30 seconds.

That was apparently all it took for someone to see the girls and call police. By the time officers arrived, Sweitzer was gone.

When she got home, there were two messages from a detective wanting to discuss the "incident" at Sam's Club. She called police and found out she had been reported for leaving her children alone. And then the officer read Sweitzer her rights.

She hired a lawyer and then

took a family trip. She and her husband returned home to find a letter from the Massachusetts Department of Social Services (DSS) saying there was evidence to support a child neglect citation.

Although DSS never filed criminal charges, it did say that Sweitzer posed a "moderate" to "severe" risk to her children. Abuse allegations remain on file until the youngest child turns 18; further allegations could lead to the children being taken away.

"As a physician, I'm well aware that hot cars can cause brain damage and dehydration," Sweitzer said, but social workers treated her "as if I was a 16-year-old drug-addicted mother who hadn't thought twice about her children's safety."

DSS spokeswoman Lorraine Carli said such cases are difficult for the department.

She noted that cars in which children were left have been hijacked, hit and towed, and that a 3-month-old boy died in Massachusetts two years ago after being left in a hot car.

It took Sweitzer lawyers, a hired psychologist, several character witnesses and \$15,000 to fight a Jan. 21 hearing.

On Tuesday, the same day the Boston Globe was finishing a report on the case, Sweitzer learned the social services agency was versing its finding and expunging the allegation from her record.

The agency ultimately decided that the case "didn't rise to the threshold of neglect," Carli said.

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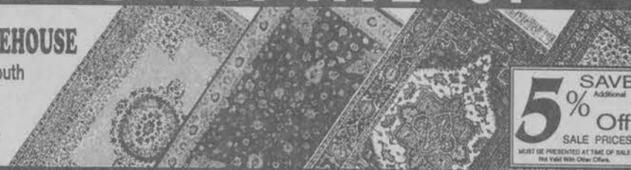
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**COMMUNITY CIRCLE COLLABORATIVE
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February 28, 1997

Mr. George A. Garnett
Vice President, Programs
The Minneapolis Foundation
A200 Foshay Tower
821 Marquette Avenue
Minneapolis, MN 55402

Dear George:

Thanks for the very productive meeting earlier this month. It is a great pleasure to work with funders who are not only supportive of our work but also eager to offer new ideas and to actively help shape projects. You and Paul Williams are both great assets to our work and we thank you.

This letter is to outline the elements of a "Citizens Summit" on creating better schools and affordable housing for every resident of the Twin Cities. The project is designed to bring some closure to the "Community Circles" meetings now, or about to be, underway: to honor the work these dedicated citizens have undertaken, to provide a forum for further exchange of ideas (now in the form of more concrete solutions and next steps) among these diverse citizens, to further build connections among citizens metro-wide to *act*, and, finally to generate attention for those ideas among local and national policy leaders, the media and the public.

As we discussed, our plan is to hold a major public forum featuring a speaker of national stature. The program will be co-hosted by the Community Circle partners and the Minnesota Meeting. I've had a long conversation with George Latimer and he agrees that Andrew Cuomo, the new Secretary of HUD, would be an ideal speaker. Mr. Cuomo has expressed a keen interest in what we are doing - and George thinks we have a good chance at getting Cuomo within our May timeline.

The Citizens Summit with Mr. Cuomo will have two parts:

1) A Citizens Forum with the participants from the Community Circle project. At the forum, participants will present their best ideas for moving from ideas to action on better integrating the metropolitan area. The session will be fully interactive, with the participants having the ability to electronically vote on or rate the various ideas presented. The forum will be moderated by Mr. Latimer and co-facilitated by Jayne Marecek, president of EXPRESS.

In addition to Mr. Cuomo, the forum will be attended by a number of local policy makers/elected officials, from suburban, urban, metropolitan, school, county and state government - all the key officials working on or influencing these issues. The goal of the meeting will be to have these policy makers present to listen to citizens, and to understand the depth of support for their ideas. Our plan is to have 150-200 citizen participants from the study circles join us for the sessions, as well as several dozen policy makers.

2) **A Minnesota Meeting address.** In conjunction with the forum, the Minnesota Meeting will also host an address by Mr. Cuomo. The larger group of community leaders – largely from business and the professions – will join the 200 or so participants from the morning forum for the Minnesota Meeting, which will likely be held just after the forum. It will be very easy for the forum participants – and the elected officials – to stay on for the luncheon, which will be broadcast live on the stations of Minnesota Public Radio. The Minnesota Meeting will also give Mr. Cuomo an excellent opportunity to relate to this larger audience his understanding of the work that happened that morning. Our target date remains late May.

The cost of the above is \$8,000. That cost will cover complete use of the EXPRESS Communications interactive meeting technology at the forum, and provision of the firm's expertise on meeting design, agenda-setting, media relations, and planning of such events. That amount includes \$1,000 to cover all miscellaneous costs associated with the forum (mailing, copying, etc.) and to purchase lunches for some participants. The Minnesota Meeting will cover all travel and lodging costs for Mr. Cuomo, will provide its staff for making all logistical arrangements and coordinating the large-scale meeting itself, will allow all participants to attend the Minnesota Meeting at the membership rate of \$18 and will provide luncheon scholarships for lunches of some non-profit and low income participants (with the project picking up some, too, on a needs basis).

The Community Circles project will handle all communications with the participants and the elected officials (with professional communications advice and support from EXPRESS, which has handled many similar public policy programs) and will actively recruit diverse participants.

As we stated at the meeting our goal is to bring together a group of diverse people who are all committed to moving ahead on these important issues, to "change how we do business" on these issues (schools, housing and segregation), to quote George Garnett. The group will include diversity by race, gender, income, geographic location and political perspective – and profession. We want new people in this discussion – including business owners and a very good mix of suburban and urban people.

We also desire to provide an evening forum for Community Circle participants, especially for those participants who will not be able to attend the daytime forum coupled with the Minnesota Meeting.

This forum will be moderated by Mr. George Latimer and Ms. Vivian Jenkins Nelsen and will use an interactive process modeled after the public deliberations of the Kettering Foundation's National Issues Forums and the Study Circles Resource Center. It will be held prior to the Minnesota Meeting forum, to enable the fullest possible input into the Citizens Summit. The cost of doing that forum is \$2,000. Accordingly our total request from the Minneapolis Foundation (and its partnering funders) is for \$10,000.

We think it would be ideal to have the project jointly funded by the Minneapolis Foundation and the Saint Paul Foundation (or another major St. Paul-based funder). Please do not hesitate to call me – or any of us – with questions. Thanks, again.

Sincerely,

Dick Little, Coordinator

cc: Paul D. Williams, Project Manager, *Building Better Futures*, The Minneapolis Foundation
Mike Anderson, Board Member, Education and Housing Equity Project
Jayne Maracek and Ken Darling, EXPRESS Communications/Minnesota Meeting
Leonard Witt, Minnesota Public Radio Civic Journalism Project
George Latimer, Professor of Urban Studies, Macalester College

STR 13-
EDITORIAL
12/17/96

Community circles

Support talks on housing, education

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

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

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

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

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

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

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

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

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

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

Community Circles schedule starts today

The 1999 schedule of Community Circles will begin today, reviving small-group discussions of the touchy issues of education, housing and race in the Twin Cities.

About 50 forums are scheduled around the seven-county metro area during February, March and April. The goal is to get residents together in small groups to discuss the impact of racial segregation.

Begun in 1996, the circles are a joint project of the nonprofit Education and Housing Equity Partnership and a number of metro-area churches and community groups. Key promoters include the Wilder Foundation, the St. Paul Area Council of Churches, the Minnesota Minority Education Partnership and the Metropolitan Interfaith Council on Affordable Housing.

The first small groups will convene today in Golden Valley, from 7 to 9 p.m. at City Hall, 7800 Golden Valley Rd., and at two locations in Minneapolis: from 7 to 9 p.m. at the First Unitarian Society, 900 Mount Curve Av., and from 6:30 to 8:30 p.m. at Ramsey Fine Arts Elementary, 1 West 49th St.

Other circles will begin meeting within the month in St. Paul, Bloomington, Richfield, Eden Prairie, St. Louis Park, Stillwater and White Bear Lake. To join a circle or get more information, contact project director Dick Little by phone at 612-330-1505 or e-mail at ehp@augsborg.edu.

EHEP SUPPORT / REVENUE INCOME

	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual

INDIVIDUALS / GROUPS								
FOUNDATIONS / CORPORATION GRANTS Bremer Bush Mpls. Foundation St. Paul Foundation Cowles Media Found.								
INVESTMENT / INTEREST								
IN-KIND CONTRIBUTIONS Mpls. NRP (Video Servs.) CURA Intern (Research / Writing)								

**COMMUNITY CIRCLE COLLABORATIVE
EDUCATION AND HOUSING EQUITY PROJECT**

122 West Franklin Avenue, Suite 320

Minneapolis, MN 55404

Ph (612) 871-8980

Fx (612) 871-8984

e-mail: micah@mtn.org

DATE: May 14, 1997

MEMO TO: Community Circle Sponsors/Facilitators
(original copy sent to Sponsors with invitations to Group Participants)

FROM: Dick Little, Coordinator

SUBJECT: Preparations for May 29th Forum at Macalester College and June 16th
Citizens Summit and Minnesota Meeting luncheon

Enclosed are the invitation flyers for the May 29th Forum in the quantity you requested, or in the quantity we estimated. If you need additional invitations, please let us know. All community circle participants are invited and encouraged to attend this event.

We are asking your cooperation on the following:

For the Coming Together Forum on May 29th

1. Please distribute or mail the invitations to all participants in your circle or circles (including co-sponsors, facilitators and recorders).
2. We ask that you personally contact all participants to obtain an RSVP. Then fax or call us with the list of those who will be attending.
3. You are encouraged to invite one or more representatives from your sponsor organization (e.g., executive director, board member, superintendent, elected official). Please include these in your RSVP.
4. To assist us in preparing for the forum, please send us a brief (one page or less) synopsis of major themes, issues, findings, conclusions, recommendations or innovative ideas that emerged or are emerging from your discussions.

5. We also ask that you or your group identify two representatives who will be called upon to speak for your group at the forum. These representatives could be participants and/or the facilitator or group sponsor. We will be contacting these individuals in advance of the forum, so please submit their address and phone number.

For the Citizens Summit on June 16th

As you know, all participants, sponsors, facilitators, recorders and selected guests of the sponsors are invited to the May 29th Forum at Macalester. For the Citizens Summit on June 16th (more information will be sent to you about this event), we will be able to accommodate approximately 200 participants in the workshop portion of the summit. These participants should be limited to those who have actively participated in a community circle. The workshop is scheduled to occur between 9:30 AM and 11:30 AM, and the luncheon with speaker will be from 11:30 to 1:00 PM. All workshop participants, as well as all other community circle participants, will be invited to attend the luncheon (at Minnesota Meeting member rate of \$18.00 -- we will provide scholarships for up to 50 of the workshop participants).

We ask at this time that you obtain the following:

1. A showing of who from your group would like to attend and be able to attend the workshop and/or luncheon.
2. A designated representative from your group that would be willing to assist our planning group in designing the questions to be used at the workshop (circle facilitators and observer/recorders are eligible for this role). Please submit their name, address and phone/fax numbers so that we can get in touch with them.

We request that you fax information for items #2, 3, 4 and 5 concerning the the Macalester Forum to us **ASAP**. Please get back to us on items #1 and 2 (especially #2) concerning the Citizens Summit no later than Friday, May 23.

If you have any questions, call me at 871-8980 or 724-5662. I want you to know how much I appreciate your contributions to the success of the Community Circle Project. The upcoming events on May 29th and June 16th will serve to honor those contributions. We look forward to seeing you there.

CC: EHEP Board
Community Circle Working Group

**COMMUNITY CIRCLE COLLABORATIVE
EDUCATION AND HOUSING EQUITY PROJECT**

122 West Franklin Avenue, Suite 320

Minneapolis, MN 55404

Ph (612) 871-8980

Fx (612) 871-8984

e-mail: micah@mtn.org

DATE: May 16, 1997

MEMO TO: EHEP Board members & Community Circle Working Group

FROM: Dick Little, Coordinator

Subject: Please find enclosed additional fliers for the May 29th Forum at Macalester College. Please feel free to invite additional guests if you wish and "pass on" the flier to those you think could have an impact on these issues and would be interested in attending this informative event.

Thank you and hope to see you on the 29th !!

EDUCATION AND HOUSING EQUITY PROJECT

Dick Little, Coordinator

122 W Frankin Avenue, Suite 320

Minneapolis, MN 55404

Ph (612) 871-8980

Fx (612) 871-8984

e-mail: micah@mtn.org

List of people for 29th cont.

*Legislators
Shulmans*

*News night MN
Neighborhood newspaper*

Gerry will work the executive director task. By 29th have suggestions in-

BOARD MEETING

12 noon - 2:00 PM

Friday, May 9, 1997

Hallie Q Brown/MLK Center, Club Room B

270 Kent Street, Saint Paul, MN

AGENDA

1. Report from the coordinator
2. Fiscal Agent Contract with MICAH
3. Investment Account with Norwest Bank
4. Revised Discussion Guide
5. BUDGET AND WORK PLAN
6. EXECUTIVE DIRECTOR and STAFFING
7. FUND DEVELOPMENT STRATEGY (Pursuit of grants)
8. NEXT STEPS IN COMMUNITY CIRCLE PROCESS
 - a. Community-wide forum at Macalester College, May 29, 1997
 - b. Citizens Summit and Minnesota Meeting, June 16, 1997
9. Set time and place for next Board Meeting/calendar for board meetings in 1997

*Use Bremer & Bush
Cover letter to Conley
Virginia*

*DBS
Gerrmy
Matt
Gerry
Kevin*

Get ready
for the
20th
←

Fund Certification Agreement

Effective Date of Agreement: November 1, 1996

Recitals:

- A. Metropolitan Interfaith Council on Affordable Housing (MICAHA) is a Minnesota nonprofit corporation recognized by the IRS as being organized and operated exclusively for charitable purposes within the meaning of Internal Revenue Code §501(c)(3).
- B. Education and Housing Equity Project (EHEP), with a principal office at 122 W. Franklin Ave., Suite 320, Minneapolis, Minnesota is a Minnesota nonprofit corporation recognized by the IRS as being organized and operated exclusively for charitable purposes within the meaning of Internal Revenue Code §501(c)(3).
- C. EHEP desires to enter into an Agreement to retain MICAHA as EHEP's "fiscal agent" in order for EHEP to carry out one or more of its specific projects, in furtherance of charitable purposes within the meaning of §501(c)(3) of the Internal Revenue code as follows:
Promoting integration of the housing and educational systems in the Twin Cities through education and advocacy.
- D. MICAHA has agreed to act as EHEP's "fiscal agent" in order to support the charitable purposes enumerated in the preceding recital within the terms and conditions outlined herein.

Agreement:

1. Fiscal Agent Services

- 1.1 **Authority.** EHEP hereby appoints MICAHA to act as its fiscal agent and MICAHA hereby accepts such appointment. MICAHA shall have full power and authority to receive, accept, deposit and disburse monies on behalf of EHEP and to otherwise act as EHEP's agent, solely in accordance with this Agreement.
- 1.2 **Responsibilities of MICAHA.** As the fiscal agent of EHEP, MICAHA shall perform the following duties:
 - 1.2.1 MICAHA shall establish and maintain an account for the deposit of monies of EHEP;
 - 1.2.2 MICAHA shall disburse monies of EHEP in accordance with this agreement;
 - 1.2.3 MICAHA shall provide all accounting and payroll services for EHEP, provided, however, that EHEP is the "employer" for all purposes of any persons performing services for EHEP; and
 - 1.2.4 MICAHA shall invest monies of EHEP upon the direction and approval of EHEP, provided, however, that any income or losses from such investments are income or losses of EHEP, and MICAHA shall have no liability therefor.
- 1.3 **Reporting Responsibilities.** MICAHA will prepare reports concerning funds held on behalf of EHEP as reasonably required by donors to EHEP. MICAHA shall not be responsible for performing any auditing functions nor for preparing and submitting tax or other reports which are required to be filed with federal, state or local governments or agencies.
- 1.4 **Distribution of Funds/Documentation.** MICAHA shall disburse funds according to the written request of EHEP, as soon as administratively feasible. Each such request for funds by EHEP shall contain a written description of the purpose of the disbursement as well as documentation as to the purpose of each payment made by MICAHA on EHEP's behalf.

- 1.5 Fiscal Agent Discretion. In its role as fiscal agent, MICAH shall receive and disburse monies of EHEP solely for the purposes described above for which EHEP was organized. If, in the discretion of MICAH, any disbursement is not consistent with the charitable purposes enumerated in Recital C of this Agreement, MICAH may refuse to authorize any such disbursement on behalf of EHEP.
- 1.6 Responsibilities of EHEP.
- 1.6.1 EHEP shall designate an individual to be the sole authorized contact for MICAH in MICAH's performance of services under this Agreement.
- 1.6.2 EHEP shall notify MICAH immediately of (a) any changes in EHEP's legal or tax status, or (b) any action by any federal, state or local administrative agency (including, but not limited to, investigations, audits, or examinations) or (c) any changes in EHEP's executive staff or key staff responsible for achieving EHEP's charitable purposes.
- 1.6.3 EHEP shall pay to MICAH \$225 per month to cover administration, office space use, local telephone service, and use of MICAH's office equipment. Individual items including, but not limited to copies, faxes, long distance phone calls, postage, and office supplies will be billed to EHEP at an agreed upon rate.
- 1.7 Limitation of Liability and Indemnification. In receiving, accepting, depositing, investing and disbursing monies on behalf of EHEP, MICAH assumes no responsibility beyond the exercise of duties set forth in this Agreement. EHEP hereby agrees to defend, indemnify and hold harmless MICAH, and its officers, directors, and employees, from any liability, claims and/or causes of action arising out of or related to the performance of MICAH's duties under this Agreement or arising out of or related to the activities of EHEP.

2. MISCELLANEOUS

- 2.1 Relationship of Parties. In making and performing this Agreement, the parties hereto act and shall act at all times as independent contractors. Nothing in this Agreement shall be construed or implied to create an employment relationship, partnership or joint venture among the parties. Nothing contained in this Agreement shall constitute the naming of MICAH as an agent or legal representative of EHEP for any purpose whatsoever except as specifically and to the extent set forth herein.
- 2.2 Termination of Agreement. This Agreement may be terminated at any time by either party upon 30 days written notice.

MICAH

By: 

Its: Executive Director

EHEP

By: _____

Its: _____

**Education & Housing Equity Project
Board of Directors (mailing list 5-5-97)**

NAME	ORGANIZATION	ADDRESS	CITY	STATE	ZIP	PHONE(S) FAX
Michael Anderson	East Side Neighborhood Development Co.	900 Payne Ave	St. Paul	MN	55101	771-1152 774-4683 (f)771-7739
Barbara Bearman	NAACP, Minneapolis Branch	4401 Park Glen Rd #201	St. Louis Park	MN	55416	925-0567
Jim Hilbert, Legal Fellow	Institute on Race and Poverty	415 Law Center 229 19th Ave	Mpls.	MN	55455	625-5344 6452607 (f)624-8890
Josie Johnson		400 Groveland Ave	Mpls.	MN	55403	874-8172
Mathew Little	NAACP, Minneapolis Branch	2670 Germain Court	Maplewood	MN	55109	773-8141
Van D. Mueller	University of Minnesota, Dept. of Education Policy & Admin.	3609 Maplewood Dr	Mpls.	MN	55418	624-7093 789-3600 (f)624-3377
Joy Sorensen Navarre	MICAH (Metropolitan Interfaith Council on Affordable Housing)	122 W. Franklin Ave, Suite 320	Mpls.	MN	55404	871-8980 225-9403 (f)871-8984
Georgina Y. Stevens	Cowles Media Co	329 Portland Ave	Mpls.	MN	55415	673-7060 222-5515 (f)673-7020
Jerry Timian	St. Louis Park School Board	4115 Raleigh Ave So	St. Louis Park	MN	55416	291-8426 924-9139 (f)291-8353
Dick Little, Director / Coordinator	Education & Housing Equity Project	122 W Franklin Ave, Suite 320	Mpls.	MN	55404	871-8980 724-5662 (f)871-8984

EDUCATION & HOUSING EQUITY PROJECT

Mission Statement

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

Current Activities:

- (1) Exploring how to build a coalition that can work for racially and economically inclusive communities and respond to the segregation and disparities now developing in the housing and schools of the Twin Cities metro area.

- (2) Working in collaboration with other housing, education, religious, and anti-racism organizations to plan and implement a metro-wide study circle and community forum project for 1997 that focuses on the questions: "How does racial and economic segregation of housing affect educational achievement and life opportunities of Twin Cities' children?" and, "What can citizens do individually and collectively to enhance the educational and life opportunities for all children in the Twin Cities metropolitan area?"

Contact Information:

122 West Franklin Ave, #320
Minneapolis MN 55404
tel: 871-8980
fax: 871-8984
e-mail: micah@mtn.org

Staff:
Dick Little, Coordinator

122 WEST FRANKLIN AVENUE, #320 * MINNEAPOLIS, MN * 55404
PHONE: 612-871-8980 * FAX: 612-871-8984 * EMAIL: MICAH@MTN.ORG

Community Circle Collaborative – Working Group Members

Organization	First Name	Last Name	Address	City	State	Zip Code	Phone(s)	Fax	Sub Grp
MN Churches Anti-Racism Initiative	James	Addington	122 W Franklin Ave #100	Mpls.	MN	55404	871-0229	870-3622	
Minneapolis Community Education	Scott	Bol	798 Quinnell Ave N	Lakeland	MN	55043	721-6320	627-2420	
ICW-Intercultural Communications Workshops	Karima	Bushnell	4604 Columbus Ave S	Mpls.	MN	55407			
Southside Neighborhood Housing Services/MIAR	Hal	Clapp	3137 Chicago Ave S	Mpls.	MN	55407-1532	823-5216 Ext 313	823-3964	
Wilder Found./Panorama Consulting Group	Linda	Garrett-Johnson	689 Ottawa Ave	St. Paul	MN	55107	234-3981 659-6022		
Institute on Race & Poverty	Duchess	Harris	415 Law Center 229 19 th Ave	Mpls.	MN	55455	626-2277 625-8071	624-8890	
Minneapolis Public Schools	Zib	Hinz	807 Broadway NE	Mpls.	MN	55413-2398	627-2190 Ext 7269	627-2152	
	Jeremy	Iggers	2852 37th Ave S	Mpls.	MN	55406	673-4000 722-1951	673-7568	
MIAR Education Task Force	Josie	Johnson	400 Groveland Avenue, #2007	Mpls.	MN	55403	874-8172		
Southside Neighborhood Housing Services	Nadine	Knibb	3137 Chicago Ave S	Mpls.	MN	55407-1532	823-5216	823-3964	
Education and Housing Equity Project	Dick	Little	122 W. Franklin Ave #320	Mpls.	MN	55404	871-8980	871-8984	
People's Institue - North	Jim	McDonough	2840 Cavell Ave S	St.Louis Park	MN	55426	935-5762		
	Hope	Melton	4307 Oakdale Ave S	Mpls.	MN	55424	266-2395 927-8461		
Mpls Center for Neighborhoods	Darcy	Seaver	PO Box 14207	Mpls.	MN	55414	379-3602	379-5982	

Community Circle Collaborative – Working Group Members

Organization	First Name	Last Name	Address	City	State	Zip Code	Phone(s)	Fax	Sub Grp
	Dennis	Shapiro	4601 Washburn Ave S	Mpls.	MN	55410	529-5001 928-3761		
Urban Coalition	Nancy	Smith	2610 University Ave W	St Paul	MN	55114	348-8550	348-2533	
MICAH	Joy	Sorensen Navarre	122 W Franklin, #320	Mpls.	MN	55404	871-8980	871-8984	
MN Fair Housing Center	Charmaine	Sprengelmeyer	2414 Park Ave S	Mpls.	MN	55404	872-6088	871-0354	
	Roy	Taylor	4912 17th Ave S	Mpls.	MN	55417	728-3996	728-3996	
Community Action for Suburban Hennepin (CASH)	Fred	Tenfingers	33 10th Ave. S. #150	Hopkins	MN	55343	933-9639 Ext 237	930-3540	
MN Minority Education Partnership	Bruce	Vandal	2211 Riverside Ave	Mpls.	MN	55454	330-1509	330-1510	
MPR Civic Journalism Initiative	Leonard	Witt	45 East 7th St	St. Paul	MN	55101	290-1262	290-1224	

Community Circles Data Base (5/6/97)

Community Circle Location	Sponsor(s)	Contact(s)	Address	City	Sta	Zip	Phone(s) / Fax /Email	Facilitator(s)	Comments
Arden Hills	Arden Hills Community/ and Schools	LoAnn Crepeau	3517 Siens Ct	Arden Hills	MN	55112		Kim Sullivan	
Burnsville	Presbyterian Church of the Apostles	Rev Stephen VanKuiken	701 E 130 th St	Mpls.	MN	55337	890-7877		
Champlin	Champlin Community Library, City of Champlin	Margaret Gillespie	8351 Elm Creek Blvd	Maple Grove	MN	55369	420-8378 820-0448 (f)420-4475	Margaret Gillespie	
Eagan	Church of St. John Nuemann	Barb Baker	4030 Pilot Knob Road	Eagan	MN	55122	454-2079 454-0860	Barb Baker	
Eden Prairie	Mayor's Study Group	Jean Harris	8080 Mitchell Rd	Eden Prairie	MN	55344	949-8300		
Edina Community-A	Edina Community Schools	Laura Tueting Nelson	5701 Normandale Rd	Edina	MN	55424	928-2532 (f)928-2501	Laura Tueting Nelson	
Edina Community-B	Edina Human Relations Commission	Nancy Atchison	6212 Warren Ave	Edina	MN	55439	941-3508	Nancy Atchison, Hope Melton	
Golden Valley	Black History Month Committee of Golden Valley, City of Golden Valley, Golden Valley Human Rights Commission, Golden Valley Chamber of Commerce	Mary Anderson	3030 Scott Ave N	Golden Valley	MN	55422	588-8578 (f)588-5896	Walter Gray	
Hennepin County-A	Hennepin County Children's & Family Services	Reeah Bloedow, Brenda Louise	625 Portland Ave S	Mpls.	MN	55415	348-2294	Reeah Bloedow, Brenda Louise	
Hennepin County-B	Hennepin County Anti-Violence Initiative								
Hopkins-Minnetonka	Hopkins School District, Hopkins Human Rights Com.	Diane Cowdery, Jim Genellia	1001 Highway 7	Hopkins	MN	55305	988-4035 988-4020 dianecowdery@hopkins.k12.mn.u	Wanda Phillips	
Maple Grove	Maple Grove Community Group	Mary Helen Amery	1804 Ulysses St NE	Maple Grove	MN	55418	546-4448	Harriet Ferestad	

Minneapolis-Greater Area-B	St. Mark's Cathedral, Minneapolis	Jim Jacobson Rev Joel Gibson	519 Oak Grove St	Mpls.	MN	55403	729-5297	Jim Jacobson	
Minneapolis-Greater Area-A	First Universalist Church of Minneapolis	Lois Hamilton	492 Montrose Lane	St. Paul	MN	55116	699-2920	Linda Alton Nancy Atchison	Paired w/ Sabathani Community Ctr.
Minneapolis-Greater Area-C	St. Joan of Arc, Interfaith Action Team	Rich Nymoan	4613 Cedar Ave S	Mpls.	MN	55407	722-9438 266-8971 (f)266-8962 823-5216	Mary Ann McCoy, Howard Kroll	Paired w/ Southside NHS
Minneapolis-Greater Area-D	Greater Minneapolis Day Care Association	Jan Herseth	1628 Eliot Ave S	Mpls.	MN	55404	349-0522 (f)341-4356	Barbara Blackstone	
Minneapolis-Greater Area-E	Minneapolis Urban League	Cheryl Morgan Spencer	411 E. 38 th St	Mpls.	MN	55409	827-9266 (p)907-1034 (f)823-0720		
Minneapolis-Greater-Area-F	United Way of Minneapolis Area	Victoria Amaris, Cathy Tilson	404 South 8 th St	Mpls.	MN	55404	340-7400 340-7589 (f)340-7675		
Minneapolis-Hiawatha-Blaisdell	Hiawatha Blaisdell YMCA	Barbara Jones							
Minneapolis-Longfellow	Holy Trinity Lutheran Church, Longfellow United for Youth & Families	Ronald K. Johnson, Joy Nelson, Molly Schlaefer	3240 33 rd Ave S	Mpls.	MN	55406	729-2952 721-7811	Joy Nelson, Molly Schlaefer	
Minneapolis-North East	Waite Park Community Council, Community School	Ray Lewis, Ray Aponte	3335 Garfield St. NE	Mpls.	MN	55418	296-4858 788-4040 raylewis@freenet.m.sp.mn.us	Ray Lewis	
Minneapolis-North-Brooklyn Park-Brooklyn Center	Ascension Catholic Church	Sylvia Winkilman, John Winkilman	6337 Orchard Ave N	Mpls.	MN		533-8381 529-7618	Sylvia Winkilman, John Winkilman, Charles Nichols	
Minneapolis-Phillips	Minnesota Fair Housing Center, Phillips Neighborhood	Charmaine Sprengelmeyer Elizabeth Moraitis	2414 Park Ave S	Mpls.	MN	55404	872-0354 872-6088	Charmaine Sprengelmeyer, Elizabeth Moraitis	
Minneapolis-SE-Prospect Park	First Congregational Church	Eve Parker	134 Arthur St SE	Mpls.	MN	55414	379-4541	Eve Parker	
Minneapolis-Seward	Seward School, Mathews Community Center	Scott Bol	2309 28 th Ave S	Mpls.	MN	55406	721-6320 627-2420	Scott Bol, Karima Bushnell, Janice McKinnie	
Minneapolis-South-A	All Nations Community Church	Maureen Helgimo Whiterabbit, Nancy Smith	2610 University Ave W	St. Paul	MN	55114	348-8550 (f)348-2533		

Minneapolis-South-B	Southside Neighborhood Housing Services, MIAR Housing Task Force	Hal Clapp	3137 Chicago Ave S.	Mpls.	MN	55407-1532	823-5216 ext313	Hal Clapp Nadine Knibb	Paired w/ St. Joan of Arc
Minneapolis-South-C	Self Sufficiency Center	Mickey Fulton	34051/2 Nicollett Ave S	Mpls.	MN	55408	824-4942		
Minneapolis-South-Central	Sabathani Community Center, Central Neighborhood Association	Art Serotoff, Jana Metge	310 E 38 th St Rms 200 & 223	Mpls.	MN	55409	827-5981 (f)824-0791	Kristen Lund	Paired w/ First Universalist Church
Minneapolis-South-E	Ramsey International Fine Arts School	Bill McElligott	3824 30 th Ave S	Mpls.	MN	55403	721-8849 627-2540		
Minneapolis-St. Paul	MRA Initiative For Change	Steve Dickenson	1885 University Ave W, #70	St. Paul	MN	55104	646-8617 (f)646-8650		
Minneapolis-SW-Fulton	Southwest Round Table, Fulton Neighborhood	Sydney Devin	5109 Russel Ave S	Mpls.	MN	55410	922-3132		
Minnetonka	St. David's School for Child Development	Scott Harman	3395 Plymouth Rd	Minnetonka	MN	55305	939-0396	Scott Harman	
Oakdale-Oak Terrace-St. Paul	CommonBond Communities	Maire McMahon	328 W Kellogg	St. Paul	MN	55102	290-6238 291-1750 291-1003	Theresa Davis	
Richfield	Richfield Public Schools, Community Council, LWV	Barbara S. Devlin	7001 Harriet Ave S	Mpls.	MN	55423	798-6011 798-6057	Margaret Severe, Mary Supple, Emily Day	2 study circles
Shoreview	Student Youth Group, MIAR Youth Task Force	Saira Alimohamed	5720 Villa Dr	Shoreview	MN	55126	785-4140		
St. Anthony	St. Cecilia's Catholic Church	Gayle Geber	2357 Bayless Place	St. Paul	MN	55114	673-2360 623-3283 647-1445		
St. Louis Park	St. Louis Park Schools, SLP Human Rights Com, Jewish Com. Action Council	Jerry Timian, Gail Dorfman, Carol Johnson, Frank Hornstein	City Hall	St. Louis Park	MN	55416	924-2198 (Cindy Larson) (f)924-2170 928-6003 928-6001		
St. Paul-Central	Wilder Foundation, Central Community Neighborhood	Linda Garrett-Johnson	689 Ottawa Ave	St. Paul	MN	55107	234-3981 659-6022	Linda Garrett-Johnson	
St. Paul-Highland	Jewish Community Center of St. Paul	Rochelle "Schelly" Rottenberg			MN		690-8786 690-6024 ReRottenberg@Al ex.St.Kate.edu	Sunny Floum, Rochelle Rottenberg	
St. Paul-Metro	Bahai Faith Community	David Sterling	749 Hawthorn Ave	St. Paul	MN	55106	771-6933 973-6281 (f)973-6282		

St.Paul-St. Thomas University	University of St. Thomas, Teachers Against Racism								
Stillwater-Bayport	Stillwater/Bayport Communities	Scott Bol	798 Quinnell Ave N	Lakeland	MN	55043	721-6320 (f)627-2420	Scott Bol	
Twin Cities	Twin Cities Habitat for Humanity	Drew Stanislaw	3001 4 th St SE	Mpls.	MN	55406	331-4090 ext.690 (f)331-1540	Drew Stanislaw	
Twin Cities-Mpls.-St.Paul	Minnesota Tenants Union	Kirk Hill	610 West 28 th St	Mpls.	MN	55408	871-2701 871-7485		
University of Minnesota	Newman Center	Rosemary Ruffenach		Mpls.	MN		636-9667 988-4187 (f)988-4018 rosemary_ruffenach@hopkins.k12.mn.us	Rosemary Ruffenach	
West St. Paul-St. Paul-Mt. Carmel	CommonBond Communities	Maire McMahon	328 W Kellogg	St. Paul	MN	55102	290-6238 291-1750 291-1003	Mary Lane	
Whittier	Whittier Alliance, Housing Task Force	Mary Roehrdanz	Franklin National Bank, 2100 Blaisdell Ave	Mpls.	MN	55404	874-6000 794-3985 (f)874-7978		

Community Circle Collaborative Facilitator List

First	Last	Organization	Address	City	State	Zip	Phone	Fax	Email	FacGrp
James	Addington	Tri-Council Coordinating Commission Suite 100	122 W. Franklin Ave.	Minneapolis	MN	55404	871-0229			
Saira	Alimohamed	MIAR Youth Task Force	5720 Villa Drive	Shoreview	MN	55126	785-4140			yes
Linda	Alton						823-3518	823- 3547		
Linda	Alton		3202 Harriet Ave. S.	Minneapolis	MN	55408	823-3518	823- 3547	LLBridging @aol.com	
Mary	Anderson	Golden Valley Black History Month Committee	3030 Scott Ave. N.	Golden Valley	MN	55422	588-8578	588- 5896		
Jean	Andrews	St. Cecelia Church	1666 Coffman St.	Falcon Heights	MN	55108	646-9661			no
Nancy	Atchison	City of Edina Human Relations Commission\First Universalist Church	6512 Warren Ave.	Edina	MN	55439	941-3508		natchison@ agc.apc.org	
Joseph	Bester		1817 3rd Ave. S	Minneapolis	MN		870-4715	879- 9997		
Barbara	Blackstone	Office of Dispute Resolution	340 Centennial Office Building	St. Paul	MN	55155	297-4635	297- 7200	mnblkstn@ edu.gte.net	no
Ree Ah	Bloedow		525 Portland Ave. S	Minneapolis	MN	55415	348-2294	348- 7682	reeah.boled ow@gateke eper.co.hen nepin.mn.us	
Scott	Bol		2309 28th Ave. S	Minneapolis	MN	55406	731-6320			
Paula	Brezina				MN					
Catherine	Buelow		702 Clearbrook Lane	St. Paul	MN	55127	426-1130			no
Karima	Bushnell		4604 Columbus Ave. S.	Minneapolis	MN	55407	827-4424			
Lisa	Campbell		3221 Garfield Ave. S. #3	Minneapolis	MN	55408	823-4365	823- 4365	Sephone35 @aol.com	no
Nikki	Carlson	St. Joan's Interfaith Action Core Team	520 Westwood Dr. N.	Golden Valley	MN	55422	377-8720			

Community Circle Collaborative Facilitator List

Hal	Clapp	Southside Neighborhood Services	3137 Chicago Ave. S.	Minneapolis	MN	55407- 1532	823-5216 ext. 313			
Diane	Codery	Hopkins School District			MN		988-4035 825-7566	988- 4020	diane.cowde ry@k- 12.mn.us	yes
Kathleen	Crow	Indian Health Board	1315 E. 24th St.	Minneapolis	MN	55404	721-9858	721- 2904 729- 8473		
Jill	Curran		1000 Westgate Dr.	St. Paul	MN	55114	659-3796	659- 0083	jmcurren@r ivertrade.co m	
Theresa	Davis		771 Aurora Ave.	St. Paul	MN	55104	297-7309 225-1257	297- 7313		no
Emily	Day	League of Women Voters	7340 Clinton Ave.	Richfield	MN	55423	869-7024			yes
Merry Jo	De Marais				MN		282-2698	297- 5639		no
Stephanie	Evans				MN		297-7518 224-5400			no
Harriet	Ferestad		Parkers Lake 1840 D Terrace View Lane	Plymouth	MN	55447	545-1079 473-5622			
Sunny	Floum	JCC of St. Paul	400 Groveland Ave. #1011	Minneapolis	MN	55403	695-0767 871-4556	698- 0162	sfloum@wi nternet.com	yes
Elizabeth	Foy	League of Women Voters	815 9th St., Suite 335	Minneapolis	MN	55402	333-6319	333- 6310		
Norma	Garces				MN					
Linda	Garrett- Johnson		689 Ottawa Ave.	St. Paul	MN	55107	224-3981	224- 3981	Lindagj@ao l.com	no
Gayle	Geber	St. Cecelia's	2357 Bayless Place	St. Paul	MN	55114	348-6309 623-3283			no
Margaret	Gillespie	Hennepin County\Maple Grove Library	8351 Elm Creek Blvd.	Maple Grove	MN	55369	420-8378 820-0448	420- 4475	mgillesp@s un.hennepi n.lib.mn.us	

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Walter	Gray	Black History Committee of Golden Valley	6500 City West Pkwy Suite 100	Eden Prairie	MN	55344	946-4243	946-4975		yes
Olivia	Gualt		2921 Herschel St.	Roseville	MN	55113	646-6625			no
Sonia	Gupta		456 Lake Wabasso Court	Shoreview	MN	55126	483-4904			yes
Scott	Harman	St. David's School For Child Development and Family Services	3395 Plymouth Road	Minnetonka	MN	55305	939-0390	939-9206		
Duchess	Harris	Institute for Race and Poverty	418 Law Center 229 19ths Ave. S	Minneapolis	MN	55455	626-2277	624-8890		
Marion	Helland	Golden Valley Human Rights Commission	7720 Winnetka Hts. Dr.	Golden Valley	MN	55427	546-7469	546-7469		
Joan	Helmberger	League of Women Voters	6914 Park Ave.	Richfield	MN	55423	869-8057			yes
Sharon	Henry	Hennepin County Children and Family Services	1600 East Lake St.	Minneapolis	MN	55407	721-0112	721-0435		yes
Jan	Herseth	Greater Minneapolis Day Care Association	1628 Eliot Ave. S.	Minneapolis	MN	55404	349-0522	341-4356		
Charlene	Higginbotham	Hennepin Children & Family Services	310 East 38th Street	Minneapolis	MN	55409-1364	728-0993 821-4532	821-4545	Chiggin502@aol.com	
Jeremy	Iggers		2852 37th Ave.	Minneapolis	MN	55406	722-1951			
Jim	Jacobson	The Cathedral Church of St. Mark	519 Oak Grove St.	Minneapolis	MN	55369	729-5297			
Carol	Johnson	St. Louis Park Schools	6425 W. 33rd St.	St. Louis Park	MN	55426	928-6001 928-6003 544-2363	928-6020	carol_johnson@qm.stlpark.k12.mn.us	
Nadine	Kribb	Southside Neighborhood Services	3137 Chicago Ave. S.	Minneapolis	MN	55407-1532	823-5216			
Howard	Kroll	St. Joan of Arc	3252 Pleasant	Minneapolis	MN	55408	824-4803			

Community Circle Collaborative Facilitator List

Mary	Lane		79 Western Ave. #201	St. Paul	MN	55102	296-9130 227-0971	296- 1938		
Ray	Lewis	Waite Park	3335 Garfield Ave. NE	Minneapolis	MN	55418	296-4858 788-4040		raylewis@fr eenet.msp. mn.us	yes
Dick	Little		4909 29th Ave. S.	Minneapolis	MN	55417	339-0820 724-5662			
Brenda	Louise	Hennepin County Child & Family	525 Portland Ave.	Minneapolis	MN	55415	348-6467	348- 7652		
Kristen	Lund	MN Facilitators Network	1700 Portland Ave.	St. Paul	MN	55104	646-4094			no
Phil	Margolis		9208 29th Ave. N	New Hope	MN	55427	541-4730			no
Mary Ann	McCoy		2212 Lake Place	Minneapolis	MN	55405- 2472	377-4793		Mamccoy@ juno.com	yes\St. Joan's
Jim	McDonough	Alliance of the Streets	2840 Cavell Ave. S.	St. Louis Park	MN	55426	870-9269			
Janice	McKinnie	work with Scott Bol	121 Washington Ave. S. #606	Minneapolis	MN	55401	341-3005			yes
Hope	Melton				MN		266-2395 927-8461	266- 2292	Hope@pcli nk.com	no
Levon	Moore		1805 Girard Ave. S.	Minneapolis	MN		287-9242 521-5724			no
Elizabeth	Moraitis	Minnesota Fair Housing Center	2414 Park Ave. S.	Minneapolis	MN	55404	872-0354			yes
Laura	Nelson	Edina Public Schools	5701 Normandale Blvd.	Edina	MN	55424	928-2532	928- 2501		yes
Joy	Nelson	Holy Trinity Lutheran Church	2730 E. 31st St.	Minneapolis	MN	55406	729-2952			
Charles	Nichols		4812 Lakeview Ave. N	Brooklyn Center	MN	55429	533-8496	504- 9985	p3909T@ao l.com	yes\St. Alphonse 's Church
Rich	Nymoen	St. Joan of Arc's Interfaith Action	4613 Cedar Ave. S.	Minneapolis	MN	55407	722-9438	266- 8962	Rnymoen@ aol.com	yes

Community Circle Collaborative Facilitator List

Eric	Stoller		136 Western Ave. N. #103	St. Paul	MN	55102	310-0249	293-0115	estoller@skypoint	no
Kim	Sullivan		7132 Whippoorwill LN	Lino Lakes	MN	55014-1945	784-3511	784-3511		
Mary	Supple	Richfield League of Women Voters	5450 34th Ave. S. #303	Minneapolis	MN	55417	798-6769 722-7482		suppma0@Richfield.k12.mn.us	yes
Jan	Swanson	Ascension			MN		973-8554 424-4681	973-8525		
Gene	Sylvestre	City of Golden Valley	7520 Cahill Rd. #116A	Edina	MN	55439	942-9867			yes
Roy	Taylor		4912 17th Ave. S.	Minneapolis	MN	55417	728-3996			
Fred	Tenfingers		5605 Golden Valley Road	Golden Valley	MN	55422	930-3373			
Carmen	Valenzuela	MN Churches Anti-Racism Initiative	4109 13th Ave. S.	Minneapolis	MN	55407	824-8061 823-4914	824-9474		YES St. Joan\SSN S\MPR
Bruce	Vandal	Minnesota Minority Education Partnership, Inc.	2211 Riverside Ave. S.	Minneapolis	MN	55454	330-1509 (f)330-1510			
Nolan	Venkatrathnam		3304 Harriet Ave. S	Minneapolis	MN	55408	871-7307			no
Vic	Ward		1086 Colette	St. Paul	MN	55116	229-6460		vic.ward@tc.umn.edu	no
Sandra	Weise		P.O. Box 80301	Minneapolis	MN	55408	871-7598			no
John	Wenkielman	Ascension			MN		529-9624 533-8381			yes
Sylmn	Wenkielman	Ascension			MN		529-9684 533-8381	529-7618		yes
Ron	Wirtz	Citizen's League	708 S. 3rd St.	Minneapolis	MN	55415	338-0791	337-5919	RWIRTZ@EPX.CIS.MN.EDU	no

Community Circle Collaborative Facilitator List

Eve	Parker	First Congregational Church	134 Arthur S.E.	Minneapolis	MN	55414	379-4541			yes
Wanda	Phillips	Greater Minneapolis Day Care Association	1628 Elliot Ave. S.	Minneapolis	MN	55404	349-0524 721-0112	341-4356		no
Rosemary	Ritchie		18420 Springcrest Drive	Minnetonka	MN	55345	474-9190	474-0382		
Rosemary	Rodriguez Hagar		4301 Pleasant Ave. S	Minneapolis	MN	55409				
Earl	Rogers	Southside Neighborhood Housing	3137 Chicago Ave. S.	Minneapolis	MN	55407	823-5216	823-0110		no
Rochelle	Rottenberg	JCC of St. Paul			MN		690-8786	690-6024	ReRottenberg@Alex.St.Kate.edu	yes
Rosemary	Ruffenach	Newman Center	1381 10th St. NW #302	New Brighton	MN	55112	636-9667 988-4187	988-4018	rosemary_ruffenach@hopkins.k12.mn.us	yes
Darcy	Seaver	Minnesota Center for Neighborhoods	P.O. Box 14207	Minneapolis	MN	55414-0207	379-3602			
Laura	Sether				MN					
Margaret	Severe	League of Women Voters	7420 Sheridan	Richfield	MN	55423	869-0559			yes
Karen	Shannon	Hennepin County Dept. of Children and Family Services	3652 Garfield Ave. S	Minneapolis	MN	55409	347-2255	904-4293	Karen.Shannon@co.hennepin.mn.us	yes
Bob	Simpson				MN		521-0134 529-9032		SimpsonR@freenet.msp.mn.us	yes
Joy	Sorenson Navarre	Common Bond Communities	328 W. Kellogg	St. Paul	MN	55102	291-1750 225-9403	291-1003		yes
Charmaine	Sprengelmeyer		2700 Dupont Ave. S.	Minneapolis	MN	55404	H -874-1391 W-872-6088			
Drew	Stanislaw	TC Habitat for Humanity	3001 Fourth St. SE	Minneapolis	MN	55414	331-4090 290-2720	331-1540	Stanislaw@freenet.msp.mn.us	yes



April 9, 1997

Mr. Todd Howe
 Director of Scheduling
 The Office of Secretary Cuomo
 U.S. Department of Housing and Urban Development
 451 Seventh Street SW
 Washington, DC 20410
Via facsimile: 202.708.4087

Dear Mr. Howe:

730 SECOND AVE. S.
 SUITE 281
 MINNEAPOLIS, MN
 55402
 PHONE
612-371-0991

FAX
612-371-9189

WEB
www.mnmeeting.com

EMAIL
info@mnmeeting.com

Attached is a formal letter of invitation for Mr. Cuomo from Vance Opperman to address Minnesota Meeting in May, as well as a seconding letter from Minneapolis Mayor Sharon Sayles Belton. (The original letter was sent to the attention of Jackie Lawing; we now understand you are the best person to have received the letter.) Since issuing the invitation, we and our partners have found it necessary to postpone the Minnesota Meeting a few weeks, until June. Postponing the meeting will allow our partners, the Community Circle Collaborative, to complete hundreds of citizen roundtable discussions around the Twin Cities leading up to the major event with Mr. Cuomo.

We have a new date: **Monday, June 16, 1997**. The format of the program remains the same: Mr. Cuomo will speak to a luncheon attended by 400 to 500 business, government and community leaders, with a two-hour "Citizens Summit" held just before or after the luncheon, which ever works best for the Secretary. George Latimer will facilitate the Summit. The attached letters have all the details.

We truly hope the Secretary will be able to join us for this important discussion. We will follow-up with you by phone to see if our new proposed date works for the Secretary's schedule. In the meantime, don't hesitate to call me with any questions, at 612.371-0991. Thank you.

Cordially,

Jayne Marecek
 Executive Director

cc: Mr. Vance Opperman
 Mr. George Latimer
 Mayor Sharon Sayles Belton
 Mr. Dick Little

Attachments (four pages)

March 17, 1997



The Honorable Andrew Cuomo
 Secretary
 U.S. Department of Housing and Urban Development
 451 Seventh Street SW
 Washington, DC 20410
 Attn: Jackie Lawing

Dear Secretary Cuomo:

It is with great pleasure that I write to invite you to address the Minnesota Meeting, the premier public affairs forum in the Upper Midwest, on May 20, 21 or 22, 1997.

730 SECOND AVE. S.
 SUITE 281
 MINNEAPOLIS, MN
 55402
 PHONE
 612-371-0991

I'll get to the details in a minute, but first a little background. For 15 years Minnesota Meeting has been on the forefront of public discourse on the critical issues of the day. Our members and their guests represent Minnesota's leaders from business, government, academia, the media, and the professions. In addition, we have an active education program that involves hundreds of Twin Cities area middle school and high school students in the Minnesota Meeting events.

FAX
 612-371-9189

Our distinguished roster of speakers includes Secretary of Labor Robert Reich, Federal Reserve Chairman Alan Greenspan, Secretary of Treasury Robert Rubin, General Colin Powell, NEA Chairman Jane Alexander, Ambassador Walter Mondale and Senator Bill Bradley.

WEB
 www.mnmeeting.com

We are particularly pleased to co-host this program with "The Community Circle Collaborative," a partnership of 20 Twin Cities-based community organizations working on important metropolitan housing and education issues. The Collaborative, under the leadership of Mayor Sharon Sayles Belton and dozens of other public and private sector leaders, is convening a series of conversations among a very diverse pool of citizens from both our central cities and the surrounding suburbs. Those citizens are focusing on the dual challenges of education and housing segregation. The Collaborative will convene a "Citizens Summit" just before or after the Minnesota Meeting luncheon to present action steps for promoting a more integrated housing and education environment metrowide.

EMAIL
 info@mnmeeting.com

Our hope is that you will join many local leaders in participating in that summit. It will give you an excellent opportunity to hear directly from citizens who are working to promote more effective housing and education strategies. The Citizens Summit and the Minnesota Meeting could be held on May 20, 21 or 22, 1997. (The Summit, I understand, could be held in the morning or the afternoon, just before or after the Minnesota Meeting, depending on your schedule.)

The Honorable Andrew Cuomo
March 17, 1997
Page Two

In addition to the great learning experience provided by the Citizens Summit, the Minnesota Meeting will give you an excellent platform to share your and the Administration's agenda. The luncheon begins at 11:30 a.m. Your address and a question and answer session will be held from 12:05 to 1:00 p.m. All the participants from the Summit will attend the luncheon. We expect an additional audience of about 300 Minnesota Meeting members to also attend, with total attendance of this key group of community leaders expected to be about 400 or 500.

Your Minnesota Meeting remarks will be broadcast live on the *Midday* program of Minnesota Public Radio, with an audience throughout the Upper Midwest of over 100,000. The address is also broadcast live on the World Wide Web and the audio will remain available on the Minnesota Meeting and MPR webpages. We also anticipate heavy media coverage, particularly of the Citizens Summit. (A similar project co-hosted by the Minnesota Meeting with NEA Chairman Jane Alexander in June 1994 generated front-page news, significant television coverage, and editorial placements in both the *Minneapolis Star Tribune* and the *St. Paul Pioneer Press*.)

On behalf of the Minnesota Meeting Board of Directors and our many members, I hope you will accept our invitation to address the Minnesota Meeting and participate in the Citizens Summit. We will be in contact with your office very soon to discuss this invitation. In the meantime, don't hesitate to call me or Jayne Marecek, Executive Director of the Minnesota Meeting, with any questions. Ms. Marecek's office can also answer any questions about the Citizens Summit. My very best wishes.

Sincerely,



Vance Opperman
President, Key Investment
1996-97 Chair, Minnesota Meeting

cc: Mayor Sharon Sayles Belton
Mr. George Latimer
Ms. Wendy Gruehl, Office of Mr. Cuomo

OFFICE OF THE MAYOR
350 South Fifth Street - Room 331
Minneapolis MN 55415-1393

Office (612) 673-2100
Fax (612) 673-2305
TDD (612) 673-2157

Sharon Shyles Belton
Mayor



March 17, 1997

The Honorable Andrew Cuomo
Secretary
US Department of Housing and Urban Development
451 7th St. SW
Washington, DC 20410
ATTN: Jackie Lawing

Dear Secretary Cuomo:

I am writing to formally invite you to participate in the Citizens Summit part of the Community Circle Collaborative.

I have been personally and actively involved in the Collaborative's project *Beyond Busing: A Metrowide Dialogue on the Challenges of Education and Housing Segregation*. I, like you, share a deep commitment to promoting housing patterns that better integrate our metropolitan community across barriers of race and class and, in the process, bring children from different backgrounds to more integrated and diverse learning environments. The initiative, which is being supported by a diverse group of foundations, businesses, community groups, faith organizations and local governments, is bringing together hundreds of people in dozens of communities throughout the Twin Cities region for regular "study circles." Suburban moms, single city dwellers, small business people, the underemployed, people of color, pastors, police officers, teachers, and many others are meeting on repeat occasions to explore the related issues of housing and school segregation, to better understand one another, and to develop their own ideas for building more integrated communities that work.

At the Summit, the study circles will "report out" their findings. The participants will use an electronic audience response technology to discover areas of consensus and to prioritize action steps. The session will be facilitated by former St. Paul Mayor George Latimer. Many local policy makers, will attend the Summit. Your attendance would be a great honor and will allow you to interact with Twin Cities policy makers and the citizens who are actively working to better integrate our metropolitan housing patterns and build a more inclusive community.

AFFIRMATIVE ACTION EMPLOYER

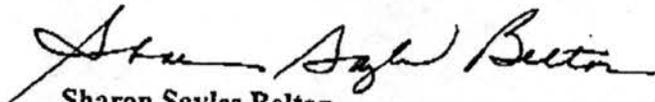
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Letter to Honorable Andrew Cuomo
March 17, 1997
Page 2

The combined Citizens Summit-Minnesota Meeting provides an ideal forum for you to reach a very large group of community leaders. I think it will be an excellent program and I hope you will join us this May.

Thank you.

Sincerely,



Sharon Sayles Belton
Mayor

SSB:JA1w

cc: Wendy Gruehl
George Latimer
Vance Opperman

**COMMUNITY CIRCLE COLLABORATIVE
EDUCATION AND HOUSING EQUITY PROJECT**

122 West Franklin Avenue, Suite 320

Minneapolis, Minnesota 55404

Phone: (612) 871-8980

Fax: (612) 871-8984

February 28, 1997

Mr. George A. Garnett
Vice President, Programs
The Minneapolis Foundation
A200 Foshay Tower
821 Marquette Avenue
Minneapolis, MN 55402

Dear George:

Thanks for the very productive meeting earlier this month. It is a great pleasure to work with funders who are not only supportive of our work but also eager to offer new ideas and to actively help shape projects. You and Paul Williams are both great assets to our work and we thank you.

This letter is to outline the elements of a "Citizens Summit" on creating better schools and affordable housing for every resident of the Twin Cities. The project is designed to bring some closure to the "Community Circles" meetings now or about to be underway; to honor the work these dedicated citizens have undertaken, to provide a forum for further exchange of ideas (now in the form of more concrete solutions and next steps) among these diverse citizens, to further build connections among citizens metro-wide to *act*, and, finally to generate attention for those ideas among local and national policy leaders, the media and the public.

As we discussed, our plan is to hold a major public forum featuring a speaker of national stature. The program will be co-hosted by the Community Circle partners and the Minnesota Meeting. I've had a long conversation with George Latimer and he agrees that Andrew Cuomo, the new Secretary of HUD, would be an ideal speaker. Mr. Cuomo has expressed a keen interest in what we are doing – and George thinks we have a very good chance at getting Cuomo within our May timeline.

The Citizens Summit with Mr. Cuomo will have two parts:

1) A Citizens Forum with the participants from the Community Circle project. At the forum, participants will present their best ideas for moving from ideas to action on better integrating the metropolitan area. The session will be fully interactive, with the participants having the ability to electronically vote on or rate the various ideas presented. The forum will be moderated by Mr. Latimer and co-facilitated by Jayne Marecek, president of EXPRESS.

In addition to Mr. Cuomo, the forum will be attended by a number of local policy makers/elected officials, from suburban, urban, metropolitan, school, county and state government – all the key officials working on or influencing these issues. The goal of the meeting will be to have these policy makers present to listen to citizens, and to understand the depth of support for their ideas. Our plan is to have 150-200 citizen participants from the study circles join us for the sessions, as well as several dozen policy makers.

2) **A Minnesota Meeting address.** In conjunction with the forum, the Minnesota Meeting will also host an address by Mr. Cuomo. The larger group of community leaders – largely from business and the professions – will join the 200 or so participants from the morning forum for the Minnesota Meeting, which will likely be held just after the forum. It will be very easy for the forum participants – and the elected officials – to stay on for the luncheon, which will be broadcast live on the stations of Minnesota Public Radio. The Minnesota Meeting will also give Mr. Cuomo an excellent opportunity to relate to this larger audience his understanding of the work of that happened that morning. Our target date remains late May.

The cost of the above is \$8,000. That cost will cover complete use of the EXPRESS Communications interactive meeting technology at the forum, and provision of the firm's expertise on meeting design, agenda-setting, media relations, and planning of such events. That amount includes \$1,000 to cover all miscellaneous costs associated with the forum (mailing, copying, etc.) and to purchase lunches for some participants. The Minnesota Meeting will cover all travel and lodging costs for Mr. Cuomo, will provide its staff for making all logistical arrangements and coordinating the large-scale meeting itself, will allow all participants to attend the Minnesota Meeting at the membership rate of \$18 and will provide luncheon scholarships for lunches of some non-profit participants (with the project picking up some, too, on a needs basis).

The Community Circles project will handle all communications with the participants and the elected officials (with professional communications advice and support from EXPRESS, which has handled many similar public policy programs) and will actively recruit diverse participants.

As we stated at the meeting our goal is to bring together a group of diverse people who are all committed to moving ahead on these important issues, to "change how we do business" on these issues (schools, housing and segregation), to quote George Garnett. The group will include diversity by race, gender, income, geographic location and political perspective – and profession. We want new people in this discussion – including business owners and a very good mix of suburban and urban people.

We also desire to provide an evening forum for Community Circle participants, especially for those participants who will not be able to attend the daytime forum coupled with the Minnesota Meeting.

This forum will be moderated by Mr. George Latimer and Ms. Vivian Jenkins Nelsen and will use an interactive process modeled after the public deliberations of the Kettering Foundations National Issues Forums and the Study Circles Resource Center. It will be held prior to the Minnesota Meeting forum, to enable the fullest possible input into the Citizens Summit. The cost of doing that forum is, at minimum, \$2,000. Accordingly our total request from the Minneapolis Foundation (and its partnering funders) is for \$10,000.

We think it would be ideal to have the project jointly funded by the Minneapolis Foundation and the Saint Paul Foundation (or another major St. Paul-based funder). Please do not hesitate to call me – or any of us – with questions. Thanks, again.

Sincerely,

Dick Little, Coordinator

cc: Paul D. Williams, Project Manager, *Building Better Futures*, The Minneapolis Foundation
Mike Anderson, Board Member, Education and Housing Equity Project
Jayne Maracek and Ken Darling, EXPRESS Communications/Minnesota Meeting
Leonard Witt, Minnesota Public Radio Civic Journalism Project
George Latimer, Professor of Urban Studies, Macalester College

Add to BIBLIOGRAPHY

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 REFLECTIONS ON THE END OF THE SCHOOL
 Desegregation Era
 by Dennis Shapiro
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 Vol. 17, No. 2 Spring 1996

4. Economic And Racial Polarization In Twin Cities
 Schools.
 by Myron Orfield
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5. RACIAL STRATIFICATION and EDUCATION in the
 United States: Why Inequality persists
 by John U. Ogbu
 University of California, Berkeley

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Date: APRIL 21, 1997

Number of Pages 7 (including cover page)

To: Name BARBARA BEARMAN From:

Name DICK LITTLE

Company EHEP BD.

Company EHEP STAFF

Telephone 925 - 0567

Telephone 724 - 5662 (MON.)

Fax 922 - 5950

871 - 8980 (TUES)

Comments *Here is the bibliography I prepared at my request by Kristy Greenwalt. Please review for completeness, then select items to be included in select bibliog. of the conversation guide. Any thoughts about organization or typos would also be helpful.*

Please notify sender if you did not receive all the pages in good condition. Thank-you.

*Myra's piece in Hamilton journal
Ogden
Crosby
Wells
Hend*

Sources

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BEYOND BUSING:
A Metrowide Dialogue on the Challenges of
Education and Housing Segregation

DISCUSSION GUIDE

DRAFT

*A joint production of the Community Circle Collaborative
Dick Little, Coordinator
122 West Franklin Avenue, #320
Minneapolis MN 55404
tel: 871-8980*

DISCUSSION GUIDE

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This 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 integration involves and by offering assistance to communities as they seek to become better integrated.

Our Project

That's the need. Here's what we propose to do in response to this need.

We want to take the public discussion about 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 integrated communities is going to 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 why integration is important and how it can be accomplished. Through this process, we hope that people can understand the value of integration for themselves and other people, as well as the whole society.

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 the effort to bring people together for informed and civil conversations, the most extreme voices will be free 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.

To be clear: We do have an agenda. As our organization's name implies, we are in favor of integrated communities. We believe this outcome requires tandem efforts to promote the integration of housing and education. We also understand integration has an important economic component, because of the hugely disproportionate number of people of color, especially African-Americans, who live in poverty.

Our project has three elements: 1) to create a broad coalition in the Twin Cities metropolitan area that can advocate for integrated communities, 2) to create informed public conversations that will advance integrated communities, and 3) to assist communities in becoming integrated. These three elements follow one another in a sequential order: The coalition of groups becomes the vehicle for organizing and conducting informed public conversations. The intent of the coalition-building and public conversations is to build community interest in becoming better integrated, a task which will require technical assistance.

1) There are a wide range of groups with a potential stake in the cause of integrated communities. Our coalition-building effort will focus on faith communities, elected officials (legislators, school boards, city councils, mayors, county boards), neighborhood groups, parents organizations, teachers groups, professional education programs, 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. It will require a labor-intensive effort to attract the participation of these groups in this project in ways that are appropriate to their interests and capacities. But these groups

INTRODUCTION

What
State Contribution
copy ✓

A Changing Region

Every year, the Twin Cities are ranked high on the list of America's most livable cities. Compared to standards used to judge major urban centers across the nation--job growth, low crime rates, good schools and social services, access to lakes and parks--the Twin Cities region is a good place to live. We are not, however, without serious and growing problems. The Twin Cities is now beginning to struggle with many of the same problems that have led to severe urban decay in other major metropolitan centers across America. Deepening poverty, an aging housing stock, overburdened schools, and fear of crime are rapidly changing our region's landscape. And while it is easy to believe that these problems are unique to the central cities, they are not.

Over the last few decades, poverty has concentrated in the core of Minneapolis and St. Paul. Throughout the 1980s, the core gained 30,000 poor people, while its total population grew by less than 10,000 people. This suggests several things. First, people who were above the poverty line slipped below it during years of wage erosion and a stagnant economy. Second, once individuals reach a certain income level, they are often -- and understandably -- "pulled" out to the suburbs, where there is more space, bigger and newer houses, lower property taxes, lower crime rates, and better schools. Meanwhile, low-income families have few choices but to locate in the central cities, particularly given the limited public transportation in the region and a lack of affordable housing in the suburbs. This shift is further illustrated by the fact that the rest of the region grew by more 293,000 persons, only 7.5% of whom are poor. According to the 1990 census, the central cities had 28% of the region's population but 60% of its poor.

It is not just because poverty has concentrated in the core that we should be concerned, however. The poverty rate is growing *and* spreading. In 1979, 11 Twin Cities census tracts with a lower poverty rate in earlier years saw 25% or more of their populations sink below the poverty line. In the 80s, the spread of poverty accelerated sharply. Thirty-eight more tracts in the core area reached the 25% level. This doubled the poverty both in terms of population and area involved. Out of 121 census tracts in the core area, 105 saw their poverty rates increase.¹ This trend has continued. Today it is not just the central cities that are affected. Poverty and disinvestment are beginning to spread into inner-ring suburbs, too.

Where are
90's
stats?

While over two-thirds of the people living in poverty are white, it is very clear that people of color are the hardest hit. Absolute numbers often mask this reality for people of color because they still constitute such a small percentage of Minnesota's total population. While the region's minority population grew by 81% during the 1980s, they still constitute only 9.3% of the region's total population--65% of which live in the central cities.² In the core area of the central city, however, poverty rates for African Americans (44%), American Indians (56%), Asians (62%) and Hispanic residents (31%) were dramatically higher than poverty rates for whites (18%).³

The Impact on Schools

Perhaps nowhere is this racial and economic isolation more evident than in the public schools. The table below gives the percentage of students passing the 1996 Minnesota Basic Skills Test for all districts in the seven-country region. While test scores may be a crude measure

¹Metropolitan Council. *Trouble at the Core: The Twin Cities Under Stress*. November 1992. p. 8.

²United Way Minneapolis Area. *The Face of the Twin Cities: Another Look*. 1995. p.8.

³Metropolitan Council. *Trouble at the Core: The Twin Cities Under Stress*. November 1992. p. 14.

The Board of Directors of Citizens for Integrated Communities is composed of Matthew Little, former president of the Minneapolis chapter of the NAACP and a longtime activist for racial and social justice; Barbara Bearman, another longtime activist who participated in the original Minneapolis school desegregation lawsuit almost a quarter of a century ago; and Michael Anderson, executive director of the Metropolitan Interfaith Coalition for Affordable Housing. Both Matthew Little and Barbara Bearman have been participating in the desegregation roundtable activities convened by the State Board of Education.

Context

We expect that this project will complement legal action on education and housing desegregation which is likely to occur in the Twin Cities metropolitan area. But this project also stands on its own merits. The Board members of Citizens for Integrated Communities have been involved for many years in the struggle for racial and social justice. We do not underestimate the challenges we continue to face. There will always be substantial community misunderstanding and resistance.

The evidence now appears overwhelming that political and voluntary actions are simply not going to be sufficient to bring about integration. Indeed, as Myron Orfield's research shows, most trends are fast taking us in the wrong direction. Children's lives are being ruined while we wait. That is why, in our minds, legal solutions are necessary and urgent. But we also recognize that the practical success of any legal remedy will be improved greatly by efforts to inform and involve the community to the greatest extent possible. Nonetheless, we wish to emphasize that Citizens for Integrated Communities is independent of any legal action, and the value of this project should not be judged solely in connection with legal action.

Need

Simple put, this is the need: Public discussion about the possibilities for 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 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 policymakers 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.

DRAFT

May 5, 1995

Mr. John Kostishack
Otto Bremer Foundation
Suite 2000
445 Minnesota Street
St. Paul, MN 55101-2107

Dear John:

At long last, here is our proposal.

What we propose is a coalition-building and community education project focused on metropolitan-wide integration in education and housing. We are asking the Otto Bremer Foundation for \$20,000 in start-up and planning funds. We are seeking support from other funders for further development and ongoing support of this project.

A grant of \$20,000 would enable us to hire an executive director, who would establish an advisory committee, raise additional funds, begin building the coalition and begin developing the education process and information materials we will need for this process.

Who We Are

This proposal actually comes to you under the auspices of a new organization, rather than from the Minneapolis branch of the NAACP. With the help of our attorneys at Maslon Edelman Borman & Brand, we have incorporated a nonprofit entity called Citizens for Integrated Communities. This organization will be applying for 501(c)(3) tax-exempt status from the Internal Revenue Service. Until that status is approved, the Metropolitan Interfaith Council on Affordable Housing has agreed to serve as a fiscal agent to receive and administer any grant funds.

We decided to incorporate as Citizens for Integrated Communities for several reasons. First, and above all, we recognize that our ambitious goal of metropolitan integration in education and housing requires a focused, long-term strategy — and an organization that can dedicate all of its energy to this project. Second, as we discussed earlier, the NAACP has cumbersome financial rules between local chapters and the national organization which would make it exceedingly difficult for the Minneapolis branch to carry out this project. Third, after exploring the possibility of conducting this project under the auspices of the Alliance for Metropolitan Stability, we concluded that its member groups have too many different agendas and varying opinions about how (and how fast) to proceed with metropolitan integration in education and housing. Our decision to form a new organization was made with great deliberation. We hope you will agree with our approach.

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constitute the essential infrastructure through which we can develop the broader public understanding and support for integrated communities.

2) This project seeks to encourage and inform public conversations about integrated communities via schools and housing. This will be done through public forums, smaller conversation circles, media contacts and workshops. Citizens for Integrated Communities will compile information and produce materials, both text and video, that can be used in support of these conversations. Citizens for Integrated Communities will also organize a speakers bureau of experts and community leaders available to ~~speaking with the media~~ and attend meetings. However, we especially want to emphasize "conversation circles"—face-to-face meetings in non-threatening settings where people can feel comfortable about talking through these difficult and sensitive issues. We already have plenty of "town hall" events where citizens face the experts and authorities on the stage. We want to encourage citizens to come together and face one another for civil and informed conversations.

3) Finally, Citizens for Integrated Communities will assist communities in becoming integrated. We will employ organizers, both volunteer and professional, who will be able to "train the trainers" in local communities so they can follow through on the task of integrating schools and housing. We will serve as a resource for networking and an information-and-referral service to individuals and resources that communities can draw on as they seek to integrate. We will organize workshops with key stakeholders. This is obviously a long-term effort. But the coalition we establish at the start of this project becomes the infrastructure that can continue the conversations and continue the work of building integrated communities in our metropolitan area.

We anticipate that beyond the six-month start-up period which we hope the Otto Bremer Foundation will support, our organization will require an annual budget of \$150,000 per year for three years. The challenges are great and urgent, and we do not underestimate the resources that it will take to carry out this effort.

We hope you will find this proposal to be worthy of support. Please do not hesitate to contact us with any questions. Thank you for your consideration.

Sincerely,

of achievement, they do provide some insight on how various communities are doing in relationship to one another. Furthermore, many believe that the scores act as a proxy to the opportunities that are available to students in each community. As illustrated below, Minneapolis schools rank the lowest with only 42% of its students passing the math test and 37% passing the reading test. Minneapolis schools *do* have the highest per pupil expenditures (\$9,136) within the seven county region, but they also have the highest percentage of students living in poverty. Approximately 60% of students in the district are receiving free or reduced-price lunches--a federal program available for children in families below the poverty line. Furthermore, 63% of Minneapolis' student body are children of color.

As a result, it only makes sense that Minneapolis schools are spending more. Children who come to school hungry, chronically sick, emotionally starved, and mentally fatigued will have a far more difficult time concentrating and learning than children who do not face the constant worries and pressures of living in poverty. As a result, resources in poor districts often get diverted toward things such as free and reduced lunch programs, special education services, and bilingual education. While these services are vitally important to children from poor households, they are also very costly. When schools must spend significant proportions of their budgets on simply getting their students to the "starting line," they often fall short of the finish line.

What is Our Mandate For Public Schools?

We proclaim to be a nation founded on the principle of equality of opportunity. But for this to be a reality, don't we first have to assure equality of educational opportunity? Since its inception, the public school has been thought of as a major instrument through which equality of opportunity would be ensured. One of the most persuasive arguments for the establishment of public schools was that such schooling "would open a gateway to opportunity that would otherwise be closed to many youngsters, and that education would eliminate or dwarf the social inequities which plague other nations."⁴ Public schools in America were chartered to do the important work of American society. They were established to create and maintain a nation dedicated to certain shared principles and values--things such as individual freedom and justice. They were established to develop a citizenry capable of self-government and to ensure social unity and order. What happened to these ideals? Have we given up on them or are they no longer appropriate? Without equal educational opportunities, are we acquiescing to a society in which economic privilege and political power are determined by heredity? To a society in which the children of the rich are inherit advantage?

Quality public schools and equality of educational opportunity are essential in providing information and developing skills essential to both individual economic enterprise and general prosperity. At the beginning of the century, dropping out and low educational attainment were not necessarily problems as there were other paths to self-sufficiency. Today, however, the world we live in is much different. Advances in technology and shifts in the labor market have largely eliminated the need for unskilled labor. In order to maintain a productive and profitable economy, as well as to be able to compete globally, there is a greater need for *all* individuals to become more literate and for a larger proportion to develop advanced skills. Yet so often we seem to live in a myopic society, and perhaps nowhere is this short-sightedness costing us more than with our indifference towards the education of other people's children. By limiting the resources available to schools, we are putting the future of this nation at risk by literally ensuring that large numbers of children leave school uneducated and unprepared to be productive members of society. The population of white Minnesotans between the ages of 15-19 is projected to decrease by 6% between 1995 and 2015. For African Americans, it is projected that the same population will

⁴ Tesconi, Jr., Charles A. and Emanuel Hurwitz, Jr. Education for Whom? NY: Dodd, Mead & Company, 1974. p 15

increase by 187%, while American Indians, Asian Americans, and Hispanic/Latino Americans will increase by 61%, 111%, and 128%, respectively. This averages out to be an increase of 122% for communities of color.⁵ If the quality of education that we offer to poor children and children of color do not change within the next twenty years, will these student be prepared to enter the work force and become productive members of society?

The Search For Solutions

There is considerable evidence that the differences between white people and people of color in school performance and economic prosperity are remnants of past and present segregation. The economic and racial polarization of our communities puts the health and stability of the entire region at risk. Although there is widespread agreement that something ought to be done, there is little agreement about what that "something" is. People advocate different strategies or solutions depending on how they perceive or "diagnose" the problem.

Economic and racial isolation is an "octopus" of a problem that will have to be approached from many different angles. No one policy or solution is broad enough to tackle all of its complex components. In the pages that follow are three perspectives on economic and racial isolation, each of which leads to a different prescription about what should be done. The perspectives are in no way mutually exclusive; indeed, different perspectives have different merits and elements of several approaches may be needed. Furthermore, these perspectives are not the only perspectives on the topic. Rather, they are intended simply to function as a framework for discussion.

If we are to halt the increasing polarization of this region before it is too late, we must begin by finding common ground. Which diagnosis of the problem is most accurate? What prescriptions are most promising? And perhaps most importantly, which costs and consequences are we willing to accept?

questions

"In today's world, a youngster who leaves school unable to read, write, and do simple arithmetic faces a bleak future.

When a substantial portion of boys and girls leave school uneducated, the rest of us face a bleak future."

--Lisabeth Schorr, Within Our Reach

⁵Urban Coalition. *Statement from Citizen's League Communities of Color*. 13 December 1996.

Building Communities: Enrichment and Revitalization

Five
high school
District History

Separate But Equal or Separate But Unequal?

Can separate be equal? In 1954, the U.S. Supreme Court declared in *Brown v. Board of Education of Topeka, Kansas*, that "in the field of public education, the doctrine of 'separate but equal' has no place." Forty three years have passed since then, and America is now beginning to rethink that precept. Familiar remedies to discrimination and segregation--busing, affirmative action, specially drawn voting districts, and mobility programs--are beginning to draw fire. Today, then, there is a new twist to an old question: ^{CAN} if separate really ^{BE} is equal, is it wrong?

"The practical barriers to desegregation are in many places so high that the moral clarity promised by *Brown*--a simple choice between segregation and integration, between racism and justice--has blurred."¹ Many of the simple assumptions undergirding the civil-rights movement have been eroded. For years segregated neighborhoods and schools were protested as **cruel and unjust**. The *Brown* Court in fact found that segregation conferred an ineradicable stigma of inferiority on black children. Today, however, many people of color feel this assumption is *in itself* condescending and racist. After all, you never hear an all-white neighborhood or school being referred to as "segregated." As well, it is never assumed that white children *must* go to school with children of color or it will damage their self-esteem.

Indeed, what exactly is right and wrong nowadays is no longer clear. Justice has become a matter of interpretation. In the words of Minneapolis Mayor Sharon Sayles Belton, "Better for African-Americans to spend the millions in (busing) transportation money improving inner-city schools. Better to build affordable housing throughout Minneapolis. Better to rely on 'children going to school in their own neighborhoods. If that means fewer integrated classrooms, so be it.'"²

Why does the mayor--and so many other people of color--feel this way? Perhaps because, as a nation, we have never truly embraced *integration*. We have attempted *desegregation*--through court-ordered mandates--but the two are not synonymous. **Desegregation implies a lack of choice--a "forced" integration.** And that very likely is damaging to people's confidence and self-esteem. Underneath it all, efforts to desegregate neighborhoods and schools with high proportions of minorities assumes that it is better to live and go to school in majority white settings. It is not a matter of **multiculturalism** but of **assimilation**. This is disrespectful of the strengths of communities of colors.

¹Traub, James. *Can Separate Be Equal?* Harper's Magazine. June 1994. p. 36.

²Fineman, Howard. *Redrawing the Color Lines*. Newsweek. 29 April 1996. p. 34.

Segregation and Schools

The battle over "separate but equal" has most clearly manifested itself in the public schools. For more than 30 years now, cities across America have engaged in extensive busing efforts to create more culturally and economically diverse classrooms. The results have been costly and largely ineffective, and many feel that it has outlived its usefulness.

Why has busing been so ineffective? Largely because it has been done for the wrong reasons. After all, if one goes back to the initial concern of the black community, it was not about being with white people. It was about quality education. Former Atlanta mayor Andrew Young explains, "It was really the integration of the money to provide a quality education for all children that was black folks' goal. Racial balance was a means for achieving that goal."³ *Why integrate - see Ted Shaw*

One could argue that busing has given some poor, minority children access to the opportunities that white students have. Never mind, however, that children--once "integrated" by schools--are often resegregated by a tracking system which assigns minority children to the least challenging, least interesting classes, often taught by the least experienced or least motivated teachers. Never mind the limited expectations for minority children, culturally biased instructional methods, and stereotyping and ability grouping. Indeed, under these circumstances, never mind busing at all.

Moreover, the busing efforts undertaken in American cities have placed an unfair burden on black communities. Not only is there a disproportional busing of black children, but the widespread use of busing has led to the demise of many neighborhood schools, which some African-Americans view as a root cause of the destruction of their communities. Schools serve as a hub for communication, interaction, and activities within a community. Desegregation efforts (through busing) have stripped many communities of this vital interaction and communication. It has dismantled community support and parental involvement for many black children. When children are bused out to the suburbs, many inner-city parents have commented that they cannot find public transportation to attend parent-teacher conferences and other school events. People often blame "unsupportive, uncaring parents" for the demise of public schools, complaining that parents no longer engage in their child's education. But when government policies create huge barriers for parents to hurdle, can we truly blame them?

Finally, busing has failed to assist people of color in securing adequate educational opportunities for their children largely because most desegregation plans have been crafted and carried out by the white community with minimal black influence. As a superintendent of a Chicago school district commented, "It's always been on someone else's terms."

*Parents had choice
and now*

*What government
implies via the
suburbs*

*Legis talk
about this
area - not
nationally*

³Traub, James. *Can Separate Be Equal?* Harper's Magazine. June 1994. p. 39.

*Life Chances
Large opportunity
Structure*

***New Answers to An Old Question? Perspectives on Busing and Segregation
From Communities of Color***

- “The effort to achieve racial balance through desegregation has acted in conjunction with other forces to erode the community fabric that once provided support to children and families.”
- “Focus less on student racial percentages and more on student outcomes--resources must be in place to support equity in outcomes.”
- “I will venture and offer my humble opinion (as a non-educator) on the issue of busing as a tool to improve educational achievement among “minority” children. As a product of a public school system with 100% Latino students (Puerto Rico), I find it hard to believe that “minority” kids need to sit side-by side with white kids in order to learn!”
- “I’ve always chosen to put my children in schools that are close to me . . . and the fact that they are black to me is an asset. . . .That’s the best for my children, to be taught by people who understand them, who want to teach them, and who expect that they will achieve.”
- “Frankly, I find most arguments FOR busing self-defeating, in the sense that by busing kids we seem to imply to our kids that ‘whites are smarter and maybe their ‘smarts’ will rub off on you’ by attending mostly-white schools! Also, busing is a cheap way out for those in power to claim that they are doing something to improve education in ghettos and barrios, instead or adopting the right (but politically unpopular approach) of providing more resources to the neighborhood schools and the “minority” community in general.”
- “As a parent, I see no intrinsic value in having my daughter travel for hours to a far away school, potentially risking harassment by white kids because of her heritage, in order to get an education. She should be entitled to a perfectly good education right at her neighborhood public school!”

Sharon Fursten

A Strong Foundation

The intersection of race and poverty is very real. Nonetheless, over two-thirds of the people living in poverty in this region are white. This is not good news--it merely serves to remind us that our region is not only segregated by race, but by class as well. Racial and economic segregation damages the entire metropolitan region--both the urban core and the suburbs. A strong and prosperous core is key to the health of the entire region, for without the city, there would be no suburbs. Suburban communities benefit from the unique economic and cultural opportunities that only large urban centers can provide. Segregation, however, prevents wealth accumulation by residents of isolated, poor communities, thereby establishing major barriers to market participation. And indeed it is not only individuals who suffer. Metropolitan regions as a whole suffer when large percentages of people do not have the skills necessary to participate in the economy as workers, consumers, and citizens. In other words, providing a token few individuals with more opportunities and choices--greater "mobility"--will do little good for the region if the communities that are left behind remain poor and isolated.

use
Plan
terms
"economic
system"
life

Education and Job Training

Society has changes substantially in recent decades. Advances in technology and shifts in the labor market have largely eliminated the need for unskilled labor. In order to be self-sufficient in today's world, education or vocation training is absolutely essential.

The greatest concentration of jobs in this region is in the core. As of the early 1990s, it had approximately 374,000 jobs, more than 2.8 jobs for each of its 133,000 households.⁴ Nonetheless, the core has the highest rates of unemployment and poverty in the region. Why? Because there is a serious mismatch between the skills and knowledge of low-income core residents and the skills and knowledge required by available jobs. The jobs available in the core--which contains not only two downtowns but the University of Minnesota, the Midway area, and the Capitol complex--are highly professional. As a result, jobs are typically filled by suburban commuters. This is one side of the story.

ok

On the other hand, while the central cities still maintains the largest percentage of jobs, job growth in the central cities has virtually come to a halt. The region's economy is rapidly becoming suburbanized. The suburbs captured almost 98% percent of job growth in the 1980s--66% of which went to the fast growing outer-ring suburbs.⁵

⁴Metropolitan Council. *Trouble at the Core: The Twin Cities Under Stress*. 1992. p. 18.

⁵Ibid. p. 18.

Latin

Per Capita Income, by Race and Hispanic Origin, 1990 Census (in \$1,000s)

	7 County Region	Minneapolis	St. Paul	Suburbs
Average	\$14.5	\$13.3	\$12.9	\$15.0
White	\$14.8	\$14.1	\$13.5	\$15.1
African Am.	\$9.1	\$8.4	\$8.2	\$13.1
Am. Indian	\$6.8	\$5.9	\$6.2	\$8.6
Asian	\$9.4	\$6.9	\$5.5	\$11.9
Hispanic	\$8.4	\$7.5	\$7.3	\$9.7

Source: Metropolitan Council. *Trouble at the Core: Twin Cities Under Stress*. November 1992. p. 38

Latin

Percent Change in Per Capita Income, By Race and Hispanic Origin, 1979-1989 (1989 dollars)

	Region	Minneapolis	St. Paul	Suburbs
Average	18.4%	11.5%	6.5%	20.9%
White	21.3%	20.1%	13.9%	21.9%
African Am.	-3.5%	-7.5%	-5.0%	-8.1%
Am. Indian	20.1%	-5.7%	4.9%	56.8%
Asian	-12.1%	-11.6%	-25.1%	1.8%
Hispanic	8.4%	14.9%	-2.3%	10.5%

Source: Metropolitan Council. *Trouble at the Core: Twin Cities Under Stress*. November 1992. p. 39

Income disparities in the central cities and the suburbs increased throughout the 1980s. Per capita income in the suburbs was higher than in the central cities to begin with, and then increased at a faster rate throughout the decade. Areas outside of the central cities experiences a 21% increase in average per capita income, while average per capita income in Minneapolis and St. Paul went up about 12% and 7%, respectively. More striking, however, is the difference in per capita income between whites and minorities. Average per capita income for African Americans and Asians actually *decreased* throughout the decade. This may be in part due to the shift in the regional economy. The economy of the Twin Cities (like that of the nation) has become increasingly based on services and trade activity and proportionately less on manufacturing. Two-thirds of all the region's new jobs in the last decade were in the services and trade sectors. These jobs--largely in retail--generally have lower wage rates than jobs in manufacturing. In fact, less than half of the jobs in Minnesota today pay a livable way.

OK

Let's not
public
markets

What's the Prescription?

As the
main fact

If we are to strengthen our core, it is imperative that we focus on job training and placement programs for the unskilled inhabitants of the core. Moreover, we must start preparing "tomorrow's workers" today by providing quality educational opportunities for *all* children. Currently Minneapolis and St. Paul have the highest drop-out rates and lowest achievement scores of all school districts in the seven county region. This suggests that we need to focus on equalizing resources between suburban and urban schools, through some sort of revenue-sharing plan or suburban-urban transfer. As well, we could redirect funds earmarked for busing to improve neighborhood schools in the central cities.

It is also essential that we reverse the outflow of economic activity to the suburbs. Due to changes in technology and transportation structures, large firms no longer find it necessary to locate in the central cities. As a result, more and more companies are relocating to the suburbs. To prevent this flight of capital as well as to entice capital back into the cities, redevelopment grants and loans as well as tax exemptions--the distinguishing tool of urban enterprise zones--could be used. Beyond providing more job opportunities for the urban poor, an influx of capital into the central cities would help compensate for the deteriorating urban tax base.

What Critics Say

- Pumping money into the central cities is not the answer because it is prohibitively expensive. When poverty is so concentrated, using money to tackle the problem is like throwing it down a black hole because it is absorbed so quickly. Given the fact that many of these communities are in serious debt, it would take an impossible amount of money to revitalize their economies. It isn't realistic to believe that we can generate that much investment, particularly as it will largely have to come in the form of transfers from the suburbs.
- Creating "enterprise zones" is not an effective way to stimulate economic activity and create jobs in the urban core. Enterprise zones are not pro-labor or pro-community, but pro-profit. Jobs are not guaranteed to go to the urban poor; they can (and very often are) filled by suburban commuters. Moreover, the communities providing the tax-exemption must provide resources to compensate for the tax expenditure granted to the enterprise zone--either through increased tax burdens or decreased services.
- In order to create more regional stability, our communities need to be more economically and racially diverse. Building up infrastructure in the cities will do little good if our communities are still divided along and race and class lines.
- The only way to break down the racial hierarchy that currently exists is to integrate. People of color need to enter into the economic and social mainstream where they will have more access to good jobs and good schools. Equally important, white folks must diversify and expand their understanding of people of color. If we continue to stay apart, the structure of the "racial other" goes unchecked.

OK

- People need to have real choices about where they live. Since a majority of the new jobs are in the suburbs, and because we have limited mass transit in the region, there needs to be more low-income housing in the suburbs.

Personal Responsibility and Market Mechanism

A Safety Net or A Trap?

Can a society take care of its *deserving* without encouraging people to become *undeserving*? Can society create a welfare system that doesn't undermine the moral character of its people? The general answer, as history has taught us, is no. *entire in fact*

A government's social policy establishes the rules by which its citizens live. It creates incentives and strategies to go about making a living, raising a family, and having fun. All people--poor and not-poor--respond to these incentives as rational human beings, attempting to maximize their own utility. The primary difference between the poor and not-poor, however, is that they play under different constraints: poor people cannot wait as long for results.

Beginning in the early 1960s, social policy in the United States underwent a major transformation. Programs initiated under the War on Poverty radically changed the rules for poor people, making it profitable for the poor to behave in the short term in ways that were destructive in the long term. The changes in benefit levels and eligibility requirements ushered in by the social policies of the 60s dramatically changed incentives to the poor. As a result, we saw an increase in unemployment among the young, a decrease in labor force participation, and an increase in illegitimacy and welfare dependency.⁶ Since then, we have been masking these losses by further subsidizing destructive behavior. We tried to provide more help to the poor, but instead we only created more poor. We tried to prevent people from becoming dependent, but instead created long-term dependency.

We cannot blame people for acting rational. If a young, single mom has a choice between working a full-time, minimum wage job with no insurance (and then paying half of her income for child care), or staying at home with her child, claiming AFDC benefits, Medicaid, Food Stamps, and Section 8 rent subsidies, what is the rational choice? Of course it is the latter of the two. The problem, however, is that this woman is only looking at her short term needs. When this woman's child grows older and she suddenly finds herself needing and wanting to work, she will also find herself lacking a solid employment history and job skills. As a result, she will have no choice but to stay dependent on government assistance.

Moreover, every assumption young blacks or Latinos might make about their inability to compete with whites is fed by targeted social policies which tell them that they are un-responsible victims. We tell youth from disadvantaged families to be proud and to believe in themselves, yet our actions tell them that no one else believes in them. It is, in essence, the self-fulfilling prophecy. Low-income minorities typically live in the most isolated communities, experience the most severe negative conditioning, and have been granted by policy the most immunity from responsibility.

Essentially, then, instead of a safety net, we inadvertently built a trap. By allowing people to be dependent on the government during hard times, we've taken away their ability to be self-sufficient. People *would* play the incentives offered by the market if they didn't have the option of playing the incentives offered by the government. If we eliminated assistance for everyone but the truly needy, it would leave the able-bodied no recourse whatsoever except the job market.

⁶Murray, Charles. Losing Ground. NY: Basic Books, Inc., 1984. p. 9.

"It is the Alexandrian solution: cut the knot, for there is no way to untie it."⁷

"The most troubling aspect of American social policy toward the poor in the late twentieth-century America is not how much it costs, but what it has bought."

--Charles Murray,
Losing Ground

All about
minerals

The Culture of Poverty

Spending on social programs has steadily increased since America first began waging its "war on poverty." Public assistance costs were thirteen times higher in 1980 than they were in 1950 (in constant dollars). Education costs in 1980 were 24 times their 1950 cost, while housing costs were 129 times their 1950 cost. Overall, civilian social welfare costs increased by twenty times. During that same period, however, the United States population increased by one half.⁸ Clearly, a fundamental change took place in American social policy. But why hasn't this investment paid off?

As some suggest, this investment has not paid off because a certain class of people will always be poor regardless of their external circumstances. People are stuck in a self-perpetuating cycle of disadvantage because poverty traits are transmitted intergenerationally. Research shows that this "culture of poverty" transcends regional, rural/urban, and national differences, and that everywhere individuals stuck in this culture of poverty show "striking similarities in family structure, interpersonal relations, time orientation, value systems, and patterns of spending."⁹ This culture is characterized by things such as (1) hopelessness, indifference, alienation, apathy, and a lack of effective participation or integration into the social and economic fabric of society; (2) a present-tense time orientation; (3) cynicism and mistrust of those in authority; (4) strong feelings of marginality, helplessness, dependence, and inferiority; (5) lack of impulse control and the inability to defer gratification; (6) the absence of childhood as a specially protected and prolonged state, and thus early initiation into free sexual unions or consensual marriages; (7) a high incident in the abandonment of wives and children; (8) a matriarchal family structure; and (9) a minimum level of organization beyond the nuclear or extended family, a low level of community organization, and a strong sense of territoriality.¹⁰ This is not the same type of poverty found among those who have experienced the loss of a breadwinner, are involuntary unemployed, or are ill. The poverty that these people endure is typically not enduring and self-perpetuating but rather temporary. Approximately only 20% of those living below the poverty line are actually trapped in the culture of poverty, but indeed this 20% is largely why our

⁷Ibid. pp. 227-228.

⁸Ibid. p. 14. (From Office of Research and Statistics. *Statistical Abstract of the United States, 1981*. Washington, DC: Bureau of the Census, 1982.)

⁹Karger, Howard Jacob and David Stoesz. *American Social Welfare Policy*. White Plains, NY: Longman Publishing Group, 1994.

¹⁰Ibid. p. 148.

increased investments have *not* paid off. An expensive program such as Section 8--one that costs approximately \$6000 per year per family--is a futile effort because those in the culture of poverty will remain poor whether they live in core of whether they live in the Eden Prairie. Improvements in environment will superficially affect their poverty, but only a change in values and family structure can help break the cycle of disadvantage.

“The Poverty of Values”

History is replete with individuals who have climbed their way out of poverty. But what is it that allows some people to hurdle life's barriers while others consistently stumble?

General Colin Powell grew up in Harlem and the South Bronx, two of America's very poorest and crime-ridden neighborhoods. He was not an exceptionally gifted student nor a star athlete, but he was a hard-worker. In 1989, the 52-year-old was appointed chairman of the Joint Chiefs of Staff. The youngest man and first African-American ever to hold that position, Colin Powell is greatly respected by the American public. When asked the secret of his success, Powell gives a definitive response: “My family.” In his own words, “The worst kind of poverty is not economic poverty. It is the poverty of values.”¹¹

Today, one out of every four children is born to a single mother. A third of these single mothers are teenagers.¹² Studies show that children in single-parent families are more likely to have problems. They tend to do more poorly in school and are more likely to abuse drugs and alcohol. They typically earn less and are more likely to become single parents themselves. This breakdown of values is ultimately what causes the perpetuation of poverty. Children do not have role-models and thus do not learn how to be disciplined and self-sufficient.

Our current public policies and practices counteract traditional American values of hard-work, self-sufficiency, and strong, two-parent families. Aid to Families with Dependent Children, for example, allows a woman to have a child out of wedlock with no conceivable way of supporting that child. No-fault divorce laws are another example; by allowing couples to easily get divorces, they place a low value on family and marriage. Our current laws and practices need to be restructured to encourage two-parent families and family values.

The Impact on Schools

Perhaps nowhere has the break-down of the family structure had a stronger impact than on our schools. People often voice dissatisfaction with the public schools, but schools nowadays are asked to do the impossible: they are asked not only to educate children, but raise them, protect them, and discipline them too. Schools are asked to provide children with their breakfast and lunch, their after-school activities, their values and morals. Teachers are forced to discipline children who cause disruptions and create problems. They must spend extra time helping children with assignments who get no help at home. Where are the parents? When teachers are asked to take on so many other roles, it seriously diminishes their capacity to do their primary function: teach.

¹¹National Issues Forums. *The Troubled American Family*. 1995. p. 7.

¹²Ibid. p. 7.

Not ironically, it is in the best schools that we see the most two-parent families. In these schools, teachers are free to teach without constantly having to deal with disruptions and incomplete assignments. Indeed, many studies have found that it is not the amount of money that a school spends that has the greatest impact on educational achievement, but rather the socioeconomic make-up of the students. In 1964, John Hopkins sociologist James Coleman conducted an extensive study of equality of educational opportunity in America. When measured by the "input" criteria, Coleman found that differences in the quality of schools was not very closely related to differences in student achievement. Instead, he found social class mix to be the crucial factor in explaining differences in achievement. Children from low socioeconomic backgrounds--regardless of race--improved when studying along side of children from a mixture of *social* classes. This may be because children from middle- and upper-class families typically have a different values system and receive discipline and instruction at home. The crucial point, according to Coleman, is that "schools have little influence on a youngster's achievement that is independent of his social, economic, and cultural background."¹³ Our own experience in the Twin Cities seems to confirm Coleman's point. While the Minneapolis school district is the highest spending district in the region, it also has the lowest achievement rates (as measured by the Minnesota Basic Skills Tests). It also has more children living with only one parent (46.2%) than with two parents (42.5%).¹⁴

Using Market Mechanisms to Improve Opportunities

Despite the best of intentions, government intervention in markets such as education and housing has produced less-than-desired results and numerous unintended consequences. Public housing stands out as one infamous example. While the original housing constructed under the Housing Act of 1949 consisted predominantly of low-rise, two- and three-story apartment buildings, and while the first tenants of public housing apartments were predominantly young, employed, working-class families, beginning in the mid-1950s, public housing underwent a dramatic shift. Higher urban land costs led to more and more high-rise buildings. Architectural designs took little account of the needs of families with children (apartments had few bedrooms and little recreational space). Municipal housing authorities and elected officials decided to concentrate the buildings. In some instances, design standards were even lowered to make public housing less attractive to force more reliance on the public sector.¹⁵ Eventually, large numbers of poor families began to crowd into the projects. In many communities, "the projects" became a code for poverty, crime, and despair. Today, the Department of Housing and Urban Development is thought by many to be the largest slum-lord in the country.

Public education stands out in the mind of many as another bureaucratic failure. Again, despite the best intentions, political institutions burden schools with excessive bureaucratic redtape, inhibit effective organization, stifle innovation and flexibility, and thereby impede student achievement. People nowadays consider private schools to be a beacon of excellence.

¹³Tesconi, Jr. Charles A. and Emanuel Hurwitz, Jr. *Education For Whom?* NY: Dodd, Mead & Company, 1974. p. 23.

¹⁴The Urban Coalition. *Minneapolis Public School Neighborhood Student Data, 1995-96.* p. 42.

¹⁵Egan, John, et al. *Housing and Public Policy: A Role for Mediating Structures.* Cambridge, MA: Ballinger Publishing Company, 1981. p. 16.

The main difference, many contend, is that private schools maintain a safe and disciplined environment in which people can learn, and that teachers engage parents more fully in their children's education.

From an institutional perspective, however, private schools are successful for a different reason. They are successful because the market mechanism of competition ensures that parents have more control than they do in public schools. Private schools have the incentive to please their "customers" and respond to their wants and needs lest they should take their "business" elsewhere. In contrast, public schools are democratically governed; they are represented by varied interests all vying for control over and within the system. A single school is governed by a huge and heterogeneous constituency comprised of politicians, administrators, teachers, and various groups at all levels. Parents and students are but a small part of this constituency. And because political resources are distributed unequally and the interests of the politically powerful do not always, if even occasionally, parallel the interests of the average citizen, parents wants and needs are often considered last. Low-income families are particularly disempowered. While wealthy parents might in fact choose to remove their children from public schools and send them to private schools, or they perhaps might even choose to move to a different neighborhood, poor families have no such recourse. Because of the steep financial costs of alternatives, public schools can attract and keep students without being particularly good at educating them.

These two anecdotes on housing and education suggest that we must reverse the policies of the last fifty years. The government has grown steadily larger and more intrusive, spending more and more money to tackle problems that simple cannot be solved with money. To avoid the mistakes of the past, we need policies that encourage self-sufficiency and maximize individual choice. Recognizing that many jobs today do not pay livable wages, it may be an appropriate policy for the government to subsidize low-income families with vouchers for housing and education, but that is where government intervention should end. The market should then take over. For example, it is inefficient and intrusive for governments to mandate "fair share" housing policies. There will obviously be a greater demand for low-income housing in some areas than in others, and the market is by far more accurate and efficient in measuring that demand than the government. Where there is sufficient demand, suppliers will appear. Individuals who are motivated and responsible will take advantage of the opportunities created through voucher systems, but it is otherwise inappropriate and unnatural (and expensive) for the government to try and help those who do not want to be helped and who are unwilling to "help themselves."

What Critics Say

- Less than half of the jobs in Minnesota pay a livable way. Sixty-one percent of Minnesota's 85,348 families in poverty have at least one person in the work force. Approximately 400,000 Minnesotans lack health coverage--72% of which are in the work force.¹⁶ If we want to create less dependency on the government and more dependency on the market and on the individual, we have to create a market system which allows responsible people to survive.
- Discrimination remains a significant barrier for people of color, no matter how "responsible" they are.
- Poor people do not have the time or money to lobby for their interests and rights. The wealthy, on the other hand, abuse their power and continue to get richer at the expense of the poor. The new Twins stadium is one example of how the needs and wants of the wealthy are considered above those of the poor.
- Everyone in this country receives government benefits of some sort. Whether it is in the form of a check or a tax deduction is immaterial. In fact, the federal government spends \$66 billion a year on mortgage-interest and property tax deductions for homeowners--two-thirds of which goes to families with incomes over \$75,000.¹⁷ This is more than *four times* as much as is spent on low-income housing programs.
- The poor will always be with us; a reserve labor pool is essential to capitalism.. The chief function of social programs is to regulate labor. When mass unemployment leads to outbreaks of turmoil, relief programs are initiated or expanded to absorb/control the turmoil and restore order. As turmoil subsides or as labor is needed, the relief programs contract, expelling those who are needed back into the labor market. Responsibility has nothing to do with it.
- The problem with social welfare policies in this country is not that we've done too much--creating dependency--but that we've done too little. The actual amount spent on programs like AFDC is very small. If we truly want to help people get back on their feet again, we need to invest more in these programs.

¹⁶ United Way of Minneapolis Area. The Face of the Twin Cities: Another Look. 1995. p. 9.

¹⁷ DeParle, Jason. *The Year that Housing Died*. The New York Times Magazine. 20 October 1996. p. 53.

'Brown was bigger than test scores'

Theodore Shaw

Vol. 15, Education Week, 01-01-1996, pp 42.

This year marks 42 years since the U.S. Supreme Court decided *Brown v. Board of Education*. For African-Americans, *Brown* meant more than the mandate to desegregate public schools. It meant the end of the *Plessy v. Ferguson* era of officially sanctioned American apartheid. *Brown* split American history into B.C. and A.D., in which the promise of the Constitution's protection and of full participation in the life of our democracy finally applied to all its citizens. The Supreme Court's decision was one of the sparks that lighted the fires of the civil-rights movement. It stands as one of the defining moments in American history.

Ironically, despite *Brown's* significance, public schools in 1996 remain deeply segregated. Many of the schools African-American students attend are dilapidated and dangerous places, where quality education is a distant dream. Those who graduate--or drop out--from these schools are ill-prepared to become productive workers in a global economy. For too many, *Brown's* promise remains unfulfilled.

Many African-Americans yearn for the pre-*Brown* days, when, as they now see it, black communities fared better. For them, *Brown* was based on a false and an insulting premise: that black schools were inherently inferior and that black children could not learn unless they were sitting next to white children, as if the magic dust of white superiority rubbed off in integrated classrooms and sifted onto black children, imbuing them with an ability to overcome their innate limitations.

Brown, of course, did not rest on such ridiculous notions. Its reasoning, however, was sufficiently vague to invite multiple interpretations. After all, *Brown* did say that "separate educational facilities are inherently unequal." And *Brown* left little doubt that it was black children who were on the short side of inequality: Segregation "may affect their hearts and minds in a way unlikely ever to be undone." The Supreme Court viewed segregation through the same flawed prism most white Americans have historically viewed the entire problem of race--as a black problem, not as an American problem. Subsequent desegregation remedies reflect that view.

It is not surprising, then, that many Americans, regardless of race, do not support school desegregation. Although most of the opposition has been framed in terms of busing, the real concern has certainly never been transportation. As one white mother said in a moment of candor during the height of the Richmond, Va., school-desegregation struggle in 1972, "It's not the distance, it's the niggers."

The prevailing opinion is that school desegregation has not worked. We are repeatedly told that test scores have not improved, quality education has suffered as a consequence of desegregation, and the monetary and emotional costs have been too high. In truth, data reveal modest academic improvement by black students and no negative effect on white students' performance on standardized tests in desegregated schools. Other studies reflect improved educational and employment opportunities for black graduates of desegregated schools. Whatever the effects of desegregation on achievement, *Brown's* promise was not about improved test scores. It was about how America would treat its citizens. It was about educational opportunity and basic fairness. Test scores are incidental, only partial and imperfect measures of the education process. *Brown* was bigger than test scores.



School-desegregation cases have addressed many problems afflicting African-Americans in public schools, including inadequate resources, discriminatory discipline policies and practices, and tracking. The cases have not produced a panacea. Given, though, that there is no federal right to a quality education, and given minorities' limited political influence, desegregation cases have sometimes been the best leverage for African-Americans to ensure educational equity for their children.

Contrary to popular belief, many school districts throughout the South and elsewhere have been successfully desegregated. Success, however, has been tenuous. Entrenched residential segregation means that busing has been a tool of necessity in school-desegregation plans. Federal judges, eager to return school districts to local control, are declaring school districts "unitary" and releasing them from compliance with the plans that cured their segregation.

School and housing segregation are inextricably linked and mutually reinforcing. Busing neutralized the effects of residential segregation on public schools. Plans to return students to neighborhood schools will only restore those effects. If Brown meant only that districts had to reach one moment in time when a judicial snapshot showed a desegregated district, the process has been an exercise in judicial absolution with little lasting effect.

Some African-Americans, weary of chasing white folks and insulted by the notion that black schools are inherently inferior, have welcomed an end to desegregation. Some have justifiably objected to racially patronizing aspects of poorly implemented desegregation plans. (Some school boards, for example, have established caps on minority enrollment in magnet schools in order to keep them attractive, or not too black, for prospective white patrons. If white students do not enroll in sufficient numbers, seats in these highly desirable programs simply remain empty.)

It would be a mistake, however, to romanticize the pre-Brown days of segregated public school education. Although some all-black pre-Brown schools were education gems, most were not. Moreover, segregation produced an artificially high-quality pool of teachers for black schools; black and female professionals had few options in those days. In our frustration with these days, we should not make the mistake of yearning for yesterday.

Our challenge is to provide quality education for all children, regardless of the racial composition of their schools. In many urban school districts, desegregation is not a possibility. White parents have fled schools in these districts, leaving them with a declining tax base and crumbling infrastructure. Supreme Court precedent has erected nearly insurmountable barriers to interdistrict desegregation. In 1973, the Supreme Court sanctioned property-tax-based school-funding schemes—even though such plans produce disparate allocation of resources between property-poor and property-rich districts. Separate but equal is no longer the law, but separate and unequal is fact.

We as a nation pay lip service to the principle of Brown. It has been said that "if you want a segregated America, segregate public schools." If, as a nation or as individuals, we give up on the promise of Brown, we forfeit our claims to integrity when we voice concern about racial divisiveness and balkanization. School desegregation in most communities is possible. It is a matter of will.

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*By Theodore M. Shaw The author is the deputy director-counsel for the NAACP Legal Defense and Educational Fund.*

Gary O'Neil  
Book  
Will  
Crain

# Mobility: Creating Choices

## No Turning Back?

*"Forty percent of America's cities are programmed to fail. Gary, Camden, and East St. Louis are already clinically dead. Bridgeport, Newark, Hartford, Cleveland, and Detroit are on life support systems. New York, Baltimore, Chicago, St. Louis, and Philadelphia are sinking. Through seemingly healthy, Boston, Minneapolis, and Atlanta are already infected."*<sup>1</sup>

Dean Rusk, urban policy expert and author of Cities Without Suburbs, visited the Twin Cities a few years ago. He warned that Minneapolis and St. Paul were headed down the same one-way track that cities like Detroit and Cleveland have already traveled. The basic pattern remains the same: poverty concentrates in the core, middle class flight accelerates, and the core is left with a higher percentage of poor families but less resources to meet their needs. As a result, we end up with a polarization of the region along race and class lines.

"Inelastic" cities that are unable to expand their city limits are programmed to fail, according to Rusk, because they become "their own suburbs' poorhouse."<sup>2</sup> For many reasons -- a lack of affordable housing in the suburbs, limited mass transit in the region, discrimination in lending and realty markets, myopic city politics, racism -- low-income families in the Twin Cities have remained trapped within city limits, and largely, within certain neighborhoods. When poverty is concentrated, it exacerbates a myriad of other problems: poor schools, crime, unemployment, drugs, dependency, and illegitimacy. The most effective solution is simply to get people out of the ghettos and into neighborhoods with good schools and job opportunities.

## Poor Communities = Poor Schools

Education is typically viewed as the path to self-sufficiency. History is rife with examples of individuals from disadvantaged backgrounds who pulled themselves up "by the bootstraps" and out of poverty. Clarence Thomas and Colin Powell-- prominent, successful, national figures. Through hard work and dedication, these two individuals defied the odds. But unfortunately, those odds are hard to beat. These men are statistical anomalies. The reality is that for children who grow up in poor families and live in poor communities, the odds of escaping those deprivations are infinitesimal. A school may be a child's only hope for a transcendent future, and when that school is overcrowded, impersonal, and gray as well, hope fades fast. At the very minimum, then, we must assure that children have access to good schools.

In Minnesota, many options currently allow families to choose their school. The "open enrollment" option, for example, allows students aged 5 to 18 to transfer to public schools outside of their residential district unless the receiving district does not have room or the transfer will have a negative impact on desegregation efforts. Currently less than 2% of all students take advantage of this option.<sup>3</sup> A major obstacle for poor families, however, is the fact that transportation is not provided for students using the open enrollment option. If the family does not have a car, and because public transportation is not available to all areas within the suburbs, choices are effectively limited. Moreover, some parents may be unwilling or unable to invest the time and money seeking

Without  
Affirmative Action  
Opportunities  
School  
or  
Transportation

<sup>1</sup> Rusk, David. "Without Urban-Suburban Unity, Cities Future Looks Bleak." Pioneer Press. 10 June 1994.  
<sup>2</sup> Ibid.  
<sup>3</sup> The Carnegie Foundation for the Advancement of Teaching. School Choice. Princeton, NJ: The Carnegie Foundation, 1992.

out a quality school for their child. As a result, transportation subsidies and extensive outreach programs are vital if school choice programs are to provide options to the families who need them most.

Busing, of course, is another way in which we have traditionally attempted to provide low-income and minority students more opportunities in education. For more than 30 years now, cities across America have engaged in extensive busing efforts to create more culturally and economically diverse classrooms. Some people feel the results have been costly and largely ineffective, but a significant number of people still express strong support for desegregated schools. Research has shown that desegregation has modest positive effects on the achievement of black students, while having no negative affect on white student achievement.<sup>4</sup> Furthermore, students attending integrated schools have a better chance of attending selective colleges, majoring in technical fields, and working /living in integrated settings.<sup>5</sup> And while raising the achievement of children of color is important, equally important is how children are socialized to become the next generation of adults. Thus even if no gains in achievement were evident, one might still argue that busing is a worthwhile endeavor.

Whether resources available  
Use term -  
"Life changes"  
larger opportunities  
shred out

Desegregation proponents argue that the failure of desegregation-based education strategies to produce better academic results, particularly in regard to students of color, comes from its incompleteness. For example, we haven't done enough in our schools to make students of color feel welcomed and valued. There is a lack of diversity among the teaching staff in the region, and staff development efforts to help all staff develop skills, knowledge, and strategies to work with students from various cultural, racial and ethnic backgrounds have not been made. Moreover, even though schools may be desegregated, classrooms often are not. Once desegregated by school, children are often "re-segregated" by a tracking system that assigns minority children to the least challenging, least interesting classes, often taught by the least experienced or least motivated teachers. In other words, we should actually *try* busing before we condemn it.

OK

Overall, however, a child's educational opportunities and achievement depends on the entire spectrum of resources available through their *whole* environment: home, school, and neighborhood. How they speak and think, how they interact with others, their goals and dreams ... these things depend on where a child lives, and thus, how he or she sees the world. Is it hopeful and bright? Is it dangerous and threatening? Is it gray and sad? Even if one part of a child's spectrum thrives, it will, on average, not be sufficient to counter the impacts of the other two. This is not to say, of course, that we should abandon short-term desegregation strategies such as busing, but if we are ever going to make *real* changes, we will need to "exchange rose-colored glasses for binoculars and move from the false hope of a quick fix to slow but steady improvements in the long term."<sup>6</sup> That is to say, if we want desegregated schools, we need desegregated neighborhoods.

OK

## Barriers to Choice

Don't there more recent statistics?

The Twin Cities economy is increasingly becoming suburbanized. The region gained 225,000 new jobs in the 1980s, only 5,400 of which went to the central cities. As a result, there is a significant spatial mismatch between those who need the jobs and where the jobs are actually located. More than one in four households in the core lack a vehicle, making it largely impossible for low-income families to take advantage of job opportunities in the suburbs. For minorities, the percentages are substantially higher: 47% of African-American households, 56% of Native

<sup>4</sup>Minneapolis Public Schools. Quality Schools Report. 17 April 1993. p. 24.

<sup>5</sup>Ibid p. 24.

<sup>6</sup>O'Connor, Debra. Promises Unfulfilled. St. Paul Pioneer Press. 11 May 1995, p 10A.

American households, and 36% of Asian households lack a vehicle.<sup>7</sup> Bus routes do serve the developing suburbs but only go to a limited number of locations and with much less frequency. Increasingly, the distance between job locations and people's homes is a major barrier of economic opportunity. OK

Perhaps the biggest barrier to low-income families, however, is the lack of affordable housing in the suburbs. Seventy-one percent of the rental units affordable to very low-income renters<sup>8</sup> and nearly two-thirds of the homes valued at \$60,000 or less were located in Minneapolis and St. Paul. Furthermore, the central city and the inner-ring suburbs possess a majority of the region's subsidized housing. While the central cities' share of all subsidized housing in the region has declined from 90% in the early 1970s to 65% today, the fact remains that low-income families still have a limited number of choices of where to live.<sup>9</sup> OK ?

There are many reasons why there is a shortage of affordable housing in the suburbs. Perhaps the biggest reason: zoning laws that prohibit the construction of low- and middle-income housing. Because so many vital services (such as education) are funded through property taxes, municipalities have an incentive to keep low-cost developments out of their communities. "Exclusionary zoning" occurs when municipalities increase the required standards of housing quality beyond those necessary for healthy and safety standards. Examples include specifications of minimum square footage for new homes and lots, prohibitions on multi-family housing units, maximum densities limitations, and garage requirements. For example, while the Metropolitan Council's Advisory Standard for minimum lot size (for single family housing) is 7,500 square feet, Minnetonka has a minimum lot size of 22,000 square feet. As well, Lakeville requires that each single family site provide space for a three-car garage regardless of whether the garage is constructed.<sup>10</sup> Though land costs, building costs, and utility connection costs, these requirements contribute significantly to the cost of a house. OK

Housing is a basic human need that changes with people's age and economic condition. Over their life span, people's needs change in respect to housing type, size, price, and location. As a result, exclusionary zoning not only keeps people out of communities, it actually "squeezes" established community members out as their circumstances or needs change. For example, when people retire and suddenly find themselves on fixed budgets, they may have to leave the community altogether if they cannot find housing which meets their needs. Hence it is not just low-wage workers who need housing options, but the elderly, young people such as students, and people going through life changes, such as women who become single moms after a divorce. OK

Other barriers for low-income and minority households include discrimination in lending markets. "Redlining," or the refusal by banks or companies to issue loans or insurance on property in certain neighborhoods, occurs quite frequently. The Federal Reserve Bank of Boston claims that people of color are sixty percent more likely to be rejected for loans for home purchase, improvement, or refinancing than similarly situated white applicants (controlling for financial, employment and neighborhood characteristics).<sup>11</sup> The incidence of racial discrimination specifically in the Twin Cities home mortgage lending market is well documented. Recent statistical analysis found that approximately 70% of the disparity between home mortgage loans rejection OK

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<sup>7</sup> Metropolitan Council. Trouble at the Core: The Twin Cities Under Stress. 18 November 1992. p. 20.

<sup>8</sup> Low income renters are those at 30% of the median income.

<sup>9</sup> Ibid p. 1-2.

<sup>10</sup> Lukermann, Barbara and Michael Kane. Land Use Practices: Exclusionary Zoning, de Facto or de Jure? Center For Urban and Regional Affairs. p. 17-18.

<sup>11</sup> The Institute on Race and Poverty. Examining the Relationship Between Housing Segregation and Persistent Segregation. (Executive Summary). 1996. p. 6.

rates of nonwhites and whites is due to the unequal treatment of similarly qualified loan applicants.<sup>12</sup>

Discrimination in the rental market is also severe. A review of seventy-one fair housing audits conducted in cities across the nation throughout the 1980s found that blacks seeking homes for sale encountered a 20% chance of discrimination (on average) while blacks seeking rental units faced a 50% chance of discrimination.<sup>13</sup> Similar discrimination exists for Hispanics, Asians, and Native Americans. A recent study conducted by the Minnesota Fair Housing Center on the rental practice in two Minneapolis Communities found the incidence of discrimination to be even higher. The MFHC conducted a series of survey tests in the Northeast and Southwest neighborhoods, and found that a total of 72.2% of the cases received different treatment based on race, family status, or public assistance status. In 55.5% of the survey tests, applicants received less favorable treatment based on race.<sup>14</sup> There was a range of discriminatory behavior uncovered: more information was offered to white testers than testers of color, white testers were encourage to fill out applications right away while testers of color were not encouraged to do so, agents not showing up for testers of color, units being unavailable for testers of color but available for white testers, testers of color being shown inferior units, and more burdensome terms and conditions for testers of color.<sup>15</sup>

Minivan Johnson

Latino

2

### What's the Prescription?

To prevent local governments from acting like monopolies, housing policies should be made at least in part on a regional level. A national myth holds that small government is better than big government. But according to Dean Rusk, our national reality is that small governments act to exclude racial and economic groups. "Broad-based government can promote diversity. In short, multiple, independent suburbs are machines to keep poor blacks and Latinos trapped in inner cities away from middle class America."<sup>16</sup> The power now held by dozens of independent, local governments should be placed in the hands of an effective, accountable, elected metropolitan government.

David

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At the very least, however, suburbs need to accept their "fair share" of responsibility for creating affordable housing. It is to their own benefit to provide life-cycle housing in a range of types and prices for their own community members as well as individuals wanting to re-locate closer to job opportunities. To prevent creating new pockets of poverty in the suburbs, low-income housing should be scattered throughout neighborhoods and communities. When poverty is not concentrated, it tends to mitigate many of the other problems often associated with poverty, such as crime and declining property values. In order to get suburbs to comply, special incentives may be needed. If tax incentives are not strong enough, mandatory policies with penalties for noncompliance could be adopted.

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<sup>12</sup>The Institute on Race and Poverty. Examining the Relationship Between Housing Segregation and Persistent Segregation. 1996. p. 54. (From Tze Chan and Samuel L. Myers, Jr., "Racial Discrimination in Housing Markets: Accounting for Credit Risk," *Social Science Quarterly*, Volume 76, No. 3, September 1995 and *Disparities in Mortgage Lending in the Upper Midwest Summary of the Results Using 1992 Home Mortgage Disclosure Act Data*.)

<sup>13</sup>The Institute on Race and Poverty. Examining the Relationship Between Housing Segregation and Persistent Segregation. 1996. p. 35.

<sup>14</sup>Minnesota Fair Housing Center. *Housing Discrimination: A Report on the Rental Practices in Two Minneapolis Communities*. December 1996. p. 9..

<sup>15</sup> Minnesota Fair Housing Center. *Housing Discrimination: A Report on the Rental Practices in Two Minneapolis Communities*. December 1996. p. 10.

<sup>16</sup>Rusk, Dean. *Without Urban -Suburban Unity, Cities Future Looks Bleak*, Pioneer Press. 10 June 1994.

Incentives directly to developers are another possible option. The state of Massachusetts, for example, adopted guidelines in 1969 requiring local governments to take regional needs into effect in the implementation of local planning and development standards in its "Anti-Snob Zoning Law." The law allows developers of projects that are at least 30 percent low-income affordable to bypass local planning commissions in securing permits. Developers have won most of the appeals filed as a result of the law, and some 20,000 units of affordable housing have been created.<sup>17</sup> Massachusetts also withholds federal and state assistance grants from municipalities that implement exclusionary zoning ordinances or unreasonable restrictions on private developments of low-income housing.<sup>18</sup>

Another possibility includes replacing exclusionary zoning with "inclusionary" zoning. Density bonuses and mandatory set-asides are two of the main instruments of inclusionary zoning. Density bonuses increase the permitted density of a development as the amount of affordable housing increases. Mandatory set-asides require developers to reserve a certain portion of units in each development for low- or moderate-income residents.<sup>19</sup>

On the flip side, the government needs to expand voucher programs and lending programs to enhance the purchasing power of low-income households. As well, the enforcement of anti-discrimination laws is critical. Housing audits, such as the one recently conducted by the MFHC, is one important and relatively inexpensive method of checking discrimination in the housing market. Courts rely on evidence gathered in such tests to determine if violations of the fair housing laws have occurred. An ongoing, comprehensive program of random testing with penalties for violators ought to be enacted.

Finally, community outreach efforts should be made to integrate new residents and make them feel a part of the community. Home-improvement training programs and seminars could be implemented to help new residents maintain their property. Mentoring programs would help the new residents learn what healthy communities demand in terms of values and responsibilities.

## Gatreaux Mobility

The strategy of giving the minority poor more choice in where they live can be traced largely to the relative success of a plan in Chicago that grew out of a 1966 lawsuit. Residents of the Chicago Housing Authority (CHA)--led by Dorothy Gautreaux--charged that the CHA reinforced segregation by locating nearly all public housing in overwhelmingly African American neighborhoods. The plaintiffs successfully sued to force HUD and the CHA to fund a rent-subsidy voucher program throughout the six-county Chicago area.

The Gatreaux Assisted Housing Program is the oldest and most renowned of the special mobility programs. Northwestern University sociologist James Rosenbaum and his colleagues found that improvements in economic outcomes for parents and educational outcomes for children are associated with enhanced opportunities in neighborhoods less severely impacted by poverty. Specifically, they found that children who had grown up in the suburbs were more likely to have completed high school, attended college, be employed, and earn higher wages.

Minneapolis, St. Paul, and a number of inner-ring suburbs already meet or exceed their share of affordable housing unit in the metropolitan area. Other communities, however, fall

<sup>17</sup> The Institute on Race and Poverty. Examining the Relationship Between Housing, Education, and Persistent Segregation. 1996. p. 34 (From Sylvia Lewis, "A Parallel Experience," in *Planning* 58 (May 1992): 14.

<sup>18</sup>Ibid. p. 35. (From Justin D. Cummin, *Recasting Fair Share: Toward Housing Law and Principled Social Policy*, 54 *Law and Inequ. J.* 339, 364, 1996.)

<sup>19</sup>Ibid. p. 35.

substantially short. The lack of affordable housing in the suburbs is one of the largest barriers to economic opportunity faced by low-income households.

### What is “affordable housing”?

Under standards established by the U.S. Department of Housing and Urban Development, housing is classified as “affordable” if it consumes no more than 30% of a household’s income.<sup>20</sup> Housing that exceeds 50% of income is defined as a severe cost burden. According to the 1990 Census, the region faces a serious need for affordable housing. There is a current shortage of over 36,800 units which would be considered affordable to low-income renters at the 30% benchmark. This shortage may even be understated as it fails to consider the current mismatch between low-income households and affordable housing units. Many of the units deemed affordable for low-income households are actually occupied by households with higher incomes. As a result, large percentages of the Minneapolis and St. Paul poor face severe housing cost burdens. In 1990, 76% of the region’s low-income renters (84,000 households) paid 30% or more of their income on rent, while 43% of these low-income households (48,000) paid over 50% of their income on rent<sup>21</sup>.

While the central cities still has the largest concentration of jobs, the fast-growing suburbs captured two-thirds of net-job growth in the 1980s. This trend is projected to continue on into the next decade.

*1990's state*

### Critics Say

- “The solution to pollution is not dilution.” It is better to help people where they are than disperse poverty into other communities. Instead of making other communities worse, we need to clean up the bad neighborhoods. (An influx of low-income families could lead to increased crime in the suburbs. As well, low-income home-owners and tenants of low-income housing projects who do not maintain their property will lower surrounding property values.)
- People move to the suburbs to escape crime and bad schools. It is not fair or realistic to expect suburban residents to take these problems on again.
- “Transplanted” low-income families may not share the same values as existing residents; as a result, they may feel alienated and cause problems.
- Efforts to desegregated neighborhoods and schools with high proportions of minorities assume that it is better to live and go to school in majority white settings. This is disrespectful of the strengths of communities of colors. Furthermore, people of color need to remain together in order to preserve their culture and maintain their political representation.
- “Mobility” may heighten racial tensions and lead to more racist encounters and attacks. Public transportation in suburbs does not provide 24 hour, 7 day-a-week service. The suburbs are not geared for families without vehicles.
- Dispersing poverty may help the few, token families who are lucky enough to escape the ghettos, but it does little for the people, schools, and deteriorated neighborhoods that are left behind. Even under the most renowned mobility program of all, the Gatreaux program in

<sup>20</sup>Until 1981, housing was considered affordable by HUD if it consumed no more than 25% of adjusted household income. This benchmark was raised to 30% under federal budget reductions in 1981.

<sup>21</sup>Metropolitan Council. Housing Policies for the 1990s. February 1994. p.2.

Chicago, very little improvement was seen in the neighborhoods from which the participants left.

- It is inappropriate for the government to interfere in issues that should be worked out through natural market forces.
- “Mobility” as an option will take a long time to implement. It is a gradualistic approach and will do little to help the thousands of poor who need help *right now*. Furthermore, it is a tokenistic approach. Past attempts to provide mobility to low-income families and people of color have been limited in scope, actually helping few people. Using the few “token” low-income and minority families living among them as proof that they have done their “share”, suburbs may feel they are then exonerated from the problems of the central cities.
- Even if obstacles are removed and the poor are granted more mobility, the fact remains that there is a general mismatch between the skills of the poor and the skills required by the available jobs.

## EDUCATION & HOUSING EQUITY PROJECT

122 West Franklin Avenue, Suite 310

Minneapolis, MN 55404-2452

Tel: 871-2519 Fax: 813-4501

E-mail: [ehep@micah.org](mailto:ehep@micah.org)

### **A SPECIAL ANNOUNCEMENT AND INVITATION**

**TO:** 1997 & 1998 West Metro Community Circle Participants and Friends

**FROM:** Dick Little, Coordinator, Community Circle Collaborative  
and Executive Director, Education & Housing Equity Project

**SUBJECT:** Invitation and Complimentary Admission to the *Premier Performance of the Fair Housing Theatre Event, "Like Waters Rolling Down,"* at the Adath Jeshurun Congregation in Minnetonka

I am pleased to invite you to "Like Waters Rolling Down," a musical play about fair housing created and produced by the Metropolitan Interfaith Council on Affordable Housing (MICAH) and the Illusion Theatre. This event is a "first of its kind" in the Twin Cities area. Over the next year, seven performances will take place in various regional locations.

**The premier performance will be on Tuesday, May 19, 1998 from 7:00 to 9:00 p.m. at the Adath Jeshurun Congregation, 10500 Hillside Lane, Minnetonka (just south of I-394 and Hopkins Crossroad).** If you would like more information, please give me a call, or contact MICAH at 871-8980 (fax: 813-4501, e-mail: [info@micah.org](mailto:info@micah.org)).

In last year's Community Circles, one of the biggest challenges we discussed was how to persuade our fellow citizens that affordable housing and inclusive communities are in *everyone's* best interests. How do we reduce the tensions, fear and opposition that arise when affordable housing is introduced? How can we engage those whom community leaders call the "resistance" in our conversations about making our communities welcome to all citizens?

The MICAH Play is a creative response to this challenge. Through songs, humor and skits, it is intended to open awareness and spark discussion about fair housing issues. The performance will be followed by an open conversation in which all participants are encouraged to take part. Opportunities to get further involved, including participation in the next round of community circle discussions, will be highlighted. It is my hope that this theatre initiative will move the community to a new level of understanding and commitment in grappling with one of our region's toughest challenges.

I urge you to attend this event and invite a friend or neighbor to join you. Come early to assure yourself a good seat. I'll be there to greet you!

# Community Circles

## *Education, Housing and Segregation*

In February and March 1999, the Minnesota Minority Education Partnership, Inc. (MMEP) and the Education & Housing Equity Project (EHEP) will join several organizations to co-sponsor citizen discussions on some of the most pressing social and economic issues facing our communities and metropolitan region.

Community circles are small, facilitated discussion groups that examine, discuss and deliberate on important policy issues. They consist of 8 - 12 participants who meet for five sessions of two hours each.

The circles will consider such topics as:

- reshaping schools so *all* children can learn together and ultimately succeed

and

- creating household stability to positively impact student learning.

Discussion results will be used to inform State and local policy makers. All participants are then invited to attend the Citizens Summit to be co-sponsored with the Minnesota Meeting and Minnesota Public Radio. Additional sponsors are needed (includes securing meeting location, invitations and recruitment).

For more information, call Carlos Mariani-Rosa at 612/330-1645 or Dick Little (EHEP) at 612/330-1505.

Purpose of position: Based on three goals -

Life of organization

Measuring success  
Full time objectives

## Education & Housing Equity Project

### POSITION DESCRIPTION

#### Position Title

Executive Director or Coordinator

#### General Description:

Overall management and administration of this emerging nonprofit focused on linking the issues of school desegregation/integration with the broader problem of residential segregation.

Key responsibilities will be:

- Assisting the Board of Directors in planning the direction and strategy of the organization, particularly in terms of coalition building and community education / dialogue.
- In partnership with the Board and others outside EHEP, building a broad-based coalition that can advocate for more inclusive communities and schools. This includes identifying potential coalition members; helping bring those members into true collaboration, toward a common purpose, specific goals, and committed partnership; and working to implement the coalition's goals;
- Planning and implementing various public education projects on these issues including study circles (see below), presentations to policy makers and community groups, speakers' bureaus, and working with various media outlets and contacts;
- Coordinating and providing primary staff support to the Community Circle Collaborative, a metrowide study circle project initiated in early 1996. Primary responsibilities here are: acting as the main contact for collaborative partners, potential sponsors, facilitators, and participants, and the media; supervising the research and writing of the discussion guide; coordinating the kick-off of the study circles; assisting in the coordination and support of the study circles; and overseeing the process for obtaining and sharing the results of the study circle discussions.
- Overseeing EHEP's administration and organizational development, including fundraising, supervision of paid and unpaid staff, corporate record keeping, and Board development and support.

Kinds of accounts -  
Investing of money.

Call Jim -  
re: Participation in EHEP  
Keep IORP on Board

05/09/97

3 to 6 months  
goals

# Education & Housing Equity Project

## Board of Directors

### **Michael Anderson**

East Side Neighborhood Development Company  
900 Payne Avenue  
St. Paul, MN 55101  
tel: 771-1152 (w)  
774-4683 (h)  
fax: 771-7739

### **Barbara Bearman<sup>2</sup>**

NAACP, Minneapolis Branch  
4401 Park Glen Rd #201  
St. Louis Park MN 55416  
tel: 925-0567

### **Institute on Race & Poverty**

415 Law Center  
229 19<sup>th</sup> Avenue  
Minneapolis MN 55455  
tel: 625-5344 (Jim Hilbert, Legal Fellow)  
645-2607 (Jim at home)  
fax: 624-8890

### **Josie Johnson**

400 Groveland Avenue  
Minneapolis MN 55403  
tel: 874-8172

### **Mathew Little<sup>3</sup>**

NAACP, Minneapolis Branch  
2670 Germain Court  
Maplewood MN 55109  
tel: 773-8141

### **Van D. Mueller**

University of Minnesota, Department of Education  
Policy & Administration  
3609 Maplewood Drive  
Minneapolis MN 55418  
tel: 624-7093 (w)  
789-3600 (h)  
fax: 624-3377

### **Joy Sorensen Navarre**

MICAH (Metropolitan Interfaith  
Council on Affordable Housing)  
122 W. Franklin Avenue, Suite 320  
Minneapolis, MN 55404  
tel: 871-8980 (w)  
225-9403 (h)  
fax: 871-8984

### **Georgina Y. Stephens<sup>1</sup>**

Cowles Media Company  
329 Portland Avenue  
Minneapolis MN 55415  
tel: 673-7060 (w)  
222-5515 (h)  
fax: 673-7020

### **Jerry Timian**

St. Louis Park School Board  
4115 Raleigh Ave So  
St. Louis Park MN 55416  
tel: 291-8426 (w)  
924-9139 (h)  
fax: 291-8353

## Staff

### **Dick Little, Director / Coordinator**

Education and Housing Equity Project  
122 W. Franklin Avenue, Suite 320  
Minneapolis, MN 55404  
tel: 871-8980 (w)  
724-5662 (h)  
fax: 871-8984

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<sup>1</sup> Treasurer

<sup>2</sup> Secretary

<sup>3</sup> President

# EDUCATION & HOUSING EQUITY PROJECT

## Mission Statement

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

## Current Activities:

(1) Exploring how to build a coalition that can work for racially and economically inclusive communities and respond to the segregation and disparities now developing in the housing and schools of the Twin Cities metro area.

(2) Working in collaboration with other housing, education, religious, and anti-racism organizations to plan and implement a metro-wide study circle and community forum project for 1997 that focuses on the questions: "How does racial and economic segregation of housing affect educational achievement and life opportunities of Twin Cities' children?" and, "What can citizens do individually and collectively to enhance the educational and life opportunities for all children in the Twin Cities metropolitan area?"

## Contact Information:

122 West Franklin Ave, #320  
Minneapolis MN 55404  
tel: 871-8980  
fax: 871-8984  
e-mail: micah@mtn.org

Staff:  
Dick Little, Coordinator

122 WEST FRANKLIN AVENUE, #320 \* MINNEAPOLIS, MN \* 55404  
PHONE: 612-871-8980 \* FAX: 612-871-8984 \* EMAIL: MICAH@MTN.ORG

METROPOLITAN INTERFAITH COUNCIL on AFFORDABLE HOUSING

"Do justice, love mercy, walk humbly with your God."

Micah 6:8



**Board of Directors**

**Rabbi Harold Kravitz - President**  
Adath Jeshurun Congregation

**Rev. Lois Vetvick - Vice-President**  
Mary's Shelter

**Caren Dewar Saxton - Secretary**  
Seward Redesign Inc.

**Carolyn Olson - Treasurer**  
Greater Mpls. Metropolitan  
Housing Corporation

**Joseph Errigo**  
Westminster Corporation

**Donna Fairbanks**  
MHFA Indian Housing

**Thomas Fulton**  
Family Housing Fund of  
Minneapolis and St. Paul

**Msgr. James D. Habiger**  
Minn. Catholic Conference

**Rev. Mark Hanson**  
Univ. Lutheran Church of Hope

**Cynthia Jones**  
Women's Community Housing

**Rev. Dick Lundy**  
St. Luke Presbyterian Church

**Ana Moreno**  
Housing Consultant

**Judy Traub**  
Adath Jeshurun Congregation

**Rev. Arthur Tredwell**  
Exodus Development Company

**Joanne Tromiczak-Neid**  
Sisters of St. Joseph

**Sue Watlov-Phillips**  
Elim Transitional Housing

**Carol Wirtschafter**  
Jewish Community Relations  
Council/ADL

**Rabbi Martin Zinkow**  
Mt. Zion Temple

**STAFF**

Mike Anderson  
Executive Director

Karen Kingsley  
Associate Director

March 20, 1995

Ms. Barbara Bearman  
Citizens for an Integrated Community  
4401 Park Glen Road # 201  
St. Louis Park, MN 55416

Dear Ms. Bearman:

The MICAHA Board at its March 2, 1995 meeting granted me, as MICAHA's Executive Director, the authority to enter into agreement to become the "fiscal agent" for Citizens for an Integrated Community.

Attached is the Fiscal Agent Policy which must guide our relationship.

I look forward to working with you on these complex and interrelated issues of school desegregation and housing.

Sincerely,

Mike Anderson  
Executive Director

## **Community Circle Collaborative**

### **Lead Partner**

Education and Housing Equity Project

### **Organizing Partners**

Citizens League

City of Minneapolis, Office of the Mayor

Institute on Race and Poverty, University of Minnesota

INTER-RACE, Augsburg College

Macalester College Department of Urban Studies

Metropolitan Interfaith Council on Affordable Housing

Minneapolis Initiative Against Racism

Minneapolis Public Schools

Minneapolis Neighborhood Revitalization Program

Minnesota Minority education Partnership

Minnesota Public Radio Civic Journalism Project

Minnesota Churches Anti-Racism Initiative of the Greater Minneapolis, Minnesota, and  
St. Paul Area Councils of Churches

Minnesota Fair Housing Center

Minnesota Meeting

People's Institute for Survival and Beyond, North Chapter

Southside Neighborhood Housing Services

Twin Cities Free-Net

Urban Coalition

West Metro Education Project

### **Funding Partners**

Bremer Foundation

Bush Foundation

Center for Urban and Regional Affairs

Minneapolis Foundation

Saint Paul Foundation

### **National Partners**

Study Circles Resource Center

Kettering Foundation / National Issues Forums

In addition to the organizing and funding partners, many partner organizations and individuals are joining the collaborative as resource partners, facilitators, and as sponsors of the community circles being convened throughout the metropolitan area.

## **Education & Housing Equity Project**

### **PROGRAM BUDGET**

#### **PRODUCTS / EVENTS**

##### **COMMUNITY CIRCLES – (Round #1)**

- 1) Sponsor Kick-off**  
**Sponsor Packet & Video Product**
- 2) Newsletter #1**
- 3) Facilitator Training (2 meetings)**  
**Facilitator Packet & Video Product**
- 4) Conversation Guide and Bibliography**
- 5) Community-wide Forum (Macalester College)**  
**Video Product**
- 6) Citizens Summit (Minnesota Meeting)**  
**Print-out of Product**
- 7) 50+ Community Circles (3 – 6 meetings each)**
- 8) Written Reports from Community Circles;**  
**Synthesize into Common Report**
- 9) Network Mailing / Phone / FAX / E-mail / List – Data Base**
- 10) Newsletter #2**
- 11) Evaluations & Circle Data from Facilitators & Sponsors**
- 12) Focus Group Meeting with Facilitators & Sponsors**

## Community Circle Collaborative

### Accomplishments December, 1996 – May, 1997

| <u>Date(s)</u>            | <u>Task(s)</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 12/10/96                  | Community Circle Dialogue, "Beyond Busing", Kick-Off<br>100 + Attendees, "call to action" to potential sponsors<br>Presenters: Mayor Gail Dorfman, St. Louis Park; Former Mayor Lattimer, St. Paul; Dr. Josie Johnson, Project Chair; Curt Johnson, Chair, Metropolitan Council; Yusef Mgeni, President, Urban Coalition<br>Sponsors completed the "Pledge of Participation", and "Sponsor Packets" were distributed & Video produced                                                                                                                                                                                        |
| February, 1997            | Newsletter – <u>News from the Community Circle Project</u> , "Beyond Busing: A Metrowide Dialogue on the Challenges of Education and Housing Segregation" published and Distributed                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 02/15/97<br>&<br>02/20/97 | Two Facilitator Training sessions were held at Augsburg College<br>100 + Attendees, "Facilitator Packets" distributed and Video produced                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| March –<br>May, 1997      | Preparation and distribution of the <u>Choices for Community: A Regional Conversation About The Challenges of Education, Housing And Segregation In The Twin Cities Metropolitan Area</u> , Community Circle Discussion Guide (1000+ copies) and Bibliography                                                                                                                                                                                                                                                                                                                                                                |
| April –<br>May, 1997      | 40 – 50 Community Study Circles were convened throughout the Twin City metro area involving approximately 350 – 500 participants, 3 – 6 meetings for each Circle                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| May, 1997                 | Preparation and update of Community Circle Collaborative Data Base – 500+ entrees                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 05/29/97                  | "COMING TOGETHER: A Metro-Wide Gathering of the Community Circle Study Groups" – Addressing the Challenges of Education, Housing and Segregation<br>150 + registrants and attendees representing 17 city and suburban communities, Video produced<br>co-sponsored by the Community Circle Collaborative and the Education and Housing Equity Project, And the Department of Urban Studies, Macalester College<br>Moderators: George Lattimer, Professor of Urban Studies, Macalester College; Vivian Jenkins Nelson, President, INTER-RACE, Augsburg College; Martha McCoy, Executive Director, Study Circle Resource Center |

**Community Circle Collaborative**

**Future Projects**

**June, 1997**

**Date(s)**

**Task(s)**

**Written Report of the "COMING TOGETHER" Forum**

**Written Reports from Community Circles**

**Preparation of Common Report**

**Evaluations & Circle Data Surveys from Facilitators & Sponsors**

**Focus Group Meeting with Facilitators & Sponsors**

**"Citizens Summit" (Minnesota Meeting) – Study Circle Follow up  
for Facilitators & Participants; national spokesperson  
Noon time presentation**

**Newsletter – Issue #2**

**COMMUNITY CIRCLE COLLABORATIVE  
EDUCATION AND HOUSING EQUITY PROJECT**

**122 West Franklin Avenue, Suite 320**

**Minneapolis, Minnesota 55404**

**Phone: (612) 871-8980**

**Fax: (612) 871-8984**

February 28, 1997

Mr. George A. Garnett  
Vice President, Programs  
The Minneapolis Foundation  
A200 Foshay Tower  
821 Marquette Avenue  
Minneapolis, MN 55402

Dear George:

Thanks for the very productive meeting earlier this month. It is a great pleasure to work with funders who are not only supportive of our work but also eager to offer new ideas and to actively help shape projects. You and Paul Williams are both great assets to our work and we thank you.

This letter is to outline the elements of a "Citizens Summit" on creating better schools and affordable housing for every resident of the Twin Cities. The project is designed to bring some closure to the "Community Circles" meetings now or about to be underway; to honor the work these dedicated citizens have undertaken, to provide a forum for further exchange of ideas (now in the form of more concrete solutions and next steps) among these diverse citizens, to further build connections among citizens metro-wide to *act*, and, finally to generate attention for those ideas among local and national policy leaders, the media and the public.

As we discussed, our plan is to hold a major public forum featuring a speaker of national stature. The program will be co-hosted by the Community Circle partners and the Minnesota Meeting. I've had a long conversation with George Latimer and he agrees that Andrew Cuomo, the new Secretary of HUD, would be an ideal speaker. Mr. Cuomo has expressed a keen interest in what we are doing - and George thinks we have a very good chance at getting Cuomo within our May timeline.

The Citizens Summit with Mr. Cuomo will have two parts:

**1) A Citizens Forum with the participants from the Community Circle project.** At the forum, participants will present their best ideas for moving from ideas to action on better integrating the metropolitan area. The session will be fully interactive, with the participants having the ability to electronically vote on or rate the various ideas presented. The forum will be moderated by Mr. Latimer and co-facilitated by Jayne Marecek, president of EXPRESS.

In addition to Mr. Cuomo, the forum will be attended by a number of local policy makers/elected officials, from suburban, urban, metropolitan, school, county and state government - all the key officials working on or influencing these issues. The goal of the meeting will be to have these policy makers present to listen to citizens, and to understand the depth of support for their ideas. Our plan is to have 150-200 citizen participants from the study circles join us for the sessions, as well as several dozen policy makers.

2) **A Minnesota Meeting address.** In conjunction with the forum, the Minnesota Meeting will also host an address by Mr. Cuomo. The larger group of community leaders – largely from business and the professions – will join the 200 or so participants from the morning forum for the Minnesota Meeting, which will likely be held just after the forum. It will be very easy for the forum participants – and the elected officials – to stay on for the luncheon, which will be broadcast live on the stations of Minnesota Public Radio. The Minnesota Meeting will also give Mr. Cuomo an excellent opportunity to relate to this larger audience his understanding of the work of that happened that morning. Our target date remains late May.

The cost of the above is \$8,000. That cost will cover complete use of the EXPRESS Communications interactive meeting technology at the forum, and provision of the firm's expertise on meeting design, agenda-setting, media relations, and planning of such events. That amount includes \$1,000 to cover all miscellaneous costs associated with the forum (mailing, copying, etc.) and to purchase lunches for some participants. The Minnesota Meeting will cover all travel and lodging costs for Mr. Cuomo, will provide its staff for making all logistical arrangements and coordinating the large-scale meeting itself, will allow all participants to attend the Minnesota Meeting at the membership rate of \$18 and will provide luncheon scholarships for lunches of some non-profit participants (with the project picking up some, too, on a needs basis).

The Community Circles project will handle all communications with the participants and the elected officials (with professional communications advice and support from EXPRESS, which has handled many similar public policy programs) and will actively recruit diverse participants.

As we stated at the meeting our goal is to bring together a group of diverse people who are all committed to moving ahead on these important issues, to "change how we do business" on these issues (schools, housing and segregation), to quote George Garnett. The group will include diversity by race, gender, income, geographic location and political perspective – and profession. We want new people in this discussion – including business owners and a very good mix of suburban and urban people.

We also desire to provide an evening forum for Community Circle participants, especially for those participants who will not be able to attend the daytime forum coupled with the Minnesota Meeting.

This forum will be moderated by Mr. George Latimer and Ms. Vivian Jenkins Nelsen and will use an interactive process modeled after the public deliberations of the Kettering Foundations National Issues Forums and the Study Circles Resource Center. It will be held prior to the Minnesota Meeting forum, to enable the fullest possible input into the Citizens Summit. The cost of doing that forum is, at minimum, \$2,000. Accordingly our total request from the Minneapolis Foundation (and its partnering funders) is for \$10,000.

We think it would be ideal to have the project jointly funded by the Minneapolis Foundation and the Saint Paul Foundation (or another major St. Paul-based funder). Please do not hesitate to call me – or any of us – with questions. Thanks, again.

Sincerely,

Dick Little, Coordinator

cc: Paul D. Williams, Project Manager, *Building Better Futures*, The Minneapolis Foundation  
Mike Anderson, Board Member, Education and Housing Equity Project  
Jayne Maracek and Ken Darling, EXPRESS Communications/Minnesota Meeting  
Leonard Witt, Minnesota Public Radio Civic Journalism Project  
George Latimer, Professor of Urban Studies, Macalester College

**Subject: Community Circles and Minnesota Milestones**

**Date: Tue, 05 Aug 1997 15:40:57 -0500**

**From: Jay Fonkert <jay.fonkert@mnplan.state.mn.us>**

**To: micah@mtn.org**

To: Dick Little

Fr: Jay Fonkert

I'm guessing/assuming this is the same Dick Little who once upon a time was at HUD? How are you doing?

We are in the process of updating Minnesota Milestones, a collection of goals and performance measures for Minnesota. A friend here at the agency showed me materials from your Community Circles program. It occurs to me that we might be able to learn something from the ideas coming out of your process. Your focus on segregation and opportunities for children relates to several of our Milestones goals.

... which leads me to ask if you might be willing to lend some of your expertise to our process. I will soon be getting together a group of people to advise concerning our indicators dealing with community involvement and diversity?

I am also curious to learn more about the Circles process. Perhaps it is too late for your current cycle, but I have the crazy idea that perhaps our district planning council could help sponsor a circle or two. The idea fits very nicely with the council's citizen participation mission. I am a former president, so have at least some influence, should you be interested.

Jay Fonkert  
MN Planning  
296-4701

**PROPOSAL: ANTI-RACISM TRAINING FOR FACILITATORS**  
**COMMUNITY CIRCLE COLLABORATIVE**  
*Draft*

**PARTICIPANTS**

This proposed training program is intended for the facilitators of the Community Circles dialogue process. It would function as part of the kit bag of tools facilitators would receive in their preparation for leadership of the circles.

**AIMS AND OBJECTIVES**

This training is intended to develop a common understanding of the nature and dynamics of racism among facilitators of the Community Circles. The training is based on an analytic screen which identifies racism as systemic and institutionalized - as well as individual and interpersonal. It will strengthen facilitators' capacities to think systemically and to analyze institutional/organizational life with regard to the dynamics of racism.

The role of this training is to enable facilitators to assist the Circles in **bringing focus** to their deliberations and **moving toward an action format**. Facilitators would bring a common perspective regarding the character of racism to the process. This training would not dictate the substance of the dialogues or the action solutions the Circles frame. It would, however, influence the way solutions are framed and the context of deliberation.

The training design will help facilitators gain a deeper understanding of the dynamics of systemic racism in communities and institutions, will provide the opportunity to apply this perspective to particular institutions, and will suggest approaches for adapting this perspective to the Circles process.

**TRAINING DESIGN**

The proposed training could be accomplished in either of two time-frames:

a 24 hour format which would begin in the evening and would finish the following day prior to the dinner hour; two six-hour sessions which might be done on succeeding Saturdays.

The program would be composed of four modules: 1) developing an analytic screen based on the functional definition of racism as *race prejudice plus the power of systems and institutions* ; 2) working through the impacts of this perspective on communities of color, white Americans, and the covert social programming which shapes and reinforces institutional life; 3) creating initial strategies to dismantle racism and promote institutional change; 4) applying this perspective to the Community Circles process.

The training process will be highly participative and experiential. It will utilize a variety of methodologies and media to engage participants and deepen the educational process. It will include a rhythm of large group-small group process which will aid participants in applying the perspectives gained to life situations.

The training process would be facilitated by Nadine and James Addington, Co-Directors of the Tri-Council Coordinating Commission. The Commission staffs the *Minnesota Churches' Anti-Racism Initiative of the Greater Minneapolis, Saint Paul Area, and Minnesota Councils of Churches*. The Initiative is a four-year old ecumenical venture which has provided anti-racism training and organizing assistance to the religious community in Minnesota.

**For further information contact:**

**Nadine or James Addington**

**TCC**

**122 W. Franklin Avenue, suite 100**

**612/871-0229; fax 612/870-3622**

Intercultural Communication Workshops  
4604 Columbus Avenue South  
Minneapolis, MN 55407  
(612) 827-4424  
bushnell@freenet.msp.mn.us  
June 25, 1997

Mr. Dick Little  
Coordinator  
Community Circle Collaborative  
4904 29th Avenue South  
Minneapolis, MN 55417

Dear Dick,

As you requested in your phone call last week, I am sending some parameters for the two aspects of intercultural relations we discussed: 1) workshops on understanding cultural difference and communicating between cultures and 2) increasing successful recruitment of diverse people.

### I. INTERCULTURAL COMMUNICATION TRAININGS

Cultural difference--the fact that people follow different cultural rules and have different goals, norms and values based on their acculturation--is the cause of tremendous problems in every aspect of life. The origin of these problems in different cultural programming is usually not recognized; rather it is assumed that the other individual or group is, at least to some degree, either evil or insane, that they are either too mentally deficient and ignorant to know "the right way to act" or are willfully disregarding it. Obviously such problems can undermine the good work done by projects like the Community Circle Collaborative.

#### Background on the Intercultural Relations Field

A great deal is known about how to bridge gaps caused by cultural difference. This knowledge is embodied in the intercultural relations field, an interdisciplinary outgrowth of sociology, psychology, communication studies and other areas. The current interest in this study can be traced back to the experiences of diplomats and Peace Corps Volunteers, who learned the hard way that intelligence, talent and good intentions alone did not usually guarantee success.

The intercultural relations field is becoming more important every day in a world where many businesses are global, teachers find immigrants from around the world in their classrooms, and diversity is everywhere. One of the two main

centers of this study in the U.S., and probably in the world, is the Intercultural Communication Institute in Portland, Oregon, through which I am currently completing a masters degree in intercultural relations.

### Methods

Strategies used in intercultural workshops and trainings include increasing cultural self-awareness, making stereotypes conscious, learning to distinguish between *describing*, *interpreting* and *evaluating* an event (called the D. I. E. method), analyzing brief stories of cultural misunderstandings called *critical incidents*, and role plays where several participants act out a scene which is then discussed by small groups or the group as a whole.

Some of the most important tools are *simulation games*, which convincingly recreate such experiences as cultural shock, negotiating reality among diverse people, and occupying a different culture or economic stratum from what one now occupies. All hands-on exercises are accompanied by a debriefing which illuminates the experience, brings forth personal insights and cements the new learning. These experiences are effective, memorable, and can be life-changing.

### Specifics of Proposed Trainings

I recommend that most if not all participants in the Community Circle conversations have at least a minimum (one-half day) of intercultural training to avoid falling into the common yet avoidable traps of misinterpretation, stereotyping and intercultural confusion which can derail a discussion of civic issues before it starts. I further recommend that the group facilitators, as well as interested directors, sponsors and advisory board members of the project, attend a day-long workshop

### The Half-day Workshop

The half-day (2- to 3-hour) training session would begin with an introduction to the meaning and importance of culture and intercultural communication issues, both as a source of difficulty and as a source of richness and opportunity. It would continue with a selection of the activities and exercises described above, designed to help participants understand themselves as cultural beings, probe the issues involved in intercultural interaction, and develop insights and strategies which will reduce stereotyping and facilitate effective and enjoyable communication and relationship building within the Community Circle Project. These workshops are designed to alternate lecture and discussion with plenty of hands-on activities. While a great deal of useful knowledge is transferred and personal insights are facilitated, participants experience the trainings as stimulating and enjoyable.

### The Full-day Workshop

The full-day training would use a larger selection of the tools listed above and touch upon useful and prominent theories like the Developmental Model of Intercultural Sensitivity, various Ethnic Identity Development Models, and Variations in Value Orientations between cultures. This material, which is based on a great deal of research worldwide, will be presented in an understandable and interesting way. We'll also look at some problem-solving techniques for facilitators, and include one or more of the longer simulations, such as *Barnaga*, *Albatross*, *Bafa Bafa* and *Star Power*, which actually mimic intercultural situations and difficulties (such as culture shock, economic disparity, and negotiating reality between two cultural worldviews) in ways that facilitate deep and permanent changes in participants' worldviews respecting cultural difference. Both workshops would probably include the eye-opening half-hour video, The Intercultural Classroom, called "one of the best training films ever made" by sociologist Edward T. Hall.

### Workshop Requirements

Up to 50 people could participate in each half-day or full-day training session. The trainings require a large room with easily movable chairs and desks or tables to facilitate different kinds of activities. The room should be as pleasant as possible with a feeling of openness to maximize the comfort of people who will be facing new situations. A continental breakfast should be provided for the half-day participants, with lunch added for the full day-session. Eating and talking together in a comfortable atmosphere cements the new learning and developing friendships of workshop participants. Though intercultural training is fun, it is also work, and people who are dealing with a number of deep new experiences and concepts need to be supported as well as challenged.

A trainer and a co-trainer are needed, both to lead sessions in which participants are split into smaller groups and to deal effectively with problems and questions. The presence of a few volunteers is also helpful.

## II. RECRUITING DIVERSITY

The following options should be explored as ways of interesting and recruiting ethnically and economically diverse people into the Community Circle discussion groups. The door should also remain open to other options which might emerge during the investigation process.

### Credibility

**Problem:** Many people of minority ethnicities are distrustful of majority-group efforts to recruit them into projects, believing their inclusion to be superficial "window-dressing" and a waste of time.

### Solutions:

- A. Provide specific, concrete assurances that ethnic minority input will be seriously considered by those with power to make changes, and may actually affect outcomes.
- B. Provide assurances and evidence that the project's search for diversity is not a superficial or faddish concern, but represents a real desire to include many cultural perspectives.

### Level Playing Field

**Problem:** Often 'minority' people attending events designed by 'majority' people find that their views and ways of doing things are excluded and discounted from the start by the basic structure and goals of the process, which are assumed to be universal, but are actually an expression of one ethnic group's norms. This means that only more assimilated people or bi-cultural people can participate, and even they must often "speak a foreign language", since a lot of their actual wisdom and experience is culturally unacceptable.

**Solution:** Find ways to adapt the project so it does not merely operate by White norms to seek White goals (business as usual.) Give participants evidence of this shift.

**Note:** This is the most difficult and complex of the recommendations here, since it involves a *second order change*, a change in the actual rules of the game, rather than a mere reshifting of the game pieces.

## Accessibility

**Problem:** People who are economically disadvantaged do not have the resources to participate in such a structured community discussion even if they would like to. The virtual exclusion of poor people gives a skewed picture of the opinions and situations of Twin Cities residents, depriving the conversation of a vital perspective.

**Solution:** Provide basic support and incentives for economically poor individuals to participate. Meetings organized around a shared meal, with child care and transportation provided, could provide an attractive time-out from the stresses of poverty and a breathing space in which citizens could share their valuable ideas and experience with their wealthier neighbors.

Also, sharing a meal in the course of discussion has the added advantage of appealing to the communal norm of many cultures (e.g., Native American, African American). If handled properly, this promotes bonding among participants.

**Note:** Discussion and possibly seating during the meal should be facilitated to some extent to insure that people do not merely interact with their own groups. If this is done sensitively it should not result in discomfort.

## Recruitment of Groups as Well as Individuals

**Problem:** White U. S. Americans are so used to thinking in terms of individualism that they imagine this perspective is universal, which is not. Many people from around the world and within the U.S. consider themselves as community members first, idiosyncratic individuals second.

Also, many people are not comfortable being the only representative of their group at a gathering. Even if they come once, they may never return.

Finally, many ethnic minority people find constant interaction with whites on the job, in school and in public life to be culturally stressful. Since these interactions are both stressful and unavoidable, these people are not likely to want to spend their discretionary, private time in the same way.

**Solution:** Provide a group participation option in which a group of representatives of a community, religious or other organization would be the "participant", rather than a single individual. Group members could attend together to give each other support, or take turns and report back to each other.

**Note:** Steps should be taken to insure that a group option does not result in confusion or fragmentation of the process. Possible pitfalls to keep in mind are: a) poor communication among group-option participants, resulting in confusion, and b) lessening of bonding among the larger group due to the appearance of a

succession of individuals rather than one individual. Awareness of the ramifications of a offering group-participation option should go a long way toward preventing these situations.

### Conclusion

It seems likely that implementing these four options, as well as being open to other avenues that appear in the course of research, networking and discussion, will result in much greater interest and more participation than would otherwise be the case.

The four avenues should be explored by researching what has worked in other programs and geographical areas, gathering information from local people as to what would attract them to participate, consultation with the Antioch University and Intercultural Communication Institute networks, and discussion among Community Circle Collaborative directors, advisory board members and consultants.

### Qualifications

In respect to my own qualifications, you should know that I come from a multi-ethnic background. My father was of Hispanic origin, and my nephew and niece are Mexican-American. My grandfather on my mother's side was Jewish, the son of a German-Jewish immigrant. In my twenties I spent four years in close relationships with African Americans, including one year spent exclusively in the African American community in San Jose, California.

I have made an extensive personal study of world religions for thirty years, including reading, study with teachers and groups, and various practice methods. This included deep engagement with Hindus, Muslims, Christians, and Baha'is and their traditions, as well as some involvement with Jews, Buddhists and Native Americans. This study involved experiences with people from all over the world, and the assimilation of a number of radically different worldviews. I am now a Muslim, and have friends from all over the Muslim world, while maintaining relationships with many other people. (My favorite colleagues are a Hassidic rabbi and the American widow of Rajput Hindu man.)

I have experienced and can empathize with both wealth and poverty. My father, the senior partner of the largest law firm in Nevada, gave me everything I wanted. After rejecting "establishment" values in the early 1970's, I had such experiences as lacking a dime for coffee, and living for several weeks (with friends) on a diet of unadorned spaghetti noodles or stale bread. Eventually tiring of poverty, I attended court reporting school and was employed as a court reporter in Hennepin and Ramsey Counties for six years, three working for a private firm (Shaddix & Associates, Bloomington) and three for Referee Richard Wolfson in Hennepin County Probate Court, which job I resigned at the birth of my son.

I was the founding director of the Spiritual Discovery Center, originally a culture-based program of workshops and events sponsored by Walker Church in Minneapolis. Our programs included presentations by Native and African Americans, a community-building workshop, and a "dialogue" between Jews,

Christians and Muslims. I also led an ecumenical community building activity called the Dances of Universal Peace twice a month for six years in the same location. I have tutored Arab students in English as a Second Language for the International English School, formerly in Minneapolis, and worked with Native American children as part of a summer program sponsored by Walker and All Saints churches. In addition, my family sponsored two Tibetan immigrants who lived in our home for three months and remain our "Tibetan family".

During the last few years I have lectured and given workshops on Islam and Islamic experiential mysticism for a number of organizations including the Open U and the Minnesota Humanities Commission (for teachers from around the state) and given other presentations for Macalester College and the College of St. Catherine. I also taught a "mini-Arabic" course at the Festival of Nations, and trained facilitators for the Community Circle Collaborative, as you know..

This spring and summer I assisted at an AFS students going abroad orientation, and facilitated a simulation game session for the University of Minnesota's annual Intercultural Encounters conference. Much of my time currently is taken up in completing my masters degree from Antioch University and the Intercultural Communication Institute. In this cutting-edge program which draws students and faculty from around the world, a number of evaluators have been extremely impressed by my writing, research and various presentations. (These references can be provided on request.)

This very broad and diverse experience of different cultures, economic levels, environments and human beings has given me the ability to empathize with almost anybody, and to function as a "cultural translator" in situations where people are not understanding each other.

Dick, I really thank you for asking me to bring my experience and training to bear on the intercultural aspects of the Community Circle program. I realize that what I am suggesting may be more elaborate and in-depth than you had planned, and since I don't know the scope of the grant you are asking for or the number of people that may be participating in a second round of discussions, I am working somewhat in the dark as far as estimating hours and costs.

Fifty is the largest number that could be effectively dealt with in this type of workshop. Even that is "pushing it" a bit, but I would like to expose a maximum number of participants to these concepts and experiences. If the group were reduced from fifty to thirty, I would probably not need to use a paid co-trainer for the half-day session, but could make use of volunteers. I am certainly willing to discuss trade-offs and details with you, but I am leaving for New York early this morning and wanted to get something in the mail to you before I left.

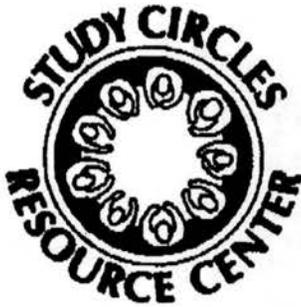
My basic charge at this point is \$750 for a full-day workshop, \$375 for a half-day workshop, and \$475 for a consulting project such as we discussed in relation to recruiting diversity, which would require quite a bit of research and telephoning. Added to this would be \$10 an hour for a workshop co-trainer.

While more time and research are required to develop the full details of a successful program to recruit ethnically and economically diverse individuals, I have no doubt that the combination of providing intercultural training with addressing potential participants' needs for *credibility, a level playing field, accessibility, and a group participation option* will greatly enhance the diversity, mutual understanding, and ultimate success of the Community Circle Project.

Yours truly,

A handwritten signature in cursive script, appearing to read "Karima Bushnell".

Karima Bushnell  
Director



**Study Circles Resource Center**  
 PO Box 203, 697 Pomfret St.  
 Pomfret, CT 06258

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

**Date:** 6/27

**For the attention of:** Dick Little

**Voice/fax:** 612-871-8984

**From:** Matt Leighninger

**Number of pages (including this page):** 3

**Comments:**

Good to talk with you -  
 I couldn't remember whether I'd  
 sent this to you. It may  
 come in handy when you + your  
 collaborators are thinking about  
 potential impacts of study circle  
 programs on legislation.

*M*

## The lessons of *Balancing Justice*

By Patricia P. Frazier, League of Women Voters of Oklahoma, and Matt Leighninger, SCRC

Citizen education has been a central mission of the League of Women Voters throughout its history. "Balancing Justice in Oklahoma," the most ambitious project the Oklahoma League has ever attempted, turned out to be as educational for its organizers as it was for the citizens. The project demonstrated that people didn't just want to recommend solutions to their state's corrections crisis; they were ready and willing to be part of those solutions.

The primary reason the League initiated this program was to bring the input and ideas of citizens to bear on state policymaking. David Mathews of the Kettering Foundation lists four situations where policymakers need direction from the public: when values are at issue and conflict erupts; when trade-offs have to be made; when the nature of the problem is unclear; and when there is political gridlock (Mathews, *Politics for People*, 1994).

It could be argued that all of those conditions were true of the state's corrections system during the summer of 1996. In the Balancing Justice study circles, Oklahomans rolled up their sleeves and got to work. Over 1,000 citizens were joined by judges, sheriffs, and legislators in productive deliberation about how to handle the twin challenges of skyrocketing corrections costs and falling public confidence in the system. The study circles occurred in thirteen communities, and over 50 state and local civic organizations and churches co-sponsored the project.

Following each meeting, participants gave summaries to local coordinators who compiled a report for that community. At the completion of the program, those reports were made into a final Balancing Justice report for the entire state (contact SCRC for a copy).

### House Bill 1213

The public dialogue generated in part by the study circles made an impact even before any of the participants' conclusions were in print. House Bill

1213, one of the most radical revisions of the criminal justice system in the history of the state, was passed in the first weeks of the legislative session and enacted into law.

"The Balancing Justice study circle program made a huge difference because it helped to create an atmosphere where we could try new things in the state of Oklahoma," said Senator Cal Hobson, who sponsored the legislation. Corrections reform bills had failed in the two prior legislative sessions; this one passed the House and Senate by a total vote of 140-2.

In their discussions, study circle participants identified two major goals for the corrections system: incapacitation of violent offenders, and rehabilitation of all offenders. Those values were behind their support for two policy

ideas: truth in sentencing, the idea that offenders serve all or most of their sentences; and community corrections, the notion that locally-controlled intermediate sanctions are often more effective and more economical than prison or probation. These two ideas turned out to be the two main components of the legislation.

The bill mandates that after July 1, 1998, violent offenders will serve 85 percent of their sentences before being considered for parole. This will result in increased time served by violent offenders in many categories. The bill also allocates \$5 million for alternative sanctions at the community level, which might include options like intensive supervision probation, substance abuse treatment, day reporting, and halfway houses. The allocation will rise to \$30 million over the next decade.

### A mandate for community involvement

In addition to the reasons cited by Mathews, Oklahoma's legislative leaders turned to the people for another important purpose: the implementation of the community corrections sections of HB 1213.

HB 1213 is a devolution bill which gives local governments the responsibility for dealing with many low-level offenders. The decisions regarding the local

"The Balancing Justice study circle program made a huge difference because it helped to create an atmosphere where we could try new things in the state of Oklahoma."

— State Senator Cal Hobson

reprinted from *Focus on Study Circles, Spring 1997*

implementation of this legislation must be made by community boards with citizen representation.

The mandate for community input contained in the legislation also mirrors one of the main themes of the study circle reports. "We would like for the Balancing Justice circles to be effective 'change agents,' and in helping to set policies that are balanced....Our group and others like us, as concerned citizens taking time to work on these things, should have a say," an Oklahoma City study circle reported.

It was clear in the reports that study circle participants thought of that involvement broadly: not only as a way to influence government policy, but as an opportunity to contribute their own efforts to criminal justice and violence prevention. The Tulsa report states the following:

"A fourth quite common recommendation was for more community involvement at all levels of the corrections system, both to cut costs and to increase effectiveness. Volunteering, support groups, mentoring programs both in prison and to support reintegration into the community, (as well as prevent crime) were recommended."

Other ideas mentioned in the reports included church outreach programs for former offenders, and job training partnerships between local businesses and corrections facilities. As the community boards

begin working, many of them will be using the study circle process and materials to get more citizens involved and create more local solutions.

### **Ownership and partnership**

The League accomplished its mission of citizen education with this program. However, Balancing Justice went beyond citizen education to the point where citizens felt they had "ownership" of the issue, and could collaborate with local organizations and public officials in developing strategies and solutions.

In this project, the League and the other organizers learned a great deal about the potential of the relationship between citizens and government. Balancing Justice demonstrated that people can innovate, can think of complex issues as community issues, can think of these issues as things that can be solved or at least addressed, and can think of themselves as being part of those solutions. The study circle infrastructure created by Balancing Justice – sponsoring organizations, trained facilitators, and enthusiastic citizens – can now be used in Oklahoma's communities for deliberation on future challenges. One of the Oklahoma City study circles put it best; they described their determination to effect change by quoting Margaret Mead: "Never doubt that a small group of committed people can change the world; indeed it is the only thing that ever has."

### *Contacts:*

*Trish Frazier, 405-236-5338*

*Matt Leighninger, 860-928-2616*

*Senator Cal Hobson, 405-524-0126*

This 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 integration involves and by offering assistance to communities as they seek to become better integrated.

### Our Project

That's the need. Here's what we propose to do in response to this need.

We want to take the public discussion about 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 integrated communities is going to 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 why integration is important and how it can be accomplished. Through this process, we hope that people can understand the value of integration for themselves and other people, as well as the whole society.

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 the effort to bring people together for informed and civil conversations, the most extreme voices will be free 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.

To be clear: We do have an agenda. As our organization's name implies, we are in favor of integrated communities. We believe this outcome requires tandem efforts to promote the integration of housing and education. We also understand integration has an important economic component, because of the hugely disproportionate number of people of color, especially African-Americans, who live in poverty.

Our project has three elements: 1) to create a broad coalition in the Twin Cities metropolitan area that can advocate for integrated communities, 2) to create informed public conversations that will advance integrated communities, and 3) to assist communities in becoming integrated. These three elements follow one another in a sequential order: The coalition of groups becomes the vehicle for organizing and conducting informed public conversations. The intent of the coalition-building and public conversations is to build community interest in becoming better integrated, a task which will require technical assistance.

1) There are a wide range of groups with a potential stake in the cause of integrated communities. Our coalition-building effort will focus on faith communities, elected officials (legislators, school boards, city councils, mayors, county boards), neighborhood groups, parents organizations, teachers groups, professional education programs, 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. It will require a labor-intensive effort to attract the participation of these groups in this project in ways that are appropriate to their interests and capacities. But these groups

constitute the essential infrastructure through which we can develop the broader public understanding and support for integrated communities.

2) This project seeks to encourage and inform public conversations about integrated communities via schools and housing. This will be done through public forums, smaller conversation circles, media contacts and workshops. Citizens for Integrated Communities will compile information and produce materials, both text and video, that can be used in support of these conversations. Citizens for Integrated Communities will also organize a speakers bureau of experts and community leaders available to speak with the media and attend meetings. However, we especially want to emphasize "conversation circles" — face-to-face meetings in non-threatening settings where people can feel comfortable about talking through these difficult and sensitive issues. We already have plenty of "town hall" events where citizens face the experts and authorities on the stage. We want to encourage citizens to come together and face one another for civil and informed conversations.

3) Finally, Citizens for Integrated Communities will assist communities in becoming integrated. We will employ organizers, both volunteer and professional, who will be able to "train the trainers" in local communities so they can follow through on the task of integrating schools and housing. We will serve as a resource for networking and an information-and-referral service to individuals and resources that communities can draw on as they seek to integrate. We will organize workshops with key stakeholders. This is obviously a long-term effort. But the coalition we establish at the start of this project becomes the infrastructure that can continue the conversations and continue the work of building integrated communities in our metropolitan area.

We anticipate that beyond the six-month start-up period which we hope the Otto Bremer Foundation will support, our organization will require an annual budget of \$150,000 per year for three years. The challenges are great and urgent, and we do not underestimate the resources that it will take to carry out this effort.

We hope you will find this proposal to be worthy of support. Please do not hesitate to contact us with any questions. Thank you for your consideration.

Sincerely,

MICAH, Executive Director  
Board Member, Citizens for an Integrated Community

Start-Up Budget  
Otto Bremer Grant  
July 1, 1995 - December 31, 1995

|                                |                 |
|--------------------------------|-----------------|
| Executive Director (half-time) | \$ 9,000        |
| Benefits @ 25%                 | 2,250           |
| Conferences/Meetings           | 1,950           |
| Rent                           | 1,200 ✓         |
| Furniture/Equipment Lease      | 1,800 ✓         |
| Phone                          | 600             |
| Supplies                       | 600             |
| Postage                        | 600             |
| Printing/Copying               | 1,000           |
| Administrative Fee @ 5%        | 1,000           |
| <b>Total</b>                   | <b>\$20,000</b> |

# EDUCATION & HOUSING EQUITY PROJECT

August 31, 1996

Mr. John Kostishack  
Otto Bremer Foundation  
Suite 2000  
445 Minnesota Street  
St. Paul MN 55101-2107

Dear John:

Thank you again for taking the time to meet with us on Friday. As discussed at that meeting, enclosed is a second proposal for our project. As you suggested, we are submitting a multiple-year request; specifically, we are requesting \$50,000 for a two-year period. We propose to continue and expand our current work on three fronts: (1) supporting and linking existing coalitions that are working on these related issues, (2) solidifying a broad-based coalition that can advocate for racially and economically integrated schools and housing throughout the metropolitan area, and (3) sponsoring informed public conversations that will advance the understanding and promotion of inclusive communities. Each of these elements reinforces the others.

Our work over the past year has only strengthened our belief that an organization such as the Education & Housing Equity Project is desperately needed in the Twin Cities today. The year has also confirmed for us that coalition building and community education are the most effective and promising strategies for accomplishing our ambitious mission.

We hope the Otto Bremer Foundation will agree with us and continue its generous and critical support of EHEP. We believe strongly that our work and mission help accomplish the Otto Bremer Foundation's own goal of helping communities understand and appreciate diversity, assure equal access to community resources, and combat racism and other forms of bigotry.

Thank you again, John. If you have any questions or comments or require additional information, I can be reached at MICAH on Tuesdays and Thursdays (871-8980) and at the Minneapolis Center for Neighborhoods on Mondays, Wednesdays, and Fridays (379-3602).

Sincerely,



Darcy Seaver  
Co-Coordinator

COVER SHEET: PROPOSAL TO OTTO BREMER FOUNDATION

ORGANIZATION INFORMATION

Education & Housing Equity Project

*Legal Name of Organization*

122 West Franklin Avenue, #320

*Address*

Minneapolis MN 55404

612/871-8980

612/871-8984

*City, State, Zip*

*Telephone*

*FAX*

Darcy Seaver/Travis Lee

Co-Coordinator

612/871-8980

*Name of top paid staff*

*Title*

*Direct dial phone #*

*Contact person (if different from top paid staff)*

*Title*

*Direct dial phone #*

Organization Description: (2-3 sentences)

The Education & Housing Equity Project (EHEP) acts as a catalyst to build broad-based coalitions and engage the community in public discussions and advocacy for the purpose of promoting racially and economically inclusive communities that give families of all incomes, races, and ethnicities access to schools and housing throughout the metropolitan area. EHEP pursues its mission through a three-part strategy: (1) coalition building and advocacy; (2) community education and public dialogue; and (3) assisting communities in becoming more inclusive and integrated.

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:

\$ 50,000

Funds are being requested for:

general operating support

capital

Other: \_\_\_\_\_

project support

endowment

start-up costs

technical assistance

If a project, give project duration: \_\_\_\_\_ Month \_\_\_\_\_ Year

to \_\_\_\_\_ Month \_\_\_\_\_ Year

to \_\_\_\_\_ Month \_\_\_\_\_ Year

If operating support, fiscal year: \_\_\_\_\_ Month \_\_\_\_\_ Year

to \_\_\_\_\_ Month \_\_\_\_\_ Year

to \_\_\_\_\_ Month \_\_\_\_\_ Year

BUDGET

Total annual organization budget:

\$ 101,775

Total project budget (for support other than general operating):

\$ \_\_\_\_\_

PROPOSAL SUMMARY

To continue and expand current work on three fronts: (1) supporting and linking existing coalitions that are working on the combined issues of housing & education, (2) solidifying a broad-based coalition that can advocate for racially and economically integrated schools and housing throughout the metropolitan area, and (3) sponsoring informed public conversations that will advance the understanding and promotion of inclusive communities.

Geographic area served: Twin Cities metropolitan area

Population served: Twin Cities metropolitan population, with a special emphasis on communities of color

AUTHORIZATION

Name of top paid staff and/or Board Chair (type):

Darcy Seaver & Travis Lee

Signature \_\_\_\_\_

# Proposal to the Otto Bremer 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 discussions and advocacy for the purpose of promoting racially and economically inclusive communities that give families of all incomes, races, and ethnicities access to schools and housing throughout the metropolitan area.

EHEP pursues its mission through a three-part strategy:

- (1) Coalition building and advocacy;
- (2) Community education and public dialogue; 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 hired 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 that 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 eight months:

**Coalition building.** EHEP has spent its first year in numerous dialogues 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 two 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

1. Coalition building  
2. Kick off event  
3. Training  
4. First round  
5. Planning  
6. Summit

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 to frame this issue in the context of schools and broader life opportunities, too.

**Community education & dialogue.** 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)**, a metro-wide dialogue project in which at least 200 people from all walks of life will join together - 5-15 at a time - in study circles held throughout the metro area to discuss the question: "How does racial and economic segregation of housing affect educational achievement and life opportunities?" 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 growing list of partners includes: 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 is chaired by Dr. Josie R. Johnson.

have  
A  
B

Staffing

EHEP employs two staff members who share the part-time position (25 hours/week total) of Coordinator. Co-Coordinator Travis Lee is responsible for community organizing and coalition building tasks, while Co-Coordinator Darcy Seaver focuses on administrative coordination and community education projects (particularly the Community Circle Collaborative's metro-wide study circle project). The Co-Coordinators work under the direction of the Board of Directors.

C

Board of Directors

The ~~start-up~~ Board of EHEP consists of Matthew Little, former president of the Minneapolis chapter of the NAACP, current chair of the NAACP's Education Committee, and a ~~longtime~~ <sup>longtime</sup> activist for racial and social justice; Barbara Bearman, another ~~longtime~~ <sup>and community</sup> activist who participated in the original Minneapolis school desegregation lawsuit nearly a quarter of a century ago, a member of the NAACP's Education Committee, and currently a freelance designer; and Michael Anderson, Executive Director of the Metropolitan Interfaith Council on Affordable Housing (MICAH). The Board is currently in the process of adding at least 4-5 new Directors.

*for Education*  
*Vice President Minneapolis branch NAACP*  
*for Education*  
*branch president*  
*U.P.*  
*executive committee*  
*Member NAACP branch*

*List other members:*

*Johnson*  
*Sorenson-Navone*  
*Helbert*  
*Stephens*  
*Turison*  
*Muller?*

## B. PURPOSE OF GRANT

### Need

Public discussion 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 Project

In response to this need and based on the experience and information we have gathered over the past <sup>two</sup> years, we ~~propose~~ to continue and expand our work in coalition building and public education. We want to ~~take the~~ public discussion about racial and

*continue to*

*discuss*

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 is going to 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 can understand the value of integration for themselves and other people, as well as 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 the effort to bring people together for informed and civil conversations, the most extreme voices will be free 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.

We propose to continue and expand our current work on three fronts: (1) supporting and linking existing coalitions that are working on these related issues, (2) solidifying a broad-based coalition that can advocate for racially and economically integrated schools and housing throughout the metropolitan area, and (3) 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 are 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<sup>two</sup> 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 together 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, 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 in 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.

<sup>two</sup>  
Over the past year we have seen - and begun to build on - a great potential for such broad coalition development and support, but also appreciate that it will require a labor-intensive effort to attract the participation of these groups in these combined issues of housing and education 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 socioeconomic and racial segregation deepening in the Twin Cities area.

**(2) Solidifying a broad-based housing/education coalition.** The discussions and research we have undertaken over our first year <sup>two</sup> have convinced us that the building of a single coalition that can advocate for more integrated schools and neighborhoods 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 it over the next year. We plan to move from the dialogue phase to the issue-identification and action stage, 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 to delve into these issues and see how 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 these issues in a way that is equitable, manageable, and capable of attracting widespread support.

**(3) Creating informed public dialogue 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 year <sup>two</sup> of work has given us a deep appreciation of this confusion, even as it has frustrated and worried us, and convinced us of the necessity of 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 <sup>continue to create</sup> such opportunities for education and dialogue at several levels:

90  
(a) The Community Circle Collaborative and the "Beyond Busing" study circle project. As noted above, EHEP has been a leading partner in this metro-wide collaboration. The CCC will organize at least 20 diverse "community circles" throughout the metropolitan region, book-ended by a Kick-Off Event and a community-wide conference. The "Beyond Busing" community circles will address - through the prepared Discussion Guide and their own development of

Distinction  
EHEP  
ECG

strategies - the question. "How does racial and economic segregation of housing affect educational achievement and life opportunities?" This project will require: (1) <sup>collaborative</sup> building the Collaborative to include a broad <sup>range of points of view from</sup> group as possible including organizations, public institutions, and individuals from throughout the metropolitan region, (2) promoting and publicizing the project, (3) ~~preparing~~ a ~~Discussion Guide~~, (4) providing research support to the community circles, (5) ~~organizing the Kick-off Event and later conference~~, (6) fundraising, (7) recruiting and training facilitators, and (8) evaluating and reporting on the outcomes of the community circles, the forums, and subsequent action. (c) ~~Action Empowerment~~ bridge

EHEP has provided the lion's share of staff support for this project and will continue to do so through the first round of study circles in late Fall 1996 - particularly by helping to build the number of collaborators involved in the project; coordinating its activities and communication; and preparing the *Discussion Guide* - and in the follow-up conference in early 1997. We also hope to use the *Discussion Guide* in additional study circles later in 1997 and 1998.

(b) EHEP will also organize additional public forums, smaller conversation circles, media contacts, and workshops around these issues. EHEP will compile information and produce materials - both text and video - that can be used in support of these conversations and forums. EHEP will also organize a speaker's bureau of experts and community leaders available to speak with the media, attend meetings, and brief organizations and policy makers.

Based on our first year's work in the community, we believe these combined strategies of coalition building and community education and dialogue are the best strategies for the coming two years.

ending sentence

# Minnesota Common Grant Application Form

## BUDGET

Check which budget(s) are included:        x   Organization Budget             Project Budget

Budget for the period:        October 1, 1996        to        December 31, 1998  

| <b>INCOME</b>                           |                 |                  |                  |
|-----------------------------------------|-----------------|------------------|------------------|
| Source Support                          | 10/1/96-12/1/96 | 1997             | 1998             |
| Government grants & contracts           | \$0             | \$0              | \$0              |
| Foundations                             | \$5,000         | \$108,000        | \$96,000         |
| Otto Bremer Foundation                  | \$0             | \$25,000         | \$25,000         |
| Bush Foundation                         | \$3,000         | \$10,000         | \$10,000         |
| Grotto Foundation                       | \$2,000         | \$5,000          | \$5,000          |
| Headwaters Fund                         | \$0             | \$3,000          | \$1,000          |
| Joyce Foundation                        | \$0             | \$10,000         | \$10,000         |
| McKnight Foundation                     | \$0             | \$25,000         | \$25,000         |
| Charles Mott Foundation                 | \$0             | \$10,000         | \$10,000         |
| Phillips Foundation                     | \$0             | \$5,000          | \$5,000          |
| St. Paul Companies Foundation           |                 | \$10,000         | \$0              |
| James R. Thorpe Foundation              |                 | \$5,000          | \$5,000          |
| Corporations                            | \$0             | \$0              | \$0              |
| United Way or other federated campaigns | \$0             | \$0              | \$0              |
| Individual contributions                | \$0             | \$1,275          | \$2,775          |
| Fundraising events & products           | \$0             | \$1,000          | \$2,000          |
| Membership income                       | \$0             | \$0              | \$0              |
| In-kind support                         |                 | \$1,000          | \$1,000          |
| Rent                                    | \$500           |                  |                  |
| Revenue                                 |                 |                  |                  |
| Earned Income                           | \$0             | \$0              | \$0              |
| <b>Total Income</b>                     | <b>\$5,500</b>  | <b>\$111,275</b> | <b>\$101,775</b> |

| <b>EXPENSE</b>                           |                       |                       |                       |
|------------------------------------------|-----------------------|-----------------------|-----------------------|
| Item                                     | 10/1/96-12/1/96       | 1997                  | 1998                  |
| Salaries & wages                         |                       |                       |                       |
| Coordinator                              | \$4,500<br>(.625 FTE) | \$35,000              | \$35,000              |
| Office Manager                           | \$0                   | \$12,500<br>(.50 FTE) | \$12,500<br>(.50 FTE) |
| Subtotal                                 | \$4,500               | \$47,500              | \$47,500              |
| Insurance benefits & other related taxes | \$0                   | \$11,875              | \$11,875              |
| Consultants & professional fees          | \$0                   | \$30,000              | \$30,000              |
| Travel                                   | \$0                   | \$800                 | \$800                 |
| Office Equipment                         | \$0                   | \$10,000              | \$500                 |
| Supplies                                 | \$200                 | \$1,500               | \$1,500               |
| Printing & copying                       | \$500                 | \$2,000               | \$2,000               |
| Telephone & fax                          | \$0                   | \$600                 | \$600                 |
| Postage & delivery                       | \$200                 | \$1,500               | \$1,500               |
| Rent & utilities                         | \$0                   | \$2,500               | \$2,500               |
| Other (specify)                          |                       |                       |                       |
| Conferences/ Meetings                    | \$100                 | \$3,000               | \$3,000               |
| <b>Total Expense</b>                     | <b>\$5,500</b>        | <b>\$111,275</b>      | <b>\$101,775</b>      |
| Difference (Income less expense)         | \$0                   | \$0                   | \$0                   |

## Education & Housing Equity Project

### Combined Income & Expense Report 1995 & 1996<sup>1</sup>

| INCOME                                      | 1995               | 1996<br>(1/1/96-8/31/96) | TOTAL              |
|---------------------------------------------|--------------------|--------------------------|--------------------|
| Grants received<br>(Otto Bremer Foundation) | \$20,000.00        | 0                        | \$20,000.00        |
| <b>TOTAL INCOME:</b>                        | <b>\$20,000.00</b> | <b>0</b>                 | <b>\$20,000.00</b> |
| EXPENSES                                    | 1995               | 1996<br>(1/1/96-8/31/96) | TOTAL              |
| Salaries & Wages                            | \$487.50           | \$13,852.50              | \$14,340.00        |
| Employer taxes, etc.                        | \$43.88            | \$1,314.46               | \$1,358.34         |
| 501(c)(3) application                       | 0                  | \$500.00                 | \$500.00           |
| Admin. Fee (MICAH)                          | 0                  | \$1,000.00               | \$1,000.00         |
| Postage                                     | 0                  | \$22.92                  | \$22.92            |
| Conferences &<br>Meetings                   | 0                  | \$175.01                 | \$175.01           |
| Staff Expenses                              | 0                  | \$5.75                   | \$5.75             |
| Subscriptions &<br>Memberships              | 0                  | \$48.95                  | \$48.95            |
| <b>TOTAL EXPENSES</b>                       | <b>\$531.38</b>    | <b>\$16,919.59</b>       | <b>\$17,450.97</b> |
| <b>EXCESS OF INCOME<br/>OVER EXPENSES</b>   | <b>\$19,468.62</b> | <b>(\$16,919.59)</b>     | <b>\$2,549.03</b>  |

<sup>1</sup> Because EHEP has only completed one fiscal year (1995) and in that year incurred minimal expenses, this report includes 1996 year-to-date expenses as well.

## Education & Housing Equity Project

### Board of Directors

#### **Matthew Little, President**

Mr. Little is the former president of the Minneapolis chapter of the NAACP, current chair of the NAACP's Education Committee, and a longtime activist for racial and social justice.

#### **Barbara Bearman, Secretary**

Ms. Bearman is another longtime activist who participated in the original Minneapolis school desegregation lawsuit nearly a quarter of a century ago, a member of the NAACP's Education Committee, and currently a freelance designer.

#### **Michael Anderson**

Mr. Anderson is the Executive Director of the Metropolitan Interfaith Council on Affordable Housing (MICAH).

*The Board is currently in the process of adding at least 4-5 new Directors. The Board expansion will be complete by November 1, 1996.*

# DRAFT

May 5, 1995

Mr. John Kostishack  
Otto Bremer Foundation  
Suite 2000  
445 Minnesota Street  
St. Paul, MN 55101-2107

Dear John:

At long last, here is our proposal.

What we propose is a coalition-building and community education project focused on metropolitan-wide integration in education and housing. We are asking the Otto Bremer Foundation for \$20,000 in start-up and planning funds. We are seeking support from other funders for further development and ongoing support of this project.

A grant of \$20,000 would enable us to hire an executive director, who would establish an advisory committee, raise additional funds, begin building the coalition and begin developing the education process and information materials we will need for this process.

## Who We Are

This proposal actually comes to you under the auspices of a new organization, rather than from the Minneapolis branch of the NAACP. With the help of our attorneys at Maslon-Edelman Borman & Brand, we have incorporated a nonprofit entity called Citizens for Integrated Communities. This organization will be applying for 501(c)(3) tax-exempt status from the Internal Revenue Service. Until that status is approved, the Metropolitan Interfaith Council on Affordable Housing has agreed to serve as a fiscal agent to receive and administer any grant funds.

We decided to incorporate as Citizens for Integrated Communities for several reasons. First, and above all, we recognize that our ambitious goal of metropolitan integration in education and housing requires a focused, long-term strategy — and an organization that can dedicate all of its energy to this project. Second, as we discussed earlier, the NAACP has cumbersome financial rules between local chapters and the national organization which would make it exceedingly difficult for the Minneapolis branch to carry out this project. Third, after exploring the possibility of conducting this project under the auspices of the Alliance for Metropolitan Stability, we concluded that its member groups have too many different agendas and varying opinions about how (and how fast) to proceed with metropolitan integration in education and housing. Our decision to form a new organization was made with great deliberation. We hope you will agree with our approach.

The Board of Directors of Citizens for Integrated Communities is composed of Matthew Little, former president of the Minneapolis chapter of the NAACP and a longtime activist for racial and social justice; Barbara Bearman, another longtime activist who participated in the original Minneapolis school desegregation lawsuit almost a quarter of a century ago; and Michael Anderson, executive director of the Metropolitan Interfaith Coalition for Affordable Housing. Both Matthew Little and Barbara Bearman have been participating in the desegregation roundtable activities convened by the State Board of Education.

### Context

We expect that this project will complement legal action on education and housing desegregation which is likely to occur in the Twin Cities metropolitan area. But this project also stands on its own merits. The Board members of Citizens for Integrated Communities have been involved for many years in the struggle for racial and social justice. We do not underestimate the challenges we continue to face. There will always be substantial community misunderstanding and resistance.

The evidence now appears overwhelming that political and voluntary actions are simply not going to be sufficient to bring about integration. Indeed, as Myron Orfield's research shows, most trends are fast taking us in the wrong direction. Children's lives are being ruined while we wait. That is why, in our minds, legal solutions are necessary and urgent. But we also recognize that the practical success of any legal remedy will be improved greatly by efforts to inform and involve the community to the greatest extent possible. Nonetheless, we wish to emphasize that Citizens for Integrated Communities is independent of any legal action, and the value of this project should not be judged solely in connection with legal action.

### Need

Simple put, this is the need: Public discussion about the possibilities for 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 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 policymakers 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.

This 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 integration involves and by offering assistance to communities as they seek to become better integrated.

### Our Project

That's the need. Here's what we propose to do in response to this need.

We want to take the public discussion about 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 integrated communities is going to 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 why integration is important and how it can be accomplished. Through this process, we hope that people can understand the value of integration for themselves and other people, as well as the whole society.

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 the effort to bring people together for informed and civil conversations, the most extreme voices will be free 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.

To be clear: We do have an agenda. As our organization's name implies, we are in favor of integrated communities. We believe this outcome requires tandem efforts to promote the integration of housing and education. We also understand integration has an important economic component, because of the hugely disproportionate number of people of color, especially African-Americans, who live in poverty.

Our project has three elements: 1) to create a broad coalition in the Twin Cities metropolitan area that can advocate for integrated communities, 2) to create informed public conversations that will advance integrated communities, and 3) to assist communities in becoming integrated. These three elements follow one another in a sequential order: The coalition of groups becomes the vehicle for organizing and conducting informed public conversations. The intent of the coalition-building and public conversations is to build community interest in becoming better integrated, a task which will require technical assistance.

1) There are a wide range of groups with a potential stake in the cause of integrated communities. Our coalition-building effort will focus on faith communities, elected officials (legislators, school boards, city councils, mayors, county boards), neighborhood groups, parents organizations, teachers groups, professional education programs, 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. It will require a labor-intensive effort to attract the participation of these groups in this project in ways that are appropriate to their interests and capacities. But these groups

constitute the essential infrastructure through which we can develop the broader public understanding and support for integrated communities.

2) This project seeks to encourage and inform public conversations about integrated communities via schools and housing. This will be done through public forums, smaller conversation circles, media contacts and workshops. Citizens for Integrated Communities will compile information and produce materials, both text and video, that can be used in support of these conversations. Citizens for Integrated Communities will also organize a speakers bureau of experts and community leaders available to speak with the media and attend meetings. However, we especially want to emphasize "conversation circles"—face-to-face meetings in non-threatening settings where people can feel comfortable about talking through these difficult and sensitive issues. We already have plenty of "town hall" events where citizens face the experts and authorities on the stage. We want to encourage citizens to come together and face one another for civil and informed conversations.

3) Finally, Citizens for Integrated Communities will assist communities in becoming integrated. We will employ organizers, both volunteer and professional, who will be able to "train the trainers" in local communities so they can follow through on the task of integrating schools and housing. We will serve as a resource for networking and an information-and-referral service to individuals and resources that communities can draw on as they seek to integrate. We will organize workshops with key stakeholders. This is obviously a long-term effort. But the coalition we establish at the start of this project becomes the infrastructure that can continue the conversations and continue the work of building integrated communities in our metropolitan area.

We anticipate that beyond the six-month start-up period which we hope the Otto Bremer Foundation will support, our organization will require an annual budget of \$150,000 per year for three years. The challenges are great and urgent, and we do not underestimate the resources that it will take to carry out this effort.

We hope you will find this proposal to be worthy of support. Please do not hesitate to contact us with any questions. Thank you for your consideration.

Sincerely,

May 5, 1995

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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 policymakers 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.

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Our project has three elements: 1) to create a broad coalition in the Twin Cities metropolitan area that can advocate for integrated communities, 2) to create informed public conversations that will advance integrated communities, and 3) to assist communities in becoming integrated. These three elements follow one another in a sequential order: The coalition of groups becomes the vehicle for organizing and conducting informed public conversations. The intent of the coalition-building and public conversations is to build community interest in becoming better integrated, a task which will require technical assistance.

1) There are a wide range of groups with a potential stake in the cause of integrated communities. Our coalition-building effort will focus on faith communities, elected officials (legislators, school boards, city councils, mayors, county boards), neighborhood groups, parents organizations, teachers groups, professional education programs, 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. It will require a labor-intensive effort to attract the participation of these groups in this project in ways that are appropriate to their interests and capacities. But these groups

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3) Finally, Citizens for Integrated Communities will assist communities in becoming integrated. We will employ organizers, both volunteer and professional, who will be able to "train the trainers" in local communities so they can follow through on the task of integrating schools and housing. We will serve as a resource for networking and an information-and-referral service to individuals and resources that communities can draw on as they seek to integrate. We will organize workshops with key stakeholders. This is obviously a long-term effort. But the coalition we establish at the start of this project becomes the infrastructure that can continue the conversations and continue the work of building integrated communities in our metropolitan area.

We anticipate that beyond the six-month start-up period which we hope the Otto Bremer Foundation will support, our organization will require an annual budget of \$150,000 per year for three years. The challenges are great and urgent, and we do not underestimate the resources that it will take to carry out this effort.

We hope you will find this proposal to be worthy of support. Please do not hesitate to contact us with any questions. Thank you for your consideration.

Sincerely,

Start-Up Budget  
Otto Bremer Grant  
July 1, 1995 - December 31, 1995

|                                |                 |
|--------------------------------|-----------------|
| Executive Director (half-time) | \$ 9,000        |
| Benefits @ 25%                 | 2,250           |
| Conferences/Meetings           | 1,950           |
| Rent                           | 1,200           |
| Furniture/Equipment Lease      | 1,800           |
| Phone                          | 600             |
| Supplies                       | 600             |
| Postage                        | 600             |
| Printing/Copying               | 1,000           |
| Administrative Fee @ 5%        | 1,000           |
| <b>Total</b>                   | <b>\$20,000</b> |

88-9004  
88-9004



He slow said it the only thing keeping this 185 ac alive -

Rev: "They won't let you" - We don't have money

Business Choice

Dr. Reatha Clark King "A Call to Commitment and Action"

Lift Every Voice And Sing Hope Jackson, United Faith Church

The Action Fair Rev. Dan Garnaas - Grace Lutheran Church

Closing Prayer A Prayer of Unity

Closing Music Musicians of Todos Los Santos

"We give up too easily"

Doing what's right - The moral reason

Educational opportunity -

Change our attitude in philanthropy"

Action for the common good.

La Paz - Shalom - Salaam - Peace

La Paz este con nosotros. La Paz este con nosotros. La Paz este con nosotros. Que con nosotros siempre, siempre este la paz.

God's peace is present among us. God's peace is present among us. God's peace is present among us. Yes it is present, present, present here with us.

As-salaamu alayna. As-salaamu alayna. As-salaamu alayna. Inna as-salaamu, as-salaamu, as-salaamu alayna.

Havenu shalom malechum. Havenu shalom malechum. Havenu shalom malechum. Havenu shalom, shalom, shalom malechum.

Juntos Creamos Espiritu (Building the Spirit Together)

Juntos creamos espiritu. Juntos creamos espiritu, bailando, llorando, bailando, llorando, (clap)

Duradero, duradero, duradero. (clap)

Duradero, duradero, duradero.

We are building spirit together. We are building spirit together, with dancing and crying, with dancing and crying, (clap)

Never turning, never turning, never turning back. (clap)

Never turning, never turning, never turning back.

Please stay and join us for food, music, work, and advocacy at the Action Fair.

Thanks to the people of Salem English Lutheran and Todos Los Santos Lutheran and their pastors Rev. Bruce Arnevik and Rev. Tony Machado for their hospitality. Thanks also to the organizers of today's event - Ali Newman, Makram El-Amin, Rev. Dan Garnaas, Barb Raschke, Mike Anderson, Rev. Nancy Anderson, Rev. Bill Smith, Rabbi Harold Kravitz, Carol Mork, and Paula Beugen and to the many sponsors who made this celebration possible. A special thanks to the many people and organizations who day by day are building community and reviving the common good.

# REBUILD THE CITY - ACTION FAIR

## TALK WITH SERVICE, COMMUNITY, AND ADVOCACY ORGANIZATIONS

Talk with organizations involved in service, community, and advocacy work to explore how you; your family; and your church, synagogue, or mosque can become involved in efforts to "rebuild the city."  
4:15 to 6:00 p.m. (Located in the hallway and in Luther Hall - Sala de Lutero)

## PAINT A MURAL AND THE SALA DE JOVENES (YOUTH ROOM)

*Mural* - Paint a mural with Salvadoran muralist Jorge Flores.

*Painting* - Paint walls with MICAH's administrative director Tim Sullivan.

*Service Learning* - Learn about the importance of service learning from Paula Beugen, Avodah B'Yachad/Congregations in Community, Jewish Community Relations Council.

A brief explanation on service learning, on mural painting, and instructions for painting the youth room/sala de jovenes will begin at 4:30, 5:00, and 5:30 p.m. (Located upstairs in the youth room/sala de jovenes) *There will be painting for people and kids of all ages.*

## LEARN HOW TO INFLUENCE PUBLIC POLICY

*The ABC's of Advocacy for Kids* - Rachel Breen, from the Jewish Metropolitan Organizing Project, will help teach kids the basics of political advocacy by sending a letter to President Clinton and a petition to Curt Johnson the chair of the Metropolitan Council. (Children under 8 years old will need to have their parents help them with these activities.)

*The ABC's of Advocacy for Adults* - Russ Adams, from the Alliance for Metropolitan Stability, will provide training on how to influence policy makers by looking at two major issues confronting the Met Council - cleaning up polluted lands and urban sprawl.

Sessions will begin at 4:30, 5:00, and 5:30 p.m. Feel free to drop in any time during the action fair to write a letter to President Clinton or your local, metro, state, or federal elected officials on what policy measures we should pursue to maintain the vitality of our urban communities. Stamps and envelopes will be provided. (Located in the lounge/sala)

## ENJOY GOOD MUSIC AND FOOD

4:30 to 5:15 p.m. -- Tony Machado and the musicians of Todos Los Santos.

5:15 to 6:00 p.m. -- Mark Bloom and Friends will play klezmer and Israeli music.

Food is being provided for sale by Todos Los Santos Lutheran Church, the Islamic Centers of St. Paul and Minneapolis, and the Jewish Community Relations Council. (Food and music will be presented in Luther Hall/Sala de Lutero)

Excerpts from  
**Rebuild the City: Revive the Common Good**

Statement by Religious Leaders of the Twin Cities

The Twin Cities region is facing conditions in the urban core that pose serious and urgent problems for all citizens of the area. As religious leaders, we take this occasion to call for a renewed commitment to "rebuild the city" – to revive and strengthen the urban core of our metropolitan community.

The challenges that face our cities are especially important because of the vital role that our urban center plays in the life of the entire region. It would be a mistake to assume that the cities are primarily a collection of problems and weaknesses. They are not. Despite the adversities that they face, our urban neighborhoods are places with many unique assets and advantages. Most retain a strong sense of community and reflect a rich diversity in terms of culture and race. They enjoy a close proximity to the downtown business and cultural centers. They have a great deal of valuable housing stock and underutilized commercial property, as well as a very good transportation system, and many excellent schools.

In view of these human and social resources, we believe that reversing the present economic decline of the urban core is one of the most urgent challenges for the region. Consider the signs of crisis that affect the central cities of our region: deepening inner city poverty, growing disparity between city and suburbs, increased racial segregation, fewer decent-paying jobs, declining property values and tax bases along with an increase in violent crime and other social ills.

The sources of these urban problems are multiple and complex, but it must be acknowledged that many of the root causes stem from forces beyond the central city neighborhoods themselves. National economic and tax policies as well as regional housing and development policies have contributed to the creation of a metropolitan area that is increasingly divided into "haves" and "have-nots." Urban sprawl has triggered a process in which people with greater incomes have moved from central cities to suburbs, and the urban core has remained home to growing concentrations of people with lower incomes, fewer educational opportunities, and less access to living wage jobs. While urban residents continue to struggle valiantly to overcome these obstacles, the larger economic and social forces have often dwarfed and negated their efforts.

As religious leaders, we call upon all people of the region to help reverse the decline in the urban core. Meeting this responsibility is not only the sensible thing to do; it is the morally right thing to do. For the health of the urban core is critical to the success of the entire region. Our suburbs and cities are linked in a single economy, and we are already paying a heavy price for isolating poor people in neighborhoods that severely limit their opportunities for a productive and secure life. If we fail to act in the face of this challenge, the price we all pay will surely escalate.

We believe that the Twin Cities region should develop a long-term multi-dimensional strategy to attack inner city poverty and revive the core communities of our cities. We must think small by encouraging individual local initiatives, but we must also think and act on a larger, more structural level. For, to a great extent, the root problems affecting the inner city lies in the public policies, institutions, and structures that have shaped the path of development in our cities and our metropolitan region as a whole. It is crucial, therefore, that leaders in the public and private sectors join together in a renewed

commitment to shape policies and structures that will reverse the decline in our urban core. We call on elected officials at every level, as well as business and community leaders to take up this task.

We believe that the urban challenges facing our region require a long-term, multi-faceted strategy for building and sustaining healthy inner city neighborhoods. While we are not qualified to provide a blueprint for such a strategy, we believe that it should include action in the following areas:

- **Poverty.** Our region needs an aggressive metropolitan strategy to reduce poverty. The primary focus of this strategy should be jobs. There is no substitute for jobs that pay a living wage. *Need educated people - why is education not on this list?*
- **Racial Segregation.** The Twin Cities region suffers from a very high degree of racial segregation. Combined with the problems of concentrated poverty, these racial divisions are a major obstacle to creating a healthy metropolitan community.
- **Housing.** Affordable housing for low-income families should be available throughout the metro region. This will require using public policy to change the incentives of a housing market that now works to concentrate low-income families in the inner city.
- **Transportation.** The metro region needs a transportation system that provides affordable public transit between the central cities and the regions that are developing new jobs.
- **Tax Policy.** Since the plight of the inner city is the responsibility of the entire metro region, policy makers should seek ways of using the tax resources of the metro region as a whole to support the reinvestment initiatives for the urban core. While tax revenues are currently shared in a limited way, we believe additional, more targeted efforts are needed to channel financial resources to the poorest inner city communities.
- **Creating Safe Neighborhoods.** Renewing inner city neighborhoods will require an increased emphasis on reducing the violence and crime that threatens some urban communities.

*Perhaps the most important change that is needed is a greater public recognition that the central cities are important for all of us.* A crucial starting point for each of us is the willingness to see ourselves as members of a larger community – the Twin Cities metro region. The central cities are the heart of that region, and that heart must be strong if the region is to thrive.

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Bishop Sharon Brown Christopher, United Methodist Church, Minnesota Conference  
Archbishop Harry J. Flynn, Archdiocese of St. Paul and Minneapolis  
Bishop Mark Hanson, Evangelical Lutheran Church in America, St. Paul Area Synod  
Right Rev. James L. Jelinek, Bishop, Episcopal Diocese of Minnesota  
Rabbi Harold Kravitz, Adath Jeshurun Congregation  
Rev. Robert E. Lucas, Executive Presbyter, Presbytery of the Twin Cities Area  
Bishop David W. Olson, Evangelical Lutheran Church in America, Mpls. Area Synod  
Rev. David McMahill, Minister for the Eastern Association, Minn. Conference,  
United Church of Christ  
Rev. William Smith III, Chairman of Mpls. Interdenominational  
Black Ministerial Alliance

MATTHEW RAMADAN  
NORTHSIDE RESIDENTS  
REDEVELOPMENT COUNCIL  
1014 Plymouth Ave No  
N.Y.C.  
348-6849

# S P E A C

Saint Paul Ecumenical Alliance of Congregations

SPEAC is a multi-racial, multi-denominational organization of St. Paul congregations whose purpose is to renew and strengthen urban congregations and win substantial improvements in its neighborhoods. SPEAC member congregations believe that their future is inextricably bound to the future of their neighborhoods. Therefore, SPEAC is committed to take back responsibility for their communities. SPEAC congregations know they have a right to participate in the public life of the St. Paul community, as well as a scriptural and theological responsibility to participate in the world around them.

## SPEAC Member Congregations

- Bethany Lutheran Church, 986 Forest Street, St. Paul, MN 55106
- Bethlehem Lutheran Church, 436 N. Roy St., St. Paul, MN 55104
- Christ Lutheran Church, 105 W. University Avenue, St. Paul, MN 55103
- First Lutheran Church, 464 Maria Avenue, St. Paul MN 55106
- Gustavus Adolphus Lutheran Church, 1669 N. Arcade Street, St. Paul, MN 55109
- Holy Apostles Episcopal Church, 2200 Minnehaha Ave. E., St. Paul, MN 55119
- Lutheran Church of the Redeemer, 285 North Dale Street, St. Paul, MN 55103
- Memorial Lutheran Church, 1212 Earl Street, St. Paul, MN 55106
- Messiah Lutheran Church, 1510 Payne Avenue, St. Paul, MN 55101
- Mount Olivet Baptist Church, 451 W. Central Avenue, St. Paul, MN 55103
- North Emanuel Lutheran Church, 301 Hatch Avenue, St. Paul, MN 55117
- Open Door Baptist Church, 118 Victoria Street North, St. Paul, MN 55104
- St. Adalbert Catholic Church, 265 Charles Avenue, St. Paul, MN 55103
- St. Bernard Catholic Church, 197 W. Geranium Avenue, St. Paul, MN 55117
- St. Casimir Catholic Church, 934 E. Geranium Avenue, St. Paul, MN 55106
- St. Luke Catholic Church, 1079 Summit Avenue, St. Paul, MN 55105
- St. Paul's on the Hill Episcopal Church, 1524 Summit Ave., St. Paul, MN 55105
- St. Stanislaus Catholic Church, 398 Superior Street, St. Paul, MN 55102
- San Martín Lutheran Church, 464 Maria Avenue, St. Paul, MN 55106

## CONGREGATION BASED COMMUNITY ORGANIZING: CREATING COMMUNITY

Congregation based organizing is a vehicle for congregations to carry out their mission of creating community.

The challenge facing people seeking to do congregational work today is that the sense of community that was a given in the past is now extremely weak or non-existent. The rise in mobility, the increase in the number of families with both parents working and of single parent families, the amount of television consumed these and other forces have led to an increasing sense of isolation and alienation.

Congregation based organizing is designed to help overcome that alienation. It is a process by which congregations of different denominations come together to create an organization whose purpose is to build community. The three essential components to this strategy are:

- 1) **Intentional and Intensive Relationship Building:** It begins with scores of people listening to one another in one to one visits that are designed to build relationships and to identify people's interests, passions, talents and concerns. This process of intentional relationship building continues throughout. These relationships are created and deepened inside the congregations, but also within the organization and the wider community.
- 2) **Development and Involvement of Lay Leadership:** The organization trains and nurtures individuals to become leaders and to join with others in order to make their congregation stronger and to impact political, social and economic conditions in the community. Leaders deepen their faith by strengthening the connection between their private spirituality and their public life.
- 3) **Effective Participation in the Public Arena:** To be effective, congregations must be able to respond to the problems and pressures that their people are experiencing in every day life. If congregations do not speak to problems such as health care affordability, crime, poor schools, etc., they risk becoming irrelevant in peoples' lives.

A congregation based community organization is a vehicle for congregations to influence the public life of the community. It enables congregation members to seek collective solutions that create real and tangible improvements in their community and increase their sense of belonging to a healthy, self-determining community.

Congregations in these organizations act on the belief that their future is inextricably bound to the future of their community. They agree to take responsibility for the future of their communities. In doing so, these organizations help congregation members to act concretely on their values and they help congregations build the Kingdom of God.

# Minneapolis Initiative



## 1. *A Call to Action*

Racism is undermining the vitality and future of Minneapolis. It can destroy all it touches and turn citizen against citizen and race against race. In the face of racism, Minneapolis has an historic choice. We can build a city of hope and promise for all citizens, or we can succumb to the perils of racism and allow our community to be destroyed from within.

The Minneapolis Initiative Against Racism is a group of over 300 people who have decided that a city of hope is our only choice. We are African American, Native American, Asian American, Hispanic and White. Our professions and interests span the full range of the community's. We believe we can take charge of our destiny, work to eliminate racism, and deliver on the promise of freedom and justice for all.

A city of hope is more than a city free of the evils of racism. It can be a city which treasures its racial diversity — a community in which each person can draw upon the experiences and strengths of every other person. We must unify on those values and actions that are necessary to our collective well-being, and we must celebrate our diversity to enrich our neighborhoods, our families and ourselves. Only by seeking unity without uniformity can we release, in a shared direction, the potential of all our citizens.

We live with three realities — an increasingly diverse population, an increase in racism, and an inescapable choice. We can work to eliminate racism and reap the benefits of a community made stronger by our diversity, or we can suffer the consequences of continued racism.

Please read this report. It begins with a summary of our racial diversity. A discussion of the fact that racism is growing in Minneapolis follows. The report continues with an explanation that things will get much worse if we do not work to eliminate racism.

In the final section of this report—*Our Plan of Action*—we acknowledge what must be done. The Plan of Action begins with **Minneapolis Statement of Principles of Conduct Against Prejudice and Racism**. We invite every citizen to adopt these principles as a part of their everyday life. Without the commitment of each us, no progress will be made.

Our Plan of Action also addresses how to continue this effort for as long as it takes to eliminate racism. If racism could be eliminated by thoughtful reports and lists of good ideas, it would have been eliminated long ago. We know that a framework for continuing commitment and action must be created if we are to succeed.

Our Plan of Action includes specific actions that can be taken to work toward the elimination of racism. These actions, which number more than 50, are the result of a series of Task Force meetings. When we first met last September, we decided to form ten Task Forces — economic development, media, government, human services, education, religious groups, housing, civic groups, youth, and a task force on interconnected issues — to come up with significant, “do-able” actions to eliminate racism. Names of Task Force members, a chronology of our work and copies of the full report and specific recommendations of each task force can be found in three appendixes.

The future is ours to create.

Join us.

11.

*Our community is becoming more racially diverse.*

*"We all live with the objective of being happy; our lives are all different and yet the same."*

— Anne Frank

Racial diversity is growing in the Twin Cities community. Each decade since 1950, the percentage of people of color has doubled. Between 1980 and 1990, the communities of color grew from 5.3 percent to 8.4 percent in the Twin Cities metropolitan area, and grew from 12.7 percent of the population to 21.6 percent in Minneapolis.<sup>1</sup>

In Minneapolis, from 1980 to 1990, the Asian/Pacific Islander population increased 100 percent, the African American population increased 68 percent, and the Native American population increased 38 percent.<sup>2</sup> During the same decade, there has been a nine percent decline in the proportion of Whites.

Minneapolis Population by Race and Hispanic Origin<sup>3</sup>

| Total Population       | 1970<br>Percent | 1980<br>Percent | 1990<br>Percent |
|------------------------|-----------------|-----------------|-----------------|
| African American       | 4.4             | 7.7             | 13.0            |
| Asian/Pacific Islander | .7              | 2.6             | 5.2             |
| Native American        | 1.3             | 2.4             | 3.4             |
| White                  | 93.5            | 87.3            | 78.4            |
| Hispanic               | —               | 1.2             | 2.1             |

In addition, the Hispanic population increased 68 percent.<sup>4</sup> The percent of people of Hispanic origin grew from 1.2 percent in 1980 to 2.1 percent in 1990.

By the year 2000, based on current trends, at least a third of all Minneapolis residents will be people of color. The diversity of our community reflects the growing racial diversity of people in the United States. Sometime within the first half of the 21st century, racial minorities within the U.S. will become the majority population.<sup>5</sup> Given the new demographics of race, we must acknowledge that we are not a White society; we are a multi-racial society. The fate of both Minneapolis and the nation is closely tied to how well people of color fare, and how well people of all cultures work productively together.

1 *Trouble at the Core: Twin Cities Under Stress*. A Metropolitan staff report prepared for the 1992 State of the Region event, November 18, 1992. p. 39.

2 *State of the City 1991*. Minneapolis Planning Department, 1992. pp. 19-21.

3 *State of the City 1991*. pp. 19-21. Spanish/Hispanic origin may be of any race.

4 Spanish/Hispanic origin is not treated as a racial category by the U. S. Census Bureau, and persons of Spanish/Hispanic origin may be of any race. *State of the City 1991*. p. 21.

5 Does not include people of hispanic origin who may be classified as white. *Population Projections of the U.S. by Age, Sex, Race, and Hispanic Origin: 1992 to 2050*. U.S. Bureau of the Census. November, 1992.

### III. *We are not dealing with our diversity well and racism is a growing problem.*

There is ample evidence that the Minneapolis community is not dealing with diversity effectively. Racism has been a major contributor to many of our community's problems. We are divided by where we live, what we earn, whether we can get a job, and whether we can get health care and a quality education.

*"... I feel that my country has gotten a bad name,  
and want it to have a good name;  
and I sit sometimes and wonder who it is  
that has given it a bad name."*

— Totanka Yotanka  
[Sitting Bull]

#### **The community continues to be residentially segregated by race.**

Minneapolis and St. Paul are home to two-thirds of the people of color in the Twin Cities region. Neighborhoods, however, continue to be segregated by race. In Minneapolis, people of color are the majority of residents in the Near North (61.4%) and Phillips Communities (55%),<sup>6</sup> and there are large concentrations of people of color in the Powderhorn Community (36.1%) and the Central Community (24.1%).<sup>7</sup> This means that nearly 40 percent of the 79,416 people of color live within only two of the eleven communities within the City of Minneapolis, and 70 percent of all people of color live within four of the eleven communities. St. Paul is similarly divided.

In addition, fewer people are choosing to move into Minneapolis and St. Paul. Of the 303,000 people who relocated to the Twin Cities region between 1980 and 1990, less than ten percent moved into Minneapolis, St. Paul or the fully developed suburbs.<sup>8</sup>

#### **Conditions in the Metro Area Foster Differences in Income by Race and Increasing Poverty in Communities of Color.**

*"I really believe that if you increase educational opportunity and employment opportunity, a lot of the social problems would disappear."*

—William Julius Wilson

6 The total population for Near North in 1991 was 35,225, and for Phillips was 17,247. *State of the City 1991*. Minneapolis Planning Department, 1992. pp. 16-17.

7 Powderhorn is the largest Minneapolis community. The total population for the Powderhorn Community in 1991 was 51,954, and for the Central Community was 23,498. *State of the City 1991*. pp. 16-17.

8 *Trouble at the Core*. p. 32.

Employment opportunities and income are significantly lower for people of color. Regionally, the unemployment rate was two and a half times higher for people of color (18%) than for Whites (7%).<sup>9</sup> Moreover, even though a significant segment of the people of color living in our region are in management or professional jobs, there are significant differences in the overall incomes of people of color and Whites, which may be attributed to race.<sup>10</sup>

In his recent study of the Twin Cities region, Dr. Samuel Meyers, Jr., Roy Wilkins Chair Professor in Human Relations and Social Justice at the University of Minnesota's Humphrey Institute of Public Affairs, concluded that "... differential treatment [discrimination] in the labor market may be contributing to low earnings of non-Whites and that these racial gaps in earnings cannot be explained by observed racial differences in age, education, industry, occupation, migration patterns, or location of residence."<sup>11</sup>

The number of people in poverty accelerated sharply in the 1980s. People living in poverty increased from one in five in 1980 to one in three in 1990. Poverty is the direct result of an economy that does not provide new employment opportunities. In 1989, the regional poverty rate for people of color—35 percent—was almost six times higher than for Whites—6 percent.<sup>12</sup>

From 1979 to 1989, per capita income increased by 21 percent for Whites, but dropped by 3.5 percent for African Americans and 1.2 percent for Asian/Pacific Islanders. It grew by only 8.4 percent for Hispanics and 20 percent for Native Americans.<sup>13</sup>

Deliberate decisions in investment, retail activity, development of affordable housing, and job creation contributed to the decline of our center cities during the 1980s as economic activity and jobs shifted to the suburbs. Many of the jobs which would employ poor people and/or people of color were not accessible. Of the net increase of 255,000 new jobs, 250,000 were located in the suburbs.<sup>14</sup> Very little affordable housing is available in the suburbs, and the limitations of our transportation system have made it more difficult for poor city dwellers, many of whom are people of color, to access work opportunities in the suburbs.

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9 *Trouble at the Core*. p. 35.

10 Minneapolis Planning Department. 1993.

11 Samuel Meyers, Jr. "Race, Economics And 'Minnesota Nice.'" *Idea News*. Winter, 1993. p. 3.

12 *Trouble at the Core*. p. 35.

13 The average per capita income in 1989 for the region was \$17,100; \$17,900 for Whites; \$8,800 for African Americans; \$8,200 for Native Americans; \$8,300 for Asian Americans; and \$9,100 for Hispanic Americans. *Trouble at the Core*. pp. 38-39.

14 *Trouble at the Core*. p. 18.

These conditions make *economic violence* a reality for many people of color. Economic violence manifests itself as denial of access to jobs and housing because of racism and discrimination, unemployment and underemployment, lack of sufficient income, poverty, and severe economic hardships. The experience of economic violence, in turn, can contribute to desperation, hopelessness and crime.

### The Health of Our Children Is Divided by Race.

*" There is no finer investment for any country  
than putting milk into babies."*

— Winston Churchill

Minneapolis health statistics indicate that even before our children are born, the quality of their health and lives is determined by race. In 1990, more than one third of all live births were to women of color, and 42.1 percent of all Minneapolis children under 18 are non-White.<sup>15</sup> This is significant because a large proportion of our children are people of color and will, subsequently, be adult contributors to and benefactors of our community resources in the near future.

The overall infant mortality rate<sup>16</sup> in Minneapolis has been increasing. In 1990, there were 11.9 infant deaths per 1,000 live births. This overall rate, however, masks discrepancies among racial groups. For example, in 1990, the infant mortality rate was 8.2 for Whites and 6.1 for Asian/Pacific Islanders, in contrast to 19.8 for African Americans and 21.6 for Native Americans.<sup>17</sup>

Disparities in child mortality rates<sup>18</sup> were also evident among racial groups. From 1986 to 1990, the number of deaths per 100,000 children ages 1-19 was 19.9 for Asian/Pacific Islanders and 37.7 for Whites, compared to 56.1 for African Americans and 49.1 for Native Americans. The causes of death varied by race. Whites and Asian/Pacific Islander children were most likely to die from disease, while African American and Native American children were most likely to die from intentional injuries (homicide and suicide).<sup>19</sup>

Racial differences also show up in statistics on access to health care services. In 1991, 78.8 percent of the White women who delivered live infants initiated prenatal care

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15 Minneapolis Planning Department. 1993

16 Using three-year moving averages. Minneapolis Health Department. 1993.

17 Minneapolis Health Department. 1993.

18 Data from 1986-1990. Minneapolis Health Department. 1993.

19 Minneapolis Health Department. 1993.

in the first trimester in contrast to 53.6 percent of the Asian/Pacific Islanders, 51.3 percent of the African Americans, and 41.1 percent of the Native Americans.

A similar percentage of low birth-weight babies (under 5.5 pounds) were born to White, Asian/Pacific Islander and Native American women: 6 percent, 6.6 percent and 7 percent, respectively. But the rate for African American women—14.6 percent—was twice as high.

These health indicators show there are differences among races. Whether these differences are the result of socio-economic status or racial factors has not been completely determined, but the likelihood is that the combination of racism and poverty have resulted in these dismal consequences.

### **Our School System Is Failing Students of Color.**

*"Limited expectations yield only limited results."*

— Susan Laurson Willig

The most recent available information shows that students of color are disproportionately failing in our schools. The disparity between White and non-White student retention rates is great. During the 1990-1991 school year, approximately 50 percent of the 18,465 students enrolled in Minneapolis public high schools were students of color, yet they made up 60 percent of all high school dropouts.<sup>20</sup> A smaller percentage of students of color graduate compared to White students. Approximately 78 percent of the city's 12th grade students of color graduated in 1990-1991, compared to 87 percent of White students.<sup>21</sup>

Students of color are more likely to be suspended or expelled from school than White students. During the 1990-1991 school year, 74 percent of all suspensions were given to students of color, and of the 45 expulsion hearings held, 37 were for students of color.<sup>22</sup>

Achievement rates are also skewed. While students of color are represented at all levels of achievement, a substantial proportion of these students, particularly Native American and African American students, have not performed well on the nationally-normed California Achievement Tests (CATs) administered by the school district. Similar results were found by the District's locally developed Benchmark tests. A large majority

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20 Minneapolis Public Schools. 1992.

21 Minneapolis Public Schools. 1992.

22 Data obtained from the Student Welfare Division of the Minneapolis Public Schools, and relates to the number of expulsion hearings rather than actual expulsion. Alternatives to expulsion were found in some cases. Urban Coalition, 1992.

of students attain the minimal standard, but a substantial percentage of students of color do not.

On the 1991 fourth-grade CAT Reading Comprehension Test, 34 percent of the White students scored in the highest quartile, while only seven percent of the African American students and five percent of the Native American students did.<sup>23</sup> In addition, only 11 percent of the White students scored in the lowest quartile, in contrast to 37 percent of the African American students and 36 percent of the Native American students.<sup>24</sup> Similar gaps were found in the results of most subtests and most grade levels. Test scores, retention and suspension rates may all be indicators of levels of students' motivation.

*"However much we guard against it,  
we tend to shape ourselves in the image others have of us."*

— Eric Hoffer

During the 1990-1991 school year, less than 13 percent of the 2,446 staff classified as teachers were people of color. Furthermore, less than ten percent of high school teachers were non-White.

### **Racism Is Making Our Society More Violent.**

*"There is an ugly streak of violence in the American character that erupts when racial change occurs...Those who hesitate to act because of the magnitude of the problem or the character of the opposition should ponder the stricture of Edmund Burke: 'The only thing necessary for the triumph of evil is for good men to do nothing.'"*

— Charles E. Silberman

Although the overall violent crime rate in Minneapolis has declined, violence is affecting more and more residents, many of whom are people of color. A recent study conducted by the Hennepin County Courts found that "... a large majority of homicides in Minneapolis involve victims and/or suspects who are people of color."<sup>25</sup> Further findings indicate that, "... it is likely that a significant number of witnesses in these homicide cases are also people of color."<sup>26</sup>

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23 Minneapolis Public Schools, 1993

24 Minneapolis Public Schools, 1993

25 *Hennepin County Attorney's Task Force on Racial Composition of the Grand Jury Final Report.* Hennepin County Attorney's Office. April 1992. pp. 28-30.

26 *Hennepin County Attorney's Task Force on Racial Composition of the Grand Jury Final Report* pp. 28-30

One interpretation of the frequency of violent crimes in communities of color has been given by Andrew Hacker, author of *Two Nations: Black, White, Separate, Hostile, Unequal*. "One explanation is economic: those most drawn to violent crimes tend to be poorer members of society. That blacks account for a high proportion of the nation's poor needs no reiterating here."<sup>27</sup> Given the future demographics of our overall community and our country, we can safely assert that violence will become a part of the lives of all of our residents and neighboring suburbs without major changes.

Most of all, the lives of our children will be affected by this violence. Acting out what they have learned, our children have become both the casualties of our violent society and the perpetrators of violence itself. It has been previously asserted that homicide is one of the leading causes of death for young people of color in Minneapolis. This reflects a nation-wide trend. In 1986, for example, while the homicide rate per 100,000 was 21.9 for all young men between the ages of 15 and 24 in the U.S. , it was 85.6 for young men of color compared to 11.2 for young White men.<sup>28</sup>

Violence, however, is not just perpetuated by or within communities of color. Last year, the number of reported incidents of racial bias in Minneapolis increased 18.6 percent. This is a 33 percent increase since 1985.<sup>29</sup>

*"I never knew about racial prejudice until I moved to Texas, where I worked as a police officer. There, you were beat up or mistreated because you were black or Mexican, not because of what you had done. All that prejudice just translates into fear and anger. And in the end, I suppose that's why people riot..."*

— Bob Hulton

Violence is a symptom of fear and hopelessness in our community. Last year, a number of mass incidents of violence occurred in almost every major U.S. city, including Minneapolis, as the result of the acquittal of four White policemen who beat a black man in Los Angeles.

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27 Andrew Hacker. *Two Nations: Black and White, Separate, Hostile, Unequal*. Ballantine Books: New York. P.184

28 Deborah Prothrow-Stith. *Deadly Consequences: How Violence is Destroying our Teenage Population and A Plan to Begin Solving the Problem*. Harper Collins: New York, New York. 1991 pp. 13-14

29 Minneapolis Police Department. 1993

## We Are More Fearful and Less Hopeful

*" People are so mad and afraid of each other  
- all we have is high fences, dogs, and suspicious looks."*

— Denise Wakefield

Our institutions have failed to serve people of color with the same quality and respect that they serve White people. This poor performance has caused many people of color to distrust our communities' institutions. Lack of trust contributes to feelings of hopelessness, fear and anger and helps to cause self-destructive and anti-social behavior. These behaviors become part of the vicious cycle of racism by appearing to justify negative attitudes toward individuals who are different from ourselves.

IV. *Things will get worse for all of us  
if we do not deal with diversity and  
racism in our community.*

*" Spirit! are they yours?" Scrooge could say no more.*

*" They are Man's," said the Spirit, looking down upon them.*

*" And they cling to me appealing from their fathers. . . This boy is Ignorance. This girl is Want. Beware of them both...but most of all beware of this boy, for on his brow I see that written which is Doom, unless the writing be erased. Deny it!" cried the Spirit, stretching out its hand toward the city. Slander those who tell it ye! Admit it for your factious purposes, and make it worse! And bide the end!"*

*" Have they no refuge or resource?" cried Scrooge.*

*" Are there no prisons?" said the Spirit, turning on him for the last time with his words. " Are there no workhouses?"*

— Charles Dickens

Arguments could be made that the individual choices of people of color have affected the outcome of the quality of life for them. We could argue that people of color choose to reside in segregated neighborhoods. . . that there are other factors making people who relocate to the region choose housing elsewhere, in less racially diverse communities. . . that people of color choose to be unemployed and to remain in poverty. . . that investment is leaving Minneapolis for reasons other than racism. . . that there is nothing significant about the fact that our schools are not successful in teaching students of color. . . that racism is not making our society more violent. . . and that the feeling of powerlessness comes from some other community problem. The evidence, however, forces us to acknowledge the pattern which is formed: **People of color are systematically denied the quality of life promised to all citizens.**

Communities are formed on the shared resources of individuals. No one is more or less a member of a community. Every racial and ethnic group has helped to build our community, however, all have not benefited equally. Racism is a major problem affecting the health of our community. Racism grows within a community like a cancer. If left untreated, it grows into the single, most prominent force affecting the viability of a region. As the number of people of color rise and our community begins to reflect the true racial diversity which has always existed in the world, we will, most assuredly, experience the damaging effects of a divided community. If we do not change, racism

will contribute to:

- **A poor economy.** A poor economy is the direct result of under-educated and poorly trained citizens. A healthy economy is essential to a future in which a relatively smaller number of people of working age will be required to support an increasing proportion of retirees.
- **An unappreciated and underutilized workforce.** We will ignore and overlook needed talent. Stereotypes block accurate information flow and we live in ignorance, just at a time when employers and volunteer organizations need the best talent they can find. The talents and special gifts of our diverse population are wasted on the tradition of racism.
- **An illegal economy.** When people cannot find jobs, some employ themselves into illegal activities, such as prostitution, drugs and violence. Others may join the large "grey market" that avoids the taxing system and skirts the edge of the law.
- **A waste of financial resources.** Racial disparities which continue to expand are expensive. Increased violence and drugs cost us lives, increase property taxes and creates fear. Despair quickens despair. . . problems appear insurmountable. . . urban areas are allowed to deteriorate, furthering the cycle of despair. Every time a child fails because of racism, we pay. Every time a person goes to jail because of racism, we pay.
- **Adverse environmental effects.** The flight of people from central cities, in part to escape the consequences of racism, creates substantial environmental costs in the reduction of farm land and increased energy consumption. Decreasing competitiveness of central cities as places to live and do business, and the resulting lack of private investment, also have high costs.
- **Social incompetence.** We do not know each other; suspicion and fantasy replace grounded knowledge and insight. The ability to engage in normal, everyday living with others is lost. What is easy for us, becomes difficult, and so we are not free to be ourselves.
- **Insensitivity and the diminishing of the human spirit.** Insensitivity dulls our ability to work together for our common good. This means that the opportunity to share and celebrate our cultural and racial diversity is lost.
- **Hopelessness.** Hopelessness leads to violence, whether it be violence directed outward toward others, or violence directed inward through low self-esteem, substance abuse and other means. Both outward and inward violence increase

government expenditures and taxes through the need to maintain high levels of social intervention and public safety.

Not only will the greater Minneapolis community decline, but we will increasingly look like many major urban areas where the problems are more severe. Furthermore, we will become less attractive in the competitive world economy.

## V. *We still have a choice.*

*"We can run from each other, but we cannot escape each other. Knock down the fences that divide. Tear down the walls that imprison. Reach out: Freedom lies just on the other side."*

— Thurgood Marshall

Too often, we have attempted to close our eyes and wish away the difficult task of solving the problem of racism. We have hoped, as have generations of the past, that some future generation would tackle the problem of race relations so that we could enjoy our ignorance. At last, the world has turned to find our ways obsolete, and we have come to the point where we must face our differences. The Minneapolis community, like the nation, must address the choices it must make.

**Racism is our problem; diversity is our opportunity.** Our choice must include celebrating the racial diversity of our community. The subject of diversity is not the same as the subject of racism. Racism undermines our willingness to get together and sort out what should be preserved from our past and what requires reconstruction. Diversity is the richness of what we bring to the journey.

*"My vision for diversity is to have multiple perspectives, with many more options for solutions. My vision for diversity is to have creative energy to try new solutions for old problems. I don't want to stop being a carrot because I won't have anything to give to the soup."*

— Le Roy Gardner

The beauty of our community is that we are different. Each culture is precious to our community. The acceptance of racial diversity suggests that we learn to appreciate these differences in order to strengthen our community. If we have the will to make personal and institutional changes in the way we attack these problems, then we can make a difference in our direction. We must take bold action. This requires personal commitment and responsibility on the part of every citizen.

## VI. *We have a plan of action.*

*"Dear Friends - If you don't demand a change,  
if you don't refuse to live without it, it will never come!"*

— Malcolm X

*"Lift up your faces, you have a piercing need  
For this bright morning dawning for you.  
History, despite its wrenching pain,  
Cannot be unlived, and if faced  
With courage, need not be lived again."*

— Maya Angelou

Carefully thought out reports and well-considered recommendations will not in themselves make progress toward eliminating racism in the Minneapolis community. From the beginning of this effort, members of the Minneapolis Initiative Against Racism have known that they must stick with it in order ensure success. Our plan of action has four parts:

### **We will present our report to the community and ask for its support.**

We will present this report to the community on April 20, 1993. We hope that the 300 of us who have committed our time and effort to this cause will grow to many thousands. Participation on the part of both the community's decision makers and "ordinary" citizens is equally important.

### **We will ask people throughout the community to adopt the *Minneapolis Principles of Conduct Against Prejudice and Racism* in all aspects of their lives.**

The Principles appear on page 17. We also have inserted an extra copy of these principles into this report so that we all can post it as a daily reminder of our commitment to break the cycle of racial misunderstanding, prejudice and racism in order to provide equal economic and social access to people of all cultures and races.

### **We will make sure that our Action Items become realities.**

Each Task Force has undertaken the responsibility to see that their Action Items become realities. Task Forces have also recognized that they will need to establish procedures to evaluate progress and to add new Action Items. Each Action Item must meet two tests: It must be do-able and it must be significant. The Action Items begin on page 18.

**We will seek an appropriate structure to continue the Minneapolis Initiative Against Racism.**

A central point must be created to bind together the continuing efforts of the Task Forces and to report periodically to the community at large. One of our most important next steps is to consult with the community on the responsibilities and structure of such a central point, and how it should be created and funded.

## *Minneapolis Principles of Conduct Against Prejudice and Racism*

Prejudice and racism have been a powerful contributing factor to many of our community's problems. All people and institutions, whatever their race or color, must examine their own attitudes and behaviors and *commit themselves to breaking the cycle of racial misunderstanding, prejudice and racism in order to provide equal economic and social access to people of all cultures and races.*



commit to follow these principles and work for their adoption in every organization in which I am a member. I will:

1. Take steps to understand people of different cultures and races, and to discover and to resolve the sources of my negative assumptions and fears.
2. Correct my own and others' racially insensitive behavior and language, such as jokes and stereotyping.
3. Welcome people of different cultures and races into my neighborhood.
4. Make every effort to ensure that decision-making and policy groups represent the diversity of people affected by the groups' decisions.
5. Make sure that institutions, organizations, neighborhoods, and the work place sponsor events that represent the cultural richness and history of Minneapolis.
6. Have and support hiring practices that are free of racial and cultural bias, weed out candidates who are biased, and achieve an employee group which reflects, at all levels, the diversity of the available workforce.
7. Provide human resource development programs which include diversity training for all members or employees, promote only racially and culturally unbiased people, offer equal advancement opportunities, and actively assist persons of color in their commitment to success.
8. Use cultural and racial inclusivity as a factor in making decisions about the products I purchase, where I buy them, where I invest funds and choose to make contributions.
9. Offer services, programs, and products ( e.g. educational, industrial) which reflect and are sensitive to the diversity of the customers and/or clients.
10. Make sure formal communications, such as news releases, reports, and advertising reflect the diversity of the community and are devoid of racial stereotyping, inaccurate generalizations, and slurs.

## Economic Development Task Force

*"We must open the doors of opportunity.  
Be we must also equip our people to walk through the doors."*

— Lyndon B. Johnson

The Economic Development Task Force had three work groups: Business Development; Trades and Training; and Finding and Keeping a Job.

### *Business Development*

- 1) Promote and develop business ownership by people of color; 2) Ensure that substantive business and significant business development initiatives occur in areas that will best promote business ownership and employment opportunities for people of color; 3) Expose youth from the communities of color to business ideas and financial concepts from the perspective that ownership is an attainable goal; 4) Create and support business and business owners in creating access to as many living-wage jobs as possible.
- Create a task force empowered by agreement between city government, the corporate and the financial community to develop specific plans and mechanisms, and to review and comment on the efficacy of concepts put forward by this work group. The task force would include representation from the communities of color, and CEO-level participation from finance and industry. Government representation should include the Mayor and a City Council member. The work product would be a comprehensive plan to implement the directions indicated above, embracing the following concepts:
  - Develop specific incentives to promote the creation of equity pools in the communities of color.
  - Create incentives to promote pools of money to be used in conjunction with the equity pools operated by the communities of color to provide optimum capitalization of businesses that might be created or purchased.
  - Encourage the Congressional delegations to support the concept of an Industrial Homestead Act. (See paper by Norman G. Kurland, "Expanded Capital Ownership: A New Paradigm for Economic Justice and Empowerment" Congressional Black Caucus Legislative Weekend, 1992).

### *Trades and Training*

- Unions, through developing change strategies, should shift their priority to recruiting, training, and placing people of color in union jobs.

- Unions should commit staff resources to focus on diversifying the union work force, by adding a dedicated staff position, or by allocating an existing position.
- Unions—through self-assessment of their membership composition, organizing methods, policies and practices—would *identify and remove their own obstacles* that prevent people of color from becoming union members and accessing union jobs.
- The labor movement should undertake to improve access to the jobs with good-paying wages which unions have secured: Unions that play a role in the hiring of workers (e.g. building trades) should devote resources and energy into a formal program of recruiting people of color into employment/membership or, as appropriate, into union-sponsored apprenticeship programs (e.g.. the Minnesota Teamsters model).
- Unions should work with others to explore and recommend opportunities to expand apprenticeship programs as a device to help youth, particularly those of color, obtain the training necessary for good-paying jobs. Particular attention should be paid to three areas: 1) improving access to traditional apprenticeship programs for people of color; 2) expanding apprenticeship opportunities in careers where a realistic chance for a career exists (through the Governor's initiative and the President's jobs training program); 3) devising apprenticeship programs in occupations not traditionally associated with apprenticeship programs; and 4) committing themselves to a) sponsoring a program to develop a tolerant and welcoming environment in the workplace aimed at reversing the disquieting statistics that show a high turnover rate for people of color in diverse workforces and b) identifying barriers to promotion for all employees, but particularly people of color.

#### *Finding and Keeping A Job*

- Create access to, and upward mobility in, as many jobs as possible in the private, public and non-profit sectors, that provide living wages to people of color.
- Corporations; state and local government; financial and banking institutions; human service training organizations; and neighborhood, cultural, and community organizations should make every effort to 1) conduct a self-assessment of their recruiting, hiring, and retention policies and practices regarding people of color; 2) identify and remove their own barriers that prevent the recruitment, hiring, and retention of people of color, through developing strategies and action plans, which would include achieving racial composition at all levels of their workforce that

reflects the Minneapolis community; 3) allocate necessary resources, staff, money, and leadership commitment to effectively implement these strategies and action plan items; 4) hold themselves accountable to the community through annual reports on their progress; 5) aggressively pursue vendors, suppliers, and contractors who are people of color.

### **Media Task Force**

- Assist INTER-RACE to compile and publish a resource book for the media containing names, pictures, and backgrounds of people of color who could serve as experts on a variety of topics.
- Help orient new and existing reporters, editors, and anchors to communities of color through information, site visits and conversations with a wide range of individuals and organizations.
- Help recruit and retain reporters of color. Assist in identifying possible candidates, help sell the candidates on coming to Minneapolis, and get them in contact with the communities of color once they have moved to town. Work with summer interns in the same way.
- Help increase contacts in the communities of color. Identify people in specific areas and/or persons in general that would be valuable contacts for the media to know.
- Establish funding for an award(s) for excellent media coverage of racially sensitive issues.
- Assist the media in finding solid providers of diversity training to their employees.

### **Government Task Force**

- The City and County should adopt and implement a Racial Harassment policy with accompanying procedures to ensure a discrimination-free environment for individuals to live and work in. Hennepin County has adopted such a policy. This should also apply to the Minneapolis Police Department.
- Licensing boards should be mandated to enforce anti-discrimination laws and require compliance if licenses are to be granted or continued. This would apply to all persons that are required to be licensed to work in the City and County.
- All City and County employees should be required to participate in ongoing cultural diversity training. In addition, all city publications should be required to show diversity and sensitivity.

- The Minneapolis Initiative Against Racism should adopt the findings of the Hennepin County Grand Jury Task Force.
- Develop policies and procedures to improve relations between the Police Department and the community including, but not limited to: a) cultural diversity and sensitivity training for all officers; b) more citizen involvement and power in the civilian review process; c) requiring officers to be involved in the communities that they serve (i.e. through park boards, schools, community crime prevention, neighborhood groups, etc.); d) hiring more officers of color.
- The Public Affairs Offices of the City and County should embark on a campaign dealing with racism, and all City and County publications should show cross-cultural sensitivity in photos and language.
- The City of Minneapolis should assure that there is a mechanism in place to administer, implement and aid in the communication of these and other programs.

### **Human Services Task Force**

Human services can combat racism on four levels:

- Institutional Racism: Remove barriers to participation, employment and service delivery for people of color by modifying the physical setting, culture, organization and programming of human services, e.g. display arts and crafts created by people of color depicting their heritage.
- Workplace Racism: Create service agency policies, practices and climate that encourage the hiring, respect for, satisfaction and retention of employees of color, e.g. reward and recognize cultural competency in hiring, promote based on effectiveness not credentials and hire people of color into managerial positions.
- Individual Racism: Confront and reduce racism among human-service professionals through, e.g., in-service training and diverse work teams.
- Community Racism: Advocate for enforcement of anti-discrimination and affirmative action laws without fear or threat of retribution, and encourage foundations, employers and investors to reinvest in communities of color where they do business.

### **Education Task Force**

- The Minneapolis Public Schools must increase the number of teachers of color.
- Academic achievement of students in our City's schools must be further investigated by race to determine which institutional practices contribute to the widely disparate

outcomes experienced by different racial groups. Recommendations must be made regarding alternatives to and elimination of these practices. We recommend the practice of accumulation and reporting achievement data by race, program and school be continued to monitor activities.

- Teacher sensitivity to issues of cultural diversity should be prioritized as part of the Minneapolis Public Schools Teacher Evaluation. The Task Force supports the current peer coaching model, but more needs to be done to ensure that all professionals improve.
- Specific data elements regarding professionals' cultural sensitivity should be used as a part of the performance appraisal process. These data elements include, referral rates to special education, suspension and expulsion; referral rates by counselors to college preparatory courses and programs; and student progress.
- The Minneapolis Initiative Against Racism should support amending the Minnesota Teacher Tenure Law to provide school districts more authority to hold school professionals accountable.
- Modifications to existing Pre K-12 curriculum should be made to ensure sensitivity to racial, ethnic and religious pluralism, and should be multi-cultural in both content and delivery, and should be evaluated on an outcome basis.
- The Minneapolis Public Schools should involve the community in its school-based evaluation and planning, and urge site-based leadership in schools to look to their neighbors and community members as partners in school improvement.
- Multi-cultural curriculum and racial sensitivity should be part of the teaching licensure requirement for educational professionals in the State of Minnesota.
- Schools of education should work with the Minneapolis community to develop those parts of curriculum requirements which will address multi-cultural and whole family teaching. This should include internships in urban schools, as well as exposure to the overall urban environment.
- Post-secondary institutions should expand alternative ways to achieve teaching licensure, such as the programs now in place at St. Thomas University and St. Cloud State University in cooperation with Minneapolis Public Schools and the Minority Pipeline Project at the University of Minnesota.

## Religious Task Force

*"God did not make us to be eaten up by anxiety,  
but to walk erect, free, unafraid in a world  
where there is work to do, truth to seek, love to give and win."*

— Joseph Fort Newton

- Challenge congregations to be accountable, and encourage sermons on racism, pulpit exchanges, partnerships with congregations of different races, bulletin inserts, education programs, treating racism as a spiritual issue, exemplifying commitment to diversity through choice of investments/vendors/contractors, developing cross-cultural experiences, creating a speakers' bureau to talk to suburban churches about racism, etc.
- Support all that the religious community is already doing regarding racism. Publicize and promote the many programs of ecumenical and interfaith organizations, congregations and denominations which address racism and encourage all congregations of the community to participate in significant ways.
- Establish common days in the community for religious congregations to address racism.
- Strengthen racism education for youth and children, through religious education, training of youth leaders within congregations, development of curricular materials, rites of passage programs, etc.
- Call upon people of faith to impact racism in their areas of influence outside of the religious community.

## Housing Task Force

*"Though neighboring communities overlook one another  
and the crowing of cocks and barking of dogs can be heard.  
Yet the people there may grow old and die  
without ever visiting one another."*

— Lao-tzu

- Establish a direct link between public financial assistance for developments and the provision of affordable housing.
- Encourage the financial community to re-invest in all neighborhoods in the City of Minneapolis.
- Address the housing needs of Special Populations.

- Make neighborhood housing stabilization/revitalization the highest priority for public assistance.
- Promote and protect the principles of Fair Housing throughout the City of Minneapolis.
- Geographically disperse affordable housing units throughout the City.
- Establish an Ombudsman position for the City of Minneapolis.

### **Civic Groups Task Force**

- All area civic groups should assess themselves, plan for integrated membership, and develop measurable outcomes against which to assess their progress, including identifying ways of incorporating cultural diversity into leadership training.
- Grass roots organizing should promote benefits of diversity, and neighborhood organizations should revise and modify their policies to reflect a racially diverse community.

### **Youth Task Force**

*A Youth Task Force will submit its report at a later time.*

### **Inter-Connected Task Force**

- Given that most companies do not have written policies against racism, the City of Minneapolis should create a blueprint of such a policy and distribute it to the private sector for voluntary usage. The existing policies of the Minneapolis Department of Civil Rights in the Model Affirmative Action Guide and the City of St. Paul Sexual Harassment investigation policy can be used as a basis for the blueprint, which should be distributed to companies directly or through the various Chambers of Commerce or the Minnesota Business Partnership.
- The City of Minneapolis with the Minneapolis Community Development Agency (MCDA) should implement an interest-free or low-interest home loan program for Minneapolis Police for the purpose of purchasing and rehabilitating property in high-crime areas, with the possibility of combining the old Hot Spots police vehicle take-home program for participating officers. Note: The MCDA says it can get the loan program up and running within 60 days.
- The City of Minneapolis should follow-up for implementation the old State of Minnesota M.E.E.D. program with modifications to target at-risk youth.
- The City of Minneapolis should follow-up for implementation Judge Pamela

Alexander's Task Force recommendations that the Grand Jury system pool of juries be expanded and made more inclusive and diverse.

- The City of Minneapolis, the MCDA, appropriate neighborhood not-for-profits and an appropriate community bank should follow the Chicago Southshore model and create a banking program for Minneapolis communities blighted by racism.
- The City of Minneapolis should establish a coordinated effort to bring together the various apprenticeship programs and market their availability to at-risk youth. Note: The City of Owatonna has a two-year-old program, and the State of Minnesota has had one for over 30 years.
- Given that government prosecutors play the major role in the prosecution of bias crimes, and that currently there is no oversight and little public accountability in the decisions on whether or not to prosecute, the City of Minneapolis and appropriate government agencies should develop written guidelines and criteria for prosecutors to use and establish some type of reporting and accountability system.
- The City of Minneapolis should undertake a self-audit of all current programs to ensure that they reflect and embrace diversity.
- The City of Minneapolis should establish or contract with a company to perform the role of Minority Ombudsman on behalf of the community. Note: The City of Saint Paul made and implemented such a proposal in 1991.
- The City of Minneapolis should work with or lobby the Minnesota Board of Peace Officers Standards and Training to legislate Diversity Training as a yearly requirement of the licensing process for law-enforcement officials.

The Minneapolis Initiative Against Racism will monitor these efforts carefully and publicize the results broadly to increase progress toward specific, significant goals.

This is a huge challenge. We need your help. Please join us.